A Framework for Safe and Successful Schools

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Learning Objectives

• Understand key components of the Framework for Safe and Successful Schools

• Understand the importance of school based mental health services in school safety efforts

• Identify opportunities and barriers to utilizing school community partnerships to enhance mental health

• Learn key advocacy activities to improve overall school safety
• Integrate learning supports, instruction, and school leadership.

• Implement MTSS

• Improve access to mental health support

• Integrate school climate and school safety efforts

• Balance physical and psychological safety

• Employ effective discipline practices

• Consider the unique context of each school environment
Implement Multi-Tiered Systems of Support
Designing Schoolwide Systems for Student Success

**Academic Instruction**
- **Tertiary Interventions** (for individual students)
  - Assessment-based
  - High Intensity
- **Secondary Interventions** (for some students)
  - High Efficiency
  - Rapid Response
- **Universal Interventions** (for all students)
  - Preventive, Proactive

**Behavioral Instruction**
- **Tertiary Interventions** (for individual students)
  - Assessment-based
  - Intense, durable procedures
- **Secondary Interventions** (for some students: at-risk)
  - High Efficiency
  - Rapid Response
- **Universal Interventions** (for all students)
  - All Settings
  - Preventive, Proactive

Source: www.pbis.org
MTSS Serves the Whole Child

Adapted from work of the National Center for PBIS and the Colorado Department of Education
MTSS Are Fueled By…

Data Driven Decision Making
Improved Student Outcomes for ALL Students
Accountability
Cradle to College & Career Focus
Coordination and Collaboration
Evidenced Based Practice

Do these sound familiar and important to you and your work?
Implementation of MTSS Requires…

• Adequate access to school employed mental health professionals

• Effective collaboration with community agencies

• Proper collection, evaluation, interpretation and use of data

• Patience and commitment
Balance Physical and Psychological Safety
<table>
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<th>Physical Safety</th>
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<tr>
<td>Secure doors</td>
<td>Trusting and Respectful Relationships</td>
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<tr>
<td>Check in/out system</td>
<td>Access to school employed mental health professionals</td>
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<tr>
<td>Lighted hallways</td>
<td>Continuum of support services</td>
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<tr>
<td>Monitoring of School Grounds</td>
<td>Mental Health First Aid</td>
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<tr>
<td>Properly designed playgrounds and sports fields</td>
<td>Positive Discipline</td>
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<tr>
<td>Adult supervision in high traffic areas</td>
<td>Anti-bullying initiatives</td>
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<tr>
<td>School Resource Officer**</td>
<td>Confidential Reporting System</td>
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<td>Threat Assessment Procedures</td>
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Improve Access to Mental Health Through Collaboration
What does 9:00am-3:00pm look like? How about 3:00pm-9:00pm?

High Quality Academic Instruction

Wellness

Social Emotional Learning
The Continuum of School Mental Health Services

Prevention and Universal Interventions

- Prevention and wellness promotion
- Universal screening for academic, behavioral, and emotional barriers to learning

Examples

- Classroom guidance lessons
- Social Emotional Learning
- Positive behavior interventions and supports
- Effective discipline policies and practices
- Bullying/Violence Prevention
- Crisis prevention and intervention teams
- Fostering positive relationships among students and staff
Early Identification

- Staff development/Mental Health First Aid
- Suicide Risk/Threat Assessment
- Protocols for Responding to Bullying
- Self-Reporting
- Anonymous Reporting

The Continuum of School Mental Health Services
Check-In Check Out
Group Counseling
Teacher/Family Consultation
Cognitive Behavioral Therapy

Behavior Plans
Mentoring
Facilitate conversation

The Continuum of School Mental Health Services
The Continuum of School Mental Health Services

## Intensive School and Community Supports

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<td>More restrictive environment</td>
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**Diagram:**
- Intensive Community Interventions With School Support
- Intensive School Interventions With Community Support
- Some School-Employed Mental Health Professionals
- Students With Severe/Chronic Problems
## Intensive School and Community Supports

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Discussion: What roles do school employed and community employed mental health professionals play in school safety efforts in your school or district?
Building Successful Partnerships
Elements of Successful Partnerships

• Shared vision and common goals
• Mutual trust and respect
• Collaboration and information sharing
• Alignment of available resources
• Effective leadership team
# Challenges to Effective Partnerships

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<th>School-employed Mental Health Professionals</th>
<th>Community Mental Health Professionals</th>
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<td><strong>Privacy Laws/Diagnostic Guidelines</strong></td>
<td>Family Educational Rights and Privacy Act (FERPA); Individuals with Disabilities Education Act (IDEA); Section 504</td>
<td>Health Information Portability and Accountability Act (HIPAA); Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition;</td>
</tr>
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<td><strong>Education/Credentialing</strong></td>
<td>Graduate preparation focused on prevention and intervention within the context of learning and academic engagement. Credentialled by State Board of Education</td>
<td>Graduate preparation focused on differential diagnosis and clinical treatment of disorders, often with a focus on a specific population. Each state has different licensing agencies that govern title, scope of practice, and credentialing criteria.</td>
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<td><strong>Goals and Function of Services</strong></td>
<td>Systemic and student-centered services designed to bolster student engagement, promote positive behavior, improve school climate and safety, prevent violence, and improve social-emotional functioning, mental health, and learning.</td>
<td>Primarily client-centered services designed to address a specific mental health concern or life event.</td>
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How leadership works

People follow because…

- they have to
- they want to
- because of what you have done for the organization
- because of what you have done for them
- because of who you are and what you represent

• Maxwell, J.C. (2013). How successful people Lead” Taking your influence to the next level
Leading from the Middle

- Have direct dialogue
- Mindful listening
- Team flexibility
- Accountability freedom
- Valuably fail
- Relentless learning
Leading from the MIDDLE

- 100% real action
- Soul-full
- Crux- be in the middle, not directing, not dictating, not doing it all- instead leveraging points
- Building others up and bringing things together.

Dec. 8, 2011, Generational Insights, Millennial Leadership
Leadership and change

"One key to successful leadership is continuous personal change. Personal change is a reflection of our inner growth and empowerment."

— Robert E. Quinn
"Change is hard because people overestimate the value of what they have—and underestimate the value of what they may gain by giving that up."

— James Belasco and Ralph Stayer

*Flight of the Buffalo* (1994)
Change

• "Unless you are prepared to give up something valuable you will never be able to truly change at all, because you'll be forever in the control of things you can't give up."
  — Andy Law, Creative Company
Acknowledge Change takes Time

• Discussion:
  – When have you experienced that sustaining the focus on change paid off with safe and successful schools??
Keys to Sustaining Success

- Strong teams - maintain value and quality
- Shared vision - foster an enjoyable culture based on trust and effective communication
- Foster and engage in collaborative decision-making
- Do not be mere “keepers of tradition” or “rubber stamps,” but challenge why we do things a certain way
- Provide innovation, direction, creativity, leadership, and encouragement!
How to Advocate for Safe and Successful Schools
Planning Process

- Assess Situation
- Identify Stakeholders
- Craft Messages
- Select Strategies
- Implement
- Evaluate

Effective Communications Planning

Participant Engagement

Stakeholder Buy-In

Desired Outcomes
Educate Yourself and Others

• How do we talk about why we are important?

• Who do we talk to about what we do?

• How do we educate each other about our roles?

• Educate yourself on the research
Set a goal and define your objectives

➢ What is something that you would like or need to accomplish or change?
Assess the Situation

- Is there a desire to change?

- What is your school or district already doing to provide mental health services?

- Is there desire to improve access to services?

- Is there a newly passed law that could impact your efforts?

- What is the role of school psychologist in school safety and mental health efforts?

- What is the capacity of school psychologists to be involved in this effort?
Identify and mobilize relevant stakeholders

- Parents
- Teachers
- Other school employed mental health professionals
- Administrators
- Community leaders
- Students (if appropriate)
Craft Key Messages

- Identify three key messages
- Tailor these to your audience
- Keep your objectives relevant to local context
- Be clear and concise
- Support your argument with data!!!
- Provide personal examples
- Officer specific suggestions for change.

If you only had 5 seconds for your presentation, what would you say?
Develop a plan

• Consider all reasonable options
• Set specific goals, timelines, and delegate responsibility
• Acquire necessary resources (financial and human)
• Engage allies and stakeholders
• Identify anticipated outcomes
• Evaluate progress
• Share successes and challenges
Good advice…

Be the change you wish to see

Mahatma Gandhi