



SOUTHEAST MHTTC SCHOOL MENTAL HEALTH *RESOURCE CATALOGUE*



THE SOUTHEAST MENTAL HEALTH TECHNOLOGY TRANSFER CENTER

The Southeast Mental Health Technology Transfer Center (MHTTC) is funded by the Substance Abuse and Mental Health Services Administration. The mission of our center is to disseminate evidence-based mental health programs and practices to the eight states in Health and Human Services Region IV (Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee) through the provision of trainings and technical assistance as well as the development of resources. Our center is housed in the Department of Health Policy and Management at the Emory University Rollins School of Public Health.

The Southeast MHTTC School Mental Health Initiative is led by Dr. Janet Cummings, a mental health services researcher and national expert on mental health care access and quality among children and adolescents. Our team includes faculty and staff with expertise in public health, mental health systems, health economics, policy, finance, equity, and implementation science. As the regional MHTTC center that specializes in school mental health policy, finance, and workforce, many of the trainings and resources that we have developed address topics related to funding and sustainability of comprehensive school mental health systems.



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SOUTHEAST MHTTC SCHOOL MENTAL HEALTH RESOURCE CATALOGUE

RESOURCE CATALOGUE OVERVIEW

This resource catalogue provides an index for the infographics, reports, toolkits, webinars, and slide decks that have been produced by the Southeast MHTTC School Mental Health Initiative since it was first funded in September 2018. This document includes the embedded weblinks where each resource can be downloaded. All of the resources produced by the MHTTC are in the public domain and available at no cost to access and download. The resources that our center has produced are organized into the following three sections:

1 COMPREHENSIVE SCHOOL MENTAL HEALTH SYSTEMS: FOUNDATIONS

-  School mental health basics and youth mental health
-  Trauma-informed school mental health
-  Diverse populations and equity

2 MENTAL HEALTH SERVICES AND SUPPORTS IN SCHOOLS

-  Mental health promotion for all (i.e., Tier 1)
-  Early intervention and treatment (i.e., Tiers 2 and 3)

3 FUNDING, SUSTAINABILITY, AND IMPACT

-  School mental health policy
-  School mental health financing
-  School mental health workforce
-  Data and measurement



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COMPREHENSIVE SCHOOL MENTAL HEALTH SYSTEMS: FOUNDATIONS



SCHOOL MENTAL HEALTH BASICS AND YOUTH MENTAL HEALTH

SHORT REPORTS

[Data from the 2018 Youth Risk Behavior Surveillance System](#) (September 2019)

These short reports provide statistics on the need for mental health services among school age children across the Southeast region. The fact sheets contain data from the Youth Behavior Risk Surveillance System (Year 2018 Data).

[School Mental Health Improves Treatment Access and Engagement](#) (June 2020)

This short report provides findings from research studies on how school mental health improves treatment access and engagement for youth.

[What are School Mental Health Services?](#) (September 2020)

School mental health services are very heterogeneous, ranging from population-level school climate interventions to intensive interventions for individual students. This short report illustrates terminology commonly used to classify school mental health services into three tiers.

[Data from the 2019 Youth Risk Behavior Surveillance System](#) (October 2020)

This brief report examines the reported prevalence of sadness and hopelessness, suicidal ideation, bullying, and fighting among high school age youth in the Southeast region's eight states. These data are derived from the 2019 Youth Risk Behavioral Surveillance System.

WEBINARS

[MHTTC Network 8-part Training Series on SMH](#) (February-May 2021)

The MHTTC Network hosted an 8-part training series using the [National School Mental Health Curriculum: Guidance and Best Practices for States, Districts, and Schools](#). This resource was developed by the MHTTC Network in partnership with the [National Center for School Mental Health \(NCSMH\)](#) and aims to help states, districts and schools advance comprehensive school mental health and engage in a planning process for implementation. You can access the specific modules in the series or [learn more about the series here](#).

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COMPREHENSIVE SCHOOL MENTAL HEALTH SYSTEMS: FOUNDATIONS



SCHOOL MENTAL HEALTH BASICS AND YOUTH MENTAL HEALTH (CONTINUED)

WEBINARS CONTINUED

[Implementation Support Series: Classroom WISE](#) (July-August 2021)

The Classroom Well-Being Information and Strategies for Educators (WISE) Implementation Support Series is a mental health literacy training for teachers and school staff that will be a key component of all school reopening plans in the 2021-22 school year. The free, 6-hour course, Classroom WISE, has been released by the Mental Health Technology Transfer Center Network Coordinating Office. The Southeast MHTTC hosted Office Hours to support Classroom WISE adoption and implementation at the local and state levels in our region. These Office Hours provide a preview of the Classroom WISE modules and information to help develop a Classroom WISE implementation plan.

[Communicating about School Mental Health](#) (July-August 2021)

This series provides state and local education agencies with information about how to most effectively communicate about school mental health to audiences who may not have a background in education or mental health. It provides strategies and tools that help navigate pitfalls and craft messaging likely to raise awareness, increase engagement, and convey the value of improving student wellness.

[Adaptive Leadership: Mobilizing for Sustainability in Your School Community](#) (May 2022)

How do we approach achieving longevity of our school mental health initiatives? We face changing resources, complex challenges, and many moving parts. Adaptive leadership offers a strategic framework for how to think about the issues, generate solutions, and implement lasting change. In this first of two sessions, we present core tenants and practices to guide your efforts for ongoing impact.

[Adaptive Leadership: Mobilizing for Sustainability in Your School Community \(Part 2\)](#) (May 2022)

How do we approach achieving longevity of our school mental health initiatives? We face changing resources, complex challenges, and many moving parts. Adaptive leadership offers a strategic framework for how to think about the issues, generate solutions, and implement lasting change. In this second of two sessions, we review core tenants and share advanced practices for leading efforts for lasting school mental health impact.



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COMPREHENSIVE SCHOOL MENTAL HEALTH SYSTEMS: FOUNDATIONS



TRAUMA-INFORMED SCHOOL MENTAL HEALTH

WEBINARS

Trauma-Informed Schools Webinar Series

[Part I: Trauma Awareness & Key Considerations](#) (October 2019)

[Part II: Trauma Sensitive Practices](#) (October 2019)

This webinar series defines adverse childhood experiences and child trauma, describes how they impact student health, learning, and behavior, and discusses how schools can respond by becoming trauma informed.

[Creating Cultures of Staff Wellness and Care for our Schools and Community Partners](#) (July 2021)

[Part I: In this Moment: Nudging Ourselves Towards Inner Calm and Connection](#)

[Part II: Listening to Scientists and our Grandmothers: Taking Care of a Human Being](#)

[Part III: Creating intentional Cultures of Wellness and Care Where Staff Can Thrive](#)

In this three-part webinar series, we share information about conditions that support health, regulation, and healing when stress levels are high and enduring. We provide tools and strategies that can be used to prevent stress from becoming harmful, or to ensure you and your workplace bounce back from it when it gets you down. We begin with a focus on what you are experiencing right now and connect you to concrete ways to understand and change how you experience stress. Next in the series, we build your capacity to act individually and collectively to support the emotional health of self and colleagues during times of stress. Finally, we focus on how leadership establishes or strengthens cultures of care in order for all staff to thrive.

[Workforce Wellness Strategies](#) (July 2021)

This seven-module video series complements the webinar series titled *Creating Cultures of Staff Wellness and Care for our Schools and Community Partners*. Each short video provides an overview of an evidence-based self-care strategy that is recommended to reduce stress hormones, enhance neuroplasticity, and reduce inflammation—all of which play important roles in counteracting the body's stress response and in improving health and well-being.

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COMPREHENSIVE SCHOOL MENTAL HEALTH SYSTEMS: FOUNDATIONS



TRAUMA-INFORMED SCHOOL MENTAL HEALTH (CONTINUED)

WEBINARS CONTINUED

[The Community Resiliency Model \(CRM\) in Schools](#) (May 2022)

The Community Resiliency Model (CRM)® is a skills-based wellness and prevention program that provides a biological, non-stigmatizing perspective on normal human reactions to stress and trauma. The primary focus of this stabilization program is to learn to reset the natural balance of the nervous system. CRM skills help people understand their nervous system and learn to track sensations connected to their own wellbeing. CRM, developed at the Trauma Resource Institute by Elaine Miller-Karas is both restorative and preventive (Miller-Karas, 2015).

CRM skills are useful for self-care. They can be taught as a peer-to-peer program in a variety of contexts. School workers, healthcare providers, educators, and other frontline helpers can apply CRM skills in any setting: schools, medical/counseling centers, pre-school settings, home visits, faith communities, and crisis situations in the field. The skills can help prevent burnout. CRM is a valuable resource for individuals coping with chronic stressors such as physical pain, addiction, and grief and loss. A range of persons that suffer the effects of cumulative trauma (e.g., violence, poverty, racism, homophobia) benefit from these tools.

[Promoting School Preparedness, Community Resilience, and Recovery in the Face of Adversity](#) (June – July 2022)

Schools play an important role in supporting student resilience and wellbeing following community-wide trauma and adversity, but the road from preparedness to recovery begins long before a crisis event occurs, and the response lasts well after the event is over. This four-part series focuses on the role of schools and school mental health providers throughout crisis planning and response and offers a framework for planning that is part of a larger trauma-informed and healing-centered approach to education and school mental health. Presenters will highlight crisis planning efforts and examples across the Southeast region and nationally to promote collaborative learning.

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TRAUMA-INFORMED SCHOOL MENTAL HEALTH (CONTINUED)

FACT SHEETS

[Trauma Awareness & Key Considerations](#) (February 2020)

This fact sheet defines and explores adverse childhood experiences and trauma in the Southeast, the impact trauma has on development and learning, and the key elements of using a trauma-informed approach in schools.

[Trauma Sensitive Practices](#) (February 2020)

This fact sheet describes practices that support trauma-informed schools and promotes self-care among educators.



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COMPREHENSIVE SCHOOL MENTAL HEALTH SYSTEMS: FOUNDATIONS



DIVERSE POPULATIONS AND EQUITY

LEARNING RESOURCES

[Healing School Communities in the Context of Racial Violence: Where do we go from here? – Continuous Learning Resources](#) (March 2021)

This document provides a complete list of resources, materials, and helpful links shared throughout the *Healing School Communities in the Context of Racial Violence: Where do we go from here?* learning session.

[LGBTQ+ Youth Mental Health Toolkit](#) (April 2022)

The Southeast MHTTC School Mental Health Initiative collaborated with the Center of Excellence on LGBTQ+ Behavioral Health Equity to support school mental health providers as they increase their skills as affirming providers to better support LGBTQ+ students.

WEBINARS

[Part I: Learning From and With Students, Caregivers, Advocates and Systems Leaders](#) (July 2020)

This webinar is the first in a two-part learning series *Supporting School Mental Health in the Context of Racial Violence*. This learning series is intended for students, families, educators and school mental health professionals who are navigating the impact of racial violence on student mental health.

[Part II: Learning From and With the School Mental Health Workforce \(School Counselors, Psychologists, and Teacher Educators\)](#) (August 2020)

This webinar is the second in a two-part learning series *Supporting School Mental Health in the Context of Racial Violence*. This learning series is intended for students, families, educators and school mental health professionals who are navigating the impact of racial violence on student mental health.

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DIVERSE POPULATIONS AND EQUITY (CONTINUED)

WEBINARS CONTINUED

[Part I: Healing School Communities in the Context of Racial Violence: Where do we go from here?](#) (February 2021)

This learning session is the first in a two-part series *Healing School Communities in the Context of Racial Violence: Where do we go from here?*, intended for students, families, educators and school mental health professionals who are navigating the ongoing impact of racial violence in all forms on student mental health.

[Part II: Healing School Communities in the Context of Racial Violence: Where do we go from here?](#) (March 2021)

This learning session is the second of a two-part series *Healing School Communities in the Context of Racial Violence: Where do we go from here?*, intended for students, families, educators and school mental health professionals who are navigating the ongoing impact of racial violence in all forms on student mental health.

[Part I: Understanding the School Experiences of LGBTQ+ Students](#) (March 2021)

This webinar provides an overview of the school experiences of LGBTQ+ students. As a starting point, the speakers from the Gay, Lesbian, & Straight Education Network (GLSEN) provide basic terminology that is relevant to LGBTQ+ youth, such as the differences between gender identity and sexual orientation. Next, an overview of research on LGBTQ+ students' school experiences nationally and in the Southeast is presented, including hostile school climate indicators. Finally, LGBTQ+ youth from GLSEN's National School Council speak about their school experiences and the challenges they face.

[Part II: Improving the School Experiences of LGBTQ+ Students](#) (March 2021)

This webinar provides an overview of practices and policies that can improve the school experiences of LGBTQ+ students. The Gay, Lesbian & Straight Education Network (GLSEN) Director of Public Policy, Aaron Ridings, discussed policies that support LGBTQ+ youth in schools. GLSEN Senior Manager of Youth Programs, a.t. furuya, discussed school practices that address the needs of LGBTQ+ students. LGBTQ+ Youth Speakers from the GLSEN National School Council spoke about how these school changes and supports would benefit them.

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DIVERSE POPULATIONS AND EQUITY (CONTINUED)

WEBINARS CONTINUED

[How to Signal you are an Affirming Provider & How to Respond when a Young Person Discloses their SOGIE](#) (May 2022)

This session, hosted in collaboration with the Center of Excellence on LGBTQ+ Behavioral Health Equity, provides guidance on what types of school policies and strategies can be implemented to help promote and build an affirming environment for LGBTQ+ young people. Attendees also learn strategies for responding when a student discloses their sexual orientation and/or gender identity and expression (SOGIE).

[Supporting Families of LGBTQ+ students](#) (May 2022)

In this session, hosted in collaboration with the Center of Excellence on LGBTQ+ Behavioral Health Equity, we provide helpful tips on working with families and other caregivers of LGBTQ+ youth. Some families may struggle to understand their child or youth's sexual orientation or gender identity. Some may fear rejection from their own communities or fear what the future may hold for their family. During this session, attendees hear about the importance of family support, strategies for helping families process their feelings, and promising programs that are making strides towards creating evidence-based programs for families of LGBTQ+ youth.

[Safety Planning for LGBTQ+ Students](#) (May 2022)

This session, hosted in collaboration with the Center of Excellence on LGBTQ+ Behavioral Health Equity, provides information on safety planning with LGBTQ+ youth. Safety planning is a protective measure that can be implemented with youth in situations that may lead to distress and crisis — from disclosing their identities to engaging in gender-segregated activities. This session covers: (1) assessment of available supports for LGBTQ+ youth; (2) anticipation of challenges LGBTQ+ youth may face in distressing situations; and (3) tools that can help youth cope through difficult times.



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MENTAL HEALTH SERVICES AND SUPPORTS IN SCHOOLS



MENTAL HEALTH PROMOTION FOR ALL (I.E., TIER 1)

WEBINARS

[Implementing Social Emotional Learning \(SEL\) During a Crisis](#) *(December 2021)*

This session highlights a targeted, feasible approach to implement SEL during a crisis with “SEL Kernels”. SEL Kernels are evidence-based, flexible, practical strategies to promote student SEL skill development, coping and resilience. In this learning session, we will detail the steps of assessing student SEL needs, identifying SEL Kernels to meet those needs, and implementing the SEL Kernels.

[Communicating the Value of Social Emotional Learning: Evidence and Resources to Facilitate Community Conversations](#) *(May 2022)*

Social Emotional Learning (SEL) programs are arguably more important now than ever to support student mental health, interpersonal skill development and academic success using a universal public health approach in education. However, many schools and communities question what SEL programs are and face challenges to assess SEL program quality and alignment with local education priorities. This learning session provides practical information about how to communicate what SEL is, including an overview of free, reputable resources that can be used to assess SEL program components and evidence. We offered resources and facilitated discussion related to challenges communicating about SEL to equip participants with skills to lead discussions and answer questions about SEL in their communities.



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MENTAL HEALTH SERVICES AND SUPPORTS IN SCHOOLS



EARLY INTERVENTION AND TREATMENT (I.E., TIERS 2 AND 3)

WEBINARS

[Part I: Introduction to Measurement-based Care for more Personalized, Collaborative, and Effective School Mental Health Interventions](#) *(November 2021)*

In this session, Dr. Connors provides guidance on how your school or district team can integrate measurement-based care (MBC) in your Tier 2 and 3 services to improve service quality, track outcomes, and sustain these crucial services for students with emerging or existing mental health needs. This session provides information on what MBC is, why it is useful for schools, how to locate free and low-cost progress measures, and best practices in training and implementation support for school professionals.

[Part II: Opportunities and Solutions to Implement Measurement-Based Care for more Personalized, Collaborative, and Effective School Mental Health Interventions](#) *(March 2022)*

Student mental health early intervention (Tier 2) and treatment (Tier 3) services and supports are a vital component of any comprehensive school mental health system, but how student-centered, evidence-based, and effective are they? View this session to hear about how your school or district team can implement measurement-based care (MBC) in your Tier 2 and 3 services to improve service quality, track outcomes, and sustain crucial services for students with emerging or existing mental health needs. MBC is the ongoing use of student-, parent- and teacher-reported progress measures to inform personalized, collaborative, effective interventions. This session provides practical strategies to implement MBC in schools by sharing information on: (1) free, validated assessment measures; (2) tips on how to promote student and parent participation; (3) criteria for evaluating data system options; and (4) approaches to design effective training and ongoing support for your school mental health professionals.

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MENTAL HEALTH SERVICES AND SUPPORTS IN SCHOOLS



EARLY INTERVENTION AND TREATMENT (I.E., TIERS 2 AND 3) CONTINUED

WEBINARS CONTINUED

[Part I: Supporting the Mental Health of Students with Intellectual and Developmental Disabilities](#) (September 2021)

This webinar is the first in a two-part series *Supporting the Mental Health of Students with Intellectual and Developmental Disabilities*. Part I of this series defines intellectual and developmental disabilities (IDDs) and describes signs of mental health challenges in students with IDDs.

[Part II: Supporting the Mental Health of Students with Intellectual and Developmental Disabilities](#) (September 2021)

This webinar is the second in a two-part series *Supporting the Mental Health of Students with Intellectual and Developmental Disabilities*. Part II of this series provides an overview of evidence-based approaches and practices that can be used within schools to support the mental health of students with intellectual and developmental disabilities. It also describes challenges and solutions when implementing these practices in schools.

[Understanding and Supporting the Behavior of Students with Autism Spectrum Disorder](#) (April 2022)

This webinar provides an overview of the reasons that challenging behavior may occur in students with autism spectrum disorder (ASD). It also provides an overview of strategies that can be used to prevent challenging behaviors in these students, and resources that can provide additional information related to managing challenging behaviors. The two presenters have expertise in supporting students with ASD and behavioral health challenges within school settings.

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MENTAL HEALTH SERVICES AND SUPPORTS IN SCHOOLS



EARLY INTERVENTION AND TREATMENT (I.E., TIERS 2 AND 3) CONTINUED

WEBINARS CONTINUED

[Afraid of Opening Pandora's Box? How to Address Student Needs After Mental Health Screening in Schools](#) (August 2022)

Schools are increasingly interested and engaged in universal mental health screening for students to inform early detection and intervention to promote student well-being. However, given the increase in child and adolescent mental health needs increasing over recent decades, exacerbated by the COVID-19 pandemic, social media, racial violence and other recent events, schools are understandably concerned about how they will practically and ethically meet the mental health needs of students if they conduct universal screening. This learning session provides practical information about evidence-informed screening practices to help protect school systems from identifying more student mental health need than they can reasonably address. This includes activities schools can engage in prior to screening (e.g., resource mapping, surveillance screening) as well as during the screening process (e.g., gradual scale-up). We also discuss strategies to address student mental health needs that go beyond referral to mental health treatment (i.e., "Tier 3"), with a focus on options available to low-resource settings that experience barriers to care such as mental health professional shortages. Field examples of mental health screening and how student needs were addressed are provided.

INFOGRAPHICS

[Prevalence of and Risk Factors for Mental Health Challenges in Autistic Students](#) (May 2022)

In the U.S., approximately 2% of youth have Autism Spectrum Disorder (ASD). Mental health challenges are much more common among autistic youth. This infographic explores the relationship between autism and mental health risk in school-age youth.

[Identifying Anxiety in Autistic Students: Common Symptoms and Considerations](#) (June 2022)

In the U.S., approximately 2% of youth have Autism Spectrum Disorder (ASD). Anxiety disorders are much more common among autistic youth. This infographic displays anxiety symptoms that are commonly experienced by autistic students.



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MENTAL HEALTH SERVICES AND SUPPORTS IN SCHOOLS



EARLY INTERVENTION AND TREATMENT (I.E., TIERS 2 AND 3) CONTINUED

INFOGRAPHICS CONTINUED

[Using Cognitive Behavioral Therapy \(CBT\) to Support the Mental Health of Autistic Students: An Overview](#) (August 2022)

As many as 50 percent of autistic youth experience anxiety. This brief report discusses best practices in supporting the mental health of autistic students, with an emphasis on school-based treatments for anxiety.

[Supporting the Mental Health of Autistic Students](#) (August 2022)

In the U.S., approximately 2% of youth have Autism Spectrum Disorder (ASD). Mental health challenges are much more common among autistic youth. This infographic displays how anxiety symptoms make school participation difficult for autistic youth, and evidence-based practices to support anxiety symptoms.

Toolkit

[Toolkit for Supporting the Mental Health of Students with Intellectual and Developmental Disabilities](#) (August 2022)

The Southeast MHTTC put together this comprehensive toolkit made up of webinars and resources to support students with intellectual and developmental disabilities.



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FUNDING, SUSTAINABILITY, AND IMPACT



SCHOOL MENTAL HEALTH POLICY

SHORT REPORTS

[SMH Legislation in the Southeast: A Tiered Approach](#) (November 2019)

This resource provides a State and Tier-specific description of the key policies around the financing and provision of school mental health that state leaders are proposing in the Southeast.

[Region 4 Telemental Health Policy Landscape](#) (September 2020)

These documents present a general landscape of state mental health licensing board responses to the COVID-19 public health emergency related to telemental health services and payment. It is important to note that many of these provisions are time-sensitive, and so may not remain in effect beyond the listed dates (or the date when states declare the end of the COVID-19 public health emergency).

[Region 4 Telemental Health Landscape in Response to COVID-19](#) (March 2021)

This document presents a general landscape of state telemental health policies in responses to the COVID-19 emergency. This document was updated on September 3, 2021 to include the up-to-date telemental health policies in the Southeast. Many of the policies included in the document are time-sensitive and, therefore, may not remain in effect beyond the listed dates.

INFOGRAPHICS

[Service-Related Policy Adoption](#) (September 2019)

This infographic describes health and prevention services for students and policies related to mental health screenings using data from the School Health Policies and Practices Study.

[Workforce-Related Policy Adoption](#) (September 2019)

This infographic describes the mental health staffing characteristics in schools in the Southeast region using data from the School Health Policies and Practices Study.

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FUNDING, SUSTAINABILITY, AND IMPACT



SCHOOL MENTAL HEALTH POLICY (CONTINUED)

INFOGRAPHICS CONTINUED

[State Policy and School Mental Health in the Southeast](#) *(November 2019)*

This infographic describes considered and enacted school mental health laws and executive actions in the 2018/2019 legislative cycle.

[State Policies and School Mental Health in the Southeast](#) *(January 2021)*

This infographic describes policies related to school mental health that were considered or passed between January and October 2020 in the Southeast U.S.

[Expanding the School-Based Mental Health Workforce: State Policies in the Southeast U.S., 2015-2020](#) *(November 2021)*

This infographic presents policy efforts in the Southeast U.S. to expand the school mental health workforce in 2015-2020.

[State Policies and School Mental Health in the Southeast](#) *(August 2022)*

This report summarizes state policies newly introduced between October 2020 and May 2022 to support school MH services in the Southeast region (HHS Region 4) of the U.S.



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FUNDING, SUSTAINABILITY, AND IMPACT



SCHOOL MENTAL HEALTH FINANCING

WEBINARS

[Financing School Mental Health Services](#) *(August 2019)*

This webinar, presented by Dr. Adam Wilk, aims to clarify how it can be determined whether a given school based mental health service will be reimbursable through Medicaid and by Medicaid Managed Care plans. Dr. Wilk also offers insights as to how school districts and school based mental health program leaders might think about Medicaid as a potentially important source of financing.

[Financing School Mental Health Services during a State Budget Crisis](#) *(July 2020)*

Today's economic crisis, driven by the COVID-19 pandemic and social distancing measures, poses significant challenges for state-budget-makers. This webinar, led by health care financing expert Dr. Adam Wilk, discusses those challenges in the context of school and school district leaders' efforts to finance school mental health programs.

[School Mental Health Financing and Sustainability: Using Stimulus Funds to Advance Comprehensive School Mental Health](#) *(December 2021)*

In this webinar, leaders from two school districts in the Southeast will join a panel to describe how they and their partners have made innovative use of Stimulus funds to finance their school mental health initiatives. The panelists discuss how their current approaches built upon prior school mental health programs and existing sources of financing, as well as how they are working towards sustainability. They also share their perspectives on how other school districts—which may be different from theirs in key respects (e.g., size, administrative capacity)—might think about the opportunities to appropriate these new funds in support of students' mental health.

[The Nuts & Bolts of Sustainability: Essentials for the Longevity of School Mental Health Initiatives](#) *(January 2022)*

This topical learning forum is dedicated to building capacity of school and district teams invested in building long-lasting practices and policies that promote school and student mental health. In this virtual learning session, participants learned about effective sustainability practices, including strategies and tools designed to support an intentional approach to developing change that lasts.

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FUNDING, SUSTAINABILITY, AND IMPACT



SCHOOL MENTAL HEALTH FINANCING (CONTINUED)

WEBINARS CONTINUED

[Sustaining School Mental Health at the State-level: Panel Discussion](#) *(February 2022)*

This panel discussion focuses on state-level examples of the planning, design, and implementation process that supports sustainable and scalable school mental health systems. Panelists included leaders from two state education agencies with experience navigating the changing landscape needs and availability of resources; building statewide school mental health infrastructure; and coordinating a variety of federally funded initiatives (e.g., AWARE, School Climate Transformation grants).

[Medicaid and School Mental Health 101: How Can Schools Finance School Mental Health Services through Medicaid?](#) *(March 2022)*

In this foundational webinar, Dr. Adam Wilk provides an overview of Medicaid and an introduction to how Medicaid finances school mental health services. He discusses the Medicaid benefits that can cover school mental health services, what child populations can be eligible for Medicaid, what providers can bill Medicaid for school mental health services, and related considerations for schools and community mental health providers. Dr. Wilk and Allison Hu, the lead author of a new report that answers frequently asked questions about Medicaid and school mental health, conclude the webinar by answering attendees' questions.

INFOGRAPHICS

[Will Medicaid Pay For This Service? Key Constraints on Medicaid Reimbursement for School-Based Mental Health Services](#) *(August 2019)*

This infographic provides an overview of key constraints on Medicaid reimbursement for school mental health services.

[Distinctive Features of Medicaid Programs in the Southeast Region](#) *(August 2019)*

This infographic provides an overview of key features of Medicaid programs in the Southeast.

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FUNDING, SUSTAINABILITY, AND IMPACT



SCHOOL MENTAL HEALTH FINANCING (CONTINUED)

INFOGRAPHICS CONTINUED

[Medicaid Managed Care and Behavioral Health Benefit Administration: Southeast Region](#) *(August 2019)*

This infographic provides information about Medicaid managed care and how behavioral health benefits are administered in Medicaid programs in the Southeast.

[Eligibility and Enrollment in Medicaid in the Southeast](#) *(August 2019)*

This infographic provides information about Medicaid eligibility for children and child enrollment rates in the Medicaid program in the Southeast.

[Using IDEA to Fund School-Based Mental Health Services](#) *(June 2020)*

This infographic describes how school-based mental health services are financed under the Individuals with Disabilities Education Act (IDEA). It includes basic information about IDEA and individualized education programs (IEPs), and it offers more specific guidance around IDEA and the funding of school-based mental health services for parents, for local education agencies, and for providers.

[Free Care Rule Medicaid Financing Tips](#) *(June 2020)*

This infographic describes the “Free Care Rule” in Medicaid and discusses how the recently changed federal interpretation of this rule can affect local education agencies’ capacity to leverage Medicaid to finance health services, including school-based mental health services. It also includes links to key resources on the Free Care Rule change in 2014 and active state efforts to act on this change.

[The Early and Periodic Screening, Diagnostic and Treatment \(EPSDT\) Medicaid Benefit](#) *(October 2020)*

This infographic describes the Early and Periodic Screening, Diagnostic and Treatment (EPSDT) benefit, a rich benefit mandated to be covered in all Medicaid programs for youth (age < 21). It also highlights key common misconceptions about EPSDT.

(Continued)



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SCHOOL MENTAL HEALTH FINANCING (CONTINUED)

INFOGRAPHICS CONTINUED

[What is Cost-Based Reimbursement? Financing School Based Services Through Medicaid](#) *(August 2021)*

Many Medicaid-eligible school-based services are reimbursed under a cost-based system. This infographic provides an introduction to cost-based reimbursement systems.

[How are Local Education Agencies \(LEAs\) Paid Under Cost-Based Reimbursement? Financing School Based Services through Medicaid](#) *(August 2021)*

Many state Medicaid offices use a cost-based system to reimburse service costs and administrative costs associated with school-based service provision. Under cost-based reimbursement, LEAs and state Medicaid offices take routine actions when a Medicaid-eligible school-based service is provided throughout a quarter (or year). At the end of a quarter (year), additional actions are required to determine settlement payments. This two-page infographic walks through all of the steps these actors take both routinely and at quarter-end (year-end) to provide reimbursement under a cost-based reimbursement system.

[Comparing Reimbursement Systems: Fee for Service \(FFS\) vs. Cost-Based – Financing School Based Services Through Medicaid](#) *(August 2021)*

Medicaid reimburses most eligible school-based services through one of two systems: fee-for-service and cost-based reimbursement. This infographic illustrates how the actions of schools and state Medicaid offices between the two reimbursement systems.

[Financing School-Based Services through Medicaid: Reimbursement for Administrative Expenses](#) *(September 2021)*

Schools can receive Medicaid reimbursement for certain qualifying administrative activities (e.g., outreach and enrollment, supports of Medicaid-eligible direct services). This infographic highlights two broad classes of administrative activities that are often reimbursable under Medicaid.

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SCHOOL MENTAL HEALTH FINANCING (CONTINUED)

INFOGRAPHICS CONTINUED

[What School Mental Health Services Does Medicaid Cover?](#) *(May 2022)*

Medicaid can cover many school mental health services. In this infographic, we provide examples of screening services, treatment services, and supportive services for which schools can often seek Medicaid reimbursement.

[Leveraging State Plan Amendments and Medicaid Waivers to Expand School Mental Health Services in Medicaid](#) *(August 2022)*

Every state's Medicaid program has different requirements for reimbursing school mental health (SMH) services. In many cases, expanding coverage of SMH services in Medicaid requires seeking approval from the federal government for a State Plan Amendment (SPA) and/or a Medicaid waiver to make changes to these requirements. In this short report, we introduce SPAs and Medicaid waivers, and we give examples of how states have leveraged SPAs and Medicaid waivers to expand coverage of SMH services in their Medicaid programs.

[The Elementary and Secondary School Emergency Relief \(ESSER\) Funds and School Mental Health in the Southeast](#) *(August 2022)*

This report summarizes federal and state guidance on using the Elementary and Secondary School Emergency Relief (ESSER) funds, approved as part of multiple federal COVID-19 relief bills (2020-2021), to provide school mental health services and supports. Information about state-level guidance is focused on the eight states in the Southeast region (HHS Region 4).

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SCHOOL MENTAL HEALTH FINANCING (CONTINUED)

REPORTS

[Medicaid and School Mental Health Services: FAQs](#) *(August 2022)*

Medicaid is an important source of financing for school mental health services. In this report, we discuss how schools can finance school mental health services through Medicaid by answering some frequently asked questions. Among our answers, we describe the requirements for seeking Medicaid reimbursement for school mental health services, we discuss additional complexity in the context of Medicaid Managed Care, and we highlight examples of how states have leveraged Medicaid State Plan Amendments and Medicaid Waivers to expand coverage of school mental health services under Medicaid.



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SCHOOL MENTAL HEALTH WORKFORCE

WEBINARS

[Recruitment and Retention of SMH Providers-Part 1: An Overview](#) (December 2020)

This webinar highlights the importance of sustaining the school mental health workforce for achieving effective, high-quality school mental health services. Dr. Mark Weist and Dr. Janet Cummings discuss recruitment and retention approaches that community mental health providers and local education agencies may want to consider implementing to support these goals, the current evidence concerning these approaches, and key resources to inform implementation efforts.

[Recruitment and Retention of School Mental Health Providers Part 2: Innovative Strategies](#) (December 2020)

This webinar explored the innovative approaches and experiences of leading provider organizations and their partners as they work to recruit and retain school mental health providers. Ms. Nikki Raymond (CEO, Georgia HOPE) discussed the diverse array of strategies her organization has employed and their impact, and Dr. Mark Sander (Director of School Mental Health, Hennepin County School System) discussed his experience coordinating 18 mental health agencies' efforts as they develop and support the school mental health workforce.

[Creating Cultures of Staff Wellness and Care for our Schools and Community Partners](#) (July 2021)

[Part I: In this Moment: Nudging Ourselves Towards Inner Calm and Connection](#)

[Part II: Listening to Scientists and our Grandmothers: Taking Care of a Human Being](#)

[Part III: Creating intentional Cultures of Wellness and Care Where Staff Can Thrive](#)

In this three-part webinar series, we share information about conditions that support health, regulation, and healing when stress levels are high and enduring. We provide tools and strategies that can be used to prevent stress from becoming harmful, or to ensure you and your workplace bounce back from it when it gets you down. We begin with a focus on what you are experiencing right now and connect you to concrete ways to understand and change how you experience stress. Next in the series, we build your capacity to act individually and collectively to support the emotional health of self and colleagues during times of stress. Finally, we focus on how leadership establishes or strengthens cultures of care in order for all staff to thrive.

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SCHOOL MENTAL HEALTH WORKFORCE (CONTINUED)

WEBINARS CONTINUED

[Workforce Wellness Strategies](#) (July 2021)

This seven-module video series complements the webinar series titled *Creating Cultures of Staff Wellness and Care for our Schools and Community Partners*. Each short video provides an overview of an evidence-based self-care strategy that is recommended to reduce stress hormones, enhance neuroplasticity, and reduce inflammation – all of which play important roles in counteracting the body's stress response and in improving health and well-being.

INFOGRAPHICS

[Why Is the Early and Periodic Screening, Diagnostic and Treatment \(EPSDT\) Medicaid Benefit Underutilized in Financing School-based Mental Health Services?](#) (October 2020)

The infographic describes a pernicious cycle through which the mental health workforce shortage leads to underuse of the Early and Periodic Screening, Diagnostic and Treatment (EPSDT) benefit in Medicaid, and how, in turn, underuse of EPSDT may have implications for the mental health workforce shortage.

[A Key Consideration When Staffing School-Based Mental Health Programs: Hire or Partner?](#) (June 2021)

Local Education Agencies generally have two staffing approaches to provide school-based mental health services: (1) hire their own personnel, and (2) partner with community-based providers. This infographic outlines the advantages of each staffing approach in regard to administrative burden, access to services, and revenue.

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SCHOOL MENTAL HEALTH WORKFORCE (CONTINUED)

REPORTS

[Recruitment and Retention of School Mental Health Providers: Strategies and Key Resources](#) (July 2021)

[Executive Summary](#) This report describes organizational and policy level strategies to improve recruitment and retention of school mental health providers. Additionally, it identifies resources developed by reputable organizations to facilitate implementation of these strategies. The report aims to provide useful guidance on developing and maintaining the school mental health workforce for organizations (e.g. schools, school districts, and community mental health agencies) and policy makers involved in school mental health efforts.



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DATA AND MEASUREMENT

WEBINARS

[NOMs Data Collection for Project AWARE Grantees: Part 1 \(An Overview\)](#) (May 2022)

This 90-minute session introduces the National Outcome Measures (NOMs) data collection and reporting process and discussed how it can be implemented within a school-based or school-linked mental health services setting. The session provides an overview of the NOMs Client-level Measurement Tool and domains, reviewed key stakeholder roles and responsibilities, and detailed data collection and management practices. The session was designed for AWARE SEA and LEA team members who have a role in collecting or reporting NOMS data.

[NOMs Data Collection for Project AWARE Grantees: Part 2 \(SPARS Data Reporting, Monitoring, and Data Use\)](#) (May 2022)

The second 90-minute session builds on information presented in the Part 1 of this series. This session provides an overview of SAMHSA's SPARS data reporting system, including guidance on how to access SPARS and how and when to enter National Outcome Measures (NOMs) data, how to use SPARS monitoring tools and reporting functions, and how to export and analyze data to support local project implementation. The session is designed for AWARE SEA and LEA team members who have a role in collecting or reporting NOMS data.



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