



# School Mental Health and Youth Crisis Response Across Maryland

*presented for BHIPP*

**Jill Bohnenkamp, PhD**

**National Center for School Mental Health**

January 18, 2023



[@JillBohnenkamp](#) [@NCSMHTweets](#)

# National Center for School Mental Health (NCSMH)

- Established in 1995 with funding from the US Department of Health and Human Services (HHS), Health Resources and Services Administration
- The **NCSMH mission** is to strengthen policies and programs in school mental health to improve learning and promote success for America's youth.



UNIVERSITY *of* MARYLAND  
SCHOOL OF MEDICINE



Visit the NCSMH website at  
[www.schoolmentalhealth.org](http://www.schoolmentalhealth.org)



# Commitment

- Racial and social justice lens
- Cultural responsiveness and equity
- Developing and modeling equitable and anti-racist policies and practices
- Learn, heal, grow together





# On Today's Agenda

- Schools as critical partners in managing behavioral health crises
- Comprehensive school mental health systems
- Resources to support behavioral health crisis response
  - Maryland School Mental Health Response Program
  - The Maryland Behavioral Health Crisis System
  - MH-TIPS



# Comprehensive School Mental Health

Multi-tiered System of Support for Students, Families and Educators



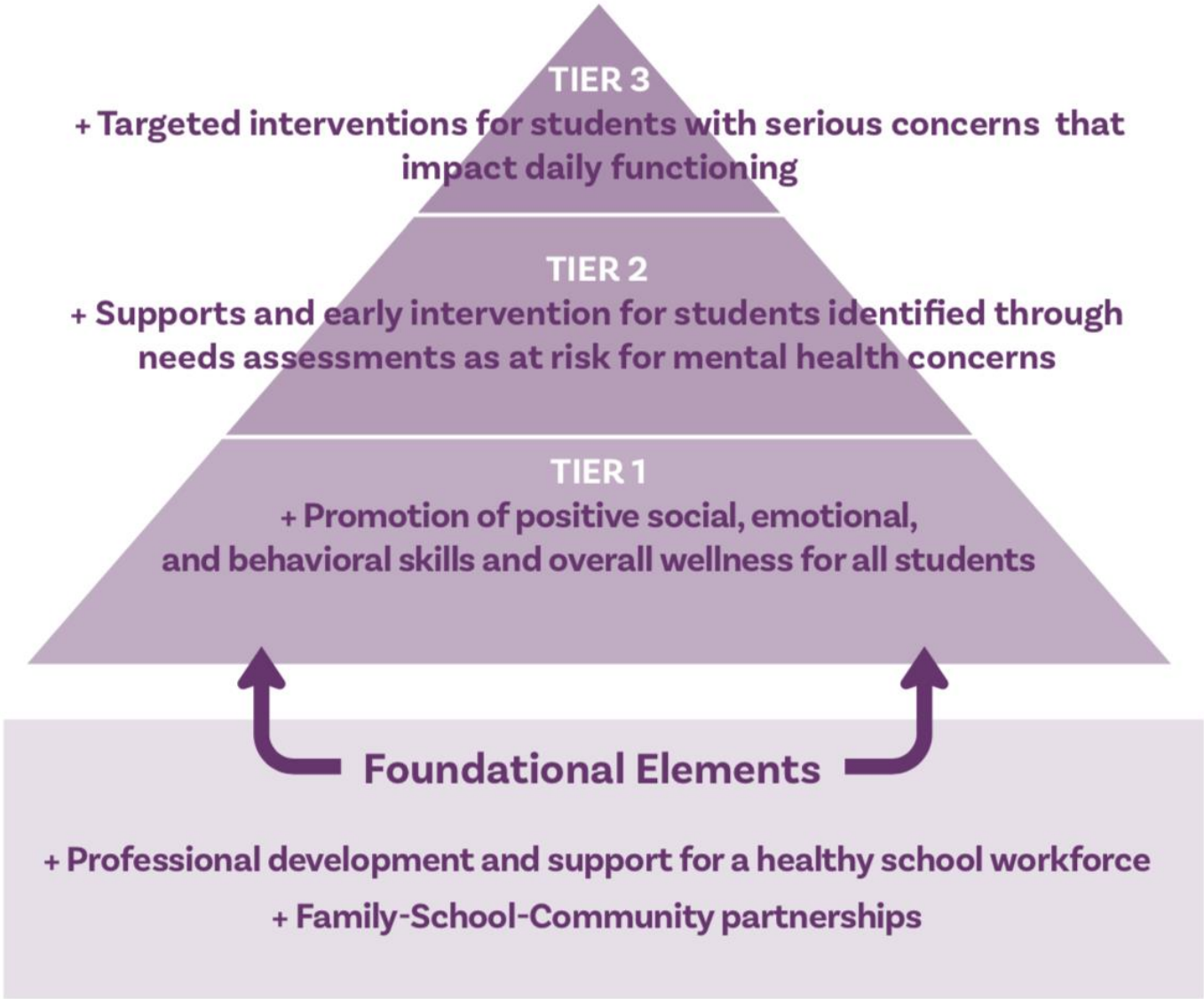
# Comprehensive School Mental Health Systems

“provide an array of supports and services that **promote positive school climate, social and emotional learning**, and mental health and well-being, while **reducing the prevalence and severity of mental illness**.

These systems are built on a **strong foundation of district and school professionals**, including administrators, educators and specialized instructional support personnel (e.g., school psychologists, school social workers, school counselors, school nurses and other school health professionals),

**all in strategic partnership with students and families, as well as community health and mental health partners.”** *Hoover et al., 2019*

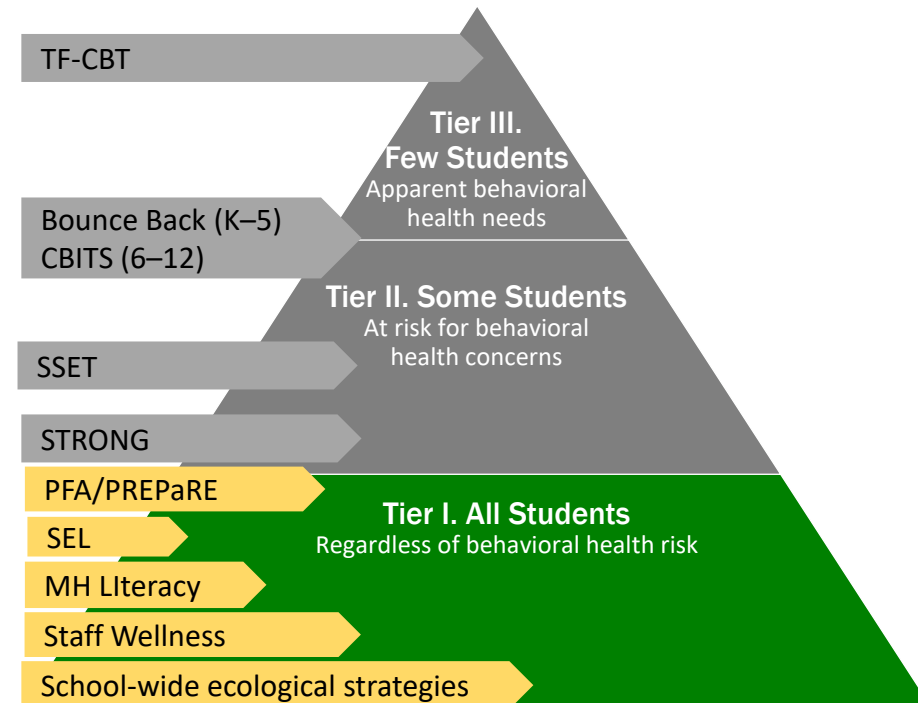
**Figure 5: Multi-Tiered System of Support**





# UNIVERSAL School Mental Health Strategies

- **Positive school climate**
- **Culturally responsive, trauma-responsive** school policies and practices
- **Staff well-being**
- **Mental health literacy** for school staff and students
- **Social Emotional Learning (SEL)**

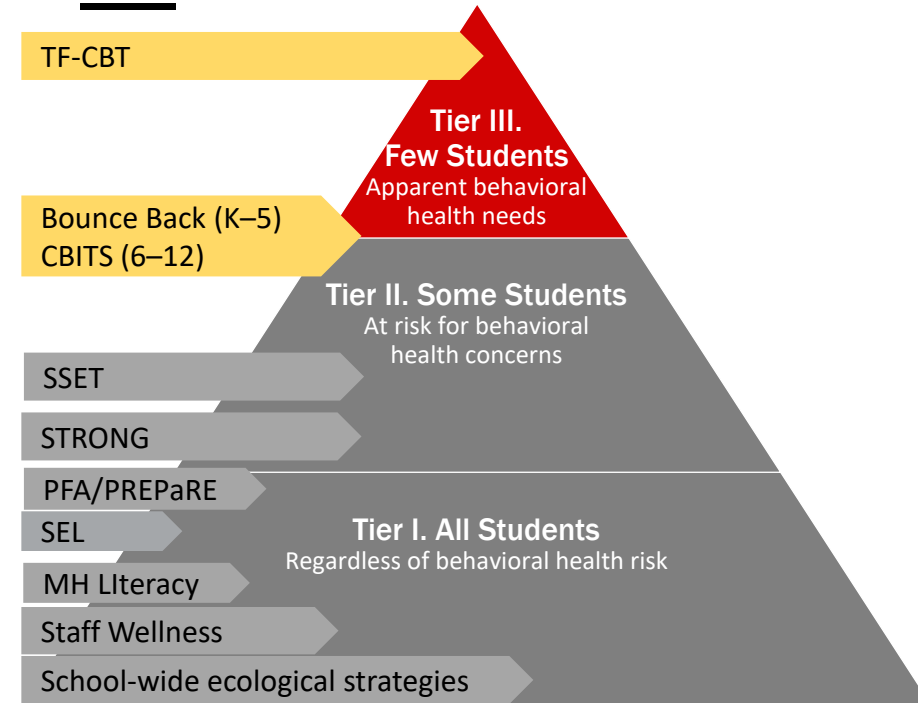






# Early Identification, Intervention and Treatment in Schools

- Screening/well-being check-ins
- Evidence-based psychosocial interventions – e.g., CBITS/Bounce Back, TF-CBT
- Psychiatric care



**FIGURE 4. AN EXAMPLE OF COMPLEMENTARY ROLES AND RESOURCES OF COMMUNITY PARTNERS AND SCHOOL DISTRICTS IN COMPREHENSIVE SCHOOL MENTAL HEALTH SYSTEMS**

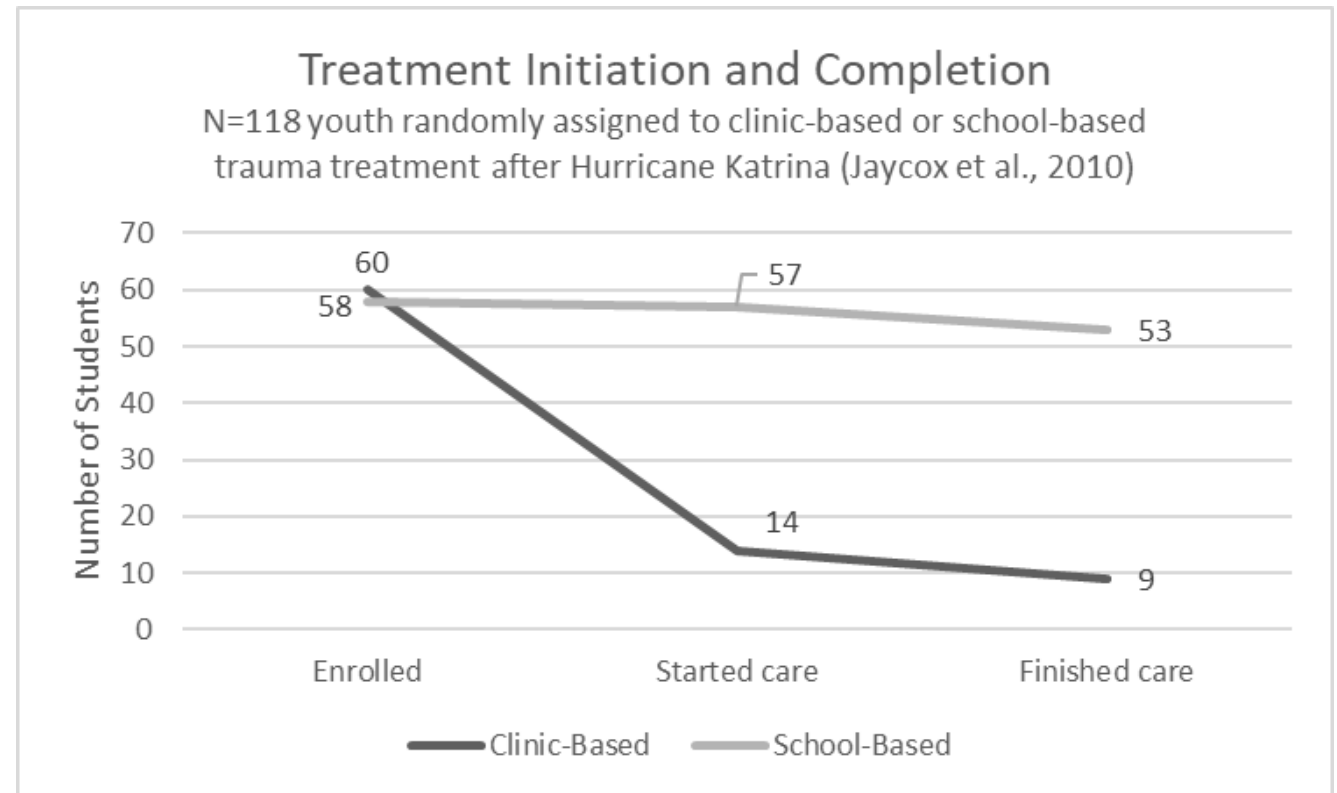


Source: Weist, M. D., Short, K., McDaniel, H., & Bode, A. (2016). *The school mental health international leadership exchange (SMHILE): Working to advance the field through opportunities for global networking.*



# Why Mental Health Treatment in Schools?

Youth are 6x more likely to complete mental health treatment in schools than in community settings (Jaycox et al., 2010)





Kase, C., Hoover, S. A., Boyd, G., Dubenitz, J., Trivedi, P., Peterson, H., & Stein, B. (2017). Educational outcomes associated with school behavioral health interventions: A Review of the Literature. *Journal of School Health, 87(7)*, 554-562.

JOURNAL OF  
**SCHOOL HEALTH**



GENERAL ARTICLE

## Educational Outcomes Associated With School Behavioral Health Interventions: A Review of the Literature

COURTNEY KASE, MPH<sup>a</sup> SHARON HOOVER, PhD<sup>b</sup> GINA BOYD, MS<sup>c</sup> KRISTINA D. WEST, MS, LLM<sup>d</sup> JOEL DUBENITZ, PhD<sup>e</sup> PAMALA A. TRIVEDI, PhD<sup>f</sup> HILARY J. PETERSON, BA<sup>g</sup> BRADLEY D. STEIN, MD, PhD<sup>h</sup>

### ABSTRACT

**BACKGROUND:** There is an unmet need for behavioral health support and services among children and adolescents, which school behavioral health has the potential to address. Existing reviews and meta-analyses document the behavioral health benefits of school behavioral health programs and frameworks, but few summaries of the academic benefits of such programs exist. We provide exemplars of the academic benefits of school behavioral health programs and frameworks.

**METHODS:** A literature review identified school behavioral health-related articles and reports. Articles for inclusion were restricted to those that were school-based programs and frameworks in the United States that included an empirical evaluation of intervention academic-related outcomes.

**RESULTS:** Findings from 36 primary research, review, and meta-analysis articles from the past 17 years show the benefits of school behavioral health clinical interventions and targeted interventions on a range of academic outcomes for adolescents.

**CONCLUSION:** Our findings are consistent with reports documenting health benefits of school behavioral health frameworks and programs and can facilitate further efforts to support school behavioral health for a range of stakeholders interested in the benefits of school behavioral health programs and frameworks on academic outcomes.

**Keywords:** literature review; mental health; academic outcomes; prevention; treatment.

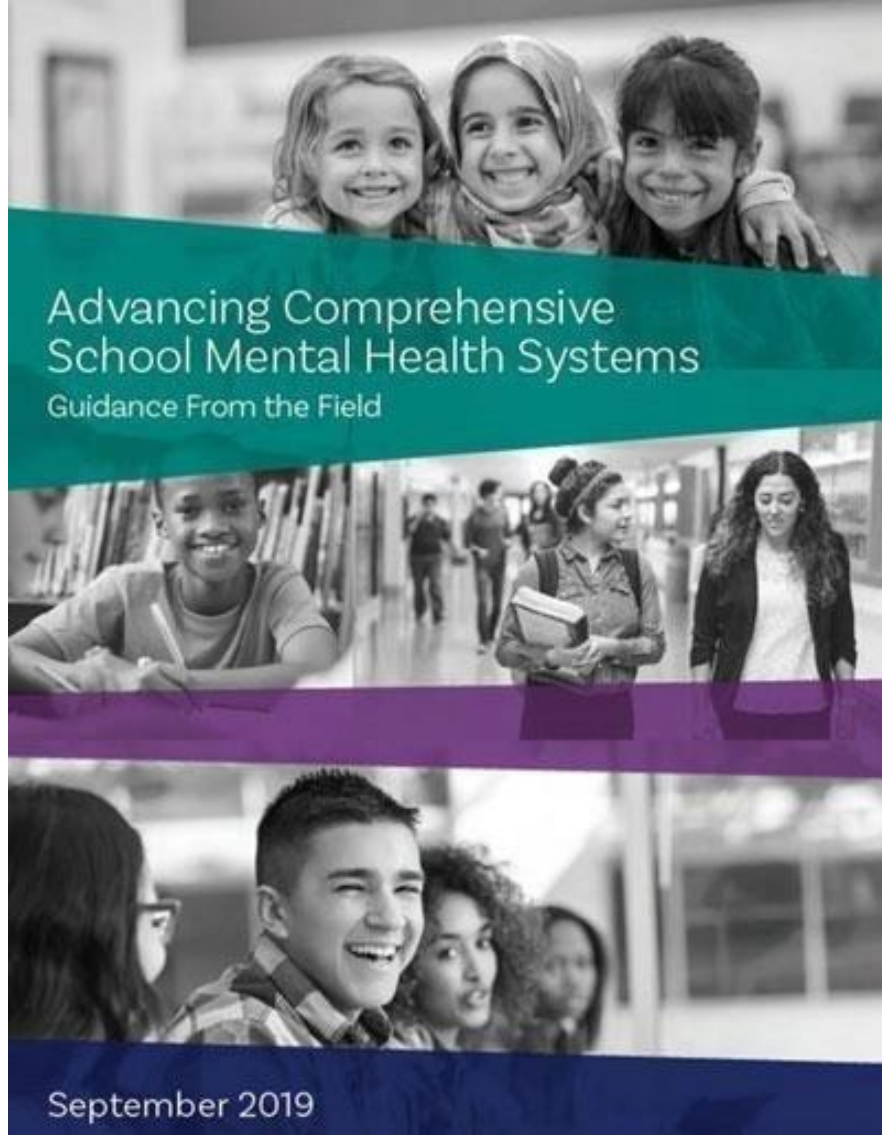
**Citation:** Kase C, Hoover S, Boyd G, West KD, Dubenitz J, Trivedi PA, Peterson HJ, Stein BD. Educational outcomes associated with school behavioral health interventions: a review of the literature. *J Sch Health.* 2017; 87: 554-562.

Received on May 13, 2016  
Accepted on January 19, 2017

In the aftermath of the Surgeon General's warning that "the nation is facing a public crisis in mental health care for infants, children, and adolescents,"<sup>1</sup> the prevalence of mental health disorders among children and adolescents and the unmet need for treatment have received increased attention. Mental health problems are common among children

experience a mental health disorder annually, and an estimated 40% of adolescents meet lifetime diagnostic criteria for myriad mental health disorders.<sup>2-4</sup> These mental health conditions have wide ranging effects, interfering with students' functioning in school, at home, with their friends, and in their communities,<sup>5-8</sup> and potentially affecting their successful attainment

- Findings from 36 primary research, review, and meta-analysis articles
- 2000-2017
- **Benefits of school behavioral health clinical interventions and targeted interventions on a range of academic outcomes –**
  - **Grades**
  - **Attendance**
  - **State test scores**
  - **School connectedness**



# Guidance from the Field

---

- Why Address Mental Health in Schools
- A Public Health Approach to School Mental Health
- The Value of School Mental Health
- Core Features of a Comprehensive School Mental Health System
- Opportunities, Challenges and Recommended Strategies
- Local Spotlights
- State Spotlights
- Moving Forward

[www.schoolmentalhealth.org/AdvancingCSMHS](http://www.schoolmentalhealth.org/AdvancingCSMHS)

# PARTNERING WITH SCHOOL PROFESSIONALS: TEAM MEMBERS

- **District**
  - Director of Special Education
  - Director of Student Support Services
  - Director of Mental/Behavioral Health
  - Director of the Whole Child/ Health and Wellness
- **School**
  - School Psychologist
  - School Counselor
  - School Social Worker
  - School Mental Health Specialist
  - School Nurse
  - Social and Emotional Learning Specialist

**These are potential positions-  
there is great variability  
across districts and schools.**





# PARTNERING WITH SCHOOL TEAMS: QUESTIONS TO ASK/TOPICS TO DISCUSS

- What can I/my office do to help to support your school mental health efforts?
- Are there opportunities for us to combine efforts to support the youth in our community?
- How can I/my office better connect with your school team? Are there any opportunities that I could join to learn more about your work to support student and family health and well-being?



## SCHOOL ACRONYMS

- MTSS- Multi-tiered System of Support
- RTI- Response to Intervention
- SST- Student Support Team
- BIP- Behavior Intervention Plan
- IEP- Individualized Education Program
- SEL- Social and Emotional Learning





# SUPPORTING MENTAL HEALTH IN SCHOOLS



- Source:  
[https://downloads.aap.org/dochw/dshp/Supporting\\_Mental\\_Health\\_in\\_Schools\\_Final\\_Report-June\\_2021.pdf](https://downloads.aap.org/dochw/dshp/Supporting_Mental_Health_in_Schools_Final_Report-June_2021.pdf)



# SUMMARY: ACTION STEPS FOR PEDIATRICIANS AND THE PEDIATRIC COMMUNITY

To improve communication between pediatricians and school districts

- Create and cross-promote shared professional development opportunities
- Encourage pediatrician outreach to local school districts to learn more about services provided, including mental health services.
- Develop resources to establish a common language for key areas of mutual concerns, including special education

Source: [https://downloads.aap.org/dochw/dshp/Supporting\\_Mental\\_Health\\_in\\_Schools\\_Final\\_Report-June\\_2021.pdf](https://downloads.aap.org/dochw/dshp/Supporting_Mental_Health_in_Schools_Final_Report-June_2021.pdf)

American Academy of Pediatrics

DEDICATED TO THE HEALTH OF ALL CHILDREN®



## SUMMARY: ACTION STEPS CONTINUED

To enhance care coordination efforts between pediatricians and district mental health providers.

- Develop template Memoranda of Understanding (MOU and information releases to facilitate sharing of student screening results and other key mental health related-data between schools and pediatric providers.
- Encourage pediatricians to endorse school-based mental health resources, services and supports to patients and families that disclose mental health concerns.

Source: [https://downloads.aap.org/dochw/dshp/Supporting\\_Mental\\_Health\\_in\\_Schools\\_Final\\_Report-June\\_2021.pdf](https://downloads.aap.org/dochw/dshp/Supporting_Mental_Health_in_Schools_Final_Report-June_2021.pdf)

American Academy of Pediatrics

DEDICATED TO THE HEALTH OF ALL CHILDREN®



## SUMMARY: ACTION STEPS CONTINUED

To increase advocacy for mental health parity

- Urge local pediatricians, state AAP Chapters and AAP National to work with insurers to resolve the lack of reimbursement parity between public and private payers for school-based mental health services, a disparity that puts the additional financial burden on families and may ultimately deny young people beneficial and needed services.

Source: [https://downloads.aap.org/dochw/dshp/Supporting\\_Mental\\_Health\\_in\\_Schools\\_Final\\_Report-June\\_2021.pdf](https://downloads.aap.org/dochw/dshp/Supporting_Mental_Health_in_Schools_Final_Report-June_2021.pdf)

American Academy of Pediatrics

DEDICATED TO THE HEALTH OF ALL CHILDREN®





# Managing behavioral health crises in schools

# Managing Behavioral Health Crises in Schools

In 2014, the U.S. Secretary of Education and Attorney General called for schools reduce the use of punitive disciplinary strategies and increase positive climates that improve school safety and prevent problem behaviors.

# Positive Approach

**Effective teams** that include community mental health providers

**Data-based decision making** that include school data beyond office discipline referrals and community data

Formal processes for the selection and implementation of **evidence-based practices (EBP)** across tiers

**Early access** through use of comprehensive screening, which includes internalizing and externalizing needs

Rigorous **progress monitoring for both fidelity and effectiveness** of all interventions regardless of who deliver

**Ongoing coaching** at both the systems and practices level for both school and community-employed professionals



UNDER REVIEW. This document and the underlying issues are under review by the U.S. Department of Education and the U.S. Department of Justice (as of August 30, 2021). The December 21, 2018 Dear Colleague Letter that rescinded this document is also under review. The Department of Education's Office for Civil Rights published a Request for Information soliciting written comments from the public regarding the administration of school discipline in schools serving students in pre-K through grade 12. OCR and the Civil Rights Division of the Department of Justice are committed to ensuring that all students are able to learn and thrive in a safe and non-discriminatory environment. Please note that this notation does not have the effect of reinstating this guidance.



## Guiding Principles

*A Resource Guide for Improving School Climate and Discipline*

---

U.S. Department of Education

# Resource

[U.S. Dept. of Ed. Guiding Principles: A Resource Guide for Improving School Climate and Discipline](#)

Drawing from these common approaches, ED has identified three guiding principles for policymakers, district officials, school leaders, and stakeholders to consider as they work to improve school climate and discipline:

- (1) Create positive **climates and focus on prevention**;
- (2) Develop **clear, appropriate, and consistent expectations and consequences** to address **disruptive student behaviors**; and
- (3) Ensure **fairness, equity, and continuous improvement**.







# Managing Behavioral Health Crisis

## Strategies



### **TIER 3:**

Behavior Threat Assessment Process, Mental Health Counseling and Therapy & Crisis Intervention IEP/504 Services, Referrals to community mental health partners

### **TIER 2:**

Small Group Mental Health Counseling and Therapy, Mental Health Counseling & Crisis Intervention, Mentoring, MTSS (Conscious Discipline, RP), 504 Services, SST, Referrals to community mental health partners

### **TIER 1:**

Social Emotional Learning, Suicide Prevention Training, Signs of Suicide, Mental Health Brief Counseling, MTSS, PBIS, Conscious Discipline, Restorative Practices, Traumatic Loss, MOM Awareness Campaign, Crisis Intervention, SBIRT, Signs of Suicide (SOS), Social Emotional Wellness Hubs and Calming Corners





# Maryland School Mental Health Response Program (MD-SMHRP)

- Maryland State Department of Education (MSDE) has developed the Maryland School Mental Health Response Program to provide timely consultation and support to school systems to address student and family mental health concerns.

Enrich and enhance, not replace, the work of site-based student support services personnel

- The National Center for School Mental Health will support the design, development, and implementation of the program

- Who?
- What?
- How?
- When?

# Who

## Core Coordination Maryland School Mental Health Response Program (MD-SMHRP)

Program Director:  
Mike Muempfer

Administrative Specialist:  
Ashley Stewart

Child and Adolescent Psychiatrist:  
Dr. Jeff Bostic

## Maryland School Mental Health Response Team (MD-SMHRT)

- Behavior Analyst
- School Nurse
- Substance Use Counselor
- 2 School Social Workers
- 3 Systems Navigators

## National Center for School Mental Health, University of Maryland School of Medicine

- Dr. Sharon Hoover
- Dr. Jill Bohnenkamp

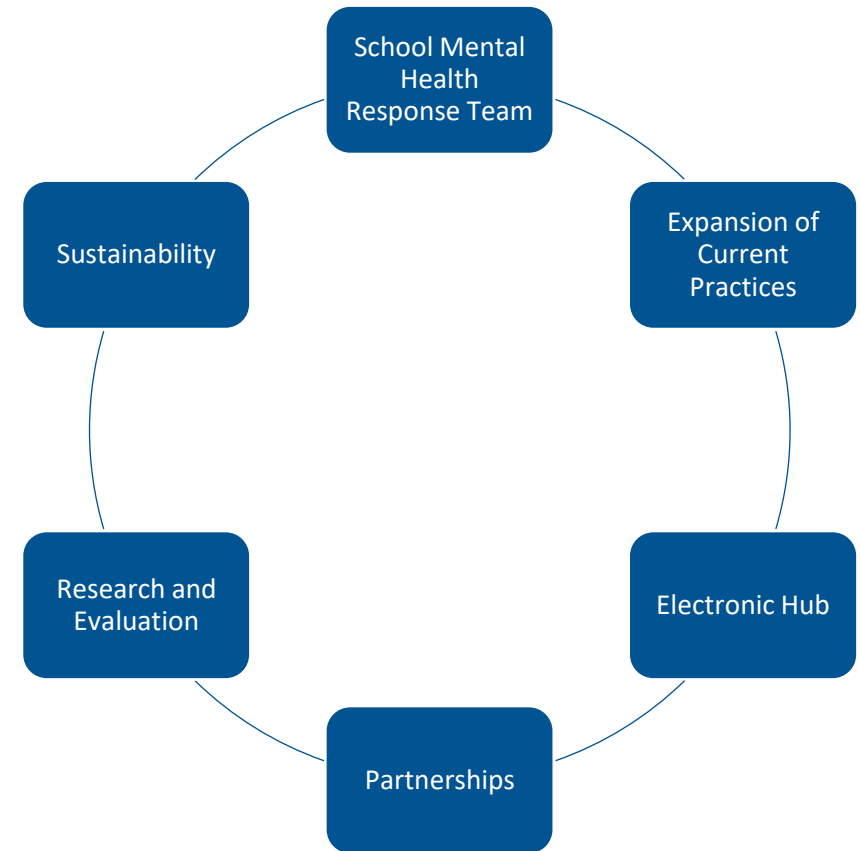
# What

Maryland State Department of Education (MSDE) has developed the Maryland School Mental Health Response Program to provide timely consultation and support to school systems to address student and family mental health concerns.

Enrich and enhance, not replace, the work of site-based student support services personnel

## Components of MD-SMHRP

1. School Mental Health Response Team
2. Expansion of Current Programs
3. Electronic/Web-Based Hub
4. Research and Evaluation
5. Partnerships
6. Sustainability



## School Mental Health Response Team

**School and district leaders can access:**  
**Phase I (May 2022 – December 2022)**

- Consultation
- Training
- Learning Community

Enrich and enhance, not replace, the work of site-based student support services personnel

## Training Maryland School Mental Health Response Team

- **Trainings for district and school-based staff**
  - Mental health literacy for educators
  - Adverse childhood experiences and trauma
  - Fostering positive teacher-student relationships
  - Positive school climate
  - Cultural inclusiveness and equity
  - Re-engaging and increasing student motivation
  - Educator well-being including self-care (TW)
  - Crisis de-escalation
  - Early childhood mental health
- **Exclusive Professional Development provided by the MD-SMHRT Child and Adolescent Psychiatrist**
  - Child and adolescent brain development
  - Early Childhood Mental Health
  - Function of behavior
  - Brain based teaching and learning
  - Medicine/effects
- **Additional trainings based on district need**

Enrich and enhance, not replace, the work of site-based student support services personnel

## Intended Outcomes

- Provide mental, behavioral, and physical health support for schools and districts.
- Provide school mental health training and professional development for school and district personnel.
- Build the capacity of school and school system comprehensive school mental health systems.
- Support LEAs in connecting students and families with local mental health resources.
- Enhance capacity for on-site school personnel to support student and family mental health needs
- Increase student and family access to high-quality coordinated mental health services (prevention, response, and wrap around)
- Increase educators' knowledge in supporting students and families experiencing distress





# MD-SMHRP- How to get involved now!

- Request training, technical assistance, or resources
- Reach out to the MD-SMHRP Director, Mike Muempfer: [michael.muempfer@maryland.gov](mailto:michael.muempfer@maryland.gov) to get connected!

# Maryland's Behavioral Health Crisis System Strategic Framework

- Someone to Call**  
(Crisis Call Center)
- Someone to Respond**  
(Mobile Crisis & Mobile Stabilization Response Teams)
- Somewhere to Go**  
(Crisis Hub ~ Safe Stations, Walk-In/ Crisis Stabilization Centers and Residential Crisis Beds)



# 988 Toolkit



## 988 Toolkit

The Maryland Department of Health recently launched 988, the new national suicide and crisis lifeline.

Contacting 988 provides a direct connection for anyone needing support for mental health or substance use (problems with drugs and alcohol), having thoughts of suicide, or being worried about someone who may need crisis support. [Learn more.](#)

In order to ensure a clear understanding of 988 and how it works, as well as the services 988 offers, **we have created a toolkit that provides your organization with downloadable and printable outreach materials** to meet the needs of your audiences.



Wallet Cards  
(3.5x2")



Digital Ads  
(English and Spanish)



Posters  
(8.5x11" and 12x18")



Audio Spots  
(English and Spanish)




Flyer on  
988 in Maryland

\*As the Maryland Department of Health creates new assets, they will be added to this toolkit for your use.

# Webpage: 988.maryland.gov

## Need to talk?



### Call or text 988

- Thoughts of suicide
- Depression or anxiety
- Problems with drugs and alcohol


Or chat online: [988Lifeline.org](https://988Lifeline.org)

### There is hope.

If you or a loved one is struggling with thoughts of suicide, anxiety, depression or problems with drugs or alcohol, reach out to the 988 Lifeline. You can call, text or [chat with a caring call specialist](#) who can assist in directing you to information and resources in your area.

### The 988 Toolkit! Free community outreach materials

- Wallet cards
- Digital ads (English and Spanish)
- Posters (English and Spanish)
- Audio spots (English and Spanish)
- Magnets (English and Spanish)
- Flyer on 988 in Maryland



988.maryland.gov

### New: Suicide Prevention Month Toolkit (September 2022)

Maryland has a new way to connect to local behavioral health crisis services.

**Calling 988** connects callers directly to the National Suicide & Crisis Lifeline which encompasses **all behavioral crisis services, to include all mental health and substance use (problems with drug and alcohol use).**

The 988 Suicide & Crisis Lifeline replaces the National Suicide Prevention Lifeline AND expands services to cover all behavioral health crisis services.

### What does this mean for Marylanders?


When someone in Maryland calls 988, they routed to one of the state's eight call centers. These centers provide phone-based support and information regarding local resources. Marylanders can also text 988.

Maryland has been operating its own crisis hotline, 211 press 1, and that number will remain in operation and accessible to Marylanders throughout the transition period and beyond.

### Who can call 988?

Anyone in need of assistance with behavioral health related needs can call 988.

The new 988 feature is available nationwide for call (multiple languages), text or chat (English only). Both "211, press 1" and the existing Lifeline phone number (1-800-273-8255) will remain available throughout the transition period and beyond.



### What can you expect when calling 988?

- Callers will hear a greeting message while their call is routed to the Maryland Lifeline network crisis center (based on the caller's area code)
- A trained call specialist will answer the phone, listen to the caller, understand how their problem is affecting them, provide support, and share resources if needed
- If the Maryland crisis center is unable to take the call, the caller will be automatically routed to a national backup crisis center
- The Lifeline provides live crisis center phone services in English and Spanish and uses Language Line Solutions to provide translation







### How does 988 help Marylanders?

988 call specialists located at crisis call centers around Maryland can immediately provide phone-based support and connections to local resources.

By directing cases to 988 when a behavioral health crisis (mental health and substance use) isn't life threatening, the response provided by public services, such as law enforcement and EMS, can be reserved for situations in which lives are endangered.

In 2020, Congress designated the new 988 calling code to be operated through the existing National Suicide Prevention Lifeline. The [Substance Abuse and Mental Health Services Administration \(SAMHSA\)](#) sees 988 as a first step towards a transformed crisis care system in America.

### SAMHSA's 988 Resources

 988 Partner Toolkit <a href="#">View More &gt;</a>	 988 Key Messages <a href="#">View More &gt;</a>	 Lifeline Timeline <a href="#">View More &gt;</a>
 988 Jobs <a href="#">View More &gt;</a>	 988 FAQs <a href="#">View More &gt;</a>	 988 Partner Community <a href="#">View More &gt;</a>



988 in Maryland

# Digital ads (English and Spanish)

**988 SUICIDE & CRISIS LIFELINE**

**You are not alone.**

Caring call specialists available 24/7.

**Call 988**  
ALWAYS CONFIDENTIAL. ALWAYS AVAILABLE.

**Maryland**  
DEPARTMENT OF HEALTH

**Call 988**  
FOR HELP WITH MENTAL HEALTH OR SUBSTANCE USE.

**Maryland**  
DEPARTMENT OF HEALTH

**Call 988**  
ALWAYS CONFIDENTIAL. ALWAYS AVAILABLE.

**Maryland**  
DEPARTMENT OF HEALTH

**988 LÍNEA DE PREVENCIÓN DEL SUICIDIO Y CRISIS**

Ser fuerte no significa luchar solo.

**Llámenos. Podemos ayudar.**

**Llame al 988**  
Y PIDA AYUDA PARA LA SALUD MENTAL O EL CONSUMO DE SUSTANCIAS.

**Maryland**  
DEPARTMENT OF HEALTH

**Llame al 988**  
CONFIDENCIAL Y SIEMPRE DISPONIBLE.

**Maryland**  
DEPARTMENT OF HEALTH

**Llame al 988**  
Y PIDA AYUDA PARA LA SALUD MENTAL O EL CONSUMO DE SUSTANCIAS.

**Maryland**  
DEPARTMENT OF HEALTH



# The Mental Health Training Intervention for Health Providers in Schools (MH-TIPS)

## Collaborators

- National Center for School Mental Health, University of Maryland School of Medicine
- National Association of School Nurses
- MD Behavioral Health Integration in Pediatric Primary Care
- Center for Mental Health Services in Pediatric Primary Care and Johns Hopkins School of Public Health



*National  
Association of  
School Nurses*



# MH-TIPS Overview

- In-service training for school health professionals:
  - *MH-TIPS- Pre-training Module- 1 hour course*
  - *MH-TIPS- Foundation for Practice – 8 hour course*
  - *MH-TIPS- Skills and Practice 1- 4 hour course*
  - *MH-TIPS- Skills and Practice 2- 4-hour course*
- Implementation support system:
  - Online resources (FAQ, training tips and vignettes, learning community)
- Aimed at enhancing school health provider competence in managing the needs of students with or at risk for emotional and behavioral difficulties that interfere with learning.



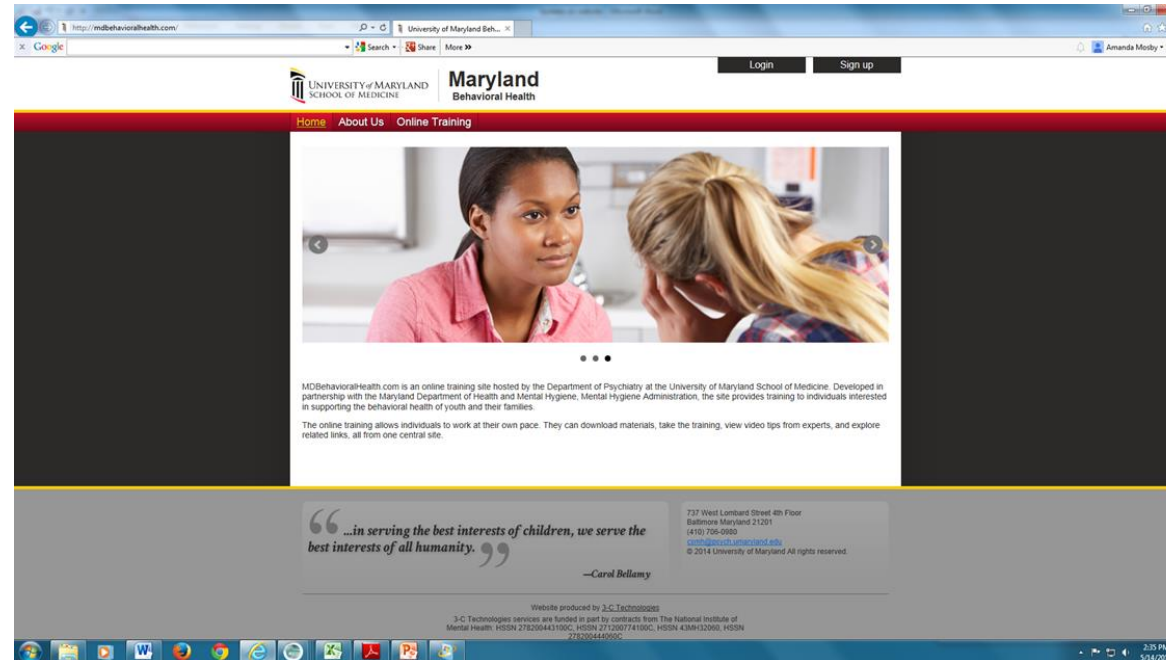
# MH-TIPS online

- Full MH-TIPS training curriculum available to complete online
- Interactive online training platform that includes:
  - Implementation Training Videos
  - School Health Provider Mental Health Video Vignettes
  - Downloadable Resources and Tools
  - Frequently Asked Questions
  - Interviews with Experts
- Opportunity to earn Continuing Education Credits





# MH-TIPS online



<https://mdbehavioralhealth.com/MHTIPS/course/intro/10443>

<https://mdbehavioralhealth.com/training>



# Thank you!

## **Jill Bohnenkamp, Ph.D.**

National Center for School Mental Health  
Division of Child and Adolescent Psychiatry  
University of Maryland School of Medicine

[jbohenk@som.umaryland.edu](mailto:jbohenk@som.umaryland.edu)

<http://www.schoolmentalhealth.org/>

@NCSMHtweets

@JillBohnenkamp