

MAMH PBHUC GRANT PROJECT

*WASHINGTON
ELEMENTARY
SCHOOL & BHN*



OUR GRANT PROGRAM

One licensed clinician

YMCI/ School Support Clinician

Two Family Navigators

20hrs per week

The Goal:

1. Provide an effective alternative to the use of school resource officers, police, or 911 crisis calls in connection with behavioral dysregulation and emotional distress.
2. Minimize ED visits caused by emotional distress or behavioral concerns that can best be addressed with earlier, less intensive interventions.
3. Minimize school expulsions, suspensions, and absences due to behavioral health concerns.

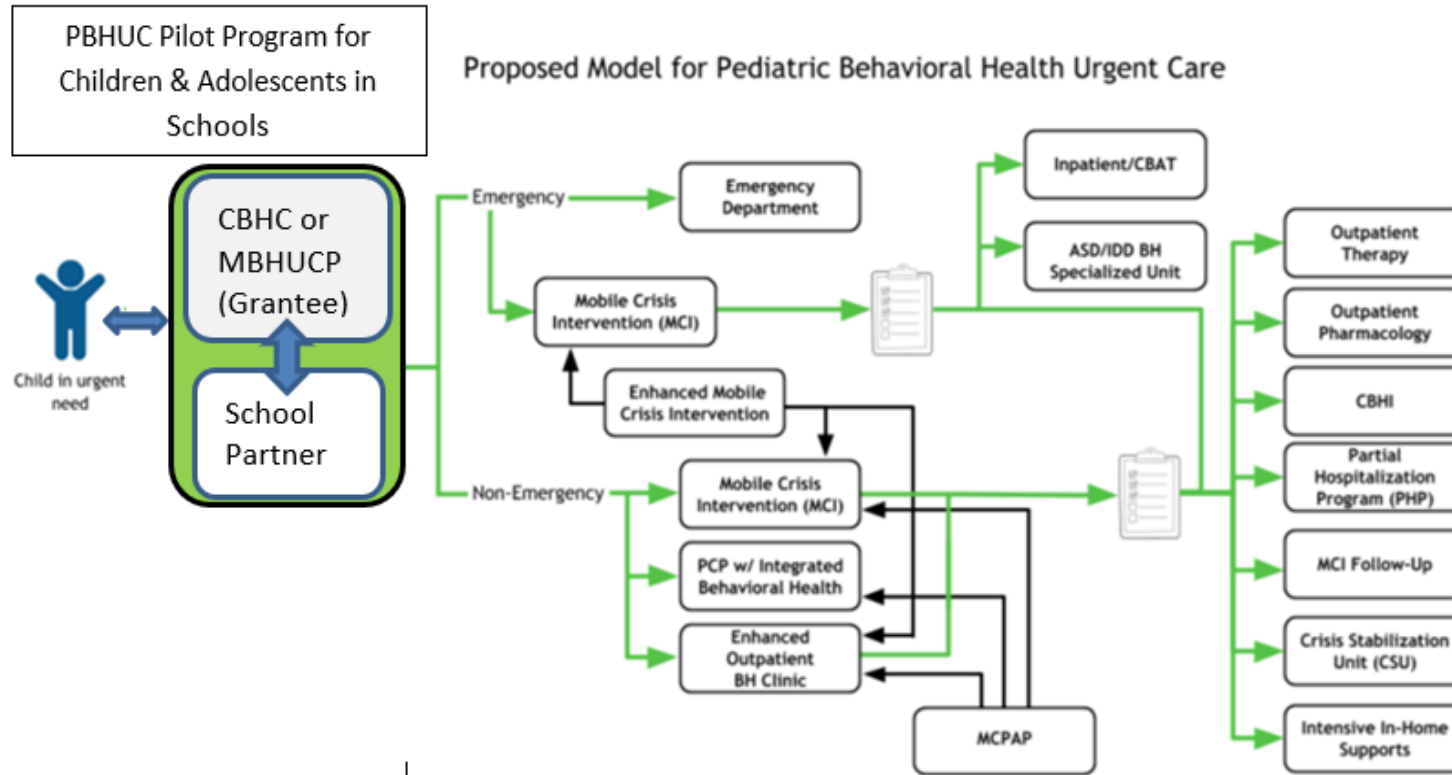
BHN SCHOOL SUPPORT

- Crisis Intervention
 - Screening
 - Alerts
 - Assessments and Disposition
- Individual Student Support
 - In and out of the classroom
 - Implementing behavior interventions
 - Check-ins
 - De-escalation
 - Therapeutic Groups
- Family Support
 - Family Navigator Support
 - Providing resources for;
 - Community engagement
 - Mental health service referrals
- School Staff Support
 - Teacher consultation
 - Psycho-education
 - Behavior intervention
 - Providing resources

BENEFITS:

ELIMINATES WAIT TIME.

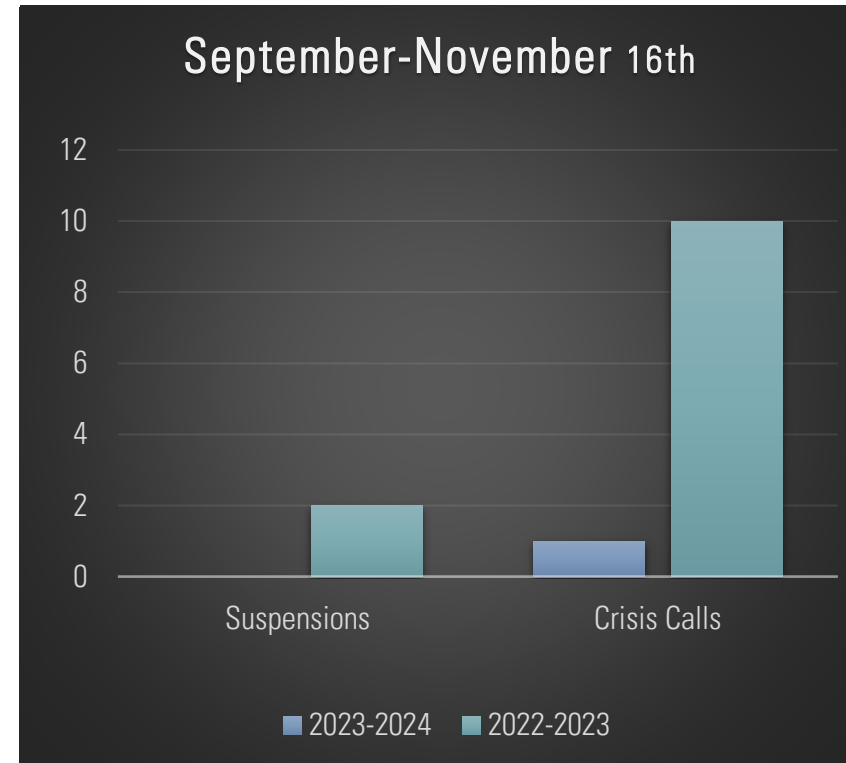
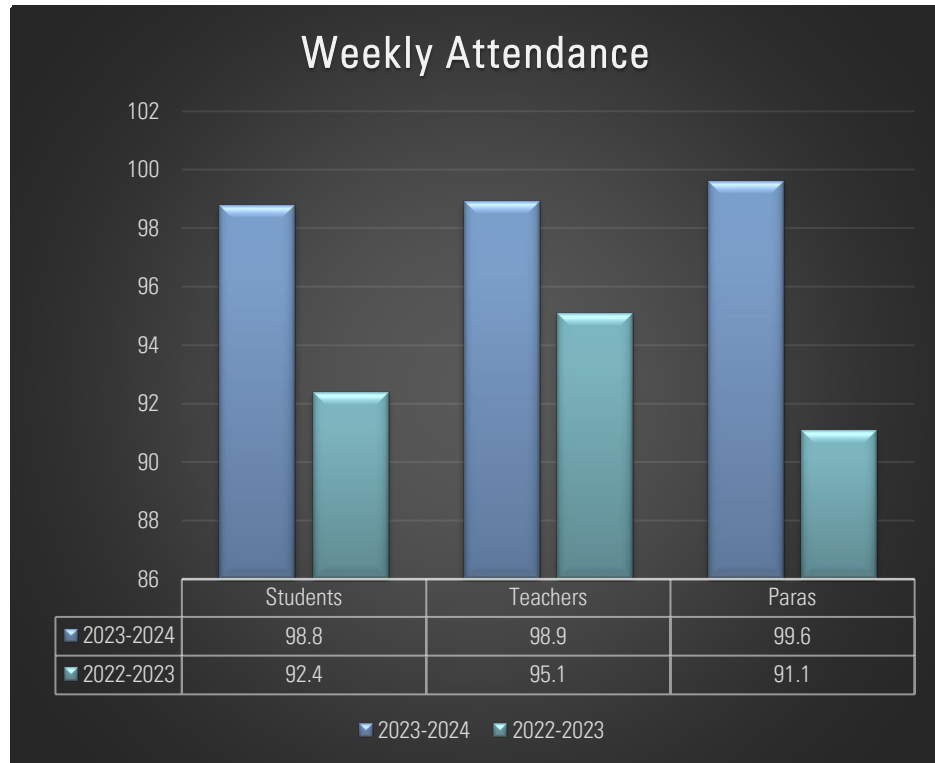
PREVIOUSLY ESTABLISHED RELATIONSHIP WITH STUDENT AND FAMILY.



HOW HAVE WE EVOLVED?

- Time makes all the difference! Being able to build relationships with families over time while we are in the school providing services.
- Extended relationship with families, students and school staff.
- Being an integrated partner with the school has strengthened the BHN team to provide and implement services throughout the school.
 - Being on the school wide email has been greatly helpful for staying informed about school events and data collection.
 - All the staff are informed of our partnership and are able to share information with families.

COMPARING DATA



WHAT DIFFERENCE DO WE MAKE?

- Getting the students and families the supports they need and working collaboratively with all providers.
- BHN providers are a neutral party to aid in communication efficacy when needed.
- Parents report feeling supported in every aspect of their child's care and knowing that a licensed mental health therapist is available at school should their student need support.
- Parents are feeling more supported and able to attend to their needs as an individual.
 - Obtaining employment, GED, their own mental health services/ couples counseling, etc...
- School staff report noticing improved interactions with family members.
- Family partner helps to prep for school meetings.
 - Able to go to the parents' location when IEP meeting takes place.

CHALLENGES

- Closing the gap when families have difficulty making that initial engagement.
 - Due to “busy family schedule”, Parent/Caregiver’s own mental or physical disability
- Due to the “newness” of the project, Families seem to have difficulty understanding our role when it is first explained to them.