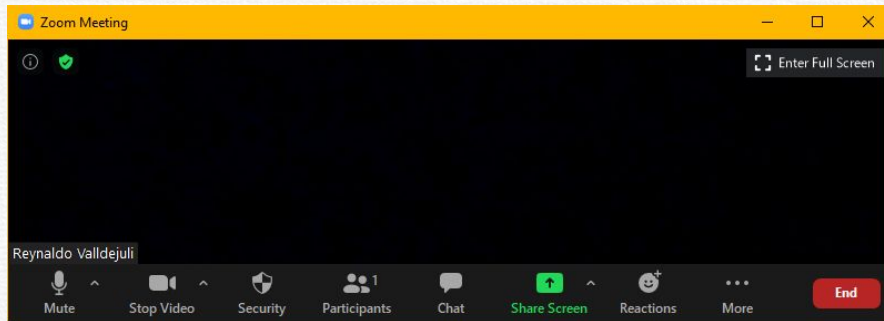


Zoom Meeting Preparation

- Please make sure your phone or computer is muted to minimize background noise.
 - To do this, hover over the bottom left-hand side of your screen and click “Mute.”
- Please make sure you have turned off your camera to save bandwidth and prevent any connectivity issues.
 - To do this, hover over the bottom left-hand side of your screen and click “Stop Video.”
- Please submit questions during the presentation in the “Chat” function located on the bottom of your screen.



If you require an interpreter or have other accessibility needs for future LDOE meetings, please contact LDOEcommunications@la.gov.



VISION for SUCCESS

Child Welfare and Attendance Monthly Call

November 2, 2023



Introduction

- Please provide your name and school system/association in the chat box.
- This webinar will be recorded, and slides will be available at the conclusion.
- You will be muted throughout the webinar, but feel free to post comments and questions in the chat box.
- At the conclusion of the webinar, you will be unmuted for dialogue.
- This webinar is about supporting students and families in Louisiana, so be encouraged and be inspired as work together to facilitate a ***Louisiana Comeback!***



Agenda

- Introduction / Sign In
- Monthly Call Purpose
- Morning Inspiration & Activity
- Presentation:
Eliminating Barriers to Attendance Through Teletherapy
- Updates



Monthly Call

- **Focus:** Agency, Belonging, Connection
- **Purpose:** To cultivate a viable network for state CWA's to discuss evidence based best practices and offer support amongst colleagues.
 - **Webinar Date and Time:** First Thursday of the month; 8 a.m.
 - **Webinar Link:** <https://ldoe.zoom.us/j/92031673778?>
 - **Phone Number:** 312-626-6799
 - **Webinar ID:** 920 3167 3778
 - **Passcode:** 459079

Contact shelneka.adams@la.gov with questions.



Morning Inspiration



Reflection and Activity

- What did you observe in the video that wasn't being said?
- What “little things” might a student be experiencing that will cause them to become truant and create bigger gaps in their learning?
- Reflect on the video. What guidance can CWAs provide schools for teachers when a student misses their class?



Presentation

Eliminating Barriers to Attendance Through Teletherapy

Jodi Dodds Kinner





Eliminating Barriers to Attendance Through Teletherapy

Powered by Hazel Health



The largest and most trusted telehealth solution for K-12 schools



Accessible to all students

Regardless of insurance status, immigration status, or ability to pay

Hazel Health bills insurance for Hazel services. This ensures that the visit cost is covered by insurance, and there are no out-of-pocket costs for the family.



HIPAA compliant



FERPA compliant



Mental Health



Physical Health



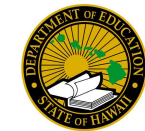
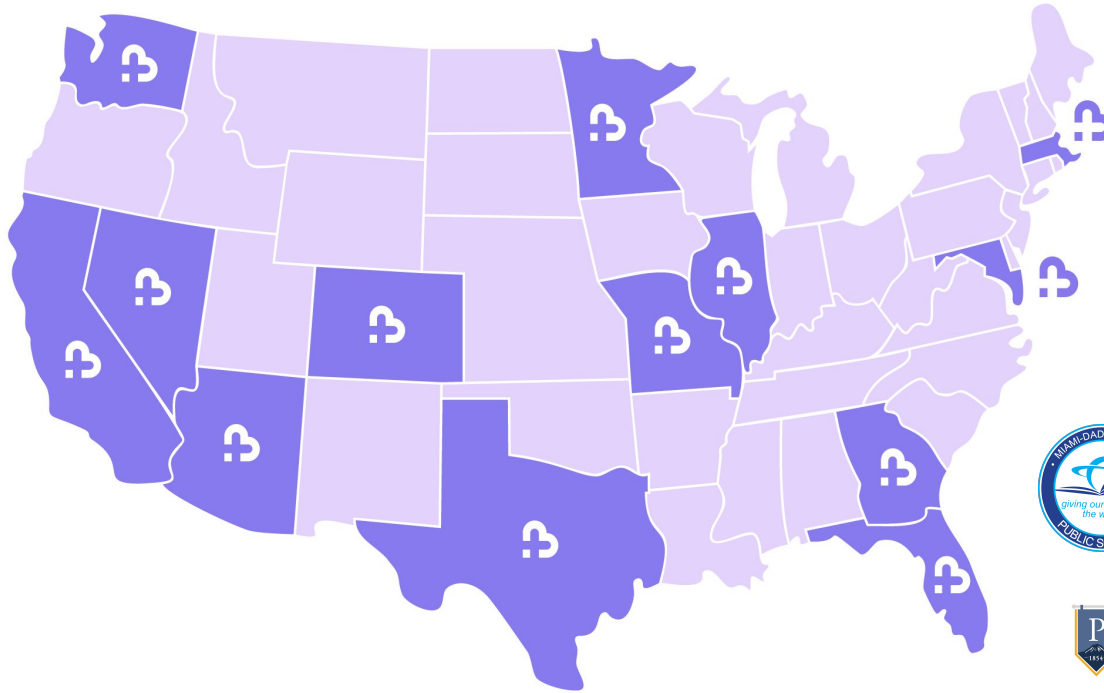
At Home



At School



Hazel partners with 150+ school districts across 14 states totalling over 4 million students



Mental health access



20% of children have a mental, emotional or behavioral disorder, but only 1 in 5 of those children receive care (CDC)

Through our partnerships with schools, we have the opportunity to reach the remaining 4 out of 5





Why these students may not be able to connect to services



Parents not identifying the signs



Lack of insurance or health system savviness



Stigma around mental health



Appointment logistics (getting time off work, transportation, etc.)

Waitlists for services

How Hazel is uniquely addressing this

School staff members can refer

Services provided at no cost to family

Skilled team of Family Resource Managers & Enrollment Coordinators to guide families

Services provided at home and at school, with ability to join virtually

Focus on capacity to support shorter waitlists than other options in the community



Pillars of a Hazel Health program



Sustainable model

Hazel works with the district to become a component of their existing health services ecosystem and bills insurance to drive program sustainability



Ability to serve all students

Hazel is available to every student, regardless of insurance status, immigration status, or ability to pay



Integrated whole-child care

Hazel services include scheduled mental health appointments



School-based partnership

Hazel aligns with the district's MTSS framework and follows district health protocols



Care coordination

Hazel helps families navigate the health care landscape and supports with coordinating care to local resources



What to expect from a Hazel partnership

Services

- ✓ **Mental health services**
Initial assessment, short-term evidence based counseling, and case management
- ✓ **Physical health services**
On demand medical care, treatment recommendations, and care navigation
- ✓ **Care coordination**
Recommendations for ongoing care when needed

Supports

- ✓ **Frequent program reviews**
Live data dashboards and regular review of program data and impact metrics
- ✓ **Dedicated account management**
Account managers and client success managers work with district and schools to build and sustain a successful program
- ✓ **Equipment & tech**
Hazel provides all equipment and ongoing trainings to support staff utilization

Incorporating Hazel into your MTSS framework

When needed, Hazel Health helps to coordinate care to higher-level interventions, like long-term counseling or psychiatry

3

Hazel Health licensed therapists help students achieve mental wellness through virtual therapy

2

← PRIMARY IMPACT

Hazel Health supports school staff with detecting early signs of mental health issues to enable early intervention and prevention

1



Physical Health Services

All students have access to PH services

When indicated, PH providers can refer student to HEART™ services

MH, and PBIS Programming

Students explore feelings with peers and trusted adults

Students learn about support available to them

Class and family materials highlight HEART™

Universal Screening

Students are screened for social, emotional and behavioral needs

If data indicates a need for additional support and district decision rules warrant, a HEART™ referral is initiated

Attendance Monitoring

Families may be provided HEART™ information as part of truancy response

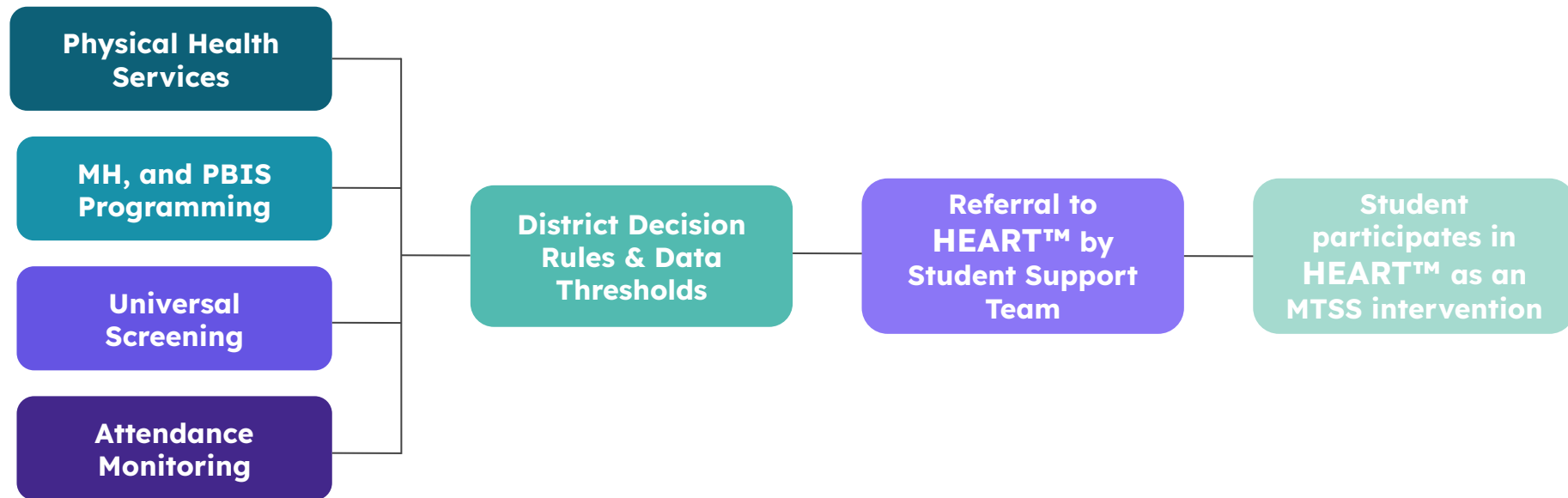
Recommendations for PH can be made to evaluate overall health concerns

HEART™ referrals may be initiated by school staff when warranted

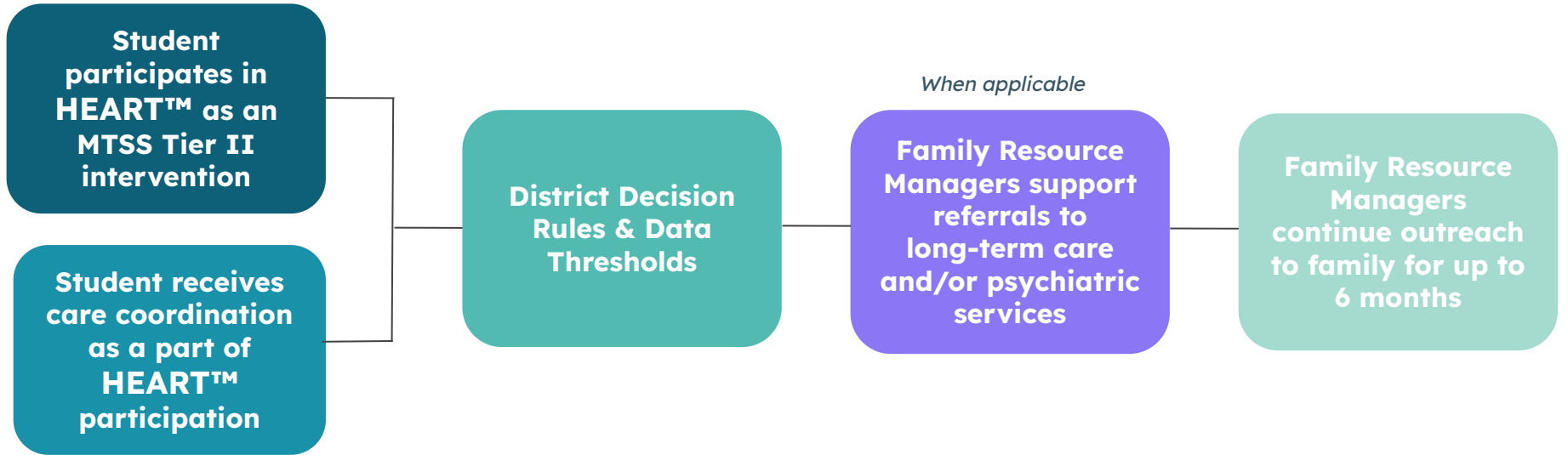


Hazel at Tier II

Hazel HEART™ Therapy Program



Care coordination to longer-term care



Continuous Improvement

1. Define

Students are universally screened, student data is collected, and students meeting specific, standardized criteria are identified.

2. Analyze

Team review of student data, analysis, and intervention plan is developed. Necessary referrals are made by a member of the student support team.

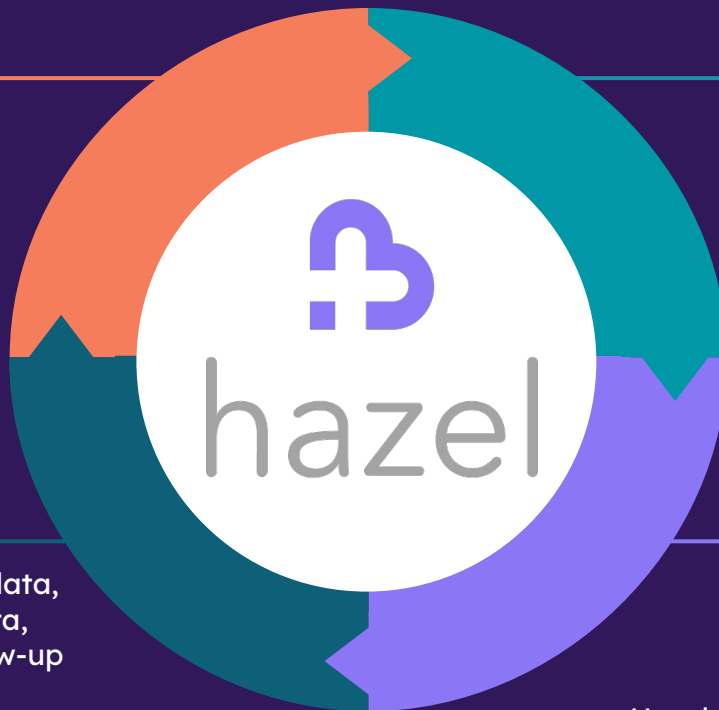
3. Implement

Student may be referred to PH to ensure baseline health needs are met.

Hazel HEART™ as an intervention at Tier II may be initiated.

4. Evaluate

Hazel program evaluation data, discharge data, student data, and when appropriate follow-up screener is evaluated.





How our model works

Mental health
Care coordination



HEART Protocol™

Hazel Early Assessment, Response, and Treatment

Behavioral Health Assessment

Early identification & screening (PHQ-9, GAD-7, ACEs)

Student Assistance Program

Short-term evidence-based counseling, treatment planning, psychoeducation

Crisis Consultation

On-demand clinical decision support for staff & de-escalation strategies to support students in crisis

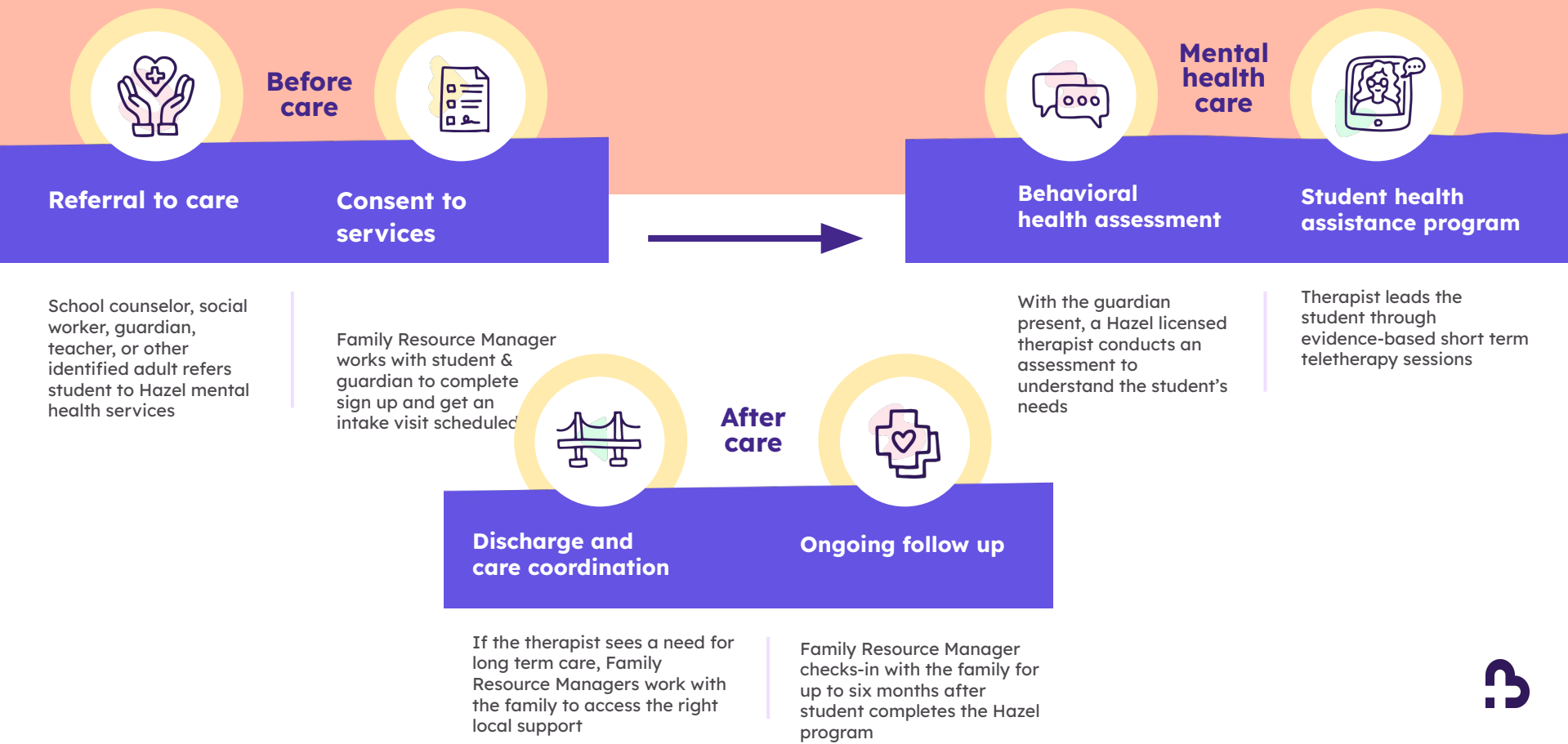
Family Resource Managers

Transition to long-term provider & ongoing monitoring for up to 6 months by licensed case managers

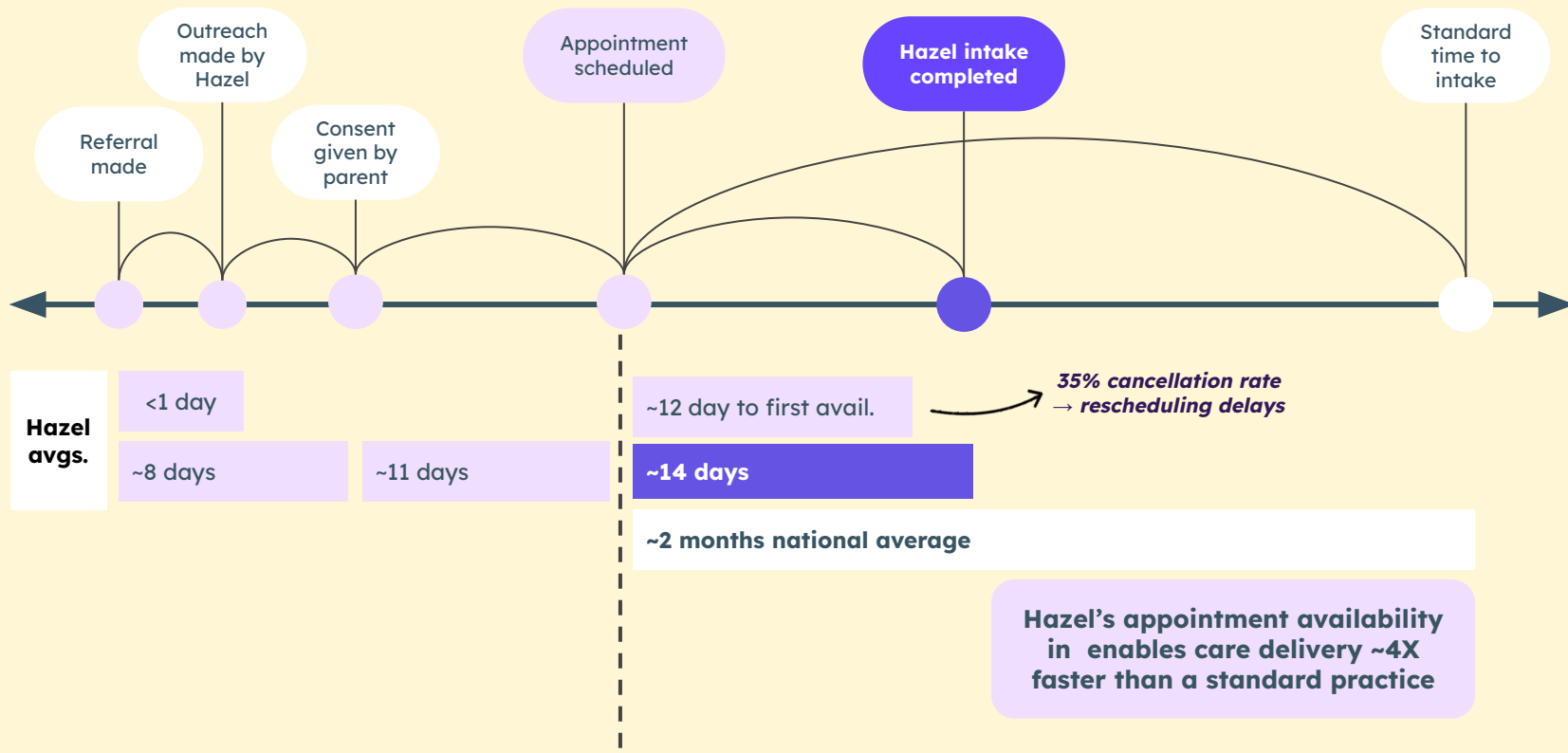
Staffed by licensed
mental health therapists



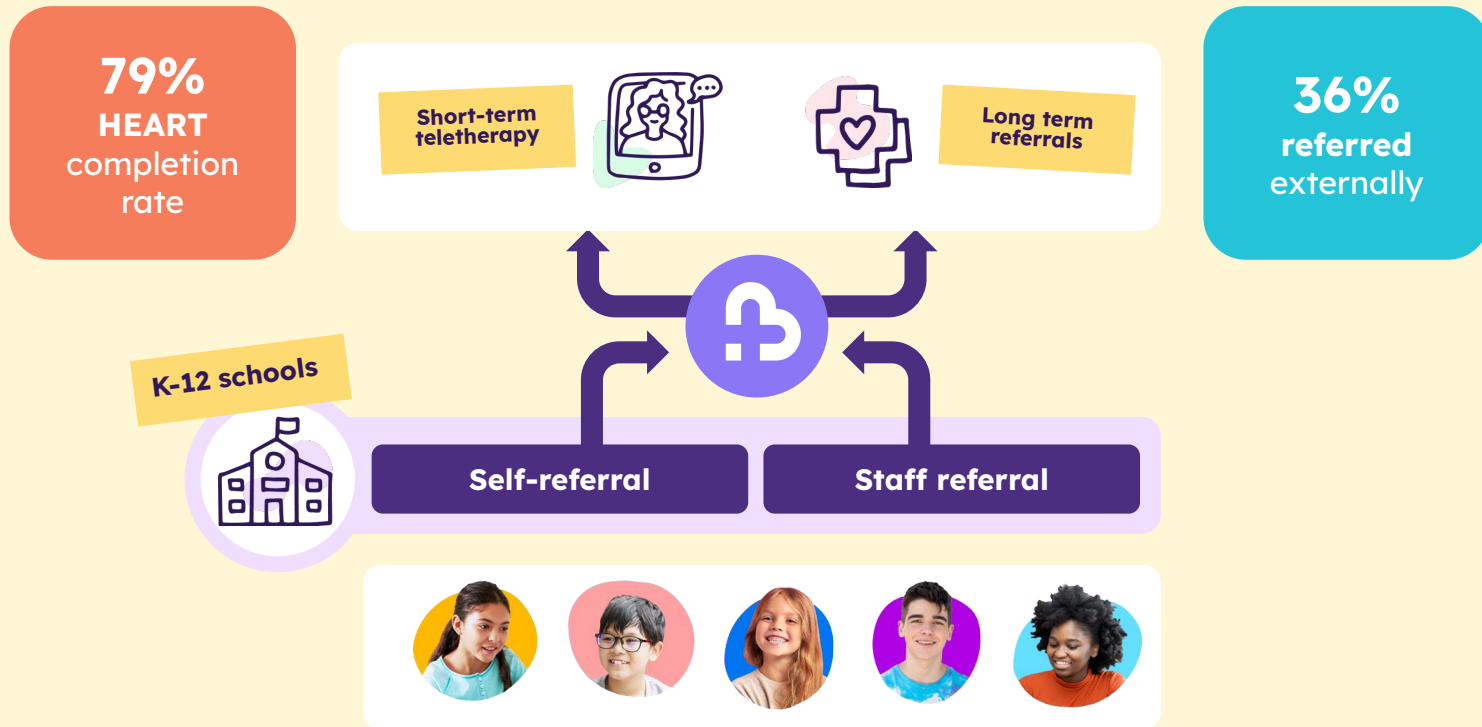
How students access mental health services



We quickly connect students to care

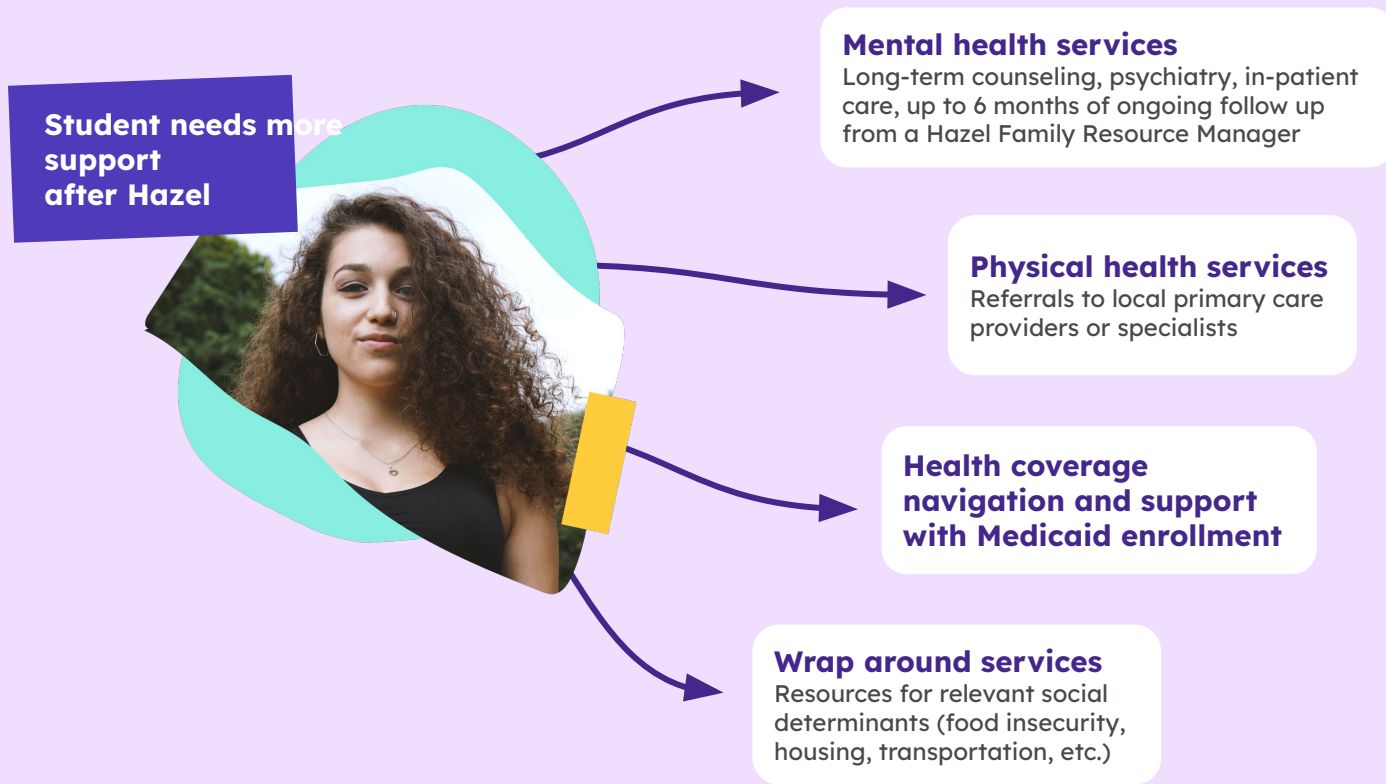


And we ensure seamless, comprehensive care



Care coordination:

Our integrated approach





Outcomes data and reporting



School district ongoing reporting: sample mental health district

Hazel Account Managers provide custom district reporting that tracks utilization and impact



Therapy referrals



Mental health engagement



Summary of impact:

Learning & engagement



84%

of students safely
returned to class
after a physical
health visit

44k

hours of
instructional time
saved (nearly 7,000
days of school)

68%

of guardians say their
child looks forward to
school more since
starting therapy



Summary of impact:

Mental health



71%

of guardians say their child's relationship with family and friends has improved since starting therapy

48

avg amount of time it takes Hazel to schedule first appointment

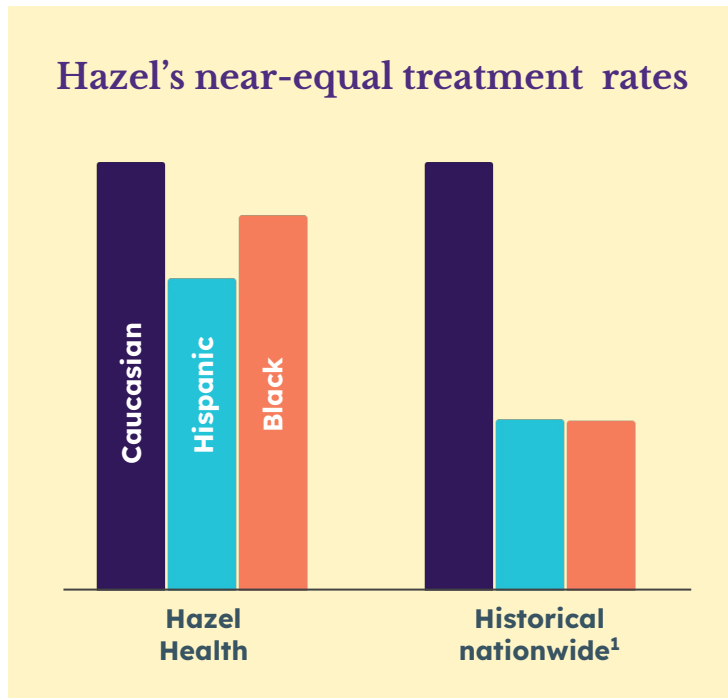
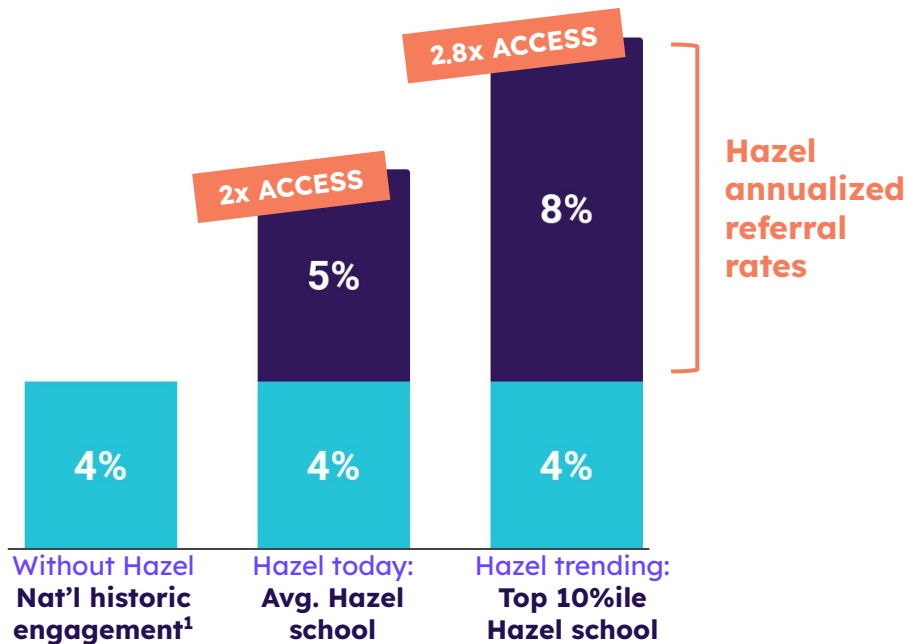
29%

of visits result in a referral to long-term counseling or psychiatry



Increases access to care: Driving more equitable outcomes

% of youth receiving care



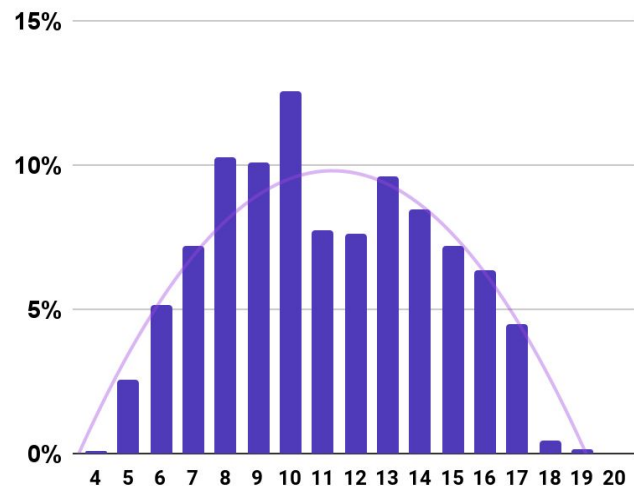
Source: 1) International Journal of Social Determinants of Health and Health Services: "Racial and Ethnic Disparities in Mental Health Care for Children and Young Adults: A National Study" (2016)



Mental health: Clinical insights

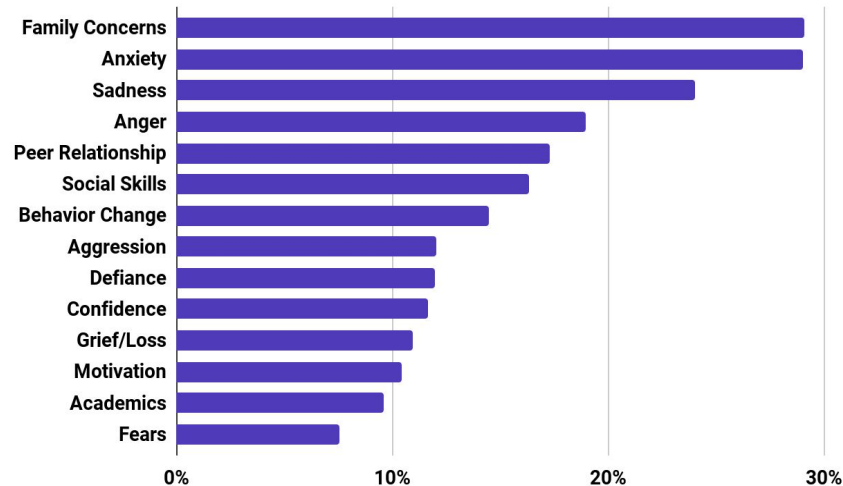
Age of identification

Age of students entering MH services



Referral reasons

Most frequently cited reasons for referral, out of all referrals



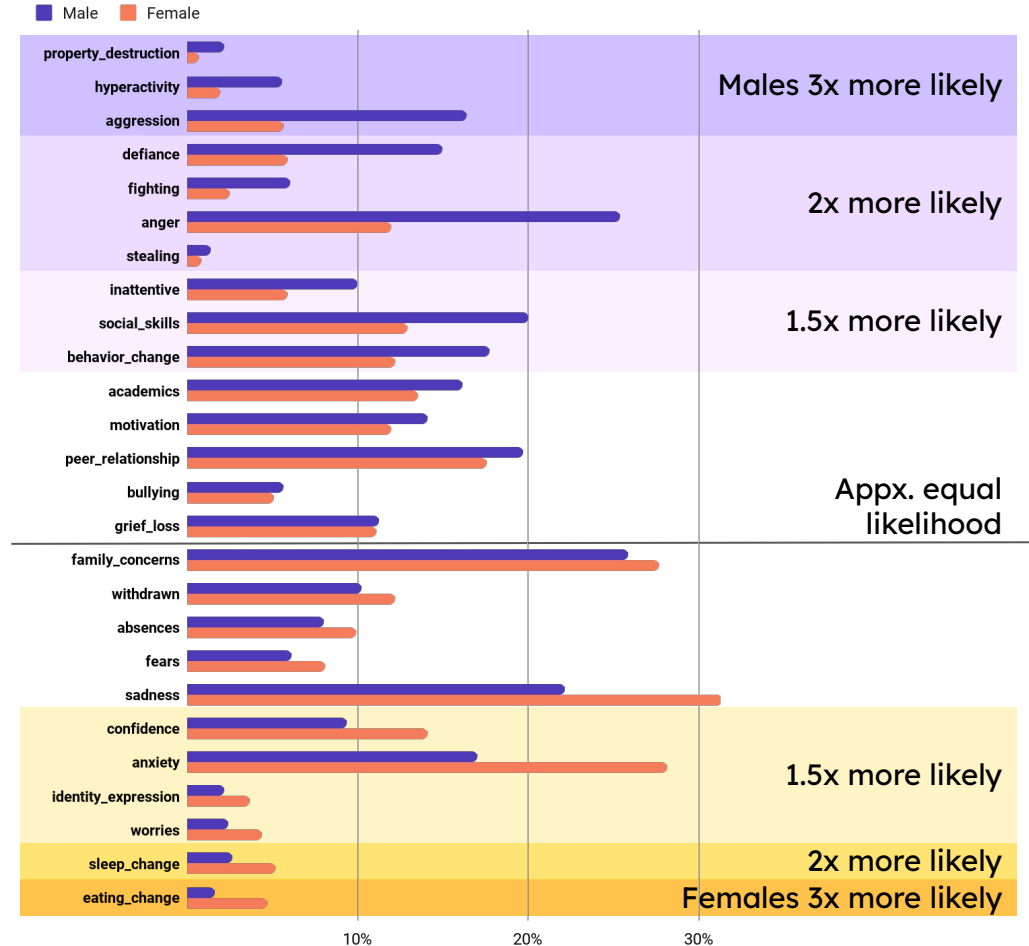
Mental health: Clinical insights

Anger, family concerns, and sadness are the top reasons for referral among males

Sadness, family concerns, and anxiety are the top reasons for referral among females



Likelihood of HEART referral reason



Mental health: Clinical insights

50% of Hazel therapy sessions have the goal of exploring reactions/feelings and are Solution Focused

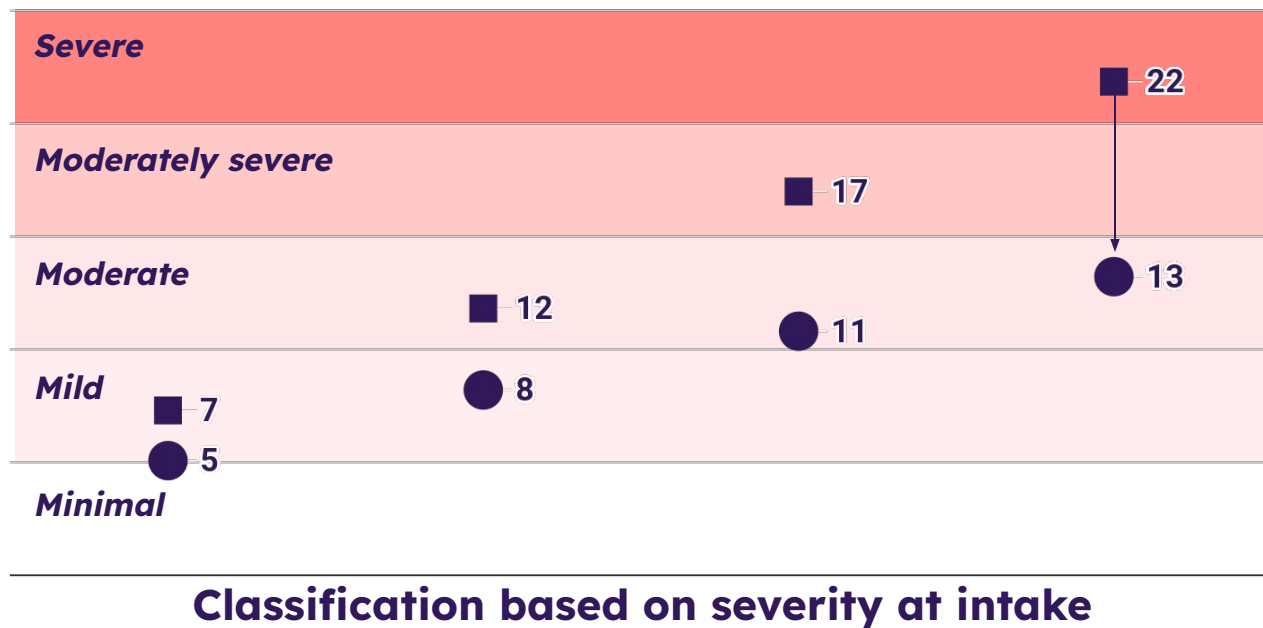
Session goals	% Visits
Exploring Reactions / Feelings	50%
Positive Coping Skills	37%
Symptoms	26%
Psychoeducation / Understanding Dx	24%
Triggers	23%
Consequences	12%

Interventions	% Visits
Solution Focused	50%
Cognitive Behavioral Therapy	42%
Motivational Interviewing	20%
Dialectical Behavioral Therapy	3%
Functional Family Therapy	1%



Driving clinical results

Depression symptom improvement (PHQ)



■ Pre-HEART scores
● Post-HEART scores

Data from 30% of age-appropriate HEART students

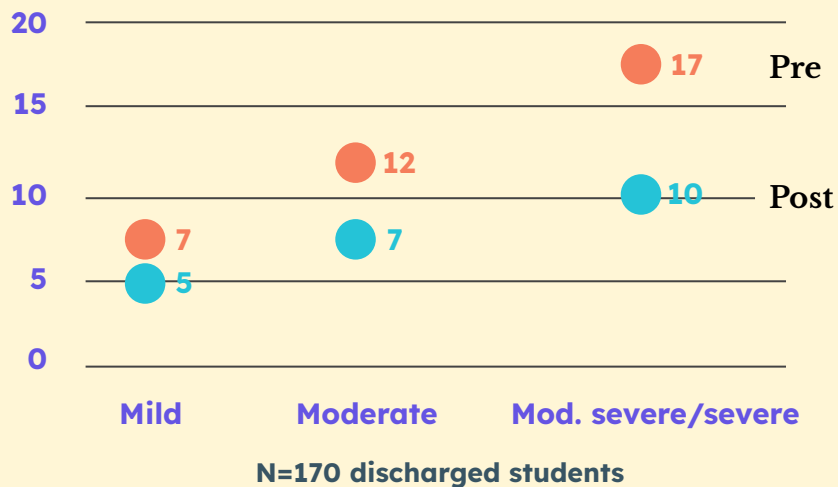


Impact on GAD & PHQ scores: Short term therapy

Anxiety

GAD is a screening tool and symptom severity measure for the four most common anxiety disorders (Generalized Anxiety Disorder, Panic Disorder, Social Phobia and PostTraumatic Stress Disorder)

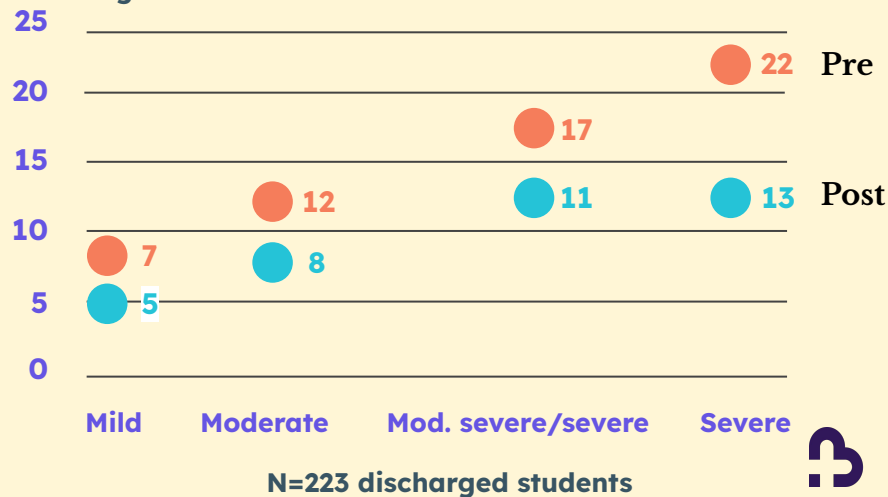
Change in GAD anxiety screening scores after an average of 7.7 sessions with Hazel therapists before discharge:



Depression

PHQ is a diagnostic tool used to screen for the presence and severity of depression

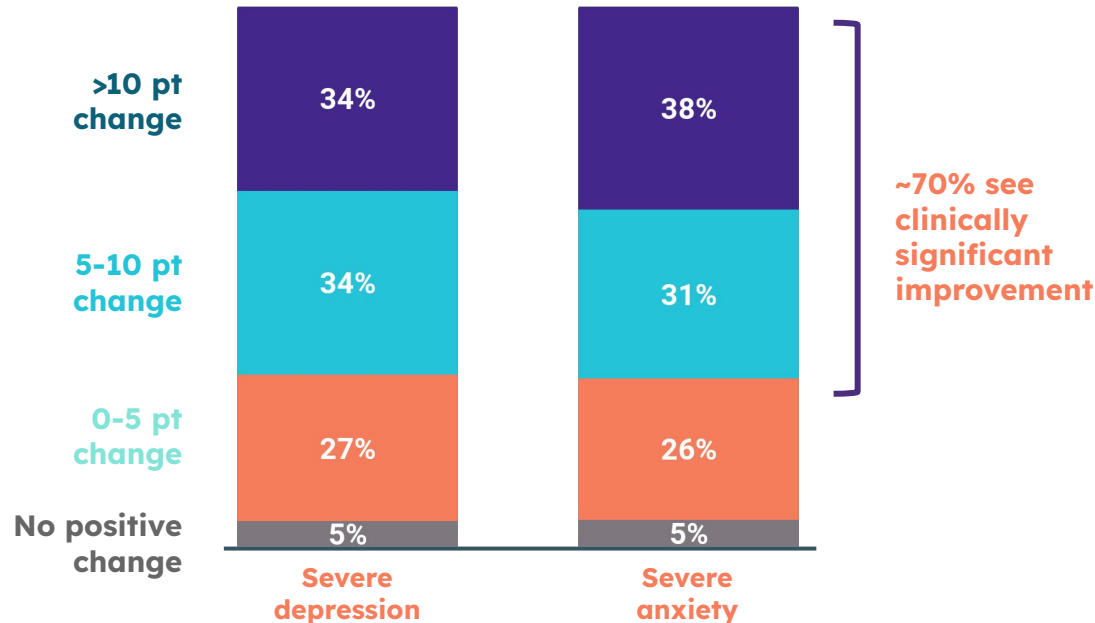
Change in PHQ depression screening scores after an average of 7.6 sessions with Hazel therapists before discharge:



Improves health outcomes: 70% show significant improvement

Most patients see clinically significant benefit

% patients with severe scores at intake, by change in PHQ / GAD screening scores



Hazel's clinical efforts influence key HEDIS measures





Thank you!

Questions?

Please reach out to Jodi Dodds Kinner

jodidoddskinner@hazel.co



Questions?



Updates

- Lunch & Liaise: Engagement During Breaks
 - Date: November 6
 - Time: 12 p.m.
- Next Monthly Call: December 7
(Virtual Resource Fair)

You Are Appreciated!

Contact shelneka.adams@la.gov for more information.

