

OFFICE OF

Student Support Services

Mental Health: Student Well-Being Enhanced Management System and Support Community-Based Mental Health Resource Overview

SEAC Informational Sessions

May 13th, 2022



Vision

Hawai'i's students are educated, healthy and joyful lifelong learners who contribute positively to our community and global society.



An unprecedented mental health crisis

Pre-COVID

20% of children live with a mental health condition

- 11% have mood disorder
- 8% have anxiety disorder

During COVID

- Symptoms of moderate to severe depression in teens have **doubled**
- Peds ER admissions for mental health have **increased 31%**



Youth Mental Health Concerns are Affecting Caregivers at Work

Current Statistics

- Over one in three high school students experienced poor mental health (most of the time or always) during the COVID-19 pandemic (37.1%)
- Students who felt close to persons at school had a lower prevalence of poor mental health during the pandemic (28.4% versus 45.2%)
- Higher prevalences of perceived racism were reported among students with poor mental health (38.1% versus 23.6%);





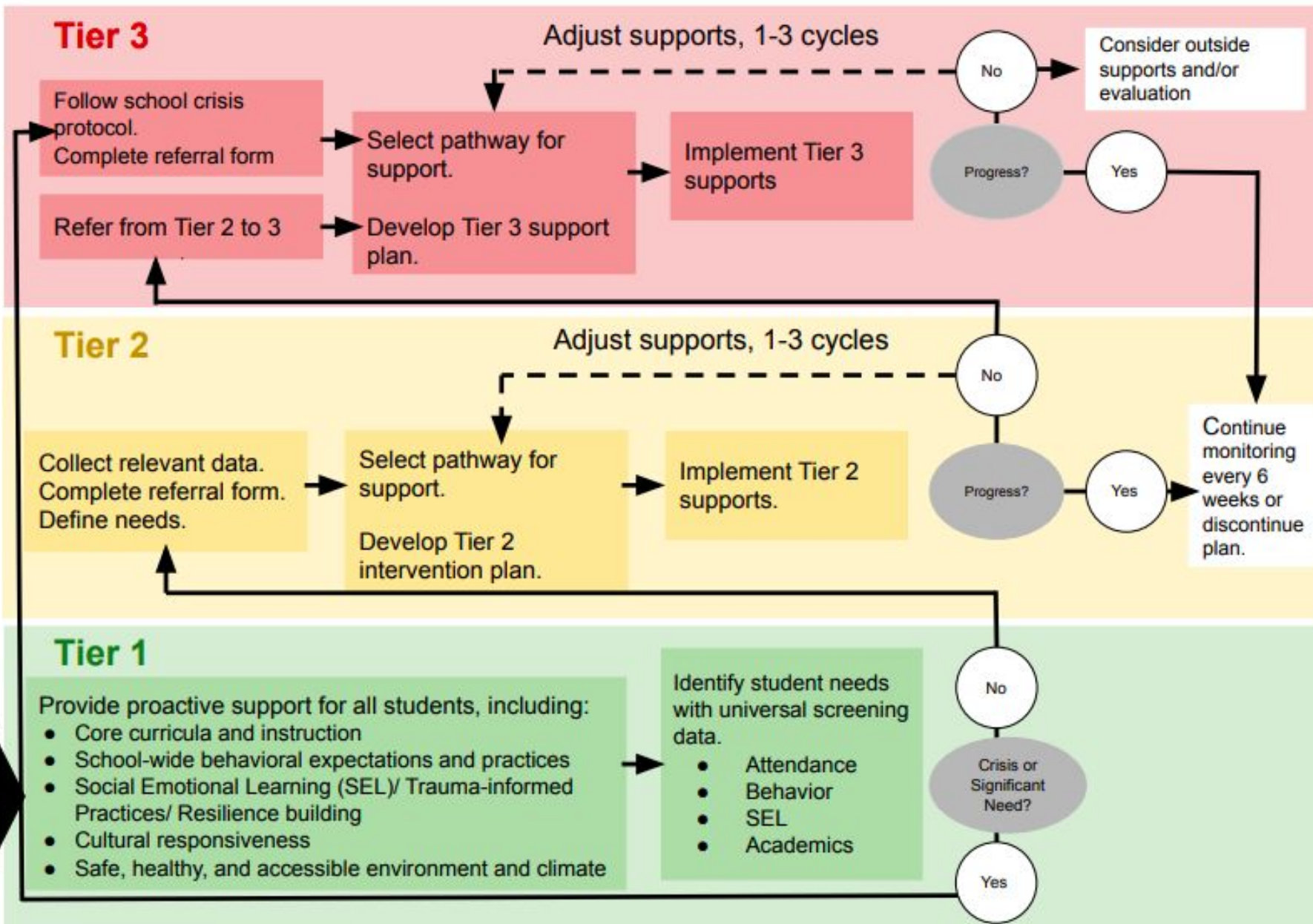
Multi-Tiered System of Support (MTSS)

A comprehensive continuum of evidence-based, systemic practices to support a rapid response to students' needs, with regular observation to facilitate data-based instructional decision-making.

– Every Student Succeeds Act (ESSA), (20 U.S.C. 7801(33))



Photo credit: Ilima Intermediate





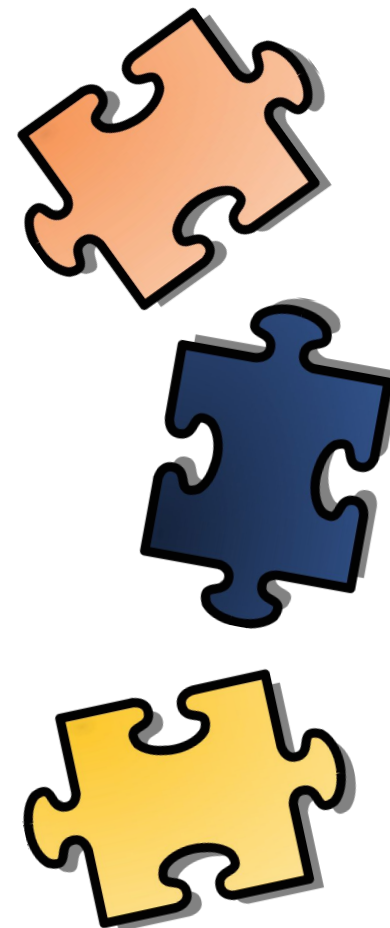
Hazel HEART™ Overview





Hazel HEART Protocol™

- 1. Equitable access**
Immediately scalable across entire state
- 2. Ability to serve all students**
Care regardless of insurance, immigration or language
- 3. Comprehensive services**
Preventative & acute mental health supports
- 4. Alignment with tiered interventions**
Support of the MTSS Process
- 5. Support in building a local wellness ecosystem**
Network for community-based support



Note: The school is the first source of support, thus, Child Find and other related services remain the responsibility of the schools. This is a supplemental support option that enhances existing services.



Hazel HEART Protocol™

Hazel's Early Assessment, Response and Treatment

1. Behavioral Health Assessment

- Early identification & Screening (PHQ-9, GAD-7, ACEs)
- Staffed by licensed mental health therapists

2. Student Assistance Program

- Short term teletherapy sessions, scheduled visits
- Evidence-based counseling, stabilization, treatment planning, psychoeducation
- Staffed by licensed mental health therapists (including local community-based providers)

3. Consultation for Staff to Support Students in Crisis

- On-demand clinical consultation
- De-escalation strategies to support student in crisis
- Staffed by HEART clinical supervisors/licensed therapists

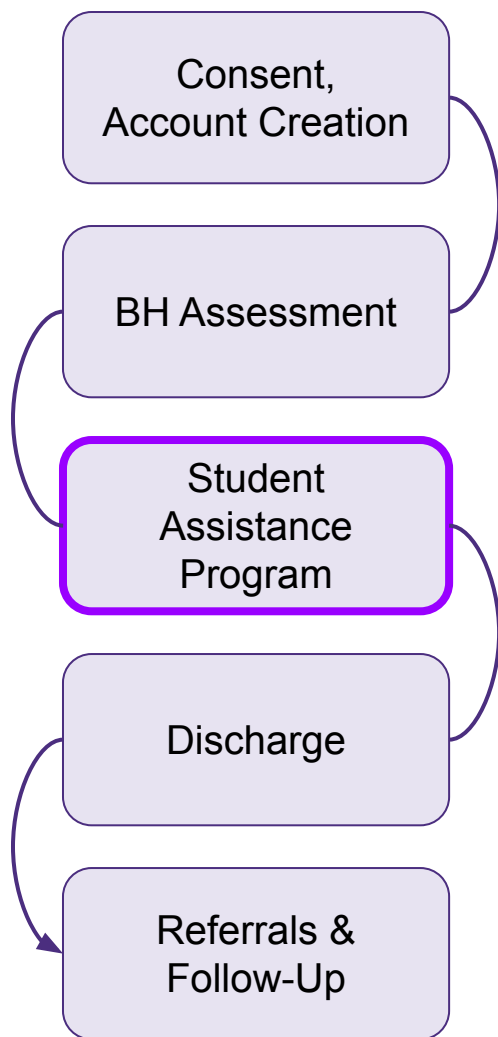
4. Family Resource Managers

- Transition to long-term provider based on student need
- Periodic ongoing monitoring for 6 months
- Staffed by experienced case managers





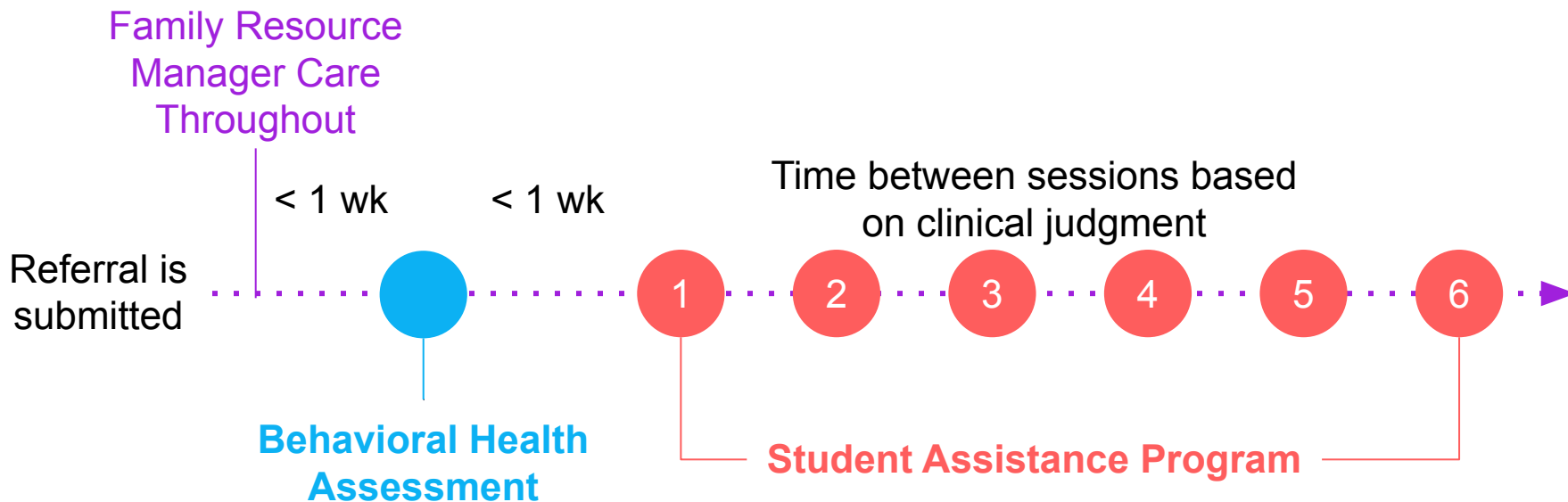
How HEART Works



- Hazel's Family Resource Managers work with students & caregivers to opt-in to services, enroll in HEART and get an intake visit scheduled.
- Hazel's therapists conduct a behavioral health assessment to understand the student's needs, with the student's caregivers present for this first visit.
- Hazel's therapists lead students through an evidence-based treatment plan of approximately six sessions, taking place at school or at home based on student's needs.
- Therapists determine whether a referral to more longer term care with community resources would be appropriate for a student. If so, the Family Resource Managers will work with families to understand their options and navigate the care landscape.
- The Family Resource Managers check-in with families one month and six months after students complete the HEART program, to monitor well-being and understand if additional needs emerge.



Timeline View



Intake Session (75 min)

- Program Overview
- Intake
- Clinical Screeners
- Diagnosis
- Care Planning

Counseling Sessions (30-60 min)

- | | |
|---|---|
| <input type="checkbox"/> Diagnosis | <input type="checkbox"/> Adverse Childhood Events |
| <input type="checkbox"/> Psychoeducation | <input type="checkbox"/> Positive Coping Skills |
| <input type="checkbox"/> Exploring Reactions/Feelings | <input type="checkbox"/> Safety Planning |
| <input type="checkbox"/> Symptoms | <input type="checkbox"/> Resources |
| <input type="checkbox"/> Consequences | <input type="checkbox"/> Program Summary |
| <input type="checkbox"/> Triggers | <input type="checkbox"/> Next Steps |



When To Refer to Hazel

The school team can make a recommendation for a Hazel HEART service referral, and a trained school staff member (referrer) will submit the referral to Hazel. Family members may also request Hazel HEART services through the school team.

ALL HIDEO students are eligible to be referred by the school team for the HEART program, from mild to severe, the Hazel therapists are prepared to individualize services to that particular student's needs.

Potential Scenarios to Consider:

Supplemental
to current counseling
and school based
mental health
services.

*(Not to replace IEP/504
related services.)*

Need for short-term
solution

Urgent support for
student on waitlist for
community-based
services



Possible Reasons for Referral

Referral Details

Reason for Referral

Check All That Apply

- | | |
|---|--|
| <input type="checkbox"/> Absences | <input type="checkbox"/> Fighting |
| <input type="checkbox"/> Academics | <input type="checkbox"/> Grief Loss |
| <input type="checkbox"/> Aggression | <input type="checkbox"/> Hyperactivity |
| <input type="checkbox"/> Anger | <input type="checkbox"/> Identity Expression |
| <input type="checkbox"/> Bullying | <input type="checkbox"/> Inattentive |
| <input type="checkbox"/> Behavior Change | <input type="checkbox"/> Motivation |
| <input type="checkbox"/> Eating Change | <input type="checkbox"/> Peer Relationship |
| <input type="checkbox"/> Sleep Change | <input type="checkbox"/> Sadness |
| <input type="checkbox"/> Confidence | <input type="checkbox"/> Social Skills |
| <input type="checkbox"/> Defiance | <input type="checkbox"/> Stealing |
| <input type="checkbox"/> Property Destruction | <input type="checkbox"/> Withdrawn |
| <input type="checkbox"/> Family Concerns | <input type="checkbox"/> Worries |
| <input type="checkbox"/> Fears | <input type="checkbox"/> Other |

ADDITIONAL DETAILS / HISTORY



Intake & Counseling Visits

In-School Appointments

- Takes place on an iPad in a secure, private room
- Monitored by a trained school initiator
- Students may need to be pulled out of class to attend
- Parents can join remotely
- During school hours

In- Home Appointments

- Using a web browser on any mobile or desktop device
- Student & parent / guardian must be in the same location
- Accessible 7 a.m. - 7 p.m.



School Options

01

In-Home Services

- Available to all schools in May

02

**In-School and
In-Home Services**

- Summer pilot schools (begins in June)

03

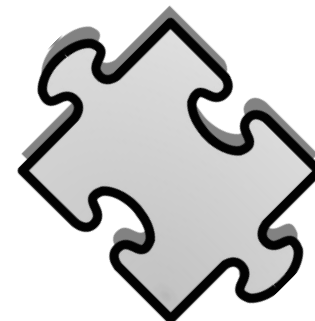
**In-School and In-Home
Services**

- Available statewide for SY 22-23



How Parents Can Access This Service

Parents may work with the school to access Hazel services.





Hawaii Keiki Call Data

Approximately
40 calls a month





Questions...

