From Paper to Practice: Actualizing a Vision for Regional Integration of School & Community Student Behavioral Health

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Roadmap

• Center for School Behavioral Health at Mental Health America of Greater Houston
• Case Study: Pasadena ISD
• 5 Years of Lessons Learned
• Replication
• Questions
What’s Happening?

“... an ever increasing problem of elementary school age children with out of control behaviors so severe that they are currently being sent to Houston’s NeuroPsychiatric Center via ambulance because they are destroying classrooms and attacking teachers. The number of teens sent to the District Alternative Education Program for drug and alcohol abuse has continued to increase. The current drugs of choice include Xanax and heroin. One teen tried to hang herself in the bathroom at the alternative school. Teachers, police officers and nurses report that self-cutting is on the rise. The district-wide School Health Advisory Council unanimously identified mental health as the number one health issue needing to be addressed in the district.”
The School Behavioral Health Initiative

Committees
Systems Mapping
Confidential Interviews
National Best Practices Research
Local Data Collection
Site Visits
37 Recommendations
Released February 2013
Mission

To improve the

✔ Prevention
✔ Early identification and intervention
✔ Treatment

of behavioral health issues among students.
Center for School Behavioral Health
Mental Health America of Greater Houston
School Behavioral Health Collaborative

Network and Resource Sharing
30 School/Charter School Districts
(Collectively serving over 1 million students)
100 Child and Youth Serving Organizations
   Advocacy/Education Organizations
   City/County/State Representatives
   Parent Advocates
Region IV Education Service Center
Harris County Department of Education
2017-2018 attendance average = 100
Learning Communities

Promoting Children’s Behavioral Health Through Systems Change

School Behavioral Health Collaborative

Professional Development

Meets every other month
School District Best Practices
Agency Spotlight
Advocacy & Public Policy
Deep Dives/Research
Ask the Expert/Case Studies
Best Practices Incubator

• 12 projects to date
• Addressing new solutions to old problems
• All 3 tiers
• 9 school districts/charter school districts
Promoting Children’s Behavioral Health Through Systems Change

School Behavioral Health Collaborative
Professional Development
Best Practices Incubator
Stigma Reduction Initiative

The EMOTIONAL BACKPACK PROJECT
#whatsinyourbackpack
Annual Conference

2016: Goal = 100; sold out early with 325
2017: Goal = 500; sold out early with 525
2018: Goal = 650
Advocacy and Public Policy

2013
Teacher training in student mental health REQUIRED
Pasadena ISD Case Study

Linda M. Rodriguez, Ed. D.
District Coordinator of School Behavioral Health/PBIS

<table>
<thead>
<tr>
<th>PASADENA ISD</th>
<th>DEMOGRAPHICS</th>
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<tbody>
<tr>
<td>Enrollment</td>
<td>52,800</td>
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<tr>
<td>Number of Schools</td>
<td>68</td>
</tr>
<tr>
<td>Accountability Rating</td>
<td>“Met Standard”</td>
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<tr>
<td>Economically Disadvantaged</td>
<td>78%</td>
</tr>
<tr>
<td>At Risk of Dropping Out</td>
<td>58%</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>90.9%</td>
</tr>
<tr>
<td>Dropout Rate</td>
<td>1.8%</td>
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</table>
| Cultural Diversity | Hispanic 82.8%
|                   | African American 7.6%
|                   | White 5.9%
|                   | Asian 2.8%
|                   | Other 0.9%   |

36 Elementary Schools (PK-4)  
11 Middle Schools (5/6)  
10 Intermediate Schools (7/8)  
3 Schools of Choice  
1 High School (10-12)  
1 9th Grade Center  
2 DAEPs
School-Wide Systems for Student Success: PBIS
A Response to Intervention (RtI) or Multi-Tiered Model of Support

Pasadena ISD Case Study

1 - 5% Tier 3: Individual Interventions

5 - 15% Tier 2: Small Group Interventions

80 - 90% Tier 1: Universal Interventions
INCREASE ACADEMIC ACHIEVEMENT
IMPLEMENT GOAL 5 OF DISTRICT’S FIVE YEAR STRATEGIC PLAN:
Promote a safe school culture and climate, expand current resources and training, and support the social, emotional, behavioral, physical, and mental health well-being of all staff and students.

Evidence of Success
Decrease of office discipline referrals & suspensions
Increase of schools implementing PBIS @ fidelity at all three tiers
Increase in partnerships
Increase of referrals for early intervention
School-Wide Systems for Student Success: PBIS

A Response to Intervention (RtI) or Multi-Tiered Model of Support

1 - 5%  Tier 3: Individual Interventions
3 Behavior Specialist assigned 20 schools each

5 - 15%  Tier 2: Small Group Interventions

80 - 90%  Tier 1: Universal Interventions
Safe/Civil Foundations for School-wide PBIS
Safe/Civil CHAMPS for Classroom PBIS
SEL: Conscious Discipline (Elementary Schools)
3 Major Things Happened…

• Awarded a 5 year School Climate Transformation Grant/2 Year SAMHSA Mental Health Grant
  • Increased staff from 4 to 15
  • Increased our knowledge about PBIS
  • Developed a highly trained district team of behavior specialists

• Joined Center for School Behavioral Health (CSBH)
  • Helped develop the Center’s 37 Recommendations that serve as a roadmap for improvement

• Through our collaboration with CSBH
  • Awarded the first of three SEL grants from Bridgeup Menniger
  • Have partnered with numerous agencies to provide mental health services to our students in our schools
Fidelity Measures

Tiered Fidelity Inventory (TFI) for Tier III

Tiered Fidelity Inventory (TFI) for Tier II

Benchmark of Quality (BoQ) for Tier 1
<table>
<thead>
<tr>
<th>TIER 1 Prevention</th>
<th>Tier 2 Small Group Intervention</th>
<th>Tier 3 Individualized Interventions</th>
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<tbody>
<tr>
<td>School wide PBIS (Foundations)</td>
<td>Check and Connect (Mentoring)</td>
<td>Functional Behavioral Assessments</td>
</tr>
<tr>
<td>Classroom PBIS (Champs)</td>
<td>Social Skills/Behavioral Instructional Groups</td>
<td>Individualized Behavior Intervention Plans</td>
</tr>
<tr>
<td>Social Emotional Learning (Conscious Discipline &amp; Piloting Second Step)</td>
<td>Self-Management (Emotional Regulation) Training</td>
<td>Safety Plans</td>
</tr>
<tr>
<td>Classroom Behavioral Interventions</td>
<td>Check in/Check out</td>
<td>Referrals for evaluation and/or Outside Service Providers</td>
</tr>
<tr>
<td>Restorative Circles for Academics/Social Connection</td>
<td>Mediation and/or Restorative Circles or Chats to Problem Solve or Repair Harm</td>
<td>Restorative Chats for Re-entry</td>
</tr>
<tr>
<td>Mental Health Training</td>
<td>Referrals to Campus/District Support Staff &amp; Outside Service Providers</td>
<td>Referrals to Outside Service Providers</td>
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<tr>
<td>Trauma Training</td>
<td>Trauma Groups</td>
<td>Referrals to Outside Service Providers</td>
</tr>
<tr>
<td>Kinesthetic Learning</td>
<td>Action Based Learning Labs/ Behavioral Accommodations</td>
<td>One on One Support</td>
</tr>
<tr>
<td>Academic Curriculum</td>
<td>Academic Small Group Intervention &amp; Academic Accommodations</td>
<td>Academic One on One Instruction</td>
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Create a National PBIS Enhanced Exemplar at every level:
Elem/Middle/Intermediate/High

2017 – 2020 Goals

- Mental Health Training
- Trauma Informed Care
- Restorative Practices
- Kinesthetic Learning
- Use of Action Based Learning Labs
- Increased Partnerships
- Increased Referrals for Early Intervention

Safe/Civil Foundations- SW
Safe/Civil CHAMPs - CW
Social/Emotional in PK-12

Menu of Effective Tier 2 Evidence Based Interventions
Behavior Specialists (6)
Behavior Paras (6)
### District Data Trends

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<tr>
<td><strong>Total # of Incidents – All Reasons</strong></td>
<td>79,607</td>
<td>73,679</td>
<td>69,634</td>
<td>49,970</td>
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<tr>
<td><strong>Total # of Incidents – Major Reasons</strong></td>
<td>33,444</td>
<td>30,526</td>
<td>26,197</td>
<td>20,917</td>
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<tr>
<td><strong>In school suspensions</strong></td>
<td>24,003</td>
<td>22,141</td>
<td>20,290</td>
<td>16,612</td>
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<tr>
<td><strong>Out of school suspensions</strong></td>
<td>5,165</td>
<td>5,093</td>
<td>5,204</td>
<td>3,740</td>
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</tbody>
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- Data Source: PISD’s Mizuni Data Reports
- Formula used: # of fewer incidences x minutes to address = total minutes lost/60 min. per hr./7 hrs. per day = total # of DAYS GAINED for student learning and administrative time to support effective teaching in the classroom.
### Increased Instructional Time

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<tr>
<th>Role</th>
<th>Description</th>
<th>Time Returned</th>
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<tr>
<td>Administrator</td>
<td>14,384 minor referrals x 10 minutes = 342 days returned to support student learning and effective instruction</td>
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<tr>
<td>Administrator</td>
<td>5,280 major referrals x 45 minutes = 565 days returned</td>
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<tr>
<td>Student</td>
<td>19,664 referrals x 20 minutes = 936 days returned for learning</td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td>19,664 referrals x 5 minutes = 234 days for teaching</td>
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• Children’s Mental Health Champion Award in 2018
• Press Conference with the Mayor of Houston on the topic of mental health
• Panelist for Models of Excellence before the Texas House/Senate Committee for Mental Health
• Two radio broadcasts and one local television show appearance
• Hosting Site Visits & Sharing Learning
• Inviting smaller school districts to attend our professional development events for a minimal cost or free
• The accelerated growth and learning as a result of the CSBH
21 School District SBH Recommendations have become our roadmap for improvement.

SBHI Collaborative has created numerous partnerships of service for our students/families & awareness of other services.

School District Learning Community has helped other school districts bring best practices into their districts. Trauma Conference has provided additional professional development.

Best Practices Demonstration grants have impacted the provision of trauma-informed services in almost 75% of our schools and allowed for our first experience using telehealth.

Awareness of other grant opportunities: PISD was awarded 2 action research grants for SEL and Trauma and an opportunity to take that learning and create a replicable and sustainable Enhanced PBIS National Model of Excellence.
Use a systems change, collective impact model to conduct research, assessment, and determine your framework.

The model should be based on the needs of your community.
Fund a backbone organization (e.g., the Center) to build a collaborative of stakeholders and drive the implementation of the framework. Additionally, engage funders in the work.

“We believe schools are at the front lines of responding to child trauma and behavioral health issues. The team at Mental Health America of Greater Houston built the Center for School Behavioral Health for just this purpose – to support school districts, schools and educators in adopting best practices to improve the behavioral health of students.”
5-Year Impact Report: Lessons Learned

Design metrics to assess community impact of the Center (i.e., what has changed?)

Recommendations implemented by area school districts
(21 of the 37 recommendations apply to school districts)

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<td></td>
<td>8 Districts</td>
<td>10 Districts</td>
<td>12 Districts</td>
<td>17 Districts</td>
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<tr>
<td>Average of 2 Recommendations</td>
<td>Average of 6 Recommendations</td>
<td>Average of 11 Recommendations</td>
<td>Average of 14 Recommendations</td>
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Education is key – people have to know WHY this issue matters and HOW it can be addressed.
Engage in grassroots public policy and statewide legislative advocacy to drive system change.

MHA OF GREATER HOUSTON'S ADVOCACY EFFORTS LED TO THE PASSAGE OF SB 460 IN 2013, WHICH PROVIDED FREE YOUTH MENTAL HEALTH FIRST AID TRAINING TO TEXAS EDUCATORS

2014: 2,868 trained
2015: 11,525 trained
2016: 11,774 trained
2017: 12,557 trained

TOTAL: 38,724 trained
5-Year Impact Report: Lessons Learned

Use collaborative meetings, best practice demonstration grants, and a conference to enhance and encourage partnerships between school districts and community organizations.

IMPLEMENTING 12 OF 21 RECOMMENDATIONS FOR SCHOOL DISTRICTS.

“[The Center] has been essential. Almost every contact I have has been through the collaborative. For example, I just got off the phone with Legacy. I saw they are spotlighting the KIPP and YES Prep campus clinics at the next meeting... I immediately called them and said, ‘How can we get that same kind of support at HISD?’ The relationship we have with NAMI started with the Collaborative. We’ve connected with Pasadena ISD and I see them as really forward thinking. A stronger relationship with Communities in Schools has come through the Collaborative. When you have school and community organizations in the same room routinely, then I think we’re better able to connect our services. My strengthened relationship with The Harris Center led us to go from 9 colocations to 20. The Collaborative sends a message we’ve been trying to send - that the resources to help the schools are not all found in the district office or the campuses. They’re in the community. So the district, campus and community have to work together to meet the needs of the kids. Without the Center, the district, campus and community aren’t together. I don’t think there’s any district that can say they can go at it alone. We’ve learned that PBIS alone won’t meet the needs of kids in HISD - it has to be bolstered with Social-Emotional Learning and mental health.”

-MICHAEL WEBB, PH.D., FOUNDING DIRECTOR OF SOCIAL AND EMOTIONAL LEARNING
Administrators can be HUGE barriers to implementation. You must get buy-in to ensure sustainability for student mental health.
Be responsive to needs of the community and willing to change course when needed (Emotional Backpack, Rebuild Texas Project).
No matter how well you plan, you can never be prepared for everything. Be flexible, and take advantage of opportunities when they arise.
Post-Harvey Postscript: Silver Linings

- **Statewide:** Hurricane Harvey Task Force on School Mental Health Supports
- **Local:** Funding from UNICEF USA for Train-the-Facilitator Trauma and Mindfulness Module, as well as creation of a new Trauma module for Kognito, with 30 months of free access to Center school districts
Hurricane Harvey Relief Fund
Mitigating Adverse Effects & Changing the Future for Children’s Mental Health in Houston

- Provide mental health, trauma, mindfulness, and suicide prevention trainings for educators
- Lead and coordinate a community engagement & education campaign
- Lead and coordinate public policy and advocacy efforts
Rebuild Texas Fund & the Future of the Center

- Deep dive consultancy with 10 significantly impacted school districts
- Provide mental health, trauma, mindfulness, and suicide prevention trainings for educators
- Provide other services/programs as needed
- Build capacity and resiliency for student mental health
5-Year Impact Report: Final lesson learned

Big keys to success:
- Food
- CHOCOLATE

September 2018: 130 attendees
Your takeaways:

• How can you use our lessons learned to build capacity for school behavioral health in your community?
It’s easier to build strong children than to repair broken men.

Frederick Douglass
Thank you!

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