Best Practices in School Mental Health for At-Risk Youth and Paths to Treatment

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National Association of State Mental Health Program Directors (NASMHPD)
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Washington, D.C.
September 2019
National Center for School Mental Health (NCSMH)

- Established in 1995 with funding from the US Department of Health and Human Services (HHS), Health Resources and Services Administration

- The **NCSMH mission** is to strengthen policies and programs in school mental health to improve learning and promote success for America's youth.

Visit the NCSMH website at [www.schoolmentalhealth.org](http://www.schoolmentalhealth.org)
1. School Safety

2. Promotion, Prevention, Early Identification and Intervention

3. Access to Care

4. Impact

5. Resources
1. School Safety
SAFE SECURE SCHOOLS
January 9, 2018

Dear Parents and Guardians,

We are dedicated to educating and keeping our children safe at school. As a result of school shootings throughout the United States and discussing with law enforcement the best procedure to follow to keep our students safe, we are enhancing our procedure for intruders.

The procedure will be the same as we have done in the past with the addition of arming our students with a canned food item. We realize at first this may seem odd; however, it is a practice that would catch an intruder off guard. The canned food item could stun the intruder or even knock him out until the police arrive. The canned food item will give the students a sense of empowerment to protect themselves and will make them feel secure in case an intruder enters their classroom.

This procedure is being used in other schools in our area and in the United States. Please view the following websites listed below for more information on this procedure:

http://www.grandrapids.org/employee/case-of-campus-shootings-
http://www.kalamazoo.edu/safety/2019-20/251637-144138_Schools-
http://www.kalamazoo.edu/safety/2019-20/251637-144138_Schools-

We are asking each student to bring an 8 oz. canned food item (corn, beans, peas, etc.) to use in case an intruder enters their classroom. We hope the canned food items will never be used or needed but it is best to be prepared. At the end of the school year, the same will be donated to The Food Closet.

Thank you for your support in helping us to keep our children safe at school.

Sincerely,

[Redacted]

Principal

[Redacted]

Assistant Principal

Sharon Hoover, 2018
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We hope the canned food item will never be used or needed, but it is best to be prepared.

At the end of the year, the cans will be donated to the Food Closet.

Thank you for your support in helping us to keep our children safe at school.

Sharon Hoover, 2018
"Our school district is in the process of passing a bond proposal… that includes 30+ million dollars to “make our schools safe.” In other words, 30 million dollars for bullet proof doors and security camera surveillance… The budget is I don’t know how many pages long but I looked through every single line item and not a penny for any type of suicide prevention or mental health service whatsoever.”
Two Visions
March 2018 Congressional Briefing:
School Violence, Safety, and Well-Being:
A Comprehensive Approach
http://www.npscoalition.org/school-violence
Two Visions

Welcoming, caring, supportive schools

Restrictive, fortressed schools

Social Emotional Learning
School Climate
Mental health supports

Tools and Ideas from:
- Law Enforcement
- Prison Architecture
- Military Strategies
Comprehensive Reviews Covering Hundreds of International Studies, and Large-scale Epidemiological Studies Show:

- Schools with positive school climate and integrated SEL foci have significantly reduced
  - Isolation
  - Verbal bullying
  - Physical bullying
  - Sexual harassment/assault
  - Cyberbullying
  - Negative relationships between students and between students and teachers
- And have decreased student/teacher reports of:
  - Weapons use, being threatened by a weapon, and seeing or knowing about a weapon on school grounds
What does the science say?

“We found that evidence about their effectiveness is either extremely rare or, as was the case for most of the 12 categories, nonexistent.

Experts we spoke with raised concerns about this lack of evidence, about the costs of various technologies, and about the unintended negative consequences of some.”

Schwartz et al., Rand Corporation, 2016
“There is solid evidence in support of the impact that school mental health programs can have on academics.”

“Embedded school-based mental health services make the services accessible and acceptable to both students and families.”

“A significant amount of research demonstrates that treatment is much more likely to be effective and completed when services are school based.”

**Recommendation:** State and local school districts should expand the implementation of tiered models that intentionally focus on school climate and incorporate social and emotional learning and prevention, as well as access to specialty treatment for the minority of children who require it.
MENTAL HEALTH IS ESSENTIAL TO SAFE SECURE SCHOOLS

Sharon Hoover, 2018
Make mental health a part of state and local school safety planning and budget

- Mental Health Promotion – e.g., Social Emotional Learning – see New Hampshire State School Safety Report

- School Climate and Connectedness – see National Center for Safe and Supportive Learning Environments

- Mental Health Training for School Resource Officers (SROs) - see NASRO

- Comprehensive Threat Assessment – include mental health professionals on team – see Virginia Model for School Threat Assessment

- District Mental Health Coordinators to facilitate school-community partnerships and coordination of care - see Maryland Safe to Learn Act

- Adequate funding for school-employed mental health professionals and integration of community mental health providers in schools – see NASP et al – Framework for Safe and Supportive Schools and NCSMH (www.schoolmentalhealth.org)
2. Promotion, Prevention, Early Identification and Intervention
What is our mission?
Reflection Question

If you could pick one quality or skill that all young people would possess by the time they graduate from high school, what would it be?

Roger Weissberg, CASEL
Social & Emotional Learning

Self-Management
- Managing emotions and behaviors to achieve one's goals

Self-Awareness
- Recognizing one's emotions and values as well as one's strengths and challenges

Social Awareness
- Showing understanding and empathy for others

Responsible Decision-Making
- Making ethical, constructive choices about personal and social behavior

Relationship Skills
- Forming positive relationships, working in teams, dealing effectively with conflict

Roger Weissberg, CASEL
XX public school system ensures academic success and social-emotional well-being for each student in an inclusive and nurturing environment that closes opportunity gaps.
School-Community Partnerships

Kathy Short, 2016, Intl J. of Mental Health Promotion
UNIVERSAL Mental Health/Safe Supportive Strategies

- Promote supportive, positive school climate
- Staff wellness
- Social Emotional Learning (SEL)
- Crisis preparedness
- Trauma-responsive school policies
- Mental health literacy for school staff and students
National Center for Safe and Supportive Learning Environments

https://safesupportivelearning.ed.gov/
Teachers are leaving the profession in alarming numbers!

• 10% of teachers leave after 1 year
• 17% of teachers leave within 5 years
• In urban districts, up to 70% of teachers leave within first year

Teacher Stress Impacts Students

• Teachers who are stressed demonstrate greater negative interactions with students:
  • Sarcasm
  • Aggression
  • Responding negatively to mistakes

• **Classrooms led by a teacher who reported feeling overwhelmed (high burnout) had students with much higher cortisol levels**

  Oberle & Schonert-Reichl (2016)
Social & Emotional Learning

Self-Management
Managing emotions and behaviors to achieve one’s goals

Self-Awareness
Recognizing one’s emotions and values as well as one’s strengths and challenges

Social Awareness
Showing understanding and empathy for others

Responsible Decision-Making
Making ethical, constructive choices about personal and social behavior

Relationship Skills
Forming positive relationships, working in teams, dealing effectively with conflict
Mental Health Literacy

• Understand how to obtain and maintain good mental health

• Understand and identify mental disorders and their treatments

• Decrease stigma

• Enhance help-seeking efficacy: know where to go; know when to go; know what to expect when you get there; know how to increase likelihood of “best available care” (skills and tools)

Kutcher and Wei; 2014; Kutcher, Bagnell and Wei; 2015; Kutcher, Wei and Coniglio, 2016.
PSYCHOLOGICAL FIRST AID:
Listen Protect Connect/Model and Teach

https://traumaawareschools.org/pfa
Copyright M. Schreiber, R.H. Gurwitch, & M. Wong, 2006
Adapted, M. Wong, 2012

Sharon Hoover, 2018
Median Age of Onset: Mental Illness

- **Birth**
- **Age 20**
  - Phobias & Separation Anxiety
  - Opposition Defiant Disorder
  - ADHD
  - Autism Spectrum Disorders
- **Mid-teens**
  - Conduct Disorder
  - Psychosis
  - Intermittent Explosive Disorder
- **Mid-20s**
  - Major Depression
  - Substance Abuse
- **Age 40**
  - Autism Spectrum Disorders
- **Age 60**
  - Intermittent Explosive Disorder
  - Psychosis
- **Age 80**
  - Major Depression
  - Substance Abuse

Source: WHO World Mental Health surveys as reported in Kessler et al. (2007)
✓ Consider Social Emotional Learning standards K-12 - see Illinois State Social and Emotional Learning Standards

✓ Invest in:
  ✓ Health and Mental Health Promotion
  ✓ School Climate
  ✓ Social Emotional Learning
  ✓ Crisis preparedness
  ✓ Early identification and intervention

✓ Consider universal health/mental health screening in schools

✓ Fund Teacher Well-being efforts, including organizational and individual well-being programming

✓ Look to current funding streams (e.g., State Opioid Response) for opportunities to fund school health and mental health prevention and early intervention
3. Access to Care
Why Mental Health Treatment in Schools?

• Youth are 6x more likely to complete mental health treatment in schools than in community settings (Jaycox et al., 2010)

• Mental health treatment has large effects on decreasing mental health symptoms (Sanchez et al., 2018)

• Mental health services are most effective when they are integrated into students’ academic instruction (Sanchez et al., 2018)
Early Intervention and Treatment in Schools

- Evidence-based interventions – e.g., CBITS/Bounce Back, TF-CBT

- Special education accommodations

- Refer for evaluation and appropriate treatment to school and/or community services

Sharon Hoover, 2018
CBITS developed to help children in schools cope with trauma
Statewide Learning Collaborative

- 2-day training
- Bi-weekly consultation
- Audio fidelity monitoring/feedback
- Data tracker

- 350 students
- 70 groups
- 23 clinicians

- 90.3% completion rate

We are open all summer.

Summer Hours for Delhi School-Based Health Center
✓ Offer **State Infrastructure Grants** for school health and mental health – see Minnesota School-Linked Mental Health grants

✓ **Medicaid and Private Insurance coverage of school health and mental health services**, including ancillary services (teacher consultation, school team meetings) – see Hennepin County, MN and Duval County, FL
  ✓ Schools as a site of service/as a provider

✓ **State agency** (behavioral health, education) **training and technical assistance** to locals to offer comprehensive school health and mental health – see Wisconsin’s and Colorado’s School Behavioral Health Frameworks
4. Impact
Why Mental Health in Schools?

- Greater **access** to all youth →
  Mental health promotion
  Social Emotional Learning

- **Less time lost** from school and work

- Greater **generalizability** of interventions to child’s context

- **Less threatening** environment
  Students are in their own social context

- Clinical **efficiency and productivity**

- Outreach to youth with **internalizing** problems

- **Cost effective**

- Greater potential to impact the learning environment and **EDUCATIONAL OUTCOMES**

- Findings from 36 primary research, review, and meta-analysis articles
- 2000-2017
- Benefits of school behavioral health clinical interventions and targeted interventions on a range of academic outcomes –
  - Grades
  - Attendance
  - State test scores
  - School connectedness
OPS' school-based health centers credited with reducing students' missed days

By Erin Duffy // World-Herald staff writer  Nov 14, 2013  📰 0

Marcellis Minor, 15, has his height checked by certified medical assistant Joyce Craft at an on-site clinic at Omaha's Northwest High School.
✓ Require **health and academic outcome data collection** from school-employed and school-based community health and mental health providers

✓ Develop **statewide system of accountability and outcome measure** to evaluate and demonstrate results of school health and mental health
5. Resources
NATIONAL QUALITY INITIATIVE TO IMPROVE SCHOOL HEALTH AND MENTAL HEALTH

(2018-2023)
School Health Assessment and Performance Evaluation (SHAPE) System

www.theshapesystem.com

SHAPE helps districts and schools improve their school mental health systems! **HOW?**

SHAPE users map their school mental health services and supports

Assess system quality using national performance standards

Receive custom reports and strategic planning guidance and resources

Utilize additional SHAPE features including the Screening and Assessment Library and Trauma-Responsive Schools Assessment and Resources

Use state and district dashboards to collaborate with schools in your region

(NCSMH, 2019)
Take out your device!

www.theshapesystem.com
Assessments & Reports

With a SHAPE account, you can assess, track, and advance your school or district’s quality improvement goals and assess trauma responsiveness across multiple areas. You’ll get free, customized reports to drive your action planning, share your performance with key stakeholders, and help you monitor your progress over time.

(NCSMH, 2019)
Targeted Resources & Guides

Our comprehensive resource library includes public access resources hand selected by a team of school mental health experts. Sort resources by topic to hone in on specific team goals or generate ideas for action steps related to your own improvement goals.

(NCSMH, 2019)
Bronze, Silver or Gold Star SHAPE Teams have access to customized reports and free resources and can add team members to join their SHAPE account.

School Mental Health Profile
Earn a Bronze Star by completing the School Mental Health Profile. Assess your school or district SMH resources, staffing and service array.

Quality Assessment
Earn a Silver Star by completing one Quality Assessment. Assess your school or district performance on national school mental health quality indicators. Get free customized Quality reports to drive your improvement process.

Complete all Quality Assessments to earn your Gold Star status!
Mental Health Technology Transfer Center (MHTTC) Network

- Established in 2018 with funding from the Substance Abuse and Mental Health Services Administration (SAMHSA)
- 10 Regional Centers
- National Hispanic & Latino Center
- National American Indian and Alaska Native Center
- Network Coordinating Office

Visit the MHTTC website at https://mhttcnetwork.org/
Curriculum Development

The National School Mental Health Curriculum was co-developed by the Mental Health Technology Transfer Center (MHTTC) Network and the National Center for School Mental Health (NCSMH) at the University of Maryland School of Medicine.
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Curriculum Overview

https://mhttcnetwork.org/
NCSMH Annual Conference on Advancing School Mental Health

- 1996 Baltimore, MD
- 1997 New Orleans, LA
- 1998 Virginia Beach, VA
- 1999 Denver, CO
- 2000 Atlanta, GA
- 2002 Philadelphia, PA
- 2003 Portland, OR
- 2004 Dallas, TX
- 2005 Cleveland, OH
- 2006 Baltimore, MD
- 2007 Orlando, FL
- 2008 Phoenix, AZ
- 2009 Minneapolis
- 2010 Albuquerque, NM
- 2011 Charleston, SC
- 2012 Salt Lake City, UT
- 2013 Arlington, VA
- 2014 Pittsburgh, PA
- 2015 New Orleans, LA
- 2016 San Diego, CA
- 2017 Washington, DC
- 2018 Las Vegas, NV
- **2019 Austin, TX (Nov 7-9)**
- **2020 Baltimore, MD (Oct 29-31)**
Connect with NCSMH

www.schoolmentalhealth.org

facebook.com/centerforschoolmentalhealth

@NCSMHtweets

Listserv bit.ly/NCSMH_listserv

Email ncsmh@som.umaryland.edu