Creating a School-Based Program for K-3 Students with Severe Behavioral and Mental Health Needs

Annual Conference on Advancing School Mental Health
October 11, 2018
Presenters:

MADISON-ONEIDA BOCES

Patricia Vacca, Assistant Superintendent for Curriculum and Instruction
James Weaver, Director of Alternative and Special Education
Amanda Hopkins, Special Education Coordinator

KIDS ONEIDA

Steven Bulger, CEO/Executive Director
Jeremy Butler, Director of School Based Services
SERVICE AREAS
STRIVING TOWARD ACADEMICS, RESPECT, RESPONSIBILITY & SAFETY
Outcomes of Presentation

Participants will gain an understanding of the following:

- How our needs assessment evolved into this program
- Profile of enrolled students
- Program design and partnership service model
- Quality indicators and sustainability
- What is next?
What does a student with severe behavioral and mental health needs look like?
Roland’s Story

- Suspended in Kindergarten due to violent and destructive behavior
- Crawling and running around the classroom
- Self-injurious behavior including head banging when upset
- FBA and BIP completed with no progress made after 4 weeks of intervention
- ADHD Medication increased agitation, leaving parents fearful of trying any other meds
- Leaving assigned area 75% of the time- running around the room, from the class, and from the building
- Parents were called to pick Roland up from school on a daily basis resulting in Roland’s mom being unable to hold down a full-time job.
- Approx. 3 tantrums per day at home when he does not get his way
Program Design History

- **2009**: Day Treatment Closed, no funds to support
- **2015**: Regional committee developed/survey administered
- **2016**: Needs Assessment, Spring commitments From 9 district schools
- **AUG 2016**: Timeline for visits to promising programs, and for implementation/action plans developed with responsibilities identified
- **SEPT 2016**: Doors open for 18 students
- **2018**: What is happening in NY State
New York State Education Department Documents
STARRS Staffing Model

- Family
- Clinical Care Coordinator
- Psychiatric Nurse Practitioner
- Behavior Specialist
- Home and Community Based Services
- Teacher
- Teacher's Assistant
- Teacher's Assistant
- STARRS Principal
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Comprehensive Team

STARRS
Principal Behavior Specialist
Clinical Care Coordinator
Teacher's Assistant
Teacher's Assistant
Teacher
Home and Community Based Services
Psychiatric Nurse Practitioner
Family
Child and Community Based Services
Teacher's Assistant
Behavior Specialist
STARRS Principal

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Principal Behavior Specialist
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Psychiatric Nurse Practitioner
Family
Child and Community Based Services
Teacher's Assistant
Behavior Specialist
STARRS Principal
Feedback from School Districts

Feedback From Parents & Students

Program Evaluation

Feedback from STARRS Team

CONTINUOUS IMPROVEMENT
Program Implementation Framework

- Pyramid Model
- Nonviolent Crisis Intervention (CPI) ®
- Positive Behavioral Interventions & Supports (PBIS)
- Explicit Direct Instruction
- Growth Mindset
- Communication: Parent, Home District and Outside Agency
- Conscious Discipline®
Evaluation Tools to Support Student Growth

- Observations
- Read 180
- Data Meetings
- Home Visits
- I Read
- Team meetings
- Individual Education Plan Progress Notes
- Behavior Intervention Plan Meeting Reviews
- Anecdotal Notes
- Diagnostic Testing
- Portfolios
- Cross Curricular Learning
- Student Self-Evaluations
- Informal Assessment Tools
- Med Review Meetings
- Pro-Social Skills Groups
- Child and Adolescent Functional Assessment Scale (CAFAS)
New York State Education Commissioner Visiting the STARRS Program
What’s next...
STARFISH
Thank You

STARRS

STRIVING TOWARD ACADEMICS,
RESPECT, RESPONSIBILITY & SAFETY

MOBOCES  kids

ONEIDA