



Mountain Plains (HHS Region 8)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

This Presentation is Provided by:

Mountain Plains - Mental Health Technology Transfer Center

A collaborative effort between:





MHTTC Background

- Substance Abuse and Mental Health Services Administration Grant Project
- Serves: CO, MT, ND, SD, UT, & WY
- 5 year funding plus year-to-year school supplemental funding
- PI: Thomasine Heitkamp, LCSW
- Collaborators: University of North Dakota and the Western Interstate Commission for Higher Education (WICHE)



Aim of School Supplement

- Assist rural schools to implement best-practice approaches to address mental health needs of training and technical assistance
- Students
 - Promoting Positive Mental Health in Rural Schools
 - Self-paced courses
 - Communities of Practice
 - National school curriculum
 - Advancing Trauma Sensitive Schools

<https://mhttcnetwork.org/centers/mountain-plains-mhttc/home>



Building Capacity of Rural School Personnel To Address the Mental Health Needs of Students

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Unique Features of Rural Schools

- Acceptability of mental health issues and stigma
- Availability and accessibility of service providers
- Affordability of services

(Wilger, nd)



Implementation Science in Action

- Evidence-based curriculum (Bazyk , 2015)
- Multi-tiered Approach (WHO, 2001)
- Interdisciplinary Teams
- Community of Practice (Barwick, 2009)

Lyon,(n.d.). Implementation Science and Practice in the Educator Sector. SAMHSA: Project Aware



Spring and Fall 2019 CoP Cohorts

- 14 CoPs participated
- Each school formed an interdisciplinary CoP

ND	SD	MT	WY
2 SPED 3 Districts	3 Districts	3 Districts	2 Districts



Building Capacity of School Personnel to Address the Mental Health Needs of Students



- **5 Sessions** – Completed by Interdisciplinary School CoP one time per month via Zoom





Aim → Create Change Leaders committed to addressing the mental health needs of all children & youth

*Service providers with the **knowledge** and **confidence** empowered to change practice based on current knowledge.*



Bazyk, S., et al. (2015).





The strategic *building capacity process* promotes the application of knowledge to practice

Within a **Community of Practice (CoP)**

People who share a common interest and commit to working together over time (Wenger, McDermott, & Snyder, 2002)



Focus on **knowledge translation**

Read → Reflect → Dialogue → Plan → Implement Change



Results in integrating new knowledge into practice

Move from knowing to doing

Bazyk, S., et al. (2015).



5 Sessions

The process & materials

- **Facilitation Guide**
 - Guidelines for facilitating the CoP Session
 - Foster – reflection, discussion, interdisciplinary collaboration
 - Build community
- **Webinar (range 30 – 60 min.)**



Building Capacity of School Personnel to Address the Mental Health Needs of Students



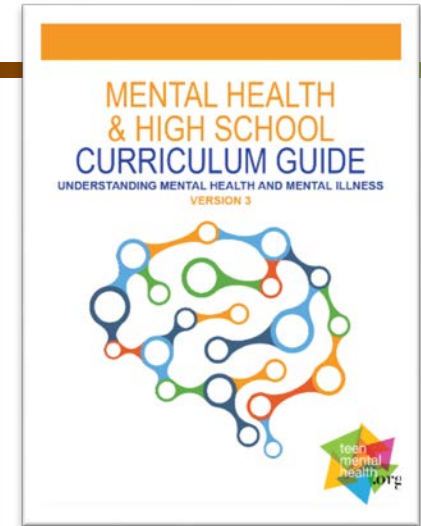
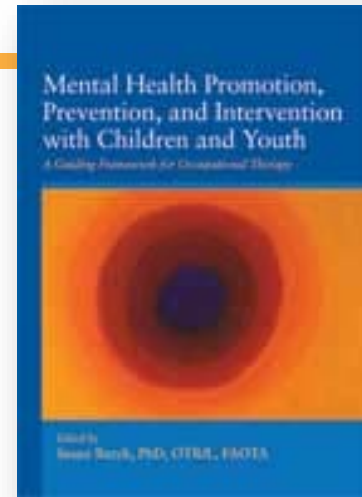
Webinar Session 5

- Embedding strategies and interactions to support children and youth with identified mental health challenges and
- Promoting leisure participation



Session Materials

- **Readings**
 - Chapters, monographs
 - EMC website
 - Current literature
- **Discussion Guides –**
 - After viewing webinar to foster discussion and application





Session Materials

CoP Strategic Planning Document

(fill out before or after Session 5)



Strategic Planning: Mental Health Promotion, Prevention and Intervention with Children and Youth in My Setting

Mental health is a state of successful performance of mental function, resulting in in productive activities, fulfilling relationships with other people, and the ability to adapt to change and cope with adversity. (Surgeon General, 1999)

VISION: All adults serving youth will be mental health promoters. Occupational therapy practitioners will be leaders in mental health promotion. The activities (occupations) we use to promote positive mental health are similar to those we use to prevent mental health challenges or intervene when a person experiences a mental illness – occupations that foster successful and enjoyable participation in daily life, positive social interaction and a sense of well-being.

Name(s): _____ **Setting:** _____

Date: _____

Gaps: Write down 'gaps' -- What areas are problematic and need changes? In what ways can we be more strategic in promoting positive mental health? When during the day? Where?

What? What do you plan to do? (CIRCLE one or more)

Promoting mental health literacy

Embedded Strategies (mental & physical)

Refreshing Recess

Comfortable Cafeteria

Leisure Coaching/After School

Transition to integrated services

Calm Moments Cards



Content Overview

Building Capacity: Session 1

- An understanding of **positive mental health** based on positive psychology
- **Public health approach to mental health**
 - Tier 1/universal mental health promotion strategies for ALL
 - Tier 2/targeted prevention strategies for those at risk
 - Tier 3/individualized interventions and supports for students with identified mental health challenges
- An overview of ***Every Moment Counts: Promoting Mental Health Throughout the Day***
 - A multi-pronged mental health promotion initiative
 - Provides practical strategies and embedded programs that can be implemented by all school personnel to promote participation and mental health in all students



Building Capacity: Sessions 2 → 5

Session 2: Embedded Strategies - Integrated and interdisciplinary services focusing on mental health promotion, prevention, and intervention

Session 3: Calm Moments Cards Program: Recognizing and reducing stress and enhancing emotional well-being

Session 4: Promoting participation and emotional well-being during non-academic times - Comfortable Cafeteria & Refreshing Recess

Session 5: Embedding strategies and interactions to support children and **youth with identified mental health challenges** and **Making Leisure Matter**



Follow-Up and Sustainability

- On-site visits
- Strategic plans
- Technical assistance



Results

- Six CoP's submitted strategic plans
- 38 facilitators were trained
- 1 CoP has completed training with staff (26 staff); the remainder are still finishing training and implementation this fall



Strategic Planning Themes

Relationships to current mental health programming	Implementation of Every Moment Counts Programs
5/6 strategic plans connected EMC programs to SEL and Character programs	Calm Moments Cards – 5
6/6 strategic plans identified an additional gap for onsite training	Comfortable Cafeteria – 5 Refreshing Recess – 4
5/6 Mental Health Literacy	Embedded Strategies – 5



Pre-Post Survey

- One survey containing:
 - Demographics
 - School Practice--Knowledge and Perceived Ability to Apply Public Health Approach (Bazyk, 2015)
 - Calm Moments Card Survey (Bazyk, 2016)
 - Open-ended question about application



There were 38 people who took the post test. Of those 9 (23.7%) did not have matching pre-test IDs and couldn't be used in comparisons.

27 (96.4%) were female and 23 (82.1%) were from North Dakota (one from SD, 4 from MT).

16 (57.1%) were in teaching, 4 (14.3%) were paras, 2 (7.1%) were counselors, and there was one each of special education, administration, school psychologist, OT, SLP, and other.

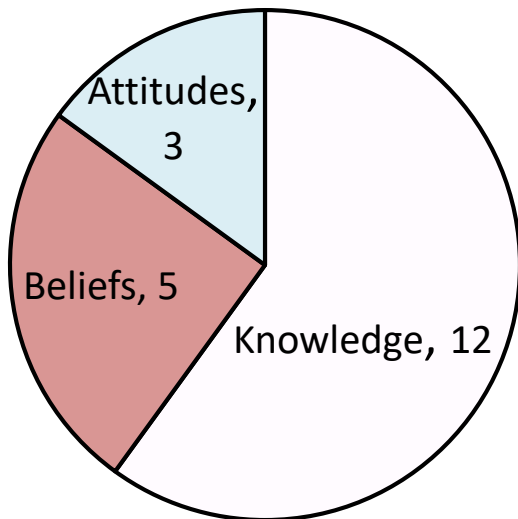
The average years worked was 13.1 (S.D. 10.4) with 9 (32.1%) 0 to 5 years, 10 (35.7%) 6 to 19 years, and 9 (32.1%) 20 or more years.



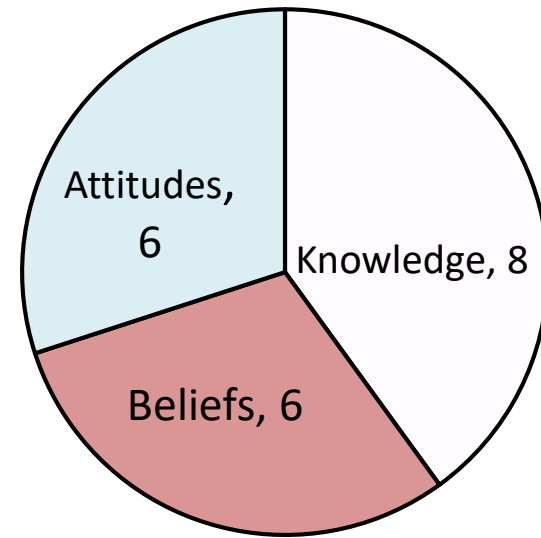
28 respondents responded to 5-point Likert scale items both pre and post.

- Three subscales, knowledge, attitudes, and beliefs were created.
- Average scores for each subscale and the total score were compared pre to post using paired t-tests.

School Practice, 20 Questions

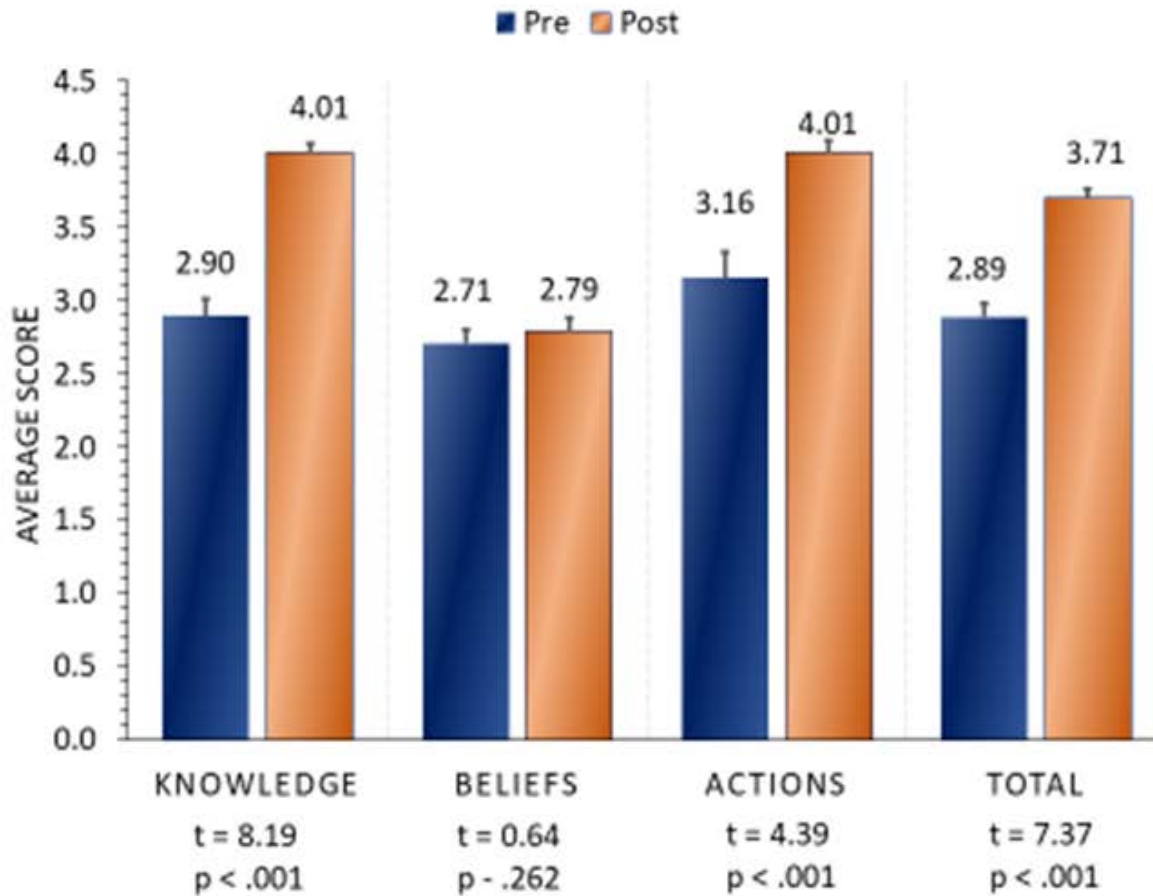


Calm Moments Cards, 20 Questions





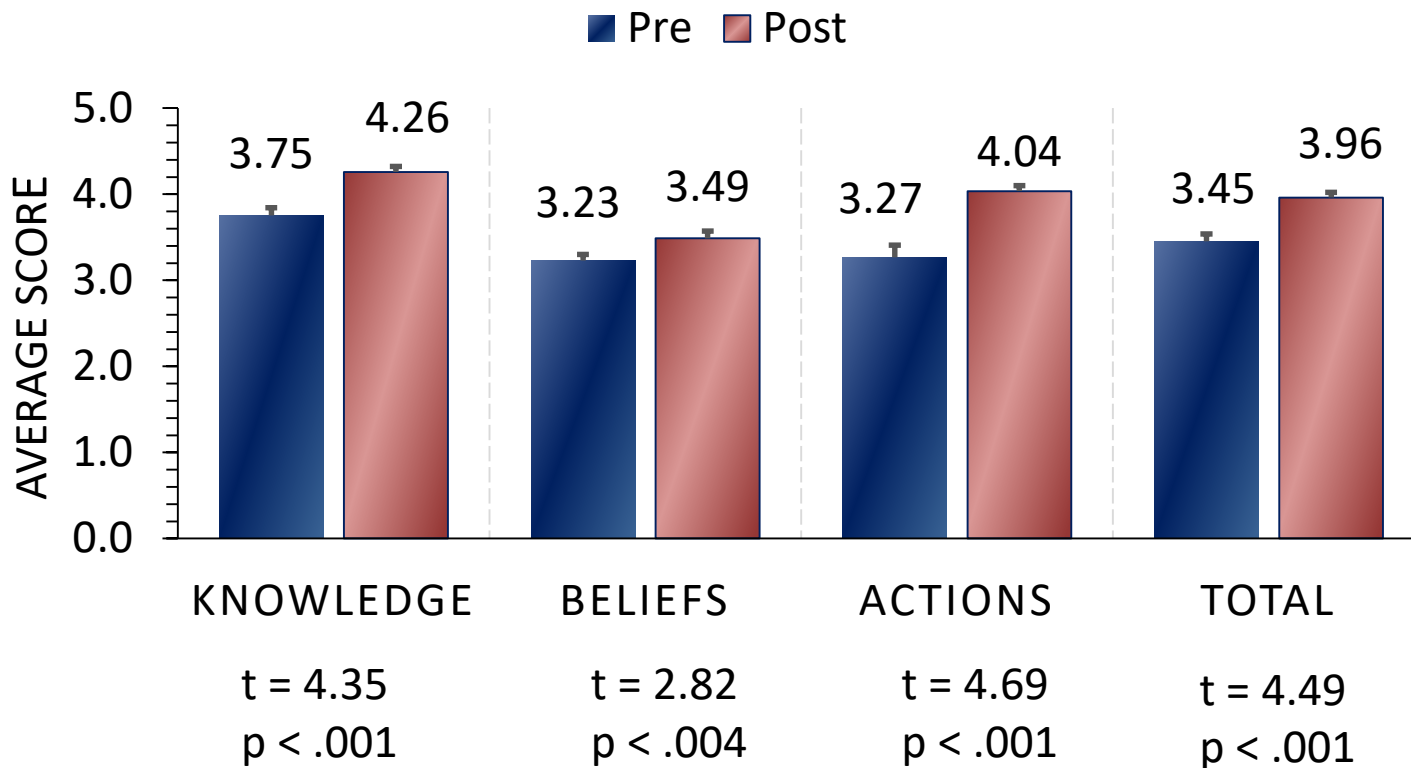
AVERAGE SCORES FROM SCHOOL PRACTICE



Knowledge, Actions, and Total scores showed significant increases from pre to post.



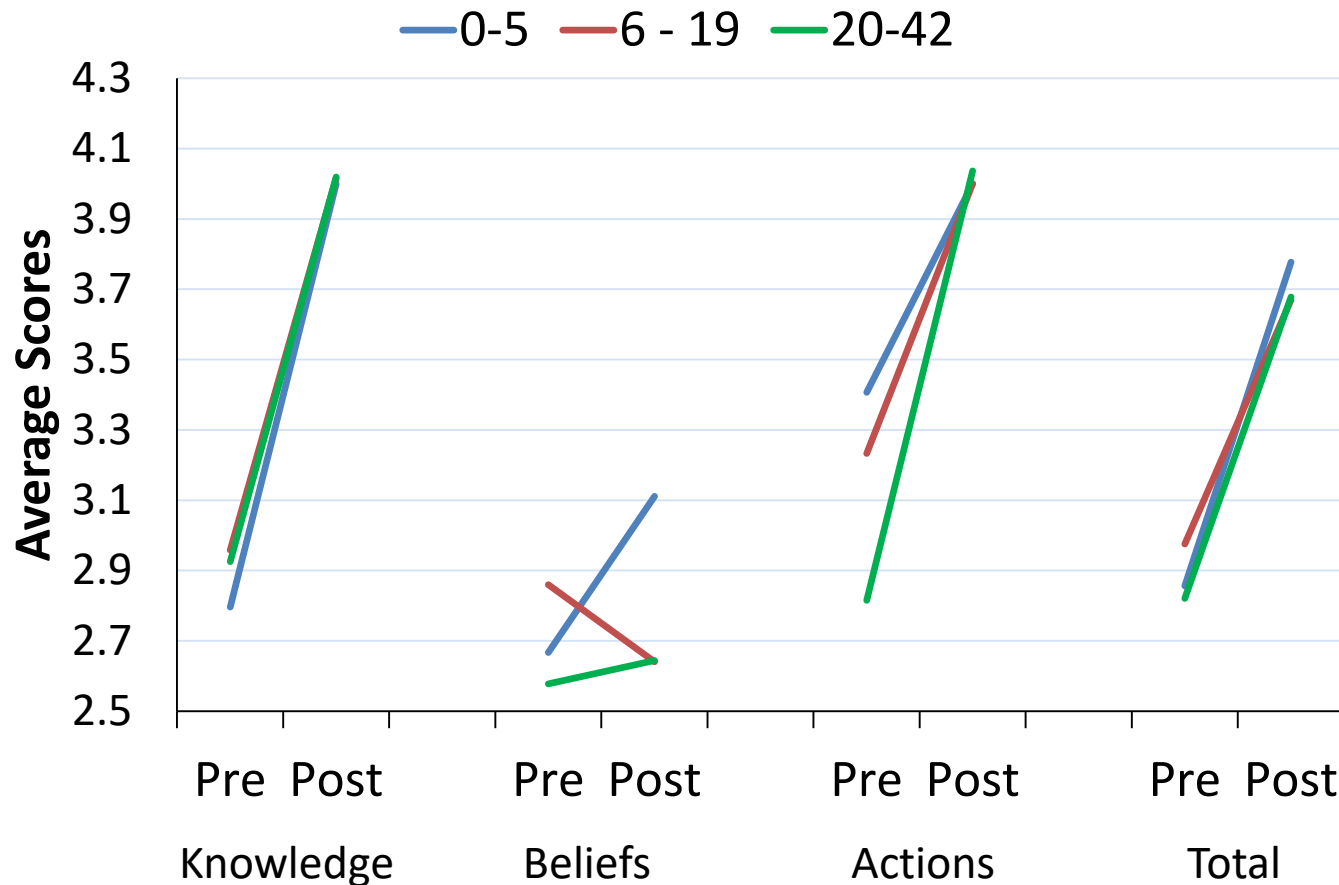
AVERAGE SCORES FROM CALM MOMENTS CARDS



Knowledge, Beliefs, Actions, and Total scores showed significant increases from pre to post.



Average Scores from School Practice By Years of Work

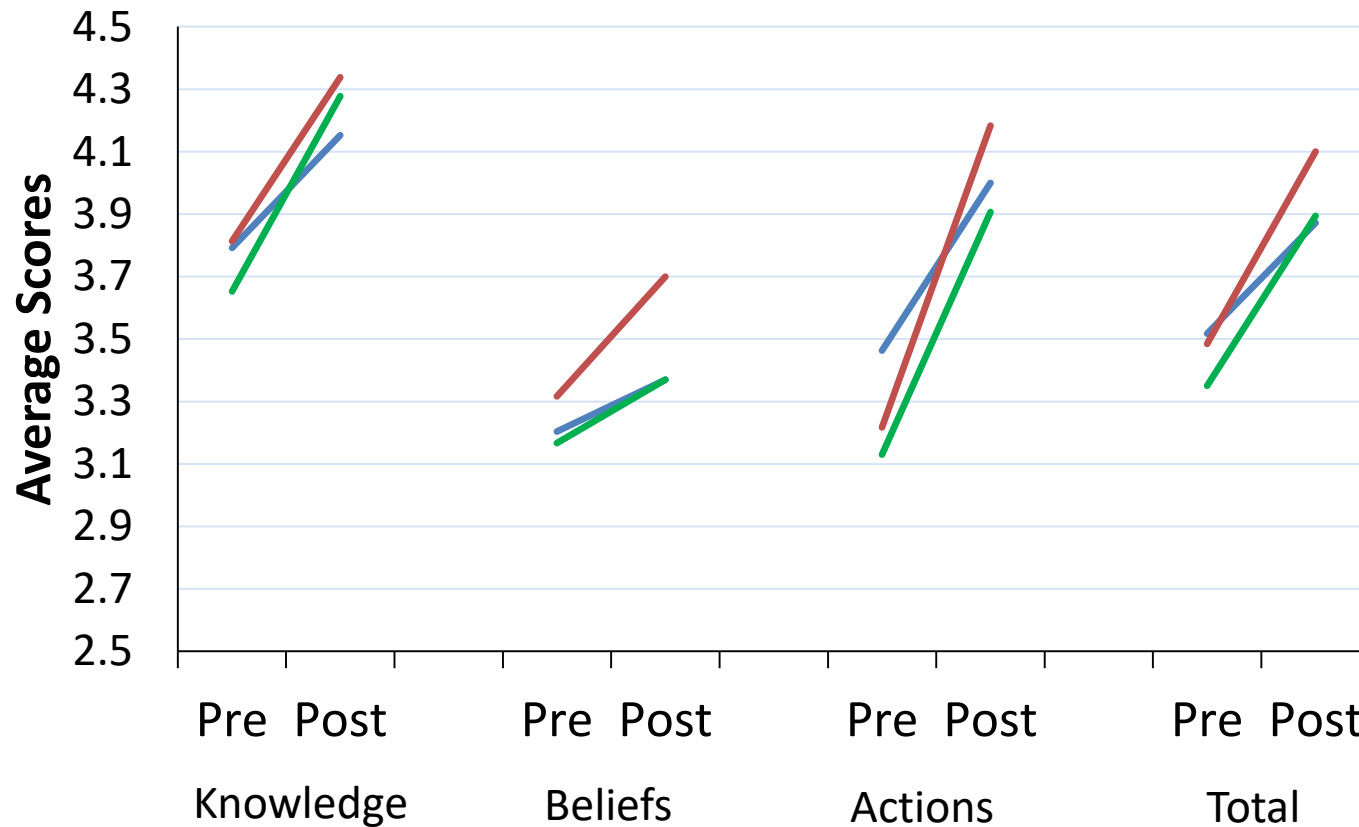


Of minor interest:
Average scores for respondents in years of work groups. Knowledge and total have very similar changes pre to post. Actions has slightly more increase in the 20-42 (green) group. Beliefs has strong increase in the 0-5 age group, but not the others.



Average Scores from Calm Moments Cards By Years of Work

— 0-5 — 6 - 19 — 20-42



Of minor interest:
Average scores for respondents in years of work groups. Knowledge, actions, and total have very similar changes pre to post. Beliefs has strong higher pre and post in the 0-5 age group.



Divide County Elementary Reflections



Image from Bing



Spring 2019 Actions

- Establish Buy-In
- Interdisciplinary CoP Trainings
- Full Staff Trainings
- Implementing Ideas
- Discussion & Planning
- Strategic Plan





Strategic Plan

- Considerations
 - Embedded strategies
 - Support other school initiatives
 - Realistic, sustainable
 - Staff input
- Priorities
 - Promoting mental health literacy
 - Teaching positive mental health strategies
 - Identification of students needing additional support



Strengths

- CoP Approach
- Full Staff Training
- Collaboration with MHTTC and Every Moment Counts
- Resources
- Flexibility
- On-Site Training





Challenges

- Training
 - Simultaneous
 - One group at a time
- So many ideas...
 - Positive
 - Challenge
- Standards & Evaluation
 - NDMTSS SEL Goals & SEL Student Friendly Scales
 - <http://www.ndrea.org/index.php?id=103>





Next Steps

- Data collection and analysis as CoPs finish and implement
- Minor changes to this years CoP cohort training
- Self-study course



Pilot Project with Coaching

What? Coaching OTs and other school practitioners to

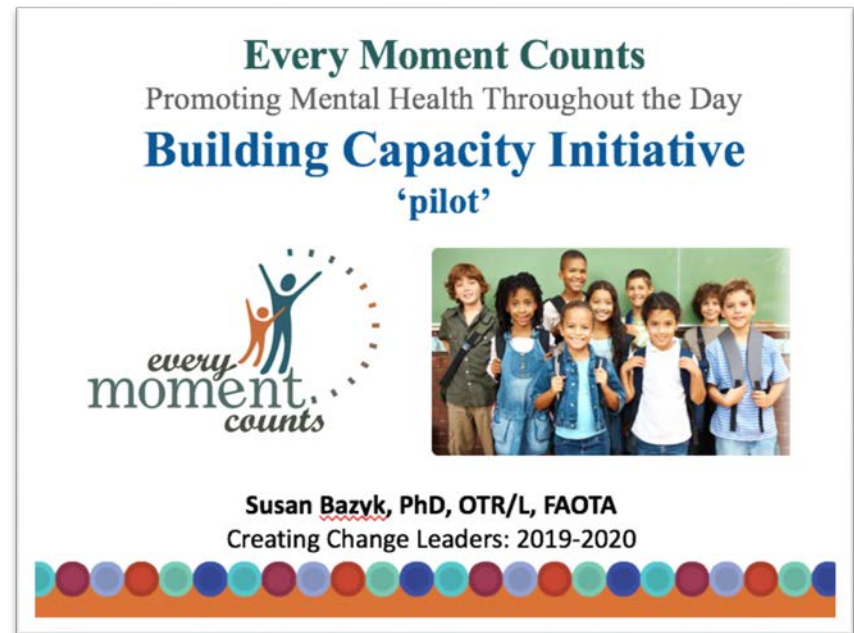
- Complete the 5 Sessions
- Facilitate a CoP in their setting
- Monthly coaching calls

When? Sept → Feb. 2020

Who? ~45 interdisciplinary school providers

Representing 14 states in US

Response? Enthusiasm!





Questions and Please and Thank You!

- We need feedback to keep our grant. Please consider taking the short survey.



References

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For more information, visit the [Mountain Plains MHTTC Website](#)

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