



School-Based Behavioral Healthcare in a Mid-Pandemic World:

A Program to Strengthen Capacity to Meet the Needs of Students & Families

NEW YORK HEALTH FOUNDATION PRESENTATION

MAY 23, 2022

Funder Acknowledgement

This 2-year program to strengthen the capacity of school-based health centers to deliver behavioral health care to the students of New York State would not be possible without the support of the New York Community Trust and the New York Health Foundation. The New York School-Based Health Foundation is deeply grateful to these two funders for their understanding of the importance of this work, their vision and their trust in us.



Program Overview

- A 2-year program funded by the New York Community Trust and The New York State Health Foundation, serving 10 Sponsoring Organizations (SOs) each year
 - Grant year runs for entire calendar year, e.g., January – December 2022
- Goal: to enhance the capacity of the New York State's School-Based Health Centers (SBHCs) to respond to the increase in students' behavioral health needs resulting from the COVID-19 pandemic.



What is a School-Based Health Center?

- A health care provider site located within a school in an underserved, low-income neighborhood
- SBHCs provide care to the school's students and in some cases, members of the surrounding community
- SBHCs provide Medical, Behavioral Health & Dental care and are frequently students' only source of health care
- SBHCs are operated by hospitals, federally qualified health centers and other licensed health care organizations, known as Sponsoring Organizations
- Throughout New York State, 47 SOs operate 266 SBHC sites serving 250,000 students in urban and rural areas



Program Components

- 10 hours of customized, individual technical assistance for each SO from our Subject Matter Expert (SME) to address your priority issues
- 3 educational webinars on topics of shared interest, to include best practices and peer sharing
- Web-based Resource Library
- Start-up stipend for an improvement project designed by each SO in consultation with program
- Reporting on quantifiable outcomes
- Session at NYSBHA annual conference



Why Mental Health at SBHCs?

Schools Are On the Frontlines of Communities

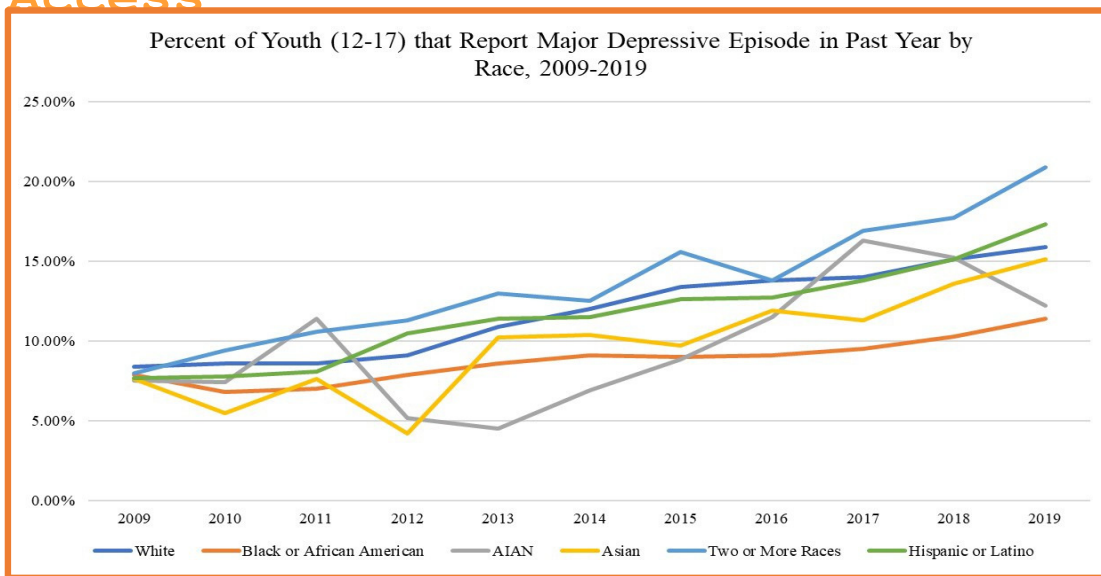
- Increases resilience and help-seeking behavior
- Improvement in...
 - Student decision-making
 - School culture and commitment to school
 - Student social emotional skills
 - Positive interactions with others
- Increased knowledge about mental health
- Decreased mental health stigma

- Fewer...
 - Referrals based on challenging behavior
 - Referrals for special education services
 - Students in restrictive environments
- Decreased disruption from class time and school activities
- Improved academic achievement
- Increased teacher confidence around mental health

Mental Health Affects Student Achievement

Youth Mental Health Trends are Troubling and Access to Care is Limited

Data Shows Significant Inequity in Outcomes and Access



<https://mhanational.org/addressing-youth-mental-health-crisis-urgent-need-more-education-services-and-supports>

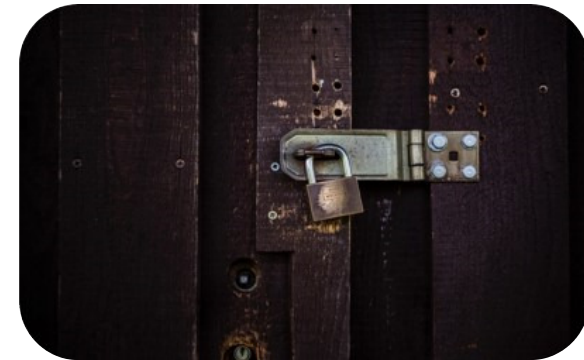
- The percent of youth experiencing depression has **doubled in the past decade**.
- 50% of mental health conditions begin before the age of 14 and **75% by age 24**. The average delay is 11 years between symptoms and accessing care.
- **Suicide is the second-leading cause of death** for youth, and the suicide death rate for Black youth is rising faster than any other racial/ethnic group.
- Only roughly half of white youth and **one-third of Black and Latino youth**

U.S. Department of Education Recommendations – since COVID

1. Prioritize wellness for each child, student, educator, and provider.
2. **Enhance mental health literacy and reduce stigma and other barriers to access.**
3. Implement a continuum of evidence-based prevention practices.
4. **Establish an integrated framework of educational, social, emotional, and behavioral-health support for all.**
5. Leverage policy and funding.
6. Enhance workforce capacity.
7. **Use data for decision making to promote equitable implementation and outcomes.**



What are the Challenges to Providing Mental Health Services in Schools?



School As Client

Approach schools as clients by...

- Recognizing the **Presenting Problem**
- Using **Assessment** tools and observation to obtain data
- Creating a **Treatment Plan** on how to approach the problem and meet goals
- **Learning the Language and Culture** – meet them where they are!

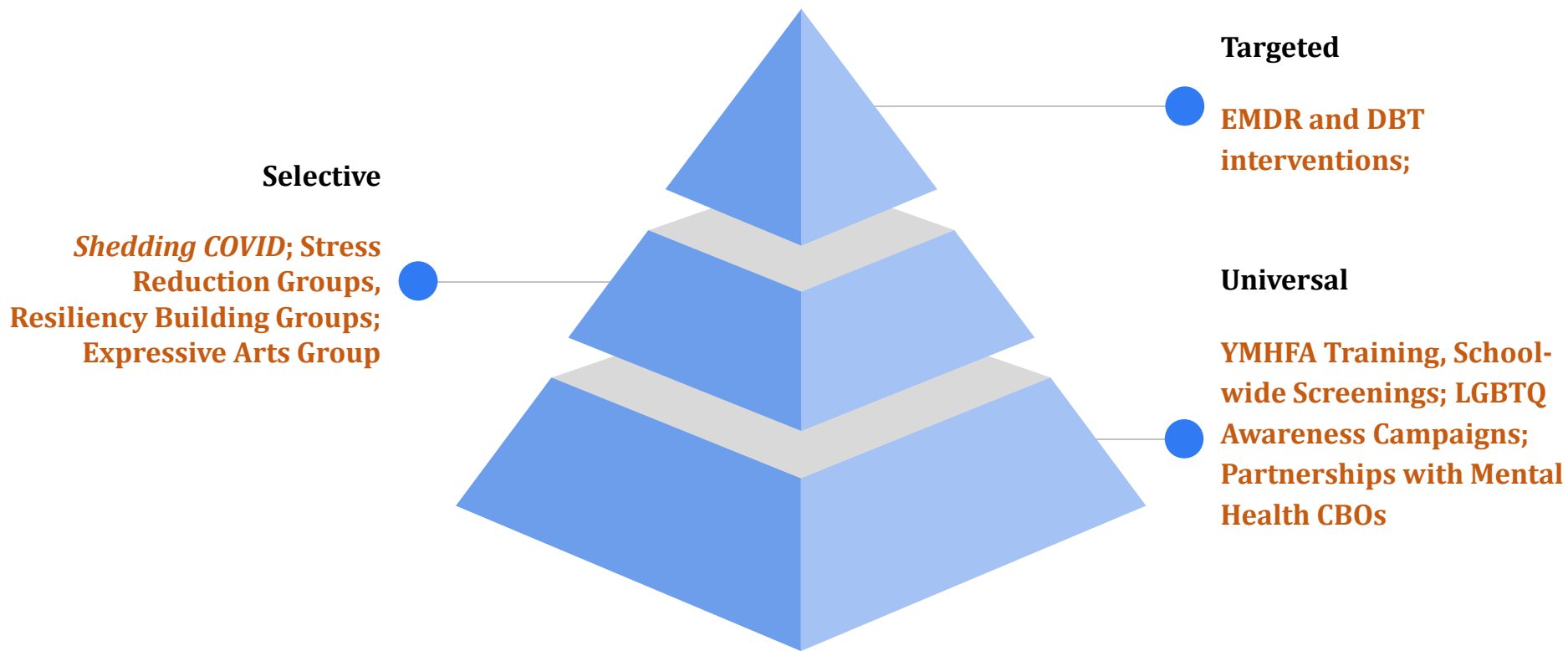


*Gain a higher level of
buy-in on all levels!*





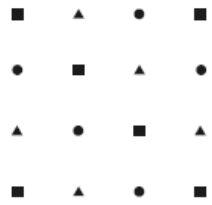
Three-Tiered School Mental Health Framework



Three-Tiered Behavioral Health Project



NYSBHF Behavioral Health Grant Project @ The New York-Presbyterian School-Based Health Center



01

What

Project Plan:

To provide our program's EMDR-trained mental health clinicians with consultation groups led by an experienced EMDR trainer and practitioner during the 22'/23' school year.

What is EMDR (Eye, Movement, Desensitization and Reprocessing)?

EMDR involves focusing on negative thoughts and feelings related to traumatic experiences and learning techniques to help you deal with disturbing feelings. While keeping the memory of a painful or traumatic event(s) in mind, the client engages in bilateral stimulation (eye movement or tapping) in order to process and sort through emotions related to the negative experiences.

In recent years EMDR has begun to establish itself as an effective treatment modality for addressing trauma-related symptoms and diagnoses in people of all ages. (Wilson et al., 2018).

02

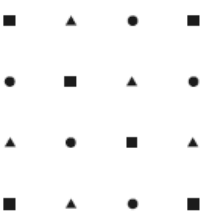
Why

- There is a high level of trauma-related pathology experienced by our student community.
- The majority of our mental health clinicians have been or are being trained in EMDR through the NYC DOMH Office of School Health.
- There is a need for targeted guidance around implementation of EMDR in an SBHC setting with children and adolescents.
- It is essential that clinicians have support around a culturally-responsive adaptation of the EMDR protocol, especially for our work with a highly diverse student population.

03

How

- Monthly or biweekly consultation groups that focus on implementation and adaptation of EMDR in the SBHC setting through case presentation and feedback.
- Track and report the number of students who received the intervention.
- Implement a screening protocol that will help us target those in need of a trauma-focused intervention.
- Monitor the needs of our clinicians by helping to identify concrete challenges related to implementation.
- Promote community awareness and stakeholder buy-in around EMDR as an effective treatment modality.



Questions?



- Scott Bloom, Subject Matter Expert
 - sbloomlcs@gmail.com
- Lisa Perry, Program Manager
 - lisa.perry@morningsidehealthstrategies.com

<https://www.nysbhfoundation.org/behavioralhealthprogram>

