



Building it From the Ground Up

Developing a Comprehensive School Mental Health System

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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
- Colln-Working with Center for School Mental Health

WHAT IS A COIIN?

- 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 COIIN District-Community School Mental Health Systems

COHORT I (October 2015 - December 2017)

- 7 Quality COIIN Teams: Chicago Public Schools, Chicago IL; Baltimore City Public Schools, Baltimore MD; Health Health Center of East Central Kansas, Emporia KS; Metropolitan Public Schools, Minneapolis MN; Frontier East High School, Maywood IL; Fairfax Unified School District, Fairfax VA
- 5 Sustainability COIIN Teams: Stamford Public Schools, Stamford CT; Haverhill Public Schools, Haverhill Massachusetts; Newport Mesa Unified School District, Costa Mesa CA; Oakley Unified School District, Oakley CA; Nevada Unified School District, Nevada CA

COHORT II (September 2016 - November 2017)

- 8 Quality COIIN Teams: Anaheim Union High School District, Orange County, CA; Fairport Central School District, Rochester, NY; New Richmond Hartland Ellendale Geneva, Southern, MN; Newport School District, Newport, NH; Pelham School District, Manchester, NH; Providence Public School District, Providence, RI; Santa Monica-Malibu Unified School District, SMO/MA, CA; Winona Area Public Schools, Winona, MN
- 5 Quality Plus Sustainability COIIN Teams: Chapel Hill Carrboro City Schools, Chapel Hill, NC; District of Columbia Public Schools, Washington, DC; Mental Health Center of East Central Kansas, Emporia, KS; Oakland Unified/Seneca Family of Agencies, Oakland, CA; School Administrative Unit # 2, Coconino, Pittsburg, AZ

How does our COIIN work?

- COIIN 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 PDSAs 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 COIIN ☺)

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)
1. 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

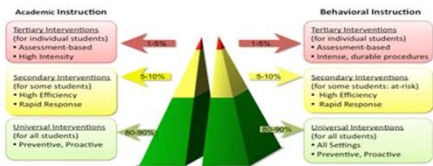
- www.theshapesystem.com

Teaming



Building MTSS-B

Designing Schoolwide Systems for Student Success



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

Full facility name: Pelham Elementary Date of test: 8/26/2017 Test Completion Date: 8/10/2017

Which change idea does this test? Can PDS choose and implement a SEL curriculum? Evidence Based Services and Supports

Which driver is this test related to? Evidence Based Services and Supports

PLAN

What questions do you want this test to answer? **What curriculum will we choose? For which grade levels/classes/rooms?**

Briefly describe the test: After reading various services for SEL curriculum (Loving and Kindness and PATHS), we will get sample materials for the teachers to look at. They will then be able to choose one and we will implement that curriculum in the fall. This will need to discuss a trial plan for implementation.

What do you predict will happen? Summer can be a difficult time to meet with teachers. I predict it will be difficult to meet and make a decision.

PLAN

Task	Responsible Party	When	Status
1. Read various SEL curricula	Katie	Prior to July	Completed
2. Get group back together to look at the samples	Katie	End of July	Completed
3. Decide which curriculum and order	Katie/whole group	End of July	Completed
4. Decide which grade levels will implement	Whole group/administration	August 7	Completed

DO Test the changes.

Was the cycle carried out as planned? Yes No

Observe data and observations.

The completed would not send out sample materials. We made the decision based on price and on the website. We chose Loving Kindness.

What did you observe that was not part of your plan? The completion would not send out sample materials. We did not meet again to discuss. Instead we communicated through email. The administration thought that enough the better to get email. We decided on 2 classrooms implementing it, we decided to do the 2 kindergarten classes and 2 2nd classes. The 2 2nd classes were not part of the original plan, but decided upon by administration.

STUDY

Did the results match your predictions? Yes No

Though we did not receive a curriculum we ordered, the kindergarten teachers are excited to implement and have received data on their participation for the curriculum.

Compare the result of your test to your previous performance. Making progress. One step closer to using the curriculum.

What do you want? Teachers are excited to implement the curriculum. The SEL curriculum was much less expensive than we had budgeted.

ACT: Decide to Administer, Adapt, Abandon

Abandon: Discard any change idea and try a different one.

Adapt: Improve the change and continue testing. Decide what you will change in your next PDSA. After school in 2 weeks we will need to meet to discuss what the curriculum will be implemented and how to look at student outcomes. Any ideas??

Admin: Select changes to implement on a larger scale and develop an implementation plan and plan for sustainability.

Evidence Based Services and Supports

1. Evidence Based Services and Supports

2. Evidence Based Services and Supports

3. Evidence Based Services and Supports

4. Evidence Based Services and Supports

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

- Full facility name: Pelham (PHS)
- Date of test: 10/12/2016
- Test Completion Date: 11/12/2016
- Which change idea does this test? Needs Assessment-conducting a needs assessment
- Which driver is this test related? Needs Assessment/Resource Mapping

PLAN

- What questions do you want this test to answer? What are the needed interventions for students, families, and teachers at Pelham High School?
- Briefly describe the test: We will be collecting school climate data to complete a needs assessment for resources at Pelham High School.
- What do you predict will happen? We will be able to gather data and use the data to assist in writing a needs assessment and gap analysis.

PDSA – Pelham High School

PLAN

List the tasks necessary to complete this test (what)	Person responsible (who)	When	Where
1. Speak to the superintendent to request the ability to complete a climate survey of parents, teachers, and families at PHS.	Kimberly	By October 20 th	PSD
2. Contact University of Ohio to gain permission to use the CAYCI	Kimberly	By Oct. 30 th	PSD
3. Create an online version of the school climate		By November 5 th	PHS

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.*
- What did you observe that was not part of our plan?**
 - 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 that this will be a 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 in the middle school and high school levels.

ACT: Decide to Abandon, Adapt, Adopt

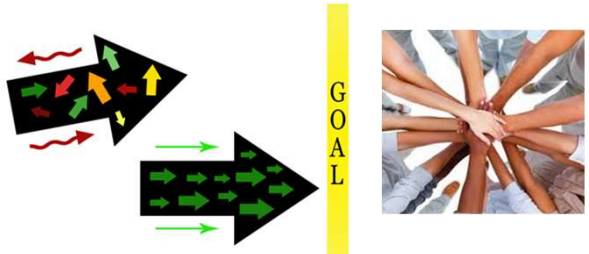
Adapt: Improve the change and continue testing. Describe what you will change in your next PDSA:
In the next PDSA we will move forward with running the survey at the Middle School and High School Levels.







Inconsistent "Buy In" across the district



The diagram illustrates inconsistent buy-in. On the left, a large black arrow points right, containing several smaller arrows in red, green, and yellow pointing in various directions. To its right is a smaller black arrow pointing right, containing several smaller green arrows all pointing in the same direction. A vertical yellow bar labeled "GOAL" stands between the two arrows. To the right of the goal bar is a photograph of several hands stacked together in a circle, representing a team or goal.

The Silo Effect:

Teams are having difficulty galvanizing a universal approach



The image shows a Venn diagram with three overlapping red circles. Inside the circles are three grey human figures. One figure is in the intersection of two circles, another is in the intersection of the other two, and the third is in the intersection of all three. This represents the silo effect where teams are not fully aligned.

Science of Change... is a "Long Process"



A row of seven leaves is shown on a grey surface, illustrating a color transition from left to right: red, orange, yellow, light green, and dark green. This represents the science of change as 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
 - ❖ Memorializing 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

