



Comprehensive Behavioral Health Model

Magnificent Seven Years

November 8th, 2019

Advancing School Mental Health

Achilles Bardos, Ph.D. & Mary Zortman Cohen, Ph.D.

Objectives

- Participants understand CBHM Essential Components: **Instruction, Assessment, Data-based Decision Making**
- Participants Identify **concrete steps to implementing** Tier 1 Essential Components in their districts/schools, as well as barriers to implementation.
- Participants will be exposed to **universal screening & progress monitoring.**



“

Connecting the dots is essential for all human activities – from basic survival to scientific discovery.

Jerzy Vetulani, Ph.D.

2013 Nobel Peace Prize
for Medicine

”

“

A lot of people in our industry haven't had very diverse experiences. So they don't have enough dots to connect, and they end up with very linear solutions without a broad perspective on the problem. The broader one's understanding of the human experience, the better design we will have.

~ Steve Jobs

”

What are your dots and how do you connect them?

Concern

Influence

Control



Essentials for Instructional Equity



**CREATE SAFE, HEALTHY
& SUSTAINING LEARNING
ENVIRONMENTS**



**DESIGN LEARNING
EXPERIENCES FOR
ACCESS & AGENCY**



**FACILITATE COGNITIVELY-
DEMANDING TASKS &
INSTRUCTION**



**ASSESS FOR
LEARNING**

<http://www.bostonpublicschools.org/essentials>

Implementation Science

**YOU CAN'T FIX
IT OVERNIGHT**

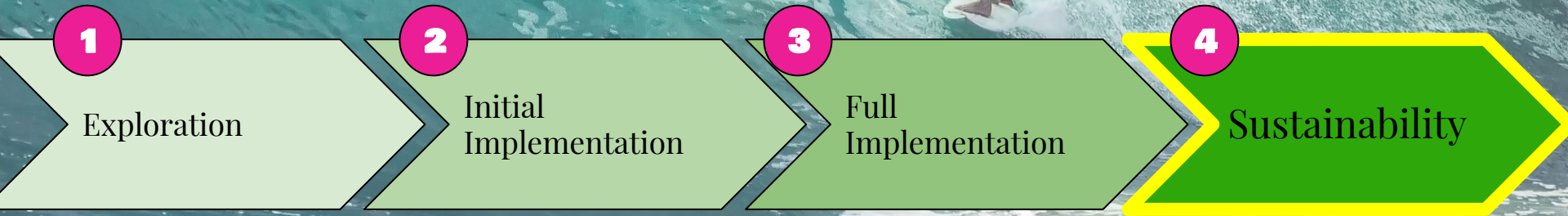
**BUT YOU CAN DO
SOMETHING**

Without an implementation plan,
what do you think is happening?

You are right, not much.

Ideas are easy.
Implementation is hard.

-Guy Kawasaki



Primary Work =
design

Primary Work =
evaluate &
refine

1

Exploration

2

Initial
Implementation

3

Full
Implementation

4

Sustainability

Model for Managing Complex Change

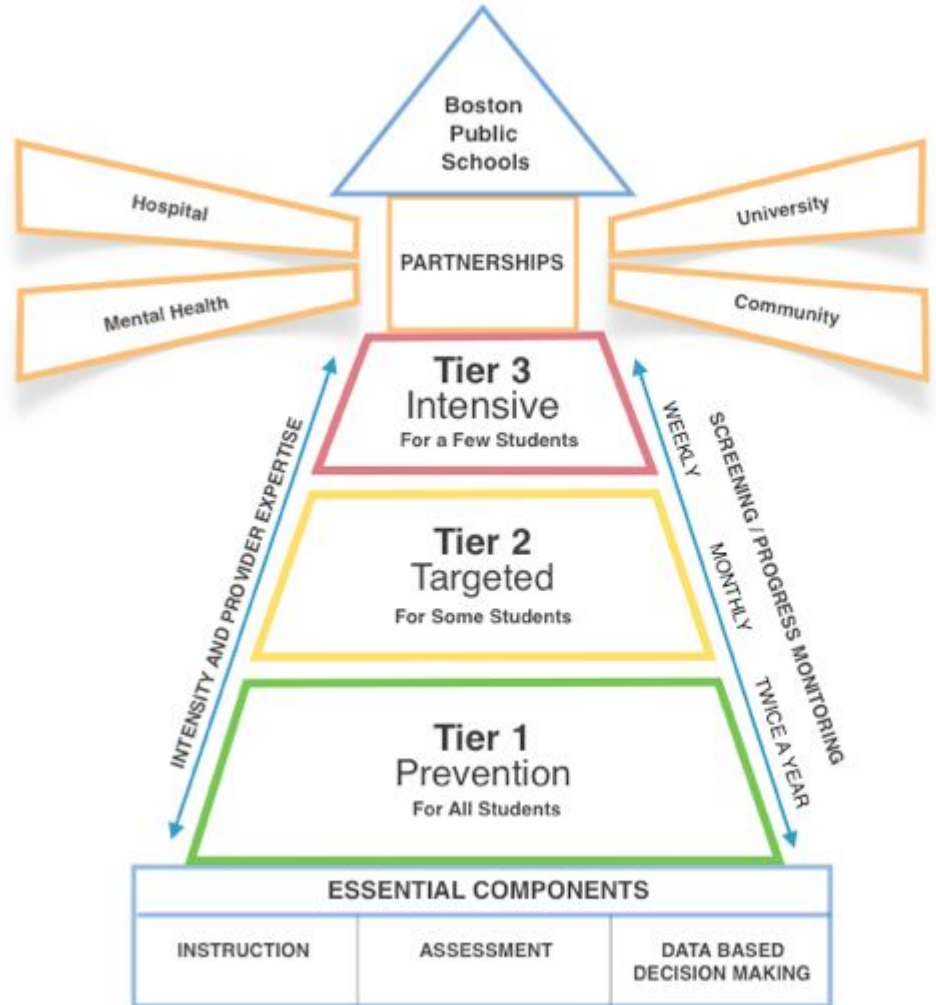
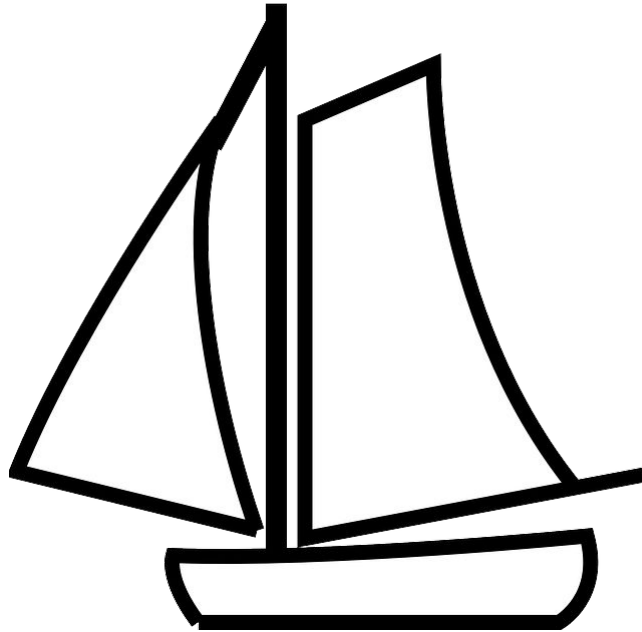


Adapted from Knoster, T. (1991) Presentation in TASH Conference, Washington, D.C. Adapted by Knoster from Enterprise Group, Ltd.

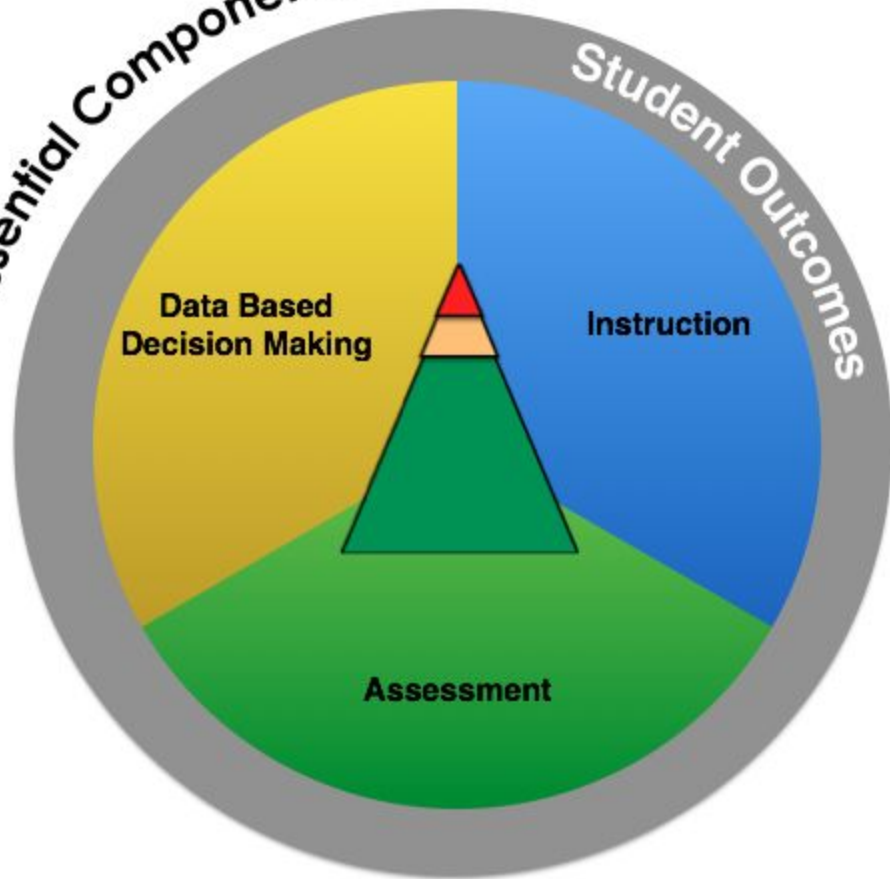


No voyage is long
with good company.

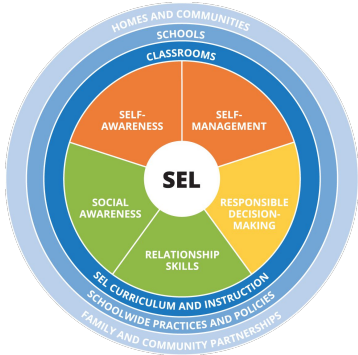
CBHM Overview Slides



Essential Components of MTSS



	WHAT	WHY	HOW
INSTRUCTION	<ul style="list-style-type: none"> School Wide Positive Behavioral Interventions and Supports (SWPBIS) 	Students need to know behavioral expectations throughout the school building in order to be successful in the school environment	Organize the school environment to prevent problem behaviors and reinforce positive behaviors
	<ul style="list-style-type: none"> Social Emotional Learning (SEL) Curricula 	Students need social and emotional skills to successfully navigate interactions with peers and adults	Instruction in fundamental social skills, such as empathy, relationship building, and conflict management
ASSESSMENT	<ul style="list-style-type: none"> Universal Screening 	Schools need universal data from all students to understand the strengths of instructional programming, as well as areas of need.	Collect objective information that can be used to guide instruction at multiple levels (e.g. school, grade, class, and individual student)
DATA BASED DECISION MAKING	<ul style="list-style-type: none"> Problem Solving Teams & Data Based Decision Making 	School teams need to understand how to use universal assessment data to make systemic decisions about instruction	School teams are effectively organized to promote efficient data-based decision making.



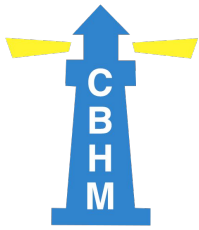
-
- 1 • EXPECTATIONS DEFINED
 - 2 • EXPECTATIONS TAUGHT
 - 3 • REINFORCEMENT SYSTEM
 - 4 • CONSEQUENCE SYSTEM
 - 5 • DATA SYSTEM

"Social Emotional Learning"

"P.B.I.S."
Positive Behavioral Interventions
& Supports



First things first.
Building good sailors.



Coaching

The purpose of coaching is to provide...



Support



Technical Assistance



Ongoing Feedback

for school based change.

Internal & External Coaches

INTERNAL

- School psychologist in your school
- Works with principal, school team and staff
- Provides content knowledge to team & school (at team meetings and in professional development)
- Provides technical assistance to team & school

EXTERNAL

- District-level school psychologist - Dr. Mary Cohen
- Works with internal coach, principal and school team
- Connects the team to any needed resources
- Guides the team & school to implementation fidelity
- Provides content knowledge and technical assistance

RECIPE FOR

~~initial success~~
sustainability

NAME OF DISH

FROM THE KITCHEN OF

INGREDIENTS

SCHOOLS

SERVES

PREP TIME

TOTAL TIME

OVEN TEMP

1. School Priority
2. Use of Data

Administrator
Support
&
Staff Buy In



RECIPE FOR

~~initial success~~
sustainability

NAME OF DISH

FROM THE KITCHEN OF

DISTRICT

INGREDIENTS

SERVES

PREP TIME

TOTAL TIME

OVEN TEMP

1. District Priority
2. Building Capacity

Access to
Coaching,
Technical
Assistance, etc.



An aerial, top-down view of the deck of a wooden sailing ship. The deck is made of light-colored wood and is cluttered with various pieces of equipment, including ropes, pulleys, and yellow buoys. Several people are visible on the deck, some sitting and some standing. The ship is surrounded by deep blue water. The word "Teaming" is overlaid in large, bold, black letters across the center of the image.

Teaming

The solution to all the work that needs to be done in schools isn't to create dozens of teams ~it is to have a handful of really effective, high-functioning teams.

~Elena Aguilar

The Art of Coaching Teams

Concrete Steps = Action Plan

CBHM Action Plan Template ☆

File Edit View Insert Format Tools Table Add-ons Help Last edit was yesterday at 8:14 AM

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COMPREHENSIVE BEHAVIORAL HEALTH MODEL
TIER ONE ACTION PLAN

	TFI Item(s)	Action Step	Person(s) Responsible	Timeline	✓
TEAMING					
Composition	1.1	•			
Mission Statement	1.2	•			
Norms	1.2	•			
Agenda	1.2	•			

Resources to Support Teaming



Welcome to the CBHM Resources Site!

This webpage is designed to help Tier 1 Teams access CBHM materials to support the design, implementation & evaluation of the CBHM Framework!

Here are some links to important resources:

- [CBHM Resources Google Drive](#)
- [CBHM Important Dates](#)

CBHM Resources Site

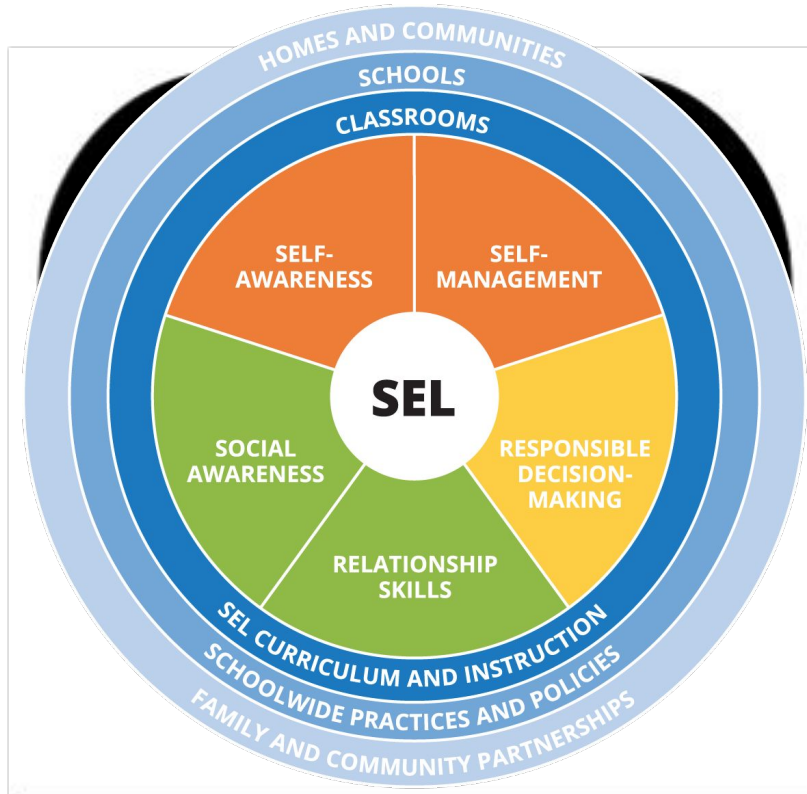


Social Emotional Learning

Tier 1 Essential Components Table

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Social Emotional Learning



Boston Public Schools Social Emotional Learning Standards

- Self Awareness
- Self Management
- Responsible Decision Making
- Social Relations

The good news is...



How are the relationships
between students and
adults in our school?
(Relationship Skills)

Selecting, implementing &
evaluating any SEL program
requires all of us to use our
own SEL Competencies!

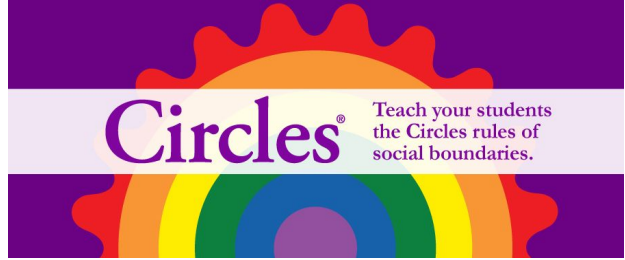
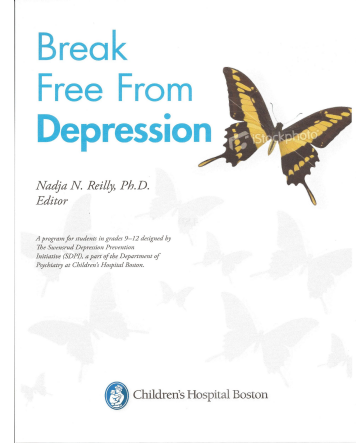
11%
**academic
gains**



Source: **The Missing Piece**

11:1
**return on
investment**

“ *Despite their importance to education, employment, and family life, the major educational and school reforms of the K-12 system over the last few decades have not focused sufficiently on the socio-emotional factors that are crucial to learning.*



SEL “Science Fair”

PROGRAM	POPULATION
Circles	Students with Developmental Disabilities
Break Free From Depression	High School
Open Circle	K2 - 5
DBT (Steps A)	High School (or MS with Advisory)
Second Step	K0 - 8 (Pre-K) (K-5) (6-8)
Signs of Suicide	Middle & High School
Restorative Practices	K2 - 12

PBIS @ Tier 1

core values +
matrix

1

• EXPECTATIONS DEFINED

Lesson plans to teach
core values

2

• EXPECTATIONS TAUGHT

School wide process
for reinforcing positive
behavior

3

• REINFORCEMENT SYSTEM

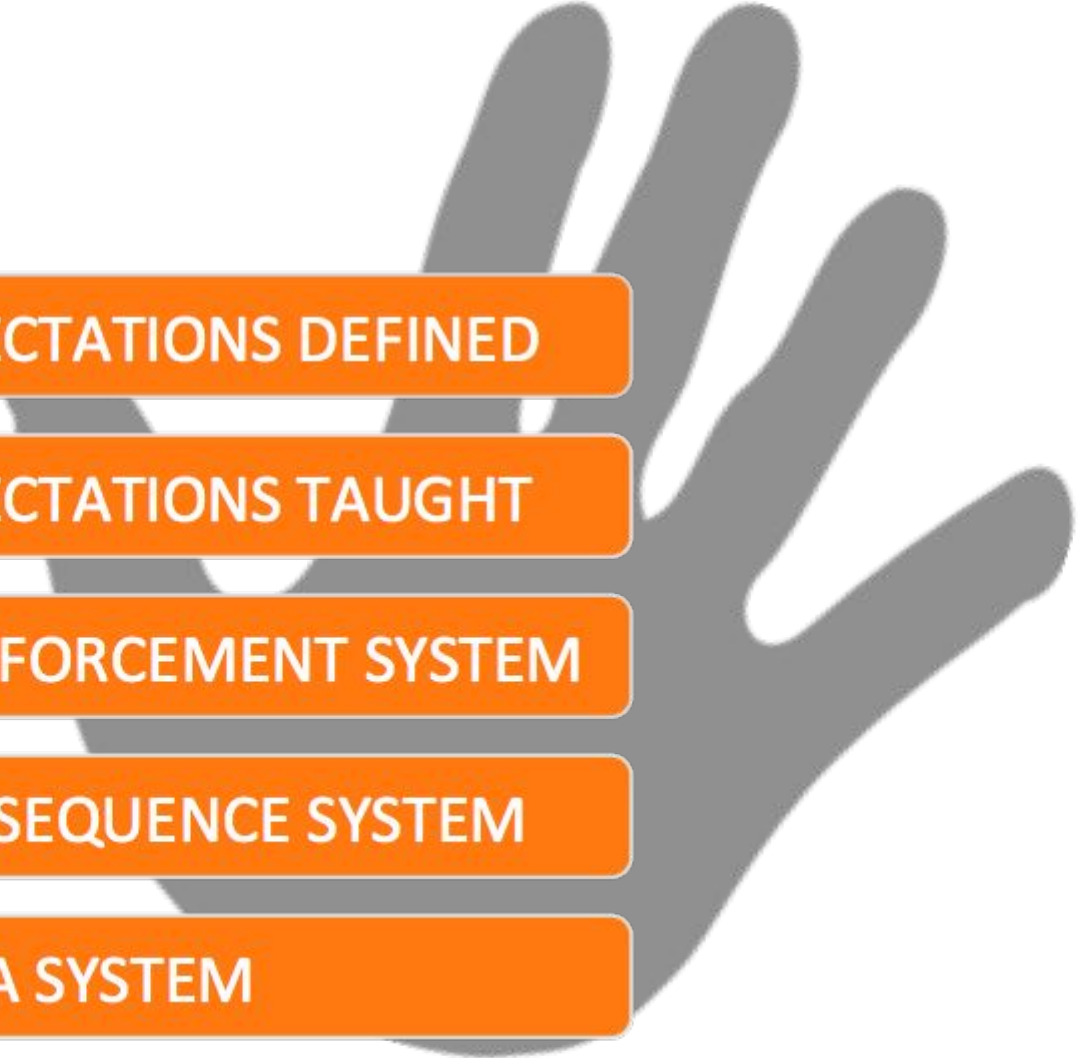
School wide process
for responding to
challenging behavior +
using data

4

• CONSEQUENCE SYSTEM

5

• DATA SYSTEM





Second Step Video



An aerial, top-down view of the deck of a wooden sailing ship. The deck is made of light-colored wood and is cluttered with various pieces of equipment, including a large yellow mast structure, ropes, and lifebuoys. Several people are visible on the deck, some sitting and some standing. The ship is surrounded by deep blue water. The text "PBIS" is overlaid in the center of the image.

PBIS

PBIS @ Tier 1

core values

+ matrix

Lesson plans to

teach core
school wide

values
process for

school wide
reinforcing

process for
positive behavior

responding to
challenging

behavior + using

data

1

• EXPECTATIONS DEFINED

2

• EXPECTATIONS TAUGHT

3

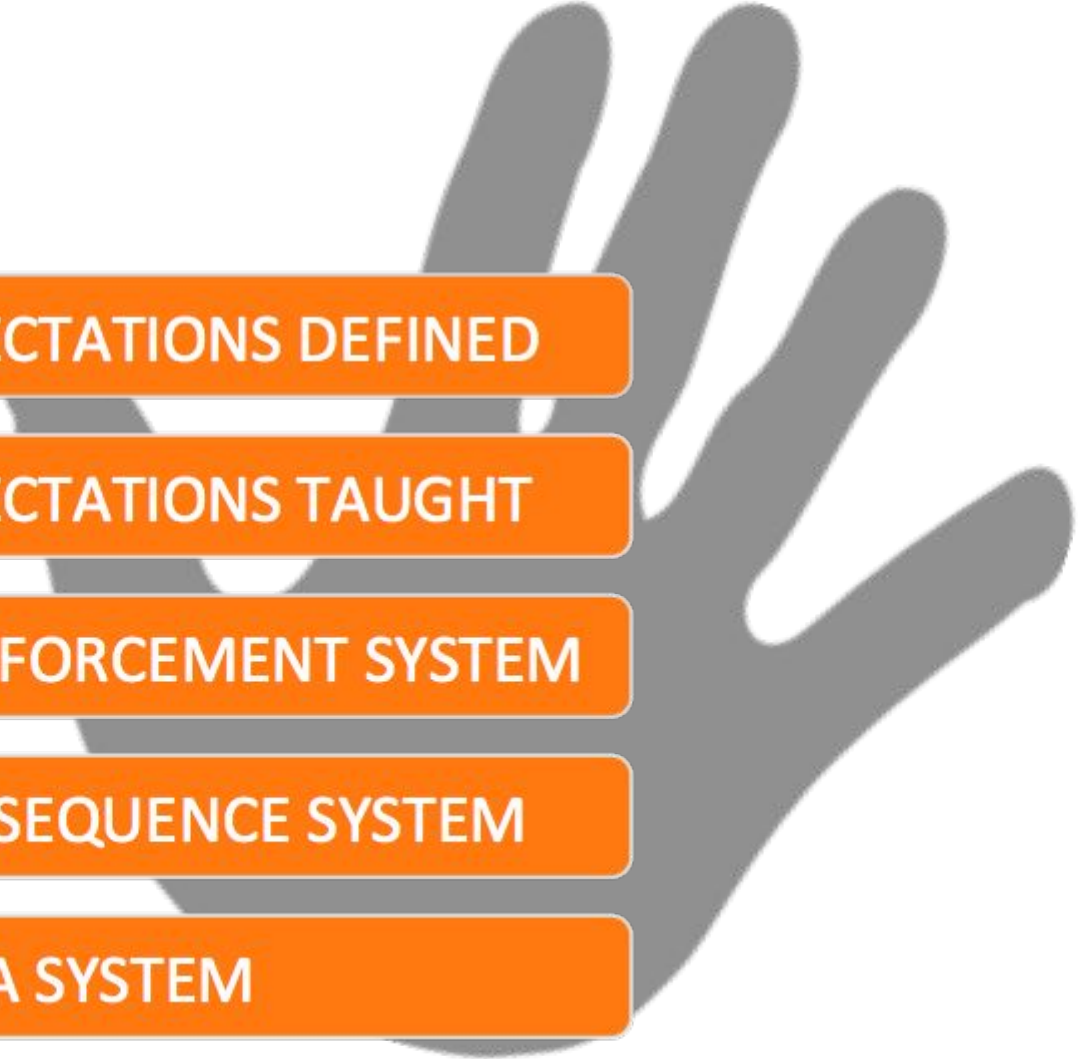
• REINFORCEMENT SYSTEM

4

• CONSEQUENCE SYSTEM

5

• DATA SYSTEM



Why teach behavior?

MAKE THE **RIGHT** THING **EASY**

AND THE **WRONG** THING **HARD**.



CASH Student Behavior Procedural Flowchart

Please refer to Major/Minor chart for clarification

Handled in Classroom

Preventative

"Instructional Practices"

embedded in all classroom & other school settings as appropriate

Review expectation & redirect to classroom activity (warning)

Resolved

Not Resolved

Utilize Classroom Strategies

- Praise behavior of engaged students
- Provide break
- Parent contact/outreach
- De-escalation strategies
- Enlist teacher support (e.g., time in another classroom)
- Set time for conference outside of class

1st Offense: Warning, 2nd Offense: Conference and Parent Contact, 3rd

Resolved

Not Resolved

(after multiple strategies and/or 3-5 minor offences)

Follow procedure for Out of Classroom Referral

Behaviors Managed in Classroom (Minor)

- Inappropriate verbal language
- Defiance / Disrespect
- Property misuse
- Disruption
- Technology violation

behavior managed out of classroom

No

Behaviors Managed in Classroom (Major)

- Threatening language
- Insubordinate actions
- Fighting or physical aggression
- Harassment or bullying behavior
- Vandalism
- Forgery, theft or cheating
- Gang affiliation display

Out of Classroom

- Main Office contacted when student needs to leave classroom
- Teacher completes "Out of Classroom Referral" (OCR) by end of the school day

Determine Response

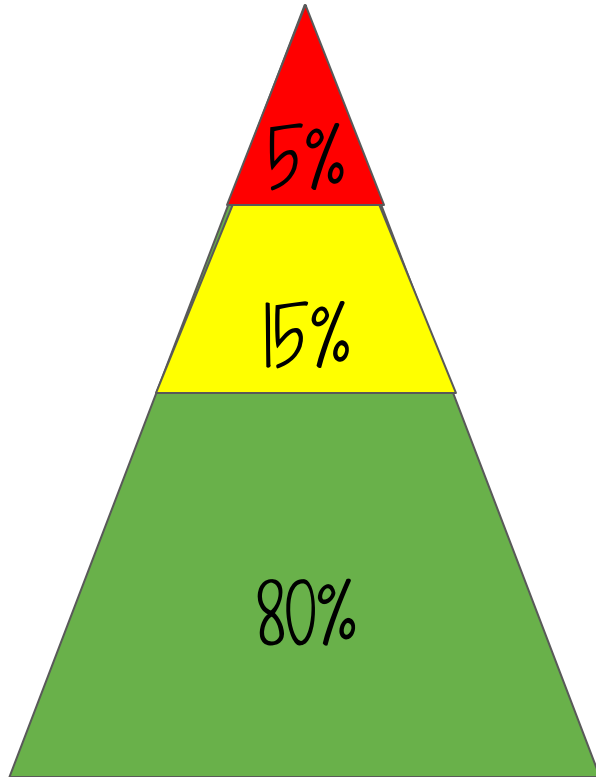
- (match to severity of incident)
- Student Conference
 - Mediation
 - Parent / Family Contact
 - Loss of privileges
 - Referral to Student Support Team
 - Detention
 - Suspension

Document Response in Aspen (Collotta) and teacher follow up (Collotta)

An aerial, top-down view of the deck of a wooden sailing ship. The deck is made of light-colored wood and is cluttered with various pieces of equipment, including a prominent yellow mast structure, ropes, and lifebuoys. Several people are visible on the deck, some sitting and some standing. The ship is surrounded by deep blue water. The text "Universal Assessment" is overlaid in the center in a large, bold, black font.

Universal Assessment

Measurement & MTSS



How do we measure student skills & student needs?

How do we know if what we're doing is **working**?

How do we know **which students** need more help?

Universal Screening

- Identify students who are at-risk for poor learning and/or behavioral outcomes
- The focus is on **all students**, not just those who teachers believe are at risk.
- Expert recommendations indicate that at a minimum, **screening should be conducted more than once a year**
- Helps to **establish baseline and local norms**, alongside program effectiveness
- Using screening data for all students, not just those who have demonstrated learning difficulties, allows identification of students who might be at risk for poor learning outcomes in the future.

Universal Screening: BIMAS 2.0

- Universal Screener
- Progress Monitoring
- Looks at both **strengths** & **needs**
- Not Diagnostic
- Norm Referenced
- Based on Observable Behaviors
- Multi-Rater

Students (self) | Parents | Teachers | Clinicians | Etc.

Universal Screening for CBHM

Twice a year (Late Fall/ Late Spring), teachers complete a brief (34 item) rating scale for each student.



Sample Item:

In the last week, how often did this student appear comfortable when relating to others?

never / rarely / sometimes / often / very often

BEHAVIOR INTERVENTION MONITORING ASSESSMENT SYSTEM (BIMAS)

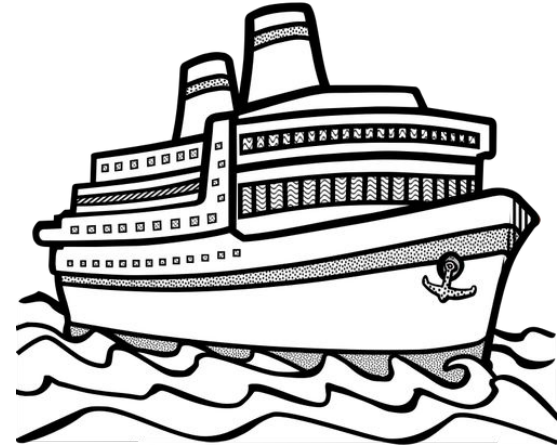
	BIMAS Scale	Measures...
CONCERNS (Identify Risk)	Conduct	Anger management, bullying behaviors, substance abuse
	Negative Affect	Anxiety, depression
	Cognitive/Attention	Attention, focus, organization, planning, memory
ADAPTIVE (Strengths)	Social	Friendship maintenance, communication
	Academic Functioning	Academic performance, attendance, ability to follow directions

ADDITIONAL INFORMATION: <http://www.edumetrisis.com/products/282-bimas-2>

The “Arc” of Universal Screening



Communication!

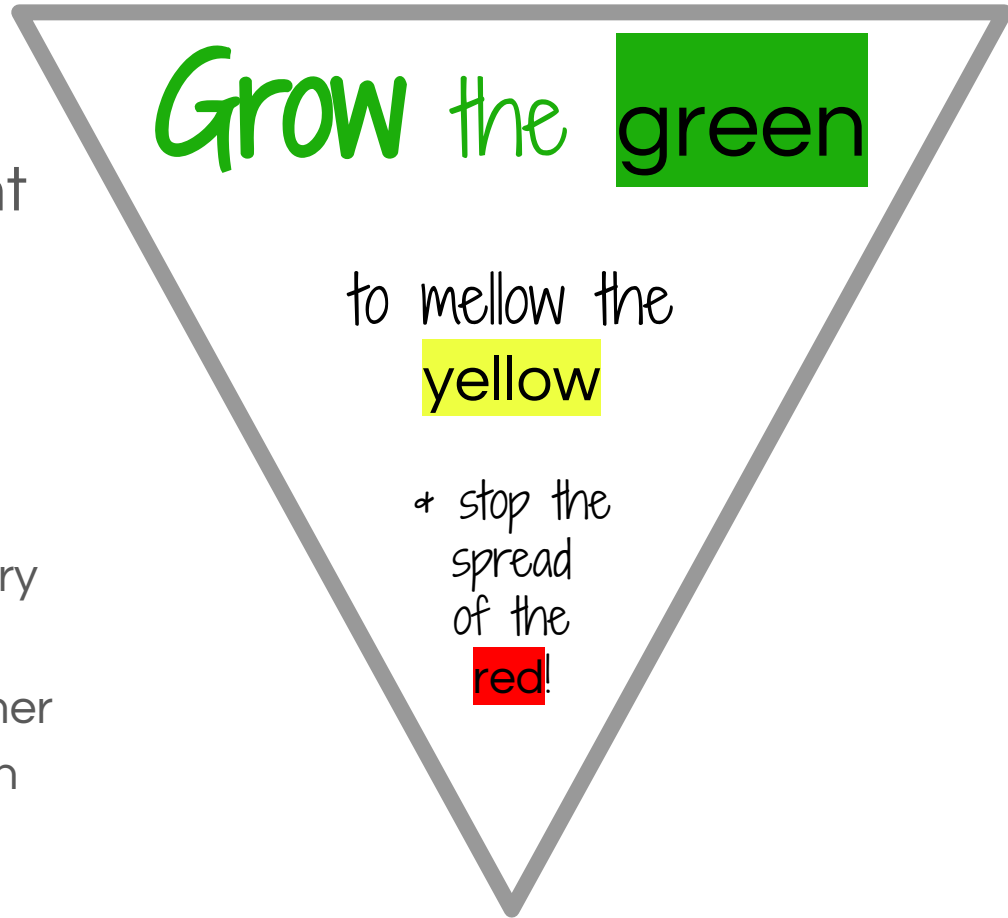


An aerial, top-down view of the deck of a large wooden sailing ship. The deck is made of light-colored wood and is cluttered with various pieces of equipment, including ropes, pulleys, and yellow buoys. Several people are visible on the deck, some sitting and some standing. The ship's complex rigging, consisting of numerous ropes and masts, is visible against the deep blue water of the sea. The overall scene is bright and clear, suggesting a sunny day.

Data Based Decision Making

Grow the Green!

- Continuous Improvement
- Developed by schools
 - Grade Level Teams
 - Tier 1 Team
- Goals:
 - Assessment Literacy & inquiry cycle
 - Avoid using data as a hammer
 - Help educators/teams reach consensus & action

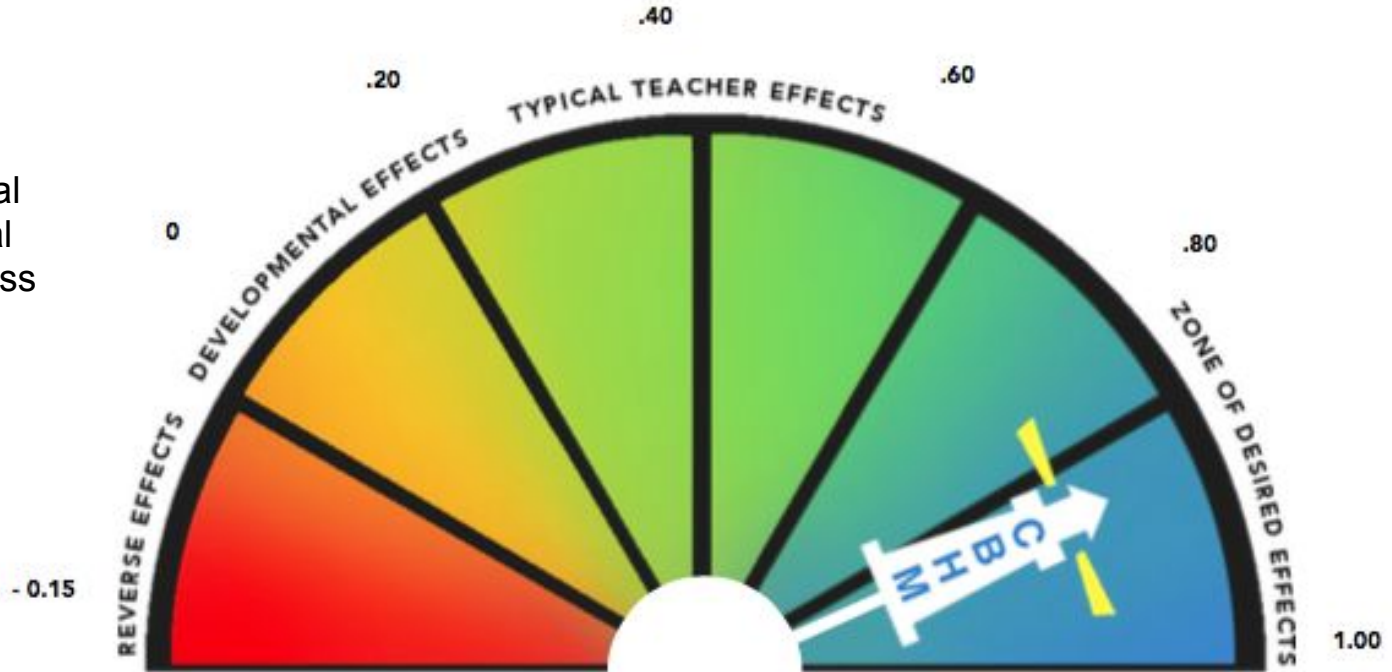


How BIG of an Impact is that?

Dr. John Hattie uses this visual to talk about “effect size” or the size of the impact on student outcomes.

Results of the longitudinal analysis described reveal “**large**” effect sizes across all BIMAS scales.

The largest effect sizes were observed for the **Negative Affect** scale.



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What's Next?

Adaptive Leadership	Culturally Relevant EBP
Adapting EBP For Specific Populations	SEL for High School build-out & data collection
Advocate for additional positions	Hub Schools
Relationships First - Adult SEL	Data Based Decision Making

Video

"Every child deserves a champion: an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be."

- Rita Pierson, Educator



Relationships First

Many of the problematic issues that arise in school settings are addressed first and best through the **connections** we make with our students.

The **student culture** can't be a healthy one if there is not a positive **adult culture**. It all goes to school climate.

“HOSS IF **YOU** CAN'T **DO**

IT WITH FEELING - **DON'T.**”

~ Patsy Cline



Wrap-Up

and always remember....

*We cannot
direct the wind,
but we can
adjust the sails.*

