

# SAMPLE

## School Mental Health Intervention Alignment Form



### Initiative Inventory

**Section 1:** Inventory all the interventions or programs your school is implementing to support student mental health. You may want to survey your counselor, special education teachers, school psychologist and CSCT staff to determine all that is going on in your school.

SECTION 1 Date of Inventory:								
Name of Initiative/ Program	Leadership of Initiative (Team and/or Coordinator: Name and Department)	Expected Outcome	Intended Use (all students, targeted population)	Evidence Base (1 pt)	Financial Commitment and Funding Source (federal, state, grant, other)	Relation to Organization Priorities & C-SIP (1 pt if a priority)	Measures of Outcomes (1 pt if measured)	Evidence of Outcomes: What has happened thus far? (1 pt if effective)
Proposed New Intervention								
PAX GBG	Teachers	Improve self-regulation, delayed gratification and problem solving, Social skills and self esteem	All students	Yes	DPHHS Grant	C-SIP Goal 3a	ODR School Climate	TBD
Existing Interventions/Initiatives								
Teaching and Reinforcing School Wide Expectations	MTSS Team	Improved pro-socials skills, self-regulation and academic behavior.	All students	Yes	None	C-SIP Goal 3a	ODRs School Climate	Reduce OCRs every year for the past 3 years. Improved school climate.
Kelso's Choice	School Counselor	Reduced bullying, Improve social skills.	All students	Some	None	C-SIP Goal 3a	None	Not sure
Zones of Regulation	Teachers	Improved self-regulation	All students and targeted skill groups.	Some	None	C-SIP Goal 3b	ODRs	Not sure
CSCT	WMMHC	Improved academics, pro-social behavior, decreased mental illness	Few	Not Sure	Medicaid	C-SIP Goal 3ab	Not Sure	Not Sure

Existing Interventions/Initiatives - continued								
Friendship Groups	School Counselor	Improved social skills	Targeted	None	General Fund	Not Sure	None	Not sure
Family Resource Center	Title	Improve family school connectedness and support	Targeted	Not Sure	Title	C-SIP Goal 3a	None	Not sure
Special Education Behavior Support	Special Education	Increase academics and decrease problem behaviors	Targeted	FBA/BIP-Yes Skill Streaming-Yes SS Group-DK	Special Education	C-SIP Goal 1c, 2c and 3ab	Progress Reports ODRs STAR	Not sure
Check-In Check-Out	MTSS Team	Improve academics, decrease problem behavior	Targeted	Yes	General Fund	C-SIP Goal 1c, 2c and 3ab	SWIS DPR	80% of students are making progress in intervention

**Section 2:** Score your interventions based on the following criteria:

- Program is Evidence Based: 1 pt
- Program supports district and school priorities: 1 pt
- We have identified outcome measures for this intervention: 1 pt
- Our outcome data indicates student outcomes are improving: 1 pt

SECTION 2	Score	Tier 2 Interventions	Score	Tier 3 Interventions	Score
Kelso Choice	1	Check in Check Out	4	FBA/BIP	3
Zones of Regulation	1	Friendship Groups	1	Skill Streaming	3
School Wide Expectations	4	Family Resource Center	1	CSCT	1
				Social Skills Group	1

## Guiding Questions for Alignment and Intervention Selection

**Section 3:** With your team, ask the guiding questions to determine what interventions are evidence based and demonstrating effectiveness with students. The questions will also help you think about what interventions are aligned, and what interventions can be aligned to all three tiers.

SECTION 3		
Intervention Selection Questions	Interventions	Notes
Is there duplication in any tier 1 interventions?	Zones of Regulation, PAX GBG and Teaching and reinforcing expectations	All address self-regulation
What Tier 1 Interventions are NOT evidence based?	Zones of Regulation	Not enough research yet
Is there Tier 1 interventions that contradict other initiatives?		
Is there duplication in any tier 2 interventions?	No	
Are there Tier 2 interventions that are NOT evidence based?	Friendship groups, FRC	FRC provides valuable services to support families. Friendship groups are used for gifted students.
Is there duplication in any tier 3 interventions?	Skill Streaming and Social Skills Groups, CSCT	All are teaching social skills, but no clear curriculum or program is being used by CSCT or special education. Center-based programs use Skill Streaming.
What Tier 3 interventions are NOT evidence based?	Social Skills Groups, CSCT	
What Tier 2 interventions are tied to tier 1?	CICO and School-Wide Expectations CICO and PAX GBG	PAX could be included in CICO
What tier 3 interventions are tied to tier 1 and 2 interventions?	BIP-CICO-School Wide Expectations	Behavior plans use school-wide expectations to teach and reinforce students
Based on your inventory, what interventions are rated low and not tied to tier 1 or 2 interventions and/or are duplicative?	Zones, Kelso's Choice, Friendship Groups, Social Skills Groups, CSCT FRC	
If you were to discontinue these interventions, what resources would you free up?	Friendship Groups, Zones of Regulation Social Skills Groups	Counselor, para and special education teacher time
What interventions would the team recommend for discontinuation?	Friendship Groups, Zones of Regulation Social Skills Groups	
What could you do to better align interventions? Train CSCT staff in PAX and MBI and tie BIP and small group work to address school wide expectations and PAX skills	Train CSCT, counselors, paras and sped teachers to create groups that teach and reinforce school-wide expectations and PAX behaviors in small groups-make sure kids in groups have same skill deficit.	May require talking with CSCT staff supervisor. May be difficult scheduling to have students in like-groups
What interventions might you consider eliminating?	Zones of Regulation, Friendship Groups, Social Skills Groups	

## Alignment Action Plan

**Section 4:** Determine what interventions your school will discontinue (preferably ones that are not evidence based or not demonstrating efficacy with students) and develop an action plan to communicate changes to staff and parents and align interventions.

SECTION 4			
Action to Be Taken	Person Responsible	Communication Plan	Date
Discontinue Zones of Regulation, and Friendship Groups	Principal	Principal will meet with counselor and discuss rationale for discontinuation. Principal and Counselor will present staff with changes and explain how PAX and MBI provide same support and talk about how we need to take something off teachers plates before we add PAX	Completed by Sept 15
Meet with CSCT staff and propose they attend MBI and PAX Training	MBI Team	Register CSCT staff for upcoming PAX Training and provide MBI orientation training	Sept 30
Make a plan to change schedule next year to allow intervention time for like-groups	MBI Team/Scheduling Committee	Review data with teachers to talk about why we need to change how we provide services to make improvement. Stress we will look at data and change course if it is not improving outcomes. Talk about only way to do this is to change the schedule.	April 15

## Aligned Interventions

**Section 5:** Use the triangle to list the tier 1,2 and 3 interventions that are aligned. These interventions will be your focus for the next year. In the next module, we will guide your team to make a data plan for your aligned interventions.

