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
**TIMELINE**

- **August 3**
  - Prevention and Early Intervention Pilot Grant Application live

- **August 10 (approximately)**
  - Behavioral Health Resource Coordinator Support Request for Proposal posted

- **End of August**
  - School Behavioral Health Grant Application live (ongoing application and award period while funding is available)

- **Sept. 15**
  - Prevention and Early Intervention Pilot Grant Applications due

- **Oct. 1**
  - 1915(i) services reimbursable
  - Prevention and Early Intervention Pilot Grant to be awarded

- **November**
  - Behavioral Health Resource Coordinator Support Implementation
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.
BEHAVIORAL HEALTH RESOURCE COORDINATOR SUPPORT

Post Request for Proposal mid-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
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
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.
• 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
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<thead>
<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 needed services 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>
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<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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<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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<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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<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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<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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<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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<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>
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</table>
| 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

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Project Status

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<td>Development of Application Draft</td>
<td>Public Comment on Application Draft</td>
<td>Development of Provider Enrollment Process</td>
<td>1915(i) Services Orientation</td>
<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
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.
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.
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 well-being 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 setting. And as some parents struggle with work and family life, they may feel the pressure to hold their own. Here are some things to watch for and ways to help your child through big feelings.

Not all tears are cried 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, warnings often vary. But under the name of ‘stress,’ common responses such as irritability, refusal to participate, moodiness, anger and irritability, trouble sleeping or eating, or general opposition can appear as with any wild animal. However, major changes in behavioral patterns usually indicate severe stress.

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

Recognizing Signs of Anxiety

Talking to Your Child about COVID-19

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:

Talk to your elementary age children. Explain what happened while reassuring them that you and your children have done everything to keep them healthy and safe.

Children this age are also concerned about their own health as well as that of their 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.

Try to speak only in simple words. This will provide extra reassurance.

Don’t be surprised if they are more inattentive 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 activities being suspended, explain that this is part of the precautions being taken to prevent people from getting sick. It doesn’t mean that all of their 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 our daily routines, even the youngest children are aware that something new 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 seen in dealing with heath 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. Help in mind your child’s attention span and find a time when you can tune out distractions. Be clear that the conversation is important, and keep it as focused and positive as possible.

Explain in a factual way 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 by only tell them more confusing. 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
CRISIS HELP IS IN YOUR COMMUNITY
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)

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

PARENTS LEAD
Find behavioral health resources for parents and caregivers
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NEXT STEPS

- Implementing the efforts and grant announcements
- Program specific webinars/trainings
- Scenarios
- How can K-12 get involved?
Behavioral Health and Education

ND Behavioral Health and Education Integration Efforts

**Timeline**

**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.

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Upcoming Opportunities

- **Prevention and Early Intervention Pilot Grant**
- **Behavioral Health School Grant Funding**
- **Behavioral Health Resource Coordinators**
- **1915(i) Medicaid State Plan Amendment**

[Learn More](#)  [Learn More]  [Learn More]  [Learn More]