

Using Strategic Process to Address Behavioral Health in Schools



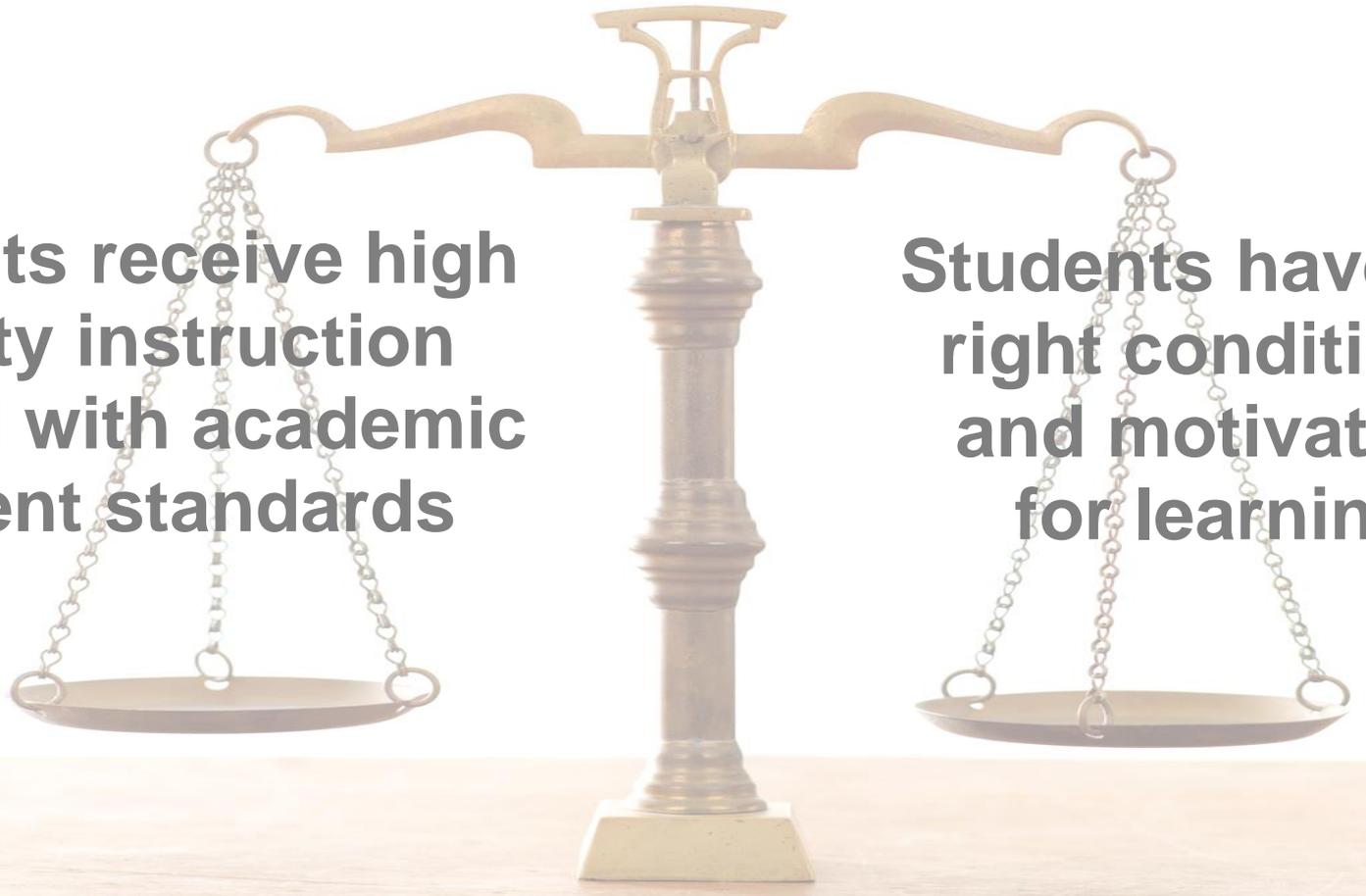
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Overview

Explore how current strategic planning approaches used in the education field can be used to address non-academic barriers to education.

Our Goal For Ohio

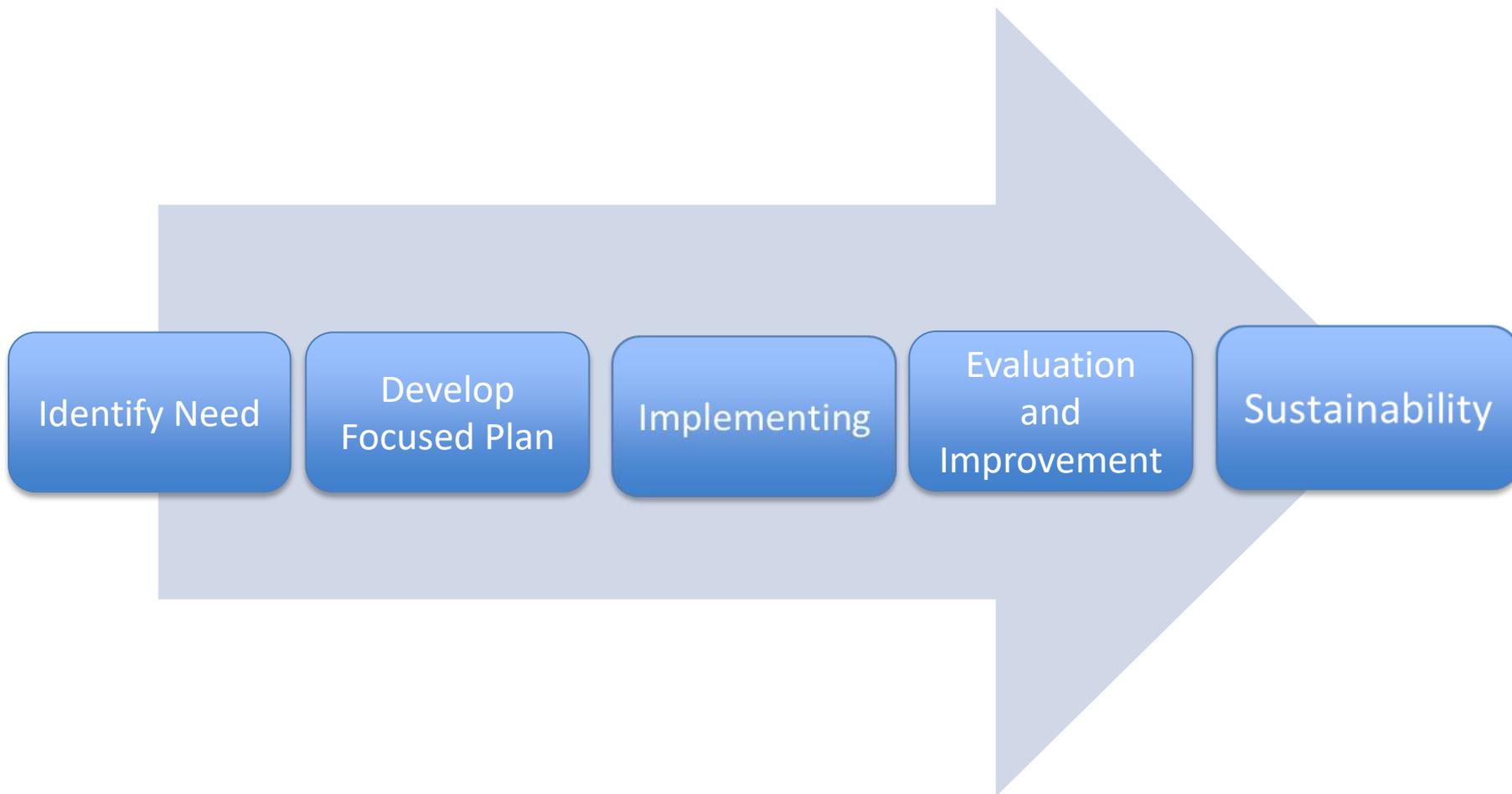
Higher achievement
for all students



Students receive high
quality instruction
aligned with academic
content standards

Students have the
right conditions
and motivation
for learning

Strategic Planning



Strategic Planning in Education

Ohio Improvement
Process

Positive Behavioral
Interventions and
Supports (PBIS)

Comprehensive
Continuous
Improvement Plan
(CCIP)

Approaches to Strategic Planning

Education <i>Ohio Improvement Process</i>	Education <i>Positive Behavioral Interventions and Supports</i>	Education <i>CCIP Application</i>	Prevention <i>Strategic Prevention Framework</i>	Treatment <i>Service Plan</i>
School-wide	School-wide and selected students	School-wide or selected students	Population or Community Intervention	Individual or Group Intervention
Stage 1: Identifying Critical Need	Tiered Fidelity Inventory; Data Review	Decision Framework	Assessment & Capacity	Intake: Bio-psychosocial Assessment
Stage 2: Developing a Focused Plan	Create PBIS Implementation Plan	Planning Tool and SMART Goals	Planning	Treatment Planning
Stage 3: Implementing and Monitoring the Focused Plan	Implementation of EBPs at Tier 1, then Tier 2 and 3	Strategies and Action Steps	Implementation & Evidence-Based Prevention Approaches	Treatment Modality & Evidence-Based Treatment Approaches
Stage 4: Evaluating the Improvement Process	Evaluation	District Goal and Monitoring	Evaluation	Evaluation
Sustainability	Sustainability	Sustainability	Sustainability	Recovery

Building the Structure

Build the structure (teams) that can carry out the improvement process.

Implementation Team

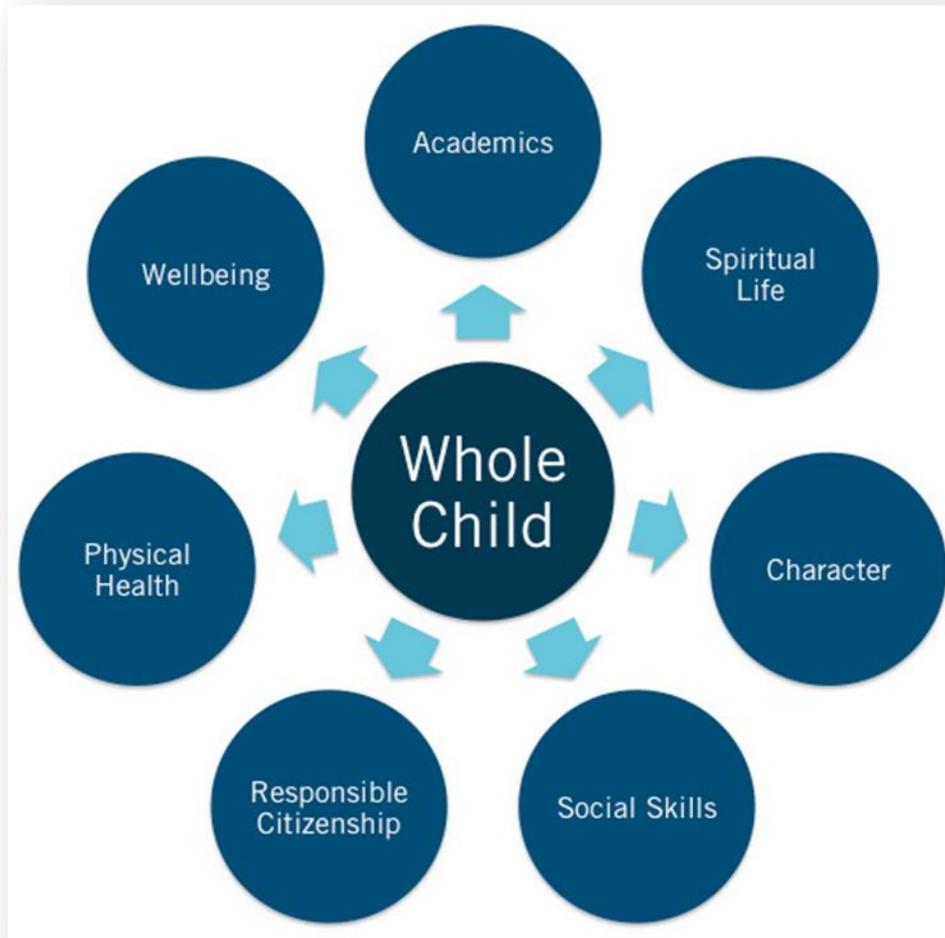
Improvement Team

Behavioral Supports Team

PBIS Team

Leadership Team

Partnership



To effectively address the holistic needs of a student, we need a holistic team.

School and Community Partners can...

1. Heighten awareness of how non-academic supports facilitate academic outcomes in classroom, school, district and community
2. Implement a whole child framework. Looking at the needs of the student in context with their family, school and community.
3. Integrate school and community system of services
4. Educators, students, families and communities participate in environmental strategies focused on behavioral health and violence prevention/promotion
5. Students showing signs of risk are efficiently identified and referred to system of services

Data Driven Decision Making

Data is collected and analyzed by school and community professionals to:

- Identify needs of the students and families
- Identify gaps in services
- Pinpoint a common agenda among school and community partners
- Determine plans, partners, programs and services

Data Driven Decision Making

What data beyond academics would we want to explore?

Planning

School and community plan developed to:

1. Address the needs of the whole child
2. Implement environmental strategies focused on behavioral health and violence prevention/promotion
3. Refer students showing signs of risk to appropriate community agencies

Prevention/Intervention Approaches

Public Health Approach	Who	Academic (RTI)	Behavior (PBIS)	Behavioral Health Prevention and Promotion*
Indicated/ Targeted/ Tertiary	High-risk/ Identified problems <i>Individual attention</i>	<ul style="list-style-type: none"> ❖ 1:1 Instruction ❖ Increased Time ❖ Tutoring ❖ 504 or IEP 	<ul style="list-style-type: none"> ❖ FBA/BIP ❖ Individual Counseling ❖ Wraparound Services 	<ul style="list-style-type: none"> ❖ Information and referral ❖ Screening and consultation
Selective/ Secondary	At-risk <i>Small groups</i>	Small Group Supplemental Instruction	<ul style="list-style-type: none"> ❖ CICO ❖ Behavior Chart/Plan ❖ Small Group Skill Development 	<ul style="list-style-type: none"> ❖ Peer support groups ❖ Education for specific groups
Universal	All settings Communities <i>All students</i>	Core Curriculum	<ul style="list-style-type: none"> ❖ 3-5 Behavior Expectations ❖ Teach Appropriate Behavior ❖ Reinforce Appropriate Behavior 	<ul style="list-style-type: none"> ❖ Access policies ❖ Anti-bullying policies ❖ Good Behavior Game ❖ Life Skills training ❖ Youth-led Prevention ❖ Social Norms ❖ Media Campaigns

*Behavioral Health Treatment occurs after diagnosis of a mental health or drug and alcohol disorder and can include individual counseling, wraparound services, and outpatient and intensive outpatient treatment.

Implementation

Schools and community based agencies:

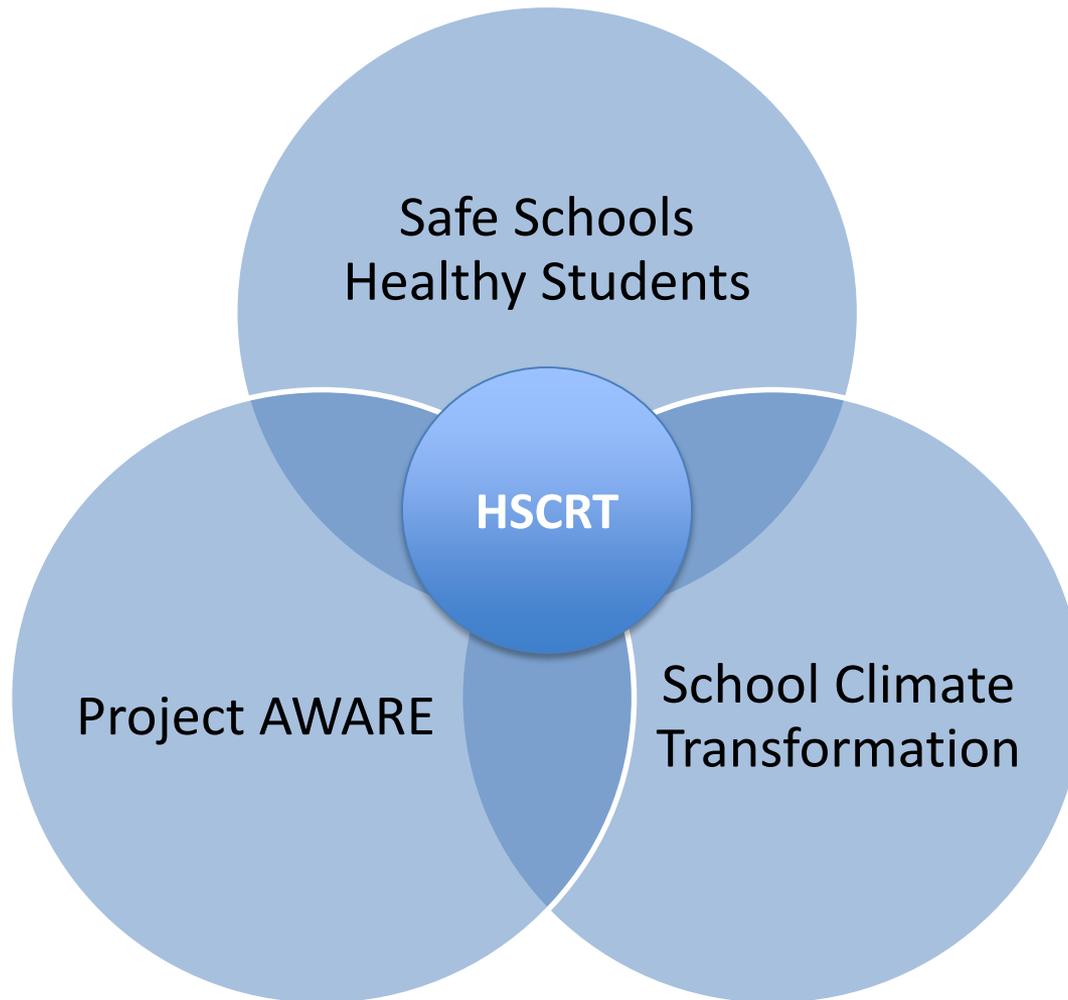
- Implement prevention strategies and interventions based on data and collaboration
- Implement mutually reinforcing prevention strategies and interventions

Evaluation and Sustainability

School and Community Partners should:

1. Meet regularly to monitor progress of the plan and the programs.
2. Progress monitoring should be an ongoing activity to ensure fidelity.
3. Plan to make adjustments to the plan and to sustain services and activities
4. Areas for evaluation and sustainability:
 - Planning
 - Partnerships
 - Programming
 - Funding
 - Initial data sets

Ohio's Healthy Schools and Communities Initiatives



Ohio's Healthy Schools and Communities Initiatives

Safe Schools Healthy Students

- Ohio has developed a comprehensive plan representing both state-wide efforts and local efforts
- Created an integrated network of activities, programs, services, and policies to decrease youth violence and promote the healthy development of children and youth in the following areas:
 1. Promoting Early Childhood Social and Emotional Learning and
 2. Development Promoting Mental, Emotional, and Behavioral Health,
 3. Connecting Family, Schools, and Communities,
 4. Preventing Behavioral Health Problems, (including Substance Use) and
 5. Creating Safe and Violence-Free Schools

Project Aware

- Raising awareness of behavioral health issues among school-aged youth;
- Providing training to detect and respond to mental health challenges and crisis in children and young adults; and
- Increasing access to behavioral health supports for children, youth and families.

School Climate Grant

- Promote and sustain use of PBIS in Ohio's Schools

ODE Non-Academic Supports

1. School Climate Guidelines
2. Comprehensive System of Learning Supports
3. Anti-Harassment, Intimidation, and Bullying Policy
4. Safety and Violence Prevention Curriculum
5. School Safety Plans
6. Positive Behavioral Interventions and Supports (PBIS)
7. 21st Century Before and/or After-school programs

Thank you for your time.

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