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

SEAC Informational Sessions
May 13th, 2022
Hawaiʻi’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%**

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%);

Sources: Hopelab, NYTimes, NAMI
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))

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Photo credit: Ilima Intermediate
Tier 1
- Provide proactive support for all students, including:
  - Core curricula and instruction
  - School-wide behavioral expectations and practices
  - Social Emotional Learning (SEL)/Trauma-informed Practices/Resilience building
  - Cultural responsiveness
  - Safe, healthy, and accessible environment and climate

Tier 2
- Collect relevant data. Complete referral form. Define needs.
- Select pathway for support.
- Develop Tier 2 intervention plan.
- Implement Tier 2 supports.

Tier 3
- Follow school crisis protocol. Complete referral form.
- Refer from Tier 2 to 3
- Select pathway for support.
- Develop Tier 3 support plan.
- Implement Tier 3 supports.

Adjust supports, 1-3 cycles
- No: Consider outside supports and/or evaluation
- Yes: Progress?
- Yes: Continue monitoring every 6 weeks or discontinue plan.
- Yes: Progress?
- Yes: Implement Tier 3 supports.
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

Referral is submitted

Family Resource Manager Care Throughout

Time between sessions based on clinical judgment

Behavioral Health Assessment

1
2
3
4
5
6

Student Assistance Program

Intake Session (75 min)
- Program Overview
- Intake
- Clinical Screeners
- Diagnosis
- Care Planning

Counseling Sessions (30-60 min)
- Diagnosis
- Psychoeducation
- Exploring
- Reactions/Feelings
- Symptoms
- Consequences
- Triggers
- Adverse Childhood Events
- Positive Coping Skills
- Safety Planning
- Resources
- Program Summary
- Next Steps

Time < 1 wk

< 1 wk
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** HIDOE 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

- [ ] Absences
- [ ] Academics
- [ ] Aggression
- [ ] Anger
- [ ] Bullying
- [ ] Behavior Change
- [ ] Eating Change
- [ ] Sleep Change
- [ ] Confidence
- [ ] Defiance
- [ ] Property Destruction
- [ ] Family Concerns
- [ ] Fears
- [ ] Fighting
- [ ] Grief Loss
- [ ] Hyperactivity
- [ ] Identity Expression
- [ ] Inattentive
- [ ] Motivation
- [ ] Peer Relationship
- [ ] Sadness
- [ ] Social Skills
- [ ] Stealing
- [ ] Withdrawn
- [ ] Worries
- [ ] 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

<table>
<thead>
<tr>
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<th>Services</th>
<th>Availability</th>
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</thead>
<tbody>
<tr>
<td>01</td>
<td>In-Home Services</td>
<td>Available to all schools in May</td>
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<tr>
<td>02</td>
<td>In-School and In-Home Services</td>
<td>Summer pilot schools (begins in June)</td>
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<tr>
<td>03</td>
<td>In-School and In-Home Services</td>
<td>Available statewide for SY 22-23</td>
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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…