Collaborating for Student Support: SMH in MTSS

Melissa Di Scala, Psy.D.
Outcomes

★ Define stigma and its impact
★ State relevant school mental health statistics
★ Understand the different roles of school mental health staff
★ Identify benefits and barriers to collaborative mental health services
★ Determine next action steps to take tomorrow
Let’s Talk About Statistics and Stigma
Mental Health Statistics

- **Stigma**  [https://www.youtube.com/watch?v=9ykUMXaJDM4](https://www.youtube.com/watch?v=9ykUMXaJDM4)
- Talk with an elbow partner about the effects of stigma on parents and students
- Suicide is the second leading causing death among adolescents
- 90% of people who complete suicide had an underlying mental health condition

NAMI, 2016
Mental Health Statistics

● 20% of youth will have a mental health disorder that goes untreated (NAMI, 2016)

● Consistency rates of students accessing mental health services are:
  ○ In the community - 13%
  ○ At school - 96% (Article)
PASSION LED US HERE
School Mental Health Staff

School-employed mental health staff are:

- School Counselors
- School Psychologists
- School Social Workers
School Counselors

- Social-emotional interventions (Goal-setting, Check-in, Check-out, Individual counseling, group counseling)
- Student academic high school and post-secondary planning
- Guidance lessons focusing on academic, study skills, social emotional skills
- Resource linkage - on campus/community

- Crisis intervention and response
- Design effective school counseling program/program evaluation
- Data-based decision making to improve and monitor student behavior and achievement, equity and access, opportunity and information gap.
School Psychologists

- Academic/mental health interventions - screening, intervening, monitoring
- Data collection and analysis
- Assessment
- Crisis intervention and response
- Special education services
- PBIS, MTSS, RtI and other systems development and support
- Prevention and Intervention
- Family-school-community collaboration
School Social Workers

- Home-school-community linkages
  - Provide innovative leadership, interdisciplinary collaboration, systems coordination, and professional consultation

- Ethical guidelines and educational policy
  - Promote a school climate and culture conducive to student learning and teaching excellence

- Data-based decision-making
  - Provide evidence-based education, behavior and mental health services

- Education rights and advocacy
  - Maximize access to school-based and community-based resources
School-employed mental health staff typically have two to three times the ratio recommended by their national organizations:

<table>
<thead>
<tr>
<th>School-Employed Staff</th>
<th>Recommended Ratio</th>
<th>Ratio in California</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASCA</td>
<td>1:250</td>
<td>1:792</td>
</tr>
<tr>
<td>School Counselor</td>
<td>1:500-700</td>
<td>1:1265</td>
</tr>
<tr>
<td>School Psychologist</td>
<td>1:250</td>
<td>1:12870</td>
</tr>
<tr>
<td>School Social Worker</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sources: ASCA, NASP, SSWAA, kidsdata.org
School Mental Health Staff

School-employed mental health staff face role constraints including:

- School Counselors - academic advisors
- School Psychologists - evaluators
- School Social Workers - administrative and crisis intervention/response

Mellin, E.A. et. al, 2016
What is MTSS

MTSS - Multi-tiered System of Supports

Includes all universal, targeted and intensive supports for students’:

- Academic needs
- Behavioral needs
- Social-emotional needs
MTSS and Mental Health

Tier 1 Universal Supports (All students)
- Positive School Climate
- Positive School Culture
- Social-Emotional Learning
- Mental Wellness Psychoeducation

Tier 2 Targeted Supports (10-15% of students)
Evidence-based group counseling interventions for students at-risk:
- Anger management
- Stress management
- Grief

Tier 3 Intensive Supports (5-10% of students)
Evidence-based individual interventions:
- Individual Counseling
- Case Management
- Behavior Education Program

PBIS Supports for all students:
- Positive School Climate
- Positive School Culture
- Social-Emotional Learning
- Mental Wellness Psychoeducation
Collaboration in Schools
School-Based Mental Health Staff

Community mental health agency staff working in schools:

- LCSW or ASW
- LMFT or AMFT
- LPCC or APCC
Benefits to Collaboration

- Increased positive school climate and environment
- Increased education on student mental health and wellness
- Prevention and early intervention for students with behavioral and emotional challenges
- More immediate intensive interventions for students with significant mental health challenges
- Clear MOU with identified goals and services
- Sustainable, cost-effective, high quality services

Mellin, E.A. et. al, 2016
Barriers to Collaboration

- Policy, administration and financial concerns
- Differences in communication, confidentiality, and theory
- Scope of practice
- Fears around:
  - job security
  - supplanting
  - professional territory

Mellin, E.A. et. al, 2016
Barriers to Collaboration

- Student academic schedule constraints
- Lack of office space
- Competing values and policies that marginalize the mental health agenda
- Program coordination issues
- FERPA vs HIPAA
- Training gaps for community providers who work in the schools

Overcoming Barriers to Support Students

MTSS Data Teams

- Establish norms
- Establish vision/mission
- Establish roles
- Review student referrals
- Review students in interventions
- Plan next steps
Wellness Together Services

School-Based Services

● Individualized therapeutic counseling
● Group counseling
● Crisis counseling and stabilization
● ERMHS Counseling
● Parent engagement / Resource Linkage
● E-Counseling services

WellnessTogether.org
Benefits of Wellness Together Services

- Training and ongoing support by PPS and ASC-credentialed staff
- Licensed clinical supervision provided to WT School-based Therapists
- HIPAA / FERPA training
- Evidence-based intensive counseling
- Parent and staff training available
- USC Teaching Institute

WellnessTogether.org
Next Steps for Districts

- Determine school site needs
- Resource map local agencies
- Establish clear communication around needs
- Determine roles / Determine space
- Problem-solve issues that occur (establish point-person)
Outcomes Revisited

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