



D.C. School Behavioral Health Community of Practice (CoP) Chat

A High Functioning Wellness Team

Wednesday, April 29, 2020 3:00 PM – 4:15 PM

Housekeeping

- This chat will be recorded
- All participants are muted on entry
- You can unmute your phone/computer by clicking on the mic icon
- Please keep your phone or microphone on mute if you are not speaking
- Use the chat box to ask questions and share your ideas
- Contact <u>DCCOP@crpcorp.com</u> or call 202-486-0110 if you need technical support





Please Share...

What is your personal trait that helps you cope with the current crisis?







CoP Chats are informal opportunities to:

- Gather ideas and tips
- Apply new skills
- Practice team building tools and strategies and
- Share your challenges and successes with colleagues!



Agenda

3:00 - 3:05	Welcome & Introductions
3:05 – 3:10	Mariola Rosser, CHHCS/GWU Why High Functioning Teams are Important to CSMH'
	Olga Acosta Price, CHHCS/GWU
3:10 – 3:50	Panel: A High Functioning Wellness Team Roosevelt High School Cedar Tree Academy Sousa Middle School DC
	Powell Elementary School
3:50 - 4:15	Questions





Learning Objectives

- Share best practices in building effective wellness teams
- Identify one practice that participants could implement in their teams to better serve clients/students
- Explore resources on high functioning teams





A High Functioning Wellness Team



Strengthen and Coordinate Teams



What the research tells us about... competencies for SMH professionals

- Knowledgeable of and Involved in Development of Key Policies and Laws
- Interprofessional Collaboration
- Cross-Systems Collaboration
- Provision of Academic & SEL Supports
- Data-Driven Decision-Making
- Personal and Professional Growth and Well-Being
- Cultural Competence

Ball, A., Anderson-Butcher, D., Mellin, E. A., & Green, J. H. (2010). A cross-walk of professional competencies involved in expanded school mental health: An exploratory study. *School Mental Health*, 2(3), 114-124.

What the research tells us about... effective school teams

- Securing Teacher and Administrator Buy-In
- Team Members and Roles
- Interdisciplinary Collaboration
- Clearly Articulated Purpose and Procedures
- Systematic Problem-Solving Process
- Professional Development
- Data-Based Decision-Making
- Sharing Practice
- Evaluating Team Progress and Effectiveness

Markle, R. S., Splett, J. W., Maras, M. A., & Weston, K. J. (2014). Effective school teams: Benefits, barriers, and best practices. In *Handbook of school mental health* (pp. 59-73). Springer, Boston, MA.

School Mental Health Quality Guide

Teaming



School Health Assessment and Performance Evaluation System







Implementation Guide

PARTICIPATING SCHOOLS:



Roosevelt High School



Cedar Tree



Sousa Middle School DC



Powell Elementary School

BEST PRACTICES

Active commitment and "buying in"

Shared leadership Collective Action and Collaboration

Accountability

Decision making process

Resilient Partnership





Support from administrators



Set up tone and clear expectations from day one



Teachers engagement



Family engagement





Clear roles



Wellness Team Meetings

Collective Action and Collaboration

- School Strengthening Tool is a joined effort
- Alignment with the mission and vision of the school
- Essential practices and protocols work effectively to ensure smoother service delivery
- Members of the Wellness Team contribute the education, information sharing, and the training of key stakeholders like parents, teachers, students, administrators, and other staff members
- Regular consultation and collaboration with teachers
- The Wellness Team work in collaboration with the attendance team, homeless liaison, and the family engagement team. Families are connected to resources.



Accountability

- Members of the wellness team are accountable to ensuring that no student and family is missed through the referral process and to ensure effective wraparound supports and service delivery. This is done by adhering to the referral process, protocols, and update procedures that are in place.
 - Referral process
 - Warm "hand-off" sessions
 - ► Follow up

Decision making process

The Wellness Team meets with with the administrators at the beginning, middle and end of each new school year to discuss things that worked well, things that did not work well, and challenges that have been experienced throughout the school year.

The mental health team and the wellness team work in collaboration with the decision-making process as it relates to referral process, follow-up protocol, and service delivery.

Decisions are made from data collected through teachers and parents surveys, grade level meetings, and office hours for parents and teachers.

Resilient Partnership

- Joined efforts to overcome the following changes, barriers and challenges:
 - Changes in leadership
 - Change in staff members
 - Changes in protocol from the administrative level
 - ■COVID-19
 - Mid-year disruptions

MULTI-TIERED RESPONSE TO COVID-19

TIER 1: Mental health promotion and prevention for all students.

Universal services and supports available to all students regardless of existing challenges, disabilities, or risk level for mental health problems. Interventions, delivered either school-wide, grade-level or classroom-based, include mental-health promoting activities, programs to reinforce the adoption of social and emotional competencies, and efforts to promote positive school climate and staff well-being.

TIER 2: Focused group and individual interventions for students at-risk of mental health challenges.

Targeted services and supports intended for some students who have been identified, through screenings or other referral processes, as experiencing mild emotional distress or functional impairment. Early intervention services offered as part of this tier include small group counseling, brief or low-intensity interventions, or behavioral contracts.

TIER 3: Intensive support and interventions for individual students.

Intensive services and supports intended for the relatively fewer number of students with diagnosable mental health concerns or who experience significant distress or functional impairment. Individualized treatment interventions as part of this tier include individual, family, or group therapy and typically also comprise students identified with special needs.

POWELL'S MULTI-TIERED RESPONSE TO COVID-19

- TIER 1: Mental health promotion and prevention for all students.
 - One-page handout for all parents of available resources.
 - Office hours for Hispanic parents
 - CBO clinician attends staff meetings to stay up to date with information
 - CBO clinician available for teachers' consultation.
- TIER 2: Focused group and individual interventions for students at-risk of mental health challenges.
 - Powell Padres fundraiser-identifying students
 - Families of Concern spreadsheet
 - 'Support Teams' formed with daily check-ins for students of concern
 - Attending grade level meetings virtually
 - WhatsApp groups with teachers and families
 - Wellness Team meetings continuing as normal
 - Open 'lunch bunch' groups continuing to serve students feeling isolated
- TIER 3: Intensive support and interventions for individual students (via individual, group, or family treatment; crisis intervention).
 - "warm hand-off" sessions with Wellness Team members-joining virtual sessions with new clients
 - Sharing best strategies to connect with parents

YOUR MULTI-TIERED RESPONSE TO COVID-19

- TIER 1: Mental health promotion and prevention for all students.
- TIER 2: Focused group and individual interventions for students at-risk of mental health challenges.
- TIER 3: Intensive support and interventions for individual students.



Questions

- What challenges do you face that prevent you from experiencing these elements of a strong team?
- What strategies have you used to strengthen your teaming practices?
- What changes do you anticipate needing to make to team functioning in the planning for transition back to school?

SPECIAL THANKS TO:

■Roosevelt High School

- Nailah Cook, LICSW, LCSW-C, Social Worker/Intervention Coach
- Quinn Flowers, LICSW, Social Worker
- Erica Cartledge, LICSW, Social Worker
- Maurice Butler, LICSW, Intervention Coach
- Emanuel Salazar, LGSW, School-based clinician, One Common Unity

■Cedar Tree

- Elizabeth Kim, MA, ATR-BC, LPC, Registered Board Certified Art Therapist, School-Based Therapist
- Madison Myrick, LICSW, Clinical Supervisor/ Psychotherapist

■Sousa Middle School DC

- Madison Myrick, LICSW, Clinical Supervisor/ Psychotherapist
- Tricia McCoy LGPC, School Based Therapist

Powell Elementary School

- Selin Ictemel, School Counselor
- Rosette Ladson, School Counselor
- Dana Rosenberg, School Counselor
- Laura Patton, CBO Clinician
- Inma Iglesias, Senior Clinical Manager

Resources

- Ball, A., Anderson-Butcher, D., Mellin, E. A., & Green, J. H. (2010). A cross-walk of professional competencies involved in expanded school mental health: An exploratory study. School Mental Health, 2(3), 114-124.
- Markle, R. S., Splett, J. W., Maras, M. A., & Weston, K. J. (2014). Effective school teams: Benefits, barriers, and best practices. In *Handbook of school mental health* (pp. 59-73). Springer, Boston, MA.
- Teaming http://www.schoolmentalhealth.org/media/SOM/Microsites/NCSMH/Documents/Quality-Guides/Teaming-1.27.20.pdf

Future CoP Meetings and Chats

April 29, 2020 3:00 – 4:15 PM

A High Functioning Wellness Team

May 6, 2020 3:00 - 4:15 PM

Practice Group Meetings

May 13, 2020 3:00 - 4:15 PM

The Ecology of Wellness

May 20, 2020 3:00 - 4:30 PM

D.C. CoP Virtual Meeting







Contact us at DCCOP@crpcorp.com



https://dbh.dc.gov/service/school-behavioral-health-program



THE GEORGE WASHINGTON UNIVERSITY

WASHINGTON, DC