



Building State-Level Capacity to Support Student Mental Health Services

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and Don Kincaid
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Overview



1. Introductions
2. Systems change as a process
3. Identifying partners
4. Strategies Florida AWARE has used to support a shared way of work
5. Questions and discussion



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Objectives:



- Participants will leave the session with resources and increased knowledge of:
 1. supporting a state team in identifying a common vision and way of work
 2. facilitating online workgroup meetings and action planning
 3. evaluating a state team's progress and process



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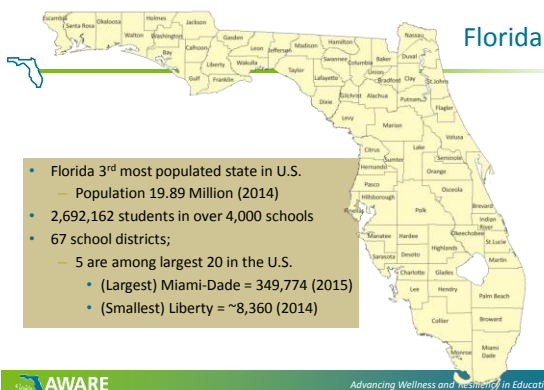
Who is joining us today?



- Youth
- Family
- Administrators
- School-based practitioner
- Community-based practitioner
- Researcher
- Administrator
- Technical assistance provider/consultant
- State leadership team member
- Other?



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Who are we?



- SEA-NITT-AWARE: Florida AWARE
 - A State Educational Agency program that is part of a federal initiative focused on interagency partnerships supporting integration of efforts that make the connection between complete mental health, learning, and other valued outcomes
 - Florida AWARE model focused on integration of mental health supports into multi-tiered systems of support
 - Interconnected Systems Framework (Barrett, Eber, & Weist, 2013)
- Today's presenters are also:
 - University of South Florida Faculty
 - Consultants and coaches, researchers, project directors, trainers, practitioners



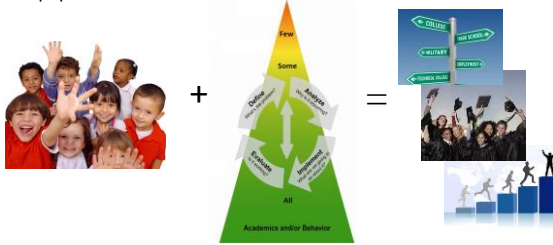
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Diverse populations


...get support matched to need...

...in order to succeed.



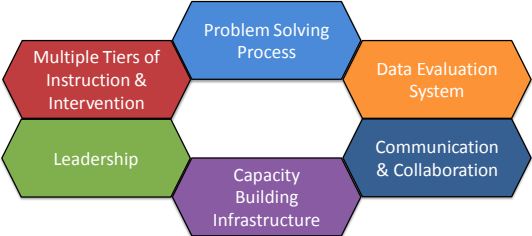
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Multi Tiered System of Supports

Critical Components



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Florida AWARE: Integration of Mental Health Supports in MTSS

- Enhance MTSS framework in partnership with FLDOE
- Collaborative relationships to ensure implementation of a continuum of evidence based practices
- Reflect a shared school, family, community- system agenda and equitable partnerships
- Cross-agency (state, district, community and school level) problem-solving teams
- Cross-agency data and information sharing

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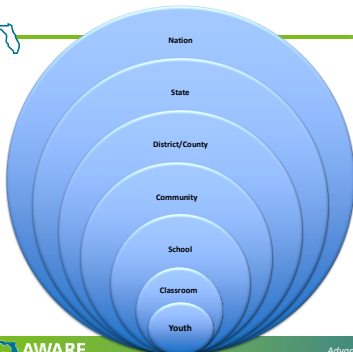


SYSTEMS CHANGE AS A PROCESS



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Implementation Levels



Past initiatives have failed due to lack of integration and alignment of **ALL** systems.

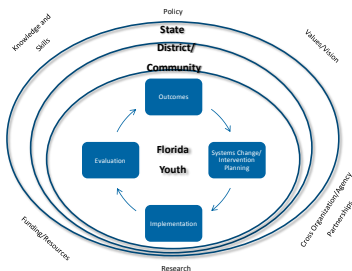
MTSS allows for vertical alignment of **all** systems.

(George, 2014)



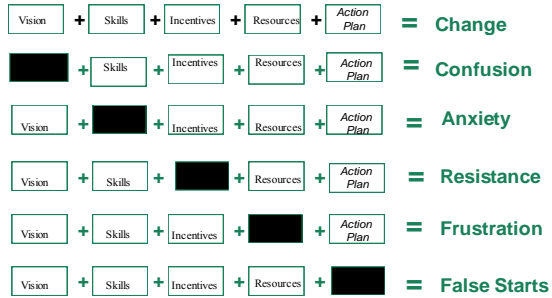
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Florida AWARE: Alignment of Systems

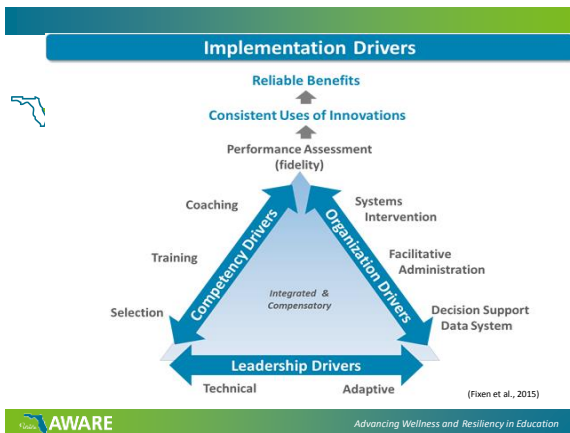


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Managing Complex Change



Adapted from Knoster, T.



Alignment with Core Principles of PBIS/MTSS

- Facilitated **leadership**
- Team** process with structured problem-solving
- Action planning**
- Data-based** problem-solving with integrated data and ongoing **progress monitoring**
 - **Outcomes** and fidelity of implementation (process)
- Implementation of policy and practice matched to needs of Florida's youth
 - Working **smarter**, not harder
- Emphasis on **prevention**, **social validity** and **systems**

Establishing a way of work for meaningful engagement to support **implementation** of policy into practice



(Cashman, Rosser, Linehan, et al., 2013)



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IDENTIFYING PARTNERS



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- Partnership Way of Leadership:
 - "...requires that leaders, regardless of title, to accept the value of bringing groups with **authority** and groups with **influence** together into a shared leadership strategy"

(Cashman, Linehan, Purcell, Rosser, Schultz, & Skalski, 2014, p. 14)



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Key partners for sustainability



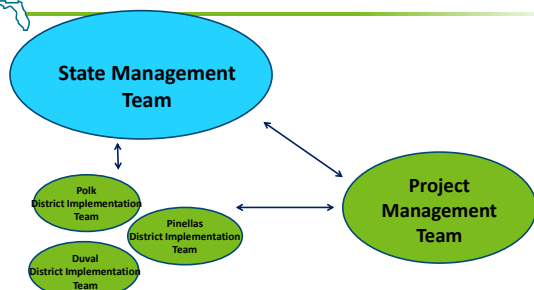
- Sustainability
 - Durable implementation of a practice at a level of fidelity that continues to produce valued outcomes

(Han & Weiss, 2005)



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Florida AWARE Team Structure

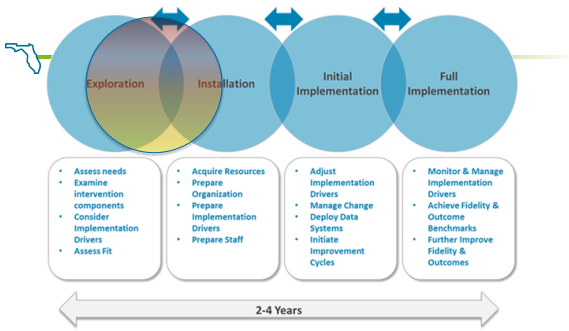


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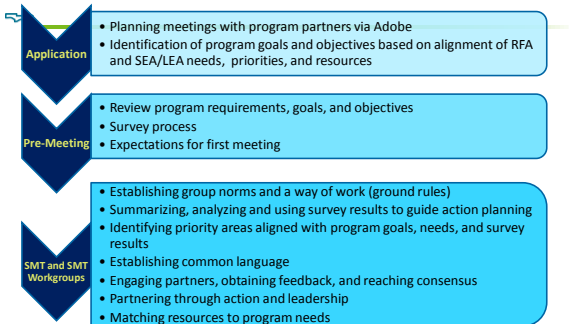
<ul style="list-style-type: none"> • Bureau of Exceptional Education and Student Services (BEESS) • Deputy Chancellor, School Improvement & Student Achievement • Bureau of School Improvement • Florida Department of Health • Bureau of Standards and Instruction Support, Healthy Schools • Department of Children and Families • Office of Independent Education and School Choice/Charter Schools • Bureau of Family and Community Outreach, Office of Safe Schools • Department of Juvenile Justice • Governor's Office of Adoption and Child Protection • Student Support Services • Multi-Agency Network for Students with Emotional/Behavioral Disabilities (SEDNET) • Florida Diagnostic and Learning Resources System (FDLRS) • NITT-Healthy Transitions, Central Florida Behavioral Health Network, Inc. • Duval LEA Project Manager 	<ul style="list-style-type: none"> • Pinellas LEA Project Manager • Polk LEA Project Manager • Duval Family and Youth Representatives • Pinellas Family and Youth Representatives • Polk Family and Youth Representatives • Temple Beth-El, Pinellas Community Agency Representative • Federation of Families of Northeast Florida, Duval Family Representative • Jacksonville SOC Initiative, Partnership for Child Health, Duval Community Agency Representative • Personal Enrichment through Mental Health Services, Pinellas Agency Representative • Peace River Center, Polk Agency Representative • Heartland for Children, Polk Community Agency Representative • Florida Problem Solving and Response to Intervention Project • Florida's Positive Behavior Interventions and Supports Project: A Multi-Tiered Support System
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STRATEGIES FLORIDA AWARE HAS USED TO SUPPORT A SHARED WAY OF WORK



Partnering to Achieve Improved Outcomes



Orientation/Pre-SMT Meeting



- Via Adobe Connect- recorded overview of Florida AWARE program
- Survey
 - LEA and SEA partners completed online



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Survey



- Purpose:
 - Familiarize SMT members with collaborating organizations (mission/vision/target population/primary services related to school-aged children)
 - Guide development of mutually agreed upon Florida AWARE goals
 - Increase the likelihood that members will experience successful involvement in the SMT



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Florida AWARE Survey Questions



- What does your organization hope will be accomplished through your participation with Florida AWARE?
- What resources are available from your organization to build partnerships with schools to support students' mental health needs?
- What do you see as barriers to providing effective school-based mental health supports?
- Given the overview of the roles and responsibilities of Florida AWARE State Management Team members, does your organization see any barriers and/or necessary supports to your participation on this team? If so, briefly describe.
- Identify any relevant organizations (if any) with whom your organization is currently collaborating.
- Identify any barriers experienced in cross organization collaboration (i.e. policies, procedures, funding streams).



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Workgroup Topic	Survey Comments	AWARE Grant Goals
Resources for mental health supports <ul style="list-style-type: none"> Identify existing and potential funding sources Focus on all tiers of support Increase awareness of Medicaid process Identification of currently available mental health supports Promote community/family protective factors Improve awareness and navigation skills needed to access and coordinate mental health supports Promote peer support for family and youth Include logistical supports/financial supports Include provision of cross-organization/integrated PD Increase awareness using common language Consider virtual supports Consider prevention-oriented supports (e.g., teaching/curricula for SEL) 	<ul style="list-style-type: none"> (HOPE) Make known the resources available (2) Program awareness Statewide database for cross agency sharing (BARRIER) Lack of resources/funding to meet the need (4) Family access to Medicaid (BARRIER) Funding (3) Sharing/broading funds Funding streams 	Goal 2: Increase Equitable Access to Coordinated MHI Services for Children, Youth and their Families <ul style="list-style-type: none"> Obj 2.4 Access existing funding systems Obj 2.5 Develop capacity of LEA's to leverage state and local funding
Data – Information Systems <ul style="list-style-type: none"> Identify currently available data sources and how to access these sources Identify sources that are not represented now, but are needed Identify progress monitoring sources Promote increased data sharing Develop MOUs & procedures for sharing information Increase youth/parent understanding of consent process, data collection, services, etc. Promote integration of information (academic, behavior, mental health data) Identify shared data versus data unique to organization, and data we would like to have Ensure data available to support short versus long-term goals Maintain and promote adherence to policy and procedures related to rights and responsibilities 	<ul style="list-style-type: none"> (HOPE) Statewide database for cross agency sharing (BARRIER) Data Sharing – FERPA IRPPA (5) 	Goal 1: Cross System Collaboration <ul style="list-style-type: none"> Obj 1.7 state & local policies to ensure communication and information sharing across systems Obj 1.8 LEA data on climate, discipline and mental health services Goal 2: Increase Equitable Access to Coordinated MHI Services for Children, Youth and their Families <ul style="list-style-type: none"> Obj 2.3 information-sharing and coordination



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Focus Areas	SMT Workgroup
A multi-tiered framework for sustainable outcomes-driven implementation of cross-organizational mental health supports.	Vision/Sustainability (Heather Diamond, Natalie Romer)
A streamlined efficient and effective data system across organizations serving youth supporting a MTSS for mental health.	Data information systems (Karen Childs)
Procedures for identifying, accessing, and/or maximizing existing resources to support mental health outcomes.	Resources for mental health supports (Don Kincaid)
A streamlined efficient and effective system to access cross organizational mental health services.	Process for accessing mental health services (Cat Raulerson)
Awareness of mental health issues by youth, families, and school personnel.	Increasing awareness (basic knowledge) of mental health (Natalie Romer)
Evidence-based culturally responsive mental health practices identified.	Identifying evidence-based mental health practices (Shannon Suldo)
Increased stakeholder knowledge and skills to provide mental health supports and services	Increasing skills (& advancing knowledge) to address mental health (Brain Gaunt)



Establishing Ground Rules



Our State Management Team's Ground Rules

We aspire to:

1. Have consistent representation and participation at all State Management Team meetings
2. Be responsive (e.g., provide timely responses to Florida AWARE communications)
3. Follow through and adhere to or re-negotiate agreed upon timelines for work group activities
4. Collaborate across organizations, areas of expertise, and viewpoints to that a common language, common understanding, and an integrated way of work evolves
5. Commit to sustainability of AWARE achievements beyond the 5-year grant award
6. Maximize respectful conversation during disagreements or conflict
7. Make data-informed decisions (i.e., based on or used data to support our assumptions)
8. Implement evidence-based practices and refer to the research
9. Consider the perspective of youth, families, and implementation
10. Use simple language and seek clarification as needed (e.g., define acronyms)
11. Think of win-win opportunities (i.e., what is in it for everyone?)
12. Think outside of the box and be open to have the courage to change
13. Remember systems change takes time
14. Provide continuity to new members of our teams (SMT and workgroups)



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Strategic Planning



- Florida AWARE Staff facilitate workgroup meetings using strategic planning process
 - Clarified workgroup purpose and area of focus
 - Reviewed and clarified topic to provide the context necessary to develop goals and actions
- Strategic Planning
 - Vision, resources, planning/identifying objectives



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SMT workgroups strategic planning:

The screenshot shows a document titled "SMT workgroups strategic planning:" with several sections and handwritten notes in pink and red. The sections include:

- Agenda:**
 - 1. Establish team norms
 - 2. Share meeting purpose
 - 3. Strategic planning
 - 4. Next steps
- What will our team norms be for meeting our goals?**
 - The group engaged and well supported as needed to follow an agreed collaborative process
 - Experience and expertise
 - Trust and respect
 - Openness to new ideas
 - Active participation
- GROUP NORMS:**
 - All participants will have a voice and be heard
 - All participants will have a voice and be heard
 - All participants will have a voice and be heard
- IDEAS STARTED FROM SMT:**
 - When school is on break/transition times
 - When school is on break/transition times
 - When school is on break/transition times
- VISION/GOALS:**
 - No barriers to receiving mental health services (no stigma, no barriers, transportation, funding, insurance, immigration status)
 - Limited disparity in groups that access mental health supports
 - Children, adolescents and their families will know what they can access, how to access and are able to access the supports they need efficiently
 - Outcomes for students and families - reduced risk of suicide
 - Academic achievement/graduation rates
 - Established links between agencies, resources, and services
 - School-based mental health supports
 - Alternative access supports
 - Increased support groups
 - Public and private resources
 - Expanded use of "what" resources the mental wellness, health of students
 - Family and youth have access to the types and locations of services they prefer - as a result of their input into the process
 - Teams take time and effort of data analysis and (with discussion and protocols) to monitor and measure the data to problem solve and determine needs and inform practice
 - Data to measure the impact of the needs for services for one needed in a given setting (e.g., district, school, community) - to inform whether the system needs a universal intervention or, for individuals, targeted support
 - Data for identifying mental health needs are collected and monitored regularly by school and community based service providers when relevant (e.g., integrated into Early Warning System)

Developing a Florida AWARE Vision



Florida AWARE shares the vision that Florida will develop and sustain integrated, multi-tiered systems of support that promote the mental health of, and advance wellness and resilience of, students within family, educational and community settings.



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Florida AWARE Mission



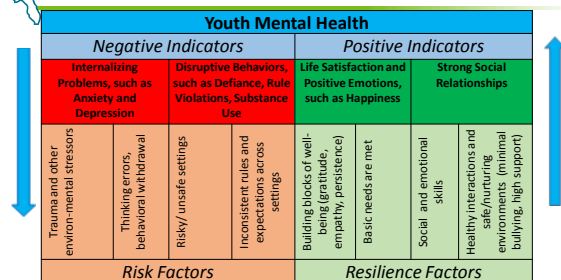
The mission of Florida AWARE is to build effective cross-system collaboration at the local and state levels that:

- 1) increases equitable access to coordinated mental health services for children, youth, and their families;
- 2) expands access to mental health supports within an integrated multi-tiered behavioral framework; and
- 3) increases mental health awareness of youth, families, schools, and communities.



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Ensuring Common Language and Understanding: Defining Complete Mental Health



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Florida AWARE Definition Of Mental Health



The presence of social, behavioral, and emotional well-being and resilience factors, as well as minimal social, behavioral, and emotional problems, and the reduction of risk factors.



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Florida AWARE Mental Health Definition Cont'd

The Florida AWARE program is committed to reducing risk and increasing mental health by:

1. Teaching social, behavioral, and emotional skills.
2. Creating safe and nurturing environments that support well-being.
3. Fostering resilience and increasing protective factors.
4. Minimizing risk factors for internalizing and externalizing problems.
5. Providing support to youth in crisis or with chronic mental health needs.



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Evaluation



	1	2	3	4	5	
	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
This work of this team effectively advances the goals & objectives of Florida AWARE.	1	4.5	91	-		
I enjoy being a member of this team.	1	4.5	91	-		
Overall, I am satisfied with the productivity and outcomes of this meeting.	3	4.4	91	-		
We used our time effectively.	4	4.4	91	-		
We shared decision-making.	5	4.3	89	5		
There was open discussion with sharing of diverse ideas and perspectives.	6	4.3	90	1		
All team members understand and agree upon the goals it is trying to accomplish.	7	4.3	90	-		
We dealt constructively with conflict or differences of opinion.	8	4.2	90	25		
All participants follow through with commitments.	9	4.1	87	22		
All participants were actively involved.	10	3.9	90	-		
Overall	4.3					



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Strategies for engaging partners and information sharing:



- Prioritizing meeting time
 - Planning and follow-up
 - Maximize meeting time by using other venues for information sharing (e.g., meeting folder, workgroups, email list, etc.) and adhering to the agenda
 - Ongoing evaluation and problem solving
- Feedback, learning, and consensus reaching activities
 - Technology (e.g., Plickers, Padlet)
 - Feedback forms
 - Group activities
 - Facilitated discussions using templates and advanced organizers
 - Ongoing evaluation
 - Professional development



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Next Steps



- Developing procedures for:
 - Vetting and disseminating resources and information
 - Establishing infrastructure to support youth and family voice (recruitment, professional development, compensation, etc.)
 - Matching resources to program needs (e.g., seeking out additional expertise to accomplish SMT workgroup tasks)
 - Data-driven action planning process (utilizing outcome and process data for SMT and implementation sites)



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Questions and Discussion



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Thank you for attending our presentation!

If you have additional questions or comments, please contact us:

- Natalie Romer (romer@usf.edu)
- Shannon Suldo (suldo@usf.edu)
- Don Kincaid (kincaid@usf.edu)



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