

*Building Collaborative Behavioral Health Systems in Partnership
with School Communities:
The Experience of Boston Children's Hospital Neighborhood
Partnerships Program*

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Boston Children's Hospital Neighborhood Partnerships



Agenda

- Introductions & Overview of BCHNP & the Training and Access Project
- Workforce Development: Timelines, Training Modules, & Approach to Practice for Professional Development for School Communities
- Designing and Implementing a School Behavioral Health Consultation Model
- Lessons Learning & Next Steps
- Questions/Comments



Overview: Boston Children's Hospital Neighborhood Partnerships

- Began in 2002, BCHNP is a **school-based behavioral health program** in the Department of Psychiatry & Behavioral Sciences with a team of 17 staff members
- Longstanding and **lead partner** with the Boston Public Schools, partnered with 40 BPS schools over time. Currently partners with Boston Public Schools to provide a range of **clinical supports** and capacity building services
- Collaborates with Boston Public Schools to provide **training and consultation** to social workers, nurses, school psychologists, school counselors, and school communities
- Designing and implementing a **school consultation model** (MCPAP for Schools) launched in 2024-2025 with two school districts in MA
- Disseminates a free, **online training series** on social, emotional and behavioral health for schools nationwide
- Partners with Children's Mental Health Campaign in Massachusetts to **advocate** for enhanced access and supports in school-based behavioral health for all students in the Commonwealth





Clough Foundation Training and Access Project (TAP)

An initiative within BCHNP that provides workforce development through professional development and consultation services focused on building the capacity of school communities to address social, emotional and behavioral health



Training and Access Project(TAP)



Andie Hernandez
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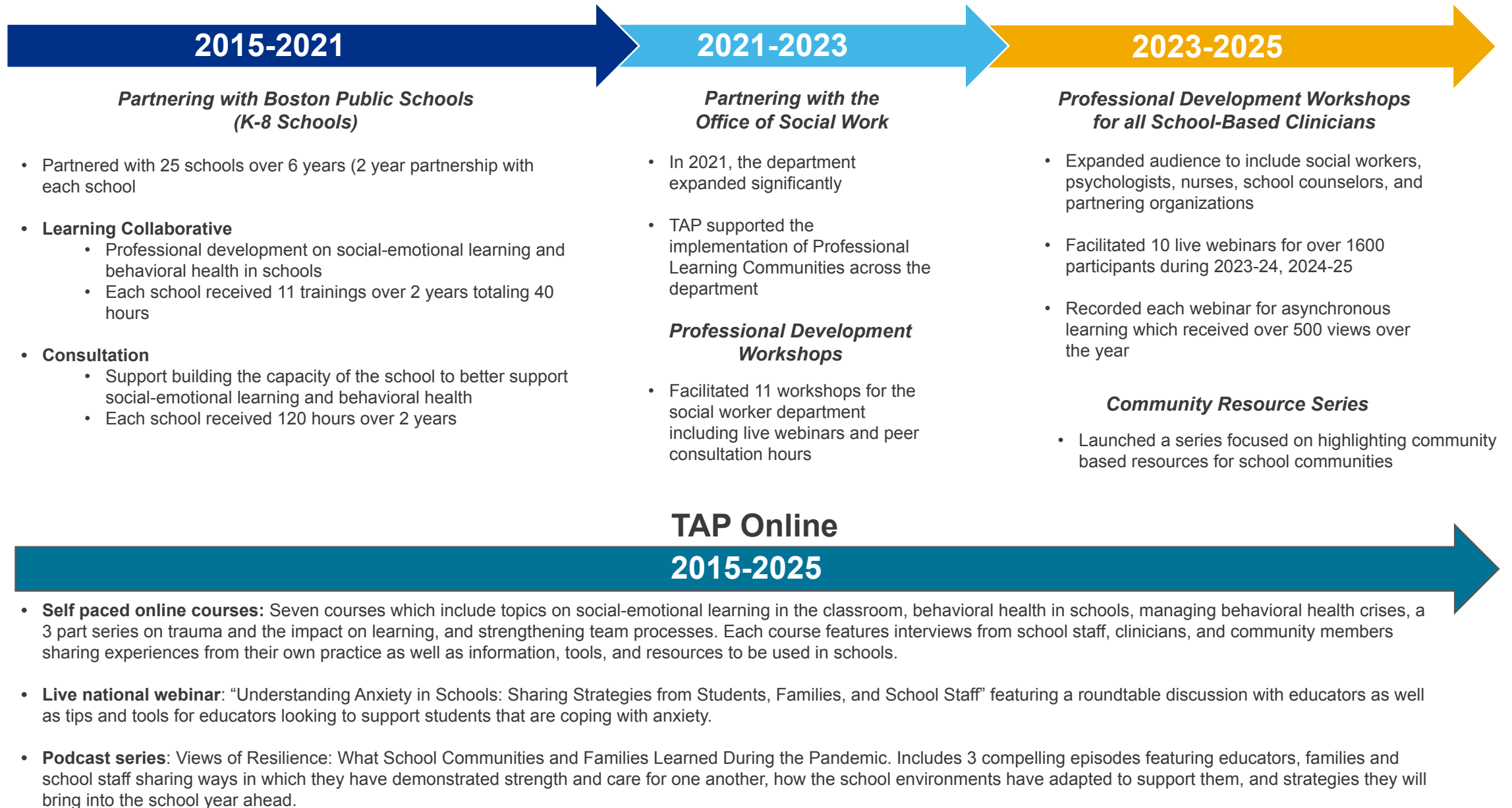
Molly Jordan
LICSW
TAP Manager

Need for Professional Development for School Communities

- Studies suggest that teachers and school staff report that they have received limited education and consultation on behavioral health
- Among the 50% of teachers who eventually leave the education profession permanently, 35% report that their decision was related to student discipline, classroom management, and student mental health concerns (Schonert-Reichl, K.A., 2017)
- Helping students requires that school staff have a high degree of self-awareness, sensitivity, and thoughtful decision-making to observe, understand and respond respectfully and effectively to individual student behaviors (Jennings & Greenberg, 2009)
- There are limited opportunities for supervision and training for school-based clinicians, including school social workers, school psychologists, school counselors, and school nurses.



Timeline: Training and Access Project



Process & Approach to Program Design

- Formal district partnership and relationships with all department leaders
- Focus & discussion groups
- Surveys (qualitative and quantitative data) after each training to evaluate and ask for additional topics/resources needed
 - Reviewing surveys for themes and trends over the course of the year
- End of Year Survey with all departments (social work, psychology, counseling, nursing) to explore professional development needs for the year ahead
- Integration of clinician voice
- Strengthening buy-in and investment
- Sharing data, co-creation, and collaborative planning
- Utilizing expertise of our team & BCH departments



Creating Engaging Trainings

- Principles of adult learning
- Aligning initiatives
- Defining purpose
- Building community
- Developing content
- Practicing learning



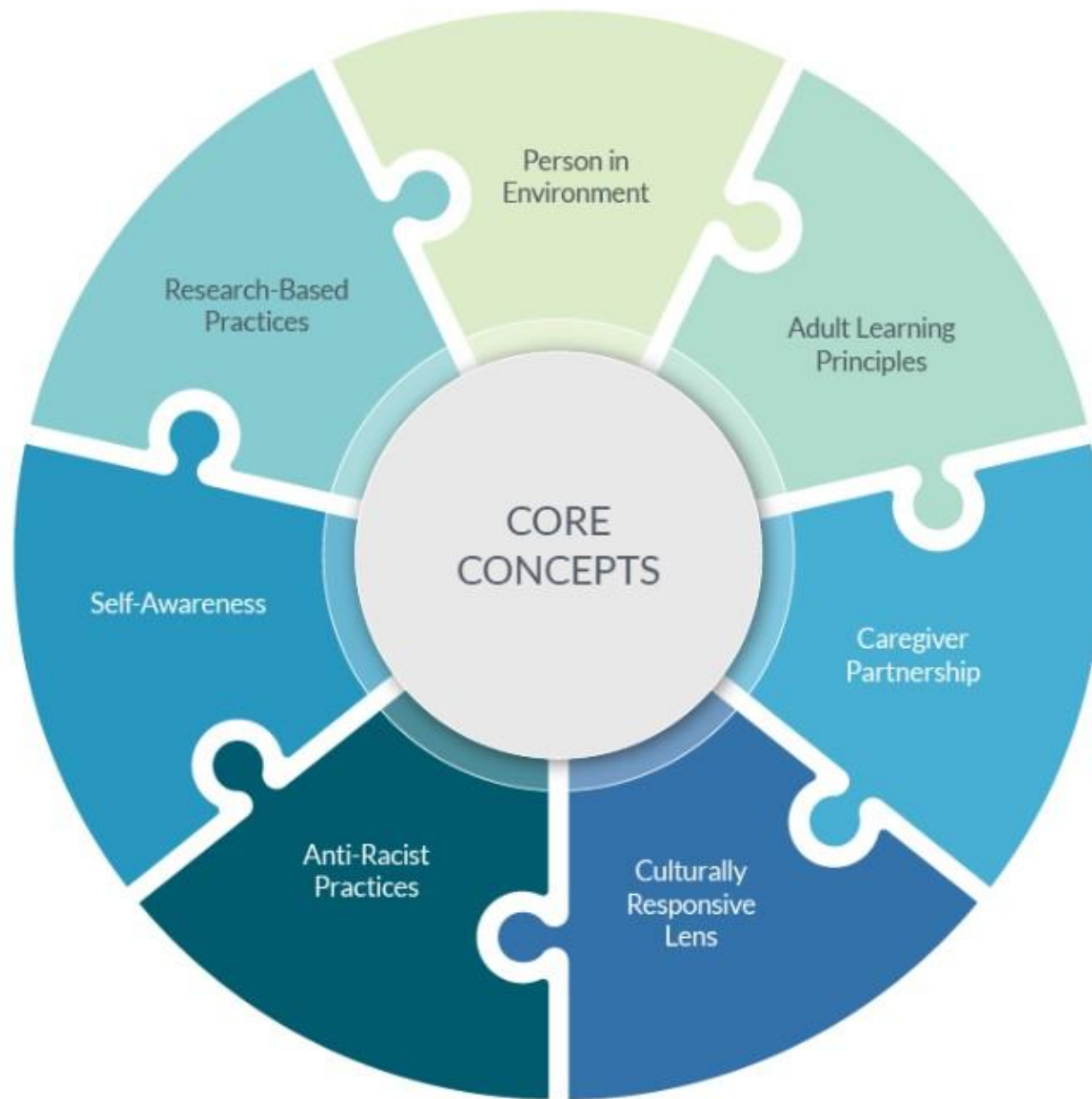
Principles of Adult Learning

- Adults need to know why they are learning
- Adults want to learn and solve problems
- Adults have previous knowledge and experience that needs to be respected
- Adults need learning methods that match their background and identities
- Adults need to be active in the learning process

Defining Purpose

- Who are the learners?
- What do they need?
- Who identified the need?
- Who will identify the purpose?
- *Always come back to the purpose*

Aligning Professional Development with School and District Initiatives



- Vision & mission
- Key components of an initiative
- Values or core concepts
- Intentional connection to content and structure of professional development

Training Topics Designed in Partnership with Boston Public Schools

2022-2023	2023-2024	2024-2025
USE OF SELF: STRATEGIES FOR SCHOOL BASED CLINICIANS	SELF-AWARENESS: STRATEGIES FOR SCHOOL BASED CLINICIANS	ANXIETY AND SCHOOL AVOIDANCE
TIPS & TOOLS FOR IMPLEMENTING SCHOOL-WIDE INITIATIVES FOR SEL & BEHAVIORAL HEALTH	SELF-AWARENESS: STRATEGIES FOR EDUCATORS	BEHAVIORAL HEALTH CRISIS PREVENTION: BUILDING A SCHOOL-WIDE PLAN (2 PART SERIES)
STRATEGIES FOR SUPPORTING STUDENTS EXPERIENCING GRIEF & LOSS	CREATING ENGAGED PARTNERSHIPS WITH FAMILIES	SUPPORTING THE WELLBEING OF NEWCOMER YOUTH IN SCHOOLS
BUILDING A BEHAVIORAL HEALTH CRISIS PREVENTION PLAN	UNDERSTANDING ANXIETY	USING STORYTELLING TO SUPPORT STUDENTS WITH GRIEF AND LOSS
STRENGTHENING TEAM PROCESSES	AFTER A BEHAVIORAL HEALTH CRISIS	SOCIAL MEDIA AND BEHAVIORAL HEALTH
TOOLS FOR FACILITATING ENGAGING PROFESSIONAL DEVELOPMENT FOR EDUCATORS	SUPPORTING STUDENTS EXPERIENCING DEPRESSION	NEURODIVERSITY AND SUPPORTS FOR STUDENTS
CLOSING THE SCHOOL YEAR: IDEAS FOR SUPPORTING SCHOOLS WITH END OF YEAR TRANSITIONS	GRIEF & LOSS IN SCHOOLS	STUDENT ENGAGEMENT
	CLOSING THE SCHOOL YEAR: SUPPORTING TRANSITIONS FOR STUDENTS	USING PLAY THERAPY IN END OF YEAR TRANSITIONS



Training and Access Project:

Professional Development for School Communities on Social-Emotional Learning and Behavioral Health



[Clinicians](#)



[Educators and School Professionals](#)



[Community Roundtable Series](#)



[Additional Online Courses](#)

TAP Courses: Online Training Series

12,000 participants to date

- An Overview of Social-Emotional Development: What Can We Expect in the Classroom?
- Introduction to Behavioral Health in Schools: Supports for Students
- Managing Behavioral Health Crises in Schools
- Understanding Trauma and the Impact on Learning:
 - Part 1: Definitions and Effects on the Brain
 - Part 2: Effect on Behavior, Learning, and Relationships
 - Part 3: Strategies for Supporting Students
- Strengthening Team Processes

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Training and Access Project:

Professional Development for School Communities on Social-Emotional Learning and Behavioral Health

Building a Foundation for Behavioral Health in Schools

These short videos provide research-based foundational information, practical tools, and engaging materials to build a foundation for increasing capacity to incorporate social-emotional learning and behavioral health into your school community.

They are designed for all school staff including teachers, specialists, school nurses, administrators, school counselors, school-based clinicians, paraprofessionals, and support staff who are wanting to learn more about best practices or for school teams that are looking to start a conversation about how these topics can be addressed in their schools.

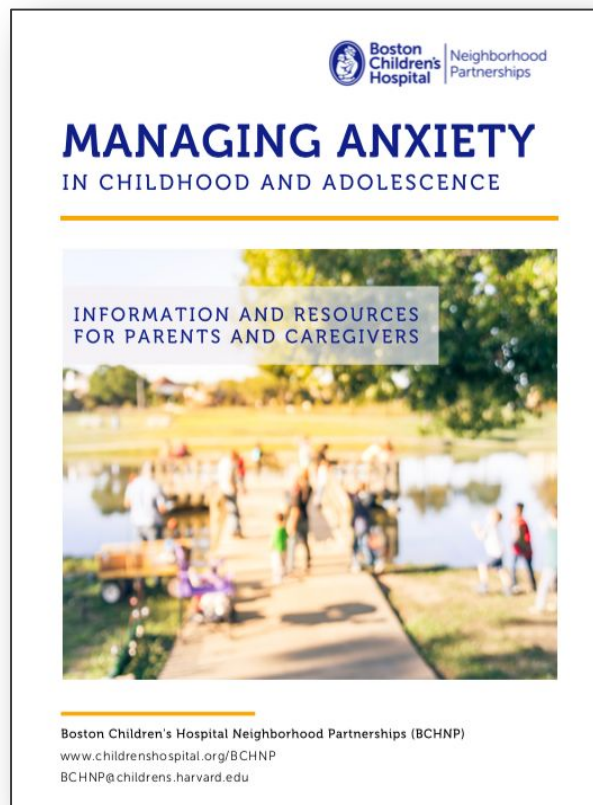
We welcome your feedback in the post surveys provided and we hope you enjoy the series!



Building the Foundation video series includes:

- An Overview of the Behavioral Health Landscape in Schools
- Utilizing Public Health Models in Schools to Support Social-Emotional Learning
- Building Teams in Schools
- Strategies to Support Students in the Classroom: Understanding Student Behavior
- Strengthening Partnerships between Families and Schools

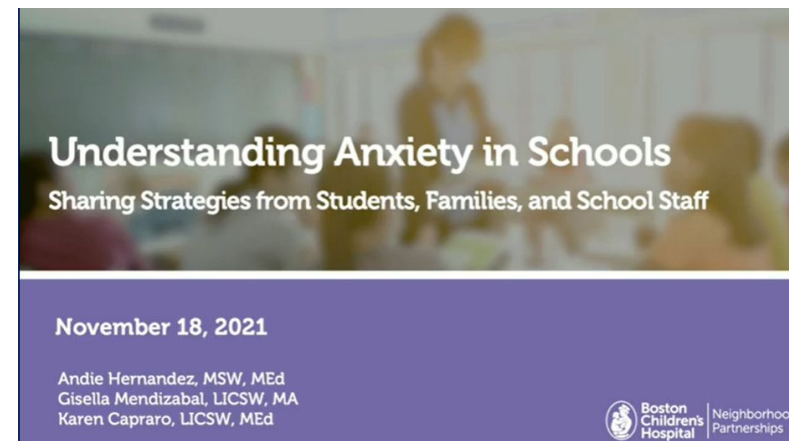
Managing Anxiety in Childhood and Adolescence



Documentary and Resource Guide



Webinar: Understanding Anxiety in Schools



Community Resource Series

When Students Experience Grief & Loss: Resources and Supports for School Communities

Featuring Jon Gay & Christine Lambright from the Children's Room and Laura Ochoa & Corina Garcia from BMC's Good Grief Program

Supporting Students in Recovery: Strategies for School Communities

Featuring Roger Oser & Joelle Bush, William J. Ostiguy High School, Recovery High School

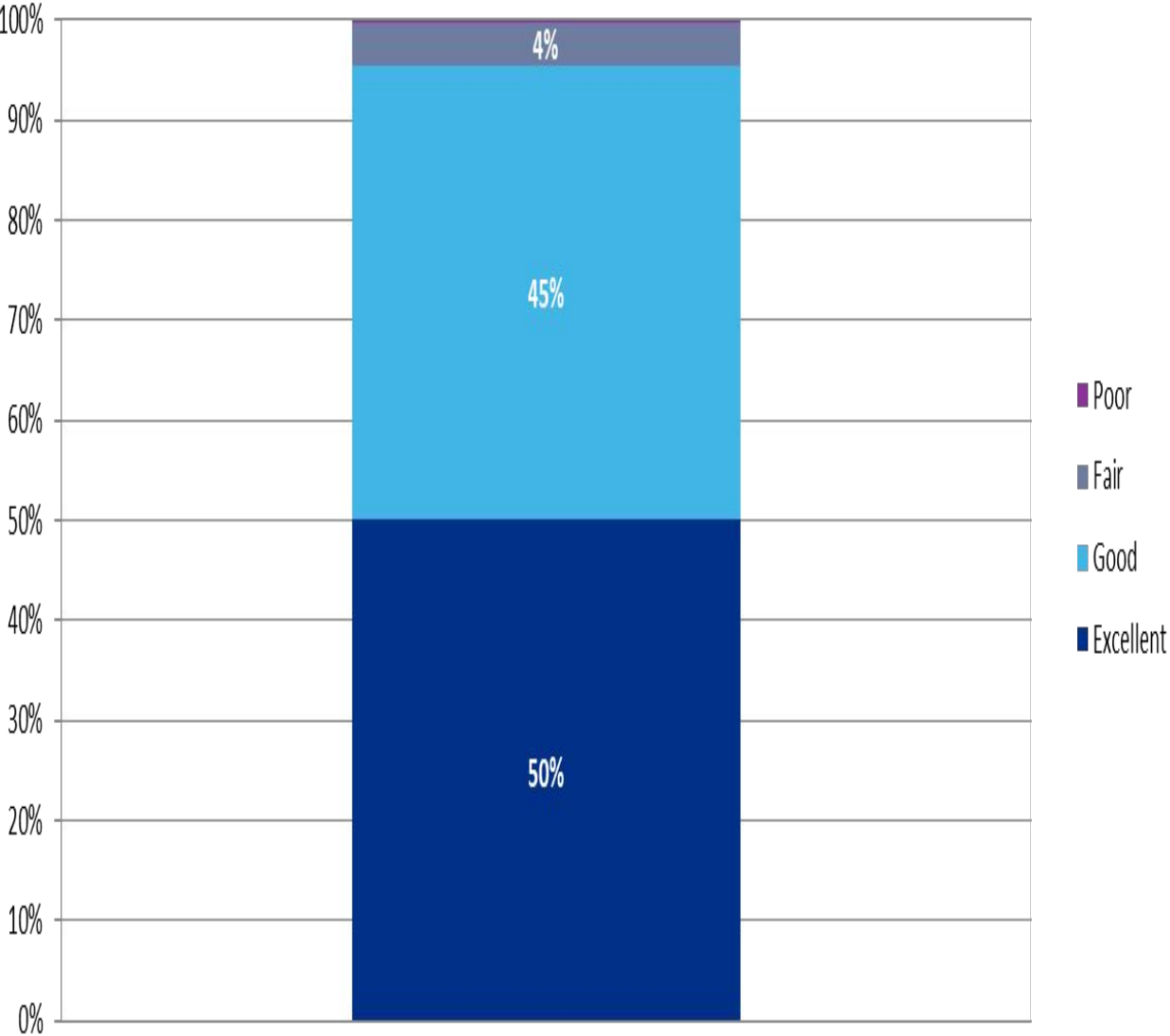
Accessing Emergency Behavioral Health Services in the Community

Featuring Tasha Ferguson & Becky Manseau Barnett, MA Behavioral Health Help Line
And BMC's Community Behavioral Health Center

<https://gswebcast.com/bchnp-tap/community-resources.html>

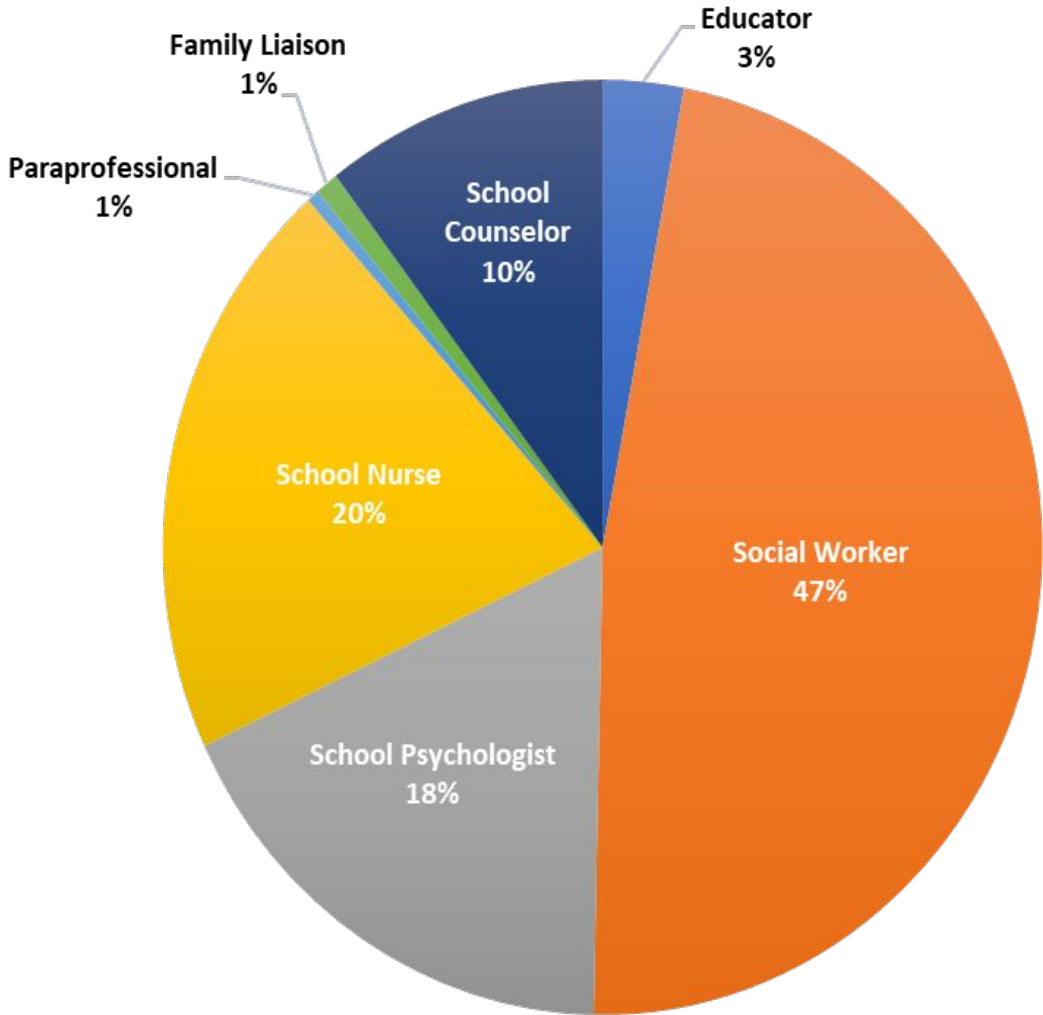
TAP Training Overall Rating 2023-2024

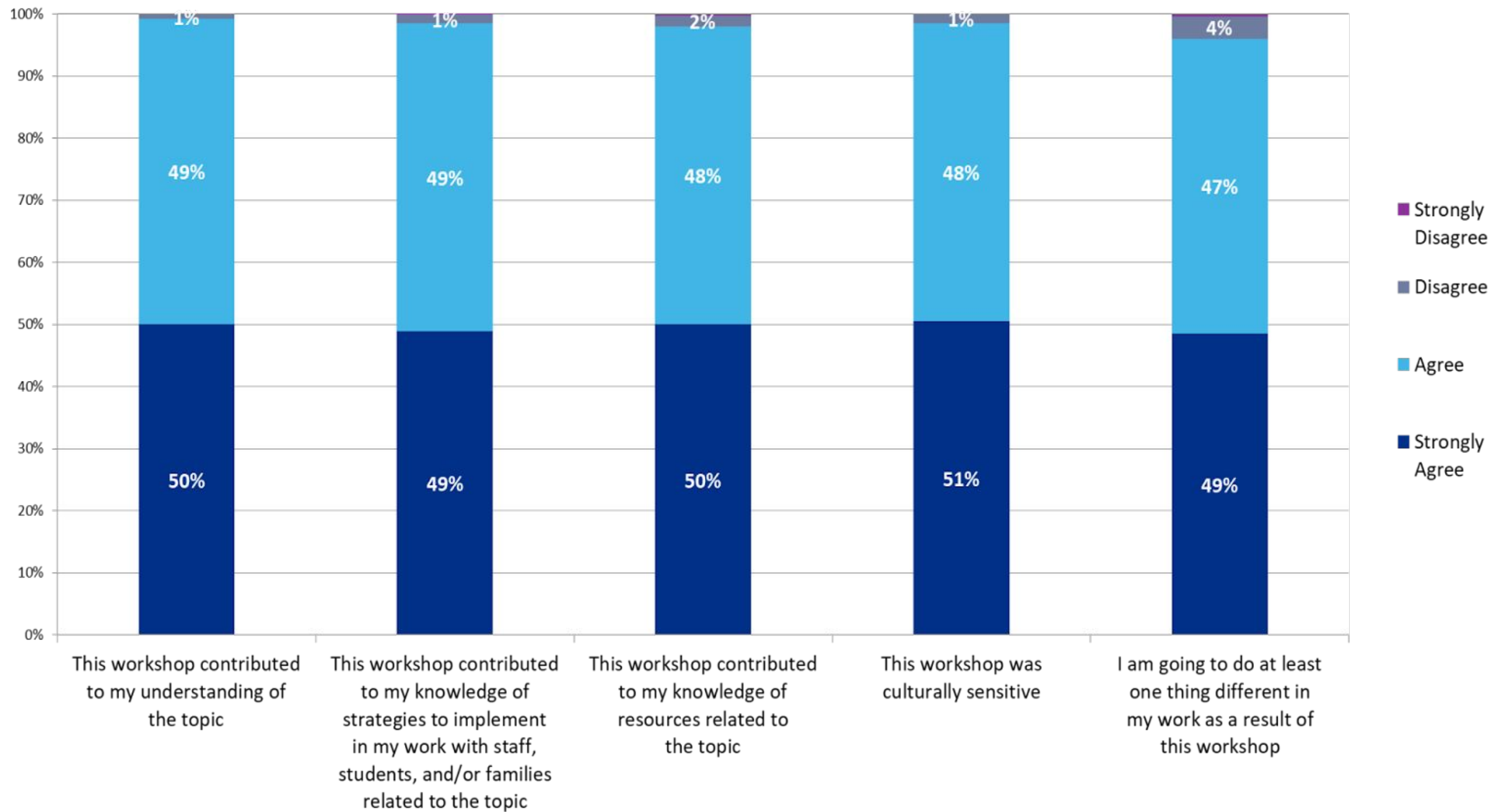
(N = 1080)



Discipline of Participants

Figure 1. Which best describes your role?
(N= 1080 Participants)



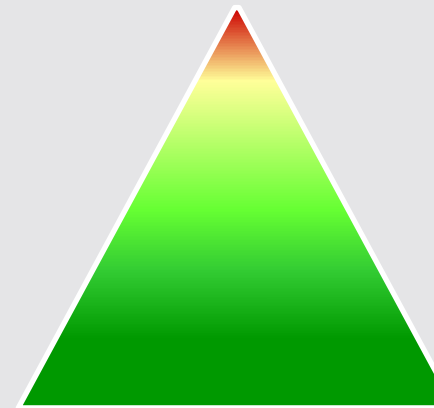
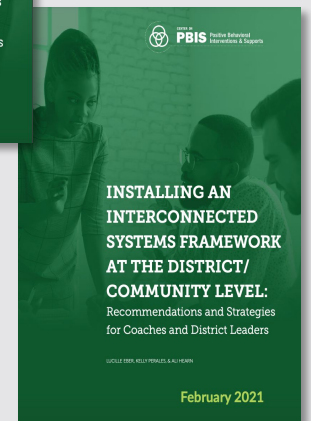
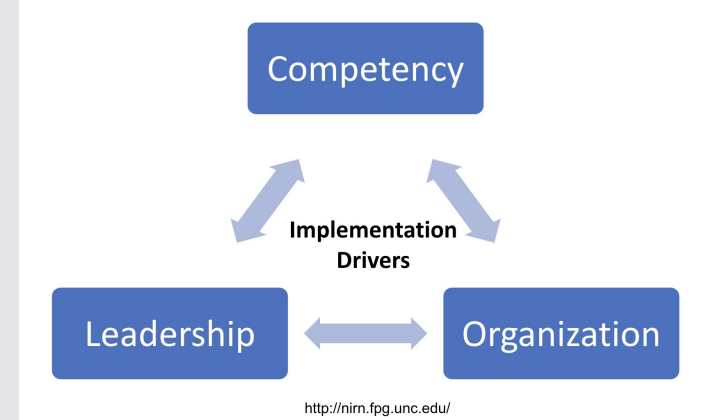


Positive Feedback

- *“In addition to the great resources- I truly appreciated the way the training was facilitated. It was a welcoming and inclusive environment that clearly was working towards dismantling white supremacy culture in systems.”*
- *“I really enjoyed the scenarios as these allowed for each of us to share different ways in which we would approach the situation. This allowed me to use other perspectives to see how I might change my approach or build upon it.”*
- *“The presentation and discussion provided me with new ideas on how to better engage teachers and staff in discussions around symptoms of depressions students may be experiencing and how to access supports.”*
- *“I think the information will help me think more critically about the impact of our families and how our engagement (or lack of) also impacts how our students show up to school.”*
- *“I work with families a ton and this year I'm working with families who do not speak English. This workshop has helped me with thinking about ways in which I can better communicate and what others in the school building can do to help support my work with the families.”*

District and School Consultation Model

- Behavioral health needs of students are increasing
- Districts need support with internal alignment, quality execution, and sustainability of initiatives
- Interconnecting and aligning service delivery across schools and community partners is critical for capacity-building
- Data-driven decision-making to monitor access and outcomes is critical
- Excellent evidence-informed guidance and frameworks for systems coordination are available to draw from



School Consultation Partnerships



Agawam Public Schools



Boston Children's Hospital
Neighborhood Partnerships



School Consultation Team at BCHNP



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Consultant
Agawam School District



Nate Harris, LICSW
Consultant
Somerville School District



Shella Dennery, PhD
Director, BCHNP



Kate Tetuan, LICSW
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Sara Whitcomb, PhD
Associate Director,
BCHNP

BCHNP School Consultation: Mission and Vision

MCPAP for Schools

Develop, implement, and pilot an impactful school-based behavioral health consultation and training model to help create pathways and connections with community resources and referrals inside and outside of school to a wide range of behavioral health services and supports for students and families in Massachusetts.



Lessons Learned

- Importance of co-creation, buy-in and voice
- Partnerships at all levels
- Communication
- Marketing & dissemination
- Planning & time to create meaningful and engaging trainings and consultation approaches
- Program evaluation
- Work can not be done alone, needing multi-sector, multi-agency approach



Future Directions

- Continue developing and piloting a consultation model specifically focused on pathways to behavioral health care in and outside of school
- Growing training and professional development series beyond Boston Public Schools
- Linking training and consultation efforts to impact and measure systemic change
- Creating trainings for additional audiences (families, caregivers, out of school time)
- Researching school behavioral health partnerships
- Beginning a planning year to determine alignment and coordination for the field in partnership with others in Massachusetts (e.g., The BIRCh Center, MA School Mental Health Consortium, bryt, and others)
- Continue aligning and growing advocacy efforts with the Children's Mental Health Campaign



Questions & Comments



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