

# School Mental Wellness School Board Update



May 5, 2022

# Types of Data Used for Mental Wellness Needs

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## Quantitative:

- **Rethink Ed Student Response** -Strengths-Based Assessment on SEL Competencies - 2x per school year
- **DESSA-mini** - Teacher Response - Strengths-Based Assessment on SEL Competencies 2 or 3 X per school year
- Threat Assessment data

## Qualitative:

- School based/cross-team meetings and consultation
- Clinical case discussions
- Administrative support

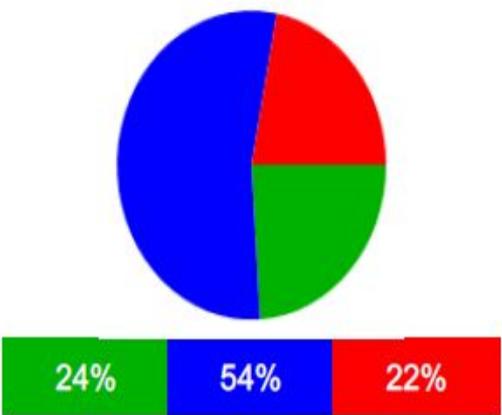
# Example of Student Response Data - Rethink ED SEL -Greenbrier



\* **SEL Fall 2021** Assessment available from **08/01/2021 - 01/31/2022**.  
**SEL Spring 2022** Assessment available from **02/01/2022**.  
Your selected date range displays results from **04/21/2021 - 04/21/2022**.

# Example of Teacher Response Data

## CHS - Fall 2021 DESSA-Mini

<b>Site Summary</b>	A	Number of Ratings	1060	
		Average Educator T-Score	50.9	
		Percentile Equivalent of Avg T-Score	54	
		Students with <b>Strength</b> Ratings	254	
		Students with <b>Typical</b> Ratings	568	
		Students with <b>Need</b> Ratings	238	

# Threat Assessment Data

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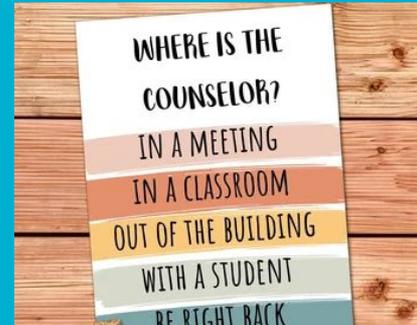
- From September 20, 2021 - April 25, 2022, School Mental Health Professionals (SMHP's) have completed 142 Threat Assessments in 124 days of school. On average, 1.15 Threat Assessments are being completed each school day
- Of the 142 Threat Assessments completed, 87 (over 60%) were threat to self and 55 were threat to others
- 73 threats were deemed transient, 40 were deemed low risk, 17 moderate risk, 10 high risk and 2 imminent risk.



# Qualitative Data

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- Ongoing intervention (research and evidence based) and immediate crisis intervention is provided to students with high needs: recent and past trauma experiences, on-going suicidal ideation and passive suicidal thoughts, intensive mental health needs (including needs such as depression and anxiety), emotional regulation, developing healthy coping strategies, and engagement.
- Family support, engagement and intervention as well as connection to resources
- Majority of the SMHP's caseloads are full with individual students and their families
- Many schools are experiencing an inverted triangle in the mental wellness domain regarding the VTSS system
- Most importantly, the SMHP's are working to meet individual needs and the needs of their individual school community. No day looks exactly alike. **Frequency, duration and intensity.**



# School Mental Health Professional (SMHP)

## Infrastructure and Systems

- **Teaming**
  - School based Mental Wellness teams
  - Division wide teaming to ensure alignment
  - Working within the Virginia Tiered Systems of Support (VTSS) framework
- **Consultation**
  - Jodie Murphy providing clinical support to individual SMHP and on individual student cases
- **Professional Learning**
  - Three year professional learning cycle for all SMHPs to ensure a minimum level of positive school culture and clinical skills/knowledge across the division. Offerings this year included ASIST (suicide prevention), Bounce Back (K-5 group intervention for students impacted by trauma) , and Restorative Justice in Education (classroom circles and restorative conferences)

# School Mental Health Professional's (SMHP) Function: What Do They Do?

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- Primarily offer **tier 3** (intensive individualized) support and intervention in mental health, student/family engagement, and positive behavior support through the VTSS framework, threat assessments
- Provide **tier 2** (less intensive, group) support as appropriate - attendance support, mental wellness support groups
- Provide **tier 1** consultation to classroom teachers/staff

# School Mental Health – Community Partnerships

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- **Region 10** - Student Assistance Programs at Buford and CHS; outpatient services at CHS
- **Elk Hill and National Counseling Group** - provide therapeutic day treatment (TDT) and out-patient counseling in schools and the community among other services
- **Virginia Partnership for School Mental Health** -grant-funded partnership with VDOE and UVA for professional learning and case consultation
- **Compassionate School Project** - with UVA at Johnson and Greenbrier - integrated approach to social emotional learning (SEL), mindfulness, PE, and nutrition
- **Wildrock** - Nature-based play both on school grounds, the community, and Wildrock's property in Albemarle County

# Care Solace

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- Care Solace is a non-clinical service that provides administrative support in accessing mental health services. This includes identifying available providers whether in-person or through tele-health, helping families negotiate insurance or the lack thereof, and actually supporting families in making the first appointment and then checking in afterward to make sure it was a good match. This can be initiated by a direct referral from one of our school mental health professionals or anonymously through an independent website.
- One of the remarkable aspects of this service is that not only is it available to every single student in CCS AND their families, it is also available to every single staff member AND their families! Here's a link with more information:

[Care Solace](#)

## Instant access to community-based care with added layers of support



### Warm Handoff®

This process allows faculty & mental health staff ensure students connect to community-based services quickly, while receiving real-time student status updates.



### Care Companions™

Highly trained multilingual team with experience in navigating barriers to accessing mental health care. Available to serve staff and families 24/7/365.

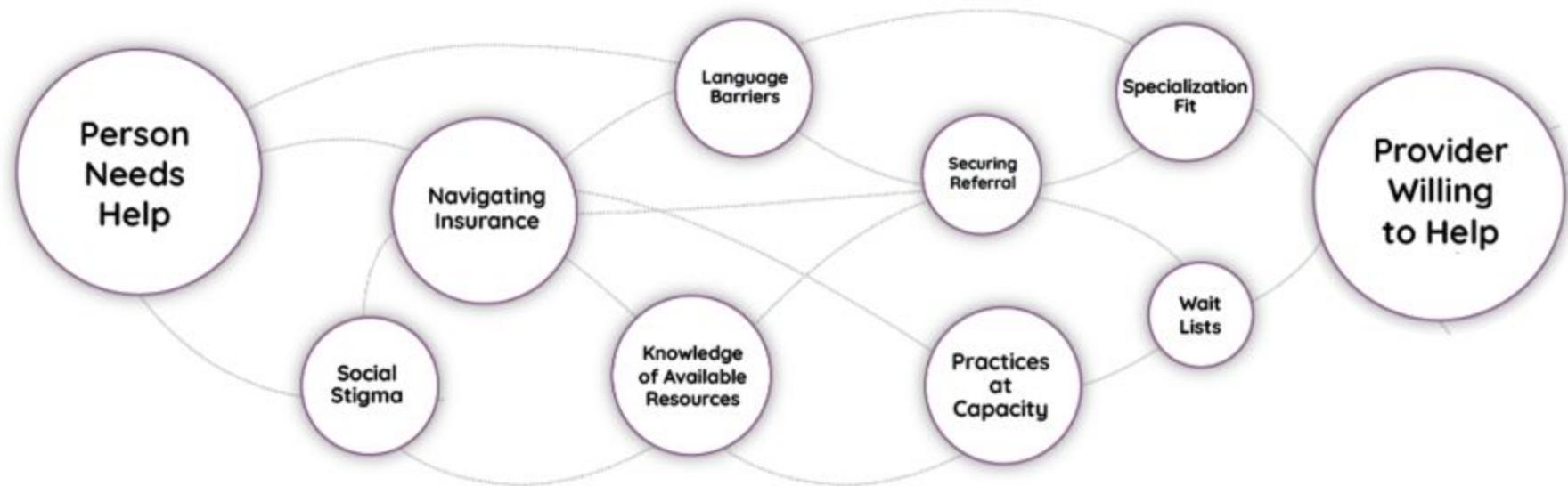


### Care Match™

A proprietary web-based system that works alongside existing systems of support to help people anonymously find verified care in minutes.



# Care Solace helps navigate the chaos of mental health systems to quickly find quality care





Care Solace makes finding help easy...  
and will follow up to ensure satisfaction

Person  
looking  
for help

1  
Quick  
matching  
to suited  
providers

2  
Make calls  
to confirm  
fit & wait  
times

3  
Facilitate  
appts &  
transition  
to care

Person  
gets help

4  
Follow up  
to ensure  
satisfaction