

Behavioral Intervention Services and Supports in Schools

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BISSS is a partnership between the Oklahoma State Department of Education (OSDE) and the Oklahoma Department of Mental Health and Substance Abuse Services (ODMHSAS) Oklahoma Systems of Care (OKSOC). BISSS is implemented in school settings for children and youth with complex emotional and behavioral needs. BISSS focuses on setting clear expectations for behavior, identifying students at risk for behavioral problems, and providing teachers and schools with the practices and interventions necessary to encourage and promote positive behavior. BISSS provides early identification of behavioral health issues; assessment and referral for treatment; professional learning for school staff in early detection and response to behavioral health issues; and embedded Behavioral Health Coaches in schools.

Continuum of Supports

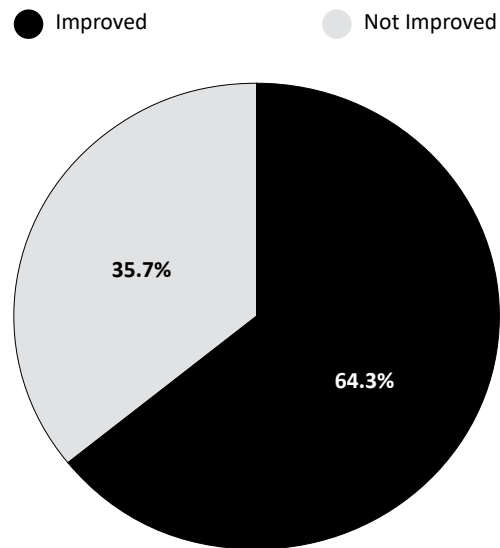
BISSS utilizes a school-wide structural framework with a 3-tiered intervention for identifying and addressing academic and behavioral issues for students. The goal of a tiered approach is to create a school culture and behavioral supports that encourage and improve academic, behavioral, and social outcomes for all students. This allows for a continuum of supports to be provided based on the identified risk, character, and severity of students' issues and needs.

At **Tier 1** are universal supports. Tier 1 supports all students. The MDT supports the school-wide plan and provides guidance in the development and review of school-wide policies and procedures to create, enhance, and sustain a positive environment for students and teachers alike. The purpose of Tier 1 supports is to maximize learning, prevent behavioral issues, and increase positive student/teacher interactions.

At **Tier 2** are targeted supports. Tier 2 supports students at risk of experiencing poor academic and social outcomes because of behavioral issues. The MDT supports teachers in early identification of potential issues and assists students and families with referrals and resources to meet their immediate needs. The purpose of Tier 2 supports is to decrease opportunities for high-risk behavior and to establish prosocial behaviors.

At **Tier 3** are intensive supports. Tier 3 supports the highest need students experiencing poor academic and social outcomes because of behavioral issues. The MDT supports a team-based planning process involving the identified student, their family members and natural supports, and the community. The purpose of Tier 3 supports is to reduce the frequency and intensity of behavioral issues and to provide alternative behaviors that are appropriate and effective. Tier 3 services may include therapy, medication management, care coordination, wraparound, family support, and after school programs.

Clinically Significant Improvement at 6 Months as Measured by the Ohio Scales



"BISSS not only helps students academically, but socially as well. Sometimes kids are isolated because of their behavior. Our BHC helps students learn strategies to be successful—how to calm themselves down, how to keep boundaries, how to use words instead of getting physical, and how to solve problems."

Multidisciplinary Team (MDT)

MDTs are comprised of school staff and OKSOC local provider staff, including the Project Director from the school's partnering community mental health agency, the embedded Behavioral Health Coach, school principal, assistant principal, school counselor, therapist, school-based social worker and special education teacher(s). Each school's MDT developed individualized systems at their school to support the school-wide implementation of BISSS and provide guidance in the development and review of school-wide policies, procedures, culture, and supports. In addition, each MDT identifies outcomes at the school-wide and individual student levels, identifies issues, highlights strengths, brainstorms problem-solving strategies, and recommends service options.

School Support

OKSOC provider staff support schools to enhance effective classroom management and preventive school discipline, including furnishing data for informed decision-making and effective ongoing professional learning. Providing connections beyond the classroom, schools are also supported through OKSOC's community partnerships and resources at the national, state, and local levels. Behavioral Interventions include:

- Crisis Stabilization—Response Team intervenes, assesses, and implements a stabilization plan and assists the family in accessing long(er) term interventions.
- Individualized Treatment Services—OKSOC develops a comprehensive, strengths-based individualized plan to meet student needs and address challenges, including:
 - Therapy
 - Care Management
 - Rehabilitation Services
 - Treatment Groups
 - Wraparound
- Family Support—OKSOC supports students by engaging their families as partners in helping students achieve positive behavioral and academic outcomes.
- After School Programing—Response Team provides structured opportunities for social interaction, skill-building, and recreation.

Professional Learning

BISSS focuses on the needs and direction of the individual schools implementing the pilot to support ongoing growth of all staff and positive academic and behavioral outcomes for students. OKSOC Providers offer strategic, targeted, long-term professional learning grounded in content. Teachers and other school staff work collaboratively with each other and with OKSOC providers to enhance their knowledge and skills directly related to students' behavioral health needs. Teachers and other school staff have participated in professional learning opportunities on aspects of children's behavioral health issues, including serious emotional disturbances; evidence-based behavioral interventions; and positive academic, social, and emotional outcomes.

Embedded Behavioral Health Coaches (BHC)

Behavioral Health Coaches (BHC) are embedded in the BISSS pilot schools. The role of the BHC is complex and includes working with students, teachers and other school staff, and caregivers and other family members. The embed model enhances communication, collaboration, and partnership between school staff and families and between school staff and OKSOC provider staff; facilitates referrals for services to families; and provides pooled resources for students with complex psychosocial needs. The embed model provides a key demonstration of the collaboration between OSDE and OKSOC to classroom teachers, principals, and other school staff and provides them with crucial support.

"My relationship with my students' parents has strengthened because of BISSS."

"We have more buy-in from parents."

"BISSS gets services to the kids that need help where they need the help—at school. Our BHC comes to them and works with them here at school. If my students had to leave and go somewhere to get help, it wouldn't happen."

"Now I know how to avoid the power struggle and help students be successful."

"BISSS has given teachers that peace of mind of having someone in the building that can give advice, feedback, support, and immediate help when students are in crisis."

"Teachers are not professionally trained in mental health, and we don't always understand what a child is going through or what they are struggling with. SOC helps with those challenges."

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