

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



Boston Children's Hospital
Until every child is well™



HARVARD MEDICAL SCHOOL
TEACHING HOSPITAL

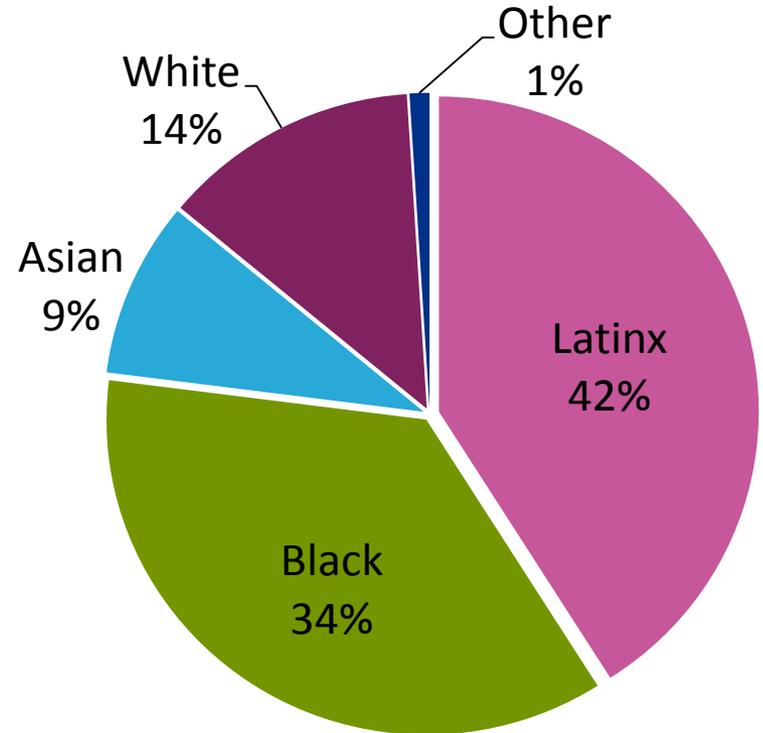
Agenda

- **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



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



Boston Children's Hospital
Until every child is well™



HARVARD MEDICAL SCHOOL
TEACHING HOSPITAL

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





Boston Children's Hospital

Neighborhood Partnerships

- 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



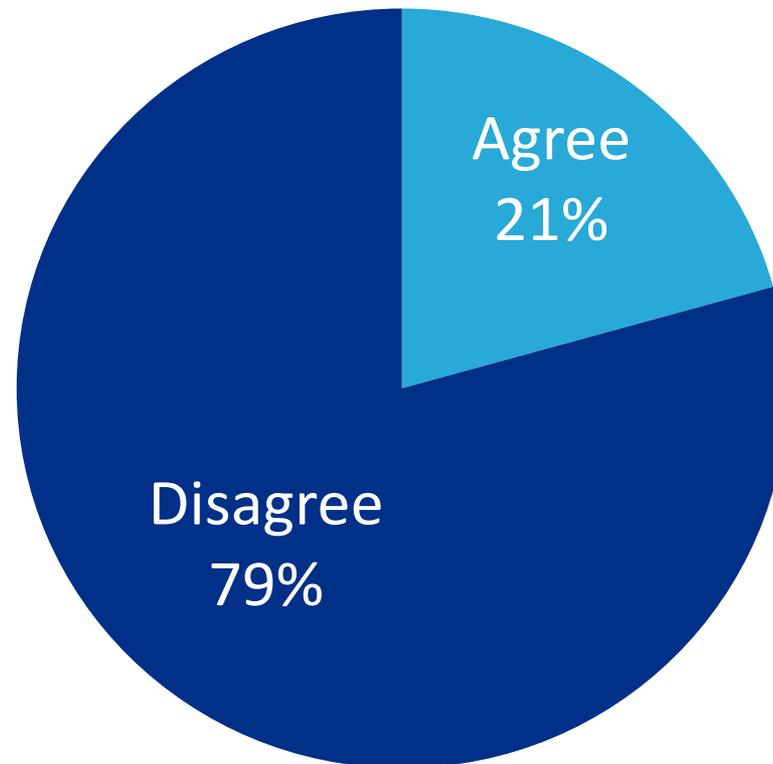
Need for Professional Development and Consultation

- 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)



Gloria and Charles Clough Foundation Training and Access Project

Program Components

Learning Collaborative

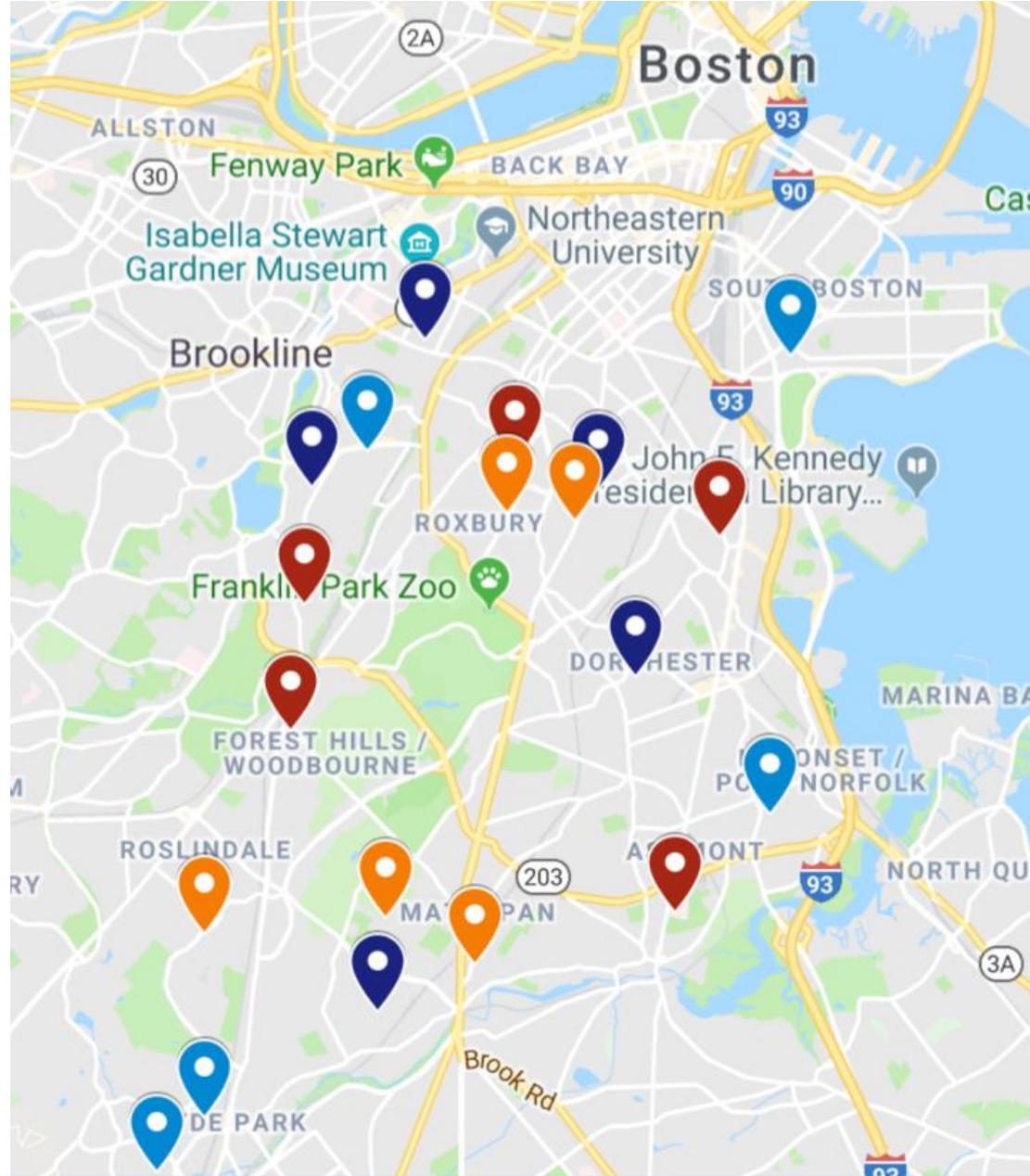
- Professional development on social, emotional, and behavioral health related topics
- 11 Trainings over two years

Consultation

- Support building the capacity of the school to better address behavioral health
- 120 hours over two years
- On-site consultation



10 Partnering Schools



Boston Children's Hospital
Until every child is well™



**HARVARD MEDICAL SCHOOL
TEACHING HOSPITAL**



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



Professional Development Year 1

Topics By Month

September 27, 2018	An Overview of Social Emotional Development: What Can We Expect in the Classroom?
October 25, 2018	Strategies for Supporting Students in the Classroom
November 29, 2018	What is Behavioral Health? Symptoms and Systems
January 31, 2019	Tips and Tools for Crisis Intervention and Management
February 28, 2019	Stress Management and Self-Care for the Educator
March 21, 2019	Understanding Trauma and the Impact on Learning
May 23, 2019	Implementing School-Wide Initiatives: Developing Strategies for Addressing Social Emotional Health for 2019-2020



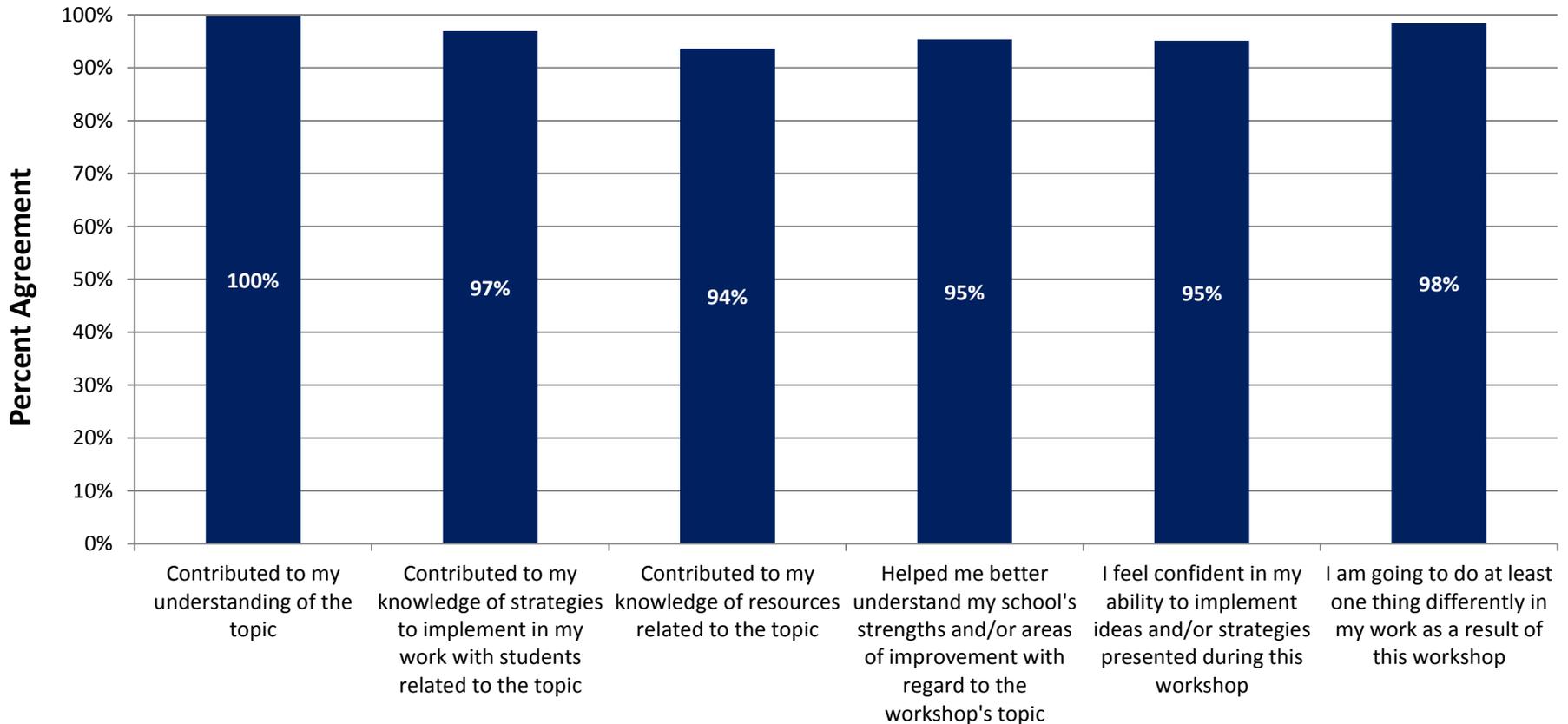
Professional Development Year 2

Topics By Month

September 20, 2018	Building Effective Teams to Address Social, Emotional, and Behavioral Health
November 15, 2018	Creating Engaged Partnerships with Families and Caregivers
January 17, 2019	Strategies for Sustainable Change in Schools
June 13, 2019	Agents of Change: Managing Transitions and Keeping the Work Going



Workshop Satisfaction



Boston Children's Hospital
Until every child is well™



HARVARD MEDICAL SCHOOL
TEACHING HOSPITAL

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





School Name

Student Needs

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

Staff included

- 18 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

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.

Figure 1. Needs Assessment Results: School Readiness for Change

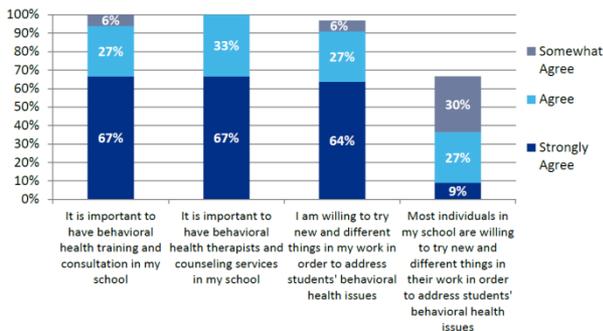
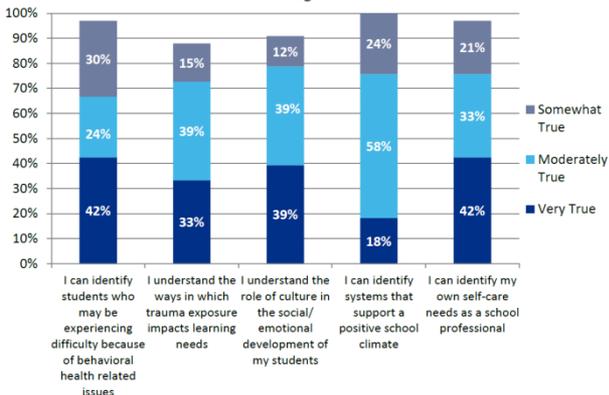


Figure 2. Needs Assessment Results: Knowledge



The top three topics requested for training by teachers in your school include:

- 1) Understanding Trauma and Its Impact on Learning
- 2) Strategies for Supporting Students in the Classroom
- 3) Stress Management and Self-Care for the Educator

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.*

Figure 3. Needs Assessment Results: Skills

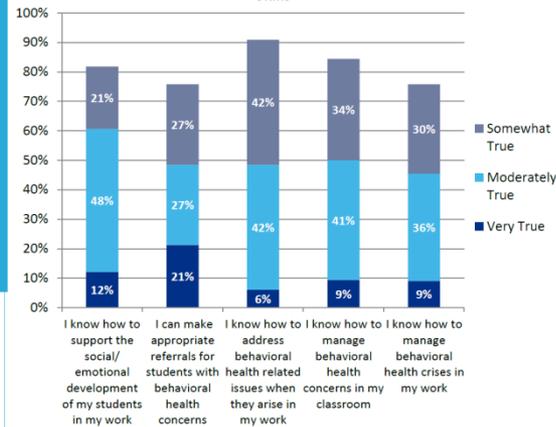
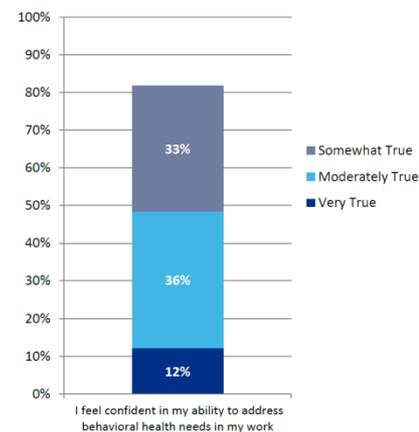


Figure 4. Needs Assessment Results: Self-Efficacy





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 well-being 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

Figure 8. Prevention & Promotion Subscale
Percent of Staff Agreeing
"to Some Extent" or "to a Great Extent"

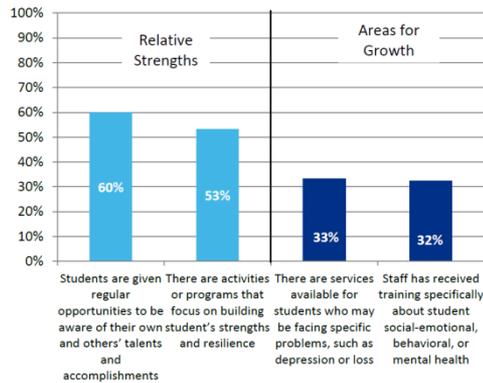
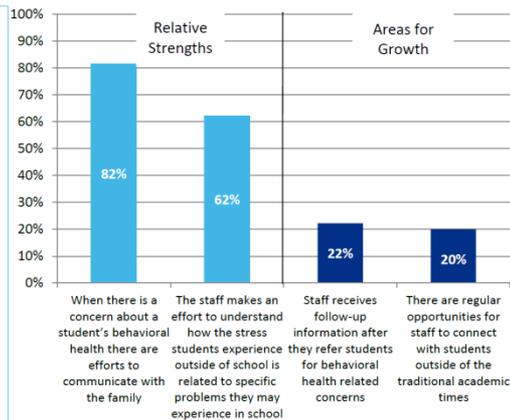


Figure 9. Early Recognition & Referral Subscale
Percent of Staff Agreeing
"to Some Extent" or "to a Great Extent"



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, SST)
- functional referral systems, and professionals available to address students' needs



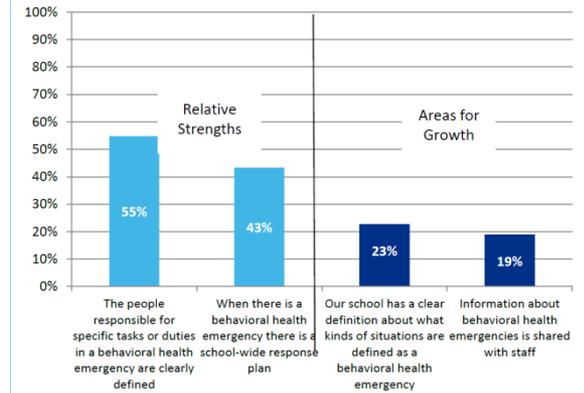
Intervention Subscale

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

Figure 10. Intervention Subscale
Percent of Staff Agreeing
"to Some Extent" or "to a Great Extent"



Building the Team

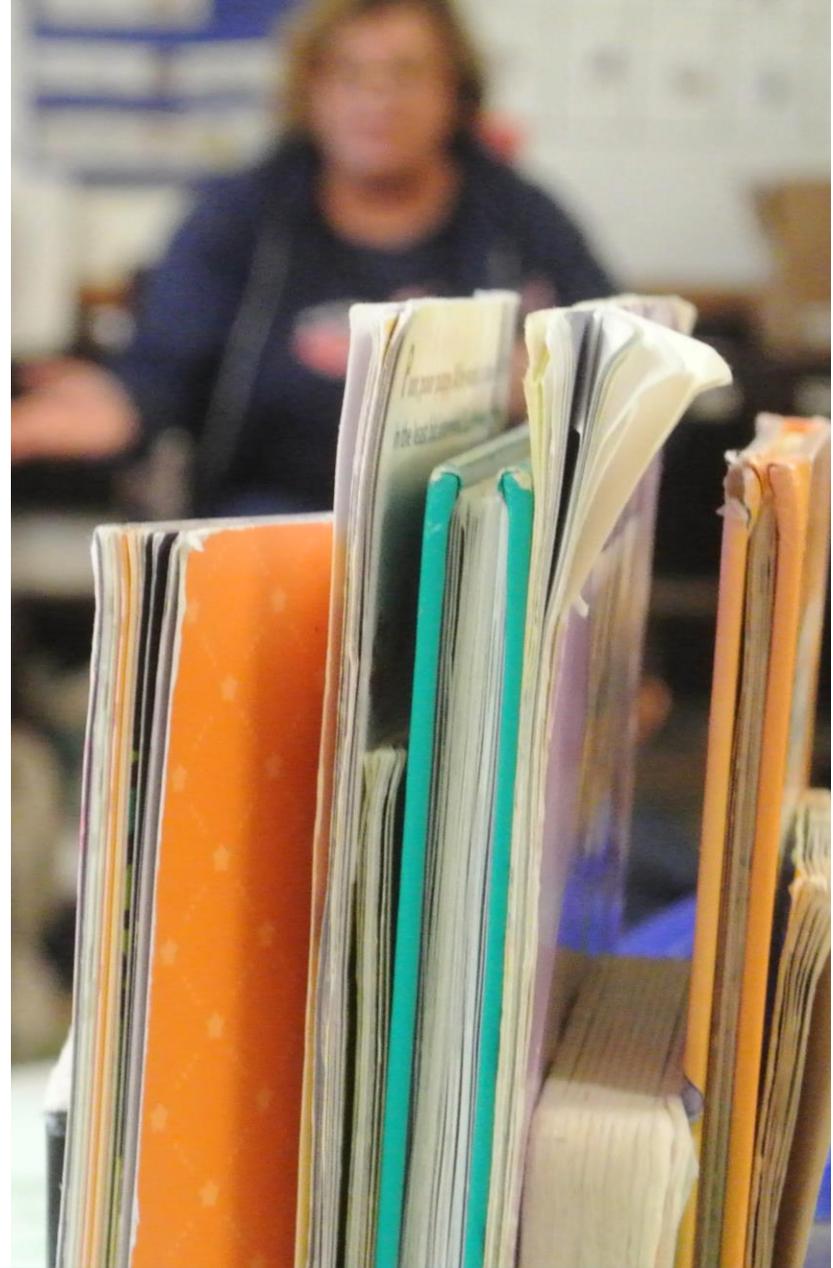
How is the team identified?

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



Boston Children's Hospital
Until every child is well™



HARVARD MEDICAL SCHOOL
TEACHING HOSPITAL



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.

What are 1 or 2 areas for growth that you would like to focus on this year?	Within each area of focus, what specific goal would you like to achieve by the end of the year?	How will you know that each goal has been met? What will be different?
	Goal 1:	
	Goal 2:	

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

Goal 1:

1 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)
-----------------------------------------------	---	---	---	---	---	---	---	---	-----------------------------------------------------------------------------

Goal 2:

1 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)
-----------------------------------------------	---	---	---	---	---	---	---	---	-----------------------------------------------------------------------------



Training & Access Project- Team Reflection Parts 1 and 2

Please use a new form for each of your team's goals

Today's Date: _____ Staff Present: _____
 School Name: _____

Part 1: Goal and Action Step Ratings

Area of Focus: _____

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

(Enter Goal)

In the previous meeting, your team decided on the following action steps to advance this goal:	Did our team meet these action steps?			If partially/no, what got in the way?	How will your team address what got in the way?
<u>(Enter Action Step)</u>	<input type="checkbox"/> Yes	<input type="checkbox"/> Partially	<input type="checkbox"/> No		
<u>(Enter Action Step)</u>	<input type="checkbox"/> Yes	<input type="checkbox"/> Partially	<input type="checkbox"/> No		
<u>(Enter Action Step)</u>	<input type="checkbox"/> Yes	<input type="checkbox"/> Partially	<input type="checkbox"/> No		

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.)

1 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 **successfully 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:

Action Step	Who will complete this action step?	When will this action step be complete? (By the next meeting, prior to the meeting, immediately, etc.)	What might get in the way? How will you address this barrier?

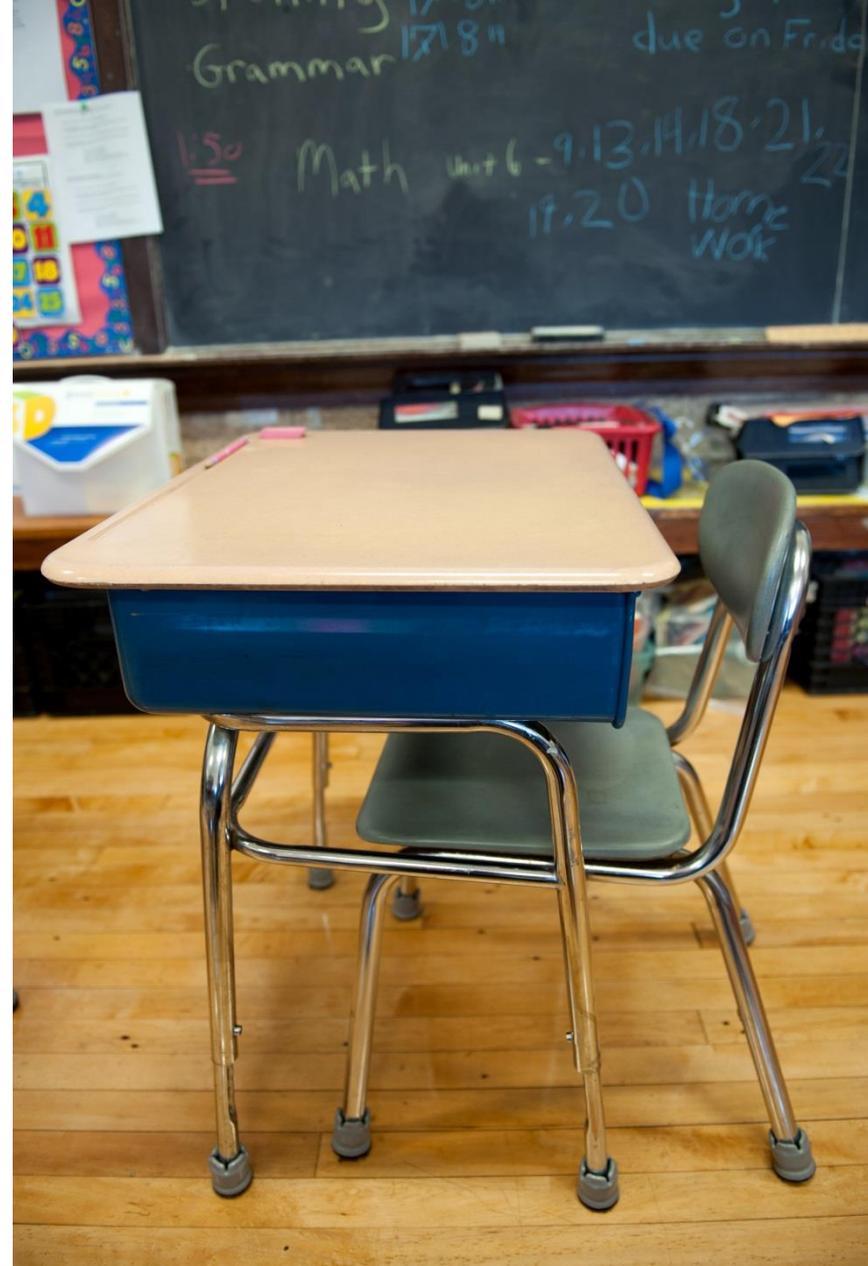
At which meeting will these action steps be reviewed?: _____ Date: _____

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

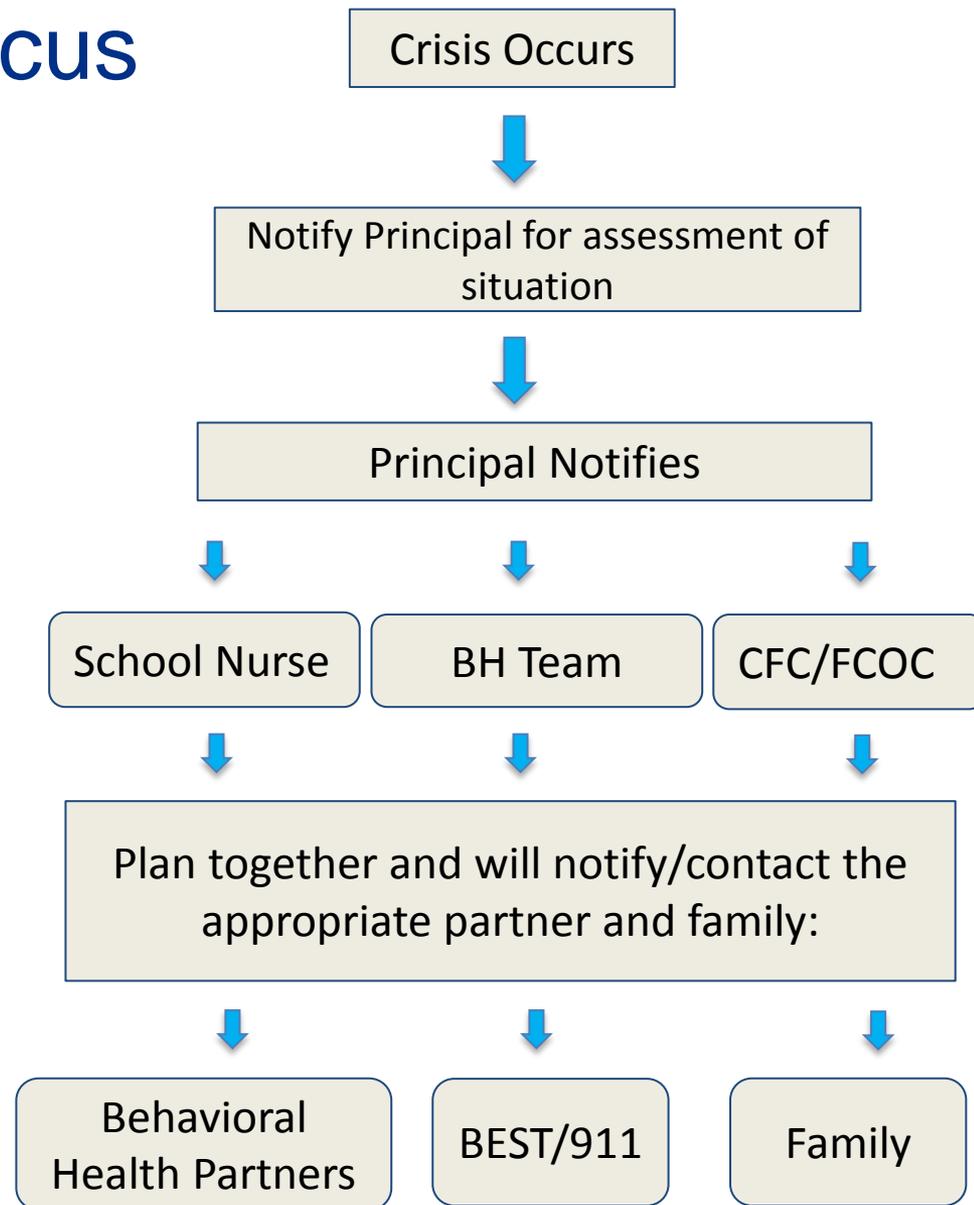
Intervention

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



Boston Children's Hospital
Until every child is well™



HARVARD MEDICAL SCHOOL
TEACHING HOSPITAL



Professional Development

- 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

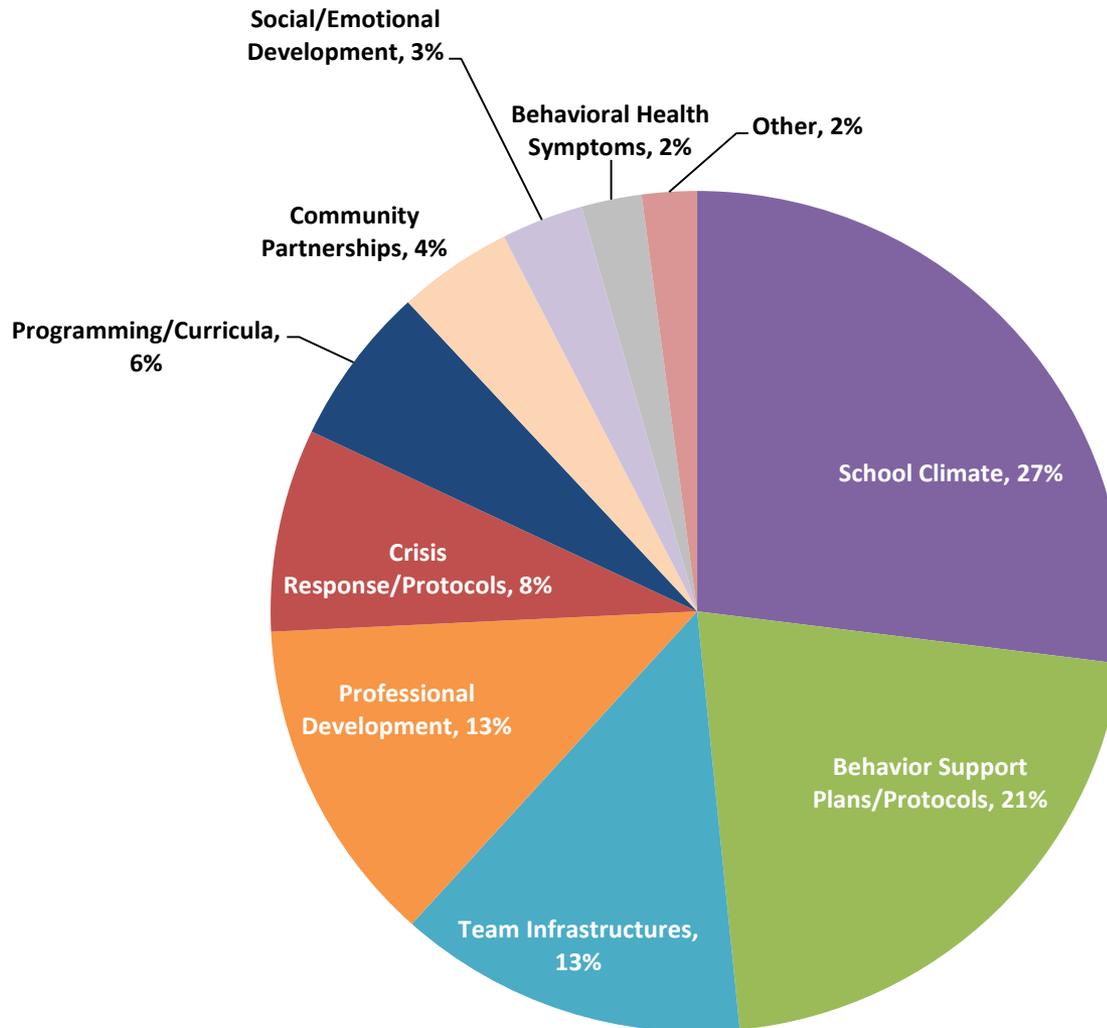
- Small team with power to make change
- Whole school professional development
 - Building buy-in across the school
- Tailored to school culture
- Positivity and flexibility
- Preparation
- Ratio of consultants to schools

What to consider

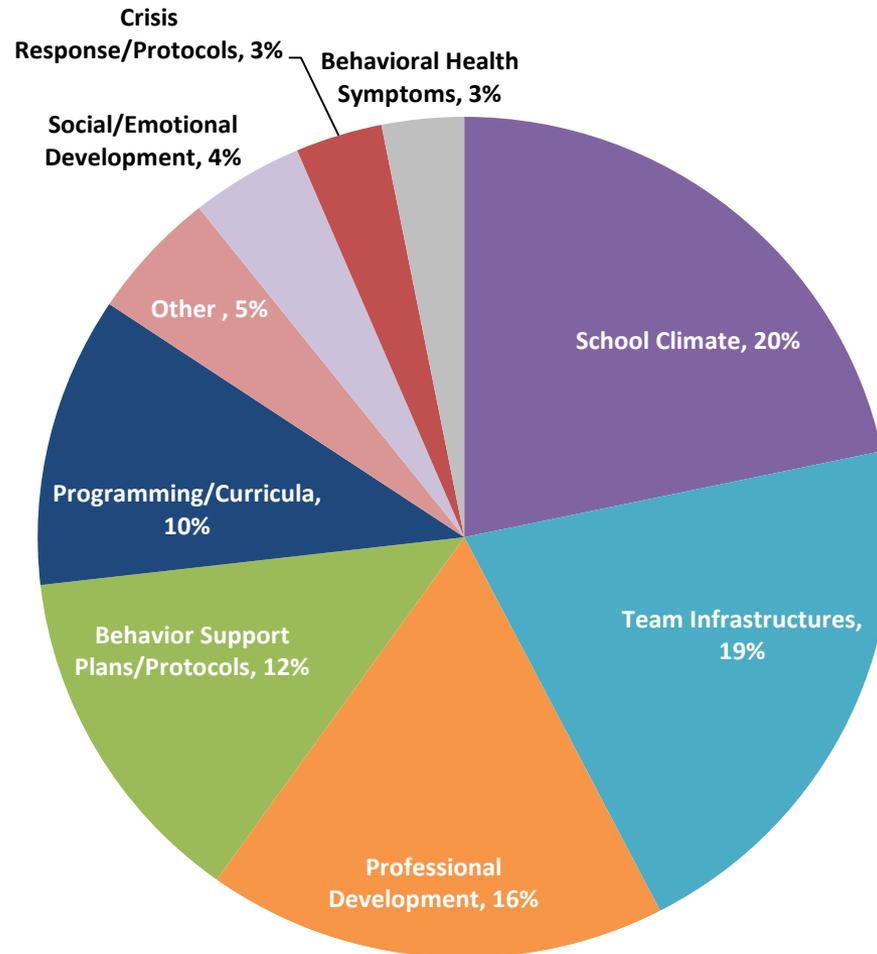
- Clear communication about roles & responsibilities
- Buy in from administration on specific goals
- Communication with whole school
- Team membership
- Change in initiatives from year to year
- Time
 - Scheduled and protected team meetings
- Staying focused on goals



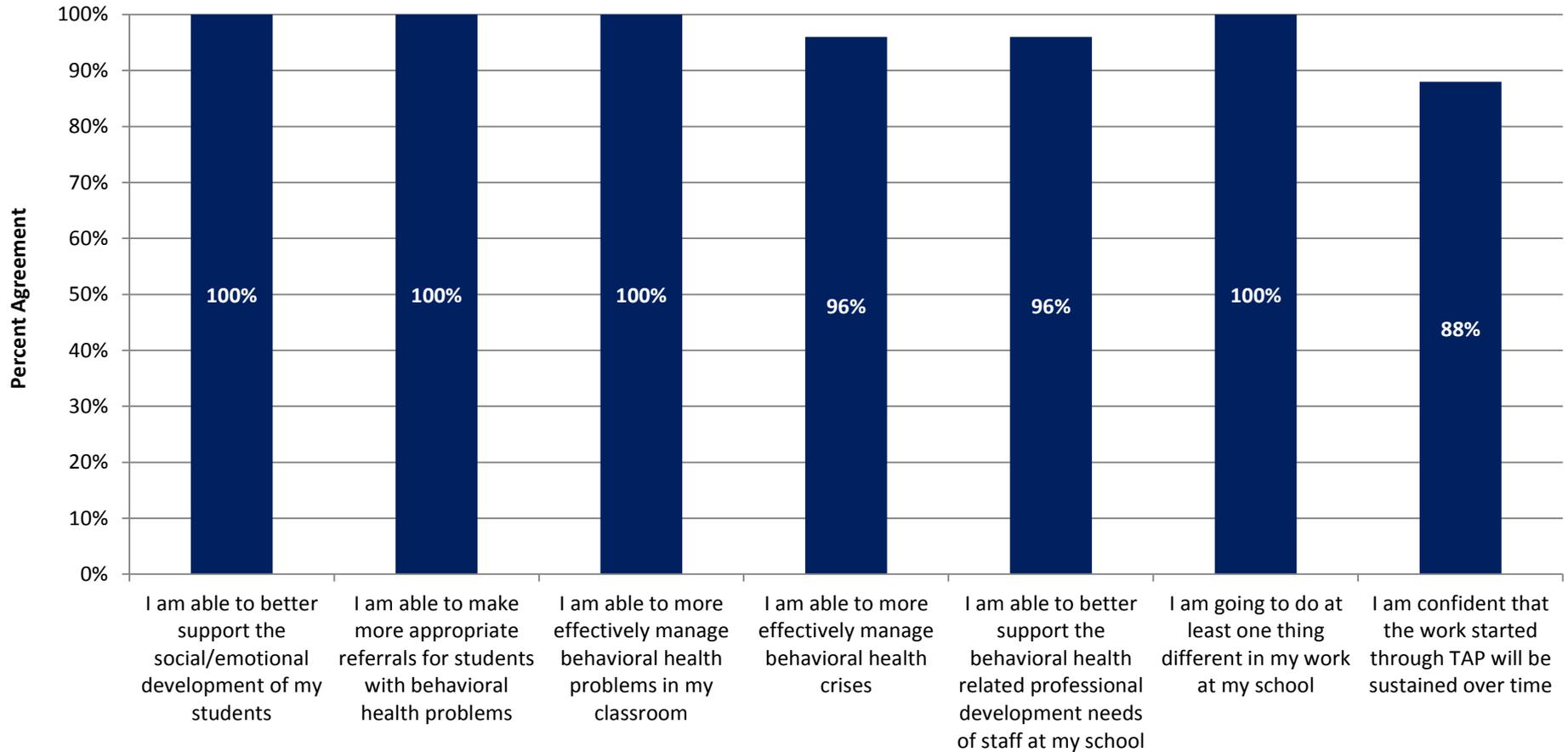
Primary Topics for Consultation- Year 1



Primary Topics for Consultation- Year 2



Post Survey





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



Boston Children's Hospital
Until every child is well™



HARVARD MEDICAL SCHOOL
TEACHING HOSPITAL

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](#)



Boston Children's Hospital
Until every child is well™



HARVARD MEDICAL SCHOOL
TEACHING HOSPITAL

Launching Fall 2018

Managing Behavioral Health Crises in Schools



Boston Children's Hospital
Until every child is well™



HARVARD MEDICAL SCHOOL
TEACHING HOSPITAL

Contact Information

Molly Jordan, LICSW

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

molly.jordan@childrens.harvard.edu



Boston Children's Hospital
Until every child is well™



HARVARD MEDICAL SCHOOL
TEACHING HOSPITAL

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



Boston Children's Hospital
Until every child is well™



HARVARD MEDICAL SCHOOL
TEACHING HOSPITAL