Addressing the Mental Health Crisis in Our Schools

Panelists

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#SELS2020
Comprehensive School Mental Health

National Center for School Mental Health
@NCSMHtweets

Sharon Hoover, PhD
NCMSH Co-Director
July 16th, 2020

1. National Center for School Mental Health
2. Tier 1 (Mental Health Promotion)
3. Tiers 2/3 (Early Identification, Intervention, Crisis Response)
4. Coordination
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
Hosted on the NCSMH website: schoolmentalhealth.org

COVID-19 Resources

COVID-19, the disease caused by the coronavirus, is a global pandemic that has shut down much of society, including many schools. The stress associated with this crisis may understandably increase worry and anxiety in our students, staff, families, and communities. At the National Center for School Mental Health, we want to support you as you protect your health and the health of those around you. To that end, we have accumulated resources and tips for you to use and share with others in your network. We will continue to update these resources as we learn more.

- Crisis Response
- Early Childhood Mental Health
- General Resources
- Guidance for School Staff & Administrators
- Stress Management & Self Care
- Students & Families
- Technology to Support School Mental Health

Commitment

- Racial and social justice lens
- Cultural responsiveness and equity
- Developing and modeling equitable and anti-racist policies and practices
- Learn, heal, grow together
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
Figure 3. Core Features of a Comprehensive School Mental Health System

1. Well-Trained Educators and Specialized Instructional Support Personnel
2. Family-School-Community Collaboration and Teaming
3. Needs Assessment and Resource Mapping
4. Multi-Tiered System of Support
5. Mental Health Screening
6. Evidence-Based and Emerging Best Practices
7. Data
8. Funding

Figure 4. An Example of Complementary Roles and Resources of Community Partners and School Districts in Comprehensive School Mental Health Systems

National School Mental Health Curriculum
www.mhttcnetwork.org

Mod 1

Mod 2

Mod 3

Mod 4

Mod 5

Mod 6

Mod 7

Mod 8

National School Mental Health Curriculum:
Guidance and Best Practices for States, Districts, and Schools
Trainer Manual

What is SHAPE?
Your FREE, interactive tool designed to improve school,
district, and state mental health accountability,
excellence, and sustainability.

Improve student mental health in your schools, districts, and states. Sign up for:

Myself  My School  My District  My State
**UNIVERSAL School Mental Health 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

*Sharon Hoover, 2018*
POLICY - Universal mental health promotion

- Require the selection of indicators of student mental health and well-being as a core metric of school performance under federal education funding
- Incentivize teaching education programs to include mental health literacy
- Establish mental health as a state-required component of K-12 curricula
- Leverage Federal Title I and Title IV funding to provide universal mental health programming for students
- Expand federal grants to state and local education and behavioral health authorities to increase mental health awareness and promotion in schools

Please don’t just tell me to do more yoga
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.

Training Educators about Mental Health – Coming Fall 2020 – www.mhttcnetwork.org

Promoting the Mental Health and Well-being of Students

- Creating safe and supportive classrooms
- Understanding and Supporting Students Experiencing Adversity and Distress

Understanding and identifying student distress and linking students to support
Impact of trauma and adversity on learning and behavior

Cultural Responsiveness and Equity
(Danya Institute, Central East MHTTC)
POLICY - Early identification, intervention and treatment in schools

• Expand existing federal workforce development programs
• Expand federal, state and local funding to ensure adequate staffing and professional development for student instructional support personnel
• Require health plans to reimburse for mental health screenings conducted in schools
• Maximize Medicaid, Children’s Health Insurance Program (CHIP) and private reimbursement for school mental health services
• Expand reimbursement and technical assistance for telemental health services in schools
• Implement accountability mechanisms that require the implementation of high-quality, evidence-based practices that align with national performance standards for school mental health

ALWAYS

Well-being check-ups in schools
Daily Check-ins (Closegap.org)

Students do a daily emotional check-in

Teachers and Parents get Info in Real Time

Students connect with an adult or participate in self-guided activities

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)
Treatment in Schools

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

CBITS developed to help children in schools cope with trauma
CBITS Online Live

Session 1: Introduction, Orientation, and Rationale
Session 2: Psychoeducation and Relaxation
Session 3: Thoughts and Feelings
Session 4: H.O.T. Seat
Session 5: Social Problem-Solving
Session 6: Moving-Up Ceremony


POLICY - Coordination of school and community mental health systems and other child-serving systems

• Establish centralized state organizational infrastructures
• Implement Medicaid waivers or state plan amendments that align Medicaid, early intervention and (Individual Educational Program (IEP) services
• Provide federal grants to state and local child-serving agencies that require cross-agency coordination and investment in school mental health
• Offer federal and state guidance and funding to support navigating privacy and data sharing across child-serving systems
Presentation Outline

Key topics for discussion

Problem
Addressing Staff Needs
Tips and Strategies
Additional Resources

WHO AM I?
Assistant Director, Redesign
WHY ADDRESS THE MENTAL HEALTH NEEDS OF STAFF?

1 in 5 teachers said they were unlikely to return to school if their buildings opened this fall.

Source: According to USA Today
Teachers Are Worried!

Because teachers are worried and concerned about their physical safety. This in turn, has a direct impact on their mental wellness and overall well-being.

@Schoolpsychlife

Educators across the country report...

BEING NERVOUS
About returning to school because of underlying health conditions

CONCERNED OVER FAMILY
• Have concerns about infecting family members,
• Concerned about their own family

FRUSTRATED
Are frustrated by the lack of clear guidance guaranteeing safety

@Schoolpsychlife

Source: According to USA Today
With No End in Sight to the Coronavirus, Some Teachers Are Retiring Rather Than Going Back to School

Teachers worry about return to classroom amid surges in COVID-19 cases

School reopening plans are now part of COVID-19 politics. Teachers fear for their safety.

'Make a choice between their health and keeping a job' | DCPS teachers asked to commit to in-person work

DCPS resumes August 31st with a hybrid model of virtual and in-class instruction.

@Schoolpsychlife
Tips to Address Mental Health Needs of Staff

- DITCH THE HERO COMPLEX!
- PROVIDE TIME AND SPACE TO CHECK-IN WITH STAFF
- ALLOW FLEXIBILITY & RADICAL GRACE
- LISTEN TO THE NEEDS OF STAFF!
- GIVE PRAISE!
- FOCUS ON ADULT SEL

@Schoolpsychlife

6 Ways to Practice Self-Care

- The key is to start with your self!!
- Get more sleep!!
- Get active!!

@Schoolpsychlife
6 Ways to Practice Self-Care

3. Three Good Things

Talk it out with a friend!

Protect your time and space!

@Schoolpsychlife

Additional Resources

GUIDED MEDITATION - BREATHE FOR CHANGE
https://www.breathe4change.com/educators--schools.html

CALM APP FOR EDUCATORS
https://www.calm.com/schools

INSIDE SEL ADULT RESOURCES
https://insidesel.com/2020/03/12/covid-19/
School Mental Health Services Before, During and After COVID-19

• Twenty percent of kids experience SEB concerns that would qualify for a diagnosis (Costello, Mustillo, Erkanli, Keeler, & Angold, 2003)
• After 1-month of lockdown, 20% of kids are experiencing depression or anxiety (JAMA Pediatrics, 2020)
• Missing school can cause academic setbacks
• For many students, school was/is their safe place
• Students depend on physical, mental and behavioral health services delivered in school
• Consideration of virtual mental health services
National Landscape
COVID-19 has “revealed”

• Deep inequities in access to comprehensive mental health services
  • Especially true for areas who lack reliable internet connectivity
• The critical role of schools in connecting students/families to a wide range of necessary services
• Adult mental wellness is equally important
• We absolutely must address shortages of mental health providers

**Cannot ignore the impact of the current civil unrest related to police brutality and systemic racism. For many children, this is a double pandemic.**

Access to SMH Professionals

<table>
<thead>
<tr>
<th>Professional</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>School psychologists</td>
<td>1:500</td>
</tr>
<tr>
<td>School counselors</td>
<td>1:250</td>
</tr>
<tr>
<td>School social workers</td>
<td>1:250</td>
</tr>
<tr>
<td>School nurses</td>
<td>1:750*</td>
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</tbody>
</table>

**Current ratio of school psychologists is 1:1381
Ensure students have access to supports in instances of abbreviated school days and virtual learning.
Strategies to Address the Shortage/Improve MH Service Delivery

- School/university partnerships to improve the pipeline
- More graduate education programs, including re-specialization
- Affordable education
  - Loan forgiveness, tuition grants/fellowships
- Recruitment and retention efforts
- District/state commitment to make progress toward recommended ratios
- School community partnerships

Advocacy Needs

- Increased Federal investments are critical and necessary to
  - Protect staffing positions
  - Address the digital divide
  - Protect our fragile mental health system (school and community)
  - Expand availability of comprehensive services, especially wellness promotion
  - Address unmet needs during school closures

- Educating key stakeholders
A Unified Voice on School Reentry

ADVOCACY TIP

• Remember that you are the expert!
Fiscal Year (FY) 2021/COVID

- $2.55 billion for ESSA Title II, Part A to ensure educators and early intervention providers are prepared to implement evidence-based mental health interventions
- $1.6 billion to fund ESSA Title IV, Part A to support schools and early childhood programs to hire social workers, counselors, and psychologists
- Consider the mental health needs of students, staff, and families in any COVID-19 relief packages as schools begin the process of reopening, including additional costs to school districts and early intervention programs of providing those services.

Legislative Priorities

- Support policies and funding for services and community interventions for children and youth who experience trauma, environmental stress, and mental health symptoms and disorders
- Support policies and funding that promote prevention and an interdisciplinary partnership among education, early childhood, juvenile justice, mental health, and community health providers
- Maintain the current structure and funding for Medicaid that allows for reimbursement for IDEA services
- Support legislative policies that increase access to mental health services through private health insurance and Medicaid