Mental Health Resources in Schools

Presenters:

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ABOUT THE NATIONAL SHERIFFS’ ASSOCIATION

• NSA was chartered in 1940

• More than 3,000 sheriffs nationwide

• NSA has over 12,500 members
Webinar Facilitator – Jeff Allison

- Special Adviser for the International Association of Campus Law Enforcement Administrators (IACLEA).
- Staffs and serves as the chairperson for the U.S. Department of Justice, Office of Community Oriented Policing Services (COPS Office) School Safety Working Group.
- Served as the FBI Special Adviser for Campus and School Safety
- The FBI nominated Jeff for the Service to America Medal for his work to enhance campus public safety across the nation.
About the Session

• Participants will:
  • learn the importance of law enforcement engagement in proactively identifying behaviors of concern, including threats
  • identify the various types of adverse childhood experiences and how trauma impacts behavior
  • learn about their role on BTAM teams & the important distinction of making a threat vs posing a threat
  • be introduced to the Standardized Violence Prevention Protocol (SVPP) checklist for targeted school violence
  • learn about the Milestone Project – identifies at-risk and violent youth
  • receive resources for additional training and self-care
Melissa A. Reeves, Ph.D, NCSP, LCMHC

• Nationally Certified School Psychologist
• Licensed Special Education Teacher
• Licensed Clinical Mental Heath Counselor
• Former District Coordinator SEB Services
• 17+ years in K-12 education
• Advisor - Safe and Sound Schools
• Senior Consultant, SIGMA Threat Management Associates
• Past president - National Association of School Psychologists (NASP)
• Lead author, PREPaRE School Crisis Prevention & Intervention Curriculum
• Member of university’s Critical Incident Management Team & College Arts & Science COVID-19 Recovery Team

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April Rhodes, MBA, LAMFT
President & Chief Executive Officer

Spectrum Healthcare Group

Founded 1965 in Cottonwood, AZ
Serving Yavapai County

Behavioral Health Services
Physical Health Services
Mobile Crisis and Residential Treatment
Across all people, across all payers, across the life span

Compassionate care for mind, for body, for all of you.
Signs and Symptoms of Stress & Trauma
Traumatic Stress: Defined

• **Positive Stress**

• **Tolerable Stress**
  - Potentially harmful, but short-lived acute stressors.

• **Toxic Stress**
  - Strong, frequent, prolonged activation of stress mechanisms.

Center on the Developing Child (Harvard); National Scientific Council on the Developing Child (2014)
Acute Trauma

- A time-limited (typically tolerable) stressor e.g., car accident, natural disaster

- In response to an acute stressor the body releases stress hormones that decrease digestive & immune functioning and increase heart rate and blood pressure.
- When the threat is gone the body should return to baseline
Exposure to **multiple traumatic events**; wide-ranging, long term impact of this exposure. 
- e.g., long-term physical/sexual abuse,
- chronic/ongoing exposure to violence, bias and discrimination

- Frequent/long exposure to stress results in the stress response being activated more easily.
- Body does not return to baseline as quickly.
- Stress hormones negatively effect health, brain development.

**Perceived Threat**

**Adrenaline & cortisol prepare the body to respond**

**Fight or Flight**

**Body returns to baseline (homeostasis) when threat discontinues**
The original ACES (in red) are among the most commonly reported traumas in studies that look at additional traumas.

Over 40% of the children and adolescents served by the NCTSN (N = 10,991) experienced 4 or more different types of trauma and adversity.

Toxic/Complex Trauma: Negative Consequences

- Attachment & relationships
- Self-concept & future orientation
- Attention & cognition
- Behavior
- Emotional reactivity & regulation
- Physical health
- Detachment

How Childhood Trauma Affects Health Across a Lifetime
Nadine Burke Harris
TED-MED:
https://www.youtube.com/watch?v=95ovIJ3dsNk
Traumatic Stress: Neurobiology

• 3 Areas:
  • Prefrontal Cortex (PFC) = “Thinking Center” (underactivated)
  • Anterior Cingulate Cortex (ACC) = “Emotion Regulation Center” (underactivated)
  • Amygdala = “Fear Center” (overactivated)
Dan Siegel’s Hand Model of Emotional Dysregulation

Amygdala

Hand Demonstration of Trauma Response

Dr Dan Siegel and Tina Payne Bryson’s - "The Whole-Brain Child" (2012)
60% of those with behavior problems had >2 ACES
high rates of trauma exposure in youth with CD
polyvictimization increases likelihood of CD
maltreatment predicts adult arrests for violent offenses

Traumatized students are often focused on survival, which hampers their ability to learn, socialize, and develop the skills needed to thrive. (Cowan & Rossen, 2013)
Behavioral Threat Assessment and Management (BTAM) - Why Schools Should Use It

• A research-based model, developed from empirical findings about US school shootings:
  • School shooters typically don’t “just snap.”
  • They plan their attacks beforehand and often tell others.
  • Their planning behavior is often observable and follows a “pathway to violence.”
  • Often on multiple radar screens
  • Violence can be prevented

Sources:
Multidisciplinary BTAM Team

- Team membership – *Expertise to be represented:*
  - school administration
  - counseling
  - behavior management
  - mental health/substance use
  - classroom instruction
  - special education
  - law enforcement
  - school safety/security
  - emergency management, and
  - law enforcement
  - others…
Pathway to Violence – Poses a Threat

Intensity of Effort

Ideation

Planning

Preparation/ Acquisition

• Means
• Method
• Opportunity
• Proximity

Implementation

SIGMA Threat Management Associates (2017)
Most had significant difficulty coping with losses or failures, or were suicidal.

78% of targeted mass attackers exhibited a history of suicide attempts or suicidal thoughts.¹

Many attempted or succeed at suicide or “suicide by cop” at the conclusion of targeted violence

40% of the offenders committed suicide.²
Mental illness is often present but is *not* necessarily the driving force behind targeted violence

Other vulnerabilities, risk factors, stressors

Inhibit or enhance violence concerns & coping

SVPP Checklist: Targeted School Violence

Preliminary Law Enforcement Investigation of Concerning Behavior

Are there pathway behaviors?

• Means
• Opportunity
• Motive
• Intent

Other considerations:

• Mental/Behavioral Health
• Stressors
• School performance & behavior
• Justice system involvement
• Social Media

Developed by Jeff Allison
Adapted from guidance provided by the U.S. Secret Service, National Threat Assessment Center, and the FBI Behavioral Threat Assessment Center
Resources
Safe and Sound Schools

Resources  Programs  Reports  Trainings

www.safeandsoundschools.org
NASRO: National Association of School Resource Officers

- [https://www.nasro.org/](https://www.nasro.org/)
- Trainings
  - Basic
  - Advanced
  - Adolescent Mental Health
  - Crime Prevention through Environmental Design (CPTED)
  - School Safety Officer
  - SRO Supervisors and Management
- Legal Updates by Dr. Bernie James
SIGMA Threat Management Associates

National Leader in K-12 BTAM Trainings & Case Consultation
• 703-286-2274
• 888-957-4462
• Training@SigmaTMA.com

• www.SigmaTMA.com

• Twitter: @SigmaTMA
Resources

NASP COVID-19 Resource Center


Care for the Caregiver: Guidelines for Administrators and Crisis Teams


Self-Care Lessons From the Field

• https://www.nasponline.org/professional-development/a-closer-look/self-care-lessons-from-the-field

Self-Care for School Psychologists (and other professionals)

PREPaRE Crisis Prevention & Intervention Curriculum

• Workshop Descriptions & Target Audiences
  • WS1: Comprehensive School Safety Planning: Prevention through Recovery
  • WS2: Mental Health Crisis Interventions: Responding to an Acute Traumatic Stressor in Schools

• Program Evaluation Data
• Upcoming Trainings
• List of Local Trainers
• FAQs

• http://www.nasponline.org/prepare/index.aspx
Take-Aways

• It starts with relationships!
• When trust is broken it takes time to connect and trust.
• Punishment alone does not replace behavior!
  • Must build relationships and teach replacement skills!
• Need to teach life skills and help escape toxic environments.
• *We must also take care of ourselves* — adults have trauma histories too!

Don’t give up! We can and do make a difference!
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Licensed Clinical Mental Health Counselor
License Special Education Teacher
Associate Professor, Winthrop University, SC
Senior Threat Manager, SIGMA Threat Management Associates

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THE MILESTONES PROJECT

The Milestones Project is designed to identify young people who are extremely high risk for violence either in schools, their homes, or within the community. The goal for the project is to involve parents or guardians with Milestones Project partners and community resources in interventions designed to prevent such violence.

This guide is a collaborative effort of the following:

- Public and Charter Schools
- Juvenile Court
- Local Law Enforcement
- West Yavapai Guidance Clinic
- Spectrum Health Care
- DES/Child Protective Services
- Community Counts
- You, the Parent!
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- Spectrum Health Care—Verde Valley
- DES/Department of Child Safety
- Community Counts
- You, the parent!

Milestones Principles

- Parents are primarily responsible for the safety of their children.
- Parents deserve a voice and, when appropriate, consent in any direct intervention into the lives of their children.
- The violent child is usually a troubled child.
- The violent child usually exhibits observable symptoms prior to acting out.
- Response to youth violence improves when community partners work beyond traditional roles.

A Parent’s Guide to Understanding Violence

Warning Signs
What do I look for?

Tips for Parents
What can I do?

Resources
Who can I turn to for help?

Help them find the right path

Are you concerned about your youth engaging in or being hurt by violence?

http://cresa.com/teachers-link/Administrators/Milestones/
CASE STUDY – ABBY
Questions?

Contact Information:
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Q&A

Please write your questions in the chat box and remember to stay muted at all times. Email kbarksdale@sheriffs.org if your question doesn’t get answered during the live presentation.
Website: sheriffs.org

On Twitter: @nationalsheriff

On Facebook: facebook.com/Nationalsheriffsassociation

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