Using Consultation to Strengthen Social, Emotional, and Behavioral Health Systems and Strategies in School Communities

Shella Dennery PhD, LICSW
Director
Boston Children’s Hospital Neighborhood Partnerships

Molly Jordan, LICSW
Training and Access Project Manager
Boston Children’s Hospital Neighborhood Partnerships
Agenda

• Overview of Boston Public Schools and Boston Children’s Hospital Neighborhood Partnerships

• Training and Access Project Description

• Professional Development
  • Learning Collaborative
  • Topics and content development

• Consultation
  • Initial assessment
  • Structure of consultation
  • Examples
  • Whole school professional development
Boston Public Schools

- First public school system in the U.S. (1647, BLS 1635)
- **125 schools** and **55,600** students enrolled
  - 66% are classified as economically disadvantaged
  - 45% come from families where English is not the primary language spoken at home; 31% are English Language Learners (ELL)
  - Come from more than 136 different countries speaking 74 different languages
  - 20% of students receive **Special Education** services
- Limited support services and guidance staff

![Pie chart showing student demographics: Latinx 42%, Black 34%, White 14%, Asian 9%, Other 1%]
Behavioral Health Department

- **BPS Staffing**
  - *71 school* psychologists for 125 schools
  - *1 school psychologist* for every 1000 students
  - *8 pupil adjustment counselors*
  - Guidance counselors for upper grades
  - Limited supports for elementary and K-8 schools
- **60+ critical crisis** situations each school year
- Comparison to other districts
Mapping of Behavioral Health Partnerships

- **30%** of BPS schools have no behavioral health partnership

- **92 out of 125** schools have a partnership

- **30%** have a clinician on-site **20 hours** or less

- **16%** have clinicians on-site **80+ hours** weekly
• Community behavioral health program in the Department of Psychiatry at Boston Children’s Hospital

• Began in 2002

• Team of 21 staff members (social workers, psychologists, psychiatrists)

• Partnering with 17 schools and 2 community health centers in urban Boston

• Leading partner with Boston Public Schools in developing and implementing a Comprehensive Behavioral Health Model (CBHM) – now in 70 schools

• Providing depression awareness curriculum to high schools across the nation

• Disseminating a teacher training series on social, emotional and behavioral health
Need for Professional Development and Consultation

• Teachers have shown to be the engine that drives social and emotional learning programs and practices in schools and classrooms

• Studies suggest that teachers report that they have little education and consultation on mental health

• Among the 50% of teachers who eventually leave the education profession permanently, 35% report that their decision was related to student discipline, classroom management, and student mental health concerns
BPS Educators

Percent of School Staff Who Feel Confident in Their Ability to Address Student Behavioral Health Needs (N=275 Staff Members)

Agree 21%

Disagree 79%
Gloria and Charles Clough Foundation
Training and Access Project

Program Components

Learning Collaborative
• Professional development on social, emotional, and behavioral health related topics
• 11 Trainings over two years

Consultation
• Support building the capacity of the school to better address behavioral health
• 120 hours over two years
• On-site consultation
10 Partnering Schools
Learning Collaborative
Group Structure

Norms for the Collaborative
• Knowledge is gained through people actively interacting by sharing experiences
• People capitalize on one another’s resources and skills
• There is individual accountability of every person in the group and the group’s assessment and processing of it’s own work as a team
• Establish Common Commitments/Group Norms

Activities
• Didactic presentation
• Demonstration/modeling of techniques
• Large group discussion
• Small group work
• Turn and talk
• Team reflection time
Learning Collaborative Content Guidelines

• **Context**
  - Research and evidence based practices, following MTSS model
  - Specify relevance to school setting, students, families, teaching, learning and incorporate family engagement and cultural responsiveness

• **Demonstration**
  - Illustrate applicability of the material, knowledge, or skills
  - Includes didactic presentations, modeling techniques, providing activities and resources that are relevant to daily practice

• **Opportunities for Engagement**
  - Practice and discuss adaptations, successes, and challenges within their role, setting, school-wide and share personal experiences
  - Discussions with other participants including small and large group discussions, team reflection, interactive activities
<table>
<thead>
<tr>
<th>Month</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 27, 2018</td>
<td>An Overview of Social Emotional Development: What Can We Expect in the Classroom?</td>
</tr>
<tr>
<td>October 25, 2018</td>
<td>Strategies for Supporting Students in the Classroom</td>
</tr>
<tr>
<td>November 29, 2018</td>
<td>What is Behavioral Health? Symptoms and Systems</td>
</tr>
<tr>
<td>January 31, 2019</td>
<td>Tips and Tools for Crisis Intervention and Management</td>
</tr>
<tr>
<td>February 28, 2019</td>
<td>Stress Management and Self-Care for the Educator</td>
</tr>
<tr>
<td>March 21, 2019</td>
<td>Understanding Trauma and the Impact on Learning</td>
</tr>
<tr>
<td>May 23, 2019</td>
<td>Implementing School-Wide Initiatives: Developing Strategies for Addressing Social Emotional Health for 2019-2020</td>
</tr>
<tr>
<td>Month</td>
<td>Topic</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>September 20, 2018</td>
<td>Building Effective Teams to Address Social, Emotional, and Behavioral Health</td>
</tr>
<tr>
<td>November 15, 2018</td>
<td>Creating Engaged Partnerships with Families and Caregivers</td>
</tr>
<tr>
<td>January 17, 2019</td>
<td>Strategies for Sustainable Change in Schools</td>
</tr>
<tr>
<td>June 13, 2019</td>
<td>Agents of Change: Managing Transitions and Keeping the Work Going</td>
</tr>
</tbody>
</table>
Workshop Satisfaction

- Contributed to my understanding of the topic: 100%
- Contributed to my knowledge of strategies to implement in my work with students related to the topic: 97%
- Contributed to my knowledge of resources related to the topic: 94%
- Helped me better understand my school’s strengths and/or areas of improvement with regard to the workshop’s topic: 95%
- I feel confident in my ability to implement ideas and/or strategies presented during this workshop: 95%
- I am going to do at least one thing differently in my work as a result of this workshop: 98%
TAP Consultation

- Build capacity of school staff to better address social, emotional, and behavioral health

- Bolster systems and supports for students, families and staff

- Connect with existing priorities, mandates, and goals

- Help schools with action plans around identified goals

- Provide whole school learning opportunities
Finding an Area of Focus for Consultation

Data collection (whole school)

- School Mental Health Capacity Instrument
  - Needs assessment
  - Self-efficacy and readiness for change
  - Topics for professional development
  - Prevention and Promotion
  - Early Recognition and Referral
  - Intervention

Review and reflect with the principal
Report on Needs Assessment
MONTH/YEAR

School Name

Student Needs
The Needs Assessment survey was completed by 33 staff members from your school in MONTH/YEAR.

- 38 Teachers
- 10 Paraprofessionals
- 5 Other (Nurse, School Psychologist, etc.)

The survey asked about:
- Staff’s readiness for change
- Staff’s self-efficacy surrounding a variety of topics that will be targeted during TAP trainings
- The school’s needs for services
- Staff’s perceptions of the behavioral health needs of students in your school
- Staff’s training needs related to behavioral health and social-emotional development

![Image: Figure 1. Needs Assessment Results: School Readiness for Change

- Somewhat Agree
- Agree
- Strongly Agree

- It is important to have behavioral health training and consultation in my school.
- It is important to have behavioral health therapists and counseling services in my school.
- I am willing to try new and different things in my work in order to address students’ behavioral health issues.
- Most individuals in my school are willing to try new and different things in their work in order to address students’ behavioral health issues.

![Image: Figure 2. Needs Assessment Results: Knowledge

- Somewhat True
- Moderately True
- Very True

- I can identify students who may be experiencing difficulties because of behavioral health related issues.
- I understand the role of culture in the social/emotional development of my students.
- I can identify systems that support a positive school climate.
- I can identify my own self-care needs as a school professional.

![Image: Figure 3. Needs Assessment Results: Skills

- Somewhat True
- Moderately True
- Very True

- I know how to support the social/emotional development of my students in my work.
- I can make appropriate referrals for students with behavioral health concerns.
- I know how to manage behavioral health issues when they arise in my work.
- I know how to support the emotional well-being of my students.

![Image: Figure 4. Needs Assessment Results: Self-Efficacy

- Somewhat True
- Moderately True
- Very True

- I feel confident in my ability to address behavioral health needs in my work.

What other topics related to social, emotional, and behavioral health would you like to receive additional training on?
- How to take care of myself as a teacher.
- Trauma and how it impacts learning and how to support the emotional well-being of my students.
- Collaboration with parents who have children with social-emotional and behavioral health issues.

Thank you for completing the 2018 Training and Access Project Pre-survey! This report includes results from the Needs Assessment survey, the School Mental Health Capacity Instrument, and the Social Competence Scale. We hope you will find the results helpful as you make programmatic planning and implementation decisions related to behavioral health needs at your school.
**Prevention and Promotion Subscale**

The Prevention and Promotion Subscale measures a school’s ability to not only prevent behavioral health problems, but also to promote the wellbeing of all students in the school. It includes items that reflect:

- a school mission/vision statement that aligns with promoting the social/emotional wellbeing of students
- activities/programs that build on students’ strengths and resilience
- resources to address stressors faced by many students in the community
- the knowledge and skills of staff to identify, understand, and address students’ stressors and early warning signs of behavioral health concerns
- Professional development to school staff about behavioral health

---

**Early Recognition and Referral Subscale**

The Early Recognition and Referral Subscale measures a school’s ability to recognize students in need of behavioral health services early on and subsequently refer them for appropriate supports and services. It includes items that reflect:

- regular communication with families and school personnel
- programs and structures that allow for regular discussion and support of students’ behavioral health needs (e.g., advisories, SSI)
- functional referral systems, and professionals available to address students’ needs

---

**Intervention Subscale**

The Intervention Subscale measures the capacity of a school to competently and efficiently intervene during behavioral health crises. It includes items that reflect:

- policies and procedures which clarify what constitutes a behavioral health emergency/crisis
- who is responsible for tasks during crises
- the availability of these individuals to intervene
- the procedures for follow-up, including information sharing
Building the Team

How is the team identified?

Variety of perspectives
  • Teachers
  • Staff
  • Administrators
  • Who are your champions?

Getting started
  • Individual meetings with team members
  • Reviewing data
  • Finding an area of focus/goal setting as a team
  • Establishing structure
**Training & Access Project - Team Reflection Foundation Year (September)**

Today's Date: ___________________  Staff Present: ___________________

School Name: ___________________  ___________________

---

**September Brainstorming**

Reflect on your school's strengths and areas of growth that you would like to focus on related to fostering healthy social emotional development amongst students at your school, including systems of support, protocols, school-wide social emotional learning, or other topics related to social, emotional, and behavioral health in your school. Considering these, use the following chart to narrow down your team's focus for the coming months.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What are 1 or 2 areas for growth that you would like to focus</strong></td>
<td><strong>Within each area of focus, what specific goal would you like</strong></td>
<td><strong>How will you know that each goal</strong></td>
</tr>
<tr>
<td><strong>on this year?</strong></td>
<td><strong>to achieve by the end of the year?</strong></td>
<td><strong>has been met? What will be</strong></td>
</tr>
<tr>
<td>Goal 1:</td>
<td></td>
<td>different?</td>
</tr>
<tr>
<td>Goal 2:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

Where would your team rate this goal(s) today?

Goal 1:

<table>
<thead>
<tr>
<th>1 No previous planning/action on this goal</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10 Goal has been met (e.g., all components are consistently implemented)</th>
</tr>
</thead>
</table>

Goal 2:

<table>
<thead>
<tr>
<th>1 No previous planning/action on this goal</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10 Goal has been met (e.g., all components are consistently implemented)</th>
</tr>
</thead>
</table>
### Part 1: Goal and Action Step Ratings

In the previous meeting, your team decided on the following goal for this area of focus:

**(Enter Goal)**

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Did our team meet these action steps?</th>
<th>If partially/no, what got in the way?</th>
<th>How will your team address what got in the way?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>Partially</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>Partially</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>Partially</td>
<td>No</td>
</tr>
</tbody>
</table>

What other action steps did your team set and meet related to advancing this goal since the last rating? Please enter those in this box.

Your team rated this goal **[Previous rating]** on **[Date]**.

Where would your team rate this goal **today**? (Please answer this question even if your goal has changed.)

- [ ] No previous planning/action on this goal
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5
- [ ] 6
- [ ] 7
- [ ] 8
- [ ] 9
- [ ] 10

Goal has been met (e.g., all components are consistently implemented)

Has your team **success fully completed** this goal?  
Yes (stop here, pick up “Part 5: Setting a New Goal” Worksheet)
No (go to next question)

Has your team **changed** this goal?  
Yes (stop here, pick up “Part 3: Setting a Modified Goal” Worksheet)
No (continue to “Part 2: Setting an Action Plan”)

---

### Part 2: Setting an Action Plan

Think about what would it take to move just one number up the scale you just used to rate your goal.

With this in mind, define one or more action steps your team will complete by the next meeting:

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Who will complete this action step?</th>
<th>When will this action step be complete? (By the next meeting, prior to the meeting, immediately, etc.)</th>
<th>What might get in the way? How will you address this barrier?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

At which meeting will these action steps be reviewed?:  

**Date:**

*If you have other team goals, or you have added a goal, please complete a separate rating sheet*
Structure of Consultation

- Regular meetings with principal

- Consistent meetings on-site with TAP team
  - Individual team members
  - Full team meetings
  - Review goals/action plans/barriers/next steps

- Participation in relevant meetings/events
  - Meeting with additional stakeholders in the school

- Adaptable structure/agenda
Obtaining Buy-In

Factors that may impact buy-in:
  • Change elicits emotions
  • Complexity of initiatives
  • Individuals often feel forced into change

What could help?
  • What is the rationale for the initiative?
  • Can a current practice be modified versus introducing a completely new practice?
  • What does communication about the initiative look and sound like?
  • How can we involve all school personnel in the planning?
Finding an Area of Focus for Consultation

Prevention and Promotion

- Creating a Resource Map
- Professional Development
- School Climate team
- School Wide Leadership meetings
- Family Engagement
- SEL Curriculum
- Classroom Visits
- Learning school routines/settings
Case Examples

- Resource Map
- Professional Development
- School climate
- Family Outreach
Finding an Area of Focus for Consultation

**Early Recognition and Referral**

- Common Planning Time
- Student Support Team
- Behavioral Health clinicians
  - School psychologist and/or social worker
  - Partner agencies
- Meeting with key stakeholders/leaders in social, emotional, and behavioral health
  - School partners focused on social, emotional, and/or behavioral health
- Grade level classroom strategies
Case Examples

- Student Support Teams
  - Create team
  - Refine process

- Strategies for the classroom

- Common Planning Time
  - Agendas and topics
Finding an Area of Focus for Consultation

Intervention

Behavioral health resources
• School and community based

Crisis plans
• Protocols for crisis intervention
• Structure for developing
• Individual student plans
• Staff training for crisis intervention
Case Examples

- Creating a team
- Written protocol
- Resources available
- Professional Development
  - Prevention
  - Accessing & using protocols
Professional Development

TAP requires two professional development workshops in the second year of the partnership

Tailored for the school needs
- Topics generated with the administration, team, and consultant

Designed for the audience
- Whole school, small group, specific roles

Follow-up and support
In 2017-2018, TAP completed 17 on-site trainings across 10 schools. Topics focused on:

- Classroom strategies
- Understanding trauma
- Self-care for the educator
- Specific initiatives in the school
# Lessons Learned for Consultation

**What worked**

- Small team with power to make change
- Whole school professional development
  - Building buy-in across the school
- Tailored to school culture
- Positivity and flexibility
- Preparation
- Ratio of consultants to schools

**What to consider**

- Clear communication about roles & responsibilities
- Buy in from administration on specific goals
- Communication with whole school
- Team membership
- Change in initiatives from year to year
- Time
  - Scheduled and protected team meetings
- Staying focused on goals
Primary Topics for Consultation - Year 1

- School Climate, 27%
- Behavior Support Plans/Protocols, 21%
- Team Infrastructures, 13%
- Professional Development, 13%
- Crisis Response/Protocols, 8%
- Programming/Curricula, 6%
- Community Partnerships, 4%
- Social/Emotional Development, 3%
- Behavioral Health Symptoms, 2%
- Other, 2%
- Programming/Curricula, 6%
- Community Partnerships, 4%
- Social/Emotional Development, 3%
- Behavioral Health Symptoms, 2%
- Other, 2%
Primary Topics for Consultation - Year 2

- School Climate, 20%
- Team Infrastructures, 19%
- Professional Development, 16%
- Behavior Support Plans/Protocols, 12%
- Programming/Curricula, 10%
- Social/Emotional Development, 4%
- Other, 5%
- Behavioral Health Symptoms, 3%
- Crisis Response/Protocols, 3%
- Behavioral Health Symptoms, 3%
Post Survey

- I am able to better support the social/emotional development of my students: 100%
- I am able to make more appropriate referrals for students with behavioral health problems: 100%
- I am able to more effectively manage behavioral health problems in my classroom: 100%
- I am able to more effectively manage behavioral health crises: 96%
- I am able to better support the behavioral health related professional development needs of staff at my school: 96%
- I am going to do at least one thing different in my work at my school: 100%
- I am confident that the work started through TAP will be sustained over time: 88%
Internal Supports

Evaluation team
- Logic model
- Capacity instrument
- Workshop evaluation
- Progress monitoring

Supports for TAP team
- Team meetings
  - Intentional reflection
- Co-facilitation model
  - Training Reviews
- Meetings with consultation coach
- Peer supervision
TAP Next Steps

• **Expanding by 5 more schools in 2019**
  • New 2 year partnership cycle
  • Evaluation and reflection

• **Pre-post surveys** for every training to determine effectiveness of training

• Continued development of an **online course** on social, emotional, and behavioral health for school communities

If you would like to be placed on the email list to be notified when the online trainings will be available, please email us!

bchnp@childrens.harvard.edu
TAP Online Trainings Available

childrenshospital.org/taponline

• An Overview of Social-Emotional Development: What Can We Expect in the Classroom?

• Introduction to Behavioral Health in Schools: Supports for Students
Launching Fall 2018
Managing Behavioral Health Crises in Schools
Contact Information

Molly Jordan, LICSW

Training and Access Project (TAP) Manager
Boston Children’s Hospital Neighborhood Partnerships

molly.jordan@childrens.harvard.edu
Thank you!

We want to thank our generous donors who make this project possible:

Gloria and Charles Clough Foundation
Manton Foundation
C.F. Adams Charitable Trust