



NORTHEAST METRO
Intermediate School District

916

partners in education

CHILDREN'S THERAPEUTIC SERVICES & SUPPORTS (CTSS)

TIER II/III PBIS:

PRESENTED BY:

TOM DELANEY, DAN NAIDICZ, DANNY PORTER,



Overview

- Welcome
 - Tom Delaney, Minnesota Department of Education
 - Dan Naidicz, Northeast Metro ISD 916
 - Danny Porter M.S.W., L.I.C.S.W., Northeast Metro ISD 916
- Overview (next slide)
- Questions

Mission

Northeast Metro Intermediate School District 916 responds to the unique needs of students, educators and school districts with innovation, quality and trusted experience.



Collaborated & Integrated Systems of Care: CTSS for Tier II/III PBIS

Why School Mental Health?

- ✓ Societal outcomes are associated with educational achievement (Kutash, Duchnowski, & Lynn, 2006)
- ✓ This belief is reflected in the robust level of federal funding for education and the public focus on accountability in schools as evidenced by the emphasis on high-stakes testing.

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Collaborated & Integrated Systems of Care: CTSS for Tier II/III PBIS

Why School Mental Health?

- 1 in every 6 children in the country has a developmental or behavioral disability
- Yet, only 1 out of 5 of those children receives the mental health services (US DHHS, 1999)
- Of those children that receive services, approximately 80% do so within a school setting (Burns, et al, 1995)
- 13.1% of youth ages 8-15 have a diagnosable mental disorder
 - Only 50.6 of them receive treatment

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Behavioral Multi-tiered System of Supports/PBIS

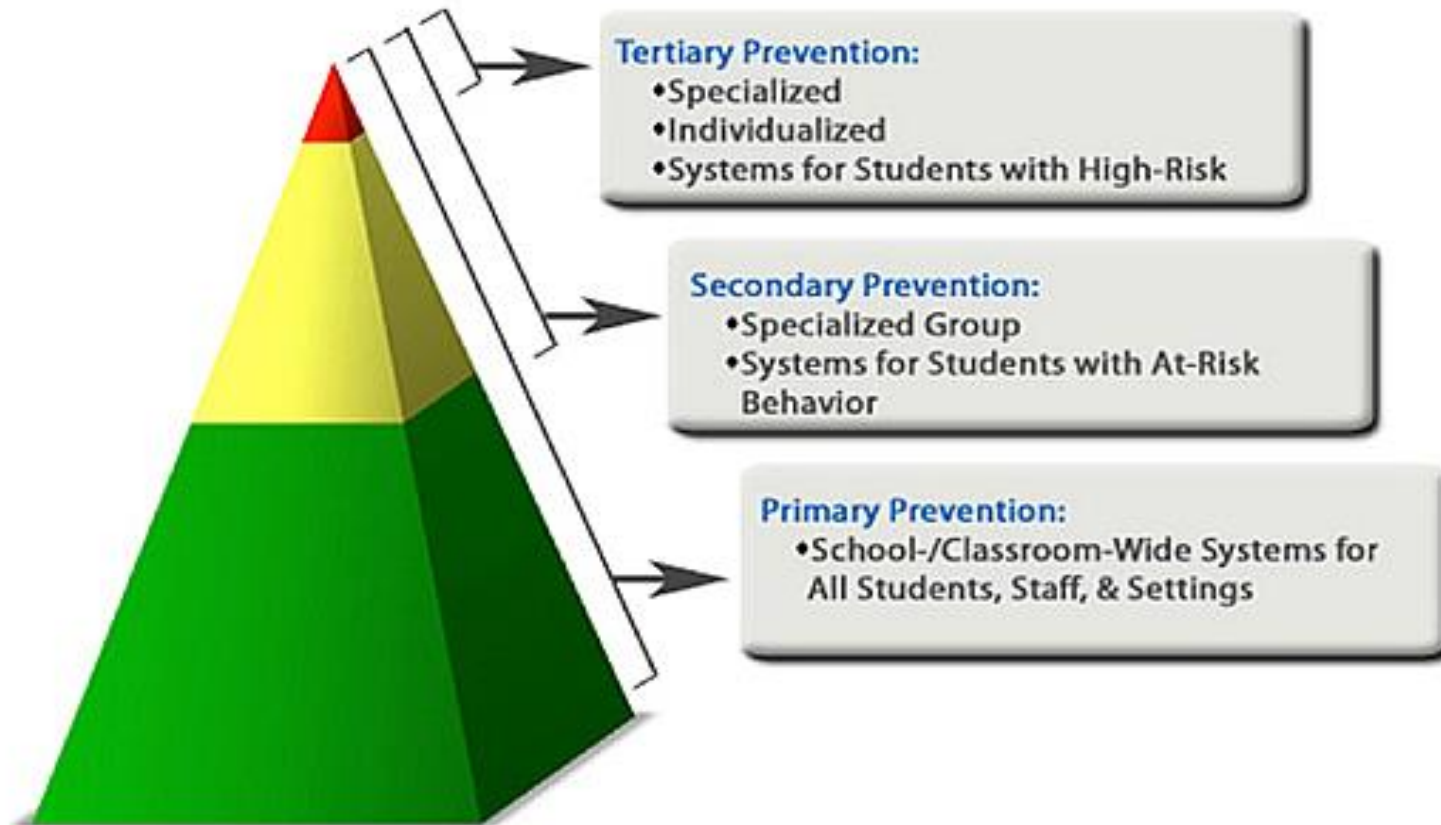
- Mental health services for children and youth are most effective when provided as a continuum of care that integrates schools, families, and communities.
- This continuum of care is most commonly known as a multi-tiered system of supports (MTSS) or Positive Behavioral Interventions & Supports (PBIS).

Behavioral MTSS/PBIS

- Some students require low-levels of behavioral support, mostly focused on prevention.
- Some students have behavioral challenges requiring high levels of individualized behavioral support.
- The continuum of levels of support in Behavioral MTSS ensures students receive the level of behavioral support they need.

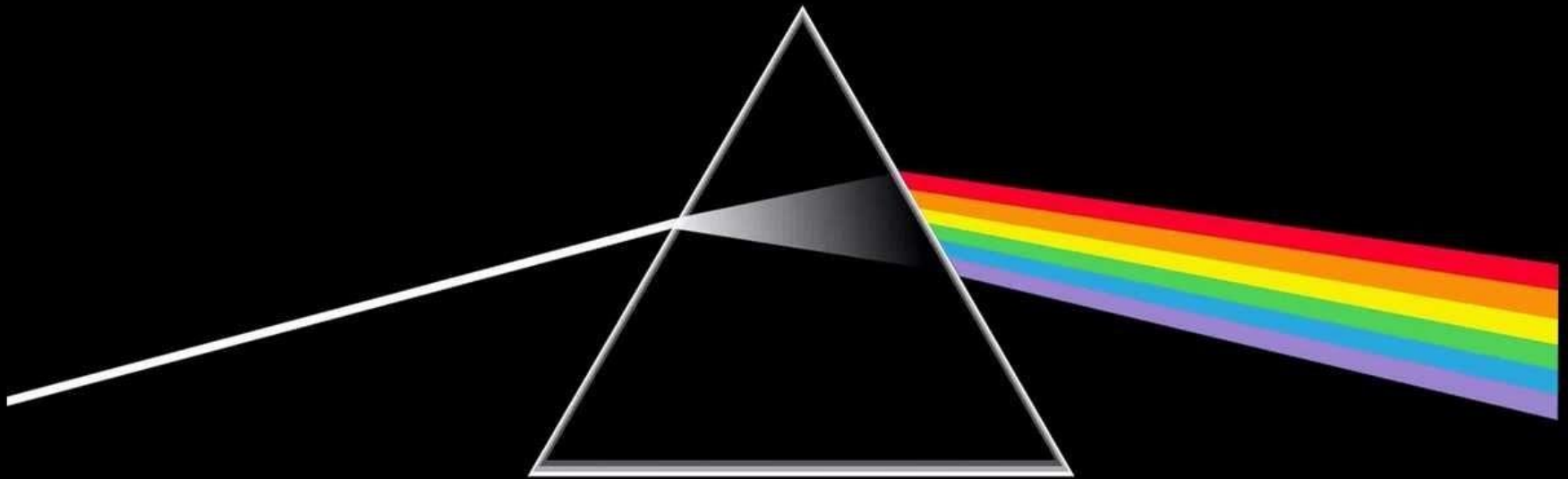
Behavioral MTSS/PBIS

Continuum of School-Wide Instructional & Positive Behavior Support



Behavioral MTSS/PBIS

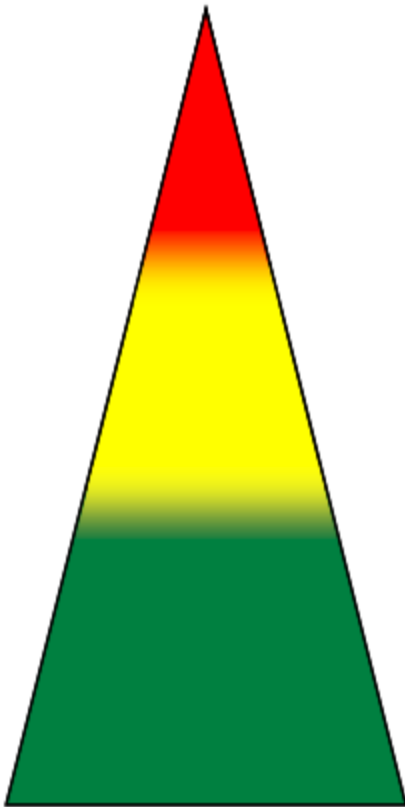
Way cooler version of
the PBIS triangle...



Pink Floyd

Dark Side of the Moon

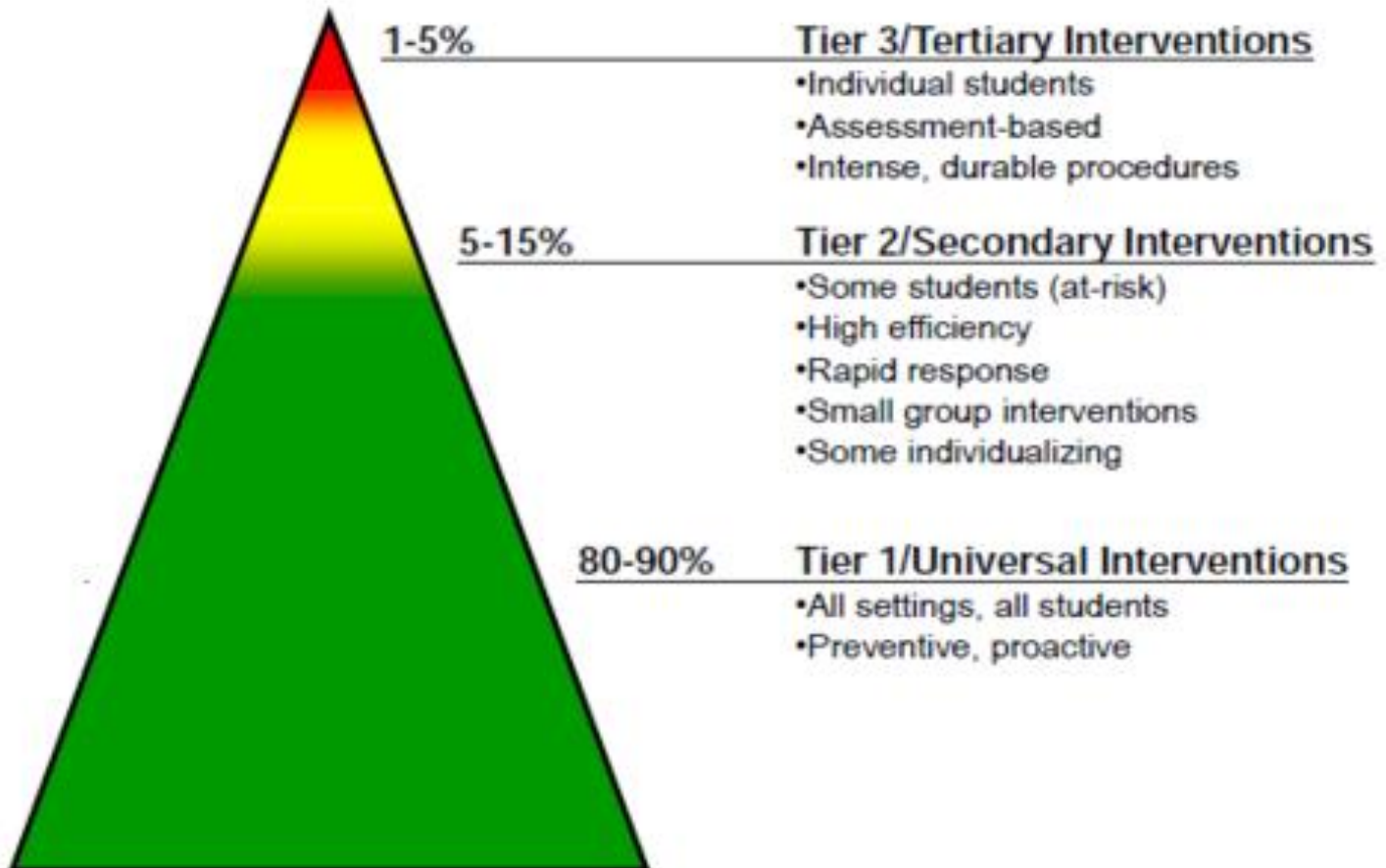
Behavioral MTSS/PBIS



- School-based and community-based providers bring specific expertise and levels of service to the process.
- Behavioral MTSS keeps the focus on meeting student needs...
 - within the right settings
 - with the right services; and
 - with the best qualified personnel.

B-MTSS/PBIS: Tier 3

Behavioral Systems



B-MTSS/PBIS: Tier 3

- Schools have a responsibility to address significant mental health concerns of students with disabilities when they impede that student's ability to benefit from special education.

B-MTSS/PBIS: Tier 3

- Sometimes Tier 3 individual student supports necessitate school-based services and mental health services within the community.
- These services may be:
 - co-located within the school;
 - located at community mental health agencies; or
 - Located in other community settings

B-MTSS/PBIS: Tier 3

- Intensive Individualized Interventions
- Students with severe behavioral challenges
- Service Providers
 - school-based mental health providers (e.g. school psychologists and social workers); and
 - community-based mental health providers.
- Providers work closely with students, families and schools to provide seamless services.

B-MTSS/PBIS: Tier 3

- Improved student behavior through implementation of evidence-based practices.
- Improved engagement and academic achievement for students.
- Improved access to needed services and resources for students and their families.
- Improved engagement and collaboration between school districts and community mental health providers.

B-MTSS/PBIS: Tier 3: Implementation

- Children's Therapeutic Supports and Services (CTSS) is a funding and services mechanism for establishing Tier 3 behavioral supports for students with disabilities who need the highest levels of individual student support.
- CTSS can be combined with other Behavioral MTSS and PBIS structures in a school district to establish a comprehensive Behavioral MTSS/PBIS plan in a school district and community.

What is Children's Therapeutic Service and Supports (CTSS)?

- Flexible benefit package of services that include:
 - psychotherapy (individual, family, and group)
 - skills training (individual, family, and group)
 - crisis assistance
 - mental health behavioral aide (MHBA) and direction of MHBA
 - day treatment
- Provider quality assurance process
 - initial certification and
 - re-certification

School CTSS Options (by July 1, 2015)

- Option 1 – IEP evaluations
 - one time notification (no-resubmission required)
 - check School CTSS tracking document if unsure
- Option 2 – Contract CTSS (New)
 - two and a half page application, executed contract, and signed assurances
 - certification follows CTSS contractor
 - site visits coincide with contractor
- Option 3 – School employees CTSS (New)
 - submit CTSS application Part I, signed assurances, and model case (after Part I is approved)
 - re-certification and site visits at least every 3 years



916 Mental Health Model

VISION

Northeast Metro 916 is committed to a collaborative and integrated system of care that addresses the educational, health, and mental health needs of its students.

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Collaborated & Integrated Systems of Care: CTSS for Tier II/III PBIS

Benefits:

- Reduce barriers to participation (stigma, lack of transportation, etc.)
- Reduces stress on special education system
- Reaches a large number of youth and families
- Resolves issues of accessibility
- Normalizing mental health issues and help-seeking behaviors
- Promoting mental health awareness = prevention and health intervention

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Collaborated & Integrated Systems of Care: CTSS for Tier II/III PBIS

PBIS & CTSS Interconnection:

- PBIS can support CTSS -School Mental Health Services
- Both operate on multi-tier service delivery systems
- Emphasis on evidence-based interventions and data-based decision making
- Common goal: promoting success of students across domains

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Collaborated & Integrated Systems of Care: CTSS for Tier II/III PBIS

Prevention is aligned conceptually and operationally to promotion of health, mental health and wellness

-Example-

Tier III (Individualized) intervention to reduce anxiety... promotes health and wellness and increases that student's participation in programs and activities on Tier I and Tier II

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Collaborated & Integrated Systems of Care: CTSS for Tier II/III PBIS

- Interventions across the 3-tiered model are not “disorder” or “diagnosis” specific but rather are related to severity of emotional and behavioral challenges that may be present (with or without mental health diagnosis or special education identification)

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Collaborated & Integrated Systems of Care: CTSS for Tier II/III PBIS

Case Example

- Elementary school student demonstrates continual aggression, multiple interventions have been tried. High behaviors.

–Tier III & CTSS Example (Individual) Supports

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Collaborated & Integrated Systems of Care: CTSS for Tier II/III PBIS

Case Example

- Middle school students grandma passes away
 - Tier II & CTSS Example- goal to get back to earlier functioning level

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Collaborated & Integrated Systems of Care: CTSS for Tier II/III PBIS

Case Example

- High School student moves into the district is unidentified and has high needs

–Tier I-III & CTSS Example

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Collaborated & Integrated Systems of Care: CTSS for Tier II/III PBIS

Examples of CTSS interventions within Tiers

- ✓ Tier 1/ Universal- Universal needs of the school population-cognitive behavioral instruction on anger management techniques may be part of a school-wide strategy delivered to the whole population
- ✓ Tier 2/ Secondary- Loss of parent or loved one, or frequent moves resulting in multiple school placements or exposure to violence and trauma- Interventions are implemented through the use of comprehensive developmental approach that is culturally sensitive and geared towards skill development and/ or increases protective factors for students and families
- ✓ Tier 3/ Tertiary- Complex function-based behavior support plans that address problem behavior at home and school, evidenced-based individual and family intervention, comprehensive wraparound plans that include natural support persons and other community systems to address needs and promote enhanced functioning in multiple life domains of the student and family

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Questions?

- Contact Information:
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 - Dan Naidicz (Special Education Director Northeast Metro 916)
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Available for follow up questions, support, and training...

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