



Mental Well-Being is Essential to Learning: An Overview of Mental Health Supports in CHCCS

Sponsored by the CHCCS Student Services Division

August 7, 2020 at 12:00 PM

Please join us for a webinar to learn more about how our school district supports the mental well-being of students and how parents/caregivers can assess services during the 2020-2021 school year. If you have specific questions that you would like for us to address during this webinar, please feel free to use this [link](#) for your questions.

We are ALL in this together



“Creating a healthy mindset is an investment in your overall well-being.”

Rationale for Why Mental Health in Schools

It is important to understand that nearly **one in five** North Carolina students have at least one emotional, behavioral or developmental disability (Splett, 2014). Moreover, the trauma experienced by students during the COVID-19 outbreak has the potential to exacerbate this already significant issue.

Therefore, it is critical that school leaders carefully consider allocation of resources to prevent and respond to Social-Emotional Learning (SEL) and student mental health issues during the reopening of NC's public schools.

Source: North Carolina Department of Instruction/[Lighting our Way Forward](#)

8 Reasons for Mental Health in CHCCS

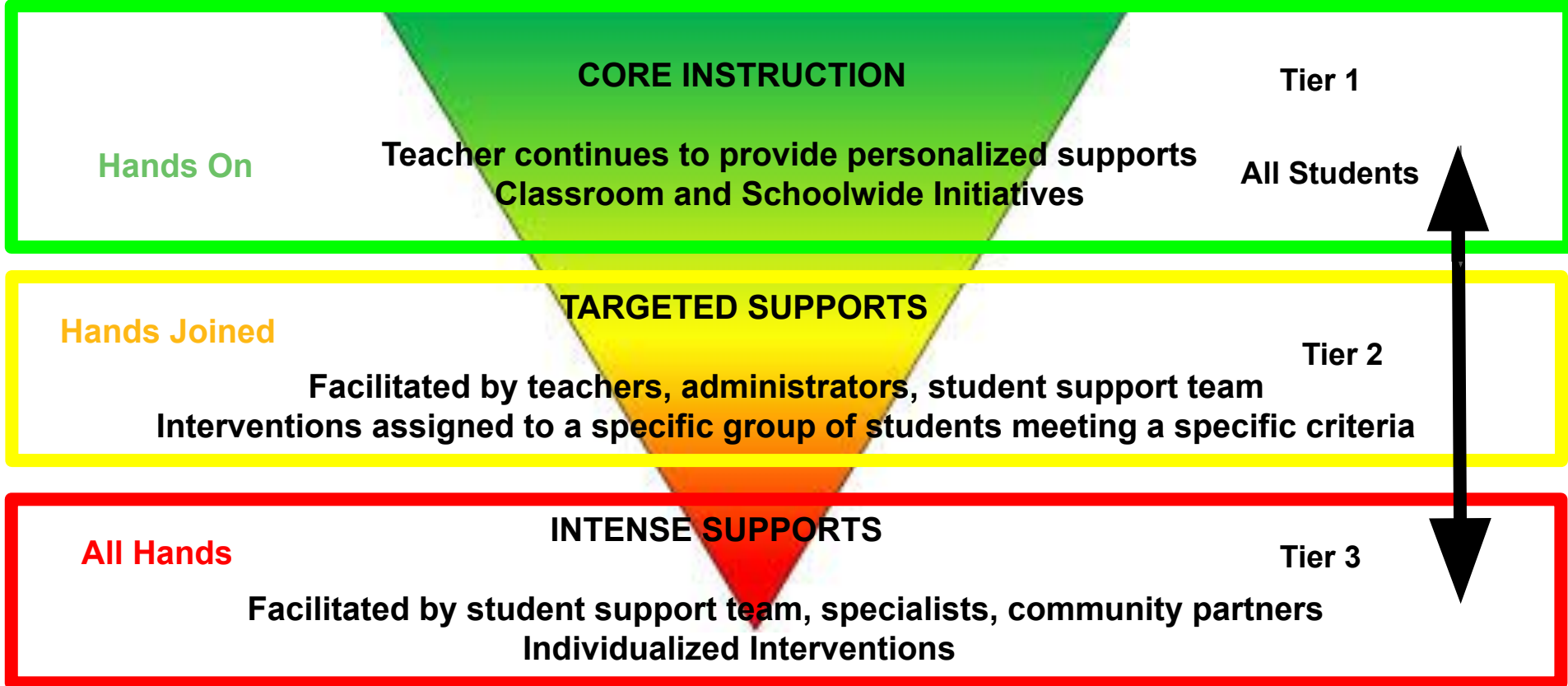
- **Foster partnerships** among families and students, educators and mental health professionals.
- **Reduce stigma** surrounding children's mental health issues.
- Promote a **better understanding** of the impact of mental health on academic performance and school success.
- **Improve availability** of and access to outpatient treatment services that's designed for all students who need care and mental health supports.
- **Enhance support and consultation for school-based staff** to enable them to engage in early identification of student concerns.
- Build on **existing school programs**, services, and strategies
- Focus on **all students**, both general and special education
- Involve a **full array** of programs, services, and strategies- mental health education and promotion through intensive intervention

Brief Overview: What is Mental Health?

- **Mental health wellness** is more than the absence of mental illness – it refers to a positive state of functioning resulting in feeling good emotionally and functioning well in everyday life. The ability to perform needed tasks, interact with peers/adults, and have the ability to adapt to everyday challenges. Mental health is one aspect of overall health.
- **Mental health problems** refers to common issues such as anxiety and depression which may be less severe and shorter duration but, if left unattended may develop in a more serious condition.
- **Mental illness** is a diagnosable psychiatric condition that significantly interfere with a person's functioning such as bipolar disorder and schizophrenia.

Multiple Tiers of Systems of Support

A continuum of services and supports for students to ensure academic and behavioral success.



Multiple Tiers of Systems of Support

A continuum of services and supports for students to ensure academic and behavioral success.

Restorative Practices

Morning Meetings
Circles

Social and Emotional Learning

Second Step/PBIS Lessons
Safe Touch Lessons
SEL Lessons/Check Ins
Service-Learning

PBIS

School-wide Expectations
Acknowledge Positive
Behaviors

Mental Health

Wellness Screenings
Promotion/
Prevention

Conferencing
Problem Solving Circles

SEL academic and
behavior small groups

Check In Check Out
Brief Functional Behavior
Assessment (**FBA**)
Behavior Improvement Plan
(**BIP**)

Group Counseling
Support Groups
Referral Process
Progress
Monitoring

Family Conferences
Community
Conferences

Complex FBA/BIP
Wrap Around Services
Partner with Mental Health
Agency/Team

Complex FBA/BIP
Wrap Around Services

Crisis Counseling
Individual Support
Co-Located Mental
Health

School-Based Mental Health 1st Responders

Trauma Care in Schools



★ School Nurses

★ School Psychologists

★ School Social Workers

★ School Counselors

★ Mental Health Specialists
(High Schools)

★ Student Assistant Program
(SAP)

★ Building Administrators

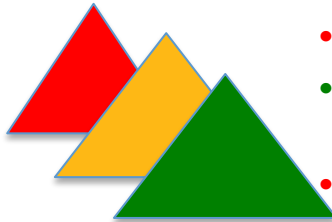
Creating Safety, Connection and Self- Regulation

Mental Health throughout Tiers I, II, and III

Student Services Staff are "First Responders" in the building and responsible for providing services listed below



- **Classroom-based support**
- **Universal SEL Screening**
- **Instructional Accommodations through Section 504**
- **Teacher Interviews/ Consultation**
- **Classroom Observation**
- **Parent/Caregiver Advocacy and Support**
- **Professional development for school staff**
- **Positive Behavior Contract**
- **School-Wide Activities via PBIS**
- **Attendance Awareness and Promotion**
- **Truancy Intervention**
- **Character Education**
- **Home visits**
- **Behavior support**
- **Peer mediation**
- **Suicide Prevention and Intervention**
- **Choice Inventory Assessment**
- **Functional Behavior Assessment/Analysis of needs**
- **Progress Monitoring**
- **Individual counseling sessions**
- **Social skill groups for target student population**
- **Career counseling**
- **Referral: Telehealth Co-Located Mental Health Outpatient Services**
- **Child and Family team meetings**
- **Student Assistant Program (SAP)-Secondary Only**
- **Referral to other services needed**



What is Co-Located Outpatient Mental Health Services?

What is a Co-Located Service?

- Co-location refers to services that are located in the same physical space (e.g. office, building, school) though not necessarily fully integrated with one another or at their designated agency building that's located off-site.

Why Co-Located Mental Health Services in CHCCS?

- Access to mental health services can be one confusing and at times hard system to navigate. It is one of the biggest barriers today for children, adolescents and their families seeking mental health services.

Who pays for Co-Located Mental Health services?

- The provider/agencies directly bills the family's insurance or makes other payment arrangements with the family same as if they were seen at that providers own mental health office.

Agency Locations

Carolina Outreach

2670 Durham-Chapel Hill Blvd.

Durham, NC 27707

Phone 919.251.9001 | Fax 919.251.9008

Renaissance and Wellness

1829 East Franklin St. Ste. 800D

Chapel Hill, NC 27514

Fax: (919-914-6050)

United States Committee of Refugees and Immigrants

3824 Barrett Drive, Suite 200

Raleigh, NC 27609

Phone: 919-334-0072

Art Therapy Institute

200 N Greensboro St.

Suite D-6 (2nd Floor Carr Mill Mall)

Carrboro, NC 27510

Co-Located Mental Health Providers for the 2019-2021 School Year

Carolina Outreach. LLC

C.O

- Chapel Hill HS
- Phoenix
- Smith Middle
- Culbreth
- Carrboro Elem
- Ephesus
- Estes Hills
- FPG
- Morris Grove
- Rashkis

TOTAL-10 Schools

www.carolinaoutreach.com

Renaissance Wellness Services

RWS

- Carrboro High
- East CHHS
- McDougle Middle
- Phillips Middle
- Glenwood
- North Side
- Scroggs
- McDougle Elem
- Seawell Elem

TOTAL-9 Schools

www.rwellnessservices.com

Art Therapy Institute

ATI

- Newcomers
School Sites
- Northside
- Carrboro
- New Referrals for Co-Located Mental Health will be accepted based on needs/criteria/capacity
- Referrals should 1st be sent directly to Director, SOC

www.ncati.org

USCRI

USCR

- All Schools: based on needs.
- Unaccompanied youth
- Eligible Newcomer

www.refugees.org

What if they are AHEAD?

What if instead of 'falling behind', this group of lockdown kids are actually ahead? Hear me out...

What if they have more empathy, enjoy family connection, can be more creative and entertain themselves, love to read, love to express themselves in writing?

What if they enjoy the simple things, like their own garden and sitting near a window in the quiet? What if they notice the birds and the dates the different flowers emerge, and the calming renewal of a gentle rain shower?

What if this generation are the ones to learn to cook, organise their space, do their laundry and keep a well-run home?

What if they learn to ride a bike, play a board game, do simple crafts, learn to bake, climb a tree, play without a screen?

What if they learn to understand the value of money, what's important and how to live with less? What if they learn to plan shopping trips and meals at home?

What if they learn the value of eating together as a family and finding the good to share in the small delights of the everyday?

What if they learn to just be: to be resilient, to be content?

What if they are the ones to place great value on our teachers and educational professionals, librarians, public servants and the previously invisible essential support workers?

What if, among these children, a great leader emerges who had the benefit of a slower pace and a simpler life to truly learn what really matters in this life?

What if they are AHEAD?