

E1 - The Way Forward: Using the Interconnected Systems Framework Process to Ensure Equity in Mental Health in Schools

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Content Facilitator: Lucille Eber, Midwest PBIS Network (IL)

Topic: Mental Health/Social-Emotional Well-Being

Keywords: Interconnected Systems Framework (ISF)



Virtual PBIS Leadership Forum | #PBISForum

October 26-28, 2021

Virtual Forum Expectations

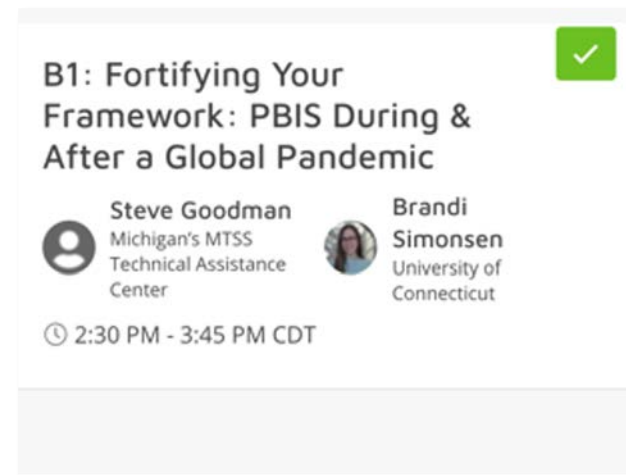
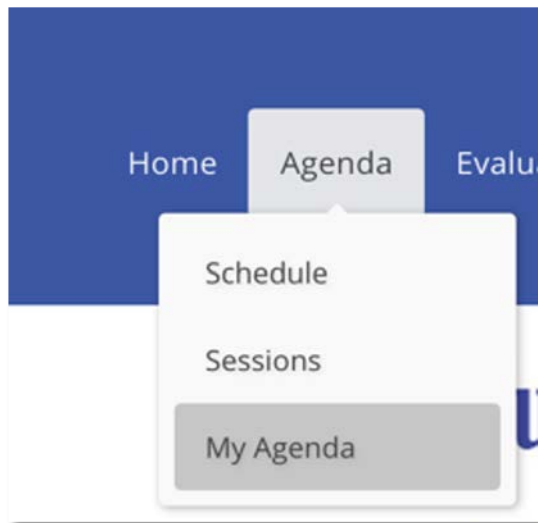
EXPECTATION	OVERALL Event	CHAT Tab	POLLS Tab (+Q&A)
BE RESPONSIBLE	✧ Use a shared action plan for your team ✧ Complete session evaluations	✧ Post positive on-topic comments ✧ Questions for the presenters go in the POLLS tab ➡	✧ Add questions before and/or during session
BE RESPECTFUL	✧ Limit distractions ✧ Follow up on your assigned action items	✧ Use inclusive language	✧ Use sincere phrasing ✧ Complete additional polls when prompted
BE SAFE	✧ Take movement breaks ✧ Be aware of your stress level	✧ Engage in productive dialogue	✧ Ask solution-oriented questions
<i>For Presenters</i>	✧ <i>Ensure Files Tab has current materials and related weblinks</i>	✧ Monitor and remove inappropriate comments	✧ Identify common Qs to address in final 15 minutes



Finding Your Registered Sessions in Pathable

Your Personalized Schedule (My Agenda)

Locate the Agenda Menu, Select “My Agenda” from the drop-down, and you will see the sessions for which you are registered. A green check mark in the upper right corner indicates you are registered.



Navigating the Session Page

1. **Session Details** (Title, Presenters, Date & Time, Description, Keywords)
2. **Join Session**
3. **Interact through Chat, Polls, & Uploaded Files**

The screenshot shows the session page for the 'Orientation for Tech Assistants and Content Facilitators (OPTIONAL for Presenters)' session. The page is part of the Virtual PBIS Leadership Forum. The top navigation bar includes links for Home, Schedule, Agenda-At-A-Glance, People, Session Evals, Overall Eval, Materials, SCTG, Social Media, and Help Desk. The session title is 'Orientation for Tech Assistants and Content Facilitators (OPTIONAL for Presenters)'. The presenters are Jennifer Norton (Midwest PBIS Network Project Coordinator) and Brian Meyer (Midwest PBIS Network (IL) Co-Director). The session is scheduled for 2:00 PM - 4:00 PM CDT on Friday, September 18. A 'JOIN MEETING' button is visible. The chat section shows a message from Diane LaMaster: 'I had to non zoom to hear'. The page also includes a 'MANAGE' button and a 'DRESS REHEARSAL' label.

1. Orientation for Tech Assistants and Content Facilitators (OPTIONAL for Presenters)

2. JOIN MEETING

3. Chat



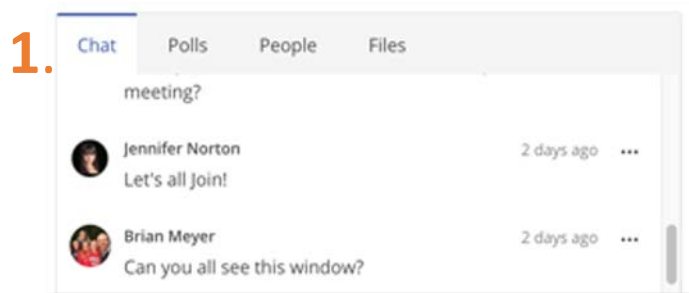
Tips for Participants

Chat, Polls, and Q&A

1. Use **Chat** for engaging with other participants around the session topic.

Presenters may use chat differently in specific sessions.

Follow overall Forum expectations for *responsible, respectful, and safe* chatting

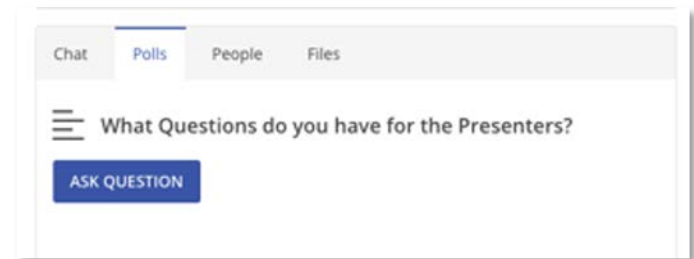


2. Find the **Q&A** under **Polls**.
Questions for presenters go there.

3. Some sessions have other **Polls** or more **Specific Questions**.

Complete those when prompted

2.



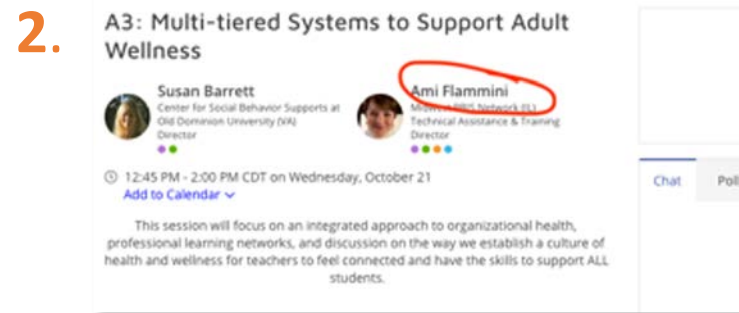
3.



Be careful of accidentally navigating away

While participating in a live Session...Be Present!

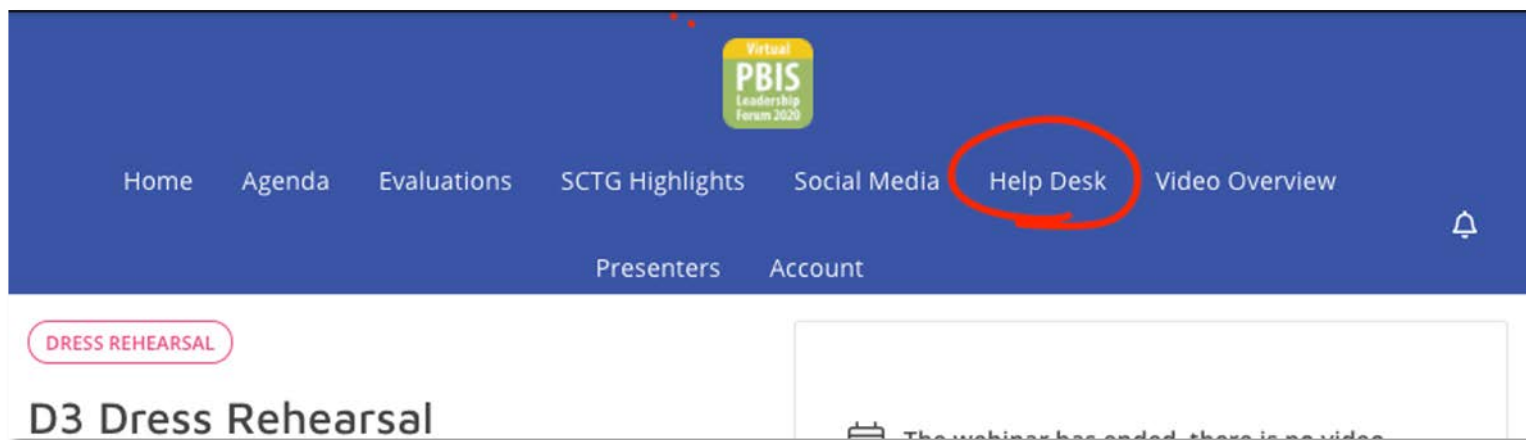
- If you navigate away from the live Session you will need to press the “Join Meeting” button to get back in.
- What does **navigating away** look like? Here are some examples:
 1. Clicking on any area of the navigation menu
 2. Clicking on a Person's name



Tips for Participants

Support is Available

If at any time you need support as a participant,
use the **Help Desk**:



E- Mental Health Strand

1:15pm-2:30pm CT

E2 - District-level Implementation of the Interconnected Systems Framework: Expand Your Team, Expand Your Results

Kelly Perales, Midwest PBIS Network (IL); Jennifer Kubista & Britta Centoni, Central School District (OR)

Content Facilitator: Susan Barrett, Center for Social Behavior Supports, Old Dominion University (VA)

Meeting the social-emotional-behavioral health needs of every student requires a single system of delivery now more than ever. This session will describe how to create a unified and comprehensive approach for district and community leaders. An exemplar district's experience using available resources and tools will be shared.

Resources:

- [Installing an Interconnected Systems Framework at the District/Community Level: Recommendations & Strategies for Coaches & District Leaders](#)
- [District/Community Leadership Installation Guide](#)

3:00pm-4:15pm CT

E3 - School Level Implementation of the Interconnected Systems Framework: Where the Rubber Meets the Road

Lucille Eber, Midwest PBIS Network (IL); Bob Putnam, The May Institute (MA); Karen McCrillis, Gardner Public School District (MA)

Content Facilitator: Kelly Perales, Midwest PBIS Network (IL)

Shifting from individual clinician to team selection and progress monitoring of interventions for trauma, anxiety, and other mental health needs is challenging. This session will describe the application of MTSS features in schools including tools to guide coaches and teams, and the voices and experiences of implementers from Interconnected Systems Framework (ISF) sites.

Resources:

- [Installing an Interconnected Systems Framework at the School Level: Recommendations & Examples to Guide School Leadership Teams, Practitioners & Coaches](#)

Facilitated Discussions

5:15pm-6:15pm CST

Facilitated discussions provide an opportunity for continuing conversations on specific PBIS topics. These sessions will be led by Virtual PBIS Leadership Forum presenters and will be structured as a facilitated dialogue and networking session (Community of Practice) with opportunities for participants to propose questions electronically within our virtual conferencing platform. Participants are encouraged to come prepared with questions to actively engage in the dialogue.

FD2 - Integration of School Mental Health & PBIS: Tips & Strategies

Discussion Leaders: Lucille Eber, Midwest PBIS Network (IL); Susan Barrett, Center for Social Behavior Supports, Old Dominion University (VA)

Join this facilitated discussion to talk more about your experiences, challenges, and questions. We will provide review of new materials and resources to support your integrated efforts.

FD3 - Building a Culture of Support for Teachers to Integrate Academic & Social-Emotional-Behavioral Instruction

Discussion Leaders: Kimberly Yanek, Center for Social Behavior Supports, Old Dominion University (VA); Steve Goodman, Michigan's Multi-Tiered System of Supports Technical Assistance Center

This facilitated discussion will provide the opportunity to engage in reflective thinking and collaborative sharing of resources to plan for supporting ourselves and other teachers to implement high-leverage practices, differentiated instruction for each and every student, and placing teacher well-being at the center of this work.

FD5 - Systematic Screening: Complexities & Considerations

Discussion Leader: Joni Splett, University of Florida

Content Facilitator: Katie Eklund, University of Wisconsin-Madison

This will be a facilitated discussion about complexities and considerations for systematic screening in the COVID era. At a time when supporting student's emotional well-being is critical for all preK-12 educators, systematic screening efforts are at the forefront of the conversation. We will discuss lessons learned and resources from pbis.org.



Potential

We have the potential to reverse all trends and create a healthier way forward. We have a wealth of accumulated knowledge with one common theme across prevention science, behavioral and evolutionary science and that is to make people's environments more nurturing (Biglan, 2015)

It may take longer to recover than we initially thought, but the most common outcome from disaster is resilience. (Mauseth, 2021)



Secretary Miguel Cardona ✓

@SecCardona

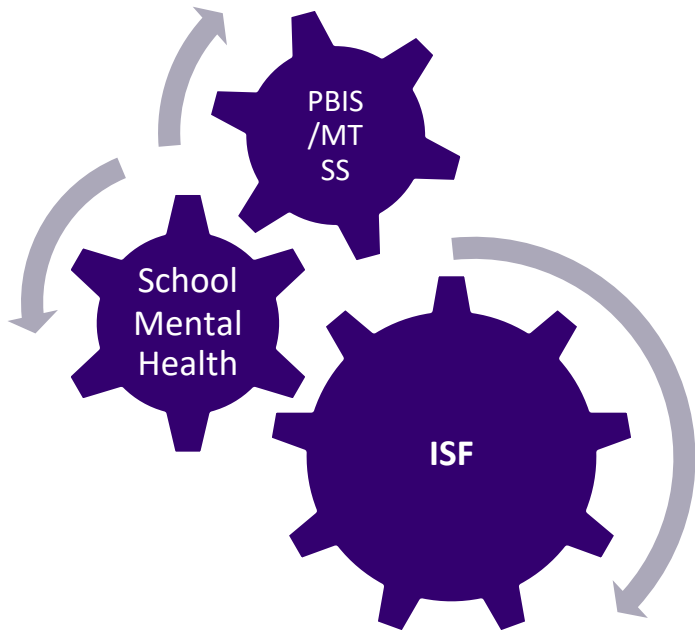


In the past, student access to structured mental health services in schools hasn't been implemented in a functional way. It's been ancillary & after the fact. We have the opportunity now to redesign schools & make sure that mental health services are a core part of school's DNA.

9:11 AM · Mar 27, 2021 · Twitter Web App

331 Retweets 81 Quote Tweets 1,790 Likes

Interconnected Systems Framework



- Deliberate application of the multi-tiered PBIS Framework for all social-emotional-behavioral (SEB) interventions
(e.g. Mental Health, Social Emotional Instruction, Trauma-Informed Practices, Bully Prevention, etc.)
- Aligning all SEB related initiatives through one system at the state/regional, district and school level
- Active participation of Family and Youth as a central feature

RTI- Academic Content Area Focus

- Uncovering strengths and needs in academic skills.
- Use of evidence -based curricula
- Explicit instruction
- Increase intensity of supports (dose, frequency) based on need
- Teams make decisions about what and how to implement to support needs (e.g., grade level)

PBIS- Social Emotional Behavior Support Focus

- Uncovering strengths and needs in social emotional behavior skills.
- Use of evidence -based curricula
- Explicit instruction as prevention
- Increase intensity of supports (dose, frequency) based on strength and need
- Teams make decisions about what and how to implement to support needs

School Mental Health Focus

- Uncovering strengths and needs in mental health skills.
- Use of evidence -based MH curricula
- Explicit instruction- Wellness is a skill tool
- Increase intensity of supports (dose, frequency) based on strength and need
- Expanded Team includes youth, family and clinicians make decisions about what and how to implement to support needs across all tiers

Single System of Support

- **Effective teams** co-design effort with youth, family and community members
- **Data**-based decision making that include school data and community data
- Formal processes for the selection & implementation of **evidence-based practices** (EBP) across tiers with team decision making (team -based decision)
- **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

Core
Feature
s

RTI- Academic Content Area Focus

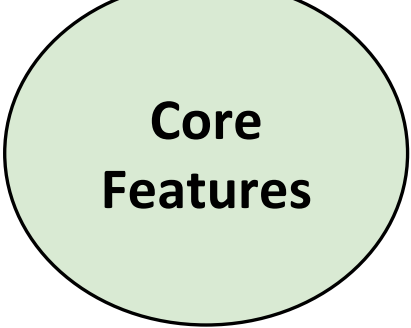
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School Mental Health

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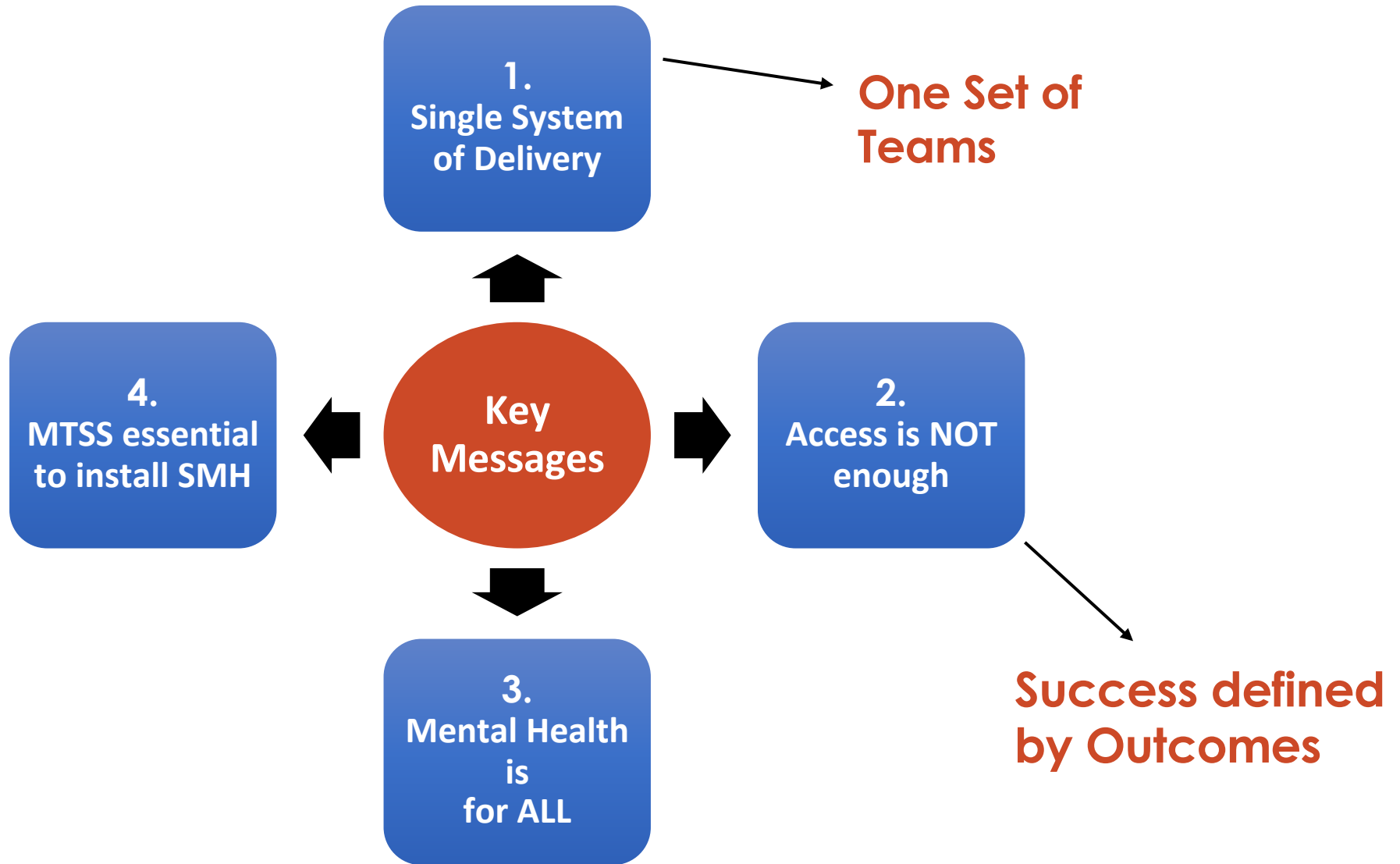


Core Features

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ISF Defined

- A structure and process for education and mental health/child serving systems to interact in most effective and efficient way.
- Guided by key stakeholders in education and mental health/community systems, youth and family
- Who have the authority to reallocate resources, change role and function of staff, and change policy.



Addressing Mental Health/Social Emotional Well-Being in a Tiered Framework

- School and community clinicians are embedded members of the school community and participate on systems teams at all 3 tiers.
- Youth, Families and community provide expanded context and participate in all decisions.
- Teams use an evidence-based protocol for selection and delivery of interventions across tiers.
- Teams continuously monitor fidelity and outcomes, adjusting to improve effectiveness and efficiency.

Tier 1 Team

- **Focus on wellness promotion and mental health literacy for ALL**
- **Universal screening data uncovering externalizing and internalizing needs used to inform Tier 1 instruction**
- **SEB curriculum embedded in academic content with coaching support provided by SEB leaders**

Tier 2 Team

- **Universal mental health screening used with other data to identify students for Tier 2 and 3 interventions**
- **Request for Assistance protocol is same for academic, social behavior and mental health needs**
- **Team selects, coordinates and monitors a continuum of supports to address social skills, problem-solving skills, and coping skills; including for those students who are experiencing anxiety, depression, and the impact of trauma**

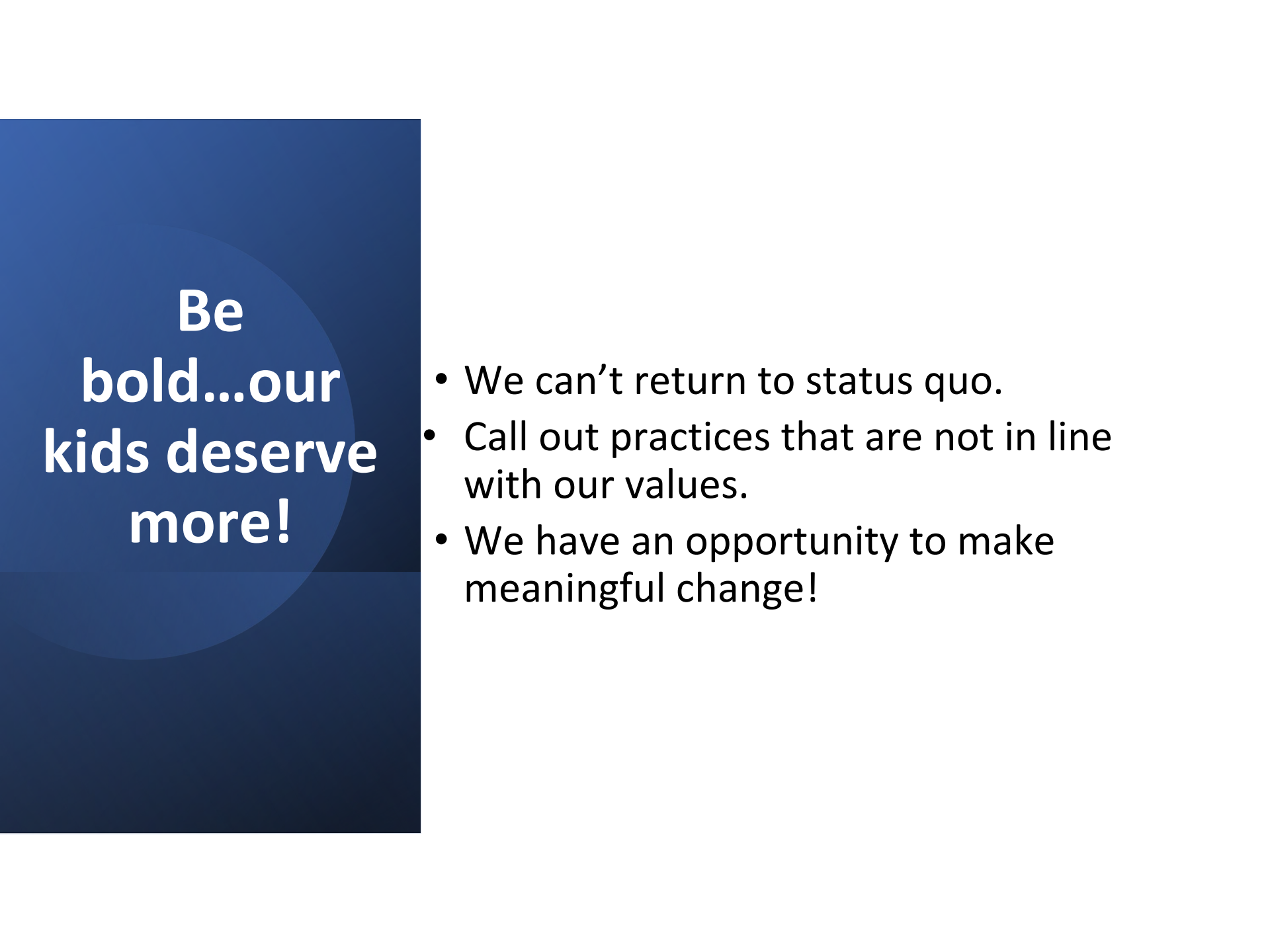
Tier 3 Team

- **Teams review data, select interventions and assign facilitators to lead individual student teams**
- **Teams progress monitor fidelity & outcomes of all interventions with data provided by clinicians who facilitate interventions**
- **Teams make data-based decisions to determine coaching to improve practices across Tier 3**

Addressing Mental Health/Social Emotional Well-Being in a Tiered Framework

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Tier 1 Team	Tier 2 Team	Tier 3 Team
• Focus on wellness promotion and mental health literacy for ALL • Universal screening data uncovering externalizing and internalizing needs used to inform Tier 1 instruction • SEB curriculum embedded in academic content with coaching support provided by SEB leaders	• Universal mental health screening used with other data to identify students for Tier 2 and 3 interventions • Request for Assistance protocol is same for academic, social behavior and mental health needs • Team selects, coordinates and monitors a continuum of supports to address social skills, problem-solving skills, and coping skills; including for those students who are experiencing anxiety, depression, and the impact of trauma	• Teams review data, select interventions and assign facilitators to lead individual student teams • Teams progress monitor fidelity & outcomes of all interventions with data provided by clinicians who facilitate interventions • Teams make data-based decisions to determine coaching to improve practices across Tier 3



**Be
bold...our
kids deserve
more!**

- We can't return to status quo.
- Call out practices that are not in line with our values.
- We have an opportunity to make meaningful change!

Cultural Responsiveness, Equity & Mental Health

Listen



Brené with Oprah Winfrey and Dr. Bruce D. Perry on Trauma, Resilience, and Healing

May 5 • Unlocking Us with Brené Brown

Follow

15



15

-58:03

...



Spotify

Oregon's Student Success Act

- Meet students' mental or behavioral health needs
- Increase academic achievement for students
- Reduce disparities for historically underserved populations

ISF promotes growth in seven of the top twelve
Student Investment Account progress markers.

Equity work is SEL work

- *School community is for EVERYONE*
- *Social Justice truths*
- *Understanding and managing our wellness &*
- *Moving from “managing” to “supporting”*



Johnny Phu, Director of Special Services

When we talk about Trauma Responsive Environments...

1: Create positive, predictable learning environments

2: Purposeful relationship building

3: Prioritize teaching self-regulation and other related SEL skills

None of these can happen in an unsafe, unjust, unwelcoming environment.

Our Guest Speaker...

An unwavering advocate for equity through MTSS...

Was a pivotal force as part of Association of Washington School Principals....

Dominates in the Cross Fit gym...

Dr. Kurt Hatch, UW, Tacoma...





*We should be discussing how to provide **meaningful** learning, as well as **mental-health systems** that prioritize **belongingness** and **well-being**. We should focus on creating environments that will welcome students back to a transformed system.”*

—Kurt Hatch, PhD



Resources

- Advancing Education Effectiveness: Interconnecting School Mental Health and SW-PBIS, Volume 2: An Implementation Guide
- Integrated TFI Companion Guide
- An Introduction to The Interconnected Systems Framework



Please Complete this Session's Evaluation

Session #E1 - The Way Forward: Using the ISF Process to Ensure Equity in Mental Health in Schools

1. In the Event Platform/App:

- In “**Files**” tab,
- In “**Evaluations**” in the navigation menu
- In “**Chat**”

OR

2. QR Code



AFTER YOU SUBMIT EACH SESSION EVALUATION, CLICK THE LINK TO ENTER THE GIFT CARD RAFFLE

*Evaluations are anonymous!
We send reminder emails to all participants.*



Thank You!

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Kurt Hatch, kdhatch@uw.edu

