HELPING STUDENTS ACCESS SCHOOL MENTAL HEALTH SERVICES

WEDNESDAY OCTOBER 21, 2020
2:00 PM ET / 1:00 PM CT / NOON MT / 11:00 AM PT
Bipartisan membership organization
- All 50 states and the territories
  - 7,383 state legislators
  - All state legislative staff (30,000+)

Mission:
- To improve the quality and effectiveness of state legislatures
- To promote policy innovation and communication among state legislatures
- To ensure states a strong, cohesive voice in the federal system
THANK YOU
Bainum Family Foundation

- Advancing Comprehensive School Mental Health Systems, Guidance From the Field

NCSL – Fall 2020 Release

- Enhancing School Capacity to Support Children’s Mental Health
WEBINAR AGENDA

- **Welcome and Interactive Check In**
  - Tammy Jo Hill, Policy Specialist, National Conference of State Legislatures

- **School Mental Health: State Policies and Trends in Legislation**
  - Noah Cruz, Research Analyst, National Conference of State Legislatures

- **School Mental Health Research, Policies and Programs**
  - Dr. Sharon Hoover, Co-Director, National Center for School Mental Health (NCSMH) Director, National Center for Safe Supportive Schools

- **Legislative Respondents**
  - Representative Eliason, Utah
  - Representative Cornell, New Hampshire

- **Audience Q & A and Reminders**
1.) Are you hearing from your constituents, experts in your state, or colleagues about the impact of anxiety, depression or behavioral health disorders among youth?

- Yes
- No
2.) How would you rate your understanding of school mental health broadly?

- Poor
- Fair
- Adequate
- Good
- Excellent
LEGISLATIVE TRENDS AND POLICY OPTIONS
MENTAL HEALTH AND SCHOOLS

Noah Cruz
Research Analyst, Health Program
National Conference of State Legislatures
IDENTIFIED STRATEGIES AND POLICY OPTIONS

- Developing new programs and models for schools.
- Developing new ways of assessing the need for school mental health resources.
- Increased investment in training existing staff and administrators in schools.
- Using COVID relief funds to ensure students have or continue to have access to behavioral health resources.
LEGISLATIVE TRENDS

- 2019 and 2020 General Sessions
  - Enacted
    - **Virginia SB 619 (2020)**
      - Requires school employees complete mental health awareness training.
    - **North Carolina SB 476 (2020)**
      - Requires the State Board of Education adopt and implement a school-based mental health program.
Maryland HB 277 (2020)

- Requires the State Department of Education to develop guidelines on trauma-informed approaches.

Colorado HB 1053 (2020)

- Creates the early childhood mental health consultation program.

Texas HB 906 (2019)

- Establishes the collaborative task force to study public school mental health services.
WASHINGTON SB 6191 (2020)
- Changes the state healthy youth survey to include more questions related to adverse childhood experiences.

WEST VIRGINIA HB 4773 (2020)
- Creates a workgroup to investigate and recommend screening protocols for adverse childhood trauma in the state.
Colorado HB 1411 (2020)
- Allocates CARES Act relief funding to support behavioral health services.

North Carolina HB 1105 (2020)
- Allocates $300,000 to the department of social services to establish a student health collaborative pilot program.

Minnesota SF 1 (2020)
- Extends the use of telemedicine alternatives for school-linked mental health services.
QUESTIONS?

CONTACT

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State Strategies to Achieve Comprehensive School Mental Health

National Center for School Mental Health (NCSMH)
@NCSMHtweets

Sharon Hoover, PhD, NCMSH Co-Director
@drsharonhoover

National Conference of State Legislatures
October 21st, 2020
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 (HRSA)

- 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](http://www.schoolmentalhealth.org)
This fall, we’re coming to you.

**Equitable & Effective School Mental Health**

**October 29, 2020** 12-3pm ET

The Annual Conference, the nation’s premier interdisciplinary conference on school mental health, brings together local, state, national, and international experts to advance knowledge and skills related to school mental health practice, research, training, and policy.

**Rich Milner, PhD**

Keynote

Mental Health as Curriculum: Five Imperatives in the Fight for Justice in the “New” Normal

**Plenary Speakers**

Janine Jones, PhD
Kristin Scardamalia, PhD
Jessica Gonzalez, MSW
Mark Weist, PhD
Tiffany Beason, PhD

Register at [SchoolMentalHealth.org](http://SchoolMentalHealth.org) and access 250+ pre-recorded conference sessions starting 10/29!

**Contact**

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410-706-0981
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 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
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
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
Figure 5: Multi-Tiered System of Support

**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

**Foundational Elements**
- Professional development and support for a healthy school workforce
- Family-School-Community partnerships
FIGURE 4. AN EXAMPLE OF COMPLEMENTARY ROLES AND RESOURCES OF COMMUNITY PARTNERS AND SCHOOL DISTRICTS IN COMPREHENSIVE SCHOOL MENTAL HEALTH SYSTEMS

• Promote supportive, positive school climate

• Culturally responsive, trauma-responsive school policies and practices

• Staff wellness

• Mental health literacy for school staff and students

• Social Emotional Learning (SEL)

• Crisis preparedness
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 March 2021 – www.mhttcnetwork.org

Promoting the Mental Health and Well-being of Students

- Creating safe and supportive classrooms
- Teaching mental health literacy and reducing stigma
- Fostering social emotional competencies

Understanding and Supporting Students Experiencing Adversity and Distress

- Understanding and identifying student distress and linking students to support
- Impact of trauma and adversity on learning and behavior
- Classroom strategies to support students with mental health concerns

Cultural Responsiveness and Equity
(Danya Institute, Central East MHTTC)
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 Initiation and Completion Graph]

N=118 youth randomly assigned to clinic-based or school-based trauma treatment after Hurricane Katrina (Jaycox et al., 2010)
Treatment in Schools

- Evidence-based psychosocial interventions — e.g., CBITS/Bounce Back, TF-CBT
- Psychiatric care
CBITS developed to help children in schools cope with trauma
Children’s behavioral health crises
Misuse of Emergency Departments (EDs)

- EDs typically first point of contact for children having mental health crises
- Pediatric behavioral health visits dramatically increased in recent years
- 33%-40% of pediatric visits for psychiatric reasons not urgent
- ~ half of psychiatric referrals to EDs from schools inappropriate
- Children boarded for hours to days until viable placements identified
Law Enforcement Involvement in Child Mental Health Crises

- A person with a mental health condition is 6 times more likely to get arrested, 16 times more likely to get injured or die during police encounters.

- Nearly 70 percent of children in the juvenile justice system have a diagnosable mental health disorder.

- 60% of children with an emotional disturbance will be arrested at least once within 4 years after leaving high school, 39% report being on probation or parole.
A Paradigm Shift

- Work upstream – schools, primary care
- Telehealth
- Child and adolescent considerations in SAMHSA Best Practice Toolkit
School Emotional and Behavioral Health (EBH) Crisis System

Tier 1
Universal Prevention
- Safe School Ambassador Program
- Enhanced Positive Behavioral Supports (PBS)

Tier 2
Early Identification
- Kognito At-Risk online mental health training for educators and staff

Tier 3
Assessment and Service Linkage
- Mapping existing school/community EBH supports
- Streamlining referral and assessment process
- Creating EBH Coordination Team comprised of school and community EBH partners

Tier 4
Crisis Response
- Develop Standardized EBH Crisis Response Protocol
- Life Space Crisis Intervention training for educators and staff

Tier 5
Post-Crisis Relapse Prevention
- Process for Crisis Assessment and Relapse Prevention (P-CARP)
Impact of School Emotional and Behavioral Crisis System

• Increase in school staff knowledge and preparedness to address EBH issues across the continuum
• Increase in student actions and behaviors to prevent mistreatment and improve school climate
• 56% fewer suspensions
• 75% fewer office referrals
• More on-site crisis response and threat assessments
### National School Mental Health Curriculum

**[www.mhttcnetwork.org](http://www.mhttcnetwork.org)**

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NQI States
Comprehensive School Mental Health System
Quality Improvement

- Minnesota
- Wisconsin
- Indiana
- Nevada
- Arizona
- Rhode Island
- Massachusetts
- Pennsylvania
- Ohio
- South Carolina

2019-20 Cohort
2020-21 Cohort
What Is a CoIIN?

A **Collaborative Improvement and Innovation Network** (a CoIIN) bring together multidisciplinary teams of federal, state, and local public and private leaders in partnership with recognized subject matter experts to address a specific, complex challenge.

CoIINs use an innovative, multi-faceted learning framework to rapidly translate expert knowledge and best practices to practical program change.
Improve comprehensive school mental health systems so that each student receives appropriate evidence-based supports and services to best maximize their social, emotional, behavioral and academic functioning.
How does a CoIN work?

CoIN goals are achieved by testing and refining innovative improvements to school mental health quality and sustainability.

Learning cycles consisting of:
- Virtual learning sessions
- Technical assistance and coaching
- Selection and implementation of change packages
- Utilization of cost-free data systems for reporting and quality improvement purposes
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
SHAPE helps districts and schools improve their school mental health systems! **HOW?**

- SHAPE users map their school mental health services and supports.
- Assess system quality using national performance standards.
- Receive custom reports and strategic planning guidance and resources.
- Utilize additional SHAPE features including the Screening and Assessment Library and Trauma-Responsive Schools Assessment and Resources.
- Use state and district dashboards to collaborate with schools in your region.
State Successes

- SEL advisory period for high schools (IN)
- Tracking system for students served through community partners (IN)
- Increased data collection and use of best practices (AZ)
- Development of a state CSMHS advisory group (MN)
- Elementary school screening and afterschool homework help program (MN)
- Adopted MTSS framework (RI)
- Solidified MH Referral Pathways (WI)
Policy Options- Universal mental health promotion in schools

• 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
Policy Options - 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
Policy Options- 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

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STATE LEGISLATIVE RESPONDENTS

Representative Steven Eliason, Utah

Representative Patricia Cornell, New Hampshire
Student Suicide Prevention & Mental Health Legislation Overview
Utah State Legislature 2012-2020

Representative Steve Eliason
Utah House of Representatives
Suicide rates in the U.S. and Utah, Ages 10 to 17, 1999 - 2018
Suicide Prevention Policy in Utah 2012-2019

• **HB 154 “Suicide Prevention Programs” 2013** legislation that created and funded two state positions for suicide prevention – one in the Department of Human Services and one in the State Office of Education.

  • **Status:** Passed (House: 68-4-3; Senate: 22-2-5)
  • **Sponsor:** Rep. Steve Eliason. **Sen. Sponsor:** Sen. Stuart C. Reid.
  
  • **Fiscal Note:** $178,000 (ongoing)
Suicide Prevention Policy in Utah 2012-2019

- HB 298 “Parent Seminar on Youth Protection” 2013 legislation that required school districts to hold annual parent seminars on a range of topics, including suicide prevention.
  - **Status:** Passed (House: 61-11-3; Senate: 22-4-3)
  - **Fiscal Note:** $0
Suicide Prevention Policy in Utah 2012-2019

• **HB 329 “Programs for Youth Protection” 2014** legislation that required secondary schools to implement suicide prevention, intervention and postvention strategies, and appropriated ongoing funding for school-based suicide prevention programs.
  
  • **Status:** Passed (House: 71-1-4; Senate: 22-0-7)
  • **Sponsor:** Rep. Steve Eliason. **Senate Sponsor:** Sen. Aaron Osmond.
  • **Fiscal Note:** $159,000 (ongoing)
Suicide Prevention Policy in Utah 2012-2019

- **HB 23 “Suicide Prevention Revisions” 2014** legislation that allowed school employees to ask students about suicidal and self-harming behavior for purposes of referring the student to appropriate services and informing parents.
  - **Status:** Passed (House: 67-2-6; Senate: 22-1-6)
  - **Fiscal Note:** $0

- **SB 23201 “School Safety Tip Line” 2014** legislation that established the School Safety Tip Line Commission within the Office of the Attorney General. This commission was charged with making recommendations to the Legislature regarding ways to improve student safety and mental health.
  - **Status:** Passed (House: 67-2-6; Senate: 23-0-6)
  - **Sponsor:** Senate Sponsor: Sen. Dan Thatcher, Rep. Steve Eliason.
  - **Fiscal Note:** $6,200 One-time
Suicide Prevention Policy in Utah 2012-2019

- **SB 175 “School Safety & Crisis Line” 2015** Legislation that created a student safety and crisis tipline commission (SafeUT).
  - **Status:** Passed (Senate: 25-3-1; House: 70-1-4)
  - **Fiscal Note:** $298,400 (Ongoing: $148,400; One-time: $150,000)
Suicide Prevention Policy in Utah 2012-2019

- **HB 46, “Educator Licensing Modifications”** 2018 legislation that required employees licensed by the State Board of Education to complete youth suicide prevention training every three years.
  - **Status**: Passed (House: 71-0-4; Senate: 24-0-5)
  - **Fiscal Note**: $0

- **HB 264, “Elementary School Counselor Program”** 2018 legislation that authorized grants for school-based counselors and social workers.
  - **Status**: Passed (House: 59-11-5; Senate: 22-3-4)
  - **Fiscal Note**: $2.25 million (ongoing)
Suicide Prevention Policy in Utah 2012-2019

**SB 106 “Mental Health Services in Schools” 2019** legislation that allows the state Medicaid program to be billed for certain mental health services in public schools.
- **Status**: Passed (Senate: 25-0-4; House: 66-4-5)
- **Sponsor**: Sen. Lincoln Fillmore. **House Sponsor**: Rep. S. Pulsipher
- **Fiscal Note**: $8,200 (ongoing)

**HB 120 “Student and School Safety Assessment” 2019** legislation that provides the State Board of Education with a mental health therapist to assist with services for local education agencies, including recommendations for screenings and interventions, and directs the board to provide model policies, training, and technical assistance related to the development and implementation of school safety initiatives.
- **Status**: Passed (House: 45-22-8; Senate: 28-0-1)
- **Sponsor**: Rep. Ray Ward. **Senate Sponsor**: Sen. Anne Millner
- **Fiscal Note**: $780,000 (ongoing)
Suicide Prevention Policy in Utah 2012-2019

HB 373 “Student Support Amendments” 2019 legislation that authorizes the State Board of Education to distribute $27.2 million to schools annually for school-based mental health support (nurses, social workers, psychologists & counselors). Requires the Division of Substance Abuse and Mental Health to make recommendations related to Medicaid reimbursement for school-based health services.

- **Status:** Passed (House: 50-8-17; Senate: 27-0-2)
- **Sponsor:** Rep. Steve Eliason. **Senate Sponsor:** Senator Ann Millner
- **Fiscal Note:** $27.2 million (ongoing)
Suicide Prevention Policy in Utah: 2020

"HB 323 School Mental Health Amendments" 2020 legislation:
- Requires the Utah Division of Substance Abuse and Mental Health Division to work with the Utah State Board of Education to develop age appropriate, evidence based, screeners to be used voluntarily on a Statewide basis.
- Prohibits student mental health screening without parental consent.
- Sets standards for participating local education agencies (LEAs) to implement student mental health screenings.
- Requires a report on the screening programs to the State Suicide Prevention Coalition and the Education Interim Committee;
- **Status: Passed in the 2020 Legislative Session.**
  - **Status:** Passed (House: 44-28-3 Senate: 19-9-1)
  - **Sponsor:** Rep. Steve Eliason. **Senate Sponsor:** Senator Ann Millner
  - **Fiscal Note:** $500,000 (ongoing)
Questions?

Representative Steve Eliason
Utah House of Representatives
Cell: 801-673-4748
Email: seliason@le.utah.gov
STATE LEGISLATIVE RESPONDENTS

Representative Steven Eliason, Utah

Representative Patricia Cornell, New Hampshire
Establishes a commission to develop and promote mental health programs and behavioral health and wellness programs in kindergarten through grade 12.

As part of a Children’s Systems of Care in School the department of education will assist school districts in using the multi-tiered system of supports for behavioral health and wellness.
Audience Q & A

Please type your questions for our speakers into the chat box
THANK YOU FOR JOINING TODAY

Questions?
Contact
tammyjo.hill@ncsl.org