



School Mental Health: Meeting the Mental Health Needs of the Entire School Community

presented to the National Association of Elementary School Principals

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@JillBohnenkamp @NCSMHTweets

National Center for School Mental Health (NCSMH)

- Established in 1995 with funding from the US Department of Health and Human Services (HHS), Health Resources and Services Administration
- The **NCSMH mission** is to strengthen policies and programs in school mental health to improve learning and promote success for America's youth.



UNIVERSITY *of* MARYLAND
SCHOOL OF MEDICINE



Visit the NCSMH website at
www.schoolmentalhealth.org



Commitment

- Racial and social justice lens
- Cultural responsiveness and equity
- Developing and modeling equitable and anti-racist policies and practices
- Learn, heal, grow together





On Today's Agenda

- Great Need
 - Elevated Rates and Severity of Youth and Staff Mental Health Concerns Related to COVID Impact
- Comprehensive School Mental Health Systems to Help
 - Multi-tiered System of Support for Students, Families and Educators
- Free, Action-Oriented School Mental Health Resources
- Opportunities to Advance Policy

Mental Health is a Simmering Crisis for Many of the Nation's School Children



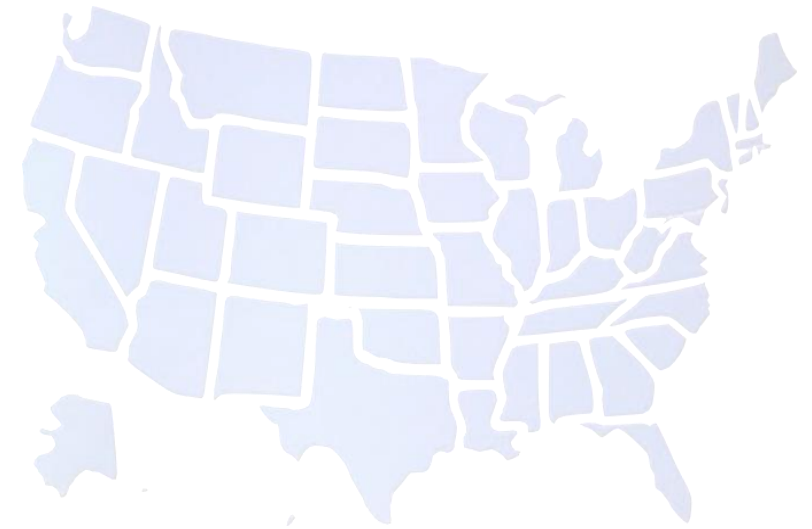
“More than 10 months into the pandemic, **mental health is a simmering crisis for many of the nation’s schoolchildren**, partly hidden by isolation but increasingly evident in the distress of parents, the worries of counselors and an early body of research.”

“Holed up at home, students dwell in the glare of computer screens, missing friends and teachers. Some are failing classes. Some are depressed. Some are part of families reeling with lost jobs, gaps in child care or bills that can’t be paid. Some students care for, or grieve, relatives with covid-19”

Washington Post- January 21, 2021

In a nationally representative survey of **young people aged 13-19**:

- Approximately **25%** felt disconnected from peers and adults.
- More than **1 in 4** reported:
 - increase in sleep loss due to worry
 - feeling unhappy or depressed
 - feeling constantly under strain
 - loss of confidence in themselves



Citation: https://www.americaspromise.org/sites/default/files/d8/YouthDuringCOVID_FINAL%20%281%29.pdf

Educator Mental Health and Well-Being

52%

of education professionals say their mental health has declined during the global pandemic



Pre-pandemic

- 2/3 of educators usually feel stressed out (2x more than general population)
- 58% of educators- 7 or more days of poor mental health in past month

Teaching During the Pandemic

- Educators reported working longer hours.
- 1 in 3 teachers indicated the pandemic has made them more likely to leave teaching.



School-Based Mental Health: A National Priority

A Webinar from The Kennedy Forum

Featuring U.S. Secretary of Education Miguel Cardona, Ed.D.

November 12, 2021, 2:00-3:30pm ET

AAP-AACAP-CHA Declaration of a National Emergency in Child and Adolescent Mental Health

[Home](#) / [Advocacy](#) / [Child and Adolescent Healthy Mental Development](#) / AAP-AACAP-CHA Declaration of a National Emergency in Child and Adolescent Mental Health



A declaration from the American Academy of Pediatrics, American Academy of Child and Adolescent Psychiatry and Children's Hospital Association:

As health professionals dedicated to the care of children and adolescents, we have witnessed soaring rates of mental health challenges among children, adolescents, and their families over the course of the COVID-19 pandemic, exacerbating the situation that existed prior to the pandemic. Children and families across our country have experienced enormous adversity and disruption. The inequities that result from structural racism have contributed to disproportionate impacts on children from communities of color.

This worsening crisis in child and adolescent mental health is inextricably tied to the stress brought on by COVID-19 and the ongoing struggle for racial justice and represents an acceleration of trends observed prior to 2020. Rates of childhood mental health concerns and suicide rose steadily between 2010 and 2020 and by 2018 suicide was the second leading cause of death for youth ages 10-24. The pandemic has



Where do we go from
here?

Anxiety/Fears
Loss
Equity

Hope and Resilience



RESTART & RECOVERY:
LEVERAGING FEDERAL COVID RELIEF
FUNDING & MEDICAID TO SUPPORT STUDENT
& STAFF WELLBEING & CONNECTION
OPPORTUNITIES FOR STATE EDUCATION AGENCIES

Using Recovery Funds to Support Student and Staff Well-Being

- ESSER Funds for SEAs and LEAs
- Can use funds to support student and staff wellbeing and mental health
- Leveraging ESSER Funds to Access Sustainable Funding Streams (e.g. Medicaid)
- bit.ly/restart-recovery-guide





**HEALTHY SCHOOLS
CAMPAIGN**





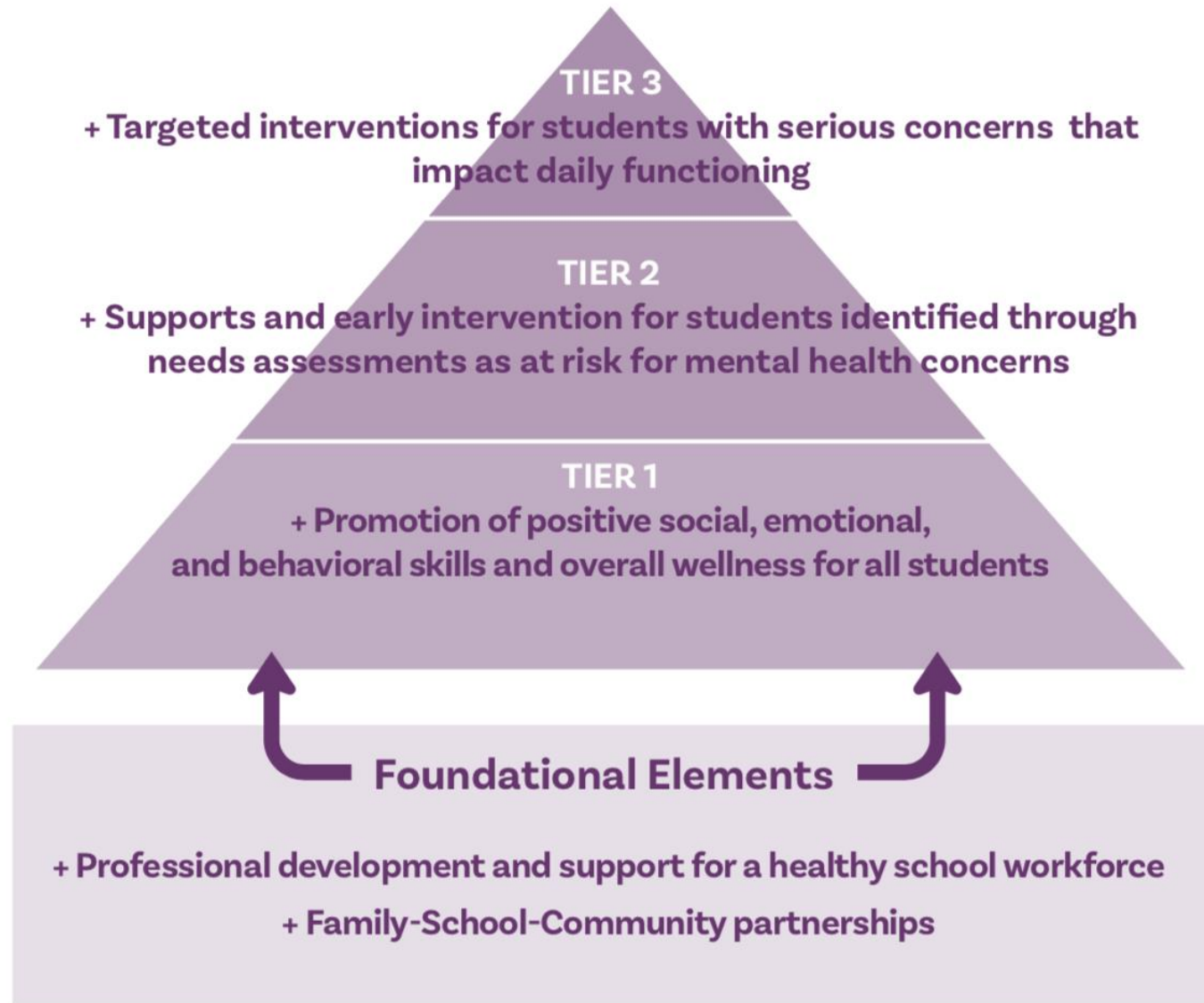
What can schools do?



Comprehensive School Mental Health

Multi-tiered System of Support for Students, Families and Educators

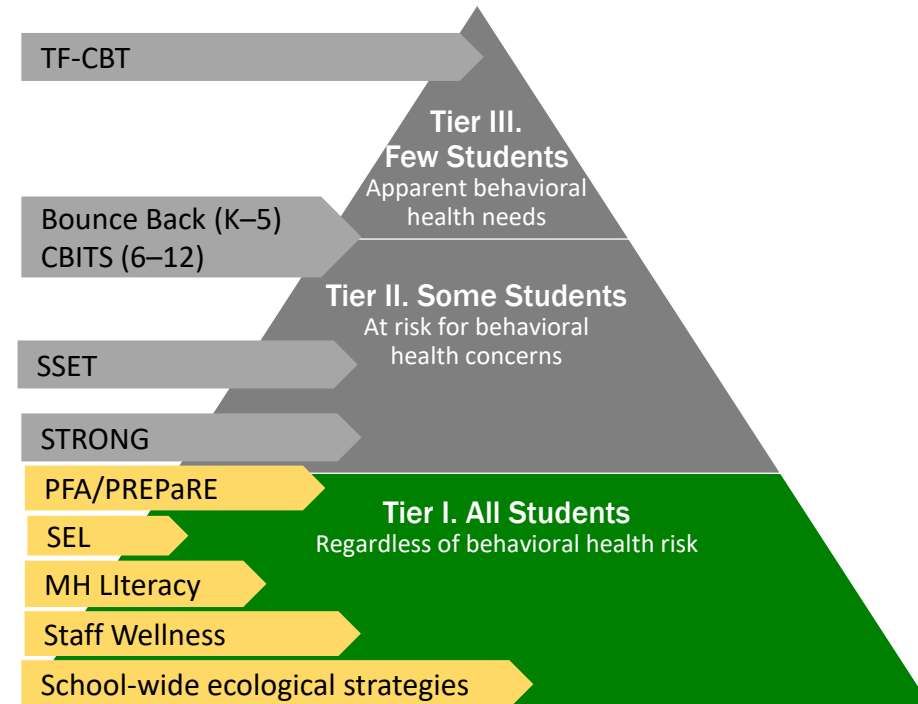
Figure 5: Multi-Tiered System of Support





UNIVERSAL School Mental Health Strategies

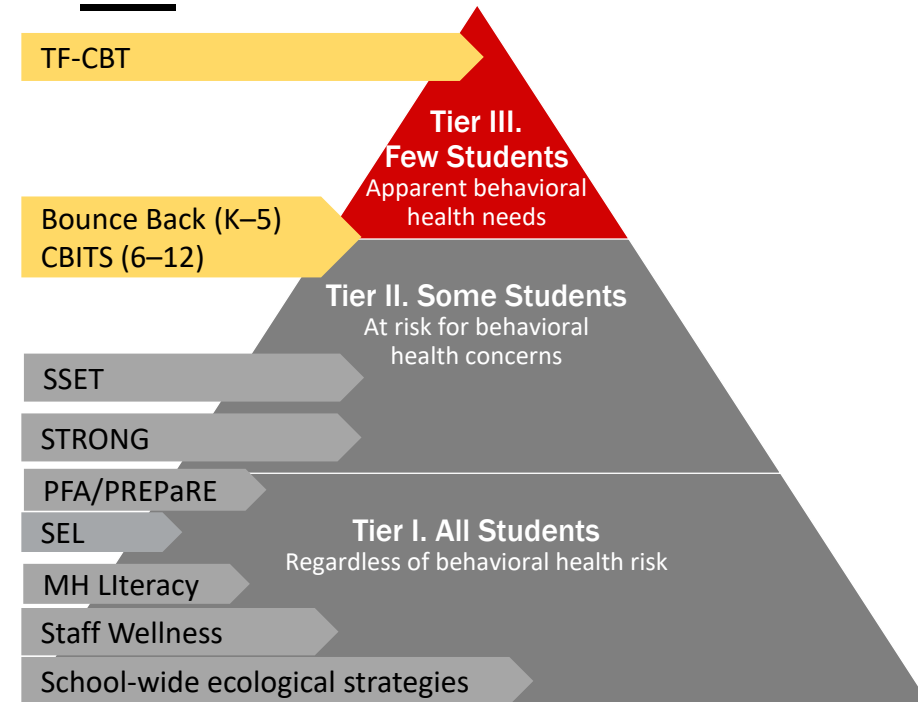
- Positive school climate
- Culturally responsive, trauma-responsive school policies and practices
- Staff well-being
- Mental health literacy for school staff and students
- Social Emotional Learning (SEL)





Early Identification, Intervention and Treatment in Schools

- Screening/well-being check-ins
- Evidence-based psychosocial interventions – e.g., CBITS/Bounce Back, TF-CBT
- Psychiatric care





Comprehensive School Mental Health Systems

“provide an array of supports and services that **promote positive school climate, social and emotional learning**, and mental health and well-being, while **reducing the prevalence and severity of mental illness**.

These systems are built on a **strong foundation of district and school professionals**, including administrators, educators and specialized instructional support personnel (e.g., school psychologists, school social workers, school counselors, school nurses and other school health professionals),

all in strategic partnership with students and families, as well as community health and mental health partners.” *Hoover et al., 2019*

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

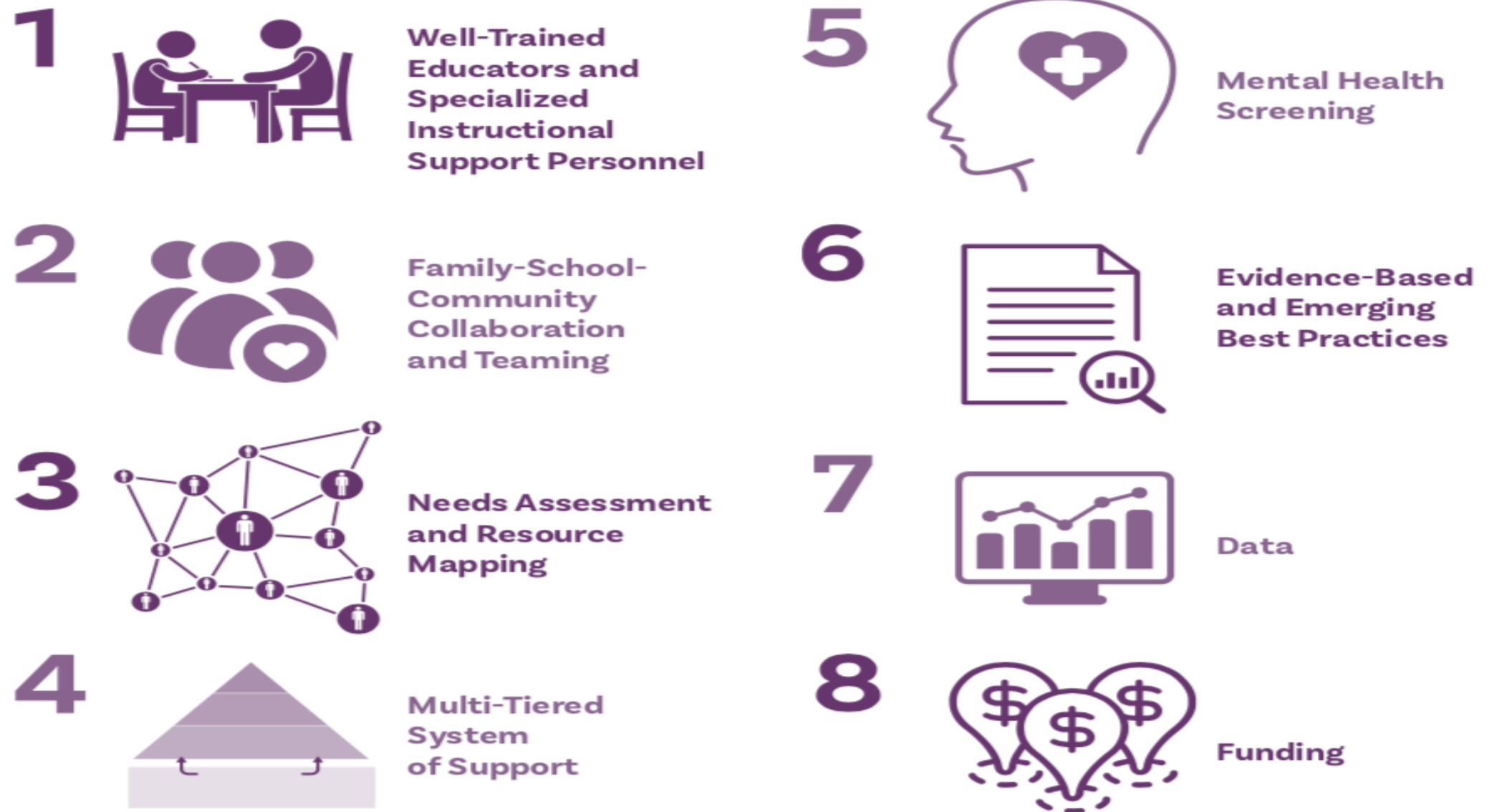


FIGURE 4. AN EXAMPLE OF COMPLEMENTARY ROLES AND RESOURCES OF COMMUNITY PARTNERS AND SCHOOL DISTRICTS IN COMPREHENSIVE SCHOOL MENTAL HEALTH SYSTEMS

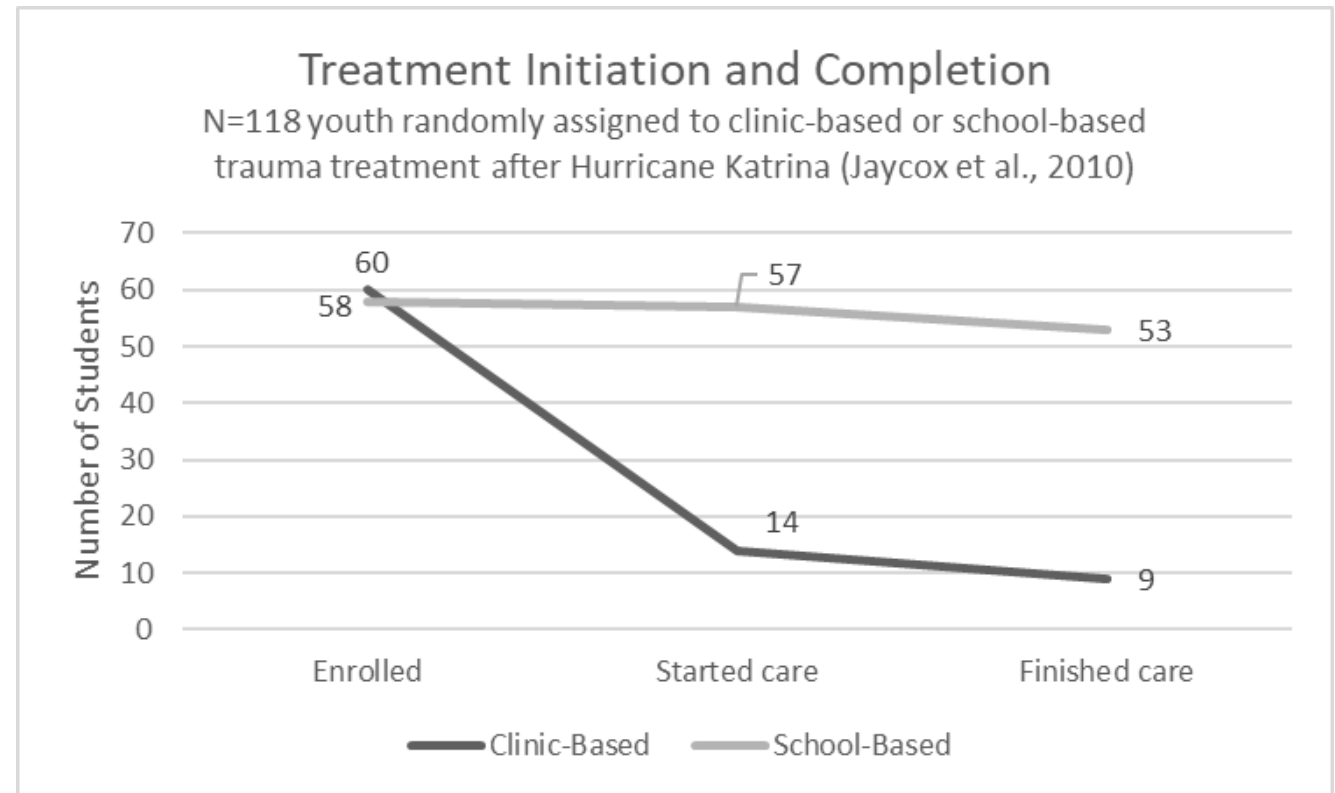


Source: Weist, M. D., Short, K., McDaniel, H., & Bode, A. (2016). *The school mental health international leadership exchange (SMHILE): Working to advance the field through opportunities for global networking.*



Why Mental Health Treatment in Schools?

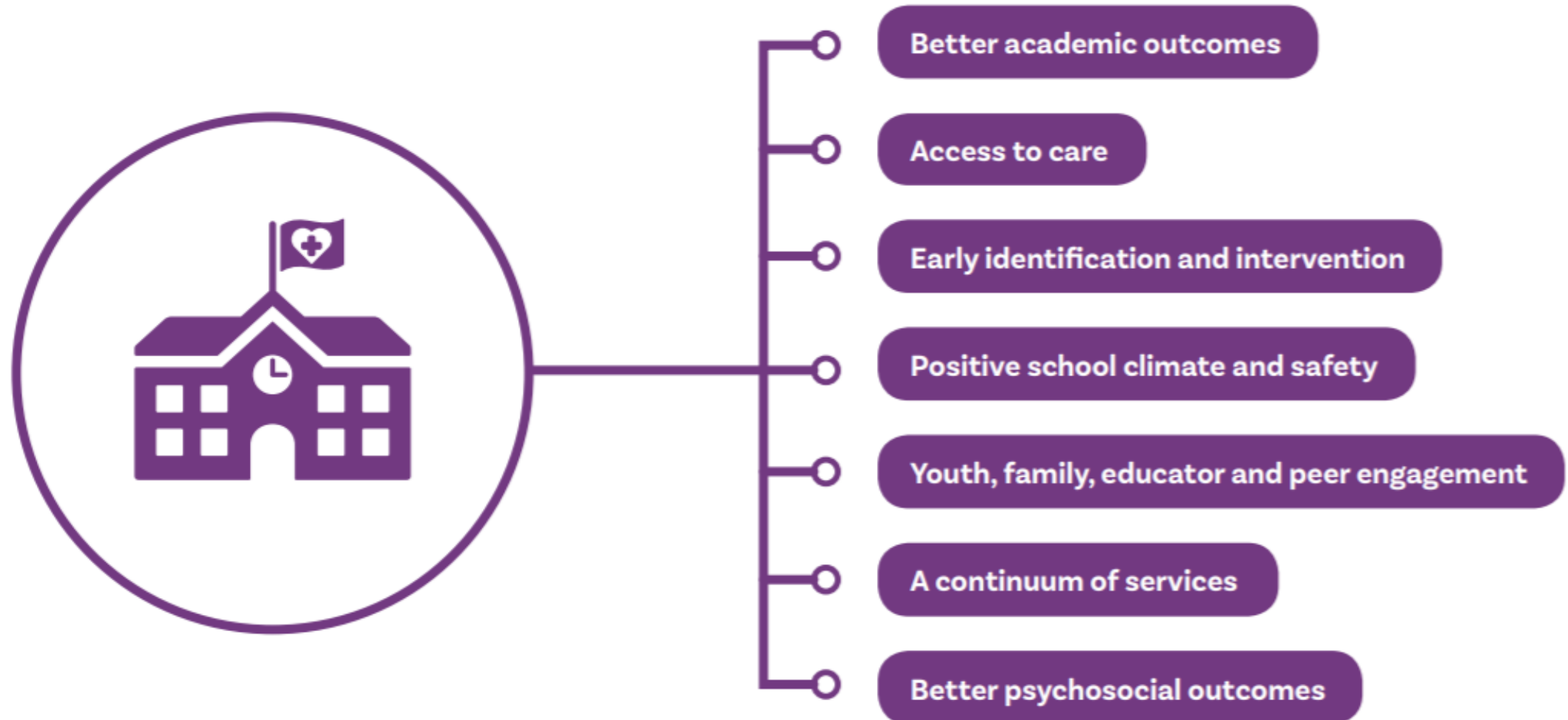
Youth are 6x more likely to complete mental health treatment in schools than in community settings (Jaycox et al., 2010)





Value

Figure 2. The Value of Comprehensive School Mental Health Systems: Positive Outcomes



Kase, C., Hoover, S. A., Boyd, G., Dubenitz, J., Trivedi, P., Peterson, H., & Stein, B. (2017). Educational outcomes associated with school behavioral health interventions: A Review of the Literature. *Journal of School Health*, 87(7), 554-562.

JOURNAL OF
SCHOOL HEALTH

GENERAL ARTICLE

Educational Outcomes Associated With School Behavioral Health Interventions: A Review of the Literature

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ABSTRACT

BACKGROUND: There is an unmet need for behavioral health support and services among children and adolescents, which school behavioral health has the potential to address. Existing reviews and meta-analyses document the behavioral health benefits of school behavioral health programs and frameworks, but few summaries of the academic benefits of such programs exist. We provide exemplars of the academic benefits of school behavioral health programs and frameworks.

METHODS: A literature review identified school behavioral health-related articles and reports. Articles for inclusion were restricted to those that were school-based programs and frameworks in the United States that included an empirical evaluation of intervention academic-related outcomes.

RESULTS: Findings from 36 primary research, review, and meta-analysis articles from the past 17 years show the benefits of school behavioral health clinical interventions and targeted interventions on a range of academic outcomes for adolescents.

CONCLUSION: Our findings are consistent with reports documenting health benefits of school behavioral health frameworks and programs and can facilitate further efforts to support school behavioral health for a range of stakeholders interested in the benefits of school behavioral health programs and frameworks on academic outcomes.

Keywords: literature review; mental health; academic outcomes; prevention; treatment.

Citation: Kase C, Hoover S, Boyd G, West KD, Dubenitz J, Trivedi PA, Peterson HJ, Stein BD. Educational outcomes associated with school behavioral health interventions: a review of the literature. *J Sch Health*. 2017; 87: 554-562.

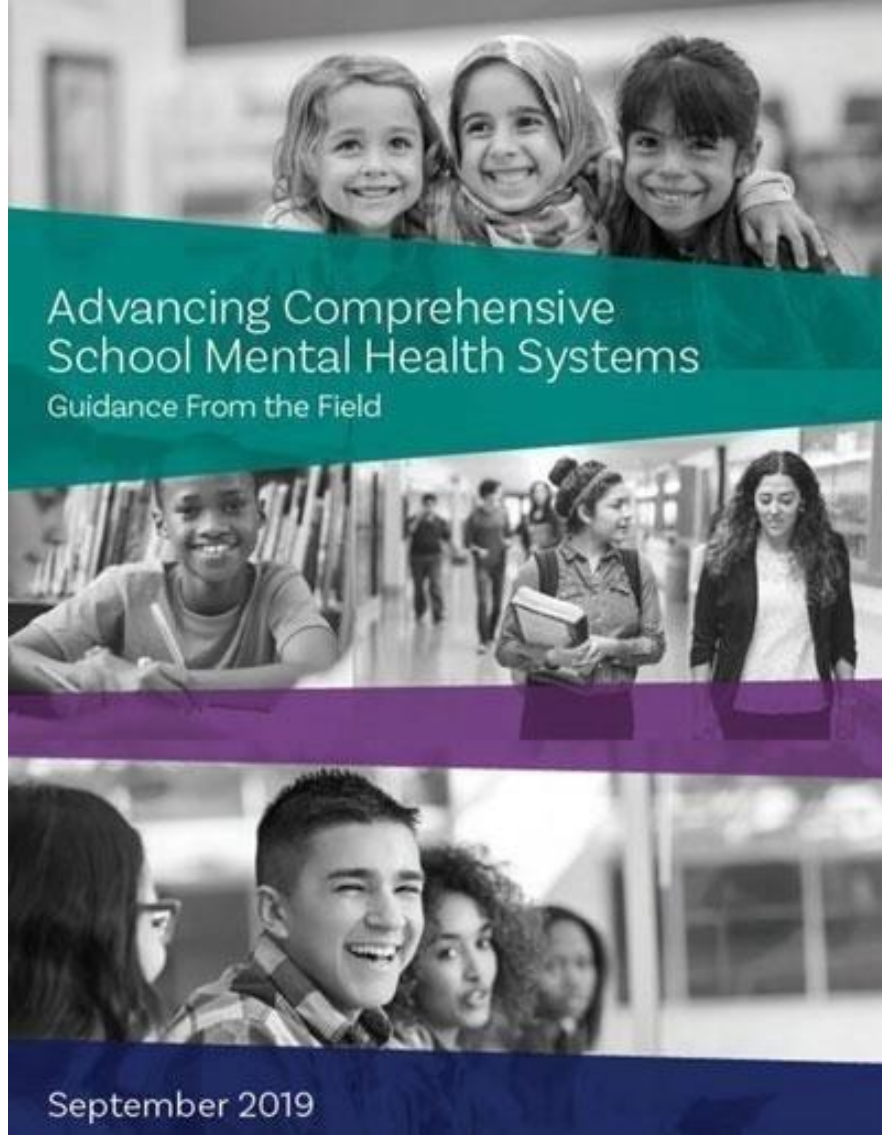
Received on May 13, 2016
Accepted on January 19, 2017

In the aftermath of the Surgeon General's warning that "the nation is facing a public crisis in mental health care for infants, children, and adolescents,"¹ the prevalence of mental health disorders among children and adolescents and the unmet need for treatment have received increased attention. Mental health problems are common among children

experience a mental health disorder annually, and an estimated 40% of adolescents meet lifetime diagnostic criteria for myriad mental health disorders.²⁻⁴ These mental health conditions have wide ranging effects, interfering with students' functioning in school, at home, with their friends, and in their communities,⁵⁻⁸ and potentially affecting their successful attainment



- Findings from 36 primary research, review, and meta-analysis articles
- 2000-2017
- **Benefits of school behavioral health clinical interventions and targeted interventions on a range of academic outcomes –**
 - **Grades**
 - **Attendance**
 - **State test scores**
 - **School connectedness**



Guidance from the Field

- Why Address Mental Health in Schools
- A Public Health Approach to School Mental Health
- The Value of School Mental Health
- Core Features of a Comprehensive School Mental Health System
- Opportunities, Challenges and Recommended Strategies
- Local Spotlights
- State Spotlights
- Moving Forward

www.schoolmentalhealth.org/AdvancingCSMHS



Key areas of focus



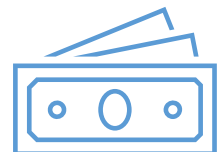
Mental health promotion



Build your team and system- family,
school, community partnerships



Evidence-based practices



Diverse funding



Key areas of focus



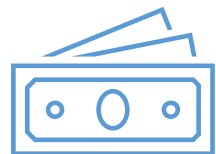
Mental health promotion



Build your team and system- family,
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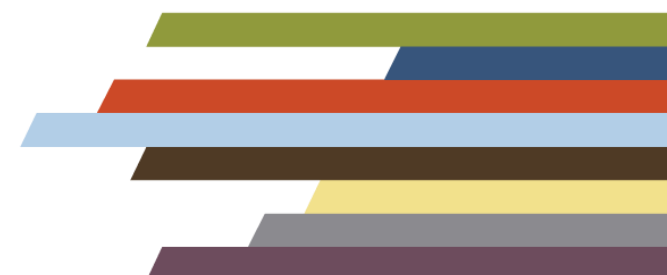
Evidence-based practices



Diverse funding

What Is Mental Health Promotion?

Activities to foster positive social, emotional, and behavioral skills and well-being of all students regardless of whether or not they are at risk for mental health problems



The Value of Mental Health Promotion in Schools

- Promotes well-being and educational success for *all* students
- Serves as foundation for Tiers 2 and 3 mental health services and supports
- Produces cost savings by investing in mental health promotion and early intervention (versus treatment)
- Decreases stigma about mental health and illness
- Promotes school staff well-being
- **Mental health is part of overall health, and students must be healthy enough to learn, and teachers healthy enough to teach**



Mental Health Promotion

- School Climate
- Teacher and School Staff Well-being
- Positive Behaviors and Relationships
- Positive Discipline Practices
- Mental Health Literacy
- Social Emotional Learning



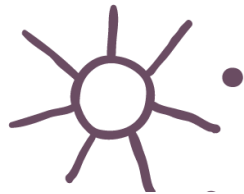


Mental Health Literacy



Classroom WISE:

Well-Being Information and Strategies for Educators



Developed by the MHTTC Network in partnership
with the National Center for School Mental Health



MHTTC

Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration





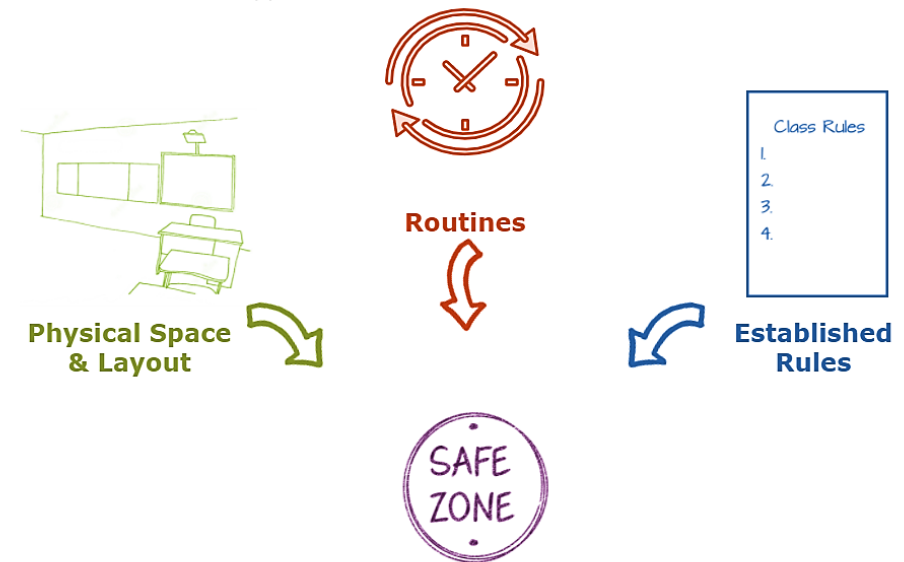
Classroom
WISE
Well-Being Information and
Strategies for Educators

Modules 1-3: Promoting Mental Health and Well-being of Students

- Creating safe and supportive classrooms
- Bringing mental health into the classroom and addressing stigma
- Fostering social emotional competencies

Environment

The physical and instructional environment you create is very important to help students feel safe and supported.





Classroom
WISE
Well-Being Information and
Strategies for Educators

Modules 3-6: Understanding and Supporting Students Experiencing Adversity and Distress

- Impact of trauma/adversity on learning and behavior
- Understanding and identifying student distress and linking students to support
- Classroom strategies to support students with mental health concerns

Stress & Trauma

8. Be aware of stress or trauma reminders

It's hard for a student to feel safe when regularly reminded of past events or traumas.

Being center of attention

Sudden or loud noises

Fighting or yelling

Confinement

Physical touch

Unexpected changes



Classroom WISE Video Library



How Teachers Can Show Interest

Teachers can help keep students engaged by showing interest. In this video, students of various ages describe ways that teachers have shown interest in them and their lives.

1min 10sec



Promoting Self-Regulation

Self-regulation incorporates stress management, impulse control, and goal setting to positively impact motivation and moderate one's emotions, thoughts, and behaviors. In this video, teachers discuss strategies for promoting self-regulation in the classroom.

2min 30sec



Student-Adult relationships matter!

- Positive student-adult relationships → Academic success, better behavior and social skills
- Students benefit from positive relationships with school staff throughout their schooling

“Every child deserves a champion – an adult who will never give up on them, who understands the power of connections and insists that they become the best that they can possibly be.”

“No significant learning can occur without a significant relationship”



Engagement Strategies

- Welcoming students
- Learning and incorporating student interests
- Being available for students
 - Be an active listener
 - Check in on how they're doing
 - Engage in non-academic conversations
- Using positive language



Safety

- Rules about safety and respect
- No tolerance for bullying
- Use inclusive and open communication

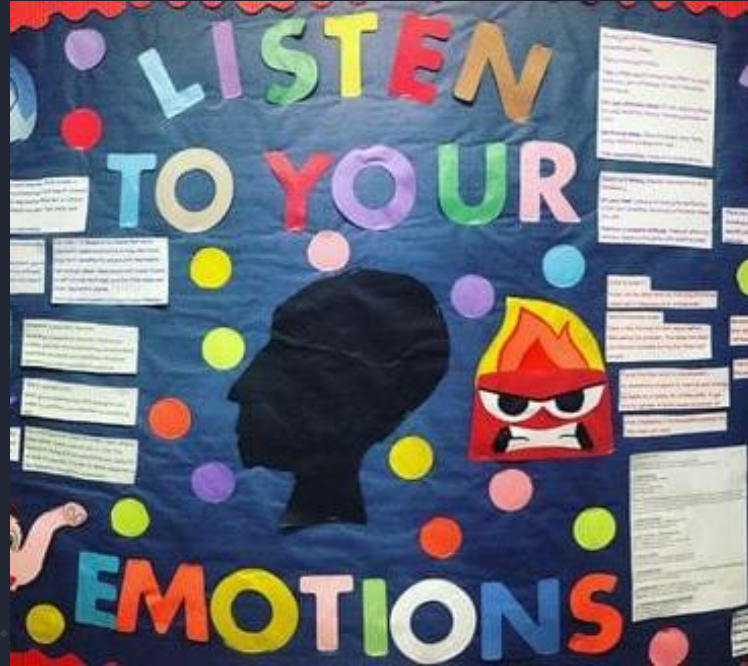
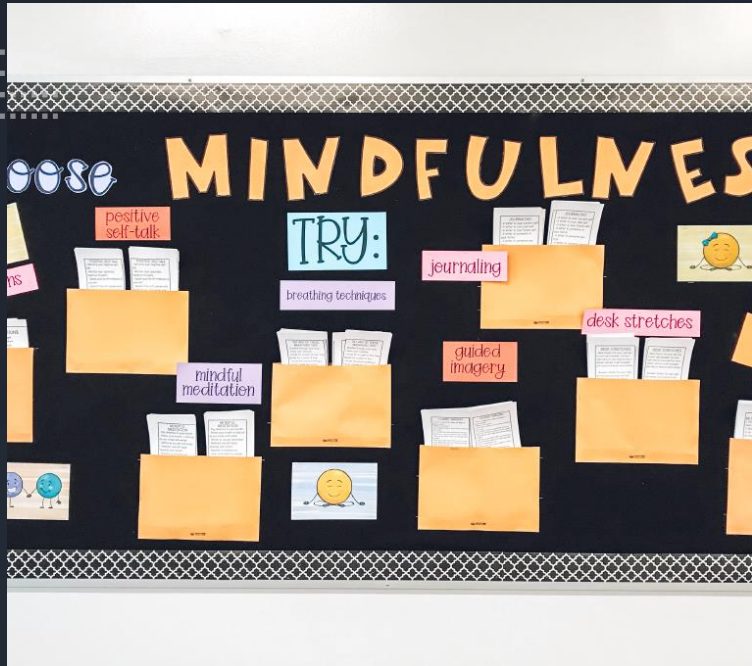




Environment

- Physical space and layout
 - Inclusive
 - Positive and supportive
- Routines
- Rules





Talk Openly

- Start talking about mental illness
- Use what you've learned about mental health when you talk
- Let students know your classroom is a safe space
- Create a Mental Health and Wellness bulletin board

Be Careful and Intentional in your Language

- Promote perseverance
 - Positive notes or shout outs
 - Gratitude journal





<https://youtu.be/fzq-dzWxX1A>



Bringing Mental Health Into the Classroom

The attitudes, knowledge, and feelings we have about mental health influence how we perceive and act toward people with mental illness. In this video, teachers discuss how they bring mental health into the classroom.

4min 27sec



What is our mission?

Reflection Question

If you could pick one quality or skill that all young people would possess by the time they graduate from high school, what would it be?







Key areas of focus



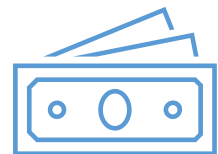
Mental health promotion



Build your team and system- family,
school, community partnerships



Evidence-based practices



Diverse funding



Build your team and system

- Family-school-community partnerships
 - **strong foundation of district and school professionals**, including administrators, educators and specialized instructional support personnel (e.g., school psychologists, school social workers, school counselors, school nurses and other school health professionals),
 - all in **strategic partnership with students and families, as well as community health and mental health partners**
- Assess your system quality using national performance standards and engage in action planning

What is **SHAPE?**

Your **FREE**, interactive tool designed to improve school, district, and state mental health accountability, excellence, and sustainability.

[Learn More](#)

Improve student mental health in your schools, districts, and states. **Sign up for:**

Myself

My School

My District

My State



Map school mental health services and supports.



Assess system quality using national performance standards.



Receive custom reports and strategic planning guidance and resources.



Utilize additional SHAPE features including the Screening and Assessment Library.



Use district and state dashboards to collaborate with schools and districts in your region.

National School Mental Health Quality Assessment- SMH-QA

Quality Domains

- Teaming
- Needs Assessment and Resource Mapping
- Mental Health Promotion for All (Tier 1)
- Early Intervention and Treatment Services and Supports (Tiers 2/3)
- Screening
- Impact
- Funding and Sustainability

School Mental Health National Quality Assessment Overview of Domains and Indicators



Teaming

- Multidisciplinary teams
- Youth and family partnership
- Community partnerships
- Addresses all tiers
- Avoid duplication and promote efficiency
- Best practices for meeting structure/process
- Delineated roles/responsibilities
- Effective referral processes to school and community services
- Data-based decisions to determine student interventions
- Data sharing



Needs Assessment/ Resource Mapping

- Assess student mental health needs
- Assess student mental health strengths
- Use needs assessment results to select, plan and implement services and supports
- Conduct resource mapping to identify existing services and supports
- Use resource map to select, plan and implement services and supports
- Align existing services and supports



Mental Health Promotion Services & Supports

TIER 1

- Tier 1 Services and Supports:
 - School Climate
 - Teacher and School Staff Well-Being
 - Positive Behaviors and Relationships
 - Positive Discipline Practices
 - Mental Health Literacy
 - Social Emotional Learning
- Determine whether services and supports are evidence-informed
- Ensure fit with strengths, needs, cultural, and linguistic considerations
- Ensure adequate resources for implementation
- Provide interactive training and ongoing supports
- Monitor fidelity

Early Intervention and Treatment Services & Supports

TIERS 2&3

- Provide access to needed services and supports
- Determine whether services are evidence-informed
- Ensure all services and supports are evidence-informed
- Ensure fit with strengths, needs, cultural, and linguistic considerations
- Ensure adequate resources for implementation
- Provide interactive training and ongoing supports
- Monitor fidelity
- Ensure intervention goals are SMART
- Monitor student progress across tiers
- Implement a systematic protocol for emotional and behavioral crisis response

Screening

- Use best practices for mental health screening planning and implementation
- Indicate the number of students:
 - Enrolled in school
 - Formally screened in the absence of known risk factors
 - Identified as being at risk or already experiencing a mental health problem
 - Referred to a mental health service following identification
- Of students screened, how many screened for [specific mental health areas]



Funding and Sustainability

- Use multiple and diverse funding and resources to support full continuum of school mental health
- Leverage funding and resources to attract potential contributors
- Have strategies in place to retain staff
- Maximize expertise and resources of partners to support ongoing professional development
- Have funding and resources to support:
 - Tier 1 (mental health promotion) services
 - Tier 2 (early intervention) services
 - Tier 3 (treatment) services
- Maximize reimbursement for eligible services



Impact

- # of students who:
 - Were eligible to receive Tier 2 or Tier 3 school mental health services
 - Received at least one Tier 2 or Tier 3 service
 - Demonstrated documented improvement in educational functioning
 - Demonstrated documented improvement in social, emotional and behavioral functioning

- Use best practices to:
 - Document impact on educational outcomes
 - Document impact of social, emotional, and behavioral outcomes
 - Disaggregate student mental health service and support data to examine student-level outcomes based on sub-population characteristics
 - Document and broadly report the impact of your comprehensive school mental health system



For a full copy of the school mental health national quality assessment, visit www.theSHAPESystem.com

(NCSMH, 2019)



Trauma Responsiveness

Overview

School Mental Health Profile

Mental Health Quality

Resources

Screening & Assessment

Trauma Responsiveness

My Schools

My District Account

JEFFERSON UNITED

My Star Status

View Certificate

The Trauma Responsive Schools Implementation Assessment (TRS-IA)

is a quality improvement tool developed by the NCTSN Treatment and Services Adaptation Center for Resilience, Hope, and Wellness in Schools and the National Center for School Mental Health. The TRS-IA is an evidence-informed self-assessment that comprises the eight key domains listed below. Administration time is less than 20 minutes. Feedback reports and comprehensive guides will be generated to support schools and districts as they work to enhance their trauma-responsive programming.

My Progress

Current Reporting Period: September 2018 - June 2019

Change Reporting Period

Summary Report

Whole School Safety Planning

Take Survey

View Report

Whole School Prevention Planning

Take Survey

View Report

Whole School Trauma Programming

Take Survey

View Report

Classroom Strategies

Take Survey

View Report

Prevention/ Early Intervention Trauma Programming

Take Survey

View Report

Targeted Trauma-Informed Programming

Take Survey

View Report

Staff Self Care

Take Survey

View Report

Family and Community Engagement

Take Survey

View Report



Trauma Responsive Schools

What is the TRS-IA?

The Trauma Responsive Schools Implementation Assessment (TRS-IA) is a quality improvement tool developed by the NCTSN Treatment and Services Adaptation Center for Resilience, Hope, and Wellness in Schools and the National Center for School Mental Health.


The TRS-IA is an evidence-informed self-assessment that comprises eight key domains of trauma-responsive schools and districts:

Whole school safety planning	Prevention/early intervention trauma programming
Whole school prevention planning	Targeted trauma-informed programming
Whole school trauma programming	Staff self-care
Classroom strategies	Family and community engagement

Administration time is less than 20 minutes. Automatically generated feedback reports support schools and districts working to enhance their trauma responsiveness.

Custom Reports

Download as PDF



Teaming

Reporting Period: September 2018 - June 2019
 Date of Report: 10/07/2019
 Entered By: 2 Users

About Teaming


School districts are in the position of ensuring that school mental health efforts are appropriately staffed and supported by multidisciplinary teams that have effective communication and collaboration practices. Many schools have teams that meet to discuss and strategize about student mental health issues. Schools may have one team devoted to the full continuum of mental health supports (mental health promotion to early intervention and treatment) or they may have multiple teams that address different parts of the continuum (e.g., school climate team, student support team, Individualized Education Program team, intervention/tertiary care team, Tier 2/3 team, any other team that addresses student mental health concerns).

Need resources? The SHAPE Resource Library offers a wide variety of tools and resources to help your team improve your school mental health system. The library is organized by Quality Domain to help you locate exactly what you need.


For example, to find resources related to forming a multidisciplinary team or partnerships with the community and youth and families, select "Teaming" in the resource library and filter by "Partners."

The district team who completed this assessment reported the following information about the quality of teaming in your schools:


This progress report was developed by the Center for School Mental Health for The SHAPE System.
Page 1 of 5



Reporting Period: September 2018 - June 2019
Date of Report: 10/07/2019
Entered By: 2 Users




Teaming



For schools in your district
OVERALL COMPOSITE SCORE: 3.3

0 3 6

Partners	
3	Multidisciplinary teams
3	Youth and family partnership
3	Community partnerships
Structure/Process	
3	Addresses all tiers
2	Avoid duplication and promote efficiency
5	Best practices for meetings
4	Delineated roles/responsibilities
3	Effective referral processes
Data	
2	Data based decisions for interventions
2	Data sharing




District support
OVERALL COMPOSITE SCORE: 1.9

0 3 6

District Support	
1	Establish and disseminate written, standard policies and procedures
2	Support implementation
1	Monitor implementation
2	Supports

This progress report was developed by the Center for School Mental Health for The SHAPE System.
Page 1b of 5



Strategic Planning Guide



Strategic Planning Guide

The following pages can be used as tool to plan your next steps for this domain. We encourage you to complete this with your team.

Please state a specific goal within this domain. (For example, for the Teaming domain, one goal might be that the school mental health team will better collect and use data to identify students who need mental health support.)

GOAL: _____

How will you know if you've achieved success within this goal? (For example, for the Teaming domain and your goal is to better collect and use data to identify students who need mental health support, one way of measuring success might be that by the next academic school year, the school mental health team will review student mental health screening data for the entire student body twice per year to identify students in need of services and make a plan for meeting those needs.)

INDICATOR OF SUCCESS: _____

What opportunities exist related to this goal?

- What have been our past successes?
- What current work is taking place related to this goal?
- What are our available resources (leadership, infrastructure, staffing, partnerships)?

What barriers exist related to this goal?

- What would prevent us from moving forward with this goal?
- What would we need to overcome this/these barrier(s)?



Resource Library



The **Resource Center** houses publicly available resources representing key components of comprehensive school mental health. Teams are encouraged to use custom reports from the Quality Assessment to navigate the Resource Center and guide the selection of appropriate resources.



Filter by Criteria

Teaming

- ☐ All Teaming Resources
- ☐ Partners
- ☐ Structure/Process

Needs Assessment/Resource Mapping

- ☐ All Needs Assessment/Resource Mapping Resources
- ☐ Needs Assessment
- ☐ Resource Mapping and Implementation
- ☐ Alignment

Screening

- ☐ All Screening Resources
- ☐ Collaboration



Search

Showing 228 of 228 resources.

Per page: 25



A Blueprint for Using Data to Reduce Disparities/Disproportionalities in Human Services and Behavioral Health Care



A Framework for Effectively Implementing Evidence-Based Programs and Practices (EBPs)



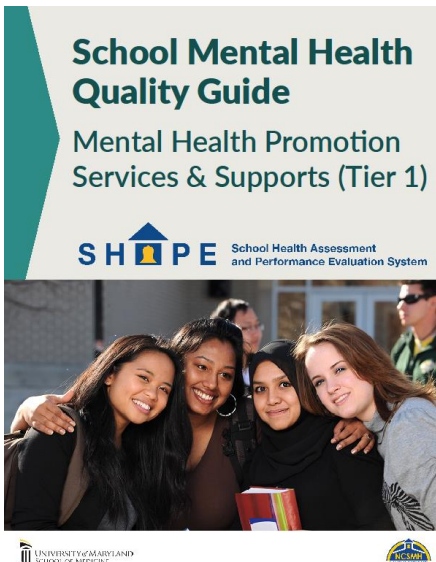
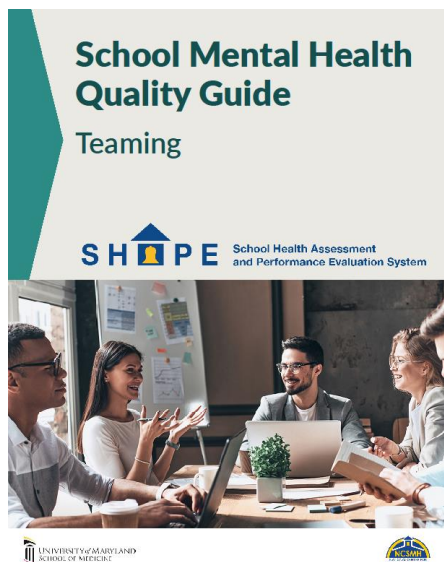
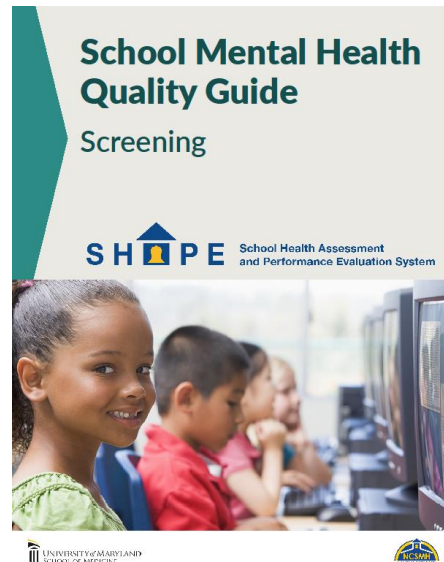
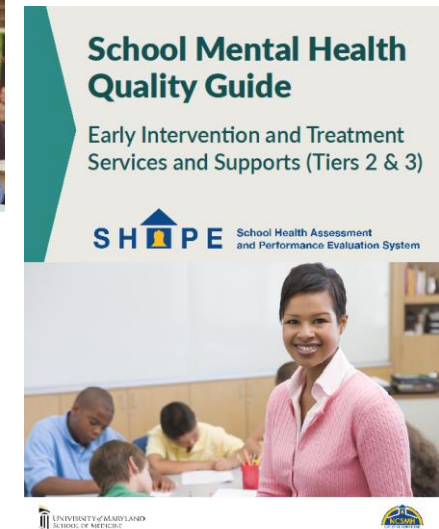
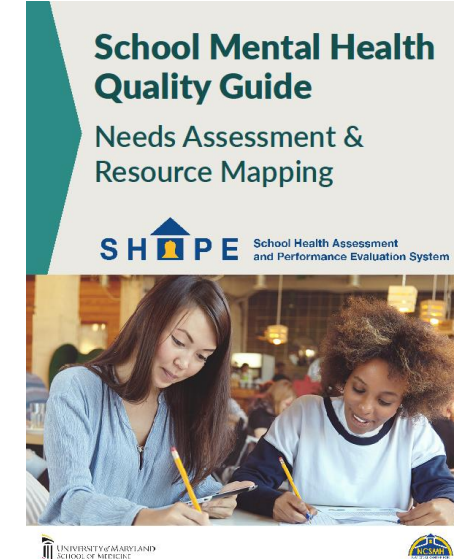
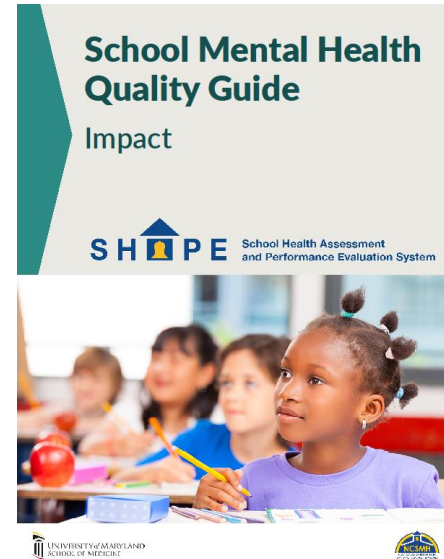
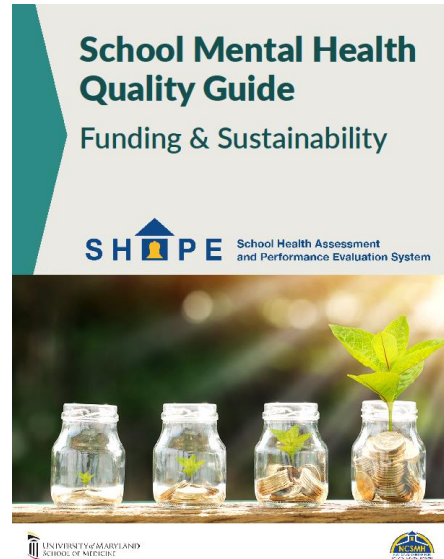


Quality Guides

Provides guidance to advance school mental health quality and sustainability

Includes:

- Background
- Best practices
- Action steps
- Examples from the field
- Resources





Teaming Quality Guide

What is a School Mental Health Team?

A school mental health team is a group of school and community stakeholders at a school or district level that meets regularly, uses data-based decision making, and relies on action planning to support student mental health.

Community partnerships



Best Practices

Partnering with the community, including health and mental health providers, can augment efforts of the school.

- ✓ Establish communication mechanisms (e.g., team meetings, email communications, conference calls) to ensure ongoing and effective communication between school leadership/staff and community partners.
- ✓ Use memorandums of understanding or other agreements to detail the terms of the partnership (e.g., by whom, what, when, where, and how will services/supports be provided).
- ✓ Support a full continuum of care within a multi-tiered system of support by school and community partners working together and maximizing their respective knowledge and resources.
- ✓ Use data sharing agreements to allow for accessing and sharing data to inform needed services and supports and the impact of partnership activities.

Tips

Data sharing agreements may be between schools and other districts or educational organizations, community mentorship organizations, and students' health service providers.

Data sharing agreements may address:

- Specific Social and Emotional Learning (SEL) programming
- Data collected on the success of programming
- Building and community awareness of topics related to mental health
- Assessment and mental health related treatment data from external providers to better inform school's educational programming



Key areas of focus



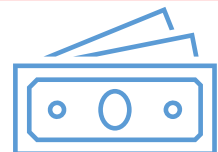
Mental health promotion



Build your team and system- family,
school, community partnerships



Evidence-based practices

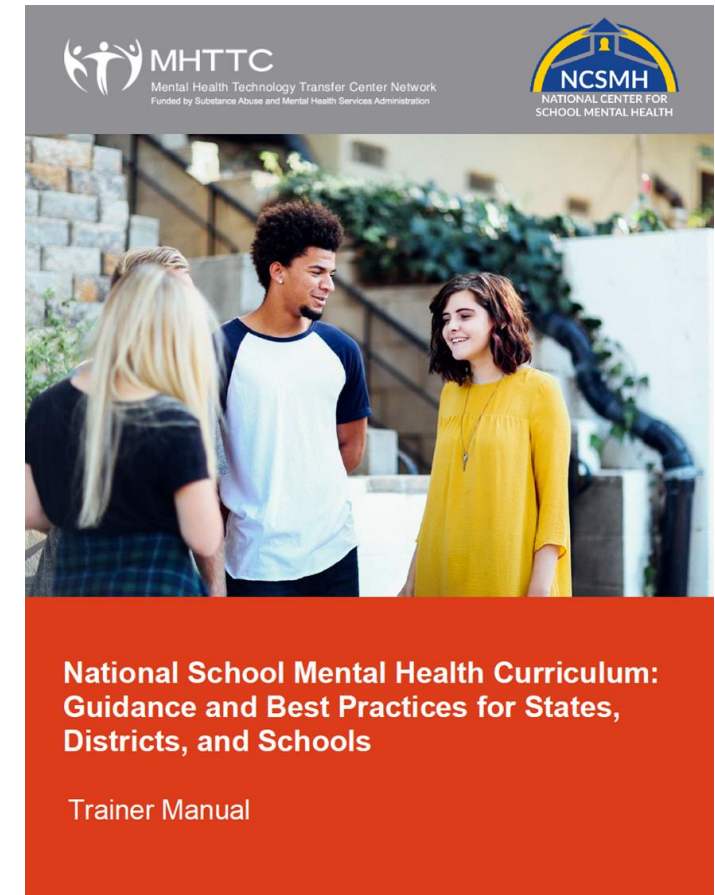


Diverse funding

National School Mental Health Best Practices- Implementation Guidance Modules

www.mhttcnetwork.org

- Mod 1 Foundations of Comprehensive School Mental Health
- Mod 2 Teaming
- Mod 3 Needs Assessment & Resource Mapping
- Mod 4 Screening
- Mod 5 Mental Health Promotion for All (Tier 1)
- Mod 6 Early Intervention and Treatment (Tiers 2/3)
- Mod 7 Funding and Sustainability
- Mod 8 Impact



Quality Indicators

- Provide access to needed services and supports.
- Determine whether services are evidence-informed.
- Ensure *all* services and supports are evidence-informed.
- Ensure fit with strengths, needs, and cultural and linguistic considerations
- Ensure adequate resources for implementation.
- Provide interactive training and ongoing supports.
- Monitor fidelity.
- Ensure intervention goals are SMART.
- Monitor student progress across tiers.
- Implement a systematic protocol for emotional and behavioral crisis response.

Intervention Planning Form

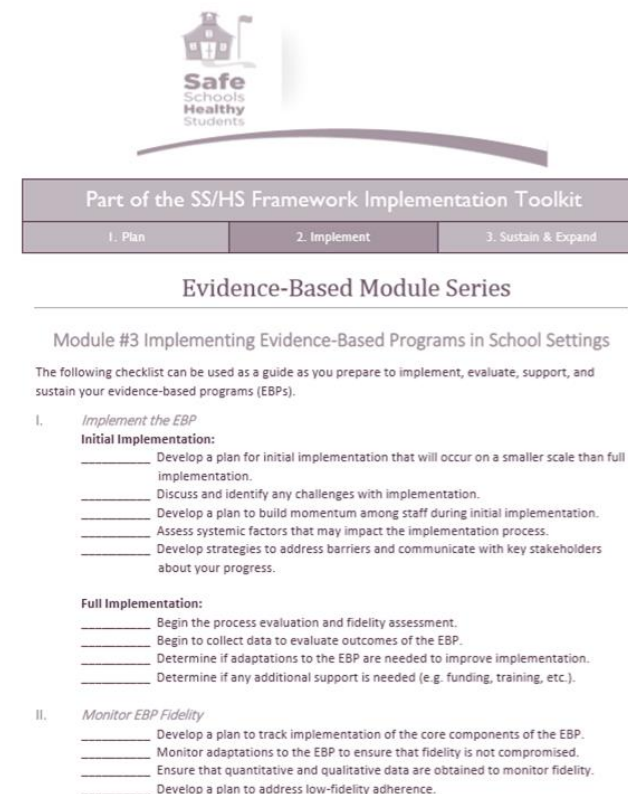
INTERVENTION PLANNING FORM

School or district mental health teams are encouraged to complete this form when planning to adopt an intervention. The primary goal of this form is to help teams predict appropriate intervention staffing and time burden.

Intervention Name	Tier			Planning/Preparation <i>before or during implementation</i>			Supervision <i>providing or receiving</i>			Delivery			Evaluation and Feedback <i>schoolwide and student-specific</i>		
	1	2	3	Who	Hours/ Wk	Duration	Who	Hours/ Wk	Duration	Who	Hours/ Wk	Duration	Who	Hours/ Wk	Duration
Example: Check In Check Out		x	x	T.Cooper S.Barrey Teachers	1-2 1 .5	Aug-May Aug-Dec Aug-Oct	S. Barrey	1	Aug-May	10 teachers	1	Oct-May	T.Cooper L. Sands	.5 5	Aug-May Dec. May

Implementing EBPs in School Settings Checklist

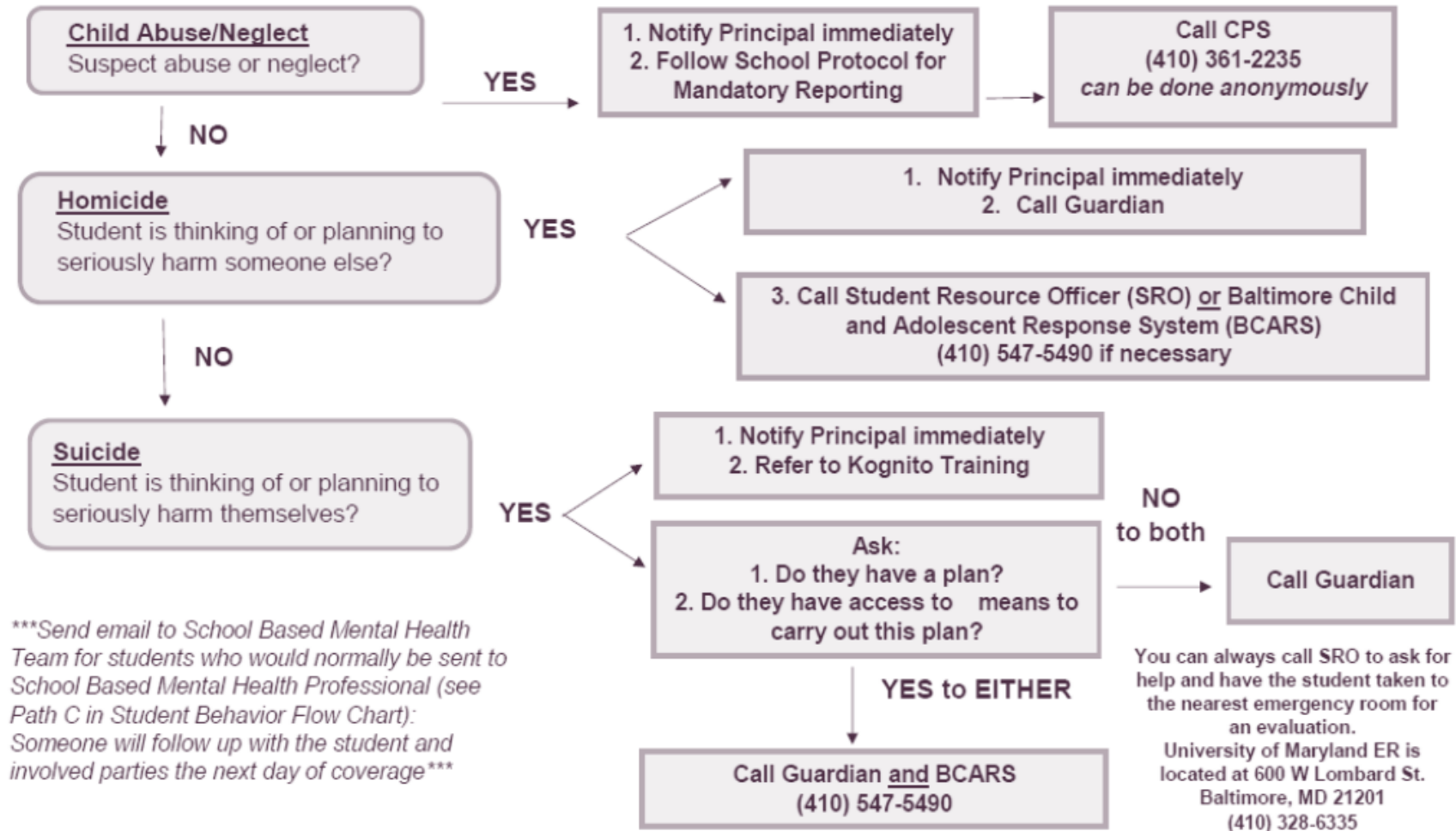
1. Develop a plan to track implementation of core components of the EBP.
2. Monitor adaptations to the EBP to check fidelity.
3. Ensure that quantitative and qualitative data are obtained to monitor fidelity.
4. Develop a plan to address low-fidelity adherence.



<https://healthysafechildren.org/sites/default/files/EBP-ModulesChkItsMod-3-508.pdf>

Example Crisis Response Protocol

Crisis Protocol for Days of No Mental Health Coverage



Published by New Song Learning Center Mental Health Team, 2017
Permission is given to duplicate this document for professional use, as long as it is unaltered and complete.



Key areas of focus



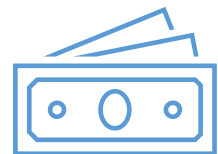
Mental health promotion



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Evidence-based practices



Diverse funding



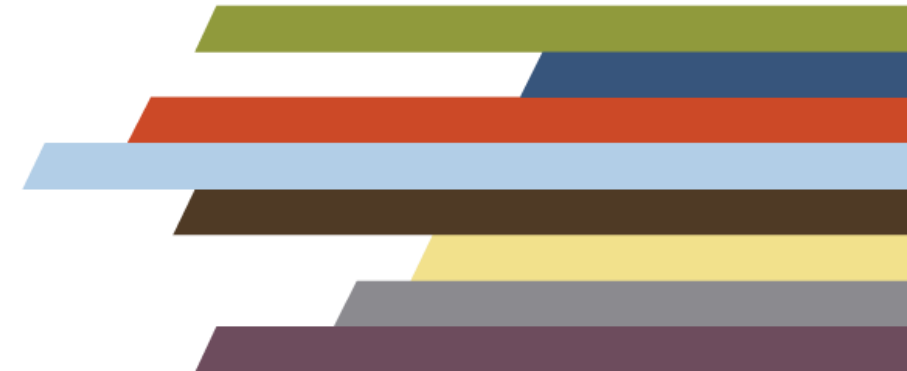
MHTTC

Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration



Module 7: Funding and Sustainability

National School Mental Health Best Practices:
Implementation Guidance Modules
for States, Districts, and Schools



Explore Diverse Funding Opportunities

- School
- Local/district/county
- Tribal
- Territory
- State
- Federal
- Private foundations, donors

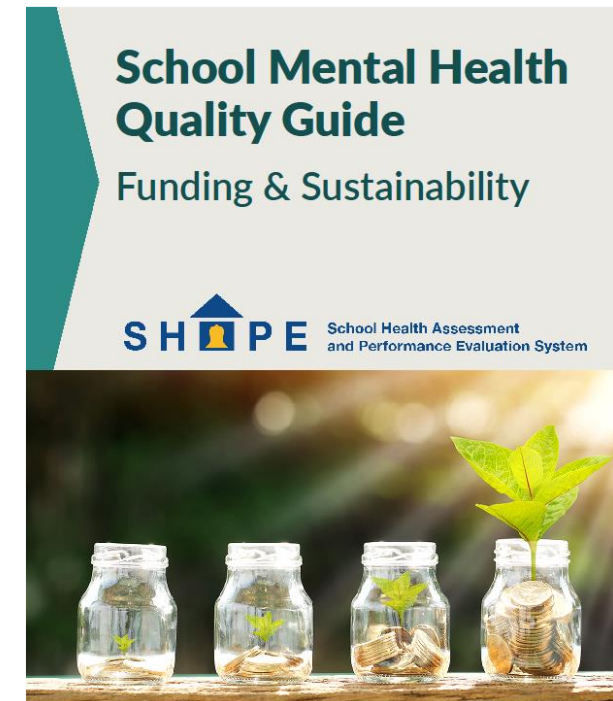


School Mental Health Quality Guide: Funding and Sustainability

Provides guidance to advance school mental health quality and sustainability

Includes:

- Background
- Best practices
- Action steps
- Examples from the field
- Resources



UNIVERSITY of MARYLAND
SCHOOL of MEDICINE

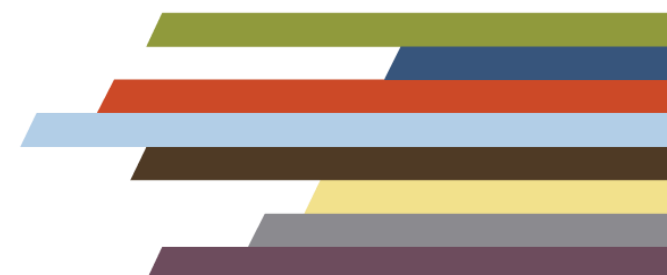


NCSMH, 2020



Leveraging Funding Resources

- Conduct a comprehensive scan of existing funding opportunities.
- Establish partnerships with community mental health programs and other agencies and organizations to expand available services, resources, and infrastructure.
- Develop an MOU that documents agreed-upon services.
- Think beyond dollars and consider exchanging services, training, or resources.



Sustainable Funding Streams

- Every Student Succeeds Act (ESSA) Title Funding:
 - Titles I, II, III, IVA
- Individuals with Disabilities Education Act (IDEA)
- Federal grant programs (e.g., Project AWARE, CDC Healthy Schools Program)
- State and local funding
- Community partnerships
- Medicaid



Reflection:

What ideas does your school have to expand potential funding partners?

Considerations

- Identify 3 potential allies in your community who are likely to share some of the same aims as your CSMHS initiative.
- Think of at least 2 potential “investors” in the expansion and sustainability of your initiative who have not been engaged before.



schoolmentalhealth.org

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National Center for School Mental Health (NCSMH)

Connect With Us



Home

Welcome to the National Center



SMH Resources Summary

- **Join our NCSMH listserv or follow us on Twitter**
 - <http://www.schoolmentalhealth.org/Connect/Listserv--Newsletters/>
 - @NCSMHTweets
- **Sign up for SHAPE**
 - <https://www.theshapesystem.com/>
- **National SMH Best Practices- Implementation Guidance Modules**
 - <https://mhttcnetwork.org/now-available-school-mental-health-curriculum>
 - <https://mhttcnetwork.org/centers/global-mhttc/school-mental-health-curriculum-always-and-now-learning-series>



Advancing Policy

hopeful
futures
campaign

AMERICA'S SCHOOL MENTAL
HEALTH REPORT CARD

..... February 2022





Advancing Policy

- Mental Health Services for Students Act (S.1841/H.R. 721)
- Elementary and Secondary School Counseling Act (S. 3356/H.R. 6214)
- Safe Schools Improvement Act (H.R. 2653)

▾ School Mental Health Policy Map

The *School Mental Health Policy Map* displays and links to key state-level policies and information related to school mental health. Decision makers, state and local leaders, and school mental health stakeholders can use this map to better understand the school mental health landscape in their state and across the country. Inclusion of a policy on the map does not indicate endorsement of policies or that a policy is implemented to fidelity.

The NCSMH will regularly update and add to this map. If you see something missing or outdated from your state in one of the categories, please e-mail the NCSMH at ncsmh@som.umaryland.edu with the subject line "Map Update."

To help understand your own state's school mental health landscape, we encourage state leaders to create a state account on the SHAPE System and complete the State School Mental Health Profile. Information shared will be only shared in aggregate.

Categories

Alternatives to Exclusionary Discipline

Bullying Prevention

Culturally Responsive Teaching

Every Student Succeeds Act (Chronic Absenteeism and School Climate)

Funding

Mental Health Staff-to-Student Ratios

Social Emotional Learning

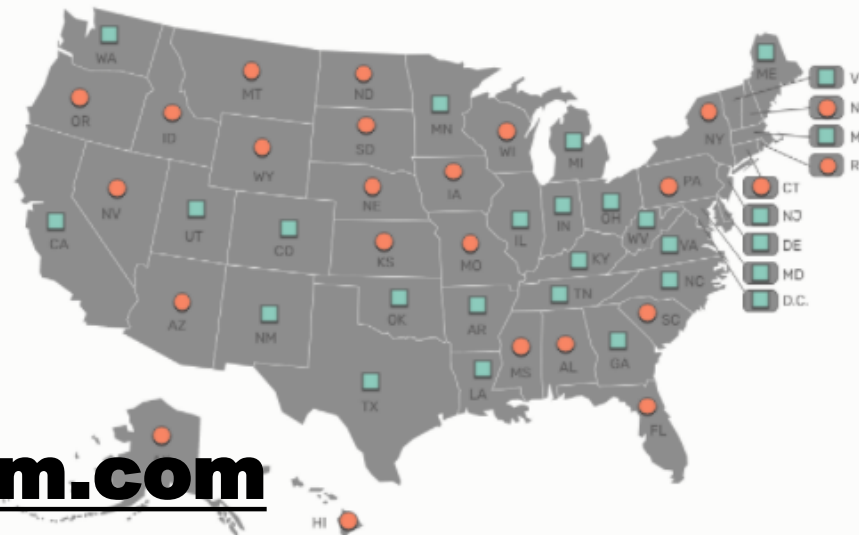
Suicide Prevention

Professional Development: Trauma

Exclusionary discipline policies, such as suspensions or expulsions, can have long-term negative consequences on youth (e.g. school dropout and involvement in the [juvenile justice system](#)) and school climate ([White House Report: The Continuing Need To Rethink Discipline; HHS and U.S. DoE Policy Statement on Exclusionary Discipline](#)). Although federal data demonstrate steady declines in suspensions and expulsions, data indicate that students of color and students with disabilities continue to be disproportionately [suspended or expelled](#).

Several states have addressed the negative consequences and disparities related to exclusionary discipline by enacting policies that direct schools and districts to eliminate or reduce punitive discipline practices and/or implement restorative practices.

Addressed:  | Not addressed: 



Interested in understanding your state's school mental health landscape? Complete the **State School Mental Health Profile!**

Statuses

(Many link to policy)

www.theSHAPEsystem.com



Thank you!

Jill Bohnenkamp, Ph.D.

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

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