



Boston
Children's
Hospital

Neighborhood
Partnerships

Annual Report 2022

REACHING CHILDREN WHERE THEY LIVE AND LEARN

CHILDRENSHOSPITAL.ORG/BCHNP





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MESSAGE FROM LEADERSHIP

Dear friends,

This is an important and celebratory time for our program as we mark twenty years of partnership with the Boston Public Schools (BPS). We are honored to be a long-standing partner addressing the needs and challenges of students and school communities together.

This year, we have been humbled again by the ongoing pandemic and declaration of a national emergency in child and adolescent mental health. Schools have stepped up to adapt and meet the needs of youth in innovative and hopeful ways. Boston Children's Hospital Neighborhood Partnerships Program (BCHNP) has joined these efforts by partnering creatively and building programming to grow with the changing landscape of our communities. We continued to promote the social, emotional, and behavioral health and well-being of students, caregivers, and staff in partnership with BPS. We collaborated with community members and organizations to provide clinical care, consultation, professional development, research, and advocacy. We remain energized by our commitment to social justice and working intentionally to create change within our program, hospital, partnerships, and community.

Our annual report shares the impact of our work and successes across BCHNP initiatives. This past year, we partnered with four schools and provided behavioral health services to 1,314 students and 601 hours of training and consultation to BPS school staff. The Training and Access Project (TAP) continued to broaden our work with BPS this past school year by partnering with the newly formed Department of Social Work. Through [TAP Online](#), our free innovative training series for educators about social, emotional and behavioral health, we have continued to share online workshops nationwide, increasing our reach to over 9,000 participants to date. We have also recently launched a [podcast series](#) that features educators and families sharing their learnings and hopes for the upcoming year.

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 pleased to highlight accomplishments for the 2021-2022 school year with the BCHNP Annual Report. We could not do this important work without our partners and supporters. Thank you for your continued commitment to Boston's youth and families!

With gratitude,

Shella Dennery, PhD, LICSW
Director, BCHNP

David R. DeMaso, MD
Psychiatrist-in-Chief



OUR PROGRAM

Boston Children’s Hospital Neighborhood Partnerships Program (BCHNP) is a school-based behavioral health program committed to working with school communities most impacted by systemic inequities. Our purpose is to promote the social, emotional, and behavioral health and well-being of students, caregivers, and staff in partnership with Boston Public Schools. We collaborate with community members and organizations to provide clinical care, consultation, professional development, research, and advocacy.

VALUES

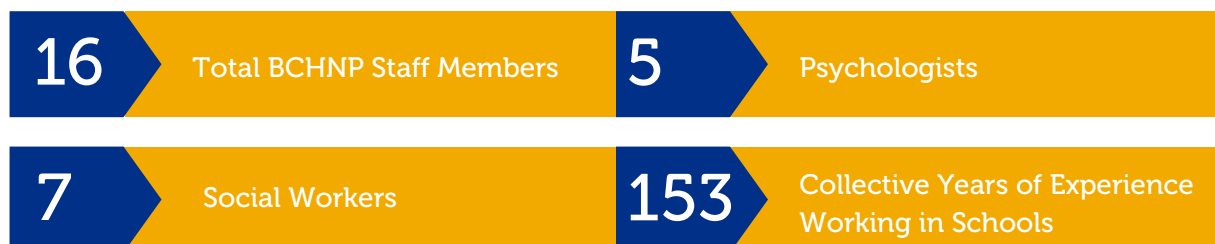
We strive to engage in our work through actions consistent with our core values. We value:

- Building & Centering Community
- Diversity, Equity, & Inclusion
- High-Quality and Culturally Responsive Care for Each and Every Community Member
- Engaged Learning
- Building Trust Across Difference

OUR GOALS

1. Promote the social, emotional, and behavioral health and well-being of students, caregivers, and school staff
2. Increase access for youth and families to equitable, culturally responsive services and supports in schools
3. Build the capacity of schools and school staff to develop the systems, protocols, and procedures needed to effectively and sustainably address the needs of their students
4. Promote systemic change in behavioral health service delivery and address systemic inequities by shifting to incorporate the political determinants of health and social justice in the understanding of wellness

OUR TEAM





OUR PARTNERS & INITIATIVES

BCHNP partners with school communities in four primary ways:

1) FULL SERVICE SCHOOLS

BCHNP clinicians work onsite in 4 partnering schools to provide a range of clinical, early intervention, and prevention and health promotion services to students, as well as professional development, consultation, and capacity building services to each school community. In the 2021-2022 school year, BCHNP's 4 partnering schools were: Boston Arts Academy, Boston Latin School, Boston International Newcomers Academy, and The Patrick Lyndon Pilot School. [A BCHNP study of three-year outcomes is published in the Journal of School Health.](#)

2) CLOUGH FOUNDATION TRAINING AND ACCESS PROJECT (TAP)

The Training and Access Project (TAP) partners with Boston Public Schools (BPS) and focuses on building capacity to address social, emotional, and behavioral health. TAP provides comprehensive professional development and tailored consultation to expand resources and support sustainable systems and processes within school communities. [An evaluation of TAP was published in Children and Schools in 2020](#), and [an updated evaluation was published this past year in Psychology in the Schools.](#)

3) TAP ONLINE

Expanding opportunities for capacity building beyond Boston, TAP Online offers [free online content](#) for educators, families, students, and school professionals everywhere on topics related to social, emotional, and behavioral health in schools.

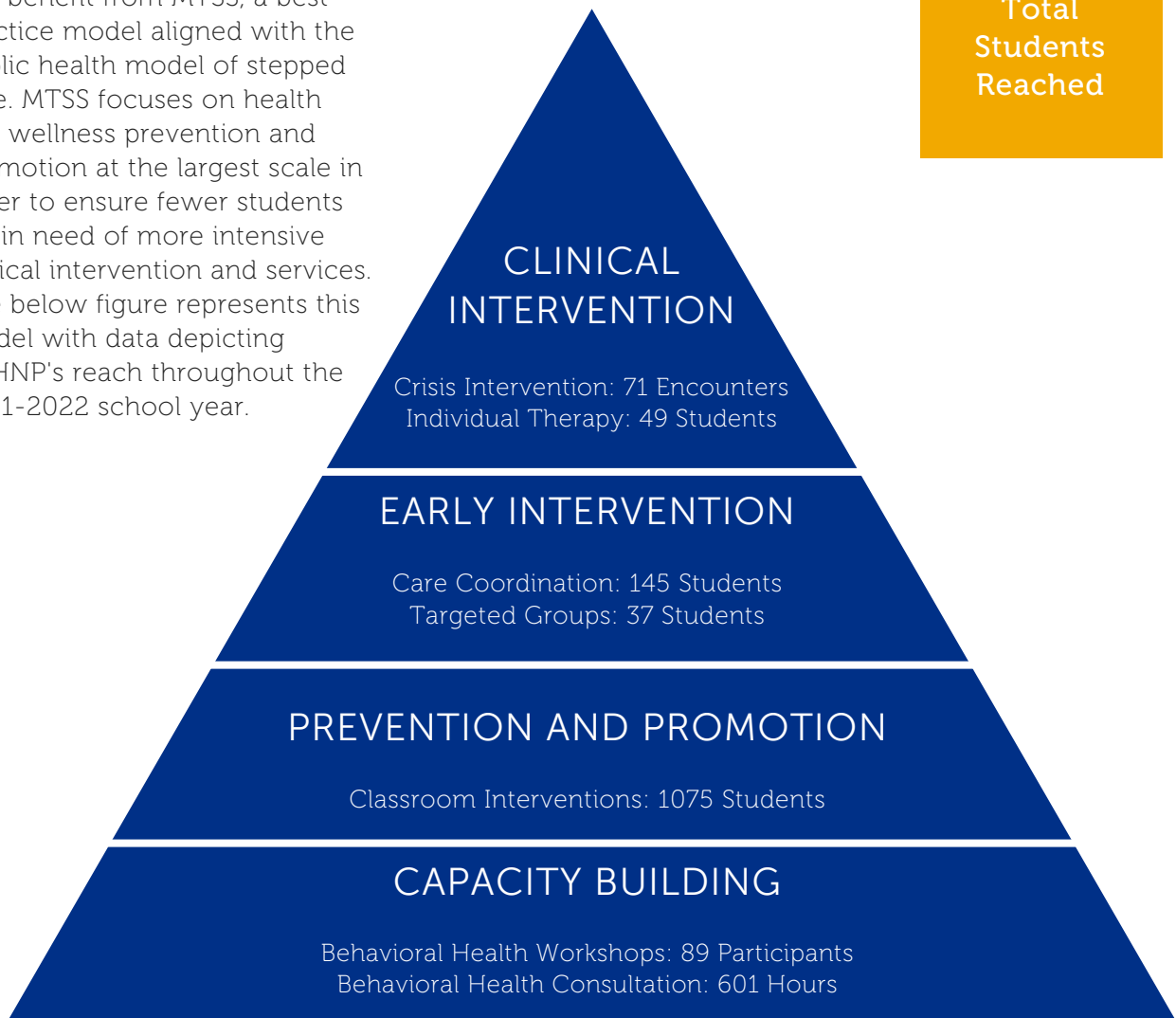
4) COMMUNITY COLLABORATIONS

To extend its reach further within and beyond Boston, BCHNP also provides targeted professional development, consultation, and/or capacity building services outside of our current partnerships.

2021-2022 SCHOOL YEAR

The 2021-2022 school year was BPS's first full academic year in person since the COVID-19 pandemic began. Amidst the declaration of a national emergency in child and adolescent mental health, BCHNP clinicians continued to support schools with comprehensive services consistent with multi-tiered systems of support (MTSS).

Now more than ever, schools can benefit from MTSS, a best practice model aligned with the public health model of stepped care. MTSS focuses on health and wellness prevention and promotion at the largest scale in order to ensure fewer students are in need of more intensive clinical intervention and services. The below figure represents this model with data depicting BCHNP's reach throughout the 2021-2022 school year.



Understanding Our School Communities Through a Pandemic



BCHNP clinicians gather new information each year on the unique strengths and needs of partnering schools. Clinicians then use this information to provide comprehensive behavioral health services that are innovative and tailored to each school. This year, staff shared unique needs their school communities faced as they navigated returning to in person school during the ongoing pandemic.

What Do Staff Members See as Student Needs This Year?

“

"Just an overall empathy towards challenging behaviors with students returning to school from pandemic and support systems needing to be put in place."

"Many students are still trying to navigate the return to in-person learning and how to socialize and interact with peers."

"It is challenging for families to find the therapy and support that they need right now outside in the community."

"The amount of isolation they have had and their reliance on phones/social media for interaction. They need more healthy and safe ways to be social and make friends."

"This year especially has increased our acuity of students needing social/emotional supports that impacts their health and wellness and success in the classroom"

”

Building Lasting Partnerships

School Staff Members Said:

“

"BCHNP really knows our students and school and because of this, they are so effective."

"The BCHNP clinicians are experts in their field, know how this unique school works, and can provide support, assistance, additional resources, or a listening ear whenever needed."

"This is a much needed and appreciated resource in our school. Our clinicians are a part of our community and school team."

”

92%

Of school staff members agreed that the BCHNP clinician understood their school's culture and the needs of their school community



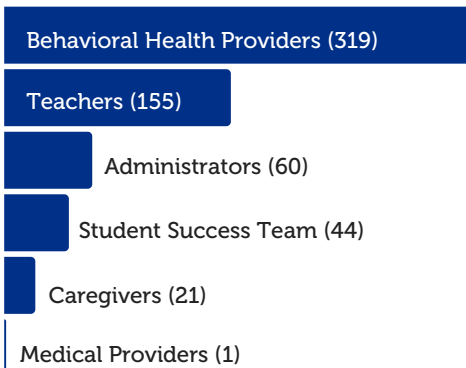
Capacity Building

In collaboration with teachers, administrators, school staff, caregivers, and other adults in students' lives, these services aim to support adults' abilities to address student behavioral health needs through strengthening school-wide systems and building behavioral health knowledge, skills, and self-efficacy.

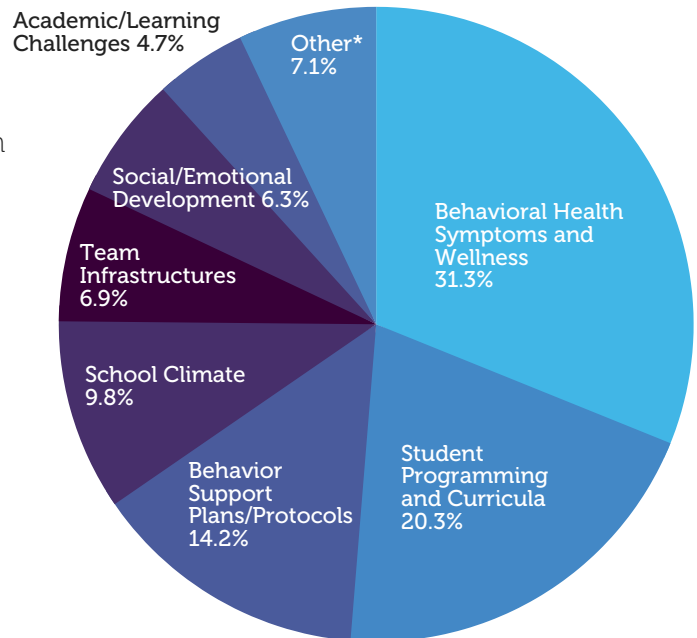
CONSULTATION

601
Hours

Consultation involves working collaboratively with adults involved in students' lives in order to effect change. This may be one-on-one, in small or large groups, or through meeting facilitation or participation.



Roles of Consultees (N = 601 Hours)



Primary Topics of Consultation (N = 601 Hours)

*OTHER: Professional development, crisis response and management, family engagement, and community partnerships

PROFESSIONAL DEVELOPMENT AND CAREGIVER WORKSHOPS

Our professional development workshops promote knowledge, skills, and self-efficacy through presentations, activities, and discussions. This year, we supported students, families, and staff through school transitions and in coming together as a community to address school-specific mental health needs.



*Participants were counted each time they attended a workshop.

WHEN ASKED ABOUT CAPACITY BUILDING SERVICES...

93%

Of school staff members agreed that the BCHNP clinician helps their school better address behavioral health needs

93%

Agreed that the BCHNP clinician helps their school support their students' academic success

School Staff Members Said:

“

"Having BCHNP available in our school has helped our School Community immensely throughout the years because mental, and emotional issues are always presenting themselves and we are so fortunate to have such caring, professional help readily accessible in dealing with our complex needs. Thank you for providing us with these much needed phenomenal health care providers."

"The BCHNP clinician is knowledgeable and accessible."

"The BCHNP clinicians listen to and value my perspective in ways that few others do and provide me with valuable feedback."

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Prevention and Promotion

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.

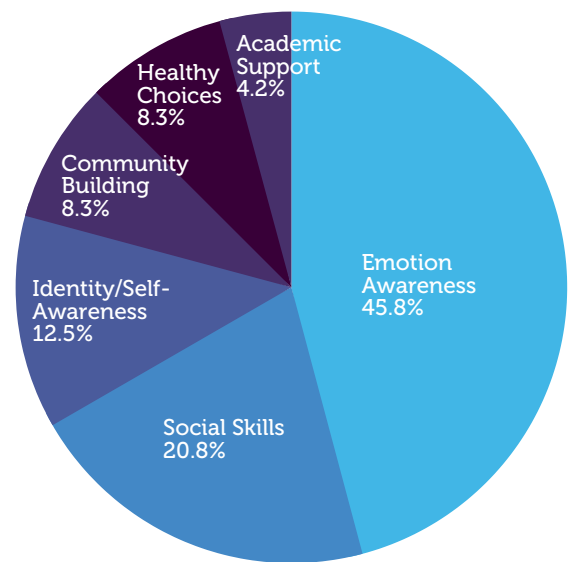


CLASSROOM INTERVENTIONS

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

CLASSROOM INTERVENTIONS IN PRACTICE

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



Primary Focus of Classroom Interventions
(N = 24 Classroom Interventions)



BREAK FREE FROM DEPRESSION

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



SOCIAL SKILLS

4th graders engaged in activities to promote empathy, strengthen perspective taking, and improve conflict resolution.



PEER MENTORING PROGRAM

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



CHILL SKILLS

7th grade students learned about stress, anxiety, and various ways to relax.



Students Said:

“

"I learned a lot from this lesson and it helped me realize when I'm struggling with stress and when I'm dealing with anxiety."

"I am really thankful to have the opportunity to learn about this topic and I am getting out of [high school] with a new perspective about health and well-being and ways to improve it, so thank you so much."

"I enjoyed talking to my mentor and I felt very connected with her and her stories, I felt like I could be myself with her."

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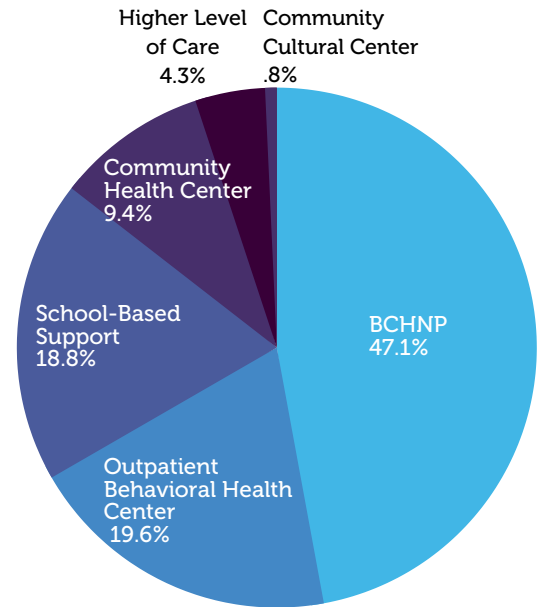
Early Intervention

For students who are demonstrating early signs of behavioral health concerns, these services involve brief targeted group interventions, referrals for additional supports, and/or care coordination to promote resilience and reduce the risk of elevated concerns.

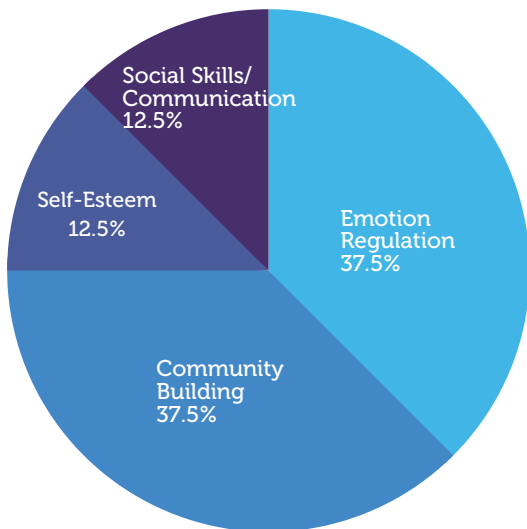
CARE COORDINATION



Care coordination involves working collaboratively with students, caregivers, school staff, and community professionals to assess needs, support access to appropriate referrals for additional behavioral health services, and facilitate communication amongst adults involved in students' lives.



Referral Sites for Students Referred to Additional Services (N = 138 Referrals for 145 Students)



Primary Focus of Targeted Groups (N = 8 Targeted Groups)

TARGETED GROUPS

Targeted groups involve working with small groups of students together to build social-emotional skills.



TARGETED GROUPS IN PRACTICE



LGBTQ+ LUNCH

Students created an LGBTQ+ and allies inclusive space for community building and peer to peer support.



GIRLS' GROUP

Students created space for community building, exploring their identities, and improving self-esteem.



WRECK YOUR DEC(LAMATION)

Students together discussed and practiced strategies for managing presentation-related anxiety.



LUNCH BUNCH

Kindergarten 2 students worked on regulating their emotions and bodies, turn-taking, and communication skills.

Students Said:

“

*"Que estoy muy agradecida por todo en este grupo gracias por ayudarnos en tanto."**

"I liked it a lot and I hope that I'll be able to do it again in the future."

*"Estuvo maravilloso."***

"I liked how I met new people with their own experiences."

”

* "I am very grateful for everything in this group thanks for helping us so much."

** "It was wonderful."

Clinical Intervention

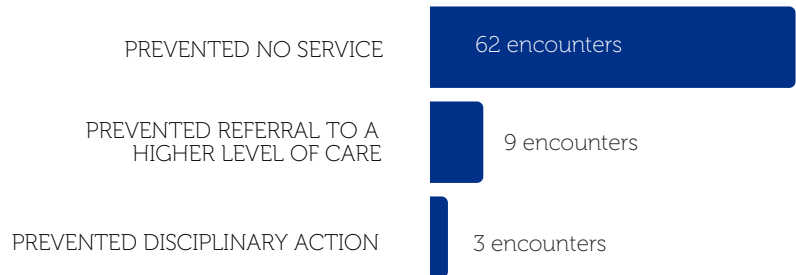
Some students have immediate, urgent, or clinically significant behavioral health needs. Our clinical intervention services involve providing or referring students for crisis assessment, crisis intervention, and/or ongoing clinical treatment to address these needs.

CRISIS INTERVENTION



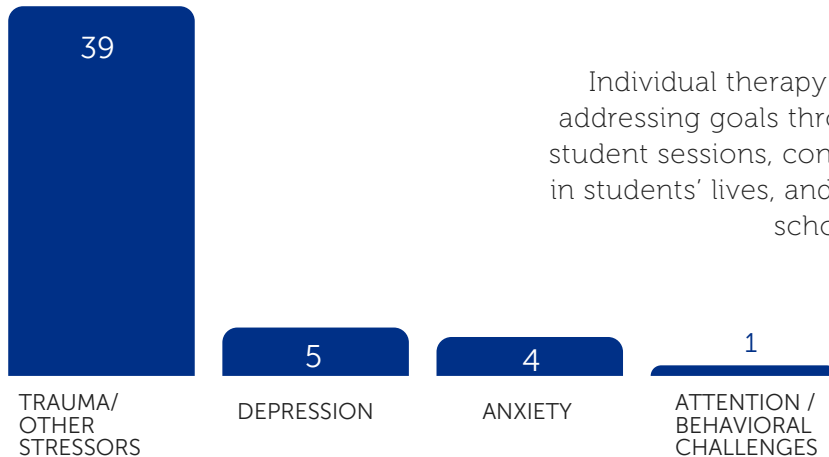
Crisis intervention may involve assessment, providing support, discussing coping strategies, referral to more acute care, and/or consultation with other adults involved in students' lives.

BCHNP's presence in the school during a crisis prevented the following adverse outcomes:



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.



Primary Focus of Supports for Students Engaged in Individual Therapy (N = 49 Students)





STUDENTS, FAMILIES, & SCHOOL STAFF MEMBERS SAID:

"The BCHNP clinician is an extremely respectful and considerate person. She always listened to what I had to say, no matter how irrational or silly it may have been. In addition to this, she has amazing advice and has helped me grow to be kinder to myself, and helped me learn coping skills that I use often. I am very thankful to have had her as a support at school."

- Student Participating in Individual Therapy

"The BCHNP clinician is truly exceptional. She went above and beyond to help my son... She was always great with communication. She made an incredible difference in our lives. As a woman of color who could relate to my son's background, it made a significant impact on his healing."

- Parent of a Student Participating in Individual Therapy

"The BCHNP clinician creates a very close connection with students and their families which makes them comfortable to express themselves. She creates reachable goals that are very clear and works as a team with teachers, families, and the student."

- Teacher of a Student Participating in Individual Therapy

The Training And Access Project (TAP)

TAP provides professional development and consultation services focused on building the capacity of school communities to address social, emotional and behavioral health.

BUILDING PARTNERSHIPS



TAP expanded the reach of our program by shifting to a district-wide approach. We partnered with the newly formed Office of Social Work. In addition, we collaborated with a BPS committee to share best practices for building Student Success Teams.

SUPPORTING PROFESSIONAL LEARNING COMMUNITIES FOR SOCIAL WORKERS

TAP consultants collaborated with BPS leadership to support the design and implementation of a peer-facilitated supportive space for social workers (Professional Learning Communities; PLCs).

TAP consultants facilitated a PLC specifically for social workers leading regional PLCs.

Regional PLCs supported social workers through:

Strengthening Community

Providing Peer Support



Sharing Resources

Supporting Practice Across Schools

161

Social Workers Reached in

121

Boston Public Schools

SUPPORTING STUDENT SUCCESS TEAMS



TAP developed two online trainings to support the implementation of Student Success Teams across BPS. School staff and leaders were able to hear about the initial steps of building an SST.

- **Building Student Success Teams:** Important considerations for building SST teams including building trust, protocols, and strategies for sharing purpose and process with their school communities.
- **Student Success Teams Round Table Discussion: Conversations with Members of Boston Public Schools' Student Success Teams:** A roundtable discussion facilitated by TAP featuring BPS staff discussing their experiences and best practices.



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WHEN ASKED WHAT THEY LIKED ABOUT SUPPORT FROM TAP, BPS SOCIAL WORKERS SAID:

"It was helpful to hear from TAP folks to brainstorm how to improve our supports/facilitations for PLCs."

"Planning together and being in community."

"I like that we have focused on district priorities while also having room to address specific needs of our individual groups."

|
— ”

TAP Online



Over the years, the Training and Access Project (TAP) Online has developed [six self-paced trainings for educators](#), [a series for supporting students returning to school following the impact of the pandemic](#), and [a documentary and resource guide for families coping with anxiety](#). All projects feature community members, including educators, families, and students, sharing their own experiences, challenges, and strategies. To date, 9,095 participants have been reached across all TAP Online formats described below.



To expand outreach, access, and audience, TAP Online utilized new formats and produced two unique projects during the 2021-2022 school year:



WEBINAR

Understanding Anxiety in Schools: Sharing Strategies from Students, Families, and School Staff

In November 2021, TAP hosted a [webinar](#) featuring an educator roundtable along with tips and tools for educators looking to support students that are coping with anxiety.

PODCAST SERIES

Views of Resilience: What School Communities and Families Learned During the Pandemic

In August 2022, TAP released a [podcast series](#) consisting of 3 compelling and inspiring episodes featuring educators, families, and students sharing ways in which they have demonstrated strength and care for one another, how the school environments have adapted to support them, and learnings and strategies they will bring into the school year ahead.



All TAP Online formats focus on sharing:

COMMUNITY
MEMBER VOICE



KNOWLEDGE



STRATEGIES



RESOURCES



IDEAS FOR
CONTINUED
LEARNING





TAP ONLINE PARTICIPANTS SAID:

“

"I feel more confident about helping students and families with social emotional learning."

"This training has provided me with an understanding of why certain behaviors occur and how to design interventions to improve a student's success."

"This training will allow me to be more mindful when working with kids."

"I enjoyed how the training was organized and broken up into short clips for time to reflect, go back and listen again, or research more about the topic."

”



LOOKING AHEAD

As we enter the 2022-2023 school year and our 21st program year, BCHNP will continue to grow our long standing school partnerships and our training and consultation model in multiple ways. We are excited to share the news that we are relaunching our partnership with English High School. This will expand our partnership network to five BPS schools providing comprehensive behavioral health services and supports.

We also welcomed a new supervisor to our team, Kate Tetuan Parent, LICSW, who brings over 17 years of experience working in partnership with BPS. We look forward to Kate's collaboration with our team members, leadership team, and our partnering school leaders to continue to build bridges to enhance our program and partnerships.

In addition, we have recently merged the two initiatives in our Training and Access Project (TAP) to expand and streamline our work and utilize expertise within our program. We are excited to launch a [webinar series](#) and consultation model in partnership with the Department of Social Work at BPS during the 2022-2023 school year to support behavioral health clinicians working in Boston schools.

Across all BCHNP initiatives, we are committed to and actively working towards adapting and evolving our research and program evaluation efforts to reflect our work, mission, and goals.

BCHNP is honored to be a leading partner with BPS supporting students, families, educators, and school staff. We anticipate a productive year ahead filled with collaborative partnerships and initiatives in Boston and beyond.



ACKNOWLEDGMENTS

BCHNP is grateful for our partnerships and collaborations in the community and at Boston Children's Hospital. We would like to thank the Boston Public Schools for their support and ongoing partnership. We extend our gratitude to the leaders, teachers, and staff in our partner schools. We wish to acknowledge and thank the following individuals for their contributions and support:

At Boston Children's Hospital, we thank Kevin Churchwell, MD, CEO for the steadfast support. Shari Nethersole, MD, VP, Community Health and Engagement, John Riordan, MCRP, and the Office of Community Health have been instrumental in supporting our efforts in the Boston community. The efforts of Lynn Susman and her staff at the Boston Children's Hospital Trust have been critically important to sustaining BCHNP. We thank Joshua Greenberg, Esq., Vice President of Government Relations, and his staff in our joint efforts to impact child behavioral health care in the Commonwealth and across the nation. We are grateful to the Marketing and Communications Department for their 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 clinicians and staff who are dedicated to supporting students, staff, families, and school communities in the city of Boston and beyond. Through extraordinary circumstances, the BCHNP team continues to be inspiring in their commitment and thoughtfulness in their work with schools. We are grateful and extend appreciation to the BCHNP team.

This report was prepared by members of the BCHNP Research & Evaluation Team: Amy Kaye, PhD, Kathryn Moffa, PhD, Samantha Corralejo, PhD, Maureen Burns, BS, BA, Ethan Sanchez, BA, Rawan Alsahlawi, BA, Dayna Keane, MS, & Shella Dennerly, PhD, LICSW. A special thank you to Priscila Paulino, MS for helping with the report design and pictures, and to Peter Masters and Chun Chen, Software Engineers, and Ravi Yanumula for providing database support.

We would also like to thank Boston International Newcomers Academy (BINcA) for their participation in photos featured in this report.

A special thank you goes to the foundations and philanthropic donors of BCHNP. We would not exist if not for your generous support and contributions to this important work:

- 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
- Joseph and Louise Crane Foundation
- Fidelity Charitable Patriots Day Project
- George Harrington Trust
- Jane's Trust
- Jorge Ramos
- J.P. Morgan
- Karp Family Foundation
- Kidvestment
- Liberty Mutual Foundation
- Manton Foundation
- Marion Boynton Trust
- Newman's Own
- James and Kimberly Pallotta
- Peter Riehl and Allison Horne
- Rockland Trust - People's Federal Foundation
- Sidney A. Swensrud Foundation
- Tudor Foundation
- Robin and Marc Wolpow
- Waters Corporation