

Mental Health Service Delivery In a Self-Contained Program

The Integration of Teaching,
Research-Based Practices, and
Technology

SED Programming (District Lens)

5 Key Components

1. Phases of Programming

2. Level System

3. Restorative Discipline Model

4. Data Collection Systems

5. Meeting Structure

Plum Creek Academy (PCA)

- Began as a collaborative multisystemic effort between several agencies serving youth in Douglas County.
- Provides intensive special education programming for approximately 40 high school students who experience significant emotional disabilities.
- Utilizes a PBIS approach to identify, teach, and reinforce students for using prosocial positive behaviors in the school environment. (FRESH)
- Offers a combination of core curriculum, elective offerings, and intensive academic intervention.
- Substantial mental health support (2.5 FTE) that provides a broad range of mental health services to support students' progression towards a less restrictive environment.



Mental Health Services

Pathways Model:

- All students coming in will participate in Affective Skills class the first year (from time of entry through end of school year) and with recommendation from MH provider for subsequent years. If not in Affective Skills then the student would be on one of the following pathways:
- Conduct/SED Pathway:
 - Services are typically longer term with a multisystemic approach with responsibility on parents, school, community, and student.
 - Significant focus on moral development, affective responses, group processes, misperceived cues, and treatment to address deficits in problem solving, social skills, and self-control strategies.
 - Programs could use a combination of reinforcement and punishment and strive to increase student anxiety about behaviors (this group needs excitement, change, & novelty in the classroom)



Mental Health Services Continued

- SED Only Pathway:
 - Services are typically shorter-term with a student focus
 - Significant focus on loosening the moral grip, guilt, and remorse (being easier on self) in addition to intensive individual sessions focused on reducing naiveté, interpersonal skills, problem solving skills, self-control strategies, self-help skills, and identifying emotions.
 - Programs will primarily use reinforcement and focus on affect. (this group needs stability, structure, and sameness in the classroom)
- Transition Pathway:
 - Individualized pathway for each student
 - Incremental design leads to better generalization of skills and system response



Collaboration as an Intervention

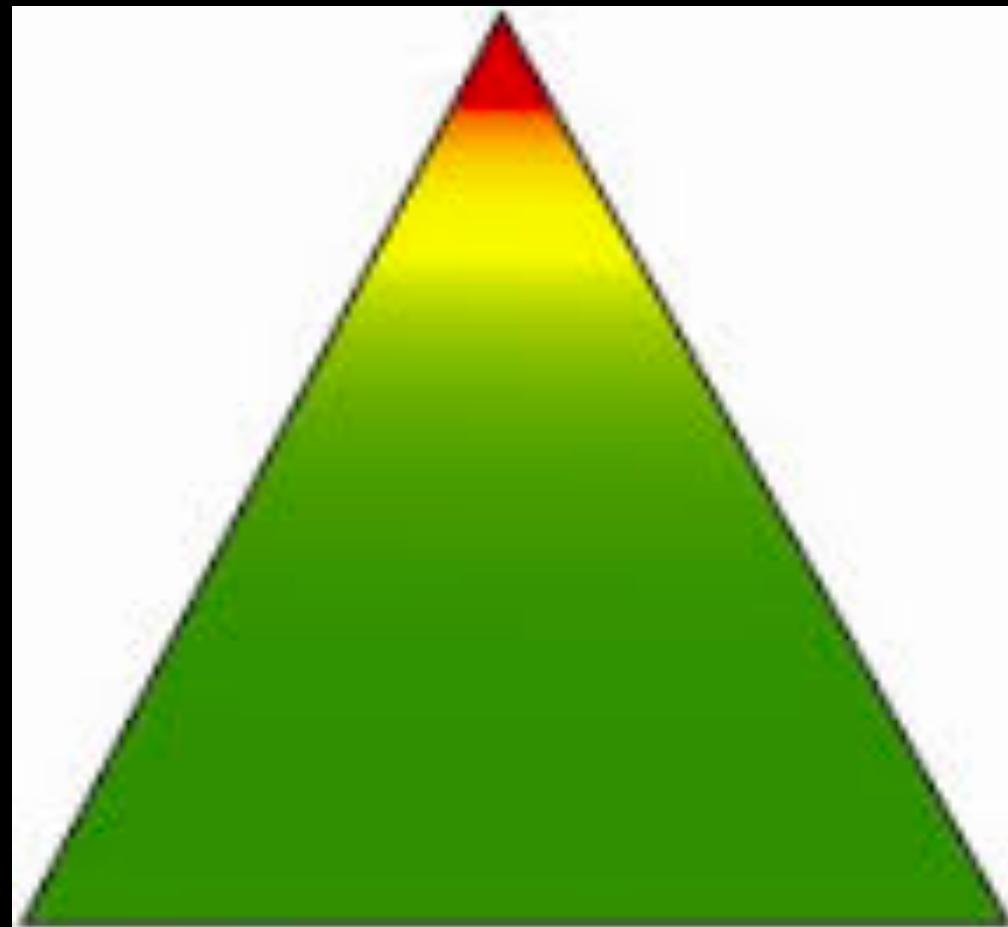
- Students
- Staff
- Parents/Guardians
- Community-Based Stakeholders
- Neighborhood High School

Tiered Delivery Model with the Pathway Overlay

Intensive

Targeted

Universal



Universal Services

- Affective Skills (Group)
- Staff Directed Mental Health Interventions:
 - Staff identifies need and helps student access support to:
 - Individual Mental Health Support
 - Quiet Room for decreased sensory impact
 - Walks designed to reduce emotionality
 - Swing Room or Sensory room to meet sensory needs and self-regulation
- Student Directed Mental Health Interventions:
 - Student identifies need and accesses support to all of the interventions above as staff directed

Affective Skills

- High School Course offered each semester
- Several Counseling Approaches Used
 - Team Building, Restorative Practices, Community Circles, District-Based Initiatives
- Empirically supported curriculum
 - Brainwise, Anger Replacement Training, Dialectical Behavior Therapy
- World Class Education Learning Targets
 - 4 Cs
 - Resiliency, Health & Wellness, Global Awareness
 - Problem Solving, Civic Responsibility, Ethics

Targeted Services

- Symptom Specific Groups
 - Dialectical Behavior Therapy (DBT)
 - Emotional Regulation
 - Anxiety Group
 - STEADY Project
 - Social Skills - Male & Female
- Individual Counseling
 - Goal Directed & Evidenced Based
 - SMART goals
- Individual Programming
 - Mental Health Provider & Student Collaborate
 - Student is having difficulty remaining in class



Individual Programming Request



Plum Creek Academy
Mandy Inouye, Principal

Request for Individual Program

Date: _____

Student Name: _____

Rate your feelings (1 is unsafe). 1 2 3 4 5
Safe= Feeling SECURE from danger, risk, or harm (emotionally and physically)

Reason for request (include situation, triggers, warning signs):

Coping strategies attempted (circle the strategies attempted):

- *Change seats *Quiet room *Get a drink *Talk to Mental Health
- *Mindfulness Exercise *Sensory break *Check thinking *Visualization
- *Deep Breathing *Go for a walk *Contact supportive adult (parent/etc.)
- *Journaling *Drawing *Other _____
- *Distracting yourself *Calming yourself

Explain how you used the coping strategy and what was the outcome?

How do you believe Individual Program will help this situation?

What is your plan to improve your current situation?

Individual Program Approved: Yes No

Duration: _____

Mental Health Provider Signature: _____



Individual Program Exit

Individual Program Exit Plan

Date: _____

Student Name: _____

Rate your feelings (1 is unsafe). 1 2 3 4 5

Safe= Feeling SECURE from danger, risk, or harm (emotionally and physically)

What were you able to do in the IP to get ready to be back in class?



Intensive Services

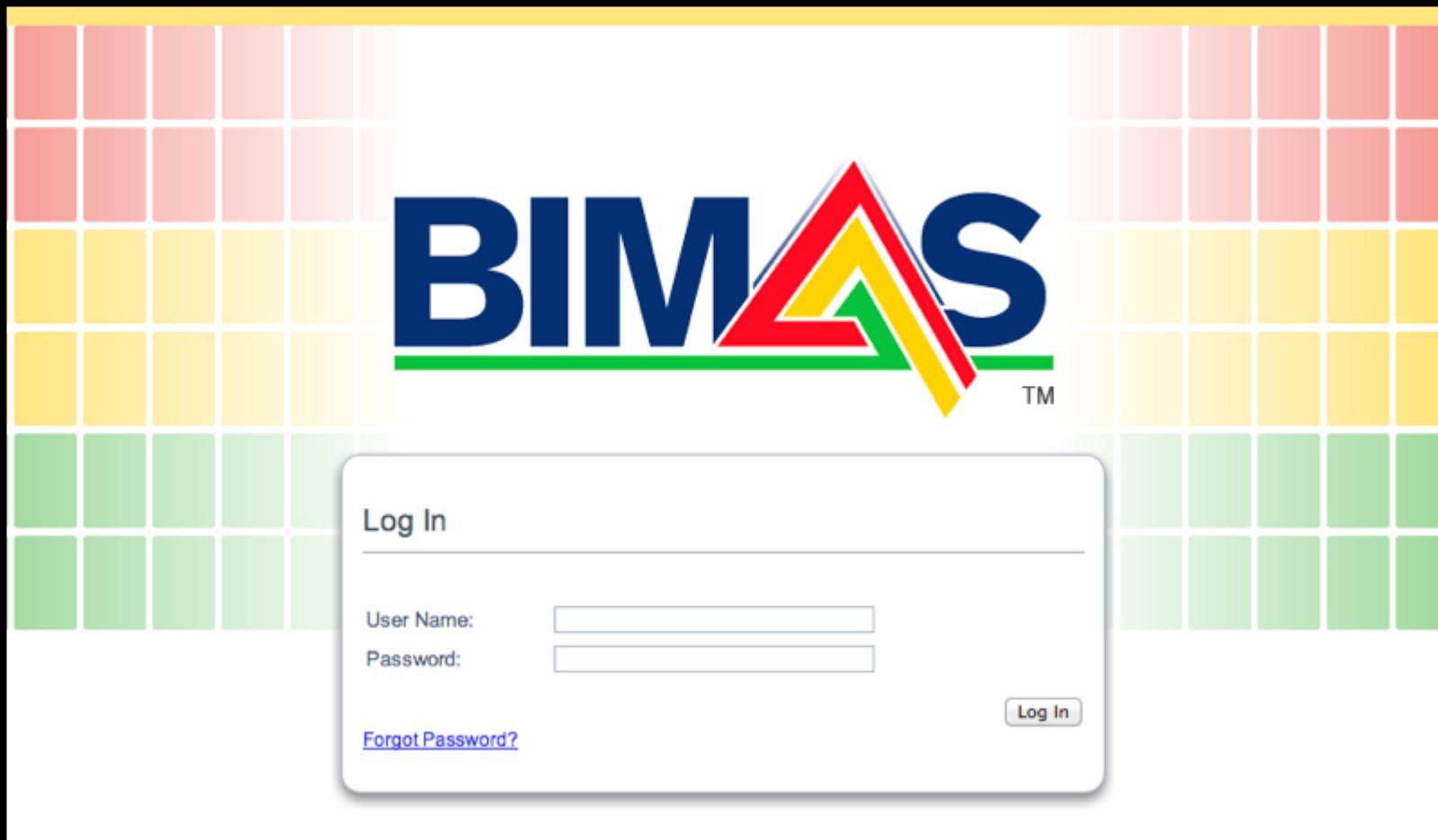
- Intensive Individual Counseling
- Suicide Assessment & Intervention (ASIST)
- Threat Assessment
- Increased and regular communication with parents/guardians and community stakeholders
- Ongoing review and implementation checks of crisis and behavior plans
- Increased supervision in the school environment with additional support provided by mental health during lunch and/or breakfast
- Individualized programming options with additional support from mental health



Differentiated Services

- BIMAS
 - Universal at Intake
 - Progress Monitoring throughout year
- Symptom Specific Groups
 - Based on BIMAS data
- Behavior Plans & Crisis Plans
 - General Supports
 - Individualized Supports for specific needs
- Individual, Small Group, Large Group
 - Variety of options
 - May be in one or any combination of services

BIMAS



Behavior Plan

- Sample behavior plan
 - Level based system that progressively builds skills
 - Morning check-in/positive greeting
 - Immediate constructive feedback
 - Student directed level advancement
 - Restorative practices
 - Positive Behavior Supports
 - Progressive Discipline
- sample crisis plan
 - swing room break
 - piano break
 - supportive phone call with parent

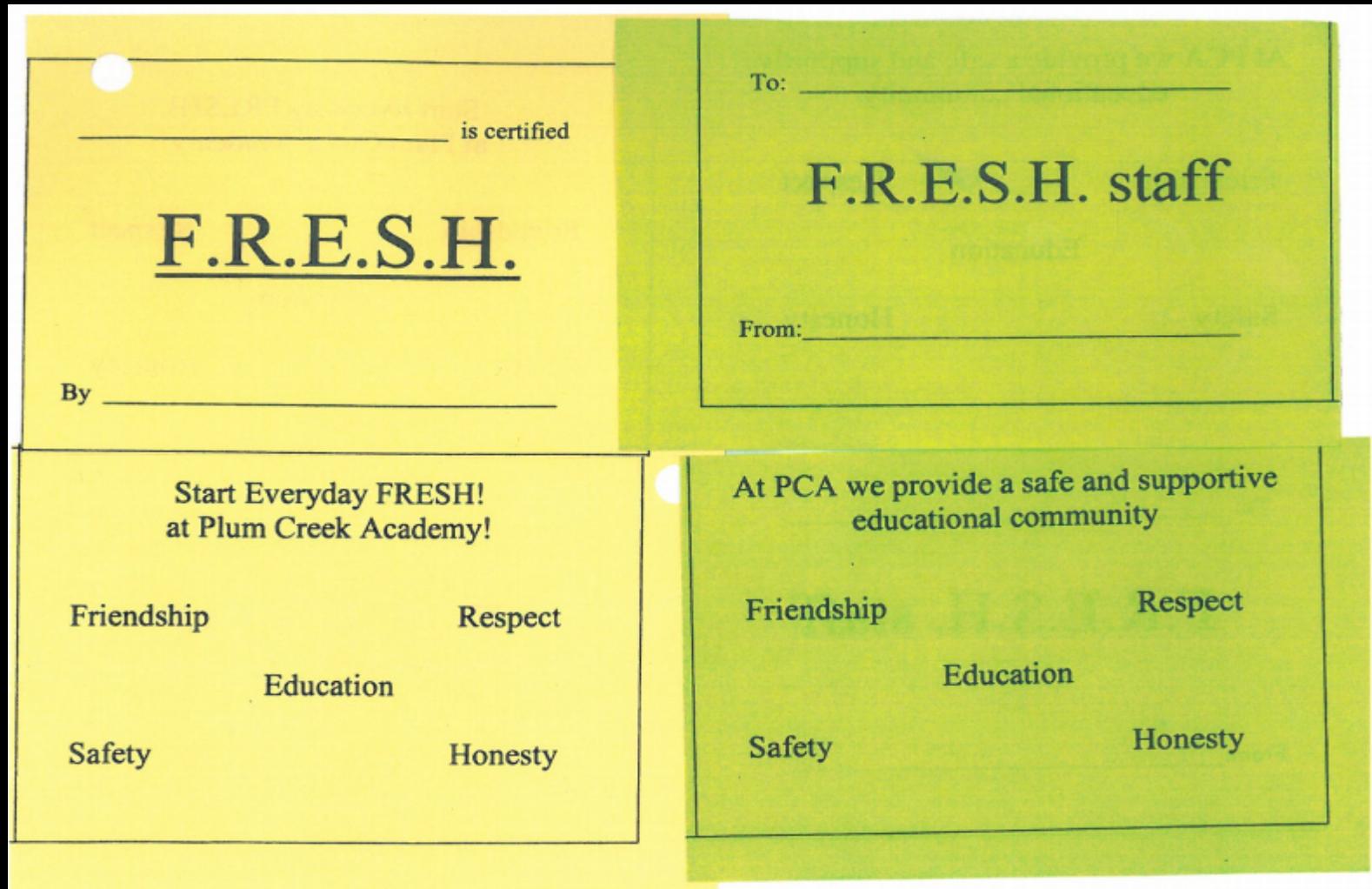
BIP Example



Student Engagement

- Looks Like Transition
 - Special Trips for eligible students
- Level System
 - Geared toward transition back to home school
- Technology Based
 - From assessment to transition
- Incentive Opportunities
 - Cross program mentoring
 - Student specific chosen reinforcement
 - Fresh Tickets

FRESH Tickets



DOUGLAS COUNTY SCHOOL DISTRICT

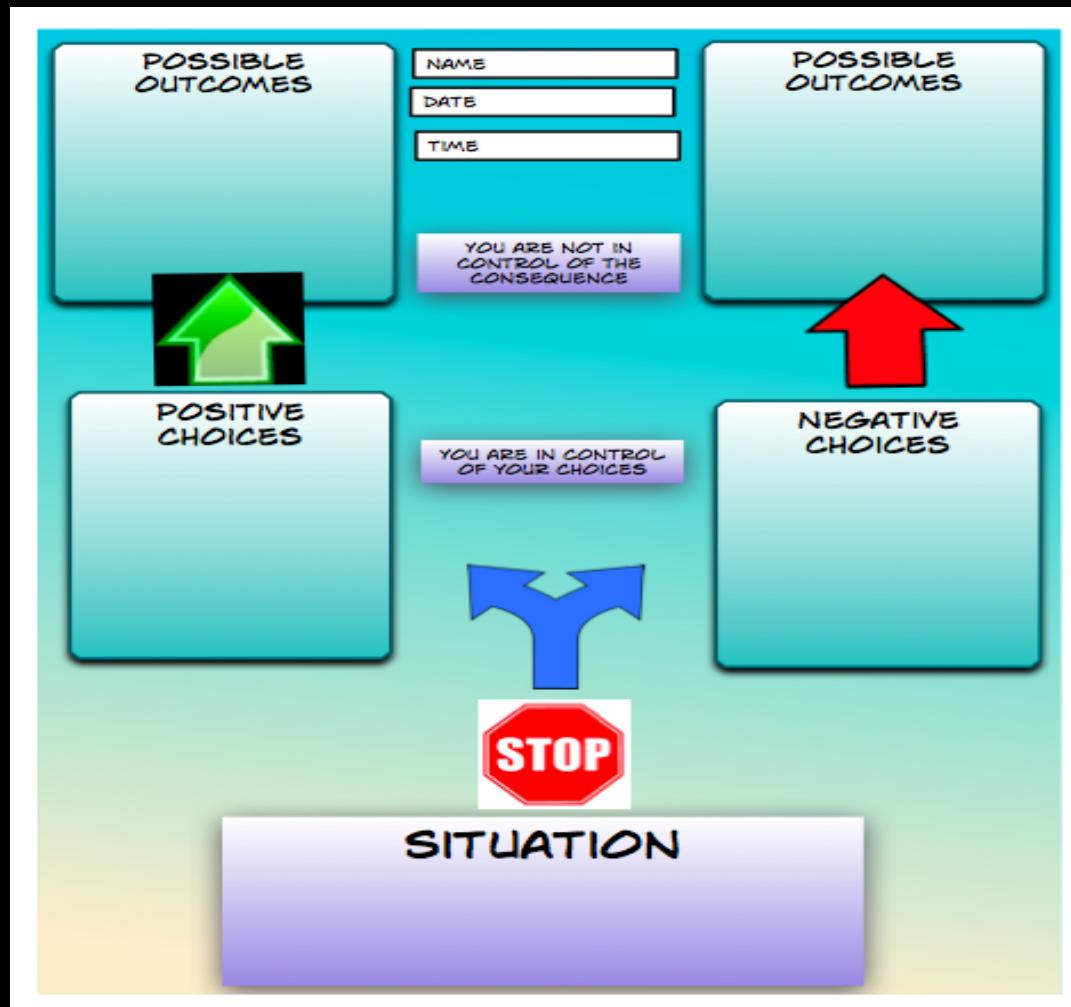
Learn Today. Lead Tomorrow.



Electronic Contact Notes

- Basic information: date, time
- What class student is coming from
- Reason for session
- Outcome
- Barriers to academic success
- Student check-in rating for physical and emotional safety upon entering and exiting session
 - Scale of 1 -5
 - 1 = Not safe
 - 5 = Totally safe

Process Sheet for Quiet Room



Level System

The Plum Creek Academy level system is a progressive system designed to positively reinforce the skills needed for student success and can be used to determine, differentiate, and implement programming.

- It is not used as a comprehensive tool for reinforcement and discipline.
- Level system works in tandem and interactively with a restorative-based discipline system to foster student success.
- Level system is positive (designed to engage students in the programming we provide), privilege-based (reinforcement), & progressive (designed to build skills in a progressive fashion)

CSSP Program Data Example

Level Advancement Sheet

Level Advancement Level Three to Level Four						
Student Name: _____	Date: _____					
How have you role modeled or taught each of the five responsibilities at Plum Creek Academy to peers?						
Friendship -						
Respect -						
Education -						
Safety -						
Honesty -						
Name one or more things you have changed since you began at Plum Creek Academy.						
Identify three goals that need to be accomplished before you fully transition.						
Teacher and Mental Health Provider signatures and dates indicate that I have consistently demonstrated level 3 responsibilities defined under Friendship, Respect, Education, Safety and Honesty in each of my classes as well as verification of my current grade in each class.						
Period 1	Friendship	Respect	Education	Safety	Honesty	Current Grade
Period 2						
Period 3						
Period 4						
Period 5						
Period 6						
Period 7						
Case Manager and Administrator signatures and dates indicate verification that:						
<input type="checkbox"/> I have maintained an average of "4" or higher on my program data while on level 3.						
<input type="checkbox"/> I have been responsible for my data sheet.						
<input type="checkbox"/> I have maintained daily school attendance of 90% or better over the last 2 weeks.						
Case Manager: _____	Date: _____					
Administrator: _____	Date: _____					

Student Data Sheet

Plum Creek Academy
Student Data Sheet 2012-2013
Monday, Tuesday or Friday

Student:	Date:	Level:
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Skill/Behavior Progress Rating Scale

5	F.R.E.S.H. skills are demonstrated independently without prompts. Meeting expectations of level.
4	F.R.E.S.H. skills are generalized and transferred with 1-2 prompts. Meeting expectations of level.
3	F.R.E.S.H. skills are consistent over time with 3-4 prompts. Meeting expectation(s) below current level.
2	F.R.E.S.H. skills are inconsistent with 5 or more prompts. Meeting expectation(s) below current level.
1	F.R.E.S.H. skills are rarely or never demonstrated, or no response to prompting, or discipline referral.

F.R.E.S.H. Rating and Interventions

Class Period	1	2	Bkfst	3	4	Lunch	5	6	7
F.R.E.S.H. Rating									
Staff Directed QR (5 min)									
Self Directed QR (5 min)									
Staff Directed Mental Health									
Self Directed Mental Health									
Level Warning									

Comments:									
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Today's Average Rating

Total:	+	# of Periods Rated:	=
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Students Create a Body of Evidence

 Douglas County School District
Learn today. Lead tomorrow.

Dr. Crawford E-Portfolio

[Home](#) [Journal](#) [Mood and Activity Diary](#) [Work](#) [Sitemap](#)

Home


HEY! SO WHERE FORECLOSED?
LOOK AT THE BRICKS I HAVE,
YOU DON'T HAVE TO CLEAN
THE TUB, AND I DON'T HAVE
TO SWIM IN THE KITCHEN!



Information about Dr. Crawford

Grew up in Colorado. Loves skiing and was on ski team for alpine and cross country. Favorite ski day: knee deep powder.



From Paper to Technology

Mood Rating *

Rate your mood for today on a scale of 1-5, 1 = negative 3 = average 5 = positive

- 5 Positive
- 4
- 3 Average
- 2
- 1 Negative

Fun Activities *

Check the number of fun activities you completed over the last 24 hours.

- 12
- 10
- 8
- 6
- 4
- 2
- 0

1. List Your Fun Activity *

Write down a fun activity that you do or an activity you would like to start doing

2. List Your Fun Activity *

Write down a fun activity that you do or an activity you would like to start doing



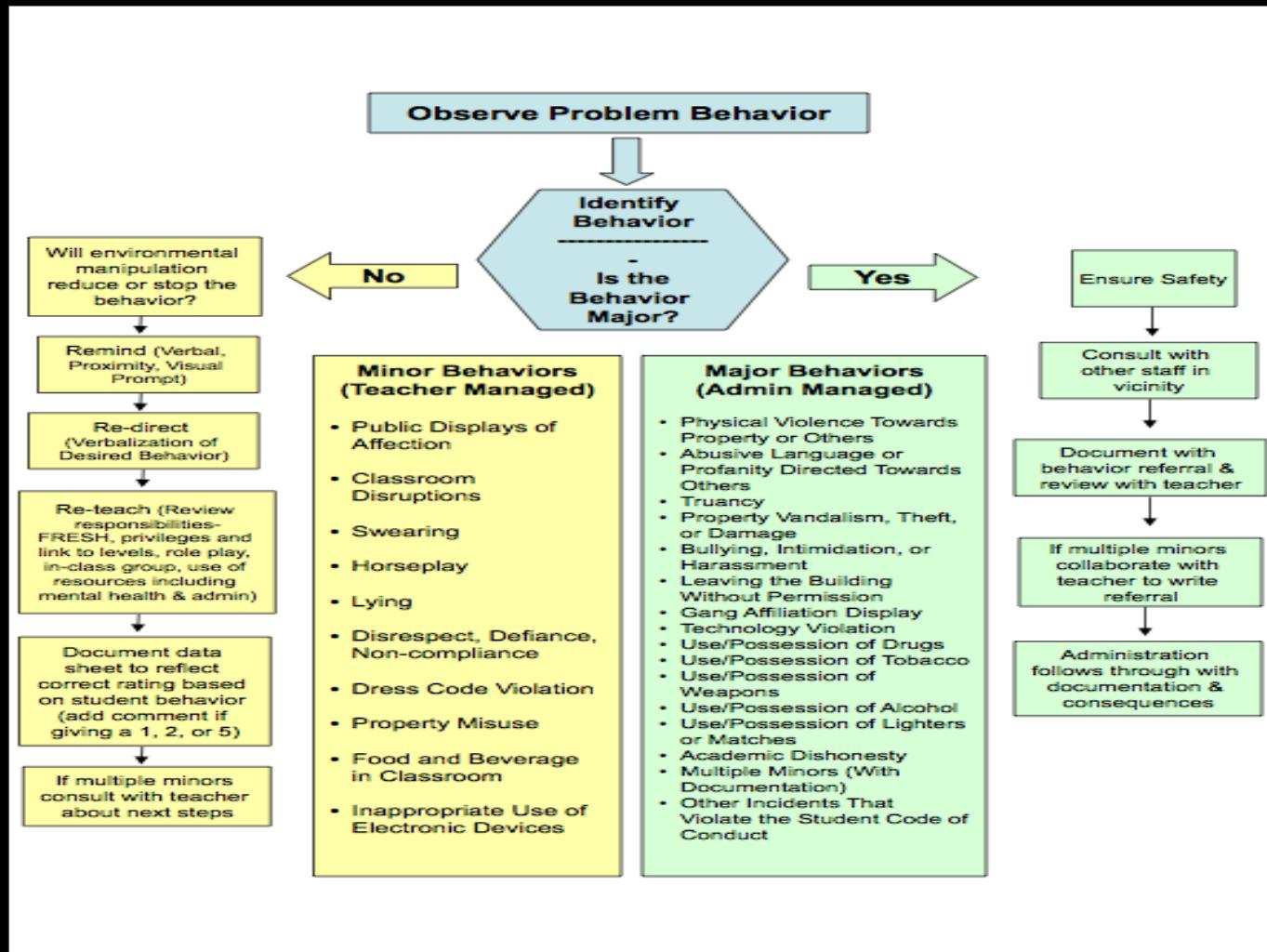
Sample Public Service Announcement

How bullying affects people

Studies show that people who are abused by their peers are at risk for mental health problems, such as low self-esteem, stress, depression, or anxiety. They may also think about suicide more.



Progressive Discipline



Helpful Resources

- www.DBTselfhelp.com
- <http://bimas.mhs.com/>
- [http://www.in.gov/idoc/files/
STEADY_project_Intervention1.pdf](http://www.in.gov/idoc/files/STEADY_project_Intervention1.pdf)
- Don't Let Your Emotions Run Your Life for Teens: Dialectical Behavior Therapy Skills for Helping Teens Manage Mood Swings, Control Angry Outbursts, and Get Along with Others; Sheri Van Dijk; 2011
- The Dialectical Behavior Therapy Skills Workbook: Practical DBT Exercises for Learning Mindfulness, Interpersonal Effectiveness, Emotion Regulation & Distress Tolerance; Matthew McKay; 2007



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