



**Coffee Chat on
School-Based Mental Health
October 13th, 2021**

Good evening!



In the Zoom chat, share your name, ward, and what school(s) your child(ren) attend



If possible, please keep your camera on!



On a sheet of paper, write down **why YOU** advocate for mental health.

Today's norms:

*We know **mental health** is **deeply personal**, so please **take any time or space** you need as we discuss this issue. Step out, take a breath, and **let us know if we can support you in any way.***



MINDFUL BREATHING



STOP BREATHE
& THINK



Agenda

- Mental health **data gallery walk**
- **Story of Self** around Mental Health
- Fundamentals of **Mental Health Supports**
- **Next Steps**





Mental Health Data (Virtual) Gallery Walk

DIRECTIONS: Read each slide carefully and consider:

- Mental health in children
- How trauma affects the brain
- Pandemic impacts

On a piece of paper, answer the following questions:



What data did you connect most with?



What was the most interesting, powerful, or surprising data to you?





40% of adults in the US are struggling with mental health issues like depression, anxiety, or substance abuse amid the pandemic.



**More than 140,000 children in
the US have lost a parent or a
grandparent caregiver to
COVID-19.**



Black children were 2.4 times more likely to have lost a primary caregiver compared with white children. Hispanic/Latinx children were almost 2x more likely.



The average proportion of children's mental health-related emergency visits was 44% higher in 2020 than in 2019.



**1 in 6 US children aged 2-8
years (17.4%) have a
diagnosed mental, behavioral,
or developmental disorder.**



The National Survey of Children's Health (NSCH) reports that nearly 50% of children in the US have experienced "at least one or more types of serious childhood trauma."



Adverse Childhood Experiences (ACEs) can include things like physical and emotional abuse, neglect, caregiver mental illness, and household violence.

The more ACEs a child experiences, the more likely they are to suffer from things like heart disease and diabetes, poor academic achievement, and substance abuse later in life.



Although racial and ethnic minorities represent 30% of the US population, approximately 90% of mental health practitioners identify as non-Hispanic white.



Connecting YOUR Story to Data



*What **data** did you **connect** most with?*



*What was the most **interesting**, **powerful**, or **surprising** data to you?*





Story of Self around Mental Health

Why do YOU advocate for mental health?

→ *Why does this matter to YOUR family?*

Reflect on your note-catcher:

- What is one connection you have to Shani's story?
- Who do **you** have in your heart when you think about mental health in schools?



Hold on to those connections today. Our stories ground us in our why!



Visualizing *Meaningful* Mental Health Supports

Draw, write out, or jot down notes about what you want your children's school to look like/feel like/sound like...



...when your child walks in the building or classroom?



...when the teacher begins their lesson?



...when your child gets frustrated in class?



...when something happens at home?

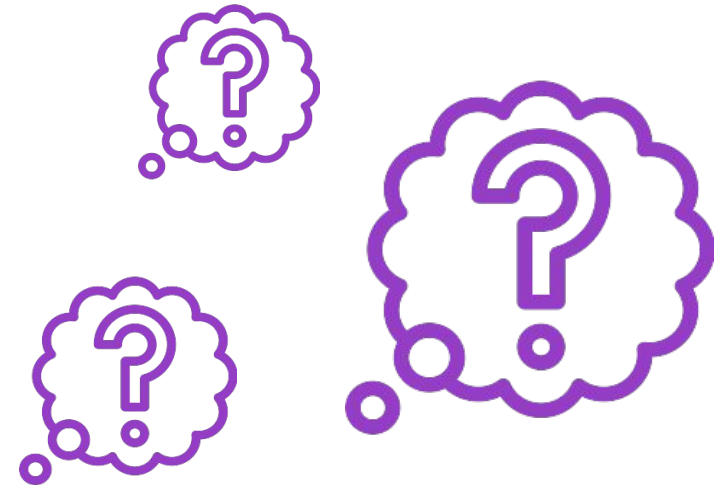




Group Debriefs

DIRECTIONS: In **breakout groups**, take 5 minutes (about one minute per person) to share:

What do you want your child's school to look like/feel like/sound like?





**Parent Power =
Stories + Data/Information**



Implementation: It's the difference between checking a box and transformational change.

Mental Health Supports at School	GLOWS - IT'S WORKING!		GROWS - IT'S GOTTA GET BETTER...	
	<i>Where/when have you seen this done WELL?</i>	<i>What made that possible?</i>	<i>What challenges, gaps, or barriers exist to doing this well?</i>	<i>What would you want to see as a solution?</i>
Social Emotional Learning				
Restorative Practices & Trauma-informed Training				
Small group Interventions				
Access to Mental Health Professionals				

We will talk about these supports in three big buckets.

Still, there are a number of components that must be present in **ALL** aspects:

aspects:

- Family engagement
- Cultural competency
- Partnerships with the community





Universal School-wide Supports



Supports for ALL Kids



Social Emotional Learning

**Teacher and Staff
Professional Development**

Trauma-Informed Practices

**Behavioral Health Education
for Families**

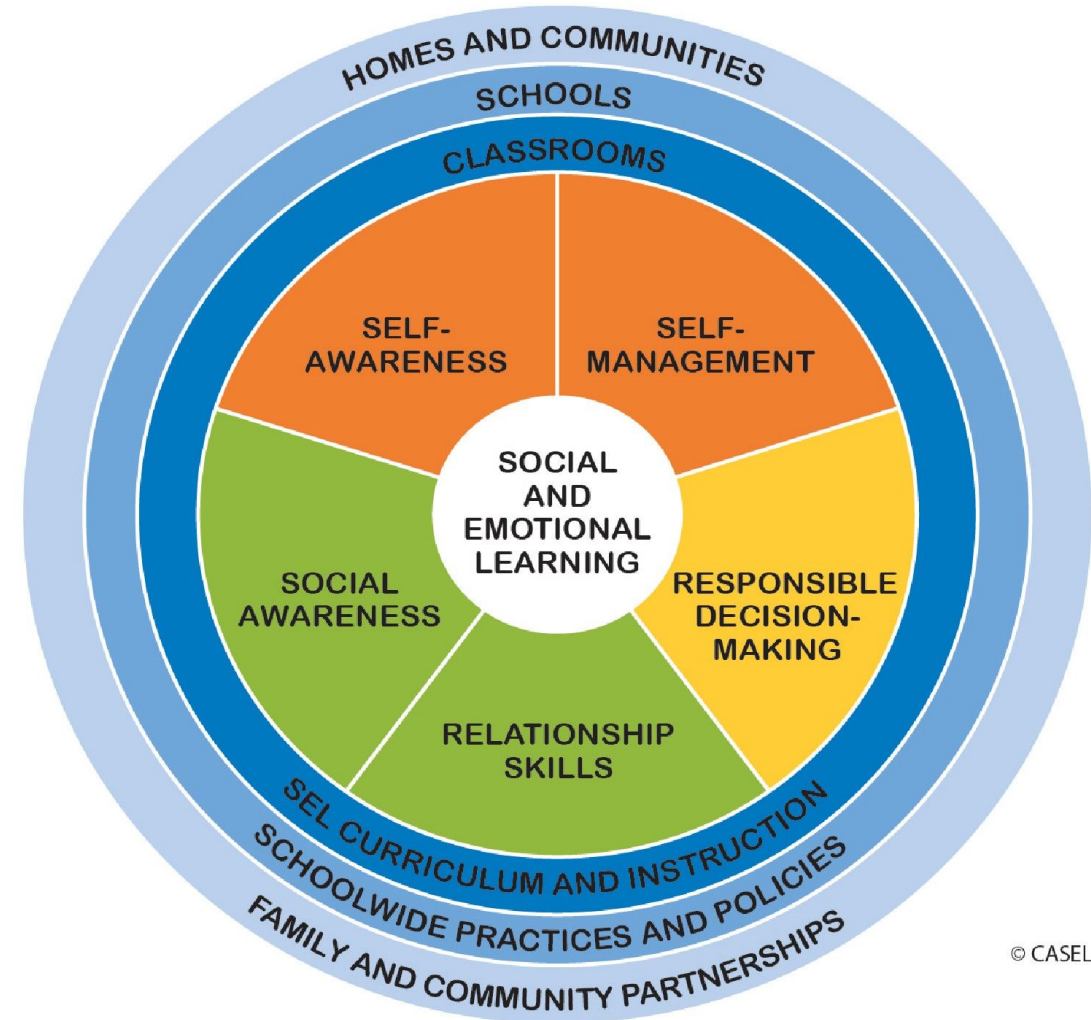
Restorative Justice Practices

**School-Wide Policies and
Practices**

Social Emotional Learning (SEL) Programs



- We need to provide schools with **resources** to teach students SEL skills so they can be **successful in both school and in life**.
- That learning should be embedded into **EVERY part of the school day**.
- **EVERY adult** needs to model that learning **inside and outside** of the building.



Implementation: *It's the difference between checking a box and transformational change.*

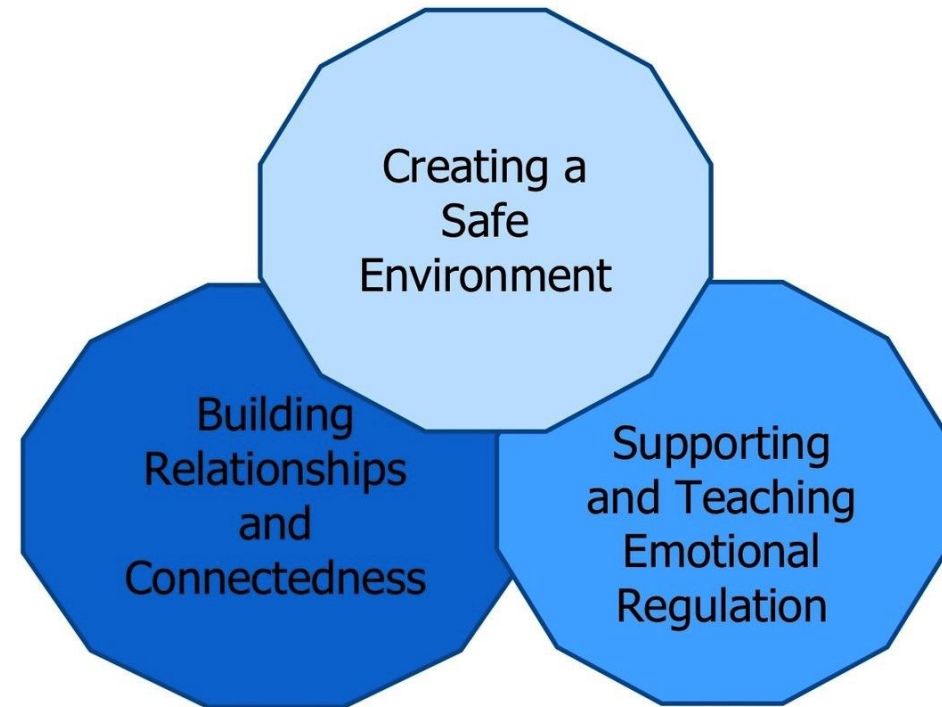
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Social Emotional Learning				

Trauma-Informed Training For School Staff



- Builds **understanding** of how trauma impacts the brain and behavior
- Provides **strategies** and **best practices** for staff to support **everyone** in the school - **students and staff!**
- Supports development of **school wide policies** that foster positive, nurturing environments

Components of Trauma-Informed Care



Substance Abuse for Mental Health Services Administration, 2014



Restorative Practices

- Building on **trauma-informed training**, restorative practices consider the experiences students are bringing into the classroom
- Build a **sense of community** between students, families, and school staff
- Shift mindsets from punishment to learning to do better
- Implement structures that **address the root causes** of behavior

Building
Relationships

Maintaining
Community

Repairing
Harm



PARENTS **AMPLIFYING**
VOICES in EDUCATION

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Restorative Practices & Trauma-informed Training				



Strong Implementation = Results for Kids

Turnaround for Children results at **Wheatley Education Campus:**

- **Dramatic improvements in student behavior**
 - Incidents down over **60%**
 - Suspensions and chronic absenteeism down **20%**
- **Increased academic achievement**
 - Math/reading proficiency up **10-20%**
 - This year, Wheatley was one of the only schools that posted double digit gains on both reading and math on PARCC!





Targeted Additional Support



Additional Support for Students



**Social Skill Development
Small Group**

Restorative Mediation

**Training and/or Consultation for
Parents and Caregivers**

Mentoring

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Small group Interventions				



Intensive Supports



Intensive Supports



Individualized Treatment

Individualized Crisis Intervention

Family Treatment



Mental Health Professionals

Students and families need access to:

- *School counselors*
- *Social workers*
- *Psychologists*
- *School-based therapists*

for support with more **intensive needs**.



PARENTS AMPLIFYING
VOICES in EDUCATION



Roles of Mental Health Professionals

School Counselors:

- Listen to student concerns about academic, social and emotional issues
- Plan goals and action steps
- Mediate conflicts between students, teachers, and parents



PARENTS AMPLIFYING
VOICES in EDUCATION



Roles of Mental Health Professionals

School Social Workers:

- Provide a link between **home** and **school**.
- They help schools better understand and navigate how **external factors** can affect student performance and behavior.
- Foster **relationships with families** and assist them accessing and utilizing **school and community resources**.



PARENTS AMPLIFYING
VOICES in EDUCATION



Roles of Mental Health Professionals

School-based Therapists:

- Provide **individual** and **group therapy**, often family counseling
- Conduct **risk assessments** for students as necessary
- Provide **specialized training** and support services for **parents and teachers**
- Collaborate with other **community providers**



PARENTS AMPLIFYING
VOICES in EDUCATION



Roles of Mental Health Professionals

School Psychologists:

- Identify learning or behavior challenges through **testing** and **assessments**
- Create **plans** to address **mental health issues**
- Evaluate **eligibility** for **special education** services
- Design and implement systems to **monitor student progress** and academic and behavioral interventions.



PARENTS AMPLIFYING
VOICES in EDUCATION

Roles of Mental Health Professionals



Ideally, all of these mental health professionals would be a part of a **mental health or wellness team** that meets *regularly*.



These teams should:

- **Collaborate** with each other and teachers to share updates and implement support plans
- **Actively involve parents** in the process
- **Connect** students and families with community resources



Mental Health Teams in Schools



- While some schools already have these structures in place, **coordination of services and team members can be a lot of work and very time-intensive.**
- Some schools **hire Student Support Team Coordinators** in order to ensure all school staff are effectively working together, but that is **very costly** to do out of regular school budgets.

Implementation: *It's the difference between checking a box and transformational change.*

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Access to Mental Health Professionals				



Sharing YOUR Experience

DIRECTIONS: With your table, take **10 minutes** to discuss each component of supports at school.

- **Social Emotional Learning Curriculum**
- **Restorative Practices and Trauma-informed Training**
- **Small group Interventions**
- **Access to Mental Health Professionals**

*What is **MOST** important to YOU? What is the **BIGGEST** challenge to getting kids the support they need?*



Time Keeper



Reporter



Talking the Talk - Digging into Language!

Language Matters!



Behavioral health vs. mental health



Mental health: refers to our emotional, psychological, and social well-being.

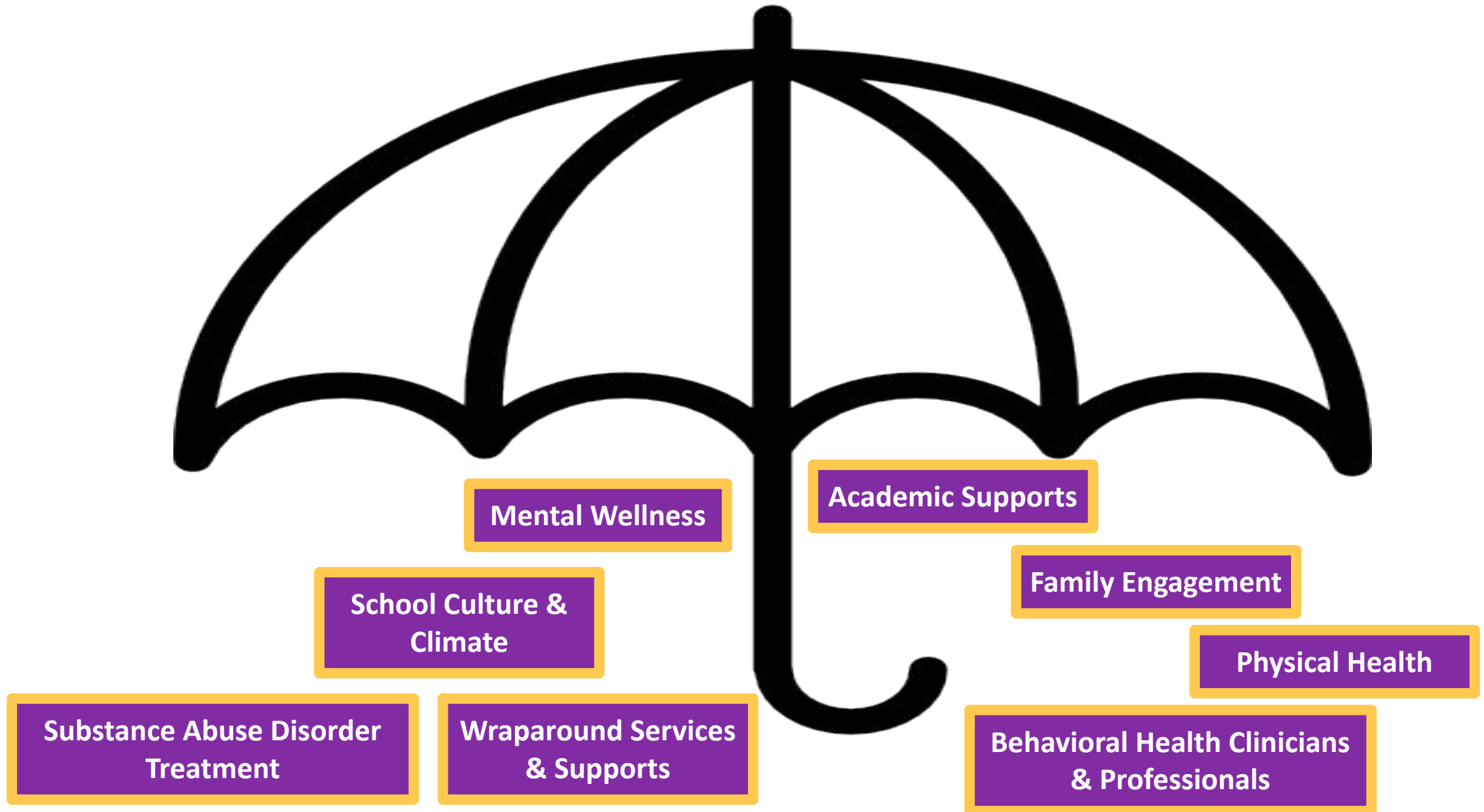


Behavioral health: *Includes mental health - but also includes things outside of a mental health diagnosis.* Refers to how our habits (food, exercise, environments, etc.) affect our overall well-being, emotions, biology, and behavior.

Behavioral Health

- Accurately labels and encompasses YOUR priorities
- Aligns with the Department of Behavioral Health and advocacy coalitions

Behavioral Health in Schools





Where are we now?

What have PAVE parent leaders already accomplished?

2019 - #DoMoreWith54: +\$13.8M

2020 - #DCSchoolsRecovery: +\$3.3M for SBBH & +\$4M for SEL

2021 - #DCSchoolsRecovery: FULLY funded the SBBH expansion, so ALL DCPS and public charter schools have access to a clinician

What do we still need?

- **Funding!**
- **Information sharing and family engagement**
- **Pipeline** of mental health professionals
- Identify **needs/gaps** to inform **equitable** allocation
- **Accountability system**
- *Accounting for how COVID has affected all of these!*



What should we consider moving forward?



We've learned the importance of **defining specific asks**.



This is a BIG, complex topic - how will we set **targeted goals** that make a **MEANINGFUL** difference for **families**?



What **implementation strategies** would improve **access** to and **coordination** of behavioral health services at schools?



Where The Power Lies

for School-Based Behavioral Health

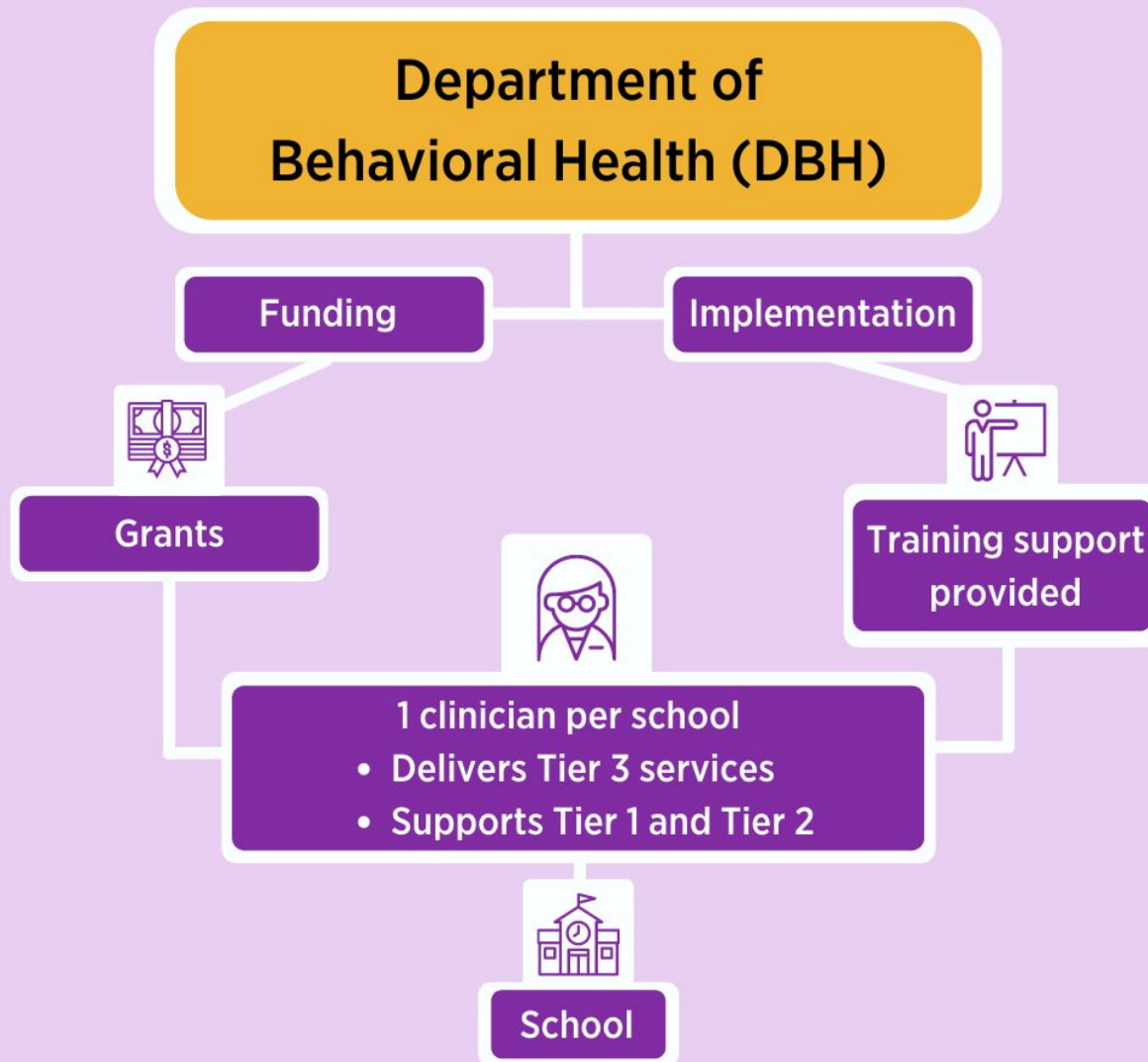


Individual School Level

- **Each school (within DCPS and charter LEAs) has a different set of supports & services available to students and families.**
- **You can look up SOME of the information about YOUR child's school using this [list of DBH & CBO clinicians](#).**
- Schools have different strategies, partnerships, *and budgets* for PD, curriculum, staff, etc.



School-Based Behavioral Health (SBBH) Infrastructure



- Model created in response to **South Capitol Street Amendment Act (2012)**
- Opted for **CBO** > DBH clinicians because of **cost, oversight capacity**
- **Community of Practice (CoP)** facilitates collaboration and best practice-sharing



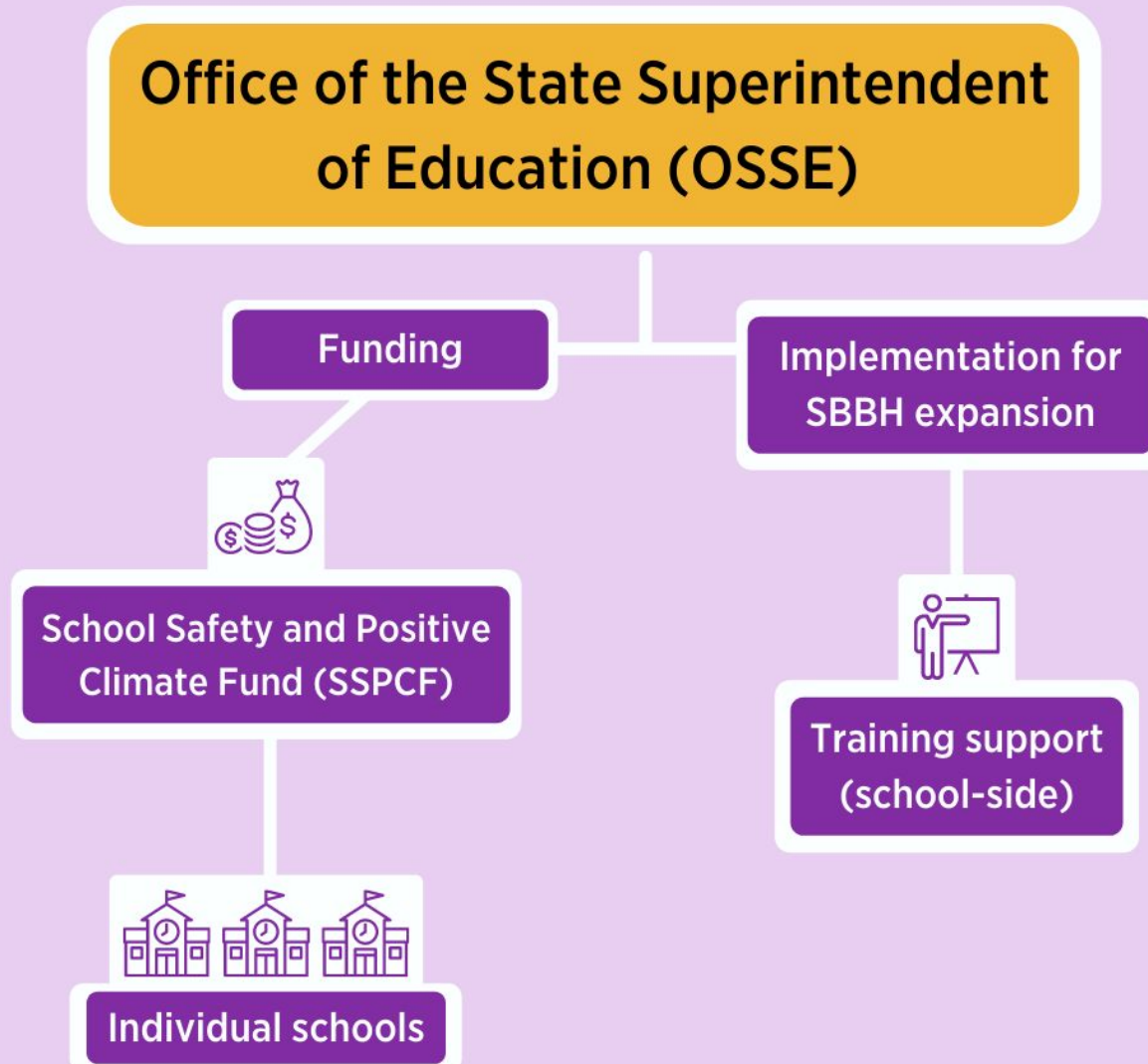
DBH SBBH Expansion - Where are we now?

- CBO Grant for FY22 = **\$78,000 per school, \$7.7M total**
- True cost for next year = ????
- Considering **more than one clinician per school as next step**, would have to create strategy to **identify need** to allocate equitably

Schools WITH CBO Clinician Hired	Schools WITHOUT CBO Hired Clinician
127	20

NOTE: 88 Schools SHOULD be receiving a CBO clinician this year with funding from FY22 budget. TBD on hiring status so far!

School-Based Behavioral Health (SBBH) Infrastructure



MTSS Grants for Schools

- School Safety & Positive Climate Fund - grants available to support schools with MTSS (SEL, culture, and intensive supports)

Community of Practice (CoP)

- Facilitates collaboration and best practice-sharing



PICTURE!



Next Steps!

- **Coffee Chats**
 - 11/17- **IN-PERSON** OST Programs
 - 11/30 - **VIRTUAL** OST Programs
- **Advocacy Opportunities**
 - Tuesday, 11/5: **Hearing on Tech Equity & Budget Transparency Bills**
 - Tuesday, 11/9: **Hearing on School Security in DCPS and Public Charter Schools**
 - Tuesday, 11/23: **Hearing on Librarians in DCPS**
 - Thursday, 12/16: **Hearing on Teacher & Principal Turnover and Retention**
- **Next CWB meetings**
 - 11/13- OST Focus
- **Exit Ticket :)**