



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)

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

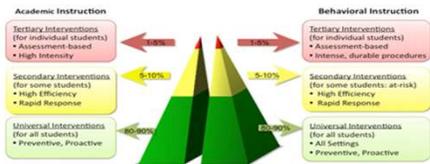
- www.theshapesystem.com

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.

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.

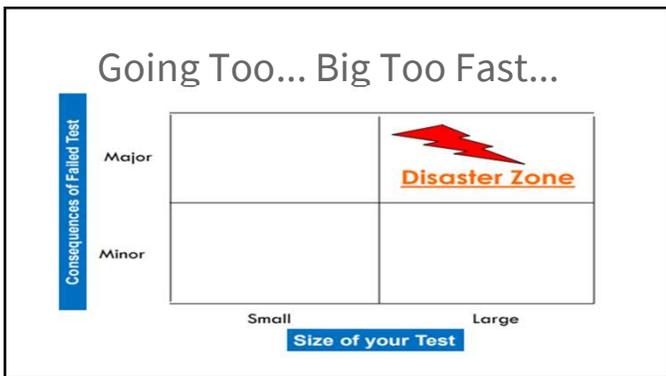
What did you learn?
 We learned about a school climate survey and the process of gathering data. We also discussed that this will be a tool that we can use on a yearly basis in order to make data informed decisions over time as the superintendent would like to use the tool on a yearly basis in the middle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

ACT: Decide to Abandon, Adapt, Adopt

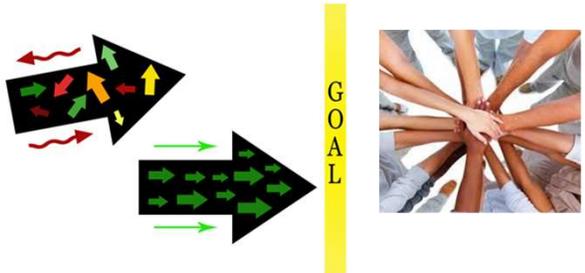
Adapt: Improve the change and continue testing. Describe what you will change in your next PDSA:
 In the next PDSA we will move forward with running the survey at the Middle School and High School Levels.







Inconsistent "Buy In" across the district



The diagram illustrates the concept of inconsistent buy-in. On the left, a large black arrow points right, filled with smaller arrows of various colors (red, green, yellow) pointing in different directions, some pointing away from the main arrow. To its right is a smaller black arrow pointing right, filled with smaller green arrows all pointing in the same direction. A vertical yellow bar labeled 'GOAL' is positioned between the two arrows. To the right of the goal bar is a photograph of several hands stacked together in a circle, representing teamwork and shared goals.

The Silo Effect:

Teams are having difficulty galvanizing a universal approach



A Venn diagram with three overlapping red circles. Inside each circle is a grey 3D human figure icon. The central area where all three circles overlap is empty, representing a lack of universal approach or shared goals across teams.

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

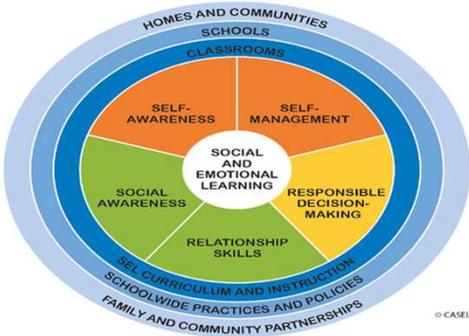


A row of seven leaves laid out on a grey surface, showing a color gradient from left to right: red, orange, yellow, light green, and dark green. This represents the gradual and long process of change.

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

