Importance of School-Based Mental Health Services in K-12 Schools

Thursday, May 19, 2022
Webinar Agenda

• Webinar Objectives
• Speaker Introductions
• Substance Abuse and Mental Health Services Administration (SAMHSA)
  • School-Based Programs Overview
  • Project AWARE
  • Whole Child Approach
  • Multi-Tiered Systems of Support
  • Teaming Structures in Schools
  • Implementation Challenges and Successes
• SchoolSafety.gov
  • Additional Resources
  • Product Offerings
• Q & A
Webinar Objectives

1. Provide an overview of how communities can utilize a multi-tiered system of support in schools to address the complex mental health needs among K-12 audiences.

2. Promote practices that help foster a safe and supportive learning environment for all members of the community.
Featured Speakers

Melinda Baldwin, PhD
Director
Prevention, Traumatic Stress, and Special Programs
Substance Abuse and Mental Health Services Administration
Department of Health and Human Services

Ryan Etheridge
Project AWARE Director
Cleveland County Schools
North Carolina

Stephanie Lowe Ellis, Ed.D
Project AWARE Director
Rockingham County Schools
North Carolina

Ryan Streeter
Product & Training Program Manager
School Safety Task Force
Cybersecurity and Infrastructure Security Agency
Department of Homeland Security
Importance of Mental Health Services in K-12 Schools

Melinda JBaldwin, PhD, LCSW
Director, Division of Prevention, Traumatic Stress, and Special Programs, SAMHSA

Stephanie Lowe Ellis, Ed.D., NCSP
Executive Director of Behavioral Health, Crisis Intervention, and Student Safety, Project AWARE Director
Rockingham County Schools, Eden, NC

Ryan Etheridge
Project AWARE Director, Cleveland County Schools, Shelby, NC
Learning Objectives

1. Learn about the importance of the role that school-based mental health services have in ensuring the well-being of children, youth and families.

2. Understand the importance of a three-tiered model in delivering behavioral health services in schools.

3. Understand the importance and need for a robust referral system and community partners to ensure children have access to behavioral health services.

4. Identify the impact of school-based mental health services on children, youth and families.
SAMHSA Priorities and Cross-Cutting Principles

1. Preventing overdose

2. Enhancing access to suicide prevention & crisis care

3. Promoting children & youth behavioral health

4. Integrating primary and behavioral healthcare

5. Using performance measures, data, and evaluation

Cross-cutting principles:
- Equity
- Workforce
- Financing
- Recovery
Youth Mental Health – Did you know?

FACTORS THAT CAN SHAPE THE MENTAL HEALTH OF YOUNG PEOPLE

Social and economic inequalities, discrimination, racism, migration, media and technology, popular culture, government policies

Neighborhood safety, access to green spaces, healthy food, housing, health care, pollution, natural disasters, climate change

Relationships with peers, teachers, and mentors; faith community; school climate, academic pressure, community support

Relationships with parents, caregivers, and siblings; family mental health; financial stability; domestic violence; trauma

Age, genetics, race, ethnicity, gender, sexual orientation, disability, beliefs, knowledge, attitudes, coping skills

These are examples and not a comprehensive list of factors.


SAMHSA's Behavioral Health Investment in Communities for Children, Youth, and Families

$1.5 Billion

Substance Abuse Block Grant
- Prevention (20 percent set-aside)
- Treatment

Mental Health Block Grant

Programs of Regional and National Significance
- Strategic Prevention Framework-Partnerships for Success
- Sober Truth on Preventing Underage Drinking (STOP) Act
- Youth and Family TREE grant
- State Youth Implementation (SYT-I) grant
- Screening, Brief Intervention, and Referral To Treatment (SBIRT)
- Pregnant and Postpartum Women Programs (PPW & PPW Pilot)
- Children’s Mental Health Initiative (CMHI)
- Project Linking Action for Unmet Needs in Children’s Health (LAUNCH)
- National Child Trauma Stress Initiative (NCTSI)
- Children’s Mental Health Initiative (CMHI)
- Project Advancing Wellness and Resiliency in Education-State Education Agency (AWARE-SEA)
Division of Prevention, Traumatic Stress, and Special Programs

Fostering Healthy Mental, Emotional, and Behavioral Development in Children and Youth: A National Agenda.

Tiered Approach to Intervention

**Indicated Interventions**
- Highest risk or already diagnosed
- Ex: TF-CBT, Child Parent Psychotherapy, PCIT

**Selective Interventions**
- Some risk factors present
- Ex: Skills for Psychological Recovery

**Universal Interventions**
- Appropriate for general population
- Ex: Psychological First Aid, Psycho-Education, Wellness
What is Project AWARE?

Project AWARE (Advancing Wellness and Resiliency in Education) is a program to build or expand the capacity of State Educational Agencies (SEA), in partnership with State Mental Health Agencies (SMHAs) overseeing school-aged youth to advance wellness and resiliency in education by increasing mental health awareness in schools across states, territories, and tribal communities.

Purpose

- **Increase awareness** of mental health challenges that school-aged youth may experience.
- Provide training for **school personnel** and **other adults who interact with school-aged youth** to detect and respond to mental health challenges.
- Connect **school-aged youth**, who may present with behavioral health challenges and their **families** to needed services.
1999
Safe Schools/Healthy Students

2012
Sandy Hook School Shooting

2013
Now Is The Time

2014
AWARE SEA & AWARE LEA

2018-2021
Project AWARE SEA

Build or expand the capacity of State Education Agencies (SEA), in partnership with State Mental Health Agencies (SMHA) overseeing school-aged youth to advance wellness and resiliency in education within specific Local Education Agencies (LEA) across states, territories and tribal communities.
SAMHSA Project AWARE Timeline

1999 - 2018

January 2013

2011 - 2012
01/08/2011 – Tucson, AZ
07/20/2012 – Aurora, CO
08/05/2012 – Oak Creek, WI
12/14/2012 – Newtown, CT

2012 - 2018

Project AWARE SEA Cohort 1
19 Grants Awarded
$1.7 Million per year for 5 years
$161.5 Million total

2019 - 2023

Project AWARE SEA Cohort 2
24 Grants Awarded
$1.8 Million per year for 5 years
$216 Million total

2020 - 2024

Project AWARE SEA Cohorts 3/4
6 Grants AWARDED
$1.8 Million per year for 5 years
$54 Million total

2021 - 2025

Project AWARE SEA Cohort 5
15 Grants Awarded
$1.8 Million per year for 5 years
$135 Million total

2022 - 2026

Project AWARE SEA Cohort 5
16 Grants Awarded
$1.8 Million per year for 5 years
$144 Million total
## Individual work with children/youth

<table>
<thead>
<tr>
<th>Description</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Screening - those children/youth who were screened by the school and determined to need additional services.</td>
<td>292,068</td>
</tr>
<tr>
<td>Referral – those children/youth who were referred to either school or community-based treatment services</td>
<td>141,219</td>
</tr>
</tbody>
</table>

## Building capacity for school personnel & mental health personnel

576,619 individuals participated in capacity building activities in FY 19-21.
“Project AWARE has been a game changer for Arizona. It has given us a seat at the table for state level work groups and conversations in support of comprehensive school mental health. “

Successes of AWARE

- Ensuring cultural relevance for program activities
- Collaborations
- Rapport/trust/relationship building
- Increase in mental health literacy
- Removing barriers to care/increased access
- Implementation of universal screening
- Ability to pivot during the pandemic
- Workforce training
- Interdisciplinary team approach
- Continuous focus on improving school climate
Challenges

- Lack of Mental Health Providers available for hire
- Stigma in accessing mental health services
- Prioritizing mental health at the state level
- Impact of the COVID 19 Pandemic
  - Time limitations for added responsibilities
  - Restricted travel
  - Teacher burnout
  - Hybrid/in person learning mix
  - Technology (digital divide)
  - Overall increased anxiety for staff and students
  - Loss and grief
Stephanie Lowe Ellis, Ed.D., NCSP
Executive Director of Behavioral Health, Crisis Intervention, and Student Safety
Project AWARE Director
Rockingham County Schools
Eden, NC

Ryan Etheridge
Project AWARE Director
Cleveland County Schools
Shelby, NC
What is Project AWARE?

Advancing Wellness and Resiliency in Education

Project ACTIVATE

(Advancing Coordinated and Timely InterVentions, Awareness, Training, and Education)

Project of the North Carolina State Department of Public Instruction

Project AWARE State Education Agency Grants
NC Project AWARE/ACTIVATE
NC Project AWARE Flyer

Check out Rockingham’s Great Press!
Understanding the Need:
Shifting From Reactionary to Prevention

- Silos for Service: Limited to Special Education
- Traditional School Model made School Based Therapy Difficult (Insurance, Transportation, Lack of Staff)
- Barriers to Accessing Services
- Student Awareness of Recognizing Need for Support, Refer, Develop Empathy and Help Others (Peer Supports)

- Increasing Awareness and Addressing Stigma
- Teachers need Classroom Support to Help Understand Students in Crisis
- Increased Numbers of Students in Crisis
- Need a Shift from Reactionary to Prevention
Whole Child Approach

Removing Barriers to Promote Success for the Whole Child!
School Based Mental Health Logic Model

If we do this.....

Students
- Universal student voice surveys
- Social Emotional Learning and Positive Behavior Supports

Schools
- Integrated academic and socio-emotional learning
- Professional development on evidence-based interventions

District
- Data management and accountability
- Partnerships with families and community agencies

We will see this.....

- Improved academic performance
- Increased positive behaviors
- Improved school climate and student engagement
- Increased skills to address students’ needs
- Increased capacity to provide services
- Improved access to and coordination of services

To achieve

- Academic and Social Competence
- Safe and Supportive Learning Environments
- High-Quality Equitable Mental Health Services

If we do this.....

We will see this.....

To achieve

If we do this.....

We will see this.....

To achieve
Who are our students? What do they need to learn?

Why are some still struggling? What other skills do they need?

Who are our students? What do they need to learn?

Did it work? (Progress Monitoring)

Intensify!

Core/Universal/Tier 1

Supplemental/Tier 2

Individualized/Tier 3

Did it work? (Progress Monitoring)

Core/Universal/Tier 1

Supplemental/Tier 2

Individualized/Tier 3

Multi-Tiered System of Supports (MTSS)
Foundational Practices of Mental Health Services

- Students First
- Data Based Decision Making
- Consultation and Collaboration
- Research-Based Practices (PBIS)
- Inclusive Practices
- Partnerships

Specialized Services

- Individual Counseling
- Case Management
- Crisis Response/BETA Team

Solution-Focused Groups
- Social Skills and Counseling Groups
- Evidence Based Interventions

Social Emotional Learning and Student Voice
- Professional Development in Mental Health
- Core SEL and Behavioral Health Practices
- Community Resiliency Model and Trauma Informed Practices

Intensive Tier 3
- Intensity and Expertise

Supplemental Tier 2

Universal Tier 1
- Weekly Monitoring
- Progress Screening

RCS Behavioral Health and Social Emotional in a Multi-Tiered System of Supports Framework

RCS Mental Health Advisory!
Utilize a TEAM MODEL to Maximize Our Time and Efforts!

Why do we need a mental health teaming structure in schools?

- Social Emotional and Mental Health Needs
- Cross-Disciplinary Model
- Ensuring collaboration and coordination of services
- Behavioral Health PLC’s
- Service Definitions
- SEL/Behavioral Health/Crisis & Safety Matrix
- Build Capacity!

Connection with families and support is a key role of this team to support social emotional and well-being!
RCS Behavioral and Emotional Therapeutic Intervention Assistance Team (RCS-BETA)

- SISP Collaboration
- Fidelity of Implementation and Teaming Structure
- Family Support and Assistance
- Prevention Mindset
- Coordinated Behavioral Health Services
Where Do District Crisis Response Referrals Originate?

School Referral

Parent Referral

Student Referral

Gaggle Alert

Say Something App
Suicide Protocol Quick Guide
For Counselors, Social Workers, School Nurses, and Administrators

Aware of a student who may be having suicidal thoughts or plans?
Provide supervision while notifying a school counselor, social worker, school nurse or school psychologist.
The counselor/social worker/school nurse/school psychologist will begin the Suicide Protocol by asking questions 1 and 2.

If Question 1 is YES and Question 2 is NO, ask questions 7 - 28 and:

Call the Behavior Liaison for your Zone
If no answer in 15 minutes call.
If the answers to Questions 1 and 2 are NO, your Behavior Liaison does NOT need to be called.

Risk Assessment Protocol Quick Guide
For Administrators, School Counselors, and SMART Teams

If a student makes or poses a threat to other students or staff notify administrator, school counselor, or other SMART Team member.

If IMMEDIATE DANGER exists, call the SRO or 911 immediately. Follow school Crisis Plan. Remember -- SAFETY FIRST.

When do you initiate the screener?
1. Interview the student and other relevant individuals
2. Complete the 2-page School-Based Behavioral Risk-Screening Tool
3. Meet as a SMART team
   - At least 3 people: school counselor, administrator, & another member
   - Discuss results, make a decision regarding the level of risk/threat

Minimal to No Risk/Threat
- Make sure the principal is informed
- Notify parent/guardian
- Consider a Coping Plan
- Complete the Crisis Form
- For support, call your Behavior Liaison!

Possible/Pose a Threat or Unsure
- Make sure the principal is informed
- Contact your Behavior Liaison so a Full Behavioral Threat Assessment can be conducted
- Complete the Crisis Form

Other supports for students who may be in a crisis:
- Call 911
- Partners Crisis Line at
- Mobile Crisis at
- National Suicide Prevention Lifeline at 800-273-8255 (800-273-TALK)
- National Suicide Prevention Lifeline TEXT "HELP" to 74174
| P | Prevent and prepare for crises |
| R | Reaffirm physical health & welfare and perceptions of safety & security |
| E | Evaluate psychological trauma risk |
| P a R | Provide crisis interventions and Respond to mental health needs |
| E | Examine the effectiveness of crisis preparedness |
Big Implementation Challenges & Successes

- Staffing (Redefining Roles and Securing Funding Structures)
- Ongoing Coaching and Check-Ins with Crisis Response Teams
- Regular training for school-level staff and administrators
- Fidelity Monitoring
- Sense of Urgency (Building Consensus)
- Continuous Reflection
- Community Partnerships
### SHAPE: School Health Assessment and Performance Evaluation System (University of Maryland School of Medicine)

<table>
<thead>
<tr>
<th>SHAPE Domain</th>
<th>August 2017 Domain Performance</th>
<th>June 2021 Performance</th>
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</thead>
<tbody>
<tr>
<td><strong>Teaming Composite</strong></td>
<td>3.40 (Progressing)</td>
<td>5.10 <strong>GROWTH!</strong></td>
</tr>
<tr>
<td><strong>Evidence Based Supports</strong></td>
<td>2.50 (Emerging)</td>
<td>SHAPE No Longer Use this Area</td>
</tr>
<tr>
<td><strong>Data Driven Decision Making</strong></td>
<td>2.0 (Emerging)</td>
<td>SHAPE No Longer Use this Area</td>
</tr>
<tr>
<td><strong>Evidence Based Implementation</strong></td>
<td>1.0 (Emerging)</td>
<td>SHAPE No Longer Use this Area</td>
</tr>
<tr>
<td><strong>Needs Assessment &amp; Resource Mapping</strong></td>
<td>1.0 (Emerging)</td>
<td>5.00 <strong>GROWTH!</strong></td>
</tr>
<tr>
<td><strong>Mental Health Screening</strong></td>
<td><strong>New Areas Revised</strong></td>
<td>5.00 <strong>GROWTH!</strong></td>
</tr>
<tr>
<td><strong>Mental Health Promotion</strong></td>
<td><strong>New Areas Revised</strong></td>
<td>4.90 <strong>GROWTH!</strong></td>
</tr>
<tr>
<td><strong>Early Intervention and Treatment Services &amp; Supports (NEW AREA)</strong></td>
<td><strong>New Areas Revised</strong></td>
<td>5.00 <strong>GROWTH!</strong></td>
</tr>
<tr>
<td><strong>Funding and Sustainability (NEW AREA)</strong></td>
<td><strong>New Areas Revised</strong></td>
<td>4.60 <strong>GROWTH!</strong></td>
</tr>
<tr>
<td><strong>District Average SCORE</strong></td>
<td>1.98 (EMERGING)</td>
<td>4.95 <strong>GROWTH!</strong></td>
</tr>
</tbody>
</table>
RCS Mental Health Outcomes

- Total Home Visits this Year: 1,125
- Total Students receiving Behavioral Health Team Support (Case Management): 1917
- Access to Mental Health Supports: 3098 (Over 3000 Students Supported with this Model!)
  - Individual Counseling: 1,864
  - Group Counseling: 1,234
- District Level Crisis Response team in place to support students in crisis!

<table>
<thead>
<tr>
<th>Year</th>
<th>Suicide Assessments</th>
<th>Threat Assessments</th>
<th>Total Risk Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-2022</td>
<td>309</td>
<td>206</td>
<td>515</td>
</tr>
<tr>
<td>2020-2021</td>
<td>216</td>
<td>97</td>
<td>313</td>
</tr>
<tr>
<td>2021-2022</td>
<td>162</td>
<td>139</td>
<td>301</td>
</tr>
</tbody>
</table>
Check Out our RCS Google Behavioral Health Site!

Meeting the Social-Emotional Learning Needs of Our Students!

"In the RCS Behavioral Health Department, we inspire hope and make a difference."

Visit this site using this link:
https://bit.ly/RCSBehavioralHealthSite
Check Out the Cleveland County Schools Site!

Feeling stressed out and need to reset? Check out our Virtual Reset Room!

Visit Here: https://bit.ly/ClevelandCountyGoogleSite
SAMHSA’s mission is to reduce the impact of substance abuse and mental illness on America’s communities.

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www.samhsa.gov

1-877-SAMHSA-7 (1-877-726-4727) • 1-800-487-4889 (TDD)

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Thank You!
SCHOOLSAFETY.GO

v RESOURCES
Additional Resources – Guidance

10 Tips for Teaching the Psychological First Aid Model
(Dept. of Education – REMS TA)

Helping Children and Adolescents Cope With Disasters and Other Traumatic Events
(Dept. of Health and Human Services)

Supporting Children Living with Grief and Trauma
(Dept. of Justice – OVC TTAC)
Trauma-Informed Care for Schools Before, During, and After Possible Emergency Events

(Dept. of Education – REMS TA)

MentalHealth.gov | For Young People
(Dept. of Health and Human Services)

MentalHealth.gov | For Educators
(Dept. of Health and Human Services)

Trauma-Informed Care for Schools
Before, During, and After Possible
Emergency Events

Additional Resources – Web Resources
Topic pages contain a definition along with accompanying information regarding the topic, key strategies to consider, and featured resources to support schools and districts.

Resources tend to be how-to or action-oriented guides that inform users on how to implement strategies to address the topics.

**Mental Health | SchoolSafety.gov**

- At Risk Children | SchoolSafety.gov
- Conduct Issues | SchoolSafety.gov
- School Based Mental Health Services | SchoolSafety.gov
- Substance Use | SchoolSafety.gov
- Suicide Management | SchoolSafety.gov
- Training, Partnership, and Capacity Building | SchoolSafety.gov
SchoolSafety.gov tool that features Federally available school safety-related grant opportunities in one centralized location.

Designed to help schools determine eligibility and applicability of grant programs for their specific needs, challenges, and characteristics.

Option to take quiz, select pre-populated lists, or filter grants by specific criteria such as school safety topic, funding agency, application level of effort and deadline, and intended audience.
The Safety Readiness Tool assists users in evaluating their respective school’s safety posture across 10 foundational elements of school safety.

After completing the assessment, users are provided a tailored Action Plan with task prioritization, options for consideration, aligned resources, and grant opportunities specific to their individual school’s needs.
SchoolSafety.gov offers a State Search Tool to provide the academic community with a streamlined and centralized tool to access state-specific school safety information, including programs, resources, contacts, and engagement opportunities.

Through the tool, state school safety leaders connect with the Clearinghouse, its partner agencies, and other state security entities to share resources, exchange best practices, and collaborate on school safety-related efforts.
Contact Information and Questions

Follow Us on Twitter for Upcoming Events and School Safety News! 🌐
• @SchoolSafetyGov
• @samhsagov

Click here to sign up for regular updates or scan QR code.

Key Resource Links
• https://www.schoolsafety.gov/mental-health
• https://www.samhsa.gov
• https://www.samhsa.gov/school-campus-health/project-aware

Questions, feedback, or ideas?
Please contact SchoolSafety@hq.dhs.gov