

School Based Mental Health under the Success Beyond Six Umbrella

What is the foundation for school based mental health in Vermont?

In 1992, Success Beyond Six was created as a policy and fiscal mechanism to allow Local Education Agencies to contract with Designated Agencies for mental health services for children as described in Act 264. While this did not serve as an entitlement to mental health for children and families the policy did serve to expand the mental health system of care to children. The mechanism allows the local school to provide the match dollars at \$.60 to a dollar to draw down the federal Medicaid through the local Designated Agency.

January 2008 - Report to the Legislature, on Success Beyond Six

http://mentalhealth.vermont.gov/sites/dmh/files/legislative/DMH-Success_Beyond_Six_Act_35.pdf

2009 - Statewide Behavior Interventionist Standards developed

This includes standardization across the state about eligibility, referral, assessment, staffing ratios, core competencies, training, and outcomes.

2009 Annual Success Beyond Six Behavior Interventionist Conference

Designated Agencies Are currently planning for the **7th annual** Success Beyond Six Behavior Interventionist Conference for August 2015. This statewide conference includes all the designated agencies providing behavior interventionist services with participation of over 400 staff across the state. The goal is to ensure core training for all staff providing these key mental health services in the schools.

Expansion of Mental Health Services Provided by the Designated Agencies in Public Schools

With no requirement or mandate there has been an exponential growth in the provision of mental health services to students by the Designated Agencies. In this fiscal year, Success Beyond Six funding totals over **49 million** state wide. This represents some form of school based mental health under the Success Beyond Six umbrella in **171** schools. The mental health services are provided in three major formats:

- **Capacity building mental health services:** A school clinician/ school social worker based in the school is providing mental health services to identified students through a school based referral team. The services include individual, group, family, consultation. In recent years a funding model change has allowed for the expansion of school wide mental health promotion including PBIS initiatives and Multi-tiered Systems of Support (MTSS). See DMH CAFU Memo for Success Beyond Six VtPBIS

- Individual student programs or Behavior Interventionist Programs: A team through the Designated Agency provides comprehensive services to an identified student so they may continue in their public school with the intensive supports that include an interventionist, clinical specialist with family and case management support.
- Independent Therapeutic Schools: When the school team determines that a student's needs cannot be met within the public school there are many independent schools throughout the DA system that student and families can access to address significant mental health concerns while working on educational progress.

2013 Act 68 Report: Section 6 School -Based Mental Health and Substance Abuse Services: Study

Outcomes

2014 Success Beyond Six Minimum Standards for Behavioral Interventionists End of Year Report

All the child and family programs in the Designated Agencies are collecting outcomes to include the same standardized measure; Child Behavior Checklist part of the ASEBA system. In our school based programs we are looking at quality of life indicators that include progress in academic performance as well as client satisfaction.

Best Practices in the Literature- see attached resource for evidence for the efficacy of school based mental health.

Introduction of the Team who will bring school based mental health to life:

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Recommendations:

- **Shared Outcomes and Expectations**
- **Challenge the silos that preclude collecting data across AHS and AOE**
- **We are all responsible for the well- being of children.**
- **Utilize the Collective Impact approach.**
- **Promote Shared Governance at both the State and local level.**
- **Education and AHS should partner with Integrated Family Services implementation.**

**Testimony Provided by
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