



Pacific Southwest (HHS Region 9)

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MHTTC

Mental Health Technology Transfer Center Network
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Welcome to Today's Webinar

Interconnected Systems Framework 201: When School Mental Health is Integrated Within an MTSS – What's Different

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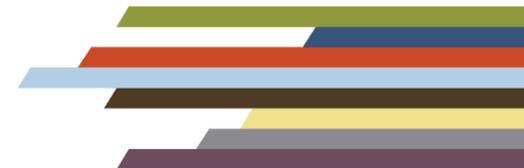
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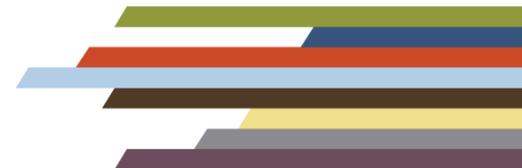
Interconnected Systems Framework (ISF) 201

When School Mental Health is Integrated Within an MTSS – What's Different

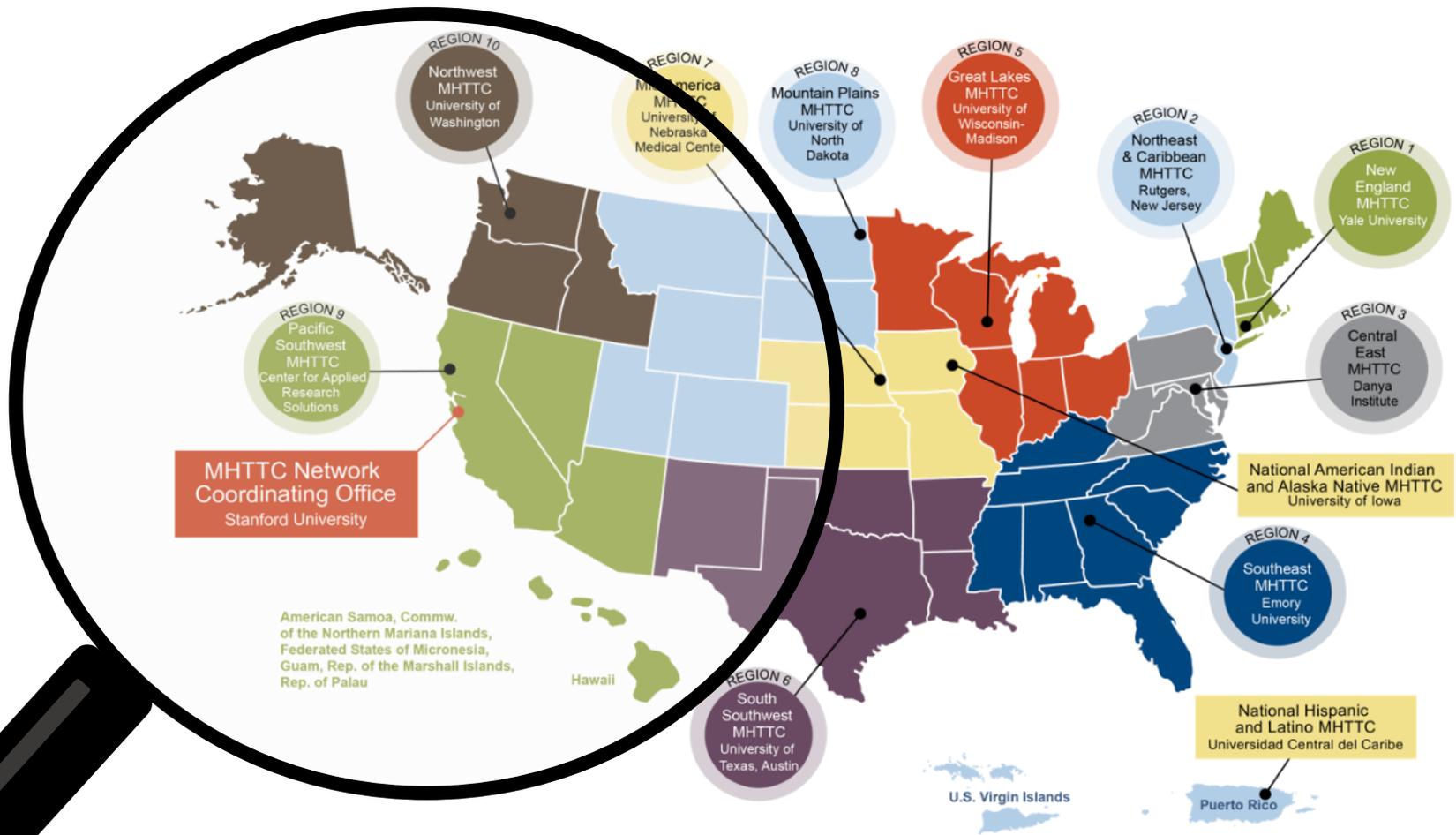


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Pacific Southwest & Northwest Mental Health Technology Transfer Centers (MHTTCs)



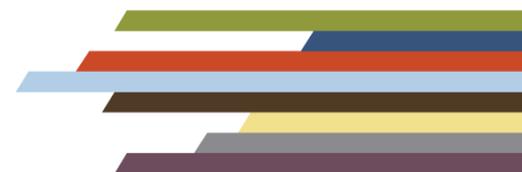
Mental Health Technology Transfer Center (MHTTC)

Our Role

We offer a collaborative MHTTC model in order to provide training, technical assistance (TTA), and resource dissemination that supports the mental health workforce to adopt and effectively implement evidence-based practices (EBPs) across the mental health continuum of care.

Our Goal

To promote evidence-based, culturally appropriate mental health prevention, treatment, and recovery strategies so that providers and practitioners can start, strengthen, and sustain them effectively.



Mental Health Technology Transfer Centers (MHTTC)

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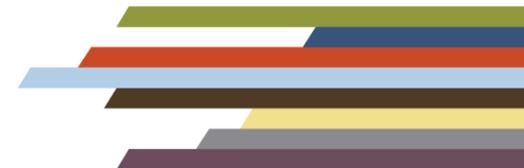
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ISF Webinar Series

- **ISF 101: An Introduction**

October 22, 2019

- [Presentation](#)
- [Handout](#)
- [Recorded Webinar](#)

- **ISF 201: Learn How to Establish an Integrated ISF Leadership Team**

Today's Session

- [Presentation](#)
- [Handout](#)
- Recorded Webinar – Email northwest@mhttcnetwork.org or pacificsouthwest@mhttcnetwork.org to request the link following the live webinar today.

- **ISF 301: Installing an Integrated Approach**

January 21, 2020

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Webinar Series Objectives

- Learn how to establish an integrated ISF leadership team
- Understand the foundational steps to establish ISF at the school or district level
- Define the process of evaluating potential evidence-based practices for inclusion in schools
- Discuss implementation challenges, solutions, and innovations with ISF practitioners



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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 contributions 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 this 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 reaching 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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http://cars-rp.org/_MHTTC/docs/Interconnected-Systems-Framework-201-Fact-Sheet.pdf

Agenda

- Rewind: Defining Interconnected Systems Framework (ISF)
- How is each MTSS feature enhanced and positioned within the ISF framework?
 1. An Integrated Team Process
 2. An Expanded Use of Data
 3. Team-Based Selection of All Evidence-Based Practices
 4. Using Comprehensive Screening for Early Identification
 5. Tracking Fidelity and Impact
 6. Professional Development: Training, Coaching & Feedback
- Close & Next Steps



Today's Presenters





Susan Barrett, MA

sbarrett@odu.edu

Susan Barrett, MA, serves as a Director for the Center for Social Behavior Supports Center (CSBS) at Old Dominion University and an Implementer Partner with the U.S. National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS). She assists with large-scale implementation of PBIS; partners with researchers to evaluate the impact of PBIS on students, school staff, and school communities; and serves on the Association of Positive Behavior Supports Board of Directors. She also co-leads the development of the Interconnected Systems Framework, a mental health and PBIS expansion effort. Susan has been published in the areas of large-scale adoption of PBIS, mental health, cost-benefit analysis, advanced tier system development, and adoption of evidence-based practices in schools.



Tawni Barlow, M.Ed

Tawni Barlow, M.Ed, is the Student Services Director for the Medical Lake School District. She oversees nursing, 504, special education and mental health services for the district. Prior to working in the education field, she worked in behavioral science, corrections and social work for close to 20 years, specializing in crisis response, counseling and behavior management. Tawni's experience as an administrator as well as line level staff has given her the perspective to effectively communicate with all levels of an organization. She holds an Educational Staff Associate (ESA) certification in both school counseling and school psychology, and prior to becoming an administrator she worked as a School Psychologist in the local community. She earned a Bachelor of Liberal Studies in Humanities and a Masters of Education (M.Ed.) in counseling, with an emphasis on research, from Whitworth University and an Educational Specialist (Ed.S.) degree in School Psychology through Eastern Washington University. Tawni is currently an adjunct professor for Whitworth University and provides clinical supervision for the Marriage and Family therapist interns.



Natalie Sedano, MA

Natalie Sedano, CAHELP (California Association of Health and Education Linked Professions JPA), is a Prevention and Intervention Lead Specialist at Desert/Mountain SELPA. Natalie has been in the field of education for over 14 years. She holds a Masters degree and PPS credential in Educational Counseling and in School Psychology.

Natalie has worked as a special education aide, a school counselor, and an intervention specialist for at-risk youth. Natalie has been a school site and district Positive Behavioral Interventions and Supports coach. Enthusiastic and determined, she is passionate about advancing education effectiveness by interconnecting school mental health and school-wide positive behavioral support. She is an advocate for systems and ensuring that the “whole” child is addressed.



Re-Wind

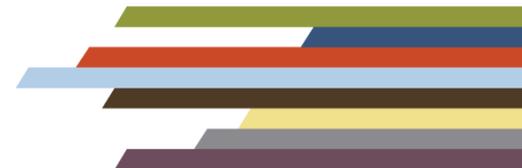
**Defining Interconnected
Systems Framework**

Susan Barrett



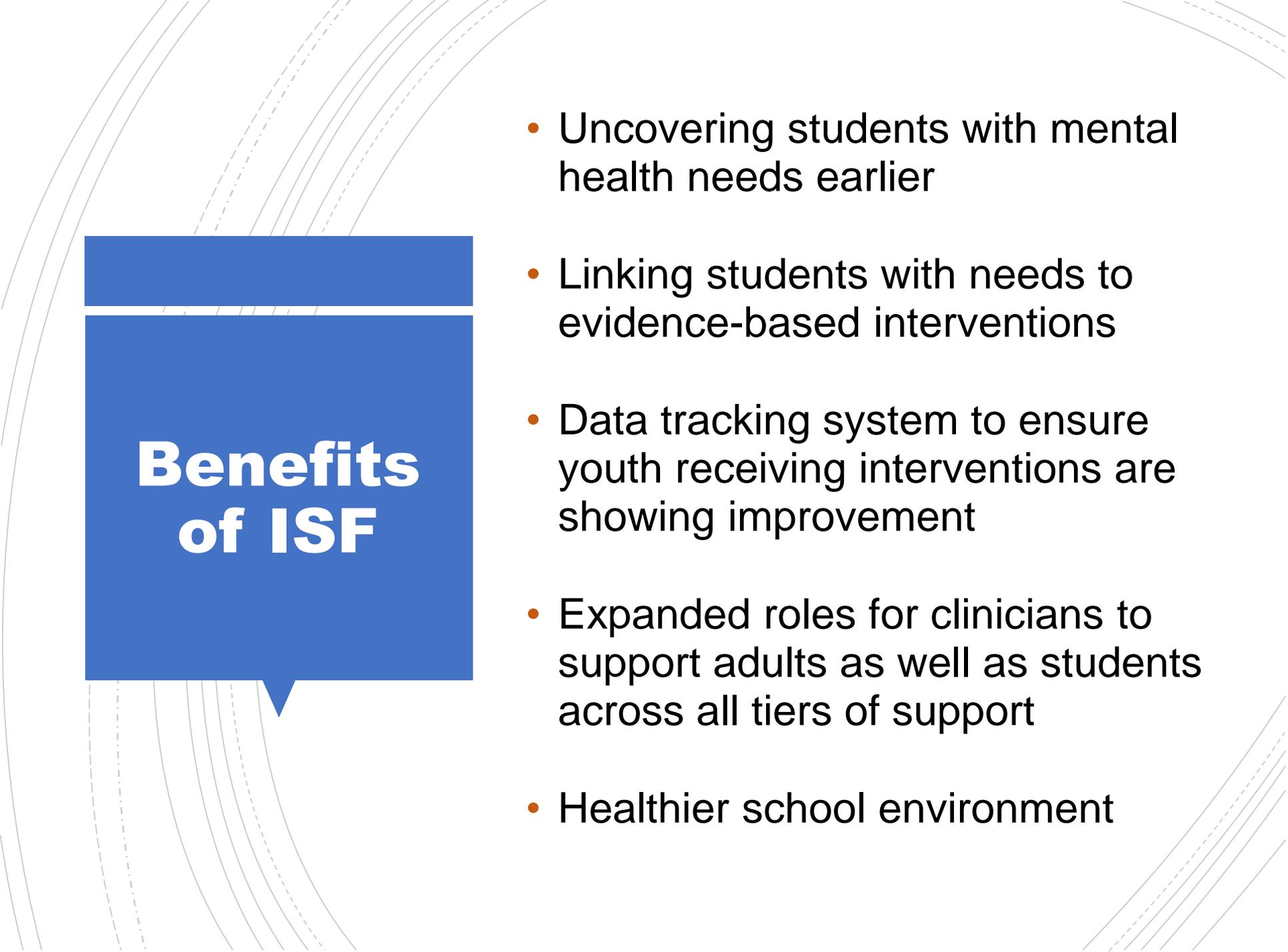
The Interconnected Systems Framework (ISF)

- 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



ISF Defined

- **Structure** and **process** for education and mental health systems to interact in most effective and efficient way.
- Guided by **key stakeholders** in education and mental health/community systems.
- Key stakeholders have the **authority** to reallocate resources, change role and function of staff, and change policy.



Benefits of ISF

- Uncovering students with mental health needs earlier
- Linking students with needs 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

Impact



50%

50% of all lifetime cases of mental illness begin by age 14 and 75% by age 24.¹



10 yrs

The average delay between onset of symptoms and intervention is 8-10 years.¹

37%



37% of students with a mental health condition age 14 and older drop out of school—the highest dropout rate of any disability group.¹

70%



70% of youth in state and local juvenile justice systems have a mental illness.¹



What if making our environments more
nurturing could guide us in preventing
almost every problem we face?



PBIS is an Implementation Framework

Systems-Data-Practices-Outcomes

- **We organize our resources**
 - Multi-Tier Mapping, Gap Analysis
- **So kids get help early**
 - Actions based on outcomes (data!), not procedures
- **We do stuff that's likely to work**
 - Evidence-based interventions
- **We provide supports to staff to do it right**
 - Fidelity: Tiered Fidelity Inventory
- **And make sure they're successful**
 - Coaching and support
 - Progress monitoring and performance feedback
 - Problem-solving process
 - Increasing levels of intensity

Evidence of Impact of PBIS

- **Improved academic achievement**
(McIntosh, Chard, Boland, & Horner, 2006)
- **Reduced student discipline referrals and suspensions**
(Anderson & Kincaid, 2005; Frey, Lingo, & Nelson, 2008)
- **Improved social emotional functioning**
(Kincaid, Knoster, Harrower, Shannon, & Bustamante, 2002, Bradshaw et al., 2012)

Foundation...

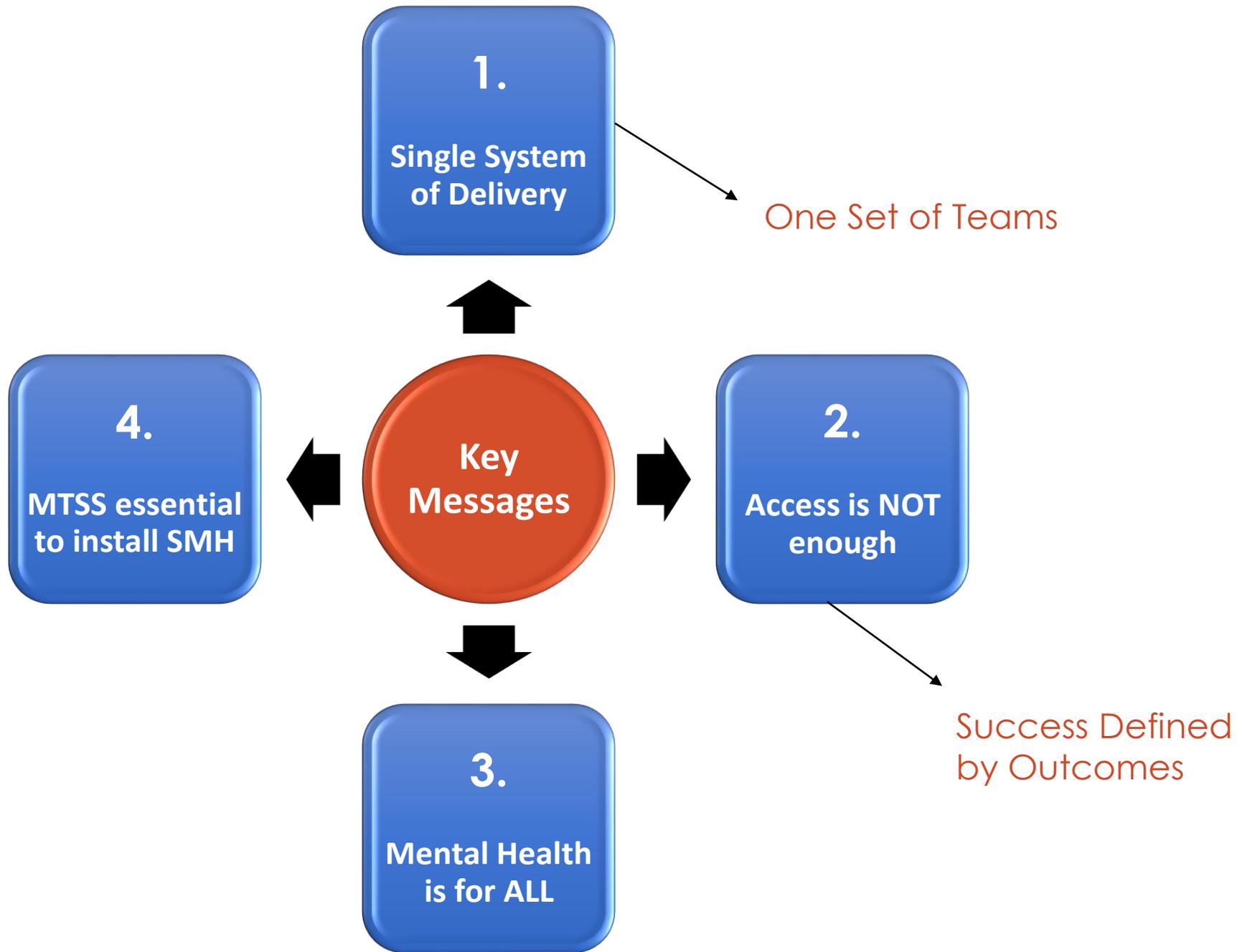
- Many schools implementing PBIS struggle to implement effective interventions at Tiers 2 and 3
- Youth with “internalizing” issues may go undetected
- Not enough staff and resources
- PBIS systems (although showing success in social climate and discipline) often do not address broader community data and mental health prevention.

....but MORE is needed.

School Mental Health, PBIS, System of Care, and Implementation Science

- ISF builds on the success of various social service platforms
- ISF provides specific steps for integration and alignment

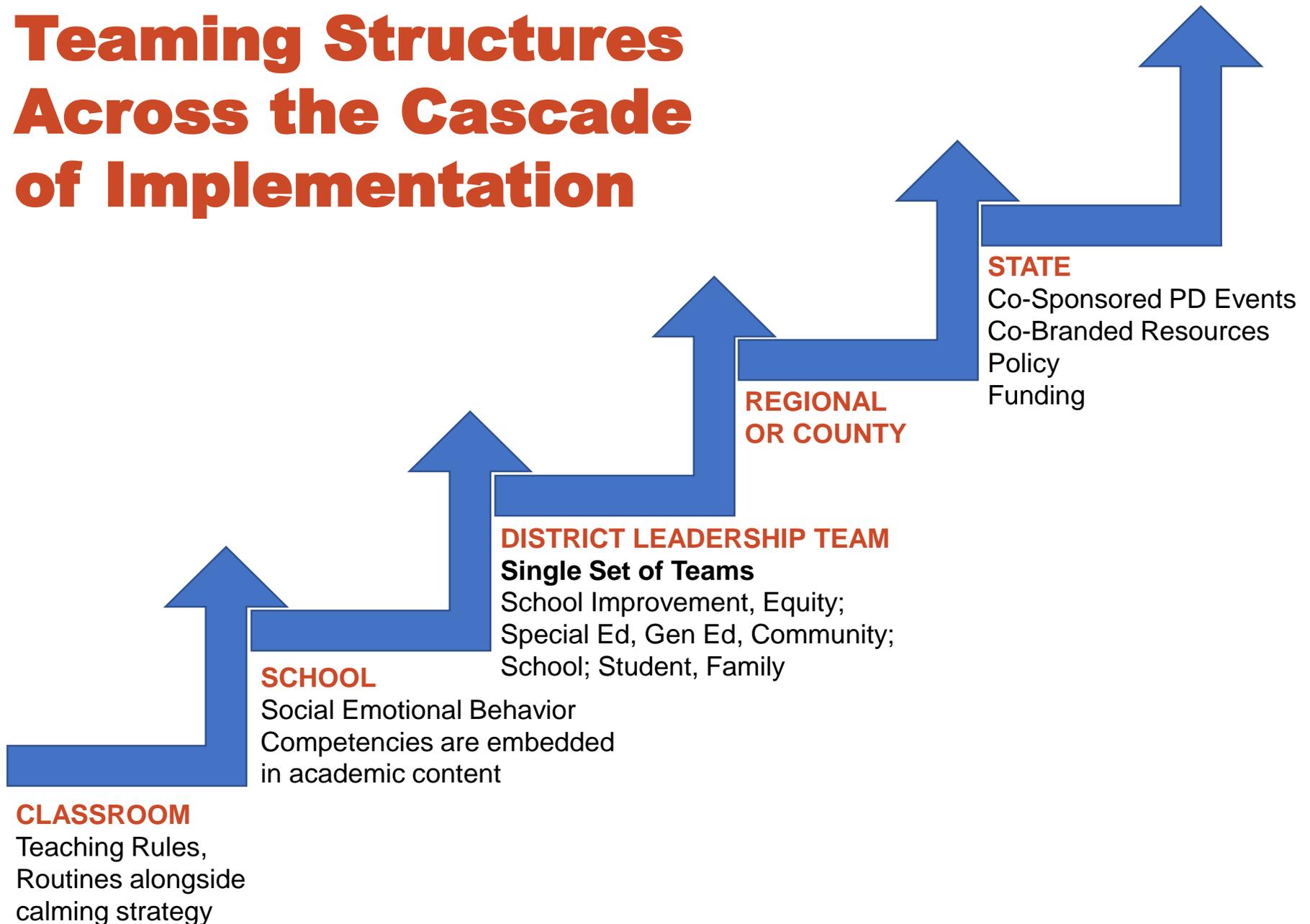
This typically requires the difficult process of abandoning long-held patterns of “doing business” and creating new models based on the strengths of the schools/district/community, and the changing needs of students and families.



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 and 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 and effectiveness of all interventions regardless of who delivers
- Ongoing **coaching** at both the systems and practices level for both school and community employed professionals

Teaming Structures Across the Cascade of Implementation



Feature 1

An Integrated Team Process

- District Community Leadership Team (DCLT) who develops a strategy for training and supporting school level implementers.
- School level systems teams are organized around tiers and have time to establish common language, working agreements, shared vision, and common understanding of MTSS.
- Community partners, including family and student representatives, with clearly defined roles, are active participants and leaders.

Feature 2

An Expanded Use of Data

- Teams make decisions about how to improve mental well-being using school data (e.g., attendance, grades, discipline data) as well as community data (e.g., poverty, homelessness, domestic violence, substance use) as indicators of mental health.
 - From school-wide prevention efforts to intensive, individualized interventions, the teams review relevant school and community data to determine the prevention and intervention approaches needed to most efficiently meet the needs of all students.
- Leadership Teams continuously review relevant community data, along with school data, as they establish measurable goals that include mental health outcomes (school climate data, family and student surveys, screening data).
 - The team uses screening data to uncover the mental health needs of their students. Teams strengthen their school-wide prevention approaches as they review relevant school and community data.

Feature 3

Team Based Selection of All Evidence-Based Practices

- Within an MTSS, teams utilize formal processes for selecting a continuum of EBPs based on likelihood of desired impact on identified needs.
 - An integrated framework expands this formal process for selection of EBPs to include the use of both school and community data in this process and to purposefully include all clinical services/ interventions in the team selection process.
- School Employed 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 EBPs that match specific needs.

Feature 4

Using Comprehensive Screening for Early Identification

- In the ISF, districts are encouraged to adopt a structured and comprehensive universal screening for uncovering internalizing as well as externalizing needs of children.
 - Rather than having a separate screening process for mental health needs, an integrated screening process looks for early indication of anxiety, depression, and impact from a traumatic life experience, as well as conduct problems.
- Screening for social, emotional, and behavioral concerns, both internalizing and externalizing, allows students to be identified early and linked to the appropriate interventions.

Feature 5

Tracking Fidelity & Impact

- In an integrated system, interventions for anxiety and depression and trauma are monitored for fidelity as well as outcome, following the same standards and rigor as applied to reading and behavior interventions.
- Schools and community organizations are accountable to their stakeholders and have an obligation to report the fidelity and effectiveness of their implementation.

Feature 6

Professional Development – Coaching, Training & Feedback

- Blended professional development on teaming behaviors, use of data, and related MTSS skills should be established routines for all staff in an interconnected system.
- School-employed and community-employed staff receive professional development on school-wide PBIS practices, effective mental health integration into their school-wide PBIS, as well as mental health awareness and the basics of behavioral health and wellness.



What Does This Look Like in Practice?

Spotlights on Celebrations & Lessons Learned

Tawni Barlow

Student Services Director for the
Medical Lake School District, Washington



Medical Lake School District, WA

Overview

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 District, WA

Overview

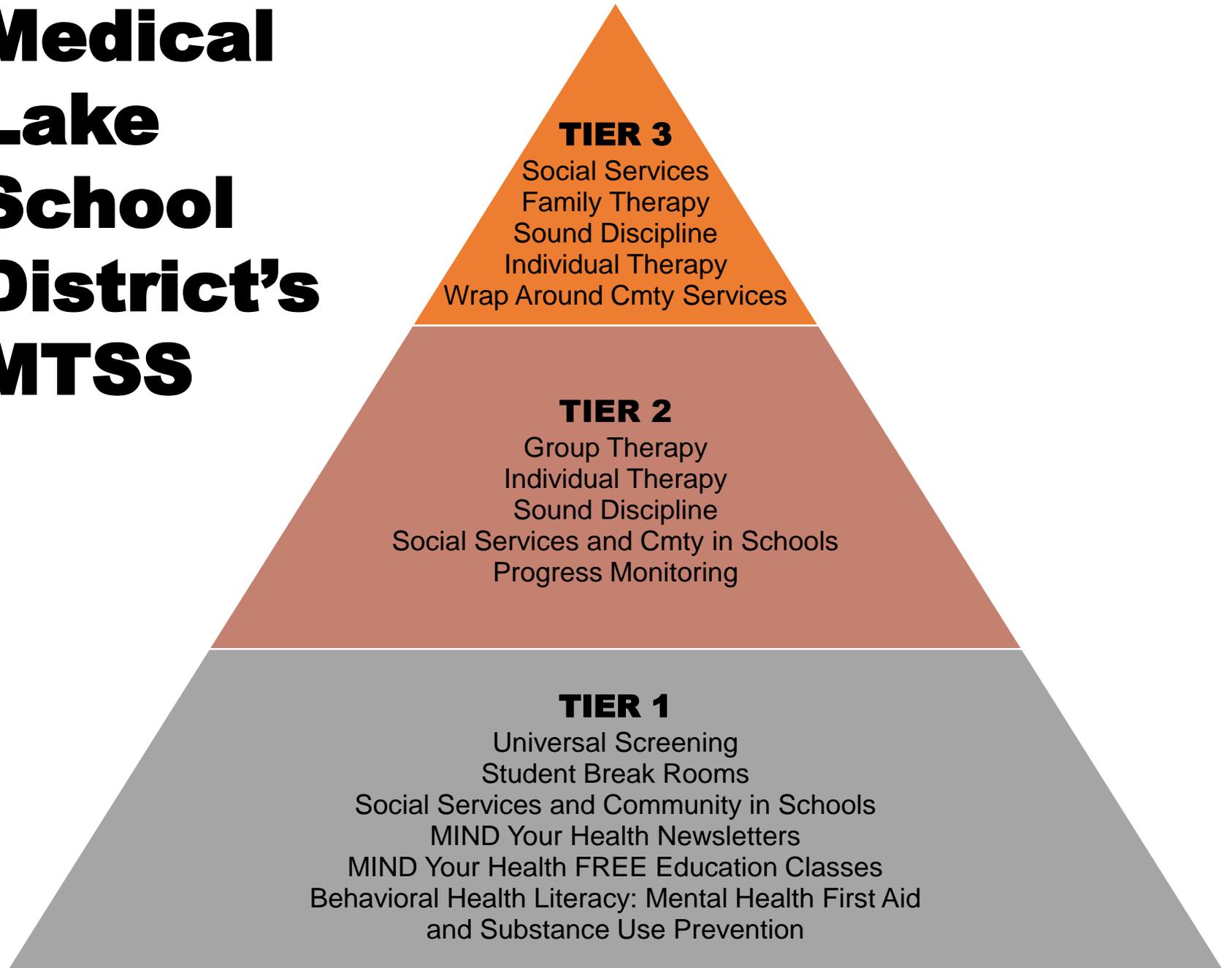
Integration of education and mental health through Interconnected Systems Framework within an MTSS framework to improve the academic success rates and well being of MLSD students.

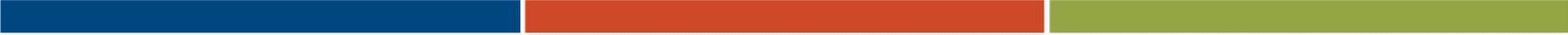
Goal 1: To enhance the capacity of MLSD and its partners to work collaboratively to identify and address the social, emotional, academic, behavioral, substance use and mental health needs of students in the community.

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.

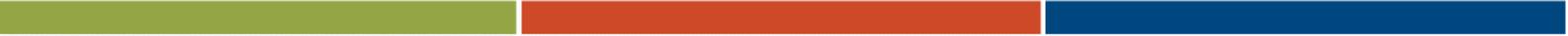
Goal 3: Improve educational, behavioral, mental health, drug use, and social outcomes among students in all MLSD students.

Medical Lake School District's MTSS





Medical Lake School District's
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. The MH MTSS folds into the already existing district-wide MTSS.
 - Resource mapping of all EBP
 - SWIS

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



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

7. Telehealth – PAL for Schools



8. MH 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



Lessons Learned

- Set up infrastructure prior to services
 - Onboarding interns
 - Training
 - District/building level system
- Designated spaces and equipment
 - Funding
 - Furniture
 - Equipment (phone, computers, etc.)
- Outline the different performance/ descriptions
 - School Counselors – Comprehensive Care Coordinator
 - Marriage and Family Therapists
 - Social Workers
 - School Psychologists



What Does This Look Like in Practice?

Spotlights on Celebrations & Lessons Learned

Natalie Sedano

Prevention and Intervention Lead Specialist
at Desert/Mountain SELPA, CAHELP





CAHELP's
Top 10 Celebrations



1. Met with district/program leadership to review Interconnected Systems Framework readiness criteria to provide a continuous sustainability model through:
 - Using Tiered Fidelity Inventory (TFI) Scores, an assessment tool used by PBIS teams to determine fidelity of Tier 1, Tier 2, and Tier 3.
 - Completing the Interconnected Systems Framework Survey on School Readiness for Interconnecting Positive Behavior Interventions and Supports and School Mental Health. This is to be completed by district and site teams for baseline data and progress monitoring.
 - Developing systematic use of universal screening tools used to identify students for early identification of at-risk behaviors. Identified tools are the ASQ/SE (Ages and Stages Questionnaire and Ages and Stages-Social Emotional Questionnaire) and the SRSS-IE (Student Risk Screening Scale-Internalizing/Externalizing).



2. Building capacity to provide trainings through our region, such as: Supporting and Understanding Students from Adverse Backgrounds, Youth Mental Health First Aid, continued PBIS trainings and coaching, Trauma-Informed Care, and Social-Emotional Learning.

3. Prepared a “Getting to Know Your Needs” survey that can be completed by anyone in the high desert community about additional trainings and/or additional resources that are needed.

- Relationships are key!

4. Create additional interdisciplinary teams

- Ex. Early Childhood Trauma-informed PBIS; consisting of a PBIS Specialist, Intervention Specialist, Program Specialist, clinician program manager



5. **Initializing family engagement and continuing community opportunities where outreach services are available.**
 - Outreach supports include linkage to services, training classes, and community outreach. Monthly summer engagement activities called Family Fun Days were held to encourage and support family engagement.
 - 504 Outreach Interconnections (10/15/18-10/08/19) (School Site networking/coaching, parent events, community outreach)

6. **Outreach Collaborative event-teams from the Desert/Mountain Children's Center (DMCC), Outreach Services, and Career Technical Education provided information about their departments, including the referral process for services.**
 - This event helped with utilizing, identifying, and sharing community resources to meet the needs of families and individuals in the Desert/Mountain Region as well as within our organization.



7. Telehealth – PAL for Schools

8. Ability to connect with the community and agencies leading to expansion of additional resources and supports for families

- Ex. IEHP Community Center MOU, Department of Behavioral Health, Outreach Collaborative events

9. Identifying ISF entry points based on fidelity of PBIS implementation

- District commitment
- Implementation of PBIS in our schools with the California PBIS Coalition Recognition System and celebrations

10. Ability to move beyond training: application and implementation

- Focus on MH/SEL
- Universal Screening
- Community resources
- Growing expertise amongst team members
- Coaching



Lessons Learned

- Go slow to go fast. Continue to educate around the Interconnected Systems Framework:
 - Team structure
 - Common language
 - Time to meet
- Promote wellness! Allow time of resources and time to make this happen. School/program staff are experiencing more challenging behaviors and more calls to crisis response teams, and overall are wanting support.
- Reminding ourselves that this takes time: 2-4 years to effectively enact system change.
- Clearly defined action plan to move forward

Discussion

Top 10 Best Practices & Lessons Learned

- **System, system, system**
- **Align initiatives and resources**
- **Educate and destigmatize**
- **Provide SEL support for teachers**
- **Let the data guide you**



Let's hear from you!

- What common themes do you hear?
- What are some takeaways?



Closing



Join us for the next (and last) ISF West Coast Party!



ISF 301: Installing an Integrated Approach

Tuesday, January 21

6-7 pm ET / 3-4 pm PT / 12-1 pm HT

Register: <https://tinyurl.com/MHTTC-ISF-301>



Featuring

Susan Barrett

with

Regional Spotlights

Northwest MHTTC: Oregon

Jennifer Kubista, Ed.D

Superintendent at Central School District 13J

Independence and Monmouth, OR

Pacific Southwest MHTTC: Nevada

Kaci Fleetwood, M. Ed, BCBA, LBA

State Coordinator, School Climate Transformation Project

Nevada PBIS Technical Assistance Center



Pacific Southwest MHTTC

Winter Learning Institute

January 14-16, 2020

9 a.m. – 4 p.m.

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Resources





Mental Health/Social-Emotional Well-Being

The term 'mental health' refers to how we think, feel and behave; it is a critical part of our overall health. Current rates of mental illness, substance misuse and opioid abuse are alarming and require significant societal shifts. Mental health prevention is now recognized as a critical part of education, but schools struggle with how to establish a comprehensive system of mental health support. The Interconnected Systems Framework (ISF) is an emerging approach for building a single system to address mental health and social-emotional well-being in schools.

[Learn More](#)

Examples

Check out these samples, case studies and lesson plans and use them as a springboard to improve your own implementation

[Learn More](#)

Materials

Resources in this section include journal articles, templates, practice descriptions, fact sheets, and much more.

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Presentations

Presentations about their experiences, published research, and best practices from recent sessions, webinars, and trainings

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Publications

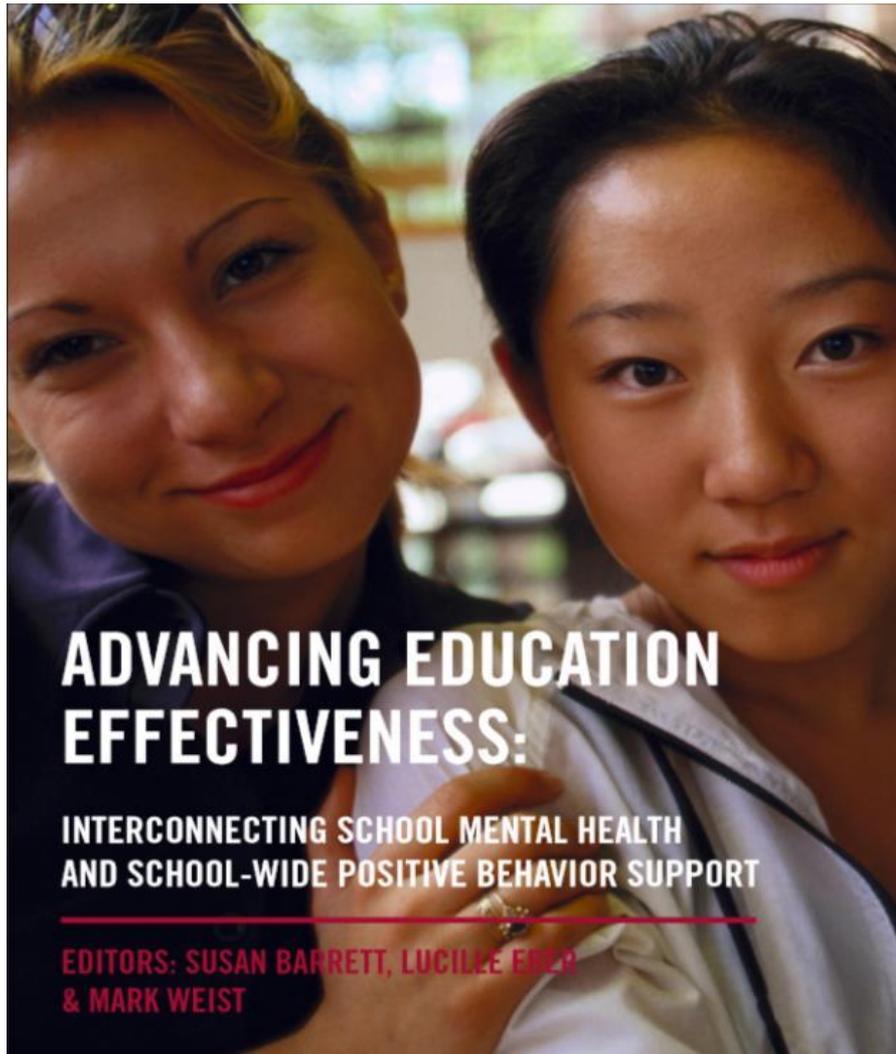
Publications listed below include every eBook, monograph, brief, and guide written by the PBIS Technical Assistance Center.

[Learn More](#)

Video

Recordings here include keynotes and presentations about PBIS concepts as well tips for implementation.

[Learn More](#)



Advancing Education Effectiveness: Interconnecting School Mental Health (ISF) and School-Wide Positive Behavior Support (PBIS)

*Editors: Susan Barrett,
Lucille Eber, and Mark Weist*

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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.

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 end of October.

Preface: Mark Weist, Professor at University of South Carolina, Department of Psychology - *Coming soon!*

Chapter 1: *Introduction: Setting the Stage for an Interconnected System of Education and Mental Health - Coming soon!*

Chapter 2: *Defining Interconnected Systems Framework (ISF): Origins, Critical Features and Key Messages - Coming soon!*

Chapter 3: *Exploration and Adoption - Coming soon!*

Chapter 4: [Installing an Interconnected System at the District/Community Level](#)

[District/Community Leadership Installation Guide](#)

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Chapter 5: [Installation and Initial Implementation of an Interconnected System at the School Level](#)
School Level Installation Guide

ISF District/Community Installation Guide

ISF V2 Chapter 4

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

ISF V2 Chapter 5

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 at the building level.

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? 			

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