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

- Identify Need
- Develop Focused Plan
- Implementing
- Evaluation and Improvement
- Sustainability
Strategic Planning in Education

- Ohio Improvement Process
- Positive Behavioral Interventions and Supports (PBIS)
- Comprehensive Continuous Improvement Plan (CCIP)
## Approaches to Strategic Planning

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

<table>
<thead>
<tr>
<th>Public Health Approach</th>
<th>Who</th>
<th>Academic (RTI)</th>
<th>Behavior (PBIS)</th>
<th>Behavioral Health Prevention and Promotion*</th>
</tr>
</thead>
</table>
| Indicated/Targeted/Tertiary | High-risk/Identified problems Individual attention | ❖ 1:1 Instruction
❖ Increased Time
❖ Tutoring
❖ 504 or IEP | ❖ FBA/BIP
❖ Individual Counseling
❖ Wraparound Services | ❖ Information and referral
❖ Screening and consultation |
| Selective/Secondary   | At-risk Small groups                     | Small Group Supplemental Instruction | ❖ CICO
❖ Behavior Chart/Plan
❖ Small Group Skill Development | ❖ Peer support groups
❖ Education for specific groups |
| Universal              | All settings Communities All students     | Core Curriculum                  | ❖ 3-5 Behavior Expectations
❖ Teach Appropriate Behavior
❖ Reinforce Appropriate Behavior | ❖ 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

Safe Schools
Healthy Students

Project AWARE

HSCRT

School Climate Transformation
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 Development
  2. 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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