School Mental Health and Professional Development Coaching System

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School Mental Health Professional Development and Coaching System

Objective 1	Objective 2	Objective 3	Objective 4
Scale capacity of cross-system teams	Tiered mental health supports	Cross-system, data-based decision making	Replicate resources statewide

The Who, What, Where, When, Why, and How

Who	District-Community Leadership Teams (DCLTs)
What	Align cross-system efforts, processes, and practices
Where	Onsite and online
When	Monthly with action items between meetings
Why	Child/youth, caregiver, and staff mental health
How	Implementation Process and Planning Components

Traditional

- School has one plan; CMHC has another
- Schools concerned *only* with academic growth; CMHCs concerned *only* with MH
- No shared/mutual data points or progress monitoring
- Districts & community partners function as separate teams

Interconnected

- MH practices & processes based on district AND community data
- Shared cross-system plan to develop capacity across all staff
- Interventions based on shared data
- Fidelity & outcome data reviewed by cross-system teams

Adapted from Barrett, S., Eber, L., & Weist, M. (n.d.). *Advancing education effectiveness: Interconnecting school mental health and school-wide positive behavior support.* Baltimore, MD: University of Maryland, Center for School Mental Health. Retrieved from https://www.pbis.org/common/cms/files/Current%20Topics/Final-Monograph.pdf

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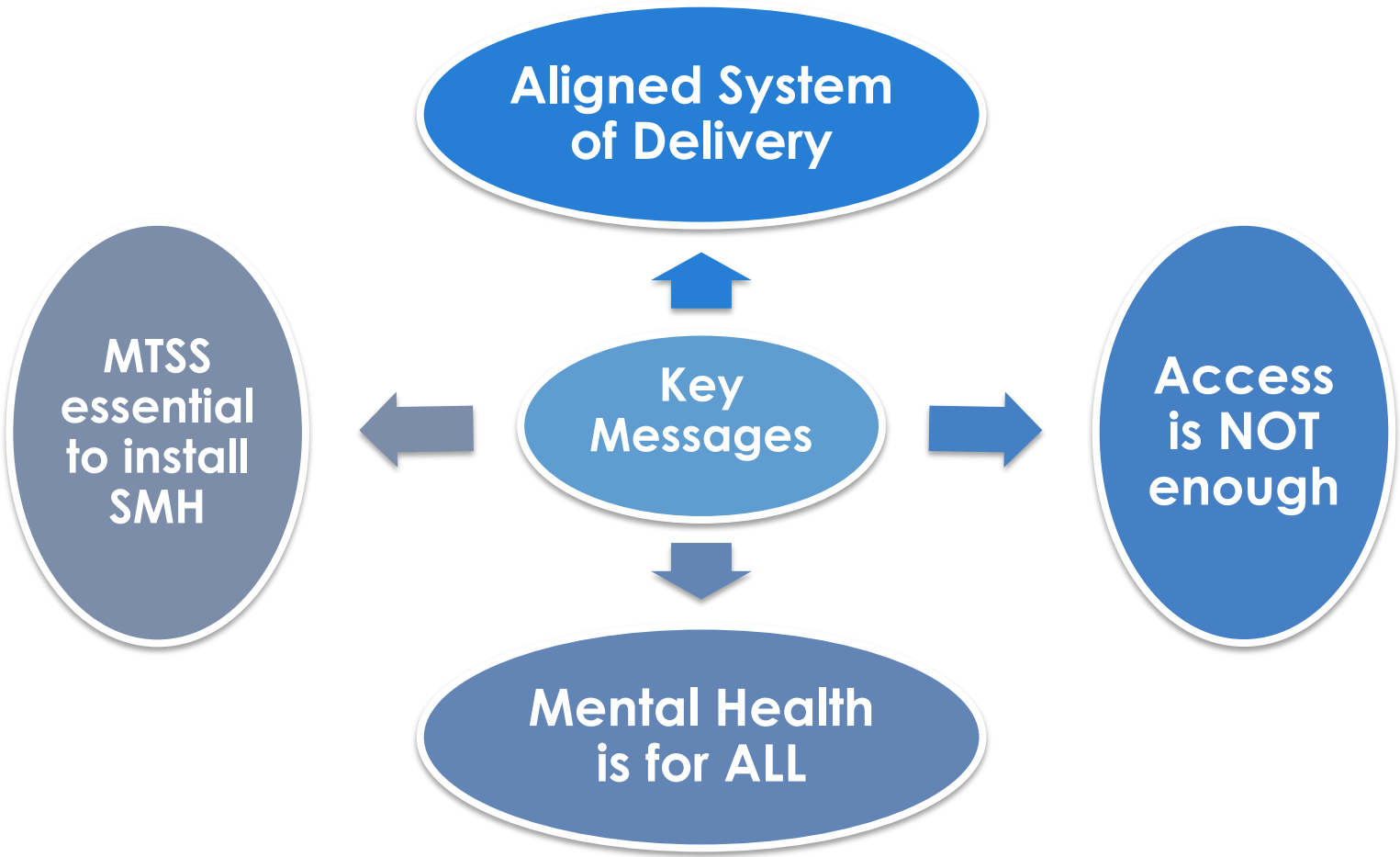

Adapted from Barry, S., Barrett, S., and Perales, K. (2016, December). *Embedding mental health into school-wide systems of PBIS. Interconnected Systems Framework (ISF) practice guide.* (PBIS Forum 16 Practice Brief). Retrieved from https://www.pbis.org/Common/Cms/files/Forum16_Presentations/RDQ%206%20Brief%20-%20Mental%20Health.pdf?

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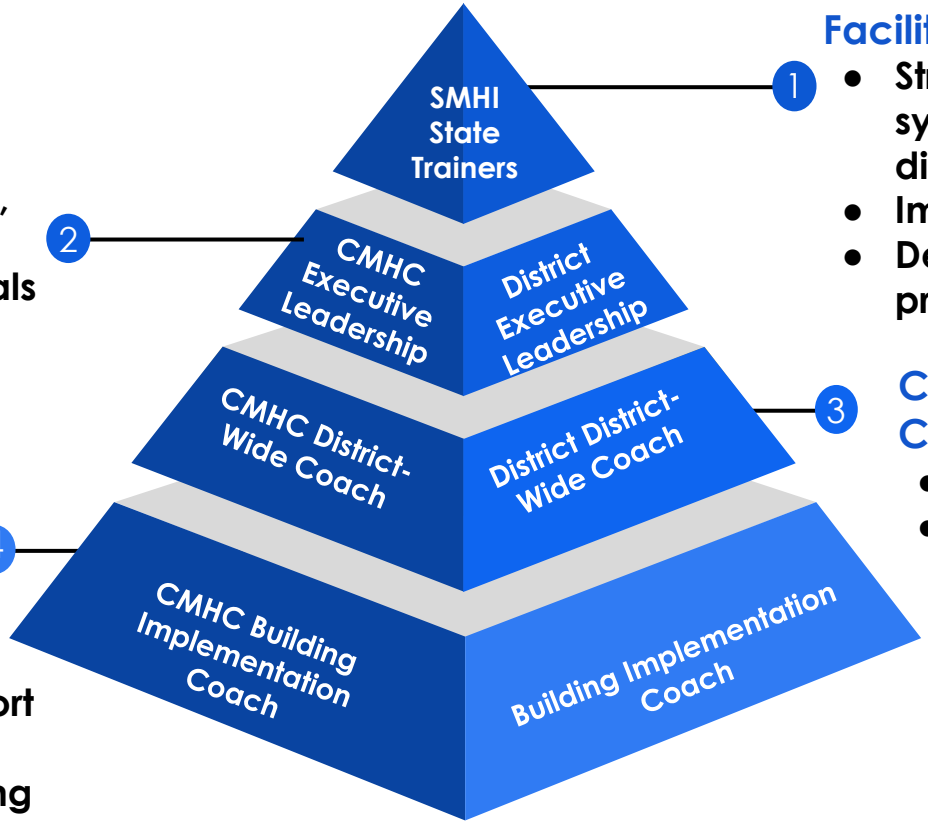
What Does a Partnership With TASN SMHI Look Like?

Goal Setting and Action Planning

- Data, needs assessment, gap analysis
- Manageable SMART goals
- Structured process for action planning

Impact

- Outcomes for at-risk students:
  - Evidence-Based Practices
  - Child/Youth support planning and progress monitoring



Facilitation

- Structured, cross-system dialogue and discussions
- Implementation Guide
- Develop DCLT priorities

Coaching and Collaboration

- Resources
- Action planning support and follow-up

School Mental Health Implementation Planning and Process Components

IMPLEMENTATION PROCESS COMPONENTS

- Teaming and Planning
- Data-Based Decision Making
- Training, Coaching, and Implementation
- Stakeholder Communication

IMPLEMENTATION PLANNING COMPONENTS

- Trauma-Responsive School Community
- Support Planning and Progress Monitoring
- Referral Protocol
- Transition and Reintegration Plan

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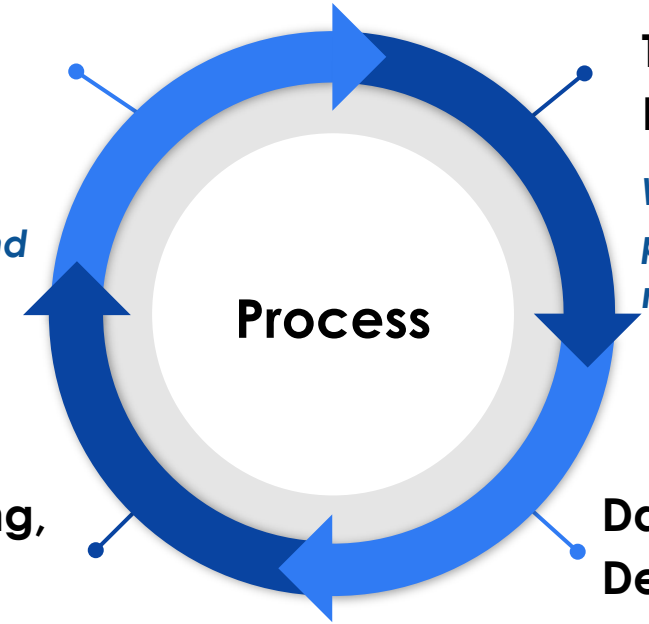
DCLT Process (Self-Correcting) Feedback Loop

Stakeholder Communication

What information should be shared and with whom?

Teaming and Planning

What practices, policies, or resources might be necessary?



Training, Coaching, and Implementation

What supports will be needed and for whom?

Data-Based Decision Making

What data will be necessary?

Benefits

Improved Efficiency	Improved Effectiveness	Refinement and Sustainability

• A shared vision to support the mental health needs of all children and youth
• Consensus and commitment to align practices and share resources
• Continuity of policies, practices, and language across district and community partners
• Continuum of supports specific to the needs of the community
• Decisions based on both district and community data
	• Adoption and implementation of evidence- and research-based practices.
	• Development of a plan that addresses:
	  ○ the capacity to support the implementation of effective practices,
	  ○ the competencies necessary for implementation,
	  ○ implementation fidelity, and
	  ○ measuring impact
		• The systems-level infrastructure needed to support effective practices
		• Ongoing, self-correcting feedback loop across district/community leadership teams to support continuous improvement
		• Alignment with existing community and district improvement efforts including Kansas Education Systems Accreditation, School Redesign, and local district board goals
		• Networking opportunities to learn from and assist other cross-system teams

SMHI Resources

SMHI: https://ksdetasn.org/smhi/school-mental-health-initiative

Moodle: http://moodle.kansastasn.org/

Current

- ❑ School Mental Health Resource
- ❑ The Heart of Learning and Teaching Book Study
- ❑ Trauma-Responsive Student Support Planning and Progress Monitoring Packet
- ❑ Webinars

New

- ❑ Mindfulness + School-Based Yoga Tools: Application for Children and Youth + Application for Staff and Caregivers
- ❑ Trauma, Toxic Stress, and Caregiver Well-Being: Practices for Fostering Resilience in Children/Youth and Caregivers Facilitator Guide and Accompanying Slide Deck

Upcoming

- ❑ Trauma-Responsive School Community eLearning Modules and Facilitation Guide
- ❑ School Mental Health Implementation Guide

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Discussion

How has your state/project promoted the social-emotional and mental health of educators and students during COVID-19?

Kansas Continuous Learning Resources

- ❑ Share comments and links to resources in the chat
- ❑ Verbally share with the group

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Brainstorming

How might the SMHI project measure fidelity of implementation tied to student outcomes?

From Implementation to Outcomes

System Implementation	Intervention Implementation	Child Outcome
Aggregated annually, 70% of District/Community Leadership Teams (DCLTs) participating in the School Mental Health Initiative improve in or sustain implementation of SDPG-supported practices as measured by progress in achieving implementation milestones as observed by SMHI State Trainers and documented in the *School Mental Health Implementation Guide*.	**Project Measures allude to this:** • Educators report following proactive, structured policies and processes to streamline students' access to mental health services • Interventionist report that mental health interventions are implemented with fidelity • Students who participate in mental health interventions have family members involved in the decision-making process	Aggregated annually, 70% of students with disabilities who participate in mental health interventions demonstrate progress in positive mental health as reported by the District–Community Leadership Team and documented on the *Trauma-Responsive Student Support Plan and Progress Monitoring Spreadsheet*.

What does fidelity include?

- Fidelity to the trauma-informed functional behavioral assessment (FBA) and student support plan (SSP) development process
- Fidelity to the intervention (dosage and quality)
- Fidelity to the progress monitoring process (reviewing intervention and progress data, making adjustments)

Why measure fidelity at this level?

Responses from collaborating stakeholder group including local implementers, SMHI project staff, national consultants:

- It helps the building-level team stay the course after they are trained.
- It answer the question, "How do we know we're doing it correctly?"
- When I see that a student hasn't made progress, my mind immediately goes to the questions about adult actions / fidelity.
- These are the questions that I'm asking (as the state trainer/coach) during each meeting; a form/process can ask these questions and promote sustainability.
- This is what we're already thinking about. It's the right thing to advocate for.
- It's already in the implementation guide but not asked for each student.

Resources

PBIS Apps

Midwest PBIS Interconnected Systems Framework

National Center for Intensive Intervention

National Wraparound Initiative

Ci3T: Functional Assessment-Based Interventions

SMHI School Mental Health Implementation Guide

Discussion

How might the SMHI project measure fidelity of implementation tied to student outcomes? How does your project or other projects you know measure intervention fidelity (Tier 2 and Tier 3)?

- ❑ Share comments and links to resources in the chat
- ❑ Verbally share with the group

Discussion

How do you measure the quality of your virtual professional development? How do you assess participants' knowledge and skills?
(EBPD Rubric Indicators B(2), B(3), and B(4))

Observation Checklist for High-Quality Professional Development - Version 3

- ❑ **Share comments and links to resources in the chat**
- ❑ **Verbally share with the group**