


Special Education Legislative Summit 2020
Virtual | July 13-24, 2020




Addressing the Mental Health Crisis in Our Schools


Panelists



Dr. Sharon A. Hoover
Co-Director,
Natl. Center for School Mental Health




Dr. Byron McClure
National Certified School Psychologist,
Anacostia High School



Dr. Kelly Vaillancourt Strobach
Director of Policy and Advocacy,
Natl. Association of School Psychologists

#SELS2020



Comprehensive School Mental Health



National Center for School Mental Health
[@NCSMHTweets](https://twitter.com/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



schoolmentalhealth.org

Home | About | Our Work | Resources | Conferences | SHAPE | Connect | COVID-19 | Cultural Responsiveness & Equity



NCSMH provides training and technical assistance to support school mental health nationwide

[LEARN MORE](#)


National Center for School Mental Health (NCSMH)

Connect With Us



National Center for School Mental Health (NCSMH)

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



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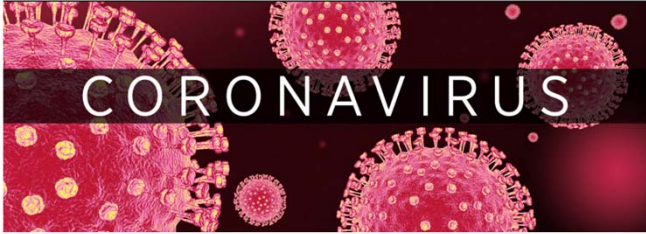
Conferences >

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



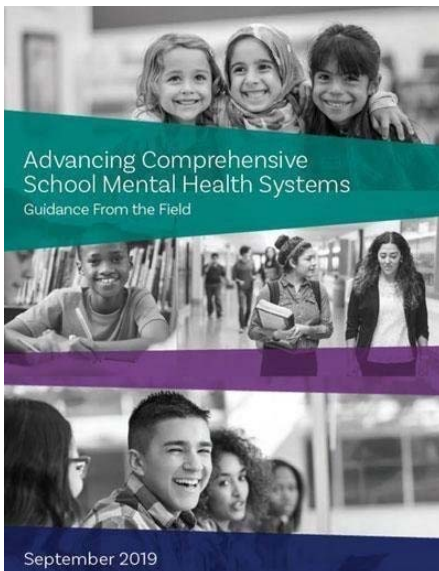
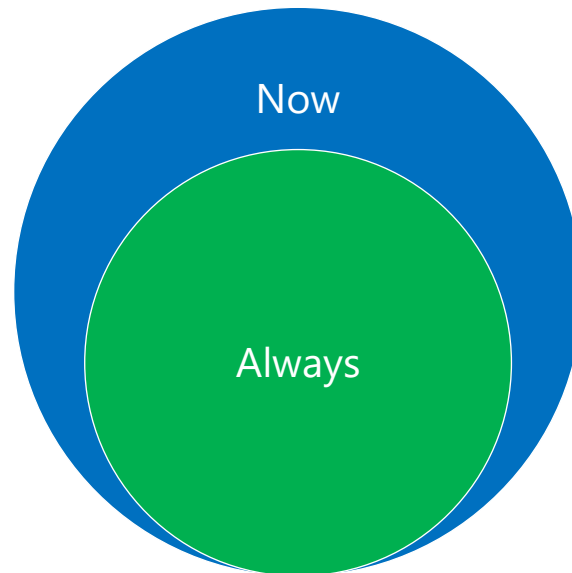
UNIVERSITY of MARYLAND
SCHOOL OF MEDICINE



Commitment



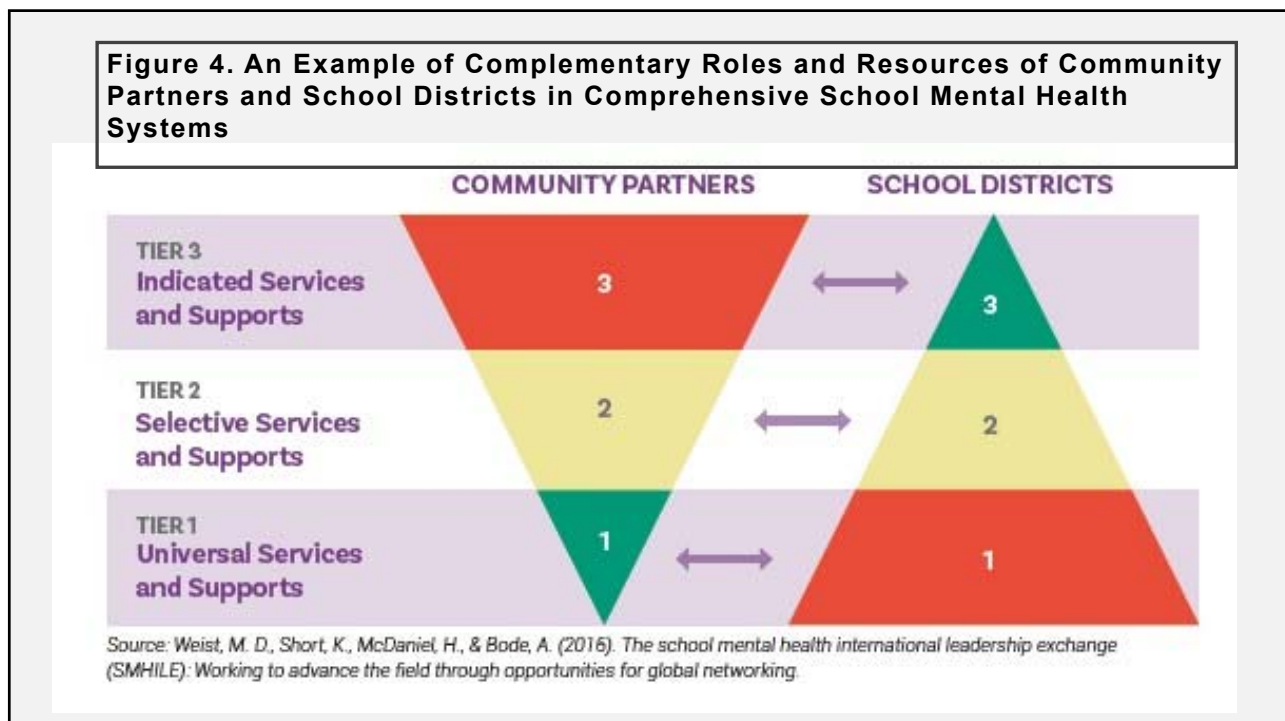
- Racial and social justice lens
- Cultural responsiveness and equity
- Developing and modeling equitable and anti-racist policies and practices
- Learn, heal, grow together



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

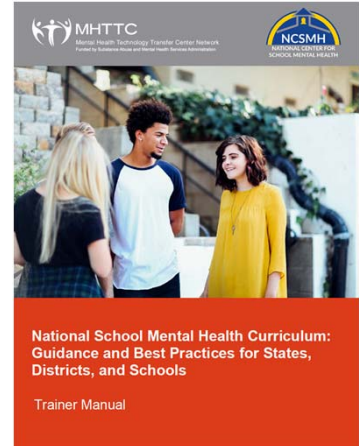
www.schoolmentalhealth.org/AdvancingCSMHS



National School Mental Health Curriculum

www.mhttcnetwork.org

Mod 1



What is **SHAPE?**

Your **FREE**, interactive tool designed to improve school, district, and state mental health accountability, excellence, and sustainability.

[Learn More](#)

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

[Myself](#)

[My School](#)

[My District](#)

[My State](#)

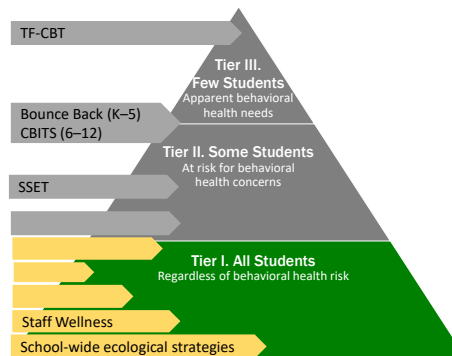
School Health Assessment and Performance Evaluation (SHAPE) System www.theSHAPEsystem.com

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



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

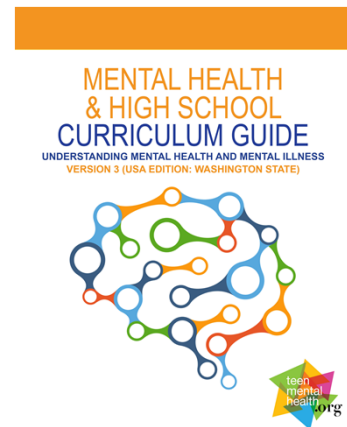
Please don't
just tell me
to do more
yoga



Mental Health Literacy

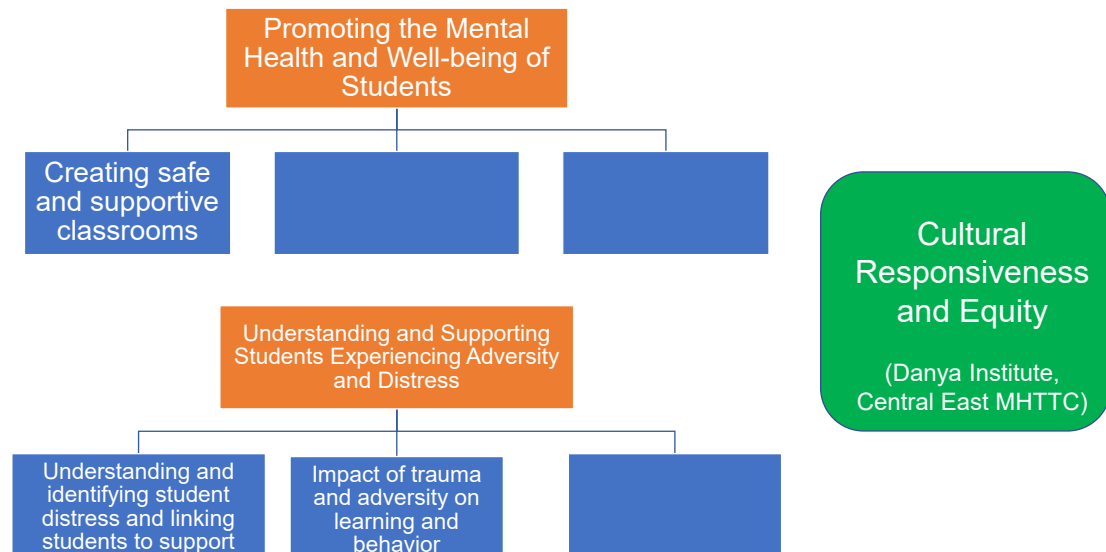
- Understand **how to obtain and maintain good mental health**
- Understand and identify mental disorders and their treatments
- **Decrease stigma**
- Enhance **help-seeking efficacy**: know where to go; know when to go; know what to expect when you get there; know how to increase likelihood of “best 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





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**

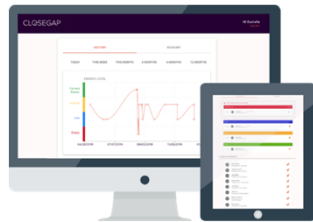


Daily Check-ins (Closegap.org)

Students do a daily emotional check-in



Teachers and Parents get Info in Real Time

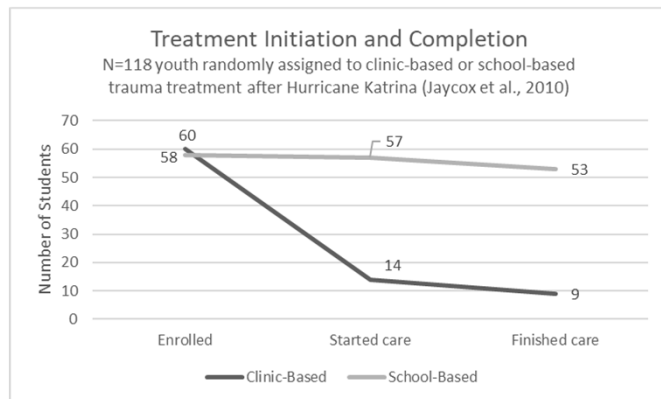


Students connect with an adult or participate in self-guided activities



Why Mental Health Treatment in Schools?

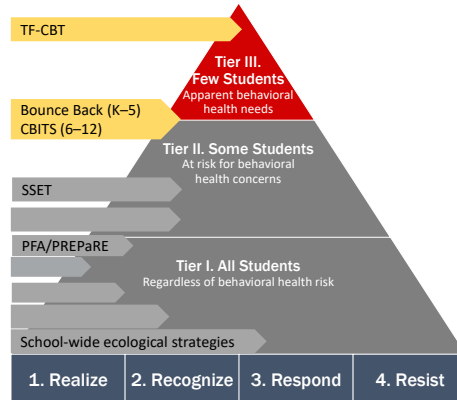
Youth are 6x more likely to complete mental health treatment in schools than in community settings (Jaycox et al., 2010)



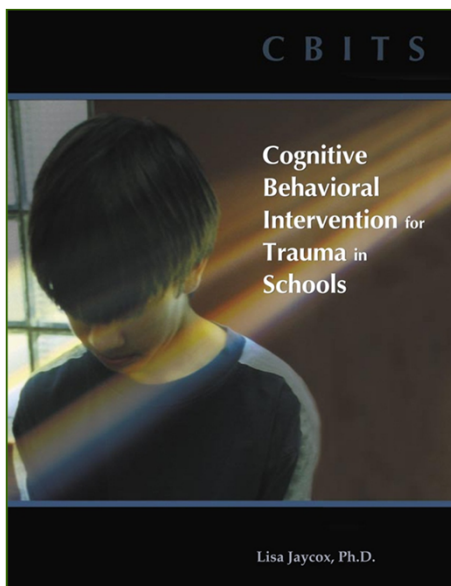


Treatment in Schools

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



Sharon Hoover, 2018



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



Alliance for
**Inclusion &
Prevention**

https://cbitsprogram.org/_static/cbits/uploads/files//revised_virtual_delivery_guidance_2.0.pdf



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



Connect with NCSMH



www.schoolmentalhealth.org



facebook.com/centerforschoolmentalhealth



@NCSMHTweets

@drsharonhoover

Sharon Hoover, PhD

shoover@som.umaryland.edu

JULY 2020

Addressing the Mental Health Crisis in Our Schools



Presented by Dr. Byron M. McClure
@Schoolpsychlife

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](#)

@Schoolpsychlife

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

Source: According to [USA Today](#)

@Schoolpsychlife

U.S. • EDUCATION

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.

EDUCATION

'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!

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6 Ways to Practice Self-Care



Three Good Things



Talk it out with a friend!



Protect your time and space!

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Additional Resources

GUIDED MEDITATION - BREATHE FOR CHANGE

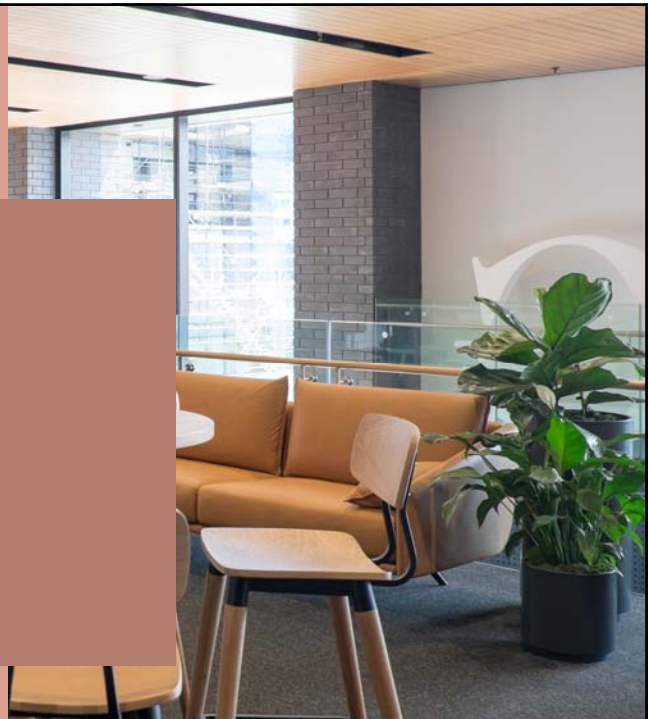
<https://www.breathe4change.com/educators--schools.html>

CALM APP FOR EDUCATORS

<https://www.calm.com/schools>

INSIDE SEL ADULT RESOURCES

<https://insidesel.com/2020/03/12/covid-19/>



Let's Connect



TWITTER

@SchoolPsychLife
@LessonsForSEL



FACEBOOK

@LessonsForSEL



INSTAGRAM

@LessonsForSEL

Email - byron@lessonsforSEL.com
Website - www.lessonsforSEL.com

@Schoolpsychlife

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

School psychologists:	1:500 students
School counselors:	1:250 students
School social workers	1:250 students
School nurses	1:750 students*

**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

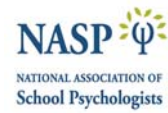
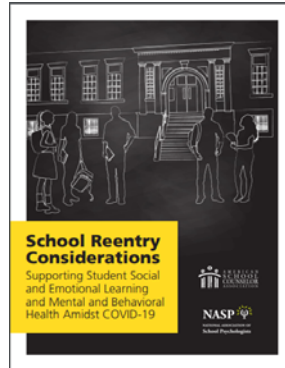
- School/university partnerships to improve the pipeline
- More graduate education programs, including re-specialization
- Affordable education
 - Loan forgiveness, tuition grants/fellowships
- Recruitment and retention efforts
- District/state commitment to make progress toward recommended ratios
-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



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ADVOCACY TIP

- Remember that you are the expert!

Fiscal Year (FY) 2021/COVID

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- \$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.

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Legislative Priorities

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- 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

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