Building it From the Ground Up
Developing a Comprehensive School Mental Health System

Kimberly Lessard, PsyD, NCSP
Director of Student Services

Brendan Hoffman, BCBA
Asst. Director of Student Services

Katie Kilabuk, CAS
School Psychologist

Daniel Alexander,
Asst. Principal Pelham High School

History of “Social-Emotional Revisioning”

- Started as a Special Education Initiative
- Initial plan was to create Emotional Disabilities program in district because so many students were being sent to out of district placements
- Became involved with the Office of Student Wellness through the NH DOE

Creating a Vision

The vision of this team is to create a structured, multi-tiered, and comprehensive experience within a proactive and responsive culture that promotes student independence. To create an environment where students are capable of behaving appropriately and productively without the supervision of others and can be self-directed in learning how to constructively meet their own needs as they move through the Pelham School District and into an independent life. (PSD, 2015)
WHAT WE’VE BEEN DOING

- Created an action plan-Summer of 2015
- Surveyed professional staff and discussed results-Spring 2016
- Involvement with Office of Student Wellness
- Children’s Behavioral Health Summit-July 2016
- CoIn-Working with Center for School Mental Health

WHAT IS A COIN?

- Collaborative for Improvement and Innovation Network
- Utilizes a multi-faceted learning framework to rapidly translate expert knowledge and best practices to practical program change.
- Working to Build a Comprehensive School Mental Health System

WHAT IS A CSMHS

- Involves a partnership between schools and community health/mental health organizations, as guided by families and youth
- Builds on existing school programs, services, and strategies
- Focuses on all students, both general and special education students
- Involves a fully array of programs, services, and strategies-mental health education and promotion through intensive intervention

(Weist & Paternite, 2006)
25 CoIN District-Community School Mental Health Systems

10/10/2017

How does our CoIN work?
- CoIN goals are achieved by testing and refining innovative improvements to school mental health quality and sustainability
- Tests are developed or adapted to the local school/district setting
- Tests are small to build incremental momentum towards change
- 15 month learning cycle consisting of:
  - In-person and virtual learning sessions
  - Technical assistance and coaching
  - Selection and implementation of change packages
  - Utilization of SHAPE for reporting and quality improvement purposes

What is a PDSA?
- Small test of change your team tests to see whether it results in improvement
- Your PDSSAs are planned and implemented by your team.
- YOU choose what to test, and how to move from 1 PDSA to the next (with support from the CoIN 😊)
What does it take to do a PDSA?

1. The test or observation was Planned
   - Always includes a prediction about how the change will result in an improvement
   - Includes a plan for running the test and collecting data to study

2. The plan was attempted (Do the plan)
   - Time was set aside to analyze the data and Study the results.
     - Did my prediction hold?
     - What assumptions need revision?

2. Action was rationally based on what was learned
   - Adapt
   - Adopt
   - Abandon

QUALITY

- Primary Drivers:
  - Teaming
  - Needs Assessment/Resource Mapping
  - Screening
  - Evidence-Based Services and Supports
  - Evidence-Based Implementation
  - School Outcome and Data Systems
  - Data-Driven Decision Making

QUALITY ASSESSMENT

- www.theshapesystem.com
Teaming

Building MTSS-B

Identification and Trialing of Universal Interventions
1) Trialing of SEL Curriculum at Elementary School
2) Rolling out “Signs of Suicide” Program at High School
3) Hiring of a school social worker to assist in coordination of services for the district
4) Defining consistent school-wide behavioral expectations: “Tiger Expectations”
5) Professional Development for Staff: SEL 101, Youth Mental Health First Aid, Introduction to Trauma-Informed Schools
6) Creating environments that model and visual cues for prosocial behaviors.
Pelham Elementary School - PDSA

- S.O.S.- Signs of Suicide
- Student, Parent, Staff Climate Survey
- Challenge Day
- CMHS in school
- SEL Classroom/Teacher
- Mental Health First Aid Trained Staff
- Integrating Mental Health and Wellness activities during “Snake Break”

PDSA – Pelham High School

- What are we doing??
- S.O.S.- Signs of Suicide
- Student, Parent, Staff Climate Survey
- Challenge Day
- CMHS in school
- SEL Classroom/Teacher
- Mental Health First Aid Trained Staff
- Integrating Mental Health and Wellness activities during “Snake Break”
PDSA – Pelham High School

PLAN

List the tasks necessary to complete this test

<table>
<thead>
<tr>
<th>Task</th>
<th>Person responsible (who)</th>
<th>When</th>
<th>Where</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Speak to the superintendent to request the ability to complete</td>
<td>Kimberly</td>
<td>By October 20th</td>
<td>PSD</td>
</tr>
<tr>
<td>a climate survey of parents, teachers, and families at PHS.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. Contact University of Ohio to gain permission to use the CAYCI</td>
<td>Kimberly</td>
<td>By Oct. 30th</td>
<td>PSD</td>
</tr>
<tr>
<td>3. Create an online version of the school climate</td>
<td></td>
<td>By November 5th</td>
<td>PHS</td>
</tr>
</tbody>
</table>

How will you know that the change is an improvement? Plan for collection of data:
The PHS re-visioning team will begin the process of collecting data utilizing the CAYCI or other School Climate Survey.

PDSA – Pelham High School

DO: Test the changes.

Was the cycle carried out as planned?  Yes

- Record data and observations.
  - The superintendent has approved the use of the CAYCI and the University of Ohio has also approved the district to use the CAYCI as long as it is appropriately cited. The district is in the process of translating the items into an electronic version for data collection-the hope is that this will be completed by November 5th.
  - The middle school has also decided to use the CAYCI as a portion of their needs assessment/resource mapping as well.
  - The initial hope was to run the survey prior to mid-November but due to time constraints this was not able to happen.

PDSA – Pelham High School

STUDY: Did the results match your predictions?  Yes

Compare the result of your test to your previous performance: The team was able to identify a resource for gathering the information they feel as though the need to make recommendations regarding the services and supports needed.

What did you learn?
We learned about a school climate survey and the process of gathering data. We also discussed the tool that we can use on a yearly basis in order to make data informed decisions over time as the superintendent would like to use the tool on a yearly basis at the middle school and high school levels.

ACT: Decide to Abandon, Adapt, Adopt

Adapt: Improve the change and continue testing. Describe what you will change in your next PDSA:

In the next PDSA we will move forward with running the survey at the Middle School and High School Levels.
Barriers

Effective “Roll-Out”

Going Too... Big Too Fast...
Inconsistent “Buy In” across the district

The Silo Effect:
Teams are having difficulty galvanizing a universal approach

Science of Change... is a “Long Process”
WHAT’S NEXT?

Continuing to Build

Social-Emotional Learning

Continued professional development
❖ SEL 101
❖ Trauma Informed Care
❖ MTSS-B
❖ Project Renew: Tier 3
Communication with staff and community: Get the word out!
❖ Website
❖ Memorizing our work: Creating Systems and Sustainability
❖ Engaging Stakeholders in decision-making
Continuing to develop and align our SEL Programs at each building
Social-Emotional Learning

Tier 1 Supports
❖ Lions Quest Curriculum implemented by classroom teachers
   ➢ Chosen by the teachers for buy-in
   ➢ Using data to measure progress and expanding to other grade levels slowly at the Elementary Level
❖ Creating a plan for using existing building-wide expectations ("Tiger Expectations") to create lessons at the Middle School Level
❖ Expanding Signs of Suicide to include both Freshmen and Seniors
❖ Challenge Day twice a year at the High School

Social-Emotional Learning

Social Worker position transitioning from a grant-funded to a budgeted position
❖ Implementing Mindfulness activities school-wide
❖ Increasing awareness of mental health for staff, students, and community
❖ Coordination of community-based services
❖ Resource Mapping

Continuous Improvement is better than delayed perfection.
Mark Twain