

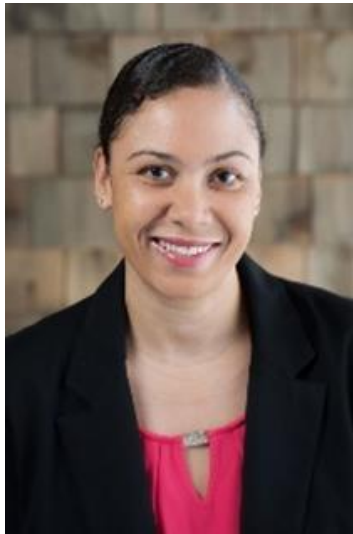
# Equitable, Comprehensive School Mental Health: The Importance of School-Family- Community Partnerships

Presented at:

Child & Adolescent Quality, Access, and Policy  
Subcommittee Meeting

04/20/2022

# Presenters



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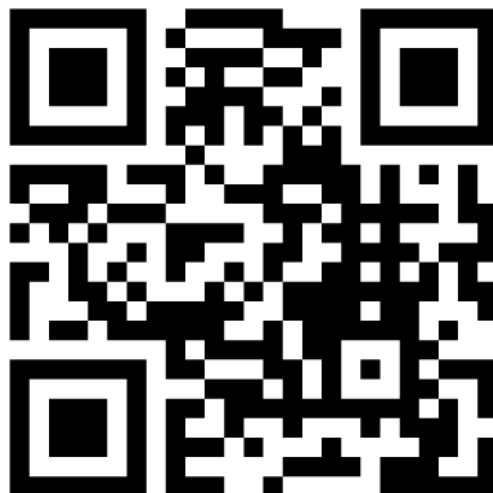
Jamie LoCurto, Ph.D.  
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[locurto@uchc.edu](mailto:locurto@uchc.edu)

# MentiMeter Poll

Question – What role can districts play in helping students and their families access behavioral health services?

Go to [www.menti.com](https://www.menti.com) and type in code: **5814 2972**

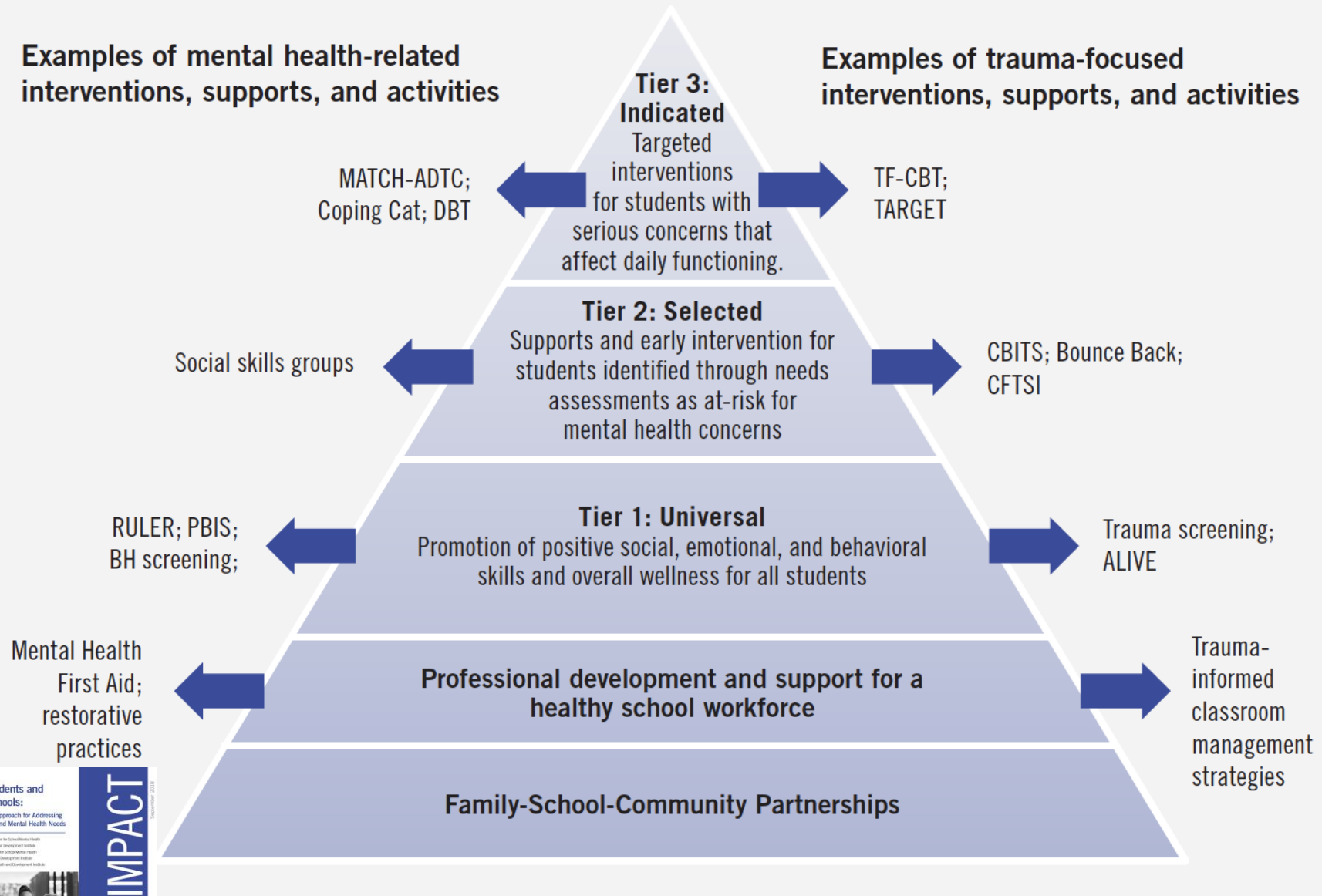
Or, scan this QR Code with your cell phone:



**Figure 1: Trauma-Informed Multi-Tiered System of Supports for School Mental Health**

**Examples of mental health-related interventions, supports, and activities**

**Examples of trauma-focused interventions, supports, and activities**



**Healthy Students and Thriving Schools:**  
A Comprehensive Approach for Addressing Students' Trauma and Mental Health Needs

Hoover Hoover Ph.D., National Center for School Mental Health  
Bracey Bracey Ph.D., Child Health and Development Institute  
Lever Lever Ph.D., National Center for School Mental Health  
Lang Lang Ph.D., Child Health and Development Institute  
Vanderploeg Vanderploeg Ph.D., Child Health and Development Institute



**IMPACT**  
Ideas and Information  
to Promote the Health of  
Connecticut's Children



Source: Hoover, S., Bracey, J., Lever, N., Lang, J., & Vanderploeg, J. (2018)

# CSMH and the Children's BH System

CSMH and Children's BH  
Plan

Development of CSMH  
Framework

AWARE

# Project AWARE CT

- Advancing Wellness and Resilience in Education
- 5 years, SAMHSA-funded
- Awarded to SDE, in partnership with DCF, CHDI
- Middletown, Naugatuck, Windham school districts



# AWARE/Comprehensive SMH

Six overarching goals:

1. Improve staff knowledge on behavioral health, trauma and crisis response;
2. Assess schools' capacity and resources to develop comprehensive mental health;
3. Implement screening for behavioral health and trauma;

# AWARE/Comprehensive SMH

Six overarching goals:

4. Integrate social-emotional learning in the classroom to improve behavior;
5. Improve outcomes for students with behavioral health and trauma symptoms;
6. Improve access to students in crisis or other behavioral health concerns.



# AWARE/Comprehensive SMH

## Phase 1

- Selection Process
  - Interest, Need, Capacity

## Phase 2

- Create buy-in and Assess Resources
  - Meet with key staff, complete needs assessment

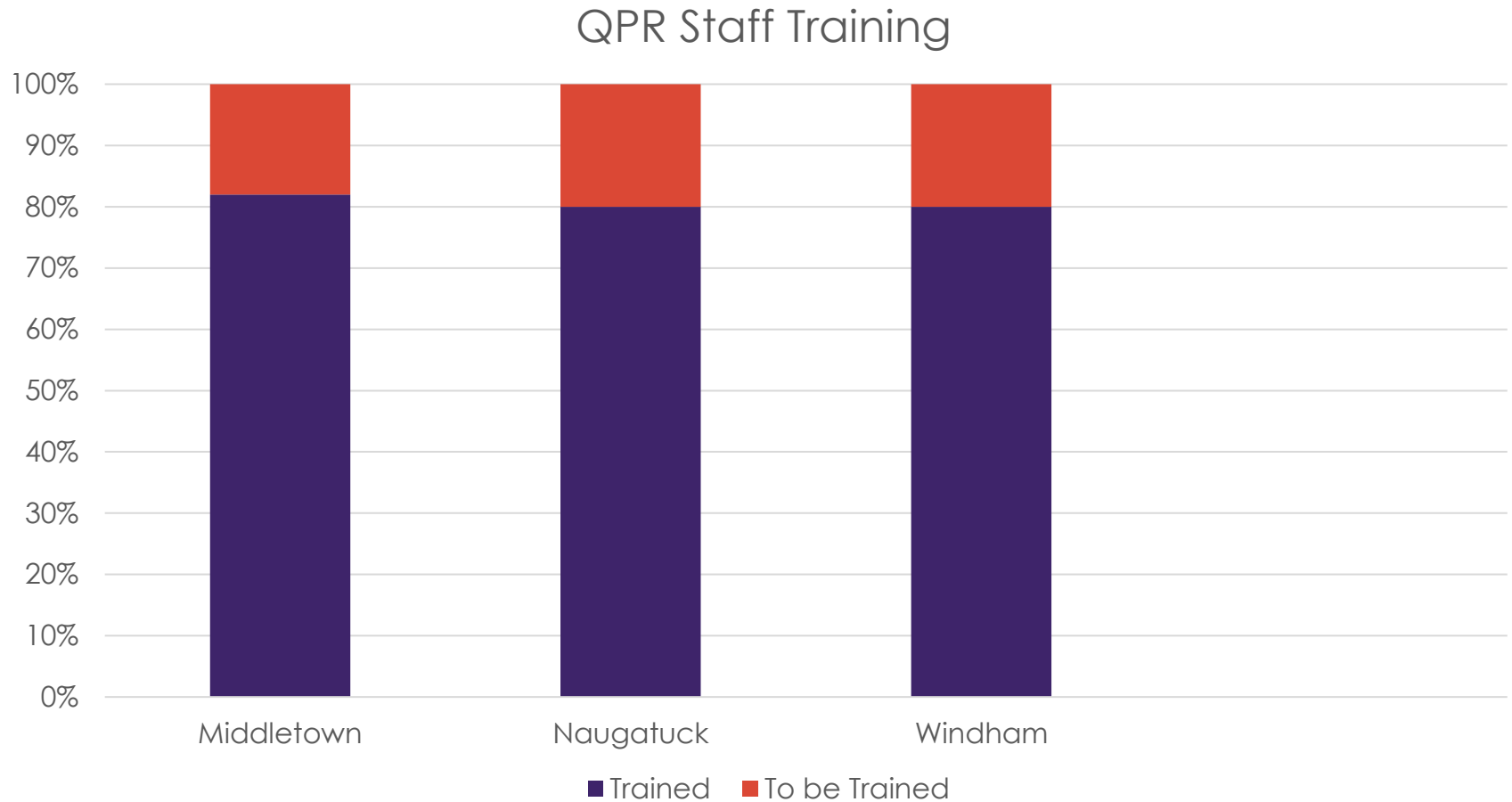
## Phase 3

- Train, Implement, Assess (TIA)
  - Workforce development, serve students, engage in QI

## Phase 4

- Sustainability and Expansion
  - Invest in infrastructure and expand to other districts

# Goal 1: Improve staff knowledge on behavioral health, trauma and crisis response



# Goal 1: Continued

The screenshot displays the CT Project AWARE course interface. At the top left is the logo for CT Project AWARE, with the tagline 'Advancing Wellness and Resilience in Education'. At the top right, a user profile icon is shown next to the email 'locurto@uchc.edu'. Below the header, there are two tabs: 'Course' and 'Resources'. On the left side, a vertical list of modules is shown, with 'MODULE 1 Overview of Mobile Crisis' highlighted. The main content area for Module 1 is titled 'MODULE 1 Overview of Mobile Crisis'. It includes an 'Overview' section with a paragraph about Connecticut's Mobile Crisis services. Below this, 'LESSON 1 When to Access and How to Collaborate' is listed with a 'Resume' button. To the right of the lesson title, 'Lesson Information' is provided, including the instructor 'Yvette Cortez, MA, and Leillee Bitiyong, MFT' and a duration of '1 hour'. At the bottom of the page, a footer contains the text 'Software developed by 3C Institute. © 2022 3C Institute, All Rights Reserved.' and links for 'Contact Us', 'Terms of Use', and 'Privacy Policy'.

CT Project  
**AWARE**  
Advancing Wellness and Resilience in Education

locurto@uchc.edu

Course Resources

MODULE 1  
Overview of Mobile Crisis

MODULE 2  
Suicidality

MODULE 3  
Trauma Training Series

MODULE 4  
Staff Wellness Training Series

MODULE 5  
Climate and Culture Training Series

MODULE 6  
School Mental Health Training Series

MODULE 7  
Student Development Training Series

MODULE 8  
Connecticut Children's Behavioral Health System

MODULE 9  
CBITS and Bounce Back

MODULE 1  
Overview of Mobile Crisis

Overview

Learn how Connecticut's Mobile Crisis services work and when to access them. Teams of mental health workers provide intervention services in situations where an individual mental or emotional condition results in behavior that poses an imminent danger to themselves or to others.

1 LESSON 1  
**When to Access and How to Collaborate**

Resume

Lesson Information

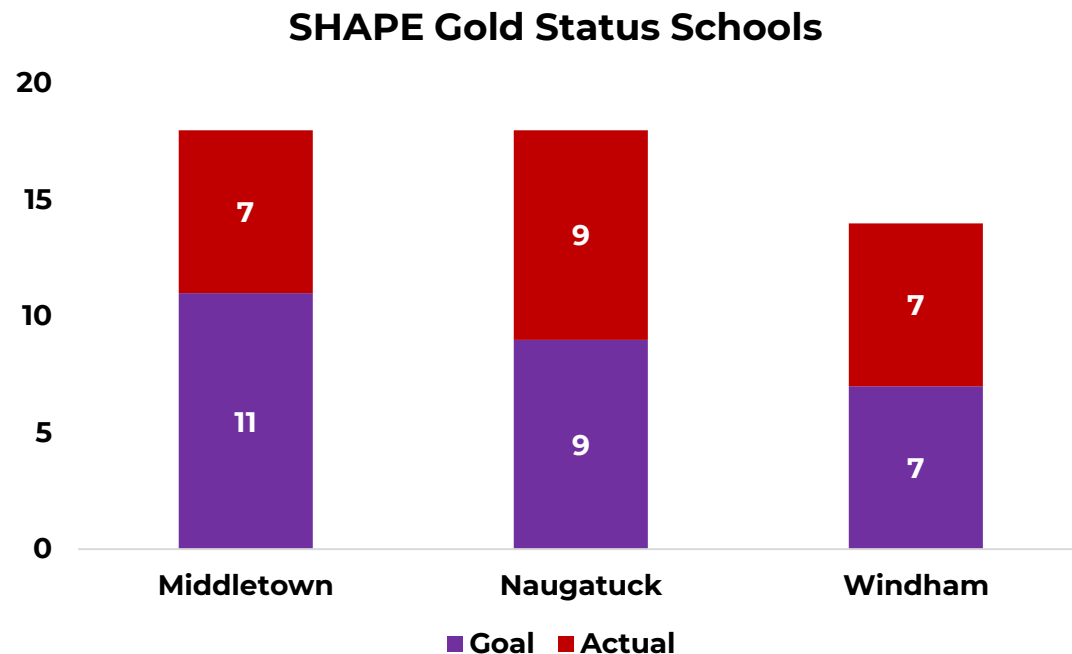
Yvette Cortez, MA, and Leillee Bitiyong, MFT

1 hour

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## Goal 2: Assess schools' capacity and resources to develop comprehensive mental health



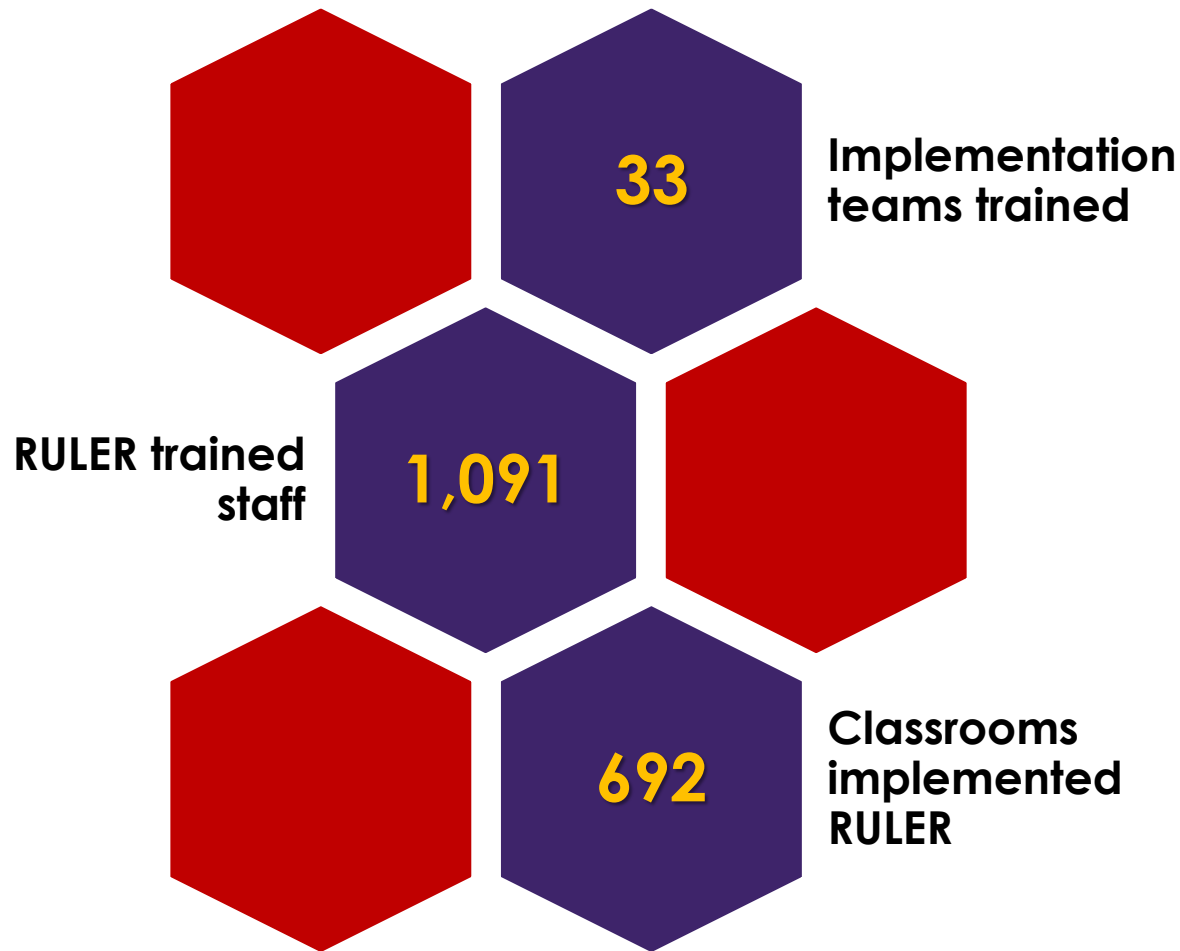
## Goal 3: Implement screening for behavioral health and trauma

**13 mental health staff** have been trained to use the Ohio, CTS, and A-SBIRT as a screening tool

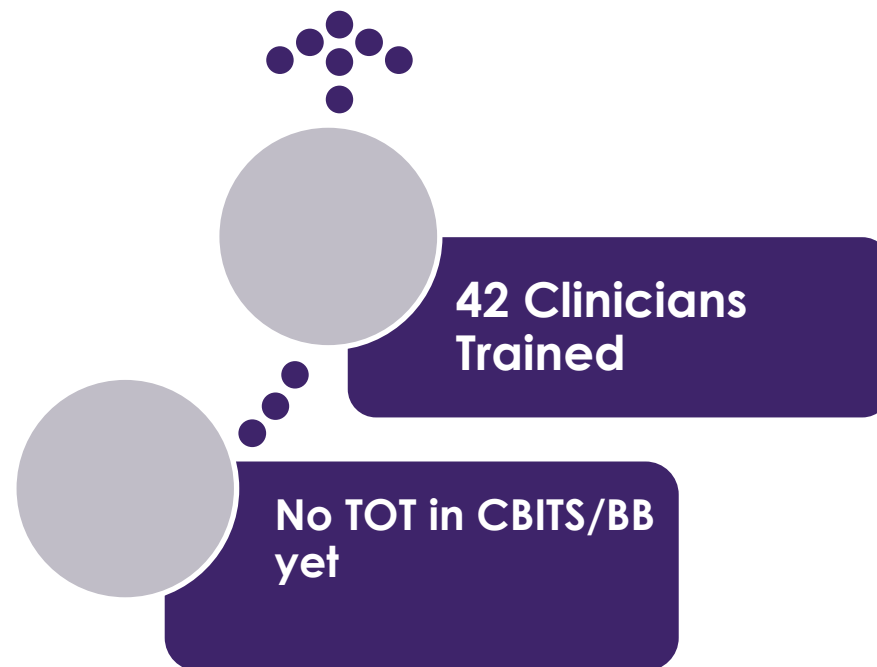
## Goal 3: Continued

**171 students** have been screened

## Goal 4: Integrate social-emotional learning in the classroom to improve behavior

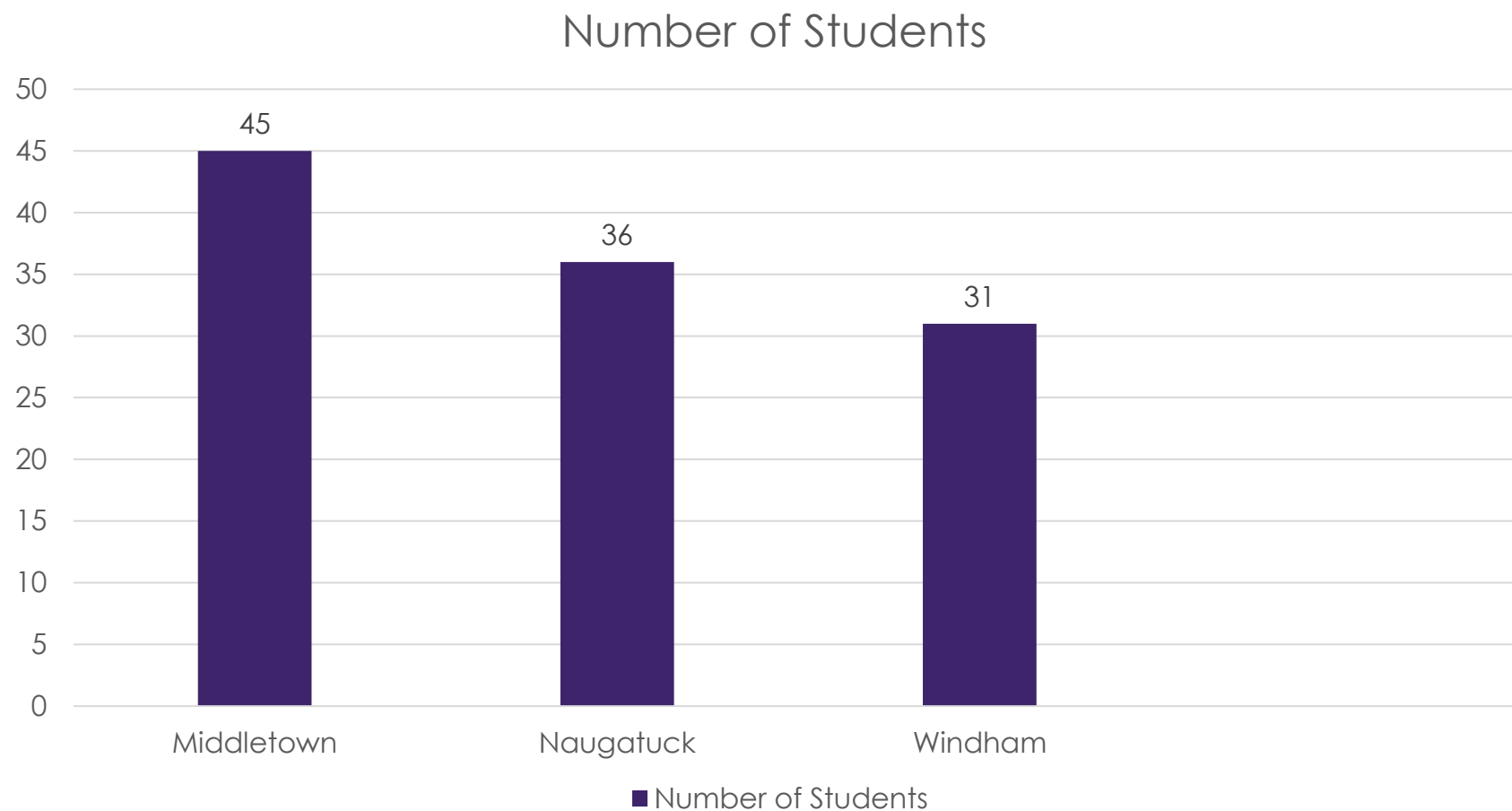


# Goal 5: Improve outcomes for students with behavioral health and trauma symptoms





## Goal 5: Continued



# Goal 6: Improve access to students in crisis or other behavioral health concerns

**68** On-site Clinicians Identified

**MOA between all districts and  
Mobile Crisis**

## Goal 6: Continued

**71% of students are being referred**

# Results Summary

- Strengths
  - Internally, districts are very good at training and implementation.
  - Having a project manager/team that is/are internal to the district increases buy-in.
- Growth
  - Early buy-in/collaboration with other agencies/organizations is needed.
  - In order to effectively engage in QI, districts need a BH portal that mimics academic systems.

# Recommended Next Steps

1. Quality:
  - a. Development of a K-12, SEL/BH dashboard to examine delivery of interventions, monitor measurable outcomes, and assess disparities.
2. Access:
  - a. Establish and/or maintain school/family/community partnerships to ensure continuity of care.
3. Policy:
  - a. Small p: MOAs to establish general guidelines.
  - b. Big P: Workforce development; funding supports

Thank You!

Questions?

# Where to find us



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