

Financing School Mental Health Programs and Services

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Challenges to Funding School MH

- Areas of discussion today ...
 - Establishing school MH infrastructure
 - Connecting & contracting with MH providers
 - Integration and Collaboration
 - Fostering positive school climate to promote MH intervention team
 - Developing mid-level intervention programs
 - Financial strategies to fund and sustain SMH programs at the universal, targeted and indicated levels
 - Lessons learned



School Based Mental Health

Safe Schools/Healthy Students Initiative

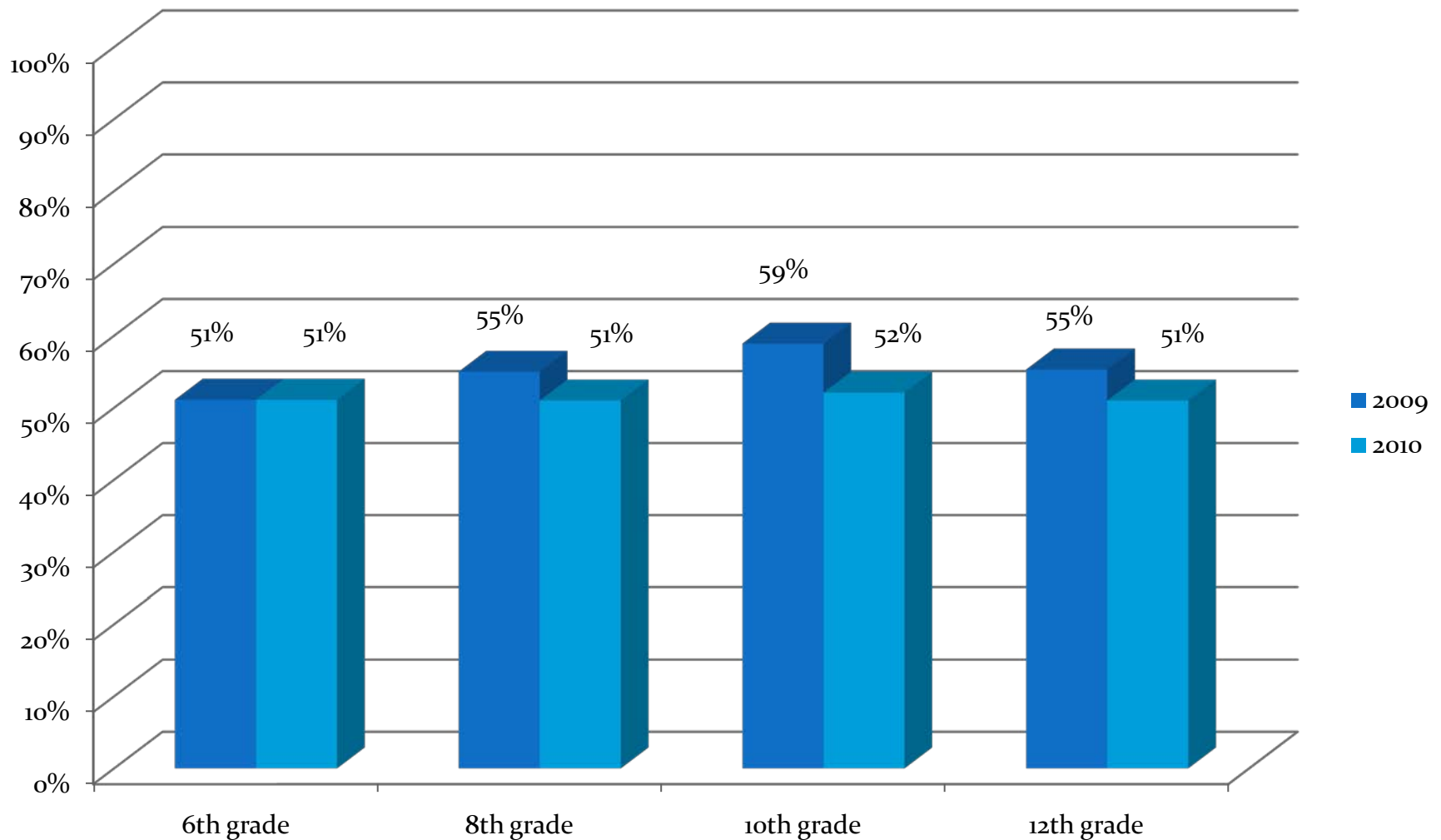
Hot Springs, Arkansas



HSSD Information

- 3800 students PK-12
- 8 schools: 4 ES; 1 Intermediate; 1 MS; 1 HS; 1 ALE
- 75% Free and Reduced Lunch
- 50% White and 50% Minority Enrollment
- Magnet Elementary Schools
 - IB
 - Math and Science
 - Technology and Space
 - Performing Arts

Depressed most days (APNA SURVEY)



Prevention Model

▫

Positive Behavior Interventions & Supports

Primary Prevention:
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings

~5%

~15%

Tertiary Prevention:
Specialized
Individualized
Systems for Students
with High-Risk Behavior

Secondary Prevention:
Specialized Group
Systems for Students
with At-Risk Behavior

~80% of Students

Four Challenges Facing Schools Today

- Doing more with less
- Educating increasing numbers of students who are more different than similar from each other
- Educating students with severe problem behavior
- Creating “host environments” or systems that enable adoption & sustained use of effective practices

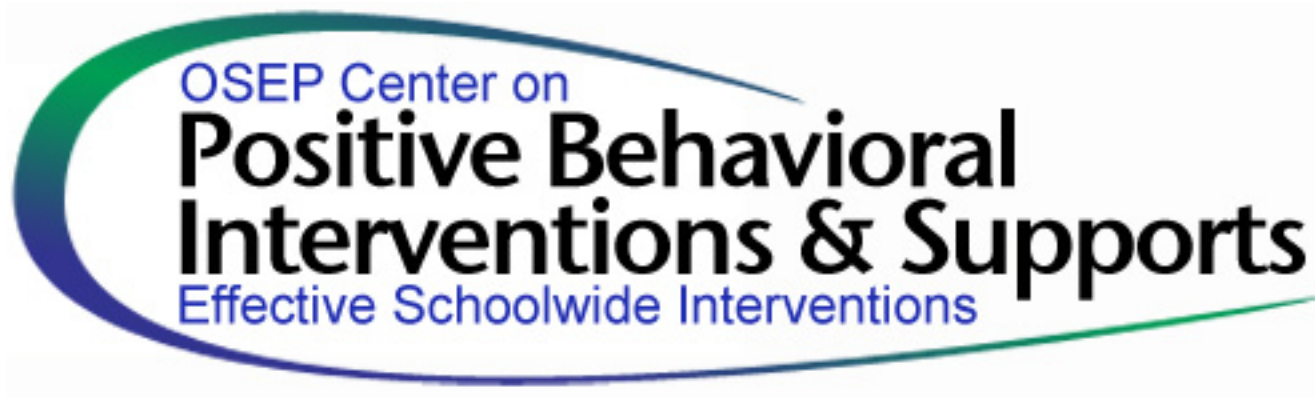
Context of the Challenges

- High rates of problem behavior in schools
- Inconsistent approach to problem solving
- Data is seldom used when making decisions
- Lack of organized procedures/routines that provide positive support for students, staff and parents
- Failure to adopt, adapt, & sustain research validated practices

Coordinated School Health Teams



University of Oregon Model...



Positive Behavior Intervention and Supports

Academic Systems

Behavioral Systems

Tertiary, Individual Interventions

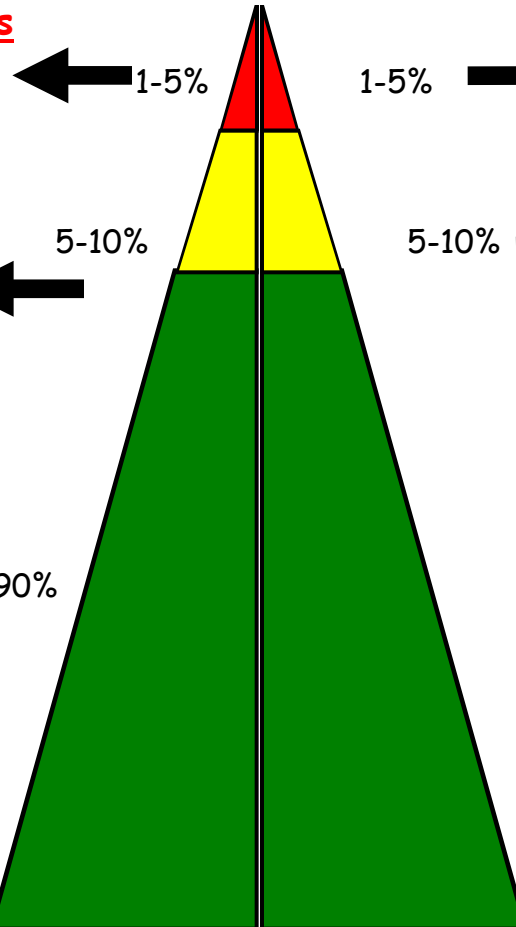
- Individual Students
- Assessment-based
- High Intensity

Secondary Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All students
- Preventive, proactive



Tertiary, Individual Interventions

- Individual Students
- Assessment-based
- Intense, durable procedures

Secondary Interventions

- Some students (at-risk)
- High efficiency
- Rapid response
- Individual or Group

Universal Interventions

- All settings, all students
- Preventive, proactive

Making the Connection...

Coordinated School Health



August 2010

**Positive Behaviors
Interventions and Supports**

Hot Springs School District's Safe Schools/Health Students Pro-Social School Team Organization

COORDINATED SCHOOL HEALTH and Positive Behavior Intervention and Supports TEAM

Team members include:
Principal, Guidance , Nurse,
Intervention Specialist, MH
team, Spec. Ed., Juvenile
court liaison, Probation
Officer, Academic Coach,
Human Service worker,
Teacher, etc

Check in-Check Out and Other Tier II Interventions

1. Monitored by Individual CSH team
2. 10-15% of student body
3. Targets specific behavior, academic, and social skills
4. Positive Consequences
5. Graduated Plan

Meets 1Hr weekly

1. Discuss Process
2. Communicate Results
3. Handle student referrals

Coordination of Referral Services

Individualized Coordinated School Health Plan and Wrap-Around Services Plan

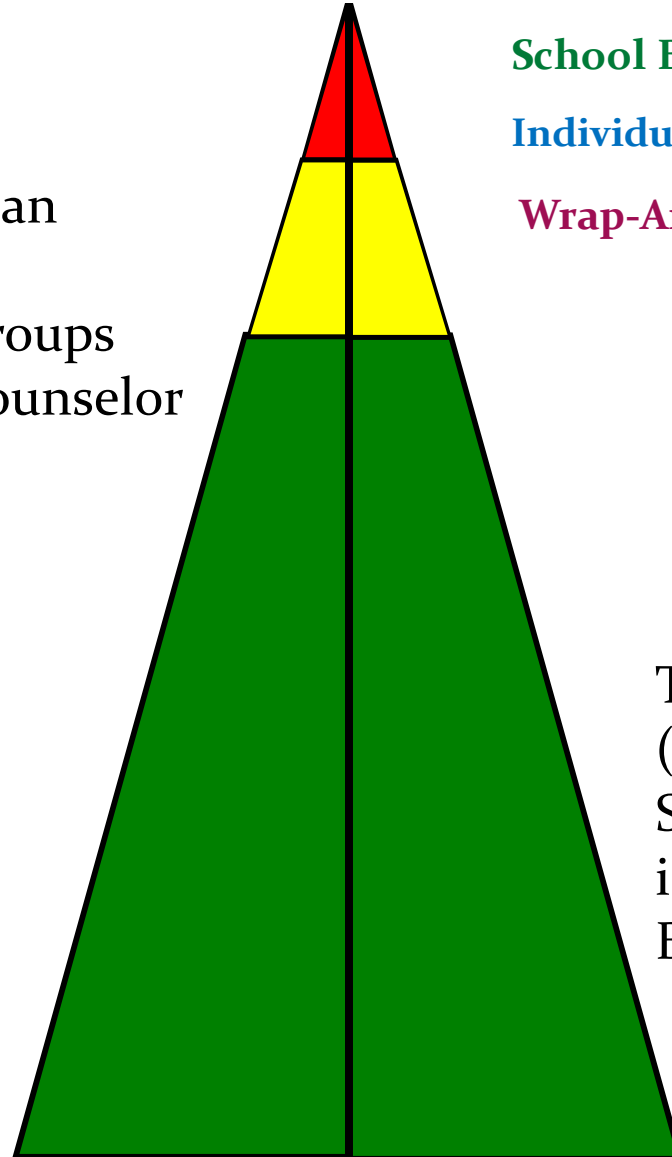
1. Staffed by Intervention Specialist
2. Intensive Wrap-Around Plan
3. 1-5% of student body

Hot Springs Middle School

- Total enrollment of 477
- 78% Free and Reduced Meals
- 44.4% African-American
- 43.6% White
- 10% Hispanic
- 5% ESL/LEP
- On Year 6-State Directed School Improvement

Hot Springs Middle School's PBIS/CSH Pro-Social Plan

Mentoring, Behavior Plan
Check-In/Check-Out
Social Skills & Small Groups
Individual w/School Counselor
After-School Programs



School Based Mental Health

Individualized Coordinated Health Plans

Wrap-Around Plans

Trojan Pride Objectives
(Cool Tools)
Stop Bullying Now
iSafe America
Be Proud, Be Responsible

Tier I: Universal Level

| Expectations | Arrival/ Dismissal | Hallways/ Lockers | Bathroom | Recess | Assemblies | Gym | Cafeteria |
|------------------------|--|--|--|---|---|---|---|
| Respectful | <ul style="list-style-type: none"> Follow Directions of school personnel Remove head gear upon entering building | <ul style="list-style-type: none"> Walk on the right Walk safely and slowly Keep hands feet and other objects to yourself | <ul style="list-style-type: none"> Respect others' privacy Respect others' property Keep bathroom clean | <ul style="list-style-type: none"> Use appropriate language Share equipment and space | <ul style="list-style-type: none"> Sit up attentively with face forward Listen quietly | <ul style="list-style-type: none"> Participate appropriately Keep area clean | <ul style="list-style-type: none"> Practice good table/line manners Keep hands on your own tray Talk quietly |
| On Task | <ul style="list-style-type: none"> Remain in assigned area Use your time wisely | <ul style="list-style-type: none"> Arrive at destination in a timely manner Place litter in the trash | <ul style="list-style-type: none"> Return to designated area promptly Complete business in a timely manner | <ul style="list-style-type: none"> Stay in designated area Use equipment appropriately Play by the rules | <ul style="list-style-type: none"> Be seated prior to start of assembly Be an active listener Show appropriate participation | <ul style="list-style-type: none"> Be on time Actively participate | <ul style="list-style-type: none"> Use meal time wisely Remain seated until meal is complete Maintain your place in line |
| Caring/ Responsible | <ul style="list-style-type: none"> Use appropriate voice level Put electronic devices away | <ul style="list-style-type: none"> Keep locker clean and organized Keep locker combination private | <ul style="list-style-type: none"> Clean up after yourself Be nice Wash hands with soap and water | <ul style="list-style-type: none"> Be patient/wait your turn Dress appropriately for weather Leave play area immediately at the bell | <ul style="list-style-type: none"> Follow school personnel instructions Follow assembly guidelines Enter/exit quietly | <ul style="list-style-type: none"> Pick up litter Put up equipment Keep hands and feet to self | <ul style="list-style-type: none"> Clean your eating area Place trash in the trash can Walk and move carefully |
| Kind | <ul style="list-style-type: none"> Keep hands, feet, and other objects to yourself Use appropriate | <ul style="list-style-type: none"> Use appropriate language Respect other people's space | <ul style="list-style-type: none"> Take turns Be friendly | <ul style="list-style-type: none"> Play safely Demonstrate good sportsmanship Respect others' | <ul style="list-style-type: none"> Use appropriate reactions Respect others' space | <ul style="list-style-type: none"> Show teamwork Encourage one another | <ul style="list-style-type: none"> Be polite to staff and peers Help others as needed Respect others' |

HSMS Trojans are ROCK Solid!!

Tier II: Secondary Interventions

T.R.O.Y.

Take Responsibility of Yourself



Mentoring



Behavior Plans

H.U.G.

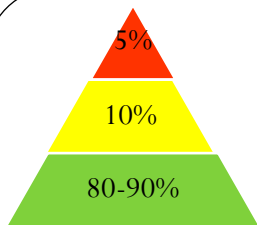
Hello! Update
Goodbye



Small Group Counseling

Tier III: Tertiary, Individual Interventions

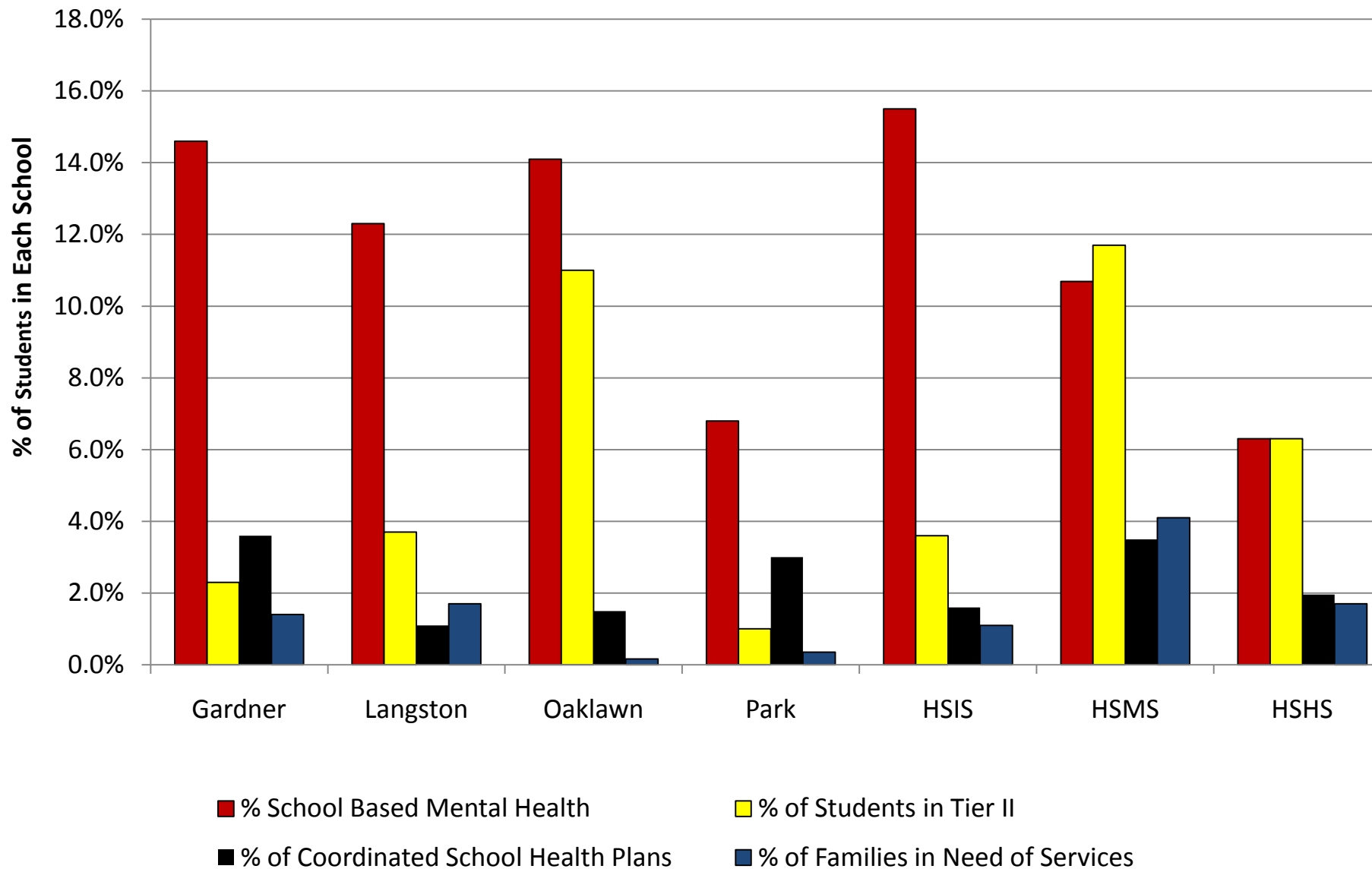
- **Coordinated School Health Plan**
- **School Based Mental Health**
- **Wrap Around Plans**



Results...

| School | Enroll- ment 1/5/2011 | # Student SBMH | % SBMH | # Student Tier II | % Student Tier II | # Coord. School Health Plans | % Coord. School Health Plans | # Family Need s Service | % Family Needs Service |
|--------------|-----------------------------|----------------------|-----------|-------------------------|-------------------------|--|--|----------------------------------|---------------------------------|
| Gardner | 443 | 65 | 14.6% | 14 | 2.3% | 16 | 3.6% | 6 | 1.4% |
| Langston | 406 | 50 | 12.3% | 15 | 3.7% | 9 | 1.1% | 7 | 1.7% |
| Oaklawn | 616 | 87 | 14.1% | 68 | 11.0% | 9 | 1.5% | 1 | 0.2% |
| Park | 294 | 20 | 6.8% | 3 | 1.0% | 9 | 3.0% | 1 | 0.4% |
| HSIS | 553 | 86 | 15.5% | 20 | 3.6% | 9 | 1.6% | 6 | 1.1% |
| HSMS | 486 | 52 | 10.7% | 57 | 11.7% | 17 | 3.5% | 20 | 4.1% |
| HSBS | 714 | 45 | 6.3% | 45 | 6.3% | 14 | 2.0% | 12 | 1.7% |
| TOTAL | 3512 | 405 | 11.5% | 222 | 6.2% | 83 | 2.3% | 53 | 1.5% |

% of Students in SBMH, In Tier II, with CSH Plans, and FINS Filed Hot Springs School District First Semester 2010-2011



Essential Elements of SBMS

- Contract
- Parent Agreement
- Great Communication among Leaders
- Staffs Working as a TEAM
- Joint Trainings
- Identified SBMH Team Manager in Each School
- Parent Support Group
- Follow-up, Follow-up, Follow-up by Project Director

SBMH Lessons Learned

- Start with Teaching Social Skills and Expectations to all Students and to all School Personnel
- Implement Tier II Interventions as soon as possible if not before
- Make sure you have a solid SBMH contract that best meets the needs of your students and their families
- Hold everyone accountable for living up to the SBMH contract
- Make sure your referral process works to get the right kids identified AND into services quickly

SBMH Lessons Learned continued

- Hold weekly staffing between individual SBMH team and school's SBHM team manager
- Require SBMH team member to sit in on weekly PBIS/CSH meetings
- Hold “What’s working/What’s not working” sessions in each school that includes PD, SBMH agency supervisor, SBMH team, and school's SBMH team manager.
- Keep current data/numbers and report to everyone who needs to know often.

Current Challenges

- Getting PCP referrals from local pediatricians.
 - Setting up training for local physicians on social/emotional development of young children in partnership with Arkansas Chapter American Academy of Pediatrics and University of Arkansas Medical Sciences Department of Child Psychiatry
- Over identifying students for SBMH.
 - Build in MORE TIER II Interventions
- Track student referrals to ALE
 - Work with Outside Evaluator to collect data

Lastly ...

Make sure the Director of Children's Services
in your **state's** DHS/Behavioral Health
Division sits on your Core Management
Team and is an ACTIVE supporter of your
SBMH work!!!

School Mental Health Safe Schools Healthy Students Initiative

Johnson City, TN

Greg Wallace, Project Director

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*Wishing You the “Luck of the Irish”
As you seek to find ways to
finance your School MH Programs*