



**Southeast** (HHS Region 4)

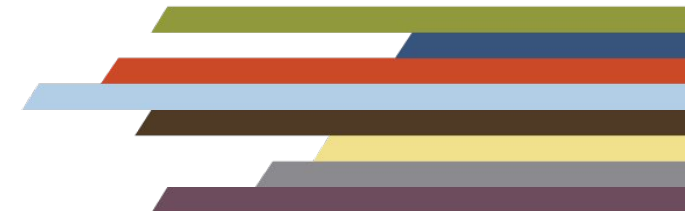
**MHTTC**

**Mental Health Technology Transfer Center Network**

Funded by Substance Abuse and Mental Health Services Administration

# Communication 101 for School Mental Health: School Administrator Perspective

Presenter: Christina Borbely, Ph.D.  
School Mental Health Initiative  
Southeast Mental Health Technology Transfer Center (MHTTC)  
Rollins School of Public Health, Emory University  
January 26, 2023



# Disclosure/Disclaimer

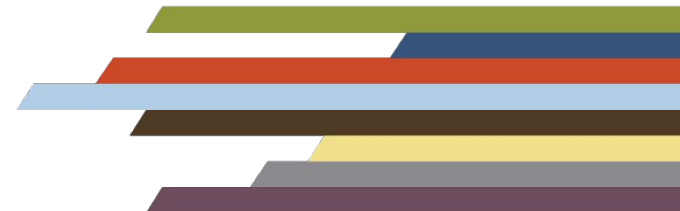
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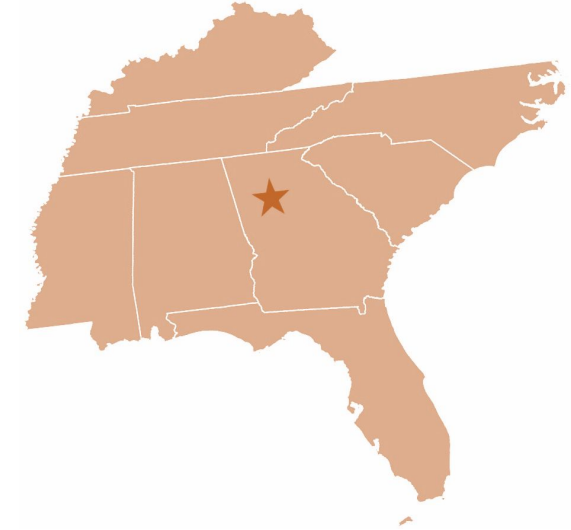
Alabama | Florida | Georgia | Kentucky | Mississippi | North Carolina | South Carolina | Tennessee



# About the Southeast Mental Health Technology Transfer Center (MHTTC)

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

**Serve states in HHS Region IV:** Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee.



**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.



Southeast Mental Health Technology Transfer Center  
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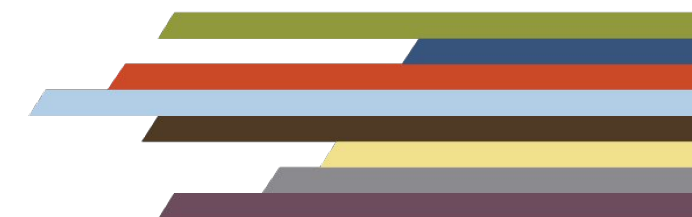
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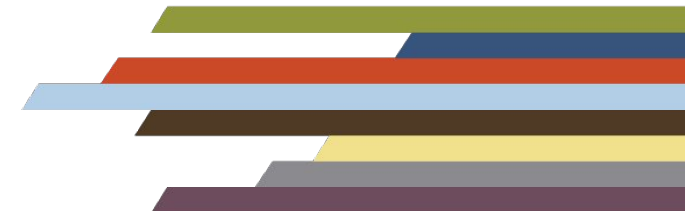
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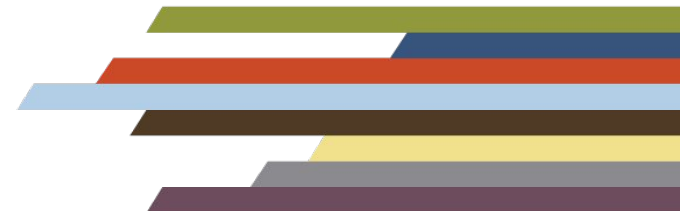
We appreciate your feedback!



# Presenter



**Christina Borbely , Ph.D.**  
School Mental Health Advisor  
SEMHTTC



# Learning Objectives

Participants who join this session will be able to:

1

- Communicate about three main areas:
  - the importance of student mental health in academic achievement,
  - core concepts related to school and student mental health,
  - and funding considerations.

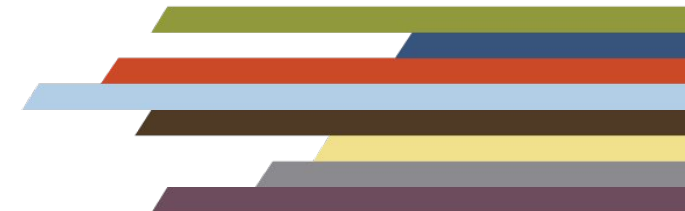
2

- Engage in group discussion about common questions, issues, and opportunities facing leadership who are starting or continuing efforts to advance school wellness, including mental wellness.



# Agenda

- The Value of School Mental Health (SMH)
- SMH Core Concepts
- SMH Funding Sources
- Navigating SMH Conversations

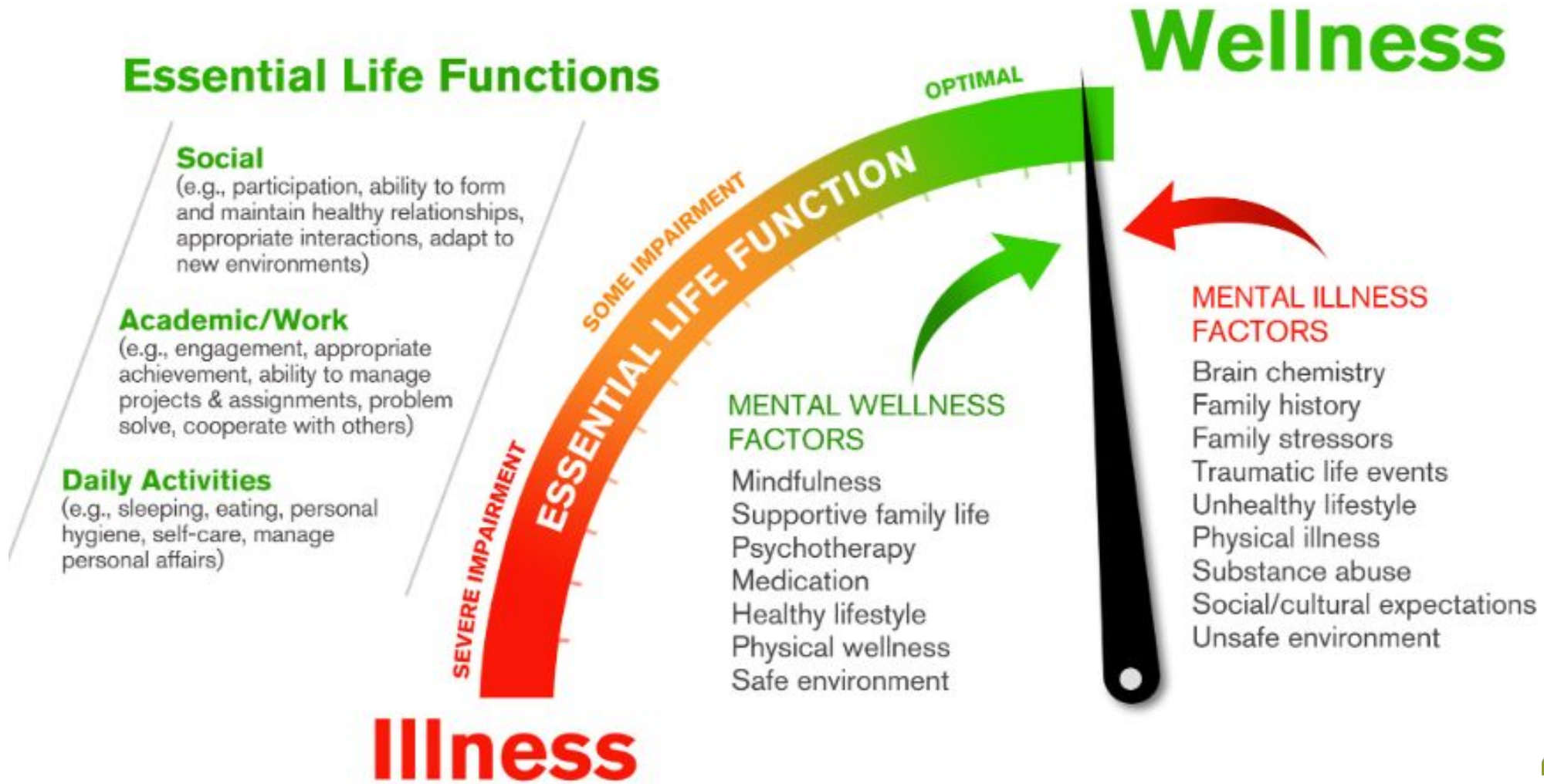


# The Value of Mental Health in School





# Defining Mental Health: Continuum



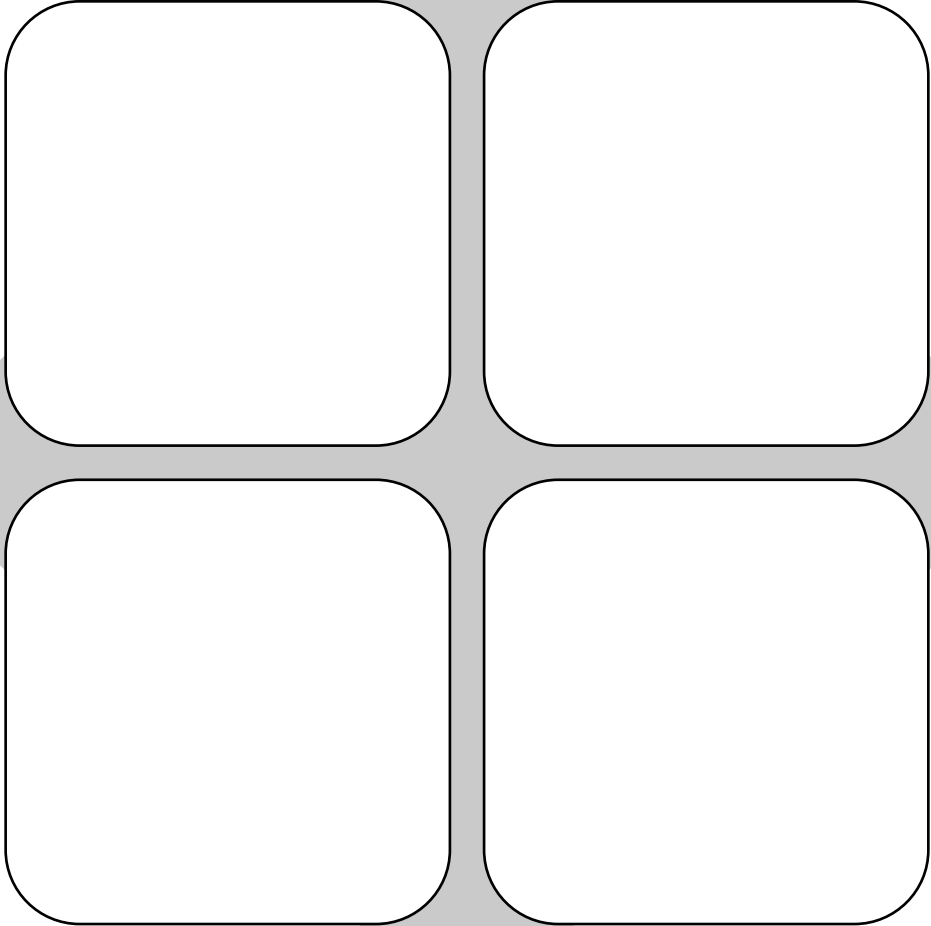
# Defining Mental Health: Dimensional



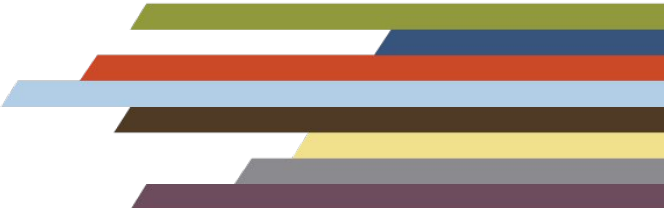
Optimal Mental Wellbeing

Maximum Mental Illness

Minimum Mental Illness



Minimal Mental Wellbeing

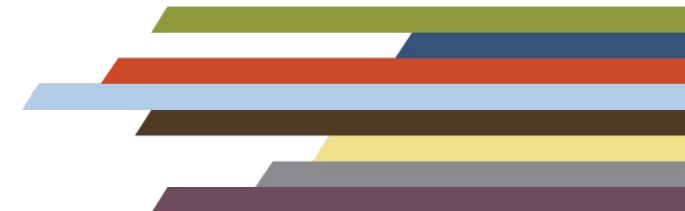


# Value Of School Mental Health



Research on impact of school-based universal mental health supports (e.g., SEL) shows statistically significant improvements in:

- Individual standardized tests of reading and math skills
  - On average, effects were present 150 weeks later
- Student grades
- Student-level behavior, including long term improvement in baseline externalizing behavior
- Individual-level social skills
  - Attention problems

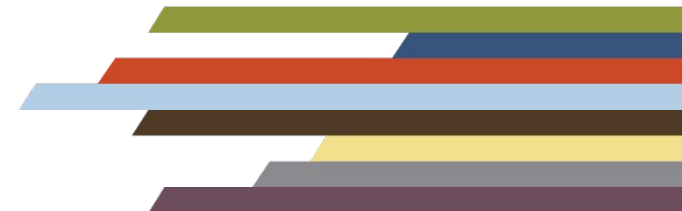


# Value Of School Mental Health



Research on impact of school-based prevention interventions shows statistically significant improvement in:

- Teacher-ratings of individual academic competence
- Amount of individual student engagement in learning

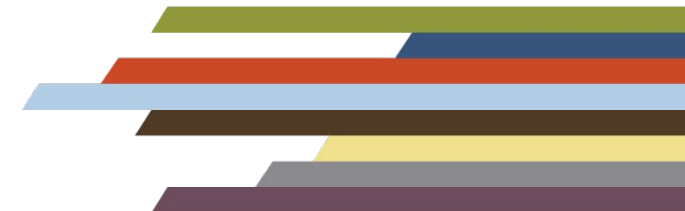


# Value Of School Mental Health



Research on impact of school-based clinical interventions shows statistically significant improvements in:

- Student-level academic outcomes, including academic skills
- Student behavior, including externalizing behavior
- Student mental health

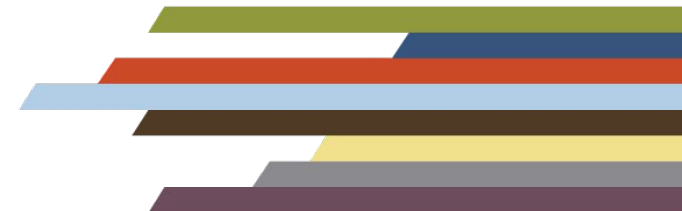


# Value Of School Mental Health



Research on impact of school-level outcomes associated with systems/models of school mental health (e.g., PBIS) shows statistically significant improvements in:

- Reading and math scores, including state standardized test proficiency
- Discipline referrals
- Out-of-school suspensions



# Tools for Communicating about Student Mental Health



In an average school of 600 students, approximately **100 students** are coping with a mental illness.



More than **1 in 20 young people** ages 12 and over **report current depression**, which among school-aged youth is linked to reduced academic achievement and increased school suspensions.<sup>7</sup>

Mental illness is associated with **school absences**, causing the **loss of critical school funding sources**.<sup>8</sup>



Young people with **attention-deficit/hyperactivity disorder (ADHD)** often feel **isolated** at school due to **social problems** associated with their illness.<sup>9</sup>



Having a mental illness is associated with being pushed out of school through **suspension, expulsion, and credit deficiency**.<sup>10, 11, 12</sup>

**17%**  
considered  
**SUICIDE**

**8%**  
attempted  
**SUICIDE**

Among students in grades 9-12 in the U.S. during 2013-2014<sup>13</sup>: 17.0% of students seriously considered attempting suicide, and 8.0% of students attempted suicide one or more times in the previous 12 months.



Only **one third** of adolescents with mental illness **go on to postsecondary education**.<sup>14</sup>



**Early detection** of mental health concerns leads to **improved academic achievement** and **reduced disruptions at school**.<sup>15</sup>





T1



SMH AROUND CAMPUS



T2



T3

# Teachers, School Staff, and School Mental Health



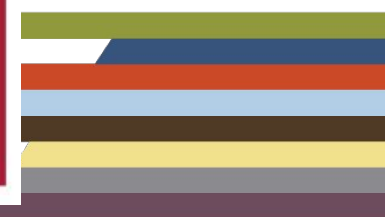


# Teachers, School Staff, and School Mental Health

Examples at School Where Teachers and School Staff Support School Mental Health



SPECTRUM OF STUDENT SUPPORT:	EXAMPLES OF SMH FOR ALL STUDENTS	EXAMPLES OF SMH FOR SOME STUDENTS	EXAMPLES OF SMH FOR A FEW STUDENTS
<p><b>CLASSROOM</b></p>	<p><b>TEACHER'S SMH RESOURCES</b></p> <p>POSTS VISUAL AIDS FOR SOCIAL EMOTIONAL LEARNING</p> <p><b>SMH ALLIES IN CLASS</b> SCHOOL RESOURCE OFFICER: STOPS TO SAY GOOD MORNING EACH DAY</p>	<p><b>TEACHER'S TARGETED RESOURCES</b></p> <p>POSTS TO STUDENT BEHAVIOR CHART</p> <p><b>SMH ALLIES IN CLASS</b> SCHOOL COUNSELOR: COLLECTS REFERRALS FOR SKILLS GROUP</p>	<p><b>TEACHER'S INTENSIVE RESOURCES</b></p> <p>ESTABLISHES BEHAVIOR CONTRACT</p> <p><b>SMH ALLIES IN CLASS</b> PRINCIPAL: OFFERS ALTERNATIVES TO SUSPENSION</p>
<p><b>STUDENT SERVICES ROOM</b></p>	<p><b>MENTAL HEALTH SPECIALIST/COUNSELOR'S UNIVERSAL RESOURCES</b></p> <p>SUPPORTS SCHOOL'S POSITIVE DISCIPLINE PRACTICES</p>	<p><b>MH SPECIALIST/COUNSELOR'S TARGETED RESOURCES</b></p> <p>RESPONDS TO SMH REFERRALS</p>	<p><b>MH SPECIALIST/COUNSELOR'S INTENSIVE RESOURCES</b></p> <p>COORDINATES WITH STUDENT SUPPORT TEAM</p>
<p><b>CAMPUS SPACES</b></p>	<p><b>SMH UNIVERSAL RESOURCES</b></p> <p>OPTIONS FOR ROUTINE PHYSICAL MOVEMENT (OUTDOORS)</p>	<p><b>SMH TARGETED RESOURCES</b></p> <p>STUDENT-LED MENTAL HEALTH AWARENESS CLUBS</p>	<p><b>SMH INTENSIVE RESOURCES</b></p> <p>WRAPAROUND SUPPORTS AVAILABLE TO MEET RANGE OF BASIC NEEDS</p>





# CLASSROOM



## EXAMPLES OF SMH FOR SOME STUDENTS

### TEACHER'S TARGETED RESOURCES

T2

- OFFERS TEST COMPLETION WITHOUT TIME LIMIT<sup>S</sup>
- POSTS TO STUDENT BEHAVIOR CHART
- USES CHECK IN CHECK OUT



### SMH ALLIES IN CLASS

- **SCHOOL COUNSELOR:** COLLECTS REFERRALS FOR SKILLS GROUP
- **PRINCIPAL:** FACILITATES PEER CIRCLES IN CLASS
- **SCHOOL RESOURCE OFFICER:** TEACHES MEDIATION SKILLS TO CLASS



# Resource Toolkit

## [SMH Graphic Tool - Teacher](#)

- Long-form
- [Short-form](#) (1 pager) to be used in conjunction with long form overview
- PPT template of long-form
- Design Guide

## [Resource Compendium](#)

- Annotated collection of various school mental health graphics
- Useful for mix of purposes and audiences





# Resources

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Additional information about:

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Meta-analysis of outcome research by Suldo et al (2013).

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SAMHSA's Issue Brief/info graphic on student mental health; up to date prevalence statistics.

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SAMHSA's Issue Brief/info graphic on disparities and student mental health

# Polling Question

- From your school administrators' perspective what aspects of school mental health are valuable (select all that apply):
  - Academic achievement
  - Student morale
  - Staff morale
  - Student behavior
  - Discipline
  - Other

# SMH Core Concepts



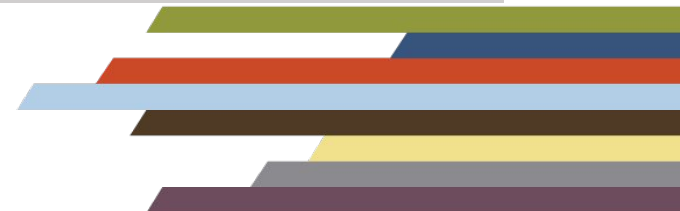


# Common SMH Concepts

- Continuum of services
- Trauma-informed/sensitive/responsive schools
- School Climate

- Handout:

Compendium of Visual Learning Aids – March 2021





# Common SMH Models

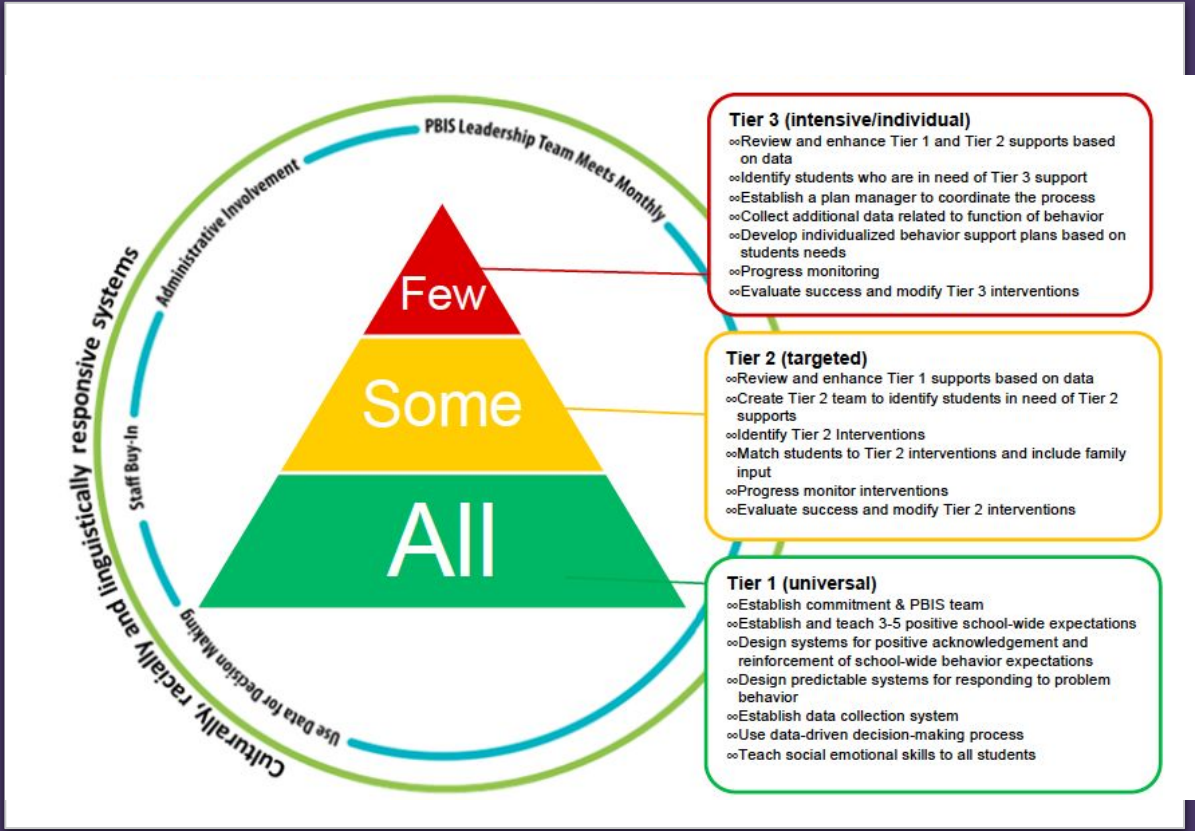
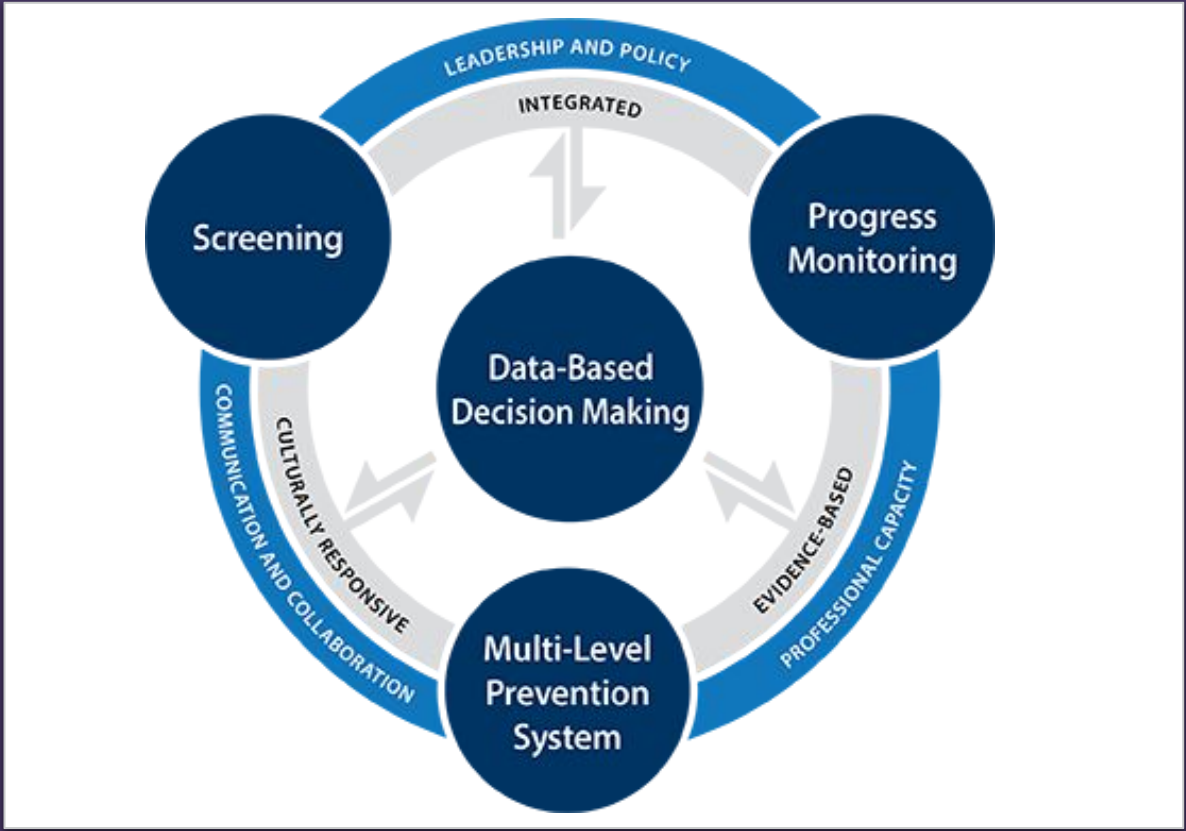
- Multi-tiered Systems of Support (MTSS)
- Positive Behavioral Interventions and Supports (PBIS)
- Community Schools
- Integrated models

- Handout:  
Compendium of Visual Learning Aids – March 2021

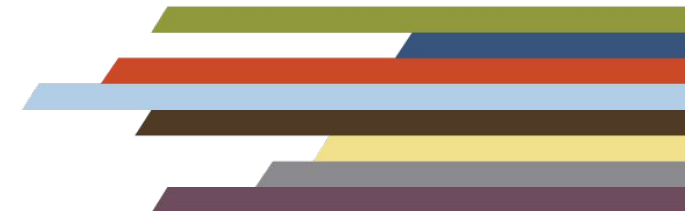
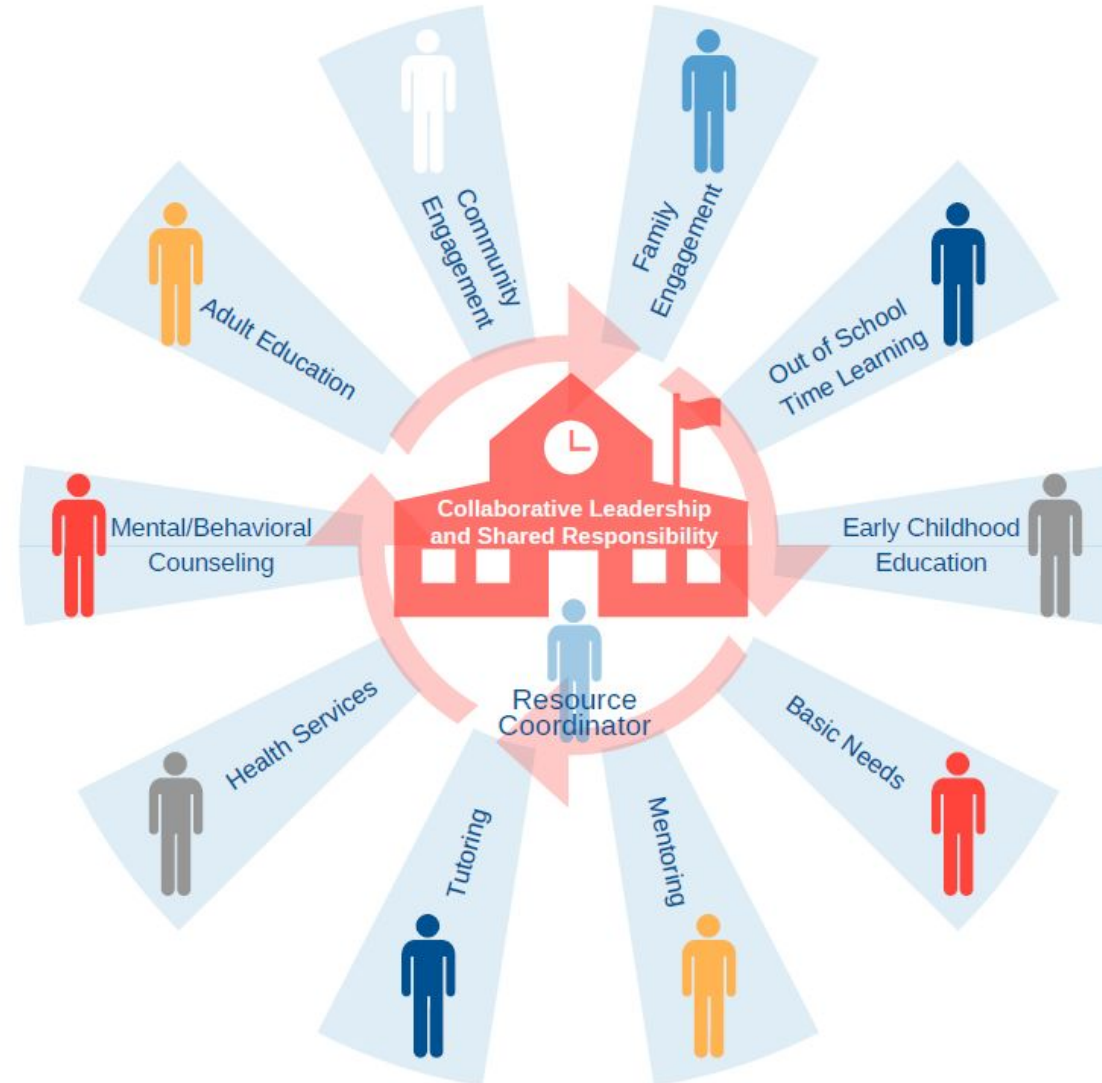




# Common SMH Models: MTSS & PBIS



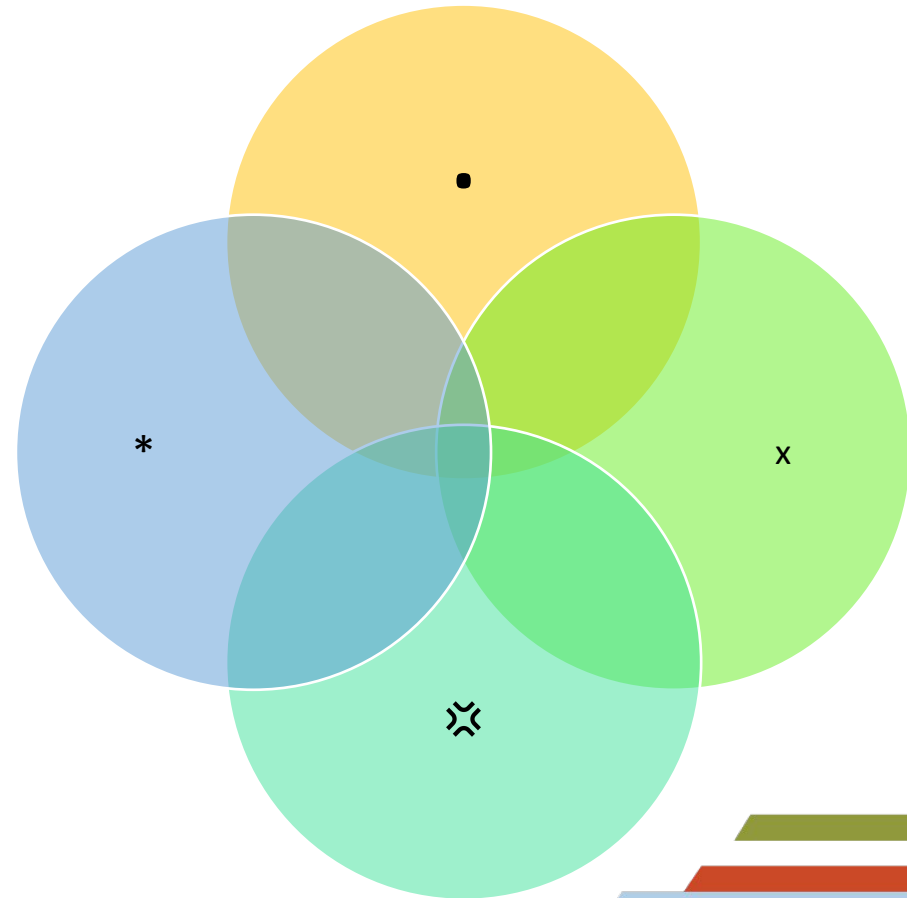
# Common SMH Model: Community Schools





# Integrated Models

- **Trauma-informed MTSS SMH Model**
- **Integrated Systems Framework (ISF)**
- **Racing ACEs**





# Common SMH Programs & Strategies

- Universal Social-Emotional Learning
- Universal screening
- Check In/Check Out
- Targeted group social skill
- Individual therapy
- Crisis management teams

- Handout:

Compendium of Visual Learning Aids – March 2021





# Resources

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Additional information about:

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School mental health

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School climate

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Trauma-informed schools

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MTSS

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PBIS

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Community Schools model

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State-level strategies

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# SMH Funding Sources

# Communication about Fiscal Strategy

## Key funding sources:

- Department of Education
- Medicaid Reimbursement
- Grants

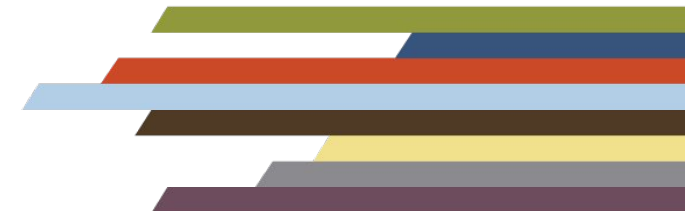
## Communication topics:

- SMH needs-driven services
- Duration and reliability of funding
- Combination of funding sources
- Infrastructure for funding access and implementation

# SMH Funding: Department of Education



- Example:
  - Elementary and Secondary Education Act - ESEA –
    - Title I: reducing education gaps related to income disparity
    - Title IV: support of all students to improve school conditions for learning

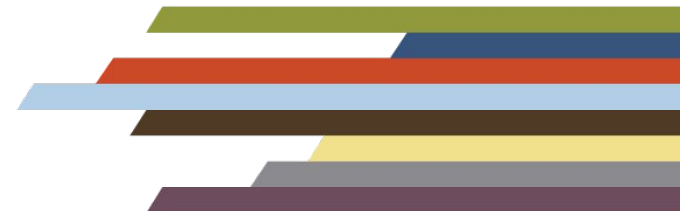






# SMH Funding: Medicaid Reimbursement

- Examples
  - School district as provider of mental health services
  - School district as partner to community-based providers delivering mental health services on campus



# SMH Funding: Federal/State/Local Grants



- Examples:
  - SAMHSA's Project AWARE
  - USDE Elementary and Secondary Emergency Relief Funds - ESSER – temporary Covid emergency/recovery funds with earmarks for student mental health
    - Allocated to SEAs for LEAs





# Resources

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Additional information about:

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Medicaid and School Mental Health: A Guided Tour Through Available Resources (webinar).

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ESSER funding (webinar).

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Medicaid and School Mental Health 101 – FAQs (initial webinar & full report).

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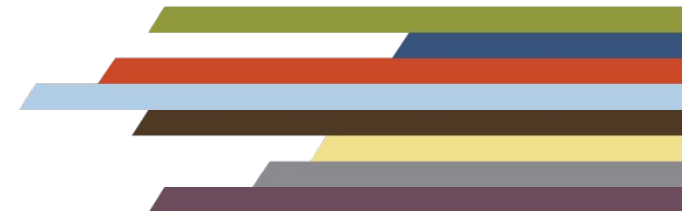
A Key Consideration When Staffing School-Based Mental Health Programs: Hire or Partner? (infographic)



# **Navigating SMH Conversations**

# Poll Questions

- A. What are priority issues that come up for/with school leadership?
  - Compassion fatigue
  - Secondary trauma,
  - Morale/staffing turnover
- B. What are priority FAQs that come up for/with school leadership?
  - SEL: what it is/isn't
  - Program fidelity
  - Collaborations and partnerships
  - Equity and inclusion





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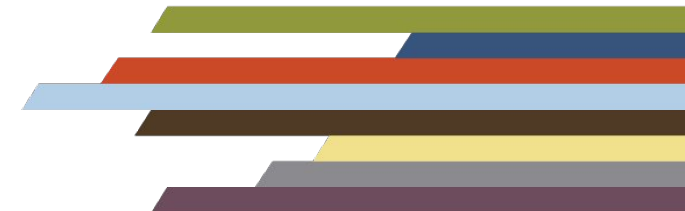
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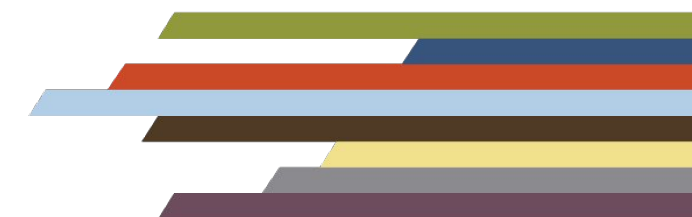
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We appreciate your feedback!



# Upcoming Sessions

2/15 Understanding and Supporting the Executive Functioning of Autistic Students Part 1 - Register [here](#)

2/22 Virtual workshop on SMH Staffing/Turnover - Registration coming

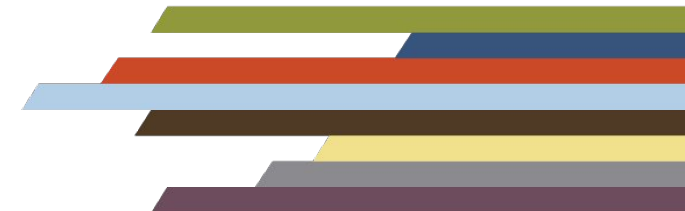
# View Past Session Recordings

[Communicating about School Mental Health \(landing page\)](#)

[Communication 101 for School Mental Health: Engaging Adults on Campus Who Do Not Have a Mental Health Background](#)

[Making Sense of School Mental Health: A New Graphic Tool on the Role of Teachers](#)

[Communicating About School Mental Health - A Graphic Toolkit](#)





SAMHSA's mission is to reduce  
the impact of substance abuse and  
mental illness on America's communities.

[www.samhsa.gov](http://www.samhsa.gov)

1-877-SAMHSA-7 (1-877-726-4727) • 1-800-487-4889 (TDD)

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