



# **School Mental Health Centers**

## ***Healing for Success***

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# AISD Student and Family Support Services At-A-Glance

SEL and Multi-Tiered Systems of Support		Health Services	Special Ed & 504 Services	School, Family, and Community Education
Child Study System MTSS Coaches	SEL Specialists	 <p>School Mental Health Centers</p>	Protected Accommodations	Communities in Schools (CIS)
Guidance & Counseling	SEL Parent Coach		Licensed Specialist in School Psychologists (LSSP)	Cap City Kids: Social Work Interns
Licensed Mental Health Professionals (LMHP)	SEL Mindfulness Coach		Social Behavior Skills (SBS)	Project HELP
Crisis Coordination & Response	Cultural Proficiency & Inclusiveness	Family Resource Centers	Social Communication and Resource Services (SCORES)	Parenting Programs
Behavior Counselors	<ul style="list-style-type: none"> <li>Restorative Practices</li> </ul>	School Health Advisory Committee	Special Ed Mental Health Professionals	Parent Support Specialists
Learning Support Services	<ul style="list-style-type: none"> <li>No Place For Hate</li> </ul>		Family and School Support Team	After School Programs
TBRI				Refugee Family Program
Graduation Coaches				Homebound
				Virtual School Programs

# A Collaboration for Mental Health

## Austin ISD

Hosts 41 School Mental Health Centers  
Provides a campus referral team, office space and access to students  
Behavioral Health Specialist coordinates and liaisons campus operations

## Seton Healthcare Family

Implemented original model in 2012  
Managed the 1115 Waiver Project that funded the expansion of 14 SMHC's  
Seton School Nurses served as Referral Coordinators

## **School Mental Health Centers**

## Integral Care (LMHA)

Contracted by Seton, employs therapists to meet metrics for the Waiver project  
Program Manager supervises all therapists and metrics  
Operates 14 clinics

## VIDA CLINIC

Operates 3 HS Clinics, 22 Elementary Clinics  
Contracted Vendor for the VOCA Grant

# School Mental Health Centers

- ✓ Evidence-Based
- ✓ Trauma-Informed
- ✓ Culturally-Inclusive
- ✓ Person -Centered
- ✓ Confidential
- ✓ Easily Accessible

# School Mental Health Center



# School Mental Health Center



# School Mental Health Center





# What is Trauma Informed Care

A program, organization, or system that is trauma-informed:

- **Realizes** the widespread impact of trauma and understands potential paths for recovery;
- **Recognizes** the signs and symptoms of trauma in clients, families, staff, and others involved with the system;
- **Responds** by fully integrating knowledge about trauma into policies, procedures, and practices; and
- **Seeks** to actively resist re-traumatization.

(SAMHSA, 2012)



# School-Based Therapy

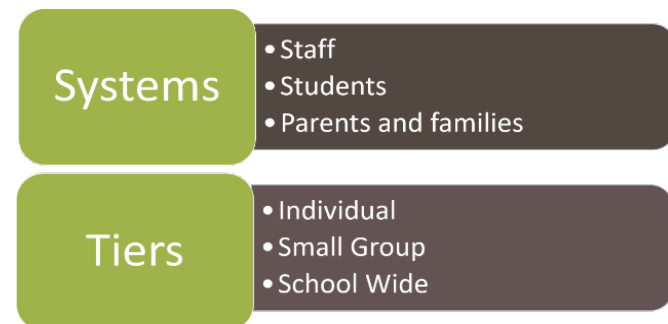
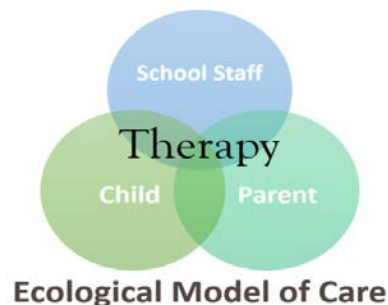
- ***Referrals & Consents:*** AISD provides schools a Referral Packet that includes: (a) Referral Form, (b) Consent to Refer, (c) Consent to Student Data Sharing.
- ***Providers*** also require separate parental consent and release of information.
- ***Collaboration with Campus Staff:*** *With parent permission: Staffing and Progress Monitoring during Child Study Team (CST), Crisis Response, Teacher Consultation.*
- ***Therapy:*** *Individual, family and group counseling, crisis response, teacher consultation and wellness groups.*

# Positive Outcomes for School Communities

- ✓ Early identification of Mental Health Problems and expedited treatment
- ✓ Services for youth, families, adults
- ✓ Increased access to professional mental health services in convenient locations
- ✓ Decrease in symptoms, better school functioning, and increased attendance
- ✓ Increased communication and connection between school and family
- ✓ Schools experience enhanced education and support around student behavioral health needs
- ✓ Decreased stigma around mental health

# Ecological Model of Care: AISD and Vida Clinic

- The Ecological Model of Care centers on Students, School Staff and Families. Each of these three “systems” becomes the focus of intervention at three interconnected “tiers”: Individual, Small Group and School Wide. This approach addresses the needs of the whole child by focusing on the many interconnections between children, families, schools and communities.



# The ARC Model

- ***ARC Model (Attachment, Regulation, Competency)*** with the goals for students to:
  - (1) Develop healthy relationships with caregivers (teacher/parent/guardian)
  - (2) Receive support with self-regulation (expressing thoughts & feelings)
  - (3) Develop child competency (academic & interpersonal)

# Academic and Disciplinary Outcomes at Vida Clinic's Secondary SMHC's (2016-2017).

The positive results included:

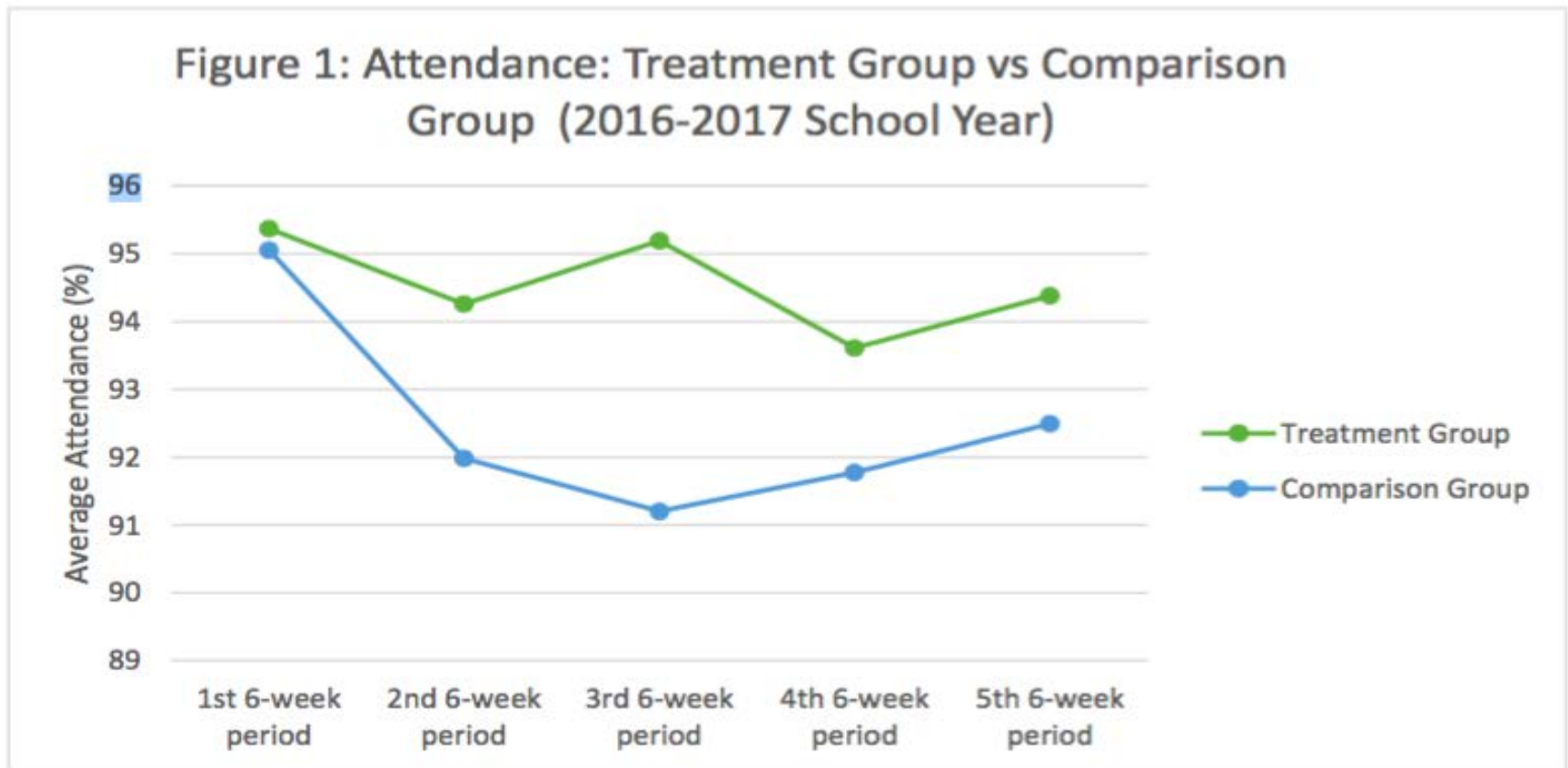
- Overall attendance (See Figure 1)
- Academic performance (See Figure 2)
- Significantly fewer substance use problems at school (See Figure 3)
- Fewer school expulsions (See Figure 4)
- Fewer suspensions (See Figure 5)
- Improvement in emotional functioning

# Standard Aggregate Report (SAR) Academic and Disciplinary Outcomes: 2016- 2017 School Year

Treatment Group vs  
Comparison Group



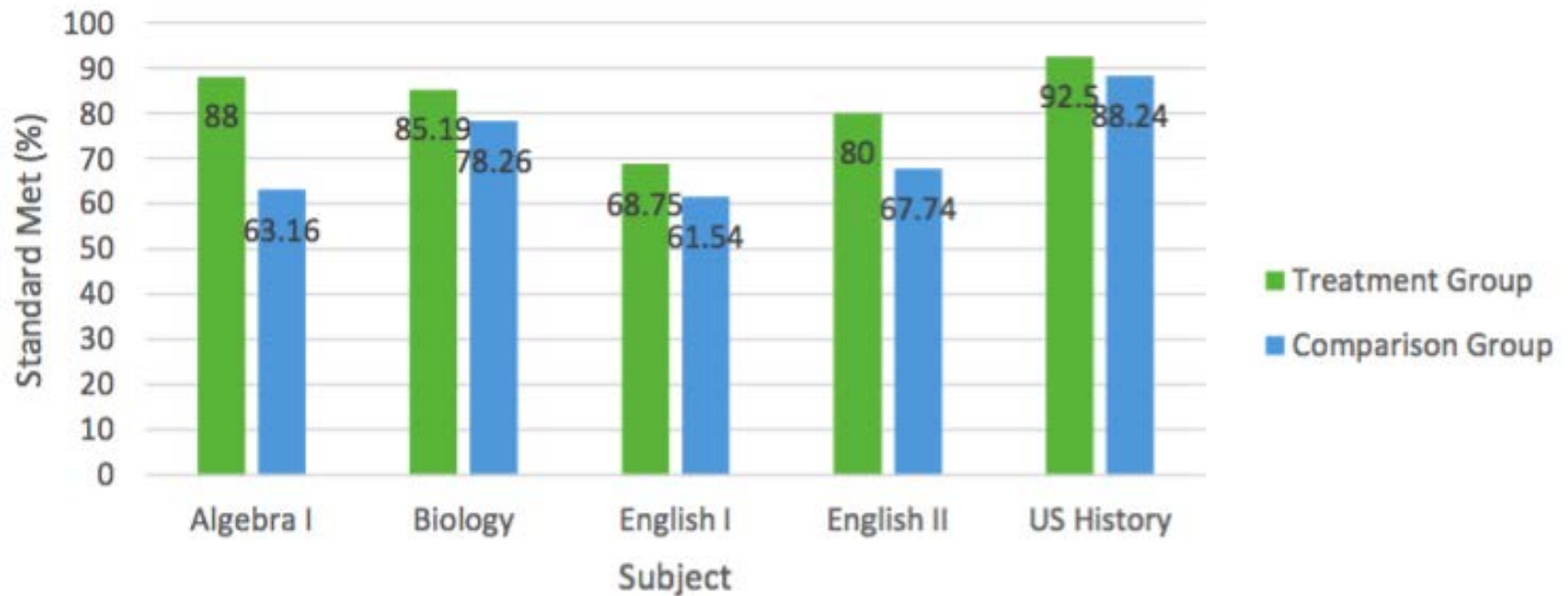
# Figure 1: Attendance



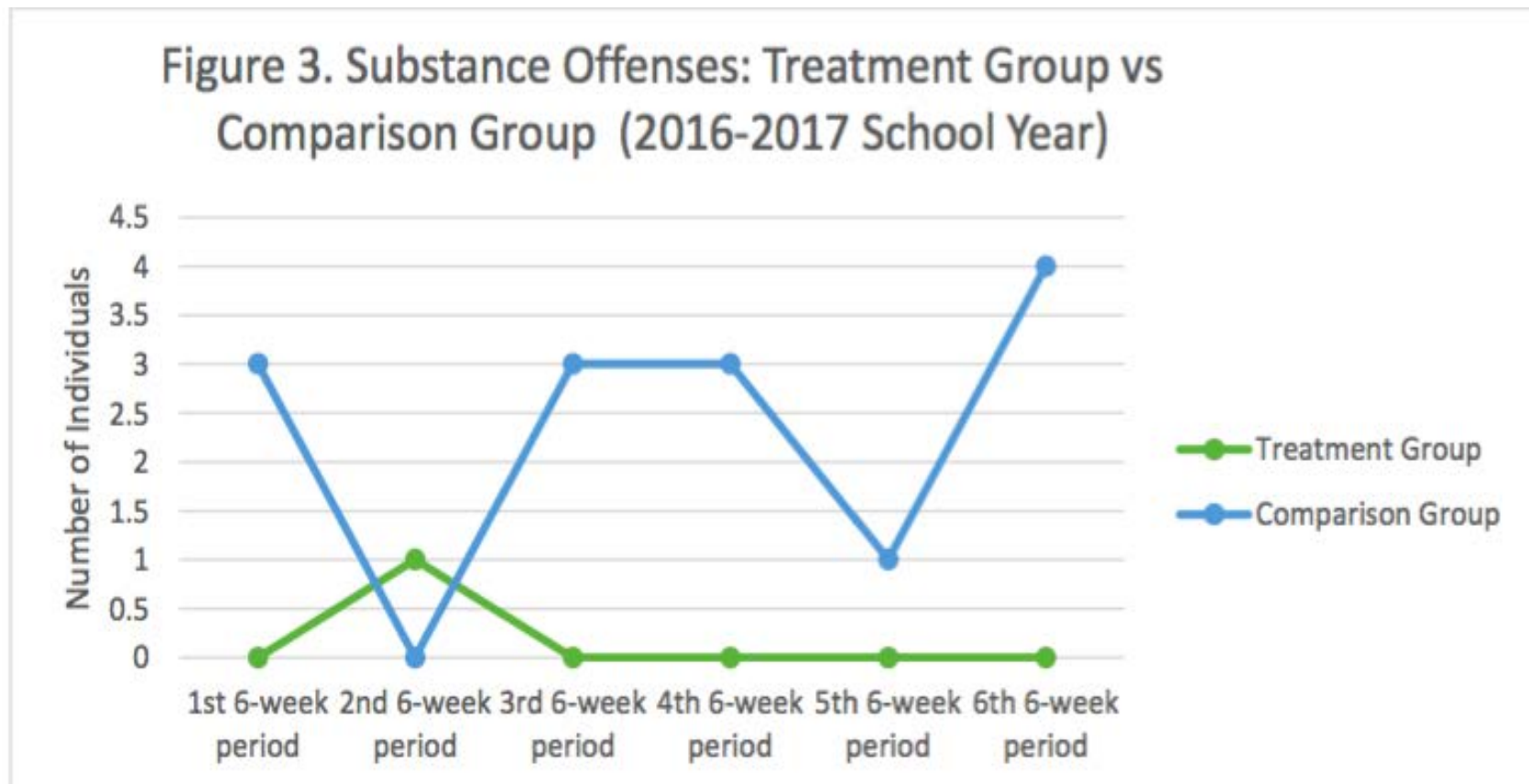


# Figure 2: STARR

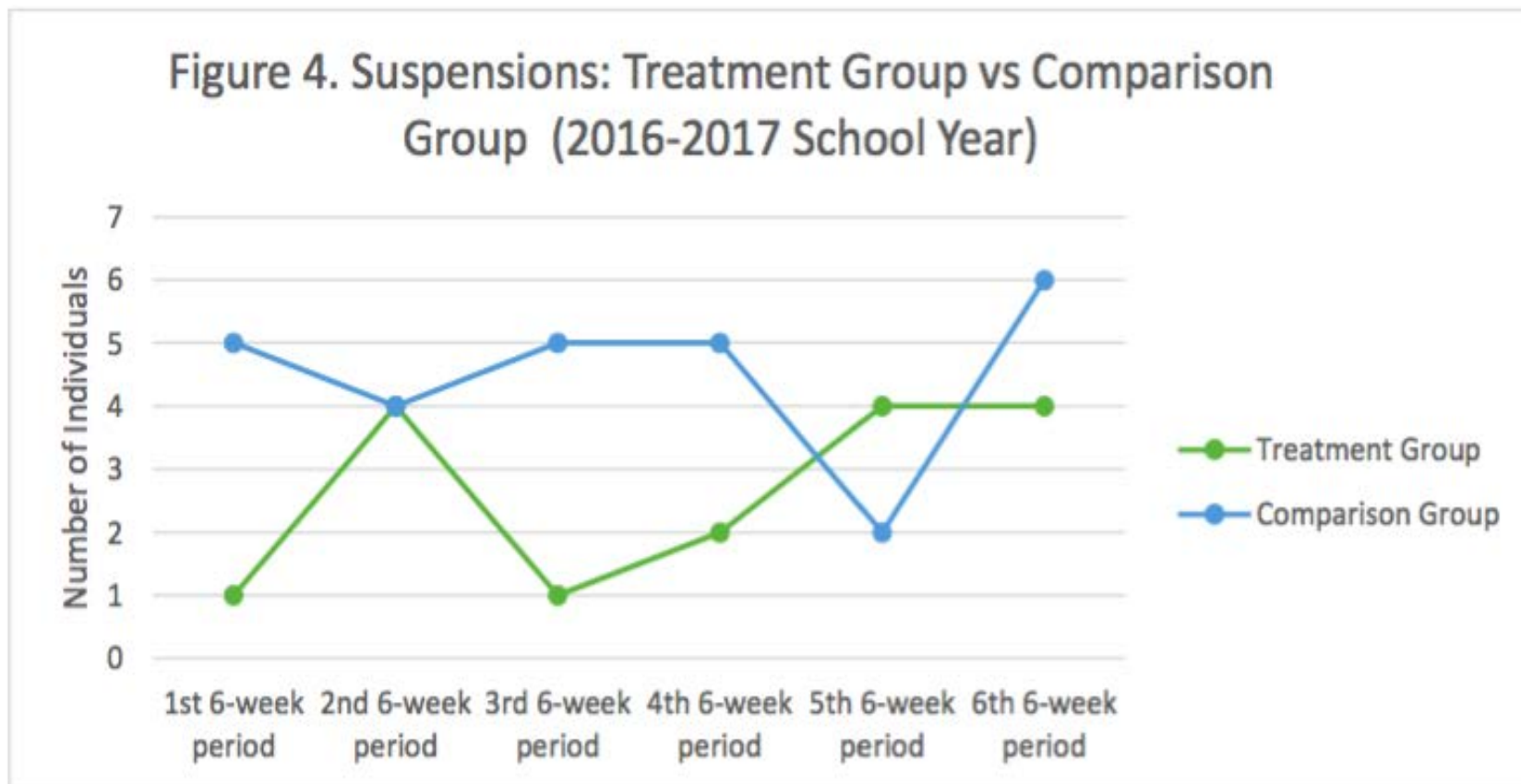
Figure 2. STARR EOC Standard Met: Treatment Group vs Comparison Group (2016-2017 School Year)



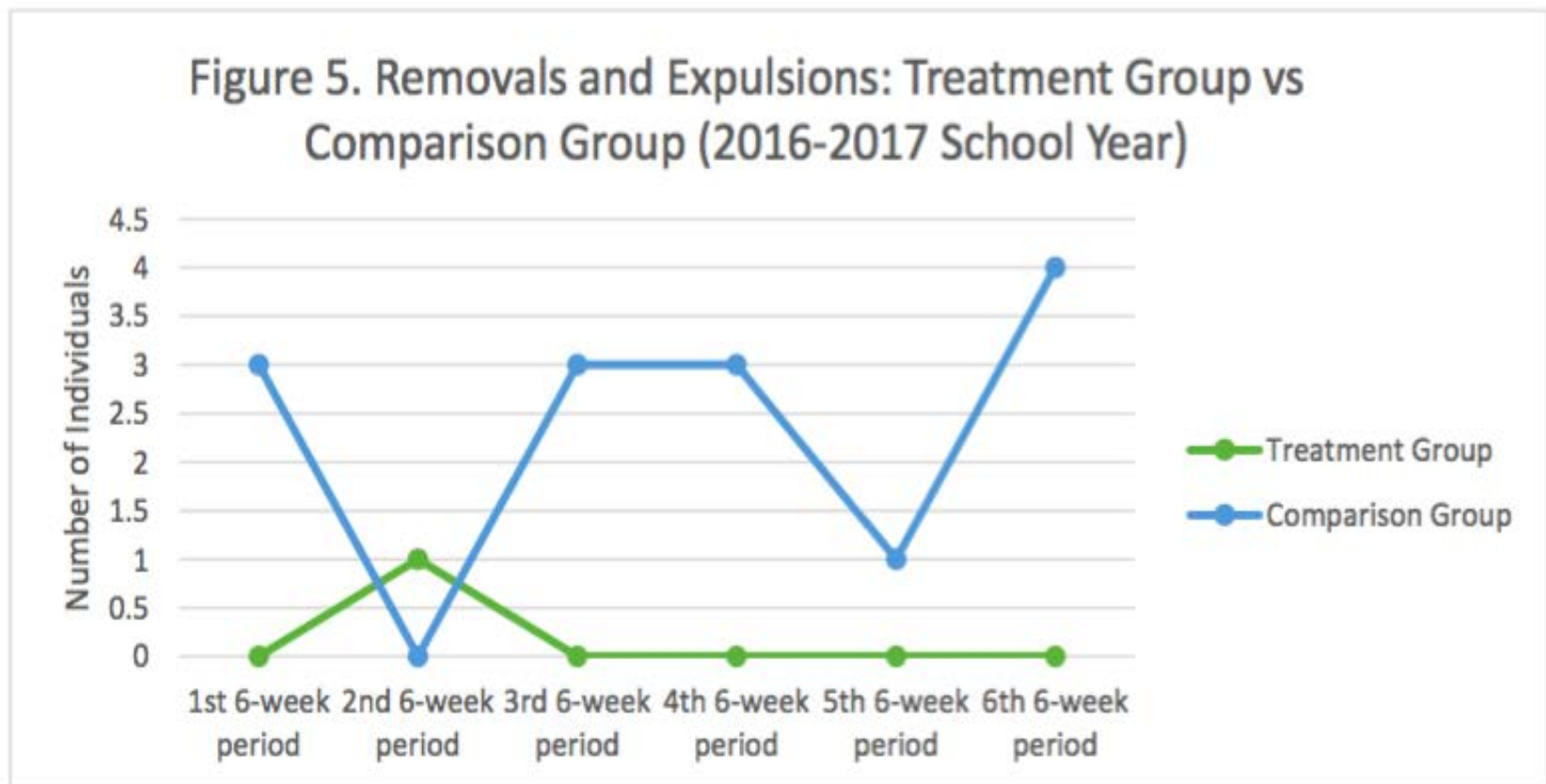
# Figure 3: Substance Offenses



# Figure 4: Suspensions



# Figure 5: Removals and Expulsions

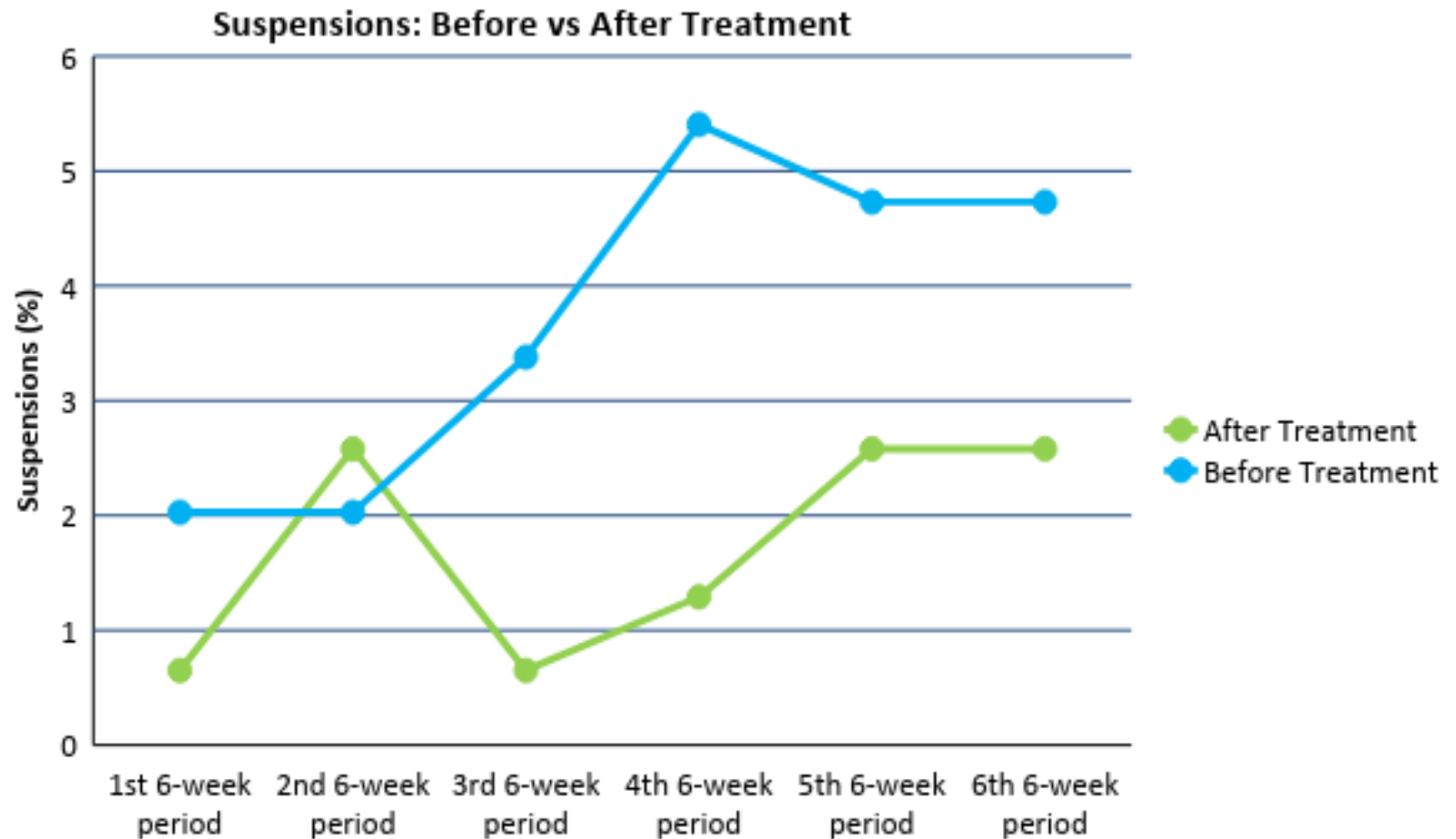


# Standard Aggregate Report (SAR) Disciplinary Outcomes: 2016-2017 School Year

Before Treatment vs  
After Treatment

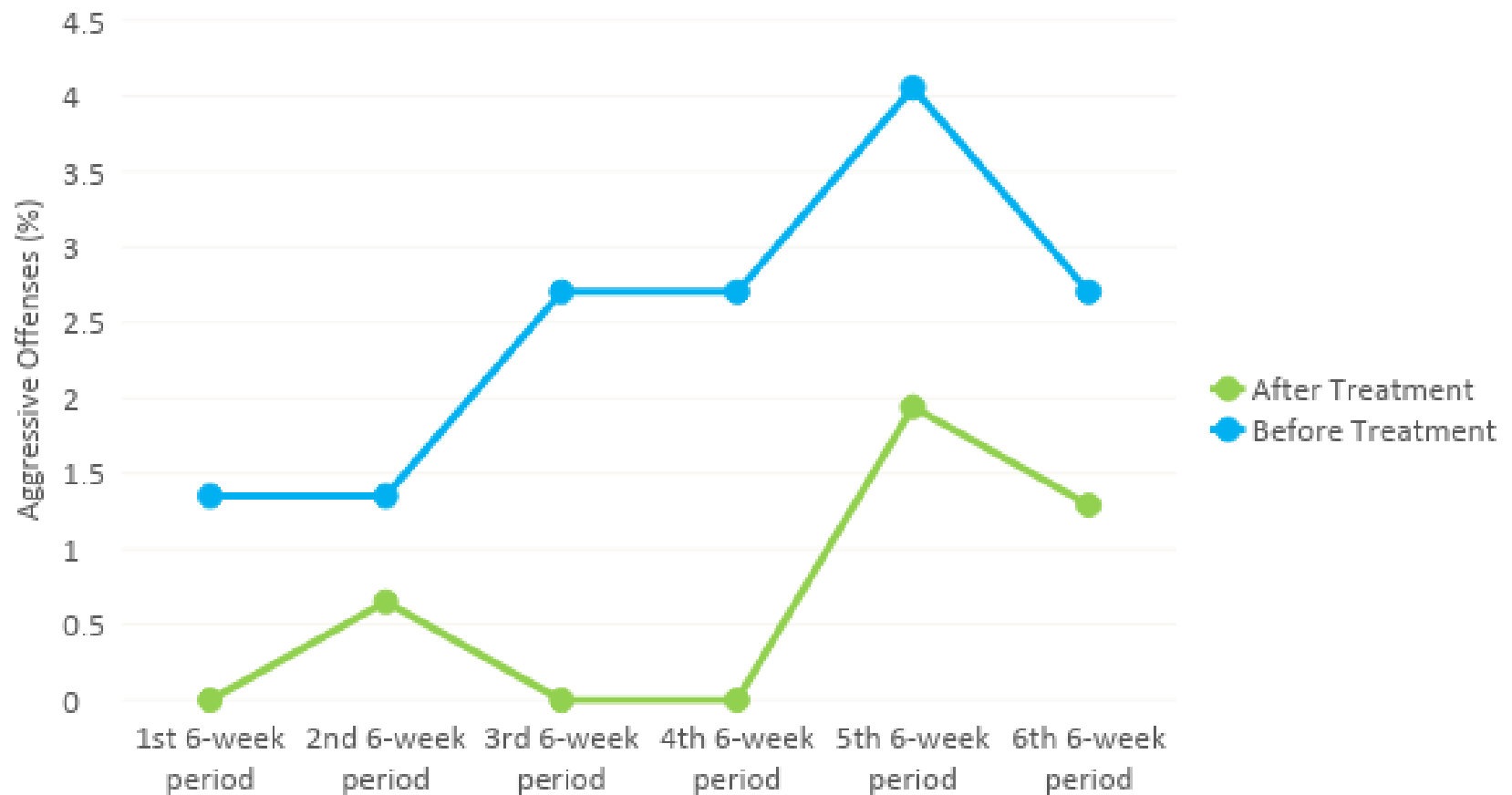


# Suspensions



# Aggression

Aggression: Before vs After Treatment





# Clinical Outcomes Based on the Strengths and Difficulties Questionnaire (SDQ): 2016-2017 School Year



# Strengths and Difficulties Questionnaire (SDQ) Scales:

**Emotional problems**

“I worry a lot”

**Conduct problems**

“I fight a lot”

**Hyperactivity**

“I think before I do things”

**Peer problems**

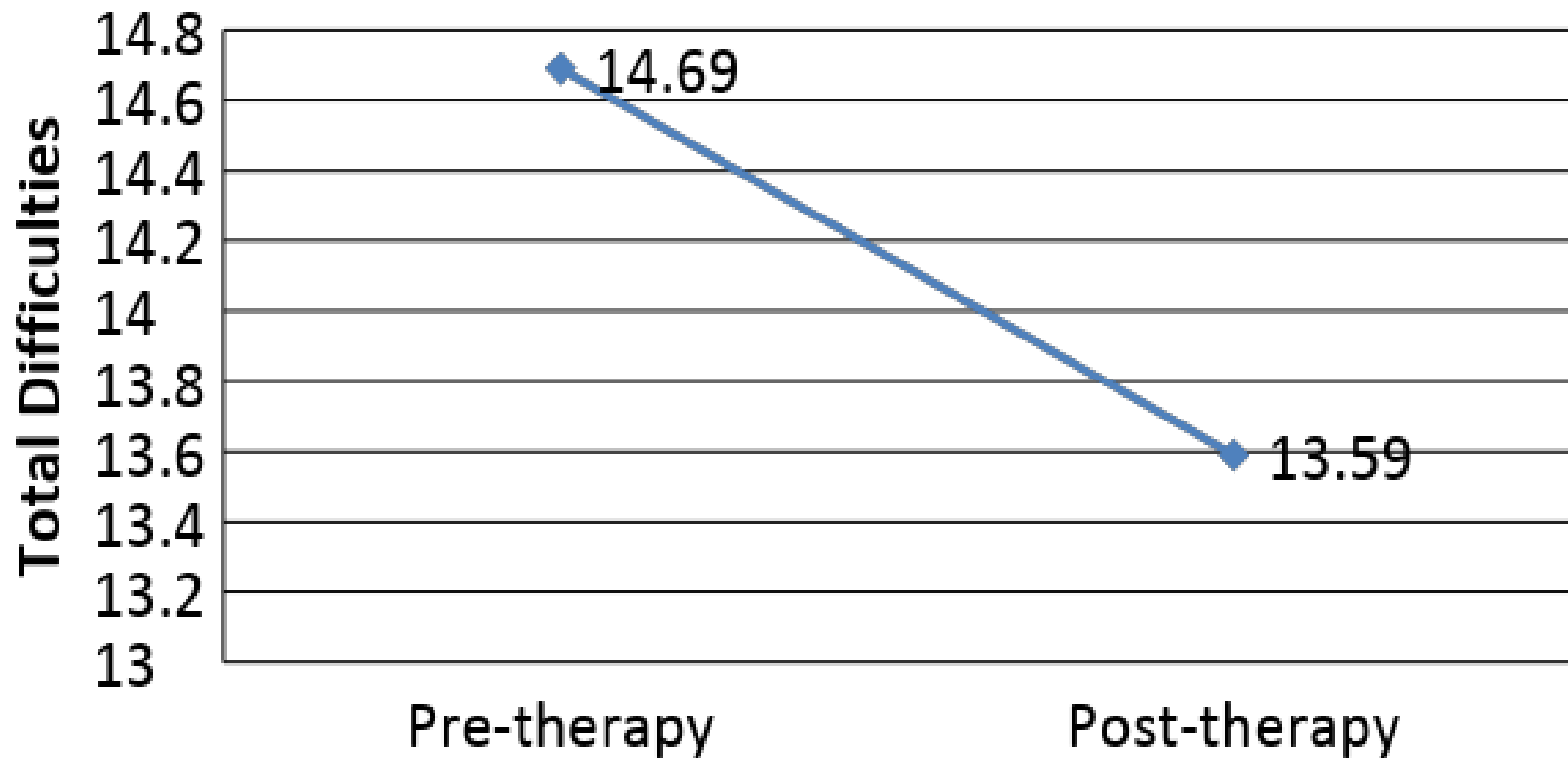
“I am usually on my own”

**Prosocial**

“I try to be nice to other people”

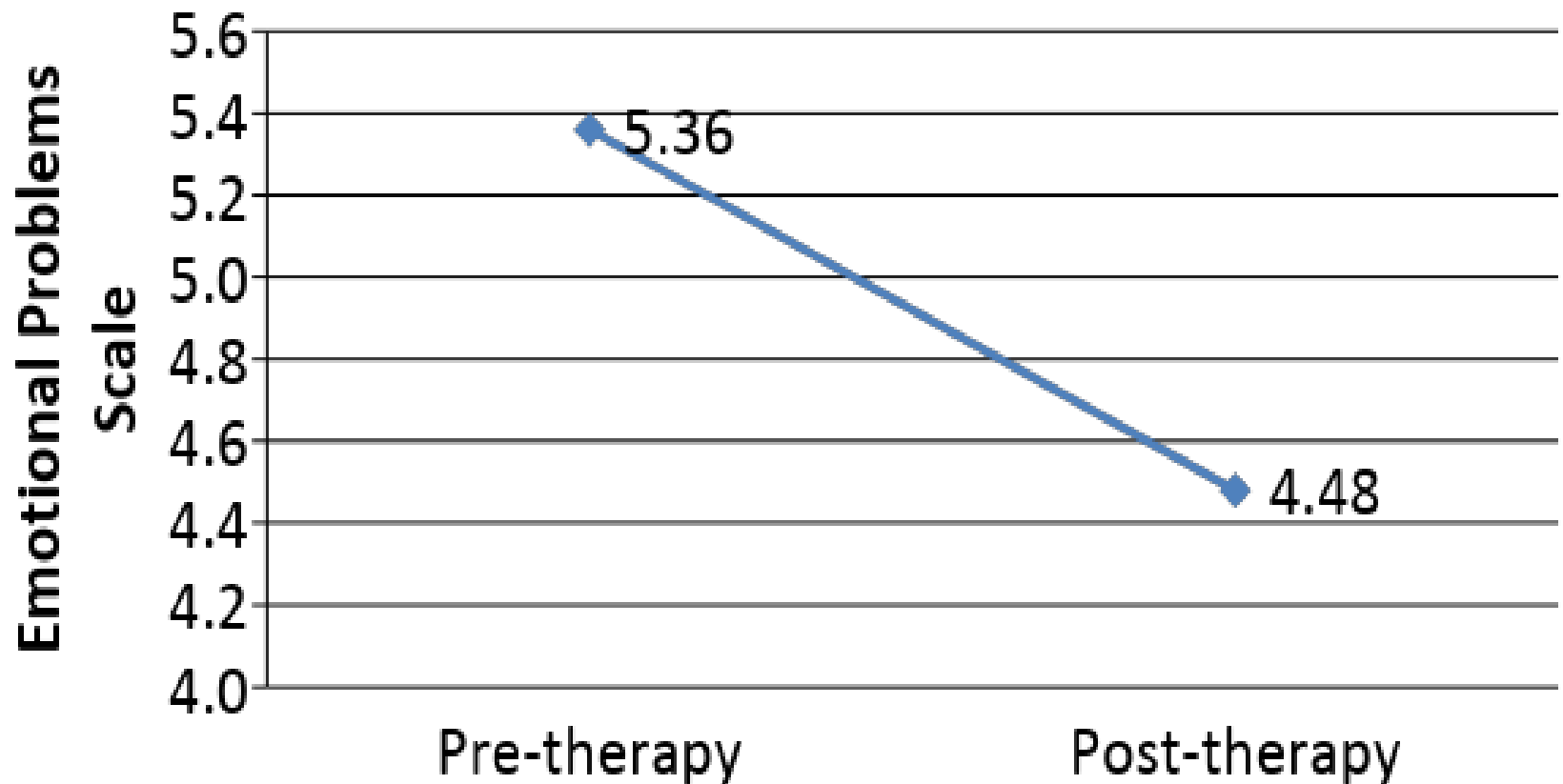
# Total Difficulties

## Total Difficulties Before and After Therapy

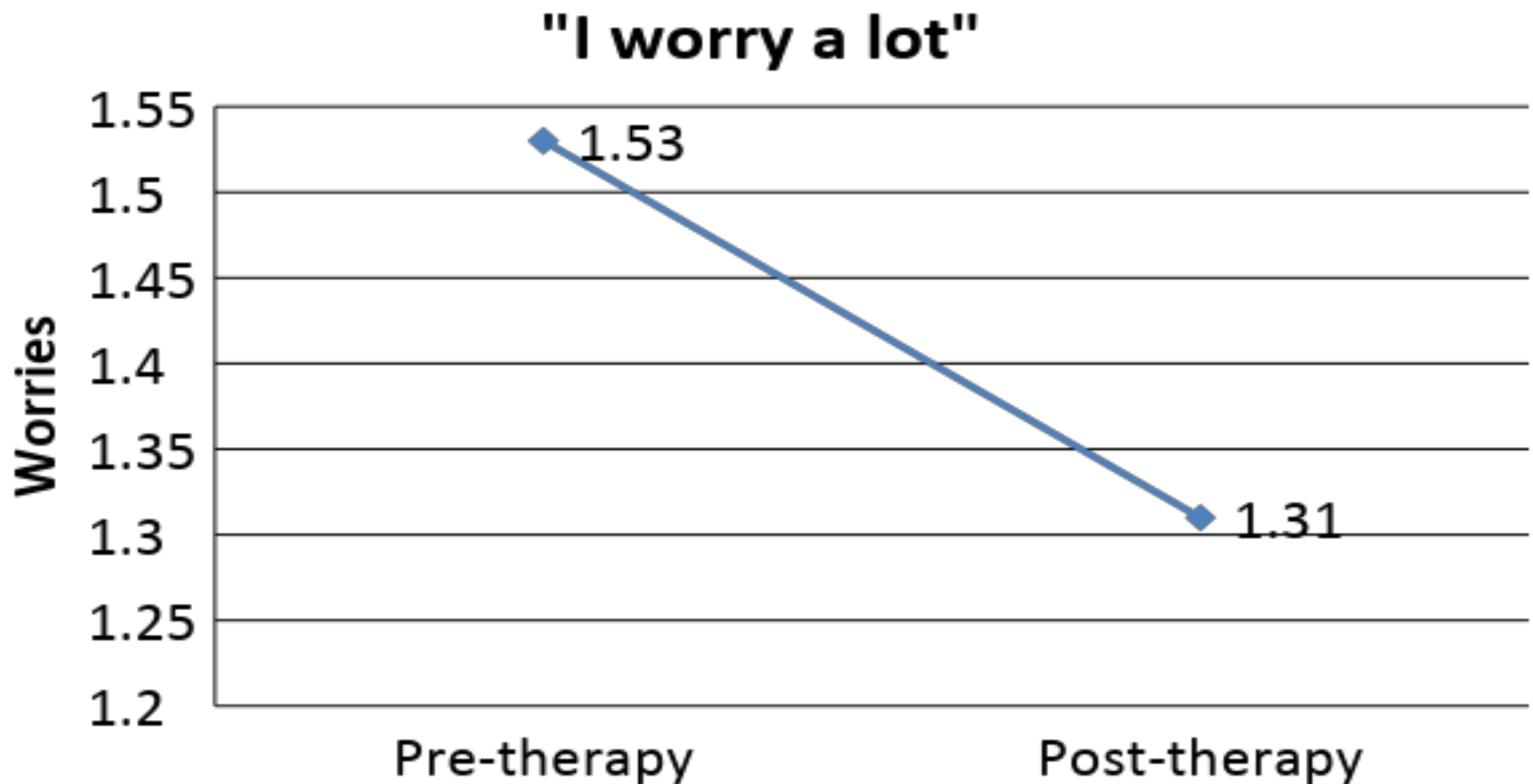


# Emotional Problems Scale

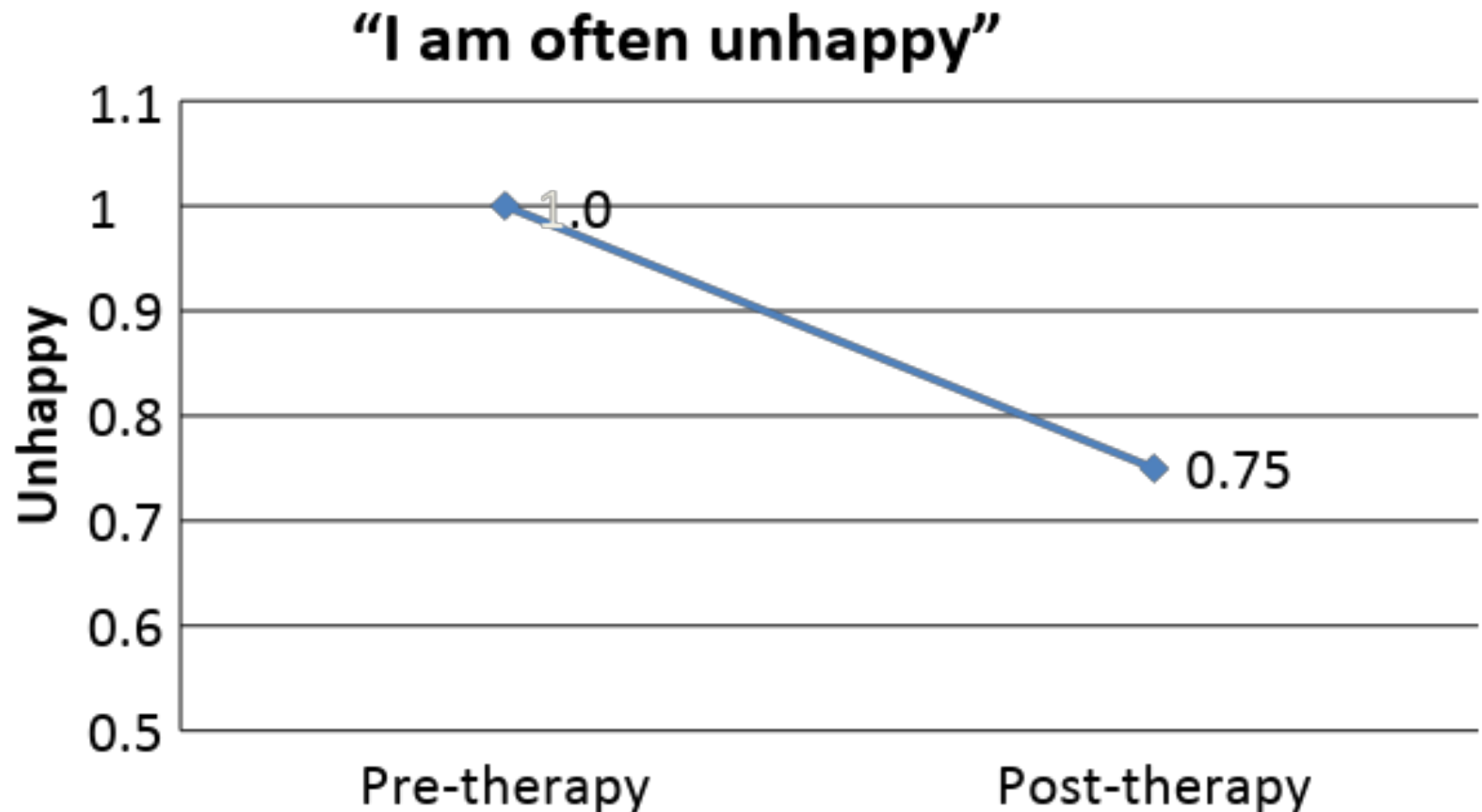
## Emotional Problems Before and After Therapy



# Emotional Problems: Individual Questions

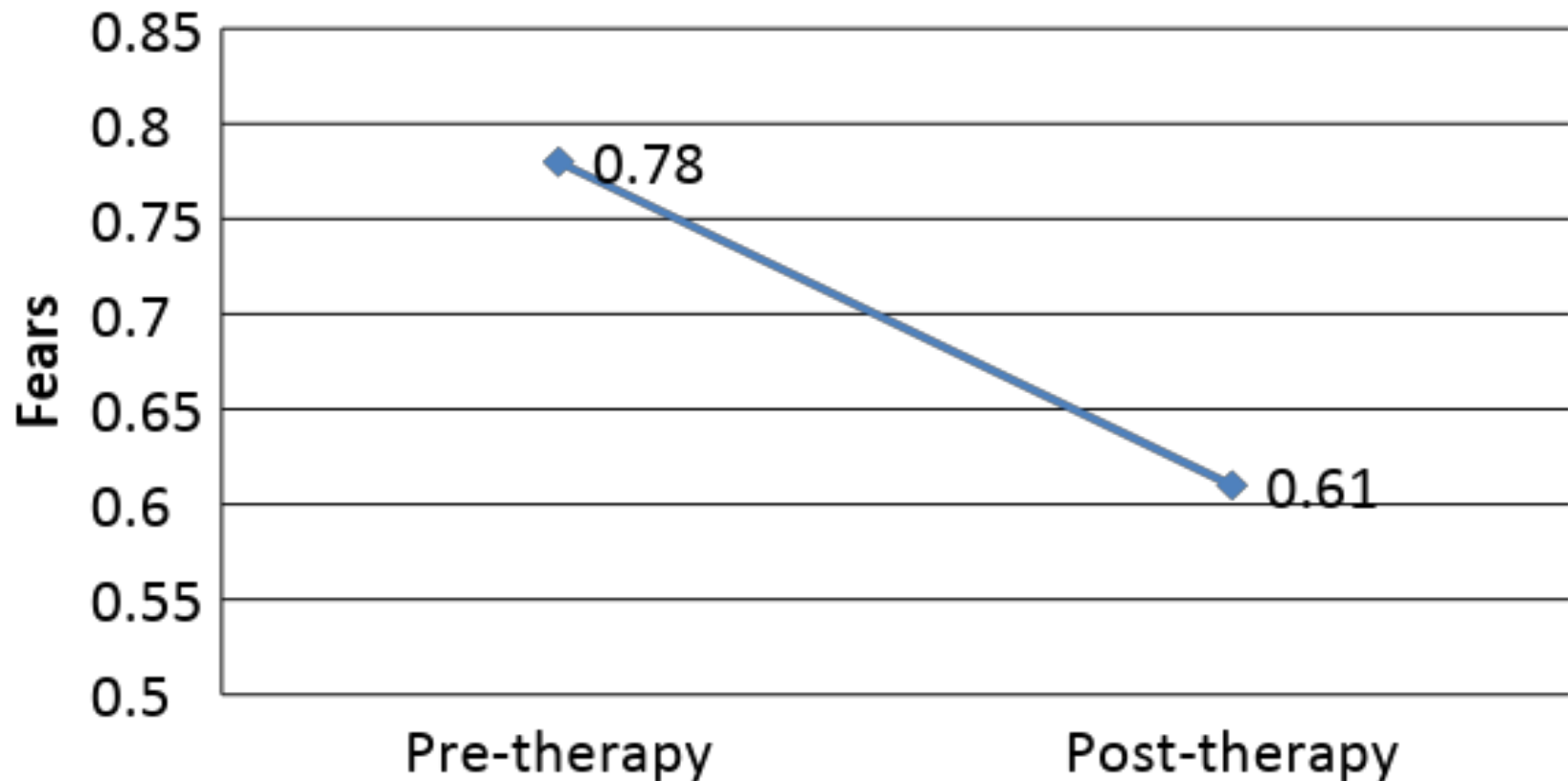


# Emotional Problems: Individual Questions



# Emotional Problems: Individual Questions

**“I have many fears”**





# Victim of Crime Act Grant (VOCA)

- Office for Victims of Crime (OVC) administers two Victims of Crime Act (VOCA) formula grant programs that support crime victim compensation and assistance—the cornerstone of support for victims throughout the nation.
- The VOCA Assistance Formula Grant Program supports thousands of victim assistance programs throughout the nation each year.
- **The Office of the Governor awarded Austin ISD \$4,475,126.00 through a VOCA grant.**
- Project Period: 10/1/2017—9/30/2018
- Renewal Proposal submitted 2/20/18 for continuation of existing elementary SMHC's and expansion to an additional 30 schools in the Travis, Reagan and East Side Memorial Vertical Team elementary campuses, plus an additional 5 elementary or middle school campuses.

# AISD VOCA Grant: Elementary SMHC

- AISD will establish:
  - Culturally-sensitive, mental health centers to serve crime victims and their families.
  - In 22 elementary schools of the LBJ, Lanier & Akins Vertical Teams
  - Located in high crime zip codes, and
  - Zoned by the district to feed into three diverse high schools.
- **Vida Clinic** selected as the contracted mental health provider for all 22 elementary campuses.
- Each Elementary SMHC is staffed by approximately 1.5 licensed mental health clinicians (Psychologist, LCSW, LPC)
- Bilingual Services provided (Spanish and Farsi therapists on staff, as well as interpreter services available).
- Services are offered year round.
- Services: Individual, Family and Group Therapy; Teacher and Parent Wellness Groups; Teacher Consultation

# VOCA Grant Goals:

**Goal #1) *Victims*** -Any child that has been a victim of any crime-including abuse, neglect, community or domestic violence. Child victims will be identified, evaluated, diagnosed and treated at the school campus. Progress and improvement will be monitored by academic, attendance, discipline. Each campus will provide services to a minimum of 30 students by Sept 2018.

**Goal #2) *Family Therapy and Involvement*** - Each family will receive therapy and consultation as needed, to support the treatment of the child.

**Goal #3) *Staff Consultation and Support*** - Therapists will provide consultation and support to the staff members who interact and work with the child and family. Consultation and support will be rooted in Trauma Informed Care.

**Goal #4) *Evaluation*** - Both academic and mental health data will be collected. A published clinical and academic report will be shared broadly.

# Vida Clinic Elementary School Mental Health Center: VOCA Q2 Report (Jan-March 2018) Crime Victims Served

\* Elementary SMHC's opened mid February.

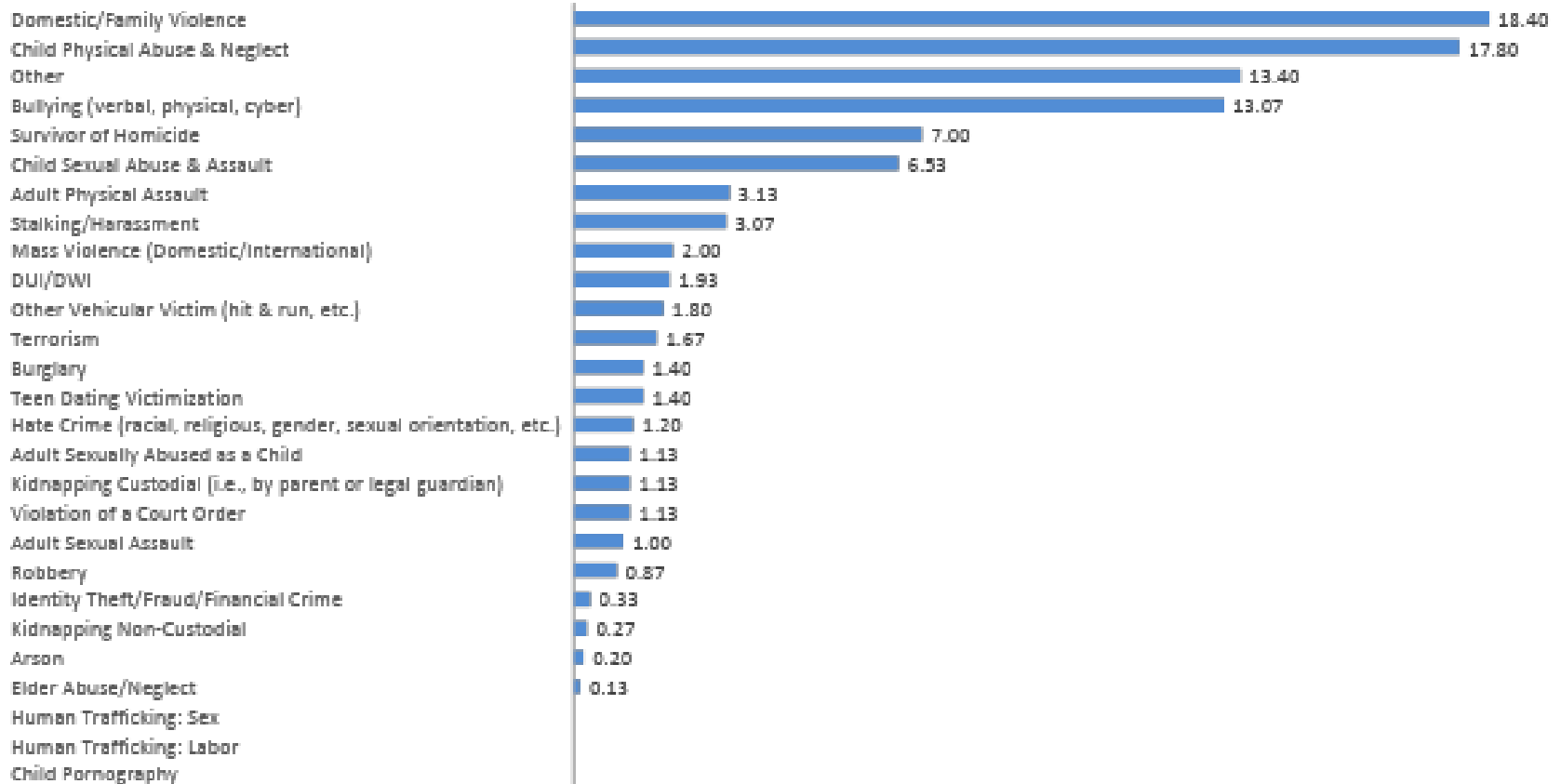
Ecological Counts	
Total Staff	142
Total Family	135
Total Students	307
Total Victims	584

# Vida Clinic Elementary School Mental Health Center: VOCA Q2 Report (Jan-March 2018) Count of Services Provided

\* Elementary SMHC's opened mid February.

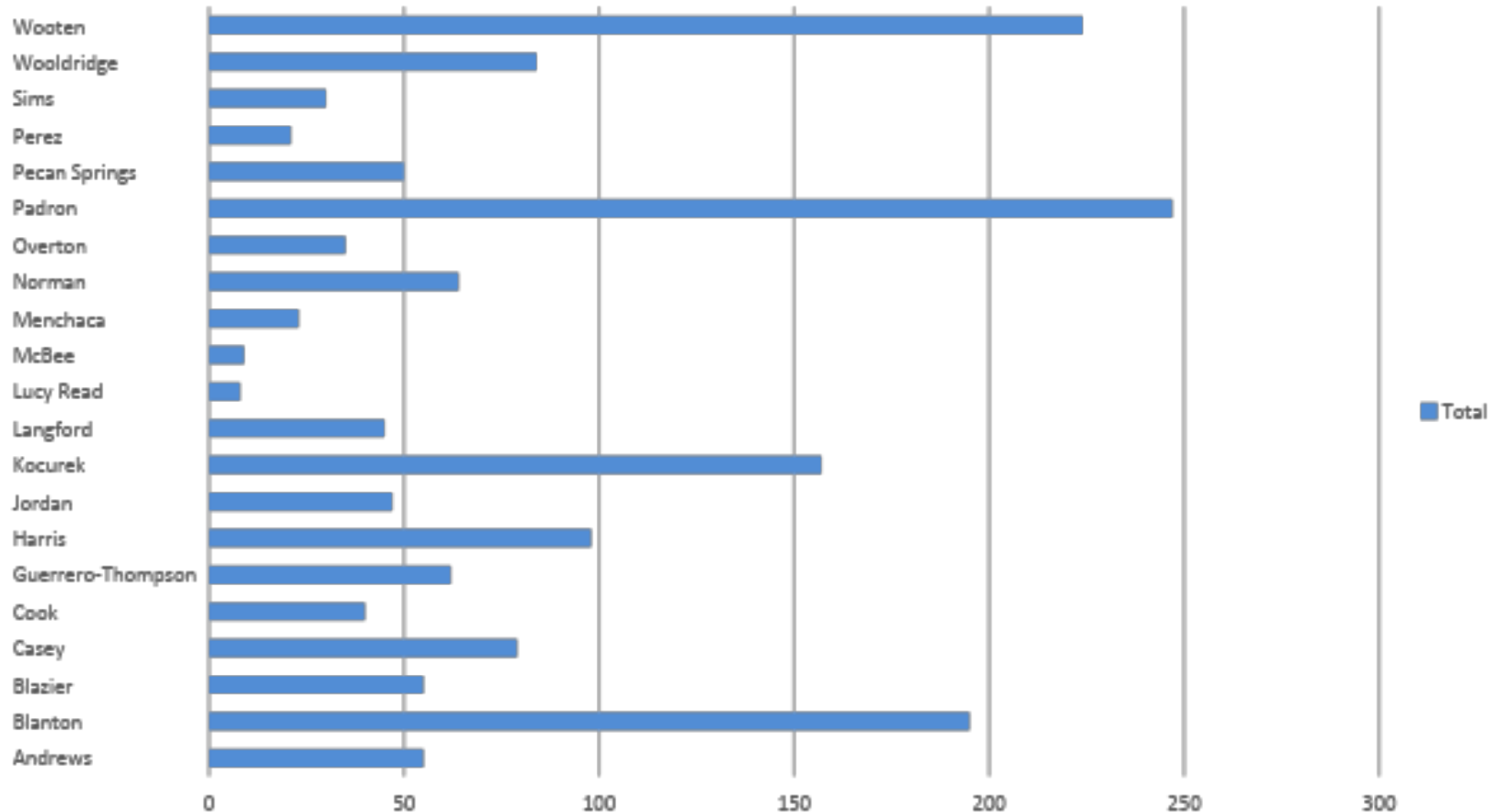
Service	Totals
A4. Referral/Intake	584
C1. Crisis	2
C4. Individual Counseling	322
C5. Support Groups	0
C6. Other Therapy	673
C Services total	997

# Victimization Types: All Schools



# Victimization Counts by Campus

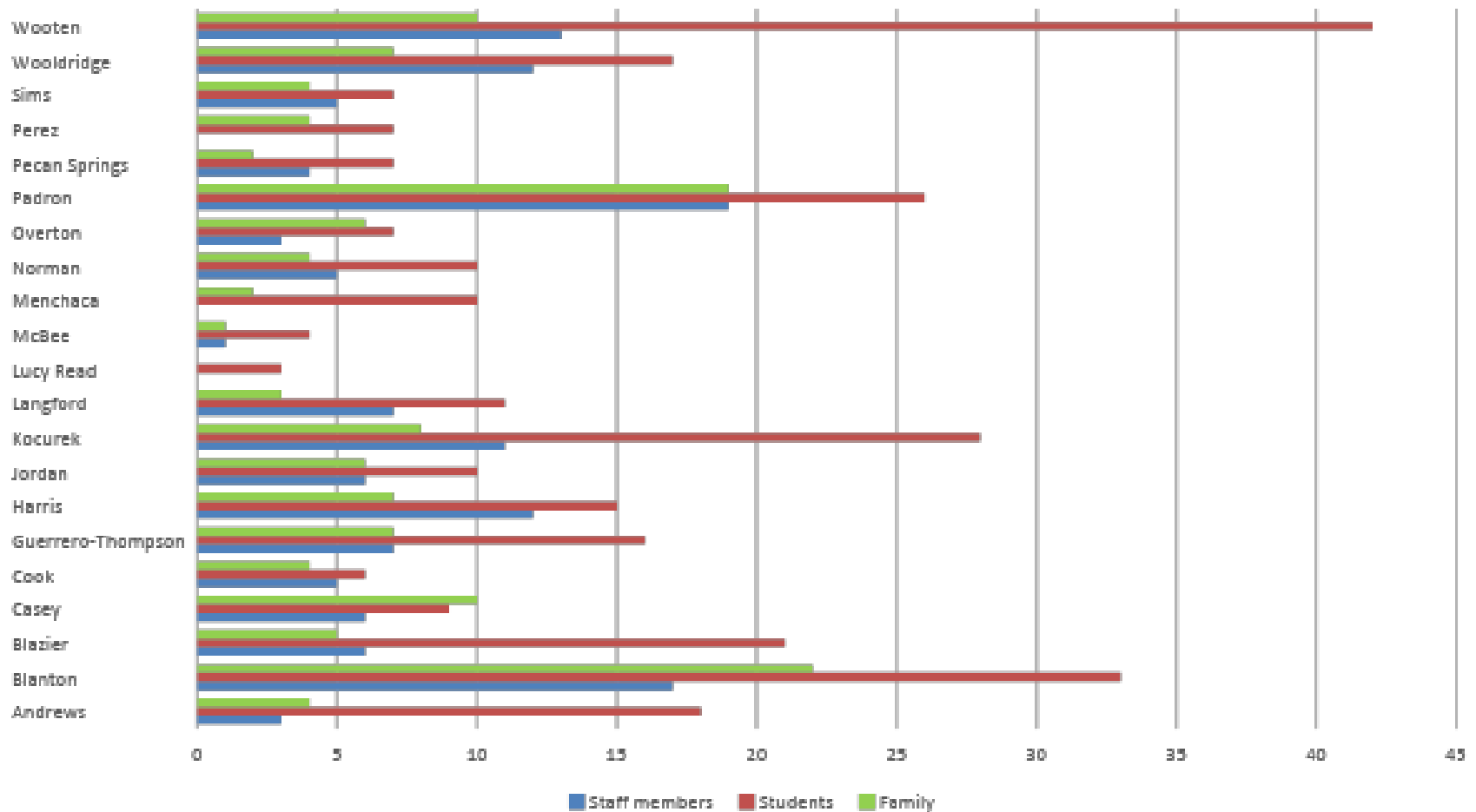
Note: Q2 data should be considered preliminary. Campuses cannot be directly compared for reasons including: staggered clinic rollout dates and campus population variation.





# Student, Staff and Family Served by Campus

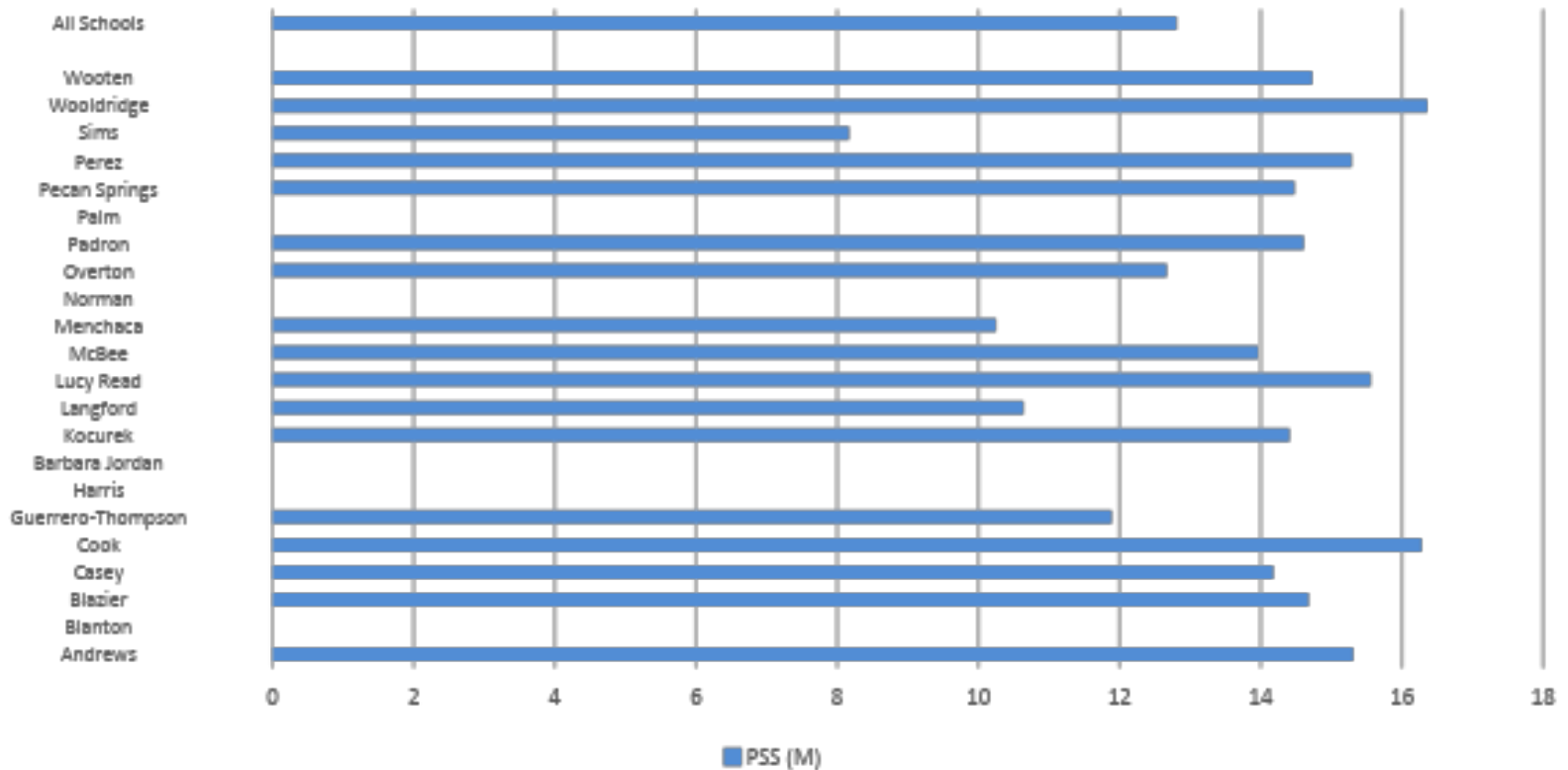
Ecological Victim Type by Campus



# TEACHER SURVEY: STAFF PERCEPTIONS OF PERCEIVED STRESS

0-13 = low stress  
14-26 = moderate stress  
27-40 = high stress

*Sample Mean = 15.54386 (moderate stress)*

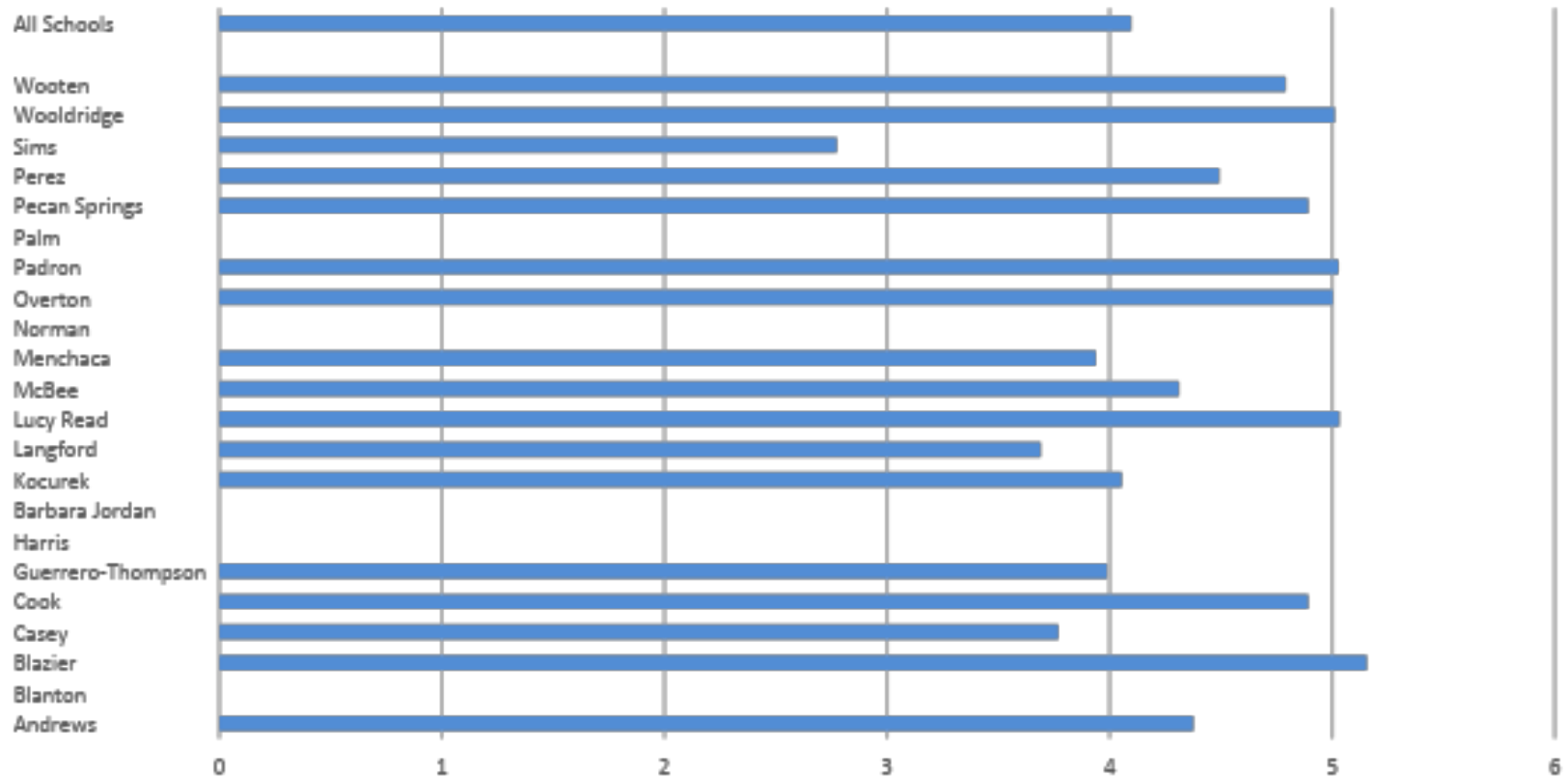


# TEACHER SURVEY: STAFF ATTITUDES RELATED TO TRAUMA INFORMED CARE (ARTIC-10)

Higher scores indicate attitudes more favorable to trauma informed care  
(lowest possible score = 1; highest possible score = 7)

Median score per campus

*Sample Mean = 5.225*



# Integral Care

- Seton Healthcare Family, through partnership with Integral Care (the local mental health authority for Travis County), provides access to behavioral health services for school age children and adolescents at 16 campuses in AISD.
- These services include:
  - behavioral health assessment;
  - individual, family, and group psychotherapy;
  - medication management; and
  - classroom-based behavioral skills training and behavioral health awareness educational sessions.

## Academic and Disciplinary Outcomes at Integral Cares Secondary SMHC's (2016-2017).

- Data suggest positive outcomes for students who received school-based mental health services via Integral Care in the 2016-2017 academic calendar year.
- Students who received mental health services through Integral Care achieved high attendance rates throughout the school year.
- Similarly, students in the treatment group also attained positive results in academic performance.
- There were zero substance offenses reported for students receiving services through Integral Care.
- In addition, students receiving treatment experienced fewer removals and expulsions compared to students in the comparison group.

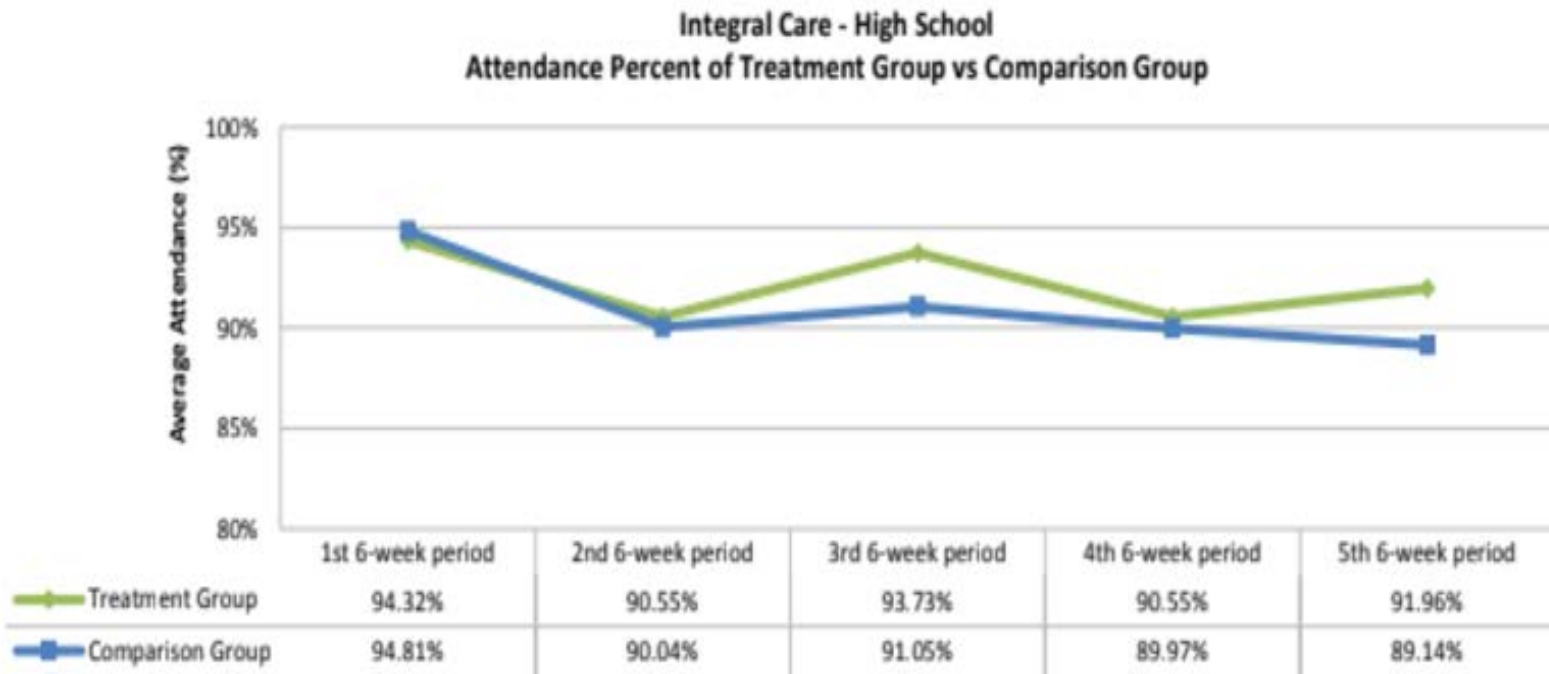
# Integral Care Value Added Services

In addition to on-campus services, Integral Care offers an array supports to schools, youth and families. These supports include:

- **Mobile Crisis Outreach Team (MCOT)** - Mental health crisis on campus or in the community.
- **Psychiatric Emergency Services** - Mental health crisis clinic where youth or adults can walk in for services.
- **“Youth Mental Health First Aid Training”** - Skill-based education regarding mental illness.
- Clinic-based on-going **psychiatric services** operating out of three Austin locations.
- **“RAISE”** - Specialized program that helps people ages 15-30 who have experienced their first episode of psychosis.
- **“YES Waiver”** - Wraparound support for youth experiencing significant functioning challenges.
- **“Strengthening Families”** - Evidence-based substance use prevention curriculum

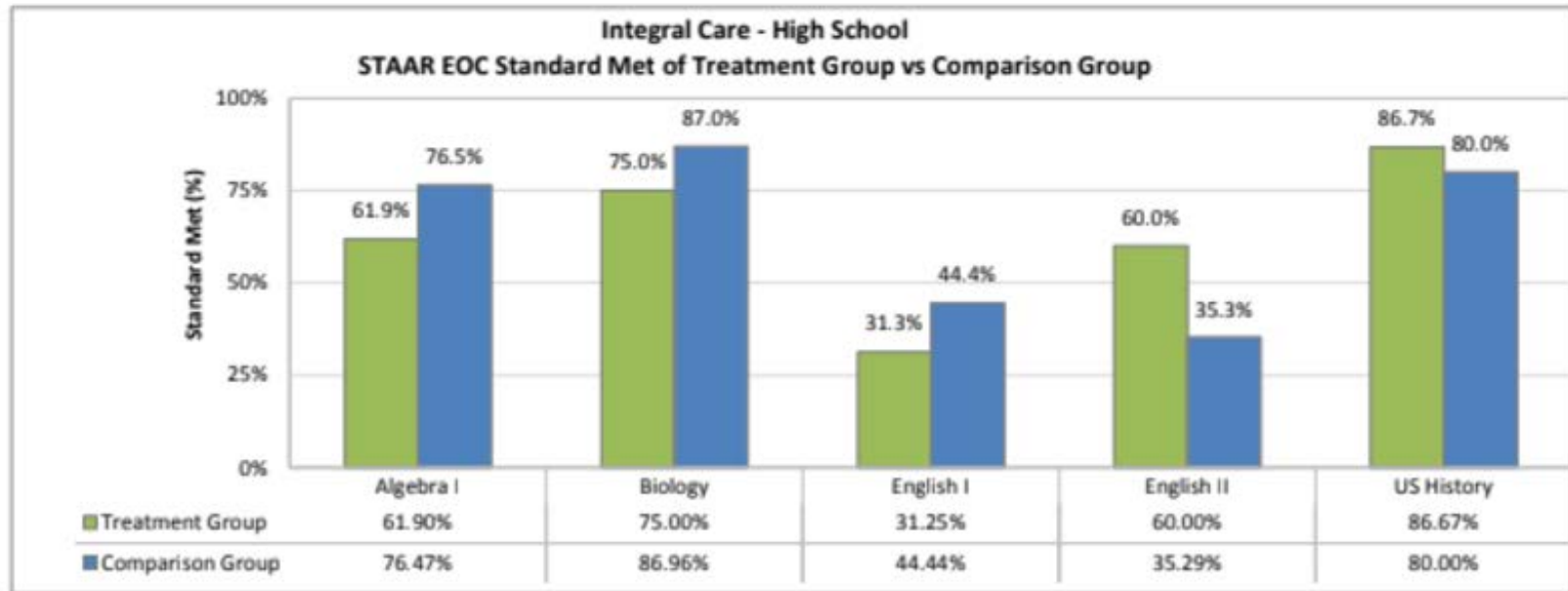
# Integral Care

## Attendance: Treatment Group vs Comparison Group



# Integral Care

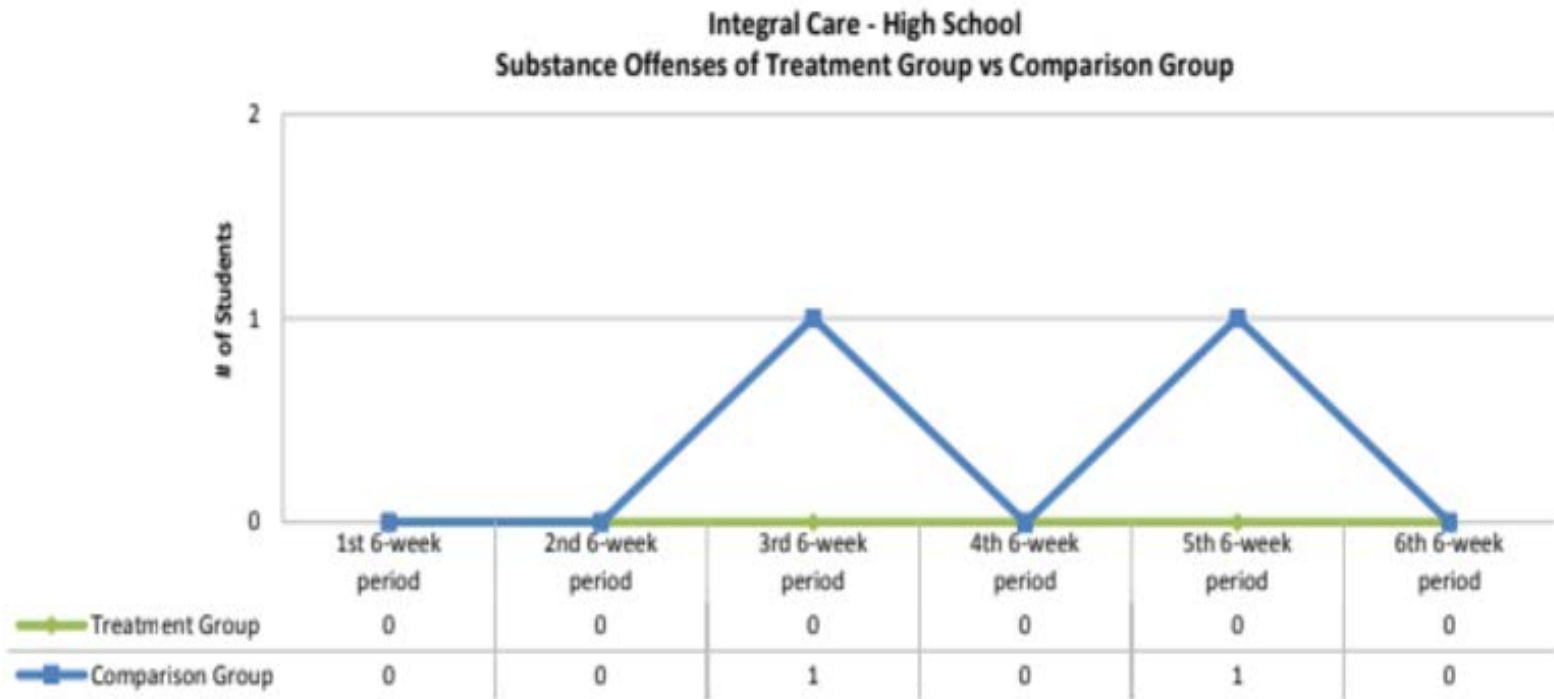
## STAAR EOC Standard Met: Treatment Group vs Comparison Group





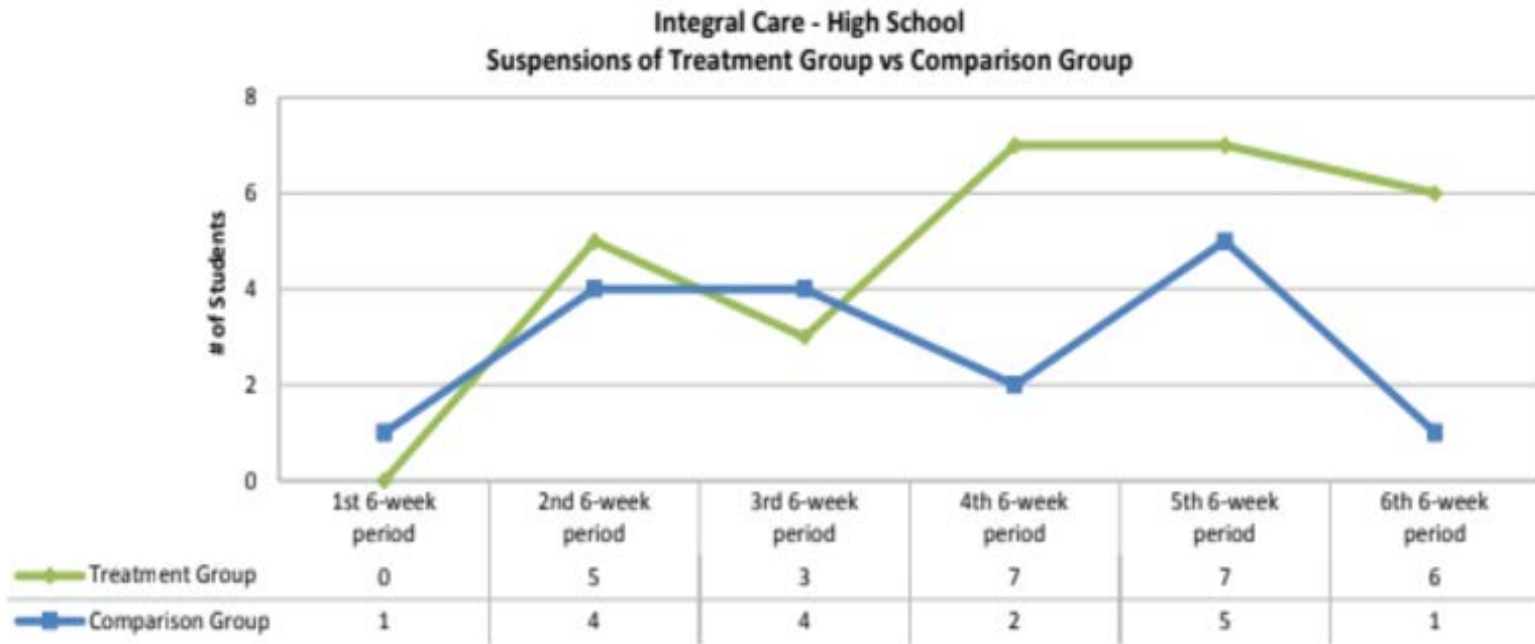
# Integral Care

## Substance Offenses: Treatment Group vs Comparison Group



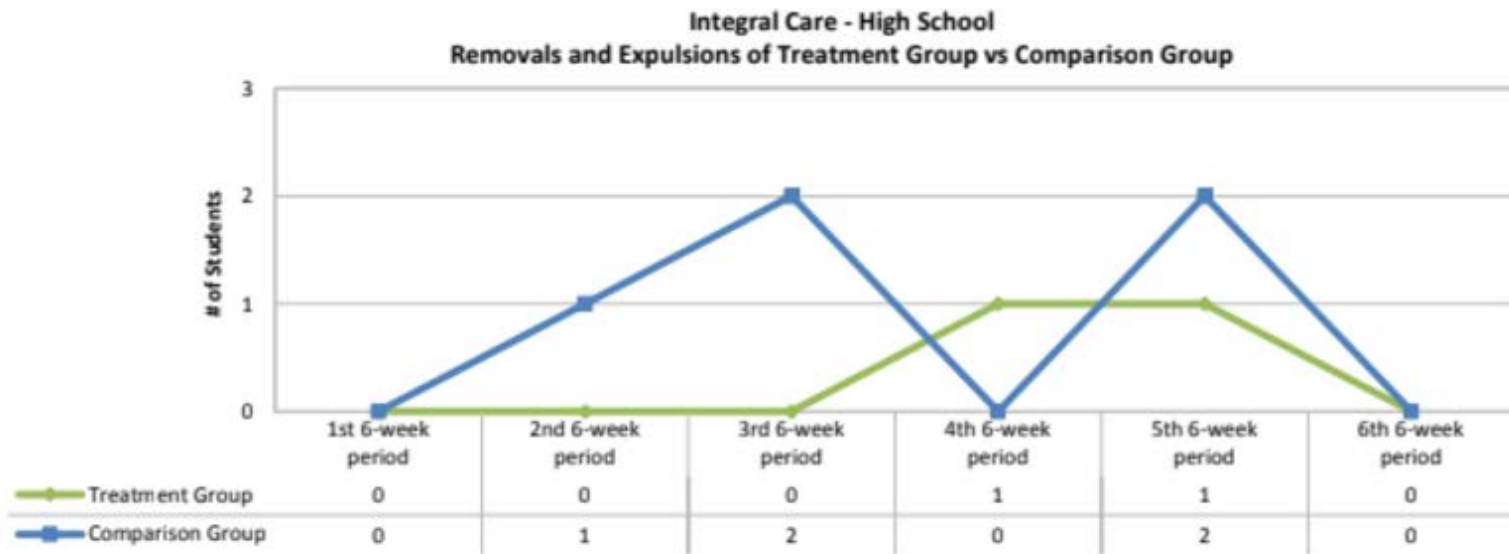
# Integral Care

## Suspensions: Treatment Group vs Comparison Group



# Integral Care

## Removals and Expulsions: Treatment Group vs Comparison Group



In order to continue support for our students and families, we believe that we must continue and/or take the following actions:

1. Make it easy for students to get help for themselves and others. Campus based services such as the AISD model of mental and behavioral wellness, provides on-site therapy and treatment for students and families.
2. Intervene early through small group interventions that build social support and skills for healthy coping for vulnerable students.
3. Increase responsiveness to students who have been exposed to violence or abuse and are at increased risk for mental/behavioral health issues. Students in these situations sometimes hurt themselves and others.
4. Provide positive, supportive relationships to increase health and safety for individuals and for the entire school community.
5. Appropriate funding to support campus based mental health services.

# Healthy Teachers for Healthy Kids Mission

- **What:** Individualized, multi-tiered services to promote Trauma Informed Care (TIC) and staff wellness
- **Why:** A powerful way to address student health and academic success is to attend to the health and wellness needs of the adults who work with them
- **How:** Promote a culture of sensitivity to children who are distressed and engage the systems of care around them

# Healthy Teachers for Healthy Kids Goals

- Parents and school staff will experience increases in **personal well-being** and **self efficacy** in their roles as educators and parents.
- They will develop a greater awareness of how **student behavior** fits into the **context of the child's life** (i.e., a chaotic home environment, inconsistent caregiving, and/or family conflict).

# Healthy Teachers for Healthy Kids Outcomes

- **Increased Job Satisfaction:** Teachers reported feeling more satisfied with their jobs after participating in multi-session mindfulness program
- **Positive Impact on Trauma Informed Attitudes:** Participation in this comprehensive program significantly predicted higher scores on a trauma informed attitudes scale.

# Mental Health Consultation

- Mental health professional available on campus for in-the-moment problem solving and supportive discussions with staff.
- Teachers develop skills for responding effectively to trauma-rooted behaviors in the classroom.
- Teachers strengthen self-regulation skills that can then be modeled in the classrooms.



**“I’ve learned that it takes a village. It takes a lot of people and everybody has struggles. The kids have struggles. The teachers have struggles. Everybody’s story is different, but everybody’s story is the same ... It’s like we’re all in this together.”**

**-Participating Teacher**

**“These services have impacted my work with students because they have given me a way to calm myself before reacting. I was good at it before, but now I have a way to actually think and calm instead of just pushing away the stress feelings.”**

**-Participating Teacher**