

# School-Based Behavioral Health Services

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# Questions:

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1. What services do you provide to students at school?
2. Describe the service and funding arrangement between Davis Behavioral Health and Davis School District.
3. Are you able to meet student need?
4. How do you know if you're successful? How do you measure your impact on students?
5. What are your the remaining challenges and barriers?
6. How can other school districts develop effective partnerships?

# Services Provided

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Stabilization and Mobile  
Response (SMR)

Prevention and Education  
(Mindfulness, Anger Management,  
Family Classes)

## Treatment Services

- Individual and group therapy
- Crisis therapy
- School consultations and education (staff, classroom)
- Behavior Management and Skill Development

## Family Resource Facilitation (FRF)

- Using families' cultures and natural supports in finding resources and improving social determinants of health
- Partner with Medicaid, food bank, DWS, third party payors

# Treatment & FRF Funding \$497,000

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## Legislative Funds

- \$333,000 Mental Health Early Intervention

## United Way Funds

- \$52,000 United Way (renewed annually)

## DBH Funds

- \$52,000 Davis Behavioral Health

## DSD Land Trust Funds

- \$45,000 Davis High (ends June 2019)
- \$5,000 Wasatch Elementary
- \$5,000 Holt Elementary
- \$5,000 South Clearfield Elementary

# Met and Unmet Need

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- 72,000 +/- kids in Davis School District (<https://www.niche.com/k12/d/davis-school-district-ut/>)
- 15,840 on free or reduced lunch (<https://www.niche.com/k12/d/davis-school-district-ut/>)
- 90 schools in Davis County School District
- 243 students received in-school therapy
- 392 families received FRF services (linking to resources)
- 48 schools have Mindful Schools Instructors
- 15 Schools receiving SBMH
- 150 in Youth of Utah/Latch Key

# Outcomes

**Youth  
Outcome  
Questionnaire**

47%  
Symptom  
Decrease

**Office  
Disciplinary  
Referrals**

16% Referral  
Decrease

**Grade Point  
Average**

14%  
Improvement

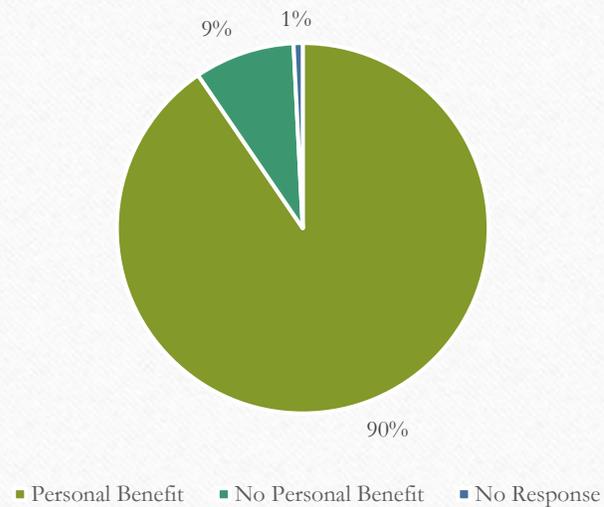
**Dibbles**

47%  
Improvement

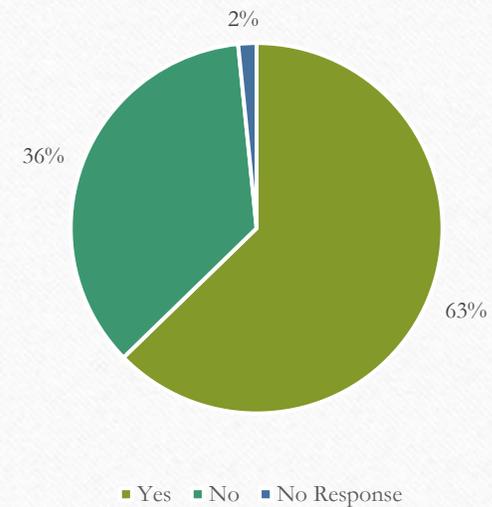
# Mindfulness – Teacher Benefits

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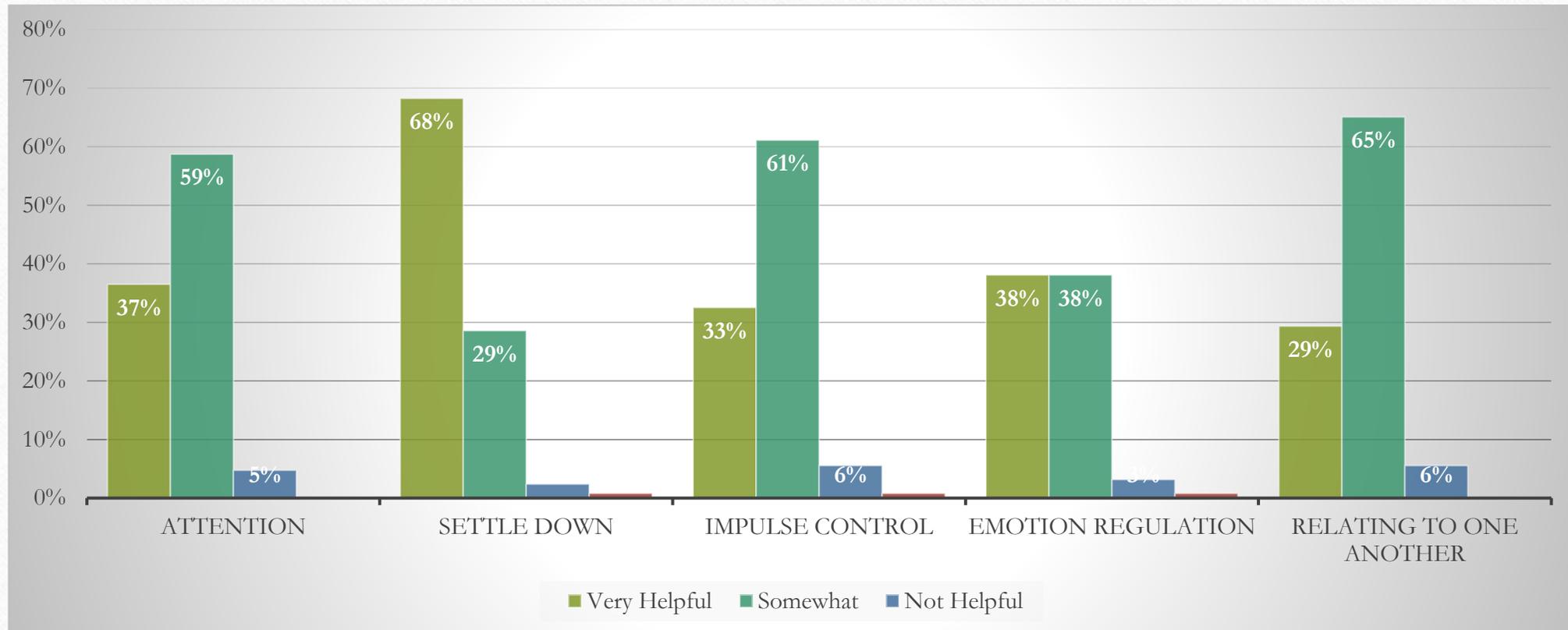
## Personal Benefit



## More Teaching Time



# Mindful Schools Program



# Student/Family Barriers

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- Untreated mental illness and/or substance use
- Transportation/Distance
- Supportive, but unavailable parents
- Safety Concerns
- Non-supportive family dynamics
- Multiple negative social determinants of health
- Uninsured and working poor
- Mobile populations
- Family fear –
  - Gang/religious affiliation
  - Family stigma

# System Barriers

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- Lost productivity = fewer kids seen
  - School calendaring (assemblies, core classes that can't be missed, prep days)
  - 186 school days vs. 248 clinic days
  - Time lost in getting kids and finding space
- Difficult to bill insurance
- Privacy and liability concerns
- Limited to school population (safety concerns)
- Some schools aren't interested
- Rules change when administration changes
- Meeting school desires can conflict with district policy
- Who calls the shots?

# Developing Relationships

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- Find—and be able to articulate—a shared mission
- Be patient
- Go where you are wanted
- Utilize Prevention resources to provide solutions and demonstrate outcomes
- Bring money
- Talk with, and not about, your partners

# Recommendations

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1. Mindful Schools is sustainable (trainer of trainer model)
2. Explore Telehealth
3. Work with behavioral health and school partners to determine if the gains to kids and school environment are worth over-coming the barriers.

# Contact Information

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## Davis Behavioral Health

- Brandon Hatch – CEO
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  - 801-336-1848
- Kristen Reisig, Clinical Director
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  - 801-336-1803

## Davis School District

- Brad Christensen – Student Services
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  - 801-402-5160
- Casey Layton – Student Services
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  - 801-402-5192

# School-based Services Matter

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- “Finding mental health help and services is a daunting task and can be very expensive for many individuals. They don't even know where they should begin. Having someone that is trained walk them through the process, ensures that they have the best chance of actually finding and getting help for themselves or their students.”

“It is vital that this service is available in the school setting. My hands are tied as a counselor if I see a student who needs support for anxiety, depression or other concerns and a family is either unable to or unwilling to seek out help for that student.”

# Staff Testimonials

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- “...as a Title 1 school, we have a lot of families who need Medicaid or Food Stamps etc. but they don't know where to begin. Having someone to help walk them through that process is incredible. ”
- Sometimes it is impossible for me, as a counselor, to meet with students as much as they need to help with various issues including mental health, family issues, and trauma. Having DBH as a resource for these students has helped me do my job more effectively and has helped these students overcome immense barriers to their education and social-emotional health.

“As a school counselor, I cannot provide therapy and some of my students need it in the worst way possible. They are dealing with parents passing away, parents doing drugs, homelessness, parents in and out of jail, houses being raided, major anxiety and depression etc. I don't want to think about where some of these students would be if they weren't able to receive the help and support that DBH offers by being in our school. ”

--- Elementary School Counselor

“Our school is a Title 1 school and has the highest transiency rate in the Davis District. We have many students and families who have significant basic needs such as clothes, food, and shelter and also many who struggle with mental health concerns and issues. The staff at our school would not be able to help all of these students at the level they need without the Davis Behavioral Health employees who are here every week. Individual students benefit from counseling for issues including abuse, homelessness, gender identity questions, extreme neglect, parental drug and alcohol abuse, AHDH, ODD, etc. Many of the issues our students face are far beyond the training and experience of our school counselor and other school staff, yet these impact how our students function at school and in all they do every day.”