



STATE OF TENNESSEE
COUNCIL ON CHILDREN'S MENTAL HEALTH

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Council on Children's Mental Health
TennCare Building – 4th Floor Training Room
Thursday, October 30, 2014
10 a.m. – 3 p.m.

MEETING SUMMARY

Attendees:

| | | |
|----------------------|---------------------|------------------|
| Sandra Allen | Rikki Harris | Heather Parsons |
| Elizabeth Ball | Crystal Henson | Tim Perry |
| Alicia Banks | Kelly Hill | Steve Petty |
| Louise Barnes | Kurt Hippel | Dawn Puster |
| Carole Beltz | Adrienne Holbrook | Clayton Ramsey |
| Lymari Benitez | Adam Horn | Kathy Rogers |
| Laura Berlind | Jeremy Humphrey | Mary Rolando |
| Brenda Beverly | Petrina Jones-Jesz | Sara Smith |
| Melissa Binkley | Dustin Keller | Erica Spencer |
| Cory Bradfield | Ann Kelley | Tawny Spinelli |
| Audrey Burrell | Richard Kennedy | Kathryn Spittler |
| Diana Casella | Kyla Krengel | Yvonne Stahl |
| Dana Casey | Kristy Leach | Sukey Steckel |
| Monica Causey | Kisha Ledlow | Brian Stephens |
| Tasha Chusac | Tony Majors | Joan Sykora |
| Pat Conner | James Martin | Andrea Thaler |
| Kimberly Daubenspeck | Linda McCorkle | Amy Thomas |
| Bruce Davis | Melissa McGee | Patti van Eys |
| Kristin Dean | Michele Moser | Keri Virgo |
| Roger Dinwiddie | Rose Naccarato | Beth Vorhaus |
| Bill Dobbins | Maury Nation | Keisha Walker |
| Jana Dreyzehner | Caitlin Neal-Jones | Jill Watral |
| Deborah Gatlin | Nneka Norman-Gordon | Sejal West |
| Alison Gauld | Amy Olson | Alysia Williams |
| Kathy Gracey | Linda O'Neal | Marie Williams |
| Ashley Harrington | Crystal Parker | |

Welcome and Introductions (Linda O’Neal and Marie Williams)

- O’Neal thanked those in attendance for the great turnout. She welcomed Melissa McGee as the new Director of the CCMH and thanked Dustin Keller for his service and work to create a successful Council. Keller has accepted a leadership position with Camelot Care.
- Deputy Commissioner Williams thanked O’Neal for her leadership role with the Council. She also thanked Sejal West and Sukey Steckel for bringing Federal funding for System of Care work into Tennessee. Introductions were then made around the room.
- O’Neal called for announcements:
 - *Election Day* – November 4, 2014. Please vote!
 - *TAMHO Conference* – December 2 & 3, 2014 at Embassy Suites Hotel, Murfreesboro, Tennessee.
 - *TCCY Children’s Advocacy Days* – March 10 & 11, 2015 at War Memorial Building, Nashville, Tennessee.
 - *Tennessee Coalition for Mental Health and Substance Abuse Services’ Day on the Hill* – March 18, 2015 at War Memorial Building, Nashville, Tennessee.
 - *2015 – CCMH meeting dates:*
 - February 19
 - April 23
 - June 18
 - August 27
 - October 22
 - *2016 Budget Hearings* – May be viewed live online from November 24 to December 5, 2014.
 - TDMHSAS budget hearing – November 24 at 1:15 p.m.

School Climate and Department of Education Overview (Patricia Connor and Kimberly Daubenspeck)

- Tennessee is privileged to be one of only eleven states awarded a grant that supports a Center for School Climate. School Climate is a part of the Safe and Supportive Schools (S3) project. The climate of a school is reflective of the environment and culture and can be sensed quickly upon entering a school. A school’s climate should reflect optimum conditions for learning and positive school climate is a goal for all Tennessee schools, although some are further in the process. A school is only as good as its leadership and climate is created in the patterns of experiences of students, parents and school personnel within the school. The S3 project measures climate through three surveys, one each targeted towards children, parents and school personnel. These surveys are administered every school year. The overall mission of the S3 project is to ensure safe and supportive learning environments to increase academic success, high school graduation rates, and to

decrease teacher turnover. Twenty-seven school districts in Tennessee are participating in the School Climate program.

- A negative School Climate may be linked to poor attendance, increased bullying, lost instruction time for teachers, and interruption of the learning process of other students.
- The Tennessee School Climate Model has three dimensions:
 - **Engagement** – Supportive relationships with students and school personnel and active parental involvement. Engagement is the foundation of the School Climate program.
 - **Safety** – Safety includes physical safety, freedom from bullying, trauma and substance abuse.
 - **Environment** – Supportive discipline and a safe physical environment.
- Connor shared a web resource from The Search Institute (www.search-institute.org) that provides good information on developmental assets. Forty internal and external assets have been developed for different age groups of children and youth, with the average child or youth in each age group having eighteen assets. This resource is also a user-friendly resource for parents and stakeholders.
- Student *voice* is also a vital component of School Climate outcomes and improvement strategies will reflect student priorities. Listening to what children and youth have to say improves and strengthens their connectedness and engagement with other students and school personnel. Engaging youth in small advisory groups within the school is useful to inform school climate discussions. Potential topics of discussion include suicide prevention training, middle school to high school transition, definitions of the word “home,” and the School Climate surveys. Daubenspeck emphasized the importance of completing the surveys to provide a measurement of individual school climate. Results of these surveys may be found on the Safe Schools’ Resources page (www.safeschoolstn.org). Tennessee is the only state awarded an S3 grant to design its own surveys.
- Connor acknowledged that bullying is still a major issue in Tennessee and highlighted state laws regarding bullying/cyber-bullying/harassment. “Bullying” is a term that may not be appropriate in some circumstances and other more appropriate words may be needed as reporting on bullying varies, however bullying behavior is defined as being a *repeated and intentional* behavior.
- School discipline is another important component of school climate. Connor described efforts at the state and national level, including *Breaking School Rules*, a large study done several years ago that involved one million students in 7th-12th grades. This study hoped to show how to improve the way suspension and expulsion techniques were used as disciplinary actions. The public school system in Texas participated in this study and had the second largest system in the U.S. at that time with two-thirds of the student population identifying as non-white. The study showed that 54% of Texas students had been suspended or expelled at least once between 7th and 12th grades with the most

affected population being African Americans and students with educational disabilities. The State of Tennessee has adopted the philosophy of restorative justice, which is building communities of care around students while not condoning harmful behavior, but holding them accountable within systems of support.

- Daubenspeck showed several video clips of successful initiatives to improve youth engagement throughout Tennessee. These initiatives include:
 - Campbell County High Flex Lunch
 - Hendersonville High Advisory (featuring Taylor Swift)
 - Maplewood High Community Engagement
 - White County CLIMATE crew (Courage, Leadership, Integrity, Modesty, Ambition, Tolerance, and Equality)
- Basic steps to improve school climate include: identify patterns of behavior that suggest functional relationships, teach replacement behaviors, and deliver high rates of positive feedback. There are many programs and activities that address school climate, including Olweus anti-bullying training and student academic assistance. An additional initiative is *Positive Behavioral Intervention and Support (PBIS)*. The six core strategies of PBIS are:
 - Work from data
 - Connect climate and learning
 - Design empowering roles
 - Build positive teacher culture
 - Use engaging instructional methods
 - Teach beyond academics

Evidence-based Trauma Intervention in Schools: The CBITS Program (Dr. Kristen Dean)

- The *Cognitive Behavioral Intervention for Trauma in Schools (CBITS)* brings evidence-based trauma-informed mental health treatment to school settings. Studies have shown that between 20 and 50% of children in the U.S. are traumatized to some degree by violence, natural disasters, accidents and grievous losses. Most children and youth will not seek mental health treatment and often internalize their symptoms. Because of the widespread occurrences across demographics, an intervention model was needed for children and families of diverse ethnic and social backgrounds.
- The CBITS Program consists of mental health screening and a standardized series of ten group sessions for trauma symptoms. In addition, there are one to three individual sessions exposing trauma memory and treatment planning, two parent outreach sessions for trauma education and support, and one teacher session to provide education about recognizing trauma symptoms in students. CBITS is appropriate for children 10 to 15 years of age and at the same developmental age.
- CBITS began as leaders in the Los Angeles Unified School District (LAUSD) addressed the need for an effective program for traumatized students. It was first implemented as a

randomized control study during the 2000-2001 academic year in the LAUSD. The LAUSD study revealed that there was a significantly high rate of exposure to violence, particularly witnessing violence.

- The six CBITS components are psycho-education, relaxation, cognitive restructuring, trauma narrative, in vivo exposures, and social problem-solving. For more information see the CBITS website: www.cbitsprogram.org. For additional information on the effects of trauma and trauma informed care, visit The National Child Traumatic Stress Network at www.nctsn.org.

TDMHSAS School-Based Programs (Kristy Leach)

- **School-Based Liaisons for At-Risk Youth** – This program provides face-to-face consultation with teachers to help with classroom structure to enhance the learning environment for children with SED, behavioral problems or substance use and abuse. This program serves ten counties in Tennessee.
- **Early Childhood Services – Project B.A.S.I.C.** (Better Attitudes and Skills in Children) - This prevention/early intervention program promotes mental health for students in kindergarten through 3rd grade. The majority of program sites are found in rural counties where there is a partnership between the community mental health agency and a local school. The community mental health agency employs a Child Development Specialist within the school to provide mental health wellness curricula in direct classroom work and to identify and refer children for mental health treatment. Project B.A.S.I.C. serves 35 counties in Tennessee.
- **Child Care Consultation** – The Child Care Consultation program promotes social-emotional development of children by using the adapted Pyramid Model of the Center on Social and Emotional Foundations for Early Learning (CSEFEL) strategies in services provided by Project B.A.S.I.C. Child Development Specialists. The Child Development Specialist in each school is trained and receives on-going coaching so they can provide support coaching to kindergarten and first grade teachers. Free educational classes are offered in the same counties as Project B.A.S.I.C. This program serves 35 counties in Tennessee.
- **Child & Family Mental Health Education** – This program provides free educational classes regarding mental health issues for caregivers of children with SED and families. The program is available in select areas across Tennessee.
- **Erase the Stigma** – Erase the Stigma is a mental health awareness curriculum for youth seeking to promote understanding of mental illness and reduce stigma associated with mental illness. The program is available upon request to any agency across the state.
- **Violence and Bullying Prevention** – Prevention specialists work with schools to provide an evidence-based curriculum for 4th – 8th graders. *Second Step* teaches students to identify emotions in themselves and others, reduce impulsiveness, and manage their emotional reactions. The program is available to select counties in Middle Tennessee.

- **Family Support and Advocacy Program** – TDMHSAS funds the Family Support Network at Tennessee Voices for Children. It offers comprehensive family advocacy, outreach, support and referral services statewide.
- **Mobile Crisis Services** – Offers 24/7 toll-free statewide telephone triage and intervention as needed.
- **Project Tennessee** – Formerly called the Jason Foundation, this is a two-hour curriculum for teachers, students and parents about signs of suicide and provides resources needed to identify at-risk youth. The program is available statewide.
- **Mental Health 101** – Education program for youth in middle and high schools with a focus on youth suicide prevention and resources. Available in nineteen counties in Middle and East Tennessee.
- **YouthScreen** – Formerly known as Teen Screen, this is a national school-based program for mental health and suicide risk-screening. The program is available in certain Middle Tennessee counties.
- **Tennessee Lives Count (TLC)** – A statewide prevention and early intervention program to reduce suicides and attempts, targeted to children and youth ages 10-24.
- **Tennessee Suicide Prevention Network (TSPN)** – This is a statewide coalition of agencies, advocates and consumers who oversee implementation of strategies to reduce or eliminate the incidence of suicide across the lifespan. TSPN also seeks to reduce the stigma of seeking help for mental health disorders and educate communities throughout the state about suicide intervention and prevention strategies.

Family and Youth Presentation (Family/Youth Representative)

- *Audrey Burrell* is a wife and mother of four children, two diagnosed with Serious Emotional Disturbance (SED). Her son had experienced difficulty in various settings prior to learning of his mental health concerns. He had been placed in juvenile detention and had made one suicide attempt. At one point in his journey, Mrs. Burrell called Mobile Crisis and through background information provided, her son was admitted to the hospital. During this time, her family was connected with K-Town Youth Empowerment Network where upon discharge, he began receiving more appropriate services for his needs and she received support and education regarding advocacy for her son. Mrs. Burrell is now speaking to groups and advocating for family respite services and support for siblings throughout Tennessee. She is also active with the Knoxville Adaptive Education Center (KAEC) and encouraged anyone from that community to become involved with the school system.

School Climate Panel and Discussion (Pat Conner Facilitating)

- *Roger Dinwiddie*, CEO of Stars Nashville, is partnering with the Tennessee Department of Education (DOE) to assist in the S3 Project mentioned above. In collaboration with Oasis Center, the Nashville Prevention Partnership, and the Youth Opportunity Centers

(YOC), the group is designing a series of Youth Summits to help students learn how to impact their school climate in a positive way. The Youth Summits are a one-day event in the spring with a one-day follow-up in the fall. The Summits will be held across the state. A number of Stars' programs are useful in building positive school climate:

- Services for the Deaf or Hard of Hearing – Deaf or HOH youth have a greater risk of abusing alcohol or drugs due to learning difficulties, isolation, etc.
 - Youth Overcoming Drug Abuse (YODA)
 - Bee a Friend Campaign (Bullying)
 - Kids on the Block (Giving Youth a *voice* for good school climate)
 - Student Assistance Program (An evidence-based prevention framework that addresses social and emotional competencies)
- *Dr. Maury Nation* is Director of the Center for Safe and Supportive Schools at Vanderbilt University. He believes giving students a *voice* and encouraging sustained relationships with adults and other students are the keys to positive school climate. The building of positive school climate will be reflected in trends in the S3 data. School personnel should communicate as a team and become strategic partners with students and others.
 - *Kyla Kregel*, Director of Social Emotional Learning (SEL) at Metro-Nashville Public Schools (MNPS), provided information on new grant funding awarded to MNPS. Nashville is one of eight sites constituting the Collaborating Districts Initiative, a national campaign of the Collaborative for Academic, Social and Emotional Learning (CASEL) with the goal of documenting lessons learned to inform future efforts to support systemic SEL implementation in districts across the country in grades PreK-12. MNPS joins Anchorage, Austin, Texas, Chicago, Cleveland, Oakland and Sacramento and Washoe County, Nevada. Toolkits for parents are available by grade (K-12) at <http://www.casel.org/>.
There is a growing body of research that suggests social and emotional competence is essential for academic and life success. The social and emotional learning five core competencies are self-awareness, self-management, social awareness, relationship skills and responsibility.
 - *Tony Majors* is Chief Executive Officer of the Support Services Division of MNPS. The Division's mission is to provide the supports needed to encourage school attendance, promote academic achievement, and provide a safe and nurturing environment. The first step is student, parent and community engagement.
 - Majors recognizes one major issue in his division is school discipline and absenteeism. There are a number of strategies to decrease truancy and absenteeism, starting with early identification of absenteeism equal to or exceeding 10% of the school academic year. This would also include excused absences, such as chronic medical issues. Chronic truancy refers to unexcused absences only. When students are suspended or expelled, it is an interruption of their learning process that leads to the need for better disciplinary responses.

- The Response to Instruction and Intervention (RTI2) model provides a three-tiered framework that promotes practices to integrate special and general education. The goal is to prepare *all* students for success after high school.
- Majors also reports that school-based mental health services, including therapists and case managers, and family counseling are now offered in many schools.

TennCare Care Coordination Pilot (Patti van Eys)

- The TennCare Care Coordination project has begun after months of preparation and training. The System of Care (SOC) Redesign for Children and Youth Mental Health Community-Based Services is a partnership between TennCare, the three Health Plans in Tennessee and six Community Mental Health Agencies in the Middle Tennessee region. The presentation and Talking Points document are attached to this summary.

Grant Announcements

- All CCMH members were asked to send grant announcements to Melissa McGee for dissemination.

Workgroups (McGee and Workgroup Co-chairs)

- **Community Outreach Workgroup (Kisha Ledlow)** – This group is working on SOC information to put in a toolkit and is establishing a planning timeline.
- **Service Capacity Workgroup (Kathy Rogers)** - This group met on October 9th and is working on a crosswalk and objectives for the use of evidence-based practices and what is being implemented in Tennessee. The workgroup wants to promote the use of child and family teams, and increased capacity to provide mental health services in schools and other natural settings. They are also working with the Oasis Center to determine programming readiness and adequate family and youth involvement.
- **MIS Accountability Workgroup (Lymari Benitez)** - The workgroup continues to develop the SOC logic model and will do a white paper for children and youth mental health service providers.
- **Cultural and Linguistic Competency Advisory Group (Tasha Chusac)** - The group will next meet November 18th at Tennessee Voices for Children. They are developing a mission statement and will discuss the National Culturally and Linguistically Appropriate Standards (CLAS) that were developed by the National Office of Minority Health. The goal of the group is to identify ways to eliminate disparities in all health care. The group is hoping to hold another CLC Training in conjunction with the Children’s Mental Health Awareness Month in May 2015.
- **Family and Youth Engagement Advisory Group (Melissa McGee)** – This group participated in the System of Care conference in September where there was a youth specific track focused on topics and issues related to youth mental health and wellness.

- **Financial Strategies (Ellyn Wilbur)** - The group continues to work on resource availability, the crosswalk and resource mapping.

Discussion Plans for Future Meetings (O'Neal)

- The Council on Children's Mental Health will next meet on February 19, 2015. Potential agenda items include updates on Legislative issues, the Governor's Budget, the TennCare Care Coordination Pilot, the TRY grant, as well as current SOC projects. Other potential items include a report on the Just Care Family Network's no-cost extension year.