Maryland State School Health Council
December 17th from 1:00-2:00pm

AGENDA

1:00-1:10 Welcome and WSCC Model Overview and Purpose

Erin Hager, PhD
Associate Professor, University of Maryland School of Medicine
Chair, Maryland State School Health Council

***DISCUSSION TOPIC*: How mental health connects to all components of the WSCC model in schools**

1:10-1:20 Overview of School Mental Health

Nancy Lever, PhD
Associate Professor, Co-Director – Center for School Mental Health
University of Maryland, School of Medicine

1:20-1:40 Group Activity

Lea Jaspers
Health Education Specialist, Maryland State Department of Education
Vice-Chair, Maryland State School Health Council

1:40-2:00 2021 Legislative Session

Brooke Torton, JD
Deputy Director, Legal Resource Center for Public Health Policy
University of Maryland Francis King Carey School of Law

2:00 Closing

Housekeeping Notes:
1. *Mute your phone and/or computer microphone*
2. *If you have a question, please type it into the "chat" feature. We will answer as many questions as possible on the call.*

A few updates:
1. *Visit our website:*
   http://marylandpublicschools.org/MSSHC
2. *Webinars are recorded and posted to the website.*

SAVE THE DATE!

February webinar date *coming soon*

Topic: Food Services

Contact: MarylandSSHC@gmail.com

Website: http://marylandpublicschools.org/MSSHC

Maryland State School Health Council

Mission

To promote health for the <u>whole child</u> through supporting health-promoting programs and policies and supporting activities of our local school health councils and state and local agencies.

Framework

Whole School, Whole Community, Whole Child Model

True or False: **One of the 10 components of the WSCC model is "Mental Health".**
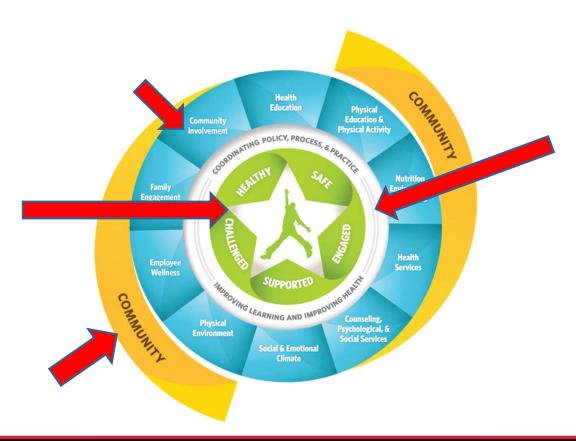
Maryland State School Health Council

Mission

To promote health for the whole child through supporting health-promot[...] of our local sc[...]

False

Framework

Whole School, Whole Community, Whole Child Model

True or False: **One of the 10 components of the WSCC model is "Mental Health".**

Whole School, Whole Community, Whole Child Model

Do LSHCs and School-based Wellness Teams have to focus on all 10 WSCC components?

- Not necessarily!
- Some topics are cross-cutting
  - Recess Promotion: *Recess as a practical strategy to implement the Whole School, Whole Community, Whole Child model in schools (McLoughlin et al, 2020)*
  - Mental Health Promotion- today!

School Mental Health: An Overview

National Center for School Mental Health (NCSMH)
@NCSMHtweets

Nancy Lever, PhD, NCMSH Co-Director
Maryland State School Health Council Webinar
December 17th, 2020

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 (HRSA)

- 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

What School Mental Health is NOT

Comprehensive School Mental Health Systems

- provide a **full array of supports and services** that promote positive school climate, social emotional learning, mental health and well-being, while reducing the prevalence and severity of mental illness

- **built on a strong foundation of district and school professionals**, including administrators and educators, specialized instructional support personnel (e.g., school psychologists, school social workers, school counselors, school nurses and other school health professionals)
  - in **strategic partnership** with **students, families and community health and mental health partners**

- assess and address the **social and environmental factors** that impact health and mental health

Core Features

- Educators and Student Instructional Support Personnel
  - Adequate staffing and support
  - Trained to address student mental health in schools
- Collaboration and Teaming
  - Youth and Families
  - Community Health/Mental Health and Other Partners
- Multi-Tiered System of Supports
  - Mental health promotion support (Tier 1)
  - Early intervention and treatment services and supports (Tiers 2-3)
- Evidence-Informed Services and Supports
- Cultural Responsiveness and Equity
- Data-Driven Decision Making

Full array of programs, services, and strategies

Tier 3

Targeted interventions for students with serious concerns that impact daily functioning

Tier 2

Supports and early intervention for students identified through needs assessments as at-risk for mental health concerns

Tier 1

Promotion of positive social, emotional, and behavioral skills and overall wellness for all students

Professional development and support for a healthy school workforce

Family-School-Community partnerships

School Mental Health Matters

3/4 Of youth who receive mental health services, **70-80%** access these services in schools.

Positive school climate integrated with social emotional learning **improves school safety** and decreases bullying.

SAFE SCHOOL ZONE

Students who participate in social emotional learning programs **improve academic performance by 11 percentile points.**

Youth are **6x more likely** to complete mental health treatments in schools than in other community settings. **6x**

NCSMH
NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

SHAPE your School Mental Health System!

The School Health Assessment and Performance Evaluation (SHAPE) System

A dynamic, free online system to improve school mental health accountability, excellence, and sustainability.

www.theshapesystem.com

Overview of School Mental Health Quality Domains and Indicators

Quality Domains

- Teaming
- Needs Assessment and Resource Mapping
- Mental Health Promotion for All (Tier 1)
- Early Intervention and Treatment Services and Supports (Tiers 2/3)
- Screening
- Impact
- Funding and Sustainability

School Mental Health National Quality Assessment Overview of Domains and Indicators

Teaming
- Multidisciplinary teams
- Youth and family partnership
- Community partnerships
- Addresses all tiers
- Avoid duplication and promote efficiency
- Best practices for meeting structure/process
- Delineated roles/responsibilities
- Effective referral processes to school and community services
- Data-based decisions to determine student interventions
- Data sharing

Needs Assessment/ Resource Mapping
- Assess student mental health needs
- Assess student mental health strengths
- Use needs assessment results to select, plan and implement services and supports
- Conduct resource mapping to identify existing services and supports
- Use resource map to select, plan and implement services and supports
- Align existing services and supports

Mental Health Promotion Services & Supports — TIER 1
- Tier 1 Services and Supports:
  - School Climate
  - Teacher and School Staff Well-Being
  - Positive Behaviors and Relationships
  - Positive Discipline Practices
  - Mental Health Literacy
  - Social Emotional Learning
- Determine whether services and supports are evidence-informed
- Ensure fit with strengths, needs, cultural, and linguistic considerations
- Ensure adequate resources for implementation
- Provide interactive training and ongoing supports
- Monitor fidelity

Early Intervention and Treatment Services & Supports — TIERS 2&3
- Provide access to needed services and supports
- Determine whether services are evidence-informed
- Ensure all services and supports are evidence-informed
- Ensure fit with strengths, needs, cultural, and linguistic considerations
- Ensure adequate resources for implementation
- Provide interactive training and ongoing supports
- Monitor fidelity
- Ensure intervention goals are SMART
- Monitor student progress across tiers
- Implement a systematic protocol for emotional and behavioral crisis response

Screening
- Use best practices for mental health screening planning and implementation
- Indicate the number of students:
  - Enrolled in school
  - Formally screened in the absence of known risk factors
  - Identified as being at risk or already experiencing a mental health problem
  - Referred to a mental health service following identification
- Of students screened, how many screened for [specific mental health areas]

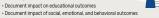### Funding and Sustainability
- Use multiple and diverse funding and resources to support full continuum of school mental health
- Leverage funding and resources to attract potential contributors
- Have strategies in place to retain staff
- Maximize expertise and resources of partners to support ongoing professional development
- Have funding and resources to support:
  - Tier 1 (mental health promotion) services
  - Tier 2 (early intervention) services
  - Tier 3 (treatment) services
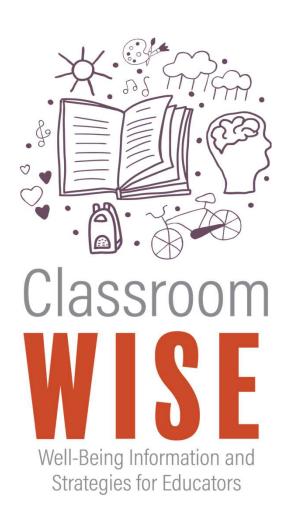- Maximize reimbursement for eligible services

Impact
- # of students who:
  - Were eligible to receive Tier 2 or Tier 3 school mental health services
  - Received at least one Tier 2 or Tier 3 service
  - Demonstrated documented improvement in educational functioning
  - Demonstrated documented improvement in social, emotional and behavioral functioning
- Use best practices to:
  - Document impact on educational outcomes
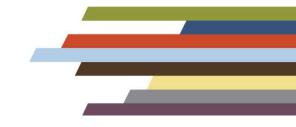 - Document impact of social, emotional, and behavioral outcomes
  - Disaggregate student mental health service and support data to examine student-level outcomes based on sub-population characteristics
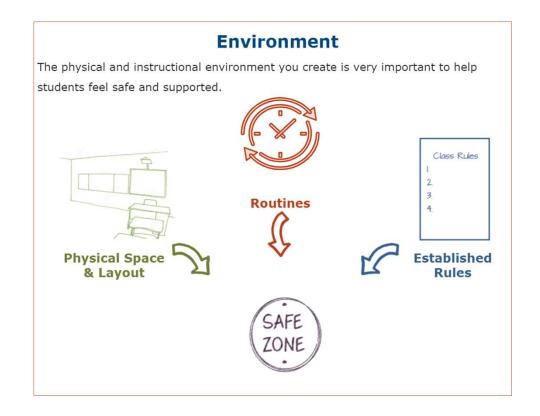 - Document and broadly report the impact of your comprehensive school mental health system

For a full copy of the school mental health national quality assessment, visit **www.theSHAPEsystem.com**

Classroom WISE: Well-being Information and Strategies for Educators

Classroom
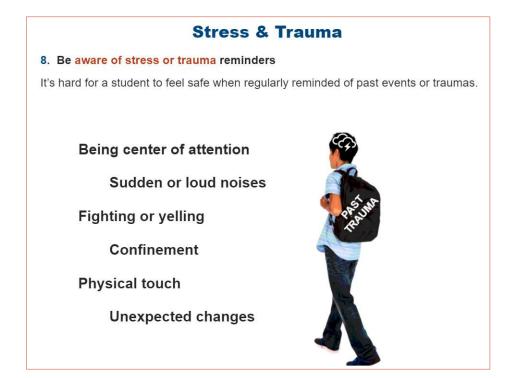WISE
Well-Being Information and
Strategies for Educators

- A **FREE** 3.5 hour mental health literacy online course for teachers and school staff with brief, high-impact training videos and accompanying website

- Course development process includes input from educators, students, and school mental health leaders

Classroom WISE: Well-being Information and Strategies for Educators

- Promoting mental health and wellbeing of students

  o Creating safe and supportive school environments

  o Bringing mental health into the classroom and addressing stigma

  o Fostering social emotional competencies

Environment

The physical and instructional environment you create is very important to help students feel safe and supported.

Physical Space & Layout

Routines

Class Rules
1.
2.
3.
4.

Established Rules

SAFE ZONE

Classroom WISE: Well-being Information and Strategies for Educators

- Understanding and supporting students experiencing adversity and distress

  - o Impact of trauma/adversity on learning and behavior

  - o Understanding and identifying student distress and linking students to support

  - o Classroom strategies to support students with mental health concerns

Stress & Trauma

8. Be aware of stress or trauma reminders

It's hard for a student to feel safe when regularly reminded of past events or traumas.

Being center of attention

Sudden or loud noises

Fighting or yelling

Confinement

Physical touch

Unexpected changes

Classroom WISE: Well-being Information and Strategies for Educators

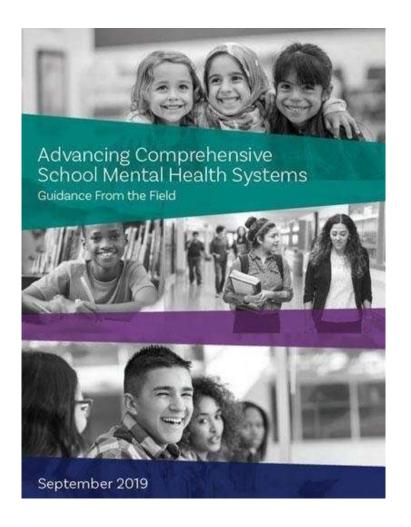# Cultural Responsiveness and Equity Module

Participants will be able to define cultural responsiveness, equity and bias

Participants will be able to describe how implicit bias influences perceptions of students and responses to their mental health needs

Participants will be able to name classroom strategies to implement with students to support mental health needs, using culturally responsive and equitable practices

Guidance from the Field

- Why Address Mental Health in Schools
- A Public Health Approach to School Mental Health
- The Value of School Mental health
- Core Features of a Comprehensive School Mental Health System
- Opportunities, Challenges and Recommended Strategies
- Local Spotlights
- State Spotlights
- Moving Forward

www.schoolmentalhealth.org/AdvancingCSMHS

Padlet Activity Directions

Use the link in the chat to access the Padlet.

1. Choose **ONE** column/WSCC wedge to read.

   Participant Actions

   - Click ♡ 0 to like or agree with existing contributions.

   - Use ⊕ to add a new thread/idea.

   - Use Add comment to contribute additional information or respond to what is written.

2. Choose one additional column to read. Participate as outlined above.