



Boston  
Children's  
Hospital

Neighborhood  
Partnerships

# Annual Report

Reaching Children Where they Live and Learn



# 2024

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# Message from Leadership

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Dear friends,

In a year filled with complexities and challenges, it is a great honor that here at BCHNP we are able to work in partnership to help create a future where all students and members of the school community are thriving in a school environment that supports their behavioral health and wellbeing. Schools are well positioned to address, improve and solve the current behavioral health crisis. The field of school behavioral health is rapidly growing across school communities in Massachusetts, and building collaborative and integrated partnerships is increasingly needed to support this critical work in schools.

Since 2002, our 16 person team at Boston Children's Hospital Neighborhood Partnerships (BCHNP) has partnered with the Boston Public Schools (BPS) to provide innovative social, emotional, and behavioral health support for youth. Additionally, BCHNP has been facilitating professional learning for educators and school staff for over a decade on behavioral health related topics. One of our goals is to help strengthen the resiliency and capacity of the adults surrounding youth to ensure that all have access to information and resources that they need to support their students' behavioral health needs.

We are pleased to share our accomplishments in our Annual Report for the 2023-2024 school year. The report shares the impact of our work and successes across BCHNP initiatives. This past year, the Training and Access Project (TAP) continued to partner with BPS and provided 10 workshops to 1650 clinicians (social workers, nurses, school psychologists, and school counselors). Through TAP's online free training series for school staff, we have increased our national reach to over 12,000 participants to date. Our School-Based Program partnered with five Boston Public Schools (BPS) and provided behavioral health services and support to 730 students and 646 hours of training and consultation to BPS school staff.

A core aspect of our work is to advocate for improved systems of care for children and adolescents, and their families. To do so, we have been partnering with the Behavioral Health Integrated Resources for Children (BIRCh) Project at University of Massachusetts and the Children's Mental Health Campaign. This has enabled us to continue to enhance and advocate for the field of school behavioral health by convening leaders, providers, and legislators across the state to join forces and collaborate on initiatives. Specifically, we helped host a school-based behavioral health summit in the fall of 2023, the first of its kind in Massachusetts.

Over the years, we have been honored to help build and advocate for more equitable and accessible systems of behavioral health care in partnership with schools. We are excited to take this learning and expand our reach beyond Boston by launching a new model for school consultation with two new districts in the fall of 2024.

We remain deeply committed to ensuring all programming and services we provide incorporate a social and racial justice lens and culturally responsive, evidence-informed practices. We are beyond grateful to be able to do this with the support of numerous community and philanthropic collaborators. We thank you for your continued commitment to students, families, and school communities. The year ahead promises opportunities to both deepen and expand our impactful programming and collaborations. Thank you for your support!

With gratitude,

**Sheila Dennery, PhD, LICSW**  
Director, BCHNP

**Stacy Drury, MD, PhD**  
Psychiatrist-in-Chief

# Our Supporters

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BCHNP is grateful for our partnerships and collaborations in the community, with schools, and at Boston Children's Hospital. We are honored to be a long-standing partner with the Boston Public Schools and appreciate the school leaders, teachers, staff, students and families that we partner with in BPS.

We are thankful for the opportunity to collaborate closely with the Children's Mental Health Campaign and the BIRCh Project at the University of Massachusetts.

We wish to acknowledge and thank the following individuals and teams at Boston Children's Hospital for their contributions and support:

We thank Kevin Churchwell, MD, President and Chief Executive Officer of Boston Children's Hospital for his steadfast support and advocacy. The Office of Community Health and Shari Nethersole, MD, VP, Community Health and Engagement have been instrumental in supporting our efforts in the Boston community. We thank the Government Relations team and Joshua Greenberg, Esq., Vice President of Government Relations in our joint efforts to improve behavioral health care in the Commonwealth and across the nation. The efforts of Lynn Susman, President, Boston Children's Hospital Trust, and the staff at the Trust have been critical in supporting and sustaining BCHNP. We thank the Marketing and Communications Department for continued support. Additionally, we give special thanks to the Boston Children's Hospital Board Committee for Community Service and the Community Advisory Board for their dedication and investment in the health and wellness of our community.

We thank the BCHNP team for their inspiring efforts to support school communities in Boston and beyond. We appreciate the thoughtfulness, dedication, and commitment shown in their work each and every day.

We are enormously grateful to the foundations and philanthropic donors of BCHNP. We would not exist if not for your generous support and contributions to this important work in improving the behavioral health care system in schools and beyond:

- Aetna Foundation
- Bank of America
- Bronner Charitable Foundation
- Boston Children's Hospital
- Boston Public Schools
- C.F. Adams Charitable Trust
- Digital Federal Credit Union
- Gloria L. and Charles I. Clough Foundation
- Josephine and Louise Crane Foundation
- Fidelity Charitable Patriots Day Project
- George Harrington Trust
- Hamilton Company Charitable Foundation
- Jane's Trust
- Jorge Ramos
- J.P. Morgan
- Karp Family Foundation
- Kidvestment
- Liberty Mutual Foundation
- Linde Family Foundation
- Manton Foundation
- Marion Boynton Trust
- National Life Group Charitable Foundation Inc.
- Newman's Own
- James and Kimberly Pallotta
- Peter Riehl and Allison Horne
- PwC Charitable Foundation, Inc.
- Rockland Trust - People's Federal Foundation
- Sidney A. Swensrud Foundation
- TD Charitable Foundation
- Tudor Foundation
- Robin and Marc Wolpow
- Waters Corporation

*This report was prepared by members of the BCHNP Research & Evaluation Team: Shella Denney, PhD, LICSW, Samantha Corralejo, PhD, Kathlyn Elliott, PhD, Rawan Alsahlawi, BA, Anna Lai, BS, & Dayna Keane, MS. Thank you to Chun Chen, Software Engineer, and Ravi Yanumula, Health Care Information Analyst for providing database support.*

*We would like to thank Giro Studios for their ongoing support with video production. A special thank you to Zoe Judd for support with the report design.*

# Our Program

Boston Children’s Hospital Neighborhood Partnerships Program (BCHNP) is a school-based behavioral health program in the Department of Psychiatry & Behavioral Sciences at Boston Children’s Hospital. BCHNP has partnered with the Boston Public Schools for 22 years.

## VISION

BCHNP envisions a future where all students and members of the school community are thriving in a school environment that supports their behavioral health and wellbeing.



## MISSION

BCHNP partners with school communities to co-create and sustain flexible, culturally responsive, and evidence-informed behavioral health systems that promote the health and wellbeing of all students, families, and staff. Our approach, research, and advocacy centers on the context of each partnership to provide preventive initiatives, training, consultation, and clinical interventions.

## OUR GOALS

- Build and maintain strong partnerships through collaborative practices
- Partner with schools to build the capacity of behavioral health systems
- Increase equitable access to a range of behavioral health services and resources in schools
- Evaluate school-based behavioral health by developing, implementing, and disseminating best practices

## OUR TEAM



# BCHNP partners with school communities in 4 primary ways:

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## PROFESSIONAL TRAINING & DEVELOPMENT

The Clough Foundation Training and Access Project (TAP) provides comprehensive professional development for school-based clinicians and educators to support the strengthening and sharing of knowledge, practices, resources, and connections within school communities. TAP partners with Boston Public Schools (BPS) and focuses on building capacity and [training](#) to address social, emotional, and behavioral health. Expanding opportunities for capacity building beyond Boston, TAP offers [free online content](#) for educators, families, students, and school professionals nationwide.

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## SCHOOL-BASED PROGRAM

The school-based program promotes and fosters the social, emotional, and behavioral health and well-being of students, caregivers, and school staff. BCHNP psychologists and social workers work onsite in partner schools as integrated and essential members of school communities to build intentional partnerships to understand the unique ecology of each school and provide a full and flexible spectrum of equitable and culturally inclusive services to students and their families through a tiered approach.

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## RESEARCH & PROGRAM EVALUATION

The Research and Evaluation Team supports BCHNP's mission of co-creating evidence-informed behavioral health systems. The team's work includes developing, adapting, and implementing plans for program evaluation, research, and dissemination, all of which are integral to BCHNP's program operations.

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## ADVOCACY

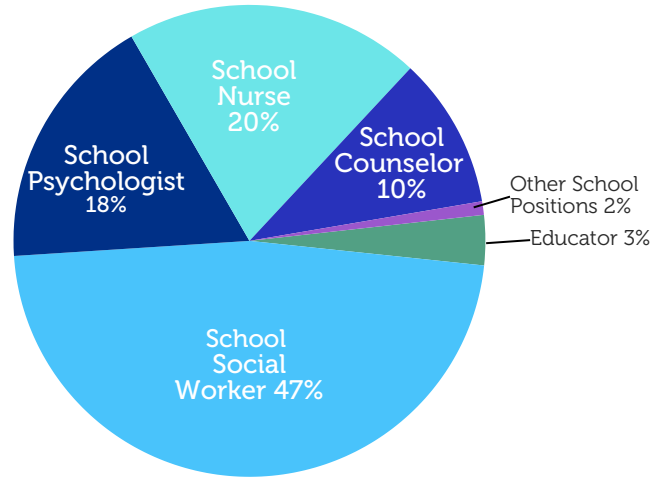
BCHNP in partnership with Government Relations at Boston Children's Hospital and the Children's Mental Health Campaign, are helping to lead local and state advocacy efforts to increase access, expand funding, and implement a model of comprehensive school-based behavioral health for all school districts in Massachusetts.

# The Training And Access Project (TAP)

The Clough Family Training and Access Project (TAP) provides professional development and consultation services focused on building the capacity of school communities to address social, emotional, and behavioral health.

## BPS TRAINING SERIES

To expand reach and access to school-based behavioral health training, during the 2023-2024 school year, TAP provided trainings across disciplines, including social work, nursing, school psychology, school counseling, and education. All trainings can be viewed on our [website](#).



Role of Participants  
(N=1080)

## TOPICS FOR TAP'S INTERACTIVE TRAINING SERIES INCLUDED:

### Self-awareness: Strategies for School-Based Clinicians/Educators

Strategies to expand self-awareness and apply it to work in schools

### Creating Engaged Partnerships with Families (School-Based Clinicians/Educators)

Practices for strengthening school-family partnerships

### Anxiety in Schools: Implications for School-Based Clinicians/Educators

Understanding anxiety in children and teens and working with staff to support students

### After a Behavioral Health Crisis

Supporting school community members impacted by a behavioral health crisis

10

Trainings

1,650

Boston Public School Clinicians Reached

### Supporting Students Experiencing Depression

School-based practices to support students who are struggling with depression

### Grief and Loss

Impact of grief and loss on children and adolescents and how to support with coping

### Transitioning to the End of the Year

Impact of transitions on the school community and practices and strategies to support

## When asked about how the training would assist in their work, participants said:

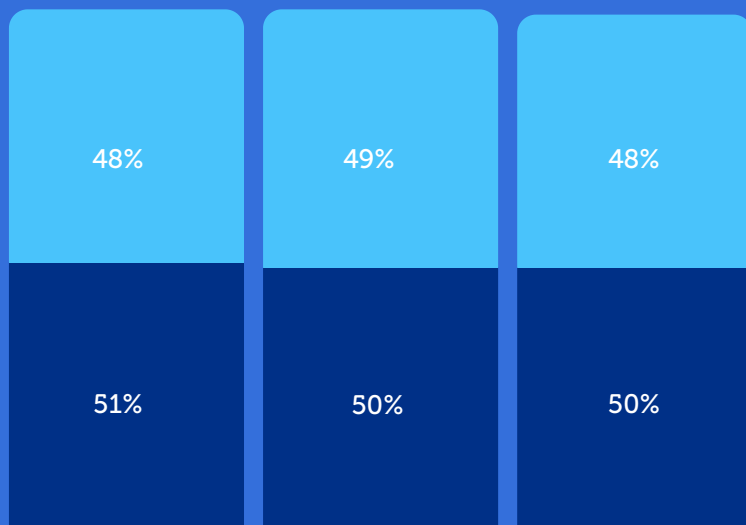
C

*"I work with a diverse population of students, but a great majority being BIPOC. It is always helpful finding information and learning of strategies to support my students as most of the work I've read is White psychology. Particularly, this is helpful as I am Mexican but most of the students I work with are Haitian, Dominican, Puerto Rican amongst other cultures that are not my own."*



*"It will help me to support teachers in understanding the roots of their students' behavior, especially when they express concerns to me."*

*"The presentation and discussion provided me with new ideas on how to better engage teachers and staff in discussions around symptoms of depression students may be experiencing and how to access supports."*



This workshop was culturally sensitive

This workshop contributed to my understanding of the topic

This workshop contributed to my knowledge of resources related to the topic

# 95%

Of participants rated the trainings as good or excellent (N=1081)

● Agree

● Strongly Agree



## When asked about the TAP training series...

98%

Of participants agreed that the workshop contributed to their knowledge of strategies to implement in their work (N=1081)

96%

Of participants agreed that they will do at least one thing different in their work as a result of a workshop (N=1081)



## When Asked What They Liked Most About The Trainings, BPS Clinicians Said:

C

*"In addition to the great resources - I truly appreciate the way the training was facilitated. It was a welcoming and inclusive environment that clearly was working towards dismantling white supremacy culture in systems."*



*"Thank you for hosting a workshop on a relevant topic. Thank you for it being virtual so I could come!"*

*"I really enjoyed the scenarios as these allowed for each of us to share different ways in which we would approach the situation. This allowed me to use other perspectives to see how I might change my approach or build upon it"*

# TAP's Process

When TAP builds a training series, they spend months gathering input from school communities, reviewing feedback on past training, and searching existing research and resources to ensure they provide the most relevant, culturally informed, and up-to-date trainings possible.

## DISCUSSION/FOCUS GROUPS

In the Spring of 2023, TAP facilitated discussion groups with BPS Social Workers who were participating in a leadership training program at Boston College. The goal of these groups was to learn about needs and preferences for training.

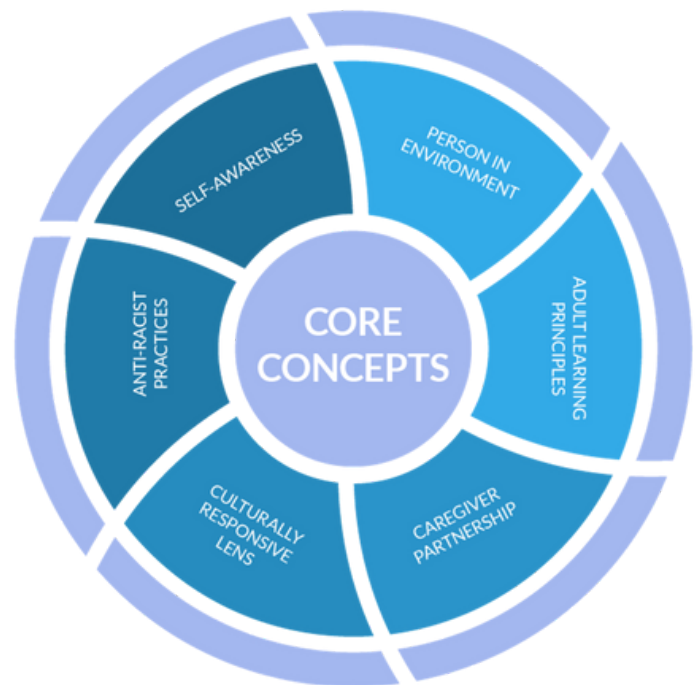
## SURVEYS

TAP collaborates with BCHNP's Research and Evaluation team to develop and administer post-webinar and post-series participant surveys. Survey responses are reviewed and feedback is incorporated into planning webinar topics and content.

## EVIDENCE-BASED PRACTICE AND LITERATURE REVIEWS

With support from BCHNP's Research and Evaluation team, an extensive review of relevant and current literature is completed as a part of every TAP project. This helps to ensure that TAP content accurately represents prevalence, impact, and best practices.

TAP training content is designed with six core concepts in mind:



## All TAP training formats focus on sharing...

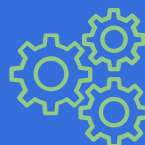
Community Member Voice



Knowledge



Evidence-based Strategies



Resources



Ideas for Continued Learning



# TAP's Reach Beyond Boston

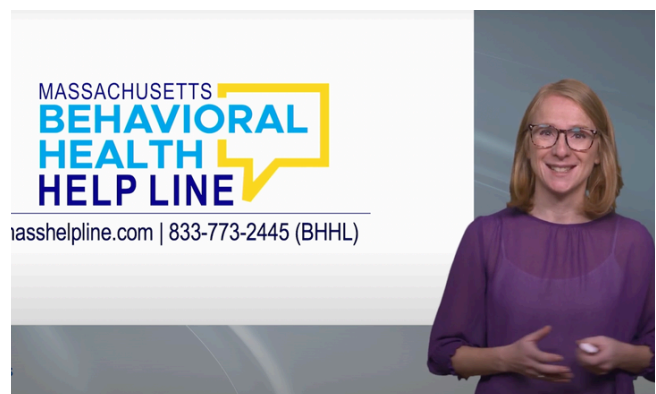
To extend its reach in Boston and beyond, the Training and Access Project (TAP) has developed numerous online professional development opportunities for school staff focused on social-emotional learning and behavioral health. These projects have intended to reach a national audience and have explored a variety of topics and formats. TAP has developed seven online courses for school communities on social-emotional learning and behavioral health in schools. Additionally, TAP has created a podcast series, an educator roundtable about supporting students experiencing anxiety, and a documentary for families coping with anxiety. To date, over 12,000 combined participants have been reached.

**12,018**  
Total Viewers of  
Online Trainings



## COMMUNITY RESOURCE SERIES

During the 2023-2024 school year, TAP released a video highlighting two avenues for accessing behavioral health services through the HelpLine and Community Behavioral Health Centers in Boston and beyond as part of an ongoing Community Resource Series. This video had 160 views in its first few months of being released. In the upcoming school year, TAP will continue to highlight resources and organizations that can support school communities in addressing the needs of students, families, and staff. Learn more about TAP at [our website](#).



# School-Based Program in Partnership with the Boston Public Schools

BCHNP's school based program promotes and fosters the social, emotional, and behavioral health and well-being of students, caregivers, and staff through partnerships with five schools during the 2023-2024 school year. BCHNP psychologists and social workers work onsite in partner schools as integrated and essential members of school communities. As part of school teams, our clinicians build intentional partnerships to understand the unique ecology of each school to meet the needs of the school and community. Our team collaborates with school staff and community partners to provide a full and flexible spectrum of equitable and culturally inclusive services to students and their families through a tiered approach, including capacity building, prevention, promotion, early intervention and clinical intervention.

## SCHOOL PARTNERSHIPS

**Boston Arts Academy (9-12)**

**Boston International Newcomers Academy (9-12)**

**Boston Latin School (7-12)**

**English High School (7-12)**

**Patrick Lyndon School (K-8)**

5

Partnering Schools



4,570

Students Supported Across All Schools



## THE SCHOOL BASED PROGRAM AIMS TO:

- Assess needs and strengths of partnering schools each year through observations, relationship building, listening in individual and group/settings, soliciting feedback, and through the use of the formal BCHNP needs assessment and existing school data.
- Work collaboratively with school community members to develop data-informed, multi-tiered intervention plans.
- Provide multi-tiered services (e.g., therapy, groups, classroom interventions, whole-school initiatives and training) that are culturally responsive/informed and utilize best practices.
- Build capacity of school behavioral health systems by supporting school staff's awareness, knowledge, and skills of identified needs through collaboration, continued learning, and consultation.
- Utilize a variety of outcome measures across individuals, groups, classrooms, and systems to assess the impact of services delivered.

*A partnership profile for each partnering school can be found at the end of this section*

# 2023-2024 School Year

## MULTI-TIERED SYSTEMS OF SUPPORT

BCHNP supports school communities in building multi-tiered systems of support (MTSS). MTSS follows a best practice model, aligned with the public health stepped care model. It offers a range of student services, becoming more intensive for those with greater needs. The foundation is capacity building, providing knowledge and resources for a thriving school environment. Services are tailored to each school based on a collaborative assessment of each partnering school's needs and resources. The below figure represents this model with data depicting BCHNP's reach throughout the 2023-2024 school year.

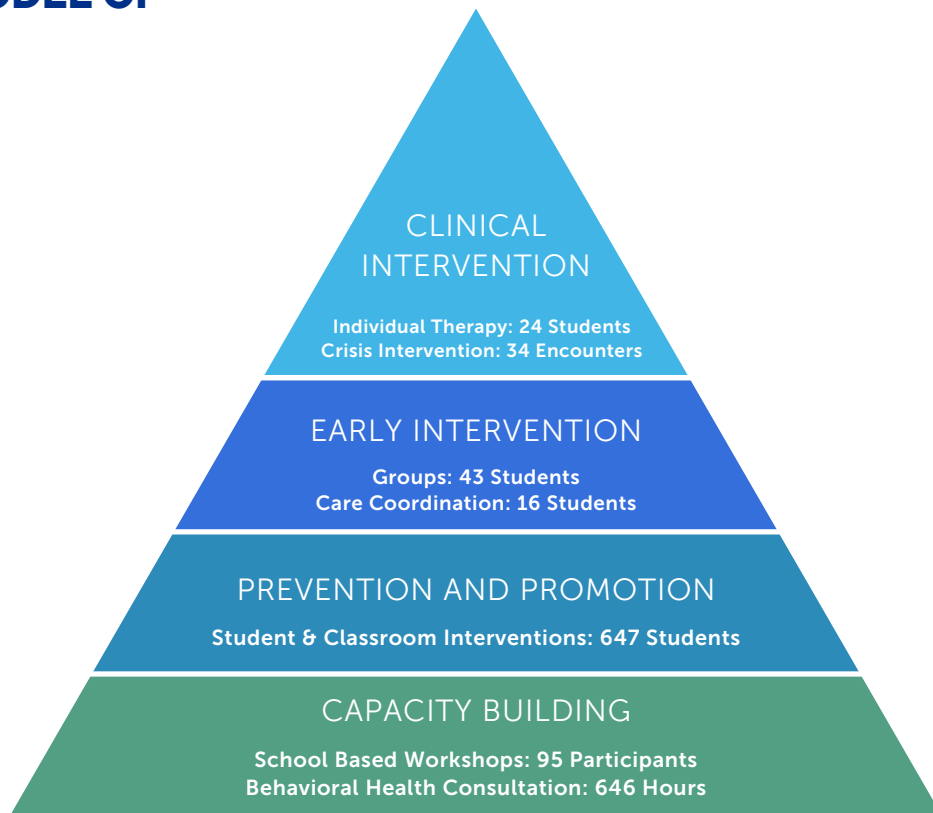


# 730

Total Students Reached



## BCHNP MODEL OF SUPPORT



# Understanding School and Student Needs

**When asked about the needs of their school community, school staff (n=105) shared the following...**

**C** *"The BCHNP clinician is professional, experienced, understands the need for trust and collaboration between all constituents in the process-has a keen sense of students, and willingness to partner and continue following up on students."*  
  
*- School Staff Members*

Feel confident in their ability to address student behavioral health needs

**49%**

Agree that the behavioral health problems students face impair their ability to focus on teaching

**50%**

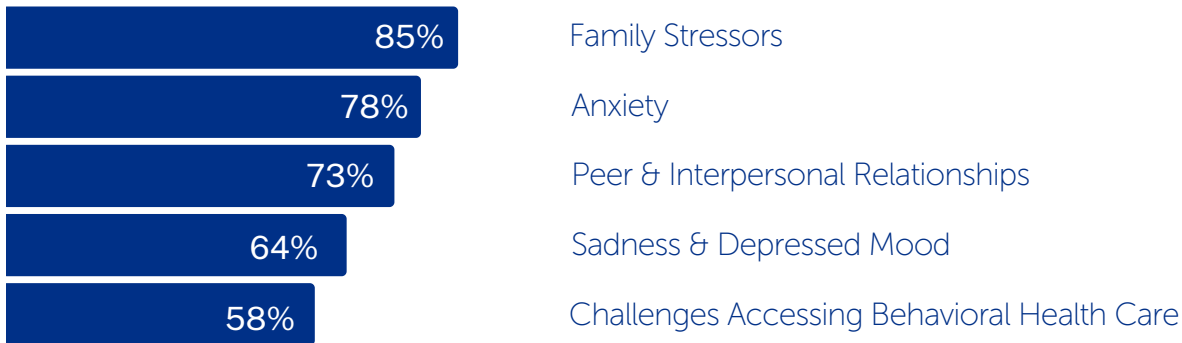
View behavioral health as a significant barrier to learning for their students

**79%**

Reported that their school has insufficient resources to address student behavioral health

**88%**

**When asked about the needs of their students, school staff (N=111) shared that the following had significant impact on the students' behavioral health...**



## When school staff were asked about the partnership with BCHNP...

100%

Of school staff members trusted the BCHNP clinician with information about their students and their classroom (N=89)

100%

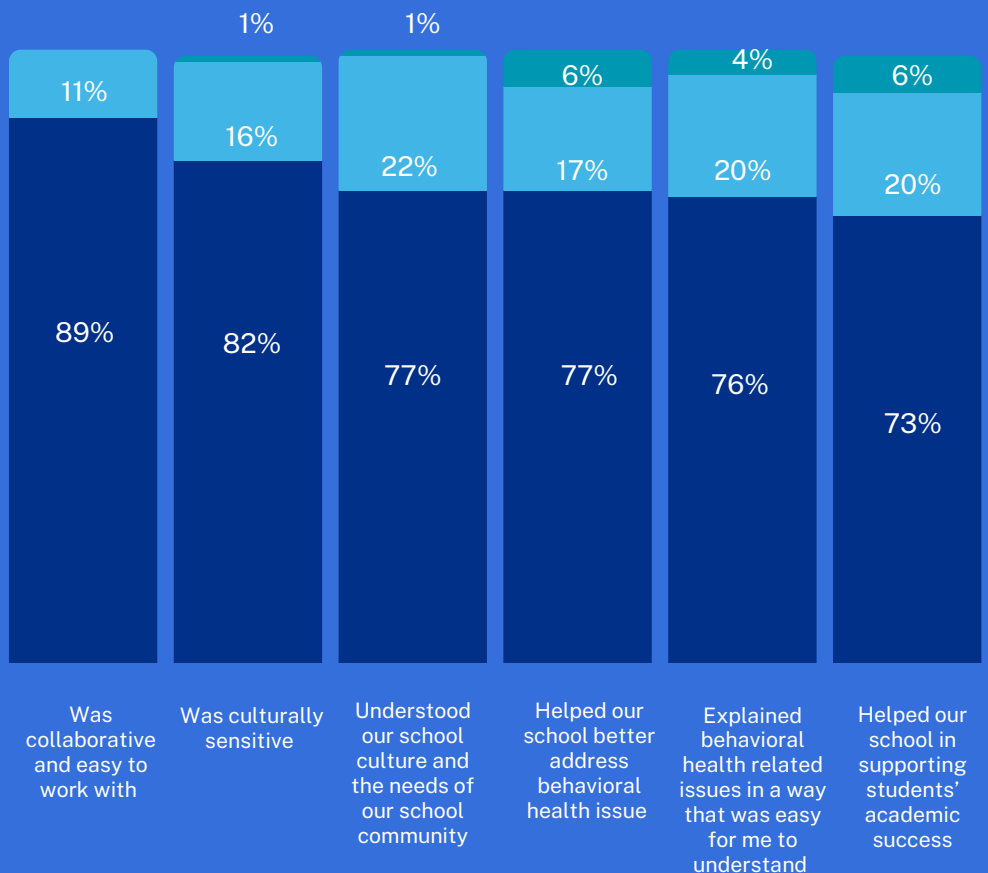
Of school staff members agreed that the BCHNP clinician showed respect for their role in the school (N=89)

*"The BCHNP clinician has taken the time to observe and understand our school's current climate and culture; aimed to gain perspective about our school's history; and has supported building our vision for the future. She is an integral part of the team and the school community at-large. Students LOVE her. She makes an effort to connect with staff, who appreciate her work, and she is an excellent thought partner for the team and other school administrators. She takes the initiative to jump in and has made her presence felt in the school community"*  
- School Staff Member

## Satisfaction with BCHNP Clinicians

(N = 89 School Staff Members)

- Strongly Agree
- Agree
- Somewhat Agree



# Capacity Building

## CONSULTATION & PROFESSIONAL DEVELOPMENT: TIER 1

In collaboration with teachers, administrators, school staff, families, and other adults in students' lives, these services aim to support adults' abilities to address student behavioral health needs. BCHNP clinicians support the adults through strengthening school-wide systems, and building behavioral health knowledge, skills, and self-efficacy. BCHNP clinicians consulted with school staff on social, emotional, and behavioral health related matters, led professional development workshops, and worked with school staff members to help support students' behavioral health, academic success, and overall well-being. School staff at our partnering schools were delighted with the work done by BCHNP clinicians, with countless requests for more days and hours in schools, and more clinicians like ours.

### CONSULTATION

646

Consultation Hours

### PROFESSIONAL DEVELOPMENT

7

Workshops

95

School Staff Members

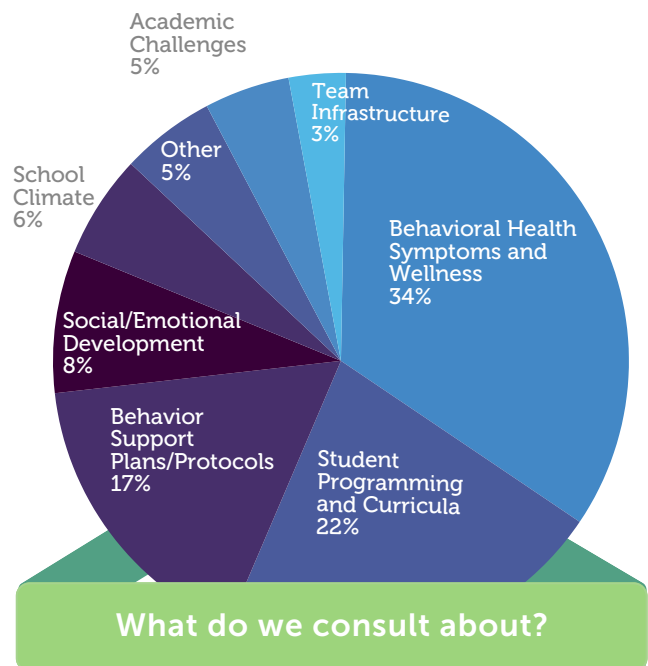
### FAQ

#### Who do we consult with most?

- Behavioral Health Providers (34%)
- Teachers (24%)
- Student Support Teams (20%)

#### What do we do the most?

- Psychoeducation and Support (50%)
- Clinical Care Coordination (16%)
- Behavioral Health Skill Building (9%)

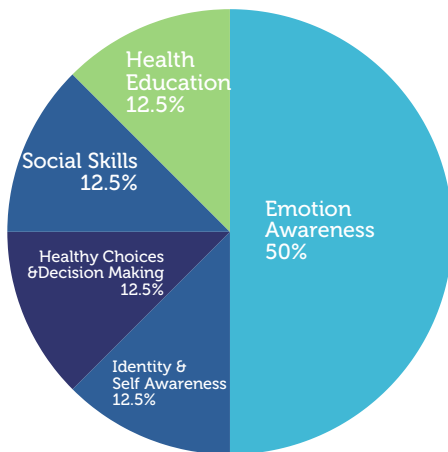




# Prevention & Promotion

## CLASSROOM INTERVENTIONS: TIER 1

These services involve classroom interventions, community events, and school-wide initiatives with students that teach social-emotional skills, promote healthy social-emotional development, and foster a positive school climate.



Primary Focus of Classroom Interventions  
(N = 8 Classroom Interventions)

8

Classroom interventions, reaching

647

Students, with an average of

4

Sessions

per intervention

## STUDENT AND CLASSROOM INTERVENTIONS

Classroom interventions involve promoting students' social and emotional learning through didactic presentations, collaborative learning activities, and discussions facilitated in classrooms.

## CLASSROOM INTERVENTIONS IN PRACTICE

BCHNP clinicians developed, adapted, and facilitated innovative classroom interventions to meet the unique needs of their schools. Some examples include:



### Break Free From Depression

Students learned about symptoms of depression through a culturally responsive lens, and how to access supportive resources



### Social Determinants of Health

Students engaged in activities that taught them about the different societal level factors that contribute to individual and community health



### Peer Mentoring Program

Students built mentoring relationships with their peers while engaging in activities related to mental health, identity development, and social advocacy



### Immigrant Health & Wellbeing

Students engaged in initiatives to promote awareness and knowledge of behavioral health and wellbeing as it relates to the migration experience

# Early Intervention

## GROUPS & CARE COORDINATION: TIER 2

For students who are demonstrating early signs of behavioral health concerns, these services involve group interventions (N=43), and care coordination (N=16) for referrals and additional supports in collaboration with students, caregivers, school staff, and community professionals to promote resilience and reduce the risk of elevated concerns.

8

Groups, reaching

43

Students, with an average of

6

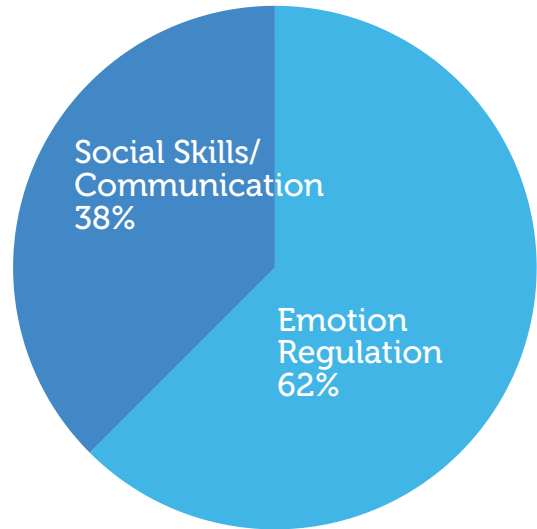
Sessions per group

### GROUPS INCLUDE:

- Managing stress and anxiety group
- Newcomer group
- DBT group
- Chill skills group
- Evidence based practice elements group

Emotional concerns	68%
Arriving to school mid-year/new to school	18%
Academic/learning challenges	9%
Family stressors	5%

Primary Presenting Problem for Students  
Attending Groups (N = 43 Students)



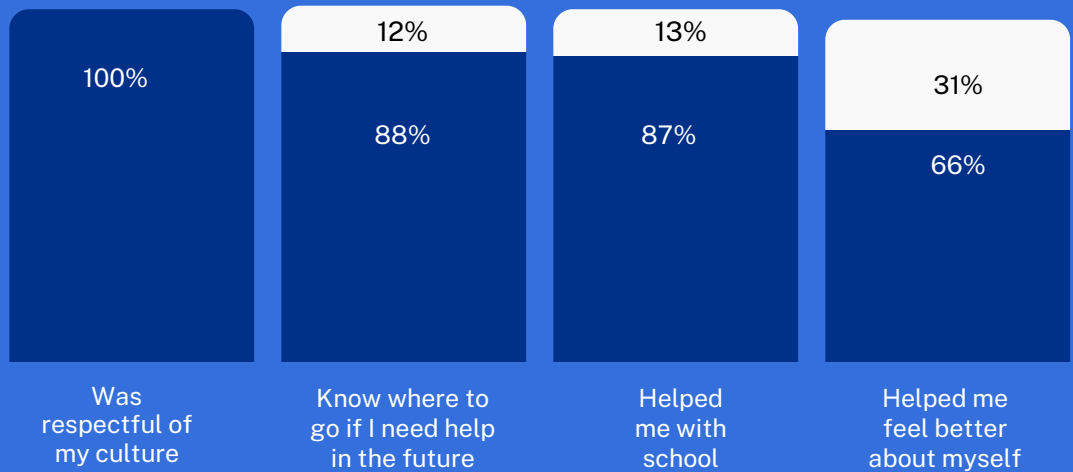
Primary Focus of Groups  
(N = 8 Groups)

*"Consistent group, positive mindset and joy with the students going - created a strong natural bond"*  
-School Staff Members

# Satisfaction with Groups

(N = 32)

- Yes
- Maybe



## When asked about groups, students said....

C

*"Que fue muy bueno y me ayudó en muchas y también a cómo manejar la ansiedad o estrés en algunas ocasiones."*

*"It was very good and helped me very much and also how to manage stress and anxiety when it occurs."*



*"It was a fun experience and I got to learn many new things"*

*"I got to spend time with the other lads. It was good talking with them and having the time to be together to get to know each other."*

# Clinical Intervention

## INDIVIDUAL THERAPY & CRISIS INTERVENTION: TIER 3

### Individual Therapy

Individual therapy involves collaboratively setting and addressing goals through a combination of one-on-one student sessions, consultation with other adults involved in students' lives, and coordinating referrals to additional school and community-based supports.

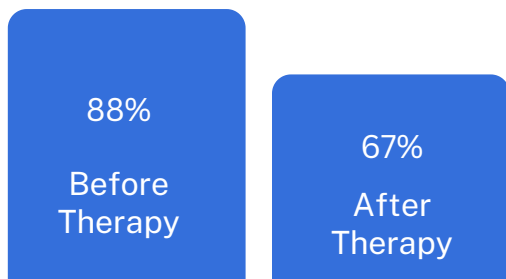
**72%**

of parents/caregivers (N=7) shared that they would not have been able to receive services elsewhere if they did not in school

Primary Focus of Supports for Students Engaged in Individual Therapy (N = 24 Students)

<b>Emotional Concerns: Depression or Anxiety</b>	<b>55%</b>
<b>Behavioral Concerns</b>	<b>13%</b>
<b>Family Stressors</b>	<b>8%</b>
<b>Peer Conflict</b>	<b>8%</b>
<b>Grief &amp; Loss</b>	<b>4%</b>
<b>Academic &amp; Learning Challenges</b>	<b>4%</b>
<b>Self-Improvement</b>	<b>4%</b>
<b>Trauma &amp; Stress</b>	<b>4%</b>

Percent of Students Demonstrating Clinical Impairment Before and After Therapy (N= 24 Students)



**24**

Students reached, with an average of

**16**

Sessions per student, and median

**5**

Days wait time after referral

# When asked about individual therapy, students, parents and school staff said...

C

"Me gustó y ayudó bastante en mi vida y escuela cómo sobrepasar cosas y cómo ayudarme a mí misma."

"I liked it and it helped me a lot in my life and school, how to overcome things and how to help myself."

- Student

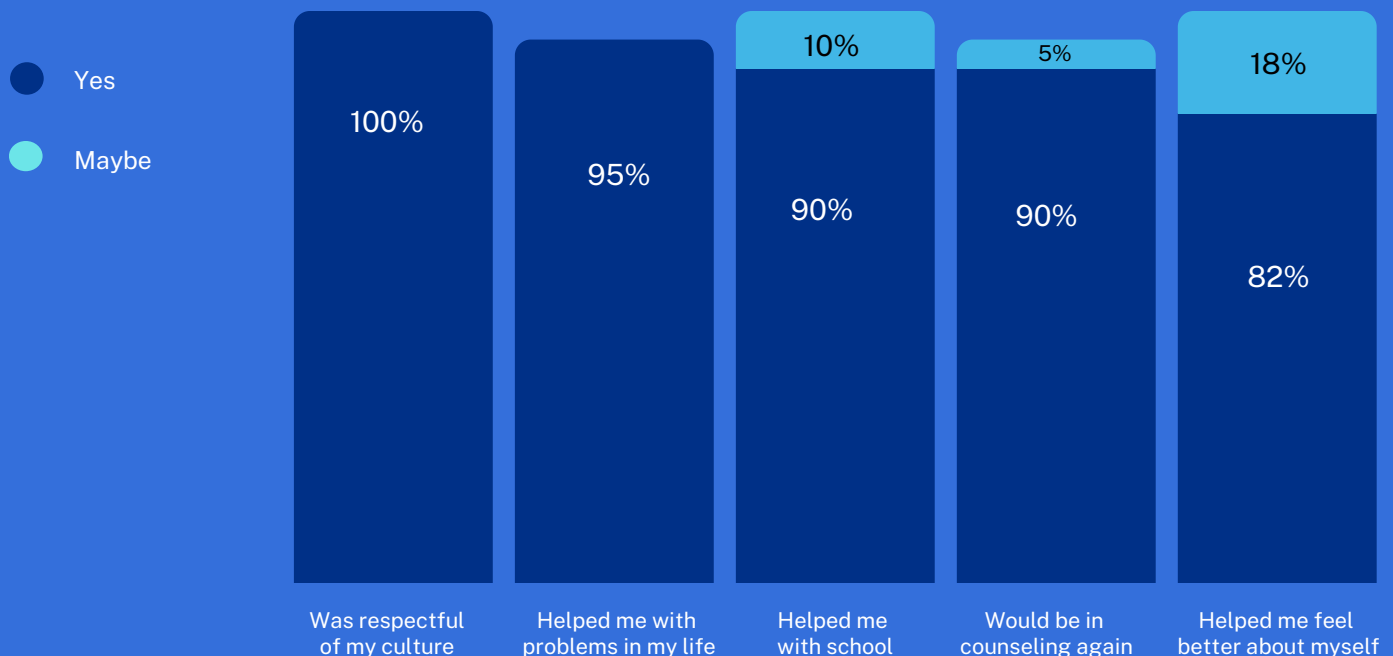
"The BCHNP clinician is great with my daughter. She feels very comfortable speaking to her about her emotions, fears, and thoughts. She also feels very safe with her and that means a lot." - Parent

"Very grateful that the students of BPS have this resource available."  
- School Staff Member

## Student Satisfaction with Therapy Services

(N = 22 Students)

Teachers (N=11) reported therapy services helped them focus more class time on teaching (100%), helped them understand how to support the student (100%), & contributed to student's ability to do well in the classroom (100%).



# Crisis Intervention

Some students have immediate, urgent, or clinically significant behavioral health needs. Our clinical intervention services involve providing or referring students for crisis assessment, crisis intervention, and/or ongoing clinical treatment to address these needs.

BCHNP's presence in the school during a crisis allowed the following outcome:



**34**

Encounters, with an average



**3.5**

Minute wait time



C

*"The most helpful part of having a BCHNP clinician in our school is being able to know that she is always willing to support not only the students in a time of crisis, but also to support students and families through the process of healing."*

- School Staff Members

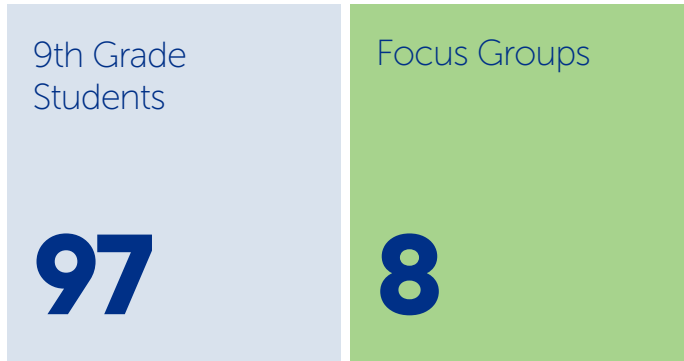



# Boston Arts Academy


BCHNP has partnered with Boston Arts Academy for 22 years. Dr. Lea Petrovic works closely as an integrated member of the Health & Wellness Team at BAA.

## FOCUS GROUPS


To better understand the transition from middle school to high school at BAA, BCHNP school-based clinician, Dr. Lea Petrovic, conducted focus groups with 9th-grade students. Students shared their experiences, revealing common obstacles, successful strategies, and areas needing more support.



 Transition to High School

 Rule Reinforcement

 Supportive School Community

 Student-Teacher Relationships

C

"I feel like the clinician does a really good job of being aware of the people that are here and celebrating their culture. I feel like they do a very good job at recognizing certain groups and making people feel comfortable, whether they are queer or a person of color or anything else."

- BAA 9th Grader



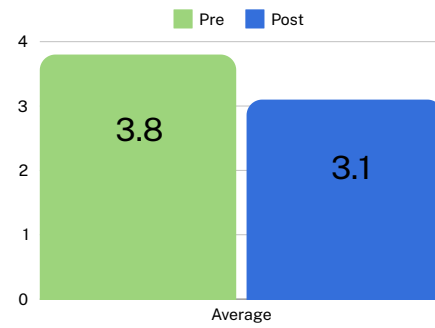
"I feel like I was underprepared for the responsibilities I was supposed to, like, take on, to have to transition into an adult and to leave like childish behavior behind. That's a little hard to digest sometimes and cope with."

-BAA 9th Grader

## DBT GROUP AT BAA

Dialectical Behavior Therapy (DBT) is an evidence-based approach that combines cognitive-behavioral techniques with mindfulness practices to address emotional and behavioral challenges. Our school-based group was designed to help students develop essential coping skills to tolerate distress and improve emotional regulation within the school environment.

### Distress Tolerance Scale\*



\*Lower scores reflect students' capacity to tolerate distress (N = 6)

*"Dr. Petrovic's presence on our team has added unparalleled value. She provided rich consultation, pitched ideas to improve our systems and practices, and adds expertise from her specific discipline of school psychology that allows us to improve our practice as clinicians and professionals... Anyone who has worked as a clinician knows how rare it is to have the opportunity to grow as a professional, and we are incredibly fortunate to have it through the BCHNP program."*

- Ana Carvalho, BAA Social Worker





# Boston International Newcomers Academy

## IMMIGRANT AND REFUGEE YOUTH PEER MENTORING PROGRAM

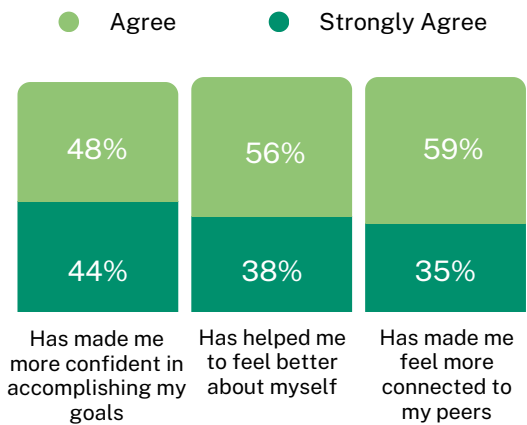
For the last three years, Dr. Vanja Pejic has partnered with BINcA teachers to design, implement, and evaluate a Peer Mentoring Program for immigrant and refugee youth. This year-long program matches 12th grade high school students to serve as mentors to incoming 9th grade students who serve as mentees. The program is designed to be integrated into Humanities coursework and facilitated by a teacher and behavioral health provider in a high school setting.

### PROGRAM GOALS

 <p><b>Increase mental health awareness</b></p>	 <p><b>Increase connection and belonging</b></p>	 <p><b>Reduce acculturative stress</b></p>	 <p><b>Promote development of leadership skills</b></p>
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The Peer Mentoring Program has reached 97 immigrant and refugee high school students from 17 different countries. Post satisfaction survey data suggests that both peer mentors and mentees rated the program high across all three years of implementation (overall program satisfaction of program participants was 98%). They also reported the program positively promoted their sense of self, increased school connection and belonging, and fostered positive social and emotional adjustment.

Being a part of the Peer Mentoring Program... (N= 97)



**C** "Participating in the program definitely made me a better teacher in certain ways, so part of that was the activities we did and seeing how students responded to them and seeing how building social emotional learning into the classroom and teaching about emotional health, emotional well-being, how that's a high engagement topic and how that can also benefit students."  
- Educator

"Peer Mentoring Program is really a space that I can learn and have fun at the same time. It was a fun activity that release all the stress from school, and it is where I can feel connected with others." - Student Mentor

# The English High School



## THE BEAUTY OF COLLABORATION

School-based clinician Samantha Corralejo, PhD (left) found meaning in her work alongside ESL social worker Madelyn Jimenez, LCSW (right)

100%



Of students said they know where to go or who to ask for help in the future (N=5)

## THE ENGLISH GROUPS



### Stress & Anxiety Group

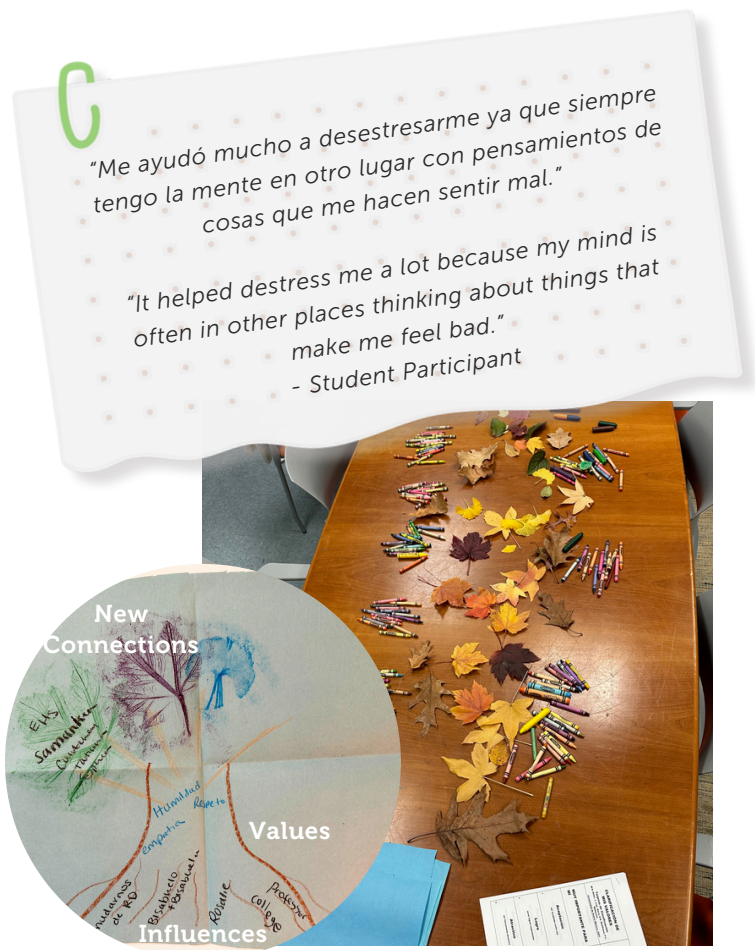
Focused on destigmatizing anxiety and introducing coping skills



### Newcomer Group

Designed specifically for immigrant students to build connections, affirm identity, and learn about school supports

Images from the opening activity (right), where students shared about formative people and places in their lives, core values, and new connections at English High.

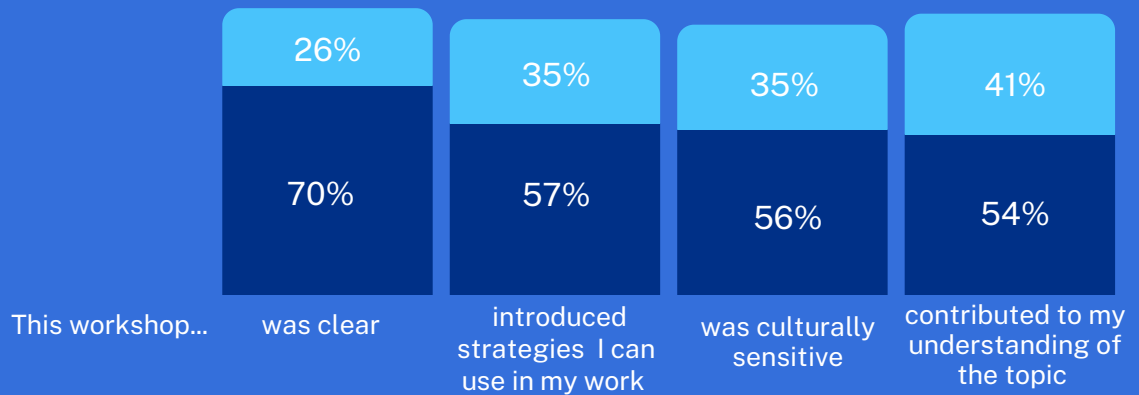


# Professional Development

Dr. Corralejo also supported The English through professional development and consultation with school teams

Whole-school De-escalation Training (n= 54)

- Strongly Agree
- Agree



## When asked about the BCHNP clinician, school staff said....

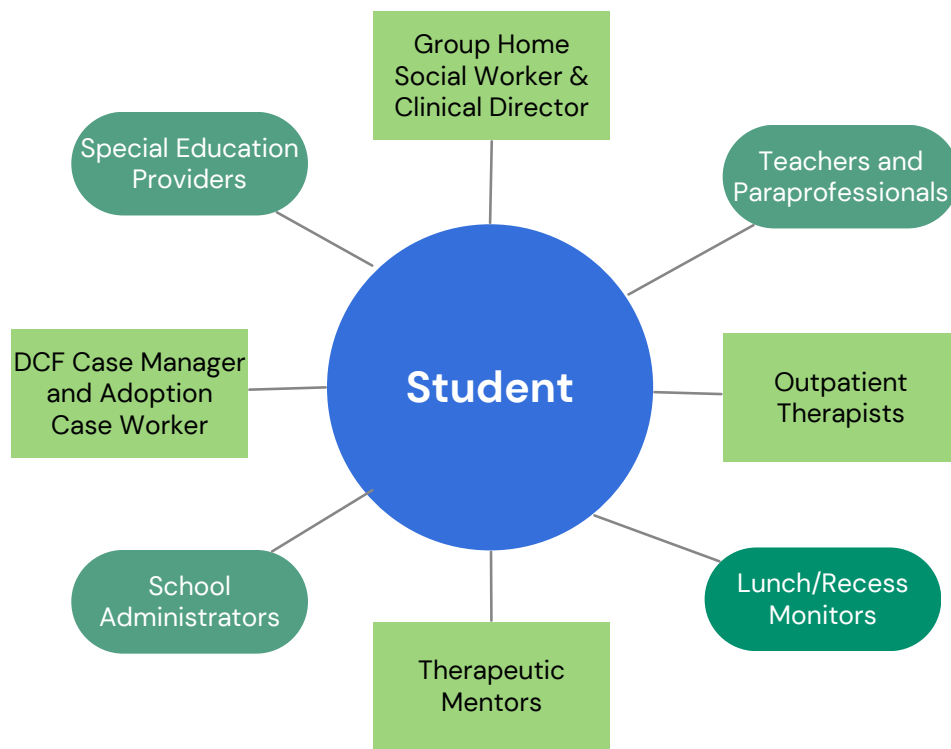


*"Dr. Corralejo is absolutely viewed as an essential member of our staff."*

# The Patrick Lyndon Pilot School

## INDIVIDUAL THERAPY AND COMPLEX CASE MANAGEMENT

As a full-time BCHNP school-based clinician at the Lyndon School for the past 21 years, Dr. Gabby Cobbs utilizes her relationships to collaborate and provide support and advocacy for students. Here's one example of what individual counseling with complex integrated coordinated care looks like.



An elementary age student experienced multiple traumatic stressors, including abuse, neglect and extensive loss. While the work in the counseling room was paramount for skill building and therapeutic healing for this resilient student, equally important was consultation and care coordination with important adult figures. We worked together to build and strengthen a supportive network that empowered the student to thrive

both inside and outside the classroom. The student is now transitioning from a sub-separate SPED classroom into inclusion for ELA classes. Behavioral and emotional regulation has improved. Disciplinary referrals to the office dropped to zero for this academic year. Peer relationships and close friendships have improved. All stakeholders and the student report improved self-esteem and self-efficacy.

### SUPPORTING SCHOOL STAFF AS WHOLE PEOPLE

Since the return to in-person learning, many urban public schools have faced increased stress and pressures of all kinds. The Lyndon community is managing this while undergoing multiple leadership changes. After 27 years with just one leadership change in 2010, the Lyndon has had new leadership each of the last two years. As we react, adjust, embrace and adapt, there is recognition that change can be hard. As a result, BCHNP consultation

with Lyndon teachers, staff, and administrators has looked and felt different. While student behavioral health and wellness concerns still drive our interactions, there has been an increased need for support on a personal level. Worries about family, job stress, life/work balance, burnout, and seeking ways of bringing their best selves to their work roles with students, their families, and co-workers have also been of top concern.

C

*"Being new to this building and having had some unexpected loss in my life, Dr. Cobbs was very helpful and caring. It was nice to have her to talk with."*  
- School Staff



*"Dr. Cobbs provides invaluable life-saving and culturally responsive support to some of our most marginalized students, and I have seen the transformative effect that her work has had on students' social, emotional, and academic growth over the many years I have been at the Lyndon . . . She consistently handles challenging issues with grace, professionalism, confidentiality, and a creative problem-solving mindset, and always brings a lens for equity to her work, with both students and staff." - School Staff Member*

# Looking Ahead

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We are excited to begin the 2024-2025 school year with program expansion and growth into school districts beyond Boston. We are thrilled to have six new staff members join our team in the summer of 2024: Anna Banerjee, MA, EdS., Jennifer Brennan, LICSW, Dr. Kathlyn Elliott, Nate Harris, LICSW, Kasha Sarette, LICSW, and Dr. Sara Whitcomb.

In the fall of 2024, BCHNP is launching a school behavioral health consultation program as part of MCPAP for Schools - partnering with two districts, one in greater Boston and the other in Western Massachusetts. One of the main goals of the program is to provide high quality training and consultation to help schools improve referral processes and care coordination for students and families both in and outside of the school community.

Additionally, we look forward to continued collaboration with Franciscan's Hospital and their Children's Wellness Initiative to build a connected and robust system of care for students, families, and staff within the Boston Public Schools.

We remain honored to continue our long standing partnership with the Boston Public Schools (BPS) at the individual school level and with district departments and leaders. The Training and Access Project (TAP) is planning ten workshops for BPS clinicians (school social workers, school psychologists, school counselors, and school nurses) and community partners on social, emotional, and behavioral health for the year ahead. In addition, TAP is launching a series of brief videos (20 minutes) on the fundamentals of school based behavioral health, which will be available nationwide this fall. TAP is also partnering with community organizations to provide schools with more information about a variety of resources available to schools. For this series, we hope to share information from community based organizations that provide services within and beyond Boston Public Schools as a way to strengthen collaboration and share resources. These informative videos will provide key resources on topics such as grief and loss, substance use, and supporting LGBTQ+ youth and newcomer youth.

We look forward to building on our advocacy efforts and partnerships in the year ahead. It is a critical time for the field of school based behavioral health to be coordinated and interconnected, and we are committed to collaborating with others to collectively support school communities throughout Massachusetts.

The team at BCHNP remains focused and deeply invested in improving the system of behavioral health care for youth and families. Together, let's look forward to a positive and productive year partnering to support students, families, school staff, and schools in Boston and beyond.

