Alignment of District Initiatives to Promote a Multi-Tiered System for Complete Mental Health

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Thank you for joining us!

INTRODUCTIONS

Organizational Alignment….

– The simultaneous implementation of multiple initiatives with efficiency and effectiveness.

*"One of the **major variables affecting sustained implementation** of effective practices is the introduction of **new initiatives** that either (a) **compete with resources** needed for sustained implementation or (b) **contradict** existing initiatives."   McIntosh (2015)*

Overview of Session

Overview of FLAWARE Approach

- SEA Framework
- LEA: Initial District work to align initiatives

Impacts of Alignment at District Level for School Teams

- Building On Past Work/existing resources
- Support for teams to build a MTSS

Importance of Fidelity Tools in Data Based Decision Making For Alignment

- SEA Context: Systems Tools and Evidence Based Programs Selection
- LEA Case Examples with Selected Practices

Summary & Discussion

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Purpose and over arching goals

- Purpose of the Now is the Time: Advancing Resilience in Education Increase the integration of state and local policies to:
  - Build and expand the capacity of the State Educational Agency (Florida Department of Education) to increase youth mental health service access and improve related outcomes for youth and families
    1. Develop a comprehensive, coordinated, and integrated framework.
    2. Promote behavioral health & provide training

  - Align with SEA School Climate Transformation initiative

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Florida AWARE: Purpose and goals

ACCESS

Increase youth access to mental health services and supports within a data-based multi-tiered framework

AWARENESS

Increase awareness of mental health issues within our youth, families, schools and communities

EVIDENCE BASED PRACTICES

Increase implementation of evidence-based culturally responsive mental health practices

Integrating PBIS and Mental Health

School Mental Health (SMH)	**+**	Positive Behavior Interventions and Supports (PBIS)	**=**	Interconnected Systems Framework (ISF)

Designed to…

- Improve depth and quality in prevention and intervention services within multi-tiered framework to increase likelihood of positive outcomes for *all students*

- Address current gaps in extant mental health and educational systems often operating in silos

Barrett, Eber, & Weist 2013

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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

- Matching resources to goals

Emphasis on **prevention, social validity** and **systems**

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Definition of Complete 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.

Continuum of Mental Health

| Youth Mental Health			
Negative Indicators (Mental Illness Symptoms)		**Positive Indicators** (Well-Being)	
Internalizing Problems (such as Anxiety and Depression)	**Externalizing Behaviors** (such as Defiance, Rule Violations, Substance Use)	**Life Satisfaction and Positive Emotions** (such as happiness and self-esteem)	**Strong Social Relationships** (positive friendship and supports)
Trauma and other environ-mental stressors / Thinking errors, behavioral withdrawal / Risky/ unsafe settings / Inconsistent rules and expectations across settings		Building blocks of well-being (gratitude, empathy, persistence) / Basic needs are met / Social and emotional skills / interactions and safe, nurturing settings (minimal bullying, high support)	
Risk Factors		**Resilience Factors**	

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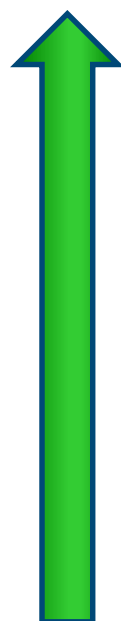
Teaming, Defining Common Goals/Mission and New Staff Roles

DISTRICT INITIAL STEPS FOR ALIGNMENT

Established Duval AWARE Mission

To build capacity at the district and school level to support targeted schools in integrating community-based mental health supports within a *Multi-Tiered System of Support* framework, based on a shared youth, family, school, community, and systems vision and agenda.

Identifying Shared District Goals: SCT and AWARE

Outcomes

- *Increase Attendance*
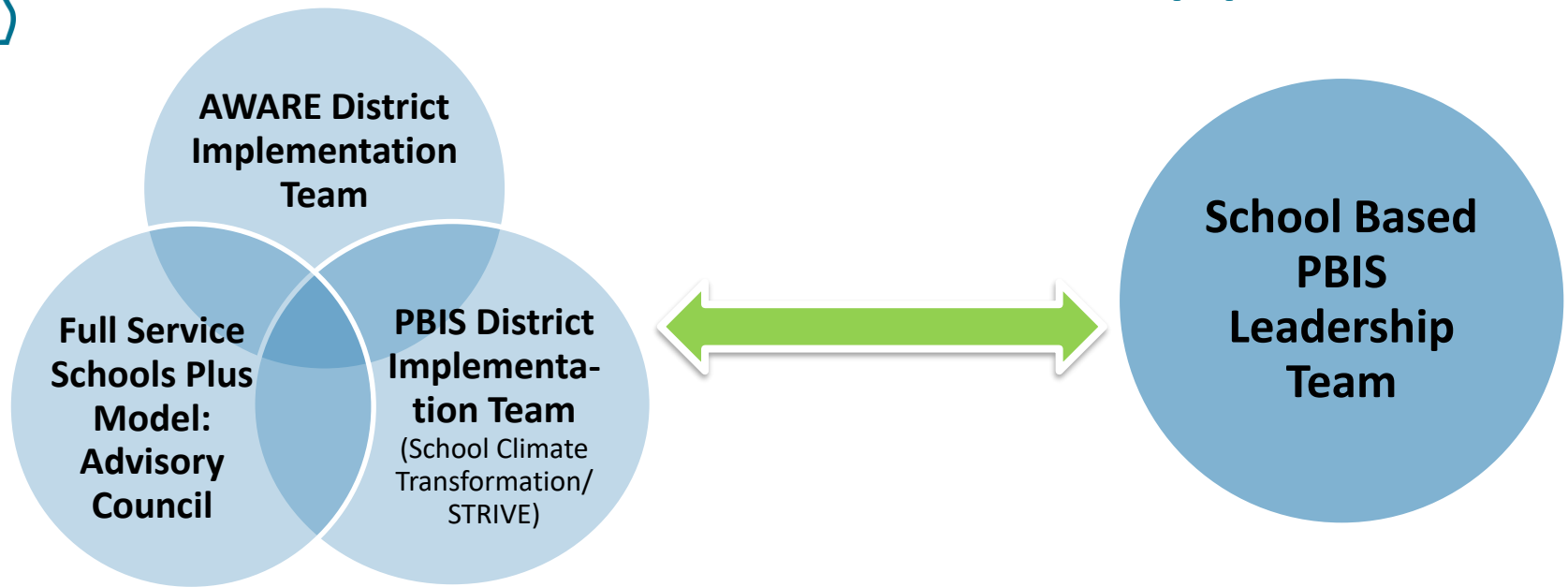- *Decrease Suspensions and ODRs*
- *Increase Positive School Climate*

Implementation Goals

- *Implement PBIS with fidelity across tiers of support*
- *Increase school personnel's capacity for effective problem solving/Data Based Decision Making*
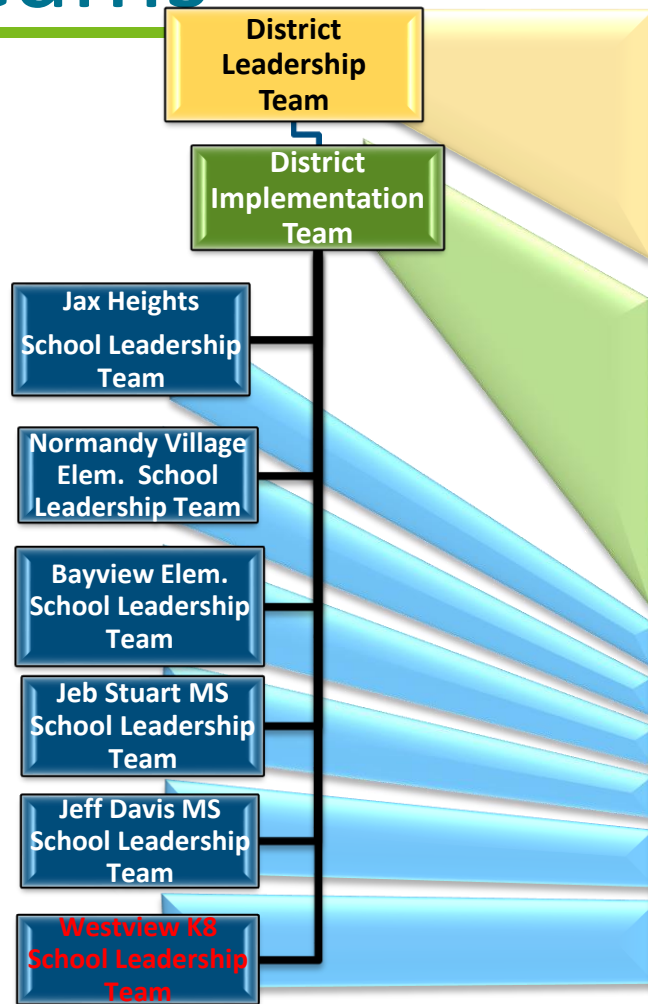
Challenges that hinder collaboration:
- Different focus schools, different funding sources, and staff resources to support
- Additional goals for each grant

Duval Teaming Structure: Leadership Collaboration for Effective Support

AWARE District Implementation Team

Full Service Schools Plus Model: Advisory Council

PBIS District Implementa-tion Team (School Climate Transformation/ STRIVE)

School Based PBIS Leadership Team

➤ **Common focus** on improvement of behavior, school climate & mental health awareness/access.

➤ **Overlap membership** to promote integration and collaboration of efforts as well support joint work on scale up across the district.

➤ **Teams work together** to ensure that communication and collaboration is taking place to **support the school based Leadership Team**.

Duval Teaming Structure: Role of Teams

District Leadership Team

District Implementation Team

Jax Heights School Leadership Team

Normandy Village Elem. School Leadership Team

Bayview Elem. School Leadership Team

Jeb Stuart MS School Leadership Team

Jeff Davis MS School Leadership Team

Westview K8 School Leadership Team

District Leadership Team:

- Provide Oversight of all 3 Grants (Duval AWARE, STRIVE and **Full Service Schools PLUS)**
- Guide and Direct the Implementation
- Establish Collaboration Protocols and guidance
- Chaired by Executive Director of Student Discipline & Support Services

District Implementation Team:

- Responsible for implementing grant activities
- Receives Direction from DLT and coordinates directly with School Leadership Teams
- Gathers data, implements strategies, makes recommendations
- Chaired by Project Manager

School Leadership Teams:

- Lead the planning and work with the DIT members assigned to implement grant activities
- Assists the DIT with data collection and program review
- DIT members assigned to each school provide feedback to the Senior Coordinator to share with the DLT
- School Principal leads the School Leadership Team

Mental Heath Support **Specialist** : Defined as a New Role for School Team Support

- **Attendance and Support at School Based Meetings**:
  - Positive Behavior Intervention Supports Team
  - School Based Leadership Team
  - Attendance Intervention Team
  - Multi-Disciplinary Review
  - Specialized School Based (Community)
  - Response To Intervention
  - Support Team (School Counselor, ESE, Dean, Social Worker, School Psychologist)

- **Coaching**
- **Professional Development**
  - PLC
  - Early Release Day
- **Trauma Focused Care Training**
- **Collaborate with Community Agencies**
- **Youth Mental First Aid Training**
- **Parent Nights/Events**
- **Community Events**
- **Support Bullying and Crisis Hotline**

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# Taking Stock: Where are we starting?

Review Of Needs

- Environmental Scan: Increase of violent offences, suicide and Baker Acts
- Survey School Staff: What are Mental Health Needs?
- Initial Assessment of PBIS Framework and ISF Implementation

What we didn't have

- District selected prevention practices
- Information on implementation at schools
- Fidelity of PBIS: Just started to assess 15-16

IMPACT OF ALIGNMENT AT DISTRICT LEVEL FOR SCHOOLS
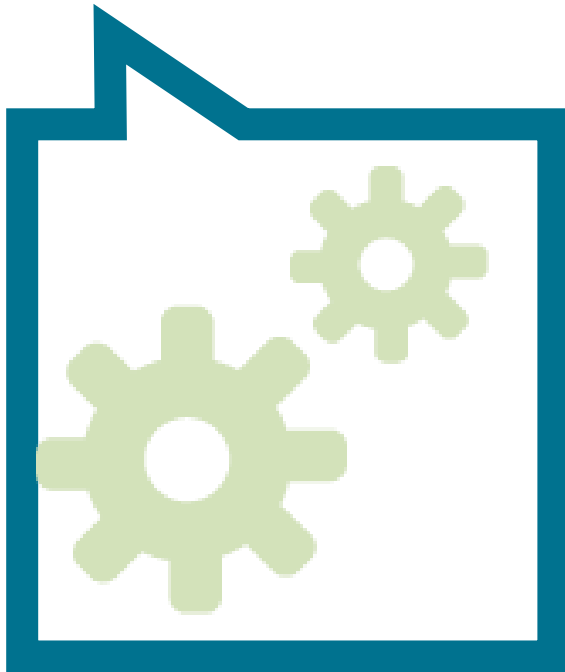
Language and Structures

Foundations or PBIS?

RtI Or MTSS?

MH Approach or PBIS?

Why we need PBIS Tier I Practices in Place For Universal Prevention and Wellness Promotion?

Why Focus on Universal Supports?

Team In place- PBIS/Leadership?

Focus on individual students versus Tier I

Structure of teams and how they are facilitated

Skill base/background in Problem Solving

District Alignment: Common Language and Goals

ISF (Interconnected Systems Framework = PBIS+School Mental Health)
Core Features

- **Effective teams** that include community mental health providers

- **Data**-based decision making

- Formal processes for the selection & implementation of **evidence-based practices** (EBP)

- **Early access** through use of comprehensive screening

- Rigorous **progress-monitoring** for both fidelity & effectiveness

- Ongoing **coaching** at both the systems & practices level

What do we want in schools-

Increase the percentage of target schools implementing with **fidelity evidence-based mental health promotion and mental illness prevention strategies at the Tier 1/universal level (e.g., violence prevention, school climate, social-emotional learning, well-being promotion)** to 90% by the end of the grant period.

Best Practices in Fostering Student Resilience: Emphasis on Tier 1 (Primary/Universal Supports)

Goal: Enhance assets & protective factors for entire school population

How? Develop personal resiliency skills *and* enhance protective settings

Select and implement evidence-based curricula to develop student-level factors (social competence, problem-solving, autonomy, sense of purpose)

- Social-emotional learning curricula
- Positive psychology interventions

Consult with teachers, administrators, & parents to promote school- & family-assets

- Teacher-student relationship building
- Positive friendships and classmate support
- Home-school partnerships (home activities to support learning, psychoeducation, communication with parents,)
- Enhance students' behavioral self-control through PBIS practices

Not to be overlooked: join forces to minimize exposure to adversity and risk in the first place

Evaluating Your Tier I System

Are we meeting ALL of our student needs at AWARE Schools?

ALL: Overall student population and needs of various subgroups

Review: Data used to initially identify Risk and Resilience Factors

Yes

No

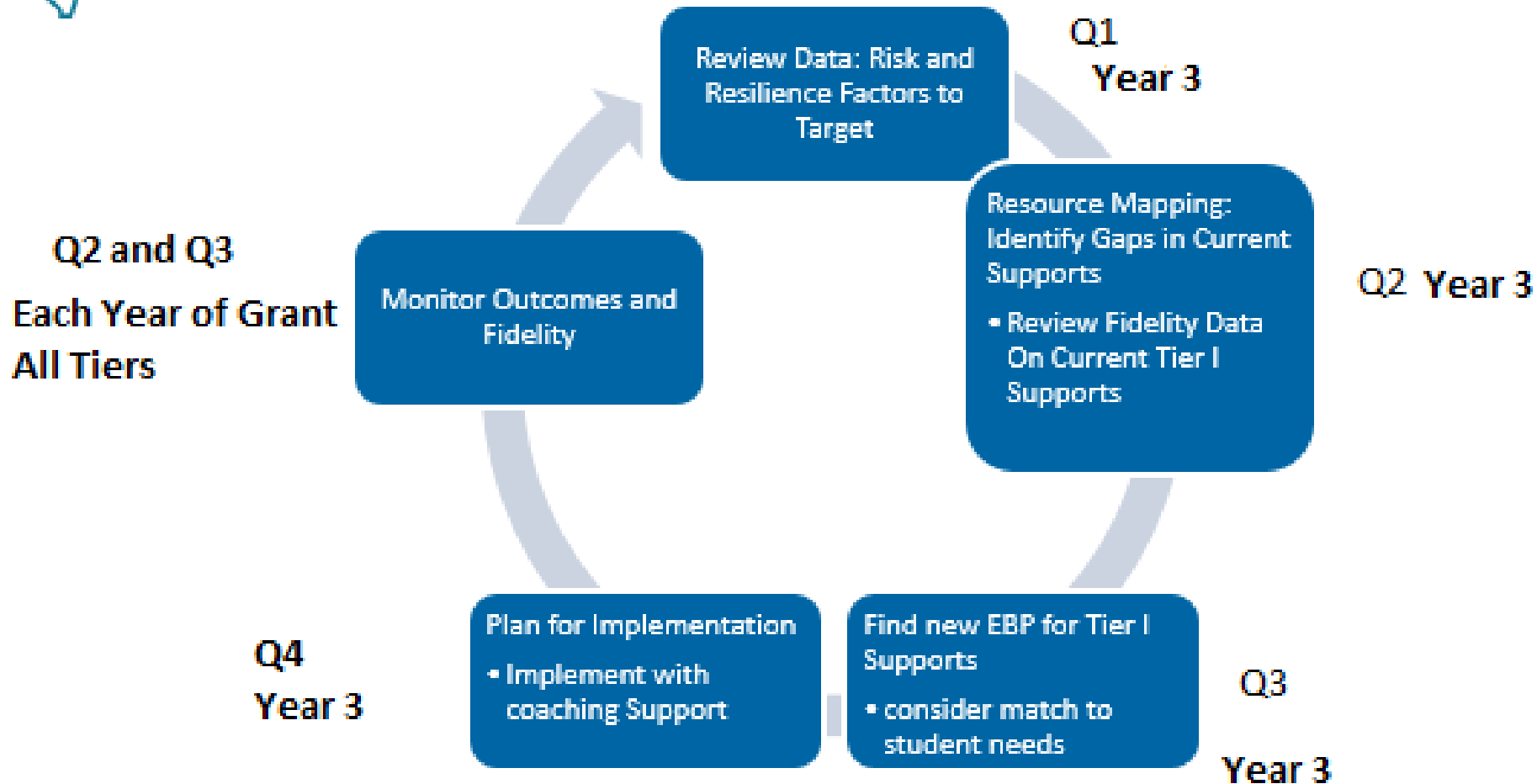How do we maintain implementation of successful practices as part of Tier I System

Was the intervention/plan implemented with fidelity?

If not, what supports are needed to increase fidelity?

If yes, what changes need to be made to Tier I System?

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Process For EBP Selection

Q1 Year 3
Review Data: Risk and Resilience Factors to Target

Q2 Year 3
Resource Mapping: Identify Gaps in Current Supports
- Review Fidelity Data On Current Tier I Supports

Q3 Year 3
Find new EBP for Tier I Supports
- consider match to student needs

Q4 Year 3
Plan for Implementation
- Implement with coaching Support

Q2 and Q3 Each Year of Grant All Tiers
Monitor Outcomes and Fidelity

Prerequisites to Monitor Outcomes:

❑ System to efficiently and effectively collect, record and graph data

❑ Resources and expertise to review and analyze data

❑ Monthly review and analysis of discipline and outcome data

❑ Action Plan updates based on data review and analysis

❑ Understanding of AWARE Activities or access to someone who does to help with facilitation

Making Decisions: Utilize the 4- step problem solving process

Step 1: Problem Identification
What's the problem?

Step 4: Response to Intervention
Is it working?
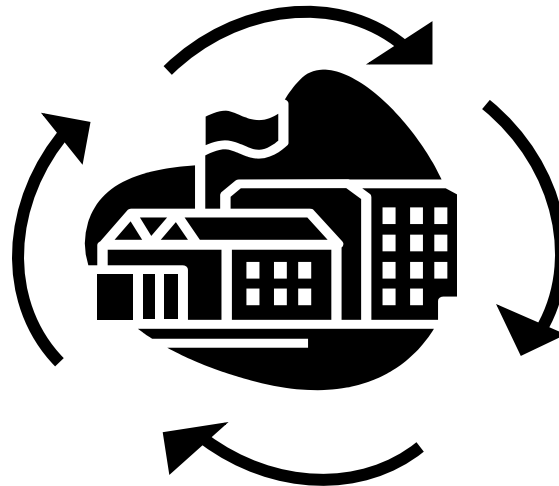
Step 2: Problem Analysis
Why is it occurring?

Step 3: Intervention Design
What are we going to do about it?

Crucial Ongoing Activity: Review outcome and implementation fidelity data to inform ongoing problem-solving and action planning for implementation of Tier 1 interventions (continue, adapt/modify or discontinue practices)

Team Activity- Resource Mapping

Evaluate your school's EBPs to promote positive behavior and social emotional well-being?

- **Where are there gaps at Tier 1?**
- Gap in Fidelity of PBIS and Second Step Program
- Gap: TIC Emphasis
  - MH Friendly Classroom

Resource Mapping Activity

Summary of Top Risk Factors					
Summary of Top Resiliency Factors					
Tier 1 Intervention/ Program/Practice	**Evidence-based Y/N/DK**	**Implemented w/Fidelity Y/N/DK**	**How Know its Working?**	**Link to Student Needs Data (Risk &/or Resiliency)**	**Follow-up Actions/Notes**

Defined School Commitments

- Implement SEL Curriculum with fidelity

- Regular monthly PBIS/Leadership Team Meetings.

- Complete Universal Screener

- Use Data Based Decision making through the 4 step problem solving process.

- Commitment to using student outcome and fidelity data to drive evaluation of MTSS for MH across tiers.

- Time for professional development and coaching in areas identified by team for improvement

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Defined AWARE Team Commitments

The Duval AWARE team is committed to reducing risk and increasing mental health by:

- Coaching staff to implement student curriculum focused on developing social, behavioral, and emotional skills.

- Training staff to create mental health friendly classrooms.

- Collaborating with community partners to help foster resilience and increasing protective factors.

- Identifying negative indicators with school based teams to help minimize risk factors for internalizing and externalizing problems.

- Providing indirect support to youth in crisis or with chronic mental health needs.

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Mental Heath Support Specialist Implementation

- Assign to work w/ school PBIS Leadership Teams in a data-driven environment of planning and problem solving to match resources to student needs across three tiers

- Establish connections w/community partners for MH services

- Identify and fill existing gaps in social emotional learning in classrooms

- Conduct Parent events to address the mental health stigma and educate parents on various mental health resources

- Conduct Youth Mental Health First Aid Training to increase mental health awareness and literacy of educators and other youth-serving adults

Coaching Support Communication

PBIS Specialists and Mental Health Support Specialists meet together at district level monthly

- Alignment and consistency of practices
- Integrated support and training
- Joint identification of needs within district

PD and Coaching Plan With Schools

Trainings

- Second Step
- Mental Health Friendly Classroom
  - MH Awareness and TIC
  - ISF/MTSS

Coaching Support Ongoing:

- Grade Level PLCS
- School Leadership Team Meetings
- Use of program fidelity tools to monitor implementation

Explicit Instruction

Modeled Instruction

Guided Practice

Independent Practice with Feedback

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IMPORTANCE OF FIDELITY TOOLS IN DATA BASED DECISION MAKING FOR ALIGNMENT

FLORIDA AWARE LOGIC MODEL

NPUTS	ACTIVITIES	OBJECTIVES	OUTCOME

INPUTS

- ordination ntegration Plan

- aboration een LEAs, MT, and th/Family

- Needs essment & ronmental can

ACTIVITIES

SEA
- Develop guidance documents for scale up & implementation
- Coordinate YMHFA training

SEA coordinates and provides TA to LEAs

SMT workgroups to learn from LEAs practice

LEAs
- Implement data-based systems for multi-tiered evidence based, culturally-responsive MH supports
- Collaborate with family and

OBJECTIVES

Increased implementation of multi-tiered, sustainable MH supports

SEA & LEA
- Increased educator, family, youth & community partners' knowledge of MH & how to access supports

- Increased funding sources & levels to support MH prevention/intervention

- Increased practitioner knowledge of & access to PD/coaching to support complete MH

- Increased availability of efficient and effective data systems to help youth-serving organizations

- Increased implementation of universal MH screening

- Increased collaboration (youth, family, community organizations) in MH support
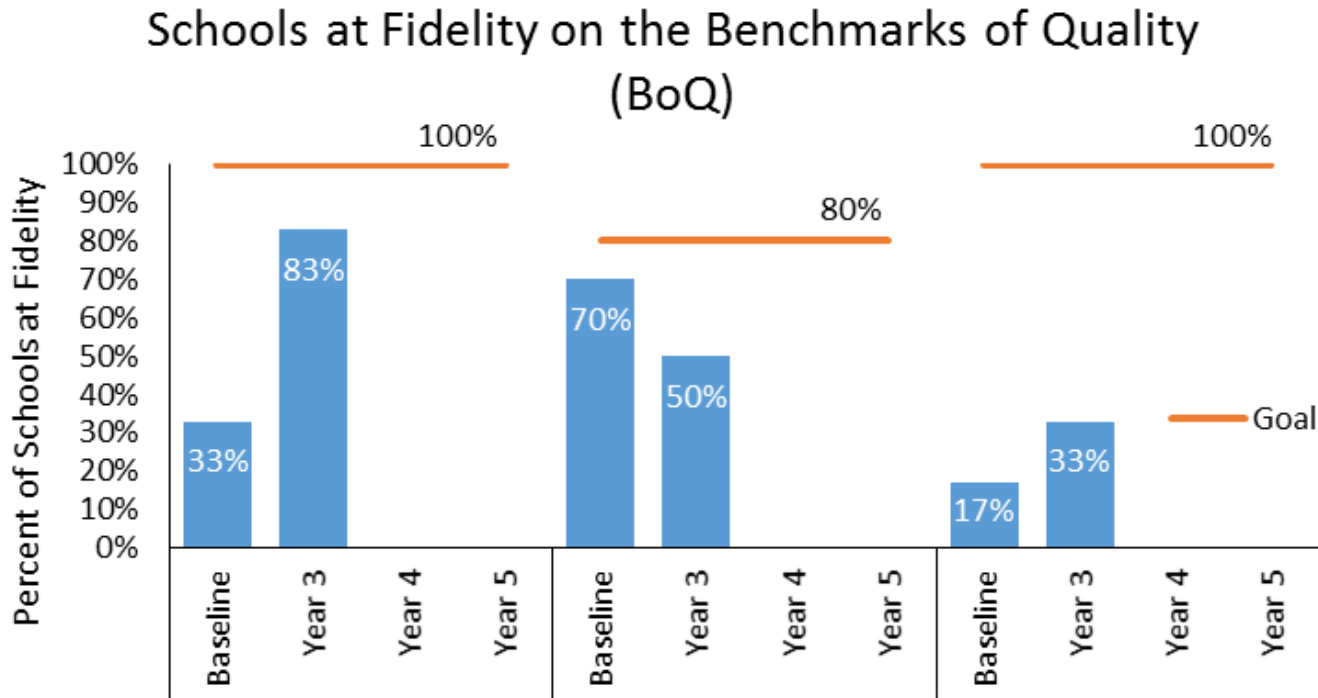
OUTCOME

INITIAL OUTCOME
Increased youth *access* evidence-based mental h prevention and interven supports

INTERMEDIATE OUTC
Increased youth *respon* evidence-based mental prevention and interven supports

Starting With System Fidelity Tools: Baseline Fidelity Of Tier I PBIS components

Obj. - Increase the % of schools implementing with fidelity EB MH programs at the Tier 1 level.

Schools at Fidelity on the Benchmarks of Quality (BoQ)

- **Add Selected Program Tools After Selection**

Ongoing Use of Outcomes and Implementation Data: PBIS

District Identified Outcomes: reduce risk and increase protective factors

PBIS Implementation: Benchmarks of Quality

Reduce Suspensions, Increase Attendance, Increase Academic Instructional Time

Use **graphs** to identify broad areas to target for increase and then review items to action plan next steps

What practices are not being implemented and why? Action plan next steps to increase?

PART A
Tier 1 PBIS Action Plan

Critical Element	Step 1: What is the problem/issue/task to be addressed?	To-Do List	Persons Responsible	Follow-Up or Completion Date
PBIS Team	Regular meetings are not established EXAMPLE	1. ID meeting time & date	Team	4/22
		2. Schedule subs	Principal	5/1
		3. Confirm with team members	Team Leader	5/1
		4.		
		5.		
		6.		
		1.		
		2.		
		3.		
		4.		
		5.		
		6.		
		5.		
		6.		

- Record what needs to be addressed
- Record what **has** been completed
- BoQ critical elements guide the planning process
- Later incorporates all steps of the problem-solving process

Critical Elements: PBIS Team; Faculty Commitment; Discipline Procedures; Data Entry & Analysis; Expectations & Rules; Reward/Recognition Program; Lesson Plans; Implementation Plan; Classroom Systems; Evaluation

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Ongoing Use of Outcome and Implementation Data

Program Specific Fidelity Tools

- Gather these if not already available
- Review for planning support for implementation
  - What areas of the program are not being implemented and why?
  - Action Plan next steps
  - Connecting practices as Tier I supports to build protective factors & reduce risk factors
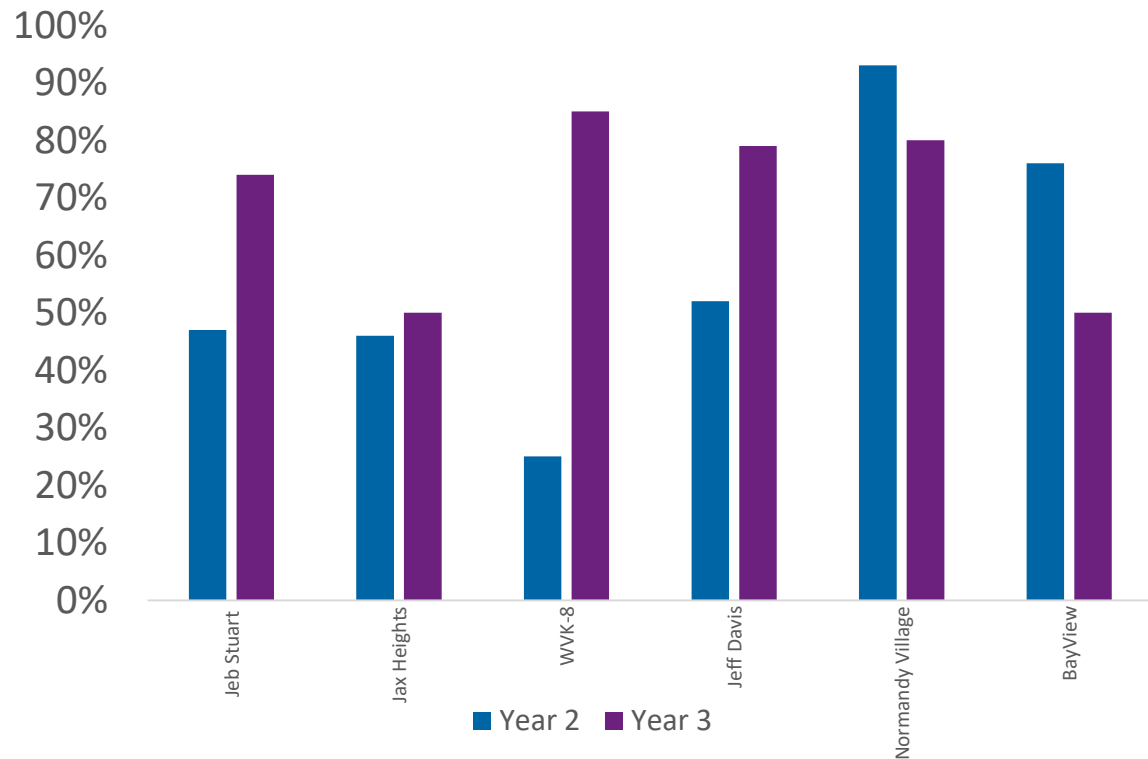
DUVAL CASE EXAMPLES

Goal: Increase implementation of evidence-based culturally responsive mental health practices

PBIS Foundation Necessary For Success:

- Teams
- Curriculum: expectations, rules, routines schoolwide
- Reinforcement
- Effective Discipline

Benchmarks of Quality AWARE

Bar chart showing Year 2 (blue) and Year 3 (purple) percentages by school:
- Jeb Stuart: Year 2 ~47%, Year 3 ~74%
- Jax Heights: Year 2 ~46%, Year 3 ~50%
- WVK-8: Year 2 ~25%, Year 3 ~85%
- Jeff Davis: Year 2 ~52%, Year 3 ~79%
- Normandy Village: Year 2 ~93%, Year 3 ~80%
- BayView: Year 2 ~76%, Year 3 ~50%

Legend: ■ Year 2 ■ Year 3

Supplement PBIS With MH Promotion at Tier I: Second Step and MH Friendly Classroom

Second Step Baseline Data:

- Identified Gaps In Implementation
- Developed plans to increase implementation
  - Provided Kits, Identified Schedules for instructional time for elementary, alignment with PBIS expectations
  - Training and ongoing coaching support for teachers

	Raw Total	Total Possible	Percentage
Elementary	1955	3940	50%
Middle	28	72	39%
Total	**1983**	**4012**	**49%**

Operational Definition	Bayview Elementary		Jacksonville Heights Elem	JEB Stuart Middle School	Jefferson Davis Middle	Normandy Village Elem	Westview K-8	
% of Possible Points SS Fidelity Tool		57%(E) 11%(M)	46%	56%	72%	64%		42%(E) 11%(M)

MH Friendly Classroom Baseline Data: Coaching For Teams and Staff

## Goals in creating tool

- Allow teachers to self-reflect on practices within training

- Promote Integration of this with PBIS/Foundations Classroom work

Mental Health Friendly Classroom

Teacher:		Grade:	

School Wide Expectations/Guidelines for Success:

Classroom Rules Aligned to School Wide Expectations/Guidelines for Success	5 Core Elements for Creating a Safe Space
3-5 Positively stated observable behaviors aligned with school wide expectations:	
1.	Trust
2.	Safety
3.	Choice
4.	Collaboration
5.	Empowerment

Behaviors and Classroom Prevention: Connecting to 5 Core Elements Above

List behaviors that you want to prevent: Looking through the Trauma Informed Lens:

Child refuses participation in group activity   Watch for what can trigger/or re traumatize child

Thinking of Triggers- what classroom practices will prevent behaviors (e.g, teaching and reviewing routines and procedures, building positive connections/trust with students):

Teaching Expected Behaviors
Formal lessons for teaching these skills

Calming and Safety	Communicating Feelings	Strategies for Self-regulation	Communicating through conflict	Boundaries

Briefly identify some of the **informal** methods you will use to teach expected behavior skills (consider using second step lessons that focus on these skills or providing more practice from these lessons if taught in another class, and/or how to integrate with teaching the rules and procedures in class throughout year)

Acknowledging Appropriate Behavior/Building Positive/Trusting Relationships: Class System

How it's acknowledged (verbal, token, gesture, written)	How often will I use this method of acknowledgement?	What will students get from this acknowledgement? (reward)	Frequency that students can make use of reward (if applicable)
School-Wide token	10 x /week	Access to classroom treasure box or school store	1x/week

BASELINE MH FRIENDLY CLASSROOM
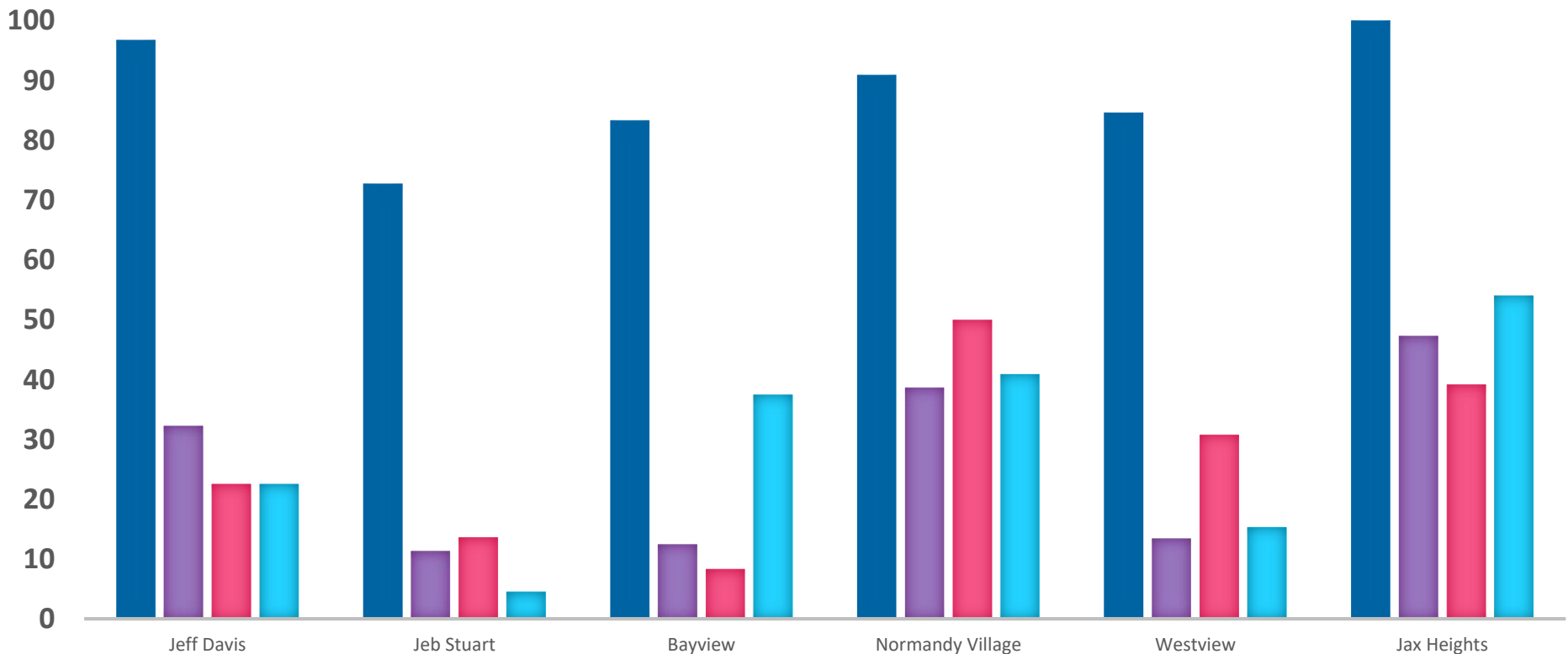
QUESTIONS & DISCUSSION
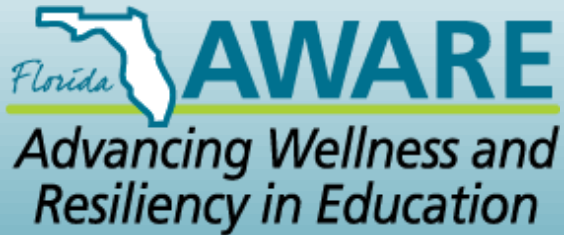
Thank you!

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