School Mental Health and Youth Crisis Response Across Maryland

*presented for BHIPP*

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National Center for School Mental Health

January 18, 2023

@JillBohnenkamp @NCSMHTweets
National Center for School Mental Health (NCSMH)

- Established in 1995 with funding from the US Department of Health and Human Services (HHS), Health Resources and Services Administration.

- The **NCSMH mission** is to strengthen policies and programs in school mental health to improve learning and promote success for America's youth.

Visit the NCSMH website at [www.schoolmentalhealth.org](http://www.schoolmentalhealth.org)
Commitment

• Racial and social justice lens

• Cultural responsiveness and equity

• Developing and modeling equitable and anti-racist policies and practices

• Learn, heal, grow together
On Today’s Agenda

• Schools as critical partners in managing behavioral health crises
• Comprehensive school mental health systems
• Resources to support behavioral health crisis response
  • Maryland School Mental Health Response Program
  • The Maryland Behavioral Health Crisis System
  • MH-TIPS
Comprehensive School Mental Health

Multi-tiered System of Support for Students, Families and Educators
Comprehensive School Mental Health Systems

“provide an array of supports and services that promote positive school climate, social and emotional learning, and mental health and well-being, while reducing the prevalence and severity of mental illness.

These systems are built on a strong foundation of district and school professionals, including administrators, educators and specialized instructional support personnel (e.g., school psychologists, school social workers, school counselors, school nurses and other school health professionals),

all in strategic partnership with students and families, as well as community health and mental health partners.” Hoover et al., 2019
Figure 5: Multi-Tiered System of Support

TIER 3
+ Targeted interventions for students with serious concerns that impact daily functioning

TIER 2
+ Supports and early intervention for students identified through needs assessments as at risk for mental health concerns

TIER 1
+ Promotion of positive social, emotional, and behavioral skills and overall wellness for all students

Foundational Elements
+ Professional development and support for a healthy school workforce
+ Family-School-Community partnerships
• Positive school climate

• Culturally responsive, trauma-responsive school policies and practices

• Staff well-being

• Mental health literacy for school staff and students

• Social Emotional Learning (SEL)
Early Identification, Intervention and Treatment in Schools

• Screening/well-being check-ins

• Evidence-based psychosocial interventions – e.g., CBITS/Bounce Back, TF-CBT

• Psychiatric care
FIGURE 4. AN EXAMPLE OF COMPLEMENTARY ROLES AND RESOURCES OF COMMUNITY PARTNERS AND SCHOOL DISTRICTS IN COMPREHENSIVE SCHOOL MENTAL HEALTH SYSTEMS

Why Mental Health Treatment in Schools?

Youth are 6x more likely to complete mental health treatment in schools than in community settings (Jaycox et al., 2010)

- Findings from 36 primary research, review, and meta-analysis articles

- 2000-2017

- Benefits of school behavioral health clinical interventions and targeted interventions on a range of academic outcomes –
  - Grades
  - Attendance
  - State test scores
  - School connectedness
Guidance from the Field

- Why Address Mental Health in Schools
- A Public Health Approach to School Mental Health
- The Value of School Mental Health
- Core Features of a Comprehensive School Mental Health System
- Opportunities, Challenges and Recommended Strategies
- Local Spotlights
- State Spotlights
- Moving Forward

www.schoolmentalhealth.org/AdvancingCSMHS
PARTNERING WITH SCHOOL PROFESSIONALS: TEAM MEMBERS

• District
  – Director of Special Education
  – Director of Student Support Services
  – Director of Mental/Behavioral Health
  – Director of the Whole Child/Health and Wellness

• School
  – School Psychologist
  – School Counselor
  – School Social Worker
  – School Mental Health Specialist
  – School Nurse
  – Social and Emotional Learning Specialist

These are potential positions—there is great variability across districts and schools.
PARTNERING WITH SCHOOL TEAMS: QUESTIONS TO ASK/TOPICS TO DISCUSS

- What can I/my office do to help to support your school mental health efforts?
- Are there opportunities for us to combine efforts to support the youth in our community?
- How can I/my office better connect with your school team? Are there any opportunities that I could join to learn more about your work to support student and family health and well-being?
SCHOOL ACRONYMS

- MTSS- Multi-tiered System of Support
- RTI- Response to Intervention
- SST- Student Support Team
- BIP- Behavior Intervention Plan
- IEP- Individualized Education Program
- SEL- Social and Emotional Learning
SUPPORTING MENTAL HEALTH IN SCHOOLS

SUMMARY: ACTION STEPS FOR PEDIATRICIANS AND THE PEDIATRIC COMMUNITY

To improve communication between pediatricians and school districts

• Create and cross-promote shared professional development opportunities
• Encourage pediatrician outreach to local school districts to learn more about services provided, including mental health services.
• Develop resources to establish a common language for key areas of mutual concerns, including special education

SUMMARY: ACTION STEPS CONTINUED

To enhance care coordination efforts between pediatricians and district mental health providers.

• Develop template Memoranda of Understanding (MOU and information releases to facilitate sharing of student screening results and other key mental health related-data between schools and pediatric providers.

• Encourage pediatricians to endorse school-based mental health resources, services and supports to patients and families that disclose mental health concerns.

SUMMARY: ACTION STEPS CONTINUED

To increase advocacy for mental health parity

• Urge local pediatricians, state AAP Chapters and AAP National to work with insurers to resolve the lack of reimbursement parity between public and private payers for school-based mental health services, a disparity that puts the additional financial burden on families and may ultimately deny young people beneficial and needed services.

Managing behavioral health crises in schools
In 2014, the U.S. Secretary of Education and Attorney General called for schools to reduce the use of punitive disciplinary strategies and increase positive climates that improve school safety and prevent problem behaviors.
Positive Approach

- **Effective teams** that include community mental health providers

- **Data-based decision making** that include school data beyond office discipline referrals and community data

- Formal processes for the selection and implementation of **evidence-based practices** (EBP) across tiers

- **Early access** through use of comprehensive screening, which includes internalizing and externalizing needs

- Rigorous **progress monitoring for both fidelity and effectiveness** of all interventions regardless of who deliver

- **Ongoing coaching** at both the systems and practices level for both school and community-employed professionals

Drawing from these common approaches, ED has identified three guiding principles for policymakers, district officials, school leaders, and stakeholders to consider as they work to improve school climate and discipline:

(1) Create positive climates and focus on prevention;
(2) Develop clear, appropriate, and consistent expectations and consequences to address disruptive student behaviors; and
(3) Ensure fairness, equity, and continuous improvement.
Managing Behavioral Health Crisis

Strategies

**TIER 1:**
- Social Emotional Learning
- Suicide Prevention Training
- Signs of Suicide
- Mental Health Brief Counseling
- MTSS
- PBIS
- Conscious Discipline
- Restorative Practices
- Traumatic Loss
- MOM Awareness Campaign
- Crisis Intervention
- SBIRT
- Signs of Suicide (SOS)
- Social Emotional Wellness Hubs
- Calming Corners

**TIER 2:**
- Small Group Mental Health Counseling and Therapy
- Mental Health Counseling & Crisis Intervention
- Mentoring
- MTSS (Conscious Discipline, RP)
- 504 Services
- SST
- Referrals to community mental health partners

**TIER 3:**
- Behavior Threat Assessment Process
- Mental Health Counseling and Therapy & Crisis Intervention
- IEP/504 Services
- Referrals to community mental health partners

BCPS, 2022
Maryland School Mental Health Response Program (MD-SMHRP)

• Maryland State Department of Education (MSDE) has developed the Maryland School Mental Health Response Program to provide timely consultation and support to school systems to address student and family mental health concerns.

Enrich and enhance, not replace, the work of site-based student support services personnel

• The National Center for School Mental Health will support the design, development, and implementation of the program

(Leeb et al., 2020)
Introduction

• Who?
• What?
• How?
• When?
### Who

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<tr>
<th>Core Coordination Maryland School Mental Health Response Program (MD-SMHRP)</th>
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<tbody>
<tr>
<td><strong>Program Director:</strong> Mike Muempfer</td>
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<td><strong>Administrative Specialist:</strong> Ashley Stewart</td>
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<td><strong>Child and Adolescent Psychiatrist:</strong> Dr. Jeff Bostic</td>
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<th>Maryland School Mental Health Response Team (MD-SMHRT)</th>
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<td><strong>Behavior Analyst</strong></td>
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<td><strong>School Nurse</strong></td>
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<td><strong>Substance Use Counselor</strong></td>
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<td><strong>2 School Social Workers</strong></td>
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<td><strong>3 Systems Navigators</strong></td>
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<th>National Center for School Mental Health, University of Maryland School of Medicine</th>
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<td><strong>Dr. Sharon Hoover</strong></td>
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Enrich and enhance, not replace, the work of site-based student support services personnel

**Components of MD-SMHRP**

1. School Mental Health Response Team
2. Expansion of Current Programs
3. Electronic/Web-Based Hub
4. Research and Evaluation
5. Partnerships
6. Sustainability
School Mental Health Response Team

School and district leaders can access:
Phase I (May 2022 – December 2022)

- Consultation
- Training
- Learning Community

Enrich and enhance, not replace, the work of site-based student support services personnel
How

Training
Maryland School Mental Health Response Team

• Trainings for district and school-based staff
  o Mental health literacy for educators
  o Adverse childhood experiences and trauma
  o Fostering positive teacher-student relationships
  o Positive school climate
  o Cultural inclusiveness and equity
  o Re-engaging and increasing student motivation
  o Educator well-being including self-care (TW)
  o Crisis de-escalation
  o Early childhood mental health

• Exclusive Professional Development provided by the MD-SMHRT Child and Adolescent Psychiatrist
  o Child and adolescent brain development
  o Early Childhood Mental Health
  o Function of behavior
  o Brain based teaching and learning
  o Medicine/effects

• Additional trainings based on district need

Enrich and enhance, not replace, the work of site-based student support services personnel
Outcomes

Intended Outcomes

• Provide mental, behavioral, and physical health support for schools and districts.
• Provide school mental health training and professional development for school and district personnel.
• Build the capacity of school and school system comprehensive school mental health systems.
• Support LEAs in connecting students and families with local mental health resources.
• Enhance capacity for on-site school personnel to support student and family mental health needs.
• Increase student and family access to high-quality coordinated mental health services (prevention, response, and wrap around).
• Increase educators' knowledge in supporting students and families experiencing distress.
MD-SMHRP - How to get involved now!

- Request training, technical assistance, or resources

- Reach out to the MD-SMHRP Director, Mike Muempfer: michael.muempfer@maryland.gov to get connected!
Maryland’s Behavioral Health Crisis System Strategic Framework

**Someone to Call**
(Crisis Call Center)

**Someone to Respond**
(Mobile Crisis & Mobile Stabilization Response Teams)

**Somewhere to Go**
(Crisis Hub ~ Safe Stations, Walk-In/Crisis Stabilization Centers and Residential Crisis Beds)

Based on SAMHSA, Crisis Now
988 Toolkit

The Maryland Department of Health recently launched 988, the new national suicide and crisis lifeline.

Contacting 988 provides a direct connection for anyone needing support for mental health or substance use (problems with drugs and alcohol), having thoughts of suicide, or being worried about someone who may need crisis support. Learn more.

In order to ensure a clear understanding of 988 and how it works, as well as the services 988 offers, we have created a toolkit that provides your organization with downloadable and printable outreach materials to meet the needs of your audiences.

*As the Maryland Department of Health creates new assets, they will be added to this toolkit for your use.
988 in Maryland

Webpage: 988.maryland.gov

Need to talk?

Call or text 988

- Thoughts of suicide
- Depression or anxiety
- Problems with drugs and alcohol
- Or chat online: 988Lifeline.org

There is hope.

If you or a loved one is struggling with thoughts of suicide, anxiety, depression or problems with drugs or alcohol, reach out to the 988 Lifeline. You can call, text or chat with a caring call operator who can assist in directing you to information and resources in your area.

The 988 Toolkit! Free community outreach materials

- Wallet cards
- Digital ads (English and Spanish)
- Posters (English and Spanish)
- Audio spots (English and Spanish)
- Magnets (English and Spanish)
- More at 988.maryland.gov

New: Suicide Prevention Month Toolkit (September 2022)

Maryland has a new way to connect to local behavioral health crisis services.

Calling 988 connects callers directly to the National Suicide Crisis Lifeline which encompasses all behavioral crisis services, to include all mental health and substance use problems with drug and alcohol use.

The 988 Suicide & Crisis Lifeline replaces the National Suicide Prevention Lifeline and expands services to cover all behavioral health crisis services.

What does this mean for Marylanders?

When someone in Maryland calls 988, they reach one of the state’s eight call centers. These centers provide phone-based support and information regarding local resources. Marylanders can also text 988.

Maryland has been operating its own crisis hotline, 211, since 2003, and that number will remain in operation and accessible to Marylanders throughout the transition period and beyond.

Who can call 988?

Anyone in need of assistance with behavioral health related needs can call 988.

The new 988 firearm is available for call [multiple languages, test or chat (English only)]. Both “211, please 1” and the existing Lifeline phone number (1-800-273-8255) will remain available throughout the transition period and beyond.

What can you expect when calling 988?

- Calls will hear a greeting message while their call is routed to the Maryland Lifeline network crisis center (based on the caller’s area code)
- A trained call specialist will answer the phone, listen to the caller, understand how their problem is affecting them, provide support, and then refer them to a network crisis center
- If the Maryland crisis center is unable to take the call, the caller will be automatically routed to a national backup crisis center
- The Lifeline provides free crisis center phone services in English and Spanish and uses Language Line Solutions to provide translation
988 in Maryland

Digital ads (English and Spanish)
The Mental Health Training Intervention for Health Providers in Schools (MH-TIPS)

Collaborators

• National Center for School Mental Health, University of Maryland School of Medicine
• National Association of School Nurses
• MD Behavioral Health Integration in Pediatric Primary Care
• Center for Mental Health Services in Pediatric Primary Care and Johns Hopkins School of Public Health
MH-TIPS Overview

• In-service training for school health professionals:
  • *MH-TIPS- Pre-training Module*- 1 hour course
  • *MH-TIPS- Foundation for Practice* – 8 hour course
  • *MH-TIPS- Skills and Practice 1*- 4 hour course
  • *MH-TIPS- Skills and Practice 2*- 4-hour course

• Implementation support system:
  • Online resources (FAQ, training tips and vignettes, learning community)

• Aimed at enhancing school health provider competence in managing the needs of students with or at risk for emotional and behavioral difficulties that interfere with learning.
MH-TIPS online

- Full MH-TIPS training curriculum available to complete online
- Interactive online training platform that includes:
  - Implementation Training Videos
  - School Health Provider Mental Health Video Vignettes
  - Downloadable Resources and Tools
  - Frequently Asked Questions
  - Interviews with Experts
- Opportunity to earn Continuing Education Credits
MH-TIPS online

https://mdbehavioralhealth.com/MHTIPS/course/intro/10443

https://mdbehavioralhealth.com/training
Thank you!

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