

TOOLS YOU CAN USE: PROMOTING SAFE AND HEALTHY SCHOOLS AND COMMUNITIES THROUGH THE SAFE SCHOOLS FRAMEWORK IMPLEMENTATION TOOLKIT (FIT)

2019 Annual Conference On Advancing School Mental Health
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MAKING
RESEARCH
RELEVANT

Objectives



1. Learn about the Safe Schools/Healthy Students(SS/HS) model of school-based mental health promotion, prevention, and intervention services.
2. Learn how to use the methods and resources in the Safe Schools Framework Implementation Toolkit.
3. Learn successful strategies on developing, implementing, and sustaining a comprehensive school mental health, school safety, and youth violence prevention program.

National Center for Healthy Safe Children
www.healthysafechildren.org
www.safeschoolstools.org

NATIONAL DATA

2015–16 SCHOOL SURVEY ON CRIME AND SAFETY (SSOCS: 2016)

- Findings
 - The rate of violent incidents per 1,000 students was higher in middle schools (27 incidents) than in high schools (16 incidents) and primary schools (15 incidents).
 - Middle school students reported a higher percentage of bullying (22%) than did high school students (8%).
 - More schools located in the suburbs (74%) and cities (73%) reported having a formal violence prevention or reduction program that included social emotional learning for students than schools in towns (62%) or rural areas (51%).

SOURCE: Diliberti, M., Jackson, M., & Kemp, J. (2007). *Crime, Violence, Discipline, and Safety in U.S. Public Schools: Findings from the School Survey on Crime and Safety: 2015-16* (NCES 2017-122). U.S. Department of Education, National Center for Education Statistics. Washington, D.C.

Indicators of School Crime and Safety: 2018

- From 2000-2017, there were 37 active shooter incidents in elementary and secondary schools and 15 active shooter incidents at post-secondary institutions.
- Between July 1, 2015 and June 30, 2016, a total of 18 of the 1,478 homicides and 3 of the 1,941 suicides of school-age youth (ages 5-18) occurred at school.
- During the 2015-16 school year, 79% of public schools recorded more than one or more incidents of violence, theft, or other crimes, amounting to 1.4 million crimes and 47% of schools reported one or more incidents to the police, amounting to 449,000 crimes.

SOURCE: Zhang, A., Wang, K., Zhang, J., et al. *Indicators of School Crime and Safety: 2018*. NCES 2019-047/NCJ 252571. National Center for Education Statistics. 2019.

How Common Are Mental Illnesses?

Mental health is the most common health condition in the United States.

- More than 50% will be diagnosed with a mental illness or disorder at some point in their lifetime.
- 1 in 5 Americans will experience a mental illness in a given year.
- 1 in 7 children, either currently or at some point during their life, have had a seriously debilitating mental illness.
- 1 in 25 Americans live with a serious mental illness, such as schizophrenia, bipolar disorder, or major depression.

SOURCE: Centers for Disease Control and Prevention. <https://www.cdc.gov/mentalhealth/learn/index.htm>

“A good school to me is when you feel like you are being supported by your teachers and can talk to somebody and get help.”

Youth participant from *Roundtable: The Perspectives of Youth Affected by Exclusionary School Discipline*, American Institutes for Research, 2013



INTRODUCTIONS & GROUP ACTIVITY

Discussion

- Introduce yourself
 - Name and Setting
- Discuss your biggest challenge around school-based mental health

CHALLENGES

My school is resistant to school-based mental health? What can I do?

How do I pay for it?

How do I get staff to refer students?

Some students need more than I can provide; how do I get them additional services?

Sometimes school counselors don't understand the role of school-based mental health therapists...what can I do?

Why are partnerships important? Who should I partner with?

HAVE YOU BEEN A
PART OF A SS/HS
INITIATIVE IN YOUR
SCHOOL,
COMMUNITY, OR
STATE?

SAFE SCHOOLS
HEALTHY STUDENTS





**Background of
SS/HS: Lessons
Learned Since 1999**

SS/HS – How Did This Initiative Begin?

- As part of the federal response to the first school shootings, SS/HS was one of the few cross-agency violence prevention initiatives created by the U.S. Department of Education, SAMHSA, and Department of Justice.
- Since 1999, SS/HS has served over 386 local school districts and communities in the U.S. helping build capacity to improve access to mental health services, decrease youth violence, and promote early interventions in school and communities.

SAFE SCHOOLS / HEALTHY STUDENTS: 1999–2013



- 13 million youth
- 365 communities
- 49 states

Evaluation of SS/HS (2013)

Findings show this model works:

- 90% of school staff saw reduced violence on school grounds
- 80% of school staff reported SS/HS reduced violence in their communities
- 263% increase in the number of students who received school-based mental health services
- 519% increase in the number of students receiving community-based mental health services
- 90% of school staff were better able to detect mental health problems with students

Next Generation of SS/HS

In 2013, Congress scaled-up SS/HS from the local level to the state level. Grants were awarded to State Departments of Education or Mental Health. The new SS/HS state program funded 7 states to each work with 3 pilot local education communities/communities to create an integrated network of programs, activities, and policies to improve the lives of children, youth, and families.

Next Generation of SS/HS

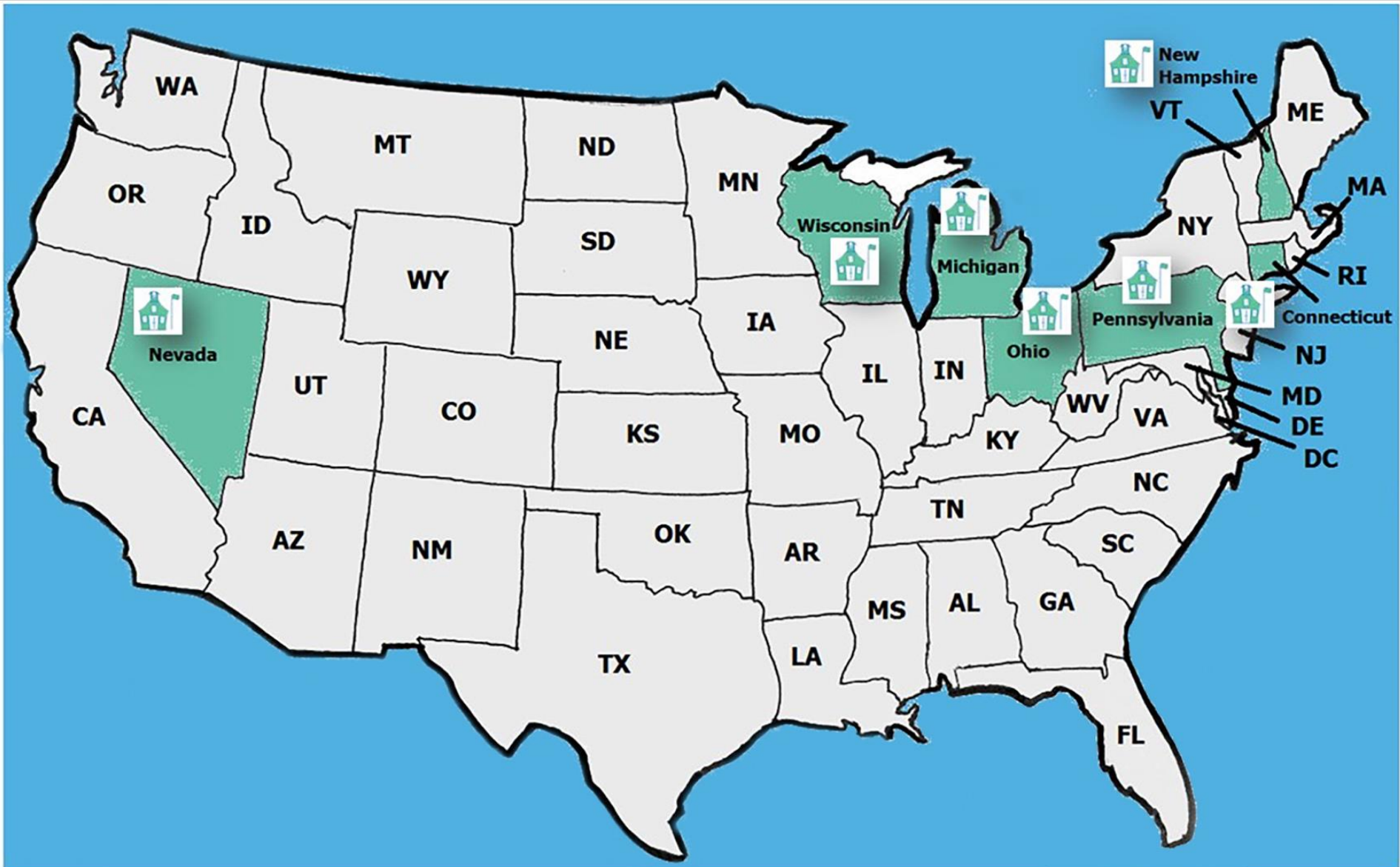
Purpose

To create safe and supportive schools and communities by bringing the SS/HS model to scale at the state level by building partnerships among educational, behavioral health, and criminal/juvenile justice systems.

Goals

- Increase the number of children and youth who have access to behavioral health services.
- Decrease the number of students who use substances
- Increase supports for early childhood development
- Improve school climate
- Reduce the number of students who are exposed to violence

SAFE SCHOOLS / HEALTHY STUDENTS: 2013+



SS/HS Works!

NATIONAL IMPACT | 2014-16

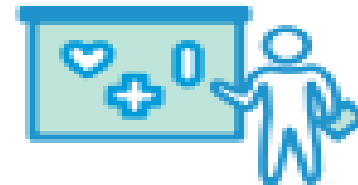
In 21 innovative and diverse communities across seven states, it is clear that that SS/HS works:



MORE THAN

34,000

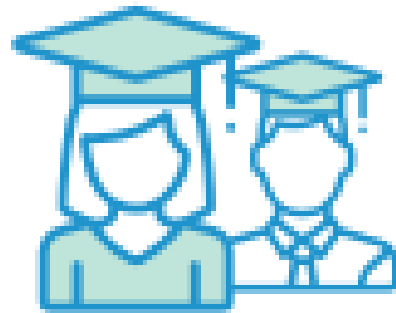
STUDENTS RECEIVED
SCHOOL-BASED
MENTAL HEALTH SERVICES



60,000

INDIVIDUALS WERE
TRAINED IN MENTAL
HEALTH PROMOTION AND
YOUTH VIOLENCE
PREVENTION*

SS/HS Works!



200,000

**STUDENTS WERE SERVED BY
SS/HS PROGRAMMING***

**approximately*

A photograph showing a man in a white shirt sitting on the left, facing a young girl and an older woman who are sitting on a yellow couch. The girl is wearing a blue t-shirt and has her hands open as if speaking. The woman is wearing a green jacket and has her hands clasped. A large blue hexagonal graphic is overlaid on the bottom half of the image, containing the text 'Safe Schools FIT' and a URL.

Safe Schools FIT

<http://safeschoolstools.org>

SS/HS Framework

SS/HS Framework

The Safe Schools/Healthy Students (SS/HS) Framework tool helps you and your partners understand and plan a comprehensive approach to mental health promotion and youth violence prevention and was developed from evaluation data and working with SS/HS grantees across the country since 1999.

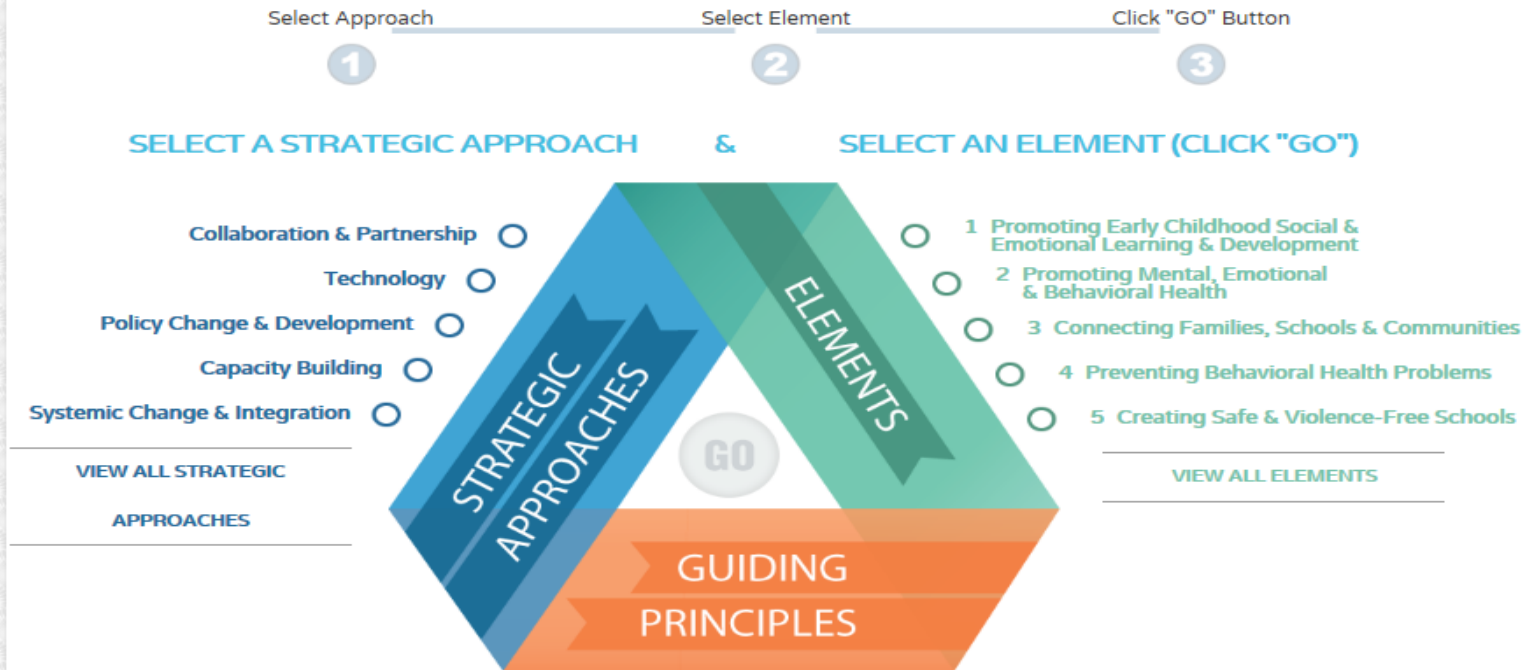
The SS/HS Framework integrates the five SS/HS Elements with Strategic Approaches and Guiding Principles. The SS/HS Elements are the core components of the SS/HS Initiative while the Strategic Approaches are the roadmap to ensure success in planning and implementation in how education, mental health, and child and family serving agencies work together at the State and community level. The Guiding Principles are the values that connect content and program areas of the Framework. You can use this interactive tool at the state or community level to develop a comprehensive plan to meet your unique needs in mental health promotion and youth violence prevention.

EXPLORE THE FRAMEWORK

[VIEW STRATEGIC APPROACHES](#)

[VIEW ELEMENTS](#)

[VIEW GUIDING PRINCIPLES](#)



SELECT A GUIDING PRINCIPLE

[Cultural & Linguistic Competency](#)

[Resource Leveraging](#)

[Serving Vulnerable & At-Risk](#)

[Sustainability](#)

[Populations](#)

[Youth Guided & Family Driven](#)

[Developmentally Appropriate](#)

[Evidence-Based Interventions](#)

[VIEW ALL GUIDING PRINCIPLES](#)

Phases of the Safe Schools FIT: Planning, Implementation, and Sustainability

Part of the SS/HS Framework Implementation Toolkit

1. Plan

2. Implement

3. Sustain and Expand



Safe
Schools
Healthy
Students



Phase 1: Planning

Plan for Success

Implement

Sustain & Expand

PHASE 1: PLAN FOR SUCCESS

A comprehensive approach to increasing school safety, promoting mental health, and preventing youth violence begins with a plan. A plan will help your community collaborative work with partners, families, and youth to assess challenges, inventory resources, and select programs. The tools in this phase will help you develop a comprehensive plan.

PLANNING SS/HS INITIATIVES



PLANNING STRATEGIC COMMUNICATIONS



CONDUCTING A NEEDS ASSESSMENT AND ENVIRONMENTAL SCAN



SELECTING EVIDENCE-BASED PROGRAMS



MANAGING SS/HS INITIATIVES



FAMILIARIZING YOURSELF WITH COMPREHENSIVE SCHOOL MENTAL HEALTH PROGRAMS



DEVELOPING DISPARITIES IMPACT STATEMENTS



DEVELOPING EVALUATION PLANS



DEVELOPING LOGIC MODELS



How-To Guides



Conducting a Needs Assessment and Environmental Scan for a Safe Schools/Healthy Students Initiative in Your School and Community

Part of the SS/HS Framework Implementation Toolkit

1. Plan

2. Implement

3. Sustain & Expand

Interactive Online Modules

EVIDENCE-BASED PROGRAMS IN SCHOOL SETTINGS



NATIONAL RESOURCE CENTER FOR
MENTAL HEALTH PROMOTION &
YOUTH VIOLENCE PREVENTION



Selecting
Evidence-Based Programs
for School Settings



MODULE 1

Customizable Tools



Part of the SS/HS Framework Implementation Toolkit

1. Plan

2. Implement

3. Sustain and Expand

Disparities Impact Statement Worksheet

Step 1: Develop Local DIS Committee

Develop an inclusive local committee because the DIS is meant to be locally driven, that will focus on the task of developing and implementing your DIS work. It can be called a “Disparities Reduction Committee” or “Diversity and Inclusion Committee,” or any other name that captures the work. Involve parents/caregivers, students, community and cultural leaders, evaluators, school administrators, educators and the business community to provide input into the entire process. This committee will lead the effort and follow a data-driven continuous quality improvement process to monitor and improve data collection, strategies, benchmarks, and outcomes.

Step 2: Identify and Describe Subpopulations

Identify the various subpopulations that reside in your geographical area. Be as specific as possible so that your strategies are also focused on those particular subpopulations and are more likely to be successful. Beyond the federal, national, state, and local databases, consider populations that are frequently “invisible” such as youth who identify as LGBT; homeless youth who identify as LGBT; American Indians living in urban settings; refugee or immigrant populations; or Asian Americans or other populations of color who may not use behavioral health services because of stigma or language barriers.

Phase 2: Implementation



PHASE 2: IMPLEMENT

As part of your planning process, your community collaborative likely selected programs and planned services. Now you will need to put this comprehensive plan into action. The tools in this phase will help you implement your comprehensive plan.

- IMPLEMENTING SS/HS INITIATIVES +
- IMPLEMENTING EVIDENCE-BASED PROGRAMS +
- IMPLEMENTING COMPREHENSIVE SCHOOL MENTAL HEALTH PROGRAMS +
- ENGAGING FAMILIES AND YOUTH +

- IMPLEMENTING STRATEGIC COMMUNICATIONS +
- BUILDING SS/HS INFOGRAPHICS +

Workbooks



Selecting Evidence-Based Programs

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Informative Podcasts

National Resource Center

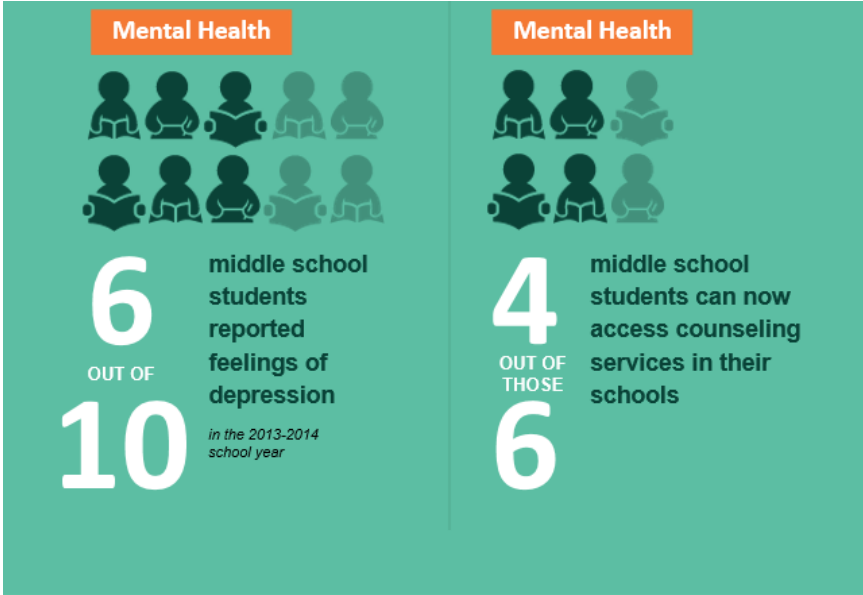
Podcast: Creating Meaningful Partnerships with Youth

1 month ago

Non-Profit

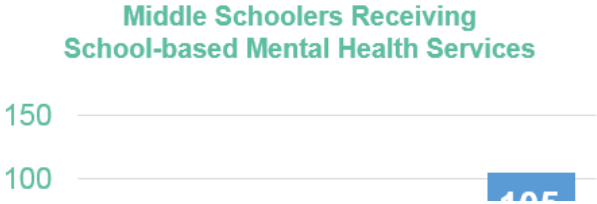
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Editable Templates



Year to Year Improvement

Consider adding a longitudinal timeline that visualizes improvement, for example:



Phase 3: Sustain and Expand

PHASE 3: SUSTAIN & EXPAND

For your community collaborative to have a lasting and deep impact in your community, you will need to sustain and expand your efforts. The tools in this phase will help you sustain and expand the programs and services that you implemented.

SUSTAINING AND EXPANDING SS/HS INITIATIVES +

LEARNING FROM PEERS: SS/HS STATE AND LOCAL SUCCESSES +

SUSTAINING AND EXPANDING AT THE SCHOOL AND COMMUNITY LEVEL +



ALIGNING SS/HS INITIATIVES WITH OTHER PREVENTION AND MENTAL HEALTH PROMOTION EFFORTS +

SUSTAINING AND EXPANDING AT THE STATE LEVEL +

2013 - 2018: SS/HS SUCCESSES +

Quick Reference Guides

Quick Reference Guide: Strategies to Sustain and Expand School Mental Health Services at the Local/Community Level

Part of the SS/HS Framework Implementation Toolkit				
1. Plan		2. Implement		3. Sustain & Expand
Collaboration & Partnerships	Technology	Policy Change	Capacity Building	Systemic Change & Integration
<p>GOALS OF THIS STRATEGY: Local policymakers, system managers, and community stakeholders will partner with students and families to:</p> <ul style="list-style-type: none"> ▪ Create a common vision and shared goals for addressing mental health needs of school-aged children and youth. ▪ Develop and support strategic planning, implementation, and continuous strengthening of multi-tiered strategies to support families and schools and promote mental health, screening and early detection, and intervention and treatment of mental health risk factors. 			<p>TACTICS FOR SUCCESS:</p> <ul style="list-style-type: none"> ▪ Create a community management team to facilitate and manage key activities of the collective partnership. ▪ Balance responsibility and authority among formal leaders and willing stakeholders with shared interests. ▪ Develop a common identity and shared norms by meeting regularly, sharing leadership functions, and engaging in trust-promoting practices. ▪ Co-create policies and procedures, communications, training resources, budgets, and continuous improvement processes. 	
<p> Nevada</p> <ul style="list-style-type: none"> ▪ Community coalitions in all three Nevada sites implementing the SS/HS initiative have formed extensive partnerships with community organizations. For example, the Healthy Communities Coalition of Lyon and Storey Counties (HCC) has located school-based resource coordinators and other professionals in each school system throughout the rural frontier. These coordinators help connect students and their families with local and regional resources. The school-based staff members partner with organizations like Central Lyon Youth Connections' Project Success, whose mental health counselors provide counseling and lead youth groups in the schools. 			<p> Menominee, Wisconsin</p> <ul style="list-style-type: none"> ▪ Building on an acclaimed multi-year partnership to implement trauma-informed care in their communities, the Menominee Nation has implemented a culturally competent approach to restorative practices, anchored by the Seven Grandfather Teachings. To implement it, the Menominee Indian School District collaborated with tribal and county social services, health agencies, behavioral health providers, law enforcement, justice, and families that have been engaged in "Rez Café" training sessions. The district reports a significant reduction in suspensions and expulsions and an increase in graduation rates—data that have strengthened buy-in across the partnership. 	

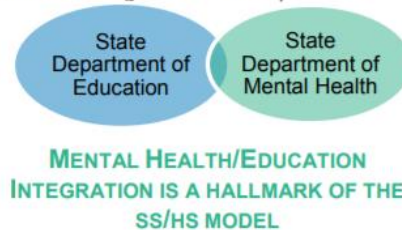
Grantee Success Stories

Element 2: Promoting Mental, Emotional, and Behavioral Health

BACKGROUND

Promoting mental, emotional, and behavioral health involves the implementation of strategies to enhance the well-being of youth by promoting prosocial behavior, teaching coping skills, and developing students' skills at decision making, self-awareness, and conducting relationships. The potential benefits of promoting mental, emotional, and behavioral health are greatest when efforts are focused on young people and schools offer a natural setting to foster such promotion.

Safe Schools/Healthy Students (SS/HS) encourages the use of empirically supported strategies to promote mental health and well-being and to enhance students' social and emotional competence.



GRANTEE HIGHLIGHTS



New Hampshire Student Wellness Mobile App: This app provides a centralized hub of information and training for New Hampshire school personnel, emergency first responders, and other adults who interact with school-aged youth. The app resources and events are intended to support the whole child development, including mental and behavioral health, resilience, and cultural identity.

<http://www.nhstudentwellness.org/>

Pennsylvania Mental Health Campaign: York County SS/HS partners with Communities That Care, their Systems of Care initiative, and Drug Free PA to sponsor annual contests through which local students have created public service announcements to reduce stigma about mental health and substance use. Students initiated expansion of PSA activities to all 16 school districts in York County and added community events and leadership forums.

EXAMPLES OF EVIDENCE-BASED PRACTICES AND PROGRAMS

SS/HS grantees currently implement the following practices and programs as part of Element 2:

- ✓ Aggression Replacement Training
- ✓ Botvin LifeSkills
- ✓ Boys Town Educational Model
- ✓ CHAMPS - Classwide Positive Behavior Support (PBS; Randy Sprick)
- ✓ Check in Check out
- ✓ Club Ophelia (Relational Aggression)
- ✓ Cognitive Behavioral Intervention for Trauma in Schools (CBITS)
- ✓ Coping and Support Training (CAST)
- ✓ Coping Cat
- ✓ Kognito At-Risk for Educators Training
- ✓ Motivational Interviewing
- ✓ OLWEUS Bully Prevention
- ✓ Parenting Wisely
- ✓ PAX Good Behavior Game
- ✓ Peer-to-Peer Mediation
- ✓ PBIS
- ✓ Prevention Plus Wellness Sport
- ✓ Project SUCCESS
- ✓ Project Toward No Drug Abuse
- ✓ Raising a Thinking Child
- ✓ Reconnecting Youth
- ✓ Responsive Classrooms
- ✓ RULER (Yale Center for Intelligence)

Questions and Comments



www.safeschoolstools.org



[Healthy Safe Children](https://www.facebook.com/HealthySafeChildren)



[@HealthySafeKids](https://twitter.com/HealthySafeKids)

National Center for Healthy Safe Children

www.Healthysafechildren.org

1-866-577-5787 | email: Healthysafechildren@air.org



CONTACT US TO LEARN MORE ABOUT
HOW SAFE SCHOOLS FIT CAN HELP
YOUR SCHOOLS AND COMMUNITIES
BECOME SAFER AND HEALTHIER!

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THANK YOU

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RELEVANT
