

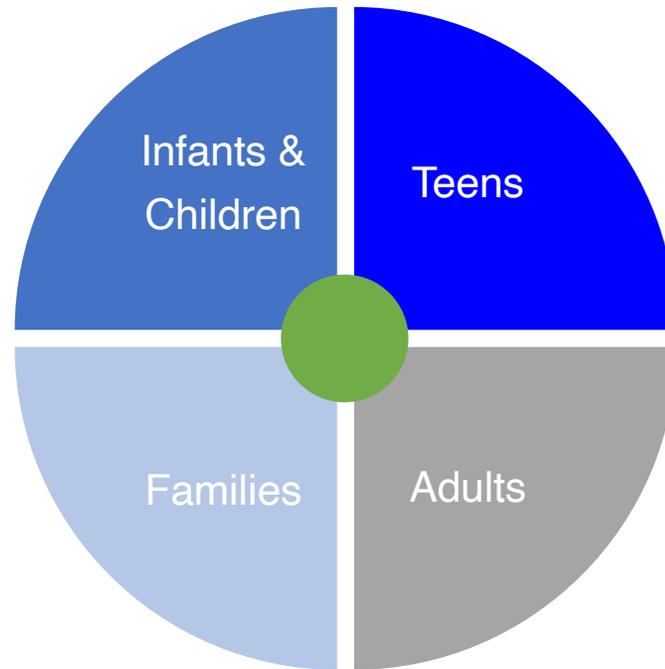


Community Health Awareness Council  
LASD – CHAC Partnership Update

**Marsha Deslauriers**  
**Executive Director**  
**March 8, 2021**

# CHAC: Building Safer, Harmonious School and Communities through Healthy Relationships

- 1:1 Counseling
- Psycho-educational Classes
- Support Groups
- Family Resource Centers
- Substance Abuse



- LGBTQ+
- Neuro-psychological Assessments
- Teacher Support
- Youth Programs-35 schools

48 years of community service to members of all ages

# CHAC'S Diverse Community and School Service Delivery Model

Professional Training program for pre-licensed psychologist and marriage & family therapist

American Psychological Association accredited Doctoral Internship Program

Average age of clinician is 36 years old; Median age is 33 yrs. and 10 years in prior field (JD, MD, MS, Humanities)

75 to 82 CHAC Therapists every year, pre-licensed; graduate and post-graduate level

AMFTs, TMFTs and Doctoral candidates from top programs (PGSP Stanford PsyD. Consortium, Santa Clara U, Wright Institute, PAU, NDNU)

Broad range of theoretical modalities and clinical expertise

12 Licensed Clinical Professional Supervisors – MFT's and Clinical Psychologists in support

# School Psychologist and Clinical Psychologist Roles

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## School Psychologist:

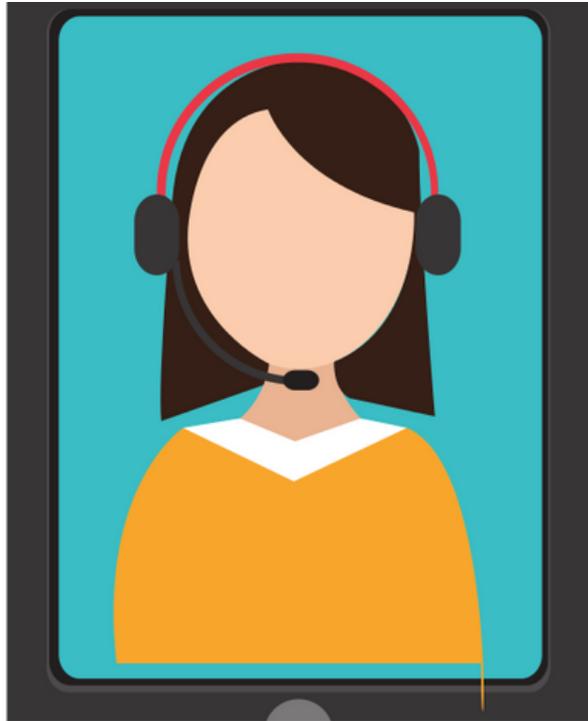
- Apply psychologist theory and interventions **specifically within the school context**
- Conduct program development and evaluation services with a special focus on the development process of children and youth within the context of school systems
- Conduct eligibility evaluations for students as part of the special education process

## Clinical Psychologist:

- Are doctoral-level (Ph.D. or Psy.D) clinicians trained to provide comprehensive mental and behavioral healthcare to individuals families **across settings**, grounded in evidence-based practices (EBP)
- Conducts evaluations and treatment of mental health and behavioral disorders, often specializing in particular issues

### **CHAC Clinical Psychologist & MHP (MFT/PCC) have experience & expertise in multiple areas, including:**

- Trauma – Focused Cognitive Behavioral Therapy
- Art Therapy
- Family Systems Therapy
- Attachment & Child Development
- Clinical & Neuropsychological Assessment
- Suicidality, Suicidal Ideation & Behaviors
- Non-suicidal self-injury (NSSI)
- Grief and loss
- Mood, Anxiety, and Behavior Disorders
- Risk Assessment



## Covid Response: Tele-health for 1100 Clients

- **Tele-health:** Within 5 days of SIP converted >100 clinicians to tele-health
- **Outreach:** Began outreach to 1158 existing clients for continuity of care
- **Training:** Provided ~ 20 hours tele-health training with local and national experts
- **Technology:** Invested technology improvements
- **Processes:** revamp consent forms, referrals, etc. second slides learning from telehealth, what worked what did not

# Tele-health: Initial Challenges & Opportunities

## Initial adoption rate 50%

- Increased to 58% after May 1
- People focused on shock and adjustment
- Middle class bias to tele-health
- Technology and adaptation to email, zoom
- Minimum requirement was phone, privacy and emergency contact in home

## Mitigation of Impact:

- Conducted 190 "translations" to facilitate counseling; required tech support, media instruction
- Contracted for translation service company for services in 270 languages
- Continued outreach and creativity to engage clients

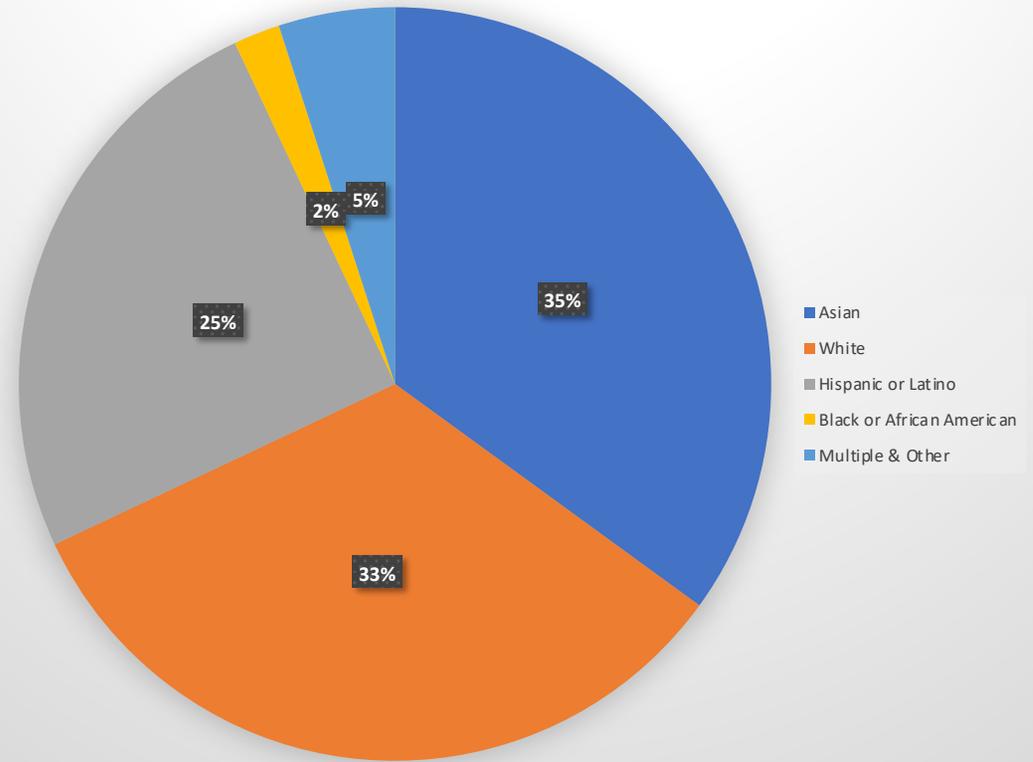


## Pivot to Parent and Provider Support

- Shortened sessions with kids focused on parent engagement
- 91% increase in parent conversations (1773 hours) vs LY
- Advantage of virtual home visit supporting CHAC's family-systems model of care
- Bringing parent and child together for "live" parent/child dynamic"
- Produced 40+ videos for independent activities for kids
- Transition plans for those already in the groups to bring closure

RACIAL AND  
ETHNIC  
COMPOSITION  
of *Santa Clara*  
& *San Mateo*  
Counties

Community Population by Race & Ethnicity



## Our Commitment to Diversity, Equity & Inclusion

At CHAC, we aspire to be a diverse, inclusive and equitable organization where all employees, clinicians, and clients – inclusive of those whose gender, race, gender identity, ethnicity, national origin, age, sexual orientation, education, disability, veteran status or other dimension of diversity- feel valued, respected and included.



# CHAC: Removing Barriers to Treatment for ALL Clients

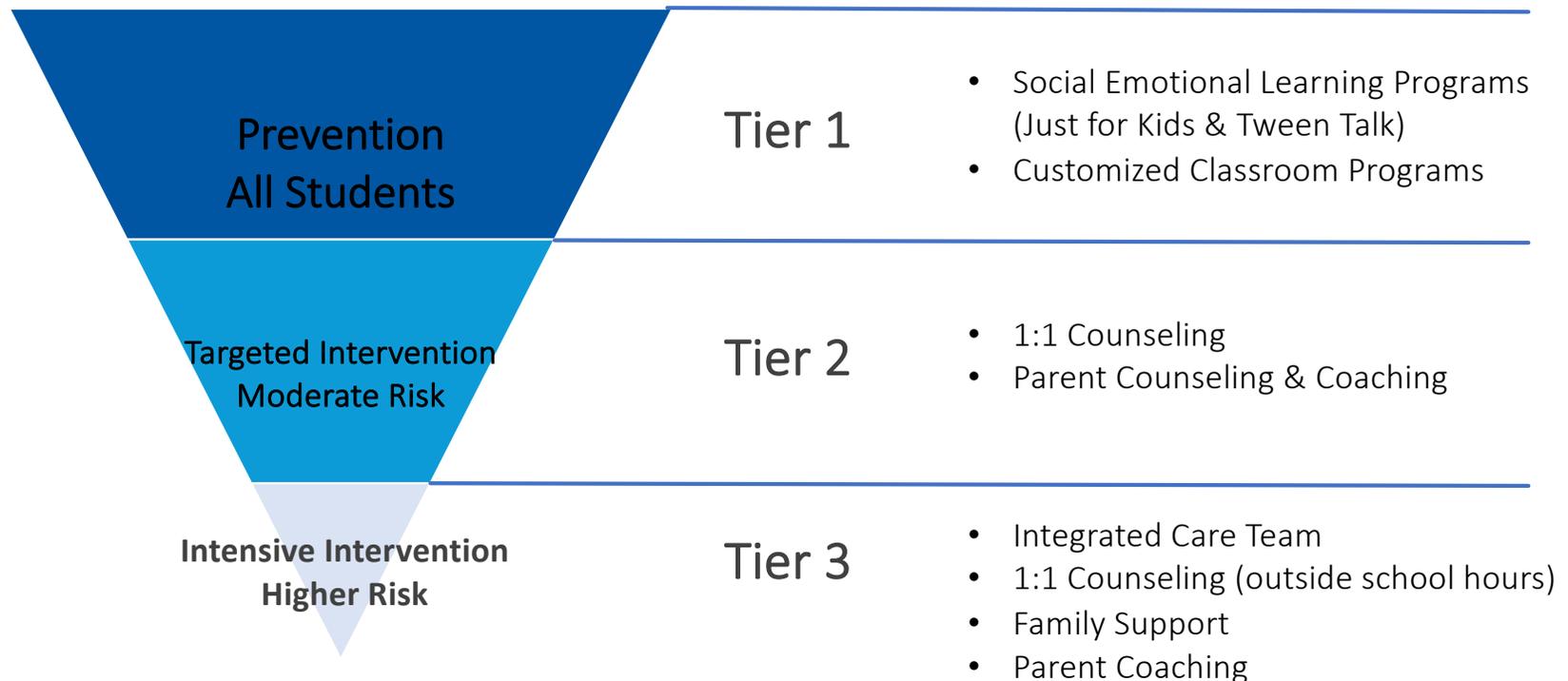
We help all cultures in the community that we serve, recognize the signs and symptoms of mental illness, particularly anxiety and stress. We understand the barriers to seeking mental health services that are unique to all cultures.

Our diverse services include online resources, community outreach, assessment, prevention, education, and therapeutic interventions.

The services at CHAC are offered with compassion, respect for others, and appreciation of individual differences.



# School Partnership: CHAC Support of MTSS Multi-Tier Support System



## Clients served at LASD: 2019-20 & First half of 2020-21

<b>2019-20</b>		<b>First half of 20/21</b>	
<b>Total number of clients/students served</b>	<b>534</b>	<b>Total number of clients/students served</b>	<b>143</b>
<b>Total number of appointment hours</b>	<b>3820</b>	<b>Total number of appointment hours</b>	<b>914</b>
<b>Total number of collateral/case management hours</b>	<b>718</b>	<b>Total number of collateral/case management hours</b>	<b>351</b>

# Key Statistics by School 2019-20

SCHOOL	TOTAL # OF CLIENTS SEEN	TOTAL # OF SERVICE HOURS
Almond	72	566
Blach	5	51
Egan	68	720
Gardner Bullis	59	432
Loyola	42	430
Oak	58	564
Santa Rita	81	632
Springer	61	540
Covington	87	603

# Fall 2020: Challenges for LASD Students and Families



Students have reported higher rates of anxiety, depression, a lack of motivation, and increased loneliness



Families and students were less likely to seek out help/resources and are often isolating themselves. There is an increase in overall stress levels due to family relationship dynamics and challenges within the student's social groups.



For those students who were already at risk for mental health crises before the pandemic began, there seems to be an even bigger increase in anxiety.



Some challenges include technical difficulties - not all students have access to high-speed internet. Students also express frustration with how often they are on zoom.

# Fall 2020: Benefits for LASD Students and Families on Telehealth



Seeing the student in their room/home and gaining insight into their family dynamic.



The students are still able to access therapy while staying in quarantine and it can work around their schedule easily.

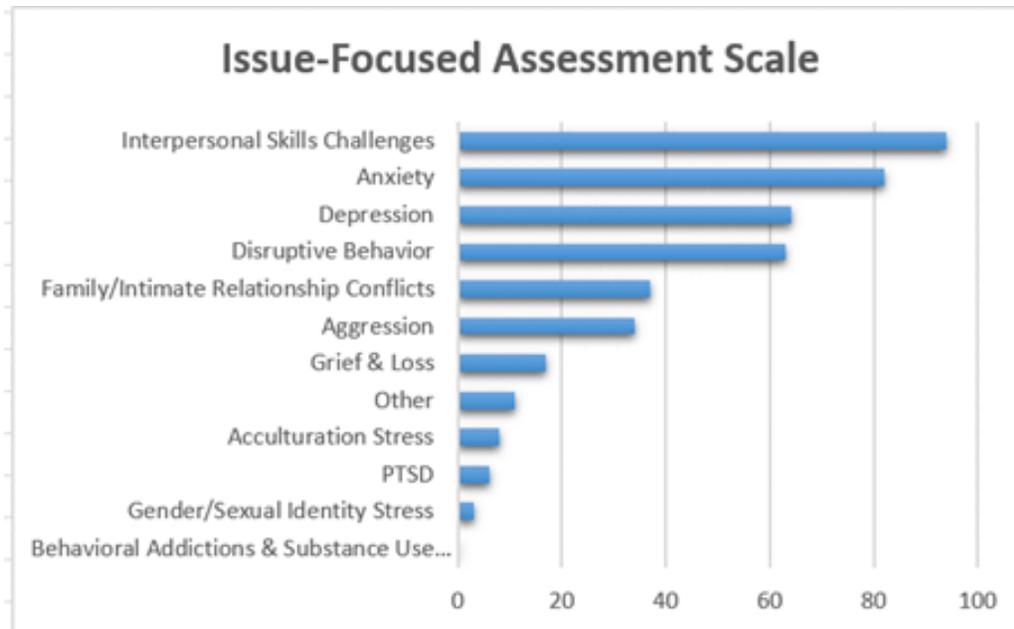


Students have reported that telehealth provides them with the ability to access a therapist weekly and sometimes this relationship is their only connection to the outside world.

## LASD Top Reasons for Counseling Referrals

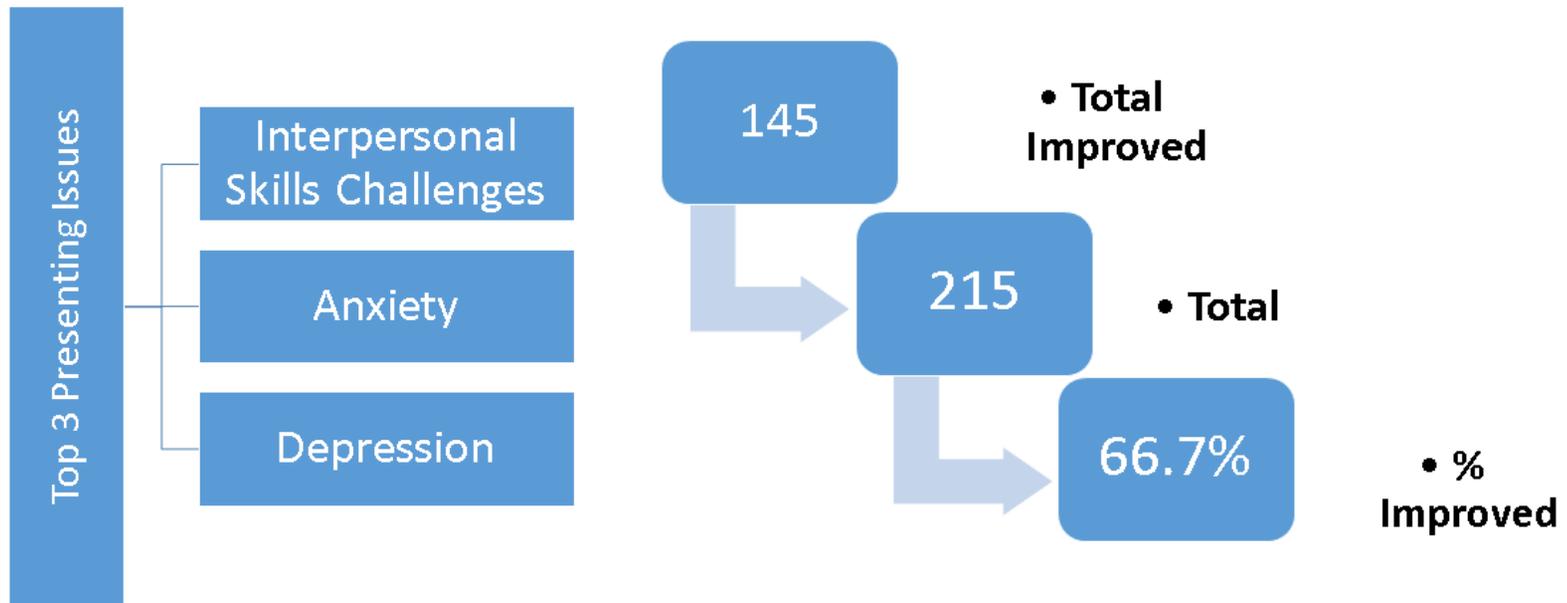
Reason for Referral	# of Referrals
Anxiety	62
Social Behaviors	48
Self-Esteem	39
Academic Performance	32

# LASD Student Top Presenting Issues



<b>Depression</b>	Depressive symptoms, mood disorders, suicidality, low self-esteem, gender dysphoria, school refusal.
<b>Anxiety</b>	Separation anxiety, social anxiety, OCD, specific phobias, self-harming, school refusal.
<b>Grief &amp; Loss</b>	Grief, sadness
<b>PTSD</b>	Symptoms of PTSD, complex/developmental trauma, abuse & neglect.
<b>Aggression</b>	Chronic aggression, anger, peer/sibling conflict, defiance, conduct disorders
<b>Disruptive Behavior</b>	Hyperactivity, attention deficits, chronic impulsivity, or classroom behaviors that interfere with learning.
<b>Interpersonal Skills Challenges</b>	Social withdrawal, excessive shyness, and/or mutism, social awkwardness, interpersonal struggles due to other conditions such as Autism Spectrum, ADHD or Learning Disorders.
<b>Behavioral Addictions &amp; Substance Use Issues</b>	Problems related to substance use/abuse, gaming, technology, social media, sex and other behavioral habits or addictions.
<b>Acculturation Stress</b>	Acculturation level; acculturation stress; acculturation gaps in the family. Consequences of the acculturation process which can be psychological (internal adjustment, well-being) and behavioral (external adjustment).
<b>Gender/Sexual Identity Stress</b>	Stress resulting from minority group membership. Gender Dysphoria, minority stress; questioning sexual and/or gender identity.
<b>Family/Intimate Relationship Conflicts</b>	Difficulties with parenting, couples and family system functioning.

# LASD: 67% Improvement on Key Issues



# Responding to Need: Prevention & Other Programs

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- First 5 Family Resource Center
- Social-Emotional Learning Program
  - Just-for-Kids- 3rd Grade
  - Tween Talk – 5th Grade
  - S.P.A.C.E. – Middle School
  - M-8s – Teen Buddy Program
- Summer Bridge Program
- Suicide Contagion



# Family Resource Center Programs Offered Ages 0-5

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- Supportive Care
- Play & Learn in Mandarin
- Live Music Mondays
- Jugando y Aprendiendo
- Bilingual English/Spanish Art Studio
- Empowering Families
- School Series: I Can Learn! (English & Mandarin)
- Childcare Provider Coaching Workshops
- Self-Care & Resilience (Any Time!)
- Self-Care & Resilience
- Mothers & Babies (Spanish)
- Cafecito (Spanish)
- I'm Ready For Kindergarten



**Family Resource  
Centers Pivot  
to Prepare Kids  
350+  
Participants Monthly**

**FRCs continue to engage  
parents/care providers &  
youth:**

- Caregiver-child interactive classes
- Parent education and skill building
- Community Engagement
- Peer support for parents & care providers
- Coaching & Consultation for parents & care providers
- Resource & Referral

**Adjustments made in 2020:**

- Virtual re-creations of services
- Specially formed education and peer support to address Covid challenges
- Specially formed social media campaigns address Diversity/Equity/Inclusion and difficult situations
- Essential supply distribution at school sites in Mountain View (Castro) and Sunnyvale (Vargas)
- Videos added to YouTube Channel to engage those with difficulties participating in live sessions

# 417 Students Social-Emotional Learning Program 2019-20

- Social Emotional Learning (SEL) Skills Programs
- 6000 SEL & Educational Group Hours 2019-20
- 417 Students Registered in 2019-20
- Weekly Virtual (Zoom) Group Meetings
- Groups meet once a week for eight consecutive week
- Pivot to “Plugged-In” to all 3rd, 4th, and 5th grade students
- TAC M8’s is a buddy program in which an older buddy serves as a role model to a younger buddy, providing an outlet for connection during COVID and beyond



# Response to Community Need: Contagion Prevention

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- Fall 2019 MVLA Suicide Response
  - Diverted 12 experienced/licensed clinicians to school campus immediately
  - Extended support for a two-week period
  - Identified 400 potentially at-risk students
  - Prepared and implemented clinically appropriate interventions
  - Coordinated efforts with MVLA staff for heightened observations



# Summer 2020 Bridge Program: Flatten the Curve

## Free services to Youth in Need

Unprecedented expansion of counseling services over summer

Created Bridge Program for 197 student clients

Provided 956 appointments

Free services for all in the program

Tripled our summer staff to accommodate

Continued access to parents/caregiver to provide support

Provide support 36 LASD Students

# Building Collaborative School and Communities with Outreach: Webinars, Classes & Groups

- Community Conversation with CHAC (Coping and Thriving During a Pandemic) (May 29, 2020)
- Community Virtual Town Hall: (Supporting Families Mental Health during COVID) (August 30, 2020)
- Virtual Stress Management for Parents and Teachers During COVID (How to Keep Calm and Carry On) (October 22, 2020)
- Wellness Wednesdays
- Teacher Support Groups
- CHAC Bedtime Storytime (February 16 & 18)
- LASD Teacher Support Group
- (SAGA) Middle School – Prevention Support Group
- Newcomers Groups – Prevention Support Group
- Wellness Watercooler – drop-in support for teachers

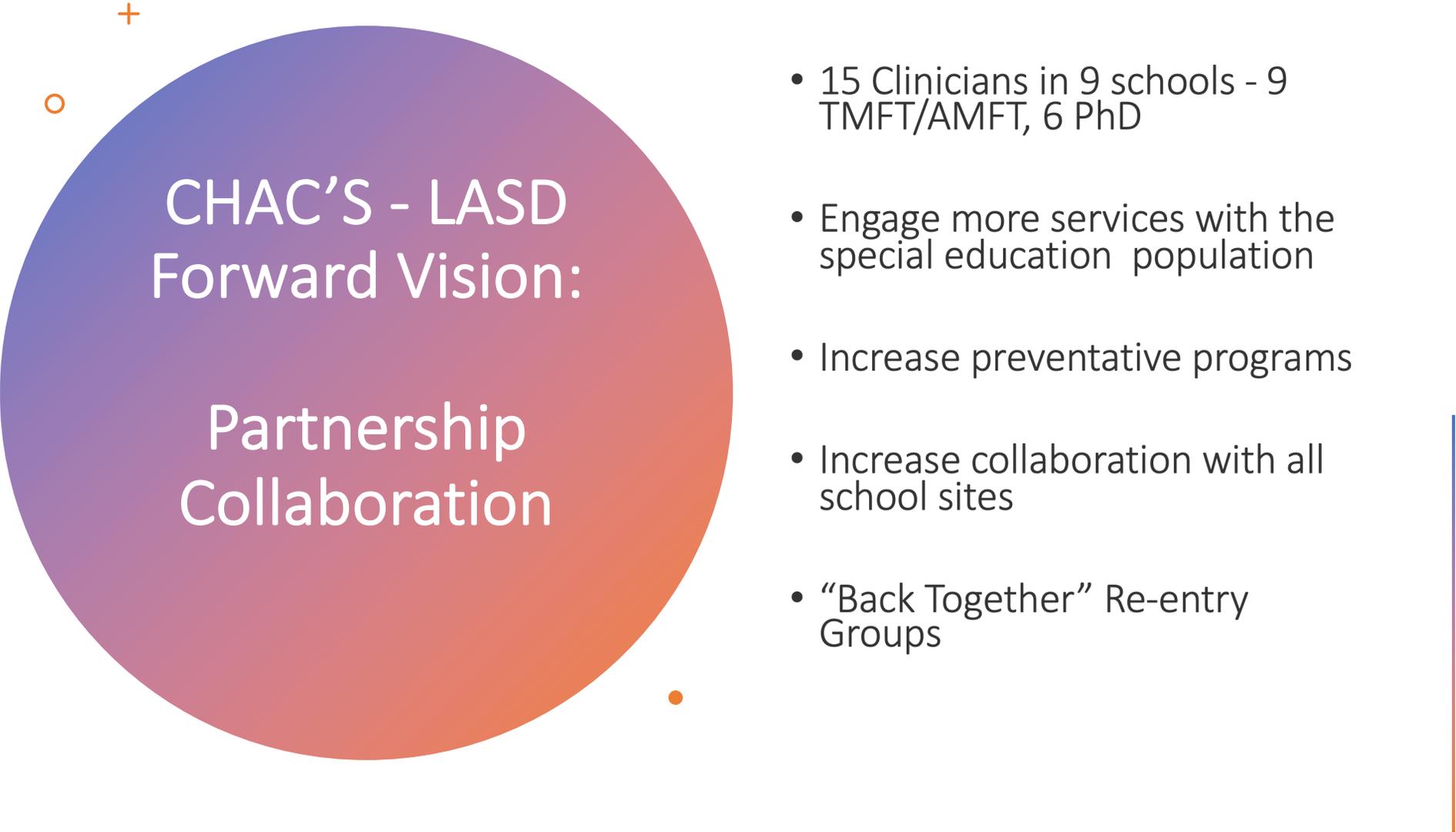
# Latinx Program Services

- 196 Individuals & Family Clients Served in FY 2020
- 189 translations with monolingual Spanish speaking parents
- Provided extensive support to address:
  - Privacy challenges
  - Access to Technology
  - Ability to Use Technology



# Pandemic Long-term Effect Unknown

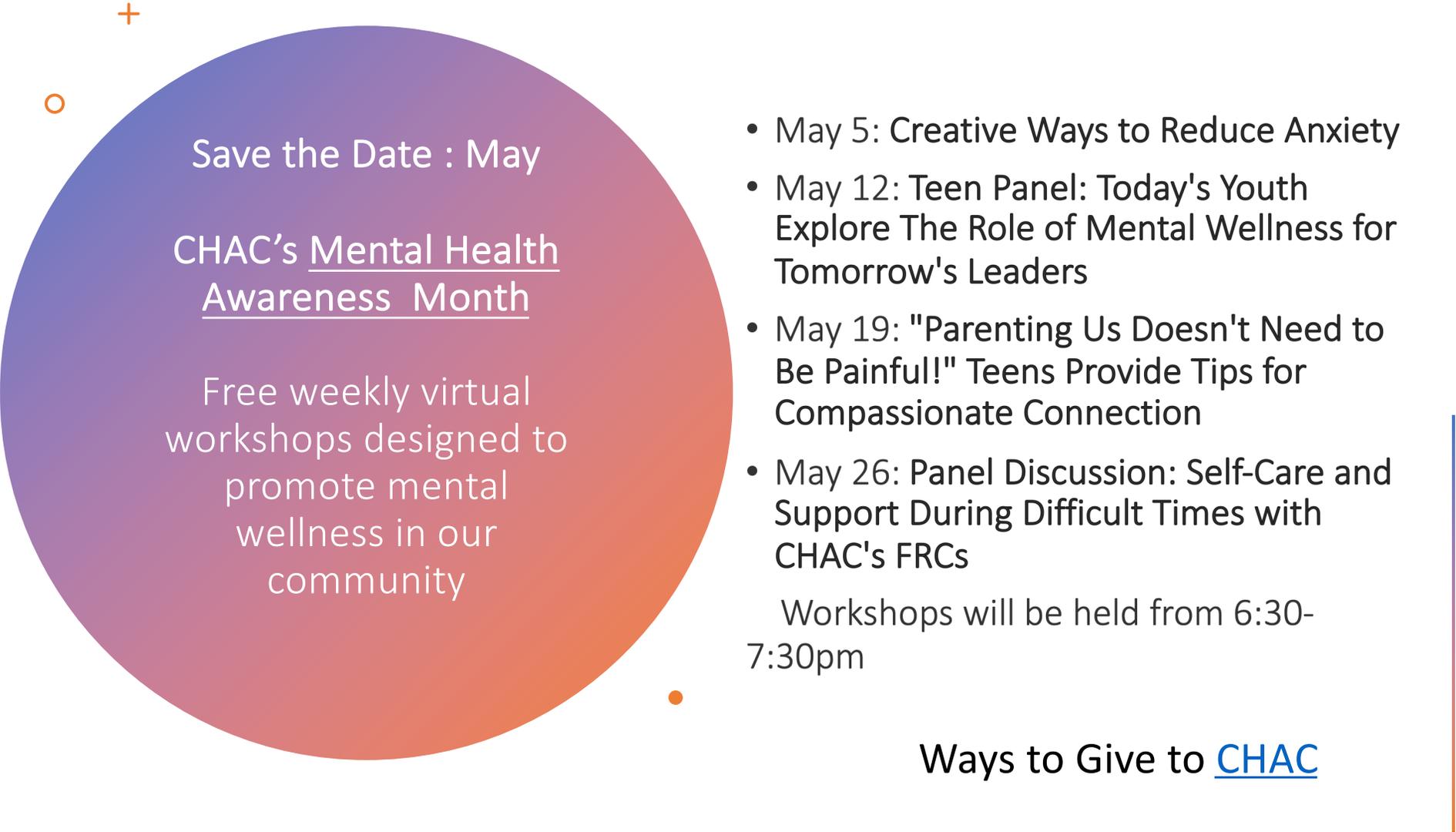
- Significant tail of mental health effects (Lee, 2020)
- Secondary effects will outlast the pandemic
- Mental health demand will spike after pandemic subsides
- May see upticks in OCD, agoraphobia, germaphobia
- Supportive Interventions – Cultivating
  - Caring
  - Self-Efficacy
  - Connectedness
  - Hope
  - Sense of safety



CHAC'S - LASD  
Forward Vision:

Partnership  
Collaboration

- 15 Clinicians in 9 schools - 9 TMFT/AMFT, 6 PhD
- Engage more services with the special education population
- Increase preventative programs
- Increase collaboration with all school sites
- “Back Together” Re-entry Groups



Save the Date : May

CHAC's Mental Health Awareness Month

Free weekly virtual workshops designed to promote mental wellness in our community

- May 5: Creative Ways to Reduce Anxiety
- May 12: Teen Panel: Today's Youth Explore The Role of Mental Wellness for Tomorrow's Leaders
- May 19: "Parenting Us Doesn't Need to Be Painful!" Teens Provide Tips for Compassionate Connection
- May 26: Panel Discussion: Self-Care and Support During Difficult Times with CHAC's FRCs

Workshops will be held from 6:30-7:30pm

Ways to Give to [CHAC](#)