Behavioral Health is Essential To Health

Prevention Works

Treatment is Effective

People Recover
Evidence-Based Behavioral Health Services in Schools

Helping Children with Serious Emotional Disturbance Succeed
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Speakers

- Dr. Tom Hehir, Harvard University
- Ethan D’Ablemont-Burnes, principal, Manning School
- Monica Causey, family member/parent advocate
- Lewis Bossing, Bazelon Center
Topics for Discussion

• Laws Supporting Inclusion
• Evidence-based Practices
• Supporting Principals, Teachers, Staff – As They Support Students
• Family Engagement
Laws Supporting Inclusion

- Individuals with Disabilities Education Act (IDEA).
  - Free Appropriate Public Education (FAPE)
    - Special Education
    - Related Services
    - Individualized Education Program (IEP)
  - Least Restrictive Environment (LRE)
Laws Supporting Inclusion

- Americans with Disabilities Act (ADA)
- Section 504 of the Rehabilitation Act
  - Anti-disability discrimination laws
- Most integrated setting rule/Olmstead
  - Unnecessary segregation is discrimination
- Reasonable modifications to avoid discrimination
Laws Supporting Inclusion

• Every Student Succeeds Act (ESSA)
  • a/k/a Elementary and Secondary Education Act (ESEA)
  • a/k/a No Child Left Behind (NCLB) Act

• Schools Are Held Accountable for Helping Students with Disabilities Achieve Academic Proficiency
Evidence-Based Practices

- Multi-Tiered Systems of Support
  - a/k/a Response to Intervention

- Schools Provide High Quality Core Instruction

- If Individual Students Need More Support, Evidence-Based Interventions
  - Moderate to High Intensity
Evidence-Based Practices

- Multi-Tiered Systems of BEHAVIORAL Support
  - *Schoolwide Positive Behavioral Interventions and Supports (PBIS)*

- Universal Expectations for Behavior
- Intensive Interventions for Students Who Need Them
Evidence-Based Practices

• Functional Behavioral Assessments (FBAs)
  • What are the ABCs? (Antecedents, Behaviors, Consequences)

• Behavior Intervention Plans (BIPs)
  • Teaching, modeling, prompting, positively reinforcing desired replacement behavior
  • Redirection from disruptive behavior
Evidence-Based Practices

Other interventions that work:

- Behavior coaching
- Skills training, including social skills
- Mentoring
- Periodic check-ins
- Trauma-informed therapy
- Peer support
- Transition services, including work activities
- School-based case management
Evidence-Based Practices

- Universal Design for Learning (UDL)
  - Multiple Means of Presenting Information
  - Multiple Means of Demonstrating Mastery
  - Multiple Means of Engaging Students

- Customized Curriculum
- Differentiated Instruction
Implementation

• How do school districts support schools in serving students with severe emotional disturbance?
  • What are the resource gaps?
  • How can we repurpose resources?
  • How can we “braid” funding?
Implementation

• How do principals support teachers in serving students with severe emotional disturbance?
  • Vision for Inclusion
  • Collaborative Problem Solving
  • Professional Development
  • Entrepreneurial Strategies
Family Engagement

• Why involve parents or caregivers?
  • School age children spend 70% of waking hours outside of school
  • Family participation in education is a significant predictor of student achievement
  • The most effective form of parent involvement is parents working directly with their children (teaching, modeling, guiding) on learning at home
Family Engagement

- Families should be part of developing the FBA
  - *Parents are experts of the “why.”*

- Families should be part of implementing the BIP
  - *Parents should implement behavioral interventions at home that are consistent with the school’s behavior plan for the child.*
Family Engagement

• **What Works?**
  
  • *Positive first contact*
  
  • *Training school staff on customer service*
  
  • *Resources for teachers to build relationships with families*
  
  • *Strong message on the value of parents*
  
  • *Sponsor community rather than school events*
  
  • *Devote a “parent room” to sharing academic and community resources*
Family Engagement

• **What Doesn’t Work?**
  
  • *Not providing training to front office staff*
  
  • *Communicating that parents and caregivers are a barrier to education*
  
  • *Scheduling meetings at times that are inconvenient for parents*
  
  • *Not seeking parents’ input on their training, information, or meeting needs*
  
  • *Not explaining to parents why doors are locked*
  
  • *Waiting until there’s an open house to communicate with families*
Questions??
Resources

• Bazelon Center webpage and publications at www.bazelon.org

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