

Breakout Group 1

How have you addressed the following challenges?

- ✘ Time for staff participation, district wide training
 - ✘ Introduced grant during Superintendent Conference day. LAL hours, opportunity for staff to earn staff development hours after school (Stephanie Kimber).
 - ✘ Washington DC Charter school. Summer institute advertising different trainings and people can sign up. Good participation depending on training. Leaders, Vice Principals, MH counselors, few teachers. Depends on availability and timing (Leila Becker).
- ✘ Planning logistics, communication to staff, coordination
 - ✘ Getting monitor and camera to connect as group with different schools at different times to provide trainings. Had to talk with person with extra equipment who agreed to provide it. Connect with central OR to open links and working with local IT person (Richard, Klamath Falls). Disseminating training info by creating video blogs on dvd and through web site.
 - ✘ Use school social workers and develop flow chart with them. They go back and develop use of service. Using existing school staff (Marjory, W. Chicago)
 - ✘ Fliers and handouts, as well as web site and MH counselors from grant. Multi pronged effort. No charge for schools served by grant. Opened up to other schools (DC Charter)
- ✘ Obtaining MH / ATOD personnel for training
 - ✘ (Leila, DC.) Experts in community and collaborating to provide services, along with experts from own staff.
 - ✘ MH specialists in schools to train staff
- ✘ Roles, responsibilities of school staff
 - ✘ (Leila) Ongoing challenge depending on turnover of staff. Necessary to do roles and responsibilities in Early intervention team. With MH partners, established when talking about how to partner. Knowing roles up front through partnerships in community.
 - ✘ (Richard) More challenging part in developing program. Turf issues. Considerable support from superintendent and working with different principals at schools. Do as much fine tuning in negotiating with each school so we can better partner and learn by each other.
- ✘ Determining roles, responsibilities of SSSH partner staff (MH & ATOD)

- ✘ (Stephanie, Sodus) One issue. When wrote grant had mh agency and license base set up with billable hours to childrens healthcare providers. With grant money, partner is wondering why there's no funding in addition to that.

- ✘ Consistency in MH training

Breakout Group 2

How have you addressed the following challenges?

- ✘ Recognizing need to address MH issues at school:
- ✘ Stigma?
 - ✘ (Richard) big part is psycho-education, being able to talk about research and what studies show that compile statistic on mh disorders. Lots of ppl with stigma don't want to think about it, but once they do and know there's info on it, they can better situate themselves in a broader context.
 - ✘ Families more likely to come forward with concerns when talking about pathology. A lot of staff in community also, parents as well as staff. Hit a lot of people.
- ✘ What to look for as a MH issue?
- ✘ When to seek help from MH professionals?
- ✘ How to work with students w/MH needs?
 - ✘ Quick resource packet for teachers and other staff to see if they should go talk to counselors or other mh staff (Christie Reese)
 - ✘ Response to intervention. Developed protocol for staff to detect mh issues in students. (Priss Parmenter)
 - ✘ Teen screen from Columbia university with support and curriculum to determine when student might need to access mh services (Richard)
 - ✘ (Christie Reese) getting schools to know Teen Screen and other option are available and that they should use it. Idea is to have all staff have understanding of Teen Screen, but guidance or mh staff have more of an understanding. Trying to reach entire staff to let them know that if they have a concern, here is an option. Can't hurt by referring.
 - ✘ (Priss) for those who are familiar with Teen Screen, do you do it with all students if parents agree or just those referred?

- ✘ (Richard) decided by each school. Different ways it can be done.
- ✘ Work with Teen Screen to see how to maintain fidelity (Jennifer)
- ✘ (Richard) MH component in health classes.

- ✘ Resources to address MH issues

Breakout Group 3

How have you addressed the following challenges?

- ✘ Recognizing MH Crisis
- ✘ When and how to initiate a MH referral?
- ✘ Suicide assessment
- ✘ Understanding how drugs/alcohol are often used for self-medication to cover up MH issues