

Comprehensive Behavioral Health Model: Integrating Behavioral Health Services in Boston Public Schools

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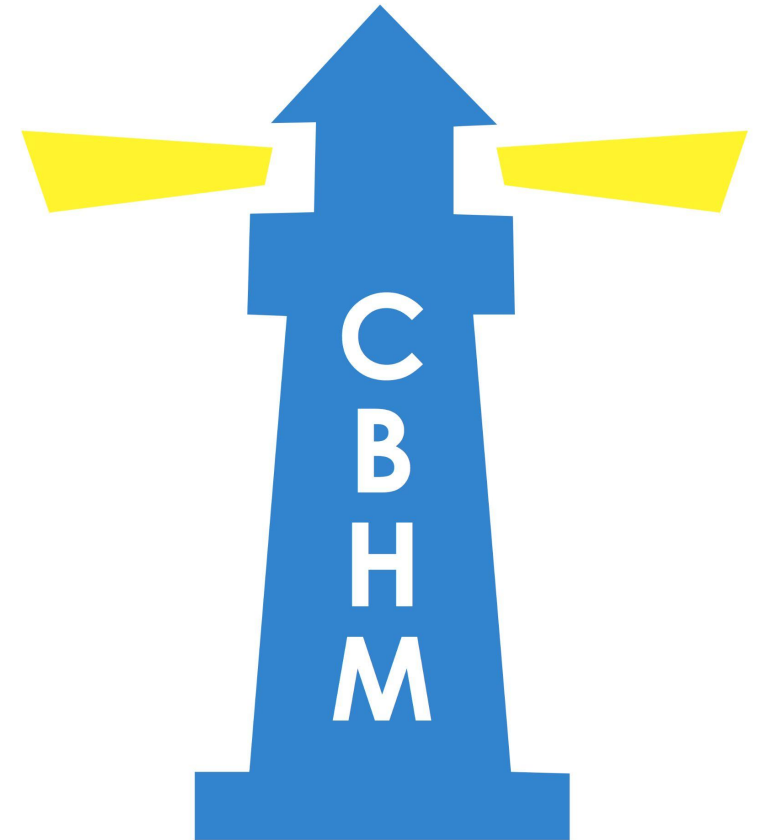
BHS Overview



DEPARTMENT ROLE & PURPOSE

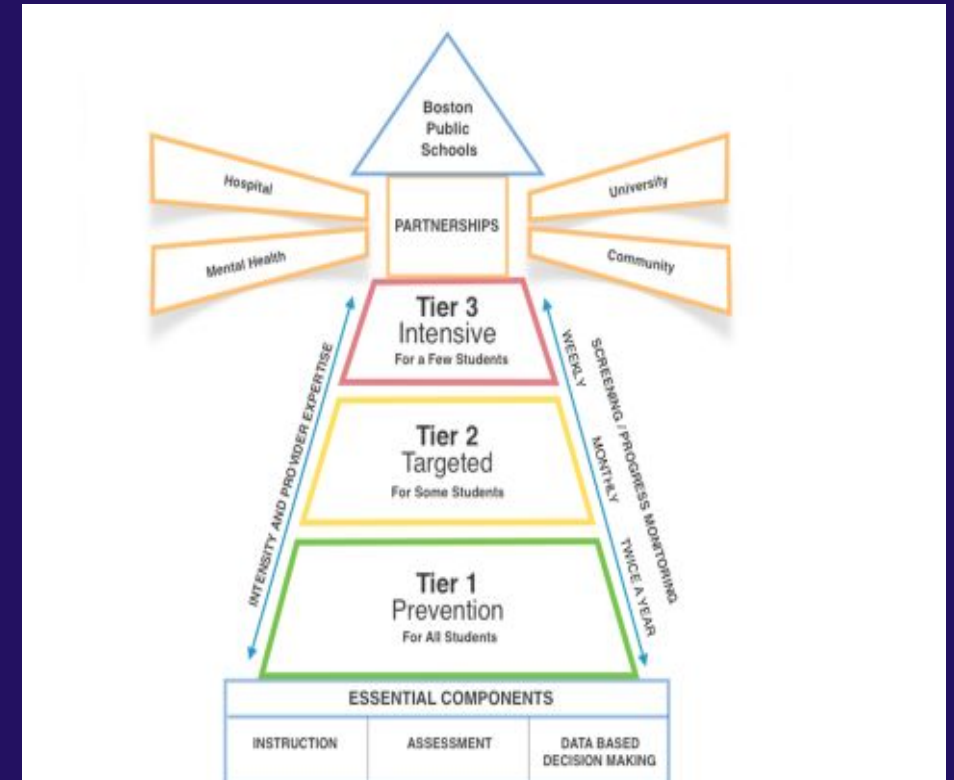
Through the use of culturally and linguistically sustaining practices we will meet the behavioral health needs of **ALL** BPS students by providing direct services and supports to students and staff across a continuum of prevention, early interventions and intensive services.

- Partner with school leaders and educators to implement MTSS
- Provide direct services to students including special education services
- Develop integrated community partnerships



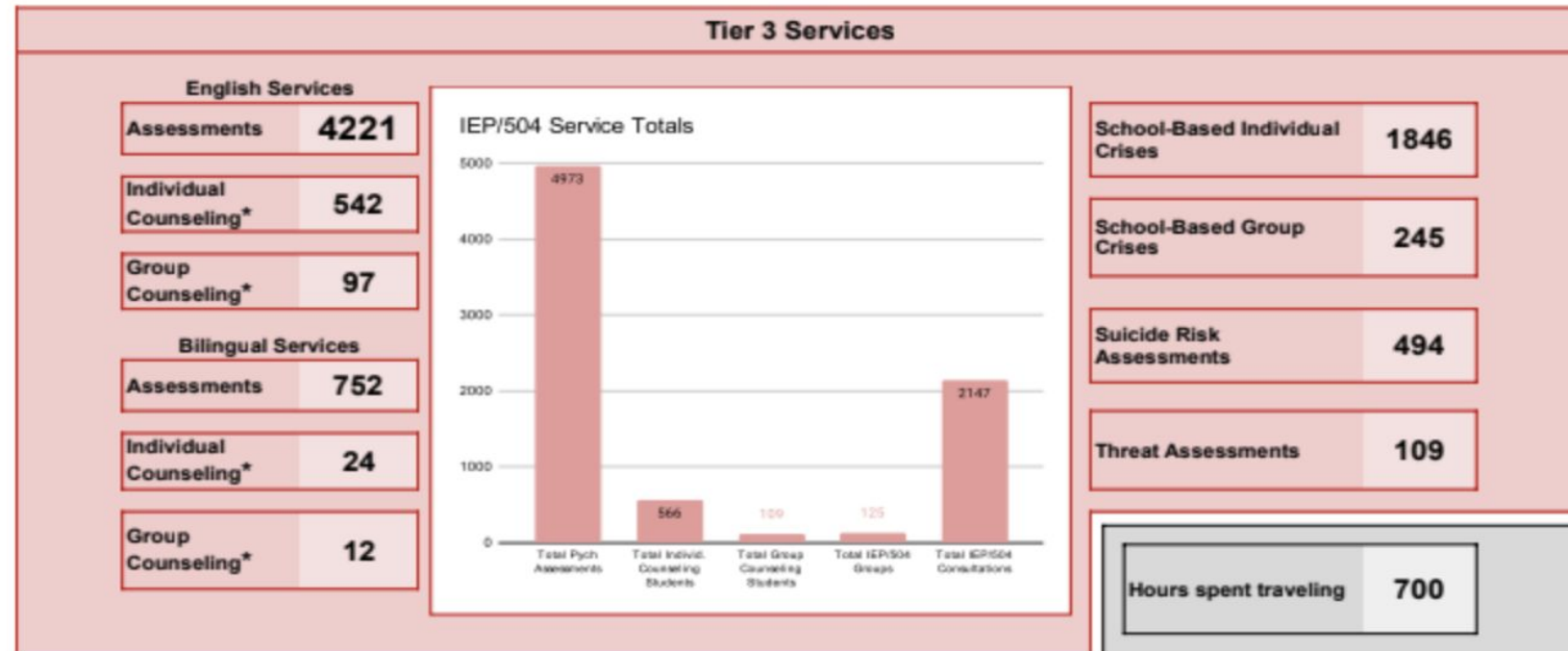
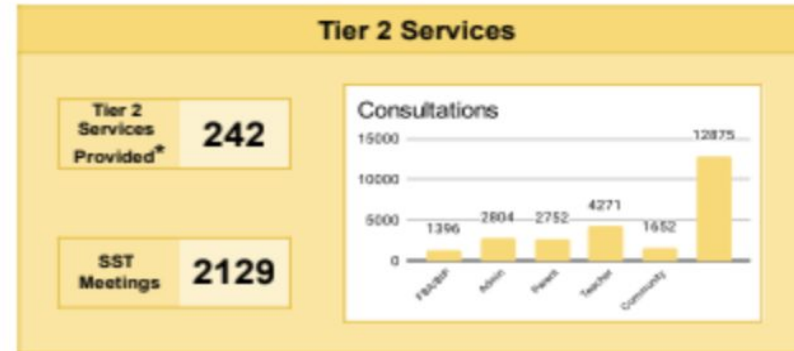
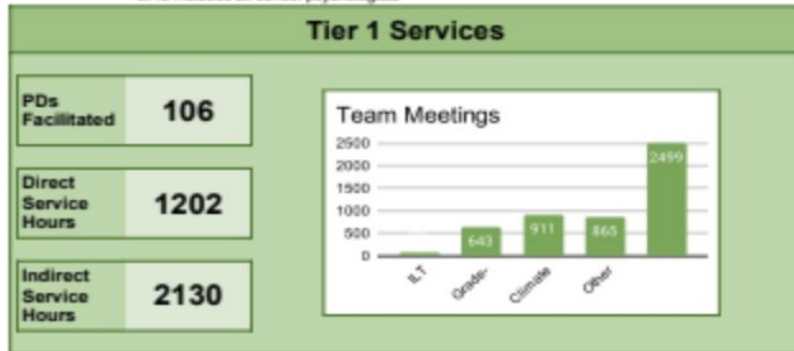
DEPARTMENT FUNCTIONS

- Prevention
 - Culturally Responsive PBIS
 - High quality professional learning
 - Safe and supportive schools
 - Universal SEL
 - Universal screening
 - Data based decision making
- Early Intervention
 - Tier 2 groups
 - Behavior intervention
- Intensive Services
 - Crisis intervention
 - Individual Counseling
 - FBA/BIP
 - Special Education evaluations
- Comprehensive Behavioral Health Model (CBHM)
 - Lead implementation in 76 schools
 - Team facilitation and coordination



BHS* Monthly Data Overview Year-to-Date 21-22

*BHS includes all school psychologists



*To avoid double-counting students across months, items with an asterisk represent the maximum (rather than the cumulative total) number of students served.



BHS STAFFING

BHS ORG CHART

Andria Amador,
Senior Director

Ivonne Borrero
Assistant Director

Mary Doolin &
Vacant clerk (.5)
Principal Clerical
Staff

Mary Cohen,
CBHM Coach
(Grant Funded)

Whitney Walker
CBHM Data &
Research
Coordinator
(Grant Funded)

106 School
Psychologists
SY 22-23

Languages Spoken:
Arabic
German
Spanish
Haitian Creole
Portuguese
French
Cape Verdean Creole
Hebrew
Russian
Italian
Korean
Chinese
Mandarin/Cantonese/Toisanese
American Sign Language
Jamaican Patois

WHAT DO SCHOOL PSYCHS DO?

When a school psychologist works **0.4 FTE** in one building...

Tier I Universal (all students)	Tier II Targeted (some students)	Tier III Intensive (a few students)
<ul style="list-style-type: none"> ● Facilitate PBIS/SEL/Climate Tier 1 Team ● Support teachers with SEL instruction ● Attend ILT ● Attend Grade Level Meetings ● Consult with Admin, Parents, Teachers, Teams ● Review school or grade level data with teams 	<ul style="list-style-type: none"> ● Facilitate Attend SST* <ul style="list-style-type: none"> ○ Academics ○ Behavior ● Support with FBA/BIP development ● Provide solution focused group counseling & interventions ● Train school staff on check in / check out ● Train SST & school staff on progress monitoring ● Review progress monitoring data with teams 	<ul style="list-style-type: none"> ● Facilitate Mental Health Team (partner clinicians, school based MH staff) ● IEP Testing ● IEP Counseling ● Crisis Support <ul style="list-style-type: none"> ○ Threat assessment ○ Suicide Risk Assmt ○ Safety Plans

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SPECIAL EDUCATION & ENGLISH LEARNERS

Q-INTERACTIVE

- Expands access to a variety of tools without having to purchase expensive kits
- Includes related service and special education teacher tools under one platform which is cost efficient
- Keeps examiners current with the best cultural and linguistic tools available

GOALBOOK

- Provides our School Psychologists tools for SEL IEP goals and activities
- Provides our School Psychologists tools for IEP goals and activities on a variety of topics.

MULTI-LINGUAL ENGLISH LEARNERS WITH DISABILITIES

- BHS currently has 30 bilingual school psychologists representing our 9 major languages working collaboratively with the OMME department
- Our Multilingual Committee has developed guideline on working with Multilingual Learners with Disabilities

NEARPOD

- Provides our School Psychologists with lessons in a variety of languages for SEL lessons
- Provides our School Psychologists with lessons in a variety of languages to support parents when working with their children and managing social and emotional needs.

HIGH QUALITY
PROFESSIONAL
LEARNING



Highly Qualified Staff

BHS INITIATIVES

BHS INITIATIVES: CBHM

- Comprehensive Behavioral Health Model (CBHM)
 - CBHM is a multi-tiered framework which has been constructed to integrate behavioral health services in order to create safe and supportive learning environments that optimize academic outcomes for all students.
 - 76 schools with over 33,000 students served
 - Initiative goals
 - Create safe and supportive schools
 - Expand the role of BHS staff
 - Implement a multi-tiered system of support
 - Initiative outcomes
 - Increases in positive behaviors
 - Increases in academic skills
 - Decreases in problem behaviors

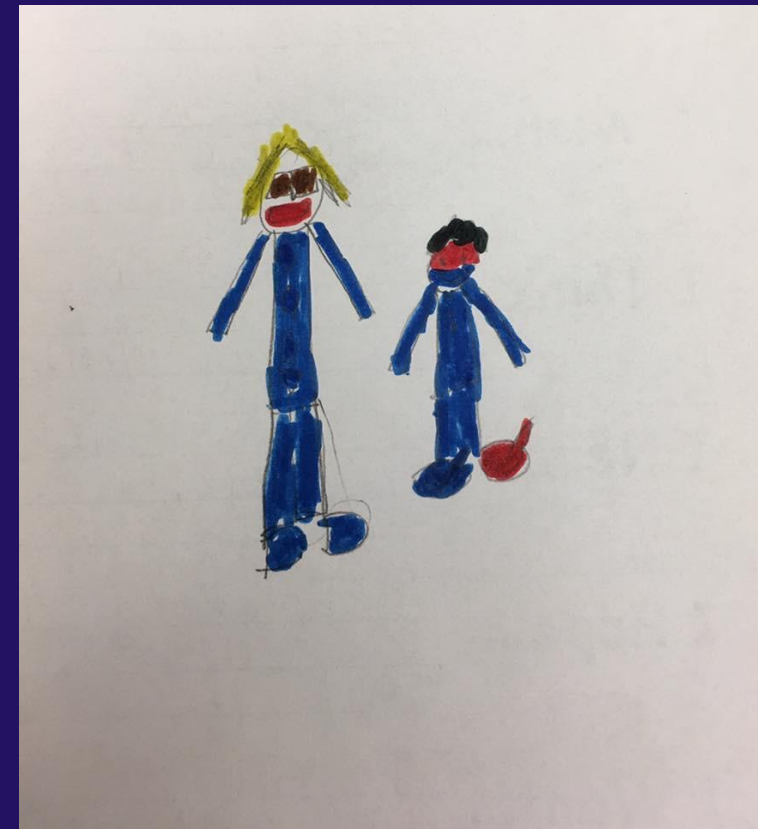




Boston, Massachusetts

CBHM OUTCOMES

- Student Outcomes
 - Decrease in students' risk for social, emotional and behavioral problems
 - Increase in positive skill development
 - Positive student outcomes have maintained over the years
- Expansion of the School Psychologist role
 - Adopted NASP Domains of Practice
 - Leading school team design and implementation of school climate and culture efforts
 - Assisting in facilitating and coordinating tier 1, 2, and 3 teams
 - Leading school-based, department and district high quality professional learning across the tiers
- Deeper partnerships with school leaders and educators
- Increased mental health services



Boston School Based Behavioral Health Collaborative (BSBBHC):

- Boston School Based Behavioral Health Collaborative (BSBBHC)
 - BSBBHC is formed to bring community partners and BPS together to support the mental health needs of students through integrated service delivery. BSBBHC develops standards, strategies, actions, and suggestions to enhance community partnerships and behavioral health services in schools.
 - 25 Mental health partners and allied agencies providing services in 85 schools
 - Initiative goals
 - Integrate mental health partnerships into CBHM
 - Increase equity and access to mental health services across the district
 - Ensure quality services and use of evidence based practice
 - Initiative outcomes
 - Development of standards of practice for partnering agencies
 - Yearly conference for community mental health clinicians
 - Joint use of evidence based practices for anxiety and trauma

TIER ONE ESSENTIALS

	WHAT	WHY	HOW
CUR & INS	<ul style="list-style-type: none"> Culturally Responsive Positive Behavioral Interventions and Supports (CRPBIS) 	High quality instruction depends upon inclusive, culturally and linguistically sustaining, high performing school environments	Organize the school environment to prevent problem behaviors and reinforce positive behaviors <i>Core Values/Expectations</i>
	<ul style="list-style-type: none"> Social Emotional Learning (SEL) Curricula 	Mastery of social emotional & behavioral skills is necessary for success in life, college, and career	Core instruction in social skills, such as empathy, relationship building, and conflict management <i>SEL Competencies & Standards</i>
AS S M T	<ul style="list-style-type: none"> Universal Screening 	Relying on discipline data or teacher referral for support exacerbates opportunity gaps	Collect objective information that can be used to guide instruction at multiple levels (e.g. school, grade, class, and individual student) <i>BIMAS-2</i>
DB D M	<ul style="list-style-type: none"> Problem Solving Teams & Data Based Decision Making 	Interpreting universal assessment results supports the strengthening of core instruction	School teams are effectively organized to promote efficient data-based decision making. <i>Tier 1 Team</i>

SOCIAL EMOTIONAL LEARNING

CBHM & SEL

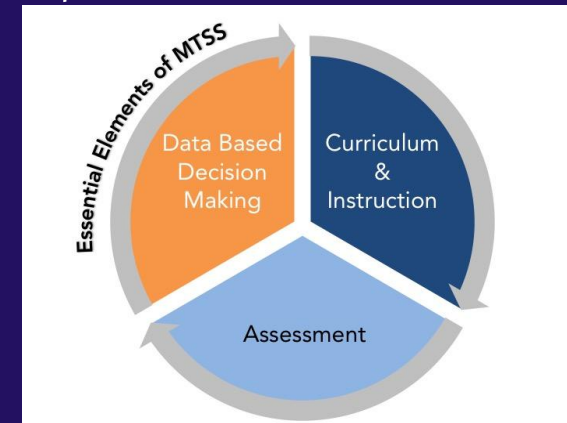
- SEL is a core component of the Tier 1 framework
- Why: Mastery of social emotional & behavioral skills is necessary for success in life, college, and career
- How: Core instruction & embedded throughout the school day

Successes:

- Expand SEL across district
- Trained BHS staff & schools in SEL with high quality professional learning
- School Psychologists coach on implementation
- Purchased SEL materials
- Developed SEL walk-through tools to highlight family participation
- Principal/school leader breakfasts 3x/year to highlight practices
- Centering culturally & linguistically sustaining practices

Challenges:

- Integration with SEL department
- School staff training time
- Coaching capacity
- School leadership & educator turnover
- Implementation fidelity
- District prioritization



BHS SUCCESSES & CHALLENGES

6th annual

CBHM 2019



Showcase



CURIOSIDADES SOBRE BHS

- is the only Health Services Provider/ School Psych Doctoral Training Program in the State
- is the largest school psychologist training program in New England
- has its own research committee
- was awarded national recognition by the NASP
- has 5 school psychologists who have been named MA School Psychologist of the Year
- has written many peer reviewed journal articles and presented at numerous national conferences
- have staff who have been awarded the Shattuck Award and Teacher of the Year Award



SUCCESSSES

- Increased the racial and linguistic diversity of our department
- Have robust, high quality professional learning for BHS staff and for educators
- Strong partnerships with school leaders
- Developed a strong team climate
- Expanded the role of school psychologists to meet the needs of students
- Assisted in bringing MTSS to Boston
- Have numerous strong partnerships at the local, state and national level
 - Boston School-Based Behavioral Health Collaborative (BSBBHC)
 - CBHM research committee
 - University training programs
 - Boston Emergency Services Team (BEST)
 - Boston Public Health Commission

- Frequent district level leadership changes and organizational restructuring has results in multiple changes and inconsistent support
- District level reorganization occurs without stakeholder feedback, or clear understanding of the context or nature of the work
- We have only 2 administrators to run the department, supports schools and provide supervision to 106 SP, 50 university students.
- We have only 2 coverage positions to cover leaves and unfilled positions
 - SY 19-20: 9 staff on leave
 - SY 20-21: 5 staff on leave
 - SY 21-22: 5 staff n leave, 5 unfilled schools
- Over time the role has expanded but our staffing numbers have not matched the student need or the expanded role
- Budget has not increased to match number of staff or expanded responsibilities

Visit

[BPS Behavioral Health Site](#)

[CBHM Website](#)

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Questions Regarding the Equity and Justice Focused Integrative Behavioral Health Training Project can be directed to:

ibhequity@sfsu.edu

To see a schedule of future events and archived webinars, visit:

ibhequity.sfsu.edu