GETTING TO A TIPPING POINT: ADVANCING QUALITY COMPREHENSIVE SCHOOL MENTAL HEALTH SYSTEMS

ANNUAL CONFERENCE ON ADVANCING SCHOOL MENTAL HEALTH

NOVEMBER 7, 2019
10:45-11:45 AM

HOSTED BY THE SCHOOL MENTAL HEALTH WORK GROUP
WELCOME: CHAMPIONS!

Joyce Sebian - Moderator

www.schoolmentalhealth.org/AdvancingCSMHS
National Center for School Mental Health (NCSMH)

Advancing Comprehensive School Mental Health Systems: Guidance from the Field

A partnership of national school mental health leaders and organizations has contributed to the development of this document on school mental health systems, including:

- Bainum Family Foundation
- U.S. Department of Health and Human Services
- Human Resources and Services Administration (HRSA)
- Substance Abuse and Mental Health Services Administration (SAMHSA)
- Center for Health and Health Care in Schools at George Washington University
- Child Health and Development Institute of Connecticut
- National Association of State Directors of Special Education
- National Center for School Mental Health (NCSMH)
- School-Based Health Alliance

A Collaborative Effort

This resource synthesizes the knowledge and guidance of over 75 experts nationally.

Ultimately, this resource is a foundational document in the field to help guide...
A COLLABORATIVE EFFORT

OVER 75 EXPERTS NATIONALLY

Synthesizes the knowledge and guidance of over 75 experts nationally.

This resource is a foundational document in the field to help guide local, state, and national efforts to strengthen school mental health efforts and to start to understand and advance best practices in school mental health.

“This resource brings together — in a brief, straightforward way — what we collectively know about successful school mental health and the key indicators of quality.” (Sharon Hoover, Ph.D., Co-Director, National Center for School Mental Health)
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- National Center for School Mental Health (NCSMH) at the University of Maryland School of Medicine
- School-Based Health Alliance
- U.S. Department of Health and Human Services
  - Human Resources and Services Administration (HRSA)
  - Substance Abuse and Mental Health Services Administration (SAMHSA)
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American Public Health Association
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National Association of School Psychologists
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University of South Carolina
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Foundations:

Bainum Family Foundation
Noel Bravo, Rozita Green and Nisha Sachdev
We dedicate this guidance monograph to the memory of Andrea Alexander, a dear friend and colleague who spent her career working to advance school mental health at local, state and national levels. Andrea was a significant partner in the national School Mental Health Work Group, and her untimely death only fueled the group to persevere with its goals. Andrea’s energy, passion and commitment to improving systems of care for youth contributed significantly to the advancement of school mental health and to the quality of life for countless children and families. May her light shine bright through the work carried forth by school mental health champions across the nation.
HIGHLIGHTS-KEY MESSAGES

Nancy Lever and Sharon Hoover
National Center for School Mental Health, University of Maryland School of Medicine
SCHOOL MENTAL HEALTH WORK GROUP
VISION & MISSION:

**Vision:**

- Schools across the nation integrate quality, comprehensive school mental health systems as a common practice.

**Mission:**

- accelerate the wide-scale adoption of quality comprehensive school mental health systems in schools
- foster partnerships and peer exchange opportunities that empower school mental health champions at the local, state and national levels
- elevate STANDARDS, PROCESSES, and STRATEGIES at the local, state and national levels that will drive best practices, reduce barriers and ensure infrastructure that supports sustainability and continuous quality improvement of school mental health systems
WE CAN DO IT TOGETHER
The Guidance Document addresses:

- The value and impact of effective school mental health
- The current state of the school mental health field
- Definition and core features of comprehensive school mental health systems
- Recommended strategies for improving quality and fostering the widespread adoption of comprehensive school mental health systems
- State and local spotlights representing significant progress on school mental health
The Guidance Document addresses:

- The need to promote positive school climate and safety, strengthen social and emotional learning, and foster mental health and general well-being, while reducing the prevalence and severity of mental illness.

- The urgent need to act now to ensure that integrating comprehensive school mental health systems into all U.S. schools becomes standard practice.
CHILD/YOUTH

Macrosystem (e.g., society, culture)
Exosystem (e.g., media, services, neighbors)
Mesosystem (e.g., interaction of extended levels of microsystems)
Microsystem (e.g., family, peers, school)
CORE FEATURES

Figure 3. Core Features of a Comprehensive School Mental Health System

1. Well-Trained Educators and Specialized Instructional Support Personnel
2. Family-School-Community Collaboration and Teaming
3. Needs Assessment and Resource Mapping
4. Multi-Tiered System of Support
5. Mental Health Screening
6. Evidence-Based and Emerging Best Practices
7. Data
8. Funding
Figure 5: Multi-Tiered System of Support

TIER 3
+ Targeted interventions for students with serious concerns that impact 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

Foundational Elements
+ Professional development and support for a healthy school workforce
+ Family-School-Community partnerships
FIGURE 4. AN EXAMPLE OF COMPLEMENTARY ROLES AND RESOURCES OF COMMUNITY PARTNERS AND SCHOOL DISTRICTS IN COMPREHENSIVE SCHOOL MENTAL HEALTH SYSTEMS

Better academic outcomes
Access to care
Early Identification and Intervention
Positive school climate and safety
Youth, family, educator and peer engagement
A continuum of services
Better psychosocial outcomes
REFLECTIONS FROM MASSACHUSETTS

John Crocker
School Mental Health & Behavioral Services
Methuen Public Schools
“Schools are a natural setting for collaboration across partners to promote student well-being and to support early identification and intervention for students with mental health concerns.”
On the strength of the compelling evidence alone, schools have an imperative to attend not just to the academic success of students, but to their social, emotional and behavioral development as well.13

Schools are a natural and logical setting in which to employ a public health framework that focuses on promoting student well-being and healthy behaviors and preventing mental health problems before they occur.

But schools cannot do it alone.
METHUEN CSMHS: MENTAL HEALTH INITIATIVE IMPLEMENTATION HIGHLIGHTS

- District and building-based school mental health teaming
- District-wide SMH resource mapping and needs assessment
- Universal mental health screening in grades 3-12
- Group therapy program established in all schools
- Mental Health Parent and Student Advisory Council
- CSMHS accountability report
- MOUs established with local CBH providers to increase access to
- Established the Massachusetts School Mental Health Consortium (MASMHC)
- MHS Bridge program
- Professional development:
  - Cognitive Behavioral Therapy (CBT)
  - Treatment planning
  - Suicide risk assessment
  - Use of psychosocial and behavioral data
  - PBIS
16.7 percent of students score in the moderate to severe range for depression, on average.

*Methuen Public Schools (2018)*
18.3 percent of students score in the moderate to severe range for generalized anxiety, on average.

Methuen Public Schools (2018)
WHAT IS THE PURPOSE AND INTENT OF THE MASMHC?

The Massachusetts School Mental Health Consortium is comprised of Massachusetts school districts committed to improving the mental health services and supports available to students across the Commonwealth. MASMHC member districts recognize the growing needs of our student populations relative to mental illness and substance use and seek creative solutions to enhance prevention efforts, reduce wait time for therapeutic services, and increase the quality and sustainability of school mental health services and supports. Through shared learning, collaboration, and consultation, member districts will actively engage in efforts to improve the well-being of students in order to support their future success.
REPLICATING OUR LESSONS LEARNED FROM THE NQI COIIN

- We were able to make positive gains with SMH adoption and implementation due to:
  - Technical assistance, training, and support
  - Shared resources and collaboration with other districts/partner agencies
  - Promotion of a shared agenda in which SMH was seen as contributing to a variety of outcomes that were valued by all students and staff
  - Teaming to achieve our goals

- MASMHC seeks to foster the same type of collaborative network of districts who share an agenda of promoting and adopting SMH practices and policies to support students
MASMHC SELECTED TRAININGS AND ACTIVITIES

Selected Presentation / Training Themes
- Use of the SHAPE System to inform district and school needs assessment, resource mapping, and action planning
- Universal mental health screening
- School mental health teaming
- Establishing group therapy in schools
- Embedding SEL curriculum and instructional practices across all content areas
- Use of psychosocial data to inform treatment planning (progress monitoring and measurement-based care)
- Developing student and family partnerships to support SMH implementation
- Increasing awareness and advocating for mental health in schools
- Critical incident management, including crisis counseling and suicide risk assessment
- Partnering with community mental health to augment services and supports
- Establishing a Bridge Program to support students returning from long-term absence and/or psychiatric hospitalization

Selected Consortium Programs / Activities
- Development of a shared resource library housed on the MASMHC webpage
- Sponsored trainings through partnerships (CBITS and Bounce Back trainings sponsored through AIP)
- Advocacy for licensure parity (MA Bill H.3707)
- Development of the MASMHC mini-grants program and scholarship program
- Advocacy for the allocation of funding to support SMH implementation
ADVANCING IMPLEMENTATION & ADVOCATING FOR SMH

● As MASMHC grows, opportunities to advocate on behalf of SMH adoption and implementation will occur more readily owing to the increase in the base of supporters that comprise its membership.

● To date, MASMHC has engaged in advocacy efforts related to:
  ○ **Bill H.3707 (licensure parity)** - removing barriers to dual licensure in MA in order to:
    ■ Increase the availability of services for students
    ■ Support the idea that SMH is on an equal playing field as community-based MH
    ■ Promote collaborative partnerships between SMH and community-based MH
  ○ **Allocation of state funding** - MASMHC submitted recommendations on how funding from a state budget amendment should be allocated to support quality SMH implementation.
IDENTIFYING AREAS OF FOCUS: A SHARED VISION

In order to work efficiently and effectively, we need to know:

- The most common barriers to implementing SMH practices and policies
- The areas of focus that are shared by member districts related to SMH
- The resources (practices, policies, materials, partnerships) that we already have that we can disseminate/scale-up
- The resources (practices, policies, materials, partnerships) we need that we can create, refine, or leverage from our partners
<table>
<thead>
<tr>
<th>Targeted Areas of Need</th>
<th>Votes</th>
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<tbody>
<tr>
<td>Professional development for evidence-based services and supports (implemented with fidelity)</td>
<td>50</td>
</tr>
<tr>
<td>Data collection procedures and protocols to better inform practice/track concerns</td>
<td>39</td>
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<tr>
<td>Universal screening/identification of students</td>
<td>39</td>
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<tr>
<td>Development of a multi-tiered system of mental health services and supports</td>
<td>29</td>
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<tr>
<td>Increased staffing</td>
<td>26</td>
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<tr>
<td>Leveraging outside services (more options and availability)</td>
<td>24</td>
</tr>
<tr>
<td>Resource mapping (internal and external; school, district, region, state)</td>
<td>20</td>
</tr>
<tr>
<td>Tier I services and supports (SEL and prevention/promotion of mental health)</td>
<td>20</td>
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<tr>
<td>Increased funding and resources</td>
<td>12</td>
</tr>
<tr>
<td>Tier II services and supports</td>
<td>12</td>
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<tr>
<td>Peer supervision/collaboration</td>
<td>7</td>
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<tr>
<td>Informing parents/guardians about in-school programs vs. outpatient services</td>
<td>3</td>
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<tr>
<td>Defining the role of SMH staff</td>
<td>2</td>
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MEMBER DISTRICT ENGAGEMENT IN MASMHC

How we can create a sustainable partnership...

- Member district representation at monthly meetings
- Completion of a free needs assessment through the SHAPE System to:
  - Understand the common needs of member districts related to SMH
  - Foster the use of common language and a framework for SMH
  - Support action planning and access to free resources
- Advocacy, resource sharing, collaboration, and consultation regarding SMH

What we will not do...

- Keep adding to your to-do list
- Dictate your priorities related to SMH
- Ask you to pay for anything
Massachusetts School Mental Health Consortium
GETTING TO TIPPING POINT
MEANINGFUL ENGAGEMENT

Joanne Cashman and Mariola Rosser
National Association of State Directors of Special Education (NASDSE) and The George Washington University, Center for Health and Health Care in Schools
ACHIEVING THE VISION AND MISSION REQUIRES MEANINGFUL ENGAGEMENT ACROSS PARTNERS:

- Across levels of our systems
  - Local
  - State
  - Federal and National

- Across Agencies
  - Mental Health
  - Education
  - Child Welfare
  - More

- Across Roles
WILL WE BEGIN THE DIALOGUE WE NEED?

What can we do as a group?

What can we do as individuals?

What can my organization do?
Dialogue Guides
Models for Stakeholder Interaction Around Issues

- Doing the Work Together
- Coalescing Around Issues
- Ensuring Relevant Participation
- Leading by Convening
Levels of Participation
Where do you see your organization?

Activity: Decide what levels of engagement are appropriate for you

Our Choice for Participation:
1st ___________________________
2nd ___________________________

Your Contact Information:
Phone _________________________
Email _________________________

If not you; who?
_______________________________
Contact Information:
Phone _________________________
Email _________________________
DISCUSSION - KEY QUESTIONS

How do you see this idea working in your:
- School?
- Community?
- State?
- Organization

What is most exciting?
What is still unclear?
WILL YOU JOIN US TO ADVANCE THIS WORK?

- Put your name and contact information in the CHAT now
  or
- Email: Joyce Sebian
  
jks29202@gmail.com
- Indicate the circle that best describes the way you think you can be involved?
  
  We will be in touch!
NEXT STEPS: ENGAGING PARTNERS AS CHAMPIONS

Olga Acosta Price
The George Washington University, Center for Health and Health Care in Schools
A NETWORK OF CHAMPIONS: GETTING STARTED- SELECTED ENGAGEMENT ACTIVITIES

- Annual Conference on Advancing SMH – Nov. 7, 2019, Austin TX
- Outreach to key stakeholders/leaders
- Engagement/support to SMH leadership
- Identify models of excellence
- Partner with current State, Local and National Communities of Practice and SMH champions
- Develop webinars and other mechanisms
- Strategic partnerships and levels of engagement TA/Coaching and more
- Collaborate with ongoing activities of partners including National Community of Practice for School Behavioral Health
- Engage stakeholders through multiple partnership venues- conference presentations and sessions use of social media
- National Dialogues on Behavioral Health 60th Annual Conference, New Orleans, LA – November 3rd
- Aspen Institute, Washington, DC – November 12
- And More…
NOT WRAPPING UP- GETTING STARTED

Thank you!

Let us know your thoughts, suggestions and next steps!