

PRESENTATION TO HEALTH SUB-COMMITTEE OF HOUSE SELECT COMMITTEE ON SAFER SCHOOLS 4/9/18

WAYS TO INCREASE SCHOOL BASED MENTAL HEALTH SERVICES

I. PUBLIC SCHOOLS CONTINUUM OF SUPPORT TO MEET STUDENT'S SOCIAL-EMOTIONAL NEEDS- PRESENTER: LYNN MAKOR, DPI CONSULTANT FOR SCHOOL PSYCHOLOGY

- Description of Continuum of Care
- Overview of Roles of School Support Staff

School counseling

<http://www.ncpublicschools.org/docs/student-support/counseling/standards/counselingstandards.pdf>

School Psychology <http://www.ncpublicschools.org/docs/effectiveness-model/ncees/standards/school-psych-standards.pdf>

School Nursing <http://www.ncpublicschools.org/docs/effectiveness-model/ncees/standards/nurse-standards.pdf>

School Social Work

<http://www.ncpublicschools.org/docs/student-support/socialwork/socialworkstandards.pdf>

General information on all at <http://www.ncpublicschools.org/studentsupport/>

- Details on School Psychologists

II. MODELS IN PLACE FOR COMPREHENSIVE SCHOOL BASED MENTAL HEALTH MODELS- PRESENTER: KYM MARTIN, EXEC. DIRECTOR OF NC CENTER FOR SAFER SCHOOLS.

A. SCHOOL/MENTAL HEALTH PARTNERSHIPS

Jackson County Psychological Services School Based Model

B. SCHOOL MENTAL HEALTH PROGRAMS SUPPORTED BY UNIVERSITY TRAINING PROGRAMS

Appalachian State's ASC Center which addresses mental health concerns of the students and families in Watauga, Ashe, and Alleghany Counties through a partnership with ASU licensed mental health providers and graduate students in training under the supervision of licensed faculty. <http://www.highcountryhelp.com/history/>

School based health clinics with behavioral health components

New Hanover High Schools, over 90 sites in NC; 26 counties

C. SCHOOL EMPLOYEES PROVIDE COUNSELING SERVICES AND INCREASING STUDENT ASSISTANT PROGRAMS

D. MEMORANDUM OF AGREEMENTS WITH COMMUNITY MENTAL HEALTH PROVIDERS FOR MOBILE CRISIS SERVICES WITHIN SCHOOLS

Memorandum of agreements with community mental health providers for mobile crisis services within schools. <https://dma.ncdhhs.gov/lme-mco-contracts-dma>

E. TRAUMA SENSITIVE AND RESILIENCY SCHOOLS

Compassionate Schools: The Heart of Learning and Teaching- An initiative that focuses on students who are chronically exposed to stress and trauma in their lives.

<http://childrenfirstcisbc.org/2015/08/compassionate-schools-its-not-a-program-but-a-process/>

<https://buncombe.ss11.sharpschool.com/cms/One.aspx?portalId=92531&pageId=5106194>

III. LEGISLATIVE STATUTORY CHANGES THAT ARE BARRIERS TO PROVIDING SCHOOL BASED MENTAL HEALTH SERVICES

A. STATUTES REQUIRING SUPPORT STAFF TO SPEND THE MAJORITY OF TIME ON THEIR KEY ROLE, SOME TIME ON MENTAL HEALTH

IV. RATIOS FOR SUPPORT STAFF TO STUDENT, JOB DESCRIPTIONS FOR SUPPORT STAFF WITH % OF MENTAL HEALTH TIME, WHAT IS BEHAVIORAL HEALTH?

V. TRAINING ON MENTAL HEALTH FOR SCHOOL STAFF

VI. THREAT ASSESSMENT TEAMS

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Appendix A

S.T.A.M.P Program

S.T.A.M.P is a Student Tutoring And Mentoring Program designed to meet the whole child needs of our North Carolina students. As stakeholders in the educational process, we try to ensure that all NC students are having all basic needs met. Often left out are the emotional needs of our students. This is more important than ever, as it is often the isolated child that we see acting out, resulting in disruptive behavior, violence, poor academics, or excessive absences. S.T.A.M.P. gives the student the ability to discuss emotional needs and allows them to have at least one close mentor within the school setting.

- These lessons consist of real-life scenarios that spark discussion. These lessons are shared throughout each school that is implementing S.T.A.M.P.
- Topics taught include: Responsibility, Integrity, Cyber Safety, Being a Good Citizen, Trustworthiness, Perseverance, and Positive Attitude.
- S.T.A.M.P. is a unique program that has a cross-grade approach to mentoring. Different grade levels work together to allow for academic and behavioral mentoring. This cohort moves together through the school years; a teacher's S.T.A.M.P. "family" becomes a community of students working together.

The first year of S.T.A.M.P. (2016-2017) proved very successful. Discipline referrals were down 69%. Absences were down 11%. Multiple schools have viewed these numbers and are now on board with the program. One school in particular (Smithfield Middle School in Smithfield, NC) is weaving in a community cultural night based off of their S.T.A.M.P. work. Options with S.T.A.M.P. are endless. We are giving attention and placing emphasis on the thoughts and feelings of each student.

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Appendix B

Peer Group Connections

The Center for Supportive Schools describes Peer Group Connections (PGC) as “Peer Group Connection-High School (PGC-HS) is an evidence-based and school-based program that supports and eases students’ transition from middle to high school. This program taps into the power of older students to create a nurturing environment for incoming freshmen. PGC-HS is the Center for Supportive Schools’ seminal peer leadership program, and has been implemented with a 70% sustainability rate in more than 175 high schools since 1979. A four-year longitudinal, randomized-control study conducted by Rutgers University with funding from the U.S. Department of Health and Human Services found, among other major results, that PGC-HS improves the graduation rates of student participants by nine percentage points and cuts by half the number of male students who would otherwise drop out. PGC-HS has been recognized by the National Dropout Prevention Center as a Model Program demonstrating Strong Evidence of Effectiveness, its highest effectiveness rating.” Research indicate peer leadership is an effective approach to positively impacting student behaviors if implemented with key elements in place by shifting social and group norms toward positive student behaviors.

Curriculum standards include:

- Sense of belonging
- Competence in interpersonal relationships
- Conflict resolution/anger management/violence prevention
- Bullying and bystander behavior
- Achievement orientation and motivation
- Goal setting
- Coping skills
- Decision making
- Peer Acceptance & Resisting Peer Pressure
- Stress Management
- Service Learning

Local successes include Lakewood High School in Sampson County. Lakewood High has used PGC for 5 years and has experienced a decline in dropout rate, an increase in graduation rate, and an increased feeling of belonging for freshmen students.

Reference:

http://supportiveschools.org/wp-content/uploads/2016/03/PGC-HS_1-pager_REV_2016-03-15.pdf

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Appendix C

Compassionate Schools- Trauma Sensitive Schools

The Compassionate Schools Initiative within Learning and Teaching Support provides training, guidance, referral, and technical assistance to schools wishing to adopt a Compassionate Schools Infrastructure. Compassionate Schools benefit all students who attend but focus on students chronically exposed to stress and trauma in their lives. These schools create compassionate classrooms and foster compassionate attitudes of their school staff. The goal is to keep students engaged and learning by creating and supporting a healthy climate and culture within the school where all students can learn. It is not a program; it is a process and as such is not “one size fits all.” Each school and community will develop their own unique compassionate “personality.”

Ten Principles of a Compassionate School include:

- Focus on culture and climate in the school and community.
- Train and support all staff regarding trauma and learning.
- Encourage and sustain open and regular communication for all.
- Develop a strengths based approach in working with students and peers.
- Ensure discipline policies are both compassionate and effective (Restorative Practices).
- Weave compassionate strategies into school improvement planning.
- Provide tiered support for all students based on what they need.
- Create flexible accommodations for diverse learners.
- Provide access, voice, and ownership for staff, students and community.
- Use data to: Identify vulnerable students, and determine outcomes and strategies for continuous quality improvement. For more information on the book and about the Compassionate Schools Initiative in Washington, contact Ron Hertel, (360) 725-4968, ron.hertel@k12.wa.us.

Buncombe County implemented the Compassionate Schools model initiative in 2015-2016 school year.

References:

<http://www.acesconnection.com/blog/tools-to-create-compassionate-schools-1>

<http://childrenfirstcisbc.org/2015/08/compassionate-schools-its-not-a-program-but-a-process/>