



**Expanded
School
Mental
Health**
in West Virginia

...because a healthy student is a teachable student

Sharing Our Journey: West Virginia's Expanded School Mental Health (ESMH) Initiative

From Vision to Outcomes

20TH ANNUAL CONFERENCE ON ADVANCING
SCHOOL MENTAL HEALTH

NEW ORLEANS, LA

NOVEMBER 6, 2015

Learning Objectives

Participants will be able to:

- ✓ Describe the role of state agencies in advancing school mental health;
- ✓ Identify important elements in creating and sustaining state level capacity;
- ✓ Identify at least three resources that can be used to successfully implement ESMH.

Agenda

1. History of ESMH in West Virginia
2. Perspectives:
 - State education agency
 - State behavioral health agency
 - Local school/behavioral health provider
3. Future Directions
4. Summary and Discussion

Introductions

Barbara Brady, PhD

School Counseling Coordinator, WV Department of Education

Jackie Payne, MSW

*State Coordinator, WV Project AWARE
and Past Director, Division of Child and Adolescent Mental Health,
WV Bureau for Behavioral Health and Health Facilities/DHHR*

Jessica Watt, M.Ed, NCC, LPC, ALPS

School Counselor, Madison Elementary, Ohio County Schools

Tiffany Pittman, MA, LPC, AADC

*School Mental Health Coordinator, ESMH TA Liaison
Marshall University School of Medicine and ESMH Technical Assistance Center*

Acknowledgements

Center for School Mental Health, University of Maryland

National Community of Practice , IDEA Partnership
School Based Health Alliance

WV School System

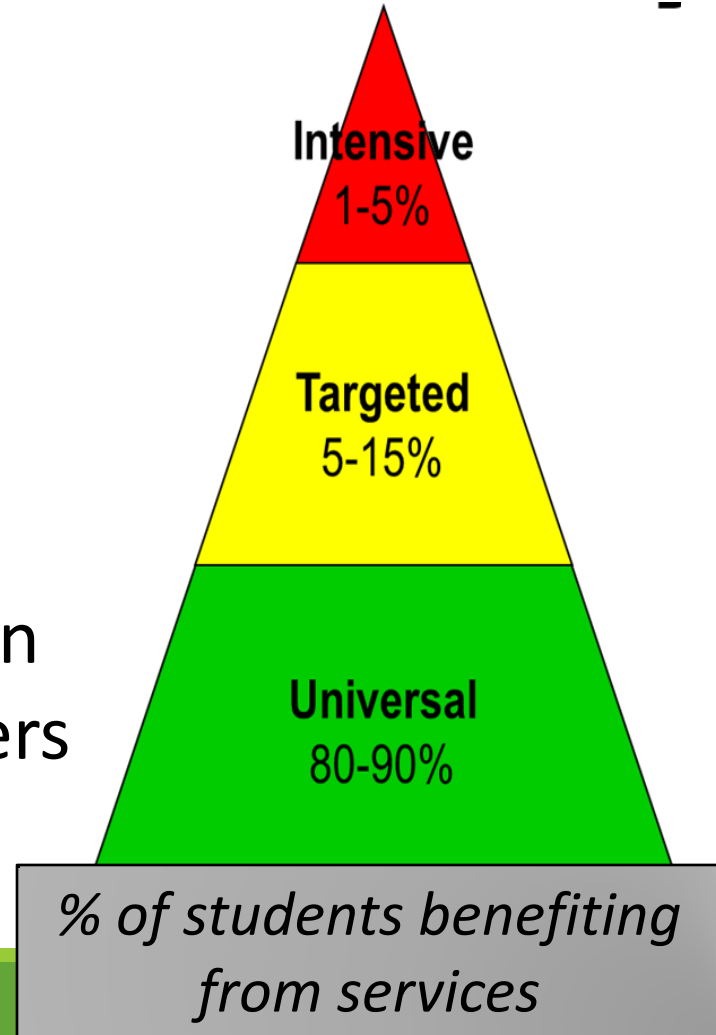
- ❖ 280,000 public school students
- ❖ 55 county school districts ranging in size from 900-28,000 students
- ❖ High overhead, facility costs
- ❖ Limited resources/geographic challenges
- ❖ 80 % graduation rate



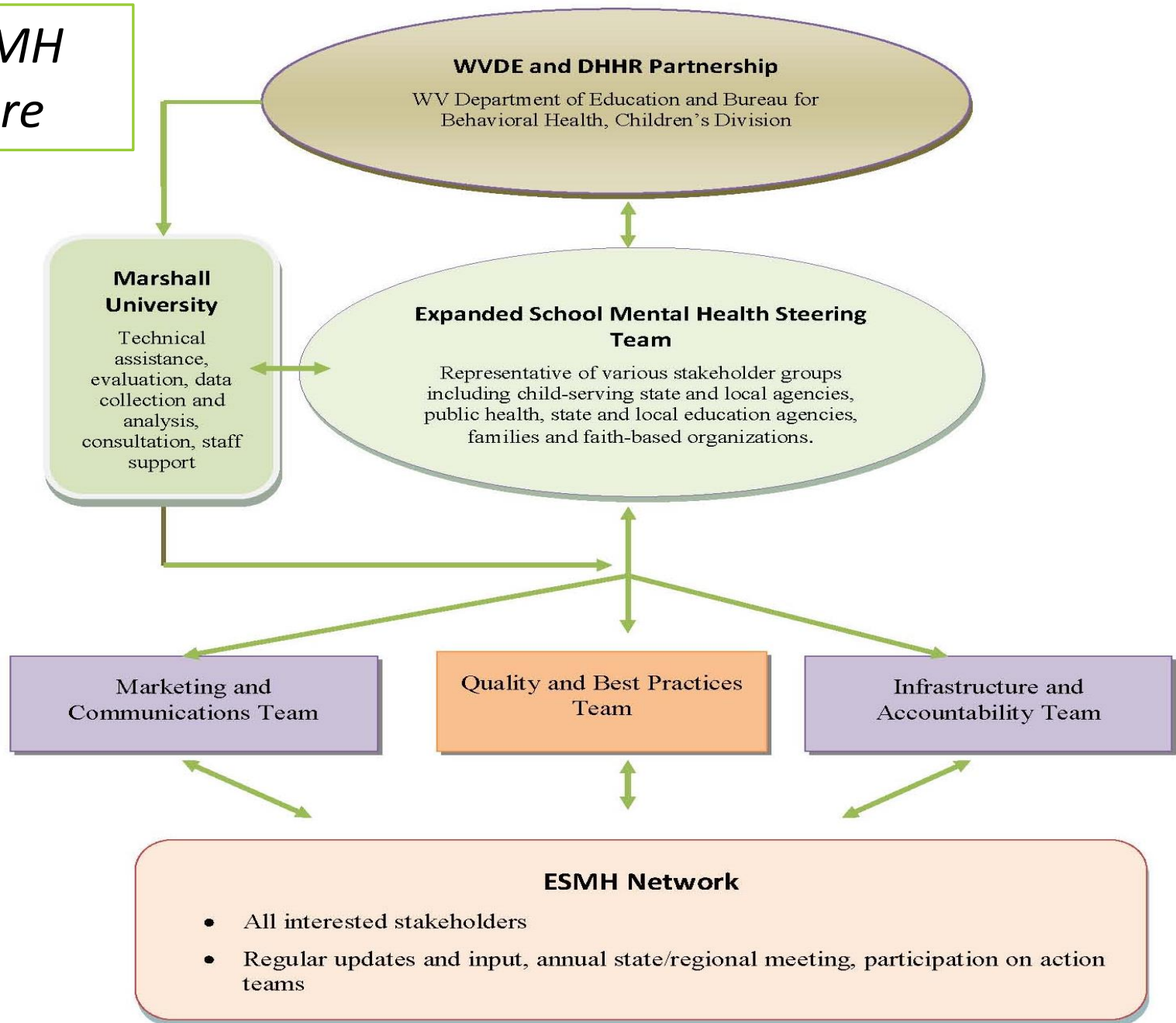
Definition

Expanded School Mental Health refers to programs that build on the core services typically provided by schools. It is a three-tiered framework that includes the full continuum of:

- Serves all students
 - Prevention
 - Early intervention
 - Treatment
- A **shared responsibility** between schools and community providers



WV ESMH Structure



State Infrastructure

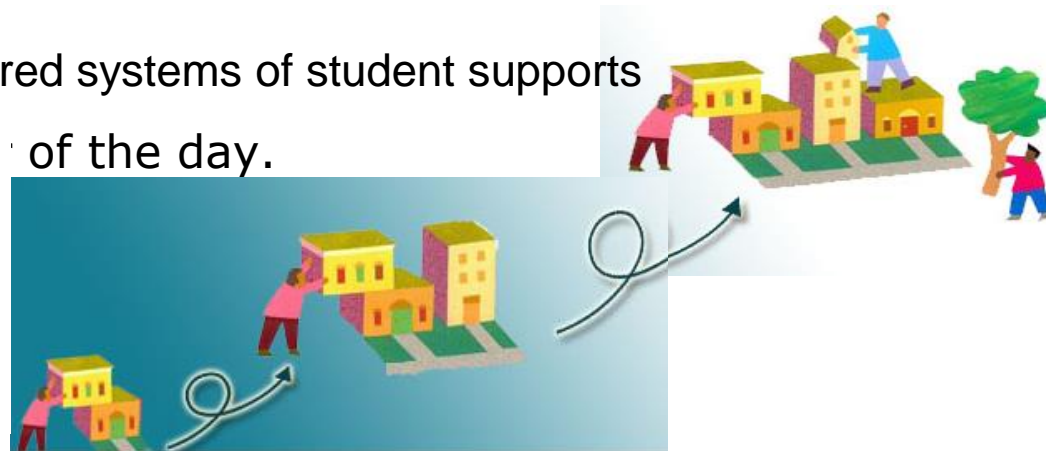
**Statewide ESMH Steering Team Co-Chaired by WVDE & WV BBHMF and
*facilitated by Marshall U. Technical Assistance Center***

- Operating guidelines; member MOA; orientation/Meets 6 x/year
- Detailed work plan
- Monthly CoP calls with grantees
- Consensus statement on family / youth involvement
- Tools and resources: info briefs, video testimonials, website
- Professional Development/ Conference Strands
 - Annual school health workshop

What we agree on . . . It takes a village

A cross-systems team approach is critical to meet the behavioral health needs of WV students and ensure social and emotional well-being

- Schools and communities must work together for the education of our children.
- A multi-tiered system of student support is needed that connects students, home, school and community.
- Policies need to drive multi-tiered systems of student supports of the day.



The Lineage of ESMH in WV

2010-15

2009

Pilot NASBHC Mental Health Capacity Building

BBHMF award 7
Pilot ESMH
Planning

Joined IDEA
Partnership

2008

School Survey
Visited
Exemplar States

**MOU between
WVDE and
DHHR-BBHMF**

2007

State Steering
Team Formed

Concept
Paper &
Strategic Plan

2006

WVBHMF,
WVDE &
MU discuss
partnership

- ✓ ESMH Model for WV
- ✓ Info Briefs & Toolkits
- ✓ 1st State conference/ESMH Strand
KidStrong Conference (2012)
- ✓ WVDE policies align with ESMH
- ✓ ESMH Protocol for School Counselors
- ✓ Innovation Zone Grants include
ESMH focus
- ✓ Alternative School Pilots
(Innovation Zone Grants)
- ✓ Community Schools
- ✓ School Crisis Prevention and
Response Template
- ✓ **Mental Health Crisis Plans**
- ✓ Presented at National SBMH Conf.
- ✓ **WVDE awarded Project AWARD
Grant 2014**
- ✓ **Steering Team serve as state
advisory for Project AWARE**

Vision



...because a healthy student is a teachable student

*Every student in WV will benefit from
a school environment that supports
social and emotional well-being to
achieve his/her full potential.*

Mission

TO DEVELOP AND STRENGTHEN POLICIES, PRACTICES AND SERVICES THAT PROMOTE LEARNING AND SOCIAL-EMOTIONAL WELL-BEING FOR ALL OF WV'S YOUTH THROUGH A COLLABORATIVE PROCESS THAT ENGAGES SCHOOLS, FAMILIES, AND COMMUNITY-BASED AGENCIES.

Work Plan Goals

- Goal 1:** A state interagency infrastructure to sustain Expanded School Mental Health
- Goal 2:** Communication plan
- Goal 3:** Adopt an ESMH framework
- Goal 4:** WV standards and protocols to ensure quality/fidelity
- Goal 5:** Evaluation design and reporting process
- Goal 6:** Ongoing TA
- Goal 7:** Sustain existing and create new comprehensive school mental health models.

Goal Sample from Work Plan

ESMH Work Plan : January 2013 – December 2014 (revision 1.8.2014)

Goal 7: Develop a plan to sustain existing and create new comprehensive school mental health models. **Team Leader:** Kelli Caseman; **Team Members:** Tiffany, Richarda Jackie, Linda W., Linda A /

Objective	Activities	Timeframe		Assigned to:
		By July	2013-2014	
7.1 Produce a preliminary report on how other states fund direct services for ESMH	A. Review literature on financing policies of other states B. Get U of MD and GWU reports on financing C. Present findings to ESMH Steering Team D. Complete a report with recommendations for WV a. Best Practices in Billing	Completed Done Revisit	X Oct. 2014	Team 7 Tiffany & Karen Yost
7.2 Identify costs for ESMH Tiers 1,2,3	A. Ask ESMH grantees to provide examples of their budgets – costs and revenues. B. Survey funded schools to identify their funding sources C. Draft sample startup and sustainability budget and sources	Have samples In progress		Tiffany, Steph, LA Tiffany/Karen
7.3 Produce a review of literature regarding academic and economic benefits/costs of ESMH	A. Define work plan/purpose/questions to answer in such a document B. Request funding from SSJHWF	Talking Points Documents in Process	X Pending	Team 7
7.4 Develop toolkit and technical assistance to guide communities in establishing financial stability when implementing the ESMH model.	A. Compile existing resources on financial stability and sustainability B. Review and select resources for a tool kit C. Define role of technical assistance D. Disseminate final tool kit to schools and communities	Ongoing	Dec 2014	MU TA

ESMH Integration: Policy, Programs, and Practices

DR. BARB BRADY

SCHOOL COUNSELING COORDINATOR, OFFICE
OF MIDDLE/SECONDARY LEARNING

ESMH Integration into WVDE Policies

Policy 2315: Comprehensive School Counseling Programs

<http://apps.sos.wv.gov/adlaw/csr/readfile.aspx?DocId=25659&Format=PDF>

Policy 2510: *Assuring Quality of Education: Regulations for Education Programs*

<http://apps.sos.wv.gov/adlaw/csr/readfile.aspx?DocId=25770&Format=PDF>

Policy 2425: *Community Schools: Promoting Health, Safety, Well-Being and Academic Success of Students*

<http://apps.sos.wv.gov/adlaw/csr/readfile.aspx?DocId=25989&Format=PDF>

Policy 4373: *Community Schools: Promoting Health, Safety, Well-Being and Academic Success of Students*

<http://wvde.state.wv.us/policies/p4373-new.pdf>

Policy 2510: *Assuring Quality of Education: Regulations for Education Programs*

Schools will implement...

- Comprehensive School Counseling Programs
- Advising/Mentoring Programs
- Personalized Education Plans
- Comprehensive Career Investigation
 - Student Portfolios (grades 6 – 12)
- Community partnerships

Policy 2510: Mentoring/Advising Students

Schools will...

implement an advisory program that ensures students have **meaningful and supportive relationships** with adult advocates and peers to personalize each student's learning experience. Schools will implement a **standards-focused** advisory program utilizing **evidenced-based** practices during the instructional day.

Policy 2510 - Mentoring/Advising Students

Schools will engage student advisors in utilizing each student's career awareness activities to develop the **Personalize Education Plan (PEP)**. Advisory **will assist students and their parents** to utilize their various interest and learning style inventories and academic assessments to guide educational planning and career choices.

Policy 2019: Comprehensive School Counseling Program Description

NEW POLICY Language

3.1. The CSCP is an integral part of the total school program and is aligned with the school's mission.

The CSCP is a proactive, systemic approach to assist students with the acquisition of attitudes, knowledge, skills and behaviors necessary to maximize student success and preparation for a variety of postsecondary options.

The CSCP provides universal prevention for all students, targeted interventions for at-risk students and intensive interventions for the most at-risk students.

§126-67-3. Comprehensive School Counseling Program Description

POLICY Language

3.1. (continued) The CSCP is standards-based, designed to developmentally and sequentially address the WVSSS within each programmatic level.

- Academic and Learning Development
- Career Development and Life Planning
- **Personal and Social Development**
- **Global Citizenship**

The CSCP utilizes school and community data to identify student needs in relation to the CSCP and to set annual priorities for the WVSSS.

A certified school counselor, in collaboration with school and community stakeholders, will develop an **Annual CSCP Plan** in order to coordinate and implement a CSCP designed to address student needs.

Policy 2315 – Program Components

Four Delivery Systems Described – 3 Renamed

OLD	New
Guidance Curriculum	Integrated Delivery of WV Student Success Standards
Individualized Student Planning	Personalized Student Planning
Responsive Services	Responsive Services
Systems Support	Student Supports (multi-tiered)

Addressing Mental Health in School Crisis Prevention & Response



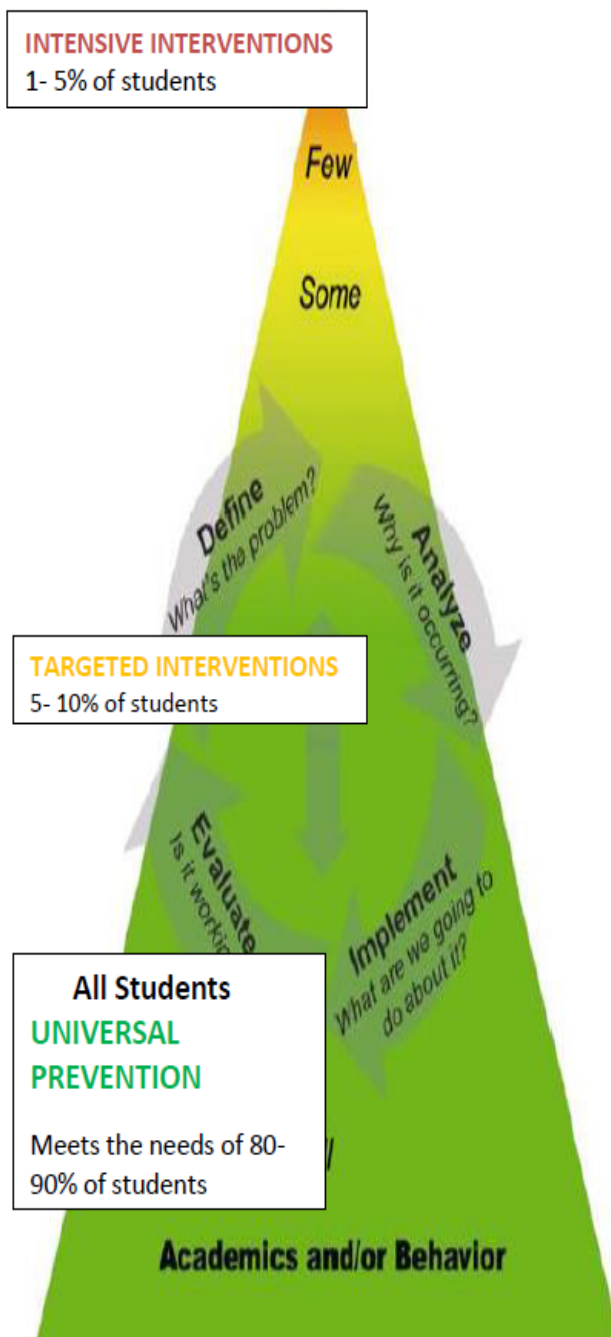
A Resource Guide for West Virginia Schools

Recourses and templates for
developing school mental
health crisis guides

Preliminary DRAFT due
January 1, 2015

Updated Annually by
August 1

SCHOOL COUNSELOR'S ROLE



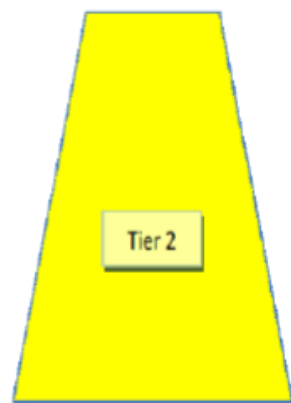
Tier 3
<ul style="list-style-type: none"> Refer to appropriate resources, agencies, school programs, etc. Assist the RTI/SAT/504/IEP in identifying interventions, making referrals and evaluating and determining the fidelity of interventions
Tier 2
<ul style="list-style-type: none"> Collect individual student data/information and prepare for role as a support advocate Assist school-based teams in collecting and analyzing data to identify struggling students due to academic, social, behavioral, and/or emotional problems Assist in identifying and implementing research-based interventions Assist in evaluating academic and behavioral progress following interventions Initiate/facilitate/coordinate student support groups Serve on SAT/RTI/504/IEP Intervention Teams Make appropriate referrals.
Tier 1
<ul style="list-style-type: none"> Coordinate with school leadership team to ensure the WV Student Success Standards are collaboratively delivered to all students within the school's programmatic level(s). Collaborate with school leadership team to ensure Student Support Programs (PBIS, ESMH, Mentoring, Student Advisement, etc.) are in place. Assist individual classroom teachers in promoting positive behavior management/support programs Collaborate with school, district, and community personnel to ensure crisis prevention programs and crisis plans are in place and being utilized. Utilized universal screenings, surveys, academic, career & needs assessments to identify student needs and set priority goals, Act as a resource and referral agent for students, parents, and staff.

Counselor: _____

School: _____

THREE TIER PREVENTION MODEL – School Assessment

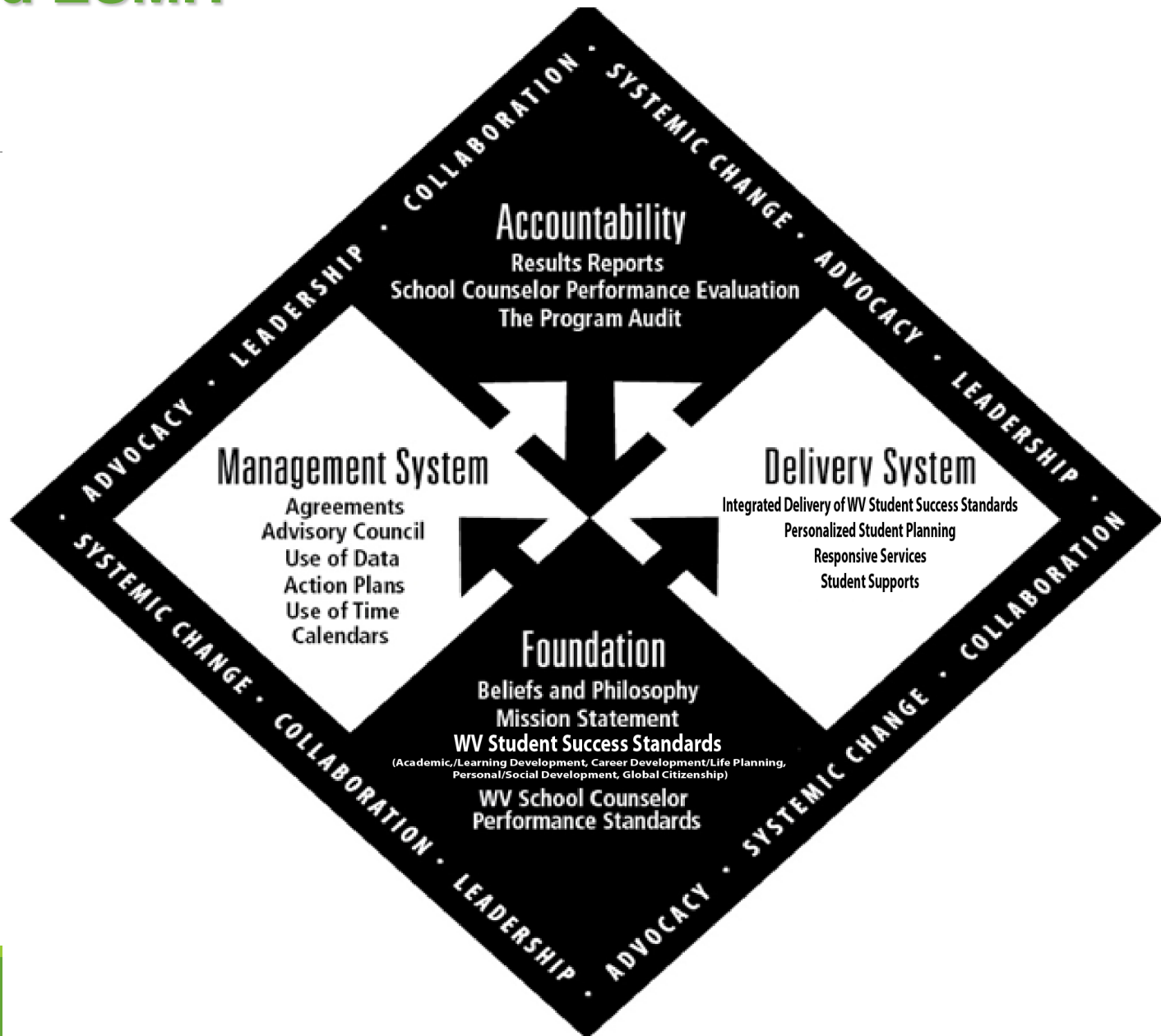
List specific activities and programs currently in place in your school to support students' academic, career and personal social development. Think about these activities in terms of your delivery systems: personalized student planning, responsive services, Integrated WVSS Standards delivery and student supports. Develop a second chart outlining possible programs or activities you could implement in your school to better support all students.



Tier 3 – Intensive: High Risk Students		
ACADEMIC	CAREER	PERSONAL-SOCIAL/GLOBAL CITIZENSHIP
Tier 3 – Targeted: At Risk Students		
ACADEMIC	CAREER	PERSONAL-SOCIAL/ GLOBAL CITIZENSHIP
Tier 3 – Universal – ALL Students		
ACADEMIC	CAREER	PERSONAL-SOCIAL/ GLOBAL CITIZENSHIP

WV School Counseling Model

The Counselor's Role in Leading the CSCP and ESMH



PBIS – School/Community Partnership

WVDE Supports...

PBIS Summer Academies to train school teams
as well as monitoring, Technical Assistance and Coaching

Goal is to move toward statewide implementation

MU Center for Autism plan is to work with a cross-systems team to develop a WV Multi-tiered System of Support that incorporates:

- School counseling
- ESMH
- Community Schools
- PBIS
- Support for Personalized Learning

Policy 4373: Table of Contents

Ch. 1 Expected Student **Dispositions**

Ch. 2 Student **Rights and Responsibilities**

Ch. 3 Planning for **Policy Implementation**

Ch. 4 **Inappropriate Behaviors** and **Meaningful Interventions** and **Consequences**

Ch. 5 Procedures for **Addressing Allegations** of Inappropriate Behaviors

Ch. 6 Procedures for **Taking Action** on Substantiated Inappropriate Behaviors

From Policy to Practice

ESMH Implementation Example (2013-14)

Joint partnership between Marshall University, Bureau for Behavioral Health, Office of School Improvement and Office of Special Programs to implement Expanded School Mental Health Model (ESMH):

Safe, Supportive, School Grant (S3):

- 11 of the 22 S3 Schools will receive technical assistance around Community Schools and ESMH
- 11 schools already have MH services in place therefore were not offered TA
- Three S3 Schools have implemented Mental Health Services
- Six S3 Schools are working towards implementing Mental Health Services
- One S3 School is working to improve comprehensive Mental Health Services.

Priority Schools: *(Community support – using available funds)*

- eight of the twenty-nine Priority Schools were provided technical assistance around Community Schools and ESMH
- seven schools already have MH services in place therefore were not offered TA
- One Priority School has implemented MH Services.
- Five Priority Schools are working towards implementing Mental Health Services.

Policy 2425: Community Schools: **Promoting Health, Safety, Well-Being and Academic Success of Students**

A community school is **both** a place and a set of partnerships between the school and other community resources.



Resource Guide



West Virginia
Community Schools
Building community and school partnerships

Building Community and School Partnerships for Student Success

A Resource Guide for West Virginia

Office of Special Programs
West Virginia Department of Education
Month, Year

ESMH Funding Sources

Limited

- S3
- Local monies (combined funds available locally)
- **Innovation Zone Grants**
- Billing
- WV Bureau Behavioral Health (Planning & Start-up)

Potential Federal Grants

- “Now is the Time” – Project Aware & School Climate Grant
- Community Schools
- Developing Knowledge about What Works to Make Schools Safe (*National Institute of Justice*)
- *Other*

Local Educational Streams

- ▶ Title I
- ▶ SIG – Title I School Improvement Dollars
- ▶ 1003 G – School Improvement Dollars
- ▶ Special Education
- ▶ Title II – Professional Development
- ▶ Title III – English as a Second Language
- ▶ Title IV – Safe and Drug Free Schools
- ▶ 21st Century Community Learning Centers
- ▶ Full Service Community Schools Grant
- ▶ Carol M. White Physical Education Grant
- ▶ Safe Schools / Healthy Students
- ▶ McKinney Vento Homeless Grant
- ▶ Even Start
- ▶ General Fund

WVDE School Counseling Resources

School Counseling Website

<http://wvde.state.wv.us/counselors/>

Student Needs Assessments

<http://wvde.state.wv.us/forms/counseling-assessment/>

Protocols

<http://wvde.state.wv.us/counselors/protocols.html>

WV School Counseling Model

http://wvde.state.wv.us/counselors/documents/wvsc_model_booklet-1-16-14.pdf

Model Implementation Tools

<http://wvde.state.wv.us/counselors/WVSchoolCounselorPerformanceStandards.html>

WVDE Resources

LINKS Student Advisement Program

<http://wvde.state.wv.us/counselors/links/>

NetsSmart Lessons— aligned with school counseling standards

<http://wvde.state.wv.us/counselors/netsmart/>

Group Guidance Lessons

<http://wvde.state.wv.us/counselors/group-lessons.html>

Guidance Curriculum

<http://wvde.state.wv.us/counselors/guidance-curriculum.html>

Other Resources

Mental Health Capacity Building -Ten Critical Factors:

<http://cshm.umaryland.edu>

Coalition for Community Schools:

<http://www.communityschools.org>

Children's Mental Health: Access, Availability, Coordination and Continuity of Care

Jackie Payne, MSW

Past Director, Division of Child and Adolescent Mental Health,
WV Bureau for Behavioral Health and Health Facilities/DHHR

State Coordinator, WV Project AWARE

The mission of the Bureau For Behavioral Health And Health Facilities is to ensure that West Virginians with mental health and/or substance use disorders, intellectual/developmental disabilities, chronic health conditions or long term care needs experience quality services that are comprehensive, readily accessible and tailored to meet individual, family and community needs.

We envision healthy communities where integrated resources are accessible for everyone to achieve wellness, personal goals and direct their future.

Division of Child and Adolescent Mental Health

- ❑ Single state authority for children's mental health charged with monitoring and improving the children's mental health service delivery system
- ❑ Provides leadership and technical assistance to facilitate an effective system of care for children and their families
- ❑ Develops/maintains partnerships and collaborations across all child serving systems, at both the state and local level to ensure access to quality behavioral health services and supports for children and adolescents with and/or at risk for serious emotional disturbances
- ❑ Responsible for overseeing the implementation and evaluation of the federal block grant as well as programs supported with state funding

Bureau Acknowledgements

- ❑ Physical illnesses, intellectual/ development disabilities, substance use and mental disorders cost money and lives if they are not prevented, are left untreated, or are poorly managed.
- ❑ Systems of care and support have been and remain in certain areas, limited and not readily available or accessible.
- ❑ Certain populations are not served or are underserved and that services crossing the boundaries of age has not always been a priority

Bureau Acknowledgements

Understanding and analyzing data to design strategies for comprehensively assessing prevalence and gaps is necessary for ongoing system planning and development.

Partners and collaborations are essential across child serving systems/agencies.

Strategies must be flexible to ever changing environments, while always keeping the end in focus.

Assembling an integrated team of knowledgeable and experienced staff and recruitment of other experts will support system improvements.

ESMH Pilot Sites

12 Schools, 7 counties

3,700 students

Funded by BBHFF

Community Partners

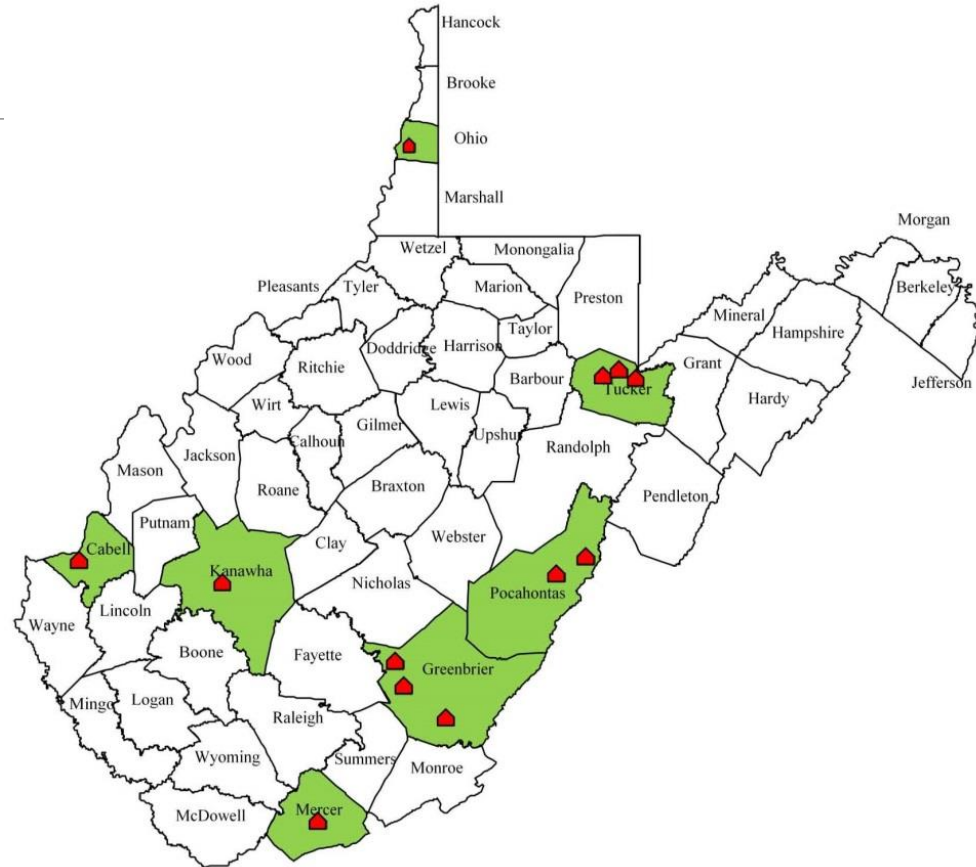
Youth Health Service, Inc.

Prestera, Inc.

Ohio County Schools

Southern Highlands, Inc.

Rainelle Medical Center



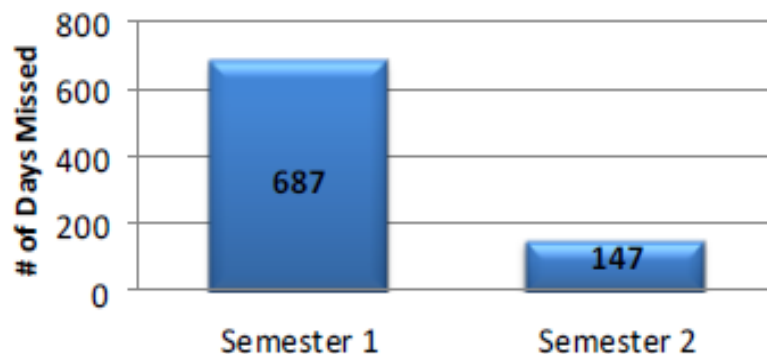
Mental Health Symptoms

The Strengths and Difficulties Questionnaire (SDQ) was used to measure mental health symptoms. SDQs were completed at the start of services, with follow-up completed every 6 months until case closure.

78% of the students improved or maintained their scores at follow-up, which indicates that students were able to successfully remain in school and avoid more intensive services.

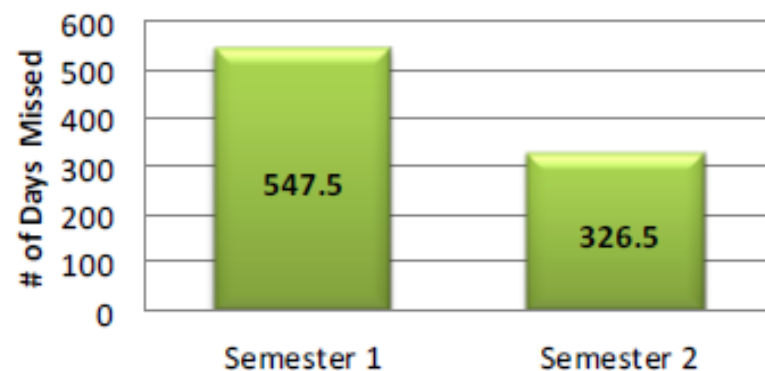
Behavior

Number of Days of
Out-of-School Suspensions
Semester 1 to Semester 2
N=83



Attendance

Number of Days of
Unexcused Absences
Semester 1 to Semester 2
N=119



6 – 12

Key Initiatives

WV System Of Care

A public-private-consumer partnership dedicated to building and maintaining effective integrated and coordinated community based services for children and youth with or at-risk for behavioral health related challenges and their families

Expanded School Mental Health (ESMH)

Coordinated and integrated partnerships between schools and behavioral health providers

Full continuum of mental health services, including education, prevention/early intervention and treatment

Supporting five entities serving 12 schools in 7 counties impacting nearly 4,000 students

Key Initiatives

Statewide Suicide Prevention and Intervention

Statewide Family and Youth Support Network

Children's Clinical Outreach Services Liaisons

Transitioning Youth

Regional Youth Service Centers

Statewide Behavioral Health Youth Service Network

Thorough needs assessment and service utilization analysis resulted in repurposed funding and system change

Cross-system/Cross continuum effort based approach to programming for youth with substance use and co-occurring disorders

6 Regional locations emphasizing innovative, close to home services for children and families at the right place and at the right time

Regional Youth Service Centers

Single Point of Entry

24/7 Referral Line

Engagement, Diagnostic and Out-Patient Services

Non-Traditional Service Locations

Tele-Medicine Expansion

Collaborative Services



West Virginia
CommunitySchools
Building community and school partnerships

Project AWARE

The WVDE was awarded a 9.7 million dollar Substance Abuse and Mental Health Services Administration's (SAMHSA) grant on September 30, 2014 that will focus on mental health needs of children, families and communities through the public school system over the next 5 years (75% to 3 Demonstration Local Education Agencies).

The grant's goals are twofold:

1. Address the mental health needs of children, youth, families and caregivers;

and

2. Assist communities with the implementation of Mental Health First Aid and Youth Mental Health First Aid programs.

WV Project AWARE

- Focus on students in PreK through grade 12, ages 3 to 21 years
- Three counties will serve as the demonstration sites to guide the development of a statewide sustainable systems' approach to improve mental health services using a community schools approach.
- The three county school systems (LEAs) are in **Berkeley, McDowell and Wood.**



Community Schools recognize that school and community partnerships are essential to student success

- ✓ Students are actively involved in learning and their community
- ✓ Families are involved with their children's education
- ✓ Students are healthy – physically, socially and emotionally
- ✓ Students live and learn in a safe, supportive, and positive environment
- ✓ Schools are engaged with families AND communities
- ✓ Schools become centers of the community and are open to everyone-all day, every day, evenings and weekends

Engagement and Partnerships

Strong school communities engender strong students. The school community's purpose is to ensure that each student acquires the knowledge, skills, habits, and attitudes necessary for success in school and in life.

WV Project AWARE Goals

- 1. Improve the state and local collaboration between public, private, community, and family partners to ensure the health, wellness, and resilience of school aged youth using the Interconnected Systems Framework.**
- 2. Increase the number of professionals and community members who have been trained to: a) promote child and adolescent social and emotional health in schools and the community, and b) identify and refer youth who need behavioral health services.**
- 3. Increase the number of schools and communities using the community schools approach.**

WV Project AWARE Goals

- 4. Expand efforts to meet the social, emotional and behavioral needs of students by**
 - a) Creating and maintaining a safe and supportive school and community environment for all students;**
 - b) Providing or coordinating early intervention programs designed to meet the needs of students identified as at-risk for a specific problem or concern; and**
 - c) Connecting students with intensive need to individualized services and treatment.**
- 5. Decrease the percent of students who report feeling unsafe at school, participating in school violence, using alcohol, tobacco, or other drugs, and feeling depressed or anxious.**
- 6. Develop a plan for the replication, expansion and sustainability beyond the grant period**

Building upon ESMH Partnerships & Successes

- **State Advisory to WV Project AWARE**
- **Increased membership**
- **Role of the State Advisory Team**

Positive Youth Development

Positive Experiences +

Positive Relationships +

Positive Environments

= Positive Youth Development

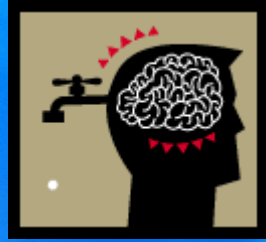
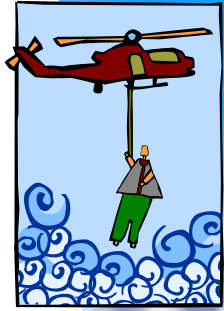
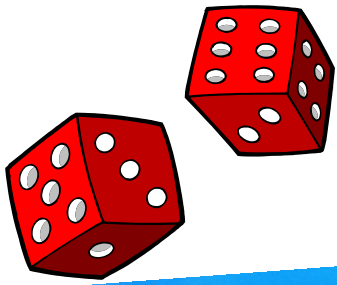
From Policy to Practice: What ESMH Looks Like in One WV School

Jessica Watt, M.Ed, NCC, LPC, ALPS

School Counselor

Madison Elementary, Ohio County Schools WV

Why ESMH?



HELP!



QUIT

THIN ICE

My WHY!

Located in inner city, Wheeling Island, Wheeling, WV

PK-5th ; about 290 students; Title I

Mommy, Daddy, or Grandma

Our parents drink & take drugs

Prison? YES!

They ALL eat free!

CPS on speed dial

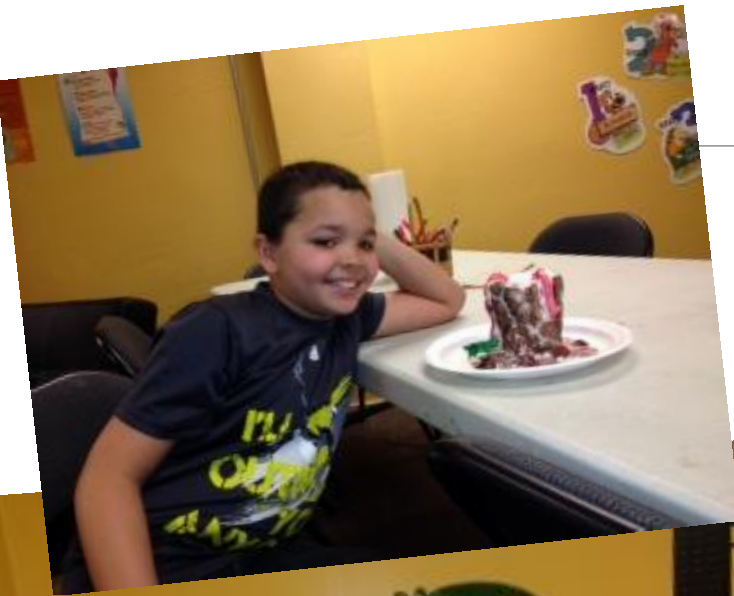
Transiency...who? what? where?

Alarm clocks have a high rate of failure

“Do you know who the dad is?”



Why? Seriously



Funding/Services Resources

Grants

Trusts

Substance Abuse Prevention Coalitions

Local doctors/hospitals

YMCA/YWCA

Easter Seals

Community Action Coalitions

Churches

Businesses

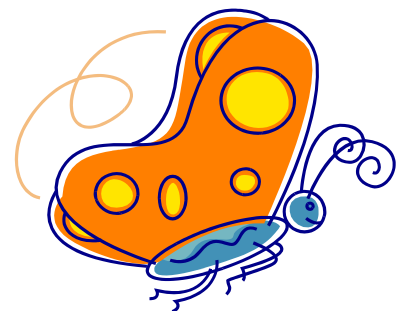
Juvenile Mediation Program

Juvenile Court

Medicaid/Insurance Billing

**Get
yourself
out
there!**

Ohio County Schools Madison Elementary School



We are proud of
A Center for HOPE & Change
and the CHOICES Program

Before...



...After



Evidence Based Programs

Music Together

Too Good For Drugs

Too Good For Violence

Second Step

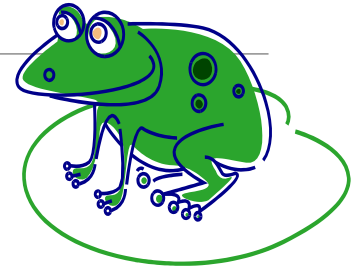
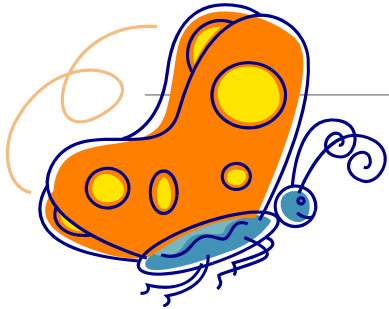
Keep a Clear Mind

Coping Cat

<http://www.promisingpractices.net/>

<http://www.nrepp.samhsa.gov/Index.aspx>

Madison School-Based Mental Health Programs



Northwood Therapy (since 2002)

Group, Individual & Family Therapy in coordination with
Northwood Health Systems

A Center for HOPE & Change (est. 2012)

Individual and family counseling &
Trauma Therapy.

Coordination with local agencies.
After school psycho-educational groups.

Impact on Students & Families

Having the services at school during the school day reduces the barriers for children to get needed services and minimizes the disruption to their education.

First year outcomes include improved attendance, increased social skills, decreased aggression, and improved relationships.

In addition, Madison Elementary was named a 2012 WV Title 1 Distinguished School - one of 12 out of 329 Title 1 schools in West Virginia.

Take Challenges in Stride

- Scheduling time for students to be seen during the school day
- Having a regular, confidential space for children to receive services
- Staffing
- Family participation and commitment
- Keeping cases open through the summer
- Delayed gratification

Keep communicating and collaborating.
Take a deep breath!

The Role of Marshall University School Health Technical Assistance Center

Tiffany Pittman, MSW

School Mental Health Coordinator, ESMH TA Liaison

Marshall University Technical Assistance Center



**West Virginia School Health
Technical Assistance Center**

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WV Expanded School Mental Health Initiative

Role of MU TECHNICAL ASSISTANCE Center

- ❑ Coordination of ESMH Steering Team Meetings
- ❑ Ongoing Technical Assistance for ESMH initiatives
 - Grantees
 - Schools seeking to implement or expand ESMH
 - ESMH State Steering Team
 - Others
- ❑ Identifying Best Practices
- ❑ Networking and Identifying New Partners

What's New

Register NOW for the – Back to School
Workshop August 5th & 6th

Improving Children's Mental Health: Lessons
from Eleven States

Now Available: 2012–2013 WV Expanded
School Mental Health Planning Retreat
Documents

Directory of WV School Based Health Centers
2012–13

Mental Health & School Safety in West Virginia



School-Based Oral Health



School-Based Health
Centers



School-Based Behavioral
Health

The West Virginia School Health Technical Assistance Center

is dedicated to improving the health and academic success of West Virginia's students through effective school – community partnerships. The purpose of this website is to provide a central source



**Expanded
School
Mental
Health
in West Virginia**

...because a healthy student is a teachable student

**WV School
Health Technical
Assistance
Center**
www.wvshtac.org

2011 Directory of School Mental Health Programs in West Virginia

Expanded
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Prepared by the School Health
Technical Assistance Center at
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West Virginia Expanded School Mental Health Initiative Issue 1 2010

INFORMATION BRIEF

A healthy student is a teachable student

There is clear and compelling evidence linking mental health and academic success, and indicating that emotional, social, and behavioral health problems are significant barriers to learning. Schools that proactively address these problems are seeing improved academic outcomes.

Children in classrooms must be able to focus on their work in order for them to be successful academically. Non-increasing rates indicate that students' ability to learn is not always due to the classroom or to the student, but to the most of these students, learning barriers to learning include:

- Mental health barriers, such as depression and anxiety
- Exposure to violence, bullying or traumatic events or repeated, long-term traumatic experiences
- Social-emotional barriers, such as peer involvement or support management



Schools are often the only public institution as rural, urban, and a logical place for multiple agency and family mental, emotional and behavioral health challenges. Opening school doors to health care pathways is critical to students' educational attainment and lifelong well-being.

Meeting the social and emotional needs of students prepares them to learn, increases their capacity to learn, and increases their motivation to learn. It also improves attendance, graduation rates, and reduces suspension, expulsion and grade retention.*

In order to address mental health problems early, we must reach students where they spend the majority of their time—in schools. Schools offer unparalleled access to students, in order to address both academic and mental health needs, which are intricately related.

Children whose mental health problems are not addressed often fail in school:

- 21 percent of 9-17 year olds have a mental illness and 11 percent are "significantly ill." Because of their illness, 10 percent of these students are not in school. (American Psychiatric Association, 2003)
- 2 out of 3 young people with mental health problems are not getting the help that they need. (NAMI, 2007)
- When compared with other states, the percentage of more days of school is significantly higher for West Virginia (5 percent) than the national average (3.2 percent). (2007 National Survey of Children's Health, 2007)
- 65 percent of students with an "emotional disturbance" drop out of school. (NAMI, 2007)
- In 2008, more than 6,500 West Virginia students failed to graduate; this translates from WV's economy by 2020, 2008, 2009, and 2010. (West Virginia Department of Education, 2010)



Addressing Mental Health in School Crisis Prevention & Response



A Resource Guide for West Virginia Schools



A jointly sponsored effort of the West Virginia Department of Education and the West Virginia Department of Health and Human Resources

"Expanded school mental health" refers to programs that build on core services typically provided by schools. Expanded School Mental Health is a framework that:

includes the full continuum of prevention, early intervention and treatment serves all students

emphasizes shared responsibility between schools and community mental health providers.

The WV ESMH Initiative is developing tools and resources for educators, behavioral health professionals, families and ESMH grantees. Together we can address the mental health needs of West Virginia's students, and reduce barriers to learning.

2012-2013 ESMH Planning Retreat Documents

Organizational Chart

Mission, Principles, and Goals

Steering Team 2014

ESMH Member Agreement

ESMH Memo Of Understanding between WVDE and WVDHHR

Steering Team Operating Guidelines

Summary West Virginia ESMH 2013

Closing Summary

Strategies:

1. Invest in planning
2. Expand infrastructure and partnerships
3. Build on existing structures, policies
4. Incorporate ESMH into other initiatives
5. Identify tiered services/initiatives
6. Identify and adress stakeholder priorities
7. Communicate!

Challenges

Parent and Youth Involvement

Workforce

Staff turnover – state and local

So many initiatives/still lack awareness and coordination

Future Priorities

Operationalize consensus statement on parent and youth involvement

Collaborate with PBIS and Community Schools Initiative to create cross-agency multi-tiered system

Collaborate with other agencies to create repository to reduce duplication of efforts and enhance availability of services

Expand our dissemination network

Questions



Thank you

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