Intensive Support Team
Central Office System of Support for Students with Mental and Behavioral Health Needs

Brian Holmquist, MOT
Coordinator of Intensive Support and Critical Response

Leia Esser, Ed.D.
Director of Student Physical, Mental, and Behavioral Health
Why do we create complex and complicated systems?
Outcomes

Develop a shared understanding of the:

- Purpose, development, design, and implementation of the Intensive Support Team (IST) in the Madison Metropolitan School District
- Qualitative, quantitative, and evaluative data from year one of program implementation
- Programmatic reflection / refinements for year two
Agenda

- Madison and the Madison Metropolitan School District
- Multi-tiered systems of support for students with intensive needs
- Shifting models and the development of the Intensive Support Team
- Data, reflection, and refinement
Madison, Wisconsin

- 233,209 residents
- 27,000 students
- 52 schools
Demographics in MMSD
Why Change?

- Increasing numbers of students with intensive needs in schools
- Prior teams were for (or perceived to be for) students identified with a disability
- Prior teams / models were not sustainable and were focused on direct intervention rather than increasing capacity
Convergence of Teams

Behavior Consultation Team
Long-term support to students demonstrating significant aggression and behavioral challenges

Building Bridges
Connect students and their families to resources, develop and promote emotional wellness, and provide school staff with professional development consultation on mental health and trauma-related issues

Intensive Support Team
Increase responsiveness to schools, improve access to community resources, and support school capacity in responding to students with intensive needs.

Autism / Significant Disabilities Team
Support students with autism demonstrating significant challenges related to their disability

Program / Intervention Assignment Team
Review requests for placement in intensive programs and/or interventions such as psychiatric consultations, drug/alcohol recovery high school, and special education alternative programs
Goals of the Intensive Support Team

- Increase responsiveness to schools
- Improve access to community resources
- Increase the capacity of staff within buildings to respond to the increasing mental and behavioral health needs of students
Membership on the IST

- Twenty staff members representing a cross section of teachers, student services staff, and administrators
- Team members bring expertise in significant disabilities, trauma, behavior, mental health, autism, and community resources
Accessing the IST

Who is the best person to coordinate an Initial Meeting with from the School Team? *
How is it best to connect with this individual? Email? Phone? If phone, please let number. In addition, if there is a better time of day, please indicate.

Interfering Behavior(s) of Concern *
Describe or briefly summarize the area of concern that has been resistant to school interventions - specifically note the intensity, frequency, and duration.

School Interventions Attempted *
Please provide a brief summary of the interventions attempted (i.e., collaboration with support staff and SST)

What is the desired outcome of your Request for Support? *

Additional Information
Available Supports

Student-specific professional development
- Student-specific trauma PD
- Student-specific crisis management and intervention PD

Brief consultation (1-2 sessions)
- Completing an FBA (data collection systems)
- Developing participation plans

Short-term stabilization (up to 90 days)
- Transitioning from Residential Care Centers
- Establishing connections to community resources

School-community coordination (more than 3 months)
- Intensive, individualized care management process (wrap around)

Program assignment
- Assignment or placement into program including: psychiatric consultations, Building Bridges, special education alternative programs (LEAP, NEON, PRIDE, and SBA), and / or Horizon Recovery High School
Common Types of Requests

- Physical and/or verbal aggression
- Sexualized behaviors
- Disengagement in school and/or not attending school
- Mental health needs
- Alcohol and drug use and abuse
- Family and student unmet needs
464 total requests
### IST Requests for Support

**General Information**
- **Student First Name**: [Student First Name]
- **Student Last Name**: [Student Last Name]
- **Grade**: [Grade]
- **School Name**: [Jefferson]
- **Who Completed Request**: Brian Holmquist
- **Role**: NA
- **School Contact**: Lee (AP)
- **Educational Status**: Special Education
- **Request Date**: 9/1/2016
- **Edit Request**: [Edit Request]
- **Edit Link**: [Edit Link]

### IST Information
- **Date Contacted**: 8/25/2016
- **Date of First Meeting**: [Date of First Meeting]

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**Links**
- [View Request](https://docs.google.com/document/d/1234567890abcdef/edit)
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www.mmsd.org/ist