



Northwest (HHS Region 10)

MHTTC

Mental Health Technology Transfer Center Network

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

Kelcey Schmitz, MEd, UW SMART Center and Northwest MHTTC

Tawni Barlow, M.Ed., Ed.S., Medical Lake School District



April 22, 2020

Washington "Virtual" MTSS Fest



UNIVERSITY of WASHINGTON



SMART
School Mental Health Assessment
Research & Training Center



Medical Lake
SCHOOL DISTRICT



This work is supported by grant SM 081721 from the Department of Health and Human Services, Substance Abuse and Mental Health Services Administration.



Mental Health Technology Transfer Center (MHTTC) Network

Visit the MHTTC website at <https://mhttcnetwork.org/>

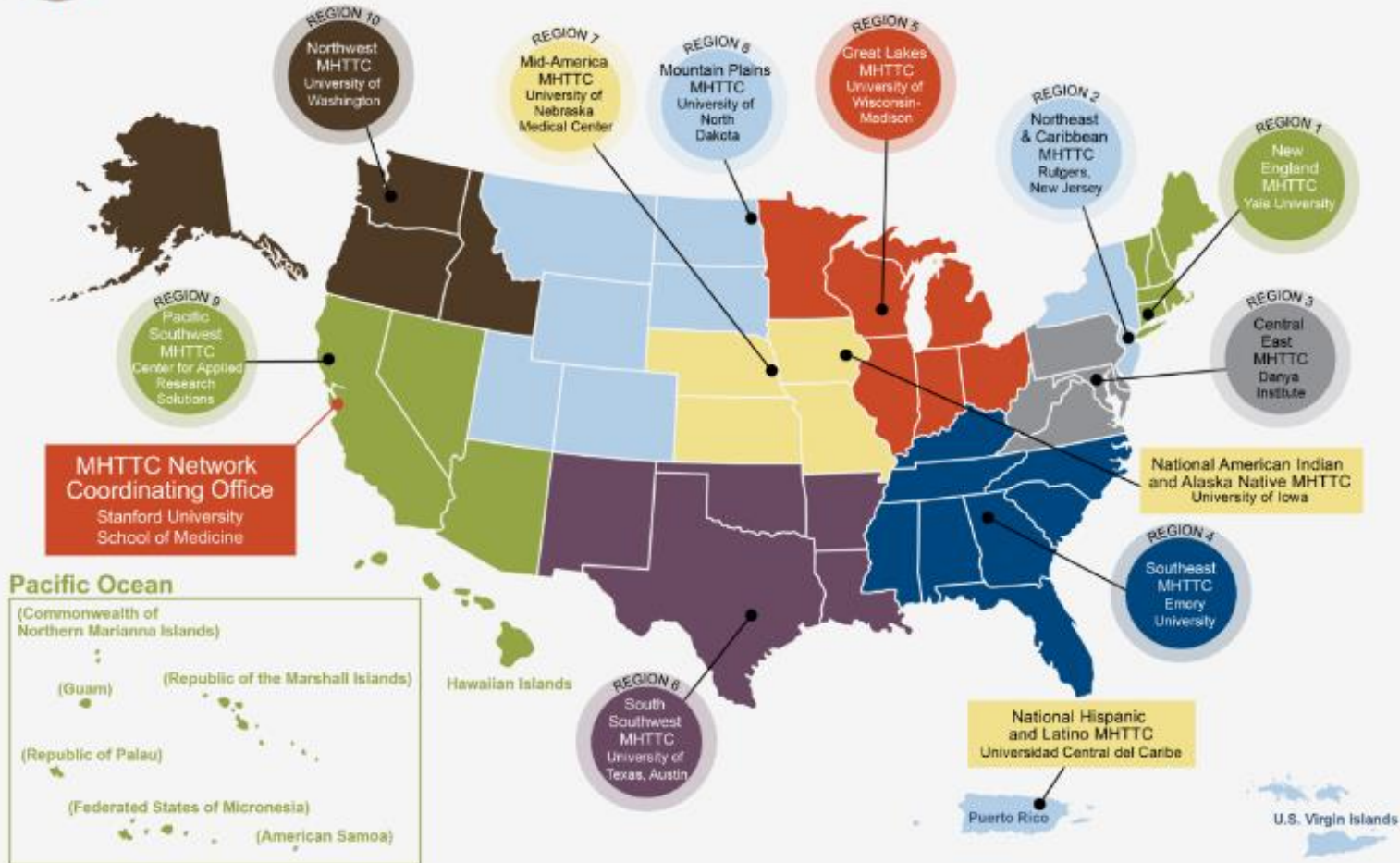


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SMART
School Mental Health Assessment
Research & Training Center



Kelcey Schmitz, *School Mental Health Lead*



Megan Lucy, *Program Coordinator*

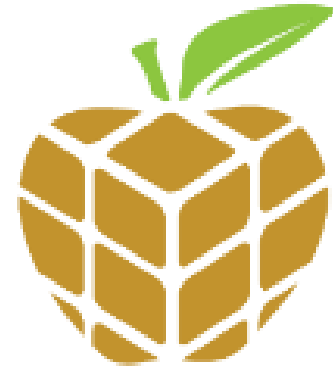


Eric Bruns, *Project Director*

Website: <https://tinyurl.com/nwsmh>

UNIVERSITY OF WASHINGTON SMART CENTER

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.



SMART

School Mental Health Assessment
Research & Training Center

Website:

<https://depts.washington.edu/uwsmart>

Email:

uwsmart@uw.edu

ABOUT THIS SESSION

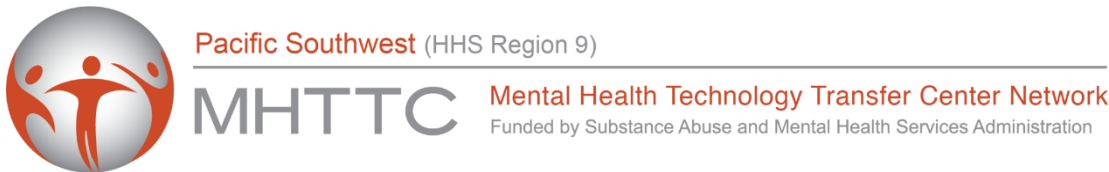
ISF is a structure and process for creating **one comprehensive system of social, emotional, and behavioral supports** and moving school mental health from a co-located approach to an integrated approach. The presentation will focus on **key messages** including a single system of delivery, mental health 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



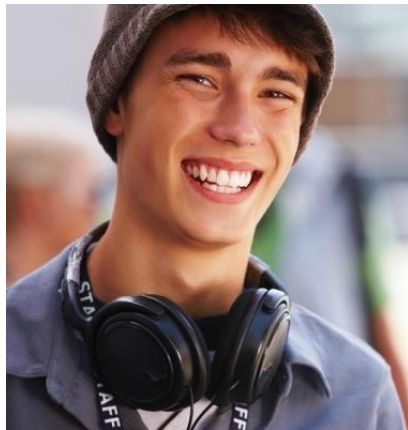
SCHOOLS PLAY A MAJOR ROLE IN PROMOTING THE EMOTIONAL WELLNESS OF OUR CHILDREN & YOUTH



Most youth who require mental health services do not receive them



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



Positive school climate can buffer youth from external risk factors



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.

NEED FOR INTERCONNECTED SYSTEMS

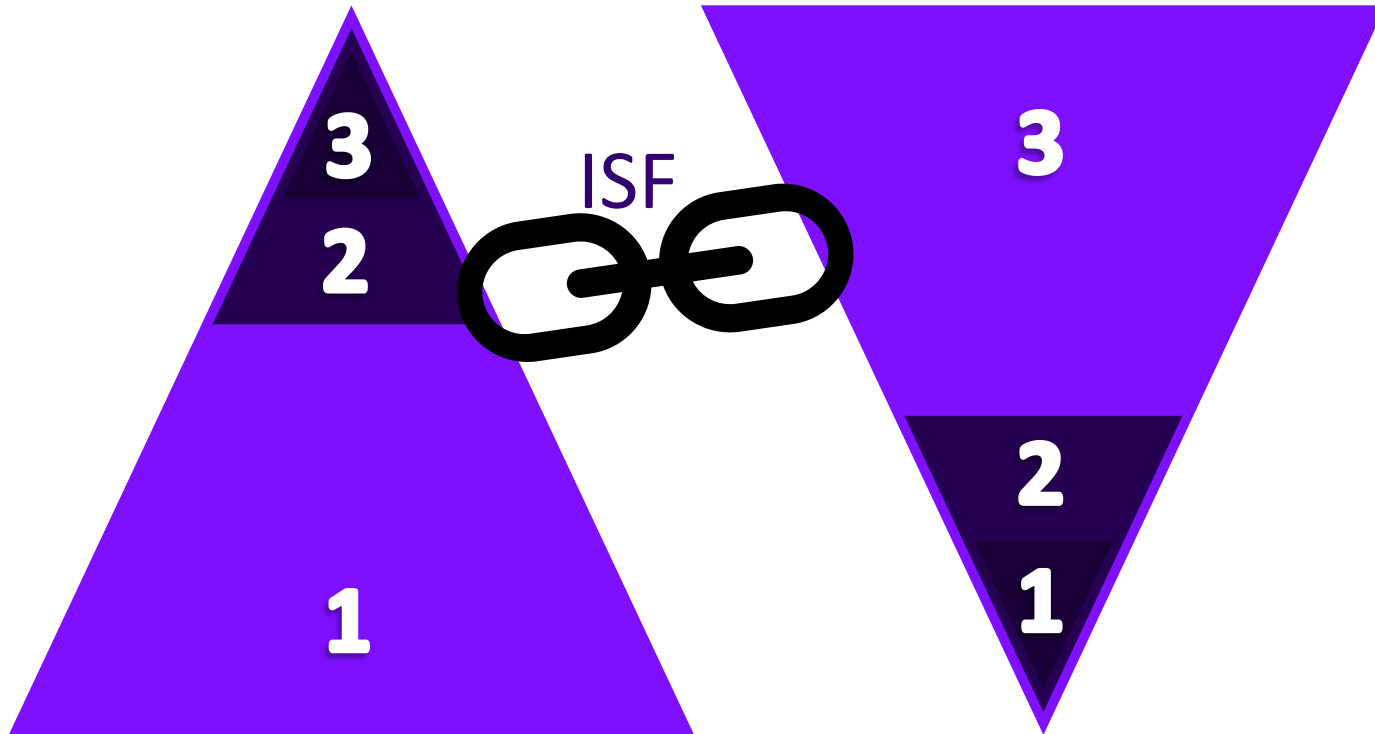
Ad hoc and weak connections of community mental health providers in schools

- 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

SCHOOL PROVIDERS

COMMUNITY PROVIDERS



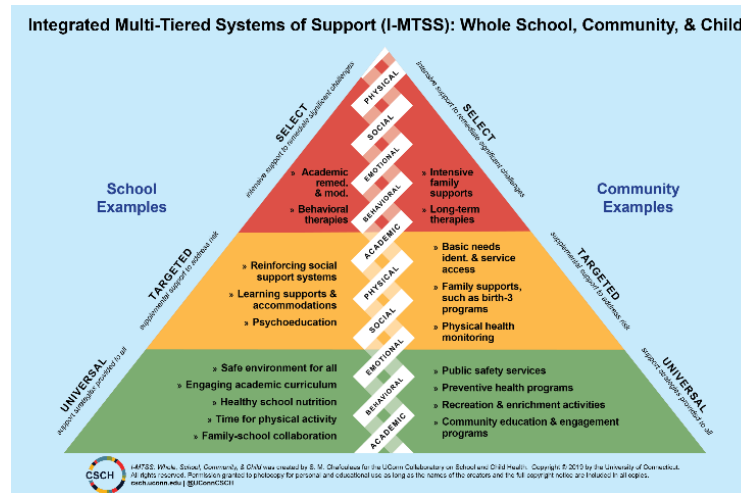
A Single System of Delivery

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



MOVING FROM CO-LOCATED TO A FULLY INTEGRATED SYSTEM

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

ABOUT ISF CONTINUED

- 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.



In the United States, over 40% of students will have experienced a mental health problem, such as anxiety or depression, by the time they reach seventh grade (SAMHSA, 2016). Suicide is the second leading cause of death among 10-34 year olds (NIMH, 2018) and according to the National Survey of Children's Health (2016), 46% of children have experienced at least one Adverse Childhood Experience (ACE). The newest statistics on suicide from the Centers for Disease Control (CDC), along with current rates of substance use, opioid abuse, and electronic aggression are alarming. This public health crisis requires a whole population response. Education and mental health leaders are keenly aware of the need to align structures and establish one comprehensive system of social/emotional/behavioral (SEB) supports in schools.

The Interconnected System Framework (ISF) is an emerging approach for building a single system of SEB supports in schools. Integrating Positive Behavioral Interventions and Supports (PBIS) and school mental health, the ISF also brings community partners and families into one multi-tiered structure.

The Pacific Southwest Mental Health Technology Transfer Center (MHTTC), in collaboration with the OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS), has developed a three-part series of fact sheets to deepen knowledge and understanding of the ISF. All three documents provide case examples that highlight the local context in which data-based decision making occurs and reflect the diversity of school communities in the region.

- *Interconnected Systems Framework 101* provides an introduction to Interconnected Systems Framework, including a definition and a review of the benefits.
- *Interconnected Systems Framework 201* describes what will be different for educators and mental health providers when school mental health is integrated into a Multi-Tiered System of Support (MTSS)
- *Interconnected Systems Framework 301* describes how to use school and community data to determine what interventions to select and implement to meet the diverse needs of all students.



pacificsouthwest@mhttnetwork.org | (844) 856-1749 | www.MHTTCnetwork.org

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?

Traditional Siloed SMH Approach	Interconnected Systems within MTSS
Each school has their own plan with MH or other service agency.	A clear plan is developed at the district for integrating MH and other services at all buildings based on school AND community data.
A clinician is placed in a school one or more days to provide services to students.	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.
School personnel work in isolation attempting to do school mental health.	A blended team of school and community providers work collaboratively.
No data are used or available to select or progress monitor interventions. Only data collected is number of students who access MH services.	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.

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

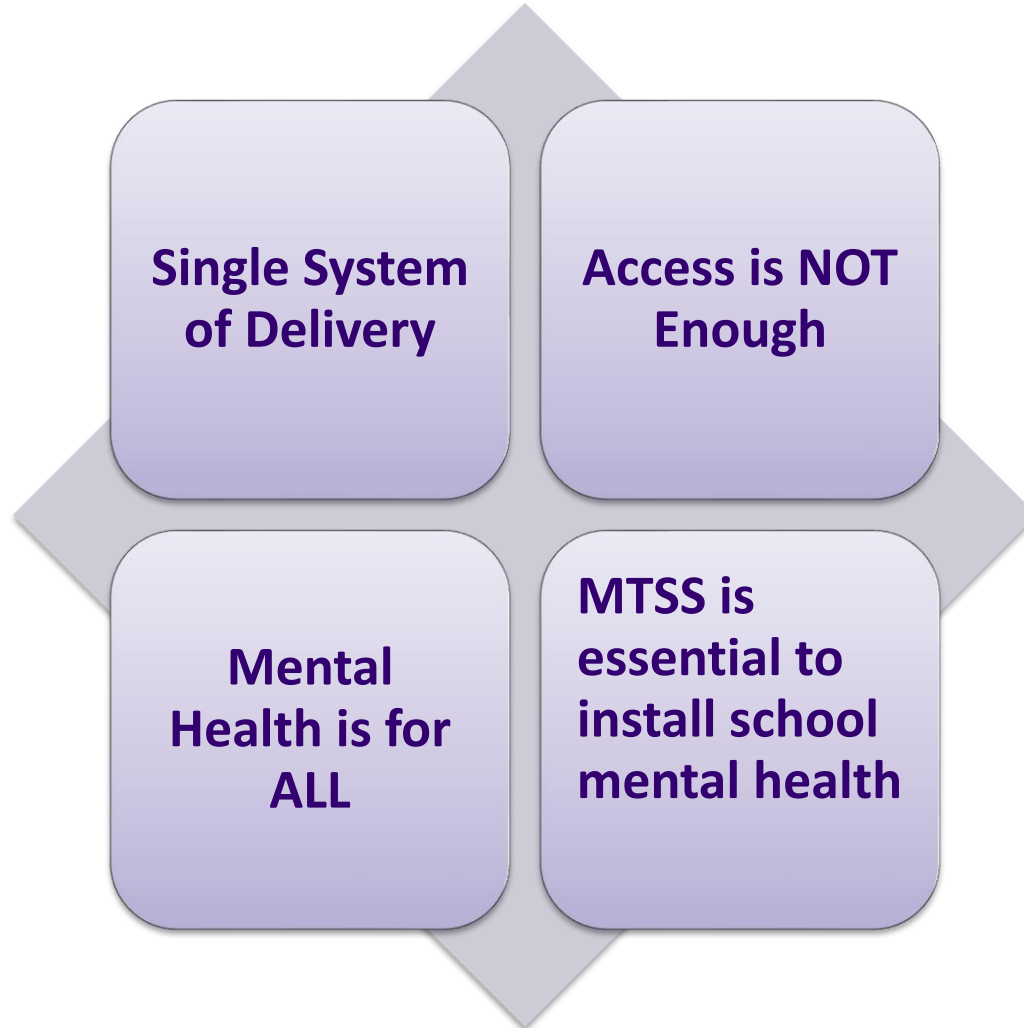


Expanded roles for clinicians to support adults as well as students across all tiers of support



Healthier school environment

KEY MESSAGES OF ISF



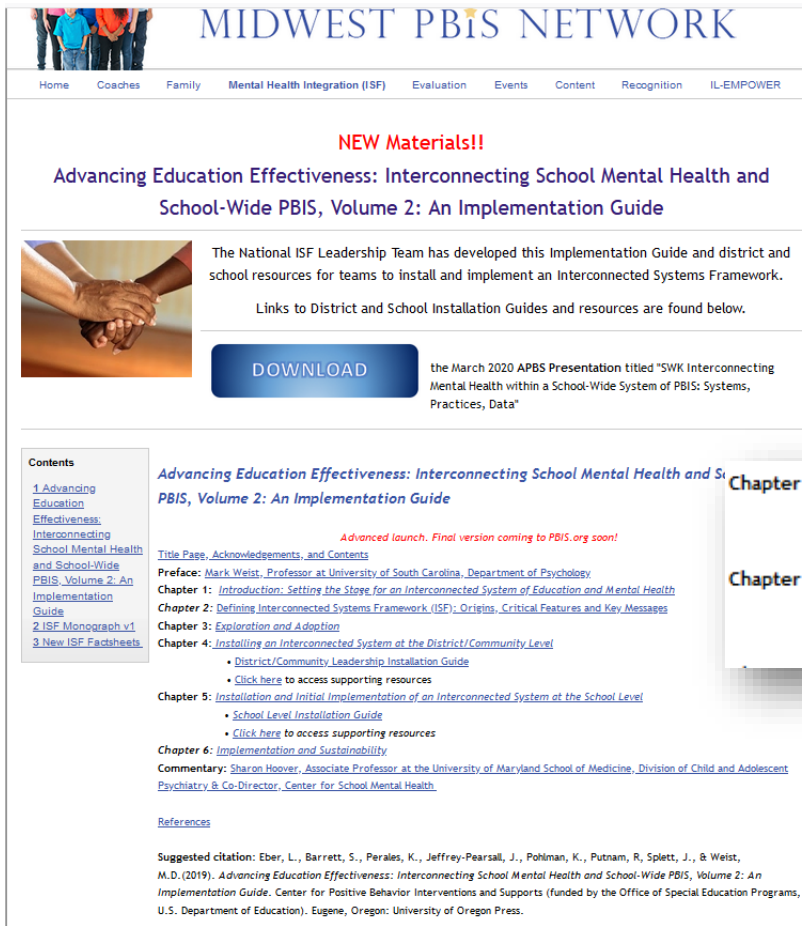
Weist et al., 2016

STEPS FOR INSTALLATION AT THE DISTRICT LEVEL



ISF MONOGRAPH VOLUME II (2019): IMPLEMENTATION GUIDE

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



MIDWEST PBIS NETWORK

Home Coaches Family Mental Health Integration (ISF) Evaluation Events Content Recognition IL-EMPOWER

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.

DOWNLOAD the March 2020 APBS Presentation titled "SWK Interconnecting Mental Health within a School-Wide System of PBIS: Systems, Practices, Data"

Contents

- 1 Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide PBIS, Volume 2: An Implementation Guide
- 2 ISF Monograph v1
- 3 New ISF Factsheets

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

Advanced launch. Final version coming to PBIS.org soon!

Title Page, Acknowledgements, and Contents

Preface: [Mark Weist, Professor at University of South Carolina, Department of Psychology](#)

Chapter 1: [Introduction: Setting the Stage for an Interconnected System of Education and Mental Health](#)

Chapter 2: [Defining Interconnected Systems Framework \(ISF\): Origins, Critical Features and Key Messages](#)

Chapter 3: [Exploration and Adoption](#)

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 Hoover, Associate Professor at the University of Maryland School of Medicine, Division of Child and Adolescent Psychiatry & Co-Director, Center for School Mental Health](#)

References

Suggested citation: Eber, L., Barrett, S., Perales, K., Jeffrey-Pearsall, J., Pohman, K., Putnam, R., Splett, J., & Weist, M.D. (2019). *Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide PBIS, Volume 2: An Implementation Guide*. Center for Positive Behavior Interventions and Supports (funded by the Office of Special Education Programs, U.S. Department of Education). Eugene, Oregon: University of Oregon Press.



- 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](#)

ISF DISTRICT/COMMUNITY INSTALLATION GUIDE

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.

Step 1: Establish a District/Community Executive Leadership Team			
Features	Installation Activities	Action Needed:	By Who? By When?
Representative DCLT team identified. <ul style="list-style-type: none"> Provide authority and problem solving needed to overcome organizational barriers and implement the efficiencies needed to functionally interconnect education, behavioral and mental health supports. Present concerning data and needs to those with authority and propose a way of working. 	<ul style="list-style-type: none"> Assess current teaming structures. Identify need for new team or expansion of existing team 		
	<ul style="list-style-type: none"> Review current partnerships and service agreements with community partners and/or in area. Executive level leadership from each organization are part of the team. 		
	<ul style="list-style-type: none"> Establish team operating procedures (e.g.: time for team to meet at least quarterly, roles for team, process for forming agenda, etc.) 		
Guiding Questions: <ul style="list-style-type: none"> 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			
Tasks	Installation Activities	Action Needed	By who? By when?
1a. Identify need for merging teams with similar goals	<ul style="list-style-type: none"> Use Aligning Teaming Structures: Working Smarter Not Harder worksheet to identify all teams and details 		
	<ul style="list-style-type: none"> Review data on Working Smarter matrix and use guiding questions below to develop an action plan for eliminating or modifying teams as needed 		
Guiding Questions			
<ul style="list-style-type: none"> • 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 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

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

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

TEAM CONSENSUS ON AN INTEGRATED APPROACH

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.

MEDICAL LAKE SCHOOL ISF DISTRICT GOALS

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

Progress Monitoring

TIER 2

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

Universal Screening

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

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

INTERVENTIONS	TIER 1 <i>ALL</i>	TIER 2 <i>SOME</i>	TIER 3 <i>FEW</i>
ELA	Foundations K-3 CKLA/EL Ready Common Core-(6-8) Study Sync (6-12) AP Literature (11-12) AP Language & Composition (11-12) GLAD (K-12)	Read Live (1-8) Reading Mastery (K-5) Corrective Reading (3-12 Grade) News to You (K-12) Reasoning and Writing (1-12) Foundations (K-3) Fast ForWord – ELL (K-12)	Read Live (1-8) Reading Mastery (K-5) Corrective Reading (3-12 Grade) News to You (K-12) Reasoning and Writing (1-12) Wilson Reading System (2-12) Fast ForWord – ELL (K-12)
Math	Eurkea/Zearn Math (K-5) Open Up Illustrative (6-8) HMH-Into AGA (9-12) Number Corner (K-5) ALEKS (K-12)	Zearn (1-5) Connecting Math Concepts (K-12) Corrective Math (3-12) Essentials for Algebra (7-12) Bridges Intervention (K-5) Intensified Algebra (9-12) Moby Max (K-8)	Connecting Math Concepts (K-12) Corrective Math (3-12) Essentials for Algebra (7-12) Bridges Intervention (K-5) Intensified Algebra (9-12) Moby Max (K-8)
Social Emotional	Sound Discipline lessons & Community Building (meetings) PBIS Second Steps (K-8) Lifeskills (6-8) Skills to Pay the Bills (9-12) Skill Streaming (K-12) Why Try (6-12) *preferred MS use only PEERS social skills (6-12) Social Services & Community in Schools	Sound Discipline practices PBIS Second Steps (K-8) Social Thinking (K-5) Zones of Regulation (K-12) Skills to Pay the Bills (9-12) Skill Streaming (K-12) Why Try (6-12) *preferred MS use only PEERS social skills (6-12)	Sound Discipline practices PBIS Second Steps (K-8) Social Thinking (K-5) Zones of Regulation (K-12) Skills to Pay the Bills (9-12) Skill Streaming (K-12) Why Try (6-12) *preferred MS use only PEERS social skills (6-12)
Mental Health	Behavioral Health Literacy <ul style="list-style-type: none"> Mental Health First Aid, Substance Abuse Literacy Student Break Rooms (ex. Cardinals Nest) In class instructions: Mindfulness and coping strategies MIND Your Health FREE education Classes MIND Your Health newsletter	Telehealth (new) Group Therapy Sound Discipline Practices Social Services in Schools Partnership with local agencies	Telehealth (new) Individual Therapy Family Therapy Sound Discipline practices Partnership Access Line Social Services & Community in Schools

MLSD: TOP 10 CELEBRATIONS

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*

- 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

Steps

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?

INTERCONNECTED SYSTEMS FRAMEWORK: FACT SHEETS AND WEBINARS

[BIT.LY/ISFWEBINARS](http://bit.ly/isfwebinars)

Fact Sheets Created by the Pacific Southwest MHTTC

Pacific Southwest (HHS Region 9)
MHTTC Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Fact Sheet

INTERCONNECTED SYSTEMS FRAMEWORK 101: AN INTRODUCTION

By SUSAN BARRETT, LUCILLE EBER, KELLY PERALES AND KATIE POHLMAN
OSEP TECHNICAL ASSISTANCE CENTER ON PBIS

In the United States, over 40% of students will have experienced a mental health problem, such as anxiety or depression, by the time they reach seventh grade (SAMHSA, 2016). Suicide is the second leading cause of death among 10-34 year olds (NIMH, 2016) and according to the National Survey of Children's Health (2016), 46% of children have experienced at least one Adverse Childhood Experience (ACE). The newest statistics on suicide from the Centers for Disease Control (CDC), along with current rates of substance use, opioid abuse, and electronic aggression are alarming. This public health crisis requires a whole population response. Education and mental health leaders are keenly aware of the need to align structures and establish one comprehensive system of social/emotional/behavioral (SEB) supports in schools.

The Interconnected System Framework (ISF) is an emerging approach for building a single system of SEB supports in schools. Integrating Positive Behavioral Interventions and Supports (PBIS) and school mental health, the ISF also brings community partners and families into one multi-tiered structure.

The Pacific Southwest Mental Health Technology Transfer Center (MHTTC), in collaboration with the OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS), has developed a three-part series of fact sheets to deepen knowledge and understanding of the ISF. All three documents provide case examples that highlight the local context in which data-based decision making occurs and reflect the diversity of school communities in the region.

Interconnected Systems Framework 101 provides an introduction to Interconnected Systems Framework, including a definition and a review of the benefits.

- Interconnected Systems Framework 201 describes what will be different for educators and mental health providers when school mental health is integrated into a Multi-Tiered System of Support (MTSS).
- Interconnected Systems Framework 301 describes how to use school and community data to determine what interventions to select and implement to meet the diverse needs of all students.

PBIS Positive Behavioral Interventions & Supports
www.pbis.org

pacificsouthwest@mhttnetwork.org | (844) 856-1749 | www.MHTTCnetwork.org

Pacific Southwest (HHS Region 9)
MHTTC Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Fact Sheet

INTERCONNECTED SYSTEMS FRAMEWORK 201: WHEN SCHOOL MENTAL HEALTH IS INTEGRATED WITHIN A MULTI-TIERED SYSTEM OF SUPPORT: WHAT'S DIFFERENT

By SUSAN BARRETT, LUCILLE EBER, KELLY PERALES AND KATIE POHLMAN
OSEP TECHNICAL ASSISTANCE CENTER ON PBIS

This is the second of a series of three Fact Sheets on the Interconnected Systems Framework (ISF) developed through a collaboration between the Pacific Southwest Mental Health Technology Transfer Center (MHTTC) and the OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS). The Interconnected Systems Framework (ISF) is an implementation framework developed by national leaders in the fields of PBIS and School Mental Health to advance a more effective and efficient system of social emotional and behavioral health in schools. Recognizing the shared contributors and value of both PBIS and SMH, the interconnected approach is a process guided by key stakeholders with authority to develop a unified response that specifically addresses the needs of the population they serve. Leaders engaged in the integrated process are guided by the core features of a multi-tiered system of support. The purpose of this series to deepen knowledge and understanding of the ISF by highlighting key features illustrated by case examples that reflect the diversity of school communities in the region and demonstrate how data-based decision making occurs in a local context. This fact sheet will focus on the core features of an ISF approach.

ISF Applies the Core Features of MTSS
The ISF enhances the multi-tiered system of support (MTSS) core features to intentionally include and integrate mental health and wellness. This is accomplished through the inclusion of a broader range of partners, a wider scope of data, and the expansion of interventions to address internalizing mental health issues such as anxiety, depression and trauma. Applying the MTSS features systematically to the expanded continuum of interventions is a deliberate and defining aspect of the ISF process. The following brief provides a short description of how each MTSS feature is enhanced and positioned within the ISF and considerations for getting started.

1. An Integrated Team Process
Leadership teams are key to implementation of evidence-based practices (EBPs) in school systems. But too many teams can decrease the system's ability to work efficiently. Since social/emotional health is a critical part of teaching academic outcomes, one of the key elements of effective implementation is to establish one set of integrated teams.

Within an integrated approach, the District and Community Leadership Team makes funding and personnel decisions and explicitly describes the roles and function of teams in a Memorandum of Understanding or service agreement. This allows financial support and district commitment for school and community providers to operate as one team.

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Fact Sheet

INTERCONNECTED SYSTEMS FRAMEWORK 301: INSTALLING AN INTEGRATED APPROACH

By SUSAN BARRETT, LUCILLE EBER, KELLY PERALES AND KATIE POHLMAN
OSEP TECHNICAL ASSISTANCE CENTER ON PBIS

This is the third of a series of three Fact Sheets on the Interconnected Systems Framework (ISF) developed through a collaboration between the Pacific Southwest Mental Health Technology Transfer Center (MHTTC) and the OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS). The ISF is offered as an option to address the inefficiencies of co-located systems and social, emotional, behavioral programs working in isolation. Building on the success of PBIS, the ISF applies the core features of MTSS to deliberately integrate mental health, community, school, and family partners through a single system of support. The purpose of this series to deepen knowledge and understanding of the ISF by highlighting key features illustrated by case examples that reflect the diversity of school communities in the region and demonstrate how data-based decision making occurs in a local context. This fact sheet will focus on the steps to installing an integrated approach at the District/Community Level.

Installation Process:
District and Community Leadership
Adopting and installing an interconnected system ideally involves layered implementation from the state to the local level. This layered implementation happens simultaneously across both state and districts, with school staff providing feedback to district level staff and districts providing input and guidance to state level staff.

- State systems model and support district level alignment efforts
- Districts organize the partnerships and administrative components needed to guide effective integration at each school building

Many states also use regional or county structures for providing support to districts engaged in the integration of PBIS and mental health. State, district, and school teams benefit from this symmetry across organizational levels as consistent policy, funding, systems alignment, and workforce structures support a solid foundation for sustainable change. Because the unit of implementation of an ISF is most transformative at the local level, we will detail the installation process at the district/community and school levels. Implementers who have a role at the regional or state level can extrapolate the concepts presented for district/community leaders and apply the logic and the tools within their systems.

The purpose of the installation phase is to allocate or reallocate resources to initiate innovation. People who have the authority to allocate resources are identified, awareness activities are taking place and roles, functions, and overall organizational structure are carefully analyzed.

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ISF Webinar Series #201: When School Mental Health is Integrated Within an MTSS - What's Different

Interconnected Systems Framework (ISF) 301: Installing an Integrated Approach

ISF DISCUSSION HOURS:

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-Prusan, Pacific Southwest MHTTC & Jennifer Kubista, Superintendent at Central School District 13J (Oregon)

April 7, 2020: Leora Wolf-Prusan, 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-Prusan, 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

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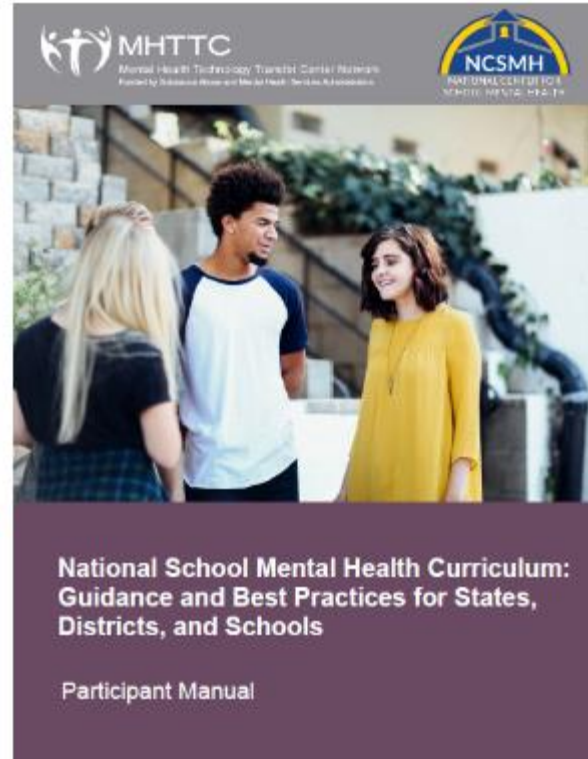
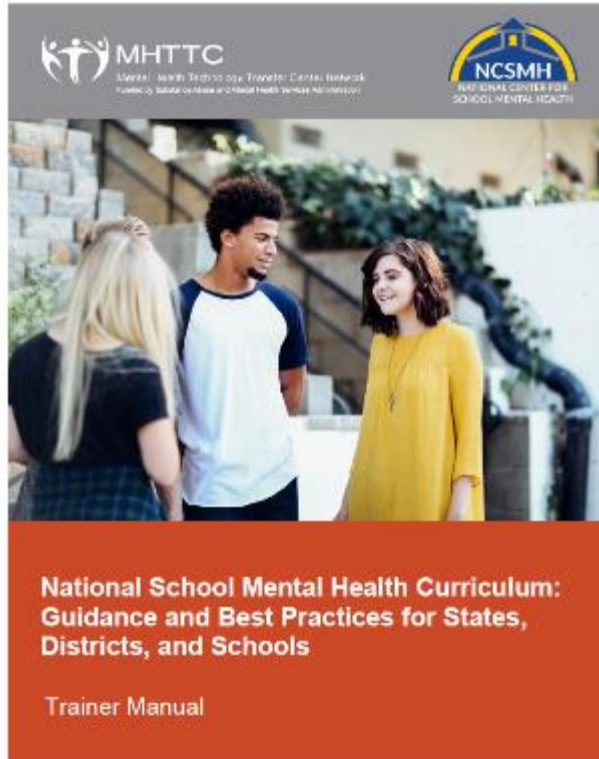
>>> REGISTER FOR REMAINING SESSIONS
bit.ly/ISFDiscussion

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



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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.



Website (Registration, Materials, Recordings):
<https://bit.ly/well-beingNW>

Questions: Megan Lucy
mlucy@uw.edu

LEARN MORE ABOUT THE FULL SERIES HERE: [BIT.LY/WELL-BEINGNW](https://bit.ly/well-beingNW)

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



CONNECT WITH THE NORTHWEST MHTTC SCHOOL MENTAL HEALTH SUPPLEMENT



School Mental Health

Join our mailing list

About us:

In addition to regular training activities and special areas of focus, the Northwest Mental Health Technology Transfer Center (Northwest) has received funding to support increased training and technical assistance for school mental health in Alaska, Idaho, Oregon, and Washington. To operationalize this support Northwest has partnered with the University of Washington **School Mental Health Assessment, Research, and Training (SM-ART)** Center, a national leader in developing and supporting implementation of evidence-based practices (EBPs) in schools, including prevention, early intervention, and intensive supports. The Northwest School Mental Health (SMH) and Multi-Tiered System of Supports (MTSS) Training and Technical Assistance (TA) Center, within the UW SM-ART Center, supports youth and young adults of school age who have been exposed to violence, are experiencing a mental health disorder, or at risk of developing such a disorder.



The primary center goals are:

- Provide training and technical assistance on implementation of mental health services in schools and school systems.
- Build infrastructure and create learning communities.
- Support educational leaders to promote mental health for ALL.

"Northwest PBIS Network's regional work has been leveraged by our connection to the Northwest Region School Mental Health and MTSS Training and TA Center that is part of the Northwest Mental Health Technology Transfer Center. We were able to provide a comprehensive school mental health strand at our 2019 conference, drawing in record attendance. We're a lot closer to diving deeper into regional collaborations, and break down some persistent obstacles to establishing a true system of care for students in our public schools." - Jessica Swain-Bradley, PhD, Executive Director, Northwest PBIS Network

Special Events in Response to COVID-19

The Well-Being Series - NEW

- LEARN® Saves Lives Suicide Prevention Training for Parents/Caregivers, followed by Q&A Session with Suicide Prevention Experts - April 2, 2020
- Be Our Lunch Date? A "Think Tank" Time: A Gathering of School Mental Health Practitioners to Surface School Mental Health Needs and Resources - April 10, 2020
- Educator Wellness Webinars - April 3rd, April 24th, May 15th, June 3rd - NEW
- Psychological First Aid - Listen Protect Connect Model and Teach - May 13, 2020 - NEW

Events:

Alaska RTVMT \$S Effective Instruction Conference - January 24-25, Anchorage, Alaska

2020 5th Annual Idaho Positive Behavior Network Conference - February 6-7, Boise, Idaho

18th Annual Northwest PBIS Network Conference - February 25-26, Tacoma, Washington

Oregon Response to Instruction and Intervention Conference - April 9-10, Portland, Oregon - CANCELLED

"Virtual" MTSS Fost 2020 - April 22, 2020 (Online) - NEW

News:

School Mental Health Team Featured at 2020 Northwest PBIS Conference in Tacoma - NEW

Resources from the Mental Health Technology Transfer Center Network, "Supporting Student Mental Health: Resources to Prepare Educators"

School Mental Health Initiative in Idaho

Products:

Year 1 Northwest MHTTC School Mental Health Supplement Review - NEW

Fact Sheet: Supporting Native American & Alaska Native Youth in School Settings

School Mental Health Practice Brief: Effective Programs to Address Trauma in Schools

Creating Trauma-Responsive Schools Webinars

Interconnected Systems Framework Webinars

• ISF 101: An Introduction Recorded Webinar | Presentation PDF

• ISF 201: When School Mental Health is Integrated within an MTSS Framework Recorded Webinar | Presentation PDF

• ISF 301: Installing an Integrated Approach Recorded Webinar | Presentation PDF

Website

<https://tinyurl.com/nwsmh>

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CONTACT INFORMATION

Kelcey Schmitz

kelcey1@uw.edu

Tawni Barlow

tbarlow@mlsd.org