Interconnected Systems Framework (ISF): School Mental Health within an MTSS Framework

Kelcye Schmitz, MSEd, UW SMART Center and Northwest MHTTC
Tawni Barlow, M.Ed., Ed.S., Medical Lake School District

April 22, 2020
Washington “Virtual” MTSS Fest
Mental Health Technology Transfer Center (MHTTC) Network

Visit the MHTTC website at https://mhttcnetwork.org/
The overarching mission of the School Mental Health Assessment, Research, and Training (SMART) Center is to promote high-quality, culturally-responsive programs, practices, and policies to meet the full range of social, emotional, and behavioral (SEB) needs of students in both general and special education contexts.

Website: https://depts.washington.edu/uwsmart
Email: uwsmart@uw.edu
ABOUT THIS SESSION

ISF is a structure and process for creating **one comprehensive system of social, emotional, and behavioral supports** and moving school mental health from a co-located approach to an integrated approach. The presentation will focus on **key messages** including a single system of delivery, mental health wellness as a protective factor, measuring impact as opposed to access, and using the MTSS framework to guide an integrated approach. Medical Lake School District will share successes and lessons learned. New ISF material will be shared as well as how to access other school mental health information from the Northwest Mental Health Technology Transfer Center.

Objectives:
1. Learn about key messages of the Interconnected Systems Framework
2. Discuss strategies to align PBIS and school mental health
3. Identify initial steps for implementing the ISF and hear about ISF successes and lessons learned at Medical Lake School District – a National ISF Demo Site
4. Learn where to find free and easy-to-access resources, tools, and other materials to assist in installing school mental health within MTSS.
ACKNOWLEDGEMENTS

• The National ISF Leadership Team: Lucille Eber, Susan Barrett, Mark Weist, Kelly Perales and other colleagues
SCHOOLS PLAY A MAJOR ROLE IN PROMOTING THE EMOTIONAL WELLNESS OF OUR CHILDREN & YOUTH

Most youth who require mental health services do not receive them.

Positive school climate can buffer youth from external risk factors.

SMH accounts for >70% of all MH services – and can improve service access for underserved youth.

Social-emotional learning programs improve school achievement by 11% on average (Durlak et al., 2011).
SCHOOL MENTAL HEALTH WITHIN MTSS

• **Needed supports and services are fluid.**
  • Students need different levels of support at different times throughout development.

• **Tiers are layered.**
  • Students who receive higher levels of support continue to benefit from universal mental health promotion supports.

• **Invest in mental health promotion!**
  • Effective mental health promotion (Tier 1) supports can reduce the degree of need for higher-level supports in a school or district.

• **Provide more intensive and targeted services and supports** at the individual, group, or family level to address mental health concerns.
  • Students at risk for more serious mental health concerns are able to participate in programs and supports (Tier 2) that address their risk factors and promote positive social-emotional-behavioral learning.
  • Students already experiencing mental health concerns have individualized services and supports (Tier 3) that can improve mental health and overall well-being.
Multi Tier System of Supports (MTSS)

A continuum of evidence-based supports for social-emotional needs

Targeted/Intensive
FEW Students

Individual Interventions (3-5%)

Selected
SOME Students

Small Group & Individual Strategies (10-25% of students)

Universal
ALL Students

School/class-wide, Culturally Relevant Systems of Support (effective for 75-90% of students)

Tier 3 Menu of Individual Supports for a FEW:
- FBA-based Behavior Intervention Plan & Teaching Replacement Behaviors
- Cognitive Behavior Therapy
- “Tier 3 Wraparound” teaming

Tier 2 Menu of Selected Supports for SOME:
- Behavioral contracting
- Self monitoring
- School-home note / “Class pass”
- Mentor-based programs
- Group social-emotional skills training

Tier 1 Menu of Supports for ALL:
- School-wide PBIS
- Positive relationships with all students
- Social-emotional learning (SEL)
- Evidence based prevention
  E.g., Good behavior Game
- Effective Classroom Practices
ADDRESSING LIMITATIONS OF PBIS AND SMH

• PBIS offers a solid foundation, but more is needed as schools struggle to implement effective interventions at Tiers 2 and 3.

• Many systems have challenges aligning multiple social, emotional, and behavioral initiatives.

• Youth with “internalizing” issues may go undetected.

• Not enough staff and resources.

• Although there have been success with efforts to improve social climate and discipline, broader community data and mental health prevention are often not addressed.
Ad hoc and weak connections of community mental health providers in schools

- Need for community partners to be integrated into school teams;
- Need for funding/support for partners to function at Tier 1 and 2 vs only “co-located” at Tier 3
- Need for systematic MOUs to clarify roles and functions of integrated teams/work
MTSS MODEL IS MORE LIKELY TO HAPPEN WHEN SCHOOLS AND COMMUNITIES ARE IN PARTNERSHIP
A Single System of Delivery

Integrated Multi-Tiered Systems of Support (I-MTSS): Whole School, Community, & Child

**School Examples**

- Safe environment for all
  - Engaging academic curriculum
  - Healthy school nutrition
  - Time for physical activity
  - Family-school collaboration

- Reinforcing social support systems
- Learning supports & accommodations
- Psychoeducation

**Community Examples**

- Basic needs ident. & service access
- Family supports, such as birth-3 programs
- Physical health monitoring
- Public safety services
- Preventive health programs
- Recreation & enrichment activities
- Community education & engagement programs

**SELECT**

- Intensive support to remediate significant challenges

**TARGETED**

- Supplemental support to address risk

**UNIVERSAL**

- Support strategies provided to all

I-MTSS: Whole, School, Community, & Child was created by S. M. Chafouleas for the UConn Collaboratory on School and Child Health. Copyright © 2019 by the University of Connecticut. All rights reserved. Permission granted to photocopy for personal and educational use as long as the names of the creators and the full copyright notice are included in all copies.

csch.uconn.edu / @UConnCSCH
School and community employed staff use community and school data to assess the needs of young people in their school community and, together as an integrated team, select evidence-based practices that match specific needs.
THE INTERCONNECTED SYSTEMS FRAMEWORK (ISF)

• 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 is a central feature of the ISF
• **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 — authority to reallocate resources, change role and function of staff, and change policy.
ISF APPLIES MTSS FEATURES TO ALL SEB INTERVENTIONS

- **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
## WHAT IS DIFFERENT?

<table>
<thead>
<tr>
<th>Traditional Siloed SMH Approach</th>
<th>Interconnected Systems within MTSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each school has their own plan with MH or other service agency.</td>
<td>A clear plan is developed at the district for integrating MH and other services at all buildings based on school AND community data.</td>
</tr>
<tr>
<td>A clinician is placed in a school one or more days to provide services to students.</td>
<td>Teams at all three tiers include a MH professional and teachers are aware of what students are working on to incorporate skill building as part of Tier 1.</td>
</tr>
<tr>
<td>School personnel work in isolation attempting to do school mental health.</td>
<td>A blended team of school and community providers work collaboratively.</td>
</tr>
<tr>
<td>No data are used or available to select or progress monitor interventions. Only data collected is number of students who access MH services.</td>
<td>Move from access to outcomes. Team process is used to select MH interventions and progress monitoring approach is applied to all interventions regardless of who is delivering the intervention.</td>
</tr>
</tbody>
</table>

BENEFITS OF ISF

- Uncovering students with mental health needs earlier
- Linking students and families to evidence-based interventions
- Data tracking system to ensure youth receiving interventions are showing improvement
- Expanded roles for clinicians to support adults as well as students across all tiers of support
- Healthier school environment
KEY MESSAGES OF ISF

Single System of Delivery
Access is NOT Enough

Mental Health is for ALL
MTSS is essential to install school mental health

Weist et al., 2016
STEPS FOR INSTALLATION AT THE DISTRICT LEVEL

1. Establish a District/Community Executive Leadership Team
2. Assess Current Status of Mental Health and PBIS Systems in the District
3. Reach Team Consensus on a Mission Statement
4. Establish DCLT Procedures and Routines
5. Develop Action Planning to Support Demonstration Sites
ISF MONOGRAPH VOLUME II (2019): IMPLEMENTATION GUIDE

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

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

The National ISF Leadership Team has developed this Implementation Guide and district and school resources for teams to install and implement an Interconnected Systems Framework. Links to District and School Installation Guides and resources are found below.

Chapter 4: Installing an Interconnected System at the District/Community Level
- District/Community Leadership Installation Guide
- Click here to access supporting resources

Chapter 5: Installation and Initial Implementation of an Interconnected System at the School Level
- School Level Installation Guide
- Click here to access supporting resources

Chapter 6: Implementation and Sustainability

Commentary: Sharon Hosmer, Associate Professor at the University of Maryland School of Medicine, Division of Child and Adolescent Psychiatry & Co-Principle, Center for School Mental Health

References
**Purpose:** This guide is intended to be used by facilitators and coaches to support District/Community Leadership Teams to install structures/systems needed to support an Interconnected System Framework (ISF). The goal is for teams to examine current system using installation activities and generate actions to move toward a more efficient and effective service delivery model.

<table>
<thead>
<tr>
<th>Step 1: Establish a District/Community Executive Leadership Team</th>
<th>Features</th>
<th>Installation Activities</th>
<th>Action Needed:</th>
<th>By Who? By When?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Representative DCLT team identified.</strong></td>
<td></td>
<td>• Assess current teaming structures. Identify need for new team or expansion of existing team</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Review current partnerships and service agreements with community partners and/or in area. Executive level leadership from each organization are part of the team.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Establish team operating procedures (e.g.: time for team to meet at least quarterly, roles for team, process for forming agenda, etc.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Guiding Questions:**
- Which voices with social-emotional-behavioral health expertise within school system could benefit this team?
- Which voices of mental health, juvenile justice, core service agency partners could benefit this team?
- In what ways are we ensuring that multiple stakeholders’ voices (i.e.: staff, MH agencies, parents/families, students, etc.) will stay at the table through the development of systems and overall implementation?
# ISF SCHOOL INSTALLATION GUIDE

## Step 1: Establish a single set of teams

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Installation Activities</th>
<th>Action Needed</th>
<th>By who?</th>
<th>By when?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Identify need for merging teams with similar goals</td>
<td>• Use <a href="#">Aligning Teaming Structures: Working Smarter Not Harder</a> worksheet to identify all teams and details</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Review data on <a href="#">Working Smarter matrix</a> and use guiding questions below to develop an action plan for eliminating or modifying teams as needed</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Guiding Questions

- What teams exist at your school?
- What are their roles and responsibilities?
- Who are the staff who serve on the teams?
- How often does the team meet?
- Does the team use data?
- Does the team respond to student needs in a timely fashion?
- Do we have teams with similar goals? Are there teams with goals that do not align to current mission?
- Do we use same or different set of rules and processes?
- Is the team effective? What data is used for decision making and monitoring outcomes?
- How would our teams work more effectively if we had one set of teams to address social-emotional-behavioral and academic needs of our students?
- Is there any duplication or overlap?
- What communication loops and/or progress monitoring exists among all of these support personnel?
1. ESTABLISH A DISTRICT/COMMUNITY LEADERSHIP TEAM

- Adopting a truly integrated way of working involves organizational change and therefore requires **active leadership** from those who have authority to change policy, blend funding streams and re-position personnel and procedures at the school level.

- If we focus on building level installation without DCLT, there will be barriers that stall implementation
  - Roles of clinicians within MTSS (teams, data, fidelity, etc.)
  - Issues with confidentiality
  - Agency productivity/funding policies
**DCLT FUNCTIONS**

- **Executive Functions:** Provide the **funding, visibility, and political support** needed to allow school teams to travel through the full sequence of adoption stages.

- **Implementation Functions:** Provide the **training, coaching and feedback systems** needed to establish personnel with both the specific technical skills needed to deliver integration and the organizational vision to deliver those skills within a unified framework.

*Adopting an integrated framework is a process that will challenge the assumptions and traditional practices of most school faculty, and mental health systems.*
2. ASSESS YOUR CONTEXT: WHAT IS THE STATUS OF...

• PBIS and School Mental Health
  – Fidelity and Outcomes?
  – District Self-Assessment
  – Initiative Inventory
  – Comprehensive review of school and community data and family/youth perspective data

• Existing Partnerships
  – MOUs?
  – Co-located vs. integrated?

• Leadership Structures
  – District leadership team for PBIS/SMH
  – Established District/Community leadership team
**RESOURCE MAPPING:**
**SAMPLE INITIATIVE INVENTORY**

<table>
<thead>
<tr>
<th>Initiative</th>
<th>What is connection to DCLT mission?</th>
<th>What personnel are involved in the implementation?</th>
<th>What is expected outcome?</th>
<th>What evidence of outcomes are there thus far?</th>
<th>What is financial commitment and source of funding?</th>
<th>What fidelity measures exist?</th>
<th>What professional development exists including coaching and performance feedback?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PBIS</strong></td>
<td>School climate and culture</td>
<td>All Staff</td>
<td>Reduction in suspensions, ODRs, restrictive placements</td>
<td>Improved suspension, ODR and restrictive placements</td>
<td>District Coach FTE, Stipends for building coaches, &amp; professional development</td>
<td>Tiered Fidelity Inventory</td>
<td>Quarterly coaching for building coaches; PD for new staff; On-going PD and coaching for all staff</td>
</tr>
<tr>
<td><strong>Social Emotional Behavioral Skills Curriculum</strong></td>
<td>School climate and culture through social and emotional learning</td>
<td>School counselors and social workers</td>
<td>Improved skills for students in grades K-5</td>
<td>Reduction in ODRs from last school year</td>
<td>Purchasing curriculum plans for each grade level and professional development for integrating into academic content</td>
<td>Self-report of counselor or social worker</td>
<td>None</td>
</tr>
<tr>
<td><strong>Wellness</strong></td>
<td>Increasing awareness of whole child</td>
<td>All Staff</td>
<td>Increased awareness of mental health issues</td>
<td>Unknown</td>
<td>Paying for materials for each teacher</td>
<td>None</td>
<td>1 hour PD for staff</td>
</tr>
<tr>
<td><strong>Bullying Prevention, •Stop, Walk, Talk</strong></td>
<td>Aligns with PBIS framework</td>
<td>All elementary staff</td>
<td>Increased awareness of interactions and respect for self and others</td>
<td>SWIS data shows reduction in ODRs for bullying behavior</td>
<td>None</td>
<td>Part of fidelity check for PBIS – TFI</td>
<td>Teachers receive ongoing PD, coaching and TA from district and building coaches</td>
</tr>
<tr>
<td><strong>Suicide Prevention</strong></td>
<td>Increasing awareness of whole child</td>
<td>All high school staff</td>
<td>Increase awareness</td>
<td>Increase in suicide ideation and attempts</td>
<td>None</td>
<td>None</td>
<td>8 hours of PD for all staff</td>
</tr>
</tbody>
</table>
3. REACH CONSENSUS ON A MISSION STATEMENT

• Defines purpose of team
• Establishes goals for work
• Creates shared vision to communicate to stakeholders
MEDICAL LAKE SCHOOL DISTRICT

- 17 miles West of Spokane
- Approximately 2,000 students
- 5 Schools: (2 - Elementary, 1 - Middle School, 1 - High School, 1- Alternative HS) P-12
- One school on a military base
- 4 Universities in the Spokane area (Whitworth, EWU, Gonzaga, WSU)
- Lacking transportation system
- No community Mental Health
- Appx 40% Free and Reduced

Tawni Barlow, Director of Student Services (SpEd, 504, Nursing, & MH)
Medical Lake School District (MLSD) is building a comprehensive and aligned multi-tiered system of supports (MTSS) to address mental and behavioral health through a single system of delivery to ensure that evidence-based practices are provided effectively and efficiently.
Purpose Statement: Integration of education and mental health through Interconnected Systems Framework within an MTSS framework to improve the academic success rates and well-being of MLSD students.

Goal 1: To enhance the capacity of MLSD and its partners to work collaboratively to identify and address the social, emotional, academic, behavioral, substance use and mental health needs of students in the community.

Goal 2: To build the capacity of all district schools to implement and sustain a school-wide, multi-tiered system of academic and behavioral supports in order to improve school climate and culture and develop safer, more effective learning environments for all students.

Goal 3: Improve educational, behavioral, mental health, reduction in drug use, and social outcomes among students of all MLSD students.
MEDICAL LAKE SCHOOL DISTRICT’S MTSS

**TIER 3**
- Social Services
- Family Therapy
- Individual Therapy
- FBA and BIP
- Wrap Around Cmty Services

**TIER 2**
- Social Skills Groups
- Check-in/Check-out
- Group Therapy
- Basic Needs (Social Services & Communities in Schools)

**TIER 1**
- Student Break Rooms
- Social Services and Communities in Schools
- MIND Your Health Newsletters
- MIND Your Health FREE Education Classes
- Behavioral Health Literacy: Mental Health First Aid and Substance Use Prevention
- SEL Curriculum
- Teaching School-wide Expectations and Reinforcement System

**Progress Monitoring**
- Universal Screening
MLSD: TOP 10 CELEBRATIONS

1. Teachers and Principals have expressed a sense of relief since the MIND Your Health services have been implemented (with a decline in discipline referrals to support).
   - PBIS
   - SWIS

2. Re-defining roles: School Counselors as whole child comprehensive care coordinator
   - Wellness/Calming room – Cardinals Nest
   - ASCA model

3. The MH MTSS folds into the already existing district-wide MTSS.
   - Resource mapping of all EBP
   - SWIS
## MLSD – TIERED INTERVENTIONS

<table>
<thead>
<tr>
<th>INTERVENTIONS</th>
<th>TIER 1</th>
<th>TIER 2</th>
<th>TIER 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA</strong></td>
<td>ALL</td>
<td>SOME</td>
<td>FEW</td>
</tr>
<tr>
<td>Fundations K-3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CKLA/EL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ready Common Core-(6-8)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study Sync (6-12)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP Literature (11-12)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP Language &amp; Composition (11-12)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GLAD (K-12)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read Live (1-8)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Mastery (K-5)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrective Reading (3-12 Grade)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>News to You (K-12)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reasoning and Writing (1-12)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fundations (K-3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fast ForWord – ELL (K-12)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eurkea/Zearn Math (K-5)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open Up Illustrative (6-8)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HMH-Into AGA (9-12)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number Corner (K-5)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALEKS (K-12)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zearn (1-5)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connecting Math Concepts (K-12)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrective Math (3-12)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essentials for Algebra (7-12)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bridges Intervention (K-5)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intensified Algebra (9-12)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moby Max (K-8)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social Emotional</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sound Discipline lessons &amp; Community Building (meetings)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PBIS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Steps (K-8)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lifeskills (6-8)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills to Pay the Bills (9-12)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill Streaming (K-12)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why Try (6-12) *preferred MS use only</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PEERS social skills (6-12)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Services &amp; Community in Schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sound Discipline practices PBIS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Steps (K-8)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Thinking (K-5)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zones of Regulation (K-12)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills to Pay the Bills (9-12)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill Streaming (K-12)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why Try (6-12) *preferred MS use only</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PEERS social skills (6-12)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mental Health</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavioral Health Literacy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mental Health First Aid, Substance Abuse Literacy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Break Rooms (ex. Cardinals Nest)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In class instructions: Mindfulness and coping strategies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MIND Your Health FREE education Classes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MIND Your Health newsletter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Telehealth (new)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Therapy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sound Discipline Practices</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Services in Schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partnership with local agencies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mental Health</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavioral Health Literacy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mental Health First Aid, Substance Abuse Literacy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Break Rooms (ex. Cardinals Nest)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In class instructions: Mindfulness and coping strategies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MIND Your Health FREE education Classes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MIND Your Health newsletter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Telehealth (new)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Therapy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Therapy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sound Discipline practices</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partnership Access Line</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Services &amp; Community in Schools</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Immediate response to crisis
   - Suicidal ideation
   - Threat Assessment

5. Serve a variety of populations
   - On the bubble (make too much for Medicaid; however, can’t afford services)
   - Military families – may not access their own services
   - Free services – students, families and staff
   - Kids referring kids

6. District commitment/assessment
   - Hired MH counselor
   - Needs assessment (CEE/HYS, Program Evaluation)
   - Community partnerships
   - Data collection (reason for seeking tx, survey HS students)
MLSD: TOP 10 CELEBRATIONS

7. Telehealth
   ▪ Partnership Access Line for Schools
   ▪ Telehealth during school closure

8. Mental Health Literacy
   ▪ Engaged families and staff in psychoeducational learning
   ▪ Staff understanding their need for wellness services

9. Assisting local and statewide districts
   ▪ Central Valley School District
   ▪ Forks School District

10. State/Local support for MH/Clinical supervision
    ▪ Administration
    ▪ Universities
    ▪ DSHS
    ▪ Local clinical providers
MLSD: LESSONS LEARNED

1. Set up infrastructure prior to services
   - Onboarding interns
   - Training
   - District/building level system

2. Designated spaces and equipment
   - Funding
   - Furniture
   - Equipment (phone, computers, etc.)

3. Outline the different performance /descriptions
   - School Counselors – Comprehensive Care Coordinator
   - Marriage and Family Therapists
   - Social Workers
   - School Psychologists
MLSD: RESPONDING TO COVID-9 & MTSS

1. Telehealth procedures (ER, CPS, Consent, telehealth training)
2. Prioritize students within MH tiers
3. Utilize Telehealth partners – UW, ISF, Seattle Children’s
4. Training and Education for Educators and Parents
4. ESTABLISHING ROUTINES AND PROCEDURES

- Selecting a universal screener
- Establish request for assistance process
  - “referral” indicates service outside the abilities of the merged teams of school and MH providers
- Selecting EBPs
- Process for monitoring fidelity and progress monitoring
5. DEVELOP ACTION PLANNING TO SUPPORT DEMO SITES

- Design an Evaluation Plan to collect, analyze data for decision-making
- Create a Professional Development Plan
- Select Demo Sites
- Finalize MOU
NEXT STEPS: SEE CHAPTER 3 OF THE ISF VOL II

Steps

• Establish an exploration team
• Review ISF materials
• Examine current partnerships
• Assess impact of existing initiatives/programs
• Develop a shared understanding of ISF
• Determine benefit
• Decide to adopt or not

Questions

• Do you have an existing district leadership team?
• Do you have family or community partners on your team?
• What existing agreements do you have with community partners?
• What is current status of MTSS structures/ implementation?
West Coast Interconnected Systems Framework Discussion Hours:

Dates and Facilitators

February 20, 2020: Kelcey Schmitz, Northwest MHTTC & Susan Barrett, National TA Center on PBIS
March 5, 2020: Leora Wolf-Prusun, Pacific Southwest MHTTC & Jennifer Kubista, Superintendent at Central School District 13J (Oregon)
April 7, 2020: Leora Wolf-Prusun, Pacific Southwest MHTTC & Kaci Fleetwood, State Coordinator for Nevada’s School Climate Transformation Project (Nevada)
May 7, 2020: Kelcey Schmitz, Northwest MHTTC Tawni Barlow, Student Services Director for the Medical Lake School District (Washington)
June 2, 2020: Leora Wolf-Prusun, Pacific Southwest MHTTC & Natalie Sedano, Prevention and Intervention Lead Specialist at Desert/Mountain SELPA (California)
August 11, 2020: Kelcey Schmitz, Northwest MHTTC & Susan Barrett, National TA Center on PBIS

Sponsored by:

>>> REGISTER FOR REMAINING SESSIONS
bit.ly/ISFDiscussion
ADDITIONAL RESOURCES & UPCOMING PROFESSIONAL LEARNING OPPORTUNITIES

- **Volume I and II of the ISF Monograph**
- **DCLT and School Installation Guides**
  - Google Folders containing materials, tools and other information for DCLT and School Installation Guides
- **ISF 101/201/301 Fact Sheets and, Discussion Hours, and Webinars**
- **Midwest PBIS ISF Site**
- **Article: Fostering SMART Partnerships to Develop an Effective Continuum of Behavioral Health Services and Supports in Schools**
- **National Mental Health Technology Transfer Center Network**
- **Northwest MHTTC SMH Supplement @UW SMART Center**
- **Washington Integrated Student Supports Protocol**
NEW & FREE
NATIONAL SCHOOL MENTAL HEALTH CURRICULUM

https://mhttcnetwork.org/centers/mhttc-network-coordinating-office/national-school-mental-health-projects
NATIONAL SCHOOL MENTAL HEALTH CURRICULUM OVERVIEW: 8 MODULES

Mod 1: Foundations of Comprehensive School Mental Health
Mod 2: Teaming
Mod 3: Needs Assessment & Resource Mapping
Mod 4: Screening
Mod 5: Mental Health Promotion for All (Tier 1)
Mod 6: Early Intervention and Treatment (Tiers 2/3)
Mod 7: Funding and Sustainability
Mod 8: Impact

National School Mental Health Curriculum, 2019
THE WELL-BEING SERIES

Connections During COVID-19: Mental Wellness Webinars For Families & Educators

★ All sessions are FREE and being recorded.
★ Additional supports for parents, educators, and kids to be announced shortly.

A collaboration between the Forefront Suicide Prevention Center, Northwest MHTTC, University of Washington SMART Center, DBT in Schools, NWPBIS Network, and WellEducator.


Questions: Megan Lucy mlucy@uw.edu

Upcoming Events

• Educator Wellness Webinar Series
• School Leader Webinar Series
• DBT in Schools Lessons for Parents and Live Q&A with Jim and Lizz Mazza
• Ambiguous Loss: Grieving in the Time of COVID-19
• Psychological First Aid

LEARN MORE ABOUT THE FULL SERIES HERE: BIT.LY/WELL-BEINGNW
CONNECT WITH THE NORTHWEST MHTTC

SCHOOL MENTAL HEALTH SUPPLEMENT

Website
https://tinyurl.com/nwsmh

Sign up for the NW MHTTC SMH Newsletter
https://tinyurl.com/nw-smh-news

@NorthwestMHTTC  Facebook Northwest MHTTC
CONTACT INFORMATION

Kelcey Schmitz
kelcey1@uw.edu

Tawni Barlow			
tbarlow@mlsd.org