

**CYBHWG School-based Behavioral Health and Suicide Prevention (SBBHSP) subgroup**

**Date:** July 20<sup>th</sup>, 2022  
**Time:** 9am – 12pm PST

**Leads:** Representative My-Linh Thai, Lee Collyer

| Members                             |   |                                     |   |                                     |  |
|-------------------------------------|---|-------------------------------------|---|-------------------------------------|--|
| <input checked="" type="checkbox"/> | Representative My-Linh Thai, Co-Chair (41 <sup>st</sup> Legislative District)                 | <input type="checkbox"/>            | Kristina Faltin (Parent/Family)   | <input checked="" type="checkbox"/> | Jill Patnode (Kaiser Permanente)   |
| <input checked="" type="checkbox"/> | Lee Collyer, Co-Chair (Office of the Superintendent of Public Instruction)                    | <input type="checkbox"/>            | Lydia Felix (Youth/Young Adult)   | <input type="checkbox"/>            | Pearle Peterson (Youth/Young Adult)  |
| <input type="checkbox"/>            | Elizabeth Allen (Tacoma Pierce County Health Department)                                      | <input type="checkbox"/>            | Avreayl Jacobson (King County Behavioral Health and Recovery)           | <input checked="" type="checkbox"/> | Elise Petosa (WA Association of School Social Workers)<br>[Alternative: Liz Nelson]          |
| <input type="checkbox"/>            | Anna Ashe (Parent/Family)   | <input checked="" type="checkbox"/> | Jeannie Larberg (Whole Child Sumner-Bonny Lake School District)         | <input checked="" type="checkbox"/> | Kelcey Schmitz (UW SMART Center)<br>[Alternate: Eric Bruns]                                  |
| <input checked="" type="checkbox"/> | Rachel Axtelle (South Kitsap School District)   | <input checked="" type="checkbox"/> | Sandy Lennon (WA School-based Health Alliance)                          | <input checked="" type="checkbox"/> | Katherine Seibel (Committee for Children)  |
| <input checked="" type="checkbox"/> | Tawni Barlow (Medical Lake School District)   | <input checked="" type="checkbox"/> | Gwen Loosmore (Advocate)  | <input checked="" type="checkbox"/> | Michelle Sorensen (Richland School District/Washington Association of School Social Workers) |
| <input type="checkbox"/>            | Dr. Avanti Bergquist (WA State Council of Child and Adolescent Psychiatry)                    | <input type="checkbox"/>            | Catherine MacCallum-Ceballos (Vancouver Public Schools)                 | <input type="checkbox"/>            | Courtney Sund (Highland School District)   |
| <input type="checkbox"/>            | Donna Bottineau (Parent/Family)   | <input checked="" type="checkbox"/> | Ashley Mangum (Mary Bridge/Kids Mental Health Pierce County)            | <input type="checkbox"/>            | Cibeles Tomaskin (Parent/Family)   |
| <input checked="" type="checkbox"/> | Harry Brown (Mercer Island Youth & Family Services (Forefront)<br>[Alternate: Derek Franklin] | <input type="checkbox"/>            | Prudence Medina (Washington Association of Community Health)            | <input type="checkbox"/>            | Megan Veith (Building Changes)   |
| <input checked="" type="checkbox"/> | Jerri Clark (Washington PAVE)   | <input checked="" type="checkbox"/> | Cassie Mulivrana (Washington State Association of School Psychologists) | <input checked="" type="checkbox"/> | Erin Wick (AESD)<br>[Alternate: Mick Miller]   |
| <input checked="" type="checkbox"/> | David Crump (Spokane Public Schools)  | <input type="checkbox"/>            | Joe Neigel (Monroe School District)                                     | <input checked="" type="checkbox"/> | Andy Wissel (Washington School Counselors Association (WSCA))                                |
| <input type="checkbox"/>            | Logan Endres (Washington State School Directors' Association (WSSDA))                         | <input type="checkbox"/>            | Jeannie Nist (Communities in Schools of Washington State Network)       | <input checked="" type="checkbox"/> | Larry Wright (Forefront Suicide Prevention, UW-School of Social Work)                        |

| Meeting notes   |
|---|
| <p><b>Advancing Access to Research-based Primary Prevention</b><br/>Katherine Seibel &amp; Melanie Smith, Committee for Children<br/>[see accompanying slide deck]</p> <ul style="list-style-type: none"> <li>• Many challenges for mental health for students</li> <li>• Challenges with workforce shortages, not new but has been brought to the forefront with covid</li> <li>• Recommendation focused on strengthening primary prevention</li> <li>• 3 tiers Help continuum of supports</li> <li>• Primary prevention includes: helping children build skills these skills help work on reduce bullying, violence,</li> </ul> |

suicidal thoughts...

- Students have asked for this help
- Students would like to learn how to handle mental health challenges that they experience
- Students do not want to have adults tell them what they need.
- This is a component of the needs of the whole child that schools should address, recommendation also designed to advance equity/racial equity
- Currently disproportionality of services negatively effects historically marginalized groups
- Component 1: covers all students in public school
- Component 2: Strengthen system of school supports
- Component 3: Ensure sufficient on-going funding

There have already been investments in this component

## Mental Health Requirements in High School Health Classes

Bree Heuer & Zoe Boeger, Students at Lake Washington High School

[see accompanying slide deck]

- Changes to Health class requirements in high school
- Suicidal thoughts: 10% up 2016-2018, resulting in lower grades
- Depressive feelings and anxiety symptoms and suicide. In some 68% felt nervous or anxious in the past two weeks. (2018)
- Mental health is generally not addressed in classes
- Current curriculum includes: wellness, safety, nutrition, sexual health, substance abuse
- Social emotional health barely touches on mental health. When you break down the classes taught you get a few days of mental health-focused instruction
- With proposed changes, we would have more time for class coverage of mental health topics
- CDC says Improved health literacy is a key factor into a person's health
- Helps to elevate self-isolation
- Other states have made step towards this
- Could break up health class in such ways as:
  - 1 semester Freshman year and one Junior year. Or 1 full freshman year
- P.E. Association felt it would impact their jobs
- They could train more PE teachers in teaching this curriculum to help with this concern

## PALS in Schools Statewide Expansion

Jeannie Larberg, Sumner-Bonney Lake School District

Tawny Barlow, Medical Lake School District

Eric Bruns, University of Washington School Mental Health Assessment, Research & Training (SMART) Center

[see accompanying slide deck]

- Many schools have limited mental health resources , especially at Tier 3
- PALS program paired behavioral health professionals with school/district staff to advise on MTSS-based behavioral health supports
- Focus on teleconsultation
- Supported both small and large school districts (2,000 student district and 10,000 student district)
- PALS consultations allowed school staff to access expertise otherwise not available in their local communities
- Triage support when needed
- Helped with knowledge on how to work with different students with mental health needs
- Insured use of MTSS and evidence based systems

#### Attendees:

##### State Legislators & Staff:

Representative Carolyn Eslick, 39<sup>th</sup> District

Representative Lauren Davis, 32<sup>nd</sup> District

Ethan Moreno, WA House of Representatives Education Committee Staff

##### Member Alternates:

Eric Bruns, UW SMART Center

Liz Nelson, WA Association of School Social Workers

Mick Miller, AESD

##### Staff:

Barb Jones - OIC

Christian Stark - OSPI

Cindi Wiek - HCA

Diane Stead - OSPI

Maria McKelvey-Hemphill - OSPI

Rachel Burke - HCA

Taylor Burkhart – OSPI

##### Guests:

Alyssa Burgess, WA Association for Community Health

Bree Heuer, Student – Lake Washington High School (Presenter)

Carrie Glover

Daniel McDonald

Melanie Smith, Committee for Children (Presenter)

Michelle Mitchell, WA School-based Health Alliance

Stephanie Nelson

Zoe Boeger, Student – Lake Washington High School (Presenter)

# Providing Primary Prevention in Schools

*Ensuring a continuum of behavioral health support*

2023 Legislative Recommendation

## The Context

Washington state is in the middle of a behavioral health crisis.


But this crisis is not new

The image features a white background with two teal-colored geometric shapes. On the left, there is a large teal trapezoid that tapers towards the right. On the right side, there is a smaller teal triangle that tapers towards the left. The text 'We need bold action' is centered between these two shapes.

We need **bold** action

# Strengthening Primary prevention

Is a critical part of  
enabling a full  
continuum of care



Enables challenges  
to managed  
upstream before a  
crisis develops

# Where Does Primary Prevention Live?

## Continuum of Supports\*



**TIER III** services allow for programs for students identified as experiencing mental health or substance use challenges that warrant individualized interventions.



**TIER II** services allow for early intervention to mitigate challenges and targeted support for students exhibiting risk factors.



**TIER I** supports and instructional practices are provided to all students through prevention-based strategies and activities that foster healthy functioning and generate a safe and supportive school climate.



# What is Primary Prevention?

Primary prevention includes helping children and youth build the skills to:

Cope with  
stress

Navigate big  
emotions

Build healthy  
relationships

Develop  
problem  
solving skills

Effectively  
communicate

# Research- and Evidence-Based Instruction Outcomes

## Has been shown to REDUCE

- externalizing challenges
- internalizing challenges
- bullying and violence
- suicidal thoughts
- substance use

## Has been shown to IMPROVE

- resilience and well-being
- college and career readiness
- school climate and safety
- staff retention

# Students are Asking us to do Better

*"Had my schools successfully implemented a [Social Emotional Learning curriculum](#), I would have acquired valuable skills to process my emotions and felt encouraged to seek help in a more compassionate environment."*

- Lily Fredericks, high school student, in her [essay published in the Seattle Times](#)

# Improving Primary Prevention Positively Impacts Equity

- Creating a safe and supportive school environment advances equity in our education system.
- Fostering a supportive, safe, and caring learning environment that address the needs of the whole child supports students living in poverty, many of whom may experience trauma.

# 2023 Legislative Recommendation

## Strengthening Primary Prevention



Include essential social, emotional, behavioral, and mental health skills in basic education

Strengthen systems of school support

Ensure adequate and sustainable funding

# Component 1



Include essential social, emotional, behavioral, and mental health skills in basic education

## Component 2



Strengthen systems of school support

## Component 3



Ensure sufficient on-going funding



# Next Steps & Questions

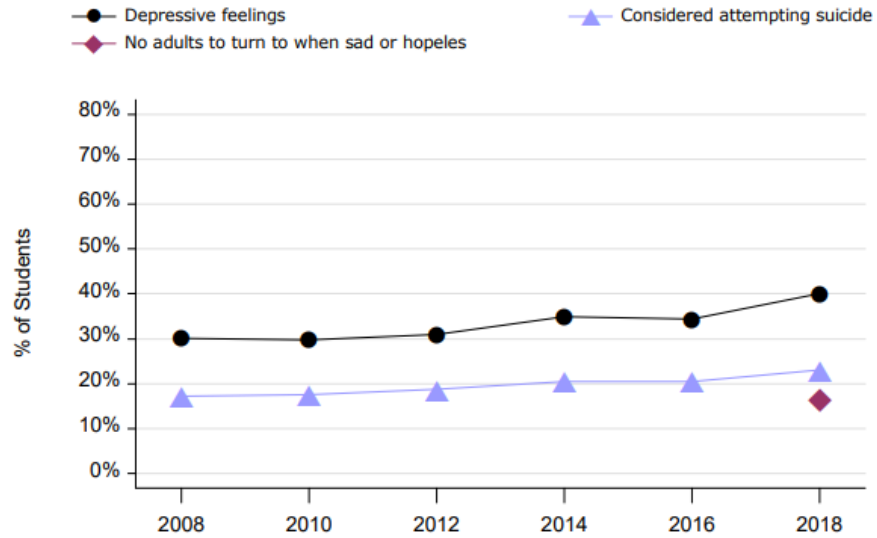
# Thank you!

Katherine Seibel  
kseibel@cfchildren.org

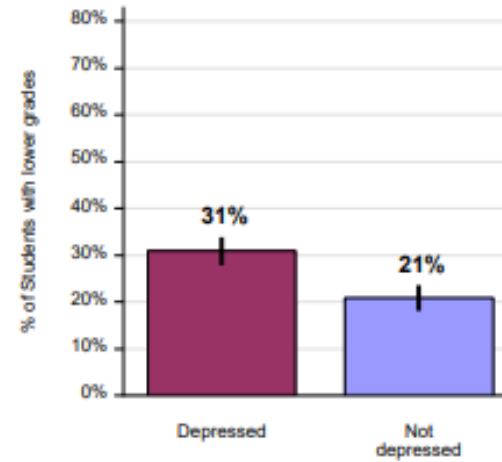
# CHANGES TO HEALTH CLASS REQUIREMENTS IN HIGH SCHOOL

**Zoe Boeger and  
Gabrielle Heuer**

### Depressive Feelings and Suicide Trends, Grade 10



### Statewide Relationship between Lower Grades and Depressive Feelings Grade 10, 2018

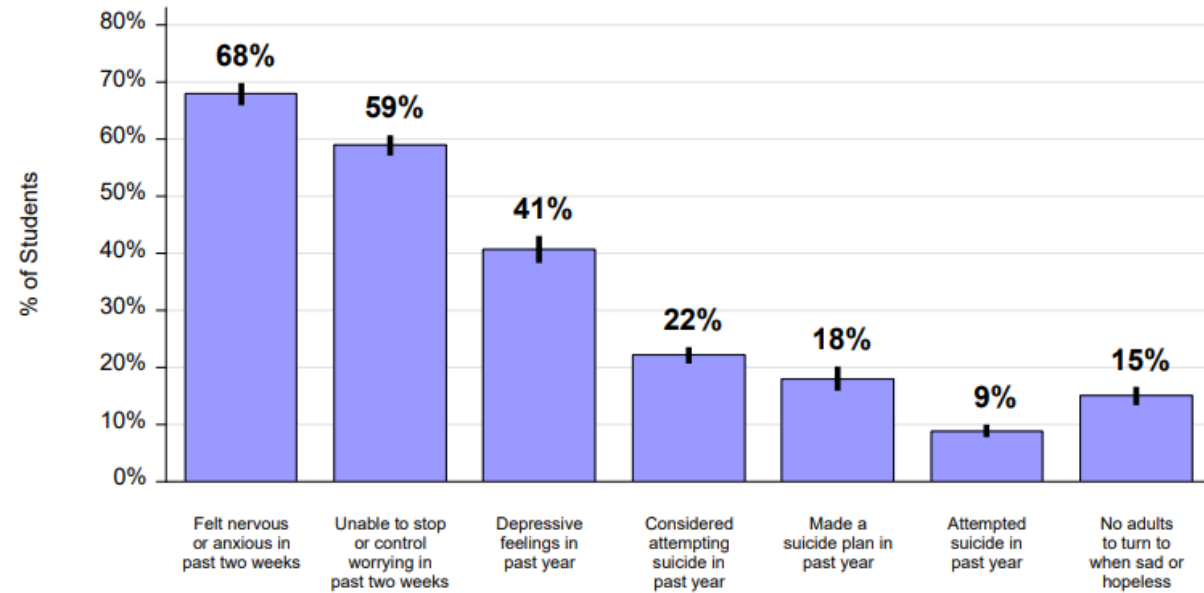


*Statewide, more 10th graders who have depressive feelings report lower grades in school (C's, D's or F's) compared to youth who are not having depressive feelings.*

# THE ISSUE

# THE ISSUE

**Depressive Feelings, Anxiety Symptoms and Suicide  
Grade 12, 2018**



## CURRENT CURRICULUM

Wellness

Safety

Nutrition

Sexual health

Social  
Emotional  
Health

Substance  
Use and  
Abuse



THE ISSUE  
OF TIME

## **Current Plans for Expanded Curriculum:**

- **Social Emotional Learning**
- **Referendum 90**

**More Material = Less Time**

- **20 weeks is not enough.**

## ANOTHER SEMESTER OF HEALTH

**Current Health Requirement**

**0.5 credits – Health**

**1.5 credits – P.E**

**Advised Health Requirement**

**1 credit – Health**

**1 credit – P.E**





**IMPROVED MENTAL HEALTH  
LITERACY: “KNOWLEDGE THAT  
BENEFITS THE MENTAL HEALTH OF  
A PERSON OR OTHERS”**

# Proposed law will have State of Alaska take pro-active role in expanding mental health education for Alaska's K-12

By **Suzanne Downing** - March 13, 2022

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## WEST VIRGINIA CODE

[⏪ Back](#) | [🖨 Print](#)

[View §18B-1B-7 in new website](#)

### CHAPTER 18B. HIGHER EDUCATION.

#### ARTICLE 1B. HIGHER EDUCATION POLICY COMMISSION.

#### **§18B-1B-7. STUDENT MENTAL HEALTH POLICIES; SUICIDE PREVENTION.**

(a) Each public and private institution of higher education shall develop and implement a policy to advise students and staff on suicide prevention programs available

## MENTAL HEALTH

# Parents Applaud School Mental Health Requirement

BY **GARRETT BERGQUIST** | WAKE COUNTY  
PUBLISHED 8:35 PM ET JUN. 11, 2020

KNIGHTDALE, N.C. – A mother of two children who are dealing with mental illness says a new law will be a big help to parents in her situation.

**Not featured: Oregon, Michigan, Georgia**

## TIMELINE OPTIONS

One semester of Health Freshman year, one semester of Health Junior Year

Health turns into a full year requirement for Freshmen

Health 1 and 2 become graduation requirements, but schools or districts can decide when their students will take the two classes

**THANK YOU FOR  
YOUR TIME!**

For Questions:

[S-gheuer@lwsd.org](mailto:S-gheuer@lwsd.org)

[S-zboeger@lwsd.org](mailto:S-zboeger@lwsd.org)

# Partnership Access Line (PAL) for Schools Pilot Project

Tawny Barlow

Medical Lake School District

Jeannie Larberg PhD

Sumner-Bonney Lake School District



**Seattle Children's**  
HOSPITAL • RESEARCH • FOUNDATION



**SMART**  
School Mental Health Assessment  
Research & Training Center

# School Districts' Experience



**Jeannie Larberg, PhD, MS, NCC**  
Director: Whole Child  
Counseling Services & MTSS-B  
Sumner-Bonney Lake School District



**Tawni Barlow**  
Director of Student Services  
Medical Lake School District

# BACKGROUND

## OVERVIEW OF CHALLENGES

- Rates of mental health problems in adolescents are increasing
- Schools are in a unique position to support youth, with mental health services in the school setting likely to have broader reach than clinics/hospitals
- There are limited mental health resources in many schools (especially at Tier 3)

# PROPOSED SOLUTIONS



Provide Professional Learning Opportunities for School Staff on Mental Health Topics



Provide Telehealth Consultations as Part of a School's MTSS Framework

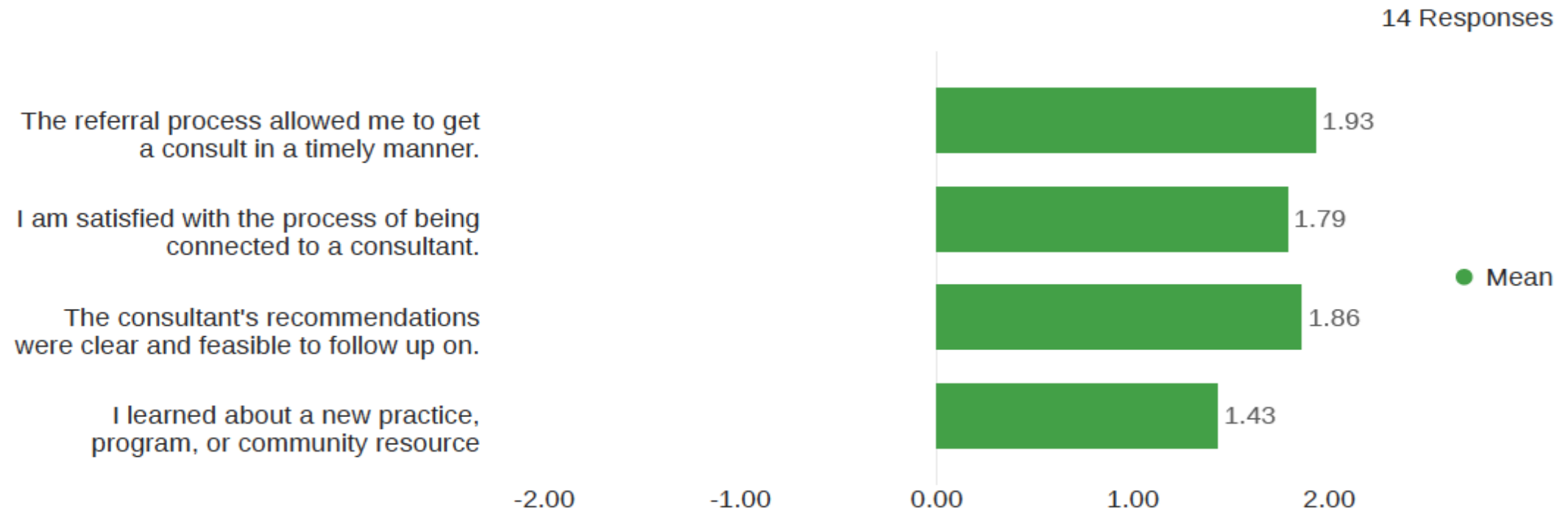


# Staff Tele-Consultations



# PROGRESS TO DATE – Training Data

## Consultation Quality: Average Ratings Chart



Scale: Strongly Disagree (-2) to Strongly Agree (2)

# SCHOOL DISTRICT EXPERIENCES & BENEFITS

- Medical Lake SD (student population 2,000) is located in rural eastern Washington.
  - Limited community mental health services
  - Need to partner with community mental health
  - PAL's clinical psychologists provided staff with psychoeducation, intervention strategies and triage support
- Sumner-Bonney Lake SD (student population 10,000) is located in suburban area.
  - Opportunity to have professional clinical psychologists to provide resources and strategies
  - Building teams utilized previous teleconsultation support and resources for other students with complex mental health challenges

# VISION

- Supports (trainings, consultation) be made available to all school districts
  - Trainings to help support Tier 2 MTSS services, particularly for rural districts
  - Consults to be a key part of the state's Tier 3 "Multi-tiered system of supports"
- Increase staffing for consultations (similar to PAL line), allowing faster access to mental health professionals
- Continue reflecting on need for consult appointments with students (original intent, but more resource restrictive)

**Questions?**

# Helplines work when youth are involved.

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Names drawn weekly

[Take the Survey](#)

