

Community of Practice (CoP) Strategies to Support School-Based Youth Behavioral Health

Thursday, August 14, 2025

3:00 p.m. to 4:00 p.m. ET

Session Two

Challenges and
Opportunities
to Provide Behavioral
Health Support

Continuing Education (CE)

- We offer behavioral health (BH) continuing education units (CEUs) for participation in BH/substance use disorder (SUD) integration technical assistance (BH/SUD TA) events.
- You must attend the event and complete the online Health Center TA Satisfaction Assessment Form after the event (2–3 minutes).
- A link with instructions will be provided at the end of the session.
- CE certificates will be sent within 5 weeks of the event from the Health Center BH/SUD TA Team via Smartsheet <user@app.smartsheet.com>.



This course has been approved by JBS International, Inc. as a NAADAC Approved Education Provider, for educational credits. NAADAC Provider #86832, JBS international, Inc. is responsible for all aspects of their programming.



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Today's Agenda



Welcome, New Participant Introductions, and Session One Recap



Challenges in Seeking and Providing Behavioral Health Care



Opportunities in Providing School-based Integrated Behavioral Health Care



Session Wrap-Up, Questions, and Office Hours

Your CoP Facilitators



Chad Thomas, MA, NBCT
Academic Advisor,
Ginn Group Collaborative



**Mary Crang, DNP, EdS,
APRN-FNP-PMH-BC**
Associate Medical Director,
Integrative Behavioral Health
Services, Ginn Group Collaborative



Andrew Gluck, MBA
Vice President of Development
and Performance Improvement,
Ginn Group Collaborative

Introductions if You Missed Last Session

Please Share:

1. Your name
2. Your organization
3. Is your organization located in a rural or urban area?
4. Your role/title
5. What do you hope to learn from participating in the CoP?



CoP Overview and Schedule

- This CoP occurs every other **Thursday from August 14 to November 6, 2025**
- The CoP sessions run from **3:00 to 4:00 p.m. ET**
- Optional office hours will take place from **4:00 to 4:30 p.m. ET**, immediately after each CoP session.

SESSIONS:

1. January 30, 2025 *Identify Current Challenges and Opportunities for Behavioral Health Integration*
2. August 14 *Challenges and Opportunities to Provide Behavioral Health Support*
3. August 28 *Reduce Stigma*
4. September 11 *Partner with Community Organizations and Link to Services*
5. September 25 *Promote Positive Peer Relationships and Promote Enrollment in Health Insurance (e.g., Marketplace, CHIP, or Medicaid)*
6. October 9 *Behavioral Health Staffing Strategies for Your School-Based Health Center*
7. October 23 *Parent Engagement*
8. November 6 *Presentations Summary*

Session Objectives

Participants in this session will be able to:

- Articulate barriers to student patients seeking behavioral health care.
- Articulate challenges for school-based health centers (SBHCs) in providing behavioral health care.
- Identify school-based strategies (with a strong emphasis on integrated care) to improve behavioral health outcomes.
- Discuss tactics that school-based health centers may leverage to enhance their provision of behavioral health services.



Barriers to Seeking Care (1)

Reasons that teens may feel embarrassed or ashamed to seek help in school for behavioral health concerns:

- Fear of judgment
- Stigma or misperceptions about behavioral health
- Data access concerns
- Symptoms that reduce motivation to seek help
- A professional's demeanor – such as showing respect and a non-judgmental attitude



Barriers to Seeking Care (2)

Logistical reasons why teens may find it difficult to seek help for behavioral health concerns:



Time and conflicting commitments



Transportation challenges



Expense



Provider shortages



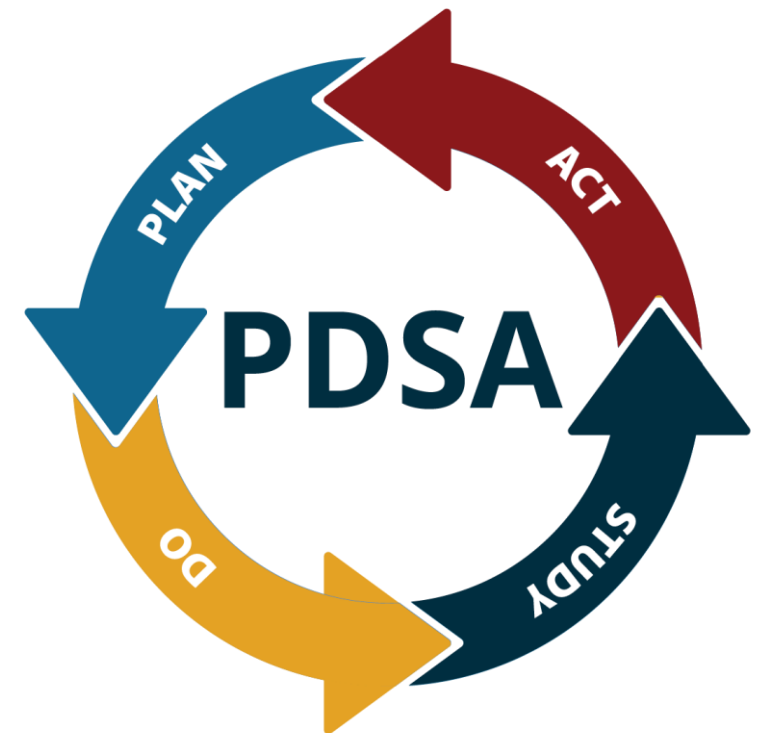
Accessibility

Challenges to Providing School-Based Behavioral Health Care

- Capacity to conduct a needs assessment
- Staff recruitment and retention
- Resources to train staff on evidence-based practices
- Clear decision trees for maintaining trust/data privacy based on school, state, and federal policies
- Triage approach to maximize impact and reach
- The number of people/entities supporting behavioral health care for students
 - SBHC medical team
 - School nurse and/or social worker
 - Parents
 - Teachers
 - Administration
 - Referrals to community resources

Reflection and Assessment (1)

- Which of the challenges discussed most resonate with your experiences?
- What data sources do you use to determine behavioral health services?
- How do you leverage your community for recruitment? For referrals?



Emerging Concepts and Evidence-Based Practices in School-Based Health

- A strong focus on behavioral health integration
- Fostering strong community partnerships
- Leveraging data-driven decision-making
- Integrating nutrition education with physical activity initiatives within a comprehensive "whole child" approach



Opportunities for Integrated Care in SBHCs to Improve Health Outcomes



Leverage data the school is already collecting to inform behavioral health needs.

- Utilize school data such as demographic data, academic and behavior records and engagement indicators to inform decision-making and develop targeted strategies.
- Lean on validated tools to support assessing community needs, such as Protocol for Responding to & Assessing Patients' Assets, Risks & Experiences (PRAPARE).



Recruit from the community.

- Consider ways to leverage community health workers, interns, local universities, etc.
- Supports the goal to enhance ties to community organizations/resources.



Collaborate with teachers, parents, administrators, school nurses, social workers, counselors, and other stakeholders to identify students facing social challenges and coordinate support services.

Opportunities for Integrated Care in SBHCs to Improve Health Outcomes (continued)



Build trust through risk assessment and transparency regarding data privacy expectations for all staff and students served.

- Establish clear data-sharing processes and agreements with partners to demonstrate the impact of services and ensure patient privacy.



Define strategy for screening and train those administering screenings on what to do with screening results.



Deliver interventions that consider the patient population and community needs.

- Incorporate relevant language and community examples.
- Modify interventions to address factors like family and social dynamics.
- Use a version of Screening, and Brief Intervention, and Referral to Treatment (SBIRT) that considers key characteristics of your patient population and community.

Screening Best Practices

- Conduct a risk assessment for both physical and behavioral health and social and emotional strengths
- Seek to include all students and families in the risk assessment
- Consider your school/community needs
- Update community resource lists
- Train staff to administer

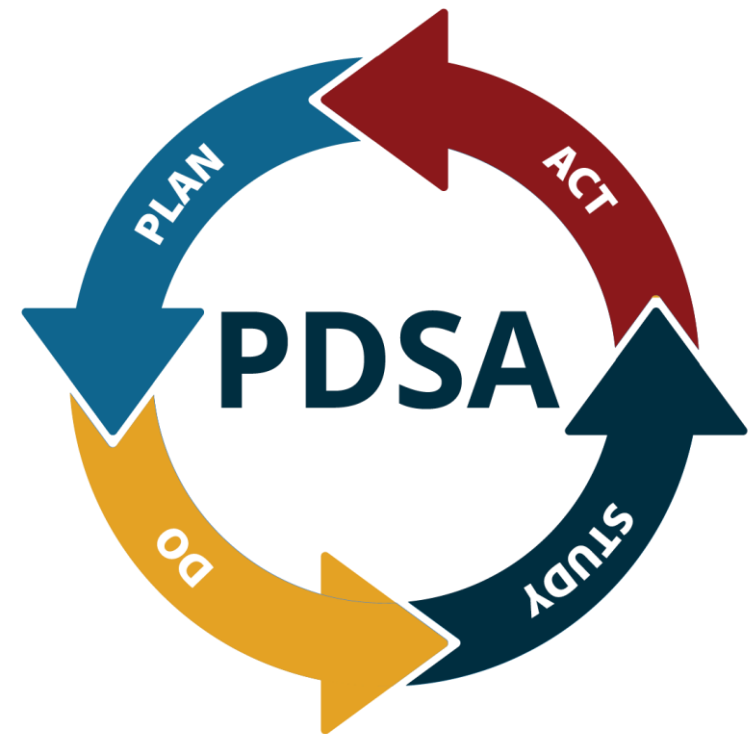
RESOURCE



Ready, Set, Go,
Review:
Screening for
Behavioral Health
Risks in Schools |
Substance Abuse and
Mental Health
Services
Administration
(SAMHSA)

Reflection and Assessment (2)

- How does your health center:
 - Conduct health-related screening among students?
 - Involve families, teachers, and administrators in the risk assessment process?
 - Make connections with community resources?
 - Train staff to deliver screenings and assessments?
- What strategies might your health center adopt in the next two (2) weeks to refine your screening processes?



Accessing Training and TA Opportunities



EMAIL US

bphc-ta@bizzellus.com



VISIT THE TA PORTAL

bphc-ta.bizzellus.com



SUBSCRIBE TO THE HUB IN FOCUS

bphc-ta.bizzellus.com/subscribe

Scan the QR code to subscribe and watch for updates in the Hub in Focus regarding additional TA opportunities



Resources/References

Slides 9 and 10 Reference: Barriers to Seeking Care

- SAMHSA. (2024, July). *Detailed Reasons for Not Receiving Mental Health Treatment in the Past Year: Among Adolescents Aged 12 to 17 with a Past Year Major Depressive Episode (MDE) and a Perceived Unmet Need for Treatment in the Past Year; 2023*.
<https://www.samhsa.gov/data/sites/default/files/reports/rpt47095/National%20Report/National%20Report/2023-nsduh-annual-national.pdf>

Slide 11 Reference: Challenges to Providing School-based Behavioral Health Care

- Cardona, M. (2021). *Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs*. U.S. Department of Education. <https://www.ed.gov/sites/ed/files/documents/students/supporting-child-student-social-emotional-behavioral-mental-health.pdf>

Slide 13 Resource: Emerging Concepts and Evidence-based Practices in School-based Health

- Centers for Disease Control and Prevention. (2024, October 18). *Whole School, Whole Community, Whole Child (WSCC)*. Whole School, Whole Community, Whole Child (WSCC). <https://www.cdc.gov/whole-school-community-child/about/index.html>

Resources/References

Slide 14 and 15 Resources: Opportunities for Integrated Care in SBHCs to Improve Health Outcomes

- SAMSHA. (2011, April 1). *Screening, Brief Intervention and Referral to Treatment (SBIRT) in Behavioral Healthcare* [Review of *Screening, Brief Intervention and Referral to Treatment (SBIRT) in Behavioral Healthcare*]. https://www.samhsa.gov/sites/default/files/sbirtwhitepaper_0.pdf

Slide 16 Resource: Screening Best Practices

- SAMHSA. (2019). *Ready, Set, Go, Review: Screening for Behavioral Health Risk in Schools*. <https://www.samhsa.gov/sites/default/files/ready-set-go-review-mh-screening-schools.pdf>

Continuing Education (CE) Opportunity

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Health Center Satisfaction Assessment

We'd love your feedback on today's session!

Please take 2 minutes to complete the Health Center TA Satisfaction Assessment.

Thank you for your time!



“QR code for Health Center Satisfaction Survey”
[Survey Monkey](#)

Thank you!

We'll see you on
Thursday, August 28 from
3:00 to 4:00 p.m. ET!



Office Hours
Thursday, August 14, 2025
4:00 to 4:30 p.m. ET