Be Here, Behave & Perform:
Increasing Consistency Among School Staff to Support Student Mental Health

Friday 9.30.16, Session IX, 3:05pm-4:05pm

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Presenter Disclosures

ADRIANE VAN ZWOLL

The following personal financial relationships with commercial interests relevant to this presentation existed during the past 12 months:

No relationships to disclose

Objectives

1. The participant will be able to identify three ways in which the quality improvement initiative contributed to increasing a positive school climate.

2. The participant will be able to discuss common language that was created by the PEHS Social Emotional Committee (Be Here, Behave, Perform) and how this has improved greater consistency among school staff.

3. The participant will be able to explain the Teacher Lunch Bunch model and develop a plan for possible replication at their home school(s)/district.

Proviso East High School Maywood, IL

- Large suburban school west of Chicago

- Illinois School Report Card:

  – 1753 students enrolled: 52% African American, 45% Hispanic, 3% other

  – 83% Low income

  – 23% Students with disabilities

  – 30% Students are considered chronically truant

  – 17% Mobility Rate

- Loyola SBHC has been working in partnership with District 209/Proviso East High School since its inception in January 2002

  – Provides primary care, mental health, and nutrition services

CoIIN Quality Improvement Initiative

- 15-month learning collaborative in partnership with the Center for School Mental Health through the University of Maryland (October 2015-December 2016)

- 1 of 7 Mental Health Quality Improvement CoIIN teams
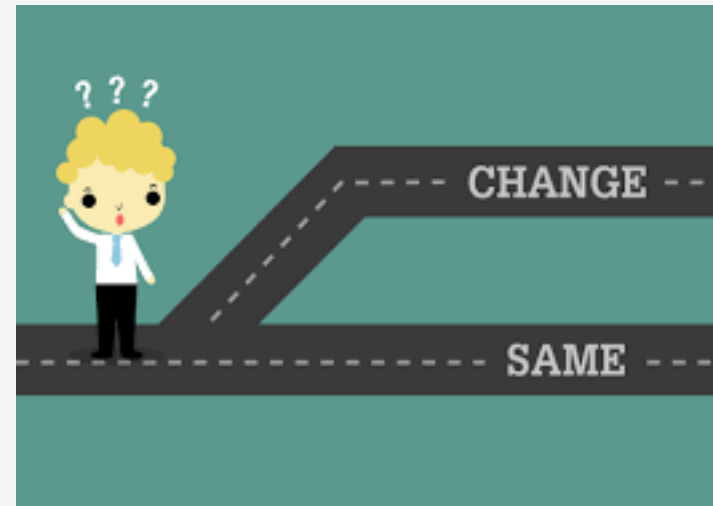
CoIIN Goals @ PEHS

1. The CoIIN team at PEHS will implement a school-wide intervention system (RTI, PBIS, etc..) with a strong emphasis on a tier one interventions that will address the entire school.

2. The CoIIN team will develop new programs (within reason) to be facilitated by school-based mental health staff, in collaboration with Loyola SBHC

3. The CoIIN team will utilize the online data platform in order to track mental health services and improve quality services and access to care
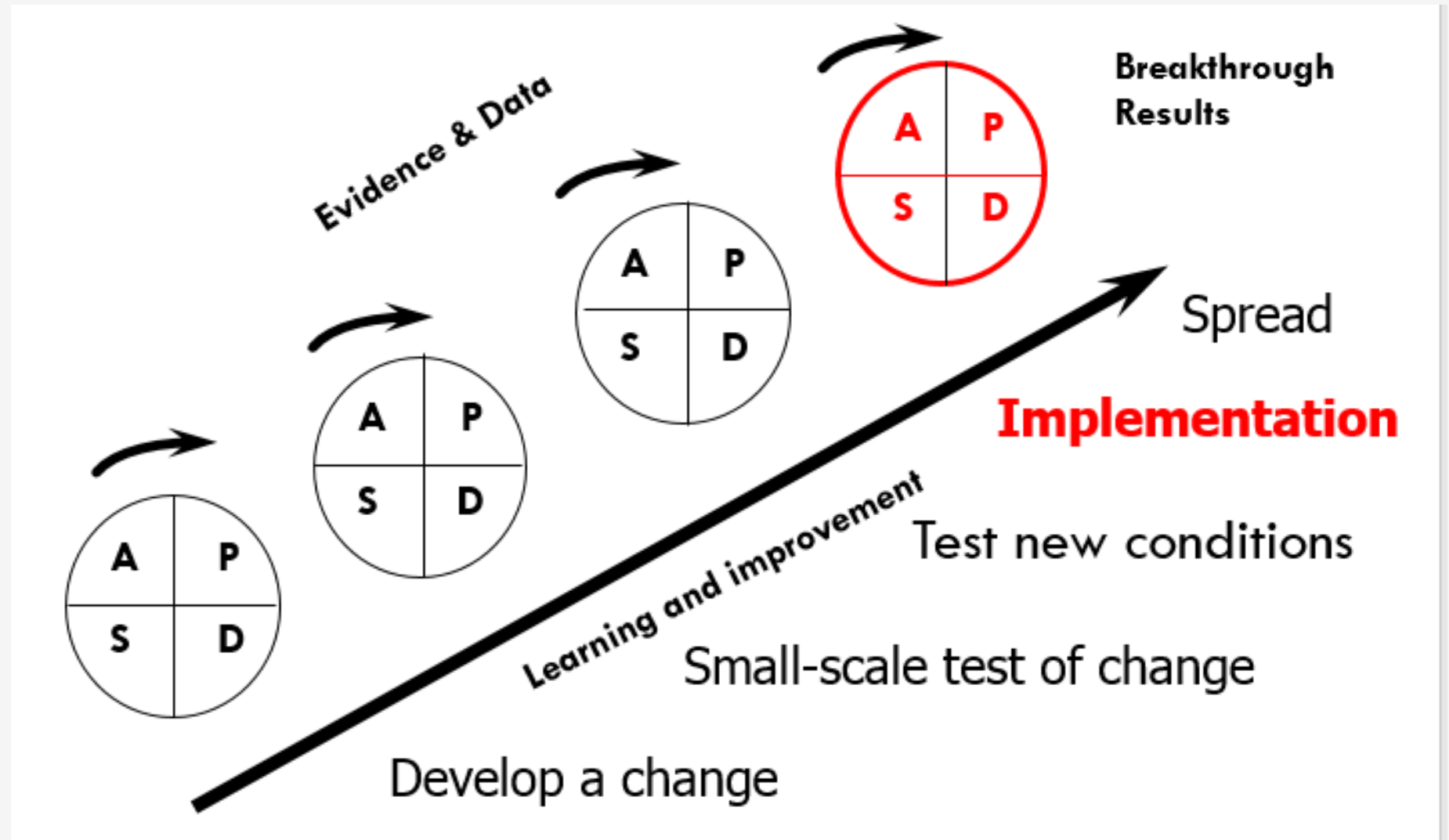
Quality Improvement CoIIN

- School Mental Health Profile via the [SHAPE system](#)

  – Number of unduplicated students who received at least one school mental health service last year (~400)

  – Number of unduplicated who received at least one substance abuse service last year (~25)

  – Number of unduplicated students who had one school mental health/substance abuse contact within 7 days of identification (~350)

  – Number of out of district placements (~50)

  – Number of inpatient psychiatric hospitalizations (~25)

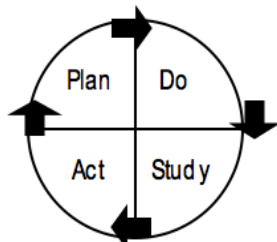 – School Climate Surveys: 1250-students, 0-parents, 99-school staff

Quality Improvement CoIIN

- Focus Areas:

  – ***Needs Assessment and Resource Mapping***

  – ***Data Driven Decision Making***

  – ***Teaming***

  – Evidenced-Based Services and Supports

  – Evidenced-Based Implementation

  – Screening

Plan Do Study Act

PDSA in Action

Plan | Do
Act | Study

Full facility name: *Proviso East High School*	Date of test: *10/14/15*	Test Completion Date: *10/30/15*

Overall organization/project AIM: *80% of students in tier 2 and tier 3 interventions will make academic and psychosocial progress*

What is the objective of the test? *Identify students who are receiving mental health and substance abuse services (tier 2 & 3) by coding them in the school database.*

PLAN:

Briefly describe the test: *SW will label each student T2 (mental health) and T3 (substance abuse) for each student that she sees over the next two weeks in PowerSchool*

How will you know that the change is an improvement? *IT will be able to run a query to identify the number of students who were seen for mental health and substance abuse services during the two-week time frame.*

What driver does the change impact? *Data driven decision making*

What do you predict will happen? *We will be able to accurately identify students who have accessed mental health and substance abuse services at both Tier 2 and Tier 3.*

PLAN

List the tasks necessary to complete this test (what)	Person responsible (who)	When	Where
1. Identify code to use to track MH/SA services	Lisa DiSilvio Addie Van Zwoll	Now	At the conference
2. Inform Team Lead and building admin of the plan to 'test' label services	Lisa DiSilvio Addie Van Zwoll	10/14/15	Proviso East
3. Inform Carol (SW) of new documentation codes	Lisa DiSilvio Addie Van Zwoll	After admin approval	Proviso East
4. SW to start using T2 and T3 codes	Carol Murchison	After admin approval	Proviso East
5. IT to pull report for the last two weeks	IT	10/30/15	Proviso East

Plan for collection of data: We will collect data to determine # *We will collect data to determine the number of students receiving mental health and substance abuse services.*

DO: Test the changes.
Was the cycle carried out as planned? [ ] **Yes X** ☐ No
Record data and observations.
School administration approved the test and the SW on our team began labeling her interventions with the students. The team decided to enter mental health as T2 and substance abuse/use as T3. The SW has been in touch with the IT department and requested her numbers based on these two categories from 10/14/15-10/30/15.

What did you observe that was not part of our plan? SW immediately began using the system and found that almost all of her contacts with students were for mental health reasons.

STUDY:
Did the results match your predictions? [ ] **Yes** x ☐No

Compare the result of your test to your previous performance:
We were not previously capturing this data in any other way (outside of log entries) that were not identifiable.

What did you learn? *Using the T2 and T3 codes will help us gain a better idea of the mental health and substance abuse issues in our school*

ACT: Decide to Abandon, Adapt, Adopt
[ ] Abandon: Discard this change idea and try a different one.

[ ] Adapt: Improve the change and continue testing. Describe what you will change in your next PDSA

[ ] Adopt: Select changes to implement on a larger scale and develop an implementation plan and plan for sustainability **--we have determined that this is an effective way to document MH and SA issues. We will slowly expand starting with the 2 other social workers, then to the counselors and deans.**

Be Here Behave & Perform

- MISSION: to establish universal expectations school wide and to create a culture of enthusiasm and integrity

Be Proud of YOURSELF and Your SCHOOL

BE HERE!

Goal: **90%** Attendance

- Attend school every day
- Be prepared - supplies
- Be on time to class

BEHAVE!

Goal: **90%** Graduation

- Follow school rules
- Respect your community
- Be focused on learning

PERFORM!

Goals: **+2** on ACT AND A **3.0** GPA

- Take pride in all you do
- Seek assistance when needed
- Complete assignments

Be Here

- We are expecting you to achieve over 90% attendance. The more you are in school and succeeding, the higher the likelihood of you going to college.

- Higher attendance is directly correlated to better grades and higher school performance.

- Being punctual is a best practice and good habit to build dependability and trust from your community.

- Being present also requires for you to be ready for class with the proper tools such as paper, pens, uniform, and other requirements to ensure your success.

Behave

- You have to demonstrate your bearing and integrity: you should constantly monitor your character and strive to be your best at all times, and respect yourself enough represent your family, your self, and community.

- Show tact when making decisions about character and consequences.

- Think about your actions and the results they may yield. Good character and obeying school rules will lead to your success, breaking rules, and consistently making counterproductive decisions will lead to failure.

- Concentrate on excelling in class rather than causing disruptions, be unselfish by not taking away time from your peers.

Perform

- Show courage by trying to achieve the highest possible outcome in tests, challenges, performances, and life.

- Show endurance by not giving up when work or tasks become difficult, quitting shows weakness!

- Show initiative by helping others in their time of need, and try your best at all you do.

- Demonstrate to yourself and your peers that you can produce the best work in all your assignments.

What does this look like in YOUR School?

Teacher Lunch Bunch

- Modeled after student Lunch Bunch Program: program to provide an opportunity for students to talk about their health and enjoy new and fresh foods

- Staff Wellness Survey in November 2015

- Supported by CVS/School Based Health Alliance, EverThrive Illinois, & American Psychiatric Foundation

Teacher Lunch Bunch Sessions

Year 1

- Crisis Intervention & De-escalation Techniques

- Stress: Interventions for You & Your Students

- *Classroom Management Part 1*

- *Classroom Management Part 2*

- *Typical or Troubled*

Teacher Lunch Bunch

Year 2

- Stress & Healthy Eating
- Trauma Informed Practices in Schools
- Starting 2016 Out Right: Tips on Keeping Your Stress Under Control
- 1 Minute Interventions and Mediation/Relaxation Techniques
- Finish Strong: Stress Management Tips for the End of the Year

Teacher Lunch Bunch:

Stress Management

Teacher Lunch Bunch:

Stress Management

- Stress Self Assessment (American Institute of Stress)

- Keeping Calm

- Learning to Relax

- Responding to 'backtalk'

- How to make stress your friend (Ted Talk)

- Recognizing stress in students

Teacher Lunch Bunch:

Trauma-Informed Schools

- What is trauma?

- Effects on students?

- Types of Traumatic Stress

- Local examples: Illinois Council Against Handgun Violence

- Trauma Sensitive Schools

- What about your school!?

Traumatic Exposure & Classroom Manifestations

Re-Experiencing

- Fatigue
- Sleepiness
- Trouble concentrating
- Tearfulness
- Decline in academic performance

Avoidance

- Creating distractions
- Absenteeism
- Resistance to talking about incident
- Resistance to going certain places

Signs & Symptoms

Hyper-arousal

- Easily startled
- Strong reactions to small things
- Somatic complaints (headaches, stomachaches)

Negative Alterations in Cognition

- Social withdrawal
- Moodiness and irritability
- Look emotionless or numb
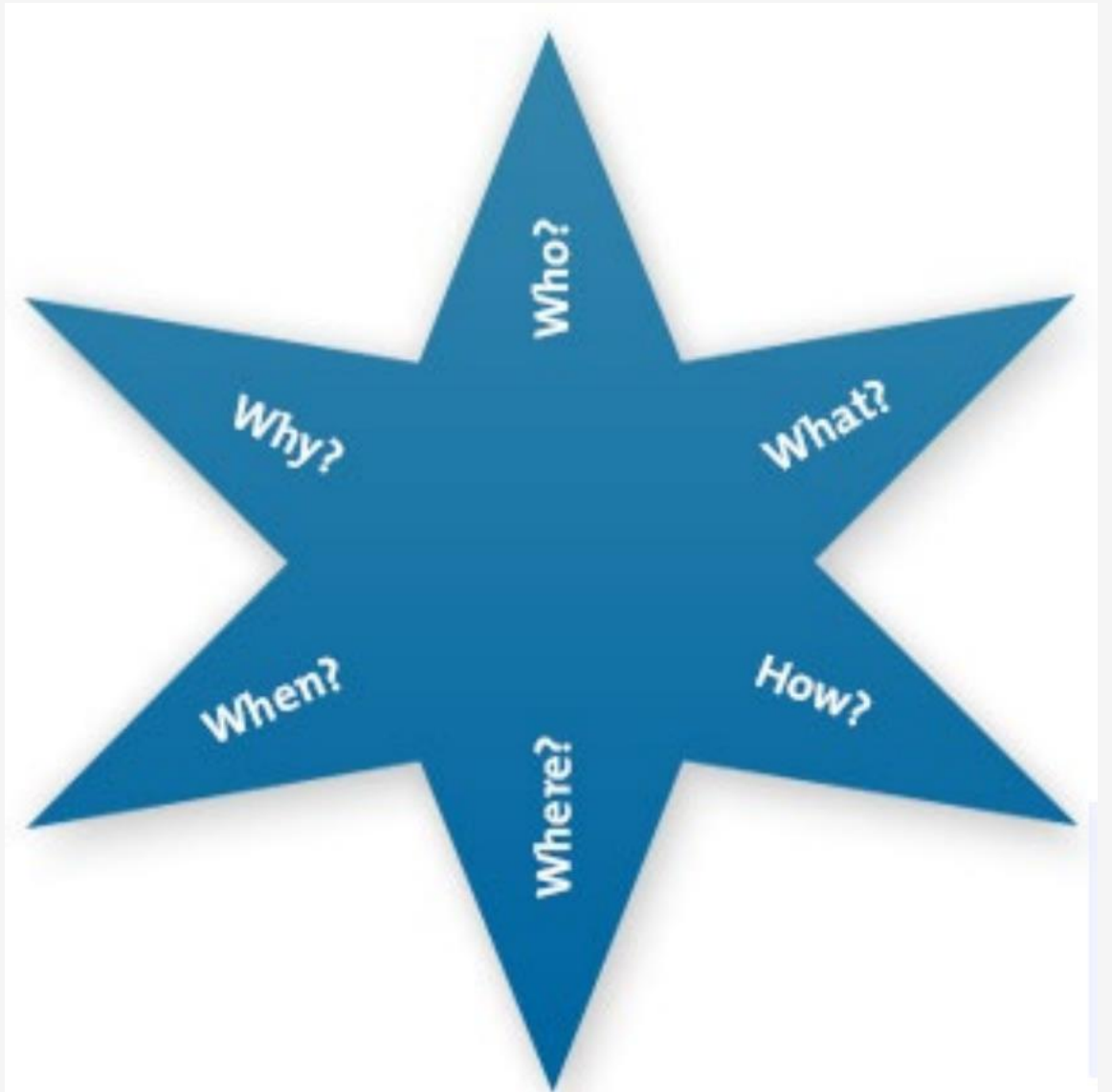- Negative about self or future

Teacher Lunch Bunch:

Identifying Mental Health Issues

- American Psychiatric Foundation—*Typical or Troubled Program*

- *Collaboration with NAMI—Ending the Silence Program for students*

Teacher Lunch Bunch

ACTIVITY

Questions?

CONTACT INFORMATION

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References

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The American Institute of Stress: http://www.stress.org/

Calm is Strength: http://www.educationworld.com/a_curr/columnists/jones/jones031.shtml

Illinois Council Against Handgun Violence: http://www.ichv.org/

Kelly McGonigal, How to Make Stress Your Friend: https://www.ted.com/talks/kelly_mcgonigal_how_to_make_stress_your_friend

National Traumatic Stress Network: http://www.nctsn.org/

State of America's Schools: http://www.gallup.com/services/176003/state-america-schools-report.aspx

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