



School Behavioral Health Expansion

SAPSE Quarterly Meeting

Feb. 27, 2020 | Health & Wellness Division

DC's School Behavioral Health Expansion

Goal: To create a coordinated and responsive behavioral health system for all students in public and public charter schools.

Led by DBH, the four-year expansion effort is in partnership with education agencies, schools, community providers, parents, youth and education advocates.

Other District Investments in School Behavioral Health:

- Existing DCPS and PCS social workers and psychologists
- DBH School Mental Health Program (63 schools)
- OSSE's Project AWARE is deepening this work within DCPS, Friendship, and KIPP (15-30 schools)
- DOH School Based Health Centers in 7 DCPS schools



Schools are identified and ranked by behavioral health need

Schools identify School Behavioral Health Coordinator

Schools and CBO providers establish partnerships

Schools teams assess resources and needs and develop the school's work plan

Community of Practice provider supports implementation of best practices and facilitates school-community partnerships

Multi-tiered Systems of Support (MTSS)

Multi-Tiered System of Supports



TIER 3. INDIVIDUAL SUPPORTS

A small number of students

- Counseling and treatment support services for individuals
- Support teams
- Deepened collaborations with youth, families, and community providers
- Wraparound planning

TIER 2. TARGETED GROUP SUPPORTS

Some students

- Early identification, rapid access, and process monitoring
- Screening, referral, and case management
- Effective individual and group interventions

TIER 1. UNIVERSAL SUPPORTS

All students

- Caring, interpersonal relationships
- Social emotional learning
- Trauma-informed practices
- Behavioral health literacy for staff and students
- Universal Screening

FOUNDATION

Integrating Behavioral Health Supports

- System-wide investment
- Collaborative approaches
- Effective partnerships

Tier 1: School-Wide Prevention and Promotion

Universal (or Tier 1) interventions are where trauma-informed practices, mental health promotion, and the development of healthy relationships and social-emotional learning should start – and reach every student.

Tier 1 interventions also involve staff training, and education and resources for parents/caregivers designed to reduce the stigma of mental health conversations and help create a safe and support school environment for all.

Highlight: Friendship PCS – Blow Pierce

- Expansion Cohort 1 school – matched with SMILE Therapy Services
- Ms. JV is employed by SMILE and works full-time at Blow Pierce
 - Participated in the needs assessment and work plan development process with principal, assistant principal, SpEd coordinator, and school social workers
 - Meets with the school-hired mental health team and the student support/RTI team
 - Help develop and teach a supplemental health lesson on emotional regulation (Tier 1)
 - Facilitates early intervention group on self-esteem and relationship building with GenEd students who are mildly flagging via behavior and engagement data (Tier 2)
 - Provides individual and family therapy with students and families (Tier 3)
- Ms. JV and school social worker both participate in the Community of Practice

Family/Youth Engagement Committee

To elevate the voices of families and youth through advocacy, linkage to community resources, and encouraging active participation with policy makers and stakeholders to directly impact children's emotional and educational outcomes.

Through successful engagement, it is our hope to affirm a sense of dignity, self-reliance, and resilience in all families, and an equitable education for all children.

Committee Meetings:

- Every third Friday of the month from 12:30 – 2 pm
- DBH (64 New York Ave, NE)
- Dr. Chioma Oruh, Chair: (202) 697-3529

Discussion

What does success look, sound, and feel like?

How do we continue to engage school leaders in this work to increase collective understanding and buy-in?

Much of our work focuses on intersecting initiatives (school culture, discipline, attendance, post-secondary success). What additional information would be useful to support parents with messaging the intersection of mental/behavioral health and school performance outcomes with school leaders?

In general, what other information and resources will be useful to parents?