

Peirce Behavioral Health Team

October 4, 2016
Parent Information Session

What is a BHT?

The Behavioral Health Team (BHT) is a school-based group of behavioral health staff that addresses the needs of a school's at-risk students. The BHT provides support for students when their social-emotional development and/or behavior interfere with their school performance.

- Coordinate services so that students are appropriately matched to interventions.
- Builds on and maximizes existing Resources.
- Evaluates the effectiveness of interventions and determines the need to reassess.

BHT Members

- **Virag Nanavati, Assistant Principal**
- **Anne Choe, School Counselor**
- **Ilana Morgan-Lopez, School Social Worker**
- **Athanasia Kolontouros, Case Manager**
- **School Psychologist**

When do I make a referral to the BHT?

- Social-emotional development and/or behavior interfere with school performance.
- Behavior that is new or changed in intensity, frequency or presentation
- Continues for a significant period of time
- Does not improve with combined parental and classroom interventions
- Interferes with social and academic function
- Routinely disrupts the classroom
- Is beyond the student's control

*****Make sure you have already been in communication with the teacher regarding your concerns.**

By-Pass the BHT Referral Process if :

- If there is a crisis or a one time event that is urgent (student is in immediate danger to self or others). Contact the main office and request for a clinician or administrator immediately.
 - For example: self harm, suicidal ideation/attempt, homicidal ideation/attempt, child abuse, substance abuse.
- If there is a behavior incident that requires restorative disciplinary action please contact Mr. Nanavati or Ms. Choe.

How do I make a referral to the BHT?

- Any staff member or parent may make a referral to the BHT
- It is best for parent and homeroom teacher to work together first prior to making a referral
- Homeroom teacher must complete 3 screeners and provide student information (grades, absences, classroom behavior, etc.)
- All forms are turned in to Ms. Choe

What happens once I've turned in my referral?

1. The homeroom teacher receives notification it has been received.
2. BHT clinician will schedule a time to meet with the student and complete additional screeners.
3. BHT will score all the screeners and meet with the teacher if information is still needed.
4. BHT will review at the next weekly meeting and determine the appropriate interventions or make recommendations to outside counseling.
5. BHT will contact the parent and email the teacher to inform them of their decision.

*****Entire process takes up to approximately 3 weeks.**

Menu of Interventions

Tier 1:

- Panther PAWS
- Second Step Classroom Lessons
- Classroom Talking Circles
- Restorative Conversations

Menu of Interventions

Tier 2:

- CICO- Check in Check out
- HW CICO- Homework Check in Check out (small-group)
- SSGRIN - Social Skills Group Intervention
- CBITS -Cognitive Behavioral Interventions for Trauma in Schools
- SPARCS - Structured Psychotherapy for Adolescents Responding to Chronic Stress
- Anger Coping Group
- GIRLS- Girls in Real Life Situations
- 6/7th Grade Small Group- Skills For Success for PLP students
- Small Group Peace Circles
- Small Group Talking Circles
- Restorative Conversations

Menu of Interventions

Tier 3:

- Individual Counseling (Depending on caseload)
- Referral to an Outside Agency
- HW CICO- Homework Check in Check out (Individual)
- Student Safety Plan
- Behavior/Attendance/Academic Contract
- Personal Learning Plans
- Restorative Conversations

Peirce Counseling Partnership

- **Community Counseling Centers of Chicago - C4**
 - Crisis intervention (SASS)
 - Counseling (individual, couple, family, group)
 - Psychiatric Services (evaluations, medication)
 - Trauma Recovery Services (abuse)
 - Substance Abuse Services (family recovery, outpatient treatment)
 - Parenting Classes (support groups, classes, home visits)
- **Asian Human Services -AHS**
 - Crisis Intervention
 - Counseling (individual, couple family, group)
 - Psychiatric Services (evaluations, medication)
 - Substance Abuse Counseling (outpatient)

Restorative Practices

Helen C. Peirce School of International Studies

October 4, 2016

Parent Information Session

Always remember....

If a child doesn't know how to read, we teach.

If a child doesn't know how to swim, we teach.

If a child doesn't know how to multiply, we teach.

If a child doesn't know how to drive, we teach.

If a child doesn't know how to behave, we...

Teach? Or punish?

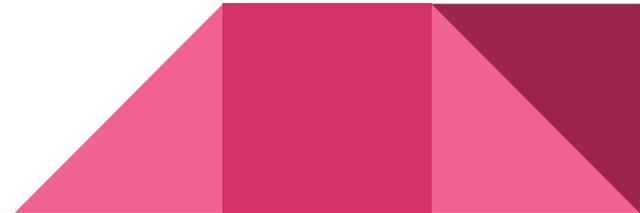


What are Restorative Practices?

A set of practices that holistically prevents and repairs harm, builds community and relationships, resulting in a positive, supportive school climate.

It involves those who have a stake in a specific offense and collectively identifies and addresses harm, needs, and obligations, in order to heal and make things as right as possible.

Promotes values and principles that use inclusive and collaborative approaches that validate the experiences and needs of everyone involved. Allows us to act and respond in ways that are healing rather than alienating and coercive.



Restorative Mindset	Non Restorative Mindset
Intentionally builds relationships and trust within a community	Assumes relationships and trust automatically exist in a community
Values and welcomes multiple perspectives	Sides with a perspective that aligns with their own values, beliefs, or truths
Acknowledges that healing is crucial to restoration and that it is a process	Does not acknowledge healing
When harm is caused, the harm-doer is asked to take an active role in repairing the harm	When harm is caused, the harm-doer is punished



Restorative Discipline

Central Assumption:

Strengthening relationships and holding people accountable for repairing harm will deter future misconduct.

Inappropriate behavior is a violation of people and relationships

Violations create obligations

Justice involves persons harmed, those who caused the harm, and others involved in a process to repair the harm

Punitive Discipline

Central Assumption:

Punishment and fear of future punishment will deter future misconduct.

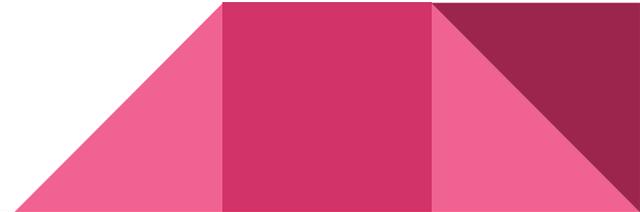
Inappropriate behavior violates the rules and authority

Violations create guilt

Justice requires school authority to determine blame and impose punishment

Restorative Practices in School

- Restorative Conversations
 - Student Reflection Sheet
- Peace/Restorative Discipline Circles
- Community Building/Talking Circles



Restorative Conversation Guidelines

1. **Introduction:** How are you doing? How is your day going so far?
2. **Point of View:** What happened? What were you thinking? Feeling?
3. **Root Causes:** Can you tell me more about ...? Has this happened before?
4. **Impact:** How did this affect you? Did this affect others? How?
5. **Repair:** How can you make things right? What do you need in order to do this?
6. **Prevent:** What could you do differently next time?
7. **Closing:** Thank you for being honest. I appreciate all your hard work.

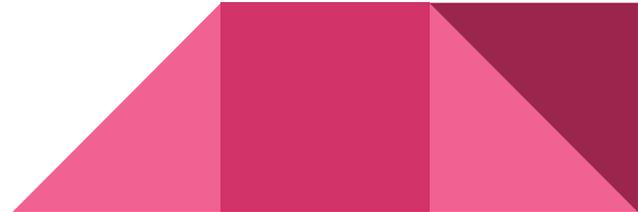


Tips On Having Restorative Conversations With Your Child

- Respectful curiosity, do not interrogate
 - Validate and acknowledge, do not minimize
 - Utilize silence, not necessary to fill gaps by talking or questioning
 - As appropriate, share your own experiences
 - Speak to your child when you are calm
 - Ask what your child needs in order to be successful in school
 - Create realistic next steps
 - Enter into the conversation with an open mind, don't think in advance that you know what your child is going to say
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Peace/Restorative Discipline Circle

- To heal after a major incident
- Can be done as a whole class or small group
- To understand each person in relation to the incident
- To discuss what happened and why
- To discuss the impact and who was harmed
- To express emotions
- To determine what needs to be done to repair the harm



Community Building/Talking Circle

- To create bonds and build relationships in the classroom
 - Used throughout the school year to discuss classroom values
 - To check in - Start and End of the Day or Week
 - To talk about topics with multiple opinions
 - To make whole class decisions
 - To celebrate, recognize accomplishment, show appreciation
 - To welcome a new student, or return after long absence
 - To explore topics from many different perspectives
 - bullying, gossip, friendship, stress, worries, etc.
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Sample Classroom Talking Points

Classroom/Recess Incident

What was your involvement and how are you feeling?

What were you thinking at the time?

Who do you think was affected or harmed?

How did this affect you, in what way?

How can we make sure this does not happen again?

How will we repair the relationships that were hurt by this choice?

What could you do differently next time?

What do you think is the reason for this rule?

What do you see as the benefits of having this rule in your school/classroom?

For you, what is the hardest thing about following this rule?

What would help you personally comply with this rule?

Are there things you can do to help others follow this rule?



Sample Classroom Talking Points

Checking in on the Classroom Climate

On a scale of 1 to 10 how are you feeling? 1 is best day, 10 is worst day

Hold up your hand with fingers raised to reflect how you are feeling this morning.

Is something on your mind that is important for us to know and you feel comfortable sharing?

What do others need to know about how you are feeling today?

What is something that you are looking forward to today?

What is on your mind this morning?

What do you think the class is struggling with the most?

What do you think might help improve the classroom climate?



Sample Classroom Talking Points

Building the Classroom Community

What does the word “community” mean to you?

In order for this classroom to feel like a community, what do you need?

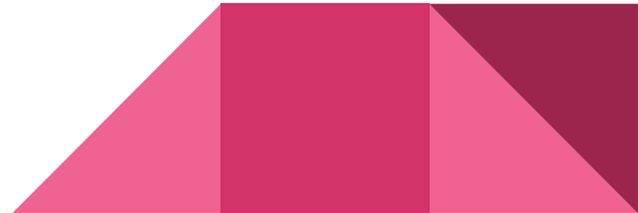
What do you need from yourself in order to have a successful year?

What do you need from your classmates in order to be successful?

What do you need from the teacher in order to be successful?

If the classroom community is harmed, how can we repair that harm?

What agreements do you need from yourself or others in order to be at your best in the classroom?



Sample Classroom Talking Points

Celebration & Appreciation

Tell us one thing you feel grateful for today (this week).

Tell us about a good characteristic you see in one of your classmates.

When you have the talking piece, turn to the person on your left and tell that person one thing you appreciate about him or her.

What is something you appreciate about yourself today?

