



School Mental Health

A Roadmap - Implementing → Funding



Emote Is built on these beliefs

Agency: The people in the building are the agents of change

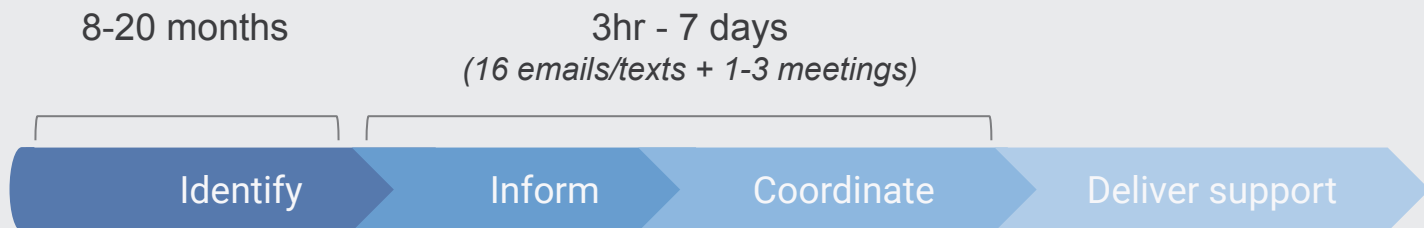
Awareness: Context driven student support

Action: Everyday opportunities drive systemic changes

Helping schools be proactive

Traditional Approach

2-10%
of students



Emote

80-90%
of students



Our Speakers!



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Co-Lead - School-Based Services
Transformation Team



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Education Lead PACESConnection



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Executive Director - Campaign for
Trauma-Informed Policy & Practice

Hi, We are
NTTAC*!



Disclaimer:

This presentation was prepared for NTTAC under a cooperative agreement from the Substance Abuse and Mental Health Services Administration (SAMHSA).

The opinions expressed herein are the views of the speakers, and do not reflect the official position of the Department of Health and Human Services (DHHS), or SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this presentation is intended or should be inferred.

* National Training & Technical Assistance Center for Children, Youth, & Family Mental Health

www.nttacmentalhealth.org

OUR MULTIDISCIPLINARY TEAM:

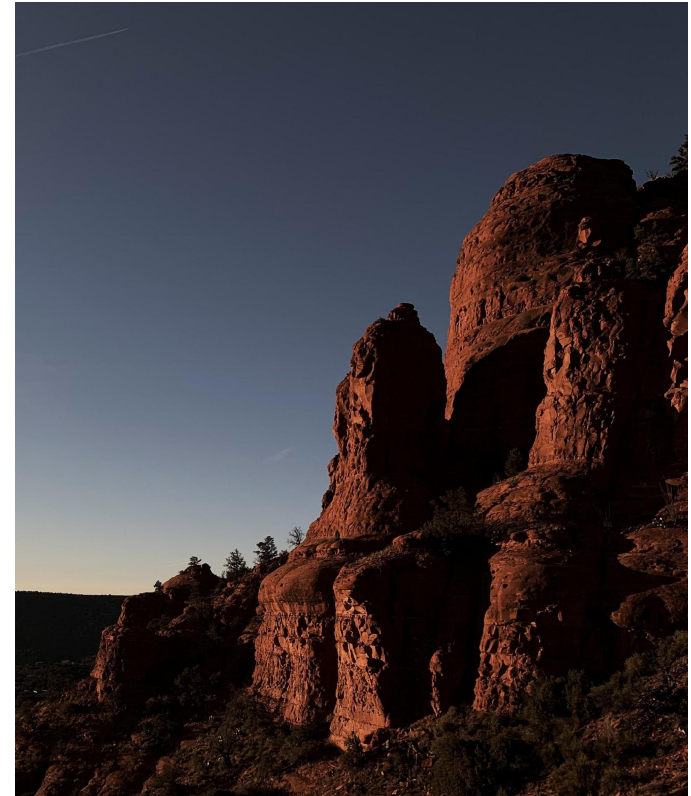


Hola! From sunny Arizona

I acknowledge with respect, that the physical locations of Maricopa County are within the ancestral homelands of those Native American tribes that have **sustained connections to its lands and waters since time immemorial**, including the Akimel O'odham (Pima), Pee Posh (Maricopa), and Tohono O'odham peoples.

A journey of a thousand miles begins with a single step. No one intervention can fix everything at once.

It is simply important to begin. *



*Kohn, L., & LaFargue, M. (Eds.). (1998). Lao-tzu and the Tao-te-ching. Suny Press.

Photo by Yesmina Luchsinger

Instructions:

Take out a pencil and piece of paper.

In 3-5 sentences (or fewer), respond to the following:

How might a school counselor define mental health for a caregiver that is unfamiliar or even resistant to the idea of mental health, especially as it relates to their student.

Keep your explanation as simple to understand as possible.



Take a single step today:

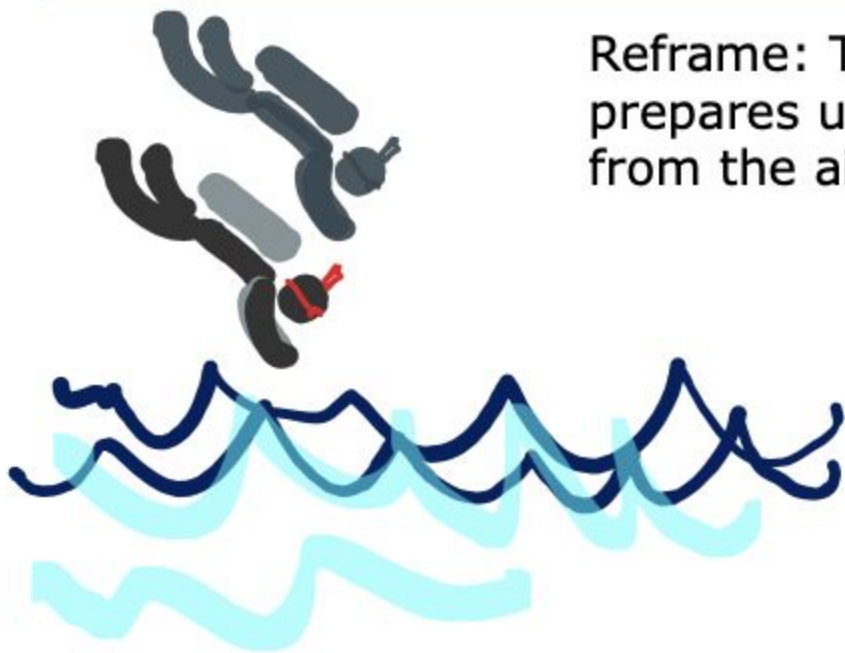
"To increase your ability to extend **COMPASSION** to others, begin by allowing **compassion** for yourself to **grow**."

- Judith Lannister



Self-Care = Ethical Practice

Reframe: The way we care for ourselves prepares us to help others. Consider this shift from the airplane mask metaphor:



WWW.NTTACMENTALHEALTH.ORG

**Go to
resource:**



**Intersectionality &
Self Care:**





Mental Health is Wellness & Wellness Changes

Healthy:

Regular Day to Day
Functioning

Labored:

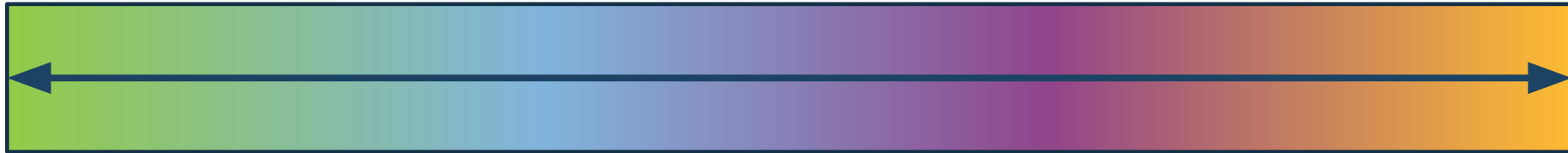
Common & Reversible
Distress

Affected:

Significant Distress,
Challenges to Functioning

Impaired &/or Crisis:

Severe or Chronic Distress,
Potential Safety Risks



Mental Health is Wellness & Wellness Changes

Healthy:

Regular Day to Day Functioning

Mood fluctuations that are at times stressful, but manageable for stage of development. Takes both disappointment and excitement in stride. Regular sleep patterns. Physically and socially engaged and active. Normative fluctuations in self-confidence, but overall stable. Comfortable with others. Eating habits consistent with stage of development. Maintain activities of daily living with age-appropriate prompting from caregivers or other adults.

Labored:

Common & Reversible Distress

Periods of irritation or impatient that exceed stage of development (SOD) and respond eventually using toolbox of coping strategies but takes more effort than usual. Nervousness, sadness, and worrying. Procrastination, forgetfulness. Changes in sleep patterns like mild restlessness, or trouble falling asleep. Changes in energy patterns, difficulty relaxing. Some intrusive worries or thoughts. Less interest in social or recreational/physical activities.

Affected:

Significant Distress, Challenges to Functioning

Periods of sadness, worry or anger become more explosive or intense, lingering, or a daily occurrence. Feelings of hopelessness, worthlessness. Unable to recover from minor set-backs or disappointments. Withdrawal or avoidance of social situations. More reliance on unhealthy or risky coping skills. Less engagement or interest in activities that we once enjoyable. Significant changes to sleeping or eating patterns. Challenges at school or at home with behavior. Decreased grades.

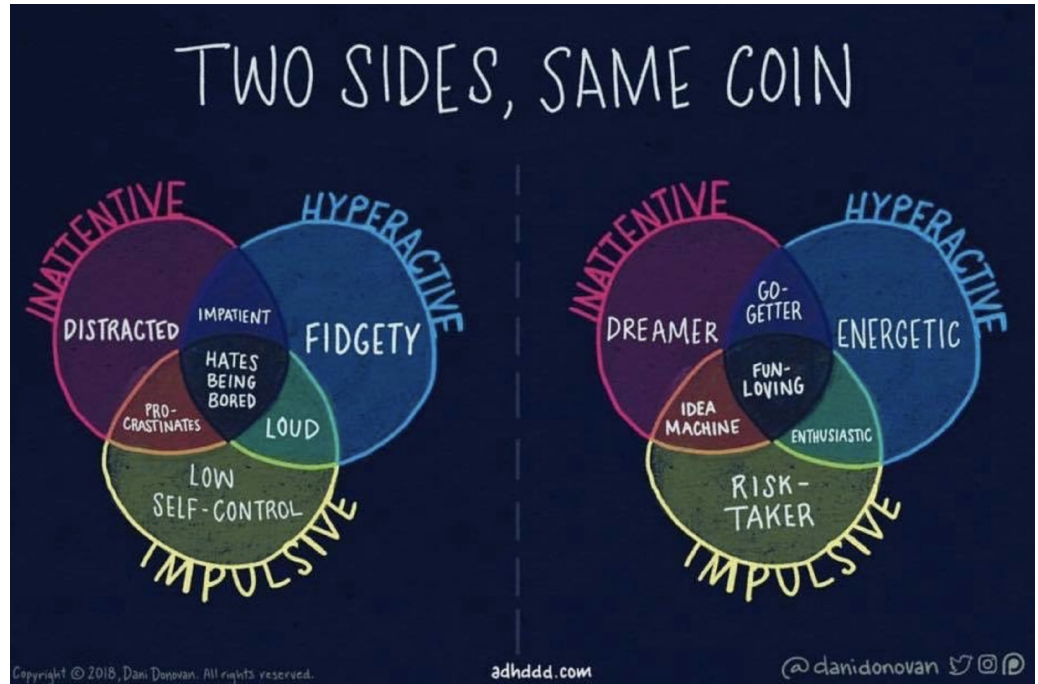
Impaired &/or Crisis:

Severe or Chronic Distress, Potential Safety Risks

Significant disruption to daily functioning that does not subside with toolbox of supports strategies. Significant difficulties with emotion that exceed stage of development, constant feelings of panic, worry, or sadness. Odd beliefs, fears, or anxieties inconsistent with reality. Unpredictable sleeping or eating patterns. Disrupted impulse control. Thoughts of harm to self or others, thoughts of suicide or harm to others with a plan and intent, reckless or dangerous behavior.

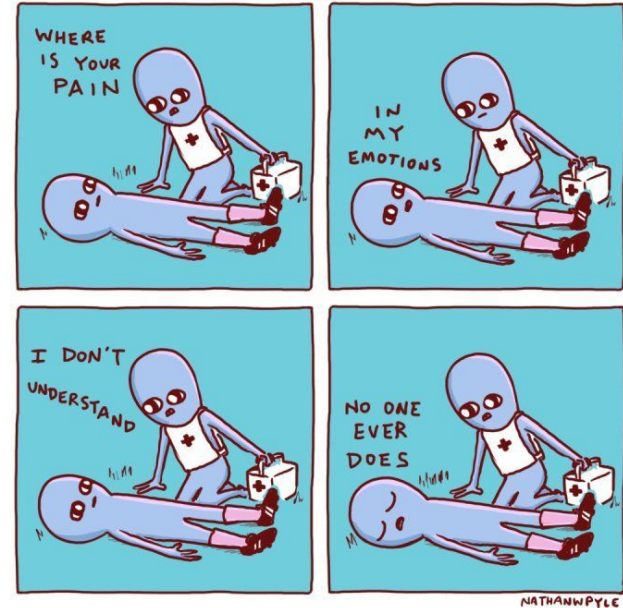
Wellness is culturally influenced and subjective

How might adult labels change the wellness of our students?



How can educators make a difference?

Mental health and wellness support networks, promotion, and distress prevention benefit everyone! Sometimes, educators are surprised to find that young people and caregivers are hesitant to engage in mental health services or school-based supports. *This is common and the hesitation may be present for a variety of reasons. Find out why, talk with your school communities.*

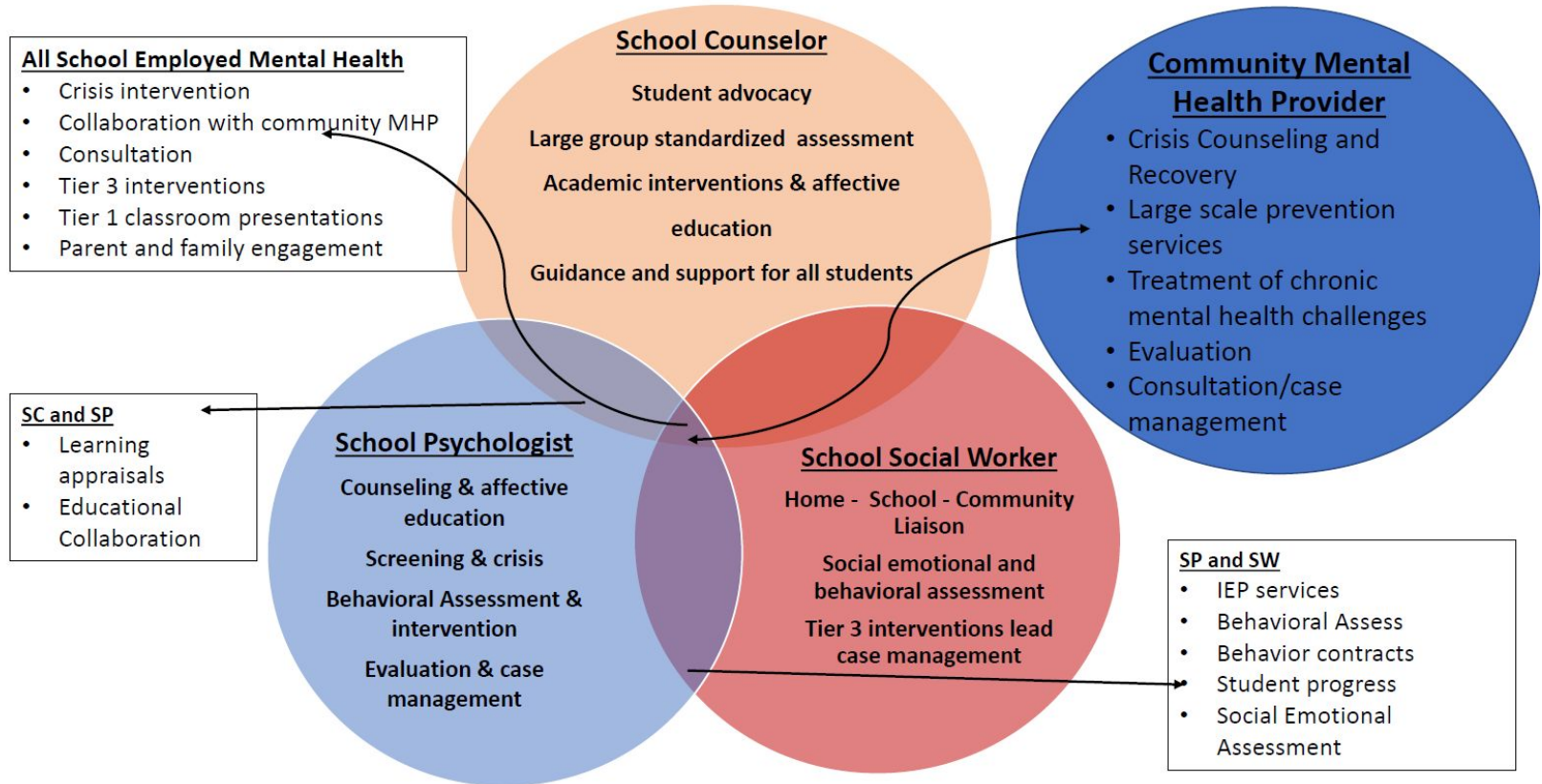


Communities benefit from school leaders that normalize fluctuations in mental health with the same empathy and understanding as physical health and illness.



Lyon, A. R., & Bruns, E. J. (2019). From evidence to impact: Joining our best school behavioral health practices with our best implementation strategies. *School Mental Health: A Multidisciplinary Research and Practice Journal*, 11(1), 106–114. <https://doi.org/10.1007/s12310-018-09306-w>

Roles of Mental Health Professionals Within a School Campus



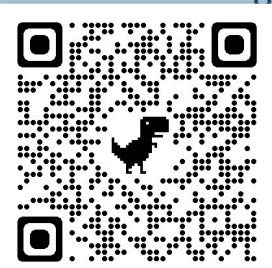
Educators may feel challenged because mental health does not appear to be measurable or tangible. Sometimes it feels overwhelming and there are a million programs and practices. How do schools measure impact or even demonstrate there is a need?

A single step to start your journey:

Mental health can be viewed as the health and wellness of a school community. In this context, consider exploring some of the needs and strengths represented in already existing school district and community data.

Need help getting started or with funding?

**Go here for a
free resource!**



QUESTIONS?

SAMHSA's mission is to reduce the impact of substance abuse and mental illness on America's communities.

www.samhsa.gov

1-877-SAMHSA-7 (1-877-726-4727) •
1-800-487-4889 (TDD)

SAMHSA
Substance Abuse and Mental Health
Services Administration

Write it in
the chat!

Email us!
[NTTACinfo@
cars-rp.org](mailto:NTTACinfo@cars-rp.org)

Need more time
for your
question?



Request a free
consultation:

<https://tinyurl.com/RequestNTTAC-TTA>

Get social
with us!
#asknttac



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@nttac.mh



@nttac_mh

Community Schools and Creative Partnerships

Partnerships: With community partners, schools can offer health and mental health supports, provide innovative programming like meditation or mindfulness classes, and other opportunities that students experiencing trauma need but often aren't getting. Learning improves when these needs are met and when teachers can focus on teaching.

Hyper-local. schools embrace local decision-making and accountability, allowing them to respond to the unique needs of their community. Having this hyper-local focus allows the school to address childhood trauma in the most effective way possible.

Proven Approach. Fifty years of evidence show that higher student achievement, more community support and engagement, and vibrant neighborhoods where schools are the hub. A community school is able to get the partners and resources needed to address the trauma facing their community.

Synthesis [sin-thuh-sis]

A complex whole formed by combining

**Community
Schools**

- Engaged leadership
- Quality professional development
- Authentic parent and community engagement
- Access to services and community resources
- Supportive policies and practices
- Academics and classroom instruction viewed from holistic lens

**Trauma
Informed
Schools**

“

“We’re the huggy, touchy, hippie school just because I shake all my kids’ hands. I give them a hug. I know what’s going on in their lives. I ask them questions. And when a kid makes a mistake, I don’t just throw the book at them. They’re people. They’re not failing—they’re learning.” Jose Navarro, (former) Principal Social Justice Humanitas

Our vision is that our students will achieve self-actualization

Our mission is to achieve social justice through the development of the complete individual. In doing so, we increase our students’ social capital and their humanity while creating a school worthy of our own children.

- **Examples of Practice:**
- Every single student has an adult advocate, it is deliberate and tracked.
- Every incoming freshman has a Senior mentor, they meet formally and informally
- Group data study every 4 weeks, students identified for VIP support
- Staff uses 40 developmental assets screening to determine strengths and gaps of the community



Example of Best Practice- Stories from the field

- “We built it and they didn't come”- Student peer to peer mental health team, parent to parent peer mental health team
- Redefining Discipline- Used data to understand the problem, used community partnerships to provide support, a trauma-informed lens, and 'out of the box thinking' to solve the problem
- Gardening and cooking as pathways to better mental health
- People's Yoga provided yoga for teachers and students in East LA
- Using art to process loss and grief
- Consider the physical environment
- Head outside- use the community as your classroom
- Repurposing the Dean position and student supports



Youth Voice and Participation is Essential to Well-being

- Researchers have found that well-being is a function of the control and power young people have in their schools and communities (Morsillo & Prilleltensky 2007; Prilleltensky & Prilleltensky 2006).

Did you know
looking at videos
of cute animals is
good for our
mental health??

“In all cases, the study
saw blood pressure, heart
rate and anxiety go down
in participants, 30 minutes
after watching the video.”

<https://www.cnn.com/2020/09/27/us/watching-cute-animals-study-scn-trnd/index.html>

Focus on Adult Wellness

- Self AND Collective Care- What are we talking about?

IT TAKES COURAGE TO SAY YES TO
rest and play

IN A CULTURE WHERE EXHAUSTION IS
SEEN AS A STATUS SYMBOL.

Brené Brown

We too often take part, sometimes unconsciously, in what Yolo Akili calls 'Martyr Nurturing'. Another colleague put it this way: Sometimes we falsely equate our own suffering with caring, if our RPM's aren't in the red we aren't doing our job right"



In order to improve the experience for those we serve we must pay attention to our own well being.

As schools journey toward trauma-informed and resilience-oriented practices, we often focus on improving students' behavior and improving their outcomes. In order to meet their needs, supporting our own resilience and wellness is essential. We cannot be there for them if our 'buckets' are empty.

Why Collective Care?

- The higher the perceived support, the higher sense of efficacy, the more willingness to cope with practitioner challenges



A Shift to Healing Centered Engagement



- Healing-centered engagement emphasizes individuals' strengths and resilience, recognizing the impact of trauma without minimizing it.
- The term *healing-centered engagement* expands how we think about responses to trauma and offers more holistic approach to fostering well-being.
- A healing centered approach to addressing trauma requires a different question that moves beyond “what happened to you” to “what’s right with you” and views those exposed to trauma as agents in the creation of their own well-being rather than victims of traumatic events.

<https://medium.com/@ginwright/the-future-of-healing-shifting-from-trauma-informed-care-to-healing-centered-engagement-634f557ce69c>

- Imagine educators with strong enough relationships with each other that systems are in place for adults to take a break when needed, that teachers eat together, take walks together and meet not just to talk about students and work but to regularly celebrate each other.

- Relationship building is at the core of policymaking and rule development. Culture, faith and community values of the individuals within the school community are not just acknowledged but elevated, and woven through the school's traditions, celebrations, curriculum and discipline practices.

-Amanda Adams, Healing Centered Schools



Tying it all together

(NOT 'One more thing')

- A 'Whole- School' approach is most effective, **supports ALL learners**
- A comprehensive and multifaceted systemic approach to **unifying student and learning supports**

Use your team to examine what are you already doing that promotes safety, connection, relationships, and resilience?



CTIPP

Campaign for Trauma-Informed
Policy and Practice



National Trauma Campaign

TraumaCampaign.org | jesse@TraumaCampaign.org

#TransformTrauma #TransformChildhoodTrauma #HOPEisNEAR

ARPA: K-12 Education

- ▶ **Section 2001 – Elementary and Secondary School Emergency Relief Fund**
\$122,774,800,000 total – funds remain available until September 30, 2023
 - **90% of funding goes directly to local education agencies.**
 - **This funding can be used for any of the following purposes::**
 - Any activity authorized by the ESEA
 - Activities to address the needs of low-income children and racial/ethnic minorities
 - **Sec. 2001 (e) (2) (L) - “Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.”**
 - Implementing evidence-based activities to meet the comprehensive needs of students
 - **For the 10% retained by the states**, not less than 1% each is to be used to fund after-school and summer programs that among other things respond to the students’ “academic, social and emotional needs”
 - **\$800,000,000** to address the needs of children who began to experience homelessness during the the pandemic

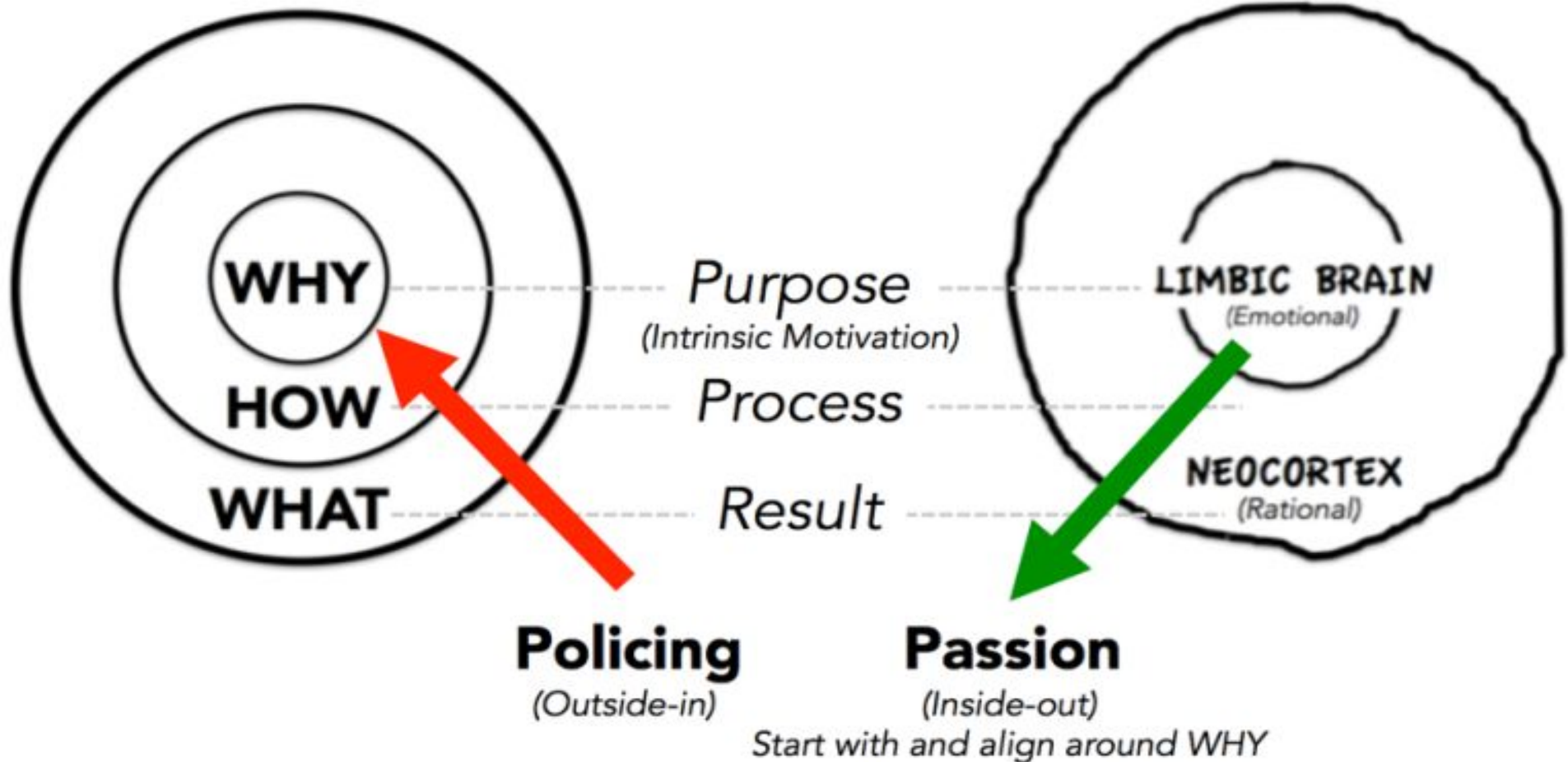
American Rescue Plan Act (ARPA)

▶ **K-12 Advocacy opportunities.**

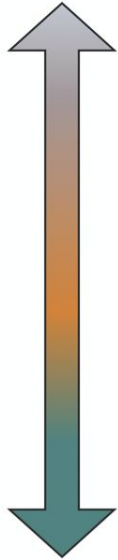
- Decisions makers are the state education agency and local education agencies.
- Ongoing professional development and train the trainer models help school cultures become trauma-informed. This is an opportunity for one-time funding to make lasting change.
- Other tools and environment upgrades that help school cultures become trauma-informed.

Golden Circle

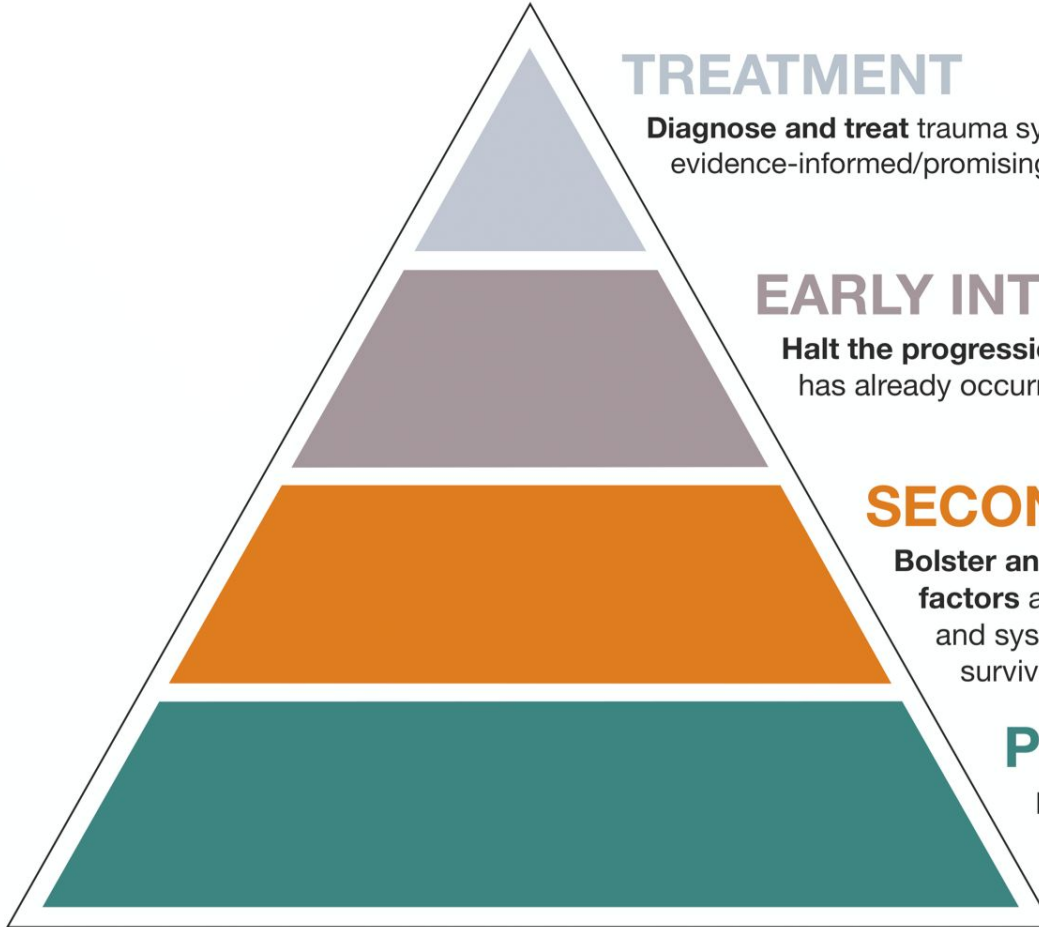
Human Brain



INDIVIDUAL



SYSTEM



TREATMENT

Diagnose and treat trauma symptoms and related issues using evidence-informed/promising practices shown to treat and heal trauma.

EARLY INTERVENTION

Halt the progression and mitigate the impact of trauma that has already occurred to thwart adverse long-term outcomes.

SECONDARY PREVENTION

Bolster and mobilize strengths and protective factors at the individual, family, group, community, and system level to build resilience among trauma survivors while resisting re-traumatization.

PRIMARY PREVENTION

Facilitate conditions that reduce the likelihood of chronic stress, violence, adversity, and trauma before they occur.

Resources

- [Join the National Trauma Campaign!](#)
- [Reframing Childhood Adversity: Promoting Upstream Approaches](#)
- [CTIPP's Summary of the American Rescue Plan Act](#)
- [American Rescue Plan Act Talking Points](#)
- [How Great Leaders Inspire Action](#)
- See following slides for more!

Campaign Tools – Trauma and Resilience

ACEs AT-A-GLANCE

ADVERSE CHILDHOOD & COMMUNITY EXPERIENCES^{1,2,3,4}



TRAUMA IS COMMON,
PERVASIVE, AND
EXPENSIVE...

AND THERE IS **HOPE**.



TRAUMA-INFORMED SYSTEMS^{1,2}

REALIZE

THE WIDESPREAD IMPACT OF TRAUMA +
POSSIBLE PLANS FOR RECOVERY

RECOGNIZE

THE SIGNS AND SYMPTOMS OF TRAUMA

RESPOND

BY INTEGRATING TRAUMA SCIENCE +
KNOWLEDGE INTO POLICIES + PRACTICES

RESIST

RE-TRAUMATIZATION BY PROTECTING AGAINST
DYNAMICS THAT MAY REPLICATE TRAUMA

Campaign Infographics

TRAUMA-INFORMED POLICIES AND PRACTICES WORK.

BEHAVIOR REFERRALS: ↓ **31%**

EXPULSIONS: ↓ **40%**

SUSPENSIONS: ↓ **83%**



^{3,4}

^{5,6}



FOSTER CARE REENTRY: ↓ **18%**

AVERAGE TIME TO REUNIFY: ↓ **33%**

CHILD MENTAL HEALTH SYMPTOMS: ↓ **43%**

PSYCH HOSPITALIZATIONS: ↓ **29%**

SECLUSION/ RESTRAINT: ↓ **32%**

STAFF TURNOVER: ↓ **35%**



^{7,8}



⁹

INMATE-ON-INMATE ASSAULTS: ↓ **54%**

INMATE SUICIDE ATTEMPTS: ↓ **60%**

INMATE-ON-STAFF ASSAULTS: ↓ **62%**

PHYSICAL HEALTH COMPLAINTS: ↓ **63%**

PTSD SYMPTOM PREVALENCE: ↓ **65%**

PROBLEMATIC SUBSTANCE USE: ↓ **86%**



^{10,11}

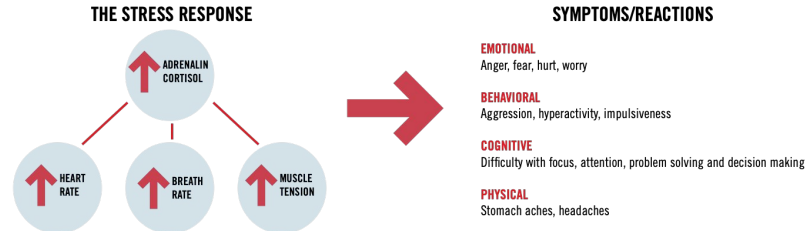
Campaign Tools – COVID Relief

► [COVID-19 Video](#) and infographic available for you to use



Trauma is any experience that leaves a person feeling hopeless, helpless, or unable to do anything about their situation. Trauma can be experienced by victims, witnesses, or those related to either—and even by hearing the details of the events.

The perception and experience of the incident is what matters most, and the “trauma tsunami” approaching from COVID-19 will have devastating social and economic consequences.



Some stress is tolerable but it is only meant to last short-term. When trauma and toxic stress are prolonged and exaggerated the nervous system becomes dysregulated.



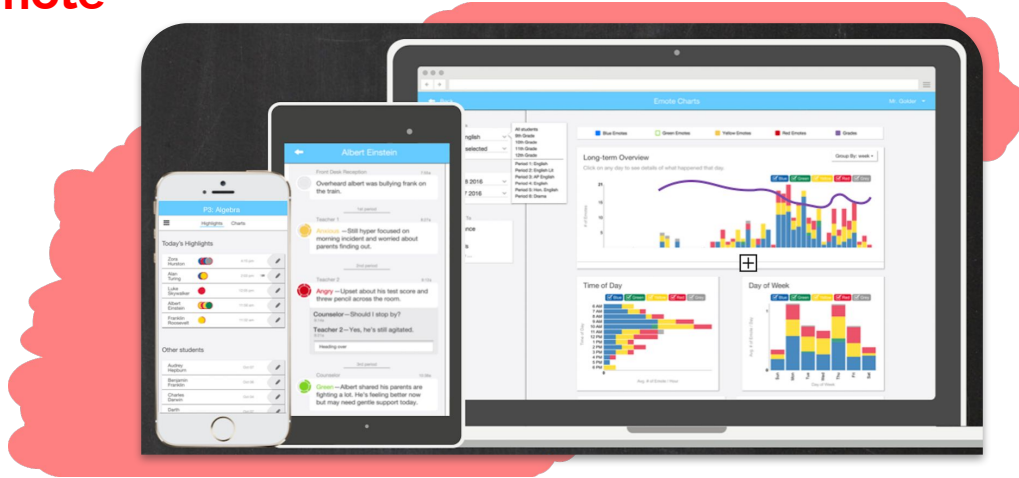
While we know trauma is a fact, so is resilience. Despite the threat of an upcoming trauma tsunami facing our nation, there is hope.



Join the National Trauma Campaign today at ctipp.org
Learn more about the impact of trauma at starr.org/ctipp and ctipp.org/trauma-informed-resources



© Starr Commonwealth 2020



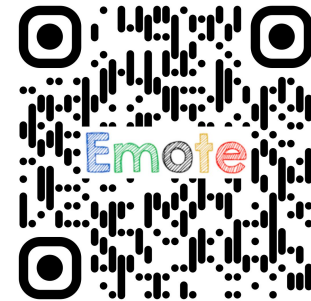
Real-time need identification: Emote identifies real-time patterns and creates a shared awareness of SEL need...

Collaboration tools: By streamlining and tracking interventions gives teams the time to deliver supports & data to improve them.

Professional development: Our national partners will help your school or district build awareness, systems and capacity.

Research Backed: In a controlled study, Emote allowed schools to support 5x as many students, 12x sooner.

See it yourself

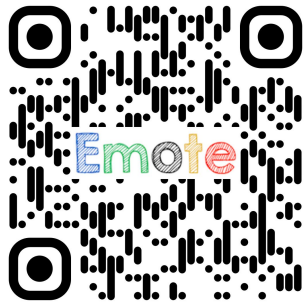


Q&A





THANK YOU !



Try Emote
Free

