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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
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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

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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.theshapesystem.com

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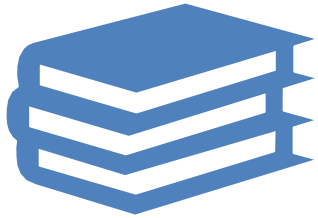
2020 Annual Conference on Advancing School Mental Health: Equitable and Effective School Mental Health

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

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“

- 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."

CASEL

SEL Core Competencies

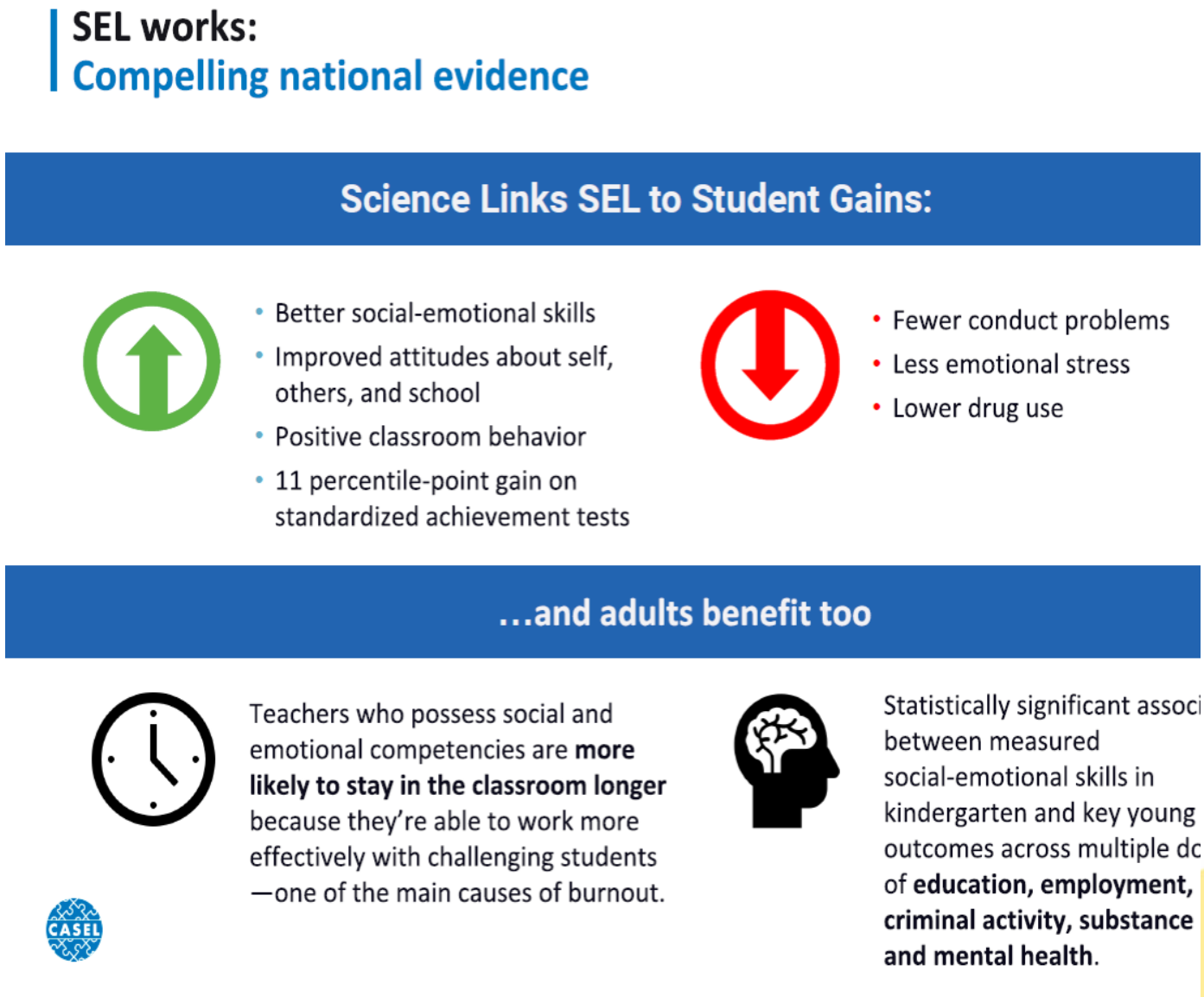
- Self –awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

casel.org

SEL Works!!!

An image from CASEL's:

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



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
- Conduct problems
- Emotional distress

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

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

Adapted from Jennings & Greenberg, 2009; CASEL.ORG, slide 11

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

Jones, Greenberg, & Crowley, 2015

Strong Return On Investment

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

✓$11 to $1

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

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?

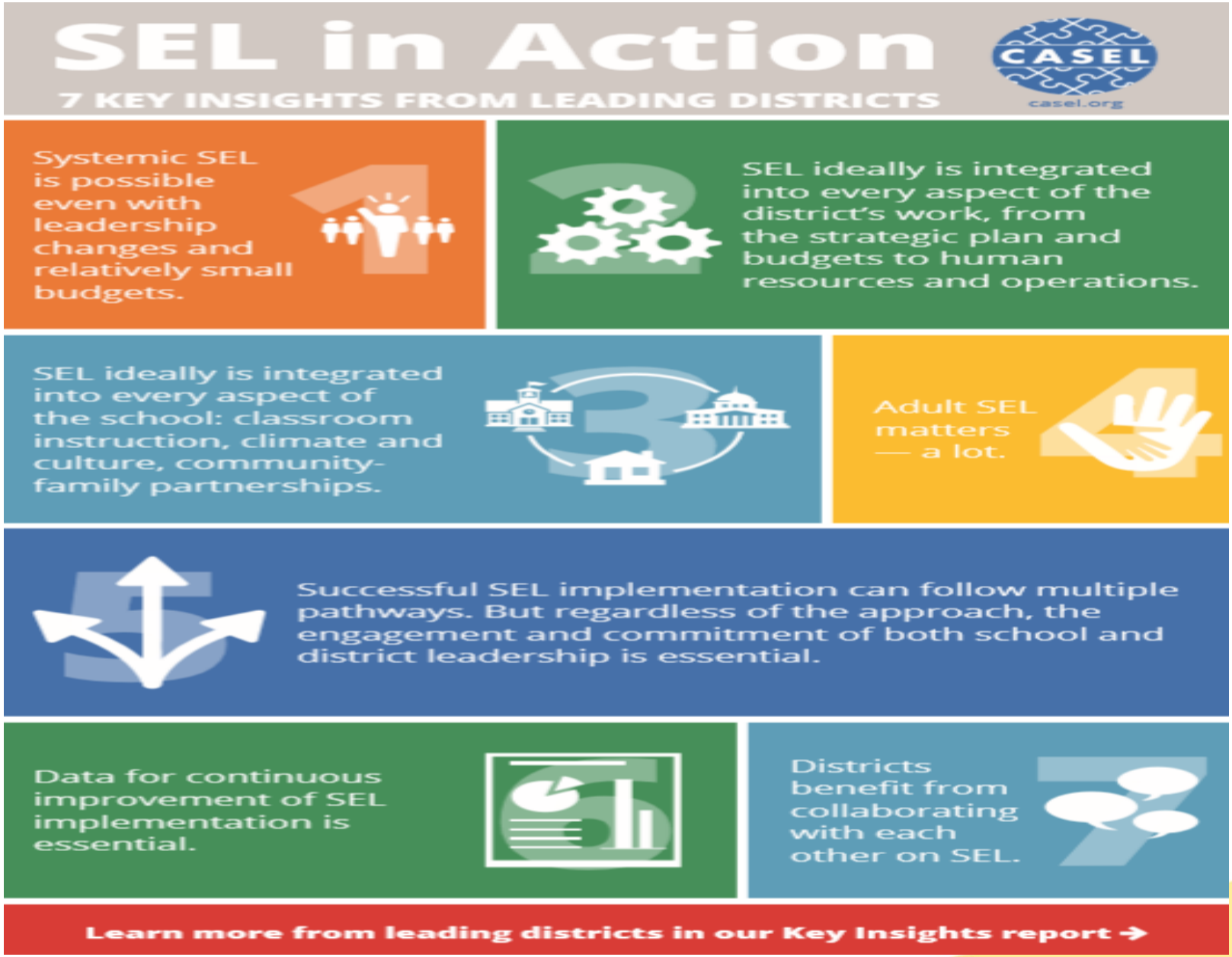
SEL in Action: Classroom Examples

Tier I Evidence-Based SEL Curriculum (Examples)

- *Too Good for Violence*
- *Second Step*
- *The Incredible Years*
- *Leader in Me*
- *Promoting Alternative Thinking Strateegies (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



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

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

(Hoover & Lever, 2019; US Department of Health and Human Services, 2018)

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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

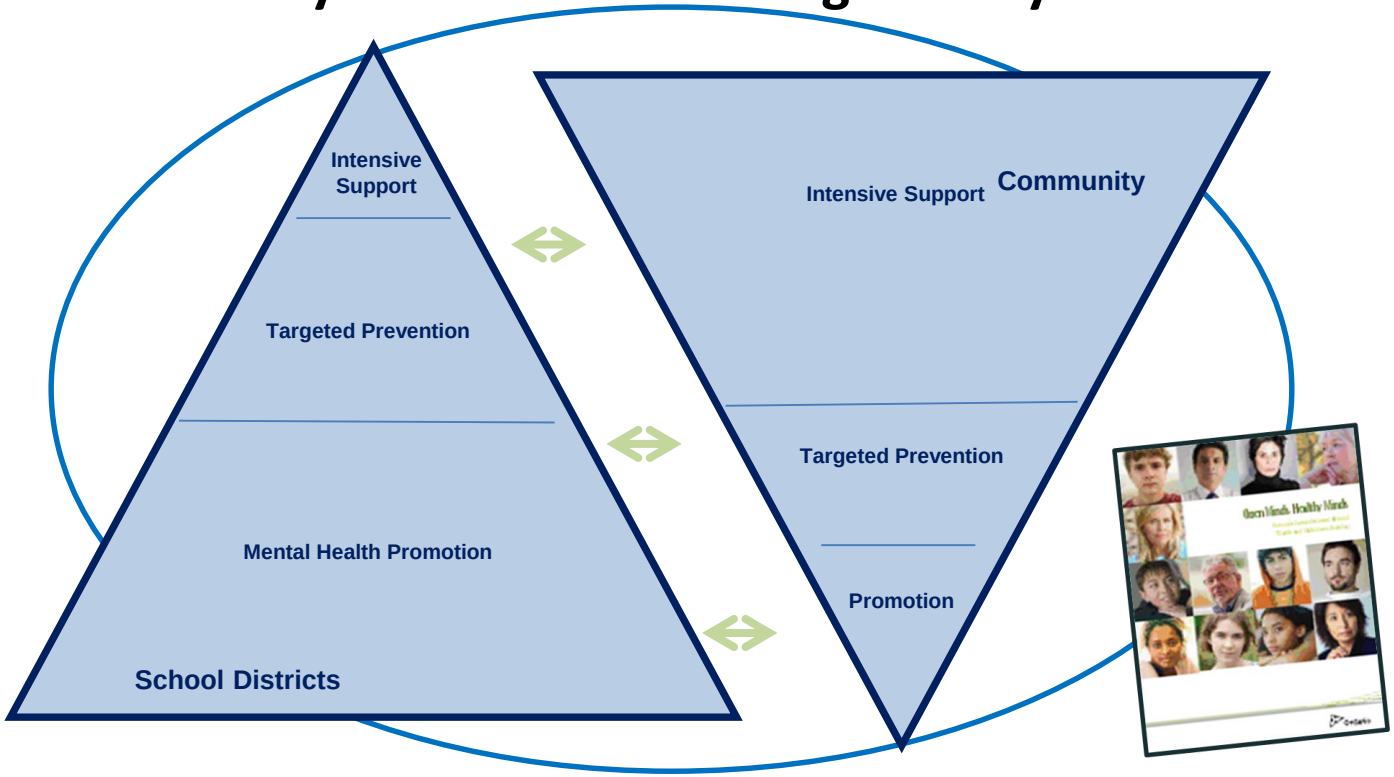
(Hoover & Lever, 2019; US Department of Health and Human Services, 2018)

Comprehensive School Mental Health Systems

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

(Hoover & Lever, 2019; US Department of Health and Human Services, 2018)

Schools are Only One Part of an Integrated System of Care



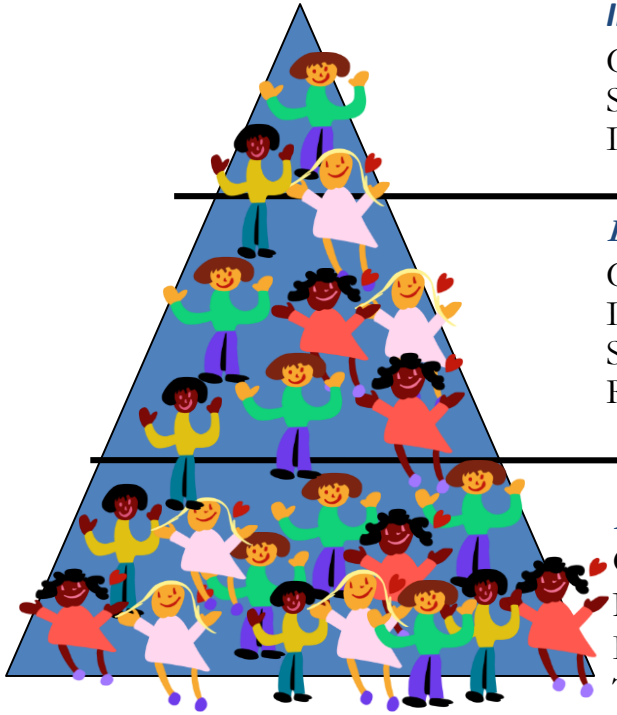
Slide used with permission from
Kathy Short, Director of School Mental Health ASSIST in Ontario, Canada

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

(NCSMH, 2019)

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)

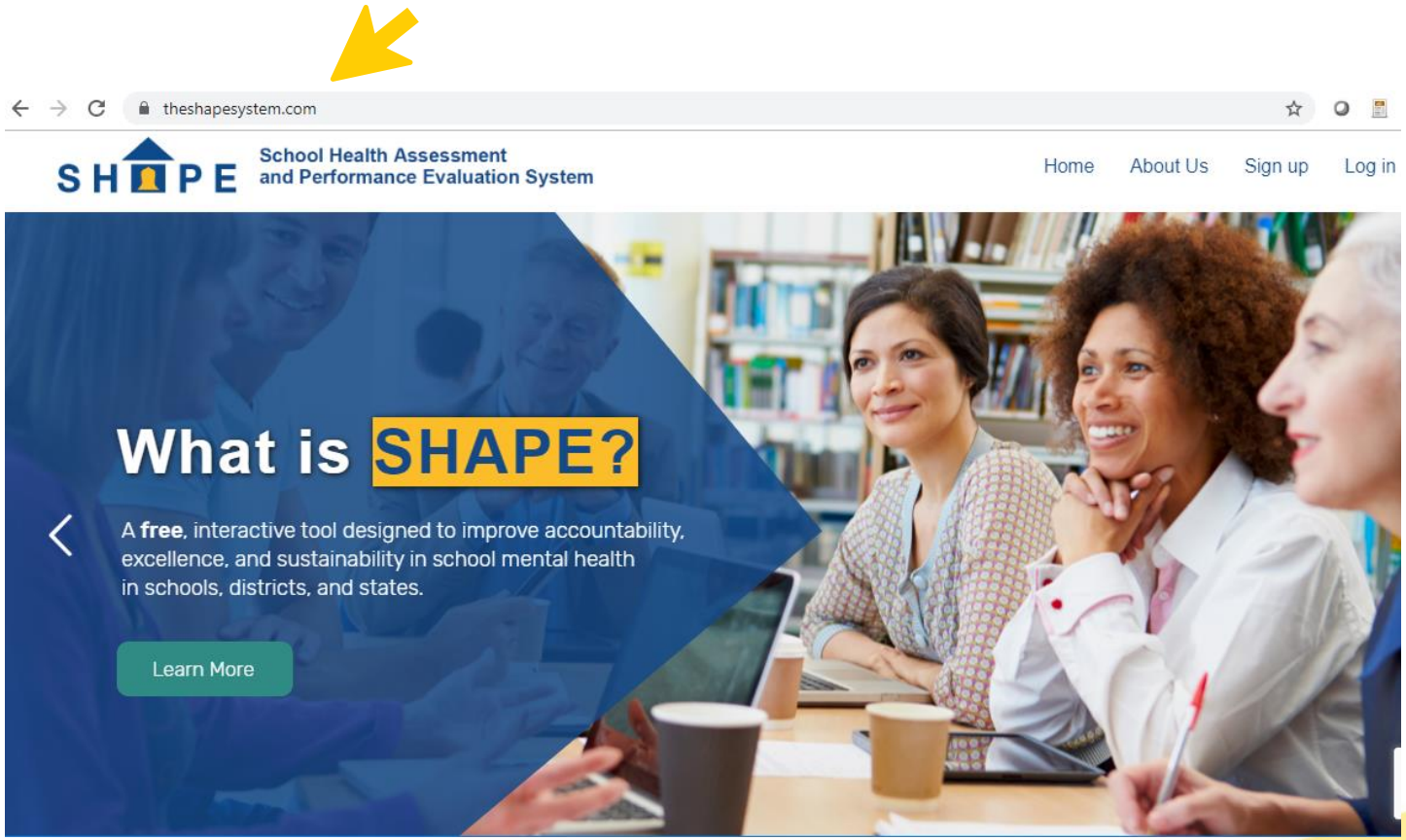
Prevention/Selected:

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

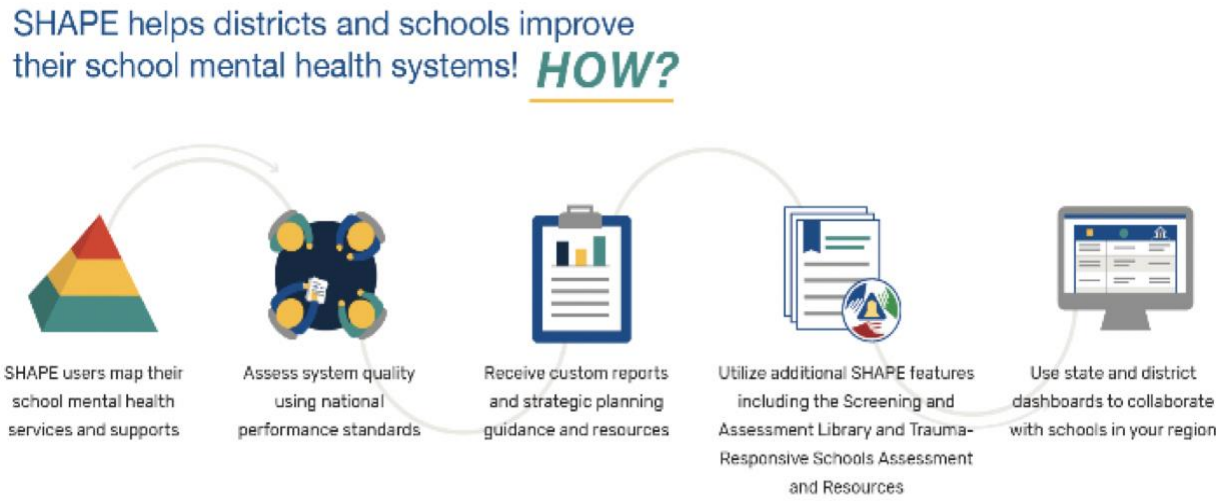
The SHAPE System



School Health Assessment and Performance Evaluation (SHAPE) System

Launched September 2019!

Take a tour – https://tour.theshapesystem.com/



(NCSMH, 2019)

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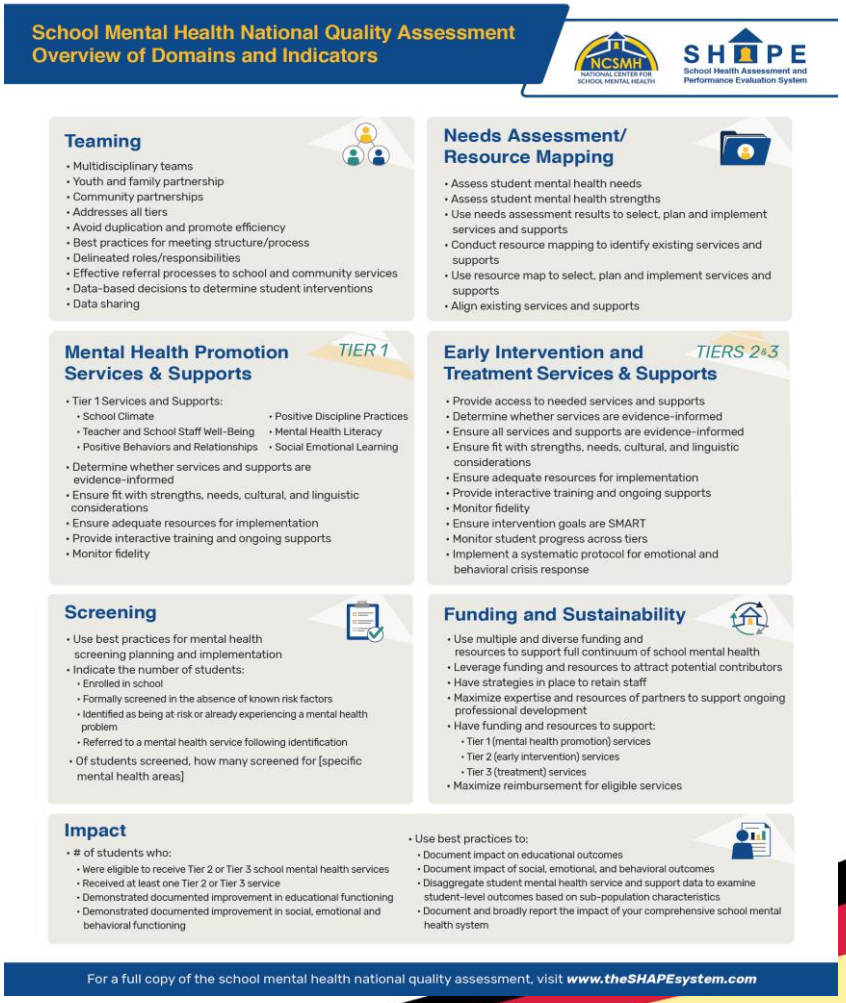
Quality Domains

- 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



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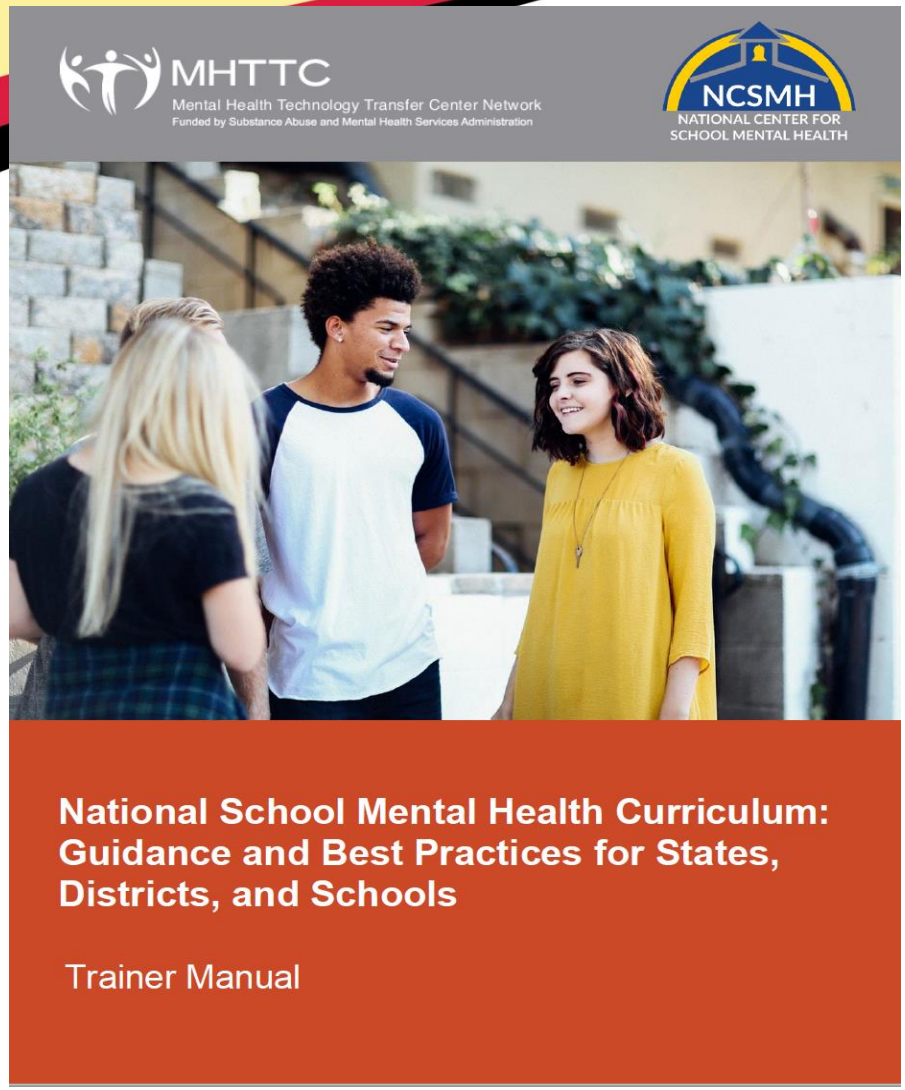

Trainer Manual

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

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

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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

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School Mental Health & Social Emotional Learning

- School Mental Health

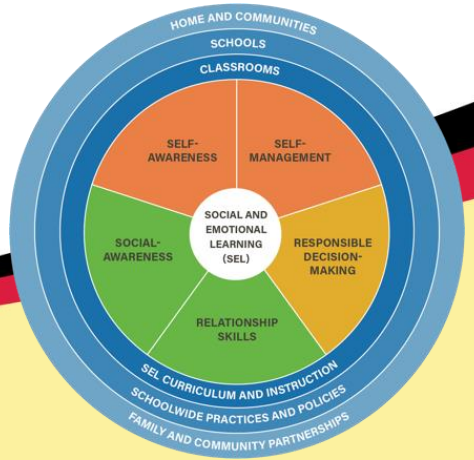
✓ Includes full array of supports and services that promote positive school climate, social emotional learning, mental health and well-being, while reducing the prevalence and severity of mental illness

✓ 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



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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

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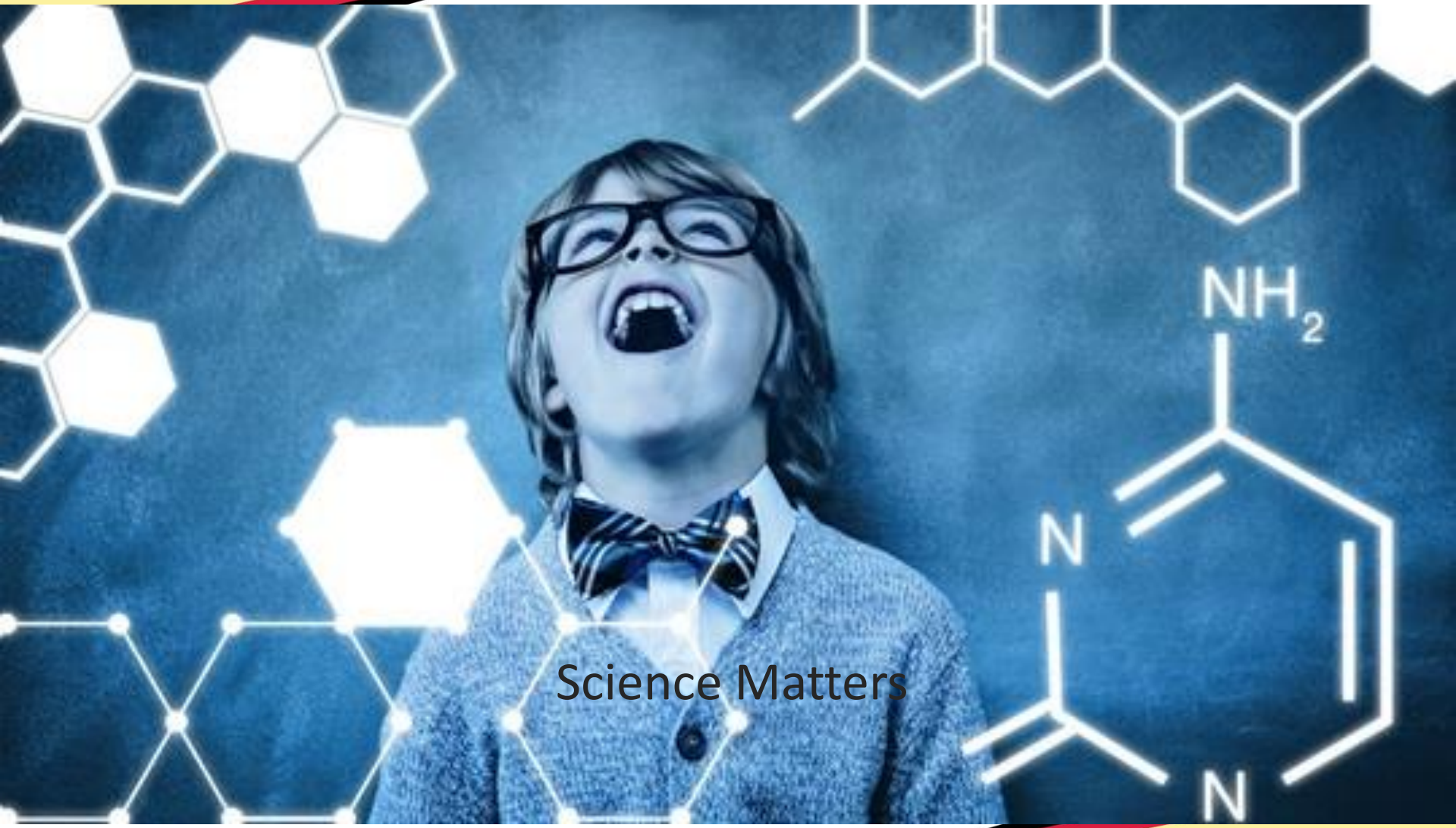

Science Matters

WHAT CAN MENTAL HEALTH PROVIDERS DO TO ENGAGE WITH SEL?

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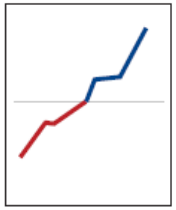
Teaming Action Steps

Establish appropriate teaming structures and membership

- Map existing teams
- Document purpose and outcomes
- Streamline teams
- Clarify roles and responsibilities

Implement efficient and productive meeting practices

- Appoint a leader
- Establish regular time and frequency
- Use meeting best practices
- Use exemplar teams to inform improvement

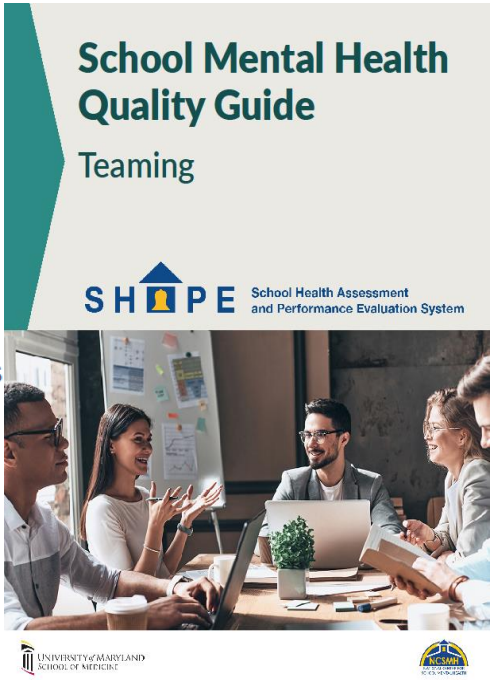


Use and share data

- Identify data to track progress
- Identify and address data sharing barriers

Maintain working relationships with community providers

- Ensure community providers are included
- Seek partnerships that match student/ family/ school/ community needs
- Determine policies and procedures



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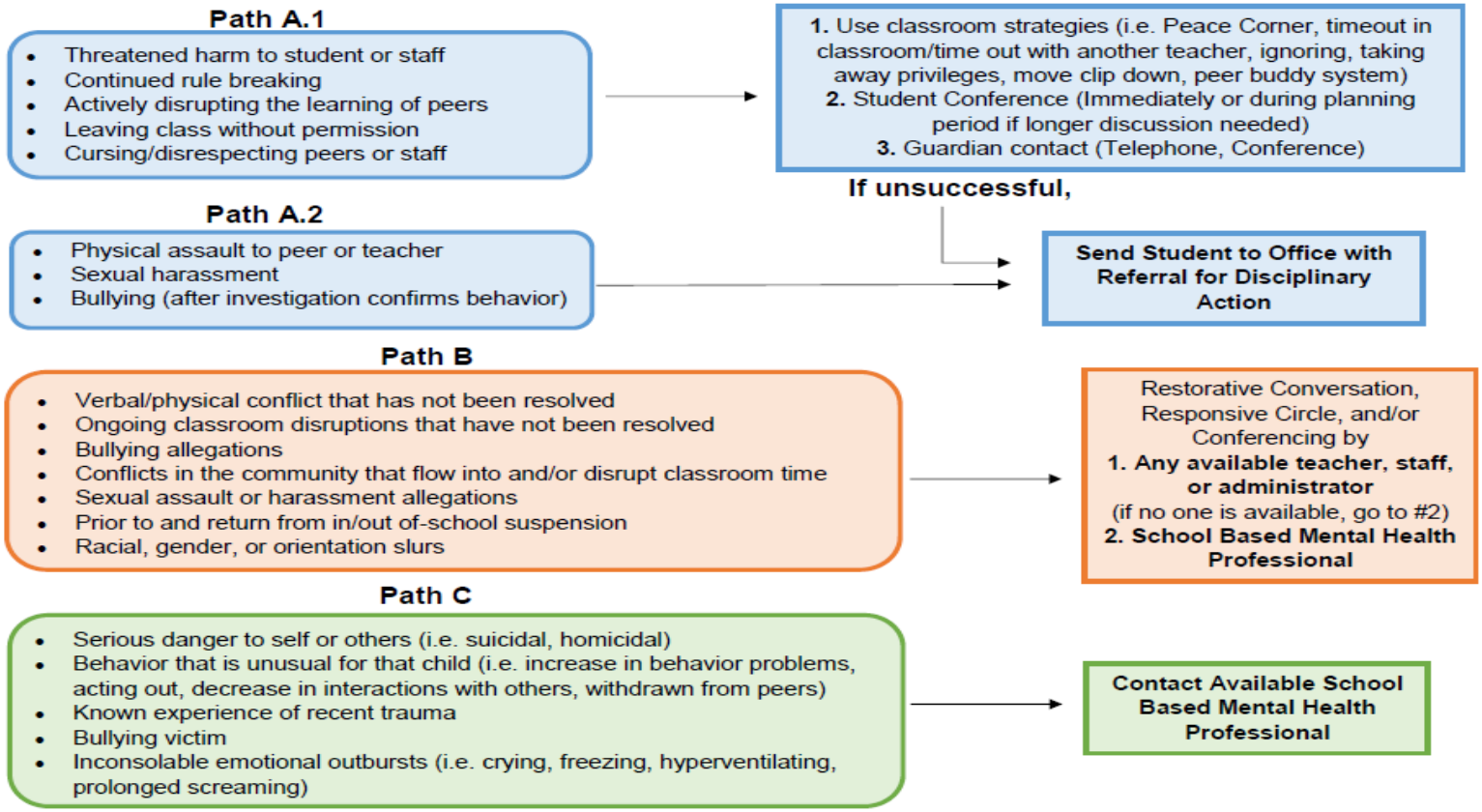
Student Support Teams: A Model for Cross-disciplinary Collaboration | SY 2016-17

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 *(Requires clinical licensure)* and accompany student to hospital *(Note: Any school staff may accompany)*	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
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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

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

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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

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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

(Durlak, Weissberg, Dymnicki, Taylor & Schellinger, 2011; Sklad, Diekstra, Ritter, Ben & Gravesteiin, 2012)

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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?

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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!

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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