

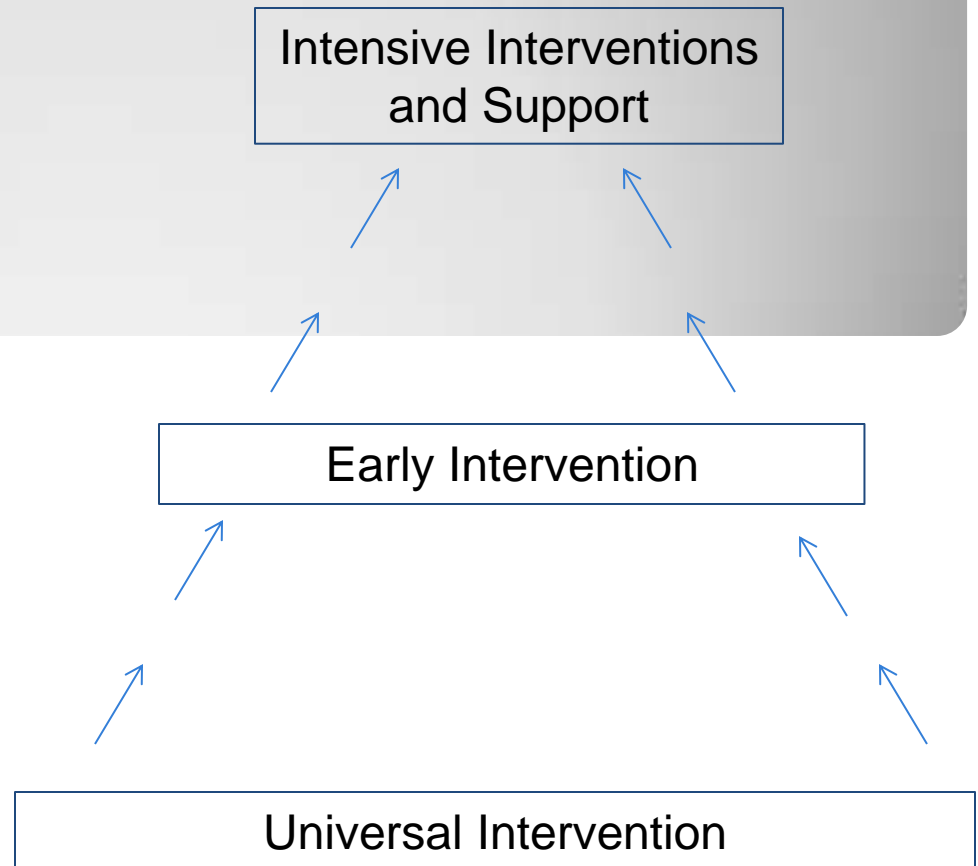


Comprehensive ERMHS

**Newport-Mesa USD's Model for Mental
Health Prevention & Intervention**

Newport-Mesa Unified School District

Psychological Support Services



Psychological Support Services Team

Coordinator of Mental Health & Outreach Services

Melissa Hurd, CWA, LEP

Tier III: Licensed Mental Health Clinicians

Joy Cleary, LCSW, PPS
Tucker Cannon, LCSW, PPS
Lynn Jimenez, LCSW, PPS

Tier III: District Behavior Specialists

Michelle Lepak, Ed.S, NCSP
Eby Kent, MS, LEP, BCBA

Tiers I & II: School Psychologists

26 Site Based Psychologists
15 Social Work Interns

Rationale for Integrating Internally Driven ERMHS

Enhanced intra-district collaboration

Better continuum of care for students within
centralized tiered process

Provide data driven progress monitoring
between academic performance and ERMHS

Increase home/school collaboration

Multi-Tiered System of Supports (MTSS)

Academic Systems

Intensive Interventions

- Individual Students
- Assessment Based
- High Intensity

1-5%

Targeted Interventions

- Some Students (At Risk)
- High Efficiency
- Rapid Response

5-10%

Universal Interventions

- All Students
- Preventive
- Proactive

80-90%

Behavior Systems

Intensive Interventions

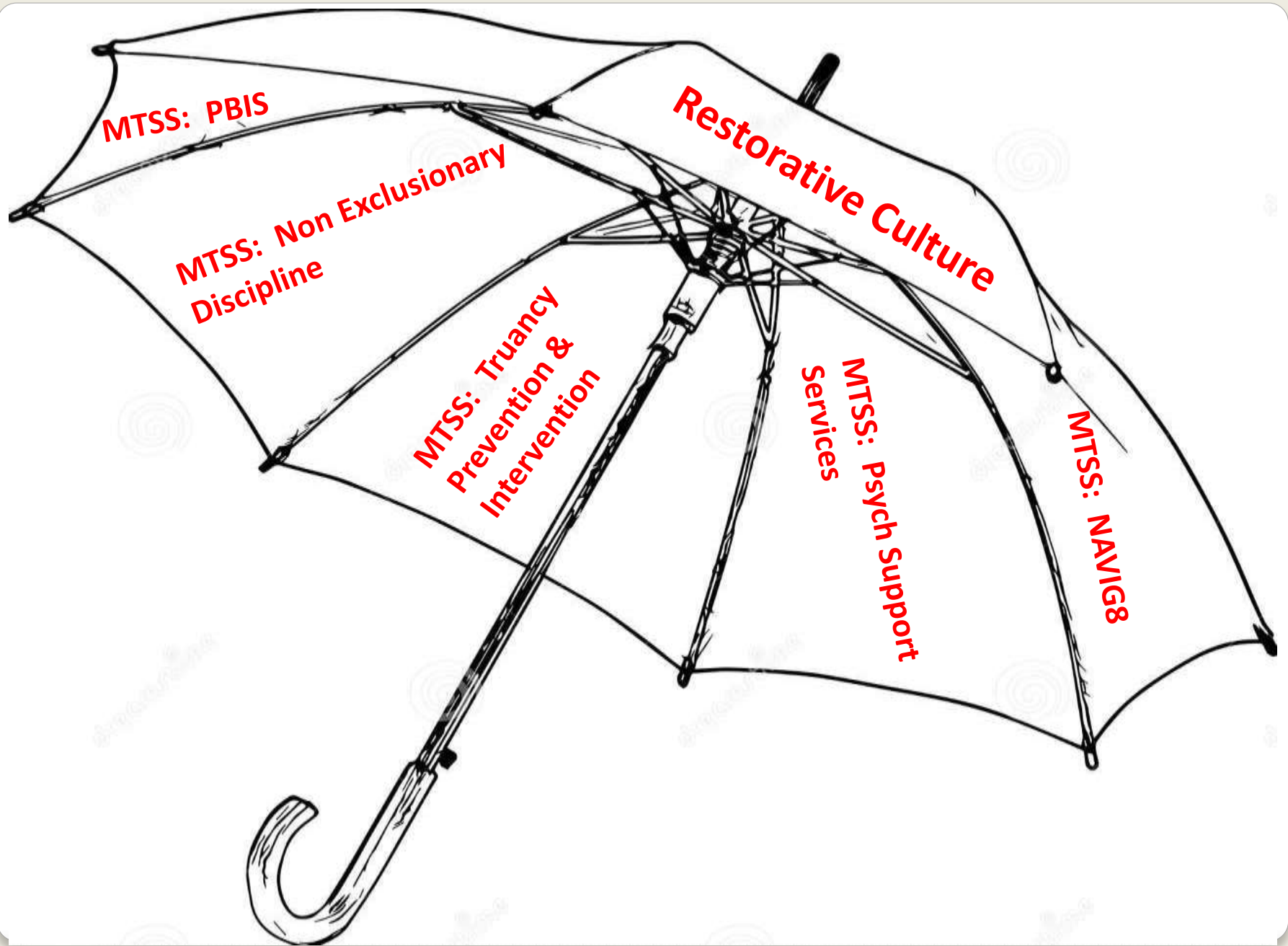
- Individual Students
- Assessment Based
- Intense, Durable Procedures

Targeted Interventions

- Some Students (At Risk)
- High Efficiency
- Rapid Response

Universal Interventions

- All Students, All Settings
- Preventive
- Proactive



MTSS: PBIS

**MTSS: Non Exclusionary
Discipline**

Restorative Culture

**MTSS: Truancy
Prevention &
Intervention**

**MTSS: Psych Support
Services**

MTSS: NAVIG8

Positive Behavior Interventions and Supports (PBIS)

Foundational framework built upon
Respect, Responsibility, and Integrity.

-Set High Expectations-
-Foster Meaningful Relationships-
-Provide Meaningful Opportunities to Learn-

4 key elements used in successful PBIS implementation

- Clearly defined academic and behavioral outcomes for students and staff
- Practices based on teaching and modeling proper behavior
- Data used to guide decision making
- Systems that help the practices of PBIS to be accomplished faithfully and sustainability

Olweus Bullying Prevention

Participating Pilot Schools: Adams & Lincoln

Bullying Prevention Committees
ALL staff 2-day training
Kick-Off Events held in October



Lincoln is Anti-Bullying

BECAUSE WE UNDERSTAND BULLYING:

- We will not bully others.
- We will try to help students who are bullied.
- We will try to include students who are left out.
- If we know somebody is being bullied, we will tell an adult at school and an adult at home.

4 Program Components of Olweus

- School Level
- Classroom Level
- Individual Level
- Community Level

Weekly Class Meetings

Educationally Related Mental Health Services

School Psychologists implement research-based curriculum for identified at-risk students

- Push-in whole classroom intervention
- Targeted group intervention
 - Curriculum-Based (Second Step, Steps to Respect)
 - Expressive Therapy

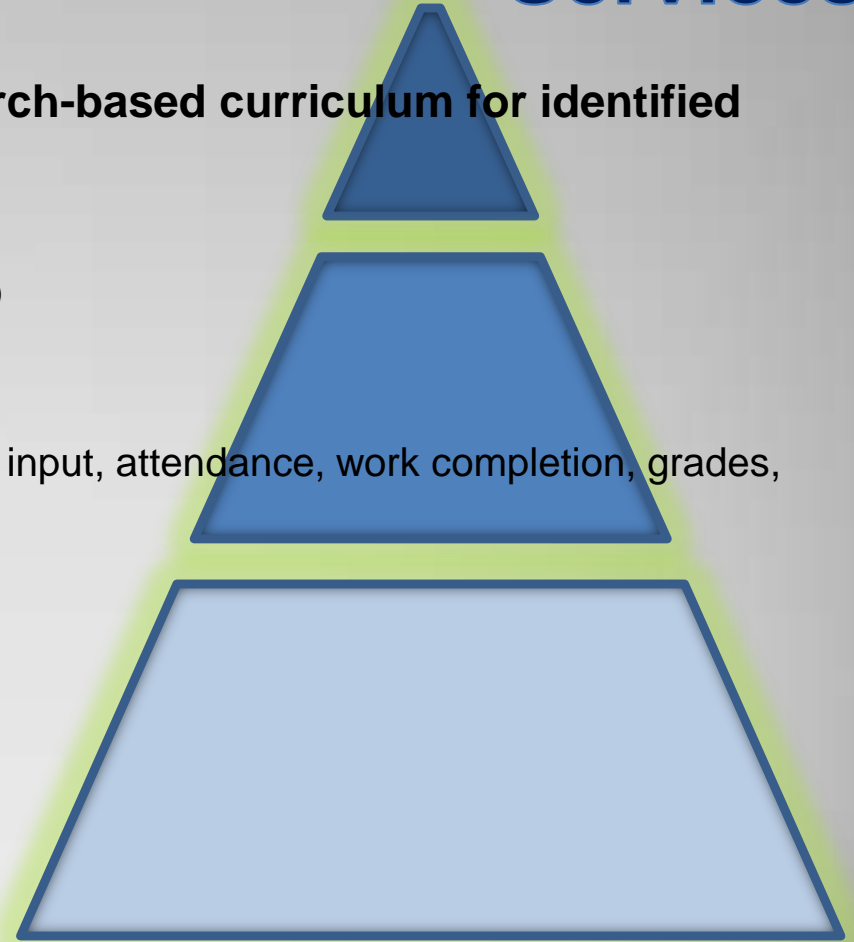
Progress Monitoring

- Data collection, progress reports, teacher input, attendance, work completion, grades, etc.

Student Study Teams

Tier I Counseling Referral

Parent Education Training



ERMHS Tier I: Universal Intervention

A need for counseling is suspected for a student receiving special education services.

- IEP is held to document a referral for School-Based Counseling
- Case Carrier completes Counseling Referral and submits to the Psychologist

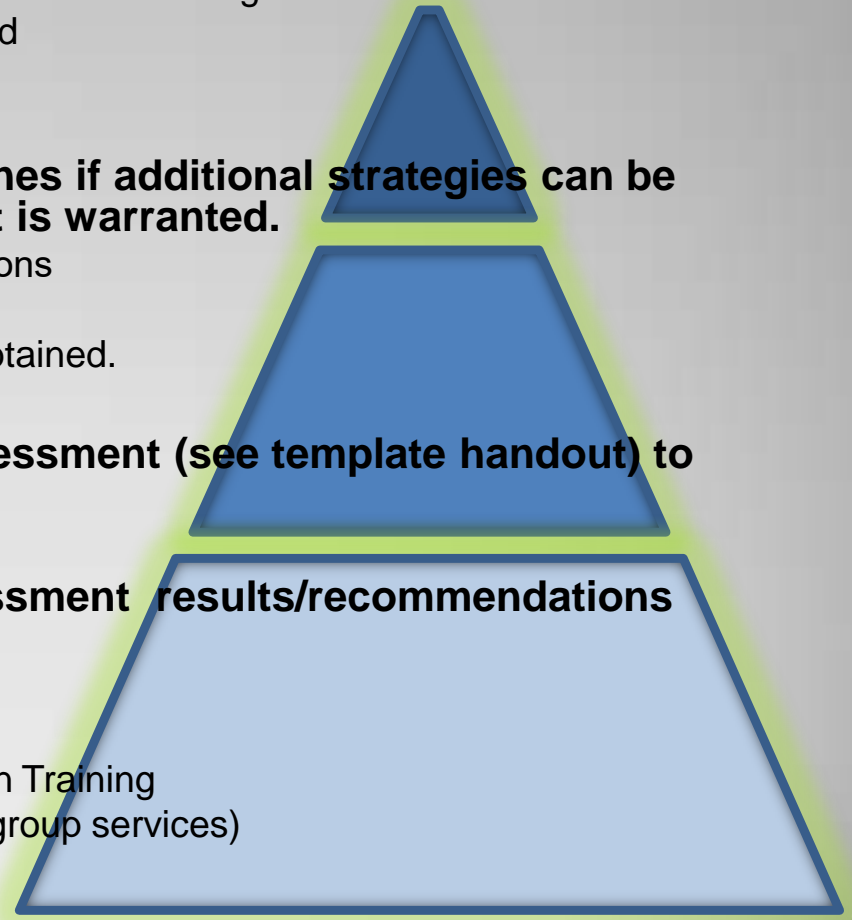
Psychologist reviews referral and determines if additional strategies can be implemented or if Counseling Assessment is warranted.

- IEP is held to document Psych's recommendations
- If Counseling Assessment is recommended, Assessment Plan is presented and consent obtained.

Psych completes ERMHS Counseling Assessment (see template handout) to determine if there is an area of need

IEP is held to document Counseling Assessment results/recommendations

- Goals proposed in areas of need
- Service recommendation provided
 - Individual Counseling, Group Counseling (includes Social Skills), Parent Education Training
 - Minimum of 12 weeks offered (indiv. and group services)



ERMHS Tier II: Early Intervention

Progress Monitoring

- Counseling goals are monitored weekly

IEP team reconvenes after 12 weeks and determines continued need/level of Counseling Services based on progress monitoring

- Data collection, rating scales (objective and research-based), attendance, work completion, grades, compliance, and team input

IEP team could determine:

- Student met Counseling goals and service is discontinued
- Student is progressing towards goals and would benefit from continued School-Based Counseling sessions
- Student is not making progress and a Clinic-Based Counseling Referral is recommended

ERMHS Tier II: Early Intervention Cont.

Clinic-Based Services

- Individual Counseling
- Group Counseling

Enhancement of ED Therapeutic Supports

- Embedded on Alt. Ed campus
- Trauma informed care

Targeted Parent Education Counseling and Training

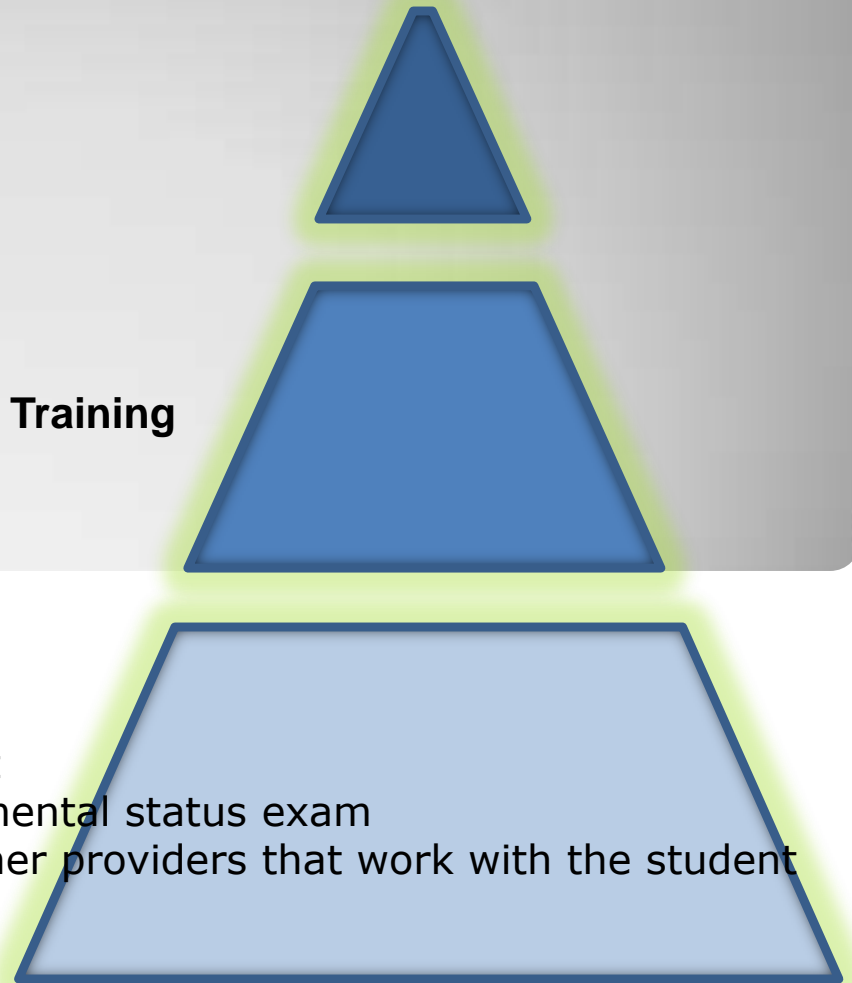
- Collateral Family Counseling sessions
- Push in home support

Non-Public School Placement

Residential Placement

- Multi-disciplinary team assessment
- Biopsychosocial assessment with mental status exam
- Includes collateral reports from other providers that work with the student
- Ongoing Case Management and visits

ERMHS Tier III: Intensive Interventions & Support



Master of Social Work Intern training and school support

- Collaboration with USC and CSULB graduate schools of Social Work
 - 15 current interns at district wide school sites
 - Designated Teaching Institute for USC
- Impact
 - Over 150 Individual Counseling Cases 2015-2016 School Year
 - Over 20 Counseling Groups running district-wide grades K-12; (Second Step, life skills, social skills, positive decision making, etc...)

Recognized Teaching Institution

Groups running across school sites:

- Elementary: Second Step at all sites
 - Push-in or small group
 - Focus on Social Emotional and Academic Success
- Middle Schools: small groups
 - Girls' group, grief/loss, social skills, at-risk students, etc.
- High Schools: small groups
 - Substance use, grief/loss, lunch group, push-in ED class

Group Counseling

Parent Academy

Evening or daytime presentations on a specific topic, open to all district parents

Topics include:

- Healthy Brain Development
- Setting Limits with Kids & Teens
- Effective Communication
- Impact of Technology on the Brain

Parenting Classes

Series on effective parenting

Staff Trainings

Introduction to school-based mental health services

Barriers to learning

Tools and techniques for working with at-risk or challenging students

Parent & Staff Trainings

Mental Health & Outreach

**The Collaborative Improvement & Innovation Network (CoIIN)
on Quality and Sustainability Improvement Initiative**

NEWPORT-MESA UNIFIED SCHOOL DISTRICT, COSTA MESA CA

LINDSAY UNIFIED SCHOOL DISTRICT, LINDSAY CA

NOVATO UNIFIED SCHOOL DISTRICT, NOVATO CA

STAMFORD PUBLIC SCHOOLS, STAMFORD CT

METHUEN PUBLIC SCHOOLS, METHUEN MA



Sustainability CoIIN Teams



CSMHS Sustainability Driver Diagram

Mission

School district aims to achieve permanency of school mental health supports so that each child receives appropriate, evidence-based supports and services to best maximize their psychosocial and academic functioning.

SMART Aim

By December 2016 (15 months), achieve mastery on all School Mental Health Sustainability Assessment Tool domain scores.

Primary Drivers

Funding and Resources

Resource Utilization

System Quality

Documentation and Reporting of Impact

System Marketing and Promotion



Progress Monitoring

Columbian Impairment Scale (CIS)

High School Averages



Professional Development

- Training for all school psychologists at monthly meetings on interventions including:
 - Solution-Focused Group Counseling by Dr. Leslie Cooley
 - Cognitive Behavioral Therapy by Dr. Melissa Holland
 - Expressive Therapies by Kim Palmiotto, LEP, LPCC
 - On-going training on evidence-based interventions
 - On-going legal briefings

Crisis Response

- District Threat Assessment Protocol
- District Crisis Response Team
- Other site support

Additional Supports

NAVIG8

Adolescent Substance Use and Prevention Program

NAVIG8 is a substance use prevention program designed specifically for adolescents enrolled within the Newport-Mesa Unified School District who have been in possession of alcohol or other illegal drugs at school, or while under school jurisdiction.

- NAVIG8 is offered throughout the school year at each comprehensive high school site on a monthly rotation
- Students will participate in five, 4-hour morning group sessions that will utilize evidence-based practices (i.e.-Seeking Safety)
- Students will engage in afternoon individual counseling sessions to support relapse prevention as well as address additional mental health and circumstantial needs
- Parents/Guardians will be offered a parent psycho-educational group training that will focus on signs of substance abuse, current trends, strategies and resources for support
- Progress monitoring and check-ins with prior students who have completed the NAVIG8 program will be offered to support sustainability of self-care.

	AM Session (8:00am – 12:00pm)	PM Session (1:00 – 3:00pm)
Monday	Introduction session -Parent & Student (8:00 – 9:00am) Group Student Session #1 (9:00- 12:00am)	Individual Counseling Sessions (CDAC & Intern Support) -Current NAVIG8 Participants
Tuesday	Group Student Session #2 (8:00 – 12:00am)	Individual Counseling Sessions (CDAC & Intern Support) -Current NAVIG8 Participants
Wednesday	Group Student Session #3 (8:00 – 12:00am)	Parent Psycho-Ed Group Focus: current trends, signs of substance abuse, strategies, resources
Thursday	Group Student Session #4 (8:00 – 12:00am)	Individual Check-Ins (CDAC & Intern Support) -Prior NAVIG8 Participants
Friday	Group Student Session #5 (8:00 – 12:00am)	Individual Culminating Session -Parent & Student (1:00 – 3:00pm)

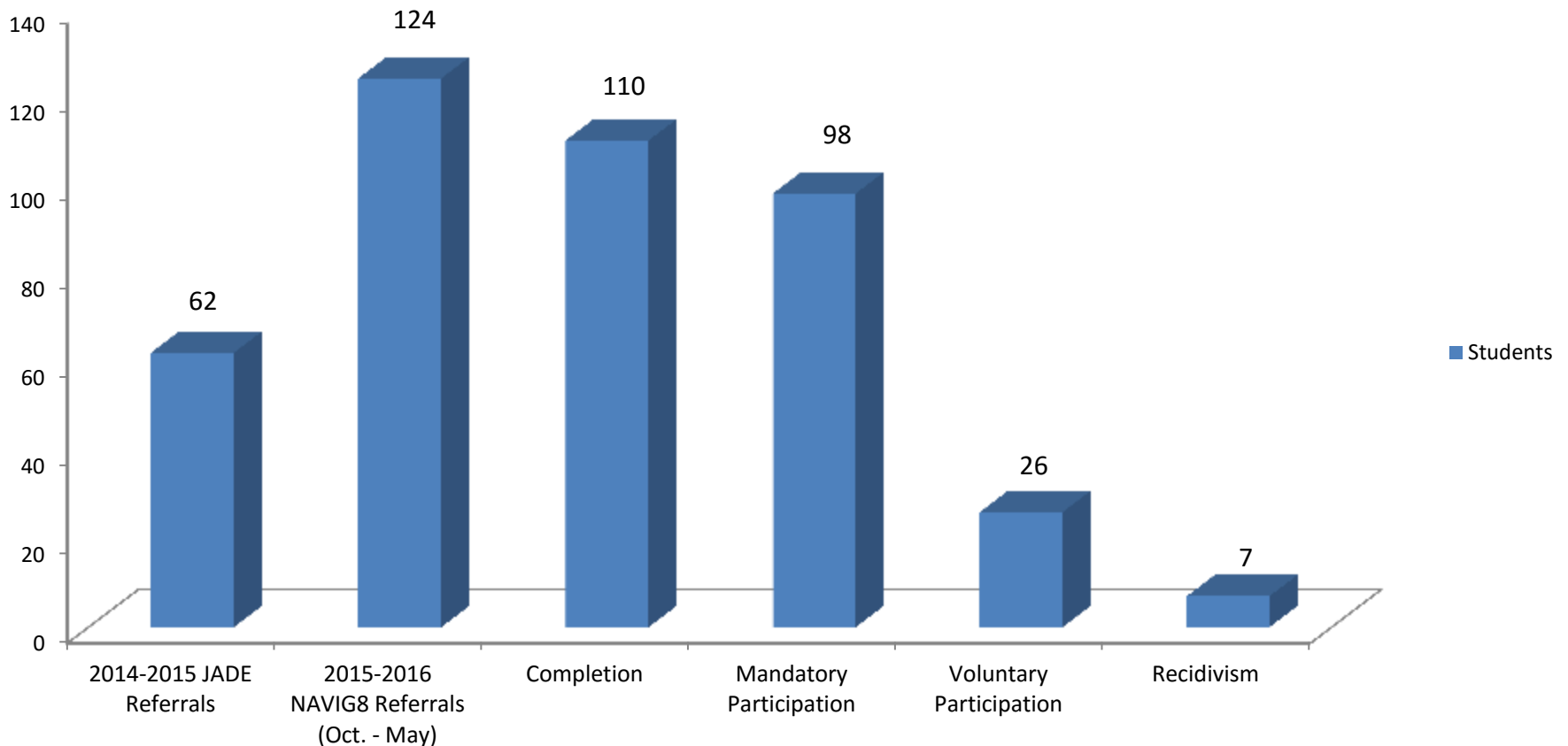


NAVIG8

Adolescent Substance Use Prevention & Intervention Program

Providing students with the Necessary And Valuable Insight to Gain
Access to Their Education.

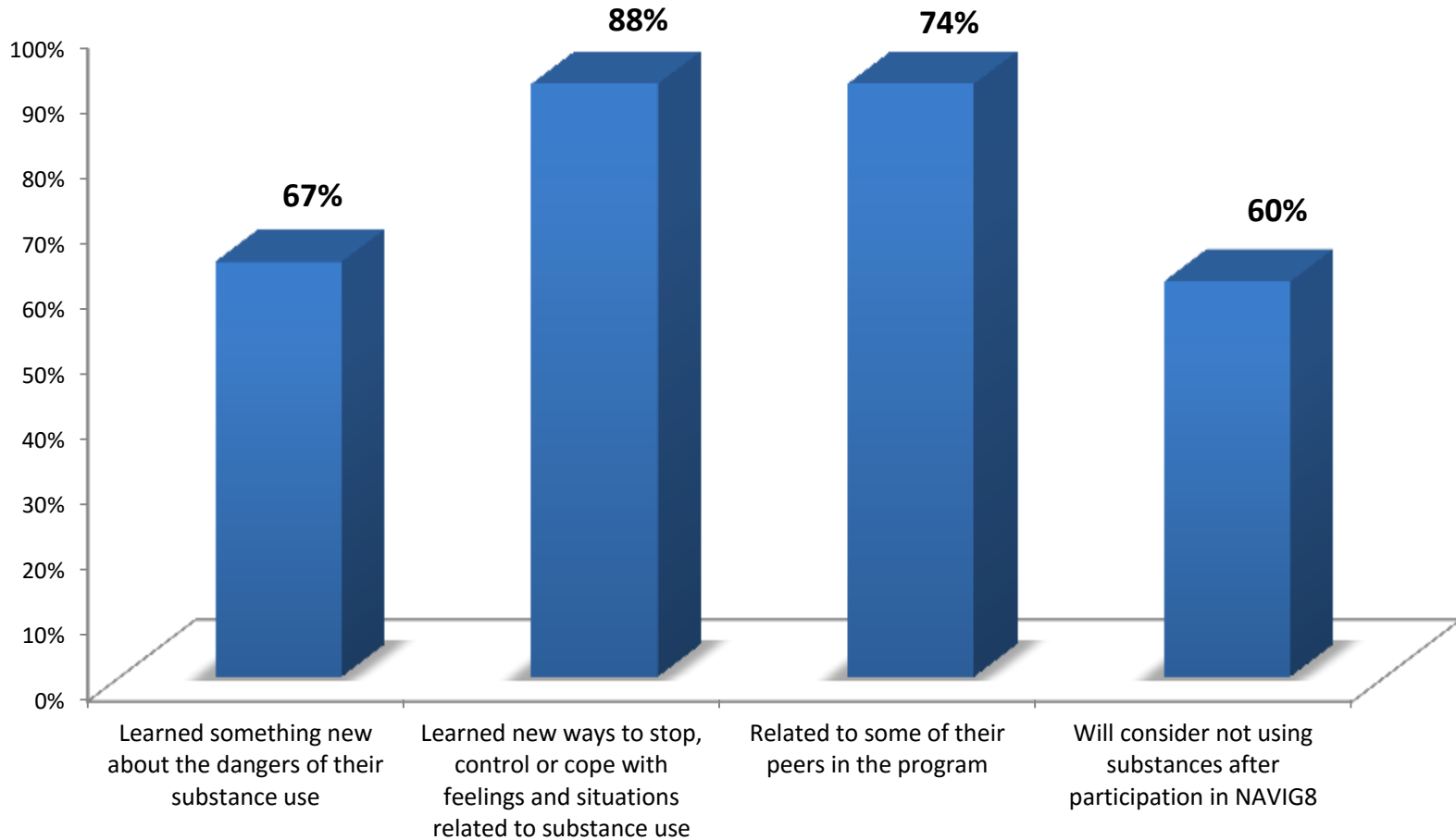
NMUSD Substance Use Prevention & Intervention Stats





NAVIG8

Student Feedback





Intensive Family Services

A facilitated process to address a specific student behavior that impacts the student's education

Most intensive top tier of PSS

Designed to empower students and families experiencing significant social-emotional or behavioral crisis that is negatively impacting their education.

4 stages

Engagement
Plan Development
Plan Implementation and Monitoring
Transition

Psychological Support Services Overview



AB 3632 → April 2012

- 59 students receiving mental health supports
- 12 students placed in residential care

AB 114 → Today

- Over 460 students receiving mental health supports
 - 650% increase
- 4 students placed in residential care
- Facilitated 49 Parenting Classes as part of our Parent University
- Provided in-house clinical consultation to on site psychologists
- Responded to 14 large scale crises with the goal of providing emotional support and stability to students, parents, and staff
- Internal Substance Abuse Prevention and Intervention Program

**For additional questions and/or
handouts, please contact**

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