Alignment of District Initiatives to Promote a Multi-Tiered System for Complete Mental Health

Cat Raulerson, Ed.S, NCSP, Karen Cox, MA
& Natalie Romer, Ph.D
University of South Florida
Katrina Taylor, MA MHC & Michele Johnson, MA, LMHC
Duval County Schools

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Thank you for joining us!

INTRODUCTIONS
Organizational Alignment....

– The simultaneous implementation of multiple initiatives with efficiency and effectiveness.

“One of the major variables affecting sustained implementation of effective practices is the introduction of new initiatives that either (a) compete with resources needed for sustained implementation or (b) contradict existing initiatives.” McIntosh (2015)
Overview of Session

Overview of FLAWARE Approach

- SEA Framework
- LEA: Initial District work to align initiatives

Impacts of Alignment at District Level for School Teams

- Building On Past Work/existing resources
- Support for teams to build a MTSS

Importance of Fidelity Tools in Data Based Decision Making For Alignment

- SEA Context: Systems Tools and Evidence Based Programs Selection
- LEA Case Examples with Selected Practices

Summary & Discussion
Purpose and overarching goals

- **Purpose of the Now is the Time: Advancing Resilience in Education**
  - Increase the integration of state and local policies to:
    - Build and expand the capacity of the State Educational Agency (Florida Department of Education) to increase youth mental health service access and improve related outcomes for youth and families
      1. Develop a comprehensive, coordinated, and integrated framework.
      2. Promote behavioral health & provide training
    - Align with **SEA School Climate Transformation initiative**
Florida AWARE: Purpose and goals

ACCESS

Increase youth access to mental health services and supports within a data-based multi-tiered framework

AWARENESS

Increase awareness of mental health issues within our youth, families, schools and communities

EVIDENCE BASED PRACTICES

Increase implementation of evidence-based culturally responsive mental health practices
Integrating PBIS and Mental Health

Designing to...

- Improve depth and quality in prevention and intervention services within multi-tiered framework to increase likelihood of positive outcomes for all students
- Address current gaps in extant mental health and educational systems often operating in silos

Barrett, Eber, & Weist 2013
Alignment with Core Principles of PBIS/MTSS

- Facilitated leadership
- Team process with structured problem-solving
- Action planning
- Data-based problem-solving with integrated data and ongoing progress monitoring
  - Outcomes and fidelity of implementation (process)
- Implementation of policy and practice matched to needs of Florida’s youth
- Working smarter, not harder
  - Matching resources to goals
- Emphasis on prevention, social validity and systems
Florida AWARE

Definition of Complete Mental Health

The presence of social, behavioral, and emotional well-being and resilience factors, as well as minimal social, behavioral, and emotional problems, and the reduction of risk factors.
## Continuum of Mental Health

<table>
<thead>
<tr>
<th>Youth Mental Health</th>
<th>Negative Indicators (Mental Illness Symptoms)</th>
<th>Positive Indicators (Well-Being)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Internalizing Problems (such as Anxiety and Depression)</td>
<td>Life Satisfaction and Positive Emotions (such as happiness and self-esteem)</td>
</tr>
<tr>
<td></td>
<td>Externalizing Behaviors (such as Defiance, Rule Violations, Substance Use)</td>
<td>Strong Social Relationships (positive friendship and supports)</td>
</tr>
<tr>
<td>Risk Factors</td>
<td>Trauma and other environmental stressors</td>
<td>Building blocks of well-being (gratitude, empathy, persistence)</td>
</tr>
<tr>
<td></td>
<td>Thinking errors, behavioral withdrawal</td>
<td>Basic needs are met</td>
</tr>
<tr>
<td></td>
<td>Risky/unsafe settings</td>
<td>Social and emotional skills</td>
</tr>
<tr>
<td></td>
<td>Inconsistent rules and expectations across settings</td>
<td>interactions and safe, nurturing settings (minimal bullying, high support)</td>
</tr>
</tbody>
</table>

### Risk Factors
- Trauma and other environmental stressors
- Thinking errors, behavioral withdrawal
- Risky/unsafe settings
- Inconsistent rules and expectations across settings

### Resilience Factors
- Building blocks of well-being (gratitude, empathy, persistence)
- Basic needs are met
- Social and emotional skills
- Interactions and safe, nurturing settings (minimal bullying, high support)
Teaming, Defining Common Goals/Mission and New Staff Roles

DISTRICT INITIAL STEPS FOR ALIGNMENT
Established Duval AWARE Mission

To build capacity at the district and school level to support targeted schools in integrating community-based mental health supports within a *Multi-Tiered System of Support* framework, based on a shared youth, family, school, community, and systems vision and agenda.
Advancing Wellness and Resiliency in Education

**Outcomes**

- Increase Attendance
- Decrease Suspensions and ODRs
- Increase Positive School Climate

**Implementation Goals**

- Implement PBIS with fidelity across tiers of support
- Increase school personnel’s capacity for effective problem solving/Data Based Decision Making

**Challenges that hinder collaboration:**

- Different focus schools, different funding sources, and staff resources to support
- Additional goals for each grant

Identifying Shared District Goals: SCT and AWARE
Duval Teaming Structure: Leadership Collaboration for Effective Support

- **Common focus** on improvement of behavior, school climate & mental health awareness/access.
- **Overlap membership** to promote integration and collaboration of efforts as well support joint work on scale up across the district.
- **Teams work together** to ensure that communication and collaboration is taking place to support the school based Leadership Team.
Duval Teaming Structure: Role of Teams

**District Leadership Team:**
- Provide Oversight of all 3 Grants (Duval AWARE, STRIVE and **Full Service Schools PLUS**)
- Guide and Direct the Implementation
- Establish Collaboration Protocols and guidance
- Chaired by Executive Director of Student Discipline & Support Services

**District Implementation Team:**
- Responsible for implementing grant activities
- Receives Direction from DLT and coordinates directly with School Leadership Teams
- Gathers data, implements strategies, makes recommendations
- Chaired by Project Manager

**School Leadership Teams:**
- Lead the planning and work with the DIT members assigned to implement grant activities
- Assists the DIT with data collection and program review
- DIT members assigned to each school provide feedback to the Senior Coordinator to share with the DLT
- School Principal leads the School Leadership Team

**School Leadership Teams List:**
- Jax Heights School Leadership Team
- Normandy Village Elem. School Leadership Team
- Bayview Elem. School Leadership Team
- Jeb Stuart MS School Leadership Team
- Jeff Davis MS School Leadership Team
- Westview K8 School Leadership Team
Mental Heath Support Specialist: Defined as a New Role for School Team Support

- Attendance and Support at School Based Meetings:
  - Positive Behavior Intervention Supports Team
  - School Based Leadership Team
  - Attendance Intervention Team
  - Multi-Disciplinary Review
  - Specialized School Based (Community)
  - Response To Intervention
  - Support Team (School Counselor, ESE, Dean, Social Worker, School Psychologist)

- Coaching
- Professional Development
  - PLC
  - Early Release Day
- Trauma Focused Care Training
- Collaborate with Community Agencies
- Youth Mental First Aid Training
- Parent Nights/Events
- Community Events
- Support Bullying and Crisis Hotline
Taking Stock: Where are we starting?

Review Of Needs

- Environmental Scan: Increase of violent offences, suicide and Baker Acts
- Survey School Staff: What are Mental Health Needs?
- Initial Assessment of PBIS Framework and ISF Implementation

What we didn’t have

- District selected prevention practices
- Information on implementation at schools
- Fidelity of PBIS: Just started to assess 15-16
IMPACT OF ALIGNMENT AT DISTRICT LEVEL FOR SCHOOLS
Language and Structures

- Foundations or PBIS?
- RtI Or MTSS?
- MH Approach or PBIS?
- Why we need PBIS Tier I Practices in Place For Universal Prevention and Wellness Promotion?
- Why Focus on Universal Supports?
- Team In place-PBIS/Leadership?
- Focus on individual students versus Tier I
- Structure of teams and how they are facilitated
- Skill base/background in Problem Solving
District Alignment: Common Language and Goals

MTSS
Under the Umbrella

Tier III - intensive
Tier II - targeted
Tier I - core

RtI

School & Community Collaboration

Parental Action

Positive Behavior Intervention & Support

UDL

Professional Development

Teamwork
ISF (Interconnected Systems Framework = PBIS+School Mental Health) Core Features

- **Effective teams** that include community mental health providers
- **Data-based** decision making
- Formal processes for the selection & implementation of **evidence-based practices** (EBP)
- **Early access** through use of comprehensive screening
- Rigorous **progress-monitoring** for both fidelity & effectiveness
- Ongoing **coaching** at both the systems & practices level
Increase the percentage of target schools implementing with **fidelity** evidence-based mental health promotion and mental illness prevention strategies at the Tier 1/universal level (e.g., violence prevention, school climate, social-emotional learning, well-being promotion) to 90% by the end of the grant period.
Best Practices in Fostering Student Resilience: Emphasis on Tier 1 (Primary/Universal Supports)

Goal: Enhance assets & protective factors for entire school population

How? Develop personal resiliency skills *and* enhance protective settings

Select and implement evidence-based curricula to develop student-level factors (social competence, problem-solving, autonomy, sense of purpose)

- Social-emotional learning curricula
- Positive psychology interventions

Consult with teachers, administrators, & parents to promote school- & family-assets

- Teacher-student relationship building
- Positive friendships and classmate support
- Home-school partnerships (home activities to support learning, psychoeducation, communication with parents,)
- Enhance students’ behavioral self-control through PBIS practices

Not to be overlooked: join forces to minimize exposure to adversity and risk in the first place

- Nelson et al., 2013; Noltemeyer, 2014
Evaluating Your Tier I System

Are we meeting ALL of our student needs at AWARE Schools?
ALL: Overall student population and needs of various subgroups

Review: Data used to initially identify Risk and Resilience Factors

Yes
- How do we maintain implementation of successful practices as part of Tier I System

No
- Was the intervention/plan implemented with fidelity?
- If not, what supports are needed to increase fidelity?
- If yes, what changes need to be made to Tier I System?
Process For EBP Selection

Q1 Year 3
- Review Data: Risk and Resilience Factors to Target

Q2 Year 3
- Resource Mapping: Identify Gaps in Current Supports
  - Review Fidelity Data On Current Tier I Supports

Q3 Year 3
- Plan for Implementation
  - Implement with coaching Support
- Find new EBP for Tier I Supports
  - consider match to student needs

Q4 Year 3
- Monitor Outcomes and Fidelity

Q2 and Q3 Each Year of Grant
- All Tiers

Advancing Wellness and Resiliency in Education
Prerequisites to Monitor Outcomes:

- System to efficiently and effectively collect, record and graph data
- Resources and expertise to review and analyze data
- Monthly review and analysis of discipline and outcome data
- Action Plan updates based on data review and analysis
- Understanding of AWARE Activities or access to someone who does to help with facilitation
Making Decisions: Utilize the 4-step problem solving process

Step 1: Problem Identification
What’s the problem?

Step 2: Problem Analysis
Why is it occurring?

Step 3: Intervention Design
What are we going to do about it?

Step 4: Response to Intervention
Is it working?

Crucial Ongoing Activity: Review outcome and implementation fidelity data to inform ongoing problem-solving and action planning for implementation of Tier 1 interventions (continue, adapt/modify or discontinue practices)
Team Activity - Resource Mapping

Evaluate your school’s EBPs to promote positive behavior and social emotional well-being?

- Where are there gaps at Tier 1?
- Gap in Fidelity of PBIS and Second Step Program
- Gap: TIC Emphasis
- MH Friendly Classroom
### Resource Mapping Activity

<table>
<thead>
<tr>
<th>Tier 1 Intervention/Program/Practice</th>
<th>Summary of Top Risk Factors</th>
<th>Summary of Top Resiliency Factors</th>
<th>Evidence-based Y/N/DK</th>
<th>Implemented w/Fidelity Y/N/DK</th>
<th>How Know its Working?</th>
<th>Link to Student Needs Data (Risk &amp;/or Resiliency)</th>
<th>Follow-up Actions/Notes</th>
</tr>
</thead>
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Defined School Commitments

• Implement SEL Curriculum with fidelity
• Regular monthly PBIS/Leadership Team Meetings.
• Complete Universal Screener
• Use Data Based Decision making through the 4 step problem solving process.
• Commitment to using student outcome and fidelity data to drive evaluation of MTSS for MH across tiers.
• Time for professional development and coaching in areas identified by team for improvement
Defined AWARE Team Commitments

The Duval AWARE team is committed to reducing risk and increasing mental health by:

• Coaching staff to implement student curriculum focused on developing social, behavioral, and emotional skills.
• Training staff to create mental health friendly classrooms.
• Collaborating with community partners to help foster resilience and increasing protective factors.
• Identifying negative indicators with school based teams to help minimize risk factors for internalizing and externalizing problems.
• Providing indirect support to youth in crisis or with chronic mental health needs.
Mental Heath Support Specialist

Implementation

- Assign to work w/ school PBIS Leadership Teams in a data-driven environment of planning and problem solving to match resources to student needs across three tiers
- Establish connections w/ community partners for MH services
- Identify and fill existing gaps in social emotional learning in classrooms
- Conduct Parent events to address the mental health stigma and educate parents on various mental health resources
- Conduct Youth Mental Health First Aid Training to increase mental health awareness and literacy of educators and other youth-serving adults
Coaching Support Communication

PBIS Specialists and Mental Health Support Specialists meet together at district level monthly

- Alignment and consistency of practices
- Integrated support and training
- Joint identification of needs within district
PD and Coaching Plan With Schools

Trainings

• Second Step
• Mental Health Friendly Classroom
  • MH Awareness and TIC
• ISF/MTSS

Coaching Support Ongoing:

• Grade Level PLCS
• School Leadership Team Meetings
• Use of program fidelity tools to monitor implementation
IMPORTANCE OF FIDELITY TOOLS IN DATA BASED DECISION MAKING FOR ALIGNMENT
Advancing Wellness and Resiliency in Education

FLORIDA AWARE LOGIC MODEL

INPUTS

- Coordination Integration Plan
- Collaboration between LEAs, SMT, and Youth/Family
- Needs assessment & environmental scan

ACTIVITIES

SEA
- Develop guidance documents for scale up & implementation
- Coordinate YMHFA training

SEA & LEA
- Increased educator, family, youth & community partners' knowledge of MH & how to access supports
- Increased funding sources & levels to support MH prevention/intervention
- Increased practitioner knowledge of & access to PD/coaching to support complete MH
- Increased availability of efficient and effective data systems to help youth-serving organizations
- Increased implementation of universal MH screening
- Increased collaboration (youth, family, community organizations) in MH support

LEAs
- Implement data-based systems for multi-tiered evidence-based, culturally-responsive MH supports
- Collaborate with family and youth to implement MH supports

OBJECTIVES

- Increased implementation of multi-tiered, sustainable MH supports
- Increased funding sources & levels to support MH prevention/intervention

OUTCOMES

- INITIAL OUTCOME
  Increased youth access to evidence-based mental health prevention and intervention supports

- INTERMEDIATE OUTCOME
  Increased youth response to evidence-based mental health prevention and intervention supports
Starting With System Fidelity Tools: Baseline Fidelity Of Tier I PBIS components

Obj. - Increase the % of schools implementing with fidelity EB MH programs at the Tier 1 level.

Schools at Fidelity on the Benchmarks of Quality (BoQ)

<table>
<thead>
<tr>
<th>Percent of Schools at Fidelity</th>
<th>Baseline</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td>33%</td>
<td>100%</td>
<td>100%</td>
<td>80%</td>
</tr>
<tr>
<td>Year 3</td>
<td>83%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 4</td>
<td>70%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 5</td>
<td>50%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>17%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td>33%</td>
<td></td>
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</tbody>
</table>

- Add Selected Program Tools After Selection
Ongoing Use of Outcomes and Implementation Data: PBIS

District Identified Outcomes: reduce risk and increase protective factors

Reduce Suspensions, Increase Attendance, Increase Academic Instructional Time

PBIS Implementation: Benchmarks of Quality

Use **graphs** to identify broad areas to target for increase and then review items to action plan next steps

What practices are not being implemented and why? Action plan next steps to increase?
### PART A
Tier 1 PBIS Action Plan

<table>
<thead>
<tr>
<th>Critical Element</th>
<th>What is the problem/issue/task to be addressed?</th>
<th>To-Do List</th>
<th>Persons Responsible</th>
<th>Follow-Up or Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBIS Team</td>
<td>Regular meetings are not established</td>
<td>1. ID meeting time &amp; date</td>
<td>Team</td>
<td>4/22</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Schedule subs</td>
<td>Principal</td>
<td>5/1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Confirm with team members</td>
<td>Team Leader</td>
<td>5/1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>6.</td>
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</tbody>
</table>

- Record what needs to be addressed
- Record what *has* been completed
- BoQ critical elements guide the planning process
- Later incorporates all steps of the problem-solving process
Ongoing Use of Outcome and Implementation Data

Program Specific Fidelity Tools

- Gather these if not already available
- Review for planning support for implementation
  - What areas of the program are not being implemented and why?
- Action Plan next steps
- Connecting practices as Tier I supports to build protective factors & reduce risk factors
DUVAL CASE EXAMPLES
Goal: Increase implementation of evidence-based culturally responsive mental health practices

PBIS Foundation

Necessary For Success:

- Teams
- Curriculum: expectations, rules, routines schoolwide
- Reinforcement
- Effective Discipline

Benchmarks of Quality AWARE

Year 2

Year 3
Supplement PBIS With MH Promotion at Tier I: Second Step and MH Friendly Classroom

Second Step Baseline Data:

- Identified Gaps in Implementation
- Developed plans to increase implementation
- Provided Kits, Identified Schedules for instructional time for elementary, alignment with PBIS expectations
- Training and ongoing coaching support for teachers

<table>
<thead>
<tr>
<th></th>
<th>Raw Total</th>
<th>Total Possible</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>1955</td>
<td>3940</td>
<td>50%</td>
</tr>
<tr>
<td>Middle</td>
<td>28</td>
<td>72</td>
<td>39%</td>
</tr>
<tr>
<td>Total</td>
<td>1983</td>
<td>4012</td>
<td>49%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Operational Definition</th>
<th>Bayview Elementary</th>
<th>Jacksonville Heights Elem</th>
<th>JEB Stuart Middle School</th>
<th>Jefferson Davis Middle</th>
<th>Normandy Village Elem</th>
<th>Westview K-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Possible Points S5 Fidelity Tool</td>
<td>57%(E) 11%(M)</td>
<td>46%</td>
<td>56%</td>
<td>72%</td>
<td>64%</td>
<td>42%(E) 11%(M)</td>
</tr>
</tbody>
</table>
### Mental Health Friendly Classroom

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Wide Expectations/Guidelines for Success:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Classroom Rules Aligned to School Wide Expectations/Guidelines for Success:</strong></td>
<td><strong>5 Core Elements for Creating a Safe Space</strong></td>
</tr>
<tr>
<td>1.</td>
<td>Trust</td>
</tr>
<tr>
<td>2.</td>
<td>Safety</td>
</tr>
<tr>
<td>3.</td>
<td>Choice</td>
</tr>
<tr>
<td>4.</td>
<td>Collaboration</td>
</tr>
<tr>
<td>5.</td>
<td>Empowerment</td>
</tr>
</tbody>
</table>

#### Behaviors and Classroom Prevention: Connecting to 5 Core Elements Above

- **List behaviors that you want to prevent:**
  - Looking through the Trauma Informed Lens:
  - Child refuses participation in group activity
  - Watch for what can trigger re-traumatization

- **Thinking of Triggers - what classroom practices will prevent behaviors (e.g., teaching and reviewing routines and procedures, building positive connections/trust with students):**

#### Teaching Expected Behaviors

<table>
<thead>
<tr>
<th>Formal lessons for teaching these skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caring and Safety</td>
</tr>
</tbody>
</table>

Briefly identify some of the informal methods you will use to teach expected behavior skills (consider using second step lessons that focus on these skills or providing more practice from these lessons if taught in another class, and/or how to integrate with teaching the rules and procedures in class throughout year)

#### Acknowledging Appropriate Behavior/Building Positive/Trusting Relationships: Class System

<table>
<thead>
<tr>
<th>How it’s acknowledged (verbal, token, gesture, written)</th>
<th>How often will I use this method of acknowledgement?</th>
<th>What will students get from this acknowledgement?</th>
<th>Frequency that students can make use of reward (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHOOL-WIDE TOKEN</td>
<td>10 x week</td>
<td>ACCESS TO CLASSROOM TREAT</td>
<td>7x/week</td>
</tr>
</tbody>
</table>

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**Goals in creating tool**

- Allow teachers to self-reflect on practices within training
- Promote Integration of this with PBIS/Foundations Classroom work

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**MH Friendly Classroom Baseline Data: Coaching For Teams and Staff**

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**Advancing Wellness and Resiliency in Education**
BASELINE MH FRIENDLY CLASSROOM

- Class rules align with school-wide expectations for success
- Classroom prevention strategies reflect 5 core elements
- Teaching expected behaviors
- Acknowledge appropriate behavior & building positive trust building relationships
QUESTIONS & DISCUSSION
Thank you!

For more information about Florida AWARE, contact Dr. Natalie Romer at romer@usf.edu.

For more information about Duval County Schools contact: Katrina Taylor at eunicek@duvalschools.org