



South Southwest (HHS Region 6)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

Partnering with Schools

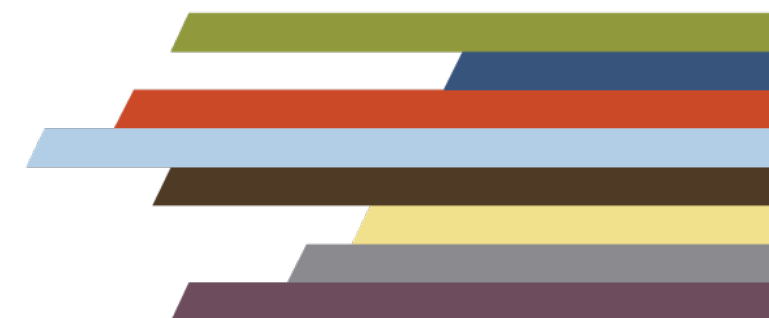
Comprehensive School Mental Health



The University of Texas at Austin

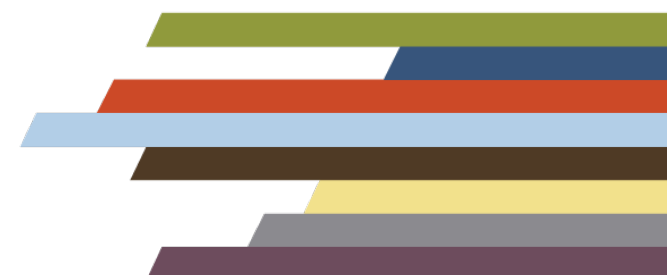
Texas Institute for Excellence
in Mental Health

School of Social Work



Comprehensive School Mental Health Systems

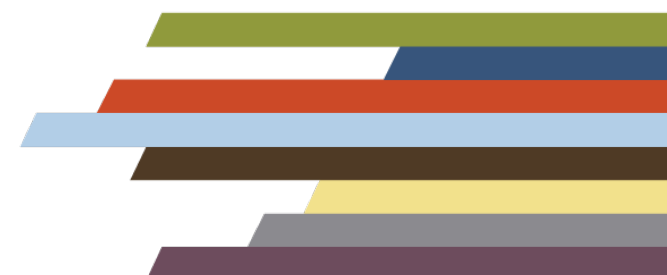
- Provide a **full array of supports and services** that promote positive school climate, social emotional learning, mental health and well-being, while reducing the prevalence and severity of mental illness
- **Built on a strong foundation of district and school professionals**, including administrators and educators, specialized instructional support personnel (e.g., school psychologists, school social workers, school counselors, school nurses, 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



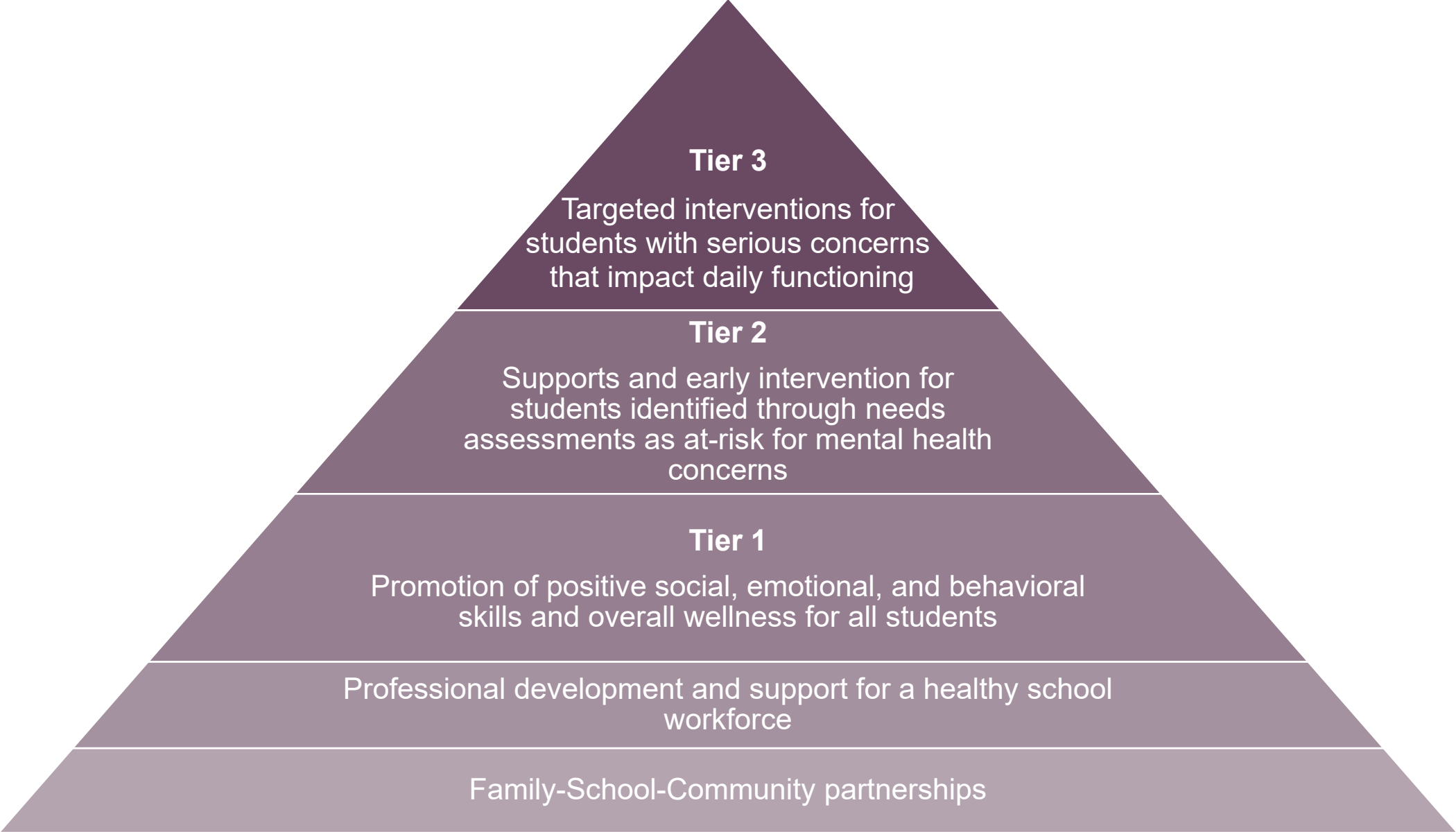
Community MH Partnerships

Partnerships between schools and community mental health organizations are **purposeful**, and designed to:

- **Augment** the abilities of schools to address barriers to learning and promote social-emotional well-being
- **Provide a broader array of supports**, including mental health promotion, prevention and intervention within a multi-tiered system of support
- **Improve access** to mental health care



Multi-Tiered System of Supports (MTSS)



Roles for Community Partners in School Mental Health

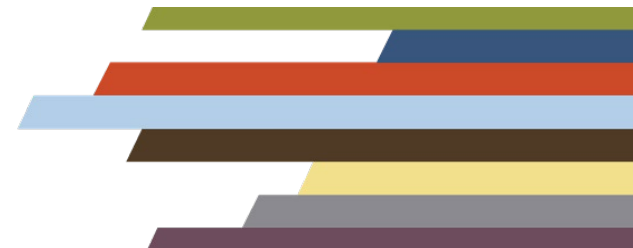


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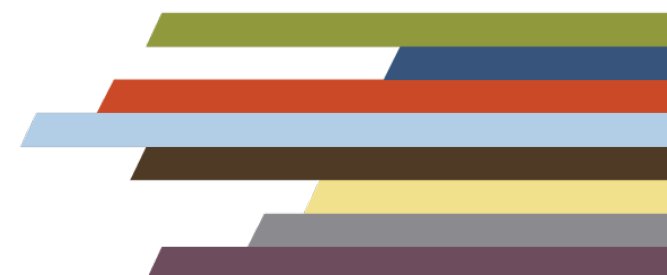
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Role 1: Participate on District or Campus Teams



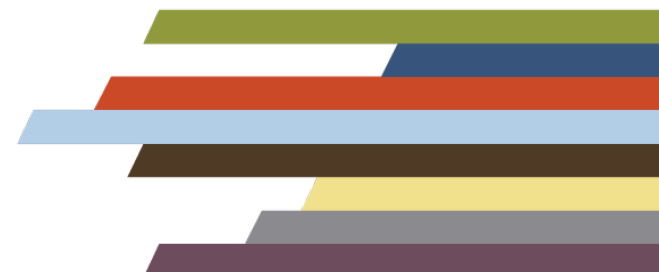
Examples of SMH Teams Include:

- School Climate Team
- Student Support Team
- Mental Health Promotion/Universal Team
- Intervention and Tertiary Care Team (Tiers 2/3)
- District Mental Health Leadership Team
- School Health Advisory Committee

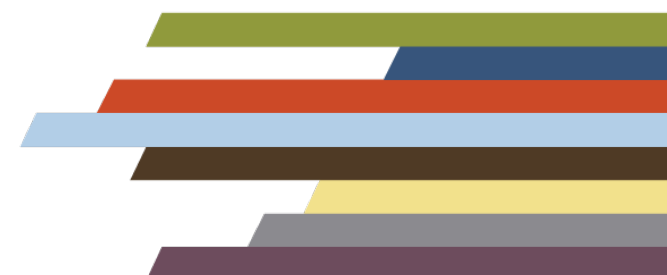


Example Team Activities

- Conduct a needs assessment
- Develop resource map
- Identify evidence-based practices to meet identified needs
- Identify clear referral processes
- Develop “warm handoff” procedures
- Develop communication channels
- Track and monitor student progress

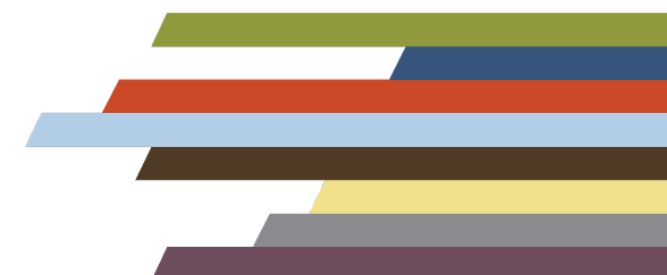


Role 2: Support Professional Development



Example Activities

- Conduct teacher and/or staff workshops
- Provide “coaching” to school staff
- Provide teacher wellness activities
- Participate in critical incident response strategies
- Advise on school policies and practices that promote school mental health

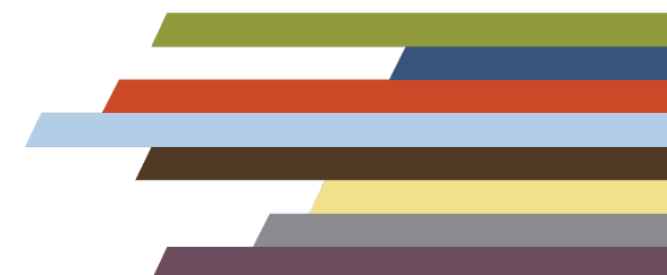


Types of Activities

- Support tier 1 services
- Provide tier 2 or 3 services
- Provide telehealth services
- Provide crisis assessments and stabilization

Examples

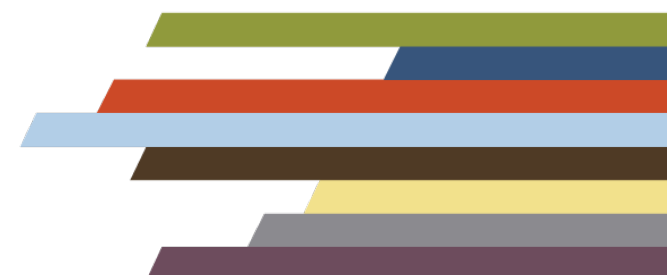
- Coach trauma-sensitive school initiation
- Provide family strengthening workshops
- Social Skills Groups
- Trauma or Loss Groups
- Individual counseling
- Mobile crisis response



Role 3: Provide School- based Mental Health Services



Credit: Laura Masters Dougherty

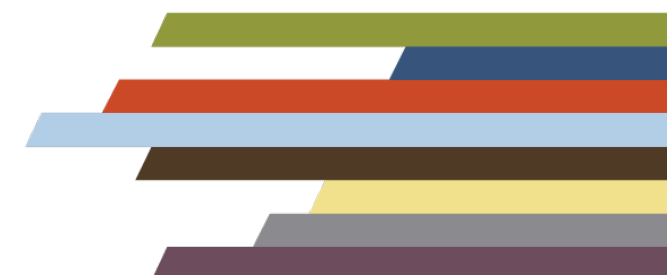


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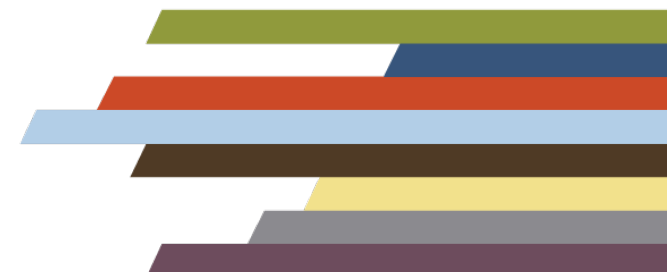
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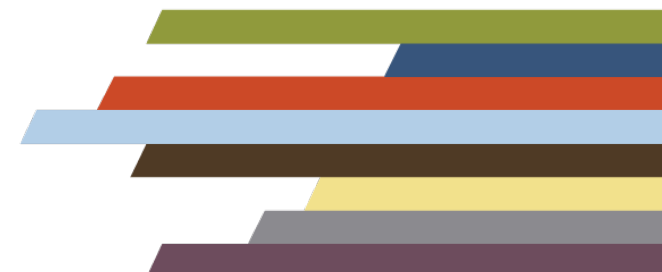


Role 4: Coordinate Community-based Services



Examples of Activities

- Coordinate intensive community-based services with school (and other systems)
- Provide specialty mental health programs (e.g., First Episode Psychosis)
- Support transition from hospital or residential care to school



School or District Wish List for CMH Provider Services

Example items

- Active participation in school mental health teams
- Provide mental health services and supports at Tier 1, 2 and 3
- Utilize evidence-based services and supports
- Collect and report data that documents:
 - Productivity
 - Impact on psychosocial and academic functioning
 - Student/family satisfaction and engagement
- Regular professional development and/or supervision
- Family partnership
- Ability to provide in-home or clinical-based services
- Highly recommended by parents/community members
- Able to bill both Medicaid and private insurance
- Knowledge or experience working in schools



(NCSMH, 2019)

Parents and Community Members

- Behavioral or emotional problems in children are common (1 in 5 children) and 50% of all lifetime mental health disorders begin by age 14. School based mental health services help identify problems early, before they become bigger problems.
- On average, most people don't receive treatment for 8 to 10 years after problems begin. Schools help families access services easier with less time out of school and work.
- Many children never receive needed treatment; 70 to 80% of youth and families who do receive mental health treatment access it at school.

