

WELCOME!

ALLYSON HEADRICK, SAFETY SOCIAL WORKER
RUSS UHING, DIRECTOR OF STUDENT SERVICES

INTERLOCAL AGREEMENT

Summary of Mental Health Supports funded:

- ◆ Threat Assessment Supports
- ◆ Community Mental Health Supports

Safety Social Worker

Allyson Headrick,
LCSW

- Threat Assessment team member: case management, monitoring, safety planning.
- Coordination of additional mental health services into the schools.
- Assist with district wide improvements in monitoring safety concerns within the school environment.

Threat
Assessment
Team
Behavioral
Health
Support

Blue Valley
Behavioral Health

● Specialization in violence prevention and management of targeted violence.

● Eliminate barriers for behavioral health supports for students with safety concerns.

● Ongoing therapy, Evaluations, Crisis Response and follow up, and Youth Assistance Process at Student Support Program.

Threat Assessment Team

- Partnership with Lincoln Police Department
- Established team member roles and functions
- Identified primary function: assess, respond, and manage targeted violence risk
- Supported students, families, and school staff:
 - creating safety plans
 - engaging families in services
 - aligning school supports
 - monitoring overtime
- Aligned team process with national standards on targeted violence management
- Improved safety planning process
- Provided training
- Networked within the community

LPS Community Agency Therapists' Collab



Blue Valley
Behavioral Health



the new Child Guidance Center

Integrating Community Mental Health Supports with LPS

- Training

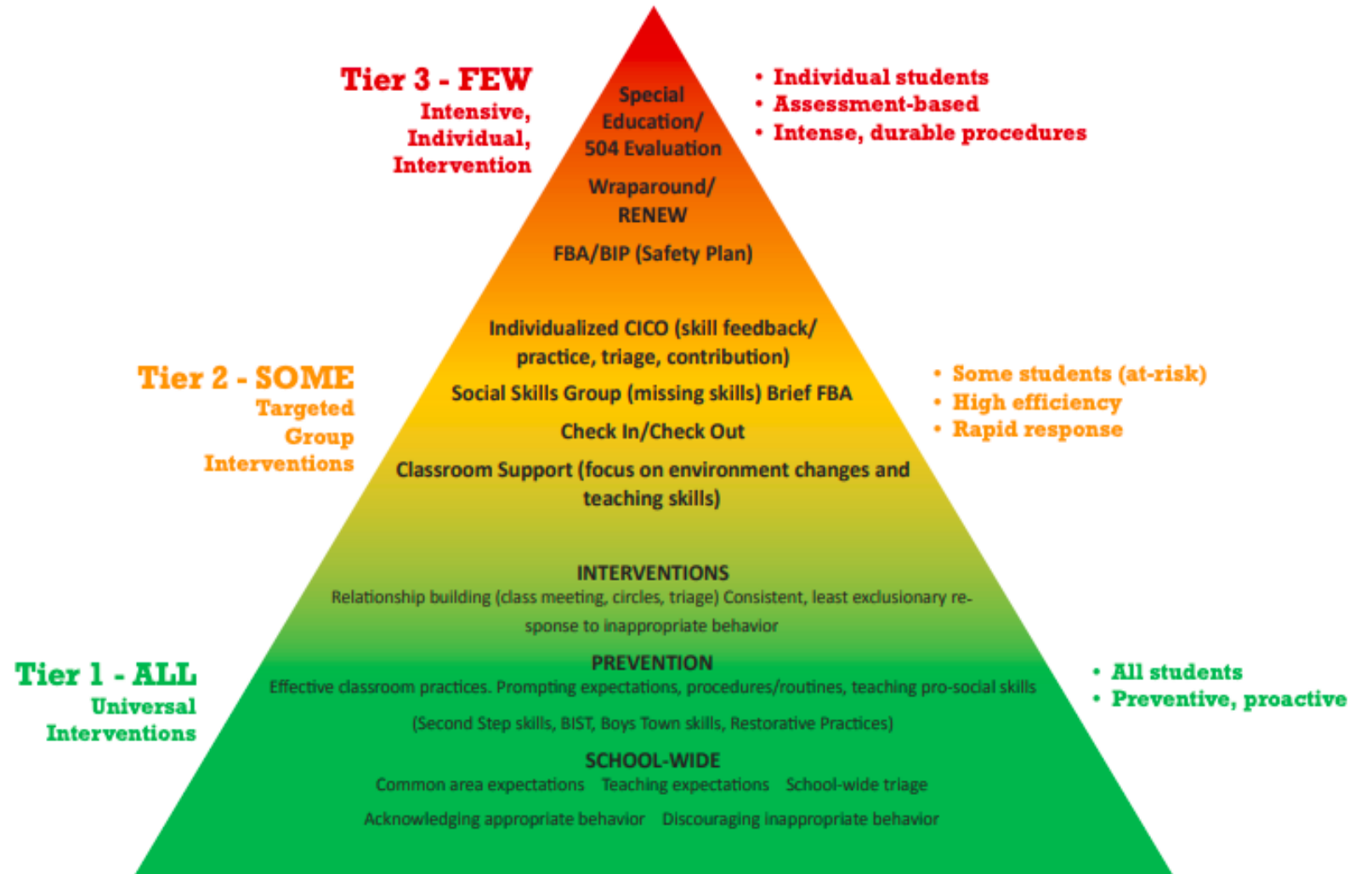
- Use of school social worker to enhance consistency among schools

- Part of our continuum of supports

- Increased communication between provider and LPS

LPS MTSS-B

Data and Communication



Therapy is a Tier 2 and a Tier 3 intervention

Candidates for School-Based Therapy

- Attempted other interventions within the school environment
- Significant stressor
- Mental health signs/symptoms
- Disruption in multiple life domains due to stressors
- Willing to participate in therapy process.
- A greater likelihood that therapy will occur at school.

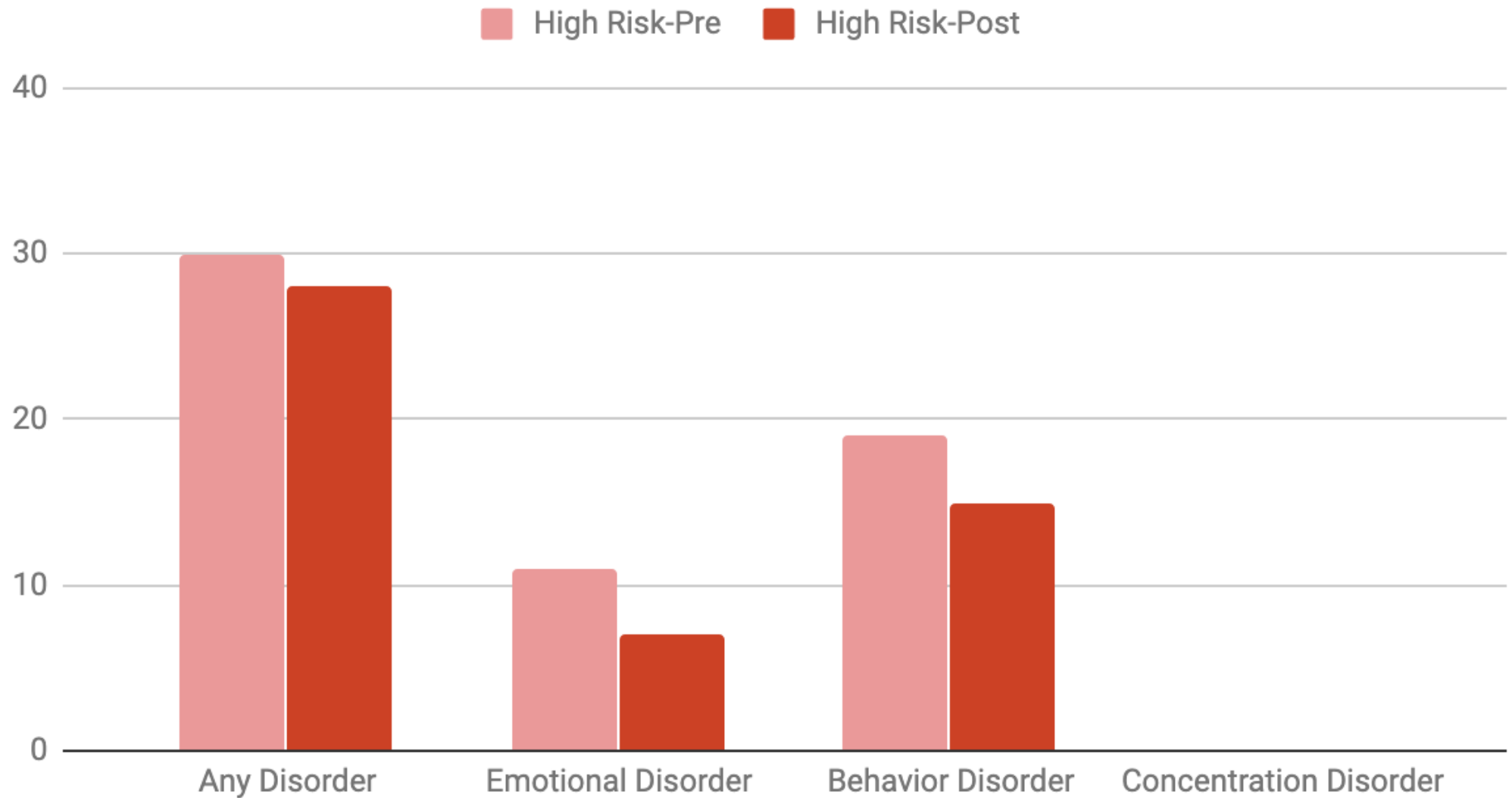
Total Students Served 18-19

	Blue Valley (YAP)	Family Service	HopeSpoke	Students Served	ALL STUDENTS (LPS)
Elementary	123	45	13	181	19439
Middle	42		14	56	9241

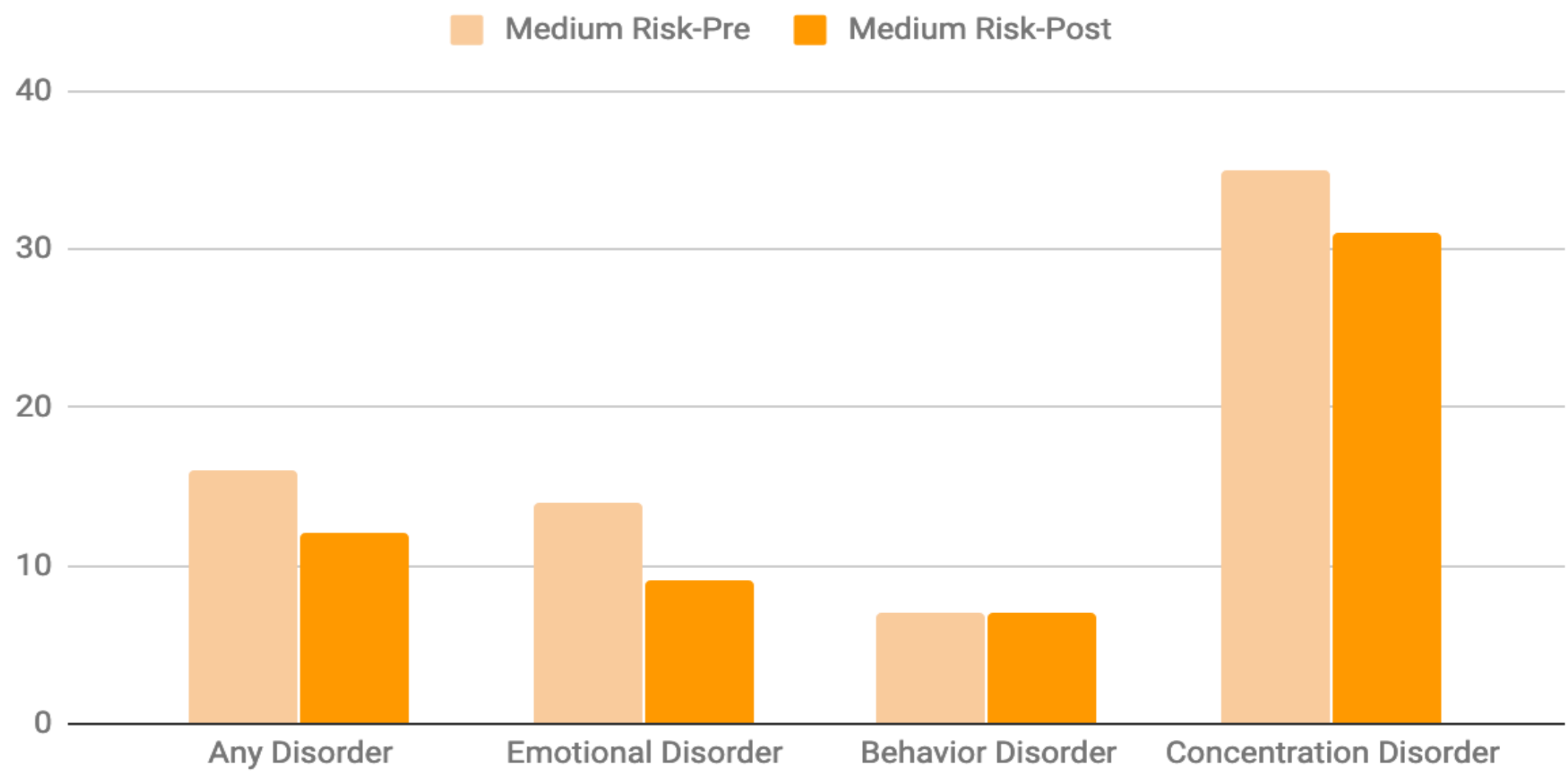
Strengths and Difficulties Questionnaire

	Not True	Somewhat True	Certainly True
Considerate of other people's feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restless, overactive, cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often complains of headaches, stomach-aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shares readily with other children, for example toys, treats, pencils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often loses temper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rather solitary, prefers to play alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally well behaved, usually does what adults request	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many worries or often seems worried	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Constantly fidgeting or squirming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has at least one good friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often fights with other children or bullies them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often unhappy, depressed or tearful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally liked by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Easily distracted, concentration wanders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nervous or clingy in new situations, easily loses confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

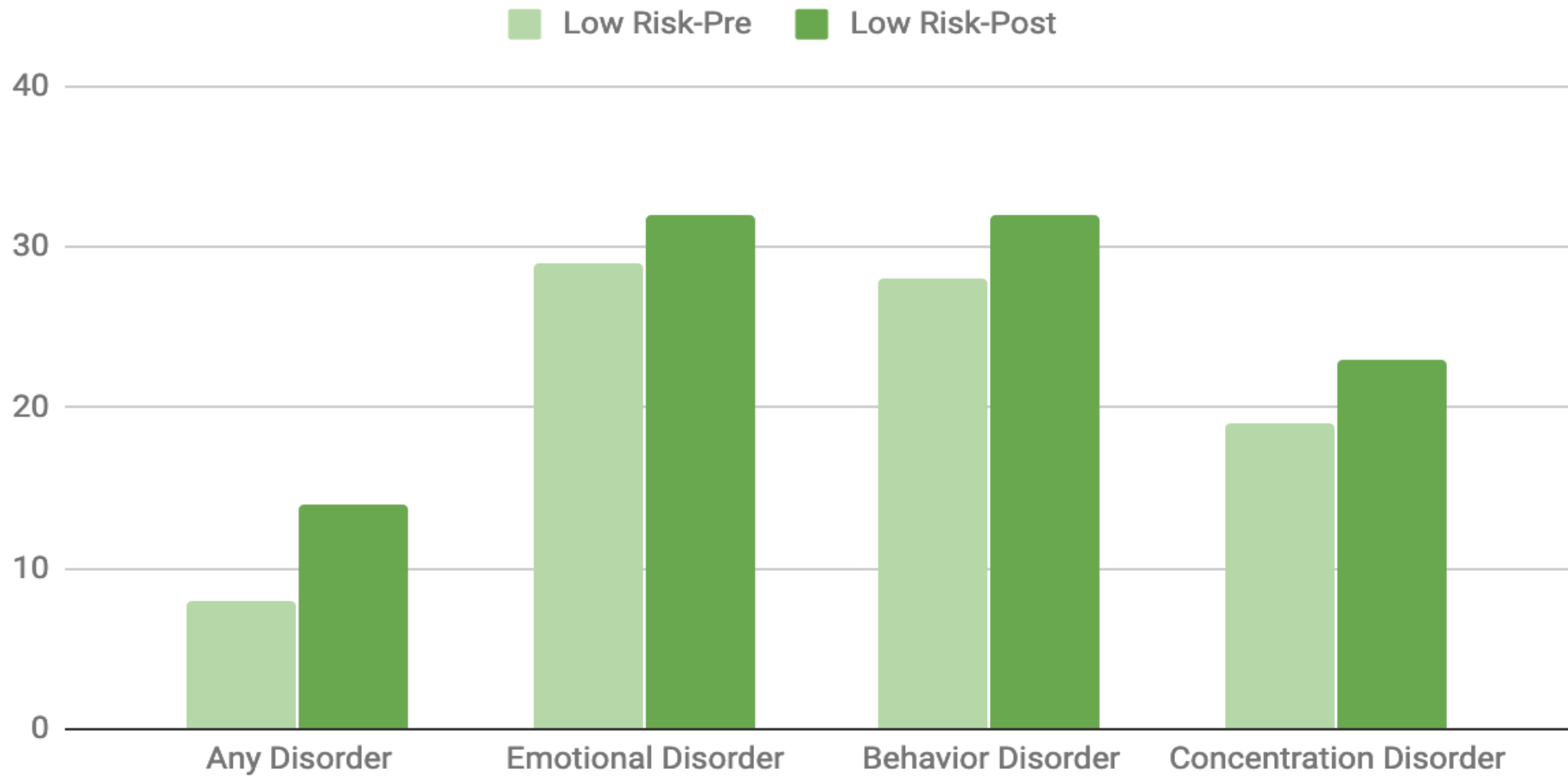
Students at High Risk: Pre- and Post-Therapy Intervention



Students at Medium Risk: Pre- and Post-Therapy Intervention



Students at Low Risk: Pre- and Post-Therapy Intervention





“We are serving some of the students who are internalizers and do not necessarily fit into the usual interventions such as Check-in Check out and small social skills groups. The students are happier, attendance is better and parents are SO appreciative of the services and partnerships.”

Paul went through a difficult two years when his mother had major mental health concerns interrupt the family. Paul carried trauma from this experience and was able to get therapy at school. Through therapy, the traumatic-stress symptoms have decreased, he feels more confident, he can manage his own anxieties, and his school behavior has improved as well. Next year when he goes to middle school, he carries both academic instruction from elementary school and mental health treatment to help him be successful in 6th grade.





“We have been able to meet the behavioral health needs of those students and families who may not be able to acquire the necessary supports outside of the school setting.”

Goals: 2019-2020

- Improve integration between therapy & school supports.
- Improve student outcomes (school & behavioral health)
- Build culture of reporting concerns.
- Increase capacity for management of safety concerns and mental health needs within Lincoln Public Schools.