ISF Lessons Learned: Pennsylvania Safe Schools Healthy Students State and Local Implementation

The 2017 Advancing School Mental Health Conference
PA Safe Schools & Healthy Students: Presenters

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Objectives

1. Using the Interconnected Systems Framework- list three strategies to embed evidence-based programs that establish promotion, prevention and intervention in schools and communities within a Multi-Tiered System of Support.

1. List three effective strategies to enable schools to become models for supporting effective collaboration for authentic youth and family engagement.

1. Compare and contrast data, in all aspects of decision-making, to improve quality of programming and overcoming barriers.
Overview of PA SSHS

Our vision is to create a system whereby state and local system partners, education facilities and family and youth partners merge existing frameworks of Positive Behavior Interventions and Support (PBIS) and Systems of Care (SOC) into one integrated continuum of care.
**Funding Period:** October 1, 2013-September 30, 2017

**Population of Focus:** Early childhood centers, school districts, families and community at large, ages 3-21.

**Overview:** The Pennsylvania Safe Schools/Healthy Students Partnership aims to create safe and supportive schools and communities in 3 Local Education Agencies (LEAs) and their partner Systems of Care counties:

- Carbon-Lehigh Intermediate Unit 21 (LLAS)/Lehigh County (Expanding to Feeder Schools)
- Northeastern School District/York County (Expanding to ALL 17 SDs in County)
- PENNCREST School District/Crawford County (Expanded in Year 3 to ALL 4 SD in County), and ultimately *throughout* Pennsylvania.
Seven Guiding Principles of SS/HS

• Cultural and Linguistic Competency
• Serving Vulnerable and At-Risk Populations
• Youth Guided and Family Driven
• Developmentally Appropriate
• Resource Leveraging
• Sustainability
• Evidence-Based Interventions
Five Strategic Approaches
Plan, Implement and Sustain Safe Schools/Healthy Students

• Collaboration and partnership
• Technology
• Policy change and development
• Capacity building
• Systemic change and integration
PA 8 Systems of Care Standards

• Youth Driven
• Family Driven
• Integration of Child Serving Systems
• Natural and Community Supports
• Cultural and Linguistic Competence
• County/State Leadership Teams
• Youth & Family Services & Supports Planning Process
• Evaluation and Continuous Quality Improvement
Key Features of Effective Alignment

• Align multiple initiatives at the organizational level where a common budget authority exists.

• Align multiple initiatives by using a common outcome measure to assess effectiveness.

• Build aligned professional development by comparing and combining the “core features” of multiple initiatives.
  • Compare fundamental assumptions
  • Start with common “core features” and compare the practices used to achieve these features.
  • Determine how to incorporate additional core features with efficiency
  • Build single Professional Development curricula that combine core features.

Goodman & Horner, 2016
Collaboration, Partnership, Systemic Change & Integration
|--------------------|-----------------------------------------------------|------------------------------------------|---------------------------------------|
| • PA PBS Network and the Community of Practice on School Based Behavioral Health (COP SBBH)  
  • Systems of Care (SOC) through the SOC State Leadership and Management Team  
  • Youth and Family Training Institute (YFTI)  
  • PA Training and Technical Assistance Network (PaTTAN)  
  • The Pennsylvania Child Welfare Resource Center  
  • Dept. of Drug and Alcohol Programs Prevention Training  
  • Office of Safe Schools - Center for Schools & Communities  
  • Juvenile Justice Research and Training Center | 1. Adopt the Comprehensive Cross-Systems Plan from Project LAUNCH  
  2. Develop cross-systems training approach to promote mental, emotional, and behavioral health efforts  
  3. Integrate authentic family and youth engagement in PBIS training modules.  
  4. Develop and train SAP and PBIS facilitators on the integration of both practices.  
  5. Develop cross-systems training approach to create violence free schools. | 2. The number of cross-systems partners and common themes in the training plan for promotion of mental and behavioral health.  
  3. The revised PBIS curriculum and trainings for PBIS facilitators and SAP trainers.  
  4. Guidance document on integration of SAP and PBIS.  
  5. The number of cross-systems partners and common themes in the training plan for violence free schools. | Short-term:  
  1. Adoption and Implementation of Project LAUNCH Comp Plan.  
  2. Implement cross-systems training plan to promote mental, emotional, behavioral health.  
  3. Implement plan for authentic youth and family engagement within PBIS.  
  4. Train all SAP and PBIS facilitators on guidance documents and integration of SAP and PBIS.  
  5. Implement cross-systems training plan to create violence free schools. |
|                                           |                                                      | 6. Decreasing bullying, youth violence and criminal behavior.  
  7. Promoting healthy development regarding social and emotional learning.  
  8. Increasing academic achievement. | Intermediate:  
  6. Decreasing bullying, youth violence and criminal behavior.  
  7. Promoting healthy development regarding social and emotional learning.  
  8. Increasing academic achievement. |
|                                           |                                                      | 9. To develop exemplary safe and supportive schools and communities in 3 local LEAs, and ultimately throughout PA. | Long-term:  
  9. To develop exemplary safe and supportive schools and communities in 3 local LEAs, and ultimately throughout PA. |
PA SS/HS Logic Model – Local Community Level

**Inputs [Resources]**
- PA PBS Network
- Affiliated Regional Facilitators
- PA Training and Technical Assistance Network (PaTTAN)
- Early Intervention Technical Assistance Networks (EITA)
- The Pennsylvania Child Welfare Resource Center
- SS/HS Partners from Dept. of Education, Dept. of Human Services, Dept. of Juvenile Justice, OCDEL, Dept. of Drug and Alcohol Programs
- Parent and Youth Organizations throughout the State.

**Processes/Activities [Actions, Developmental Programs]**
1. Address congruency in the development of social and emotional skills in young children among schools and their feeder ECE programs by:
   a. Universal Screeners
   b. MTSS/PBIS alignment
   c. Project LAUNCH
2. Promote mental, emotional and behavioral health through:
   a. Screening
   b. Selection of EBPs
3. Linking families, schools, and communities together to increase engagement by:
   a. Increasing pro-social involvement
   b. Involvement on PBIS teams.
4. Develop and Implement a cross-systems plan to prevent drug and alcohol use by implementing EBPs within an MTSS/PBIS framework.
5. Establish and implement SW-PBIS scale up plans that reflect increase promotion of safety and prevention of physical violence by:
   a. District-wide ISF Implementation
   b. Partnering with local law enforcement for promotion and prevention.
   c. Select and implement bully prevention programs
   d. Use data to inform practice and address disparity by installing culturally responsive approaches

**Outputs [Products of Processes/Activities]**
1. The number of early child education sites implementing a Universal Screener, an MTSS for social and emotional skills that align to their respective feeder school’s MTSS/PBIS framework, and the Project LAUNCH Comp Plan activities.
2. A comprehensive process for implementing a Universal Screener for SEL, tracking MH and BH referrals, implementing a standard protocol for EBP selection and installation.
3. Documented process for increased number of opportunities for students of pro-social engagement in their communities and increased family and youth perceptions of authentic engagement.
4. Documented cross-systems plan for implementation of EBPs to address drug and alcohol prevention and intervention.
5. Documentation of a Comprehensive SW-PBIS scale up plan that includes local law enforcement, trainings in Bully Prevention EBPs, and the data decision making process that includes culturally responsive approaches

**Outcomes [Intended Effect of Outputs]**
- Alignment between PW-PBIS & SW-PBIS to embed EBPs to develop social emotional skills in young children will increase.
- Decrease in self-reported risk factors for suicide and depression
- Increase in MH referrals for School-based and community services.
- Standard protocol for selection and implementation of EBPs for MH promotion
- Students self-reporting a greater reward for pro-social involvement in their communities
- Family and youth- increased self-report perceptions of authentic engagement in their LEAs.
- Decrease in self-reported use of drugs and alcohol by students.
- Decrease in self- report- not attending school due to feeling unsafe.
- Decrease in ODRs
- Decrease in ISS/OSS and more restrictive placements

**Short Term Goals:**
- Alignment between PW-PBIS & SW-PBIS to embed EBPs to develop social emotional skills in young children will increase.
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An Interconnected *Systems Framework* (ISF) Defined

- A **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, youth/family

- That have the **authority** to reallocate resources, change role and function of staff, and change policy.
Key Messages

1. Install with MTSS
2. Utilize a Single System of Delivery
3. Promote Mental Health for All
4. Beyond Access: MH Interventions with Specific Outcomes
ISF (with SSHS components) Enhances MTSS Core Features

- **Effective teams**: community mental health providers, juvenile justice/law enforcement, drug & alcohol, family, youth, community partners, etc.
- **Data-based decision** district, county, and school data beyond ODRs and community data (School Climate, Youth Surveys, Health, etc.)
- (Formal processes for the selection & implementation of **evidence-based practices** (EBP) across tiers with team decision making across the district, buildings, and community.
- **Early access** through use of comprehensive screening, which includes internalizing and externalizing needs across ECE, School-age & Community
- **Rigorous progress-monitoring** for both fidelity & effectiveness of all interventions regardless of who delivers across environments
- **Ongoing coaching** at both the systems & practices level for both school and community employed professionals including cross-systems training plans.
Traditional

MH counselor “sees” student at appointments

Clinicians only do “mental health”

Case management notes

Interconnected System

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

PA Safe Schools & Healthy Students

MH, D/A, JJ, family, youth, County HS, & Community Orgs, etc. on district team across tiers

Child & Youth Mental/Social/Emotional Wellness is everyone’s job. Integrated Plan across tiers including all partners

Integrated and Aligned Fidelity AND outcome data determined before delivery; aggregate & individual data sharing with MOUs, etc.
What Does it Mean to Integrate?

Change in routines and procedures?
(e.g. who needs to be available to participate in team meetings?)

Change in how interventions are selected and monitored?
(e.g. team review of data/research vs individual clinician choice?)

Change in language we use?
(e.g. identifying specific interventions vs generic terms such as “counseling” or “supports”?)

Changes in Roles/functions of staff?
(e.g. clinicians coordinating/overseeing some interventions that non-clinicians deliver?)
Change is Hard...

Adopting an integrated framework is a process that will challenge the assumptions and traditional practices of most school faculty, and mental health systems.

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.
PA Guidance
Selecting EBPs-Blueprint Integrating and Aligning SSHS Efforts

Phase I-Mapping (MTSS Framework)

Phase II-Evaluation

Phase III-Decision Making (Part A)
MTSS Operational Team shares Results from Phase III with CMT (next steps):
A. Compiles “Resource list”
B. Gathers further information on EBPs for consideration

Phase III-Decision Making (Part B)

Phase IV-Take Action

Phase V-Share Interconnected MTSS Framework

Phase VI-Implement Revised MTSS Framework

Phase VI: Collect ongoing data from Building Teams

Phase VII: Compile All Data to Coordinate further revisions

MTSS Operational Team

PBIS District/Building Coaches

MTSS/PBIS Building Teams

MTSS/PBIS District or “System” Team

SS/HS Community Management Team

SS/HS Community Management Team

MTSS/PBIS District or “System” Team

11/12/2014
Element 1: Early Childhood SEL
- Alignment of LAUNCH and SSHS-Infant & ECMH Competencies

Element 2: Prevention/Promotion of SE/MH Wellness
- Cross-systems training plan
- Trauma Informed Practices in Schools & Communities
- Targeted Screening for Suicide, Depression, Trauma, SUD

Element 3: Communities/Families/Schools
- Revised PBIS Training Modules for Universal to include Authentic Family Engagement
- Family and Youth on Universal PBIS decision-making teams
- Youth Alliances across entire Counties

Element 4: Substance Use/Abuse
- Hi-Fidelity Wrap
- RENEW
- Targeted Screening for Suicide, Depression, Trauma, SUD

Element 5: Violence Free Schools
- Cross-systems training plan
- Positive Action SEL Curriculum
- MTSS School District Leadership Teams

Universal Screening for SEL/MH in pre-K thru 3rd grade
- Universal Screening for SEL/MH in pre-K thru 3rd grade

MTSS for ECE
- MTSS for ECE

Alignment of PW-PBIS and SW-PBIS
- Alignment of PW-PBIS and SW-PBIS

Universal Screening k-12
- Universal Screening k-12

Data mapping/integration/sharing across system partners
- Data mapping/integration/sharing across system partners

Culturally Responsive PBIS
- Culturally Responsive PBIS

Too Good for Drugs K-12 EBP
- Too Good for Drugs K-12 EBP

Bully-Prevention integrated into PBIS
- Bully-Prevention integrated into PBIS

Tiered Fidelity Inventory-ISF Guidance
- Tiered Fidelity Inventory-ISF Guidance
Policy Change & Development; Capacity Building; Technology
Pennsylvania

State Policy or Legislation:

• State Cross-systems Training Plan:
  • Identified 10 common theme areas from Education, Human Services, Juvenile Justice, and Drug and Alcohol Programs as potential opportunities to cross-train on MH/BH Prevention (Element 2) and violence-free school topics (Element 5).
  • Recommendations for training and collaboration on the 10 themes across all state child-serving systems.
Pennsylvania Positive Behavior Support

PENNSYLVANIA POLICY OR LEGISLATION

- Revised **5** PA PBS training modules to incorporate family and youth engagement content
- Created statewide protocol and staff guidance on integrating SAP and PBIS processes and teams in school districts. SAP trainers and PBIS Facilitators
3.2 Practical Ideas for Involving SAP Teams in PBIS

Tier 1 / Universal Prevention

- Identification and implementation of suicide prevention and/or drug and alcohol prevention programs
- Identify and gather universal screening data

Tier 2 / Secondary Interventions

- Could support Check and Connect, Check-in Check-Out, small group interventions, and/or mentoring programs
- Could provide interventions and supports for students in need of social skills, behavioral health and/or substance abuse interventions
- Could support students’ response to intervention/progress monitoring
- Could facilitate ongoing communications with students’ families and community agencies

Tier 3 / Tertiary Interventions

- Discuss with your local SAP liaison about combining efforts when doing assessments/screening of students
- Train SAP liaisons to utilize functional behavioral assessment data/results in the screening process, with appropriate permission
- Request to have a SAP Team member serve on the PBIS district level team

Tier 1 / Universal Prevention

- Request to have a SAP Team member serve on the PBIS Universal core team
- Present on SAP and how the program supports PBIS
Promote positive school climate and social-emotional learning:

• Pennsylvania School Climate Survey
• PA Equity and Inclusion Toolkit
• Bullying Prevention Toolkit
• Support students through Multi-Tiered System of Supports (MTSS) and Positive Behavior Interventions and Supports (PBIS)
  • Evidence-based support systems – PBIS and SAP
  • Authentic Family Engagement in Schools
Pennsylvania

Creating a Community of Practice for Community Mental Health/Behavioral Health

- SSHS
- New SOC Expansion grant
- Project LAUNCH
- Garrett Lee Smith Suicide Prevention
- BHARP (Behavioral Health Alliance of Rural Pennsylvania)
- Local SOC grantees
- Statewide Youth Organization (Youth M.O.V.E)
- Statewide Family Organization (in development)
- Etc....
SLMT Engagement and Understanding

CoP: Promote SOC Values across PA through Greater Interaction

Founding Members:
Cross-grant and OMHSAS

Engagement:
Families, youth, other service systems

Focus:
Sharing/Learning across issues/Collective Action

Infrastructure:
Convener(s)/Facilitator(s)
Process for regular interaction
Collaboration site

Practice Groups: Initial Issues that Bring People Together

Data and Evaluation
Connect to existing groups
Explore indicators, Consider promising approaches:
Qualitative/ROI, more...

Strategic Communication
Cross-sector/State to Local/Social Marketing/Consumer Centered Design

The Relationship between the CoP and the Practice Groups

- Acknowledge big picture and specifics
- Address system issues and individual issues
- Work with CoP members and other stakeholders
- Focus on practice change
PA Positive Behavior Support Network

Archived videos from PA PBS Implementers Forum

Topics from PW-PBIS, SW-PBIS, Interconnected Systems Framework, Authentic Family and Youth Engagement and many more...
Training Modules for Authentic Family Engagement
Universal Training Curriculum

For additional Materials from Laura Riffel: Click Here.
SAVE THE DATE

20th Children’s Interagency Conference
April 30-May 3, 2018
Penn Stater Conference Center Hotel
State College, PA

Conference Focus: The 20th Children’s Interagency Conference will bring together Pennsylvania’s Child and Adolescent Service System Program (CASSP) and System of Care (SOC) partners providing behavioral health services to children, youth, and young adults ages 0-26 and their families.

Target Audiences: Youth, young adults, and families receiving behavioral health services; service providers, supervisors and advocates; program directors, county planners, and behavioral health managed care organizations; and partners from all the child-serving systems: behavioral health, children and youth, developmental disabilities, drug and alcohol, early intervention, education, health, juvenile justice, and vocational rehabilitation.

Areas of Emphasis: Prevention, resilience, and advocacy; preschool intervention; clinical skill development; administrative leadership and policy and program development; workshops for high-schoolers.

Coming soon:
Call for presentations; vendor and sponsorship opportunities

For more Information:
Contact ra-pwinteragencyconf@pa.gov
Website: pasocpartnership.org
New Technical Assistance Guide

Technical Guide for Alignment of Initiatives, Programs or Practices in School Districts

Alignment Self-Assessment Action Planning Tool in Appendix A

Available at www.pbis.org
Alignment Self Assessment Section 1: Assessment of Current Initiatives

Step 1: Coordinate and lead alignment process with an executive level team

Step 2: Define the valued outcome(s) to be achieved

Step 3: Develop an inventory of the related initiatives currently being implemented across the district.

Step 4: Organize the list of initiatives per outcomes (similar/different)?

Step 5: Identify the systems, data, practice features for initiatives with similar outcomes.

Step 6: Identify the systems features for initiatives with different outcomes

Step 7: Analyze and make decisions for alignment of initiatives

Step 8: Design the plan for effective alignment including implementation, evaluation and professional development
Local Community Implementation Examples
Moving York County Forward
How Well Did We Do?

Objectives for Today - We:

- Examined York County’s significant human service challenges.
- Have shared understanding about how these challenges are impacting our community.
- Increased understanding of how some of these challenges are interrelated.
- Identified those in our community with stake in how we address these issues.
- Identified ways we can improve YC’s response to some of these challenges.
- Leaving here with commitment to actions to improve YC response to some of these challenges.

5 Sets of Issues:

→ Child Welfare
→ Domestic Violence/
   Human Trafficking/
   Rape/Sexual Assault
→ Substance Use/Abuse
→ Community Violence/
   Gun Violence/
   Violence against
   Animals
→ Mental Health/Suicide
CARBON-LEHIGH INTERMEDIATE UNIT 21/
LEHIGH COUNTY

Local Community Example:

PA Family Leadership and Support Team
Interconnected System Framework
Community & Enhanced Tier II / III Supports
• CLIU#21 provides services to 14 public school districts, non-public schools and 2 Career and Technical Institutes of the Carbon and Lehigh counties.

• Lehigh Learning Achievement School

• Allentown Learning Achievement School
Lehigh County Pennsylvania
Systems of Care
Lehigh County
Department of Human Services

Health Choices
Integrated Services
D & A Administration
Juvenile Probation

Additional Partners

Allentown PD  D.R.N.  United Way  Head Start  Early Intervention  Youth & Family
Tier I - Universal
Interventions & Supports
The Hexagon Tool

Exploring Context

The Hexagon Tool can be used as a planning tool to evaluate evidence-based programs and practices during the Exploration Stage of Implementation.

See the Active Implementation Hub Resource Library
http://implementation.fpg.unc.edu

EBP:

<table>
<thead>
<tr>
<th>Need</th>
<th>Fit</th>
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<tbody>
<tr>
<td>High</td>
<td>Med</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resource Availability</th>
<th>Evidence</th>
<th>Readiness for Replication</th>
<th>Capacity to Implement</th>
</tr>
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<tbody>
<tr>
<td>High</td>
<td>Med</td>
<td>Low</td>
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5 Point Rating Scale: High = 5; Medium = 3; Low = 1. Midpoints can be used and scored as a 2 or 4.

Fit with current initiatives:
- School, district, state priorities
- Organizational structures
- Community values

Need in school, district, state:
- Academic & socially significant issues
- Parent & community perceptions of need
- Data indicating need

Capacity to Implement:
- Staff meet minimum qualifications
- Sustainability:
  - Staff Competencies
  - Organization
  - Leadership
  - Financial
- Buy-in process operationalized:
  - Practitioners
  - Families

Evidence:
- Outcomes – Is it worth it?
- Fidelity data
- Cost – effectiveness data
- Number of studies
- Population similarities
- Diverse cultural groups
- Efficacy or Effectiveness

Readiness for Replication:
- Qualified purveyor
- Expert or TA available
- Mature sites to observe
- Several replications
- Operational definitions of essential functions
- Implementation components operationalized:
  - Staff Competency
  - Org. Support
  - Leadership

Resource and supports for:
- Curricula & Classroom
- Technology supports (IT dept.)
- Staffing
- Training
- Data Systems
- Coaching & Supervision
- Administration & System

Adapted from work by Laurel J. Kiser, Michelle Zabel, Albert A. Zachik, and Joan Smith (2007)

©2013 Laurel Kiser, Karen Blase, and Dean Fiesler
Universal Screener

Systematic Screening for Behavior Disorders (SSBD)  
(Walker & Severson, 1992)

Student Risk Screening Scale (SRSS)  
(Drummond, 1994)

Strengths and Difficulties Questionnaire (SDQ)  
(Goodman, 1997)

BASC™2 - Behavior and Emotional Screening System  
(BESS)  
(Kamphaus & Reynolds, 2007)

Social Skills Improvements System - Performance Screening Guide (SSiS – PSG)  
(Elliott & Gresham, 2007)

BIMAS™ Behavior Intervention Monitoring Assessment System
# Pennsylvania Positive Behavior Interventions and Supports

## Systematic Screening for Behavior Protocol

<table>
<thead>
<tr>
<th>Readiness</th>
<th>Key Questions</th>
<th>Status</th>
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</table>
| 1. The need for systematic screening to identify non-responders to primary prevention has been established and is connected to the mission, priorities, and school/program improvement plan. | - What is the current system for identifying at-risk students in need of additional supports? (Team, protocol, supports)  
- Is that system effective in identifying at-risk students in need of additional supports (externalizers and internalizers)?  
- Are there any groups of students who are not being consistently identified? Who are they? | In Place  
Partially In Place  
Not In Place |
| 2. The person or team who can authorize systematic screening has been identified and approval has been obtained to design and implement the process. | - Is it the district/school superintendent or program administrator?  
- School/District/Program Leadership team?  
- Building administrator? | In Place  
Partially In Place  
Not In Place |
| 3. A team exists that can support the student and family in determining what response, if any, should be taken for students who are identified as at-risk. | - Who is on the team?  
- What is the responsibility of the team?  
- Does the team meet regularly? | In Place  
Partially In Place  
Not In Place |
| 4. School/program and community-based supports for responding to students identified have been identified and are adequate to serve the need. | - What supports are available for those students?  
- Are they adequate? How do we know? | In Place  
Partially In Place  
Not In Place |
The Behavior Intervention Monitoring Assessment System (BIMAS™) is a measure of social, emotional and behavioral functioning in children and adolescents ages 5 to 18 years.

**Objectives:**
- Universal Screening
- Student Monitoring
- Program Evaluation
## BIMAS Data

### BIMAS Results

**Age:**

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<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
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<td>3%</td>
<td>6%</td>
<td>---</td>
<td>11%</td>
<td>29%</td>
<td>26%</td>
<td>23%</td>
<td>3%</td>
<td>---</td>
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*Majority of students between the ages of 15-17

**Race/Ethnicity:**

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<th>African American</th>
<th>American Indian</th>
<th>Asian</th>
<th>Hispanic</th>
<th>White</th>
<th>Other</th>
<th>Multiple</th>
<th>Unspecified</th>
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</thead>
<tbody>
<tr>
<td>African American</td>
<td>6%</td>
<td>---</td>
<td>0%</td>
<td>43%</td>
<td>46%</td>
<td>---</td>
<td>6%</td>
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*Majority of students identified as White

**Gender:**

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<tr>
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<th>Male</th>
<th>Female</th>
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<tbody>
<tr>
<td></td>
<td>77%</td>
<td>23%</td>
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</table>

*Majority of students are Male

**Risk Level Results:**

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<tr>
<th></th>
<th>Conduct</th>
<th>Negative Affect</th>
<th>Cognitive/Attention</th>
<th>Social</th>
<th>Academic</th>
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<tbody>
<tr>
<td>High Risk</td>
<td>31%</td>
<td>43%</td>
<td>29%</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>Some Risk</td>
<td>37%</td>
<td>31%</td>
<td>34%</td>
<td>60%</td>
<td>40%</td>
</tr>
</tbody>
</table>

*Overall Interpretation (please refer to p. 2 for a more specific description of the scales):*
CHAMPS – Class Wide Positive Behavior Support (PBS)
Mental Health First Aid USA is listed in the Substance Abuse and Mental Health Services Administration’s National Registry of Evidence-based Programs and Practices. Mental Health First Aid is an 8-hour course that teaches participants how to help someone who is developing a mental health problem or experiencing a mental health crisis. The training helps participants identify, understand, and respond to signs of mental illnesses and substance use disorders.

https://www.youtube.com/watch?v=7R2j-gxPePE
The Positive Action program features scripted lessons that are easy to prepare and teach.

Grades K-12

Pre and Post Assessment

Approximately 15+ minutes instruction 3 days

Classroom Kits - 140 lessons per Kit

https://www.positiveaction.net/
School Police Officer

- School Building Safety
  - Crime Prevention Through Environmental Design
- Security and access to the building
- Promote Positive Relationship with Police
- Member SWPBIS Team
- Aggression Replacement Trainer of Trainer
Tier II/ Secondary

Interventions & Supports
Student Assistance Program

• The Commonwealth of Pennsylvania’s Student Assistance Program (SAP), is a systemic process using techniques to mobilize school resources to remove barriers to learning.

• Trained Team Members include School staff and liaisons from community alcohol and drug and mental health agencies.
• Aggression Replacement Training features three coordinated and integrated components:

• Social Skills

• Anger

• Moral Reasoning
Tier III/ Tertiary

Intervention & Supports
S.I.T.E.S. Partial Hospitalization

The school-based partial hospitalization programs which allows for individualized psychotherapy, family therapy, group therapy, crisis intervention, psychiatric counseling and educational support in a school setting.
RENEW is a structured school-to-career transition planning and individualized wraparound process for youth with emotional and behavioral challenges.
# Tiered Fidelity Inventory

## ALAS Tier I

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Item</th>
<th>Current Score</th>
<th>Action(s) Description</th>
<th>Person(s) Responsible</th>
<th>Timeline</th>
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<td>Tier I</td>
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<td>2.3 Screening</td>
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## Tier III

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<td>3.4 Student Support Team</td>
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## Resources

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<td>4.6 Student/Family/Community Engagement</td>
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<td>4.7 Professional Development</td>
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## Quality of Life Indicators

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</tr>
</thead>
</table>
Community Resources

**Center for Humanistic Change** provides educational and informational programs to prevent substance abuse.

**MarsCare-ATP** provides comprehensive, person-centered, quality addiction treatment services in a supportive environment, through individual goal driven treatment in a cost-effective manner.

**Pyramid Healthcare BH Assessment – Choices – D&A Prevention/intervention.**
Community Resources

- Valley Youth House—education and information services are provided in the elementary, middle, high schools and in the community.

Justice Works Youth Care has provided innovative solutions for Child Welfare Agencies and Juvenile Courts. Its mission is to fill in the missing links in existing service systems to improve outcomes for troubled youth and their families, while maximizing public resources and improving communities quality of life.
Student & Family Supports

• First Aid and CPR
• Babysitting certificate
• PA Driver Ed
• Lanta Metro Bus Pass
  • Chew St. Landing
  • Office Vocational Rehabilitation / Job Fair
  • Lehigh Valley Center for Independent Living
ODR Data

Average Daily Office Discipline Referrals

- 2013-2014: 5.81
- 2014-2015: 3.58
- 2015-2016: 5.34
- 2016-2017: 2.85
Placement Data

Youth Sent to a More Restrictive Placement

- 2013-2014: 10
- 2014-2015: 4
- 2015-2016: 1

More Restrictive Placements:
1. Juvenile Detention Center
2. Residential Treatment Facility
3. Psychiatric Hospital
4. Drug & Alcohol Rehabilitation
Identifying Evidence-Based Practices

META-ANALYSIS CLEARINGHOUSE:
http://nrepp.samhsa.gov/

http://www2.ed.gov/admins/lead/safety/exemplary01/exemplary01.pdf

Intervention Central http://www.interventioncentral.org/
Moving Forward

- Trauma Sensitive Classrooms
  - Trauma 101
  - Trauma and the Brain
  - Self Regulation- Sensory Integration

- A.I.R.- Trauma Sensitive
- Schools Training Package
CRAWFORD COUNTY
YORK COUNTY

Local Community Example:
Authentic Youth, Family & Community Engagement
The Pair of ACEs
Adverse Childhood Experiences

- Maternal Depression
- Physical & Emotional Neglect
- Emotional & Sexual Abuse
- Divorce
- Substance Abuse
- Mental Illness
- Domestic Violence
- Incarceration
- Homelessness

Adverse Community Environments

- Poverty
- Discrimination
- Community Disruption
- Violence
- Lack of Opportunity, Economic Mobility & Social Capital
- Poor Housing Quality & Affordability

System, family, youth partners & agency staff learn about the Adverse Childhood Experiences Study and the lifelong impact of childhood trauma.

Public education trainings. More than 4,100 trained.

Adult & Youth Mental Health First Aid.

School trauma-informed self-assessments and action plans.

Suicide prevention through Garrett Lee Smith Suicide Prevention Program and QPR.
Community members are finding new and innovative ways to connect with one another.
For example....

FLASH-MOB COMMUNITY ACTIVISM

Thankful Thursdays – A collaborative community building initiative to effect real change in our towns by improving public infrastructure through service.

SOCIAL GATHERINGS

Picnic at the Playground
Cops n Kids Bowling Party
Community Happy Hours
Pumpkin Block Party
Winter Fest
The Big Zipper Project
Time Banking

A Time Bank is formed whenever individuals or organizations agree to earn and spend Time Bank Hours to meet the needs of friends, neighbors, and the larger community.

REDEFINING WORK: Building community is real work, Time Dollars recognize and reward that work.
Creating a visual, geographic display of crisis hotspots throughout Crawford County to better serve the community.
62 individuals from 37 community-based organizations convened a day-long Summit to bring together agencies, organizations and volunteer groups who are working, broadly, to improve the quality of life of the Crawford community.

The Summit was born out of the concern of the community’s ability to support and sustain initiatives, both financially and without burning out the many volunteers who make this work possible.

Strategic Priorities: Resilient Youth - Economic Opportunities - Healthy Communities
Resilient Youth: Fostering Assets

The Developmental Assets® are 40 research-based, positive experiences and qualities that influence young people's development, helping them become caring, responsible, and productive adults.

Search Institute
York County Youth Mental Health Alliance

• Initial Goal: School Social Workers from School Districts brought together York County Youth to plan dynamic activities for Mental Health Awareness month in May 2017 to increase awareness of mental health concerns, reduce the stigma surrounding mental health issues and teach ways to support those who are struggling to maintain mental wellness.

• The planning committee invited all 17 school districts to send representatives to the 1st ever meeting of the YORK COUNTY YOUTH MENTAL HEALTH ALLIANCE on September 8, 2016 and we were AMAZED at the response. The 1st meeting where we completed some needs assessments included 55 youth and 35 adults representing 16/17 school districts.
YCYMHA-Subcommittees

- May Mental Health Awareness Events
- District-wide Initiative Committee
- Publicity/Marketing
- Education/Outreach
- Awareness/Prevention
YCYMHA-Major Accomplishments

• Youth-led Town Hall with panel of State, County, and Local Leaders answering questions from the youth on topics of interest.

• Awareness kits (i.e. posters, videos, announcements, spirit day ideas, inspirational messages, etc.) for each of the programs within the school districts

• Developed a logo and branding campaign “The Silence Ends Here”

• chosen for the annual Award of Excellence in Pupil Services presented by the PA Association of Pupil Service Administrators.

• May Mental Health Awareness Event: County Wide - 5k Glow Run (‘Light Up The Night’) mental health fair to bring awareness to youth mental health challenges and services-800 participants in entire event

• Sept. 8, 2017: One Year Anniversary Event-Youth MH/Trauma Panel Discussion, National and State Youth Presenters
Big Ideas and Lessons Learned

• Complex change is.....complex!
• Ultimately individuals are most concerned about “their” project – requires continuous energy and reinforcement to sustain cooperation
• Alignment of initiatives is an ongoing process and can be overwhelming
• Be flexible and adapt to changing needs/resources
• Involve stakeholders meaningfully
• Develop a shared vision and commitment to obtaining specific goals
Big Ideas and Lessons Learned (continued)

- Formal engagement and cooperation between administrative decision makers and planning teams is essential
- Long-term sustainability planning needs to be integrated into the development process from the very beginning
- Even in a shared leadership structure, clear leadership roles are needed and included in MOUs
- Record and share progress systematically over time
- DEVELOP A STRATEGIC COMMUNICATION PLAN FROM THE BEGINNING
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