Opportunities for Restorative and Comprehensive School Mental Health in CT

2025 CAPSS Spring Conference

Child Health and Development Institute

Introductions

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Objectives

1	Participants will learn to apply the key elements of a **Comprehensive School Mental Health framework** to assess and strengthen student and staff well-being.
2	Participants will learn to access free **technical assistance and support** for implementation and quality improvement best practices.
3	Participants will learn about how to connect with their **local service array** and the importance of collaborative partnerships for sustainability.
4	Participants will learn how to **utilize and integrate the resources** provided in this session to implement them in their school settings.

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CHDI is a bridge to better behavioral health and well-being for children.

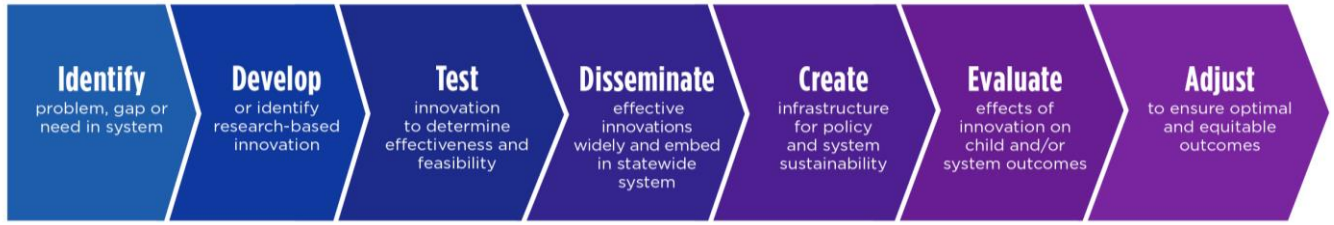
Our Vision

All children grow up healthy and thrive

Our Mission

Advance effective, integrated health and behavioral health systems, practices, and policies that result in equitable and optimal health and well-being for children, youth, and families.

Our strategic process powers systems, policy, and practice improvement



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CHDI Comprehensive School Mental Health Resources

Assessment and Planning: The SHAPE System

System Building: Comprehensive School Mental Health; CONNECTing to Care

Peer Support Pilot Program: Students Supporting Students

Trauma Treatment: CBITS and Bounce Back

Diversion of Arrests: School-Based Diversion Initiative (SBDI and SBDI-E)

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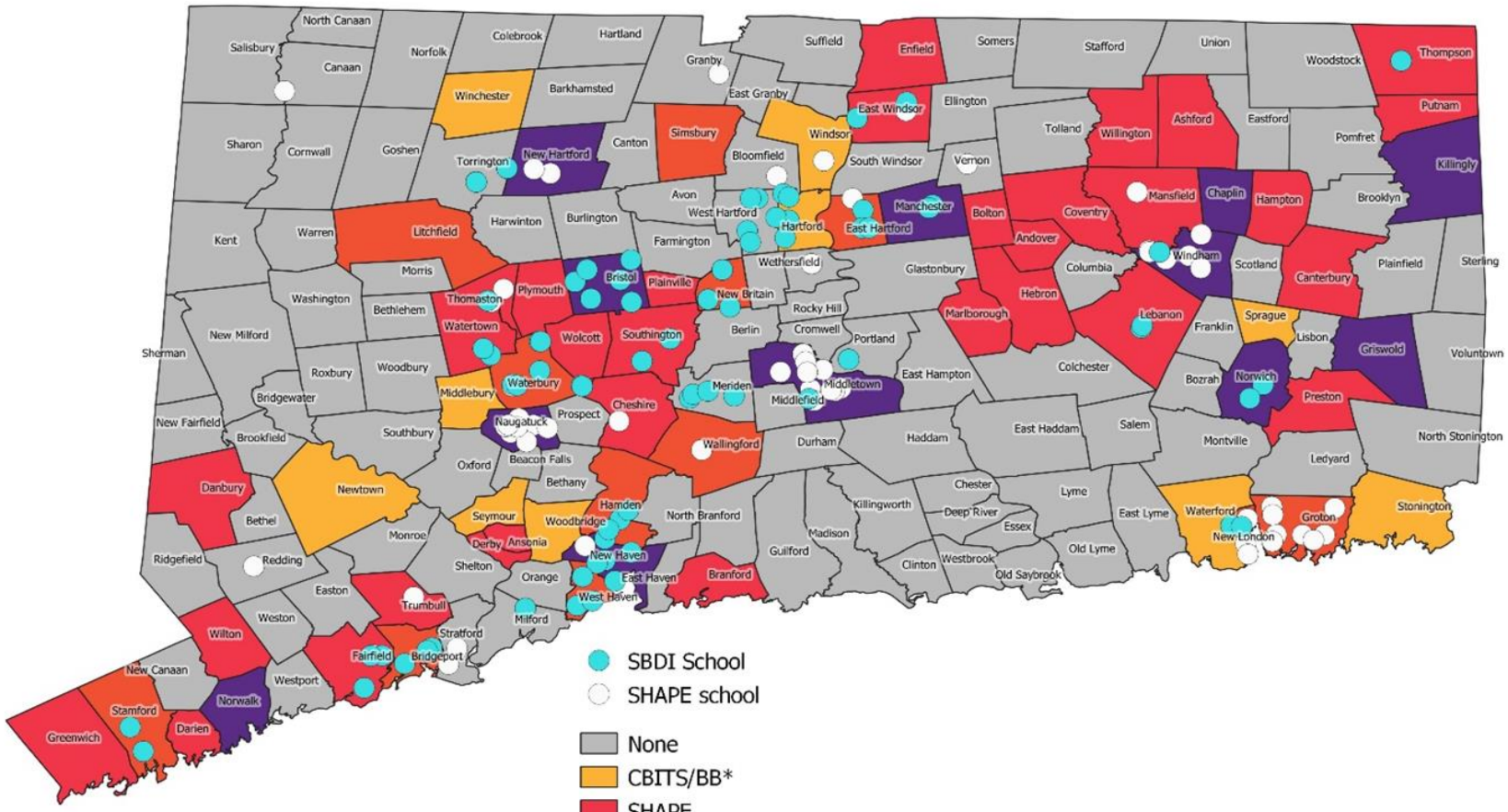
CHDI Comprehensive School Mental Health Impact



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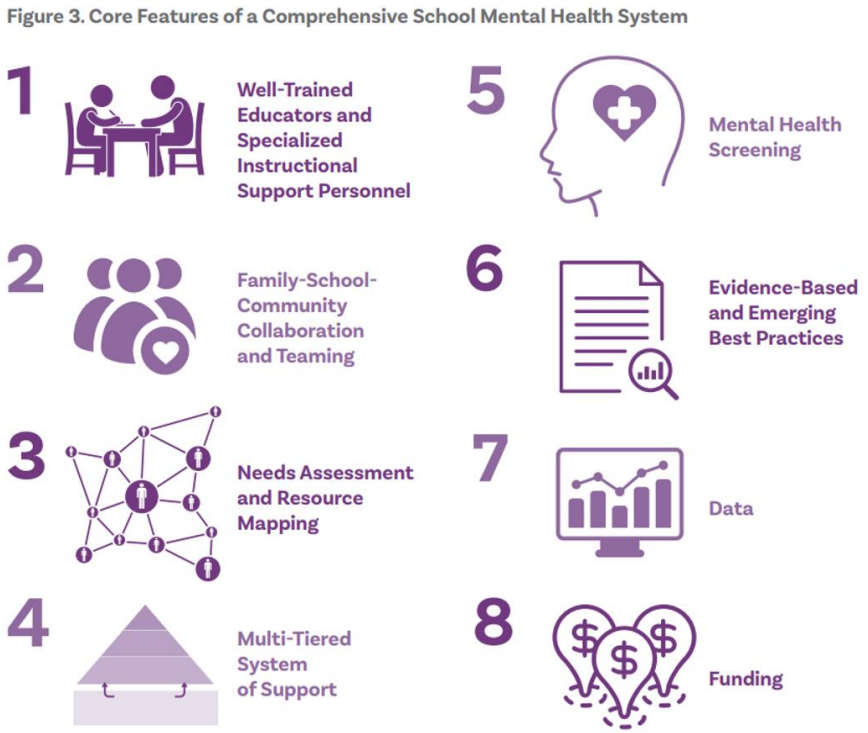
Comprehensive School Mental Health (CSMH) Core Components

CSMH systems provide a **full array** of supports and services that promote a positive school climate, social-emotional learning, mental health, and wellbeing while reducing the prevalence and severity of mental illness



Source: Hoover, S., Lever, N., Sachdev, N., Bravo, N., Schlitt, J., Acosta Price, O., Sheriff, L. & Cashman, J. (2019). Advancing Comprehensive School Mental Health: Guidance From the Field. Baltimore, MD: National Center for School Mental Health. University of Maryland School of Medicine

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SCHOOL HEALTH ASSESSMENT AND PERFORMANCE EVALUATION (SHAPE) SYSTEM

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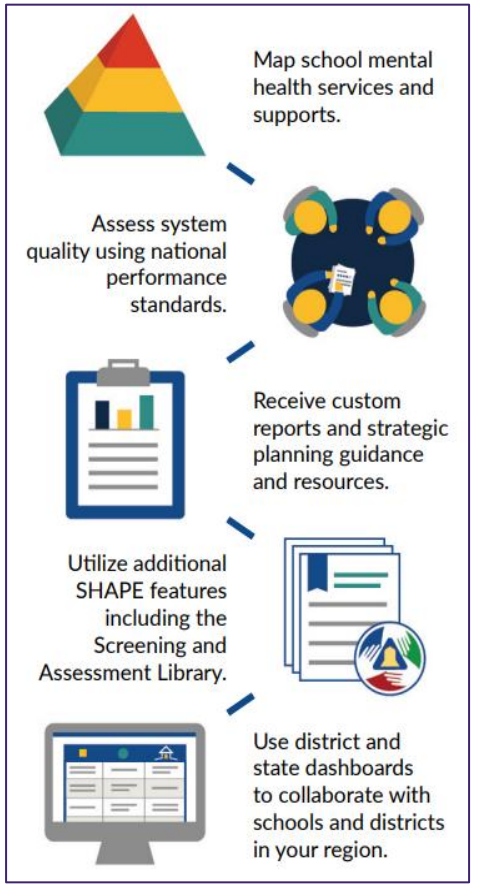
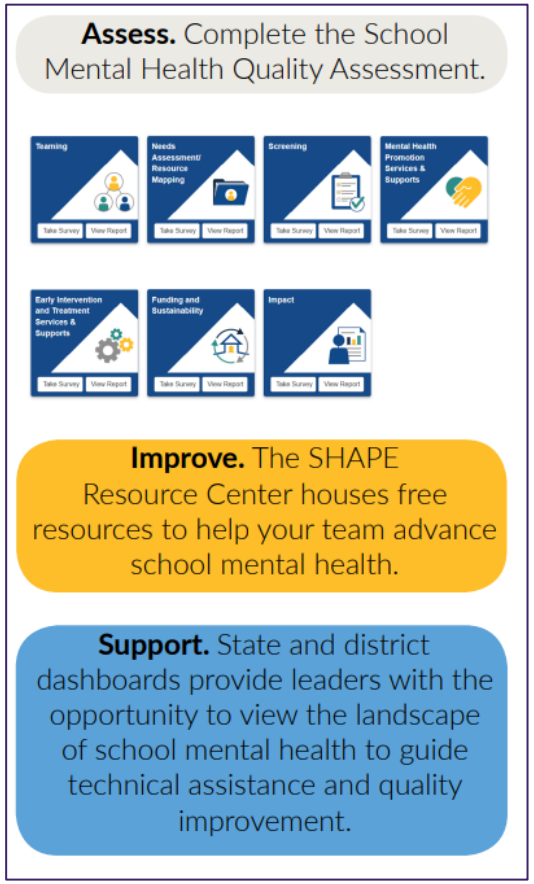
School Health Assessment and Performance Evaluation (SHAPE)

The School Health Assessment and Performance Evaluation (SHAPE) System is a **public-access, web-based** platform that offers schools, districts, and states a workspace and targeted resources to support school mental health quality improvement.





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Why should you get in SHAPE?

SHAPE School Health Assessment and Performance Evaluation System

SHAPE is hosted by the National Center for School Mental Health. To learn more, go to www.theshapesystem.com

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SHAPE Assessments

- School Mental Health Profile
- School Mental Health Quality Assessment (SMHQA)
- Trauma-Responsive Schools Implementation Assessment (TRS-IA)
- Organizational Well-Being for Schools (OWBI-S)
- School Mental Health Quality Assessment for Family Engagement (SMHQA-FE)
- Culturally Responsive, Anti-Racist and Equitable Schools Assessment (CARE)
- Preschool School Mental Health Quality Assessment (SMHQA-PS)

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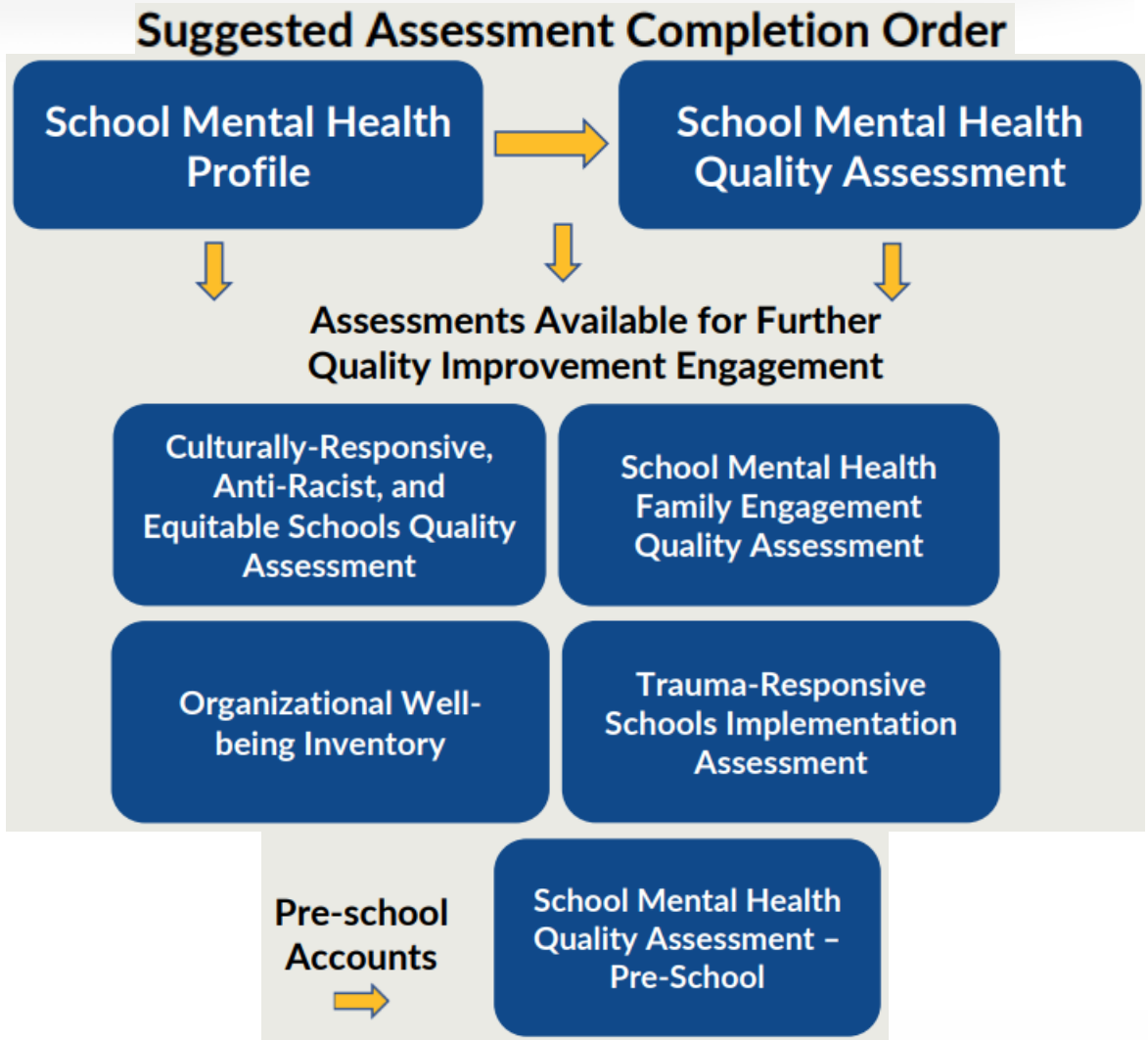
Pair and Share

- Which of these SHAPE assessments do you think **align most closely** with your current district priorities related to school mental health?
- Which of these SHAPE assessments are you **less involved in**, but could see yourself contributing to assessing and improving?
- Which of these assessments do you think would be the **most important** to schools in your district?



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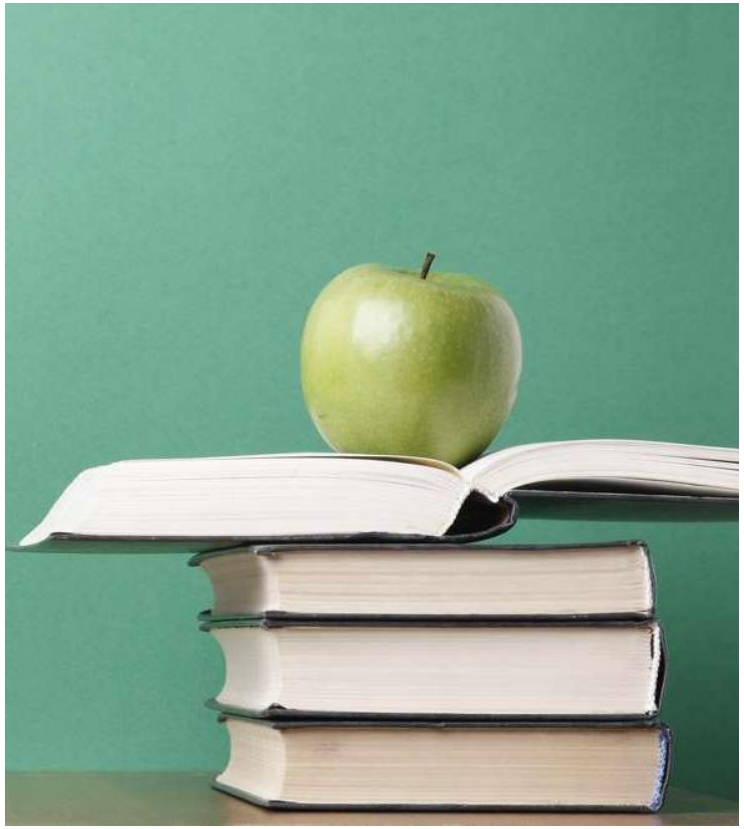
What have we learned?

- Results are only as good as the information you enter
  - This is not a pass/fail evaluation of your school
- Process highlights key roles, information, and strengths/gaps
- Monitoring systems is critical
- Technical assistance can help in deciding next steps
- SHAPE is an annual tool – plan for re-assessment!
- Documenting and communicating results are critical for sustainability



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CONNECTING SCHOOLS TO CARE IV STUDENTS (CONNECT IV)

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CTC Connecting to Care

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YaleEVAL THE CONSULTATION CENTER AT YALE

FAVOR

Funded by a Systems of Care Expansion and Sustainability Grant from the Substance Abuse and Mental Health Services Administration (SAMHSA)

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CONNECT IV Purpose

- **A system of care (SOC)** is a variety of effective, community-based services and supports for children and youth with/or at risk for mental health or other challenges and their families.
- **Purpose of CONNECT**
  - To blend and integrate all child-serving systems into a Network of Care which will equally and effectively serve all children and families.
  - Offer additional support to schools through expansion and integration of trauma-informed comprehensive school mental health supports with the existing community-based network of care.

CONNECT IV goals

- **Expand the infrastructure** for an integrated school- and community-based behavioral health network of care
- Expand **school and family awareness**, knowledge and access to information about behavioral health, trauma, and crisis response
- **Build capacity** of Connecticut's schools to access and utilize community-based behavioral health resources and supports for school mental health
- Implement and sustain **equitable and comprehensive school mental health** supports

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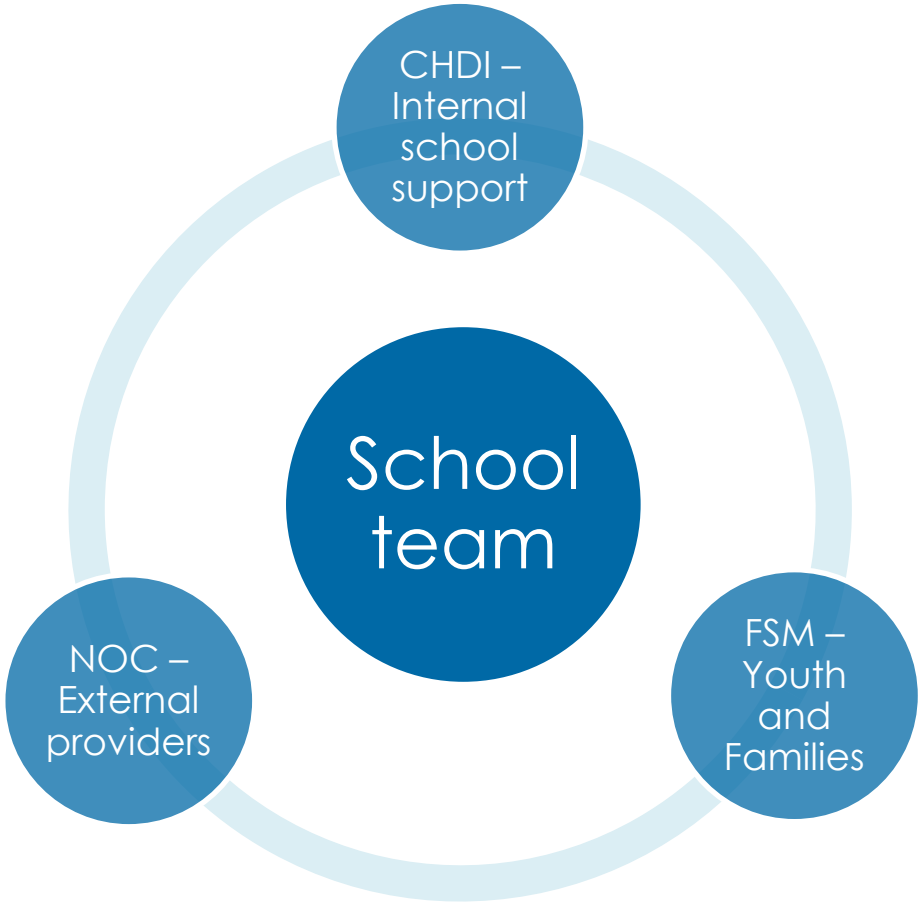
Impact



Through a phased-in, tiered approach to implementation:

- **All 206 Connecticut school districts** will have universal access to prevention and early intervention resources
- **Some schools (up to 120 in 4 years)** will have access to selected supports for training, coaching, and implementation to guide service enhancement
- **A few schools (up to 54 in 4 years)** will receive intensive support for implementation of services and quality improvement activities for better access and outcomes within the school mental health system and broader statewide SOC.

1,180 unduplicated youth served in Care Coordination.

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PEER SUPPORT PROGRAM

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Peer Support in Schools

- **Purpose:**
  - To train middle and high school students to become part of a peer support team that recognizes mental health signs and symptoms in peers.
  - Help reduce the stigma in talking about mental health.
  - Encourage help-seeking from a trusted adult.

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COGNITIVE BEHAVIORAL INTERVENTION FOR TRAUMA IN SCHOOLS (CBITS) AND BOUNCE BACK (BB) INITIATIVE

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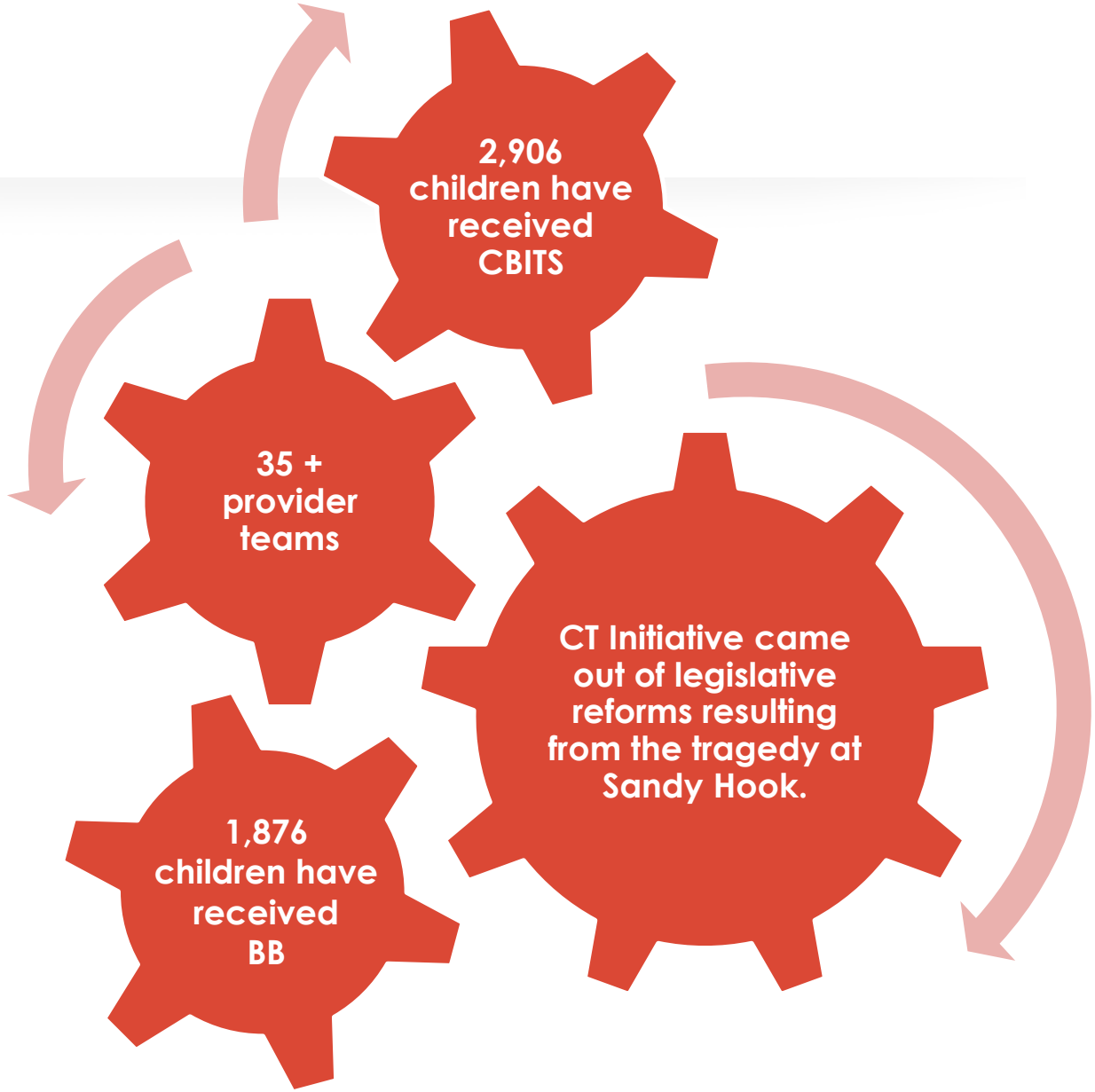
CBITS & Bounce Back Initiative

- Short-term, evidence-based, manualized group interventions for youth reporting post-traumatic reactions due to exposure to violence, abuse, and other forms of trauma.

Goals:
1) Serve **as many eligible children** as possible
2) Ensure **high-quality** CBITS/BB is provided
3) Children demonstrate **positive outcomes**



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CBITS/BB

KEY FINDINGS OF FY23:

2,212 students were screened for trauma exposure and associated symptoms, up from **1,749** the previous year.

777 students received CBITS or BB across **101 CBITS** and **92 BB** groups.

Children receiving CBITS and BB were more likely than the general population to be Black/African-American or Hispanic descent, and less likely to be White or Asian.

113 schools and **2** other community-based organizations offered CBITS and/or BB.

High satisfaction with CBITS/BB treatment among children **(79%)** and caregivers **(97%)**.

61 new clinicians were trained in CBITS and **42** new clinicians in BB.

Most youth receiving CBITS and BB experienced reliable PTSD symptom reduction (**64.4%** and **64.9%** of children, respectively)

More than **70%** of children successfully completed CBITS/BB treatment.

For CBITS, Hispanic and older youth experienced greater improvement in trauma symptoms.
For BB, Black girls experienced the greatest improvement in trauma symptoms.

THE SCHOOL-BASED DIVERSION INITIATIVE (SBDI)

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SBDI Goals

Reduce the number of discretionary arrests in school; reduce expulsions and out-of-school suspensions

Build knowledge and skills among teachers, school staff, and school resource officers to recognize and manage behavioral health crises in the school, and access needed community resources

Link youth who are at-risk of arrest to appropriate school and community-based services and supports

SCHOOL BASED DIVERSION INITIATIVE

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Restorative Practices

Offer group training to SBDI cohort staff on:

- Intro to Restorative Practices
- Intro to Circles
- Intro to Restorative Conferencing

Individual school consultation and technical assistance provided

RP Implementation plan provided to each school at the end of the year

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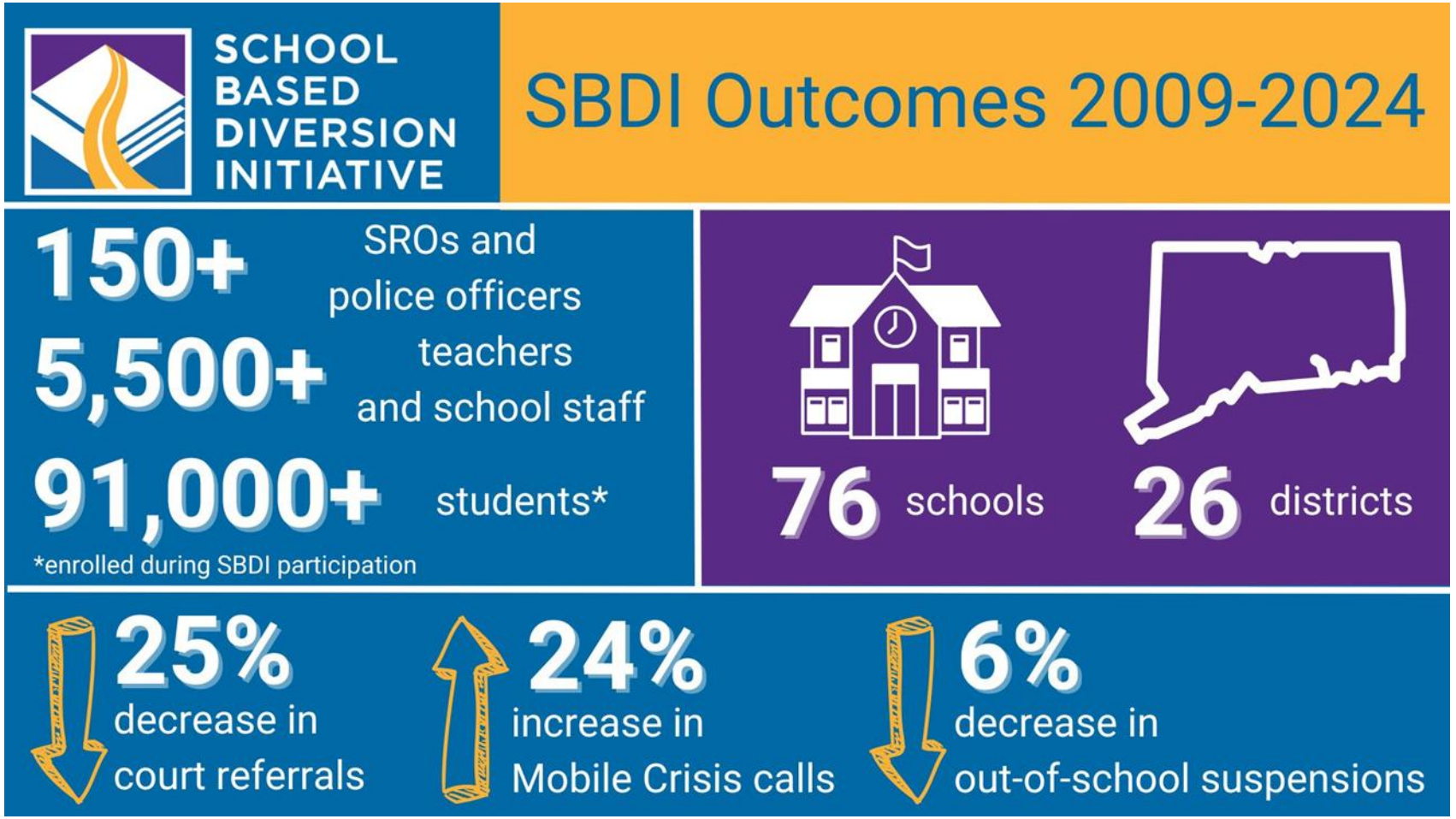
SBDI Outcomes



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SCHOOL MENTAL HEALTH IS A TEAM SPORT

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QUESTION + ANSWER

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