



ALLIES IN MENTAL HEALTH EDUCATION

HEAR ME,
SEE ME,
BELIEVE ME.



Informational Webinar 2019

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IT'S OK TO
NOT BE OK.

HELP US
LEARN HOW
TO LEARN.



Objectives

HEAR ME,
SEE ME,
BELIEVE ME.



- Overview the Allies in Mental Health Education (AMHE) model
- Discuss metrics
- Discuss team selection guidelines
- Clarify what participation looks like for a district (time, resources)
- Outline next steps/timeline



AMHE Mission



Allies in Mental Health Education (AMHE) is committed to the development of sustainable school systems that support the **health** and **well being** of all members of school communities through a collaborative, integrative model that includes **learner**, **school**, **family**, and **community** by increasing awareness and capacity to collaborate, plan, and implement equitable multi-level systems of support (promotion, prevention, and response).



AMHE Vision



Learners and **school communities** will be supported in their SEL development to improve educational outcomes and promote lifelong health and wellness for ALL, with focused and responsive access for those with increasing mental health needs



ACADEMIC
ACHIEVEMENT
SCORE INCREASE

among learners receiving comprehensive social and emotional learning instruction

www.casel.org



Outcomes



Outcome 1: Promote districts' capacity to understand, respond to, and support their school community with mental health needs through training and on-site coaching.

Outcome 2: Equip school-based teams with an implementation model addressing mental health promotion, prevention, and response through an equitable multi-level system of support to maximize learner participation and wellness.

Outcome 3: Improve communication and collaboration (school, family, and community) that impact learners' overall wellness and access to education.

Outcome 4: Promote use of program effectiveness metrics to measure the impact of and sustainability of an equitable multi-level system of supports designed to support learner wellness and learning.

DPI School Mental Health Framework

WHAT do we need to do?



- A framework
- A guide on how to evaluate and assess current supports to determine needs
- An “outline” with details meant to be “filled in” by local innovation in order to implement an equitable multi level system of support



HOW are we going to do it?

Allies in Mental Health Education



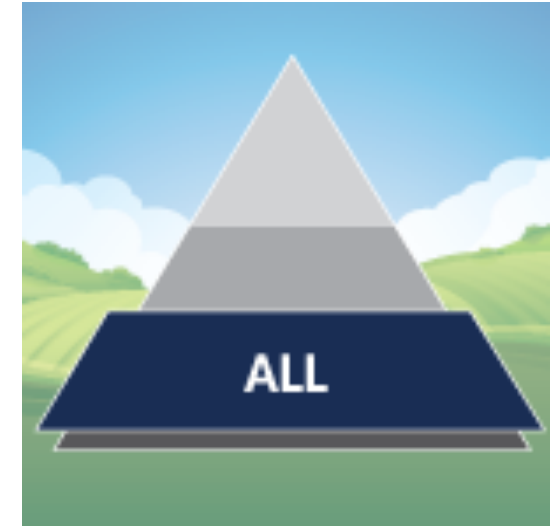
- An implementation model
- Professional Development
- An action plan, a way of “coloring in” the lines

Bringing the “Framework” to life

Goal: LEVEL 1

ALL members of a school community WILL INCREASE THEIR MENTAL HEALTH AND WELLNESS CAPACITIES THROUGH THE USE OF SCHOOL & DISTRICT WIDE SUPPORTS:

- Establish positive school and classroom environments
- Establish positive collaborative school-family-community relationships
- Integrated SEL, mental and physical health wellness and resiliency curricula
- Trauma and culturally sensitive practices



PROMOTION for **ALL**

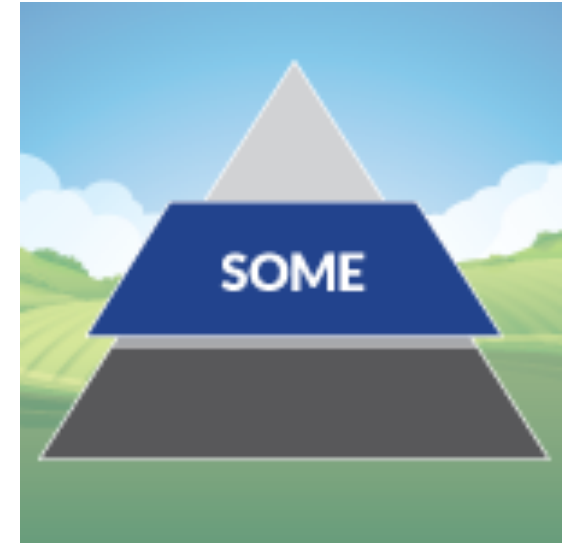


Goal: LEVEL 2

SOME members of a school community WHO MAY NEED ADDITIONAL MENTAL HEALTH SUPPORTS IN A LIMITED OR TEMPORARY CAPACITY WILL INCREASE THEIR ACCESS TO NECESSARY INTERVENTIONS

- Implement procedures for school communities to identify learner and establish process for referral
- Establish progress monitoring to measure effectiveness of interventions
- Create learner wellness plans and use of co-planned collaborative strategies to include the youth and family voice and input from all systems of care (family, school, community *as needed*)

PREVENTION for **SOME**



Goal: LEVEL 3

FEW members of a school community WHO MAY NEED ADDITIONAL MENTAL HEALTH SUPPORTS IN AN INTENSIVE OR ONGOING CAPACITY WILL INCREASE THEIR ACCESS TO NECESSARY INTERVENTIONS USING AN INTEGRATED SYSTEM OF CARE MODEL

- System of Care Approach (collaboration, communication and confidentiality between all systems family, community and school)
- Limit/Reduce barriers to learners requiring skilled therapeutic interventions
- WrapAround Counseling and Support Teams

RESPONSE for **FEW**



Three Models of Implementation

Tier 3

- Mental Health Services Delivered by Pupil Services Providers with Referral to Community-Based Providers
- Pupil Services Providers with Community Mental and Behavioral Health Providers Co-Located in Schools
- Community Mental Health Service Providers as Full Collaborative Partners with Pupil Services Providers



In a nutshell...teams are charged to build/ grow a school mental health *system* by

1. Selecting and implementing evidence-based strategies for all age levels (Tier 1 universal supports)



2. Establishing an internal referral pathway inclusive of a systemized team approach to individual student/family needs (may or may not be inclusive of community partners at this point - flexible implementation)



3. That team will understand it's capacity to meet students' and families' needs.....



We can't do this alone...

4. and know when and how to connect students and families with community resources and supports/partner with community providers (external referral pathway)



5. While being mindful and strategic about plans to support ourselves and each other as we tackle this challenging work.



Resilience is based on
compassion for ourselves
as well as compassion
for others

Stacy Salsberg

PICTUREQUOTES.COM



PICTUREQUOTES





System Metrics

The Shape System is hosted by the Center for School Mental Health at the University of Maryland School of Medicine

A variety of assessments are available to support short and long-term planning of School Mental Health Initiatives.

HEAR ME,
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BELIEVE ME.



Complete the **“Mental Health Profile”** and at least ONE of these 4 assessments prior to Summer Academy:

District



- 1. Quality**
- 2. Sustainability**

School



- 3. Quality**
- 4. Sustainability**

5. “Trauma Responsiveness” assessment is also available

View Selection / District Admin

YUPIIT SCHOOL DISTRICT

School Mental Health System

Mental Health Profile Updated:
April 22, 2016

[Certificate](#) [Report](#) [Update](#)

- System Performance**
- My Schools
- Resource Library
- Team Members

You have completed Quality and Sustainability assessments for your system. Next, view the reports generated by your answers in the Quality and Sustainability tabs below (by clicking "Progress Report"), and share the results with your team.

Quality
Last Updated: April 22, 2016



Sustainability
Last Updated: April 22, 2016



Quality Progress Report and Resources

April 22, 2016 - Jane Doe ▾

Sustainability Progress Report and Resources

[Progress Report](#) [Completed Survey](#) [Resume Survey](#)

- Filter: [All](#) [Teaming](#) [Resource Mapping](#) [Screening](#) [Services & Supports](#) [Implementation](#) [Outcomes & Data](#) **[Decision Making](#)**

Quality Guide: Data Driven Decision Making

Advancing Education Effectiveness: Interconnecting School Mental Health and School-

Data-Based Decision Making

Data-Driven Decision Making (Special Issue)

Your school district provided services and support to address the following student concerns at each tier:



Tier 3: Indicated services and supports

Tier 2: Selective services and supports

Tier 1: Mental health promotion services and supports

+ : Referrals to community providers not in the school building

■ Anxiety/Nervousness/Phobias

■ Attention/Concentration/Hyperactivity Problems

■ ■ Bullying

■ + Depression/Sadness/Suicide

Disordered Eating

+ Environmental Stressors (housing, food, parental employment, access to health care, etc.)

■ Grief/Loss/Bereavement

■ + Oppositional or conduct problems/Anger management

+ Psychosis (hallucinations, delusions)

■ ■ ■ Relationship issues/Conflict (family, peer, teacher)

■ ■ ■ Social and emotional skills/Problem solving/Character development/Self-esteem



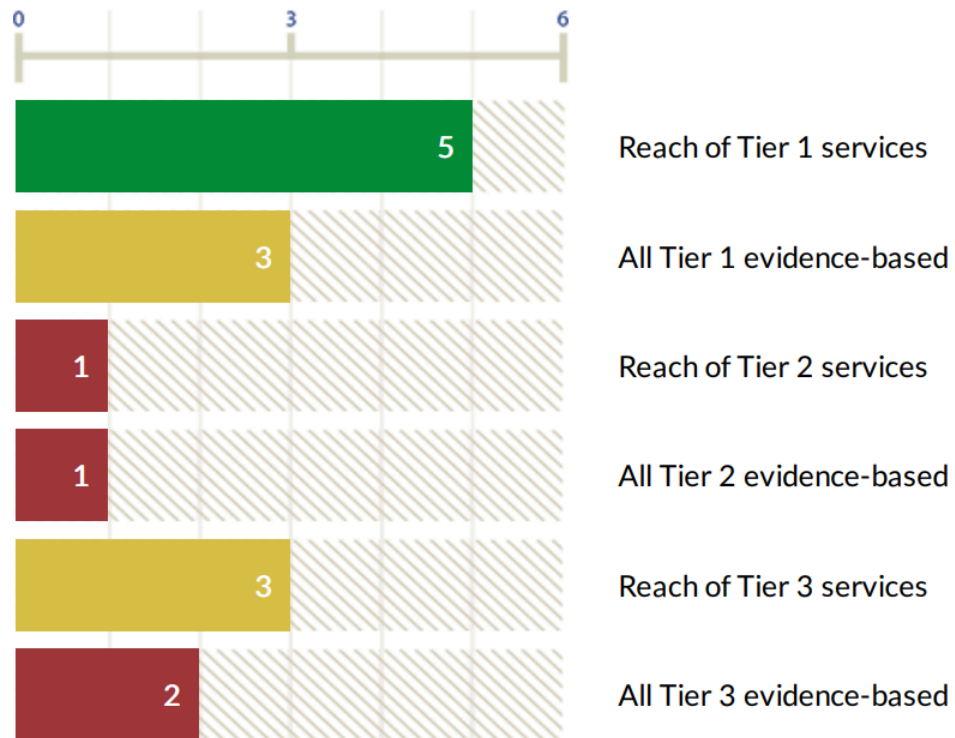
QUALITY DOMAIN | Evidence-Based Services and Supports

Report Time Frame: 9/1/2017-6/1/2018

Date of Report: 6/13/2018



OVERALL COMPOSITE SCORE: 2.50



QUALITY DOMAINS

MASTERY

Composite Score

PROGRESSING

Composite Score

EMERGING

Composite Score

2.50	●	—	Evidence-Based Services and Supports
1.00	●	—	Data Driven Decision Making
1.00	●	—	Evidence-Based Implementation
1.00	●	—	Teaming
1.00	●	—	Needs Assessment/Resource Mapping

OTHER PERFORMANCE DOMAINS

Overall Score

0%	●	—	Students Screened
*	●	—	Received School Mental Health Services

** indicates data were not reported*



District Commitments

Time out of district

Onsite coaching (commitment of
staff time)

Cost of project



\$12,500 Annual tuition for TWO years for CESA 6/7 districts

Includes 6 PD days for entire team EACH year and (8) 6 hour on-site coaching in BOTH years

Costs for districts outside of CESA 6 and 7 currently being determined/negotiated. We are happy to schedule follow up conversations about this.

\$2,000 downpayment due with Participation Agreement/Commitment (to secure a spot). Deducted from first year tuition.

Grant funding options:

- Title IVa grant funds (can use 17-18 title IVa funds to secure your spot)
- Community Grants
- Flow Through Funds
- School-Based Mental Health Services Grant beginning in the fiscal year 2019

What will WE do?

Teach the model and support its implementation

Facilitate 3 day summer academies/3 annual cohort meetings

Provide monthly onsite coaching focused on implementation, 6 hours onsite/8 months in both years

Provide flexible implementation options

What will YOU do?

Form an [internal team](#) of about 7-9 team members who will commit to a two year PD cycle (optional 10th admin team member)

Participate in (2) 3 day summer academies

Participate in (3) cohort days in each participation year

Support time for team meetings throughout the school year



Meta-analysis of training

Training Component	Learning Outcomes		
	Knowledge of Content	Skillful Practice (Fidelity)	Integration into Practice
Presentation & Lecture	10%	5%	0%
+ Demonstration	30%	20%	0%
+ Practice	60%	60%	5%
+ Coaching (after training)	95%	95%	95%

Joyce & Showers (2002).

What Does a Coaching Visit Look Like?

- working on strategic plans to grow work in specific domains/overall school mental health practices
- collecting and reviewing data
- building connections with community partners
- planning professional development/community outreach experiences surrounding mental health
- updating administration
- aligning work with other school teams
- researching and selecting evidence-based practices to address needs of ALL students at each grade level
- agendas and activities are *TEAM* driven





Team Selection Guidelines

- This is a ***systems team***: consider personal & professional attributes such as staff who are influential, relational, passionate and collegial; staff who possess a growth mindset and are passionate about mental health
- ***Systems teams*** MUST have strong administrative support in order to do the work
- Consider existing teams who are working to implement an equitable MLSS
- Pupil Services Staff, Administrators, Teachers, Mental Health Service Provider, Nurse, Social Worker, OTs, SROs, Board members





Next Steps

- Application (open to all teams) (starting 1/15/19) Group interviews
- Participation Agreement (deposit to secure spot) Participation Agreement
- All teams secured by April 2019

<https://docs.google.com/document/d/1P7fR0dwqhHadZ5tjj5eWh6BfFi3DKYoPouj2Xpbaw1Y/edit> change link to updated participation agreement





Summer Academy 2019



- Goal is to add 20 teams for cohort 2
- Anticipated attendance at Summer Academy 375-400
- June 24-26, 2019 (potential for a pre-conference)
- Ross Szabo - Keynote
- Held in Green Bay





Cohort Days 2019-2020



Oct 10, 2019 (Thursday)
January 14, 2020 (Tuesday)
April 9, 2020 (Thursday)





Resources



[\(FAQ\)](#)--(questions are generated before and during webinar) to be shared after the webinar

[Link to website](#) (including links to application, team make up guidelines, linked materials, and all other AMHE documents)

[Team selection guidelines](#)

[AMHE Linked Materials and Additional Details](#)

[School-based mental health services grant program](#) (Wi Department of Instruction)

[Potential local/community funding sources](#)



AMHE

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Thank You!

