



INTERIM EDUCATION POLICY COMMITTEE

August 2020

NORTH
Dakota
Be Legendary.™



NORTH DAKOTA BEHAVIORAL HEALTH DIVISION

BEHAVIORAL HEALTH

A state of mental/emotional being and/or choices and actions that affect **WELLNESS**.

Preventing
and treating
depression
and anxiety

Preventing
and treating
substance use
disorder or
other
addictions

Supporting
recovery

Creating
healthy
communities

Promoting
overall well-
being

**BEHAVIORAL
HEALTH IS
HEALTH**



**COVID-19
BEHAVIORAL
HEALTH
RESOURCES
& SUPPORT**

SUPPORTING NORTH DAKOTA ADULTS AND BEHAVIORAL HEALTH PROVIDERS DURING THE COVID-19 PANDEMIC

The outbreak of the coronavirus (COVID-19) can be stressful for people. Fear and anxiety about a disease can be overwhelming and cause strong emotions. Finding ways to cope with the stress will help make you, the people you care about, and your community stronger.

Resources, tools and training available: www.behavioralhealth.nd.gov/covid-19



Looking for support during the COVID-19 pandemic for yourself or someone you love?

PROJECT RENEW, a new behavioral health program providing community support services and outreach to individuals impacted by the COVID-19 pandemic, in partnership with Lutheran Social Services of North Dakota.

Call 701-223-1510 (M-F between 8-5pm CT) OR email renew@lssnd.org. Visit projectrenew.nd.gov for information on coping and well-being, wellness tips, and who to call in a crisis situation.

Resources for Adults —

Employer Toolkit: Behavioral Health Resources During the COVID-19 Pandemic 📄

Loss, Grief and COVID-19: How to Support Someone 📄

Suicide Prevention: How to Help a Loved One

ND Commissioner of Veterans Affairs Challenge on Suicide Prevention

Recognize the signs of child abuse and neglect

Resources for Providers —

Resources for Providers

Coping with Stress during the COVID-19 Pandemic: For Emergency Responders 📄

Funding opportunities to increase mental health and substance use disorder treatment services during COVID-19 pandemic:

- **Request for Proposal for Mental Illness**

Resources for Children and Families —

Parents Lead 📄



EMPLOYER TOOLKIT

As an employer, you have a unique ability and responsibility to support the behavioral health of your employees as they navigate this challenging time. Having your workers know you are here to support them through these difficult times can make a world of difference for their mental and physical health.

This toolkit is a resource for you to support the behavioral health of your employees during this time.

www.behavioralhealth.nd.gov/covid-19

NORTH
Dakota | Behavioral Health
Be Legendary. HUMAN SERVICES

Employer Toolkit
BEHAVIORAL HEALTH RESOURCES
DURING THE COVID-19 PANDEMIC

A photograph of a woman with dark curly hair hugging a young girl with curly hair from behind. They are both smiling warmly. The woman is wearing a plaid shirt and a watch, and the girl is wearing denim overalls. They are in a kitchen setting with a wooden counter and a bowl of fruit in the background. The image is overlaid with a dark teal gradient on the right side.

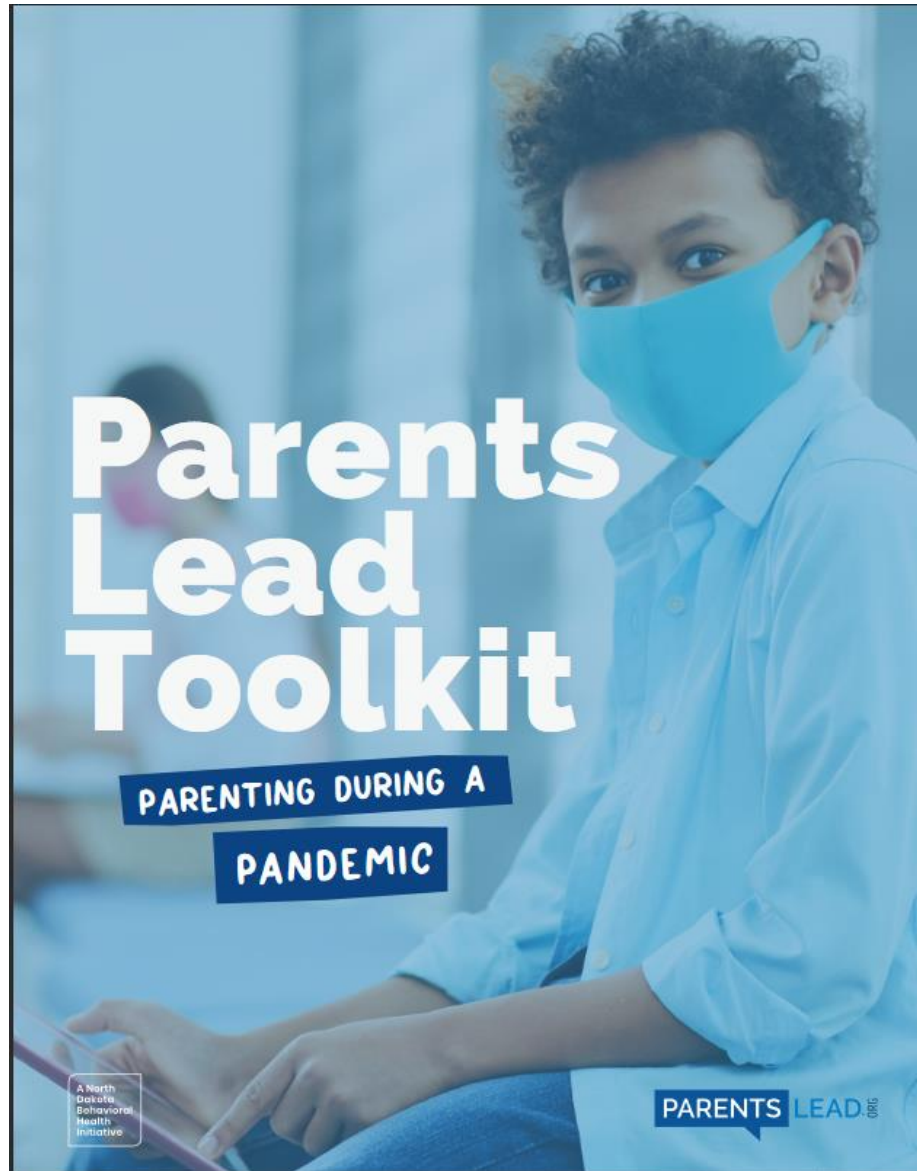
PARENTS LEAD.ORG

Parents, family members, and other trusted adults play an important role in helping children make sense of what they hear in a way that is honest, accurate, and minimizes anxiety or fear.

The start of school and fall activities can be stressful under normal circumstances, let alone during a pandemic. To help engage parents and children in open communication and support them through this transition, the North Dakota Department of Human Services' Behavioral Health Division has created a new toolkit for parents called **Parenting During a Pandemic**.

The new Parents Lead resource touches on a variety of topics, including:

- how to support children going back to school, whether they are going in-person a few days a week or participating in full-time distance learning
- balancing teleworking with children at home
- supporting a child when they are grieving the loss of activities
- knowing when a child is ready to stay home alone
- age-specific ideas on supporting children impacted by COVID-19 and much more!





Back to School During a Pandemic

Starting a new school year is a stressful time under the best of circumstances, let alone during a pandemic. Some of the best ways to support our children through another transition is to engage in open communication and role model healthy behaviors.

Lead By Example

Children often take emotional cues from key adults in

Listen

Give your child the gift of your ears! Provide a space for

When Your Child is Going Back to School

- ✓ Find out as much as you can about what the school has planned so you can prepare your kids—and yourself.
- ✓ Outline, as best as you can, what their new daily routine will be, and how drop off and pick up will go.
- ✓ Talk to your child about safety changes they will experience, such as wearing masks, differences in recess and lunchtimes to encourage social distancing, having less kids in their class, etc.
- ✓ Practice wearing a mask with your child. Have a daily “Mask On!” moment. Make a plan to wear masks around the house at certain times of day, like from 10-11 am, or during certain activities, like setting the table for meals. Have your child help you decide when.
- ✓ Practice washing your hands together and applying hand sanitizer as this will be an even bigger part of their daily routine.
- ✓ Add a family photo or a small special object to your child’s backpack to help keep them grounded when they are away from home.
- ✓ Remind your child (and yourself!), their school will do everything it can to keep everyone safe.
- ✓ Maintain healthy habits such as practicing mindfulness activities, eating right, getting enough rest and enjoying the fresh air outside together whenever possible.

When Your Child is Distance Learning

Understand your role: You are not expected to take the place of your students’ schoolteachers. Instead, you should play a support role. A good rule of thumb is to keep your children engaged and thinking critically. Even though staying home from school might feel like a holiday, remind your children that they are not on vacation. Remember that distance learning at home and learning at school won’t look the same — and that’s okay. Organic learning can happen in daily family life and that this is a unique opportunity to prioritize home and family, all while supporting your child’s learning.

Stay in touch: Teachers will mainly be communicating regularly through our online platforms and

Make space for learning: Your children will achieve their best work in a quiet, comfortable, and dedicated space devoted to learning. Ideally, this will be a different space than where they normally play games or watch television.

Set clear expectations: Parents should build time into their remote workday to assist with their students’ learning and schedule other activities they know their children will be able to do independently. Consider scheduling “office hours” when you’re available for school-related questions. For some children who really struggle with focusing, a basic visual checklist of tasks needed for a particular activity will

Take regular digital recesses: Make sure your children take plenty of breaks from computers in order to get time away from screens. Set alarms similar to those students would encounter at school and encourage them to get up, get some fresh air, have a snack and participate in physical activities. Kids need to move their bodies frequently throughout the day. Allow time for exercise before your child is expected to focus on a distance learning task. Some children are able to better focus on tasks when standing. Consider having your computer or tablet be on a raised surface so that your child can stand.

Don’t forget to have fun and prioritize well-being over



Creating Calm

DURING THE COVID-19 PANDEMIC

Anxiety is a basic human instinct that exists to alert us to potential danger. Unfortunately the number one mental health issue for children in the United States is having such an excess of anxiety it's classified as a disorder. Periods of transition, stress, and upheaval of routine can negatively influence a child's wellbeing if he or she is unable to effectively cope.

The COVID-19 pandemic is a bundle of transition, stress, and routine disruption, and everyone is feeling the effects in different ways. Children are isolated from their friends and from the routine school and extracurriculars, and some fear for the health and safety of themselves or their loved ones. Here are some things to watch for and ways to help your child through big feelings.



Recognizing Signs of Anxiety

Not all brains are created the same, and neither are the worries inside them. Different children have different anxiety triggers and there are countless ways children display panic.

Because there are so many ways to respond to feelings of anxiety, warnings often slip by under the mask of "bad" behavior. Common responses such as impulsivity, refusal to participate, inability to focus, anger and tantrums, trouble sleeping or eating, or general opposition can appear as willful defiance. However, major changes in behavioral patterns usually indicate severe stress.

These changes often result when children don't realize that what they're feeling is anxiety. Many may not have the language skills or ability to express what's going on inside of them, or they may not be able to tell the difference between anxiety and other feelings. Behaviors can result as a way to cope with this internal strain.

Talking to Your Child about COVID-19

Elementary School

The World Health Organization officially declared coronavirus a pandemic. Health experts predict that the virus and its impact on our communities are just beginning.



You play an important role in helping children and teens better understand what's happening and help them manage their own related worries or anxiety.

Here are some tips that can help:

School-age children will be more aware of what is going on. They have probably had discussions at school and with friends.

- ✓ Talk to your elementary age children. Explain what happened while reassuring them that you and your child's teachers will do everything to keep them healthy and safe.
- ✓ Children this age are also concerned about their own health, as well as that of family and friends. For example, they may have heard that kids aren't impacted by coronavirus but that older people are, triggering fears about grandparents. They may be worried about money if they know adults are off of work. Try to spend extra time together. This will provide extra reassurance.
- ✓ Don't be surprised if they are more irritable and touchy. Be extra patient.
- ✓ Limit media coverage.
- ✓ Try to continue normal home routines, especially at bedtime. If routines are disrupted due to school or after school activity closures, explain that this is part of the precautions grown-ups are taking to prevent people from getting sick. It doesn't mean that all of their teachers and friends are sick.
- ✓ If fear persists, point out all the things adults are doing to help and to prevent the virus from spreading. Children like to be helpful and feel like they can do something from hand washing to writing letters to nursing homes.
- ✓ Ask them if they have any questions. If they do, stick the facts and tell them what you know without exaggerating or overreacting. Use these resources to help them learn more about the virus:
 - "Understanding Corona Virus and How Germs Spread" - Brains On Podcast (plus a kid-centered series on news literacy called "Prove It.")
 - "Just for kids: A comic exploring the new coronavirus" - Minnesota Public Radio



How to Talk to Kids if a Family Member Becomes Seriously Ill with COVID-19

With media coverage and obvious changes to our daily routines, even the youngest children are aware that something big is happening. Your child may express anxiety over the unknown, or more specifically, fear of a loved one getting sick. If a loved one does get sick, acknowledge your child's feelings, whatever they are. Your child may want to help their family member while they are sick, but with strict contact guidelines they won't be able to physically be around them. Let them send letters, cards, art projects, and if your loved one is well enough- try out a video chat. If you need to seek out professional help, many facilities are offering telehealth services and can aid in dealing with heavy topics.

Remember that you are your child's number one source of strength and comfort. Taking care of yourself will better allow you to take care of your children, so make sure you have healthy outlets for all the different emotions you're feeling as well.

When Speaking About Your Loved One's Illness

Before starting the conversation, prepare yourself for success by maintaining awareness of your child's verbal abilities and previous experiences with illness and death. Keep in mind your child's attention span and find a time where you can tune out distractions. Be clear that the conversation is important, and keep it as focused on positivity as possible.

Explain in a factual manner what COVID-19 is, using reputable sources like the Center for Disease Control (CDC) and the World Health Organization (WHO). If your child voices concerns, respond honestly, trying to spare them from pain may only leave them more confused. Most importantly, be adamant they will always be taken care of.



WHEN
DAYS
FEEL LIKE
YEARS

Project Renew services, provided in partnership with Lutheran Social Services of ND, include:

- supporting community members in understanding physical and emotional reactions to COVID-19
- developing and improving coping strategies
- reviewing options, and connecting with other individuals and agencies that may be of assistance.

PROJECT
r e n e w

Call 701-223-1510.

8 a.m. to 5 p.m. CT, M-F

www.projectrenew.nd.gov



Enter Keywords



Home

About

Coping And Wellbeing

Know Who To Call

Wellness Tips

Contact



CRISIS HELP IS IN YOUR COMMUNITY

Get free and anonymous counseling

GET FREE AND ANONYMOUS BRIEF SUPPORT SERVICES AT 701.223.1510



ND RESPONSE

Find the up to date information on the coronavirus (statistics, case numbers, precautions)

[Learn more](#)



BEHAVIORAL HEALTH

Find behavioral health resources outside of coronavirus assistance (prevention, addiction, mental health)

[Learn more](#)



PARENTS LEAD

Find behavioral health resources for parents and caregivers

[Learn more](#)

[Feedback \(+\)](#)

Emergency Grants to Address Mental and Substance Use Disorders During COVID-19

The purpose of this program is to provide crisis intervention services, mental and substance use disorder treatment, and other related recovery supports for adults impacted by the COVID-19 pandemic.

AWARD DATES: April 2020 – August 2020

AWARD AMOUNT: \$2,000,000



Emergency COVID-19 Grant Grantees

Healthcare practitioners with mental illness

- Sanford Health

Individuals with mental illness

- Agassiz Associates

Individuals with substance use disorder

- Heartview
- Sharehouse

Individuals with serious mental illness

- DHS Human Service Centers (Regions 2, 4, 5, 6 and 7)

- NEW EFFORTS

- Prevention/Early Intervention Pilot Grant
- School Behavioral Health Grants
- Behavioral Health Resource Coordinator Support
- 1915i Medicaid State Plan Amendment

- WEB

PREVENTION AND EARLY INTERVENTION PILOT GRANT

The goal of the ND Prevention and Early Intervention Pilot Grant is to develop a pilot which demonstrates improvement to children's behavioral health in a school setting. The goal of this project is to learn with schools on how a fully integrated continuum of support could look in various schools throughout North Dakota.

The appropriation for this effort can be reviewed in Section 24 of Senate Bill 2012.

Simle Middle School (Bismarck Public Schools) was awarded the original Pilot funding in October 2018.

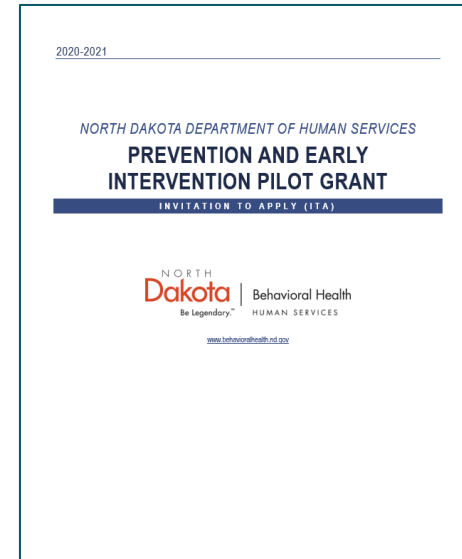
2019 Legislative Session established expansion of the pilot to included 2 additional schools serving rural and tribal schools.

PREVENTION AND EARLY INTERVENTION PILOT GRANT

Applications available August 3rd
Due September 15th

Applications will be accepted from North Dakota **public or private elementary or secondary schools** which are able to demonstrate the following criteria:

- Serves a majority tribal and/or rural population
- Leadership support for innovative solutions regarding behavioral health.
- Successful implementation of the Multi-Tier Systems of Support (MTSS). Preferred candidates will articulate their Tier 1 interventions along with evidence of data collected.
- Readiness to implement strategies within 30 days of award.
- Ability to develop and implement a sustainability plan once the grant funds end.

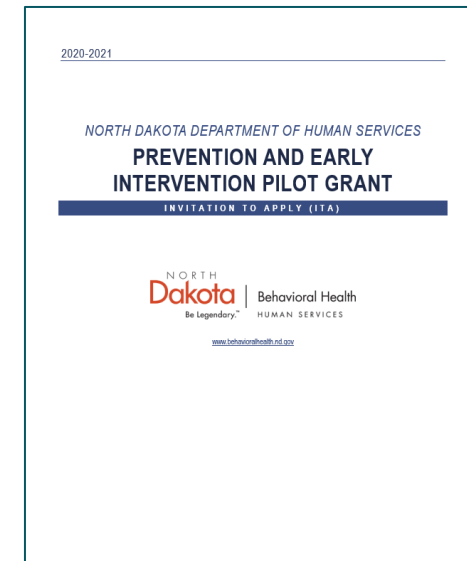


PREVENTION AND EARLY INTERVENTION PILOT GRANT

Grants up to \$75,000 will be awarded by October 1, 2020

Implementation period of the grants will be for the 2020-2021 school year.

Simple Middle School implementation resources and support will be available to awarded grantees. These resources include step by step implementation guide, assessment tools, templates, data collection, team to team coaching, onsite support, etc.



BEHAVIORAL HEALTH SCHOOL GRANT

(EFFECTIVE JULY 1, 2020)

Applications available end of August
Open applications until funding is exhausted.

The sum of \$1,500,000 for the purpose of providing behavioral health services and support grants to school districts to address student behavioral health needs.

- To be eligible to receive a student behavioral health grant, a school district must submit a plan to the department of human services detailing collaboration with other regional school districts regarding student behavioral health needs and the use of grant funding to develop student behavioral health interventions.
- A school district may not use grant funding to duplicate or fund existing services.

BEHAVIORAL HEALTH RESOURCE COORDINATOR SUPPORT

Post Request for Proposal August

Launch of support services October/November

To include:

- Behavioral health and prevention resources
- Emergency medical contacts and resources
- Links to applicable grants and funding
- Multi-tiered Systems of Support (MTSS) resources
- Professional development resources
- Webinars/trainings

1915(I) MEDICAID STATE PLAN AMENDMENT

During the 2019 legislative session, North Dakota lawmakers authorized the Department of Human Services (Department) to create a Medicaid 1915(i) State Plan Amendment.

The amendment allows North Dakota Medicaid to pay for additional home and community-based services to support individuals with behavioral health conditions.

ELIGIBILITY

North Dakota's 1915(i) Medicaid State Plan Amendment draft proposes to serve individuals meeting the following eligibility criteria:

1. The individual is age **0+**; and
2. The individual is **currently Medicaid or Medicaid Expansion Eligible**; and
3. The individual **resides and will receive services in a setting meeting the federal home and community-based setting requirements**, and
4. The individual has a **diagnosis of mental illness, substance use disorder, or traumatic brain injury**, excluding intellectual disability or developmental disability, identified in the most recent diagnostic and statistical manual.

In addition, the participant must also meet the following needs-based eligibility criteria:

*Have a **functional impairment**, which substantially interferes with or substantially limits the ability to function in the family, school or community setting, as evidenced by a complex score of 50 or higher on the WHODAS 2.0.*

1915(I) MEDICAID STATE PLAN AMENDMENT PROCESS

- Individual is approved for Medicaid or Expansion
- Individual is approved for 1915i
 - Diagnosis, Community Setting, Functional Impairment
- Care Coordination Agency is responsible to develop a Person-Centered Care Plan
- Individual receives services identified in their individualized care plan
- Quarterly meetings with the care coordinator to assess implementation of the plan and ongoing needs
- Annual eligibility renewal

CURRENT MEDICAID/EXPANSION

Reimbursable services currently include but are not limited to:

- Assessment and Diagnosis
- Testing
- Individual Therapy
- Group Therapy
- Rehabilitation Services
- Speech Therapy
- Occupational Therapy
- Targeted Case Management
- Transportation
- Medication
- Addiction Treatment Services

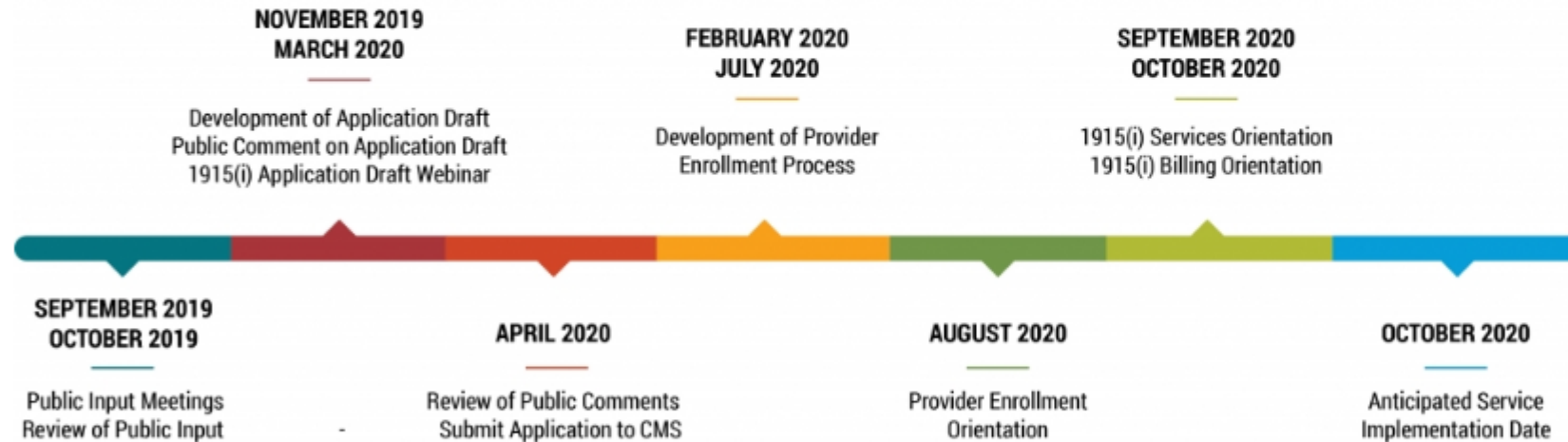
SERVICE TYPE	DESCRIPTION	AGE
Care Coordination	Coordinates participant care, develops Person-centered Plan of Care plan of care and assists individuals with gaining access to needed 1915(i) and other services.	0+
Training and Supports for Caregivers	Service directed to individuals providing unpaid support to a recipient of 1915(i) services. Services are provided for the purpose of preserving, educating, and supporting the family and/ or support system of the individual.	0+
Community Transitional Services	Non-recurring basic household set-up expenses for individuals transitioning from certain institutions to a private residence where the person is directly responsible for his or her own living expenses. Transition Coordination services are also available	0+
Benefits Planning	Assists individuals considering employment with making informed decisions regarding public benefits and work incentives. Counselors are knowledgeable on public benefits, including Social Security Disability Insurance (SSDI), Supplemental Security Income (SSI), Medicare, Medicaid etc.	0+
Non-Medical Transportation	Assists participants with transportation needs to gain access to services, activities and resources, as specified by their plan of care.	0 to 21
Respite	Provided to participants unable to care for themselves. Furnished on a short-term basis because of the absence or need for relief of persons who normally provide care for the participant.	0 to 21
Prevocational Training	Assists participants with developing general, non-job-task-specific strengths and skills that contribute to paid employment	18+
Supported Education	Assists participants who want to start or return to school or formal training with a goal of achieving skills necessary to obtain employment.	5+
Supported Employment	Assists participants with obtaining and keeping competitive employment at or above the minimum wage.	14+
Housing Support Services	Assists participants with accessing and maintaining stable housing in the community.	Six months prior to 18 th birthday
Peer Support	Trained and certified individuals with lived experience as recipients of behavioral health services promote hope, self-determination, and skills to participants to achieve long-term recovery from a behavioral health disorder.	18+
Family Peer Support	FPSS provide a structured, strength-based relationship between a Family Peer Support provider and the parent/family member/caregiver for the benefit of the child/youth.	Families with children under age 18

1915(i) Medicaid State Plan Amendment

During the 2019 legislative session, North Dakota lawmakers authorized the Department of Human Services (Department) to create a Medicaid 1915(i) State Plan Amendment. The amendment allows North Dakota Medicaid to pay for additional home and community-based services to support individuals with behavioral health conditions.

[Download the Application](#)

Project Status



In April 2020, the Department submitted the 1915(i) Medicaid State Plan Amendment Application to the Centers for Medicare & Medicaid Services (CMS) for review. The Application describes who is eligible, the process for enrollment, what services are available, what providers can render services, and how quality will be assured.

Following the submission, CMS and the Department will engage in a back and forth process of feedback and revisions until CMS grants final approval of the application.

Sign up for updates!

Get news from Behavioral Health Division in your inbox.

* Email

By submitting this form, you are consenting to receive marketing emails from: Behavioral Health Division, 1237 W Divide Ave, Bismarck, ND, 58501, US, <https://www.behavioralhealth.nd.gov/>. You can revoke your consent to receive emails at any time by using the SafeUnsubscribe@ link, found at the bottom of every email.

[Emails are serviced by Constant Contact.](#)

[Sign Up!](#)

INTERESTED IN ENROLLING AS A 1915(I) MEDICAID PROVIDER?

Register now for an upcoming
training session.

August 19, 2020

10-11:30 am

OR

1-2:30 pm

www.behavioralhealth.nd.gov/1915i/trainings



[Home](#) / Behavioral Health and Education

Behavioral Health and Education

ND Behavioral Health and Education Integration Efforts

[Timeline](#)

[Behavioral Health and Education Integration Update](#) (July 2020)

[ND Behavioral Health Transformation overview](#) (Spring 2020)

Watch Pamela Sagness, director of the Behavioral Health Division in the North Dakota Department of Human Services provide a presentation at the 2019 Governor's Summit on Innovative Education.



Upcoming Opportunities

Prevention and Early
Intervention Pilot Grant

[Learn More](#)

Behavioral Health School Grant
Funding

[Learn More](#)

Behavioral Health Resource
Coordinators

[Learn More](#)

1915(i) Medicaid State Plan
Amendment

[Learn More](#)

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Behavioral Health

HUMAN SERVICES

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