

Enhancing Intervention Integration through a Whole Child Lens

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**Northeast
PBIS Network
Leadership Forum**
MAY 16 & 17, 2024

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May 16th and 17th, 2024 at the
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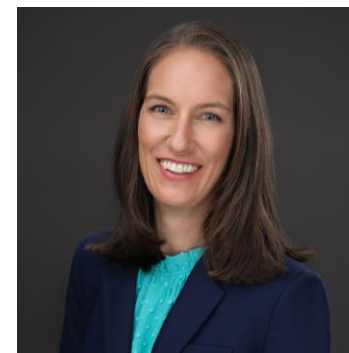
www.ctwscc.org



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**Kate
Williamson**



www.ctwscc.org

The goal of the project is to protect and improve the health and well-being of school-age children and adolescents in communities in CT that are medically underserved and disproportionately affected by chronic diseases and associated risk factors. We support the implementation of evidence-based policies, practices, programs, and services consistent with the WSCC model.

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Collaboratory on School and Child Health

CSCH facilitates innovative and impactful connections across research, policy, and practice arenas to advance equity in school and child health.



UConn Rudd Center for Food Policy and Health

The Rudd Center promotes solutions to food insecurity, poor diet quality, and weight bias through research and policy.



Session Outline

- What is the WSCC Model?
- Activity: Build your WSCC knowledge
- How can you integrate PBIS practices across WSCC domains?
- Activity: Identifying opportunities for integration in your setting



Session Connections to TFI 3.0 Items

1.1 Team Composition:

Tier 1 leadership team includes the following roles: 1-2 Tier 1 system coordinators (i.e., coaches), a school administrator, a representative group of educators (e.g., grade level or departmental representation, general and special education, certified and non-certified staff), students, family members who do not work for the school district, members from marginalized groups, **relevant community partners (e.g., mental health providers)**, and **individuals who actively provide expertise the following areas:**

- applied behavior support
- mental health and trauma**
- academic instruction**
- coaching
- equity
- physical health and wellness (e.g., nurse, health teacher)**
- data systems and information regarding system and student academic and SEB strengths and needs
- operations of the school across grade levels and programs

2.5 Options for Tier 2 Interventions:

Tier 2 continuum has multiple ongoing SEB support interventions available schoolwide that meet a **range of student SEB internalizing or externalizing needs and behavioral functions**, are designed to support groups of students, have documented evidence of effectiveness, and provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, (c) increased opportunity for feedback (e.g., daily progress report), and (d) increased communication with families, and (e) **include planned modifications to address a range of behavioral function, mental health needs, or academic skills.**

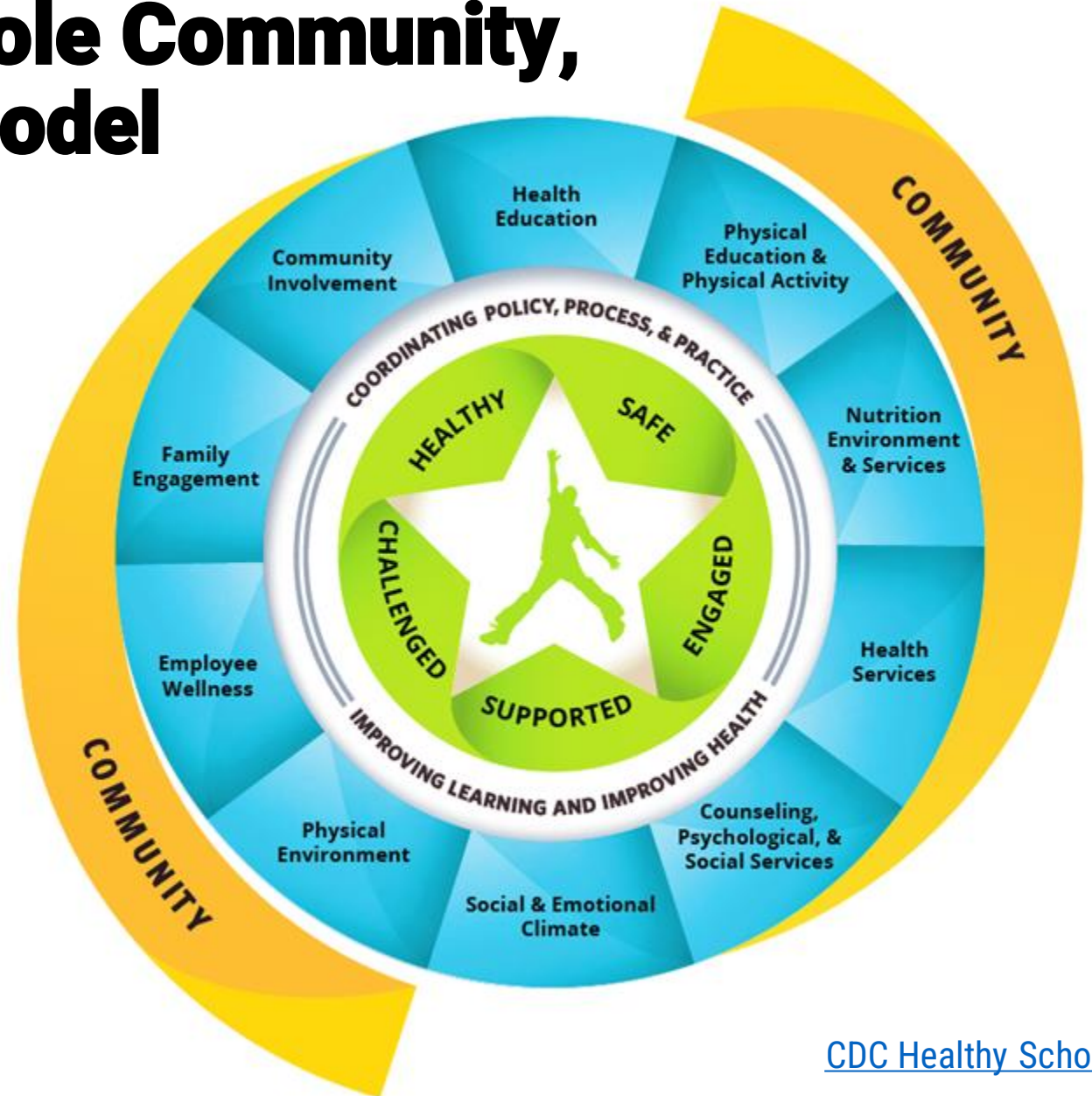


The WSCC Model



The Whole School, Whole Community, Whole Child (WSCC) Model

- Released in 2014
- CDC's framework for addressing health in schools
- Emphasizes the connection between health and learning





5 Tenets of the WSCC Model

Safe

Each student learns in an environment that is physically and emotionally safe for students and adults.

Engaged

Each student is actively engaged in learning and is connected to the school and broader community.

Supported

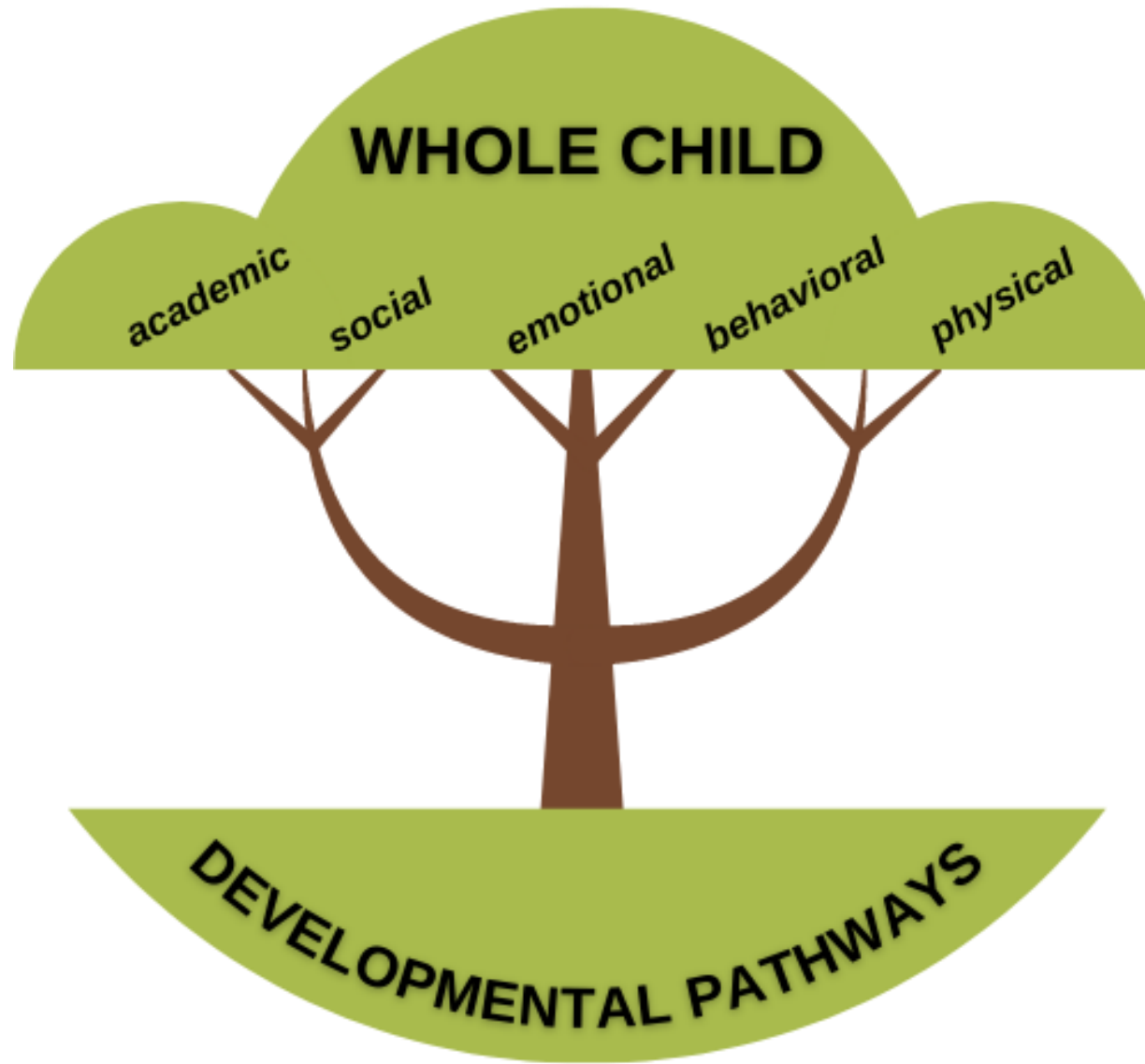
Each student has access to personalized learning and is supported by qualified, caring adults.

Challenged

Each student is challenged academically and prepared for success in college or further study and for employment.

Healthy

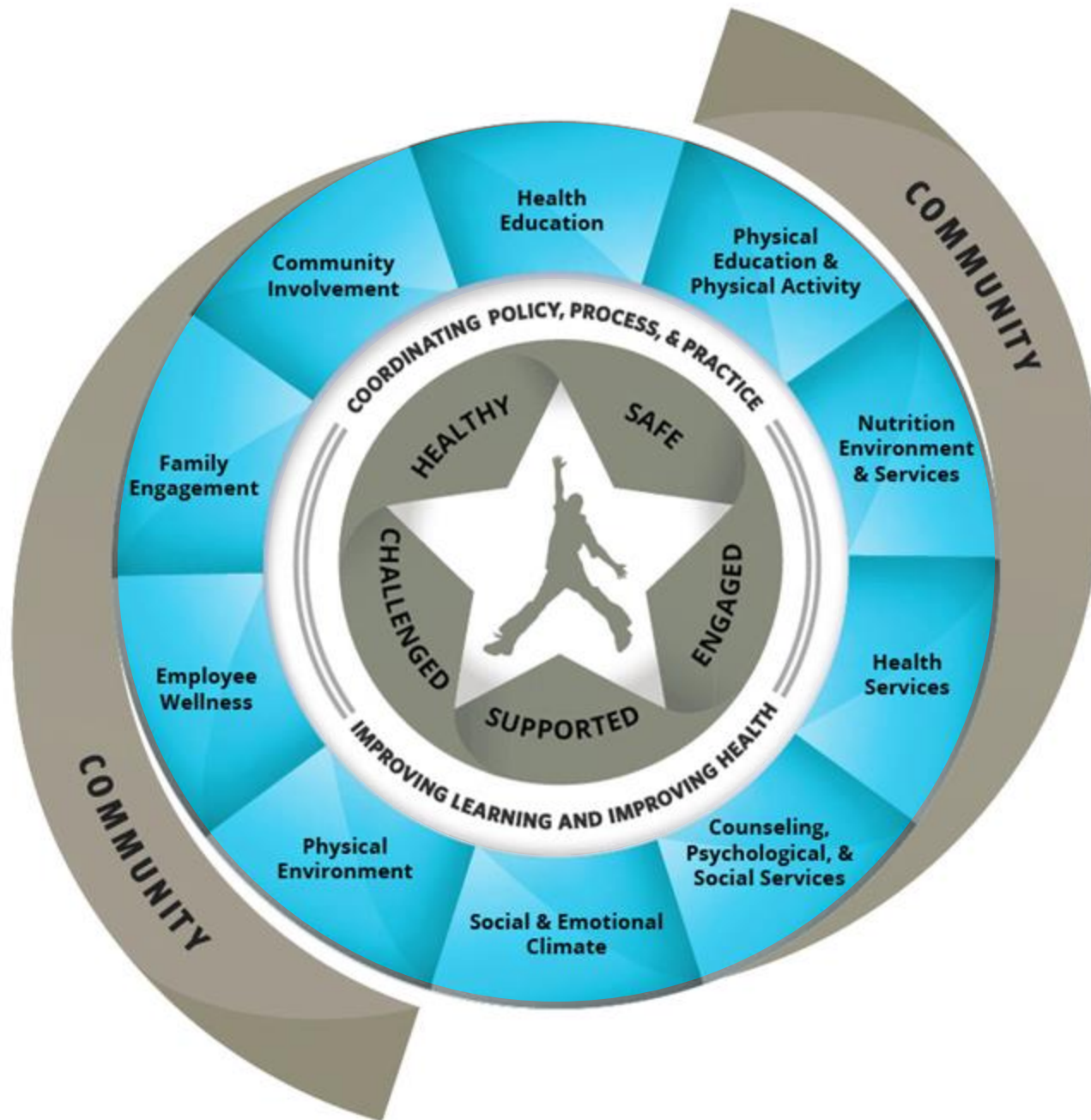
Each student enters school healthy and learns about and practices a healthy lifestyle.



DIFFERENT organizations across decades: SAME IDEAS!

UConn CSCH	Learning Policy Institute's Whole Child Education	Aspen Commission	Comer's School Development Program
Physical	Physical Health		Physical
Academic	Cognitive Development	Academic	Cognitive
	Academic Development		Language
Emotional	Mental Health Social Emotional Development Identity Development	Emotional	Psychological
Social		Social	Social
Behavioral			Ethical





Integrated Multi-Tiered Systems of Support (I-MTSS): Whole School, Community, & Child



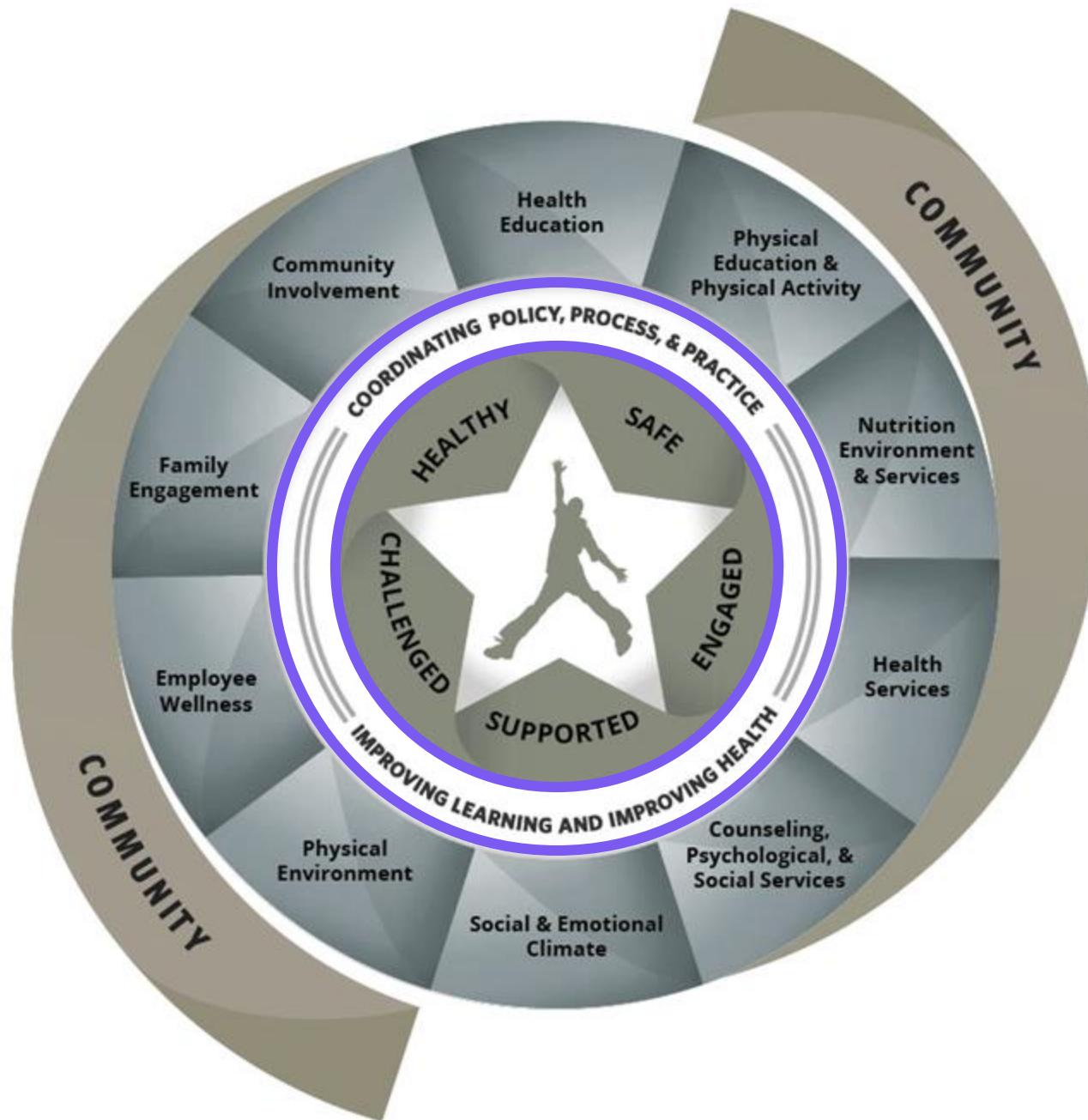


[May 2024 Issue of
The CABA Journal](#)









Policies

The laws, mandates, regulations, standards, resolutions, and guidelines which provide a foundation for school district practices and procedures.

Processes

The plans or procedural steps that schools carry out in working to prepare for and implement initiatives.

Practices

The specific actions that schools take to best implement, adapt, and sustain initiative goals.

“The development of connected and supportive school environments benefits teaching and learning, helps to engage students, and enhances positive learning outcomes.”

“When students’ basic nutritional and physical activity needs are met, they are able to attain higher achievement levels.”

“A positive social and emotional climate increases academic achievement, reduces stress, and improves positive attitudes towards self and others.”

“Providing students access to physical, mental, and oral health care improves attendance, behavior, and achievement.”



Implementation of PBIS...



Improves Social, Emotional, and Behavioral Competencies



Improves School Climate, School Safety, and Organizational Health



Reduces the Use of and Inequities in the Use of Exclusionary Discipline

[Santiago-Rosario, M. R., McIntosh, K., Izzard, S., Cohen-Lissman, D., & Calhoun, T. E. \(2023\). Is Positive Behavioral Interventions and Supports \(PBIS\) an Evidence-Based Practice? Center on PBIS, University of Oregon. \[www.pbis.org\]\(http://www.pbis.org\).](#)



Build WSCC Knowledge





Activity: Build WSCC Knowledge

Step 1:

- **Read** a short description of each WSCC domain.

Step 2:

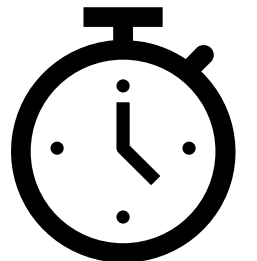
- **Select** one domain to learn more about and **read** a Practice Brief about that domain.

Step 3:

- **Find** someone around the room who chose the same domain as you.

Step 4:

- **Discuss** your takeaways from reading your domain's Practice Brief.





Enhancing Intervention Integration through a Whole Child Lens











NEPBIS 2024 – CT WSCC Partnership

Activity: Build WSCC Knowledge

Step 1: Read the brief descriptions below for each of the 10 WSCC domains.

Step 2: Choose 1 domain to learn more about!

For your chosen domain, open and read the linked Practice Brief.

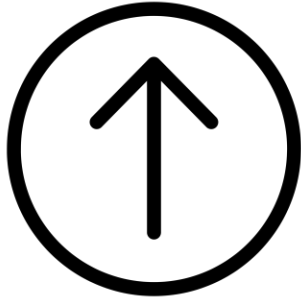
 <p>Health Education: Structured learning experiences in which students acquire knowledge to engage in health-informed decision making and adopt lasting healthy behaviors. Link to HE Practice Brief</p>	 <p>Health Services: Consists of supports provided to promote the physical health of students in the school setting. Link to HS Practice Brief</p>
 <p>Physical Education and Physical Activity: Includes: (a) physical activity before, during, and after school, (b) physical education, (c) staff involvement, and (d) family and community engagement. Link to PEPA Practice Brief</p>	 <p>Physical Environment [or Safe Environment]: Describes the school building and physical space around the school, school grounds, and the land on which the school is built. Link to SE Practice Brief</p>
 <p>Nutrition Environment and Services: Focuses on developing students' abilities to make healthy nutritional decisions. Link to NE Practice Brief</p>	 <p>Employee Wellness: Focuses on the health and well-being of school employees to promote a positive school environment for all school personnel and students. Link to EW Practice Brief</p>
 <p>Social and Emotional School Climate: Refers to the psychosocial aspects of student experiences. Link to SEC Practice Brief</p>	 <p>Family Engagement: Refers to a collaboration between families and school personnel with the goal of fostering positive outcomes for student learning, health, and development across domains. Link to FE Practice Brief</p>
 <p>Counseling, Psychological, and Social Services [or Behavioral Supports]: Consists of school-based prevention and response services that address students' social, emotional, and behavioral (SEB) health. Link to BS Practice Brief</p>	 <p>Community Involvement: Refers to partnerships between school and community groups and/or community-based organizations. Link to CI Practice Brief</p>



Integrating PBIS Practices across WSCC Domains



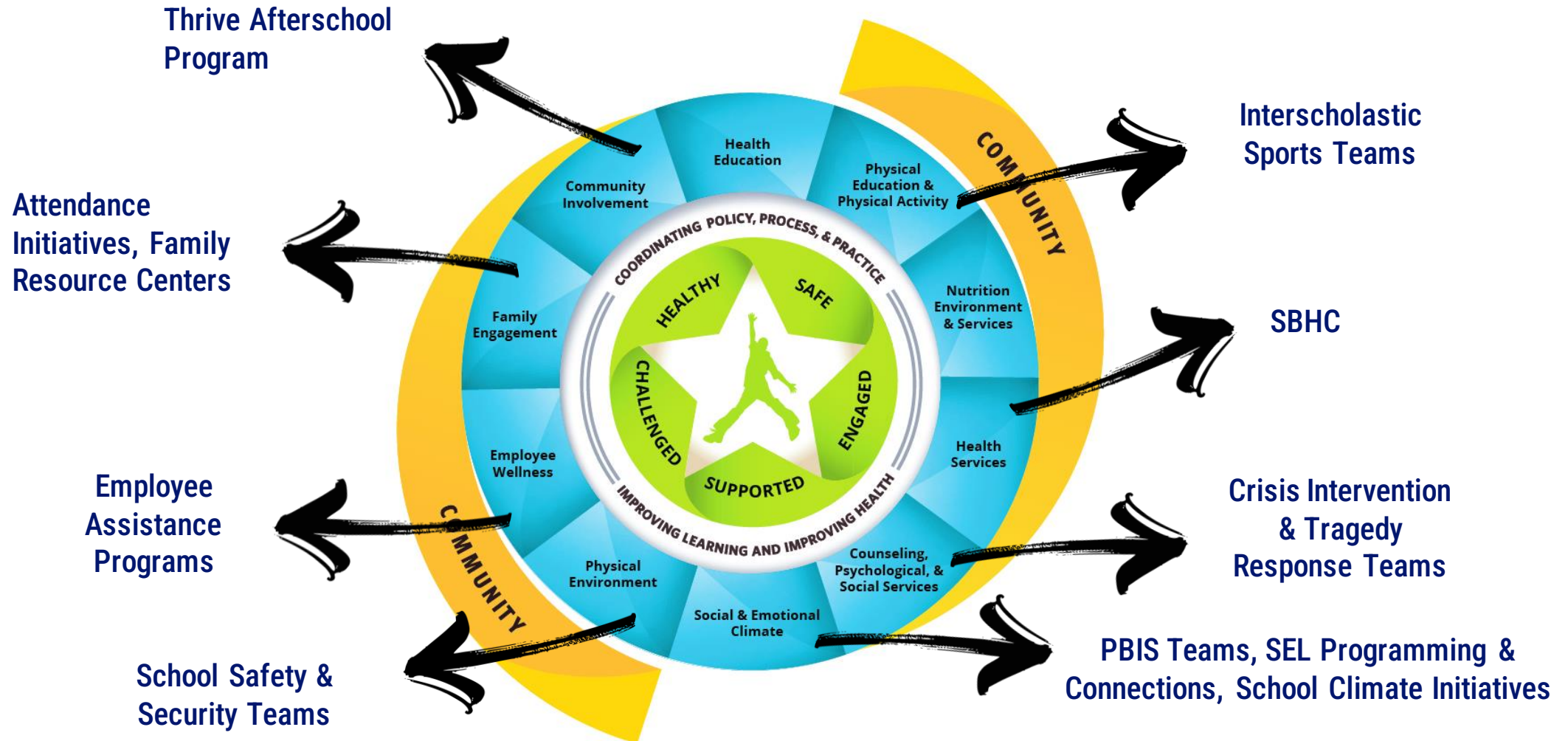
Integrating PBIS Practices across WSCC Domains



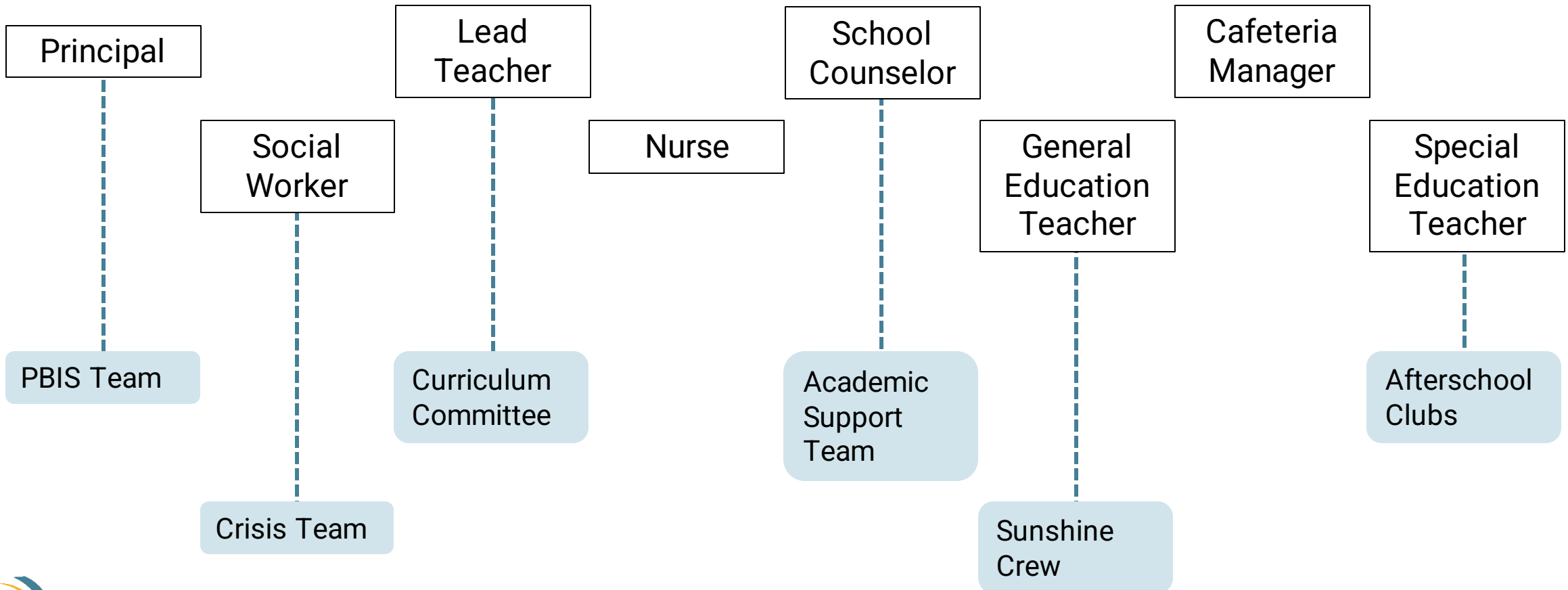
**Increase
Collaboration**



WSCC Model as an Organizing Framework: East Hartford Public Schools (CT) Example



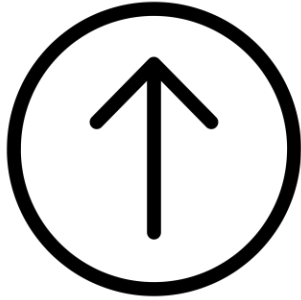
School WSCC Team



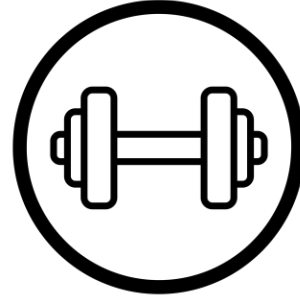
PBIS Team	Crisis Team	Curriculum Committee	Academic Support Team	Sunshine Crew	Afterschool Clubs
Principal	Member	Principal	Member	Member	Principal
Member	Member	Member	Member	Member	Member
Member	Member	Member	Member	Member	Member
School Psychologist	School Psychologist	Member	School Counselor	School Counselor	Member
Member	Member	Member	Member	Nurse	Nurse
Member	Member	Member	Member	Member	Member
Member	Special Education Teacher	Member	Special Education Teacher	Member	Member
Member	Member	Member	Member	Member	Member



Integrating PBIS Practices across WSCC Domains



**Increase
Collaboration**



**Strengthen
Coordination**



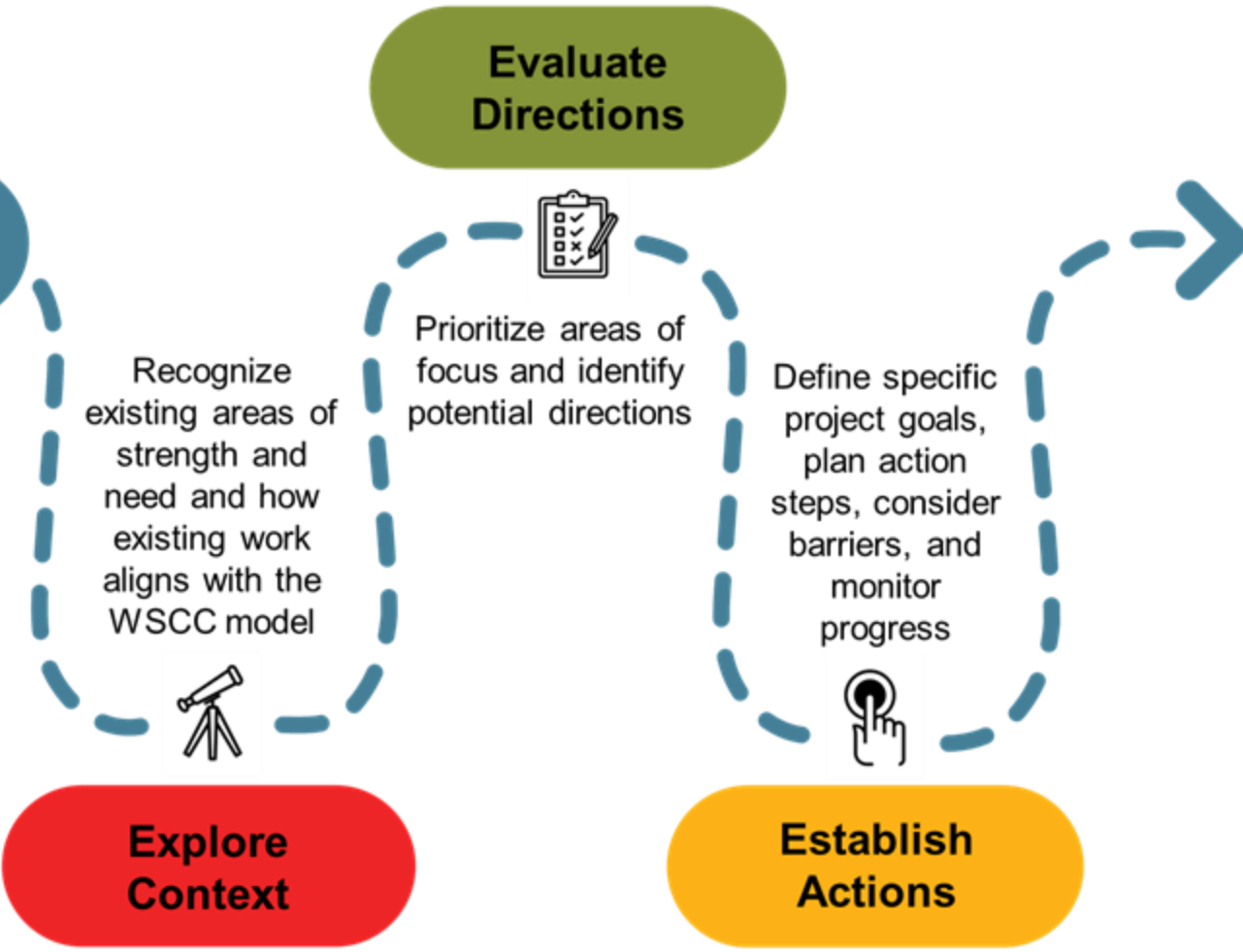
THINK ABOUT THE LINK

The HOW is Hard

- We know that implementation of initiatives takes 3-5 years in schools (Fixsen et al., 2005; Metz et al., 2015)
- We know that WSCC is as complex as it is comprehensive, so need to be planful to:
 - Avoid false starts and initiative overload
 - Coordinate work to reduce history of operating in siloes



The 3Es Process



Recognize existing areas of strength and need and how existing work aligns with the WSCC model



Explore Context

Evaluate Directions



Prioritize areas of focus and identify potential directions

Define specific project goals, plan action steps, consider barriers, and monitor progress

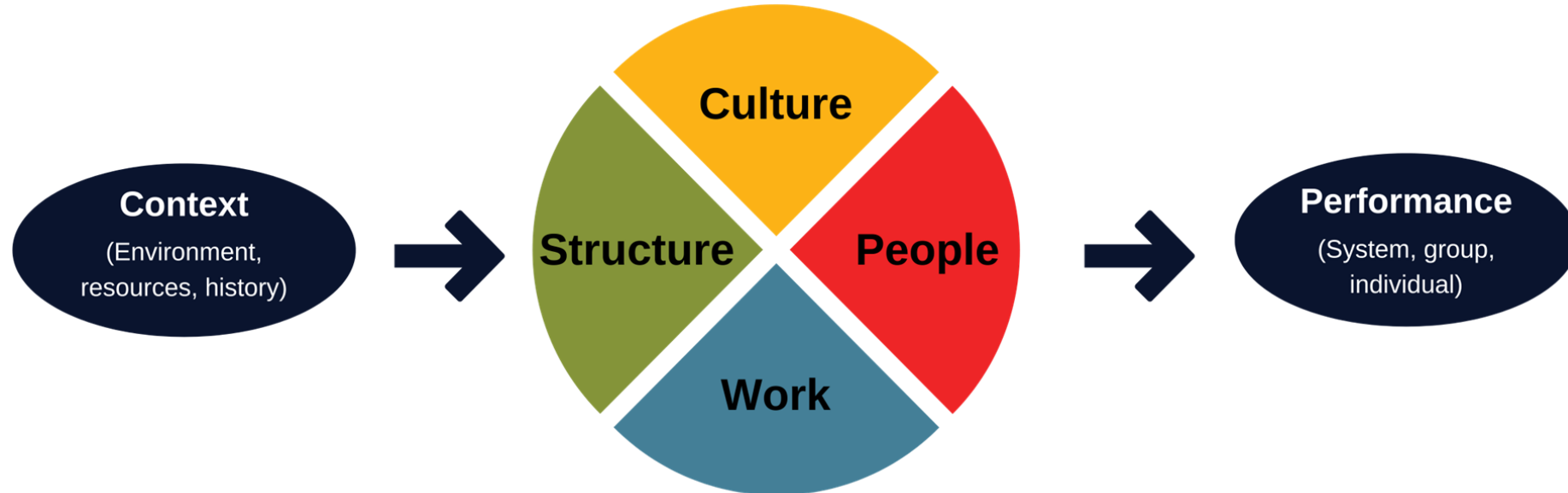


Establish Actions

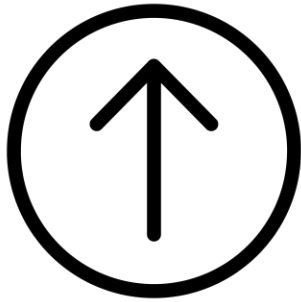
Whole Child Practices & Policies

Congruence

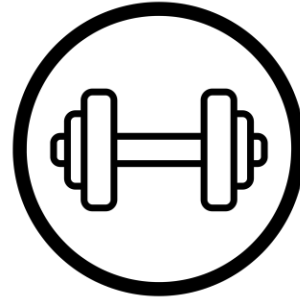
The goodness-of-fit between the work that needs to be done, the people who do the work, the formal structure of a system, and the culture of a system.



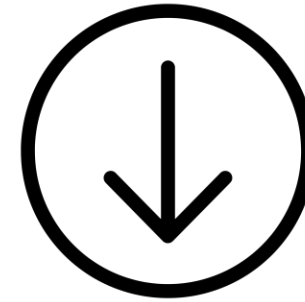
Integrating PBIS Practices across WSCC Domains



**Increase
Collaboration**



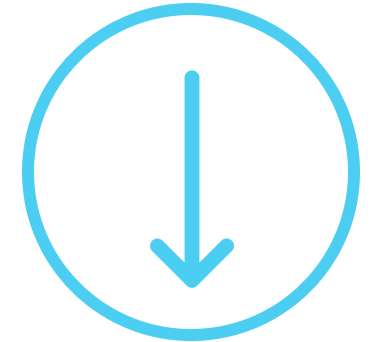
**Strengthen
Coordination**



**Reduce
Redundancies**

De-Implementation

- “The discontinuation of existing practices or interventions” (McKay, 2018).
- De-Implementation often requires learning and unlearning.
- De-Implementation is a process, not an event.

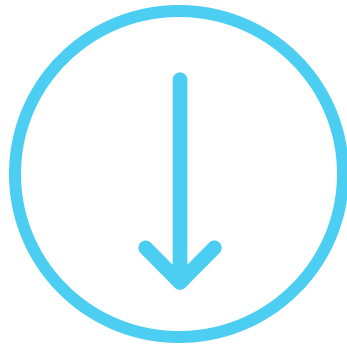


4 Types of De-Implementation



Reverse

It's not working anywhere



Reduce

It is working in some schools within the district but not all, or for some sub-groups (e.g., teachers) but not all



Replace

It is not working, but the problem that it is aiming to improve still exists



Rethink

It is not working or has achieved its desired outcome and should be de-implemented to make room for something else

Opportunities for Integration in your Setting



Activity:

Identifying Opportunities for Integration

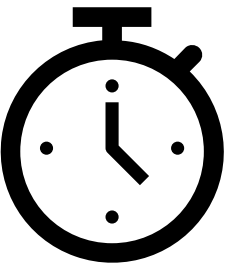
Part 1:

- Identify Practices, People, and Barriers for 3 WSCC domains (of your choosing)

We recommend selecting Social and Emotional Climate or Behavioral Supports as 1 of the domains

Part 2:

- Brainstorm opportunities for integration by reflecting on the provided questions



Session Wrap-Up



INSTITUTE FOR COLLABORATION ON HEALTH, INTERVENTION, AND POLICY

Connecticut Whole School, Whole Community, Whole Child Partnership

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Connecticut Whole School, Whole Community, Whole Child Partnership



Started in 2023, the Connecticut Whole School, Whole Community, Whole Child (WSCC) Partnership is a five-year, CDC-funded collaboration between the UConn Collaboratory on School and Child Health and the UConn Rudd Center for Food Policy and Health. The goal of the project is to protect and improve the health and well-being of school-age children and adolescents in



Our Suite of WSCC Tools



The WellSAT Suite:
Assess Policy Language

The WellSAT Interview:
Assess Policy Implementation

The Blueprints:
Strengthen Policy & Practice

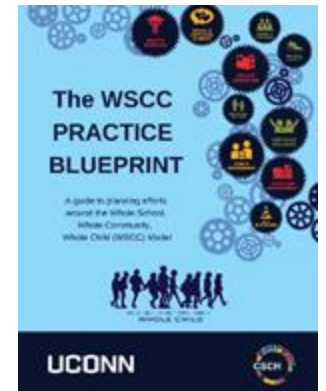
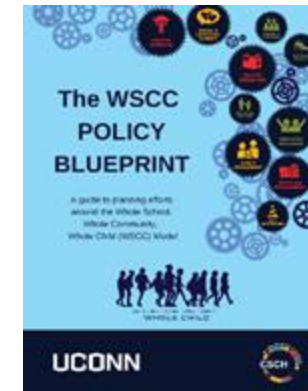
WellSAT: 3.0
Wellness School Assessment Tool



Tools to interview key school/district personnel on day-to-day implementation of practices consistent with WellSAT domains

WellSAT WSCC-I: Coming soon!

The Practice Briefs:
Learn Evidence-Informed Practices



All freely available at
ctwscc.org



Session Evaluation

Your feedback is critical to future planning of this event.
PLEASE take a moment to share your valuable insight!
THANK YOU!



bit.ly/NEPBISEval2024

