Introduce Yourself in the Chat
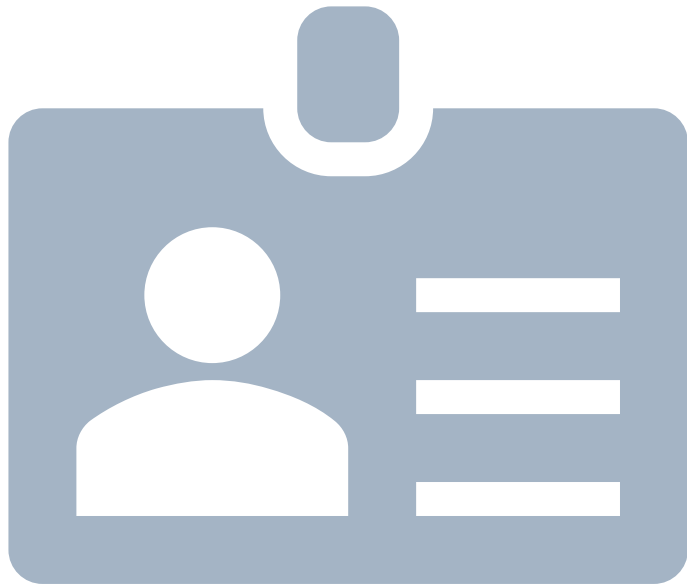
Name
Role
District
What you're curious about today

Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child

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Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.

- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.

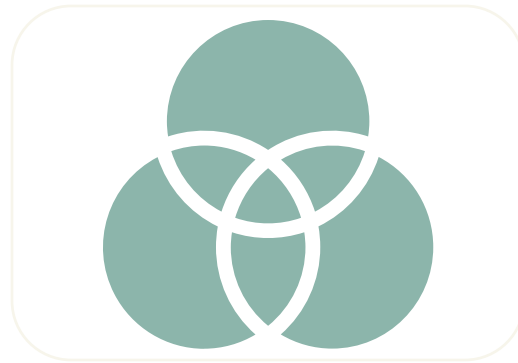Washington Office of Superintendent of
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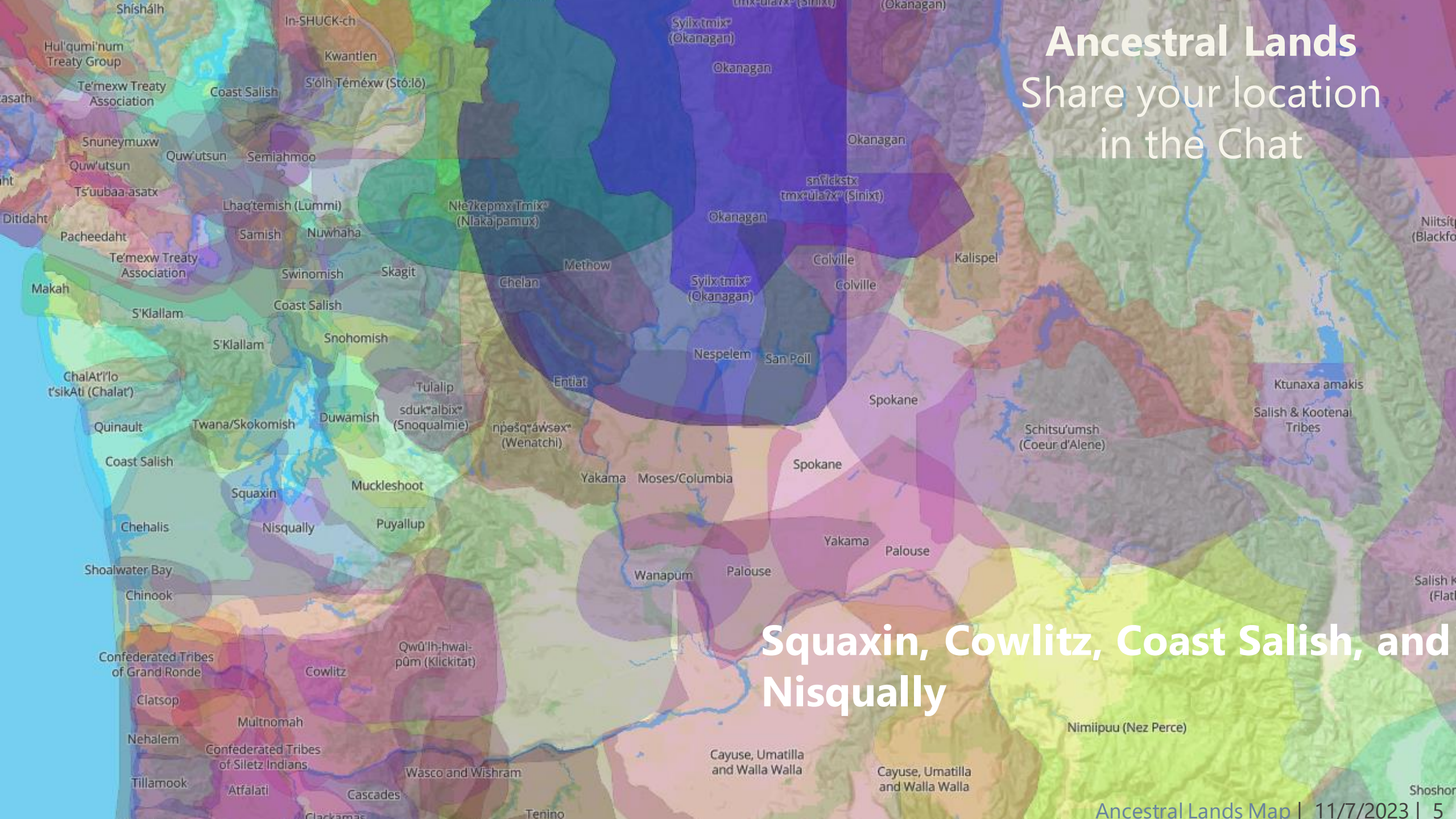
Ancestral Lands
Share your location
in the Chat

Squaxin, Cowlitz, Coast Salish, and Nisqually

Equity Pause

Who will my decision affect?

What is my locus of control?

Which actions will have the largest impact?

What's a step I can take right away?

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Objectives

- Understand high leverage Tier 2 foundational supports & implementation.

- Get ideas for your staffing & structuring to scaffold supports.

- Learn from experiences implementing Tier 2 supports through a panel of practitioners representing school counselors, district leadership, and school social workers

- Get resources to get started!

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Presenters

Kefi Andersen

System Improvement Program Supervisor & Team Lead

OSPI

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Nikki York

School Social Worker and Behavioral Health Program Supervisor

OSPI

Nikki.York@k12.wa.us

Christian Stark

Behavioral Health & Suicide Prevention Program Supervisor

OSPI

Christian.stark@k12.wa.us

Rachel Barrett, LICSW

Workforce for Student Well-Being Program Manager

University of Washington School of Social Work

rbarret@uw.edu

Debbie Limon

Director

Tiered Tools

debralimon@gmail.com

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Questions & Polling 1

Who's here?

- Administrator
- Counselor/ Counselor/Psych/Community Liaison/Attendance Liaison / Grad Specialist/ Social Worker
- Teacher
- Para-educator
- Parent/Community Member/Community Based Organization
- District Office/ESD Staff/OSPI
- Continuous Improvement Partner or Teaching Coach
- Other

What grade band do you work with the most?

- Elementary
- Secondary
- Both
- None/NA
- Other

How familiar are you with our topic?
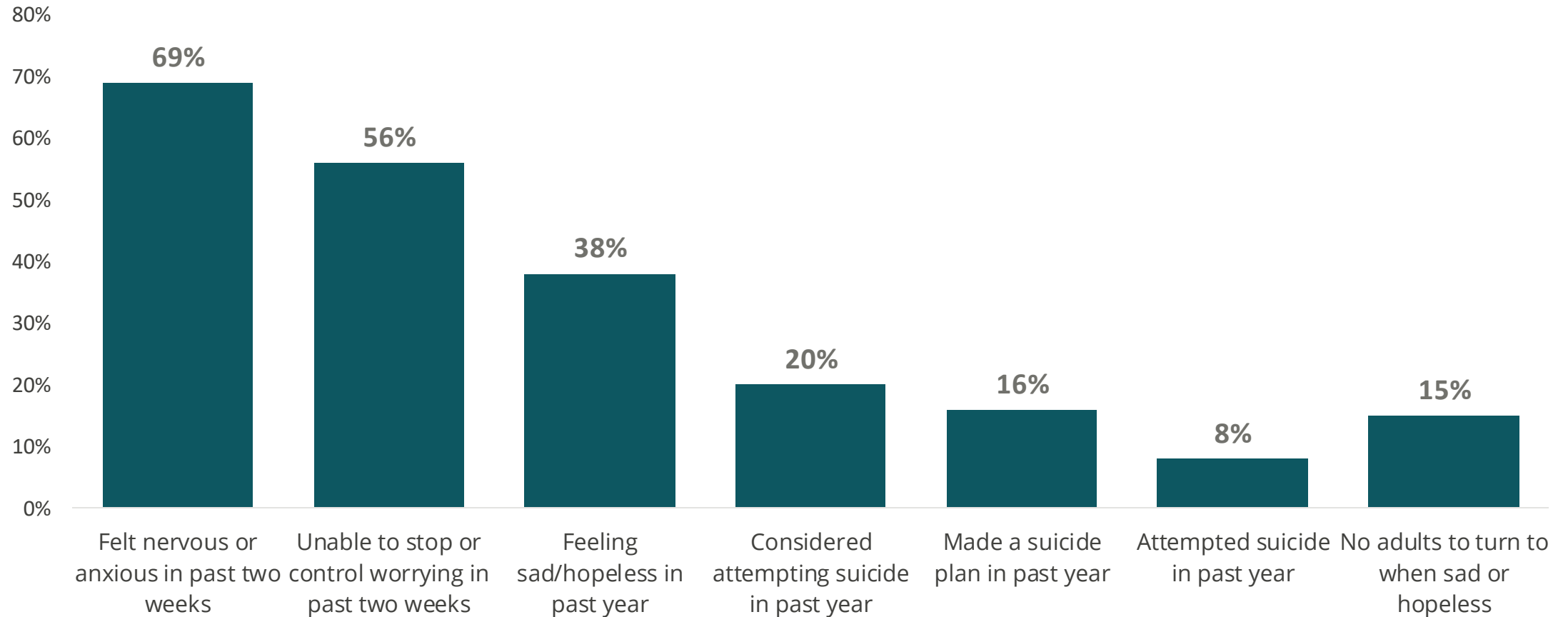
- Very
- Somewhat
- It's new!

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OSPI Perspective & Resources

What Washington Youth are saying

Mental Health Indicators, Grade 10, HYS 2021

Chart data:
- Felt nervous or anxious in past two weeks: 69%
- Unable to stop or control worrying in past two weeks: 56%
- Feeling sad/hopeless in past year: 38%
- Considered attempting suicide in past year: 20%
- Made a suicide plan in past year: 16%
- Attempted suicide in past year: 8%
- No adults to turn to when sad or hopeless: 15%

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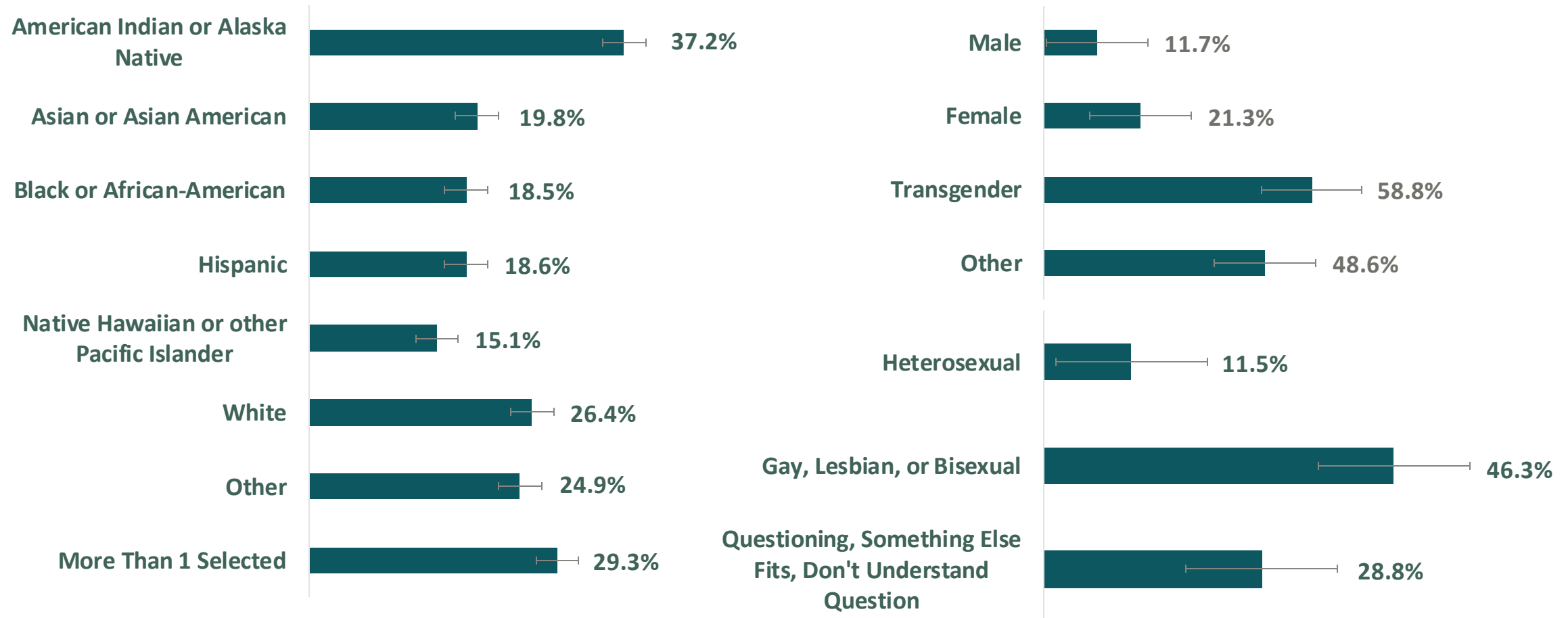
What Washington Youth are Saying

Suicidal Feelings & Actions – Healthy Youth Survey (HYS) 2021

■ Considered suicide   ■ Made a plan   ■ Attempted

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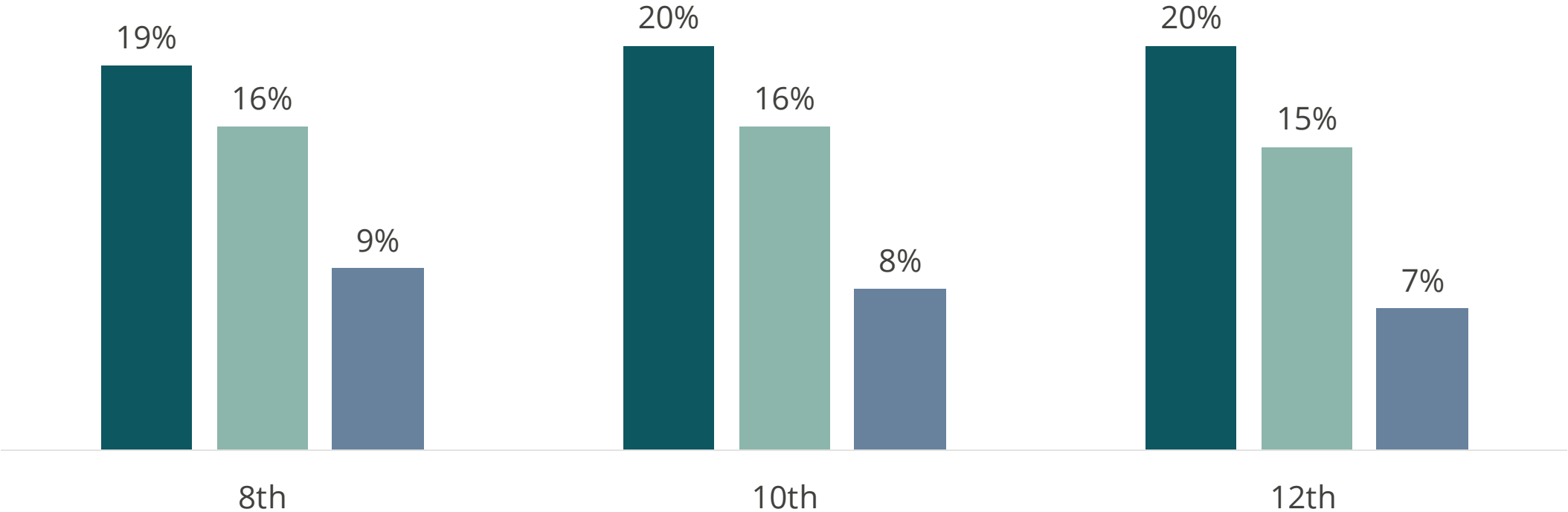
Contemplation of Suicide – 10ᵗʰ Grade

Healthy Youth Survey (HYS) 2021

American Indian or Alaska Native	37.2%
Asian or Asian American	19.8%
Black or African-American	18.5%
Hispanic	18.6%
Native Hawaiian or other Pacific Islander	15.1%
White	26.4%
Other	24.9%
More Than 1 Selected	29.3%

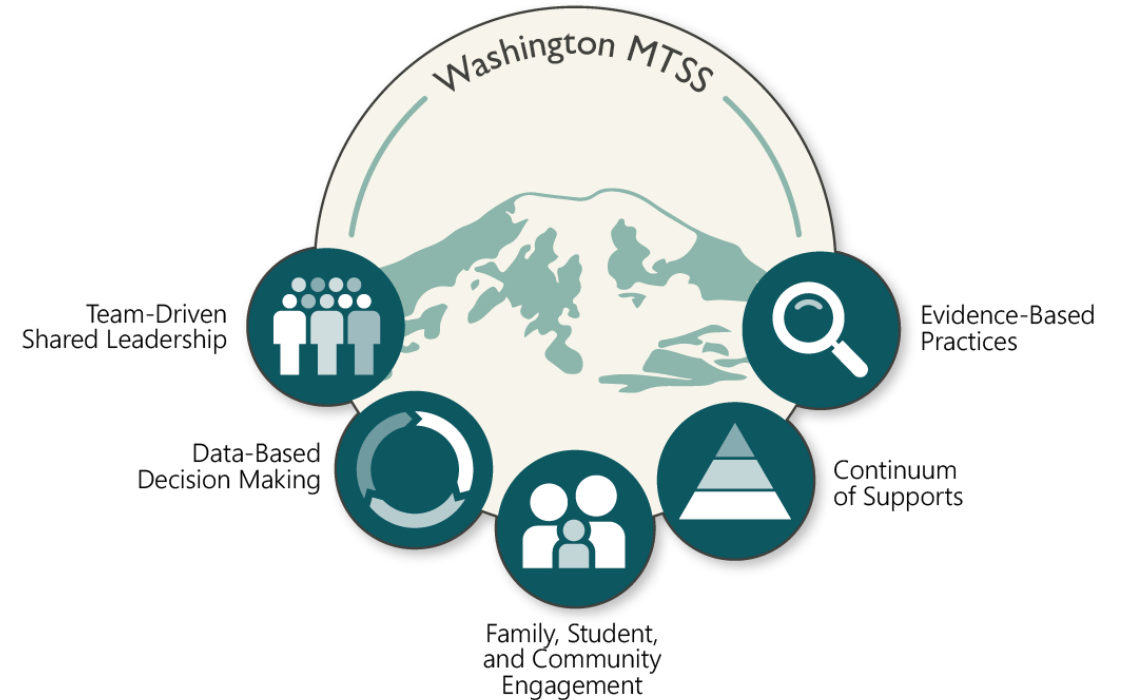|	
Male	11.7%
Female	21.3%
Transgender	58.8%
Other	48.6%
Heterosexual	11.5%
Gay, Lesbian, or Bisexual	46.3%
Questioning, Something Else Fits, Don't Understand Question	28.8%

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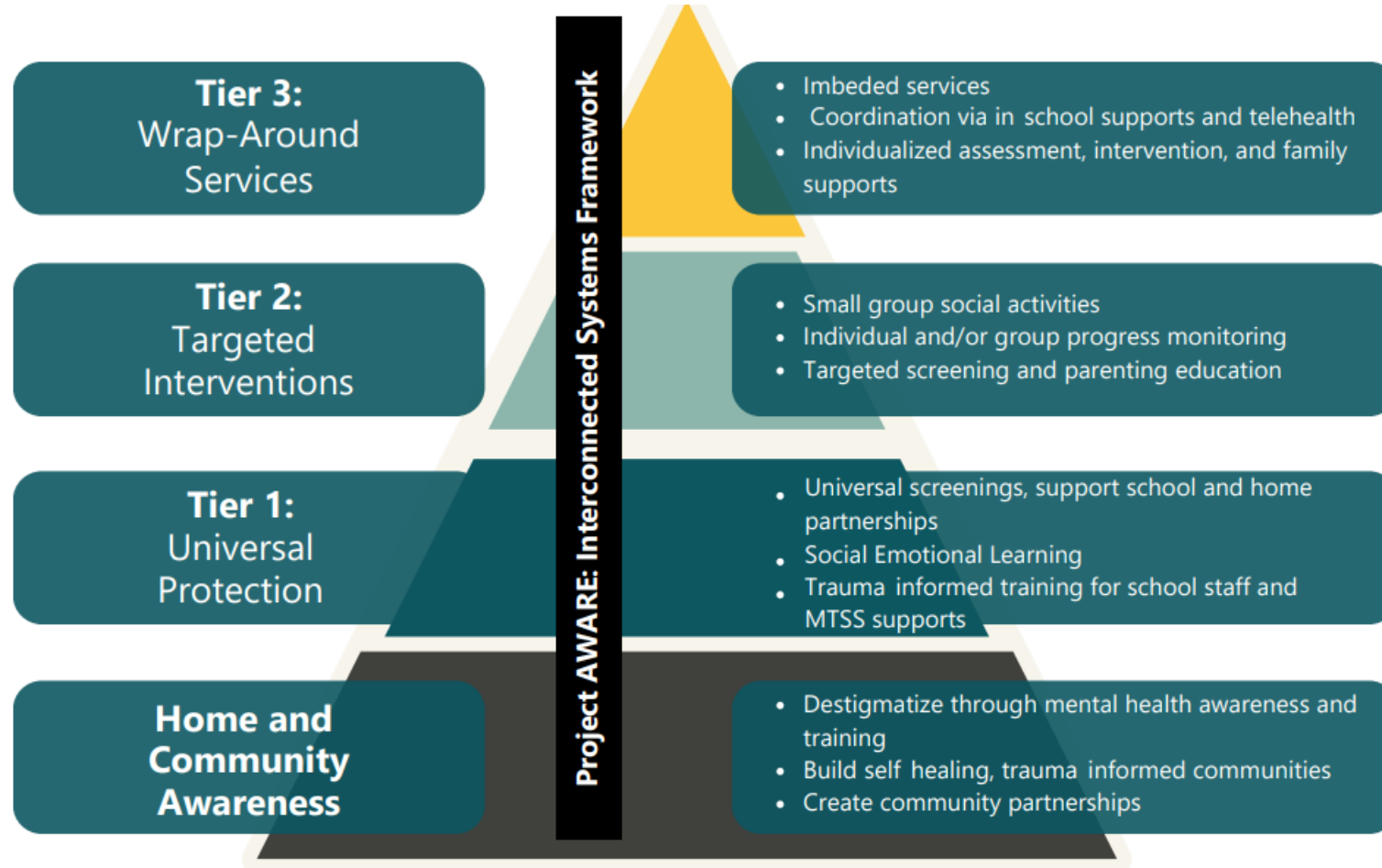**PUBLIC INSTRUCTION**

Washington MTSS

The Washington MTSS Framework is an evidence-based organizational approach for districts and schools to create equitable, consistent, and flexible systems and supports that empower educators, students, families, and communities to ensure benefit for every student.

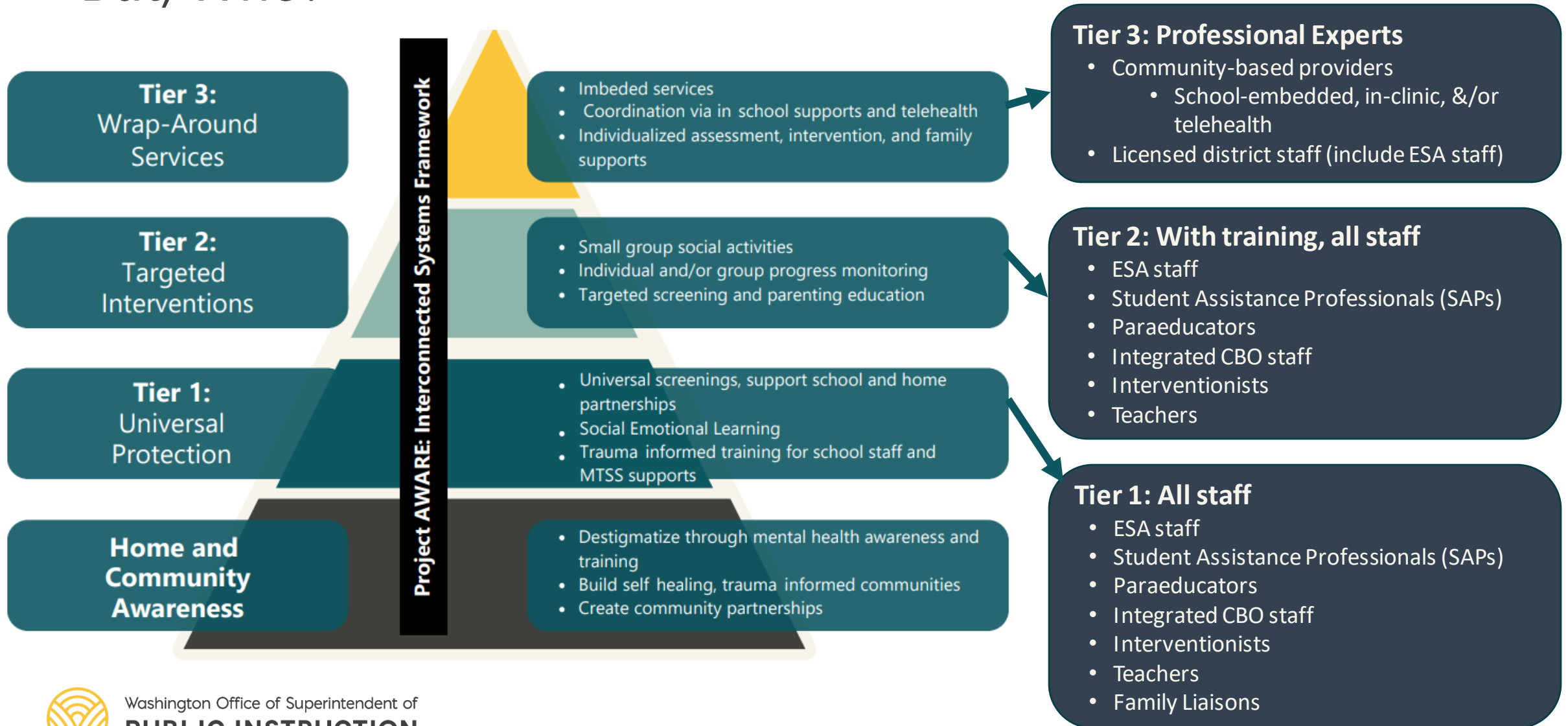Washington MTSS has been organized into 5 key components

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Interconnected Systems Framework (ISF)
Providing Supports in a Tiered Framework

Tier 3: Wrap-Around Services

- Imbeded services
- Coordination via in school supports and telehealth
- Individualized assessment, intervention, and family supports

Tier 2: Targeted Interventions

- Small group social activities
- Individual and/or group progress monitoring
- Targeted screening and parenting education

Tier 1: Universal Protection

- Universal screenings, support school and home partnerships
- Social Emotional Learning
- Trauma informed training for school staff and MTSS supports

Home and Community Awareness

- Destigmatize through mental health awareness and training
- Build self healing, trauma informed communities
- Create community partnerships

Project AWARE: Interconnected Systems Framework

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Providing Supports in a Tiered Framework
But, Who?

Tier 3:
Wrap-Around Services

Tier 2:
Targeted Interventions

Tier 1:
Universal Protection

Home and Community Awareness

Project AWARE: Interconnected Systems Framework

- Imbeded services
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- Destigmatize through mental health awareness and training
- Build self healing, trauma informed communities
- Create community partnerships

Tier 3: Professional Experts
- Community-based providers
  - School-embedded, in-clinic, &/or telehealth
- Licensed district staff (include ESA staff)

Tier 2: With training, all staff
- ESA staff
- Student Assistance Professionals (SAPs)
- Paraeducators
- Integrated CBO staff
- Interventionists
- Teachers

Tier 1: All staff
- ESA staff
- Student Assistance Professionals (SAPs)
- Paraeducators
- Integrated CBO staff
- Interventionists
- Teachers
- Family Liaisons

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The Case for School Mental Health (SMH)

SMH is associated with positive mental health outcomes for children & youth

Research shows that schools are the most common place young people seek and receive mental health services

School-based social-emotional learning and strong systems to promote a positive culture improve academic outcomes

School mental health services are essential to assuring our schools are safe

How OSPI is Supporting this Work

Coordinating with regional Behavioral Health Navigators & University of Washington Forefront Suicide Prevention

Lifelines Suicide Prevention, Intervention, and Postvention Curriculum

Updating and sharing the Model Plan Template for *Student Social, Emotional, Behavioral & Mental Health Recognition, Screening & Response*

Supporting University of Washington SMART Center's Workforce for Student Wellness Initiative

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Funding Formula Increases (HB 1664, 2022)

2SHB 1664 (2022) provided additional funding to school districts by increasing minimum allocations for the following roles in the prototypical school funding model over three years starting in the 2022-23 school year:

- School nurses
- School social workers
- School psychologists
- School counselors

Requires districts to maintain a minimum staffing ratio across a list of physical, social, and emotional support staff (PSES) positions
- Includes more than just the four roles included above

Table 4: 2SHB 1664 Fiscal Impacts						
School Year	2021-22	2022-23	2023-24	2024-25	2025-2026	2026-27
District & Tribal School Allocation	$0	$113,047,000	$231,302,000	$353,783,000	$360,858,660	$368,075,833

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Some options for Tier II Solutions
Defining the Ideal Model

Tier 2 Mental Health Support

Supports provided to some students

Clearly defined in advance of needing it
- Formalized and marketed
- Decision rules for quick response and equity

Can be provided in small group or individual

Can be embedded into classroom

Uses evidence-based interventions

Collaboration between educators, school-based mental health practitioners, & families

Includes progress monitoring

Tiered Tools

Benefits of Tier 2

Early Identification

Supports are matched to the need

Improved academic and social/emotional outcomes

Decrease in need for more intensive interventions

Predetermined decision rules improve timeliness and equity

Positive school climate

Self-evaluation and continuous improvement

Implementation – Gather information

Resource inventory

Team inquiry

- Purpose
- Members
- Outcomes

Needs Assessment & Data collection

- Screening
- Office Discipline referrals
- Student Study & Guidance Team referral data

Curriculum Guidance

- CASEL.org

Tiered Tools

Implementation - Collaboration

Effective tiered supports = effective collaboration

- Once you collect data- who do you hand it off to for intervention?
- Who are stakeholders who review data and fidelity of intervention?

While there are multiple staff roles that can support tier two efforts…

- School social workers are uniquely positioned to collaborate across disciplines and to use a 'person-in-environment' lens to affect change.

Tiered 🖍 Tools

Implementation:
Designing with Known Resources
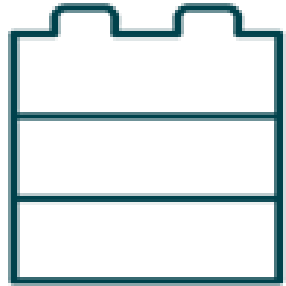
District A

- Outside agency mental health specialist, funded by the city, sees clients at the school
- School district benefits from resource, however has less discretion with how services are provided
- Uses district funds for universal social emotional learning curriculum and staff professional development
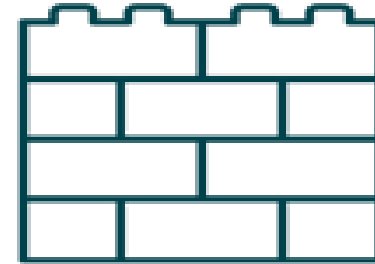
District B

- Significant increase in recess incident reports during competitive games
- Universal screening tool highlights that students do not feel safe at recess
- Implemented 6-week social emotional learning and Physical Education "booster" program that included explicit instruction for all students and active supervision training for staff

Tiered Tools

Tier 2: No Substitutions & Tier 3: Build Your Own

Kids Menu $9.90

- *Kid's meals come with an ice-cream & topping for dessert.*
- I don't know…
  - Sausages & chips (GF)
- I don't care…
  - Chicken nuggets & chips
- I'm not Hungry…
  - Battered fish & chips
- I don't want that…
  - Spaghetti bolognaise
- I don't like that…
  - Crumbled calamari & chips
- I'm full…
  - Roast of the day (GF)
- I want what they have
  - Kid's chicken parm
- I want something else…
  - Kid's pizza

Build Your Own Bowl & Burrito

1 Bases
Burritos come with sushi rice

Hana rice | sushi rice | brown rice | spring mix | spinach | kale noodle

2 Proteins
Add $2 for an extra scoop of protein

Ahi tuna | spicy tuna | seared tuna | salmon | yellowtail | eel ($1 upcharge per scoop) |white shrimp | scallop | squid salad | beef bulgogi | teriyaki chicken | spicy pork | tofu

3 Mix Ins
Green onion | white onion | jalapeno | cilantro mandarin orange | hijiki seaweed

4 Sauces
Classic shoyu | sriracha aioli | citrus ponzu | ginger shoyu | unagi sauce | sweet gochujang |wasabi mayo | teriyaki sauce | sesame dressing

5 Toppings
Extra Avocado +$1, extra crab meant +$1

Avocado | carb meat (imitation) | spicy crab (imitation) |seaweed salad | chili mango | masago | cucumber | kale | carrot | pineapple | corn | mango | edamame | purple cabbage | pickled ginger | wasabi | cream cheese (+$1 upcharge per serving)

6 Crunches
Furikake | chili flakes | crispy onions | crispy garlic | sesame seeds

Tier 2 Interventions for Mental Health: What is on YOUR Menu?

Individual or Group Instruction
- Brief Counseling
- Social/Emotional Skills

Peer to peer mentoring
- New student programs
- Social Skills programs

Support Groups

Check-In/Check-Out

Relationship enhancements: Check and Connect, 2 by 10

Crisis response training and plans

Family and Caregiver Support and Education

Referral to Community Resources

Brief case management

Example

An issue that seemed tier three-ish but responded quickly to tier two interventions:
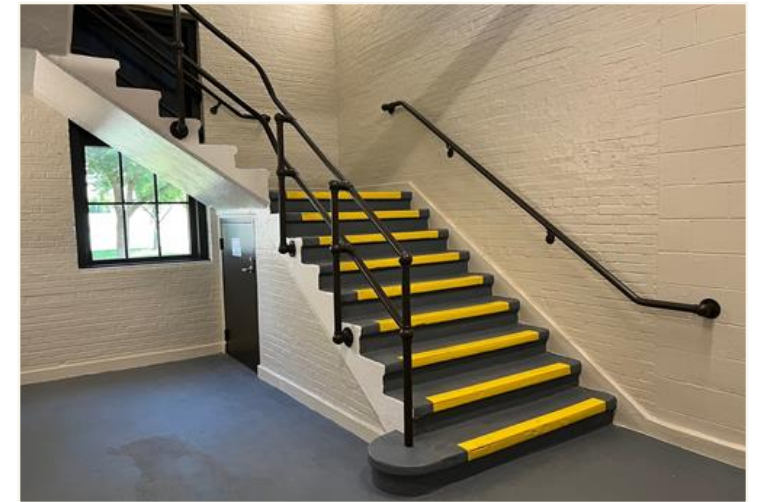
Our Data Points

Check and Connect ✓

Date:

How is my body feeling? Circle one.

Heart Rate	High	Medium	Low
Sweating	High	Medium	Low
Dizziness	High	Medium	Low

How many hours of sleep did I get last night?

What's my goal for today?

Are there any problems I could use adult help to solve?

If so- what?

Anything else I want to check-in about?

Tier Two Interventions off the Menu

Avoiding Language Arts

- Data showed student was **avoiding language arts classes** and benefited from additional academic support (tier two, small group)

Check & Connect

- Student felt overwhelmed and anxious by larger middle school environment but loved his band and honors math teachers. Arranged **'check-and-connect'** protocol for use with math teacher before and after school.

Parent Engagement

- School social worker and Assistant Principal used check-and-connect framework for **parent engagement**. See resource:
- Guidelines for Engaging with Parents

Anxiety

- Provided resources and **referrals for culturally relevant mental health supports** as screener indicated high anxiety

Tiered Tools

What were the effective components of this tier two mental health intervention?

- Cross-disciplinary collaboration to identify problem and collect data
  - Attendance office flagged issue and referred to assistant principal
  - Assistant principal correctly identified this as a potential tier 2/3 problem vs. disciplinary action
  - School social worker engaged family and student to gather more information, complete mental health screening and conduct observation

- Following data collection school social worker positioned to take lead on delivery of intervention and data collection.
  - Able to select interventions *off the menu* that could be delivered quickly
  - Given position as school social worker- could collaborate with family, identify culturally relevant resources and work with student/teachers quickly and effectively to reduce problem behaviors and increase attendance/academic engagement

Tiered Tools

School Social Work Practice Model

Home school community linkages

Data-based decision making

Ethical guidelines & education policy

Education rights & advocacy
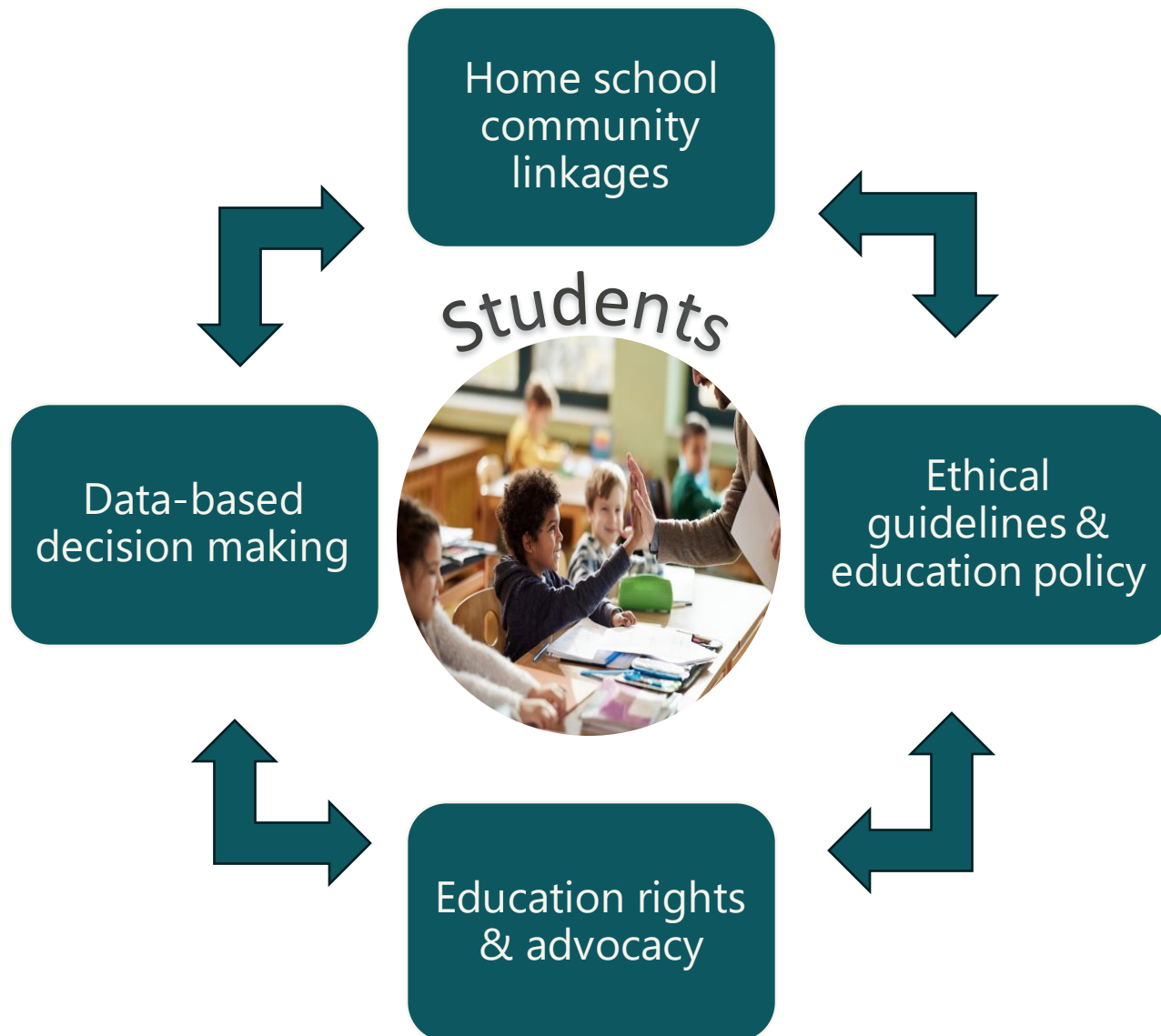
Students

Provide evidence-based education, behavior, & mental health services
- Implement multi-tiered programs & practices
- Monitor progress
- Evaluate service effectiveness

Promote a school climate & culture conducive to student learning & teaching excellence
- Promote effective school policies & administrative procedures
- Enhance professional capacity of school personnel
- Facilitate engagement between student, family, school, & community

Maximize access to school-based & community-based resources
- Promote a continuum of services
- Mobilize resources & promote assets
- Provide innovative leadership, interdisciplinary collaboration, systems coordination, & professional consultation

Concept Review

Start with surveying the available supports and resources

Review multiple data sources for student need

Shore up and standardize interventions and practices
- Train all staff to know what is on the menu

Match intervention to student need
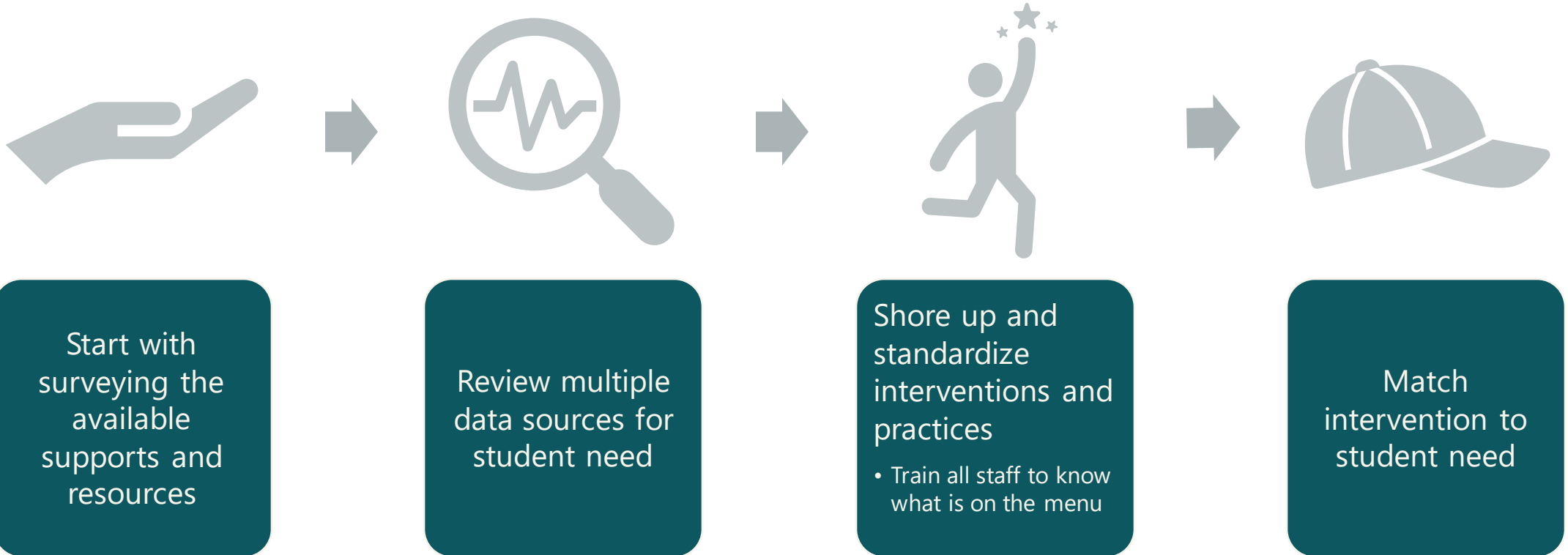
Thank you for your time!

These are some of our favorite things to talk about- so if you have questions please reach out

Q & A

What Does it Look Like in Real Life?
Foundations of Our Practices

Panelists

Erika Aldridge

School Counselor

Burlington-Edison School District

ealdridge@be.wednet.edu

Laycee Weier

School Social Worker

Richland School District

Laycee.Weier@rsd.edu

Nicholas French

Director of Teaching & Learning & Special Services

Ocosta School District

nfrench@ocosta.org

Questions for the panel

Nick, as a district leader, How are you carving out time for people to do the intervention work?

What does your tier 2 system support look like?

- Tell me about who's on your team?
- Social workers -

Data – effectiveness of interventions?

Laycee: School social worker, what are the Tier II practices and interventions you rely on?

- 4 pillars meeting – funding for social worker impetus
- PBIS
- Flight team – 4 pillars to support tragedies, losses, crises

Identification methods:

- Anyone you're concerned about, tell the team
- Meetings
- Bimass – test twice a year survey specific to school. There's a trigger questions about trusted adults and depression

So say that as a student I flag, you meet with me for anxiety or depression what happens next?

- Groups, individual school counseling. Survey to ask for a social group interest through the family.
- Missing an elective once a week; SEL, social cues

What does a group look like?

- Structured on time, cool down redirection, Lesson with fidget, end is five minute check out game. Fist to five evaluation (30 minutes)

Erika – as a school counselor, partnering with a school social worker, what does the partnership look like?

- Strategize for support
- School counselor refers to school social worker and team on resources

Missouri Specialized Instructional Support Personnel's Roles & Responsibilities

1. Missouri Specialized Instructional Support Personnel's Roles And Responsibilities
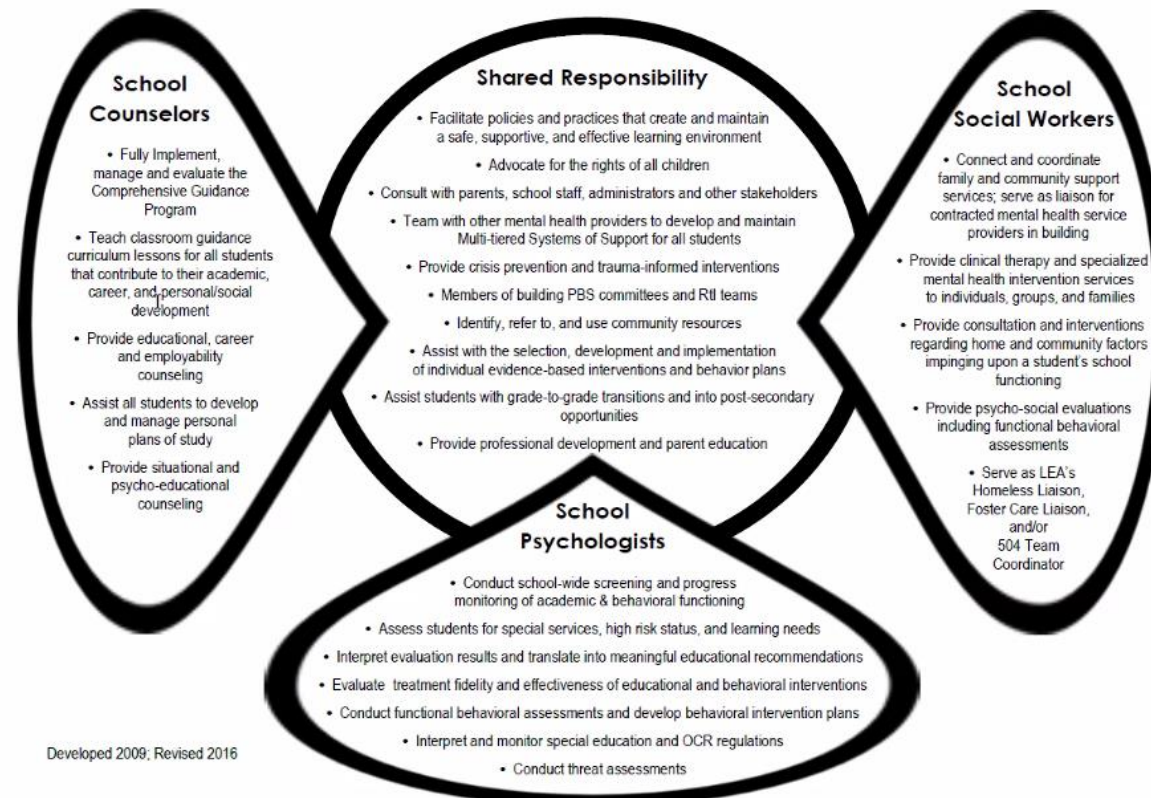
4 Pillar Meeting
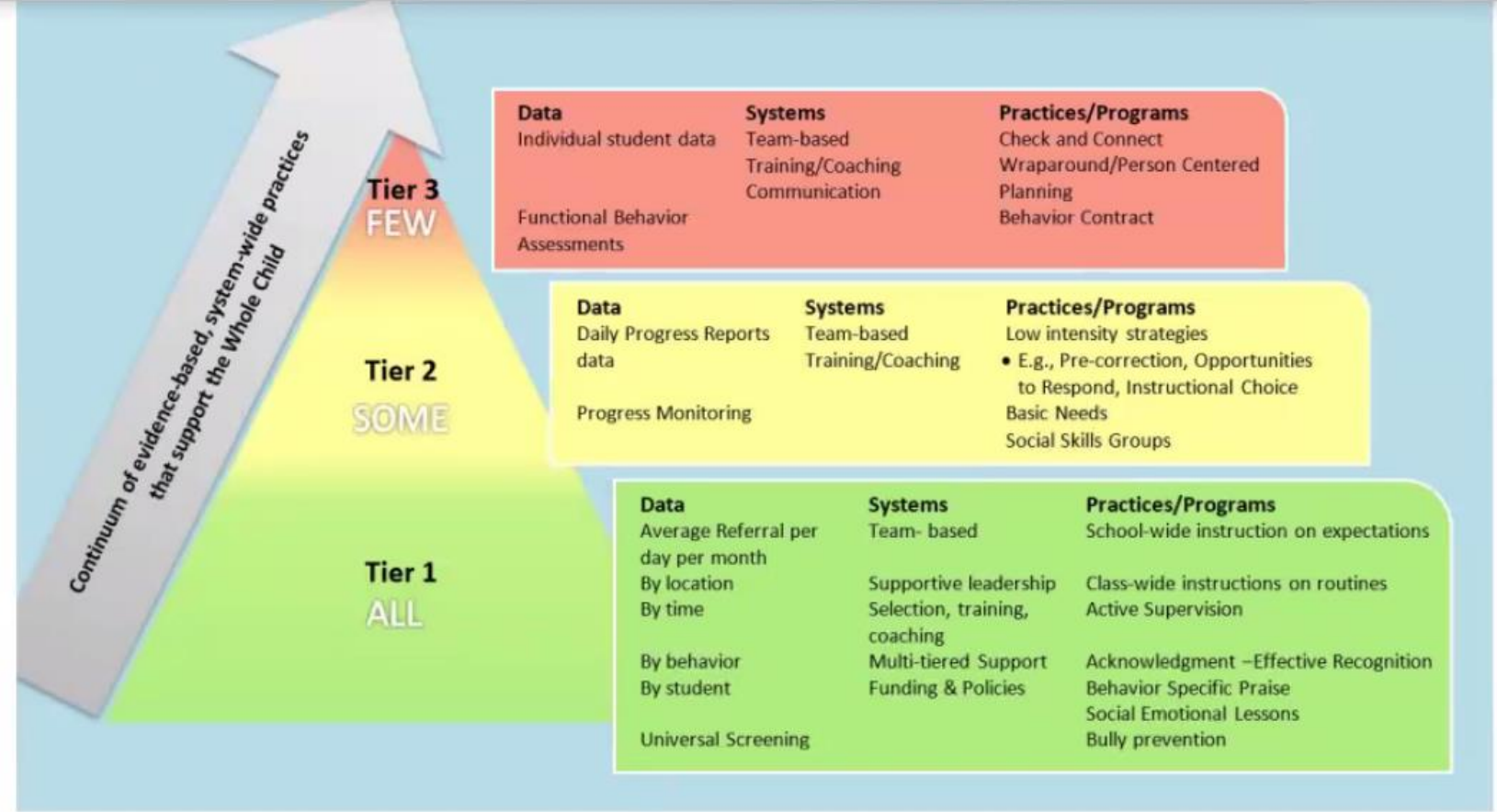
Activity: Review, reflect, report

Considerations

Discuss your ideas with leadership

Share ideas with your PLC

Lead a discussion with students

Resources

Resources

Funding

- Unlocking Federal & State Program Funds to Support Student Success
- Title 4A Funding option

Tools & Videos

- Read & Subscribe to the Engage Newsletter
- Leadership Activities Care Package
- Class Pass document
- Check in Check Out document

Websites

- BIMASS
- University of Washington School of Social Work
- Check & Connect Including Parent Involvement
- Youth suicide prevention, intervention, & postvention

People

- Connect with OSPI staff

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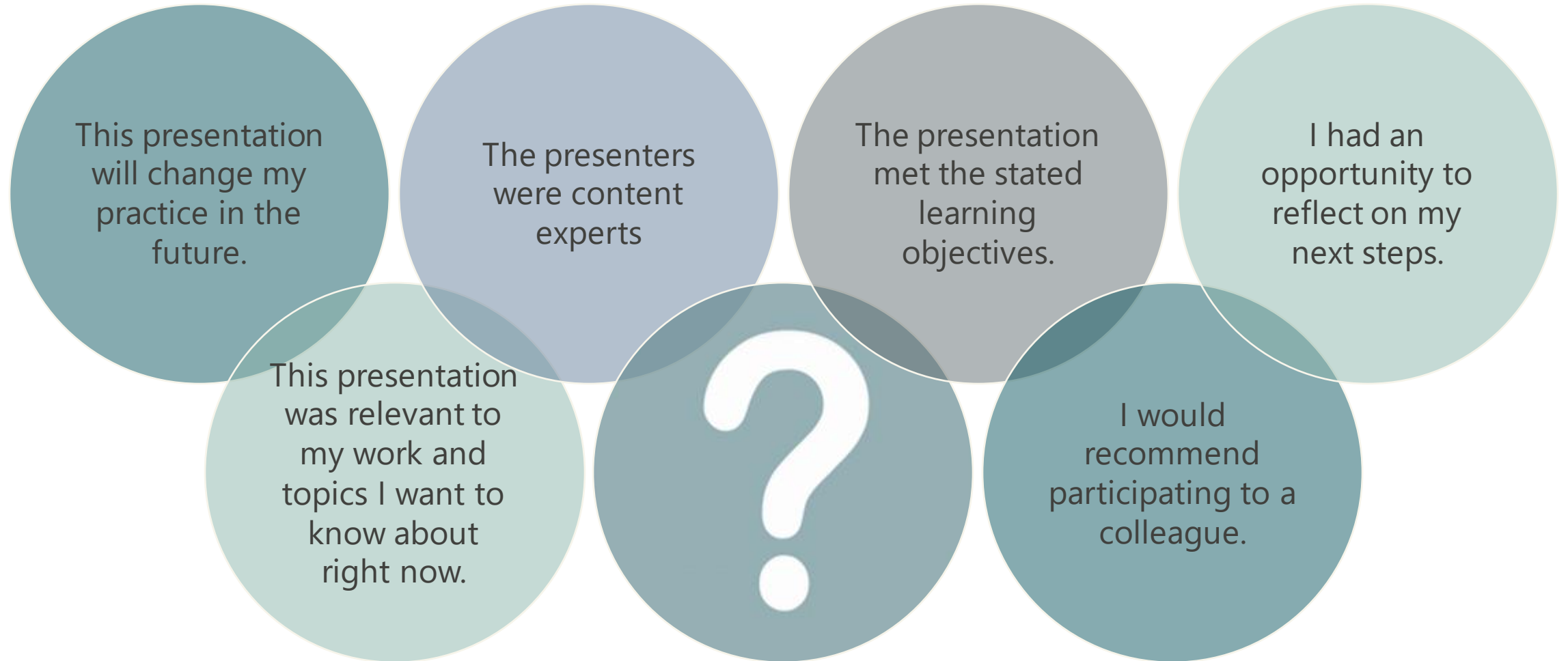**PUBLIC INSTRUCTION**

Evaluation

This presentation will change my practice in the future.

The presenters were content experts

The presentation met the stated learning objectives.

I had an opportunity to reflect on my next steps.

This presentation was relevant to my work and topics I want to know about right now.

?

I would recommend participating to a colleague.

Do You Need Free Clock Hours?

Watch Live → [Register in Zoom for the year](#) → Register for Clock Hours monthly in pdEnroller → Complete the pdEnroller Evaluation

Watch the Video Later → Register monthly for Clock Hours in pdEnroller → Complete the pdEnroller Evaluation → [Complete the Graduation Equity Webinar Feedback Survey](#)
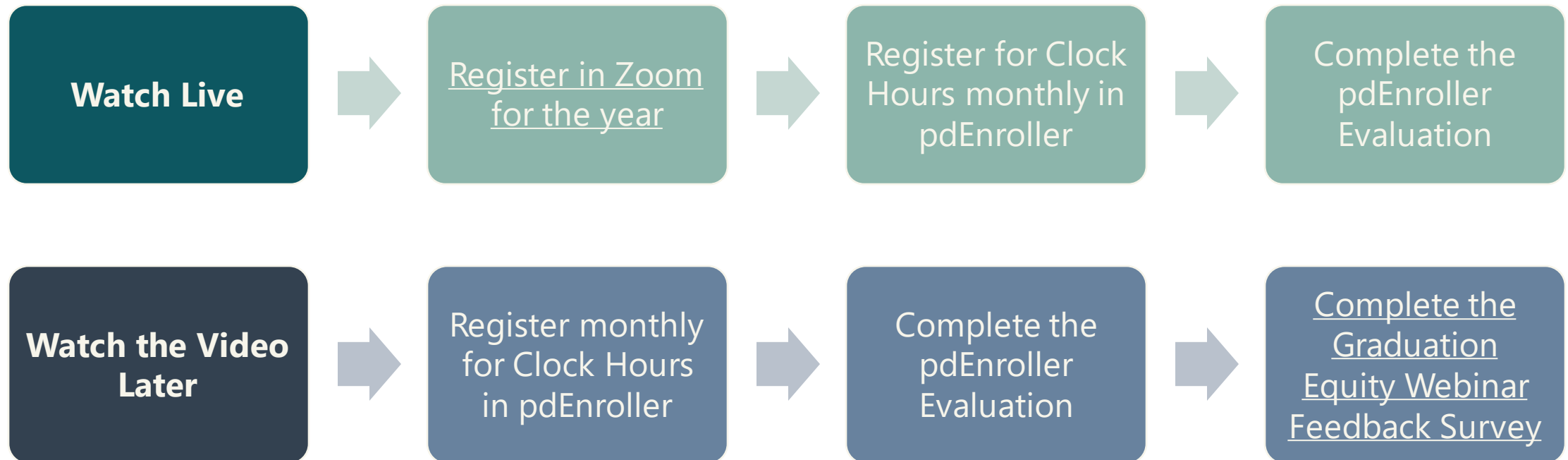
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