

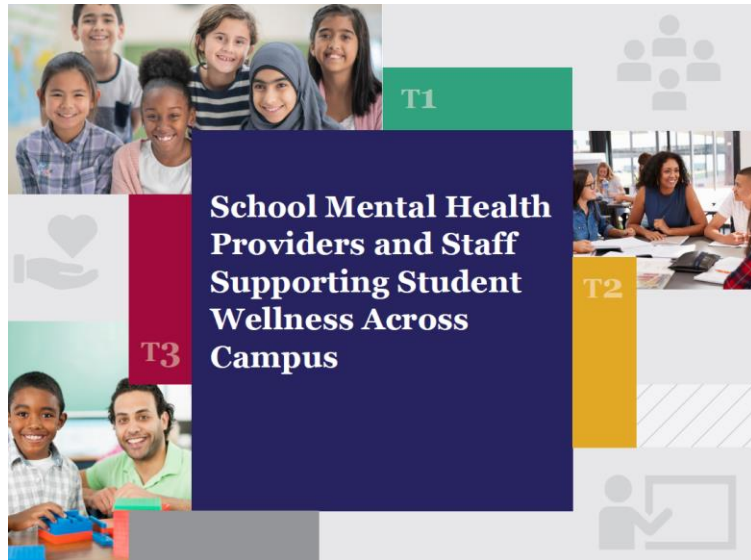


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Mental Health Technology Transfer Center Network

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# Making Sense of School Mental Health: A New Graphic Tool for SMH Providers & Staff

Series: Communicating About School Mental Health

Presenter: Christina Borbely, PhD  
School Mental Health Initiative  
Southeast Mental Health Technology Transfer Center (MHTTC)  
Rollins School of Public Health, Emory University  
June 25, 2024

**SAMHSA**

Substance Abuse and Mental Health  
Services Administration



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# About the Southeast 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.



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# Learning Objectives

## Participants who join this session will be able to:

- Recognize key principles for communicating about school mental health (SMH).
  - Access a new graphic tool designed to illustrate SMH resources available to SMH staff across contexts.
- Strategically integrate graphic tools to support communication about SMH.

# Presenter



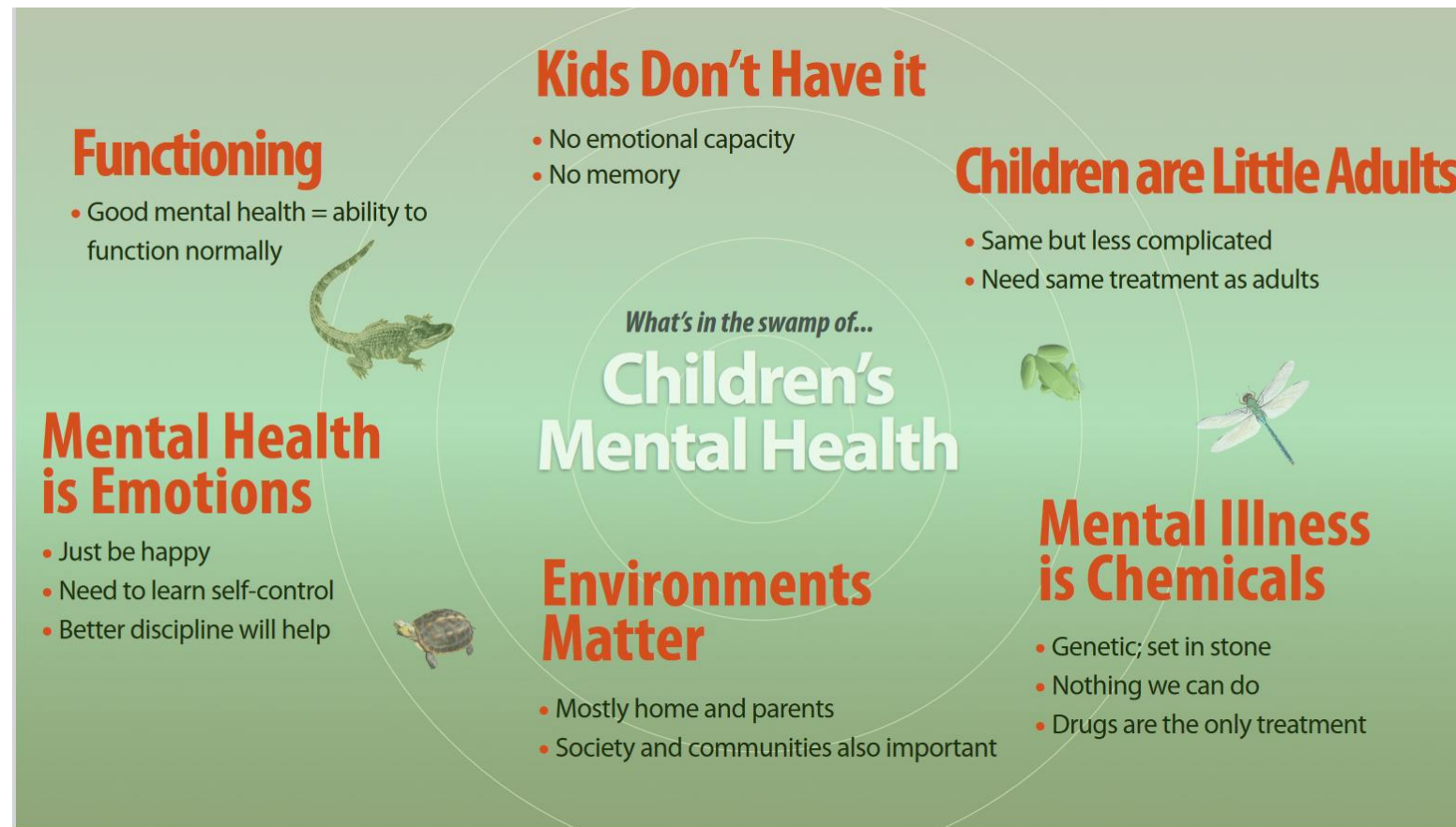
**Christina Borbely, PhD**  
Senior Advisor in SMH for  
SEMHTTC

# Agenda

- Communication Principles for School Mental Health (SMH)
- Overview of Graphic Tool for SMH Providers & Staff
- Real World Examples with Bullitt County Public Schools, KY
- Q & A

# Communicating About Children's Mental Health

It's a swamp of opinions, partial, or mis-information, stigma, complicated facts, and over-simplified assumptions.





# Communication Strategies

## A Communication Template for School Mental Health

Level 1

**Identify** shared values

Level 2

**Clarify** the issue

Level 3

**Simplify** the model

Level 4

**Specify** the solutions

# Communicating About Children's Mental Health

Schools and districts have different levels of awareness and understanding about the role of mental health in student success.

They will have different points of view on if and how they play a role in school mental health.

There may be obstacles that obscure the landscape of school mental health resources available to support students, including in a variety of settings.

# Visual Learning

It's really effective...

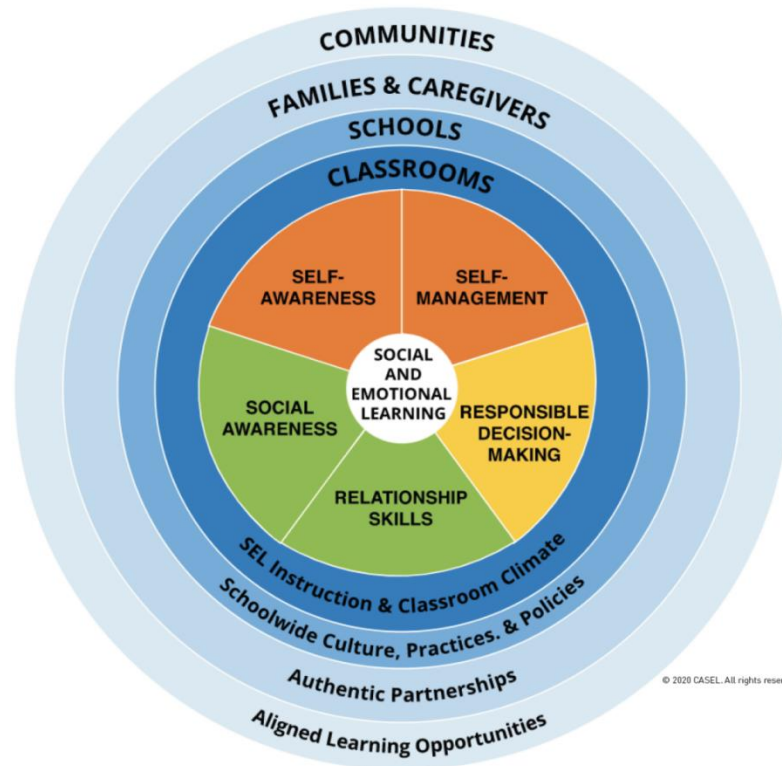
When it's done well.

# Examples of SMH Graphics

Do we do it well?

# Examples (too tiny, do not read)

## Places/Connections



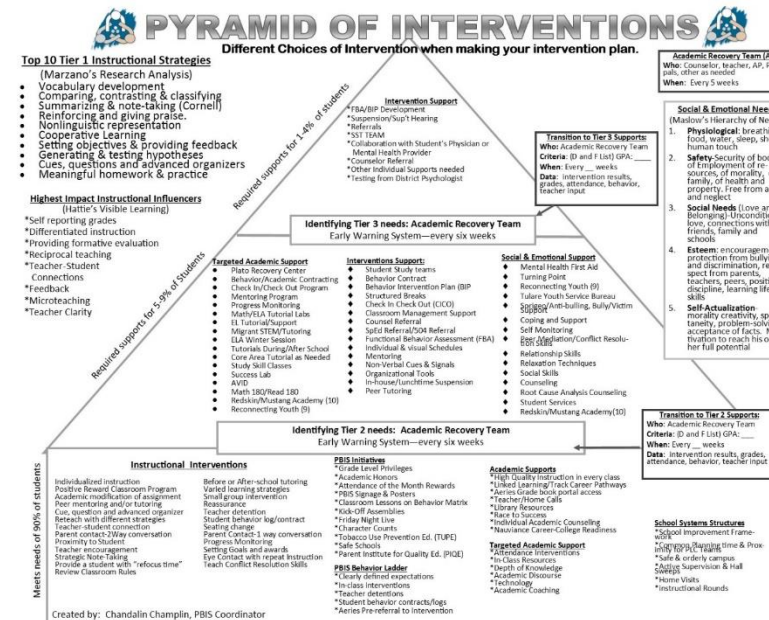
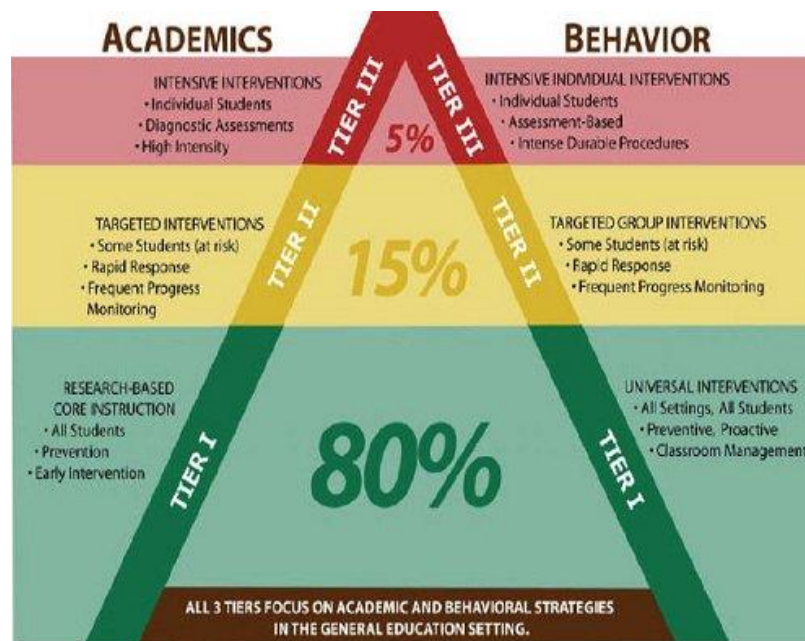
## Spectrum of Need & Response



# Examples (too tiny, do not read)

## Levels/Tiers of Response

## Everything SMH



# New Graphic Tool for SMH Providers & Staff

Visualizing the resources available to therapists, counselors, social workers, psychologists providing support for students' mental health

# Purpose of One More Graphic

- Support K-12 SMH providers and staff
  - therapists, counselors, social workers, psychologists and other SMH providers and staff
- Provide K-12 SMH providers and staff with a visual reference for the range of ways they can support school mental health, including:
  - Allies on and off campus
  - Resources that support SMH in a range of on and off campus contexts





# Access to the Graphic Tool

- Versions
  - [PPT for long format](#)
  - [PDF for one-page overview](#)
- Related resources
  - SMH Graphic Tool for Teachers
    - [Style Guide](#)
    - [Toolkit](#)
    - [Archived webinars](#)



# How to Integrate the Graphic Tool

- Share as a static resource
  - Handout
  - Email
- Integrate into presentations as a visual aid
- Use as animated media



# Orientation Tips

- Visual orientation to content
  - Placement of information on “page”
  - Amount of text to process
  - Content of text and visual imagery to process (color and icon cues)
- Appropriateness/relevance of examples for your audience
- Examples are limited; at each tier, range from low to high resource intensity
- Adapt/customize with strategic approach





T1

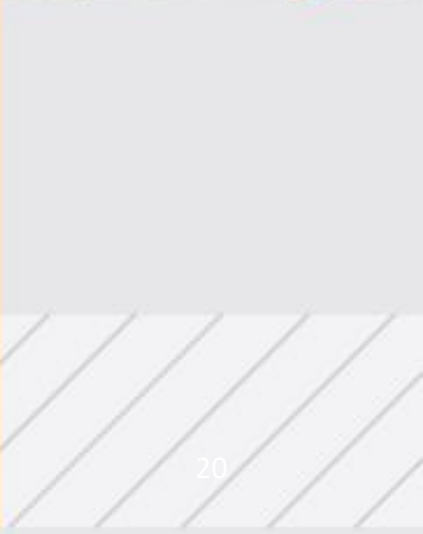


T3

# School Mental Health Providers and Staff Supporting Student Wellness Across Campus



T2



## Overview and Instructions

The purpose of this graphic tool is to illustrate a spectrum of school mental health (SMH) supports and services (i.e., Tiers 1, 2, and 3) that may be available to SMH providers and staff in different contexts. This tool is designed to help districts or schools to communicate consistently with therapists, counselors, social workers, psychologists and other school mental health providers and staff. The goal is to create a shared understanding of their role in leveraging resources, strategies, and partnerships, including in collaboration with other adult allies on and off campus. It may be useful to customize the language of the graphic tool for your school district community. Additional guidance and application recommendations are available [here](#).

# Examples of Strategies and Resources School Mental Health (SMH) Providers and Staff Use to Support Student Wellness



**STUDENT SERVICES ROOM**



**CLASSROOM**



**COMMUNITY**



SPECTRUM  
OF STUDENT  
SUPPORT:

T1

T2

T3



# STUDENT SERVICES ROOM



**TIER 1: SMH FOR ALL STUDENTS**

**TIER 2: SMH FOR SOME STUDENTS**

**TIER 3: SMH FOR A FEW STUDENTS**



SPECTRUM  
OF STUDENT  
SUPPORT:

T1

T2

T3



# STUDENT SERVICES ROOM



## EXAMPLES OF SCHOOL MENTAL HEALTH FOR ALL STUDENTS

### TIER 1 STRATEGIES AND RESOURCES FOR SMH PROVIDERS AND STAFF

- DESIGNATE QUIET WELLNESS SPACE FOR ALL STUDENTS
- SUPPORT SCHOOL'S POSITIVE DISCIPLINE PRACTICES
- FOCUS ON MENTAL HEALTH SUPPORT, NOT ACADEMIC COUNSELING



SPECTRUM  
OF STUDENT  
SUPPORT:

T1

T2

T3





# STUDENT SERVICES ROOM



## EXAMPLES OF SCHOOL MENTAL HEALTH FOR SOME STUDENTS

### TIER 2 STRATEGIES AND RESOURCES FOR SMH PROVIDERS AND STAFF

- OFFER SOCIAL EMOTIONAL SKILLS GROUPS
- COORDINATE SMH REFERRALS FOR CAMPUS-BASED SUPPORTS
- LEAD RESTORATIVE JUSTICE PROGRAM



SPECTRUM  
OF STUDENT  
SUPPORT:

T1

T2

T3



# STUDENT SERVICES ROOM



## EXAMPLES OF SCHOOL MENTAL HEALTH FOR A FEW STUDENTS

### TIER 3 STRATEGIES AND RESOURCES FOR SMH PROVIDERS AND STAFF

- PROVIDE SMALL GROUP, INDIVIDUAL STUDENT, AND/OR FAMILY THERAPY
- COORDINATE WITH STUDENT SUPPORT TEAM
- PROVIDE WARM HANDOFF/LINKAGE TO COMMUNITY MH PROVIDER



SPECTRUM  
OF STUDENT  
SUPPORT:

T1

T2

T3



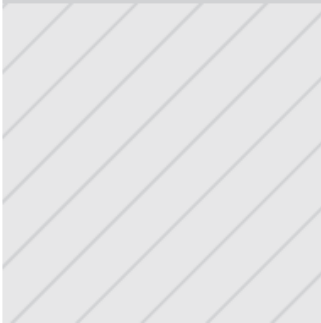
# CLASSROOM



**TIER 1: SMH FOR ALL STUDENTS**

**TIER 2: SMH FOR SOME STUDENTS**

**TIER 3: SMH FOR A FEW STUDENTS**



SPECTRUM  
OF STUDENT  
SUPPORT:

**T1**

**T2**

**T3**



# CLASSROOM



## EXAMPLES OF SCHOOL MENTAL HEALTH FOR ALL STUDENTS

### TIER 1 STRATEGIES AND RESOURCES FOR SMH PROVIDERS AND STAFF

- ENGAGE IN SOCIAL EMOTIONAL LEARNING (SEL) ACTIVITIES WITH STUDENTS
- COMMUNICATE WITH TEACHERS ABOUT CLASSROOM CLIMATE AND PROVIDE COACHING SUPPORT AND RESOURCES
- LEAD MENTAL HEALTH LITERACY TRAINING

#### SMH ALLIES IN CLASS

- **TEACHERS:** SET EXPECTATIONS WITH STUDENTS; USE SEL CURRICULUM
- **PRINCIPALS:** LEAD SCHOOLWIDE MORNING MEETINGS TO FOSTER CONNECTION
- **PARENTS/CAREGIVERS:** CONNECT ABOUT SCHOOL DAY EXPERIENCE





# CLASSROOM



## EXAMPLES OF SCHOOL MENTAL HEALTH FOR SOME STUDENTS

### TIER 2 STRATEGIES AND RESOURCES FOR SMH PROVIDERS AND STAFF

- ENGAGE WITH CLASSROOMS THAT EXPERIENCED DISRUPTIVE INCIDENTS
- COMMUNICATE WITH TEACHERS ABOUT GRIEF, TRAUMA, LOSS, AND/OR EXPOSURE TO VIOLENCE
- SUPPORT TEACHERS WITH RESTORATIVE CIRCLES

#### SMH ALLIES IN CLASS

- **TEACHERS:** IMPLEMENT CHECK IN/CHECK OUT PROGRAM
- **PRINCIPALS:** USE POSITIVE DISCIPLINE POLICY; GIVE STUDENTS POSITIVE AFFIRMATIONS
- **PARENTS/CAREGIVERS:** MODEL EMOTIONAL REGULATION FOR CHILD





# CLASSROOM



## EXAMPLES OF SCHOOL MENTAL HEALTH FOR A FEW STUDENTS

### TIER 3 STRATEGIES AND RESOURCES FOR SMH PROVIDERS AND STAFF

- ENSURE STUDENT SUPPORTS ARE ACCESSIBLE (LANGUAGE, LOCATION, FORMAT)
- PARTICIPATE IN PROGRESS MONITORING AND COMMUNICATE ACROSS PARTIES (TEACHERS, FAMILIES, PRINCIPALS)
- USE DATA-DRIVEN, SUPPORTIVE TRANSITIONS IN/OUT OF TIER 3

#### SMH ALLIES IN CLASS

- **TEACHERS:** USE RECOMMENDED STRATEGIES TO SUPPORT STUDENTS
- **PRINCIPALS:** ENSURE STUDENT SUPPORT TEAM HAS TIME TO SHARE UPDATES IN STAFF MEETINGS
- **PARENTS/CAREGIVERS:** DIALOG WITH STUDENT SUPPORT TEAM TO ALIGN SUPPORTIVE APPROACH





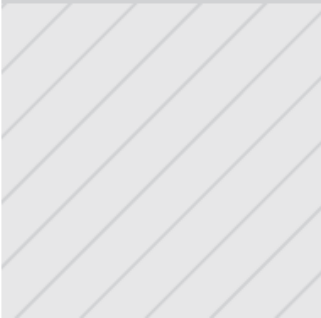
# COMMUNITY



**TIER 1: SUPPORTS FOR ALL STUDENTS**

**TIER 2: SUPPORTS FOR SOME STUDENTS**

**TIER 3: SUPPORTS FOR A FEW STUDENTS**



SPECTRUM  
OF STUDENT  
SUPPORT:



T1

T2

T3



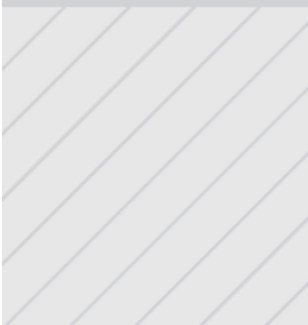
# COMMUNITY



## EXAMPLES OF SUPPORTS FOR ALL STUDENTS

### TIER 1 STRATEGIES AND RESOURCES FOR SMH PROVIDERS AND STAFF

- CONNECT TO EXTRA CURRICULAR CLUBS/ATHELETICS/ACTIVITIES; BEFORE/AFTER SCHOOL PROGRAMS
- SHARE SUMMER CAMP/PROGRAM OPTIONS FOR SCHOOL BREAKS
- PARTNER WITH COMMUNITY AGENCIES TO CREATE SHARED GOALS AND RESOURCE MAPPING



SPECTRUM OF STUDENT SUPPORT:

T1

T2

T3





# COMMUNITY



## EXAMPLES OF SUPPORTS FOR SOME STUDENTS

### TIER 2 STRATEGIES AND RESOURCES FOR SMH PROVIDERS AND STAFF

- BUILD SMH REFERRAL PATHWAYS WITH COMMUNITY PARTNERS
- BRIDGE CAREGIVERS TO FAMILY RESOURCE CENTERS
- REFER TO COMMUNITY-BASED PROVIDERS FOR SMALL GROUP SUPPORT



SPECTRUM  
OF STUDENT  
SUPPORT:

T1

T2

T3



# COMMUNITY



## EXAMPLES OF SUPPORTS FOR A FEW STUDENTS

### TIER 3 STRATEGIES AND RESOURCES FOR SMH PROVIDERS AND STAFF

- CONNECT TO COMMUNITY-BASED PROVIDERS FOR INDIVIDUAL, GROUP, AND/OR FAMILY THERAPY
- ENGAGE WITH LOCAL SOCIAL SERVICE AGENCIES FOR WRAPAROUND SUPPORTS
- DIALOG ABOUT INTERVENTION SERVICES AND INTEGRATED CARE AT PRIMARY HEALTH CARE SYSTEMS



SPECTRUM OF STUDENT SUPPORT:

T1

T2

T3

# Application of Graphic Tool In Real Life

**Stephanie Warner**, Bullitt County  
Public Schools, Kentucky

Project AWARE Grant Director



- Explain a few aspects you customized for your district's applications of the tool.
- Describe use of tool to strengthen understanding of SMH resources across your SMH team.
- Describe other applications or audiences where the tool is useful.

# Next Steps

- Review the tool and related resources
- Develop plan to integrate
  - Staff meetings
  - Leadership meetings
  - Professional development sessions
  - Online tools

# Additional Resources



[SMH Graphic Tool for Teachers: A Toolkit](#)



[Communication 101 for School  
Mental Health: Archived webinars](#)

For School Administrators

For Adults on Campus Who Do Not Have a  
MH Background



## 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.



# School Mental Health Resource Catalogue

You can find the links to all Southeast MHTTC's resources (including the resources we introduce in today's webinar) in this resource catalogue.



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# Q & A



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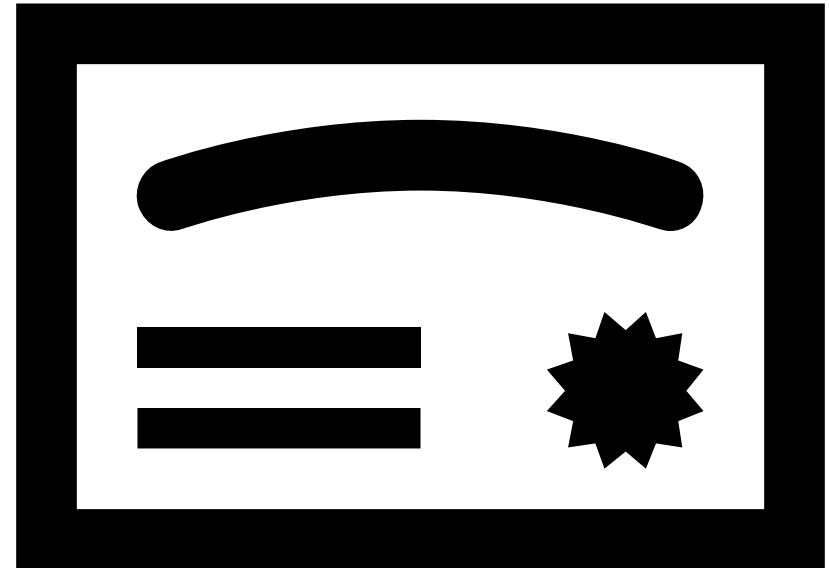
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Note there are two parts to the survey and a certificate of attendance is available at the end of the second part.

Please take a few minutes to provide us with your thoughts, as this is a very important part of our funding.

We appreciate your feedback!





# References

- Changing the Narrative Together: Three Effective Strategies for Talking about Youth Mental Health. (2023). Frameworks Institute.
- Lewandowsky, S., Cook, J., Ecker, U. K. H., Albarracín, D., Amazeen, M. A., Kendeou, P., Lombardi, D., Newman, E. J., Pennycook, G., Porter, E. Rand, D. G., Rapp, D. N., Reifler, J., Roozenbeek, J., Schmid, P., Seifert, C. M., Sinatra, G. M., Swire-Thompson, B., van der Linden, S., Vraga, E. K., Wood, T. J., Zaragoza, M. S. (2020). The Debunking Handbook 2020. Available at <https://sks.to/db2020>. DOI:10.17910/b7.1182
- Talking About Children's Mental Health: A Frameworks Communications Toolkit. (2010). Frameworks Institute.