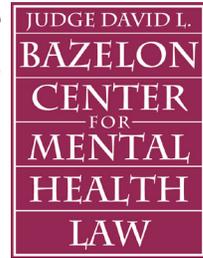


Checklist for Local Advocates of School-Wide Positive Behavior Support Integrated with Mental Health



This checklist is for advocates who wish to promote, at the local level, the educational reform of school-wide positive behavior support, integrated with mental health systems of care providing effective services (a mental health reform). It supplements the checklist for state level promotion of these initiatives. School-wide positive behavior support and the related mental health reforms are best implemented as a state-level initiative, since states can more efficiently fund the necessary training and technical assistance, tap into funding sources and make policy changes to support such an approach.

Additional information on this reform and how it can be and has been implemented is available in the Bazelon Center publication *Way to Go*. The Bazelon Center has also produced a set of fact sheets on this topic. Both this checklist and the one for state advocates are for use in conjunction with those materials.

Local advocates in a state where school-wide PBS integrated with mental health is promoted at the state level should ask the following questions and follow up as recommended in order to encourage their school district to become involved.

- 1) Has the school district (and local schools) adopted school-wide PBS as an approach? Yes No
 - If not, present data and outcomes from PBS initiatives (use Fact Sheet # 2).
 - Urge local officials to contact the state leadership team to learn more.

- 2) Are schools and local mental health agencies working together around implementation of school-wide PBS? Yes No
 - Facilitate a meeting between local mental health agencies and PBS schools in the area (involve the superintendent and principals) at which state PBS leaders or national PBS experts explain the advantages of a joint initiative.
 - Advocate for the superintendent, school board, principals and others to develop a strong collaboration with mental health and to implement a plan for providing mental health services for children in PBS Tiers Two and Three.
 - Visit the community health center to determine their interest and ability to provide additional mental health services to children in the PBS schools.

- 3) Is there a district-wide PBS implementation team that includes representatives from local mental health agencies? Does each implementing school have a school-wide PBS team that includes community mental health providers? Yes No
 - If not, urge community mental health system representatives to offer their services to the district and/or the school.
 - Urge the leaders of the education system to engage community mental health personnel.

- 4) Does the school district and each school-wide PBS team include families?
 Yes No
- If not, nominate families who can serve on these teams.
- 5) Is there a mental health-sponsored system of care in the community of the PBS school?
 Yes No
- If not, urge the local authority to consider applying for a federal system of care grant from the Center for Mental Health Services.
- 6) Does the local community mental health agency offer evidence-based practices and other services that hold promise of good outcomes?
 Yes No
- If not, urge local policymakers to fund and encourage mental health staff to attend training and receive technical assistance and support for changing their practice (see Chapter 3 of *Way to Go*).
- 7) Do local PBS schools have family liaisons (or do they plan to train and hire them) to work with individual families and to provide input to the school on implementation issues?
 Yes No
- If not, explain how valuable other schools have found family liaisons and urge adoption of a policy to train and hire them (see Chapter 3, *Way to Go* and Fact Sheet # 4).
- 8) Are families and youth receiving training in PBS?
 Yes No
- If not, urge state officials to work with family organizations to develop and implement a plan for training families and youth.
- 9) Does the local PBS initiative involve other community agencies—such as child welfare, juvenile justice, social services or community health centers?
 Yes No
- If not, work with the leadership team and families to develop relationships with other child-serving agencies.
- 10) Is the school measuring outcomes, referrals for discipline problems and family and youth satisfaction?
 Yes No
- If so, be sure these data are made available to the community.
 - If not, urge the district to ask experienced trainers or consultants to help the schools determine what data to collect and how to collect it (see Chapters 3 and 4 of *Way to Go*).
- 11) Have the district and the schools explored all potential funding sources for the school-wide PBS initiative integrated with mental health?
 Yes No
- If not, urge them to determine what state and federal funds might be obtained (or redirected) to the initiative.
 - Urge them to consider applying for federal discretionary grants that would help launch the initiative.
 - Bring to their attention the potential funding sources listed in Chapter 5 of *Way to Go*.