

# *Creating a School-Based Program for K-3 Students with Severe Behavioral and Mental Health Needs*



Annual Conference on Advancing School Mental Health  
October 11, 2018

## ***Presenters:***

### **MADISON-ONEIDA BOCES**

**Patricia Vacca**, *Assistant Superintendent for Curriculum and Instruction*

**James Weaver**, *Director of Alternative and Special Education*

**Amanda Hopkins**, *Special Education Coordinator*

### **KIDS ONEIDA**

**Steven Bulger**, *CEO/Executive Director*

**Jeremy Butler**, *Director of School Based Services*

# ABOUT US



*Celebrating 50 years*  
1968-2018

**MOBOCES**  
Lead • Partner • Innovate • Excel

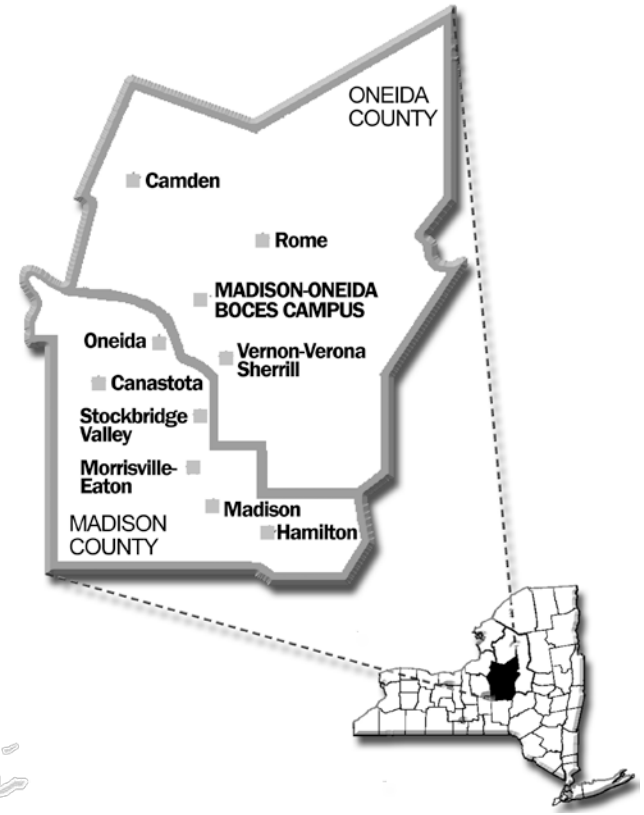


# SERVICE AREAS



# MOBOCES

Lead ♦ Partner ♦ Innovate ♦ Excel





# STARRS

STRIVING TOWARD ACADEMICS,  
RESPECT, RESPONSIBILITY & SAFETY



## *Outcomes of Presentation*

**Participants will gain an understanding of the following:**

- How our needs assessment evolved into this program
- Profile of enrolled students
- Program design and partnership service model
- Quality indicators and sustainability
- What is next ?

***What does a student  
with severe behavioral  
and mental health  
needs look like?***



# Roland's Story



- Suspended in Kindergarten due to violent and destructive behavior
- Crawling and running around the classroom
- Self-injurious behavior including head banging when upset
- FBA and BIP completed with no progress made after 4 weeks of intervention
- ADHD Medication increased agitation, leaving parents fearful of trying any other meds
- Leaving assigned area 75% of the time- running around the room, from the class, and from the building
- Parents were called to pick Roland up from school on a daily basis resulting in Roland's mom being unable to hold down a full-time job.
- Approx. 3 tantrums per day at home when he does not get his way





# Program Design History

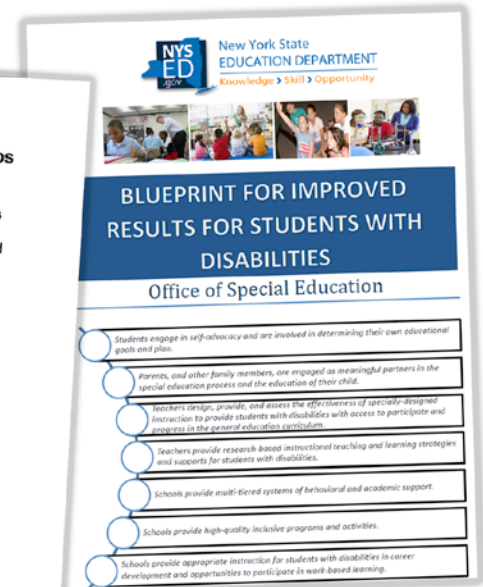
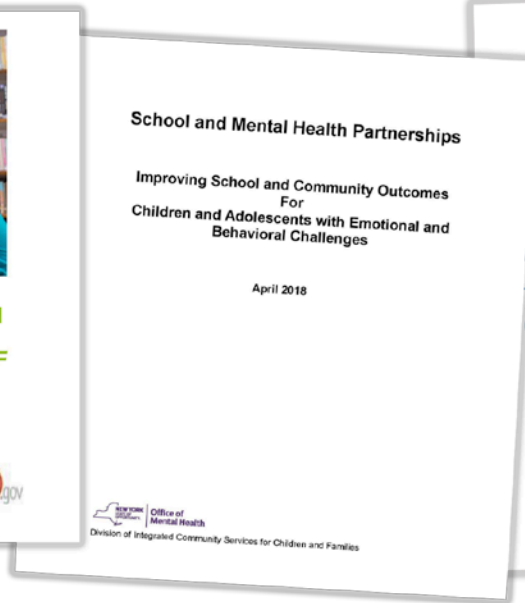
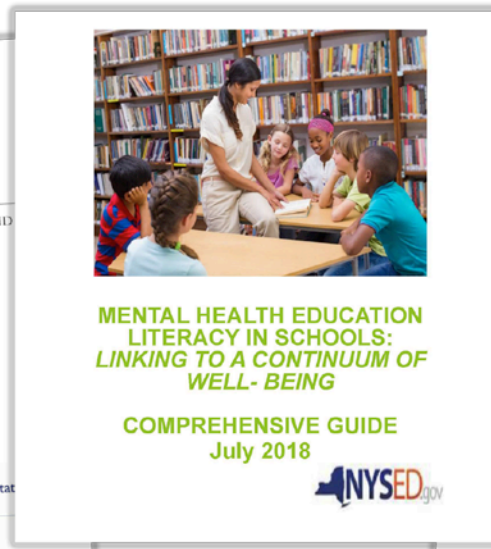
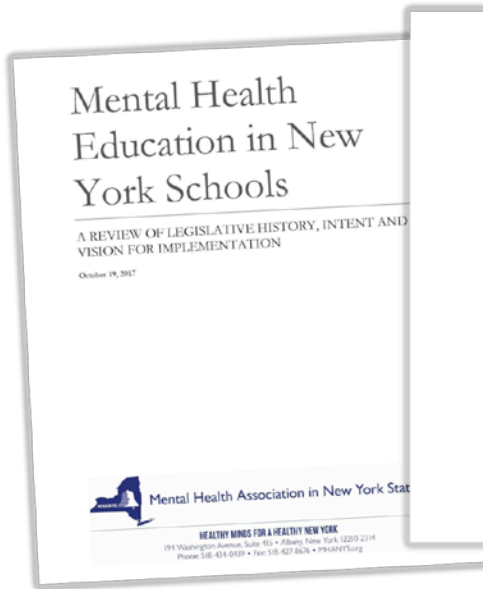
Timeline for visits to promising programs, and for implementation/action plans developed with responsibilities identified

Doors open for 18 students

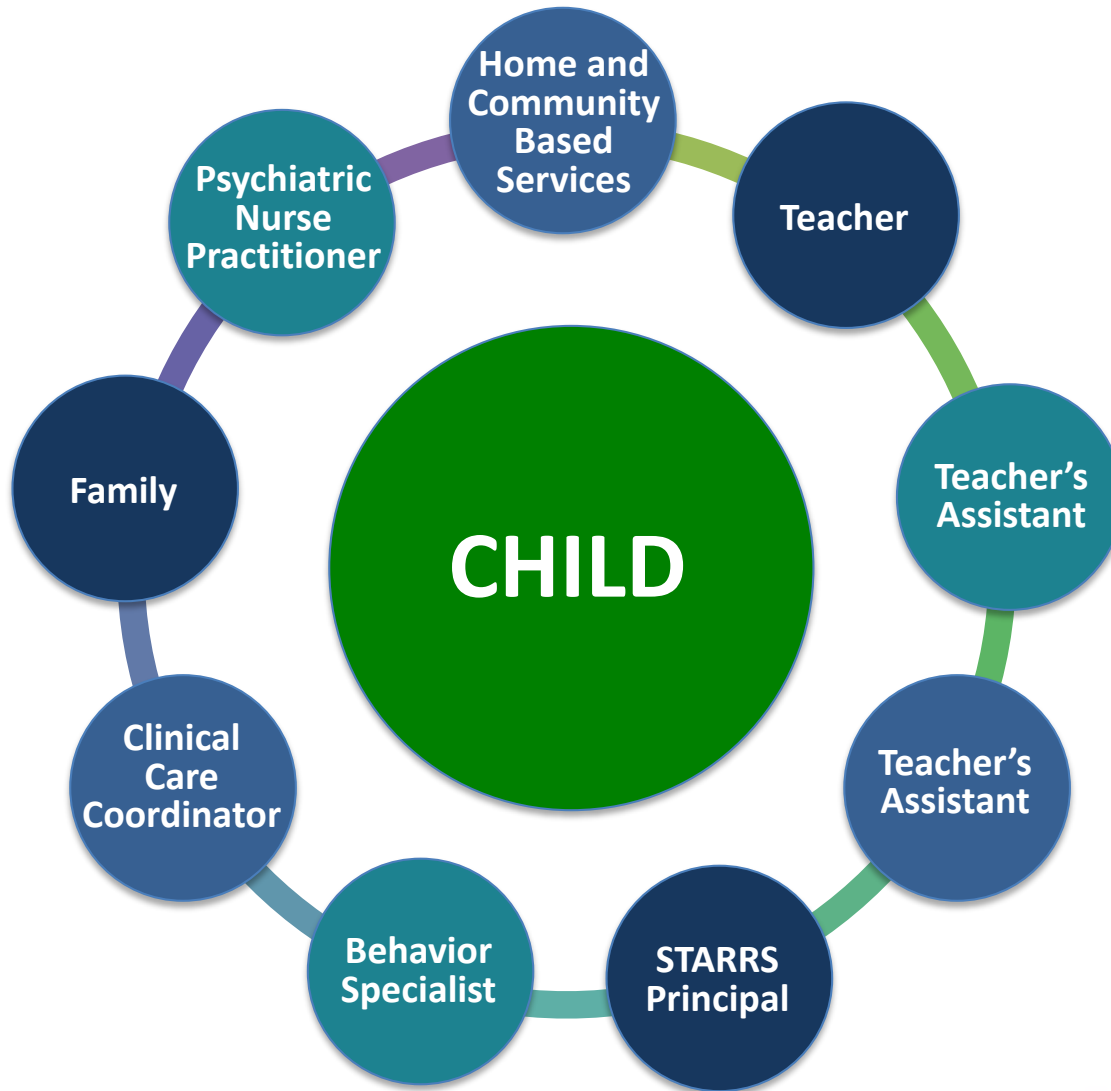
Day Treatment Closed, no funds to support



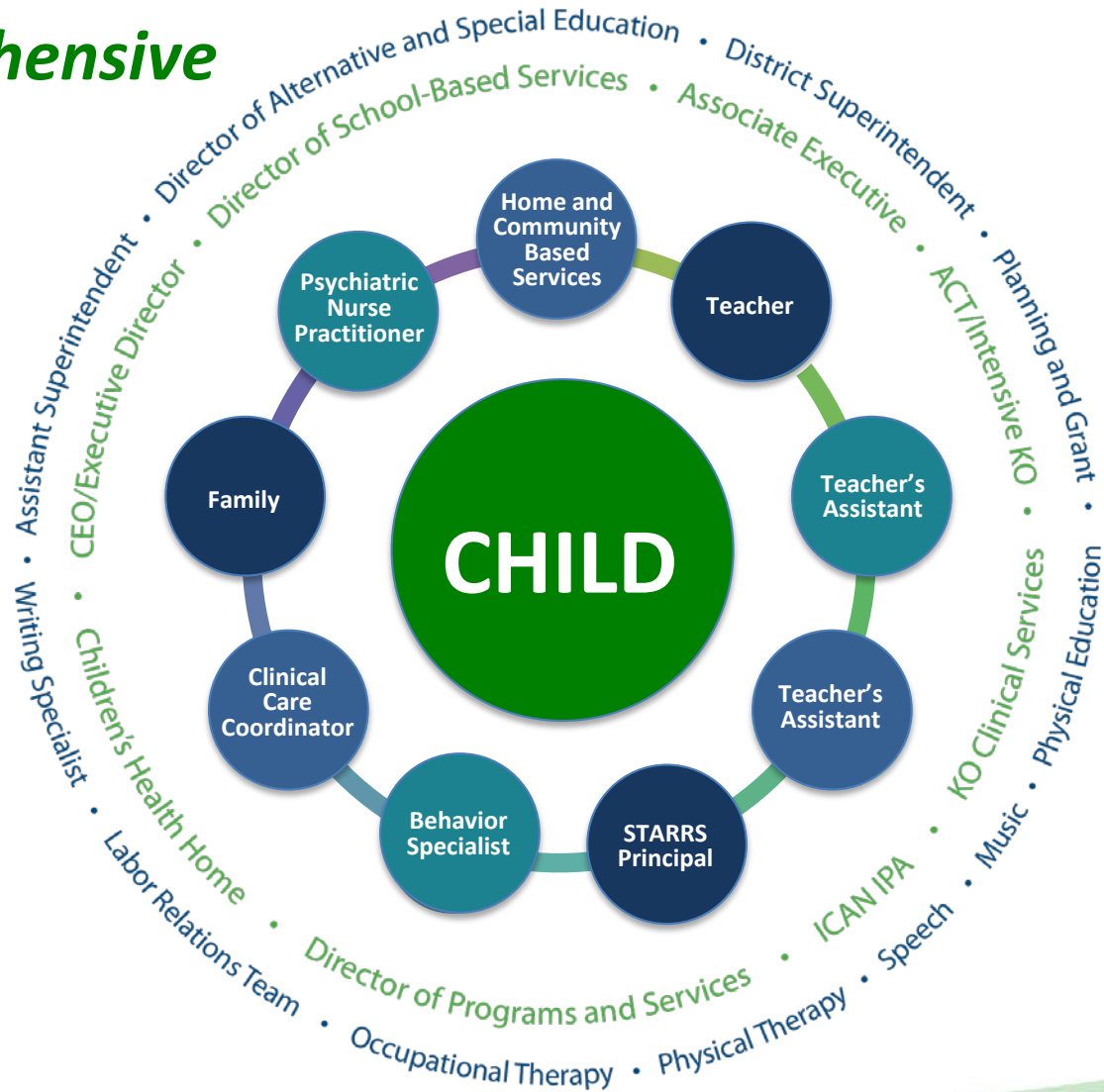
# New York State Education Department Documents



# STARRS Staffing Model

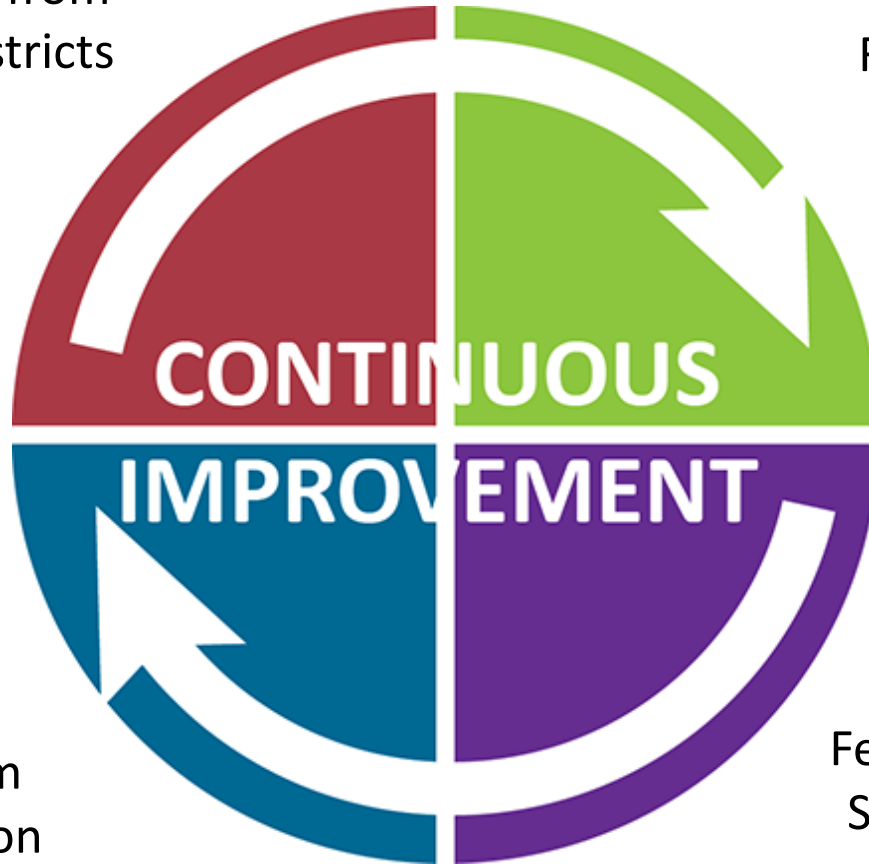


# Comprehensive Team



Feedback from  
School Districts

Feedback  
From Parents  
& Students



Program  
Evaluation

Feedback from  
STARRS Team

## *Program Implementation Framework*

- Pyramid Model
- Nonviolent Crisis Intervention (CPI) ®
- Positive Behavioral Interventions & Supports (PBIS)
- Explicit Direct Instruction
- Growth Mindset
- Communication: Parent, Home District and Outside Agency
- Conscious Discipline®



# *Evaluation Tools to Support Student Growth*

- Observations
- Read 180
- Data Meetings
- Home Visits
- I Read
- Team meetings
- Individual Education Plan Progress Notes
- Behavior Intervention Plan Meeting Reviews
- Anecdotal Notes
- Diagnostic Testing
- Portfolios
- Cross Curricular Learning
- Student Self-Evaluations
- Informal Assessment Tools
- Med Review Meetings
- Pro-Social Skills Groups
- Child and Adolescent Functional Assessment Scale (CAFAS)





# *New York State Education Commissioner Visiting the STARRS Program*





# STARRS

*What's next...*



*Thank You*



STRIVING TOWARD ACADEMICS,  
RESPECT, RESPONSIBILITY & SAFETY

