

February 29, 2024

School-Based Mental Health (SBMH): Strengthening Statewide Training & Technical Assistance



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Melissa Maras, PhD, MU-ARC



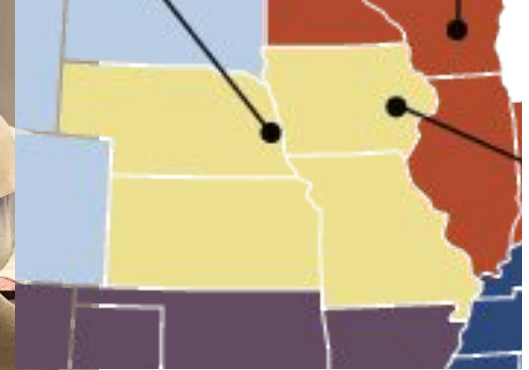
History of the SBMH section

- Historically the School Counseling section was the place for all things mental health and more and more items were being added to legislation
- In 2022 SB 681 created a “Mental Health Coordinator” position
 - Lisa hired in October 2022 as the “Coordinator of School-Based Mental Health”
 - Danny Rydman hired in December 2022 as the “Director of Project AWARE”
 - After much consideration the position of “Director of SBMH” was added and Jamie Fuelling was hired in January 2024
- The School Counseling and Student Wellness section at DESE is now able to focus on School Counselors, Student Wellness, Trauma-Informed Schools, Health and PE, and the Whole School, Whole Community, Whole Child (WSCC) Initiative.



The vision of the **School-Based Mental Health** section is to help create comprehensive school mental health systems to address the full array of these services and supports, including mental health promotion, prevention, early identification and treatment.

Project AWARE, NCSMH, MHTTC, MU-ARC



MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

Middle America SBMH Conference May 29-30



Leaders from the SBMH professional organizations (SSWAM, MSCA, MASP, MASN) come together to create a comprehensive school mental health framework specific to Missouri built upon national best practices in order to better align roles and responsibilities.

- ❑ Work began in December and will continue through September 2024
- ❑ National best practices and “Missouri-fy” them to make a Missouri Framework for SBMH-this will be the beginning work that will then go to additional groups
- ❑ The overarching aim of this work is continuous quality improvement of a sustainable infrastructure for SBMH programs and services in Missouri



School-Based Mental Health Training Team...aka “Dream Team”

DMH, Rachel Jones, Director of Trauma Services

DMH, Amanda Baker, Substance Use Prevention Coordinator

DMH, Charise Baker, Clinical Coordinator

DHSS, Marge Cole, State School Nurse Consultant

DHSS, Ben Pringer, School Health Program Specialist

DESE-Lisa Dierking, Coordinator of School-Based Mental Health

DESE-Chrissy Bashore, Coordinator of School Counseling and Student Wellness

DESE-Jamie Fuelling, Director of School-Based Mental Health

DESE-Pat Runge, Director of School Counseling

DESE-Danny Rydman, Director of Project AWARE

DESE-Katie Epema, Director of Student Wellness

MU ARC-Melissa Maras, Research Consultant

Inter-Agency SBMH Training Team

Leaders from DMH, DHSS, DESE provide virtual training on the national school-based mental health best practices and SHAPE assessment tool. **APRIL 22-23**-signup is available now on the webpage

- Module 1: Foundations of Comprehensive School Mental Health
- Module 2: Teaming
- Module 3: Needs Assessment and Resource Mapping
- Module 4: Screening
- Module 5: Mental Health Promotion for All (Tier 1)
- Module 6: Early Intervention and Treatment (Tiers 2 and 3)
- Module 7: Funding and Sustainability
- Module 8: Impact



Now Available!

School Mental Health Quality Assessment
– Preschool Version!



www.theshapesystem.com



School Health Assessment
and Performance Evaluation System

- Web-based platform that offers schools, districts, and states/territories a workspace to identify targeted resources to support school mental health quality improvement.
- Best of all it's FREE!





School Health Assessment
and Performance Evaluation System

- Requires a team of 2-5 members of your behavioral health staff
- Completing the self-assessment does take some significant time (1-2 hours)
- Usually completed 2-3 times a year
- Assessment gives reports to help identify needs, prioritize areas for improvement, map out a plan of action





School Mental Health Quality

Trauma Responsiveness

Preschool

Screening and Assessment Library

The Trauma Res...
Teams are encour...
guide the selectio...

...presents publicly available resources representing key components of trauma responsiveness.
...the Trauma Responsiveness Implementation Assessment to navigate the resource center and

Filter by Criteria



Search



Domain

Showing 111 of 111 resources.

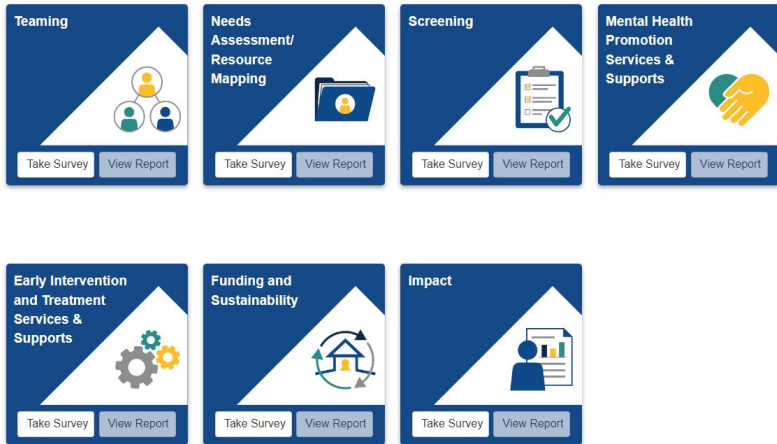
Per page: 25

- Safety Planning
- Prevention Planning
- Trauma Programming
- Classroom Strategies
- Early Intervention
- Targeted Programming
- Staff Self Care
- Engagement



Classroom Strategies Guide





The School Mental Health Quality Assessment

- Districts and Schools
 - Teaming
 - Needs Assessment/Resource Mapping
 - Screening
 - Mental Health Services & Supports
 - Early Intervention/Treatment & Supports
 - Funding and Sustainability
 - Impact

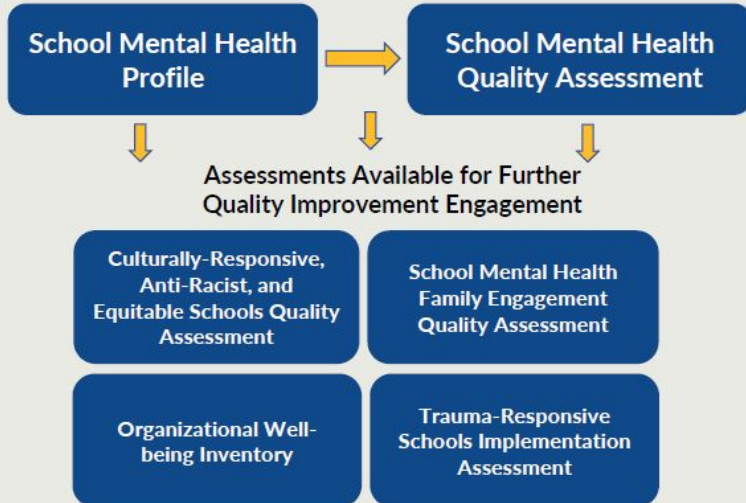


Assessments on the School Health Assessment and Performance Evaluation (SHAPE) System



The SHAPE System offers many tools to improve school mental health systems!

Suggested Assessment Completion Order for Individual, School, District, Entity Accounts



E School Health Assessment and Performance Evaluation System

School Mental Health Profile | Assessments | Resource Library

ACADEMY

- Mental Health Quality
- + Trauma Responsiveness
- OWBI-S
- CARE

Welcome to SHAPE! Explore all that SHAPE has to offer to improve



Map your school mental health system and support

Teams are encouraged to start with the School Mental Health Profile health system. This profile is part of the National School Mental Health



Assess system quality using national performance

School Mental Health Quality Assessment

Trauma

SHAPE System-Quality Guides

School Mental Health Quality Guide

Teaming



What is a School Mental Health Team?

A school mental health team is a group of school and community stakeholders at the school- or district-level that meets regularly, uses data-based decision making, and relies on action planning to support student mental health.

School mental health teams facilitate communication, collaboration, and mutual support among individuals who might otherwise work in isolation. These teams develop a vision and prioritize improvement efforts to ensure that the school mental health system is meeting the needs of students and the larger school community. School mental health teams work to maximize resources to address the mental health needs of students and their families.

School mental health teams should involve students, families, staff, and community partners that represent diverse cultural identities and backgrounds including age, disability, ethnicity, gender identity and expression, language, national origin, race, religion, sexual orientation, sex, and socioeconomic status. Teams should prioritize trauma-informed approaches and cultural responsiveness, anti-racism, and equity as they relate to the team's mission, goals, and deliverables.

The role of a district-level school mental health team

Shape school mental health policy and practice.

- Set expectations for interventions, data collection, and the way shape teams are expected to function and address student needs at individual, small group, classroom, and whole school levels.
- Organize efforts across schools to ensure consistent standards of support and the district-wide (e.g., standardized Memorandum of Understanding (MOU) with community partners).

Train, coach, and support school teams.

- Influence practice and implementation of school mental health services and supports by offering ongoing technical assistance and resources for school- and community-employed staff. These trainings may be informed by school and district needs assessments and can be delivered by grantee or vendor.

Serve as a liaison between state agencies and local schools.

- Ensure state departments of education and behavioral health recognize the roles that schools can play in addressing mental health needs of students.
- Advocate for policy change and funding opportunities that can advance high-quality and sustainable school mental health.

Collect student, family, and community partner perspectives on mental health needs and strategies.

- Get input from students, families, and community partners on mental health needs, priorities, and potential action steps to enhance a multi-tiered system of support.
- Inform Request for Proposal (RFP) processes to allow community partners to provide services to schools. An RFP can involve funding for specific deliverables or may include the opportunity to provide services in school under certain conditions without monetary compensation.

Possible team members for a district-level school mental health team

Director/Supervisor of School Health & Behavioral Health Staff

(e.g., Director of Behavioral Support or related services, Supervisor of School Psychologists, School Social Work Supervisor)

Director of Special Education/ Exceptional Student Education

(e.g., representatives from a parent teacher organization or other family organization)

School-based staff representatives

(e.g., teachers, district administrators, school- and community-employed mental health staff)

Supervisor, administrator and/or clinician from a community-based mental health program or organization

Depending on the number of schools in the district, there may be two or more schools in each, have an individual representative. In this case, districts may wish to assign a liaison to represent a group of schools.

Facilitate effective school-community partnerships

Best Practices

- Establish communication mechanisms (e.g., team meetings, email communications, conference calls) to ensure ongoing and effective communication between school leadership/staff and community partners.
- Engage community partners that represent and are trusted in the community, value cultural responsiveness, anti-racism, and equity (CARE), and use trauma-informed, healing-centered approaches.
- Use memorandums of understanding or other agreements to detail the terms of the partnership (e.g., by whom, what, when, where, and how will services/support be provided).
- Support a full continuum of care within a multi-tiered system of support by school and community partners working together and maximizing their respective knowledge and resources.
- Use data sharing agreements, that have been informed by youth and families, to allow for accessing and sharing data to inform needed services and supports and the impact of partnership activities.
- Ensure appropriate documentation procedures and systems are in place to facilitate communication between school staff and relevant community partners (including school-based health care team, if applicable). Examples may include:
 - Release of Information forms
 - Consent forms that are compliant with federal privacy laws (e.g., HIPAA under FERPA, as applicable)



- Tip** Data-sharing agreements may be between schools and other districts or educational organizations, community mentorship organizations, and student health service providers. These agreements may address:
- Specific social-emotional learning (SEL) programming.
 - Data collected on the success of programming.
 - Building community awareness on topics related to mental health.
 - Assessment and mental health related treatment data from external providers to better inform a child's educational programming.

Resources

- School or District Wish List for Community Mental Health Provider Services** can be customized by individual schools or districts to determine and record the criteria they would like for services provided by community mental health providers. Selected criteria can also be incorporated into a memorandum of understanding with the provider agency.
- Antony of a Memorandum of Understanding** illustrates the components of a memorandum of understanding (MOU) that school-community partnerships may include.

Anatomy of a Memorandum of Understanding

<p>Purpose of agreement Explains what the MOU is for and any definitions of programs or services.</p>	<p>Memorandum of Understanding Between Appleville School District and Hope Child and Family Services</p> <p>Purpose of agreement: The purpose of this agreement is to establish roles and responsibilities of the Parties to develop and implement a comprehensive school mental health system that utilizes the strengths and expertise of school and community personnel/professionals.</p>	<p>Roles and responsibilities of each party Outline what activities the school district and community partners are expected to participate in. Examples include: prevention, promotion, and intervention services; attendance at team meetings; training or professional development provided; and/or allocated space and resources for activities and collaboration; data reporting and use guidelines; and guidelines related to student and family confidentiality.</p>
<p>Fiscal and resource agreement Detail payment exchanged, if applicable. Detail resources or other non-financial resources of support that will be exchanged (e.g., delivery of professional development). MOUs are very helpful for any kind of shared agreement, whether or not payment is exchanged.</p>	<p>Roles and responsibilities of each party: The Parties agree to the following roles and responsibilities:</p> <ul style="list-style-type: none"> Responsibilities of Hope Child and Family Services (HCFS) <ul style="list-style-type: none"> Actively participate in school and mental health research. Provide mental health services to students. Responsibilities of Appleville School District <ul style="list-style-type: none"> Identify suitable facilities for the demonstration research. Provide confidential space to students that includes: <ul style="list-style-type: none"> Facilities inclusion and active participation of community partners. Create data based decision needs and referral processes that prevent. 	<p>Liability release as an independent contractor Detail limits to liability for both/two parties here.</p>
<p>Duration and termination Outline how long the MOU is valid for and procedures for requesting termination by either party.</p>	<p>Appleville School District will pay HCFS the total sum of [X]... [Month Day Year]... In Payment will be made on...</p> <p>Liability release as an independent contractor Appleville School District will pay HCFS the total sum of [X]... [Month Day Year]... In Payment will be made on...</p> <p>Duration and termination This Agreement is in force beginning [Month Day Year] to [Month Day Year].</p> <p>Insurance and indemnification List the types of insurance that the community provider will purchase and maintain, including general liability, professional liability, and worker's compensation, as applicable.</p>	<p>Insurance and indemnification List the types of insurance that the community provider will purchase and maintain, including general liability, professional liability, and worker's compensation, as applicable.</p>

Teaming Quality Guide

School Counseling Resources

Legislation

- (2022) 170.307 Mental Health Awareness Curriculum
- (2019) 170.045 Prevention of Sexual Abuse Education
- (2018) 161.670, Online Education Learning Plans
- (2018) 3 - Computer Science
- (2018) 1606 (167.910) - Career Readiness Course Task Force
- (2018) 1606 (167.902) - Critical Need/Shortage Occupations
- (2018) 1606 (167.266) - Academic and Career Counseling Recognition
- (2016) 1583 - Youth Suicide Prevention and Awareness
- (2016) 638 - Trauma Informed
- (2016) 2428 - "Guidance" to School Counselor
- (2014) 1189 - Substitution of Academic Credit with CTE Course up to 4 Courses

College and Career Readiness

- Adult Education & Literacy (AEL)
- Career and Technical Education
- Curriculum
- High School Equivalency
- Lifeskills
- MO LEAP
- Missouri Career Pathways
- School Counseling
- Index
- Legislation
- Trauma-Informed Schools
- Student Health and Wellness

Administrative Memos

Webinars

DESE Application Sign-In (DAS)

Sign Up for School Counseling Listserv

Missouri Comprehensive School Counseling Program

- Manual
- Introduction to Missouri Comprehensive School Counseling Program (with audio)

Digest

Email Blasts

Updates

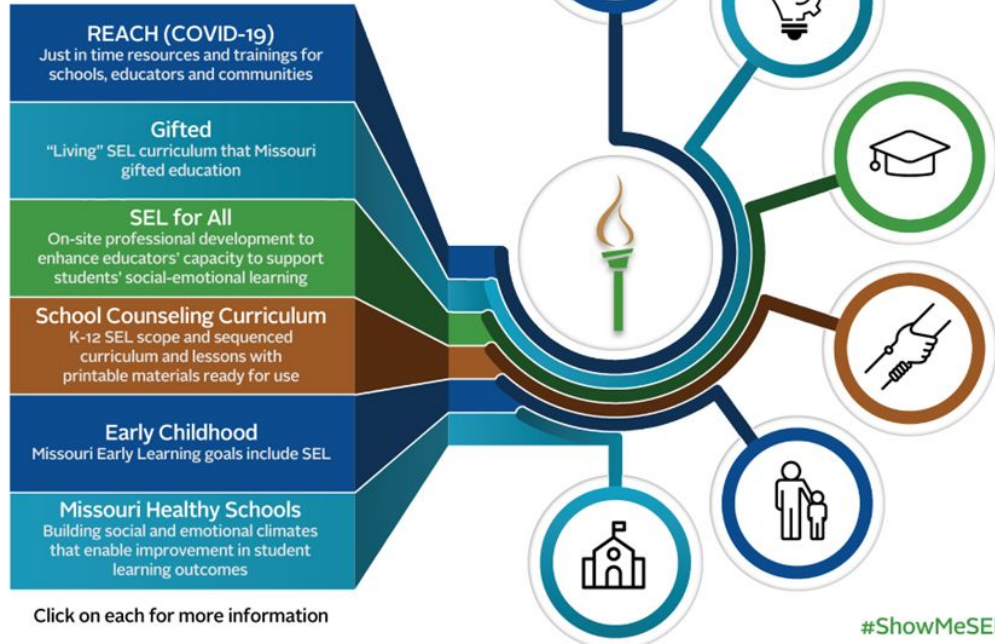
Why is the DESE School Counseling Listserv Important?

<https://lists.mo.gov/mailman/listinfo/schoolcounselors>

<https://dese.mo.gov/college-career-readiness/school-counseling/legislation>

Show-Me SEL

Social-Emotional Learning (SEL) Initiatives in Missouri



<https://dese.mo.gov/learning-services/show-me-sel>



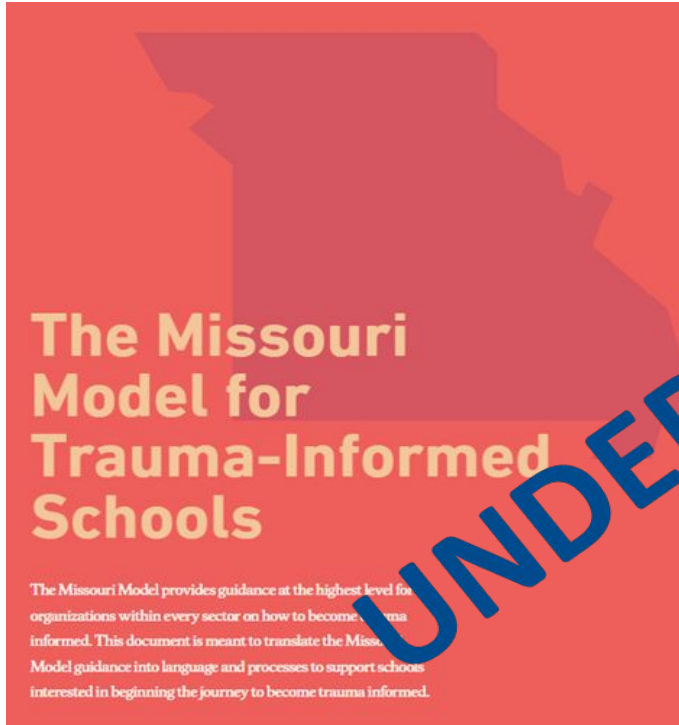
[SEL-Core-Skills-12-23 | Missouri Department of Elementary and Secondary Education \(mo.gov\)](#)

Social-Emotional Learning Framework

The State Board of Education's K-12 Social-Emotional Learning (SEL) Workgroup developed the Competencies of Relationship-building Education (CORE) Framework, Glossary, and Student Indicators in 2023. The framework can be used to help guide schools in their work to provide SEL to students in an effort to better equip students to become successful, productive contributors to a global society.

The State Board of Education chose to use the work of the SEL Workgroup as a framework/resource document for stakeholders, but not to move forward with implementing statewide SEL Standards.

Contact StudentWellness@dese.mo.gov with questions.



UNDER REVIEW

The Missouri Model for Trauma-Informed Schools:

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Parent and Caregiver Resource Guide

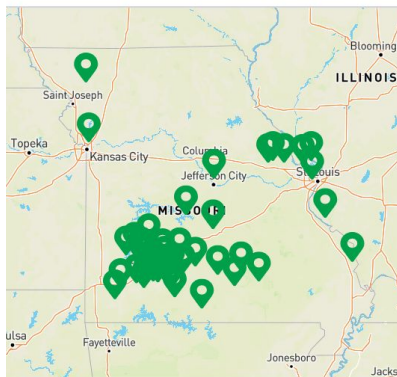
<https://dese.mo.gov/traumainformed>



Start a Chapter

The Care to Learn model has proven successful in school districts of all sizes, and we're ready to keep growing our reach. If you're interested in supporting your school, our team is here to help you get started.

[Let's Get Started →](#)



[Care to Learn | Meeting Students' Health, Hunger, and Hygiene Needs](#)



Our Mission

The mission of Care to Learn is to provide immediate funding to meet emergent needs in the areas of health, hunger, and hygiene so every student can be successful in school.



TeachWell

CREATE A HEALTHY
WORK-LIFE BALANCE



TeachWell

MANAGING
YOUR ANXIETY



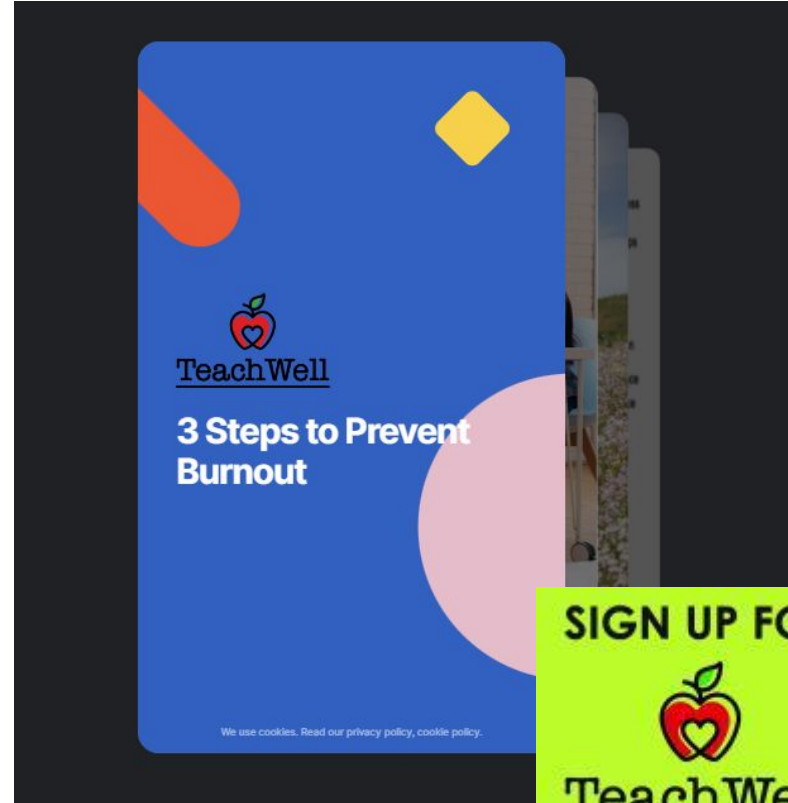
TeachWell


3 STEPS
TO PREVENT
BURNOUT



TeachWell

ASK FOR HELP
WHEN YOU
NEED IT





TeachWell

**3 Steps to Prevent
Burnout**

We use cookies. Read our [privacy policy](#), [cookie policy](#).

SIGN UP FOR



TeachWell



Student and school staff mental health — including social and emotional wellbeing — is central to a healthy school community. There is growing data to show the impact and value of providing mental health supports and services in schools.

Missouri School Mental Health/SHAPE Training

- [Missouri School Mental Health Training Flyer](#)
- [Missouri School Mental Health Training Sign Up](#) ☞
- [Interagency School Mental Health Office Hours Thursdays at Noon \(click to join\)](#) ☞

<https://dese.mo.gov/mental-health-resources>

Suicide Awareness and Prevention

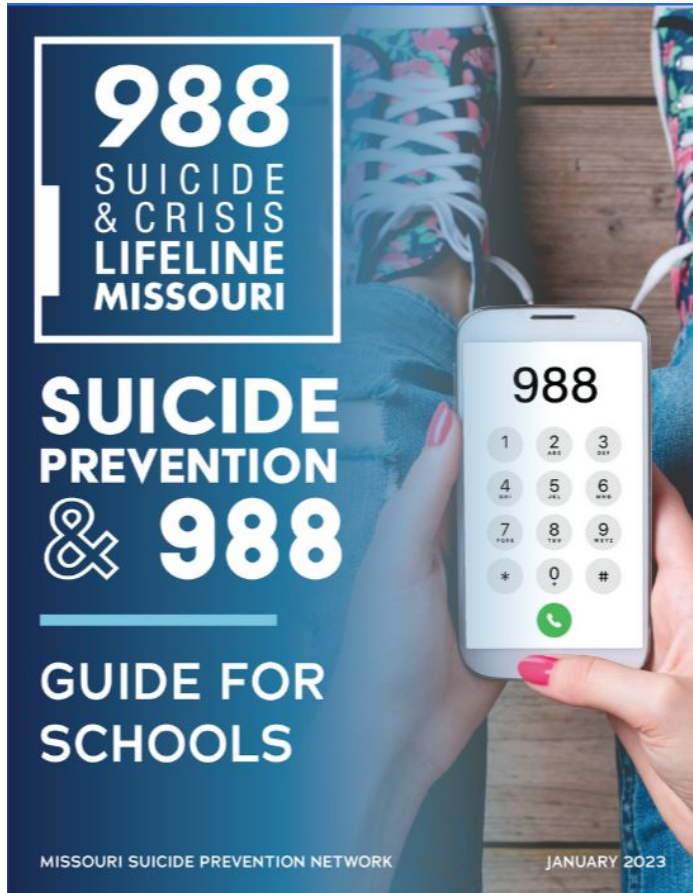
YOUTH SUICIDE AWARENESS AND PREVENTION MODEL POLICY



[DESE Youth Suicide Awareness and
Prevention Model Policy](#)

- April/May 2024 a survey will be distributed for feedback
- June-September team will edit/revise
- October 2024 estimated update released

Suicide Prevention & 988 Guide



- Youth Suicide Prevention and Awareness Model Policy
- Prevention Resource Centers
- MO Crisis Continuum
- Behavioral Health Crisis Centers
- Virtual and Physical Toolkit

[988 Guide for Schools by John Ginwright - Flipsnack](#)



WORKSHOP OVERVIEW

This workshop is suitable for, but not limited to, administrators, school psychologists, counselors, social workers, nurses, and other school personnel.

On February 5th and 6th, crisis management and psychological recovery experts Amy Hill and Cristin Martinez will present the PREPaRE Crisis Prevention and Intervention curriculum developed by the U.S. National Association of School Psychologists (NASP).

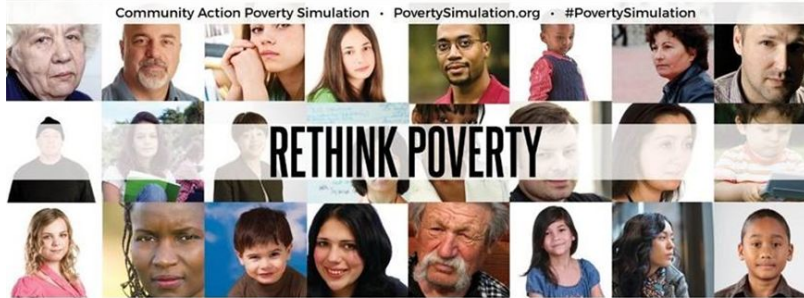
Email: YSTraining@burrellcenter.com



- ❑ Youth Mental Health First Aid teaches you how to identify, understand and respond to signs of mental health and substance use challenges among children and adolescents ages 6-18
- ❑ Training is available to school districts for FREE 😊 sign up at [DESE Application – MHFA Missouri](#)



MO DHSS School Health Team



**COMMUNITY ACTION
POVERTY SIMULATION**
Could you survive a month in Poverty?

Nearly 1 in 5 Missouri children experience poverty.

<https://health.mo.gov/living/families/schoolhealth/>



School Health

DHSS Home > Healthy Living > Healthy Families > schoolhealth



Healthy Living

- Environmental Factors
- Chronic Diseases
- Communicable Diseases
- Healthy Families
- Organ/Tissue Donation and Registry
- Women, Infants & Children (WIC)
- Genetic Disease & Early Childhood
- Food Programs
- Wellness & Prevention
- Local Public Health Agencies
- Immunizations
- Overdose Prevention & Response

Marjorie.Cole@health.mo.gov or Benjamin.Pringer@health.mo.gov

0. Introduction to the Adult Resilience Curriculum (ARC)
1. Understanding the Psychobiology of Stress and Well-Being
2. Creating Safe and Supportive Environments
3. Clarifying, Aligning With, and Committing to One's Values
4. Cultivating Awareness Through Mindfulness-Based Practices
5. Connecting Meaningfully with Others
6. Fostering Pleasant Emotions and Experiences
7. Coping with Difficult Thoughts, Feelings, and Experiences
8. Feeling Good Physically Through Nutrition, Movement, and Sleep
9. Rejuvenating Through Relaxation, Recreation, and Routines
10. [Bringing It All Together: A Wellness Plan for the Future](#)

Video
Modules &
Slide Decks

Trainer
Manual

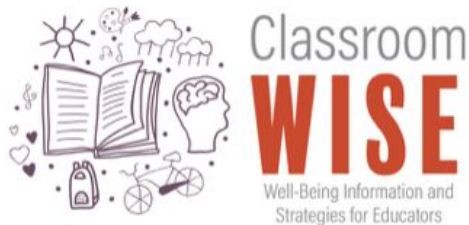
Activity
Handouts

Resource
Lists

Burnout
Busters
Podcast

30 Day
Mental Health
Challenge

Adult Resilience Curriculum
[Mid-America MHTTC Professional
Well-Being Website](#)



[About Classroom WISE](#) [About the Developers](#)

[Video Library](#) [Resource Collection](#)

[Contact Us](#)



[Launch Course](#)



Catch a sneak peek of Classroom WISE by clicking on the video above!

Introducing Classroom WISE

Well-Being Information and Strategies for Educators

Classroom WISE is a FREE 3-part training package that assists K-12 educators in supporting the mental health of students in the classroom. Developed by the Mental Health Technology Transfer Center (MHTTC) Network in partnership with the National Center for School Mental Health, this package offers evidence-based strategies and skills to engage and support students with mental health concerns in the classroom.



Resource Hub

Consultation Request

Professional Development



Home

Who We Are

Meet The Team

Topics

Local Resources

News

Contact



MO-CPAP Schools helps school professionals address the behavioral and mental health needs of students and staff.

Our no-cost program connects educators to [resources](#), [consultations](#), and [education](#).

About Us

<https://mocpapschools.org/>



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