



Supporting The Whole Child: Through A Comprehensive School- Based Mental Health Model

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Tennessee AWARE

- ▶ Advancing Wellness and Resiliency in Education
- ▶ 5 Year SAMHSA Grant (2014-2019)
- ▶ Anderson, Lauderdale and Lawrence County School Districts

TN AWARE Program Goals

- ▶ #1 Build effective state and local infrastructures and integrated state systems to support student's mental health.
- ▶ #2 Increase adult mental health literacy and competency to detect and appropriately respond to student mental health needs. (Youth Mental Health First Aid Training)
- ▶ #3 Expand district and community continuum of behavioral supports and mental health services for school-age youth.

Goal 1 Youth Mental Health First Aid

- ▶ Introduces participants to the unique risk factors and warning signs of mental health problems in adolescents
- ▶ Builds understanding of the importance of early intervention
- ▶ Teaches individuals how to help an adolescent in crisis or experiencing a mental health challenge
- ▶ The course is designed for adults who regularly interact with adolescents (teachers, school staff, coaches, youth group leaders, parents, etc.)

YMHFA Data

- ▶ 85 YMHFA Instructors have received training statewide
- ▶ YMHFA instructors have trained 5,042 “First Aiders” from August 2015- April 1, 2019.
- ▶ First Aiders have connected 14,419 youth in Tennessee to resources and/or services.
- ▶ TN AWARE provided YMHFA training in 70 school districts with multiple trainings offered in some districts.
- ▶ In addition to school districts, TN AWARE trained participants in college classes, boys and girls club staff, juvenile court caseworkers, family resource center directors, faith-based coalitions, drug coalitions, DCS caseworkers, foster parent organizations, Communities in Schools programs, Chamber of Commerce staff and school safety directors.

YMHFA Trainings

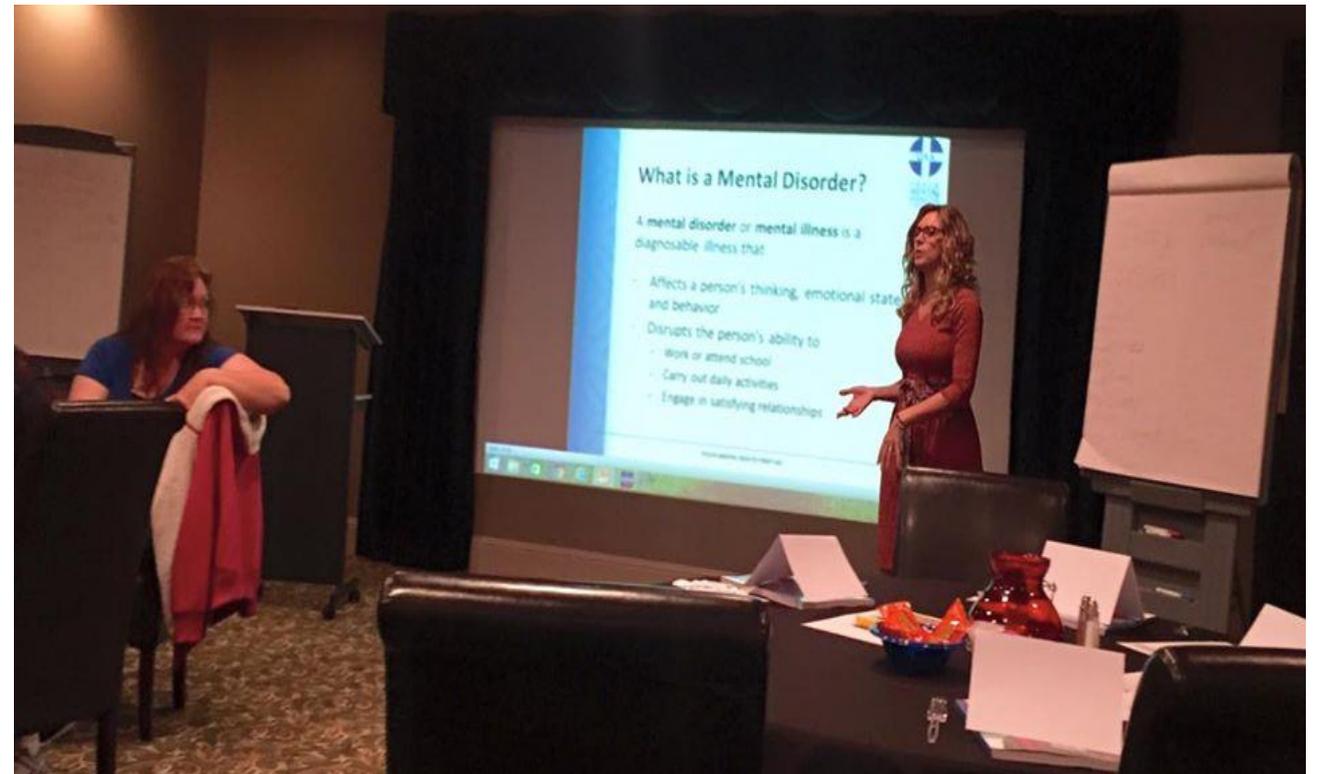


Mental Health First Aid training program held

Lauderdale County School System teachers and staff including the following groups: school counselors, nurses, librarians, P.E. teachers/coaches, music teachers, and JROTC were the first to participate in Youth Mental Health First Aid training during Professional Development day. This training introduced participants to the unique risk factors and warning signs of mental health problems in adolescents, builds understanding of the importance of early intervention, and teaches individuals how to help an adolescent in crisis or experiencing a mental health challenge. Instructors for the training were Veronica Gibson, Xavier Andrews, Sandy Arnold, and Lindsey Smith, TN-AWARE director. This training is a part of the TN-AWARE initiative.



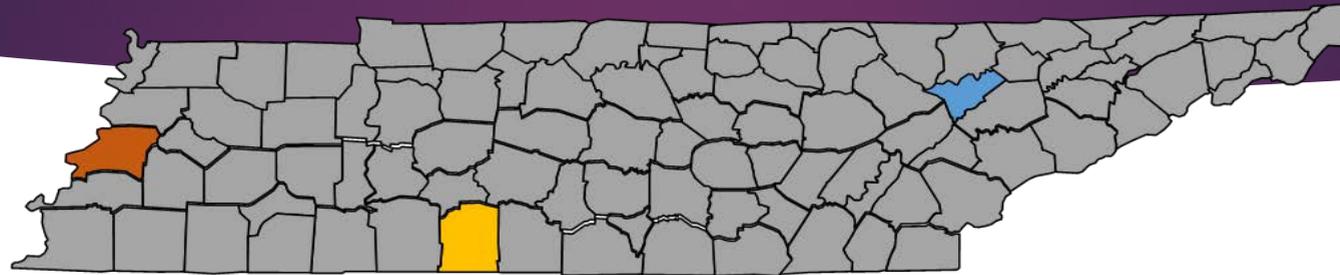
YMHFA Trainings



Goal 2 School Mental Health Services Expansion



AWARE District Pilot Sites



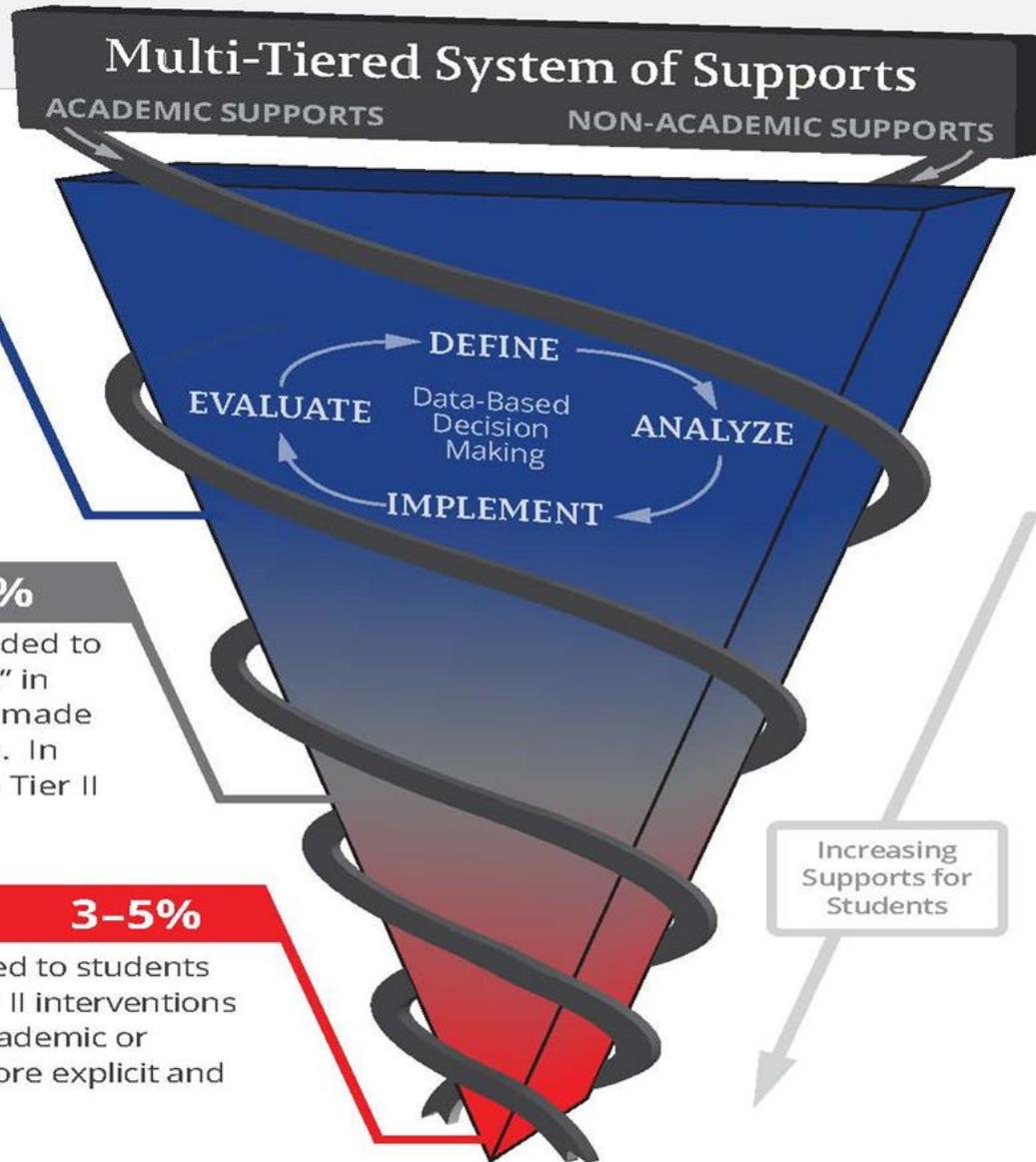
The three AWARE LEAs implemented a Multi-tiered System of Support framework to provide comprehensive mental health supports and services in their school districts.

This was done in partnership with a Local Management Team and a community-based mental health provider after an extensive planning process.

Tennessee MTSS Model

Guiding Principles

Leadership • Culture of Collaboration • Prevention & Early Intervention



TIER I All 80-85%

ALL students receive research-based, high-quality, instruction using Tennessee State Standards in a positive behavior environment that incorporates ongoing universal screening and ongoing assessment to inform instruction. In general, 80-85 percent of students will have their needs met by Tier I supports.

TIER II Some 10-15%

In ADDITION to Tier I, extra support is provided to students who have been identified as “at risk” in academic or non-academic skills or have not made adequate progress with Tier I supports alone. In general, 10-15 percent of student will receive Tier II interventions.

TIER III Few 3-5%

In ADDITION to Tier I, extra support is provided to students who have not made significant progress in Tier II interventions or who are significantly below grade level in academic or nonacademic skills. Tier III interventions are more explicit and more intensive than Tier II interventions.

AWARE Pilot Sites(Lawrence & Lauderdale)



Demographics

▶ Lawrence

- ▶ Number of Students - 6716
- ▶ Number of Schools by Type
- ▶ Elementary - 8
- ▶ Middle - 1
- ▶ High - 3
- ▶ Alternative - 1
- ▶ Student Race
- ▶ American Indian - 7
- ▶ Asian - 26
- ▶ Black - 185
- ▶ Hispanic - 191
- ▶ Multi Race – 59
- ▶ Pacific Islander - 1
- ▶ White – 6,247
- ▶ % Students Qualifying for Free and Reduced Meals – 61.19%
- ▶ % Students in Foster Care -0.615

▶ Lauderdale

- ▶ Number of Students – 3,944
- ▶ Number of Schools by Type
- ▶ Elementary - 3
- ▶ Middle -2
- ▶ High -2
- ▶ Alternative - 1
- ▶ Student Race
- ▶ American Indian – 28
- ▶ Asian – 12
- ▶ Black – 1,705
- ▶ Other – 41
- ▶ Pacific Islander – 2
- ▶ White – 2,156
- ▶ % Students Qualifying for Free and Reduced Meals – 85%
- ▶ % Students in Foster Care – less 1%

School-based Mental Health Resources Prior To AWARE Grant

LAWRENCE

- ▶ Lawrence
- ▶ School Counselors in every school
- ▶ School Nurse in every school
- ▶ Family Resource Center
- ▶ Mentoring Program
- ▶ School Counselor Lunch Bunch Groups

LAUDERDALE

- ▶ Lauderdale
- ▶ 9 School Counselors
- ▶ 5 School Nurses
- ▶ Family Resource Center
- ▶ Contracted with LCSW

Needs Assessment/LMT

- ▶ School Administration and Community Support/Strategic Plan/Elephant In The Room

Choose a local team with background knowledge to help lead the work

- ▶ Drug Coalition
- ▶ Local Physicians
- ▶ School Superintendent
- ▶ Community Mental Health Agency
- ▶ School Board Members
- ▶ Administration (Elementary, Middle and High School)
- ▶ Fire Department
- ▶ Faith Based Community
- ▶ Students
- ▶ Local Law Enforcement
- ▶ Coordinated School Health



Lauderdale- LMT



First Implementation

Steps

SECURE SCHOOL ADMINISTRATION AND COMMUNITY SUPPORT (LOCAL MEDIA ARTICLES, INFORMATION FOR PARENTS, STAFF INFORMATIONAL MEETINGS)

IDENTIFY AND RECRUIT DISTRICT TEAM MEMBERS WITH BACKGROUND KNOWLEDGE TO HELP LEAD THIS WORK

PARENTS AND STUDENTS

COMMUNITY MH CENTER

DRUG COALITION

CHILD ADVOCACY CENTER

LOCAL HOSPITAL

COUNTY EXECUTIVE

SCHOOL BOARD CHAIR

JUVENILE COURT

SCHOOL ADMINISTRATORS, PRINCIPALS, COUNSELORS, SOCIAL WORKERS

CONDUCT NEEDS ASSESSMENT AND DEVELOP STRATEGIC PLAN

Tier I

Lawrence

- ▶ RTI2B
- ▶ School Climate Surveys
- ▶ YMHFA
- ▶ Handle With Care
- ▶ Restorative Practices & Restorative Circles
- ▶ Adverse Childhood Experiences training
- ▶ Move 2 Stand
- ▶ Improving School Culture – Find the Good and Praise It Campaign initiated by Johnny McDaniel, Director of Schools

Lauderdale

- ▶ RTI2B
- ▶ School Climate Surveys
- ▶ YMHFA
- ▶ Restorative Practices & Restorative Circles
- ▶ Handle With Care De- Escalation
- ▶ Adverse Childhood Experiences training
- ▶ Move 2 Stand
- ▶ Youth Summits
- ▶ Prepare Training
- ▶ Suicide Prevention Training
- ▶ ABUSE- Reporting Procedures
- ▶ Student Awareness Initiatives
- ▶ Bullying Prevention Training

Move 2 Stand Leaders



STUDENTS from Ripley High School and Halls High School led a one-day youth summit as part of Move 2 Stand, an interactive training program of STARS that challenges students to examine their attitudes toward bullying to help create empathy and help young leaders understand how bullying impacts school climate and communities. Halls High School, Ripley High School, Ripley Middle School, and Halls Junior High School have participated in the Move 2 Stand Initiative. The students are pictured with the Move 2 Stand instructors.

Restorative Practices

A TALE OF TWO SCHOOLS

Carlos has a heated argument with his parents before leaving for school, so he's running late. Let's see the difference that restorative policies and practices can make.

RESTORATIVE PRACTICES-BASED EDUCATION SYSTEM

ZERO-TOLERANCE EDUCATION SYSTEM

Carlos arrives at school.



Teachers and administrators welcome him and his fellow students as they enter.



He is greeted by metal detectors and a police search.



His Teacher waits until after class to speak with Carlos to learn more, and sets up a meeting with his school counselor.

Carlos is late to first period class.

His teacher scolds him in front of the class. Carlos talks back, and is given a detention.



Student peer mediators and support staff intervene, have the students sit down together, and de-escalate the situation.

Carlos gets into a minor altercation in the cafeteria.



A school police officer detains and arrests both students.



Carlos and the other student agree to help clean the cafeteria during a free period. Carlos meets with his counselor and parents after school to help resolve the conflict at home.

Later that afternoon...

Carlos is held in a juvenile detention facility all afternoon, missing school. He now has an arrest record and is facing suspension.



Restorative Practice Questions

I Statements	Restorative Questions
"It makes me uncomfortable when I hear you tease others."	What happened?
"I am frustrated that you are not listening to me."	What were you thinking about at the time?
"I get upset when you talk and joke when I am teaching."	Who is being affected by your behavior?
"I was shocked to see you act like that."	What impact has this incident had on you?
"I think you should apologize!"	What do you think you need to do to make things right?

RESTORATIVE QUESTIONS I

When things go wrong...

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done?
In what way?
- What do you think you need to do
to make things right?

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 International Institute
for Restorative Practices
Canada
canada.iirp.edu/

RESTORATIVE QUESTIONS II

When someone has been harmed...

- What did you think when you realized what had
happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things
right?



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Tier II

Lawrence

- ▶ Referral Pathway
- ▶ RTI2B CICO, SRSS Screener, Groups
- ▶ School Social Workers (Groups, individual, home visits, transition students, Alternative Programming, and Stepping Stones)
- ▶ School Counselor Groups
- ▶ Restorative Circles

Lauderdale

- ▶ Referral Pathway
- ▶ RTI2B- Check In/Check Out
- ▶ School Social Workers (groups, individual and home visits)
- ▶ School Counselor Groups
- ▶ Restorative Circles

Tier III

Lawrence

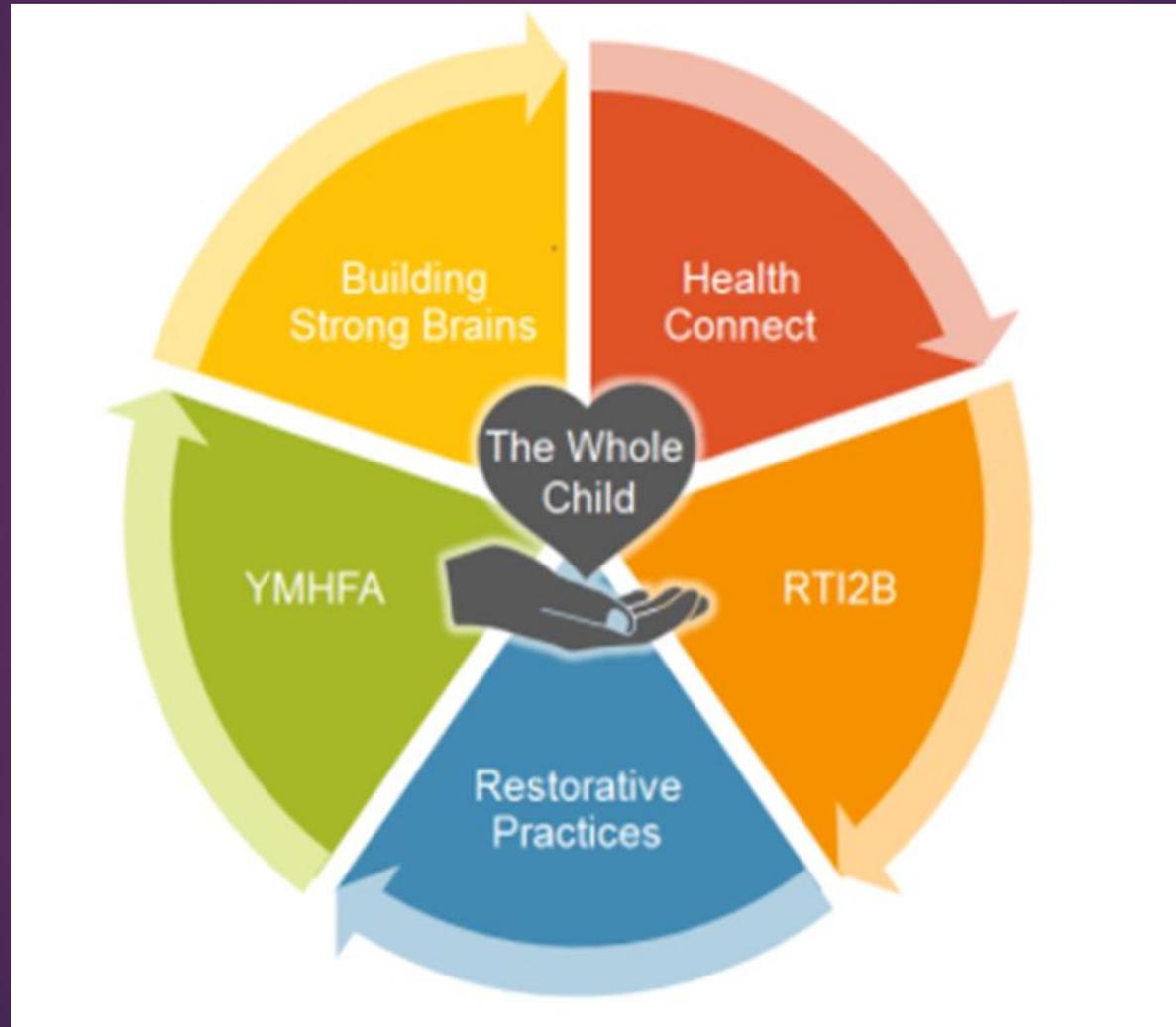
- ▶ School Based Therapists/Health Connect America
- ▶ Student Transition Plans
- ▶ Handle With Care Restraint and De-Escalation

Lauderdale

- ▶ School Based Therapists/Professional Care Services
- ▶ Student Transition Plans
- ▶ Handle With Care Restraint and De-Escalation



Putting All The Pieces Together!



Referral Pathway- Lawrence

- ▶ LCSS Link
 - ▶ Student input
 - ▶ Learning Process
 - ▶ Actual referral
-
- ▶ "I am living in a
 - ▶ unstable home and
 - ▶ there is no food
 - ▶ never in the house.
 - ▶ I need help and some
 - ▶ one to talk to. I no
 - ▶ longer want to Live.
 - ▶ Please help me."



Referral Pathway- Lauderdale



1

ADM-6407.1

Lauderdale County Schools - Administrative Procedure

AWARE Referral Form

2

REQUEST FOR SCHOOL COUNSELING SERVICES

DATE: ____/____/____

Our school district aims to promote mental health awareness and expand access to mental health services in our schools to increase health and wellness of students, families, and the community. Please complete this form to submit a request to the school counselor for counseling services or support for any student experiencing emotional or behavioral concerns.

Student Information

1. Student Full Name: _____ 2. Student ID #: _____
 3. Student Grade: _____ 4. State ID Number: _____ 5. School: _____
 6. Student Gender: _____ Special Education: _____ Yes/No
 8. Student Race/Ethnicity: _____
 American Indian/Alaska Native Native Hawaiian/Other Pacific Islander
 Asian White Black African American Hispanic/Latina Other
 9. Parent/Guardian Name: _____ 10. Phone Number: _____
 11. Parent/Guardian Address: _____

Person Requesting Services

12. Your Full Name: _____
 13. Your Phone Number: _____ 14. Email Address: _____
 15. Relationship to the Student: _____
 Parent/caregiver School Counselor Teacher Administrator Other

Request Information

16. Reason(s) for Request (Circle all that apply)
 Academic concerns Physical health concerns
 Chronic absenteeism Behavior concerns
 Emotional concerns Family concerns
 Transitioning back to school Social concerns
 Substance use Suicide/Self-harm
 Other (Describe): _____

3

17. Referral Description: Please provide the approximate date the concern was first observed and describe the specific challenges or issues the student has been experiencing, what has been done to address the concern, and what resulted from the actions taken.

For teachers, administrators or other school personnel:

18. Have the student's parents been contacted regarding this concern? Yes No
 Related Comments: _____

4

Tips for Working with Community Mental Health Providers in Schools

- **Identify potential community providers**
- **Develop RFP.**
- **Develop MOU or contract.**
 - **Outline goals and expected outcomes between school district and provider**
 - **Determine how school-based therapy services will be billed.**
 - **Identify what training, if any, the school district will provide the partners.**

School/Agency Partnership

- ▶ MOU
- ▶ RFP





OFFICIALS with the Lauderdale County Board of Education and Professional Care Services, a mental health care agency, including, from left Sherrie Sweat, Deputy Superintendent; Lindsey Smith MSW, Lauderdale AWARE Director; Samantha Brinn, LMSW, Director of Children and Youth Services; Martha Williams, LCSW, Director of Clinical Services; Shawn Kimble, Superintendent Lauderdale County Schools; and Jimmie Jackson, CEO/Executive Director, have joined together to provide services to local school students as part of TN-AWARE. The board approved a contract with a mental health care agency to provide the services.

TN-AWARE, Advancing Wellness and Resilience in Education, is being funded by a federal grant and implemented by a local cooperative made up of educators, mental health professionals, parents and students.

Part of the initiative's five-year plan includes placing mental health professionals in schools. The mental and behavioral health services will be provided to students at their schools following a referral and intake process that would include a meeting between school officials and parents. With parental approval, a therapist would come to the school to administer counseling to the student. The therapist will also be available to meet the students and parents in their home if it is more convenient.

The committee reviewed proposals and recommended Professional

Student Engagement

YOUTH ON STATE MANAGEMENT TEAM

HIGH SCHOOL YOUTH AWARE ADVISORY COMMITTEES

AWARENESS ACTIVITIES (WALK, BILLBOARDS, SNAPCHAT, RESILIENCE AWARD, ART AND WRITING CONTEST, VIDEOS, LOGO, PHOTO BOOTHS, CLUB PROMOTION, NEWSPAPER ARTICLES, SOCIAL MEDIA PROMOTION, SPEAKING ENGAGEMENTS, M2S, YOUTH SUMMITS, INTERNATIONAL BULLYING PREVENTION CONFERENCE



Student Engagement



Crisis Text Line

Text a trained crisis counselor, 24/7.
Always CONFIDENTIAL.
Always FREE.

Need Help Now?
TEXT "START" TO 741-741

Crisis Text Line has processed over 20 million texts to date!

www.AllianceforSafeKids.org



Student Engagement



International Bullying Prevention Conference San Diego, California



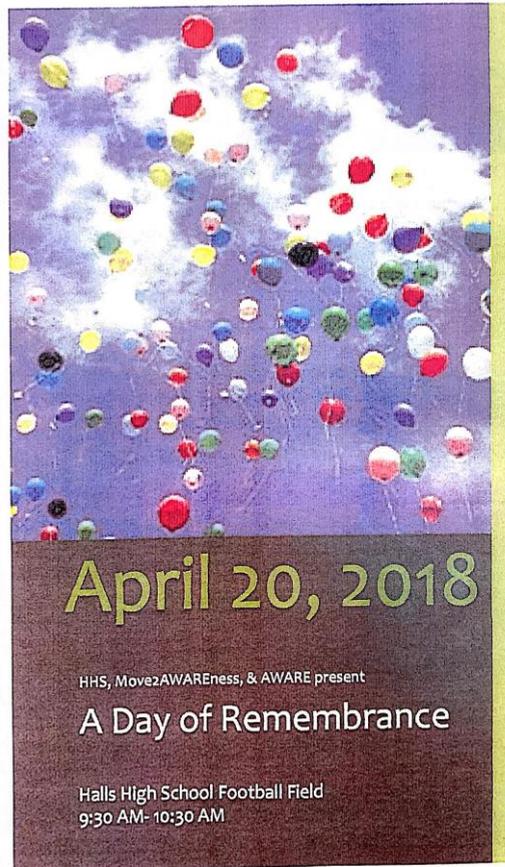
Student Engagement

LHS's AWARE is promoting resiliency during Mental Health Awareness month. **#beaware**
#breakingthestigma



Student Engagement





MCHS Slide Show

Parent Engagement

- ▶ Student Registrations
- ▶ Open House- all schools
- ▶ YMHFA
- ▶ AWARE Information meetings
- ▶ AWARE- Information Letters sent home

Impact on Students, Parents, Educators and Community

- ▶ Community- Resources
- ▶ Educators- Educational-
- ▶ Parents- Options / HOPE
- ▶ Students- Life changing and Life SAVING

What It's All About

Changing Mindsets
Finding your voice
Saving lives!



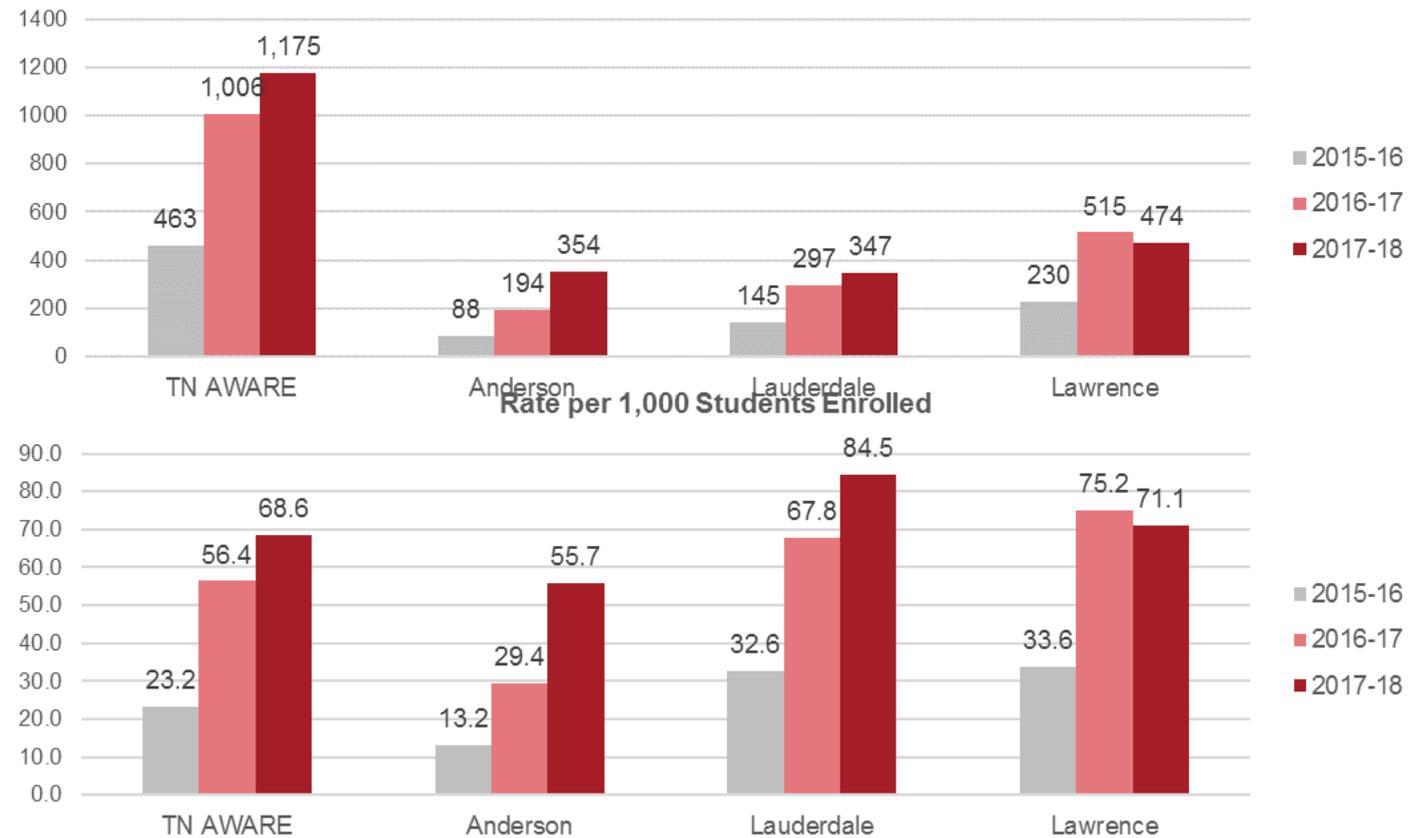
AWARE Program Data



AWARE Students Identified for Services

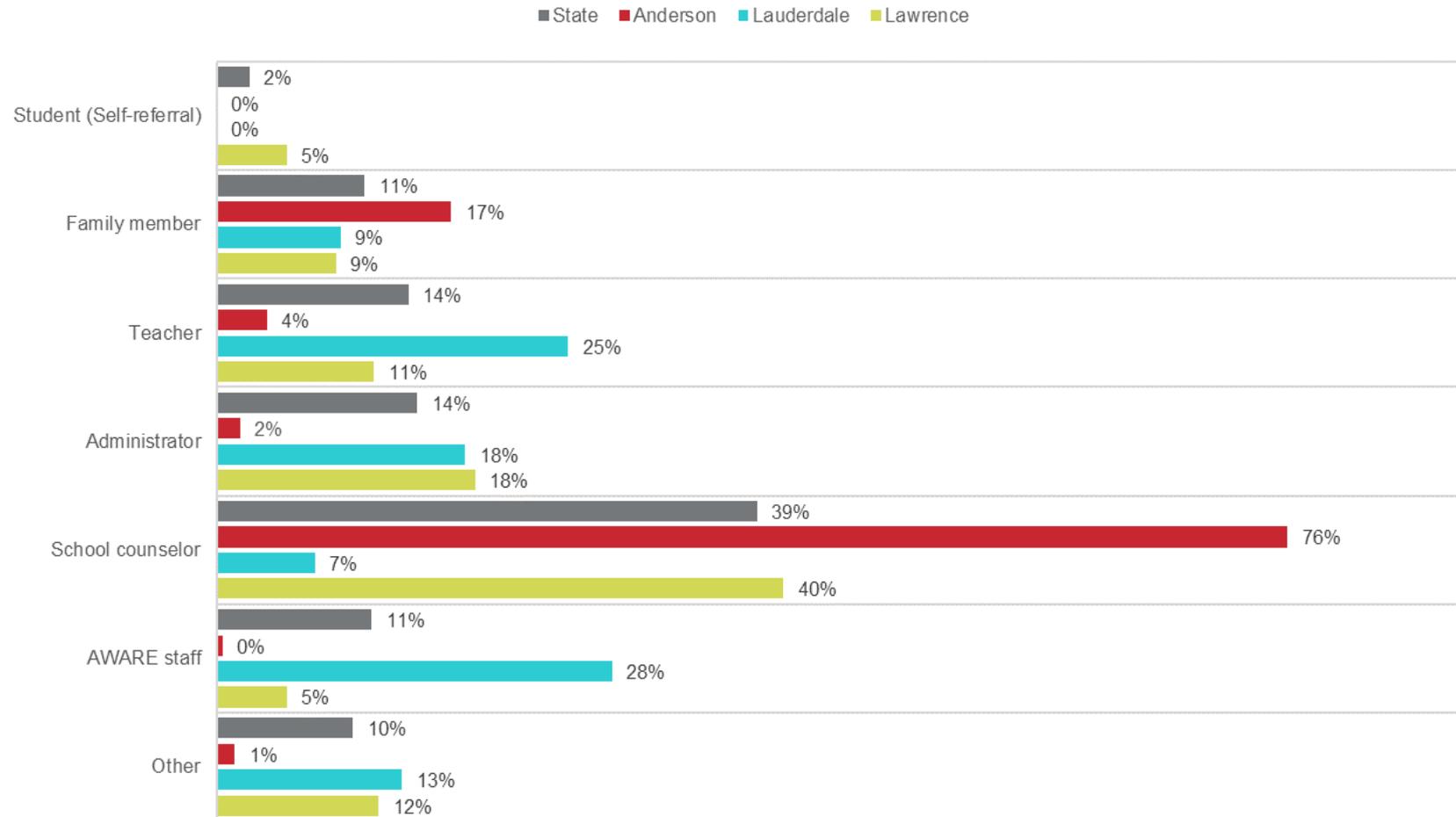
2,644 students were identified with needs for mental health services over a three year period.

Unduplicated Students Identified for Services



Source of Service Requests

Source of Service Requests for 2016-17 and 2017-18

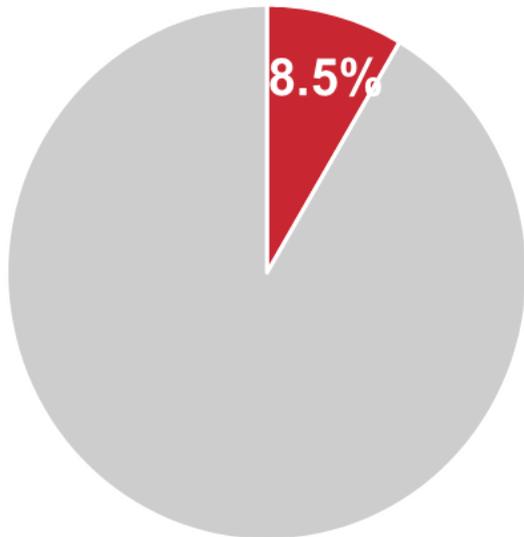


Identifying Students At-Risk for Suicide

School Staff or Parent Referrals 2016-17 and 2017-18

Reason for Request

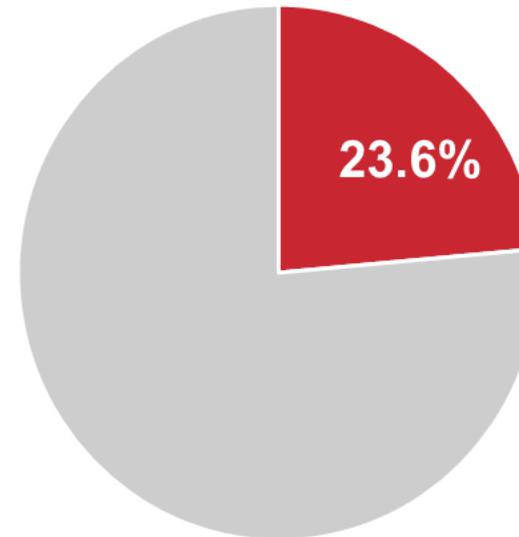
■ Suicide risk/self-harm ■ Other



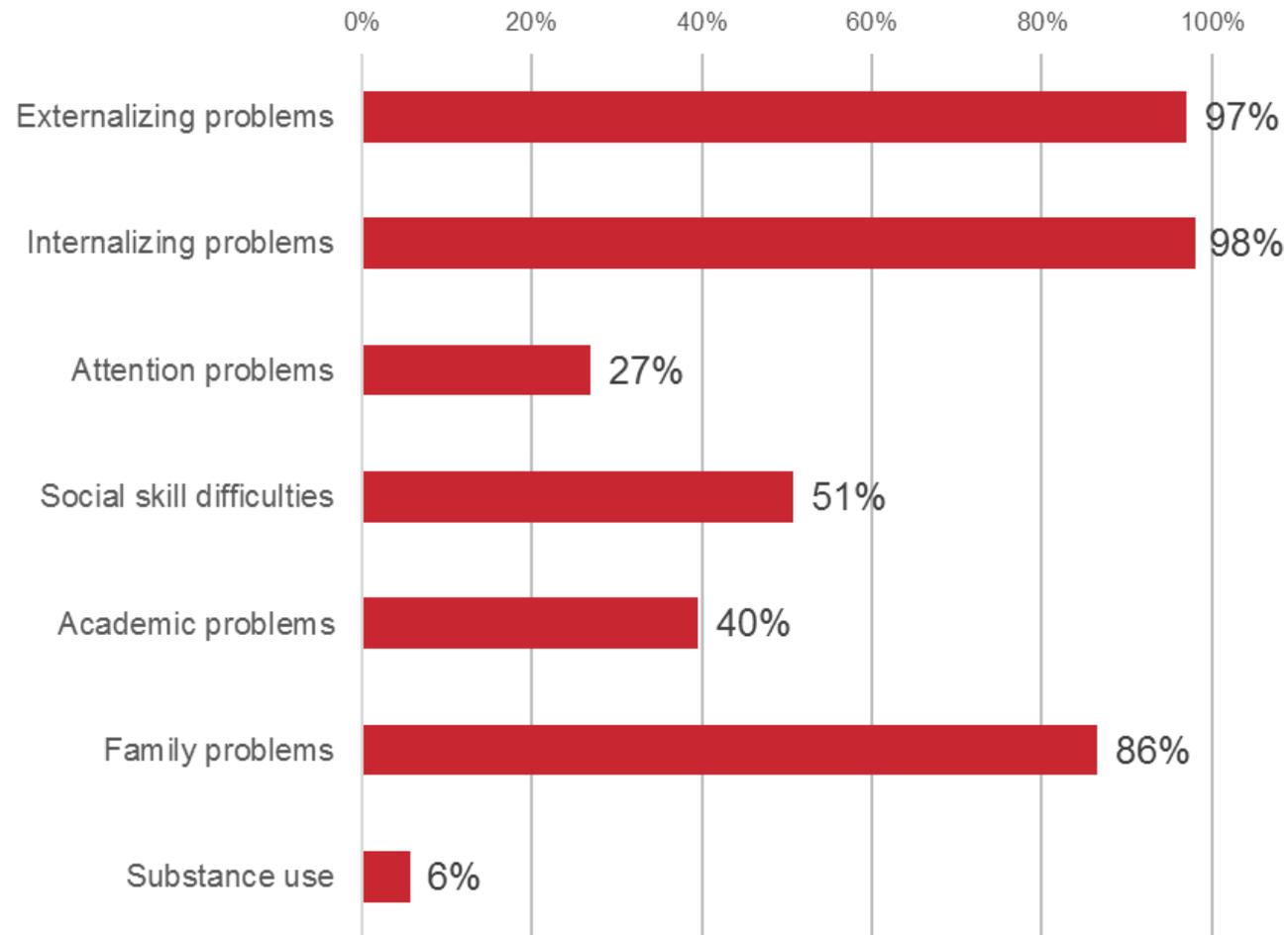
Student Self-Referrals 2016-17 and 2017-18

Reason for Request

■ Suicide risk/self-harm ■ Other



Reasons For Referral to Community Partner

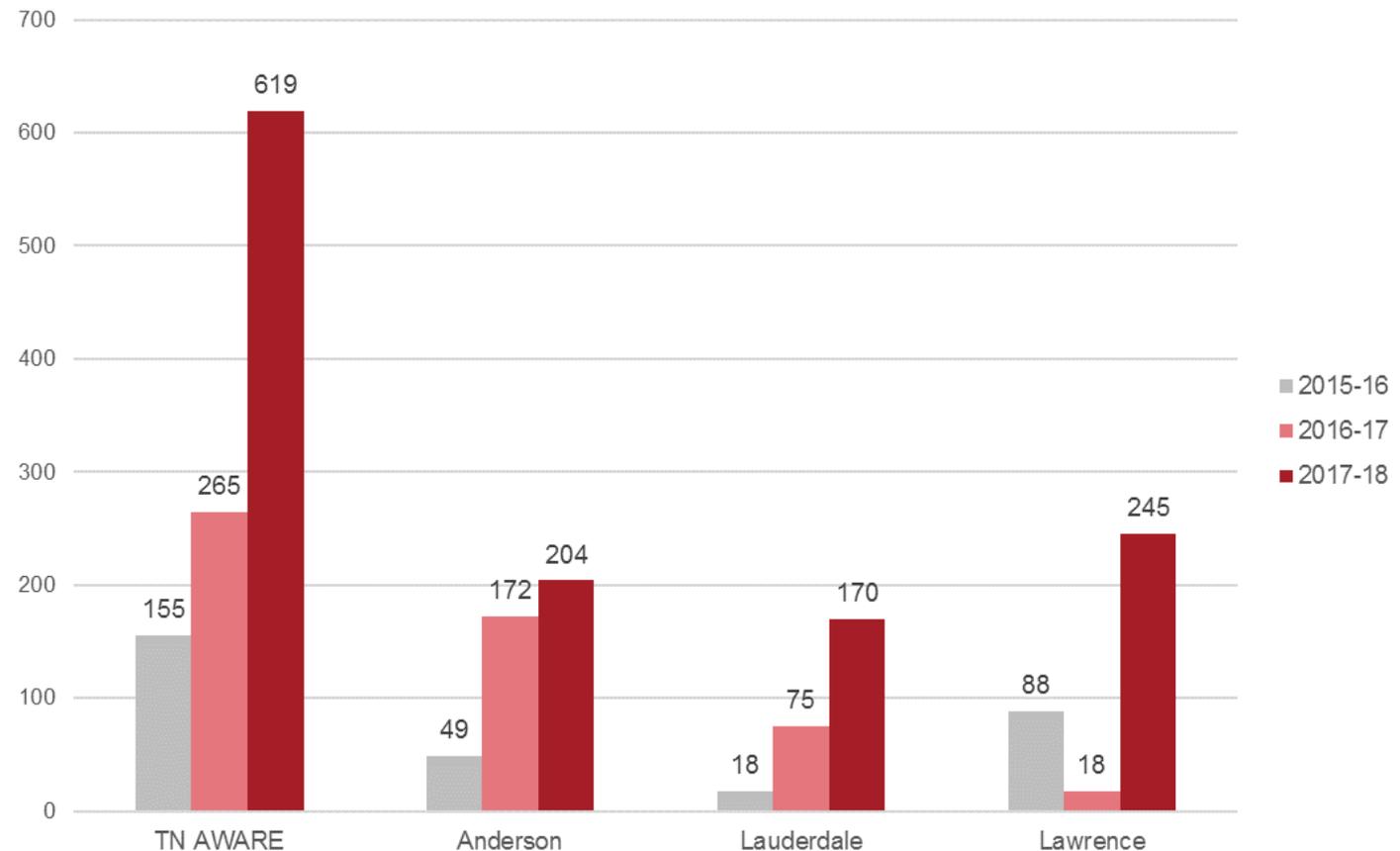


AWARE Students Served by Community Partner

1,039

students were served by a community partner on school campus for mental health services over a three year period.

Unduplicated Students Served by Community Partner



Lauderdale -TENNCare Data



- 90% of the students seen last year were on TENNCare
- 10% either had private insurance or no insurance
- Grant Paid \$ 11,000. (2018-2019)

Next Steps- Lawrence

- 100% funded past the end of the grant
 - AWARE Director
 - 3 school social workers
 - Youth AWARE Groups
 - Continued partnership with Health Connect
 - YMHFA
 - Restorative Practices/ Circles

Next Steps- Lauderdale

- 100% funded past the end of the grant
 - AWARE Director
 - 3 school social workers
 - Youth AWARE Groups
 - Continued partnership with PCS
 - YMHFA
 - Restorative Practices/ Circles

Lauderdale- Community Stakeholders

- DCS
- Juvenile Court
- Rotary Club
- Exchange Club



Lawrence- Community Stakeholders

- DCS
- Juvenile Court
- Drug Prevention Coalition
- Health Department
- A Kids Place/Child Advocacy Center
- Rotary Club
- Kiwanis



Challenges/Surprises

Challenges

- ▶ Resistance to Change/Buy-In
- ▶ School Counselor/Social Worker Roles
- ▶ Gaining understanding of appropriate referrals
- ▶ Therapists turnover
- ▶ Training (time)
- ▶ Meeting places
- ▶ Meeting times/class schedule
- ▶ Communication with agency
- ▶ Sharing school social workers between schools

Surprises

- ▶ Large number of referrals
- ▶ School Nursing roles in Mental Health
- ▶ Lack of backlash
- ▶ Large number of referrals
- ▶ Lack of pushback
- ▶ Social Work Need

Tennessee Comprehensive School-Based Mental Health Resource Guide



Tennessee Comprehensive School-Based Mental
Health Resource Guide

Tennessee Department of Education | September 2018

https://www.tn.gov/content/dam/tn/education/safety/Comp_School_Mental_Health_Guide.pdf



SUCCESS
STORIES

Closing/Questions



<https://www.youtube.com/watch?v=qnaNSY8g0H4&feature=youtu.be>

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