

**\_\_\_ ACTION REQUIRED:****DATE OF MEETING: 03/27/14****PREPARED BY: Hoffman****DATE MATERIAL PREPARED: 03/13/14**

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**AGENDA ITEM:** Round Table Discussion: Breaking the Fail First Cycle-Primary Grades Kindergarten through Third (No Action)**ENCLOSURES:** • None**OTHER MATERIAL RELATED TO ITEM:** Handouts will be provided at the meeting.

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**Presentation:**

Dave Gordon, Commissioner, Mental Health Services Oversight and Accountability Commission (MHSOAC or Commission), Dr. Victor Carrion, Commissioner, MHSOAC, Rusty Selix, Executive Director, Mental Health Association of California and Ken Berrick, President/Chief Executive Officer, Seneca Family of Agencies will participate in a panel discussion that will highlight the policy issues, pilot program examples, and research that support's programs that identify children with behavioral health problems that are affecting their success in school.

**Presenters:**

- *Dave Gordon, Commissioner, MHSOAC and Superintendent, Sacramento County Office of Education*
- *Dr. Victor Carrion, MHSOAC Commissioner and Professor at the Stanford University School of Medicine, and Director of Stanford's Early Life Stress Research Program*

**Subject Matter Experts:**

- *Rusty Selix, Executive Director, Mental Health Association of California*
- *Ken Berrick, President/CEO, Seneca Family of Agencies*

**Background:**

Research shows that school teachers, especially in the early elementary grades, can easily identify children with behavioral health problems that are affecting their success in school. However, there have only been scattered programs with time-limited grant funding to provide help to those students. Often, nothing happens until a child falls at least two years behind age and grade expected performance, at which point the child qualifies for special education support services attendant. Additionally, school culture often impacts the number of children who develop behavioral health problems. Programs, such as positive behavioral intervention and supports (PBIS), creates a more positive school climate that improves results for all children. What is new is that we now have proven examples demonstrating that combining these concepts will not only produce the best possible mental health results, but we will also reduce special education, high-level placements by enough to offset much of the costs of the programs

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which pairs teachers with mental health workers in the classroom. This breakthrough creates financial incentives for schools and county mental health to partner together to provide these programs in all schools.

**Action:**

The round table discussion on Breaking the Fail First Cycle-Primary Grades Kindergarten through Third should lead to follow up actions for the Commission and major mental health and education leaders to determine the policy actions needed to transform schools' approach to mental health to accomplish the fundamental prevention and early intervention objectives of the Mental Health Services Act (MHSA).

**Proposed Motion:** None