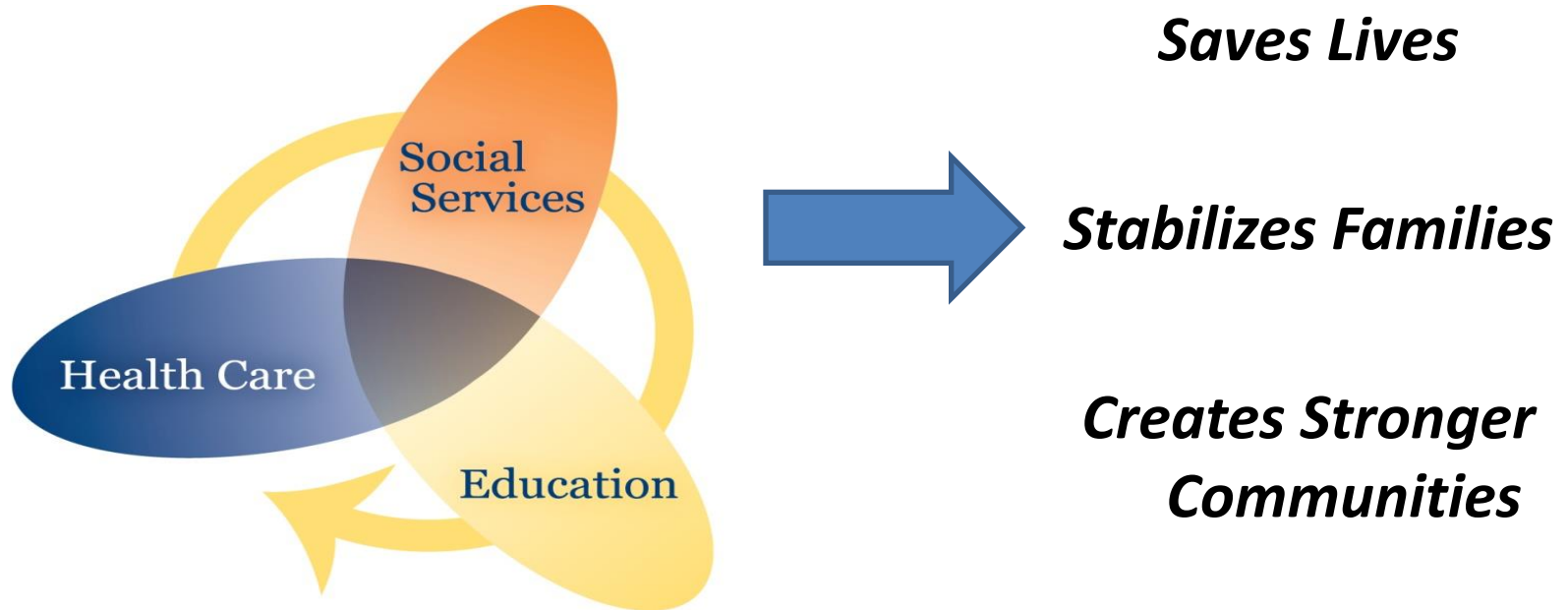




**Mary's Center**  
**School Based Mental Health**  
**Program**  
**2016-2017**



# Mary's Center's Social Change Model





# Overview of Mary's Center Programs

## HEALTH

- Prenatal
- Pediatrics/Adolescents
- Adult Medicine
- Psychiatric
- Dental
- Health Promotion
- Chronic diseases

## EDUCATION

- Early Childhood Education
- English and Computer Classes for Adults
- Parenting Classes
- High School Diploma
- Child Care Credential Training
- Medical Assistant Training
- Child Care Licensing Technical Assistance
- Coaching Hub for Infant and Toddler Child Care Providers
- Adolescent Tutoring and College Preparation

## SOCIAL SERVICES

- Case Management
- Behavioral Health
- School Based Mental Health**
- Senior Health and Wellness
- Early Intervention for Children with Special Needs
- Home Visiting
- Benefits Enrollment Assistance
- WIC Program





# Our partner schools

## WARD 1

- HD Cooke ES
- Harriet Tubman ES
- Barnard ES
- Bruce Monroe ES
- Cesar Chavez Middle PCS
- Columbia Heights  
Educational Campus: Bell  
HS and Lincoln MS
- Briya PCS (adult education)

## WARD 4

- Powell ES
- Barnard ES
- EL Haynes Middle PCS
- EL Haynes High PCS
- Roosevelt HS
- Briya PCS (adult  
education)

## WARD 5

- City Arts and Prep PCS
- Briya PCS (adult  
education)

*Mary's Center SBMH thanks you for your collaboration!*



# **What is School Based Mental Health Therapy?**

**Mary's Center School Based Mental Health (SBMH) Program partners with schools and families to provide accessible, high-quality, and culturally-responsive mental health care.**

**We provide individual, group and family therapy to support youth and families in navigating challenges that serve as barriers to their stability, academic success and overall wellbeing. We work to decrease the stigma of accessing mental health treatment and provide help to kids when and where they need it.**

**Our staff also provide consultation to school staff and actively collaborate with school partners to support a positive school culture where all youth can thrive.**



# **What is Community Support?**

**In addition to therapy, our Community Support Workers (CSW) help families address short and long-term barriers to stability. They help clients build empowerment and independence, obtain community resources, navigate complex systems, and connect to services such as food, clothing, medical, dental, housing and legal services.**

**By directing support to the family unit, we help create long-term change not just for children but for entire families and communities.**



# **SBMH Team Retreat Spring Break, 2017**





# **SBMH Elementary Program Highlights**

At **Barnard ES**, therapist Vanessa Leon and CSW Sharon Pérez co-facilitated monthly workshops for parents and caregivers on topics such as bullying, positive discipline, self-care, and their child's transition to puberty. Parents expressed learning something new they plan to incorporate in their lives and their parenting.

At **Bruce Monroe ES**, therapist Maureen O'Keefe ran a group for recently-arrived 1<sup>st</sup> grade immigrant students. One client was chosen to speak with Chancellor Wilson to discuss how the school and therapy group have supported his transition to the U.S. from Guatemala.

At **City Arts and Prep PCS**, therapist Jessi Cates-Bristol led trauma trainings for instructional staff to support trauma-informed education practices.





## **SBMH Elementary Program Highlights, continued**

**H.D. Cooke ES**, our newest partner, launched this spring. Therapist Inma Iglesias conducted Parent-Child Interaction Therapy (PCIT) services on-site, an evidenced based modality that works with young children and their caregivers.

At **Harriet Tubman ES**, therapist Marybeth Mangas partnered with school staff to provide Tier 1 classroom lessons about immigration and political changes, bullying, and personal safety and boundaries.

At **Harriet Tubman ES**, therapist Veronica Zapata Velez ran a group for recently-arrived 3<sup>rd</sup> – 5<sup>th</sup> grade students. The group used art, movement and mindfulness to help students build a positive cultural identity and increase emotional self-regulation.



# **SBMH Middle School Highlights**

At **Cesar Chavez PCS**, therapist Begona Cortina worked with her students on self-advocacy. One student developed such effective communication skills that her teacher removed her detention and the student felt understood.

At **EL Haynes PCS**, therapist Crissa Parsley and a student created his own board game to develop and practice skills to respond to bullying. The client demonstrated increased emotional intelligence and practical problem-solving skills.

At **Lincoln MS**, therapist Lindsay Eidman ran a mindfulness group with 7<sup>th</sup> and 8<sup>th</sup> grade students using the evidenced based curriculum “Learning to Breathe.” Participants reported using new breathing techniques during recent PARCC testing tests to help reduce stress.

At **Lincoln MS**, MSW intern Noemi Flores co-facilitated a group for recently-arrived 7<sup>th</sup> grade female students. The group used art and body movement to facilitate a healthy body image and identity.



# **SBMH High School Highlights**

At **Bell HS**, therapist Mary Zick worked alongside members of the school wellness team to deliver self-care and mental health workshops to the school's health classes.

At **Bell HS**, therapist Jen Virgo ran a parent workshop on the Netflix series “13 Reasons Why.” The workshop engaged parents in discussing how to speak with their teens about the show and offered suicide warning signs and resources.

At **EL Haynes PCS**, therapist Rachel Osborn ran a self-empowerment group with 9<sup>th</sup> grade females. Participants are currently planning a school-wide #RespectYourself campaign to spread positive messages to others.

At **Roosevelt HS**, therapist Claudia Hernandez conducted Saturday workshops for Spanish-speaking parents on topics such as mental health awareness and accessing community resources.

**Bell and Roosevelt HS** CSW Maria Alejandra Salas Baltuano partnered with other Mary's Center staff to host a Know Your Rights workshop for immigrant families to learn about their legal and educational rights.

# Mary's Center participant holiday party December 2016



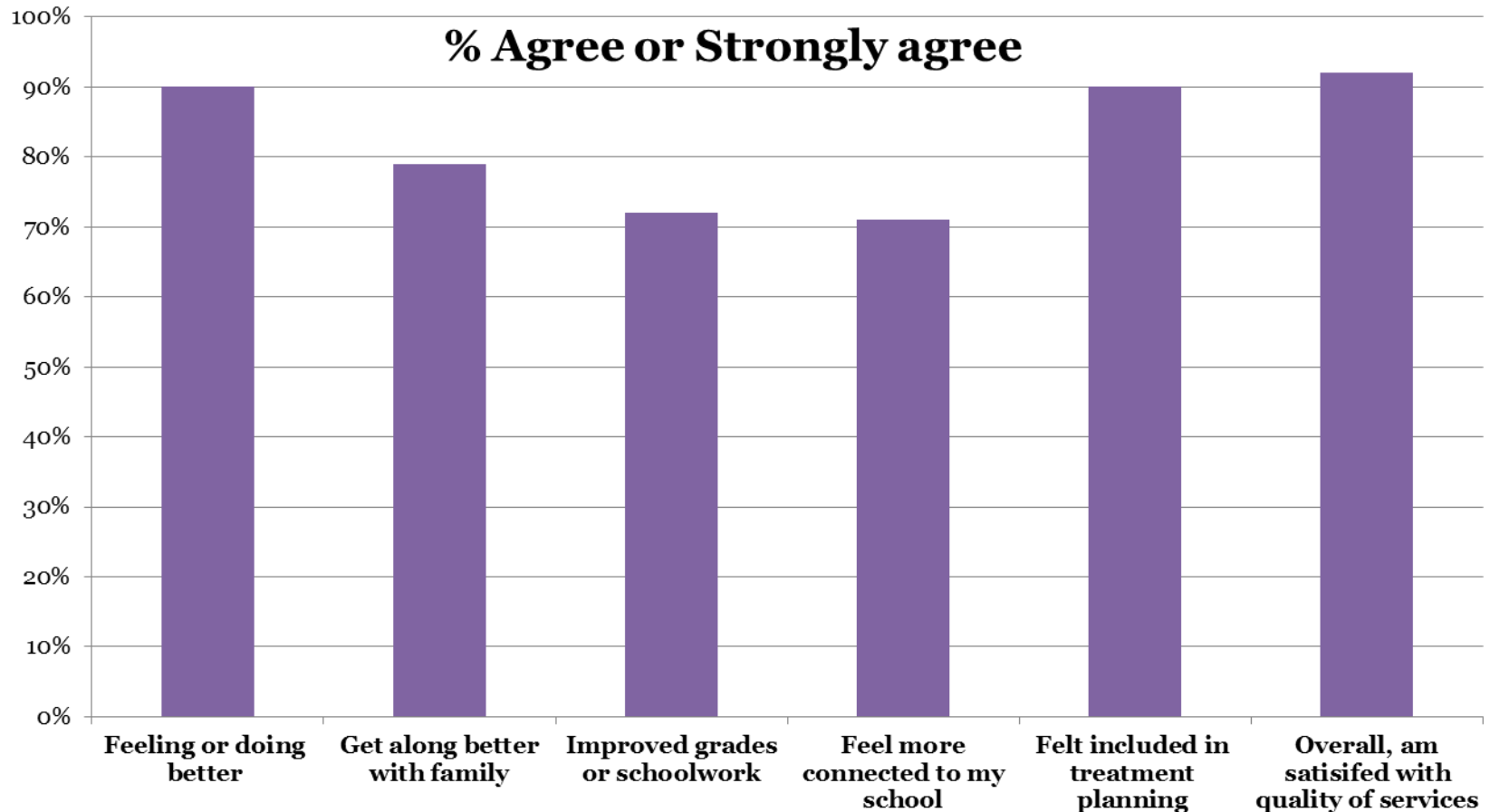


# Data and Outcomes



# Client and Parent Satisfaction

As result of receiving SBMH services, I/my child...



n=160



# **Client Satisfaction Quotes 2016 - 2017 School Year**

**“Mary’s Center makes an effort to reach the whole family, not only the student, and gives the family a space to contribute in the growth of the child” – Parent**

**“I like the convenience – the therapist is in the school and me and my daughter can visit whenever we need to” – Parent**

**“I like that I can express myself and my counselor knows where I’m coming from. I feel like I don’t have to hide my feelings, I can open up.” – Student**

**My daughter loves going to see her therapist. She gives us resources and tips. I feel better after my visits with her too!” – Parent**

**“They make the therapy fun!” – Parent**



# **Client satisfaction, continued**

**“Group helps me relieve my depression and feel like I’m not alone” – Student**

**“My child didn’t used to get along well with other kids, now he does” – Parent**

**“I like that through therapy services my son has become more comfortable with me.” – Parent**

**“Our therapist has helped us adjust to living with each other and understanding each other.” – Parent**

**“I thank God for putting them in my path.” – Parent**

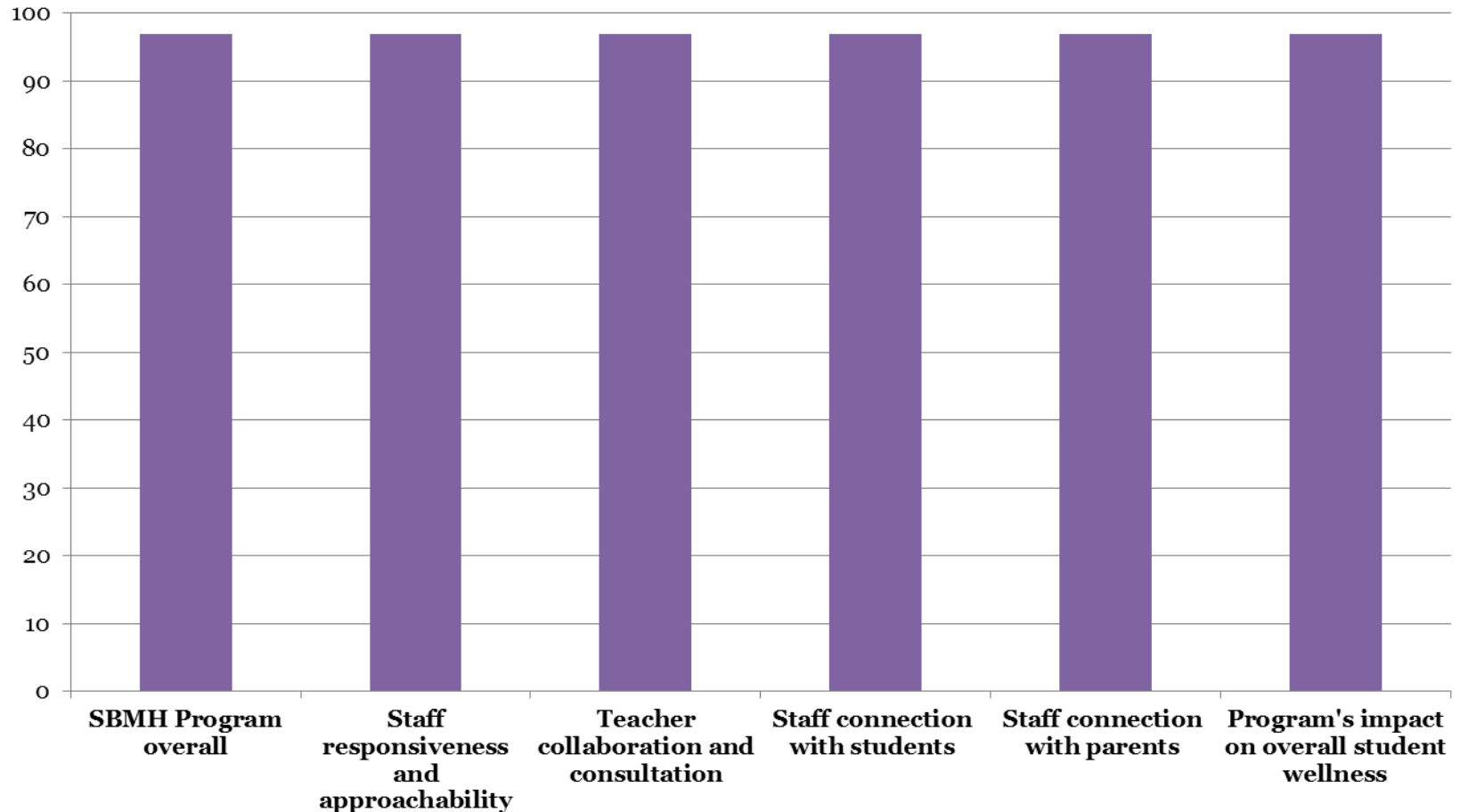
**“I like that they care for us students that need help.” – Student**





# School Stakeholder Satisfaction

**% Satisfied or Very Satisfied with...**



n = 36



# **School Satisfaction Quotes**

## **2016 - 2017 School Year**

**“I strongly believe we need more Mary’s Center therapists in other schools! It’s such an incredible need that we are scrambling to find in the city. Not only is the work of high quality and meeting the needs of children and families, but its in-house and accessible.”**

**– Case Manager, elementary school**

**“Mary’s Center staff have always been very receptive and considerate of our community. We enjoy the collaboration and are able to serve families in many unique ways thanks to this partnership and the expertise of the partnership.”**

**– Principal, elementary school**



# **School Satisfaction, continued**

**“Our Mary’s Center therapist gives 100% of herself to her students, making strong connections with the most unlikely children.”**

**– Teacher, high school**

**“We are so lucky to have Mary’s Center support at our school. I don’t know what we would do without the love and support they provide for our students.”**

**– Principal, elementary school**

**“Our Mary’s Center therapist is an integral part of our Wellness Team and our middle school family.”**

**– Social worker, middle school**



***From April 2016 – April 2017, SBMH served:***

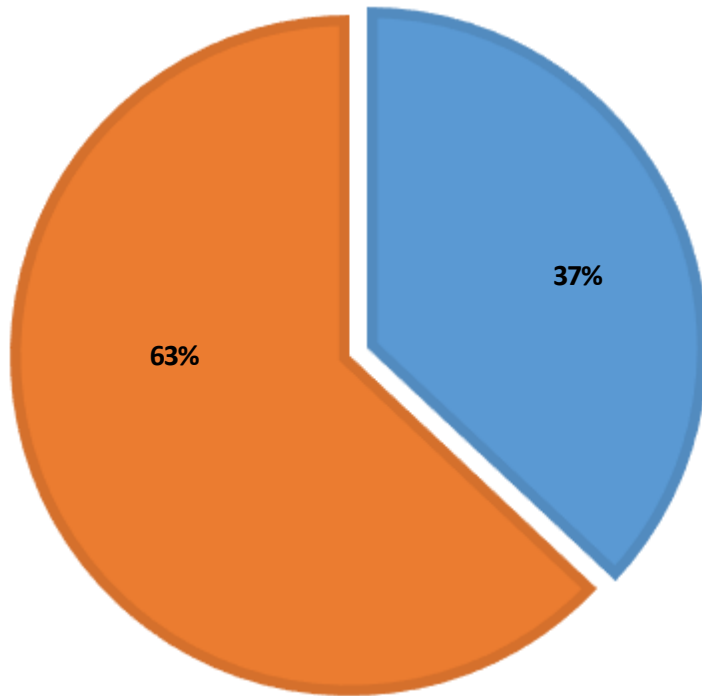
- **856** clients through
  - **9,488** clinical encounters across
- **15** public and public charter school sites in
  - **Wards 1, 4 and 5**



# Who did we serve?

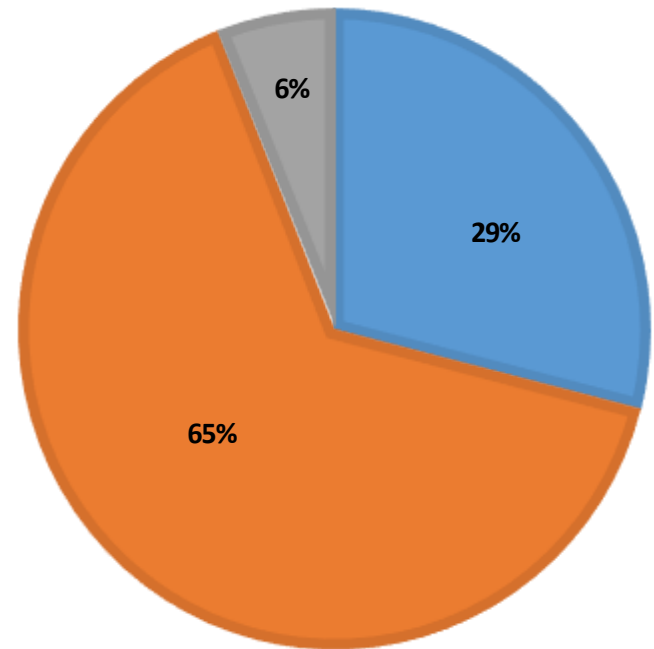
## SELF-REPORTED GENDER

■ Male ■ Female



## HOUSEHOLD LANGUAGE PREFERENCE

■ English ■ Spanish ■ Other

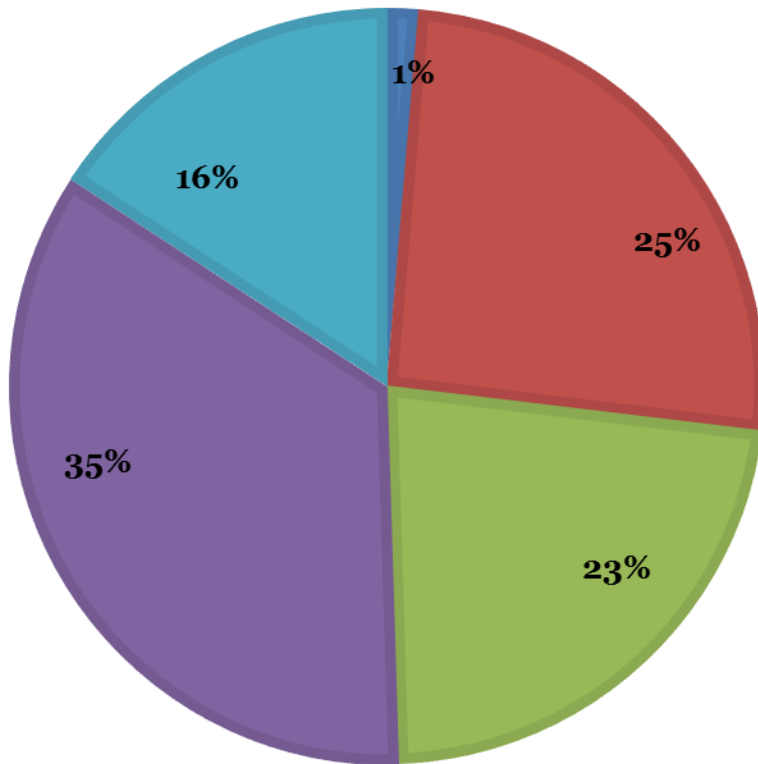




# Demographics, continued

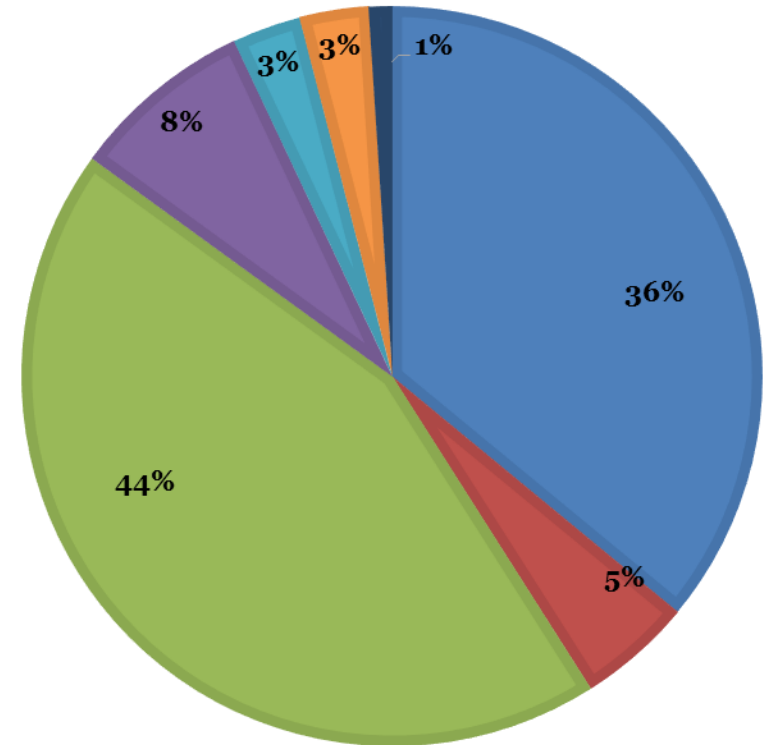
## AGE

■ Under 4 ■ 5-9 yrs ■ 10-13 yrs ■ 14-18 yrs ■ Over 18



## WARD

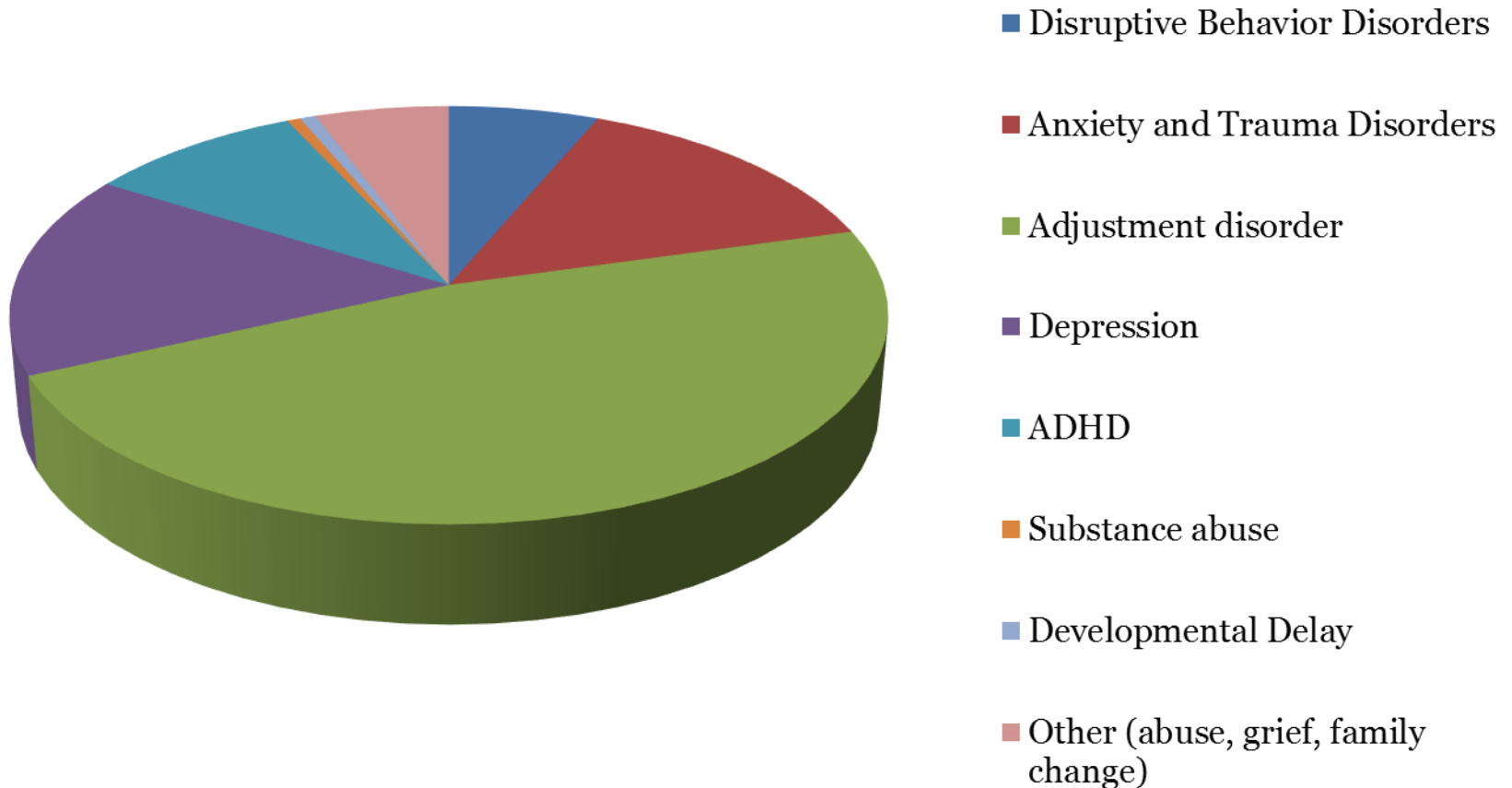
■ 1 ■ 2 ■ 4 ■ 5 ■ 7 ■ 8 ■ Other





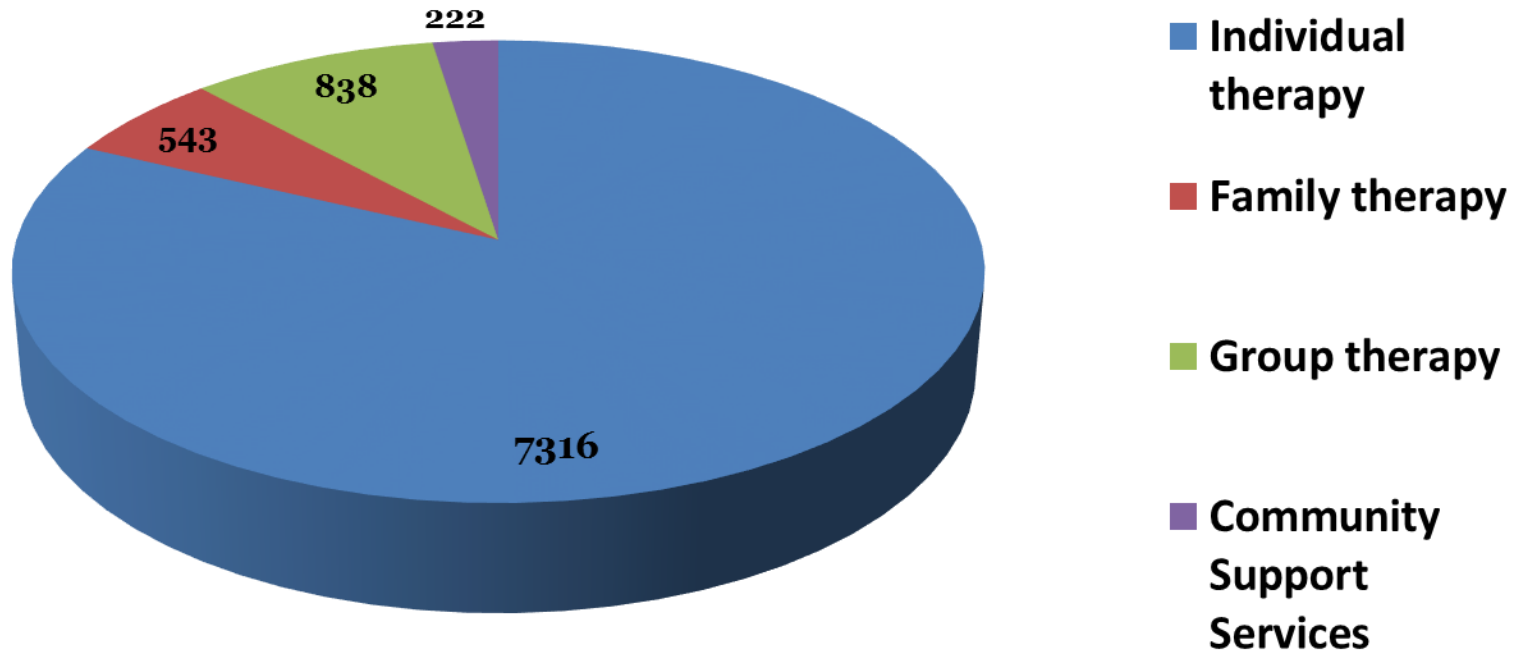
# Mary's Center SBMH Program

## Most common clinical diagnoses





## Mary's Center SBMH Encounters by modality, 2016 - 2017





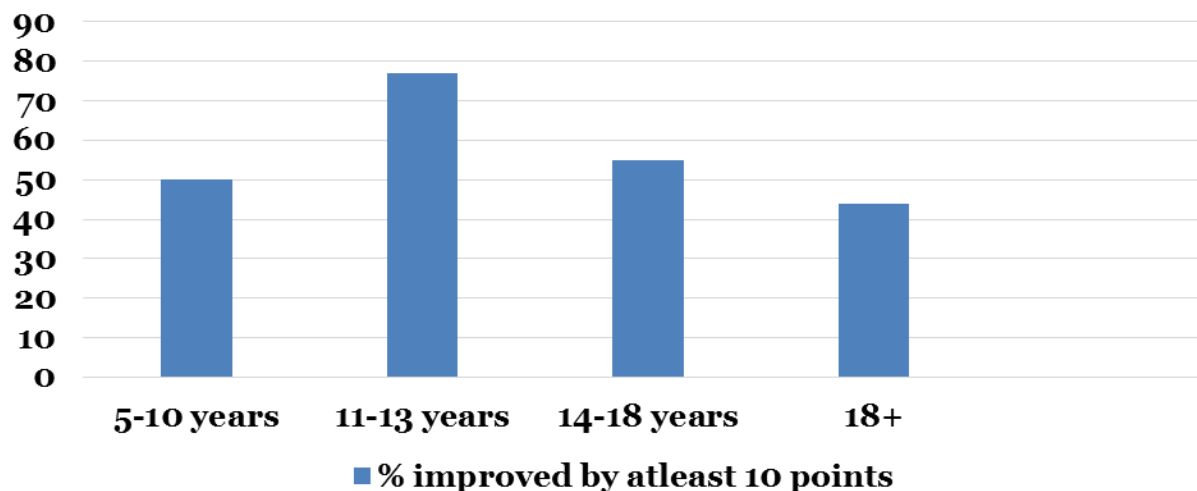


# Clinical Outcomes

**Mary's Center SBMH tracks client progress through the Child and Adolescent Functional Assessment Scale (CAFAS), which measures changes in client functioning over time. Clients are assessed in each of eight domains on a scale of 0 to 30.**

**57% of SBMH clients had an improvement of 10 points or greater during at least three months of treatment.**

**% improved by at least 10 points**



# Clinical Outcomes, continued

The domains where SBMH clients saw the biggest functional improvements this year are Mood & Emotions, Home Behavior, and School Functioning.

Interventions by our staff implement to support progress in these domains include:

- Evidenced-based therapy models
- Evidenced-based group curriculums
  - Parent coaching sessions
- Dyad (parent/child) and family therapy
  - Parent workshops
  - Collaboration with school staff
- Teacher and administrator workshops





***Thank you for your partnership!***

**To learn more about Mary's Center, please visit our  
website: [www.maryscenter.org](http://www.maryscenter.org)**

**To learn more about the Mary's Center School Based  
Mental Health Program, please contact:**

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