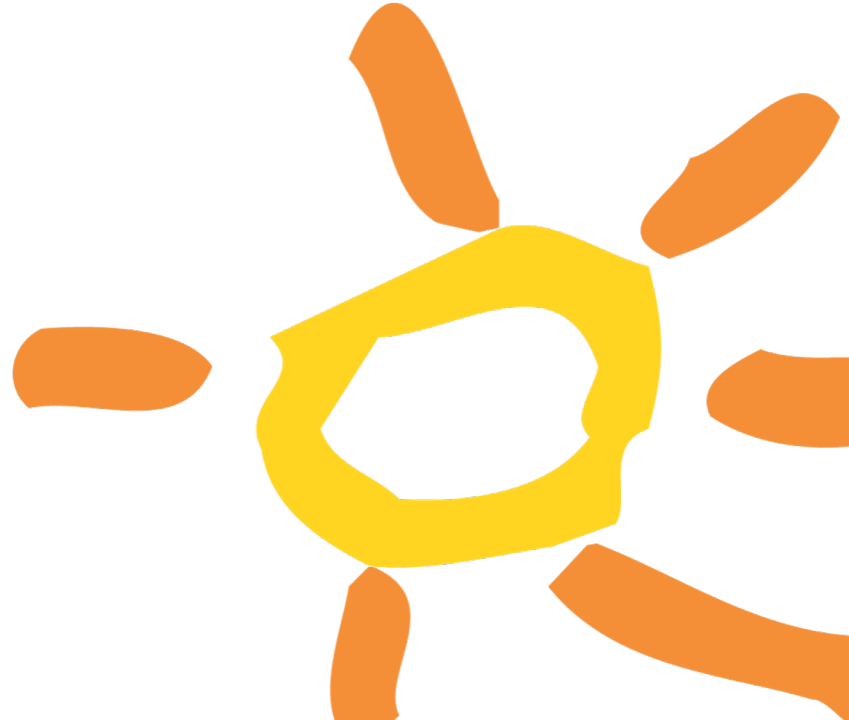


School Based Mental Health Virtual Education Summit

August 4, 2020



School Based Mental Health Virtual Education Summit

Tuesday, August 4, 2020

11:30am – 2:00pm

11:30	Start
11:30-11:45	Welcome and Thank You – Susan Shelton, MindPeace Our Impact – Susan Shelton, MindPeace
11:45-12:45	Keynote Adjusting to a New Normal and Transitioning Back to School: Increasing Children's Emotional Literacy - Missy McClain, Akron Children's Hospital
12:45-12:55	Mindfulness - Julie <u>Knueven</u> , Solutions Community Counseling & Recovery Center
12:55-1:55	Team Presentations 1). How Teamwork & Process Looks at Bond Hill Academy – Katie Mather, Bond Hill and Stacey Smith, Talbert House 2). Keeping Children Engaged in Telehealth During the Pandemic - Shelley Stein, Kilgour and Kelsey <u>Folzenlogen</u> and Rachael Roman Child Focus, Inc. 3). Elementary-Age Telehealth Group Sessions – Lexie Hodge, Talbert House 4). MindPeace Room, How It Impacted our Schools – Michele <u>Kipp</u> and Dorian Adams, <u>Covedale</u> Elementary and Brandon Stanfill, Hamilton City Schools
1:55	Close Out and Evaluations - Elana Carnevale, MindPeace

Thank you for Being a MindPeace Partner!





Our Impact Together



Thank You to our Mental Health Partners!

Beech Acres Parenting Center

Butler Behavioral Health Services

Camelot Community Care

Catalyst Counseling, LLC

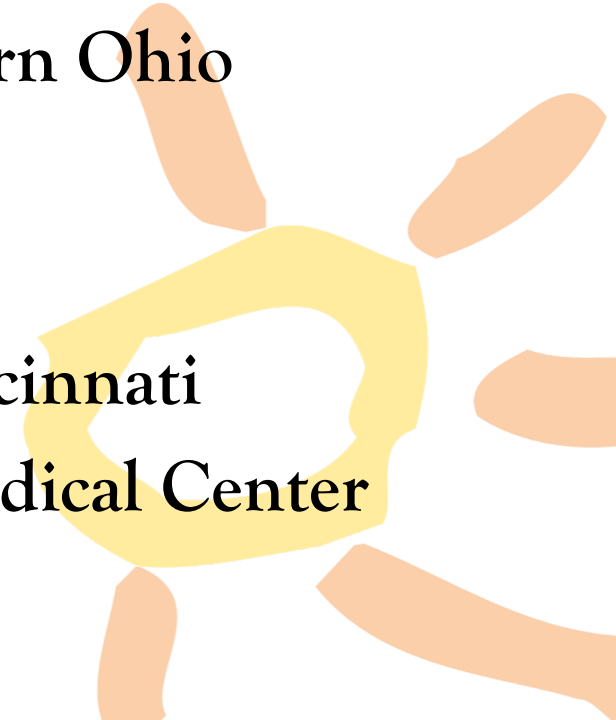
Catholic Charities Southwestern Ohio

Central Clinic

Child Focus, Inc.

The Children's Home of Cincinnati

Cincinnati Children's Hospital Medical Center



Thank You to our Mental Health Partners!

Community First Solutions

The Counseling Source

Greater Cincinnati Behavioral Health Services

Lighthouse Youth and Family Services

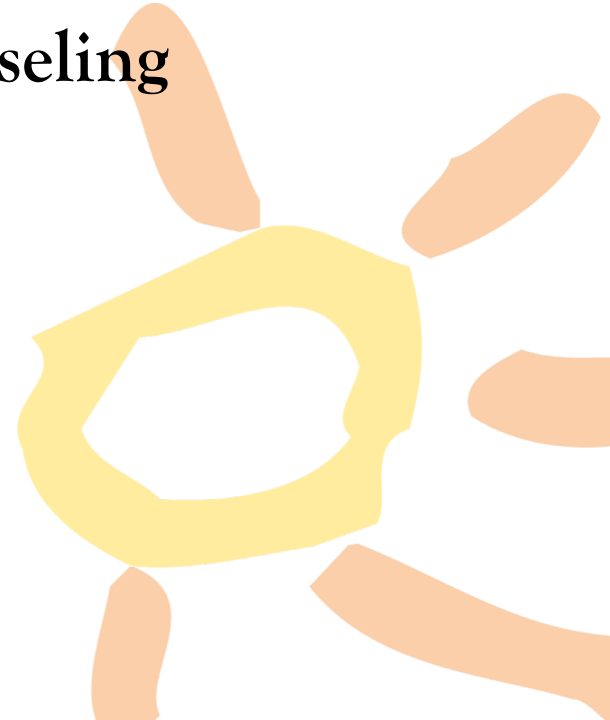
Solutions Community Counseling

St. Aloysius

St. Joseph Orphanage

Talbert House

Tri Health



Thank You to our School Partners!

Cincinnati Public Schools

Deer Park Community Schools

Finneytown Local School District

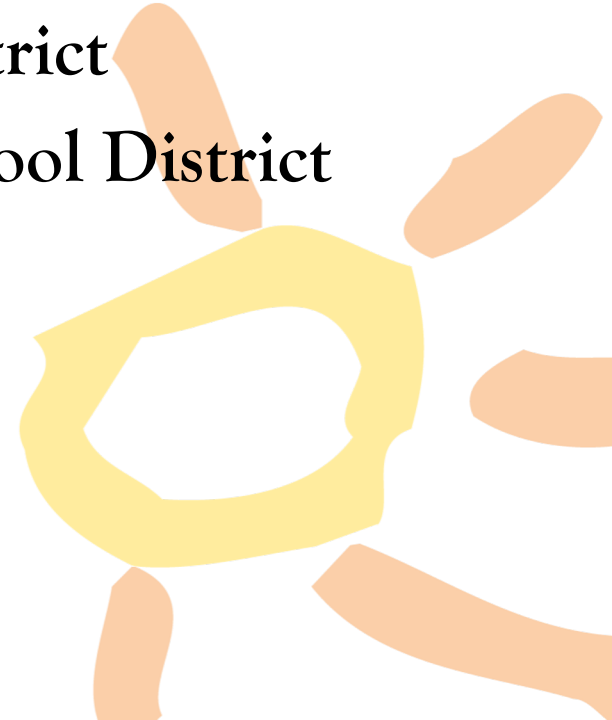
Great Oaks Career Campuses

Hamilton City School District

Indian Hill Exempted Village School District

Kings Local Schools

Lakota Local Schools



Thank You to our School Partners!

Lebanon City Schools

Lockland School District

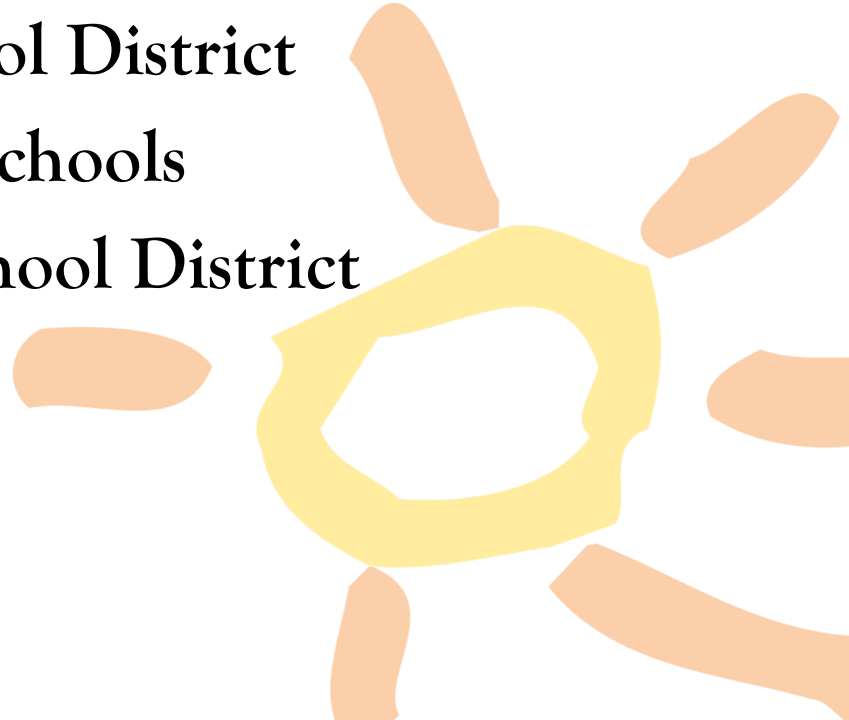
Loveland City School District

Madeira City Schools

Mariemont School District

Mason City Schools

Oak Hills Local School District



Thank You to our School Partners!

Northwest Local School District

Princeton City Schools

Ross Local Schools

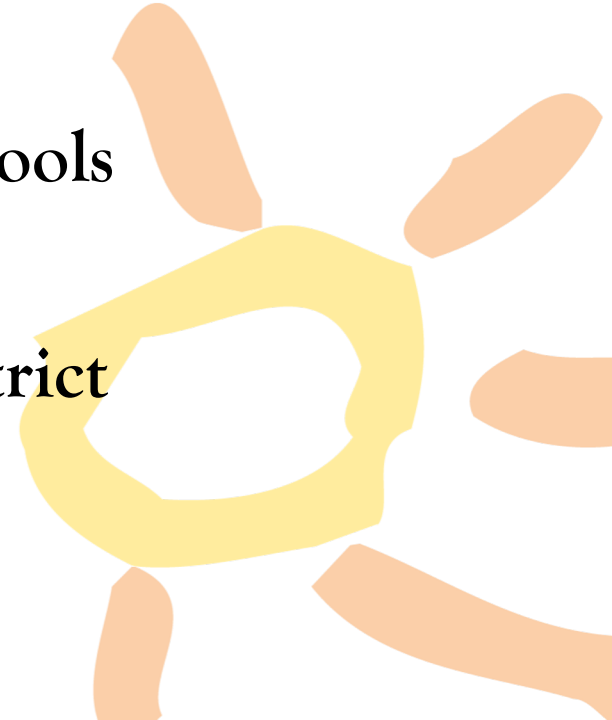
St. Bernard-Elmwood Place City Schools

St. Xavier High School

Sycamore Community Schools

Ursuline Academy

Wyoming City School District



Thank You to our Community Partners!

1N5

Cincinnati Health Department

Community Learning Center Institute

Companions on a Journey

Growing Well

Hamilton County Mental Health &

Recovery Services Board



Thank You to our Community Partners!

Joining Forces for Children

LifeSpan Inc.

Mental Health America

TriState Trauma Network

University of Cincinnati Health Promotion and
Education Program



Thank You to MindPeace Donors!

Bioré Skincare

Shannon and Lee Carter Family Fund

FC Cincinnati Foundation

J.E. Fehsenfeld Family Foundation

The Cindy & Joe Murphy Giving Fund

Neediest Kids of All

The Daniel and Susan Pfau Foundation

Robert and Adele Schiff Family Foundation

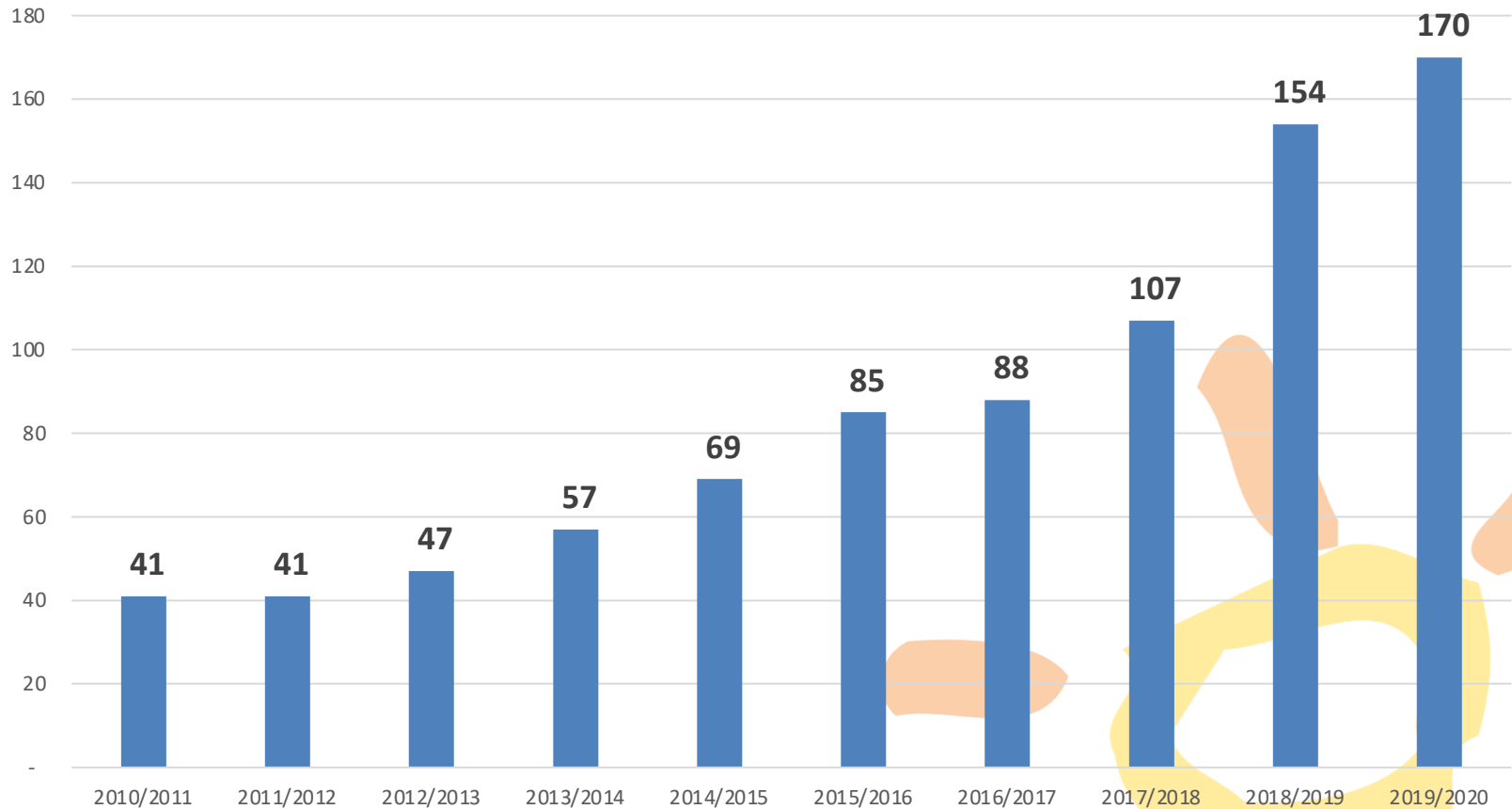
The United Way & Greater Cincinnati Foundation

Many Generous Individuals



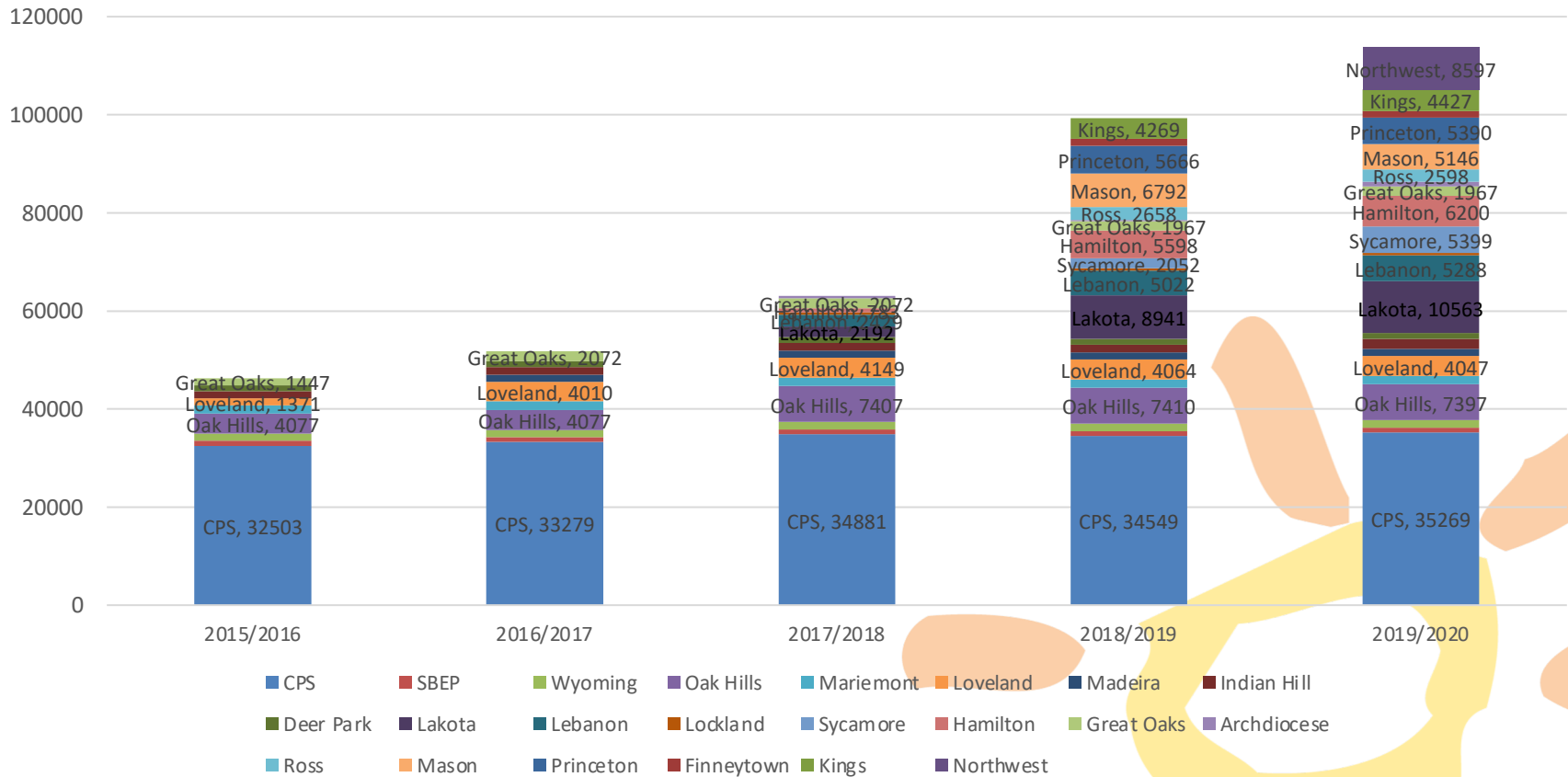
Data 2019-2020

of Community Learning Centers/Schools in Collaborative



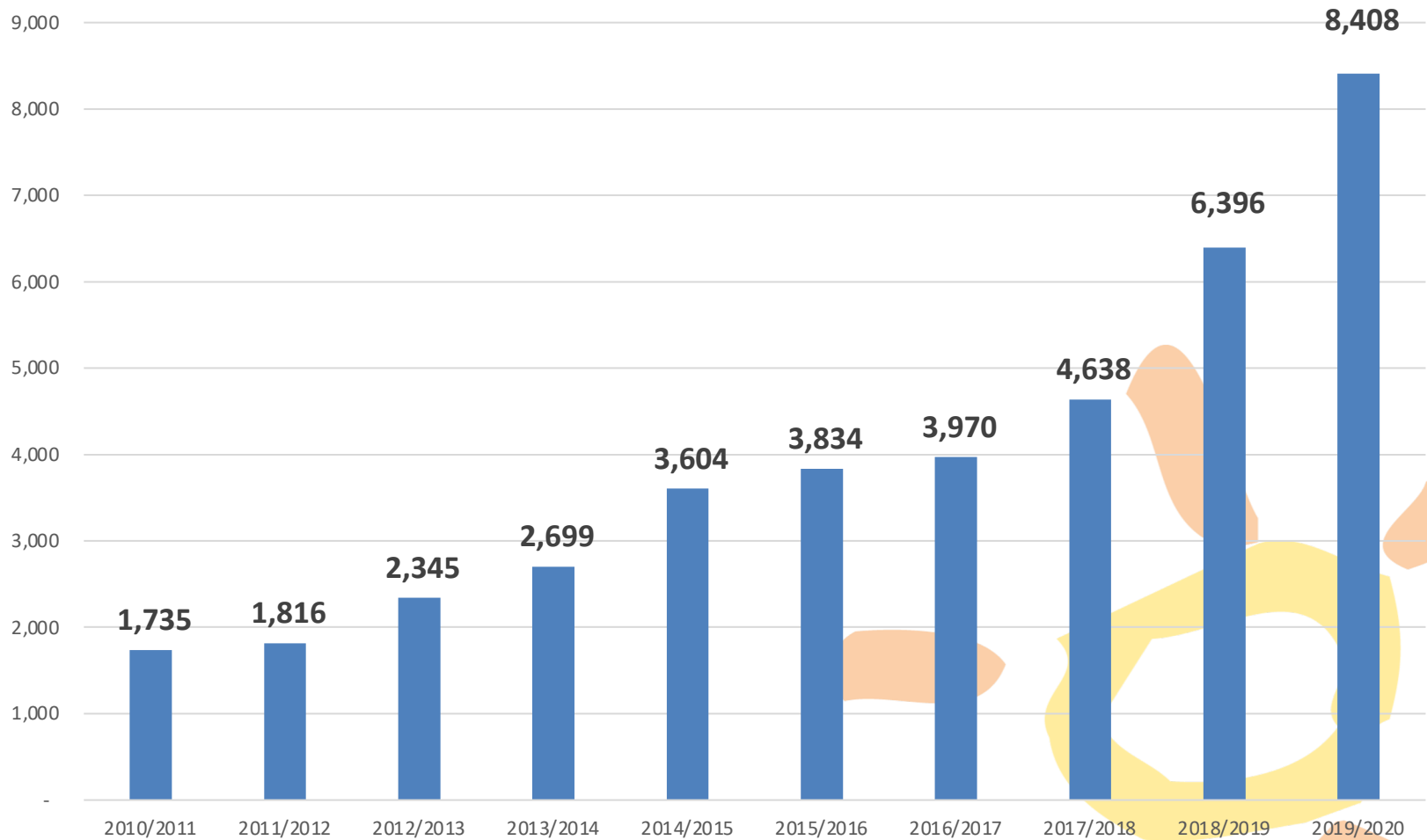
Data 2019-2020 - 113,779 students!

of Students who had Access to Services

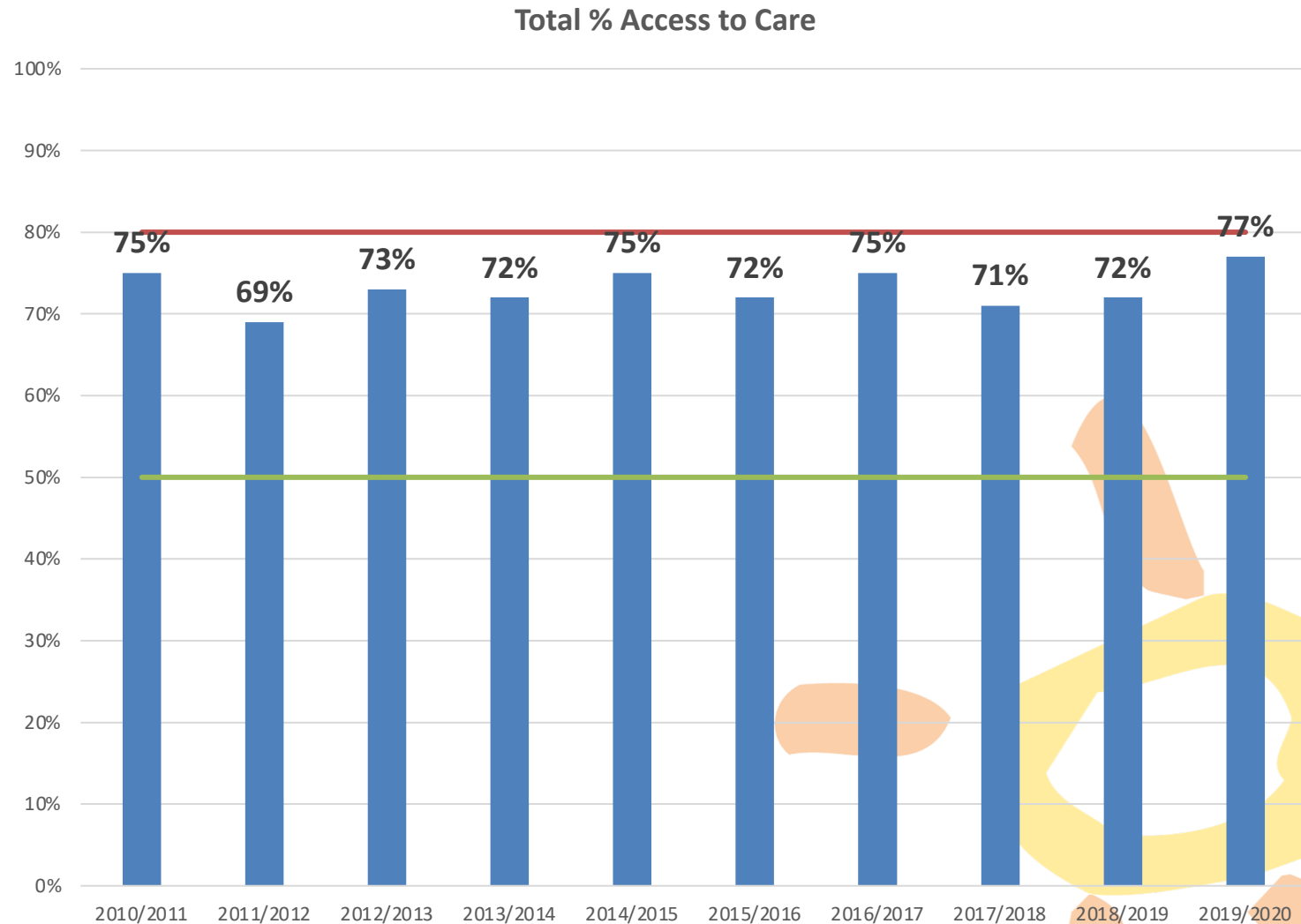


Data 2019-2020

Total Number of Students Served in Treatment

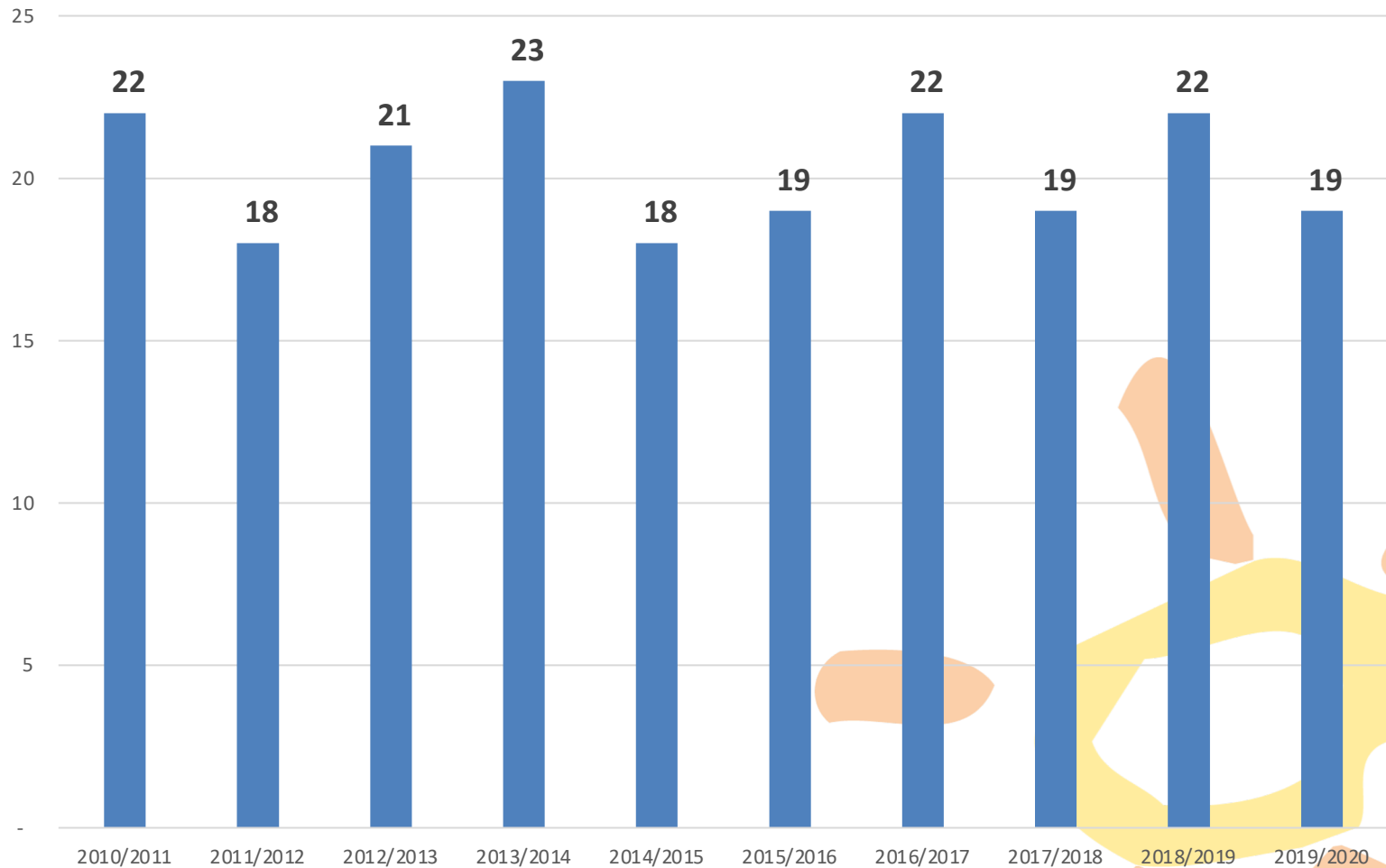


Data 2019-2020



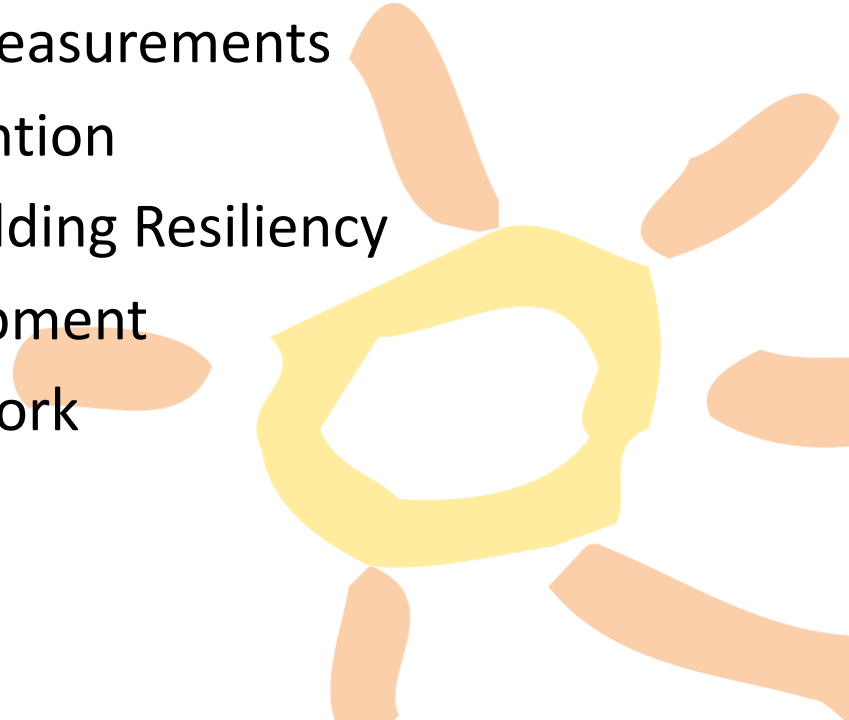
Data 2019-2020

Average number of hours in treatment (per student)



Our Work Together

- Passionate about serving children and their families
- Deep commitment to removing barriers and improving partnerships
- Pre COVID-19 and Continuing
 - Parent Engagement, Quality Measurements
 - Suicide Prevention and Postvention
 - Trauma Informed Care and Building Resiliency
 - Transitions, Workforce Development
 - High School Brain Health Network



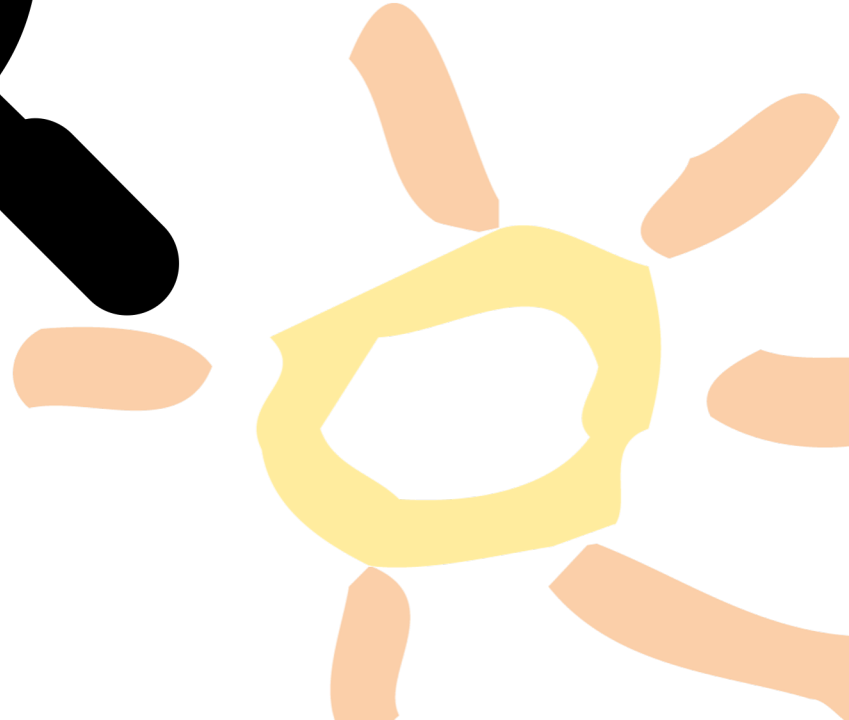
Our Work Together

-COVID-19 Wow!

- Telehealth Technology Barriers
- Safety Net Implications
- Postvention Crisis Response Changes
- Professional Development Needs (Engagement through Telehealth, COVID-19 loss)
- High Risk Student Reach Out
- Staff Support
- Built Virtual MindPeace Rooms for Resiliency and Self Care

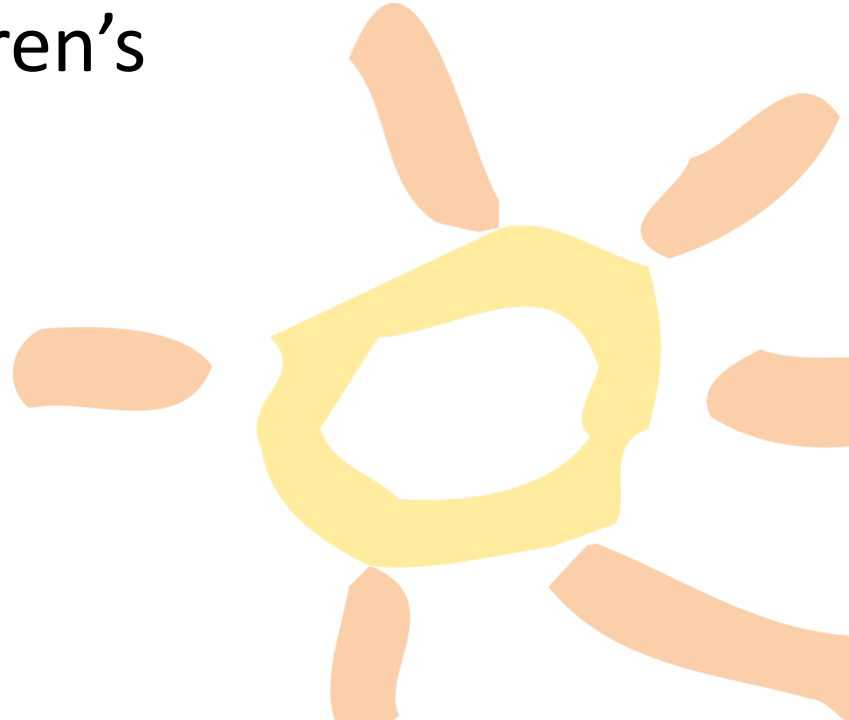


Polling Questions



Adjusting to a New Normal and Transitioning Back to School: Increasing Children's Emotional Literacy

Missy McClain, Akron Children's
Hospital





For Children's Mental Health

Up-to-date children's mental health resources
for parents, educators, and professionals posted
on our website and social media every week!



Visit our website:
www.mindpeacecincinnati.com



MindPeace



@mindpeacecincinnati



Mindfulness Exercise

Thank You, Julie Knueven!



shutterstock.com • 1412330435



Bond Hill Academy
Preparing Students for Life



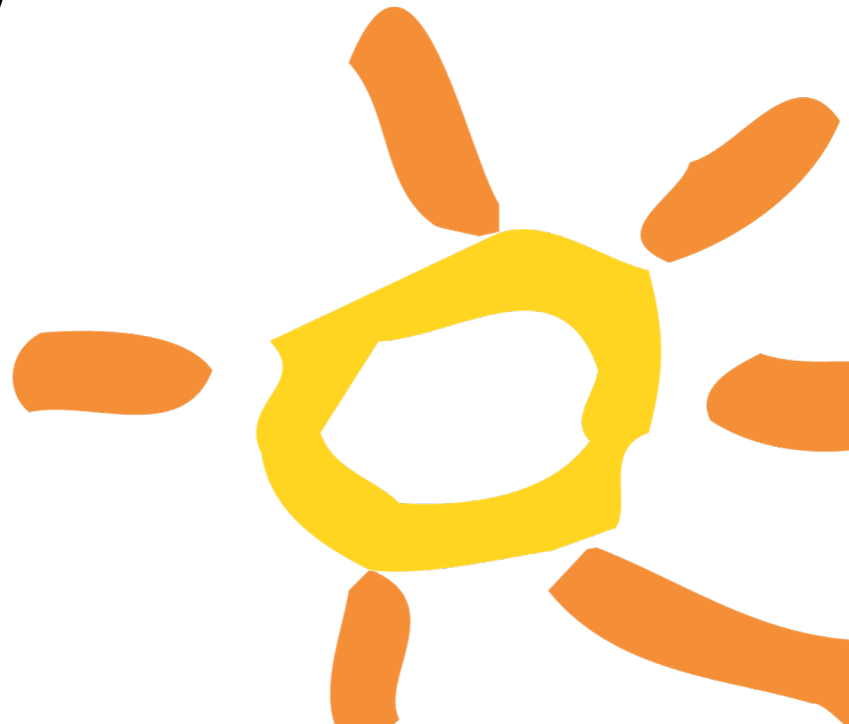
How Teamwork & Process Looks at Bond Hill Academy

Katie Mather Ed.S., NCSP

School Psychologist – Bond Hill Academy

Stacey Smith LPC

Talbert House- Clinical Service Provider



Polling Questions

© MARK ANDERSON

WWW.ANDERTOONS.COM



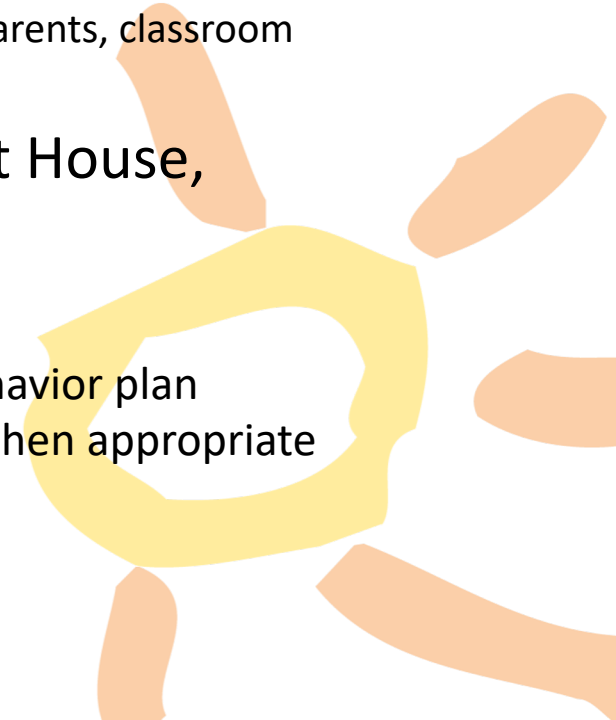
"If you take a moment to complete the survey
at the bottom, you'll be the first."

Need/Background

- Both educational team (Bond Hill) and mental health partner (Talbert House) saw the need for ongoing, systematic communication with each other
 - Specifically for students who are either currently receiving special education services, or who are in the IAT (Intervention Assistance Team) process, AND are needing mental health/behavioral support
 - Students who frequently need crisis support during school day

Project Details

- Agreed to meet monthly for around 1 hr
- Discussion points during meeting:
 - Talbert House distributes updated caseload
 - Address school wide needs (ie- trauma informed care, presentations, calming caddies, TH led groups)
 - Trouble shooting barriers to family engagement
 - Run through updated caseload and discuss specific student needs (both academic and behavioral needs, upcoming meetings with parents, classroom concerns, behavioral intervention needs)
- Communication is ongoing between Talbert House, school psychologist, and administration
 - Emails, texts/calls during school day
 - TH invited to all RTI/IAT meetings, ETRs/IEPs, and behavior plan development meetings if student is a TH client and when appropriate



Results/Challenges/Recommendations

Results

- Both parties are able to gather and share additional background information about the students to better serve their needs
- School staff and Talbert House feel supported by one another
- **We see the results** – families feel the fluidity between the school and TH through our ongoing communication
- *Challenges*- family engagement, prioritizing the meeting
- *Recommendations*- increase communication between schools and partners and act as one entity, set monthly meetings at the beginning of the school year, openly confront confusion/concerns, offer invitations to student/staff meetings when appropriate, allow mental health partner to have easy access to school staff contact info (emails/phones)



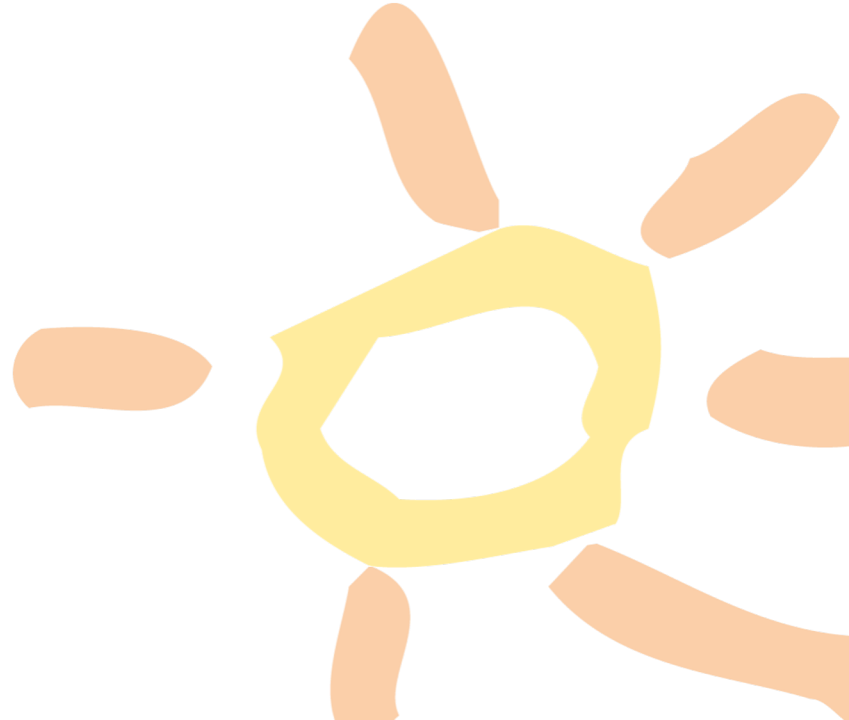
Child Focus, Inc.

Keeping Families Engaged in Telehealth during the Pandemic

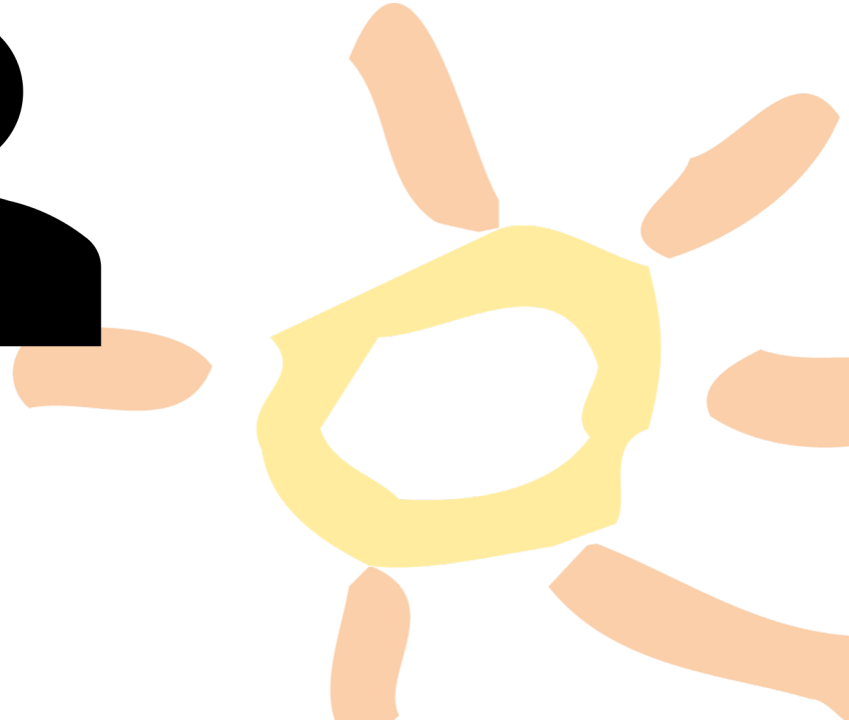
Shelley Stein, Interim Assistant Principal

Rachael Roman, Mental Health Counselor

Kelsey Folzenlogen, Mental Health Counselor

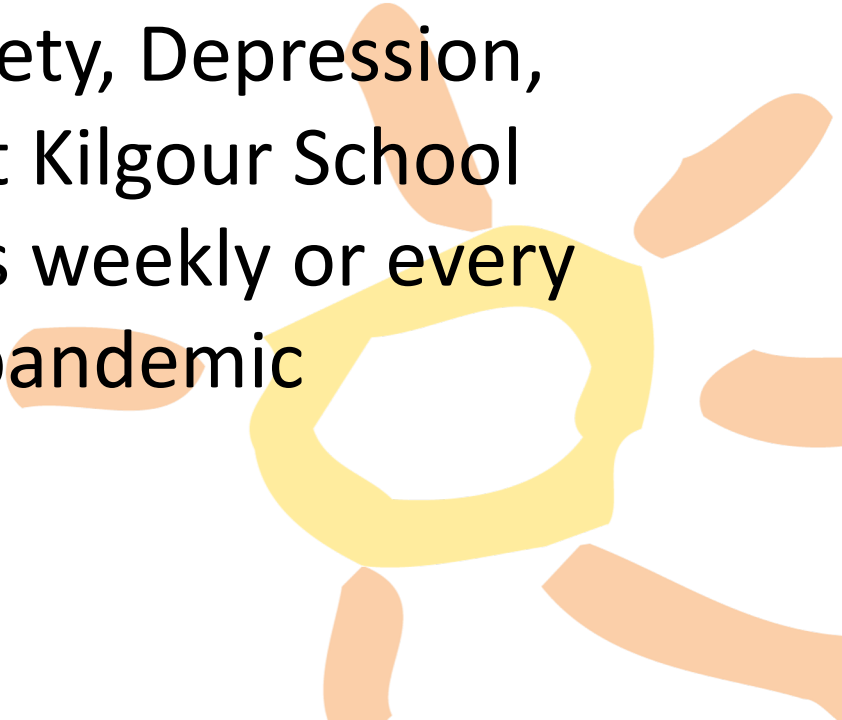


Polling Questions



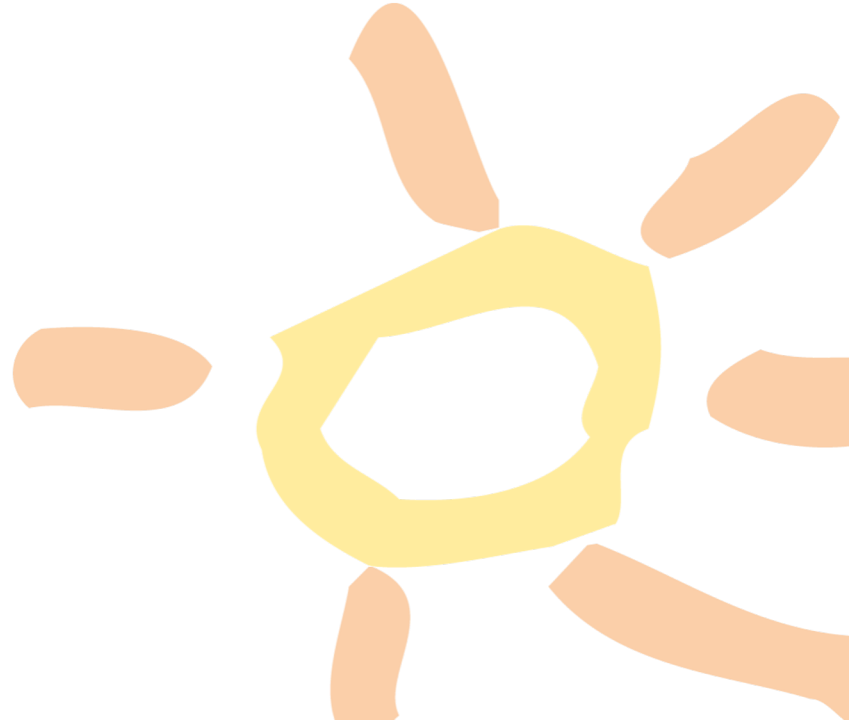
Need/ Background

- Introduction Narrative from Asst. Principal Stein
- Serving elementary-aged students with clinical diagnoses of Anxiety, Depression, ADHD, PTSD, ODD, etc. at Kilgour School
- Most clients had sessions weekly or every other week prior to the pandemic



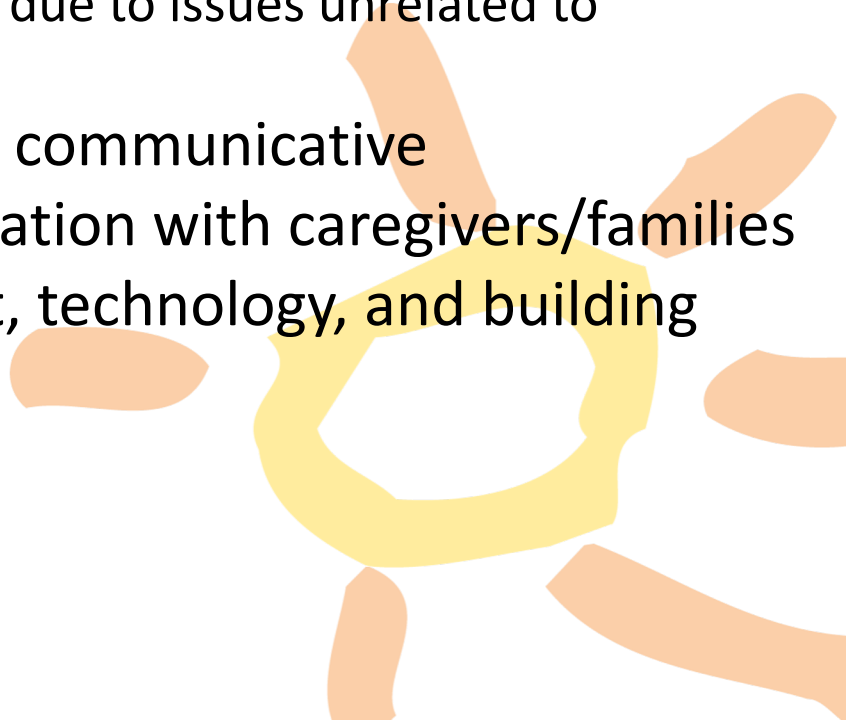
Telehealth Details

- Majority of families had never used telehealth as a platform prior to the pandemic
- Focus on “meeting clients/families where they’re at”
 - Parent coaching/check-ins
 - Family communication
 - Skill building/practice
 - Elements of fun



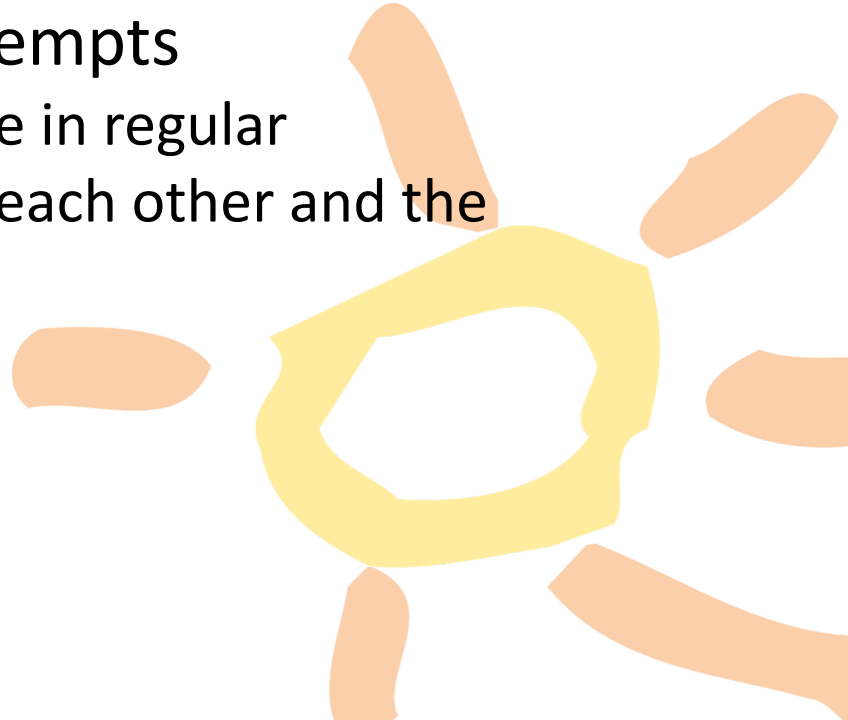
Results/Challenges

- Before COVID-19:
 - 40 total clients being served at Kilgour
- 35 clients are currently being seen for services
 - Of the five that terminated services, three terminated due to meeting goals and two chose to discontinue due to issues unrelated to telehealth
- Some clients seemed to be more communicative
- Allowed for increased communication with caregivers/families
- Challenges included engagement, technology, and building rapport with new clients



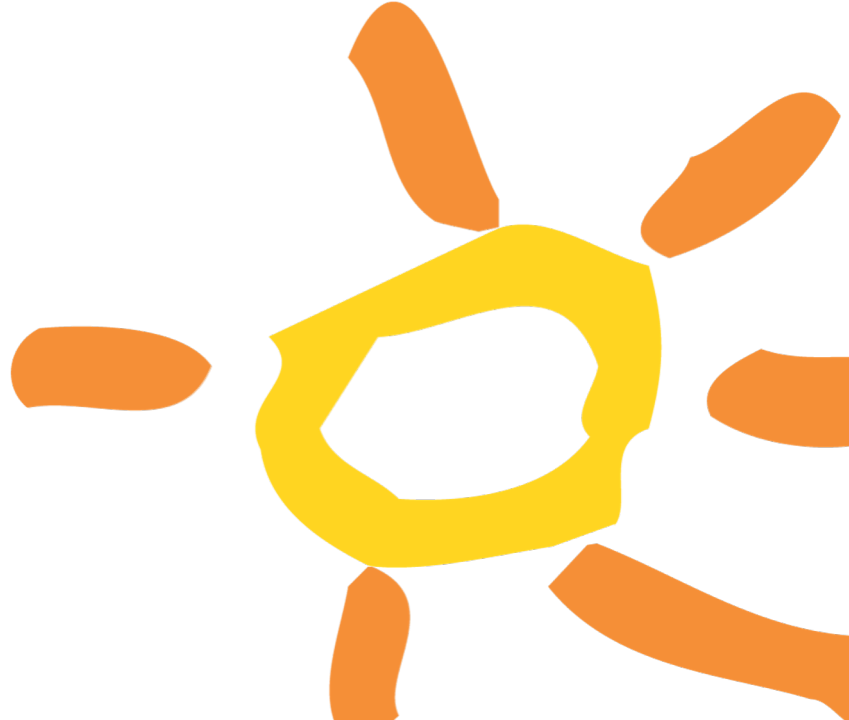
Recommendations

- Increased involvement with families
- Variety in activities/games to keep clients engaged
- Variety in communication attempts
 - Making sure team members are in regular communication, supportive of each other and the process



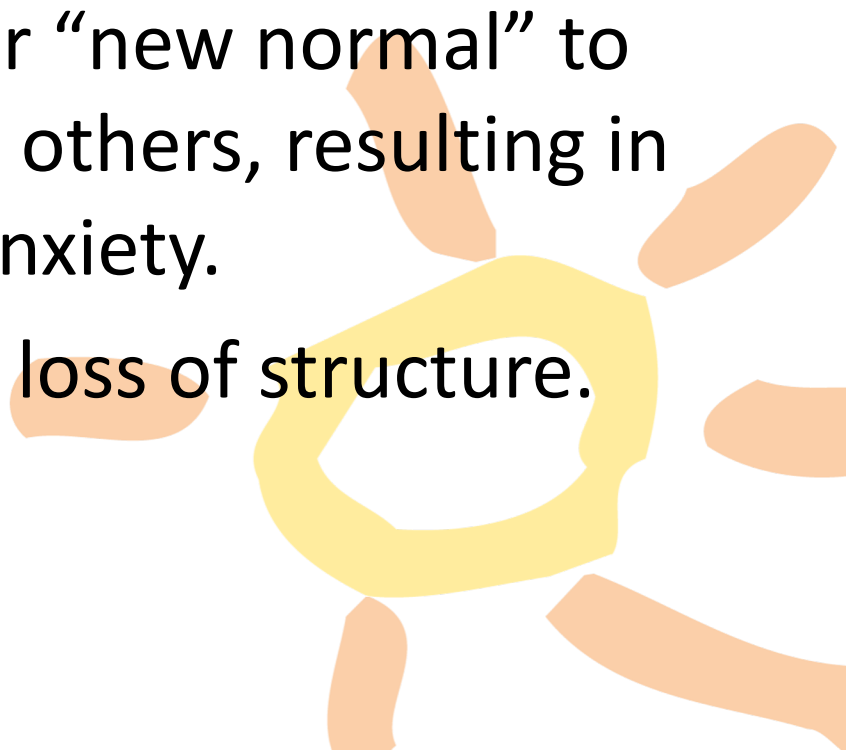
Elementary-Age Telehealth Group Sessions

Lexie Hodge, Case Manager
(513) 646-9274
alexis.hodge@talberthouse.org
hodgele@cpsboe.k12.oh.us



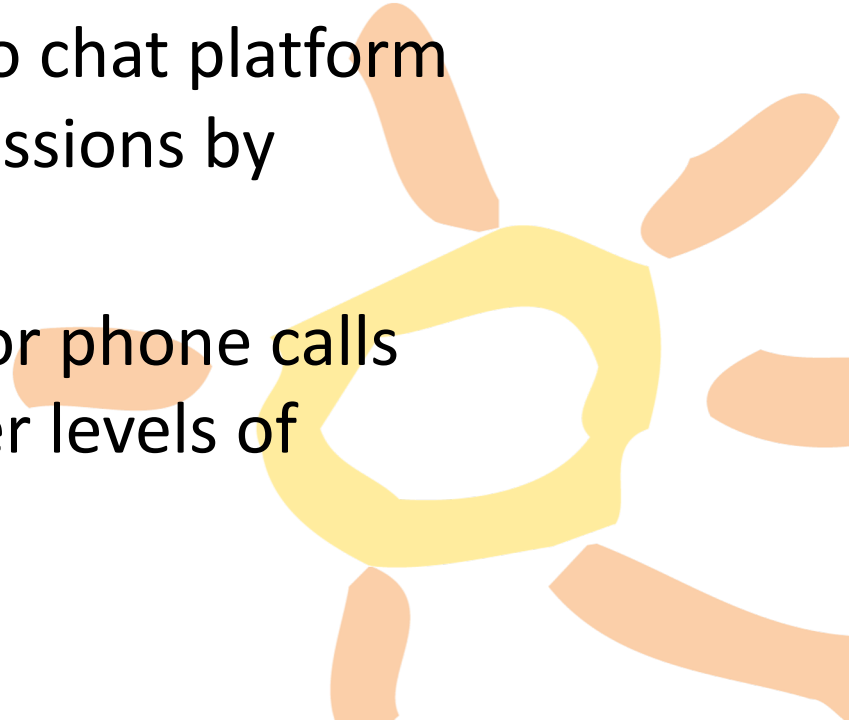
Need/Background

- The COVID19 pandemic caused engagement among adults and students to decrease significantly.
- Students struggled in their “new normal” to find ways to connect with others, resulting in isolation and feelings of anxiety.
- Students struggled with a loss of structure.



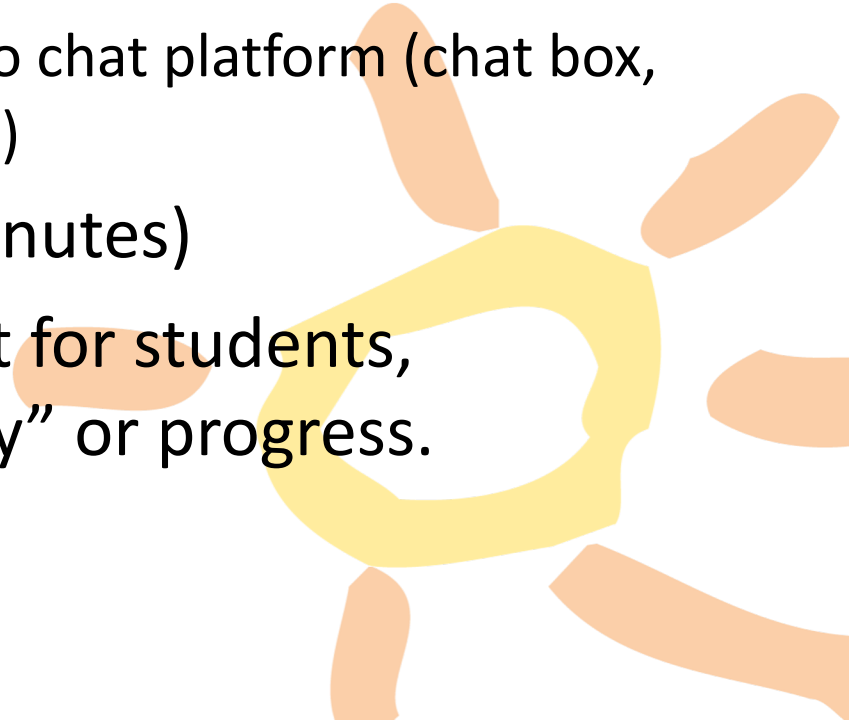
Project Details

- Set up recurring sessions covering different topics (i.e. managing worry, expressing emotions, being a good friend during social distancing, etc.)
- Find and use a common video chat platform to achieve easier access to sessions by students.
- Send reminder emails, texts or phone calls to guardians to achieve higher levels of engagement.



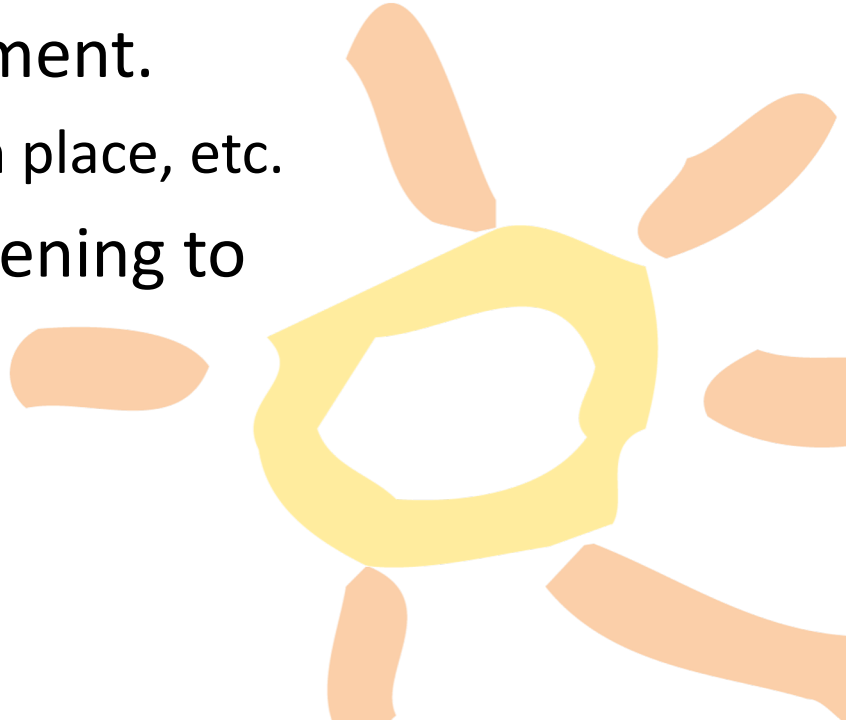
Project Details

- Start with an ice-breaker activity to reduce anxiety and achieve “buy in” of students.
- Discuss relevant topics that engage students and reduce negative feelings.
 - Utilize all features of your video chat platform (chat box, share screen, hand raising, etc.)
- Keep sessions brief (30-45 minutes)
- End sessions with a shout out for students, highlighting a “step of bravery” or progress.



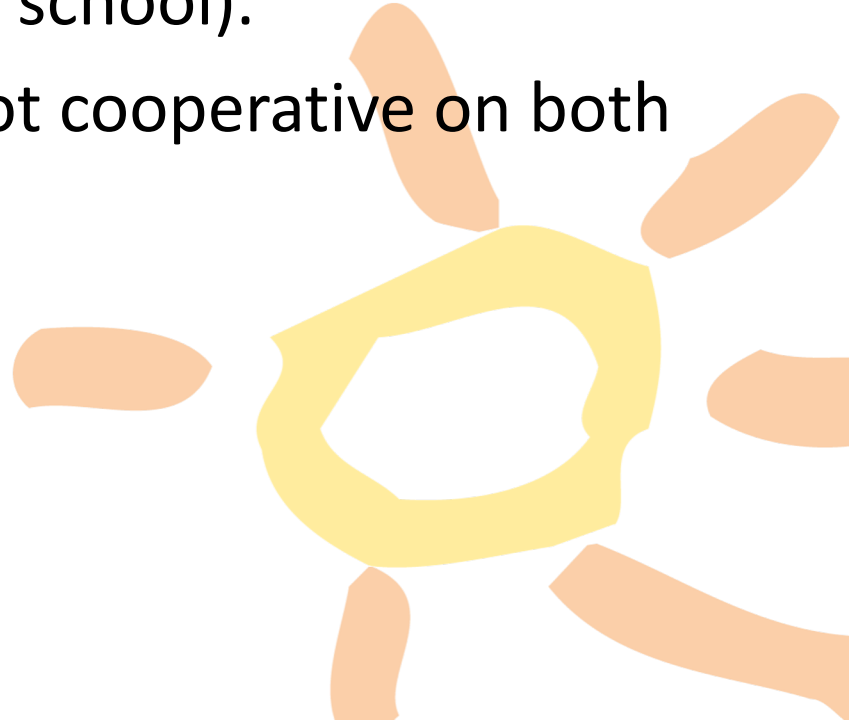
Successes

- Guardian reminders improved attendance when sent via their preferred method of notification.
- Use of “brain breaks” throughout sessions to improve students’ engagement.
 - “Go Noodle” video, yoga, jog in place, etc.
- Flexibility of activities and listening to student feedback.



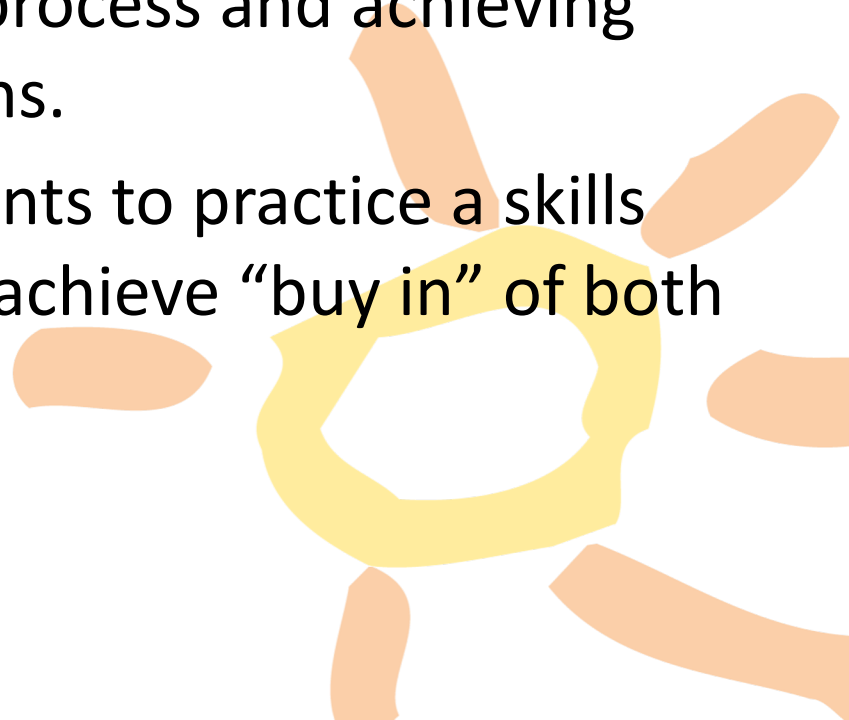
Challenges

- Maintaining flow of session over video chat due to student interruptions (lots of unmuted participants).
- Variable attendance due to students' "fatigue" (too much screen time with virtual school).
- Technology sometimes was not cooperative on both ends of the screen.



Recommendations

- Treating session like a TV show with you being the host; changing pace and activities often; using sounds and different animations to keep the session interesting and engaging.
- Engaging guardians into the process and achieving their “buy in” into the sessions.
- Giving “homework” for students to practice a skills with their guardian, again to achieve “buy in” of both student and guardian.

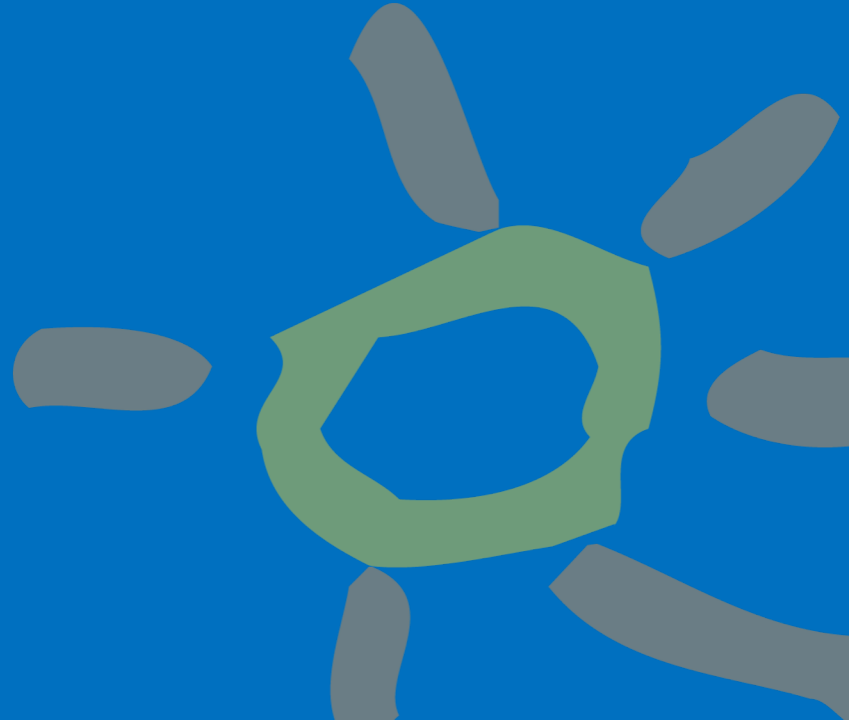




Covedale School

**Vision
2020** ★ | Community
Leadership
Academy

Michele Kipp, Principal
Dorian Adams, Intervention Specialist



Polling Questions

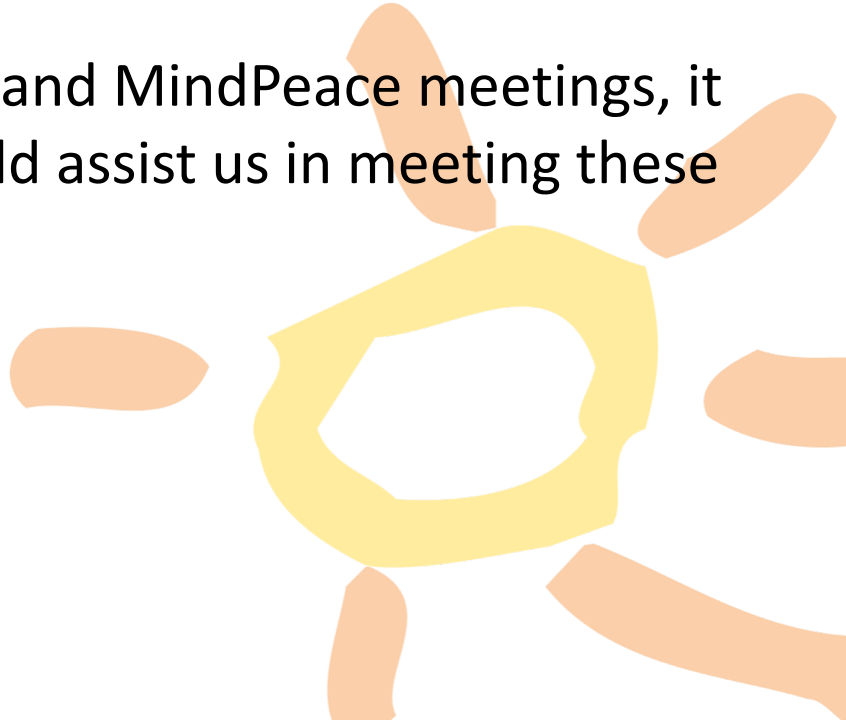


DAVE COVERLY

"No, I'm not going to stop back when
You have an opinion."

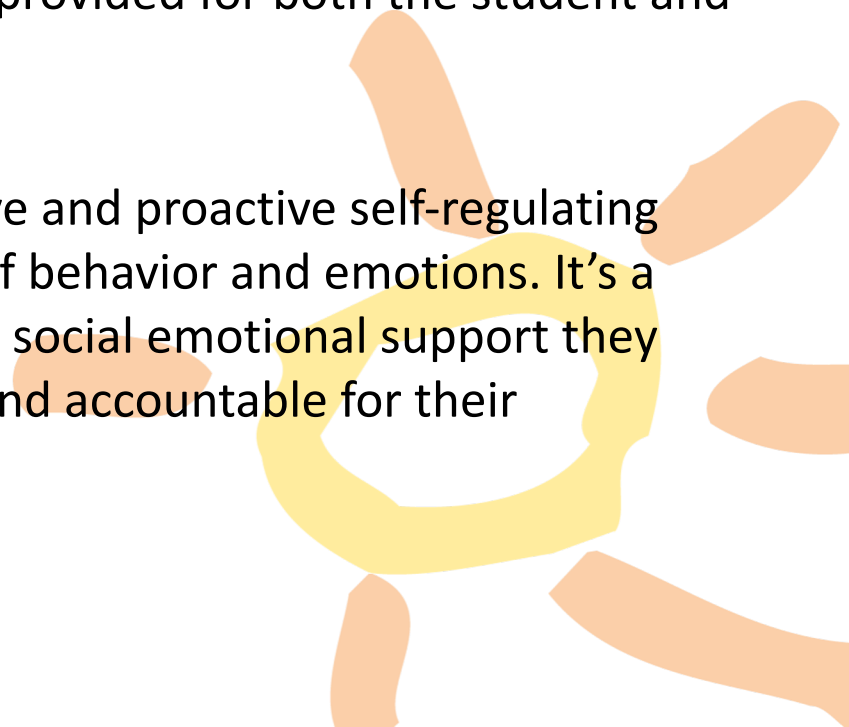
Partnership with MindPeace

- At Covedale, we were faced with the challenge of lacking the training, knowledge, and the space available to help our students needing a break when frustrated with learning at school.
- After attending the mental health and MindPeace meetings, it became clear that MindPeace could assist us in meeting these needs.



Project Details

- The MindPeace Room is to be a place a temporary, quiet environment where students go to calm down and learn strategies needed to regulate their emotions. This will increase the time the student spends in the classroom and better meet the individual needs of the student, proactively. By learning these strategies and using the MindPeace Room, an optimal learning environment will be provided for both the student and the entire school.
- The MindPeace Room is used as a positive and proactive self-regulating strategy and a place used for reflection of behavior and emotions. It's a space that allows students to receive the social emotional support they need while helping them to be mindful and accountable for their behaviors.



Before

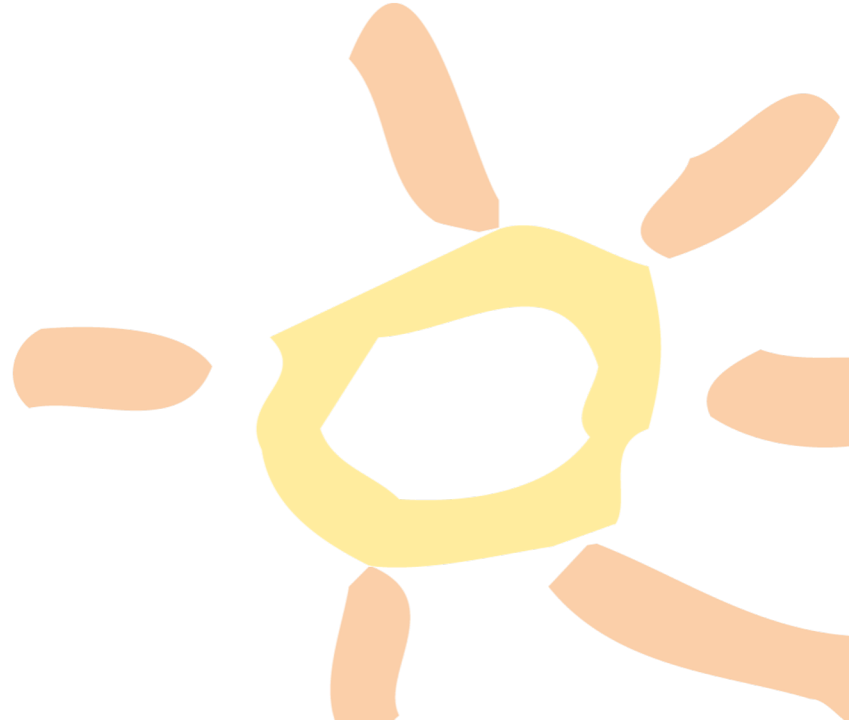


After



Type of Data Available

- Data: 180 separate students used the room
- Frequency of each student

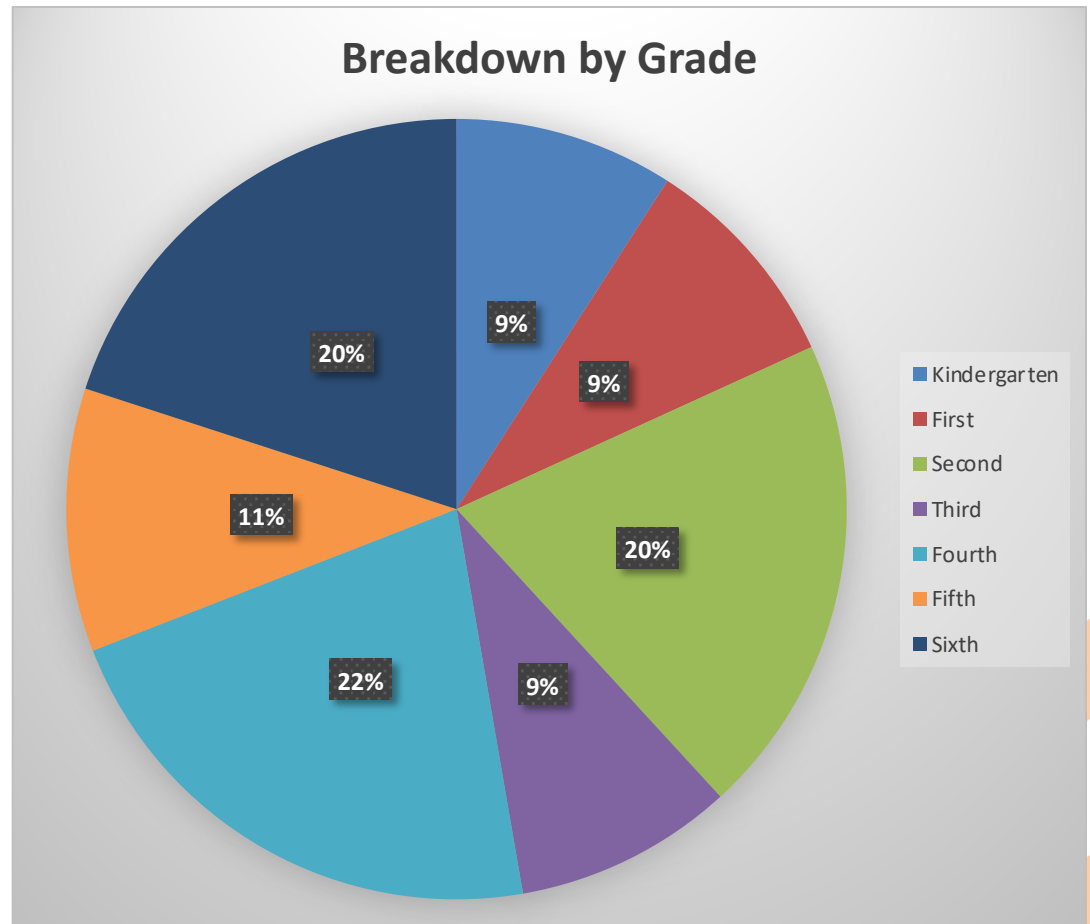




Covedale Elementary MindPeace Room Data Analysis

Data from 9/10/2019 to
11/5/2019

Total entries into room: 55

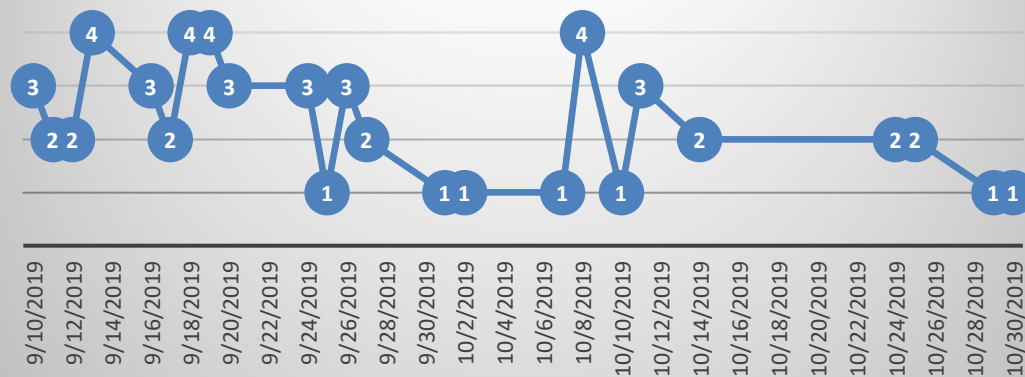




The average amount of time spent in the MindPeace room is 17.76 minutes. The median is 20 minutes.

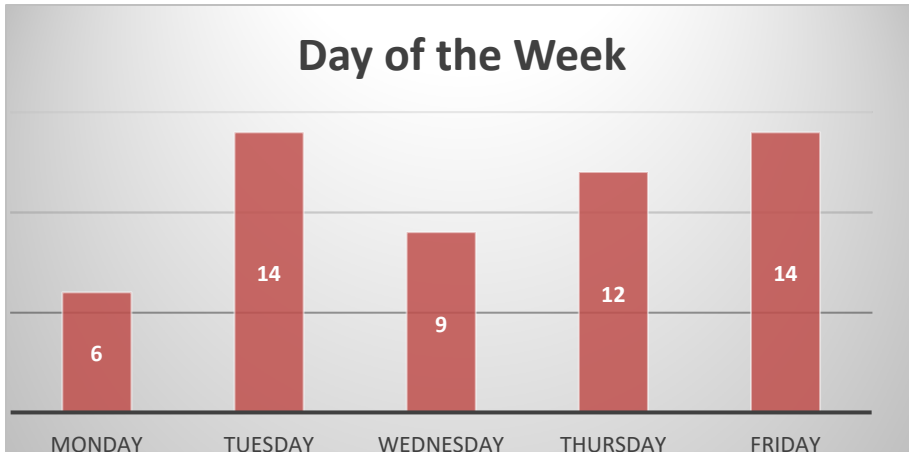
Shortest time spent in the room was 4 minutes. Longest time spent in the room was 30 minutes.

Visits by Date

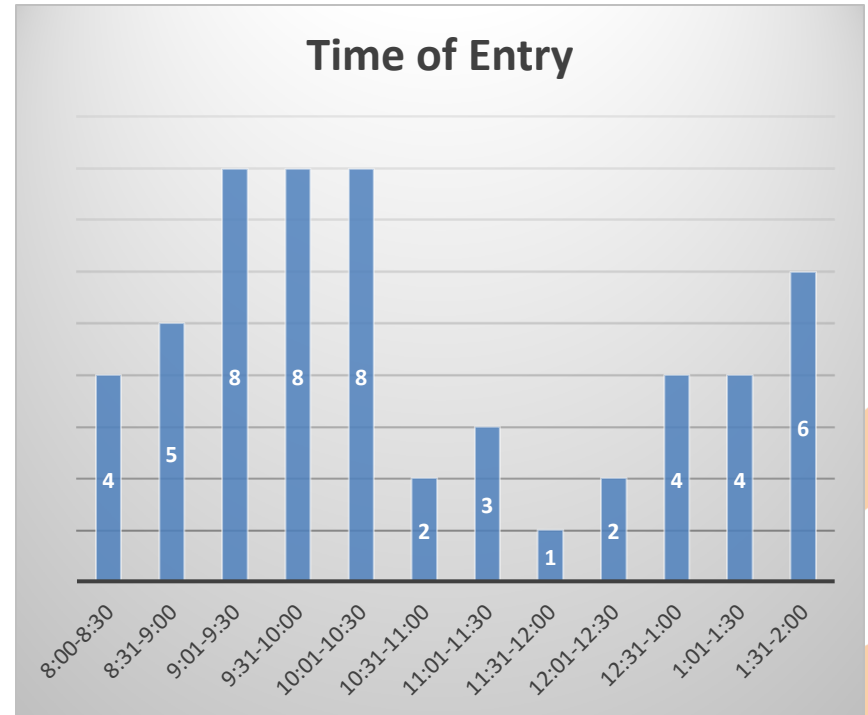




Day of the Week

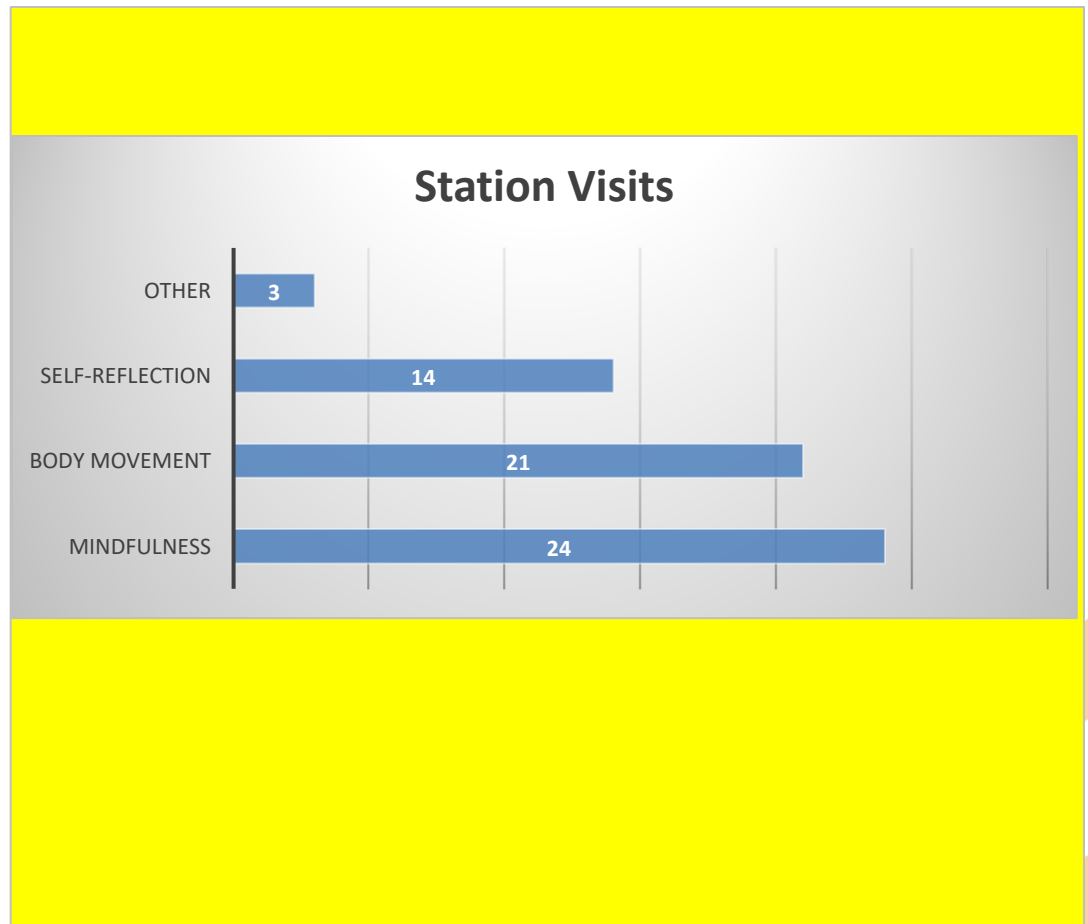


Time of Entry



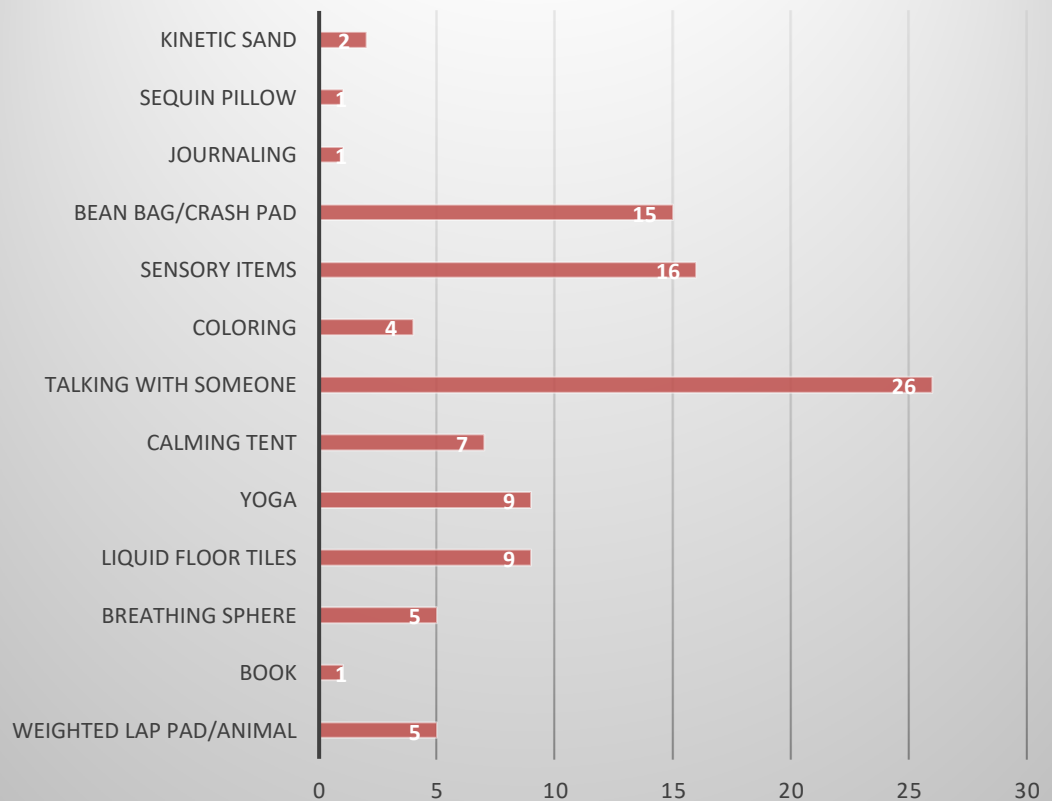


*OTHER refers to one student who “read a book”, one student who went to the “office”, and one student who spent their time “just sitting”.

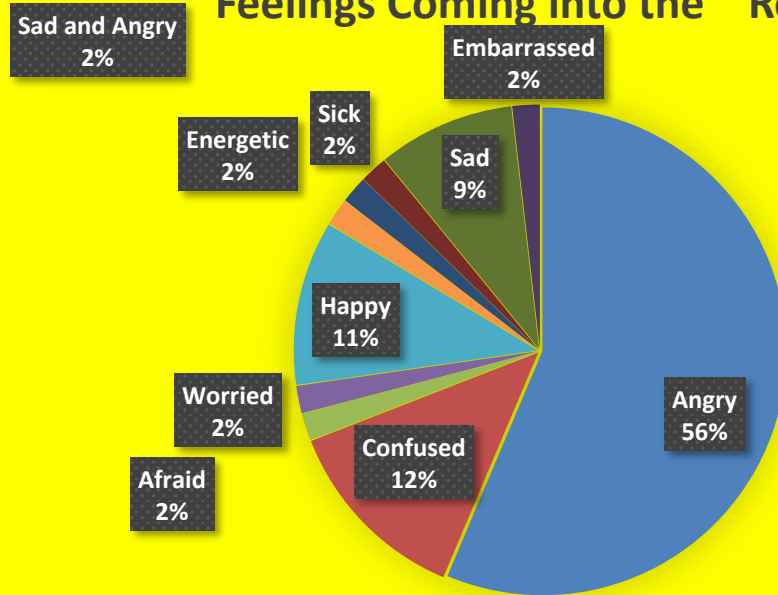




Resources Utilized



Feelings Coming into the Room

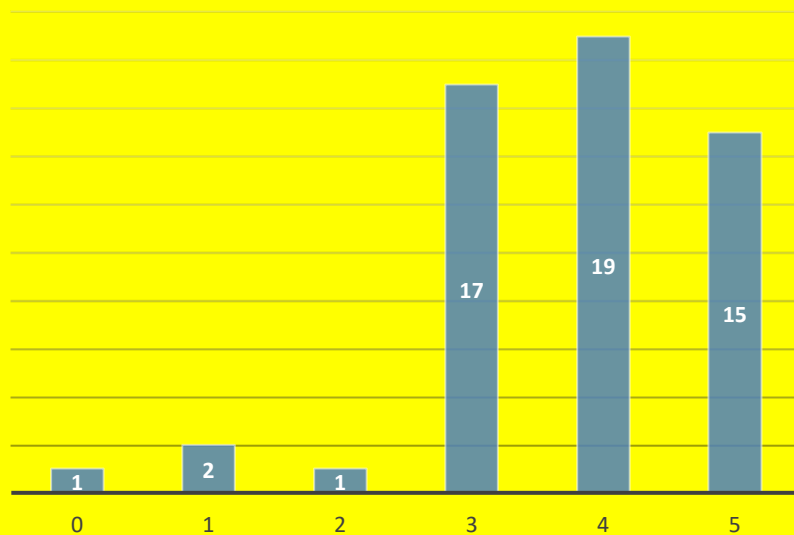


92.7% of students are coming in at a 3, 4, or 5 intensity.

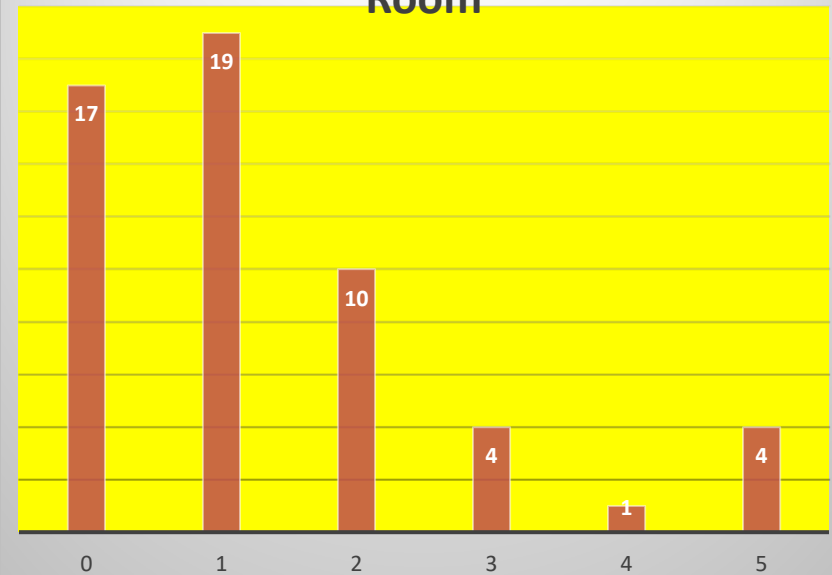
83.6% of students are leaving the room at a 0, 1, or 2 intensity.

***Of the 4 students who left the room with a 5 intensity, one felt angry, one felt sad, and two felt happy.**

Intensity of Feeling Coming into the Room



Intensity of Feeling Leaving the Room



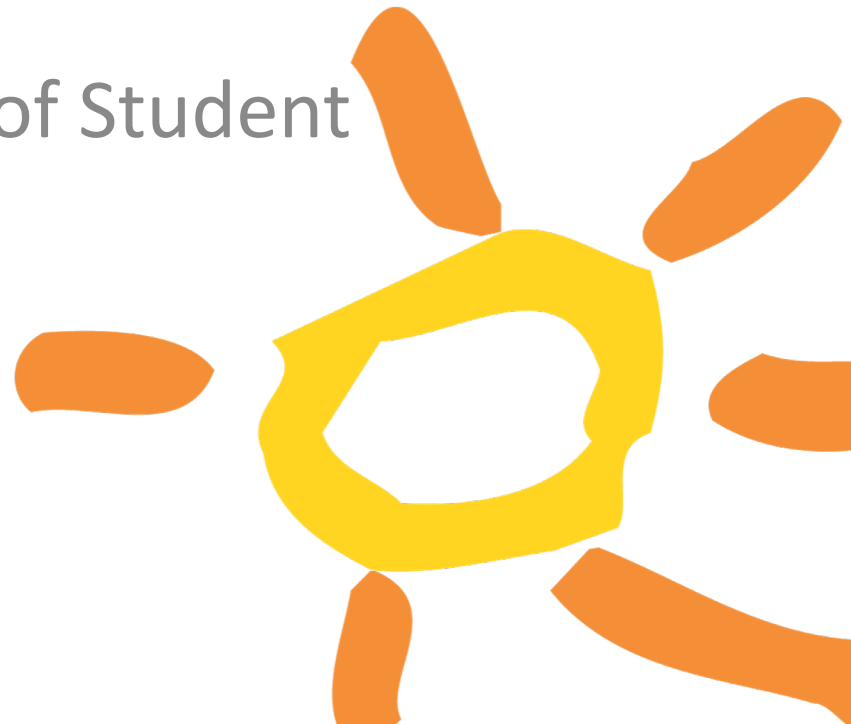


MindPeace Rooms™ in Hamilton City Schools

Brandon Stanfill, Director of Student
Services

BStanfill@hcsdoh.org

Office: (513) 868-4442



Background

Hamilton City and Butler County:

- 19.4% of people in Hamilton City live in poverty (United States Census Bureau, 2019)
- According to <http://servecitychosen.org/>, in 2019, 8,400 families were provided over 14,000 nights of shelter in Hamilton.
- In 2017 there were 87 deaths by Hamilton Residents, a rate of 139.3 per 100,000. As a whole, Butler County had 232 overdoses in 2017, and increase of 125% since 2012 (Butler County Overdose, n.d.).
- Butler County has 22.2% of children and youth with 2 or more ACEs. Nationally, it is 22.6% (NSCH, 2017).

Resources:

2011/12 National Survey of Children's Health (NSCH). www.nschdata.org United States Census Bureau (2017)

Butler County General Health District. (n.d.). *Butler County Overdose*

Report. <https://health.bcoho.us/Butler%20County%20Overdose%20Report%202017.FINAL.pdf>

U.S. Census Bureau QuickFacts: Hamilton city, Ohio; Butler County, Ohio. (2019). Census Bureau

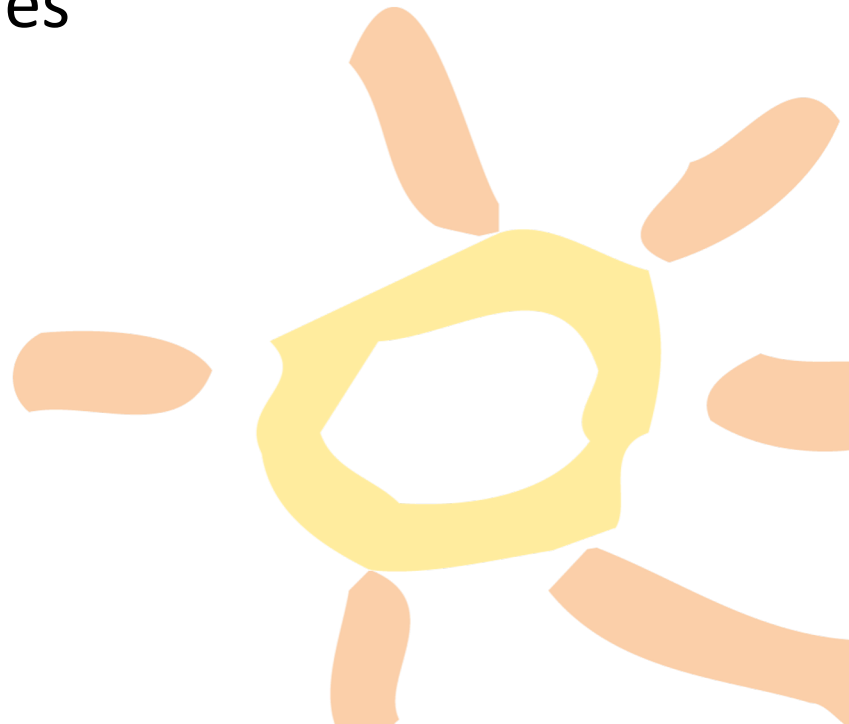
QuickFacts. <https://www.census.gov/quickfacts/fact/table/hamiltoncityohio,butlercountyohio/PST04521>

Hamilton City Schools Enrollment

- 9,898 enrolled students
- 12 schools
- 68.5% economically disadvantaged
- 16.3% students with disabilities

Ohio School Report Cards (2018-2019 data)

<https://reportcard.education.ohio.gov/district>



Hamilton City Schools Need

Many students have experienced trauma so a safe place for students to calm their brains and to learn calming skills is needed.

MindPeace helped Fairwood Elementary School and Hamilton High School introduce MindPeace Rooms last year.



Project Details

When Do Students Use the MindPeace Room?

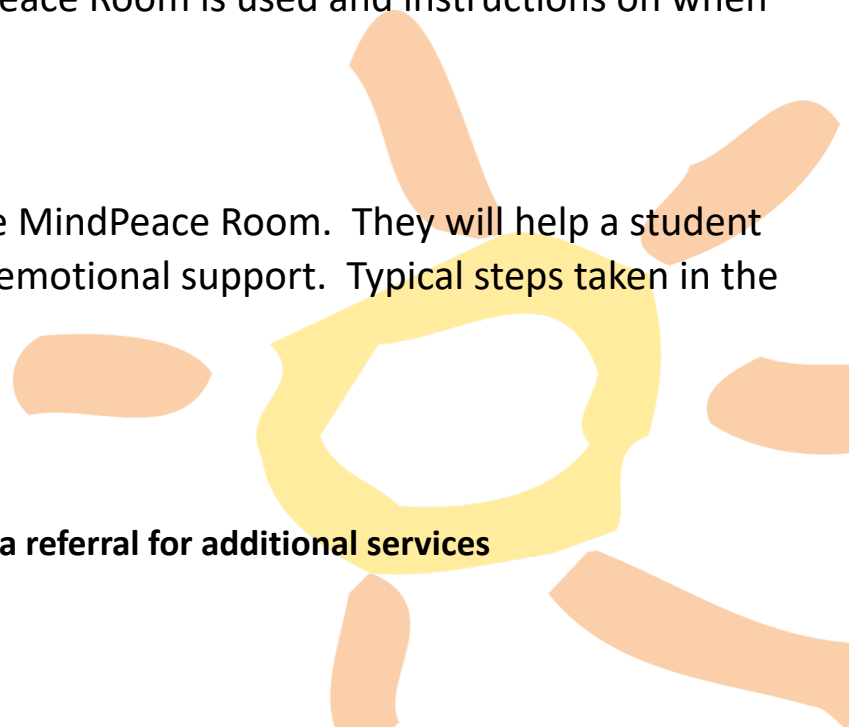
- The MindPeace Room option should be used after other tier 1 classroom management interventions have been exhausted.
- Teachers should refer to the Systems of Support for help understanding where students' needs are best met.

Training

- Staff overseeing the MindPeace Room are provided de-escalation training, and training on the room process
- Teachers receive information about why the MindPeace Room is used and instructions on when and how to have their students access it

What Happens In the MindPeace Room?

- Designated trained staff accompany students to the MindPeace Room. They will help a student identify best tool(s) that will assist in the student's emotional support. Typical steps taken in the MindPeace Room include:
 - **Sign in**
 - **Time for de-escalation**
 - **Visit the MindPeace Room Stations**
 - **Consider if the student needs additional support or a referral for additional services**
 - **Sign out**



Project Details

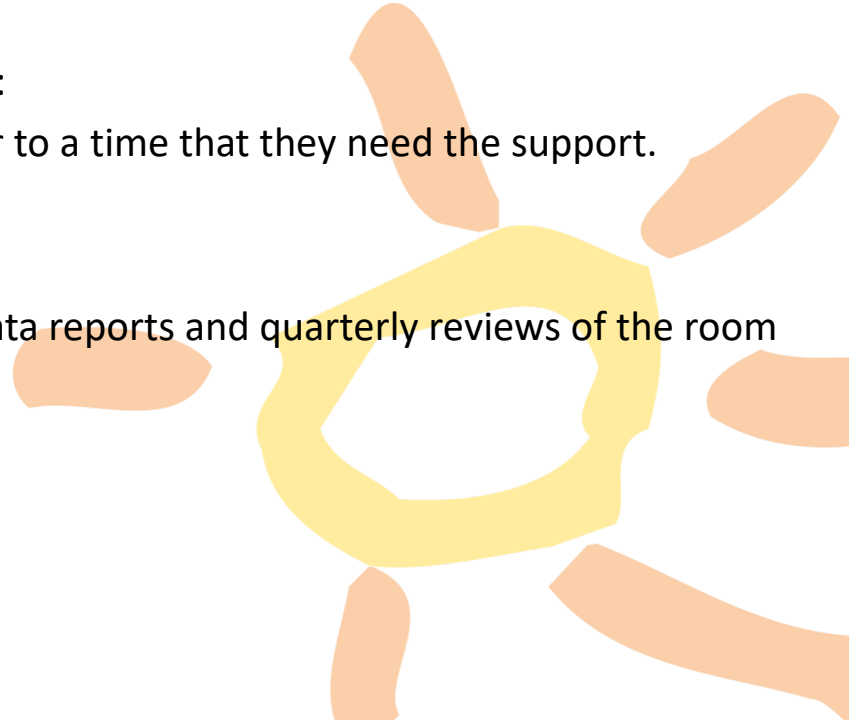
Teachers are encouraged to use positive praise when students return to their room. Ex: “I’m glad you’re back!” or “Great job using your calming techniques.” Consider if this should be said 1 on 1. Allow the student to have a fresh start.

- Some students may have the MindPeace Room visit written into their behavior plan. On average, students should be in the MindPeace Room no more than twenty minutes per visit.
 - For both Fairwood and Hamilton High School the majority of students which used the MindPeace Room did have the room written into their behavior plan.

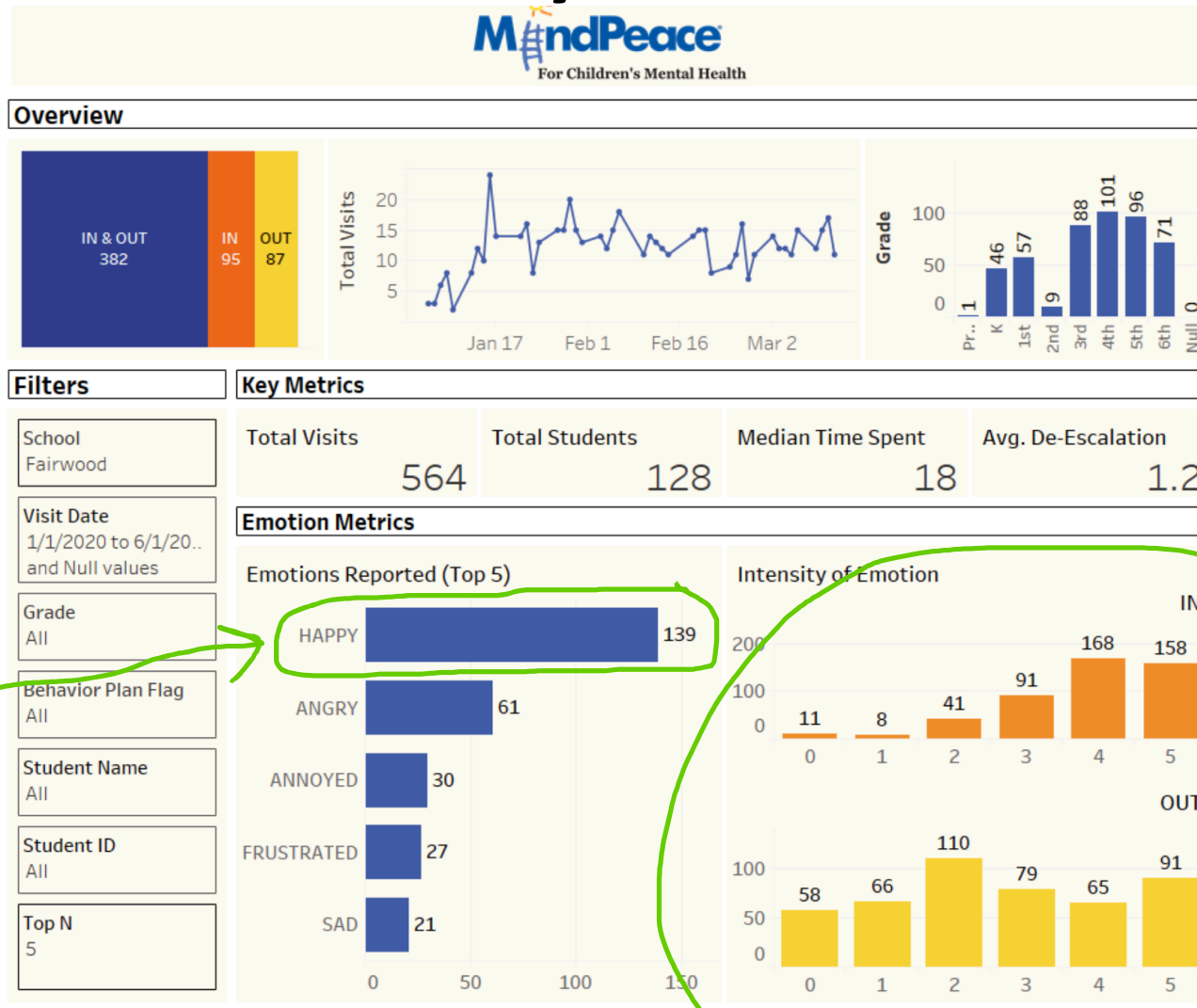
Students frequently using the MindPeace Room should:

- Ideally be introduced to the MindPeace Room prior to a time that they need the support.
- Be referred for additional support if needed.

To ensure the MindPeace Room is effective, monthly data reports and quarterly reviews of the room occur with MindPeace.



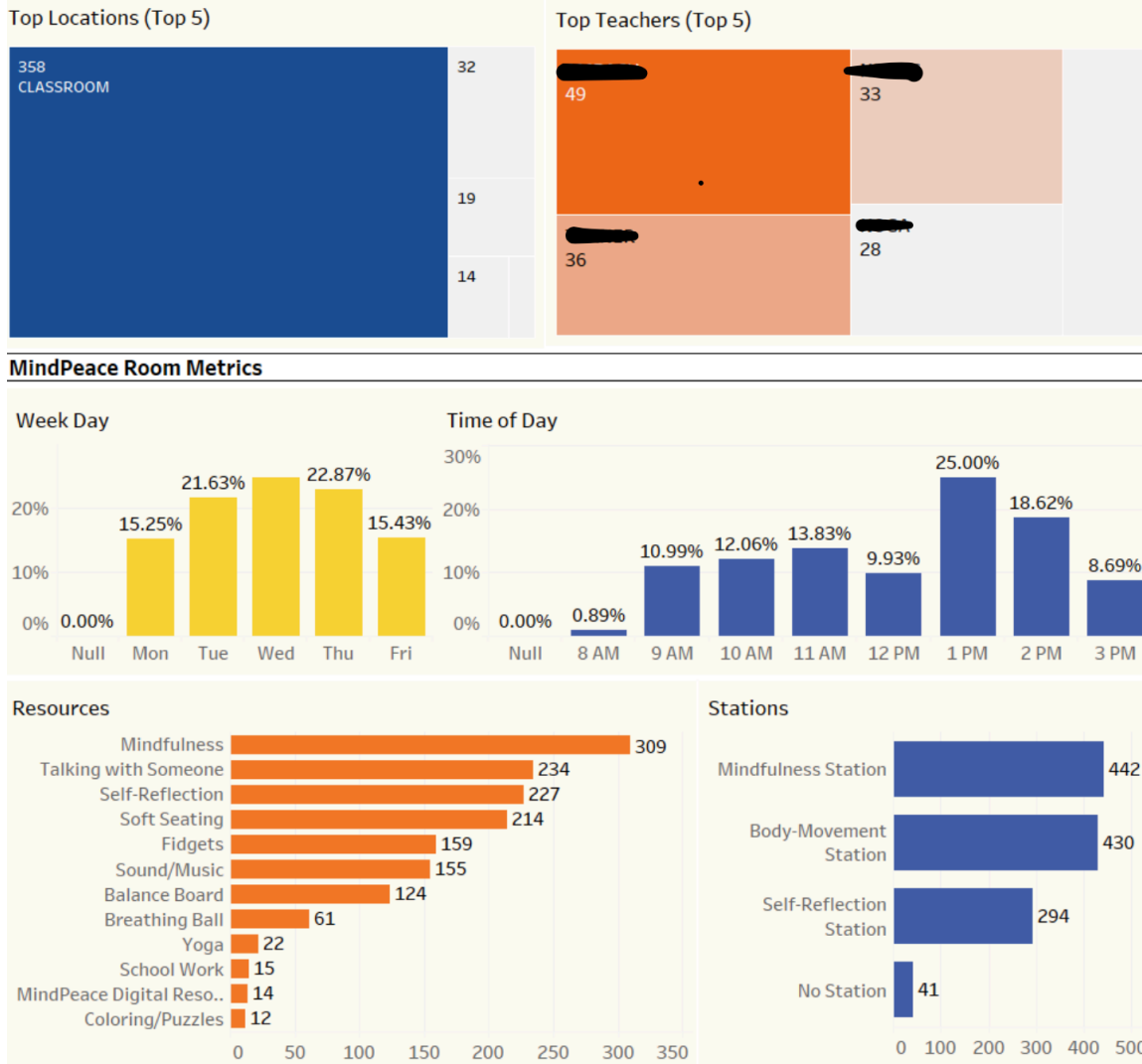
Fairwood Elementary Results



Most students had feelings of "happy" because they used the room during their designated time in their behavior plan

Students did not have much variation in their intensity of emotion because many came in at a rating of 5 (Happy) and left at a 5 (Happy)

Fairwood Elementary Results Cont.



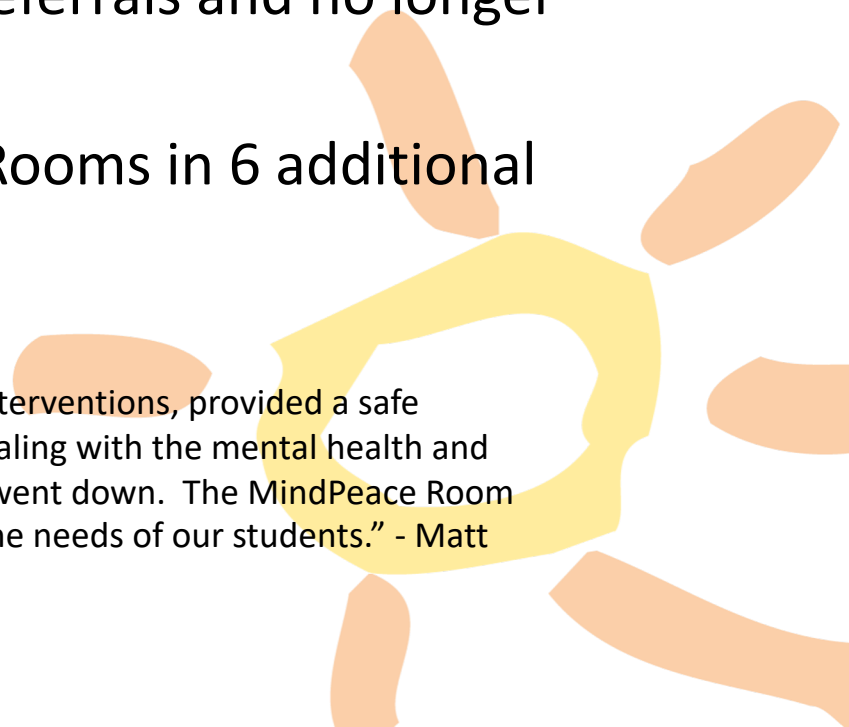
CONFIDENTIAL

Last Refreshed: 7/20/2020 2:43:15 PM

Review and Planning for 2020/2021

- MindPeace Rooms made a difference.
 - Student Example: Elementary student with 20+ office referrals on his way to expulsion. MindPeace Room added to his behavior plan and within a few months only had a few office referrals and no longer on track to expulsion.
- Goal is to implement MindPeace Rooms in 6 additional schools

“The MindPeace Room, in complete with all the training and interventions, provided a safe alternative for students to cope with their emotions. When dealing with the mental health and emotional well being in real time, referral numbers drastically went down. The MindPeace Room truly allowed us to be proactive instead of reactive and meet the needs of our students.” - Matt Crapo, Former Principal at Fairwood Elementary



Thank You for All Your Hard Work!

We are in this Together!

- For CEUs, please complete the evaluation. It will pop up after you exit Zoom.
- Lead Therapists & Supervisors: Don't forget to register for Return to School Train the Trainer August 7th 9am to 10:30am. Collaboration with Joining Forces!
- Check out 1N5/MindPeace State of Mind Speaker Series on our websites! Thank you mental health partners!
- If you need our help, please reach out to MindPeace at 513.803.0844

