Student Wellness and Interventions

Montgomery County Board of Education
January 9, 2018
Overview

• Why Physical, Social, Psychological Well-being?
• How OSFSE assigns staff to support students?
• What Physical, Social, and Psychological supports currently are available in schools?
• What role do partners play in supporting Physical, Social, and Psychological Well-being?
• How will we move forward in serving the Physical, Social, and Psychological needs of students?
Participants

• Dr. Jonathan Brice, associate superintendent, Montgomery County Public Schools (MCPS), Office of Student and Family Support and Engagement (OSFSE)
• Mrs. Uma S. Ahluwalia, director, Montgomery County Department of Health and Human Services (DHHS)
• Ms. Alexis Lee, resource and Grade 8 counselor, Benjamin Banneker Middle School
• Ms. Lisa Tran, Grade 6 counselor, Benjamin Banneker Middle School
• Miss Khaya Tsarni, Grade 11 student, Watkins Mill High School
Why Physical, Social, and Psychological Well-being?

MCPS recognizes that in order for students to reach high levels of academic performance they must be afforded programs and activities that support their physical, social, and psychological well-being.

• These programs and activities must include:
  • A robust school based curriculum;
  • A diverse array of out-of-school time activities;
  • Referral to governmental and/or community based services for intensive needs.
Districtwide support to students and their families

Building Positive Relationships with Adults

• Mentoring
• School-based clubs, activities and teams
• School staff

Cluster Model of Support

• Assignment of psychologists, parent community coordinators, pupil personnel workers, working along with school counselors
• Increased partnering among school teams
• Early identification of specific students, and a team approach to identification and referral for supports and resources
• Enhanced early warning system focusing on: attendance, behavioral intervention, Positive Behavioral Interventions and Supports, and Restorative Justice
MCPS partners to help students

• Recognition of interconnectedness of community, public health matters and student needs
• Network of supports to address social emotional, somatic and psychological needs
• Build capacity
• Review and improve processes and services
DHHS Crisis Center Referrals
Fiscal Year (FY) 2016–2018 to date

Note: Referral reasons as identified by referring MCPS staff member
### DHHS Crisis Center Referral Disposition FY2016–2018 to date

<table>
<thead>
<tr>
<th></th>
<th>FY16</th>
<th>FY17</th>
<th>FY18 TO DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student not currently at risk to self or others</td>
<td>871</td>
<td>1196</td>
<td>525</td>
</tr>
<tr>
<td>No follow-up needed</td>
<td>256</td>
<td>283</td>
<td>59</td>
</tr>
<tr>
<td>Follow-up recommended</td>
<td>219</td>
<td>250</td>
<td>96</td>
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<tr>
<td>Referred for Outpatient tx.</td>
<td>585</td>
<td>739</td>
<td>286</td>
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<tr>
<td>Inpatient hospitalization</td>
<td>59</td>
<td>65</td>
<td>51</td>
</tr>
<tr>
<td>Referred for partial hospitalization</td>
<td>6</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Emergency petition initiated by CC Staff</td>
<td>8</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td>Other</td>
<td>332</td>
<td>542</td>
<td>211</td>
</tr>
</tbody>
</table>

Note: Dispositions determined by DHHS Crisis Center clinical staff after meeting with student(s).
DHHS Crisis Center Repeat Referrals FY2017–2018 to date

Number of Repeat Referrals by School Level

<table>
<thead>
<tr>
<th>School Level</th>
<th>FY 18 TO DATE</th>
<th>FY 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEM</td>
<td>9</td>
<td>28</td>
</tr>
<tr>
<td>MIDDLE</td>
<td>9</td>
<td>36</td>
</tr>
<tr>
<td>HIGH</td>
<td>4</td>
<td>21</td>
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</table>

Total Number of Repeated Referrals

<table>
<thead>
<tr>
<th>FY 18 TO DATE</th>
<th>FY 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>69</td>
</tr>
<tr>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>0</td>
<td>2</td>
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</table>
DHHS supports the core mission

• MCPS’ core mission is education of children and youth.
• DHHS’ role is to support the core mission by addressing the social determinants that impact the opportunity gap.
Our Partnerships

Aging and Disabilities
Interages and intergenerational partnerships; Transition Age Services for Youth with Developmental Disabilities.

Behavioral Health and Crisis Services
Crisis Center Partnership; Suicide Prevention; Trauma Informed Care for children, adolescents, parents, connected adults; Substance Abuse Prevention, Screening and Assessment Services for Children and Adolescents; Domestic Violence and Sexual Assault Services.

Homeless Services
Providing shelter and care management services under McKinney Vento; Preventing family homelessness or placing children into housing as young adults or as part of a family unit.
Our Partnerships (continued)

Children, Youth and Families
- Infants and Toddlers, Early Childhood Services and Head Start; Child Welfare Services; Linkages to Learning, Cluster Programs, Street Outreach Network and Positive Youth Development Initiative; Services for Unaccompanied Minors, Food and Hunger Services; Eligibility for Income Support Programs; Tutoring and Mentoring Contracts; Children’s Opportunity Fund; Data Sharing Efforts.

Office of Community Affairs
- Head Start and Income Tax Assistance for Families; Working on Equity and Disparity Issues for the Whole Family.

Public Health–School Health Services
- School-based Health and Wellness Centers; Immunization Clinics; Maternal and Child Health Clinics; Infectious Disease Surveillance and Management; HealthCare for the Uninsured
Upcoming shared priorities

- Extended School Year and Implications for School Health and leveraging the Children’s Opportunity Fund
- Positive Youth Development and responding to the needs of At Risk Youth
- Addressing Behavioral Health Needs of Students with a special focus on Suicide and Substance Use Disorders
- Data Sharing—children in custody of DHHS and all other children
What Physical, Social, and Psychological programs/activities currently are available in schools?

• Central Question: What programs/activities are present in schools to address the physical, social and psychological needs of students?
• Data collection in collaboration with psychologists, school counselors and school principals
What Physical, Social, and Psychological programs/activities currently are available in schools? (continued)

Identified programs/activities grouped by category:

- **Prevention**: programs/activities that enable and prepare students “to acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions”.

- **Intervention**: programs/activities that interrupt, redirect, and/or address the social-emotional wellness of students, and enable them to engage in the process of learning and participation in school activities.

- **Intensive**: programs/activities that address the needs of students who have experienced trauma and/or traumatic events, mental health, alcohol and other drug abuse, and other destabilizing events.

*The Collaborative for Academic, Social and Emotional Learning (CASEL)*
Examples of Programs in Schools

- Self-improvement
  - Mindfulness
  - Exercise
  - Healthy lifestyle
- Character Building
  - Self-respect
- Academic
  - Tutoring
- Academic clubs
- Positive Relationships
  - Mentoring

- Primary Prevention
  - Violence prevention
  - Bullying prevention
  - Conflict resolution
  - Suicide prevention

- Social-Emotional Intervention
  - Self-control/regulation
  - Counseling/social skills
  - Coping skills
Benjamin Banneker Middle School Counseling Department
Benjamin Banneker Middle School
Teen Summit - Purpose and Goals

• The purpose of Teen Summit is to provide preventive and intervening supports that address social-emotional growth and learning to adolescents. Participants actively engage in whole and small group counseling activities addressing self-esteem, communication, relationship building, and conflict management. The goals of Teen Summit are to increase student self-awareness and advocacy, increase self-esteem, improve communication and reduce aggressive reactions during conflict.

• Initial Teen Summit: Girls was held on April 22, 2016.
• Second Teen Summit: Girls was held on November 23, 2016.
• Third Teen Summit: Girls was held on November 22, 2017.
Benjamin Banneker Middle School
Teen Summit

Teen Summit Program Intersections

- Restorative Justice
- Social Psychology
- Teen Summit
- College & Career Readiness
- Give Me 10

Montgomery County Public Schools
Physical, Social and Psychological Well-Being Programs identified by Schools

Number of Schools

Elementary School
- Prevention: 187
- Intervention: 55
- Intensive: 13

Middle School
- Prevention: 391
- Intervention: 133
- Intensive: 13

High School
- Prevention: 419
- Intervention: 45
- Intensive: 6
## Most Reported Interventions

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Elementary</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Developed Program</td>
<td>949</td>
<td>76</td>
<td>26</td>
</tr>
<tr>
<td>PBIS</td>
<td>351</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>Girls on the Run</td>
<td>402</td>
<td>26</td>
<td>13</td>
</tr>
<tr>
<td>Student Ambassadors</td>
<td>12</td>
<td>21</td>
<td>5</td>
</tr>
<tr>
<td>Good Grief Club</td>
<td>14</td>
<td>21</td>
<td>16</td>
</tr>
<tr>
<td>Conflict Resolution</td>
<td>25</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Extended Day Program</td>
<td>26</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Character Counts</td>
<td>22</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Second Step Social Skills</td>
<td>14</td>
<td>11</td>
<td>25</td>
</tr>
<tr>
<td>Truancy Prevention</td>
<td>29</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Restorative Justice</td>
<td>18</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>State’s Attorney’s Office</td>
<td>25</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>RecXtra</td>
<td>9</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>STEAM Club</td>
<td>16</td>
<td>14</td>
<td>10</td>
</tr>
<tr>
<td>Excel Beyond the Bell</td>
<td>8</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Sources of Strength (SOS)</td>
<td>7</td>
<td>7</td>
<td>5</td>
</tr>
</tbody>
</table>
Where we are this year

- Many prevention and intervention services are available at all levels
- There is tremendous variability across schools and levels
- Given the variability, all schools have opportunities for students to engage with peers and committed adults; but some students need more intensive support
- MCPS partners with community and/or governmental organizations to address intensive needs
What’s Ahead Next Year

Ways we will support students and staff:
• Expansion of restorative justice
• Recovery education program
• Focus on stress and coping strategies for students
• Expanded suicide awareness and prevention training
• Trauma informed support and care training
• Development of peer networks utilizing social media to disseminate information
• Physical, Social and Psychological Well-being will be included in the school improvement planning process
Accountability and Expected Results

- Expansion of prevention/intervention supports
- Expansion of restorative justice
- Enhanced early warning indicator monitoring system
- Enhanced network of intensive assistance in the community
- Increased student connectedness and engagement in school, as measured by reduced referrals and other disciplinary actions
- Increased academic performance
DISCUSSION