



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 301: Installing an Integrated Approach

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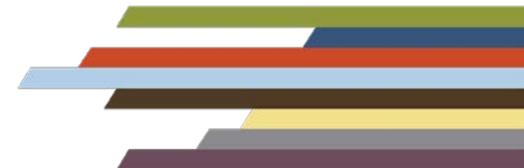
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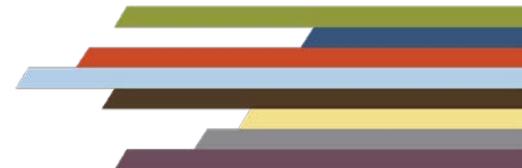
Interconnected Systems Framework (ISF) 301

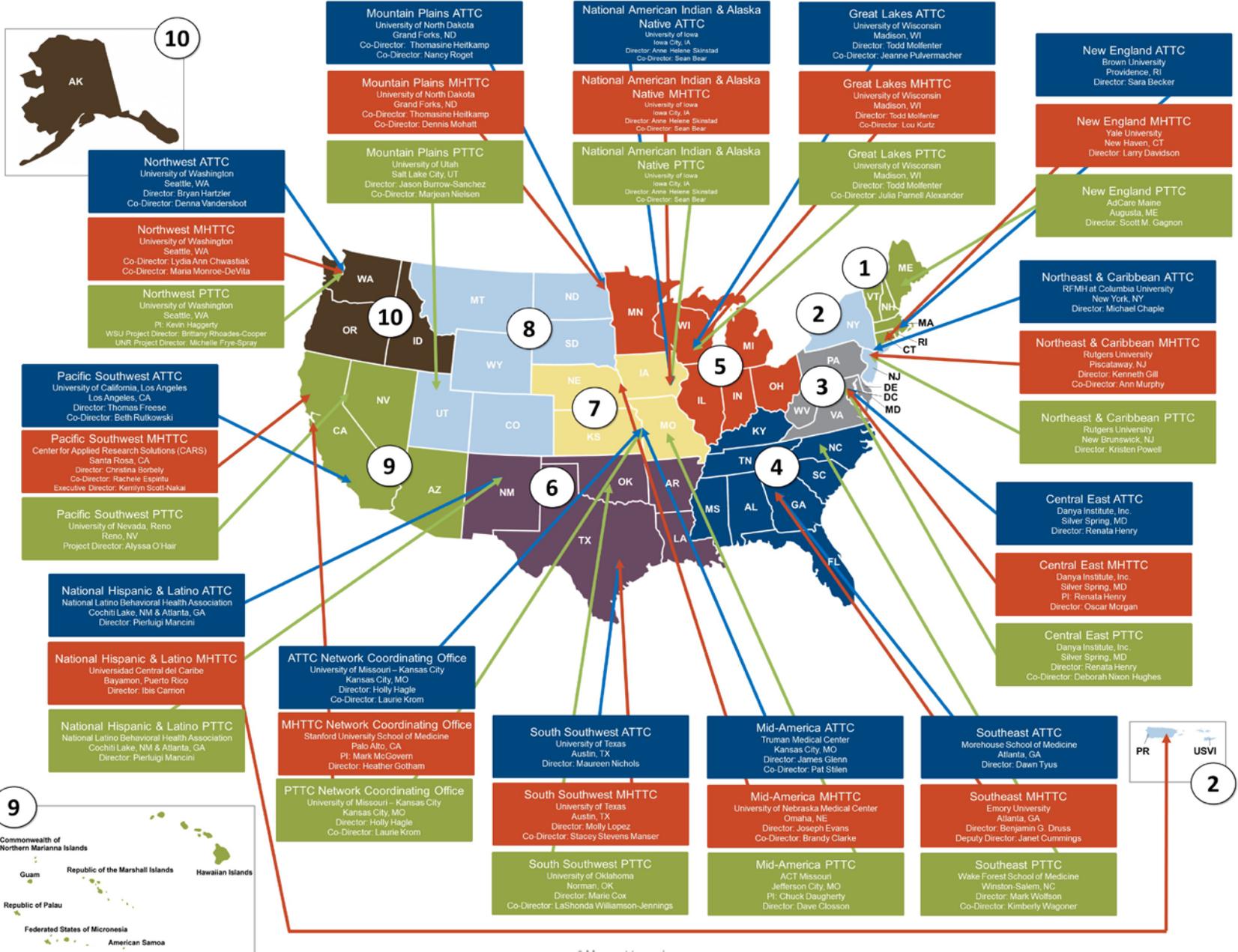
Installing an Integrated Approach



DISCLAIMER

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* Map not to scale.

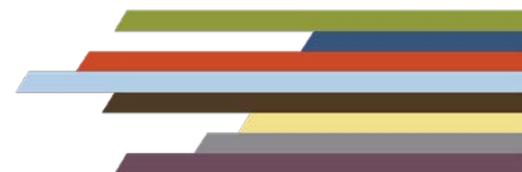
Mental Health Technology Transfer Center (MHTTC)

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.



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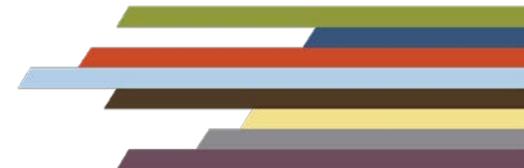
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ISF Webinar Series

- **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

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



Webinar Series Objectives

- Define the appropriate roles, functions, and mission of a District/Community Leadership Team
- Learn the strategies needed to conduct a robust assessment of existing mental health and MTSS resources
- Understand the process through which the DCLT selects interventions and monitors outcomes
- Discuss installation challenges, solutions, and innovations with ISF practitioners



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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.



PBIS Positive Behavioral
Interventions & Supports
OSEP TECHNICAL ASSISTANCE CENTER

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[http://cars-rp.org/
MHTTC/docs/Interconnected-
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Fact-Sheet.pdf](http://cars-rp.org/MHTTC/docs/Interconnected-Systems-Framework-301-Fact-Sheet.pdf)

Agenda

- Installation Process: District and Community Leadership
- Installation Outcomes: What's at the End of the Road?
 - 5 Steps
- ISF In Practice: Lessons Learned & Celebrations
 - Jennifer Kubista (OR)
 - Kaci Fleetwood (NV)
- 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.



Jennifer Kubista, Ed.D

Dr. Jennifer Kubista's educational mission, vision, and philosophy is focused on the development of the whole child, where students are academically, behaviorally, socially, and emotionally healthy, safe, engaged, supported, and challenged in their learning and achievement. This philosophy also includes the development of whole educators, where learning, growing, living (being happy and healthy), working, and leading are at the forefront as we engage in teaching and learning to support the whole child. This engagement also includes opportunities to partner with families and community for the best interest of every student, every day. Dr. Kubista is the current Superintendent at Central School District 13J, located in Independence and Monmouth, OR. She is a graduate of Gonzaga University (BBA), University of Connecticut (MA.Ed), and Seattle University (Ed.D). She was recognized as an Emerging Leader (2014) and Influence Leader (2017) through the Association of Supervision and Curriculum Development (ASCD). She has a passion for volleyball as she continues to coach high level Division I volleyball officials. She leads through continuous learning, relationships, equity, accountability, and collaborative processes focused on the development of the whole child.



Kaci Fleetwood, M.Ed., BCBA

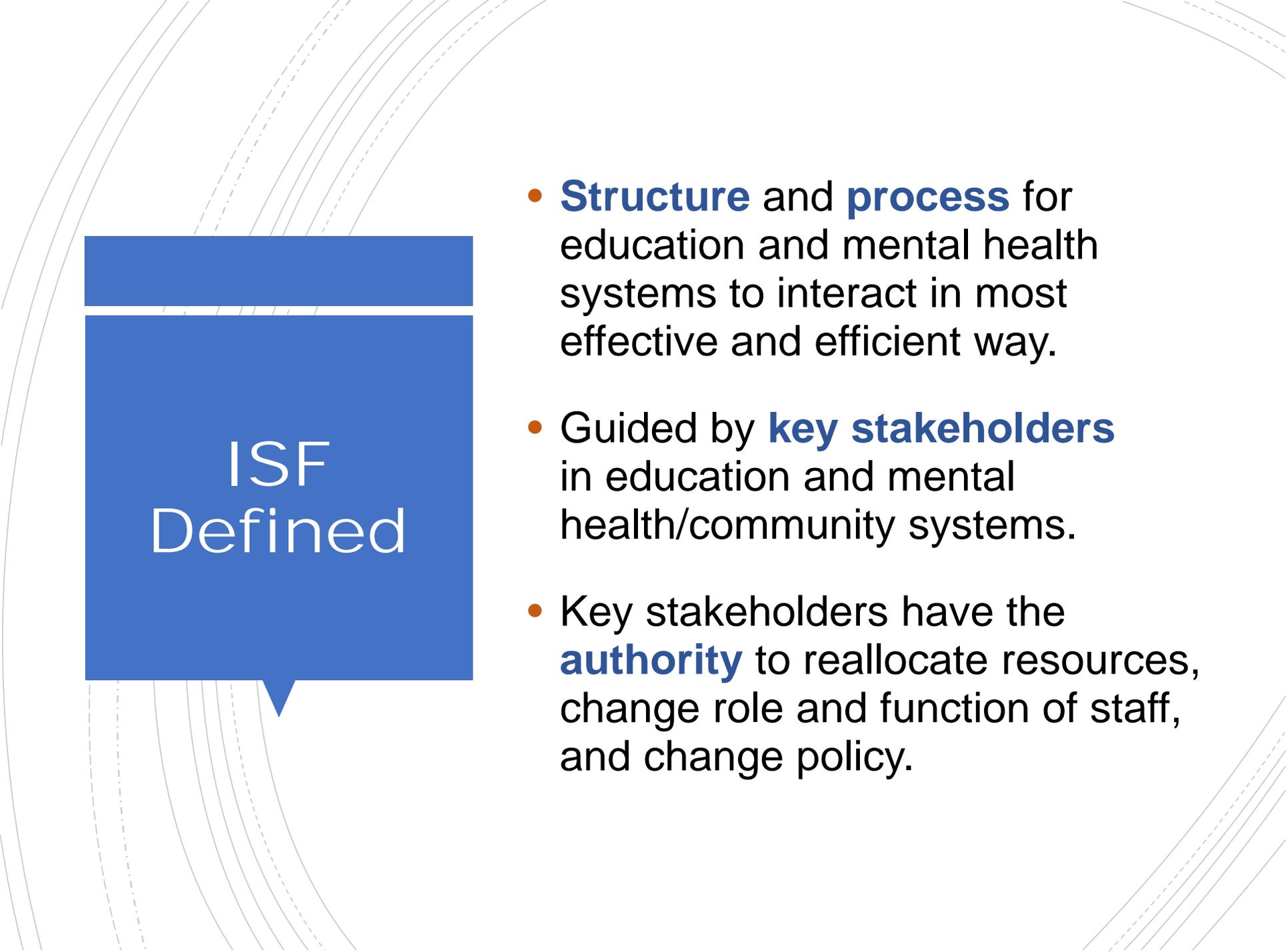
Kaci Fleetwood, M.Ed., BCBA, is the State Coordinator for Nevada's School Climate Transformation Project. Her current role assists school districts across Nevada to implement and sustain Multi-Tiered Systems of Support. Kaci Fleetwood received her master's degree in Education in 2010, and her bachelor's degrees in 2005 in Elementary and Special Education. Kaci Fleetwood previously worked for Washoe County School District, where she taught youth in both general and special education settings at the elementary and high school levels. After traditional teaching, she worked as an Implementation Specialist at the school-site, zone, and district levels. She holds Nevada instructional licenses in elementary education, special education, English as a second language, and literacy/reading specialist. Kaci completed her Board Certification in Behavior Analysis in 2015.



Installation Process: District and Community Leadership

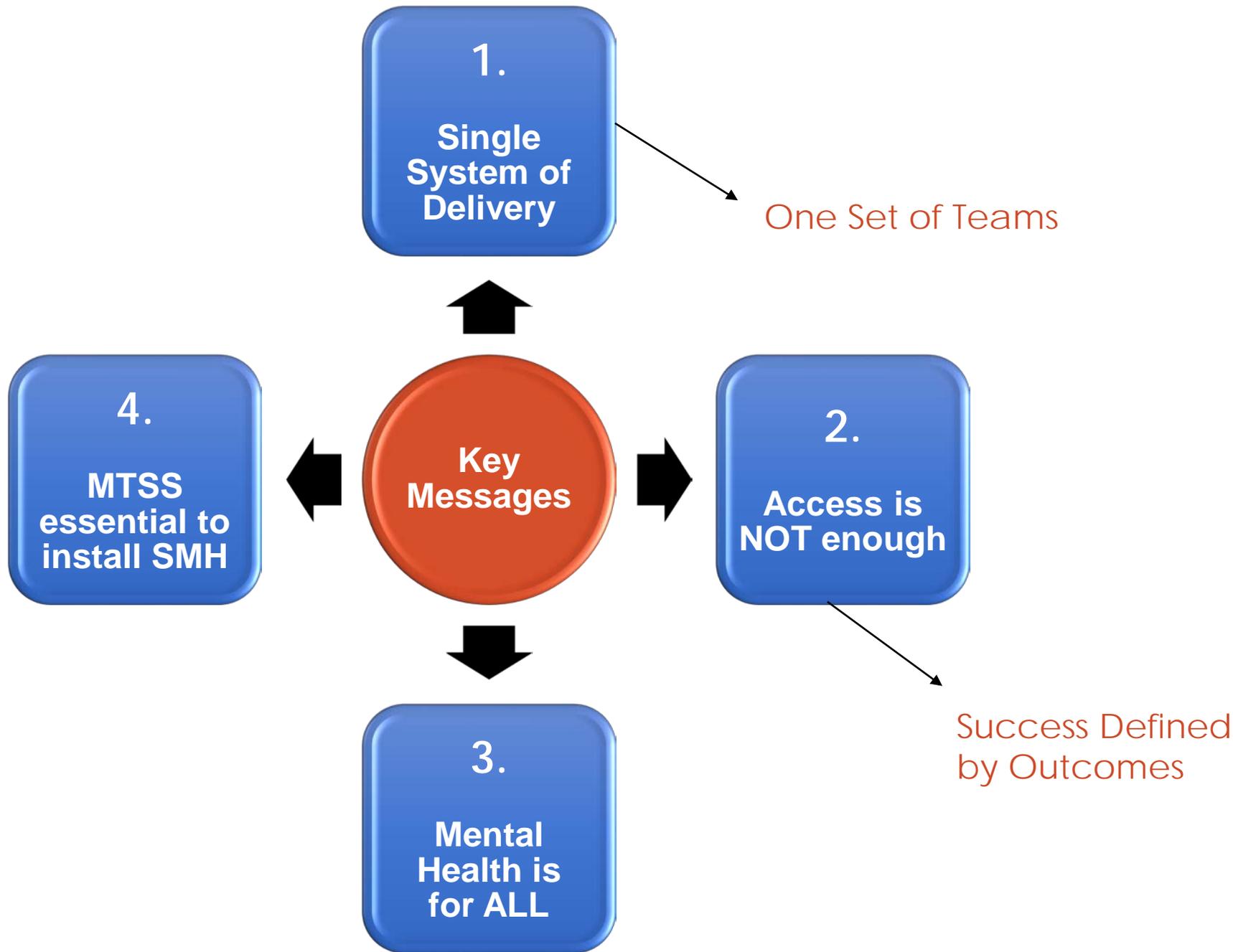
Susan Barrett





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.



Traditional

MH counselor “sees” student at appointments

Clinicians only do “mental health”

Case management notes

An Interconnected Systems Framework

MH person on teams at all tiers. Interventions are defined (core features, dosage, frequency, outcomes)

MH is everyone’s job. Clinicians contribute to integrated plan

Fidelity AND outcome data determined before delivery; data monitored continuously by teams

Who should be on the team?



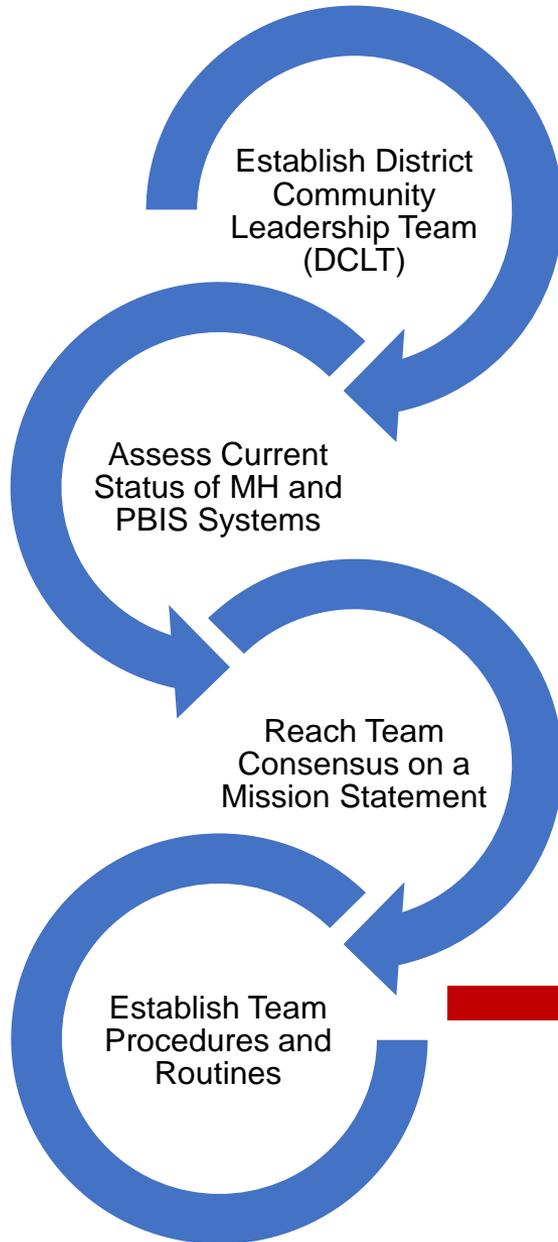


Installation Outcomes: What's at the End of the Road?

Susan Barrett



PROCESS



ISF Installation Process and Outcomes

OUTCOMES

Action Plan

Memoranda of Understanding (MOUs)

District Leadership 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

Tasks	Installation Activities	Action Needed	By Who? By When?
<p>Representative DCLT team identified.</p> <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 ● 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.) 		

What is the Status in Your Community?



Is there a District Leadership Team for PBIS/SMH/SEL?



An established Interagency Leadership Team that wants to move forward with implementation?



Does the team have current service agreements?



Do leaders with decision making authority from each part of the organizations part of the team?



Does the team have operating procedures (e.g. agenda, clear roles, communication plan, process)

Let's Reflect!

Tell Us 1 “Ah Ha!” or Takeaway

Please post into the chat box.



What Does This Look
Like in Practice?
Spotlights on Celebrations
& Lessons Learned



Top 10 Celebrations

Jennifer Kubista, Superintendent
Donna Servignat, HS Principal
Central School District 13J
Independence and Monmouth, Oregon

1. Implementation of Mental Health Associates & Professionals in every K-12 school

- Collaborating with partners in the county
- Collaboration between counselors, mental health counselors, behavior specialists, etc.

2. Top Two Strategic Plan Objectives Identified by Students, Staff, Parents, and Community

- 19 community chats and seven staff chats; Information gathering from HS students
- Objective #1: Plans for behavioral supports focused on tiered supports/interventions to create a supportive learning environment
- Objective #2: Plans for mental health supports and social emotional learning with a trauma informed lens to support the development of the whole child

3. Central Health & Wellness Center

- Collaboration between Public Education & Public Health
- Sharing of demographic data and public health data with the district and Board of Directors
- Community Partners Training
- Workflow of Communication/Intervention process

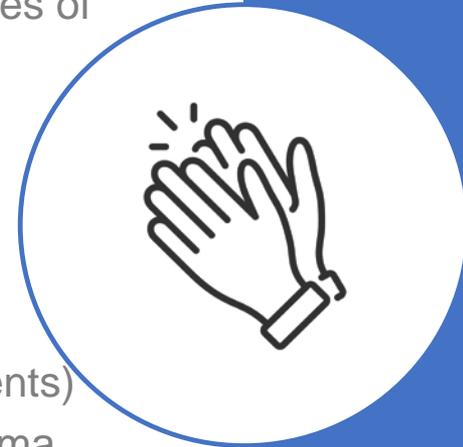


4. Adoption of Trauma Informed Schools Policy

- Adoption of the policy by the Central Board of Directors, 2018
- First school district to adopt the policy in the State of Oregon
- Trauma Informed School Policy Link:
<http://policy.osba.org/central/J/JHHB%20G1.PDF>

5. Implementation of Trauma Informed Practices at the HS

- Strategies for in the Classroom (breathing exercises, zones of regulation, fidget baskets,
- Break Spaces in the Classroom
- PowerPeers (Student Voice): Implementation of the POWER framework (PBIS) through incorporation of the CASEL framework (SEL)
- Staff Training (regulate/relate/reason/resiliency, understanding trauma, avoiding retraumatization of students)
- Addition of Interview Questions of new hires around Trauma Informed practices



6. Implementation of Wellness Rooms (K-12)

- Space for breaks for students throughout the day
- Space for teaching self-regulation
- Space for group intervention
- Data collection process with implementation

7. Implementation of PLC group with counselors, mental health counselors, behavior specialists and Teachers on Special Assignment with a focus on behavior

- Monthly district PLC
- Purpose Statement
- Group to begin the interconnected framework

8. Expansion of School-Based Behavior/SEL Expertise

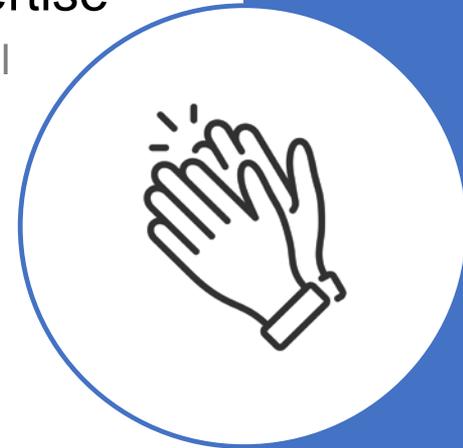
- Fulltime Behavior Specialist or TOSA (Teacher on Special Assignment) & Mental Health Professional (QMHPA or licensed) in each school
- Collaboration with District-based Behavior Specialists and Program Assistants

9. Hiring of Whole Child Coordinator

- Mental Health Professional Background
- Will be our Lead of the Interconnected framework

10. K-2 Behavior/SEL Collaboration

- District facilitated training (optional) for licensed and classified staff with over sixty participants in August
- Ongoing training and support identified by planning group made up of general and special educators



Lessons Learned

- Trauma Informed Grant Implementation at the HS
 - The importance of administrative leadership as part of the implementation process
- Go Slow to Go Fast
 - Start with those willing to be an early adopter and with success of students and staff, more will follow.....
 - Begin where staff are ready (Re-boost of PBIS in all schools)
 - Use evidence based data to drive decisions and actions plans (SET, TFI, DCA)
- Partnership is imperative, but can be a slow process

Top 10 Celebrations

Kaci Fleetwood, State Coordinator
Nevada Multi-Tiered Systems of Support

1. Reducing Silos of Services

- Collaborating with partners to reduce duplication of efforts
- Increasing efficiency & effectiveness for everyone involved

2. De-stigmatization of Mental Health

- More willingness to talk about MH concerns and trends in the community in light of community data
- Realizing that it exists across income brackets and cultural boundaries
- Framing mental health as “brain health” has been effective

3. Stopped pushing the burden of individual “self-care” within systems that do not support professionals to thrive

- Examining systems professionals must work within often exposes contraindicated practices
- We work to fix the system in a preventative way

4. School and community partners reviewing common student data sources.

- Helpful in getting non-school folks to coalesce around the work.



5. Facilitation of biennial practice audits/initiative inventories.

- Having district and school level teams draw their triangles and then discuss the (data-based) need for each initiative/practice/intervention.
- ISF Initiative Inventory in the District Leadership Installation Guide

6. Demystifying HIPPA & FERPA

- Establish procedures and routines for DCLT's and site team meetings; explicitly what can and can't be talked about in the meetings/reflected in the minutes

7. Connecting student data sources for advanced tier programming.

- Signs of Suicide Referrals, Depression Screener Results now incorporated into Data Decision Rules for access to interventions
- Capturing additional internalizing concerns in addition to universal screener



8. Keeping the DCLT abreast of data from all levels of the cascade; (County → School → Student)

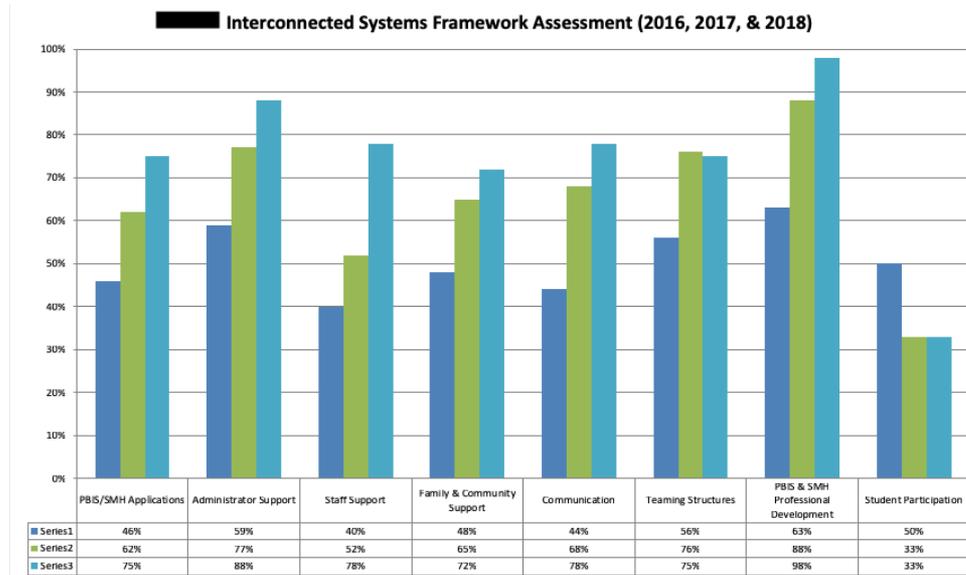
- District: DSFI; ISF Appendix A; SHAPE District MH Profile
- School: Fidelity Data (TFI); School Climate Survey Data
- Student: Universal Screening Triangle Reports; SWIS

9. Quantifiable District-wide Gains in ISF Implementation

- Annual Assessment 2016- present
- ISF “Survey on School Readiness for Interconnecting PBIS & SMH” (Appendix A)

10. Expansion of the Framework into Non-Educational Settings

- Maximum Security Juvenile Justice Facility
- Psychiatric Inpatient Hospital for Adolescents

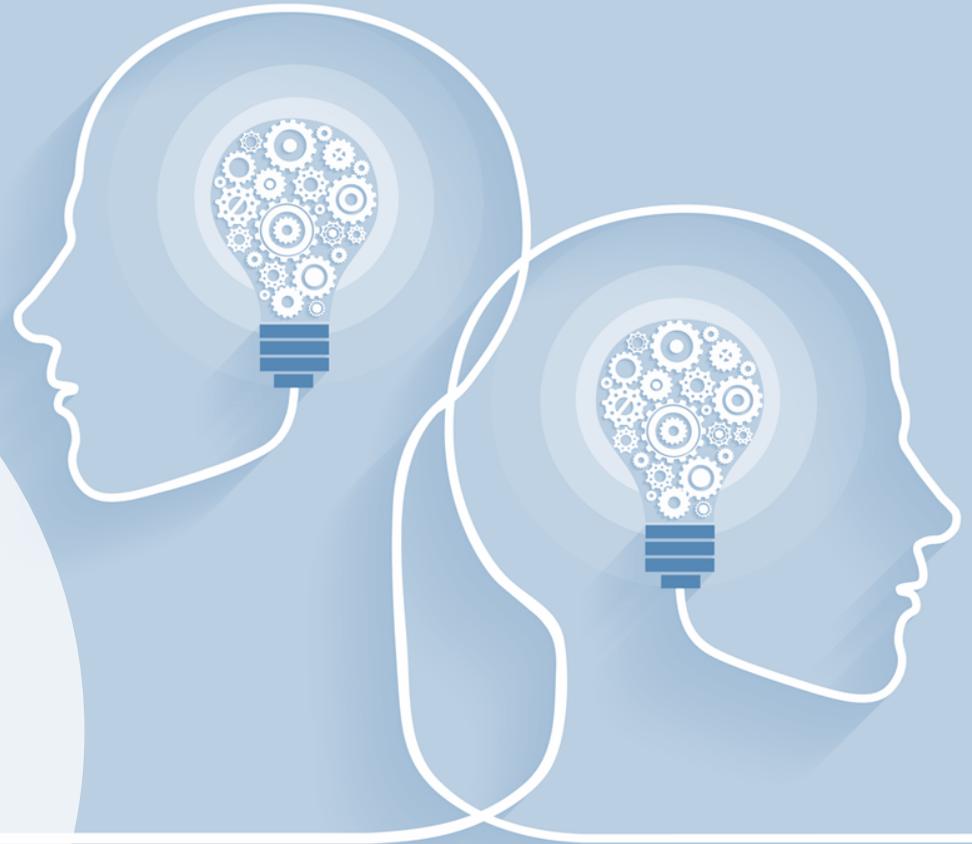


Lessons Learned

- The DCLT MUST have representation from Superintendent's Office
 - The superintendent's involvement is a huge catalyst to expedient implementation
- Try not to perseverate on having all the "right" people at DCLT
 - Start with the willing and slowly grow
 - Share data of those who are "on board"
- Become "bilingual"
 - Learn to speak like an educator and/or learn to speak like a clinician
 - Pair terms so people feel included:
 - Student/client
 - Fidelity/treatment integrity
 - Intervention plan/treatment plan

Let's hear from you!

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





Closing



Poll

The Northwest & Pacific Southwest MHTTC are interested in continuing the learning around ISF through opt-in discussion hours for you to share and resource one another. By answering “Yes or No,” it will help us assess whether to set these up- it does not necessarily sign you up.

Would you be interested in participating in an optional monthly discussion hour with other practitioners, facilitated by our Centers?

Pacific Southwest MHTTC

Contact Info

Email: pacificsouthwest@mhttcnetwork.org

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Website: <https://mhttcnetwork.org/pacificsouthwest>

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Northwest MHTTC

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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

[Learn More](#)

Publications

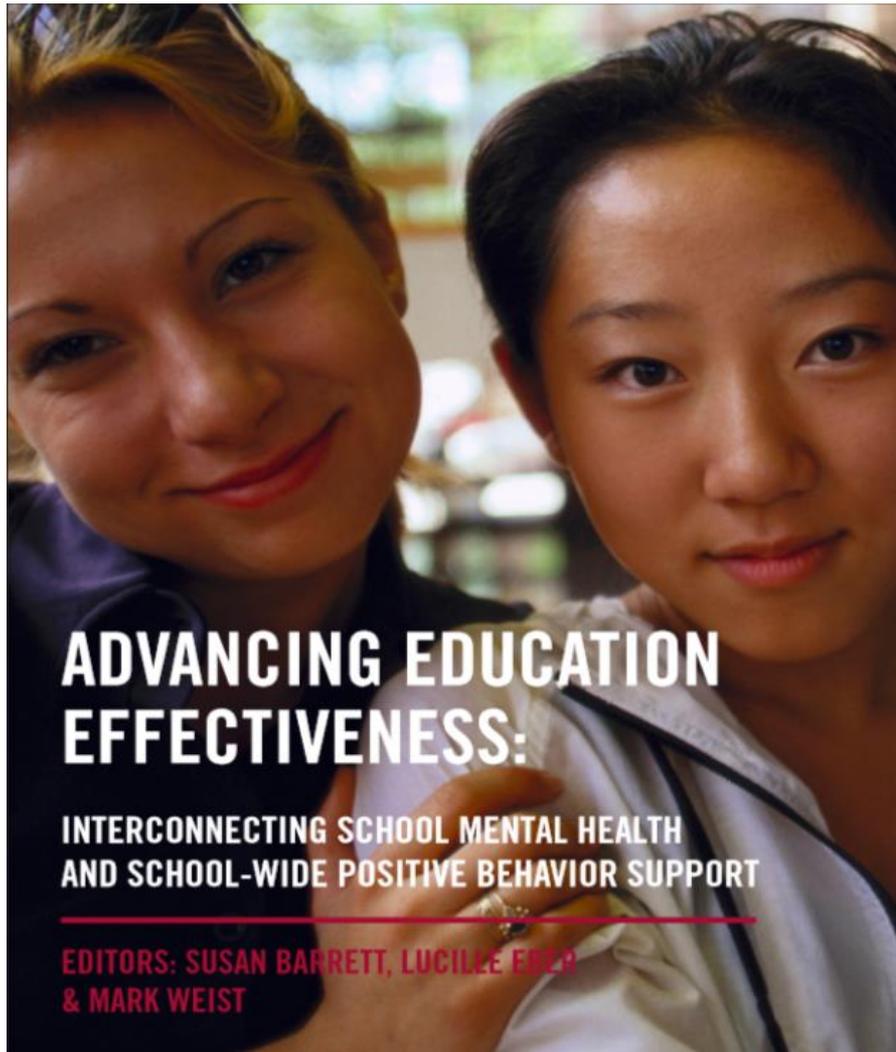
Publications listed below include every eBook, monograph, brief, and guide written by the PBIS Technical Assistance Center.

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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](#)

[Click here](#) to access supporting resources

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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