

Developing a School Behavioral Health Program in a Rural Community

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A Bit About our Area

- 4 schools, 5 towns, about 500 students
- Border community, borders VT and Canada
- Lots of movement through the schools
- High poverty rate (closure of mills, factories, a large hotel has lead to less jobs available)
- Community traumas (murder of a student, explosion, difficulties relating to opiate use)
- Last surveyed we had approx. 30 grandparents raising their grandchildren
- "Live Free or Die" mindset, very independent and sometimes untrusting
- Not a lot of resources in the communities

Geography

Colebrook-

Hospital

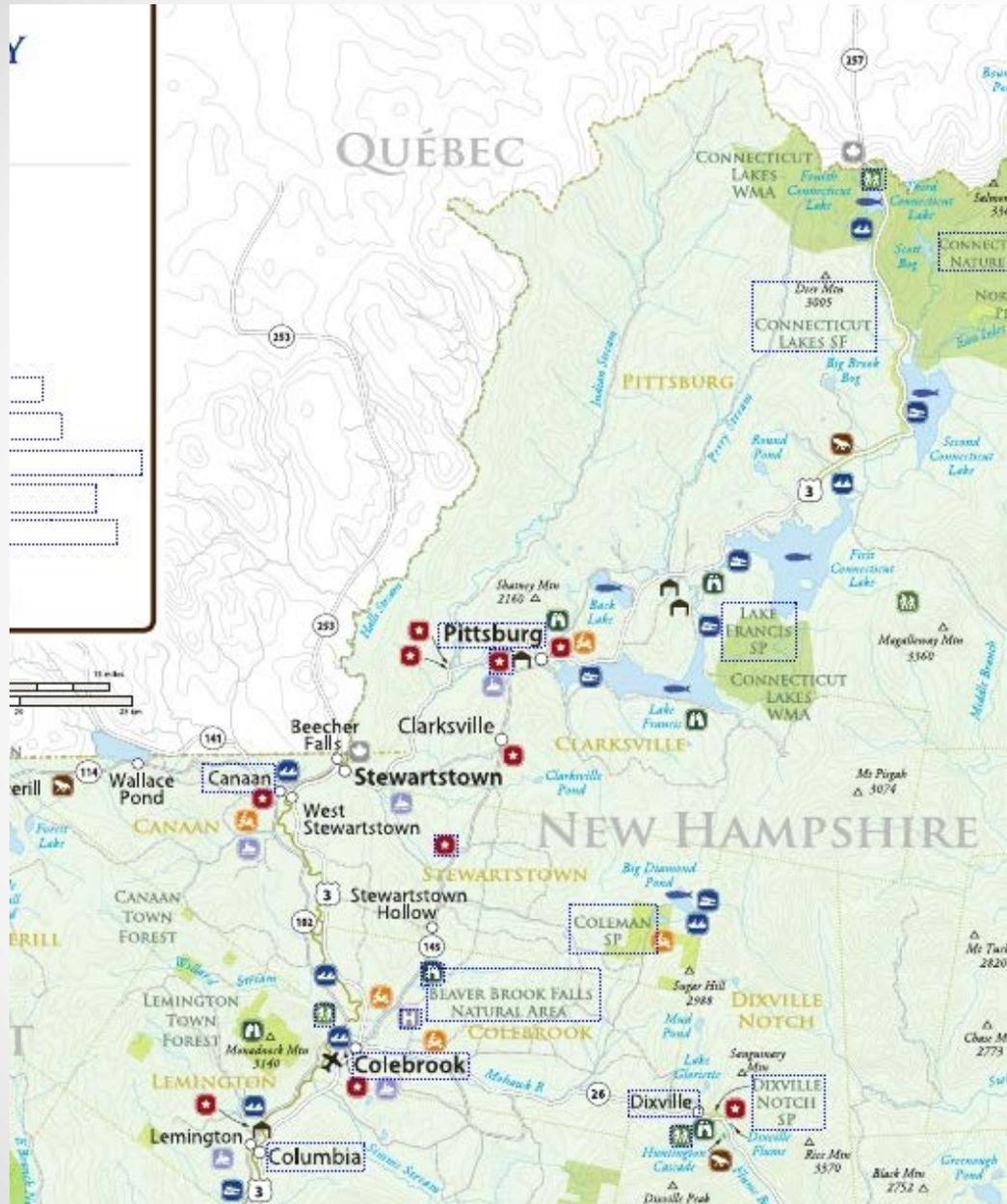
Mental Health Center

Doctor Offices/FQHC

SAU Office

Rec. Center

To get to bottom part of
NH from top of
Pittsburg it is close to 4.5
hours!



Rural Community

- First steps and planning is similar to what we would have done in a larger community (Needs Ass., Data Collection, Community inv.)
- Some alterations
 - Web based meetings at times
 - Using existing teams
 - Many hats
 - More buy in work for all parties
 - RELATIONSHIP BUILDING
 - Less resources, so how do we use them more effectively?

First Steps

DATA/ASSESSMENT!

- School Climate Surveys
- SHAPE!
- Review of office discipline referrals, problem behaviors, etc.
- Needs Assessment/Environmental Scan

School Climate Survey

- PBIS Survey, Georgia School Climate
- Sent via a web link to families and staff
- Results used in decision making, shared with school boards, and the community (via newsletters, presentations etc).
- Survey yearly to show growth



- The SHAPE system was developed by the Center for School Mental Health- University of Maryland along with a diverse group of experts.
- School Health Assessment and Performance Evaluation System

Why Use SHAPE?

- **ASSESS YOUR SCHOOL BEHAVIORAL HEALTH SYSTEM**
- **TO UNDERSTAND THE KEY COMPONENTS TO A SUCCESSFUL SCHOOL BEHAVIORAL HEALTH SYSTEM**
- **TO BEGIN SMALL CHANGE CYCLES TO IMPROVE SYSTEMS**

THE SITE

<https://theshapesystem.com/>

[E:\SHAPE presentations\SHAPE
CERTS.pdf](E:\SHAPE presentations\SHAPE CERTS.pdf)

Gathering Other Data

- Office Referrals, What behaviors/when/where
 - Nursing Visits
 - Tardies/Absences
 - Grades
- THIS DATA HELPS US KNOW WHERE TO START,
WHERE ARE THE PROBLEMS IN THE SCHOOLS!**

Needs Assessment/ Environmental Scan

- What is available in the community/schools
- What are the missions and goals of these programs
- What is lacking?

Mission/Vision/Goals



MTSS- B... Our Model

CULTURALLY COMPETENT

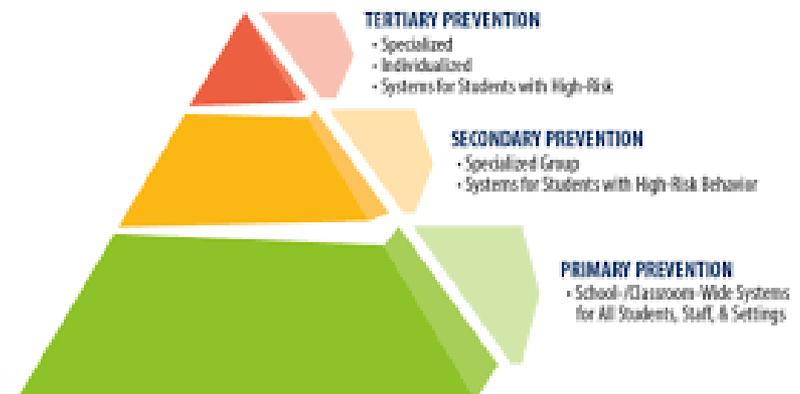
COLLABORATIVE (CMT)

TRAUMA SENSITIVE

YOUTH AND FAMILY DRIVEN

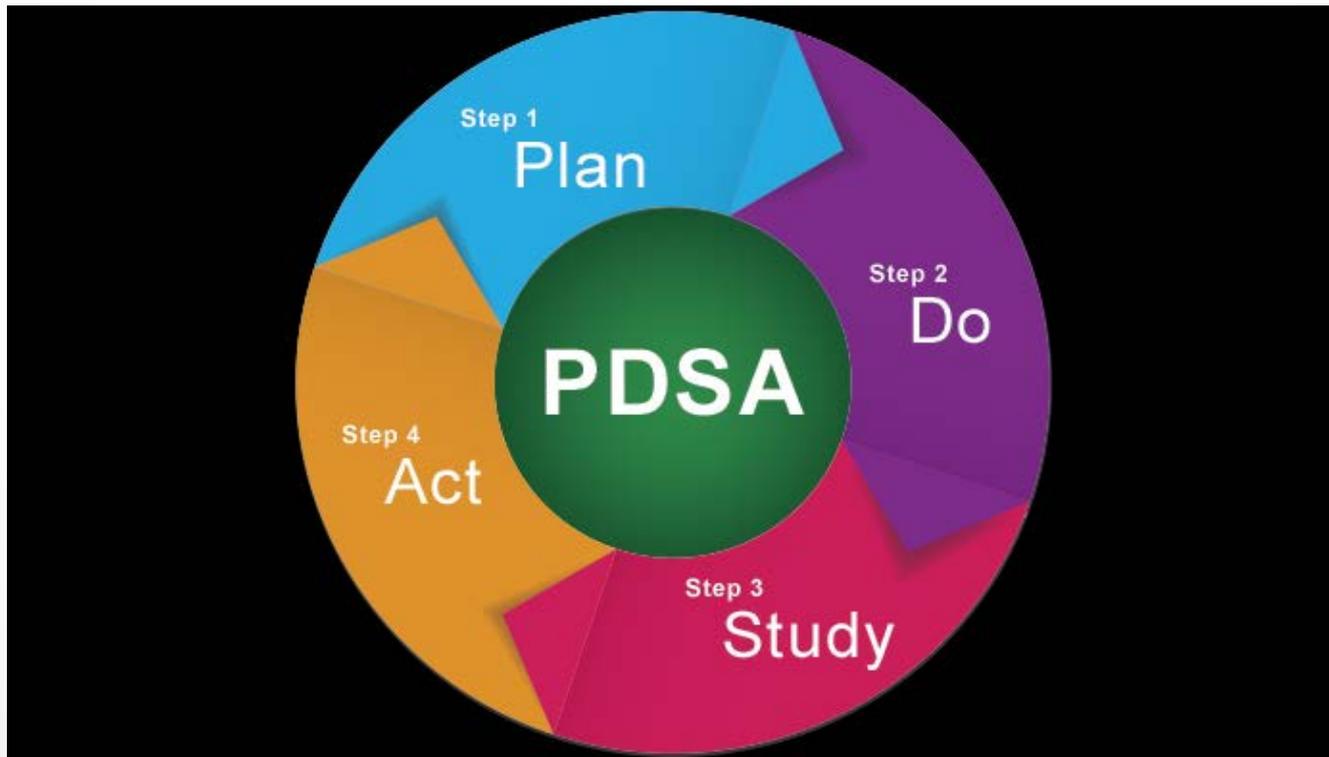


Multi-Tiered Framework: All, Some, Few



Next Steps

Use the data gathered to develop a work plan (using PDSA cycles)



Sample SAU 7 PDSAs

- [E:\SHAPE presentations\PDSA Worksheet Dec..docx](#)
- [E:\SHAPE presentations\PDSA Worksheet January.docx](#)
- [E:\SHAPE presentations\PDSA for OCT.docx](#)

Implementation Science

- Small change steps
- Readiness
- Staff training and support
- Choosing interventions as a team based on needs



School Wide Initiatives

- PBIS TEAMS
- CMT
- SECOND STEP
- MINDFULNESS
- **WELLNESS POLICY/TEAM!!!**
- RESPONSIVE CLASSROOM
- AFTERSCHOOL PROGRAM

WORKING WITH STAFF AND ADMIN.,
MAKING SURE EVERYONE HAS WHAT THEY NEED

School Based Case Management

- **WHY?**
- **HOW DOES THIS WORK?**
- **FAMILY WORK**
- **RELATIONSHIP BETWEEN SCHOOLS AND THE LOCAL MENTAL HEALTH CENTER**
- **FUNDING OPTIONS**



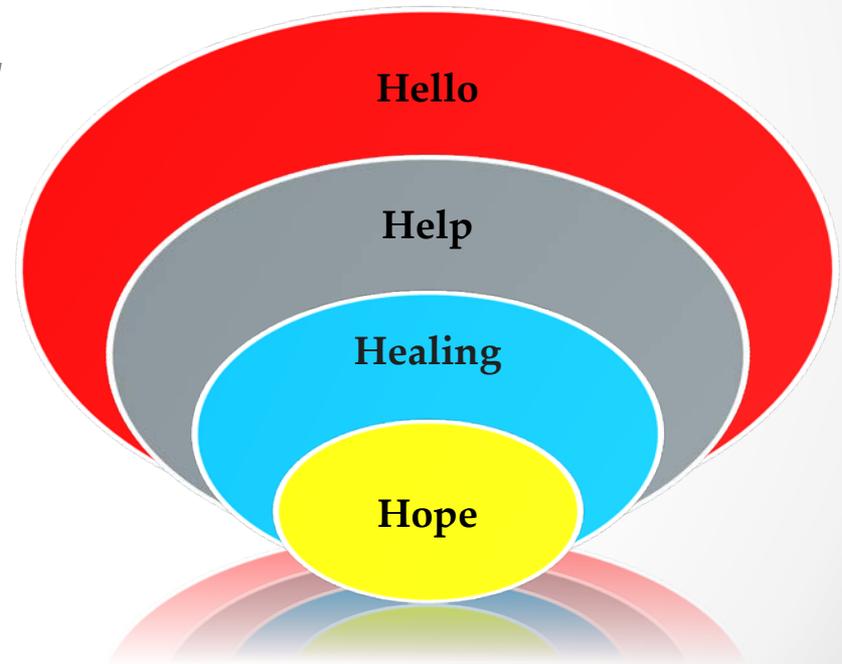
School Based Therapy/Counseling

- **WHY?**
- **EVIDENCE BASED INTERVENTIONS**
 - Zones of Regulation, Coping Cat
- **SCHEDULING**
- **FUNDING OPTIONS**



NH Wraparound Framework

- **Hello:** Initial contact; engagement of family; getting to know family and building rapport
- **Help:** Agreeing on, providing, and delivering a range of interventions, services, & supports
- **Healing:** Modifying initial helping activities to produce family report of healing
- **Hope:** Future oriented activities designed to sustain family's experience of hope



School Based Wraparound

- **HOW IS WRAP AROUND IN SCHOOL DIFFERENT THAN TRADITIONAL WRAP AROUND?**
- **TRAINING AND COACHING**
- **CONSIDERATIONS DUE TO RURAL COMMUNITY**

Cultural Considerations

- **CLAS STANDARDS (SEE DOCUMENT)**
- **CONVERSATIONS ON CULTURE TRAININGS**
- **CHOOSING INTERVENTIONS THAT ARE MATCHED TO CULTURE OF COMMUNITY**
 - IF FRIDAYS ARE FOOTBALL NIGHTS FOR THE TOWN, DON'T HAVE INTERVENTIONS THESE DAYS
 - IF COMMUNITY HAS LOW SOCIO ECONOMICS, DON'T HAVE INTERVENTIONS THAT ARE COSTLY
 - LANGUAGES/LOCATIONS/HOW IS INFORMATION SHARED?

CONSIDERATIONS FOR THIS WORK IN A RURAL COMMUNITY

- RESOURCES/STAFFING
- TRAVEL/LOCATIONS
- MEETINGS/TEAMS
- CULTURAL
- BUILDING READINESS/BUY IN
- COMMUNITY INVOLVEMENT (FAMILIES AND GENERAL COMMUNITY)