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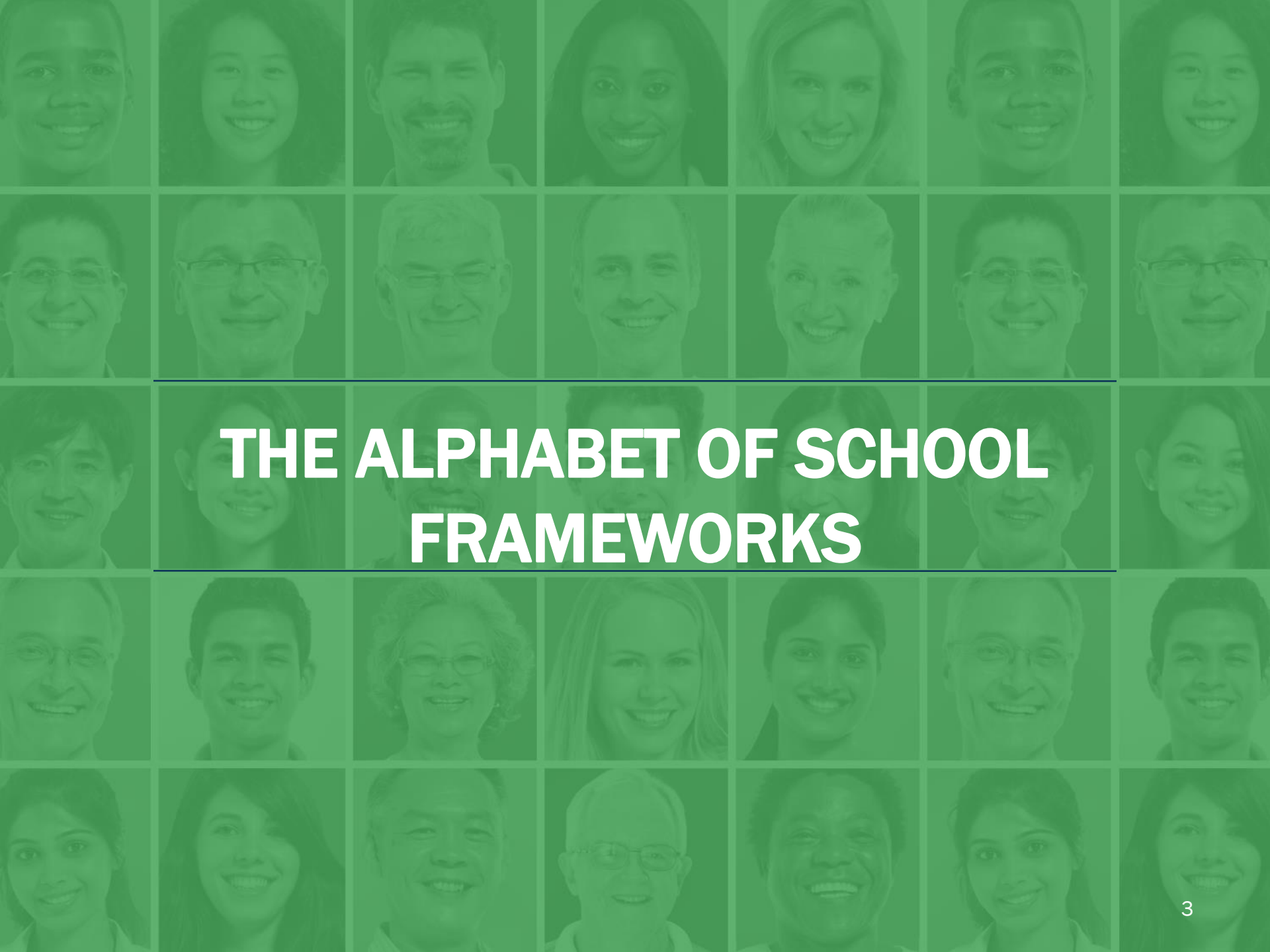
THE HACKETT CENTER
FOR MENTAL HEALTH

Building MTSS from the Ground (Tier1) Up: Practical Strategies and Impact Findings,
Including a Significant Reduction of Discipline Referrals

Marcellina Melvin, MA, LPC, and Linda M. Rodriguez, Ed.D. | November 7, 2019

Overview

- Review the Alphabet of School Frameworks
- Core Components of Multi-Tiered Systems of Support
- Practical Strategies
- Interconnected Systems Framework (ISF)

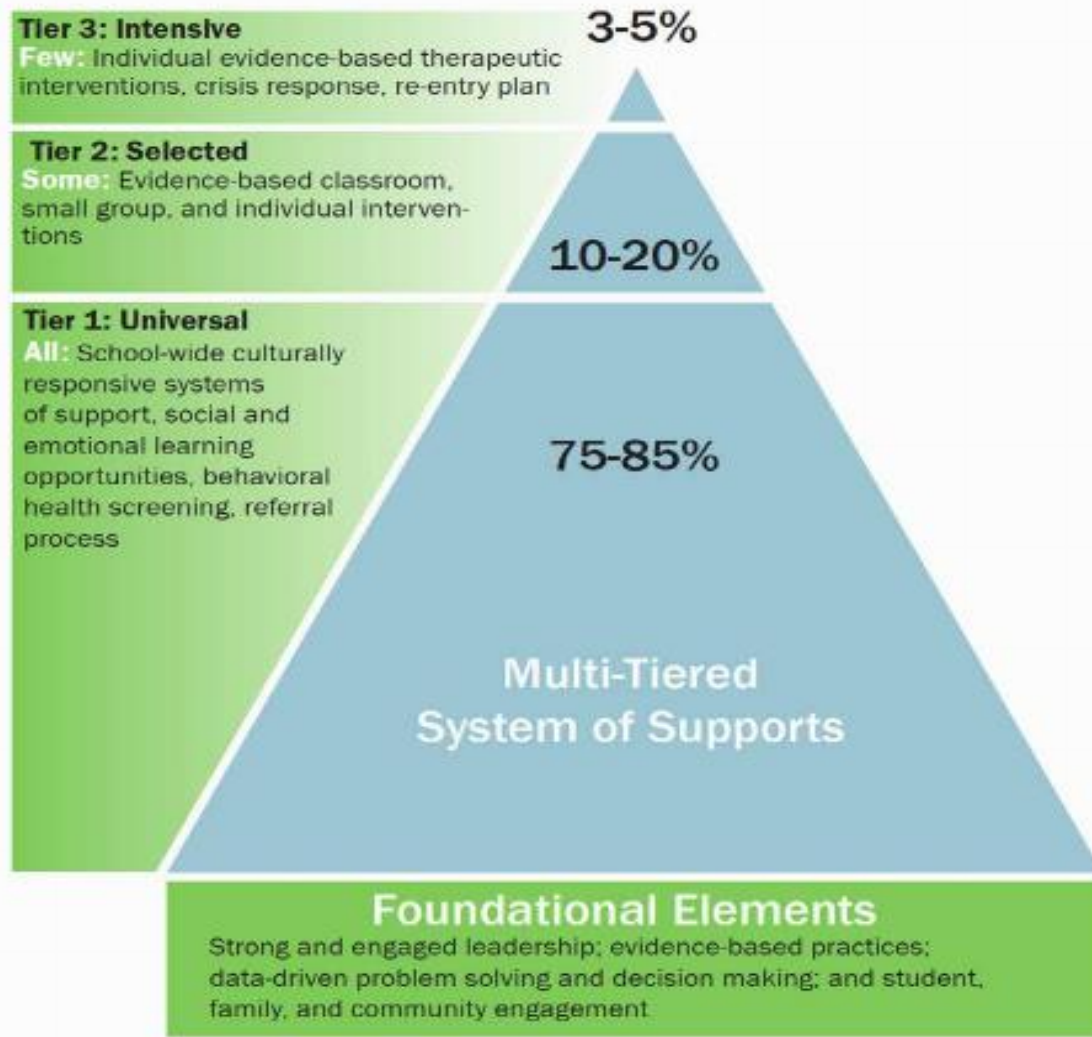


THE ALPHABET OF SCHOOL FRAMEWORKS

The Alphabet of School Frameworks

- Multi-Tiered System of Supports (MTSS)
- Positive Behavioral Interventions and Supports (PBIS)
- Response to Intervention (RtI)
- Interconnected Systems Framework (ISF)

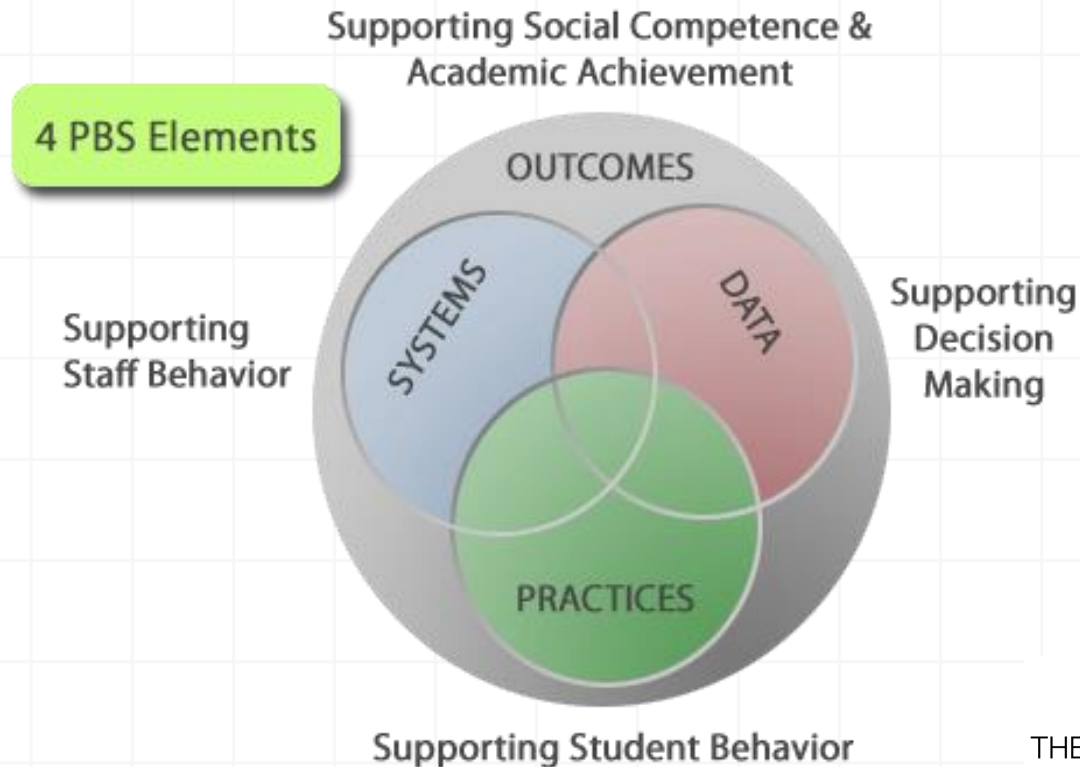
Multi-Tiered System of Supports (MTSS)



Positive Behavioral Interventions and Supports (PBIS)

A decision-making framework that guides selection, integration, and implementation of the *best evidence-based, academic, and behavioral practices* for improving important outcomes for all students.

PBIS focuses on prevention, not punishment.



Response to Intervention (RtI)

Response to Intervention (RtI) is an instructional approach or framework that identifies students who have gaps in learning or behavior, and immediately provides them with increasingly intense levels of interventions until the gaps are closed.

RtI may have different meanings to general educators and special educators.

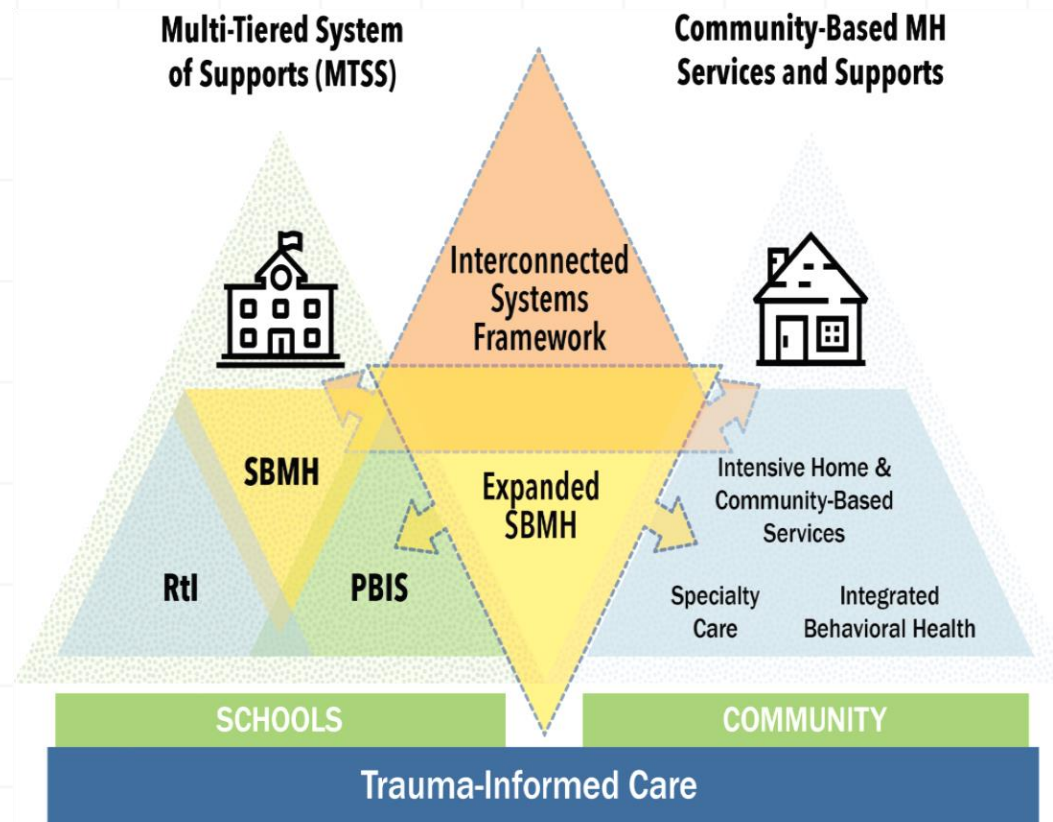
Response to Intervention (RtI)

The goal of an RtI framework is to intervene early – when students begin to struggle with learning – to prevent them from falling behind and developing learning difficulties. RtI has these key elements:

- Reliable, valid assessments administered to all students;
- Explicit, differentiated instruction for all students;
- Research-based interventions to target specific students' needs;
- Ongoing professional development to support teachers and administrators.

Interconnected Systems Framework (ISF)

ISF brings together MTSS and school mental health services in a framework that enhances all approaches, extends the array of mental health supports for students and families, and creates an overarching framework for implementing evidence-based practices through collaboration between schools and community providers.





CORE COMPONENTS OF MTSS

The Core Components of MTSS

- Team-Driven Shared Leadership
- Data-Based Problem Solving and Decision Making
- Family, School, and Community Partnering
- Layered Continuum of Supports
- Evidenced-Based Practices

Team-Driven Shared Leadership

Teaming structures and expectations distribute responsibility and shared decision making across school, district, and community members (e.g., students, families, generalists, specialists, district administrators) to enhance coordination of training, coaching, resources, and implementation and evaluation of adult activities.



Data-Based Problem Solving and Decision Making

Stakeholder teams use a consistent process that is applied at multiple levels to analyze and evaluate relevant information for planning and implementing strategies that support and sustain improved students and system outcomes.



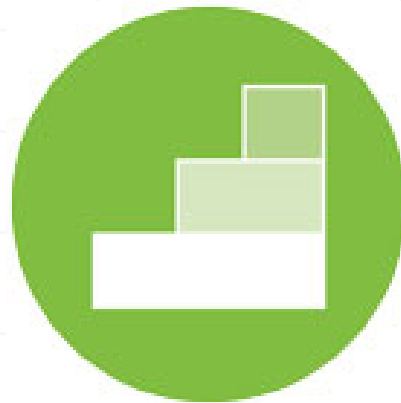
Family, School, and Community Partnering

Families, schools, and communities collaborate as active partners in improving learner, classroom, school, district, and state outcomes.

- Welcoming All Families
- Communicating Effectively
- Supporting Student Success
- Speaking Up for Every Child
- Sharing Power
- Collaborating with Community
- Dual Capacity Building

Layered Continuum of Supports

A layered continuum of supports ensures that every student receives equitable academic and behavioral support that is culturally responsive, matched to need, and developmentally appropriate, through layers that increase in intensity from universal (every student) to targeted (some students) and intensive (few students).



Evidenced-Based Practices

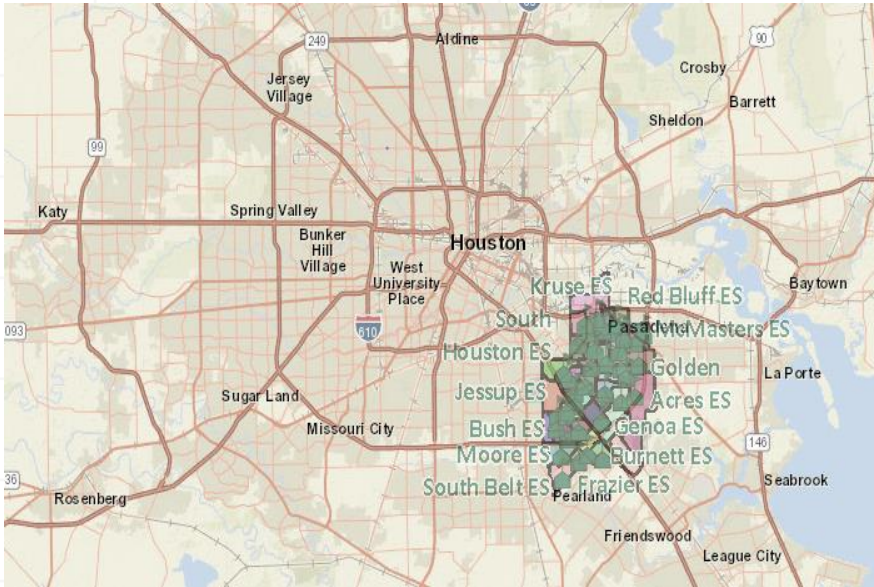
Evidence-based practices are approaches to instruction, intervention, and assessment that have been proven to be effective through research, indicating improved outcomes for students.





LESSONS LEARNED

Large Urban School: Pasadena ISD



District Goals:

- Improve school safety
- Increase academic achievement
- Promote safe school culture/climate
- Support social, emotional, behavioral, physical, mental health of staff and students

DEMOGRAPHICS

Enrollment	52,343
Number of Schools	68
Accountability Rating	“Met Standard”
Economically Disadvantaged	78.8%
Special Education	10.1%
Limited English Proficient (LEP)/Bilingual	30.3%/28.3%
Graduation Rate	90.9%
Dropout Rate	1.8 %
Cultural Diversity	Hispanic 82.9% African American 7.5% White 5.7% Asian 3.1 % All Others 0.8%

A Historic View

1-5% – Tier 3:
Individual Interventions



5-10% – Tier 2:
Small Group
Interventions



3 Behavior Specialists

80-90% – Tier 1:
Universal Interventions



1 Behavior Response Coordinator
Safe/Civil Foundations for Schoolwide PBIS
Safe/Civil CHAMPS for Classroom PBIS
SEL: Conscious Discipline Pre-K – 6th

Tier 1: Universal Supports and Interventions

- 1. All students** receive high quality, evidence-based instruction.
- 2. All students** are expected to achieve at high levels and receive strong instruction.
- 3. All students** benefit from school-wide common expectations for academics and behavior.

EXAMPLES:

- Bullying Prevention
- Suicide Prevention
- Drug Prevention
- Trauma-Informed Practices
- Mindfulness
- School-wide PBIS
- Classroom PBIS (CHAMPs)
- Social Emotional Learning
- Restorative Practices

Lessons Learned for Tier 1

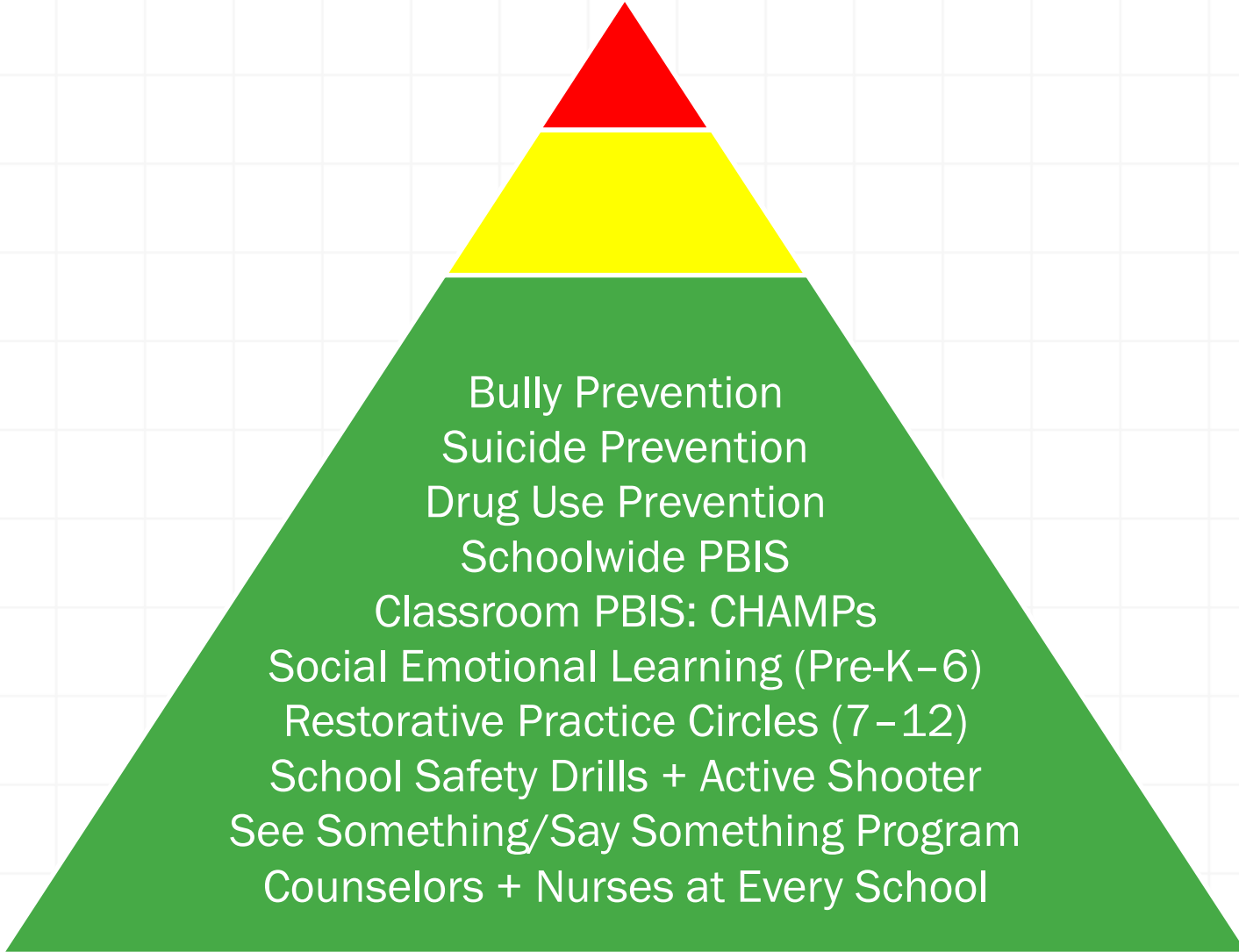
- Obtain buy-in from school board, superintendent, and district cabinet using policy, research, and district data.
- Identify or hire at least one district staff to coordinate school behavioral health systems, training, and services.
- Identify district-level power players and establish a District Leadership Team (DLT).
- Complete the PBIS Blueprint and Assessment to help identify strengths and needs, then set short- and long-term goals – including identifying funding sources – with the DLT. <https://www.pbis.org/blueprint/implementation-blueprint>

More Lessons Learned for Tier 1

- Establish campus Tier 1 teams who will drive school-wide implementation.
- Train Tier 1 teams on PBIS 12 Critical Elements and evidence-based programs (EBP).
- Select which EBPs the district will implement in all schools – schoolwide and in classrooms.
- Determine a Tier 1 systems fidelity measure and what data sources will be regularly reviewed to determine effectiveness.

<https://www.pbis.org/blueprintguidestools/blueprint/evaluation-blueprint>

PISD Tier 1: Universal Supports and Interventions



Tier 2: Targeted Supports and Interventions

1. Support students who are **at risk** for more serious behavioral problems.
2. Provide **coping techniques and new skills** to address behaviors.
3. Supports and interventions are meant to be **efficient, accessed quickly**, and able to facilitate quick improvement.

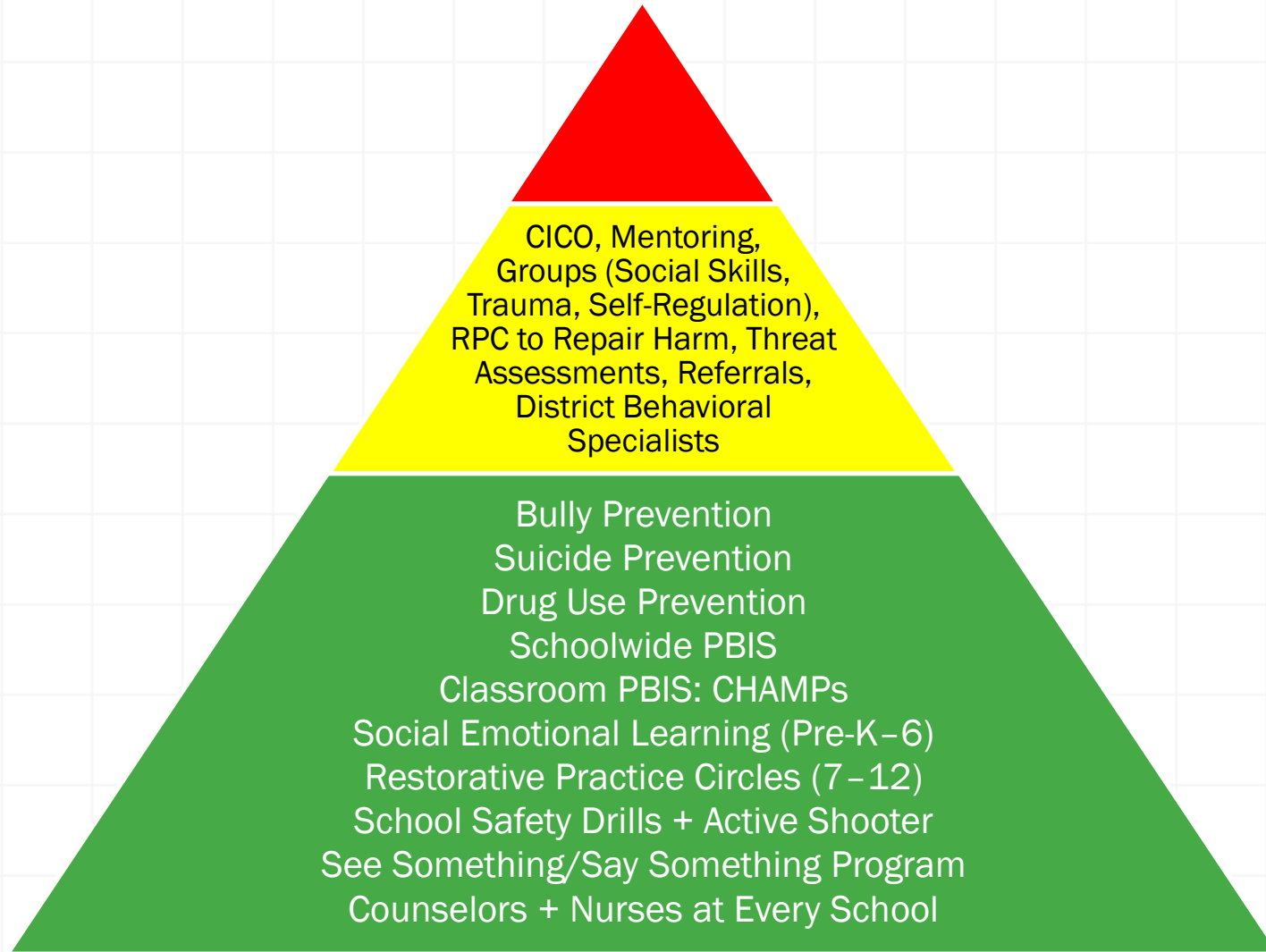
EXAMPLES:

- Small groups
 - Social Skills
 - Trauma Intervention
 - Emotional Regulation
- Behavior contracts
- Check In Check Out (CICO)
- Check & Connect or Mentoring
- Jobs

Lessons Learned for Tier 2

- Establish campus Tier 2 teams who will drive small group intervention implementation.
- Train Tier 2 teams on systems and evidence-based small group interventions.
- Select which EBPs the district will implement in all schools, based on student data and needs.
- Determine a Tier 2 systems fidelity measure and what data sources will be regularly reviewed to determine effectiveness.

PISD Tier 2: Targeted Supports and Interventions



Tier 3: Intensive Supports and Interventions

1. For students who need **intensive interventions** to succeed.

2. **Most effective** when positive universal and target support systems are in place.

3. Move beyond **addressing large gaps in academic performance or complex behavioral challenges.**

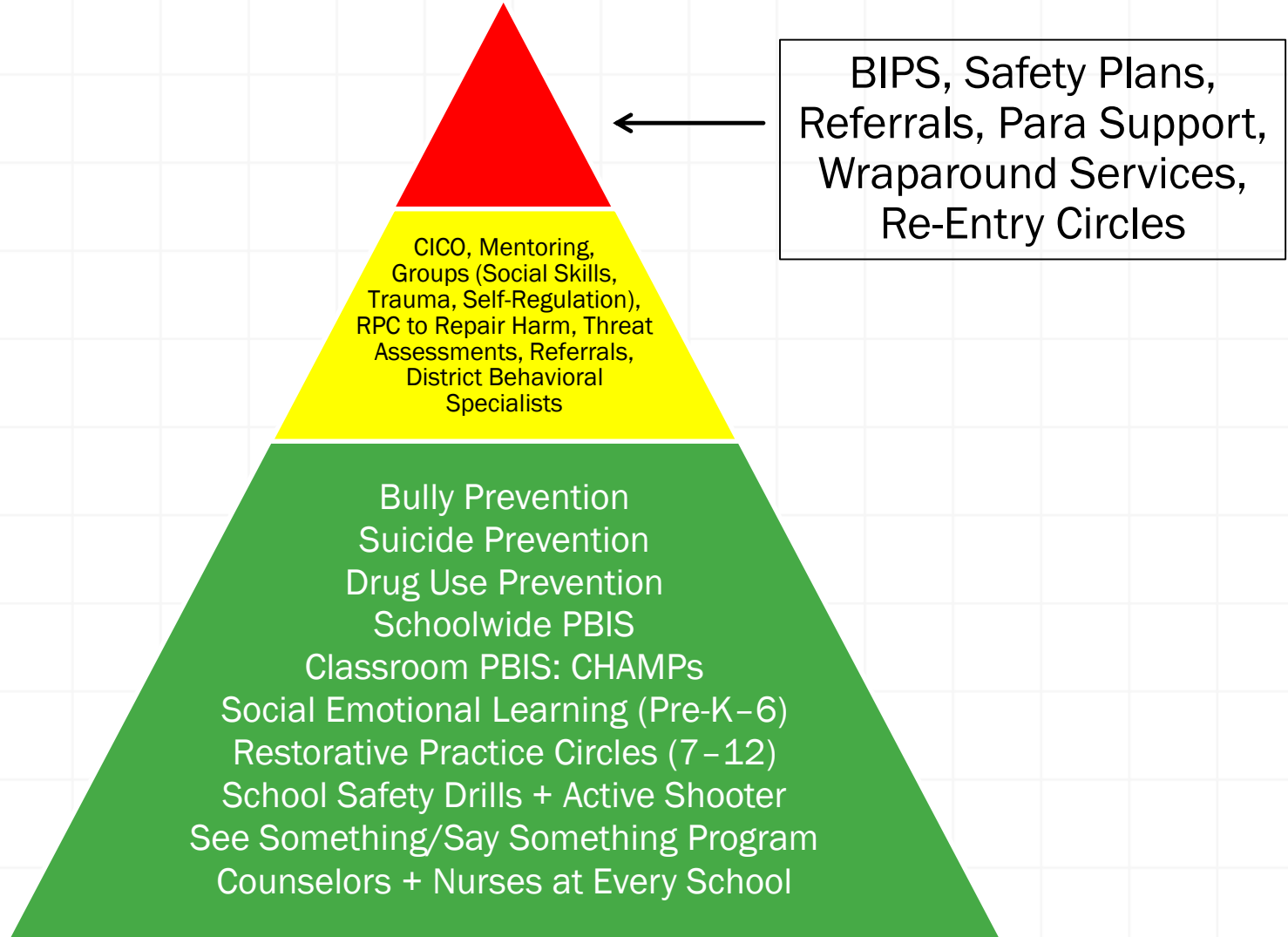
EXAMPLES:

- Functional behavioral assessments
- System of care model
- Individual treatment using evidence-based approaches
- Seamless referral to community-based services
- Telemedicine and telehealth

Lessons Learned for Tier 3

- Establish Tier 3 teams made up of district and campus experts.
- Train Tier 3 teams on systems and evidence-based practices that support individual student interventions and support plans when needed (FBAs, BIPs, Safety Plans, partnerships and communication with outside providers).
- Identify and establish MOU's with outside providers who are able to provide evidenced based interventions
- Ensure there is family and student buy-in regarding individual interventions
- Determine a Tier 3 systems fidelity measure, what time frame, and data sources will be regularly reviewed to determine effectiveness.

PISD Tier 3: Intensive Supports and Interventions



PISD: PBIS/MTSS for Behavior

BIPS,
Safety Plans,
Referrals,
Para Support,
Wraparound Services,
Re-Entry Circles

CICO, Mentoring,
Groups (Social Skills, Trauma, Self-
Regulation), RPC to Repair Harm,
Threat Assessments, Referrals,
District Behavioral Specialists

Bully Prevention
Schoolwide PBIS
Classroom PBIS: CHAMPs
Social Emotional Learning (Pre-K-6)
Restorative Practice Circles (7-12)
School Safety Drills + Active Shooter
Bully Prevention
Suicide Prevention
Drug Use Prevention
See Something/Say Something Program
Counselors + Nurses at Every School



INTERCONNECTED SYSTEMS FRAMEWORK

Interconnected Systems Framework (ISF)

- **Schoolwide PBIS Implementation:** Maintain fidelity to the model.
- **Teaming:** School/community partners collaborate on systems teams.
- **Cross-Training and Planning:** All parties receive professional development, including learning about one another's systems.
- **Family and Youth Engagement:** Include students and family members in teaming, decision making, interventions, and systems.
- **Schoolwide Data-Based Decision Making:** Decisions are driven by data.
- **Intervention Selection, Implementation, and Progress:** Select evidence-based practices based on need, implement them with fidelity, and monitor outcomes.

PISD's ISF

Schoolwide PBIS Implementation Fidelity Tools

- Benchmark of Quality for Tier 1
- Tiered Fidelity Inventory for Tiers 2 & 3
- CHAMPs Rubric
- SEL Implementation Rubric for Teachers, Student SEL Survey

Teaming

- District Leadership Team (DLT)
- School Health Advisory Committee (SHAC)
- District Behavioral Response Team and LSSPs (school psychologists)
- Tier 1 Campus Team
- Tier 2 Intervention Team
- Tier 3 Multi-Disciplinary Team of Experts

PISD's ISF

Cross-Training and Planning

PBIS, CHAMPS, SEL, restorative practices, mental health, trauma-informed care, mindfulness, kinesthetic learning, behavior intervention, safety plans, threat assessments, crisis response, aftermath care, etc.

Family and Youth Engagement

Parents and youth are members of site-based decision-making teams, PBIS teams, SHAC, PTO/PTA, campus and district advisory committees, and ad hoc committees like strategic planning.

PISD's ISF

Schoolwide Data-Based Decision Making

Data sources include:

- Discipline and attendance reports;
- Pre/post screening measures;
- Referrals from students, parents, and/or staff;
- Grades, reports, and/or surveys from students, staff, parents, and local community service providers/partners.

Intervention Selection, Implementation, and Progress

Select evidence-based practices based on need, implement them with fidelity, and monitor outcomes.

Pasadena ISD Multi-Tiered Systems of Support

A Systems Approach

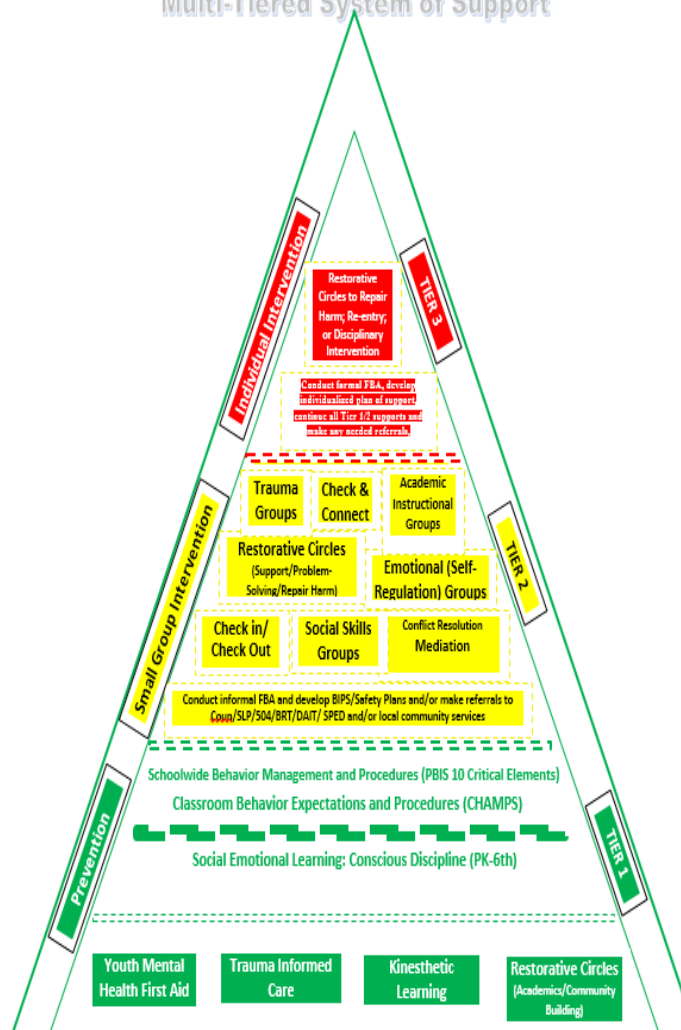
District Leadership
Team (DLT)

PBIS Implementation
Blueprint: Self
Assessment & Action
Planning

Behavior Response
Team (BRT)

Advisory Team of
District & Service
Providers

Pasadena's School Behavioral Health PBIS
Multi-Tiered System of Support



Tier 3 Multi-Disciplinary Team

Tiered Fidelity Inventory
(TFI) for Tier 3

Tier 2 Intervention Assistance Team

Tiered Fidelity Inventory
(TFI) for Tier 2

Tier 1 PBIS Team

Benchmark of Quality
(BoQ) for Tier 1

KEY
PBIS = Positive Behavior Interventions
and Supports
Coun = Counselor

SLP = Speech/Language Pathologist
BRT = District Behavior Specialist
DAIT = Dyslexia Specialist
SPED = Special Education

BIP = Behavior Intervention Plan
FBA = Functional Behavioral
Assessment

Annual Professional Development Calendar

- Develop district professional development calendars at the same time you schedule academic calendars.
- Coordinate trainings with other departments (curriculum and instruction, special education, counseling, Rtl, school safety, police, etc.).
- Partner with other districts and organizations who can provide training your district needs (Education Service Centers, consultants like Kognito, TEA, SAMHSA, etc.).
- Select or develop trainings that are most time efficient and presented in a variety of learning modalities (e-courses, on-line courses, face to face, videos, distance learning, etc.)
- Offer trainings in summer, fall, and spring, when possible.
- Use Title I, II, and IV funds to contract consultants, pay extra duty pay for after hour workshops, and to pay for substitutes.

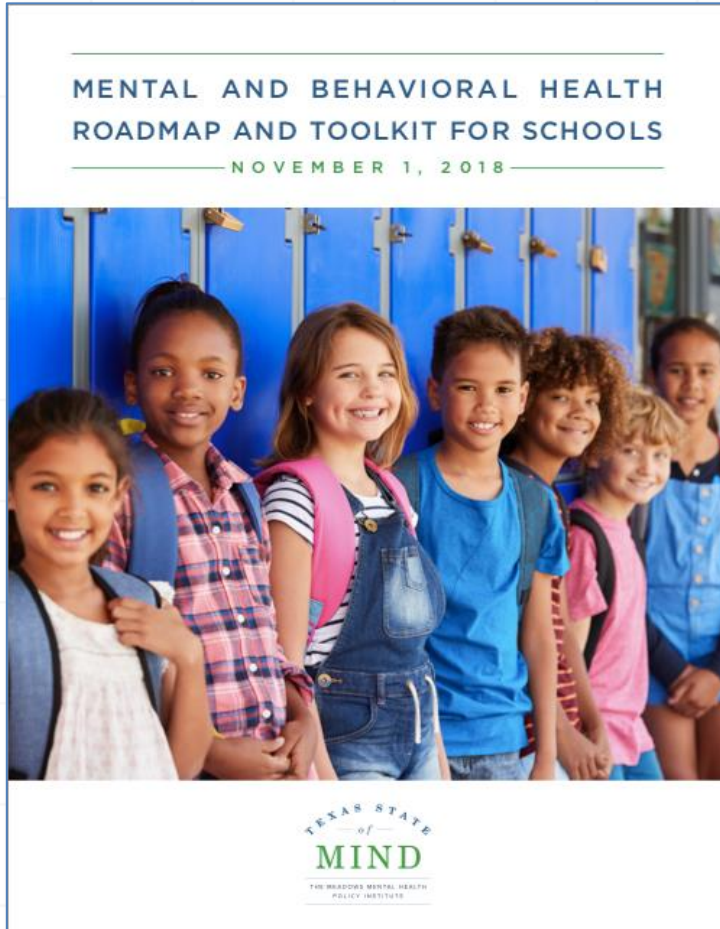
Date	Title of Training	Topics & Key
Summer	Conscious Discipline Weeklong Training	PBIS/MTSS Prevention Tier 1
Summer	PISD Behavior Management E-Course	PBIS/MTSS Intervention Tier 2/3
Summer	Restorative Circles for Classrooms	Social Emotional Learning (SEL)
Summer	Restorative Circles for Administrators	Restorative Practices (RP)
Summer	YMHFA	Youth Mental Health First Aid (YMHFA)
Summer	Tier 2 Systems and Team Training	Trauma Informed Care (TIC)
Summer	Movement in the Classroom	Grief/Loss Training
Summer	Suicide Prevention/Threat Assessments	Suicide Prevention/Threat Assessments
Fall	CBITS/Bounce Back On-line Training	Kinesthetic Learning
Fall	Grief/Loss Component Training for Counselors	
Fall	School Climate Conference/Tier 1 Team Trng.	
Fall	CHAMPS	
Fall	Suicide Prevention/Threat Assessments	
Fall	YMHFA	
Fall	SEL Module Training-Composure/	
Fall	SEL Module Training-Empathy/Encouragement	
Fall	SEL Module Training-Positive Intent/Choices	
Fall	SEL Module Training-Consequences	
Fall	YMHFA	
Fall	Restorative Circles for Classrooms	
Fall	Restorative Chats for Administrators	
Fall	Trauma Informed Training for Staff	
Fall	Movement in the Classroom	
Fall	Tier 2 Team Small Group Intervention Training	
Spring	YMHFA	
Spring	CHAMPS	
Spring	Grief/Loss Training for Staff (Awareness)	
Spring	Restorative Circles for Classrooms	
Spring	Restorative Circles for Administrators	
Spring	SEL for PK/K	
Spring	Tier 2 Team Systems Review and Planning	

PISD District Data Trends

	2012-13	2014-15	2016-17	2017-18
Major Discipline Referrals	33,444	30,526	26,197	20,917
In-school suspensions	24,003	22,141	20,290	16,612
Out of school suspensions	5,165	5,093	5,204	3,740
Referrals to Harris County Juvenile Probation Department (HCJPD)	795	666	621	Pending

Data Source: PISD's Mizuni Data Reports; HCJPD Annual Reports

Roadmap and Toolkit



View full report here.



bit.ly/SchoolRoadmapToolkit

Mental and Behavioral Health Roadmap and Toolkit for Schools: Project Overview

Background

- While schools are not mental health providers, they're well positioned to prevent or minimize student's mental health challenges.
- We have learned that in order for schools to accomplish this they need additional guidance and information.

Purpose: The Roadmap and Toolkit was developed to provides Texas schools and districts with:

- Information on research-driven, evidence-based practices and
- Practical guidance to more effectively assess and address student mental and behavioral health needs.

Format: This document has two sections – a Roadmap and a Toolkit

Roadmap Component

The Roadmap includes:

- Definitions;
- Research;
- Evidence-based practices;
- Issues impacting education and mental health;
- Alignment of education and mental health frameworks;
- Multi-tiered System of Supports (MTSS); and
- Implementation science.

Toolkit Component

The Toolkit includes practical information to support implementation of school-linked mental and behavioral health programming, with tools that address:

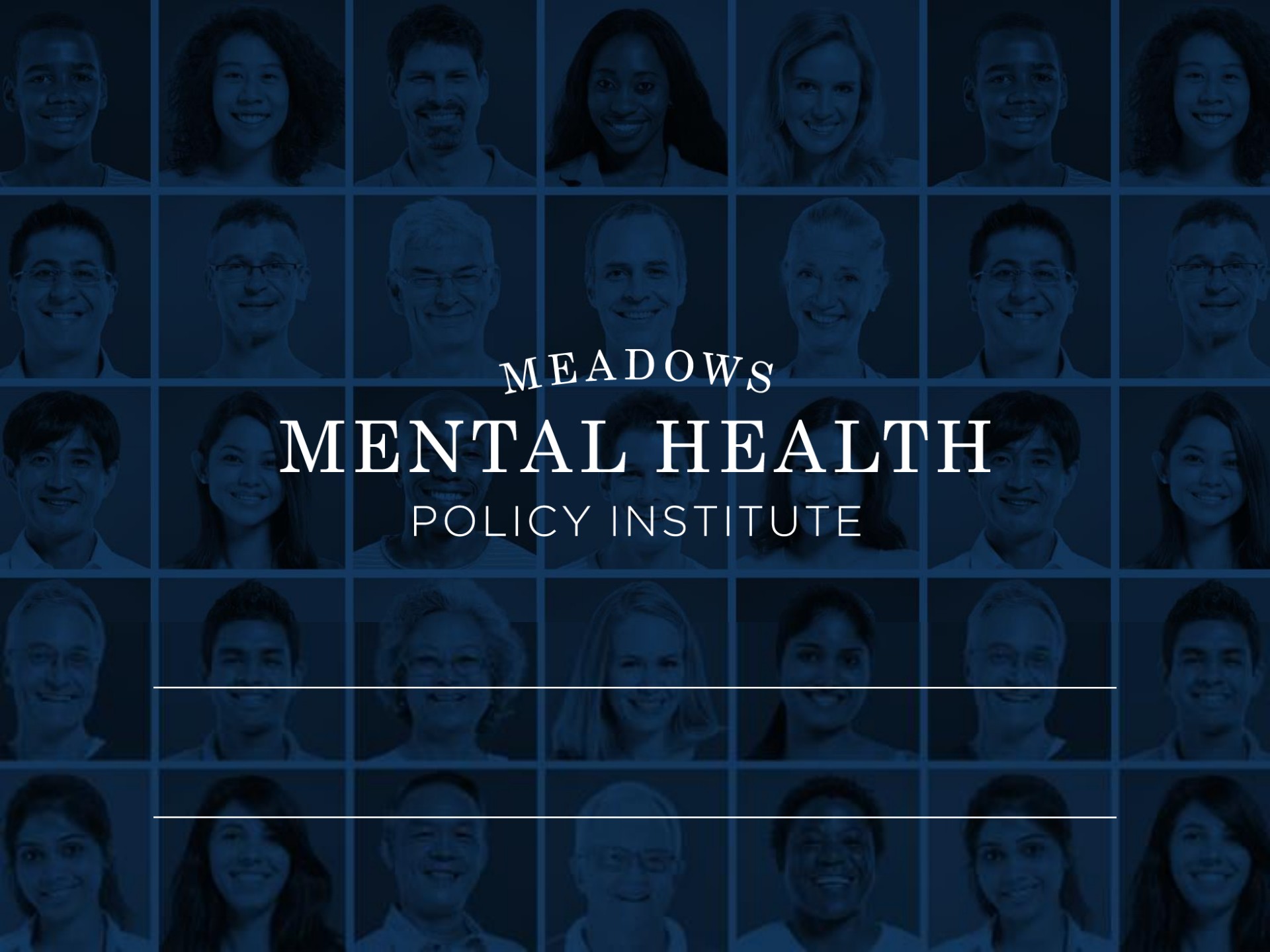
- Funding opportunities;
- State legislation;
- Trauma-informed care in schools;
- Mental Health First Aid and Youth Mental Health First Aid;
- Staff self care;
- State and community providers, coalitions, and partnerships; and
- Telemedicine and telehealth.

Toolkit Component (cont.)

The Toolkit also includes federal, state, local, and private funding opportunities that support the implementation of school-linked mental and behavioral health programming. Examples of federal funding include:

- U.S. Department of Education (Toolkit, page 93)
- Substance Abuse and Mental Health Services Administration (SAMHSA) (Toolkit, page 101)
- Health Resources & Services Administration (HRSA) (Toolkit, page 102)
- Department of Justice (DOJ) (Toolkit, page 103)





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