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.

Visit the NCSMH website at [www.schoolmentalhealth.org](http://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
“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
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

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
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
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

TIER 3
- Targeted interventions for students with serious concerns that impact daily functioning

TIER 2
- Supports and early intervention for students identified through needs assessments as at risk for mental health concerns

TIER 1
- Promotion of positive social, emotional, and behavioral skills and overall wellness for all students

Foundational Elements
- Professional development and support for a healthy school workforce
- Family-School-Community partnerships
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)

![Diagram of Tiered Mental Health Strategies]

**Tier I**
- All Students
  - Regardless of behavioral health risk

**Tier II**
- Some Students
  - At risk for behavioral health concerns

**Tier III**
- Few Students
  - Apparent behavioral health needs

- School-wide ecological strategies
  - TF-CBT
  - Bounce Back (K–5)
  - CBITS (6–12)
  - SSET
  - STRONG
  - PFA/PREPaRE
  - SEL
  - MH Literacy
  - Staff Wellness
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

1. Well-Trained Educators and Specialized Instructional Support Personnel
2. Family-School-Community Collaboration and Teaming
3. Needs Assessment and Resource Mapping
4. Multi-Tiered System of Support
5. Mental Health Screening
6. Evidence-Based and Emerging Best Practices
7. Data
8. Funding
FIGURE 4. AN EXAMPLE OF COMPLEMENTARY ROLES AND RESOURCES OF COMMUNITY PARTNERS AND SCHOOL DISTRICTS IN COMPREHENSIVE SCHOOL MENTAL HEALTH SYSTEMS

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

- 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
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
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- Mental health promotion
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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.

National School Mental Health Implementation Guidance Modules
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
• Creating safe and supportive classrooms

• Bringing mental health into the classroom and addressing stigma

• Fostering social emotional competencies
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
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
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.

4 min 27 sec
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?

Roger Weissberg, CASEL
Social & Emotional Learning

- **Self-Management**: Managing emotions and behaviors to achieve one's goals
- **Self-Awareness**: Recognizing one's emotions and values as well as one's strengths and challenges
- **Social Awareness**: Showing understanding and empathy for others
- **Responsible Decision-Making**: Making ethical, constructive choices about personal and social behavior
- **Relationship Skills**: Forming positive relationships, working in teams, dealing effectively with conflict

Roger Weissberg, CASEL
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.

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

Utilize additional SHAPE features including the Screening and Assessment Library.

www.theSHAPEsystem.com
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

(NCSMH, 2019)
Trauma Responsiveness

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

About Teaming
School districts are in the position of ensuring that school mental health efforts are appropriately staffed and supported by multi-disciplinary 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/behavioral care team, Tier 2/3 team, any other team that addresses student mental health concerns).

Relevant 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 Domains to help you locate exactly what you need.

For example, to find resources related to forming a multi-disciplinary 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:
Strategic Planning Guide

The following pages can be used as a 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 once 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)?
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.
Quality Guides

Provides guidance to advance school mental health quality and sustainability

Includes:
- Background
- Best practices
- Action steps
- Examples from the field
- Resources
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 sources
Key areas of focus

- Mental health promotion
- Build your team and system - family, school, community partnerships
- Evidence-based practices
- Diverse funding
<table>
<thead>
<tr>
<th>Module</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mod 1</td>
<td>Foundations of Comprehensive School Mental Health</td>
</tr>
<tr>
<td>Mod 2</td>
<td>Teaming</td>
</tr>
<tr>
<td>Mod 3</td>
<td>Needs Assessment &amp; Resource Mapping</td>
</tr>
<tr>
<td>Mod 4</td>
<td>Screening</td>
</tr>
<tr>
<td>Mod 5</td>
<td>Mental Health Promotion for All (Tier 1)</td>
</tr>
<tr>
<td>Mod 6</td>
<td>Early Intervention and Treatment (Tiers 2/3)</td>
</tr>
<tr>
<td>Mod 7</td>
<td>Funding and Sustainability</td>
</tr>
<tr>
<td>Mod 8</td>
<td>Impact</td>
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</tbody>
</table>
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

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.

<table>
<thead>
<tr>
<th>Intervention Name</th>
<th>Tier</th>
<th>Planning/Preparation before or during implementation</th>
<th>Supervision providing or receiving</th>
<th>Delivery</th>
<th>Evaluation and Feedback schoolwide and student-specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Check In</td>
<td>1</td>
<td>Who: T.Cooper S.Barrey Teachers</td>
<td>Hours/ Wk: 1.2</td>
<td>Duration: Aug-May Aug-Dec Aug-Oct</td>
<td>Who: S. Barrey</td>
</tr>
<tr>
<td>Check Out</td>
<td>2, 3</td>
<td>Who: T.Cooper S.Barrey Teachers</td>
<td>Hours/ Wk: 1</td>
<td>Duration: Aug-May</td>
<td>Who: 10 teachers</td>
</tr>
</tbody>
</table>

Sources: National School Mental Health Curriculum
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-ModulesChklTsMod-3-508.pdf
Example Crisis Response Protocol

### Crisis Protocol for Days of No Mental Health Coverage

**Child Abuse/Neglect**
- Suspect abuse or neglect? [YES] Notify Principal immediately
- NO

**Homicide**
- Student is thinking of or planning to seriously harm someone else? [YES] Notify Principal immediately, Call Guardian
- NO

**Suicide**
- Student is thinking of or planning to seriously harm themselves? [YES] Notify Principal immediately, Call Guardian and BCARS
- NO

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***Send email to School Based Mental Health Team for students who would normally be sent to School Based Mental Health Professional (see Path C in Student Behavior Flow Chart): Someone will follow up with the student and involved parties the next day of coverage***

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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
- Build your team and system: family, school, community partnerships
- Evidence-based practices
- Diverse funding
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
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.
National Center for School Mental Health (NCSMH)
SMH Resources Summary

• Join our NCSMH listserv or follow us on Twitter
  • [http://www.schoolmentalhealth.org/Connect/Listserv--Newsletters/](http://www.schoolmentalhealth.org/Connect/Listserv--Newsletters/)
  • @NCSMHtweets

• Sign up for SHAPE
  • [https://www.theshapesystem.com/](https://www.theshapesystem.com/)

• National SMH Best Practices- Implementation Guidance Modules
  • [https://mhttcnetwork.org/now-available-school-mental-health-curriculum](https://mhttcnetwork.org/now-available-school-mental-health-curriculum)
Advancing Policy
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)
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 at 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 ncsnmh@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.

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 implement restorative practices.

www.theshapecsystem.com
Thank you!

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