



Florida's Integrated Student Services Model (FISSM)

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In Collaboration with...



+ The Student Support Services (SSS) Project Team

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- David Wheeler, School Psychology Consultant
- Curtis Jenkins, School Counselor Consultant
- Trevis Killen, School Social Work Consultant
- Helen Lancashire, School Counselor Consultant
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+ Learning Objectives



Participants will

- Describe Florida's Integrated Student Services Model for implementing a multi-tiered system of support
- Initiate dialogue among student services professionals sharing the responsibility for successfully coordinated services to students and families
- Prepare to apply an integrated model to local planning and problem-solving efforts to improve the cohesiveness and effectiveness of student services in the district

+ Student Services...



- Variety of topics
- Variety of expertise
- Variety of “clients”
- Variety of resources
- Variety of partners



- If we were a group of famous actors in the eighties, we would be known as the “Variety Pack”

+ What is our glue?



- We all share a common goal:
 - For all students to experience safe and healthy schools where their social, emotional, behavioral, academic, physical and mental wellness is supported so that they are engaged and successful learners
- Teachers, parents, community organizations, school administrators, and others also share this goal!

+ How are we different?



- We have the strength (knowledge, experience, and positions) to provide the crucial learning supports necessary for our collective desire to be a reality
- We don't, however, have the strengths unique to teachers, parents, community organizations, school administrators and others who instruct, allocate resources, nurture, and support in other ways necessary for achievement our common goal

+ So what?



- Our “strength” – when applied in isolation from our partners, or worse, fragmented from each other within student services, is wimpy compared to the impact of our “strength” when applied as part of a comprehensive, integrated system of supports
- Using the “glue” to activate our maximum “strength” makes good sense, if we truly are committed to the desired outcomes for all students



What is FISSM and its purpose?



- FISSM is an integrated student services model to guide local planning efforts that improve the cohesiveness and effectiveness of student services in Florida within a multi-tiered system of learning supports.
- The purpose of an integrated approach is to promote safe and healthy school environments and support social, emotional, behavioral, academic, physical and mental wellness so that students are engaged and successful learners.

+ What questions must be answered?

- What is Florida's Integrated Student Services Model?
- **Why is a comprehensive, integrated model important for effective service delivery and meaningful student services personnel evaluation practices?**
- What are learning supports?
- Who provides learning supports?
- Why must learning supports be integrated?

+ What questions must be answered?

- What do integrated learning supports look like?
- **How does district leadership effectively facilitate learning supports?**
- **How can district leadership ensure that schools effectively implement coordinated learning supports within an integrated students services model?**
- Within a multi-tiered system of supports, what are the imperative questions for teams to address when striving toward full implementation of Florida's Integrated Student Services Model?
- What next steps are needed?

What Matters Most: Six Key Leadership Practices

1

Use data well
(Problem Analysis)

Focus your goals
(Goal Setting)

2

3

Select and implement
shared instructional practices
(Design Intervention/
Action Plans)

Implement deeply
(Implementation with Fidelity)

4

5

Monitor and provide feedback
and support
(Evaluation Impact)

Inquire and learn
(Adjust Intervention/Action Plans)

6

+ Leadership Expertise Needed!

Cooperative (Not Competitive) Teaming

- Establish and know your group
- Know your task (the question to be explored)
- Establish a way of work in your group
- Think, Discuss, Record, Report



Why is a comprehensive, integrated model important for effective service delivery and meaningful student services personnel evaluation practices?

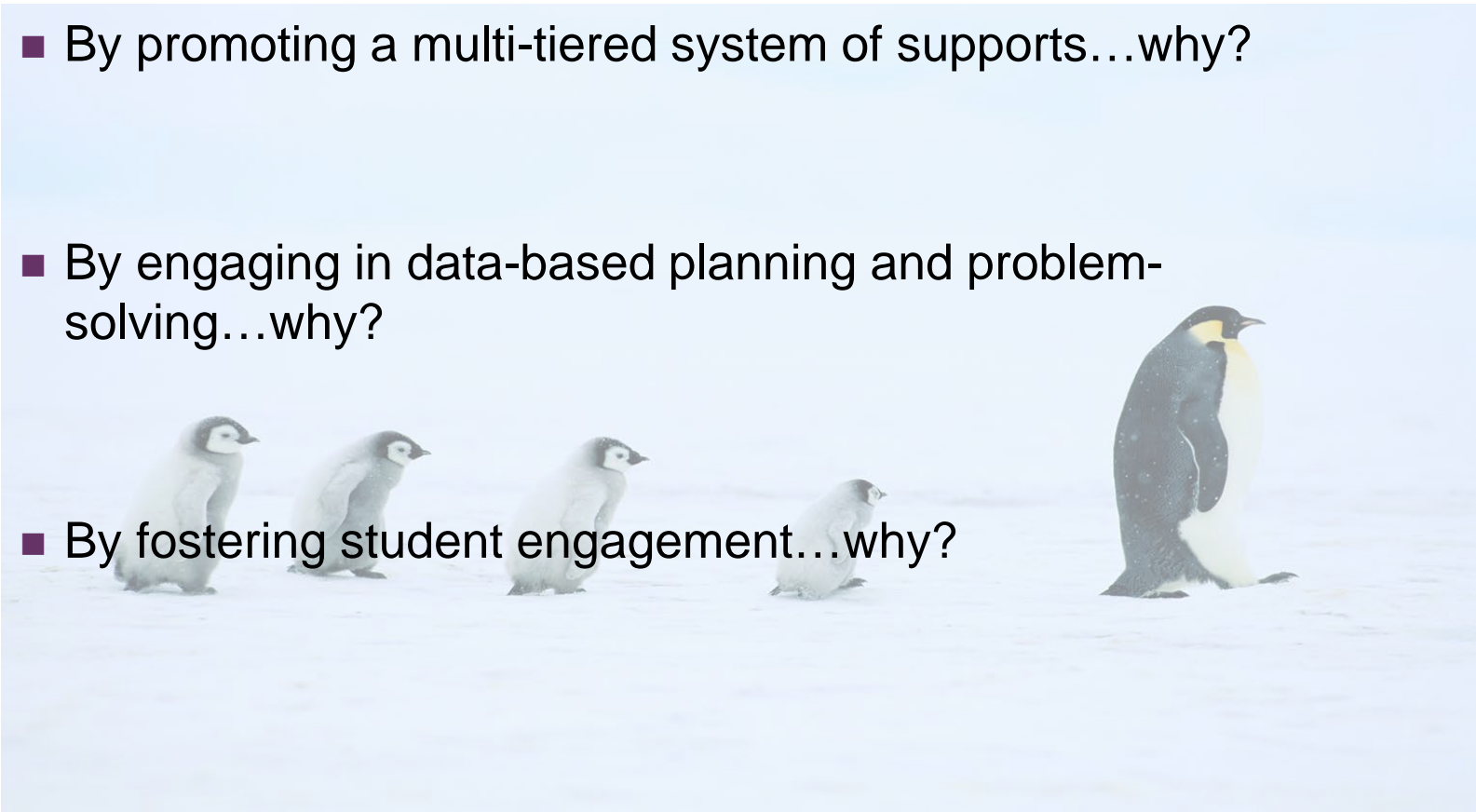
Who must understand and agree in order to move forward?

What's the compelling reason for those stakeholders?

What are the implications for a change?

+ How does district leadership effectively facilitate learning supports?

- By promoting a multi-tiered system of supports...why?
- By engaging in data-based planning and problem-solving...why?
- By fostering student engagement...why?





How can district leadership ensure that schools effectively implement coordinated learning supports within an integrated students services model?

What infrastructure (policies, resources, etc.) needs to be in place at the district level?

Who needs to be involved in planning and problem solving to ensure fidelity of implementation and sustainability?

What are the implications for change?



Applying SS Topics within FISSM

Asthma in Florida
Schools (Diane)

Fostering Positive
Attendance Patterns
(Trevis)

Student Progression &
Mandatory Retention
(Curtis)

Using Youth Risk
Survey Data (David)

Discussion Highlights!

+ How do Student Service Professionals Contribute to Asthma Management Within FISSM?



- Reducing impairment
- Reducing risk

+ Asthma in Florida Schools



**“WHEN I HAVE AN
ASTHMA ATTACK
I FEEL LIKE A FISH
WITH NO WATER.”**

-JESSE, AGE 5





Asthma Education Recommendations



- Tier I: Asthma Awareness Education
- Tier II: Student-Specific Asthma Education
- Tier III: Student-Specific Asthma Education for Direct Care Providers



How do SS professionals contribute to positive attendance patterns within FISSM?



Where are the Students?

“Truancy is not the problem but an indicator of other problems. When students are not in school, we need to understand and evaluate why students are absent before we can implement effective solutions.”

Dr. Trevis Killen



Risk and Protective Factors



- School Factors
- Family Factors
- Economic Factors
- Student Factors
- Community Variables



Ecology of Human Development Theory



School attendance is influenced by environmental factors that promote or inhibit students' daily school attendance.

1. Microsystem
2. Mesosystem
3. Marcosystem



Fostering Positive School Attendance



- Ensure that every student feels close to at least one supportive adult at school.
- Implementing high standards and expectations and provide academic support.
- Apply fair and consistent attendance and disciplinary policies.
- Explore innovative ways to involve and engage parents.
- Ongoing monitoring and dissemination of data to staff.
- Collaborate! Collaborate! Collaborate! Collaborate!



Navigating Student Progression Within FISSM?



+ Student Progression



- College and Career Readiness
- Smooth Transitions
- Periodic Assessments/Progress Monitoring
- Early Warning System

+ Supports for Successful Progression

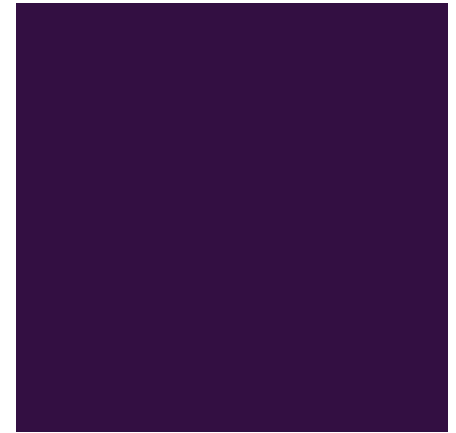
- Identify Students
- Level of Support
- Implement with Fidelity
- Monitor Student Response to Interventions
- Adjust Interventions

+ Third Grade Mandatory Retention

- Prevention
- Support
 - Classroom
 - Small Group
 - Individual
- Parent Outreach
- Student Retention
- Good Cause Promotion



Using Survey Data in an Integrated Model



Youth Risk Behavior Survey

+ Surveys & Data-based Decision Making



- Survey as a type of universal screener
- Readily available & confidential (Use available sources)
- Identify nature & scope of problem
- Inform problem solving – “Why”, “What”, and “How”
 - Universal and supplemental interventions
 - Allocation of resources & intervention programming
- Require follow-up for individual intervention support
- Supplement Early Warning System

+ Youth Risk Behavior Survey (YRBS)



- Statewide survey administered to Florida's public high school students in odd-numbered years.
- Monitors risk behaviors that contribute to the leading causes of death, disability, and social problems.
- Completed by 6,089 students in 73 public high schools during the spring of 2013.
- <http://www.floridahealth.gov/statistics-and-data/survey-data/youth-risk-behavior-survey/index.html>
- CDC Youth Risk Behavior Surveillance System (YRBSS)
<http://www.cdc.gov/HealthyYouth/yrbs/index.htm>

+ YRBS Topics

- Violence
- School Safety
- Suicide
- Sexual behavior
- Tobacco, drug and alcohol use
- Dietary behaviors
- Physical activity

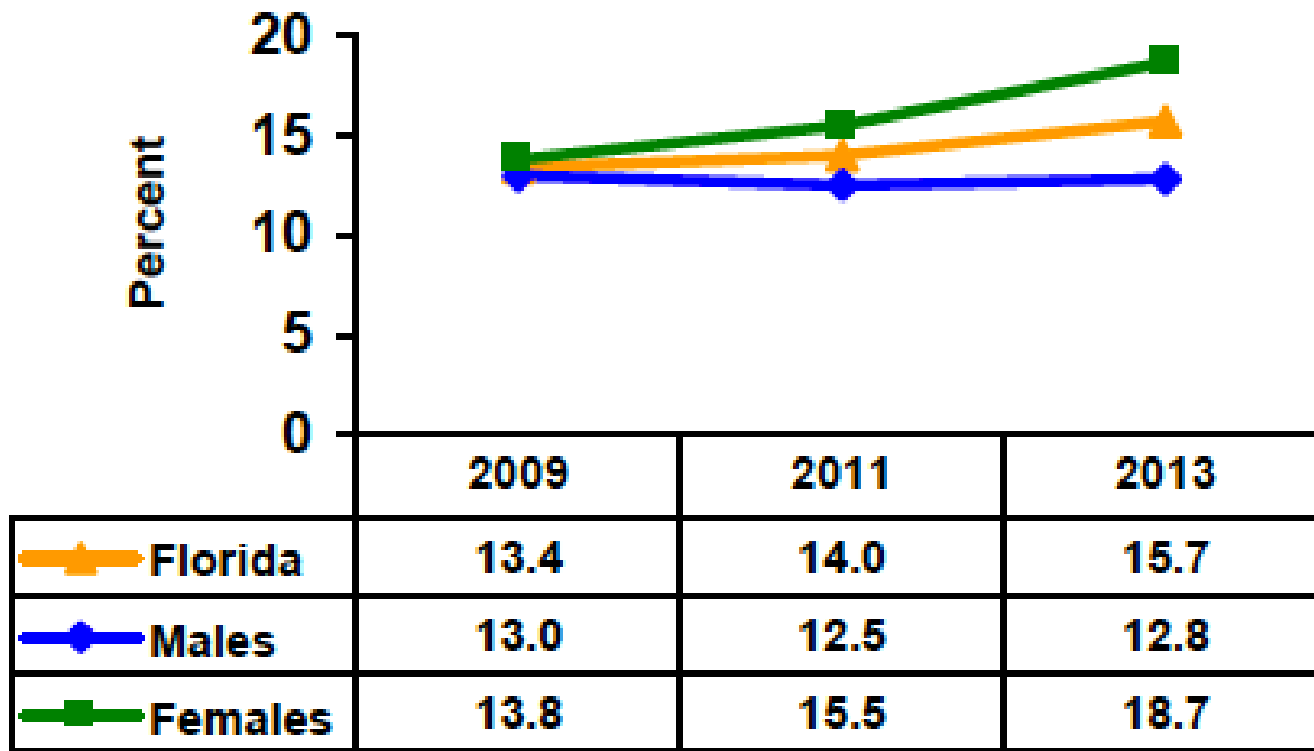


+ Florida YRBS (2013)

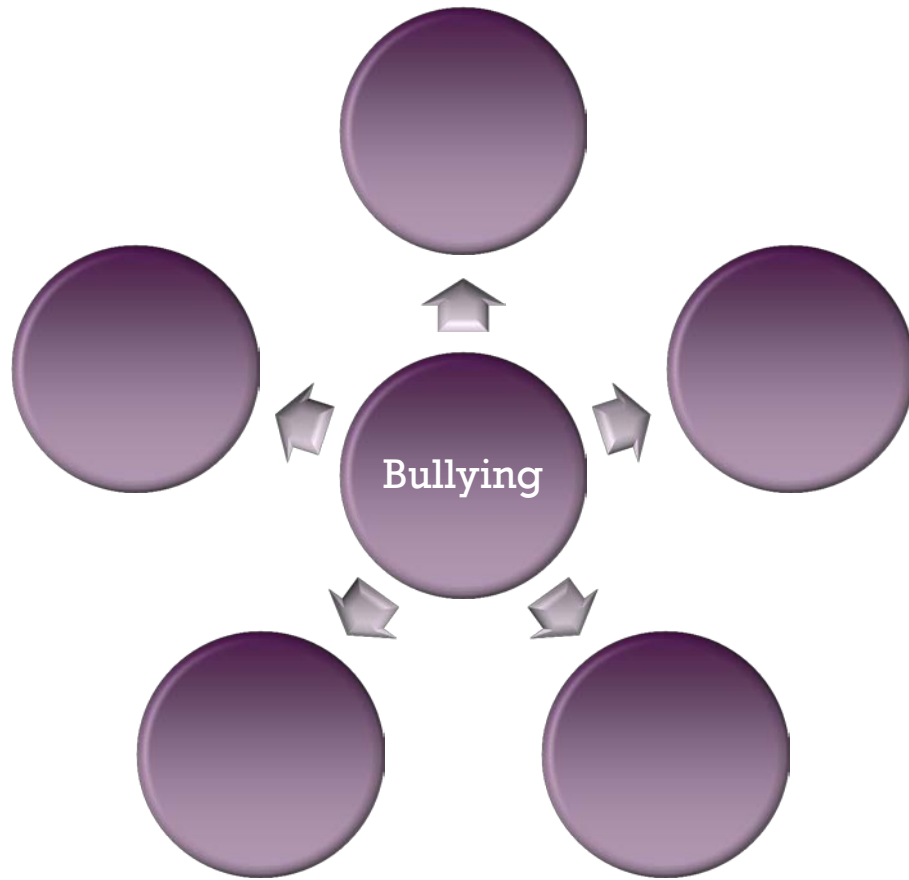


Behavior	Percent
Did not go to school in past 30 days because of unsafe feelings.	10.2%
Bullied at school in past 12 months.	15%
Threatened or injured with a weapon on school property during last 12 months.	7%
Felt sad or hopeless every day for two weeks or more in past 12 months.	25.8%
Self-injured without wanting to die.	14.6%
Considered attempting suicide in the past 12 months.	14%
Attempted suicide in the past 12 months.	7.7%

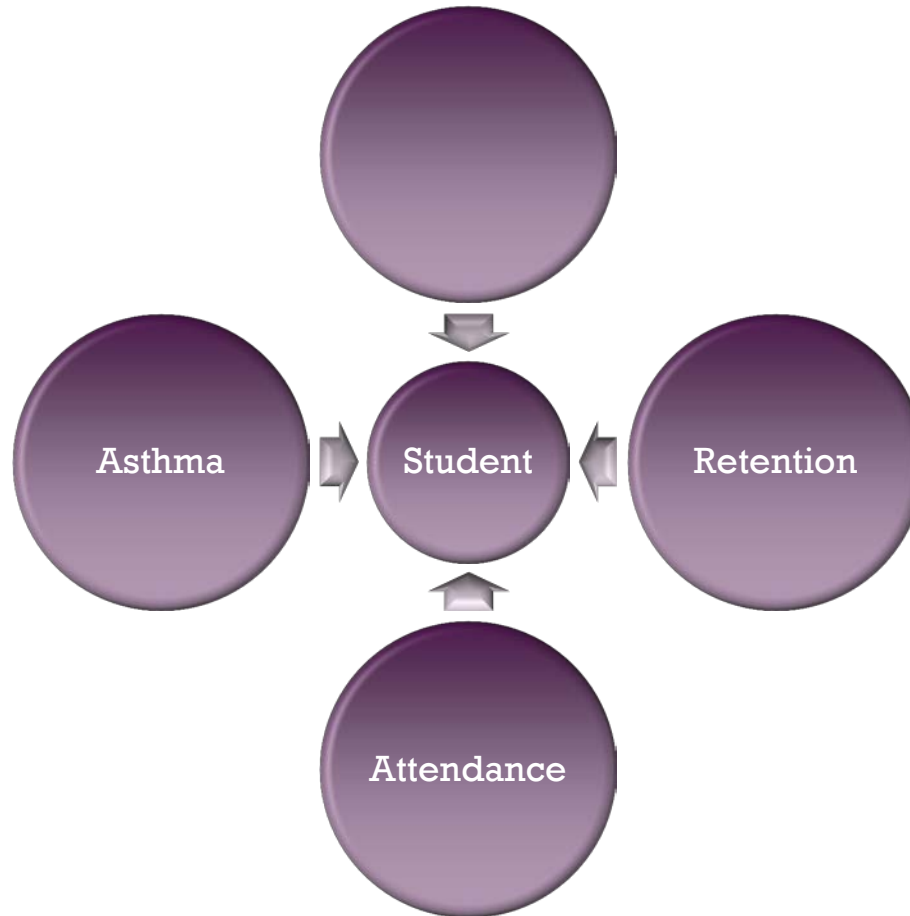
+ Bullied on school property



+ What do integrated learning supports look like?
Think “whole child”



+ What might an integrated response to bullying look like?



How would you facilitate a coordinated response that involves the student services team?

+ Learning Outcomes



- Can you describe Florida's Integrated Student Services Model for implementing a multi-tiered system of support?
- Did you initiate dialogue among student services professionals sharing the responsibility for successfully coordinated services to students and families?
- Do you feel more prepared to apply an integrated model to local planning and problem-solving efforts to improve the cohesiveness and effectiveness of student services in the district?