

Innovative Roles and Tools to Enhance Student Behavioral Health Supports

B7

**Wednesday, June 24th, 2026
12:15-1:30PM**



Continuing Education Credits

In support of improving patient care, this activity has been planned and implemented by School-Based Health Alliance and Moses/Weitzman Health System, Inc. and its Weitzman Institute and is jointly accredited by the Accreditation Council for Continuing Medical Education (ACCME), the Accreditation Council for Pharmacy Education (ACPE), and the American Nurses Credentialing Center (ANCC), to provide continuing education for the healthcare team.

This series is intended for Dentists, Nurses, Nurse Practitioners, Pharmacists, Physicians, Physician Assistants, Psychologists, Registered Dietitians, and Social Workers.

Please complete the survey and claim your post-session certificate on the Weitzman Education Platform after today's session. **Please note:** Pharmacists must claim credits within two week's following today's session or we will not be able to award ACPE credits.



Disclosures

- With respect to the following presentation, there has been no relevant (direct or indirect) financial relationship between speakers (or other activity planners) and any ineligible company in the past 24 months which would be considered a relevant financial relationship.
- The views expressed in this presentation are those of the speakers and may not reflect official policy of Moses/Weitzman Health System.
- We are obligated to disclose any products which are off-label, unlabeled, experimental, and/or under investigation (not FDA approved) and any limitations on the information that are presented, such as data that are preliminary or that represent ongoing research, interim analyses, and/or unsupported opinion.



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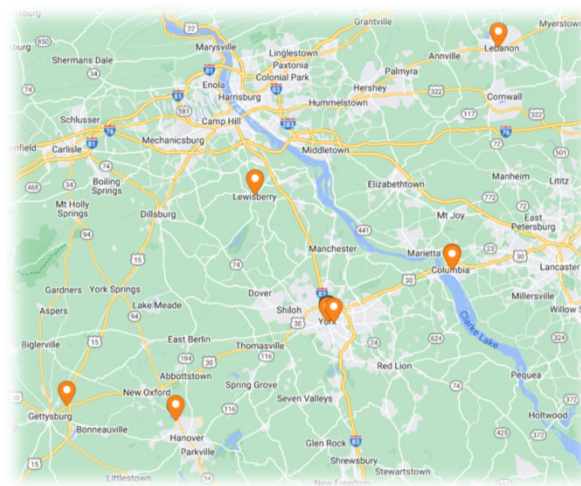


www.familyfirsthealth.org



Family First Health

- Federally Qualified Health Center (FQHC)
- National Committee for Quality Assurance (NCQA)
 - Patient Centered Medical Home (PCMH)
- 10 sites (2 SBH)



Family First Health

•Medical



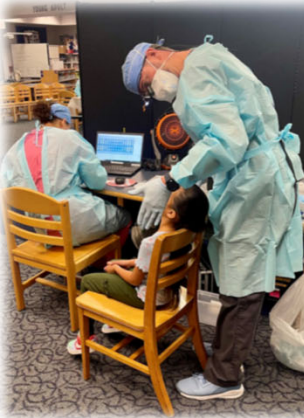
- Comprehensive & coordinated primary care for all



•Dental



- Routine preventive exams & cleanings
- Mobile School Dentistry



•Integrated Services



- Substance Use
- Behavioral Health
 - Consultant
 - Associate



•Community Programs

- Caring Together
- Nurse Family Partnership
- Connections for a Healthy Pregnancy
- Community Health Workers



•Optometry



•Podiatry



•Pharmacy



Family First Health

School-Based Health Goals

**Hallways
to Health**

**Creating a
School-Wide
Culture of
Wellness**

**Raise
awareness**

**Build rapport,
relationships,
communication, & trust**

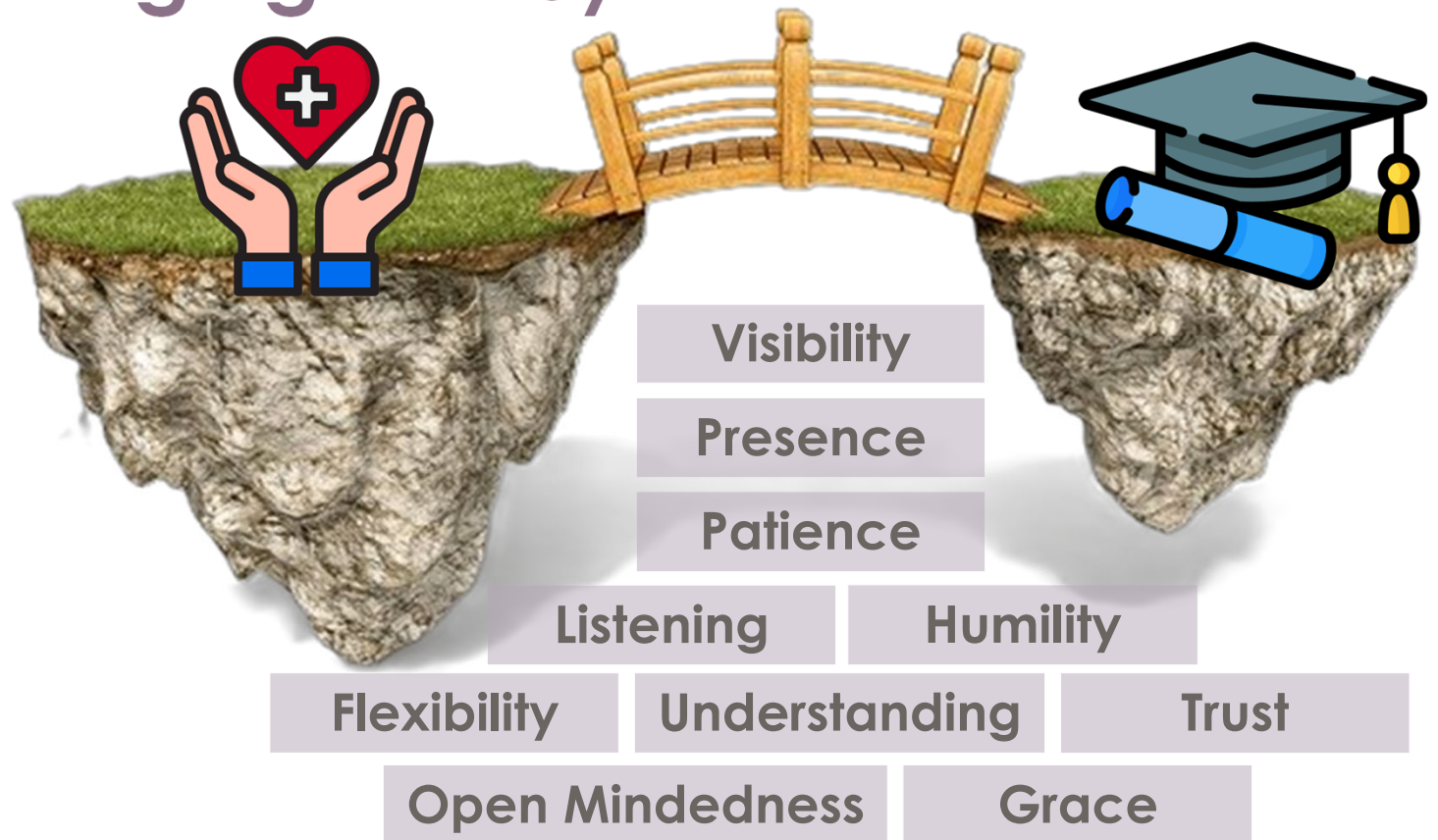
**Increase
enrollment
& utilization
in supports**

**Improve
health**



School-Based Health

Bridging Two Systems





FFH SBH Video

https://www.youtube.com/watch?v=8reNBp6e-PI&list=PLbulRIBOw8ZS_YdFB7-3VvKOCxneNr-Xv&index=1

Family First Health (FFH)

School-Based Health (SBH) Team

SBH
Coordinator

Behavioral
Health
Associate



FFH SBH Integration

Role	Tier	Initiative	Students	Staff	Community
SBH-C	1	School Events			
		Kindergarten Ready			
		School Wellness Garden			
		Morning Welcome Committee			
		Student Hygiene Initiative			
BH-A		Mental Health Awareness			
		Youth Health Advisory			
		Calming/Reset Space			
	2	Social/Emotional Curriculum			

Session Objectives

1. Participants will demonstrate knowledge of how to create and implement the Behavioral Health Associate role as an integral role within the school's behavioral health offerings, and as a liaison between the school-based health center and the school.
2. Participants will demonstrate knowledge of how to implement innovative pediatric behavioral health screening tool within a school-based health center.

Session Agenda

- 1. Outline BHA role development, implementation, and sustainability**
2. Describe BHA role as a liaison supporting SBH center coordination through tiered interventions
3. Explain BHA advocacy and connections to clinical services, including BHC handoffs
4. Highlight integration of pediatric behavioral health screening for early identification
5. Share lessons learned and strategies for replication

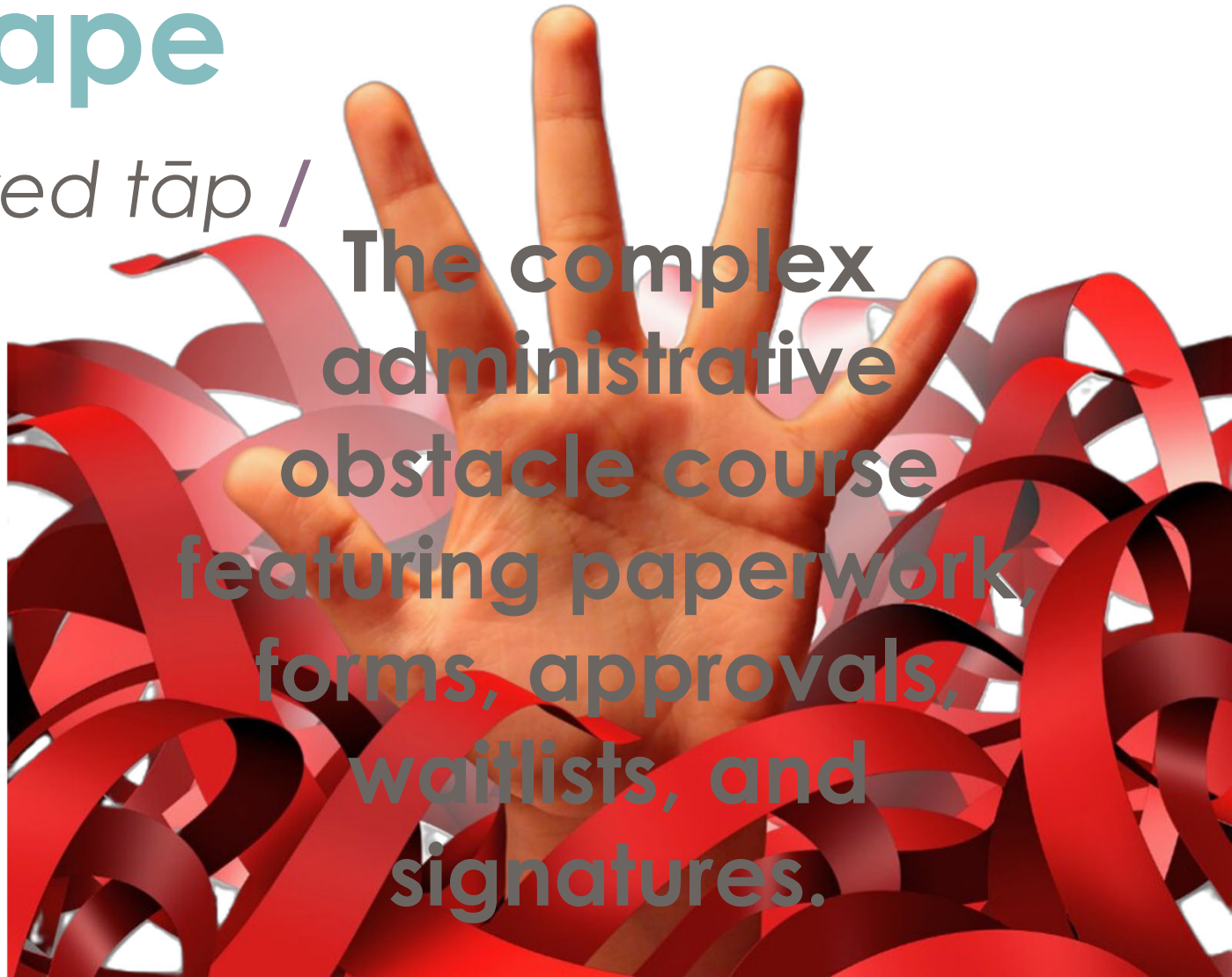
Most journeys end
by crossing the
red tape... ours began
with it.



Red Tape

(noun) / red tāp /

The complex administrative obstacle course featuring paperwork, forms, approvals, waitlists, and signatures.



Red Tape Confessional

Think of the most frustrating **red tape** moment you've experienced in your work.

- What happened?
- What made it so difficult?
- How long did it take?
- **What did it ultimately mean for the student?**



BHA Development



- Principal
- Social Worker
- Community Partners

BHA Development

Embrace the tape.



BHA Sustainability

Funding

- PA SBH Alliance
- PA Commission on Crime & Delinquency
- School District Budget



BHA Development

Role Creation

- Curriculum research
- Job description development
- Supervision & mentorship
- Talent search
- On-boarding
- Flex, flex, flex
- Pilot and goal setting



BHA Implementation

Referral Workflow

- Access to the school's information system is key!
- Multiple iterations
 - Emailed student lists → shared spreadsheets
→ centralized/shared Google folder

FFH HPC BH-A Student Referrals from HP Student Services																	
August-December 2025																	
Date Referral Received	Referral Received By	Student First Name	Student Last Name	Student ID	Grade	Calming/Reset Space	CBSG's Rainbow Days (PreK-4)	Borvia Life Skills MS (5-8)		First Contact Type	First Contact Date	Second Contact Type	Second Contact Date	Third Contact Type	Third Contact Date	Parental Consent Received	Date

- Student referrals to BHA
- Parental consent outreach (3 attempts)
- Follow-up status (e.g. open or discontinued)

BHA Implementation

Consent Workflow

Student Agreement (for all students)

Student Guidelines

Students are asked to agree to the following:

- **Obtain a pass** from school staff before entering the behavioral health space.
- **Maintain confidentiality** about discussions with staff and peers.
- **Communicate respectfully and constructively** to foster positive relationships.
- **Feel free to discuss Family First Health services** with parent(s) or guardian(s).
- **Understand that safety concerns** (e.g., intent to harm self or others) will be shared with parents and medical professionals.



Parent/Guardian
Consent to Engage with Behavioral Health Associate

Family First Health works with the School District of the City of York to help students, their families, and the school community with their health needs. This help includes medical care, dental care, behavioral health support, and school-based health support.

With your permission, your child may participate in school-approved, school-based health activities, provided by a Family First Health Behavioral Health Associate. These are meant to help students learn important social and emotional skills, how to understand their feelings, and make healthy choices. Topics may include:

- Understanding and talking about feelings
- How to handle strong emotions
- Learning about mental health
- Building self-confidence
- Being kind and caring
- Talking and listening to others
- How to deal with stress or worry

These activities happen during the school day and may be done one-on-one, in small groups, or in the classroom. Students may be pulled from class, when necessary, to participate. These activities happen in coordination with school staff (and other community partners) and are aligned with school goals. These activities are not mental health treatment or therapy, and they should not replace mental health treatment or therapy.

Please sign below to give permission for your child to participate in these activities.

Acknowledgement for Consent to Engage with Behavioral Health Associate:

I understand what this form means and give my permission for my child to join these activities. I know I can ask questions, say no to any activity, or stop activities at any time. This form is good for one year from the date I sign it.

Student Name: _____ Student Date of Birth: _____

Legal Parent/Guardian Printed Name: _____

Legal Parent/Guardian Signature: _____

Today's Date: _____

Parental Consent to Engage (for students under 14 y/o)

Red Tape Remix

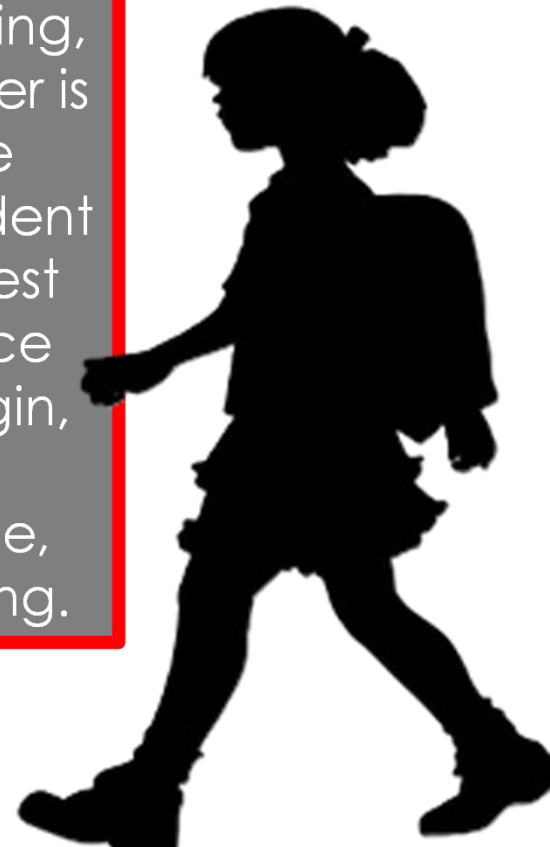
Group Task

- Where is the red tape?
- What are the unique barriers?
- What usually happens to students in this situation?
- What could be put in place to support this student in the gap between services?
- How could the school or a creative role support this student within these constraints?



Red Tape Remix

A 3rd grade student has been having frequent emotional outbursts in class (shutting down, crying, and occasionally leaving the room). The teacher is concerned, and the school team agrees the student would benefit from BH support. The student is referred to outside therapy, but (1) the nearest provider has a 10–12 week waitlist, (2) insurance requires a formal diagnosis before services begin, (3) the family is overwhelmed and has not completed intake paperwork. In the meantime, behaviors are increasing and impacting learning.



Session Agenda

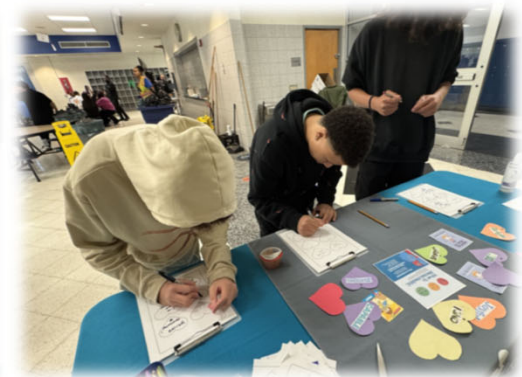
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BHA Liaison

Tier 1 Behavioral & Mental Health Awareness

January Mental
Wellness Month
Candy Heart
Factory

May Mental Health
Awareness Month
Kindness is Your
Superpower Week



BHA Liaison

Tier 1 Calming/Reset Space

- Safe/supportive
- Guided/facilitated use
- Emotional/behavioral regulation
- Access pathways
 - Real-time teacher request
 - Scheduled check-ins



BHA Liaison

Tier 1

Calming/Reset Space

- Check in/out assessment



Hannah Penn (School-Based Health) Center
"Youth Calming Space"
Emotion Check In / Out

BEFORE: Circle how you feel before you enter.

AFTER: Put an "X" on how you feel before you leave.

Intensity	Very Low	Low	Medium	High	Very High
 JOY	Fine/Content 1	2	Good/Delighted 3	4	Thrilled/Ecstatic 5
 ANGER	Mad/Angry 1	2	Irritated 3	4	Furious/Outraged 5
 SADNESS	Down/Bad 1	2	Sad/Hurt 3	4	Hopeless 5
 FEAR	Worried/Uneasy 1	2	Afraid/Fearful 3	4	Terrified/Horrified 5
 DISGUST	Annoyed 1	2	Hatred 3	4	Repulsed 5

BHA Liaison

Tier 1 Youth Health Advisory

- Voice, empowerment, engagement
- Tiered Participation
Adult $\leftrightarrow$ Student
- Assessments
 - Pre/Needs
 - Post/Satisfaction



BHA Liaison

Tier 2 Supplemental Social/Emotional Learning Curriculum

- Pre-approved
- Evidence-informed curriculum
- Student services referrals
- Parental consents (when necessary)
- Assessments: pre/post knowledge, attitude, behavioral intent

PreK-4
CBSG's
Rainbow Days

5-8
Botvin Lifeskills
MS

9-12
Botvin Lifeskills
HS

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BHA Advocate

Tier 2 & 3 Student Services Team

- Evolving collaborative structure
- Bridges support and services
- Regular attendance in meetings
- Support context & required documentation

BHA Advocate

Tier 2 & 3 Warm Hand Off

- Integrated Services – Behavioral Health Consultant
 - Reverse warm hand off
- 1:1 with BHC and School Social Worker
 - avoid duplication of services

Red Tape Remix

Group Task

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Red Tape Remix

A 7th grade student has increasing anxiety (frequent nurse visits, difficulty attending class, and occasional panic symptoms). The school refers them for behavioral health services. However (1) the student does not meet criteria for school-based therapy services, (2) community providers indicate symptoms are “not severe enough” for higher levels of care, (3) the student is placed on a general counseling waitlist. The student continues to struggle with attendance and engagement.



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BHC

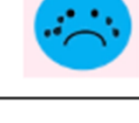
Screening

- **Pediatric Behavioral Health**
 - Year 01 Pilot
 - Develop screening tool
 - Test with selective implementation
 - Year 02
 - Update screening tool
 - Broaden implementation
 - Next Steps
 - Add Language: Haitian Creole
 - Take to other sites (non-school based)

Pediatric Screening Tool (Children 5-11)

Parents, please let children fill out this form to the best of their ability;
have them circle one choice from the right column for each emotion.

In the
past
week,
how
often
have
you
felt:

Loved		 NEVER	 A LITTLE	 SOMETIMES	 A LOT
		3	2	1	0
Fighting		 NEVER	 A LITTLE	 SOMETIMES	 A LOT
		0	1	2	3
Scared		 NEVER	 A LITTLE	 SOMETIMES	 A LOT
		0	1	2	3
Angry		 NEVER	 A LITTLE	 SOMETIMES	 A LOT
		0	1	2	3
Happy		 NEVER	 A LITTLE	 SOMETIMES	 A LOT
		3	2	1	0
Sad		 NEVER	 A LITTLE	 SOMETIMES	 A LOT
		0	1	2	3

Spanish
and English
versions

Scoring

Total

Score: ____ /18

0-4: Low

5-10: Moderate

11-18: High

Red Tape Remix

Group Task

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- What are the unique barriers?
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Red Tape Remix

A 15-year-old 10th grade student shares with a school social worker that they are struggling with depression and want to talk to someone. They are open to mental health support but are hesitant to involve their parent/guardian. In your state, students 14+ can consent to outpatient mental health services. However (1) the school's typical referral process assumes parent involvement, (2) community providers still request insurance and parent contact for billing, (3) there is a waitlist for school-based services. The student is asking for help now.



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Lessons Learned

- **Schools are different**

- Staff changing every school year
- Last minute building closures for weather, building and/or safety (Lock Downs and Drills)
- Not school staff = cannot lead certain incentives
- Reporting structure shifts – School is in charge
- HIPPA vs. FERPA
 - Referrals – no shared documenting system

- **Staffing**

- "Just because you can, does not mean you should"



Strategies for Replication

- Be creative
- STRONG relationships
 - BTW school and FQHC leadership
 - SBH staff and student services/school administration (i.e., principal, attendance office)
- Strong relationships between the school and FQHC
 - Regular meetings between leadership
 - Strong connection with student services
- Regular supervision for SBHC staff
 - Are we staying in bounds?

Conclusions

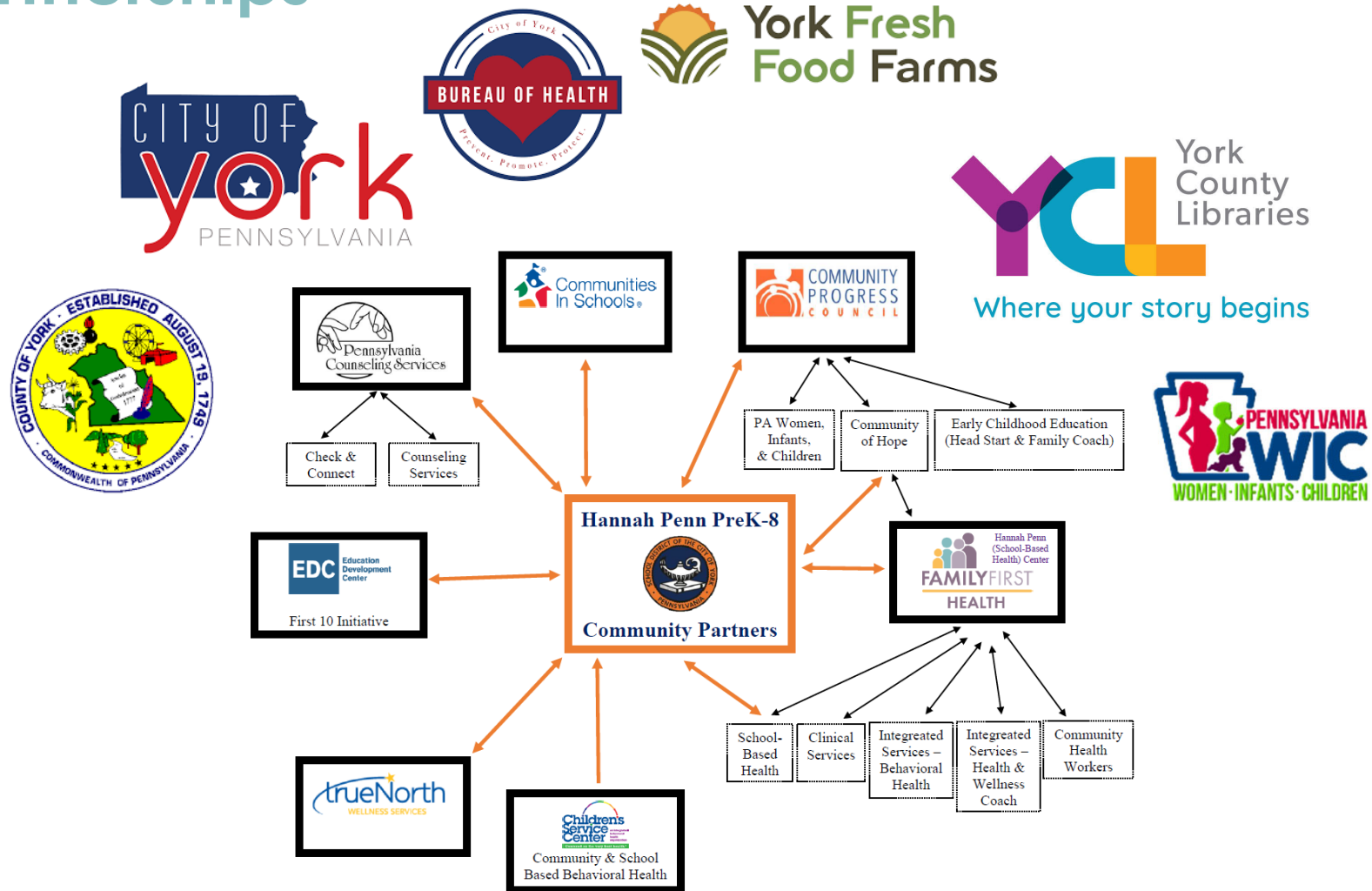
Learning Check: Name One Thing

You see
differently
now.

You could
try while
they
wait?

You are
taking
with you?

Partnerships



Results



Hannah Penn School-Based Health Center



Year in Review 2024-2025



Clinical Services

Lois S., Brooke L., Vickie M.,
Mary O. & Karen G.

Integrated Services – Health & Wellness Coach

Sharla S.

Integrated Services – Behavioral Health

Liz L., Amber R., & Nigel L.

Community Health Workers

Celia S., Loucena E., & Mandie D.

School-Based Health

Nikole T.

Attended & presented at
NSBHA conference (Jul24).

Co-Hosted "Kindergarten
Ready" for 27 families (Aug24).

Hosted First-Day-of-
Kindergarten support (Aug24).

Attended SDCY Back-to-
School Resource Fair (Aug24).

Hosted United Way Day
of Action at HP (Sep24).

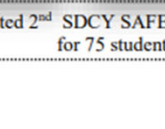
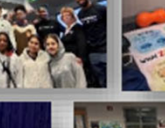
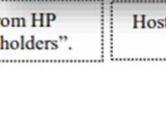
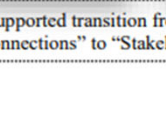
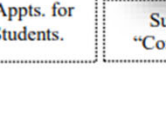
Supported BVM book
list for new restock order.

Supported 6 PBIS school events including Back-to-School,
Fall Resource Fair, Winter Festival, EoY Carinval, etc.

Supported 8th Grade Promotion
Ceremony (May25).

Provided medical
(school physicals,
well-child checks,
immunizations, etc.),
integrated behavioral
health (SBIRT),
dental (screenings,
cleanings, etc.), &
optometry services
& referrals for 1,413
SDCY students
(30% of HP
Population).

2,427 SDCY
Mobile School
Dentist Appts. for
1,145 Students.



Co-hosted 11 community
"Monthly Community Events".

Hosted Student Hygiene Initiative
for 450 3rd-8th Graders (Nov24).

Hosted 30 "Morning Welcome Committee"
events for students and 3 for staff.

Supported CoH's "Student
Clothing Distribution".

Sponsored GirlOTR team of
14 3rd-5th Graders (Mar25).

Hosted (3) HP Wellness
Gardens (May25).

Supported health education lessons
and messages on 8 bulletin boards.

Supported Mental Health
Awareness (Jan25 & May 25).

Maintained "Youth Health Advisory" of 25
5th-8th graders with 24 meetings.

Maintained "Youth Calming Space."
Utilized by 40 students through 157 visits.

Tier 2 SEB Curriculum
CBSG's Rainbow Days for 13
K-4th Graders & Botvin
LifeSkills for 12 5th-8th Graders.

Distributed 253 "United Way"
Little Free Library books.

Supported transition from HP
"Connections" to "Stakeholders".

Hosted 2nd SDCY SAFE Camp "Health Day"
for 75 students (Jun25).

Questions & Answers



Conference Evaluation



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