

## **Northwestern Counseling & Support Services School-Based Services Summary January 31, 2018**

NCSS provides a range of mental health and behavioral supports to students in public schools across Franklin and Grand Isle Counties. This includes students classified as have a serious emotional disturbance, children and adolescents with an Autism Spectrum Disorder, and those impacted by the whole gamut of mental health disorders and adverse childhood experiences. Our programming is tailored to the needs of the school and community, and we are continually developing new and creative programs to make limited school dollars go farther. Our programs often use local school dollars to leverage funding through the Success Beyond Six mechanism to provide services to schools at much less than their actual cost.

Below are descriptions of the range of programming NCSS offers in partnership with local schools.

### **School-Based Behavior Consultation (PBIS Analyst)**

- This program is based on the PBIS Analyst model. A master's level consultant is placed full-time within a local public school to provide direct oversight of a small group of identified students while working to build and enhance comprehensive positive behavior support models within the school.
- Consultants in the position are overseen by a Board Certified Behavior Analyst (BCBA) who provides ongoing supervision as the consultants work toward attaining their certification.
- Students served by this program are those who are identified as needing an enhanced level of support and some individualized programming, but do not require all day, individual support from a behavior interventionist .
- A creative funding stream is used which allows consultants to access billing necessary to fund the position in a shorter amount of time, and spend the majority their time in building capacity for schools to effectively manage behaviors independently. This involves training and consultation with staff across the school, especially classroom teachers and para educators, working in conjunction with building administrators to ensure school resources are working in a cohesive and unified manner, and addressing data collection and analysis methods to target supports where they are needed in a timely manner.
- The position allows for easier access to a behavior analyst in the school setting, fills a need by formalizing tier 2 supports within the school setting, builds and enhances tier 1 supports thereby bringing that expertise to bear for all students in the school, and build internal capacity within the school so existing expertise and resources are maximized and organized.
- **In the 2016-2017 school year, the program provided services to 87 students through 5 different schools, with 16% of the students transitioning to a lower level of care in an average of 9 months.**
- FY 17 Outcomes report for this program is attached.

### **Collaborative Achievement Team and School Based Autism Program**

- In both of these programs, Behavior Interventionists work one on one with identified students to provide highly individualized behavior support in the public school setting. The Collaborative Achievement Team works largely with students identified as having a serious emotional disturbance, and the School Based Autism Program with those having an Autism Spectrum Disorder.

- Both programs utilize interventions grounded in Applied Behavior Analysis, as well as trauma informed care.
- Behavior Interventionists are Bachelor's level staff supervised by Master's level analysts, who are often BCBA's, or working towards the credential. They work intensively with identified students, typically all day every day in school. Often these services take place in the mainstream classroom, but can be located in other settings as well.
- The goal of these programs is to identify, address, and stabilize problem behaviors that are interfering with the student accessing their education, as well as building pro-social behaviors and coping skills to facilitate the same end. As this is accomplished, NCSS staff work with school teams to transition students to a lower level of care.
- During the 2016-2017 school year CAT provided services to 32 students within 4 school districts at 10 different local public schools. School Based Autism Provided services to 34 students within 4 school districts as 12 different local public schools.
- FY 17 Outcomes reports for these programs are attached.

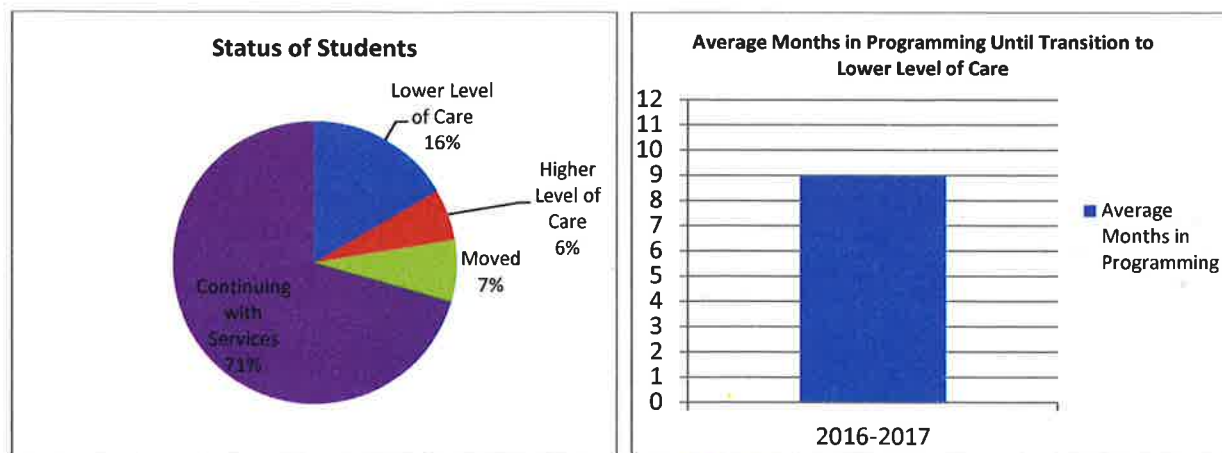
### **Soar Learning Center**

- Soar Learning Center is an Approved Independent School which serves students K – 12 in an alternative setting. The school environment features small class size, low staff-to-student ratio, highly individualized academic instruction, structured and targeted behavioral support, and mental health treatment embedded within the daily routine.
- Soar Learning Center serves students who struggle in their public school setting for a variety of reasons related to behavior and mental health needs. Students are referred to Soar by their local public schools, with the goal of addressing and remediating interfering problem behaviors, building pro-social and coping skills, connecting students and families to ongoing support systems, and reintegrating them into the public school environment.
- Soar Learning Center often serves as means to both prevent youth from accessing residential placement, as well a step down from residential placement, in conjunction with community and home based supports. This serves to provide students access to treatment in their home communities while doing so at a lower cost to schools and the broader system of care alike.
- In the 2016-2017 school year Soar Learning Center served 87 students from 5 school districts across Franklin and Grand Isle Counties, 3 school districts in Chittenden County, and 1 school district in Lamoille County.

### **School-Based Clinicians**

- School-Based Clinicians provide individual counseling and therapy services to students in their school environment. Often these students would be unable or unwilling to access this type of support if it occurred in an environment outside the school context, and the partnership with public schools is key to that access. This program is often lower in intensity, serving each student for approximately 1 hour per week
- In the 2016-2017 school year School-Based Clinicians served over 300 students with 17 staff in 18 schools across Franklin County.

**Program:** School-Based Behavior Consultation Team



**Story Behind the Curve**

- In 2016-17 we
  - Provided services that supported 87 tier II students to access their education in the public school setting
  - Transitioned 16% of students to the Universal level of supports in the school
  - Made referrals for 6% of students to access the right level of care through a tier III support program
  - Continuing to support 71% (n=59) students in their public school
  - Provided continuity of care for 3 students who moved from one school to another SBBC school

**Partners**

- Franklin North East Supervisory Union
  - Berkshire Elementary-Middle School
  - Enosburg Elementary School
- Franklin West Supervisory Union
  - Sheldon Elementary-Middle School
  - Swanton Babcock School
  - Swanton Central School
  - Highgate Elementary School

**What Works**

- Comprehensive Universal Positive Behavior Support Systems that are implemented throughout the school community with fidelity
- Proactive system wide adjustments that adjust how the environment responds to challenging student behavior
- Targeted tier II plans that are rooted in function based interventions
- Regular support/supervision of school staff by a highly qualified Behavior Consultant to build capacity within the school staff

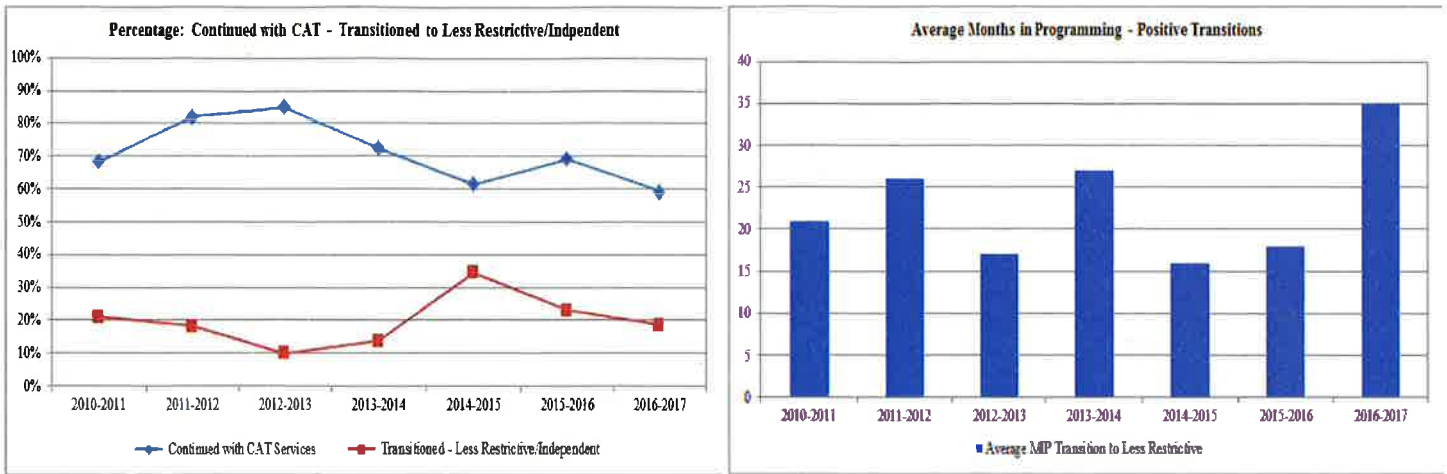
**Action Plan**

- Continuing to build partnerships with more schools
- Broadening the impact of the work within the school community through the systemic support of developing interventions rooted in Applied Behavior Analysis and Positive Behavior Supports
- Continue to develop the integrated consultation model for all classrooms/staff

**How We Impact**

Social Determinants of Health impacted by The School Based Consultation Team: Access to education, social support, mental health, connecting with resources to meet daily needs, transportation and access health care services.

## Program: Collaborative Achievement Team



### Story Behind the Curve

- During the 2016-2017 school year CAT provided services to 32 students within 4 school districts at 10 different local public schools. Of those 32 students, 5 students transitioned to a less intensive level of support through the School-Based Behavior Consultation (SBBC) team through NCSS and 1 student transitioned to independently accessing their education in their school community. Due to the implementation of the SBBC program, CAT is able to transition students to a less intensive level of support prior to transition, independently accessing their education.
- The average months in programming (MIP) prior to transition to a less restrictive level of support for the 2016-2017 school year ranged from 4-60 MIP. This included a student who transitioned back from an alternative placement back to their school community with CAT support and eventually transitioned to SBBC support based on the student's social, emotional and behavioral needs.

### Partners

- In the past year, the Collaborative Achievement Team has partnered with 48% of the local public schools in Franklin and Grand Isle County, as well as the Department of Children and Families and the Northeastern Family Institute to provide comprehensive care for students.

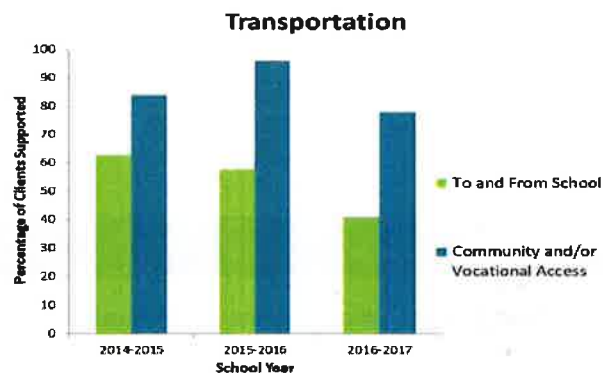
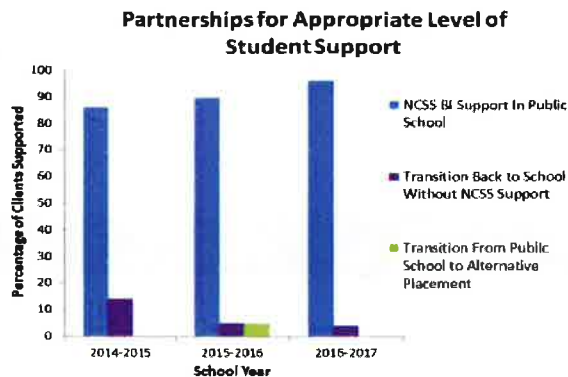
### What Works

- Providing 1:1 social, emotional and behavioral support for students who struggle with self-regulation within their school communities.
- CAT uses the comprehensive Functional Behavior Assessment (FBA) model to identify the function of a student's engagement in aberrant behavior.
- CAT staff work closely with school and families to develop an individualized behavior plan with specific interventions rooted in Applied Behavior Analysis (ABA) to fit a student's needs and provide strengths based approaches.
- CAT staff provides daily behavioral support and individualized skill instruction.
- CAT staff are trained in Attachment, Regulation, and Competency (ARC) and the Life Space Crisis Intervention (LSCI) framework to enhance our ability to provide trauma informed care to our students and families.
- 88% of CAT staff have completed Applied Behavior Analysis 1 (ABAI).
- CAT team includes two Board Certified Behavior Analysts (BCBAs) who hold Consultant positions within the team

### How we Impact

- Social Determinants of Health impacted by the Collaborative Achievement Team: Access to education, social support, mental health, connecting with resources to meet daily needs, transportation and access health care services.

# School Based Autism Program (SBAP)



## Story Behind the Curve

### Partnerships for Appropriate Level of Student Support:

- Percentage of students served maintained successfully within their public schools (least restrictive environment) with the partnership between the School Based Autism Program and local school districts.
- The addition of a 1:1 Behavioral Interventionist and Behavior Consultation were the two primary services provided to the student, family, and educational team.
- When students meet their behavioral/ social emotional/ daily living goals, the School Based Autism Program helps to build capacity for transition back to the public school (with or without staff).
- Due to the level of need of students served, schools may determine this higher level of support remains the most appropriate for their student (this is represented by the blue on the bar graph above).
- If needs become too high level for the public school environment, alternative placement can be discussed and a referral can be made within our system of care.

### Transportation:

- Percentage of students served transported by School Based Autism staff to and from school and/or for purposes of community access or vocational site access.
- Due to maladaptive behaviors, many students supported are unable to ride the school bus or in the family vehicle safely; this presents a hardship to schools and families.
- Partnership with the School Based Autism Program allows access to safe and consistent transportation.
- 78 – 96% percent of students supported by this program over the last three years have been able to access their local community during the school day for generalization of skills, social support, public safety goals, job training, and other resources to meet daily needs.

## Partners

- Franklin Northeast Supervisory Union
- Franklin Central Supervisory Union
- Franklin West Supervisory Union
- Franklin Northwest Supervisory Union

## What Works

- Strong partnerships between Supervisory Unions and NCSS to determine appropriate level of student support.
- School Based Autism Program utilizes a data centered approach to provide recommendations for programming and report out on progress of individual student goals to school teams.
- 1:1 support allows for access to individualized education (academic modification and support, community exposure, social inclusion, daily living skills).
- Highly trained staff skilled in the areas of Autism and other Neurodevelopmental Disorders, Applied Behavior Analysis (ABA) and collaborative approaches to student support.

## Action Plan

- Continue to build capacity to increase transitions back to school without 1:1 support from NCSS for those students that this is deemed appropriate. This can be achieved by continuing to provide trainings and consultative support for school staff.
- Continue to educate the community as to the scope of services provided beyond students diagnosed with Autism.

## How We Impact

### Social Determinants Supported by the School Based Autism Program:

- Resources to meet daily needs
- public safety
- access to education
- transportation
- job training
- mental health
- social support