



Governors' Education Policy Advisors Institute

September 14, 2018



Welcome and Fireside Chat

8:30 AM – 9:15 AM

Dr. Aaliyah Samuel, Education Division Director, NGA Center

Welcome and Fireside Chat

Moderator



Dr. Aaliyah Samuel

Education Division Director, NGA Center

Panelists



Kevin R. Klein

Director of the Division of Homeland Security and Emergency Management in the Department of Public Safety; Homeland Security Advisor to Governor Hickenlooper, Colorado



Superintendent Robert Runcie

Superintendent of Schools, Broward County Public Schools, Florida 2016 Superintendent of the Year



School Safety and Prevention: State Examples

9:15 AM – 10:30 AM

Dr. Aaliyah Samuel, Education Division Director, NGA Center

School Safety and Prevention: State Examples

Moderator



Dr. Aaliyah Samuel
Education Division
Director, NGA Center

Panelists



Perry Plummer
Director of New
Hampshire
Homeland Security
and Emergency
Management, Office
of the Governor of
New Hampshire



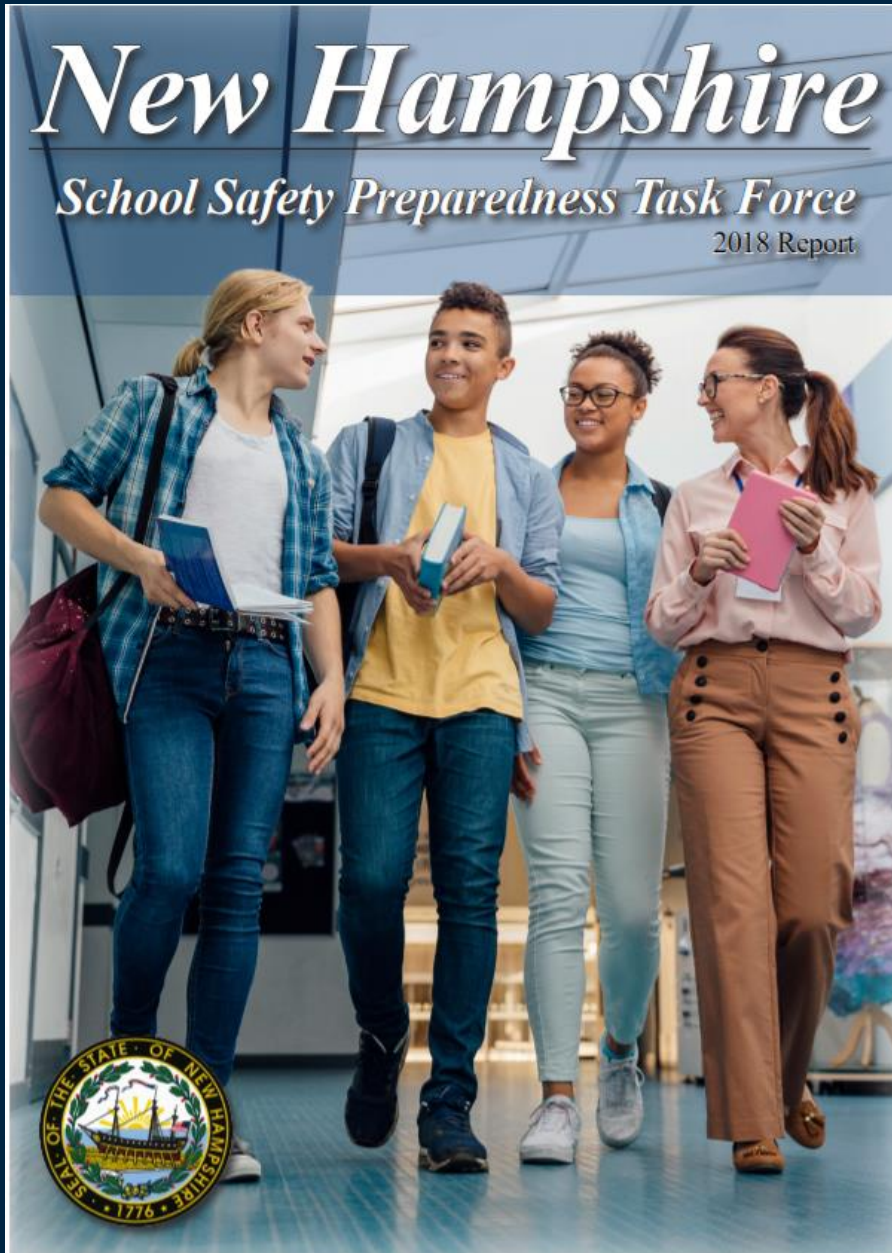
Cara Sullivan
Deputy Legislative
Officer, Office of
the Governor of
Maryland



Brian Mitchell
Director of the Office
of Science,
Innovation, and
Technology to
Governor Sandoval,
Nevada



Sharon Hoover
Associate Professor
at the University of
Maryland School of
Medicine, Division of
Child and Adolescent
Psychiatry



NH School Safety Preparedness Task Force

- Working Groups:
 - Emergency Response Working Group
 - Mental Health Working Group
 - School Stakeholders Working Group
 - Technology and Innovation Working Group

Disrupting the Pathway of Violence



MARYLAND SAFE TO LEARN ACT OF 2018

Cara Sullivan
Deputy Legislative Officer
Office of Governor Larry Hogan













Comprehensive School Mental Health

Presented at Governors Education Policy Advisor Meeting
September 2018, Little Rock, AR

Sharon Hoover, Ph.D.



@drsharonhoover

Associate Professor, Division of Child and Adolescent Psychiatry
University of Maryland School of Medicine
Co-Director, Center for School Mental Health





National Center for School Mental Health

Mission

To strengthen the policies and programs in school mental health to improve learning and promote success for America's youth

We focus on advancing school mental health

- ✓ research
- ✓ training
- ✓ practice
- ✓ policy

We call for a shared family-schools-community agenda.

<http://schoolmentalhealth.org>

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

NCSMH Annual Conference on Advancing School Mental Health

- 1996 Baltimore, MD
- 1997 New Orleans, LA
- 1998 Virginia Beach, VA
- 1999 Denver, CO
- 2000 Atlanta, GA
- 2002 Philadelphia, PA
- 2003 Portland, OR
- 2004 Dallas, TX*
 ** Launch of National
 Community of Practice
 on School Behavioral Health*
- 2005 Cleveland, OH
- 2006 Baltimore, MD
- 2007 Orlando, FL
- 2008 Phoenix, AZ
- 2009 Minneapolis, MN
- 2010 Albuquerque, NM
- 2011 Charleston, SC
- 2012 Salt Lake City, UT
- 2013 Arlington, VA
- 2014 Pittsburgh, PA
- 2015 New Orleans, LA
- 2016 San Diego, CA
- 2017 Washington DC
- **2018 Las Vegas, NV**

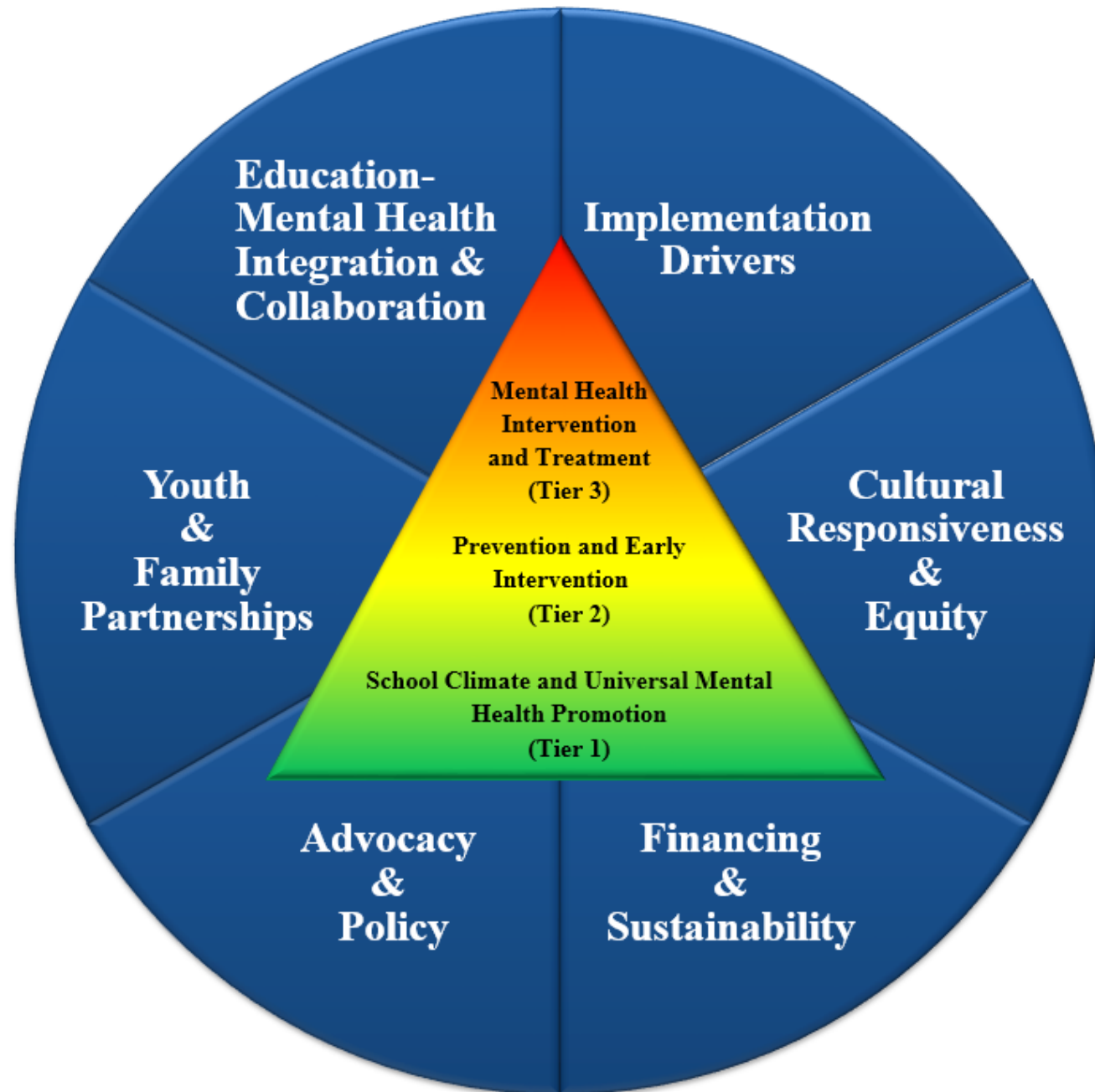


The 2018 Annual Conference on Advancing School Mental Health

School Mental Health — A Sure Bet for Student Success!

The Annual Conference on Advancing School Mental Health is hosted by the national Center for School Mental Health. Visit csmh.umaryland.edu for details.

**2018 Annual Conference
on Advancing School Mental Health**



- I. Schools as a Setting to Promote Student Mental Health and Address Mental Illness
 - School Mental Health and School Safety
- II. Strategies to Advance School Mental Health
 - I. District/School
 - II. State

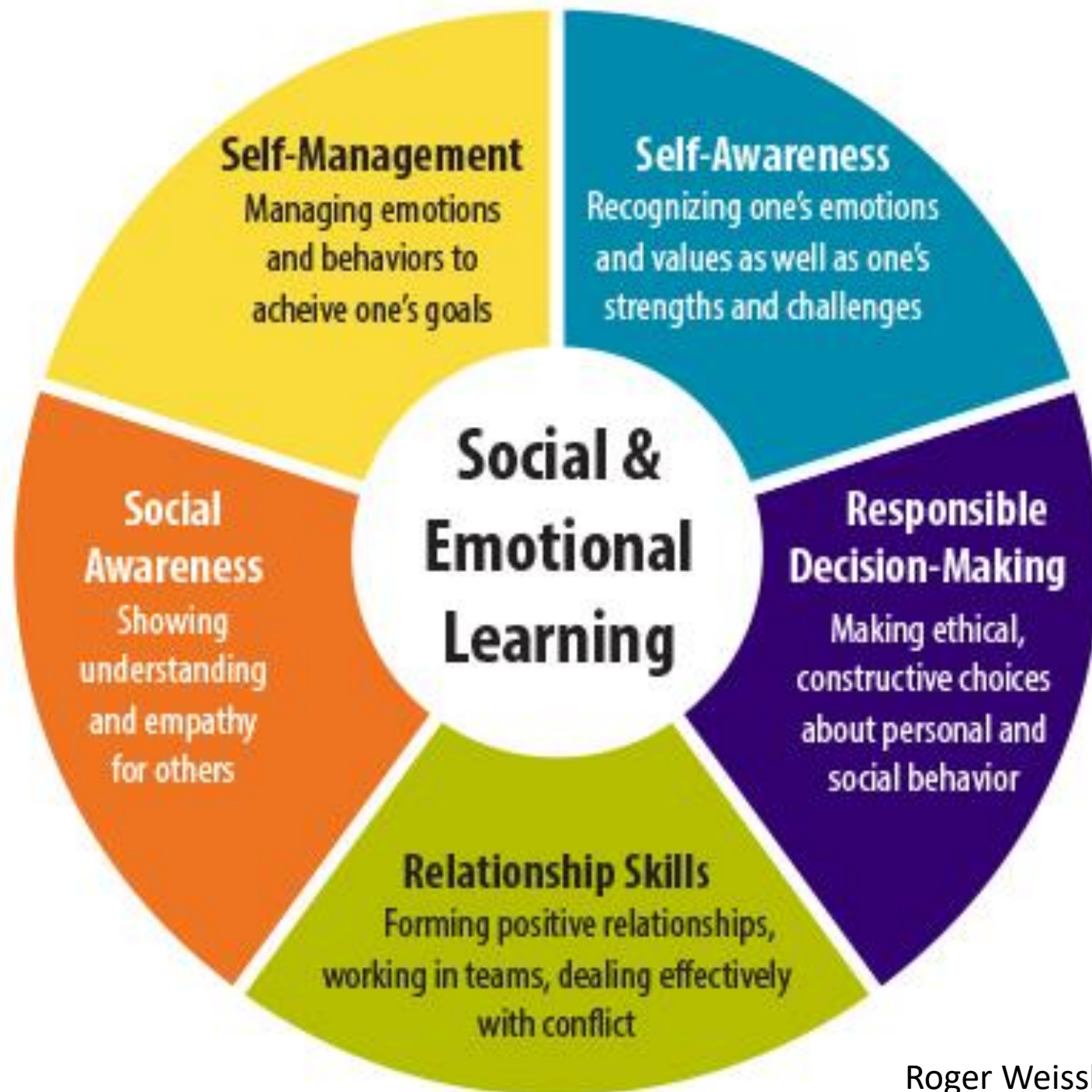


Schools as a Setting to Promote Student Mental Health and Address Mental Illness

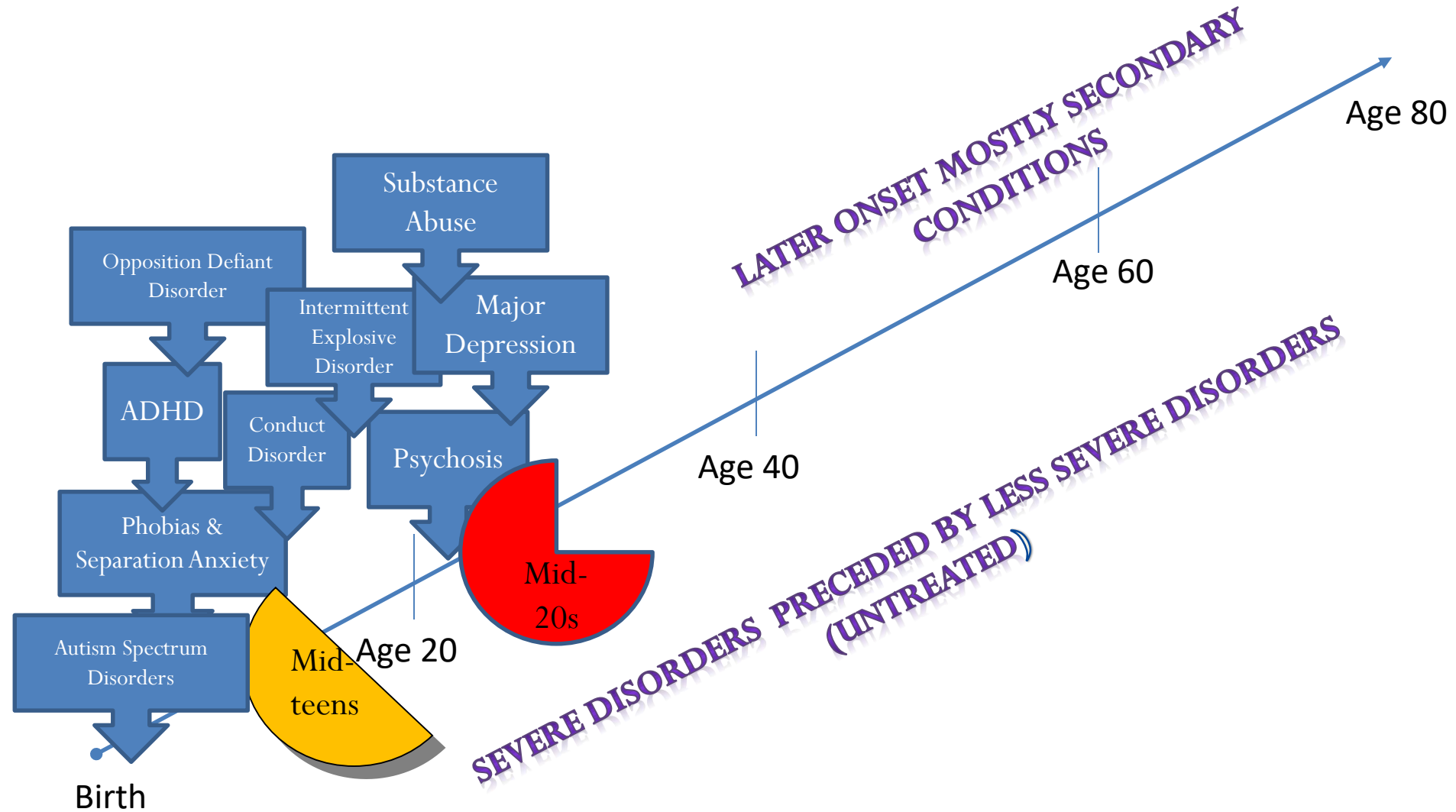
Reflection Question

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?





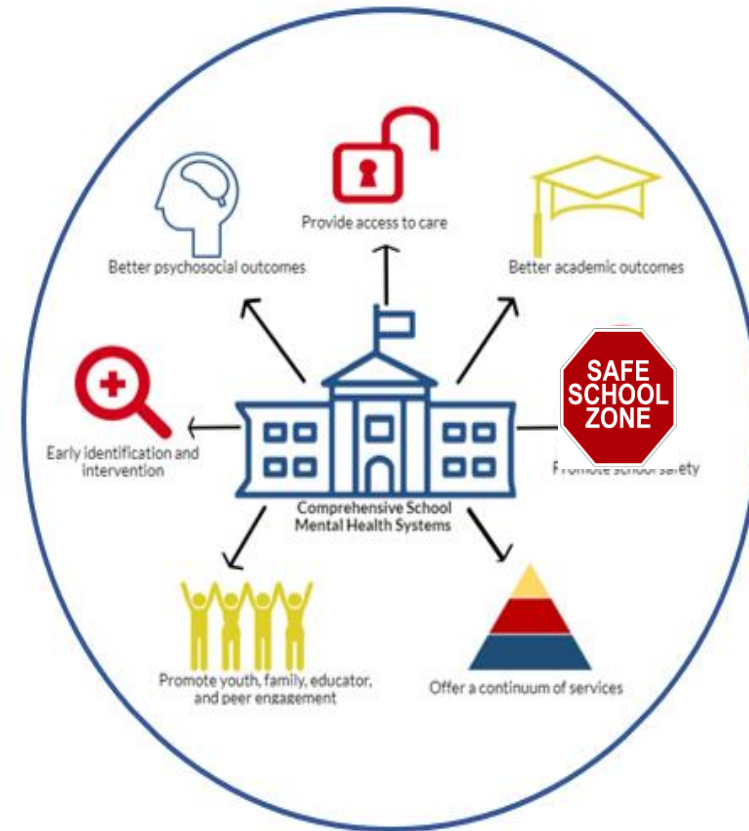
Median Age of Onset: Mental Illness



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**



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

COURTNEY KASE, MPH^a SHARON HOOVER, PhD^b GINA BOYD, MS^c KRISTINA D. WEST, MS, LLM^d JOEL DUBENITZ, PhD^e PAMALA A. TRIVEDI, PhD^f HILARY J. PETERSON, BA^g BRADLEY D. STEIN, MD, PhD^h

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**

**SAFE SECURE
SCHOOLS**





MIDDLE SCHOOL

1000 WILSON STREET

TEL: (334) 756-7511

January 9, 2015

Dear Parents and Guardians,

We are dedicated to educating and to keeping our children safe at school. As a result of school shootings throughout the United States and discussing with law enforcement on the best procedure to follow to keep our students safe, we are enhancing our procedure for intruders.

The procedure will be the same as we have done in the past with the addition of arming our students with a canned food item. We realize at first this may seem odd; however, it is a practice that would catch an intruder off-guard. The canned food item could stun the intruder or even knock him out until the police arrive. The canned food item will give the students a sense of empowerment to protect themselves and will make them feel secure in case an intruder enters their classroom.

This procedure is being used in other schools in our area and in the United States. Please view the following websites listed below for more information on this procedure:

<http://www.cshsvoice.org/equipped-with-cans-of-soup-the-alice-drill/>

<http://www.lakugenevanews.net/Articles/Geneva-Linn-Township-1-2013-11-21-251537-114135-Schools-prepare-for-violent-intruders.html>

We are asking each student to bring an 8 oz. canned food item (corn, beans, peas, etc.) to use in case an intruder enters their classroom. We hope the canned food items will never be used or needed, but it is best to be prepared. At the end of the school year, the cans will be donated to The Food Closet.

Thank you for your support in helping us to keep our children safe at school.

Sincerely,

Principal

Assistant Principal

We are dedicated to educating and keeping our kids safe at school.

As a result of shootings throughout the United States... we are enhancing our procedure for intruders.



MIDDLE SCHOOL

100 JOHNSON STREET

TEL: (354) 766-7511

January 9, 2015

Dear Parents and Guardians,

We are dedicated to educating and to keeping our children safe at school. In the wake of the recent shootings throughout the United States and discussing with law enforcement the best procedure to follow to keep our students safe, we are announcing a new procedure for intruders.

The procedure will be the same as we have done in the past with the addition of arming our students with a canned food item. We realize at first this may seem odd; however, it is a practice that would catch an intruder off-guard. The canned food item could stun the intruder, even knock him out until the police arrive. The canned food item will give the students a sense of empowerment to protect themselves and make them feel secure in case an intruder enters their classroom.

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Thank you for your support in helping us to keep our children safe at school.

Sincerely,

Principal

Assistant Principal

The procedure will be the same as we've done in the past with the addition of arming our students with a canned food item.

We realize at first this may seem odd.

The canned food item could stun the intruder, even knock him out until the police arrive.

The canned food item will give the students a sense of empowerment to protect themselves and make them feel secure



MIDDLE SCHOOL

100 JOHNSON STREET

TEL: (354) 786-7511

January 9, 2015

Dear Parents and Guardians,

We are dedicated to educating and to keeping our children safe at school. As a result of school shootings throughout the United States and discussing with law enforcement on the best procedure to follow to keep our students safe, we are enhancing our procedure for intruder drills.

The procedure will be the same as we have done in the past with the addition of giving our students with a canned food item. We realize at first this may seem odd, but it is a practice that would catch an intruder off-guard. The canned food item would stun the intruder or even knock him out until the police arrive. The canned food item would give the students a sense of empowerment to protect themselves and will make them feel secure in case an intruder enters their classroom.

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Sincerely,

Principal

We hope the canned food item will never be used or needed, but it is best to be prepared.

At the end of the year, the cans will be donated to the Food Closet.

Thank you for your support in helping us to keep our children safe at school.

Two Visions

March 2018 Congressional Briefing:
School Violence, Safety, and Well-Being:
A Comprehensive Approach

<http://www.npscoalition.org/school-violence>



Two Visions About What Our Schools and Society Should Be



- One vision believes that the path for lasting safety comes from welcoming, caring, and supportive schools
 - focuses on school climate, social emotional learning, and community-- in addition to great academics.
 - also advocates for humane social supports, community linkages to resources for those students struggling with mental health, family and societal obstacles.

Alternative Vision of School Safety

- Another vision is a restrictive and punitive reaction to the mass shootings in schools that aims to protect students from mass shootings
 - based on tools and ideas that originate in law enforcement,
 - prison architecture and security measures
 - military strategies

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

Large-Scale Intervention Studies Show That Integrated SEL and Climate Is Associated With Higher:



- Well being
- Empowerment
- Connectedness
- Better academics grades and testing (specifically math, reading, writing, and sciences)
- Reduced social inequality by closing the achievement gap

MENTAL HEALTH IS
ESSENTIAL TO

SAFE SECURE
SCHOOLS

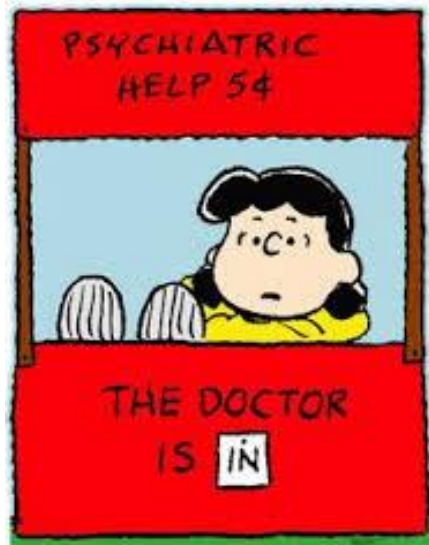
Sharon Hoover, 2018



ORIGIN
language •
either spoken or written
in a structured and
expressed or communicated
form of communication

**WHAT IS A COMPREHENSIVE
SCHOOL MENTAL HEALTH SYSTEM?**

What School Mental Health is NOT



Comprehensive school mental health systems (CSMHSs) represent a strategic collaboration between school systems and community programs...



*that together provide a **full array** of evidence-based, tiered services, called a **multi-tiered system of supports (MTSS)**, to:*

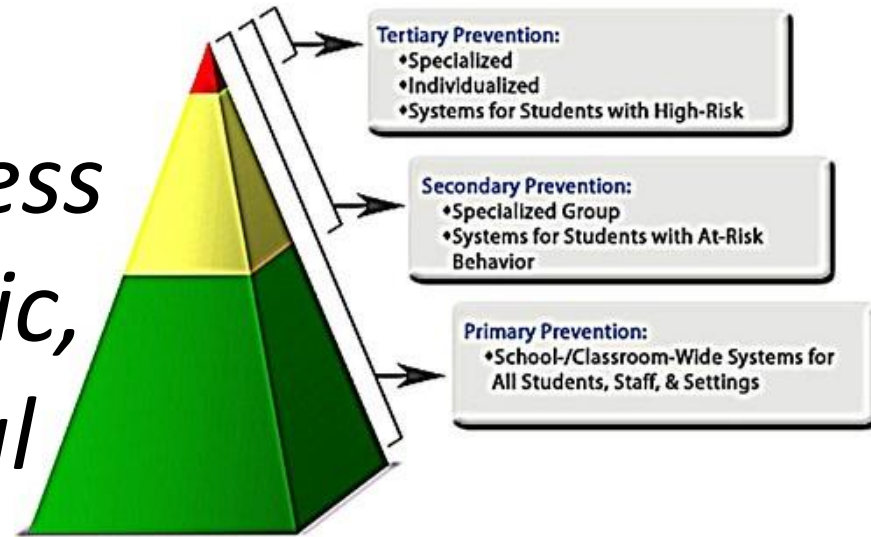
- ***promote mental health** and*
- ***reduce the prevalence and severity of mental illness***

among children and adolescents.

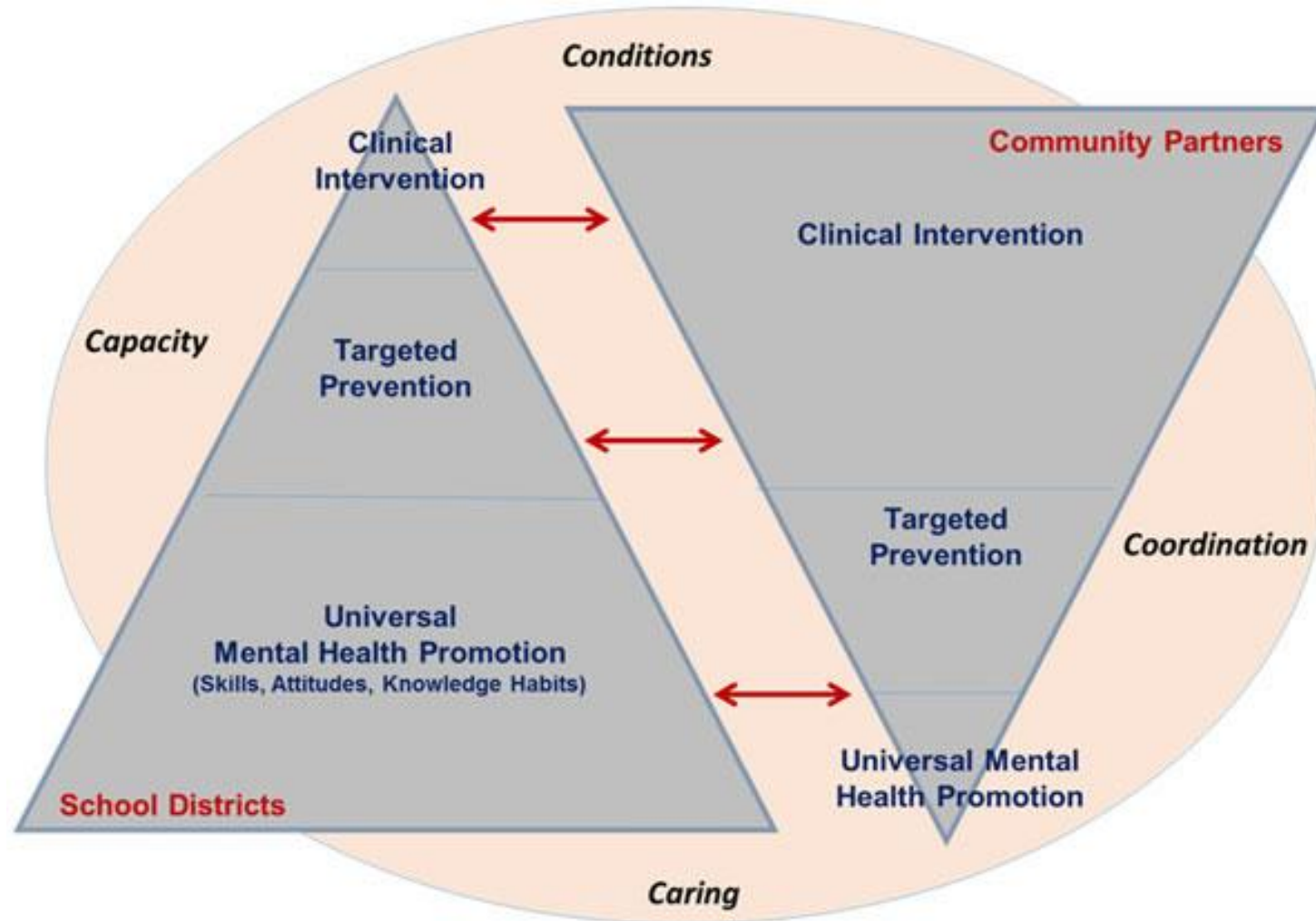


*The partnerships between school staff and community mental health program staff are **purposeful**, and **augment** the abilities of schools to integrate student mental health into education.*

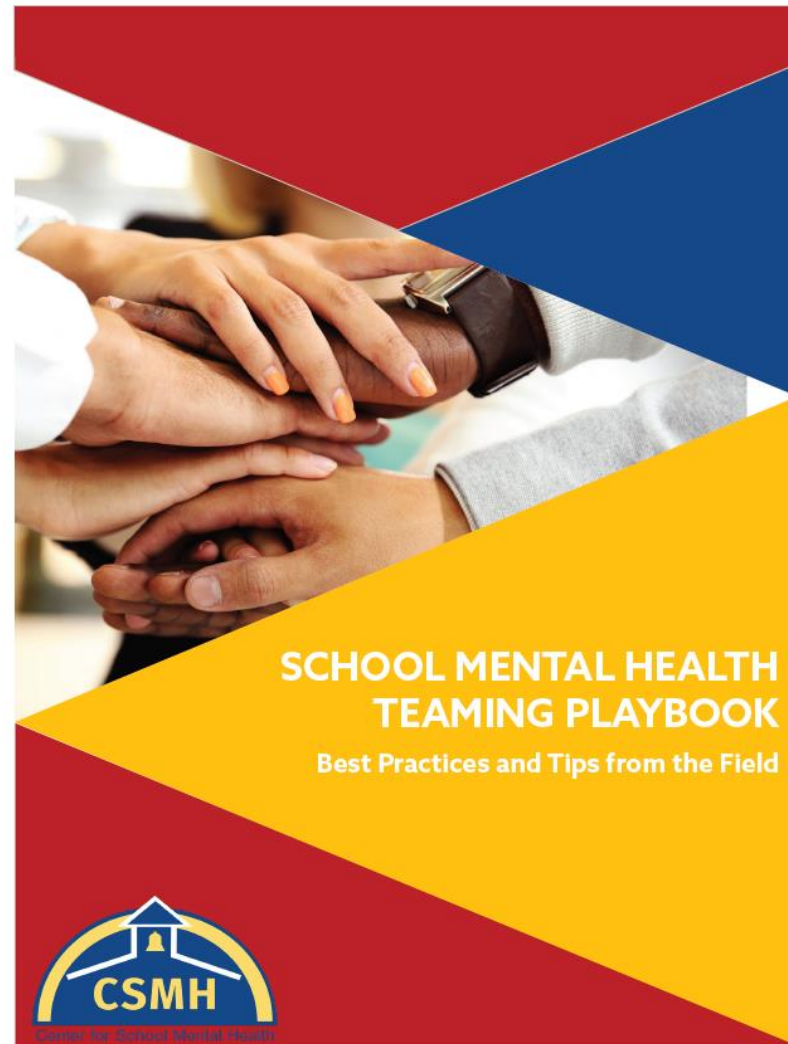
CSMHSs contain three tiers, which are based on the principles of prevention and address the range of academic, behavioral, and social needs of a school's student body.



Schools are only one part of the system of care



School Mental Health Teaming



Roles and Functions of Cross-disciplinary Student Support Team (SST) Members

Cross-disciplinary SST Role/Function	Social Workers	School Psychologists	School Counselors	ESMH Clinicians	Administrators	Classroom Teacher	Special Educator	ESOL/ELL Rep.	Nurse/OT/PT /SLP
SST Chair	X		X		X	X	X		
Facilitate SST meetings	X		X		X		X		
Lead development of FBA/BIPs	X	X							
Provide counseling- individual & group	X	X	X	X					
Monitors student performance (academic, behavior, health and attendance)	X	X	X	X	X	X	X	X (If applicable)	X
Intervenes/consults as needed with staff, parents, & community	X	X	X	X	X	X	X	X (If applicable)	X (If applicable)
Complete Emergency Petitions (<i>Requires clinical licensure</i>) and accompany student to hospital (<i>Note: Any school staff may accompany</i>)	X	X	X	X ¹					
Develop Positive Behavior Supports (PBS) strategies	X	X	X	X	X	X	X		
Implement a program of violence and substance use prevention, in addition to mental health activities in 35 select schools				X					

ANATOMY OF A MEMORANDUM OF UNDERSTANDING

Purpose of agreement

Explain what the MOU is for and any definitions of programs or services.

Fiscal and resource agreement

Detail payment exchanged, if applicable. Detail resources or other non-financial sources of support that will be exchanged (e.g., delivery of professional development). MOUs are very helpful for any kind of shared agreement, whether or not payment is exchanged.

Duration and termination

Outline how long the MOU is valid for and procedures for requesting termination by either party.

Memorandum of Understanding Between Appleville School District and Hope Child and Family Services

Purpose of agreement: The purpose of this agreement is to establish roles and responsibilities of the Parties to develop and implement a comprehensive school mental health system that utilizes the strengths and expertise of school and community-partnered professionals.

Roles and responsibilities of each party: The Parties agree to the following roles and responsibilities.

- a. Responsibilities of Hope Child and Family Services (HCFS)
 - i. Actively participate in school mental health team(s)...
 - ii. Provide mental health services, to include...
- b. Responsibilities of Appleville School District
 - i. Identify school(s) that demonstrate readiness...
 - ii. Provide confidential space in school(s) that includes...
 - iii. Facilitate inclusion and active participation of community partners...
 - iv. Create data-based decision models and referral processes that promote...

Fiscal and resource agreement

- a. Appleville School District will pay HCFS the total sum of XX...
- b. Payments will be made in a...

Liability release as an independent contractor

- a. In providing services to Appleville School District students, HCFS shall at all times operate as an independent contractor and shall have no authority to make any arrangements or incur any liabilities on behalf of the Board.

Duration and termination

- a. This Agreement is for the period beginning Month/Day/Year to Month/Day/Year...

Insurance and indemnification

- a. [Program Name Here] shall purchase and maintain during the term of any resulting agreement...

Roles and responsibilities of each party

Outline what activities the school district and community partners are expected to participate in. Examples include prevention, promotion, and intervention services, attendance at team meetings, training or professional development provided and/or attended, space and resources for activities and collaboration, data reporting and use guidelines, and guidelines related to student and family confidentiality.

Liability release as an independent contractor

Detail limits to liability for both/either parties here.

Insurance and indemnification

List the types of insurance that the community provider will purchase and maintain, including general liability, professional liability, and worker's compensation, as applicable.



APPROACHES FOR ALL



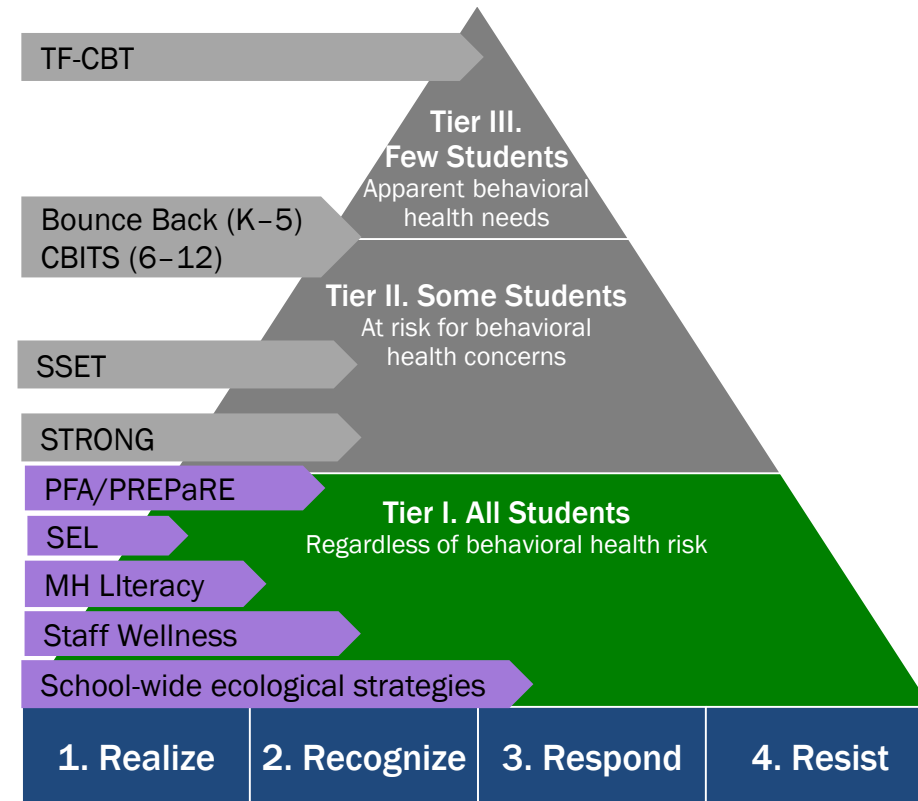
We've got this Tier 1 thing down!



If only all of the students did yoga...

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

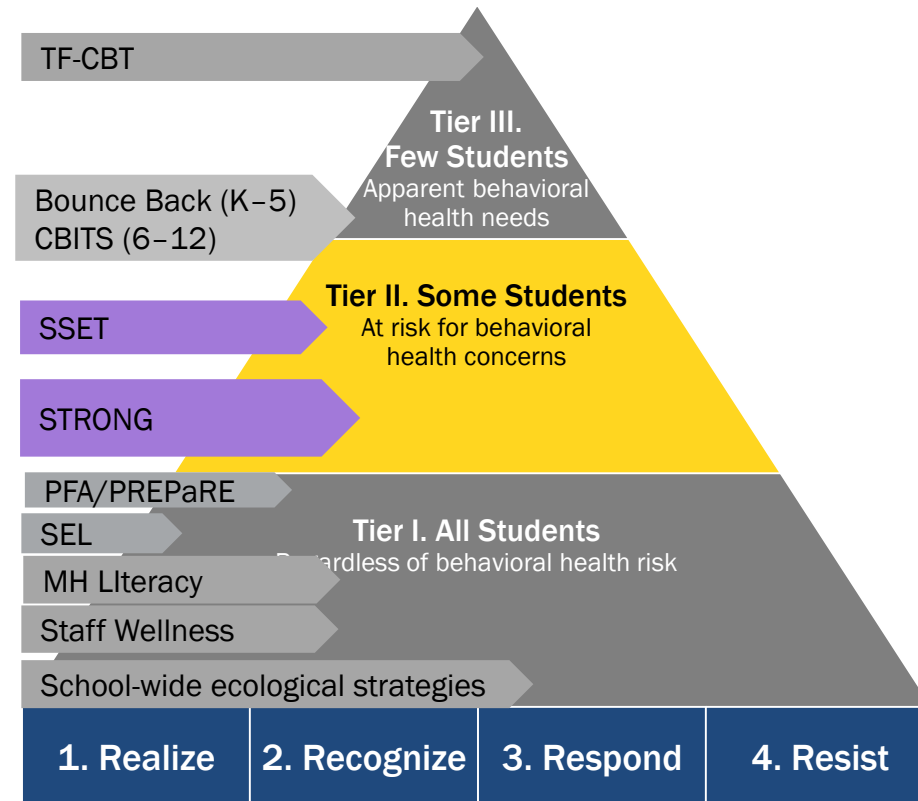




APPROACHES FOR SOME

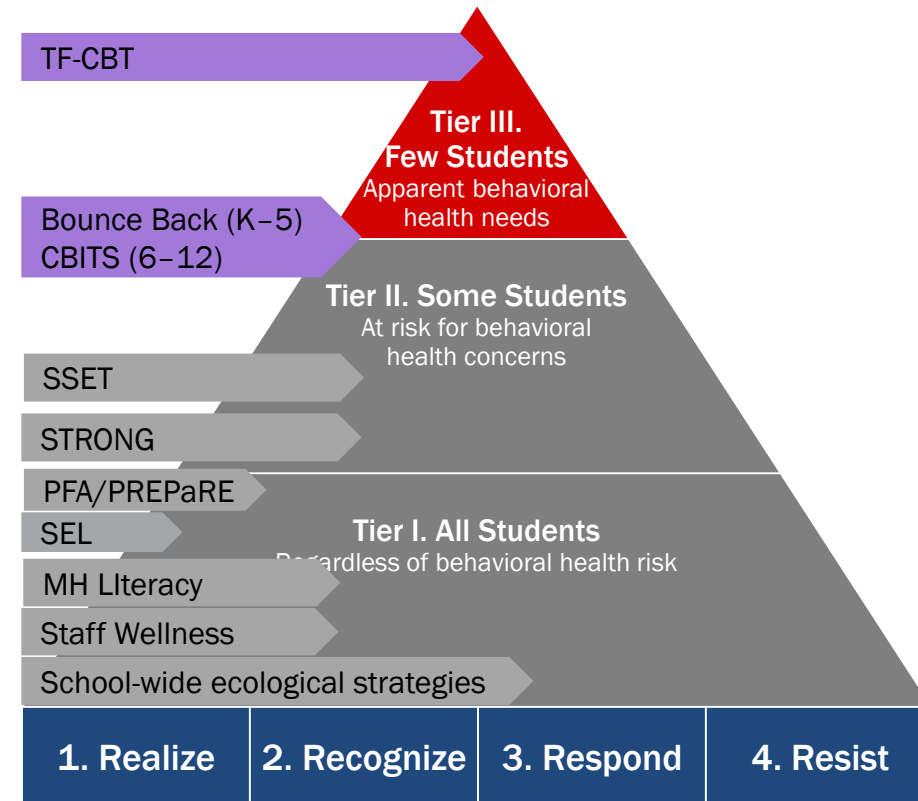
TARGETED Mental Health/Safe Supportive Strategies

- **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



SELECT Mental Health Strategies

- 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





School Health Assessment and Performance Evaluation System

Login

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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

Register to Improve Your School Mental Health System



Free Custom Reports



Strategic Team Planning



Free Resources



Be Counted

What practices are in place?



School Health Assessment and Performance
Evaluation System

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How to Register

Welcome!

Thanks for your interest in registering your school or district comprehensive school mental health system (CSMHS) with the SHAPE System! SHAPE is a free, secure, web-based platform designed for school and district mental health teams.

A CSMHS is a broad term for any school/district-community-family partnership that provides a multi-tiered continuum of evidence-based mental health services to support students, families, and the school community. Your "system" includes any team of individuals working together to support the social, emotional, and behavioral well-being of students, their families, and schools.

To register, one person on your team must open your school or district account, allowing you to:

- Invite individual team members at your school/district to join your account
- Self-assess your school mental health resources, staffing, and service array
- Self-assess your quality and sustainability performance
- Self-assess your trauma responsiveness
- View and print free customized reports
- Obtain free school mental health tools and resources
- Access a Screening and Assessment Library of measures related to student success
- [Achieve SHAPE recognition](#) to increase opportunities for federal, state, and local grant funding
- Be "counted" in the National School Mental Health Census

How do I get started?

Select your state, district, and school (if applicable) to create your school or district account in the SHAPE System. Once you create an account, you can invite other team members to help you complete the School Mental Health Profile. You may register your CSMHS at the district or school level. Once one person registers your school or district and invites other team members, everyone has the same access permissions to your SHAPE account.

For full instructions on how to register for the SHAPE System and complete your School Mental Health Profile and National Performance Measures collaboratively with your school or district, please refer to the following documents:

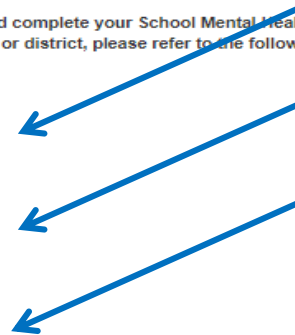
[How to register a school](#)
[How to register a district](#)

- ☒ I am registering a school district
☐ I am registering a school

State

District

Register District



How do I get started?

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[How to register a school](#)

[How to register a district](#)


☒ I am registering a school district
☐ I am registering a school

State Select a state

Alabama
Alaska
Arizona
Arkansas
California

District Select a district

ALASKA GATEWAY SCHOOL DISTRICT
ALEUTIAN REGION SCHOOL DISTRICT
ALEUTIANS EAST BOROUGH SCHOOL DISTRICT
ANCHORAGE SCHOOL DISTRICT
ANNETTE ISLAND SCHOOL DISTRICT
BERING STRAIT SCHOOL DISTRICT



Schools and School Districts Can Use SHAPE To:

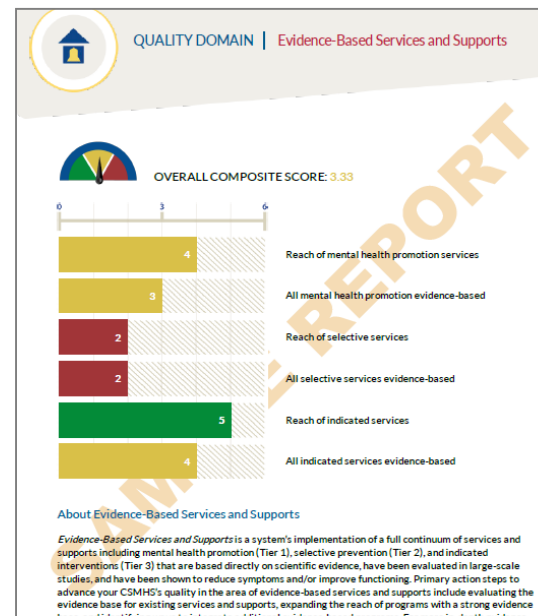
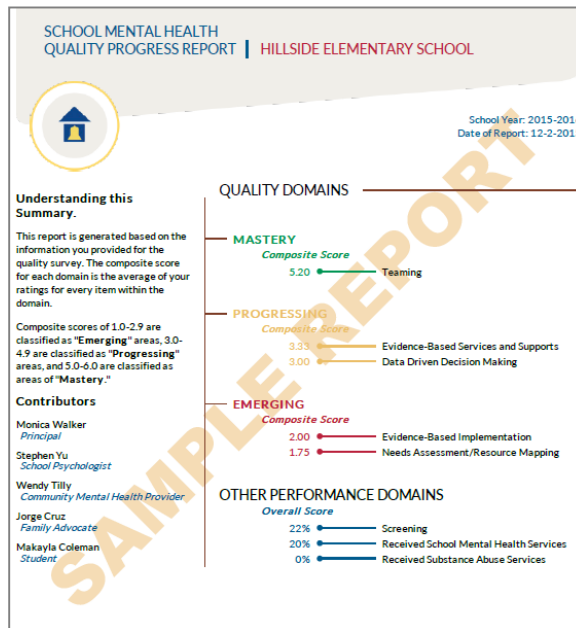
- Document your service array and multi-tiered services and supports



Schools and School Districts Can Use SHAPE To:

Advance a data-driven mental health team process for the school or district

- Strategic Team Planning
- Free Custom Reports



QUALITY DOMAIN | Strategic Planning Guide

Thank you for completing the School Mental Health Quality Assessment Survey. We encourage you to meet with your school mental health team and review your scores on each performance domain provided in this report and engage in a strategic planning process to guide quality improvement. Quality guides are available for each performance domain and indicator with action steps and resources to guide improvement. Consider using these materials and the Strategic Planning Guide to create a strategic plan for improving your team's performance in one or more areas.

List the domain(s) on which you scored the lowest (Emerging and Progressing) and evaluate your system's capacity and motivation to implement change in each domain.

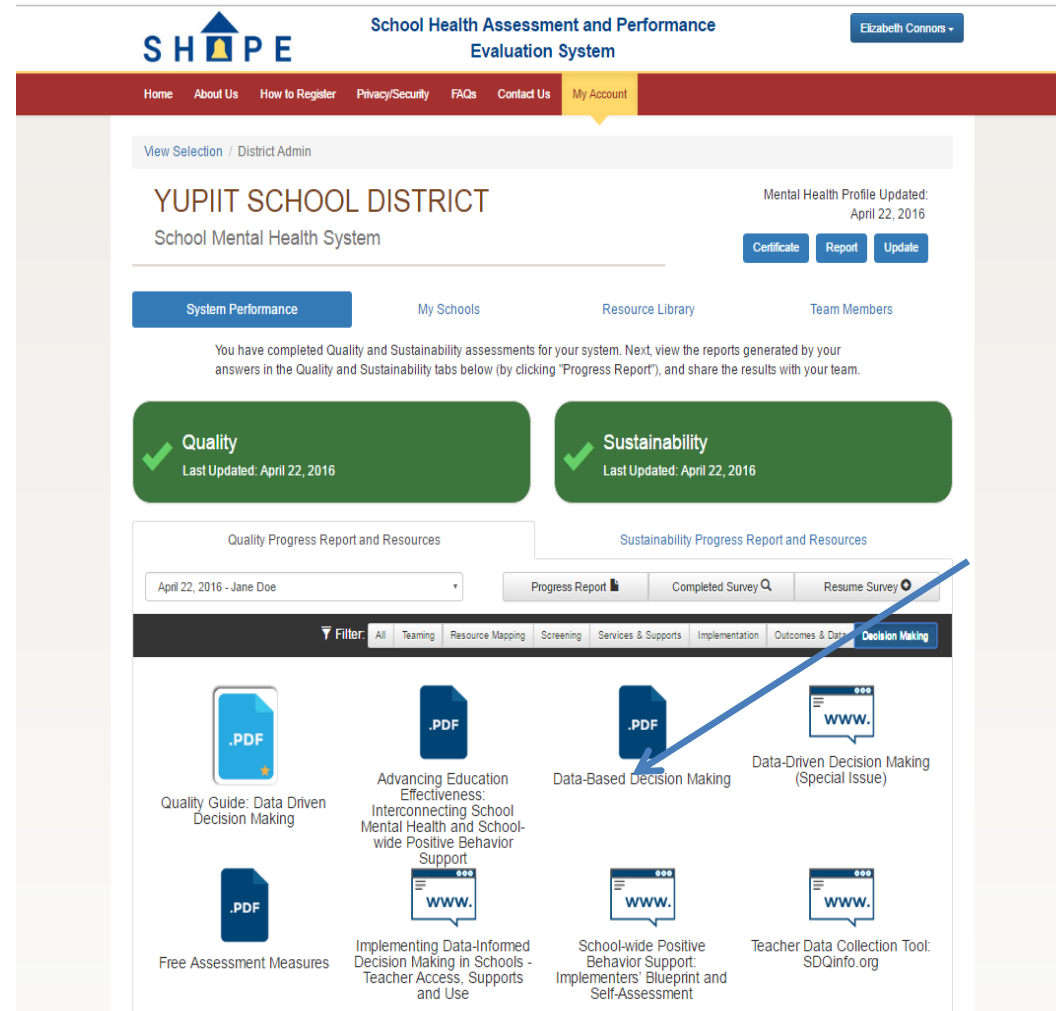
Domain	Need for change (1-10) 1=no need 10=great need	Desire to change (1-10) 1=no desire 10=great desire	Resources to achieve change (1-10) 1=no resources 10=many resources	Barriers to change (1-10) 1=no barriers 10=many barriers
1.				
2.				
3.				

Select one domain from the list above that your team wants to improve.

DOMAIN: _____

Schools and School Districts Can Use SHAPE To:

Access targeted resources to help advance your school mental health quality and sustainability



SHAPE School Health Assessment and Performance Evaluation System

Elizabeth Connors

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View Selection / District Admin

YUPIIT SCHOOL DISTRICT
School Mental Health System

Mental Health Profile Updated: April 22, 2016

Certificate Report Update

System Performance My Schools Resource Library Team Members

You have completed Quality and Sustainability assessments for your system. Next, view the reports generated by your answers in the Quality and Sustainability tabs below (by clicking "Progress Report"), and share the results with your team.

Quality Last Updated: April 22, 2016 Sustainability Last Updated: April 22, 2016

Quality Progress Report and Resources Sustainability Progress Report and Resources

April 22, 2016 - Jane Doe Progress Report Completed Survey Resume Survey

Filter: All Teaming Resource Mapping Screening Services & Supports Implementation Outcomes & Data Decision Making

Quality Guide: Data Driven Decision Making

Advancing Education Effectiveness: Interconnecting School Mental Health and School-wide Positive Behavior Support

Data-Based Decision Making

Data-Driven Decision Making (Special Issue)

Free Assessment Measures

Implementing Data-Informed Decision Making in Schools - Teacher Access, Supports and Use

School-wide Positive Behavior Support: Implementers' Blueprint and Self-Assessment

Teacher Data Collection Tool: SDQinfo.org

Trauma-Responsive Schools (TRS) Implementation Assessment

www.theSHAPEsystem.com/trauma



Developed by the NCTSN, Treatment and Services Adaptation Center for Resiliency, Hope and Wellness in Schools (www.traumaawareschools.org) and the CSMH (www.schoolmentalhealth.org)

Domains:

- ✓ **School-wide Safety** (e.g., predictable routines, physical safety)
- ✓ **School-wide Programming** (e.g., restorative justice, culturally responsive teaching)
- ✓ **Staff Trauma Knowledge** (e.g., school/classroom impact of trauma, neurological impact)
- ✓ **Staff Trauma Skills** (e.g., trauma-informed communication, de-escalation)
- ✓ **Early Intervention Activities** (e.g., trauma screening, early intervention evidence-based trauma practices)
- ✓ **Targeted Intervention Activities** (e.g., School-based Trauma Treatments, Referrals)
- ✓ **Staff Wellness/Burnout/Secondary Traumatic Stress** (e.g., Staff Assessment, Staff Supports)

All items are on a 6-point Likert scale reflecting degree of implementation

Strategies to Advance Statewide School Mental Health



Strategy to Advance Statewide SMH

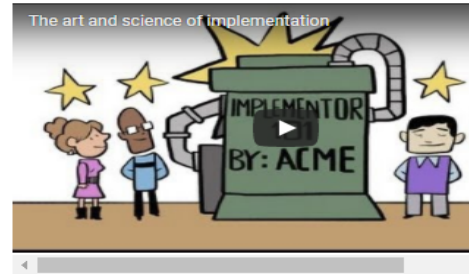
DEVELOP AN ONLINE HUB FOR SMH RESOURCES & TRAINING

NH Office of Student Wellness Online Training

NH STUDENT WELLNESS TOOLKIT

The NH Student Wellness Toolkit is your premier resource for considering, starting, or improving a Student Wellness program in your school, district, and community. Use of this toolkit is completely customizable, however, we encourage you to explore each phase in the order listed below. Based on implementation science, each phase will provide important foundational information meant to help guide you through those that follow.

To learn more about Implementation Science, please view the video on the right. Should you have any questions about the toolkit, please contact us!



Get Started!

PHASE 1: EXPLORATION

Learn the basics of Student Wellness and the Multi-Tiered System of Support for Behavioral Health & Wellness (MTSS-B) framework. **EXPLORE** the need, readiness, fit & capacity necessary to move forward. [Click here to begin Phase 1: Exploration.](#)

PHASE 2: INSTALLATION

INSTALL structural components necessary to effectively use the MTSS-B framework. Form of a Community Management Team, determine needs, gaps, and priorities and create an plan of action. [Click here to begin Phase 2: Installation.](#)

PHASE 3: INITIAL IMPLEMENTATION

Work with coaches to begin **INITIAL IMPLEMENTATION** of the MTSS-B framework through fidelity to the model. Form strong tiered teams and determine appropriate interventions based on data. [Click here to begin Phase 3: Initial Implementation.](#)

PHASE 4: FULL IMPLEMENTATION

Selected interventions and practices reach **FULL IMPLEMENTATION**. Data is collected and continuously reviewed along with fidelity measures and cycles of improvement. [Click here to begin Phase 4: Full Implementation.](#)

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

Minnesota MTSS

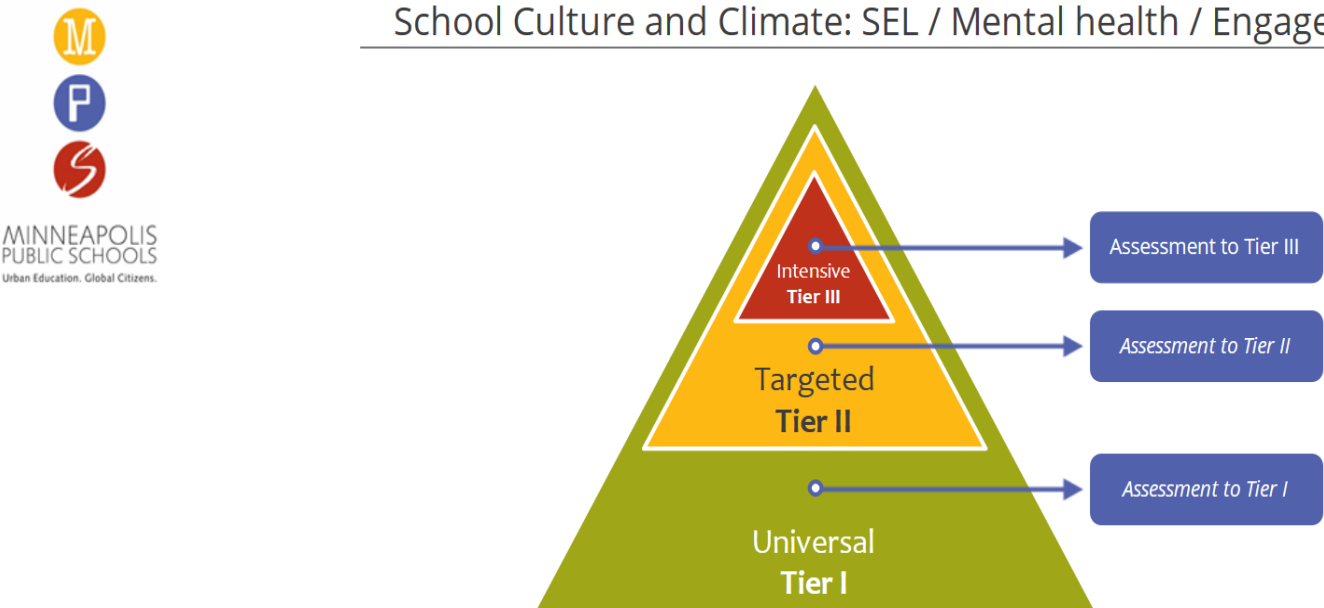
mtss | Articulate Review x + v

360.articulate.com/review/content/6d119623-fca0-4711-8c91-90cb28397b45/review

mtss
Created By David Gorke · Current Version v

REVIEW FEEDBACK *** Sign In

School Culture and Climate: SEL / Mental health / Engagement



MINNEAPOLIS
PUBLIC SCHOOLS
Urban Education. Global Citizens.

Intensive
Tier III

Targeted
Tier II

Universal
Tier I

Assessment to Tier III

Assessment to Tier II

Assessment to Tier I

(click on each section of the visual for more information)

Type here to search

10:29 AM
1/30/2018



WI Dept of Public Instruction School Mental Health

<https://dpi.wi.gov/sspw/mental-health>

The screenshot shows the "SCHOOL MENTAL HEALTH" section of the Wisconsin Department of Public Instruction website. It includes a search bar, a sidebar with navigation links, and a main content area with a definition, a quote, and a list of resources.

SCHOOL MENTAL HEALTH

School Mental Health

- School Mental Health Framework
- Social-Emotional Learning
- Behavioral Health Screening Tools
- Suicide Prevention
- Trauma
- Resiliency

Related Links

- DPI mission/vision
- MLSS
- SSPW

WI DPI Mental Health Twitter Feed

WI DPI Mental Hea... @WisDPIschPsy
Sleep for Teens Matters! Another great article from Hey Sigmund
malachi.mp/bigpond/sleep-...

What is School Mental Health?

School mental health services and supports are an effective means of addressing the mental health needs of children and improving the learning environment. Comprehensive school mental services help educators prevent and respond to crises, while fostering a school climate that supports teaching and learning. Highlighting stories of success and recovery helps reduce the stigma associated with mental illness.

We can improve student outcomes through social and emotional supports by building positive relationships and increasing school engagement to help concentrate on learning. Families are critical in their children's education and that school staff needs be able to address mental health needs. Partnerships between schools, youth, families, and mental health providers can result in improved academic outcomes.

Resources

DPI has several helpful resources to provide guidance around school mental health services in Wisconsin schools.

- School Mental Health Framework
- Behavioral Health Screening Tools
- Suicide Prevention
- Trauma
- Resiliency

The cover of the "The Wisconsin School Mental Health Framework" report features a photograph of a woman and a child sitting at a table, with a blue and green background. The title "The Wisconsin School Mental Health Framework" is prominently displayed, along with the subtitle "Integrating School Mental Health with Positive Behavioral Interventions & Supports". At the bottom, it identifies the Wisconsin Department of Public Instruction and Tony Evers, PhD, State Superintendent.

The Wisconsin School Mental Health Framework

Integrating School Mental Health with Positive Behavioral Interventions & Supports

Wisconsin Department of Public Instruction
Tony Evers, PhD, State Superintendent

Strategy to Advance Statewide SMH

HOST A STATE SMH CONFERENCE

Nebraska School Mental Health Summit

BEHAVIORAL HEALTH EDUCATION CENTER OF NEBRASKA

[About Us](#) [Education](#) [Telehealth](#) [Collaboratives](#) [Student Programs](#) [Workforce Analysis](#)

[UNMC](#) > [BHECN](#) > [Education](#) > [School Mental Health Summit](#)

School Mental Health Summit

- [Online Training](#)
- [In-Person Training](#)
- [Project ECHO](#)
- [Psychiatric Nursing Workforce Summit](#)
- **[School Mental Health Summit](#)**
- [Nebraska System of Care](#)



2017 School Mental Health Summit



BHECN held the 2017 School Mental Health Summit on June 9th at Educational Service Unit #3 in La Vista. This year's topic was "Disseminating and Sustaining Best Practices in School Mental Health." Around 150 stakeholders attended, including school personnel and administrators, mental health professionals, and state and public officials. Thirty people from Kearney and six people from Scottsbluff participated in the summit via remote broadcast.

Iowa School Mental Health Conference



Circa 2014

Our Mission

Please Pass the Love is committed to increasing school-based mental health supports to improve the quality of life and educational opportunities for children, families, and educators as well as offer culturally responsive comprehensive services and evidence-based supports to school systems. We strive to bridge positive relationships between the educational and mental health communities to more effectively prevent and address mental health issues for our children and adolescents throughout the state of Iowa.

Our Philosophy

We believe school mental health needs to be comprehensive in order to address the complex and varied needs. Everything we do revolves around students, staff, families and community, because we know that effective school mental health is not one training or event. It is a climate transformation that benefits everyone.

Learn More

Phone: 515.329.0220

Email: info@pleasepassthelove.org

Website: www.pleasepassthelove.org

2017 Iowa School Mental Health Conference

Program of Events

Drake University Olmsted Center

8:00-8:30:
Registration

8:30-8:50:
Welcome

8:50-10:05:
Keynote
Dr. Jerome Greenfield

10:15-11:15:
Session One

11:15- 12:30:
Lunch on your own
(See brochure with lunch options in registration materials)

12:30-1:30:
Session Two

1:40-2:40:
Session Three

2:50- 3:50:
Session Four

4:00 - 6:00:
Connect & Network
Please join us at Peace Tree Brewery at 317 E. Court Avenue Des Moines, Iowa 50309 for an opportunity to network and connect with other conference participants.

Minnesota SMH Conference

Who should attend?

School staff, Community mental health providers, Superintendents, Principals, Business managers, Third party billers, Local collaboratives, Mobile crisis providers
Parents, County mental health staff, tribal mental health staff

Conference objectives:

- Understand how culture and trauma affect students' ability to learn
 - Learn about mental health and school evidence-based practices (EBP) that can provide integrated supports to students to help them succeed
- Develop understanding of the school and mental health service providers' roles and responsibilities in a multi-tiered support system
- Explore different funding opportunities for school mental health services



[About](#) [Schedule](#) [Lodging](#) [Register](#)



[About](#)

Learn more about the conference

[Schedule](#)

Conference program information

[Lodging](#)

Information regarding conference lodging

[Register](#)

Information about registering for the conference



Wisconsin Growing School-Based Mental Health Summit



\$25 Registration Fee

2nd Annual Growing School-Based Mental Health Summit

Tuesday, June 13th 2017
Kalahari Resorts
1305 Kalahari Drive
Wisconsin Dells, WI 53965
8:30 am – 4:00 pm

NETWORKING | BEST PRACTICES | STATEWIDE UPDATES

LEARNING OBJECTIVES

- Understand what it takes to develop and implement a comprehensive model for Expanded School-Based Mental Health.
- Network with others who have launched or are developing expanded school-based mental health in their communities.
- Recommend next steps to move the discussion statewide toward expanded school-based mental health.

AGENDA-IN-BRIEF

8:30 AM **NETWORKING SESSION** Join us to learn about best practices.

10:00 AM **PLENARY SESSION** **Best Practices & Innovation in School-Based Mental Health**—Elizabeth Connors, Ph.D.
Dr. Elizabeth Connors is an Assistant Professor at the University of Maryland, School of Medicine and a faculty member at the national Center for School Mental Health. Dr. Connors provides training, technical assistance, and evaluation supports to mental health agencies, schools, districts and behavioral health systems at local, state and national levels. Dr. Connors is a licensed clinical psychologist who has worked as a school-based mental health clinician and supervisor in numerous Baltimore City Public Schools. She holds a Ph.D. in child-clinical/community psychology.

12:00 PM **LUNCH** (Lunch is Provided)

1:00 PM **BREAKOUT SESSION #1**
Data Driven Decision Making in School-Based Mental Health—Elizabeth Connors
It Takes a Village: Community Collaboration in School-Based Mental Health Services—Ashland School District
Breaking Down Barriers to Mental and Behavioral Health in Schools—Racine Unified Schools

2:00 PM **AFTERNOON BREAK**

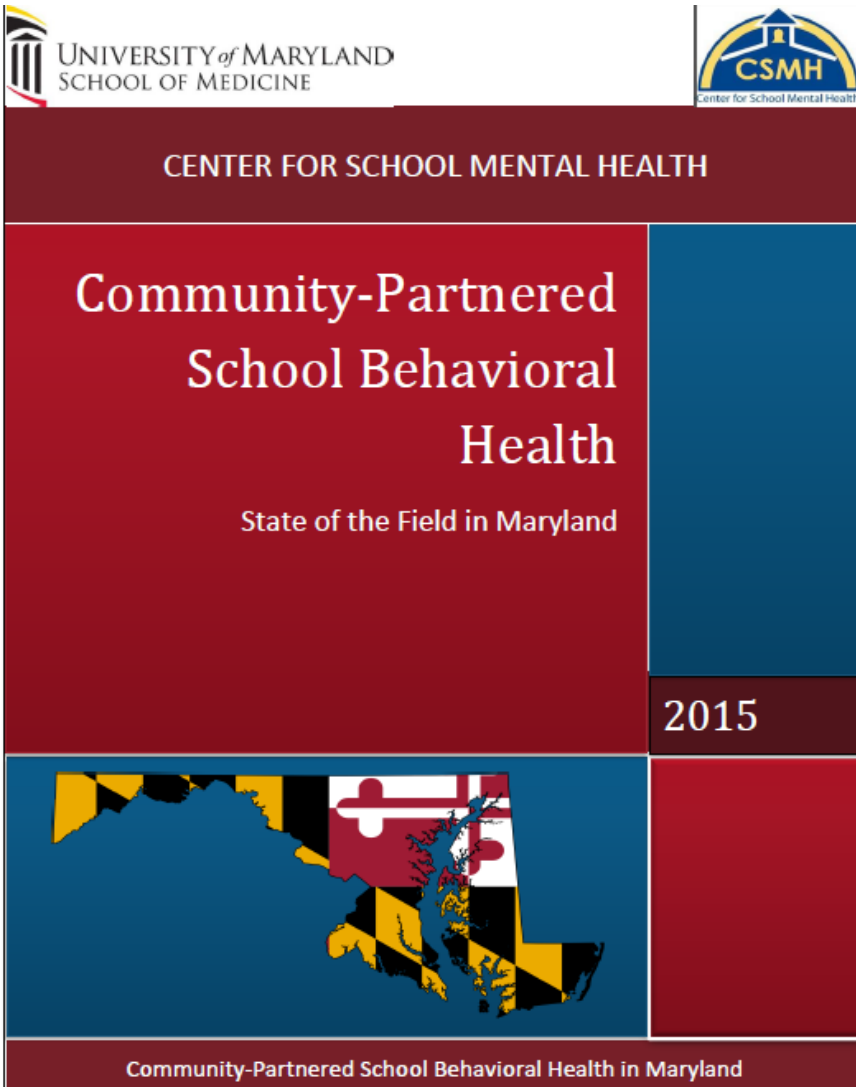
2:15 PM **BREAKOUT SESSION #2**
In the Trenches: A Look at School-Based Therapy—Lutheran Social Services
Scaffolding for Sustainability: Developing a Funding Strategy for eSBMH—Madison Metropolitan School District and Hortonville School District
Coalition Advocacy and the DPI School Mental Health Budget Ask: What's in it for you?—Linda Hall and Monica Wightman

Strategy to Advance Statewide SMH

CREATE A “STATE OF THE STATE” OF SMH REPORT



MD: Community Partnered School Based Behavioral Health Report



http://csmh.umaryland.edu/media/SOM/Microsites/CSMH/docs/Resources/Briefs/FINALCP.SBHReport3.5.15_2.pdf

Strategy to Advance Statewide SMH

CREATE A STATE INFRASTRUCTURE TO SUPPORT SMH

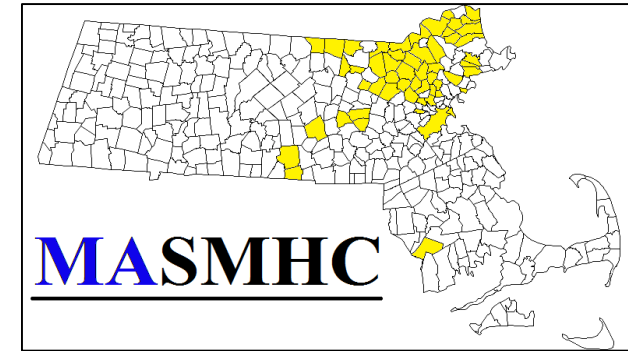


Massachusetts School Mental Health Consortium (MASMHC)

Comprised of ~58 Massachusetts school districts.

Purpose: Advance the quality and sustainability of school-based mental health services and supports in order to:

- **1. Increase awareness** of mental health problems in order to reduce stigma related to mental illness
- **2. Promote mental well-being** through education and prevention activities, including advancement of Social Emotional Learning (SEL) instruction
- **3. Increase access to and utilization of evidence-based mental health services and supports** for students who require services, including group-based and individual therapeutic services



Massachusetts School Mental Health Consortium

Overview

The Massachusetts School Mental Health Consortium (MASMHC) is comprised of Massachusetts school districts committed to improving the mental health services and supports available to students across the Commonwealth. MASMHC member districts recognize the growing needs of our student populations relative to mental illness and substance use and seek creative solutions to enhance prevention efforts, reduce wait time for therapeutic services, and increase the quality and sustainability of school mental health services and supports. Through shared learning, collaboration, and consultation, member districts will actively engage in efforts to improve the well-being of students in order to support their future success.

Purpose & Intent

The purpose of the Massachusetts School Mental Health Consortium is to advance the quality and sustainability of school-based mental health services and supports in order to:

1. **Increase awareness** of mental health problems in order to reduce stigma related to mental illness
2. **Promote mental well-being** through education and prevention activities, including advancement of Social Emotional Learning (SEL) instruction
3. **Increase access to and utilization of evidence-based mental health services and supports** for students who require services, including group-based and individual therapeutic services

Member districts will have an opportunity to:

- Share resources, practices, and policies that support school mental health
- Conduct a needs assessment and monitor implementation efforts using the *School Health Assessment and Performance Evaluation System (SHAPE System)* designed by the University of Maryland's Center for School Mental Health (CSMH)
- Collaboratively design action plans that focus on school mental health issues of local importance
- Receive free professional development to support school mental health implementation efforts
- Strengthen community-based partnerships that support school mental health through networking with community mental health agencies, colleges/universities, and national agencies committed to mental health

Thank you!

Sharon A. Hoover, Ph.D.

shoover@som.umaryland.edu

443-801-3254



@drsharonhoover

National Center for School Mental Health

<http://csmh.umaryland.edu>

Email: csmh@psych.umaryland.edu

Phone: (410) 706-0980



School Safety and Prevention: State Examples

Moderator

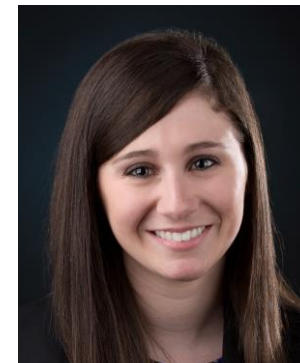


Dr. Aaliyah Samuel
Education Division
Director, NGA Center

Panelists



Perry Plummer
Director of New
Hampshire
Homeland Security
and Emergency
Management, Office
of the Governor of
New Hampshire



Cara Sullivan
Deputy Legislative
Officer, Office of
the Governor of
Maryland



Brian Mitchell
Director of the Office
of Science,
Innovation, and
Technology to
Governor Sandoval,
Nevada



Sharon Hoover
Associate Professor
at the University of
Maryland School of
Medicine, Division of
Child and Adolescent
Psychiatry

Break and Checkout

10:30 AM – 10:45 AM

The Role of Philanthropy in Supporting Education



10:45 AM – 12:00 PM

Dr. Aaliyah Samuel, Education Division Director, NGA Center

The Role of Philanthropy in Supporting Education

Moderator



Dr. Aaliyah Samuel

Education Division
Director, NGA Center

Panelists



John Bailey

Scholar, American
Enterprise
Institute; Fellow,
Chan Zuckerberg
Initiative; Advisor,
Walton Family
Foundation



Lisa Klein

Ph.D. Executive
Director, Alliance
for Early Success



Jim Shelton

President,
Education, Chan
Zuckerberg
Initiative



Melanie Brown

Senior Program
Officer, Bill and
Melinda Gates
Foundation



Final Remarks

11:45 AM – 12:00 PM

Mayor Mark Stodola, Little Rock, Arkansas

Dr. Aaliyah Samuel, Education Division Director, NGA Center

Final Remarks

Speakers



Mayor Mark Stodola

Mayor of Little
Rock, Arkansas



Dr. Aaliyah Samuel

Education Division Director,
NGA Center



NATIONAL GOVERNORS ASSOCIATION