School Based Mental Health
PROMOTING CHILDREN’S BEHAVIORAL HEALTH THROUGH SYSTEMS CHANGE

- School Behavioral Health Collaborative
- School District Learning Community
- Best Practices Incubator
- Stigma Reduction Initiative
- Annual Conference
- Advocacy & Policy Analysis
What’s happening?

“... an ever increasing problem of elementary school age children with out of control behaviors so severe that they are currently being sent to a NeuroPsychiatric Center via ambulance because they are destroying classrooms and attacking teachers. The number of teens sent to the District Alternative Education Program for drug and alcohol abuse has continued to increase. The current drugs of choice include Xanax and heroin. One teen tried to hang herself in the bathroom at the alternative school. Teachers, police officers and nurses report that self-cutting is on the rise. The district-wide School Health Advisory Council unanimously identified mental health as the number one health issue needing to be addressed in the district.”
All children face some mental health problems/issues, including:

- Anxiety about school performance
- Problems dealing with parents & teachers
- Unhealthy peer pressure
- Common developmental, adjustment problems
- Fears about starting school
- School phobia

- Dealing with death or divorce
- Feeling depressed or overwhelmed
- Drug or alcohol use
- Suicidal ideation
- Worrying about sexuality
- Facing tough decisions
- Considering dropping out of school
• 50% of lifetime cases of mental illness begin by age 14
• 71% of children referred to Juvenile Probation have a diagnosable mental illness
• 2/3 of U.S. children have experienced one or more traumatic incidents in their lives
The kids who need the most love will ask for it in the most unloving ways!

Adapted from Holt & Jordan, Ohio Dept. of Education
Of students who DO receive mental health services, over 75% receive those services in schools

(Duchnowski, Kutash, & Friedman, 2002; Power, Eiraldi, Clarke, Mazzuca & Krain, 2005; Rones & Hoagwood, 2000; Wade, Mansour, & Guo, 2008)
What is the continuum of “School Mental Health” Services?

- **Universal prevention services** provided to all students that seek to promote positive mental health and educational success
- **Targeted prevention and intervention services** that seek to improve social-emotional skills and behaviors linked to positive mental health and educational success
- **Intensive intervention services** that seek to help students effectively cope with social-emotional and behavioral issues that impact positive mental health and educational success
Acronyms

• PBIS: Positive Behavioral Interventions and Supports
• Restorative Justice
• CIS: Community In Schools
• SEL: Social and Emotional Learning
• CBITS: Cognitive Behavioral Intervention for Trauma in Schools
TIER 3 • INTENSIVE:
The most intensive of the three tiers often requires one-to-one support or addresses a considerable skill gap for students at the lowest levels of academic or social emotional achievement. Included in this group are many students with IEPs for a range of disabilities.

TIER 2 • TARGETED:
Students receiving targeted interventions have demonstrated the need for support to supplement what is offered in the classroom. These are most often small group interventions delivered to special or general education students within the classroom or as a pull-out.

TIER 1 • UNIVERSAL:
As part of high quality instruction, in a climate of positive classroom culture, students receive interventions at many points throughout the day. Skillful teachers plan for and execute interventions that adjust and accommodate to the unique behavioral and academic needs of their students.
What can you do???
Trauma-Sensitive Schools

• Recognize the prevalence & impact of traumatic occurrence in students’ lives

• Create a flexible framework that provides universal supports, is sensitive to the unique needs of students & is mindful of avoiding re-traumatization.

Adapted from Helping Traumatized Children Learn
Discipline

• Discipline provides guidance, focuses on prevention, enhances communication, models respect, and embraces natural consequences. It teaches fairness, responsibility, life skills, and problem solving.
Shift your thinking

“What’s happening here?”

VERSUS

“What’s wrong with this child?”
Trainings

• Greater Houston Area:
  • Center for School Behavioral Health

• State Wide: Mental Health First Aid
  • Local Mental Health Authorities and Mental Health of America
  • [https://texas.kognito.com/](https://texas.kognito.com/)

• Austin
  • [https://www.traumatexas.com/trauma-trainings/](https://www.traumatexas.com/trauma-trainings/)

• Dallas/Statewide
  • [https://child.tcu.edu/about-us/tbri/](https://child.tcu.edu/about-us/tbri/)
Restorative Practice, Administrative and Teacher Perspectives
Restorative Discipline

- A paradigm shift in how we think about student discipline.
- An offshoot of “Restorative Justice” in the criminal justice system.
- An alternative to “exclusionary” discipline.
- Not a quick or easy fix.
- Something you need to learn about.
Shift From...

Traditional system asks:
- What rule was broken?
- Who did it?
- What is the punishment?

Shift To...

Restorative Discipline asks:
- What happened?
- Who has been affected?
- What are we going to do to make things right?
# Restorative Discipline: Is It a Process, a Tool, or a Program?

<table>
<thead>
<tr>
<th>Restorative Discipline Is</th>
<th>Restorative Discipline Is Not</th>
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<tbody>
<tr>
<td>A Process</td>
<td>A Product or a Program</td>
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<tr>
<td>A Tool to Change a School’s Climate</td>
<td>A Tool to Fix “Broken” Children</td>
</tr>
<tr>
<td>Contextual</td>
<td>Standardized- One Size Fits All</td>
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*Image: TASSP June 2016 Philip Carney*
Accountability

Traditional: Accountability means the student who broke the rule is punished.

- **Restorative**: Accountability means the student who caused harm comes to understand the harm caused and has the duty to repair the damage to the relationship.
Compare Approaches

Traditional

- A school rule is broken.
- Focus in on establishing guilt (who?)
- Accountability = Punishment
- Focus in on offender and victim is ignored
- Rules and intent outweigh whether outcome is positive or negative

Restorative

- People and relationships are harmed.
- Focus in on problem solving by expressing feelings and needs.
- Accountability = Understanding impact of actions and repairing the harm.
- Victim, offender, and school community have a role in justice.
- Offender responsible for behavior and repairing the harm, working toward positive outcomes.

Cheri Kahn Region 20
Tiered Approach

**Tier 1**
Practices/Approaches
• Occur before anything goes wrong
• Are more proactive in nature
• Focus on the building of connections, relationships, and community

**Tier 2 & Tier 3**
Practices/Approaches
• Most often occur in response to something that has gone wrong
• Are more reactive in nature
• Focus on meaningful accountability, restoration, and building support systems for change

TASSP June 2016 Philip Carney
New Horizons School

• Unique as in country setting
• Residential Treatment Facility
• Charter School with Orenda Education
• K-12 Campus
• Enrollment 70 (2016-2017 educated 110)
• Teachers certified in Special Education and ESL
• 68% Mobility Rate
• Most children enter school at Tier 3 if comparing to PBIS
• 2nd year of Restorative Discipline
• Trauma Informed Care Training
### Teacher Perspective

<table>
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<tr>
<th>Positive</th>
<th>Challenge</th>
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<td>• RS has made our children aware of how their actions (positive and negative) can effect other peers in the class.</td>
<td>• Trying to motivate teachers to believe in RS and to trust it works.</td>
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<tr>
<td>• RS has directly contributed to the decline of absences on campus.</td>
<td>• Making sure that RS is applied correctly and it's concepts are understood.</td>
</tr>
<tr>
<td>• RS has taught our children self-accountability i.e. taking responsibility for their own actions.</td>
<td>• Making sure teachers WANT to build relationships with students so RS will work in the first place.</td>
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Positive

• Students do not get "kicked out of school" and are given chances to "regulate" rather than belonging in an all or nothing system.

• The focus is shifted to looking for the growth in students rather than the black/white, right/wrong.

• Classroom building circles, respect agreement circles, content circles, are all happening formally and informally at our campus.

Challenge

• When a student returns to class and there is not a platform established for this conversation, there is tension built rather than relationships restored.
Teacher Perspective

Positive

• Restorative is relationship based is a driving force with dealing with our student population.
• This connection piece is vital when trying to hold students accountable.
• Students are able to de-escalate a lot easier because of this relationship.
• Is it perfect? No. Has it fixed all of our discipline problems? No.
• I am able to teach and have less disruptions for the most part which allows for the students to feel safe, and feel they are actually at school to learn.
The challenging piece for me personally is having those conversations when they return to class, or when I'm wanting the students to be accountable for their actions.

To have one on one time with a student when they return to school, shouldn't be a rushed process.

I should have time with these students, if I truly want the behavior to change. I need conversations to happen at this point.
Student (Len) was cussing and screaming at his peer. Len would walk over to the student to intimidate the peer. The teacher attempted to redirect, but Len refused to follow the redirection. Len was adamant about harming peer. Teacher continued to address Len in a soft voice. Teacher offered the cool down area in classroom. Len refused. Finally student agreed to take a break outside classroom.

Len went to break area. Talked about big feelings. Len was upset because peer kept talking about his dad. Len stated that his dad died in June and this would be the 1 year anniversary of his death. (Dad committed suicide) Len calmed down and was able to return to class and be successful.
Incident

Tina had shown great improvement, lately she has been loud, talkative, and has had a bit of an attitude. Today for math when a few students were being loud, she was laughing very loudly with them. When the class was asked to quiet down, she turned up her volume on the computer. She stood up and asked to see Mr. Randy. She was sent to him.

Result

I pulled her from PLP to discuss why the change in behavior. She said there were things at home bothering her. She added that she felt everyone was ganging up on me (the teacher) and that she didn't want any part of it and that's why she asked to go see Mr. Randy.
Re-Thinking Discipline
An Introduction to Restorative Discipline & Restorative Practices

Recommended Reading List


Positive Behavioral Interventions and Supports (PBIS): Supporting ALL Students
PBIS is

Framework for enhancing adoption & implementation of a

Continuum of evidence-based interventions to achieve

Academically & behaviorally important outcomes for

All students
PBIS is a framework for support delivery.
Experimental Research on SWPBIS

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
Supporting Important **Culturally Equitable**
Academic & Social Behavior Competence

Supporting **Culturally Knowledgeable**
Staff Behavior

Supporting **Culturally Relevant**
Evidence-based Interventions

Supporting **Culturally Valid**
Decision Making

George Sugai, PBIS Leadership Forum
September 2017
PBIS Implementation Framework

• We organize our resources
  • Multi-Tier Mapping, Gap Analysis

• So kids get help early
  • Actions based on outcomes (data!), not procedures

• We do stuff that’s likely to work
  • Evidence-Based interventions

• We provide supports to staff to do it right
  • Fidelity: Benchmarks of Quality

• And make sure they’re successful
  • Coaching and Support
  • Progress monitoring and performance feedback
  • Problem-Solving process
  • Increasing levels of intensity
The Educator’s Intervention Tire Shop

Trauma Informed Care

- Mental Health Services
- Culturally Responsive Practices
- Restorative Practices
- Classroom Management
- Social Emotional Learning
PBIS provides the Framework to Install Evidenced Based Practices

School Leadership

School Team

Data based problem solving

Coaching

You can change the tires- but don’t throw out the bike!!!

Effective interventions

Implementation
Tertiary Prevention:
• Function based support
• Wraparound services
• Person-centered planning

Primary Prevention:
• Teach school-wide expectations
• Proactive school-wide discipline
• Positive reinforcement
• Effective instruction
• Parent engagement

Secondary Prevention:
• Check in/Check out
• Targeted social skills instruction
• Peer-based supports
• Social skills club
Big Ideas

• PBIS promotes effective decision making
• PBIS focuses on measurable outcomes
• PBIS provides systems to support effective implementation
• PBIS is a framework to install evidence-based practices such as mental health, trauma-informed care, restorative practices, and SEL
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Thank you for attending this presentation!