KANSAS SCHOOL MENTAL HEALTH ADVISORY COUNCIL

May 3, 2018

WiFi: Washburn Guest

Kansas leads the world in the success of each student.
APPROVALS

Agenda for May 3, 2018

Minutes from March 1, 2018
KSDE TRAINING UPDATE

Myron Melton
PUBLIC COMMENT
SUPPORTING KANSAS SCHOOL MENTAL HEALTH
UTILIZING AN INTERCONNECTED SYSTEMS FRAMEWORK

Cherie Blanchat

Kelly Perales
Supporting Kansas School Mental Health Utilizing an Interconnected Systems Framework

May 3, 2018
Kelly Perales
Midwest PBIS Network
Proposed Objectives:

1. Ensure Team understanding of ISF installation/implementation process.
2. Clarify role of SMHAC
3. Determine State-level Leadership Team Development Status as part of overall plan
4. Review blueprint for support and connection with action plan
5. Other?
Agenda

Part I
Overview of ISF and dialogue about overall application in Kansas
   – Clarify Team Goals related to building ISF capacity at state-level

Part II
State Structure for Supporting ISF (potential action items)
   1. State Leadership Teaming Structure
   2. An (aligned) Mission/Vision/Goals
   3. Status: Progress & Alignment of (related) State Initiatives
   4. Procedures for moving forward with installation in Demo Sites

Part III
Applying the Blueprint to Demo Sites (potential action items):
   1. Professional/Development
   2. Coaching
   3. Evaluation & Performance Feedback
   4. Behavioral/Mental Health Expertise

Part IV Review Plan ‘Start-up” & Define Next Steps (for afternoon planning meeting?)
Symmetry of Process

- State Leadership Team
  - Regional Leadership Team
    - District/Community Leadership Team
      - School Leadership Team
    - District/Community Leadership Team
      - School Leadership Team
  - Regional Leadership Team
    - District/Community Leadership Team
      - School Leadership Team
    - District/Community Leadership Team
      - School Leadership Team
Role of SMHAC

• Executive functions of the leadership team
  – Policy work
  – Problem solve barriers
  – Feedback loop
  – Support work in demo sites
Steps for Alignment

1. Coordinate the process with an executive level team
2. Define the valued outcome(s) to be achieved
3. Develop an inventory of the related initiatives that are currently implemented across the district
4. Identify core system features for initiatives targeted for alignment
5. Analyze and make decisions for alignment of initiatives
6. Design the plan for effective alignment including implementation, evaluation, and professional development
PART I
QUICK OVERVIEW/REVIEW OF INTERCONNECTED SYSTEMS FRAMEWORK (ISF)

Quick Review of Key Messages
Application of ISF in Kansas
Clarify Team Goals related to building ISF capacity at state-level
Advanced Organizer

1. How does the ISF structure and process ‘fit’ with Kansas?
   – Potential ‘fit’ for demo sites?

2. Long and Short term goals?
   – Build State Capacity for ISF Installation?
   – Other?

3. What approach will you use to conduct readiness/overview with potential sites before on-site training?
   – (Will the onsite training be for exploration/adopter by sites or will that have already occurred?)
   – Consider including rationale/history of ISF (slides not included here)
ISF Defined

– **Structure and process** for education and mental health systems to interact in most effective and efficient way.

– Guided by **key stakeholders** in education and mental health/community systems

– Who have the **authority** to reallocate resources, change role and function of staff, and change policy.
ISF Enhances MTSS Core Features

- **Effective teams** that include community mental health providers
- **Data-based** decision making that include school data beyond ODRs and community data
- Formal processes for the selection & implementation of **evidence-based practices** (EBP) across tiers with team decision making
- **Early access** through use of comprehensive screening, which includes internalizing and externalizing needs
- Rigorous **progress-monitoring** for both fidelity & effectiveness of all interventions regardless of who delivers
- Ongoing **coaching** at both the systems & practices level for both school and community employed professionals
1. Single System of Delivery

2. Access is NOT enough

3. Mental Health is for ALL

4. MTSS essential to install SMH

Key Messages
1. Single System of Delivery

- One committed and functional team with authority guides the work, using data at three tiers of intervention
- MH/community partners participate across ALL Tiers
- Evidence Based Practices/Programs integrated at each tier
- Symmetry (of process) at District and Building level
  - District has a plan to integrate MH at all buildings
  - Plan is based on community and school data
- Plan to build “social emotional” capacity across staff
  - Training and Coaching in place for ALL staff (community and school employed)
  - Staff are competent and confident in identifying, intervening and/or referring
1.1 Team Composition: Single System

<table>
<thead>
<tr>
<th>Teams</th>
<th>Tiered Fidelity Inventory: Tier I Features</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1 Team Composition:</strong> Tier I team includes a Tier I 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.</td>
<td></td>
</tr>
<tr>
<td><strong>PBIS Big Idea:</strong> Effective PBIS teams are knowledgeable, representative of stakeholders, and have administrative authority.</td>
<td></td>
</tr>
<tr>
<td><strong>ISF Big Idea:</strong> 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.</td>
<td></td>
</tr>
</tbody>
</table>

| ISF Enhancement | |
|----------------||
| ISF leadership teams include community employed and school employed staff with mental health expertise. Teams also include families and students as active leaders. |
| Community partners’ roles at Tier 1 are clearly defined through a memorandum of understanding (MOU). |
2. Access is NOT enough

All work is focused on ensuring positive outcomes for ALL children and youth and their families.

• Interventions matched to presenting problem using data, monitored for fidelity and outcome
• Teams and staff are explicit about types of interventions students and youth receive (e.g. from “student receives counseling” to “student receives 4 coping skills group sessions)
• Skills acquired during sessions are supported by ALL staff (e.g. staff are aware that student is working on developing coping skills and provides prompts, pre-corrects, acknowledges across school day)
Example: Data-Based Decision Process

a) Identification for Trauma Informed Group (IN):
   ▪ Student identified in highly elevated range for Internalizing Risk on screener
   ▪ Student has 2 or more events leading to suspension
   ▪ Student has not responded to a lower level Tier 2 intervention

b) Progress-monitoring (ON):
   ▪ DPR data is collected daily & reviewed every other week. Data is collected and reviewed for 6 weeks for and monitored for upward trend.

c) Exiting/transitioning (OUT):
   ▪ Student received a total of 80% of DPR points averaged per day/week for 6 weeks and has had no new ODRs, suspensions, or time out of class concerns. Student may be transitioned to CICO for 4 weeks.
Teachers please indicate YES (2), SO-SO (1), or NO (0) regarding the student’s achievement in relation to the following sets of expectations/behaviors.

<table>
<thead>
<tr>
<th>EXPECTATIONS</th>
<th>1st block</th>
<th>2nd block</th>
<th>3rd block</th>
<th>4th block</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>Self-Check</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use calming strategy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be Respectful</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>Use your words</td>
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<td></td>
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</tr>
<tr>
<td>Use safe hands</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be Responsible</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>Ask for help</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connect with safe person</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Total Points

Teacher Initials

Adapted from Grant Middle School STAR CLUB
3. Mental Health is for ALL

• Positive school climate and culture serves as protective factor. Social/emotional/behavioral health addressed with same level of attention and concern as is our children’s academic and cognitive achievement.

• Social behavior skills taught and reinforced by ALL staff across ALL settings, and embedded in ALL curriculum

• Behavior and social emotional examples used to explicitly teach what behaviors look like and sound like across school settings.
<table>
<thead>
<tr>
<th>Teaching Matrix</th>
<th>INCORPORATE Coping Strategies for Managing Stress</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respectful</strong></td>
<td><strong>All Settings</strong></td>
</tr>
<tr>
<td></td>
<td>Halls</td>
</tr>
<tr>
<td></td>
<td>Playgrounds</td>
</tr>
<tr>
<td></td>
<td>Lunch</td>
</tr>
<tr>
<td></td>
<td>Library/Computer</td>
</tr>
<tr>
<td></td>
<td>Assembly</td>
</tr>
<tr>
<td></td>
<td>Bus</td>
</tr>
</tbody>
</table>

1. **Expectations**

- **Respectful**
  - Be on time.
  - Have a plan.

- **Achieving & Organized**
  - Be kind.
  - Hands/feet to self.
  - Help/share with others.
  - Use normal voice volume.
  - Walk to right.
  - Share equipment.
  - Include others.

- **Responsible**
  - Recycle.
  - Use my breathing technique.
  - Listen to my signals.

2. **CONTEXT (Locations)**

- **Lunch**
  - Invite those sitting alone to join in.
  - Have a lunch plan and choose quiet or social lunch area.
  - Invite friends to join me.

3. **Rules or Specific Behaviors**

- **Respectful**
  - Be on time.

- **Achieving & Organized**
  - Hands/feet to self.
  - Help/share with others.
  - Use normal voice volume.
  - Walk to right.
  - Share equipment.
  - Include others.

- **Responsible**
  - Recycle.
  - Use my breathing technique.
  - Listen to my signals.
4. Installed and aligned with core features of MTSS framework.

• Integrated teams representative of all stakeholders including families and students;
• Apply data-based decision making;
• Have a formal process for selecting and implementing evidence-based practices;
• Ensure early access through comprehensive screening;
• Progress monitor for both fidelity and effectiveness;
• Ensure coaching.
Example

- Community clinician joined Tier II team
- Helped recognize that a group of students identified for support had likely experienced trauma.
- Community clinician and school clinician collaborated to select an evidence-based trauma informed group.
- Trauma informed group was added to school’s continuum of interventions
- Community and school clinician co-facilitated the group
- Students receiving intervention had improved academic and behavioral data as well as self-reporting feeling more connected to school.
Use Screening Data to Drill Down on Skills Needed

Sample BESS-3 Data

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td>Student Name</td>
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<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>F</td>
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<td>73</td>
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<tr>
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<td>76</td>
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<tr>
<td>4</td>
<td>3</td>
<td>M</td>
<td>White</td>
<td>72</td>
<td>Extremely Elevated</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>M</td>
<td>White</td>
<td>61</td>
<td>Elevated</td>
</tr>
<tr>
<td>6</td>
<td>5</td>
<td>F</td>
<td>White</td>
<td>61</td>
<td>Elevated</td>
</tr>
<tr>
<td>7</td>
<td>K</td>
<td>F</td>
<td>White</td>
<td>61</td>
<td>Elevated</td>
</tr>
<tr>
<td>8</td>
<td>3</td>
<td>M</td>
<td>White</td>
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<tr>
<td>9</td>
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<tr>
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<tr>
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<td>3</td>
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<td>White</td>
<td>77</td>
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</tr>
<tr>
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<tr>
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<td>Two or More Races</td>
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<td>White</td>
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<tr>
<td>24</td>
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<tr>
<td>25</td>
<td>3</td>
<td>M</td>
<td>White</td>
<td>72</td>
<td>Extremely Elevated</td>
</tr>
</tbody>
</table>
Parent Screener for ALL students transitioning to Middle school

Missoula, MT

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**School Readiness Check-In**

*Welcome to the new school year!* 
*We're checking in with you to learn about your student's strengths and needs for support at school.* 
*By answering these questions, you can help us start the year off right!*

<table>
<thead>
<tr>
<th>Please rate your student in the following areas:</th>
<th>Doing Great</th>
<th>Some Concern</th>
<th>Serious Concern</th>
<th>Need Support?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperating with adults</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behaving well at school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Getting grades that are appropriate for his/her skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Having good relationships with other students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Following classroom rules</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focusing and staying on task in class</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Completing homework and assignments on time</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Showing up on time to school or other activities</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Avoiding tasks that seem difficult or challenging</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spending time with students who break school rules</td>
<td></td>
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<td></td>
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<tr>
<td>Getting depressed, anxious, or irritable</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Getting easily distracted by other kids</td>
<td></td>
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<tr>
<td>Needing structure and supervision to stay on task and behave well</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Liking attending school</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Create a Routine for Selecting EBPs

Identify a process to guide selection:

- Consumer Guide to Selecting EBPs (ISF Monograph)
- Hexagon Tool from NIRN
Install and Implement

• Define and deliver Professional Development
  – What will coaches/facilitators (both school and community employed) need?
  – What will staff, students, and families need?

• Define the intervention
  – Who will deliver? When?
  – Decision rules (in, on, and out)
    • Student identified in highly elevated range for Internalizing Risk
    • Crisis hotline has been called for student
    • Student has 2 or more events leading to suspension
Monitor – Fidelity

(focus on features of the intervention)

CBITS Adherence / Fidelity Measure

Session 1:

Did the group leader cover the following elements?

0 – not covered at all
1 – cursory reference to this topic and quick review
2 – group leader clearly covers the topic, with or without cooperation of group members
3 – group leader covers the topic thoroughly, integrating it into the larger context of therapy and in an interactive style)

Introduction of group members, confidentiality, and group procedures.
Explanation of treatment using stories.
Discussion of reasons for participation (kinds of stress or trauma).
Homework assignment: Goal-setting.

Session 2:

Did the group leader cover the following elements?

0 – not covered at all
1 – cursory reference to this topic and quick review
2 – group leader clearly covers the topic, with or without cooperation of group members
3 – group leader covers the topic thoroughly, integrating it into the larger context of therapy and in an interactive style)

Homework review: Goal-setting.
Education about common reactions to stress or trauma.
Relaxation training to combat anxiety.
How to Get Started and Keep Moving Forward

– Applying Implementation Science
– Engaging partners
– Engaging families and youth
– Selecting EBP
– Using data to monitor fidelity and outcomes
– Increasing staff competence and confidence
– Communication with district level staff
Example of Work Flow Checklist

1. Select District/Schools
2. Form or Expand District Team (Workgroup of existing team?)
   • Membership
3. Establish Operating Procedures
4. Conduct Resource Mapping of current programs/initiatives/teams
   • Identify gaps/needs
   • Assess staff utilization
   • Examine organizational barriers
   • Establish priority- measureable outcomes
5. Develop Evaluation Plan
   • District and School Level
   • Tools Identified
   • Economic Benefits
6. Develop Integrated Action plan
   • Identification of Formal Process for Selecting EBP’s
   • System for Screening
   • Communication and Dissemination Plan
7. Write MOU- Determine who will implement the plan
Team Dialogue/Potential Action Items

1. Questions/thoughts about how the ISF structure and process ‘fits’ with Kansas?
2. Sharing perceptions about potential ‘fit’ for demo sites?
3. Long and Short Term Goals?
   – Build state capacity (trainers/coaches)?
   – Other?
4. Content/approach for engaging sites?
5. Other questions/comments, observations?
Part II
State Structure for Supporting ISF

GETTING STARTED
AT THE STATE LEVEL
State Structure for Supporting ISF
(potential action items)

1. State Leadership Teaming Structure
   • Stakeholder Support, Funding, Policy/Systems Alignment; Workforce Capacity

2. Mission/Vision/Goals (aligned?)

3. Current Status: Progress & Alignment of (related) State Initiatives

4. Procedures for moving forward with installation in Demo Sites
   • Initiate the development of 3-5 year plan (include desired projections for 10 years?)
   • Selection and Readiness of Demo Sites
Stakeholder Support
Funding
Policy & Systems Alignment
Workforce Capacity

Executive Functions

LEADERSHIP TEAMING
Implementation Functions

Training
Coaching
Evaluation & Performance Feedback
Behavioral Expertise

Local Implementation Demonstrations
Getting Started:
Steps for Leadership Teams*

1. Establish (or enhance) Leadership Team
2. Establish Mission/Vision
3. Assess Current Status
4. Establish Routines and Procedures for Working within a MTSS
5. Establish Ongoing Action Planning Process

*state and district/community levels
1. Establish Team

• Is there an existing State Leadership Team to guide/support implementation?

• Who is/needs to be on the team?

• Is anyone missing from the team?
2. Establish Mission/Vision

• Does the leadership team already have a mission/vision?

• Is there a common goal or outcome to coalesce around? Aligned w/related initiatives?

• Is there a data point the group has agreed is a priority to address?
3. Assess Current Status

• Implementation of PBIS?
  – Fidelity
  – Outcomes

• Installation of school mental health (other related initiatives?)?
  – Fidelity
  – Outcomes

• Selection of EBP’s to install w/coaching?
  – Fidelity
  – Outcomes
Assessing “Current Status” of Potential Demo Districts:

1. Just getting started with establishing a District Leadership Team?

2. Have a District Leadership Team and want to add Community Partners?

3. Already have a District and Community Leadership Team?
Prompt for Cherie

- Where is it appropriate (and how) to weave in info about SPDG and known plan to date?
Potential Tools to Consider throughout Discussion and Action Planning

- APCG to TFI
- ISF Implementation Inventory
- ISF Readiness Checklists
- Other?
Assessing “Current Status” of your Schools:

1. Just getting started with installing PBIS?

2. Implementing PBIS, need to boost fidelity?

3. Implementing PBIS with fidelity, want to enhance with Mental Health Integration (ISF)?
Design Readiness Steps with Potential Demo Sites

• Overview (Explore/Adopt?)
  – Commitments (Blended Teams/Data; PD; Coaches; Evaluation)

• Install
  – DCLT/SBLT’s
  – District/Community Data Review
    • Resource Maps
  – MOA/U’s
  – Training/Performance Feedback/Coaching
# Evaluation Plan

<table>
<thead>
<tr>
<th>Focus</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Aug-Sept</td>
</tr>
<tr>
<td><strong>Context/Input</strong></td>
<td></td>
</tr>
<tr>
<td>- School Profile for schools entering training</td>
<td>X</td>
</tr>
<tr>
<td>- Training Consultants</td>
<td>X</td>
</tr>
<tr>
<td>- Master training schedule for teams, coaches and trainers, and District Leadership Team</td>
<td>X</td>
</tr>
<tr>
<td>- List of team members</td>
<td>X</td>
</tr>
<tr>
<td>- Participant evaluation of training events</td>
<td>X</td>
</tr>
<tr>
<td><strong>Process/Fidelity (will be based on area of need)</strong></td>
<td></td>
</tr>
<tr>
<td>- Tiered Fidelity Inventory (TFI)</td>
<td>TFI</td>
</tr>
<tr>
<td>- Reading Tiered Fidelity Inventory</td>
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<td></td>
</tr>
<tr>
<td><strong>Screening</strong></td>
<td></td>
</tr>
<tr>
<td>- Office Referrals (SWIS), grades, attendance, visits to nurse, counselor, teacher reports, direct observation</td>
<td>X</td>
</tr>
<tr>
<td>- Systematic Behavior Screener (e.g. BASC, BESS, SRSS, SSBD)</td>
<td></td>
</tr>
<tr>
<td>- CBM (e.g. DIBELS, AIMSweb, Easy CBM)</td>
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</tr>
<tr>
<td>- Family Screeners</td>
<td></td>
</tr>
<tr>
<td>- Ages and Stages Screener</td>
<td></td>
</tr>
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<td><strong>Evaluation Reports</strong></td>
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<td>X</td>
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<td>X</td>
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State Structure for Supporting ISF
Potential Action Items

1. State Leadership Teaming Structure
   - Stakeholder Support, Funding, Policy/Systems Alignment; Workforce Capacity

2. Mission/Vision/Goals (aligned?)

3. Current Status: Progress & Alignment of (related) State Initiatives

4. Procedures for moving forward with installation in Demo Sites
   - Initiate the development of 3-5 year plan (include desired projections for 10 years)
   - Selection and Readiness of Demo Sites
Part III

Applying the Blueprint to Demo Sites

Professional Development/Training
Coaching
Evaluation & Performance Feedback
Behavioral/Mental Health Expertise
Applying the Blueprint to Demo Sites

Training, Coaching, Evaluation & Performance Feedback, Behavioral/Mental Health Expertise

– Review action items designed in Part II including Mission/Goals
– Review potential tools to: a) guide installation/implementation, b) evaluate outcomes (Systems and practices), c) provide performance feedback
– Define Professional Development (PD)/Coaching Structure for Readiness and installation in Demo Sites
– Define PD/Coaching Structure for implementation to Full Implementation (including target, dosage/frequency)
Getting Started:
Steps for Leadership Teams*

1. Establish (or enhance) Leadership Team
2. Establish Mission/Vision
3. Assess Current Status
   - School/community data; implementation status
4. Establish Routines and Procedures for Working within a MTSS
5. Establish Ongoing Action Planning Process

*state and district/community levels
Establish a Structure for Integrated Work

- Establish a “way of work”. Move away from “more is better”.
- Utilize a formal process for selection and implementation (data/practices/systems)
- New emphasis on “sustainability” and “efficiency” have heightened attention on the need for effective systems of alignment.

  - (Greenwald, Poulos, & Horner, 2015)
Establish/strengthen a DCLT

- with stakeholders who have the authority to reallocate people, funding, resources
- Include an integrated professional development plan for both school and community employed staff
- Focus on cross-system teams that hold themselves accountable with data-based decisions
Chippewa Falls, WI Example

• Students with unmet mental health needs led to PBIS leadership recognizing they needed a systematic approach to address
• Had 7 mental health providers with clinicians who came into schools to meet with caseloads of students in co-located model
• Met with each provider organization separate to discuss desire to move towards an integrated approach
• Then set a meeting to bring all providers together to walk through the process of single system
MISSION

The mission of the U-46 School and Community Alliance is to create, integrate and leverage existing and new school/community partnerships that develop a full continuum of systematic interventions based on data. It encompasses three intervention tiers:

- Systems for promoting healthy development and preventing problems
- Systems for responding to problems as soon after onset as is feasible
- Systems for providing intensive care
Example: Buncombe County Schools, Asheville, NC

Buncombe County Schools
PREPARING STUDENTS FOR THEIR TOMORROW

PURPOSE
WHY WE ARE HERE
To provide safe and engaging learning environments that prepare students for their tomorrow.

WHAT WE AIM TO DO
DIRECTION
Our students will become successful, responsible citizens in an ever-changing global society.

BELIEFS
OUR CORE VALUES
Teaching the Whole Child
Personalizing Instruction
Empowering World-Class Educators
Encouraging Personal Growth
Embracing Diversity
Investing Purposefully
Collaborating and Communicating

BuncombeSchools.org
Buncombe DCLT

• Large and diverse stakeholder group
  – Managed Care Organization - Leadership
  – Dept. of Health and Human Services
  – Mountain Area Health Education Center
  – Four Mental Health Provider Organizations
  – Dept. of Juvenile Justice
  – FIRST (parent Advocacy and Support)
  – Children First/Communities in Schools
  – United Way
  – Family Justice Center
  – Child Advocacy Center
  – Blue Ridge Treks
  – Tapestry (Eating Disorder treatment)
  – Caring for Children
  – Children’s Hope Alliance
  – Carolina Outreach

• Use of workgroup structure
Buncombe Workgroup Structure*

- Implementation and Accountability – executive functions of implementation blueprint
- Research and Evaluation – (formerly data group) collect, analyze, disseminate, evaluate, outcomes
- Professional Learning – cross planning and training, family partnerships, resource development
- Continuum Support – ongoing needs assessment, gap analysis, protocol for selecting, implementing, and progress monitoring interventions
- Communication and Visibility – marketing, engagement, collaboration

*Workgroups changed based on improvement goals
Status of Core features of MTSS framework.

- Integrated teams representative of all stakeholders including families and students;
- Apply data-based decision making;
- Have a formal process for selecting and implementing evidence-based practices;
- Ensure early access through comprehensive screening;
- Progress monitor for both fidelity and effectiveness;
- Ensure coaching.
## Activity: Intervention Mapping and Gap Analysis

**Step 1:** Use the table below to identify what interventions you have in place at each tier.

<table>
<thead>
<tr>
<th>Intervention Map</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tier 1</strong></td>
</tr>
<tr>
<td><strong>Tier 2</strong></td>
</tr>
<tr>
<td><strong>Tier 3</strong></td>
</tr>
</tbody>
</table>
Establishing Routines and Procedures for Working within a MTSS

• Current teaming routines in schools?
  – Tracking Tool?
  – Systems Response Tool?
  – Procedures for selection of EBPs
Example of Work Flow Checklist

1. Select District/Schools
2. Form or Expand District Team (Workgroup of existing team?)
   • Membership
3. Establish Operating Procedures
4. Conduct Resource Mapping of current programs/initiatives/teams
   • Identify gaps/needs
   • Assess staff utilization
   • Examine organizational barriers
   • Establish priority- measurable outcomes
5. Develop Evaluation Plan
   • District and School Level
   • Tools Identified
   • Economic Benefits
6. Develop Integrated Action plan
   • Identification of Formal Process for Selecting EBP’s
   • System for Screening
   • Communication and Dissemination Plan
7. Write MOU- Determine who will implement the plan
Establish Ongoing Action Planning Process

• Professional Development & Coaching Plan

• Develop Evaluation Plan
  – Outcomes
  – Performance Feedback

• Address Roles and Responsibilities
  – Coaching
  – Intervention facilitators
# Evaluation Plan

<table>
<thead>
<tr>
<th>Focus</th>
<th>Schedule</th>
</tr>
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<tr>
<td><strong>Focus/Context/Input</strong></td>
<td>Aug-Sept</td>
</tr>
<tr>
<td>▪ School Profile for schools entering training</td>
<td>X</td>
</tr>
<tr>
<td>▪ Training Consultants</td>
<td>X</td>
</tr>
<tr>
<td>▪ Master training schedule for teams, coaches and trainers, and District Leadership Team</td>
<td>X</td>
</tr>
<tr>
<td>▪ List of team members</td>
<td>X</td>
</tr>
<tr>
<td>▪ Participant evaluation of training events</td>
<td>X</td>
</tr>
<tr>
<td><strong>Process/Fidelity</strong></td>
<td>TFI</td>
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<td>(will be based on area of need)</td>
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Prompt for Cherie

• Any time there is a slide where you already have “Kansas details”, we should make this more “live” and specific. So, if you already have the start of an eval plan via SPDG, we should put that in, rather than examples from other places.
How to Get Started and Keep Moving Forward

- Applying Implementation Science
- Engaging community partners
- Engaging families and youth
- Selecting EBP
- Using data to monitor fidelity and outcomes
- Increasing staff competence and confidence
- Communication with district level staff
Integrated Action Plan*

- School employed and community employed staff share responsibilities and resources

- Uses framework of PBIS and blends in SMH across Tiers to provide full continuum of prevention and intervention based on data and use of EBPs

*District/Community and building Level
## Integrated Action Plan Example

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Who?</th>
<th>When?</th>
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</thead>
<tbody>
<tr>
<td>Change organizational chart to reflect MTSS/PBIS as capacity building implementation framework that guides installation of other initiatives. Workgroups for Equity, Wellness, Restorative Practices will report to MTSS Committee</td>
<td>MTSS Committee Co-Chairs</td>
<td>Within 2 weeks</td>
</tr>
<tr>
<td>Align way of work to include: Adopting similar agenda process adopted for all committees and workgroups that includes integrated data system and communication/feedback loop for ongoing decision making.</td>
<td>MTSS Committee and Workgroup Chairs</td>
<td></td>
</tr>
<tr>
<td>Executive Team will define and use formal process to select new initiatives.</td>
<td>Superintendent</td>
<td>Data to determine decisions Ongoing process</td>
</tr>
<tr>
<td>Executive Team will develop a communication/dissemination plan and adapt information based on stakeholders group.</td>
<td>MTSS Committee Chairs</td>
<td>Within a month</td>
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Action Planning:
Applying the Blueprint to Demo Sites

1) Professional Development/Training
2) Coaching
3) Evaluation & Performance Feedback
4) Behavioral/Mental Health Expertise
Part IV

Review Plan & Define Next Steps
Applying the Blueprint to Demo Sites

Training, Coaching, Evaluation & Performance Feedback, Behavioral/Mental Health Expertise

– Review action items designed in Part II including Mission/Goals
– Review potential tools to: a) guide installation/implementation, b) evaluate outcomes (Systems and practices), c) provide performance feedback
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Join the Targeted Workgroup Webinars

The Targeted Workgroup is to provide opportunities for sites from around the country to learn and interact with one another technically. The goals of the workgroup are to: 1) increase ISF capacity at both state and regional levels as national demonstration, and 3) test and refine ISF tools.

Series Recordings

Sign up here for the ISF Targeted Workgroup Email List!
Follow Us On Social Media

Susan Barrett @sbarrett1114 · Mar 15
DDOP Day 18: What is in place to allow for our students to talk about stress? Students may be experiencing high levels of stress and anxiety. Have an open dialogue, create multiple ways for students to communicate concerns and take time to teach coping skills. #PBIS #APBS2018

Show this thread
PBIS: Celebrating Positive & Safe Learning Environments

Hilton Chicago
720 S. Michigan Avenue

Registration opens April 3rd.
For more information, visit the Upcoming Events page at www.pbis.org in March.

This two-day forum for school, state, district, and regional Leadership Teams and other professionals has been designed to increase the effectiveness of PBIS implementation.

Sessions are organized by strands that support initial through advanced implementation in a full range of education settings, and assist state level planning to improve school quality and student success. Featuring sessions specific to Juvenile Justice, Alternative Educational Settings, Mental Health, and Family partnerships.

SAVE THE DATE
October 4-5, 2018
Contact Info

Kelly Perales

Kelly.perales@midwestpbis.org
WRAP-UP AND NEXT MEETING

Next Meeting:
July 24, 2018
9:30-1:00
Wichita Hyatt
Regency/Century II
Redbud C

KSDE-TASN Summer Leadership Conference
July 25-26, 2018
Wichita Hyatt/Century II
Register:
www.ksdetasn.org