

Intensive Support Team

Central Office System of Support for Students with Mental and Behavioral Health Needs

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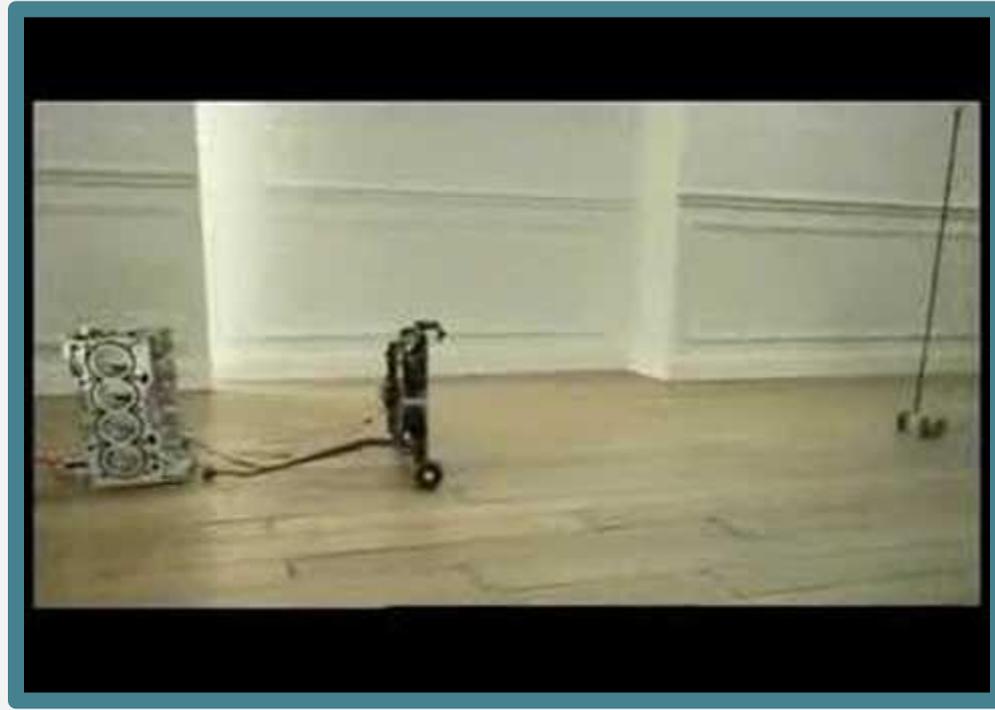
Director of Student Physical, Mental, and Behavioral Health



MADISON METROPOLITAN SCHOOL DISTRICT



Why do we create complex and Complicated systems?



Outcomes

Develop a shared understanding of the:

- Purpose, development, design, and implementation of the Intensive Support Team (IST) in the Madison Metropolitan School District
- Qualitative, quantitative, and evaluative data from year one of program implementation
- Programmatic reflection / refinements for year two



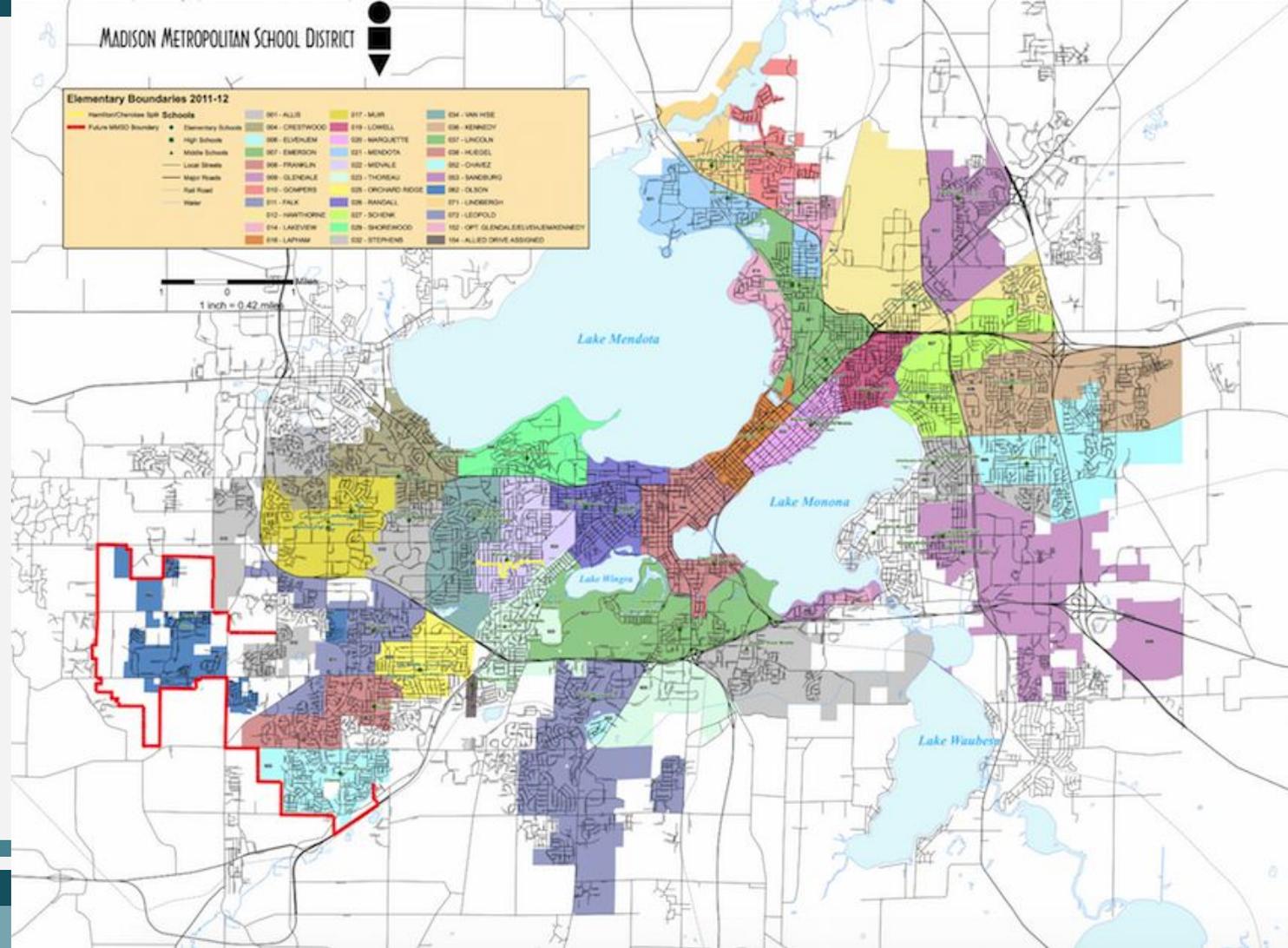
Agenda

- Madison and the Madison Metropolitan School District
- Multi-tiered systems of support for students with intensive needs
- Shifting models and the development of the Intensive Support Team
- Data, reflection, and refinement

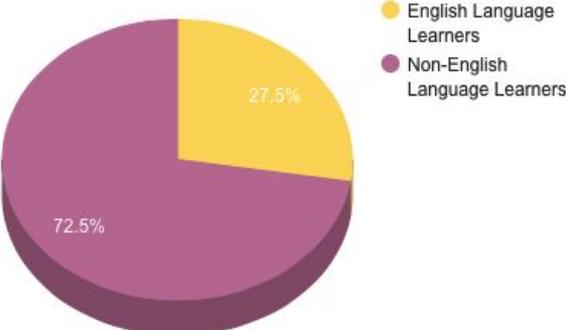
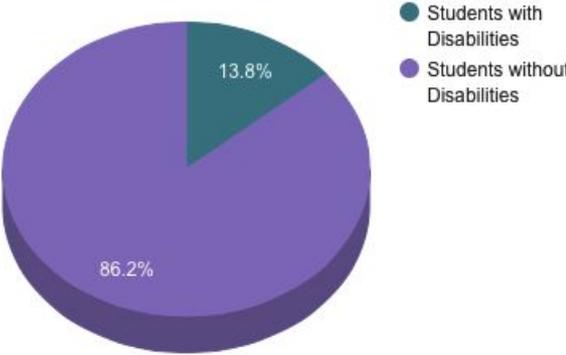
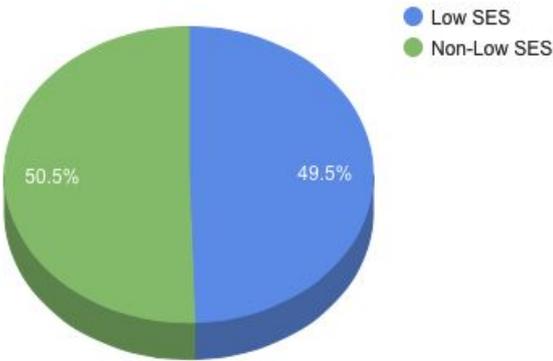
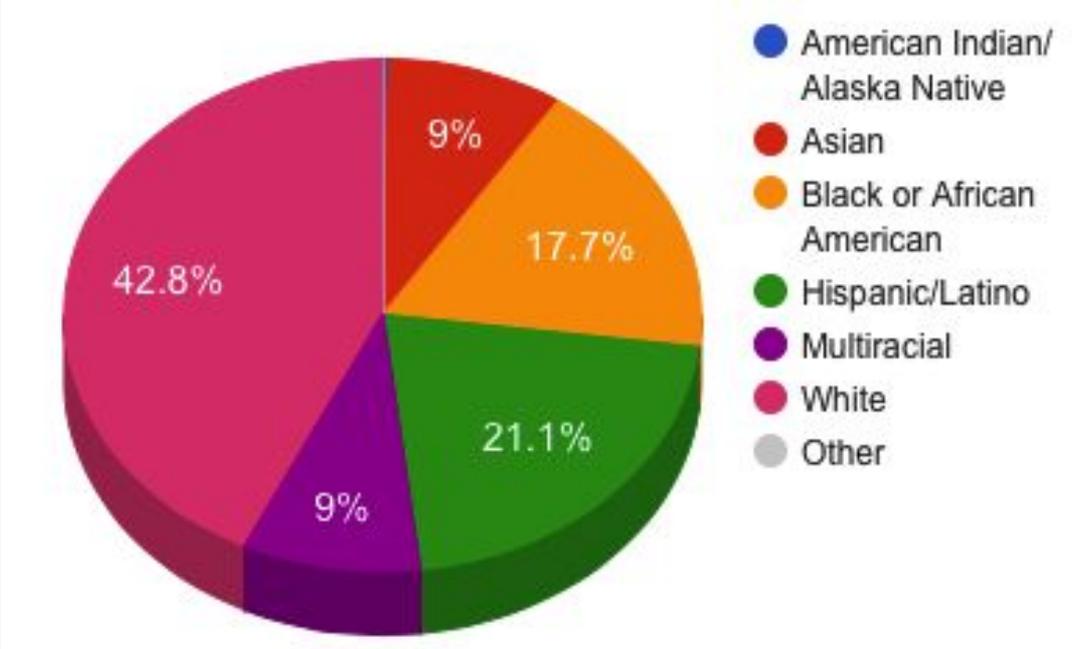


Madison Wisconsin

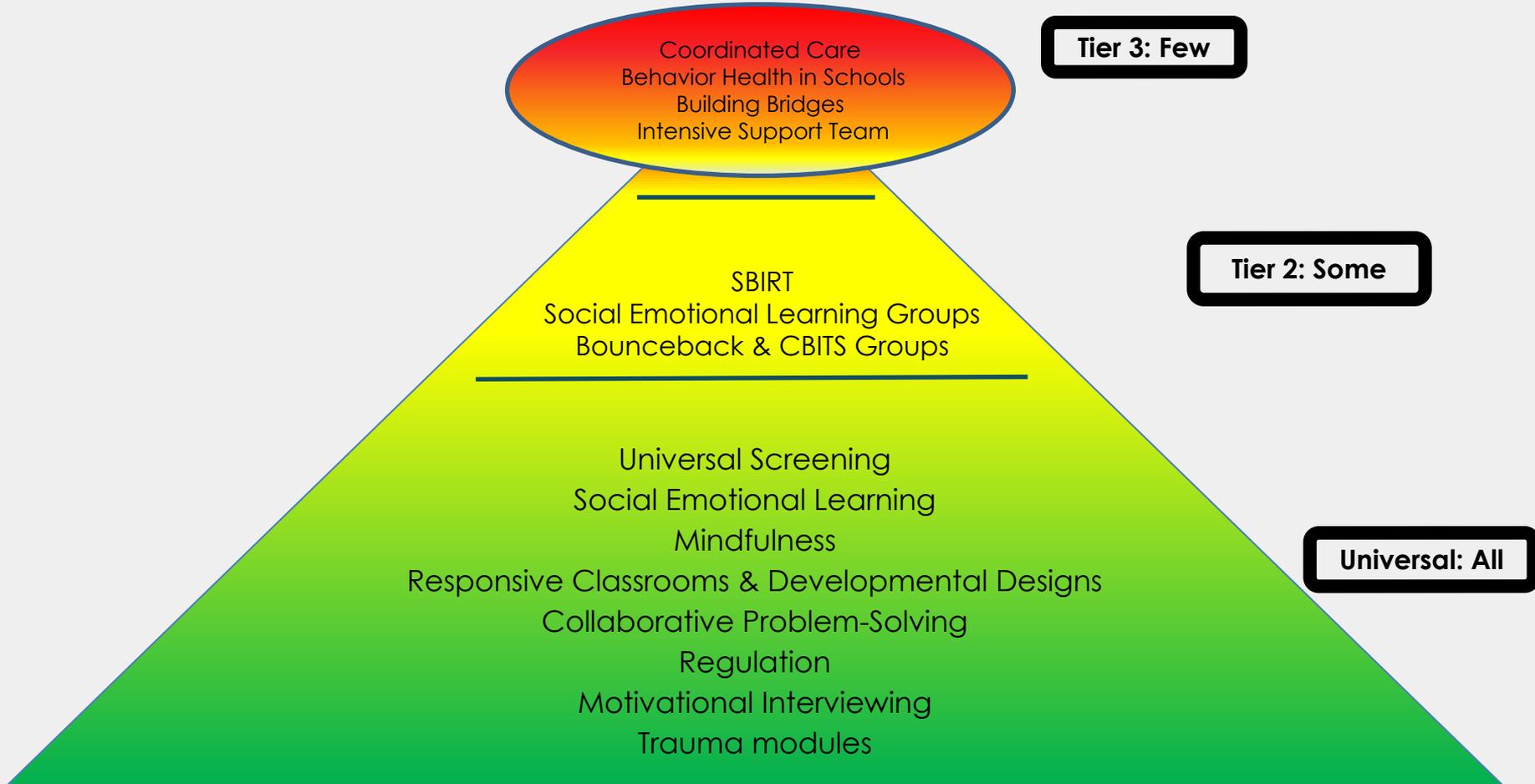
- 233,209 residents
- 27,000 students
- 52 schools



Demographics in MMSD



Multi-tiered System of Support



Why Change?

- Increasing numbers of students with intensive needs in schools
- Prior teams were for (or perceived to be for) students identified with a disability
- Prior teams / models were not sustainable and were focused on direct intervention rather than increasing capacity



Convergence of Teams

Behavior Consultation Team

Long-term support to students demonstrating significant aggression and behavioral challenges

Autism / Significant Disabilities Team

Support students with autism demonstrating significant challenges related to their disability

Intensive Support Team

Increase responsiveness to schools, improve access to community resources, and support school capacity in responding to students with intensive needs.

Building Bridges

Connect students and their families to resources, develop and promote emotional wellness, and provide school staff with professional development consultation on mental health and trauma-related issues

Program / Intervention Assignment Team

Review requests for placement in intensive programs and / or interventions such as psychiatric consultations, drug / alcohol recovery high school, and special education alternative programs



Goals of the Intensive Support Team

- Increase responsiveness to schools
- Improve access to community resources
- Increase the capacity of staff within buildings to respond to the increasing mental and behavioral health needs of students



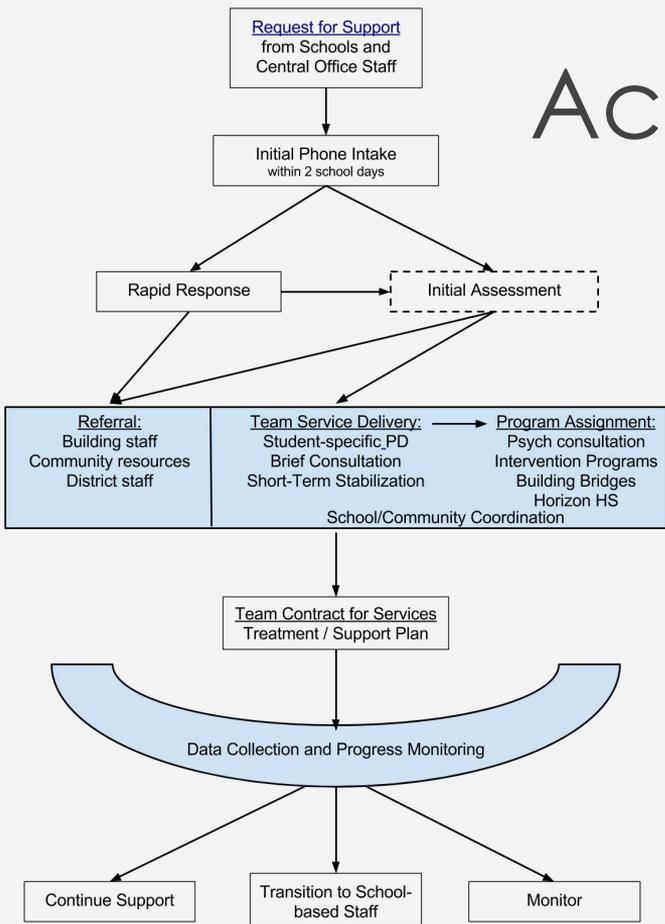
Membership on the IST



- Twenty staff members representing a cross section of teachers, student services staff, and administrators
- Team members bring expertise in significant disabilities, trauma, behavior, mental health, autism, and community resources



Accessing the IST



Who is the best person to coordinate an Initial Meeting with from the School Team? *

How is it best to connect with this individual? Email? Phone? If phone, please let number. In addition, if there is a better time of day, please indicate.

Your answer _____

Interfering Behavior(s) of Concern *

Describe or briefly summarize the area of concern that has been resistant to school interventions - specifically note the intensity, frequency, and duration.

Your answer _____

School Interventions Attempted *

Please provide a brief summary of the interventions attempted (ie. collaboration with support staff and SSIT)

Your answer _____

What is the desired outcome of your Request for Support? *

Your answer _____

Additional Information

Available Supports

Student-specific professional development

- Student-specific trauma PD
- Student-specific crisis management and intervention PD

Brief consultation (1-2 sessions)

- Completing an FBA (data collection systems)
- Developing participation plans

Short-term stabilization (up to 90 days)

- Transitioning from Residential Care Centers
- Establishing connections to community resources

School-community coordination (more than 3 months)

- Intensive, individualized care management process (wrap around)

Program assignment

- Assignment or placement into program including: psychiatric consultations, Building Bridges, special education alternative programs (LEAP, NEON, PRIDE, and SBA), and / or Horizon Recovery High School

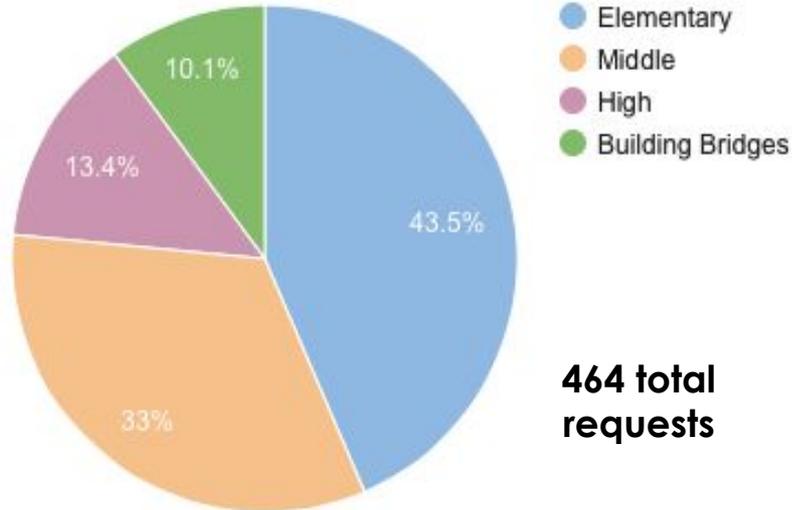


Common Types of Requests

- Physical and / or verbal aggression
- Sexualized behaviors
- Disengagement in school and / or not attending school
- Mental health needs
- Alcohol and drug use and abuse
- Family and student unmet needs

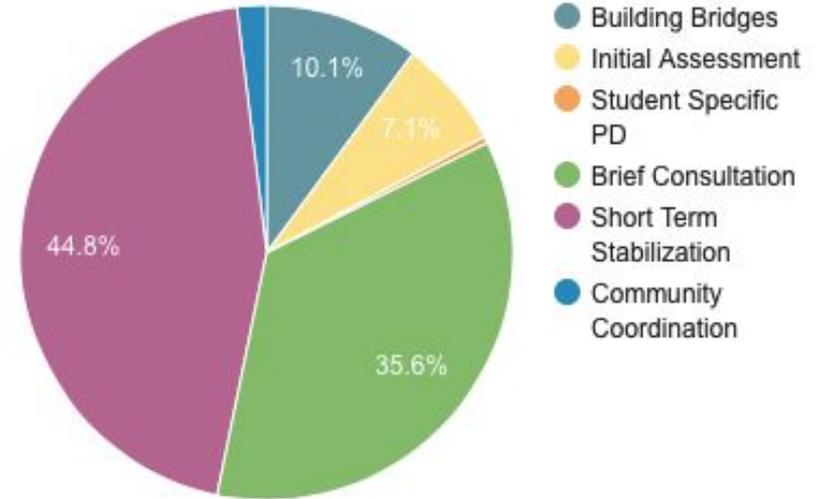


Requests For Support



464 total requests

Types of Support



IST Requests for Support

Student First Name

Student Last Name

NEW REQUEST +

School +

Team Assigned? +

Individual Team Members v

Status of Request +

1 - 88 / 88

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Student First Name	Student Last Name	Grade	S
		7	Jef
		7	Bla
			Ha
		12	Me
		4	Alli
		6	Sh
		5	Lak
		5	Rai
		12	We
		2	Lec
		3	Th
		6	Ser
		12	LaF
			Sar
			Ex
			Sci

General Information

Student First Name

Student Last Name

Grade 7

School name Jefferson

Who Completed Request Brian Holmquist

Role NA

School contact Lee (AP)

Educational Status Special Education

Request Date 9/1/2016

Edit Request

Edit Link

IST Information

Date Contacted 8/25/2016

Date of First Meeting

Brian Holmquist, MOT
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ldesser@madison.k12.wi.us

www.mmsd.org/ist

