Triple Layer Chess:
Mindset and Strategies for Sustaining and Growing School Mental Health Programs

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Today's Objectives

- Describe key elements from a framework for building sustainable school mental health programs.

- Demonstrate how to use the power mapping tools to think about current and future relationships with partners.

- Discuss approaches to sustaining and expanding school mental health programs.

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Overview

- Introduction to Organizations and Key Concepts

- Power Mapping

- Sustainability

- Q&A

Apex Program Core Partners

Georgia Department of Behavioral Health and Developmental Disabilities

Apex School-Based Mental Health Providers

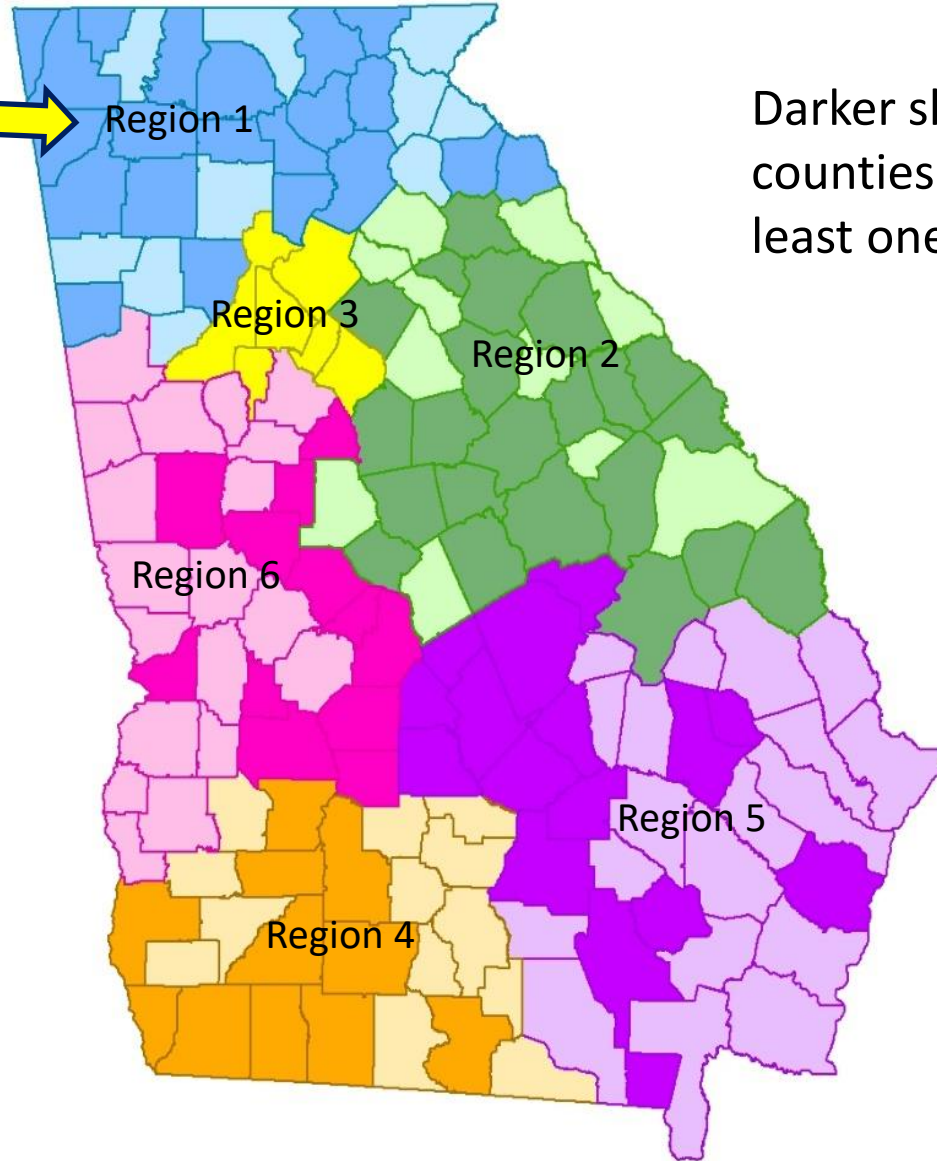Center of Excellence for Children's Behavioral Health at Georgia Health Policy Center

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Georgia Apex Program

Goal 1: Increase Access to SBMH Services	Goal 2: Support Early Screening and Detection	Goal 3: Increase Sustained Community Partnerships
29 contracts in place with community behavioral health providers	**2,822** students served who had not previously received mental health services	**92%** retention rate among school partners

Georgia Apex Program

Region 1

Region 3

Region 2

Region 6

Region 5

Region 4

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Darker shaded counties contain at least one Apex school.

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Georgia HOPE is a local provider of quality counseling services, covering 26 counties in North Georgia. The majority of our services occur in the homes of those we serve, thus increasing our client's access to care.

Georgia HOPE provides an array of services that help our clients maintain stability in the outpatient environment. We work in partnership with individuals, families, and community resources to help people achieve good health and meaningful living, with an ultimate goal of improving community wellness.

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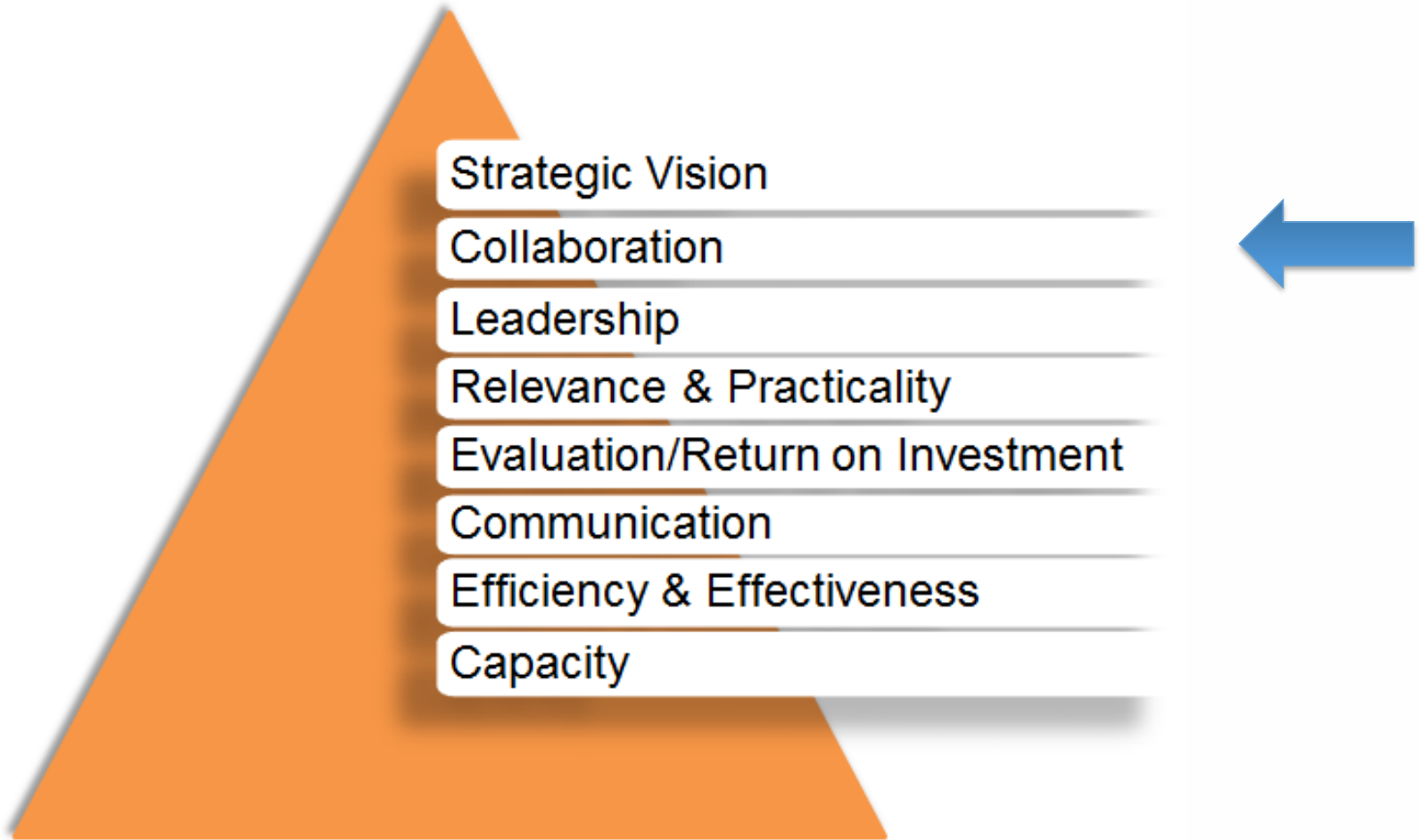OF POLICY STUDIES

HOPE in the Schools

- Murray County, as a whole, had 12 child and adolescent clients being served before the School Based Mental Health (SBMH) program began.

- 1st year- 2 schools, 1 county, 2 therapists, 80 clients in the first 3 months. Sustainability achieved.

- 4th year- 30 schools, 31 staff members, Community Support Specialists (CSS) and Therapists, 8 counties and growing. Over 3,043 children served.
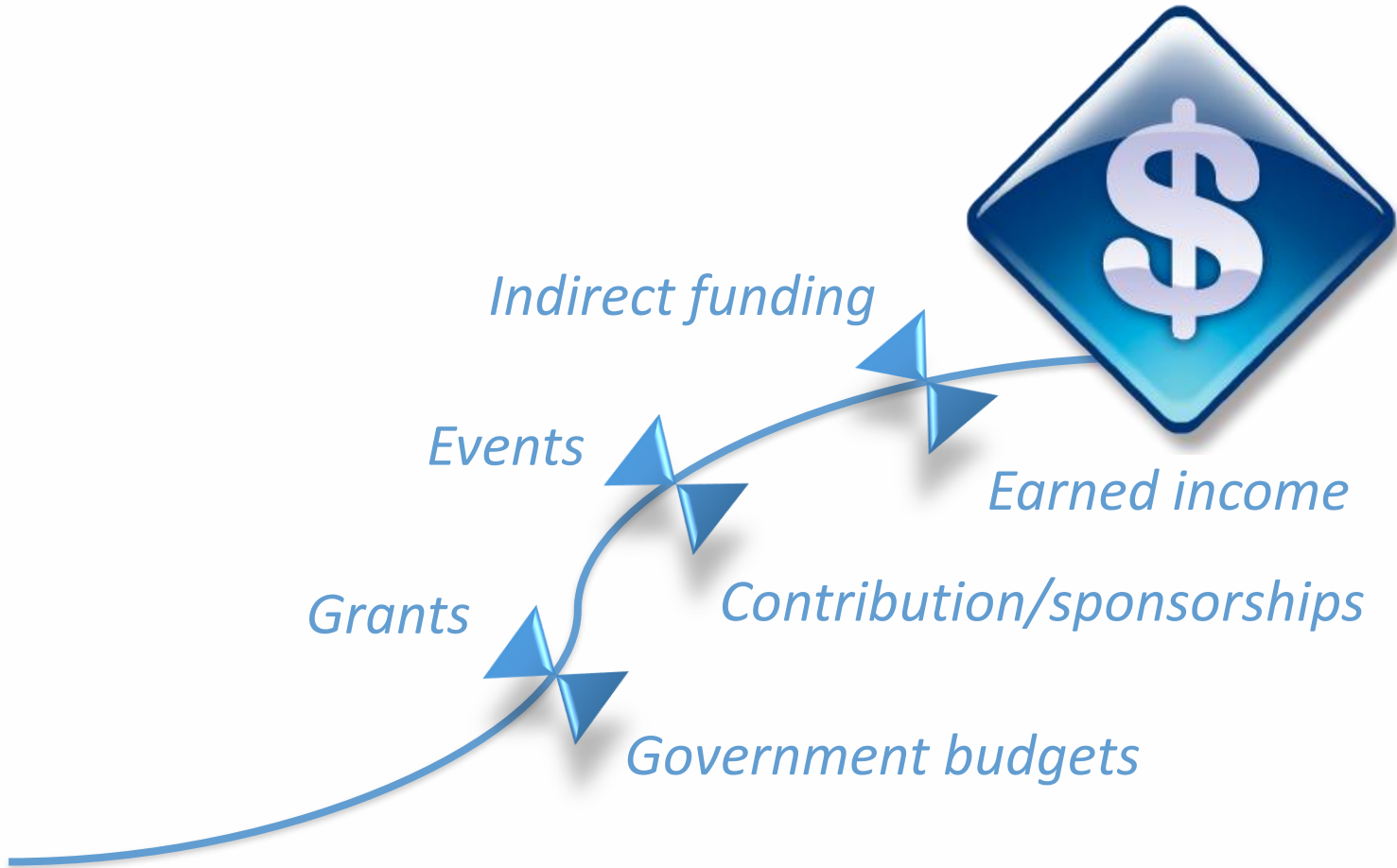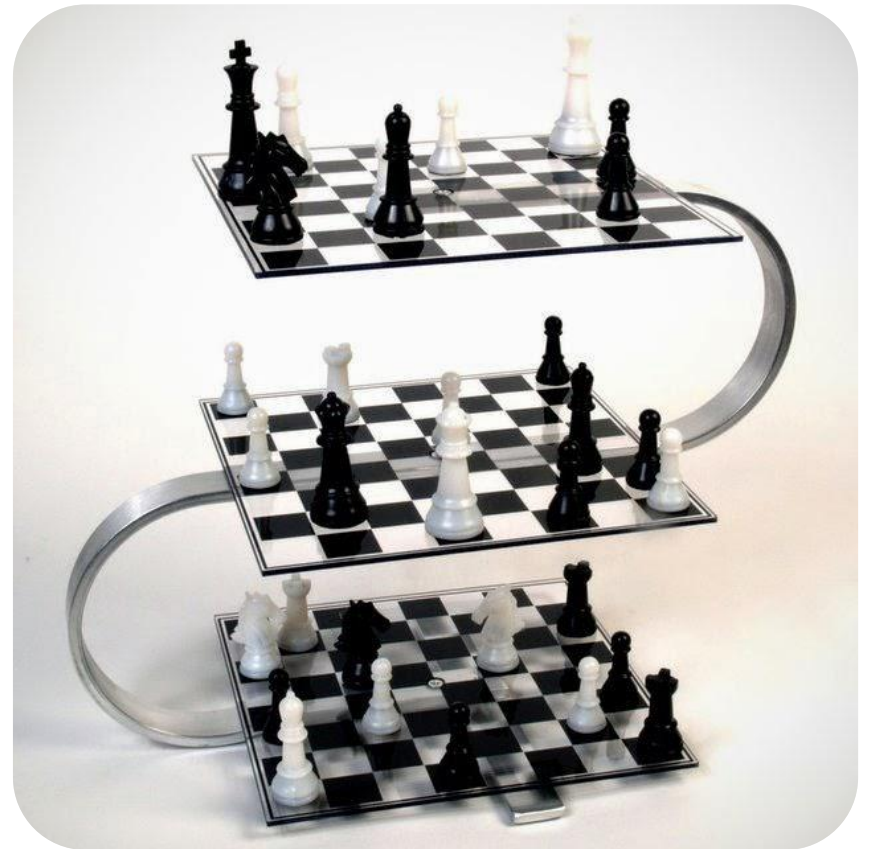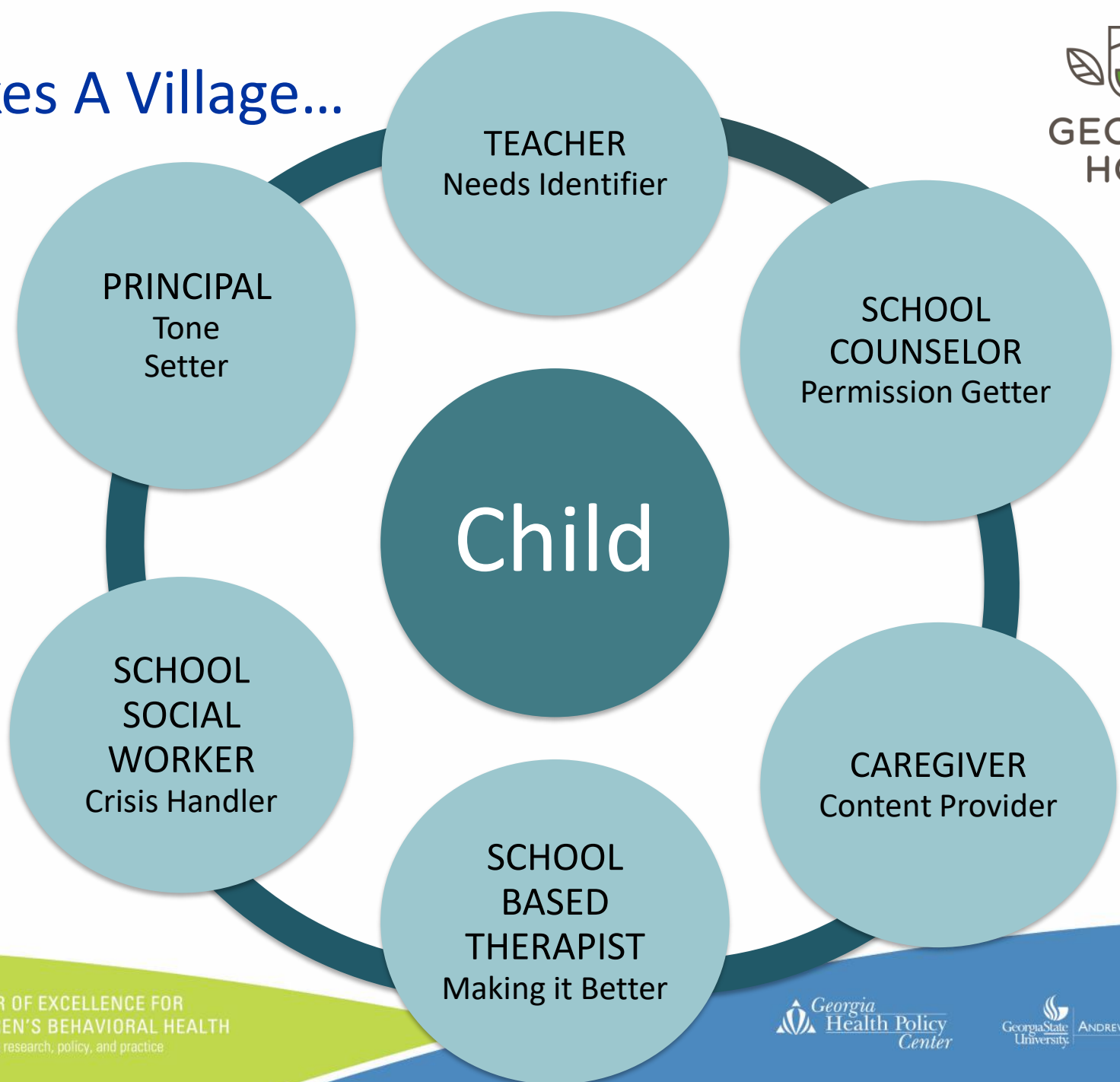
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SUSTAINABILITY FRAMEWORK

GHPC Sustainability Framework©

- Strategic Vision
- Collaboration
- Leadership
- Relevance & Practicality
- Evaluation/Return on Investment
- Communication
- Efficiency & Effectiveness
- Capacity

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GHPC Sustainability Framework©

Indirect funding

Events

Earned income

Grants

Contribution/sponsorships

Government budgets

COLLABORATION & POWER MAPPING

It Takes A Village…

Child

- **TEACHER**
  Needs Identifier
- **SCHOOL COUNSELOR**
  Permission Getter
- **CAREGIVER**
  Content Provider
- **SCHOOL BASED THERAPIST**
  Making it Better
- **SCHOOL SOCIAL WORKER**
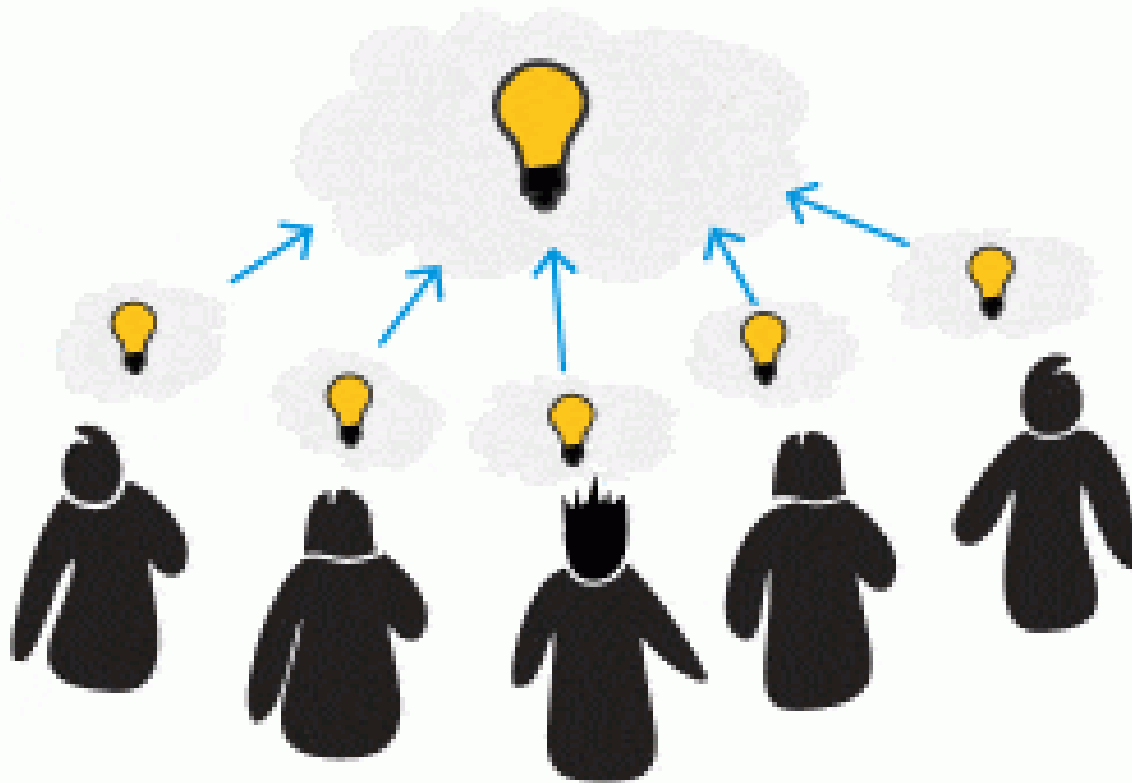 Crisis Handler
- **PRINCIPAL**
  Tone Setter

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Shared Vision

Image source: http://ulfire.com.au/wp-content/uploads/2014/07/shared-vision.gif

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Connecting to the Power Mapping Activity

Identify who needs to be part of your collaboration

A way to clarify roles for stakeholders, to ensure that their potential is effectively leveraged

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Goals of a Power Map

- Map out relationships between people/roles to demonstrate the value of relational power

- Figure out connections and relationships that you can access to solve problems, enhance your programs, develop resources, or engage to improve outcomes
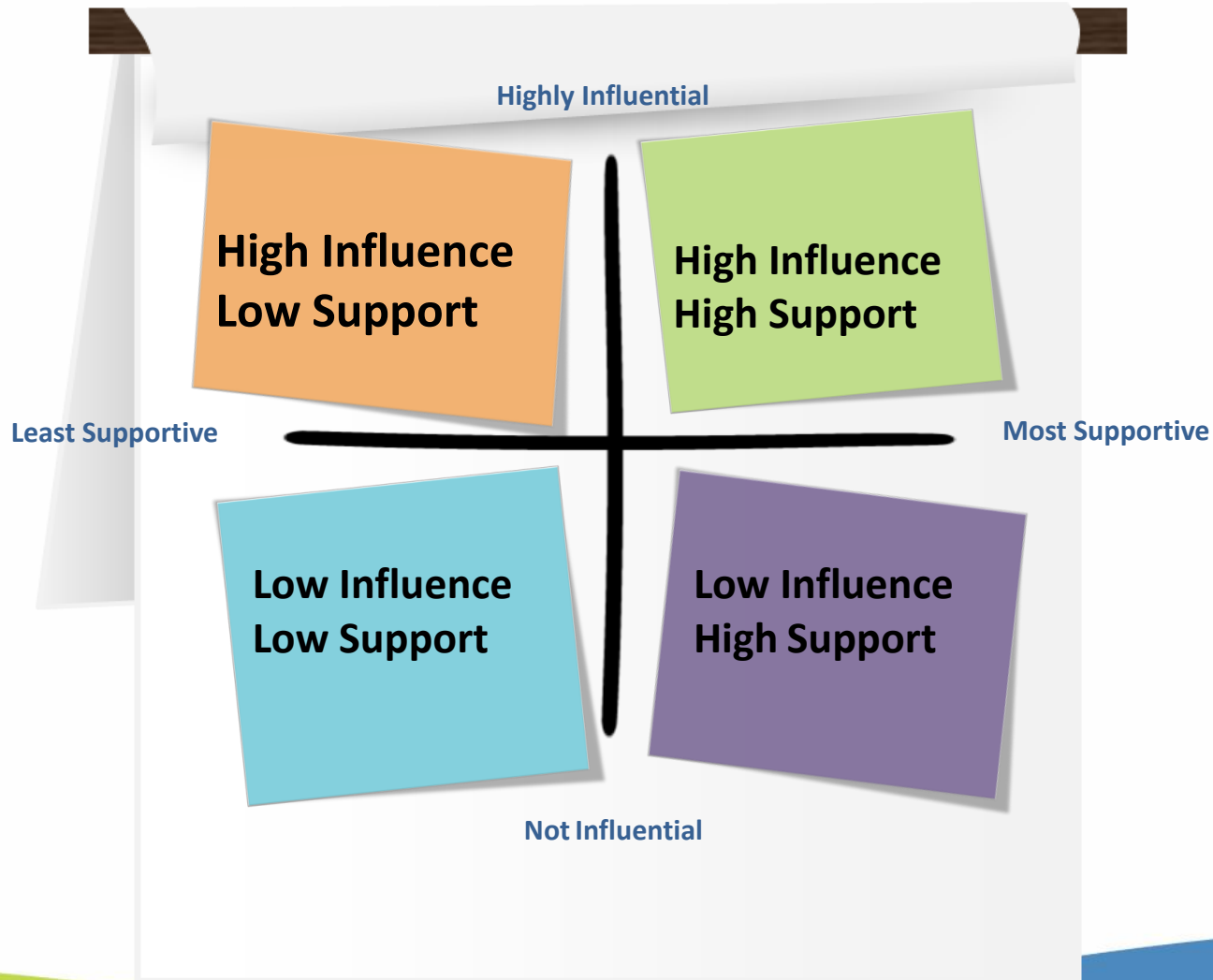
Power Mapping Process

1) Choose one outcome you are working towards

2) Assess your current structure

3) List roles and /or individuals that will be needed to achieve your area of improvement

4) Plot the names along a simple matrix according to influence and level of support

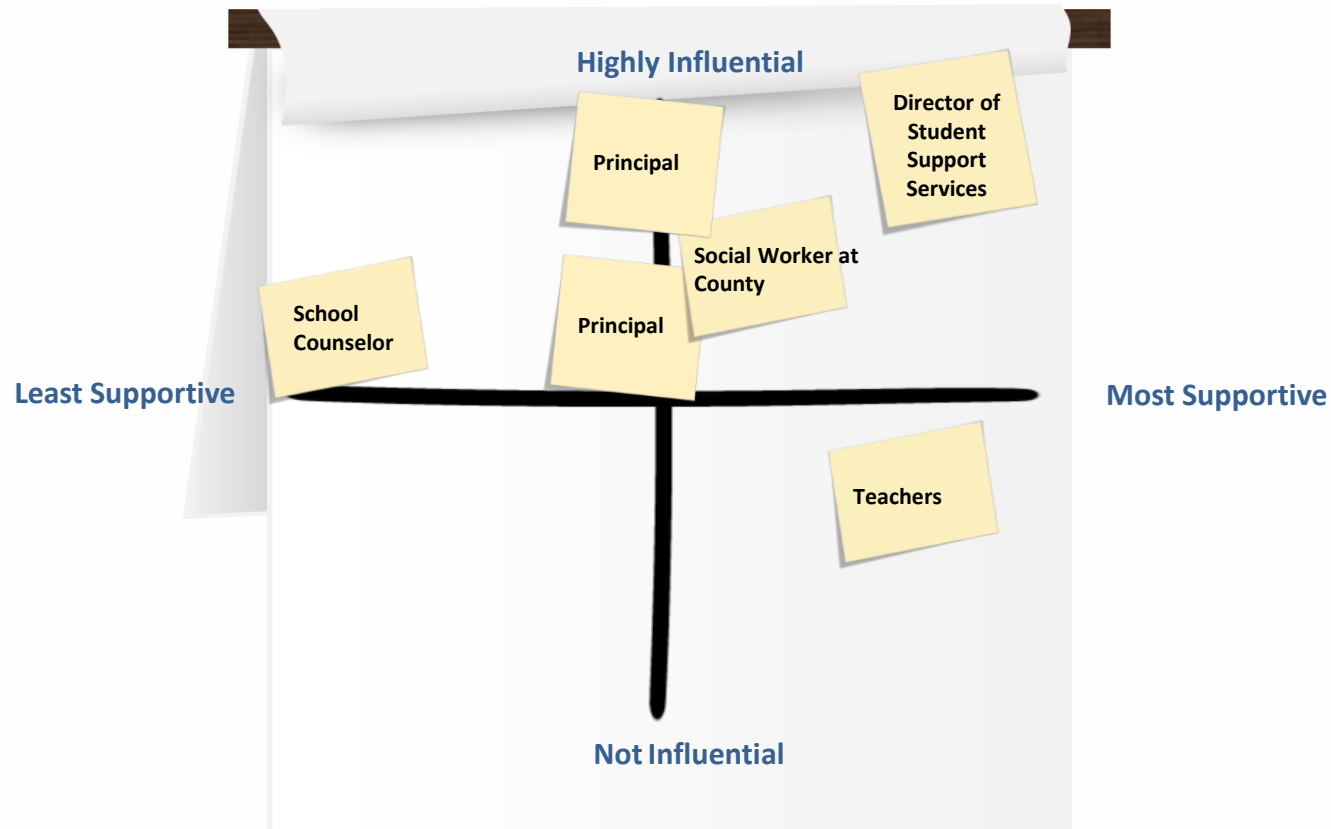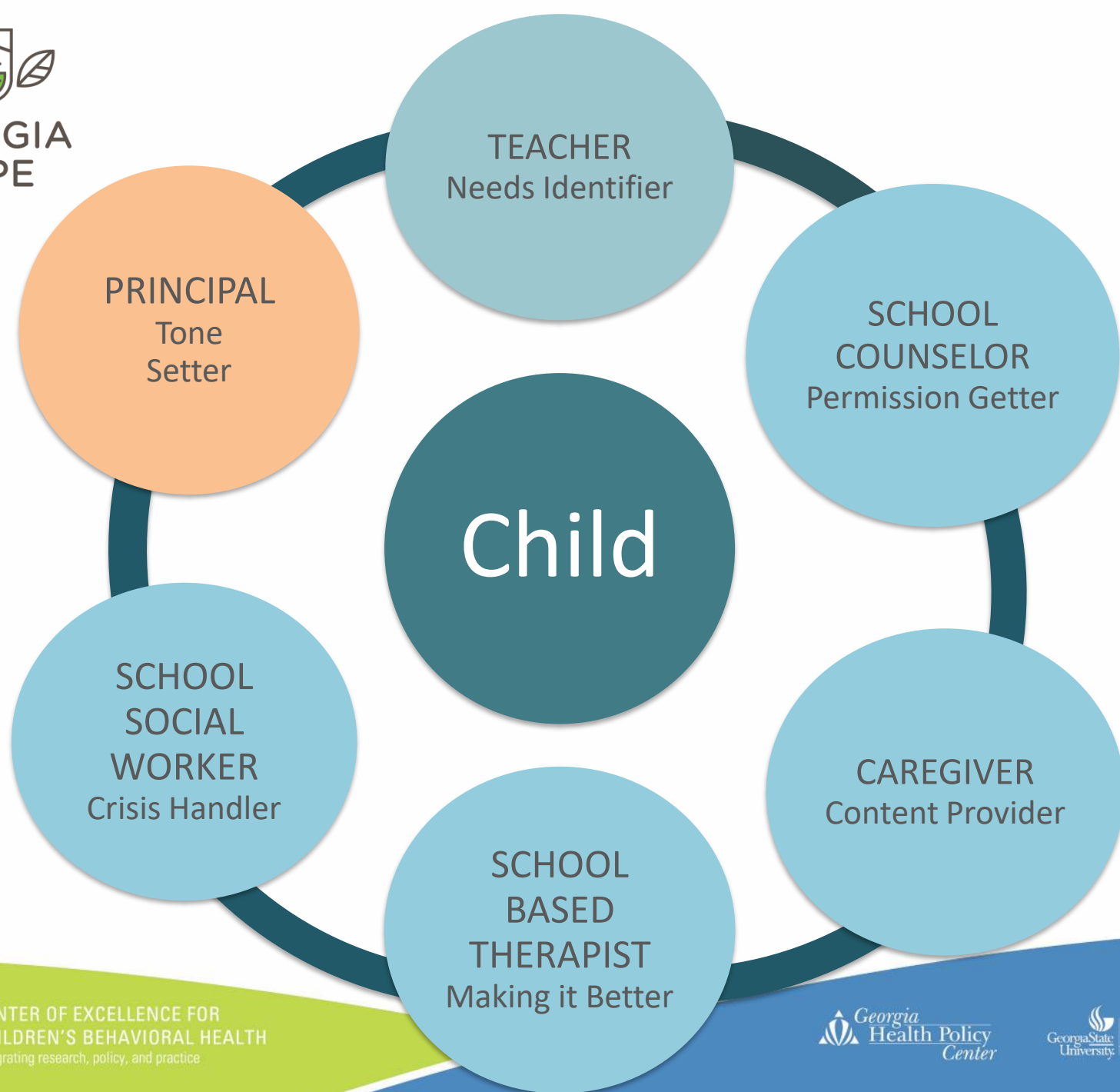5) Discuss leveraging current roles and/or building new collaborative relationships

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Power Mapping Process

Power Mapping Example

Outcome: Increase referrals in a school

Lessons Learned About *Collaboration*

- Being visible and consistent

- Actively seeking referrals

- Earning trust; making schools feel comfortable with services being delivered and liability (MOUs)

- Blending into school – participating in things like 80's day with side ponytail and neon wardrobe

COLLABORATION & FUNDING

How SBMH Program Sustain

- Most School Based Mental Health programs are funded through a combination of sources:
  - Insurance reimbursement
  - Start-up grants
  - Ongoing grants
  - City/county allocated funding
  - School system funding

- Partnering with local mental health agencies: Title 1 Schools
  - Best option for a sustainable approach for schools with a high rate of free and reduced lunch.

    Why?

How SBMH Programs Sustain

A lot of School Based Mental Health programs are operated by the school system, not the provider, in the same way that a PBIS program would be.

There is funding available to schools for the creation of a School Mental Health Program.

- IDEA: Individuals with Disabilities Education Act

- School Medicaid Administrative Claiming (MAC) Guide

- Every Student Succeeds Act (ESSA)

Apex Program Deliverables

70% Billable Activities

- Individual & family sessions, assessments, collateral contacts, psychiatry, nurse, skill building, parent skills training

30% Nonbillable Activities

- Groups, psychoeducation, school meetings, school-wide events, family or teacher engagement activities

Sustainability Approach

- Productivity based pay scale
- Title I Schools
- Collateral contacts are valuable – working on a pilot w/ Community Support Specialists (CSS) with one Medicaid Managed Care Organization to offer collateral contacts, without having to have a CSS
- Collateral contacts cover a lot more than you think: IEP meetings, disciplinary meetings, parent/teacher conferences, attendance meetings, classroom observations, communication with teachers, nurses, and school social workers
- Collaterals promote integrated care

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What's Sustainable via Billing?
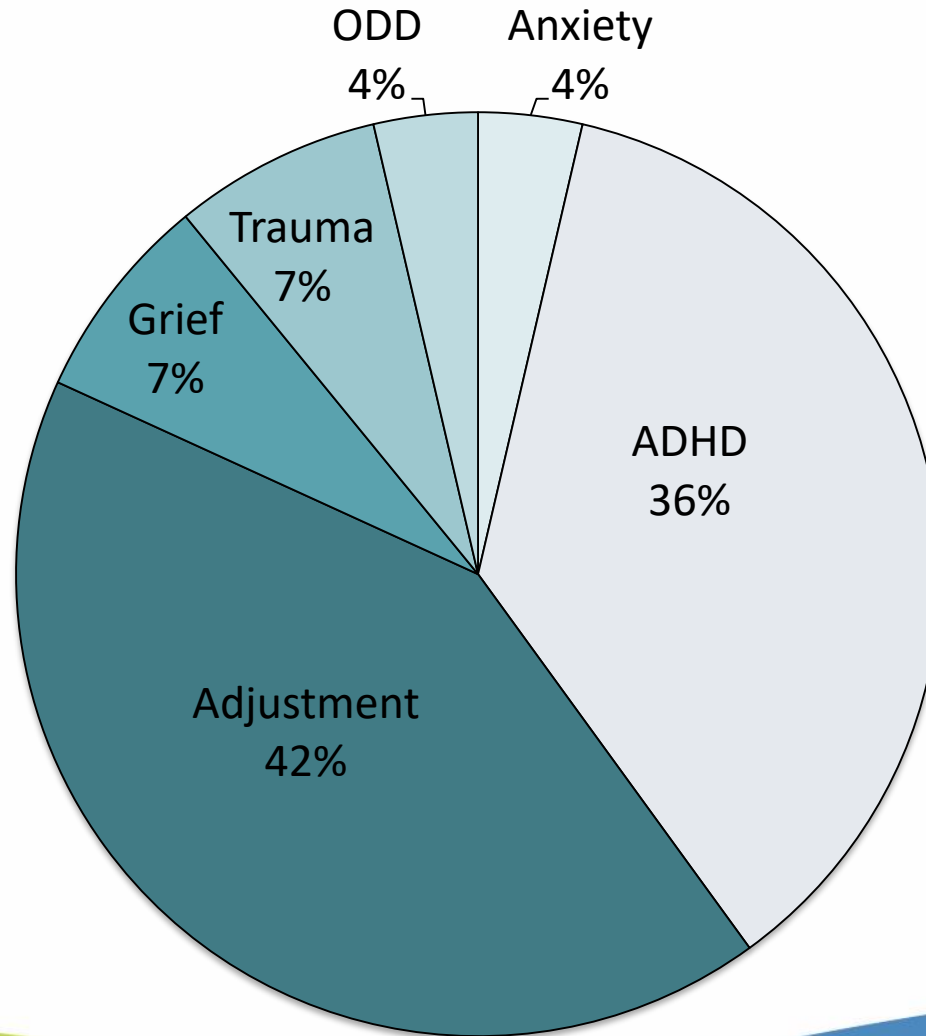
70% billable activities:

- ✓ Individual Counseling
- ✓ Family Counseling
- ✓ Group Counseling
- ✓ Assessments
- ✓ Skill Building/CSS
- ✓ Parent Skills Training
- ✓ Psychiatry/Nurse
- ✓ Consultation
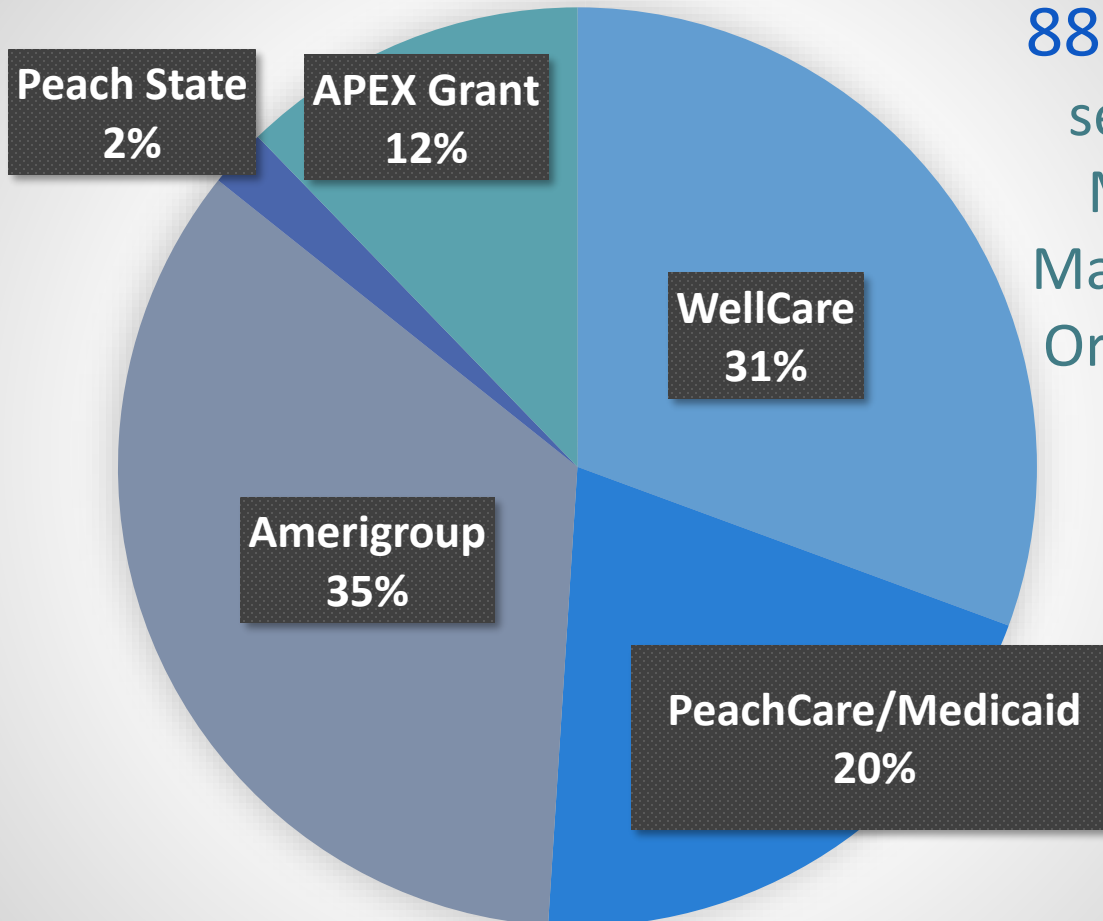
30% non-billable activities:

- ✓ Teacher Talks and Psychoeducation
- ✓ PBIS Implementation (actually can be billable, groups...positive peer programs)
- ✓ Other universal prevention strategies

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Who Are We Treating?

Pie chart showing:
- ODD 4%
- Anxiety 4%
- Trauma 7%
- Grief 7%
- ADHD 36%
- Adjustment 42%

Who's Paying?

Pie chart showing: Peach State 2%, APEX Grant 12%, WellCare 31%, Amerigroup 35%, PeachCare/Medicaid 20%

88% are being served with Medicaid/ Managed Care Organizations

Lessons Learned in Sustaining and Growing a SBMH Program

- Relationships are the key
- Know your school culture
- Wifi is also really important
- Snow days happen
- Fire drills happen
- The world stops spinning during testing
- SBMH has a ripple effect
- Preparing for breaks and summer is crucial

Lessons Learned – Continued Growth

As it turns out, people love to help their community, especially the kids within it. We created a camp pilot program this year. Out of the woodwork: A karate instructor, a yoga instructor, a dance instructor, the local police, therapy and service animals, a gardener, and plenty of volunteers. If you have a program that assists at risk youth, you'll have community support.

Q&A

Additional Information

Georgia HOPE - Summer 2018 *Camp HOPE* video:
https://youtu.be/LPAgmLXn08M

Find additional resources at:
www.thechangeagency.org or Bonner Curriculum - Power Mapping

Triple Layer Chess: An Analogy for Multi-Dimensional Health Policy Partnerships

The Sustainability Framework

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