

# **Wellness & Mental Health Services**

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# Presentation Outline

- Why mental health supports and services matter
- Terminology clarification
- Multi-Tiered Systems of Supports (MTSS)
- Presentation purpose - Tier 2 and Tier 3
  - Ongoing services only
- Review existing mental health staffing
- Provide data on student supports and needs
- Looking forward
- Questions

# Relevant National Data Regarding Mental Health Needs of Students

- 1 of 5 children experience a mental health challenge during development (U.S. Department of Health and Human Services)
- From March through October 2020, mental health related emergency room visits increased 24% among 5 to 11 years olds and 31% among 12 to 17 year olds (Centers for Disease Control and Prevention)
- 7.1% of children aged 3-17 years (approximately 4.4 million) have diagnosed anxiety and 3.2% of children aged 3-17 years (approximately 1.9 million) have diagnosed depression (Journal of Pediatrics, 2018)
- For children aged 3-17 years with anxiety, more than 1 in 3 also have behavior problems (37.9%) and about 1 in 3 also have depression (32.3%) (Journal of Pediatrics, 2018)

# Establish Definitions of Social Emotional Learning and Mental Health

There is overlap in the definitions of the two terms:

- Social Emotional Learning:
  - “The capacity to recognize and manage emotions, solve problems effectively, and establish positive relations with others” (Zins & Elias, 2006)
  - “Requires the development of social, behavioral and emotional skills... that indirectly promote better academic outcomes as students are more engaged and connected to their schools” (McKevitt, 2012)
- Mental Health:
  - “... includes our emotional, psychological and social well being. It affects how we think, feel and act. It also helps determine how we handle stress, relate to others, and make healthy choices” (CDC.gov/mentalhealth)
  - “Absence of early and ongoing intervention and supports may result in mental health illness or disorder” (National Association of School Psychologists)

# Establish Definitions of Social Emotional Learning and Mental Health

There is overlap in skill descriptions:

- Social Emotional Learning:
  - Express feelings in age expected manner (from behavior to words)
  - Asks for assistance when needed and offer assistance to others when they are in need
  - Aware of range of feelings and can identify their own and others feelings
  - Form positive and sustaining relationships with others
  - Manage and navigate various emotions and feelings
  - Coping skills to address stress, setbacks, frustrations
  - Ability to problem solve
  - Experience feelings of accomplishment and pride
  - Self advocacy
- Mental Health:
  - Ability to effectively cope with stress, setbacks and frustrations
  - Awareness of one's feelings and how those feelings inform decisions and actions
  - Form positive and sustaining relationships with others
  - Develop self confidence and resilience
  - Understand others' feelings and the interaction of how we influence how others feel
  - Ability to adapt and emotionally navigate various experiences

# Framework for Social Emotional Learning and Mental Health

## Multi-tiered Systems of Supports (MTSS)

- Tier 1 - All Students (Social-Emotional Learning):
  - Access learning opportunities to develop SEL skills
  - Naturally incorporated into the instructional day
  - Age/grade appropriate lessons, delivered in the general education setting, to make SEL more explicit
  - Pro-social and adaptive SEL skills clearly messaged on campus (set expectations) and reinforced (provide both positive and constructive feedback)
- Tier 2 - Some Students (Wellness):
  - To support students who are observed to need additional instruction, practice opportunities and modeling to develop pro-social and adaptive SEL skills
  - Ongoing general education small group and/or individual learning opportunities and intervention
  - Student Study Team meetings, with families, identify the needs and general education interventions
- Tier 3 - Fewer Students (Mental Health):
  - For students with an established pattern of social emotional and/or mental health needs, which is significantly interrupting the student's access and success with their education
  - Requires an Individual Education Plan
  - There are 3 tiers of interventions service levels within MTSS Tier 3

**Tier 1**  
**All students access social  
emotional learning incorporated  
within the instructional day**

Tier 2

Tier 3

Tier 3 service level  
of MTSS Tier 3

# MTSS Tier 2 (Wellness) and Tier 3 (Mental Health) Focus

This presentation is specific to Tier 2 and Tier 3 only:

- Targeted, **ongoing** (not session limited) individual and/or small group interventions provided to students, for as long as the student shows a need, who are observed to exhibit a risk factor in their SEL development, *such as*:
  - Difficulty forming positive peer relationships
  - Difficulty managing emotions (fear, anger, disappointment, etc.)
  - Difficulty coping with stress, setbacks and/or frustrations
  - Difficulty attending school due to emotional overload
  - Difficulty with developing emotional independence and/or self reliance and resilience
- The “difficulty” is observed to interfere with a student’s school access and/or school performance
- The degree of interference with a student’s school access and success that informs us about which Tier of support is needed



## MTSS Tier 2 Wellness Staff

Staff that provide ongoing (not time-limited) targeted wellness counseling for Tier 2 services:

- 9 Wellness Counselors (equates to 3.6 FTE; each works 16 hrs/week)
  - MFT, LCSW and/or Counseling *graduate students* completing internship hours - have not yet obtained their graduate level degree and require supervision
  - Assigned to secondary school sites
- 5.0 FTE Elementary School Counselors
  - Pupil Personnel Services (PPS) credential in School Counseling
- .6 Mental Health Clinician II
  - Fully licensed LCSW who provides guidance and supervision to the Wellness Counselors

# MTSS Tier 3 Mental Health Team

Staff that provides targeted mental health services and supports for students who have an Individual Education Plan (IEP) for Tier 3 services:

- 1.0 FTE Mental Health Coordinator
  - Ph.D. with Licensed Clinical Social Worker (LCSW) and holds a Pupil Personnel Services Credential (PPS)
  - Responsible for recruitment, coordination and overall supervision of Wellness Counselors (graduate students) and Intensive School Based Therapists (completing license hours)
- 4.4 FTE Mental Health Clinicians (I and II)
  - Fully licensed as a Marriage, Family Therapist (MFT)
  - 2.0 of the 5.0 were newly hired mid-year, this year, with grant funds
- 1.0 FTE School Psychologist focused on intensive mental health special education evaluations and evaluations to consider residential treatment center placements
- 11 Intensive School Based Therapists (equates to 8.25 FTE; each works approximately 29.5 hours/week)
  - Master level graduates of MFT program completing their licensing hours
- 35.0 FTE School Counselors
  - Pupil Personnel Services (PPS) Credential in School Counseling
  - Provided Tier 3 services during the 2020-2021 school year only
- 1.5 FTE School Psychologists
  - Pupil Personnel Services (PPS) Credential in School Psychology

# Snapshot of Students in Need

	2018-2019	2019-2020	2020-2021*
Risk Assessments Completed	276	165	108
Red Flag Warnings	Not Implemented	Not Implemented	610
Psychiatric Hospitalizations	Data not available	Data not available	82
Administration of Brief Risk Reduction Interview Intervention Model (BRRIM)	154	92	46
Request An Appointment/Support Line	Not Implemented	12	45

\*Recognize this year's data might not be comparable to prior years due to COVID.

# MTSS Tier 2 Wellness Services Delivered

Tier 2 is general education <i>ongoing</i> targeted small group and/or individual interventions for students who are observed to have a need for additional teaching and practice opportunities to develop their SEL and to try and prevent the difficulty(ies) from escalating and increasing interference with school success	2018-2020 # of students who accessed the service	2019-2020 # of students who accessed the service	2020-2021 # of students who accessed the service
Individual Wellness Counseling	725	807	432
Small Group Wellness Counseling	399	402	364

# MTSS Tier 3 Services Delivered

Tier 3 is targeted mental health services for students identified with a disability and are eligible for special education and present with a need for higher level of mental health supports and interventions beyond Tier 2. There are Tiers within Tier 3	2018-2019 # of students who accessed the service	2019-2020 # of students who accessed the service	2020-2021 # of students who accessed the service
Individual Designated and Instruction (DIS) counseling (Tier 1 service of Tier 3 level)	342	344	343
Small group DIS counseling (Tier 1 service of Tier 3 level)	56	61	70
Individual Educationally Related Social Emotional Services (ERSSES) counseling (Tier 2 service of Tier 3 level)	140	185	187
Collaborative Education Services (COEDS) (Tier 2 of Tier 3 level)	46	28	37
Placement in therapeutic program (Tier 3 of Tier 3 level)	13	16	11

## Looking Ahead - Tier 2 and Tier 3

- Establish Wellness Centers on each high school campus
  - Staffed by Wellness Counselors
  - Supervised by Mental Health Clinician II (grant funded)
- Continue to partner with local universities to recruit Wellness Counselors for Tier 2 services
- Train all secondary staff on suicide prevention
  - What signs and symptoms to be aware of and how to report to designated staff for supports and interventions
- Consider implementing a SEL screener for students 4th-12th grade to help us increase early identification
- Continue to recruit and hire Intensive School Based Therapists (ISBTs) for Tier 3 services
- Provide parent/family information sessions, via BreakThrough, throughout the year on various SEL and mental health topics

# Looking Ahead - Tier 2 and Tier 3

- We are so appreciative of the COVID Stimulus funds for additional staffing
  - This will allow us to increase Tier 2 services with students via Wellness Counselors for the 2021-2022 school year
  - We will gather data on the effectiveness of this increased staffing level and student reach
  - Data shows we have a rising need of Tier 3 services. Our goal is with an increase in preventative interventions (via stimulus funds) we can support students early with ongoing services and supports
- Collaborate with elementary counselors to provide trauma informed training series with elementary teachers
- Review data collection methods to ensure all necessary data is being gathered, monitored and used to inform practice



Thank you!

Questions?