

RYPPE 2016 Conceptual Model of Multi-Tiered Systems of Support for both Externalising and Internalising Disorders - Summary Graphic

More Externalising

More Internalising

Tier 3: More intensive, individualized interventions for students needing even more supports		
Data Tiered Fidelity Inventory, Office Discipline Referrals, Suspension, attendance and time out of class, Staff, student, parent surveys, Individual assessments of Mental Health eg the BASC-3		
Systems: PBIS Leadership Team follows TIC+ISF, Dedicated Tier 3 Interventions Team follows group processes for implementing and evaluating each intervention		
Practices:		
More Externalising Functional Behaviour Assessment – Support Plans Phases of Escalating Behaviour Profile-Crisis Prevention	Intensive Wraparound Supports (IWS)	More Internalising RENEW person centered planning Cognitive Behavioral Therapy

Tier 2: Additional interventions for students identified as needing more support					
Data Tiered Fidelity Inventory with ISF enhancement, Office Discipline Referrals, Suspension, attendance and time out of class , visits to nurses office, Staff, student, parent surveys, Universal screening tool data, Teacher referrals					
Systems: Dedicated Tier 2 Team with responsibility for , System for synthesizing and analyzing data, and making decisions about student referrals and intervention selection (triangulation tool from Tim Lewis @ Oregon and Consumer Guide from ISF Monograph) , MH representative on PBIS Tier 2 Team, Dedicated time for Whole Staff PL on: Interventions available, Referral process, MH distress indicators,					
Practices (Team selects the least intensive intervention possible for treatment of the presenting problem)					
	Conduct Problems/ Unsafe	Peer Problems/Low Pro-social skills	Inattention/ Hyperactivity	Trauma	Emotional Problems (Anxiety or Depression)
Less Intensive	<ul style="list-style-type: none"> Check-In, Check-Out Check-In, Check-Up, Check-Out Check And Connect 	<ul style="list-style-type: none"> Contracts Abc Problem Solving Page 	<ul style="list-style-type: none"> Goal Setting Self-Monitoring Self-Graphing 	<ul style="list-style-type: none"> Check And Connect Staff Training -Tip (Trauma Informed Practice) Modules 	<ul style="list-style-type: none"> Check-In, Check-Out And Replacement Strategies (Internalising) Online Camp Cope A Lot Or Brave
More Intensive	<ul style="list-style-type: none"> Zones of Regulation Coping Power 	<ul style="list-style-type: none"> Social Skills Instruction (choose program) 	<ul style="list-style-type: none"> ALERT Program 	<ul style="list-style-type: none"> SSETS CBITS 	<ul style="list-style-type: none"> Brief Coping Cat/ Coping Cat FRIENDS
Note: If small group Mental Health teaching is to occur, it is critical that GENERALISATION OPPORTUNITIES are built in: Lesson content shared with parents and teachers after each session					

Tier 1: Interventions for EVERY student PBIS Only	Tier 1: Interventions for EVERY student ISF
Data Tiered Fidelity Inventory, Office Discipline Referrals, Suspension, Staff, student, parent surveys	Data Tiered Fidelity Inventory with Interconnected Systems Framework (ISF) enhancement and Action Planning Guide, Universal screening tool results
Systems: PBIS Leadership Team follows TIC, 7 Essential Components, Team uses data and structured decision making to refer students for Tier 2/3 interventions <u>All staff receive ongoing training and coaching in effective classroom practices</u>	Systems: PBIS Team follows TIC+ISF checklist, School dedicates time for MH screening, MH person on PBIS Leadership Team <u>All staff receive ongoing training in identifying MH concerns (by referral or screening tool), MH in general and whole school MH teaching programs</u>
Practices Every Adult, in every setting: <ol style="list-style-type: none"> Provides a highly structured environment, with procedures and routines explicitly taught. Post, teach, review, monitor, and reinforce a small number of positively stated expectations. Actively engage students in observable ways. Establish a continuum of strategies to acknowledge appropriate behaviour. Establish a continuum of strategies to respond to inappropriate behaviour. 	Practices Every Adult, in every setting: <ol style="list-style-type: none"> Screens every student formally or informally Explicitly teaches a quality, evidence based universal Mental Health promotion/ education program (choose from the list at Kidsmatter/ Mindmatters website) AND in High schools: Every student is taught a direct program, at least once yearly, about suicide risk identification and suicide prevention (choose program from page 4)

Remember: Systems are more important than practices!

Before you implement any of the programs here:

- 1. Use data to determine the needs of your students and your adults**
- 2. Build systems to create the conditions for ADULT success implementing something new.**

UNIVERSAL (Tier 1) programs for High Schools, SUICIDE PREVENTION:

Criteria for High School Universal Suicide Prevention Program inclusion in review

1. Delivered by Teachers directly to all students and all staff
2. Designed specifically for use with adolescents
3. Directly addresses, suicide, both risk and protective elements
4. Includes a focus on enhancing protective factors: personal control, problem-solving skills, self-esteem and network support, and/or skill training, behavioural change, and coping strategies and social support (identified by WHO as promising strategies in suicide prevention in schools)
5. Focus on both students and staff identifying someone who may be at risk, and actions to take
6. Student resources available at low price/ free, and training available online or for low cost
7. Short duration (1-4 sessions)

Program name	Summary	Time cost/ duration	\$ cost	Training requirements and cost
More Than Sad	Teaches teens to recognize the signs of depression in themselves and others, challenges the stigma surrounding depression, and demystifies the treatment process.	Several short lessons	Downloadable resources free	Download resources free
Break Free From Depression	A 4-module curriculum focused on increasing awareness around adolescent depression and help seeking behaviour	4 in class sessions plus parent and staff sessions	Free	Webinars available free
Lifelines	Lifelines seeks to increase the likelihood that school staff and students will know how to identify at-risk youth when they encounter them, provide an appropriate initial response, and obtain help, as well as be inclined to take such action.	Four 45-minute or two 90-minute lesson.	Implementation package \$225	Online training available free
SOS Signs Of Suicide	Students are screened for depression and suicide risk and referred for professional help as indicated. Students also <ul style="list-style-type: none"> • View a video that teaches them to recognize signs of depression and suicide in themselves and others. • Are taught to use the ACT technique: acknowledge that there is a problem, let the person know you care, and tell a trusted adult. 	Several short lessons plus time for screening instrument	SOS implementation package \$395	Not compulsory but available \$2k per site
SOS Sources of Strength	Designed to harness the power of peer social networks to change unhealthy norms and culture, ultimately preventing suicide, bullying, and substance abuse. Aims to prevent suicide by increasing help seeking behaviors and promoting connections between peers and caring adults. This model strengthens multiple sources of support (protective factors) around young individuals so that when times get hard they have strengths to rely on.	Peer leaders 15-50 hours over a 3-6 month program, including a four-hour initial training Adult advisor training 40 hours over a 3-6 month program	\$5000 per school approx. BUT there may be the opportunity to get involved for free via Australian National University Research	Trainers fee \$4000 per trainer, annual recertification \$1000

