MH/SEL Liaison Meeting

October 22, 2020
1 PM

Scavenger Hunt

- You have three minutes to find two things (not electronic) that have helped you keep focused at work during these past few months.

Things you say when remote teaching…

Support for teachers…

- Why aren't Students Signing On?
  - No access
  - Essential Workers
  - No Grade Incentives
  - Taking care of siblings
  - Bedlam but no bedroom
  - Lack of Accountability

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Support for teachers

- Remote Teaching Tips
  - Teach for engagement not coverage
  - Create Breakout rooms ahead of time
  - Test everything, plan ahead, and assume everything will break
  - Design for participation
  - Use games and music
  - Use lighting and sound
  - Simplify

November 12th 3-5 PM for MHC districts- drive and learn

Strategies to Support SEL, Classroom Management & in an Online Environment- *Christine Merle, MK Consulting*

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Dealing with upcoming holidays

HALLOWEEN 2020…

Covid-19 Holiday Celebrations – Guide to Safety

Newsday Webinar recorded

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Start to plan for ways to socialize

- Tips for managing stress and anxiety this winter – Child Mind Institute
  - Build your self-care toolkit
  - Maintain social connections
  - Set goals
- How will we cope with the pandemic in the Fall? – NYT
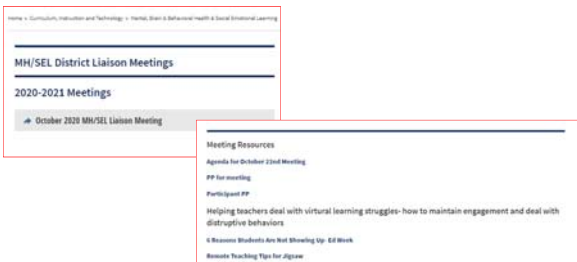 - Acknowledge
  - Find Alternatives
  - Make a Plan

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Organizing for 20-21

- Created a webpage for all meeting materials – will update

9

Organizing for 20-21

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Module 1: Foundations of Comprehensive School Mental Health

National School Mental Health Curriculum

1

Agenda

- Curriculum Overview and Target Audience
- Alignment with School Mental Health Quality Assessment
- What Is Comprehensive School Mental Health?
- Core Features
- Value
- District Examples

National School Mental Health Curriculum

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Curriculum Development

The National School Mental Health Curriculum was co-developed by the Mental Health Technology Transfer Center (MHTTC) Network and the National Center for School Mental Health (NCSMH).

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Mental Health Technology Transfer Center (MHTTC) Network

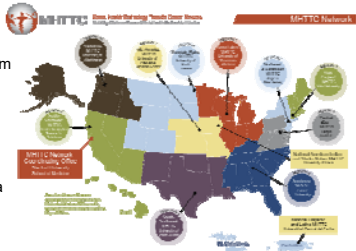- Established in 2018 with funding from the Substance Abuse and Mental Health Services Administration (SAMHSA)
- 10 Regional Centers
- National Hispanic & Latino Center
- National American Indian and Alaska Native Center
- Network Coordinating Office

Visit the MHTTC website at https://mhttcnetwork.org/

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National Center for School Mental Health (NCSMH)

- Established in 1995 with funding from the Health Resources and Services Administration

UNIVERSITY of MARYLAND
SCHOOL OF MEDICINE

NCSMH
NATIONAL CENTER FOR
SCHOOL MENTAL HEALTH

- The **NCSMH mission** is to strengthen policies and programs in school mental health to improve learning and promote success for America's youth.

Visit the NCSMH website at www.schoolmentalhealth.org

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Curriculum Overview

Mod 1	• Foundations of Comprehensive School Mental Health
Mod 2	• Teaming
Mod 3	• Needs Assessment & Resource Mapping
Mod 4	• Screening
Mod 5	• Mental Health Promotion for All (Tier 1)
Mod 6	• Early Intervention and Treatment (Tiers 2/3)
Mod 7	• Funding and Sustainability
Mod 8	• Impact

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Target Audience

District teams that can influence, develop, and oversee school mental health systems at the school district and building levels.

District teams may include:
- School District Leaders (e.g., Superintendent, School Board)
- School Administrators (e.g., Principal, Assistant Principal)
- District Mental Health Director or Student Services Supervisor (e.g., Director of Student Services, District Supervisor School Psychologists/Social Workers/Counselors)
- Community Behavioral Health Agency Supervisor/Director (e.g., clinical director of an agency that provides school-based services in the district)
- Youth/Family Advocate or Consumer

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Quality Indicators

Best Practices

Each module aligns with the **national performance domains and indicators** of comprehensive school mental health system quality.

National School Mental Health Quality Assessment (SMH-QA; NCSMH, 2019)

- Quality indicators have best-practice guidelines

- Used to self-assess indicator implementation and guide strategic quality improvement planning

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Overview of School Mental Health Quality Domains and Indicators

Resources

Quality Domains
- Teaming
- Needs Assessment and Resource Mapping
- Mental Health Promotion for All (Tier 1)
- Early Intervention and Treatment Services and Supports (Tiers 2/3)
- Screening
- Impact
- Funding and Sustainability

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(NCSMH, 2019)

(NCSMH, 2019)

(NCSMH, 2019)

(NCSMH, 2019)

Screening & Assessment Library

Our extensive screening and assessment library includes a variety of free and low-cost measures related to school mental health.

(NCSMH, 2019)

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EARN SHAPE RECOGNITION

Bronze, Silver or Gold Star SHAPE Teams have access to customized reports and free resources and can add team members to join their SHAPE account.

School Mental Health Profile

Earn a Bronze Star by completing the School Mental Health Profile. Assess your school or district SMH resources, staffing and service array.

Quality Assessment

Earn a Silver Star by completing one Quality Assessment. Assess your school or district performance on national school mental health quality indicators. Get free customized Quality reports to drive your improvement process.

Complete all Quality Assessments to earn your
Gold Star status!

(NCSMH, 2019)

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Homework

• Create a www.theshapesystem account and experiment.
• Take the Teaming Assessment

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What Is Comprehensive School Mental Health?

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Comprehensive School Mental Health Systems

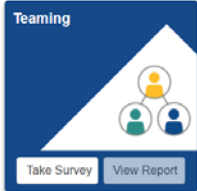- Provide a **full array of supports and services** that promote positive school climate, social emotional learning, mental health, and well-being, while reducing the prevalence and severity of mental illness

- **Built on a strong foundation of district and school professionals**, including administrators and educators, specialized instructional support personnel (e.g., school psychologists, school social workers, school counselors, school nurses, other school health professionals) in **strategic partnership** with **students, families, and community health and mental health partners**

- Assess and address the **social and environmental factors** that impact health and mental health

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Core Features

- Educators and Student Instructional Support Personnel
  - Adequate staffing and support
  - Trained to address student mental health in schools
- Collaboration and Teaming
  - Youth and families
  - Community health/mental health and other partners
- Multitiered System of Supports
  - Mental health promotion support (Tier 1)
  - Early intervention and treatment services and supports (Tiers 2-3)
- Evidence-Informed Services and Supports
- Cultural Responsiveness and Equity
- Data-Driven Decision-Making

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Educators and Student Instructional Support Personnel

- District and school professionals are the foundation of comprehensive school mental health systems.
  - Administrators and Educators
  - Student Instructional Support Personnel
    - School Psychologists
    - School Counselors
    - School Social Workers
    - School Nurses
    - Other Health Professionals

- Consider nationally recognized staffing ratios.

- Community partners should augment existing supports and services in a strategic and integrated way.

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Collaboration and Teaming

- Students
- Families
- Schools
- Community health and mental health
- Policymakers
- Funders

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Examples of Partnership

- School-community advisory group
- Needs assessment process and program selection
- Family-centered procedures
- Communications
- Evaluating programs and communicating results

"Nothing about us without us"

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Community Partnerships

Partnerships between schools and community mental health organizations are **purposeful**, and designed to:

- **Augment** the abilities of schools to address barriers to learning and promote social-emotional well-being

- **Provide a broader array of supports**, including mental health promotion, prevention, and intervention within a multi-tiered system of support

- **Improve access** to mental health care

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Nassau CARES App

App Store Preview

This app is available only on the App Store for iPhone.

Nassau CARES [4+]
Nassau County
★★★★★ 5.0 • 2 Ratings
Free

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Multitiered System of Supports (MTSS)

Tier 3
Targeted interventions for students with serious concerns that affect daily functioning

Tier 2
Supports and early intervention for students identified through needs assessments as at risk for mental health concerns

Tier 1
Promotion of positive social, emotional, and behavioral skills and overall wellness for all students

Professional development and support for a healthy school workforce

Family-School-Community partnerships

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Key Considerations in MTSS

- **Needed supports and services are fluid.**
  - Students need different levels of support at different times throughout development.
- **Tiers are layered.**
  - Students who receive higher levels of support continue to benefit from universal mental health promotion supports.
- **Invest in mental health promotion!**
  - Effective mental health promotion (Tier 1) supports can reduce the degree of need for higher-level supports in a school or district.
- **Provide more intensive and targeted services and supports** at the individual, group, or family level to address mental health concerns.
  - Students at risk for more serious mental health concerns (Tier 2) are able to participate in programs and supports that address their risk factors and promote positive social-emotional-behavioral learning.
  - Students already experiencing mental health concerns (Tier 3) have individualized services and supports that can improve mental health and overall well-being.

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Evidence-Informed Supports and Services

✓Services and supports that are backed by scientific and/or practice-based evidence
  ✓Teams need a system to evaluate evidence
✓Ongoing monitoring of implementation success
✓Systematic, reliable data informs decisions about student supports and services

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Sources of Evidence

- Evidence-based practice registries
- Research literature
- Evidence-based practice developers
- Schools implementing the service or support

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Cultural Responsiveness and Equity

- **Responsive to the specific cultural values, beliefs, and behaviors** of families and communities

- Ensure access to mental health supports and services in a manner that is **equitable and reduces disparities** across all students

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Equity in Mental Health Framework Recommendations

- Mental health and well-being of all students
- Guidance to various student subgroups
- Diverse and culturally competent faculty and staff
- National and international equity issues/events
- Accessible, safe communication and effective response system
- Culturally and linguistically appropriate services and supports
- Disaggregate key data points

Adapted from the Equity in Mental Health Framework (www.equityinmentalhealth.org)

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Data-Driven Decision-Making

Observations and other data/information should be used to make **fair, objective decisions** about:

- Identifying student mental health needs
- Matching students to appropriate services and supports
- Monitoring progress to evaluate student response to interventions
- Changing student services and supports over time as appropriate

Data Sources in Schools:
- ✓ Mental health screenings and assessments
- ✓ School climate surveys
- ✓ Grades
- ✓ Attendance/seat time
- ✓ Performance test scores
- ✓ Office referrals
- ✓ Suspensions/expulsions
- ✓ Achievement/benchmark test scores
- ✓ Behavioral observations
- ✓ Crisis incidents

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Reflection:

Which core features are your district doing very well – throughout the district or in select school(s)?

Which core features do you wish were more consistently present in all your schools?

How do you think families would respond to the question of which core features are the school or district doing well?

Comprehensive School Mental Health Core Features Checklist:

❑Educators and Student Instructional Support Personnel
  ❑Adequate staffing and support
  ❑Trained to address student mental health in schools
❑Collaboration and Teaming
  ❑Youth and families
  ❑Community health/mental health and other partners
❑Multitiered System of Supports
  ❑Mental health promotion support (Tier 1)
  ❑Early intervention and treatment services and supports (Tiers 2-3)
❑Evidence-Informed Services and Supports
❑Cultural Responsiveness and Equity
❑Data-Driven Decision-Making

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The Value of Comprehensive School Mental Health

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Mental Health Promotion

www.casel.org

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What 1 skill would you wish for all graduating students to possess?
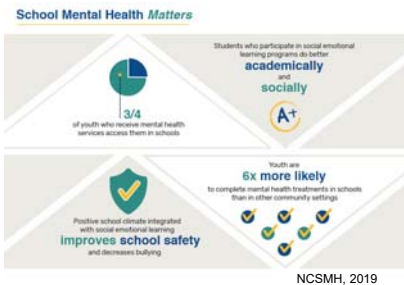
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Mental Health Intervention

Schools are the primary mental health service provider for children.

60-80% of children who receive mental health services do so in schools. (Burns et al., 1995; Green et al., 2013)

20% of students receive some form of school mental health services annually. (Foster et al., 2005)

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School Mental Health Impact

School Mental Health *Matters*

Students who participate in social emotional learning programs do better **academically** and **socially**

3/4 of youth who receive mental health services access them in schools

Youth are **6x more likely** to complete mental health treatments in schools than in other community settings

Positive school climate integrated with social emotional learning **improves school safety** and decreases bullying

NCSMH, 2019
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School Mental Health Outcomes

- Improvements in social and self-awareness, decision-making capacity, and relationship skills (Durlak et al., 2011)
- Better academic outcomes (Durlak et al., 2011; Kase et al., 2017)
- Fewer special education referrals and decreased need for restrictive placements (Bruns et al., 2004)
- Fewer disciplinary actions (Flannery et al., 2014; Taylor et al., 2017)
- Increased student engagement and feelings of connectedness to school (Greenberg et al., 2005)

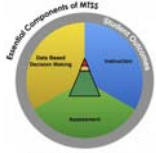National School Mental Health Curriculum
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District Example

Boston Public Schools Comprehensive Behavioral Health Model

Boston Public Schools
Behavioral Health Services

Every Child Deserves a Safe and Supportive School

https://cbhmboston.com/

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State Example

Wisconsin's School Mental Health Initiative

- 3 supporting grants:
  - Safe Schools Healthy Students
  - Project AWARE
  - School Climate Transformation
- State School Mental Health Framework

www.schoolmentalhealthwisconsin.org/

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State Example

Colorado's School Mental Health Toolkit

- Blueprint for school mental health services
- Tool for community members, schools, local leaders, and districts
- Includes 10 best practices, including strategies for implementing, funding, and sustaining mental health services in schools

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https://www.mentalhealthcolorado.org/resources/school/

Strategic Planning

- State a specific goal for your district related to comprehensive school mental health.
- List 3 potential action steps to move this goal forward.

Discussion

How does this content fit with your district's understanding and implementation of the core features of comprehensive school mental health?

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