1. Please use the chat box to pose a question to the presenters or to the group at any time.

2. Please mute your line if you are not speaking.

3. Please click the “Raised Hand” icon and we will unmute you.

4. At the end of the session, we will discuss the following: Given the opportunity to learn about the strategies employed in other states during a smaller group discussion, what education policy areas would you like to focus on?
Dr. Aaliyah Samuel, **NGA Education Division**
Dr. Sandra Wilkniss, **NGA Health Division**
Jeff Locke, **NGA Homeland Security & Public Safety Division**
Agenda

1. Welcome and Overview
2. Briefing: School Safety Site Visits and State Examples
3. Framing the Discussion from Different Perspectives
4. Q & A
Objectives

1. Share Recent State Initiatives on School Safety
2. Provide Briefings from Subject Matter Experts
3. Offer Opportunity for State-State Discussion
State Examples and Site Visits
• **West Virginia** - Tony Domingo, School Safety Programs Administrator, Division of Homeland Security & Emergency Management

• **Maryland** – Cassie Shirk and Cara Sullivan, Office of the Governor, Maryland

• **Nevada** – Dr. Aaliyah Samuel, NGA Education Division
West Virginia State Examples

Tony Domingo, School Safety Programs Administrator, Division of Homeland Security & Emergency Management
The Maryland Safe to Learn Act of 2018

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Nevada State Examples

Dr. Aaliyah Samuel,
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NGA Education
Division
GEPA 2018 School Safety and Prevention Panel
EDUCATION

Scarlett Lewis, Jesse Lewis – Choose Love Movement
HEALTH

Dr. Sharon Hoover,
University of Maryland
School Safety - Comprehensive School Mental Health
Presented for National Governors Association School Safety and Prevention Webinar
September 2018
Sharon Hoover, Ph.D. @drsharonhoover
Associate Professor, Division of Child and Adolescent Psychiatry
University of Maryland School of Medicine
Co-Director, National Center for School Mental Health
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
Median Age of Onset: Mental Illness

Source: WHO World Mental Health surveys as reported in Kessler et al. (2007)
Why Mental Health in Schools?

• Greater **access** to all youth → Mental health promotion
  Social Emotional Learning

• **Less time lost** from school and work

• Greater **generalizability** of interventions to child’s context

• **Less threatening** environment
  Students are in their own social context

• Clinical **efficiency and productivity**

• Outreach to youth with **internalizing** problems

• **Cost effective**

• Greater potential to impact the learning environment and **EDUCATIONAL OUTCOMES**
Comprehensive Reviews Covering Hundreds of International Studies, and Large-scale Epidemiological Studies Show:

- Schools with positive school climate and integrated SEL foci have significantly reduced
  - Isolation
  - Verbal bullying
  - Physical bullying
  - Sexual harassment/assault
  - Cyberbullying
  - Negative relationships between students and between students and teachers
- And have decreased student/teacher reports of:
  - Weapons use, being threatened by a weapon, and seeing or knowing about a weapon on school grounds
Schools are only one part of the system of care

Kathy Short, 2016, Intl J. of Mental Health Promotion
## UNIVERSAL Mental Health/Safe Supportive (SS) Strategies

- Healthy school building architecture
- Promote supportive, positive school climate
- Staff wellness
- Social Emotional Learning (SEL)
- Trauma-responsive school policies
- Mental health literacy for school staff and students

### 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

### Staff Wellness
- School-wide ecological strategies

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Sharon Hoover, 2018
TARGETED Mental Health/Safe Supportive Strategies

- School staff training on identifying, approaching, referring students experiencing psychological distress
- Mental health screening
- Threat assessment
- Support for transitions
- Provide additional check-in support (e.g., mood ratings beginning and end of day)
- Interventions for students with mild impairment – SSET, STRONG

Sharon Hoover, 2018
- Evidence-based interventions – e.g., CBITS/Bounce Back, TF-CBT

- Special education accommodations

- Refer for evaluation and appropriate treatment to school and/or community services
  - Including on-site services

Sharon Hoover, 2018
Register to Improve Your School Mental Health System

- Free Custom Reports
- Strategic Team Planning
- Free Resources
- Be Counted

Join Us!

When you click Join Now and answer a few questions, your school mental health system will be counted in the National School Mental Health Census and will receive a Blue Star SHAPE Recognition.

Also, we will use your name and e-mail address to update you on SHAPE System news and resources. Anyone (district/school leader, educator, health/mental health provider, parent, student, etc.) from a school system can join us!

Join Now

Schools and school districts can use SHAPE to:

- Be counted in the National School Mental Health Census
- Achieve SHAPE recognition to increase opportunities for federal, state, and local grant funding
- Access free, targeted resources to help advance your school mental health quality and sustainability
- Advance a data-driven mental health team process for your school or district
Schools and School Districts Can Use SHAPE To:

- Document your service array and multi-tiered services and supports

www.theshapesystem.com
Strategies to Advance Statewide School Mental Health

- Develop online hub
- State/Regional School Mental Health conference
- State mapping report
- State Infrastructure (e.g., Community of Practice, Coalition)
Thank you!

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National Center for School Mental Health
http://schoolmentalhealth.org
Email: csmh@psych.umaryland.edu
Phone: (410) 706-0980

@NCSMHtweets
Homeland Security & Public Safety

Dr. Lina Alathari, United States Secret Service
U.S. Secret Service
National Threat Assessment Center

Dr. Lina Alathari
Chief - NTAC
September 17, 2018
ENHANCING SCHOOL SAFETY USING A THREAT ASSESSMENT MODEL

An Operational Guide for Preventing Targeted School Violence

U.S. Department of Homeland Security
United States Secret Service
National Threat Assessment Center
July 2016
Violence Prevention Plan

- Step 1: Establish a multidisciplinary threat assessment team consisting of highly trained school professionals to direct, manage, and document the process.

- Step 2: Define behaviors, including those that are prohibited and should trigger immediate intervention, and others that are concerning and may require an assessment.

- Step 3: Establish a central reporting system such as an online form on the school website, email address, phone number, smartphone application, or other mechanism.

- Step 4: Determine the threshold for law enforcement intervention.
Violence Prevention Plan

- Step 5: Establish threat assessment procedures that include practices for maintaining documentation, identifying sources of information, reviewing records, and conducting interviews

- Step 6: Develop risk management options to both, enact immediately, or once an assessment is complete

- Step 7: Create and promote a safe school climate built on a culture of safety, respect, trust, and emotional support

- Step 8: Provide training for all stakeholders, including faculty, staff, and administrators; students; parents; and school resource officers and local law enforcement
Threat Assessment in Schools

http://www.secretservice.gov/protection/ntac/

202-406-5470
QUESTIONS?
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