

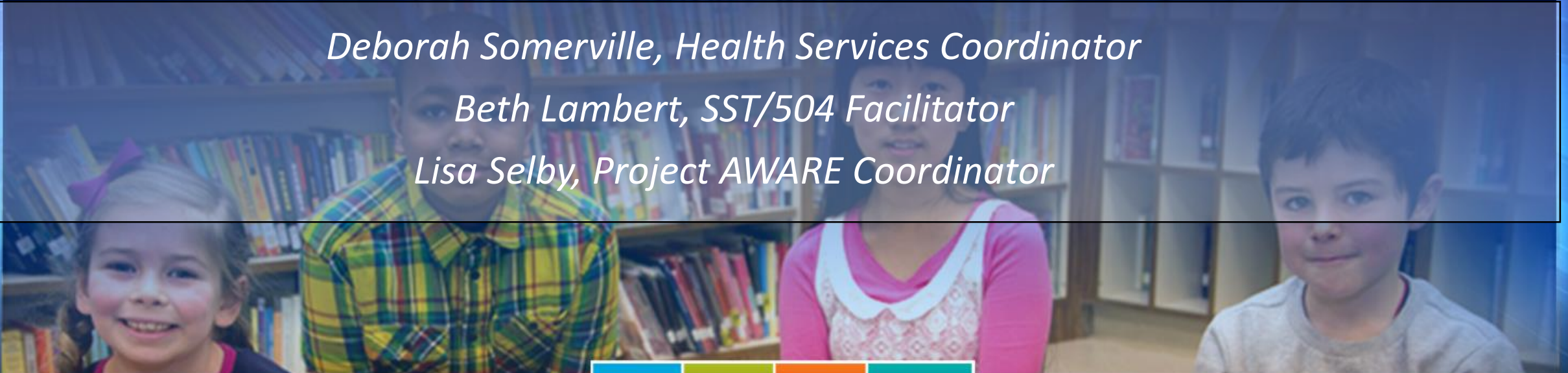


Integrating School-Based Behavioral Health Services Using a Multi-Tiered Systems of Supports in Baltimore County Public Schools

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Learning Objectives

- 1) Participants will be able to list three examples of interventions that can be implemented in schools using a coordinated, systematic approach
- 2) Participants will be able to describe a social-emotional learning initiative that is being incorporated into classrooms in BCPS
- 3) Participants will be able to explain the community partnership model in BCPS and how community partners collaborate to support students at Tiers 2 and 3





Multi-Tiered System of Supports Framework (MTSS) in BCPS

The Multi-Tiered System of Supports (MTSS) is a framework to guide schools to provide a continuum of prevention and intervention services and supports





MTSS in BCPS

- Support (Instruction and intervention) is provided in varying intensities based on the needs of students
- “Need-driven” decision-making ensures that county and school resources get to the right students (and schools), at the right time, and at the appropriate level to accelerate student performance





BCPS' Multi-Tiered System of Supports

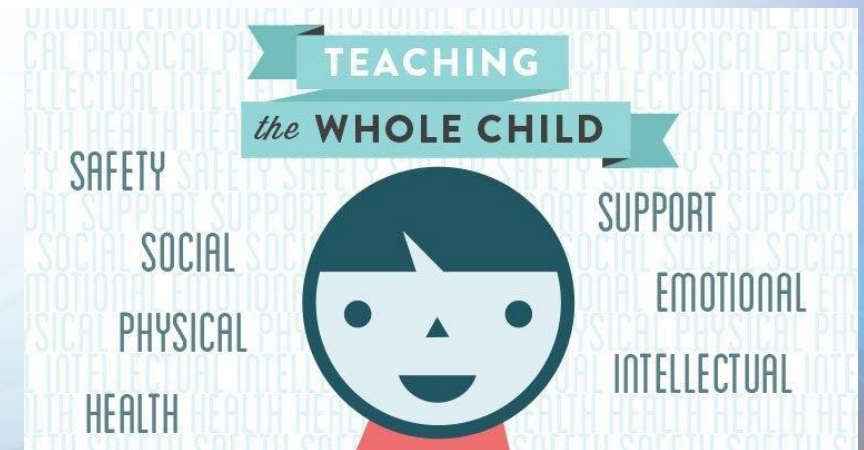
- Components:
 - Teaming
 - Screening
 - Problem Solving Process
 - Services and Supports at Tiers 1, 2, and 3
 - Progress Monitoring





Tier 1: Universal Prevention

- All Students Receive School-Wide, Universal Prevention Supports
- Required Elements Include:
 - Positive Behavior Supports
 - Social-Emotional Learning Program
 - School-wide Mental Health Promotion and Prevention Activities
 - Teacher Consultations
 - Screening
 - Teaming





Tier 2: Early Intervention/Targeted

- Provided to students not making expected outcomes even with Tier 1 supports in place
- Based on review of data
- Targeted and more intensive supports
- Required Elements Include:
 - Group Interventions
 - Brief Individual Support
 - Mentoring
 - Teaming





Tier 3: Intensive Intervention

- Provided to students who are not making expected outcomes even with Tier 2 supports in place
- Based on review of data
- Required Elements Include:
 - Teaming
 - Individual Interventions
 - Referral Process
 - Crisis Response Plan





Resource Mapping

- MTSS Workgroup
- Individual School/Office Outreach
- Research using Evidence Based Repositories
 - [SAMHSA's National Registry of Evidence-Based Programs and Practices](#)
 - [Blueprints Program](#)
 - [What Works Clearinghouse](#)





Initial MTSS Development: Lessons Learned

- Need for stronger focus on prevention
- Challenges with coordination of services and supports
- No consistent social-emotional learning program
- Need for SEL to be incorporated into classrooms





Social-Emotional Learning: A Pilot Program to Build Teacher Capacity

- Partnership with University of Maryland Center for School Mental Health
- Conducted systematic review of scientific literature on SEL to identify the “common components” of evidence-based SEL programs
- Developed instructional guides on prioritized SEL “common components” for educators
- Supported by school counselors






Benefits of SEL Instructional Guides

- Based on common components of SEL interventions
- No need for purchasing intervention
- Builds teacher capacity to reinforce SEL skills in the classroom

Social Skills-I

A Teacher Guide



Purpose: To strengthen student speaking and listening skills.

Time: 10-30 minutes (each step can be broken down into 10-minute lessons)

Objectives:

1. Students will learn the two roles in a conversation: speaking and listening.
2. Students will learn about effective speaking, listening, and nonverbal communication skills.
3. Students will learn about how to express a want, a need, or a feeling.





Transformation in Discipline: Improving Outcomes for Students with Challenging Behaviors

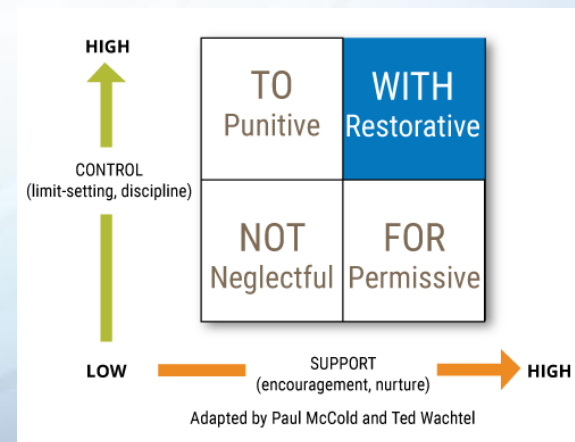
Gang Leader to Graduate - A Conscious Discipline Transformation





Restorative Practices

- Whole school model that aligns within a MTSS
- Focuses on building relationships and repairing harm
- Addresses concerns with suspension and recidivism
- Shifts mindset from eliminating conflict by controlling the behavior to learning from conflict by restoring relationships and teaching new skills





Positive Behavior Interventions and Supports (PBIS)

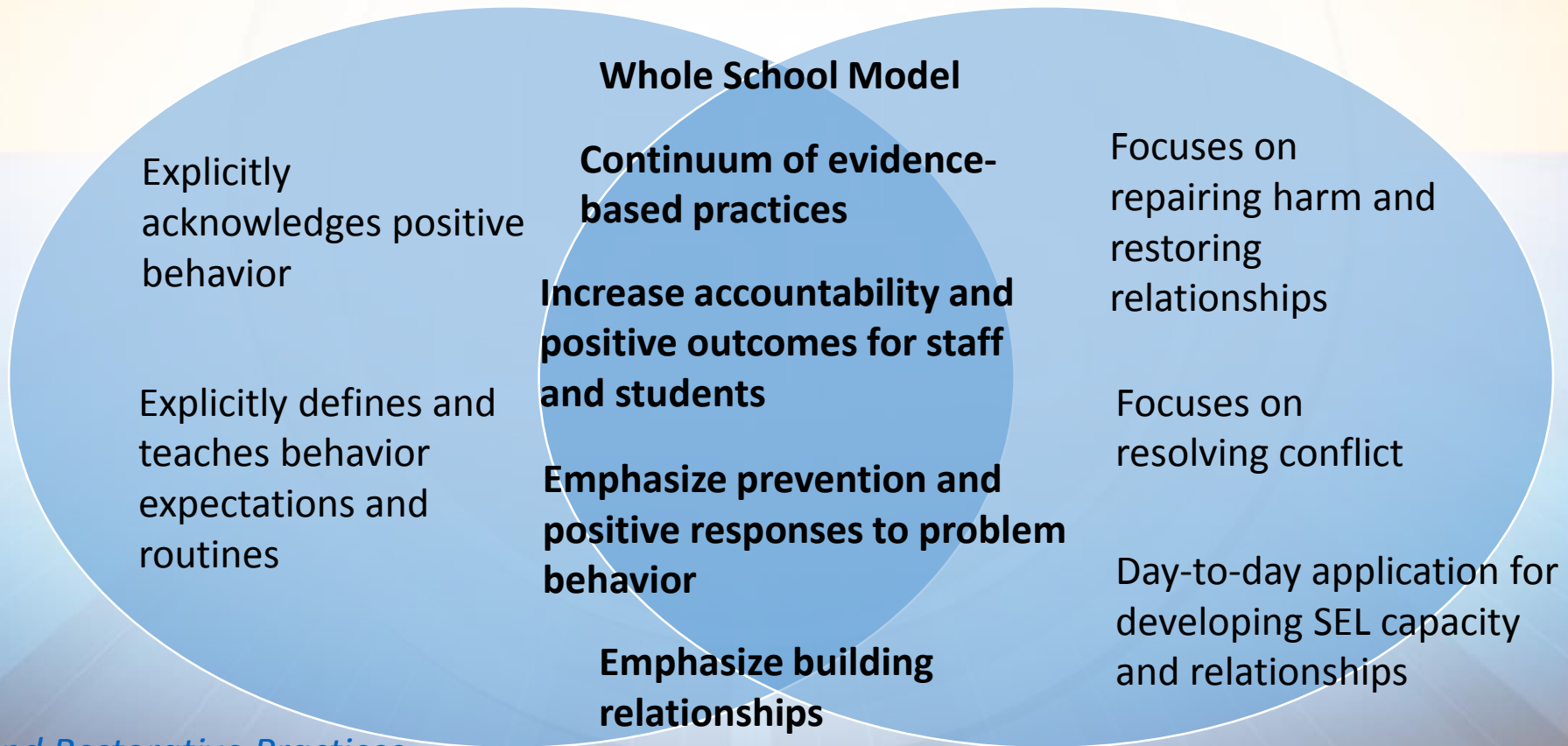
- Preventive schoolwide approach that teaches, models, and acknowledges appropriate behaviors and systematically addresses problem behaviors
- Multi-tiered framework that integrates systems, data, and practices for improved consistency, reliability, and positive outcomes
- Mirrors our approach to teaching academic skills (academic vs. behavior model)
- Addresses need for explicit skill development/remediation





PBIS and Restorative Practices

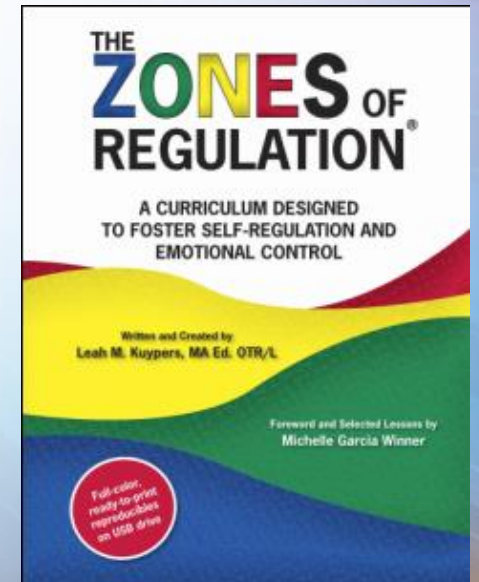
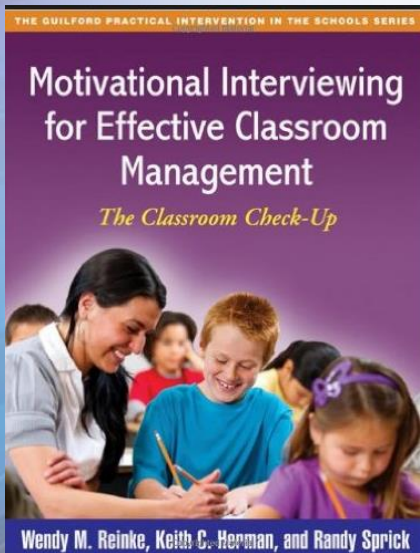
Hand-in-Hand to Increase Positive Outcomes for Student Behavior





More Interventions

- Conscious Discipline
- Zones of Regulation
- Classroom Check-Up (CCU)





Integrating Interventions within a MTSS

Making it Work!

Challenges	Possible Solutions
<ul style="list-style-type: none">• “One Size Fits All” or “Magic Bullet”• Administrator support• Search for quick solutions• Time	<ul style="list-style-type: none">• Needs assessment and alignment of current practices (“MTSS Alignment Tool”)• Top down approach• Use data to drive decisions• Embed within daily schedule• Main focus of School Progress Plan• 3-5 Year Implementation Plan



Multi-Tiered System of Supports (MTSS) Alignment Tool

TIER	PEIS	Restorative Practices	Conscious Discipline	Zones of Regulation	CCU Teacher Consultation Model
Tier 3: Intensive Intervention	FBA/Behavior Intervention Plans Individual counseling and interventions	Formal Restorative Conference	Individual visuals and books One-on-one intervention Noticing and describing Feelings buddies	Individualized intervention	Individual teacher consultation (increased support and feedback; may focus on adapting adult practices and problem-solving for specific students)
Tier 2: Early Intervention	Check In/Check Out Small group/setting interventions Behavior charts/contracts	Problem-solving/resolution circles Impromptu mini-Conferences	Small group for safety, positive connections and problem-solving Increased visual and verbal support and practice	Small group intervention	Grade level/content area or individual teacher consultation focusing on improving classroom climate
Tier 1: Universal Prevention	Teach expected <u>schoolwide</u> behavioral expectations and routines Acknowledge positive behaviors Character/virtue lessons	Community - building Circles Restorative Dialogue/ Conversations Affective statements and questions	Building School Families Teaching Self-Regulation and Problem-Solving Morning Rituals I Love You rituals Safe Place Classroom visuals	Lessons for teaching 4 Zones Development of Zones Toolbox Visual support	Positive Classroom Climate Look-For Tool - Self-Reflection for all classroom teachers Best Practices for Classroom Management





In-School Community Mental Health Partnerships

- School has flexibility to choose community partnership(s)
- Support Tiers 2 and 3
- Individual, group, and family therapy
- Integration into MTSS





In-School Community Partnerships at Tier 2

- Group Interventions (i.e. grief, social skills, etc.)
- Screening process
- Collaboration with Student Support Team (SST)





In-School Community Partnerships at Tier 3

- Individual Interventions
- Family Engagement
- Crisis Support
- Psychiatry
- Community Resources
- Collaboration with Student Support Team (SST)





Integrating Community Partners into MTSS

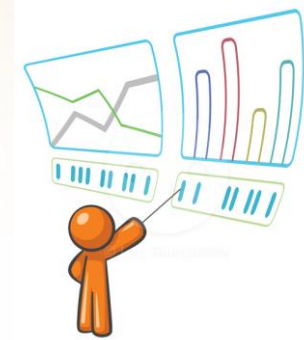
BENEFITS/SUCCESES	CHALLENGES
<ul style="list-style-type: none">• Some schools include partners in trainings for Tier 1 Interventions• Participation in school-wide planning teams and student support teams (SST)• Some partners offer staff training, family workshops, and teacher consultation• Option to partner with multiple agencies to meet needs of school	<ul style="list-style-type: none">• Time• Most or all work fee-for-service• Communication methods• Scheduling• Confidentiality• Multiple partners in some schools





Community Partnership Data

2016-2017 School Year Data



- Students served: **2,879**
- Schools with at least one partnership: **126**
- Agencies providing services in BCPS: **16**
- Total Number of Partnerships: **188**





School Mental Health Wiki

- A resource for information related to BCPS Community Partnerships and other mental health information.
- Supports collaboration between school staff and community partners
- Allows for information sharing





MTSS Website

Online resource database with evidence-based practices

[BCPS One](#)





Questions?

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