# Building Capacity Through Connections:

## Meeting the Mental Health Needs of Youth and Young Adults at the State and Local Level

Capacity Building Insititute
May 18th, 2023

# WELCOME

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# The Center for Advancing Policy on Employment for Youth (CAPE-Youth) Partners

The Council of State Governments

https://www.csg.org/

ILR Yang-Tan Institute

https://www.yti.cornell.edu/

The center is fully funded by the United States Department of Labor's Office of Disability Employment Policy in the amount of $5 million under Cooperative Agreement No. OD-33982-19-75-4-21

# CAPE-Youth Strands of Work

CAPE-Youth seeks to improve employment outcomes for youth and young adults with disabilities (Y&YAD) by helping states build capacity in their youth service delivery and workforce systems with attention to:

- Strategic partnerships and system coordination;
- Work-based learning; and
- Professional development (PD).

# CAPE-Youth: What We Do

CAPE-Youth:

- Conducts research on new and existing innovative policy and practice;
- Develops strategic partnerships;
- Shares best practices among key stakeholders; and
- Helps states identify opportunities for new programs and services.

# Why is it Important to Consider Trauma?

- Trauma is pervasive and its impact is broad, deep and life-shaping.
- Trauma has more adverse effects on marginalized groups.
- Trauma affects how people approach services.
- The service system has often been re-traumatizing.

Exposure to trauma can increase risk for mental health symptoms that impact Y&YADs' engagement with services and/or employment outcomes.

(Davis, 2020)

# Re-Traumatization in Systems: What is It?

## Re-traumatization

- Any situation or environment that resembles an individual's previous trauma (either literally or symbolically)
- Triggers feelings and reactions similar to original trauma

(Institute of Trauma and Trauma-Informed Care, 2021)

- The potential for re-traumatization exists in all systems and at all levels of care.
- May also occur when interfacing with individuals who have experienced historical, intergenerational or cultural trauma.

# Key Findings

- **64%** of respondents indicated that they **did not have a process for screening and/or monitoring young people for mental health needs.**
- **70%** of respondents **do not track who gets services after a referral is made** (outcomes are unknown).
- For those that did not have a screening process, **60%** of respondents estimated that **over 50% of their youth had mental health needs**.
- **60%** of respondents indicated that **less than half of the youth can access mental health services** when they need them.
- **89%** of respondents indicated they **did not have sufficient resources to deliver quality mental health training to staff.**

https://nyec.org/wp-content/uploads/2022/08/NYEC-2022-Mental-Health-Report.pdf

# Mental Health Among Youth & Young Adults

- Over **1 in 10** youth in the U.S. are experiencing **depression** that is severely impairing their ability to function at school or work, at home, with family or in their social life.
- **60%** of these youth **do not** receive any mental health treatment.
- Even among youth with severe depression who receive some treatment, only **28% receive consistent care.**

https://mhanational.org/issues/state-mental-health-america

# Re-Traumatization in Systems: What Hurts?

- Having to retell your story
- Being treated as a number
- Being seen as a label
- Not having a choice
- Not having access to services
- Not having accessibility considered
- Isolation or exclusion practices
- Marginalizing practices
- Lack of cultural consideration
- “Isms” and phobias

(Institute of Trauma and Trauma-Informed Care, 2021)

# Re-Traumatization in Systems: What Helps?

1. **Safety:** Creating areas that are calm and comfortable
2. **Trustworthiness and transparency:** Providing clear and consistent information
3. **Choice:** Providing options for treatment or services
4. **Collaboration:** Making decisions together
5. **Empowerment:** Recognizing capabilities
6. **Cultural, historical and gender issues:** Offering services sensitive to an individual's gender, culture and unique background

What are trauma-informed strategies you have seen within your system which increase the capacity to meet the safety needs of youth while engaging in "business as usual"?

(Centers for Disease Control and Prevention, 2021)

# CAPE-Youth Resources

- Policy Briefs:
  - Improving Mental Health Service Delivery Including Coordinated Specialty Care for Youth with a First Episode of Psychosis
  - Trauma-Informed Policy for Youth
  - Addressing the Needs of Youth with Disabilities and Other Intersecting Identities
  - Transition Activities and Services for Justice-Involved Youth and Young Adults with Disabilities

- CAPE-Youth Pages:
  - Mental Health
  - COVID-19
  - Telehealth

# How Can Workforce & Other Systems Respond? (State Level Examples)

**Example:** Wisconsin Department of Workforce Development TIC Training

- WI state agency focus - Fostering Futures
- Division of Vocational Rehabilitation (DVR) internal focus on training
  - Regional Trainings
  - 2020-2021 All staff training

[Wisconsin Fostering Futures: Phase 3 Results]

**Example:** [Pennsylvania Trauma-Informed Care Initiative]

- Training to change their culture
- Expanding their Adverse Childhood Experiences (ACE) definition
- Requiring the evolution to trauma-informed and beyond

# References


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- Centers for Disease Control and Prevention. (2021). *Six guiding principles to a trauma-informed approach*. Retrieved from https://www.cdc.gov/cpr/infographics/6_principles_trauma_info.htm
- Davis, M. (2020). *Oregon's trauma-informed journey*. Trauma-Informed Oregon Project.
- Institute of Trauma Informed Care. (2021*). Retraumatization: What hurts?* Retrieved from https://mcedsv.org/wp-content/uploads/2021/11/ITTIC-2021-Retraumatization-Chart.pdf

# Questions?

Contact Us:

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CAPE -Youth
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# MTSS Implementation

NTACT:C Capacity Building Institute

May 2023

Charlotte, NC

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IDEAs that Work

Office of Special Education Programs
U.S. Department of Education

# School-Wide Inclusive Mental Health Promotion for Learning and Coordinated Community Engagement


- JAMES SINCLAIR,
- GEOVANNA RODRIGUEZ,
- KATHERINE BROMLEY,
- CHRISTEN KNOWLES,
- CHRISTOPHER MURRAY,
- JOHN SEELEY, &
- SUSAN STADELMAN


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# TECHNICAL ASSISTANCE AND DISSEMINATION TO IMPROVE SERVICES AND RESULTS FOR CHILDREN WITH DISABILITIES PROGRAM –

*Model Demonstration Projects to Enhance Social, Emotional, and Mental Health Services and Supports for Middle or High School Youth with and at Risk for Disabilities*

(CFDA 84.326M, Absolute Priority 2)
2021 – 2026 - 3 awards

FLORIDA Connect

project EPIC
Enhancing Family-School-Community Partnerships through an Interconnected Systems Framework Collaboration

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# Purpose of the OSERS Program

- To establish and implement an evidence-based integrated school mental health program to enhance social, emotional, and mental health services and supports in middle school or high school settings to support youth with and at risk for disabilities.
- Determine how aspects of the models can:
  - be delivered remotely to increase **access to mental health services and supports**, either due to lack of access or during disasters;
  - focus on **integrating prevention, universal screening and targeted interventions in a school-based setting**; and
  - increase the **capacity of schools to connect students with mental health providers** and specialized mental health professionals.

# Project Focus

- 3 suburban high schools in Oregon
- Focused on special education teams and students with disabilities
- No previous systematic implementation of mental health screening or programming for students with disabilities

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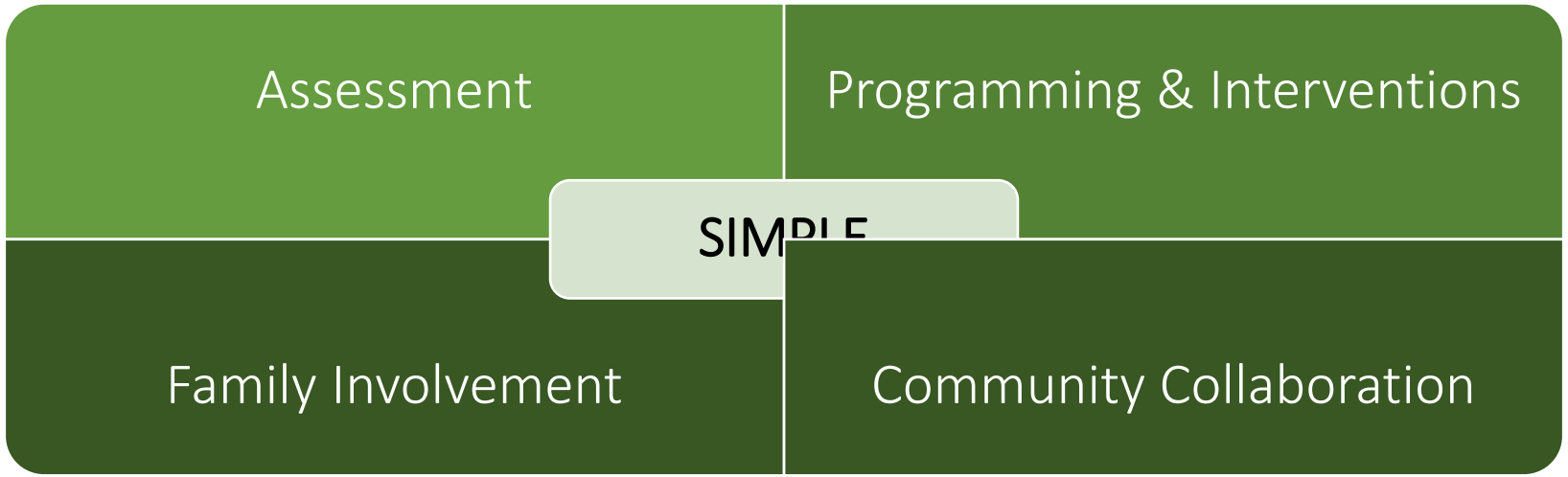
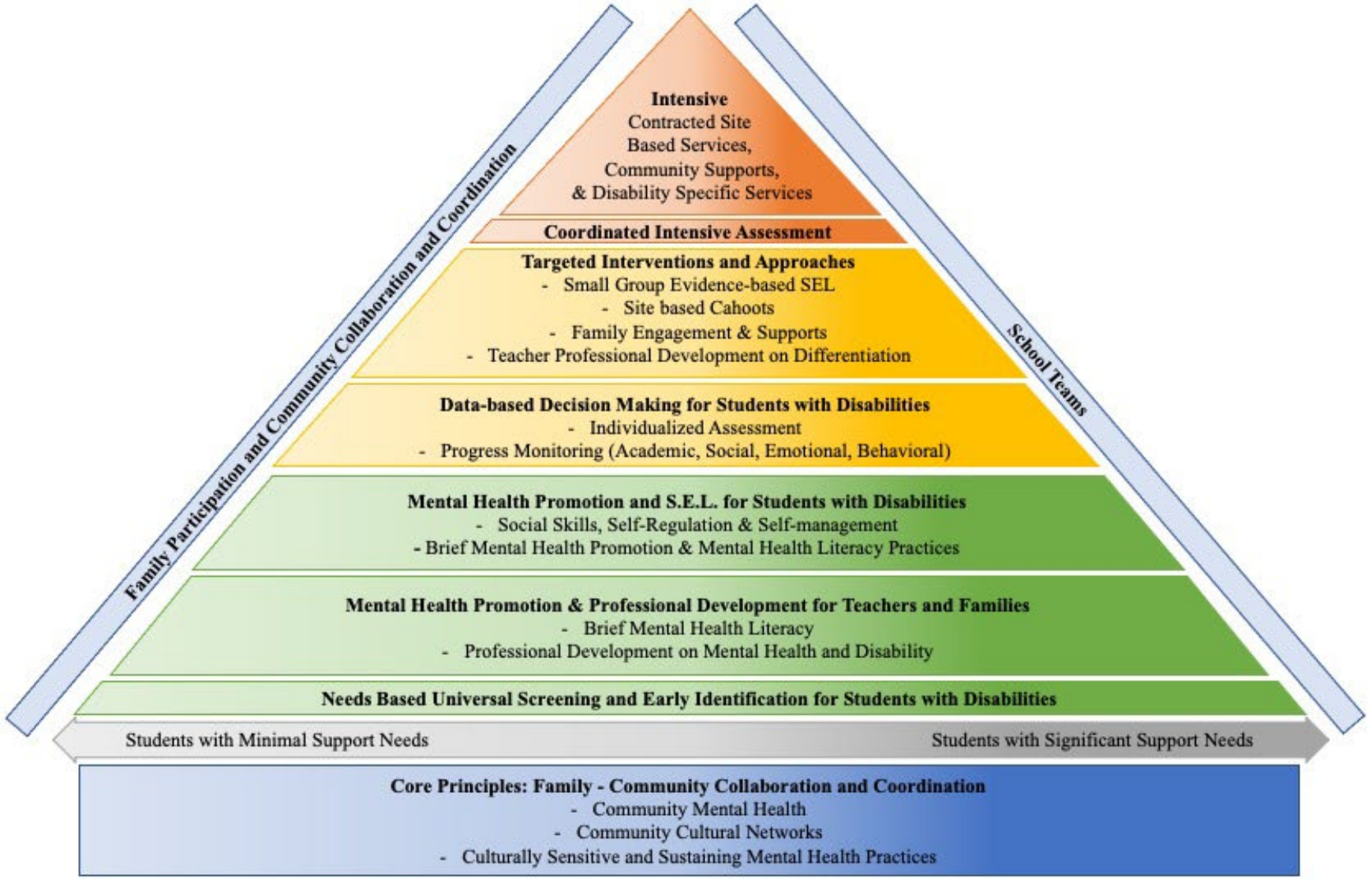
Charge

To collaboratively build a multi-tiered system of Mental Health Supports within the Special Education Programs in Schools that address



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# SIMPLE Timeline

- Feasibility, acceptability, usability evaluation of assessments and interventions added to Year 1
- Will explore readiness and team functioning of the SMH team in Year 1
- Move forward with Year 1 data collection and analyses during Year 2
- Original Year 3 data collection and analyses will be skipped to ensure we can examine the final model in Year 4

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Needs Assessment:

Each school participated in three meetings to focus on their needs with the research team

| Session 1 Focus | Session 2 Focus | Session 3 Focus |
|---|---|---|
| • Current team structures and collaboration processes<br>• Current capacities and readiness for programming<br>• Considerations for future team building | • Current universal or tier 1 practices and programming<br>• Universal screening and data considerations<br>• Current services and MH intervention programming | • Perspectives of student involvement in MH programming and services<br>• Planning for future |



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Needs Assessment

*Teams must start somewhere!*

| Successes | Learning Areas |
| --- | --- |
| • Learning what is happening, what is not happening at the school<br>• Learning what team capacity is<br>• Building systemic ways to address concerns versus individual reactionary approaches | • Integrating MH conversations into team time<br>• Concern for additional workload to overburdened teams and schools |



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Screening:

Schools evaluate screeners to identify which will allow them to collect valued information for their teams

- **BASC-3 Behavioral and Emotional Screening System (BESS)**
  - Kamphaus & Reynolds, 2015
- **Student Risk Screening Scale – Internalizing & Externalizing (SRSS-IE)**
  - Lane et al., 2012
- **Systematic Screening for Behavior Disorders (SSBD)**
  - Walker, Severson, & Feil, 2014
- **Social, Academic, & Emotional Behavior Risk Screener (SAEBRS)**
  - Kilgus & von der Embse, 2014
- **Student Internalizing and Externalizing Behavior Screeners (SIBS/SEBS)**
  - Cook et al., 2011, 2012
- **Behavioral Emotional Rating Scale (BERS)**
  - Epstein et al., 2023



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# SIMPLE Screening: BERS

Two Schools:

a total sample of 259 students screened

Results presented in % (#)

| | •Superior<br>• Above Average<br>• Average | | • Below Average<br>• Poor | | Very Poor | | Not Enough Data | |
|---|---|---|---|---|---|---|---|---|
| **Interpersonal Strengths** | **70%** | **181** | **20%** | **52** | **3%** | **7** | **7%** | **19** |
| **Family Involvement** | 46% | 120 | 36% | 93 | 11% | 28 | 7% | 18 |
| **Intrapersonal Strength** | 44% | 114 | 39% | 100 | 12% | 30 | 6% | 15 |
| **School Functioning** | 45% | 117 | 38% | 99 | 12% | 32 | 4% | 11 |
| **Affective Strength** | 41% | 105 | 51% | 132 | 6% | 17 | 2% | 5 |

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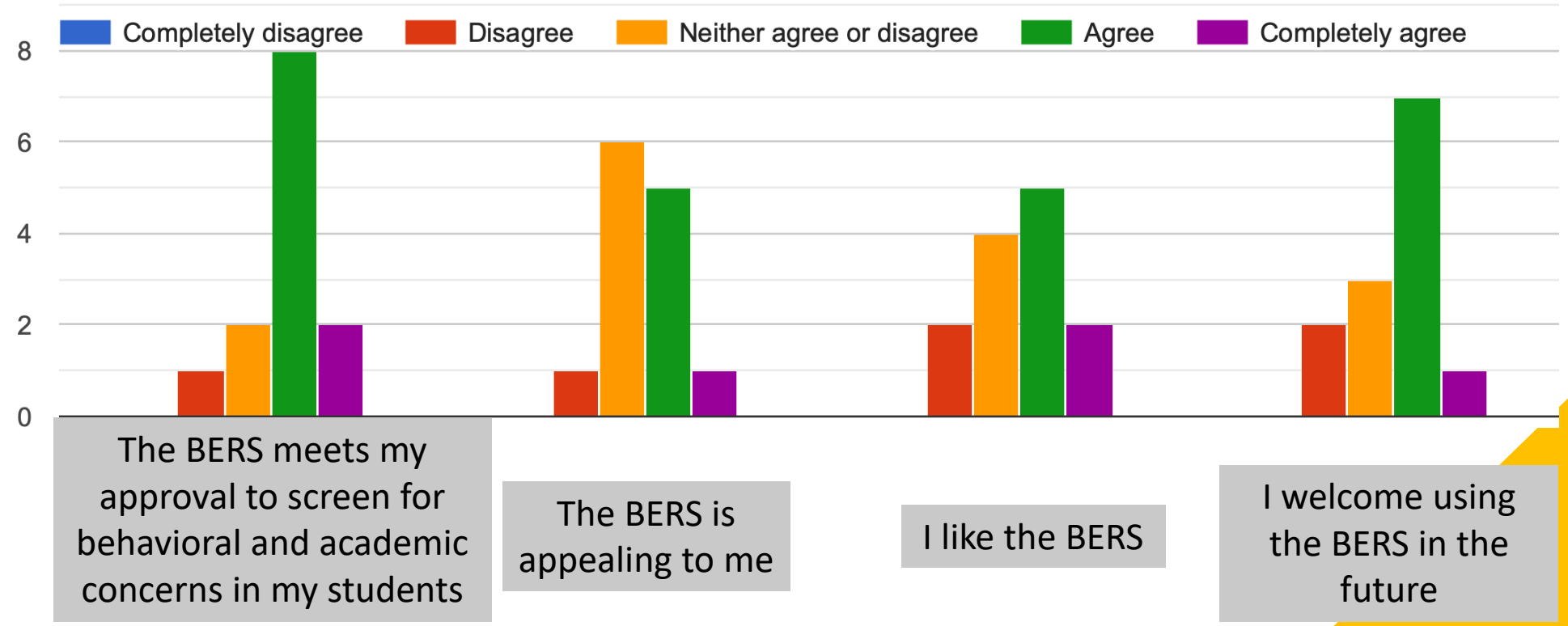
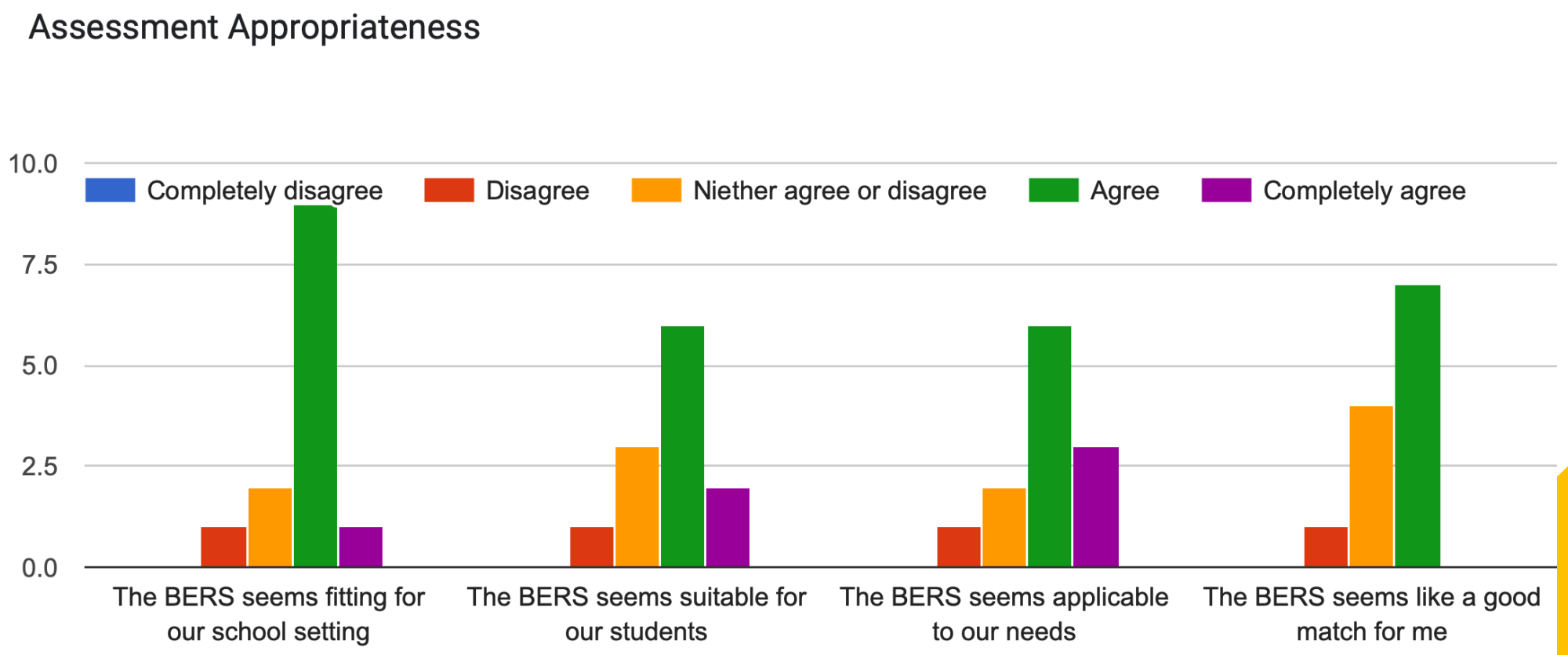
# SIMPLE Screening Reactions

Acceptability



# SIMPLE Screening Reactions (2)



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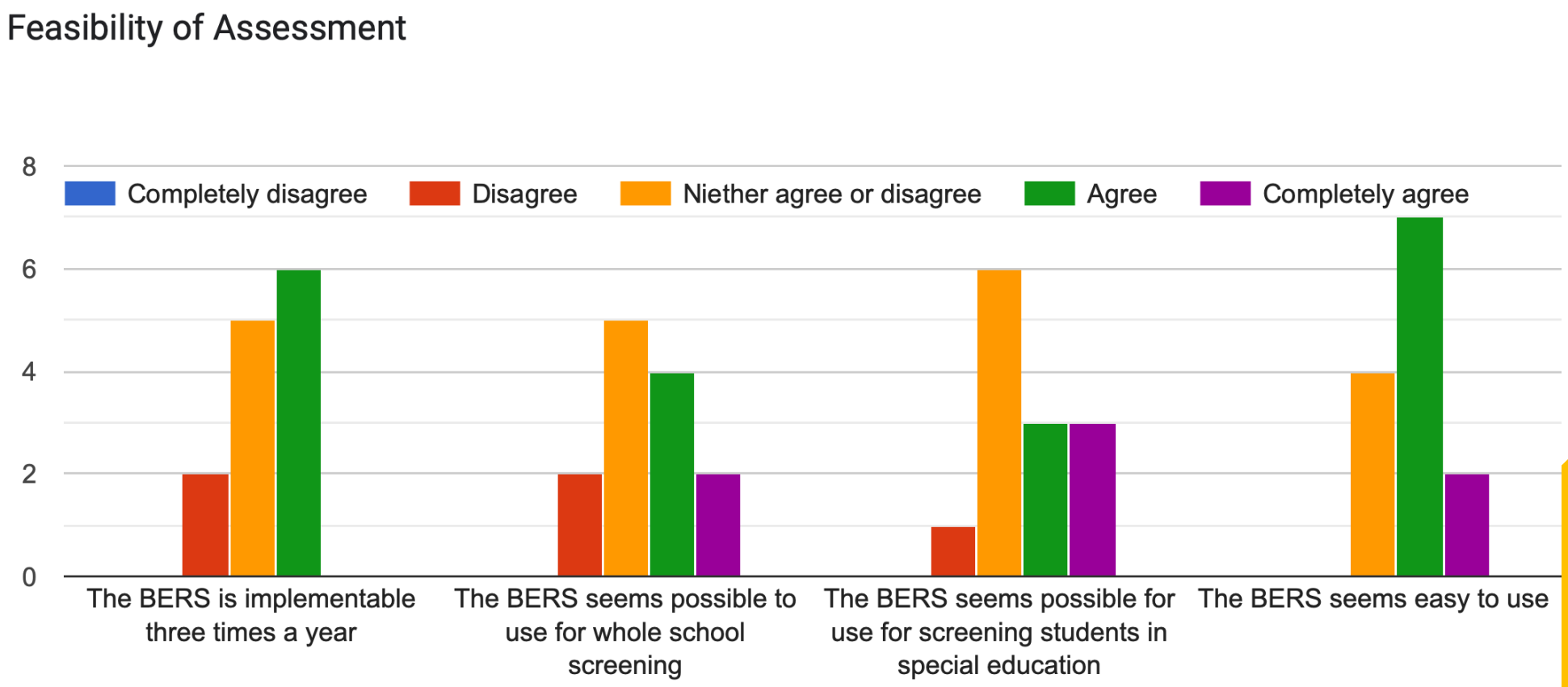
# SIMPLE Screening Reactions (3)



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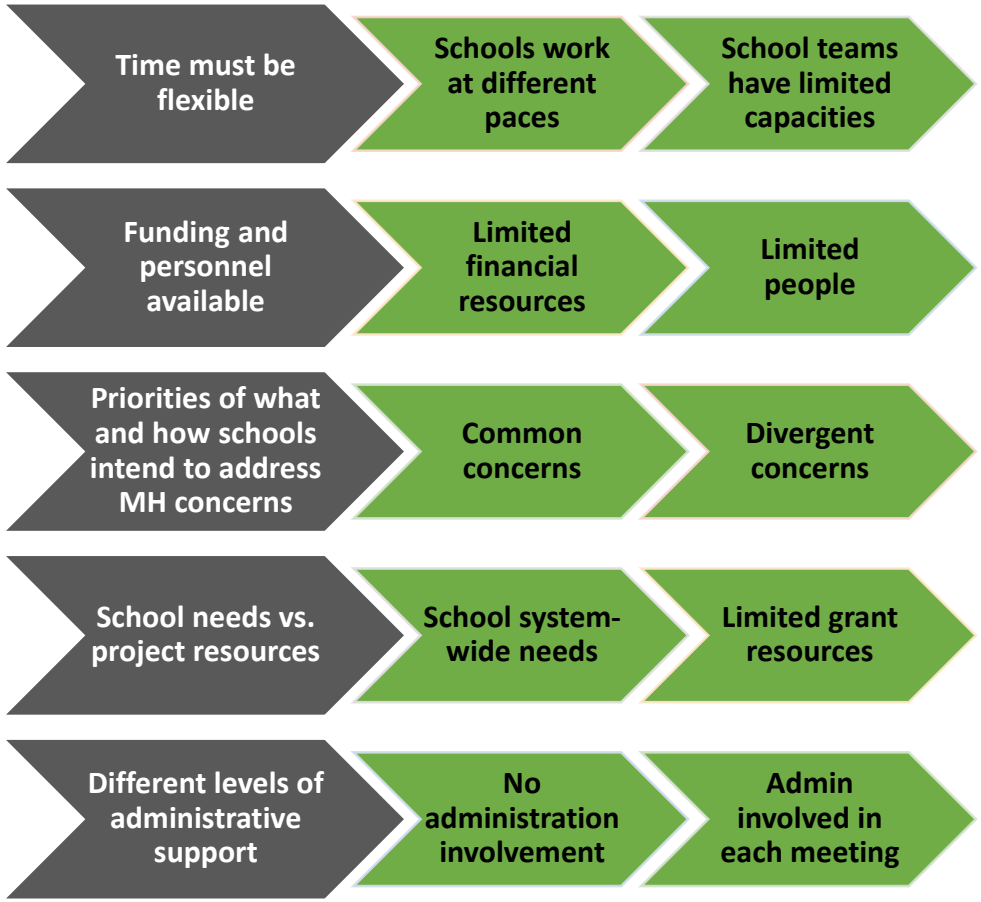
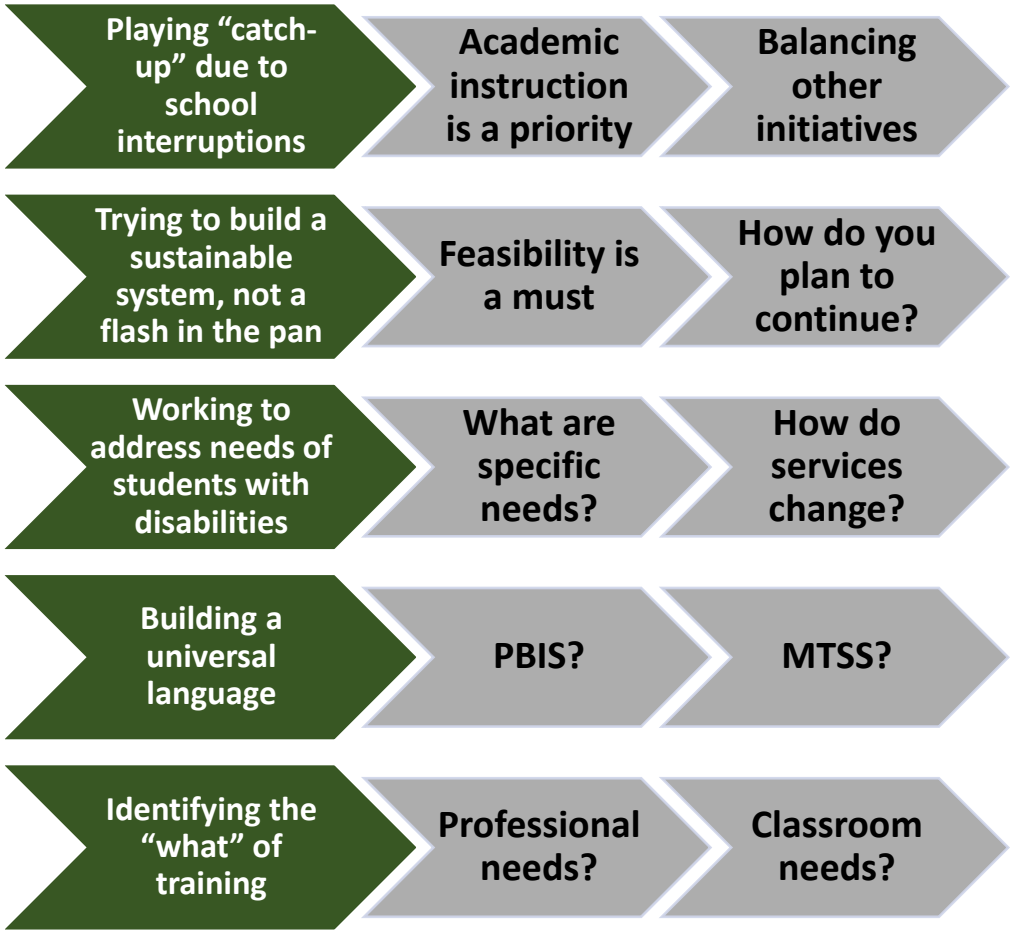
# SIMPLE Learning Areas: Logistics



# SIMPLE Learning Areas: Practice



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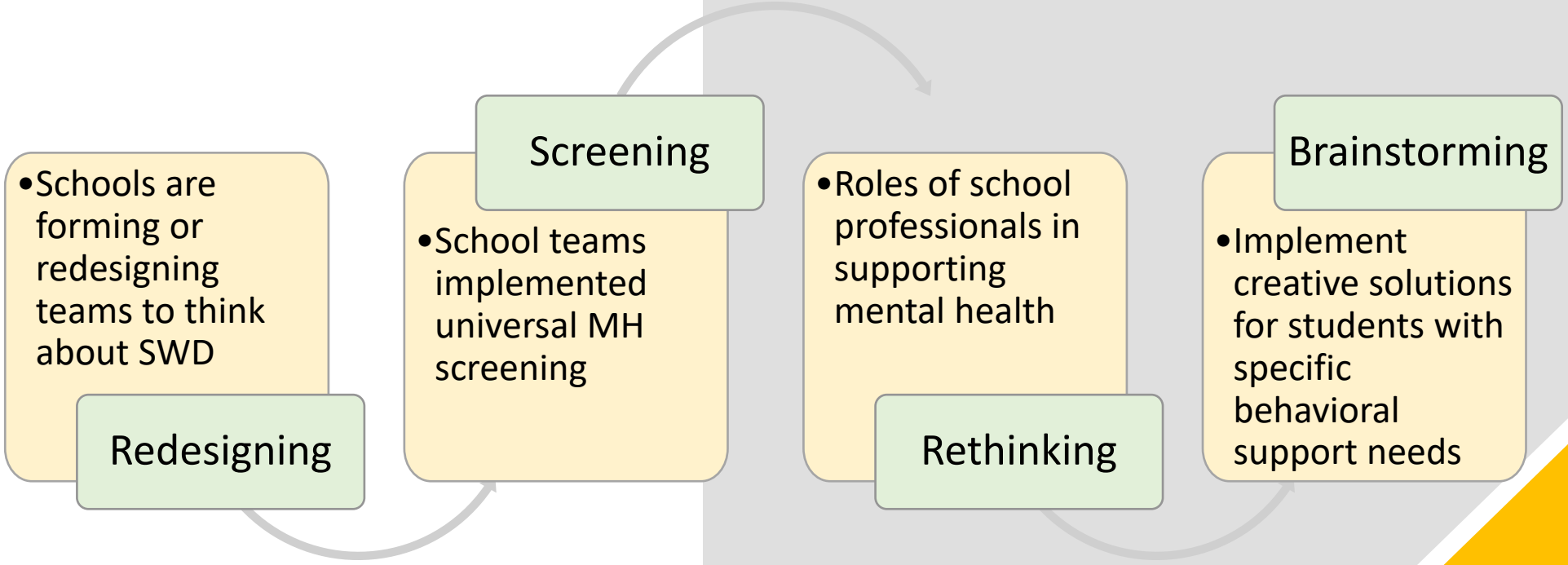
# Success Areas: Logistics



# SIMPLE Success Areas: Practice

**Data**

- Empowering to see teams interact with universal mental health screening data for the first time

**Eager**

- School teams are eager to add to their mental health supports for students with disabilities

**Collaboration**

- School teams are excited to make collaborative relationships WITHIN their school building

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# Current and future activities

- All three schools have or finishing a three-part needs assessment interview process
- Two schools have one round of screening, plan to screen in Spring for all three schools
- Community organization interviews
- Listening sessions for families
- Focus groups with students and teachers



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- Contact Us!

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Please take a moment to submit your session

# Quick Reaction

NTACT THE COLLABORATIVE