Comprehensive Behavioral Health Model

Magnificent Seven Years

November 8th, 2019

Advancing School Mental Health

Achilles Bardos, Ph.D. & Mary Zortman Cohen, Ph.D.
Objectives

- Participants understand CBHM Essential Components: **Instruction, Assessment, Data-based Decision Making**
- Participants Identify **concrete steps to implementing** Tier 1 Essential Components in their districts/schools, as well as barriers to implementation.
- Participants will be exposed to **universal screening & progress monitoring**.
Connecting the dots is essential for all human activities – from basic survival to scientific discovery.

*Jerzy Vetulani, Ph.D.*

2013 Nobel Peace Prize for Medicine
A lot of people in our industry haven’t had very diverse experiences. So they don’t have enough dots to connect, and they end up with very linear solutions without a broad perspective on the problem. The broader one’s understanding of the human experience, the better design we will have.

~ Steve Jobs
What are your dots and how do you connect them?

Concern
Influence
Control
Essentials for Instructional Equity

CREATE SAFE, HEALTHY & SUSTAINING LEARNING ENVIRONMENTS

DESIGN LEARNING EXPERIENCES FOR ACCESS & AGENCY

FACILITATE COGNITIVELY-DEMANDING TASKS & INSTRUCTION

ASSESS FOR LEARNING

http://www.bostonpublicschools.org/essentials
YOU CAN'T FIX IT OVERNIGHT

BUT YOU CAN DO SOMETHING

Without an implementation plan, what do you think is happening?

You are right, not much.
Ideas are easy. Implementation is hard.

-Guy Kawasaki
Primary Work =

Design

Evaluate & Refine

1. Exploration
2. Initial Implementation
3. Full Implementation
4. Sustainability
Model for Managing Complex Change

- Vision
- Skills
- Incentives
- Resources
- Action Plan

Success
False Starts
Frustration
Resistance
Anxiety
Confusion

No voyage is long with good company.
Essential Components of MTSS

- Instruction
- Assessment
- Data Based Decision Making
<table>
<thead>
<tr>
<th></th>
<th>WHAT</th>
<th>WHY</th>
<th>HOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>INSTRUCTION</td>
<td>• School Wide Positive Behavioral Interventions and Supports (SWPBIS)</td>
<td>Students need to know behavioral expectations throughout the school building in order to be successful in the school environment</td>
<td>Organize the school environment to prevent problem behaviors and reinforce positive behaviors</td>
</tr>
<tr>
<td></td>
<td>• Social Emotional Learning (SEL) Curricula</td>
<td>Students need social and emotional skills to successfully navigate interactions with peers and adults</td>
<td>Instruction in fundamental social skills, such as empathy, relationship building, and conflict management</td>
</tr>
<tr>
<td>ASSESSMENT</td>
<td>• Universal Screening</td>
<td>Schools need universal data from all students to understand the strengths of instructional programming, as well as areas of need.</td>
<td>Collect objective information that can be used to guide instruction at multiple levels (e.g. school, grade, class, and individual student)</td>
</tr>
<tr>
<td>DATA BASED</td>
<td>• Problem Solving Teams &amp; Data Based Decision Making</td>
<td>School teams need to understand how to use universal assessment data to make systemic decisions about instruction</td>
<td>School teams are effectively organized to promote efficient data-based decision making.</td>
</tr>
<tr>
<td>DECISION</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAKING</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
"Social Emotional Learning"

"P.B.I.S."
Positive Behavioral Interventions & Supports
First things first.
Building good sailors.
Coaching

The purpose of coaching is to provide...

<table>
<thead>
<tr>
<th>Support</th>
<th>Technical Assistance</th>
<th>Ongoing Feedback</th>
</tr>
</thead>
</table>

for school based change.
Internal & External Coaches

INTERNAL

● School psychologist in your school
● Works with principal, school team and staff
● Provides content knowledge to team & school (at team meetings and in professional development)
● Provides technical assistance to team & school

EXTERNAL

● District-level school psychologist - Dr. Mary Cohen
● Works with internal coach, principal and school team
● Connects the team to any needed resources
● Guides the team & school to implementation fidelity
● Provides content knowledge and technical assistance
RECIPE FOR sustainability

FROM THE KITCHEN OF SCHOOLS

INGREDIENTS

1. School Priority
2. Use of Data

Administrator Support & Staff Buy In
RECIPE FOR sustainability

FROM THE KITCHEN OF DISTRICT

INGREDIENTS

1. District Priority
2. Building Capacity

Access to Coaching, Technical Assistance, etc.
Teaming
The solution to all the work that needs to be done in schools isn’t to create dozens of teams ~it is to have a handful of really effective, high-functioning teams.

~Elena Aguilar

The Art of Coaching Teams
**Concrete Steps = Action Plan**

**CBHM Action Plan Template**

<table>
<thead>
<tr>
<th>TFI (terms)</th>
<th>Action Step</th>
<th>Person(s) Responsible</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEAMING</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Composition</td>
<td>1.1</td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>Mission Statement</td>
<td>1.2</td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>Norms</td>
<td>1.2</td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>Agenda</td>
<td>1.2</td>
<td>●</td>
<td></td>
</tr>
</tbody>
</table>
Welcome to the CBHM Resources Site!

This webpage is designed to help Tier 1 Teams access CBHM materials to support the design, implementation & evaluation of the CBHM Framework!

Here are some links to important resources:

- CBHM Resources Google Drive
- CBHM Important Dates
Social Emotional Learning
# Tier 1 Essential Components Table

<table>
<thead>
<tr>
<th>What</th>
<th>Why</th>
<th>How</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INSTRUCTION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Wide Positive Behavioral Interventions and Supports (SWPBIS)</td>
<td>Students need to know behavioral expectations throughout the school building in order to be successful in the school environment</td>
<td>Organize the school environment to prevent problem behaviors and reinforce positive behaviors</td>
</tr>
<tr>
<td>Social Emotional Learning (SEL) Curricula</td>
<td>Students need social and emotional skills to successfully navigate interactions with peers and adults</td>
<td>Instruction in fundamental social skills, such as empathy, relationship building, and conflict management</td>
</tr>
<tr>
<td><strong>ASSESSMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Universal Screening</td>
<td>Schools need universal data from all students to understand the strengths of instructional programming, as well as areas of need.</td>
<td>Collect objective information that can be used to guide instruction at multiple levels (e.g. school, grade, class, and individual student)</td>
</tr>
<tr>
<td><strong>DATA BASED DECISION MAKING</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem Solving Teams &amp; Data Based Decision Making</td>
<td>School teams need to understand how to use universal assessment data to make systemic decisions about instruction</td>
<td>School teams are effectively organized to promote efficient data-based decision making.</td>
</tr>
</tbody>
</table>
Social Emotional Learning

Boston Public Schools Social Emotional Learning Standards

- Self Awareness
- Self Management
- Responsible Decision Making
- Social Relations
The good news is...

Selecting, implementing & evaluating any SEL program requires all of us to use our own SEL Competencies!

How are the relationships between students and adults in our school? (Relationship Skills)
11% academic gains

11:1 return on investment

93% of teachers believe teaching SEL is very or fairly important

Source: The Missing Piece

“Despite their importance to education, employment, and family life, the major educational and school reforms of the K-12 system over the last few decades have not focused sufficiently on the socio-emotional factors that are crucial to learning.”
# SEL “Science Fair”

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>POPULATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circles</td>
<td>Students with Developmental Disabilities</td>
</tr>
<tr>
<td>Break Free From Depression</td>
<td>High School</td>
</tr>
<tr>
<td>Open Circle</td>
<td>K2 - 5</td>
</tr>
<tr>
<td>DBT (Steps A)</td>
<td>High School (or MS with Advisory)</td>
</tr>
<tr>
<td><strong>Second Step</strong></td>
<td>K0 - 8 <em>(Pre-K) (K-5) (6-8)</em></td>
</tr>
<tr>
<td>Signs of Suicide</td>
<td>Middle &amp; High School</td>
</tr>
<tr>
<td>Restorative Practices</td>
<td>K2 - 12</td>
</tr>
</tbody>
</table>
PBIS @ Tier 1

- Core values matrix
- Lesson plans to teach core values
- School wide process for reinforcing positive behavior
- School wide process for responding to challenging behavior using data

1. Expectations Defined
2. Expectations Taught
3. Reinforcement System
4. Consequence System
5. Data System
Second Step Video
PBIS @ Tier 1

- Core values & matrix
- Lesson plans to teach core values
- School wide process for reinforcing positive behavior
- School wide process for responding to challenging behavior & using data

1. Expectations defined
2. Expectations taught
3. Reinforcement system
4. Consequence system
5. Data system
Why teach behavior?

MAKE THE **RIGHT THING** EASY

AND THE **WRONG THING** HARD.
CASH Student Behavior Procedural Flowchart

Please refer to Major/Minor chart for clarification

Is the behavior managed out of classroom?

 Behaviors Managed in Classroom (Minor)
- Inappropriate verbal language
- Defiance / Disrespect
- Property misuse
- Disruption
- Technology violation

 Behaviors Managed Out of Classroom (Major)
- Threatening language
- Insubordinate actions
- Fighting or physical aggression
- Harassment or bullying behavior
- Vandalism
- Forgery, theft or cheating
- Gang affiliation display

Resolve
- Review expectation & redirect to classroom activity (warning)
- Handle in Classroom
- Utilize Classroom Strategies
- Praise behavior of engaged students
- Provide break
- Parent contact/outreach
- De-escalation strategies
- Enlist teacher support (e.g., time in another classroom)
- Set time for conference outside of class

1st Offense: Warning, 2nd Offense: Conference and Parent Contact, 3rd Offense: Parent Contact

Not Resolve
- Follow procedure for Out of Classroom Referral
- Main Office contacted when student needs to leave classroom
- Teacher completes “Out of Classroom Referral” (OCR) by end of school day
- Determine Response
- Student Conference
- Mediation
- Parent / Family Contact
- Loss of privileges
- Referral to Student Support Team
- Detention
- Suspension

Document Response
- in Aspen (Collotta) and teacher follow up (Collotta)

Preventative "Instructional Practices" embedded in all classroom & other school settings as appropriate

No

Out of Classroom

Yes

Follow procedure for Out of Classroom Referral
- Hats, hoodies

Resolved

Not Resolved
- after multiple strategies and/or 3-5 minor offences
Universal Assessment
Measurement & MTSS

How do we measure student skills & student needs?

How do we know if what we’re doing is working?

How do we know which students need more help?
Universal Screening

● Identify students who are at-risk for poor learning and/or behavioral outcomes
● The focus is on all students, not just those who teachers believe are at risk.
● Expert recommendations indicate that at a minimum, screening should be conducted more than once a year
● Helps to establish baseline and local norms, alongside program effectiveness
● Using screening data for all students, not just those who have demonstrated learning difficulties, allows identification of students who might be at risk for poor learning outcomes in the future.

National Center on RTI
Universal Screening: BIMAS 2.0

- Universal Screener
- Progress Monitoring
- Looks at both **strengths** & **needs**
- Not Diagnostic
- Norm Referenced
- Based on Observable Behaviors
- Multi-Rater
  Students (self) | Parents | Teachers | Clinicians | Etc.
Universal Screening for CBHM

Twice a year (Late Fall/ Late Spring), teachers complete a brief (34 item) rating scale for each student.

Sample Item:

In the last week, how often did this student appear comfortable when relating to others?
never / rarely / sometimes / often / very often
## Behavior Intervention Monitoring Assessment System (BIMAS)

<table>
<thead>
<tr>
<th>Concerns (Identify Risk)</th>
<th>BIMAS Scale</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct</td>
<td>Anger management, bullying behaviors, substance abuse</td>
<td></td>
</tr>
<tr>
<td>Negative Affect</td>
<td>Anxiety, depression</td>
<td></td>
</tr>
<tr>
<td>Cognitive/Attention</td>
<td>Attention, focus, organization, planning, memory</td>
<td></td>
</tr>
</tbody>
</table>

| Adaptive (Strengths)    | Social               | Friendship maintenance, communication            |
|                        | Academic Functioning | Academic performance, attendance, ability to follow directions |

The “Arc” of Universal Screening

- Identify Raters
- Train Raters
- Complete FALL ratings
- Review FALL data
- Complete SPRING ratings
- Review SPRING data

Communication!
Data Based Decision Making
Grow the Green!

- Continuous Improvement
- Developed by schools
  - Grade Level Teams
  - Tier 1 Team
- Goals:
  - Assessment Literacy & inquiry cycle
  - Avoid using data as a hammer
  - Help educators/teams reach consensus & action

Grow the green to mellow the yellow and stop the spread of the red!
How BIG of an Impact is that?

Dr. John Hattie uses this visual to talk about “effect size” or the size of the impact on student outcomes.

Results of the longitudinal analysis described reveal “large” effect sizes across all BIMAS scales.

The largest effect sizes were observed for the **Negative Affect** scale.
What’s Next?
<table>
<thead>
<tr>
<th>Adaptive Leadership</th>
<th>Culturally Relevant EBP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapting EBP For Specific Populations</td>
<td>SEL for High School build-out &amp; data collection</td>
</tr>
<tr>
<td>Advocate for additional positions</td>
<td>Hub Schools</td>
</tr>
<tr>
<td>Relationships First - Adult SEL</td>
<td>Data Based Decision Making</td>
</tr>
</tbody>
</table>
"Every child deserves a champion: an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be."

- Rita Pierson, Educator
Relationships First

Many of the problematic issues that arise in school settings are addressed first and best through the connections we make with our students.

The student culture can’t be a healthy one if there is not a positive adult culture. It all goes to school climate.
“HOSS IF **YOU CAN’T DO** IT WITH FEELING - **DON'T**.”

~ Patsy Cline
Wrap-Up

and always remember….

we cannot direct the wind,
but we can adjust the sails.