

North East PBIS Forum
May 16, 2019



Mental Health in Schools: ALL Hands on Deck!

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PBIS Positive Behavioral
Interventions & Supports

OSEP TECHNICAL ASSISTANCE CENTER

Thank you !

- National TA Center on PBIS
- Interconnected Systems Framework Leadership Team
 - Lucille Eber, Mark Weist, Kelly Perales, Joni Splett, Katie Pohlman

CONTEXT AND HISTORY

NPR

*The Silent Epidemic:
The Mental Health Crisis
in our Schools*

published on-line September 7, 2016

Context

- 33% increase in teens reporting symptoms of depression
- 46% of children in the US have experienced at least one Adverse Childhood Experience (ACE)
- US has highest rate of opioid use in the world
- The CDC reports “electronic aggression” as an emerging public health problem
 - Any type of harassment or bullying that occurs through email, a chat room, instant messaging, a website or text messaging

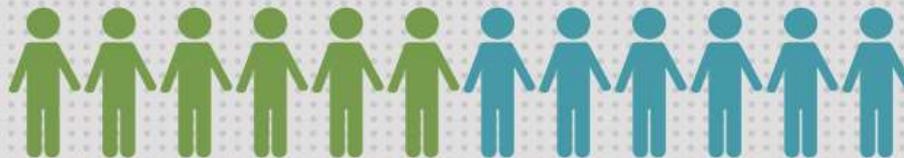
In the United States, teens' emotional health has declined significantly over the past two decades

- Anxiety rates have increased by 20 percent in youth and suicide hospitalizations have doubled.
- Measures of suicidality were twice as high among college age students who reported that they were questioning their sexual orientation than among heterosexual students, and significantly higher than among nonquestioning gay, lesbian, and bisexual students

CONTEXT

- ▶ A national study completed in the journal *Pediatrics* (11/2016) found a 37% increase in the number of teens suffering from a major depressive episode from 2005 to 2014, but those receiving mental health counseling or treatment did not change significantly (Mojtabai, Ramin; Olfson, Mark; Han, Beth; 2016).
- ▶ A 2015 report from the *Child Mind Institute* states that of the 74.5 million children in the United States, it is estimated that just over 17 million have or have had a psychiatric disorder. The report goes on to state that according to interviews done by professionals with a group of youth ages 13-18, “49.5% of American youth will have had a diagnosable mental illness at some point before they are 18...” and that, “22.2% of American youth will have a diagnosable mental illness with ‘serious impairment’ at some point before they are 18.”

Impact



50%

50% of all lifetime cases of mental illness begin by age 14 and 75% by age 24.¹

10 yrs

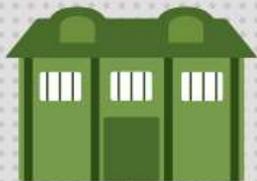
The average delay between onset of symptoms and intervention is 8-10 years.¹

37%



37% of students with a mental health condition age 14 and older drop out of school—the highest dropout rate of any disability group.¹

70%



70% of youth in state and local juvenile justice systems have a mental illness.¹

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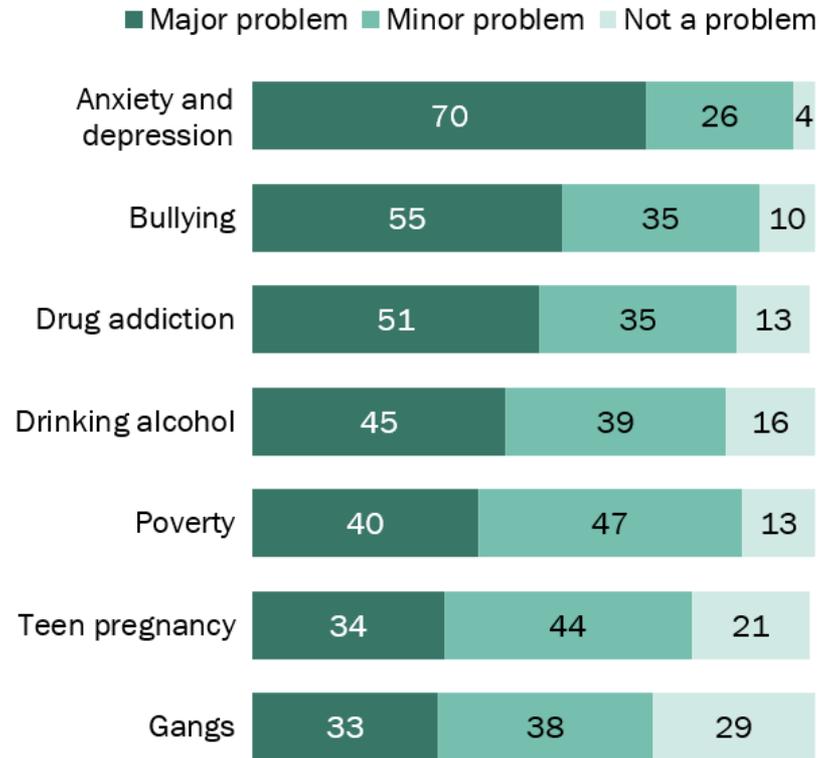
Current National Data: Principals' Concerns

Areas ranked as an extreme or high concern by 50 percent or more principals, 2018	
Increase in the numbers of students with emotional problems.	73.7%
Student mental health issues.	65.5%
Students not performing to their level of potential.	62.3%
Providing a continuum of services for students who are at risk.	61.6%
Student assessment.	57.2%
Student poverty.	56.5%
Instructional practices.	55.8%
Teacher performance/effectiveness.	55.1%
Professional development of staff.	55.0%
Fragmentation of principal's time.	53.5%
Management of student behavior.	52.5%
Financial resources.	50.8%

Source: [*The Pre-K-8 School Leader in 2018: A 10-Year Study*](#), from the [National Association of Elementary School Principals](#) and the [University Council for Educational Administration](#).

Anxiety and depression top list of problems teens see among their peers

% of teens saying each of the following is a ___ among people their age in the community where they live



Note: Share of respondents who didn't offer an answer not shown.
Source: Survey of U.S. teens ages 13 to 17 conducted Sept. 17-Nov. 25, 2018.

"Most U.S. Teens See Anxiety and Depression as a Major Problem Among Their Peers"

A COUPLE OF DEEP BREATHS.....

What does science tell us about wellbeing?

- Brain forms and changes across life span
- Continuous interplay between body, mind, spirit, behavior and genetics.
- Sensitive periods
 - Birth to 2
 - 4-6 years
 - Adolescence
- We can intentionally train our brains to improve well being and greater good.
- “Well being is a skill”

*Center for Healthy Minds,
University of Wisconsin Madison*

What is the impact of enhancing social emotional learning?

- Meta-analysis of 213 school-based, universal social and emotional learning (SEL) programs involving 270,034 kindergarten through high school students. Compared to controls, SEL participants demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an **11-percentile-point gain in achievement.**

Wellbeing

Should central role of education be building and improving wellbeing ?

How would academic achievement improve if we had students, youth, educators in environments that fostered emotional health and wellbeing?

How would that impact healthcare?

Justice system, Poverty, Homelessness, Drug Use?
Unemployment?

Expanding PBIS to include MH with ISF

Interconnected Systems Framework

- A Structure and process for education and mental health systems to interact in most effective and efficient way.
- guided by key stakeholders in education and mental health/community systems
- who have the authority to reallocate resources, change role and function of staff, and change policy.

How is this expanded PBIS different?

- A whole population need requires a whole population response...
- We need more expertise in our schools and when we are hiring we need to re-position how we use our experts.
- We need to build capacity because...

Mental Health and Wellness as everyone's job...

Moving from a few staff being the **only** response to identified social emotional needs, to clinicians functioning as social emotional **leaders** of the building.

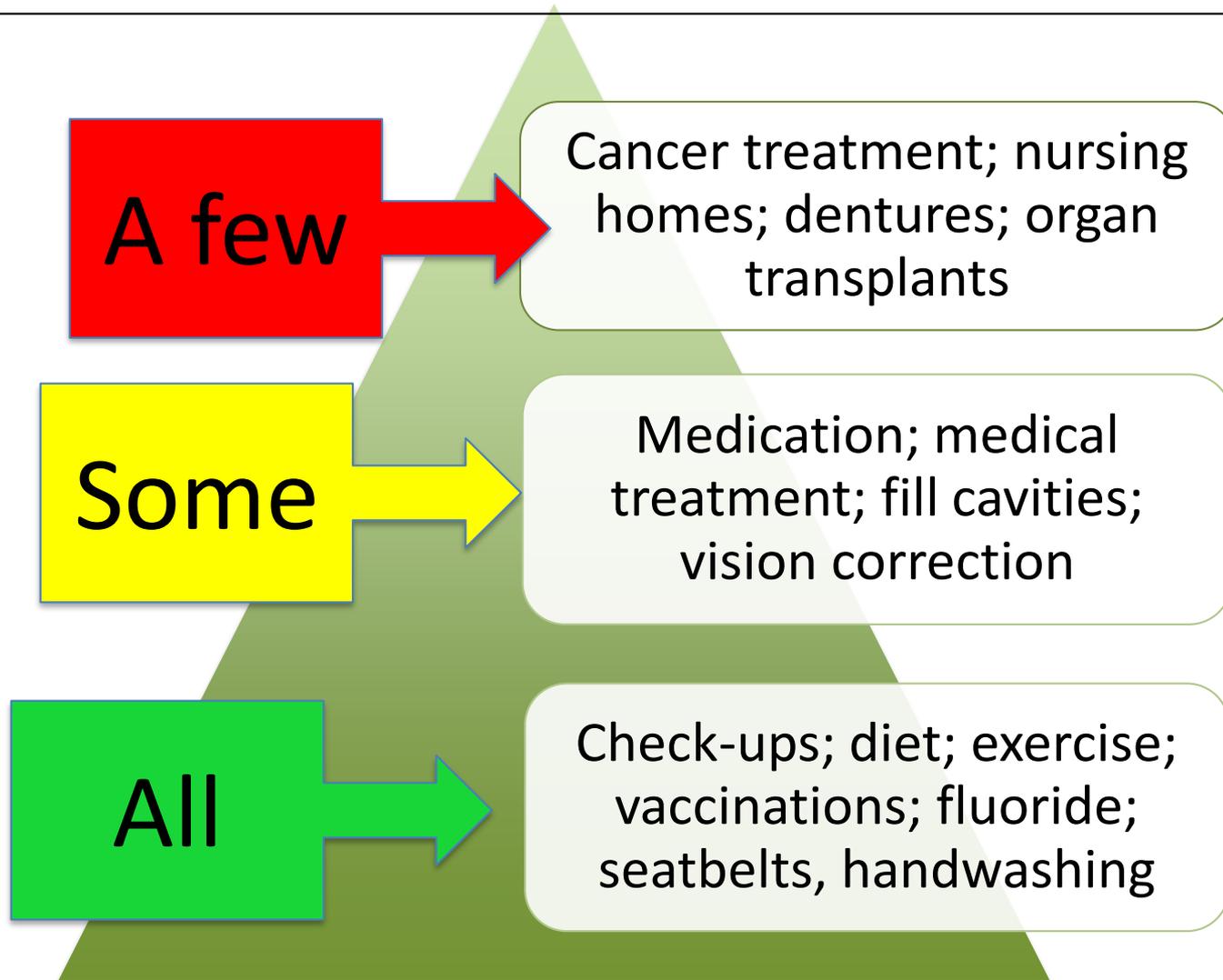
TO

Helping to build the capacity of
the **rest of the staff**



Building ISF from Public Health Model and PBIS

U.S. Public Health: Tiered Logic Model



Public Health Implementation Framework

Social Emotional and Behavioral Health

- **We organize our resources**
 - Multi-Tier Mapping, Gap Analysis
- **So kids get help early**
 - Actions based on outcomes (data!), not procedures
- **We do stuff that's likely to work**
 - Evidence-Based interventions
- **We provide supports to staff to do it right**
 - Fidelity: Tiered Fidelity Inventory
- **And make sure they're successful**
 - Coaching and Support
 - Progress monitoring and performance feedback
 - Problem-Solving process
 - Increasing levels of intensity

Experimental Research on SWPBIS

SWPBIS Experimentally Related to:

1. Reduction in **problem behavior**
2. Increased **academic performance**
3. Increased **attendance**
4. Improved perception of **safety**
5. Reduction in **bullying behaviors**
6. Improved **organizational efficiency**
7. Reduction in **staff turnover**
8. Increased perception of **teacher efficacy**
9. Improved **Social Emotional competence**

Bradshaw, C.P., K...
Intervent...

Bradshaw, C.P., K...
Intervent...
462-473

Bradshaw, C. P.,
Support...
Positive

Bradshaw, C.P.
Interve...
Childre

Bradshaw, C.,
probl...

Horner, R., S...
effec...
Inter

Horner, R. H...
on E...

Ross, S. W., E...
Journal

Waasdorp, T., Brad...
Supports on Bullying and Peer Rejection...

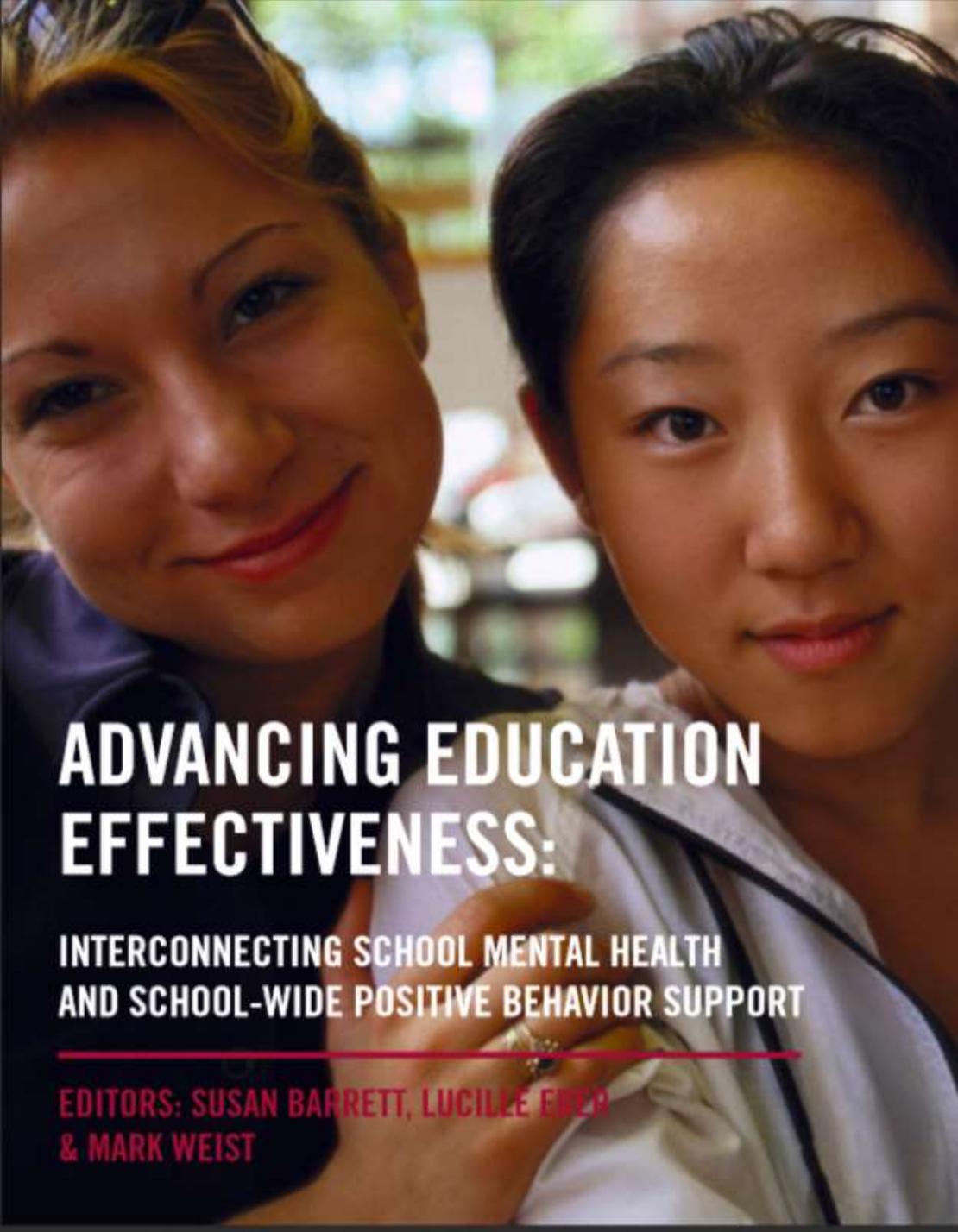
Pediatric Adolescent Medicine. 2012;166(2):149-156

Bradshaw, C. P., Pas, E. T., Goldweber, A., Rosenberg, M., & Leaf, P. (2012). Integrating schoolwide Positive Behavioral Interventions and

Supports with tier 2 coaching to student support teams: The PBISplus Model. *Advances in School Mental Health Promotion*, 5(3),

PBIS Provides a Solid Foundation.... but More is Needed...

- Many schools implementing PBIS struggle to implement effective interventions at Tiers 2 and 3
- Many systems struggle to align multiple initiatives
- Youth with “internalizing” issues may go undetected
- PBIS systems (although showing success in social climate and discipline) often do not address broader community data and mental health prevention.



ADVANCING EDUCATION EFFECTIVENESS:

INTERCONNECTING SCHOOL MENTAL HEALTH
AND SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT

EDITORS: SUSAN BARRETT, LUCILLE EBER
& MARK WEIST

Advancing Education Effectiveness: Interconnecting School Mental Health (ISF) and School-Wide Positive Behavior Support (PBIS)

*Editors: Susan Barrett,
Lucille Eber and Mark Weist*

pbis.org

csmh.umaryland

IDEA Partnership NASDSE

Building a Utopian Society

What if... ?

School Employed and Community Employed Staff use *community and school data* to assess the needs of young people in their school community and, *together as an integrated team*, select *evidence based practices* that match specific needs.

This means moving away from co-located model to a fully integrated system!

School Data → Community Data Student and System level

- Academic (Benchmark, GPA, Credit accrual etc)
- Discipline
- Attendance
- Climate/Perception
- Visits to Nurse, Social Worker, Counselor, etc
- Screening from one view
- Community Demographics
- Food Pantry Visits
- Poverty Rate
- Drug Addiction Rates
- Calls to crisis centers, hospital visits
- Screening at multiple views

Other Datasets

Using Census (income, family structure, population)

Positive Assets

- Parks & Playgrounds
- Hospitals
- Community Centers
- Recreation Centers
- Libraries
- Religious Buildings

Potential Risk Factors

- Alcohol Outlets
- Crime
- Vacant Housing
- Fast food outlets
- Lottery/Gambling Outlets

What if... ?

We focused on are specific ways that everyone teaches social emotional skills across ALL settings and content areas... everyday!!

...and we use our data to prioritize the skills we teach...

What does our curriculum look like?

Teaching Matrix		SETTING						
		All Settings	Hallways	Playground	Cafeteria	Library/Computer	Assembly	Bus
Expectations	Respect Ourselves	Be prepared.	Walk.	Have a plan.	Eat all your food. Select healthy foods.	Use computers.	Listen to one speaker.	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 manners.	Whisper. Return books.	Listen/watch. Use appropriate applause.	Get up. Stand in your seat.
	Respect Property	Recycle. Clean up after self.		Put litter in garbage can.	Replace tray & utensils. Clean up eating area.	Push in chairs. Treat books carefully.	Pick up. Treat chairs appropriately.	Wipe your feet. Sit appropriately.

1. Expectations

2. NATURAL CONTEXT (Locations)

3. Rules or Specific Behaviors

Specific Behaviors + Social-Emotional Skills

Expectation	Specific Behavior <i>AND</i> 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

Teaching Matrix

INCORPORATE Coping Strategies for Managing Stress

		All Settings	Halls	Playgrounds	Lunch	Library/ Comput	Assembly	Bus
Expectations	Respectful	Be on time. Obey rules.	Use normal voice volume. Walk to right.	Share equipment. Include others.	Invite those sitting alone to join in	Whisper. Return books.	Listen/watch. Use appropriate applause.	Watch for your stop. Stay in your seat.
	Achieving & Organized	Be on time. Hands/feet to self. Help/share with others.	Use normal voice volume. Walk to right.	Share equipment. Include others.	Have a lunch plan and choose quiet or social lunch area Invite friends to join me	Whisper. Return books.	Listen/watch. Use appropriate applause.	Watch for your stop. Stay in your seat.
	Responsible	Be on time. Obey rules.	Use normal voice volume. Walk to right.	Share equipment. Include others.	Use my breathing technique Listen to my signals	Push in chairs. Treat books carefully.	Pick up. Treat chairs carefully.	Wipe your feet.

1. Expectations

2. NATURAL CONTEXT (Locations)

3. Rules or Specific Behaviors

SCHOOL-WIDE BEHAVIOR EXPECTATIONS



	Arrival & Dismissal	Hallway & Transitions	Bathroom	Cafeteria	Classroom
S afety First	<ul style="list-style-type: none"> • Walk directly to my designated area • Stay in my area • Talk softly • Keep hands, feet, and belongings to myself 	<ul style="list-style-type: none"> • Walk directly to my designated area 	<ul style="list-style-type: none"> • Keep hands, feet, and belongings to myself • Allow for the privacy of others 	<ul style="list-style-type: none"> • Enter and exit with a pass or my teacher • Throw away my trash and tray • Clean up after myself 	<ul style="list-style-type: none"> • Listen • Follow directions the first time given • Ask appropriately for help • Clean up after myself • Follow lab rules and procedures
W ork Together Respectfully	<ul style="list-style-type: none"> • Respect the space of others 	<ul style="list-style-type: none"> • Walk quietly in a single, straight, and silent line so that others can continue learning and working • Walk to the right side of the hallway 	<ul style="list-style-type: none"> • Conserve supplies: <ul style="list-style-type: none"> - 2 squirts of soap - 2 pushes/turns on the paper towel dispenser - Dispose of trash in the trash can 	<ul style="list-style-type: none"> • Move away from conflict or distractions • Ask for help when needed • Be patient • Stay in line 	<ul style="list-style-type: none"> • Accept feedback and discipline from staff by listening, asking questions, and following directions the first time. • Be ready to learn • Be present and focused • Encourage others
A ccept Responsibility	<ul style="list-style-type: none"> • Keep to your own business 	<ul style="list-style-type: none"> • Remain quiet in QUIET ZONES • Carry my own belongings • Keep lockers locked • Walk directly to my designated area 	<ul style="list-style-type: none"> • Flush • Wash my hands • Use appropriate fixtures • Go 	<ul style="list-style-type: none"> • Maintain a clean space and conversation • Keep food on my tray or in my mouth 	<ul style="list-style-type: none"> • Attend class daily and on time • Clean up after myself • Be prepared for instruction with all necessary materials
G uide Me	<ul style="list-style-type: none"> • Teachers will supervise groups of students at all times • Teachers will ensure that they know the location of all students 	<ul style="list-style-type: none"> • Teachers will enforce safety • Teachers will monitor students by being at their doors and in the hallways 	<ul style="list-style-type: none"> • Teachers will stand by bathrooms to monitor the noise and behavior from the hallway 	<ul style="list-style-type: none"> • Teachers will arrive on time and pick up students on time • Teachers will walk students directly into the cafeteria 	<ul style="list-style-type: none"> • Teachers will supervise groups of students at all times • Teachers will be prepared for class <ul style="list-style-type: none"> - Lesson plans posted - Engaged and present - Observable outcomes

For other schools, may be a social media concern....

Teaching Matrix		IMMERSE Strategies for Using						
		All	Technology	L	...	Bus
Expectations	Respect	...	Walk.	Have a plan.	Words matter, pause and reflect before you post	Study, read, compute.	Sit in spot.	
	Achieving & Organized	Be kind. Hands/feet to self. Help/share with others.	Use normal voice volume. Walk to right.	Share equipment. Include others.	Check your feelings Re-read message	Whisper. Return books.	Listen/watch. Use appropriate applause.	Use a quiet voice. Stay in your seat.
	Respect	...	Maintain physical space.	Use equipment properly. Put litter in garbage can.	Model for others double check sources and consider feelings of others	Push in chairs. Treat books carefully.	Pick up. Treat chairs carefully.	Wipe your feet.

1. Expectations

2. NATURAL CONTEXT (Locations)

3. Specific Behaviors/Skills

Now Imagine If...

- That same logic is also applied at home and in our communities...

PBIS Matrix for Home

I am respectful

Listen to my parents
Be truthful to my parents
Play cooperatively
Speak nicely to others

I am responsible

Put away my toys, bike, and equipment
Help with jobs at home
Follow my parents' directions
Share Thursday folder with parents

I am safe

Play safely with others
Stay in designated areas
Stay away from strangers
Wear bike helmet and equipment

I am prepared

Finish homework and share with parent
Pack backpack at night for school the next day
Go to bed on time
Get up and get ready for school when called

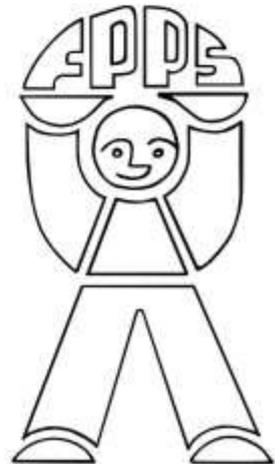
	Getting up in the morning	Getting to school	Clean-up time	Time to relax	Homework time	Mealtime	Getting ready for bed
H HELP OUT							
O OWN YOUR BEHAVIOR							
M MANNERS COUNT							
E	V	E	R	Y	D	A	Y



Forest Park Youth will...



- **Be Respectful**
- **Be Responsible**
- **Be Safe**



Sustaining PBIS Implementation Community-wide

- External Coach from the community setting
- Monthly Community-wide Leadership Team mtgs.
- Monthly Community-wide Coaches meetings
- Annual assessment of implementation
- Family/Community Forum/s
- On-going training (new summer staff at pool/park etc.)
- Picnic and other community events



Forest Park Youth will...



- Be Respectful
- Be Responsible
- Be Safe



What if... ?

- We looked at attendance, tardiness, behavior referrals, suspensions, grades, visits to nurses office and loitering in hallway as an indication that our students and youth more social emotional supports?

...and exclusionary responses will make it worse?

Broaden Use of Data: Focus on Internalizing Issues



Time Out of Class Form

Name: _____

Location

Date: _____ **Time:** _____

Playground Library
Cafeteria Bathroom
 A B C

Teacher: _____

Grade: K 1 2 3 4 5 6 7 8

Hallway Arrival/Dismissal
Classroom Other _____

Referring Staff: _____

Others involved in incident: None Peers Staff Teacher Substitute

Minor Problem Behavior	Major Problem Behavior	Possible Motivation
Inappropriate language Physical contact Defiance Disruption Dress Code Property misuse Tardy Electronic Violation Other _____	Abusive language Fighting/ Physical aggression Defiance/Disrespect Harassment/Bullying Dress Code Inappropriate Display Electronic Violation Lying/ Cheating Skipping class Other _____	Obtain peer attention Obtain adult attention Obtain items/activities Avoid Peer(s) Avoid Adult Avoid task or activity I don't know Nurse School Counselor
Administrative Decision/Time Out of Class= _____		
Loss of privilege Time in office Conference with student Parent Contact	Individualized instruction In-school suspension (____ hours/ days) Out of school suspension (____ days) Other _____	

What activity was the student engaged in when the event or complaint took place?

Whole group instruction	
Small group instruction	
Individual work	
Working with peers	
Alone	
1-on-1 instruction	
Interacting with peers	
Other: Please identify below	

What if... ?

- We screened every student just like we provide vision and hearing screenings?

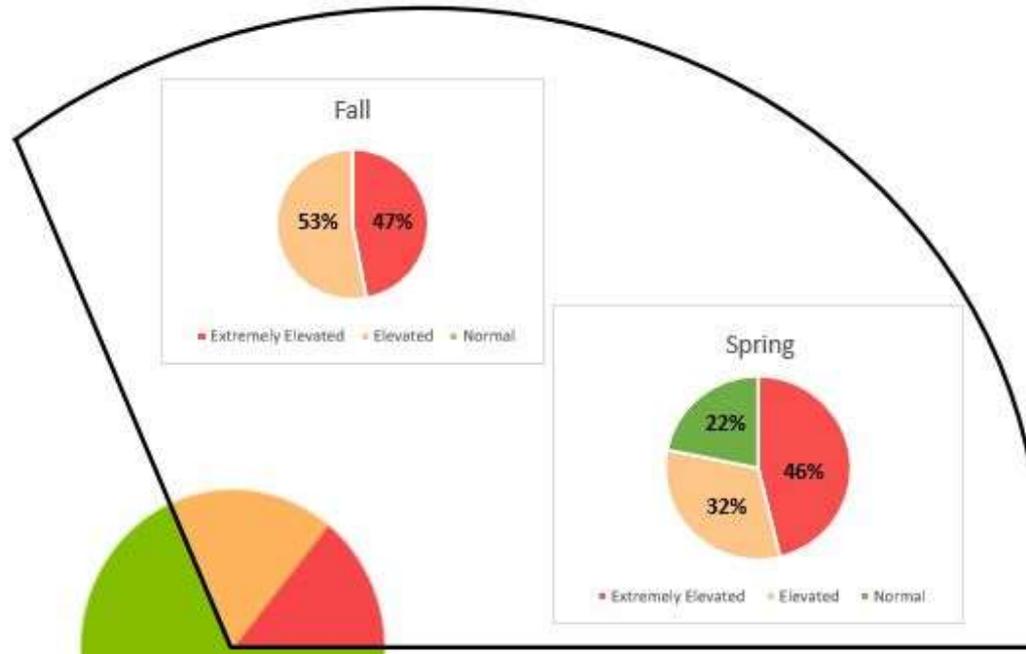
UCLA to offer free mental health screening, treatment to all incoming students

- 10,000 incoming freshmen and transfer students will receive the first invitations to join the effort in the next few weeks. The voluntary screening will then be opened up to the campus community, including the health system, with the goal of incorporating 100,000 people in the research study, making it the largest and most comprehensive depression study ever undertaken.
- The results will help inform research on depression and mental health and those who are found to be at risk for depression or who have depression will be offered a free, eight-week cognitive behavioral treatment program with the option of receiving additional support based on the severity of their symptoms.

Installing MH Screening in Schools

- Navigating the Politics, Stigma and Process
- All hands on deck: Logistics (IT, Consent) and Responding System
- Selection of Evidence Based Screener that meets needs of community
- Preparing for 180% increase (Splett et al 2018)
- Training and Support for ALL staff
- Connection to PBIS/MTSS/ISF
- Data for Decision Making

Monitor - Outcomes



Extremely Elevated Risk 14%

92 students
District average: 11%

Elevated Risk 17%

114 students
District average: 17%

Normal Risk 68%

449 students
District average: 72%

Fall 2016 School-Wide Screening

Ask the Families!

Parent Screener for **ALL** students transitioning to Middle school

School Readiness Check-In
Welcome to the new school year!
We're checking in with you to learn about your student's strengths and needs for support at school.
By answering these questions, you can help us start the year off right!

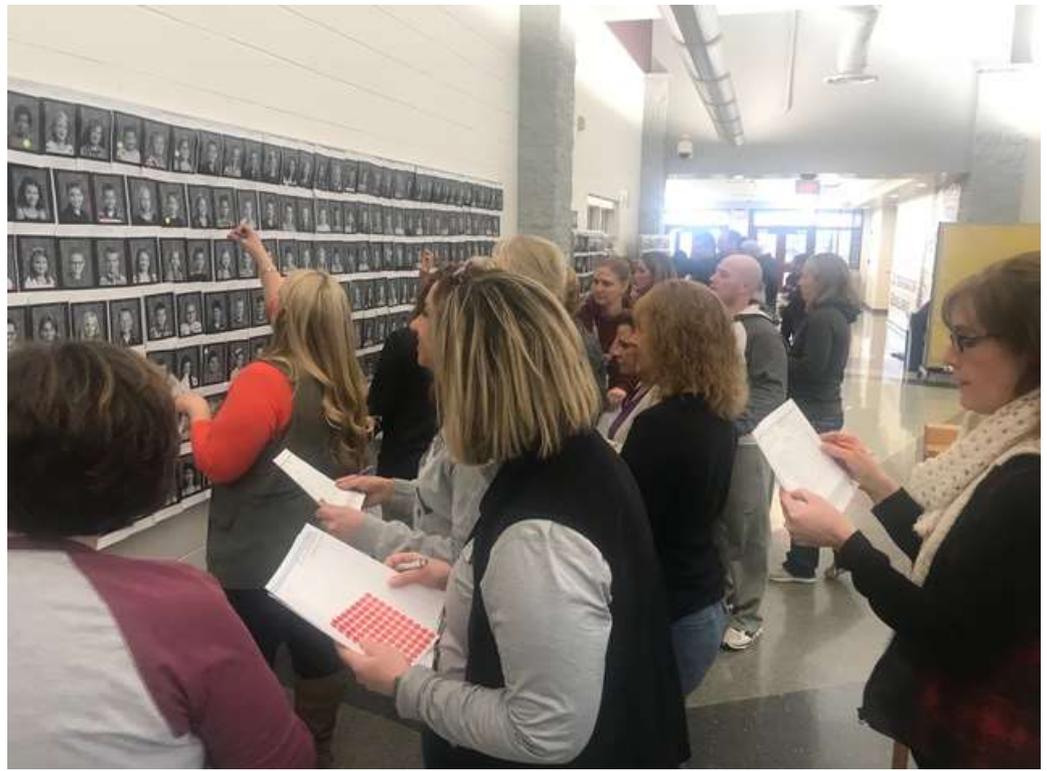
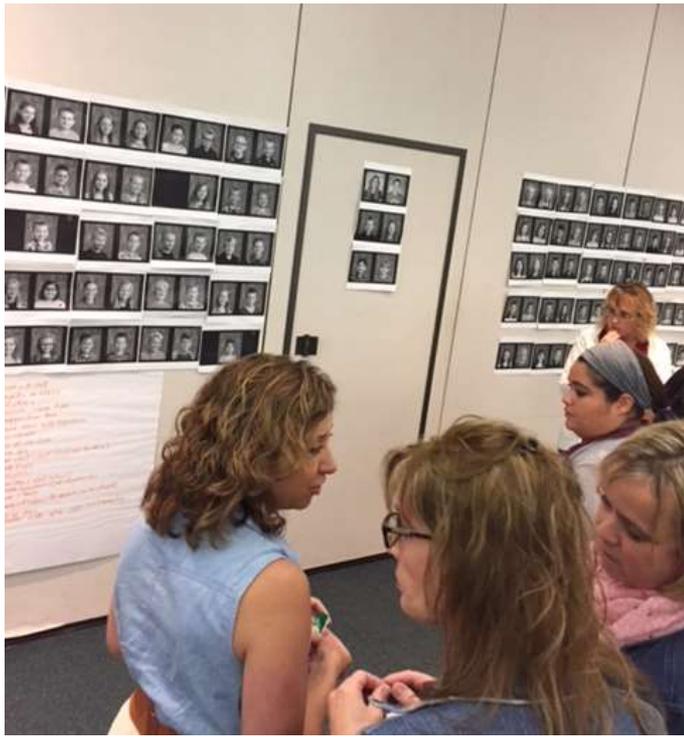


Please rate your student in the following areas:	Doing Great ☺	Some Concern ☹	Serious Concern ☹	Need Support? ☐
Cooperating with adults				☐
Behaving well at school				☐
Getting grades that are appropriate for his/her skills				☐
Having good relationships with other students				☐
Following classroom rules				☐
Focusing and staying on task in class				☐
Completing homework and assignments on time				☐
Showing up on time to school or other activities				☐
Avoiding tasks that seem difficult or challenging				☐
Spending time with students who break school rules				☐
Getting depressed, anxious, or irritable				☐
Getting easily distracted by other kids				☐
Needing structure and supervision to stay on task and behave well				☐
Liking attending school				☐

Missoula, MT

Adapted from Dishion et al

<https://reachinstitute.asu.edu/>



What if... ?

- We decreased the time between identifying a student need and providing additional supports?

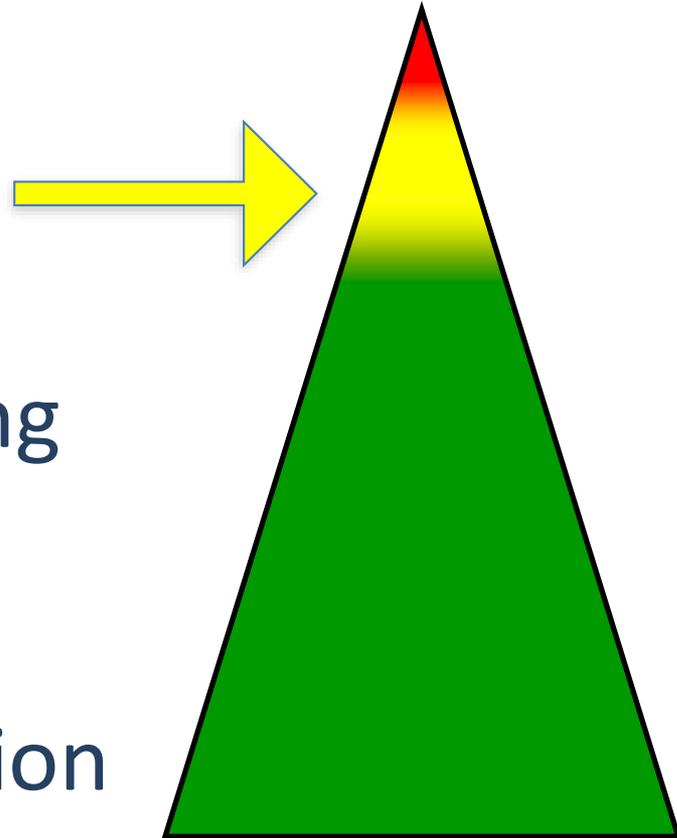
Label, diagnosis, insurance plan should never be a factor when someone needs help!

Request for Assistance Process

- “I need help!” Love, me
- Designated team responded within 24 hours
- Student started Positive Check in/Check Out within 72 hours

Using CICO as the “Organizer”

- Intervention
- Screening Tool
- Data Collection
 - progress monitoring
 - fidelity
- Teacher Support
- Formal Documentation



**“Social & Academic
Instructional
Groups”**

(sample coping skills group)

Daily Progress Report (DPR) Sample

NAME: _____ DATE: _____

EXPECTATIONS	1st block	2nd block	3rd block	4th block	5th block	6th block	7th block
Be Safe Label feeling Use deep breathing	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Be Respectful Use calm words with peers	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Be Responsible Let teacher know feeling temperature if above yellow	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Total Points							
Teacher Initials							

Understanding Types of Groups

Monitor Data, Select Practice, Install Systems

Basic

Complex

REMEMBER to Consider: structure, skills taught, staff skills, location, and frequency
EBP or “kernels” matched to student need with instructional focus, skilled staff (i.e. group dynamics, content, behavior science, clinical)

EXAMPLE

- Social Behavior– Core Curriculum taught by teacher daily to all students
- Small group taught inside classroom weekly by teacher or support teacher
- Self-management cards for some students

- Pro-Social Skills- Core SE curriculum
- Taught by range of staff with teaching background
- Outside of Classroom
- 2/week

- Coping Skills- pulled from SE curriculum
- Add emotional regulation feature
- Taught by staff with technical skills
- Location varies
- 2/week

- Specific Curriculum (i.e. Coping Power)
- Taught by Staff with advanced technical skills
- Location varies
- Daily

When do we Kick it Up a Notch?

(Does everyone know that...?)

- Student has ? consecutive) minor classroom reports
- Student has 2-5 ODR's
- Student has 1Suspension
- Student experiences more than ? minutes out of instruction
- Student misses more than ? days unexcused absences
- Student- incomplete classwork/homework
- Tardies
- Other indicators:

What if... ?

- Our teachers had more time to foster care and connections with ALL of their students and felt more competent and confident to handle the complex needs of our young people?

Let's add SNI. It will fix everything!



Hexagon Tool

DATA	PRACTICES	SYSTEMS
NEED	EVIDENCE	RESOURCES
❖ Do we have data that supports the need?	❖ Is there research to support its use?	❖ Is there sufficient money for adequate
❖ Have we considered parent and community support?	❖ Is there research to support particular population?	❖ Is the department able to support
❖ Will this EBP support a school improvement or continuous improvement goal?	❖ Is the effect of the EBP on the population?	❖ Is there sufficient money for adequate
❖ Is there data specific to the EBP that can serve as a component of progress monitoring?		READINESS
❖ Can the data be communicated to parents (feedback) and parents?	❖ Is the EBP being implemented in the school?	❖ Does the leadership team support the EBP?
❖ Is there a system in place to collect data to determine outcomes?		❖ Did the leadership team obtain buy-in?
	❖ Are there competing initiatives?	❖ Have committed staff members to been selected to implement?
	❖ Is there clarity about where the initiative fits in the tiered system?	CAPACITY
	❖ Is there sufficient time in the schedule for the EBP?	❖ Has the coach or expert on the EBP been identified as a primary assistant and communicator?
	❖	❖ Is the EPB easily replicated ?
	○	❖ Does the District support the EBP?
	○	❖ Can families be shown how to support the EBP?

Let's put a "Hex" on it first!!!

Vermont Joint House/Senate Resolution

(J.R.H 6) 2013

Whereas, following the mass shootings at the Sandy Hook Elementary School in Newtown, Connecticut, we, as a nation, have had time to reflect collectively on who we are and how best to respond to the slaughter of the innocents, and

Whereas, the General Assembly rejects the singular response of meeting force with force, and

Whereas, alternatively, the General Assembly embraces a Vermont

commitment that the mental, physical, and nutritional health of our students and their caregivers is addressed with the same level of attention and concern as is our students' academic and cognitive achievement, and

Whereas, Vermont schools must offer a learning environment that encourages all students to attain mastery of academic content, to practice generosity, to experience belonging, and to realize independence in their daily lives, now therefore be it

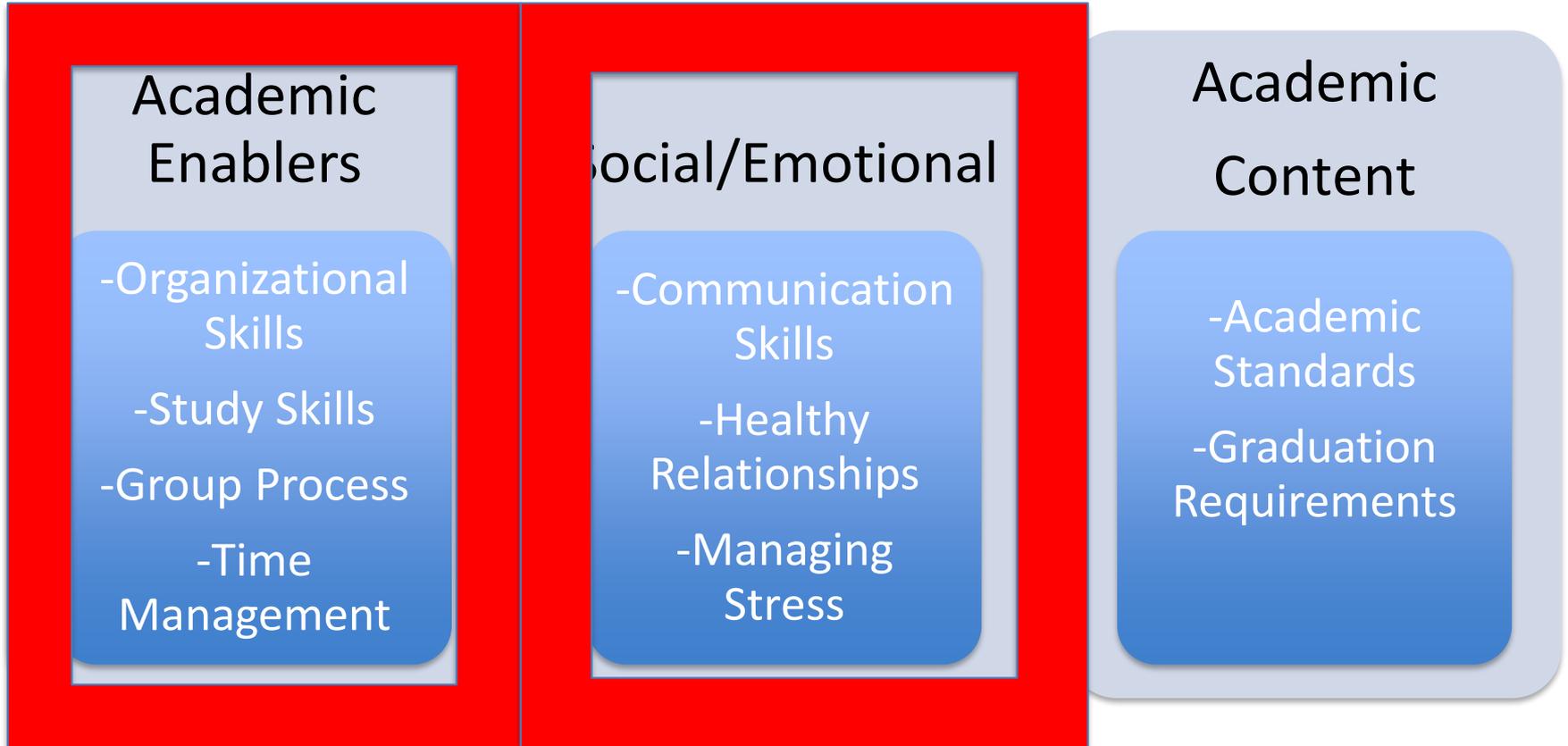
Resolved by the Senate and House of Representatives:

That the tears of Sandy Hook and our nation will not fall on fallow ground but will give rise to a rededication to our goal of maintaining safe and healthy schools, and be it further

Resolved: **That the General Assembly declares Vermont to be a state in which equity, caring, and safety, both emotional and physical, are evident in all of our schools' practices.**



Mental Health Skills are just like other skills and we use Instructional Process for skill acquisition

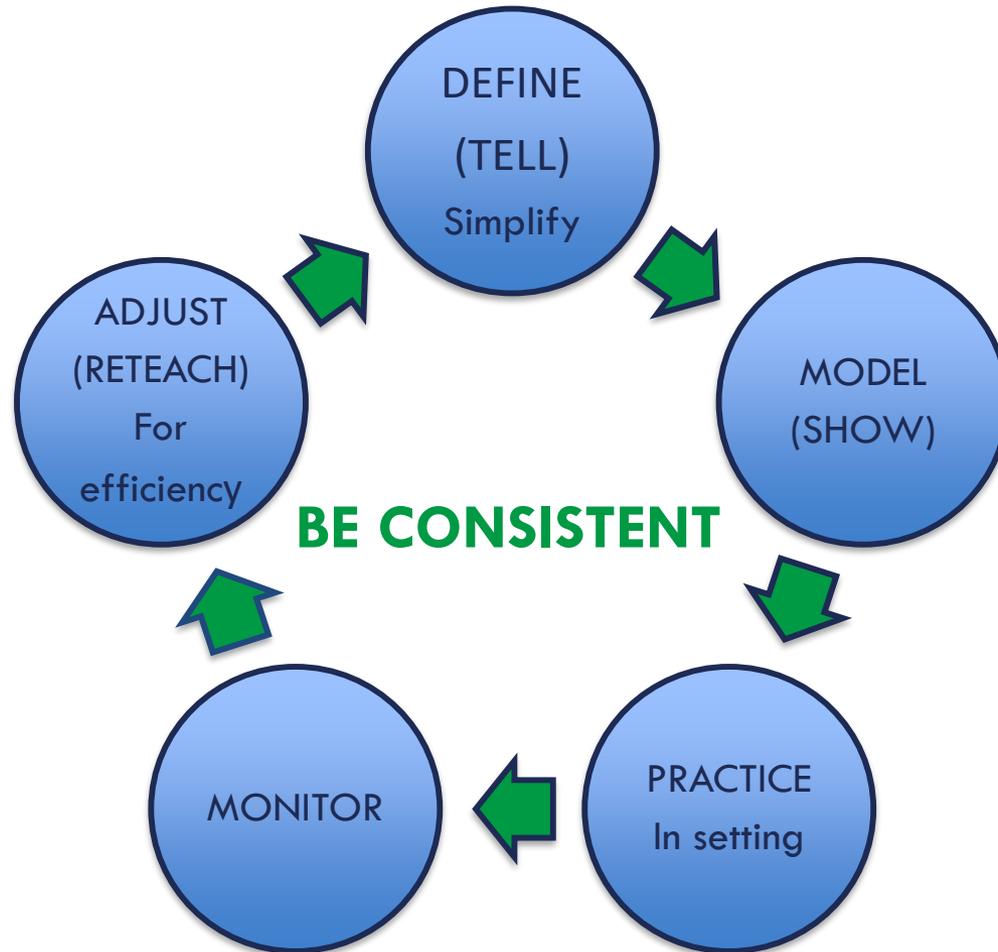


And...if we ask employers

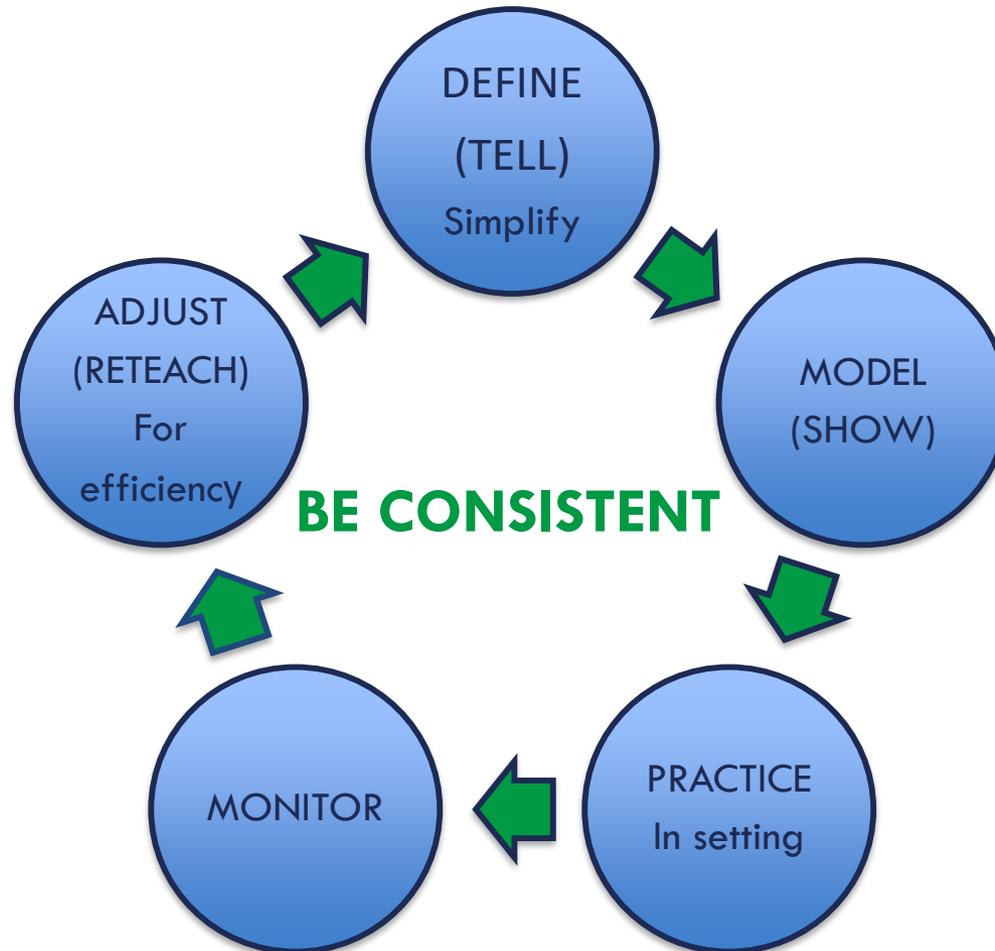
“What are the skills you are looking for in a potential employee?”

So what are the skills required to succeed in college, career and life?

How? ...An Instructional Process for Academics



How?... The Same Process for Social Emotional Behavior

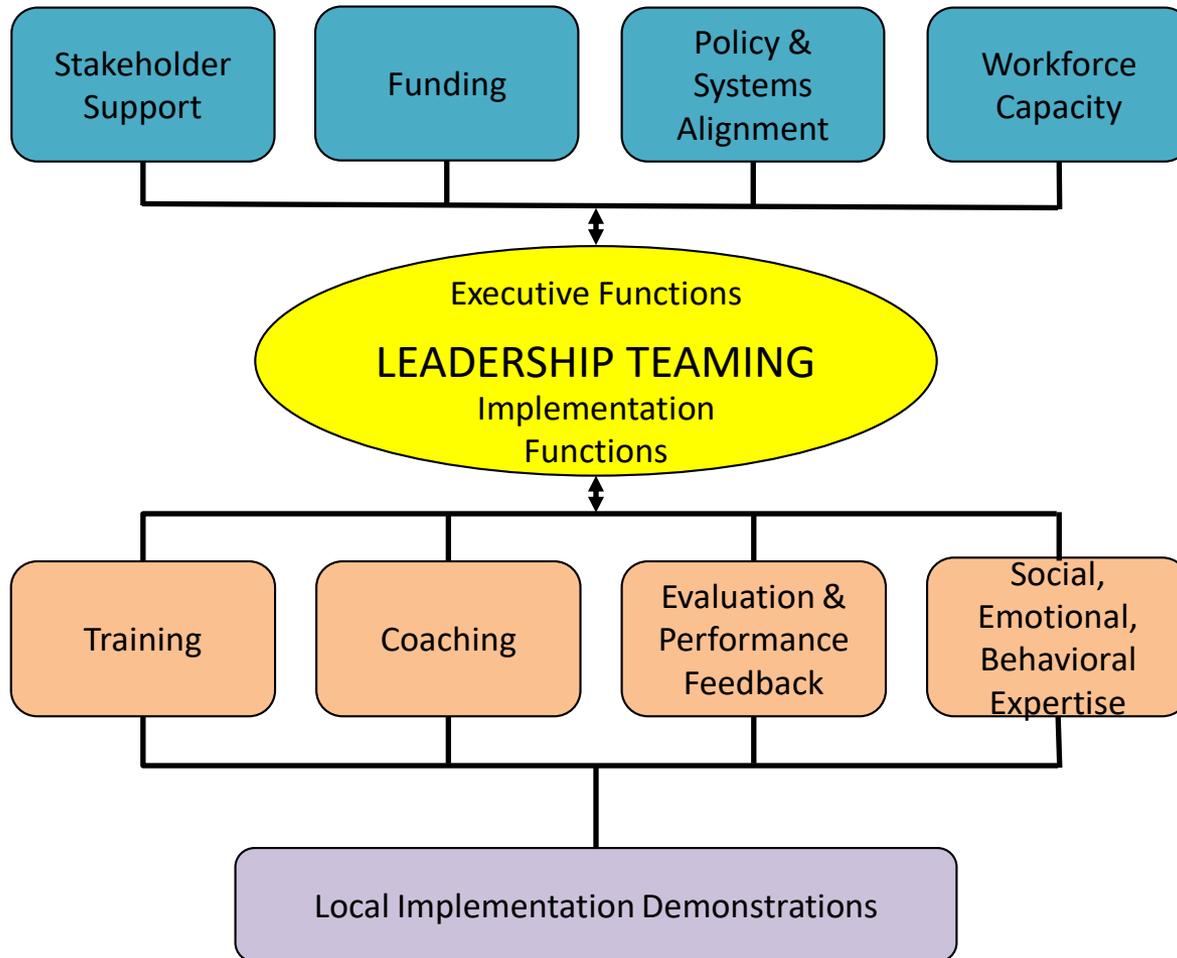


What if... ?

- Our State, County and District and our Child Serving Agencies ALL invested in a common way of work that helped school communities become more efficient and effective?

State and District Community Team's Guiding Principles

- **Effective leadership teams** that include school and community mental health providers – ALL Professional Development is delivered to teams with leadership support coaching support and data
- **Data-based** decision making that include school level data and community data- Team Initiated Problem Solving used across all levels of teaming (State, District/Community and School)
- Formal processes for the selection & implementation of **evidence-based practices** (EBP) across tiers with team decision-making. State and District Community invests in formal routine and as a team determine the “what” based on children, youth, families’ specific needs
- **Early access** through use of comprehensive screening, which includes internalizing and externalizing needs- This includes family screening (Dishion)
- Rigorous **progress-monitoring** for both fidelity & effectiveness of all interventions regardless of who delivers
- Ongoing **coaching** at both the systems & practices level for both school and community employed professionals- Culture of Coaching existed across cascade that involves professional learning networks



Need More?

TA Brief for Alignment RDQ Brief as example with Mental Health Integration

Technical Guide for Alignment of Initiatives,
Programs and Practices in School Districts (OSEP
Technical Assistance Center on PBIS, 2017)

<http://www.pbis.org/blueprintbriefstools>

Roundtable Dialogue: *Aligning and Integrating
Mental Health and PBIS to Build Priority for Wellness*

<http://www.pbis.org/presentations/chicago-forum-17>

Additional Resources

- [Monograph](#)
- [Recorded webinar on ISF](#)
- Action Planning Companion Guide to the Tiered Fidelity Inventory

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Mid-Atlantic PBIS Network

6501 North Charles Street, Towson, Maryland 21204

Education

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Susan Barrett @sbarrett1114 · Mar 15

DDOP Day 18: What is in place to allow for our students to talk about stress? Students may be experiencing high levels of stress and anxiety, Have an open dialogue, create multiple ways for students to communicate concerns and take time to teach coping skills. [#PBIS](#) [#APBS2018](#)



[Show this thread](#)



PBIS: Supporting Our Most Vulnerable Children & Youth

The National PBIS Leadership Forum is a technical assistance activity of the OSEP Technical Assistance Center on PBIS and provides an opportunity for the Center to share information on the latest applications of PBIS. Center Partners select and organize conference strands, select session topics, and invite session leaders based on content area expertise. Session leaders invite exemplar presenters from sites known to be implementing specific applications of PBIS. Exemplar presenters are often identified from sites participating in the previous year's poster presentation.

OCTOBER 3-4, 2019

Chicago, Illinois



Registration opens April 15th.

For more information, visit the Upcoming Events page at www.pbis.org in March.

This two-day forum for school, state, district, and regional Leadership Teams and other professionals has been designed to increase the effectiveness of PBIS implementation.

Sessions are organized by strands that support initial through advanced implementation in a full range of education settings, and assist state level planning to improve school quality and student success. Featuring sessions specific to Juvenile Justice, Alternative Educational Settings, Mental Health, and Family partnerships.

Facebook Live Options

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www.facebook.com/PBISForum



**2020 PBIS
Leadership Forum**
October 22-23, 2020

**2021 PBIS
Leadership Forum**
October 21-22, 2021

Next Steps

- What questions do you still have?
- Take a few minutes to think about next steps or action plan.
- What you are going to do when you return to your building/district
 - tomorrow,
 - next week,
 - next month?

Complete Your Action Plan

WHAT NEEDS TO BE COMPLETED?	RESOURCES NEEDED?	WHO?	WHEN?
A. Use slides from Susan's PPT to talk to others in my community about MH needs of our students.			
B. Look up my community demographic data to find impact of MH in my community.			
C. Find out if my school district has MOU with community providers and we track use of EBP.			

Susan Barrett
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