

# Effectiveness and School Mental Health

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# Major Approaches to Mental Health in Schools

- 1. Enabling Framework
- 2. Other Education-Based
- 3. School-Based Health Centers
- 4. Community Mental Health Center Outreach
- 5. Private Practitioner Outreach
- 6. Communities in Schools
- 7. Research supported (i.e., with all the associated resources of funded studies)

# Effectiveness and School Mental Health

- Status and presenting issues are much different for approaches 1-6 (non research supported) than for approach 7 (research supported)

# Research Supported Programs and Interventions in Schools

- Key reviews underscoring effectiveness in multiple domains
  - emotional and social development (Durlak & Wells, 1998; Rones & Hoagwood, 2000)
  - youth development (Catalano et al., 1998)
  - violence prevention (Elliot, 1998)
  - drug prevention (Tobler et al., 2000)
  - prevention of mental disorders (Greenberg, Domitrovich & Bumbarger, 2001)

# Characteristics of Effective Programs

(Greenberg, Domitrovich, & Bumbarger, 2001)

- Theoretically based and developmentally appropriate
- Multiyear in duration and address a range of risk and protective factors vs. unitary problem behaviors
- Target multiple domains (e.g., school, family) with an emphasis on changing environments as well as individuals

# Collaborative for Academic, Social and Emotional Learning (CASEL) Review

- Key Competencies Trained in Universal SEL Programs in Schools:
  - Knowledge of self
  - Caring for others
  - Responsible decision making
  - Social effectiveness (communication, building relationships, negotiation, refusal, help seeking)  
(Payton et al., 2000)

# CASEL Review: Six Characteristics of Program Design

- Quality of lesson plans
- Student assessment measures
- Classroom-implementation monitoring tools
- Strategies to promote school-wide coordination
- School-family partnerships
- School-community partnerships

# Social Skills Training in Schools

(Quinn et al., 1999)

- Meta-analysis of 35 studies with students with emotional/behavioral problems (EBP)
- “Results suggest that social skill interventions, when used alone in small group settings, are not very effective in increasing the social competence of students with EBP...Social skill training may be more effective if integrated across the school curriculum, on the playground, and at home.”

# Three Key Dimensions in Implementation (Graczyk et al., 2003)

- Characteristics of the intervention
  - (program content, structure, timing, dosage; quality of service delivery)
- Training and technical support
  - (training and supervision models, implementer qualities)
- Environmental conditions
  - (classroom, school, district, community factors)

# A Growing Mental Health in Schools Movement in the US

- The Movement is Being Propelled by:
  - Increasing recognition of mutual benefits to schools and other community systems
  - The developing research base on mental health in schools
  - Prominent federal developments (Surgeon General's reports, Safe Schools/Healthy Students, No Child Left Behind)
  - Increasing training and technical assistance
  - Networking and collaboration among diverse people at local, state, national and international levels
  - (see Weist, Evans, & Lever, 2003)

# Moving Toward Evidence-Based Practice in the School Mental Health Movement

- Need to address realities:
  - Approaches 1-6 are characterized by significant variability in all dimensions
  - Effectiveness literature for school mental health *programs and staff* is very limited
  - Research and practice in the field remains largely separated
  - In programs and in schools there is very little support for evidence-based practice

# Expanded School Mental Health (ESMH)

- ESMH programs join staff and resources from education and other community systems
- to develop a full array of mental health promotion and intervention programs and services
- for youth in general and special education  
(Weist, 1997)

# Dimensions of Progress in ESMH

- Advocacy, coalition building, policy change, resource enhancement
- Stakeholder involvement, needs assessments, resource mapping, strategic development
- Staff training and supervision, evidence-based practice
- Quality improvement and evaluation

# Dimensions of Progress (cont.)

- Moving toward a full mental health promotion-intervention continuum
- Coordinating programs and services and contributing to system of care development
- Addressing areas of special need
  - (Weist et al., 2003)

# A Critical Need to Advance the Quality Agenda

- Programs are doing very little
- Research literature is limited
- What exists is painful, boring or both

# *Enhancing Quality in Expanded School Mental Health*

- Randomized controlled study to assess impacts of systematic quality improvement on clinician behavior, satisfaction with services, and student outcomes
- First experimental study of quality improvement in school mental health
- Will provide guidelines for best practice and will help to standardize practice

# Example Quality Principle and Indicators

- Principle # 3

- *Programs are implemented to address needs and strengthen assets for students, families, schools and communities*

- Example Indicators

- *Have you conducted assessments on common risk and stress factors faced by students?*
  - *Are you developing programs to help students contend with common risk/stress factors?*

# The Optimal School Mental Health Continuum?

- 10-20% Broad Environmental Improvement and Mental Health Promotion
- 50-60% Prevention and Early Intervention
- 20-30% Intensive Assessment and Treatment

# Youth Mental Health Services in Most Communities

Primary      Secondary      Tertiary

Education

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M. Health

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Pub. Health

# The Vision

	Primary	Secondary	Tertiary
Education	-----	-----	-----
M. Health	---	-----	-----
Pub. Health	-----		

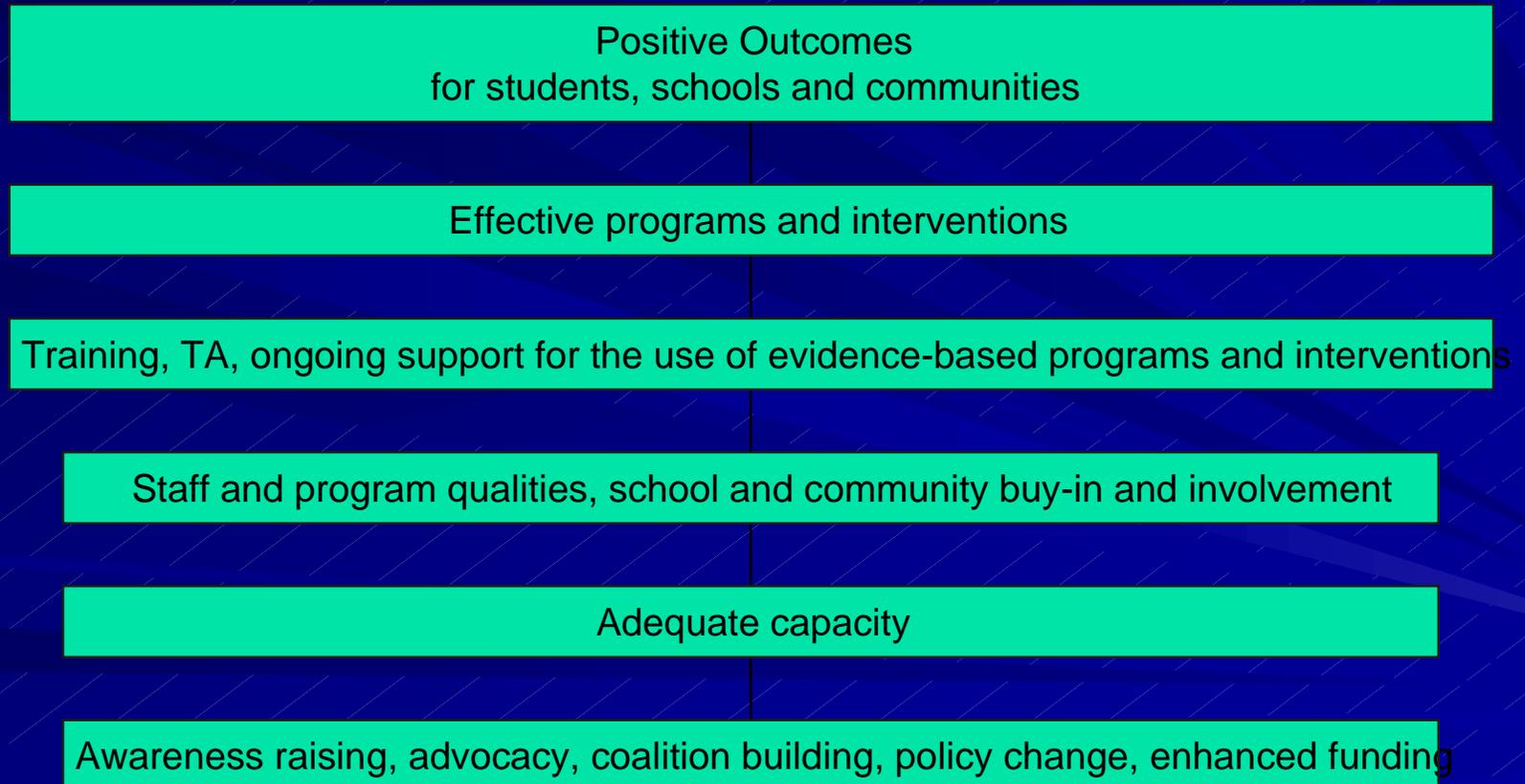
# Deciding on Roles in a School

*(no stereotyping intended)*

	Primary	Secondary	Tertiary
Sch. Psy.	XOXOXO	XXXXXX	XX
Sch. SW.		XOXOXO	XXXXXX
Sch. Co.	XOX0	000	
Com. St.	XO	000000	000000
	REG.ED=0	SPEC.ED=X	

# Using the Evidence Base in Context

## Building Blocks for the Promotion of Mental Health in Schools



# A Four-Pronged Approach to Evidence-Based Practice in School Mental Health

- Decrease stress/risk factors
- Increase protective factors
- Train in validated skills
- Implement manualized interventions
  - (see Schaeffer, 2002; Weist, 2003)

# Examples of Universal Interventions

(from Schaeffer, 2002)

- Promotion of Social and Emotional Competence
  - I Can Problem Solve (Spivak & Shure)
  - Promoting Alternative Thinking Strategies (Greenberg)
  - Skillstreaming (Goldstein)
- High Risk Behaviors
  - Life Skills Training (Botvin)
  - Project ALERT (Ellickson)

# Examples of Selected Interventions

(from Schaeffer, 2002)

- Depression

- Adolescent Coping with Stress Course (Lewinsohn)
- Penn Optimism Program (Reivich)

- Anxiety

- Friends (Bartlett)

- Aggressive Behavior

- Coping Power (Lochman)
- Reconnecting Youth (Herting & Eggert)

# Examples of Indicated Interventions

(from Schaeffer, 2002)

- Anxiety
  - Coping Cat (Kendall)
- Depression
  - Adolescent Coping with Depression Course (Lewinsohn)
- ADHD
  - CBT for Impulsive Children (Kendall & Braswell)
- Oppositional and Conduct Disorders
  - Defiant Children (Barkley)

# Examples of Modifiable Stress/Risk Factors

- Individual

- low commitment to school, early school failure, association with acting out peers

- Family

- marital discord, poor family management

- Community

- poor housing, community disorganization  
(Hawkins et al., 1992; Mrazek & Haggerty, 1994)

# Examples of Modifiable Protective Factors

- Individual

- social competence, internal locus of control, reading for pleasure

- Family

- routines and rituals, parenting skills, parental responsiveness

- Community

- good schools, positive relationships with other adults (Hawkins et al., 1992; Mrazek & Haggerty, 1994)

# Validated Skills

- Relaxation training
- Problem solving
- Cognitive restructuring
- Self-control training
- Anger management training
- Social competence and resistance training
  - (see Christophersen & Mortweet, 2001)

# Promoting the Use of Manualized Interventions

- Choose a program that matches the needs of the school and can be implemented
- Promote and maintain school and staff buy-in
- Ensure environmental receptiveness, adequate infrastructure, and training and technical assistance

# Centers for Mental Health in Schools

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# UCLA Center for Mental Health in Schools

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# University of Maryland

## Center for School Mental Health Assistance

- Provide technical assistance and consultation
- Provide national training and education
- Disseminate and develop knowledge
- Promote communication and networking
  - phone: 410-706-0980 (888-706-0980 toll free)
  - email: [csmha@psych.umaryland.edu](mailto:csmha@psych.umaryland.edu)
  - web: <http://csmha.umaryland.edu>

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