



Kansans **CAN**

KANSAS SCHOOL MENTAL HEALTH ADVISORY COUNCIL

May 3, 2018

WiFi: Washburn Guest
Kansas leads the world in the success of each student.

APPROVALS

Agenda for May 3, 2018

Minutes from March 1, 2018

KSDE TRAINING UPDATE

Myron Melton

PUBLIC COMMENT

SUPPORTING KANSAS SCHOOL MENTAL HEALTH UTILIZING AN INTERCONNECTED SYSTEMS FRAMEWORK

Cherie Blanchat

Kelly Perales

Supporting Kansas School Mental Health Utilizing an Interconnected Systems Framework

May 3, 2018

Kelly Perales

Midwest PBIS Network

Proposed Objectives:

1. Ensure Team understanding of ISF installation/implementation process.
2. Clarify role of SMHAC
3. Determine State-level Leadership Team Development Status as part of overall plan
4. Review blueprint for support and connection with action plan
5. Other?

Agenda

Part I

Overview of ISF and dialogue about overall application in Kansas

- Clarify Team Goals related to building ISF capacity at state-level

Part II

State Structure for Supporting ISF (potential action items)

1. State Leadership Teaming Structure
2. An (aligned) Mission/Vision/Goals
3. Status: Progress & Alignment of (related) State Initiatives
4. Procedures for moving forward with installation in Demo Sites

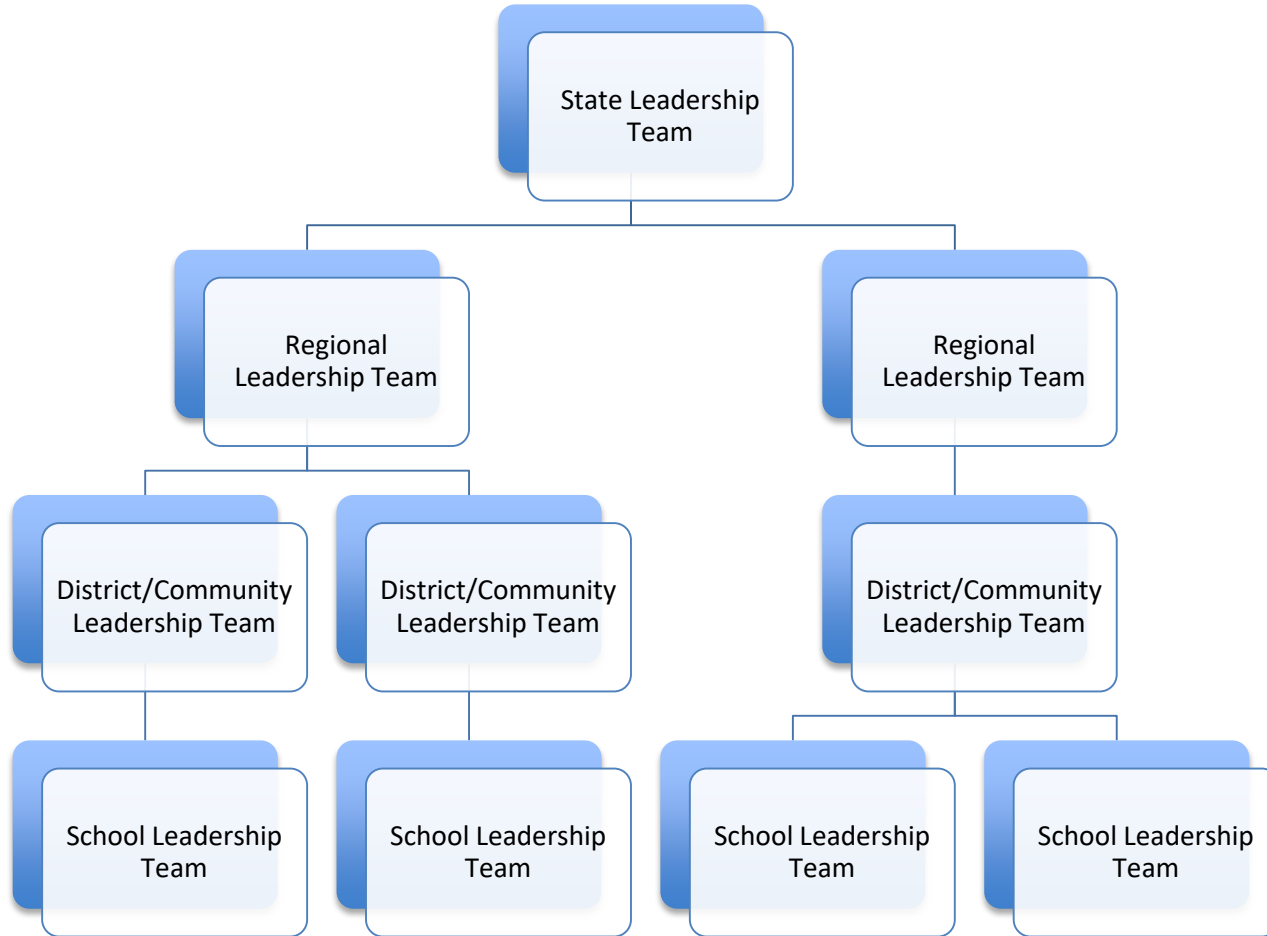
Part III

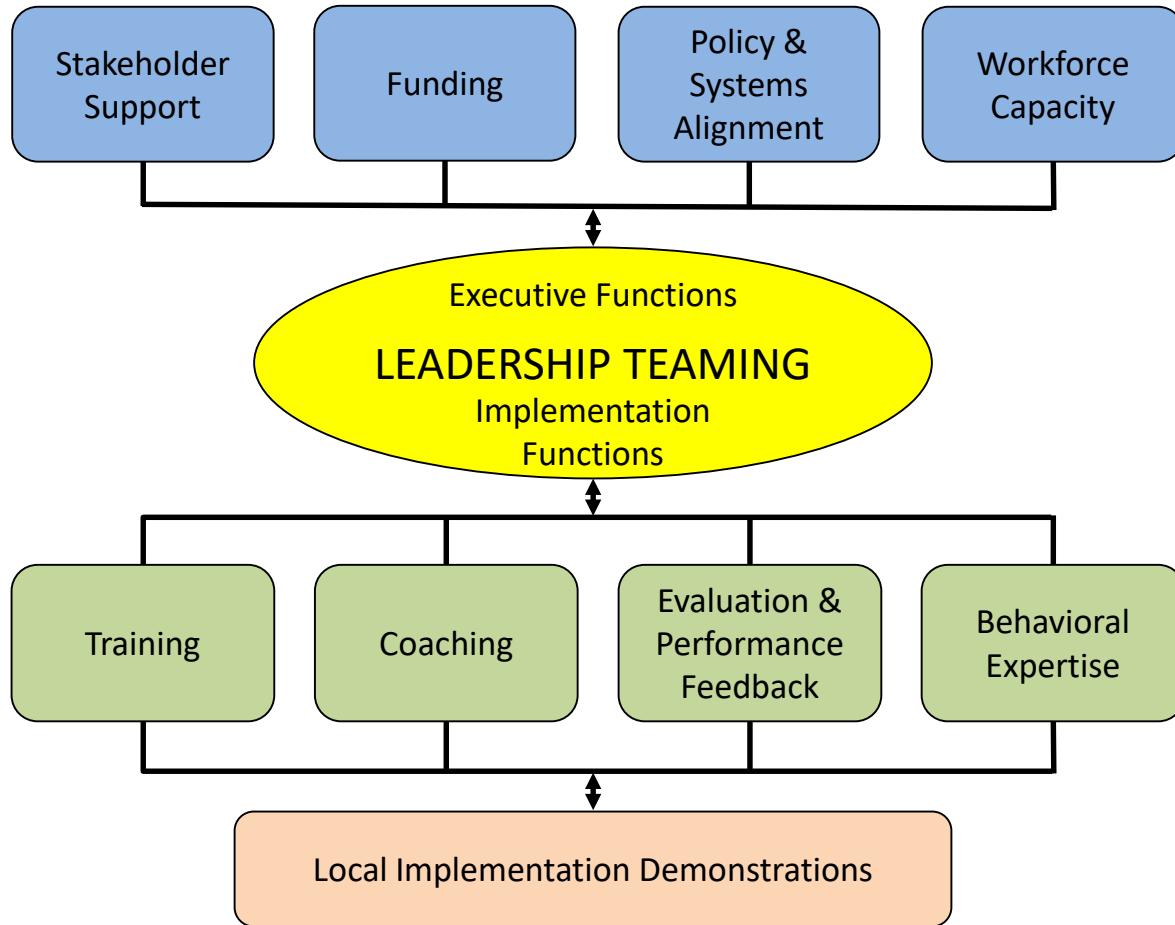
Applying the Blueprint to Demo Sites (potential action items):

1. Professional/Development
2. Coaching
3. Evaluation & Performance Feedback
4. Behavioral/Mental Health Expertise

Part IV Review Plan ‘Start-up’ & Define Next Steps (for afternoon planning meeting?)

Symmetry of Process





Role of SMHAC

- Executive functions of the leadership team
 - Policy work
 - Problem solve barriers
 - Feedback loop
 - Support work in demo sites

Steps for Alignment

1. Coordinate the process with an executive level team
2. Define the valued outcome(s) to be achieved
3. Develop an inventory of the related initiatives that are currently implemented across the district
4. Identify core system features for initiatives targeted for alignment
5. Analyze and make decisions for alignment of initiatives
6. Design the plan for effective alignment including implementation, evaluation, and professional development

PART I

QUICK OVERVIEW/REVIEW OF INTERCONNECTED SYSTEMS FRAMEWORK (ISF)

Quick Review of Key Messages

Application of ISF in Kansas

Clarify Team Goals related to building ISF capacity at state-level

Advanced Organizer

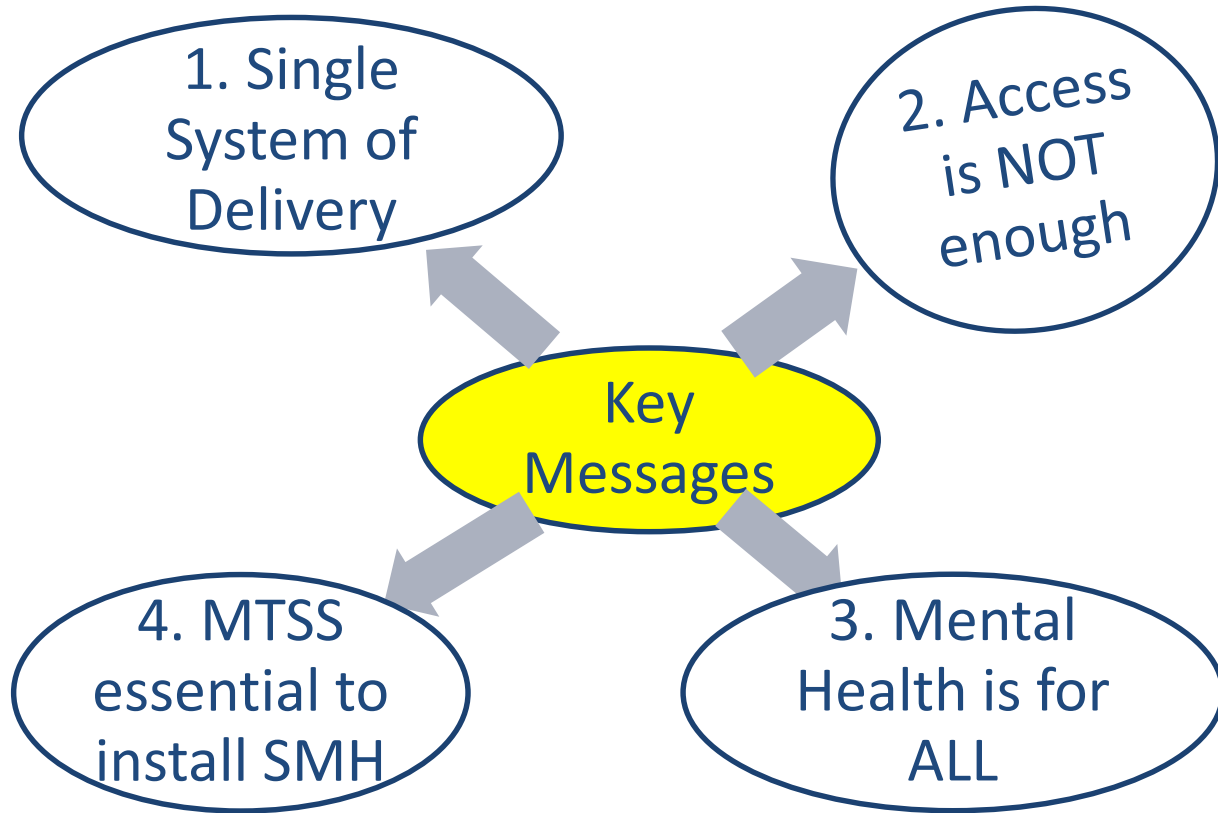
1. How does the ISF structure and process 'fit' with Kansas?
 - Potential 'fit' for demo sites?
2. Long and Short term goals?
 - Build State Capacity for ISF Installation?
 - Other?
3. What approach will you use to conduct readiness/overview with potential sites before on-site training?
 - (Will the onsite training be for exploration/adoption by sites or will that have already occurred?)
 - Consider including rationale/history of ISF (slides not included here)

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
- Who have the authority to reallocate resources, change role and function of staff, and change policy.

ISF Enhances MTSS Core Features

- **Effective teams** that include community mental health providers
- **Data**-based decision making that include school data beyond ODRs and community data
- Formal processes for the selection & implementation of **evidence-based practices** (EBP) across tiers with team decision making
- **Early access** through use of comprehensive screening, which includes internalizing and externalizing needs
- Rigorous **progress-monitoring** for both fidelity & effectiveness of all interventions regardless of who delivers
- Ongoing **coaching** at both the systems & practices level for both school and community employed professionals



1. Single System of Delivery

- One committed and functional team with authority guides the work, using data at three tiers of intervention
- MH/community partners participate across ALL Tiers
- Evidence Based Practices/ Programs integrated at each tier
- Symmetry (of process) at District and Building level
 - District has a plan to integrate MH at all buildings
 - Plan is based on community and school data
- Plan to build “social emotional” capacity across staff
 - Training and Coaching in place for ALL staff (community and school employed)
 - Staff are competent and confident in identifying, intervening and/or referring

1.1 Team Composition: Single System

Subscale	Tiered Fidelity Inventory: Tier I Features
Teams	<p><u>1.1 Team Composition:</u> Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.</p>
	<p><u>PBIS Big Idea:</u> Effective PBIS teams are knowledgeable, representative of stakeholders, and have administrative authority.</p> <p><u>ISF Big Idea:</u> Community Partners, including family representatives, can provide an expanded view/context of how the students' lives outside of school are to be considered and can enhance the Tier 1 Team's ability to promote healthy social emotional functioning for ALL students.</p>
ISF Enhancement	<p><i>ISF leadership teams include community employed and school employed staff with mental health expertise. Teams also include families and students as active leaders.</i></p> <p><i>Community partners' roles at Tier 1 are clearly defined through a memorandum of understanding (MOU).</i></p>

2. Access is NOT enough

All work is focused on ensuring positive outcomes for ALL children and youth and their families.

- Interventions matched to presenting problem using data, monitored for fidelity and outcome
- Teams and staff are explicit about types of interventions students and youth receive (e.g. from “student receives counseling” to “student receives 4 coping skills group sessions)
- Skills acquired during sessions are supported by ALL staff (e.g. staff are aware that student is working on developing coping skills and provides prompts, pre-corrects, acknowledges across school day)

Example: Data-Based Decision Process

a) Identification for Trauma Informed Group (IN):

- Student identified in highly elevated range for Internalizing Risk on screener
- Student has 2 or more events leading to suspension
- Student has not responded to a lower level Tier 2 intervention

b) Progress-monitoring (ON):

- DPR data is collected daily & reviewed every other week. Data is collected and reviewed for 6 weeks for and monitored for upward trend.

c) Exiting/transitioning (OUT):

- Student received a total of 80% of DPR points averaged per day/week for 6 weeks and has had no new ODRs, suspensions, or time out of class concerns. Student may be transitioned to CICO for 4 weeks.

Trauma-Informed Tier 2 Group

Daily Progress Report (DPR) Sample

NAME: _____ DATE: _____

Teachers please indicate YES (2), SO-SO (1), or NO (0) regarding the student's achievement in relation to the following sets of expectations/behaviors.

EXPECTATIONS	1 st block	2 nd block	3 rd block	4 th block
Be Safe Self-Check Use calming strategy	2 1 0	2 1 0	2 1 0	2 1 0
Be Respectful Use your words Use safe hands	2 1 0	2 1 0	2 1 0	2 1 0
Be Responsible Ask for help Connect with safe person	2 1 0	2 1 0	2 1 0	2 1 0
Total Points				
Teacher Initials				

3. Mental Health is for ALL

- Positive school climate and culture serves as protective factor. Social/emotional/behavioral health addressed with same level of attention and concern as is our children's academic and cognitive achievement.
- Social behavior skills taught and reinforced by ALL staff across ALL settings, and embedded in ALL curriculum
- Behavior and social emotional examples used to explicitly teach what behaviors look like and sound like across school settings.

Teaching Matrix		INCORPORATE Coping Strategies for Managing Stress						
		All Settings	Halls	P playgrounds	Lunch	Library/ Comput	A embley	Bus
Expectations	Respectful	Be on ta		ave a plan.	Invite those sitting alone to join in	comput		Watch for top.
	Achieving & Organized	Be k Hands/feet to self. Help/share with others.	Use normal voice volume. Walk to right.	Share equipment. Include others.	Have a lunch plan and choose quiet or social lunch area Invite friends to join me	Whisper. Return books.	Listen/watc h. Use appropriate applause.	qu v Stay in your seat.
	Responsible	Recycle C		ent n garbage an.	Use my breathing technique Listen to my signals	Push in chairs. Treat books carefully.	Pick up. Treat chairs carefully.	Wipe your feet.

1. Expectations

2. NATURAL CONTEXT (Locations)

3. Rules or Specific Behaviors

4. Installed and aligned with core features of MTSS framework.

- Integrated teams representative of all stakeholders including families and students;
- Apply data-based decision making;
- Have a formal process for selecting and implementing evidence-based practices;
- Ensure early access through comprehensive screening;
- Progress monitor for both fidelity and effectiveness;
- Ensure coaching.

Example

- Community clinician joined Tier II team
- Helped recognize that a group of students identified for support had likely experienced trauma.
- Community clinician and school clinician collaborated to select an evidence-based trauma informed group.
- Trauma informed group was added to school's continuum of interventions
- Community and school clinician co-facilitated the group
- Students receiving intervention had improved academic and behavioral data as well as self-reporting feeling more connected to school.

Use Screening Data to Drill Down on Skills Needed

Sample BESS-3 Data

	A	B	C	D	E	F
1	Student Name	Grade	Gender	Race/Ethnicity	BERI	BERI Risk
2		3	F	White	73	Extremely Elevated
3		1	M	White	76	Extremely Elevated
4		3	M	White	72	Extremely Elevated
5		5	M	White	61	Elevated
6		5	F	White	61	Elevated
7		K	F	White	61	Elevated
8		3	M	White	65	Elevated
9		2	M	White	79	Extremely Elevated
10		5	M	White	65	Elevated
11		3	M	White	71	Extremely Elevated
12		3	M	White	88	Extremely Elevated
13		3	M	White	70	Elevated
14		1	M	White	71	Extremely Elevated
15		5	M	White	64	Elevated
16		3	F	White	77	Extremely Elevated
17		4	F	White	70	Elevated
18		2	M	White	81	Extremely Elevated
19		1	F	White	62	Elevated
20		4	M	Two or More Races	77	Extremely Elevated
21		K	M	White	64	Elevated
22		2	M	White	70	Elevated
23		4	M	White	71	Extremely Elevated
24		K	F	White	61	Elevated
25		3	M	White	72	Extremely Elevated

Parent Screener for ALL students transitioning to Middle school

Missoula, MT

School Readiness Check-In

Welcome to the new school year!

We're checking in with you to learn about your student's strengths and needs for support at school.

By answering these questions, you can help us start the year off right!



Please rate your student in the following areas:	Doing Great ☺	Some Concern ☹	Serious Concern ☹	Need Support? ☹
Cooperating with adults				<input type="checkbox"/>
Behaving well at school				<input type="checkbox"/>
Getting grades that are appropriate for his/her skills				<input type="checkbox"/>
Having good relationships with other students				<input type="checkbox"/>
Following classroom rules				<input type="checkbox"/>
Focusing and staying on task in class				<input type="checkbox"/>
Completing homework and assignments on time				<input type="checkbox"/>
Showing up on time to school or other activities				<input type="checkbox"/>
Avoiding tasks that seem difficult or challenging				<input type="checkbox"/>
Spending time with students who break school rules				<input type="checkbox"/>
Getting depressed, anxious, or irritable				<input type="checkbox"/>
Getting easily distracted by other kids				<input type="checkbox"/>
Needing structure and supervision to stay on task and behave well				<input type="checkbox"/>
Liking attending school				<input type="checkbox"/>

Create a Routine for Selecting EBPs

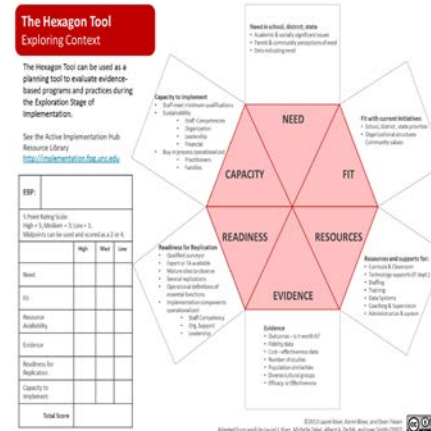
Identify a process to guide selection:

- Consumer Guide to Selecting EBPs (ISF Monograph)
- Hexagon Tool from NIRN

Consumer Guide to Selecting Evidenced Based Mental Health Services within a SWPBS model

Assessment

- | | |
|--|----------|
| o An assessment has been conducted to determine the need, risk and intensity of the services. These may include the following depending on the presenting problem and the level of risk student presents with. | YES / NO |
| o Strengths assessment. i.e.; Strengths and Difficulties Questionnaire (Goodman, 1997) | |
| o Functional behavioral assessment | |
| o Social skills assessment i.e.; (SSIS, SRS) | |
| o Mental health functioning rating scales i.e.; Self-Report Youth Inventories | |
| o Risk assessment | |
| o Diagnostic assessment | |
| o Results of the assessment indicate the strengths and skill deficits of the student | YES / NO |
| o Assessment results are reviewed at the appropriate continuum of behavior support team (universal, tier II, tier III) | YES / NO |
| o to determine the appropriate school based intervention and/or | YES / NO |
| o referral, in conjunction with the school team, to a more qualified mental health professional if needed to assess risk | YES / NO |



Install and Implement

- Define and deliver Professional Development
 - What will coaches/facilitators (both school and community employed) need?
 - What will staff, students, and families need?
- Define the intervention
 - Who will deliver? When?
 - Decision rules (in, on, and out)
 - Student identified in highly elevated range for Internalizing Risk
 - Crisis hotline has been called for student
 - Student has 2 or more events leading to suspension

Monitor – Fidelity

(focus on features of the intervention)

CBITS Adherence / Fidelity Measure

Session 1:

Did the group leader cover the following elements?

0 – not covered at all

1 – cursory reference to this topic and quick review

2 – group leader clearly covers the topic, with or without cooperation of group members

3 – group leader covers the topic thoroughly, integrating it into the larger context of therapy and in an interactive style)

_____ Introduction of group members, confidentiality, and group procedures.

_____ Explanation of treatment using stories

_____ Discussion of reasons for participation (kinds of stress or trauma).

_____ Homework assignment: Goal-setting

Session 2:

Did the group leader cover the following elements?

0 – not covered at all

1 – cursory reference to this topic and quick review

2 – group leader clearly covers the topic, with or without cooperation of group members

3 – group leader covers the topic thoroughly, integrating it into the larger context of therapy and in an interactive style)

_____ Homework review: Goal-setting

_____ Education about common reactions to stress or trauma.

_____ Relaxation training to combat anxiety

How to Get Started and Keep Moving Forward

- Applying Implementation Science
- Engaging partners
- Engaging families and youth
- Selecting EBP
- Using data to monitor fidelity and outcomes
- Increasing staff competence and confidence
- Communication with district level staff

Example of Work Flow Checklist

1. Select District/Schools
2. Form or Expand District Team (Workgroup of existing team?)
 - Membership
3. Establish Operating Procedures
4. Conduct Resource Mapping of current programs/initiatives/teams
 - Identify gaps/needs
 - Assess staff utilization
 - Examine organizational barriers
 - Establish priority- measureable outcomes
5. Develop Evaluation Plan
 - District and School Level
 - Tools Identified
 - Economic Benefits
6. Develop Integrated Action plan
 - Identification of Formal Process for Selecting EBP's
 - System for Screening
 - Communication and Dissemination Plan
7. Write MOU- Determine who will implement the plan

Team Dialogue/Potential Action Items

1. Questions/thoughts about how the ISF structure and process 'fits' with Kansas?
2. Sharing perceptions about potential 'fit' for demo sites?
3. Long and Short Term Goals?
 - Build state capacity (trainers/coaches)?
 - Other?
4. Content/approach for engaging sites?
5. Other questions/comments, observations?

Part II

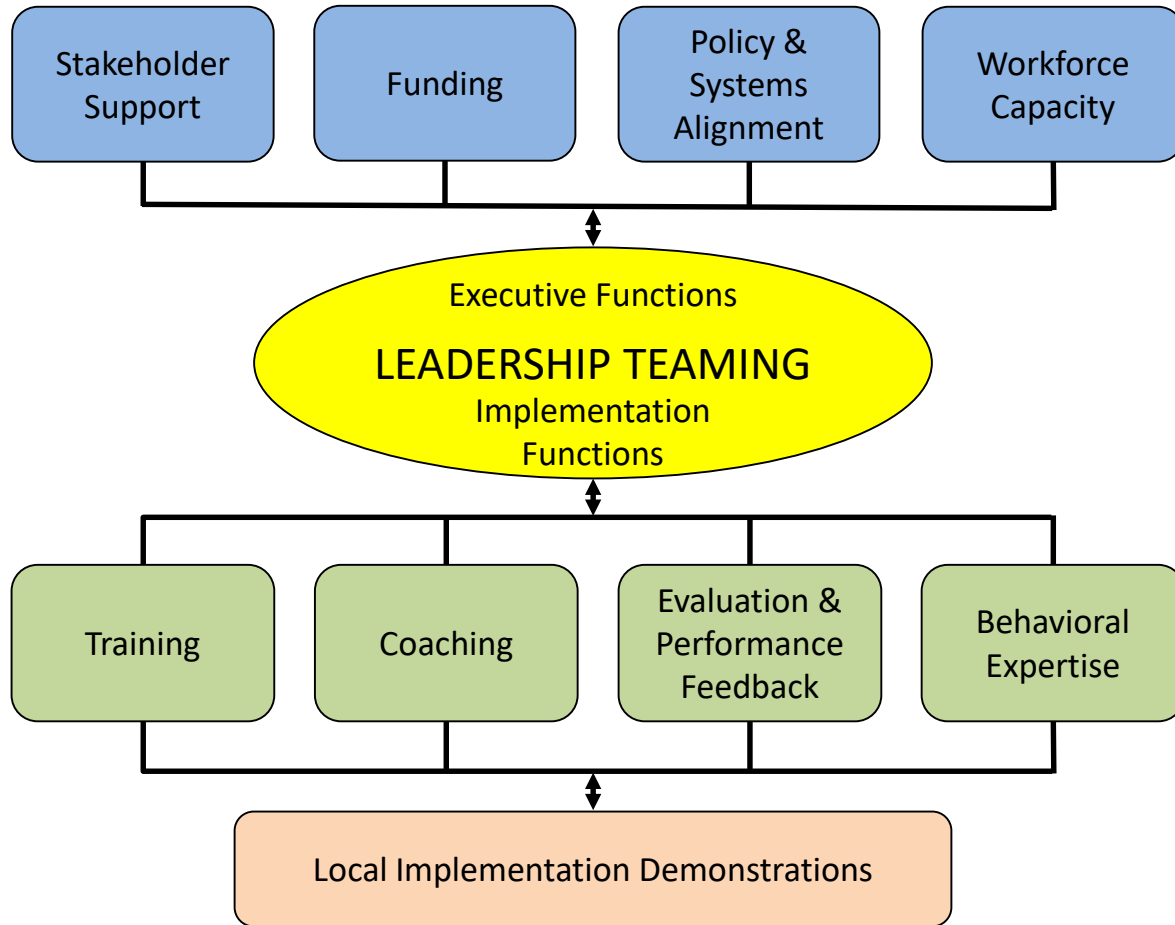
State Structure for Supporting ISF

**GETTING STARTED
AT THE STATE LEVEL**

State Structure for Supporting ISF

(potential action items)

1. State Leadership Teaming Structure
 - Stakeholder Support, Funding, Policy/Systems Alignment; Workforce Capacity
2. Mission/Vision/Goals (aligned?)
3. Current Status: Progress & Alignment of (related) State Initiatives
4. Procedures for moving forward with installation in Demo Sites
 - Initiate the development of 3-5 year plan (include desired projections for 10 years?)
 - Selection and Readiness of Demo Sites



Getting Started: Steps for Leadership Teams*

1. Establish (or enhance) Leadership Team
2. Establish Mission/Vision
3. Assess Current Status
4. Establish Routines and Procedures for Working within a MTSS
5. Establish Ongoing Action Planning Process

*state and district/community levels

1. Establish Team

- Is there an existing State Leadership Team to guide/support implementation?
- Who is/needs to be on the team?
- Is anyone missing from the team?

2. Establish Mission/Vision

- Does the leadership team already have a mission/vision?
- Is there a common goal or outcome to coalesce around?
Aligned w/related initiatives?
- Is there a data point the group has agreed is a priority to address?

3. Assess Current Status

- Implementation of PBIS?
 - Fidelity
 - Outcomes
- Installation of school mental health (other related initiatives?)?
 - Fidelity
 - Outcomes
- Selection of EBP's to install w/coaching?
 - Fidelity
 - Outcomes

Assessing “Current Status” of Potential Demo Districts:

1. Just getting started with establishing a District Leadership Team?
2. Have a District Leadership Team and want to add Community Partners?
3. Already have a District and Community Leadership Team?

Prompt for Cherie

- Where is it appropriate (and how) to weave in info about SPDG and known plan to date?

Potential Tools to Consider throughout Discussion and Action Planning

- APCG to TFI
- ISF Implementation Inventory
- ISF Readiness Checklists
- Other?

Assessing “Current Status” of your Schools:

1. Just getting started with installing PBIS?
2. Implementing PBIS, need to boost fidelity?
3. Implementing PBIS with fidelity, want to enhance with Mental Health Integration (ISF)?

Design Readiness Steps with Potential Demo Sites

- Overview (Explore/Adopt?)
 - Commitments (Blended Teams/Data; PD; Coaches; Evaluation)
- Install
 - DCLT/SBLT's
 - District/Community Data Review
 - Resource Maps
 - MOA/U's
 - Training/Performance Feedback/Coaching

Evaluation Plan

Focus	Schedule			
	Aug-Sept	Oct-Jan	Feb-Mar	April-June
Context/Input <ul style="list-style-type: none"> ▪ School Profile for schools entering training ▪ Training Consultants ▪ Master training schedule for teams, coaches and trainers, and District Leadership Team ▪ List of team members ▪ Participant evaluation of training events 	X X X X X	X	X	
Process/Fidelity (will be based on area of need) <ul style="list-style-type: none"> ▪ Tiered Fidelity Inventory (TFI) ▪ Reading Tiered Fidelity Inventory ▪ ISF Implementation Inventory 		TFI R-TFI	TFI R-TFI	TFI R-TFI
<ul style="list-style-type: none"> ▪ School-wide Evaluation Tool: SET (for 20% of schools) ▪ ISSET (for 20% of all schools) ▪ Enhancement Guides (Equity, MH) ▪ Practice fidelity checks (RP, CnC, CICO) 				SET (20%)
Screening <ul style="list-style-type: none"> ▪ Office Referrals (SWIS), grades, attendance, visits to nurse, counselor, teacher reports, direct observation ▪ Systematic Behavior Screener (e.g. BASC, BESS, SRSS, SSBd) ▪ CBM (e.g. DIBELS, AIMSweb, Easy CBM) ▪ Family Screeners ▪ Ages and Stages Screener 	x	x	x	x
Diagnostic Assessment <ul style="list-style-type: none"> ▪ Functional Behavior Assessment ▪ Functional Academic Assessment 				
Product/Impact <ul style="list-style-type: none"> ▪ SWIS Office Discipline Referrals ▪ Referrals to Special Education ▪ Grade-Level Oral Reading Fluency (Universal/ Progress) ▪ Standardized Test Scores 	SWIS X	SWIS X	SWIS X	SWIS X X X
Replication/Sustainability/Improvement <ul style="list-style-type: none"> ▪ Number of district coaches trained ▪ Number of district trainers ▪ District Capacity Assessment 	X	X X		X X X
Evaluation Reports <ul style="list-style-type: none"> ▪ Evaluation report to State/District Leadership Team ▪ Evaluation report to State/District School Board 		X		X X

State Structure for Supporting ISF

Potential Action Items

1. State Leadership Teaming Structure
 - Stakeholder Support, Funding, Policy/Systems Alignment; Workforce Capacity
2. Mission/Vision/Goals (aligned?)
3. Current Status: Progress & Alignment of (related) State Initiatives
4. Procedures for moving forward with installation in Demo Sites
 - Initiate the development of 3-5 year plan (include desired projections for 10 years)
 - Selection and Readiness of Demo Sites

Part III

Applying the Blueprint to Demo Sites

Professional Development/Training

Coaching

Evaluation & Performance Feedback

Behavioral/Mental Health Expertise

Applying the Blueprint to Demo Sites

Training, Coaching, Evaluation & Performance Feedback,

Behavioral/Mental Health Expertise

- Review action items designed in Part II including Mission/Goals
- Review potential tools to: a) guide installation/implementation, b) evaluate outcomes (Systems and practices), c) provide performance feedback
- Define Professional Development (PD)/Coaching Structure for Readiness and installation in Demo Sites
- Define PD/Coaching Structure for implementation to Full Implementation (including target, dosage/frequency)

Getting Started: Steps for Leadership Teams*

1. Establish (or enhance) Leadership Team
2. Establish Mission/Vision
3. Assess Current Status
 - School/community data; implementation status
4. Establish Routines and Procedures for Working within a MTSS
5. Establish Ongoing Action Planning Process

*state and district/community levels

Establish a Structure for Integrated Work

- Establish a “way of work”. Move away from “more is better”.
- Utilize a formal process for selection and implementation (data/practices/systems)
- New emphasis on “sustainability” and “efficiency” have heightened attention on the need for effective systems of alignment.
 - (Greenwald, Poulos, & Horner, 2015)

Establish/strengthen a DCLT

- with stakeholders who have the authority to reallocate people, funding, resources
- Include an integrated professional development plan for both school and community employed staff
- Focus on cross-system teams that hold themselves accountable with data-based decisions

Chippewa Falls, WI Example

- Students with unmet mental health needs led to PBIS leadership recognizing they needed a systematic approach to address
- Had 7 mental health providers with clinicians who came into schools to meet with caseloads of students in co-located model
- Met with each provider organization separate to discuss desire to move towards an integrated approach
- Then set a meeting to bring all providers together to walk through the process of single system

MISSION

The mission of the U-46 School and Community Alliance is to create, integrate and leverage existing and new school/community partnerships that develop a full continuum of systematic interventions based on data. It encompasses three intervention tiers:

- Systems for promoting healthy development and preventing problems
- Systems for responding to problems as soon after onset as is feasible
- Systems for providing intensive care

Example: Buncombe County Schools, Asheville, NC



**BUNCOMBE
COUNTY SCHOOLS**
PREPARING STUDENTS FOR THEIR TOMORROW

► **PURPOSE** WHY WE ARE HERE

To provide safe and engaging learning environments that prepare students for their tomorrow.

WHAT WE AIM TO DO **DIRECTION** ►

Our students will become successful, responsible citizens in an ever-changing global society.

► **BELIEFS** OUR CORE VALUES

- Teaching the Whole Child
- Personalizing Instruction
- Empowering World-Class Educators
- Encouraging Personal Growth
- Embracing Diversity
- Investing Purposefully
- Collaborating and Communicating

[BuncombeSchools.org](https://www.buncombeschools.org)

Buncombe DCLT

- Large and diverse stakeholder group
 - Managed Care Organization - Leadership
 - Dept. of Health and Human Services
 - Mountain Area Health Education Center
 - Four Mental Health Provider Organizations
 - Dept. of Juvenile Justice
 - FIRST (parent Advocacy and Support)
 - Children First/Communities in Schools
 - United Way
 - Family Justice Center
 - Child Advocacy Center
 - Blue Ridge Treks
 - Tapestry (Eating Disorder treatment)
 - Caring for Children
 - Children's Hope Alliance
 - Carolina Outreach

- Use of workgroup structure

Buncombe Workgroup Structure*

- Implementation and Accountability – executive functions of implementation blueprint
- Research and Evaluation – (formerly data group) collect, analyze, disseminate, evaluate, outcomes
- Professional Learning – cross planning and training, family partnerships, resource development
- Continuum Support – ongoing needs assessment, gap analysis, protocol for selecting, implementing, and progress monitoring interventions
- Communication and Visibility – marketing, engagement, collaboration

*Workgroups changed based on improvement goals

Status of Core features of MTSS framework.

- Integrated teams representative of all stakeholders including families and students;
- Apply data-based decision making;
- Have a formal process for selecting and implementing evidence-based practices;
- Ensure early access through comprehensive screening;
- Progress monitor for both fidelity and effectiveness;
- Ensure coaching.

Intervention Mapping Activity



Activity: Intervention Mapping and Gap Analysis

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Step 1: Use the table below to identify what interventions you have in place at each tier.

Intervention Map								
	Intervention	Expected Outcome	Who Facilitates	Decision Rules (In, On, Out)	How many students participated	How many made progress	Was intervention an EBP	Was intervention implemented with fidelity
Tier 1								
Tier 2								
Tier 3								

Establishing Routines and Procedures for Working within a MTSS

- Current teaming routines in schools?
 - Tracking Tool?
 - Systems Response Tool?
 - Procedures for selection of EBPs

Example of Work Flow Checklist

1. Select District/Schools
2. Form or Expand District Team (Workgroup of existing team?)
 - Membership
3. Establish Operating Procedures
4. Conduct Resource Mapping of current programs/initiatives/teams
 - Identify gaps/needs
 - Assess staff utilization
 - Examine organizational barriers
 - Establish priority- measureable outcomes
5. Develop Evaluation Plan
 - District and School Level
 - Tools Identified
 - Economic Benefits
6. Develop Integrated Action plan
 - Identification of Formal Process for Selecting EBP's
 - System for Screening
 - Communication and Dissemination Plan
7. Write MOU- Determine who will implement the plan

Establish Ongoing Action Planning Process

- Professional Development & Coaching Plan
- Develop Evaluation Plan
 - Outcomes
 - Performance Feedback
- Address Roles and Responsibilities
 - Coaching
 - Intervention facilitators

Evaluation Plan

Focus	Schedule			
	Aug-Sept	Oct-Jan	Feb-Mar	April-June
Context/Input <ul style="list-style-type: none"> School Profile for schools entering training Training Consultants Master training schedule for teams, coaches and trainers, and District Leadership Team List of team members Participant evaluation of training events 	X X X X X	X	X	
Process/Fidelity (will be based on area of need) <ul style="list-style-type: none"> Tiered Fidelity Inventory (TFI) Reading Tiered Fidelity Inventory ISF Implementation Inventory 		TFI R-TFI	TFI R-TFI	TFI R-TFI
<ul style="list-style-type: none"> School-wide Evaluation Tool: SET (for 20% of schools) ISSET (for 20% of all schools) Enhancement Guides (Equity, MH) Practice fidelity checks (RP, CnC, CICO) 				SET (20%)
Screening <ul style="list-style-type: none"> Office Referrals (SWIS), grades, attendance, visits to nurse, counselor, teacher reports, direct observation Systematic Behavior Screener (e.g. BASC, BESS, SRSS, SSBd) CBM (e.g. DIBELS, AIMSweb, Easy CBM) Family Screeners Ages and Stages Screener 	x	x	x	x
Diagnostic Assessment <ul style="list-style-type: none"> Functional Behavior Assessment Functional Academic Assessment 				
Product/Impact <ul style="list-style-type: none"> SWIS Office Discipline Referrals Referrals to Special Education Grade-Level Oral Reading Fluency (Universal/ Progress) Standardized Test Scores 	SWIS X	SWIS X	SWIS X	SWIS X X X
Replication/Sustainability/Improvement <ul style="list-style-type: none"> Number of district coaches trained Number of district trainers District Capacity Assessment 	X	X X		X X X
Evaluation Reports <ul style="list-style-type: none"> Evaluation report to State/District Leadership Team Evaluation report to State/District School Board 		X		X X

Prompt for Cherie

- Any time there is a slide where you already have “Kansas details”, we should make this more “live” and specific. So, if you already have the start of an eval plan via SPDG, we should put that in, rather than examples from other places.

How to Get Started and Keep Moving Forward

- Applying Implementation Science
- Engaging community partners
- Engaging families and youth
- Selecting EBP
- Using data to monitor fidelity and outcomes
- Increasing staff competence and confidence
- Communication with district level staff

Integrated Action Plan*

- School employed and community employed staff share responsibilities and resources
- Uses framework of PBIS and blends in SMH across Tiers to provide full continuum of prevention and intervention based on data and use of EBPs

*District/Community and building Level

Integrated Action Plan Example

Action Item	Who?	When?
<p>Change organizational chart to reflect MTSS/PBIS as capacity building implementation framework that guides installation of other initiatives.</p> <p>Workgroups for Equity, Wellness, Restorative Practices will report to MTSS Committee</p>	<p>MTSS Committee Co-Chairs</p>	<p>Within 2 weeks</p>
<p>Align way of work to include: Adopting similar agenda process adopted for all committees and workgroups that includes integrated data system and communication/feedback loop for ongoing decision making.</p>	<p>MTSS Committee and Workgroup Chairs</p>	
<p>Executive Team will define and use formal process to select new initiatives.</p>	<p>Superintendent</p>	<p>Data to determine decisions Ongoing process</p>
<p>Executive Team will develop a communication/dissemination plan and adapt information based on stakeholders group.</p>	<p>MTSS Committee Chairs</p>	<p>Within a month</p>

Action Planning: Applying the Blueprint to Demo Sites

- 1) Professional Development/Training
- 2) Coaching
- 3) Evaluation & Performance Feedback
- 4) Behavioral/Mental Health Expertise

Part IV

Review Plan & Define Next Steps

Applying the Blueprint to Demo Sites

Training, Coaching, Evaluation & Performance Feedback,

Behavioral/Mental Health Expertise

- Review action items designed in Part II including Mission/Goals
- Review potential tools to: a) guide installation/implementation, b) evaluate outcomes (Systems and practices), c) provide performance feedback
- Define Professional Development (PD)/Coaching Structure for Readiness and installation in Demo Sites
- Define PD/Coaching Structure for implementation to Full Implementation (including target, dosage/frequency)

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Mental Health Integration (ISF)

Mental Health Integration (ISF)

Webinars

Training Descriptions

Tools

Examples

Publications

Presentations

Join the Targeted Workgroup Webinars

›

Targeted Workgroup is to provide opportunities for sites from around the country to learn and interact with one another through technical assistance. The goals of the workgroup are to: 1) increase ISF capacity at both state and regional levels as national demonstration, and 3) test and refine ISF tools.

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Education

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Susan Barrett @sbarrett1114 · Mar 15

DDOP Day 18: What is in place to allow for our students to talk about stress? Students may be experiencing high levels of stress and anxiety, Have an open dialogue, create multiple ways for students to communicate concerns and take time to teach coping skills. [#PBIS](#) [#APBS2018](#)



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PBIS: Celebrating Positive & Safe Learning Environments

Hilton Chicago
720 S. Michigan Avenue

Registration opens April 3rd.

For more information, visit the Upcoming
Events page at www.pbis.org in March.

This two-day forum for school, state, district, and regional Leadership Teams and other professionals has been designed to increase the effectiveness of PBIS implementation.

Sessions are organized by strands that support initial through advanced implementation in a full range of education settings, and assist state level planning to improve school quality and student success. Featuring sessions specific to Juvenile Justice, Alternative Educational Settings, Mental Health, and Family partnerships.



SAVE THE DATE

October 4-5, 2018

Contact Info

Kelly Perales

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WRAP-UP AND NEXT MEETING

Next Meeting:

July 24, 2018

9:30-1:00

Wichita Hyatt

Regency/Century II

Redbud C

KSDE-TASN Summer
Leadership Conference

July 25-26, 2018

Wichita Hyatt/Century II

Register:

www.ksdetasn.org