Module 5: Mental Health Promotion for All (Tier 1)
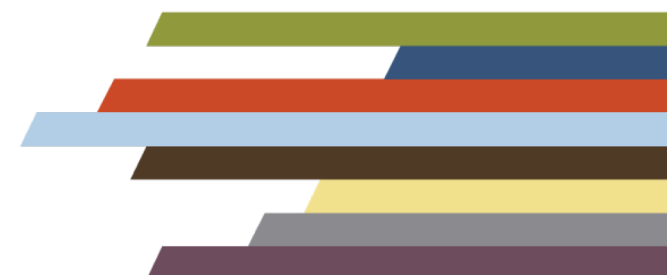
National School Mental Health Curriculum
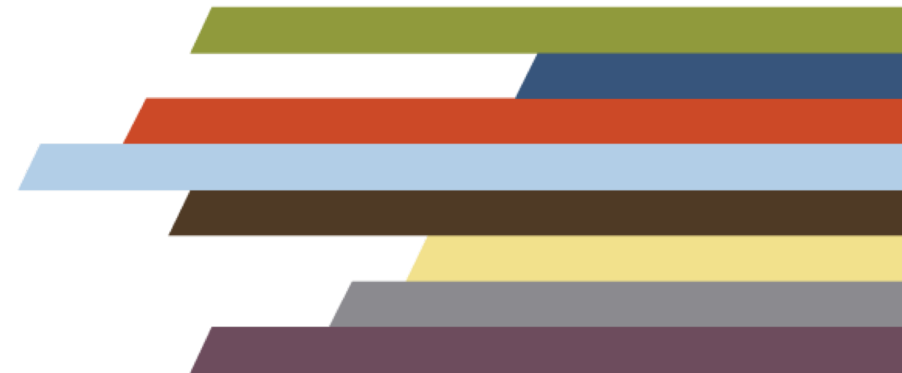
What Is Mental Health Promotion?

Activities to foster positive social, emotional, and behavioral skills and well-being of all students regardless of whether or not they are at risk for mental health problems

Quality Indicators

- Tier 1 Services and Supports:
  - School Climate
  - Teacher and School Staff Well-being
  - Positive Behaviors and Relationships
  - Positive Discipline Practices
  - Mental Health Literacy
  - Social Emotional Learning
- Determine whether services and supports are evidence-informed.
- Ensure *all* services and supports are evidence-informed.
- Ensure fit with strengths, needs, and cultural and linguistic considerations.
- Ensure adequate resources for implementation.
- Provide interactive training and ongoing supports.
- Monitor fidelity.

Tier 1 Services and Supports

- School Climate

- Teacher and School Staff Well-being

- Positive Behaviors and Relationships

- Positive Discipline Practices

- Mental Health Literacy

- Social Emotional Learning

School Climate Assessment Tool

- School Climate Measurement Tool and Web-based Platform
  - U.S. Department of Education School Climate Surveys (EDSCLS)
  - Web-based administration
  - Student, parent, and instructional and non-instructional staff versions
  - Free, custom reports
  - Data stored locally

https://safesupportivelearning.ed.gov/edscls/
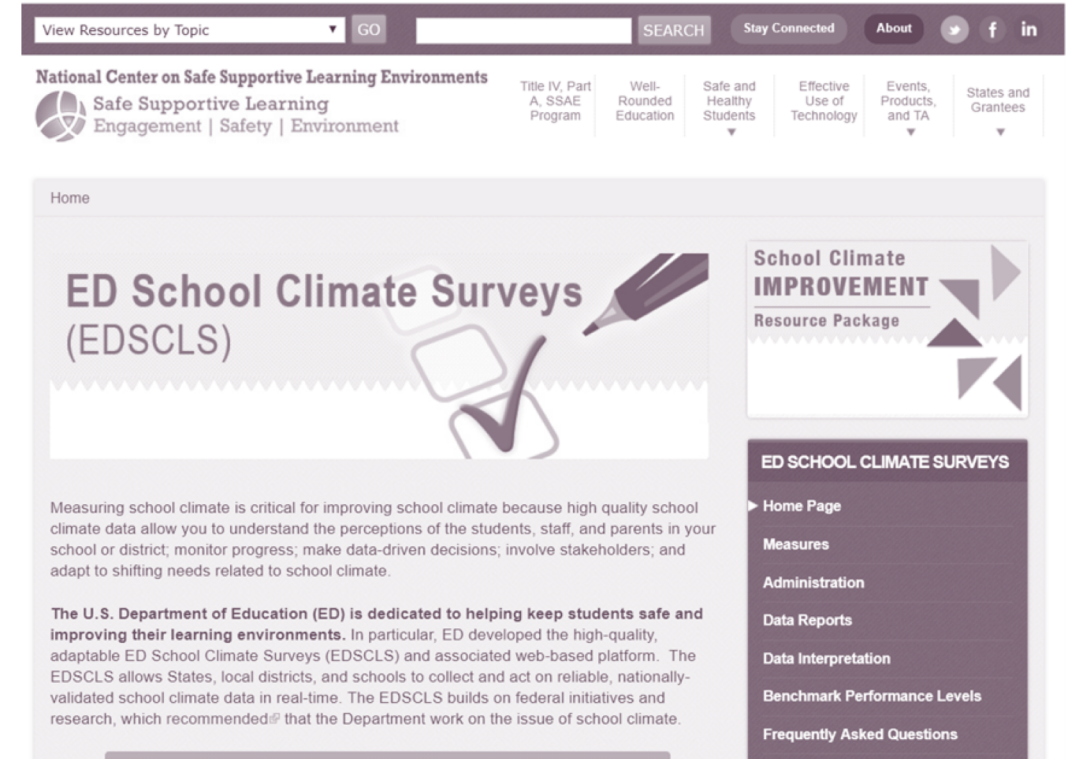
School Climate Improvement Resources

- National Center on Safe Supportive Learning Environments (NCSSLE)
  https://safesupportivelearning.ed.gov/safe-and-healthy-students/school-climate

- School Climate Improvement Resource Package

  - Quick Guide
  - Reference Manual
  - Action Guides
  - Data Interpretation Resources
  - Online Modules
  - Self-Assessments
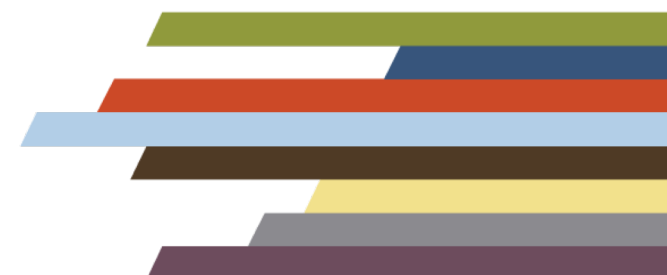
Why Focus on School Staff Well-Being?

- Teachers are stressed.
- Teachers are leaving the profession in alarming numbers.
  - 10% leave after 1 year.
    - In urban districts, up to 70% leave within 1 year.
  - 17% leave within 5 years.
- Teacher stress impacts students.

Staff Well-Being Assessment Tools

- Resilience at Work (Winwood, Colon, & McEwen, 2013)

- Professional Quality of Life (PROQOL) https://proqol.org/ (Hudnall Stamm, 2009)

- Health-Related Quality of Life (HRQOL) https://www.cdc.gov/hrqol/index.htm

- School Organizational Health Questionnaire (Hart et al., 2000)

- Teacher Subjective Wellbeing Questionnaire https://osf.io/z8rg5/ (Renshaw et al., 2015)

Example School Staff Well-Being Programs

- Mindfulness-Based Stress Reduction (MBSR)

- Community Approach to Learning Mindfully (CALM)

- Cultivating Awareness and Resilience in Education (CARE)

Positive Behavioral Interventions & Supports (PBIS)
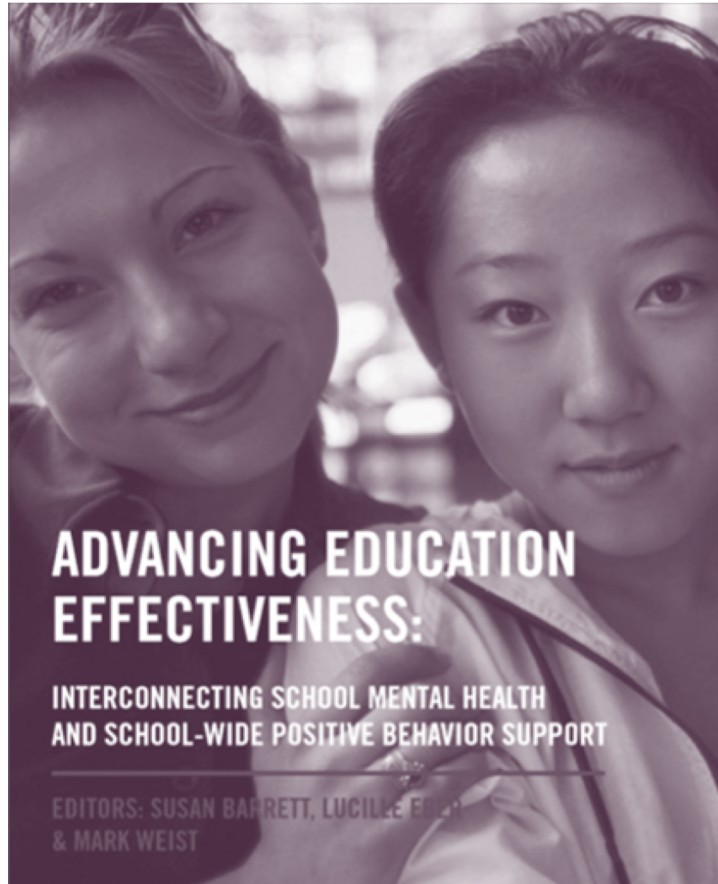
Resources to help schools, districts, and states:

- Set school-wide expectations.

- Define rules, positive supports, and discipline procedures.

- Track office referrals and other data.
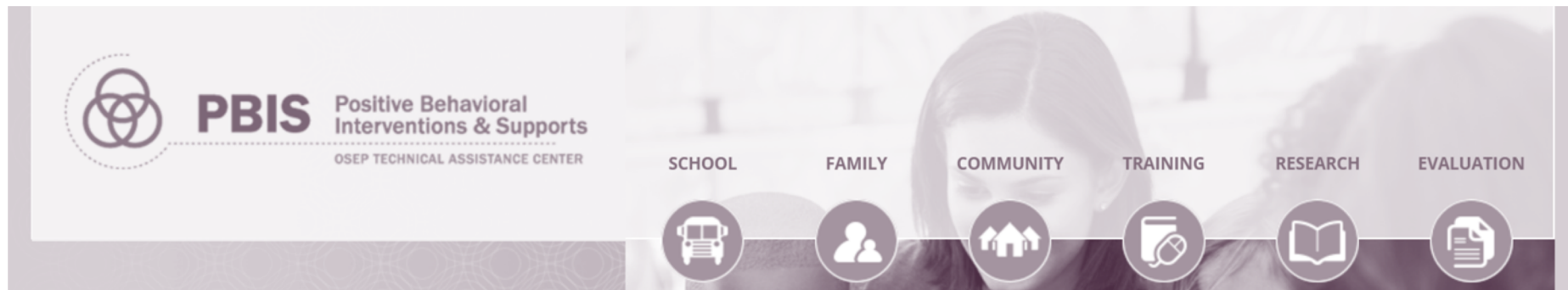
See sample behavioral expectation documents at: https://www.pbis.org/training/staff/student

Interconnected Systems Framework (ISF)

Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide Positive Behavior Support

https://www.pbis.org/school/school-mental-health/interconnected-systems

Interconnected Systems Framework (ISF)

4-Part Series:

1. The "Why" and the "What" of ISF

2. The "How" of ISF

3. Integrating School Mental Health and PBIS (1)

4. Integrating School Mental Health and PBIS (2)

https://cars-ta.groupsite.com/page/project-aware

National School Mental Health Curriculum

Restorative Practices

Strategies

- Community conferencing
- Community service
- Peer juries
- Circle process
- Conflict resolution
- Peer mediation
- Informal practices

Outcomes

Increases in:

- School climate
- Student connectedness
- Parent and community engagement
- Academic achievement

Decreases in:

- Discipline disparities
- Fighting
- Bullying
- Suspensions

https://www.iirp.edu/

Restorative Practice: Approaches at the Intersection of School Discipline and School Mental Health

- Review of restorative practice approaches and specific practices

- Benefits of restorative practices
  - Snapshots from the field

- Guidance for launching and implementing restorative practices

(Wolf-Pruson, O'Malley, & Hurley, n.d.)

What Is Mental Health Literacy?

- Knowledge and beliefs about mental disorders, which aid in their recognition, management, or prevention
- 4 integrated components
  - Obtaining and maintaining positive mental health
  - Understanding mental disorders and their treatments
  - Decreasing stigma related to mental disorders
  - Enhancing help-seeking efficacy
    - Know where to go; know when to go; know what to expect when you get there; know how to increase likelihood of "best available care" (skills and tools)

(Jorm, 2000; Kutcher et al., 2016)

Mental Health Literacy Resources

Mental Health and High School Curriculum Guide

Teachers deliver content in classrooms.

- Obtaining and maintaining positive mental health
- Understanding mental disorders and their treatments
- Decreasing stigma related to mental disorders
- Enhancing help-seeking efficacy

Youth Mental Health First Aid

Training in how to identify, understand, and respond to signs of mental illnesses and substance use disorders.

MENTAL HEALTH & HIGH SCHOOL CURRICULUM GUIDE
UNDERSTANDING MENTAL HEALTH AND MENTAL ILLNESS
VERSION 3 (USA EDITION: WASHINGTON STATE)

teen mental health .org

USA
MENTAL HEALTH FIRST AID
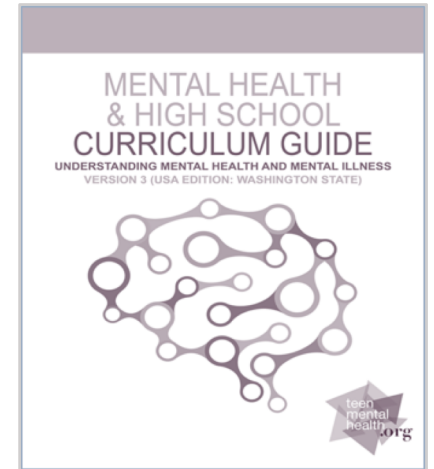
Core SEL Competencies

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making
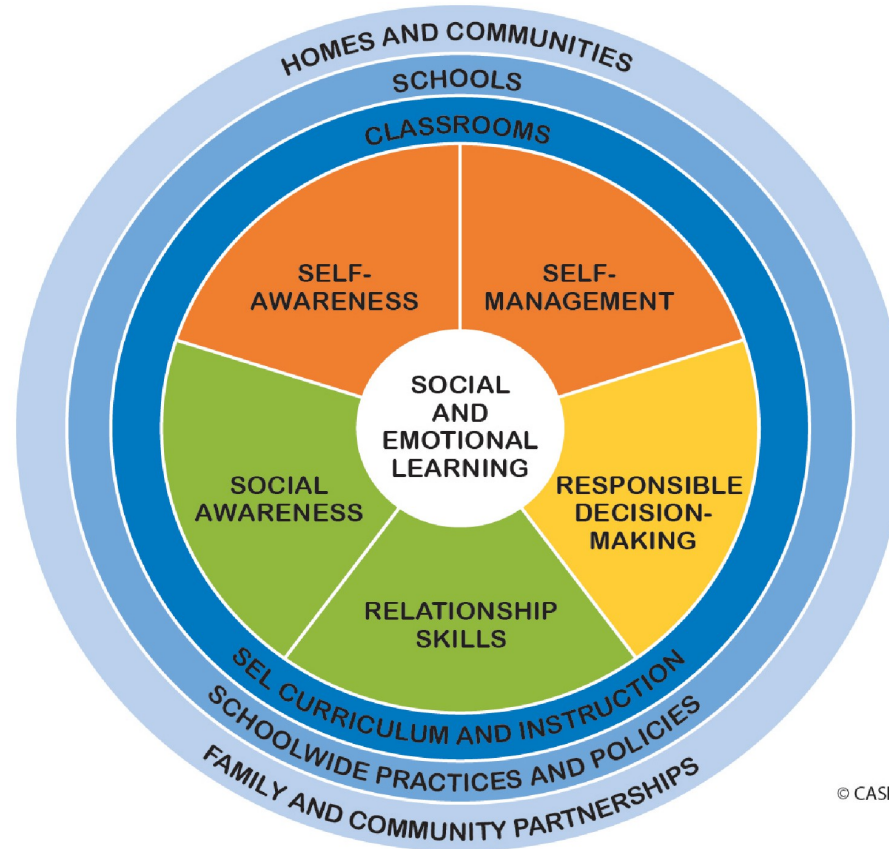
Increases in:

- Academic achievement
- Prosocial behavior
- Social emotional skills
- Positive self-image

Decreases in:

- Conduct problems
- Emotional distress
- Substance use

CASEL Program Guides

- Provides guidance for educators about how to select and implement SEL programs

- CASEL SELect programs are based on a rigorous, evidence-based review process

- Use this and the CASEL District Resource Center (https://drc.casel.org) to self-assess your readiness and capacity for SEL, plan your SEL implementation

Selecting Evidence-Based Programs

Includes worksheets and tools to assess:

- Intended population of intervention

- Intervention target

- Tier of support (based on severity level)

- Intervention delivery

- Readiness to implement an EBP

- Menu of options to measure impact

Evidence-Based Programs in School Settings

3-part webinar series on evidence-based programs in schools
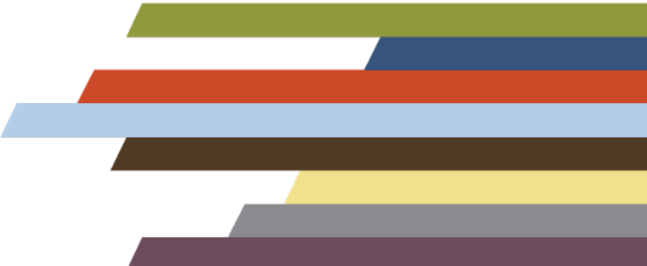
1. Selecting
2. Implementing
3. Preparing
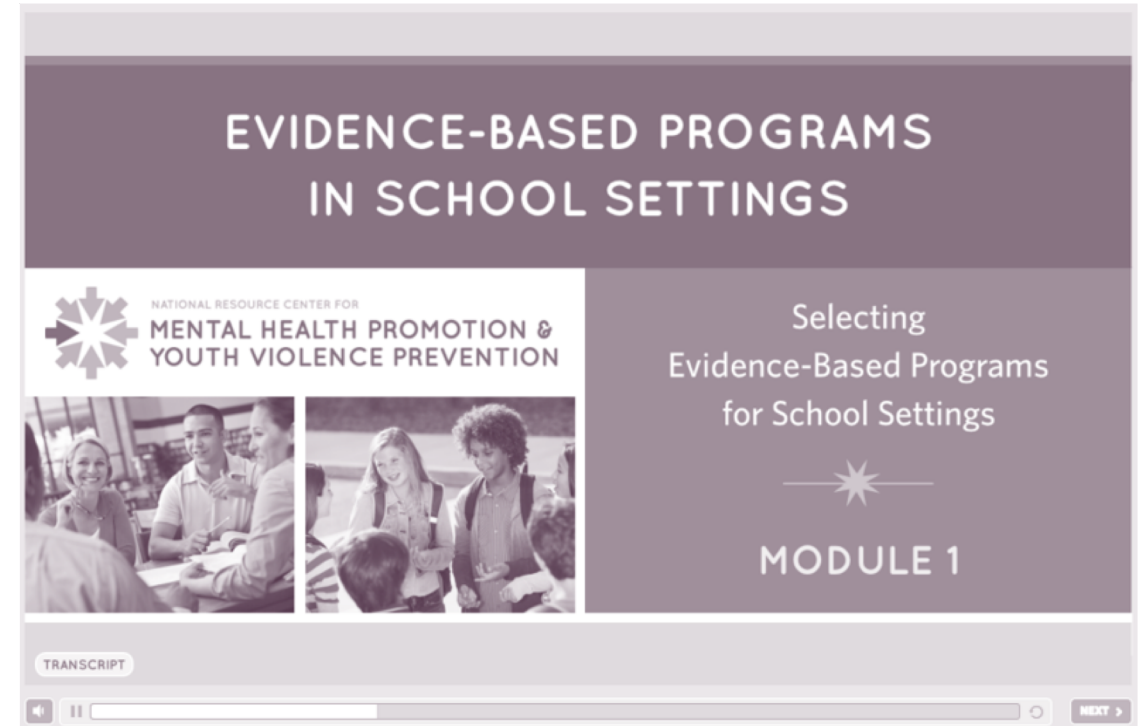
http://airhsdlearning.airws.org/EBPModule1/story_html5.html

# Intervention Planning Form

INTERVENTION PLANNING FORM

School or district mental health teams are encouraged to complete this form when planning to adopt an intervention. The primary goal of this form is to help teams predict appropriate intervention staffing and time burden.

Intervention Name	Tier			Planning/Preparation *before or during implementation*			Supervision *providing or receiving*			Delivery			Evaluation and Feedback *schoolwide and student-specific*		
	1	2	3	Who	Hours/Wk	Duration	Who	Hours/Wk	Duration	Who	Hours/Wk	Duration	Who	Hours/Wk	Duration
Example: Check In Check Out		x	x	T.Cooper S.Barrey Teachers	1-2 1 .5	Aug-May Aug-Dec Aug-Oct	S. Barrey	1	Aug-May	10 teachers	1	Oct-May	T.Cooper L. Sands	.5 5	Aug-May Dec, May

Implementing EBPs in School Settings Checklist

1. Develop a plan to track implementation of core components of the EBP.

2. Monitor adaptations to the EBP to check fidelity.

3. Ensure that quantitative and qualitative data are obtained to monitor fidelity.

4. Develop a plan to address low-fidelity adherence.
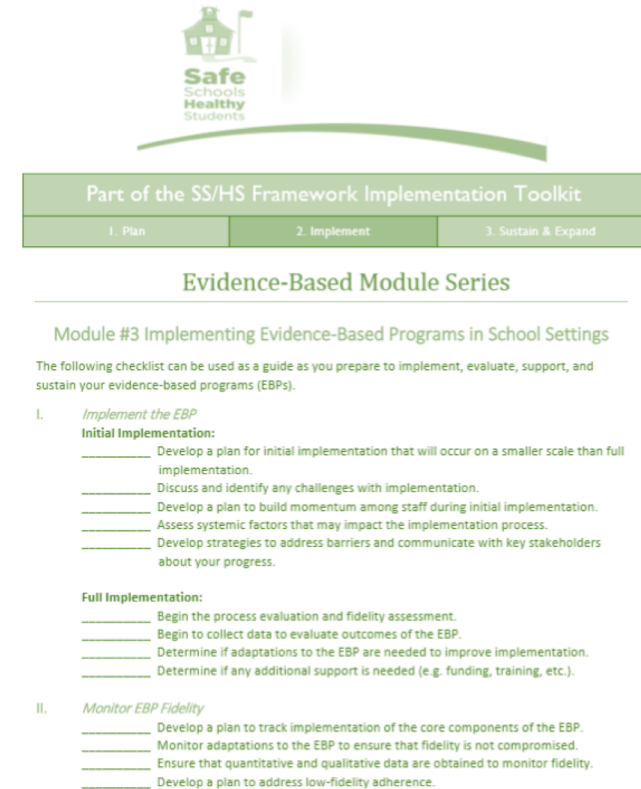
https://healthysafechildren.org/sites/default/files/EBP-ModulesChkItsMod-3-508.pdf

Discussion

How does this content fit with your state/district understanding and policy/practice related to mental health promotion?

Strategic Planning

- State a specific goal for your state/district within this domain.

- List 3 potential action steps to move this goal forward.
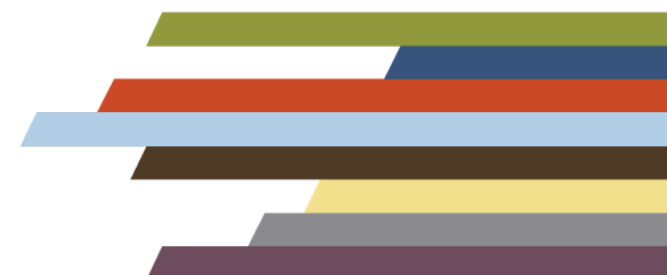
Module 6: Early Intervention and Treatment (Tiers 2/3)

National School Mental Health Curriculum
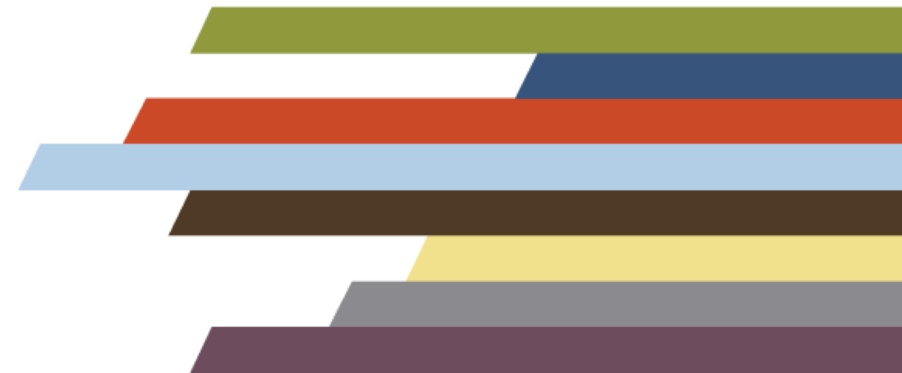
What Is Mental Health Early Intervention?

Strategies designed to address mental health concerns for students who have been identified through a systematic, equitable process as experiencing **mild distress or functional impairment, or being at risk for a given problem or concern.**

Value of Mental Health Early Intervention

- Mental health problems often first emerge at school (Richardson, Morrissette, & Zucker, 2012)

- Early identification of problems prevents worsening of symptoms

- Early intervention promotes positive youth development

What Is Mental Health Treatment?

Strategies designed to address mental health concerns for students who are already experiencing **significant distress and functional impairment.**
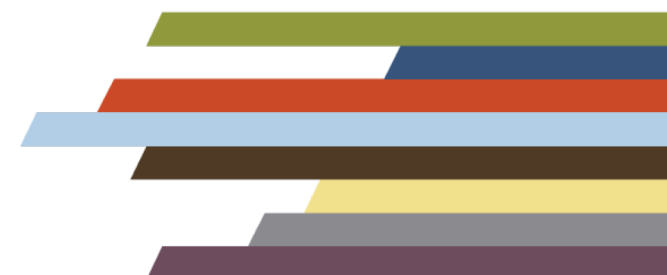
Value of Mental Health Treatment in Schools

- Schools are accessible.

- Most children who receive mental health treatment do so in schools.

- It effectively reduces symptoms.

- Treatment is most effective when integrated into students' academic instruction.

(Green et al., 2013; Rones & Hoagwood, 2000; Burns et al., 1995; Foster et al., 2005)

Why Mental Health Treatment in Schools?

- Youth are 6x more likely to complete mental health treatment in schools than in community settings (Jaycox et al., 2010).

- Mental health treatment has large effects on decreasing mental health symptoms (Sanchez et al., 2018).

- Mental health services are most effective when they are integrated into students' academic instruction (Sanchez et al., 2018).

Treatment Initiation and Completion
N=118 youth randomly assigned to clinic-based or school-based trauma treatment after Hurricane Katrina (Jaycox et al., 2010)

Number of Students

Clinic-Based: Enrolled 60, Started care 14, Finished care 9
School-Based: Enrolled 58, Started care 57, Finished care 53

— Clinic-Based   — School-Based
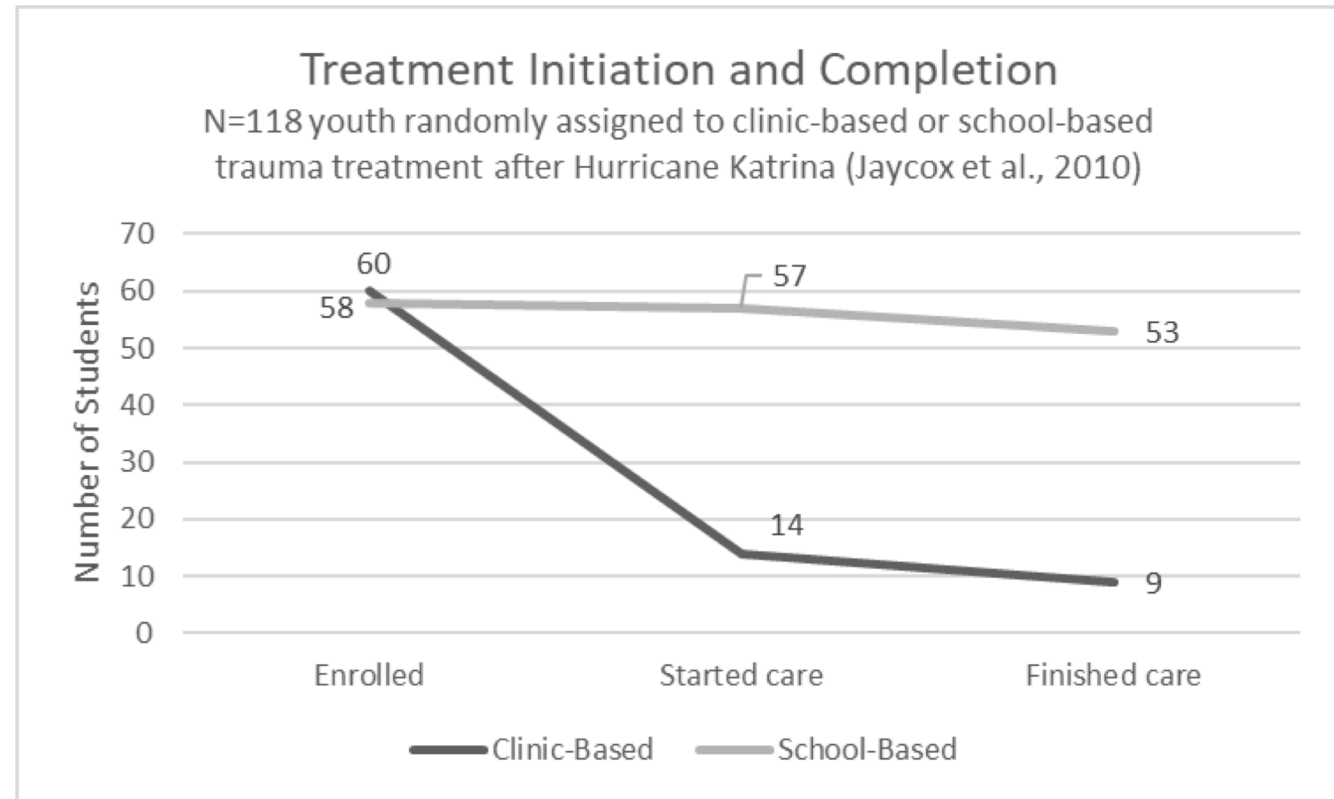
Comprehensive School Mental Health System Planning and Implementation Module Series

https://healthysafechildren.org/learning-portal/learning-modules/
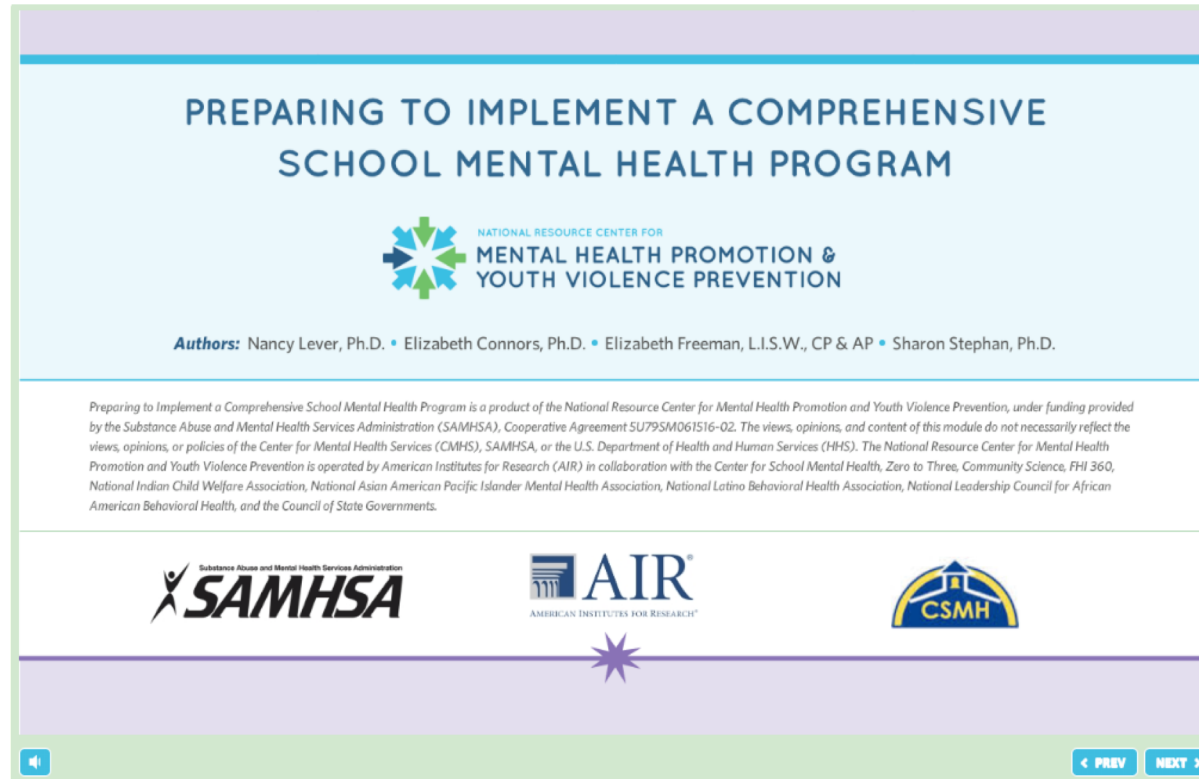
Quality Indicators

- Provide access to needed services and supports.

- Determine whether services are evidence-informed.

- Ensure *all* services and supports are evidence-informed.

- Ensure fit with strengths, needs, and cultural and linguistic considerations

- Ensure adequate resources for implementation.

- Provide interactive training and ongoing supports.

- Monitor fidelity.

- Ensure intervention goals are SMART.

- Monitor student progress across tiers.

- Implement a systematic protocol for emotional and behavioral crisis response.

Early Intervention (Tier 2) Example

Brief Intervention for School Clinicians (BRISC)

- 4-session, flexible Tier 2 intervention for high school students
- Provides a structured, systematic way to identify treatment targets
- Based on skill building and problem solving
- Uses standardized assessment tools to monitor progress
- Designed to maximize efficiency for school mental health systems

Developed by Drs. Elizabeth McCauley and Eric Bruns at the University of Washington School Mental Health Assessment Research and Training (SMART) Center
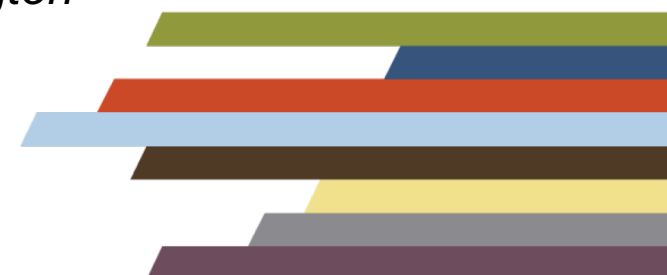
Mental Health Treatment (Tier 3) Example

Cognitive Behavioral Intervention for Trauma in Schools (CBITS)

- School-based group and individual intervention to reduce symptoms related to post-traumatic stress disorder (PTSD), depression, and behavioral problems

- 10 group sessions, one to three individual sessions, two parent educational sessions, and one teacher education session

- Has been used with students from 5th through 12th grade

- Developed in the 1990s, and extensive research since 2000 has demonstrated its effectiveness and implementation feasibility

www.cbitsprogram.org
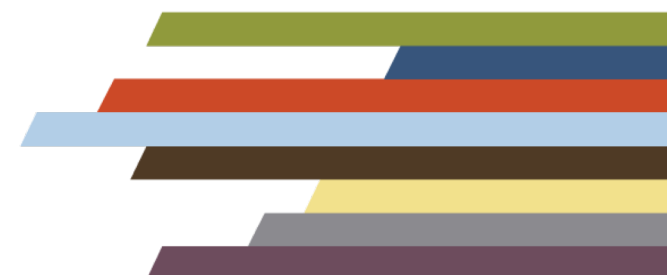
Sources of Evidence

- Research literature

- Intervention developers

- Schools implementing the intervention or practice

- Evidence-based practice (EBP) registries

  IES What Works Clearinghouse
  https://ies.ed.gov/ncee/wwc/

  Blueprints for Healthy Youth Development
  https://www.blueprintsprograms.org/about

  Model Programs Guide
  https://www.ojjdp.gov/mpg

  Society of Clinical Child & Adolescent Psychology
  https://effectivechildtherapy.org/therapies/

https://healthysafechildren.org/learning-module-series/evidence-based-module-series
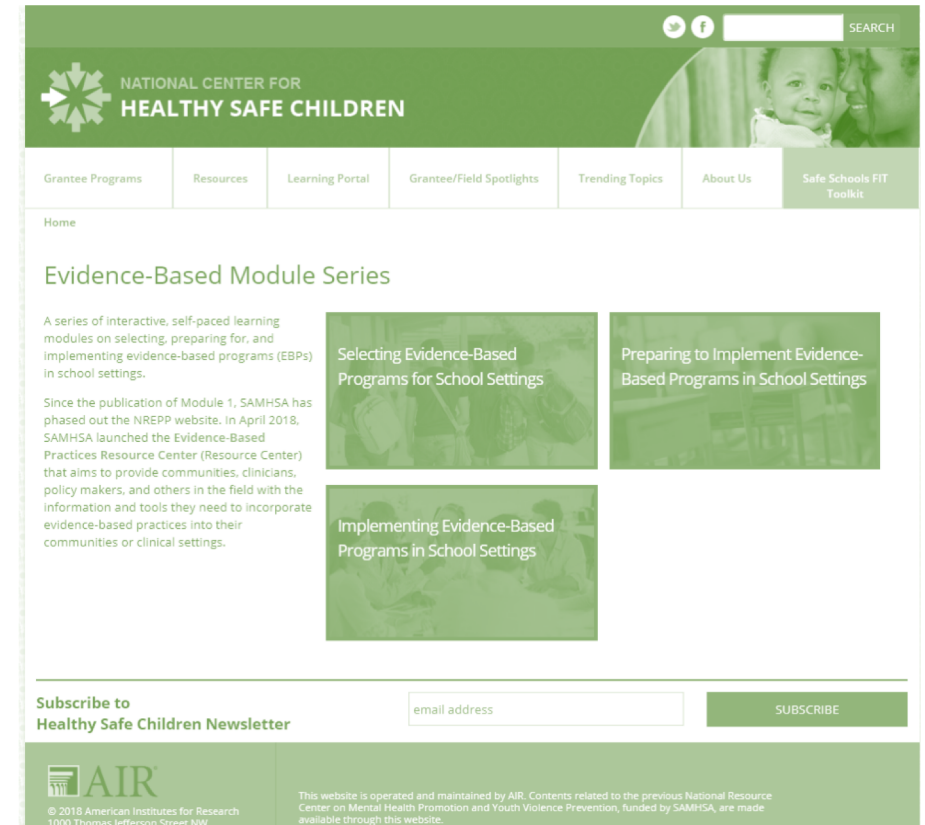
Evidence-Based Programs in School Settings

Three-part webinar series on evidence-based programs in schools

1. Selecting
2. Implementing
3. Preparing

http://airhsdlearning.airws.org/EBPModule1/story_html5.html

National School Mental Health Curriculum
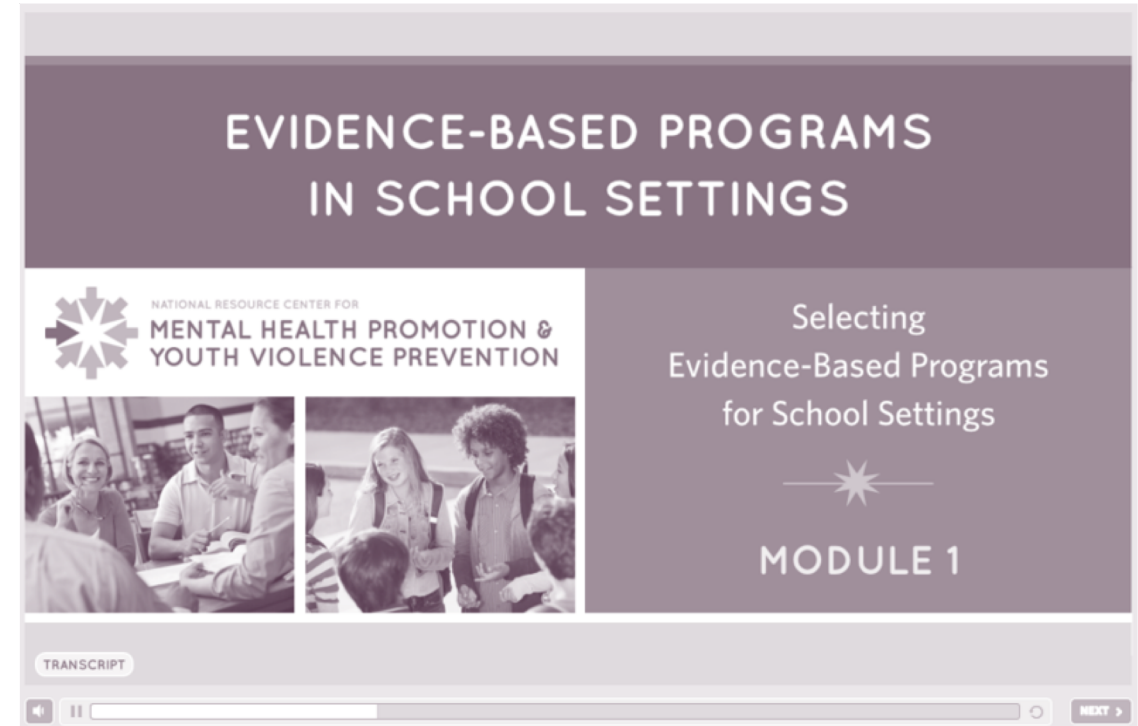
Suicide Prevention in Schools

- Background and prevalence

- Suicide risk factors

- Role of school in suicide prevention and postvention

- Resources

Telemental Health in Schools

- Access child mental health specialists, including child and adolescent psychiatrists

- Support for intensive or complex mental health concerns

- Variety of models:
    - Direct care
    - Multi-site consultation
    - Didactic training

Wraparound Supports

- Several models to "wrap around" students with complex needs, including serious emotional and behavioral challenges
  - Wraparound
    - https://nwi.pdx.edu/
  - Community Schools
    - http://www.communityschools.org/

Strategic Planning

- State a specific goal for your state/district within this domain.

- List three potential action steps to move this goal forward.

Discussion

How does this content fit with your state's/district's understanding and implementation of mental health early intervention and treatment services and supports?

Module 7: Funding and Sustainability

National School Mental Health Curriculum
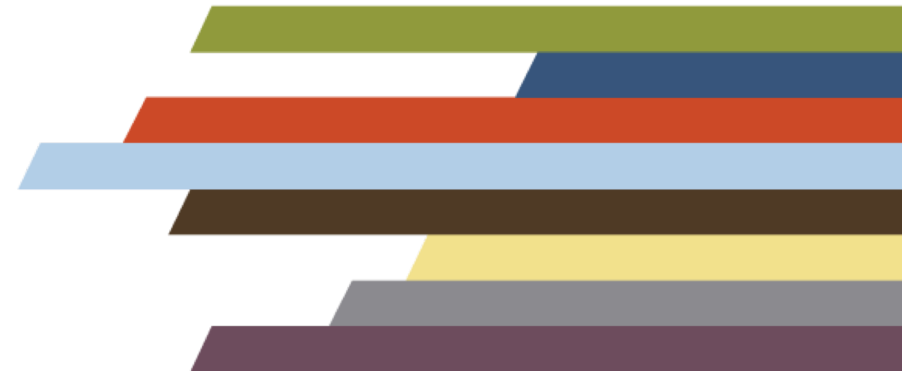
What Do We Mean by School Mental Health Funding and Sustainability?

Strategies to optimize financial and nonfinancial assets needed to maintain and improve your school mental health system over time.

Funding and Sustainability

Used best practices to:

- Use multiple and diverse funding and resources to support the full continuum of school mental health .

- Leverage funding and resources to attract potential contributors.

- Have strategies in place to retain staff.

- Maximize expertise and resources of partners to support ongoing professional development.

Had funding and resources to support:

- Tier 1 (mental health promotion) services

- Tier 2 (early intervention) services

- Tier 3 (treatment) services

Maximized reimbursement for eligible services

Explore Diverse Funding Opportunities

- School

- Local/district/county

- Tribal

- Territory

- State

- Federal

- Private foundations, donors
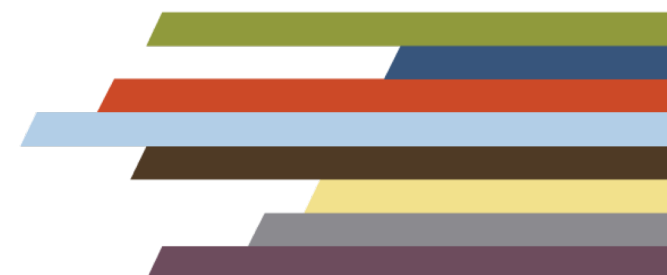
Self-Assessment/Planning Guide

Core areas to assist sites in developing financing plans:

1. Identification of **current spending and utilization patterns** across agencies

2. **Realignment** of funding streams and structures

3. Financing of **appropriate services and supports**

4. Financing to support **family and youth partnerships**

5. Financing to improve **cultural/linguistic competence and reduce disproportionality** in care

6. Financing to improve the **workforce and provider network** for behavioral health services for children and families

7. Financing for **accountability**

A Self-Assessment and Planning Guide: Developing a Comprehensive Financing Plan

Mary I. Armstrong, Ph.D.
Sheila A. Pires, M.P.A
Jan McCarthy, M.S.W.
Beth A. Stroul, M.Ed.
Ginny M. Wood, B.S.
Karabelle Pizzigati, Ph.D.

USF UNIVERSITY OF SOUTH FLORIDA

The Research and Training Center for Children's Mental Health

RTC Study 3
Financing Structures and Strategies to Support Effective Systems of Care

(Armstrong et al., 2006)

A Guide to Federal Education Programs That Can Fund K-12 Universal Prevention and Social and Emotional Learning Activities

The Guide aims to help districts be aware of and increase their use of federal education funds to implement prevention efforts in elementary and secondary schools.

(Center for Health and Healthcare in Schools, 2014)

National School Mental Health Curriculum
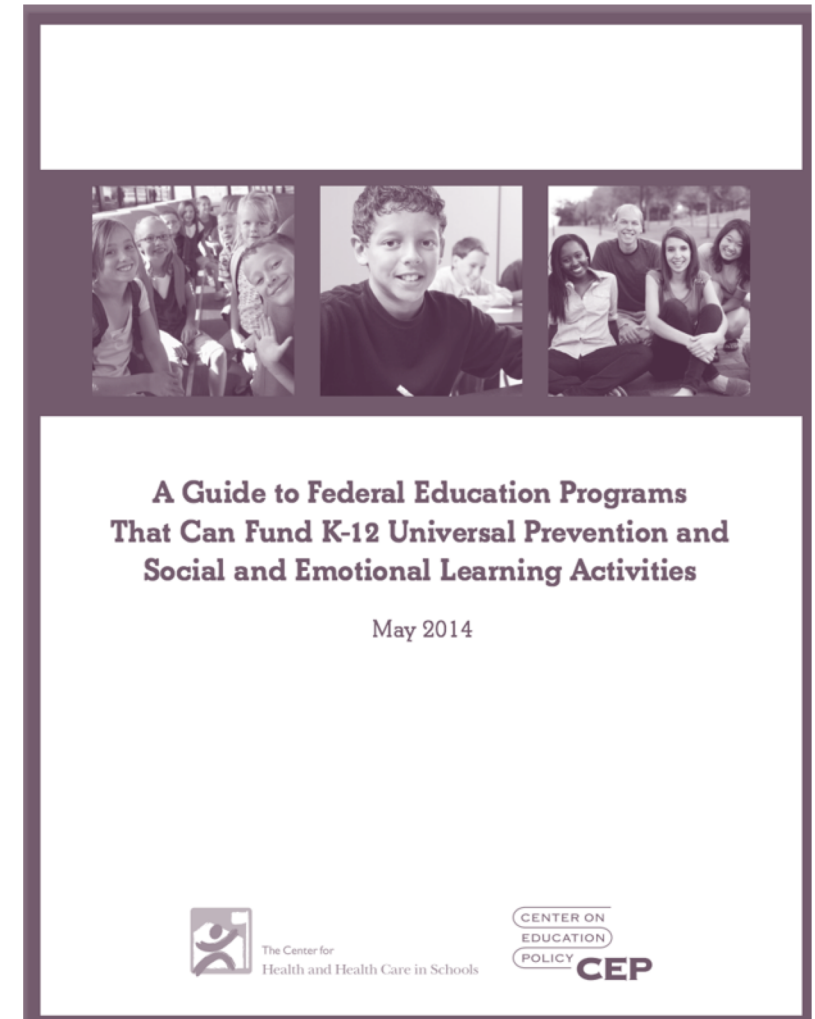
Accessing Medicaid Funds for School-Based Mental Health Services

This Issue Brief provides strategies to access and utilize Medicaid funds for school mental health.
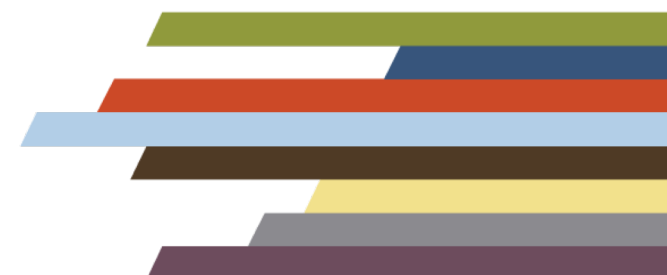
(NITT-TA, n.d.)

5 Medicaid Dimensions to Support School Mental Health

Helpful Tips

- Maximize enrollment of eligible children.

- Expand services and supports.

- Expand provider types.

- Use cross-system strategies to optimize funding.
  - Braided funding, case rate approaches

- Improve reimbursement methods.
  - Fee for service, prepaid capitation, case rate

5-Step Process for Strategic School Mental Health Financing and Sustainability

1. Clarify what you will need, by when.

2. Map current funding and resources.

3. Determine gaps in needs versus existing resources.

4. Select financing strategies and funding sources.

5. Make and execute a financing action plan.

Financing for What? Worksheet

Strategies and activities, services and supports that we want to develop and sustain	Over what time period will we develop, implement and sustain?	At what scale and pace will we build and sustain them?		
		Year 1	Year 2	Year 3
Infrastructure Investments				
Services and Supports				
Workforce Development				
Consultation/TA				
MIS				
CQI Processes				
Etc., Etc…				

(NCSMH, 2018)

Funding Resource Mapping Worksheet

Strategies/ Activities	Source of Funds	Amount	Restriction on Uses of Funds, if any	Expected Timeframe Funding is Available
Infrastructure Investments				
Services and Supports				
Training, TA, Consultation				
Management and Administration				

(NCSMH, 2018)

Funding Gap Analysis Worksheet

Strategies/ Activities	Year 1			Year 2			Year 3		
	Total Costs	Available Resources	Gap	Total Costs	Available Resources	Gap	Total Costs	Available Resources	Gap
Infrastructure Investments									
Services and Supports									
Evaluation/ Data Collection									
Management & Administration									

(NCSMH, 2018)

Developing a Business Plan for Sustaining School Mental Health Services

This document describes how 3 communities and their lead mental health agencies have worked with schools and other local and state agencies to develop sustainable programs.

(Behrens, Lear, & Price, 2012)
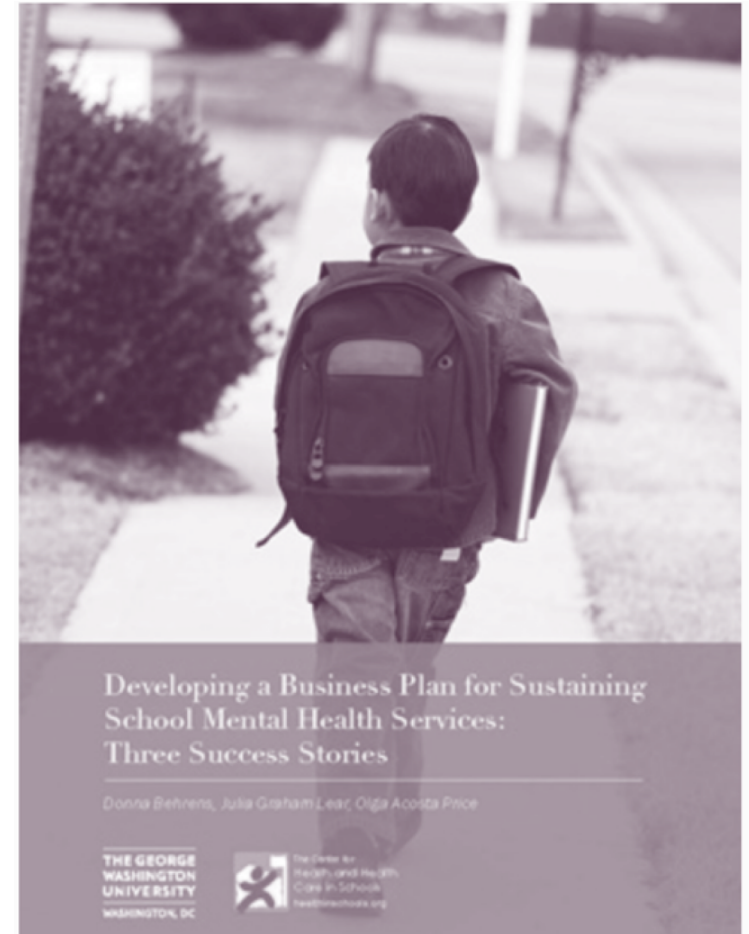
Developing a Business Plan for Sustaining School Mental Health Services: Three Success Stories

Donna Behrens, Julia Graham Lear, Olga Acosta Price

THE GEORGE WASHINGTON UNIVERSITY WASHINGTON, DC

Discussion

How does this content fit with your state/district understanding and policy/practice related to school mental health funding and sustainability?

Strategic Planning

- State a specific goal for your state/district within this domain.

- List 3 potential action steps to move this goal forward.

Module 8: Impact

National School Mental Health Curriculum
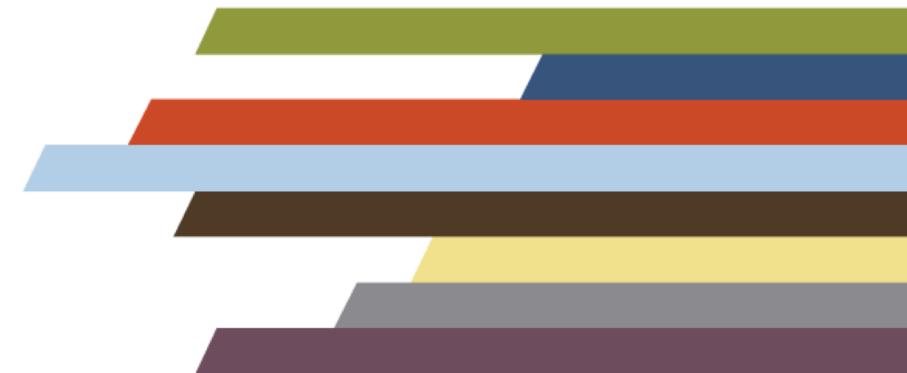
What Do We Mean by Impact?

Long-term effects or changes that occur as a result of the programs, practices, or policies implemented within a comprehensive school mental health system.

Impact

# of students who:

- Were <u>eligible to receive Tier 2 or Tier 3</u> school mental health services

- <u>Received at least one Tier 2 or Tier 3</u> service

- Demonstrated documented improvement in <u>educational</u> functioning

- Demonstrated documented improvement in <u>social, emotional, and behavioral</u> functioning

Use best practices to:

- Document impact on <u>educational outcomes.</u>

- Document impact of <u>social, emotional, and behavioral outcomes</u>.

- <u>Disaggregate</u> student mental health service and support data to examine student-level outcomes based on subpopulation characteristics.

- Document and <u>broadly report the impact</u> of your comprehensive school mental health system.

NCSMH Student Information Systems Brief

Student Information Systems

- Promote early identification of students who need additional supports.

- Support decision-making about how to match student needs to services.

- Identify gaps in services that may need to be filled.

- Alert staff when a service or support is not helping a student.

- Document the impact of services and supports on target outcomes.

PROGRAM EVALUATION FOR COMPREHENSIVE SCHOOL MENTAL HEALTH PROGRAMS

NATIONAL RESOURCE CENTER FOR
MENTAL HEALTH PROMOTION & YOUTH VIOLENCE PREVENTION

MENU TRANSCRIPT

Introduction

Partnering with Families and Youth

Engaging Families and Youth in Treatment

Policies and Procedures

Confidentiality and Privacy

Program Evaluation and Data Collection

Collaboration

Program Funding

Program evaluation data can contribute to:

- Accountability and sustainability

- Evidence of service quality and impacts

- Range of perspectives on the program

- Reduced confirmatory bias

- A data-driven approach

Implementing a Comprehensive School Mental Health Program

< PREV   NEXT >

CONTINUUM OF PROGRAM EVALUATION
FOR COMPREHENSIVE SCHOOL MENTAL HEALTH PROGRAMS

STAGE 1
Novice

STAGE 2
Beginner

STAGE 3
Intermediate

STAGE 4
Advanced

DESCRIBE
the program and services provided.

DESCRIBE
the characteristics of students served.

TRACK
student progress and outcomes over time.

EXAMINE
long-term outcomes.

Implementing a Comprehensive School Mental Health Program

Blueprint for Using Data to Reduce Disparities/Disproportionalities

- Enables communities and states to develop and implement data-driven strategies

- Disaggregation of data to compare with local, county, state, or national data to assess differences and similarities or over- and under-representation

Martinez, K., Francis, K., Poirer, J., Brown, L., & Wang, M. (2013)

Reporting the Impact of School Mental Health

- Safe Schools/Healthy Students grant program

- Features the goal of the program, framework, and national impact

- Can be customized to any multisite, multi-program effort to support student mental health and well-being
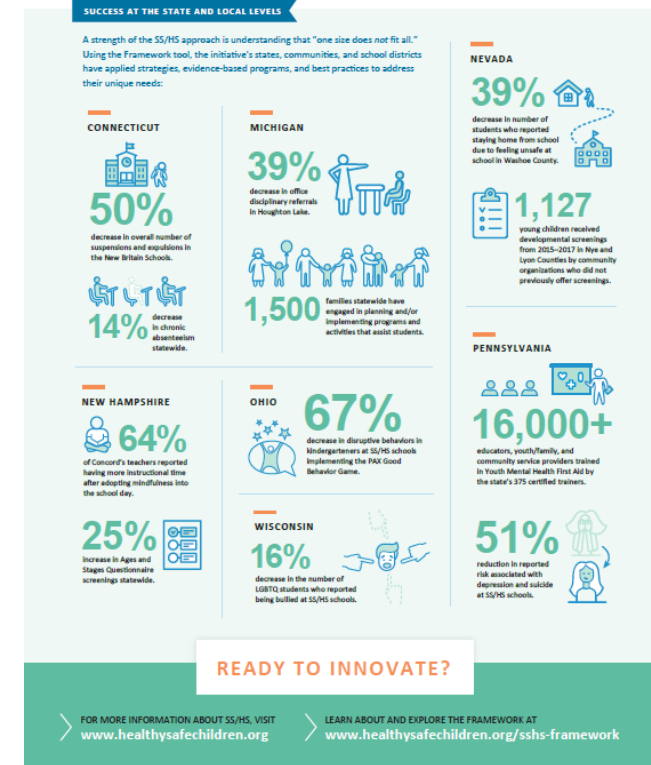
Nevada Department of Education (n.d.)

Discussion

How does this content fit with your state/district understanding and policy/practice related to documenting and sharing school mental health impact?

Strategic Planning

- State a specific goal for your state/district within this domain.

- List 3 potential action steps to move this goal forward.