Partnering with Schools

Comprehensive School Mental Health
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)

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
Roles for Community Partners in School Mental Health
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
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 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.