



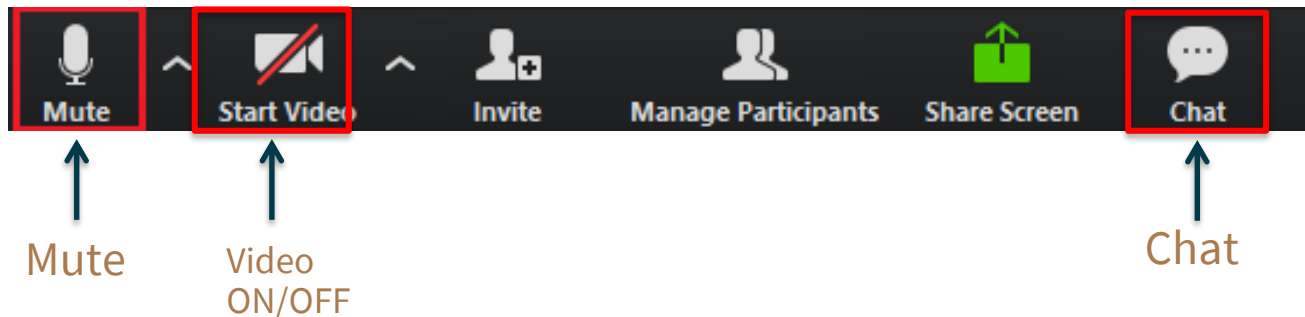
NATIONAL QUALITY INITIATIVE FOR SCHOOL HEALTH SERVICES

SCHOOL MENTAL HEALTH PLANNING FOR THE 2020-21 SCHOOL YEAR DURING COVID-19

June 9, 2020

zoom How To's

This “Controls Bar” is located at the bottom!



Reminders

- This training is being recorded and will be made available to participants
- Participants will be muted and will not be on video
- Presenters will leave video ON when they present
- Use the chat box to ask questions or to provide comments. These will be integrated into our discussion. A summary document responding to questions raised will be developed and shared with registered participants.

PRESENTERS:



Elizabeth Cook, EdS
Senior National Adviser of
Social Emotional Health at the
Alliance for a Healthier
Generation



Renee Gross, JD
Health Policy Consultant at
*Kaiser Permanente Institute of
Health Policy*



Joyce Dorado, PhD
Director of UCSF Healthy
Environments and Response
to Trauma in Schools
(HEARTS)



**Elizabeth Clark, MSN,
RN, NCSN**
National Association of
School Nurses

HOSTS:



**Jill Bohnenkamp,
PhD**
*National Center for
School Mental Health*



**Katy Stinchfield, MS,
LPC**
*School-Based Health
Alliance*



IMPROVING HEALTH AND
MENTAL HEALTH IN SCHOOLS

National
Quality
Initiative



SCHOOL-BASED
HEALTH ALLIANCE
Redefining Health for Kids and Teens



Challenging comprehensive school-based health centers and school mental health systems to adopt, report, and improve standardized performance measures

Advance school health services by addressing specific contemporary or emerging behavioral health conditions/issues among students

Funding:

**HHS Health Resources and Services Administration
Maternal and Child Health Bureau**

National Center for School Mental Health (NCSMH)

National Center for School Mental Health (NCSMH) > COVID-19 Resources

Home

About Us >

Our Work >

Resources >

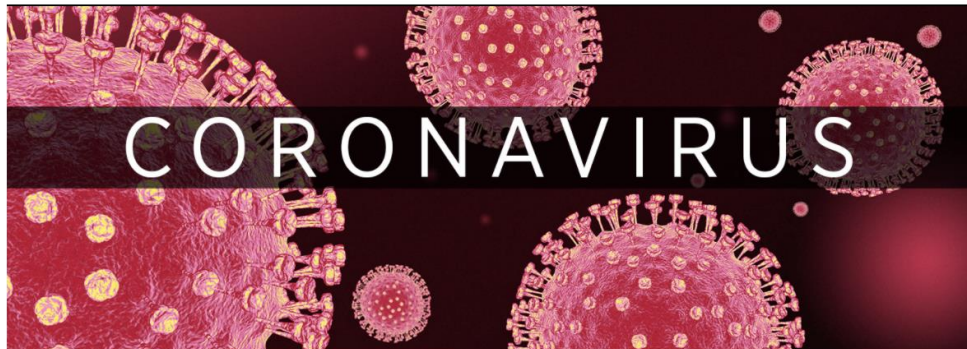
Conferences >

The SHAPE System

Connect With Us >

COVID-19 Resources

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 virus 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 networks. 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](#)

Hosted on the NCSMH website:
schoolmentalhealth.org

School-Based Health Alliance

www.sbh4all.org



- 3-23-20 Alliance Statement on COVID-19
- Federal and State Policy Changes
- Letters to Congress
- National SBHC Sponsors
- School Health & School Personnel Resources
- Social Media Pages to Follow
- Symptom & Intervention Resources
- Miscellaneous Resources
 - Listening and Learning Sessions
 - Webinar Series on Supporting SBHCs in the Time of COVID-19 in partnership with Weitzman Institute at Community Health Center, Inc. from CT (SBHC CoIIN)

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.



UNIVERSITY *of* MARYLAND
SCHOOL OF MEDICINE



Visit the NCSMH website at
www.schoolmentalhealth.org




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**



The SHAPE System

← → ↻ 🔒 theshapesystem.com



SHAPE School Health Assessment
and Performance Evaluation System

[Home](#) [About Us](#) [Sign up](#) [Log in](#)

What is **SHAPE?**

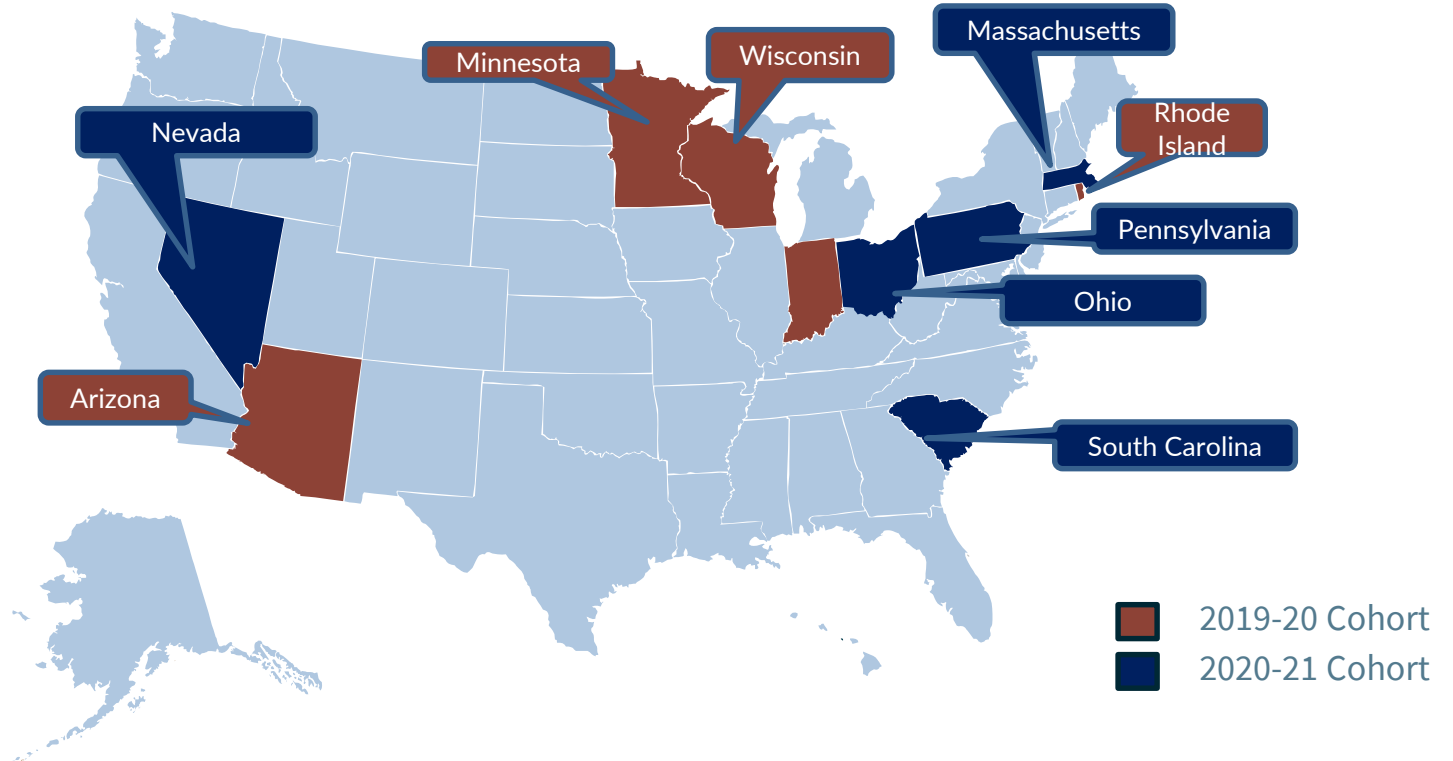


A **free**, interactive tool designed to improve accountability, excellence, and sustainability in school mental health in schools, districts, and states.

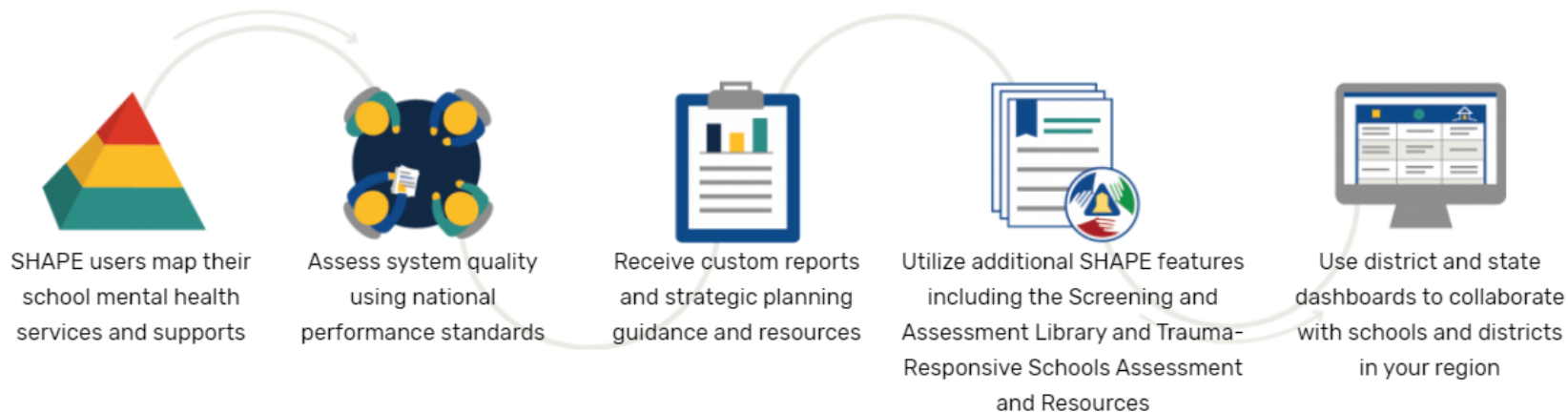
[Learn More](#)



Comprehensive School Mental Health Systems COIN States



SHAPE helps schools and districts improve their school mental health systems! HOW?





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

Myself

My School

My District

My State



Overview Page

- Overview
- School Mental Health Profile
- Mental Health Quality
- Resources
- Screening & Assessment
- Trauma Responsiveness
- My Schools
- My District Account

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My Star Status



[View Certificate](#)



Welcome to SHAPE! Explore all that SHAPE has to offer to improve your district's school mental health system.



School Mental Health Profile

Teams are encouraged to start with The School Mental Health Profile, which asks about the structure and operations of your school mental health system. This Profile is part of the National School Mental Health Census, an effort to capture the status of school mental health nationally.



Quality Assessment

The Quality Assessment will help your team assess the quality of your school mental health system based on seven domains. Teams receive a custom report based on responses.



Resource Center

The Resource Center includes publicly available resources selected by school mental health experts. The library is divided by key components of a comprehensive school mental health system. Teams are encouraged to use custom reports from the Quality Assessment to navigate the resource library and guide the selection of appropriate resources.



Screening and Assessment Library

The Screening and Assessment Library offers an extensive list of free and low-cost measures related to school mental health.



Trauma Responsiveness

The Trauma Responsive Schools Implementation Assessment (TRS-IA) is an evidence-informed self-assessment. Feedback reports and comprehensive guides will be generated to support schools and districts as they work to enhance their trauma-responsive programming.



My Schools

View data related to school mental health from schools in your district in the My Schools tab.



School Mental Health Profile

Mental Health Profile

Students Served and Data Systems

The School Mental Health Profile documents the structure and operations of your school mental health system. This Profile is part of the National School Mental Health Census, an effort to capture the status of school mental health nationally.

Instructions: Complete this assessment with an existing team or identify a new team. Broad and diverse participation ensures meaningful assessment, successful planning, and implementation. Your team may include school- or community-employed staff and other partners and stakeholders, including youth and families. Please respond to these questions based on the past school year.

We anticipate most districts will have schools with a range of progress in school mental health, a variety of data collection and reporting strategies, and other characteristics queried on this profile. However, we ask that you do your best to respond on behalf of your whole district based on the data you have access to and can estimate.

What if we have difficulty answering a question? If you don't have the data to report, you can skip the question. Also, many teams need to leave some questions blank and come back to them later (you can still proceed and return to update this profile at any time). Further, no team can tackle all parts of their school mental health system at once or in a given school year. This assessment should be used as a quality improvement tool to facilitate structured conversations, strategic planning, metric for team reassessment, and to optimize the quality of all aspects of your school mental health system over time.

[Download a printable version of the School Mental Health Profile for Districts](#)

Next

School Mental Health Profile

Students Served and Data Systems

To the best of your knowledge, are the following school mental health services and supports in place in your school? See notes below for further explanation.

Services and Supports	Not in place	Available in 1-25% of schools	Available in 26-50% of schools	Available in 51-75% of schools	Available in 76-100% of schools
Mental health screening	Not in place	Available in 1-25% of schools	Available in 26-50% of schools	Available in 51-75% of schools	Available in 76-100% of schools
Tier 1 services and supports	Not in place	Available in 1-25% of schools	Available in 26-50% of schools	Available in 51-75% of schools	Available in 76-100% of schools
Tier 2 services and supports	Not in place	Available in 1-25% of schools	Available in 26-50% of schools	Available in 51-75% of schools	Available in 76-100% of schools
Tier 3 services and supports	Not in place	Available in 1-25% of schools	Available in 26-50% of schools	Available in 51-75% of schools	Available in 76-100% of schools
Evidence-based practices and programs (as identified in national evidence-based registries)	Not in place	Available in 1-25% of schools	Available in 26-50% of schools	Available in 51-75% of schools	Available in 76-100% of schools
Community partnerships to augment school mental health services and supports provided by the school system	Not in place	Available in 1-25% of schools	Available in 26-50% of schools	Available in 51-75% of schools	Available in 76-100% of schools
Quality improvement process to understand and improve the comprehensive school mental health system	Not in place	Available in 1-25% of schools	Available in 26-50% of schools	Available in 51-75% of schools	Available in 76-100% of schools

National School Mental Health Quality Assessment- SMH-QA

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

Teaming



- Multidisciplinary teams
- Youth and family partnership
- Community partnerships
- Addresses all tiers
- Avoid duplication and promote efficiency
- Best practices for meeting structure/process
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Mental Health Promotion Services & Supports

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Early Intervention and Treatment Services & Supports

TIERS 2&3

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- 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

Considerations

- Ensure adequate resources for implementation
- Provide interactive training and ongoing supports
- Monitor fidelity

Monitor fidelity

- Ensure intervention goals are SMART
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Screening



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 - Document and broadly report the impact of your comprehensive school mental health system





Quality Assessment

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The School Mental Health Quality Assessment
is designed for teams to assess the comprehensiveness of their school mental health system and to identify priority areas for improvement. The Quality Assessment is comprised of seven domains (Teaming, Needs Assessment/Resource Mapping, Screening, Mental Health Promotion, Early Intervention and Treatment, Funding and Sustainability, Impact). Your team will receive custom reports as you complete each domain.

[Instructions](#) [Printable Version](#) [Sample Reports](#)

My Progress

Current Reporting Period: September 2018 - June 2019
[Change Reporting Period](#)

[Summary Report](#)

<p>Last completed on: 09/18/2019 Completed by 2 people.</p> <p>Teaming</p> <p>Take Survey View Report</p>	<p>Last completed on: 09/27/2019 Completed by 1 person.</p> <p>Needs Assessment/ Resource Mapping</p> <p>Take Survey View Report</p>	<p>Last completed on: 10/15/2019 Completed by 3 people.</p> <p>Screening</p> <p>Take Survey View Report</p>	<p>Last completed on: 09/27/2019 Completed by 1 person.</p> <p>Mental Health Promotion Services & Supports</p> <p>Take Survey View Report</p>
<p>Last completed on: 09/27/2019 Completed by 1 person.</p> <p>Early Intervention and Treatment Services & Supports</p> <p>Take Survey View Report</p>	<p>Last completed on: 09/27/2019 Completed by 1 person.</p> <p>Funding and Sustainability</p> <p>Take Survey View Report</p>	<p>Last completed on: 09/27/2019 Completed by 1 person.</p> <p>Impact</p> <p>Take Survey View Report</p>	



Questions and Best Practices

Teaming



To what extent did schools in your district use best practices to meaningfully involve students and families to plan and improve the school mental health system? *

Never

Rarely

Sometimes

Often

Almost always

Always

Best practices:


- Involve students and families in all aspects of prevention, intervention, and health promotion design, implementation and evaluation; students and families can provide insight on school strengths and areas of need, program selection, implementation considerations, and ongoing quality assessment and progress monitoring
- Involve multiple students and families on teams; provide guidance and foundational information prior to each meeting so that they can have a meaningful role
- Gather additional information from students and families using surveys, interviews, and focus groups
- Identify existing youth and family mental health advocacy and navigation organizations in your community
- Partner with youth and family organizations to bring knowledge and passion based on practical, real-life experiences and expertise to support providers and other students and families within the system

Prev

Next

Domain Reports

Download as PDF


Teaming

Reporting Period: September 2018 - June 2019
 Date of Report: 10/07/2019
 Entered By: 2 Users


About Teaming

School districts are in the position of ensuring that school mental health efforts are appropriately staffed and supported by multidisciplinary teams that have effective communication and collaboration practices. Many schools have teams that meet to discuss and strategize about student mental health issues. Schools may have one team devoted to the full continuum of mental health supports (mental health promotion to early intervention and treatment) or they may have multiple teams that address different parts of the continuum (e.g., school climate team, student support team, Individualized Education Program team, intervention/tertiary care team, Tier 2/3 team, any other team that addresses student mental health concerns).


Need resources? The SHAPE Resource Library offers a wide variety of tools and resources to help your team improve your school mental health system. The library is organized by Quality Domain to help you locate exactly what you need.

For example, to find resources related to forming a multidisciplinary team or partnerships with the community and youth and families, select "Teaming" in the resource library and filter by "Partners."

The district team who completed this assessment reported the following information about the quality of teaming in your schools:




This progress report was developed by the Center for School Mental Health for The SHAPE System.
 Page 1 of 5


Teaming

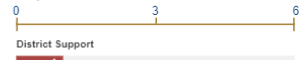
Reporting Period: September 2018 - June 2019
 Date of Report: 10/07/2019
 Entered By: 2 Users

For schools in your district
OVERALL COMPOSITE SCORE: 3.3




Category	Score	Item
Partners	3	Multidisciplinary teams
	3	Youth and family partnership
	3	Community partnerships
Structure/Process	3	Addresses all tiers
	2	Avoid duplication and promote efficiency
	5	Best practices for meetings
	4	Delineated roles/responsibilities
	3	Effective referral processes
Data	2	Data based decisions for interventions
	2	Data sharing

District support
OVERALL COMPOSITE SCORE: 1.9



Category	Score	Item
District Support	1	Establish and disseminate written, standard policies and procedures
	2	Support implementation
	1	Monitor implementation
	2	Supports



This progress report was developed by the Center for School Mental Health for The SHAPE System.
 Page 1 of 5



Strategic Planning Guide



Strategic Planning Guide

The following pages can be used as tool to plan your next steps for this domain. We encourage you to complete this with your team.

Please state a specific goal within this domain. (For example, for the Teaming domain, one goal might be that the school mental health team will better collect and use data to identify students who need mental health support.)

GOAL: _____

How will you know if you've achieved success within this goal? (For example, for the Teaming domain and your goal is to better collect and use data to identify students who need mental health support, one way of measuring success might be that by the next academic school year, the school mental health team will review student mental health screening data for the entire student body twice per year to identify students in need of services and make a plan for meeting those needs.)

INDICATOR OF SUCCESS: _____

What opportunities exist related to this goal?

- What have been our past successes?
- What current work is taking place related to this goal?
- What are our available resources (leadership, infrastructure, staffing, partnerships)?

What barriers exist related to this goal?

- What would prevent us from moving forward with this goal?
- What would we need to overcome this/these barrier(s)?





Resource Library

- Overview
- School Mental Health Profile
- Mental Health Quality
- Resources**
- Screening & Assessment
- Trauma Responsiveness
- My Schools
- My District Account

The Resource Center houses publicly available resources representing key components of comprehensive school mental health. Teams are encouraged to use custom reports from the Quality Assessment to navigate the Resource Center and guide the selection of appropriate resources.

- Mental Health Quality
- Trauma Responsiveness

Filter by Criteria

Teaming

- All Teaming Resources
- Partners
- Structure/Process

Needs Assessment/Resource Mapping

- All Needs Assessment/Resource Mapping Resources
- Needs Assessment
- Resource Mapping and Implementation
- Alignment

Screening

- All Screening Resources
- Collaboration



Search

Showing 228 of 228 resources.

Per page: 25



A Blueprint for Using Data to Reduce Disparities/ Disproportionalities in Human Services and Behavioral Health Care



A Framework for Effectively Implementing Evidence-Based Programs and Practices (EBPs)



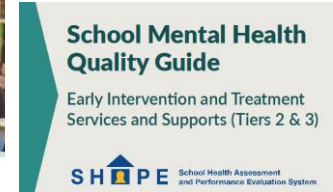
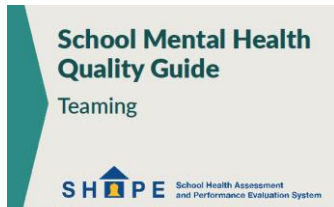
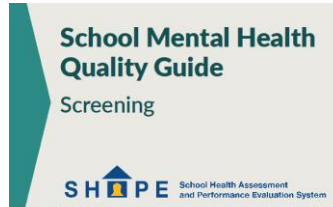
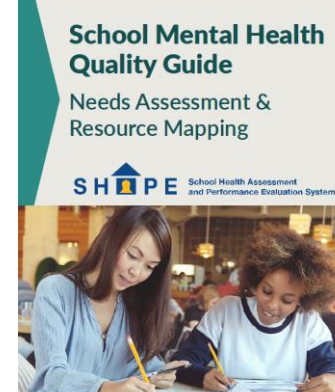
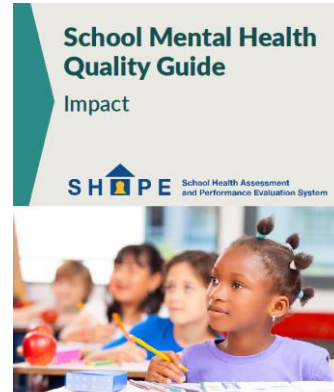
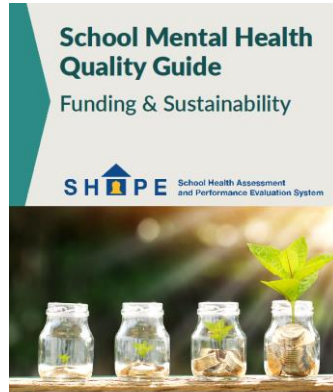


Quality Guides

Provides guidance to advance school mental health quality and sustainability

Includes:

- Background
- Best practices
- Action steps
- Examples from the field
- Resources





“My Schools” Tab

Overview School Mental Health Profile Mental Health Quality Resources Screening & Assessment Trauma Responsiveness **My Schools** My District Account

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SMH-QA Districtwide Report ?

TRS-IA Districtwide Report ?

My Star Status ?

View Certificate



Monitor progress and view SHAPE reports from schools in your district.

Showing 3 of 3

School	Shares Data with District	Star Status	Admins	Team Members	Mental Health Profile Report	Mental Health Quality Report	Trauma Responsiveness Report
HAMILTON HIGH	✓	Blue ★	3	0	View	View	View
LINCOLN ELEMENTARY	✓	Blue ★	4	0	View	View	View
WASHINGTON MIDDLE	✓	Blue ★	3	0	View	View	View



Screening and Assessment Library

The screenshot shows the user interface of the Screening and Assessment Library. At the top, a dark blue navigation bar contains several menu items: Overview, School Mental Health Profile, Mental Health Quality, Resources, Screening & Assessment (highlighted in yellow with a checkmark), Trauma Responsiveness, My Schools, and My District Account. A yellow arrow points to the "Screening & Assessment" menu item.

Below the navigation bar, a white box contains the following text: "The **Screening and Assessment Library** offers an extensive list of free and low-cost measures. Use the filters to locate an appropriate measure for your needs. Each measure includes an information sheet, scoring details, and access to the measure."

Below this text is a dark blue horizontal bar. Underneath, a "Filter by Criteria" button is circled in red. To its right is a search bar with the text "Search" and a magnifying glass icon. Below the search bar, it says "Showing 28 of 28 resources." and "Per page: 25" with a dropdown arrow.

On the left side, there are two filter sections. The first is "Focus Area" with a dropdown arrow, containing a list of 14 categories with checkboxes: Academic, School Climate, Anxiety, Autism, Depression/Mood, Disruptive Behavior, Eating, Global Functioning, Hyperactivity, Inattention, Life Satisfaction/Quality, Resilience, Social Skills, Substance Use, and Trauma. The second is "Assessment Purpose" with a dropdown arrow, containing a list of 3 categories with checkboxes: Screening/Initial Evaluation, Diagnostic, and Progress Monitoring.

On the right side, three resource cards are displayed. Each card has a PDF icon, a title, and a green arrow icon. The first card is titled "Autism Treatment Evaluation Checklist (ATEC)". The second card is titled "CAGE Screen". The third card is titled "Center for Epidemiological Studies Depression Scale for Children (CES-DC)".



Trauma Responsiveness

Overview | School Mental Health Profile | Mental Health Quality | Resources | Screening & Assessment | **Trauma Responsiveness** | My Schools | My District Account

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My Star Status [View Certificate](#)

The Trauma Responsive Schools Implementation Assessment (TRS-IA)
 is a quality improvement tool developed by the NCTSN Treatment and Services Adaptation Center for Resilience, Hope, and Wellness in Schools and the National Center for School Mental Health. The TRS-IA is an evidence-informed self-assessment that comprises the eight key domains listed below. Administration time is less than 20 minutes. Feedback reports and comprehensive guides will be generated to support schools and districts as they work to enhance their trauma-responsive programming.

My Progress

Current Reporting Period: **September 2018 - June 2019**
 Change Reporting Period

[Summary Report](#)

Whole School Safety Planning Take Survey View Report	Whole School Prevention Planning Take Survey View Report	Whole School Trauma Programming Take Survey View Report	Classroom Strategies Take Survey View Report
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Prevention/ Early Intervention Trauma Programming Take Survey View Report	Targeted Trauma-Informed Programming Take Survey View Report	Staff Self Care Take Survey View Report	Family and Community Engagement Take Survey View Report
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Trauma Responsive Schools

What is the TRS-IA?

The Trauma Responsive Schools Implementation Assessment (TRS-IA) is a quality improvement tool developed by the NCTSN Treatment and Services Adaptation Center for Resilience, Hope, and Wellness in Schools and the National Center for School Mental Health.

The TRS-IA is an evidence-informed self-assessment that comprises eight key domains of trauma-responsive schools and districts:

Whole school safety planning	Prevention/early intervention trauma programming
Whole school prevention planning	Targeted trauma-informed programming
Whole school trauma programming	Staff self-care
Classroom strategies	Family and community engagement

Administration time is less than 20 minutes. Automatically generated feedback reports support schools and districts working to enhance their trauma responsiveness.



State School Mental Health Profile

The State Mental Health Profile
 will help your state assess several school mental health indicators including: infrastructure, technical assistance and training, state policies, financing, staffing, and emerging SMH issues (including SEL, telepsychiatry, SDH).
 The state profile will take approximately 1-2 hours to complete as a team.

[Instructions](#) [Printable Version](#)

State Agencies & Organizations

[Take Survey](#) [View Responses](#)

State Level Leadership

[Take Survey](#) [View Responses](#)

Policy

[Take Survey](#) [View Responses](#)

Funding

[Take Survey](#) [View Responses](#)

Services and Supports

[Take Survey](#) [View Responses](#)

Innovations and Emerging Areas

[Take Survey](#) [View Responses](#)

Staffing and Community Partnered Behavioral Health

[Take Survey](#) [View Responses](#)

Barriers and Resources

[Take Survey](#) [View Responses](#)

State Agencies and Organizations

Please select all organizations actively involved in the advancement of comprehensive school mental health services and supports in your state. Involvement could include leadership, technical assistance and training, funding, advocacy and policy, and service provision.

	Leadership/ Oversight ?	Technical Assistance & Training ?	Funding ?	Advocacy & Policy ?	Service Provision (promotion, prevention, intervention) ?
Education (e.g., state and local education agencies, school board, individual schools)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Early childhood (e.g., Head Start, day care, pre-K)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical health (e.g., community health centers, hospital services for children and adolescents, HMOs, state and local health departments)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public health (e.g., state and local public health departments, organizations, and programs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behavioral health (integrated mental health and substance use; e.g., state and local behavioral health agencies, organizations and programs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

National School Mental Health Curriculum

www.mhttcnetwork.org

Mod 1

- Foundations of Comprehensive School Mental Health

Mod 2

- Teaming

Mod 3

- Needs Assessment & Resource Mapping

Mod 4

- Screening

Mod 5

- Mental Health Promotion for All (Tier 1)

Mod 6

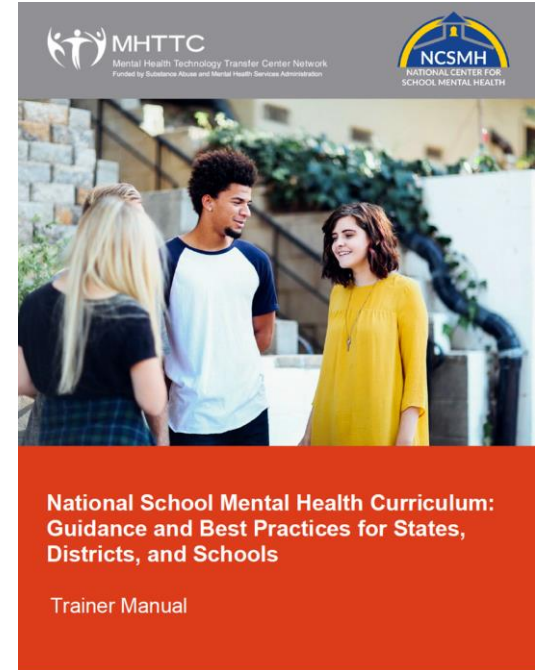
- Early Intervention and Treatment (Tiers 2/3)

Mod 7

- Funding and Sustainability

Mod 8

- Impact



Example Planning for the 2020-21 School Year

- **Assess natural resources** (personnel, existing partners) to determine if there is a need for additional supports; reach out to existing vendor community to assess the potential for expanded work.
- **Create an emergency plan** to address the possible return of the virus and/or possible school reclosure with a focus on social and emotional needs of faculty, staff and students.
- Before school opens, district leaders are advised to **provide staffing guidance to schools**. For example: Will there be short-term flexibility with associated resources to hire additional intervention specialists, social workers, or counselors?
- Districts may encourage schools **to implement mental health screening** for students.
 - Screen for COVID-specific distress
 - Screen students and their families for social needs
- Provide resources for **staff wellness**, including resiliency strategies.
- **Professional development trainings** on signs and symptoms to observe in students, and clear referral procedures.



Renee Gross, JD

Health Policy Consultant at **Kaiser
Permanente Institute for Health
Policy**



Elizabeth Cook, EdS

Senior National Adviser of Social
Emotional Health at the Alliance for a
Healthier Generation

Health at the Center

Supporting Schools in Responding to COVID-19

National Center for School Mental Health Webinar
School Mental Health Planning for 2020-21 School Year
June 9, 2020



About Kaiser Permanente

217K Employees and
22K physicians

deliver high-quality care
to members
& on the front lines of
COVID-19 response



12.3M
people

get care + coverage
from Kaiser Permanente

8 regions

- Colorado
- Georgia
- Hawaii
- Mid-Atlantic States
- Northern California
- Southern California
- Northwest
- Washington



39

Hospitals

+



701

medical offices

Exceptionally
Prepared

- Telehealth options
- Consolidation to meet critical needs
- Careful supply management

COVID-19
Vaccine
Testing

Taking place in
our WA region



Why Is Kaiser Permanente Focused on Schools?



RECIPROCAL IMPACT

Health impacts educational attainment and education impacts life-long health.

HEALTH ↔ ED



LOCUS OF BEHAVIOR CHANGE

Health interventions in and around school settings can make significant impacts on health behaviors.



SUPPORT FOR OUR MEMBERS

Whether in-person or virtually, one in five Kaiser Permanente members is “in” schools every weekday.

1:5

Webinar Series & Research



THRIVING SCHOOLS

<https://thrivingschools.kaiserpermanente.org/covid19-webinars/>

About Thriving Schools

Student Well-Being

School Employee Well-Being

Get Inspired

Read Our News Blog



**Caring for the
Education Community
Webinar Series**



Top Elements to Support Social-Emotional Health

Student

- Opportunities to process emotions (51%)
- Increase in student support staff (44%)
- Strategies to mitigate trauma response in students impacted by quarantine (43%)

Family

- Expanded access to student support staff (58%)
- Resources for families to help children readjust (53%)
- Referral pathway for families in need of support (49%)

KP-Led School Reopening Playbook to be Released Starting in June

COVID-19 Suppression

Outline considerations for implementing systems level changes to create a safe teaching and learning environment for students and educators once school buildings reopen.

Mental Health & Well-being

Understand how to assess and improve the social-emotional health for students and educators in virtual and in-person school environments.

Physical Activity

Address importance of and strategies to safely provide physical education and physical activity in schools whether virtual or in-person.

Social Factors

Whether virtually or in-person, assess the non-medical health needs of students, educators and families, and provide targeted resources to address food security and other needs such as economic opportunity, housing, or transportation.

Staff Wellbeing

Teachers and staff are critical to the healthy and sustained reopening of schools. This chapter will outline considerations specific to ensure, whether virtual or in-person, the physical, mental and social health needs of staff are considered.

COMMON ELEMENTS: 1) Policy 2) Equity, Diversity, Inclusion 3) Family & Community Engagement

Lead Organizational Authors



HEALTHY SCHOOLS
CAMPAIGN



MHW Chapter Reviewing Partners



SANFORD
HARMONY

National
University
System



Five Starter Plays

for Enhancing Mental Health & Well-being for Students & Staff

The 5 Starter Plays



Reestablish
Connections

The 5 Starter Plays



Reestablish
Connections



Prioritize
Trauma
Informed PD

The 5 Starter Plays



Reestablish
Connections



Prioritize
Trauma
Informed PD



Discuss
Environmental
Stressors

The 5 Starter Plays



Reestablish
Connections



Prioritize
Trauma
Informed PD



Discuss
Environmental
Stressors



Provide
Instruction on
Social
Emotional Skill
Building

The 5 Starter Plays



Reestablish
Connections



Prioritize
Trauma
Informed PD



Discuss
Environmental
Stressors



Provide
Instruction on
Social
Emotional Skill
Building



Develop a
Process for
Providing
Support

What's Next?



Playbook Published Online:
<https://thrivingschools.kaiserpermanente.org/>

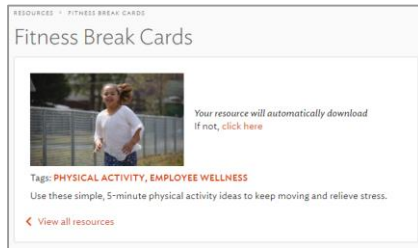
Free Implementation
Support & Resources:
<https://www.healthiergeneration.org/app>



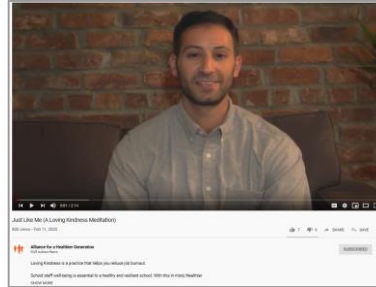
Resources



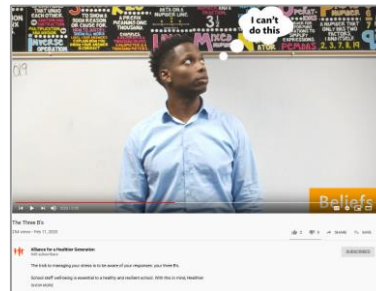
Caring for the Education Community During COVID-19 Webinar Series



Fitness Break Cards



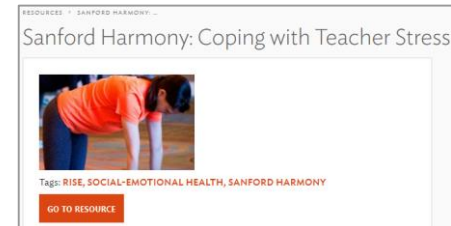
Loving Kindness Meditation



The Three B's Video



Sanford Harmony Stop, Think & Cool Off Activity



Sanford Harmony Coping with Teacher Stress

Connect with Us!

Renee Gross



Renee.M.Gross@kp.org

Elizabeth Cook



Elizabeth.Cook@healthiergeneration.org



Elizabeth Clark, MSN, RN, NCSN
National Association of School
Nurses



*National
Association of
School Nurses*

Student Mental Health Resources for School Nurses

June 9, 2020

About NASN

NASN Vision

All students are healthy, safe and ready to learn.



NASN Mission

Optimize student health and learning by advancing the practice of school nursing.



Resources

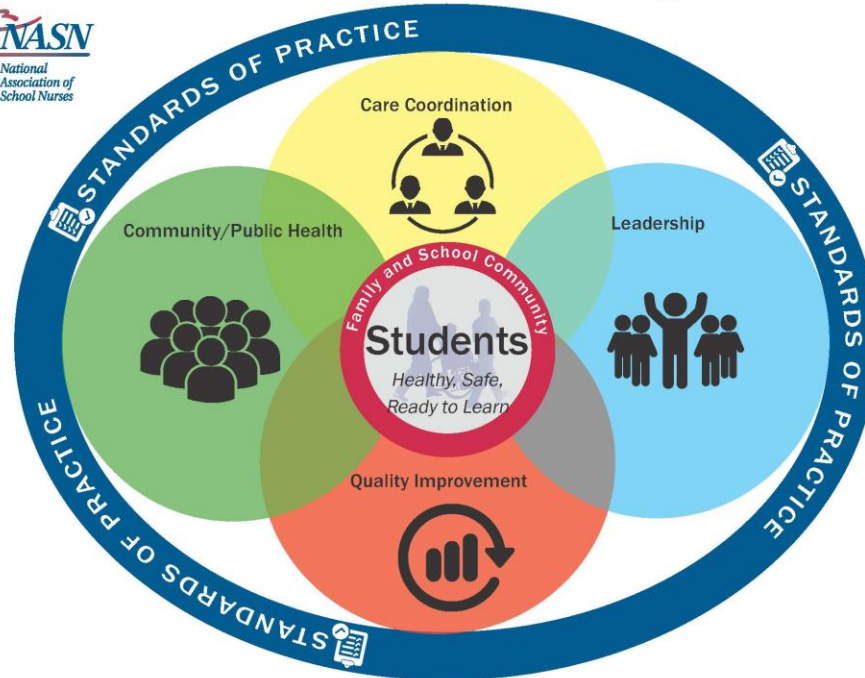
Coronavirus Disease 19 Resources

Return-to-school planning, considerations when providing virtual care, and more.

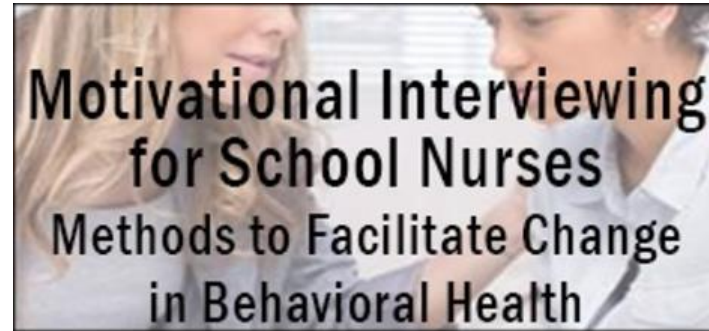
COVID-19 RESOURCES

Role of the School Nurse

Framework for 21st Century School Nursing Practice™



Mental Health Resources



Position Statement

New NASN Position Statement:

- Eliminate Racism to Optimize Student Health and Learning - <https://www.nasn.org/nasn/advocacy/professional-practice-documents/positionbriefs/pb-racism>

Contact Information

- To view the COVID19 information on NASN Website main page
 - <https://www.nasn.org/home>
- Elizabeth (Liz) Clark
 - eclark@nasn.org



Joyce Dorado, PhD
Director of UCSF Healthy
Environments and Response to
Trauma in Schools (HEARTS)

Trauma-Informed Approaches for Safe, Supportive, and Equitable Schools: Considerations for Return to School that Promote Cultural Humility and Racial Justice

UCSF Healthy Environments
and Response to Trauma in Schools (HEARTS)

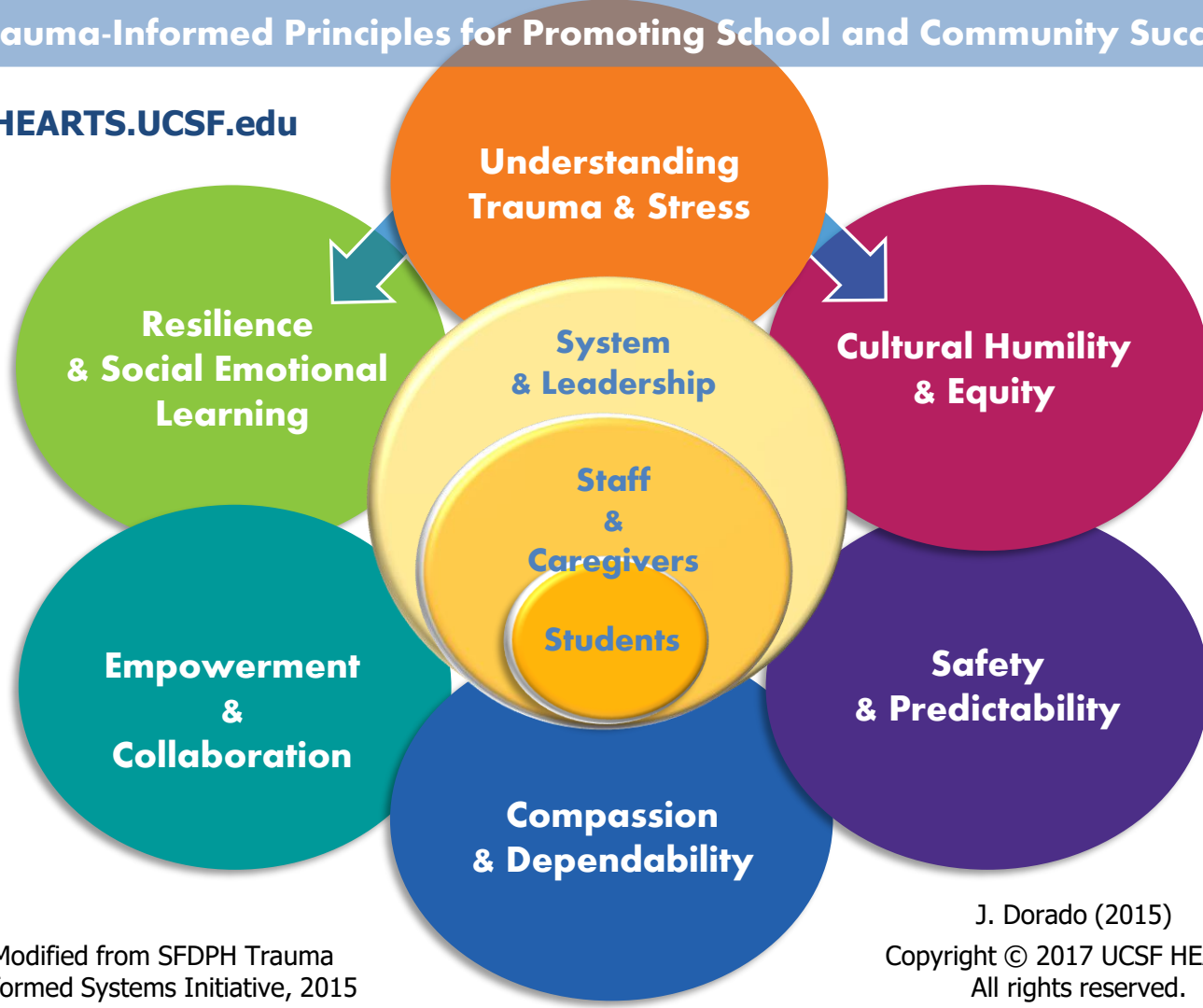


Joyce Dorado, PhD
Director, UCSF HEARTS

Department of Psychiatry
University of San Francisco
at Zuckerberg San Francisco General Hospital

Trauma-Informed Principles for Promoting School and Community Success

HEARTS.UCSF.edu



Modified from SFDPH Trauma Informed Systems Initiative, 2015

J. Dorado (2015)
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Thinking Brain and Survival Brain

- **Learning/Thinking Brain = Rider**
 - Makes informed, rational decisions
- **Survival Brain = Horse**
 - Protective instincts based on feelings
- **When triggered, the rider falls off the horse**
 - Executive functioning centers of brain largely go offline and survival centers of brain take over



(MacLean, 1990, van der Kolk, 2015, Ford, 2009)

Cultural Humility

“More than a concept, Cultural Humility is a process of communal reflection to analyze the root causes of suffering and create a broader, more inclusive view of the world.”

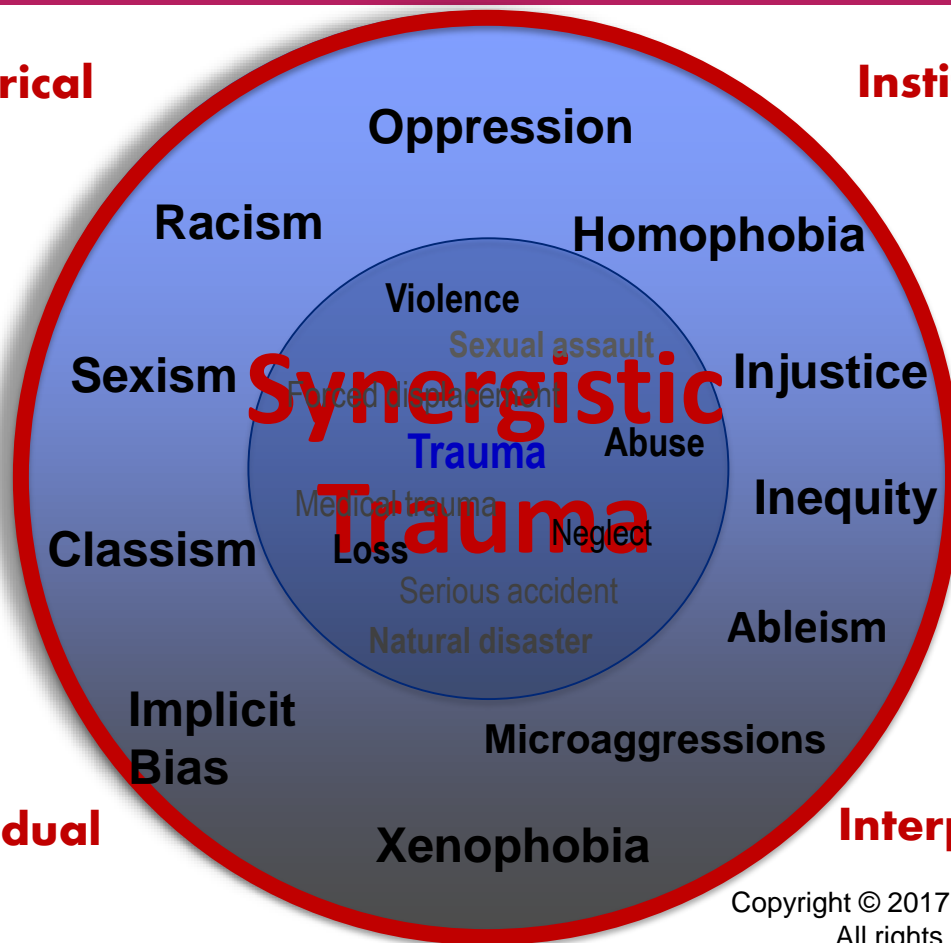
- Lifelong learning and critical self-reflection
- Recognizing and changing power imbalances
- Developing institutional accountability
- Mutually beneficial relationships with community members that highlight community expertise

(Tervalon & Murray-Garcia, 1998)

Sociocultural Trauma

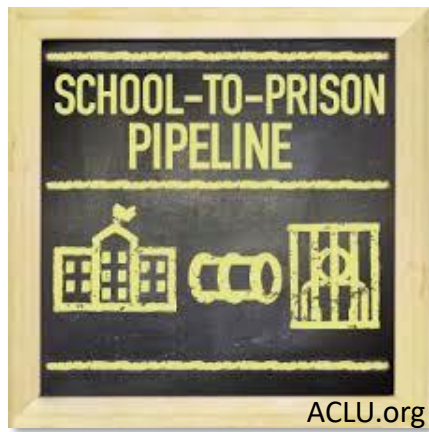
Historical

Institutional



Individual

Interpersonal



Newsday/Thomas A. Ferrara

Coronavirus deaths and race

COVID-19 is disproportionately killing black Americans, according to data released by several states.

Deaths per 100,000

	blacks	whites	Total deaths
Louisiana	27	5.8	407
Michigan	21.6	2.6	298
Illinois	7.2	1.3	129
North Carolina	0.6	0.4	13
			28

Death totals as of Tuesday afternoon.

State governments, U.S. Census Bureau

Lorena Elebee / Los Angeles Times

Structural/Institutionalized Racism

Implicit Bias

Take a test at implicit.harvard.edu



Conditions that Exacerbate Enactment of Implicit Bias

- Tiring, **stressful**, or distracting circumstances
 - Too much information at once (“cognitive overload”)
 - Time pressure
- **Ambiguous** or vague criteria or situations
- Low effort cognitive processing (“**autopilot**”)
- **Lack of feedback** that holds us accountable

Harms and Dangers of Bias: Marginalization and Unsafety for Black and Brown School Community Members

- Black children (boys and girls) more likely to be seen as older and thus not viewed with same “childhood innocence” as their white peers (Goff et al., 2014; Epstein et al., 2017)
- Racial trauma or race-based stress: threats of harm and injury, humiliating and shaming events, and witnessing harm to other people of color (Carter, 2007)
- Wear and tear on the body and brain; adverse effects on physical and mental health (Comas-Dias, 2017)
- Assaulted sense of self, internalized devaluation, internalized voicelessness (Hardy, 2013)



chicagocrusader.com



Tamir Rice

Trauma-Informed Principles through Cultural Humility Lens

- Brave space vs. “safe” space
 - Do not allow white discomfort to derail anti-racist efforts that create safety for people of color
- People in power (e.g. non-black educators) must be self-aware of biases in order to be perceived as caring and trustworthy to people with less power (e.g. black students)
- Prevent recapitulation of structural oppressions by making plans for return to school **with** people, not **to** or **for** them
 - Engage communities who have been previously marginalized
- Prioritize **socially just** and **healing** school cultures/climates that promote **social-emotional wellness** and sense of **belonging** for all in the school community
- **Honor strengths** of people who have overcome adversity

Safety
&
Predictability

Compassion
& Dependability

Empowerment
& Collaboration

Resilience
& Social Emotional
Learning

Courageous Conversation: Next Steps

Enduring Understandings:

- ★ The true path of black allyship directly contributes to black liberation.
- ★ The Black Lives Matter movement affirms the lives of all black folks. A BLM pedagogy would prioritize the liberation of black students in pursuit of academic excellence and a choice-filled life.

Essential Questions:

- ★ How can teachers and leaders at KBA strategically contest/oppose systemic anti-blackness in a way that helps our students build power?
- ★ A pro-black pedagogy at KIPP Bayview consists of what specific leadership and instructional practices?

Commitments:

- ★ Collaboration
- ★ Consistency
- ★ Buoyant
Optimism



Used with permission from
KIPP Bayview Academy
school leadership

Resources

- Anti-Bias Education Tools:
 - www.adl.org/education/resources/tools-and-strategies/anti-bias-tools-strategies
- Teaching Tolerance (social justice and anti-bias):
 - tolerance.org
- Addressing Race and Trauma in the Classroom:
 - www.nctsn.org/resources/addressing-race-and-trauma-classroom-resource-educators
- Embrace Race – for kids and families
 - embracerace.org
- Culturally Responsive Teaching and the Brain (Zaretta Hammond)
- Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools (Glenn Singleton & Curtis Linton)
- How to Talk Effectively About Race (Kenneth V. Hardy)
 - www.socialwork.career/2015/09/race-matters-how-to-talk-effectively-about-race.html

Resources

- For White Folks Who Teach in the Hood...and the Rest of Y'all Too: Reality Pedagogy and Urban Education (Chris Emdin)
- The Little Book of Race and Restorative Justice: Black Lives, Healing, and US Social Transformation (Fania Davis)
- Hacking School Discipline: 9 Ways to Create a Culture of Empathy and Responsibility Using Restorative Justice (Nathan Maynard & Brad Weinstein)
- Biased: Uncovering the Hidden Prejudice That Shapes What We See, Think, and Do (Jennifer Eberhardt)
- Why "I'm not racist" is only half the story (6-minute video by Robin DiAngelo, Author of White Fragility)
 - <https://youtu.be/kzLT54QjclA>
- How to Be an Anti-Racist (Ibram X. Kendi)

Resources

- **HEARTS.UCSF.edu**
- National Child Traumatic Stress Network
 - www.nctsn.org
 - For Educators: Resources for School Personnel
 - Racial Injustice and Trauma Position Statement
- Massachusetts Advocates for Children: Trauma and Learning Policy Initiative
 - Helping Traumatized Children Learn (Cole et al.)
 - Freely downloadable at traumasensitiveschools.org
- Reaching and Teaching Children Who Hurt: Strategies for Your Classroom (Susan Craig)
- Fostering Resilient Learners (Kristin Souers & Peter A. Hall)

Acknowledgements

- Lynn Dolce, MFT, for collaboration on UCSF HEARTS Training of Trainers Curriculum
- Miriam Martinez, PhD, Co-Founder, UCSF HEARTS
- San Francisco Unified School District
- Oakland Unified School District
- Massachusetts Advocates for Children: Trauma and Learning Policy Initiative
- UCSF Center of Excellence in Women's Health
- UCSF HEARTS made possible through generous funding from **Metta Fund**, as well from the John and Lisa Pritzker Family Fund; the SF Dept. of Children, Youth, and Their Families (Mayor's Wellness Fund); Lieff, Cabraser, Heimann & Bernstein, LLP; The Tipping Point Foundation; and SFUSD School Improvement Grant (SIG) funds



DISCUSSION

PLEASE ENTER QUESTIONS IN THE Q & A BOX



POLL

THANK YOU FOR YOUR PARTICIPATION!



THANK YOU!