



Mid-America (HHS Region 7)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

Integrating Behavioral Health into Primary Care and School-Based Settings: Lessons Learned



MUNROE-MEYER
INSTITUTE

SAMHSA

Substance Abuse and Mental Health
Services Administration

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MHTTC

Mental Health Technology Transfer Center Network

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The MHTTC Network accelerates the adoption and implementation of mental health related evidence-based practices across the nation

- Develops and disseminates resources
- Provides free local and regional training and technical assistance
- Heightens the awareness, knowledge, and skills of the mental health workforce

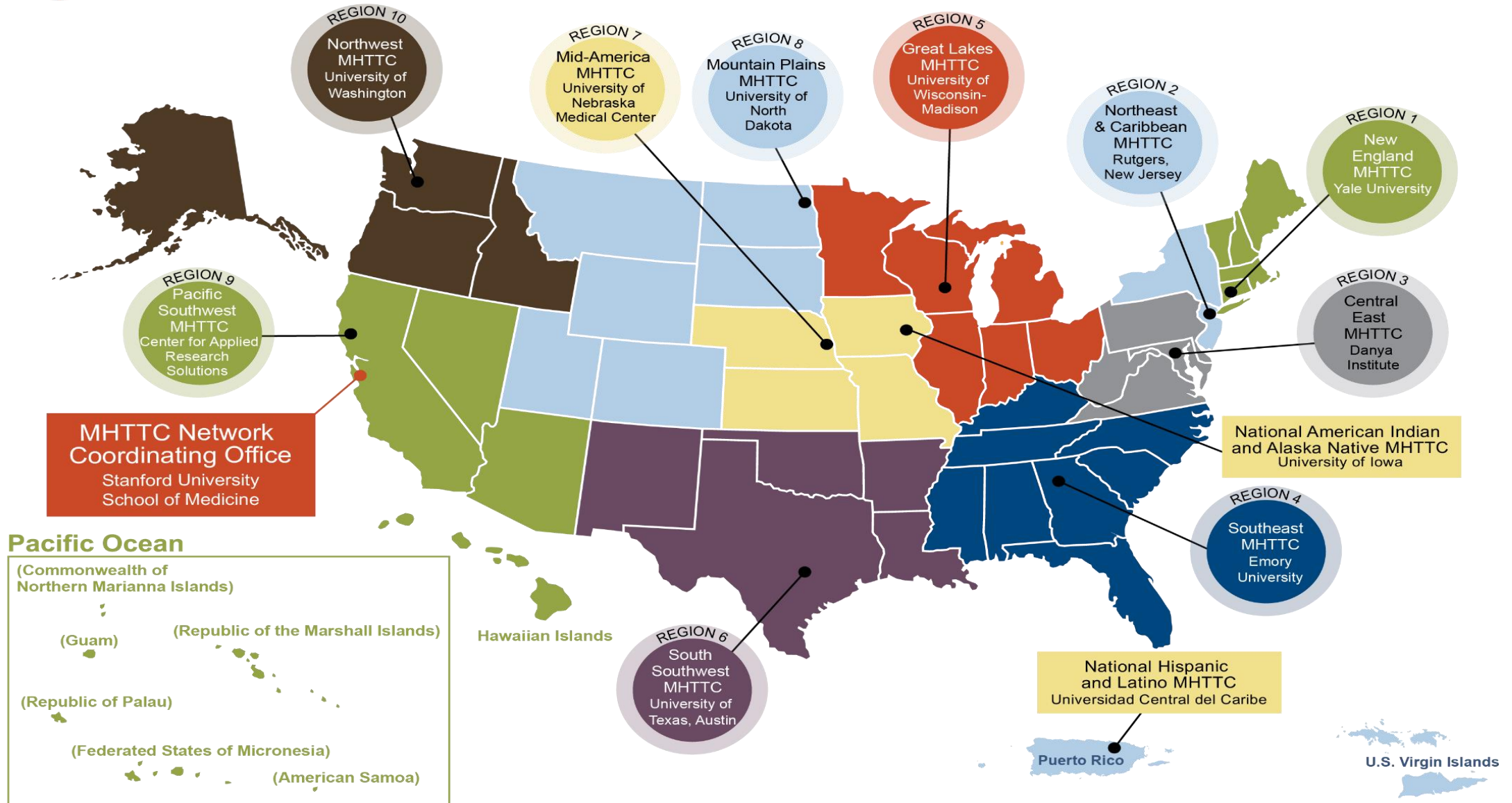
10 Regional Centers, a National American Indian & Alaska Native Center, a National Hispanic & Latino Center, and a Network Coordinating Office



MHTTC

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MHTTC Network



Specialized Training and Technical Assistance



Integrating behavioral health in primary care.



School mental health.



Community treatment approaches for
severe mental illness.



Behavioral health workforce development.

Today's Objectives

1

Explain the key role of integrated school-based health centers in increasing access to prevention, early intervention, and treatment

2

1. Describe the tasks and qualities of a successful mental and behavioral health professionals in integrated school-based settings

3

1. List strategies for teaching the skills needed to provide evidence-based clinical skills and integrate themselves successfully into the system

4

1. Identify ways to access free resources, training, and technical assistance from the Mid-America MHTTC

Youth Mental Health



	NE	IA	KS	MO	US Value
<u>(America Health Rankings: Mental Health & Suicide, 2021)</u>					
Teen Suicide (adolescents 15-19; CDC, 2016-18)	14.3%	12.6%	17.8%	17.2%	11.1%
ADD/ADHD Treatment (children 3-17; DHHS, HRSA & MCHB, 2018-19)	4.0%	4.9%	2.8%	4.0%	3.0%
Anxiety (children 3-17; DHHS, HRSA & MCHB, 2018-19)	8.8%	10.6%	10.1%	9.7%	8.5%
Adverse Child Experiences (children 0-17; DHHS, HRSA & MCHB, 2018-19)	15.3%	16.7%	15.9%	13.1%	14.7%
Suicide (all ages; DHHS, HRSA & MCHB, 2018-19)	14.4%	15.8%	19.5	20.1%	14.8%

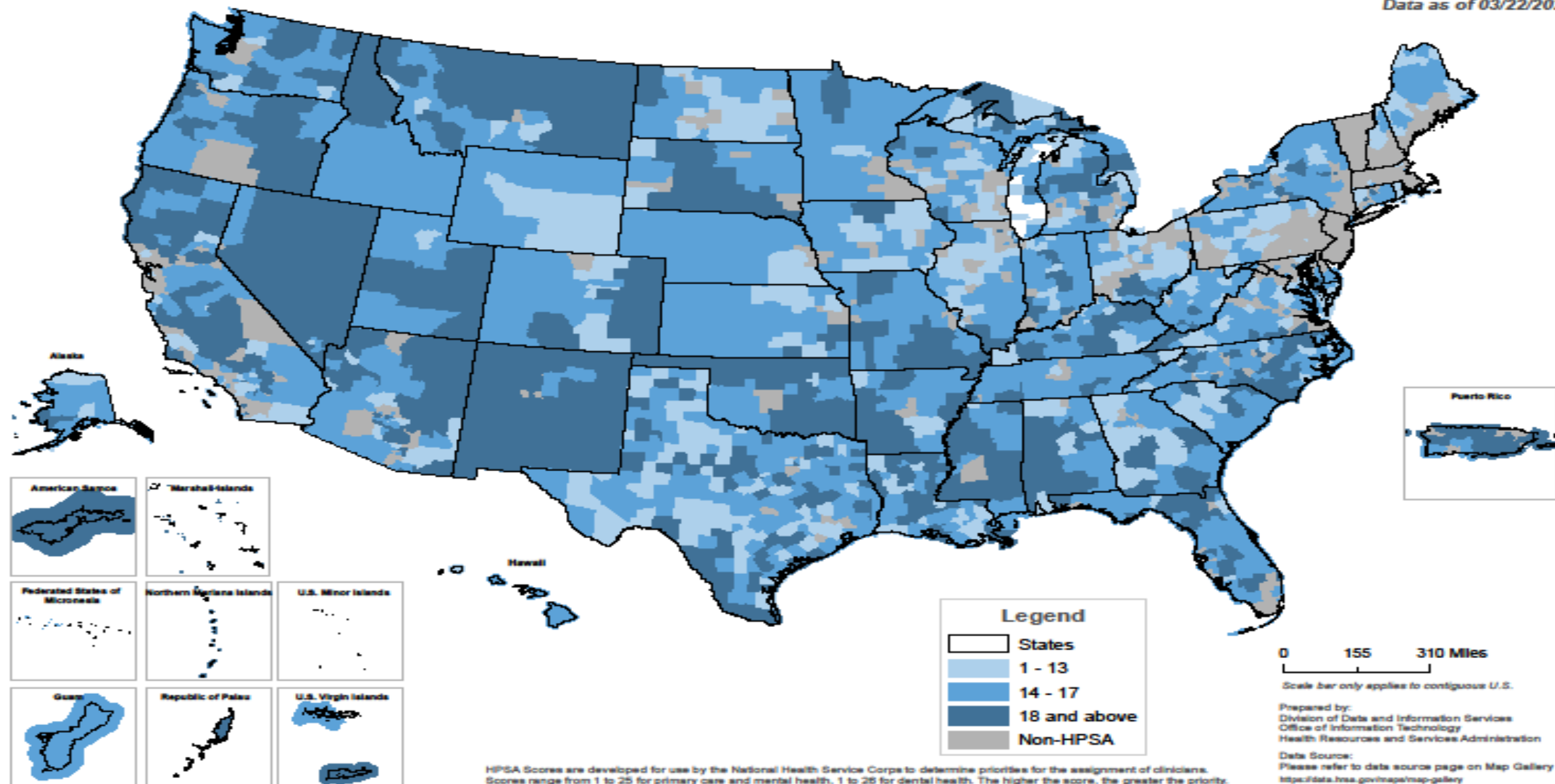
Unmet Behavioral Health Needs in Primary Care Settings

PCPs have few places to refer patients

30-50% of referrals never make the first appointment

Depression often goes undetected

67% do not access behavioral health treatment



Schools are
the primary
mental health
service
provider for
young children

Nearly 75% of youth
who receive mental
and behavioral
health services do
so in the school
setting (EAB, 2020)

School Support Staff

61% of public schools across the United States report that they experience insufficient mental health professional staff coverage to manage their caseload (IES, 2022)

		% of schools in US
Counselors	Elementary	65.2
	Middle	71.4
	High*	80.7
Nurses	Elementary	66.7
	Middle	62.5
	High	56.7
Psychologists	Elementary	47.4
	Middle	43.9
	High	39.2
Social Workers	Elementary	27.6
	Middle	25.6
	High	26.4

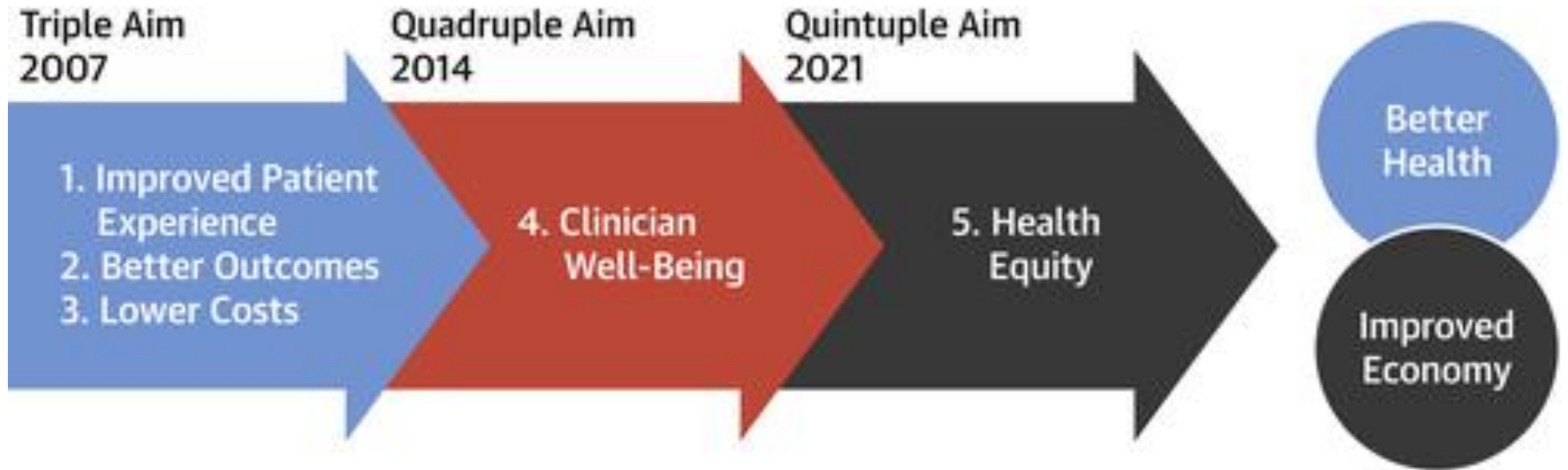
<http://ocrdata.ed.gov>

(US Dept. of Ed: Civil Rights, 15-16)

*(US Dept. of Ed: Civil Rights, 16-17)

How do we increase
access points?

Why Primary Care?



Example Components of Integrated Primary Care

Screening by PCP	Collaboration and teamwork
Coordinated assessment and treatment plan	Shared practice space
Communication (formal and informal)	Shared office space
Timely access to behavioral health	System to share records

(SAMHSA-HRSA Center for Integrated Solutions)

https://www.integration.samhsa.gov/workforce/Integration_Competerencies_Final.pdf

Access Points

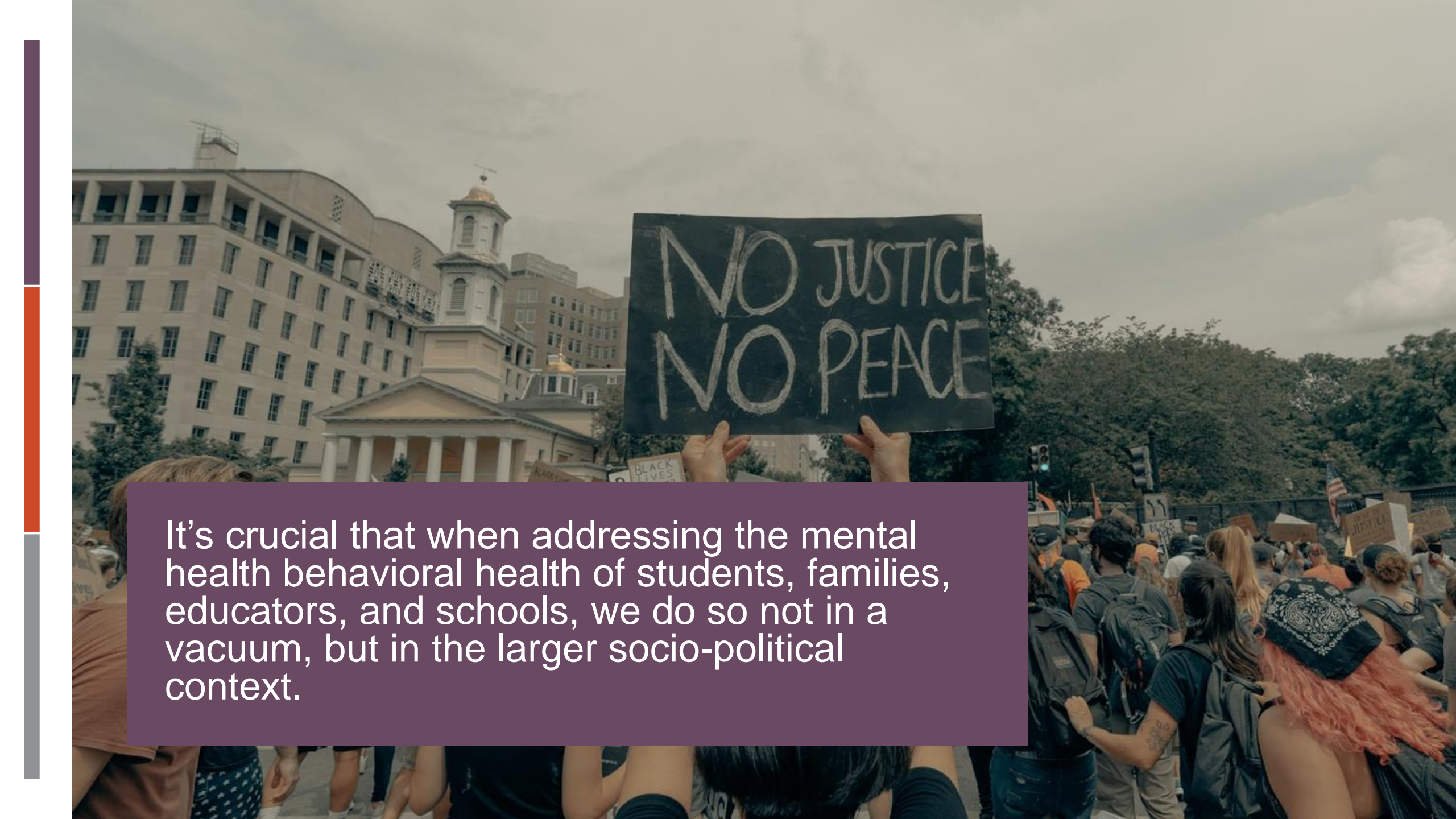
Primary care and school-based settings are access points

SBHA Integral Role

School-Based Health Centers can increase supports available in schools


Increase Access

Increase equitable access to care, improve outcomes for youth from marginalized backgrounds

A large crowd of people is gathered for a protest. In the foreground, a person holds a black sign with white chalk text that reads "NO JUSTICE NO PEACE". The crowd is diverse, with many people wearing backpacks and casual clothing. In the background, there are several large, multi-story buildings, including one with a prominent white portico and columns. The sky is overcast and grey. The overall atmosphere is one of a significant public demonstration.

NO JUSTICE
NO PEACE

It's crucial that when addressing the mental health behavioral health of students, families, educators, and schools, we do so not in a vacuum, but in the larger socio-political context.

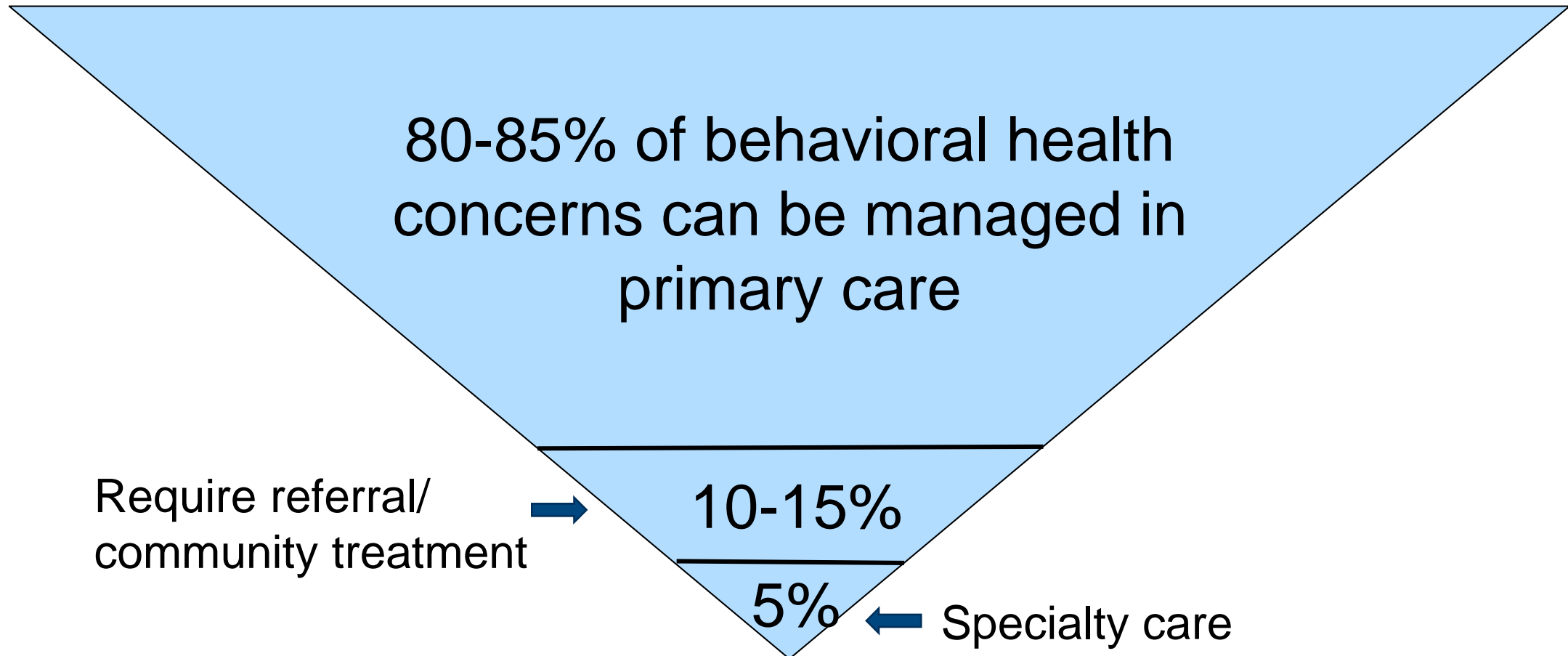


SBHC mental health services promote health equity,
reduce racial and ethnic disparities, and enhance
engagement in mental health services among youth who
face significant barriers to accessing care

(Ijadi-Maghsoodi et al., 2018)

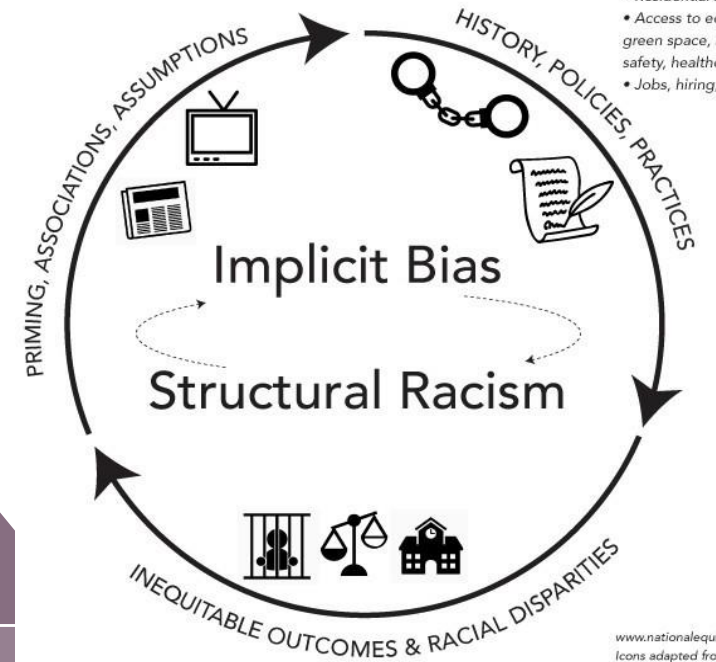
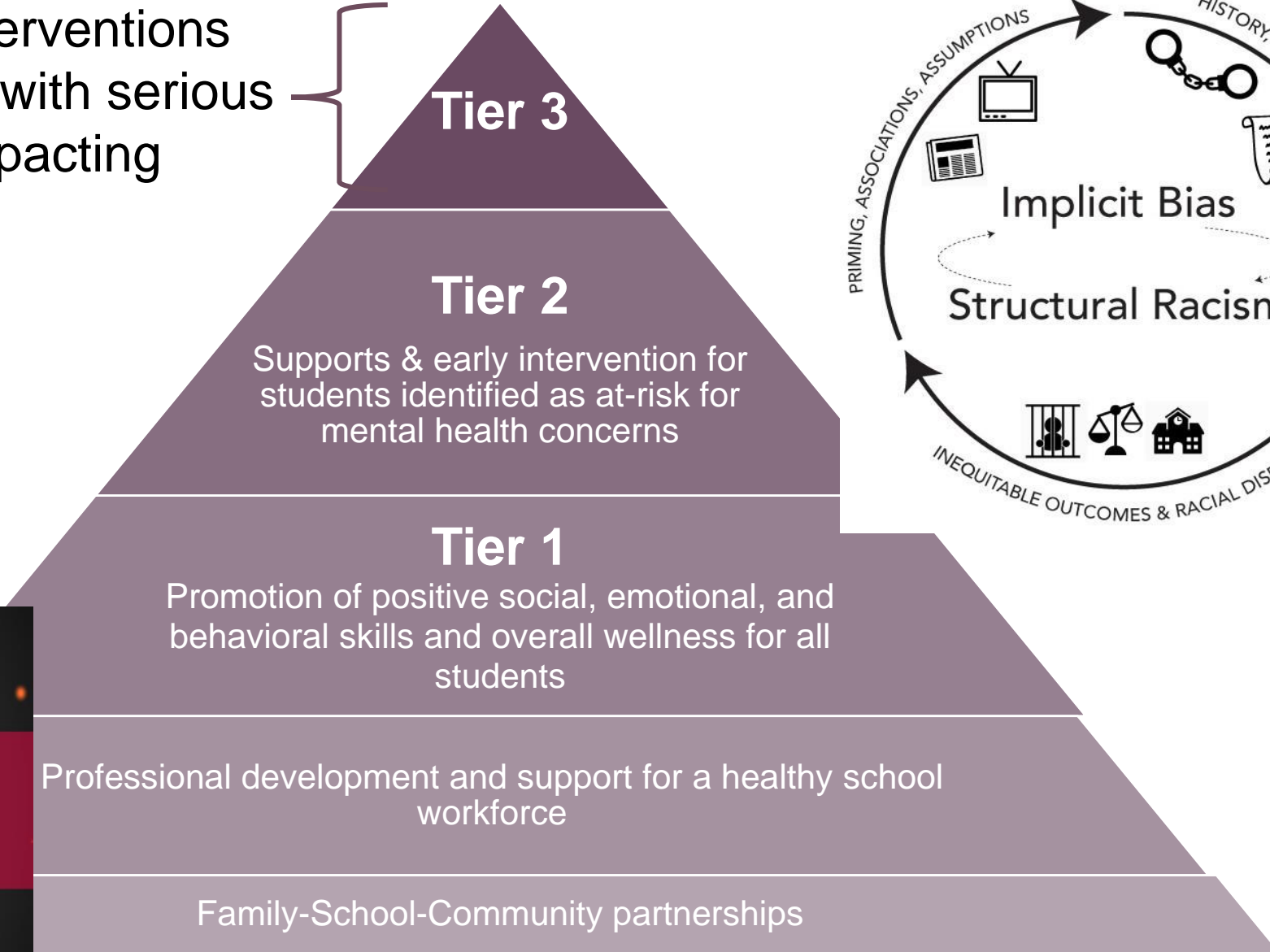
How do we set up
systems of mental health
to support the need?

Behavioral Health in Primary Care



Multi-Tiered **System** of Supports

Targeted interventions for students with serious concerns impacting functioning



- Voting rights
- FHA Loans
- Residential segregation
- Access to education, green space, resources, safety, healthcare, etc
- Jobs, hiring, & advancement

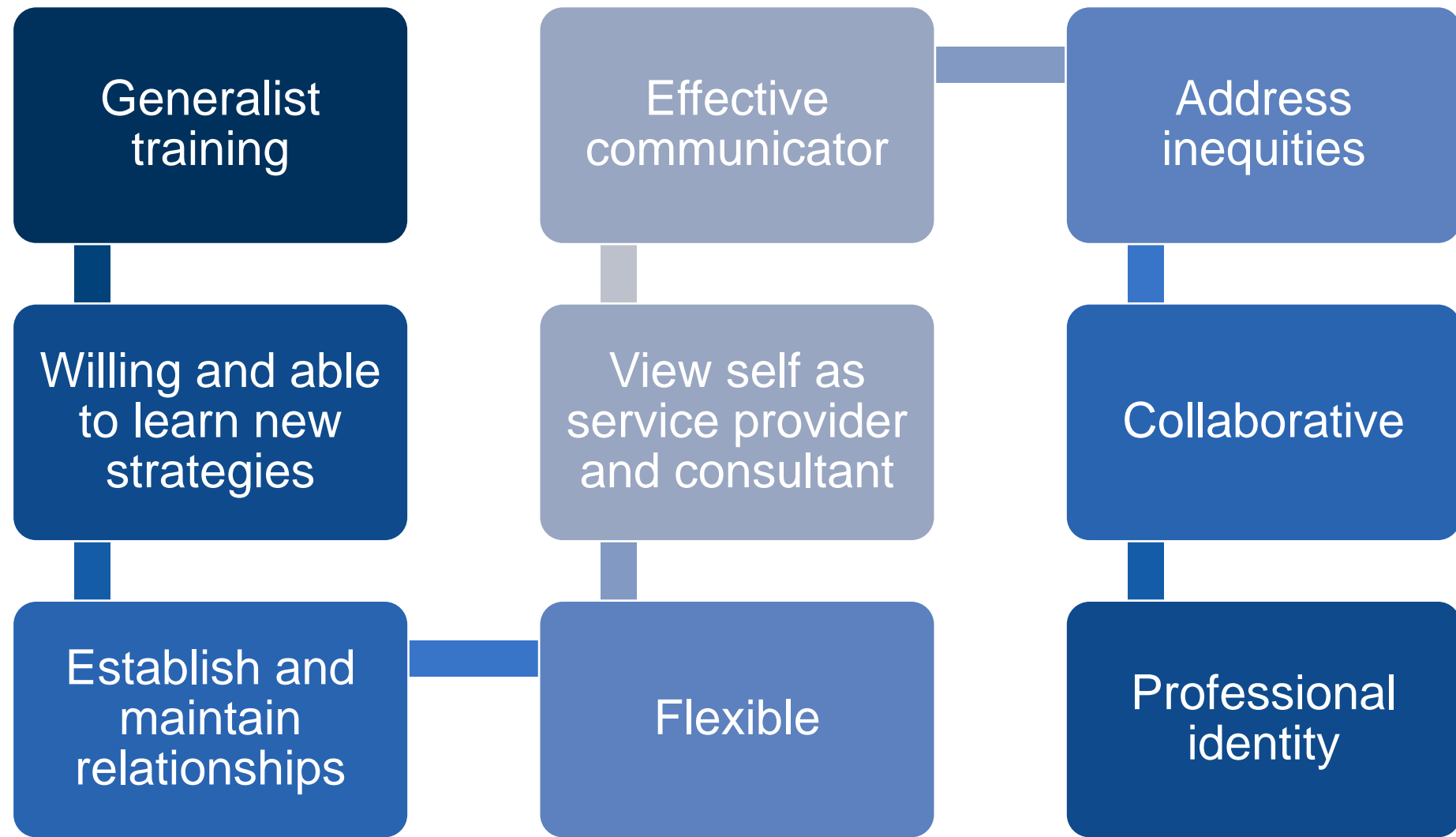
www.nationalequityproject.org
Icons adapted from the Noun Project

Coronavirus Disease 2019 Outbreak

COVID-19

How do we train health
care professionals to
work within this system?

Qualities of an integrated mental health professional...



Skills in teaming and collaboration

Utilizing evidence-based practices

Integration of mental health services for children

Understanding of multi-tiered systems

Knowledge of best practices



Skills in teaming and
collaboration

Integration of
mental health
services for children



TEAMING



COLLABORATION

Strategies for integrating mental health into the school system...

School Team

Genuine interest in having provider present & integrated

Curiosity about theory of change & therapeutic strategies

Educate about the current systems & support

BOTH

Genuine interest

Showing curiosity

Establishing clear roles

Approach resistance with curiosity

SBHC Mental Health Professionals

Genuine interest in learning & working within the system

Curiosity about the current systems in place

Clear & efficient communication

View self as a provider and a consultant

Sharing mental health perspective

Strategies for bringing mental health into the conversation...

Tier 3

IEP/MDT
Meetings, Teacher
Consultation

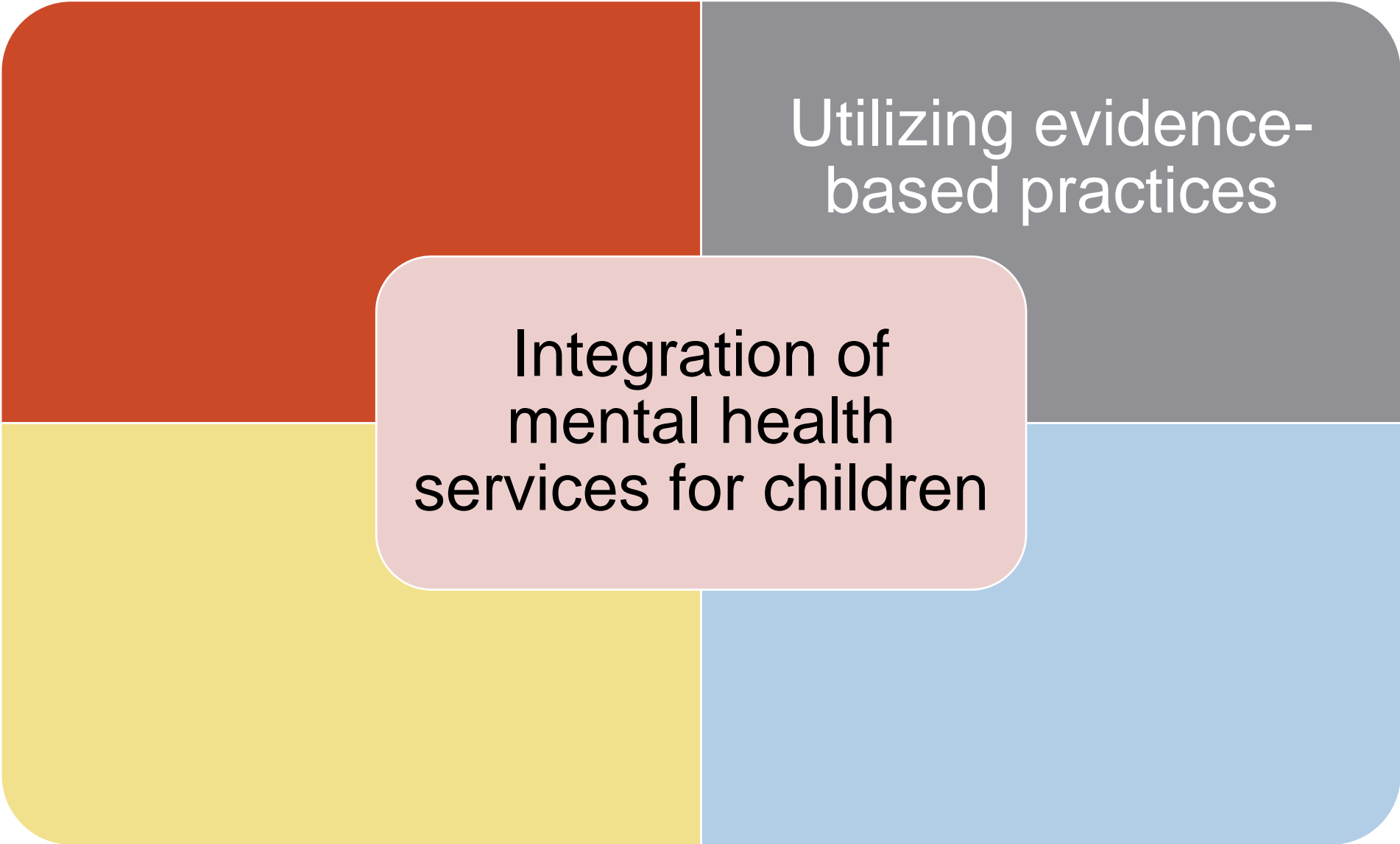
Tier 2

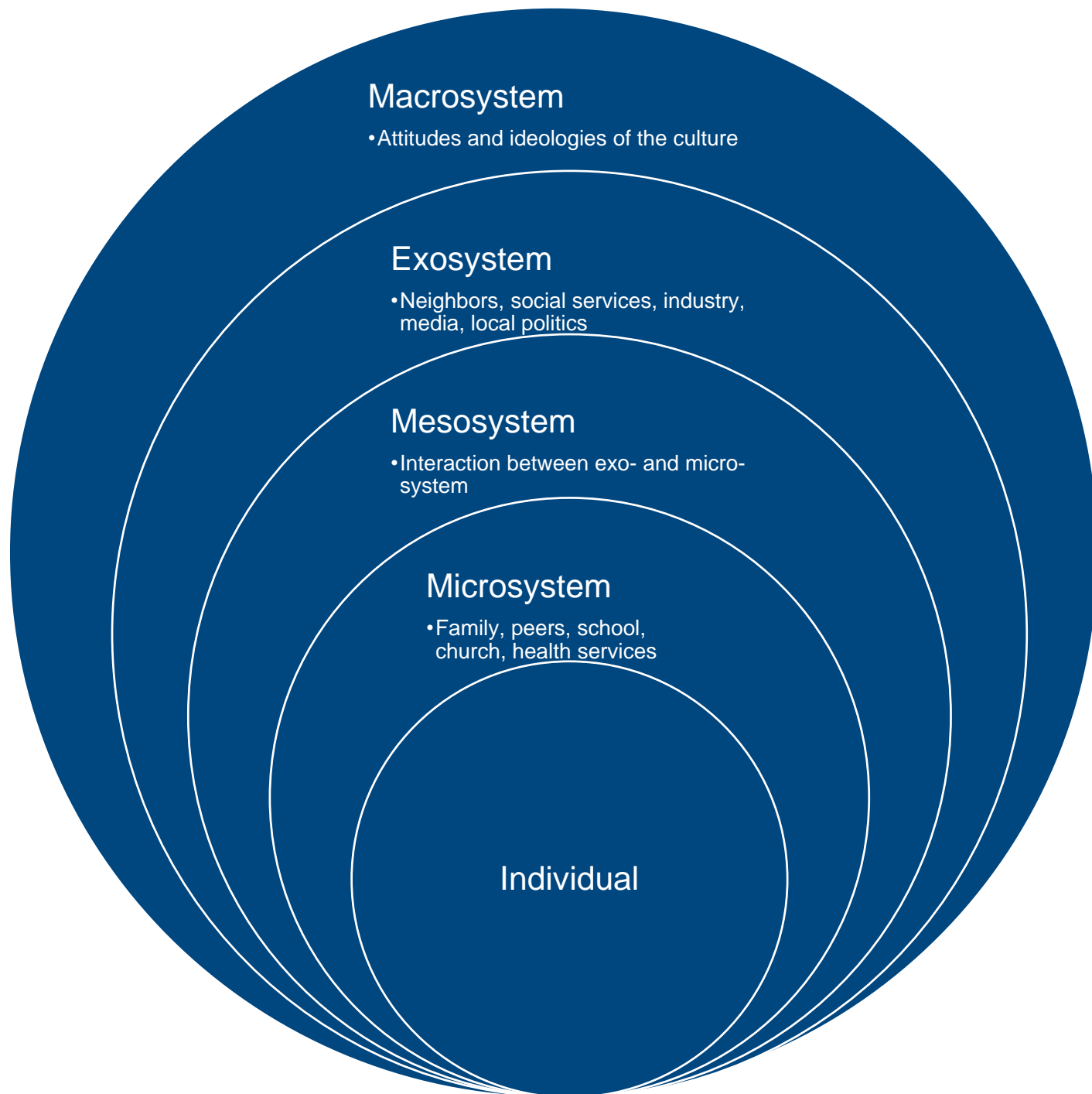
Student Problem Solving Team
Meetings

Tier 1

Leadership Meetings, Staff Meetings, Classroom
Consultation

- Describing and providing support and intervention for the behaviors and symptoms of concern (vs. diagnosing)
 - Speak to own skills as a behavioral health provider
- "Giving skills away"
 - Teaching and providing consultation to skills that school-based personnel can do to support treatment
- Asking questions about mental health
- Discussing how mental health impacts school functioning
- Including mental well-being as a domain for the team





Ecological Systems Theory (Bronfenbrenner, 1977)

Treating the Whole Child

A “whole child approach” supports **optimal functioning across all domains**

Mental health is influenced by genetics and environment

Coping and self-regulation skills that impact mental health are learned and can be taught



- Applied Behavior Analysis
- Behavior therapy
- Cognitive behavioral therapy
- Cognitive therapy
- Family therapy
- Dialectical behavior therapy
- Interpersonal psychotherapy
- Motivational Interviewing
- Organizational Skills Training



Evidence-based Mental Health Interventions for Children

- Society of Clinical Child & Adolescent Psychology
- Effective Child Therapy:
<https://effectivechildtherapy.org/therapies/>



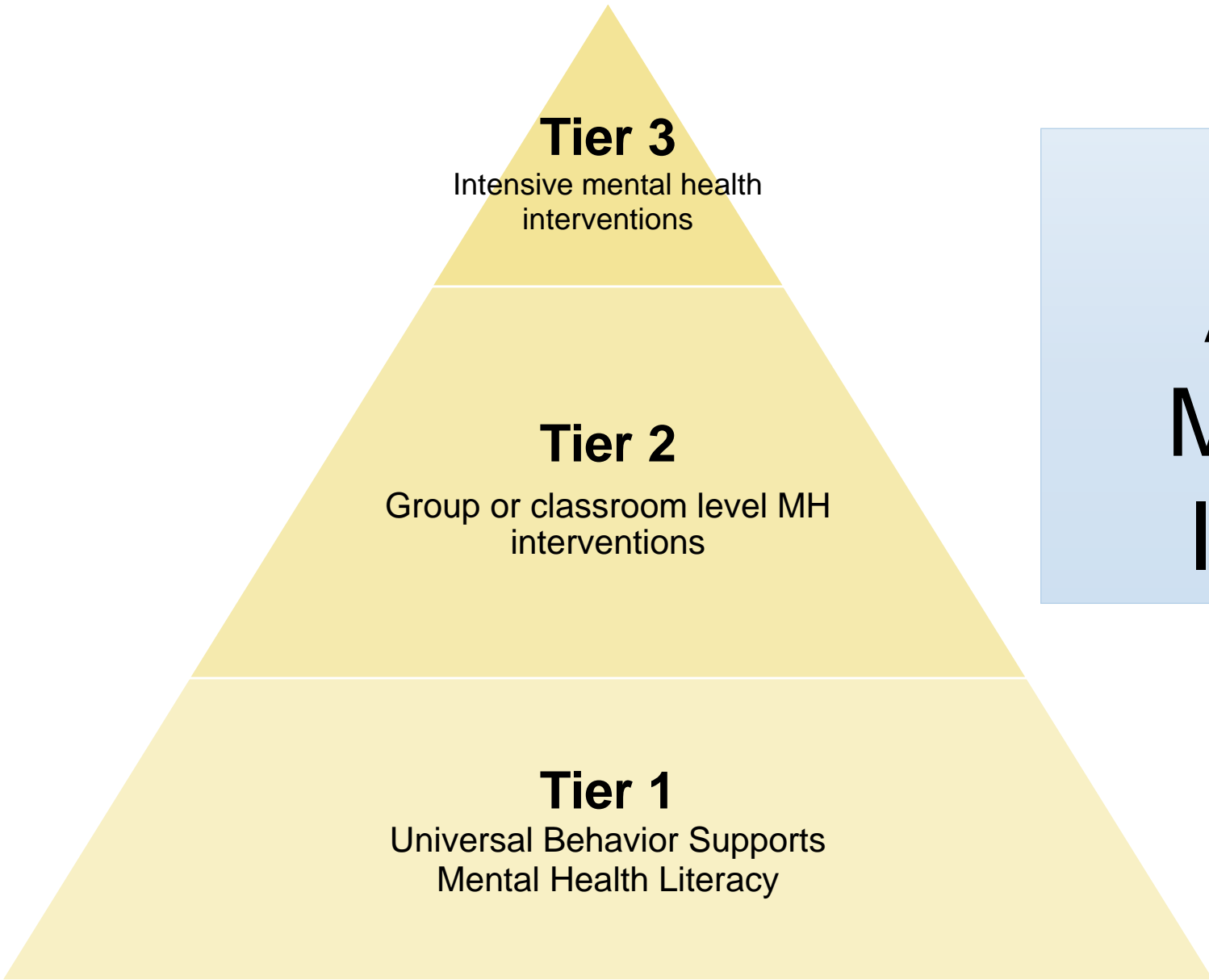
Integration of
mental health
services for children

Understanding of
multi-tiered 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

Multi-Tiered Systems that Support Mental Health





Multi-Tiered Approach to Mental Health Interventions





Integration of
mental health
services for children

The graphic consists of a central light pink rounded rectangle containing the text 'Integration of mental health services for children'. This central box is overlaid on a larger background divided into four quadrants: top-left is red, top-right is grey, bottom-left is yellow, and bottom-right is blue. A vertical bar on the far left is divided into three segments: dark purple at the top, red in the middle, and grey at the bottom.

Knowledge of Best
Practices

National School Mental Health Implementation Guidance and Best Practices

Module 1

- Foundations of Comprehensive School Mental Health

Module 2

- Teaming

Module 3

- Needs Assessment & Resource Mapping

Module 4

- Screening

Module 5

- Mental Health Promotion for All (Tier 1)

Module 6

- Early Intervention and Treatment (Tiers 2/3)

Module 7

- Funding and Sustainability

Module 8

- Impact



Teaching, Training & Free Resources

Integrated Care

<https://mhttcnetwork.org/centers/mid-america-mhttc/area-focus-integrated-care>

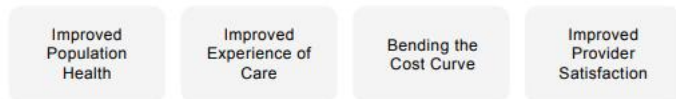


Definition

When **primary and behavioral health care** are integrated, primary care and behavioral health clinicians work together using a systematic and cost-effective approach to provide patient-centered care for patients and families within a defined population.



Results



Source: Berwick, Nolan, & Whittington (2008). The Triple Aim: Care, Health, And Cost. Health Affairs. Vol. 27 No. 3, 759-769

The Continuum

Coordinated care: The practice of working across health care settings to exchange the most critical pieces of information about a shared patient and help facilitate their access to care.

Co-located care: The practice of physically locating a behavioral health provider in primary care setting.

Integrated care: The practice term includes primary care and behavioral health clinicians working with patients and families using a systematic, seamless and cost-effective approach to provide patient-centered care.

Overview

Integrated behavioral health and primary care is the Mid-America MHTTC's **area of focus**. Our trainers draw upon decades of combined experience working in integrated care settings, as well as firsthand knowledge of how many children, adults and families face limited access to behavioral health services, especially in rural and underserved inner-city areas. Our program disseminates training on the cutting edge of the broader national movement towards the integration of behavioral health into primary care medical practices, creating a "medical home" for patients in which their physical and behavioral health needs can be collaboratively addressed. [Contact us](#) if you would like to learn more about our services.

[Download the program flyer.](#)

Training and Resource Highlights

- [Handout: Integrated Care Overview New!](#)
- [Handout: Why Integrated Care? New!](#)
- [Handout: Pediatric Integrated Care New!](#)
- [Coming Home to Primary Care: Pediatric Integrated Health \(Resource\)](#)
- [Telehealth Learning and Consultation \(TLC\) Tuesdays \(Resource\)](#)
- [Sustaining Pediatric Integrated Primary Care During a Pandemic Learning Community](#)
- [Adult Resilience Curriculum \(ARC\) for Health Professionals \(Resource\)](#)

The Team

Program Director

Holly Roberts, PhD, LP

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Brittany Liebsack, PhD

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Hannah West, MS, PLMHP



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<https://mhttcnetwork.org/>

YOUR MHTTC ▾

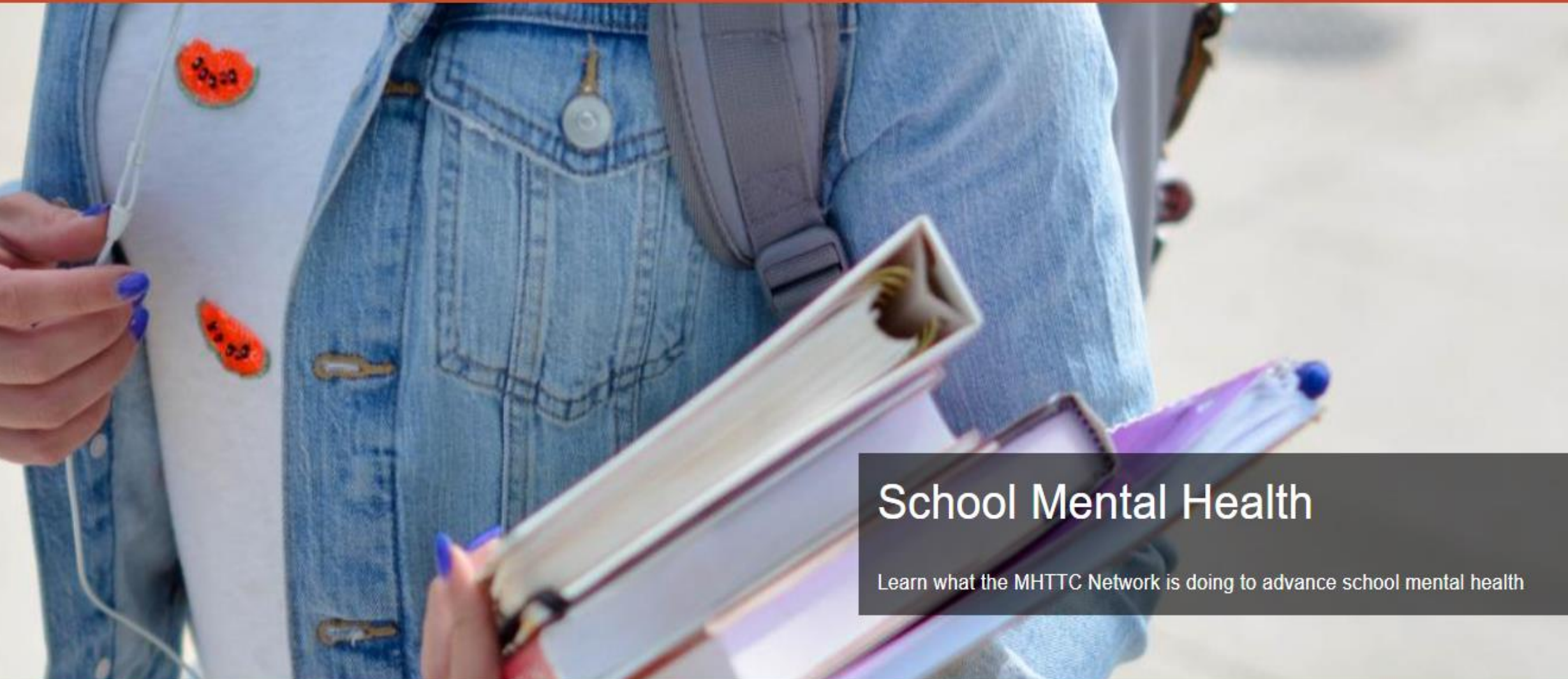
TRAINING AND EVENTS ▾

RESOURCES ▾

PROJECTS ▾

COMMUNICATION ▾

ABOUT ▾



School Mental Health
Learn what the MHTTC Network is doing to advance school mental health

Mid-America MHTTC Regional Learning and Training

Each year, we host regional peer learning communities and training of trainers focused on increasing mental health best practices.

Examples of Regional learning and training include:

- Social Determinants of Health
- Pediatric Integrated Health in Primary Care
- Professional Well-Being
- Multi-Tiered School Based Mental Health Care

Mid-America MHTTC Technical Assistance

What is Technical Assistance?

The technical assistance (TA) provided by the Mid-America MHTTC is free assistance and consulting provided by our team of trainers. TA is for organizations ready to work directly with an MHTTC trainer or trainers to receive in-depth guidance to implement evidence based practices or make quality improvements in mental health programming within the organization. Due to staffing, timing, and funding, all TA requests are subject to MHTTC availability. Requests will be reviewed by our team of trainers. If we are unable to accommodate your request, efforts will be made to connect you to other supports. Complete [this form](#) if you are interested in applying for TA from our team of trainers.

Technical assistance is offered in four content areas:

1. Integrated primary care
2. School mental health
3. Serious mental illness
4. Telehealth

**The TA process is operationalized by structured meetings,
which are typically 60-90 minute sessions***

*Process is subject to change based on needs

1 Introduction and
Orientation to Process

2 Needs Assessment

3 Strategic Planning

4 Problem Solving
and Impact Review



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