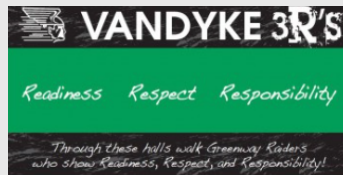


School Age Collaboration

The Power of Embedding School Linked Mental Health Services into a School-wide System of PBIS through Collaboration

Minnesota Positive Behavior Supports Forum
May 9, 2018



School Age Collaboration

**Minnesota Department
of Human Services**

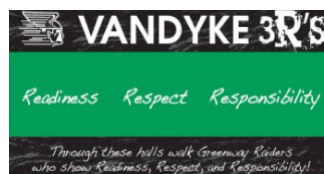
Kris Lofgren

**Vandyke Elementary,
Greenway School District**

Sue Hoeft

**Minnesota Department
of Education**

Mary Hunt



Session Objectives

This session will describe:

- ***Shared messages*** and ***core features*** across SW-PBIS and School Linked Mental Health Grants (SLMH).
- **Examples** of how a coordinated approach and collaboration can improve implementation and service delivery to students.
- **State data collection and analysis** from the Department of Human Services (DHS) and the Minnesota Department of Education (MDE) will be shared along with local examples to illustrate efforts in Minnesota.

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Working in the Education Sector

- Working with and in schools to create positive and supportive environments for students and staff comes with unique challenges and rewards.
- Mental health professionals are experts in their field but not as familiar with the systems, structures, language, priorities that drive the education partner they are working with.
- There can be a learning curve for mental health professionals working in the education environment and *vice versa*.

Adapted from Speaking Education's Language: A Guide for Public Health Professionals Working in the Education Sector

Why Schools?

- One-fifth of the U.S. population can be found in schools
- Opportunity for mental health promotion, early identification and intervention, and clinical treatment
- ***Untreated mental health issues are a significant barrier to learning and educational success***

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SLMH and PBIS

- The Core Components of both SLMH Grants and PBIS support and enhance opportunities of partnership between SLMH and host schools
- Both support mental health of all students
- Prevention, early access commensurate with level of need
- Data collection is central to both for continued improvement and monitoring
- Infrastructure is there for Multi-Tiered System of Supports (MTSS) with PBIS

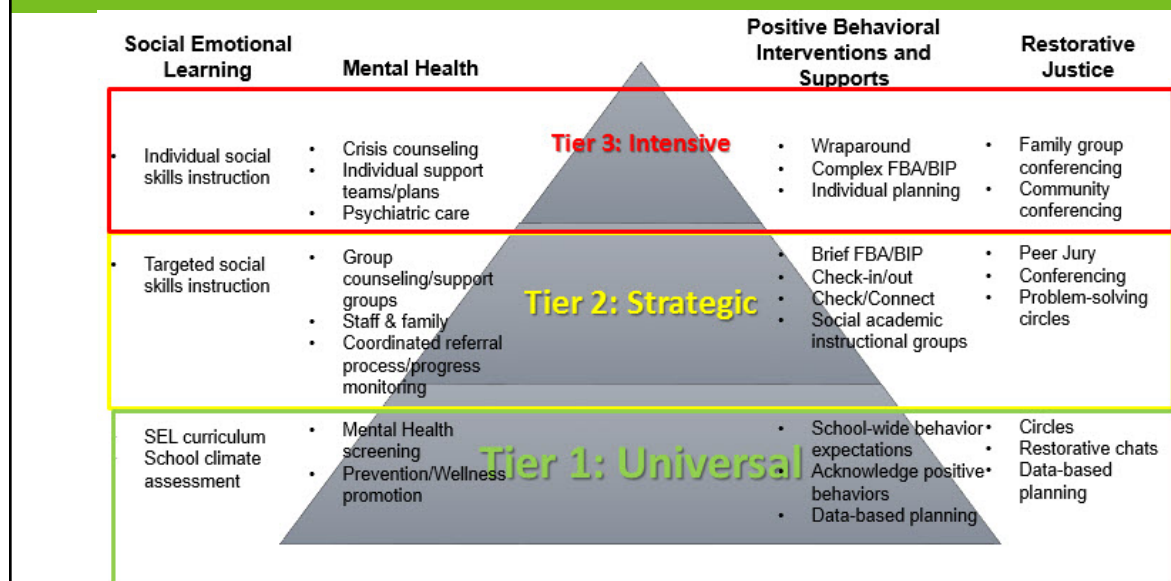
From the Every Student Succeeds Act (ESSA) 2015

“(33) **MULTI-TIER SYSTEM OF SUPPORTS.**—The term ‘multi-tiered system of supports’ means a **comprehensive continuum** of evidence-based, systemic practices to support a **rapid response to students’ needs**, with **regular observation to facilitate data-based instructional decisionmaking.**”

Source: <https://www.gpo.gov/fdsys/pkg/BILLS-114s1177enr/pdf/BILLS-114s1177enr.pdf>

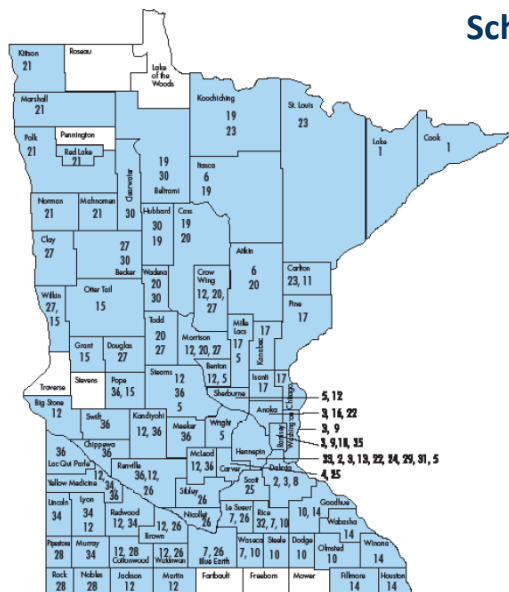
7

Related Initiatives



SLMH Grants

- School-based mental health services reach children in typical, every-day environments. The natural, non-stigmatizing location offers an early and effective environment for intervention.
- These school-connected clinical mental health treatments include interventions that:
 - *Increase accessibility for children and youth who are uninsured or underinsured*
 - *Improve clinical and functional outcomes for children and youth with a mental health diagnosis*
 - *Improve identification of mental health issues for children and youth*



- **46%** school buildings/programs (N=953)
- **52%** school districts (N=287)
- **14,971** students received mental health services
- **Interactive map**

SLMH School/Program Summary Statistics

• Schools/programs served (January – June 2016):


- Bureau of Indian Education (BIE) Tribal Schools: **2**
- Area Learning Centers (ALC): **34**
- Alternative Schools and Programs: **40**
- K-12 Schools: **20**
- Elementary Schools: **452**
- Middle Schools: **124**
- Junior Highs: **8**
- Senior Highs: **133**
- Combined (Junior and Senior): **150**
- Early Childhood: **32**

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Top 3 Diagnoses from 2016 SLMH

Diagnoses	<i>N</i>	%
Adjustment Disorder (all types)	1,361 (10 agencies)	49%
Major Depression (all types)/Depressive Disorder/Dysthymia	512 (8 agencies)	28%
ADHD (all types)	245 (6 agencies)	18%

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Give & Get Agreement					
School Linked Mental Health (SLMH) to Children and Families Across Minnesota SLMH & School Partnership Give and Get Agreement					
Focus Area	SLMH Get	School Get	SLMH Give	School Give	Shared Outcomes
Collaboratively identifying and implementing an Evidence Based Practice (EBP)	<ul style="list-style-type: none">Allows for mutual selectionBetter understanding of what is expected between schools and granteesSupports buy-in from the beginning				 <ul style="list-style-type: none">Promote a common vision in service to student outcomes through school and community staff collaborationOutcomes should be measureable
Data-based decision making					
Professional Development (PD)					

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What is Positive Behavioral Interventions and Supports (PBIS)?
<ul style="list-style-type: none"> A systemic framework which supports the implementation of practices to improve student success & school climate About increasing positive interactions between adults and students About continual use of data to make decisions Responsive to the unique context and cultures of each school or program
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PBIS is now defined in MN Statute 122A.627

“Positive behavioral interventions and supports” or “PBIS” means an evidence-based framework for preventing problem behavior, providing instruction and support and positive and prosocial behaviors, and supporting social, emotional, and behavioral needs for all students. Schoolwide implementation of PBIS requires **TRAINING, COACHING and EVALUATION** for school staff to consistently implement the key components that make PBIS effective for ALL students including:

- Establishing, defining, teaching, and practicing **three to five positively stated schoolwide behavioral expectations** that are representative of the local community and cultures;
- Developing and implementing a consistent system used by all staff to provide **positive feedback and acknowledgement** for students who display schoolwide behavioral expectations;
- Developing and implementing a **consistent and specialized support system** for students who do not display behaviors representative of schoolwide positive expectations;
- Developing a system to support **decisions based on data** related to student progress, effective implementation of behavioral practices, and screening for students requiring additional behavior supports;
- Using a **continuum of evidence-based interventions** that is integrated and aligned to support academic and behavioral success for all students; and
- Using a **team-based approach** to support effective implementation, monitor progress and evaluate outcomes.

Source: <https://www.revisor.mn.gov/laws/?id=5&year=2017&type=1#laws.2.26.0>

Different Types of Data in PBIS

• Effort/Process data: documents events & actions

- Time spent on an activity
- Number of trainings attended, etc.

How much?

• Fidelity data: measures if educators or teams are

- Using the critical features of practice as designed.
- Independent checks more valid/reliable than self-report

How well?

• Outcome data: measures the extent that:

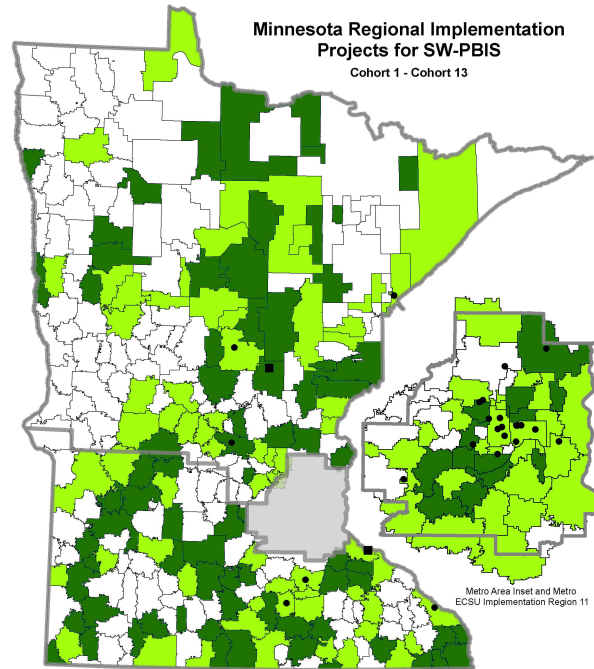
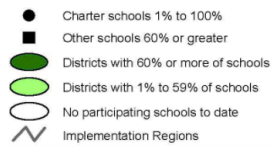
- Activities, initiatives, and improvement efforts are leading to a desired result

Did it improve?

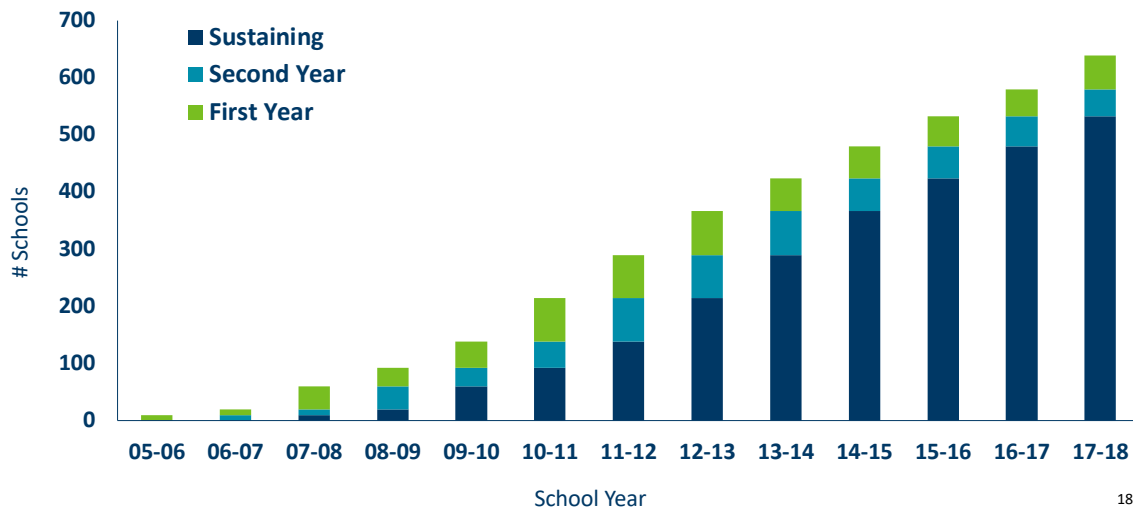
Cohorts 1- 13

(2005-2019)

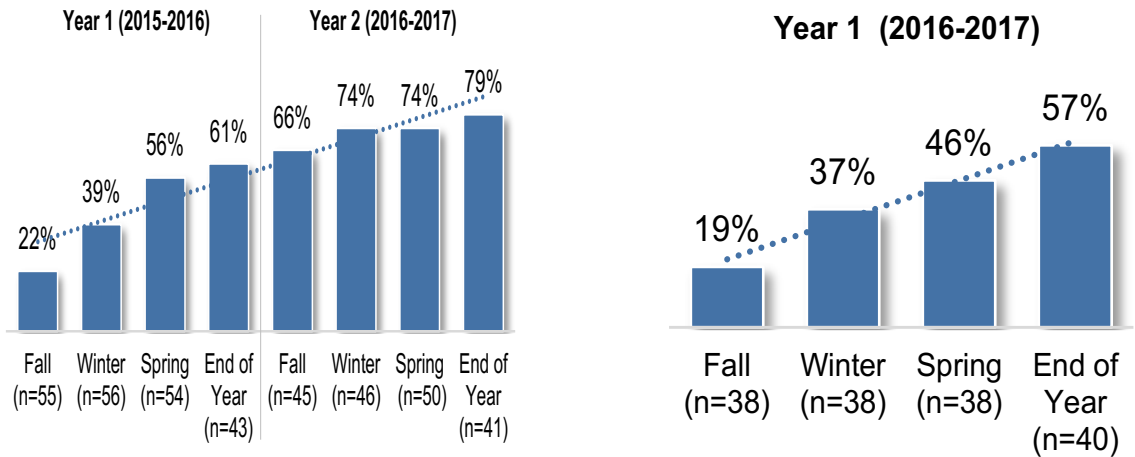
- 222 Districts and/or Charters
- 645 Schools (31%)
- 311.280 students impacted (35.6%)
- Cohort 14 (2018-20) beginning August 2018



PBIS Growth

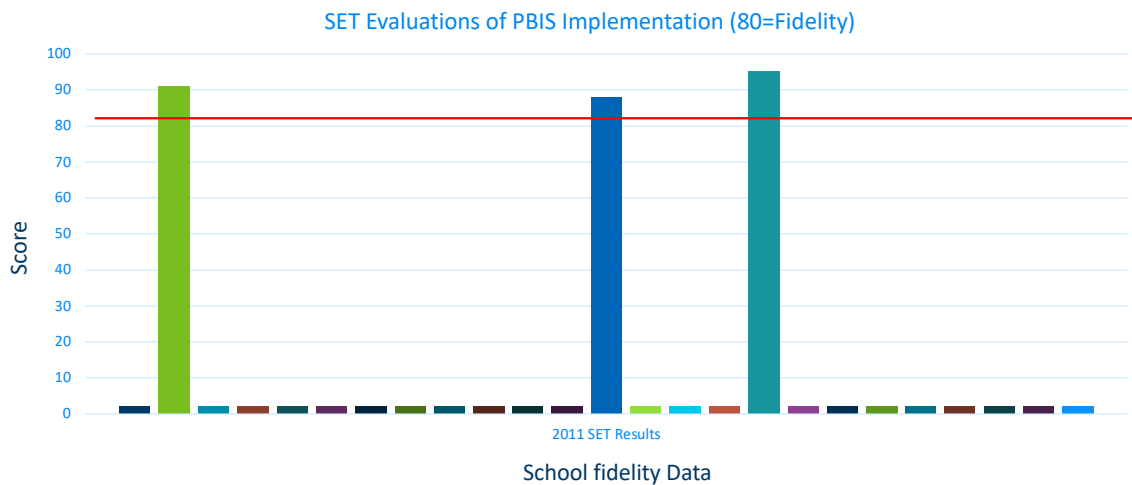


Cohort 11 & 12 Tiered Fidelity Inventory (TFI) Scores

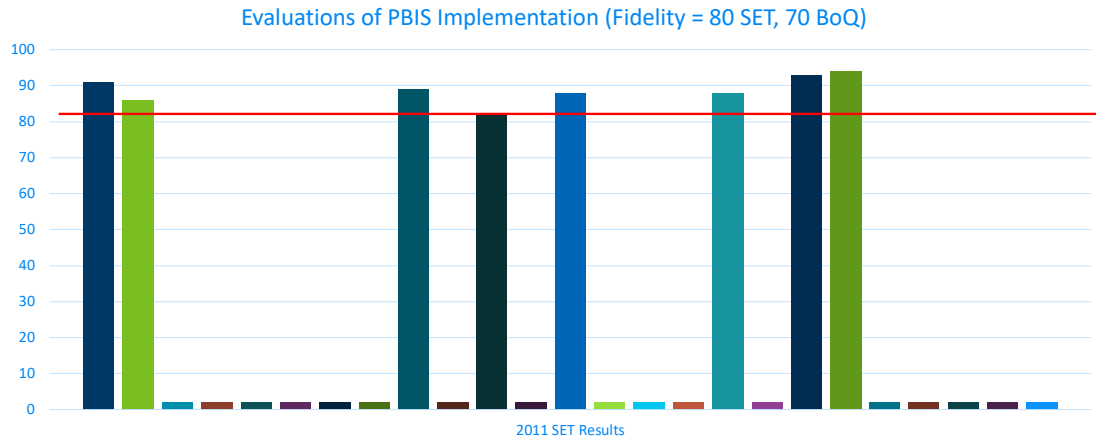


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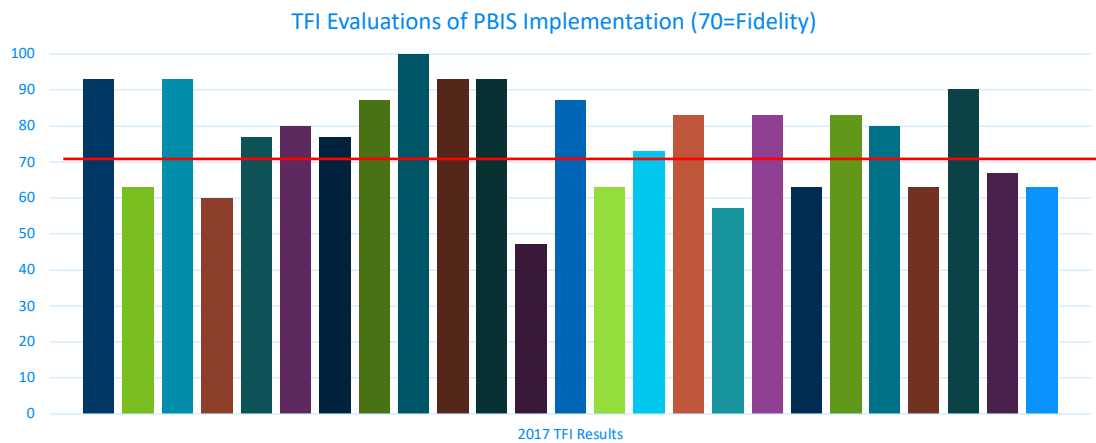
2011 District PBIS Implementation



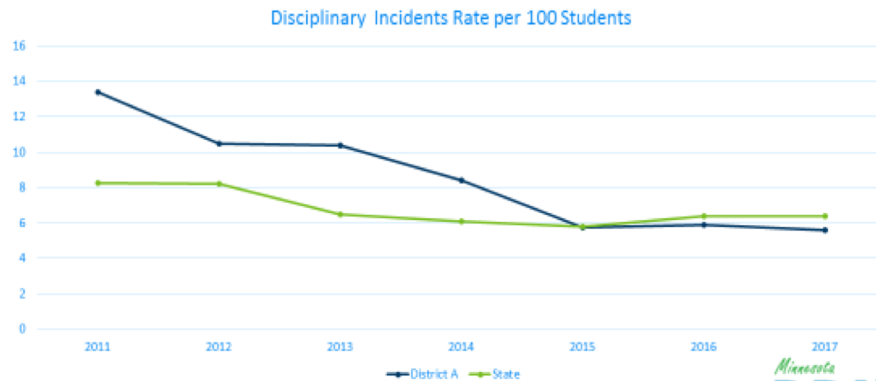
2014 District PBIS Implementation



2017 District PBIS Implementation



DIRS Trend Data 2011-2017: Rates per 100 students



5/1/2018

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Leading for educational excellence and equity, every day for every one. | education.state.mn.us

Vandyke Elementary School

Greenway School District Coleraine, MN
 “School by the Lake”

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Welcome to Vandyke Elementary

- **393 Students grades K – 4**

- 12% American Indian or Alaska Native
- 1% Black or African American
- 2% Hispanic or Latino
- 83% White
- 2% Two or more races

- **267 students eligible for free/reduced lunch (67.94%)**

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Vandyke Closing the Gap

- Vandyke recognized as one of 75 Title schools that is “beating the odds” with math and reading proficiency scores

VANDYKE ELEMENTARY

GREENWAY (ITASCA)

Reading Better than expected
70% proficiency
53% predicted

Math Better than expected
80% proficiency
49% predicted

- <http://m.startribune.com/these-minnesota-schools-with-low-income-students-are-beating-the-odds/460615913/>

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PBIS and Its Contribution to 'Beating the Odds'

- School culture is critical to student academic achievement! Vandyke is a PBIS school and we have behavior expectations (our 3R's- Readiness, Responsibility, and Respect) that staff and students follow. ALL Staff reinforce positive behaviors on a regular basis. (Teachers, Para's, Custodians, Bus drivers, Food service staff have all been trained in PBIS.
- Vandyke teachers and paras have been trained and practice Responsive Classroom. Responsive classroom is an evidence based approach that supports student's social emotional development and sense of connection to their school community.

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Background on PBIS and SLMH

- Greenway School District has integrated mental health services into schools for almost 28 years.
- Currently, they have services provided through School-Linked Mental Health (SLMH) Grants
- Vandyke went through PBIS training in Cohort 5
- SLMH staff sit on PBIS teams

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PBIS at Vandyke

•The 3 R's

- Readiness
- Respect
- Responsibility



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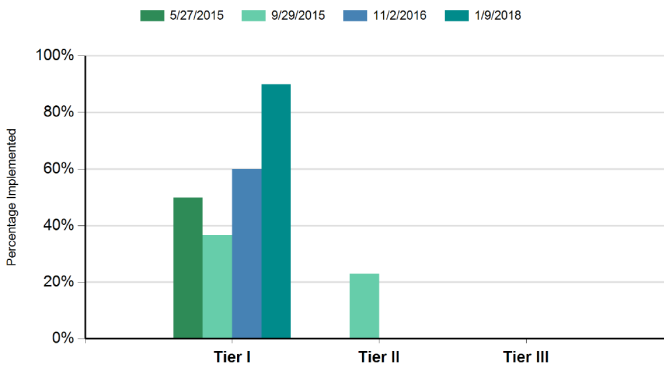
Vandyke Behavior Data September through April, 2018

- The coordination of PBIS and SLMH allows us to track data to better serve students
 - 90 total risk assessments
 - 527 Behavior Incidents identified by
 - type
 - Grade
 - Location- # 1 Classroom, #2 Playground, #3 Bus
 - Time of day
- Target interventions across all three tiers

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Vandyke Elementary

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
Vandyke Elementary School
5/27/2015 - 1/9/2018



Date Completed	Tier I	Tier II
5/27/2015	50%	0%
9/29/2015	37%	23%
11/2/2016	60%	0%
1/9/2018	90%	0%

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Tiered Fidelity Inventory

- Tiered Fidelity Inventory (TFI) was completed in January, 2018 with Interconnected Systems Framework (ISF) considerations to include School Linked Mental Health
- Linked the PBIS critical features to include SLMH grantee partnership
- Specific positive examples include
 - Team Composition
 - Professional Development
 - Classroom Procedures

5/9/18

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Tier 1.1 Team Composition

- **1.1 Team Composition:**
- 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.
- **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 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).*

1.7 Professional Development

- **1.7 Professional Development:**
- A written process is used for orienting all faculty/staff on 4 core Tier I SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.
- **PBIS Big Idea:** Formal processes for providing training and practice to staff on implementing SWPBIS increases fidelity and consistency in SWPBIS practices.
- **ISF Big Idea:** Cross training of school employed and community employed staff can ensure consistent implementation of the Tier I curriculum with staff feeling confident and competent to support the social/emotional health of all students.
- *Staff with mental health expertise assists team in determining needs of staff and faculty in regards to PBIS and how it supports MH conditions (e.g., trauma). School employed and community employed staff receive professional development on SWPBIS practices, effective mental health integration into their SWPBIS, as well as mental health awareness and the basics of behavioral health and wellness.*
- School employed and community employed staff receive professional development on SWPBIS practices, effective mental health integration into their SWPBIS, as well as mental health awareness and the basics of behavioral health and wellness.

1.8 Classroom Procedures

- **1.8 Classroom Procedures:**
- Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.
- **PBIS Big Idea:** SWPBIS classroom systems that are aligned with school-wide systems improve student outcomes.
- **ISF Big Idea:** Classrooms that promote wellness and mental health through the integration of behavior management and social/emotional instruction (i.e. classroom management, , trauma, function-based thinking, etc.), provide preventative and proactive measures to improve student outcomes.
- **Through professional development** (offered by school-based clinicians, community partner agencies, etc.) **teachers are more confident and competent to promote wellness and mental health**, as well as, have an understanding of how to identify if a student may need additional support or intervention., and how to get him/her connected to those supports. For example, teachers trained in effects of trauma and proactive responses for the classroom.

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Vandyke Give and Get Agreement

School Linked Mental Health (SLMH) to Children and Families Across Minnesota SLMH & School Partnership Give and Get Agreement

Focus Areas	SLMH Get	School Get	SLMH Give	School Give	Shared Outcomes
1. Collaborative identification of students that may benefit from Mental Health support (Data based decision making)	Access to data through EduClimber reflecting MTSS/RTI including a process to identify students needing additional mental health support	Participation of SLMH staff on RTI/MTSS and PBIS teams allow for greater depth of knowledge for interventions and referrals for students that need additional support	Agreement to collect and share implementation and student progress data within guidelines of both educational and medical legal requirements with the designated school team	Provide regular access to data review meetings to systemically identify students would will benefit from SLMH support	<i>Cooperative progress monitoring, development of interventions, referrals and support for students with Mental Health needs</i>
2. Professional Development	SLMH staff participate in district sponsored training	School staff develop a better understanding of the SLMH staff role as well as the EBP being provided to students across the tiers	SLMH staff will provide professional development for school staff on topics related to MH needs of students in schools	School staff provide access to district PD opportunities to learn about PBIS, School culture, Social emotional development connected to supports across existing tiers	<i>SLMH and school staff will build a mutual understanding and respect for each other's role in a multi-tiered and multi-disciplinary relationship</i>
Positive behavioral interventions and supports	SLMH staff participate and contribute to Vandyke PBIS efforts and benefit from a positive school culture and behavior incentives for students	School staff benefit from SLMH staff participation by the sharing of their expertise and feedback related to school wide PBIS efforts	SLMH staff share expertise, ideas, and feedback related to PBIS	School staff includes SLMH staff in all PBIS activities, events, and meetings. Including PBIS regional training	<i>SLMH and school staff have a common understanding of school wide behavior expectations, use common language and reinforce positive behavioral expectations</i>
4) Crisis	SLMH staff are available and assist in crisis situations with students at school. This support builds the relationship with staff, parents and students	School staff and students get extra support and resources during a crisis situation at school	SLMH staff participate on building crisis response teams, all drills and have specific roles during an emergency	School staff provide training related to crisis and emergency procedures within the school	<i>SLMH and school staff work collaboratively to support students, parents, and staff in a crisis or emergency</i>

Integrating Initiatives at Vandyke

- Early Childhood Program implements the 3R's to assist with Transition to kindergarten
- Century 21 grants for the Greenway Boys and Girls After School program will be implementing PBIS
 - PBIS training by state trainers
 - Staff at Vandyke will serve as coaches for the after school program

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REACH PROGRAM

“We might think we are nurturing our garden, but of course it's our garden that is really nurturing us.”

- Jenny Uglow, REACH teacher



The children are engaged from the beginning: planting the garden, taking care of the garden, and harvesting. They are learning a life skill and loving it! Many kids ask, "Are we having garden club this week?"

On the Collaboration Horizon

School Linked Mental Health

Positive Behavior Interventions and Supports

District Work

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Changes for 2018 – 2023 SLMH Grants

- July 2018 – June 2023
- Regional approach (using Economic Development Regions)
- Greater focus on outcome reporting
- Greater focus on clinical services using Evidence Based Practices

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SLMH Grants and PBIS

- Minnesota Department of Education (MDE) worked with the Department of Human Services (DHS) to include the following in the SLMH Request for Proposals:
 - School Linked Mental Health Grants made PBIS schools one of their priority areas
 - Scores and dates of fidelity measure from PBIS buildings
 - A Give and Get Chart that secured buy-in and mutual understanding of roles and responsibilities and included shared outcomes.

Positive Behavior Supports ³

- Evolution of alignment noted this year when
 - An applying grantee noted that their agency was participating in Person Centered Thinking training (DHS & ICI)
- *A commitment to person-centered programming through Evidence-Based Practices in PBIS buildings has the potential to greatly benefit students and families through coordination and collaboration*

PBIS

- Cohort 14 will begin training August 2018
- Support for district sustainability
- Further collaboration between PBIS and SLMH
 - Possible Pilot sites for shared learning between PBIS schools and SLMH grantees
- Integrating Initiatives with PBIS efforts

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Strengthening School Partnerships Through

- Commitment
- Relationships
- Leadership
- Understanding

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Questions

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Thank you!

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