

Home Visits and Expanded Behavioral Health Supports

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About the Presenters



Brian Thompson

Brian is a Licensed Clinical Social Worker. He has filled a number of clinical roles in various settings, including the emergency department, inpatient behavioral health, and public housing. He has spent much of his career responding to acute mental health crises and has also worked as an independent therapist. In addition to crisis response, Brian has established himself in education by building restorative, collaborative, and responsive mental health structures. He has spent the last five years with Chicago Public Schools where he's worked for the District's Crisis Response Unit, helped establish a first-of-its-kind K-12 office that responds to allegations of sexual misconduct, and now serves as the Manager of Behavioral Health Supports. In his current role, he oversees the District's mental health partnerships, training, and school-based behavioral health support structures.



Kylie Kosmacek

Kylie is a Board Certified Behavior Analyst (BCBA) and is currently the Director of Safety Operations with the Office of Safety and Security at Chicago Public Schools. Prior to Chicago Public Schools, Kylie worked with the State of Nebraska Autism Network and the Hawaii Department of Education to improve their services and supports provided to students with autism and also worked with the National Consortium for State Collaboration to adapt and develop a curriculum for students with moderate to significant disabilities. In addition she has worked with school districts across the country for over 19 years, as a Special Education Teacher, Behavior Analyst and Consultant, and School Safety Operations.



Home Visit Re- Engagement Efforts


Home Visit Re-Engagement Efforts

- Conducted for the highest at risk students
 - Engage in summer, back to school, and wraparound supports

Engagement	Academics	SEL
<ul style="list-style-type: none">● Inactive status● History of enrollment gaps or dropout leave codes● STLS status● Previous enrollment in NB Jefferson or York● Attendance rate● Chronic truancy	<ul style="list-style-type: none">● Core course failures● Core course incompletes● GPA● Age Cycle 15 status	<ul style="list-style-type: none">● Serious misconducts (Group 4 or higher)● In-school suspensions● Out-of-school suspensions● OSEL-endorsed SEL Intervention

Community
<ul style="list-style-type: none">● Community-based trauma exposure● Community COVID Positivity Rate● Community Hardship Index

Home Visit Re-Engagement Process

- Partnered with 18 Community Based Organizations with 500 Outreach Ambassadors
 - Assigned organizations schools in 3 Waves
 - Wave 1: Schools on their Safe Passage Routes
 - Wave 2: Schools in their Safe Passage Communities
 - Wave 3: Schools outside of their Safe Passage Communities
 - An Outreach Tracking Tool and survey was developed, within our Student Information System for schools to assign students and track the needs/interests of families and home visit outcomes
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Home Visit Re-Engagement Process

- Training was provided using a Train the Trainer model to the Leads of the 18 CBO Partners
- Materials provided:
 - iPads
 - Script
 - Flyers
 - Transit passes
 - B2S swag
- Virtual and in person office hours were set up to provide technical support and answer procedural questions prior to launch
- Virtual daily check ins with the Leads were conducted to glows, grows, and needs along the way



discuss

Home Visit Results with CBO Partners

- The district goal was for 100% of students recommended for a home visit received at least 2 attempts to reach the family
 - Outcome: 100% of students recommended for a home visit received not only 2 attempts, but a minimum of 3 attempts from our CBO Partners
- The district outcome goal for home visits was that 50% of families would be successfully contacted
 - Outcome: 68% of families who received a home visit from one of our CBO Partners were successfully contacted
 - 13% of students recommended for a home visit no longer resided at the address on file

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Expanded Behavioral Health Supports

The Healing-Centered Framework

STAKEHOLDERS

Four key pillars of the CPS community, in our roles as healers and as agents of our own healing

COMPONENTS

Five core dimensions of healing in our district that apply to each stakeholder group

EQUITY


A principle woven throughout the framework to ensure we all have access to the healing that meets our unique needs and goals



Some of the initiatives currently underway


1

Comprehensive
Healing Training
Sequence




2

Healing
Environments




3

Community
Partner Network




4

Trauma-Engaged
Teachers




5

Family and
Caregiver
Support




6

Wellness for all
Staff



7

Healing-Centered
Measurement




8

Policy and
Protocol

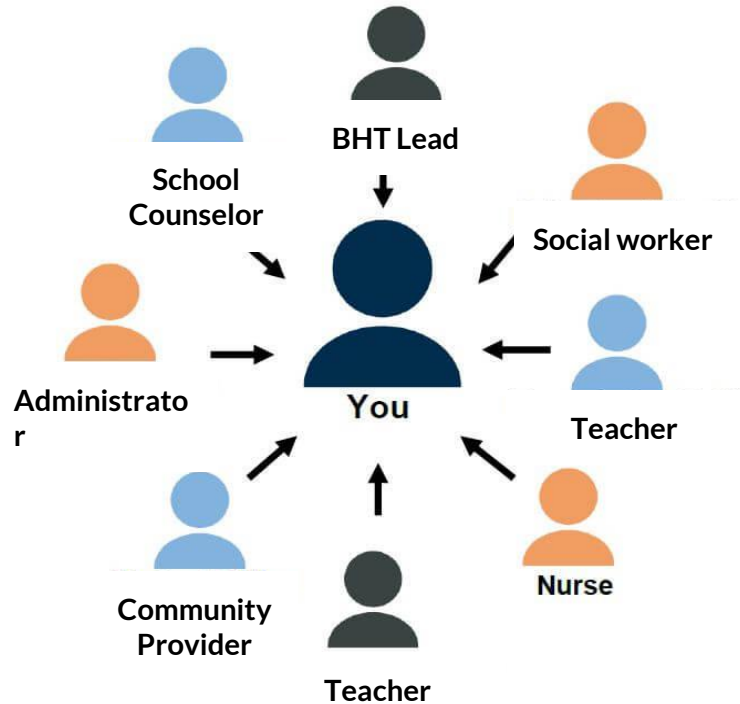


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Targeted
Interventions

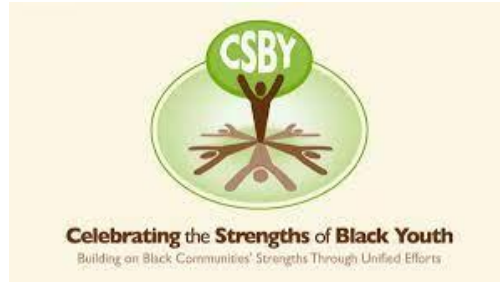


Behavioral Health & Climate Teams



Resources to Develop Teaming Structures: All schools will have access to universal professional learning, guidance, cross school learning, and support for leads of school climate teams that coordinate universal SEL efforts and behavior health teams that support targeted and intensive SEL interventions. All schools will receive information about teaming structure training, guidance and professional learning communities in August 2021 that will be available district-wide and by network(s).

Tier II (Small Group) Interventions



Social-Emotional Interventions: All schools will have access to training on a variety of SEL interventions that will enhance their current menu. These interventions support grief and loss, community crisis, interpersonal skills, and positive coping.

Mental Health Community Partnerships



Regional Mental Health Services: All schools will also have access to regional community mental health partners to refer students for individual counseling and support, including but not limited to trauma, grief, and substance abuse services. Partners will be centrally coordinated and assigned. Schools will utilize MTSS processes and teaming structures to identify and refer students. Each network will be assigned a community mental health partner to which schools can make a referral.

