Integrating School-Based Behavioral Health Services Using a Multi-Tiered Systems of Supports in Baltimore County Public Schools

Deborah Somerville, Health Services Coordinator
Beth Lambert, SST/504 Facilitator
Lisa Selby, Project AWARE Coordinator
Learning Objectives

1) Participants will be able to list three examples of interventions that can be implemented in schools using a coordinated, systematic approach.

2) Participants will be able to describe a social-emotional learning initiative that is being incorporated into classrooms in BCPS.

3) Participants will be able to explain the community partnership model in BCPS and how community partners collaborate to support students at Tiers 2 and 3.
Multi-Tiered System of Supports Framework (MTSS) in BCPS

The Multi-Tiered System of Supports (MTSS) is a framework to guide schools to provide a continuum of prevention and intervention services and supports.
MTSS in BCPS

• Support (Instruction and intervention) is provided in varying intensities based on the needs of students

• “Need-driven” decision-making ensures that county and school resources get to the right students (and schools), at the right time, and at the appropriate level to accelerate student performance
BCPS’ Multi-Tiered System of Supports

• Components:
  • Teaming
  • Screening
  • Problem Solving Process
  • Services and Supports at Tiers 1, 2, and 3
  • Progress Monitoring
Tier 1: Universal Prevention

• All Students Receive School-Wide, Universal Prevention Supports

• Required Elements Include:
  - Positive Behavior Supports
  - Social-Emotional Learning Program
  - School-wide Mental Health Promotion and Prevention Activities
  - Teacher Consultations
  - Screening
  - Teaming
Tier 2: Early Intervention/Targeted

• Provided to students not making expected outcomes even with Tier 1 supports in place
• Based on review of data
• Targeted and more intensive supports
• Required Elements Include:
  - Group Interventions
  - Brief Individual Support
  - Mentoring
  - Teaming
Tier 3: Intensive Intervention

• Provided to students who are not making expected outcomes even with Tier 2 supports in place
• Based on review of data
• Required Elements Include:
  - Teaming
  - Individual Interventions
  - Referral Process
  - Crisis Response Plan
Resource Mapping

• MTSS Workgroup
• Individual School/Office Outreach
• Research using Evidence Based Repositories
  • SAMHSA's National Registry of Evidence-Based Programs and Practices
  • Blueprints Program
  • What Works Clearinghouse
Initial MTSS Development: Lessons Learned

• Need for stronger focus on prevention
• Challenges with coordination of services and supports
• No consistent social-emotional learning program
• Need for SEL to be incorporated into classrooms
Social-Emotional Learning: A Pilot Program to Build Teacher Capacity

• Partnership with University of Maryland Center for School Mental Health

• Conducted systematic review of scientific literature on SEL to identify the “common components” of evidence-based SEL programs

• Developed instructional guides on prioritized SEL “common components” for educators

• Supported by school counselors
Benefits of SEL Instructional Guides

- Based on common components of SEL interventions
- No need for purchasing intervention
- Builds teacher capacity to reinforce SEL skills in the classroom

Social Skills-I

**Purpose:** To strengthen student speaking and listening skills.

**Time:** 10-30 minutes (each step can be broken down into 10-minute lessons)

**Objectives:**
1. Students will learn the two roles in a conversation: speaking and listening.
2. Students will learn about effective speaking, listening, and nonverbal communication skills.
3. Students will learn about how to express a want, a need, or a feeling.
Transformation in Discipline: Improving Outcomes for Students with Challenging Behaviors

Gang Leader to Graduate - A Conscious Discipline Transformation
Restorative Practices

• Whole school model that aligns within a MTSS
• Focuses on building relationships and repairing harm
• Addresses concerns with suspension and recidivism
• Shifts mindset from eliminating conflict by controlling the behavior to learning from conflict by restoring relationships and teaching new skills
Positive Behavior Interventions and Supports (PBIS)

• Preventive schoolwide approach that teaches, models, and acknowledges appropriate behaviors and systematically addresses problem behaviors

• Multi-tiered framework that integrates systems, data, and practices for improved consistency, reliability, and positive outcomes

• Mirrors our approach to teaching academic skills (academic vs. behavior model)

• Addresses need for explicit skill development/remediation
PBIS and Restorative Practices
Hand-in-Hand to Increase Positive Outcomes for Student Behavior

- Whole School Model
  - Continuum of evidence-based practices
  - Increase accountability and positive outcomes for staff and students
  - Emphasize prevention and positive responses to problem behavior
  - Emphasize building relationships

- Focuses on repairing harm and restoring relationships
- Focuses on resolving conflict
- Day-to-day application for developing SEL capacity and relationships

Integrating PBIS and Restorative Practices
More Interventions

• Conscious Discipline
• Zones of Regulation
• Classroom Check-Up (CCU)
# Integrating Interventions within a MTSS

## Making it Work!

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Possible Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>“One Size Fits All” or “Magic Bullet”</td>
<td>Needs assessment and alignment of current practices (“MTSS Alignment Tool”)</td>
</tr>
<tr>
<td>Administrator support</td>
<td>Top down approach</td>
</tr>
<tr>
<td>Search for quick solutions</td>
<td>Use data to drive decisions</td>
</tr>
<tr>
<td>Time</td>
<td>Embed within daily schedule</td>
</tr>
<tr>
<td></td>
<td>Main focus of School Progress Plan</td>
</tr>
<tr>
<td></td>
<td>3-5 Year Implementation Plan</td>
</tr>
</tbody>
</table>
### Multi-Tiered System of Supports (MTSS) Alignment Tool

<table>
<thead>
<tr>
<th>Tier</th>
<th>PRIS</th>
<th>Restorative Practices</th>
<th>Conscious Discipline</th>
<th>Zones of Regulation</th>
<th>CCC Teacher Consultation Model</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tier 3: Intensive Intervention</strong></td>
<td>FBA/Behavior Intervention Plans</td>
<td>Formal Restorative Conference</td>
<td>Individual visuals and books</td>
<td>Individualized intervention</td>
<td>Individual teacher consultation (increased support and feedback; may focus on adapting adult practices and problem-solving for specific students)</td>
</tr>
<tr>
<td><strong>Tier 2: Early Intervention</strong></td>
<td>Check In/Check Out</td>
<td>Problem-solving/resolutions Circles</td>
<td>Small group for safety, positive connections and problem-solving</td>
<td>Small group intervention</td>
<td>Grade level/content area or individual teacher consultation focusing on improving classroom climate</td>
</tr>
<tr>
<td><strong>Tier 1: Universal Prevention</strong></td>
<td>Teach expected schoolwide behavioral expectations and routines</td>
<td>Building School Families</td>
<td>Lessons for teaching 4 Zones</td>
<td>Positive Classroom Climate</td>
<td>Classroom Management</td>
</tr>
<tr>
<td></td>
<td>Acknowledge positive behaviors</td>
<td>Restorative Dialogue/Conversations</td>
<td>Development of Zones Toolbox</td>
<td>Classroom visuals</td>
<td>Visual support</td>
</tr>
<tr>
<td></td>
<td>Character/virtue lessons</td>
<td>Affective statements and questions</td>
<td>I Love You rituals</td>
<td>Classroom visuals</td>
<td>Visual support</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Safe Place</td>
<td>Classroom visuals</td>
<td>Visual support</td>
</tr>
</tbody>
</table>

**Legend:**
- **Green**: FBA/Behavior Intervention Plans
- **Orange**: Formal Restorative Conference
- **Blue**: Individual visuals and books
- **Yellow**: Individualized intervention
- **Red**: Individual teacher consultation (increased support and feedback; may focus on adapting adult practices and problem-solving for specific students)
In-School Community Mental Health Partnerships

• School has flexibility to choose community partnership(s)
• Support Tiers 2 and 3
• Individual, group, and family therapy
• Integration into MTSS
In-School Community Partnerships at Tier 2

- Group Interventions (i.e. grief, social skills, etc.)
- Screening process
- Collaboration with Student Support Team (SST)
In-School Community Partnerships at Tier 3

- Individual Interventions
- Family Engagement
- Crisis Support
- Psychiatry
- Community Resources
- Collaboration with Student Support Team (SST)
## Integrating Community Partners into MTSS

<table>
<thead>
<tr>
<th>BENEFITS/SUCCESSES</th>
<th>CHALLENGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Some schools include partners in trainings for Tier 1 Interventions</td>
<td>• Time</td>
</tr>
<tr>
<td>• Participation in school-wide planning teams and student support teams (SST)</td>
<td>• Most or all work fee-for-service</td>
</tr>
<tr>
<td>• Some partners offer staff training, family workshops, and teacher consultation</td>
<td>• Communication methods</td>
</tr>
<tr>
<td>• Option to partner with multiple agencies to meet needs of school</td>
<td>• Scheduling</td>
</tr>
<tr>
<td></td>
<td>• Confidentiality</td>
</tr>
<tr>
<td></td>
<td>• Multiple partners in some schools</td>
</tr>
</tbody>
</table>
Community Partnership Data

2016-2017 School Year Data

• Students served: 2,879
• Schools with at least one partnership: 126
• Agencies providing services in BCPS: 16
• Total Number of Partnerships: 188
School Mental Health Wiki

• A resource for information related to BCPS Community Partnerships and other mental health information.
• Supports collaboration between school staff and community partners
• Allows for information sharing
MTSS Website

Online resource database with evidence-based practices

BCPS One
Questions?

CONTACT INFORMATION:

Beth Lambert- blambert2@bcps.org
Deborah Somerville- dsomerville@bcps.org
Lisa Selby- lselby@bcps.org