

# Best Practices in Florida: A Review of a Model Protocol for Mobile Response Teams in Schools

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# Statutory Mission of Louis de la Parte Florida Mental Health Institute

## FMHI Contributions to House Bill 945

- For more than 45 years, FMHI has strived to contribute to a sustainable well being within the community, particularly that of our children. The work that FMHI has done over the years has supported positive change around critical issues in children's mental health through local and statewide alliances.
- FMHI was established by the Florida legislature and is well versed in the field of children's mental health. This charge followed from the role that FMHI has played in the state
- FMHI was charged with developing a best practices response protocol for schools to use mobile response teams (MRT) when students are experiencing a behavioral health crisis and have been assessed to be at risk for harming themselves or others.

# House Bill 945 – MRTs and Schools

- The



**SAMHSA's National Guidelines for Behavioral Health Crisis Care:**  
**Minimum Expectations** to Operate a Mobile Crisis Team Services

**Mobile crisis team services**

## SAMHSA's National Guidelines for Behavioral Health Crisis Care:

Best Practices to Operate Mobile Crisis Team Services

Meet the minimum expectations to Operate a Mobile Crisis Team Services **and:**

1. Incorporate peers and trauma informed practices within the mobile crisis team;
2. Respond without law enforcement accompaniment unless special circumstances warrant inclusion in order to support true justice system diversion;
3. Implement real time **law** — -

## Best Practices: MRTs, Youth, and Schools

### Community Based Mobile Crisis Team Services

- 24/7/365 crisis response teams response
- Respond within 60 minutes may include telehealth
- Specialized crisis de escalation training
- Skills to navigate family systems and the local system of care



## Community based MRTs

Engage individuals in counseling throughout the encounter and intervene to de-escalate the crisis. The goal is not just to determine a needed level of care to which the individual should be referred, but to resolve the situation so a higher level of care is not necessary.



Triage/Screening

Assessment

De-Escalation  
and Resolution

Consider the skills needed by your Local Mobile Crisis team to responds to School crisis then respond to the poll

Specialized Training in:

- 1.
- 2.
- 3.

Familiar with these school specific issues:

- 1.
- 2.
- 3.
- 4.

Assessing the student for:

- 1.
- 2.
- 3.
- 4.



Identify a evidenced training requirement for Teachers and School based mental health professionals that respond to a student experiencing a mental health crisis?

trained in :

- Escalation cycle across the developmental continuum
- Developmentally appropriate de-escalation skills
- Culturally responsive crisis management including supporting the unique strengths and needs of black, indigenous, people of color, and LGBTQ+ youth and families;



Identify a fundamental school specific issue that MRTs and School based mental health professionals must be familiar to effectively respond to a student experiencing a mental health crisis?

Familiar with these  
school specific issues:

- School –specific concerns and procedures
- Parental Consent and Confidentiality
- Community supports for students with emotional and behavioral needs.
- The array of child and adolescent supports and service delivery options

Identify an area of assessment that MRTs and School based Mental Health professional must be able to provide when responding to students experiencing a mental health crisis?

(type your response in the chat)

## Assessing the student for:

- 1.
- 2.
- 3.

Identify an area of assessment that MRTs and School based Mental Health professional must be able to provide when responding to students experiencing a mental health crisis?

### Trained in:

- Escalation cycle across the developmental spectrum
- Developmentally appropriate de-escalation skills
- Culturally responsive crisis management including supporting the unique strengths and needs of black, indigenous, people of color, and LGBTQ+ youth and families;

### Familiar with:

- School –specific concerns and procedures
- Parental Consent and Confidentiality
- Community supports for students with emotional and behavioral needs
- The array of child and adolescent supports and service delivery options

### Assessing for:

- Child abuse, neglect, and family violence
- Appropriate and available community service delivery options
- Parent readiness and ability to implement recommendation and interventions



# Summary

## MRT's

1. Help youth who are experiencing a crisis event to experience relief quickly and to resolve the crisis situation when possible;
2. Meets individuals in an environment where they are comfortable; and
3. Provides appropriate care/support while avoiding unnecessary law enforcement involvement, Baker Act initiation and hospitalizations.

# The Best Practices Protocol: MRTs and Schools

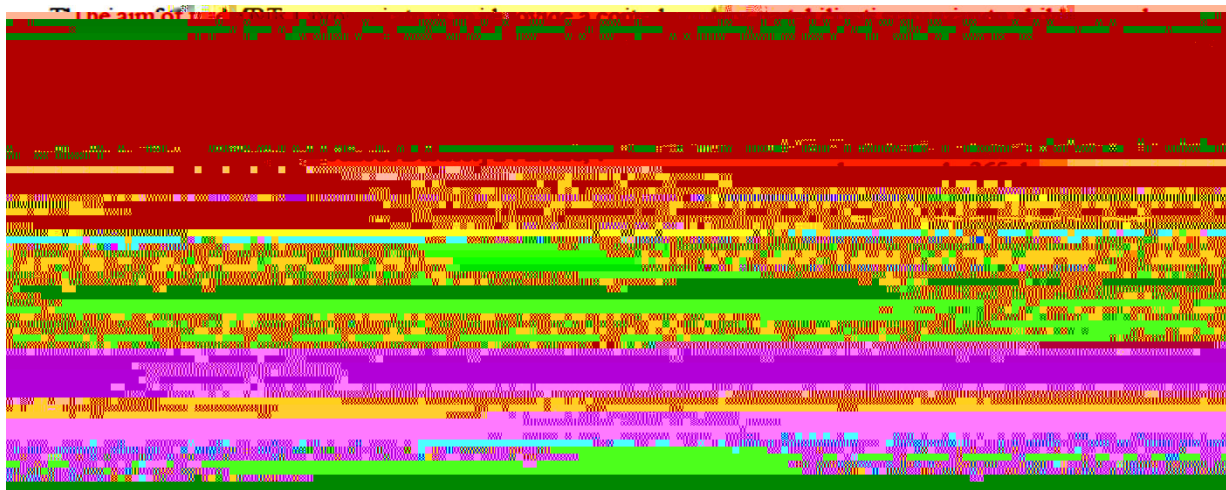
## 9 Memorandum of Understanding (MOUs)

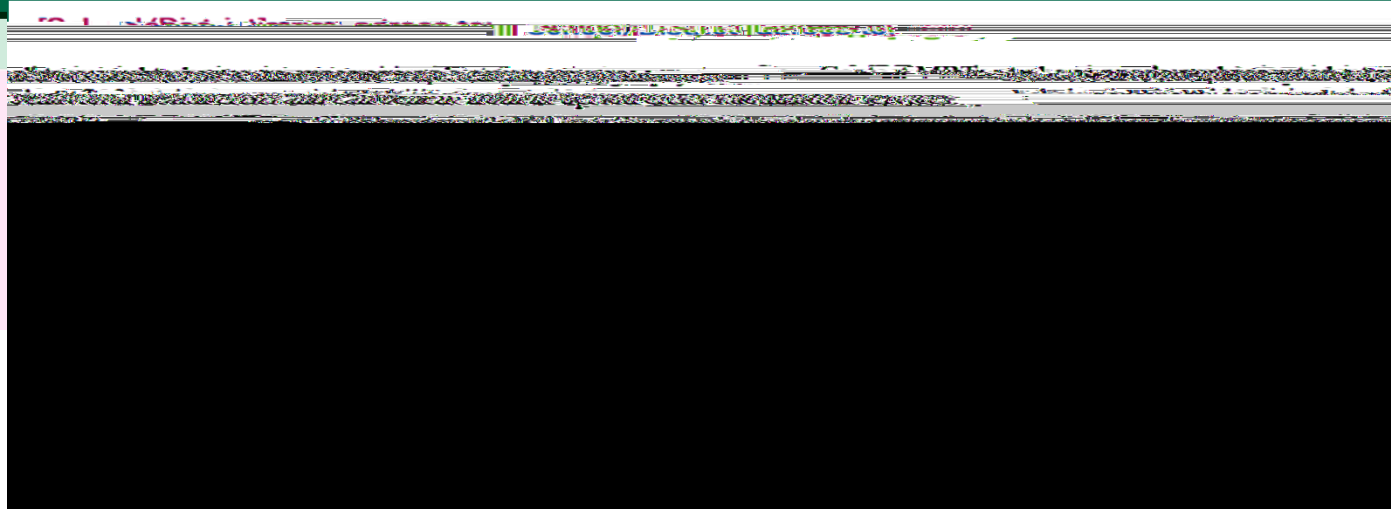
1. Florida MRTs
2. National Model Connecticut State Model of MOUs between MRTs and Schools  
(<https://www.mobilecrisisempst.org/moa/>)

## 9 Parental Consent

1. Schools –
2. Law Enforcement
3. MRTs

## 9 Community and School Based Mental Health Professionals







# Florida

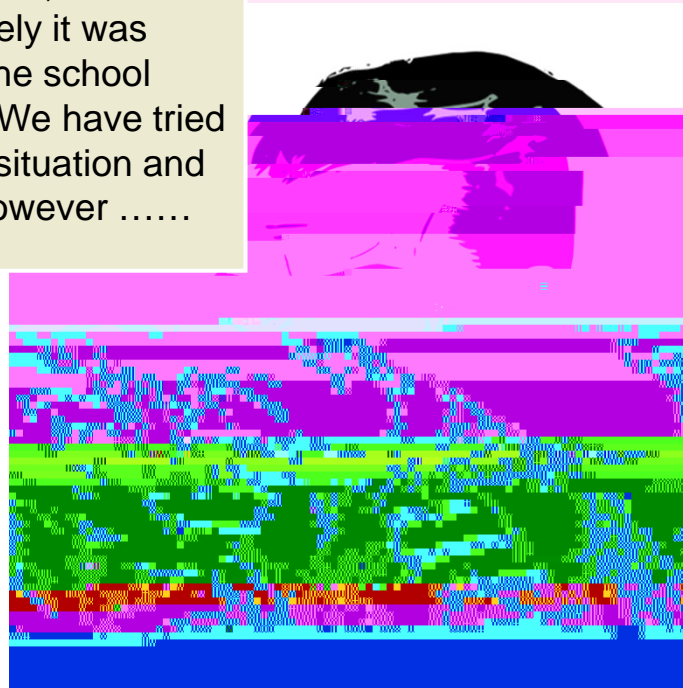
## 9 Parental Consent

1. Schools –
2. Law Enforcement
3. MRTs



## Principal(or designee) and parental notification

Hello Parent,  
Yes, unfortunately it was  
discovered by the school  
counselor that .....We have tried  
to de-escalate the situation and  
provide support however .....





# The Best Practices Protocol: MRTs and Schools

9 Memorandum of Understanding (MOUs)

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# Community and School Based Mental Health Professionals

## Community

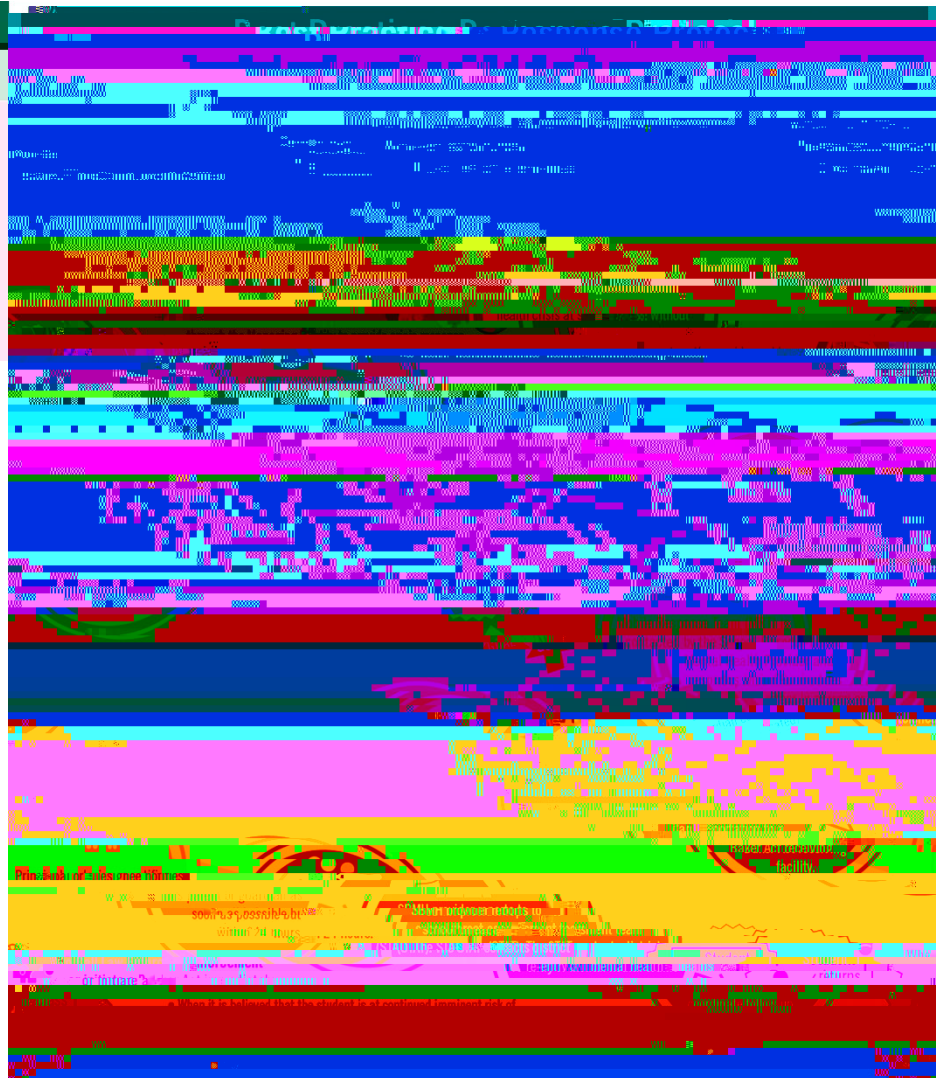
- Licensed - Dept. of Health
  - f*Florida Board of Psychology  
Psychologist
  - f*Office of School Psychology  
School Psychologist
  - f*Florida Board of Clinical Social Work, Marriage & Family Therapy and Mental Health Counseling
    - Licensed Clinical Social Worker
    - Licensed Marriage & Family Therapist
    - Licensed Mental Health Counselor

## Schools

- Certified - Dept. of Education
  - School Psychologist
  - School Counselor
  - School Social Worker
- Licensed (Dept. of Health)
  - School Psychologist
  - Psychologist
  - Licensed Clinical Social Worker
  - Licensed Marriage & Family Therapist
  - Licensed Mental Health Counselor

## Youth De escalation Effort in Schools

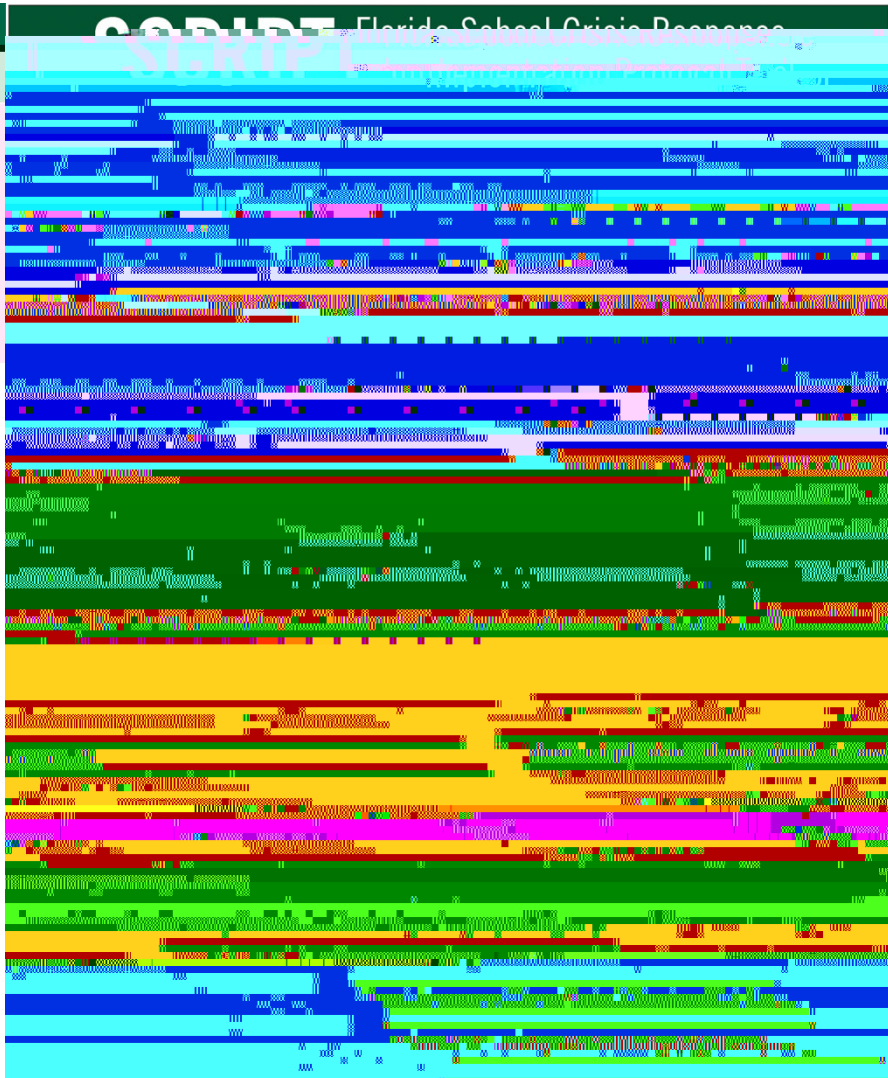
- What efforts are schools making to de escalate situations before calling law enforcement or MRT's?
  - o School Based Mental Health Providers highly trained in



[https://www.usf.edu/cbcs/fmhi/documents/hb\\_945/hb\\_modelprotocol](https://www.usf.edu/cbcs/fmhi/documents/hb_945/hb_modelprotocol)

# SCRIPT

## Florida School Crisis Response Implementation Plan



# The Best Practices Protocol: Mobile Crisis Response Teams and Schools

## 9MRT Identified Successes and Barriers

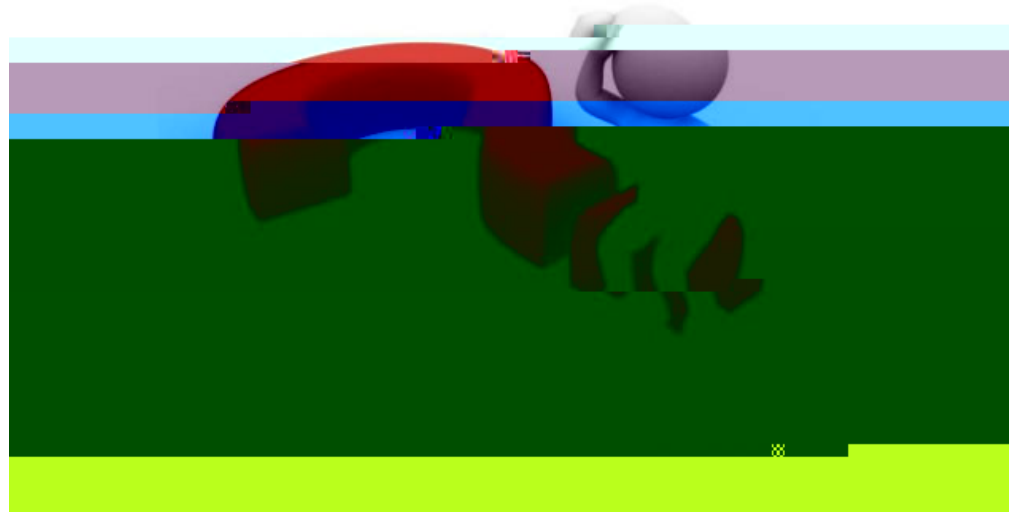
1. Building relationships with schools that have not previously utilized the use of MRTs have resulted in higher rates of diverting Baker Acts
2. Limited bandwidth of MRTs to respond to a high volume of calls while meeting the 60 minute response time criteria
3. MRTs help facilitate the transition process from MRT services to local services
4. Open and ongoing discussion to build a connection between Mental Health Services and MRT utilization

## 9School District Identified Success and Barriers

1. Some MRTs are a part of the School Health Advisory Council
2. School District view MRT support similar to required supports, as part of the process of becoming suicide prevention certified schools, and believe that what the MRT does is duplicative to in what is already in place
3. School District has an established with



# Time for Questions and Discussion





# References

- National Guidelines for Behavioral Health Crisis Care — A Best Practice Toolkit Knowledge Informing Transformation, published by the Substance Abuse and Mental Health Services Administration (SAMHSA) in 2020 ([https://www.samhsa.gov/sites/default/files/national\\_guidelines\\_for\\_behavioral\\_health\\_crisis\\_care\\_02242020.pdf](https://www.samhsa.gov/sites/default/files/national_guidelines_for_behavioral_health_crisis_care_02242020.pdf))

## Florida Statutes

- § 394.499. (2020). Integrated children's crisis stabilization unit/juvenile addictions receiving facility services  
[http://www.leg.state.fl.us/statutes/index.cfm?App\\_mode=Display\\_Statute&Search\\_String=&URL=0300\\_0399/0394/Sections/0394.499.html](http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=0300_0399/0394/Sections/0394.499.html)
- Chapter 2020 107, Laws of Florida  
<http://laws.flrules.org/2020/107>

