

# INNOVATIVE PATHS TO STUDENT WELLBEING: Non-Clinical Approaches in School Communities



**CALIFORNIA**

**SCHOOL-BASED  
HEALTH ALLIANCE**

**Putting Health Care Where Kids Are**



## CME and CE Information

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- American Academy of PAs (AAPA)
- American Dental Association's Continuing Education Recognition Program (ADA CERP)
- American Psychological Association (APA)
- Association of Social Work Boards (ASWB)
- Commission on Dietetic Registration (CDR)

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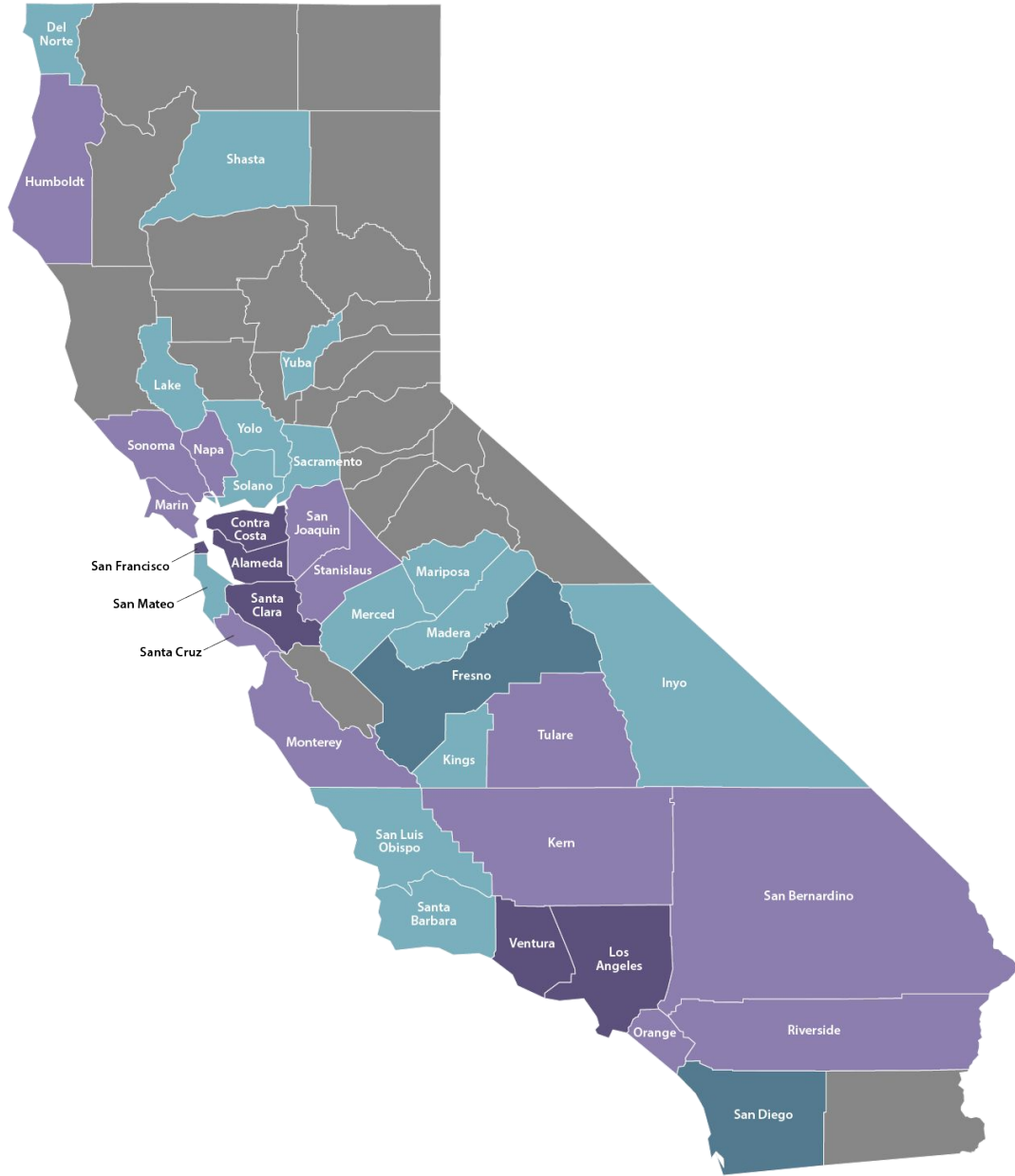
# PUTTING HEALTH CARE IN SCHOOLS

The California School-Based Health Alliance is the statewide non-profit organization dedicated to **improving the health & academic success** of children & youth by **advancing health services in schools.**

Learn more:

 [schoolhealthcenters.org](https://schoolhealthcenters.org)





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# SCHOOL-BASED HEALTH AND WELLNESS CENTERS



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# OBJECTIVES

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- ★ Participants will be able to name three benefits to integrating non-clinical, complementary behavioral health support strategies into schools' student health and wellness support.
- ★ Participants will be able to name two models of non-clinical complementary behavioral health support

# WHO IS IN THE ROOM?

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- Behavioral Health Providers
- School Administrators
- District/COE Representatives
- FQHC Partners
- CBO Partners
- Academia/Research



# OPENING ACTIVITY

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*What do  
students come  
to school for?*

heading

# WHY NON-CLINICAL SUPPORTS?

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- ★ Behavioral health workforce shortage
  - Shortage now
  - Future need
- ★ Strengths orientation
  - Positive mental health and developmental assets
  - Prevention and early intervention focus
- ★ Centering youth
  - What do youth want?
  - Equity for all youth

# POSITIVE MENTAL HEALTH AND DEVELOPMENTAL ASSETS

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**Students thrive when they have:**

- ★ Sense of responsibility, agency and knowledge
- ★ Self esteem through feelings of competence and connection
- ★ Positive working relationships with peers and adults
- ★ Understanding of themselves and their impact on others
- ★ Feelings of emotional stability, personal safety
- ★ Sense of opportunity and future

# WHAT ARE NON-TRADITIONAL NON-CLINICAL SUPPORTS?

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- **Peer-to-Peer Mentoring & Counseling**

- Youth-led mindfulness practices

- **Restorative Justice Circles**

- Restorative Practices

- **Youth Advocacy**

- Art therapy, music therapy, animal therapy

- **Affinity groups by culture, gender, LGBTQ+**

- Language navigator programs
- Mental health ambassador programs
- Peer Mediation

- **Peer-Led Brief Intervention for Sub Use**

- Drumming Circles

- **Cultural & Indigenous healing practices**

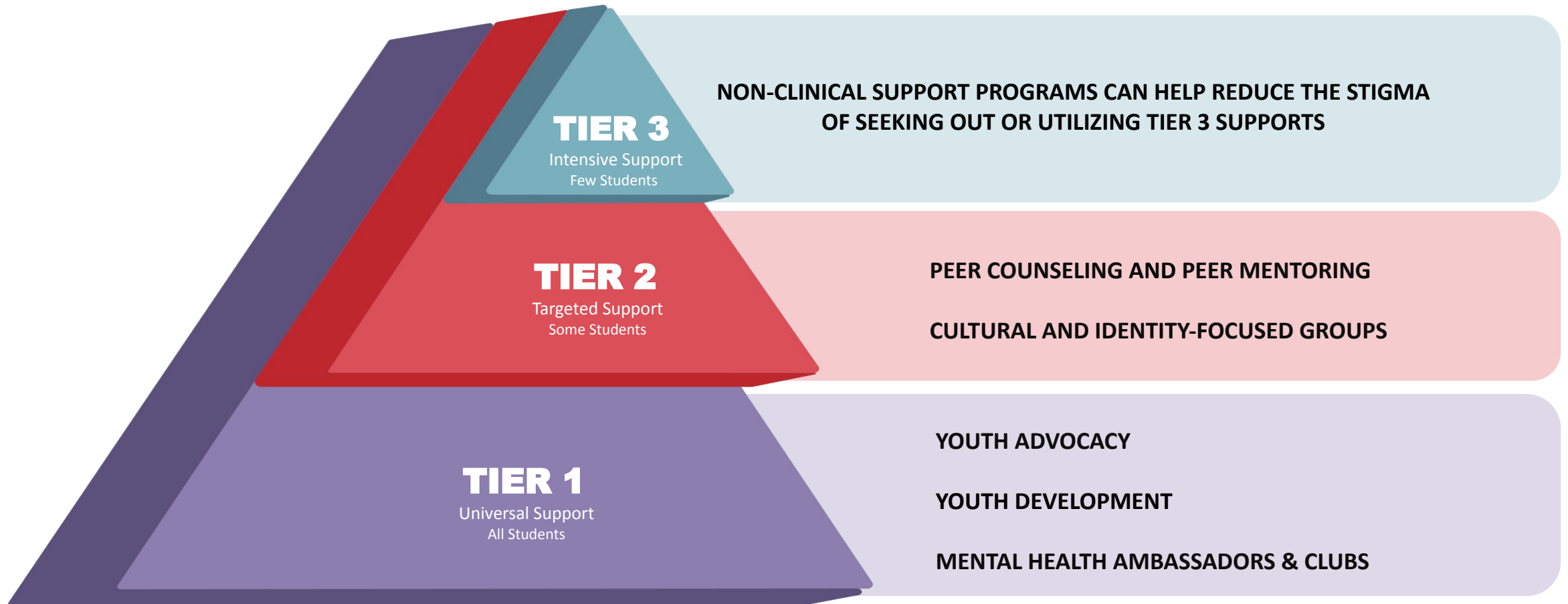
- Socialization groups

- **Wellness Coaches**

- New student buddy programs
- Campus spaces where students can relax, de-stress, and access wellness resources
- Clubs that promote social connection
- Re-entry circles
- Peer-led Education

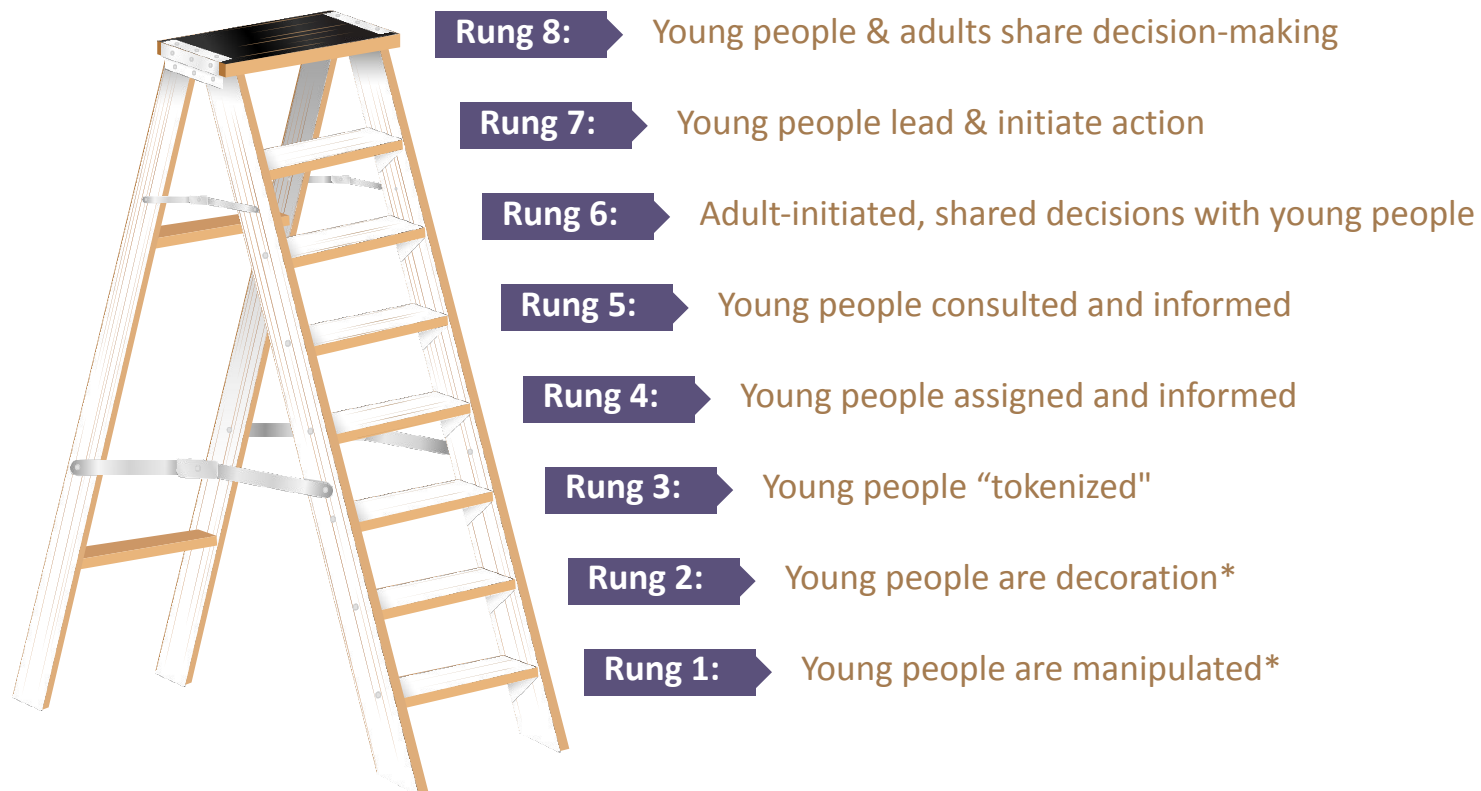
# Multi-Tiered System of Support (MTSS)

## NON-CLINICAL COMPLEMENTARY SUPPORTS



# YOUTH ENGAGEMENT VS. TOKENIZATION

## Roger Hart's Ladder of Young People's Participation



Created by The Freechild Project  
<http://freechild.org>

**Note:**

Hart explains that the last three rungs are non-participation

Adapted from Hart, R. (1992).  
Children's Participation from Tokenism  
to Citizenship.

**Florence:**

UNICEF Innocent Research Centre.

# Youth Engagement Continuum

Intervention	Development	Collective Empowerment		Systemic Change
Youth Services Approach	Youth Development	Youth Leadership	Civic Engagement	Youth Organizing
<ul style="list-style-type: none"> <li>• Defines young people as clients</li> <li>• Provides services to address individual problems and pathologies of young people</li> <li>• Programming defined around treatment and prevention</li> </ul>	<ul style="list-style-type: none"> <li>• Provides services and support, access to caring adults and safe spaces</li> <li>• Provides opportunities for the growth and development of young people</li> <li>• Meets young people where they are</li> <li>• Builds young people's individual competencies</li> <li>• Provides age appropriate support</li> <li>• Emphasizes positive self identity</li> </ul>	<ul style="list-style-type: none"> <li>• Builds in authentic youth leadership opportunities within programming and organization</li> <li>• Helps young people deepen historical and cultural understanding of their experiences and community issues</li> <li>• Builds skills and capacities of young people to be decision makers and problem solvers</li> <li>• Youth participate in community projects</li> </ul>	<ul style="list-style-type: none"> <li>• Engages young people in political education and awareness</li> <li>• Builds skills and capacity for power analysis and action around issues young people identify</li> <li>• Begins to help young people build collective identity of young people as social change agents</li> <li>• Engages young people in advocacy and negotiation</li> </ul>	<ul style="list-style-type: none"> <li>• Builds a member base</li> <li>• Involves youth as part of core staff and governing body</li> <li>• Engage in direct action and political mobilizing</li> <li>• Engages in alliances and coalitions</li> </ul>

# MODELS

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- **Peer-to-Peer Mentoring & Counseling**
- **Peer Mediation**
- **Peer-Led Brief Intervention for Substance Use**
- **Restorative Justice Circles**
- **Youth Advocacy**
- **Affinity groups and culturally rooted practices**
- **Certified Wellness Coaches**



# PEER-TO-PEER SUPPORT PROGRAMS - MODELS

LESS

INTENSITY OF PEER SUPPORT

MORE

PEER-  
DESIGNED/  
LED SAFE  
SPACES



PEER  
AMBASSADORS



PEER  
EDUCATORS



WELLNESS  
PEERS



CULTURE  
KEEPERS  
R J PEER LEADERS



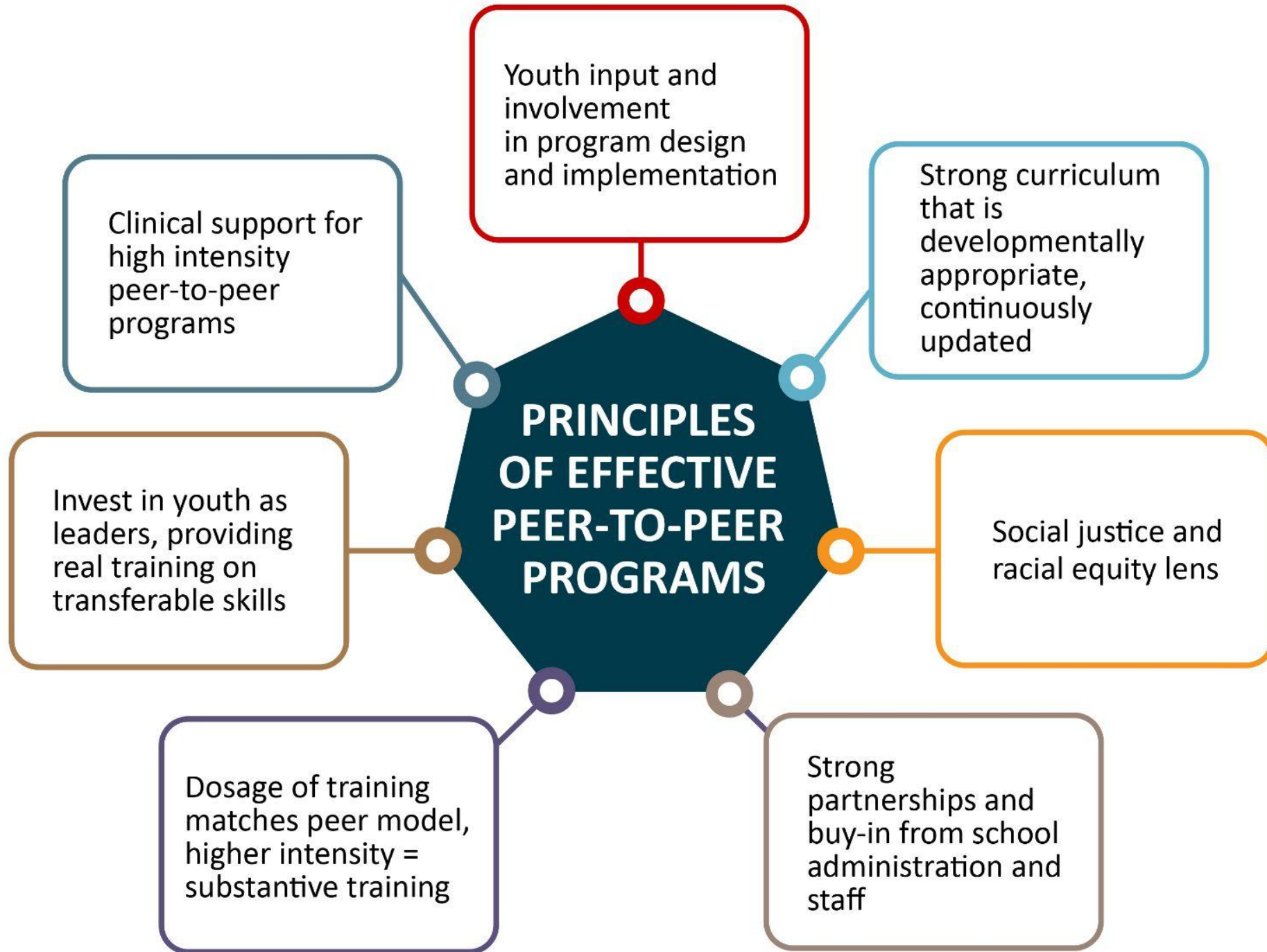
PEER  
MENTORS/  
PEER  
COUNSELORS



PEER  
SPECIALISTS  
WELLNESS  
COACHES



*PREVENTION  
PEER EDUCATION  
NON-CLINICAL SUPPORT*





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# Youth-Driven Change

*High School Peer Leaders  
Speak on Their Experiences*

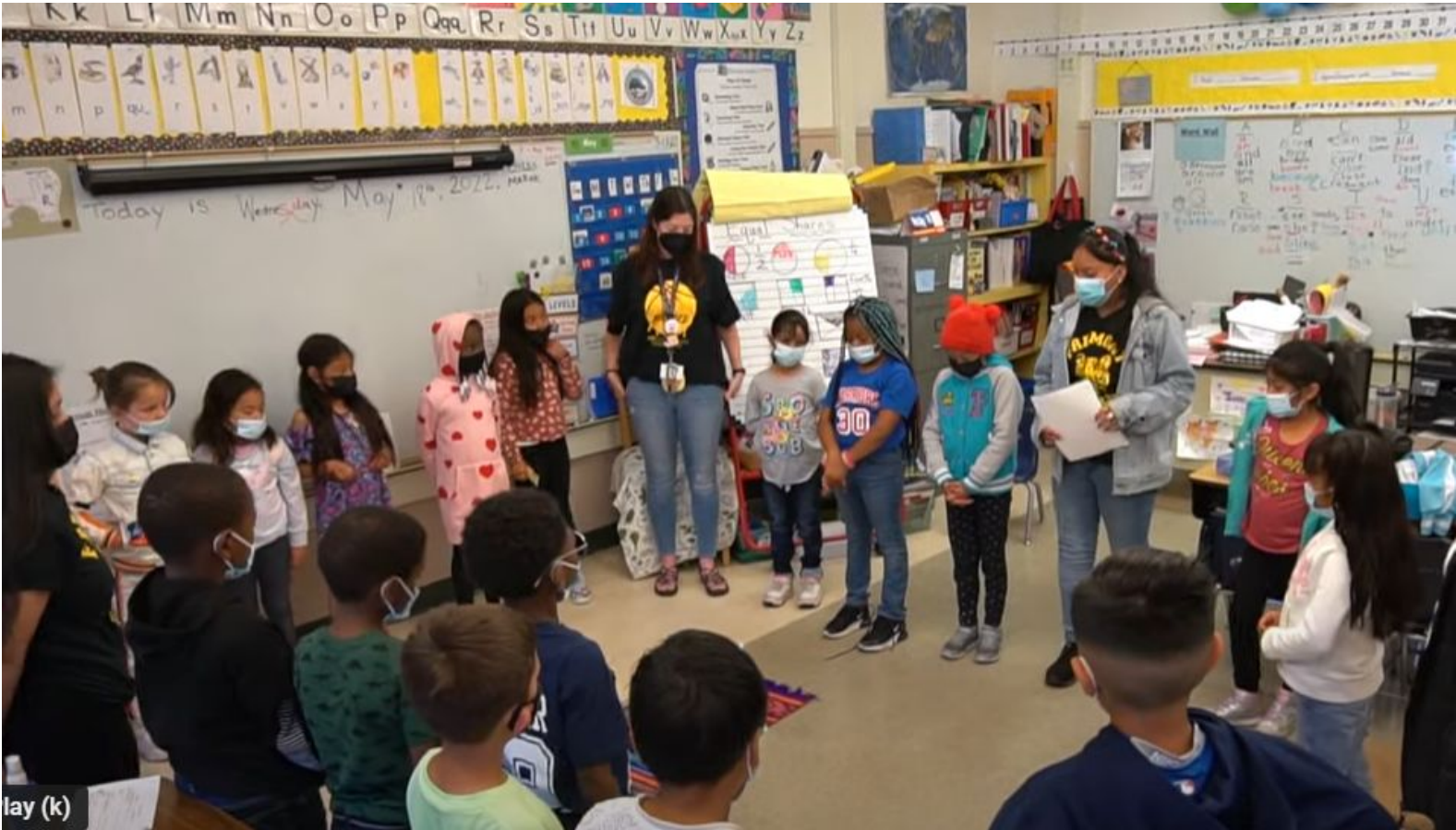


# Cross Age Peer-to-Peer Mentoring

## Peer-Led Brief Intervention



# PEER-LED RESTORATIVE JUSTICE



lay (k)

# RELATE

- Community Building Circles

# REPAIR

- Harm and Grief Circles

# RESTORE

- Circles of Support & Accountability
- Re-entry Circles



# Restorative Circles & Mediations

## Questions for wrongdoers include:

- What happened?
- What were you thinking about at the time?
- What have you thought about since the incident?
- **What do you think you need to do to make things right?**

## Questions for those affected by wrongdoing include:

- What did you think when you realized what had happened?
- What effect has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

# Peer-Led Restorative Justice Circles



**YOUTH VOICE**





# AFFINITY GROUPS AND CULTURALLY ROOTED PRACTICES

## Affinity Groups by Culture, Identity, Gender, Language

Fremont High Peer Led Circle  
Central American newcomers

## Culturally Rooted Practices

Compadres Network - La Cultura Cura  
Joven Noble  
Girasol Young Women's Rite of Passage



# YOUTH ADVOCACY

- ◆ “Young people are leading the movement toward just and safe communities for all”
- ◆ Includes components of youth development + youth leadership where youth assume active leadership roles in collective problem-solving and civic process
- ◆ Offers youth opportunities to change and influence the systems that impact them



# YHES 4 Condoms



yhes4condomsca



yhes4condomsca



## YHES 4 CONDOMS

### Advocacy Week



yhes4condomsca



## NATIONAL CONDOM AWARENESS WEEK



Tune in to hear YHES Act youth leaders speak about free condoms in CA schools, healthy relationships, and more!

**LIVE** Join us on IG Live! Friday, 2/16 at 5:00 PM



Sue Oh  
Generation Up



Jana Craig & Kailah Jones  
Get Smart B4U Get Sexy

JOIN US FOR A TEACH-IN!

### Celebrate STI Awareness Month

CONNECT WITH STUDENT ACTIVISTS, LEARN ABOUT GETTING FREE CONDOMS IN SCHOOLS, AND WIN PRIZES!

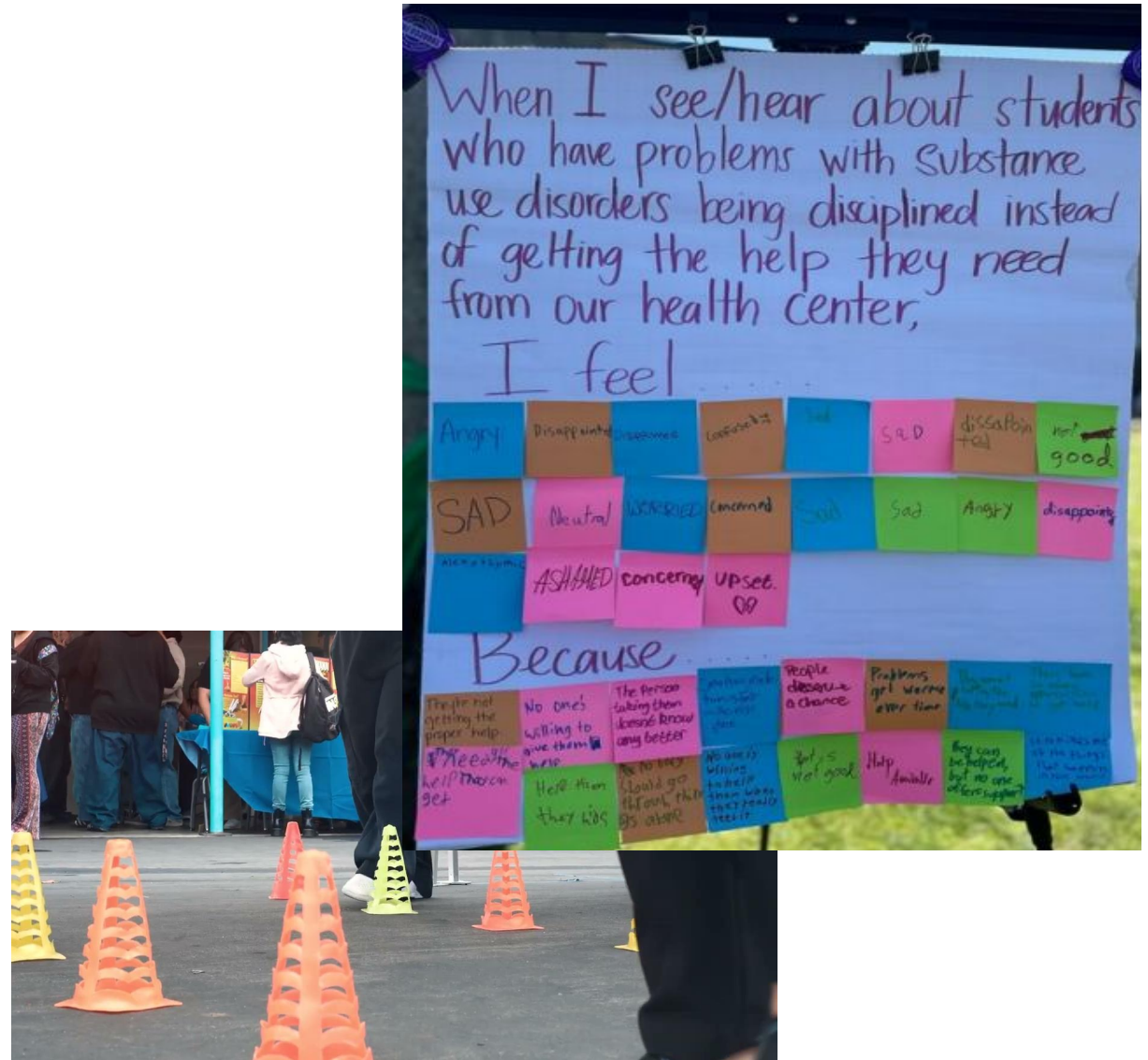
**WHEN?** THURSDAY, APRIL 18  
5:30-6:30 PM

**WHERE?** ZOOM: Sign-up at  
[bit.ly/yheswebinar](https://bit.ly/yheswebinar)  
(case-sensitive)



# Substance Use Prevention and Advocating for Change

- ◆ 4 Elevate Youth CA grant partnerships
- ◆ 3 high schools + 1 continuation school
- ◆ Trained 130 students on Substance Use Prevention and Advocating for Change
- ◆ Led substance use prevention fairs, and lunch tabling events
- ◆ Captured students thoughts/feelings on substance use and discipline through boards and surveys



# CALIFORNIA STRATEGY - WELLNESS COACH WORKFORCE

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- ❖ New Medicaid provider type in California (MediCal)
- ❖ Increase the state's capacity and grow a larger, more diverse behavioral health workforce with lived experience
- ❖ Expansion of non-clinical mental health support & wellness strategies
- ❖ LEAs and community partners to hire wellness coaches and get reimbursed through Medicaid for some wellness activities

# Services and Competencies of the Certified Wellness Coach

## Services

*Activities core to the Certified Wellness Coach roles*

1 Wellness promotion and education

2 Screening

3 Care coordination and extension

4 Individual support

5 Group support

6 Crisis referral

## Additional Competencies

*Demonstrated areas of knowledge to be evaluated against during on-the-job training*

7 Cultural responsiveness, humility, and mitigating implicit bias

8 Professionalism, ethics, and legal mandates

9 Communication

10 Operating in role and different environments

# GETTING STARTED

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- ❖ **No one size fits all! Consider your school community's assets and needs**
- ❖ **Design your "WHY"**
  - ◆ **Why are you starting a complementary non-clinical support program?**
  - ◆ **What need are you addressing?**
  - ◆ **What data can help you determine what model is the best fit?**
  - ◆ **Who can partner with you?**
  - ◆ **How will you know it's working? What does success look like?**
- ❖ **From Design to Implementation!**
  - ◆ **Who will direct the program?**
  - ◆ **Do leads have adequate time and support?**

# RECOMMENDATIONS FOR SBHCs and School Staff

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- ★ Build a team of school-based wellness champions amongst all the staff that work on the school campus
- ★ Engage ALL stakeholders, and seek consistent administrator buy-in and support
- ★ Identify needs and assets of the school community, and assess readiness
- ★ Incorporate culturally and linguistically responsive practices - Ask “who is being included? Who is being left out?”
- ★ Center student voices and leadership



# RECOMMENDATIONS FOR DISTRICT LEADERS

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- ★ Invest in training to bring non-clinical programs to schools
- ★ Implement non-clinical programs as part of all schools' Tier 1 & Tier 2 intervention building on developmental assets framework
- ★ Support research and evaluation efforts on non-clinical mental well-being programs
- ★ Commit to co-creating programs with youth, and centering youth voice and experience

# FREE RESOURCES AVAILABLE

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[www.schoolhealthcenters.org/  
our-work/](http://www.schoolhealthcenters.org/our-work/)

[School-Based Peer-to-Peer Resource Hub](#)

[Youth-Driven Change: High School Peer Leaders Speak on Their Experiences](#) webinar

[Youth Health Worker Curriculum](#)

[CSHA Youth Engagement](#) website

# STAY CONNECTED

 [schoolhealthcenters.org](http://schoolhealthcenters.org)

 [info@schoolhealthcenters.org](mailto:info@schoolhealthcenters.org)

 [sbh4ca](https://twitter.com/sbh4ca)

 [sbh4ca](https://www.instagram.com/sbh4ca)

Gracias

謝謝

Thank you

Cảm ơn

Salamat

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