

School Practitioner Community of Practice

(A network for sharing & exchange)

March 6, 2019

Topic for discussion

>Connecting schools and community MH/behavioral health systems

Links to a few other relevant resources & other topics of concern

Note: Go to <http://smhp.psych.ucla> for links to other Center resources including

- >Upcoming initiatives, conferences & workshops
- >Calls for grant proposals, presentations, and papers
- >Training and job opportunities
- >Upcoming webcasts & other professional development opportunities

This resource is from the

Center for MH in Schools & Student/Learning Supports, UCLA

Given shrinking education budgets, we have been asked to increase our outreach to make our free resources more available (e.g., for planning, professional development, etc.).

So please feel free to share with anyone you think might benefit (e.g., forward our resources to individuals and share on listservs and websites).

For those who have been forwarded this and want to receive resources directly, send an email to Ltaylor@ucla.edu

For previous postings of community of practice discussions, see <http://smhp.psych.ucla.edu/practitioner.htm>

Topic for Discussion –

>Connecting schools and community MH/behavioral health systems

From a colleague: "... It's clear that school systems are slow to respond to the mental health issues of children and seldom think collaboratively about the need. It also seems, at least locally, that the efforts are marginal and seldom well integrated within schools, or linked to larger behavioral health systems. The school social workers, counselors, and psychologists are generally not trained or staffed to do the work. When schools hire therapists or bring them into schools they do so in limited numbers.... Clearly the need has never been greater and the timing for the conversation seems right. Substance abuse, overdose deaths, trauma and suicides and self injury are all on the rise.... My thinking on the structure is: a joint effort between the school systems and the behavioral health systems; a clinical presence that can focus on both treatment and promotion/prevention, addressing recovery and fostering resilience; Funded jointly through Medicaid; school-system and state health system dollars. I'd be interested in your assessment of the situation and the utility/prospects of this idea."

Initial Center Response: As you know, we have been dealing with the problem of mental health in schools for some time. Because schools are in the education business (not the mental health business), we stress the best strategy for enhancing MH in schools is to embed the work in school improvement policy. See:

>*Time for Straight Talk about Mental Health Services and MH in Schools*
<http://smhp.psych.ucla.edu/pdfdocs/mhinschools.pdf>

>*Embedding Mental Health into a Learning Supports Component:
An Essential Step for the Field to Take Now*
<http://smhp.psych.ucla.edu/pdfdocs/embeddingmh.pdf>

We currently are pursuing an initiative to move state legislatures in that direction. See:

>*An act to add to the Education Code. Addressing Barriers to Learning and Teaching:
Ensuring a Three Component Approach to School Improvement*
<http://smhp.psych.ucla.edu/pdfdocs/draftbill.pdf>

Our Colleague's Response: "I read the pieces you sent and will read what's happening in the states referenced. In general, I like the thinking and will share them with some school-system colleagues in the county. Framing mental health in a broader context of student/learning supports makes good sense to me. I'm trying to move the county's perception of 'mental health' to include promotion, prevention, treatment and recovery. The first two are at the heart of much of my work with schools. I do think that there is a space for treatment (i.e. the one-to-one approach) in schools. Access to services remains a significant challenge. Like putting banks in grocery stores because everybody goes there, SBMH treatment its services in reach in an embedded framework. That said, it should not be the priority mission. I think the farther we can go upstream in creating environments that promote wellness, and foster resiliency, the less the need for deep-end services.

The other thought in response to reading what you sent is to wonder about the impact of framing this as student learning/supports, especially for policymakers; it may read to those outside the educational system as either: the school system is going to get more money to do this work; or this discussion does not involve my agency/department or funding.

The framework you propose seems to require that school-systems (State and local legislators, BOE's, administrations etc.) think more broadly about mental health promotion, and that the State health/behavioral health systems also rethink both their views on what constitutes mental health services and their role in creating mentally healthier environments in schools.

Our state is finishing up a report on schools and right now it is largely focused on what the schools need to do. It looks like the rest of government is going to be given a pass. Indeed the price tags seem so high that the school system may also be given a pass. Or resort to incrementalism.

My objective in this is to find a way to align these two systems and to mandate that together they work on an integrative approach to addressing the problem. My intent is to develop a policy change strategy that, minimally, can be implemented in our state. I'd love to see Education and HHS at the federal level required to pull together as well. I hope we can keep the conversation going and maybe craft both some legislative ideas and white papers that will be useful."

Center response: As a follow-up, you may be interested in the work in Lacrosse, WI.

See their recent brief video: <http://smhp.psych.ucla.edu/video/buildingbetterfutures.mpg>

Note: They have been mainly influenced by one aspect of our work (i.e., they have been most focused on aligning school and community services and building school-community partnerships).

On their website [<http://www.lacrossepartnersinlearning.com/>], in the section labeled "About Us", they state:

"...The Family and Youth Subcommittee (Rebuilding for Learning Steering Committee) is a subcommittee of the La Crosse Community Collaboration, which is a partnership between three local governmental entities: (1) The School District of La Crosse, (2) the City of La Crosse and (3) La

Crosse County. The Collaboration, which began in 2005, has a meeting once per quarter which is chaired jointly by the School District of La Crosse Superintendent, the Mayor of the City of La Crosse, and the La Crosse County Administrator. Participants include Department Heads / Managers / Directors from those three organizations in the functional areas listed below. All members of this larger group are part of subcommittees which align to the functional areas....

In 2011, the Family and Youth Subcommittee adopted a conceptual framework outlined in Howard S. Adelman and Linda Taylor's book, "Rebuilding for Learning," to advance the mission of strengthening collaboration and improving communication within the family and youth services area. In adopting this framework, the subcommittee began to refer to itself as the "Rebuilding for Learning Steering Committee."...

Under the new framework, the RfL Steering Committee adopted the goal of *ensuring all children have the opportunity to succeed by addressing barriers students face that prevent them from coming into the classroom "ready to learn."* Examples of these barriers, stemming from challenges faced by either the child or the child's parents, include, but are not limited to: (a) mental health, (b) substance abuse, (c) abuse or neglect, (d) lack of fundamental basic needs, (e) behaviors which disrupt the classroom and put the child at risk of entering the criminal justice system either as a youth or later as an adult, etc.

To address these barriers, the RfL Steering Committee adopted Adelman and Taylor's strategy of working towards *creating more integrated and seamless systems across three levels of intervention:* (1) prevention, (2) early intervention, and (3) emergency intervention.

One of the first objectives of the renamed "RfL Steering Committee" was to plan a summit bringing together School, City, County and community providers of services to children and youth. This first summit in August of 2011 focused heavily on examining local systems of intervention to identify gaps and overlaps. From this first summit came the objectives of creating and maintaining a website <http://www.lacrossepartnersinlearning.org> and addressing perceived communication barriers that were created by the need to keep certain child and youth information confidential....

Recent summits (both in 2015 and 2016) have focused on increasing trauma-informed practices throughout our three agencies as well as community service agencies. They have also sought to increase awareness of RfL activities as well as available community services and promising initiatives (i.e., neighborhood revitalization, community policing, local mental health services, etc.).....

Since 2011, the RfL Steering Committee as served as an important collaboration point for several projects and initiatives that have advanced the strategy of creating more integrated and seamless intervention systems. These have included:

- >Developing a Memorandum of Understanding that led to better and more streamlined communications between the School District and La Crosse County about the status and needs of specific children and youth.
- > Launching a collaborative effort (La Crosse Area Family Collaborative, LAFC) that includes new Neighborhood Social Workers who are integrated with local schools and serve as an early intervention resource to stabilize families (with the County, City and School District all contributing funding and/or in-kind resources).
- >Developing a comprehensive "system of care" to address behaviors that put youth at risk of entering the juvenile justice system, and which more closely aligns policies and practices of the school, county and community youth service providers.
- > Creating a jointly funded administrator position to manage the new "system of care," help administer the LAFC, assist with coordination RfL activities, and facilitate the development of a 501(c)3 organization.

At the 2018 La Crosse Rebuilding for Learning Summit. We had over 1200 district, city, county and community members in attendance."

Beyond the Above Exchange: As we have reported, in pursuing the National Initiative for Transforming Student and Learning Supports [<http://smhp.psych.ucla.edu/newinitiative.html>], the rationale and legislative prototype for moving school improvement policy to a three component approach have now been sent to education committee members in all state legislatures, as well as to almost every state board of education and chief state school officer. (See below.) We will be following up this initial contact with them over the coming month.

- > *School Improvement Policy Needs to Move from a Two - to a Three -Component Guiding Framework* <http://smhp.psych.ucla.edu/pdffdocs/why3comp.pdf>
- > *Prototype Guide for Reframing Fragmented Student and Learning Supports into a Unified, Comprehensive, and Equitable Learning Supports System*
<http://smhp.psych.ucla.edu/pdffdocs/reframing.pdf>
- > *An act to add to the Education Code. Addressing Barriers to Learning and Teaching: Ensuring a Three Component Approach to School Improvement*
<http://smhp.psych.ucla.edu/pdffdocs/draftbill.pdf>

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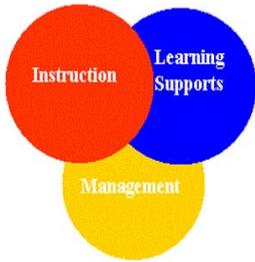
Share with us how child serving organizations in your locale are working together and whatever else you want to exchange about this or other related matters!!

Send your responses to Ltaylor@ucla.edu

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Links to a few other relevant resources & other topics of concern

- > *Interactions between youth and mental health professionals: The Youth Aware of Mental Health (YAM) program experience*
<https://www.ncbi.nlm.nih.gov/pubmed/29420556>
- > *Status and trends in the education of racial and ethnic groups 2018*
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2019038>
- > *Integrated student supports and equity: What's not being discussed?*
<http://smhp.psych.ucla.edu/pdffdocs/integpolicy.pdf>
- > *Quick Find on Collaboration - School, Community, Interagency; community schools*
http://smhp.psych.ucla.edu/qf/p1201_01.htm
- > *50-State Comparison: K-12 School Safety*
<https://www.ecs.org/50-state-comparison-k-12-school-safety/>
- > *A Roadmap to Reducing Child Poverty* https://download.nap.edu/cart/download.cgi?record_id=25246
- > *40th Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, 2018*
<https://www2.ed.gov/about/reports/annual/osep/2018/parts-b-c/40th-arc-for-idea.pdf>
- > *Discrimination matters: Relations of perceived discrimination to student mental health*
<https://link.springer.com/article/10.1007/s12310-019-09309-1>
- > *Improving school attendance through collaboration: A catalyst for community involvement and change*
<https://www.tandfonline.com/action/showCitFormats?doi=10.1080%2F10824669.2018.1439751>
- > *Differentiation between school attendance problems: Why and how*
<https://www.sciencedirect.com/science/article/pii/S107722918300439>



 For information about the
National Initiative for Transforming Student and Learning Supports
 go to <http://smhp.psych.ucla.edu/newinitiative.html>

**Equity of opportunity is fundamental to enabling civil rights;
 transforming student and learning supports is fundamental to
 enabling equity of opportunity, promoting whole child development,
 and enhancing school climate.**

For more about a unified, comprehensive, and equitable system of learning supports, see:
Addressing Barriers to Learning: In the Classroom and Schoolwide —
http://smhp.psych.ucla.edu/improving_school_improvement.html

For more on embedding student/learning supports into school improvement, see
Improving School Improvement
http://smhp.psych.ucla.edu/improving_school_improvement.html
Both are available at this time as free resources.

**Each week, you should
 always give 100% at school.**



I do:
 / 32% on Monday
 25% on Tuesday
 20% on Wednesday
 13% on Thursday
 10% on Friday

THE MORE FOLKS SHARE, THE MORE USEFUL AND INTERESTING THIS RESOURCE BECOMES!
For new sign-ups – email Ltaylor@ucla.edu
Also send resources ideas, requests, comments, and experiences for sharing.
We post a broad range of issues and responses to the *Net Exchange*
on our website at <http://smhp.psych.ucla.edu/newnetexchange.htm>
and on *Facebook* (access from the Center’s home page <http://smhp.psych.ucla.edu/>)