

Mental Health in Schools: All Hands-on Deck!

October 7, 2020

Susan Barrett
Director, Center for Social Behavior Supports
Old Dominion University
Center on PBIS
sbarrett@odu.edu

Mental Health in Schools: All Hands-on Deck!

Returning to school, in person, online, or a hybrid of both, after an abrupt interruption amplifies the need for a social-emotional wellbeing and a 'mental health for all' approach. This session will provide PBIS enhancement effort including strategies that focus on building a resilient, responsive, and effective system to meet the needs of students, families, and staff.

Acknowledgments

Brandi Simonsen, Jennifer Freeman,
Steve Goodman, George Sugai
Kimberly Yanek, Patti Hershfeltd
Lucille Eber, Kelly Perales, Mark Weist
Kelcey Schmitz, Jessica Swain Bradway

Who and where are we capturing the action steps from today?
Translating to current context.. How will our team apply these
components based on our situation?
Our context? Our culture?

WHAT NEEDS TO BE COMPLETED? NOW, First 2 weeks, SY	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

**TAKE
ACTION**

Objectives

- Back to Basics
 - Using PBIS framework to focus on recovery
 - Getting Back to “routine”
 - Student-teacher relationships
 - System of Support for Staff
 - Expanded Team (District and School level) working with local community and school data
 - Health, safety, food, social emotional behavior academic instruction and supports
 - Uncovering need with formal and informal screening process

Expectations

Behavior



Safe

- Be aware of your stress level.
- Double check on friends.
- Ask for help if you feel sense of hopelessness
 - Suicide Hotline: 800-273-8255



Empowered

- Use the chat box to express your needs and questions.



Engaged

- Ask for what you need to contribute and participate.
- If you begin to experience a delay or “lag,” please turn off your video.



Equitable

- Mute yourself when not speaking.
- Participate in break out rooms and invite others to participate.
- Be patient with technological challenges.

Big Ideas

Getting back to “routine” is one of the pillars of trauma recovery.

- However, teachers and students will still be in recovery mode so it will be important to take it slowly and flexibly. Keep goals modest .
- Re-establishing school as a safe, positive space is the first priority.
- Daily schedules should include more frequent mind breaks, use of calming strategies (belly breaths) and movement (e.g., walks outside)

Once back in school, remember that student-teacher relationships are one of the most powerful predictors of student emotional wellness, classroom climate, and academic success.

- Even if brief, teachers should try to make a **brief personal connection** each day with students.

Be ready for your own “triggers”.

- Students’ issues may be similar to yours

What song brings you joy?

Why Use a MTSS/PBIS Framework

To integrate mental health, trauma informed approaches, and SEL competencies?

- Emphasizes whole system response/prevention
- Provides instructional framework for teaching S/E competencies
- Focus on use of data to evaluate impact
- Sustainability

Cook, C. R., Frye, M., Slemrod, T., Lyon, A. R., Renshaw, T. L., & Zhang, Y. (2015). An integrated approach to universal prevention: Independent and combined effects of PBIS and SEL on youths' mental health. *School Psychology Quarterly*, 30(2), 166.

Chafouleas, S. M., Johnson, A. H., Overstreet, S., & Santos, N. M. (2016). Toward a blueprint for trauma-informed service delivery in schools. *School Mental Health*, 8(1), 144-162.

Maynard, B. R., Farina, A., Dell, N. A., & Kelly, M. S. (2019). Effects of trauma-informed approaches in schools: A systematic review. *Campbell Systematic Reviews*, 15(1-2).

Expanding PBIS to Include Mental Health with Interconnected Systems Framework

- A structure and process for education and mental health systems to interact in the 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

The Interconnected Systems Framework (ISF)

- Deliberate application of the multi-tiered PBIS Framework for all social-emotional-behavioral (SEB) interventions.
- Aligning all SEB related initiatives through one system at the state/regional, district and school level.
- Active participation of family, youth and community partners is a central feature of the ISF.

“Agile Thinking”

- Leadership Team identified need
 - Children and families throughout our community need food assistance.
- Review data and information to determine how to feed everyone (efficient and effective)
 - **Barrier**- confidentiality
 - **Solution**- use aggregate data to inform how to allocate resources most effectively
 - Identified 4 schools with largest number of students on Free and Reduced Lunch
 - 4 schools became food distribution centers
 - **Barrier**- funding
 - **Solution**- Partner with communities to combine funding and resources to meet the need

Worry

Learning will not occur unless emotional needs are met

- Crisis + Budget Cuts= Stress
 - Range of responses
 - Staff, families, students are scared
 - Messages from our local leaders critical
 - We may want to retreat to our silos – we seek comfort in routines and old contingencies
 - Stress and overwhelmed workforce= increase implicit bias and over use of exclusionary discipline=increase inequities
 - Maslow will go out the window upon “return”

Outcomes Associated with Implementation



Improved Student Outcomes

academic performance
(Forness et al., 2009)

social-emotional competence
(Brookshire, MacIntyre, & Leaf, 2012)

social & academic outcomes for SWD
(Leaf, 2017; Todd, Forness, Vincent, & Clevin-Brodway, 2012)

reduced bullying behaviors
(Todd & Forness, 2008; Wenzel, Brookshire, & Leaf, 2012)

decreased rates of student-reported drug/alcohol abuse
(Wentz, Robinson, MacIntyre, & Houston, 2015; Brostrom et al., 2012)



Reduced Exclusionary Discipline

office discipline referrals
(Brookshire, Mitchell, & Leaf, 2010; Brostrom et al., 2012; Forness et al., 2009)

suspensions
(Brookshire, Mitchell, & Leaf, 2010)

restraint and seclusion
(Kavner et al., 2016; Johnston, Frith, & Young, 2012)



Improved Teacher Outcomes

perception of teacher efficacy
(Wain & Atchison, 2012; Ford, Forness, & Forness, 2012)

school organizational health and school climate
(Brookshire, Fahn, Devour, Johnson, & Leaf, 2009; Brookshire, Fahn, Johnson, & Leaf, 2009)

perception of school safety
(Forness et al., 2009)

School-Wide Positive Behavior Interventions and Supports

COSTS SAVED WITH POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)

CATHERINE BRADSHAW, SARAH LINDSTROM JOHNSON, YIFAN ZHU, & ELISE PAS

PURPOSE OF THE STUDY

While preventive efforts like PBIS are associated with significant impacts on student outcomes, oftentimes cost data are overlooked by administrative decision-makers. The goal of this study is to highlight the immediate and long-term cost savings associated with state-wide implementation of PBIS.



WHAT IS PBIS?

Positive Behavior Interventions and Supports (PBIS) is a ***multi-tiered prevention framework that builds systems and structures to support the implementation of evidence-based practices, which are monitored and adapted through data-based decision-making.***

PBIS aims to promote positive student behavior by improving school climate and reducing discipline problems.

WHY IS PBIS IMPORTANT?

When implemented at school-wide and state-wide levels, PBIS has demonstrated **significant effects across multiple student behavioral, social emotional, and academic**



IMPLICATIONS

- This study found a solid return on investment for PBIS, specifically, a net total cost savings in present value of \$368,000 per 100 students in elementary school and \$86,000 for students in secondary school.
- The potential for PBIS preventing behavioral and mental health symptoms and maximizing cost savings can benefit federal and state agencies (e.g., juvenile justice, mental health) beyond education.
- Given these savings, there is a need for increased recognition and partnership to encourage the blending of funding across agencies to support quality implementation of PBIS and other such evidence-based approaches.



CENTER ON
PBIS Positive Behavioral
Interventions & Supports



RETURNING TO SCHOOL DURING AND AFTER CRISIS:

A Guide to Supporting States,
Districts, Schools, Educators, and
Students through a Multi-Tiered
Systems of Support Framework
during the 2020-2021 School Year

CENTER ON POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS
STATE IMPLEMENTATION AND SCALING UP OF EVIDENCE-BASED PRACTICES CENTER
NATIONAL INTEGRATED MULTI-TIERED SYSTEMS OF SUPPORT RESEARCH NETWORK
NATIONAL CENTER ON IMPROVING LITERACY
LEAD FOR LITERACY CENTER

June 2020



Center on PBIS

*State Implementation and Scaling-up
of Evidence-based Practices Center
(SISEP)*

*National Integrated MTSS Research
Network*

*National Center on Improving
Literacy*

Lead for Literacy Center

<https://www.pbis.org/resource/returning-to-school-during-and-after-crisis>



Guidance for State Leadership Teams for the Transition Back to the 2020-2021 School Year *continued*

Critical Systems	Key Considerations	Prior to Return to School	Return to School	After Initial Return to School
Policy	Consider necessary adjustments to the language and/or implementation of policies and procedures most affected by the public health crisis, including those related to health and safety, attendance, opportunity gaps, curriculum standards, grade promotion or graduation, discipline, and related areas. Ensure policy adjustments intentionally address and enhance equity. ⁴⁴	<ul style="list-style-type: none"> they support implementation of key practices to meet academic and SEB needs of all students Review policy to promote equity of access to instruction and supports, and share concerns and suggestions with policy makers Consider regulatory flexibility, including attendance policies due to pre-existing conditions of students and staff Revisit policies that disproportionately impact marginalized populations, and engage various stakeholders to co-develop policies and practices that support equity 	<ul style="list-style-type: none"> Coordinate policy with districts and schools to promote MTSS and clarify priority for academic and SEB needs Provide resources for leadership teams to examine and identify process or policy barriers that interfere with implementation of MTSS Assess impacts of policy changes on all students and staff, and adjust as needed 	<ul style="list-style-type: none"> Revisit policy to determine if there are barriers to effective and efficient implementation of academic and SEB support within MTSS framework Share concerns and suggestions with policy makers at state and federal level
Workforce Capacity	Consider unique needs of (a) early career educators who may have experienced interrupted pre-service and induction support, (b) educators with minimal experience using technology to support students in a remote environment, and (c) educators learning to build/strengthen relationships with physical distancing, and (c) all staff learning new health and safety protocols.	<ul style="list-style-type: none"> Provide guidance for districts and schools to identify skillsets for successful implementation of MTSS Create and provide supports (training and coaching plans, tools, guidance documents) to help districts and schools with workforce development 	<ul style="list-style-type: none"> Continue to assess and monitor staff wellness, needs of workforce capacity, and effectiveness of supports to guide decision-making on modifications Review, modify (if necessary), and provide supports (training and coaching plans, tools, guidance documents) to help districts and schools with workforce development 	<ul style="list-style-type: none"> Continue to assess and monitor staff wellness, needs of workforce capacity, and effectiveness of supports to guide decision-making on modifications Review, modify (if necessary), and provide supports (training and coaching plans, tools, guidance documents) to help districts and schools with workforce development

Note: IT = information technology; MTSS = multi-tiered systems of support; PDGA = plan-do-study-act; SEB = social, emotional, behavioral

Table 2. Considerations for state-level implementation of key systems to support districts across the timeline of crisis response and recovery.



You've got to "Maslow" at the Individual level and Organizational Level

**before you can
"Bloom"**

BLOOM'S TAXONOMY DIGITAL PLANNING VERBS					
REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
Copying Defining Finding Locating Quoting Listening Googling Repeating Retrieving Outlining Highlighting Memorizing Networking Searching Identifying Selecting Tabulating Duplicating Matching Bookmarking Bullet-pointing	Annotating Tweeting Associating Tagging Summarizing Relating Categorizing Paraphrasing Predicting Comparing Contrasting Commenting Journaling Interpreting Grouping Inferring Estimating Extending Gathering Exemplifying Expressing	Acting out Articulate Reenact Loading Choosing Determining Displaying Judging Executing Examining Implementing Sketching Experimenting Hacking Interviewing Painting Preparing Playing Integrating Presenting Charting	Calculating Categorizing Breaking Down Correlating Deconstructing Linking Mashing Mind-Mapping Organizing Appraising Advertising Dividing Deducing Distinguishing Illustrating Questioning Structuring Integrating Attributing Estimating Explaining	Arguing Validating Testing Scoring Assessing Criticizing Commenting Debating Defending Detecting Experimenting Grading Hypothesizing Measuring Moderating Posting Predicting Rating Reflecting Reviewing Editorializing	Blogging Building Animating Adapting Collaborating Composing Directing Devising Podcasting Wiki Building Writing Filming Programming Simulating Role Playing Solving Mixing Facilitating Managing Negotiating Leading

Mental & Social Emotional Wellbeing

- Nested within safety protocols, instruction, operations
- Increase need
 - Overwhelmed the system before
 - We can't hire our way out of this without transforming how we deliver mental and social emotional health
 - All Hands on Deck
 - Social emotional leaders help increase capacity

The U.S. has reported more than 7 million coronavirus cases and at least 200,000 deaths.

- **according to data from Johns Hopkins University.

The U.S. unemployment rate has surged to above 10% because of the pandemic, with nearly 32 million Americans now receiving unemployment benefits (July) 8.4% reported in September

- according to data from Labor Department.

Annie Nova, CNBC

ANALYSIS ON UNEMPLOYMENT PROJECTS 40-45% INCREASE IN HOMELESSNESS THIS YEAR

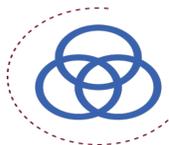
- Columbia University economist estimates 800,000 Americans could be experiencing homelessness by summer

UP FRONT

About 14 million children in the US are not getting enough to eat

Lauren Bauer · Thursday, July 9, 2020

“Since the first week in June, the US Census Bureau has asked households that reported having insufficient food whether it was often, sometimes, or never true that in the last 7 days the children (under 18 years old) living in your household “were not eating enough because we just couldn’t afford enough food.” 16.5 percent of households with children reported that it was sometimes or often the case that the children were not eating enough due to a lack of resources during the week of June 18-23 2020, 5.5 times the 2018 rate of 3 percent (the most recent annual data from the Current Population Survey).”



CENTER ON

PBIS Positive Behavioral
Interventions & Supports

Statewide High-Level Analysis of Forecasted Behavioral Health Impacts from COVID-19

Washington State Department of Health, Updated April 16th, 2020

- A surge in behavioral health symptoms; likely to be seen in phases
- Anxiety related issues becoming prevalent immediately through next 2-3 months,
- Increase in depressive symptoms peaking around Nov/Dec 2020 (a second wave?);
- Highest risk of suicide likely Oct-Dec 2020
- More people with behavioral health concerns were NOT receiving treatment (aprx 700,000) prior to the outbreak than the # of Washingtonians who were receiving treatment (aprx 695,000)

A COUPLE OF DEEP BREATHS.....

Resist the temptation to add, add, add

Without considering:

- ✓ ***What **your** children need***
- ✓ ***Assessing impact of current effort***
- ✓ ***Looking to partners with common outcomes***
- ✓ ***Assessing staff wellness***
- ✓ ***Eliminating efforts that aren't having an impact***
- ✓ ***Prioritizing a prevention approach***
- ✓ ***Anchoring to MTSS core features to align***

Redesigning the System

“In Schools, Mental Health
should be
EVERYONE’S Job “

NPR

*The Silent Epidemic:
The Mental Health Crisis in our Schools
published on-line September 7, 2016*

Statewide High-Level Analysis of Forecasted Behavioral Health Impacts from COVID-19

Washington State Department of Health, Updated April 16th, 2020

- Efforts should focus on activating/augmenting existing community supports to increase social connections & encourage active coping skills
- Resilience can be intentionally taught, practiced, and developed (all ages)
- Community supports, lay volunteers, and all manners of social organizations and clubs are resources that can be developed to help reduce behavioral health symptoms for the general population and should be leveraged...

What does science tell us about wellbeing?

- Brain forms and changes across life span
- Continuous interplay between body, mind, spirit, behavior and genetics.
- Sensitive periods
 - Birth to 2
 - 4-6 years
 - Adolescence
- We can intentionally train our brains to improve well being and greater good.
- “Well being is a skill”

*Center for Healthy Minds,
University of Wisconsin Madison*

Designing Strategy

How do we expand our idea of what mental health is...

- Not just someone in an office getting supports from a “specialist”



*How will we adjust our greeting strategy?
“Air High Fives”, “Air hugs”*

How do we adjust in a virtual environment?



How will we adjust being social at a distance in class?



Mental health= strategies and skills for coping

- Daily Calm
 - Time to be still. Get comfortable, turn off lights, calming music
 - Time for breathing: slow, deep belly breaths
- Daily Activity and Movement
 - Walks, exercise, outdoor time
- Biology Breaks
 - Stand, stretch, move, mind break

Mental Health For ALL

- Positive Greetings
- Positive connections across the day
- Routines that include calming strategies, daily physical activity, biology breaks
- Consistent, predictable, safe and equitable learning environments
- Dependable and positive relationships

- **Promotes resilience and healthy brain functioning in children who have experienced trauma (Sciaraffa, Zeanah, & Zeanah, 2018)**
- **All of these qualities are important to the healing of students who have experienced trauma.**

Design Strategy

How will we address stigma?

How will we fit what is working in our system with current context ?

How do we ensure we match with local culture and context?

- **Marketing and Branding**
 - Building a Resilient Community
 - Project Wellness
 - Project Care Bear
 - The New Three R's: Reopening, Recovery, and Relationships

District Example: Laser focus on support for students, families and staff

Wrap Up

- My teacher makes sure I understand the schedule for the next three days and how we will apply the learning from yesterday and today.
- We review the tasks on Seesaw and the schedule for small group help on Wednesday
- I make sure to have my weekly planner filled out to share with adults at home so they know the plan, too.
- I wipe my desk, supplies and Chromebook, clean my hands, and put on my backpack.

Heading Home

How My School Keeps Me Safe All Day Long

- Classes have only 14 students to provide safe distancing.
- Movement is scheduled so that students are not in hallways and at exits/entrances at the same time.
- Students eat breakfast and lunch in classrooms.
- Students learn and practice safety routines and frequent hand washing.
- Students have individual spaces or containers for belongings.
- Schools have signage and markings to help students follow safety procedures.
- Students have individual supplies; they are not shared.
- Social-emotional needs are recognized and monitored.

lic
ms

Designing Safe and Effective Environments

“Getting back to a routine is one of the pillars of trauma recovery”

- We will manage stress for the vast majority if we develop Common Expectations, Language, Routines across contexts (distance and face to face)
- *Input required!*
- Words reflect stakeholders cultural identity/norms
 - Predictable and consistent
 - Explicit instruction
 - Positive and corrective feedback
 - Increase in personal safety and universal precautions
 - Compassion, patience
- All people and especially people impacted by trauma thrive from established expectations
 - For students impacted by trauma, high expectations show the student they are capable and worthy

Now and always...

- Design a System of Support for Staff

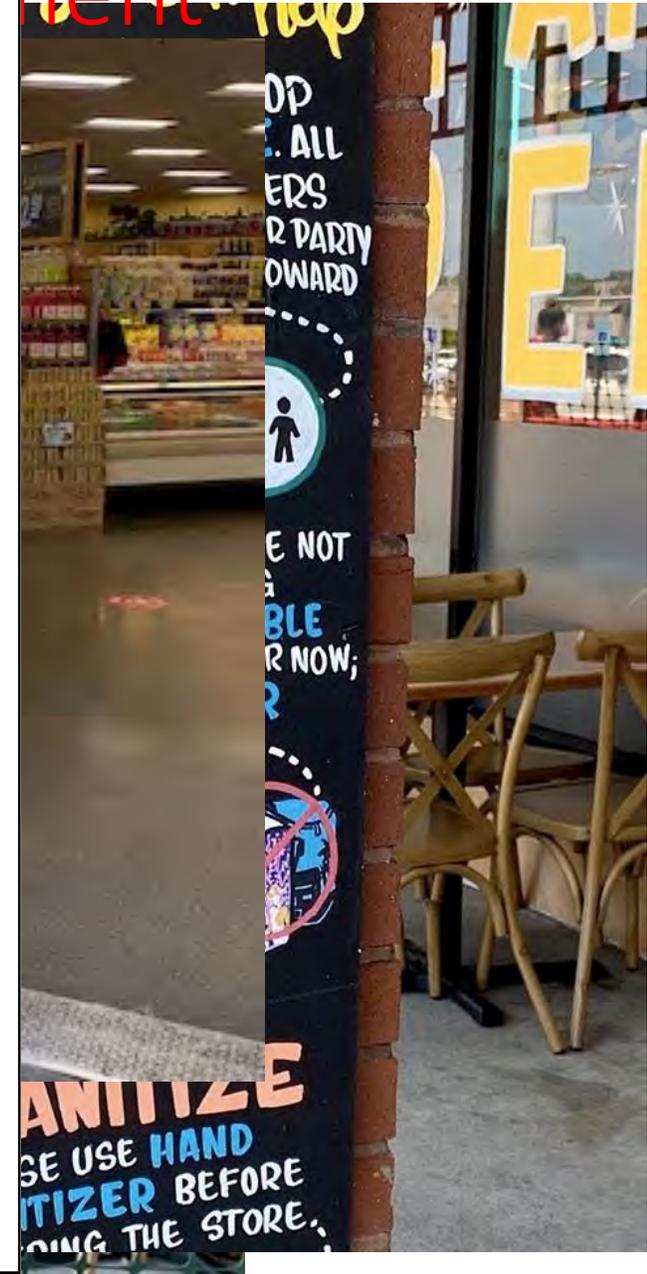
 - Focus on de-stressing staff

 - Clear, concrete expectations, procedures and routines
 - Direct instruction
 - Opportunity to practice, plan and build fluency
 - Get feedback and input from staff, adjust, improve
 - 5:1 feedback ratio

Trader Joes Positive, Safe, P



ment



Positive



Safe Environment Examples

Minimize crowding
& distraction



Maximize structure
& predictability



School Matrix Example 2020

	<i>Hallway</i>	<i>Classroom</i>	<i>Bus</i>	<i>Online Group</i>	<i>Online Independent</i>
<i>Respect</i>	<ul style="list-style-type: none"> • Smile with your eyes and wave to acknowledge adults & peers • Use kind language 	<ul style="list-style-type: none"> • Greet adults & peers at beginning & end of activity • Use kind language 	<ul style="list-style-type: none"> • Talk kindly to students sitting in your area • Wait turn to board/exit 	<ul style="list-style-type: none"> • Mute when listening • Use kind language 	<ul style="list-style-type: none"> • Take turns if others waiting • Wear headphones
<i>Responsibility</i>	<ul style="list-style-type: none"> • Maintain 6' (big) personal space bubble • Take care of your materials as you transition in the hallway 	<ul style="list-style-type: none"> • Stay in assigned spot to maintain 6' distance • Do your best • Engage in learning 	<ul style="list-style-type: none"> • Let bus driver know if unsafe behavior seen • Sit in assigned seat & maintain distance 	<ul style="list-style-type: none"> • Log-in/off on-time • Actively participate • Have materials ready for each lesson/activity 	<ul style="list-style-type: none"> • Stay engaged • Keep device charged • Ask for help (via email, chat, or with help of a parent) when you're stuck
<i>Safety</i>	<ul style="list-style-type: none"> • Wear mask • Follow 1-way direction arrows 	<ul style="list-style-type: none"> • Wear mask • Disinfect desk/table before & after use 	<ul style="list-style-type: none"> • Wear mask • Disinfect seat • Keep hands to self 	<ul style="list-style-type: none"> • Keep password private • Let teacher know if private chat is inappropriate 	<ul style="list-style-type: none"> • Disinfect keyboard & mouse • Take short breaks from your seat and screen

The Williams HS Way	Classroom Rules	Welcome	Group Work	Online	When I feel upset...
Respectful	<ul style="list-style-type: none"> • Raise hand • Track the speaker • Follow directions 	<ul style="list-style-type: none"> • Greet the teacher and classmates • Talk in soft voices 	<ul style="list-style-type: none"> • Listen to understand • Take turns speaking • Say, "I like that idea, AND..." 	<ul style="list-style-type: none"> • Consider the feelings of others before posting 	<ul style="list-style-type: none"> • Ask for a break • Express feelings making "I statements"
Organized and Achieving	<ul style="list-style-type: none"> • Walk quietly • Keep hands and feet to self 	<ul style="list-style-type: none"> • Take your seat 	<ul style="list-style-type: none"> • Clean up the area when time is up 	<ul style="list-style-type: none"> • Turn on privacy controls 	<ul style="list-style-type: none"> • Ask my teacher to break down the assignment into smaller chunks. • Talk to someone if it will make you feel better
Responsible	<ul style="list-style-type: none"> • Stay on task • Offer to help • Apologize for mistakes 	<ul style="list-style-type: none"> • Turn in homework • Put materials in desk • Begin work 	<ul style="list-style-type: none"> • "Jump in" to help others • Manage time carefully 	<ul style="list-style-type: none"> • Double-check sources before I post • Think before I forward 	<ul style="list-style-type: none"> • Use the face chart to identify what you are feeling "I feel..." • Use cool off strategy (walk away, count to 25, deep breaths)
Teacher's Role (Conditions for Learning)	<i>Supervise all areas of the classroom</i>	<ul style="list-style-type: none"> • <i>Greet students warmly</i> • <i>Post bell to bell activity</i> 	<ul style="list-style-type: none"> • <i>Provide relationship opener for groups</i> • <i>Actively supervise small group activities</i> 	<ul style="list-style-type: none"> • <i>Teach and practice routine monthly</i> 	<ul style="list-style-type: none"> • <i>Use Active Supervision to predict triggers</i> • <i>Model calming strategies</i>

Staff Days – School Level (prior to students returning)

- Check in
 - Expect to be emotional , exhausted
 - Track your “triggers”
 - Common experience will increase connection and sense of belonging, allow yourself to be vulnerable, honest and compassionate
 - Opportunity to practice new procedures
 - Walk every inch of the building in small groups, physically distanced –learn about new routines
 - Important for you to feel comfortable and model calm when kids get back

What to do when...

- Out of soap/sanitizer
- Student is refusing to wear mask
- Person within community tests positive
- I need a break
- I recognize someone needs help

- Design the system so we can...
 - Practice, practice, practice
 - Huddle and debrief
 - Reflect and improve

Returning to School Fall 2020: Staff PD Days Agenda Template

District Name: *Add*

School Name: *Add*

Dates: *Add*

Pre-Work for District:

- Review [A District Guide for Returning to School During & After Crisis](#) and [Meeting Social & Emotional Needs of All Video](#)
- Finalize district plan for return to school
- Convene meeting with building level admin to promote consistency across schools.
- Finalize agenda for staff PD days for each school. Use template below and contextualize activities by adjusting &/or replacing lighter blue example text.
- Plan to have district and school leadership present for staff PD. (District leaders stay with same school assignment throughout the day)

Pre-Work for School:

- Review [A School Guide for Returning to School During and After Crisis](#)
- Update school-wide matrix and lesson plans to accommodate new routines and/or examples of expected behavior (e.g., safe behavior may now include mask wearing and maintaining 6' space; responsibility may include sanitizing your materials and space)
- Finalize school plan for return to school.
- Share plan, identify meeting area outside, provide agenda with clear expectations, and consider additional materials for each day.

Schedule	Activity
Day 1 (Add Date)	
8:30am-10:00am	OUTSIDE: WELCOME STAFF <ul style="list-style-type: none"> ✓ Welcome Staff ✓ Morning Check-In/Circle (music, time to just be together outside) ✓ District and school leaders model for teachers how to welcome students back. ✓ Review revised school-wide matrix (shared in advance) and explicitly discuss school-wide expectations in new routines ✓ Break into small teams and take a school tour (using distancing protocols) <ul style="list-style-type: none"> ○ Use new protocol for entering and exiting building (e.g., temperature checks, sanitizer station). ○ Practice line up routine, new traffic flow, and become familiar with prompts (posters, floor signs) ○ Provide direct instruction to all staff. Teach expectations in the context of new routines and procedures across all contexts, have staff take notes, be aware of things that “trigger” them throughout the first day. ○ Provide self-reflection worksheet and opportunities for staff to provide feedback throughout the day CONSIDERATION: <ul style="list-style-type: none"> ✓ Use a similar process for welcoming families and students
10:00am-10:15am	BREAK
10:15am-12:00pm	INSIDE: SOCIALLY DISTANCED GRADE LEVEL TEAMS

“I am overwhelmed”

- Trauma
- Social emotional learning
- Wellness
- Mental health
- Grading policy
- Attendance policy
- Lost instructional time
- Impact of isolation

Crosswalk Tier I and Social Emotional and Behavior Competencies including Trauma Features				
Tier 1 Components	How is Tier 1 component trauma-informed? How it connect with SEB skill?			
	Creates Safe, Predictable, & Consistent Environment	Building Community or Relationships	Teaching/ Reinforcing Skills	Supports Regulation
Defined and teaching school-wide expectations <ul style="list-style-type: none"> Expand teaching to include coping skills (e.g., identifying feelings, expressing feelings, & managing feelings) Teach social-emotional and behavior lessons in a circle and embed with academic lessons Use morning circle routine across all classrooms to practice new skills and build classroom community 	X	X	X	X
Feedback and acknowledgement system <ul style="list-style-type: none"> Use feedback to increase the use of new skills across locations Teachers model calm response when providing feedback Use the system to prompt all staff to increase positive greetings and positive social interactions across the day 	X	X	X	X
Active Supervision (scan, move and interact with students during transitions and non- classroom locations) <ul style="list-style-type: none"> Team members and coaches conduct direct observations and collect counts of staff interacting with students and during transitions and cafeteria – provide data to staff during grade-level meetings. 	X	X		



CENTER ON

PBIS

Positive Behavioral
Interventions & Supports

May 2020

Integrating a Trauma-Informed Approach within a PBIS Framework

Lucille Eber, *Midwest PBIS Network*

Susan Barrett, *Old Dominion University*

Nicholas Scheel, *University of South Florida*

Ami Flammini, *Midwest PBIS Network*

Katie Pohlman, *Midwest PBIS Network*

The purpose of this Guide is to describe how district and school leaders can incorporate trauma-informed practices within a Positive Behavioral Interventions and Supports (PBIS) framework. This ensures that the investments in training school personnel about trauma can be integrated into a system that links these efforts to student outcomes. Recommendations are included for how to adjust the PBIS framework to support trauma-informed practices.

Introduction

Over the past decade, youth-serving systems have increased their focus on childhood trauma and its impact on the mental health of children and youth (Hanson & Lang, 2016). Educators, following the lead of child welfare and mental health organizations, have intensified efforts to ensure that all teachers and administrators work in a system that provides accurate information about the prevalence and impact of trauma, are provided training and coaching around trauma response, and have a clear understanding of their role in supporting students who have experienced trauma. Although schools are investing heavily in professional development about

A Trauma-Informed Approach:

" A program, organization, or system

<https://www.odu.edu/content/dam/odu/col-dept/efl/docs/trauma-informed-pbis-brief.pdf>

Relationships and Connectedness

Students work hardest for teachers they like and respect. When I'm asked, "How do I get the students to like and respect me?" my immediate response is, "Like and respect them first."

Dr. Debbie Silver in Education Week Teacher

Belonging

“Belonging is the innate human desire to be part of something larger than us. Because this yearning is so primal, we often try to acquire it by fitting in and by seeking approval, which are not only hollow substitutes for belonging, but often barriers to it. Because true belonging only happens when we present our authentic, imperfect selves to the world, our sense of belonging can never be greater than our level of self-acceptance.”

(Brown, 2010)

Behavior= form of communication
Too often we have punished the hurt
WE need to “heal the hurt” starting
with...

“Know their name, know their story”
**“I hear you, I see you, how can I help
you?”**

Student	Name & Face	Something Personal about them	Academic Status	Wellness Concerns	Preferred T&L Context	Date of last Contact Teacher Who Feels Connected to Ss
Abbey Alton	✓		✓		✓	
Burt Buzzy			✓			
Devon Donaldson	✓	✓	✓		✓	
Jose Juggler	✓	✓	✓			
Hannah Held	✓	✓	✓			
Sammy Shy			✓	✓	✓	
Susie Sunshine	✓	✓	✓	✓	✓	
Regina Rock	✓	✓	✓			

What are we doing to make sure all students are connected and known?

- Set priorities
- Use Small Learning Communities
- Making sure every student is Known (Teacher-Student Connection)
- Empathy & Perspective-Taking
- Intentional Door Greetings (check in)
- Intentional Good Byes (check out)
- 5:1 Positivity Ratios
- 2x10 Strategy (for some, a few)
- Audit for Engagement: Clubs, Sports, Arts, Student PBIS Leadership Team, Students helping Students

Prioritize

- Focus on building community
 - Prioritize building strong, positive relationships
 - Fun, use games
 - Create predictable, safe, positive environment
 - Uncovering academic and social emotional behavioral needs

Small Learning Communities

- Consider strategic reconfiguration of staff models
 - Maximize high quality instruction
 - Maximize connections with individual students
- Consider teacher staff strengths, preferences
- Consider student voice/choice
- Allows community building with familiar faces

How might you lean into this structure?

Teams

BACKBONE OF MTSS

What is your District Community Team doing to support wellness of students, families and staff *on a daily basis?*

- Will it be enough to meet vast majority of students, families and staff?
 - How are we matching to need, culture and context?
- Who is missing who can provide expanded lens?
- How do we elevate our social emotional leaders and amplify their voices?
- How will we share data with stakeholders and rally around priorities ?
- What are we already doing that is working, that is trauma informed? *Note: PBIS is a mental health initiative.-see outcomes related to PBIS Tier 1 Fidelity.*
- How can we conduct ongoing check-ins so we can stay connected, identify what is working and quickly adjust our approach as needs change?

School Leadership Team

Actively uncovering student, family and staff needs

School Employed and Community Employed Staff use *community and school data* to assess the needs of young people in their school community and, *together as an integrated team*, select *evidence based practices* that match specific needs.

This means moving away from co-located model to a fully integrated system!

Week of June 22, 2020

Behavioral Health Impact Situation Report

This situation report presents the potential behavioral health impacts of the COVID-19 pandemic for Washington to inform planning efforts. The intended audience for this report is response planners and behavioral health agencies and organizations.

Purpose

This report summarizes data analyses conducted by the COVID-19 Behavioral Health Group's Impact & Capacity Assessment Task Force. These analyses assess the likely current and future impacts of the COVID-19 pandemic on mental health and potential for substance use issues among Washingtonians.

Key Takeaways

- Weekly survey data from the U.S. Census Bureau suggest that roughly 1 in 4 adults in Washington are experiencing symptoms of anxiety at least most days, while 1 in 5 are experiencing symptoms of depression at least most days.
- Suicide attempts, suicidal ideation, and symptoms of psychological distress declined in mid-June for both men and women and across most age groups.
- Drug overdose and alcohol-related emergency visits decreased for most age groups. Alcohol-related emergency visits remain elevated among women.
- Washington Poison Center data suggest that suicide cases among 13–17 year-olds are up 4% from 2019.
- Federal background checks for handgun sales in Washington are up 56% for the period of March–May 2020 compared to the corresponding period in 2019.

TIPS Meeting Minutes Form

School:

Meetings	Date	Time (begin and end)	Location Face to Face or Virtual	Facilitator	Minute Taker	Data Analyst
Today's Meeting						
Next Meeting						

+

Team Members (Place "X" to left of name if present)									
Team Norms (Face to Face)					Team Norms (Virtual)				

Today's Agenda Items (Place "X" to left of item after completed):									
1		Wellness Check:		6.		Agenda Items for Next Meeting			
.		What is the most generous act you have seen recently?							
		What is giving you hope right now?							
		What is the best thing that has happened to you today?							
2				7.		1.			
3				8.		2.			
.									
4				9.		3.			
.									
5				10.		4.			

Use the Core Features to establish a “Team Charter”

We will make design new strategy *with* our families, students and community mental health providers. (Effective Teams)

Our professional development will be delivered to teams and we will include team action planning time during all training events

We will use school and community data to inform our priority.

We will identify strengths and needs of our community.

Data informed decision making

We will use a formal processes for the selection & implementation of evidence-based practices (EBP).

Use MTSS Core Features to establish “Team Charter”

- We will use a universal screener to uncover needs and use a public health approach for allocating resources.
 - **Early access** through use of comprehensive screening, which includes internalizing and externalizing needs.
- We will rigorously **progress-monitoring** for both fidelity & effectiveness of all interventions regardless of who delivers
- We will use a **co-coaching** model at both the systems & practices level for both school and community employed professionals

Uncovering the need with screening

- If you have a screener in place, continue to use current screener- be cautious- we don't have psychometrics for screening within a distance learning system
- Use multiple data sources to inform instruction across tiers.
- Take time during an adjustment period to learn about students strengths, interests, build routine, community.
- Focus on strengthening system when you feel overwhelmed by number of students, families and staff with increased need

Strengthening the Tier 1 System

- Safe and stable environment
- Clearly defined expectations, procedures, routines (consistent across locations)
- Ongoing embedded instruction of expectations, procedures, routines, social emotional skills
- Daily routines that allows classrooms to build sense of community, foster relationships and experience positive connections
- Clearly defined ways for students and staff to ask for help.
- Positive greetings and social interactions throughout the day
- Staff engaged in active supervision across all contexts (scan, move, interact)
- Clearly defined problem behaviors
- Spaces and Routines for teachers to re-group, re-set, neutralizing routine
- Teacher connectedness and wellness activities
- Growth mindset culture for staff with ongoing training, coaching and performance feedback

School Leadership Team:

Do you have an accurate picture of ALL of your student's needs?

- % of students meeting attendance criteria, % in each sub group
- % of students who feel connected
- % of students with 0-1 office referrals
- % of students on track to graduate
- % of students meeting academic benchmark
- % of students with adequate health, housing, food
- % of students who have experienced trauma
- % of students with relationship with at least 1 adult

Current Data?

- % of students engaging in distance learning
- % of families and students receiving food support
- % of families personally impacted
 - Family member ill
 - First responder/essential worker
- % of students and staff not returning FTF
 - Underlying medical conditions
 - Living with at risk family member
 - other

Do you know what your staff need?

- % of staff who feel connected
- % of staff who meet attendance requirements
- % of staff who feel like they can manage their workload
- % of staff who feel like they have skills to manage student needs.

Family 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? <input type="checkbox"/>
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"/>

Pick your priority data points

- What do you need to know for SY 2020-2021 ?

Data Informed Dialogue and Decision Making

Data Source	<i>Here's what ...</i> What do you notice?	<i>So What ...</i> What does this mean? I'm wondering if ...	<i>Now what ...</i> How does this lead to goals and solutions and inform team planning?
Staff Self-Assessment Survey (SAS)			
School Climate Data			
Stakeholder Survey Data			
Current Discipline Data (Can you formulate a precision statement?)			
Tiered Fidelity Inventory (TFI)			
Attendance Data In Person & Remote/Virtual			
Universal Screening Data			
Other:			

Who and where are we capturing the action steps from today?
 Translating to current context.. How will our team apply these components based on our situation?
 Our context? Our culture?



WHAT NEEDS TO BE COMPLETED? NOW, First 2 weeks, SY	RESOURCES NEEDED?	WHO?	WHEN?
A. <u>NOW</u> Organize task by who, time and topic Design System of Support for Staff Design safe effective environment- Teaching Matrix			
B. <u>First Quarter</u> Relationships and Connecting Community Building			
<u>Across SY</u> Teams using data, strengthening partnerships Actively uncovering needs (students, families, staff) Continuously improving the system – Think Upstream and Maslow Showcase results			

Contact information

Susan Barrett

sbarrett@odu.edu

www.pbis.org

<https://www.odu.edu/eps/programs/ciees/social-behavior-support>