

# MENTAL AND BEHAVIORAL HEALTH SERVICES

Monthly Newsletter

#### **WHO WE ARE**

The Mental and Behavioral Health Services Department is comprised of the Psychological Services, Mental Health Support Services, and Social Emotional Learning and Character Education Departments. This department also oversees the School-Based Mental Health Grant Programs. Our departments collectively strive to provide the training and resources necessary for building capacity of our schools and support the unique and diverse needs of our students. We are committed to collaborating with stakeholders and other GCS departments to help our students thrive in and outside of school.

#### **PSYCHOLOGICAL SERVICES**

The Psychological Services department is comprised of over 45 school psychologists who provide comprehensive psychological services to foster students' academic achievement, social-emotional wellbeing, and behavioral functioning. Psychological services staff provide support through:

Advocacy

Coaching

Individual and group counseling

Assessment

Consultation with teachers, staff, and parents

Ψ Problem-solving

Professional Development

Crisis response and support

Fostering school, home, and community partnerships

#### MENTAL HEALTH SUPPORT SERVICES

The Mental Health Support Services department strives to increase the success of all students through education, prevention, and intervention with quality substance-use and mental health services. Our mental health staff include Mental Health Teacher Leads, Adolescent Substance Abuse Program (ASAP) Teacher Leads, and the Substance Abuse Teacher Lead. They provide a variety of school, district, and community-based supports including:

- Coordination of school-based mental health services
- Crisis response and triage
- Individual and group support services
- Technical support on mental health services, interventions, referrals, and programming

- Providing recommendations, strategies and community resources to staff and families
- Program development, program evaluation, and professional development
- Coordination of prevention activities with district and community partners
- Liaison with outside providers

#### SOCIAL EMOTIONAL LEARNING AND CHARACTER EDUCATION

The Social Emotional Learning and Character Education department, through the systematic framework of SEL, strives to provide equitable and inclusive supports to stakeholders that will empower them and influence their approaches in educational settings to create holistic outcomes and maintain healthy relationships. Their staff, including the Positive Culture and Climate Coordinator, Positive Support and Student Transition Coordinator, Positive Support and Bullying Prevention Coordinator, and Social Emotional Learning Specialists help schools implement social emotional learning practices, foster a positive culture and climate, and develop environments that are free from harassment, discrimination, and bullying. Services include:



Providing training and coaching to improve understanding and implementation of SEL



Monitoring data collection efforts and offering training and technical support as needed



Helping schools identify SEL Priorities, develop action plans, build capacity of school teams, and monitor and support implementation progress



Supporting implementation of bullying prevention programs and providing training on intervention and best practices in responding to bullying



Supporting school staff in implementation of systems and practices that support positive culture, climate, and behavior



Providing district-wide training opportunities on a variety of topics, including Restorative Practices

#### SCHOOL-BASED MENTAL HEALTH GRANT PROJECTS

Strengthening Health, Wellness, and Safety is one of the four focus areas in the <u>New Strategic Direction</u> for Guilford County Schools. The aim of school-based mental health services is to help students improve learning readiness skills, classroom behaviors, socialization, emotional regulation, and self-awareness as well as to support academic progress. Guilford County Schools has secured funding from two large scale grants to build and sustain critically needed capacity to assist in building our students' behavioral, psychological, and social-emotional wellbeing.

# **PRISM Project Grant**

The Prioritizing Resources to Impact Student Mental Health (PRISM) Project was created in response to the increased need for on-demand mental health services in schools. It is a five-year federal School-Based Mental Health Services grant awarded to Guilford County Schools by the Department of Education to help expand on-demand mental health services across the district.

### **PRIORITIES**

- Increase the number of credentialed school-based mental health services providers
- Increase the number of providers from diverse backgrounds
- Provide retention and recruitment incentives



## **SAMHSA Project Grant**

The Substance Abuse and Mental Health Services Administration (SAMHSA) Trauma Informed Support Services (TISS) Grant was awarded to GCS to develop a trauma-informed support and mental health services continuum of care for students. There are six SAMHSA pilot schools - Northwood Elementary, Ferndale Middle, High Point Central High, Falkener Elementary, Hairston Middle, and Dudley High.

#### **GOALS**

- Improve access to mental health supports
- Provide staff training in trauma-informed practices
- · Reduce stigma behind mental health

#### **DEPARTMENT LEADERSHIP**

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Mental Health Support
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