



Southeast (HHS Region 4)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

Sustaining School Mental Health at the State-level: Panel Discussion

Series: Sustainability of School Mental Health Initiatives Series

Hosted by Christina Borbely, PhD
February 2, 2022



DISCLAIMER

The views, opinions, and content expressed in this presentation do not necessarily reflect the views, opinions, or policies of the Center for Mental Health Services (CMHS), the Substance Abuse and Mental Health Services Administration (SAMHSA), or the U.S. Department of Health and Human Services (HHS).



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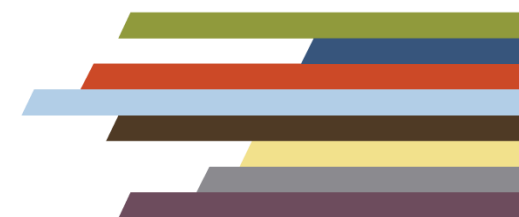
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The Southeast MHTTC is located at Emory University in the Rollins School of Public Health.

Our Mission: To promote the implementation and sustainability of evidence-based mental health services in the Southeastern United States.

Our Vision: Widespread access to evidence-based mental health services for those in need.

Our Services: We use a public health approach to build leadership capacity and to provide mental health trainings and resources to providers, agencies, and communities across the Southeast.



Learning Objectives

Participants who join this session will be able to:

1. Learn from other state's examples of design and implementation of long-term school mental health prioritization.
2. Adopt or adapt sustainability practices that will contribute the longevity of school mental health initiatives.
3. Advance systems transformation approaches that establish school mental health policies and practices as statewide standards.

Agenda

- Defining sustainability
- Panel discussion
- Q/A
- Next steps

Today's Guests

Pat Sanborn, M.A., Health and Wellness State Coordinator at the Nevada Department of Education's Office for a Safe and Respectful Learning Environment

Maribel O. Saimre, Ed.S., Director of Student Services for the Virginia Department of Education.

Monica Caldwell, LCSW, Director of Mental Health at RISE Wisconsin in Madison and former SEA Project Director of Wisconsin's Project AWARE grant

What is Sustainability?

Keeping things the same over time

Predictable program cycles or growth

Modus operandi (M.O.)/this is how we do things

Adapting over time but keeping core elements in play

Future-focused flexible vision of initiative

Values-driven decisions

What is Sustainability?

- Continued, consistent implementation of effective policies, strategies, and practices
- Programs or services that continue because they are valued and draw support and resources
- A community's ongoing capacity and resolve to work together to establish, advance, and maintain effective strategies that continuously improve health and quality of life for all
- Maintaining positive outcomes in communities

Sustaining SEA School Mental Health Initiatives

Pat Sanborn

Nevada Department of Education

February 2, 2022



Collaboration and Integration

Grants

- Safe Schools Healthy Students (2013-2018)
- Project AWARE (2014-2019 & 2020-present)
- School Climate Transformation Grant (2014 – present)
- School Mental Health Services (2021-present)

Partnerships

- School Mental Health Partnership
- Medicaid Partnership
- Healthy Schools Campaign
- School Nurse Partnership
- Children and Family Services
- CoIIN - SHAPE
- LEAHP
- Shared funding streams for BH Coordination through state departments

Social Emotional Learning for All

Policies at the State Level

- School Climate Survey
- School Climate Transformation Grant
- State Improvement Plan (STIP) encompasses SEL Strategies (Goal 6)
- SEL/MH in ESSER
- DHHS – SEL ESSER Funding (matches NDE)

Systems Transformation

Policies

- SB515 (2015) SWxS
- Nevada STIP – Goal 6
- AB275 (2017) MTSS
- AB490 (2019) – Student Discipline/Data Analysis
- SB89 (2019) – School Safety, School Climate, and SISP Ratios
- SB151 (2021) – Ratios
- Nevada Medicaid State Plan Amendment
- SB69 (2021) Requires LEAs to submit a report to NDE re: administering YRBS (with exceptions)
- Prevention Coalitions and Substance Abuse
- SB210 (2021) – Shared treatment plan for youth in practices; regulatory requirement of collaboration to benefit youth and family)

Practices

- School Climate Survey (for students)
- School Climate Survey (for staff [coming soon])
- Data Integration (in process)
- Shared projects with consistent Evaluator

Web References

- [Nevada STIP](#)
- [SB515 \(2015\)](#)
- [AB275 \(2017\)](#)
- [AB490 \(2019\)](#)
- [SB89 \(2019\)](#)
- [SB151 \(2021\)](#)
- NELIS -
<https://www.leg.state.nv.us/App/NELIS/REL/81st2021>
- Expanded Services and NV SPA

Questions?

Pat Sanborn

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Supporting Mental Health and Wellness in Virginia Schools

Maribel Saimre, Director of Student Services
Virginia Department of Education

February 2, 2022



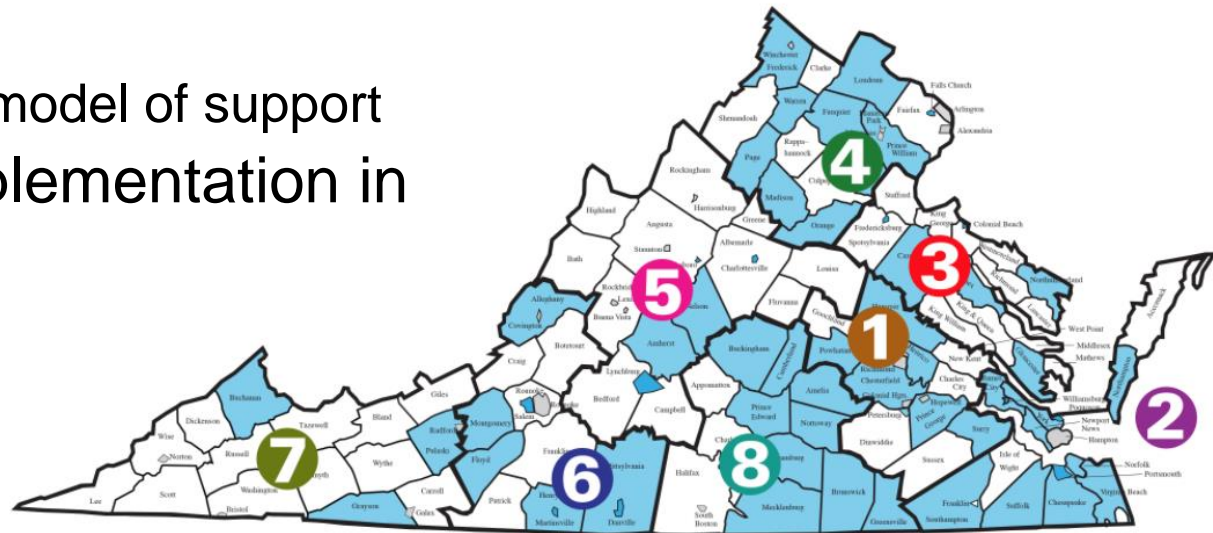
Mental Health and Wellness: **Priorities**



- Enhance supports at the universal level through implementation of social-emotional learning and trauma-informed strategies;
- Support increase staffing levels of school-based mental health providers (school counselors, school psychologists, school social workers, community MH providers);
- Strengthen partnerships with families and community providers to facilitate the delivery of wrap-around services;
- Provide mental wellness supports to the adults: school staff and parents.

Virginia Tiered Systems of Supports (VTSS)

- Alignment with VTSS
 - VTSS in 62 (out of 132) school divisions and over 580 schools
 - Leverage existing state training and coaching infrastructure
 - Cascading model of support
 - Cohesive implementation in schools



VTSS Alignment

- Development of of a mental health companion to the Tiered Fidelity Inventory (TFI)
- Tier 1 (Universal) trauma-informed training
 - For schools implementing positive behavioral interventions and supports
 - Training is anchored to Tiered Fidelity Inventory (TFI)
 - [Asynchronous modules](#) now available for continued support
 - Developed to allow for use by non-VTSS implementers
- Embedding of trauma-informed principles across entire scope and sequence
- Resources especially designed for families and community members developed in partnership with [Formed Families Forward](#)

Social Emotional Learning

- Development of [K-12 social emotional learning standards](#)
- Implementation guidance and training aligned to VTSS
 - Curriculum Frameworks by Grade band
 - PD for Educators (SEL Fundamentals series) and specialized Student Support Personnel (Beyond Fundamentals series)
 - [Social Emotional Wellness Quick Guides](#) and illustrated videos

Virginia School Mental Health Career and Learning Center (CLC)



vastudentservices-clc.org

Supports the recruitment and retention of school mental health professionals (school counselors, school psychologists, school social workers)



SMHP Recruitment Activities

- Develop a single point access for SMHP open positions in the state of Virginia
- Conduct a targeted review of licensing policies and procedures to facilitate respecialization and efficient out-of state credentialing transfer
- Provide funding support for new SMHP positions (LEA match required)
- Provide hiring incentives to SMHP candidates committing to positions in participating LEAs
- Prioritize and highlight postings of open positions in participating LEAs on the CLC's recruitment page



SMHP Retention Activities

- Access to targeted, high quality professional development
- Facilitate leadership development and mentorship opportunities with SMHP providers from across the state
- District level community of practice on SMH retention
- Development and implementation of digital badging system for professional development offerings; financial incentives for the completion of district PD pathways





Adaptive Leadership

A Key Driver of
Implementation

Monica Caldwell, RISE-
Madison, Wisconsin



What is adaptive leadership?

And why is it important?



Adaptive Leadership Work

- Get on the Balcony
- Identify the nature of the work: what requires an adaptive response? Technical?
- Support a holding environment
- Give work to others
- Engage all voices
- Regulate distress
- Maintain disciplined attention
- Stay in the work

The Wisconsin AWARE Experience

- You invested in me as a leader. I was equipped to lead and mobilize others to create changes in culture and practice.
- I took my team out “to the woods” to think adaptively.
- Leadership is *not* identifying multiple programs and inserting them into a work culture that is unprepared for change.
- “What do people stand to lose?” respect for the process of transformation.
- Things changed.



Mirroring at the state

- Action as “disciplined experiments” in an iterative process of trying something, seeing how it goes, learning from what happens, and trying something else (balcony to dance floor, repeat)
- The art of facilitation, especially when conflict arises, must be practiced and supported. (the holding environment)
- Adaptive shift from “train and hope” to implementation science – one leader’s story
- Diagnosing the political landscape – another leader’s story

EXPERIMENTAL MINDSET

Lessons learned

- Much of AWARE work is about managing change. The big shifts in the change process were recognized as adaptive.
- Leadership support is most helpful if offered at the beginning of an initiative. Coaching on a regular basis allows for staying in the adaptive frame.
- Creating safe space for leadership development is critical to the experience.
- There are benefits to participating in leadership development as a team.

DISCIPLINED ATTENTION



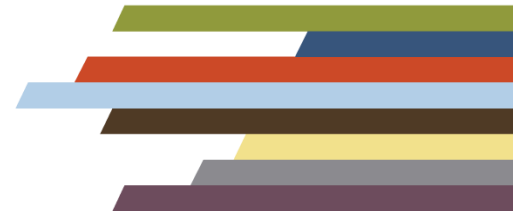
POLL

YOUR INPUT FOR WHAT ELSE

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- Please click on the link to complete the SAMHSA required survey:

<https://ttc-gpra.org/P?s=158675>



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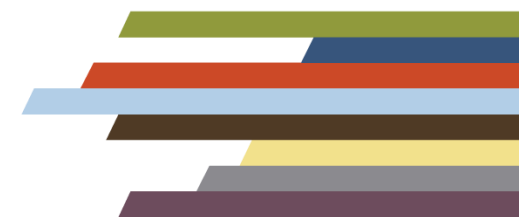
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