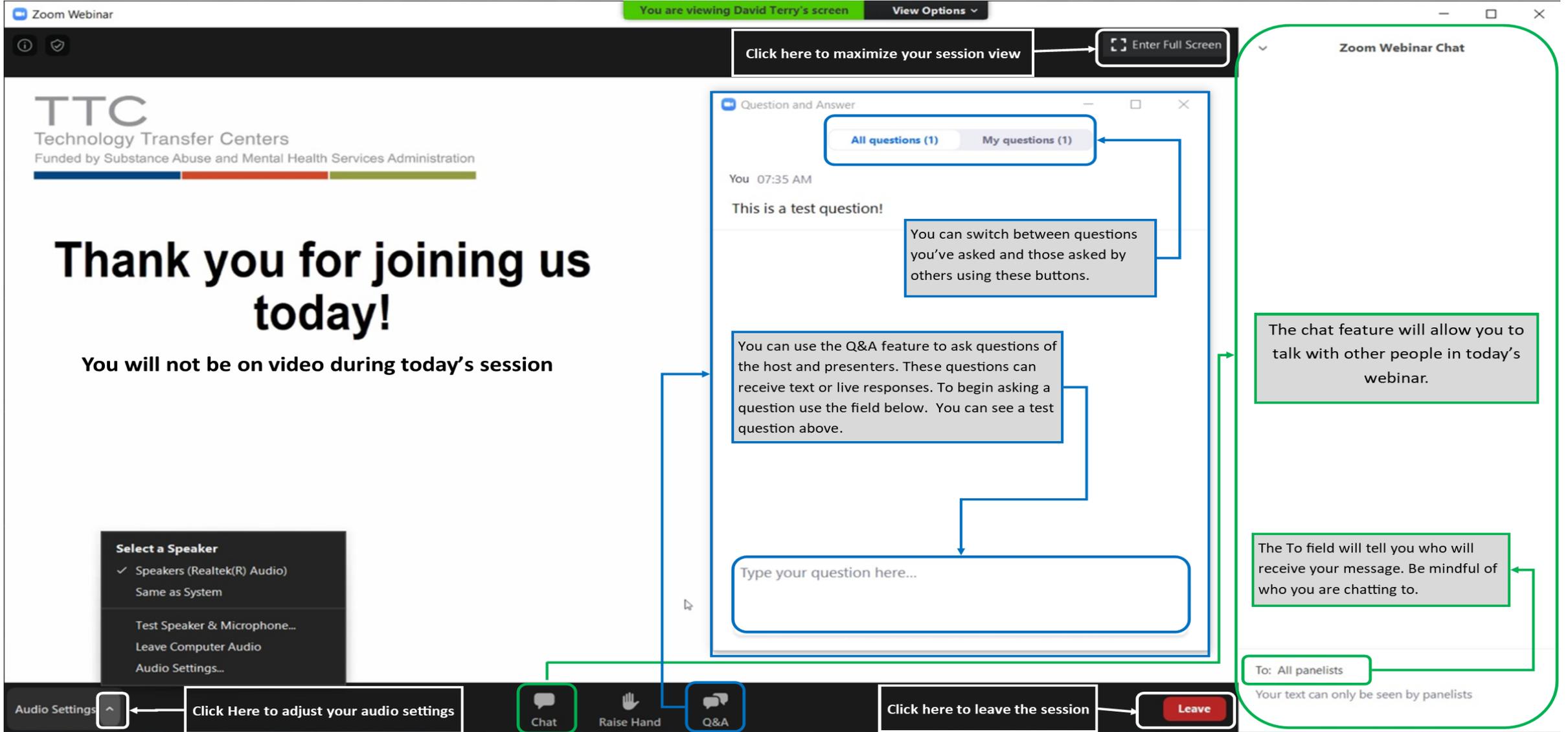


# Please Note:

- All attendees are muted
- Today's session will be recorded

## Get to know the Zoom Webinar interface



The screenshot shows a Zoom Webinar interface with the following elements and callouts:

- Zoom Webinar Header:** Includes "Zoom Webinar", "You are viewing David Terry's screen", and "View Options".
- Session Controls:** "Click here to maximize your session view" and "Enter Full Screen" buttons.
- Main Content Area:**
  - TTC Technology Transfer Centers logo and name.
  - Message: "Thank you for joining us today!"
  - Message: "You will not be on video during today's session"
- Q&A Window:**
  - Buttons: "All questions (1)" and "My questions (1)".
  - Text: "You 07:35 AM", "This is a test question!"
  - Text box: "Type your question here..."
  - Callout: "You can use the Q&A feature to ask questions of the host and presenters. These questions can receive text or live responses. To begin asking a question use the field below. You can see a test question above."
  - Callout: "You can switch between questions you've asked and those asked by others using these buttons."
- Zoom Webinar Chat:**
  - Header: "Zoom Webinar Chat"
  - Callout: "The chat feature will allow you to talk with other people in today's webinar."
  - Callout: "The To field will tell you who will receive your message. Be mindful of who you are chatting to."
  - Field: "To: All panelists"
  - Text: "Your text can only be seen by panelists"
- Audio Settings:**
  - Dropdown menu: "Select a Speaker" with options: "Speakers (Realtek(R) Audio)", "Same as System", "Test Speaker & Microphone...", "Leave Computer Audio", "Audio Settings..."
  - Callout: "Click Here to adjust your audio settings"
- Bottom Toolbar:**
  - Buttons: "Audio Settings", "Chat", "Raise Hand", "Q&A", "Click here to leave the session", "Leave".
  - Callout: "Click here to leave the session"

# Student Mental Health During COVID-19: How to Prepare as Schools Reopen

WEBINAR

11 a.m. to 12 p.m. CT Friday, Sept. 4



Recording for this session will be made available on our website:

<https://bit.ly/SMHEmergencyResponse20>



**MHTTC**

Mental Health Technology Transfer Center Network  
Funded by Substance Abuse and Mental Health Services Administration

# **Student Mental Health During COVID-19: How to Prepare as Schools Reopen**

September 4, 2020

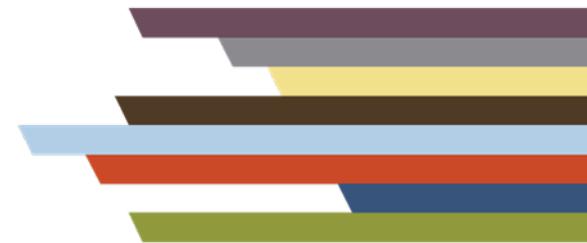
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**Brandy Clarke, Ph.D., LP**

Mid-America MHTTC

**Nancy Lever, Ph.D.**

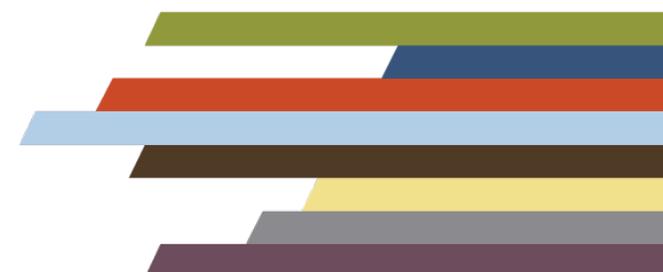
National Center for School Mental Health



# Housekeeping Items

- We have made every attempt to make today's presentation secure. If we need to end the presentation unexpectedly, we will follow-up using your registration information.
- All attendees are muted and cannot share video.
- Have a question for the presenters? Use the Q&A
- Have a comment or link for all attendees? Use the Chat
- At the end of today's training please take a moment to complete a **brief** survey about today's training.
- You will receive an email following the presentation on how to access a certificate of attendance
- Follow us on social media:   @MHTTCNetwork

**Please Note:**  
**The session recording and slide deck will be posted on our website within a week.**



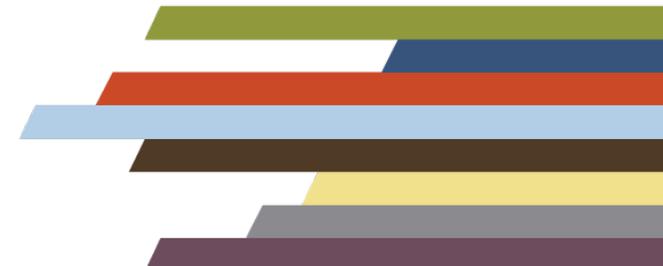


MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

- The MHTTC Network accelerates the adoption and implementation of mental health related evidence-based practices across the nation
  - Develops and disseminates resources
  - Provides free local and regional training and technical assistance
  - Heightens the awareness, knowledge, and skills of the mental health workforce
- 10 Regional Centers, a National American Indian & Alaska Native Center, a National Hispanic & Latino Center, and a Network Coordinating Office
- [www.mhttcnetwork.org](http://www.mhttcnetwork.org)



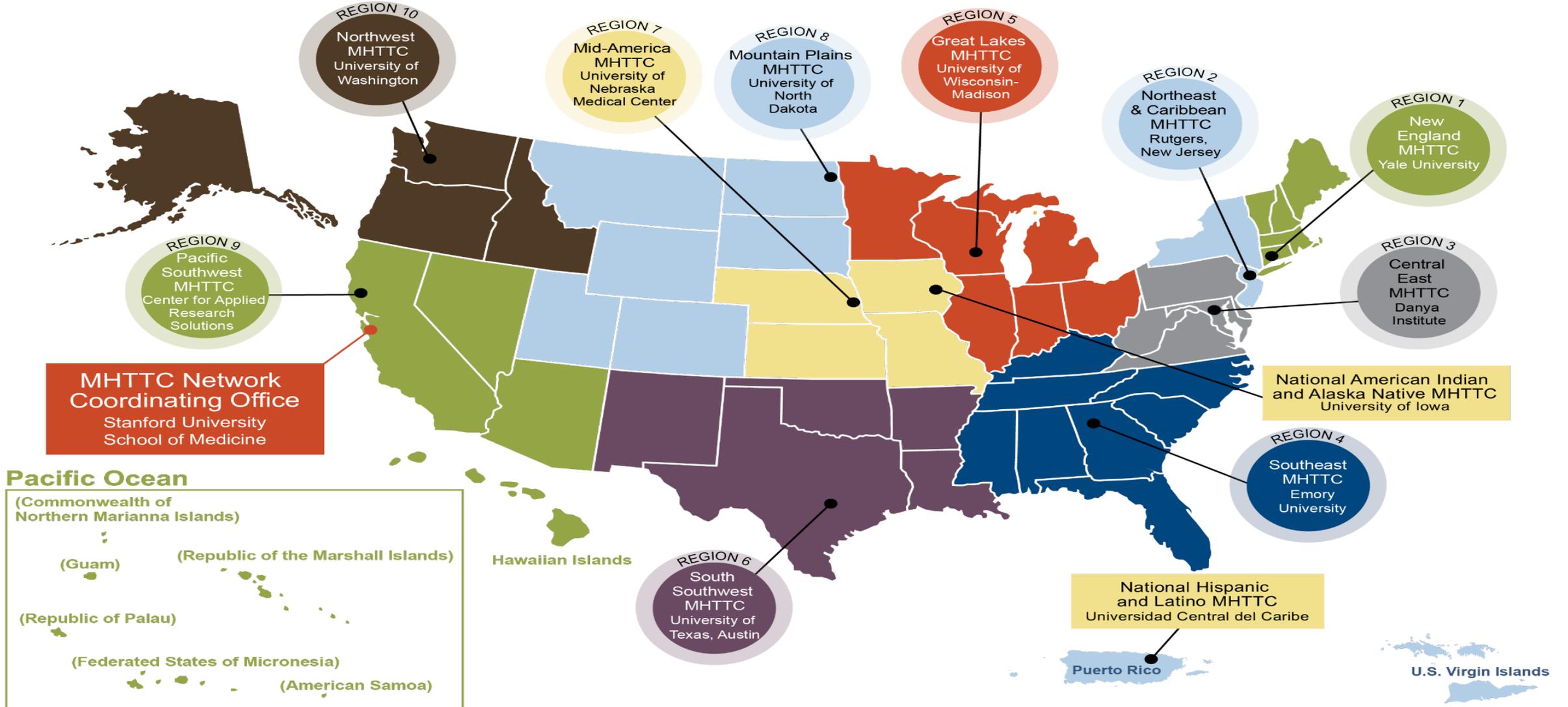
# Connect with Your MHTTC at [www.mhttcnetwork.org](http://www.mhttcnetwork.org)



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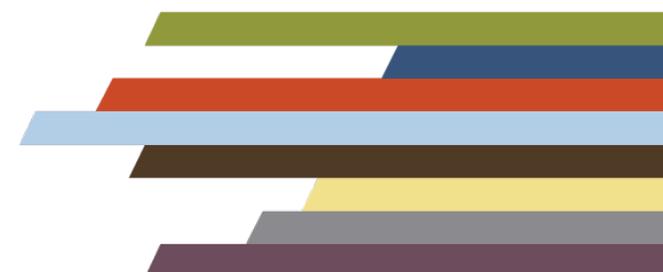
**MHTTC Network**



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At the time of this presentation, Elinore F. McCance-Katz served as SAMHSA Assistant Secretary. The opinions expressed herein are the views of the speakers, and do not reflect the official position of the Department of Health and Human Services (DHHS), or SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this presentation is intended or should be inferred.





**MHTTC**

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# **Student Mental Health During COVID-19: How to Prepare as Schools Reopen**

September 4, 2020

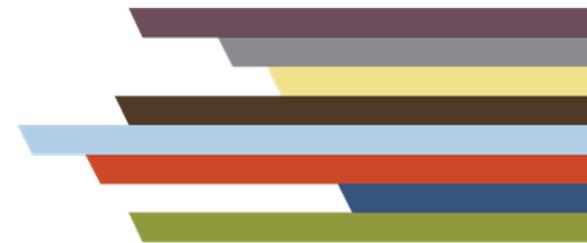
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**Brandy Clarke, Ph.D., LP**

Mid-America MHTTC

**Nancy Lever, Ph.D.**

National Center for School Mental Health



# Presenters



**Brandy Clarke, Ph.D., LP**, is the Project Director for the Mid-America Mental Health Technology Transfer Center (MHTTC). Dr. Clarke, is also a licensed psychologist and an associate professor in the Department of Psychology at the Munroe-Meyer Institute (MMI) for Genetics and Rehabilitation at the University of Nebraska Medical Center. She has years of experience in clinical training and research related to increasing access to mental and behavioral health supports for children and adolescents in various settings, such as schools and integrated primary care.



**Nancy Lever, Ph.D.**, is a clinical psychologist with extensive clinical, research, policy, and training experience related to advancing comprehensive school mental health systems. Dr. Lever has over 20 years of experience providing and leading school mental health services and programming efforts at the local, state, and national levels. She serves as the executive director of the University of Maryland School Mental Health Program, and co-director of the National Center for School Mental Health, wherein she is working at local, state, and national levels to advance research, training, policy, and practice in school behavioral health.



# Q&A Panelists

Sarah McMinn, MSW, LCSW  
**Great Lakes MHTTC**

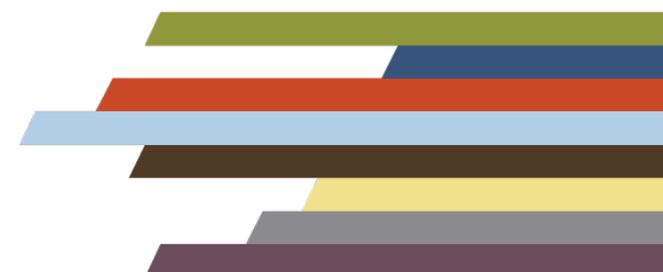
Martha Staeheli, Ph. D  
**New England MHTTC**

Erika Franta, Ph.D, LP  
**Mid-America MHTTC**

PJ Wenger, LPC, NBCC, MFT  
**Northeast & Caribbean MHTTC**

Stefanie Winfield, MSW  
**Mountain Plains MHTTC**

Leora Wolf-Prusan, Ed. D  
**Pacific Southwest MHTTC**



# **Student Mental and Behavioral Health Needs Amid COVID-19**





**Beginning a New School Year...**

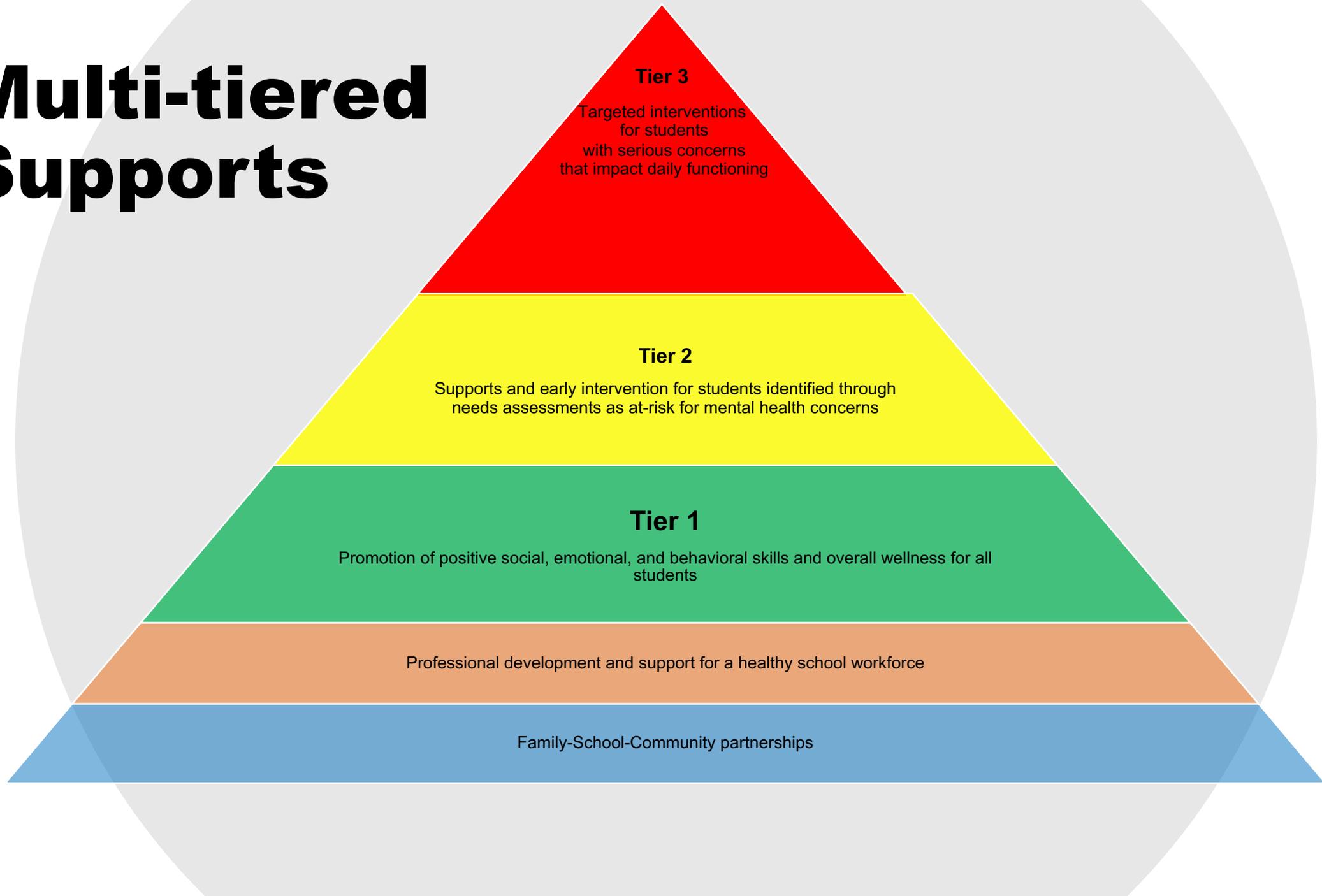
# A Typical School Year

21.4% of youth experience a mental health concern annually (The National Institute of Mental Health, 2015)

87% of teachers report indicated having students with behavior problems in their classrooms (Primary Sources: 2012, America's Teachers on the Teaching Profession)

Between 2009 and 2017, rates of depression among teens have increased 47-60% and rates of suicide have more than doubled in some cases (Twenge et al., 2019)

# Multi-tiered Supports



## Tier 3

Targeted interventions for students with serious concerns that impact daily functioning

## Tier 2

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

## Tier 1

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

Professional development and support for a healthy school workforce

Family-School-Community partnerships

# COVID-19

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- Changes in routine
- Lack of structure
- Unknown/loss of control
- Financial concerns
- Decreased engagement in valued activities
- Decreased social connectedness
- Grief





# Parenting Stress and COVID-19

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- Parents report significantly higher levels of stress related to COVID than non-parents
- Over 70% of parents report distance learning for children is a source of stress
- Additional significant sources of stress for parents include basic needs, health care services and missing major milestones
- People of color are also significantly more likely to experience stress related to COVID

APA (2020)



# Protective Familial Factors for Youth Mental Health

- Supportive family relationships
- Clear expectations for behaviors and values
- Household structure, predictability, limit-setting, monitoring

[Youth Mental Health: Protective and Risk Factors](#)





# Impacts on Children's Mental Health

- Anxiety
- Tantrums/meltdowns
- Depression
- Suicidal thoughts/behaviors
- Inattention/difficulty engaging
- Learning difficulties

[Child Mind Institute](#)



In a nationally representative survey of **young people aged 13-19**:

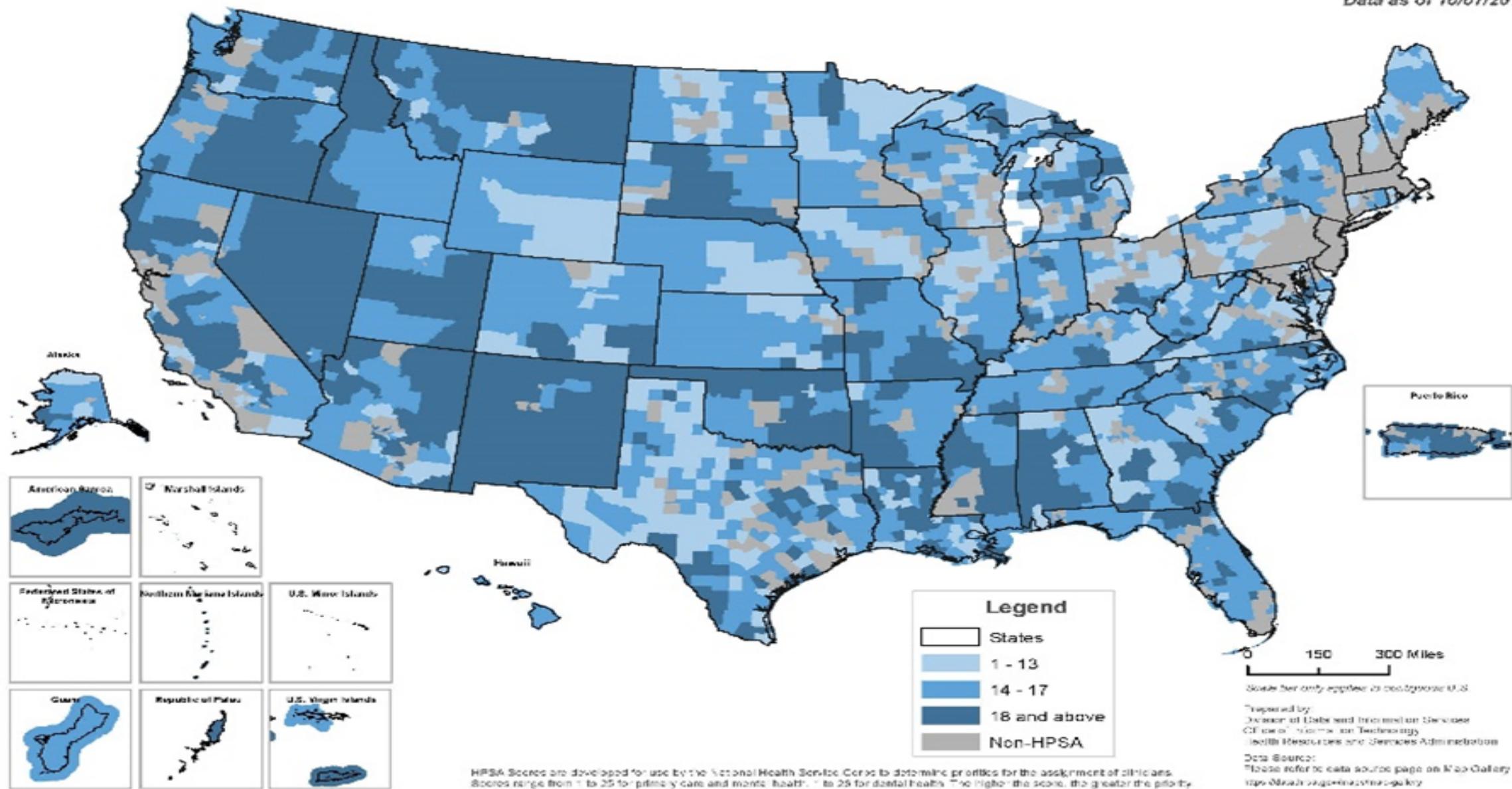
- Approximately **25%** felt disconnected from peers and adults.
- Over **50%** were more concerned than usual about their family's physical and emotional health (including health, finances, and basic needs).
- More than **1 in 4** reported an increase in sleep loss due to worry, feeling unhappy or depressed, feeling constantly under strain, and loss of confidence in themselves.



- Past pandemics were associated with increases in depression, anxiety, stigma, and shaming.
- Longitudinal negative impacts of other large-scale community crises (*e.g., natural disasters*) on children's behavioral health and academic functioning.

Citations:

- Moukaddam, N. Fears, outbreaks, and pandemics: Lessons learned. *Psychiatric Times*. November 15, 2019. Epub ahead of print.
- Osofsky, J. Kronenberg, M. Bocknek, E., Hansel, T.C. (2015, August). Longitudinal impact of attachment-related risk and exposure to trauma among young children after hurricane Katrina. *In Child & Youth Care Forum*. 44(44), 493-510. Springer US.
- Ward, M.E. Shelley, K. & Pane, J.F. (2008). Hurricane Katrina: A longitudinal study of the achievement and behavior of displaced students. *Journal of Education for Students Placed at Risk*. 13(2-3), 297-317.



**Schools are  
the primary  
mental  
health  
service  
provider  
for children**

**60-80% of  
children who  
receive mental  
health services do  
so in schools**

(Burns et al., 1995; Green et al., 2013)

**20% of students  
receive some form  
of school mental  
health services  
annually**

(Foster et al., 2005)

# 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 and 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

# School Mental Health Matters

**3/4**

Of youth who receive mental health services, **70-80%** access these services in schools.



Positive school climate integrated with social emotional learning **improves school safety** and decreases bullying.



Students who participate in social emotional learning programs **improve academic performance by 11 percentile points.**

Youth are **6x more likely** to complete mental health treatments in schools than in other community settings. **6x**



# Addressing Student Mental Health Amid COVID

- Assess infrastructure for universal screening
- Provide multi-tiered supports
- Develop psychological triage process
- Prepare for grief/loss
- Establish sustainable method for telehealth
- Plan for all phases (re-opening and long-term response)
- Expect variability
- Develop multi-faceted approach

# Screening questions to ask students/families

- Since COVID and school closures:
  - What has been the most difficult for your family?
  - What positive opportunities, if any, have arisen for your family?
  - Have any of your family or community members become ill or died from COVID?
  - Have you had any job loss or financial loss?
  - Have you had any trouble with food or housing?
- How will your child be returning to school (in-person, hybrid, distance)?
  - How did distance learning go for you/your child in the Spring? Did you learn anything that could be helpful now?
  - How do you/your child feel about this year's school plan? Do you have any specific concerns? Anything you are looking forward to?

# Crisis Intervention, Stabilization and Support

## *Example School District Strategies to support Crisis Intervention*

- Offer, publicize community hotline
- Provide, manage school-based MH support line
- Refer to community MH clinic/provider or hospital for clinical evaluation
- Refer to emergency response programs
- Arrange, provide peer support
- Arrange post-crisis support to prevent future crises

# Crisis Considerations During COVID-19

Health

Suicide prevention/  
postvention

Responding to  
death

*Find COVID-19 specific resources on the MHTTC and [NCSMH](#) Websites!*



# School Reentry Considerations

Supporting Student Social and Emotional Learning and Mental and Behavioral Health Amidst COVID-19



# National Center for School Mental Health

## MISSION:

**Strengthen policies and programs in school mental health to improve learning and promote success for America's youth**

- Focus on advancing school mental health policy, research, practice, and training
- Shared family-schools-community mental health agenda

Directors: Drs. Nancy Lever & Sharon Hoover

Faculty: Tiffany Beason, Ph.D. Jill Bohnenkamp, Ph.D., Elizabeth Connors, Ph.D, Britt Patterson, Ph.D., Kris Scardamalia, Ph.D., Cindy Schaeffer, Ph.D.



NCSMH provides training and technical assistance to support school mental health nationwide

[LEARN MORE](#)

# National Center for School Mental Health (NCSMH)

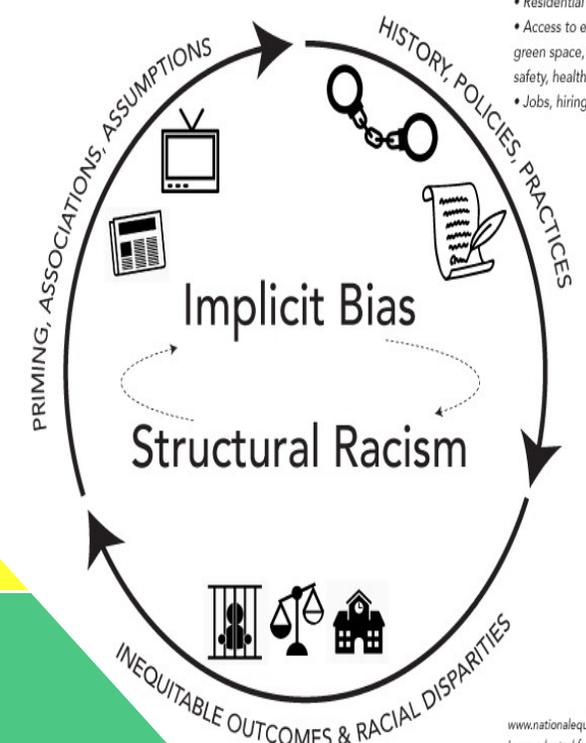
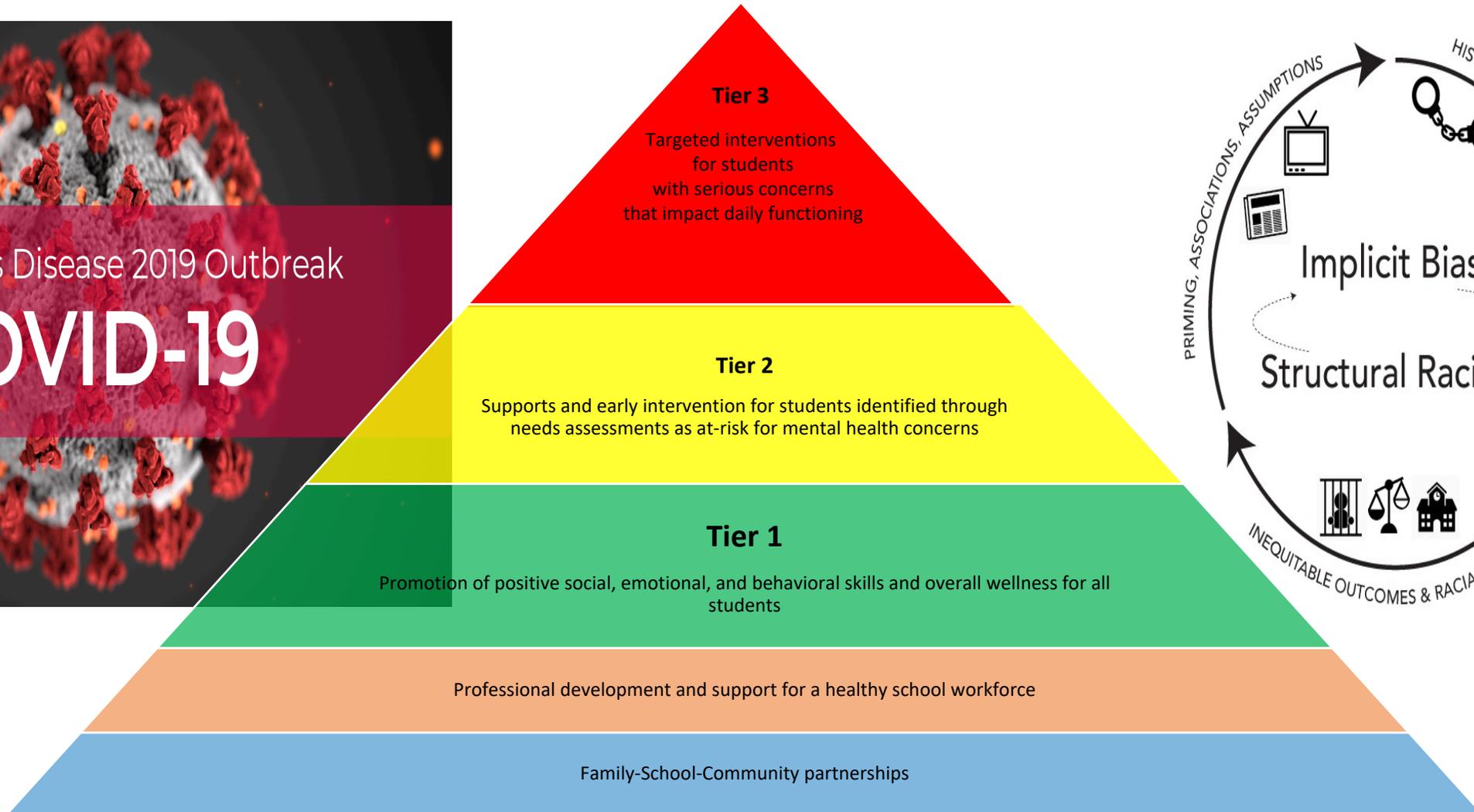
Connect With Us



# Planning for the 20-21 School Year

Coronavirus Disease 2019 Outbreak

# COVID-19



- Voting rights
- FHA Loans
- Residential segregation
- Access to education, green space, resources, safety, healthcare, etc
- Jobs, hiring, & advancement



*Perhaps the most potent element of all, in an effective crisis service system, is relationships.*

*To be human. To be compassionate.*

*We know from experience that immediate access to help, hope and healing saves lives.*

*~ SAMHSA 2020,*

*National Guidelines for Behavioral Health Crisis Care*

*Best Practice Toolkit*



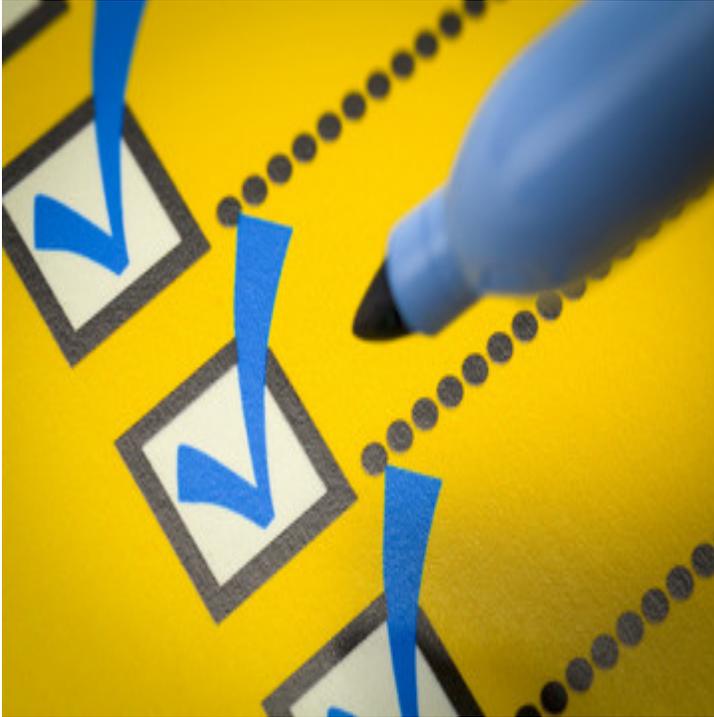
Now

Always



# Core Features

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- **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**







# Survey of Teachers in New Orleans June 2020

## *Most Difficult Aspects of Teaching during the Pandemic*



*Responses  
from 453  
Teachers  
from 45  
schools in  
Orleans  
Parish*

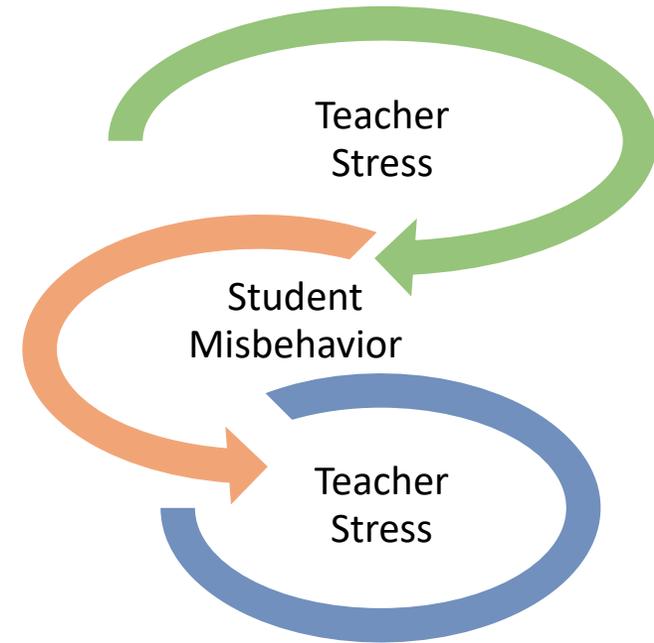


If the oxygen masks drop down, **put your own mask on first**, and then help the person next to you.

# Teacher Stress Impacts Students



- Teachers who are stressed demonstrate greater negative interactions with students:
  - Sarcasm
  - Aggression
  - Responding negatively to mistakes
- *Classrooms led by a teacher who reported feeling overwhelmed (high burnout) had students with much higher cortisol levels*



#### Citations:

- [www.schoolmentalhealth.org](http://www.schoolmentalhealth.org)
- Oberle & Schonert-Reichl (2016).

Please don't  
just tell me  
to do more  
yoga!

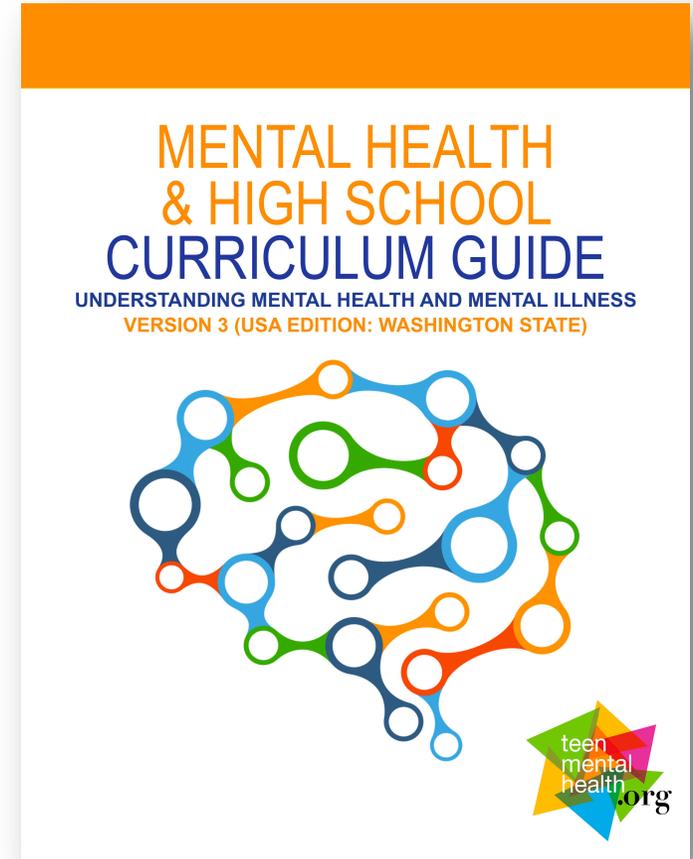




When we accept that an unhealthy level of stress is inherent to teaching and place the burden of stress reduction on the individual teacher, we limit our ability to improve overall school wellness. We can better shape healthy schools for teachers and students by addressing the underlying causes of chronic stress and cultivating environments that promote teacher wellness.

# Mental Health Literacy

- Understand **how to obtain and maintain good mental health.**
- Understand and identify mental disorders and their treatments.
- **Decrease stigma.**
- Enhance **help-seeking efficacy**: know where to go; know when to go; know what to expect when you get there; know how to increase likelihood of “best available care” (skills and tools).





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**Supporting Student Mental Health:  
Resources to Prepare Educators**

<https://mhttcnetwork.org/group/38/content/3124>

## Icon Key

Cost	Modality (length)	Target Grade Level	CEUs Available	Mental Health Literacy Components	
Free	In-person	Elementary	Yes	Knowledge	Promotion
		K-5th			
Cost associated	Online	Secondary	No	Stigma	Support
		6th-12th			

Program Name	Description	Cost	Modality (length)	Target Grade Level	CEUs Available	Mental Health Literacy Components
<b>At-Risk for Educators</b>	Role-play simulations developed for elementary, middle, and high school educators that aim to increase knowledge about children's mental health. The platform is customizable to include a local list of mental health resources. Research suggests significant increases in teacher mental health skills and the number of students that educators connect with following training with <i>At-Risk for Educators</i> . ( <a href="https://koqnitto.com/products/at-risk-for-elementary-schools">https://koqnitto.com/products/at-risk-for-elementary-schools</a> )	\$ Varies	 1 hour	K-12th	✓	
<b>Classroom Mental Health</b>	A website that aims to be a guide for teachers starting from when they notice mental health concerns or are approached by a student for support. The site addresses common concerns (e.g., Can I help? Should I help?), and provides resources for improving classroom atmosphere and exercises for teachers. ( <a href="https://classroommentalhealth.org">https://classroommentalhealth.org</a> )		 Varies	K-12th	✗	
<b>Community-Partnered School Behavioral Health Modules</b>	Webinar modules that provide a range of strategies, resources, and tools for behavioral health clinicians, educators, and student support staff. The modules focus on supporting student social, emotional, behavioral, and academic progress through a community-partnered approach to school behavioral health. ( <a href="https://mdbehavioralhealth.com/training">https://mdbehavioralhealth.com/training</a> )		 Varies	K-12th	✓	

# Training Educators about Mental Health – Coming January 2021! [www.mhttcnetwork.org](http://www.mhttcnetwork.org)

## Promoting the Mental Health and Well-being of Students

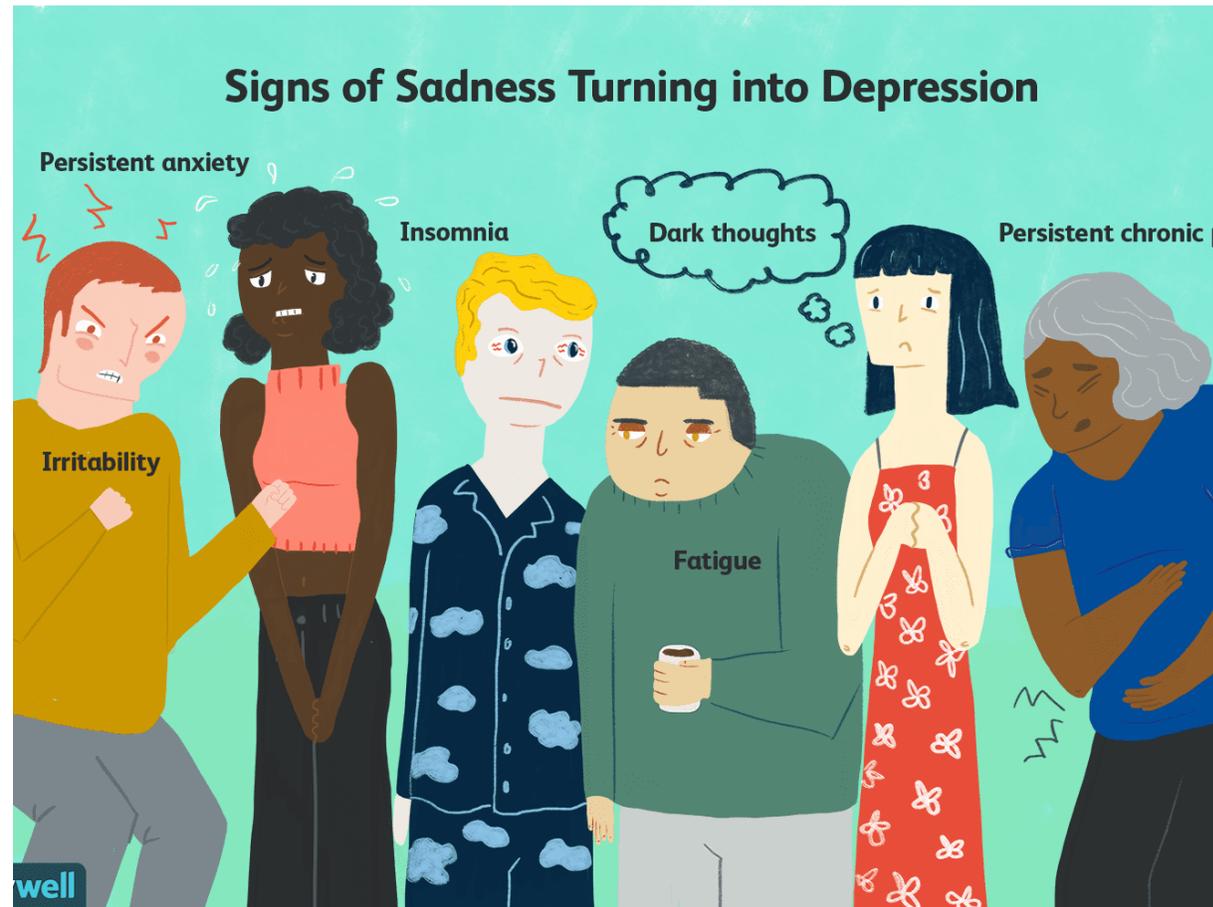
- Creating safe and supportive classrooms
- Teaching mental health literacy and reducing stigma
- Fostering social emotional competencies

## Understanding and Supporting Students Experiencing Adversity and Distress

- Impact of trauma and adversity on learning and behavior
- Understanding and identifying student distress and linking students to support
- Classroom strategies to support students with mental health concerns

Cultural Responsiveness and Equity  
(Danya Institute, Central East MHTTC)

# Is this a normal reaction to COVID or is it more?



# Warning Signs for Depression



Social withdrawal;  
isolation



High emotional  
reactivity /anger to  
limits /expectations



Increase self criticism  
and overaction to  
criticism



Drop-in activities, loss  
of interest



Talking about death,  
interest in death,  
wanting to be dead



Increased tendency  
to shut down

## Teaming Quality Indicators

- Multidisciplinary teams
- Youth and family partnership
- Community partnerships
- Addresses all tiers
- Avoid duplication and promote efficiency
- Best practices for meeting structure/process
- Delineated roles/responsibilities
- Effective referral processes to school and community services
- Data-based decisions to determine student interventions
- Data sharing

# Adaptations



What are new ways to invite family organizations to share their voice in virtual settings?



What are best ways to engage youth and families and to stay connected?



What are ways to get opinion/perspectives from families if not in person?



What are meeting strategies that can be used to ensure that youth and families have a voice?

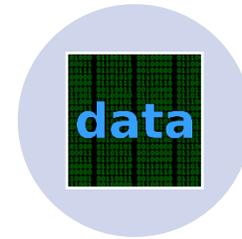


Are youth and family partners reflective of the population you are serving?

# Community Partners Teaming Adaptations



What are the new roles and responsibilities in our new normal?



What new systems need to be created for sharing data with and across teams?



How will the referral process work in a virtual or hybrid environment?



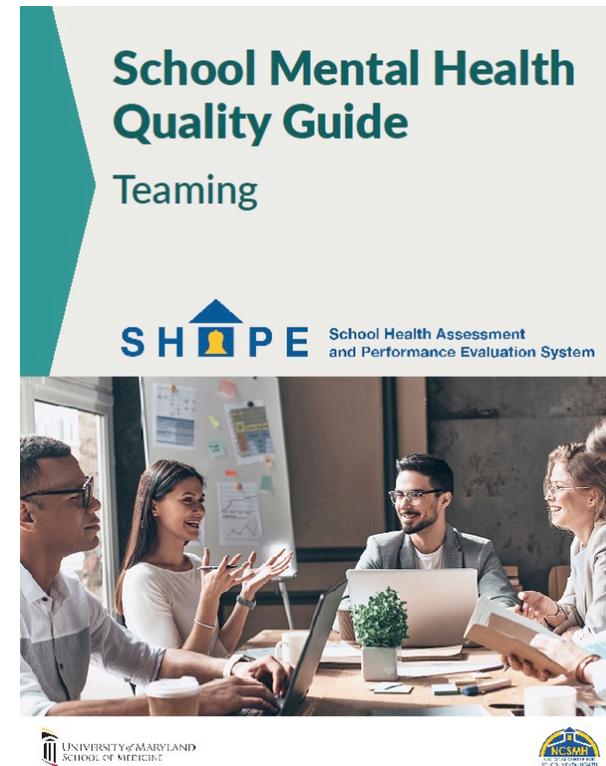
How can students best be triaged when not in person?



How can communication best occur between school and community partners?

# School Mental Health Quality Guide: Teaming

- Best practices and tips from the field in school mental health teaming
- Customizable teaming resources



NCSMH, 2020



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<https://mhttcnetwork.org/centers/global-mhttc/responding-covid-19-school-mental-health-resources>

YOUR MHTTC ▾

TRAINING AND EVENTS ▾

RESOURCES ▾

PROJECTS ▾

COMMUNICATION ▾

ABOUT ▾

## Responding to COVID-19 School Mental Health

Public health emergencies such as COVID-19 have a significant impact on students and their families, educators and the school mental health workforce, as well as the school mental health system. Addressing the mental health impact on students, parents, teachers and school personnel has become more important and necessary than ever before. The MHTTC Network recognizes this, and we are available to assist the school mental health workforce by providing training and technical assistance to help during these trying times.

### Featuring our Back-to-School Resource Collection!

While in-person learning opportunities are postponed until further notice, the MHTTC Network continues to offer numerous school mental health related virtual learning opportunities and other resources through its **School Mental Health Initiative**. Below we provide access to our special collection of back-to-school mental health programming brought to you by the Network. In addition, we have compiled other MHTTC products and resources specific to school mental health that can be useful when coping with the effects of widespread public health crises. A compilation of school mental health resources from other organizations is also available below.





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<https://mhttcnetwork.org/centers/mhttc-network-coordinating-office/responding-covid-19-telehealth>

YOUR MHTTC ▾

TRAINING AND EVENTS ▾

RESOURCES ▾

PROJECTS ▾

COMMUNICATION ▾

ABOUT ▾

# Responding to COVID-19 | Telehealth



*Building Telehealth*  
**CAPACITY**

## What is Telehealth?

The Center for Connected Health Policy defines telehealth as “Telehealth is a collection of means or methods for enhancing health care, public health and health education delivery and support using telecommunications technologies.” Given the current public health emergency, telehealth has become an essential way to provide mental health services.

### Definitions and Evidence-Base

Agency for Healthcare Research and Quality - The Evidence Base for Telehealth: Reassurance in the Face of Rapid Expansion During the COVID-19 Pandemic

Center for Connected Health Policy National Telehealth Policy Resource Center

Telehealth Resource Centers: A Framework for Defining Telehealth



**MHTTC**

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<https://mhttcnetwork.org/centers/global-mhttc/responding-covid-19-mental-health-disparities>

YOUR MHTTC ▾

TRAINING AND EVENTS ▾

RESOURCES ▾

PROJECTS ▾

COMMUNICATION ▾

ABOUT ▾

## Responding to COVID-19 Mental Health Disparities

The COVID-19 pandemic has highlighted already existing inequities and disparities in health and behavioral health issues, and in access to and receipt of effective healthcare for some populations in the US. For example, African-American and Hispanic and Latino communities have experienced much higher rates of COVID-19 and death from the virus, and also have less access to mental health and substance use treatment (SAMHSA, 2020). Mental health-related inequities and disparities are fueled by social determinants of health, such as race, ethnicity, gender identity, sexuality, citizenship status, socioeconomic status, education, and physical environment, as well as the negative effects of racism and discrimination.

The MHTTC develops events and resources to address disparities in receipt of effective mental health services, on topics such as workforce diversity, cultural and structural competence, and provision of culturally appropriate services, as well as mental health effects of social determinants of health, racism, and discrimination. During the COVID-19 pandemic, we are also developing events and resources specific to the differential effects of COVID-19 on mental health care for specific populations.

Here, we highlight MHTTC training and technical assistance products and resources related to disparities, as well as a compilation of resources from other reputable organizations.

### MHTTC Upcoming Events:

# Trusted Resource Lists

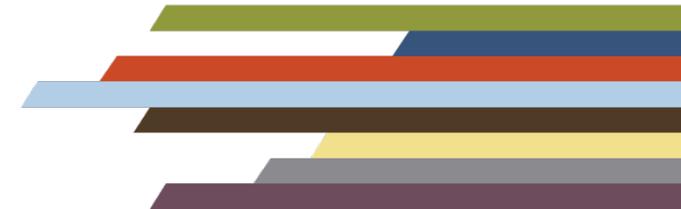
- [National Center for School Mental Health : COVID-19 Resources for School Personnel Related to Policy, Skills, and Technology](#)
- [National Association of School Psychologists: Supporting Student Learning and Well-being during COVID-19](#)
- [CDC: COVID-19 Resources for Mental and Physical Health](#)
- [American School Counseling Association: COVID-19 Response and Ethical Considerations for Virtual Counseling](#)
- [National Child Traumatic Stress Network: Supporting Children and Families](#)



Mid-America (HHS Region 7)

MHTTC

Mental Health Technology Transfer Center Network  
Funded by Substance Abuse and Mental Health Services Administration



# PSYCHOLOGICAL FIRST AID: Listen Protect Connect/Model and Teach



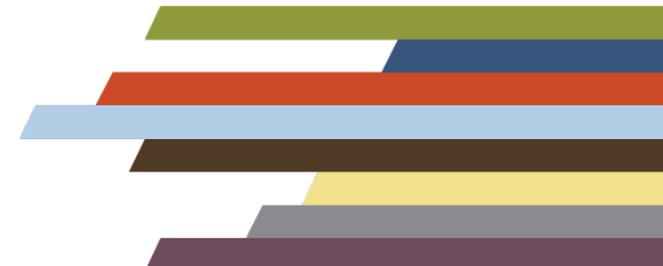
Sharon Hoover, 2018

<https://traumaawareschools.org/pfa>

Copyright M. Schreiber, R.H. Gurwitch, & M. Wong, 2006

Adapted, M. Wong, 2012

# Q&A with Presenters



# Student Mental Health During COVID-19: How to Prepare as Schools Reopen

WEBINAR

11 a.m. to 12 p.m. CT Friday, Sept. 4



Recording for this session will be made available on our website:

<https://bit.ly/SMHEmergencyResponse20>

# Evaluation Information

The MHTTC Network is funded through SAMHSA to provide this training. As part of receiving this funding we are required to submit data related to the quality of this event.

At the end of today's training please take a moment to complete a **brief** survey about today's training.

[Last Name A-M](#)



[Last Name N-Z](#)

