Begun Center for Violence Prevention Research and Education

JACK, JOSEPH AND MORTON MANDEL
SCHOOL OF APPLIED SOCIAL SCIENCES

CASE WESTERN RESERVE UNIVERSITY

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Applied community-based research, evaluation, and training of evidence-based programs that seek to bridge the gap between science and practice.

Our Focus

Working with partners to demonstrate the impact of research through:

- significant behavioral outcomes
- improved systems
- effective policy
School Based Data - It’s Not Just About Academics and Discipline

David Hussey, PhD
Michelle Riske-Morris, PhD, JD
Today’s Learning Objectives

• Understanding the importance of addressing behavioral and mental health needs of students

• Examine service delivery issues and data collection strategies related to Tier II & III supports within the PBIS framework.

• Developing approaches to addressing the needs of risk and indicated youth
Why is this important to collect data on Behavioral Health Supports and Services?
Benefits of School-Based Behavioral and Mental Health Supports
How do you assess your school’s need for School Based Mental Health Services?

**Epidemiology**: Study of the occurrence and distribution of health-related diseases or events in specified populations, including the study of the determinants influencing such states, and the application of this knowledge to control the health problem. (Porta M, Last J, Greenland S. A Dictionary of Epidemiology, 2008)

- Incidence: # of new cases / total # at risk
- Prevalence: # of cases existing at one time / total # at risk

*Data driven decisions*
Identification of Common Symptoms

WHAT YOU SEE

WHAT I FEEL

glared
INTIMIDATING
sad
tired
PISSED
drunk
upset
messed
bad
bored
happy
scared
ugly
understanding

nothing
tired
anti-social
judged
alone
empty
bored
angry
insecure
said
nothing
cold
empty
judged
Ways to Identify Needs

- Mental Health, Social Emotional and Behavioral Screening and Evaluation Compendium (2nd ed)
- OHYES/YRBS school surveys
- Students at the top 5% of disciplinary actions
Early Identification of At-Risk Children: Urban Ring K-3 School Population

• There were a total of 2,204 formal discipline events in 1997-98 involving 541 different children.

• The 147 children who were officially suspended at least once, as recorded by aggregated system data, are involved in 1,262 formal discipline events throughout the year.

• Therefore, 6.7% of the students are involved in 57% of formal discipline activity.
Addressing Needs of Special Populations
Screening Considerations
Tier 1: Universal School-/Classroom-Wide Systems for All Students, Staff, & Settings

Tier 2: Targeted Group Systems for Students with At-Risk Behavior

Tier 3: Selective Individualized Systems for Students with High-Risk Behavior
Examples of Tier 2 Interventions

• Check in Check Out
• Social Skills groups
• Trauma Informed Interventions
• Girls Circle
• Copying Cat
• Check and Connect Mentoring
Examples of Tier 3 Interventions

• Multisystemic Therapy (MST)
• Trauma Focused CBT
• Intensive Home Based Treatment (IHBT)
• Student Target Aggression Replacement Therapy
• Functional Family Therapy
• SPAR CS - Structured Psychotherapy for Adolescents Responding to Chronic Stress
Collaboration is Key
Laying the Foundation

Laying the Foundation
School Mental Health Referral Pathways Toolkit
http://files.ctctcdn.com/bde05f96001/84fa3636-08af-43fc-aeaf-a016f2aa68a6.pdf

Outside Referrals - Pediatrician
School staff and teachers
Student or Family
Once the decision is made to provide or enhance school based mental health and behavioral health supports within the schools, the task then shifts to understanding how do you track and measure outcomes?
Importance of Tracking Services
When to track?

- Important to track students receiving services
- Also track whether the student linked with services
- Tracking should occur at the time of referral
- Follow the student throughout the year
- Timing is everything
Who Does the Tracking?

- Will tracking be done by different individuals at the grade, school or district level
- Identify the best person to enter the information - counselor/social worker
- Be consistent and track the same information for all students
- Determine who will have access to the database
What to Track?

- Differences depending upon whether it is a Tier 2 or Tier 3 intervention.
- Some programs provide checklists or assessments to gauge the effects of the program on students.
How to track

<table>
<thead>
<tr>
<th>ID</th>
<th>Referral Reason</th>
<th>Date</th>
<th>School</th>
<th>Grade</th>
<th>CBMII</th>
<th>Who made referral</th>
<th>Individual Agency Student</th>
<th>Linked with Service</th>
<th>System Navigator Involved</th>
<th>Comments</th>
</tr>
</thead>
</table>

*Note: The table is blank and placeholders are used for the columns.*
Where to Track - At What Level?

- District level data
- School level data
- Individual level data
Don’t Forget the Outcomes

• Are we achieving desired outcomes?
• Are they in the right direction?
• For example, improved academics and attendance vs decreased disciplinary referrals.

• Spend the time and resources to collect the data.
• Need to ensure it is reviewed properly to determine outcomes as well as review the data regarding implementation.
Putting it All Together
Problems with Implementation

• Incomplete implementation - inadequate training
• Implementation drift overtime
• Difficulty with sustainability
• Limited impact or reach
• Administrative changes
Reflection and Revision

- Keep As Is
- Expand Services
- Improve Fidelity of Implementation
- Modify/Revise
- Find a Better Fit
ONE Size does NOT FIT ALL