



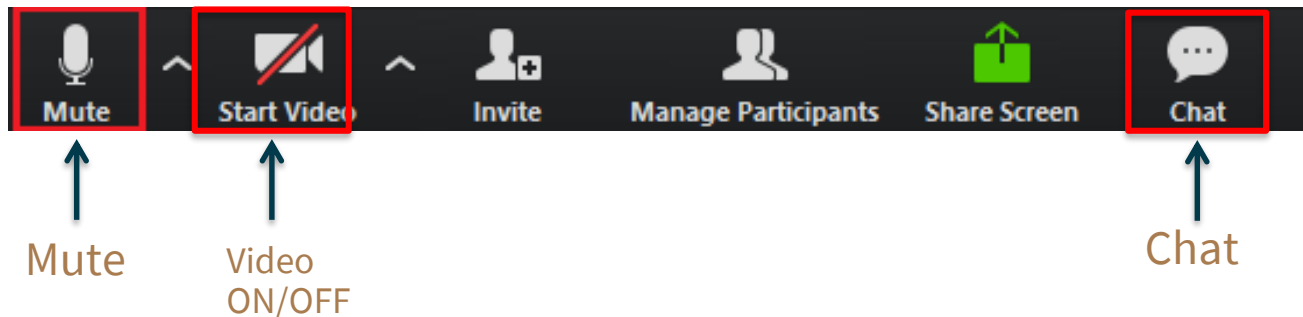
NATIONAL QUALITY INITIATIVE FOR SCHOOL HEALTH SERVICES

MULTI-TIERED SCHOOL MENTAL HEALTH IMPROVEMENT, INNOVATION, AND ADVOCACY DURING COVID-19

June 2, 2020

zoom How To's

This “Controls Bar” is located at the bottom!



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:



John Crocker

*Director of School Mental
Health and Behavioral
Services, Methuen Public
Schools*



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*Executive Director,
Please Pass the Love*



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**Sharon Hoover,
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**Katy Stinchfield, MS,
LPC**

*School-Based Health
Alliance*

HOSTS:



IMPROVING HEALTH AND
MENTAL HEALTH IN SCHOOLS

National
Quality
Initiative



SCHOOL-BASED
HEALTH ALLIANCE
Redefining Health for Kids and Teens



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 Health Resources and Services Administration
Maternal and Child Health Bureau**

National Center for School Mental Health (NCSMH)

National Center for School Mental Health (NCSMH) > COVID-19 Resources

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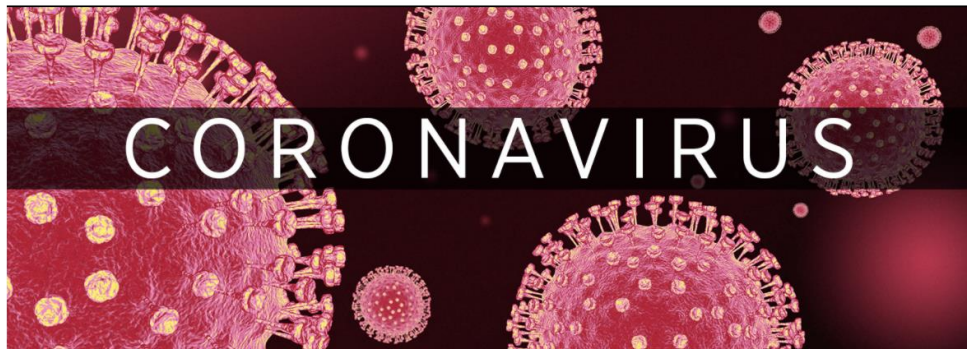
Conferences >

The SHAPE System

Connect With Us >

COVID-19 Resources

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)

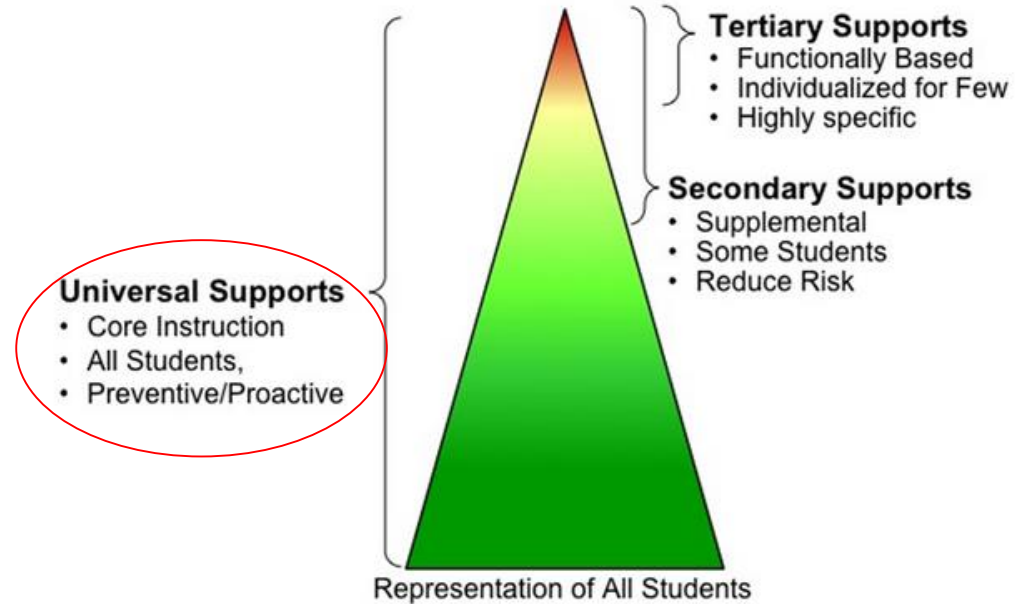
John Crocker
Director of School
Mental Health and
Behavioral Services,
Methuen Public
Schools



Framing the Problem:

Extending Tier I to the Home

- Quality multi-tiered systems of support (MTSS) extend to include community and families; this is not a new concept.
- What is new is the necessity to focus on families and their emphasized role in adopting tier I supports in the home during the COVID-19 pandemic.



Adapting to the Needs of Families: Our Role as Coaches and Consultants

- Families are expressing that they are overwhelmed and finding it hard to balance their work responsibilities, remote learning needs, home life, and keeping their family safe and healthy.
- Our role has shifted as well. Coaching, consulting, and resourcing families with knowledge and skills to ease this period of time will go a long way.
- Guiding families to ask the right questions and structure their lives in ways that will support all that they are trying to balance is an increasingly important part of what we are being called upon to do.



Supporting Families with Evidence-based Frameworks

How can we translate the practices, strategies, and language from our existing frameworks and make it applicable to the home environment?

Look for the easy wins. - What do families already need to do during school closure and how can we make it easier for them using existing frameworks?

Managing behaviors

Provisioning children with resources

Feeding children

Supporting remote learning

Maintaining relationships

Physical safety

Emotional support

Fostering independence

Organizing activities

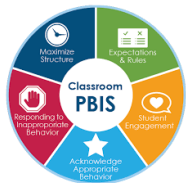
Medical needs

...AND SO MUCH MORE.

Translating Practice to Support Families (Simply!)

Identify

Identify practices and strategies from existing frameworks that will support the day-to-day lives of families during school closure.



Translate

Translate those practices and strategies to fit the context of remote learning and student support in the home.



Coach / Consult

Engage in ongoing coaching and consultation to support families in implementing practices and strategies.

Universal Design for Learning Guidelines



Provide Multiple Means of Engagement
Purposeful, motivated learners



Provide Multiple Means of Representation
Resourceful, knowledgeable learners



Provide Multiple Means of Action & Expression
Strategic, goal-directed learners

Behavioral Expectations at Home (PBIS)

- Students do not instinctively know how to effectively engage in remote learning; we need to teach them.
- Explicitly teaching behavioral expectations and reinforcing positive behavior are the foundations of PBIS.
- Coaching parents to set and teach expectations can support PBIS in the home.



Behavioral Expectations at Home (PBIS)

- Location-specific posters have been developed to teach behavioral expectations across different contexts
- How can we use this approach to support students during remote learning and school closure?
- [Example home expectations matrix](#)

Translating this...



Home Expectations Matrix

Instructions: In the left column, add the locations in your home and the events that occur throughout the day. Under each of the BEST expectations, indicate specifically what it means to meet that expectation for the locations and events you listed. Be specific and state the expectations positively (i.e. "Focus on work" not "Don't get distracted").

	B Be Responsible	E Express Respect	S Safety First	T Together We're Ready
E.g. During remote learning	Focus on completing your assignments	Use respectful language to communicate with your teacher and classmates	Keep your hands away from your face while you're working	Charge your device regularly

...to this.

Establishing a Routine and Schedule

A routine and schedule can provide some predictability to a student's day and a sense of normalcy can be established in light of this huge transition.

- Schedules and routines need to be taught
- Visual cues for young children can help to teach the routine
- Disruptions to the schedule should be reflected whenever possible in advance of the change
- Choice should be provided whenever possible to foster greater engagement (when, what, and how)
- Students know how to seek help

COVID-19 DAILY SCHEDULE

© Jessica McHale Photography

Before 9:00am	Wake up	Eat breakfast, make your bed, get dressed, put PJ's in laundry
9:00-10:00	Morning walk	Family walk with the dog Yoga if it's raining
10:00-11:00	Academic time	NO ELECTRONICS Sudoku books, flash cards, study guide, Journal
11:00-12:00	Creative time	Legos, magnatiles, drawing, crafting, play music, cook or bake, etc
12:00	Lunch	
12:30PM	Chore time	A - wipe all kitchen table and chairs. B - wipe all door handles, light switches, and desk tops. C - Wipe both bathrooms - sinks and toilets
1:00-2:30	Quiet time	Reading, puzzles, nap
2:30-4:00	Academic time	ELECTRONICS OK Ipad games, Prodigy, Educational show
4:00-5:00	Afternoon fresh air	Bikes, Walk the dog, play outside
5:00-6:00	Dinner	
6:00-8:00	Free TV time	Kid showers x3
8:00	Bedtime	All kids
9:00PM	Bedtime	All kids who follow the daily schedule & don't fight

Setting Up Workspace Provisioning

- Physical space to complete remote learning work needs to be set up; some students will need more help than others
 - Does the location allow for the activities planned to be completed?
 - Is the location free of distractions?
 - Does the space allow for freedom of movement and personal space?
 - Can families still actively supervise students in this space?
- What about technology?
 - Do families have a schedule for use of technology to account for the number of available devices?
 - What distractions are built into the technology that can pose a barrier to work completion?



Is it OK...

...to talk to your child about their thoughts?

...to talk to your child about how they feel?

...to talk to your child about their actions and behavior?



Can you identify a time when your son/daughter was not thinking rationally about something?



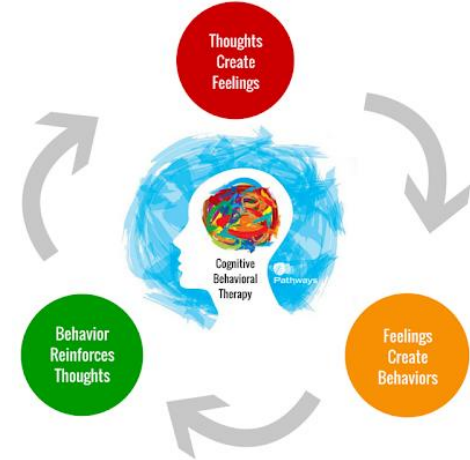
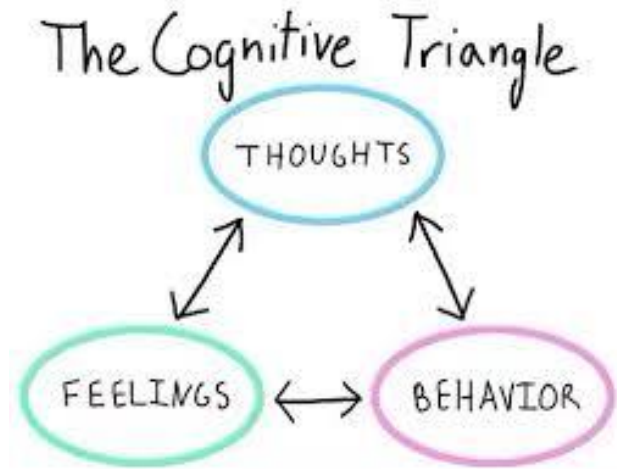
How about a time when their mood improved because you gave them some parental insight?

Cognitive Coping for Families

What language and skills can we provide to families to combat negative automatic thoughts?

- Catching cognitive distortions / thinking traps
- Weighing out the evidence (challenging automatic thoughts)
- Replacing automatic negative thoughts with rational thoughts (coping thoughts)

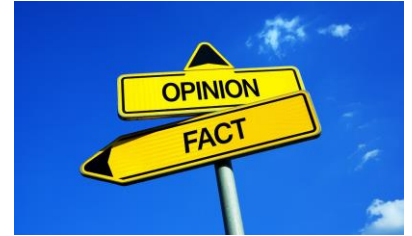
When you think more rationally, you tend to feel better; when you feel better, your behavior tends to be more positive; when your behavior is more positive, you tend to have better outcomes.



Challenging Automatic Thoughts Exercise

(Automatic thought) "I'm definitely going to get the coronavirus, and so will my whole family!"

1. So when you have that thought, what feeling do you have? How intense is that feeling (0-10)?
2. What evidence do you have to support this thought?
3. What evidence disproves this thought?
4. Based on the evidence, what is a more rational, balanced way of thinking about your original thought?
5. When this new thought comes to mind, how intense is the feeling you identified earlier (0-10)?



Simple Cognitive Coping

Helping parents translate this:

(Automatic thought) “I’m definitely going to get the coronavirus, and so will my whole family!”

To this:

(Coping thought) “Not everyone gets COVID-19, and many who do get better. I’m also taking precautions; so is my family.”

Identify your automatic or troubling thought:
Evidence for the thought:
Evidence against the thought:
Is the thought objectively true or false? <input type="checkbox"/> True <input type="checkbox"/> False <input type="checkbox"/> Not sure
Is the thought helpful or unhelpful? <input type="checkbox"/> Helpful <input type="checkbox"/> Unhelpful
If you think the thought might be false or unhelpful (or both!), replace it with a coping thought:

What is a trauma-sensitive home environment?

Can we teach parents about the concepts of trauma-sensitive classrooms to assist them in creating a home environment that supports students who may experience trauma as a result of the COVID-19 pandemic?

[Methuen Public Schools Trauma-sensitive Classrooms Strategy Guide](#)



Here's an example...

Health & Physical Safety

How does trauma impact a student's sense of physical safety?

- Hostile attributional bias - you are a threat until proven otherwise
- Hypervigilance - constantly scanning the environment for threats
- Preoccupation with physical and psychological safety
- Trauma impacts an individual's ability to: trust, cope, and form healthy relationships



*How can we promote **health and physical safety** in the **home**?*

- Establish yourself as a safe individual.
- Talk about **health and** physical safety and what steps you will take to help the student be and feel safe.
- Explicitly teach expectations about **health and** physical safety.
- Establish consistent routines.
- Consider ease of movement, personal space, **social distancing**, and your ability to monitor students when designing the layout of your **remote learning space**.
- **Parent/guardian** responses are most effective when they are consistent, predictable, and respectful of the students' needs.

Fostering SEL Competence During School Closure

In addition to the plethora of available curricula, videos, activities, and remote learning opportunities, consider ways in which families can weave SEL competencies into their daily lives.

[SEL4US Resource](#) on how to embed SEL competencies into our daily interactions with students during school closure. **(Thank you Jim Vetter!)**



Responsible Decision Making

“Teach children *problem-solving steps*: Children may not always know what the problem really is, so it will be especially important for parents to help them learn how to analyze the situation so they can resolve the problem responsibly. This may include looking at social norms and expectations and evaluating the consequences of their actions. Teenagers, for example, may encounter situations in which they face exposure to the virus as a result of an opportunity to engage in a desired social activity. They must be able to use problem-solving skills to be able to weigh the risks and benefits of their decision, including the possibility of exposing, not just themselves, but also others, as a result of their decision. Parents can help them navigate this process by teaching them the following strategies.”

Parents may want to employ other examples to help reinforce these problem-solving steps:

1. Identifying the problem
2. Analyzing the situation
3. Identifying a potential solution
4. Determining the potential consequences of the solution



Jennifer Ulie-
Wells
Executive
Director,
Please Pass
the Love



Build the Tier One Plane as We Fly Through Covid

Jennifer Ulie-Wells, Ph.D.

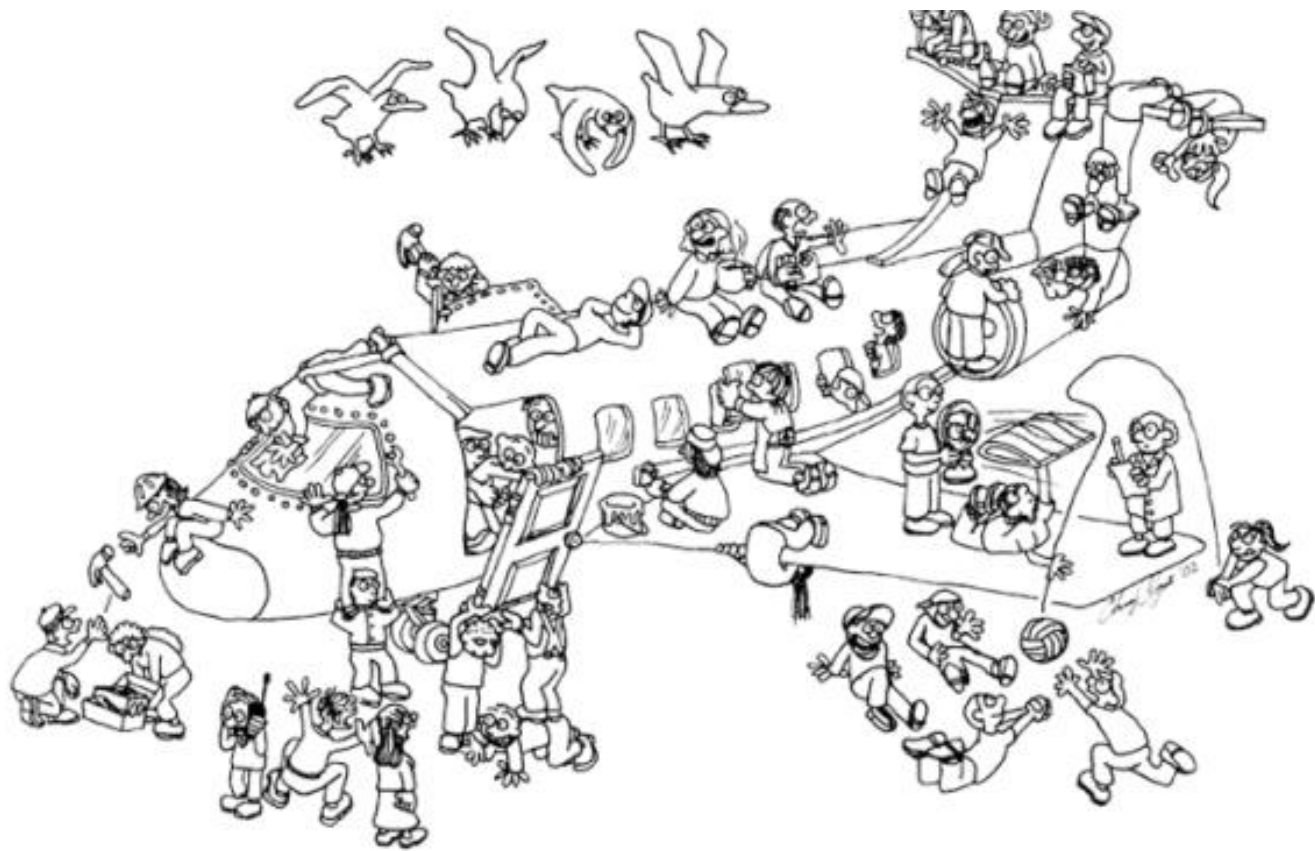
Executive Director

Please Pass the Love

Twitter: JenniferWells23

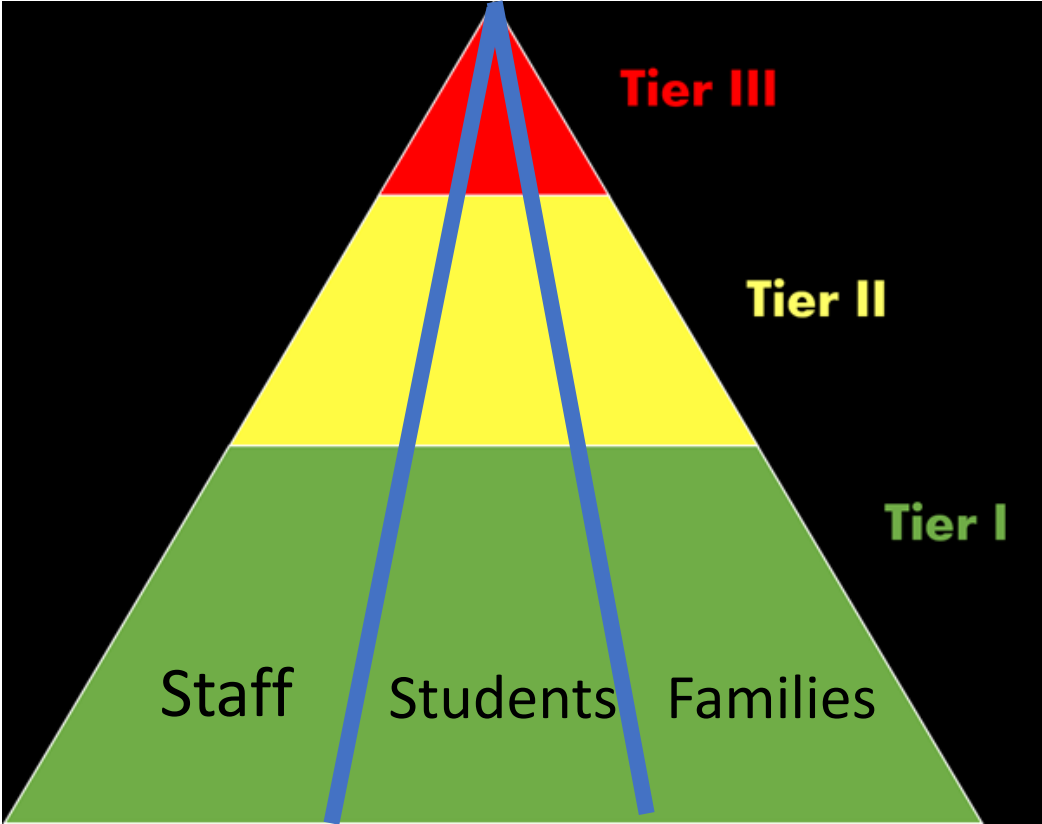
jen@pleasepassthelove.org





**PLEASE
PASS THE
LOVE**

Can't just be about students



Everyone

- Virtual Programming
 - Educational Webinars
 - Teen and adult venting, support sessions
 - Resources and more resources



Not one single entity can make this happen right now so we have to collaborate and put more efforts into fostering those connections and collaborations than trying to invent the entire wheel.

www.pleasepassthelove.org

Summer and beyond

- Students
 - Education on coping skills, mental health, self-care
 - Opportunities to connect with others virtually and safely in person including “fun”
 - Access to mental health professionals
 - Ability to get help if in dangerous situations (no answers on this)
 - Multi-Lingual programming and resources
 - Students creating mental health videos in different languages

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Staff

- Education & connection opportunities for paras to teachers to admin to everyone else
 - Webinars
 - Book studies
 - Online Classes
 - Online SMH Conference- Anyone welcome
- Topics range: Returning to school, comprehensive SMH, trauma, racial & cultural trauma, self-wellness, suicide prevention, building relationships over summer, restorative approaches, and more.
- Adult self-care has to be a summer priority
 - Access to mental health professionals, basic needs met

www.pleasepassthelove.org



Families

- Education & connection opportunities
 - Supporting child, basic mental health info, suicide prevention
 - Multi-lingual opportunities
 - Access to mental health professionals (including multi-lingual)
 - Self-care priority
 - Resources and more resources
 - Need frequent and honest communication

www.pleasepassthelove.org



Tali Raviv
Associate
Director,
Center for
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Resilience





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Children's Hospital of Chicago®

Challenges, Opportunities, and Innovations in Tier II and Tier III School Mental Health Services

Tali Raviv, Ph.D.

Center for Childhood Resilience

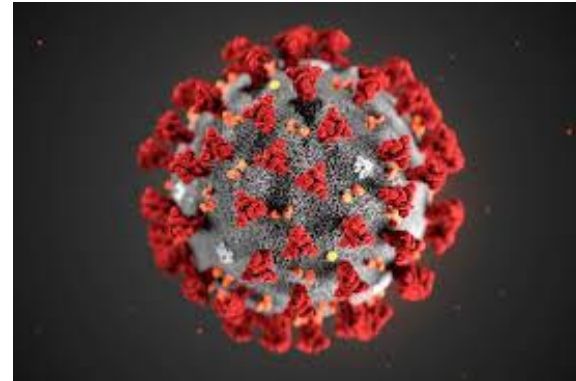
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Pritzker Department of Psychiatry and Behavioral Health

June 2, 2020

Service Delivery Challenges

- Consent, privacy and confidentiality
- Crisis protocols
- Technology and wifi access
- Provider knowledge, comfort, and sense of self-efficacy with regard to tele-mental health
- Barriers to collaboration within the school building
- Disrupted relationships with students and colleagues
- Locating disconnected or hard to reach students and families

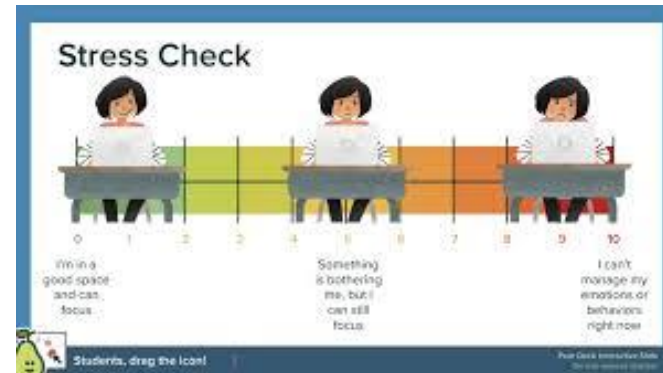


Opportunities for Providers

- Reduced stigma related to mental health and wellness, economic challenges, and trauma exposure
- Challenge inequity and structural racism
- Listen to community and youth voices
- Consultation to staff
- Consultation to parents
- Interdisciplinary, cross-school and cross-agency collaboration
- Peer support, consultation, and supervision
- Professional growth

Opportunities for Students and Families

- Technology can increase engagement, novelty, and “fun”
- Reinforce and generalize skills outside of face-to-face interaction (using apps, reminders)
- Reduced barriers to caregiver involvement in school-based services for some families



Tier II and Tier III Innovations

- Technological innovations for groups or individuals:
 - Bitmoji Classroom
 - Peardeck for Google Slides
 - Sharing videos or read-alouds
 - Closegap emotional check-ins
 - Online games like Uno, Checkers, Chess
 - Jointly created artwork or documents
 - Virtual Calming Room



- Strategies for conducting CBT virtually: behavioral activation and anxiety exposure tasks that can be utilized during social distancing
- Tier II and Tier III information for caregivers to reinforce at home
- Information sharing with school and caregivers (newsletters, shared virtual spaces, using community spaces like grocery stores and food pantries)

Tier II and Tier III Resources

- Chicago Public Schools Office of Social Emotional Learning: SEL in Remote Learning <https://sites.google.com/cps.edu/selremote/home?authuser=0>
- Center for Childhood Resilience Guidance for Tier II Group Implementation <https://childhoodresilience.org/schoolclinicianresources>
- Emotional Check-ins with students www.closegap.org
- Guidance for Tier II Trauma Groups and Psychological First Aid <http://traumaawareschools.org/inACrisis>
- Facing History and Ourselves: lesson plan to help students be up-standers during COVID-19 <https://www.facinghistory.org/educator-resources/current-events/coronavirus-protect-yourself-stand-against-racism>
- Help Giving Help Giving Away Psychological Science – Tele-health with children:
https://en.wikiversity.org/wiki/Helping_Give_Away_Psychological_Science/Telepsychology#Guidelines_for_conducting_teletherapy

Paul Reinert
Director, Alliance for
Inclusion and Prevention
Day Program,
Irving School



CBITS Online Live: An Adaptation of CBITS for Synchronous, Online Delivery

Paul Reinert, LICSW
Center for Trauma Care in Schools
Alliance for Inclusion and Prevention
555 Amory Street, #9
Boston, MA 02130
617-469-0074
www.aipinc.org



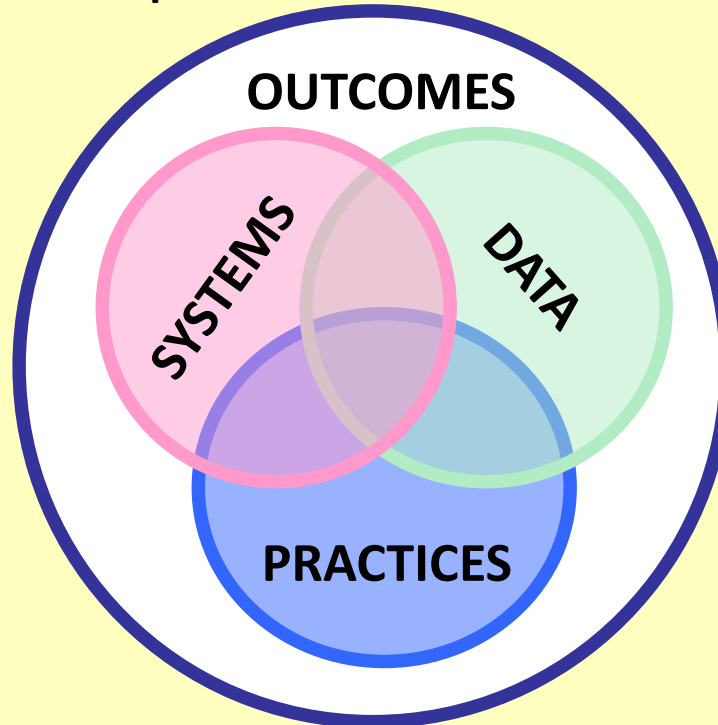
Alliance for
**Inclusion &
Prevention**

Critical Features of SWPBIS

Supporting *Culturally Equitable* Social Competence & Academic Achievement

Supporting
Culturally
Knowledgeable
Staff Behavior

Supporting
Culturally Valid
Decision
Making



Supporting *Culturally Relevant*
Evidence-based Interventions

(Vincent,
Randal,
Cartledge,
Tobin, &
Swain-
Bradway,
2011;

Sugai,
O'Keefe,
& Fallon,
2012)

School-wide Positive
Behavior Support

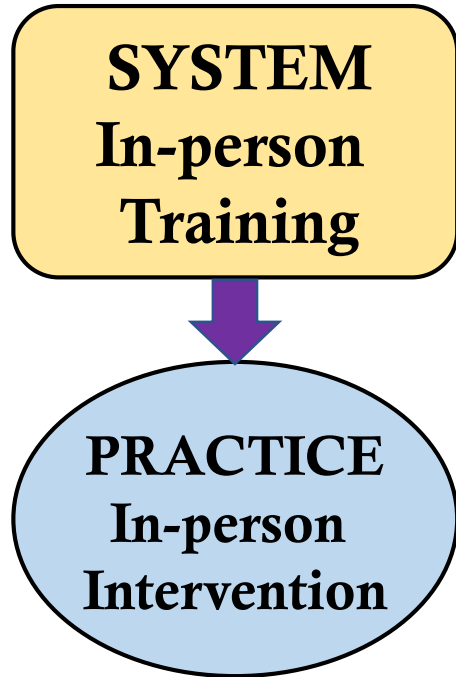
Getting Started Workbook

Center for Positive Behavioral Interventions and Supports
University of Oregon & Connecticut

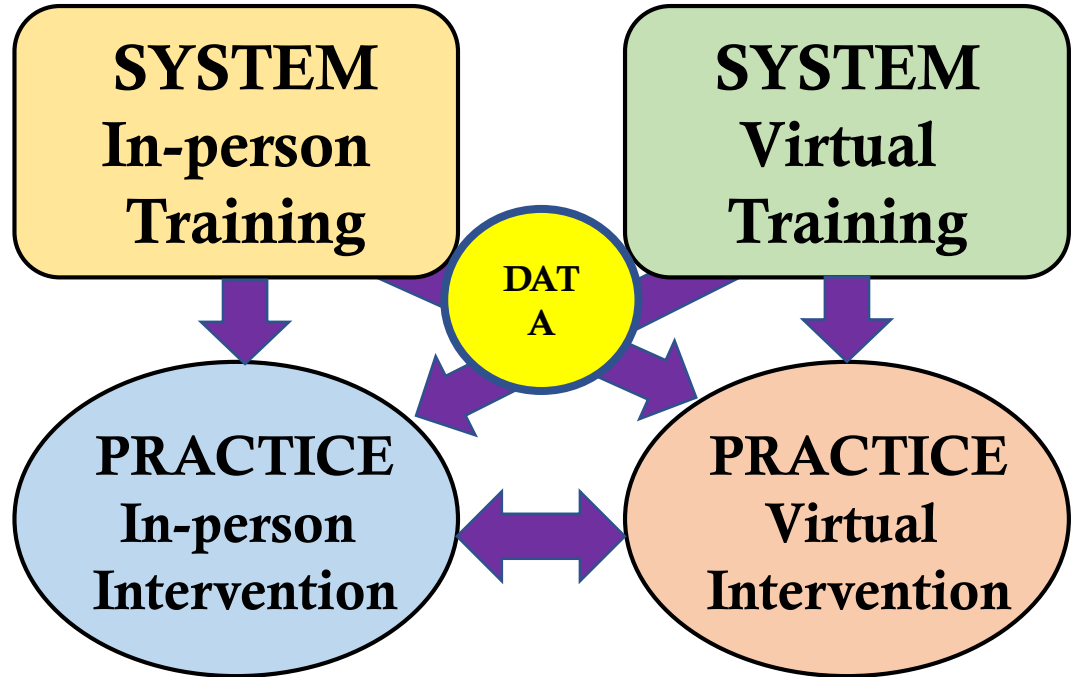
I.C

Ed
Work

What We Had



What We Now Need



CBITS Online Live

Session 1: Introduction, Orientation, and Rationale

Session 2: Psychoeducation and Relaxation

Session 3: Thoughts and Feelings

Session 4: H.O.T. Seat

Session 5: Social Problem-Solving

Session 6: Moving-Up Ceremony

https://cbitsprogram.org/_static/cbits/uploads/files//revised_virtual_delivery_guidance_2.0.pdf

Implementation Considerations

- MTSS, CBT Skills, & Traumatic Stress
 - Tier 1 Expansion
 - Tiers 2 & 3 Reinforcement
- Student Engagement
 - Equity and Access
 - Telehealth Training and Supervision
 - School Closure and Rolling Telehealth
- Workforce Development
 - Community Partners
 - Social Work, Counseling, and Psychology Interns

Kelly Vaillancourt
Strobach
Director of Government
Relations,
National Association of
School Psychologists



National Landscape

COVID-19 has “revealed”

- Deep inequities in access to comprehensive mental health services
 - Especially true for areas who lack reliable internet connectivity
- The critical role of schools in connecting students/families to a wide range of necessary services
- Adult mental wellness is equally important
- We absolutely must address shortages of mental health providers

Advocacy Efforts

- Increased Federal investments are critical and necessary to
 - Protect staffing positions
 - Address the digital divide
 - Protect our fragile mental health system (school and community)
 - Expand availability of comprehensive services, especially wellness promotion
 - Address unmet needs during school closures
- Educating key stakeholders

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Pritzker Department of
Psychiatry and Behavioral Health

Advocacy and Public Awareness Efforts for Mental Health Services during COVID-19

Colleen Cicchetti, Ph.D. and Tali Raviv, Ph.D.

Center for Childhood Resilience

Ann & Robert H. Lurie Children's Hospital of Chicago

Pritzker Department of Psychiatry and Behavioral Health

June 2, 2020

Public Awareness

GOAL:	<i>Collect and disseminate best resources to promote awareness of the mental health impact of COVID-19 Pandemic and provide guidance, resources and tools</i>
<i>Key Audiences:</i>	<ul style="list-style-type: none">➤ Clinicians and partner mental health agencies➤ Educators and partner school districts➤ Parents➤ Children and youth➤ *Inclusive of marginalized communities including refugee & immigrant families
<i>Strategies:</i>	<ul style="list-style-type: none">➤ Develop resource page and references for parents (www.childhoodresilience.org/resources-1)➤ Convene Town Hall Meetings with key leaders and youth to promote awareness of mental health impact and strategies➤ Provide media interviews➤ Elevate youth voice

Media Interviews

April 23 – Dr. Claudio Rivera appeared on a live broadcast hosted by Hope for the Day with focus on importance of mental health and community based mental health services.

May 21 – Dr. Ford-Paz will be part of a live webinar in Spanish on Univision with focus on mental health supports for Latinx children and families in Chicago

Town Halls

- **April 11th Youth Led Statewide Town Hall with Governor Pritzker**

Lurie Children’s CCR hosted 30-minute Facebook Live youth moderated virtual town hall with Governor Pritzker, Dr. Colleen Cicchetti and Mikva Challenge moderator. Focus on questions from youth around the state on their COVID-19 concerns including school closures, their families, summer and more.

Highest rated and watched Lurie Children’s Facebook Live!

2,000 – Live viewers, **4,700** – Engagement (shares, likes & comments), **85,000** – Video views,

150,000 – Audience Reached and more than **15M** – Impressions

- **May 16th Youth Led Immigrant/Refugee Focused Town Hall with Mayor Lightfoot**

Lurie Children’s CCR and Mayor’s Office to host 30-minute Facebook Live youth moderated virtual town hall with Mayor Lightfoot, Dr. Rebecca Ford-Paz and Dr. Stephanie Torres with a focus on youth concerns in immigrant and refugee communities.

- **May 6 – Youth Led and Resource Focused Town Hall with Mikva Challenge Chicago.**

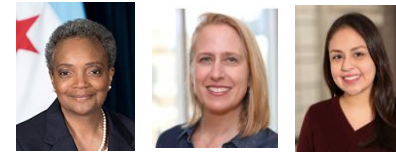
Dr. Tara Gill appeared on a virtual youth resource town hall hosted by Mikva Challenge Chicago for Chicago area youth.

- **May 7 – Youth Led Nationwide Town Hall with Mikva Challenge.**

Dr. Claudio Rivera and Dr. Tara Gill participated in a panel with Mikva’s National COVID Council with 23 youth from 13 states!

- **May 13 – Spanish language Town Hall for Youth and Caregivers Town Hall**

Dr. Claudio Rivera will be a panel expert for a Spanish-language Facebook live focused on Spanish speaking youth and caregivers with Cook County Commissioner Alma E. Anaya



Advocacy

Goal	<i>Encourage collaboration and problem solving with key partners and stakeholder groups to advocate for children's mental health as a critical need during pandemic</i>
Objectives:	<ul style="list-style-type: none">➤ Emerge from pandemic with stronger and more equitable supports for children and families➤ Allocation of new federal funds that promote and align with sustainable priorities➤ Revision to State-Level Education Policies➤ Ensure new programs and policies are adequately funded and accessible➤ Highlight impact of disparities and racism related to impact of pandemic
Strategies:	<ul style="list-style-type: none">➤ Convene state/local stakeholder groups to provide support, build shared priorities and avoid duplication of efforts➤ Pivot CCR resources to respond to crisis: "step up and step in" when new opportunities emerge➤ Engage in cross-sector collaboration➤ Propose solutions to problems (Crisis can promote change)

CCR Advocacy Partners



Return to School: The Need

- Educators will be faced with new challenges related to the COVID-19 pandemic and resulting impacts on student and staff social-emotional wellness resulting from:
 - Increased exposure to stress and trauma
 - Prolonged social isolation with limited access to community programs and supports
 - Disconnection or disengagement from education
 - Disproportionate impact for communities of color and those living in poverty
- Schools need to be prepared to re-establish safe and productive learning environments, including:
 - Supporting educator well-being and self-care
 - Trauma-informed practices, policies, and procedures
 - Mental health awareness and mental health intervention strategies
 - Crisis response strategies and Psychological First Aid
- Strategies implemented need to provide immediate tools in response to the current crisis, but must also build capacity and leverage partnerships for sustainability over time

Preparing for Return to School: Build on Trauma-Responsive Schools Framework

Promote a pro-active approach to supporting educators to welcome back students during the Pandemic to build and sustain trauma-responsive and healing centered schools across Illinois:

- 1) Target educators, school-based mental health professionals, school district leaders and building administrators
- 2) Prepare educators and schools to support student mental health and resilience via trauma-informed policies and practices
- 3) Foster educators' personal and professional resilience and self-care
- 4) Assist districts in creating data-driven approaches to addressing trauma and building resilience
- 5) Plan for sustainability by involving partners from across Illinois to build training and technical assistance capacity via ToT model



DISCUSSION AND POLL

PLEASE ENTER ANY ADDITIONAL QUESTIONS IN THE CHAT BOX NOW.

SAVE THE DATE!



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

JUNE 9TH 1:30-3:00 PM EST



THANK YOU!