

Medical Lake School District

~Informing Tier I Efforts and Detecting
Students Who Need More Through
Universal Social, Emotional, Behavioral,
and Mental Health~



The Medical Lake Promise

We promise to:

- Foster a **safe and supportive learning environment** through a culture of belonging.
- Focus on **personalized instruction that is engaging, challenging, and relevant.**
- Promote **hope and a vision for the future** from Early Learning through Post-Secondary.

for Every Student, Every Day

Our systems which supports our promises

MLSD implemented the Interconnected Systems Framework (ISF) which ensures a mental health lens through integration of Positive Behavioral Interventions & Supports (PBIS) with Multi-Tiered Systems of Support (MTSS) to...

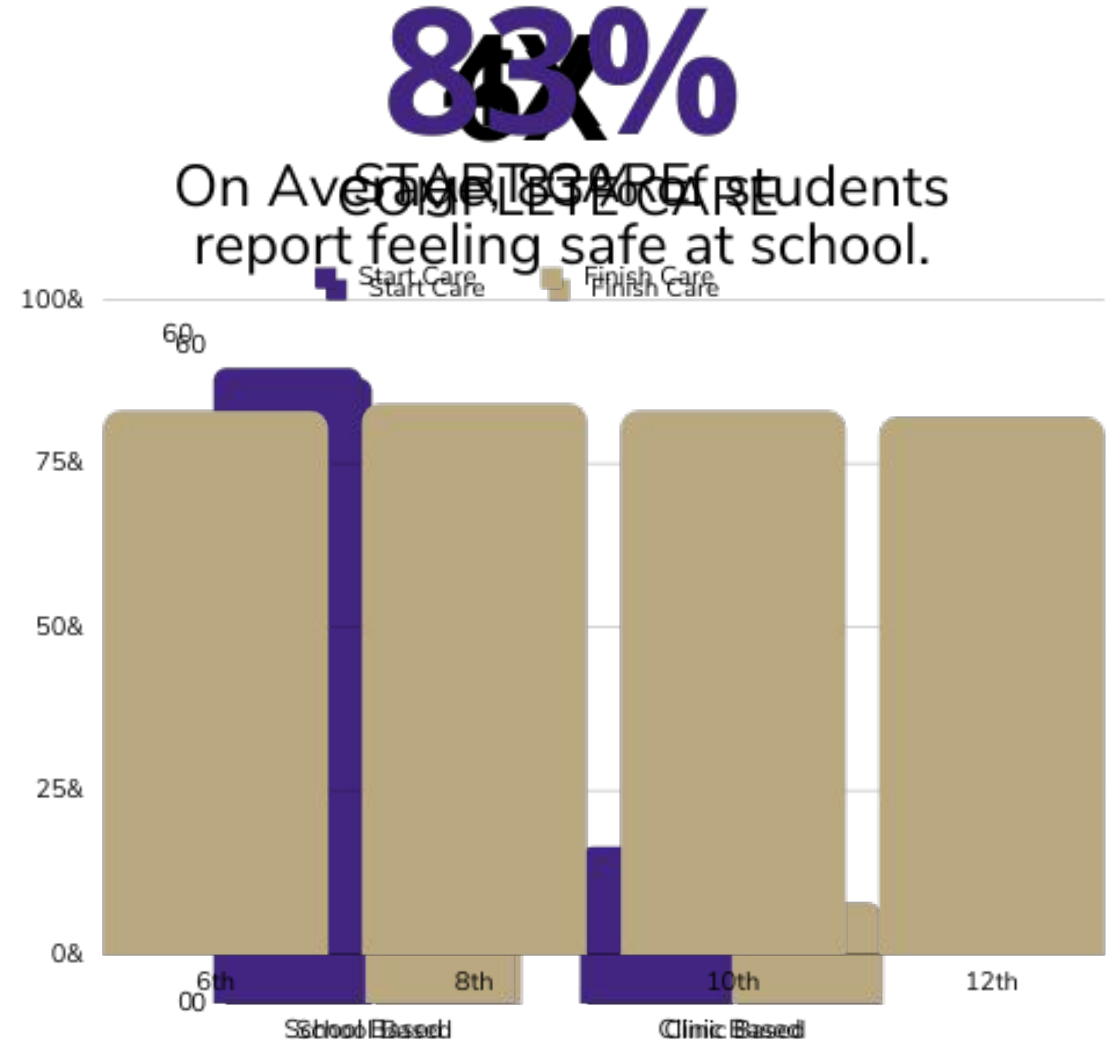
- Remove barriers
- Increase access to existing intervention and resources/services
- Unite families with school
- Expand evidenced based interventions w/data collection
- Refine MTSS systems per school
- Increase Mental health literacy
- Provide Counseling Services

National - Level Scan – Mental Health Supports in WA State

- **WA serves 1.1M students, including 140K students with disabilities ages 3 – 5 (14.5%).**
- **In the 2021 Healthy Youth Survey, 70% of 10th-graders reported feeling nervous, anxious, on edge, or not being able to stop or control worrying.**
- **Poll: What are the MH needs in your system?**
- In the 2021 Healthy Youth Survey, 70% of 10th-graders reported feeling

The Case for School Mental Health

- School mental health is associated with positive mental health outcomes.
- Research shows that school mental health services can close gaps in access for underserved and marginalized populations (Lyon et al., 2013)
- School-based systems promote a positive culture and improve academic outcomes.



At a minimum the plan must address:

- (a) **Identification of training opportunities** in recognition, screening, and referral that may be available for staff;
- (b) **How to use the expertise of district staff** who have been trained in recognition, screening, and referral;
- (c) **How staff should respond to suspicions, concerns, or warning signs** of emotional or behavioral distress in students;
- (d) Identification and development of **partnerships with community organizations** and agencies for referral of students to health, mental health, substance abuse, and social support services, including development of at least one memorandum of understanding between the district and such an entity in the community or region;
- (e) Protocols and procedures for **communication with parents and guardians**, including the notification requirements under RCW 28A.320.160;
- (f) **How staff should respond to a crisis situation** where a student is in imminent danger to himself or herself or others;
- (g) How the district will **provide support to students and staff after an incident of violence, youth suicide, or allegations of sexual abuse**;
- (h) How staff should respond when allegations of sexual contact or abuse are made against a staff member, a volunteer, or a parent, guardian, or family member of the student, including how staff should interact with parents, law enforcement, and child protective services; and
- (i) How the district will provide to certificated and classified staff the **training on the obligation to report physical abuse or sexual misconduct** required under RCW 28A.400.317.

Check Up Time

- ❑ I know our plan for recognition, screening, and response.
 - ❑ Including indicators for substance abuse, violence, suicide, AND sexual abuse
 - ❑ I know what training opportunities we have
 - ❑ I know how we will leverage existing expertise
 - ❑ I know how to respond to concerns/warning signs
 - ❑ I know our community partners' role(s)
 - ❑ I know how we communicate with parents/families
 - ❑ I know how we respond in a crisis situation
 - ❑ I know how we provide support to staff/students after an incident of violence, youth suicide, or allegations of sexual assault
- ❑ I have been trained on mandatory reporting



RCW 28A.320.1271

Model school district plan for recognition, initial screening, and response to emotional or behavioral distress in students.

The office of the superintendent of public instruction's school safety center, established in RCW **28A.300.630**, shall develop a model school district plan for recognition, initial screening, and response to emotional or behavioral distress in students, **including but not limited to indicators of possible substance abuse, violence, and youth suicide. The model plan must incorporate research-based best practices, including practices and protocols** used in schools and school districts in other states. **The model plan must be posted by February 1, 2014, on the school safety center website**, along with relevant resources and information to support school districts in developing and implementing the plan required under RCW **28A.320.127**.



SEBMH Screening in Washington | A Timeline

2014

Authorizing State
Legislation for
recognition,
screening and
response to
emotional or
behavioral distress
RCW 28A.320.127

2014

State
Legisl
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for
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Distri
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Plan
RCW
28A.3
20.1271

2021

Behavi
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Health
Audit
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Findin
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Recs
for
SEBM
H
Screeni

2022

OSP  el
District
Template
for Installing
Universal
SEBMH
Screening

Model Plan Review Panel

Appendix A: Acknowledgements

Special Thanks to the Social, Emotional Behavioral District Screening Plan Committee:

NAME	TITLE	SCHOOL
Angie Withers	School Psychologist	Richland School District
Alyssa A. Symmes	Mental Health Assistance Team Lead	Bellevue School District
Dr. Jeannie Larberg	Director of Whole Child	Sumner/Bonney Lake School District
Johnny Phu	Director of Student Services	Lake Washington School District
Dr. Kurt Hatch	Professor and Director of Educational Administration	University of Washington
Mabel Thackery	LMHC and NCC	Quillayute Valley School District
Mari Meador, M.Ed.	Implementation Coach	University of Washington Tacoma in Partnership with Tacoma Public Schools
Megan Reibel, M.Ed.	Manager of School Based Programs	Forefront Suicide Prevention
		Olympia School District
	Social Development Research Group	University of Washington School of Social Work
Susan Peng-Cowan	Behavioral Health Navigator	ESD 112

WA Student Behavioral Health Audit | Findings



Office of the
Washington
State Auditor
Pat McCarthy



Behavioral health supports and services available to students depend on what schools are able to provide at the local level



The state's approach to student behavioral health is **fragmented** and lacks sufficient resources

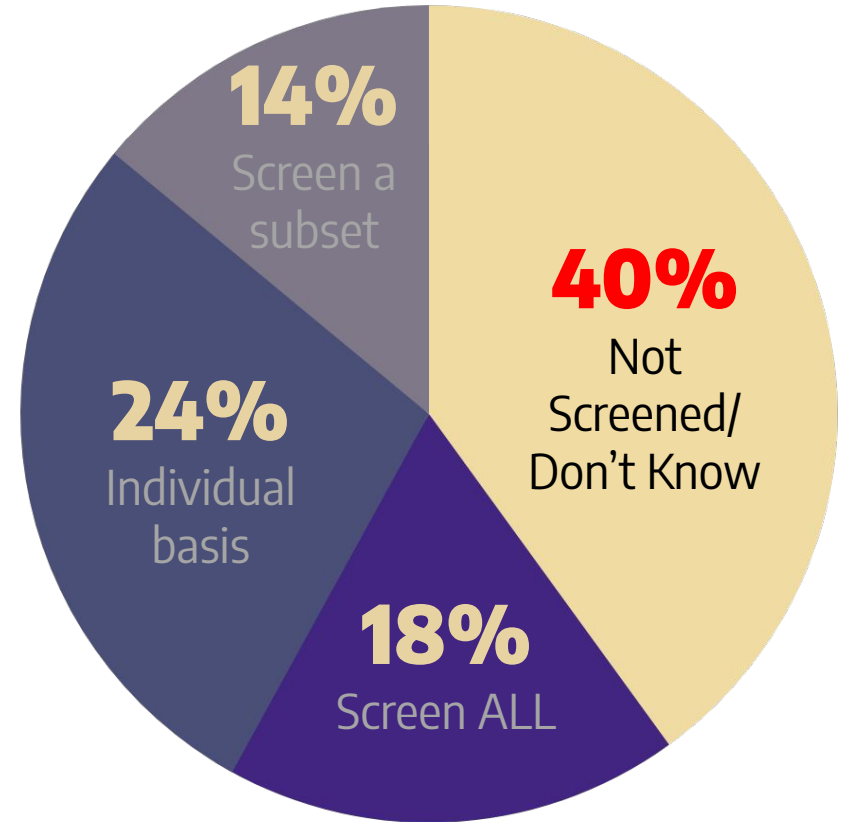


bit.ly/UWSMARTscreening

McCarthy, P., Frank, S., Cortines, C., Fleming, T., Cato, C., Clark, B., Patino, N. (2021). K-12 Student Behavioral Health in Washington. Office of the Washington State Auditor.

WA Student Behavioral Health Audit | Finding

Universal screening is the **basic foundation for behavioral health systems** because screening identifies needs and early symptoms before they become disruptive to the student's life and harder to treat.



WA Behavioral Health Audit | Conclusions

- To fully address the problem, we must go beyond what schools can reasonably solve. However, because **schools are the main hub for access, this is the most natural setting for prevention and early intervention.**
- To fix the system will require a **coherent structural shift**, placing someone in charge of the system, and additional resources for schools.



bit.ly/UWSMARTscreening

What is Screening?

- Best practice
- Federal education policy (e.g., Every Student Succeeds Act, 201539)
- Similar to universal academic screening
- Allows for early intervention and prevention
- Part of a multi-tiered system of supports
- Not diagnostic



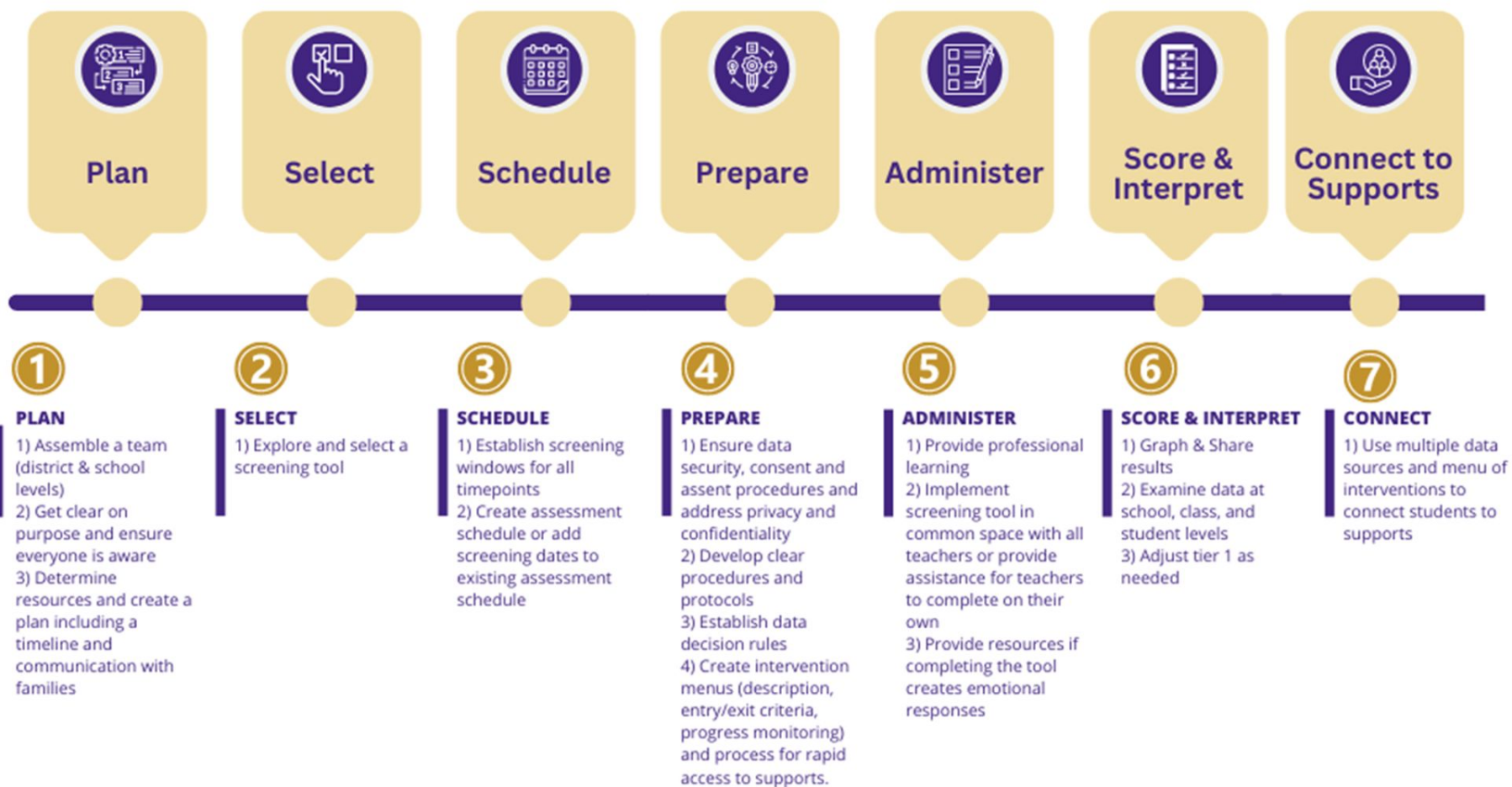
Overview

- 01 Plan
- 02 Select
- 03 Schedule
- 04 Prepare
- 05 Administer
- 06 Score & Interpret
- 07 Connect





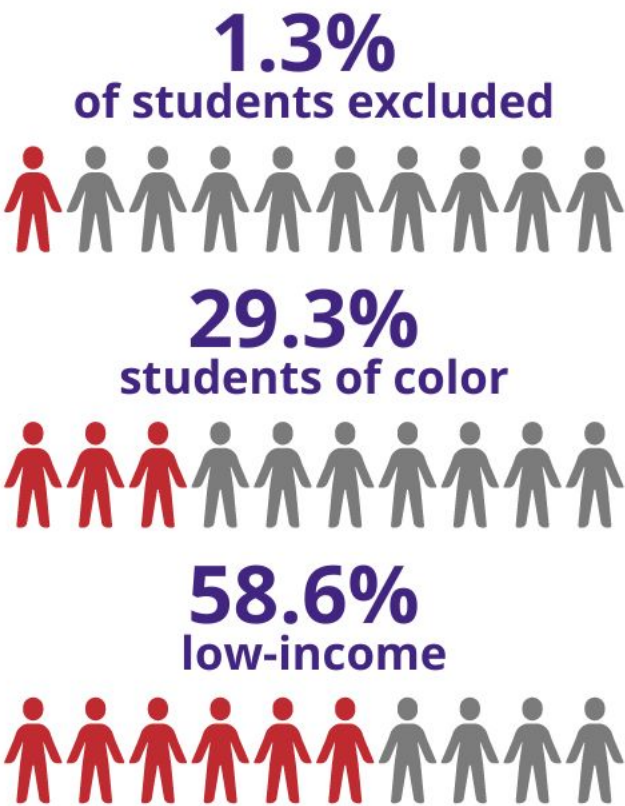
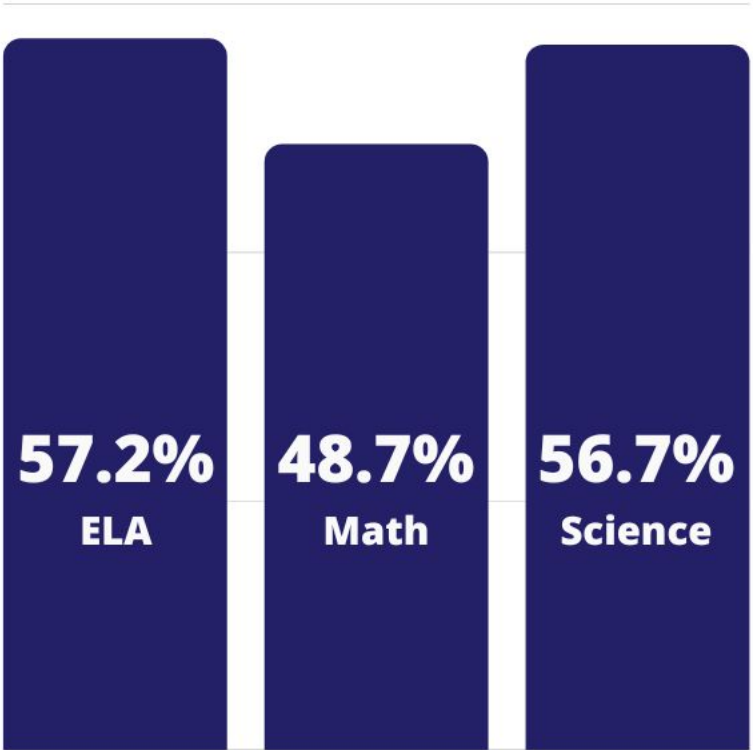
UNIVERSAL SCREENING



Medical Lake School District

1,900
Students

145
Classroom
Teachers



MLSD Demographics

- 17 Miles West of Spokane
- Approximately 2,000 students
- 5 Schools, P-12 (2 elementary, 1 Middle School, 1 High School, 1 Alternative School)
- One school on the military base
- 4 Universities in the Spokane area (Whitworth, Gonzaga, EWU, WSU)
- Lacking a centralized transportation system
- Approximately 40% free and reduced
- NO community Mental Health

Who engages in and
supports our work?

Who we Partner with



MLSD Wellness Center



Eastern Washington University

- School Counselors
- Social Workers
- School Psychologists
- Mental Health Counselors



Gonzaga University

- School Counselors
- School Psychologists
- Mental Health Counselors
- Marriage & Family Counselors



Whitworth University

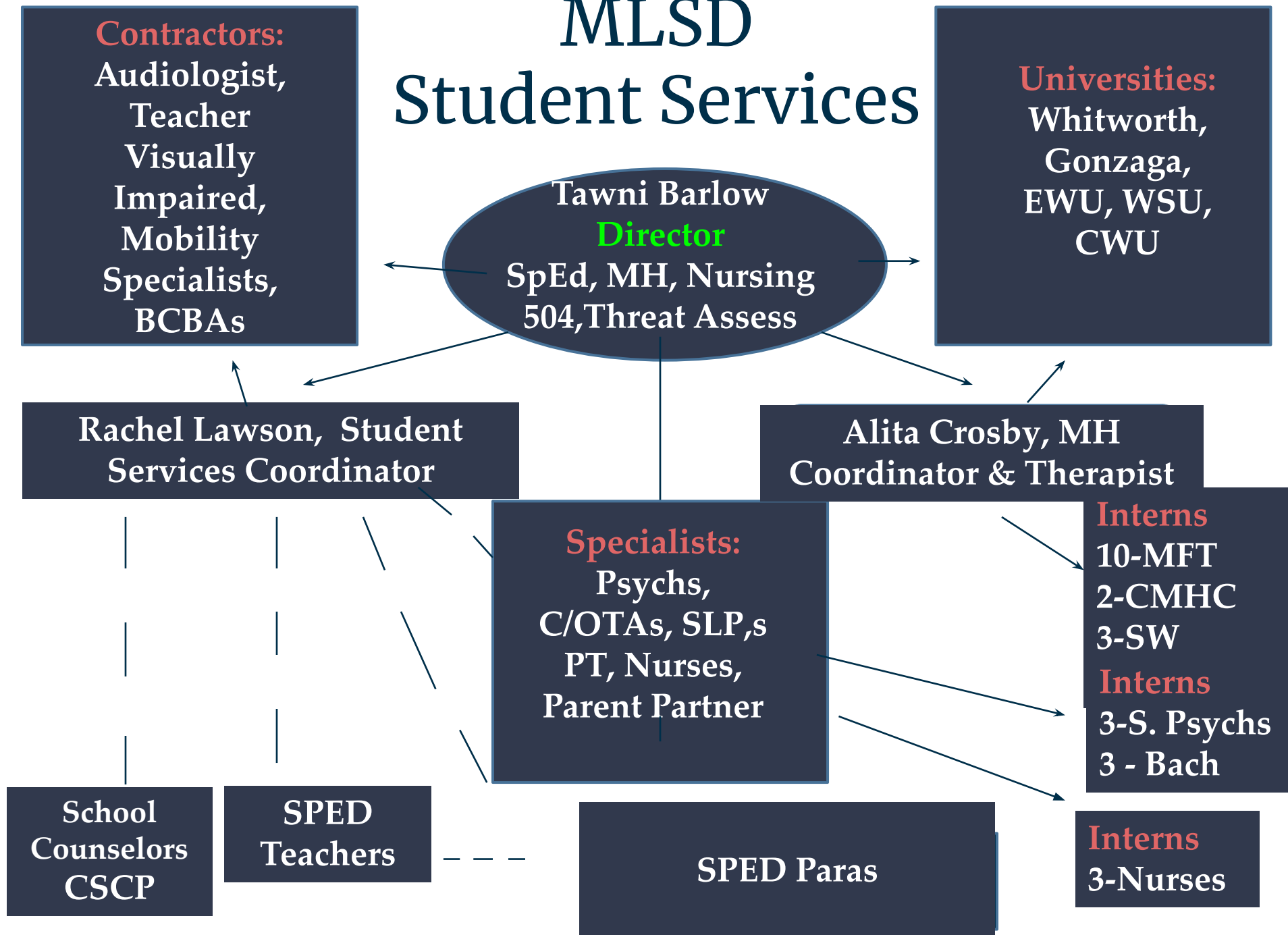
- School Counselors
- Marriage & Family Therapists



Washington State University

- School Nurses

MLSD Student Services





Tawni Barlow, EdS, MEd, NCC
Director of Student Services



Theresa McDowell, PhD, LICSW
School Psychologist



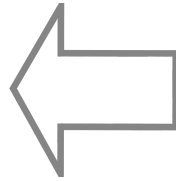
Robin Andrus, EdD
School Psychologist



Mabel Thackery, LMHC,
NCC
School Counselor, Forks

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Alita Crosby, LMFTA
Mental Health Coordinator



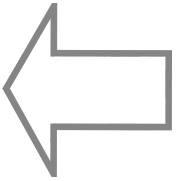
Jenna Finnerty, EdS
School Psychologist



Nikki Bauman, BA
Parent & Family Partner



Rachel Lawson
Student Services Coordinator



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Free Therapy Services

→ **Students**

→ **Parents**

→ **Families**

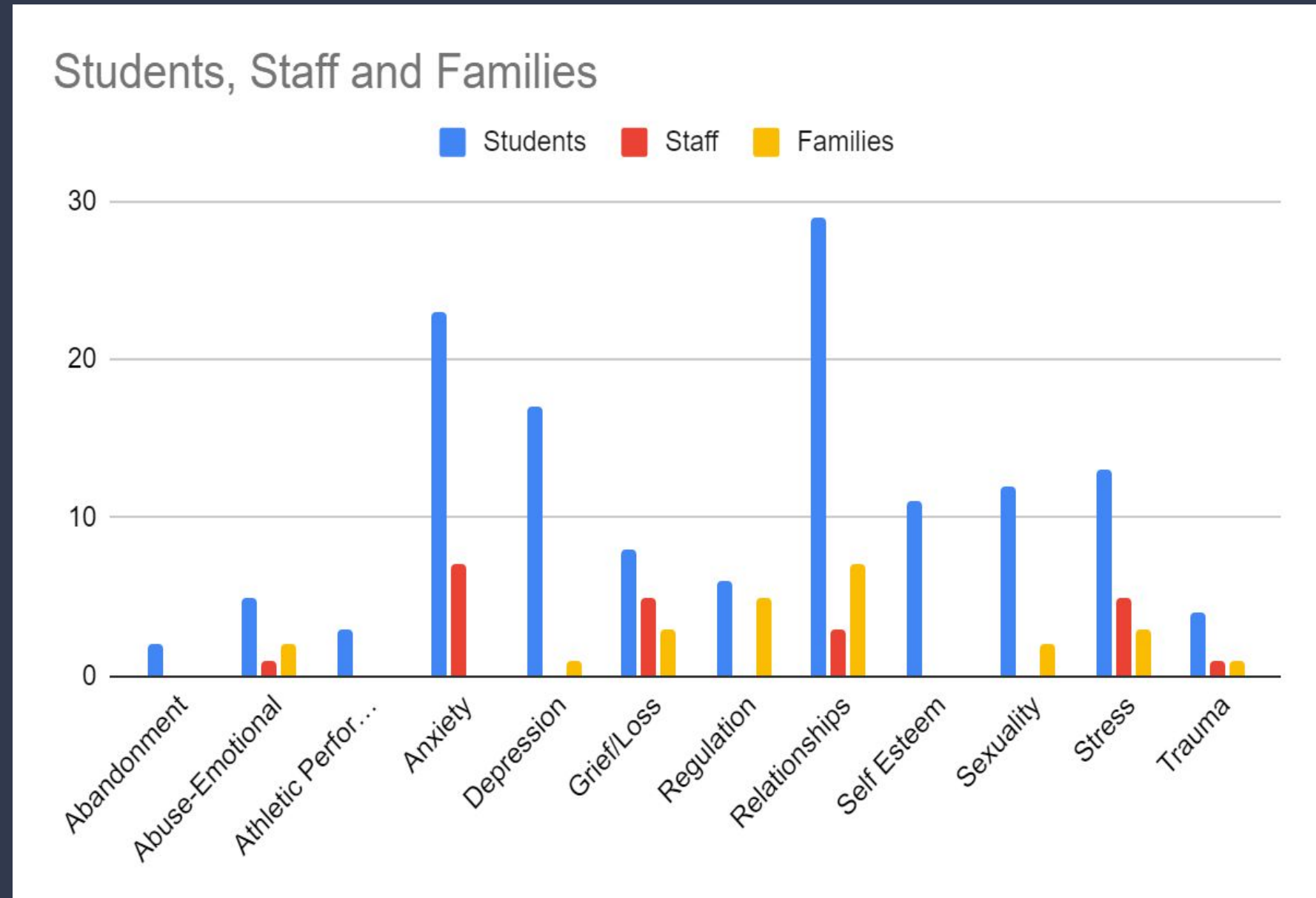
→ **Staff**

→ **Community
members**

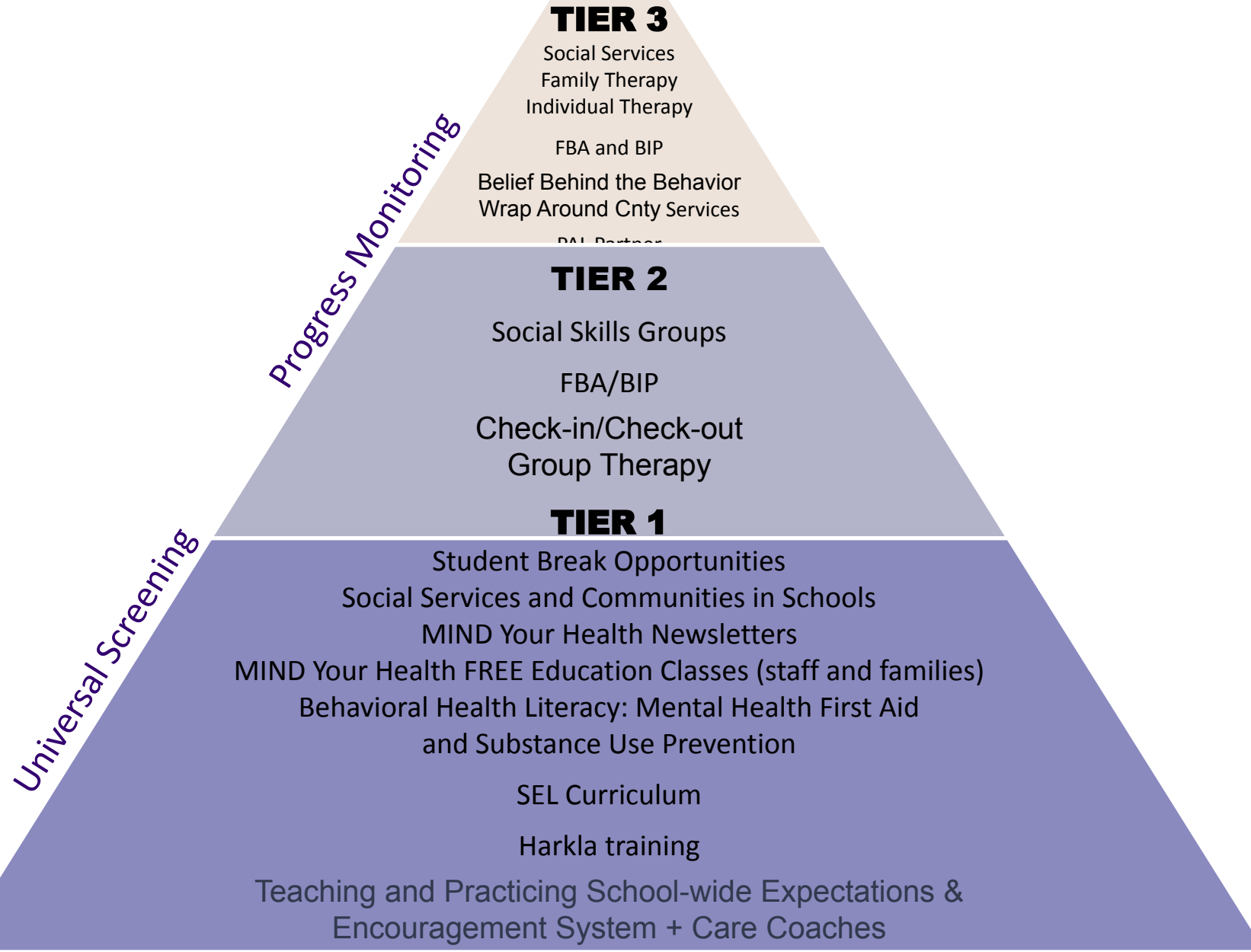
- Abuse
- Adoption
- Addictions
- Anger
- Anxiety
- Behavior
- Communication
- Couple/Marital Concerns
- Cultural
- Depression
- Disabilities
- Divorce
- Eating Disorders
- Grief/Loss
- Mood Instability
- Parenting
- Phobias
- Relationships
- Self Harm/Suicide
- Sex/Sexuality
- Substance Use
- Trauma

Services Provided:
Individual counseling
Group therapy
Specialty (athletics)
Psycho-Ed in
Classrooms

Served in 21/22:
Students: 133
Families: 24
Staff: 22
Total: 179



Systems and Practices



Systems and Practices: Resource mapping

INTERVENTIONS	TIER 1 <i>ALL</i>	TIER 2 <i>SOME</i>	TIER 3 <i>FEW</i>
ELA	Foundations K-3 CKLA/EL Ready Common Core-(6-8) Study Sync (6-12) AP Literature (11-12) AP Language & Composition (11-12) GLAD (K-12)	Read Live (1-8) Reading Mastery (K-5) Corrective Reading (3-12 Grade) News to You (K-12) Reasoning and Writing (1-12) Foundations (K-3) Fast ForWord – ELL (K-12)	Read Live (1-8) Reading Mastery (K-5) Corrective Reading (3-12 Grade) News to You (K-12) Reasoning and Writing (1-12) Wilson Reading System (2-12) Fast ForWord – ELL (K-12)
Math	Eurkea/Zearn Math (K-5) Open Up Illustrative (6-8) HMH-Into AGA (9-12) Number Corner (K-5) ALEKS (K-12)	Zearn (1-5) Connecting Math Concepts (K-12) Corrective Math (3-12) Essentials for Algebra (7-12) Bridges Intervention (K-5) Intensified Algebra (9-12) Moby Max (K-8)	Connecting Math Concepts (K-12) Corrective Math (3-12) Essentials for Algebra (7-12) Bridges Intervention (K-5) Intensified Algebra (9-12) Moby Max (K-8)
Social Emotional	Sound Discipline lessons & Community Building (meetings) PBIS Second Steps (K-8) Lifeskills (6-8) Skills to Pay the Bills (9-12) Skill Streaming (K-12) Why Try (6-12) *preferred MS use only PEERS social skills (6-12) Social Services & Community in Schools Care Coaches	Sound Discipline practices PBIS Second Steps (K-8) Social Thinking (K-5) Zones of Regulation (K-12) Skills to Pay the Bills (9-12) Skill Streaming (K-12) Why Try (6-12) *preferred MS use only PEERS social skills (6-12)	Sound Discipline practices PBIS Second Steps (K-8) Social Thinking (K-5) Zones of Regulation (K-12) Skills to Pay the Bills (9-12) Skill Streaming (K-12) Why Try (6-12) *preferred MS use only PEERS social skills (6-12)
Mental Health	Behavioral Health Literacy <ul style="list-style-type: none"> Mental Health First Aid, Substance Abuse Literacy Student Break opportunities (ex. Cardinals Nest) In class instructions: Mindfulness and coping strategies Care Coaches MIND Your Health FREE education Classes MIND Your Health newsletter	Telehealth (new) Group Therapy Sound Discipline Practices Social Services in Schools Partnership with local agencies	Telehealth (new) Individual Therapy Family Therapy Sound Discipline practices Partnership Access Line Social Services & Community in Schools



MLSD: Unified our Wellness Providers



(Click here)

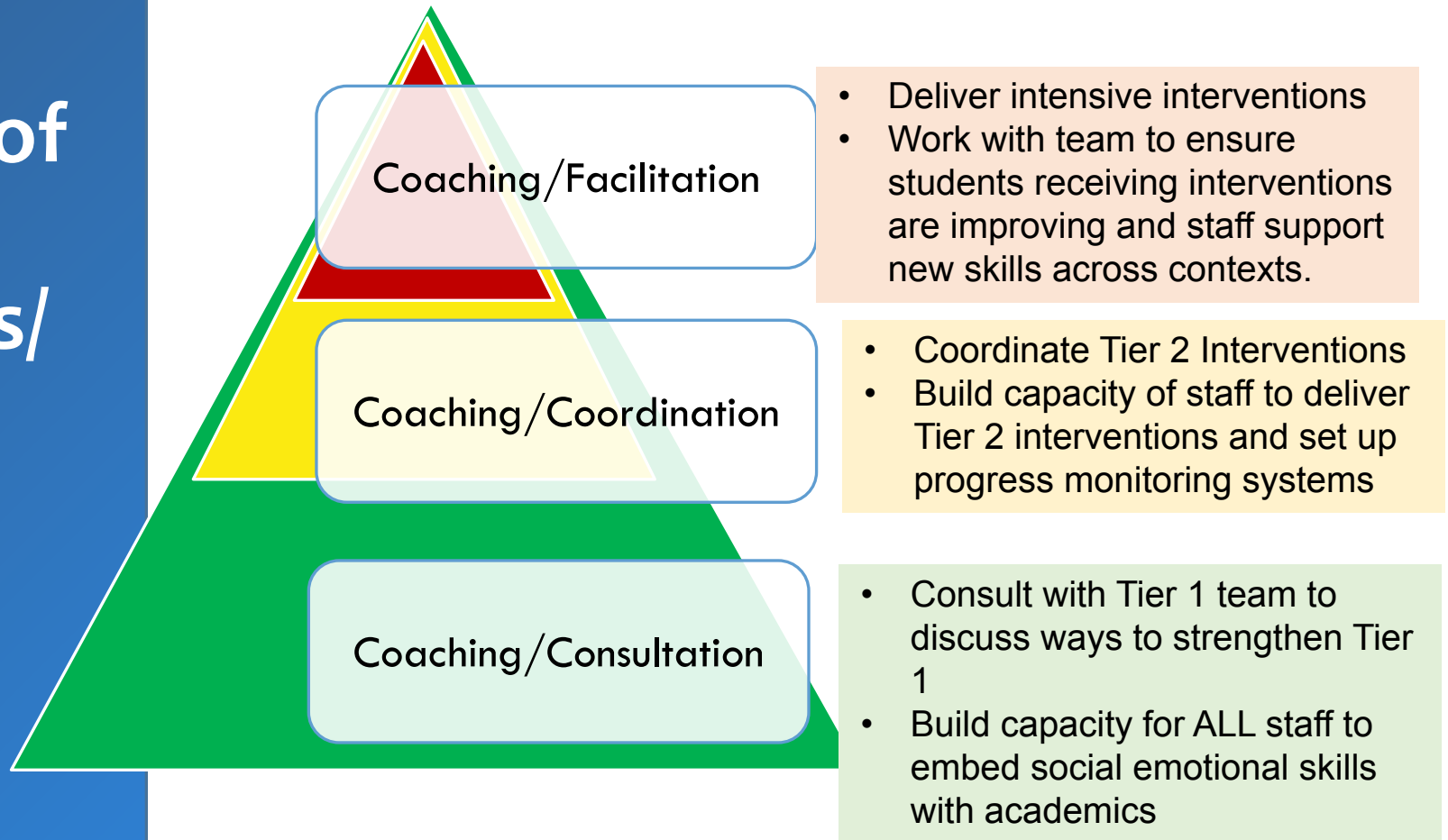
Systems and Practices

Our document was created to streamline duties and help others understand the different roles and strengths and attributes of different service providers so that we can efficiently provide services.

[MLSD Wellness \(ESA\) Providers' Roles](#)

The *Changing* Role of the providers/clinicians/ therapists at All Three Tiers

**Challenges and Barriers ...yeah but who is
going to do the work**



MLSD- ESA Role Description



Medical Lake
School District

Tier III

Tier II

Tier I

[MLSD ESA Role Descriptions](#)

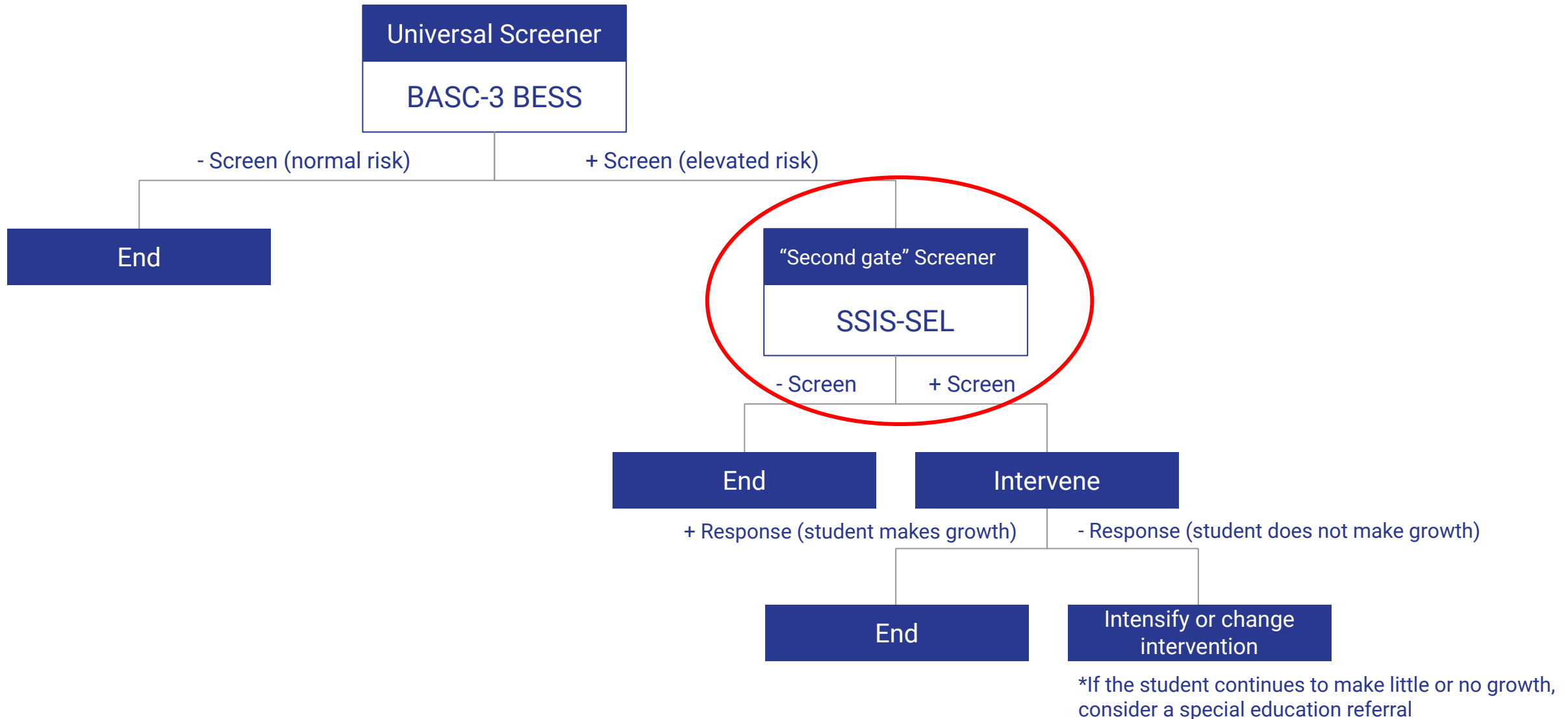
BASC-3 BESS Develop and Components

- Designed to assess behavioral and emotional strengths and weaknesses in children in preschool through high school
- Determines a child's risk level for developing emotional and/or behavioral problems that require intervention -- NOT a diagnostic assessment
- Teacher, parent, and student forms
- A wide array of behaviors that represent both behavioral problems and strengths, including:
 - internalizing problems,
 - externalizing problems,
 - school problems, and
 - adaptive skills.
- Forms that can be completed in approximately five minutes or less, without the need for specialized training.
- Provides a more targeted view of behavioral and emotional functioning
- Student Self-Report also contains a Self Regulation Risk Index, and Personal Adjustment Risk Index.

From data to action: what we do with this data

- Decision Rules
- Second-Gate Screening
- Implementing Interventions

Process Flowchart



Second-Gate Screening

- Use the master data sheet for your school to organize your data in order to
 - **identify students who require the second-gate screener,**
 - identify trends, and
 - identify school-wide or class-wide needs
- Parents do not need to provide consent to second-gate screening but must provide consent if the screening leads to additional assessment



Social Skills Improvement System - SEL (Tier II)

The SSIS SEL Edition provides evidence-based tools to **assess and teach skills** in each of the five SEL competencies:

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision Making



(CASEL & OSPI)

Social Skills Improvement System - SEL

- Provides universal intervention for students ages 4 through 14 years and can also be used for small groups in Tier 2 and 3 interventions.
- Fully aligned with the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework.
- Complimentary access to downloadable classroom resources (e.g., digital lessons, cue cards, reports, parent letters, etc.)
- SSIS SEL Edition Classwide Intervention Program (CIP) is the only solution of its kind to also teach skills known to improve academics.



MTSS Data and Targeted Interventions

MTSS data will integrate multiple sources of data to inform teams and guide decision making. This includes, but is not limited to the following:

- Attendance
- Discipline
- Grades
- District Benchmark Assessments
- State Assessment Reports
- Progress Monitoring Data
- Risk Factors (i.e. poverty, trauma, etc.)
- BESS Data
- SSIS-SEL Data(Tier II)



“Actually meeting students where they are on their learning journey signals to them that we are advocates for the personal growth, success and well-being.” ~Celina Brennan

MLSD - Tier I, II & III Interventions



A comprehensive multi-tiered system of learning supports promotes the necessary conditions for learning which includes a safe, caring, participatory, and responsive school climate. Additional components include the development of academic, physical and social/emotional competencies in order to address barriers to learning and teaching such as: bullying, disengagement, absenteeism, and behavioral health concerns. This system includes:

- Universal programming / primary promotion and prevention strategies (Tier I);
- Targeted early intervention / secondary prevention strategies (Tier II) and
- Intensive Individualized supports / tertiary prevention strategies (Tier III).

MLSD MTSS

TIER 1

- Communities in Schools
- MIND Your Health Newsletters & Classes
- Behavioral Health Literacy: Mental Health First Aid
- Asking is Caring - Suicide Intervention training for parents, staff, and students
- Harkla (improving focus & behavior in the classroom - [sensory based support](#))
- SEL Curriculum
- Teaching and Practicing School-wide Expectations & Encouragement System and Care Coaches
- Parent and Family Partner Engagement Activities and Support



MLSD MTSS



TIER 2

- Social Skills Groups
- Check-in/Check-out
- Group Therapy
- Basic Needs (Social Services & Communities in Schools)
- Harkla - Manipulatives/Equipment - Training Support/Coaching
- FBA/BIP

MLSD MTSS

TIER 3

- Social Services
- Family Therapy
- Individual Therapy
- FBA and BIP
- Belief Behind the Behavior
- Wrap Around Cnty Services
- Parent Partner (1:1 support)





Questions to Consider

How does universal screening in SEL add value to our work?

How will we work together to assure all students have access to meaningful supports and interventions so they thrive?

What metrics will teams use? What are important decision points?

How will teams match a student to specific, targeted intervention?

Is the intervention effective? How do you know? What is your evidence?

How are these interventions reflected in our school climate data and/or Safe Schools survey?



Medical Lake
SCHOOL DISTRICT

MIND YOUR HEALTH
Mental Wellness for MLSD

Challenges and Barriers

- Administrative oversight
- Selection of screener
 - Cost
 - Current systems
 - Staff logistics/process and timeline, presentation
- Sustainability process - assessment calendar
- Student Social, Emotional and Behavioral, and Mental Health Recognition, Screening, and Response - 2022 Guide
- PD- Admin/staff/family
 - Video
 - Letter for staff
 - Letter for parents
- Results
 - Data Review
 - Operationalize Results

Thank you!

Alita Crosby, LMFTA
Mental Health Coordinator

Tawni Barlow, Ed.S, NCC
Director of Student Services

*Special Guest
Mabel Thackeray, LMHC, NCC
School Counselor, Forks SD

