# Interconnected Framework for Behavior and Mental Health Needs at Stanley-Boyd

Growing School-Based Mental Health Summit
Summer 2021



## Krystle Bacha

# Before I talk about us.... Let's talk about you...

# A Little Bit About Stanley-Boyd.....

Rural K-12 District located between Wausau and Eau Claire

**About 1,091 students enrolled**

**Stanley-Boyd High School - 324 students**

**Stanley-Boyd Middle School - 246 students**

**Stanley-Boyd Elementary School - 448 students**

**Stanley-Boyd Early Learning Center - 73 students**
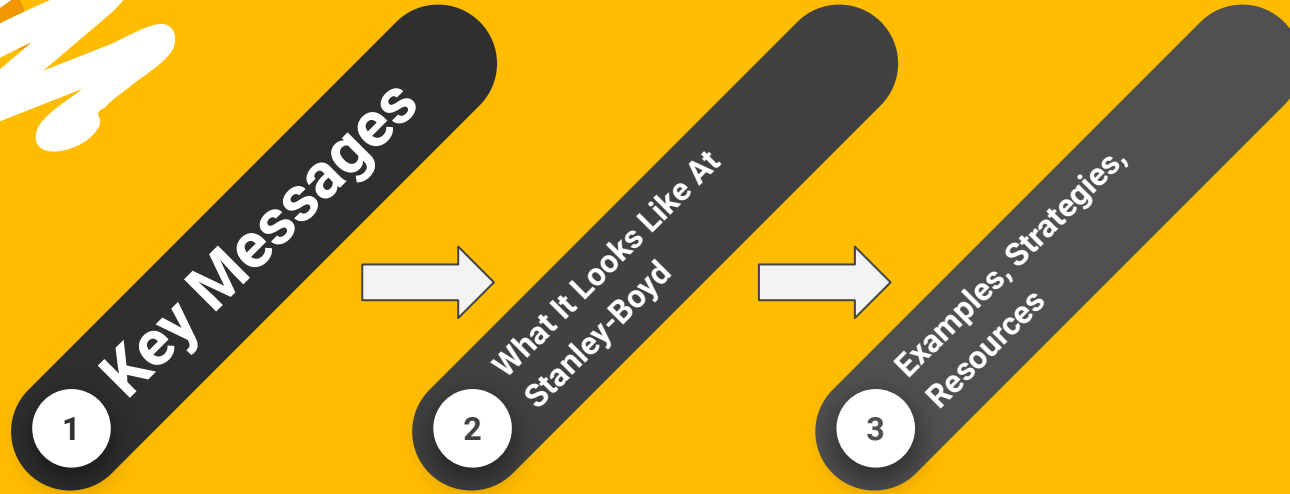
17% Special Education

52% Free or Reduced

Krystle Bacha & Jamie Ceranski With Lucille Eber (Midwest PBIS Network and National PBIS Center)

# An Overview

1. Key Messages
2. What It Looks Like At Stanley-Boyd
3. Examples, Strategies, Resources

# Interconnected Systems Framework

## Key Messages

1. Single System of Delivery
2. Mental Health is for All
3. Access is Not Enough
4. MTSS is Essential to Install SMH

Eber, L., Barrett, S., Perales, K., Jeffrey-Pearsall, J., Pohlman, K., Putnam, R, Splett, J., & Weist, M.D.(2019). *Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide PBIS, Volume 2: An Implementation Guide*.

# Single System of Delivery

→ Social/Emotional/Behavior education and mental health across all tiers
→ District/Community Leadership Team
→ Inviting variety of service providers into a new framework with a single request for assistance

Eber, L., Barrett, S., Perales, K., Jeffrey-Pearsall, J., Pohlman, K., Putnam, R, Splett, J., & Weist, M.D.(2019). *Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide PBIS, Volume 2: An Implementation Guide*.

# A New Framework

## Traditional

✘ Refer to mental health clinician when interventions were not working

✘ Tell each other what we are doing with our programs/youth we "see"

✘ Tell each other about progress (from our perspective)

## An Interconnected Systems Framework

★ One set of teams reviews needs of all students

★ Decide together which interventions to do with all students

★ Decide together how to evaluate (as part of intervention design)

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**I HOPE** *you* **BELIEVE IN** *yourself* **AS MUCH AS I** *BELIEVE IN YOU.* - *Mom*

#**SB**ORIOLES

## What Single System of Delivery Looks Like At Stanley-Boyd

- Added mental health to all tiers of PBIS
- Invited community health providers into our building to work with students
- Community health providers have sat in on pupil services meetings, but not on data meetings
- Problem solving meeting requests
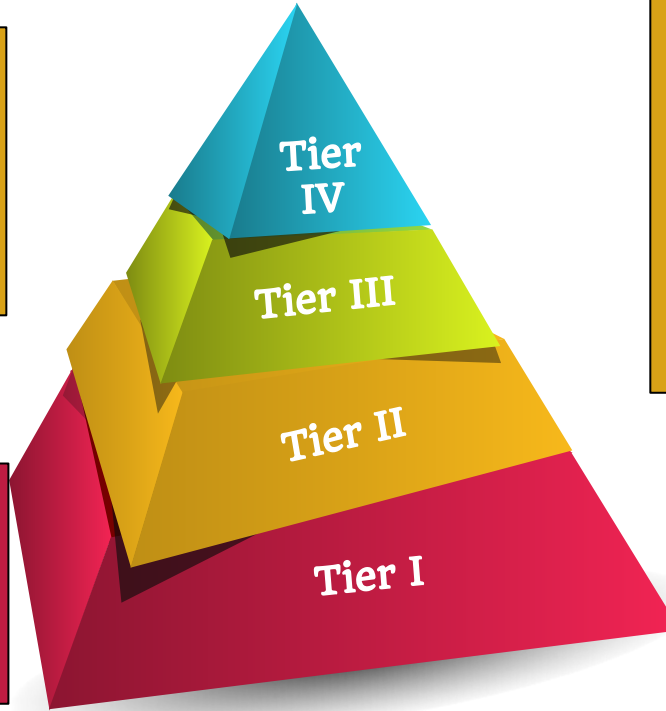
# Stanley-Boyd School District
## PBIS/Mental Health Defining the Tiers

**Tier II (Selective)**
Problem solving team uses data to determine interventions & effectiveness for common challenges.

**Tier I (Universal)**
Schoolwide and Classroom Supports for All Students in All Settings

Tier IV

Tier III

Tier II

Tier I

**Tier II Interventions:**
Check-In Check-Out
Coping Cat
Social Academic Instructional Groups
Second Steps (K-8)
Mentoring
Brief FBA/BIP
SBIRT
Wellness Plans
Dialectical Behavioral Therapy Skills Training

**Tier I Universal Instruction**
Guidance Lessons (Elem)
Classroom & School Expectations displayed.
(Re)Teaching by staff.
Incentives
Relationship building with staff
Systematic Screening for Behavior Disorders
Calm Down Classroom Kits
Training for Staff (QPR, 7 Habits, ACES)

# Stanley-Boyd School District
## PBIS/Mental Health Defining the Tiers

**Tier IV (Comprehensive)**
Problem solving team (including parent and service providers) collaborate to determine individualized needs and services (wrap around support)

**Tier III (Intensive)**
Problem solving team (including parent) addresses challenges for individual high-need students.
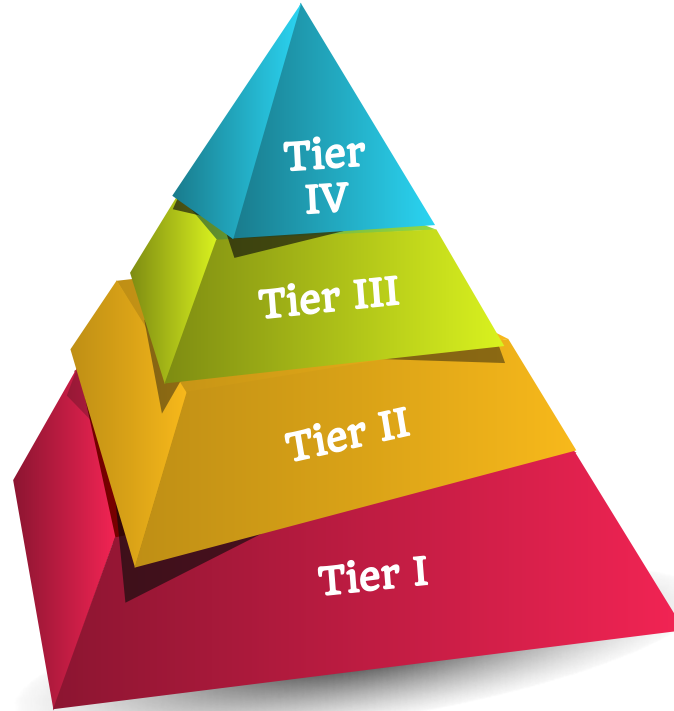
**Tier IV Interventions:**

Day Treatment
Separate school placement
Outpatient or county services
Safety & Re-entry Plans
(Special Education)

**Tier III Interventions:**

Complex FBA/BIP
Individualized Check-In
Check-Out
Individualized school counseling
Consider Referral for special education evaluation
Consider Referral to outside services/therapist
Dialectical Behavioral Therapy
With Team Support
Zones of Regulation

Tier IV

Tier III

Tier II

Tier I

Aurora
residential alternatives
www.AuroraServices.com


Catalyst for Change


LSS
Lutheran Social Services
of Wisconsin and Upper Michigan, Inc.

## Sample of Request for Assistance

Step 3b: Develop request for assistance process for identifying students who need additional supports

## SAMPLE - Request for Assistance
*Addressed to: Systems Planning Team*

Student Name: _____ Grade: _____

Date: _____ IEP (circle one) *Yes* *No*

Teacher: _____

---

1) I am a (circle one): **Teacher/team** **Family Member** **Student**

Name: _____

Relationship to student: _____

2) **Type of Concern:**
____Academic only

____Behavior only

____ Social/Emotional

____Both Academic and Behavior

*Thank you.*

# K-8 SAT Meeting Referral

## Teacher Report

| Student: | Teacher: | Date: |
|---|---|---|

| Subject: | Current Grade: | Able to Attend Meeting?  Yes / No |
|---|---|---|

| Primary Concern(s): | Absences | Academic Skills | Skill | Will |
|---|---|---|---|---|

| Date of last **Parent Contact**: | Method of contact:<br>❏  Phone<br>❏  E-mail<br>❏  In person | Topics Discussed: |
|---|---|---|

| Strengths | Concerns |
|---|---|
| ❏  Asks for help<br>❏  Attends class regularly<br>❏  Comes prepared with materials<br>❏  Completes formative / in-class assessments<br>❏  Completes homework<br>❏  Does well on summative assessments<br>❏  Uses class time well / stays on task<br>❏  Works well with other students in groups<br>❏  Exhibits a positive attitude<br>❏  Respectful towards adults and peers<br>❏  Listens well<br>❏  Participates in class<br>❏  Solves problems<br>❏  Is accountable for actions<br>❏  Other: | Student Needs To:<br>❏  Attend school every day<br>❏  Be on time to class<br>❏  Bring all materials to class<br>❏  Follow directions and expectations<br>❏  Complete classwork<br>❏  Complete homework<br>❏  Prepare for summative assessments<br>❏  Participate appropriately<br>❏  Communicate respectfully<br>❏  Pay attention / focus<br>❏  Work on required tasks during class time<br>❏  Refrain from distracting other students<br>❏  Ask for clarification when needed<br>❏  Other: |

| **Behavior in Class**:<br>❏  Excellent<br>❏  Meets expectations<br>❏  Needs improvement<br>❏  Unacceptable<br>Number of Write Ups/Minors: | Does this student's behavior negatively impact their learning or the learning of others? How? |
|---|---|

| Missing Assessments |
|---|
|  |

# Mental Health is For All

→ Social/emotional/behavioral skills taught by all, across settings, to all students
→ Adding pro-social skills to the matrix

Eber, L., Barrett, S., Perales, K., Jeffrey-Pearsall, J., Pohlman, K., Putnam, R, Splett, J., & Weist, M.D.(2019). *Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide PBIS, Volume 2: An Implementation Guide*.

#SBORIOLES

YOU ARE
**STRONGER**
THAN YOU THINK

What Mental Health for All Looks Like At Stanley-Boyd

- School-wide Matrix
- District recently added Leader In Me

# Oriole Pride Expectations

| | Hallways | Lunchroom | Playground | Bathroom | Bus | Arrival/ Dismissal | Assembly |
|---|---|---|---|---|---|---|---|
| **Be Safe** | Walk forward and on the right<br><br>Hands, feet, backpacks to self | Sit on bottoms<br><br>Follow flow of traffic<br><br>Walk to and from the lunchroom | Use and return equipment properly<br><br>Keep hands and feet to yourself | Use toilets, stalls, sinks, and urinals properly | Stay in your seat<br><br>Face forward at all times<br><br>Wait for the bus to stop before entering/exiting | Use crosswalks and sidewalks<br><br>Look both ways before crossing the road | Keep your hands and feet to yourself |
| **Be Respectful** | Soft Voice<br><br>Whisper Greetings<br><br>Arms at side | Eat only <u>YOUR</u> food<br><br>Soft voices<br><br>Use good manners | Play fairly and by school rules<br><br>Use kind words<br><br>Include others | Give privacy to others<br><br>Use soft voices<br><br>Flush toilets | Listen to bus driver<br><br>Keep hands and feet to yourself<br><br>Use kind words and soft voices | Keep your hands and feet to yourself<br><br>Sit quietly in the gym before school | Respond or clap only when called on<br><br>Sit on bottoms |
| **Be Responsible** | Zipped Backpacks<br><br>Keep your area clean<br><br>Walk directly to your destination | Be ready to enter your number<br><br>Clean up your area<br><br>Empty your tray properly | Get permission to go inside<br><br>Line up quickly when whistle blows<br><br>Dress for the weather | Keep bathroom clean<br><br>Use "just enough" paper<br><br>Be quick | Report unsafe activity to the driver<br><br>Keep track of your own behavior | Be on time<br><br>Be prepared<br><br>Walk to the lunchroom for breakfast | Respond immediately to quiet signal<br><br>Give speaker full attention |

The Leader in Me™
great happens here

| | Hallways | Lunchroom | Playground | Bathroom | Bus |
|---|---|---|---|---|---|
| **Be A Leader**<br><br>Habit 1: Be Proactive<br><br>Habit 4: Think Win-Win | Show others how to walk in the hallway | Show others how to go through the lunch line<br><br>Help others | Tell the truth and report situations to adults<br><br>Include others in games | Tell an adult if custodian is needed<br><br>Be quick | Tell the truth and report situations to adults<br><br>Help others |
| **Be Safe**<br><br>Habit 2: Begin With The End In Mind<br><br>Habit 7: Sharpen The Saw | Walk forward and on the right<br><br>Hands, feet, arms, and items to self<br><br>Follow flow of traffic<br><br>Go directly to destination | Sit on bottom in the seat<br><br>Walk in the lunchroom<br><br>Hold tray with two hands<br><br>Stay at your table until dismissed | Use equipment properly<br><br>Hands, feet, arms, and items to self | Use toilets, stalls, sinks, and urinals properly<br><br>Hands, feet, arms, and items to self<br><br>Keep floor dry | Sit in your seat<br><br>Face forward<br><br>Wait for bus to stop before entering/exiting<br><br>Hands, feet, arms, and items to self |
| **Be Respectful**<br><br>Habit 5: Seek First to Understand, Then be Understood<br><br>Habit 6: Synergize | Quiet voice or whisper greetings | Eat only your food<br><br>Soft Voices<br><br>Manners/Please/Thank you | Use kind words<br><br>Share equipment<br><br>Play fair<br><br>Include others | Give privacy to others<br><br>Soft Voices<br><br>Flush toilets | Listen to the driver<br><br>Use kind words<br><br>Soft voices |
| **Be Responsible**<br><br>Habit 3: Put First Things First | Keep area clean<br><br>Walk directly to destination | Clean up your area<br><br>Empty and stack your tray properly | Get permission to go inside<br><br>Line up quickly when whistle blows<br><br>Dress for the weather | Keep bathroom clean<br><br>Wait your turn | Be on time<br><br>Wait your turn<br><br>Keep track of your items (backpack) |

# Specific Behaviors + Social-Emotional Skills

| Expectation | Specific Behavior or Social Emotional Skill |
|---|---|
| Be Safe | Keep hands and feet to self |
| | I tell an adult when I am worried about a friend. |
| Be Respectful | Use the signal to ask a public or private question. |
| | Make sure everyone gets a turn. |
| Be Responsible | Turn in all work on time |
| | Check in with my feelings during the day |

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## What does our curriculum look like?

| Teaching Matrix | | SETTING | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | All Settings | Hallways | Playgrounds | Cafeteria | Library/ Computer Lab | Assembly | Bus |
| Expectations | Respect Ourselves | Be on task. Give your best effort. Be prepared. | Walk. | Have a plan. | Eat all your food. Select healthy foods. | Study, read, compute. | Sit in one spot. | Watch for your stop. |
| | Respect Others | Be kind. Hands/feet to self. Help/share with others. | Use normal voice volume. Walk to right. | Play safe. Include others. Share equipment. | Practice good table manners | Whisper. Return books. | Listen/watch. Use appropriate applause. | Use a quiet voice. Stay in your seat. |
| | Respect Property | Recycle. Clean up after self. | Pick up litter. Maintain physical space. | Use equipment properly. Put litter in garbage can. | Replace trays & utensils. Clean up eating area. | Push in chairs. Treat books carefully. | Pick up. Treat chairs appropriately. | Wipe your feet. Sit appropriately. |

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| Teaching Matrix | | INCORPORATE BULLY PREVENTION / INTERVENTION | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | All Settings | Halls | Playgrounds | If you see Disrespect | Library/ Computer Lab | Assembly | Bus |
| Expectations | **R**espectful | Be on task. Give your best effort. Be prepared. | Walk. | Have a plan. | **STOP:** Interrupt & model respect, rather than watch or join in | Study, read, compute. | Sit in one spot. | Watch for your stop. |
| | **A**chieving **& O**rganized | Be kind. Hands/feet to self. Help/share with others. | Use normal voice volume. Walk to right. | Share equipment. Include others. Invite those who are alone to join in. | **WALK:** Invite people who are being disrespected to to join you and move away. | Whisper. Return books. | Listen/watch. Use appropriate applause. | Use a quiet voice. Stay in your seat. |
| | **R**esponsible | Recycle. Clean up after self. | Pick up litter. Maintain physical space. | Use equipment properly. Put litter in garbage can. | **Stop:** Interrupt, Say "that's not ok." **Walk:** Walk away Don't be an audience **Talk:** REPORT to an adult | Push in chairs. Treat books carefully. | Pick up. Treat chairs carefully. | Wipe your feet. |

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# **Access is Not Enough**

→ Data is used to identify student needs and potential interventions & to measure effectiveness of interventions

→ Interventions are specific and include goals/minutes

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What Access Is Not Enough Looks Like At Stanley-Boyd

- Triangulation of data to identify students in need
- Variety of data used to track progress for interventions
- Interventions with counselors/psych include goals

THE BEST THING TO HOLD ONTO IN LIFE IS
EACH OTHER

~ AUDREY HEPBURN ~
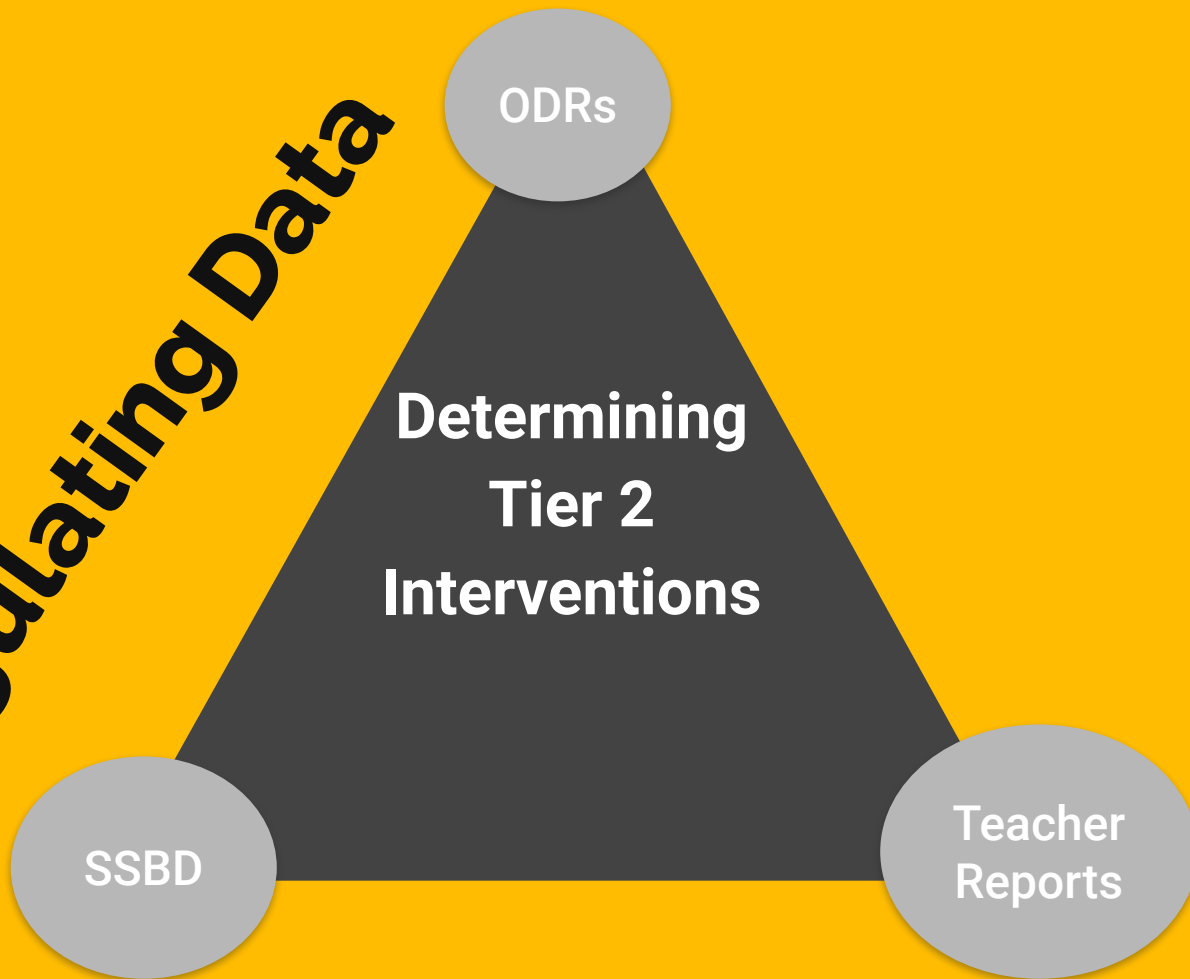
# Screening Process for Determining Need for Intervention

<u>Office Discipline Referrals</u> - Decision rules are 6 minors or 2 majors for similar behaviors within 6 week time frame puts students on our discussion list during bi-weekly Tier 2 meetings.

<u>Systematic Screening for Behavioral Disorders</u> (Pacific Northwest Publishing) - Teachers grades K-9 complete a survey for 6 students after reviewing their entire class roster for internalizers and externalizers (3 for int. & 3 for ext).  Students are given a cut score and team reviews student cut scores to determine need for intervention.

# Introduction
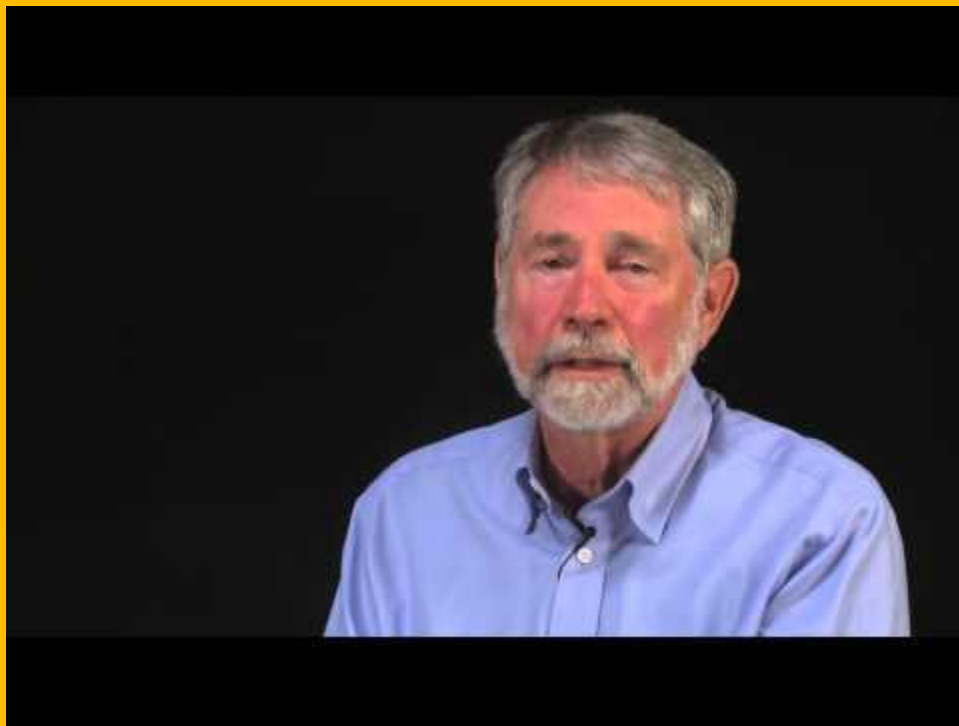
# Teacher Overview

# Tools to Determine Intervention Effectiveness and Need for More Intensive Interventions

✘ Number of ODRs
✘ CICO daily data
✘ Weekly Teacher Survey
✘ Teacher/Parent Reports
✘ SSBD screening results

Anticipate Introducing:

✘ (Pre-Post Rating Scales)
✘ (Fidelity checks)

**Sample - Layered Daily Progress Report**

|  | 1st block | | | 2nd block | | | 3rd block | | | 4th block | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Be Safe** Use calming strategy | 2 | 1 | 0 | 2 | 1 | 0 | 2 | 1 | 0 | 2 | 1 | 0 |
| **Be Respectful** Use safe hands | 2 | 1 | 0 | 2 | 1 | 0 | 2 | 1 | 0 | 2 | 1 | 0 |
| **Be Responsible** Connect with safe person | 2 | 1 | 0 | 2 | 1 | 0 | 2 | 1 | 0 | 2 | 1 | 0 |
| Total Points | | | | | | | | | | | | |
| Teacher Initials | | | | | | | | | | | | |

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# MTSS is Essential to Install SMH

→ Leadership Teams

→ Use of Data

→ Team Selection Process

→ Early Access

→ Measure Fidelity & Outcomes

→ Team Based Coaching

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What MTSS is Essential to Install SMH Looks Like At Stanley-Boyd

- District/Community Leadership Team
- Universal Screening and SAT Requests
- Tiered Fidelity Inventory and Action Planning

## School Data

- ✖ Climate survey
- ✖ YRBS
- ✖ Graduation Rates
- ✖ Reading proficiency
- ✖ ODRs
- ✖ Attendance

## Community Data

- ✖ Poverty Rate
- ✖ Unemployment Rate
- ✖ Health factors
- ✖ Access to insurance
- ✖ Substance abuse

# Tiered Fidelity Inventory

Measures the extent to which school personnel apply the core features of SWPBIS at all three tiers - either individually or collectively

PBISAPPS.org

# ISF Action Planning Companion Guide to SWPBIS-TFI

Used to assess current status of PBIS and Mental Health in Schools

https://drive.google.com/file/d/1BX-PRr6Fzh6iF4PjjDD-DwJ4NPHwdXfv/view

# ISF Action Planning Companion Guide to SWPBIS-Tiered Fidelity Inventory

### v.2.0, February 2016

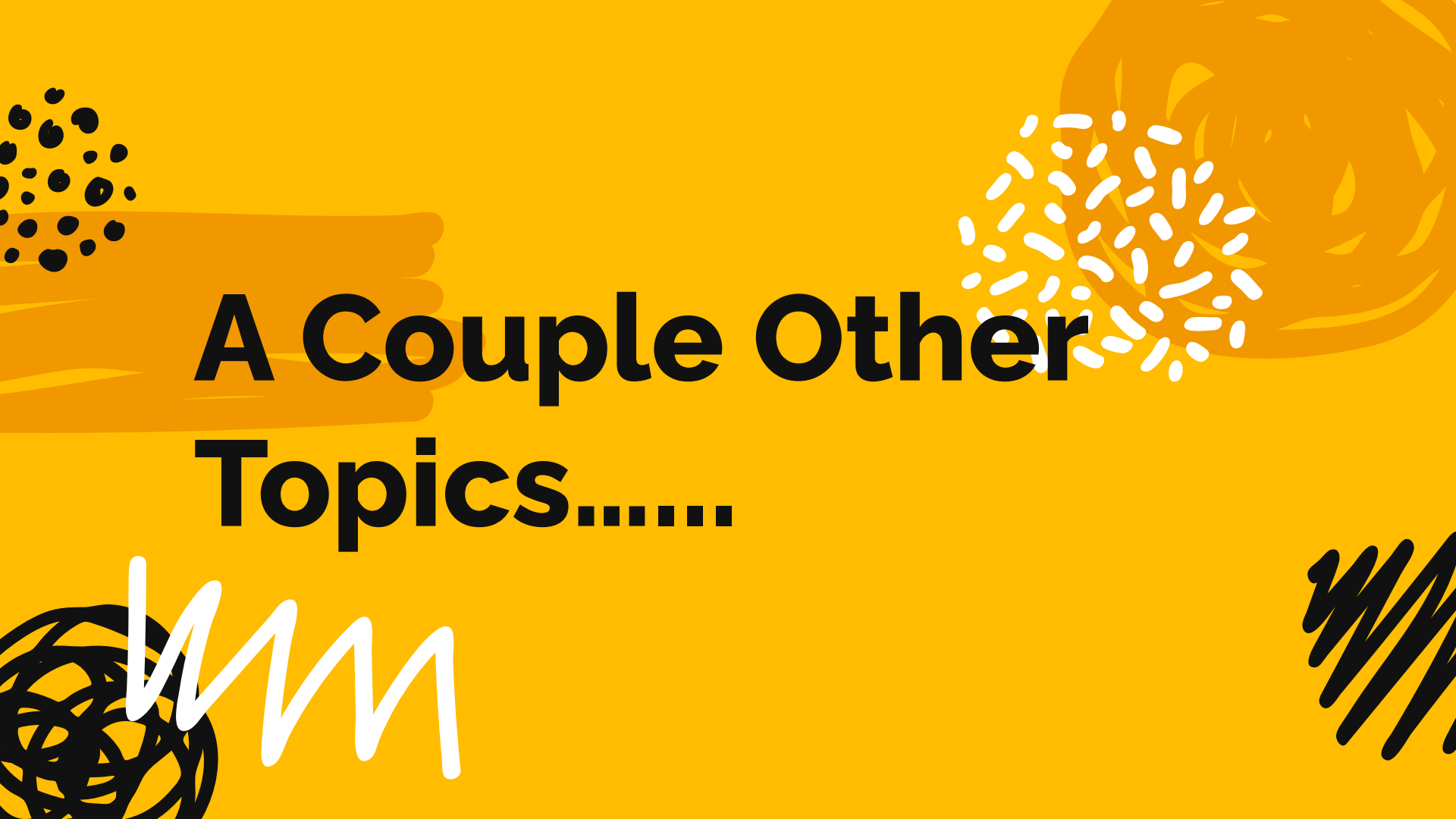School:                                                                                          Date:

**Directions**: Please determine if each item is Not Implemented (NI), Partially Implemented (PI), or Fully Implemented (FI).

| Subscale | Tiered Fidelity Inventory: Tier I Features |
|---|---|
| **Teams** | **1.1 Team Composition**: <br> Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation. |
| | **PBIS Big Idea**: Effective PBIS teams are knowledgeable, representative of stakeholders, and have administrative authority. <br> **ISF Big Idea:** Community Partners, including family representatives, can provide an expanded view/context of how the students' lives outside of school are to be considered and can enhance the Tier 1 Team's ability to promote healthy social emotional functioning for ALL students. |
| **ISF Enhancement** | *ISF leadership teams include community employed and school employed staff with mental health expertise.  Teams also include families and students as active leaders.* <br> *Community partners' roles at Tier 1 are clearly defined through a memorandum of understanding (MOU).* |

Directions:  Please list at least 2 action statements for 1.1 Team Composition

| Action Steps? | RESOURCES NEEDED? | WHO? | WHEN? |
|---|---|---|---|
| A. | | | |
| B. | | | |

# A Couple Other Topics......

# Intervention Mapping

✘ Provides an overall existing social emotional behavioral related interventions or initiatives available to students in the building

✘ Determine effectiveness, relevance, and fidelity for each

✘ Resource allocation

✘ Determine areas of redundancy

ISF School Installation Guide
Step 2c: Conduct intervention inventory

# School Level Intervention Mapping Tool

**Purpose** of this tool is to (a) provide an overall picture of existing social emotional behavioral related interventions or initiatives available to students in your building, (b) determine the effectiveness, relevance, and fidelity for each, (c) resource allocation, and (d) determine areas of redundancy. This process is led by the School Level Team with representation from both education and community stakeholders.

|  | Intervention | Indicated Need | Facilitator | Entrance Criteria | % of student enrollment receiving intervention | Outcome Measurement | % of students responding | Evidence Based | Fidelity Measurement |
|---|---|---|---|---|---|---|---|---|---|
| **Tier 1** |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| **Tier 2** |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| **Tier 3** |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |

Pohlman, K., Barrett, S., Eber, L., & Perales, K. (2019)

ISF School Installation Guide
Step 2c: Conduct intervention inventory

**Example of School Intervention Map**
* Items indicated in red are "flagged" for conversation and action to be taken by school team.

| | Intervention | Indicated Need | Facilitator | Entrance Criteria | % of student enrollment receiving intervention | Outcome Measurement | % of students responding | Evidence Based | Fidelity Measurement |
|---|---|---|---|---|---|---|---|---|---|
| **Tier 1** | Social Emotional Behavioral Skills Curriculum | Increased social emotional behavioral instructional time | Counselor | None - all students | All | Time out of class | Time out of class reduced by 10% | Yes | Measured by weekly walkthroughs |
| | Classroom Community Circles | Increased community and safety perceptions | Social Worker | None - all students | All | Student Climate Survey | Student Climate Survey increased by 13% | No | Measured by weekly walkthroughs |
| **Tier 2** | Check-in, Check-out | Low level behavioral needs<br>• 2 major ODRs<br>• 1 suspension<br>• 5 nurse visits in 2 weeks | Resource Officer | • 1 suspension<br>• 2 ODRs<br>• Low elevation on screener | 12% of student enrollment | Daily progress report | 74% of students responding | Yes | CICO - Fidelity Implementation Measure |
| | Problem Solving Skills Group | Anger Management, problem solving skills | Social Worker | • No response to CICO<br>• Suspension for physical aggression<br>• Teacher or family referral | 5% of student enrollment | Daily Progress Report & no new Office Discipline Referrals | 70% of students responding | Yes –reteaching skills from Tier 1 | None |
| | Divorce Group | Support for | Social | • Teacher or | 1% of | Unknown | Unknown | No | None |

Pohlman, K., Barrett, S., Eber, L., & Perales, K. (2019)

ISF School Installation Guide
Step 2c: Conduct intervention inventory

| | | students of parental divorce | Worker | family referral | student enrollment | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Trauma Informed Evidence Based Group | Prevent fight, flight, freeze response per risk indications in screening data | Community Clinician | • No response to CICO<br>• Highly elevated on universal screener | 2% of student enrollment | • Daily progress report<br>• Time out of class | 75% of students responding | Yes | Evidence Based Group Fidelity Tool |
| **Tier 3** | Wraparound | Students with needs across home-school-community | School Social Worker & Community Clinician | • No response to two Tier 2 interventions<br>• At-risk for change in placement<br>• Highly elevated on universal screener | 2% of student enrollment | Individualized per student | 72% of students responding | Yes | Wraparound Integrity Tool |
| | | | | | | | | | |

**Discussions for School Team Based Upon Example:**

| Discussion Item | Decision | Action Steps |
|---|---|---|
| Utilizing school based clinicians to facilitate Tier 1 practices (e.g.: teaching SEB skills curriculum, Classroom Community Circles) | Need to build the capacity of teachers to teach SEB skills and facilitate Circles | ◻ Provide professional development to staff on clinician skills being utilized at higher tiers to provide "why"<br>◻ Survey staff for current skill and needs |

Pohlman, K., Barrett, S., Eber, L., & Perales, K. (2019)

# Reviewing & Building Capacity for ISF

✗ Does your staffing/building have the capacity to screen and identify students with mental health needs?

✗ Installation Guide

https://drive.google.com/drive/folders/1-32YAKKvKfUcUhc1u0TV33nqMUVzA-ex

# Thank You
# kbacha@s-bschools.org



ONE
PERSON
CAN
MAKE  A
DIFFERENCE
AND
EVERYONE
SHOULD
TRY.

JOHN F. KENNEDY

SB

*Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide PBIS, Volume 2: An Implementation Guide*