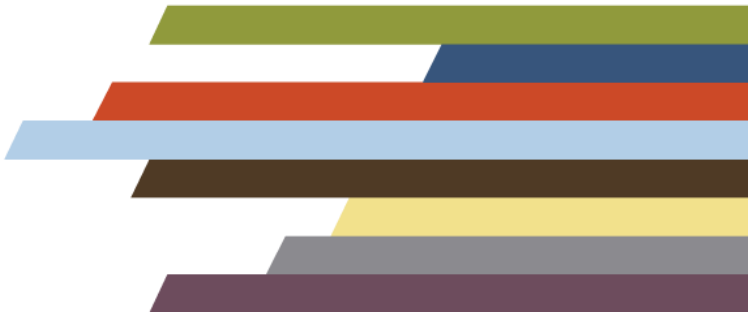
South Southwest (HHS Region 6)
MHTTC Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Partnering with Schools

Comprehensive School Mental Health

The University of Texas at Austin
Texas Institute for Excellence in Mental Health
School of Social Work



Acknowledgements

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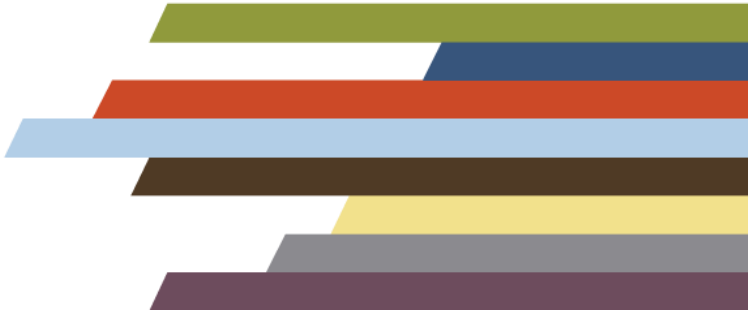
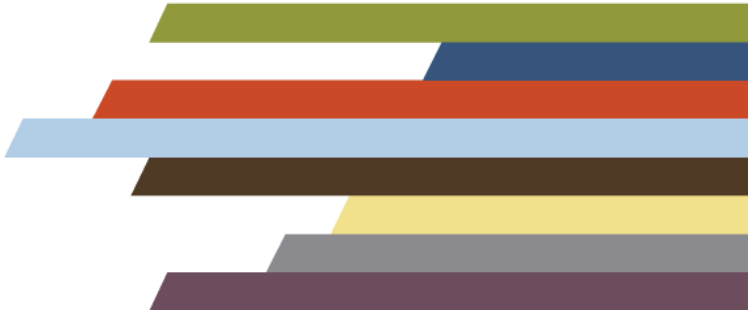


Today's Agenda

- Introduction to the Technology Transfer Center Network
- Understanding Comprehensive School Mental Health
- Roles for Community Mental Health Partners
- A School's "Wish List" for Partners
- Questions and Answers
- Preview of Upcoming Webinars
- Session survey / CEUs / Contact Info



TTC Technology Transfer Centers

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Technology Transfer Centers (TTC)

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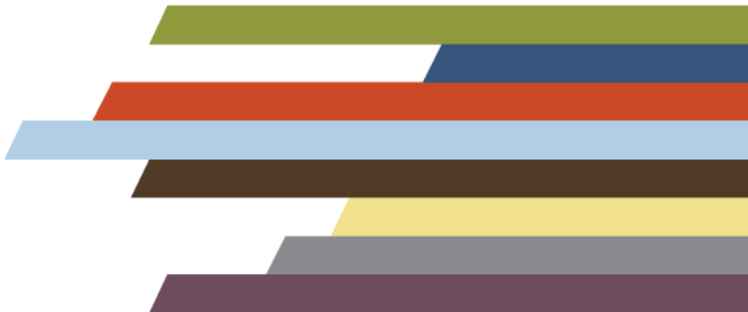
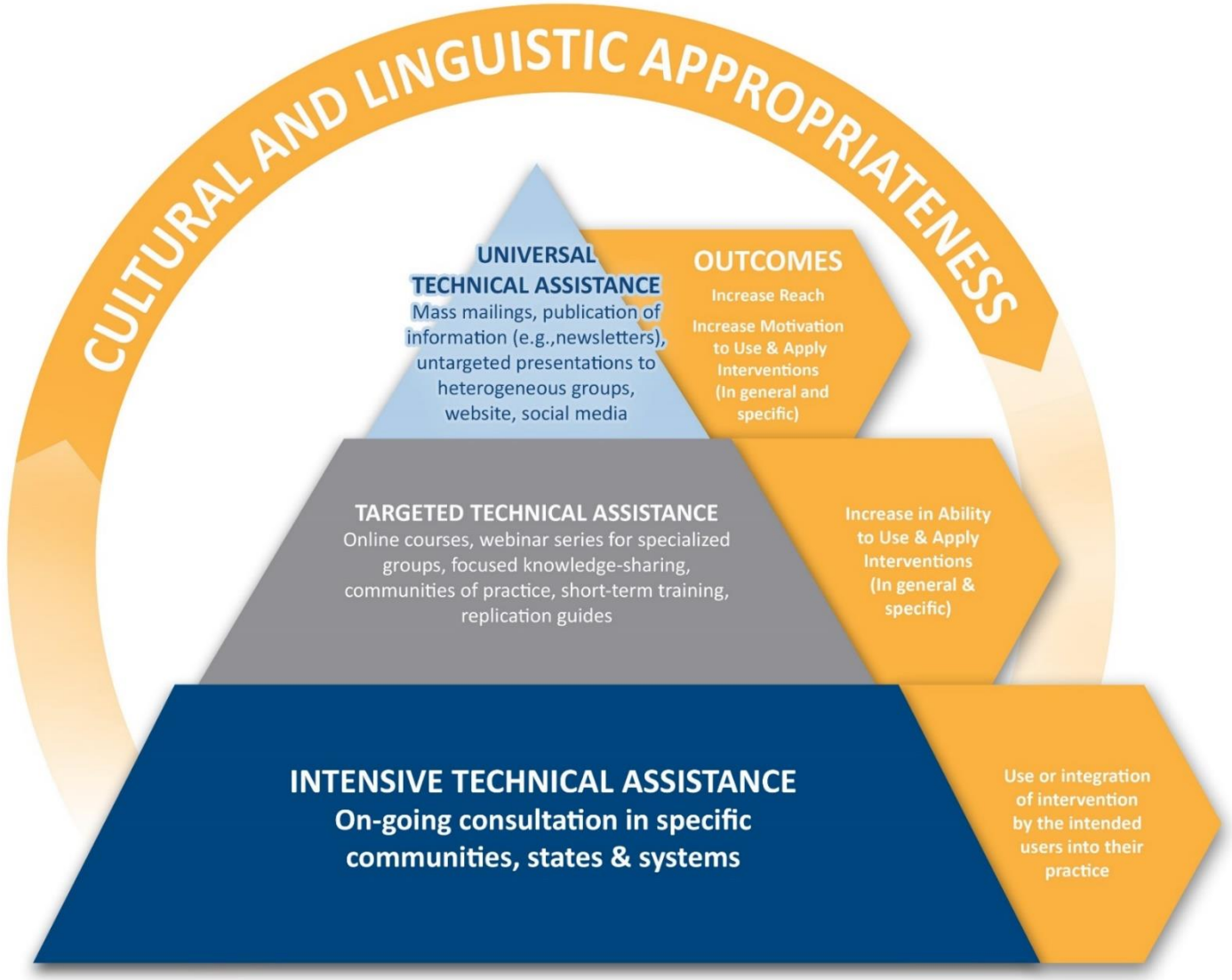


Purpose

The purpose of the Technology Transfer Centers (TTC) program is to ***develop and strengthen*** the ***specialized behavioral healthcare and primary healthcare workforce*** that provides substance use disorder (SUD) and mental health prevention, treatment, and recovery support services.

Help people and organizations incorporate ***effective practices*** into substance use and mental health disorder prevention, treatment and recovery services.



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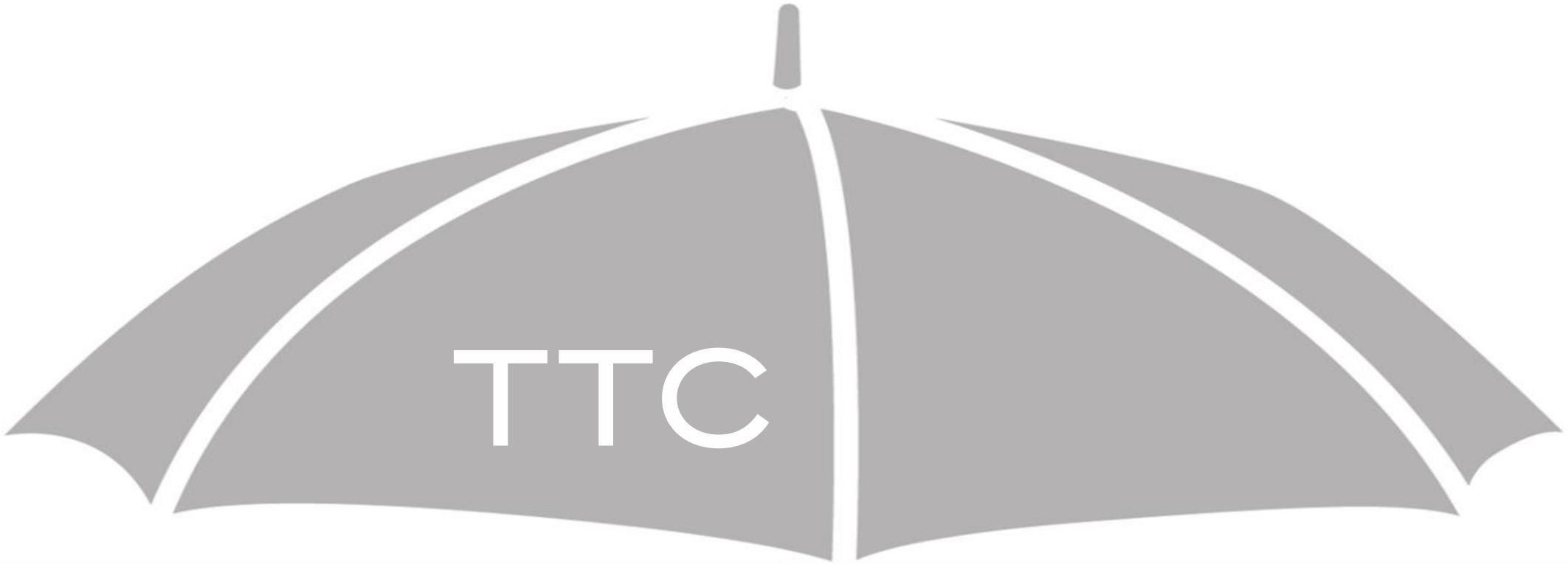

ATTC MHTTC PTTC

SMIAdviser
A Clinical Support System for Serious Mental Illness

MHTTC

Mental Health Technology Transfer Center Network

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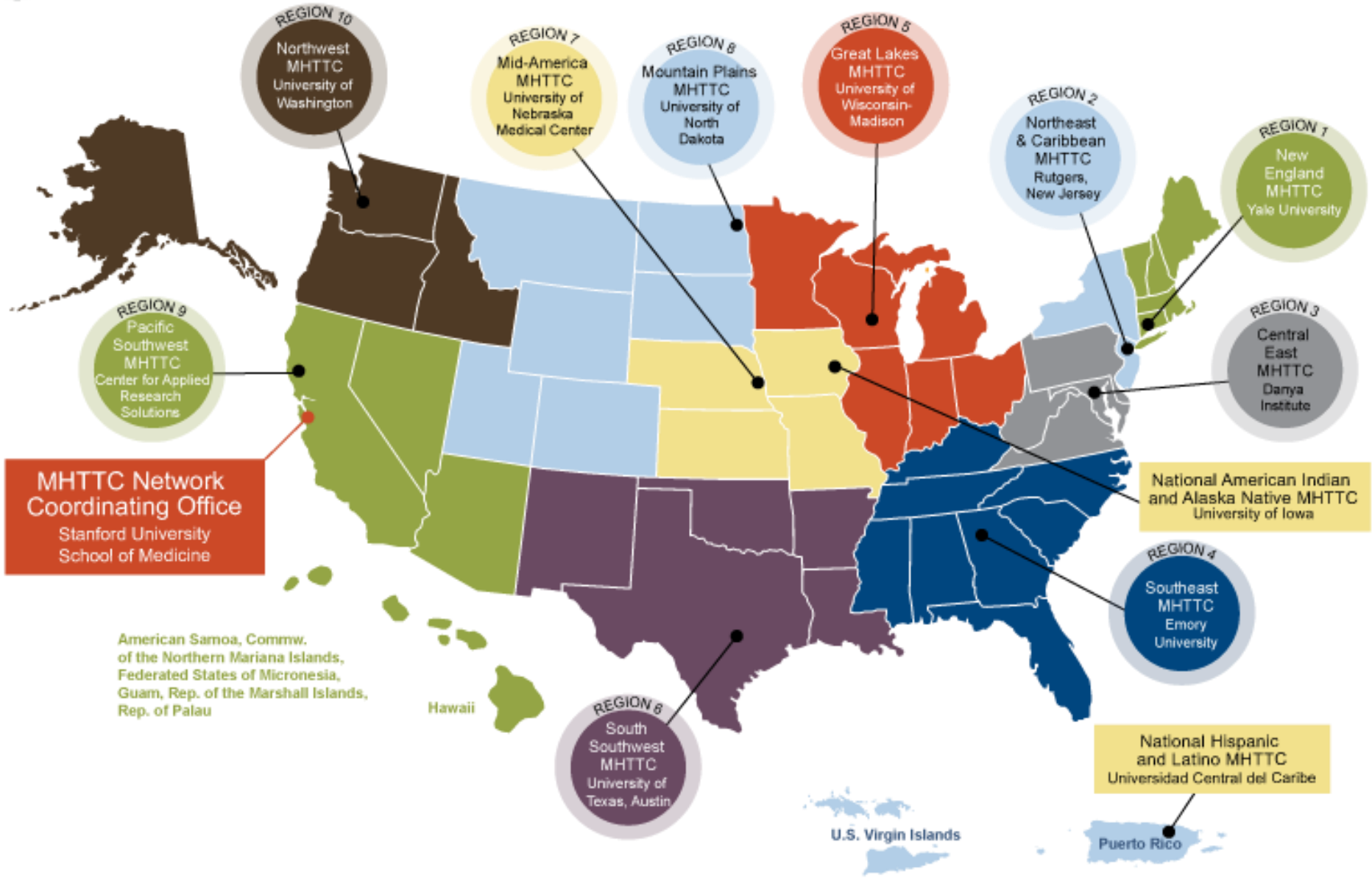
MHTTC Network



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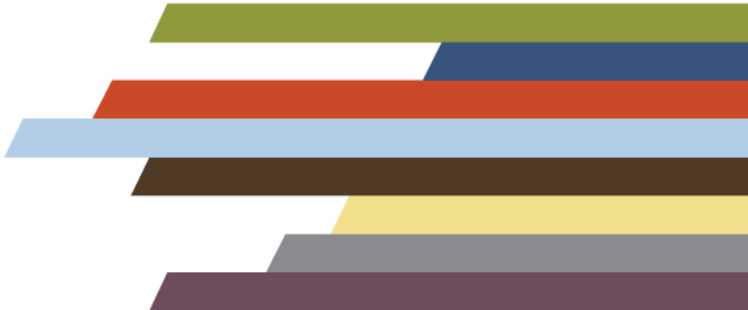
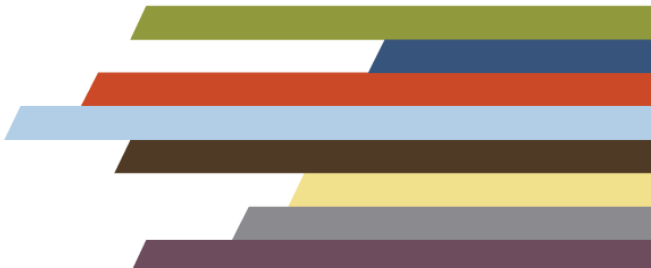
An Introduction to Comprehensive School Mental Health Systems

Optimal Time to Initiate New Partnerships



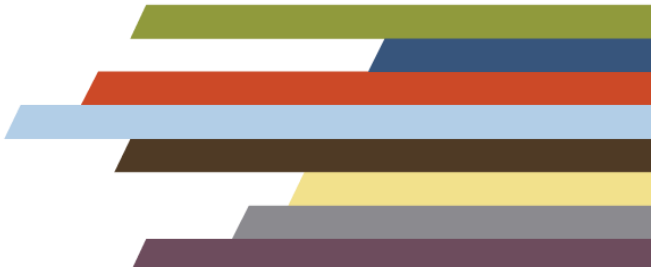
Learning Objectives

- Understand the “lingo” of school mental health
- Understand some of the characteristics of best practice school mental health
- Understand the different ways that community partners contribute to school mental health
- Consider and make informed decisions about how to approach potential partnerships



Comprehensive School Mental Health Systems

- Provide a **full array of supports and services** that promote positive school climate, social emotional learning, mental health and well-being, while reducing the prevalence and severity of mental illness
- **Built on a strong foundation of district and school professionals**, including administrators and educators, specialized instructional support personnel (e.g., school psychologists, school social workers, school counselors, school nurses, other school health professionals) in **strategic partnership** with **students, families and community health and mental health partners**
- Assess and address the **social and environmental factors** that impact health and mental health

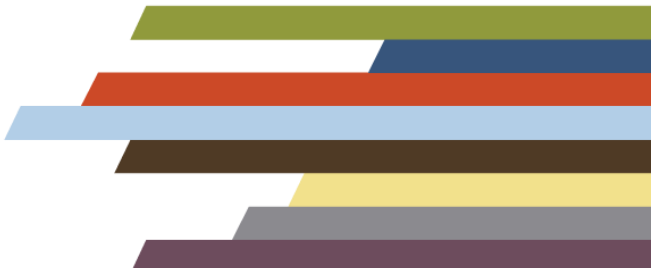


Core Features

- Educators and Student Instructional Support Personnel
  - Adequate staffing and support
  - Trained to address student mental health in schools
- Collaboration and Teaming
  - Youth and Families
  - Community Health/Mental Health and Other Partners
- Multi-Tiered System of Supports
  - Mental health promotion support (Tier 1)
  - Early intervention and treatment services and supports (Tiers 2-3)
- Evidence-Informed Services and Supports
- Cultural Responsiveness and Equity
- Data-Driven Decision Making

Educators and Student Instructional Support Personnel

- District and school professionals are the foundation of comprehensive school mental health systems
  - Administrators and Educators
  - Student Instructional Support Personnel
    - School Psychologists
    - School Counselors
    - School Social Workers
    - School Nurses
    - Other Health Professionals
- Community health and mental health partners should augment existing supports and services in a strategic and integrated way



Collaboration and Teaming

- Students
- Families
- Schools
- Community health and mental health
- Policymakers
- Funders

Examples of Partnership with Students and Families

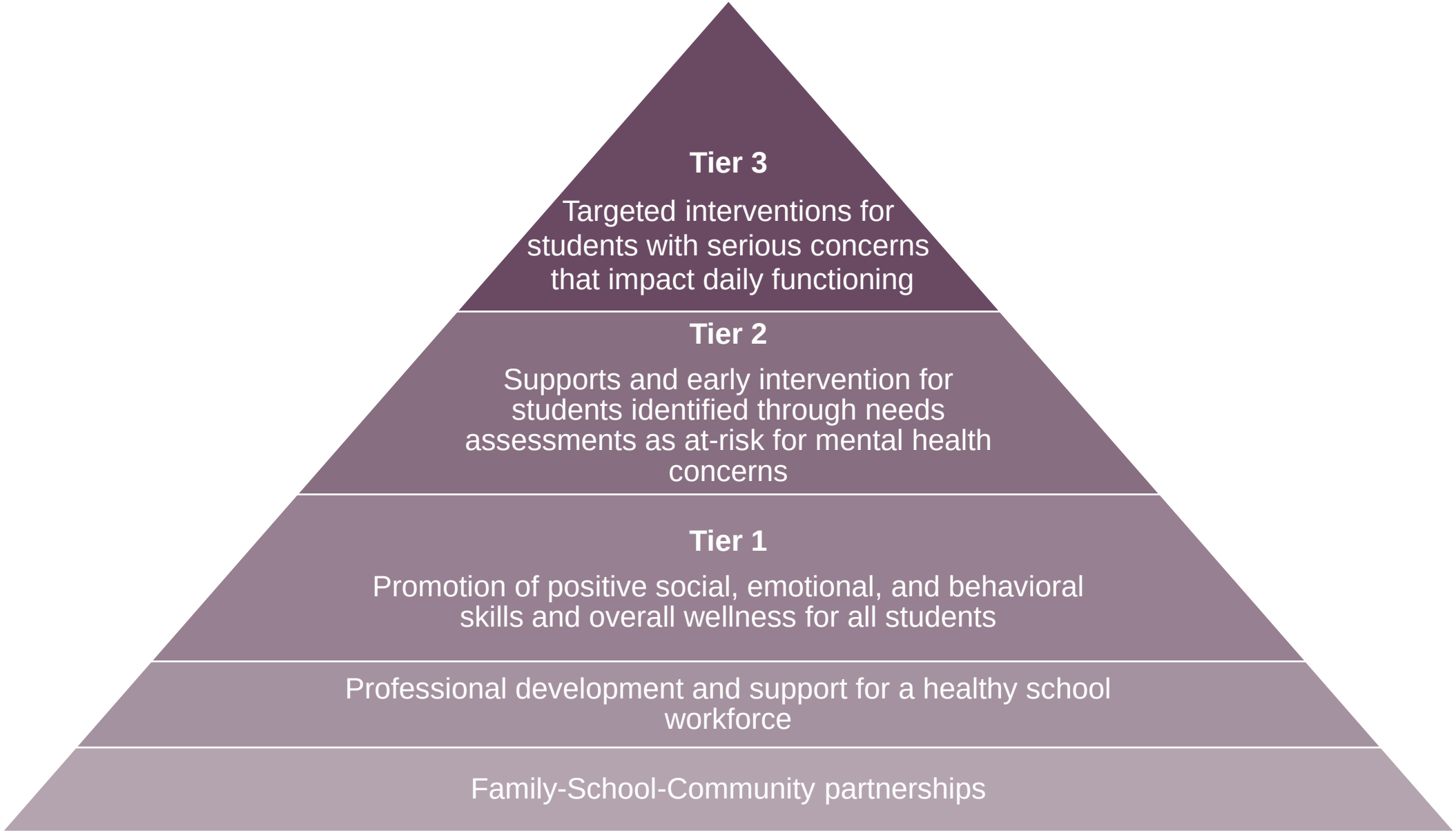
- School-community advisory group
- Participation in needs assessment process and program selection
- Family-centered procedures
- Communication to families and students
- Evaluating programs and communicating results

Community MH Partnerships

Partnerships between schools and community mental health organizations are **purposeful**, and designed to:

- **Augment** the abilities of schools to address barriers to learning and promote social-emotional well-being
- **Provide a broader array of supports**, including mental health promotion, prevention and intervention within a multi-tiered system of support
- **Improve access** to mental health care

Multi-Tiered System of Supports (MTSS)



Key Considerations in MTSS

- **Needed supports and services are fluid**
  - Students need different levels of support at different times throughout development.
- **Tiers are layered**
  - Students who receive higher levels of support continue to benefit from universal mental health promotion supports.
- **Invest in mental health promotion!**
  - Effective mental health promotion (Tier 1) supports can reduce the degree of need for higher level supports in a school or district.
- **Provide more intensive and targeted services and supports** at the individual, group, or family level to address mental health concerns
  - Students at risk for more serious mental health concerns (Tier 2) are able to participate in programs and supports that address their risk factors and promote positive social-emotional-behavioral learning.
  - Students already experiencing mental health concerns (Tier 3) have individualized services and supports that can improve mental health and overall well-being.

Evidence-Informed Supports and Services

- ✓ Services and supports that are backed by scientific and/or practice-based evidence
  - ✓ Each school/district team needs a system to evaluate evidence
- ✓ Ongoing monitoring of implementation success
- ✓ Systematic, reliable data informs decisions about student supports and services

Sources of Evidence

- Evidence-based practice registries
- Research literature
- Evidence-based practice developers
- Schools implementing the service or support

Cultural Responsiveness and Equity

- **Responsive to the specific cultural values, beliefs and behaviors** of families and communities

- Ensure access to mental health supports and services in a manner that is **equitable and reduces disparities** across all students

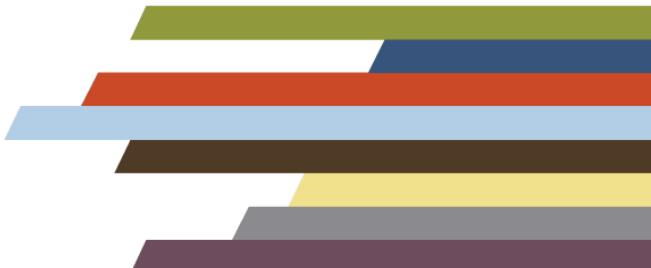
Data-Driven Decision-Making

Observations and other data/information should be used to make **fair, objective decisions** about:

- Identifying student mental health needs
- Matching students to appropriate services and supports
- Monitoring progress to evaluate student response to interventions
- Changing student services and supports over time as appropriate

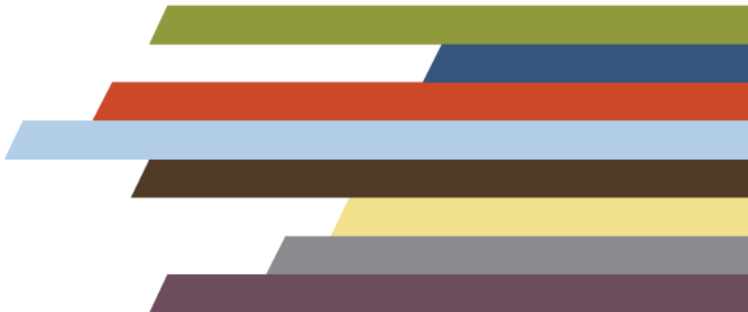
Data Sources in Schools:

- ✓ Mental health screenings and assessments
- ✓ School climate surveys
- ✓ Grades
- ✓ Attendance/seat time
- ✓ Performance test scores
- ✓ Office referrals
- ✓ Suspensions/expulsions
- ✓ Achievement/benchmark test scores
- ✓ Behavioral observations
- ✓ Crisis incidents



School Variations

- Schools vary widely in the ways student mental health is supported
- Schools may have varying exposure to and experience with multi-tiered systems of support
- Community mental health partners play an integral role helping schools build comprehensive mental health approaches



Roles for Community Partners in School Mental Health

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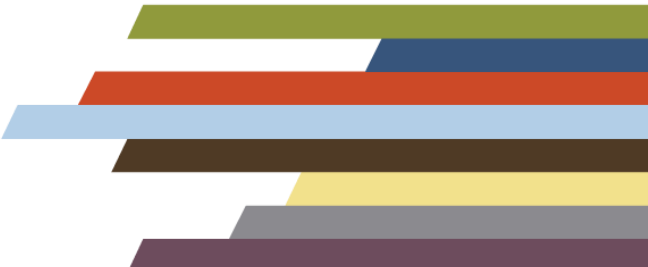
Role 1: Participate on District or Campus Teams

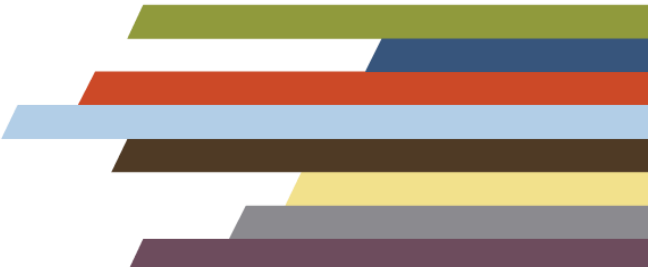
What is a School Mental Health Team?

A team 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.



Examples of SMH Teams Include:

- School Climate Team
- Student Support Team
- Mental Health Promotion/Universal Team
- Intervention and Tertiary Care Team (Tiers 2/3)
- District Mental Health Leadership Team
- School Health Advisory Committee



Example Team Activities

- Conduct a needs assessment
- Develop resource map
- Identify evidence-based practices to meet identified needs
- Identify clear referral processes
- Develop “warm handoff” procedures
- Develop communication channels
- Track and monitor student progress

Role 2: Support Professional Development

Example Activities

- Conduct teacher and/or staff workshops
- Provide “coaching” to school staff
- Provide teacher wellness activities
- Participate in critical incident response strategies
- Advise on school policies and practices that promote school mental health

Role 3: Provide School-based Mental Health Services

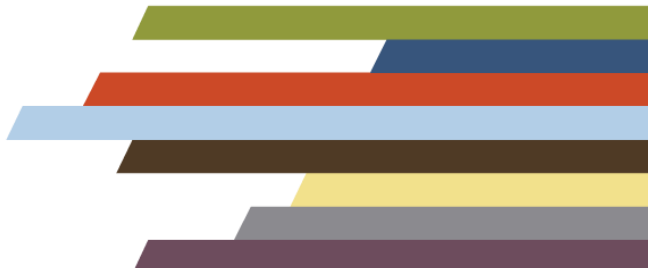
Credit: Laura Masters Dougherty

Types of Activities

- Support tier 1 services
- Provide tier 2 or 3 services
- Provide telehealth services
- Provide crisis assessments and stabilization

Examples

- Coach trauma-sensitive school initiation
- Provide family strengthening workshops
- Social Skills Groups
- Trauma or Loss Groups
- Individual counseling
- Mobile crisis response



Role 4: Coordinate Community-based Services

Examples of Activities

- Coordinate intensive community-based services with school (and other systems)
- Provide specialty mental health programs (e.g., First Episode Psychosis)
- Support transition from hospital or residential care to school

School or District Wish List for CMH Provider Services

Example items

- Active participation in school mental health teams
- Provide mental health services and supports at Tier 1, 2 and 3
- Utilize evidence-based services and supports
- Collect and report data that documents:
  - Productivity
  - Impact on psychosocial and academic functioning
  - Student/family satisfaction and engagement
- Regular professional development and/or supervision
- Family partnership
- Ability to provide in-home or clinical-based services
- Highly recommended by parents/community members
- Able to bill both Medicaid and private insurance
- Knowledge or experience working in schools

(NCSMH, 2019)

Questions and Discussion

Please mute your microphone unless you want to ask a question!
(See microphone icon at **bottom left** of your screen).

Upcoming Webinars

- State of the State for School Mental Health
- Understanding School Culture
- Overcoming Challenges to Partnership
- Building the Case for School MH Partnership
- Best Practices in School MH Partnership
- School MH Shift and Share

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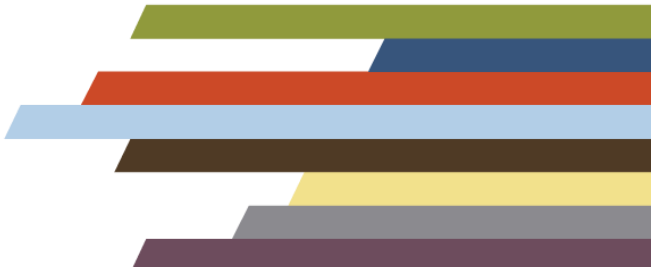

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To receive a CEU:

Complete the Course Quiz at bit.ly/2EUIFUA

We hope to hear from you!

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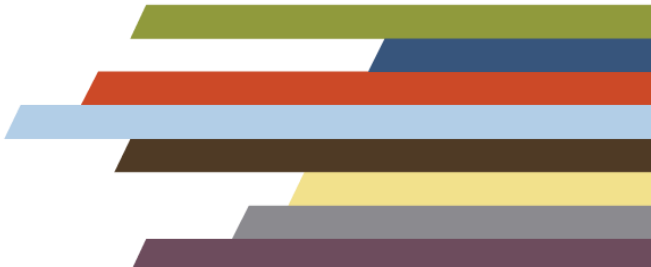
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