NATIONAL QUALITY INITIATIVE FOR SCHOOL HEALTH SERVICES

SCHOOL MENTAL HEALTH PLANNING FOR THE 2020-21 SCHOOL YEAR DURING COVID-19

June 9, 2020
Reminders

• This training is being recorded and will be made available to participants
• Participants will be muted and will not be on video
• Presenters will leave video ON when they present
• Use the chat box to ask questions or to provide comments. These will be integrated into our discussion. A summary document responding to questions raised will be developed and shared with registered participants.
PRESENTERS:

Elizabeth Cook, EdS
Senior National Adviser of Social Emotional Health at the Alliance for a Healthier Generation

Renee Gross, JD
Health Policy Consultant at Kaiser Permanente Institute of Health Policy

Joyce Dorado, PhD
Director of UCSF Healthy Environments and Response to Trauma in Schools (HEARTS)

Elizabeth Clark, MSN, RN, NCSN
National Association of School Nurses

HOSTS:

Jill Bohnenkamp, PhD
National Center for School Mental Health

Katy Stinchfield, MS, LPC
School-Based Health Alliance
Challenging comprehensive school-based health centers and school mental health systems to adopt, report, and improve standardized performance measures.

Advance school health services by addressing specific contemporary or emerging behavioral health conditions/issues among students.

Funding:
HHS Heath Resources and Services Administration
Maternal and Child Health Bureau
COVID-19 Resources

COVID-19, the disease caused by the coronavirus, is a global pandemic that has shut down much of society, including many schools. The stress associated with this virus may understandably increase worry and anxiety in our students, staff, families, and communities. At the National Center for School Mental Health, we want to support you as you protect your health and the health of those around you. To that end, we have accumulated resources and tips for you to use and share with others in your networks. We will continue to update these resources as we learn more.

- Crisis Response
- Early Childhood Mental Health
- General Resources
- Guidance for School Staff & Administrators
- Stress Management & Self Care
- Students & Families
- Technology to Support School Mental Health

Hosted on the NCSMH website: schoolmentalhealth.org
School-Based Health Alliance

www.sbh4all.org

- 3-23-20 Alliance Statement on COVID-19
- Federal and State Policy Changes
- Letters to Congress
- National SBHC Sponsors
- School Health & School Personnel Resources
- Social Media Pages to Follow
- Symptom & Intervention Resources
- Miscellaneous Resources
  - Listening and Learning Sessions
  - Webinar Series on Supporting SBHCs in the Time of COVID-19 in partnership with Weitzman Institute at Community Health Center, Inc. from CT (SBHC CoIIN)
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)
Figure 3. Core Features of a Comprehensive School Mental Health System

1. Well-Trained Educators and Specialized Instructional Support Personnel
2. Family-School-Community Collaboration and Teaming
3. Needs Assessment and Resource Mapping
4. Multi-Tiered System of Support
5. Mental Health Screening
6. Evidence-Based and Emerging Best Practices
7. Data
8. Funding
The SHAPE System

What is SHAPE?

A free, interactive tool designed to improve accountability, excellence, and sustainability in school mental health in schools, districts, and states.

Learn More
Comprehensive School Mental Health Systems
CoIIN States

- Minnesota
- Wisconsin
- Massachusetts
- Rhode Island
- Pennsylvania
- Ohio
- South Carolina
- Arizona
- Nevada

2019-20 Cohort
2020-21 Cohort
SHAPE helps schools and districts improve their school mental health systems! HOW?

- SHAPE users map their school mental health services and supports.
- Assess system quality using national performance standards.
- Receive custom reports and strategic planning guidance and resources.
- Utilize additional SHAPE features including the Screening and Assessment Library and Trauma-Responsive Schools Assessment and Resources.
- Use district and state dashboards to collaborate with schools and districts in your region.
Improve student mental health in your schools, districts, and states. Sign up for:

- Myself
- My School
- My District
- My State
Overview Page

Welcome to SHAPE! Explore all that SHAPE has to offer to improve your district's school mental health system.

School Mental Health Profile
Teams are encouraged to start with the School Mental Health Profile, which asks about the structure and operations of your school mental health system. This Profile is part of the National School Mental Health Census, an effort to capture the status of school mental health nationally.

Quality Assessment
The Quality Assessment will help your team assess the quality of your school mental health system based on seven donuts. Teams receive a custom report based on responses.

Resource Center
This Resource Center includes publicly available resources selected by school mental health experts. The library is divided by key components of a comprehensive school mental health system. Teams are encouraged to use custom reports from the Quality Assessment to navigate the resource library and guide the selection of appropriate resources.

Screening and Assessment Library
The Screening and Assessment Library offers an extensive list of free and low-cost measures related to school mental health.

Trauma Responsiveness
The Trauma Responsive Schools Implementation Assessment (TRS-IA) is an evidence-informed self-assessment. Feedback reports and comprehensive guides will be generated to support schools and districts as they work to enhance their trauma-responsive programming.

My Schools
View data related to school mental health from schools in your district in the My Schools tab.
The School Mental Health Profile documents the structure and operations of your school mental health system. This Profile is part of the National School Mental Health Census, an effort to capture the status of school mental health nationally.

Instructions: Complete this assessment with an existing team or identify a new team. Broad and diverse participation ensures meaningful assessment, successful planning, and implementation. Your team may include school or community-employed staff and other partners and stakeholders, including youth and families. Please respond to these questions based on the past school year.

We anticipate most districts will have schools with a range of progress in school mental health, a variety of data collection and reporting strategies, and other characteristics queried on this profile. However, we ask that you do your best to respond on behalf of your whole district based on the data you have access to and can estimate.

If you have difficulty answering a question? If you don’t have the data to report, you can skip the question. Also, many teams need to leave some questions blank and come back to them later (you can still proceed and return to update this profile at any time). Further, no team can tackle all parts of their school mental health system at once or in a given school year. This assessment should be used as a quality improvement tool to facilitate structured conversations, strategic planning, metric for team reassessment, and to optimize the quality of all aspects of your school mental health system over time.

Download a printable version of the School Mental Health Profile for Districts.
National School Mental Health Quality Assessment - SMH-QA

Quality Domains

- Teaming
- Needs Assessment and Resource Mapping
- Mental Health Promotion for All (Tier 1)
- Early Intervention and Treatment Services and Supports (Tiers 2/3)
- Screening
- Impact
- Funding and Sustainability

School Mental Health National Quality Assessment Overview of Domains and Indicators

**Teaming**
- Multidisciplinary teams
- Youth and family partnerships
- Community partnerships
- Addresses all tiers
- Avoid duplication and promote efficiency
- Best practices for meeting structure/processes
- Delivered risks/responsibilities
- Effective referral processes to school and community services
- Data-based decisions to determine student interventions
- Data sharing

**Needs Assessment/Resource Mapping**
- Assess student mental health needs
- Assess student mental health strengths
- Use needs assessment results to select, plan and implement services and supports
- Conduct resource mapping to identify existing services and supports
- Use resource map to select, plan and implement services and supports
- Align existing services and supports

**Mental Health Promotion Services & Supports**
- Tier 1 Services & Supports
  - Promote Academic Success
  - Teacher and School Staff Wellness - Mental Health Literacy
  - Positive Behaviors and Relationships - Social Emotional Learning
- Determine whether services and supports are evidence-informed
- Ensure fit with strengths, needs, cultural, and linguistic considerations
- Ensure adequate resources for implementation
- Provide interactive training and ongoing support
- Monitor fidelity

**Screening**
- Use best practices for mental health screening, planning, and implementation
- Indicate the number of students:
  - Classroom
  - Focused screen in the absence of known risk factors
  - Identified as delay in risk already implementing a mental health plan
  - Referred to a mental health service following consultation
- Of students screened, how many screened for these mental health areas

**Early Intervention and Treatment Services & Supports**
- Provide access to needed services and supports
- Determine whether services are evidence-informed
- Ensure all services and supports are evidence-informed
- Ensure fit with strengths, needs, cultural, and linguistic considerations
- Ensure adequate resources for implementation
- Provide interactive training and ongoing supports
- Monitor fidelity
- Ensure intervention goals are SMART
- Monitor student progress across tiers
- Implement a systematic protocol for emotional and behavioral crisis response

**Funding and Sustainability**
- Use multiple and diverse funding and resources to support full continuum of school mental health
- Leverage funding and resources to attract potential contributors
- Have strategies in place to retain staff
- Maximize expertise and resources of partners to support ongoing professional development
- Have funding and resources to support
  - Tier 1 (primary prevention) services
  - Tier 2 (early intervention) services
  - Tier 3 (treatment) services
  - Maximize reimbursement for eligible services

**Impact**
- All of student who:
  - Less eligible to receive Tier 2 or Tier 3 school mental health services
  - Received at least one Tier 2 or Tier 3 service
  - Demonstrated documented improvement in education functioning
  - Demonstrated documented improvement in social, emotional, and behavioral functioning
- Use best practices to:
  - Document impact on educational outcomes
  - Document impact on social, emotional, and behavioral outcomes
  - Document student mental health services and support data to minimize student-level outcomes based on sub-population characteristics
  - Document and broadly report the impact of your comprehensive school mental health system
### Teaming
- Multidisciplinary teams
- Youth and family partnership
- Community partnerships
- Addresses all tiers
- Avoid duplication and promote efficiency
- Best practices for meeting structure/process
- Delineated roles/responsibilities
- Effective referral processes to school and community services
- Data-based decisions to determine student interventions
- Data sharing

### Needs Assessment/Resource Mapping
- Assess student mental health needs
- Assess student mental health strengths
- Use needs assessment results to select, plan and implement services and supports
- Conduct resource mapping to identify existing services and supports
- Use resource map to select, plan and implement services and supports
- Align existing services and supports

### Mental Health Promotion Services & Supports  
**TIER 1**
- Tier 1 Services and Supports:
  - School Climate
  - Teacher and School Staff Well-Being
  - Positive Behaviors and Relationships
  - Positive Discipline Practices
  - Mental Health Literacy
  - Social Emotional Learning
- Determine whether services and supports are evidence-informed
- Ensure fit with strengths, needs, cultural, and linguistic considerations
- Ensure adequate resources for implementation
- Provide interactive training and ongoing supports
- Monitor fidelity

### Early Intervention and Treatment Services & Supports  
**TIERS 2 & 3**
- Provide access to needed services and supports
- Determine whether services are evidence-informed
- Ensure all services and supports are evidence-informed
- Ensure fit with strengths, needs, cultural, and linguistic considerations
- Ensure adequate resources for implementation
- Provide interactive training and ongoing supports
- Monitor fidelity
- Ensure intervention goals are SMART
- Monitor student progress across tiers
- Implement a systematic protocol for emotional and behavioral crisis response
Screening

- Use best practices for mental health screening planning and implementation
- Indicate the number of students:
  - Enrolled in school
  - Formally screened in the absence of known risk factors
  - Identified as being at-risk or already experiencing a mental health problem
  - Referred to a mental health service following identification
- Of students screened, how many screened for [specific mental health areas]

Impact

- # of students who:
  - Were eligible to receive Tier 2 or Tier 3 school mental health services
  - Received at least one Tier 2 or Tier 3 service
  - Demonstrated documented improvement in educational functioning
  - Demonstrated documented improvement in social, emotional and behavioral functioning

Funding and Sustainability

- Use multiple and diverse funding and resources to support full continuum of school mental health
- Leverage funding and resources to attract potential contributors
- Have strategies in place to retain staff
- Maximize expertise and resources of partners to support ongoing professional development
- Have funding and resources to support:
  - Tier 1 (mental health promotion) services
  - Tier 2 (early intervention) services
  - Tier 3 (treatment) services
- Maximize reimbursement for eligible services

For a full copy of the school mental health national quality assessment, visit www.theSHAPEsystem.com
Quality Assessment

JEFFERSON UNITED

The School Mental Health Quality Assessment is designed for teams to assess the comprehensiveness of their school mental health systems and to identify priority areas for improvement. The Quality Assessment is comprised of seven domains: (1) Planning, (2) Needs Assessment/Resource Mapping, (3) Screening, (4) Mental Health Promotion, Early Intervention and Treatment, (5) Funding and Sustainability, (6) Impact. Your team will receive custom reports as you complete each domain.

Current Reporting Period: September 2018 - June 2019
Change Reporting Period

#3 Summary Report

- Last completed on 06/18/2019
  - Completed by 2 people
- Last completed on 06/27/2019
  - Completed by 1 person
- Last completed on 06/27/2019
  - Completed by 1 person
- Last completed on 06/27/2019
  - Completed by 1 person
- Last completed on 06/27/2019
  - Completed by 1 person
- Last completed on 06/27/2019
  - Completed by 1 person
- Last completed on 06/27/2019
  - Completed by 1 person

- Take Survey
- View Report

- Take Survey
- View Report

- Take Survey
- View Report

- Take Survey
- View Report
Questions and Best Practices

To what extent did schools in your district use best practices to meaningfully involve students and families to plan and improve the school mental health system?*

- Never
- Rarely
- Sometimes
- Often
- Almost always
- Always

Best practices:

- Involve students and families in all aspects of prevention, intervention, and health promotion design, implementation and evaluation; students and families can provide insight on school strengths and areas of need, program selection, implementation considerations, and ongoing quality assessment and progress monitoring.
- Involve multiple students and families on teams; provide guidance and foundational information prior to each meeting so that they can have a meaningful role.
- Gather additional information from students and families using surveys, interviews, and focus groups.
- Identify existing youth and family mental health advocacy and navigation organizations in your community.
- Partner with youth and family organizations to bring knowledge and passion based on practical, real-life experiences and expertise to support providers and other students and families within the system.
Domain Reports

Teaming

Reporting Period: September 2018 – June 2019
Date of Report: 10/07/2019
Entered By: 2 Users

About Teaming
School districts are in the position of ensuring that school mental health efforts are appropriately staffed and supported by multidisciplinary teams that have effective communication and collaboration practices. Many schools have teams that meet to discuss and strategize about student mental health issues. Schools may have one team devoted to the full continuum of mental health supports (mental health promotion to early intervention and treatment) or they may have multiple teams that address different parts of the continuum (e.g., school climate team, student support team, Individualized Education Program team, intervention/behavioral care team, Tier 2-3 team, any other team that addresses student mental health concerns).

Identified resources? The SHPE Resource Library offers a wide variety of tools and resources to help your team improve your school mental health system. The library is organized by Quality Domain to help you locate exactly what you need.

For example, to find resources related to forming a multidisciplinary team or partnerships with the community and youth and families, select “Teaming” in the resource library and filter by “Partners.”

The district team who completed this assessment reported the following information about the quality of teaming in your schools:

This progress report was developed by the Center for School Mental Health for The SHPE System.
Page 10 of 8
Strategic Planning Guide

The following pages can be used as a tool to plan your next steps for this domain. We encourage you to complete this with your team.

Please state a specific goal within this domain. (For example, for the Teaching domain, one goal might be that the school mental health team will better collect and use data to identify students who need mental health support.)

GOAL: ____________________________________________

How will you know if you’ve achieved success within this goal? (For example, for the Teaching domain and your goal is to better collect and use data to identify students who need mental health support, one way of measuring success might be that by the next academic school year, the school mental health team will receive student mental health screening data for the entire student body once per year to identify students in need of services and make a plan for meeting those needs.)

INDICATOR OF SUCCESS: ______________________________________

What opportunities exist related to this goal?

- What have been our past successes?
- What current work is taking place related to this goal?
- What are our available resources (leadership, infrastructure, staffing, partnerships)?

What barriers exist related to this goal?

- What would prevent us from moving forward with this goal?
- What would we need to overcome this/these barrier(s)?
The Resource Center houses publicly available resources representing key components of comprehensive school mental health. Teams are encouraged to use custom reports from the Quality Assessment to navigate the Resource Center and guide the selection of appropriate resources.
Quality Guides

Provides guidance to advance school mental health quality and sustainability

Includes:

- Background
- Best practices
- Action steps
- Examples from the field
- Resources
“My Schools” Tab

Monitor progress and view SHAPE reports from schools in your district.

<table>
<thead>
<tr>
<th>School</th>
<th>Shares Data with District</th>
<th>Star Status</th>
<th>Admins</th>
<th>Team Members</th>
<th>Mental Health Profile Report</th>
<th>Mental Health Quality Report</th>
<th>Trauma Responsiveness Report</th>
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</thead>
<tbody>
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<td>3</td>
<td>0</td>
<td>View</td>
<td>View</td>
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</tr>
</tbody>
</table>
Screening and Assessment Library

The Screening and Assessment Library offers an extensive list of free and low-cost measures. Use the filters to locate an appropriate measure for your needs. Each measure includes an information sheet, scoring details, and access to the measure.

Filter by Criteria

- Academic
- School Climate
- Anxiety
- Autism
- Depression/Mood
- Disruptive Behavior
- Eating
- Global Functioning
- Hyperactivity
- Inattention
- Life Satisfaction/Quality
- Resilience
- Social Skills
- Substance Use
- Trauma

Assessment Purpose:
- Screening/Initial Evaluation
- Diagnostic
- Progress Monitoring

Showing 28 of 28 resources.
Trauma Responsiveness

Trauma Responsive Schools

What is the TRS-IA?

The Trauma Responsive Schools Implementation Assessment (TRS-IA) is a quality improvement tool developed by the NCTSN Treatment and Services Adaptation Center for Resilience, Hope, and Wellness in Schools and the National Center for School Mental Health.

The TRS-IA is an evidence-informed self-assessment that comprises eight key domains of trauma-responsive schools and districts:

- Whole school safety planning
- Prevention/early intervention trauma programming
- Whole school prevention planning
- Targeted trauma-informed programming
- Whole school trauma programming
- Staff self-care
- Classroom strategies
- Family and community engagement

Administration time is less than 20 minutes. Automatically generated feedback reports support schools and districts working to enhance their trauma responsiveness.
State School Mental Health Profile
<table>
<thead>
<tr>
<th>Mod</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Foundations of Comprehensive School Mental Health</td>
</tr>
<tr>
<td>2</td>
<td>Teaming</td>
</tr>
<tr>
<td>3</td>
<td>Needs Assessment &amp; Resource Mapping</td>
</tr>
<tr>
<td>4</td>
<td>Screening</td>
</tr>
<tr>
<td>5</td>
<td>Mental Health Promotion for All (Tier 1)</td>
</tr>
<tr>
<td>6</td>
<td>Early Intervention and Treatment (Tiers 2/3)</td>
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<tr>
<td>7</td>
<td>Funding and Sustainability</td>
</tr>
<tr>
<td>8</td>
<td>Impact</td>
</tr>
</tbody>
</table>

National School Mental Health Curriculum
www.mhttcnetwork.org
Example Planning for the 2020-21 School Year

• **Assess natural resources** (personnel, existing partners) to determine if there is a need for additional supports; reach out to existing vendor community to assess the potential for expanded work.

• **Create an emergency plan** to address the possible return of the virus and/or possible school reclosure with a focus on social and emotional needs of faculty, staff and students.

• Before school opens, district leaders are advised to **provide staffing guidance to schools**. For example: Will there be short-term flexibility with associated resources to hire additional intervention specialists, social workers, or counselors?

• Districts may encourage schools to **implement mental health screening** for students.
  - Screen for COVID-specific distress
  - Screen students and their families for social needs

• **Provide resources for staff wellness**, including resiliency strategies.

• **Professional development trainings** on signs and symptoms to observe in students, and clear referral procedures.
Renee Gross, JD
Health Policy Consultant at *Kaiser Permanente* Institute for Health Policy

Elizabeth Cook, EdS
Senior National Adviser of Social Emotional Health at the Alliance for a Healthier Generation
Health at the Center
Supporting Schools in Responding to COVID-19

National Center for School Mental Health Webinar
School Mental Health Planning for 2020-21 School Year
June 9, 2020
About Kaiser Permanente

217K Employees and 22K physicians deliver high-quality care to members & on the front lines of COVID-19 response

12.3M people get care + coverage from Kaiser Permanente

8 regions
- Colorado
- Georgia
- Hawaii
- Mid-Atlantic States
- Northern California
- Southern California
- Northwest
- Washington

39 Hospitals + 701 medical offices

Exceptionally Prepared
- Telehealth options
- Consolidation to meet critical needs
- Careful supply management

COVID-19 Vaccine Testing
Taking place in our WA region
Why Is Kaiser Permanente Focused on Schools?

**RECIProCAL IMPACT**

Health impacts educational attainment and education impacts life-long health.

**LOCUS OF BEHAVIOR CHANGE**

Health interventions in and around school settings can make significant impacts on health behaviors.

**SUPPORT FOR OUR MEMBERS**

Whether in-person or virtually, one in five Kaiser Permanente members is “in” schools every weekday.

1:5
Webinar Series & Research

https://thrivingschools.kaiserpermanente.org/covid19-webinars/
Top Elements to Support Social-Emotional Health

**Student**
- Opportunities to process emotions (51%)
- Increase in student support staff (44%)
- Strategies to mitigate trauma response in students impacted by quarantine (43%)

**Family**
- Expanded access to student support staff (58%)
- Resources for families to help children readjust (53%)
- Referral pathway for families in need of support (49%)
KP-Led School Reopening Playbook to be Released Starting in June

**COVID-19 Suppression**
Outline considerations for implementing systems level changes to create a safe teaching and learning environment for students and educators once school buildings reopen.

**Mental Health & Well-being**
Understand how to assess and improve the social-emotional health for students and educators in virtual and in-person school environments.

**Physical Activity**
Address importance of and strategies to safely provide physical education and physical activity in schools whether virtual or in-person.

**Social Factors**
Whether virtually or in-person, assess the non-medical health needs of students, educators and families, and provide targeted resources to address food security and other needs such as economic opportunity, housing, or transportation.

**Staff Wellbeing**
Teachers and staff are critical to the healthy and sustained reopening of schools. This chapter will outline considerations specific to ensure, whether virtual or in-person, the physical, mental and social health needs of staff are considered.

**COMMON ELEMENTS:**
1) Policy
2) Equity, Diversity, Inclusion
3) Family & Community Engagement

**Lead Organizational Authors**

**MHW Chapter Reviewing Partners**

- Kaiser Permanente
- Alliance for a Healthier Generation
- Healthy Schools Campaign
- SHAPE America
- Action for Healthy Kids
- ChangeLab Solutions
- Colorado Education Initiative
- Mental Health Colorado
- National Center for School Mental Health
- Sanford Harmony
- University of Maryland School of Medicine
- OEA Choice Trust
Five Starter Plays
for Enhancing Mental Health & Well-being for Students & Staff
The 5 Starter Plays

Reestablish Connections
The 5 Starter Plays

- Reestablish Connections
- Prioritize Trauma Informed PD
The 5 Starter Plays

- Reestablish Connections
- Prioritize Trauma Informed PD
- Discuss Environmental Stressors
The 5 Starter Plays

- Reestablish Connections
- Prioritize Trauma Informed PD
- Discuss Environmental Stressors
- Provide Instruction on Social Emotional Skill Building
The 5 Starter Plays

1. Reestablish Connections
2. Prioritize Trauma Informed PD
3. Discuss Environmental Stressors
4. Provide Instruction on Social Emotional Skill Building
5. Develop a Process for Providing Support
What’s Next?

RISE Index
SCHOOL EDITION

Playbook Published Online:
https://thrivingschools.kaiserpermanente.org/

Free Implementation Support & Resources:
https://www.healthiergeneration.org/app
Resources

Caring for the Education Community During COVID-19 Webinar Series

Loving Kindness Meditation

Sanford Harmony Stop, Think & Cool Off Activity

Fitness Break Cards

The Three B’s Video

Sanford Harmony Coping with Teacher Stress
Connect with Us!

Renee Gross
Renee.M.Gross@kp.org

Elizabeth Cook
Elizabeth.Cook@healthiergeneration.org
Elizabeth Clark, MSN, RN, NCSN
National Association of School Nurses
Student Mental Health Resources for School Nurses

June 9, 2020
About NASN

NASN Vision
All students are healthy, safe and ready to learn.

NASN Mission
Optimize student health and learning by advancing the practice of school nursing.
Coronavirus Disease 19 Resources

Return-to-school planning, considerations when providing virtual care, and more.

COVID-19 RESOURCES
Role of the School Nurse

Framework for 21st Century School Nursing Practice™
Mental Health Resources

- Emotion Management K-6
- Motivational Interviewing for School Nurses: Methods to Facilitate Change in Behavioral Health
- Walking in Unchartered Waters: The ACEs Epidemic Impacting School Communities
- Mental Health: Tips for Today’s Students and Nurses
Position Statement

New NASN Position Statement:

• Eliminate Racism to Optimize Student Health and Learning - https://www.nasn.org/nasn/advocacy/professional-practice-documents/positionbriefs/pb-racism
Contact Information

• To view the COVID19 information on NASN Website main page
  – https://www.nasn.org/home

• Elizabeth (Liz) Clark
  – eclark@nasn.org
Joyce Dorado, PhD
Director of UCSF Healthy Environments and Response to Trauma in Schools (HEARTS)
Trauma-Informed Approaches for Safe, Supportive, and Equitable Schools: Considerations for Return to School that Promote Cultural Humility and Racial Justice

UCSF Healthy Environments and Response to Trauma in Schools (HEARTS)

Joyce Dorado, PhD
Director, UCSF HEARTS

Department of Psychiatry
University of San Francisco
at Zuckerberg San Francisco General Hospital

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• Learning/Thinking Brain = Rider
  o Makes informed, rational decisions

• Survival Brain = Horse
  o Protective instincts based on feelings

• When triggered, the rider falls off the horse
  o Executive functioning centers of brain largely go offline and survival centers of brain take over

(MacLean, 1990, van der Kolk, 2015, Ford, 2009)
“More than a concept, Cultural Humility is a process of communal reflection to analyze the root causes of suffering and create a broader, more inclusive view of the world.”

(Tervalon & Murray-Garcia, 1998)

• Lifelong learning and critical self-reflection
• Recognizing and changing power imbalances
• Developing institutional accountability
• Mutually beneficial relationships with community members that highlight community expertise

(J. Dorado (2015))
### Coronavirus deaths and race

COVID-19 is disproportionately killing black Americans, according to data released by several states.

<table>
<thead>
<tr>
<th></th>
<th>Deaths per 100,000</th>
<th>Total deaths</th>
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</table>

Death totals as of Tuesday afternoon.
State governments. U.S. Census Bureau

Lorena Elebee / Los Angeles Times
Implicit Bias

Take a test at implicit.harvard.edu
 Conditions that Exacerbate Enactment of Implicit Bias

- Tiring, **stressful**, or distracting circumstances
  - Too much information at once (“cognitive overload”)
  - Time pressure
- **Ambiguous** or vague criteria or situations
- Low effort cognitive processing (“**autopilot**”)
- **Lack of feedback** that holds us accountable

Casey, Warren, Cheesman, and Elek (2012)
Harms and Dangers of Bias: Marginalization and Unsafety for Black and Brown School Community Members

- Black children (boys and girls) more likely to be seen as older and thus not viewed with same “childhood innocence” as their white peers (Goff et al., 2014; Epstein et al., 2017)

- Racial trauma or race-based stress: threats of harm and injury, humiliating and shaming events, and witnessing harm to other people of color (Carter, 2007)

- Wear and tear on the body and brain; adverse effects on physical and mental health (Comas-Dias, 2017)

- Assaulted sense of self, internalized devaluation, internalized voicelessness (Hardy, 2013)
• Brave space vs. “safe” space
  – Do not allow white discomfort to derail anti-racist efforts that create safety for people of color
• People in power (e.g. non-black educators) must be self-aware of biases in order to be perceived as caring and trustworthy to people with less power (e.g. black students)
• Prevent recapitulation of structural oppressions by making plans for return to school with people, not to or for them
  – Engage communities who have been previously marginalized
• Prioritize socially just and healing school cultures/climates that promote social-emotional wellness and sense of belonging for all in the school community
• Honor strengths of people who have overcome adversity
Enduring Understandings:

★ The true path of black allyship directly contributes to black liberation.
★ The Black Lives Matter movement affirms the lives of all black folks. A BLM pedagogy would prioritize the liberation of black students in pursuit of academic excellence and a choice-filled life.

Essential Questions:

★ How can teachers and leaders at KBA strategically contest/oppose systemic anti-blackness in a way that helps our students build power?
★ A pro-black pedagogy at KIPP Bayview consists of what specific leadership and instructional practices?

Commitments:

★ Collaboration
★ Consistency
★ Buoyant Optimism
Resources

• Anti-Bias Education Tools:

• Teaching Tolerance (social justice and anti-bias):
  – tolerance.org

• Addressing Race and Trauma in the Classroom:

• Embrace Race – for kids and families
  – embracerace.org

• Culturally Responsive Teaching and the Brain (Zaretta Hammond)

• Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools (Glenn Singleton & Curtis Linton)

• How to Talk Effectively About Race (Kenneth V. Hardy)
Resources

• For White Folks Who Teach in the Hood…and the Rest of Y’all Too: Reality Pedagogy and Urban Education (Chris Emdin)

• The Little Book of Race and Restorative Justice: Black Lives, Healing, and US Social Transformation (Fania Davis)

• Hacking School Discipline: 9 Ways to Create a Culture of Empathy and Responsibility Using Restorative Justice (Nathan Maynard & Brad Weinstein)

• Biased: Uncovering the Hidden Prejudice That Shapes What We See, Think, and Do (Jennifer Eberhardt)

• Why “I’m not racist” is only half the story (6-minute video by Robin DiAngelo, Author of White Fragility)
  • https://youtu.be/kzLT54QjclA

• How to Be an Anti-Racist (Ibram X. Kendi)
Resources

• HEARTS.UCSF.edu
• National Child Traumatic Stress Network
  • www.nctsn.org
    • For Educators: Resources for School Personnel
    • Racial Injustice and Trauma Position Statement
• Massachusetts Advocates for Children: Trauma and Learning Policy Initiative
  • Helping Traumatized Children Learn (Cole et al.)
    • Freely downloadable at traumasensitiveschools.org
• Reaching and Teaching Children Who Hurt: Strategies for Your Classroom (Susan Craig)
• Fostering Resilient Learners (Kristin Souers & Peter A. Hall)
Acknowledgements

• Lynn Dolce, MFT, for collaboration on UCSF HEARTS Training of Trainers Curriculum
• Miriam Martinez, PhD, Co-Founder, UCSF HEARTS
• San Francisco Unified School District
• Oakland Unified School District
• Massachusetts Advocates for Children: Trauma and Learning Policy Initiative
• UCSF Center of Excellence in Women’s Health
• UCSF HEARTS made possible through generous funding from Metta Fund, as well from the John and Lisa Pritzker Family Fund; the SF Dept. of Children, Youth, and Their Families (Mayor’s Wellness Fund); Lieff, Cabraser, Heimann & Bernstein, LLP; The Tipping Point Foundation; and SFUSD School Improvement Grant (SIG) funds
DISCUSSION

PLEASE ENTER QUESTIONS IN THE Q & A BOX
POLL

THANK YOU FOR YOUR PARTICIPATION!
THANK YOU!