

The Interconnected Systems Framework: Integrating Mental Health through Multi-Tiered systems of Positive Behavior Support in Schools

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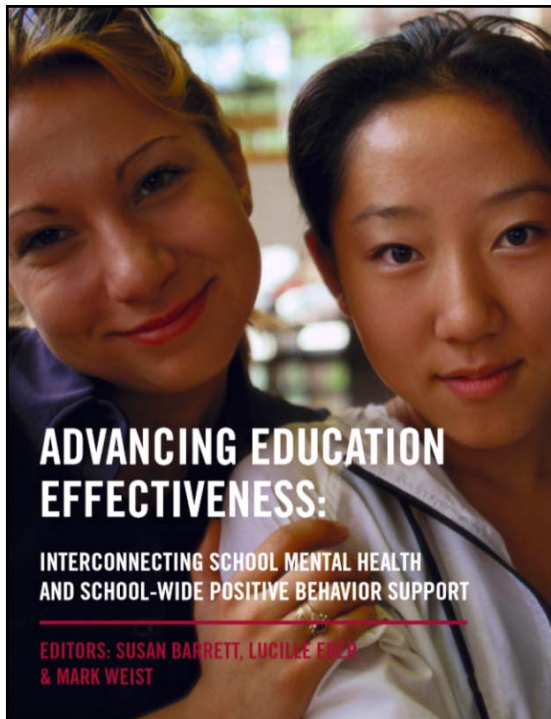
TASN ATBS School Mental Health Initiative Webinar Series



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Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide Positive Behavior Support

*Editors: Susan Barrett,
Lucille Eber and Mark Weist*

pbis.org

csmh.umaryland.edu

IDEA Partnership  

Content

1. How can we install effective systems for mental health support for all youth through schools?
2. Describe history, rationale and structure for an integrated framework (The Interconnected Systems Framework-ISF).
3. Share local examples of community and school leaders and practitioners *exploring, adopting, installing, implementing, refining, and improving* an integrated system.
4. Resources available to support implementation



Partnerships are needed:

- One in 5 youth have a MH “condition”
- At least 50% of those get no treatment
- School is “defacto” MH provider
- Juvenile Justice system is next level of system default
- Suicide is 2nd leading cause of death among young adults
- Factors that impact mental health occur *‘round the clock’*
- It is challenging for educators to address the factors beyond school
- It is challenging for community providers to address the factors in school



Some Big Picture Challenges:

- Low intensity, low fidelity interventions for behavior/emotional needs
- Habitual use of restrictive settings (and poor outcomes) for youth with disabilities
- High rate of undiagnosed MH problems (stigma, lack of knowledge, etc.)
- Changing the routines of ineffective practices (systems) that are “familiar” to systems
 - “Referrals to a MH person” viewed as an intervention



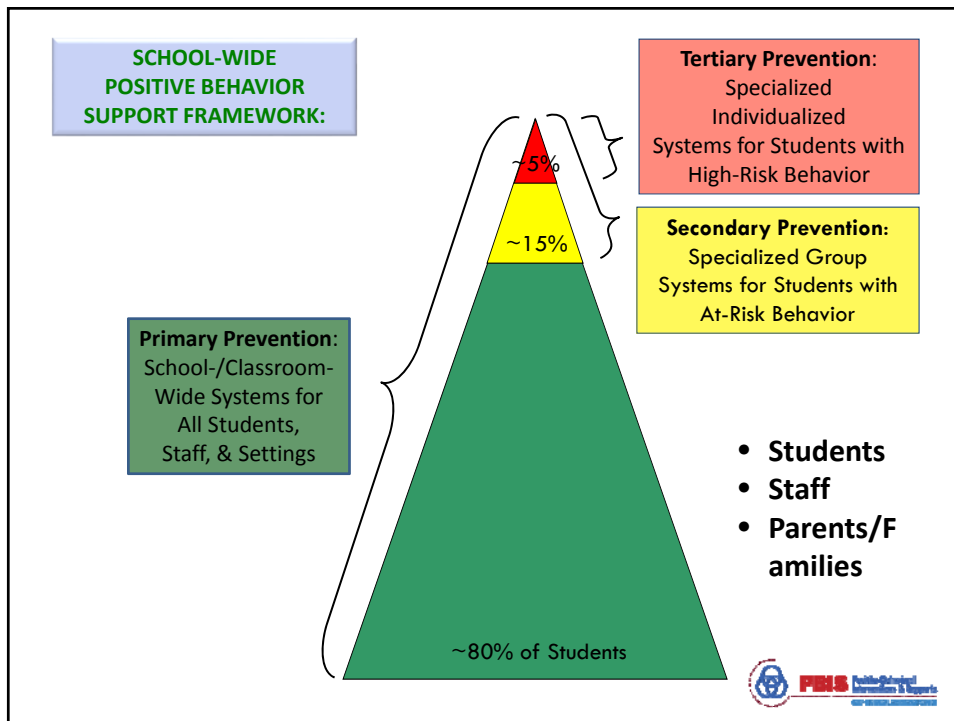
Key Questions

- Can we expand the effectiveness of the school-based continuum if we include a broader group of school/community mental health providers?
- Can we enhance the continuum with a greater array of EBP's to meet the needs of more students with greater effectiveness ?




Challenges


- Ad hoc and weak connections of community mental health providers to schools
 - Need for systematic MOUs that clarify roles
 - Integration into school-based teams
 - Funding support to function at Tier 1 and 2, and to not be “co-located” at Tier 3



Experimental Research on SWPBIS

- SWPBIS Experimentally Related to:
1. Reduction in **problem behavior**
 2. Increased **academic performance**
 3. Increased **attendance**
 4. Improved perception of **safety**
 5. Reduction in **bullying behaviors**
 6. Improved **organizational efficiency**
 7. Reduction in **staff turnover**
 8. Increased perception of **teacher efficacy**
 9. Improved **Social Emotional competence**
- Bradshaw, C.P., Koth, C.W., ... Altering school climate through school-wide Positive Behavioral Interventions and Supports (PBIS) ... *Prevention Science*, 10(2), 100-115
- Bradshaw, C.P., Koth, C.W., ... Supports (PBIS) ... *Interventions and*
- Bradshaw, C. P., Mitche ... Supports on ... *Positive Beh*
- Bradshaw, C.P., Reif ... Interventio ... *Children*, 3
- Bradshaw, C., Waas ... problems ...
- Horner, R., Sugai, ... effectiveness ... *Intervent*
- Horner, R. H., St ... *Exceptio*
- Ross, S. W., End ... *Journal o*
- Waasdorp, T., E ... Supports o ... *Pediatric Ad*
- Bradshaw, C. P., Pas ... Supports with tier 2 coaching ... 177-193. doi:10.1080/1754730x.2012.707429
- Freeman, J., Simonsen, B., McCoach D.B., Sugai, G., Lombardi, A., & Horner, (submitted, w ... school-wide Positive Behavior Interventions and Supports on Academic, Attendance, and Behavior Outcomes in High Schools.
- 

PBIS Provides a Solid Foundation.... but More is Needed...

- Many schools implementing PBIS struggle to implement effective interventions at Tiers 2 and 3
 - Youth with “internalizing” issues may go undetected
 - PBIS systems (although showing success in social climate and discipline) often do not address broader community data and mental health prevention.
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ISF Defined

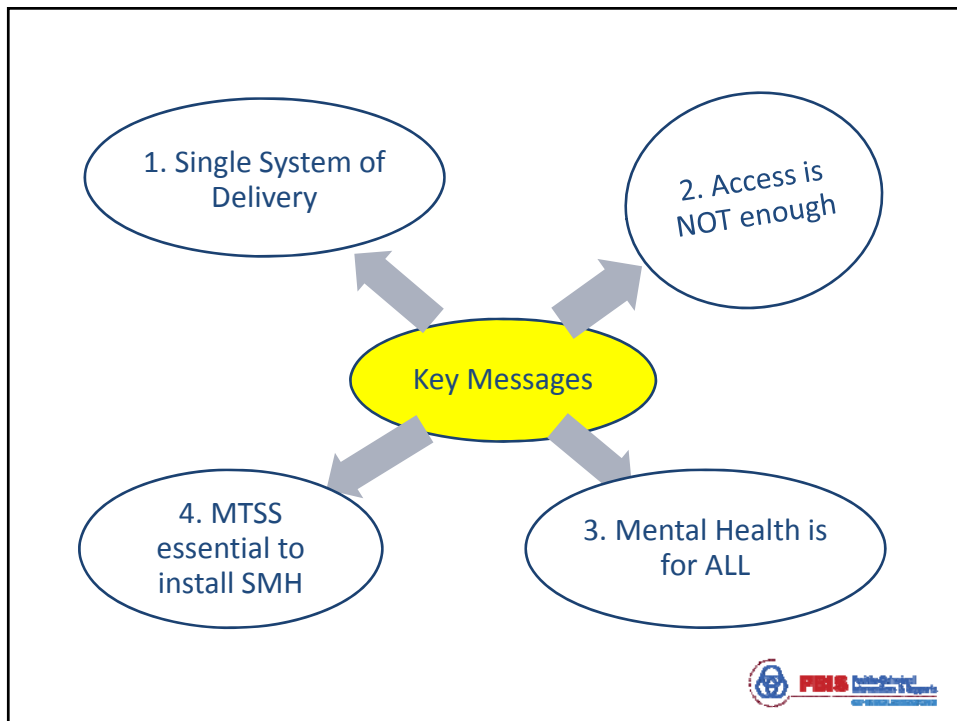
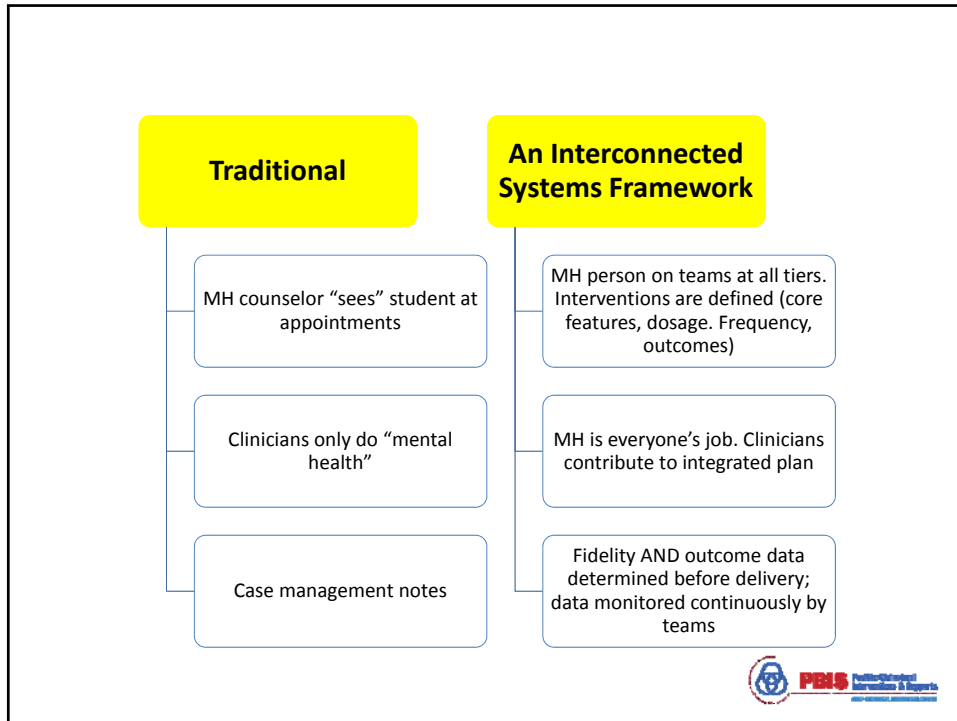
- Structure and process for education and mental health systems to interact in most effective and efficient way.
- Guided by key stakeholders in education and mental health/community systems
- Who have the authority to reallocate resources, change role and function of staff, and change policy.



ISF Core Features

- Tiered prevention logic and data-based decision making
- Early access through use of comprehensive screening
- Effective teams that include community/mental health partners
- Formal processes, using data, for the selection & implementation of evidence-based practices (EBP)
- Rigorous progress-monitoring for both fidelity & effectiveness
- Active involvement by youth, families, and other school and community stakeholders
- Ongoing coaching at both the systems & practices level





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



U46 (Elgin IL) Example of Community Partners in The U46 Community Alliance

Boys and Girls Club of Elgin*Centro de Informacion*
Community Crisis Center*Crossroads Kids Club*
Easter Seals*Elgin Police Department* Family
Service Association of Greater Elgin Area*Fox Valley
Pregnancy Center*Fox Valley Volunteer Hospice*Girl
Scouts of Northern Illinois*Hanover Township Youth
and Family Services*Kenneth Young*Renz
Center*Streamwood Behavioral Healthcare
System*Taylor Family YMCA*The Y*WAYS*West
Ridge Community Church*Youth Leadership
Academy




CEMD1

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



2. Access is NOT enough

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

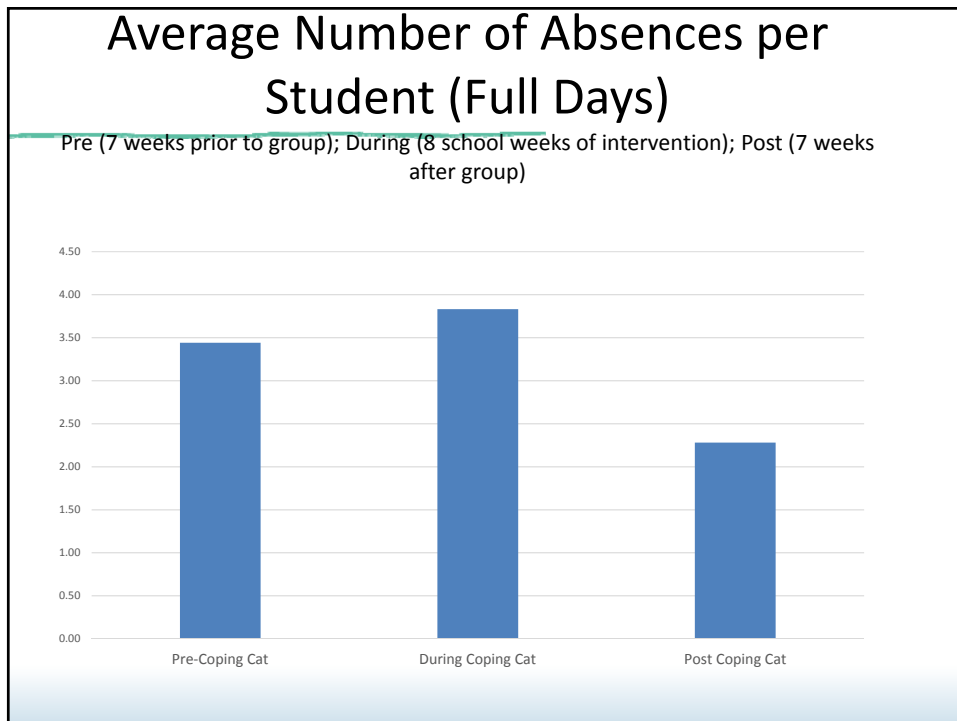
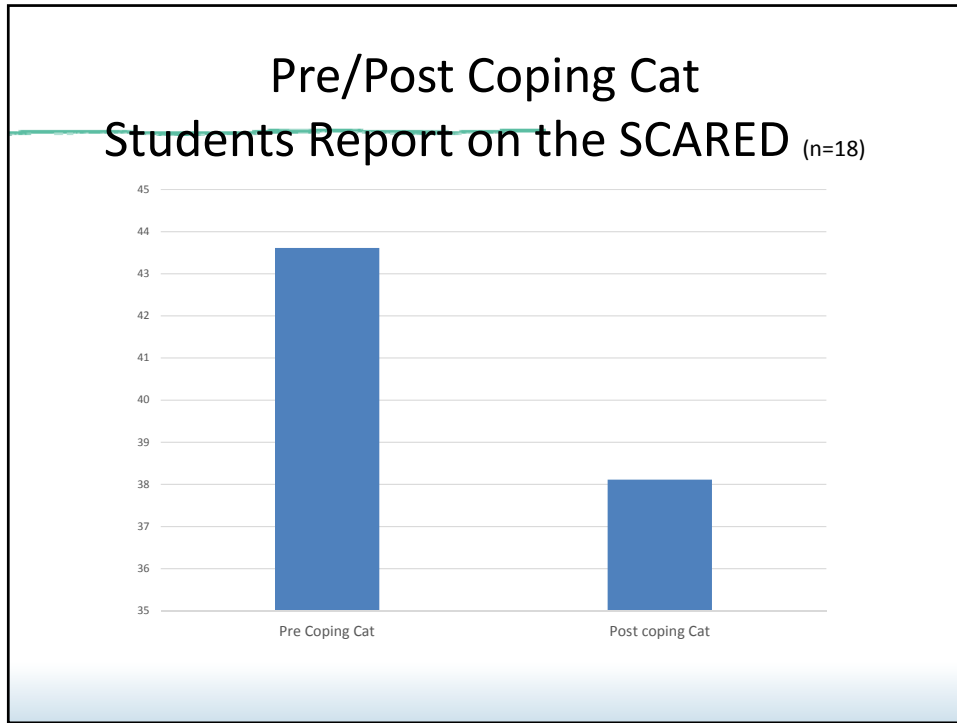
- Interventions matched to presenting problem using data, monitored for fidelity and outcome
- Teams and staff are explicit about types of interventions students and youth receive (e.g. from “student receives counseling” to “student receives 4 coping skills group sessions)
- Skills acquired during sessions 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)

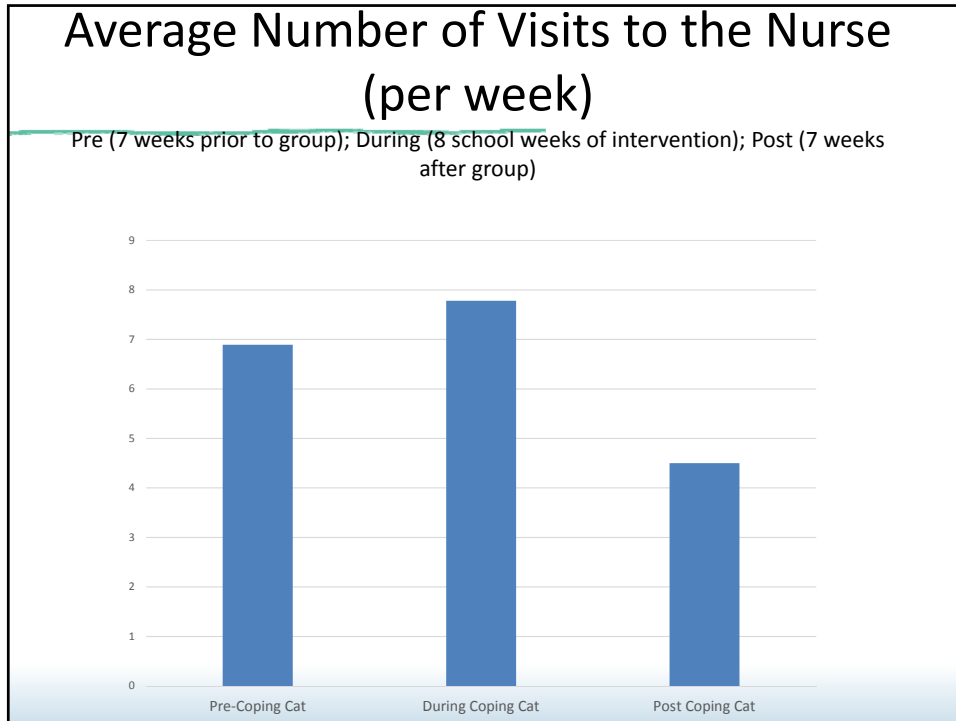


Slide 19

CEMD1 Examples specific to "Trauma Informed, Internalizing Behaviors & Restorative Practices"

Cook, Elizabeth M. DPI, 1/25/2016

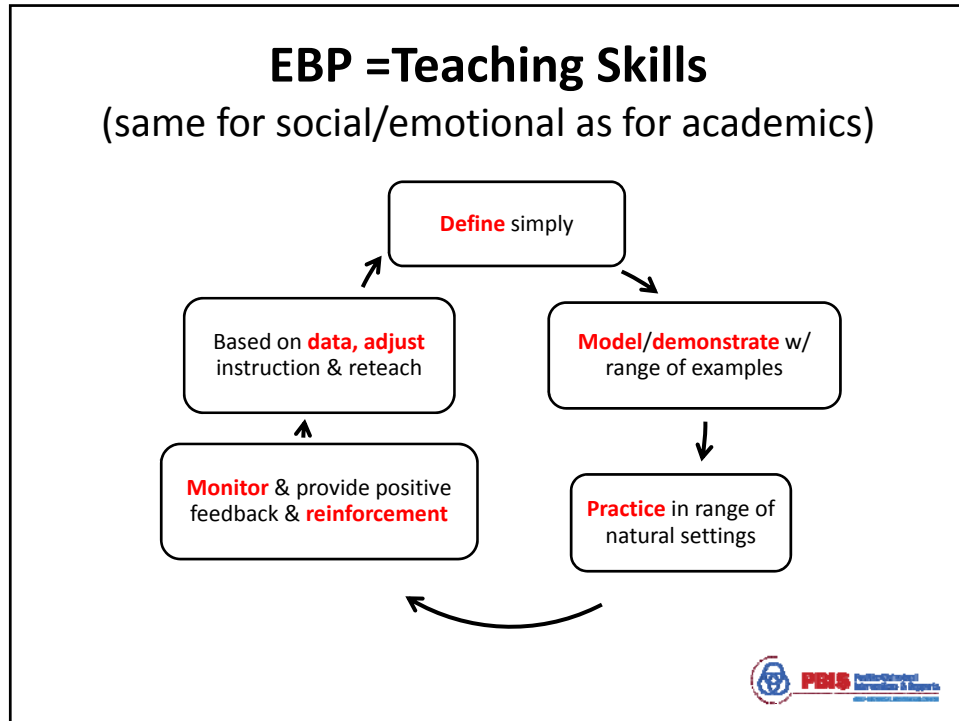




3. Mental Health is for ALL

- 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.





Where Do Specific “MH” Interventions Fit?

- That depends on the data of the school and community

Examples of Expanded View of data:

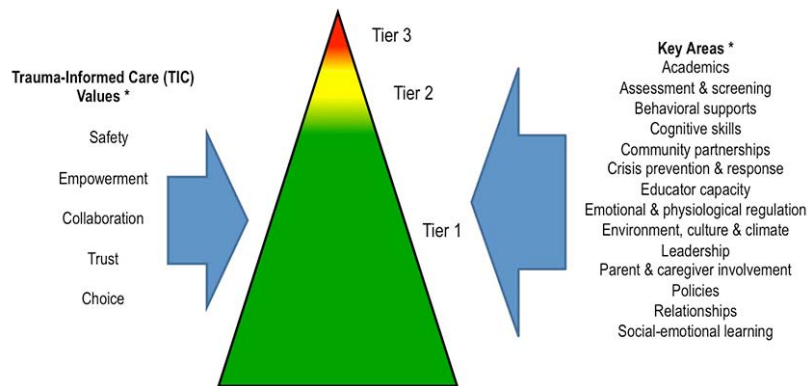
- Child welfare contacts,
- Violence rates
- Incarceration rates
- Deployed families,
- Homeless families,
- Unemployment spikes

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.



Using the PBIS Framework to Support the Learning of Students Affected by Trauma



Tier 1 – Universal strategies & instruction for all students
Tier 2 – Additional supports for students with milder symptoms of trauma or in high-risk groups
Tier 3 – Intensive & ongoing interventions for students deeply impacted by trauma

* TIC Values & Key Areas apply across all 3 tiers of the PBIS Framework.

TIC Values are from Fallot & Harris, Community Connections, www.ccdc1.org

Department of Public Instruction Trauma-Sensitive Schools Resources
http://ssp.wi.gov/ssp_mhtrauma



MTSS: A Continuum of Evidence-Based Practices (EBP's) linked across Tiers

- A formal process for selecting and implementing evidence-based practices
 - Invest in small number of EBP
 - Matched to need, culture and context
 - Install systems first
- Team process (not individual clinicians)
- Interventions linked across Tiers with dosage and specificity of interventions increasing from lower to higher tiers



Example Spring 2014: Identified Need

- A small (15) group of students who were **asking to go to the office on a daily basis or were frequently absent**
 - Most behaviors were internalizing: anxiety, withdrawal, avoidance of others
 - These were students who performed academically, not special education eligible
- School psychologist researched small group interventions for these students
- Found Coping Cat

*Coping CAT is a Cognitive Behavioral Intervention that helps students recognize & analyze feeling related to stress & **develop strategies to cope with stress provoking situations**. It is an 8 week, group intervention that meets on a weekly basis for 45 minutes.*



Modified Coping Cat

Coping Cat small groups (6 students) are co-facilitated by a Community Mental Health Counselor and a school counselor. Student responsibilities include participating in weekly group sessions, completing homework assignments (using coping strategies) & self-monitoring progress.

Teacher responsibilities include prompting students to use their coping strategies & a willingness to participate in professional development regarding stress management &/or anxiety. Coping Cat instructor responsibilities include implementing the Coping Cat curriculum with fidelity & monitoring student progress (**Office Visit Requests and Attendance Rate**) with students & teachers.

Pre-post measure: Screen for Child Anxiety Related Disorders (SCARED).
Birmaher, Khetarpal, Cully, Brent, & McKenzie, 1995.

Resource: Recorded webinar
Installing ISF-Local Experiences Integrating SOC & Education
A review of the core components of the ISF and experiences from SOC/Education efforts in New Hampshire.
<https://theinstitute.adobeconnect.com/p5sh4fur2al/>



Multiple Evidence-Based Interventions of Varying Intensity

- Install foundational interventions School-wide
- Ensuring identification, monitoring, and selection process are in place
- Identifying additional interventions that might be needed such as:
 - Trauma Informed Interventions
 - Coping Cat
 - Check and Connect




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	2 1 0	2 1 0	2 1 0	2 1 0
Be Respectful	2 1 0	2 1 0	2 1 0	2 1 0
Be Responsible	2 1 0	2 1 0	2 1 0	2 1 0
Total Points				
Teacher Initials				



Adapted from Grant Middle School STAR CLUB


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				



Adapted from Grant Middle School STAR CLUB

“Tier 2 Trauma-Informed Group DPR”

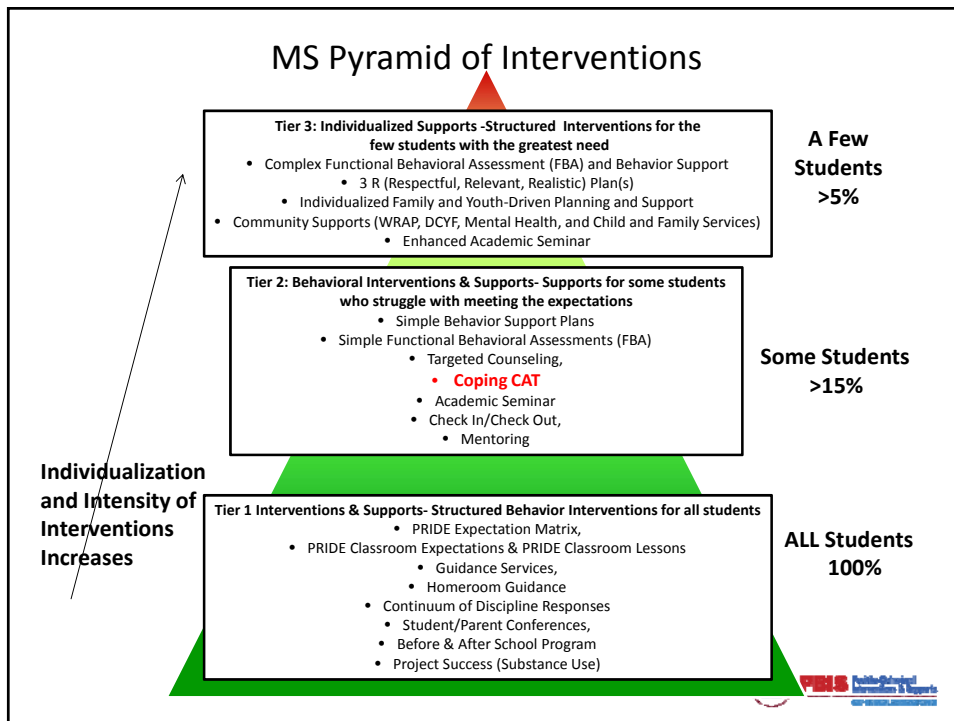
Daily Progress Report (DPR) Sample

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 SOS (slow down, orient, self-check) Use mindfulness	2 1 0	2 1 0	2 1 0	2 1 0
Be Respectful Distract & Self-Soothe Let ‘M Go	2 1 0	2 1 0	2 1 0	2 1 0
Be Responsible Make A Link Make Meaning	2 1 0	2 1 0	2 1 0	2 1 0
Total Points				
Teacher Initials				

Adapted from Grant Middle School STAR CLUB



1.3 Behavioral Expectations

Subscale	Tiered Fidelity Inventory: Tier I Features
Implementation	<p>1.3 Behavioral Expectations: School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (e.g., school teaching matrix) defined and in place.</p>
	<p>PBIS Big Idea: School-wide expectations are a brief, memorable set of positively-stated expectations that create a school culture that is clear, positive, and consistent.</p> <p>ISF Big Idea: School-wide expectations foster skill building, positive relationships, and focus on teaching social and emotional competencies.</p>
ISF Enhancements	<p><i>Families, students and community participate in development of the expectations</i></p>
	<p><i>All elements of the social emotional curriculum including community enhancements are linked the behavioral expectations</i></p>



Social Behavior Curriculum

- Second Steps
- Skills streaming
- Botvin Life Skills (HS)
- CBITS

System or Way to Install for ALL at Tier 1

- Anchored to 3 Expectations=Common Language
- Data used to prioritize skills within curriculum
- Skills within "Lessons" added to Teaching Matrix= Direct Instruction
- Transference and Generalization occurs as lessons delivered across ALL settings/ALL staff
- Staff responsible for modeling, teaching, prompting, providing feedback across day



Teaching Matrix		INCORPORATE Coping Strategies for Managing Stress					
		All Settings	Halls	Courtyards	Lunch	Library/Comput.	Assembly
Expectations	Respectful	Be on time.	Have a plan.		Invite those sitting alone to join in.		Watch for your stop.
	Achieving & Organized	Be on time. 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/watch. Use appropriate applause. Stay in your seat.
	Responsible	Recycle.	Recycle.	Recycle.	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 (Location)

3. Rules or Specific Behaviors

1.5 Problem Behavior Definitions

Subscale	Tiered Fidelity Inventory: Tier I Features
Implementation	<p>1.5 Problem Behavior Definitions: School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.</p> <p>PBIS Big Idea: Explicit definitions of acceptable versus unacceptable behavior provides clarity to both students and staff and is a critical component of identifying clear procedures for staff to respond to inappropriate behavior objectively.</p>
	<p>ISF Big Idea: Community, family/student input to the definitions of acceptable vs unacceptable behaviors expands the view of behavioral definitions and increases likelihood of cultural relevancy and student engagement.</p>
ISF Enhancements	<p><i>The school team develops a clearly documented and predictable system for managing disruptive behavior that represent community family/student values and culture.</i></p> <p><i>Referral procedures include ways to track students leaving their instructional environment (e.g., visits to the nurse or school counselor) so the needs of youth with internalizing as well as externalizing challenges inform the behavior definition process.</i></p>

Broaden Use of Data: Focus on Internalizing Issues



Time Out of Class Form

Name: _____ **Location**
Date: _____ **Time:** _____ Playground Library
Teacher: _____ Cafeteria Bathroom
Grade: K 1 2 3 4 5 6 7 8 Hallway Arrival/Dismissal A B C
Referring Staff: _____ Classroom Other _____

Others involved in incident: None Peers Staff Teacher Substitute

Minor Problem Behavior	Major Problem Behavior	Possible Motivation
Inappropriate language	Abusive language	Obtain peer attention
Physical contact	Fighting/ Physical aggression	Obtain adult attention
Defiance	Defiance/Disrespect	Obtain items/activity
Disruption	Harassment/Bullying	Attention Peer(s)
Dress Code	Dress Code	Attention Adult
Property misuse	Inappropriate Display	Attention task or activity
Tardy	Electronic Violation	Attention know
Electronic Violation	Lying/ Cheating	Attention
Other _____	Skipping class	Nurse
	Other _____	School Counselor

Administrative Decision/Time Out of Class=

Loss of privilege	Individualized instruction
Time in office	In-school suspension (____ hours/ days)
Conference with student	Out of school suspension (____ days)
Parent Contact	Other _____

What activity was the student engaged in when the event or complaint took place?

Whole group instruction	
Small group instruction	
Individual work	
Working with peers	
Alone	
1-on-1 instruction	
Interacting with peers	
Other: Please identify below	

FMS Florida Mental Health Services & Support
www.floridamentalhealth.org

2.3 Screening

Subscale	Tiered Fidelity Inventory: Tier II Features
Teams	<p>2.3 Screening: Tier II team uses decision rules and multiple sources of data (e.g., ODRs, academic progress, screening tools, attendance, teacher/family/student nominations) to identify students who require Tier II supports.</p> <p>PBIS Big Idea: Quick access to additional supports increases the likelihood of student success.</p> <p>ISF Big Idea: Screening for social, emotional, and behavioral concerns; both internalizing and externalizing; allows students to be identified early and linked to the appropriate intervention.</p>
ISF Enhancements	<p><i>School-wide screening protocol includes a process to identify both internalizers and externalizers.</i></p> <p><i>Data from screening and Tier II decision rules are used to select appropriate evidence-based intervention (e.g., if a small group of students are experiencing anxiety, an intervention specifically aligned to teach coping skills is selected).</i></p>



Ask the Families!

Parent Screener for **ALL** students transitioning to Middle school

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"/>

Missoula, MT
Adapted from Dishion et al
<https://reachinstitute.asu.edu/>

Example – Screening for Internalizing Problems John Crocker, Methuen Public Schools, Methuen, MA

- Two large scale screenings at Methuen High School
 - GAD-7 anxiety screener (January)
 - PHQ-9 depression screener (April)
- Electronic screening using Google forms
- Parent notification and opt-out process in advance
- 100% of students who required follow-up received it within 7 days of the screening

Session E8
National PBIS Leadership Forum October 28,
2016



Methuen HS, cont.

- The two screenings yielded the following data:
 - GAD-7 (January)
 - 840 responses (approx. 45% of the high school pop.)
 - 85 students scored in the severe range (10.1% of respondents)
 - 104 students scored in the moderate range (12.4% of respondents)
 - PHQ-9 (April)
 - 853 responses (approx. 45% of the high school pop.)
 - 69 students scored in the severe range (8.1% of respondents)
 - 102 students scored in the moderate range (12.0% of respondents)
 - 8.1% of students scored in the moderate or severe range on both screeners
 - 2.3% of students scored in the severe range on both screeners



What Does it Mean to Integrate?

Change in routines and procedures?

(e.g. who needs to be available to participate in team meetings?)

Change in how interventions are selected and monitored?

(e.g. team review of data/research vs individual clinician choice?)

Change in language we use?

(e.g. identifying specific interventions vs generic terms such as “counseling” or “supports”?)

Changes in Roles/functions of staff?

(e.g. clinicians coordinating/overseeing some interventions that non-clinicians deliver?)



Example of Work Flow Checklist

1. Form or Expand District Team (Workgroup of existing team?)
 - Membership
2. Establish Operating Procedures
3. Select Sites (knowledge Development/Demonstration)
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



ISF Resources & Tools

www.midwestpbis.org/content



Interconnected Systems Framework (ISF)

The Interconnected Systems Framework (ISF) is a structure and process to integrate Positive Behavioral Interventions and Supports and School Mental Health within school systems. The goal is to blend resources, training, systems, data, and practices in order to improve outcomes for all children and youth. There is an emphasis on prevention, early identification, and intervention of the social, emotional, and behavior needs of students. Family and community partner involvement is critical to this framework. This page has a variety of resources, training materials, tools, and recorded webinars.



Tools



Presentations &
Training



Resources



ISF Tools At A Glance

Name of Tool	Implementation Level	Description/Purpose	Authors/Citation	Considerations for Use
Survey on School Readiness for Interconnecting Positive Behavior Interventions and Supports and School Mental Health	School	The purpose of the survey is to evaluate readiness to interconnect PBIS and SMH; that is, delivering SMH services through the PBIS framework. Readiness includes perceptions of all those involved (teachers, students, administrators, family members, etc.), feasibility of implementing changes, and types of available resources.	Vittoria Anello and Mark Weist	<p>Who: Teachers, Students, administrators, family members</p> <p>When: Exploration Phase: Prior to initial implementation</p> <p>Access for Use: ISF Monograph http://www.pbis.org/common/cms/files/Current%20Topics/Final-Monograph.pdf</p>
Selecting Mental Health Interventions within a PBIS Approach	School	When a data indicates a need for a new initiative, this guide, checklist and case examples should be used to determine the best fit and will also guide teams to install systems features like data decision systems as well as training and coaching features that increase intervention fidelity and positive outcomes for children, youth and families.	Robert Putnam, Susan Barrett, Lucille Eber, Tim Lewis, and George Sugai	<p>Who: School Community Team who include stakeholders who are responsible for selecting and installing new initiative</p> <p>When: Data determines need for new initiative</p> <p>Access for Use: ISF Monograph http://www.pbis.org/common/cms/files/Current%20Topics/Final-Monograph.pdf</p>
<p>Implementation Guide Topics:</p> <ul style="list-style-type: none"> • Funding • Evaluation Tools • District 	District/Community	This guide can is used when topics such as funding, evaluation and integrated teaming becomes a barrier to an integrated approach. The questions promote	ISF Development Team (Barrett, Eber and Weist 2011)	<p>Who: DCLT</p> <p>When: Exploration Phase</p> <p>Access for Use: ISF Monograph http://www.pbis.org/common/cms/files/Current%20Topics/Final-Monograph.pdf</p>

Name of Tool	Implementation Level	Description/Purpose	Authors/Citation	Considerations for Use
Resource Mapping in Schools and School Districts: A Resource Guide	District/Community and School	Resource mapping offers a method to link regional, community, and school resources with an agreed upon vision, organizational goals, specific strategies for addressing problems, and expected outcomes so that youth and families have access to the full array of services that they need. As a result of resource mapping, community partners, school staff, families, and youth have more flexibility, autonomy, choice, and a better understanding of the resources and services that are available within a school and the larger community.	Lever, N., Castle, M., Cammack, N., Bohnenkamp, J., Stephan, S., Bernstein, L., Chang, P., Lee, P., & Sharma, R. (2014). <i>Resource Mapping in Schools and School Districts: A Resource Guide</i> . Baltimore, Maryland: Center for School Mental Health.	<p>Who: DCLT, SLT</p> <p>When: Exploration Phase to identify and organize resources and services available within community and schools.</p> <p>Access for Use: https://csmh.umaryland.edu/Resources</p>
ISF Action Planning Companion Guide to SWPBIS-TFI	School	Assist schools implementing PBIS and using the Tiered Fidelity Inventory to enhance current implementation to include ISF approach.	Barrett, Perales, & Eber, 2015	<p>Who: Systems Planning Team</p> <p>When: Completed during annual action planning and reviewed quarterly to assess progress toward goals during PBIS/ISF Team meetings.</p> <p>Access for Use: Upon request to Targeted Workgroup Leaders</p>
ISF Implementation Inventory	School	The ISF Implementation Inventory is intended to serve as an efficient and valid assessment of ISF implementation for the purposes of ongoing evaluation and action planning.	ISF National Leadership Team	<p>Who: PBIS/ISF Systems Planning Team</p> <p>When: The ISF Implementation Inventory is first completed individual by members of the school leadership and/or PBIS/ISF teams and then reviewed aggregately at a team meeting for discussion and action planning</p> <p>Access for Use: Participate in validation study splett@coe.ufl.edu</p>

Question/Discussion

**Similarities/Differences with
Vision/Systems in your
state/region/district?**

- Does your District have a current district-level leadership team that has responsibility for overseeing/supporting MTSS in all schools?
- Are there community/family representatives on this team?
- Are roles clearly defined?



Question/Discussion:

What is "Current Status" of MH in your Schools?

1. Mainly a referral/handoff system?
2. MH clinicians delivering interventions in schools but through separate systems?
3. Some level of integrated system for delivery of interventions?
4. Data used regularly by teams?



Question/Discussion:

- What elements/features of an interconnected system are evident or emerging in your districts/schools?
- What action/steps could move your school(s) towards more efficient and effective integrated 'behavioral health' system in your state/district/schools?
- Questions/comments?