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
COVID-19 BEHAVIORAL HEALTH RESOURCES & SUPPORT
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.
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
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 their lives. Provide a space for regular conversations about the day.

Listen
Give your child the gift of your ear! Provide a space for them to talk about their feelings and concerns.

When You 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.
- Cultivate 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 it a plan to wear masks, not the house at certain times of day, like from 9-11 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 at the door. Even non-routine handwashing will be an even bigger part of their daily routine.
- Add a family photo or a special small object to your child’s backpack to help keep them grounded when they are away from home.
- Reinforce your child’s sense that 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 finer air outside together whenever possible.

When You Child is Distance Learning

Understand your role. You are not expected to take the place of your students’ schoolteachers. Instead, you should play a supportive role. A good rule of thumb is to keep your children engaged and thinking critically. Even though dialing 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, as well as 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 struggle with focusing, a basic visual checklist of tasks needed for a particular activity will help.

Take regular digital breaks: Make sure your children take plenty of breaks from computers in order to get some time away from screens. Set alarms similar to those students would encounter at school and encourage them to get up, get some fresh air, and 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 fears are rooted in the same, and neither are the worries inside them. Different children have different anxiety triggers and there are countless ways children display it.

Because there are so many ways to respond to feelings of anxiety, warning signs may not always be clear. Common responses such as irritability, restlessness, fear of failure, anger, and sadness. Trouble sleeping or eating, or general agitation can appear as mild to mild to severe. However, major changes in behavioral patterns usually indicate severe anxiety.

These changes often result when children don’t realize 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 link the difference between anxiety and other feelings. Behaviors can result in a way to cope with the internal chaos.

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 is 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:

- **Talk to your elementary-aged child.** Explain what’s happening while reassuring them that you and your child’s teachers will do everything to keep them healthy and safe.
- **Children this age are often 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 out of work. To cope, spend time together. This will provide extra reassurance.
- **Don’t be surprised if your child is more irritable and talkative.** Be extra patient.
- **Limit media coverage.** Try to continue normal home routines, especially at bedtime. If routines are disrupted due to school or other school activities, 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 your teachers and friends are sick.

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

With media coverage and obvious changes to your 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 be accessed with heavy topics.

Remember that 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 staring 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 talk without distractions. Be clear that the conversation is important, and keep it as focused and empathetic as possible.

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

Call 701-223-1510. 8 a.m. to 5 p.m. CT, M-F

www.projectrenew.nd.gov
www.projectrenew.nd.gov
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
<table>
<thead>
<tr>
<th>Category</th>
<th>Grantees</th>
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</thead>
<tbody>
<tr>
<td>Healthcare practitioners with mental illness</td>
<td>• Sanford Health</td>
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<tr>
<td>Individuals with mental illness</td>
<td>• Agassiz Associates</td>
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<tr>
<td>Individuals with substance use disorder</td>
<td>• Heartview</td>
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<td></td>
<td>• Sharehouse</td>
</tr>
<tr>
<td>Individuals with serious mental illness</td>
<td>• DHS Human Service Centers (Regions 2, 4, 5, 6 and 7)</td>
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• **NEW EFFORTS**
  - Prevention/Early Intervention Pilot Grant
  - School Behavioral Health Grants
  - Behavioral Health Resource Coordinator Support
  - 1915i Medicaid State Plan Amendment

• **WEB**
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.
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.
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.

Simle 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.
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.
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
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.
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
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
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<tr>
<th>SERVICE TYPE</th>
<th>DESCRIPTION</th>
<th>AGE</th>
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<tbody>
<tr>
<td>Care Coordination</td>
<td>Coordinates participant care, develops Person-centered Plan of Care plan of care and assists individuals with gaining access to needed1915(i) and other services.</td>
<td>0+</td>
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<tr>
<td>Training and Supports for Caregivers</td>
<td>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.</td>
<td>0+</td>
</tr>
<tr>
<td>Community Transitional Services</td>
<td>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.</td>
<td>0+</td>
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<tr>
<td>Benefits Planning</td>
<td>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.</td>
<td>0+</td>
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<tr>
<td>Non-Medical Transportation</td>
<td>Assists participants with transportation needs to gain access to services, activities and resources, as specified by their plan of care.</td>
<td>0 to 21</td>
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<tr>
<td>Respite</td>
<td>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.</td>
<td>0 to 21</td>
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<tr>
<td>Prevocational Training</td>
<td>Assists participants with developing general, non-job-task-specific strengths and skills that contribute to paid employment</td>
<td>18+</td>
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<tr>
<td>Supported Education</td>
<td>Assists participants who want to start or return to school or formal training with a goal of achieving skills necessary to obtain employment.</td>
<td>5+</td>
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<tr>
<td>Supported Employment</td>
<td>Assists participants with obtaining and keeping competitive employment at or above the minimum wage.</td>
<td>14+</td>
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<tr>
<td>Housing Support Services</td>
<td>Assists participants with accessing and maintaining stable housing in the community.</td>
<td>Six months prior to 18th birthday</td>
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<tr>
<td>Peer Support</td>
<td>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.</td>
<td>18+</td>
</tr>
<tr>
<td>Family Peer Support</td>
<td>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.</td>
<td>Families with children under age 18</td>
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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

<table>
<thead>
<tr>
<th>NOVEMBER 2019</th>
<th>MARCH 2020</th>
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<tr>
<td>Development of Application Draft</td>
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<td>Public Comment on Application Draft</td>
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<td>1915(i) Application Draft Webinar</td>
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<th>JULY 2020</th>
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<td>Development of Provider Enrollment Process</td>
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<td>1915(i) Services Orientation</td>
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<tr>
<td>1915(i) Billing Orientation</td>
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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.
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
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

Behavioral Health School Grant Funding

Behavioral Health Resource Coordinators

1915(i) Medicaid State Plan Amendment
behavioralhealth.nd.gov