



UNIVERSITY of MARYLAND
SCHOOL OF MEDICINE



Effective School-Based Behavioral Health Programs and SEL Connections and Practical Strategies for Supporting Schools and Educators

Brittany R. Patterson, PhD

February 6, 2020

Indiana Council Winter Quarterly Meeting

Acknowledgements



Thought partners on SEL and SMH:

Tyrone Martinez Black, Policy and Practice Specialist, CASEL
Jill Bohnenkamp, PhD, Faculty, NCSMH, University of Maryland
Sharon Hoover, PhD, Co-Director, NCSMH, University of Maryland
Nancy Lever, PhD, Co-Director, NCSMH, University of Maryland
Elizabeth Connors, PhD, Assistant Professor, Yale School of Medicine

Groups who lended examples:

School Mental Health Collaborative Improvement and Innovation
Network Districts
University of Maryland School Mental Health Program
Anne Arundel County Public Schools Expanded School Mental Health
Network



National Center for School Mental Health

MISSION:

Strengthen policies and programs in school mental health to improve learning and promote success for America's youth

Focus on advancing school mental health policy, research, practice, and training

Shared family-schools-community agenda

Directors: Drs. Nancy Lever & Sharon Hoover

Faculty: Jill Bohnenkamp, Ph.D., Elizabeth Connors, Ph.D., Britt Patterson, Ph.D., Kris Scardamalia, Ph.D., & Cindy Schaeffer, Ph.D.

Funded in part by the
Health Resources and
Services Administration

www.schoolmentalhealth.org
www.theshapessystem.com



Facebook.com/
CenterforSchoolMentalHealth



@NCSMHTweets



UNIVERSITY of MARYLAND
SCHOOL OF MEDICINE

2020 Annual Conference on Advancing School Mental Health: Equitable and Effective School Mental Health

**October 29-31, 2020
Baltimore, MD**

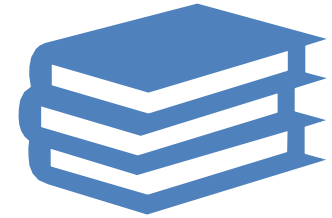


**Deadline for
Submission
Monday,
February 24,
2020, midnight
PST**

Agenda

Goal: Define SEL and describe how mental health providers can support school-level SEL efforts.

- Define SEL
- Discuss examples of SEL implementation
- Examine SEL “fit” with comprehensive school mental health
- Define comprehensive school mental health
- Consider how mental health providers can support SEL





“

- What is one skill you would want all students to have when they graduate from high school?

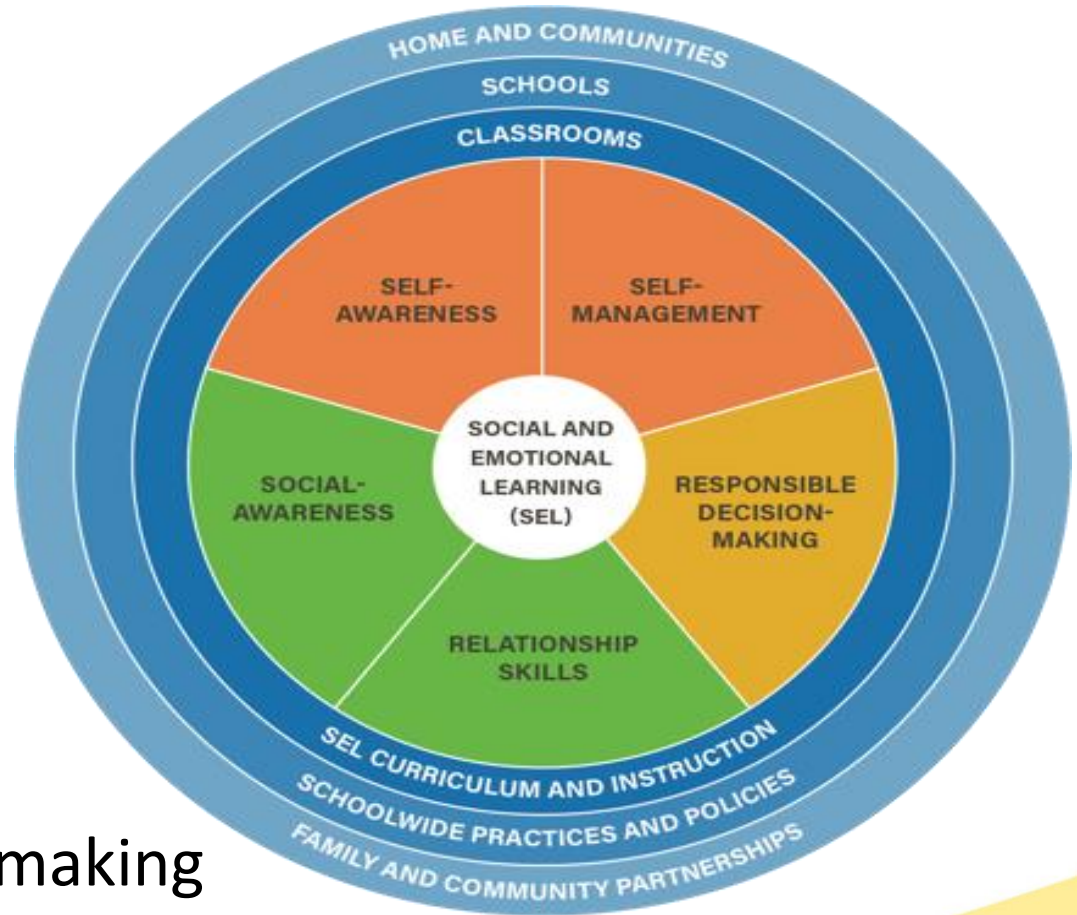


What is SEL

“Social and emotional learning (SEL) is the **process** through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”

SEL Core Competencies

- Self –awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making



SEL works: Compelling national evidence

SEL Works!!!

An image from CASEL's:

*The Case for Social and
Emotional Learning*
(CASEL.ORG)



- Better social-emotional skills
- Improved attitudes about self, others, and school
- Positive classroom behavior
- 11 percentile-point gain on standardized achievement tests



- Fewer conduct problems
- Less emotional stress
- Lower drug use

Science Links SEL to Student Gains:

...and adults benefit too



Teachers who possess social and emotional competencies are **more likely to stay in the classroom longer** because they're able to work more effectively with challenging students—one of the main causes of burnout.



Statistically significant associations between measured social-emotional skills in kindergarten and key young outcomes across multiple domains of **education, employment, criminal activity, substance and mental health.**

Impact of SEL: long-lasting and global

A 2017 research study finds that SEL programs benefit children for months and even years.

82

different programs reviewed
(38 outside U.S.)

97,000+

Students, kindergarten
through middle school

Effects assessed

6 mo – 18 yrs

after programs completed



SEL Students Benefit in Many Areas

Academic performance



SEL skills

Positive attitudes

Positive social behaviors

Higher social and emotional competencies among SEL students at the end of the initial intervention was the best predictor of long-term benefits.

Conduct problems



Emotional distress

Benefits were the same regardless of socioeconomic background, students' race, or school location.

An image from CASEL's: *The Case for Social and Emotional Learning* (CASEL.ORG)

SEL Works: For Adults Too

- Teachers with SEL competencies are more likely to remain within profession
- Educators with SEL competencies buffer against burnout:
 - ✓ Model SEL competencies
 - ✓ Regulate emotions
 - ✓ Develop positive relationships
 - ✓ Effectively support behavioral needs within the classroom

SEL Works: For Adults Cont'd

- Kindergarten social-emotional skills are associated with young adult outcomes
- Youth with stronger SEL competencies in kindergarten more likely to:
 - Graduate from high school
 - Obtain college degree
 - Secure stable employment in young adulthood

Strong Return On Investment

Use of evidence-based programs for prevention efforts saves money!



✓ \$11 to \$1

SEL in Action: District Example

Atlanta Public Schools (APS) is in its fourth year of comprehensive SEL implementation. Under the leadership of Superintendent Meria Carstarphen, the district is committed to SEL and supporting the needs of the whole child. All 65 schools currently implement curriculum and strategies grounded in the five core competencies that lead to improved life skills and responsible decision-making.

- ❖ The 2015-16 school year marked district-level SEL implementation with the first cohort of schools, including the Carver Cluster, South Atlanta Cluster, and all middle schools.
- ❖ In the 2016-17 school year, all other schools except for five elementary schools began SEL implementation.
- ❖ In the 2017-18 school year, the last five schools rolled out SEL.
- ❖ *Second Step* is used K-8, while high schools use School Connect curriculum in grades 9–12.
- ❖ The district's commitment to SEL programming is reflected in the embedding of that programming in APS' Definition of Teaching and Leadership Excellence.
- ❖ APS is currently focused on adult SEL practices, academic integration, and Restorative Practices.

SEL in Action: District Example

Washoe County School District involves students in informing and making important decisions, including [budget proposals](#). They hold a Strength in Voices Symposium that brings together elementary, middle, and high school students to discuss priorities and challenges within the district. For example, students analyze results from climate surveys and make recommendations for change. Sessions are led by students, while adults capture the input.

Rather than “defaulting to students perceived to fit certain criteria,” Washoe works to ensure a representative sample of students by providing each school with 15 randomly-selected students, from which eight are selected to participate, according to Michelle Hammond, Student Voice Coordinator. “All kids have a voice and they deserve to express it” (CASEL, 2018). To learn more about Washoe’s work visit their [Student Voice homepage](#)

SEL in Action: School-Level Indicators

- Indicators of Schoolwide SEL (CASEL.ORG)
 - Explicit SEL instruction
 - SEL integrated with academic instruction
 - Youth voice and engagement*
 - Supportive school and classroom climates
 - Authentic family partnerships
 - Focus on adult SEL
 - Aligned Community partnerships
 - Supportive discipline
 - Systems for continuous improvement
 - A continuum of integrated supports

Which indicator(s) of schoolwide SEL are present in your school(s)?
Give an example?

Which indicator(s) of schoolwide SEL are not in place? What are the barriers?

SEL in Action: Classroom Examples

Tier I Evidence-Based SEL Curriculum (Examples)

- *Too Good for Violence*
- *Second Step*
- *The Incredible Years*
- *Leader in Me*
- *Promoting Alternative Thinking Strategies (PATHS)*
- *SEL for Prevention Middle School Program*
- *Building Assets, Reducing Risks*
- *Keepin it REAL*
- *Second Step: Student Success Through Prevention for Middle School*

Integrating SEL with Academics
(*SEL Trends, Oct 2018*):

- ❖ Fostering academic mindsets
- ❖ Making learning interactive
- ❖ Elevating student voice
- ❖ Aligning SEL and academic content

SEL in Action

7 KEY INSIGHTS FROM LEADING DISTRICTS



Systemic SEL is possible even with leadership changes and relatively small budgets.



SEL ideally is integrated into every aspect of the district's work, from the strategic plan and budgets to human resources and operations.

SEL ideally is integrated into every aspect of the school: classroom instruction, climate and culture, community-family partnerships.



Adult SEL matters — a lot.



Successful SEL implementation can follow multiple pathways. But regardless of the approach, the engagement and commitment of both school and district leadership is essential.

Data for continuous improvement of SEL implementation is essential.



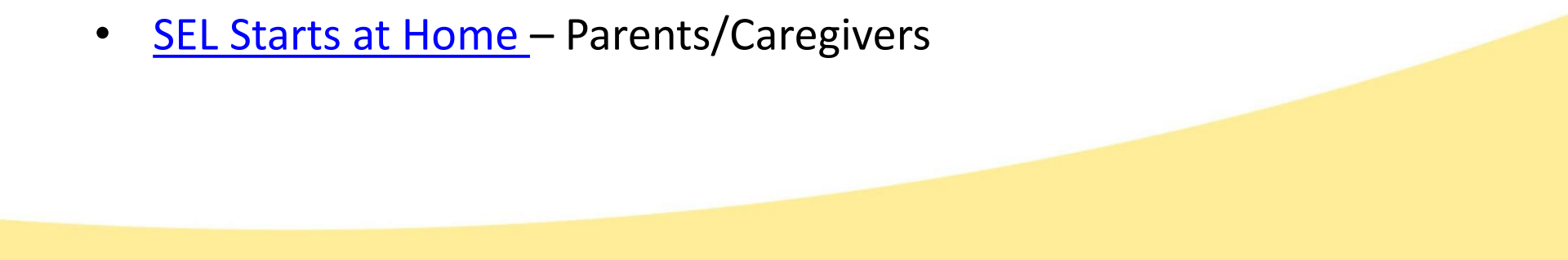
Districts benefit from collaborating with each other on SEL.



Learn more from leading districts in our Key Insights report →

Based on [Collaborating Districts Initiative](#) and other ongoing work

CASEL Tools and Resources: Selected Examples

- [SEL District Resource Center](#) – District Leaders
 - [Schoolwide Guide to SEL](#) – School Leaders
 - [SEL State Resources](#) – State Leaders
 - [SEL Assessment Guide](#) –Educators and Clinicians
 - [Program Review Guides](#) – Educators and Clinicians
 - [SEL Starts at Home](#) – Parents/Caregivers
- 
- A yellow decorative wave graphic that starts from the bottom left corner and curves upwards towards the right, ending at the bottom right corner of the slide.

HOW DOES SEL “FIT” WITH COMPREHENSIVE SCHOOL MENTAL HEALTH?

COMPREHENSIVE SCHOOL MENTAL HEALTH SYSTEMS

Definition and Core Features





Comprehensive School Mental Health Systems

Provide a **full array of supports and services** that promote positive school climate, social emotional learning, mental health and well-being, while reducing the prevalence and severity of mental illness



Comprehensive School Mental Health Systems

Built on a strong **foundation of district and school professionals**, in strategic partnership with **students, families and community** health and mental health partners

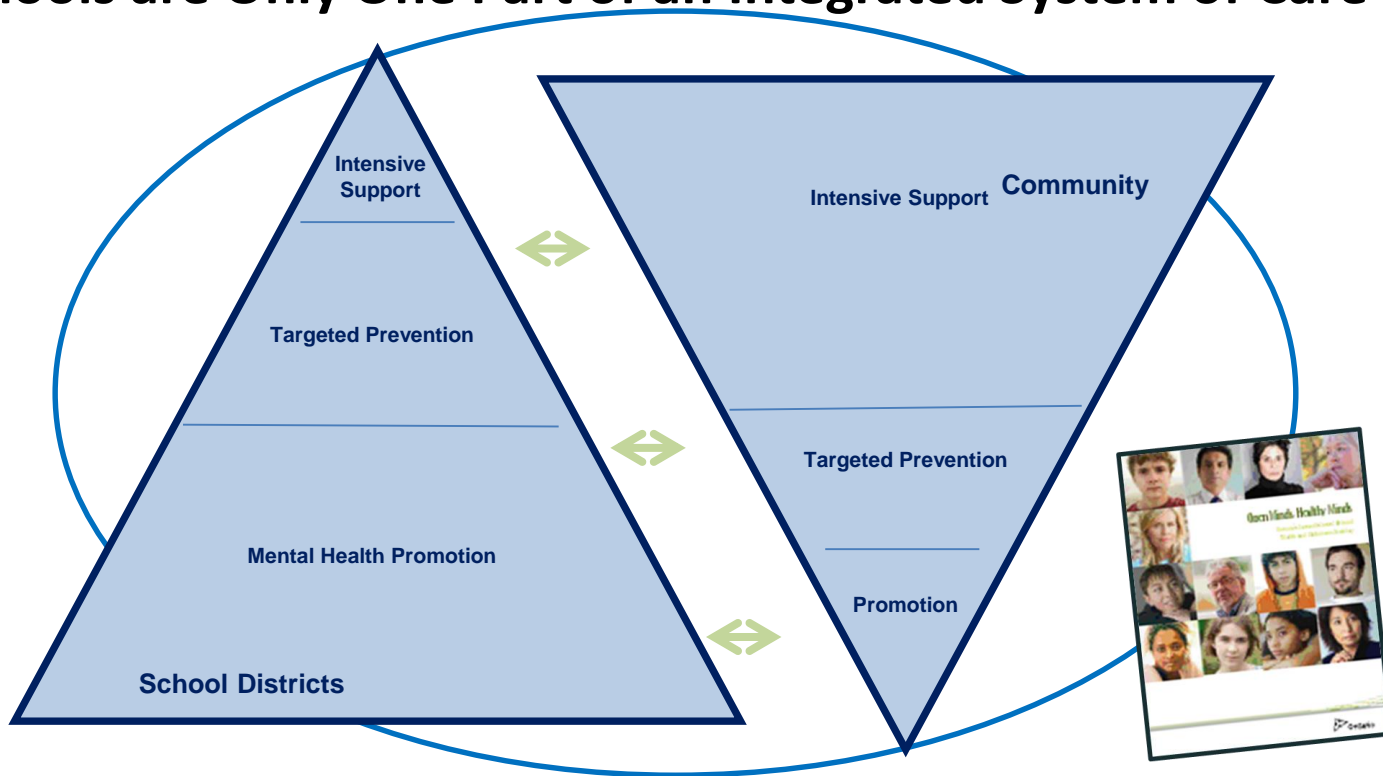


Comprehensive School Mental Health Systems

Assess and address the **social and environmental factors** that impact health and mental health



Schools are Only One Part of an Integrated System of Care

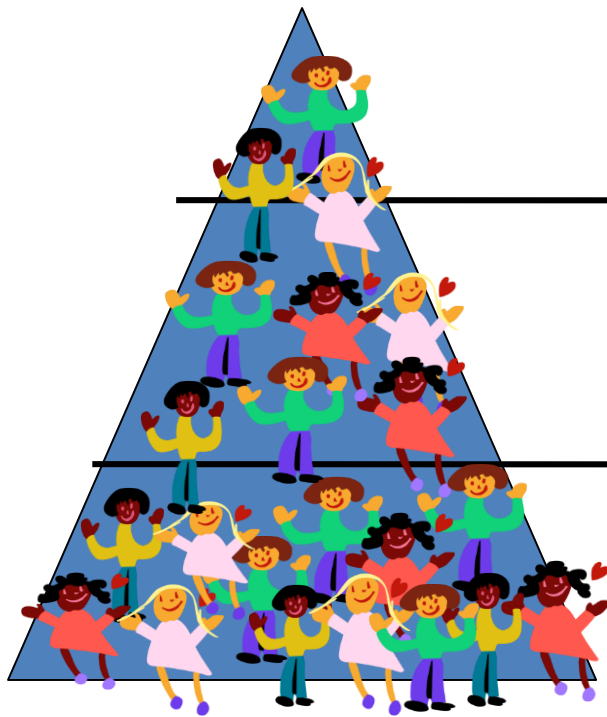


Core Features

- Educators and Student Instructional Support Personnel
- Collaboration and Teaming
- Multi-tiered system of supports
- Evidence-informed services and supports
- Cultural Responsiveness and Equity
- Data-driven decision making



Focus on Evidence-Based Practice – “Manualized” and “Modularized”



Intervention/Indicated:

Cognitive Behavioral Intervention for Trauma in Schools, Coping Cat, Trauma Focused CBT, Interpersonal Therapy for Adolescents (IPT-A)

Prevention/Selected:

Coping Power, FRIENDS for Youth/Teens, The Incredible Years, Second Step, SEFEL and DECA Strategies and Tools, Strengthening Families Coping Resources Workshops, Botvin's Life Skills

Promotion/Universal:

Good Behavior Game, PATHS to PAX, Positive Behavior Interventions and Support, Social and Emotional Foundations of Early Learning (SEFEL), Toward No Tobacco Use

The SHAPE System



A screenshot of the SHAPE System website homepage. The browser address bar shows 'theshapesystem.com'. The website header includes the SHAPE logo (a house icon with 'SH' and 'PE' on either side) and the text 'School Health Assessment and Performance Evaluation System'. Navigation links for 'Home', 'About Us', 'Sign up', and 'Log in' are on the right. The main content area features a large blue diagonal overlay on the left with the text 'What is SHAPE?' where 'SHAPE' is in a yellow box. Below this is a description: 'A free, interactive tool designed to improve accountability, excellence, and sustainability in school mental health in schools, districts, and states.' and a 'Learn More' button. The background of the website is a photo of three diverse women sitting at a table, smiling and looking at a laptop.



School Health Assessment and Performance Evaluation (SHAPE) System

Launched September 2019!

Take a tour – <https://tour.theshapessystem.com/>

SHAPE helps districts and schools improve their school mental health systems! **HOW?**



(NCSMH, 2019)



Quality Domains

- Teaming
- Needs Assessment and Resource Mapping
- Mental Health Promotion for All (Tier 1)
- Early Intervention and Treatment Services and Supports (Tiers 2/3)
- Screening
- Impact
- Funding and Sustainability

School Mental Health National Quality Assessment Overview of Domains and Indicators



Teaming

- Multidisciplinary teams
- Youth and family partnership
- Community partnerships
- Addresses all tiers
- Avoid duplication and promote efficiency
- Best practices for meeting structure/process
- Delineated roles/responsibilities
- Effective referral processes to school and community services
- Data-based decisions to determine student interventions
- Data sharing



Needs Assessment/ Resource Mapping

- Assess student mental health needs
- Assess student mental health strengths
- Use needs assessment results to select, plan and implement services and supports
- Conduct resource mapping to identify existing services and supports
- Use resource map to select, plan and implement services and supports
- Align existing services and supports



Mental Health Promotion Services & Supports

TIER 1

- 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 fit with strengths, needs, cultural, and linguistic considerations
- Ensure adequate resources for implementation
- Provide interactive training and ongoing supports
- Monitor fidelity

Early Intervention and Treatment Services & Supports

TIERS 2&3

- 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, 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

Screening

- Use best practices for mental health screening planning and implementation
- Indicate the number of students:
 - Enrolled in school
 - Formally screened in the absence of known risk factors
 - Identified as being at risk or already experiencing a mental health problem
 - Referred to a mental health service following identification
- Of students screened, how many screened for [specific mental health areas]



Funding and Sustainability

- Use multiple and diverse funding and resources to support 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
- Have funding and resources to support:
 - Tier 1 (mental health promotion) services
 - Tier 2 (early intervention) services
 - Tier 3 (treatment) services
- Maximize reimbursement for eligible services



Impact

- # of students who:
 - Were eligible to receive Tier 2 or Tier 3 school mental health services
 - Received at least one Tier 2 or Tier 3 service
 - Demonstrated documented improvement in educational functioning
 - Demonstrated documented improvement in social, emotional and behavioral functioning

- Use best practices to:
 - Document impact on educational outcomes
 - Document impact of social, emotional, and behavioral outcomes
 - Disaggregate student mental health service and support data to examine student-level outcomes based on sub-population characteristics
 - Document and broadly report the impact of your comprehensive school mental health system





UNIVERSITY of MARYLAND
SCHOOL OF MEDICINE



MHTTC

Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration



NCSMH
NATIONAL CENTER FOR
SCHOOL MENTAL HEALTH



**National School Mental Health Curriculum:
Guidance and Best Practices for States,
Districts, and Schools**

Trainer Manual

Trainer Manual

<http://bit.ly/MHTTC-trainer-manual>



MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration



National School Mental Health Curriculum

Mod
1

- Foundations of School Mental Health

Mod
2

- Teaming

Mod
3

- Needs Assessment & Resource Mapping

Mod
4

- Screening

Mod
5

- Mental Health Promotion Services and Supports

Mod
6

- Early Intervention and Treatment Services and Supports

Mod
7

- Funding and Sustainability

Mod
8

- Impact



Target Audience

District teams that can influence, develop and oversee school mental health systems at the school district and building levels.



District teams may include:

- School District Leaders (e.g., superintendent, school board)
- School Administrators (e.g., Principal, Assistant Principal)
- District Mental Health Director or Student Services Supervisor (e.g., Director of Student Services, District Supervisor School Psychologists/Social Workers/Counselors)
- Community Behavioral Health Agency Supervisor/Director (e.g., clinical director of an agency that provides school-based services in the district)
- Youth/Family Advocate or Consumer

SCHOOL MENTAL HEALTH AND SOCIAL EMOTIONAL LEARNING

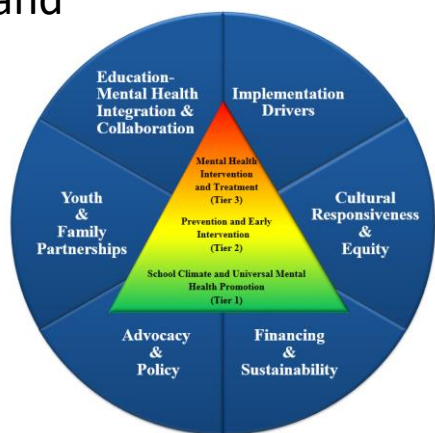
Unifying Themes





School Mental Health & Social Emotional Learning

- School Mental Health
 - ✓ Includes full array of supports and services that promote positive school climate, social emotional learning, mental health and well-being, while reducing the prevalence and severity of mental illness
 - ✓ Built on family-school-community partnerships
 - ✓ Assess and address social and environmental factors
- Social Emotional Learning
 - ✓ The process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions





Intersection of School Mental Health & Social Emotional Learning

- SEL promotes positive mental health
- SEL reduces likelihood, severity and chronicity of mental illness
- *All* students benefit from Tier 1 services and supports including SEL
- Many mental health interventions focus on SEL competencies
- SEL is one component of mental health promotion in schools



Investing in relationships



UNIVERSITY of MARYLAND
SCHOOL OF MEDICINE



Science Matters

**WHAT CAN MENTAL HEALTH
PROVIDERS DO TO ENGAGE WITH SEL?**



UNIVERSITY of MARYLAND
SCHOOL OF MEDICINE



Teamwork Makes the Dream Work



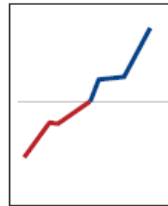
Teaming Action Steps



Establish appropriate
teaming structures and
membership



Implement efficient and
productive meeting
practices



Use and share data



Maintain working
relationships with
community providers

Map existing teams

Appoint a leader

Identify data to track
progress

Ensure community
providers are
included

Document purpose
and outcomes

Establish regular
time and frequency

Identify and address
data sharing barriers

Seek partnerships
that match student/
family/ school/
community needs

Streamline teams

Use meeting best
practices

Clarify roles and
responsibilities

Use exemplar teams
to inform
improvement

Determine policies
and procedures

School Mental Health Quality Guide

Teaming



School Health Assessment
and Performance Evaluation System





Student Support Teams: A Model for Cross-disciplinary Collaboration

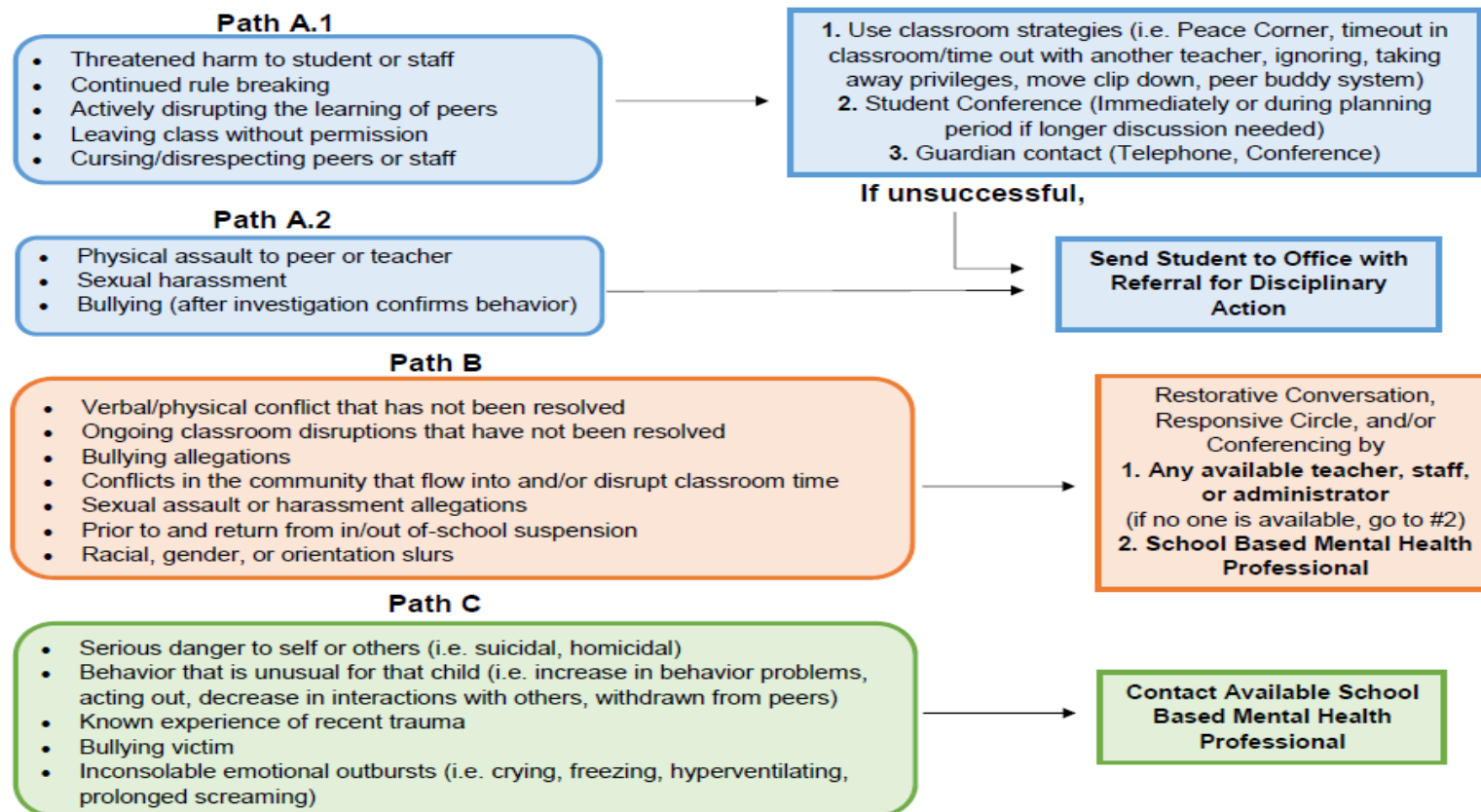
SY 2016-17

Roles and Functions of Cross-disciplinary Student Support Team (SST) Members

Cross-disciplinary SST Role/Function	Social Workers	School Psychologists	School Counselors	ESMH Clinicians	Administrators	Classroom Teacher	Special Educator	ESOL/ELL Rep.	Nurse/OT/PT /SLP
SST Chair	X		X		X	X	X		
Facilitate SST meetings	X		X		X		X		
Lead development of FBA/BIPs	X	X							
Provide counseling- individual & group	X	X	X	X					
Monitors student performance (academic, behavior, health and attendance)	X	X	X	X	X	X	X	X (If applicable)	X
Intervenes/consults as needed with staff, parents, & community	X	X	X	X	X	X	X	X (If applicable)	X (If applicable)
Complete Emergency Petitions (<i>Requires clinical licensure</i>) and accompany student to hospital (<i>Note: Any school staff may accompany</i>)	X	X	X	X ¹					
Develop Positive Behavior Supports (PBS) strategies	X	X	X	X	X	X	X		
Implement a program of violence and substance use prevention, in addition to mental health activities in 35 select schools				X					



Student Behavior Flow Chart



Published by New Song Learning Center Mental Health Team, 2017

Permission is given to duplicate this document for professional use, as long as it is unaltered and complete.



Support SEL Implementation: Identify Evidence-Based Programs

- **Evidence-based practice (EBP) registries**
 - National Organizations and Foundations
 - Local Organizations and Agencies
 - Government Agencies
- **Research literature**
- **Intervention developers**
- **Schools implementing the intervention or practice**
 - Practice-based evidence



Evidence-Based Practice Registries

- Blueprints for Healthy Youth Developments
- <https://www.blueprintsprograms.org/about>
- CASEL Program Guides
- <https://casel.org/guide/>
- IES What Works Clearinghouse
- <https://ies.ed.gov/ncee/wwc/>
- Model Programs Guide
- <https://www.ojjdp.gov/mpg>
- Society of Clinical Child & Adolescent Psychology
- <https://effectivechildtherapy.org/therapies/>



Support Alignment of SEL

- Learn about SEL in your district and schools
- Support 4 focus areas (casel.org):
 - Build foundational support and plan
 - Strengthen adult SEL competencies and capacity
 - Provide training to increase knowledge and skills (e.g., [SEL and Equity](#))
 - Promote SEL for students
 - Support facilitation of SEL curriculum
 - Practice continuous improvement
 - Support and contribute to assessment of student SEL



Common Goals for Student Well-being



Social Emotional Learning Outcomes

Increases in:

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

Decreases in:

- Conduct problems
- Emotional distress
- Substance use



School Mental Health Service Outcomes

- Improvements in self and social awareness, decision-making capacity, and relationship skills (Durlak et al., 2011)
- Better academic outcomes (Durlak et al., 2011; Kase et al, 2017)
- Fewer special education referrals and decreased need for restrictive placements (Bruns et al., 2004)
- Fewer disciplinary actions (Flannery et al., 2014; Taylor et al., 2017)
- Increased student engagement and feelings of connectedness to school (Greenberg et al., 2005)

School-based services demonstrate a small-to-medium effect overall in decreasing mental health problems (Hedges $g = 0.39$, Range = 0.29 – 0.76 (Sanchez et al., 2018)

IN CLOSING

How do SEL and SMH relate?

What's one way clinicians can support schools and educators with SEL?



What are your school's priorities for change?



**“What if we don’t change at all ...
and something magical just happens.”**



What will you do next?

- What did you hear that confirmed previous knowledge?
- What's one thing you learned?
- What do you need to learn more about?

THANK YOU!

Brittany R. Patterson, PhD
Assistant Professor, University of Maryland School of Medicine
National Center for School Mental Health
bpatterson@som.umaryland.edu





References and Additional Resources

Articles:

- Collaborative for Academic, Social, and Emotional Learning (January 2008). Connecting Social and Emotional Learning with Mental Health. Chicago: IL.
- Damon E. Jones, Mark Greenberg, and Max Crowley. Early Social-Emotional Functioning and Public Health: The Relationship Between Kindergarten Social Competence and Future Wellness. American Journal of Public Health: November 2015, Vol. 105, No. 11, pp. 2283-2290.
- Jennings, P.A. & Greenberg, M.T. (2009) The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes. American Educational Research Association.
- Payton, J. W., Wardlaw, D. M., Graczyk, P. A., Bloodworth, M. R., Tompsett, C. J., & Weissberg, R. P. (2000). Social and emotional learning: A framework for promoting mental health and reducing risk behavior in children and youth. Journal of school health, 70(5), 179-185.

Blogs:

- <https://www.illuminateed.com/blog/2018/10/social-emotional-learning-vs-mental-health-whats-the-difference/>
- <https://www.cfchildren.org/blog/2018/06/implement-sel-within-multi-tiered-systems-of-support/>
- <https://www.cfchildren.org/blog/2015/01/promoting-mental-health-through-sel/>

Website:

- Casel.org