School-based Mental Health Services
Project Prevent Webinar Series | June 4, 2015
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Agenda

1. Components of Comprehensive, Community-Partnered School Mental Health
2. Steps to Getting Started
3. Templates for School Mental Health Programming
4. Wrap-Up
Polling Question #1

What is your role in your school/community?
- School-employed mental health staff (e.g., school psychologist, social worker, counselor, nurse)
- School administrator (e.g., principal, dean of students)
- Grant Project Coordinator or Director
- Community-employed clinician working in a community agency
- Community-employed clinician working in the schools
- Community mental health administrator
- Other
Polling Question #2

- What are your plans around setting up school-based mental health services?
  - We are currently using school-based mental health services.
  - We are planning to set up and use school-based mental health services.
  - School-based mental health services are not in our plans.
Components of Comprehensive, Community-Partnered School Mental Health
What is Comprehensive, Community-Partnered School Mental Health?

It is a *partnership* between schools and community health organizations *guided* by families and youth.
What is Comprehensive, Community-Partnered School Mental Health?

It builds on *existing* school programs, services, and strategies.
What is Comprehensive, Community-Partnered School Mental Health?

It focuses on all students…

…in both general and special education.
What is Comprehensive, Community-Partnered School Mental Health?

It includes a full range of programs, services, and strategies.

**Primary Prevention:**
- Includes school/classroom-wide strategies for all students, staff, and settings.

**Secondary Prevention:**
- Specialized programs
- Includes strategies for students with at-risk behavior.

**Tertiary Prevention:**
- Specialized programs
- Individualized plans
- Includes strategies for students already displaying mental health concerns.
All of these components make up school mental health.

<table>
<thead>
<tr>
<th>Partnerships</th>
<th>Programs</th>
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<tbody>
<tr>
<td>Involves <strong>partnership</strong> between schools and community health/mental health organizations, as guided by <strong>families and youth</strong>.</td>
<td>Builds on <strong>existing school programs</strong>, services, and strategies.</td>
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<tr>
<th>Students</th>
<th>Continuum of Services</th>
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<td>Focuses on <strong>all students</strong>, in both general and special education.</td>
<td>Involves a <strong>full range</strong> of programs, services, and strategies – mental health education and promotion through intensive intervention.</td>
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(Weist & Paternite, 2006)
Who provides mental health services in schools?

Of the 98,000+ public schools in the United States, mental health services are provided by...

- **Combination of School/District Staff and Contracts**: 40%
- **School/District Staff Only**: 32%
- **Outside Contracts only**: 28%

Foster et al. (2005)
Services, Roles, and Prevalence

Role of community mental health professionals

- Provide a broad continuum of services to supplement school-employed staff services.

- Reduce unnecessary, expensive services (ER visits, crises, etc.) by:
  - facilitating connections/referral pathways to community providers.
  - providing preventive care (screening, identification, brief intervention).
  - assisting with transition back to school from more restrictive psychiatric placements.
Common Presenting Problems

- Family and community violence
- Academic and/or attendance problems
- Bereavement and loss
- Abuse and neglect
- Depression
- Anxiety
- Trauma
- ADHD
- Disruptive behaviors
- Exposure to substance use and dealing
- Homelessness
- Family mental illness
- Bullying and the bullied
- School refusal
What questions do you have?
Steps to Getting Started
Steps to Getting Started

There are many steps to developing the four key components of school mental health. Some are listed below:

- Establish and maintain effective partnerships.
- Integrate community-partnered school mental health (CP-SMH) into multi-tiered systems of support.
- Conduct needs assessment and resource mapping.
- Utilize empirically supported treatments.
- Advance family-school-community teaming.
- Collect, analyze, and utilize data.
- Obtain, sustain, and leverage diverse funding streams.

Today we will focus on some initial steps to get started.
## Steps to Getting Started

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<tr>
<td>1</td>
<td>Hold school principal/community partner meeting.</td>
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<tr>
<td>2</td>
<td>Conduct resource mapping and needs assessment.</td>
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<tr>
<td>3</td>
<td>Understand your school-wide mental health team.</td>
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<td>4</td>
<td>Define services and manage referrals.</td>
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<tr>
<td>5</td>
<td>Get the message out about school mental health and build</td>
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<td>relationships.</td>
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<td>6</td>
<td>Set up office and build a caseload.</td>
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Step 1

School Principal – Community Partner Meeting

**Goals**

- Ensure buy-in.
- Delineate basic services and consent/release policies.
- Agree on basic roles and expectations.
- Agree on referral and appointment process.
- Confirm that community provider has office space, file cabinet, internet, and phone access (and which supplies will be provided by whom).
Step 1 (continued)

School Principal – Community Partner Meeting

Points of Discussion

• School schedule and optimal appointment times
• Days/times of coverage (at school and offsite)
• School climate and culture
• Specific mental health-related needs
• Range of services provided to students (e.g., prevention, promotion, intervention, psychiatry/psychology/social work, teacher consultation) and by whom
• Management of behavioral health crises by community provider
Marketing School Mental Health

$$ Extremely cost-effective $$

Associated with increases in...
- Opportunities to help child in natural environment
- Academic performance
- Attendance
- School climate
- Classroom management of behavioral issues

Associated with decreases in...
- School failure/dropout
- Suspensions/expulsions
- Inappropriate referrals to special education
- Parent burden related to getting child to appointments
Step 2

Resource Mapping and Needs Assessment

Key Questions

• Who are the professionals? Support staff?
• What other programs/services are at the school?
• What other programs/services are available in the community?
• What services/programs fit within each of the three tiers of the public mental health triangle?
• What are the unique needs of the students, families, and community?
Step 3

Understanding Your School-Wide Mental Health Team

Key Questions

- Who else is providing mental health services in the school?
- What services/resources are they providing?
- How can services be differentiated?
- To what students are they reaching out?
- Do all students have access?
- Is a full triangle of care offered?
- How are parents, guardians, and families involved and integrated into school-based mental health services?
Understanding Your School-Wide Mental Health Team

**Step 3 (continued)**

**Bringing It All Together**

- Where are the gaps?
- How can you avoid overlap?
- How can you collaborate?
- How can you best communicate?
Defining Your Services

Services

- What services are you offering?
- To whom are you offering them?
- When are they available?
- Who specifically is providing them?
- How are families, school staff, and others involved?
### Defining Your Services

#### Processes

- What is your referral process?
- What are your consent/release procedures?
- How are appointments made (passes, scheduling, timing)?
- How often, for what length of time, and by whom can students be seen?
- What is your intake process?
- How are treatment decisions made?
Getting The Message Out: Build Relationships

Integrate Community Health Provider into School

- Invite partner to attend and present at teacher/staff meetings, professional development, PTO meetings, student meetings, etc.
- Visit classrooms to present about mental health services. (Note: Must have approval from administration.)
- Meet staff, students, and families at a personal level.
- Intentionally spend time in busy areas of the school.
- Partner should be aware of school procedures.
- Partner should have a process for accessing students.

Introduce

- Develop an introduction letter to explain school mental health services to school staff, parents, and students.
### Step 5 (continued)

#### Getting The Message Out: Build Relationships

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<th>Educate</th>
<th>Educate staff about the program services and referral process.</th>
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<tr>
<td>Community Mental Health</td>
<td>Put signs on the door.</td>
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<tr>
<td>Partner Office</td>
<td>Provide envelopes with an introduction letter and referral form.</td>
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<tr>
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<td>Provide basic mental health information and brochures.</td>
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<td></td>
<td>Post <em>Notice of Privacy Practices</em>.</td>
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Step 6

Building A Caseload

**Strategies**

- Carry over cases from previous clinician and previous school year.
- Set up prevention/treatment groups related to school’s pressing needs.
- Plan for future capacity issues.
- Actively seek referrals from school staff/families/students. Do not rely on only one source. Share information about services with and open the referral process to school staff, families, and students.
- Develop screening and referral systems to help effectively identify students at high risk for more serious mental health concerns. Strategically plan prevention efforts to help improve the well-being and outcomes for these high risk students.
Templates for School Mental Health Programming
Document Templates

- When to Refer a Student
- Referral Form
- Consent for Treatment
- Release of Information
  - Release to/Receive from school
  - Release to/Receive from other providers/agencies
- Memoranda of Agreement/Understanding (school/community partner example)
- MOA Components to Consider
What questions do you have about getting started with school mental health in your community?
Thank you for participating in today’s call!

- A link to a recording and a full list of questions and answers from today’s webinar will be available on the NCCSLE website (http://safesupportivelearning.ed.gov) by next week.

- If you have any additional questions about school-based mental health services, please contact either of our presenters.
  
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  Elizabeth Freeman:  efreeman@air.org