

District Leadership for Sustainability and Engaging Community Partners

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Mission of District Leadership Committee

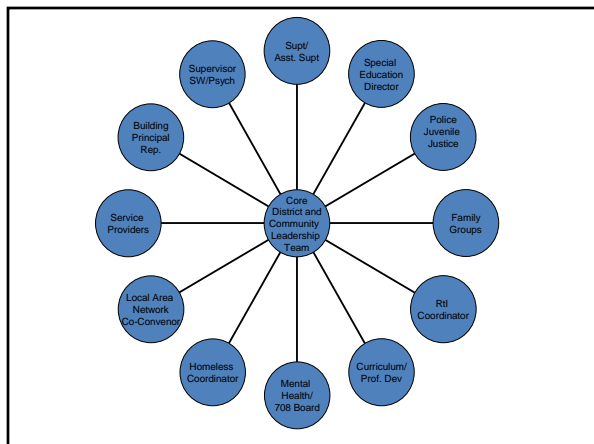
We will help all students by creating a multi-tiered, blended model of integration and support for academic, social, and emotional learning, and by working together through a data-based, problem-solving process. We will work with families and community partners to help us build a comprehensive system and create a positive culture for learning.

Goals That Drove the 2009-2010SY

- Addition of parents, teachers and a board member to the leadership team
- Community partners
- Mental health integration
- Focused on Implementation
- Integrated training
- Meet quarterly
 - Subgroups meet more often

Integrated District Leadership Team





Structure for District Leadership Committee



PBIS Tertiary Replication Project

- PBIS – Positive Behavior Interventions and Supports (a framework for helping schools and districts create positive climates through data based decisions)
- Tertiary Project – Providing supports and interventions for the students with the most complex behavioral needs.
- USD116 as a Tertiary Replication Site:
 - King, Prairie, and Leal are participating this year in additional training to increase supports for Tier II and Tier III students
 - District is collaborating with wide network of Community Partners to share information and ideas to help support students and families
 - Goal is to expand and strengthen PBIS/RtI Collaborative model and Community Partnerships across the district over the next three years

School-based Mental Health

- Role
- Training
- Positives
- Challenges/needs

*If you want to go faster go alone, if
you want to go further, go together.
- Unknown*

History of School-based Mental Health Care in Urbana

- First documentation of collaboration 1957
- 2004 SBHC planning committee
- Oct. 2005 SBHC opens doors
- \$250,000 project cost 10,000 to complete
- First Services: medical, dental and mental health
- Advisory Committee
- Executive Committee

What is Working

1. All partners were listening to understand vs listening to respond
2. Commitment at upper levels of school and community organization to the project and a sense that mental health can assist schools in addressing their concerns
 - academic performance/family involvement/disruptive behavior/drop out

The Ideal

- Three tiered model of support
 - A full continuum of systemic interventions at all three levels
- Detailed operationally with data
 - How children move within a system of care
- Reverse feedback loop, specific with data
 - Comprehensive resource mapping of school and community that goes beyond mapping of services but also, financing and natural supports that informs decisions within the 3 tier model
 - Family voice at all three levels and are equal partners in the decision making process at all levels

Needs

- Needs assessment
 - Development within the schools of services and supports across the mental health continuum (mirrors 3 tier model and public health approach) M.H. Promotion; Programs to reduce risk factors and increase protective factors; Early identification and intervention; including intensive services
- Parent and youth involvement
 - people are empowered when they have the power to achieve what they want. People come to work in collaboration because: they care, they can gain something and they have an investment. People stay in collaborations because they are involved in decision making and feel that they have helped to build the system (which leads to sustainability)
- Shared values
 - between MH and schools: Improved academic outcomes; improved behavioral outcomes; Development of life skills; Development of healthy social/emotional functioning
- Quantifiable data with a reverse feedback loop
 - Data base decision making across settings/life domains
- Integrated teams with MH and other community partners

Challenges

- Billing
- Integration of Differences (value systems/goals)
- Who pays for services, and to what extent – braiding of funding (Sustainability)
- Family voice and ownership
- Roles and voice within an integrated system
- Three tiers of support
- Lack of EBP in schools and fidelity with EBP's
- Fragmentation of effort

Discussion/Questions

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