

Betting on the Emotional Health of Our Students

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Johnson City, Tennessee??

- Population Estimate:
66,349
- 86.6% White
- 7% African American
- 2% Asian
- Census data- 2017 est.



Johnson City Schools

- 7,810 Students
 - 76% Caucasian
 - 14% African-American
 - 7% Hispanic
 - 3% Asian
- Total poverty ~ 4007 or 51% or direct certification is 34%
- 8 Elementary Schools (PreK-4)
- 1 Intermediate School (5-6)
- 1 Middle School (7-8)
- 1 High School (9-12)

A Successful Collaboration for many years.....

- ❖ Safe Schools/Health Students grant awarded in 2008, expanded the partnership between JC Schools & FH
- ❖ Federal demonstration grant involving a partnership of the School System, Law enforcement, Juvenile Court, and Mental Health Provider
- ❖ Frontier Health participated in 4 SS/HS projects - Clinch Powell Educational Cooperative, Johnson County, Bristol, and Johnson City
- ❖ Johnson City Schools was the most successful project

Essential elements of this SS/HS project were sustained through:

- ❖ Commitment of Johnson City Schools to keep structure in place following end of grant funding in 2013 – local \$\$ used for contracted prevention, early intervention services
- ❖ Commitment of Johnson City juvenile court – continued screening in the court, placement of a .50 FTE staff from Frontier Health
- ❖ Commitment of JCPD
- ❖ Blended funding from invested partners and assistance from TDMHSAS
- ❖ Frontier Health delivery system resources

Award-winning! We brag!

- TAMHO Program of Excellence
 - First school-based program in Tennessee to receive award 2012
- SAMHSA Voices of Prevention
 - Greg Wallace, Ed.D.
 - HEROES Program Coordinator, JC Schools
- 2015 SCORE (State Collaborative on Reforming Education) finalist

Are we able to
see students?



23 Busloads!

13.3% of the student body
If we are to see 25%, then we will eventually
need to see
1952.5 students each year

School-Based Frontier Health Presence (Mental Health Component)

- SY 2008-2009: 765 Students Served
- SY 2009-2010: 1254 Students Served
- SY 2010-2011: 1258 Students Served
- SY 2011-2012: 1565 Students Served
- SY 2012-2013: 1361 Students Served
- SY 2013-2014: 1224 Students Served
- SY 2014-2015: 1324 Students Served
- SY 2015-2016: 1050 Students Served
- SY 2016-2017: 1052 Students Served
- SY 2017-2018: 1041 Students Served

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- ▶ Reluctant principals have become **HEROES for HEROES !**

Success Story

- ▶ An 11 year old female was referred to the therapist by a teacher, who had mentioned the HEROES Program to the parent during a parent/teacher conference. The child did not have insurance at the time due to moving from NY and after a change in custody to the father in TN. SRO went to the home. The student agreed to come back to school for evaluation. Mobile Crisis was contacted and the student was hospitalized. Within two hours after the teacher alerted the therapist, the client was located, evaluated and admitted. Following discharge, the therapist completed his intake at school (so he wouldn't miss more school) and helped him access clinic-based services for medications.

Anecdotal or Spurious Correlation??

- ▶ “Johnson City Schools serve nearly 8,000 students. The district has made strong gains over the past three years in Algebra I and Algebra, and district scores are more than 15 points above the state average in reading and English II. The district has closed achievement gaps for almost all subjects and has an AP exam pass **rate of about 75 percent.**”

Other outcomes:

- ▶ Milligan College Psychology faculty have presented data on academic gains comparing one of the HEROES Schools to another TN school, matched for demographics
- ▶ With consistent academic measures, school with integrated Behavioral Health services demonstrated significant academic gains
- ▶ (Improvement in attendance occurred, but not significant)

Indian Trail Intermediate School

Number of Students: 1,233

5th Grade: 639; 6th Grade: 594

Student/teacher Ratio: 23:1



INDIAN TRAIL INTERMEDIATE SCHOOL- VIDEO

Student Support & Engagement “Dream Team”

Principal: Dr. James Jacobs

Asst. Principal: Chris Feathers

Asst. Principal: Dr. Allecia Frizzell

School Counselors:

Cindy Osborn, Connie Taylor, Garrett McDonald

Frontier Health/HEROES: Jeremy Page

Student Support: Lauren McGrew

What a meeting looks like...

- ▶ Structured, weekly meetings
- ▶ Team Approach
- ▶ Discuss interventions and their effectiveness

PAGE TO ADD SPREADSHEET

Qualifying for “The List”

- Overall functioning
- Academic
- Attendance
- Behavioral
- In need of resources

How do we track each student?

- Spreadsheet
- Shared between all SS&E team members
- 4 Columns
 - Student name
 - Academic
 - Therapeutic
 - Resources

What We're Tracking

- ▶ Attendance
- ▶ Academics
- ▶ Discipline
- ▶ Interventions
- ▶ Resources

Academic Section

- ▶ RTI-A
- ▶ 504
- ▶ IEP
- ▶ FBA
- ▶ Academic Coaching
- ▶ Organization Sessions
- ▶ Grades

Therapeutic Section

- ▶ Communication with Parent/guardian

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- ▶ Behavior Plan (non-sped)

Name: _____		Date: _____				
Goal: _____ # of 						
CLASS	Task/Behavior	M	T	W	TH	F
7:50 – 8:30 Social Studies (Teacher)	Respectful Behavior: - I followed teachers' directions the first time & spoke kindly Social Skills: - I respectfully responded to redirection - I accepted responsibilities Classroom Behavior: - Focused on classroom activities & competed work					
8:30 – 9:05 Science (Teacher)	Respectful Behavior: - I followed teachers' directions the first time & spoke kindly Social Skills: - I respectfully responded to redirection - I accepted responsibilities Classroom Behavior: - Focused on classroom activities & competed work					
9:30 – 10:15 Academic App. (Teacher)	Respectful Behavior: - Kind to others & listened to directions					
10:20 – 11:05 Band (Teacher)	Respectful Behavior: - Kind to others & listened to directions					
9:05 – 9:25 11:10-12:10 Math (Teacher)	Respectful Behavior: - I followed teachers' directions the first time & spoke kindly Social Skills: - I respectfully responded to redirection - I accepted responsibilities Classroom Behavior: - Focused on classroom activities & competed work					
12:15 – 12:45 Lunch	Respectful Behavior: - Kind to others & listened to directions & Kept hands to self					
12:45 – 1:15 Team Time	Respectful Behavior: - Kind to others & listened to directions & Kept hands to self					
1:20 – 2:35 Language Arts (Teacher)	Respectful Behavior: - I followed teachers' directions the first time & spoke kindly Social Skills: - I respectfully responded to redirection - I accepted responsibilities Classroom Behavior: - Focused on classroom activities & competed work					

Behavior Intervention Plan

Student Information:	Name: _____ Date: _____ School: Indian Trail Intermediate Grade: 6 th
BIP Reported By:	Counselor or school-based therapist
Problem Behavior(s): <i>Inappropriate Behavior</i>	Argumentative towards students and adults; Student has had conflicts with peers during unstructured times. She also has been disrespectful to adults when redirected.
Replacement Behavior(s): <i>What is expected of the student?</i>	Respectful talk toward adults and students; use appropriate communication and coping skills , counselor and teachers will provide supervision to help Student make positive choices
Triggers: <i>Behaviors or topics that can escalate problem behaviors</i>	Negative peer interactions – unstructured and transition (less supervision), attention seeking behaviors; adults redirecting her on how to behave or attempting to correct her behavior;
Interventions: <i>Helpful proactive tip to prevention problem behaviors</i>	<ul style="list-style-type: none"> -Supervision during transition & non structured times - Predictable routine schedule -Preferential Seating (Teacher Proximity) -Clear, concise directions -Breaks (if needed) -Review Rules & Expectations - Avoid Power Struggles -Communicate with Parent -Team Time only with her Team (Coyote 1) - Structure in the classroom - Prompting & Redirection - Avoid Criticism - Daily Behavior Chart - Modify Assignments or group work - Use Coping Strategies – 5 min break to stop and think (Journaling if needed)
Coping Strategies: <i>What student should do if he has been triggered to cope with feelings</i>	<p>Below Strategies:</p> <ol style="list-style-type: none"> 1. Student will understand daily expectations (visual & verbal reminders) & understand the need for supervision (student will be supervised during all transition & unstructured times until further notice. 2. If student becomes frustrated – she will be given 5 minutes to calm down and think (assist with ADHD impulsive actions & words); she may also need to write down thoughts (goal is after break she reengages with lesson in the classroom) 3. When student fails to meet expectations - adults give her an opportunity to express her side and consequences will be firm but fair (communicated to her) 4. Student is aware that parent and school staff have open lines of communication through behavior chart, phone calls & emails
Student Schedule	<p><i>This supervision plan will be in place until further notice – Student will have the opportunity to earn back independence.</i></p> <ul style="list-style-type: none"> - Bus will drop off student – Mr. Feathers will radio Ms. Osborn and she will escort Student (Feathers & Osborn) - Classroom Transitions (Cross, Carter, Ray) - Team Time (Only Coyote 2)– (Cross, Carter, Ray) - Classroom to Art or 1st R/A (Carter) - Art to Band (O’Patick-Ollis & Tidwell) -Band to Classroom (Tidwell & Cross) - Lunch – (Osborn & Feathers) - Classroom to Bus (Ray)

Therapeutic Section

- ▶ Communication with Parent/guardian
- ▶ Parent/Teacher Conference
- ▶ Home visit by 2 or more of team members
- ▶ Consult with Support Staff
- ▶ Behavior Plan (non-sped)
- ▶ Check-ins/Drive-by Counseling

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- ▶ Mental Health Consult

Therapeutic Section Cont...

- ▶ Observations
- ▶ Administrative Conference
- ▶ Group Counseling
- ▶ Individual Counseling
- ▶ Frontier Health
- ▶ Crisis Intervention
- ▶ Residential Treatment Facility

Resources

- ▶ Clinic (Nurse)
- ▶ Interpreter (Fernando DeSousa)
- ▶ Previous School Contact
- ▶ Anna's Closet/Food bags
- ▶ Staff Mentor
- ▶ Peer Buddies
- ▶ Attendance Intervention (Lauren McGrew)

Resources Cont...

- ▶ After School Programs
- ▶ Johnson City Transit
- ▶ Homeless Program (Bonnie White) (FH)
- ▶ Court
- ▶ Department Children Services

Discipline

- ▶ Lunch Detention
- ▶ In-School Suspension
- ▶ Out of School Suspension
- ▶ Team Change
- ▶ Lock Down (new addition)

Attendance Intervention

- ▶ 1st Tally: Mailed “warning” letter
- ▶ 2nd Tally: Truancy board meeting scheduled
- ▶ 3rd Tally: Court appearance

How often are these interventions used and are they working?

- ▶ Barriers!!!
- ▶ Problems with secondary data analyses
- ▶ Hindsight 20/20??

Where are we headed....

- ▶ New Spreadsheet to be more condensed/focused

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- ▶ Adding Strengths & Difficulties Questionnaire (SDQ) for before and after measure to help with outcomes
 - ▶ The 25 items in the SDQ comprise 5 scales of 5 items each. The scales include:
 - ▶ 1) Emotional symptoms subscale
 - ▶ 2) Conduct problems subscale
 - ▶ 3) Hyperactivity/inattention subscale
 - ▶ 4) Peer relationships problem subscale
 - ▶ 5) Prosocial behavior subscale



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- ▶ Suggestions???? Please!!!

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