Enhancing School-Community Partnerships for Students' Emotional Well-being

How do I build strategic partnerships so I don't have to do it alone?

PARTNERSHIP

How can I meet the needs of all students using a Multi-tiered system of support?

What is mental health and how does it affect my school?

Hello Anxiety Phobia
Grief
POST-TRAUMATIC STRESS
STRESS Shame
DEPRESSION PANIC

OCDE Wi-Fi
Network: OCDE-GUEST
Username: wifikalmus
Password: ocde-116

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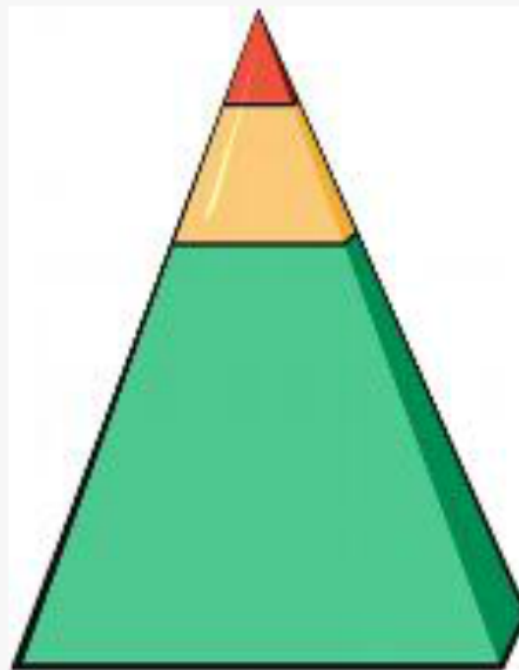# How do I build strategic partnerships so I don't have to do it alone?

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Impairs ability to read

Cant see the board

Impairs ability to view digital content

Impairs ability to interpret facial expressions

Imagine, 1 in 5 with a vision problem

Blurred Vision

Academic

Social

Behavioral

What do teachers see?
- Lack of motivation
- Disengagement
- Learning disability

What do teachers see?
- Lack of motivation
- Disengagement
- Learning disability

→ Ineffective intervention

CHILDREN AND ADOLESCENT MENTAL HEALTH FACTS

- 1 in 5 children experience a mental health condition during childhood

- Only 1/3 of children with mental health problems get any kind of treatment

- 50% of adults with a lifetime mental illness report having symptoms before age 14

- Suicide is the 3rd leading cause of death in adolescents age 15-19

750k kids in OC ➡ 150k with a MH disorder

Angel Stadium seats almost 50,000 people. You can fill 3 stadiums with OC kids, and that's how many have a diagnosable Mental Health disorder.
Only 1 stadium full gets the help they need. What happens to the other 2?
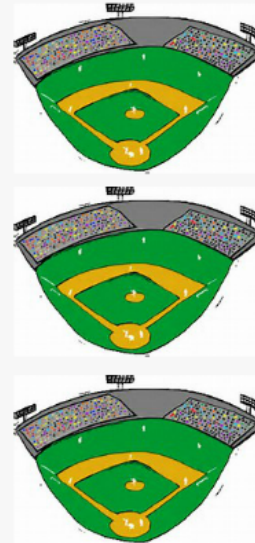
What about the kids who don't qualify under a diagnoses?

Life Stressors:
- *bullying*
- *interpersonal conflicts*
- *family challenges*
- *exposure to violence*
- *addiction*
- *abuse*
- *poverty*
- *homelessness*
- *parent incarceration*

Increase social,emotional, behavioral and psychological risks

Difficulty focusing, assimilating info,staying on task,and controlling behavior

What it means for schools: academic/ behavior problems and poor perception of school climate and safety

Why so many go undiagnosed?

Stigma
The use of negative labels to identify a person living with mental illness and about the beliefs that promote fear, rejection, avoidance, and discrimination against people with mental illness.
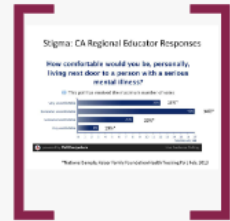
Stigma Causes ➤

Stigma Stops ➤

Stigma Splits Apart ➤

■ Fear, Mistrust, Discrimination

■ People getting the help they need

■ Families & Friends

So, Stigma is a pretty big deal...

Prop 63 aka Mental Health Services Act (MHSA)

- Millionaires tax
- Funding to provide county mental health programs to address serious mental illness among children, adults and seniors
- Prevention and Early Intervention (PEI): 20% of MHSA funding for outreach programs for people to recognize the early signs of Mental Illness with the goal of improving access to services and reducing stigma and discrimination associated with having a mental illness.
- Go on OC59v.com to search for programs

http://eatalogue.eachmindmatters.org/oclinks

How stigma can get in the way of treatment

Some don't take steps towards seeking help because they don't know the ...

WHAT
Reluctant to recognize behavior, thoughts, or feelings that impair youths' functioning
Mis-identification of problem, leading to ineffective intervention

WHY
Believe the problem will pass
Do not encourage intervention because it would mean the youth is 'crazy'
Aware of impairment, but it 'has nothing to do with school/job/sports.
They are unsure how to address the problem.

WHERE
Unaware that treatment is available
Hesitant to reveal personal info because they fear a break of confidentiality
Afraid of being blamed
Feel shame or embarrassment

Stigma: CA Regional Educator Responses

How comfortable would you be, personally, living next door to a person with a serious mental illness?

🌐 This poll has received the maximum number of votes

Response	CA Regional	National*
Very uncomfortable	30%	13%*
Somewhat uncomfortable	43%	34%*
Somewhat comfortable	20%	29%*
Very comfortable	8%	19%*

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17

Total Results: **40**
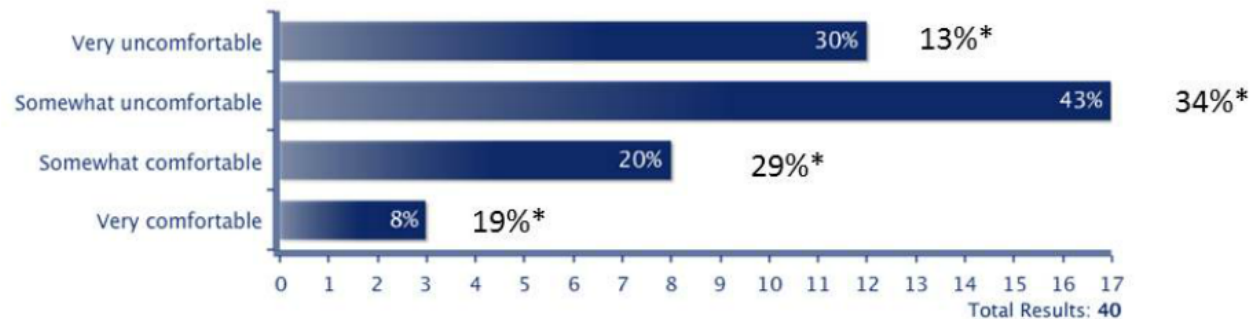
powered by **Poll Everywhere**   Live Audience Polling

*National Sample, Kaiser Family Foundation Health Tracking Poll; Feb. 2013

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http://catalogue.eachmindmatters.org/

oclinks

Refer Out?

If all goes well, the child gets connected and gets served. But it is likely that the child will encounter barriers...

Barriers

- No insurance
- Co-pay too high
- Overwhelming MH system
- Parents don't see the behavior as a problem
» child does not qualify for services
- Parents work
- Lack of transportation
- Financial barriers

Child gets referred but not linked.

GOAL

Students are
more accessible

Eliminates
transportation
challenges

Services at no
additional
cost

SCHOOL

Reduces
scheduling
conflict

Opportunity to promote wellness,
build social-emotional and behavioral
skills that can result in a positive
school climate.
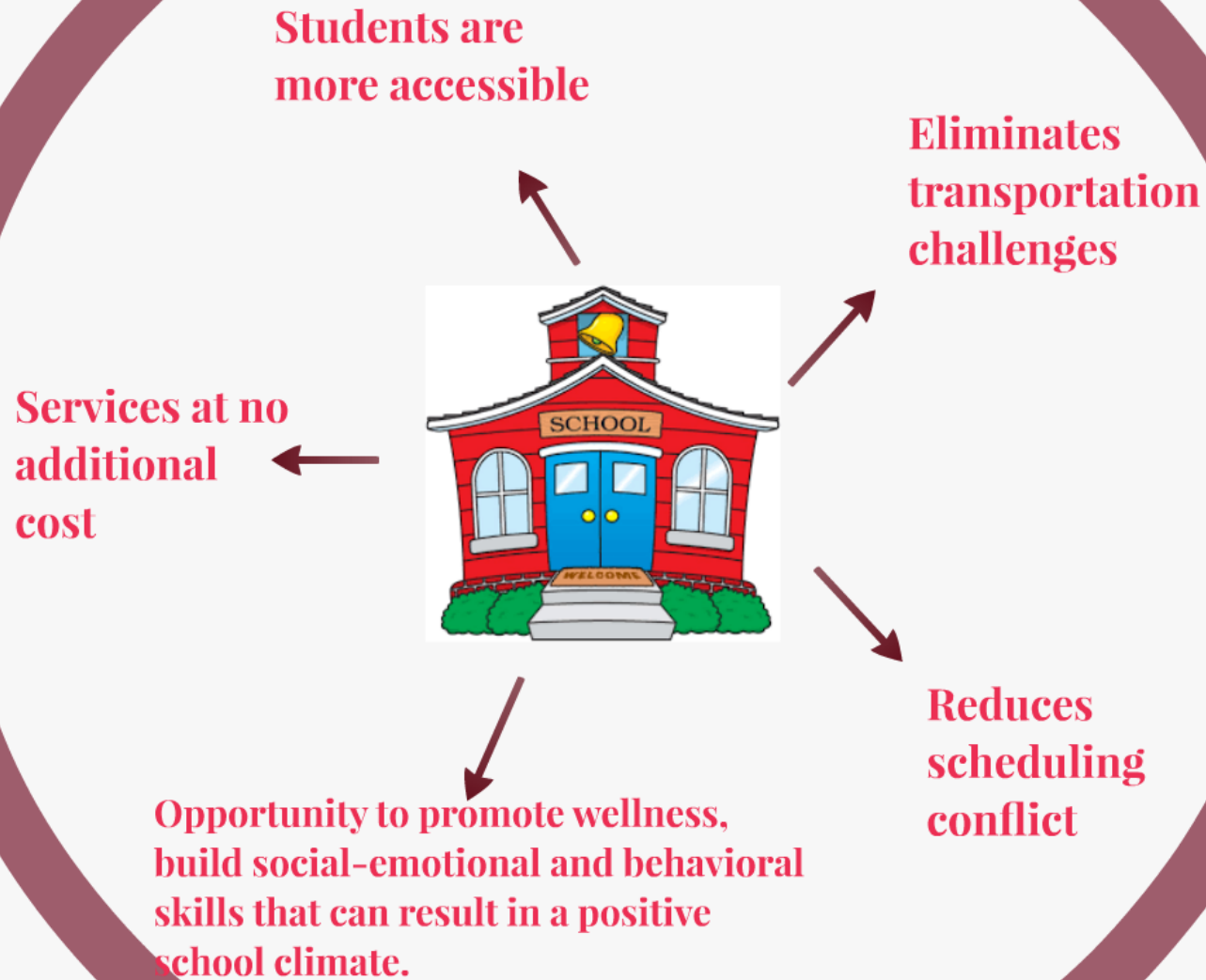
Rethinking the approach to MH in order to support all kids

Not all students need therapy or ERMHS, just like not all students with vision impairments need a braille reader.

the spectrum of mental health

Students needs fall on a spectrum and so should our supports. – We'll look at MTSS to see how schools can address MH needs of students at all levels.

Partner up

Reflect on what you have heard so far (statistics, stigma, schools as venues, etc);

How does this information affect your school site or setting?

MTSS is a School-Wide Intervention System meant to meet the needs of all students

Whole school interventions, like PBIS, have been shown to decrease behavior problems while improving academic success.

Comprehensive school-based MH programs provide a wide range of prevention and intervention services based on student need

→ Address student behavioral, emotional, mental and social functioning

Improved school climate and student engagement and connectedness

→ Increases achievement in reading, writing and math.
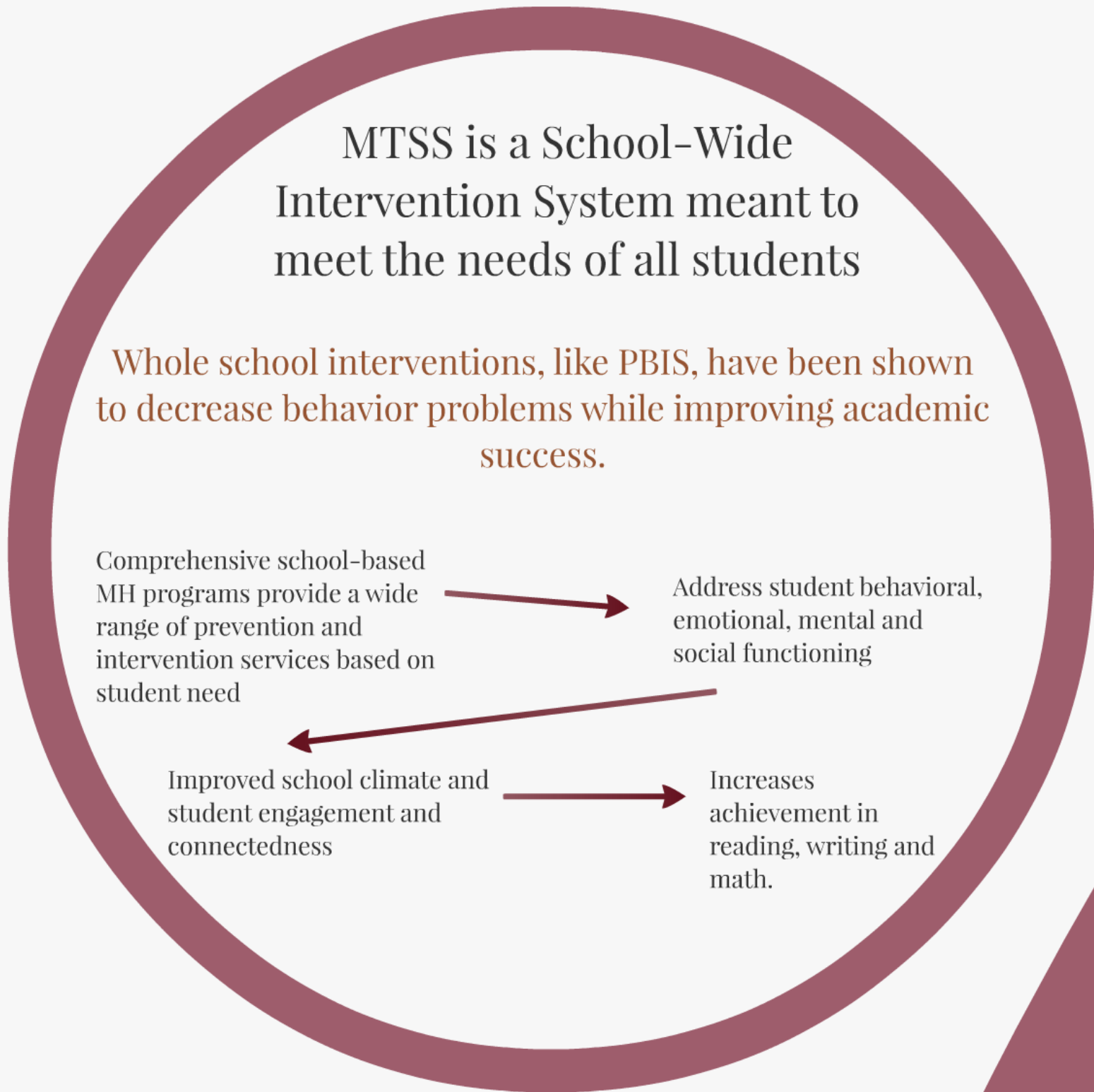
MTSS

MH services are most effective when provided as a continuum of care that integrates schools, families and communities.

Supports effective collaboration

Reduces scope and scale of severe problems students face

System to regularly monitor and address student need & implement and evaluate interventions.

Where do I start?
Identify the need

Informal Discussions

- Students
- Teachers
- Administrators
- Front office
- Staff
- Community liaison
- Parents
- Counselors
- Noon Yard Supervisors.

Campus-Specific Surveys

(you can get these from your Admin, District leads, School-site leads)

- LCAP Stakeholder meetings
- Calif. Healthy Kids Surveys
- School database (Aeries)
- PBIS surveys and data tracking ODR's
- SARC: Report Card
  (on school website)

UNIVERSAL SCREENERS

Assessment of all students within a given class, grade, school building, or district, on academic and or/social-emotional indicators that the school personnel and community have agreed are important.

CalMHSA - Student Mental Health Campus-Wide Survey
> Measures stress, anxiety and depression for grades 5-8.

SAMHSA - Substance Abuse and MH Services Administration Communities that Care - Youth Survey,
> Measures the incidence and prevalence of substance abuse, delinquency, and related problem behaviors and the risk and protective factors that predict those problems in the community

OCDE - Student Mental Health Initiative
> Examined the link between school climate and student mental health; Measures the MENTAL HEALTH CLIMATE OF THE SCHOOL by looking at MH domains.

SYSTEMATIC SCREENING FOR BEHAVIOR DISORDERS - SSBD

(Good for identifying internal and external behaviors) used with elementary school-aged children

3 Stages

1. Teacher Nomination

2. Critical Events Inventory and Adaptive and Maladaptive Behavior Checklist

3. Classroom and Playground Observation

Internal & External
Teacher Ranking Form

EXTERNAL

- Property destruction
- Repeatedly quarrels with peers/adults
- Coercion of others
- Regularly does not follow rules
- Consistent refusal to follow teacher directions
- Often moves around the classroom/hallways without permission
- Spreads rumors with the intention to harm others
- Stealing

ADHD
Oppositional Defiant Disorder
Conduct Disorder

INTERNAL

- Anxious/Nervous
- Introverted
- Rarely/never speaks to peers
- Overly sensitive
- Bullied by other students

Anxiety
Depression
Somatization

For more info on this screener, Google–
Universal Screening – PBiS (ppt)

La

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Tier 1:

Prevention & Early Intervention Supports

For Staff/Educators

Large focus on positive school climate, connection and safety

- **Educate teachers and other staff on common MH issues in the classroom (internal/external)**
    During staff meeting
    Grade level meetings

- **Distribute a needs assessment for training topics of interest to them centered around MH (see handout)**

- Educate Noon Yard Supervisors
    Where can district support?
    What kinds of topics would be helpful for them?

- Empower Staff:
    Community resources during back to school night or parent teacher conferences

- Administer a needs assessment to determine what resources will best fit needs of teachers/ students
    Host a mini resource fair during staff meeting or lunch

- Host a community resource fair
    Back-to-School Night
    Open House.

- Schedule parenting classes right after parent/ teacher conferences

Tier 1, cont.

For Students

Mindfulness in the classroom (youtube)

Classroom guidance lessons
- Character Education:
    - Second Step
    - Search Institutes Developmental Assets (www.search-institute.org)
    - Character Counts Program (www.charactercounts.org)

Motivation initiatives for all students
    - Student of the week
    - Buddy mentoring program

PBIS Supports - check code.pbis
School-wide behavior rewards
support)
Conflict Manager Trainings: OC

- Project Achieve: Stop and Think
Social Skills Project for Schools
(www.projectachieve.org)
- Safe and Sound (CASEL)

Gap Analysis (See Barriers book)

Ta

Tier 1 cont.

Feed the teachers so they don't eat the children

http://www.rwjf.org/en/library/research/2016/teacher-stress-and-health.html?rid=pEPMqcfCQyyqrN2N97BIQQ&et_cid=686626

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School-wide Behavior rewards (district support)
Conflict Manager Trainings: OCDE

-Project Achieve: Stop and Think Social Skills Project for Schools (www.projectachieve.org
- Safe and Sound (CASEL)

Gap Analysis (See Barriers book)

sses right after parent/

Tier 2:
Targeted Mental Health Prevention

Support Groups or Workshops for students with similar concerns

Family Support:

- Families and Schools Together (FAST)
- Teen Parent Curriculum
- BoysTown (Orange County)

Substance Abuse and Violence Prevention:

- LifeSkills (www.lifeskillstraining.com)
- OCHCA, Alcohol and Other Drugs Program

Social Skills Development:

- Girls Circle (www.girlscircle.com
- Promoting Alternative Thinking Strategies (PAThS)
- Second Step (Tier and 2)

Violence Reduction, Anger Management & Peer Mediation

- Peacemakers Program (guide.helpingamericasyouth.gov
- Winning Against Violent Environments (WAVE)

Tier 3:
Individual Therapeutic Intervention and Intensive Case Management

What do you currently do when a student is in need of Tier 3 supports (crisis or MH services)?

Establishing type and level of care needed:
- Case Management vs Therapy
- Avoiding duplication of services (IEP and community based/private services)

High importance on coordination of care between MH provider and school for best results. This isn't about shifting the problem to someone else.

What models are currently out there to meet this need:
- Anaheim Elementary School District
-Santa Ana Unified School District (Marc)
-Irvine Unified School District (Marc)

Building My Network of Resources:
Where do I start?

Identify your resources:

It's about who you know

Who's on your campus already (Gap Analysis)

District Resources

Who's in your immediate area (FRC, community, library etc).

"Building Stronger Communities"

Building Relationships

What do you do after you've identified your connections?

Give and take relationship

Pay a visit, tour the facility, set up a meeting

Ask the right questions when initially meeting

Outline/detail a process for referring

Collaborate, keep communication open

PARTNERS for STUDENT SUCCESS

What should I look out for once they are are on my campus?

- Working in silos
- Possible Competition
- Space issues
- Lack of communication
- Need for continued relationship-building

Not your strength?
that's o.k...

SHARE YOUR STRENGTHS, NOT YOUR WEAKNESSES

HARBHAJAN SINGH YOGI

PICTURE QUOTES .com.

PICTUREQU⊛TES

Who's strength is it?

How can you support or contribute?

Eliminate the burden from someone else

Student Mental Health Issues

Marc Lerner, M.D.

Medical Officer

Orange County Department of Education

An estimated 20% of American children and adolescents between the ages of 5 to 18 have serious diagnosable emotional or behavioral health disorders resulting in substantial to extreme impairment.

(Committee on Health, 2004; Nemeroff et al., 2008)

What is the problem?

- Mental health challenges are common

- Symptoms can emerge in childhood and adolescence, and look different than adults

- Most children and youth, even those with insurance, do not access services

- Mental health challenges affect brain development and learning

- Behavioral symptoms are a big concern of teachers, schools, and law enforcement

Why Is He Having this Talk With Me?

- There is a lack of mental-health professionals in schools
- The responsibility to address the needs of children with social, emotional, and behavioral challenges often falls on classroom teachers
- For 2020, the Substance Abuse and Mental Health Services Administration (SAMSHA) projects a deficit of mental health professionals
  - 12,624 child and adolescent psychologists will be needed
  - The supply will be 8,312 (1/3rd short)

Are you looking for community resources in any of the following areas?

- Answered: 23
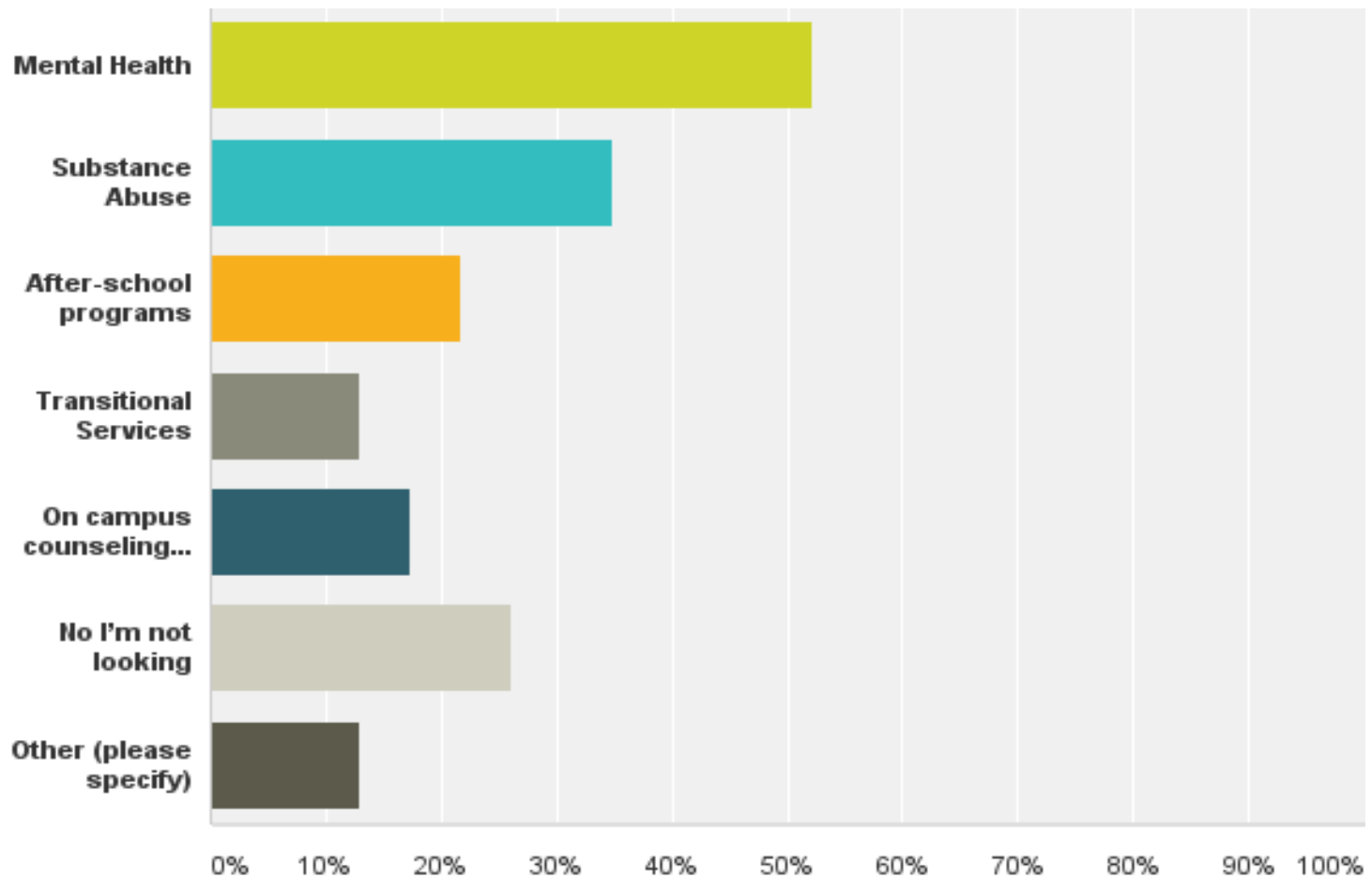
With whom do you partner or refer for licensed clinical mental health services for students and families on your campus?

- Answered: 20
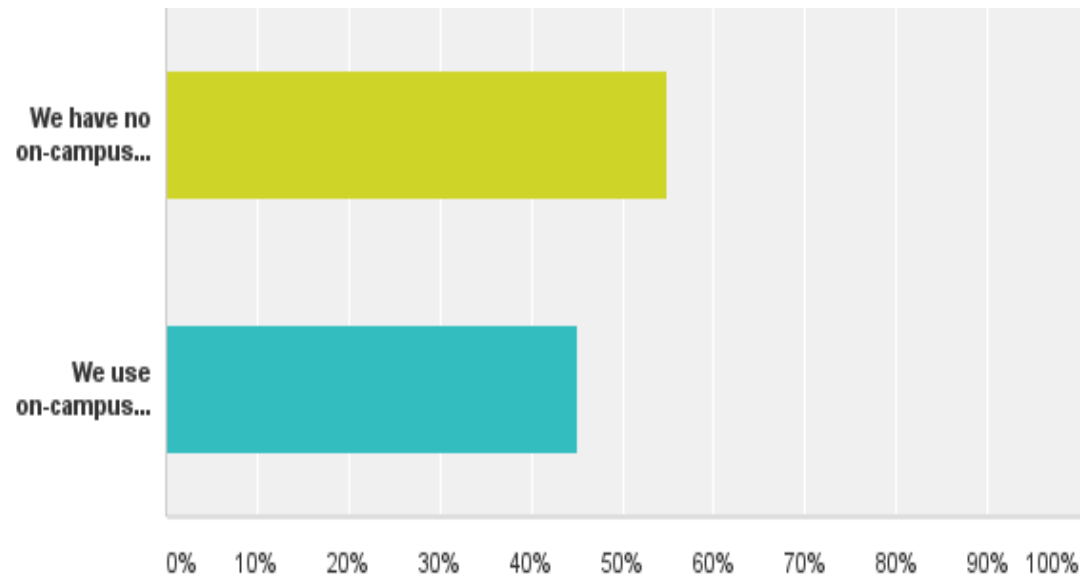
Full Time Equivalents (FTE) of Pupil Services Staff in California

Public Schools Student Enrollment of **6,226,727**
Source: California Basic Educational Data System (CBEDS), **2014-6**

	Number of FTE's	Ratio	CA State Administrators*	National Organizations
Counselors	8337	747:1	515:1	250:1
Psychologists	5257	1,184:1	1273:1	1000:1
Social Workers	490	12,708:1	4081:1	600:1

*AB 722 Task Force Report   (10/2003)
http://data1.cde.ca.gov/dataquest

Mental Health Prevention and Intervention in a CA School District

Positive Behavioral Interventions and Supports

Crisis Response Team

Guidance Assistants

Mental Health Collaborative

Project Success

Prevention and Intervention

Community Collaboration

Local Family Resource Center

504 Accommodation Plan

School Counselors

School Psychologists
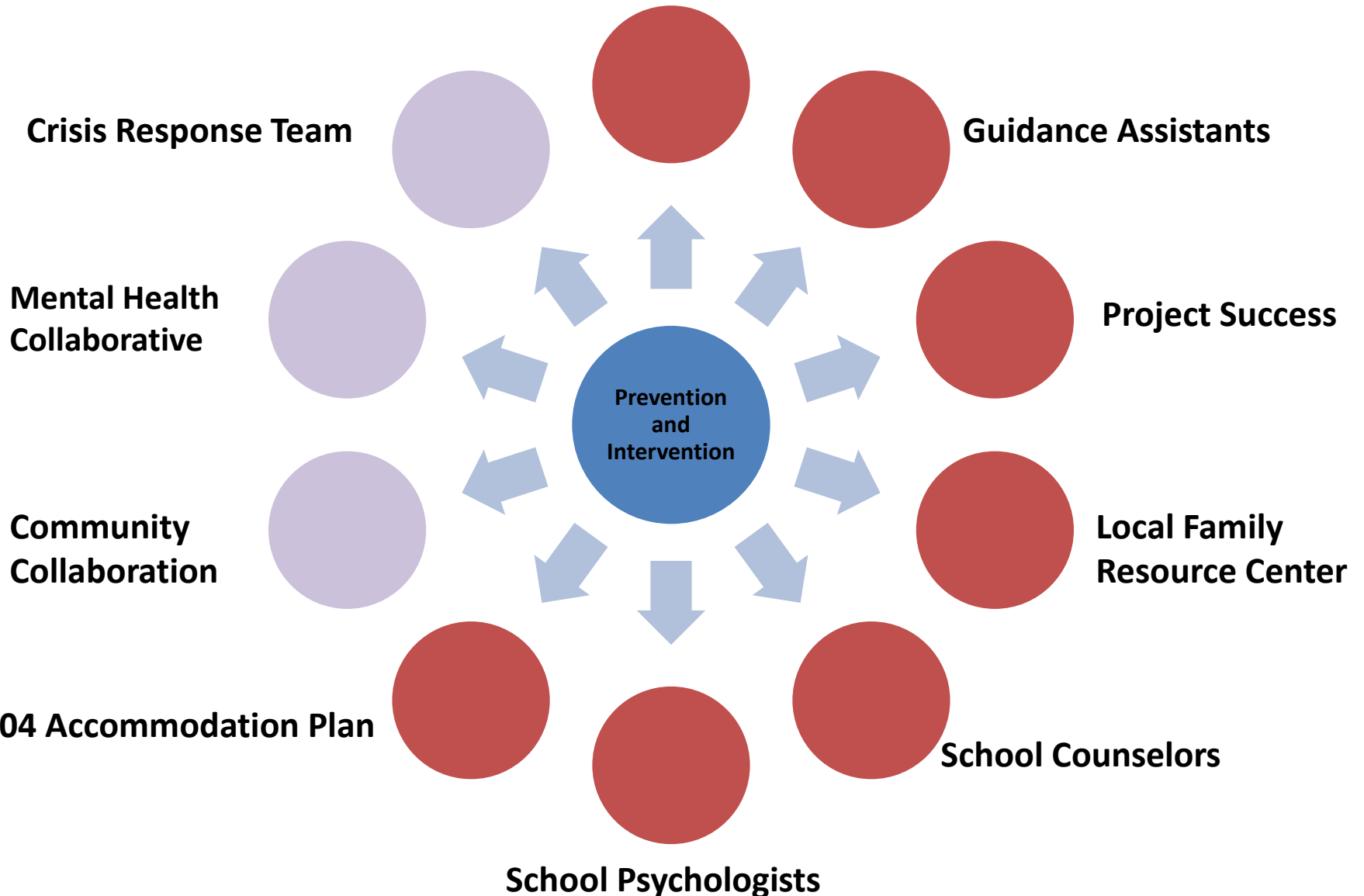
OC School Based Mental Health Services (SBMHS) Program

- The MHSA funded SBMHS provides prevention and early intervention services targeting students with mild to moderate depression, anxiety, and substance abuse problems to address symptoms early, reduce risk factors, build resiliency, and strengthen culturally appropriate coping skills in students
- Services include assessment, counseling, group interventions, case management and linkage to community services
- 10 full time, 4 part time licensed mental health clinicians
- 12 SAUSD schools served, referral by school administrator or counselors
  - 6th, 7th and 8th graders
  - Not done via parent or teacher referral
  - SARB or other teams
- Services provided with student and parent consent
- Not intended for students in special education

http://ochealthinfo.com/bhs/about/pi

School Based Mental Health Services

- Anticipated duration of services: 12 months
- Individual therapies, such as CBT, etc. (weekly)
- CBITS Group Curriculum (weekly)
    Cognitive Behavioral Intervention for Trauma in Schools
- 2015-16:
  - 675 referrals
  - 380 enrolled (55%)

Impact of Co-locating Behavioral Health Care

- Comparison of an evidence-based parenting program
  - One group was offered co-located care in the office
  - A second group had the program available using an enhanced-referral procedure to the program at the regional children's hospital

  What portion of first appointments was accomplished?
  - 38% if at the office
  - 12% it sent to the hospital clinic   (p < .0003)
- The low rates of attendance indicate increasing availability of services alone is not sufficient to decrease the unmet need of children with behavioral problems

Student's Perceived Barriers To Mental Health Help-seeking

- Stigma and embarrassment
- Problems recognizing symptoms (poor mental health literacy)
- A preference for self-reliance

- Young people perceived positive past experiences, social support and encouragement from others as aids to the help-seeking

Why Students Won't Go

- Youth express concerns about what others, including the source of help itself, might think of them if they were to seek help

- Fear of a breach in confidentiality stems from the fear of stigma and embarrassment should peers and family find out that the young person had sought help

- Adolescent preferences for self-reliance during difficult times, extends to a preference for self-help as a treatment for mental health difficulties

Other Referral Barriers / Supports

- Students have concerns about features such as the race, the ability of the provider to provide help, their credibility, and whether they were known to the young person
- Young peoples' lack of knowledge about mental health services is a perceived barrier to help-seeking
- Experience with sources of help may reduce fears and encourage young people to seek further help.
- Positive past experiences
  - Past experience with help-seeking may also act as a form of knowledge or mental health literacy, a topic deemed important in the help-seeking process

Why Do We Not Seek MH Treatment

- Over 25% of people with severe psychopathology did not perceive a need for treatment
- 25% of those who did perceive a need reported that they thought that the problem was not severe or that it would get better on its own
- 2/3rds of people with severe MH disorders reported a wish to handle their problems on their own
- Increasing illness insight improves treatment acceptance/adherence among patients with serious mental illness

The System Can Be Changed

- Pediatricians receive requests for stimulant medication for students from their parents
- Many had been advised by teachers to make such requests
- The requests sometimes came no or partial documentation from the school
- Pediatricians lacked data on which to base diagnoses for children with classroom behavior problems and to determine treatment

Foy JM, Earls MFPeds 2005; 115:1 e97-e104

The Medical Dilemma

- Establishing a mental health diagnosis (vs. alternative possibilities) is often a complex decision (medical and mental health DDx)

- During the time-limited office visit the child or adolescent may demonstrate none of the classic characteristics of the condition (such as ADHD)

- If /when medication is prescribed, the physician is "out of the loop" for feedback about classroom effectiveness

- Decisions on medication adjustments are often made without data from the school

Mental Health Care: Coordination Work Products

- Creation and promotion of a 2-way release forms for all agencies

- Development of descriptive materials for parents about each agency

- Creation of a pre-assessment tool for school use before referrals are made

- Creation of a report form for medical providers to communicate their diagnoses and medication decisions to schools

- Selection of educational materials about selective mental health issues for parents

AUTHORIZATION FOR USE AND/OR DISCLOSURE OF MEDICAL AND/OR EDUCATIONAL INFORMATION

Affix Patient Stamp or Complete Information

Name of Student/Child_____

Date of Birth_____

Address of Student/Child_____

City, State, Zip Code_____

☐ *I authorize the following individual or organization to disclose the above named individual's health/education/school information as described below:*

Individual/Health Care Provider: ☐Disclosing Information   ☐School/Education Program Receiving Information
☐Receiving Information
☐Disclosure and Receiving

Disclosing party_____   Receiving Party_____

Education / Health Co-management Agreements

- Agreements can be set to establish a set of explicit co-management roles and clarify who will take the lead with each one
  - Establishes core knowledge and services your practice/department will provide
  - Commits clinician and school to timely access, communication, and methods of reporting findings to one another
  - Establishes periodicity of visits to specialty care/primary care (e.g. one time, period of time, indefinite, etc)
- Establishes methods to evaluate effectiveness together and with family

http://pediatrics.aappublications.org/content/125/Supplement_3.toc

What More Can Teachers Do?

- Advocate: NAMI CA will be offering training in January about setting up clubs on high school campuses to help students reduce stigma, raise awareness, and offer support to those who deal with mental illness
  - There is work to train and recruit advisors at each high school to run these clubs
  - Help get the word out to recruit students
- Support: the work on school climate on campuses to reduce stigma and disperses information to students parents and school personnel
- Train: such as with the avatar-based programs or student mental health trainings
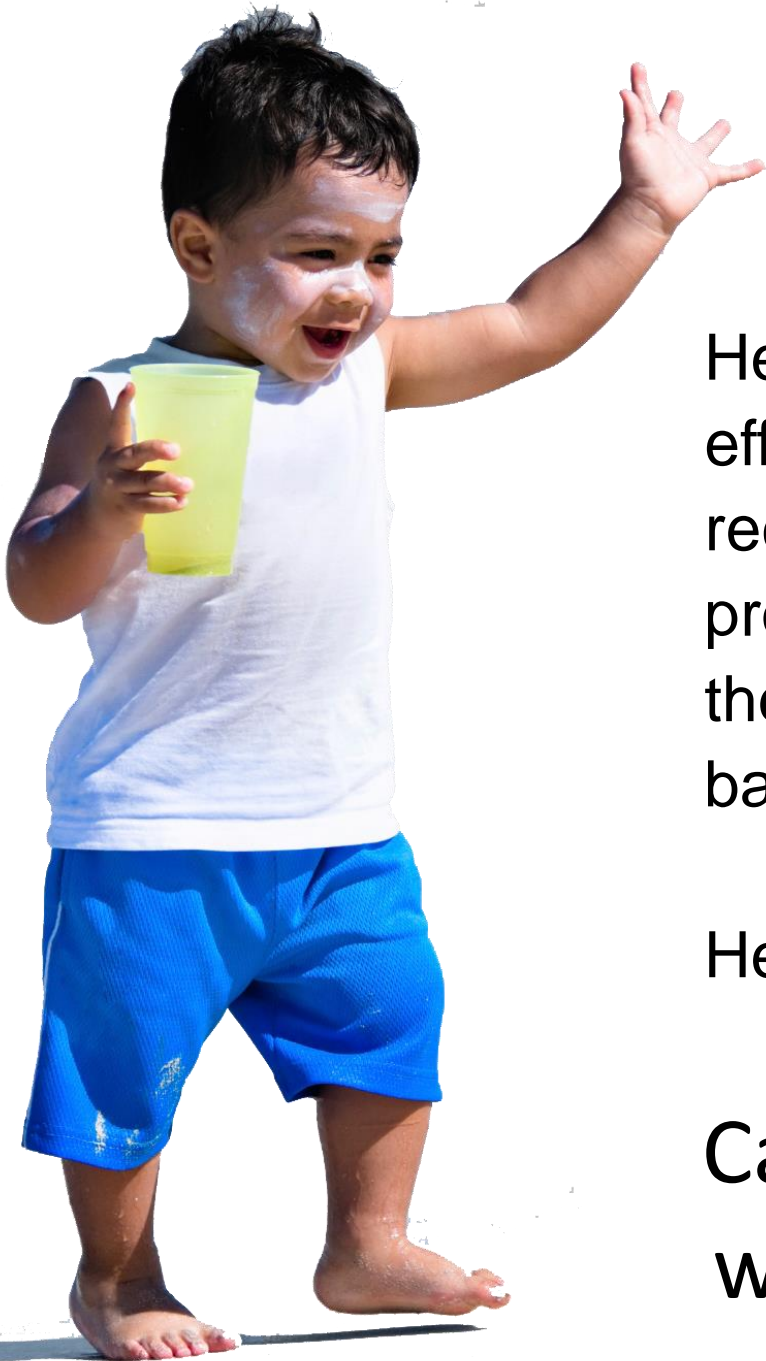
What is Help Me Grow?

Help Me Grow is an efficient and effective system – with a proven track record – that assists families and providers in identifying at risk children, then helping families find community-based programs and services

Help Me Grow OC helps ages 0-8

Call 211 or 866.GROW.025
www.helpmegrowoc.org

- Provides telephone and online support for individuals seeking information or linkage to the Health Care Agency's Behavioral Health Services

- Trained Navigators are available to provide information, referrals, and linkage directly to programs that meet the needs of callers

Tips for Building Your Network of Resources

Our mission is too great to do alone; therefore it is important to remember that our strength is in numbers. With a focus on building *deliberate partnerships* with others who are willing to do this work with us, we can help meet the needs of all students and their families. With our efforts, no one gets left behind, and no one gets turned away.

Integrated and coordinated services begin with identifying resources in your school's community. The initial step in *linking* services to your student and their families is to establish and build relationships with those community resources.

1. It's about who you know...

- What agencies or resources are you already strongly connected to (i.e. former employer, old classmate working in your area, neighbor, etc).
- Who is your resource specialist on your campus? Chances are they already have a great bank of resources they are strongly connected to. No need to reinvent the wheel here.
- What can they do for you? What can you do for them? Details are very important when building your resource bank. Knowing who qualifies for services, what services they offer, what info is needed to link, are all important pieces of information that you will need to effectively link. Remember, it is crucial to establish a mutual relationship; successful relationships are never one-sided. Offer your services, talk about your program and what you offer on school campuses. Offer to be their contact person for any students they come across that they want to link to your services.

2. Building Relationships

- What's in it for me? For them? Sell them on how great this mutual relationship will be for them (linking families and children to needed services; more referrals = contract numbers for them; benefits of knowing someone on their local school campus for access to services, etc).
- Pay a visit/tour the facility...Sometimes we only have time to place a call, if you can, make an extra effort to go see where you are sending your families. Meeting someone in person will help establish a firm referral & linkage relationship. Send a thank you card or a follow up email to establish the relationship even more. Visiting a facility also allows you to give details to the families about where you are linking them too. A family likes to feel that you are sending them to a safe place.
- Outline/detail a process for referring /linking families. An important part of building these partnerships is outlining a process to facilitate referral and linkages. It is important to know what services they offer and how one qualifies for services, but it is crucial to establish formal process with your connection. Who will be your contact person? If you need to follow up on a referral, who is the best person to connect with? All of these are very important questions when building relationships.

3. What resources/help are in your immediate/local area?

- Drive around your community before or after school; ask parent where they go for help/resources; what cool places do the kids like to hang out at after school? What services do the apartment buildings offer (i.e Project Access??)
- FRC; Low-Cost Clinics; Non-Profit Agencies; WIC Office; Community Centers; Library, etc.
- how can you stay updated on their programs and services: Email blast? Outreach Staff? Weekly flyers they can drop off at school? Do they offer presentation on their services (for a staff meeting or PTA meeting, or a parent night?) Will they come to a resource fair and hand out materials?

4. What County Resources can guide your search for partners?

- Orange County Community Resources
  - http://occr.ocgov.com
- Orange County 211
  - http://www.211.org
- Families and Communities Together (FaCT)
  - http://factoc.org
- OC Community Services
  - http://occommunityservices.org
- OC Health Care Agency, Behavioral Health
  - http://ochealthinfo.com/bhs/about/pi/resources

5. Other ways you can find connections:

- Network Opportunities - Attend luncheons or collaboratives in your area.
  - Help Me Grow (helpmegrowoc.org)
- Introduce yourself to potential partners at workshops or trainings
- Not your strength? That's O.K...
- Identify the person whose strength this is
- How can you support or contribute to the referral/linkage process outline above, so that the burden doesn't fall on one person (take care of your connections)

May you be proud of the work you do,
The person you are, and the difference you make.

Online Resources to Help Meet the MH Needs of Students:

- Catalogue.eachmindmatters.org
- Walkinourshoes.org
- Suicideispreventable.org
- Changingdirection.org
- Ochealthinfo.com
    - OC Links
    - You can look for various Prop 63 programs that provide services at all three levels of care
- Youtube
    - Go Zen for mindfulness in the classroom
    - Elmo Belly Breathing
-

Handout V-E: What Can You Do to Boost Multi-cultural Mental Wellness?

Teachers

Please use the left column to highlight areas you will focus on strengthening in the next 2 months.

	How are you already doing this?	What step(s) can you take to strengthen this area?
Teacher – Family Communication		
☐ Invite parents and families to actively participate in their child's education.		
☐ Beware that families from diverse linguistic or cultural backgrounds may not initiate requests for help or use in-school resources available to address mental health issues. Provide orientations to inform parents and families about school resources.		
☐ Extend opportunities for parent/family participation and information in a variety of ways (not exclusively forms/papers sent home with student).		
☐ Facilitate home-school communication and collaboration.		
Teacher – Student Communication		
☐ Pronounce students' names correctly and learn key phrases in their native language.		
☐ Allow students to share their thoughts, ideas and feelings through use of cooperative groups, role plays, dialogue journals and other forms of active and interactive learning.		
☐ Enhance students' self-image, motivation and cultural pride by using culturally-relevant materials and encouraging discussion and actions that honor their cultural and linguistic heritage.		
☐ Learn as much as possible about the cultural and linguistic background of students you teach. Recognize that not all families will offer background/cultural information if it is solicited as a "fill in the form."		
Teacher – Staff Communication		
☐ Seek help from school psychologists or other school mental health professionals if students exhibit academic, behavioral and/or mental health problems.		

Eliminating Barriers to Learning: Participant Handouts

School Counselors and Psychologists

Please use the left column to highlight areas you will focus on strengthening in the next 2 months.

	How are you already doing this?	What step(s) can you take to strengthen this area?
☐ Hold parent and family education workshops on child development and child and adolescent age appropriate mental health issues.		
☐ Consult with teachers and families to provide information about in-school and community mental health resources for children and adolescents.		
☐ When necessary, provide group or individual counseling to students at-risk for mental health problems.		
☐ Provide organized opportunities for students to develop a support system, e.g., peer mentoring.		
☐ Connect students from culturally and linguistically diverse backgrounds with supportive and empathic children, particularly when the students with diverse backgrounds are new to the school and community.		
☐ Help all children value multicultural environments and appreciate a multicultural world.		

All School Staff & Volunteers

Please use the left column to highlight areas you will focus on strengthening in the next 2 months.

	How are you already doing this?	What step(s) can you take to strengthen this area?
☐ Establish rapport and build trust through displays of respect and appropriate social greetings.		
☐ Understand the attitudes about mental health issues, treatment, and help-seeking behaviors within different cultures represented in the student body.		
☐ Use a problem-solving orientation that systematically considers cultural difference.		

Source:
Bole Williams, B. (2006). Culturally competent mental health services in the schools: Tips for teachers. National Association of School Psychologists. Retrieved from http://www.nasponline.org/resources/culturalcompetence/cultcompmhservices.pdf

Handout V-F: Strengthening Cultural Competence in Schools

Please use the left column to highlight areas you will focus on strengthening in the next 2 months.

	How are you already doing this?	What step(s) can you take to strengthen this area?
☐ **Principle 1** Maintain a referral base of multi-cultural professionals to direct students and families to.		
☐ **Principle 2** Recognize the role of help-seeking behaviors, customs and traditions, and natural support networks.		
☐ **Principle 3** Recognize the importance of culture and respect diversity. Ensure your school communicates a sense of acceptance and is welcoming of diverse groups (e.g. posters and pamphlets are representative of a variety of ethnic groups).		
☐ **Principle 4** Ensure that teachers and staff receive cross-cultural education and training, and their effectiveness in providing culturally competent care is assessed.		
☐ **Principle 5** Maintain a current profile of the cultural composition of the school/community.		

☐ **Principle 6** Enhance efforts to recruit, retain, and promote staff/volunteers who are representative of the district/community area.		
☐ **Principle 7** Work with community leaders who reflect the cultural diversity of youth at your school.		
☐ **Principle 8** Ensure that services and information are culturally and linguistically competent. Offer and provide competent language assistance in a timely manner.		
☐ **Principle 9** Develop a strategic plan that identifies the goals, policies, and plans to provide services to culturally diverse populations.		

Sources:
(1) Cunningham, D. L., Ozdemir, M., Summers, J., & Ghunney, A. (August 2006). *Cultural competence and school mental health*. Baltimore, MD: Center for School Mental Health Analysis and Action, Department of Psychiatry, University of Maryland School of Medicine)
(2) U.S. Department of Health and Human Services. (2003) *Developing Cultural Competence in Disaster Mental Health Programs:Guiding Principles and Recommendations*. DHHS Pub. No. SMA3828. Rockville, MD: Center for Mental Health Services, Substance Abuse and Mental Health Services Administration, 2003.

Identifying Resource Partners

Organization/ Resource: (List the partners in the boxes below.)	Who do you serve (age, youth, families, special pops.)	What needs does this resource meet for students/ families/staff?	When should an educator access this resource?	How should an educator (admin/staff) access this resource?

Source: Eliminating Barriers to Learning (EBL)

OCDE Services Showcase

Connect. Interact. Explore.

Local school districts, businesses and community partners are cordially invited to connect, interact and explore services offered by the Orange County Department of Education.

Come learn how OCDE is promoting the vision that Orange County students will lead the nation in college and career readiness and success. You could also win the chance to attend a future OCDE training session at little or no cost.

October 24
10 a.m. to 1 p.m.

Building D
200 Kalmus Drive
Costa Mesa, CA

Register at http://tinyurl.com/ocdeservicesshowcase

Growing Through Transitions Can Be Hard.

We Can Help.

WYS WESTERN YOUTH SERVICES

Services are provided at NO COST to residents of Orange County.
We help you to become successful and productive.

SOUTH Area Residents
Toll-free: (844) 243-0048

NORTH Area Residents
(714) 517-7107

Find MORE Resources at
www.westernyouthservices.org

Outreach & Engagement Services

Case Management individual case management, coaching and goal setting services in your home or community. We help with living skills, job search, and access to housing and transportation, among other things.

Referral and Linkage to a wide range of resources ensuring your contact and connection to these services, including counseling services.

Workshops such as Bullying, Healthy Relationships, Safety On Social Media, Communication, Conflict Resolution, Coping Skills, and Stress Management.

Groups gather to discuss valuable topics for teens, families, siblings, students, and other identified groups. Topics such as healthy recreation, problem solving, peer skills building, grief, coping skills and many more.

OC health CARE AGENCY

EachMind MATTERS
California's Mental Health Movement

WYS WESTERN YOUTH SERVICES

WORKSHOP & SUPPORT GROUP REQUEST FORM
Outreach & Engagement Program

Date: _____

Organization Name: _____ **Contact Name & Title:** _____

Phone: _____ **Email:** _____

Location Name *(where workshop will be held)*:

_____

Address: _____ **Room Number** *(if applicable)*: _____
        Street, Address, City, State, Zip Code

Please see back for Workshop and Support Group topics

Workshop (WS) Support Group (SG)	Topic Number(s)	# of Participants	Date Option 1	Date Option 2	Time	Language	Audience Age Range
1: WS SG					☐AM ☐PM	☐English ☐Spanish ☐Other: _____	☐Pre-School ☐Elementary ☐Jr. High ☐High School ☐College ☐Parents ☐ Elderly
2: WS SG					☐AM ☐PM	☐English ☐Spanish ☐Other: _____	☐Pre-School ☐Elementary ☐Jr. High ☐High School ☐College ☐Parents ☐ Elderly
3: WS SG					☐AM ☐PM	☐English ☐Spanish ☐Other: _____	☐Pre-School ☐Elementary ☐Jr. High ☐High School ☐College ☐Parents ☐ Elderly
4: WS SG					☐AM ☐PM	☐English ☐Spanish ☐Other: _____	☐Pre-School ☐Elementary ☐Jr. High ☐High School ☐College ☐Parents ☐ Elderly

Additional Information:
Parking/Other Instructions: Comments: Thank you for your interest in our workshops/support groups. If you do not receive a confirmation within **5** business days from the date of submission or if you have any questions, please contact us at **1-844-243-0048**   Please submit form via-email to: **O&ERequests@wysoc.org**

WYS WESTERN YOUTH SERVICES

*Workshop & Support Group Topics

1	40 Developmental Assets	28	Know the Signs (of Suicide)
2	Active Parenting of Teens: Families in Action	29	Mental Health & Exercise
3	Alcohol & Other Drugs: Prevention Strategies	30	Mindful Meditation
4	Alcohol & the Effects on the Mind/Body	31	Motivation
5	Anger Management	32	Nutrition: My Plate
6	Anxiety	33	Nutrition: Rethink Your Drink
7	Budgeting	34	Parenting : Quality Time Counts
8	Bullying	35	Parenting in Today's Society
9	Child Abuse & Mandated Reporting	36	Parenting: Using Rewards & Consequences
10	Combating Holiday Stress	37	Peer Pressure
11	Communicating with Your Teen	38	Preparing for the Workforce
12	Conflict Resolution	39	Recovering your Sense of Personal Power
13	Dangers of Prescription Drug Misuse	40	Respecting Yourself & Others
14	Developing Healthy Children	41	Self Care (Hygiene)
15	Discovering our Roots through Art (Painting)	42	Self Esteem
16	Eating Disorders	43	Self Harm: What is it & How to Help
17	Effective Communication	44	Signs & Symptoms of Drug Use & Dependency
18	Emotions	45	Social Media & Internet Safety
19	Financial Aid	46	Stress Management
20	Goal Setting	47	Teen Dating
21	Gratitude	48	Time Management & Organization
22	Grieving Process & Coping Skills	49	Transitioning to High School
23	Guiding Good Choices	50	Transitioning to Jr. High
24	Healthy Coping	51	Types of Domestic Violence & Effects
25	Healthy Relationships	52	Understanding College Options
26	How to Keep Emotionally Healthy	53	What is Mental Health?
27	Human Trafficking		

Don't see what you are looking for in the list above? Please let us know, as we may be able to provide it or link the appropriate agency to your organization.

Workshops listed above are provided by in collaboration with the following agencies:

St. Joseph Health   ocapica   Jewish Federation & Family Services ORANGE COUNTY   OC health CARE AGENCY   wtlc

WELL(NESS)ESSITY

MENTAL HEALTH WELLNESS
Prevention AND Early Intervention-Outreach & Engagement

OC health CARE AGENCY

Well(ness)essity is funded under the Mental Health Services Act, Proposition 63. Prevention and Early Intervention-Outreach and Engagement is dedicated to developing and carrying out culturally competent and creative activities that best serve the diverse communities of Orange County.

Through partnerships in the community, Well(ness)essity focuses on motivating participants and promoting knowledge and skills about mental health wellness. Participants are encouraged to identify areas of strengths and gain positive relationships in their lives.

Services offered in North and South Orange County include:

- **Educational and life skills workshops**
- **Support groups**
- **Referrals and linkages to resources**
- **Case management services**
- **Short-term individual/group counseling**

For more information, please contact Outreach & Engagement Staff.

OCAPICA
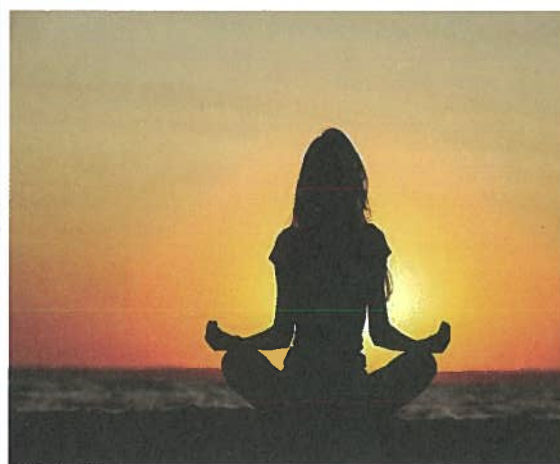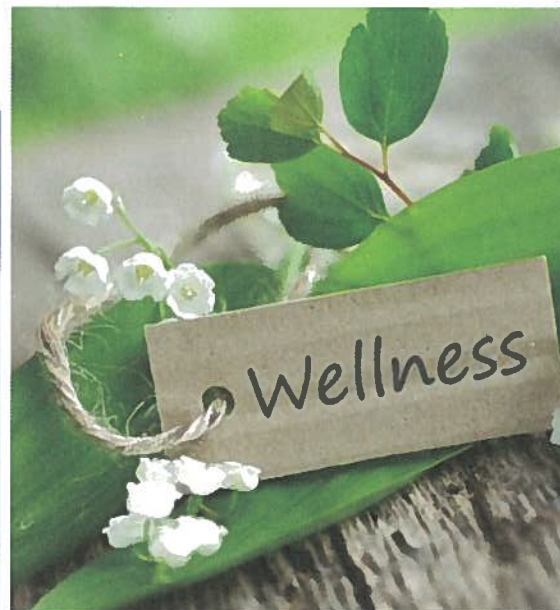**Orange County Asian and Pacific Islander Community Alliance**
12900 Garden Grove Blvd., Ste. 214A
Garden Grove, CA 92843
(714) 636 – 9095
Toll Free Number 1-844-530-0240
www.ocapica.org

ocapica

ocapica

Orange County Asian and Pacific Islander
Community Alliance
12900 Garden Grove Blvd., Ste. 214A
Garden Grove, CA 92843
(714) 636 – 9095 / Toll Free (844) 530-0240
www.ocapica.org

WELL(NESS)ESSITY
MENTAL HEALTH WELLNESS
Prevention AND Early Intervention-
Outreach & Engagement

WELL(NESS)ESSITY
BECAUSE WELLNESS IS A NECESSITY

Sample Workshop Topics that can be provided to your group:

Conflict Management
Time Management
Stress Management
Working Transitional Age Youth Support Group
Gratitude
Healthy Coping
Emotions
Empowerment
Healthy Relationships
Anxiety
Grief & Loss
Mindful Meditation
Parent Psychoeducation
Brain Behavior
What is Mental Health?
Know the Signs (of Suicide)
Wellness for Seniors
Signs of Alzheimer's & Ways to Prevent Alzheimer's
Brain Health & Exercises for Seniors
Storytelling for Seniors
Financial Literacy/Lifeskills
Co-worker/Colleague Support Groups
Technology
Navigating College /FAFSA
Discovering our Roots through Art (Painting)
Self-Care/Self Esteem
Women's Mental Health Support Group
Young Women's Mental Health Support Group
Support Group for Seniors
Recovering your sense of Personal Power
Cultural Competency with Teachers

CHOOSE BALANCE CHOOSE WELLNESS

OC health CARE AGENCY

Orange County Health Care Agency
Behavioral Health Services

The **Alcohol and Other Drug (AOD) Prevention Team** provides a variety of educational services to Orange County students, parents, and community partners about topics related to the prevention of substance and alcohol use.
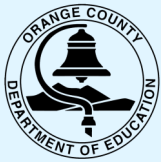
Services include:

- ✓ Facilitation of the All Stars Core and Senior curriculums, an evidence-based model, for middle and high school students
- ✓ Presentations to help raise awareness on alcohol and substance use to community providers
- ✓ Parenting workshops to educate parents on impacts of substance and alcohol use on youth
- ✓ Education to increase recognition of signs and symptoms of drug use and dependency
- ✓ Community outreach

OC health CARE AGENCY

Alcohol and Other Drug (AOD) Prevention Team

878 W. Town & Country Road. Bldg. F. Orange, CA 92868
(714) 954-2900

Student Mental Health & School Climate
2016-17 Trainings

Introduction to Restorative Practices and Using Circles Effectively Restorative Practices (RP) are a continuum of research-based informal and formal strategies that develop community, social-emotional skills, and positive school climate. RP is a universal prevention and intervention approach to discipline that can integrate into a school's multi-tiered system of supports, build relationships and repair harm among all stakeholders. Circles can be used for academics, interpersonal skills, and problem solving.	**Various Dates** 8.00-4.30 pm Cost: $200 National University, Costa Mesa For more info and to register go to: **http://tinyurl.com/jhwhbml**
Thinking Outside the Box: Changing Student Behavior All school staff can benefit from learning about children with challenging behaviors and how to help them manage their emotions. Learn what is perpetuating the behavior and ways to build resilience. Presenters: Shirin Ansari, PhD, Greg Koch, PhD, & Diana Karjoo, PhD, Center for Learning.	**September 22** 4.00-6.30 pm Bldg. A Boardroom Cost: $20 **http://ocde.k12oms.org/1250-121913**
Enhancing School-Community Partnerships for Students' Emotional Well-being This training focuses on integrating community-based programs to meet students' mental health needs. Learn how to get these partnerships started, what to expect, policies to consider, and how to work together to attain the common goal of getting more students linked to mental health support services. Presenter: Johanna Parra, MA, PPS, Orange County Department of Education.	**October 18** 4.00-6.00 pm Bldg. A Boardroom Cost: $20 **http://ocde.k12oms.org/1250-122703**
Responding to Students Who Have Experienced Early Adversity Adverse childhood experiences (such as abuse, family violence, substance abuse, poverty, mental illness, separation from a parent) have been strongly associated with difficulty learning, physical and mental health problems, and an increased likelihood of suicide, substance abuse, and incarceration. Learn how such experiences impact the developing child, the signs and symptoms, and what you can do to set your students on a path toward healing and more positive outcomes in school and life. Presenter: Holly A. Magana, PhD, Psychologist.	**November 2** 4.00—7:00 pm Bldg. A Boardroom Cost: $20 **http://ocde.k12oms.org/1250-122707**
Eliminating Barriers to Learning: Early Identification of Student Mental Health Issues For all school staff, this training focuses on early identification of student mental health issues, risk factors, reducing stigma, supportive classroom and school-wide strategies and referral resources. Presenters: Susan Ferencz, PsyD., Anaheim Union High School District, Lucy Vezzuto, PhD, and Johanna Parra, MA, PPS, Orange County Department of Education.	**March 28** 8.00 am - 3.00 pm Bldg. A Boardroom Cost: $45 **http://ocde.k12oms.org/1250-122712**
Preventing Adolescent Suicide: What You Need to Know Learn about the nature of suicide among youth, risk factors and warning signs. Learn what to do, what to say, and where to go for resources for suicide prevention and postvention. Presenter: Jacquelyn Rivera, LCSW, Didi Hirsch Agency.	**April 4** 4:00 - 7:00 pm Bldg. A Boardroom Cost $45 **http://ocde.k12oms.org/1250-122717**

Most events, unless noted, will be held at the Orange County Department of Education
200 Kalmus Drive, Costa Mesa, CA 92626
www.ocde.us/healthyminds

For registration questions, please contact Julie Gundling at 714.327.1059 or jgundling@ocde.us For more information, please contact Johanna Parra at 714.966.4209 or jparra@ocde.us

Training content aligns with LCAP priorities student engagement and school climate.

The Resilient Mindful Counselor
(90 minutes)

- Why self care?

- What is resilience?

- What is the stress & relaxation response?

- How does chronic stress impact the body, mind, job performance & relationships?

- What are some practices that reduce stress?

- What is mindfulness and how does it impact well being and behavior?

- What are some basic practices to reduce student stress?

Lucy A. Vezzuto, Ph.D.
Orange County Dept. of Education
714.327.1081
lvezzuto@ocde.us
www.ocde.us/healthyminds

Resilient Mindful Learner Project

Calm Mindful Teacher
Calm Focused Students

No-Cost Training for K-12 Classroom Teachers*

Accepting Applications for Spring 2017 Cohort

> Increase your stress-coping skills & mindful presence
> Integrate student stress-reduction & self-regulation practices into your classroom routines
> Teach students how to self-calm & manage their emotions & impulses
> Create a calm classroom & school

Benefits for Participants

Weekly after-school training

Practicum supporting teaching practices

Mindfulness retreat

In-classroom support

Learning community of teachers

Certificate of completion with clock hours

$500 stipend

*Orange County public, private, & charter school classroom teachers are eligible to apply.
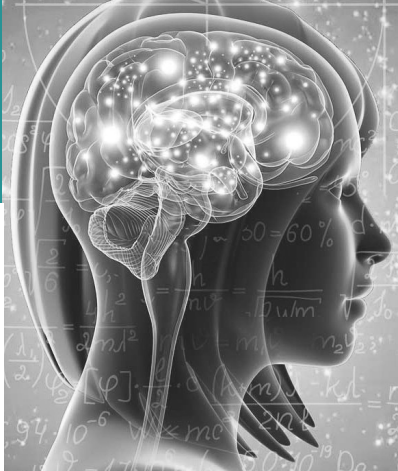
Project questions?
Contact Dr. Lucy Vezzuto, lvezzuto@ocde.us 714.327.1081
Application questions?
Contact Julie Gundling, jgundling@ocde.us 714.327.1059
For more info on the Resilient Mindful Learner Project go to:
www.ocde.us/healthyminds

Enhance students' ability to learn & develop social-emotional skills

What You Need to Know

The project spans an 11-week period with 22.5 hours of training and practicum. During the first 7 weeks, after-school training and practicum are held weekly from 4.00 pm to 6.30 pm. Monitored implementation of teaching practices extends an additional 4 weeks. The mindfulness retreat will be held on Saturday in the third week of the project. The Spring Cohort begins on February 9, 2017. **Application deadline is November 1, 2016.**

Funded by the County of Orange Health Care Agency, Behavioral Health Services, Prevention and Intervention Division, Mental Health Services Act/ Prop.63

Before applying get more details at : http://tinyurl.com/jjn2nmv

To apply go to:
http://tinyurl.com/jz56e7o

Training content aligns with LCAP priorities student engagement and school climate.