

Establishing School-Community Partnerships

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Mountain Plains (HHS Region 8)

MHTTC

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

Disclaimer and Funding Statement

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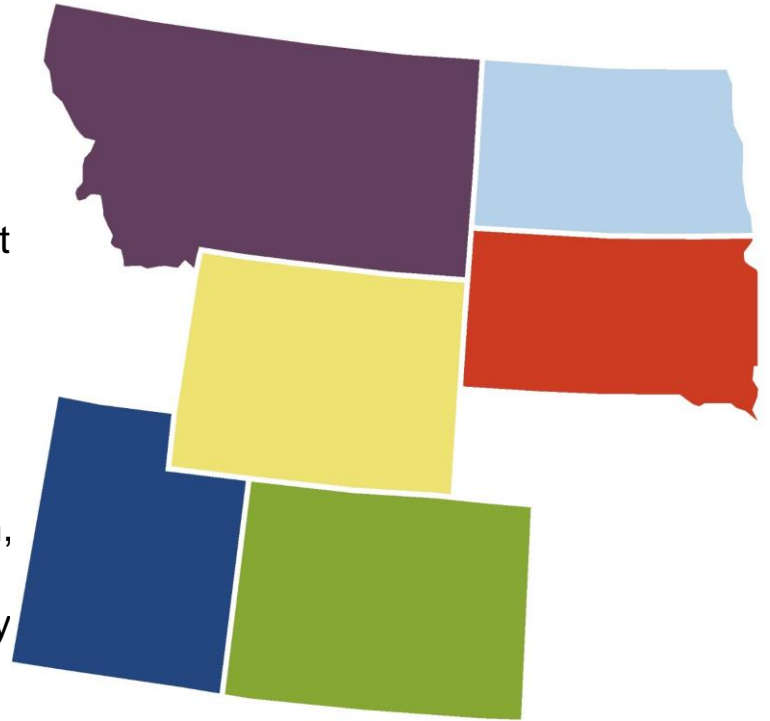
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The Mountain Plains Mental Health Technology Transfer Center

The Mountain Plains Mental Health Technology Transfer Center (Mountain Plains MHTTC) provides training and technical assistance to individuals who serve persons with mental health concerns throughout Region 8 (Colorado, Montana, North Dakota, South Dakota, Utah and Wyoming).

We belong to the Technology Transfer Center (TTC) Network, a national network of training and technical assistance centers serving the needs of mental health, substance use and prevention providers. The work of the TTC Network is under a cooperative agreement by the Substance Abuse and Mental Health Service Administration (SAMHSA).



Land Acknowledgement Statement

Today, the University of North Dakota rests on the ancestral lands of the Pembina and Red Lake Bands of Ojibwe and the Dakota Oyate - presently existing as composite parts of the Red Lake, Turtle Mountain, White Earth Bands, and the Dakota Tribes of Minnesota and North Dakota. We acknowledge the people who resided here for generations and recognize that the spirit of the Ojibwe and Oyate people permeates this land. As a university community, we will continue to build upon our relations with the First Nations of the State of North Dakota - the Mandan, Hidatsa, and Arikara Nation, Sisseton-Wahpeton Oyate Nation, Spirit Lake Nation, Standing Rock Sioux Tribe, and Turtle Mountain Band of Chippewa Indians.



The MHTTC Network uses affirming, respectful and recovery-oriented language in all activities. That language is:

STRENGTHS-BASED
AND HOPEFUL

INCLUSIVE AND
ACCEPTING OF
DIVERSE CULTURES,
GENDERS,
PERSPECTIVES,
AND EXPERIENCES

HEALING-CENTERED AND
TRAUMA-RESPONSIVE

INVITING TO INDIVIDUALS
PARTICIPATING IN THEIR
OWN JOURNEYS

PERSON-FIRST AND
FREE OF LABELS

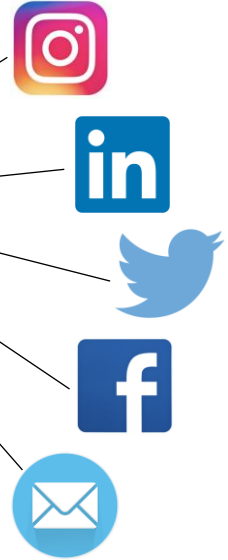
NON-JUDGMENTAL AND
AVOIDING ASSUMPTIONS

RESPECTFUL, CLEAR
AND UNDERSTANDABLE

CONSISTENT WITH
OUR ACTIONS,
POLICIES, AND PRODUCTS

Stay Connected

Scan this QR code to follow us on Instagram, LinkedIn, Twitter, and Facebook. You can also join our e-mail newsletter!





Establishing School-Community Partnerships

1-24-24



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Warm Opening



Turn to a Peer and share:
Your name and role
How do you recharge?

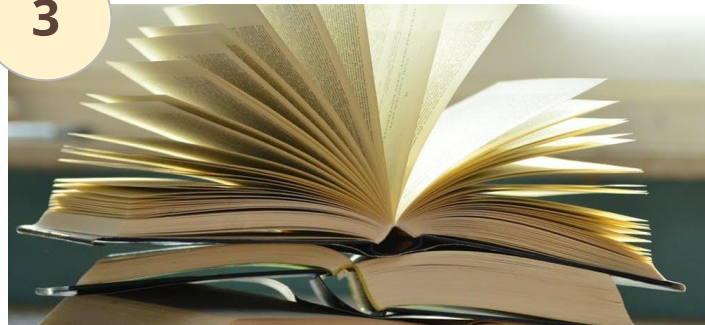
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5



6



Learning Objectives

1. Participants will learn strategies for mental health workforce development
2. Participants will learn about important procedures for formalizing school-community mental health partnerships.
3. Participants will learn about strategies for joint advocacy for mental health services for children
4. Participants will learn strategies to address the barriers to school-community mental health partnerships.



Mental Health Workforce Development

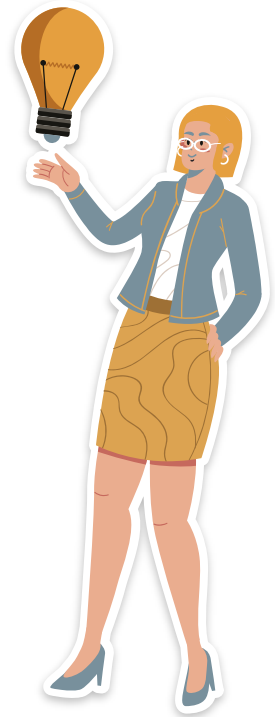
What does your current staff need?

- PD
- Climate and culture
- Policies and procedures
- Materials

Start at the Beginning

Adoption of the NASP Practice Model

- Expanded role to adopt the 10 domains of practice
- Began in-depth professional development
- Became involved in MSPA and NASP
- Advocated for more school psychologist
- Shared information about our new roles



Staff Professional Development

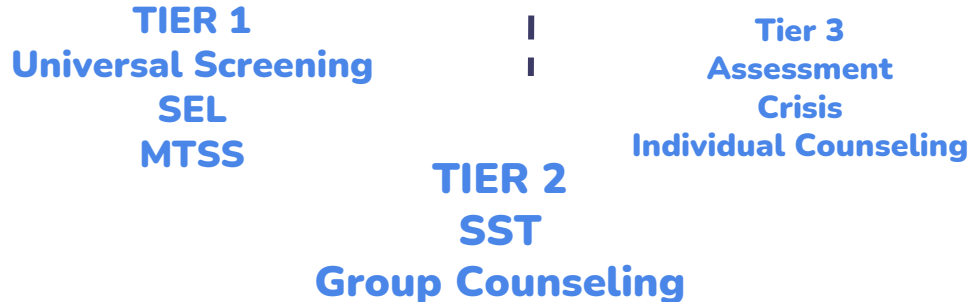
- Development of Scope and Sequence for MH staff
- Training on MTSS
- Training on specific CBT counseling approaches and curriculum
- Training on SEL
- Training on leadership and facilitation
- Training on universal behavioral health screening
- Training on data collection, analysis and dissemination

University Student Training Program



Specialist Level

School-based



HSP Doctoral Program

School-based and District-based



University Student Training Program

Successes

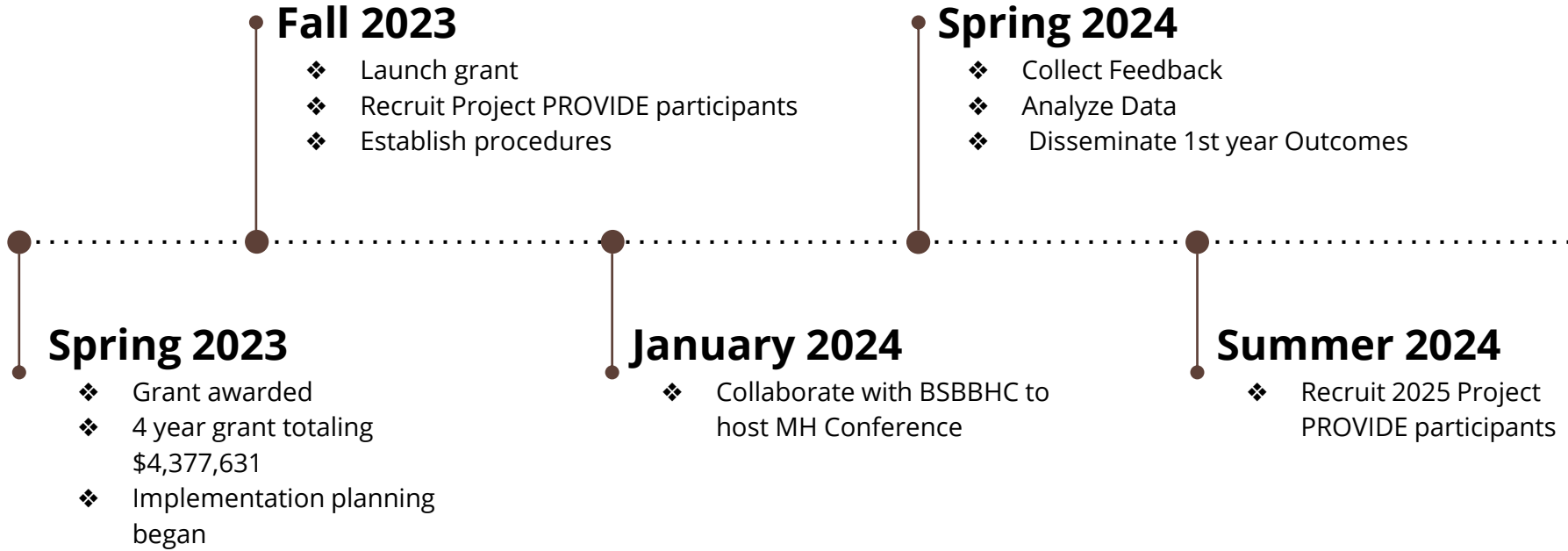
- Workforce Development strategy
- Recruit diverse candidates
- Have new staff partially trained
- Strong university partnerships
- Opportunity for joint training
- Quality school-based experiences

Challenges

- University lack student diversity
- Time commitment from school staff
- Additional training and supervision requirements
- Space in small schools
- Worldwide Pandemic



USDOE Workforce Mental Health Grant: Project PROVIDE Grant Timeline





Procedures for Formalizing School-Community Mental Health Partnerships

Collaboration

“Individually, we are one drop. Together, we are an ocean.” Ryunosuke Satoro.



“Alone we can do do so little; together we can do so much.” Helen Keller

“One finger cannot lift a pebble.” Hopi proverb

Community Partners

MH Agencies

State and City Agencies

Funders

Hospitals



University Partners

UMASS Boston
UMASS Amherst
Northeastern University
Tufts
William James College
Boston University
Worcester State
SUNY Oswego
University of Northern
Colorado

Accomplishments

- Development of MA-SPT
- MA-SPT Annual Supervision Institute
- Robust university student training Program
- HSP training Site
- Joint conference presentations
- Peer Reviewed Articles
- Joint training across university and districts
- Workforce development strategy
- Joint grant applications
- Advocacy



Professional Organizations

Local

- **Mental Health Taskforce**
- **Crisis taskforce**
- **HUB tables**

- **MSPA**
- **Children's Mental Health Campaign**
- **Safe and Supportive Schools**

State

- **New England MHTTC**
- **Thrive NYC**
- **Newark Trust for Education**

Regional

- **NASP**
- **NIMH**
- **National Safety Coalition**
- **Cities Thrive**
- **Council of Great City Schools**

National

Internal Partnerships

Principals

Teachers

**Students and
families**

**District
Departments**



Boston School-Based Behavioral Health Collaborative

Working in partnership with Boston Public Schools (BPS), The Boston School-Based Behavioral Health Collaborative (BSBBHC) is a collective of state, city, and community-based organizations committed to promoting the behavioral health, well-being, and academic success of students.

The BSBBHC is dedicated to ensuring equitable access to high quality, culturally competent school based behavioral health services and resources for all students in Boston Public Schools (BPS). This is accomplished through best practices in therapeutic service delivery, prevention programming, advocacy, training, systems integration, family engagement, and collaboration.

On the first Monday of each month, representatives from the 20+ community organizations convene to discuss current needs in behavioral health, to establish best practices, and to plan professional development opportunities.

Boston School-Based Behavioral Health Collaborative

BSBBHC has agreed that:

- All MH partners will register on the [BPS Partnership portal](#)
- All MH partners will send a representative to the monthly BSBBHC meeting
- Comply with the [BSBBHC Standards of Practice](#)
- Support and attend the Annual BSBBHC Conference
- Provide and participate in joint:
 - Advocacy for mental health services
 - Shared professional learning
 - Use of best practices
 - Joint problem-solving

Foundation of Effective MH Partnerships

- Shared Goals
- Appropriate staffing [RATIO FLYER](#)
- Clear Roles and responsibilities [Overlap](#)
[Skills](#)
- Funding

School-Level Partnerships practices

- Procedures for referrals
 - Parent contact
 - Consent
 - SST
- Procedures for mh crisis
- Procedures for communication
- Procedures for addressing issues

Interpersonal Collaboration

- Get to know each other
 - Understand each others strengths, barriers and priorities
- Share information about cases
- Problem-solve together



Strategies for Joint Advocacy for Mental Health Services

Advocacy

Funding

- Local, state and Federal
- Private, public, grants
- Blended funding

Policy

Local, state and Federal

- Policy documents
- Laws
- Grant development
- Tasks forces

Collaboration

- Grants
- Local Initiatives
- Joint publications
- Conference presentations
- Shared resources
- Shared Professional Development

BPS Examples

- [BSBBHC](#)
- [BSBHC Standards of Practice](#)
- MA- School Psychology Trainer's Group
- [Children's Mental Health Campaign](#)
- [Project PROVIDE Grant](#)
- Conference presentations
- [Baker Center Report: Mental Health in Schools](#)



Barriers to School-Community Mental Health Partnerships

Partnership Barriers

- Space limitations
- Different schedules
- Different perspectives on services
- Different responsibilities and expectations

Addressing Challenges

Review the scenario and in a small group
brainstorm possible solutions

Challenge #1

Challenge: The school-based mental health team is hesitant to share critical information about students with community partners due to privacy concerns. This is hindering the development of comprehensive intervention plans.

Discussion points: How can trust and communication be improved between school and community mental health teams? What procedures or protocols can be established to ensure responsible and secure information sharing?

Challenge #2

Challenge: Teachers and staff members are unclear about the procedures for referring students to community mental health services. As a result, some students are not getting the support they need.

Discussion Points: How can the school and community mental health teams collaborate to streamline and clarify referral procedures? What communication strategies can be implemented to ensure all staff members are aware of the referral process?

Challenge #3

Challenge: The school and community mental health teams are working in isolation, with little interaction or collaboration on shared cases. This is hindering the holistic and comprehensive support for students.

Discussion Points: What strategies can be implemented to foster better collaboration and communication between the two teams on individual cases? How can regular meetings or check-ins be established to discuss shared cases and ensure a collaborative approach?

Partnership Barriers

What barriers are you currently facing?

- Let's brainstorm solutions that are working in other schools

Partnership Successes

- Turn to a peer and share a story of a partnership success that you have experienced
 - What were the factors that contributed to the success?
 - What role do you play in the success?
 - What did the people out of district partners do that supported the success?

Common Barriers

Discussion:

1. What themes do you see?
2. What strategy or solutions make help to overcome these barriers.

Questions?????

Contact

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