

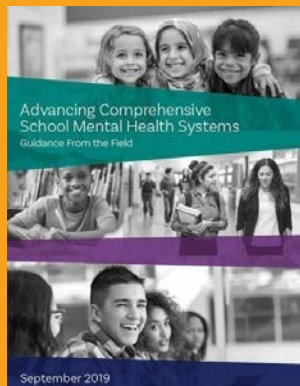
GETTING TO A TIPPING POINT: ADVANCING QUALITY COMPREHENSIVE SCHOOL MENTAL HEALTH SYSTEMS

ANNUAL CONFERENCE ON ADVANCING
SCHOOL MENTAL HEALTH

**NOVEMBER 7, 2019
10:45-11:45 AM**

HOSTED BY THE
SCHOOL MENTAL HEALTH WORK GROUP





WELCOME: CHAMPIONS!



Joyce Sebian - Moderator

www.schoolmentalhealth.org/AdvancingCSMHS



National Center for School Mental Health (NCSMH)

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Advancing Comprehensive School Mental Health Systems: Guidance from the Field

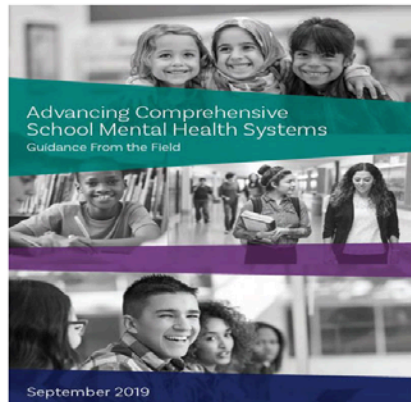
A partnership of national school mental health leaders and organizations has contributed to the development of this document on school mental health systems, including:

- [Bainum Family Foundation](#)
- [U.S. Department of Health and Human Services](#)
- [Human Resources and Services Administration \(HRSA\)](#)
- [Substance Abuse and Mental Health Services Administration \(SAMHSA\)](#)
- [Center for Health and Health Care in Schools at George Washington University](#)
- [Child Health and Development Institute of Connecticut](#)
- [National Association of State Directors of Special Education](#)
- [National Center for School Mental Health \(NCSMH\)](#)
- [School-Based Health Alliance](#)

A Collaborative Effort

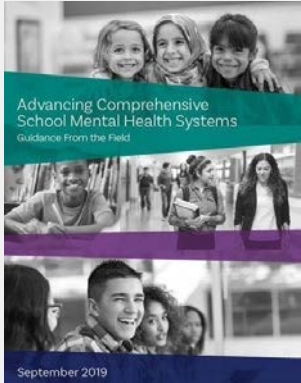
This resource synthesizes the knowledge and guidance of **over 75 experts nationally.**

Ultimately, this resource is a foundational document in the field to help guide



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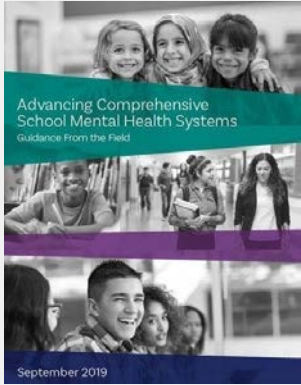


A COLLABORATIVE EFFORT OVER 75 EXPERTS NATIONALLY

Synthesizes the knowledge and guidance of **over 75 experts nationally**.

This resource is a foundational document in the field to help guide local, state, and national efforts to strengthen school mental health efforts and to start to understand and advance best practices in school mental health

“This resource brings together — in a brief, straightforward way — what we collectively know about successful school mental health and the key indicators of quality.” (Sharon Hoover, Ph.D., Co-Director, National Center for School Mental Health)



A COLLABORATIVE EFFORT SCHOOL MENTAL HEALTH WORK GROUP

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- [*Child Health and Development Institute of Connecticut*](#)
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- [*National Center for School Mental Health \(NCSMH\) at the University of Maryland School of Medicine*](#)
- [*School-Based Health Alliance*](#)
- [*U.S. Department of Health and Human Services*](#)
 - [*Human Resources and Services Administration \(HRSA\)*](#)
 - [*Substance Abuse and Mental Health Services Administration \(SAMHSA\)*](#)

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Office of Special Education and Rehabilitative Services Programs

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Office of Intergovernmental and External Affairs/Center for Faith and Opportunity Initiatives

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Greta Blancarte

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Chapel Hill-Carrboro City Schools (NC)

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McDowell County Schools (WV)

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Methuen Public Schools (MA)

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Monument Academy Public Charter School (DC)

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New York Office of School Health

Scott Bloom

Somerset County Public Schools (MD)

Tracey Cottman

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Basset Healthcare Network

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Olga Acosta Price, Rachel Sadlon, Linda Sheriff and Eme Udoh

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Dignity in Schools Campaign

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Susan Hoffman

National Association of School Psychologists

John Kelly

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National Association of State Mental Health Program Directors, Pennsylvania Representative

Shannon Fagan

National Center for School Mental Health, University of Maryland School of Medicine

Tiffany Beason, Yourdanos Bekele, Jill Bohnenkamp, Rachel Bolan, Dan Camacho, Elizabeth Connors, Dana Cunningham, Sharon Hoover, Vinetra King, Nancy Lever, Stephanie Moore, Brittany Parham, Kris Scardamalia and Rachel Siegal

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Tahra Johnson and Margaret Wile

National Federation of Families for Children's Mental Health

Lynda Gargan

National Governors Association

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National Rural Health Association

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RAND Corporation

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John Schlitt

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Libby Nealis

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Neal Horen

Johns Hopkins Bloomberg School of Public Health

Catherine Bradshaw

University of Maryland School of Social Work

Shannon Robshaw

University of South Carolina

Mark Weist

Foundations:

Bainum Family Foundation

Noel Bravo, Rozita Green and Nisha Sachdev



We dedicate this guidance monograph to the memory of Andrea Alexander, a dear friend and colleague who spent her career working to advance school mental health at local, state and national levels. Andrea was a significant partner in the national School Mental Health Work Group, and her untimely death only fueled the group to persevere with its goals. Andrea's energy, passion and commitment to improving systems of care for youth contributed significantly to the advancement of school mental health and to the quality of life for countless children and families. May her light shine bright through the work carried forth by school mental health champions across the nation.



HIGHLIGHTS-KEY MESSAGES

Nancy Lever and Sharon Hoover

National Center for School Mental Health, University of
Maryland School of Medicine

SCHOOL MENTAL HEALTH WORK GROUP VISION & MISSION:

Vision:

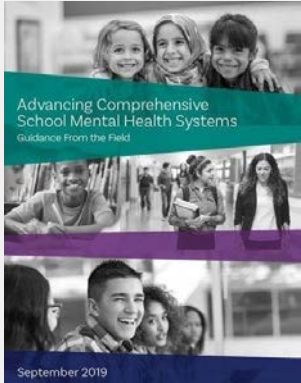
- *Schools across the nation integrate quality, comprehensive school mental health systems as a common practice.*

Mission:

- *accelerate the wide-scale adoption of quality comprehensive school mental health systems in schools*
- *foster partnerships and peer exchange opportunities that empower school mental health champions at the local, state and national levels*
- *elevate STANDARDS, PROCESSES, and STRATEGIES at the local, state and national levels that will drive best practices, reduce barriers and ensure infrastructure that supports sustainability and continuous quality improvement of school mental health systems*

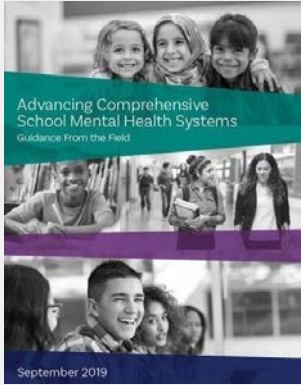
WE CAN DO IT TOGETHER





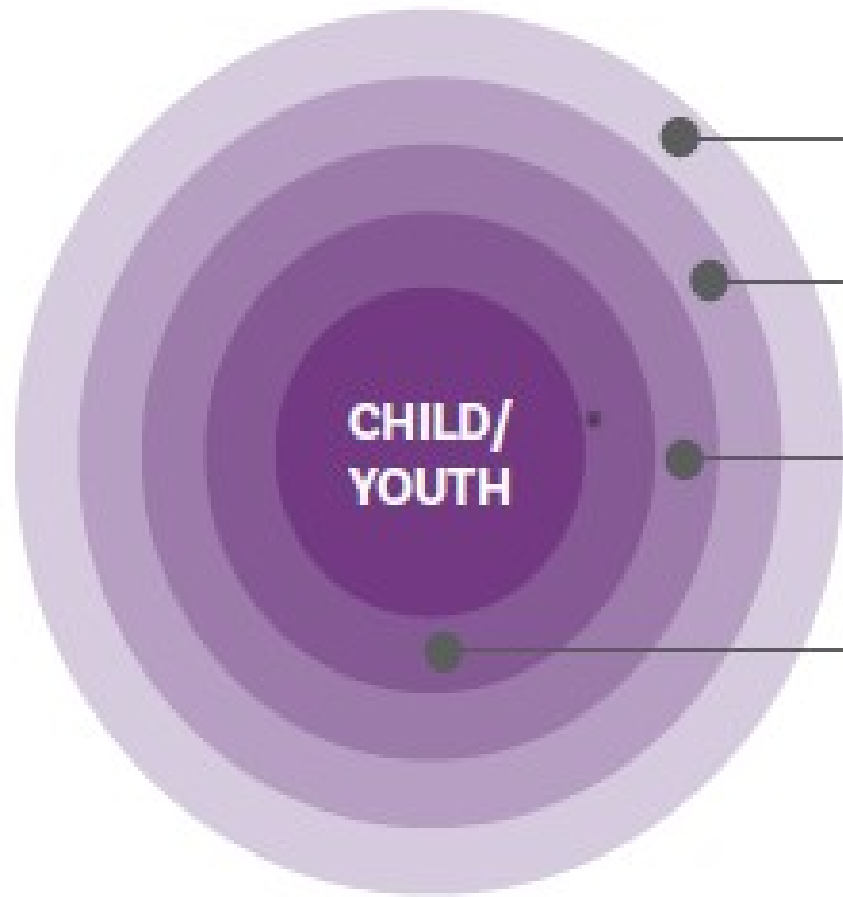
The Guidance Document addresses:

- The value and impact of effective school mental health
- The current state of the school mental health field
- Definition and core features of comprehensive school mental health systems
- Recommended strategies for improving quality and fostering the widescale adoption of comprehensive school mental health systems
- State and local spotlights representing significant progress on school mental health



The Guidance Document addresses:

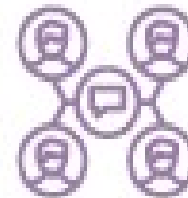
- The need to promote positive school climate and safety, strengthen social and emotional learning, and foster mental health and general well-being, while reducing the prevalence and severity of mental illness.
- The urgent need to act now to ensure that integrating comprehensive school mental health systems into all U.S. schools becomes standard practice.



Macrosystem (e.g., society, culture)



Exosystem (e.g., media, services, neighbors)



Mesosystem (e.g., interaction of extended levels of microsystems)



Microsystem (e.g., family, peers, school)

CORE FEATURES

Figure 3. Core Features of a Comprehensive School Mental Health System

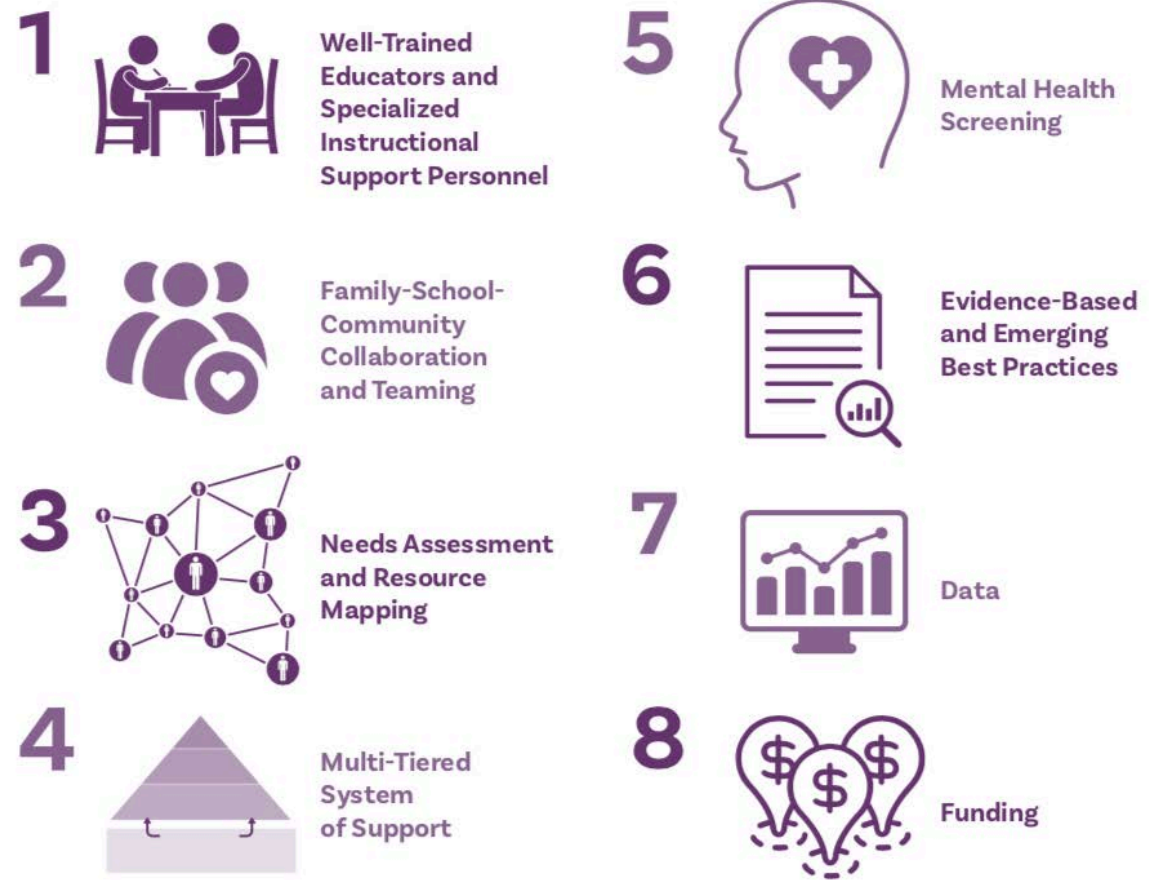


Figure 5: Multi-Tiered System of Support

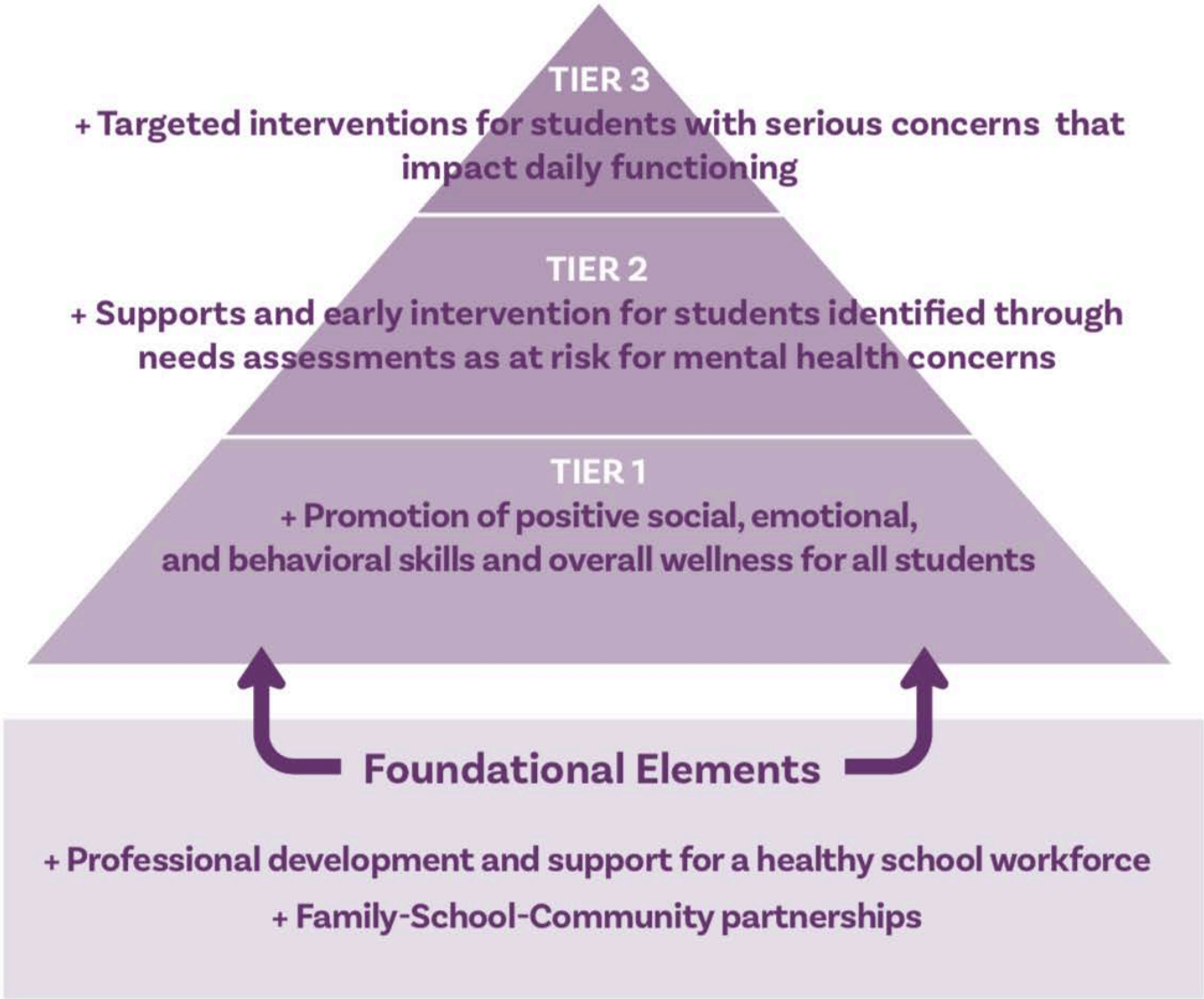
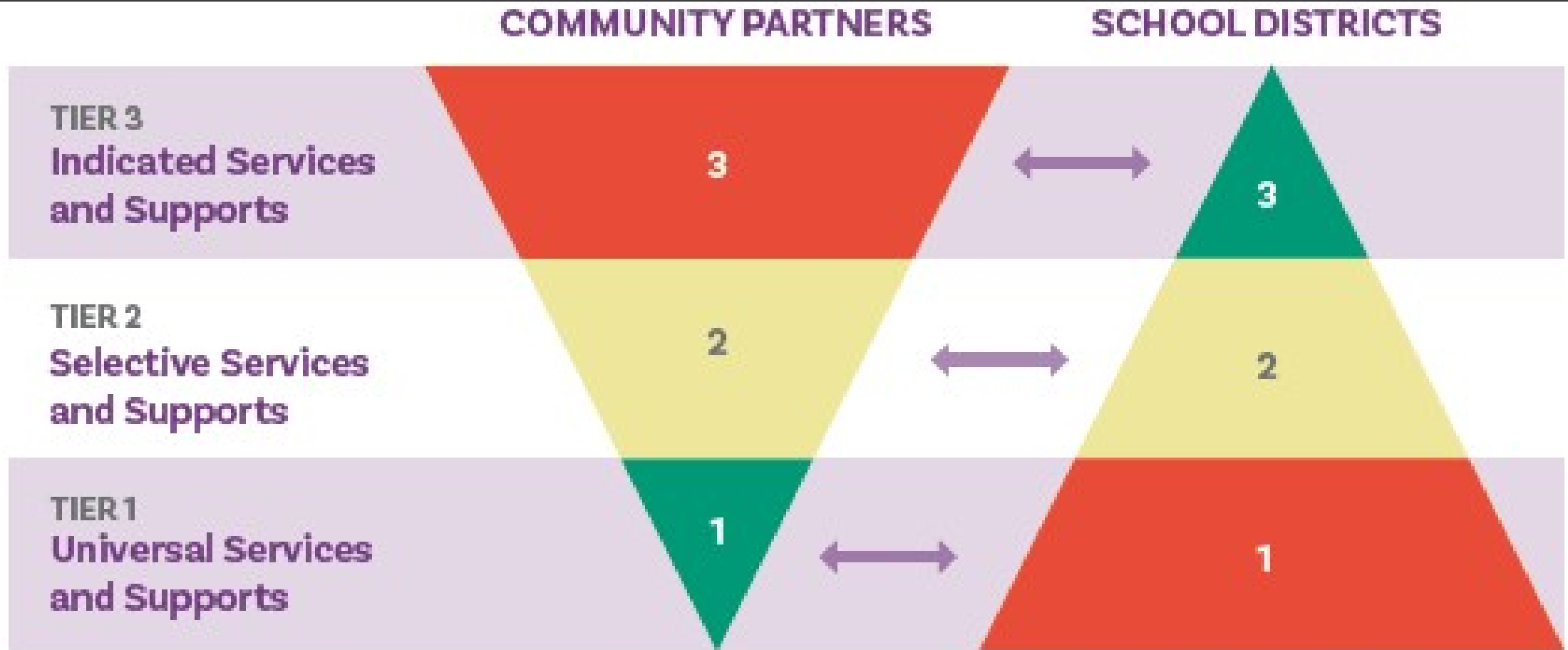


FIGURE 4. AN EXAMPLE OF COMPLEMENTARY ROLES AND RESOURCES OF COMMUNITY PARTNERS AND SCHOOL DISTRICTS IN COMPREHENSIVE SCHOOL MENTAL HEALTH SYSTEMS



Source: Weist, M. D., Short, K., McDaniel, H., & Bode, A. (2016). *The school mental health international leadership exchange (SMHILE): Working to advance the field through opportunities for global networking.*



Better academic outcomes

Access to care

Early Identification and Intervention

Positive school climate and safety

Youth, family, educator and peer engagement

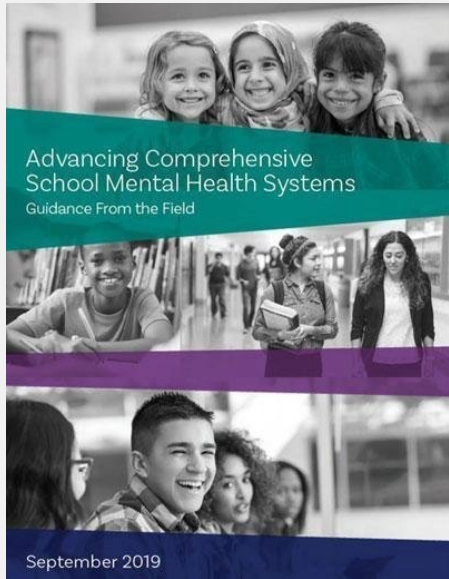
A continuum of services

Better psychosocial outcomes

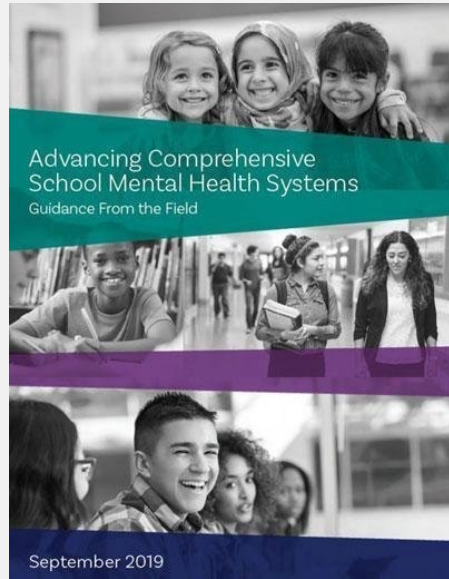


REFLECTIONS FROM MASSACHUSETTS

John Crocker
School Mental Health & Behavioral Services
Methuen Public Schools



“Schools are a natural setting for collaboration across partners to promote student well-being and to support early identification and intervention for students with mental health concerns.”



Schools cannot do it alone

On the strength of the compelling evidence alone, schools have an imperative to attend not just to the academic success of students, but to their social, emotional and behavioral development as well.¹³

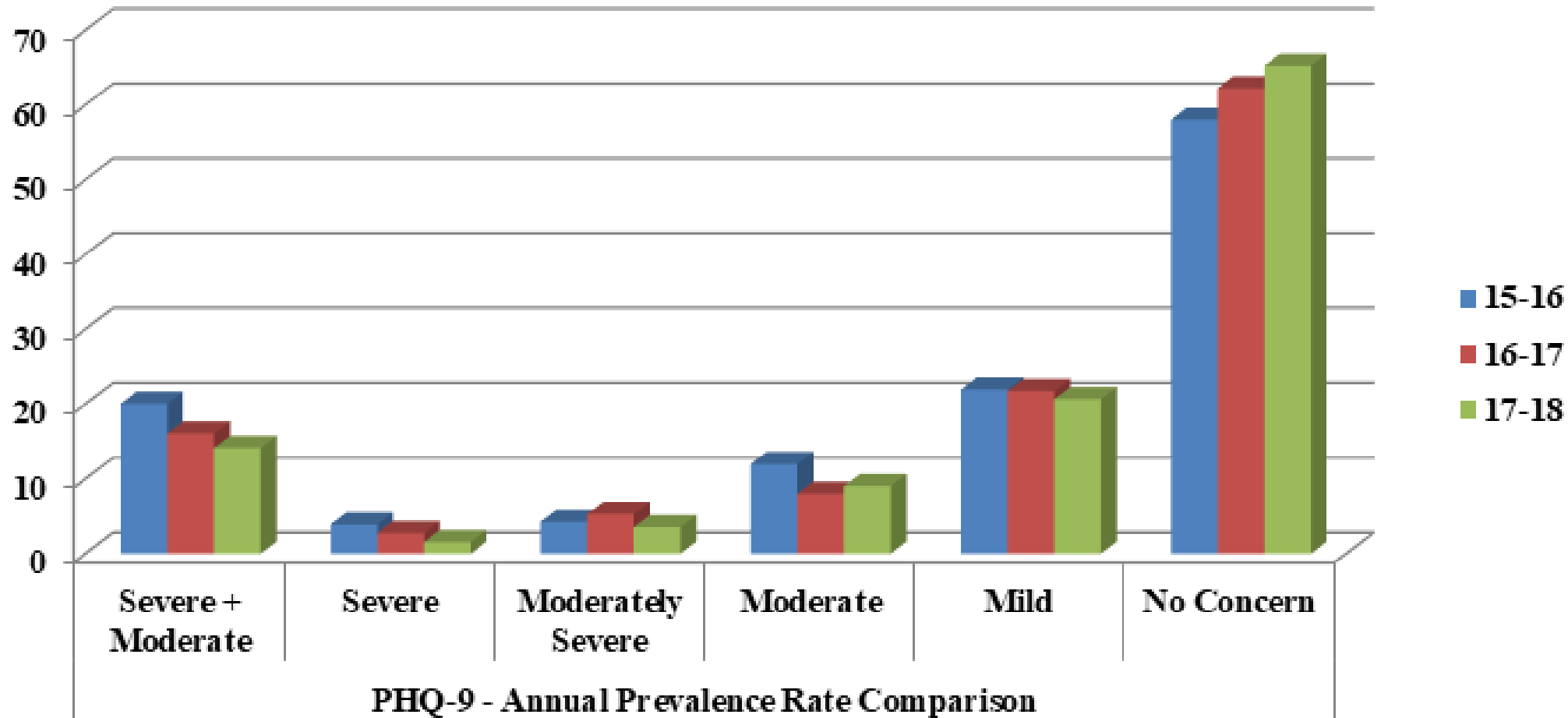
Schools are a natural and logical setting in which to employ a public health framework that focuses on promoting student well-being and healthy behaviors and preventing mental health problems before they occur.

But schools cannot do it alone.

METHUEN CSMHS: MENTAL HEALTH INITIATIVE IMPLEMENTATION HIGHLIGHTS

- District and building-based school mental health teaming
- District-wide SMH resource mapping and needs assessment
- Universal mental health screening in grades 3-12
- Group therapy program established in all schools
- Mental Health Parent and Student Advisory Council
- CSMHS accountability report
- MOUs established with local CBH providers to increase access to
- Established the Massachusetts School Mental Health Consortium (MASMHC)
- MHS Bridge program
- Professional development:
 - Cognitive Behavioral Therapy (CBT)
 - Treatment planning
 - Suicide risk assessment
 - Use of psychosocial and behavioral data
 - PBIS

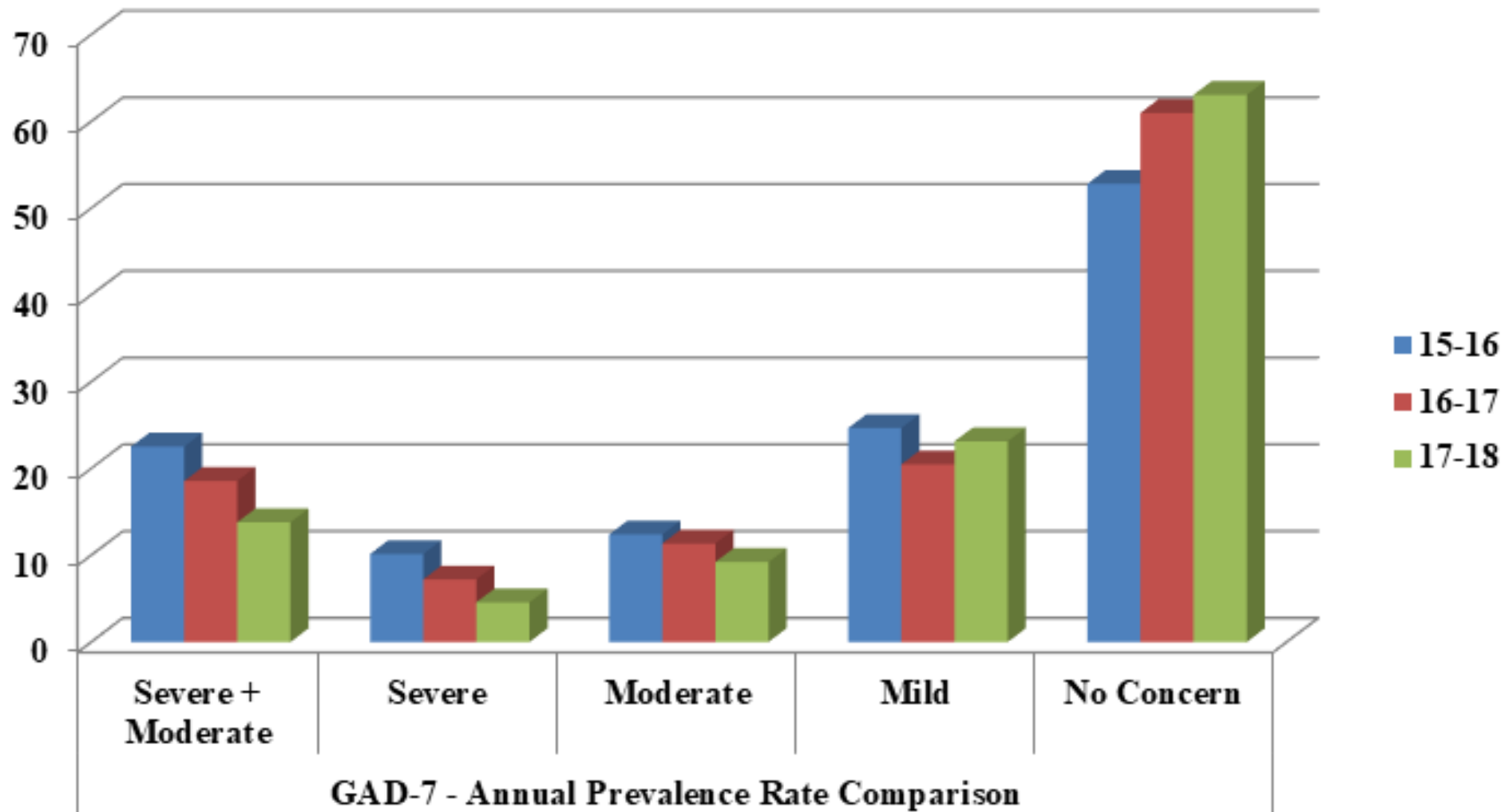
3-YEAR DEPRESSION SCREENING COMPARISON DATA



16.7 percent of students score in the moderate to severe range for depression, on average

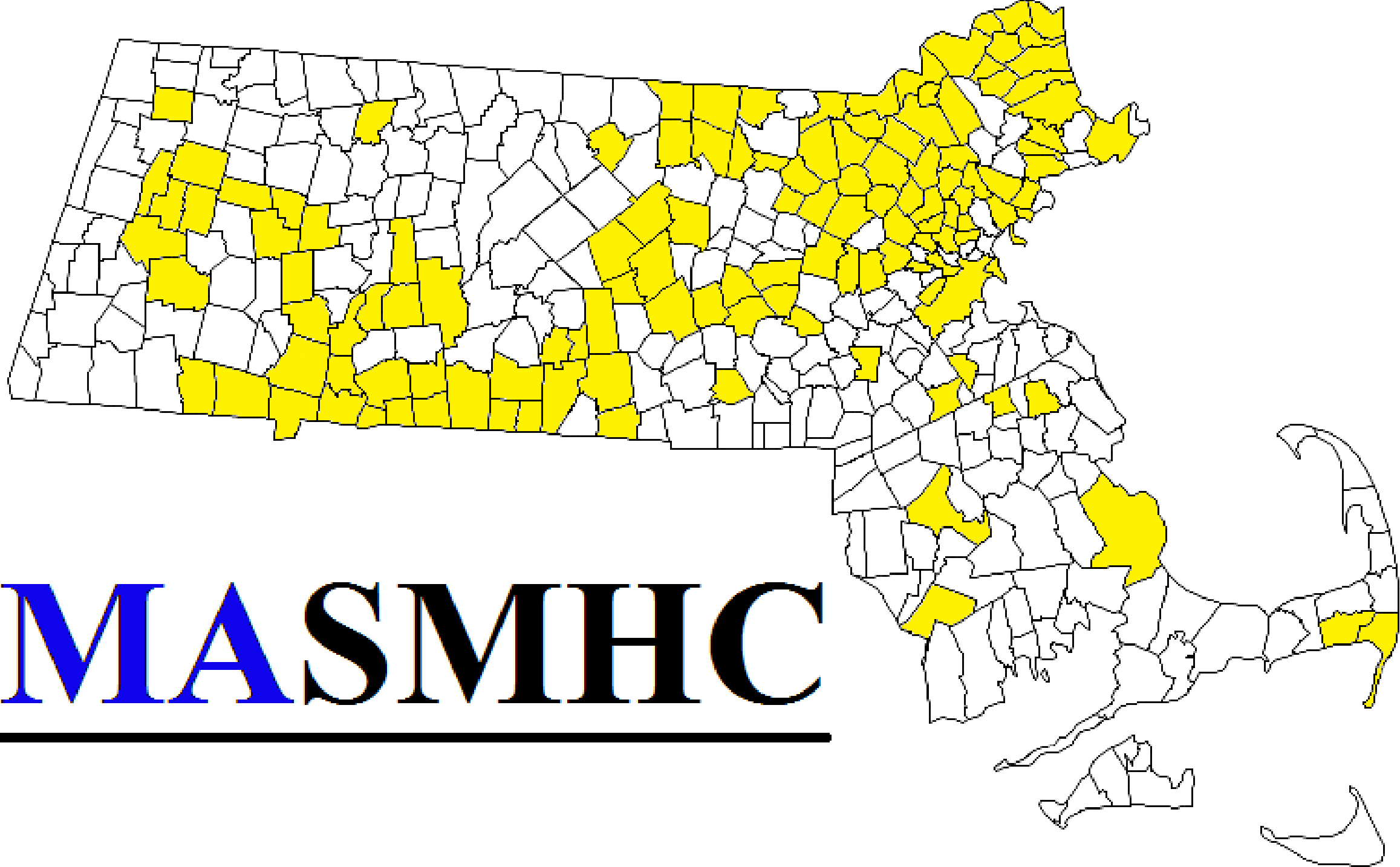
Methuen Public Schools (2018)

3-YEAR ANXIETY SCREENING COMPARISON DATA



18.3 percent of students score in the moderate to severe range for generalized anxiety, on average

Methuen Public Schools (2018)



MASMIHC

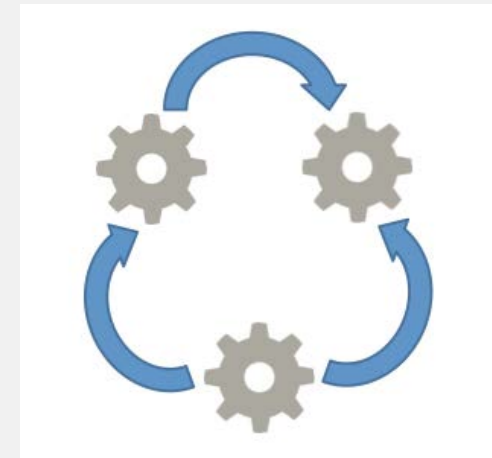
WHAT IS THE PURPOSE AND INTENT OF THE MASMHC?

The Massachusetts School Mental Health Consortium is comprised of Massachusetts school districts committed to improving the mental health services and supports available to students across the Commonwealth. MASMHC member districts recognize the growing needs of our student populations relative to mental illness and substance use and seek creative solutions to enhance prevention efforts, reduce wait time for therapeutic services, and increase the quality and sustainability of school mental health services and supports. Through shared learning, collaboration, and consultation, member districts will actively engage in efforts to improve the well-being of students in order to support their future success.

**MAssachusetts School Mental
Health Consortium**

REPLICATING OUR LESSONS LEARNED FROM THE NQI COIIN

- We were able to make positive gains with SMH adoption and implementation due to:
 - Technical assistance, training, and support
 - Shared resources and collaboration with other districts/partner agencies
 - Promotion of a shared agenda in which SMH was seen as contributing to a variety of outcomes that were valued by all students and staff
 - Teaming to achieve our goals
- MASMHC seeks to **foster the same type of collaborative network of districts** who share an agenda of promoting and adopting SMH practices and policies to support students



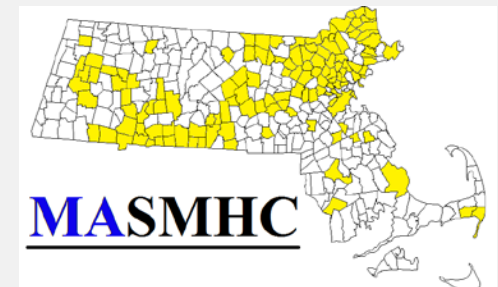
MASMHC SELECTED TRAININGS AND ACTIVITIES

Selected Presentation / Training Themes

- Use of the SHAPE System to inform district and school needs assessment, resource mapping, and action planning
- Universal mental health screening
- School mental health teaming
- Establishing group therapy in schools
- Embedding SEL curriculum and instructional practices across all content areas
- Use of psychosocial data to inform treatment planning (progress monitoring and measurement-based care)
- Developing student and family partnerships to support SMH implementation
- Increasing awareness and advocating for mental health in schools
- Critical incident management, including crisis counseling and suicide risk assessment
- Partnering with community mental health to augment services and supports
- Establishing a Bridge Program to support students returning from long-term absence and/or psychiatric hospitalization

Selected Consortium Programs / Activities

- Development of a shared resource library housed on the MASMHC webpage
- Sponsored trainings through partnerships (CBITS and Bounce Back trainings sponsored through AIP)
- Advocacy for licensure parity (MA Bill H.3707)
- Development of the MASMHC mini-grants program and scholarship program
- Advocacy for the allocation of funding to support SMH implementation



ADVANCING IMPLEMENTATION & ADVOCATING FOR SMH

- As MASMHC grows, opportunities to advocate on behalf of SMH adoption and implementation will occur more readily owing to the increase in the base of supporters that comprise its membership
- To date, MASMHC has engaged in advocacy efforts related to:
 - **Bill H.3707 (licensure parity)** - removing barriers to dual licensure in MA in order to:
 - Increase the availability of services for students
 - Support the idea that SMH is on an equal playing field as community-based MH
 - Promote collaborative partnerships between SMH and community-based MH
 - **Allocation of state funding** - MASMHC submitted recommendations on how funding from a state budget amendment should be allocated to support quality SMH implementation.

IDENTIFYING AREAS OF FOCUS: A SHARED VISION

In order to work efficiently and effectively, we need to know:

- The most common barriers to implementing SMH practices and policies
- The areas of focus that are shared by member districts related to SMH
- The resources (practices, policies, materials, partnerships) that we already have that we can disseminate/scale-up
- The resources (practices, policies, materials, partnerships) we need that we can create, refine, or leverage from our partners



CONSORTIUM-WIDE NEEDS ASSESSMENT

Targeted Areas of Need	Votes
Professional development for evidence-based services and supports (implemented with fidelity)	50
Data collection procedures and protocols to better inform practice/track concerns	39
Universal screening/identification of students	39
Development of a multi-tiered system of mental health services and supports	29
Increased staffing	26
Leveraging outside services (more options and availability)	24
Resource mapping (internal and external; school, district, region, state)	20
Tier I services and supports (SEL and prevention/promotion of mental health)	20
Increased funding and resources	12
Tier II services and supports	12
Peer supervision/collaboration	7
Informing parents/guardians about in-school programs vs. outpatient services	3
Defining the role of SMH staff	2

MEMBER DISTRICT ENGAGEMENT IN MASMHC

How we can create a sustainable partnership...

- Member district representation at monthly meetings
- Completion of a free needs assessment through the SHAPE System to:
 - Understand the common needs of member districts related to SMH
 - Foster the use of common language and a framework for SMH
 - Support action planning and access to free resources
- Advocacy, resource sharing, collaboration, and consultation regarding SMH

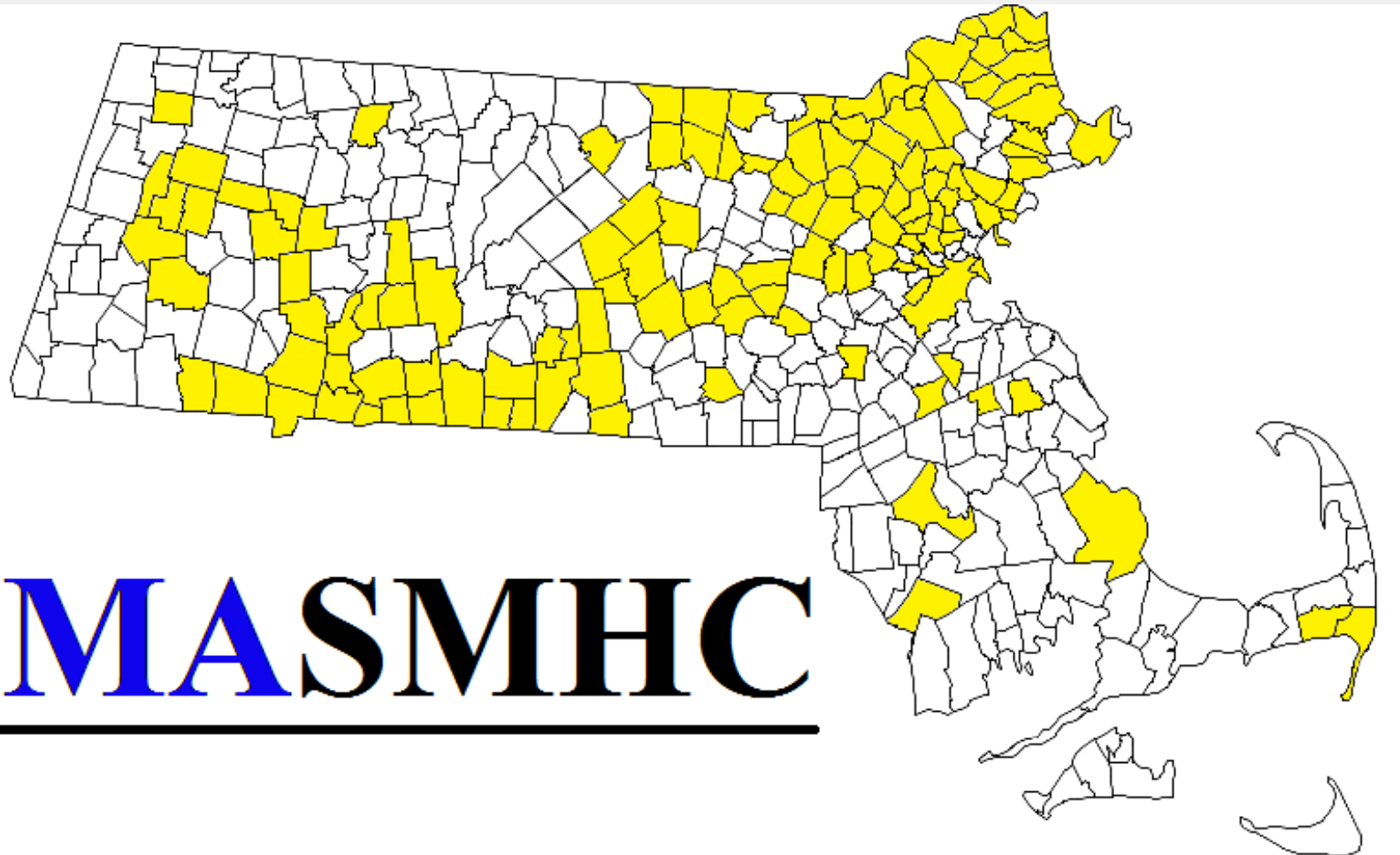


What we will not do...

- Keep adding to your to-do list
- Dictate your priorities related to SMH
- Ask you to pay for anything



MAssachusetts School Mental Health Consortium



@MassSMHC

www.masmhc.org

MASMHHC



GETTING TO TIPPING POINT MEANINGFUL ENGAGEMENT

Joanne Cashman and Mariola Rosser

National Association of State Directors of Special Education
(NASDSE) and The George Washington University, Center for
Health and Health Care in Schools

ACHIEVING THE VISION AND MISSION REQUIRES MEANINGFUL ENGAGEMENT ACROSS PARTNERS:

- Across levels of our systems
 - Local
 - State
 - Federal and National
- Across Agencies
 - Mental Health
 - Education
 - Child Welfare
 - More
- Across Roles



WILL WE BEGIN THE DIALOGUE WE NEED?

What can we do as a group?

What can we do as individuals?

What can my organization do?

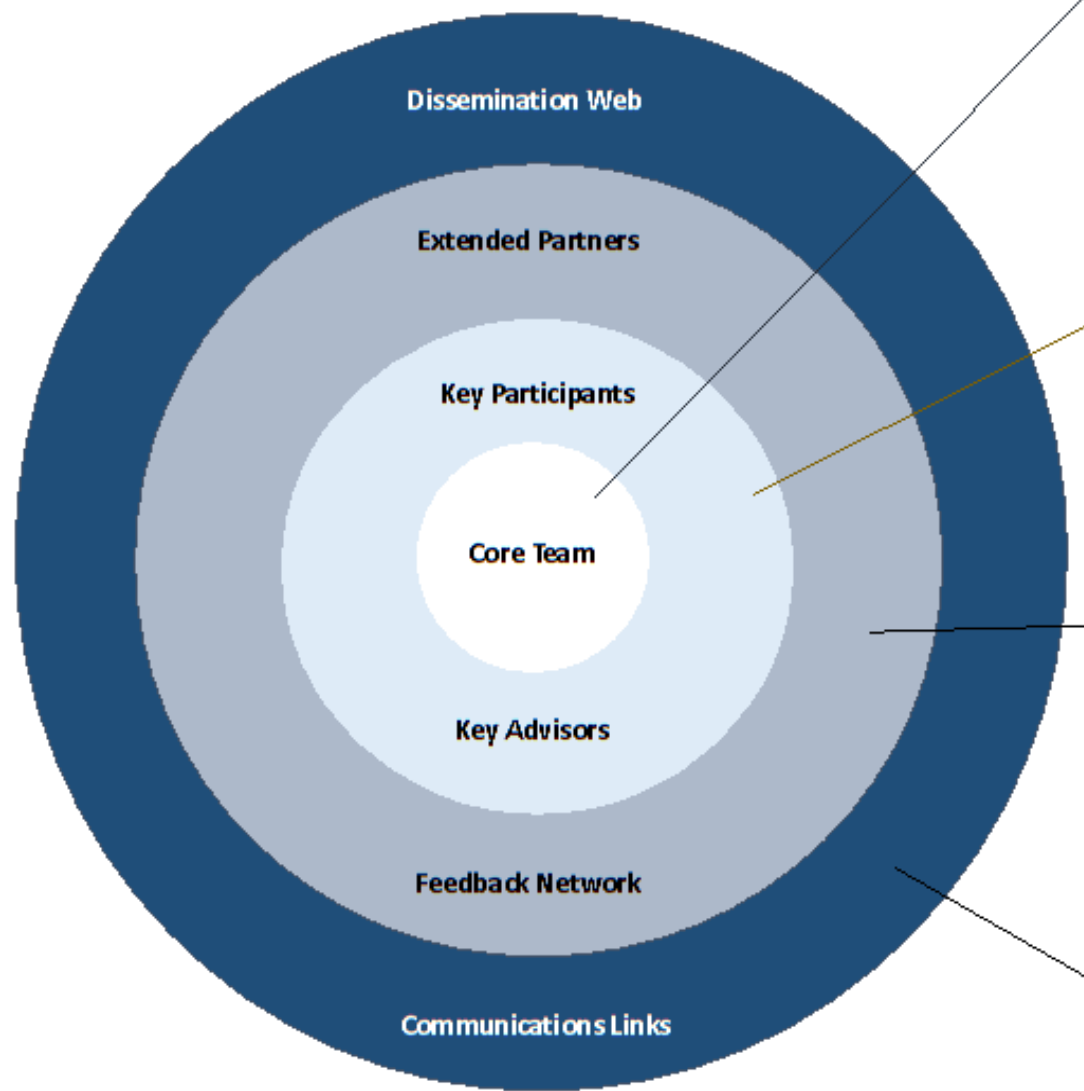


Dialogue Guides

Models for Stakeholder Interaction Around Issues



Levels of Participation



Convene the group.
Take responsibility for structuring each convening and follow up.
Plan and monitor interaction.
Create engagement strategies.
Organize activities.
Communicate with decision makers.
Oversee review and evaluation.

Act as regular contacts for information on the issue.
Give advice and help the core teams sense issues and adapt activities in a variety of contexts.
Make opportunities for the work to be reviewed within their professional networks.
Bring their network information back into the work of the Core Group.
Promote the cross-stakeholder approach to problem identification and problem solving.
Join the Core Team periodically when their expertise is needed

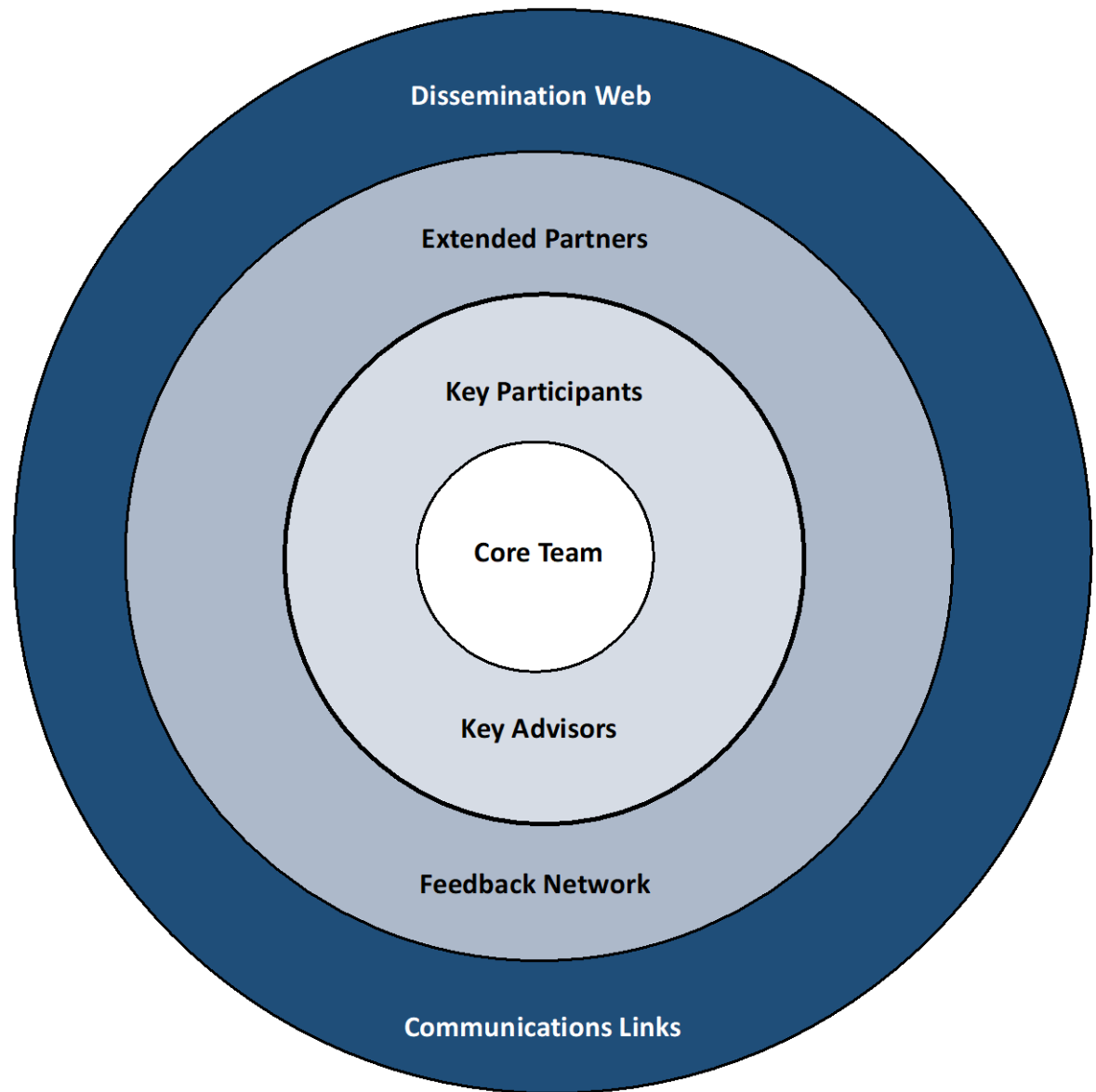
Volunteer to become involved and represent the perspective of their organization and/or network.
Bring the perspective of their role and/or organization into the work.
Bring important learnings back to their networks.
Identify opportunities within their networks to showcase the learning.
Hold both their organizational identity and the group identity while interacting with the group.
Identify other practitioners and family members who may become active

Receive information.
Redistribute information through newsletters, news blasts, meetings, etc.
Submit information from newsletters, news blasts, meetings, etc.
Customize messages for their particular audience.



Levels of Participation

Where do you see your organization?



Our Choice for Participation:

1st _____

2nd _____

Your Contact Information:

Phone _____

Email _____

If not you; who?

Contact Information:

Phone _____

Email _____

Activity : Decide what levels of engagement are appropriate for you

DISCUSSION-KEY QUESTIONS



- How do you see this idea working in your:
 - School?
 - Community?
 - State?
 - Organization
- What is most exciting?
- What is still unclear?

WILL YOU JOIN US TO ADVANCE THIS WORK?



- Put your name and contact information in the CHAT now
or
- Email: Joyce Sebian
jks29202@gmail.com
- Indicate the circle that best describes the way you think you can be involved?

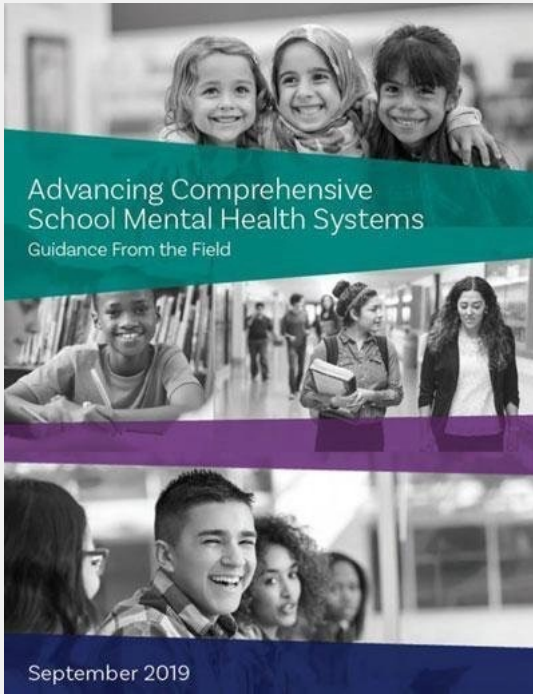
We will be in touch!



NEXT STEPS: ENGAGING PARTNERS AS CHAMPIONS

Olga Acosta Price

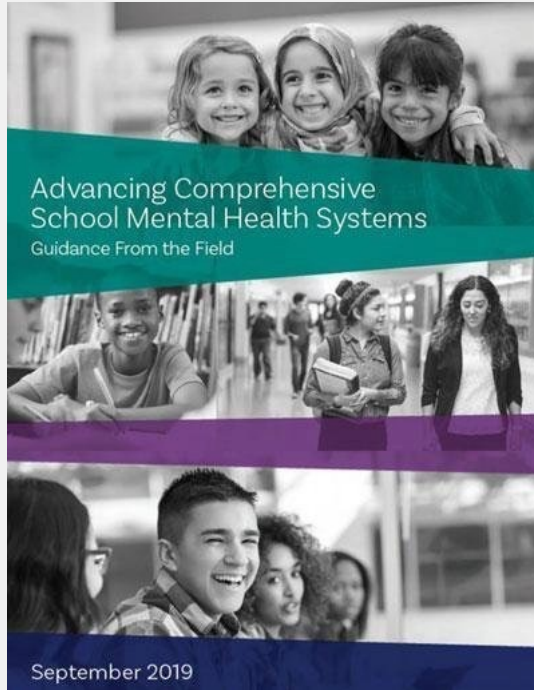
The George Washington University, Center for Health and
Health Care in Schools



A NETWORK OF CHAMPIONS: GETTING STARTED- SELECTED ENGAGEMENT ACTIVITIES

- Annual Conference on Advancing SMH – Nov. 7, 2019, Austin TX
- Outreach to key stakeholders/leaders
- Engagement/support to SMH leadership
- Identify models of excellence
- Partner with current State, Local and National Communities of Practice and SMH champions
- Develop webinars and other mechanisms
- Strategic partnerships and levels of engagement TA/Coaching and more
- Collaborate with ongoing activities of partners including National Community of Practice for School Behavioral Health
- Engage stakeholders through multiple partnership venues- conference presentations and sessions use of social media
- National Dialogues on Behavioral Health 60th Annual Conference, New Orleans, LA – November 3rd
- Aspen Institute, Washington, DC – November 12
- *And More...*

NOT WRAPPING UP- GETTING STARTED



Thank you!

Let us know your thoughts, suggestions and next steps!