

Interconnected Framework for Behavior and Mental Health Needs at Stanley-Boyd

Growing School-Based Mental Health Summit
Summer 2021




Krystle Bacha



**Before I talk
about us.... Let's
talk about you...**



A Little Bit About Stanley-Boyd.....



Rural K-12
District located
between
Wausau and
Eau Claire

About 1,091 students enrolled

**Stanley-Boyd High School -
324 students**

**Stanley-Boyd Middle School -
246 students**

**Stanley-Boyd Elementary School -
448 students**

**Stanley-Boyd Early Learning Center -
73 students**

17% Special
Education

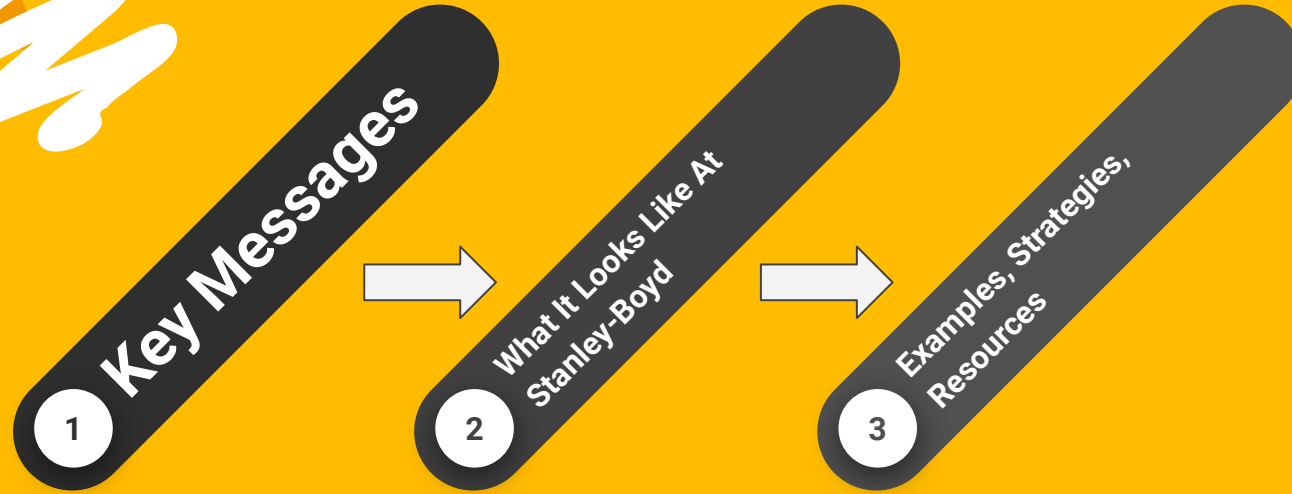
52% Free or
Reduced





Krystle Bacha &
Jamie Ceranski With
Lucille Eber (Midwest
PBIS Network and
National PBIS Center)

An Overview







Interconnected Systems Framework

Key Messages

1. Single System of Delivery
2. Mental Health is for All
3. Access is Not Enough
4. MTSS is Essential to Install SMH




Eber, L., Barrett, S., Perales, K., Jeffrey-Pearsall, J., Pohlman, K., Putnam, R, Splett, J., & Weist, M.D.(2019). *Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide PBIS, Volume 2: An Implementation Guide.*



Single System of Delivery

- Social/Emotional/Behavior education and mental health across all tiers
- District/Community Leadership Team
- Inviting variety of service providers into a new framework with a single request for assistance

Eber, L., Barrett, S., Perales, K., Jeffrey-Pearsall, J., Pohlman, K., Putnam, R, Splett, J., & Weist, M.D.(2019). *Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide PBIS, Volume 2: An Implementation Guide.*



A New Framework

Traditional

- ✗ Refer to mental health clinician when interventions were not working
- ✗ Tell each other what we are doing with our programs/youth we “see”
- ✗ Tell each other about progress (from our perspective)

An Interconnected Systems Framework

- ★ One set of teams reviews needs of all students
- ★ Decide together which interventions to do with all students
- ★ Decide together how to evaluate (as part of intervention design)

I HOPE *you* BELIEVE IN *YOURSELF*
AS MUCH AS I BELIEVE IN *you*. - Mom



What Single System of Delivery Looks Like At Stanley-Boyd

- Added mental health to all tiers of PBIS
- Invited community health providers into our building to work with students
- Community health providers have sat in on pupil services meetings, but not on data meetings
- Problem solving meeting requests

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Stanley-Boyd School District

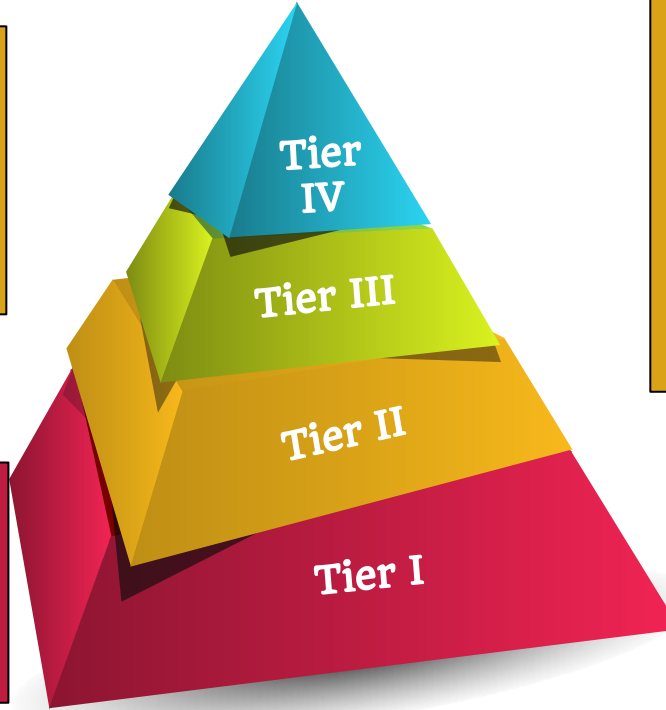
PBIS/Mental Health Defining the Tiers

Tier II (Selective)

Problem solving team uses data to determine interventions & effectiveness for common challenges.

Tier I (Universal)

Schoolwide and Classroom Supports for All Students in All Settings



Tier II Interventions:

Check-In Check-Out
Coping Cat
Social Academic Instructional Groups
Second Steps (K-8)
Mentoring
Brief FBA/BIP
SBIRT
Wellness Plans
Dialectical Behavioral Therapy Skills Training

Tier I Universal Instruction

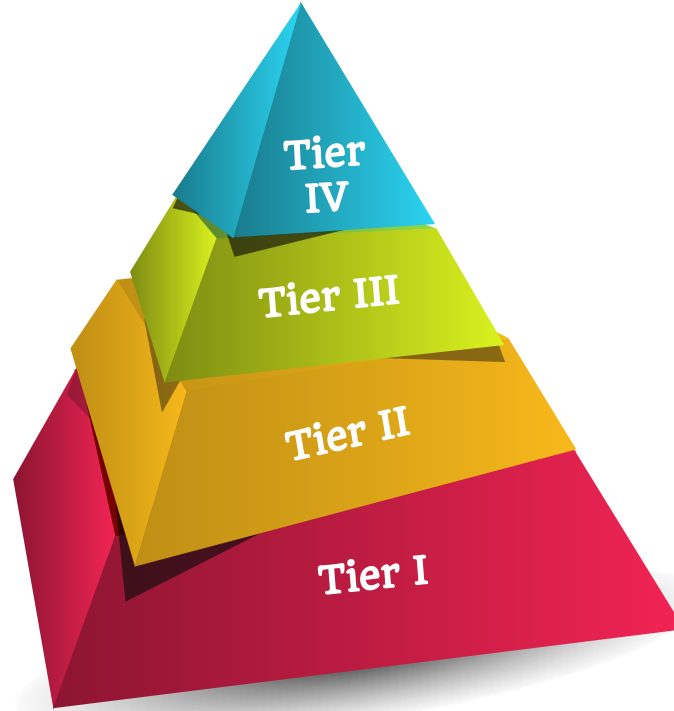
Guidance Lessons (Elem)
Classroom & School Expectations displayed.
(Re)Teaching by staff.
Incentives
Relationship building with staff
Systematic Screening for Behavior Disorders
Calm Down Classroom Kits
Training for Staff (QPR, 7 Habits, ACES)

Stanley-Boyd School District

PBIS/Mental Health Defining the Tiers

Tier IV (Comprehensive)
Problem solving team (including parent and service providers) collaborate to determine individualized needs and services (wrap around support)

Tier III (Intensive)
Problem solving team (including parent) addresses challenges for individual high-need students.



Tier IV Interventions:

Day Treatment
Separate school placement
Outpatient or county services
Safety & Re-entry Plans
(Special Education)

Tier III Interventions:

Complex FBA/BIP
Individualized Check-In
Check-Out
Individualized school counseling
Consider Referral for special education evaluation
Consider Referral to outside services/therapist
Dialectical Behavioral Therapy
With Team Support
Zones of Regulation



Aurora
residential alternatives
www.AuroraServices.com



Lutheran Social Services
of Wisconsin and Upper Michigan, Inc.

Sample of Request for Assistance

ISF School Installation Guide

Step 3b: Develop request for assistance process for identifying students who need additional supports

SAMPLE - Request for Assistance

Addressed to: Systems Planning Team

Student Name: _____ *Grade:* _____

Date: _____ *IEP (circle one)* Yes No

Teacher: _____

1) I am a (circle one): **Teacher/team** **Family Member** **Student**

Name: _____

Relationship to student: _____

2) Type of Concern:

____ Academic only

____ Behavior only

____ Social/Emotional

____ Both Academic and Behavior

Thank you.

K-8 SAT Meeting Referral

Teacher Report

Student:	Teacher:	Date:
Subject:	Current Grade:	Able to Attend Meeting? Yes / No
Primary Concern(s):	Absences	Academic Skills
	Skill	Will
Date of last Parent Contact:	Method of contact: <input type="checkbox"/> Phone <input type="checkbox"/> E-mail <input type="checkbox"/> In person	Topics Discussed:

Strengths	Concerns
<input type="checkbox"/> Asks for help <input type="checkbox"/> Attends class regularly <input type="checkbox"/> Comes prepared with materials <input type="checkbox"/> Completes formative / in-class assessments <input type="checkbox"/> Completes homework <input type="checkbox"/> Does well on summative assessments <input type="checkbox"/> Uses class time well / stays on task <input type="checkbox"/> Works well with other students in groups <input type="checkbox"/> Exhibits a positive attitude <input type="checkbox"/> Respectful towards adults and peers <input type="checkbox"/> Listens well <input type="checkbox"/> Participates in class <input type="checkbox"/> Solves problems <input type="checkbox"/> Is accountable for actions <input type="checkbox"/> Other:	Student Needs To: <input type="checkbox"/> Attend school every day <input type="checkbox"/> Be on time to class <input type="checkbox"/> Bring all materials to class <input type="checkbox"/> Follow directions and expectations <input type="checkbox"/> Complete classwork <input type="checkbox"/> Complete homework <input type="checkbox"/> Prepare for summative assessments <input type="checkbox"/> Participate appropriately <input type="checkbox"/> Communicate respectfully <input type="checkbox"/> Pay attention / focus <input type="checkbox"/> Work on required tasks during class time <input type="checkbox"/> Refrain from distracting other students <input type="checkbox"/> Ask for clarification when needed <input type="checkbox"/> Other:


Behavior in Class: <input type="checkbox"/> Excellent <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs improvement <input type="checkbox"/> Unacceptable Number of Write Ups/Minors:	Does this student's behavior negatively impact their learning or the learning of others? How?
--	---

Missing Assessments



Mental Health is For All

- Social/emotional/behavioral skills taught by all, across settings, to all students
- Adding pro-social skills to the matrix



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What Mental Health for All
Looks Like At Stanley-Boyd

- School-wide Matrix
- District recently added
Leader In Me

**YOU ARE
STRONGER
THAN YOU THINK**



Oriole Pride Expectations



	Hallways	Lunchroom	Playground	Bathroom	Bus	Arrival/ Dismissal	Assembly
Be Safe	Walk forward and on the right Hands, feet, backpacks to self	Sit on bottoms Follow flow of traffic Walk to and from the lunchroom	Use and return equipment properly Keep hands and feet to yourself	Use toilets, stalls, sinks, and urinals properly	Stay in your seat Face forward at all times Wait for the bus to stop before entering/exiting	Use crosswalks and sidewalks Look both ways before crossing the road	Keep your hands and feet to yourself
Be Respectful	Soft Voice Whisper Greetings Arms at side	Eat only <u>YOUR</u> food Soft voices Use good manners	Play fairly and by school rules Use kind words Include others	Give privacy to others Use soft voices Flush toilets	Listen to bus driver Keep hands and feet to yourself Use kind words and soft voices	Keep your hands and feet to yourself Sit quietly in the gym before school	Respond or clap only when called on Sit on bottoms
Be Responsible	Zipped Backpacks Keep your area clean Walk directly to your destination	Be ready to enter your number Clean up your area Empty your tray properly	Get permission to go inside Line up quickly when whistle blows Dress for the weather	Keep bathroom clean Use "just enough" paper Be quick	Report unsafe activity to the driver Keep track of your own behavior	Be on time Be prepared Walk to the lunchroom for breakfast	Respond immediately to quiet signal Give speaker full attention



	Hallways	Lunchroom	Playground	Bathroom	Bus
Be A Leader Habit 1: Be Proactive Habit 4: Think Win-Win	Show others how to walk in the hallway	Show others how to go through the lunch line Help others	Tell the truth and report situations to adults Include others in games	Tell an adult if custodian is needed Be quick	Tell the truth and report situations to adults Help others
Be Safe Habit 2: Begin With The End In Mind Habit 7: Sharpen The Saw	Walk forward and on the right Hands, feet, arms, and items to self Follow flow of traffic Go directly to destination	Sit on bottom in the seat Walk in the lunchroom Hold tray with two hands Stay at your table until dismissed	Use equipment properly Hands, feet, arms, and items to self	Use toilets, stalls, sinks, and urinals properly Hands, feet, arms, and items to self Keep floor dry	Sit in your seat Face forward Wait for bus to stop before entering/exiting Hands, feet, arms, and items to self
Be Respectful Habit 5: Seek First to Understand, Then be Understood Habit 6: Synergize	Quiet voice or whisper greetings	Eat only your food Soft Voices Manners/Please/Thank you	Use kind words Share equipment Play fair Include others	Give privacy to others Soft Voices Flush toilets	Listen to the driver Use kind words Soft voices
Be Responsible Habit 3: Put First Things First	Keep area clean Walk directly to destination	Clean up your area Empty and stack your tray properly	Get permission to go inside Line up quickly when whistle blows Dress for the weather	Keep bathroom clean Wait your turn	Be on time Wait your turn Keep track of your items (backpack)

Specific Behaviors + Social-Emotional Skills

Expectation	Specific Behavior or Social Emotional Skill
Be Safe	Keep hands and feet to self
	I tell an adult when I am worried about a friend.
Be Respectful	Use the signal to ask a public or private question.
	Make sure everyone gets a turn.
Be Responsible	Turn in all work on time
	Check in with my feelings during the day

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What does our curriculum look like?

Teaching Matrix		SETTING						
		All Settings	Hallways	Playgrounds	Cafeteria	Library/Computer Lab	Assembly	Bus
Expectations	Respect Ourselves	Be on task. Give your best effort. Be prepared.	Walk.	Have a plan.	Eat all your food. Select healthy foods.	Study, read, compute.	Sit in one spot.	Watch for your stop.
	Respect Others	Be kind. Hands/feet to self. Help/share with others.	Use normal voice volume. Walk to right.	Play safe. Include others. Share equipment.	Practice good table manners	Whisper. Return books.	Listen/watch. Use appropriate applause.	Use a quiet voice. Stay in your seat.
	Respect Property	Recycle. Clean up after self.	Pick up litter. Maintain physical space.	Use equipment properly. Put litter in garbage can.	Replace trays & utensils. Clean up eating area.	Push in chairs. Treat books carefully.	Pick up. Treat chairs appropriately.	Wipe your feet. Sit appropriately.


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Teaching Matrix		INCORPORATE BULLY PREVENTION / INTERVENTION						
		All Settings	Halls	Playgrounds	If you see Disrespect	Library/ Computer Lab	Assembly	Bus
Expectations	Respectful	Be on task. Give your best effort. Be prepared.	Walk.	Have a plan.	STOP: Interrupt & model respect, rather than watch or join in	Study, read, compute.	Sit in one spot.	Watch for your stop.
	Achieving & Organized	Be kind. Hands/feet to self. Help/share with others.	Use normal voice volume. Walk to right.	Share equipment. Include others. Invite those who are alone to join in.	WALK: Invite people who are being disrespected to join you and move away.	Whisper. Return books.	Listen/watch. Use appropriate applause.	Use a quiet voice. Stay in your seat.
	Responsible	Recycle. Clean up after self.	Pick up litter. Maintain physical space.	Use equipment properly. Put litter in garbage can.	Stop: Interrupt, Say "that's not ok." Walk: Walk away Don't be an audience Talk: REPORT to an adult	Push in chairs. Treat books carefully.	Pick up. Treat chairs carefully.	Wipe your feet.



Access is Not Enough

- Data is used to identify student needs and potential interventions & to measure effectiveness of interventions
- Interventions are specific and include goals/minutes



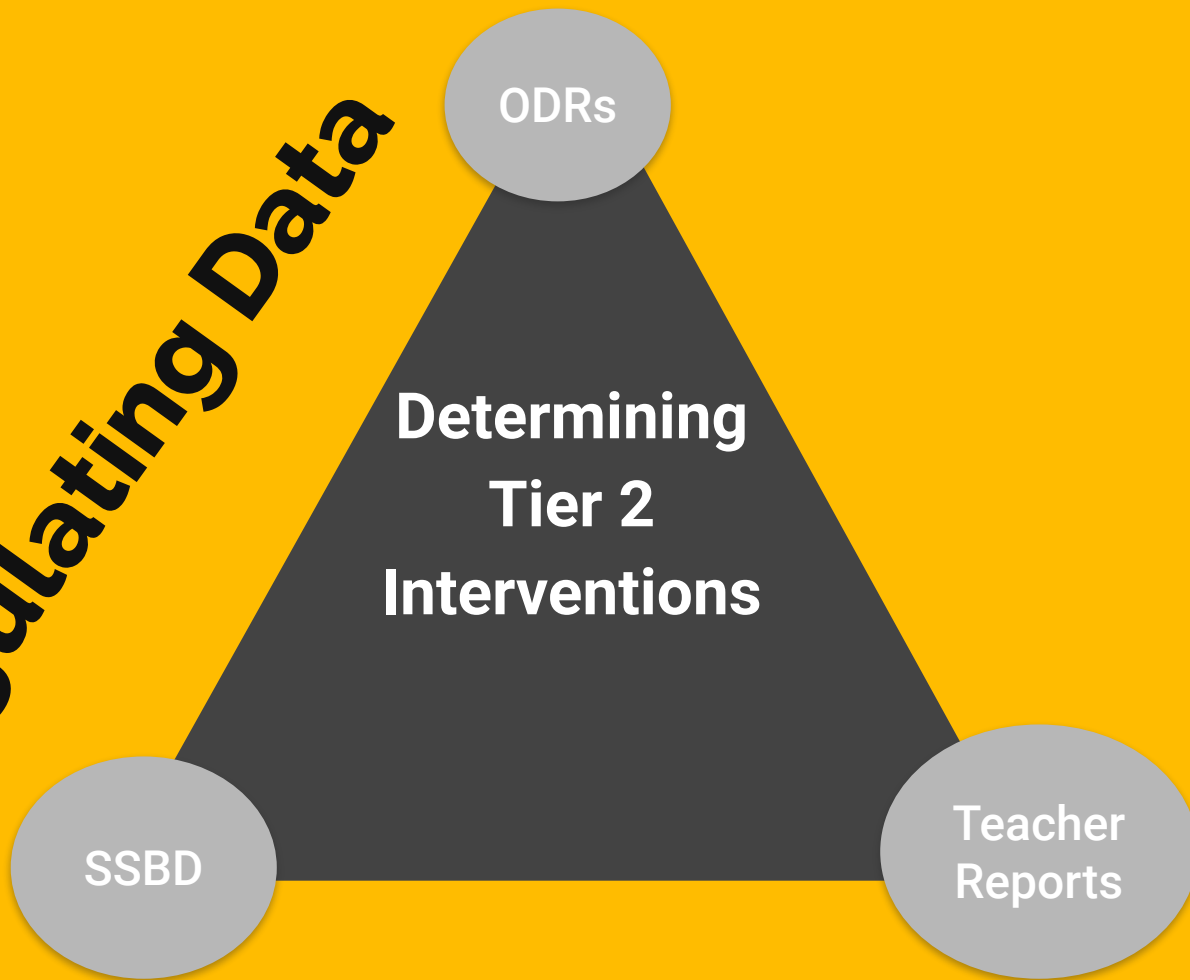
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What Access Is Not Enough Looks Like At Stanley-Boyd

- Triangulation of data to identify students in need
- Variety of data used to track progress for interventions
- Interventions with counselors/psych include goals

Triangulating Data

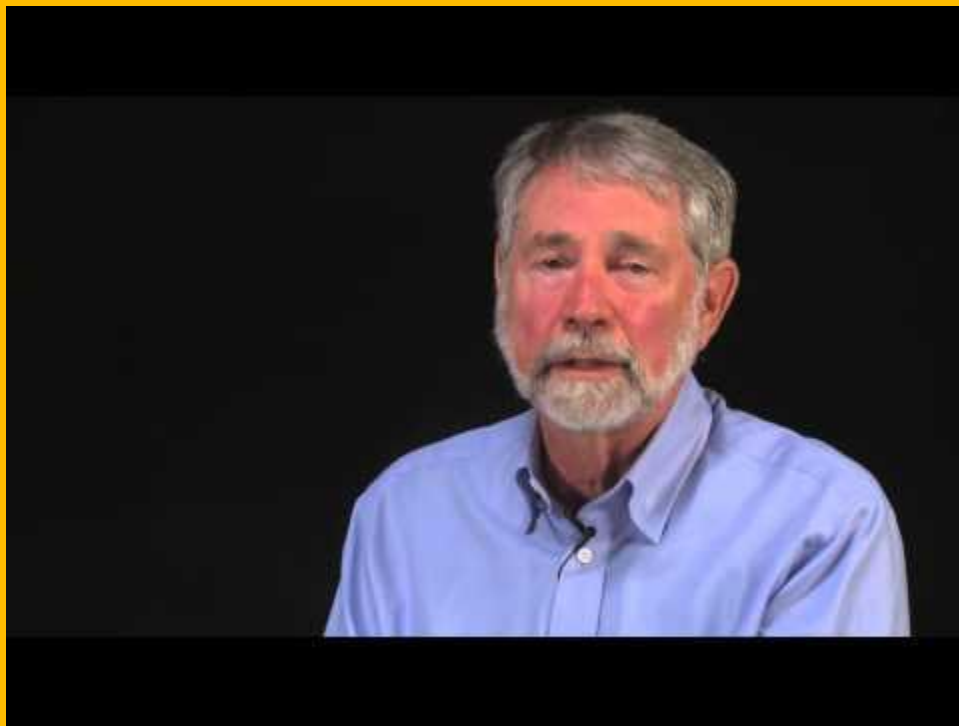


Screening Process for Determining Need for Intervention

Office Discipline Referrals - Decision rules are 6 minors or 2 majors for similar behaviors within 6 week time frame puts students on our discussion list during bi-weekly Tier 2 meetings.

Systematic Screening for Behavioral Disorders (Pacific Northwest Publishing) - Teachers grades K-9 complete a survey for 6 students after reviewing their entire class roster for internalizers and externalizers (3 for int. & 3 for ext). Students are given a cut score and team reviews student cut scores to determine need for intervention.

Introduction



Teacher Overview





Tools to Determine Intervention Effectiveness and Need for More Intensive Interventions



- ✗ Number of ODRs
- ✗ CICO daily data
- ✗ Weekly Teacher Survey
- ✗ Teacher/Parent Reports
- ✗ SSBD screening results

Anticipate Introducing:

- ✗ (Pre-Post Rating Scales)
 - ✗ (Fidelity checks)
- 

Sample - Layered Daily Progress Report

	1 st block	2 nd block	3 rd block	4 th block
Be Safe Use calming strategy	2 1 0	2 1 0	2 1 0	2 1 0
Be Respectful Use safe hands	2 1 0	2 1 0	2 1 0	2 1 0
Be Responsible Connect with safe person	2 1 0	2 1 0	2 1 0	2 1 0
Total Points				
Teacher Initials				

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MTSS is Essential to Install SMH

- Leadership Teams
 - Use of Data
 - Team Selection Process
 - Early Access
 - Measure Fidelity & Outcomes
 - Team Based Coaching
- 

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THE CAPACITY TO LEARN

IS A GIFT, THE ABILITY
TO LEARN IS A SKILL,
THE WILLINGNESS TO
LEARN IS A CHOICE

BRIAN HERBERT




What MTSS is Essential to
Install SMH Looks Like At
Stanley-Boyd

- District/Community Leadership Team
- Universal Screening and SAT Requests
- Tiered Fidelity Inventory and Action Planning



School Data

- X Climate survey**
 - X YRBS**
 - X Graduation Rates**
 - X Reading proficiency**
 - X ODRs**
 - X Attendance**
- 

Community Data

- X Poverty Rate**
 - X Unemployment Rate**
 - X Health factors**
 - X Access to insurance**
 - X Substance abuse**
- 



Tiered Fidelity Inventory

Measures the extent to which school personnel apply the core features of SWPBIS at all three tiers - either individually or collectively

PBISAPPS.org

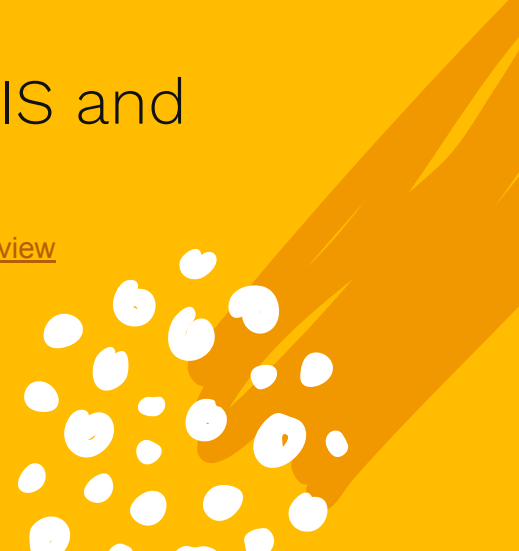




ISF Action Planning Companion Guide to SWPBIS-TFI

Used to assess current status of PBIS and
Mental Health in Schools

<https://drive.google.com/file/d/1BX-PRr6Fzh6iF4PjjDD-DwJ4NPHwdXfv/view>



ISF Action Planning Companion Guide to SWPBIS-Tiered Fidelity Inventory

v.2.0, February 2016

School:

Date:

Directions: Please determine if each item is Not Implemented (NI), Partially Implemented (PI), or Fully Implemented (FI).

Subscale	Tiered Fidelity Inventory: Tier 1 Features
Teams	1.1 Team Composition: Tier 1 team includes a Tier 1 systems coordinator; a school administrator; a family member; and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.
	PBIS Big Idea: Effective PBIS teams are knowledgeable, representative of stakeholders, and have administrative authority. ISF Big Idea: Community Partners, including family representatives, can provide an expanded view/context of how the students' lives outside of school are to be considered and can enhance the Tier 1 Team's ability to promote healthy social emotional functioning for ALL students.
ISF Enhancement	<i>ISF leadership teams include community employed and school employed staff with mental health expertise. Teams also include families and students as active leaders.</i> <i>Community partners' roles at Tier 1 are clearly defined through a memorandum of understanding (MOU).</i>

Directions: Please list at least 2 action statements for 1.1 Team Composition


Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			



A Couple Other Topics.....



Intervention Mapping

- x Provides an overall existing social emotional behavioral related interventions or initiatives available to students in the building
 - x Determine effectiveness, relevance, and fidelity for each
 - x Resource allocation
 - x Determine areas of redundancy
- 

[ISF School Installation Guide](#)

Step 2c: Conduct intervention inventory

School Level Intervention Mapping Tool

Purpose of this tool is to (a) provide an overall picture of existing social emotional behavioral related interventions or initiatives available to students in your building, (b) determine the effectiveness, relevance, and fidelity for each, (c) resource allocation, and (d) determine areas of redundancy. This process is led by the School Level Team with representation from both education and community stakeholders.

	Intervention	Indicate d Need	Facilit ator	Entran ce Criteri a	% of student enroll ment receivi ng interve ntion	Outcome Measure ment	% of students respon ding	Evid ence Base d	Fidelity Measurement
Tier 1									
Tier 2									
Tier 3									

ISF School Installation Guide
Step 2c: Conduct intervention inventory

Example of School Intervention Map

* Items indicated in **red** are "flagged" for conversation and action to be taken by school team.

	Intervention	Indicated Need	Facilitator	Entrance Criteria	% of student enrollment receiving intervention	Outcome Measurement	% of students responding	Evidence Based	Fidelity Measurement
Tier 1	Social Emotional Behavioral Skills Curriculum	Increased social emotional behavioral instructional time	Counselor	None - all students	All	Time out of class	Time out of class reduced by 10%	Yes	Measured by weekly walkthroughs
	Classroom Community Circles	Increased community and safety perceptions	Social Worker	None - all students	All	Student Climate Survey	Student Climate Survey increased by 13%	No	Measured by weekly walkthroughs
Tier 2	Check-in, Check-out	Low level behavioral needs • 2 major ODRs • 1 suspension • 5 nurse visits in 2 weeks	Resource Officer	• 1 suspension • 2 ODRs • Low elevation on screener	12% of student enrollment	Daily progress report	74% of students responding	Yes	CICO - Fidelity Implementation Measure
	Problem Solving Skills Group	Anger Management, problem solving skills	Social Worker	• No response to CICO • Suspension for physical aggression • Teacher or family referral	5% of student enrollment	Daily Progress Report & no new Office Discipline Referrals	70% of students responding	Yes -reteaching skills from Tier 1	None
	Divorce Group	Support for	Social	• Teacher or	1% of	Unknown	Unknown	No	None

Pohlman, K., Barrett, S., Eber, L., & Perales, K. (2019)

ISF School Installation Guide

Step 2c: Conduct intervention inventory

		students of parental divorce	Worker	family referral	student enrollment				
	Trauma Informed Evidence Based Group	Prevent fight, flight, freeze response per risk indications in screening data	Community Clinician	<ul style="list-style-type: none"> No response to CICO Highly elevated on universal screener 	2% of student enrollment	<ul style="list-style-type: none"> Daily progress report Time out of class 	75% of students responding	Yes	Evidence Based Group Fidelity Tool
Tier 3	Wraparound	Students with needs across home-school-community	School Social Worker & Community Clinician	<ul style="list-style-type: none"> No response to two Tier 2 interventions At-risk for change in placement Highly elevated on universal screener 	2% of student enrollment	Individualized per student	72% of students responding	Yes	Wraparound Integrity Tool

Discussions for School Team Based Upon Example:

Discussion Item	Decision	Action Steps
Utilizing school based clinicians to facilitate Tier 1 practices (e.g.: teaching SEB skills curriculum, Classroom Community Circles)	Need to build the capacity of teachers to teach SEB skills and facilitate Circles	<input type="checkbox"/> Provide professional development to staff on clinician skills being utilized at higher tiers to provide "why" <input type="checkbox"/> Survey staff for current skill and needs



Reviewing & Building Capacity for ISF



- x Does your staffing/building have the capacity to screen and identify students with mental health needs?
- x Installation Guide

<https://drive.google.com/drive/folders/1-32YAKKvKfUcUhc1u0TV33nqMUVzA-ex>



Thank You

kbacha@s-bschools.org

ONE

PERSON

CAN

MAKE A

DIFFERENCE

AND

EVERYONE

SHOULD

TRY.

JOHN F. KENNEDY





<http://www.midwestpbis.org/interconnected-systems-framework/v2>

Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide PBIS, Volume 2: An Implementation Guide