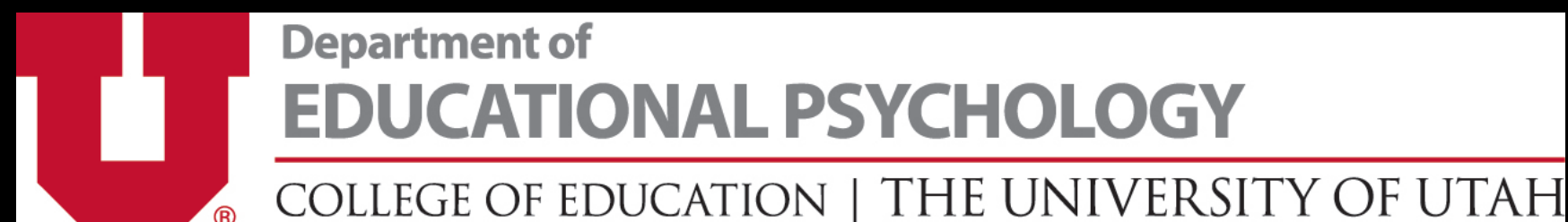




School Mental Health as the Foundation for Academic Success

Aaron J. Fischer, PhD, BCBA-D, LP, LBA
Dept. of Educational Psychology | Dept. of Psychiatry
University of Utah





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- Multi-Tiered School Mental Health Programs
- Multi-Tiered Behavior Supports and Consultation
- Integrated Public School Day Treatment Programs
- Professional Development
- Functional Assessment and Function-Based Treatment Planning
- Teleconsultation and Telehealth



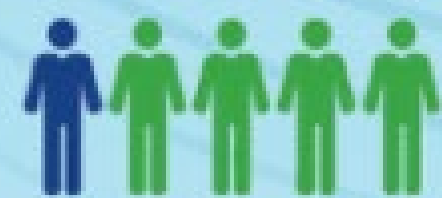
How are you feeling today?

Go to www.menti.com

and use the code 9926 0369



What's the Need for Mental Health in Schools?



1 in 5 U.S. adults experience mental illness

1 in 25

1 in 25 U.S. adults experience serious mental illness

17%

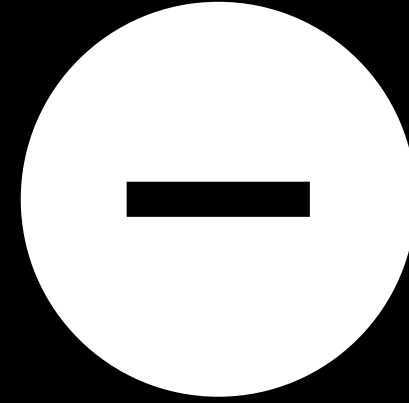
of youth (6-17 years) experience a mental health disorder

<https://www.nami.org/NAMI/media/NAMI-Media/Infographics/NAMI-You-Are-Not-Along-FINAL.pdf>



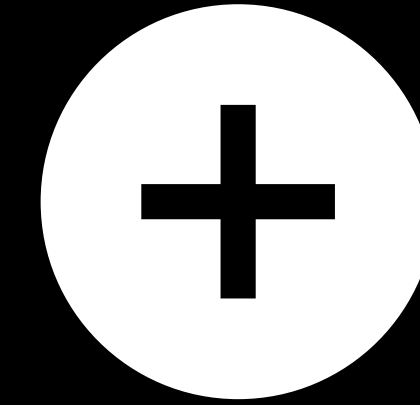
<https://professional-development.ascd.org/educator-mental-health>

Risk and Protective Factors



RISK FACTORS

- CHARACTERISTICS WITHIN THE INDIVIDUAL OR CONDITIONS IN THE FAMILY, SCHOOL OR COMMUNITY THAT *INCREASE THE LIKELIHOOD SOMEONE WILL ENGAGE IN UNHEALTHY BEHAVIOR* SUCH AS:
 - THE USE OF ALCOHOL, TOBACCO AND OTHER DRUGS, VIOLENCE, SUICIDE, OR EARLY SEXUAL ACTIVITY.
- THE MORE RISK FACTORS PRESENT IN A CHILD'S LIFE, THE GREATER THE LIKELIHOOD PROBLEMS WILL DEVELOP IN ADOLESCENCE



Protective Factors

- Characteristics within the individual or conditions in the family, school or community that *help someone cope successfully with life challenges.*
- When people can successfully negotiate their problems and deal with pre-existing risk factors, *they are less likely to engage in unhealthy behavior.*
- Protective factors are instrumental in healthy development; they build resiliency, skills and connections

RISK FACTORS

FAMILY

- **Death by suicide of a friend or family member***
- Family history of the problem behavior
- Family management problems
- Family conflict
- Favorable parental attitudes and involvement in problem behaviors
- Household access to substances or guns

SCHOOL

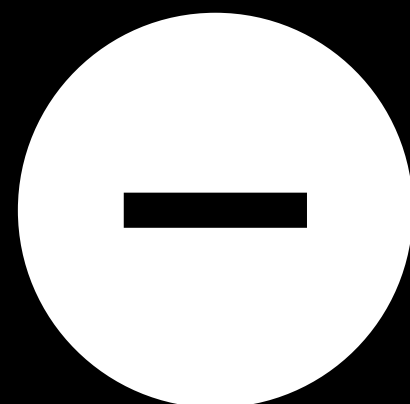
- Academic failure
- Lack of personal commitment to school

COMMUNITY

- **Availability of alcohol/other drugs***
- **Community norms and laws***
- Availability of firearms
- Transitions and mobility (*moving a lot*)
- Low neighborhood attachment & community disorganization
- Poverty

INDIVIDUAL - PEERS

- **Experienced child abuse (physical, sexual) or other family violence***
- **Early initiation of the problem behavior***
- **Loss of cultural identity and connection***
- Constitutional factors (see definition)
- Childhood media exposure to violence and alcohol
- Early and persistent antisocial behavior
- Friends who engage in the problem behavior
- Favorable attitudes toward the problem behavior (low perceived-risk of harm)
- Gang involvement
- Older physical appearance than peers
- Paid work more than 20 hrs/week
- Perceived risk of untimely death



PROTECTIVE FACTORS

FAMILY

- **Family connectedness** (attachment & bonding)*
- Positive parenting style
- Living in a two parent family
- Higher parent education
- High parental expectations about school

SCHOOL

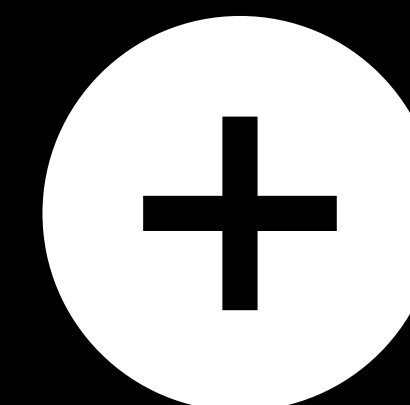
- **Connected to school***
- Caring school climate
- Student participation in extracurricular activities

COMMUNITY

- **Positive connection to *other adults****
- Safe, supportive, connected neighborhood
- Strong community infrastructure (services for those in need)
- Local, state policies and practices that support healthy norms and child-youth programs
- Range of opportunities *in the community* for meaningful youth engagement

INDIVIDUAL - PEERS

- **Engagement in meaningful activities**
- **Life skills and social competence*** (*Social Emotional/Employability Skills*)
- **Cultural identity and connection***
- Positive personal qualities
- Positive self concept
- Positive peer role models
- Religious identity
- High grade point average



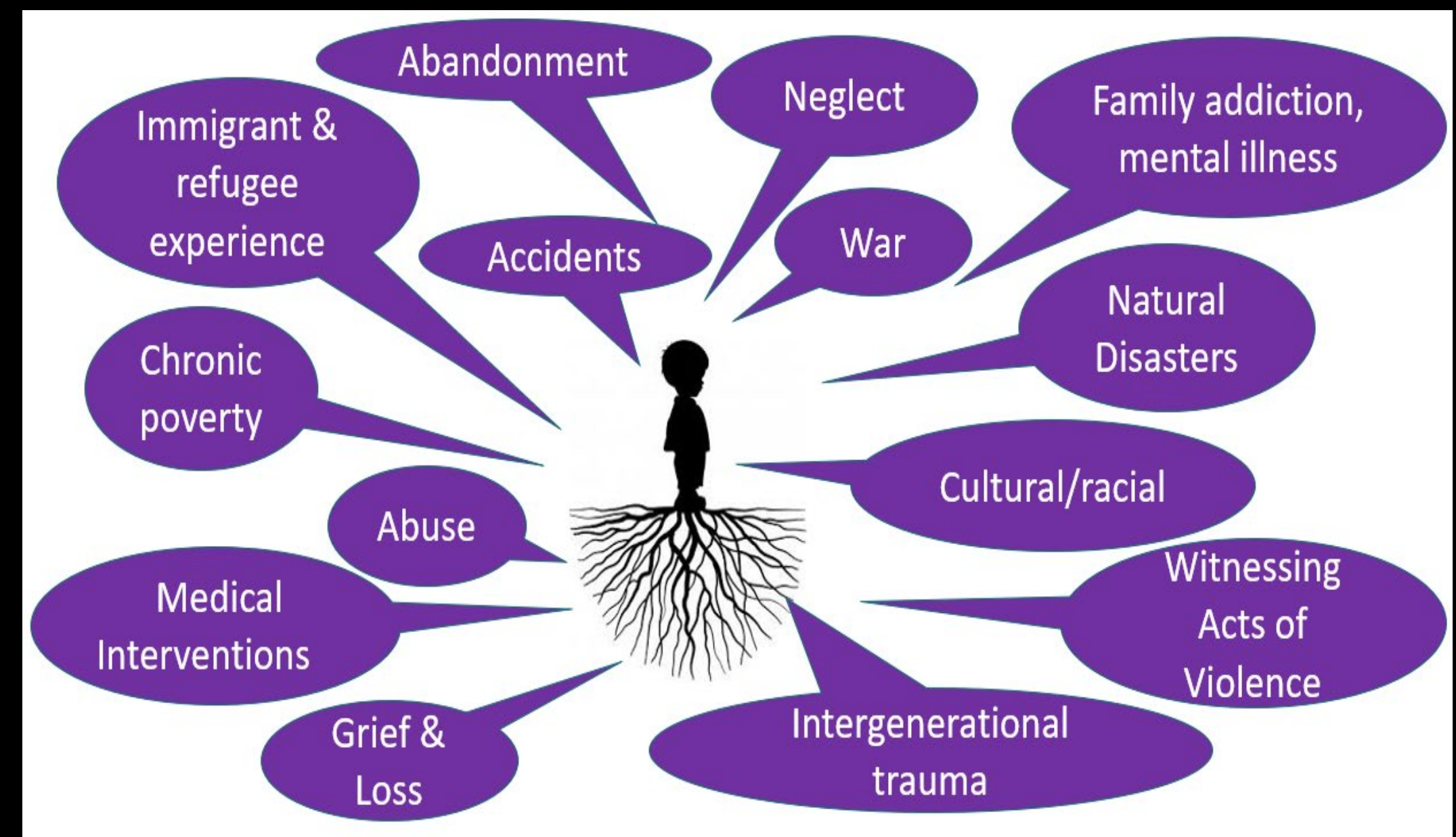
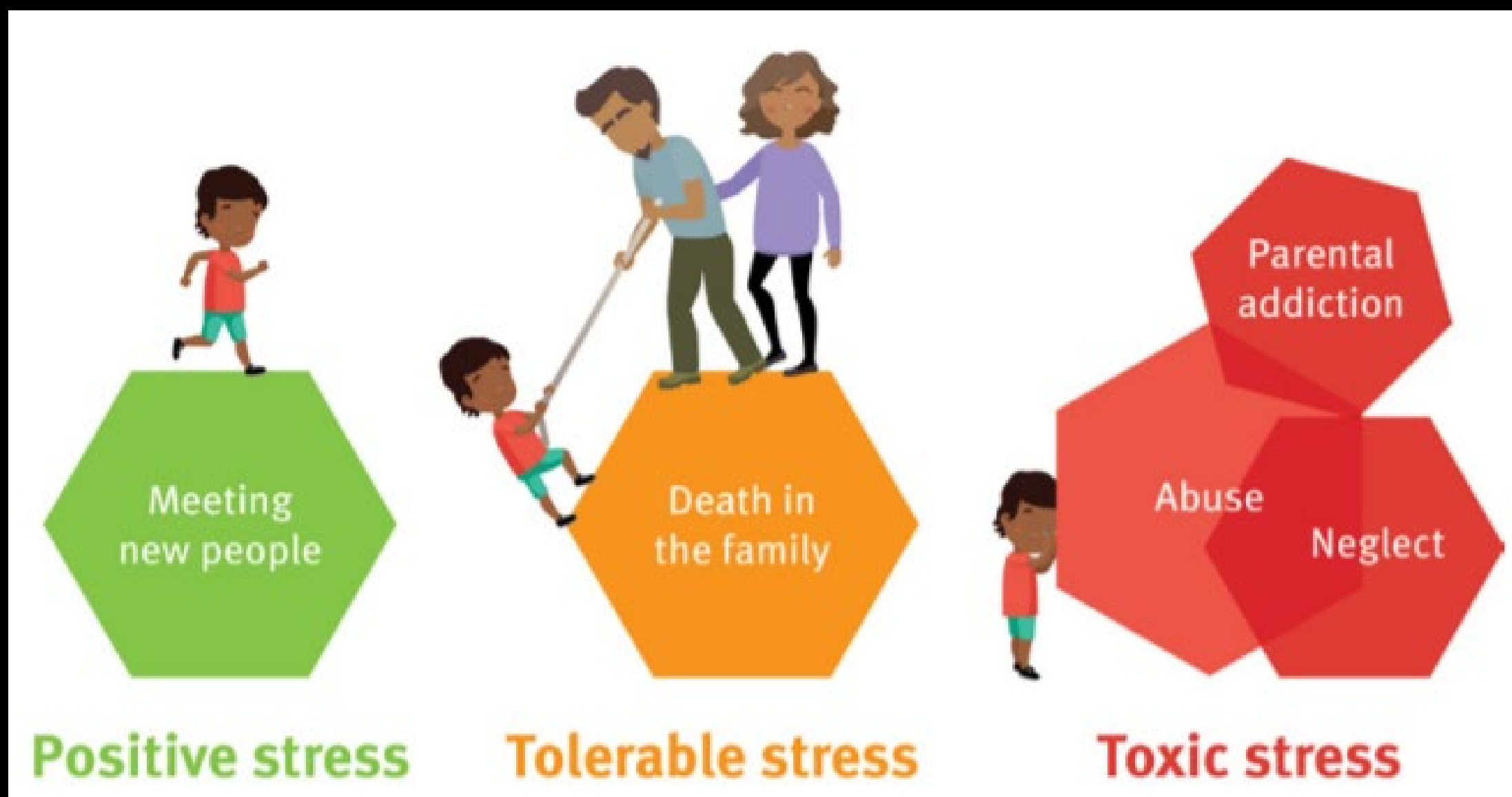
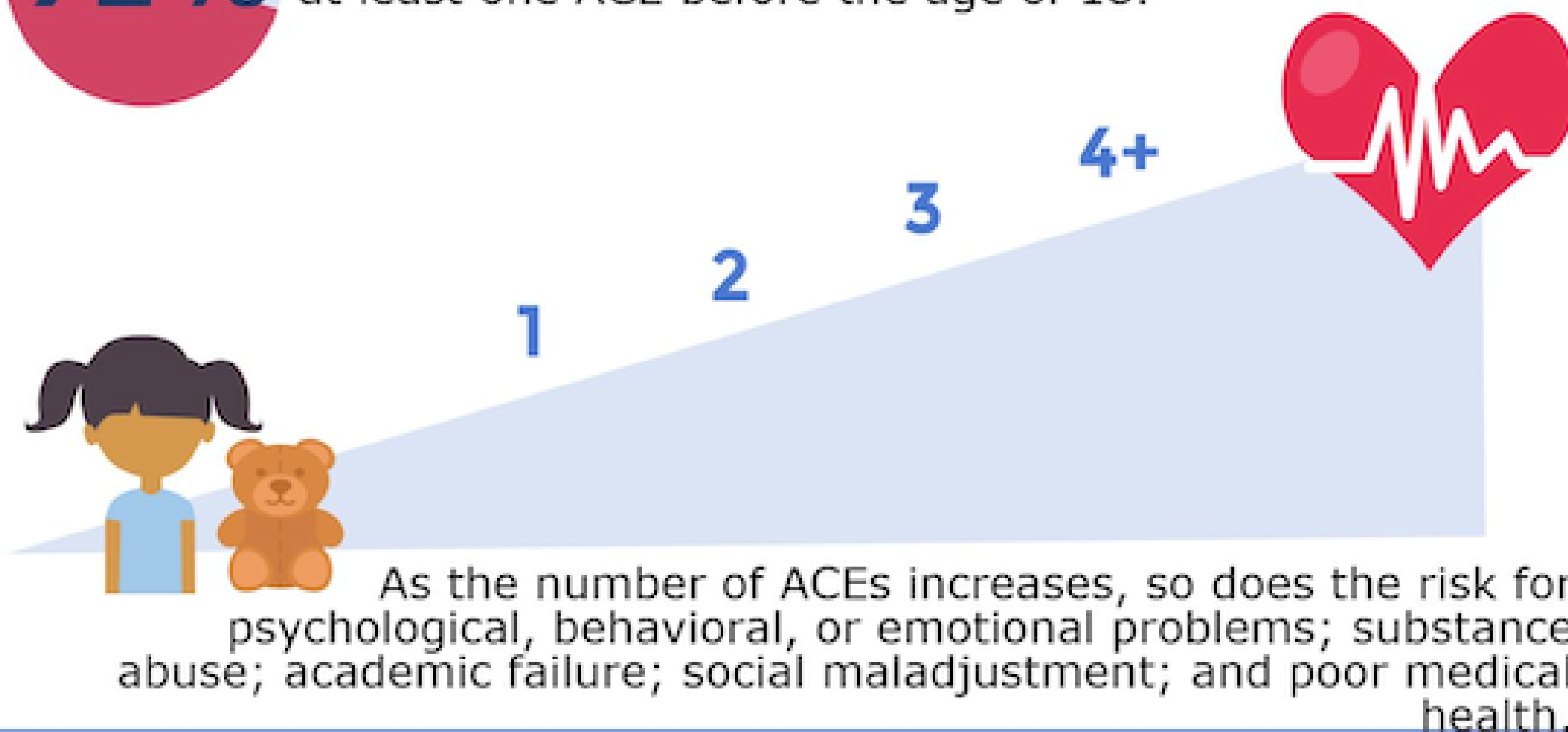


Image Source: <https://www.childrens.health.qld.gov.au/wp-content/uploads/PDF/dream-big/Dream-Big-Act-Big-for-Kids-Issue-1-ACEs-Toxic-Stress.pdf>

ACEs are stressful or potentially traumatic experiences, including abuse, neglect, and exposure to community violence.

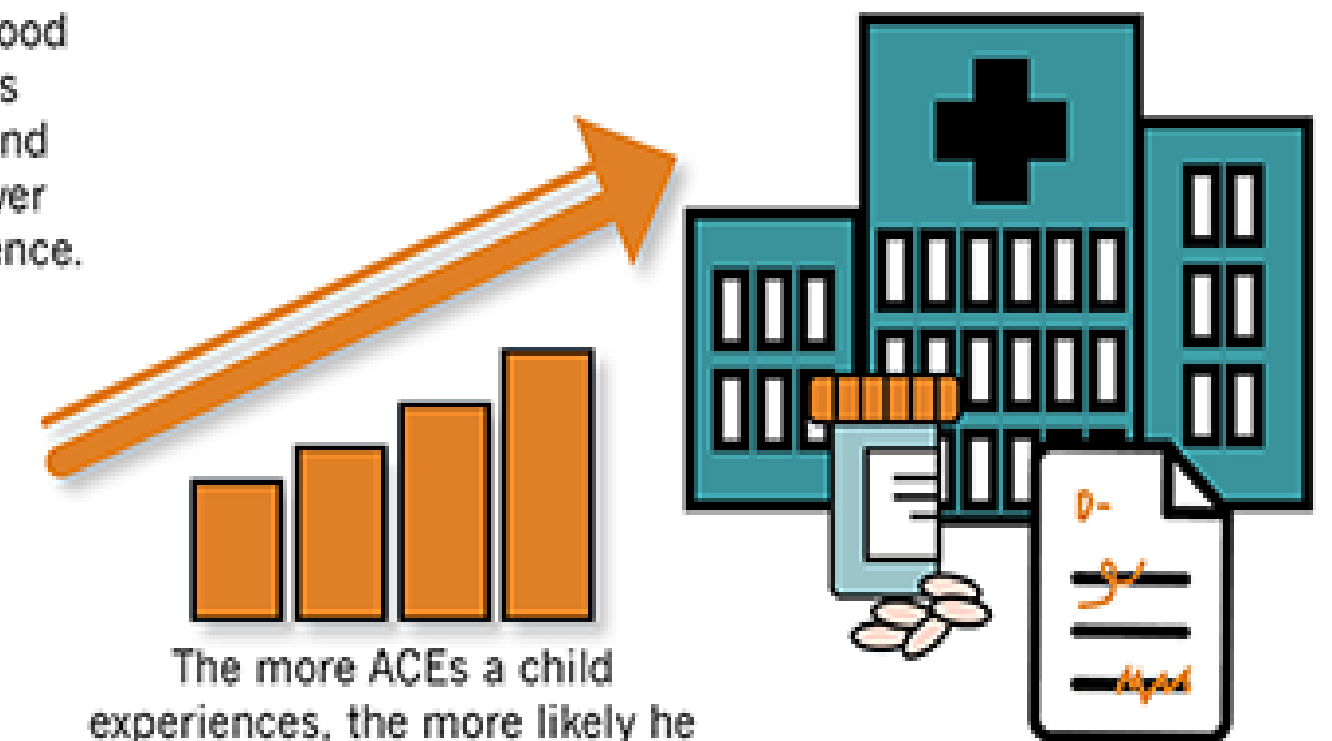
72% of children and youth in the U.S. will experience at least one ACE before the age of 18.



WHAT ARE ACEs?

AND HOW DO THEY RELATE TO TOXIC STRESS?

"ACEs" stands for "Adverse Childhood Experiences." These experiences can include things like physical and emotional abuse, neglect, caregiver mental illness, and household violence.



The more ACEs a child experiences, the more likely he or she is to suffer from things like heart disease and diabetes, poor academic achievement, and substance abuse later in life.

Schools as the Hub for Student Mental Health and Well-Being



What comes to mind when you hear "School Mental Health"?

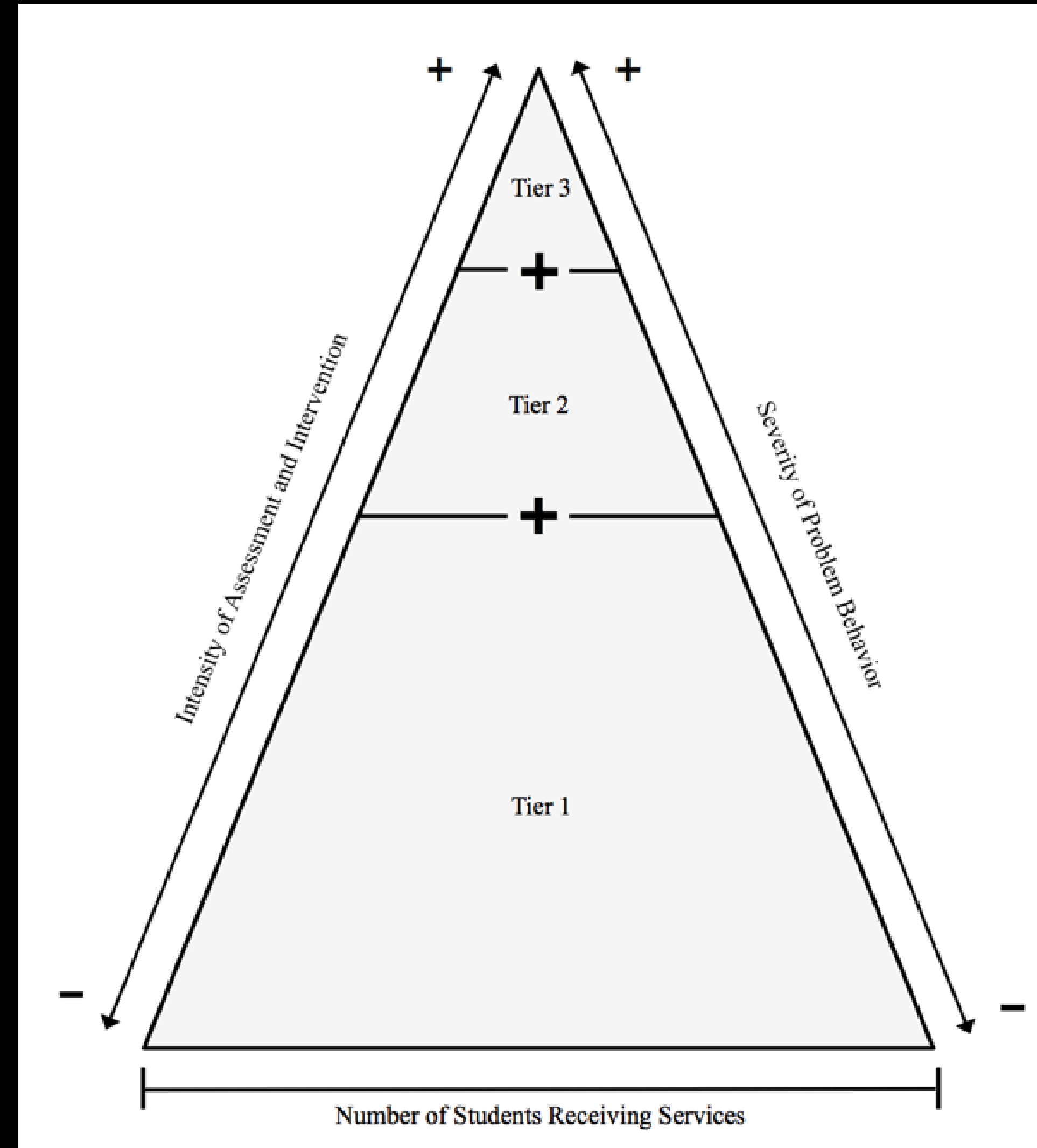
Go to www.menti.com

and use the code 9926 0369



MTSS IN SCHOOLS

Special Education Services



REFERRAL PROCESS FOR MENTAL HEALTH SUPPORT

Tier 3: Individual Psychotherapy

- Referrals may come from: students themselves, guardians, and/or teachers
- Students at this level receive therapy for acute needs, including:
 - Major depression
 - Psychosis
 - Active suicidal ideation
- All referrals will be routed to a check-in interview, UNLESS:
 - Immediate emergency response is needed
 - Student self-referral for therapy
- If student shows lack of interest, they will be pushed for Tier 2 supports instead

Students can be directly referred to Tier 3 by self-referral, guardian referral, and administration referral.

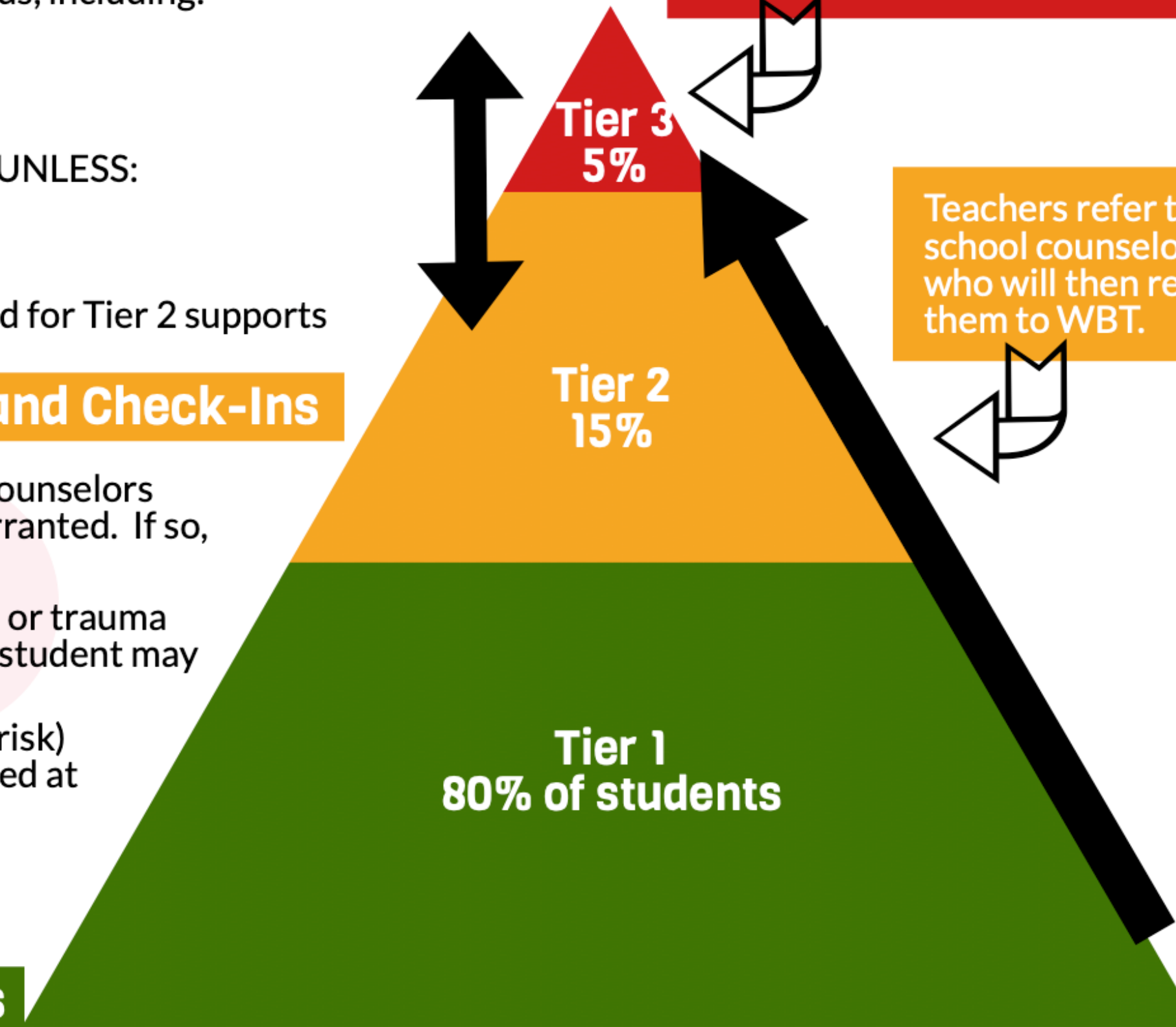
Tier 2: Groups and Check-Ins

- Teachers should make student referrals to school counselors
- School Counselor will make referrals to WBT if warranted. If so, WBT will conduct 20-min check-in:
 - Interview student about any suicidal ideation or trauma
 - Based on the student's global well-being, the student may receive the following services:
 - Individual psychotherapy (Tier 3, high-risk)
 - Groups selected by information provided at check-in (Tier 2, at-risk)
- Students remaining at the Tier 2 level will have bi-monthly check-ins. Student well-being will be monitored over time.

Teachers refer to school counselors, who will then refer them to WBT.

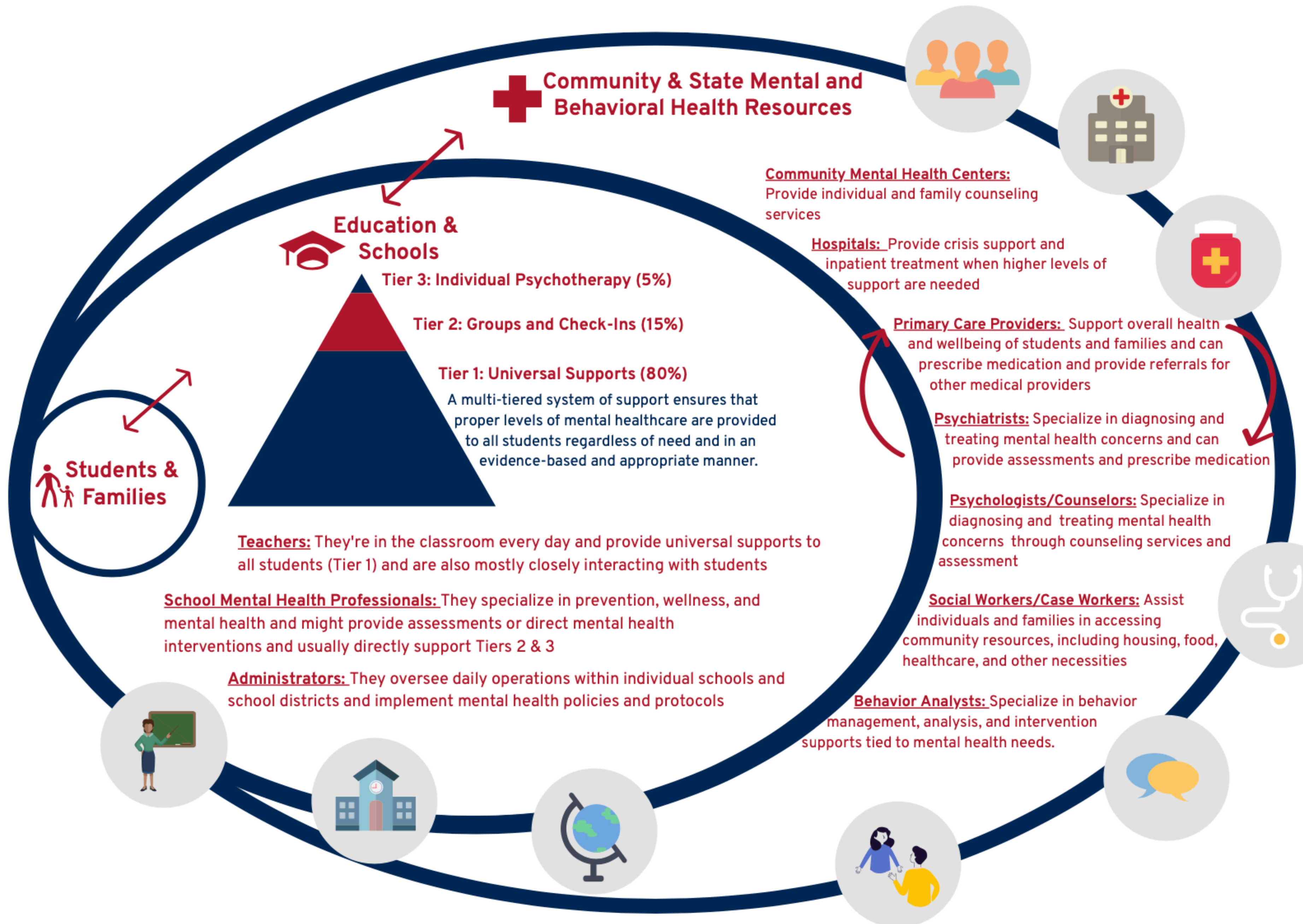
Tier 1: Universal Supports

- Social-emotional learning through Second Step
- Schoolwide social-emotional attitudes and values (i.e., school rules, reinforcement systems, positive interactions)
- School culture
- Class-wide psychoeducation
- Teacher well-being
- Family involvement



Remember:
When referring students, report symptoms and behaviors rather than diagnoses.

Levels of Support and Community Member Roles

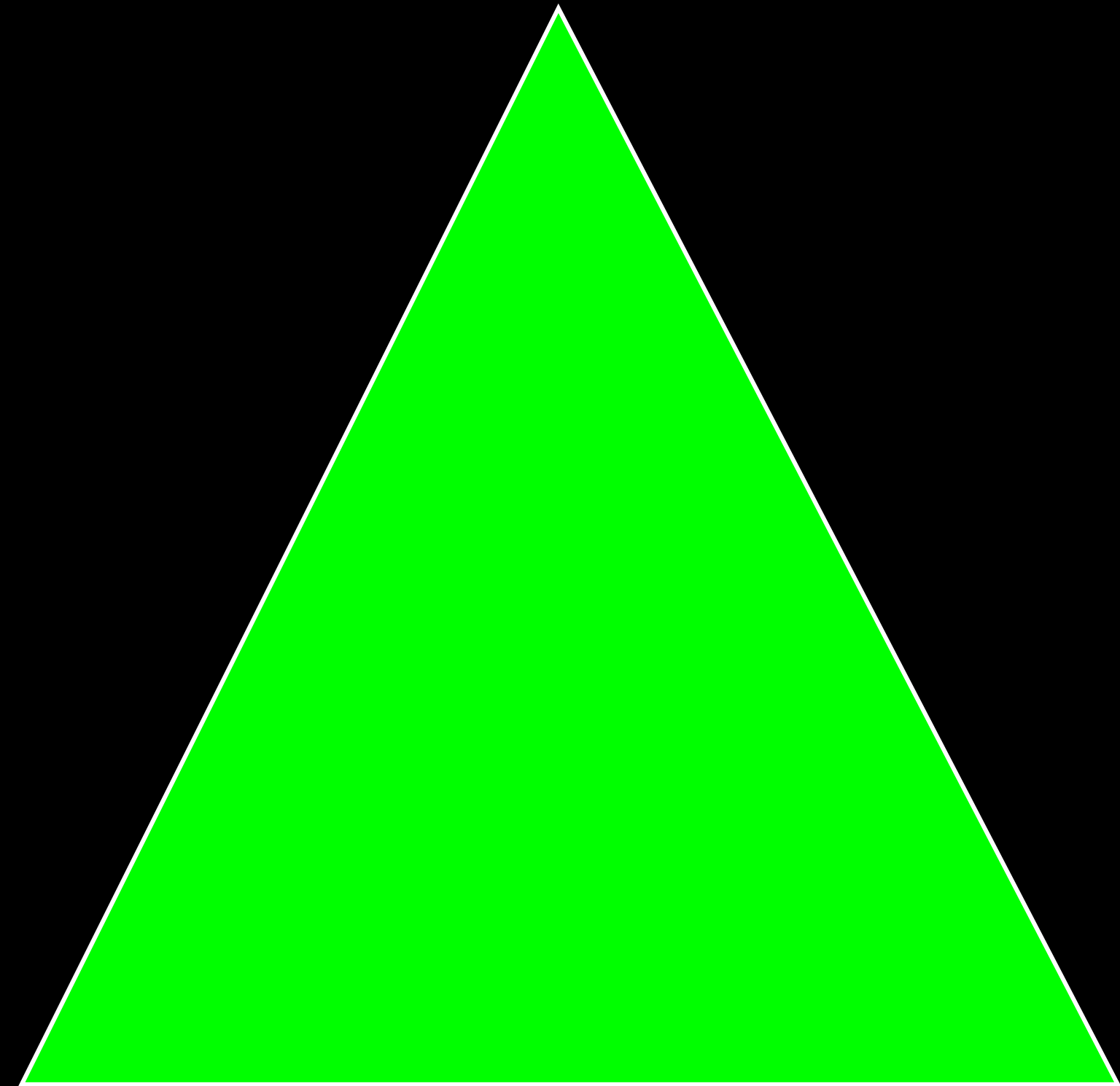


UNIVERSAL SUPPORTS

TIER 1

TIER 1 OVERVIEW

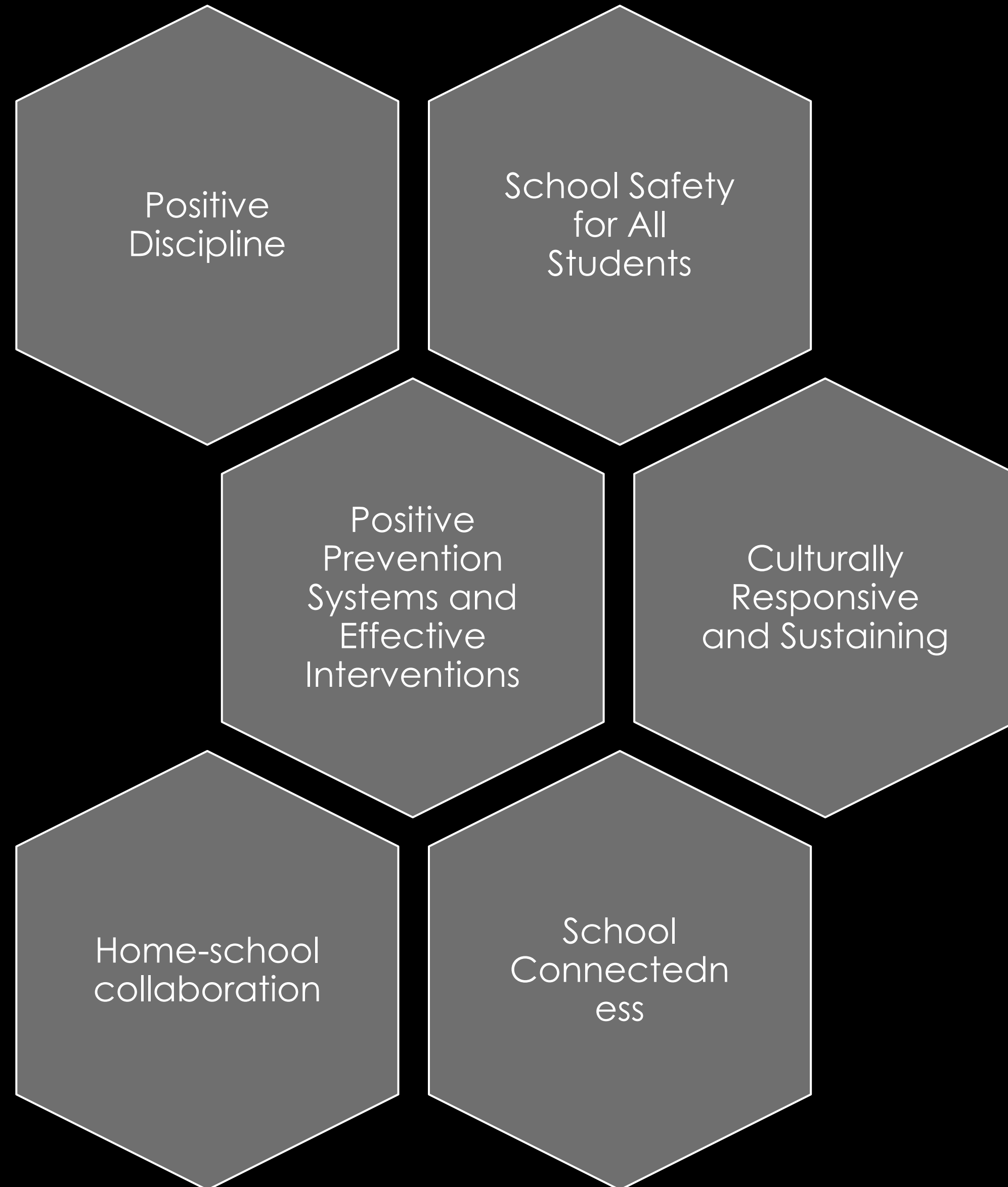
- WELLBEING COMMITTEE
- SCHOOL CLIMATE
- SOCIAL EMOTIONAL LEARNING
- SECOND-STEP
- SAFE UT APP
- SCREENING



WELLBEING COMMITTEE

- TEAM AT THE SCHOOL BUILDING THAT SUPPORTS STUDENT WELLBEING AND MENTAL HEALTH
- MEETS AT LEAST MONTHLY TO DISCUSS
 - SCHOOLWIDE WELLBEING PLANS
 - STUDENTS WHO ARE AT RISK OR EXPERIENCING MENTAL HEALTH CONCERNS
- PROBLEM-SOLVE ACCESS/PRACTICAL ISSUES
- LEAD EFFORTS TO PROMOTE WELLBEING THROUGHOUT THE SCHOOL
- USES TEAM INITIATED PROBLEM-SOLVING (TIPS)

School Climate



SOCIAL EMOTIONAL LEARNING



SOCIAL EMOTIONAL LEARNING



IDENTIFY EMOTIONS AND SELF-REGULATION: HELP CHILDREN GAIN MASTERY OVER FEELINGS, THOUGHTS, AND BEHAVIOR TO INCREASE CONFIDENCE AND SELF-ESTEEM

BUILDING EMPATHY AND PEER CONNECTIONS: ASSIST STUDENTS IN BUILDING EMPATHY AND UNDERSTANDING FOR OTHERS AND HOW TO FORM HEALTHY PEER RELATIONSHIPS

RESPECTING BOUNDARIES: TEACH PROPER BOUNDARIES AND OTHER SKILLS SUCH AS RESPECT, COMPASSION, ETC.

PROMOTE POSITIVE MENTAL HEALTH: UNDERSTAND WHAT MENTAL HEALTH IS AND TECHNIQUES FOR IMPROVING MENTAL AND EMOTIONAL HEALTH

DECISION MAKING AND PROBLEM SOLVING: LEARN TO EFFECTIVELY MAKE CHOICES AND APPLY THE FRAMEWORK WORK TO DAILY LIFE





CURRENT TECHNOLOGY AND SCHOOL PREVENTION EFFORTS



SAFE UT APP

24/7 STATE-WIDE CRISIS
LINE STAFFED BY
LICENSED CLINICIANS



Chat - CrisisLine

Opens 2 - way messaging with a SafeUT CrisisLine counselor.

Call - CrisisLine

Tap this to speak to a SafeUT CrisisLine counselor. The CrisisLine number will appear and you can call immediately.



Submit a Tip

Submit confidential tips to school administrators on bullying, threats, or violence.

What Defines a Crisis?

A crisis is a time of intense difficulty, trouble, or even danger when someone is unable to use effective coping and problem-solving skills.

A crisis might mean something different to you than it does to someone else. Every person reacts differently to stressful situations. These reactions can include:

- thoughts about suicide,
- stress,
- depression,
- anxiety,
- concerns about a loved one,
- drug or alcohol use, and
- addiction.

Crises can be caused by:

- grief and loss,
- financial difficulties, or
- impacts of domestic violence or abuse (including emotional, physical, or sexual abuse).



Social and Emotional Wellness

Back To School Anxiety for Kids



Handling Uncertainty



Identifying Emotions



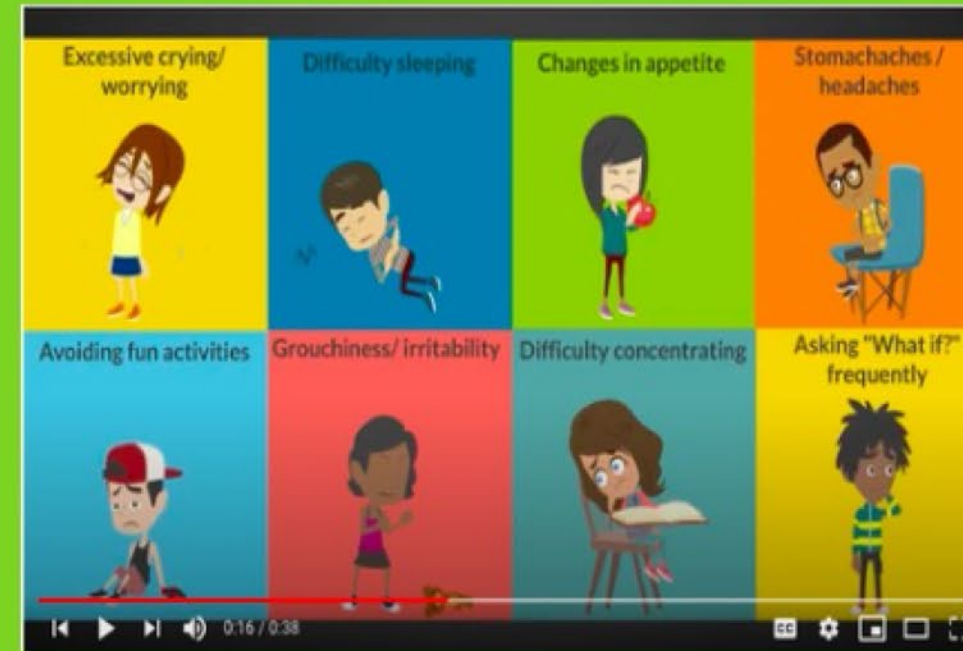
Grounding Technique



Self-Care for Adults



Coping Skills



Virtual Classroom Behavior Tips

Strategies to support remote learners

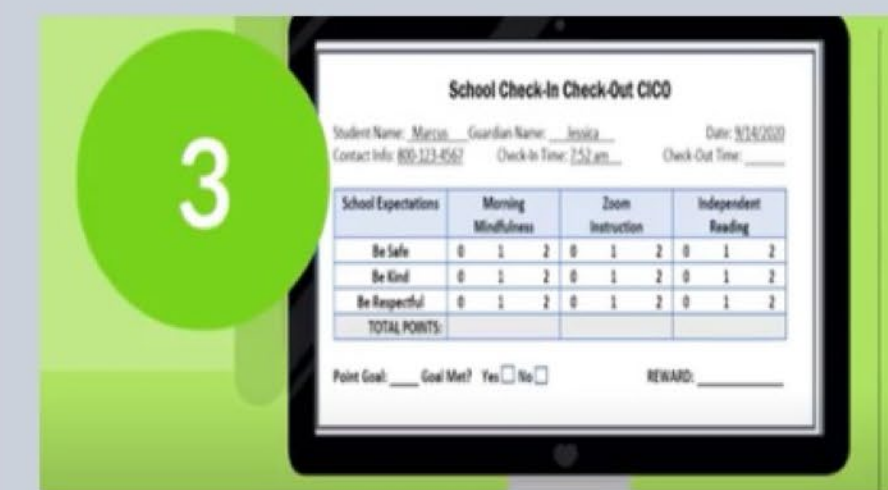
Increasing Virtual Engagement



Virtual Reinforcement



Virtual CICO



Virtual Consequence Hierarchy



Twitter:
@GSD_BRST



Facebook:
@GSDBRST
Behavior Response Support Team



Instagram:
@GSD_BRST



YouTube:
Behavior Response Support Team BRST



TikTok:
@gsd_brst

Try the following **activity** to
help you cope with
uncertainty about the **future**.

STUDENT SUBJECTIVE WELLBEING QUESTIONNAIRE (SSWQ)

<https://osf.io/t9w4q/>

Joy of Learning Scale: items 1, 5, 9, 13

School Connectedness Scale: items 2, 6, 10, 14

Educational Purpose Scale: items 3, 7, 11, 15

Academic Efficacy Scale: items 4, 8, 12, 16

Here are some questions about what you think, feel, and do at school.

Read each sentence and choose the one best answer.

	<i>Almost Never</i>	<i>Some- times</i>	<i>Often</i>	<i>Almost Always</i>
1. I get excited about learning new things in class.	1	2	3	4
2. I feel like I belong at my school.	1	2	3	4
3. I feel like the things I do at school are important.	1	2	3	4
4. I am a successful student.	1	2	3	4
5. I am really interested in the things I am doing at school.	1	2	3	4
6. I can really be myself at my school.	1	2	3	4
7. I think school matters and should be taken seriously.	1	2	3	4
8. I do good work at school.	1	2	3	4
9. I enjoy working on class projects and assignments.	1	2	3	4
10. I feel like people at my school care about me.	1	2	3	4
11. I feel it is important to do well in my classes.	1	2	3	4
12. I do well on my class assignments.	1	2	3	4
13. I feel happy when I am working and learning at school.	1	2	3	4
14. I am treated with respect at my school.	1	2	3	4
15. I believe the things I learn at school will help me in my life.	1	2	3	4
16. I get good grades in my classes.	1	2	3	4

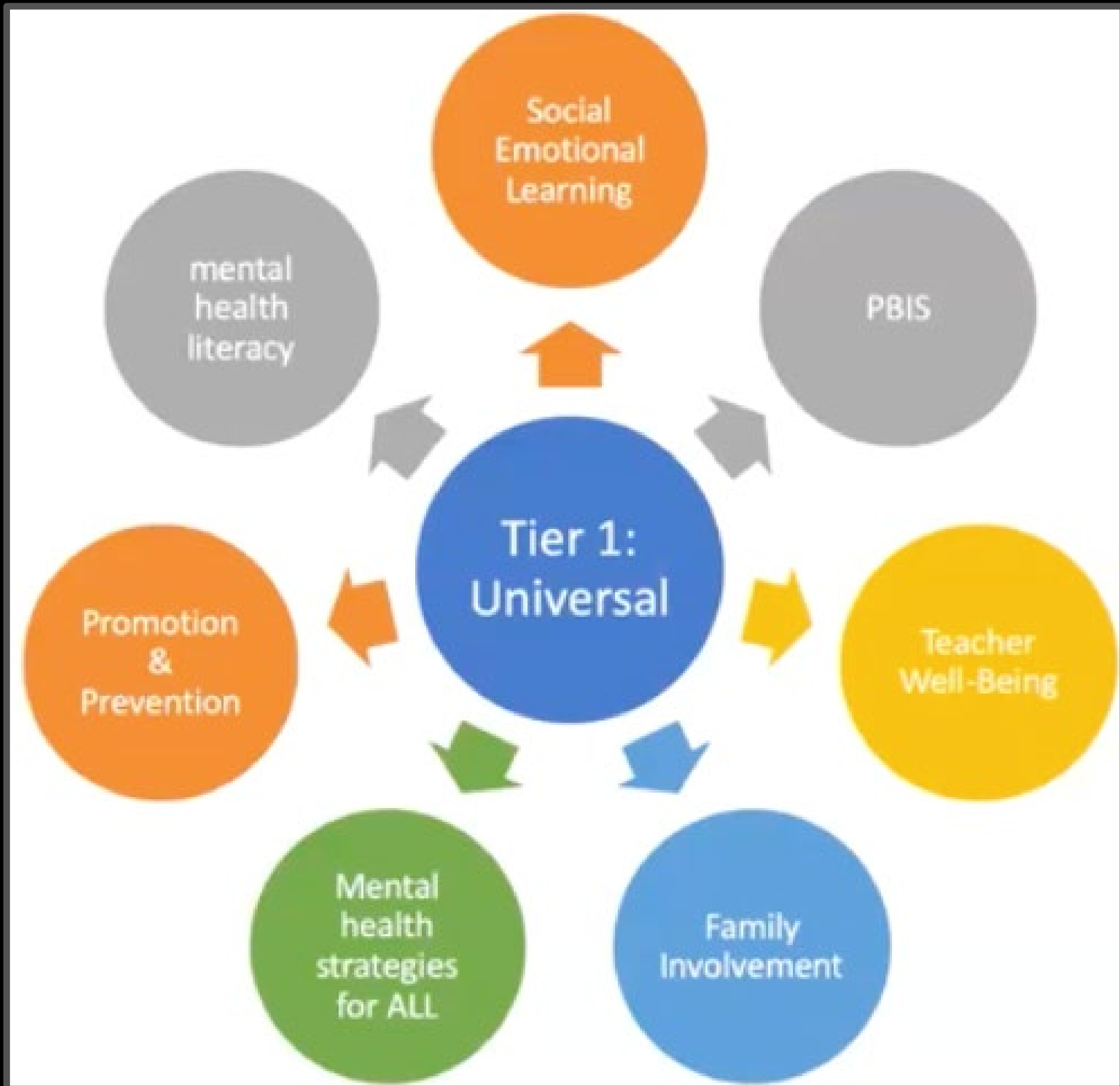


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MTSS TIER 1 SERVICES



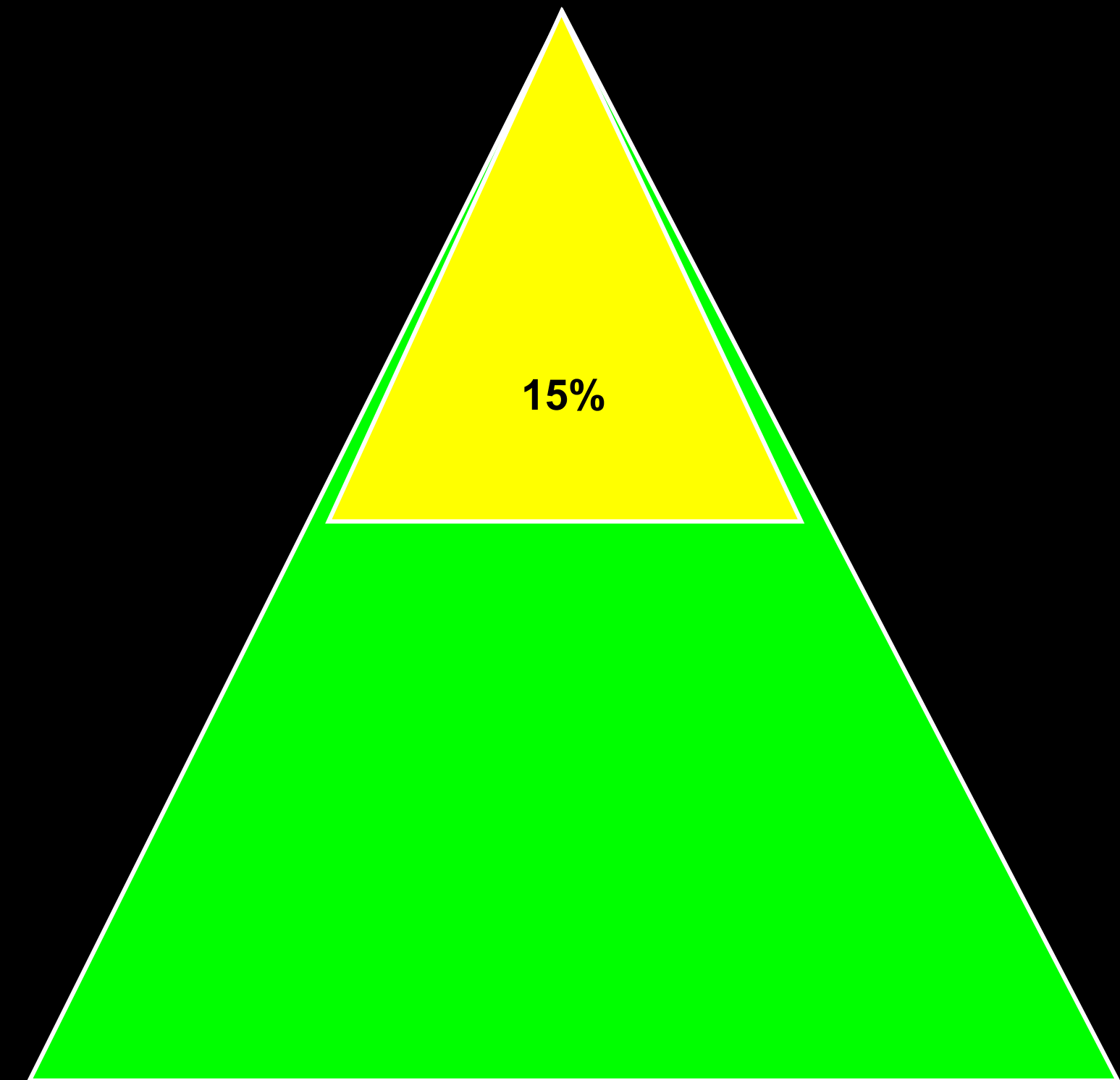
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TARGETED SUPPORTS

TIER 2

TIER 2 OVERVIEW

- BRIEF CHECK-IN
- GROUP THERAPIES
- ELECTRONIC SCHOOL-HOME NOTES
- CHECK IN, CHECK OUT



BRIEF CHECK IN

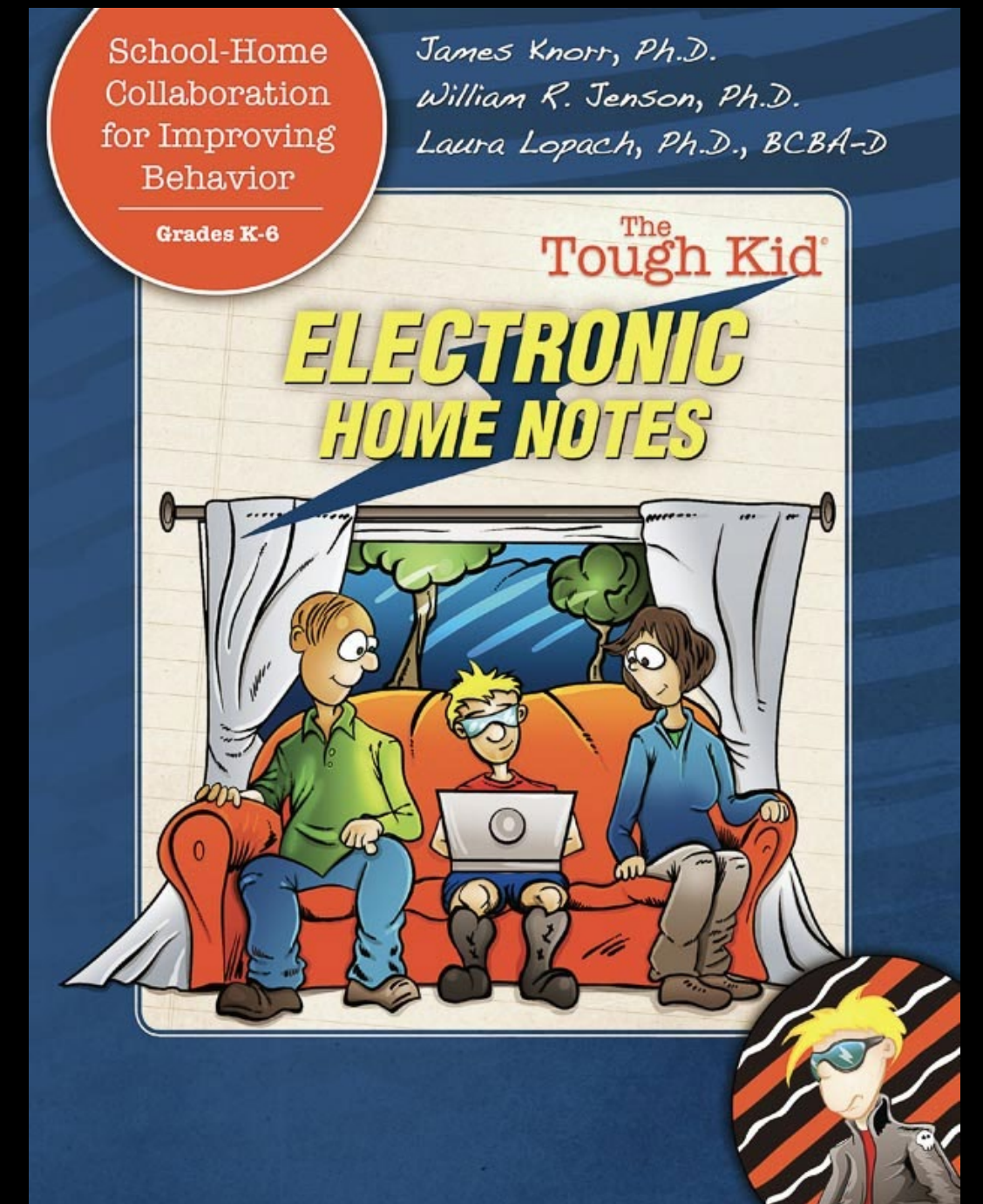
- INITIAL
 - 20-MINUTE SEMI-STRUCTURED CONVERSATION
 - WELLBEING, SUICIDAL IDEATION, TRAUMA
- ONGOING
 - 20-MINUTE SEMI-STRUCTURED CONVERSATION
 - BI-MONTHLY
 - WELLBEING, SUICIDAL IDEATION, TRAUMA
 - CHECK IN REGARDING ANY PREVIOUS INFORMATION



ELECTRONIC SCHOOL-HOME NOTE

- EFFECTIVE INTERVENTION FOR IMPROVING STUDENT ON-TASK BEHAVIOR AND PARENT CONNECTION
- ALLOWS FOR DIGITAL COMMUNICATION BETWEEN THE PARENT/CAREGIVER AND SCHOOL STAFF ABOUT TARGETED GOALS OF THE STUDENT.
- DATA ENTRY, GRAPHING, AND MANAGEMENT IS AUTOMATED
- PARENTS PROVIDE CONTINGENCIES AT HOME FOR MEETING GOALS
- [HTTPS://WWW.ANCORAPUBLISHING.COM/PRODUCT/THE-TOUGH-KID-ELECTRONIC-HOME-NOTES/](https://www.ancorapublishing.com/product/the-tough-kid-electronic-home-notes/)

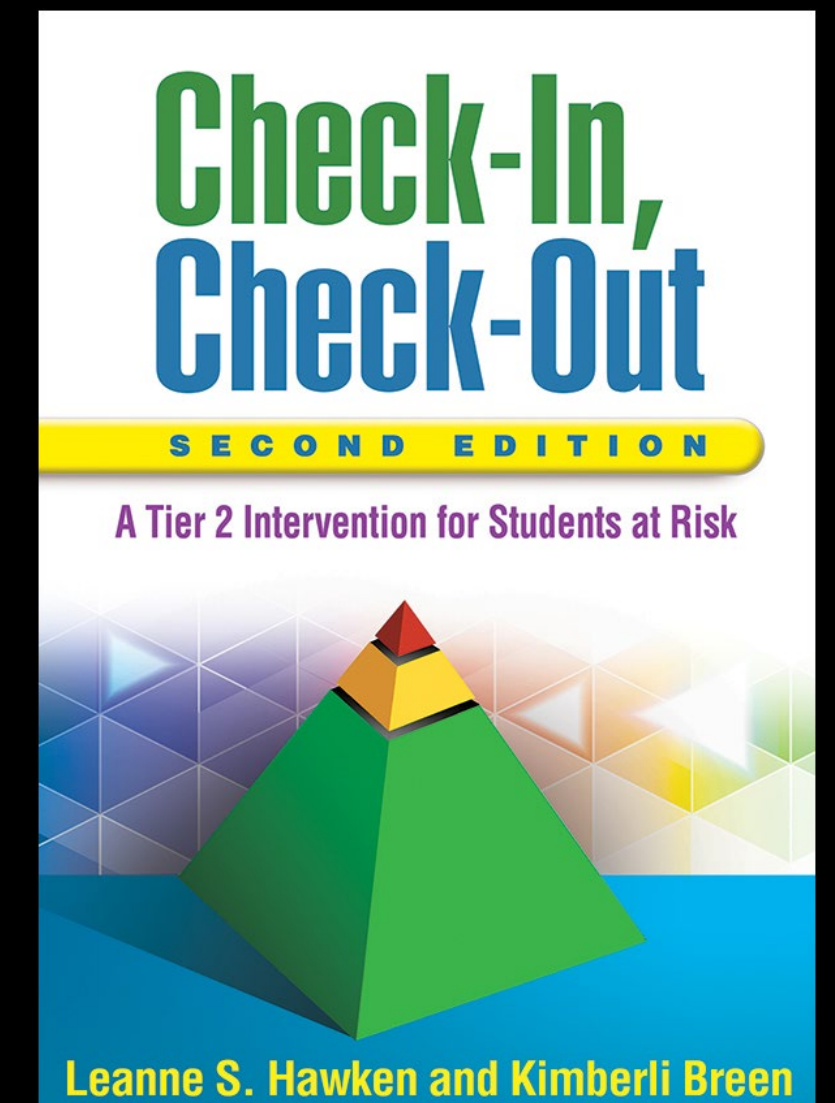
Knorr, Jenson, O'Neill, Clark, Hood, & Davis, 2018



CHECK IN, CHECK OUT

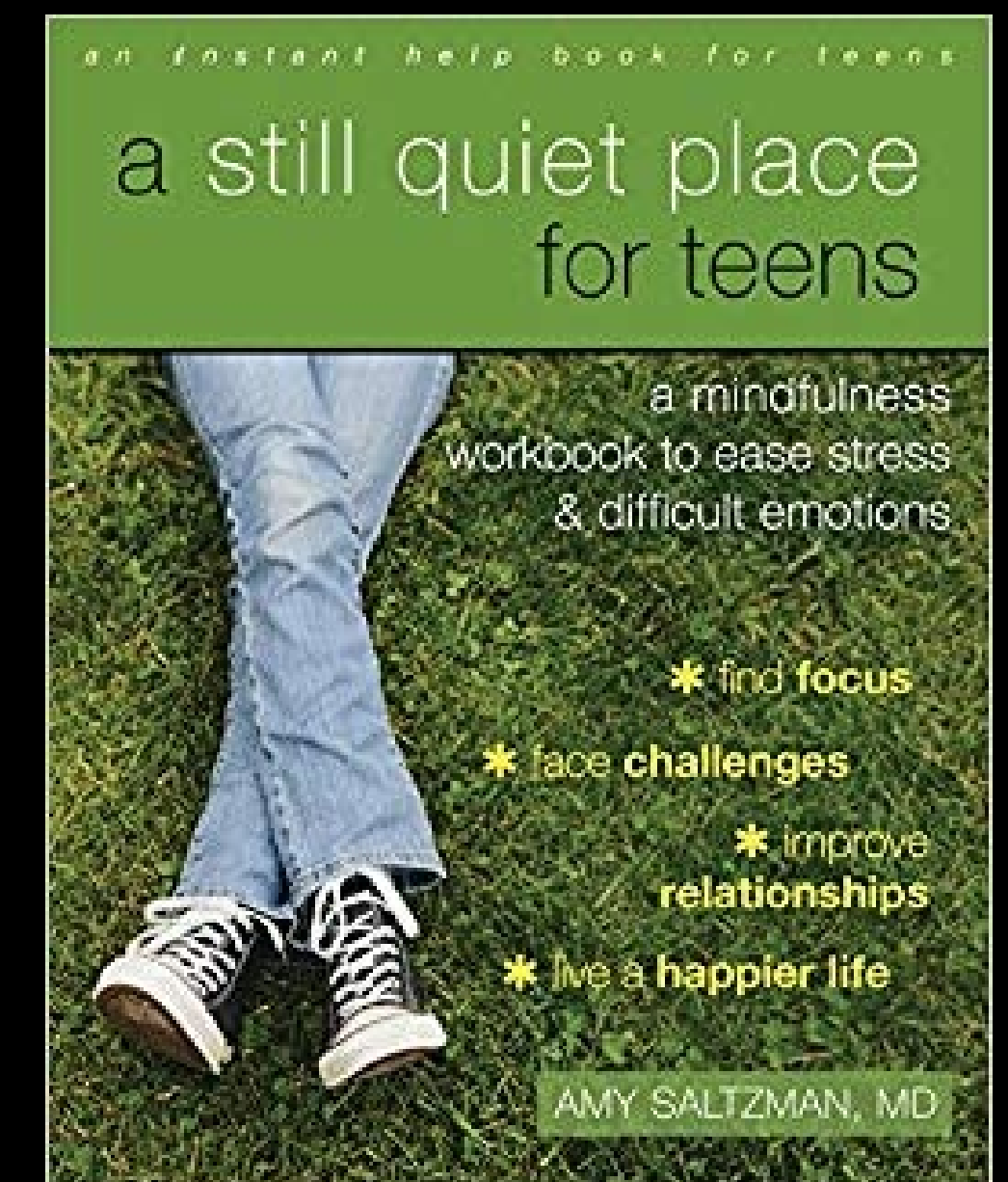
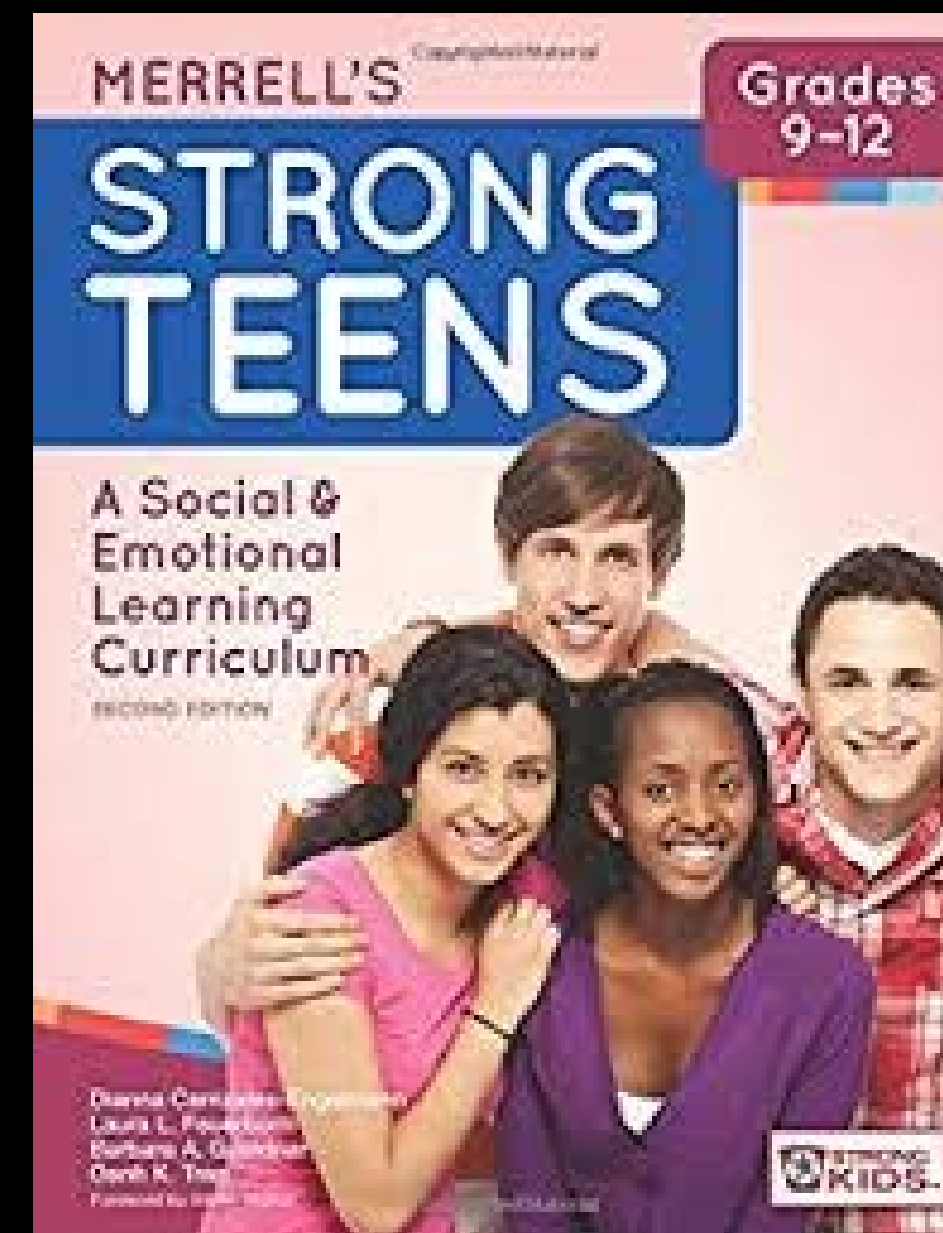
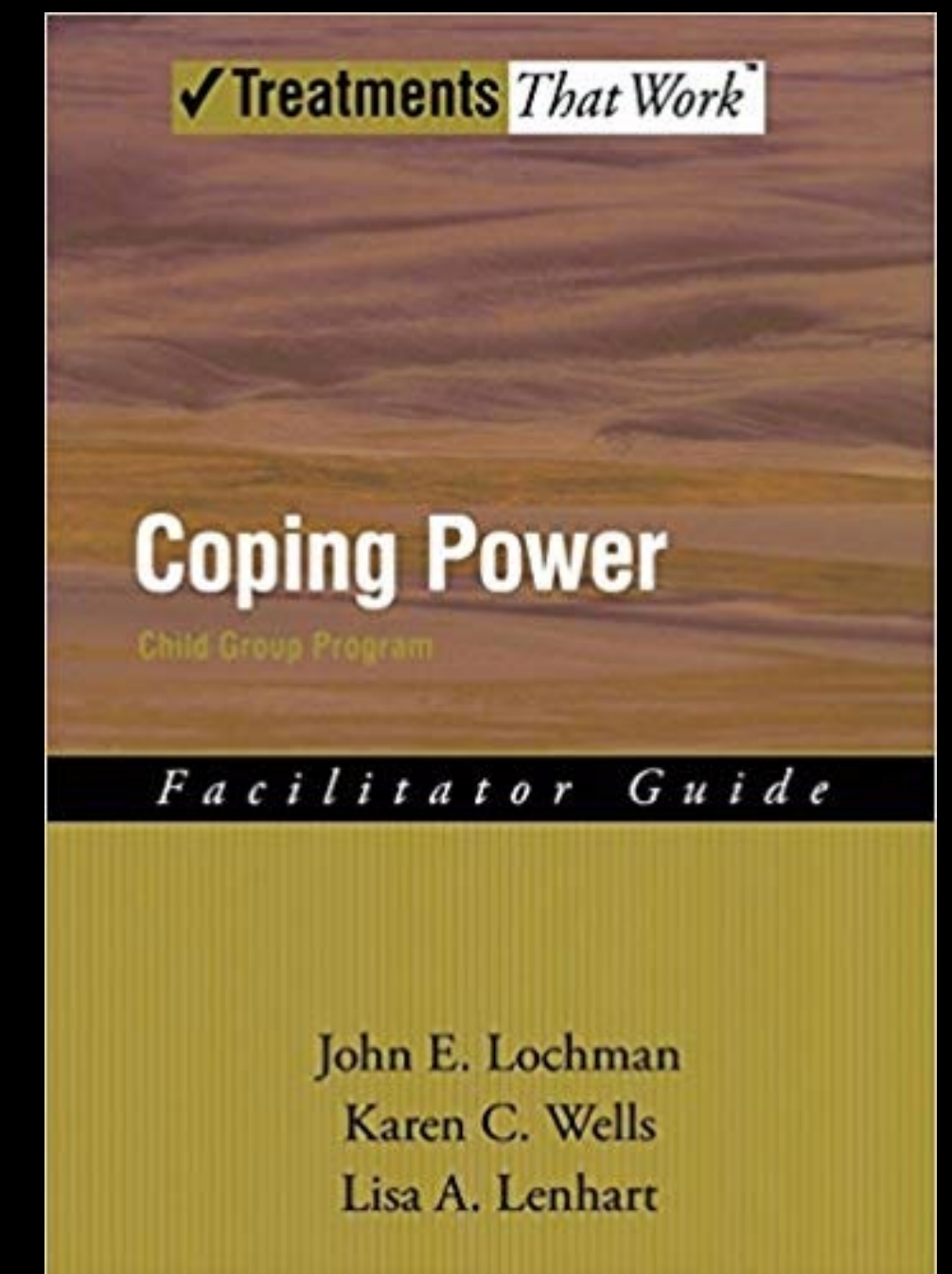
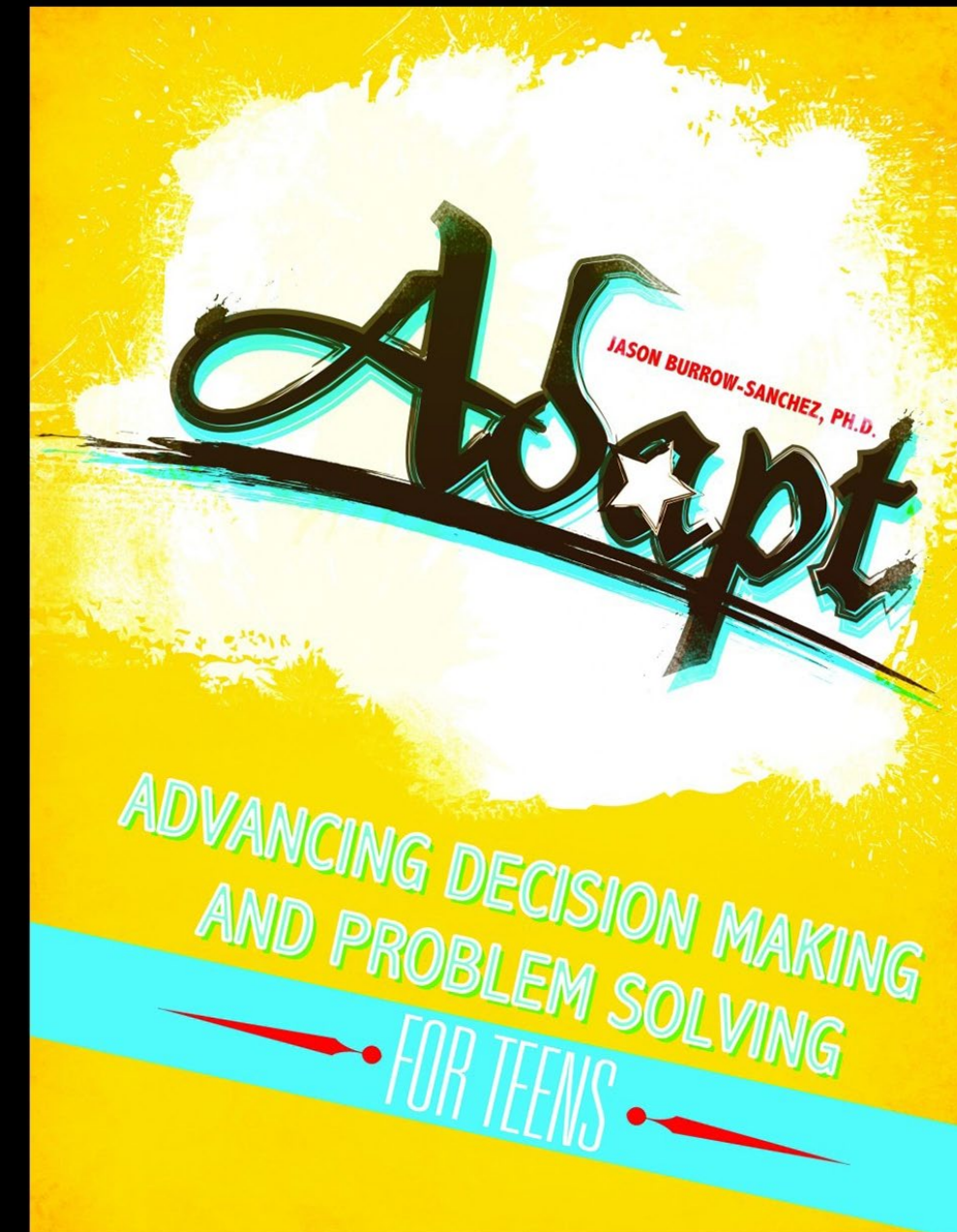
- MENTOR-BASED INTERVENTION
- INCREASE POSITIVE INTERACTIONS BETWEEN STUDENTS SCHOOL STAFF THROUGH MULTIPLE OPPORTUNITIES FOR FEEDBACK THROUGHOUT THE SCHOOL DAY
- [HTTPS://WWW.GUILFORD.COM/VIDEOS/CHECK-IN-CHECK-OUT/HAWKEN-BREEN/9781462524587](https://www.guilford.com/videos/check-in-check-out/hawken-breen/9781462524587)

Drevon, Hixson, Wyse, & Rigney, 2019; Hawken, L., Bundock, Eber, Breen, & Phillips, 2015



GROUP THERAPIES

- PROBLEM-SOLVING AND DECISION MAKING
- EMOTIONAL UNDERSTANDING AND EXPRESSION
- SOCIAL SKILLS AND SUPPORT
- INTERPERSONAL /COMMUNICATION SKILLS
- CONFLICT RESOLUTION SKILLS
- COPING STRATEGIES



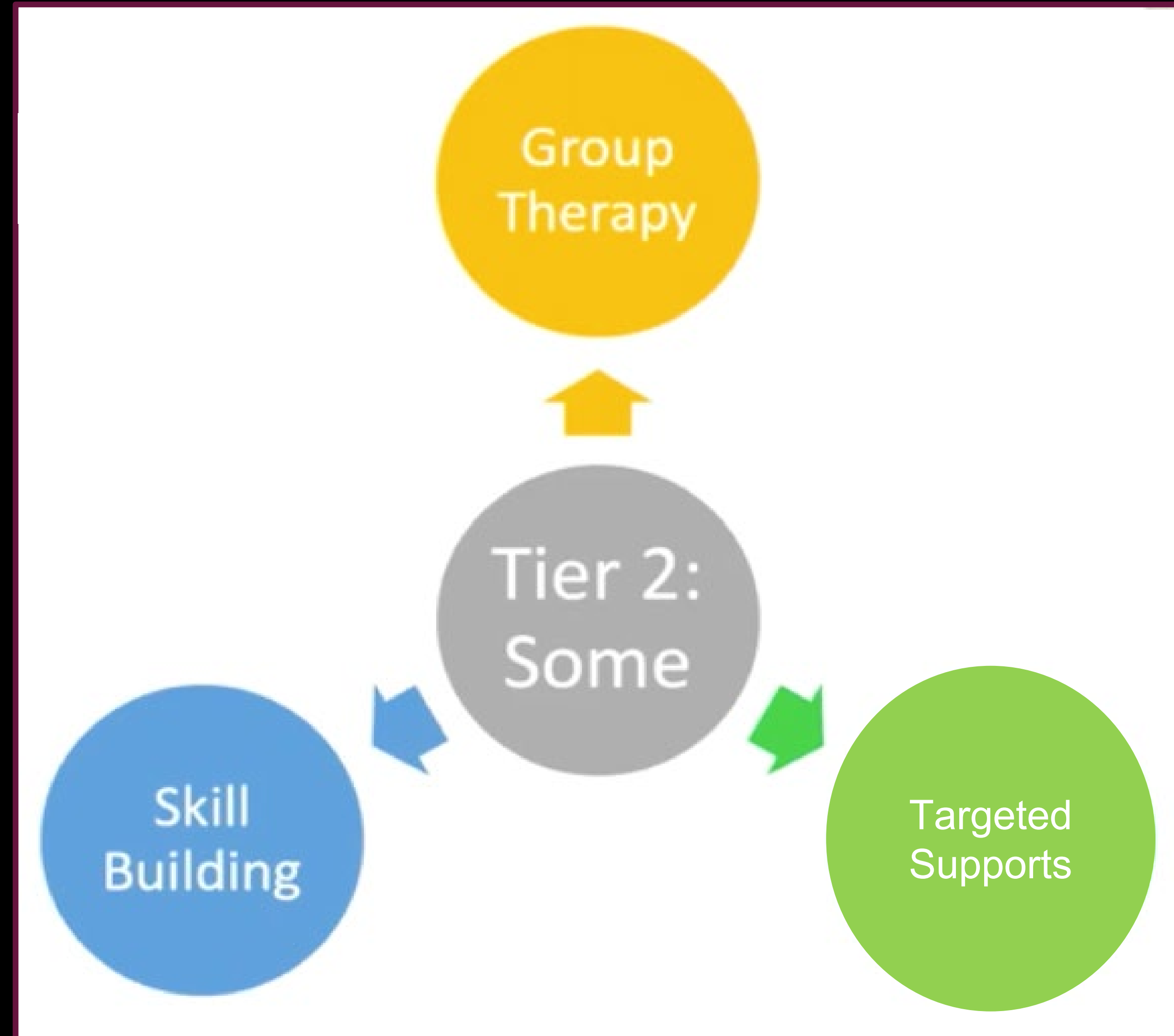


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MTSS Tier 2 Services

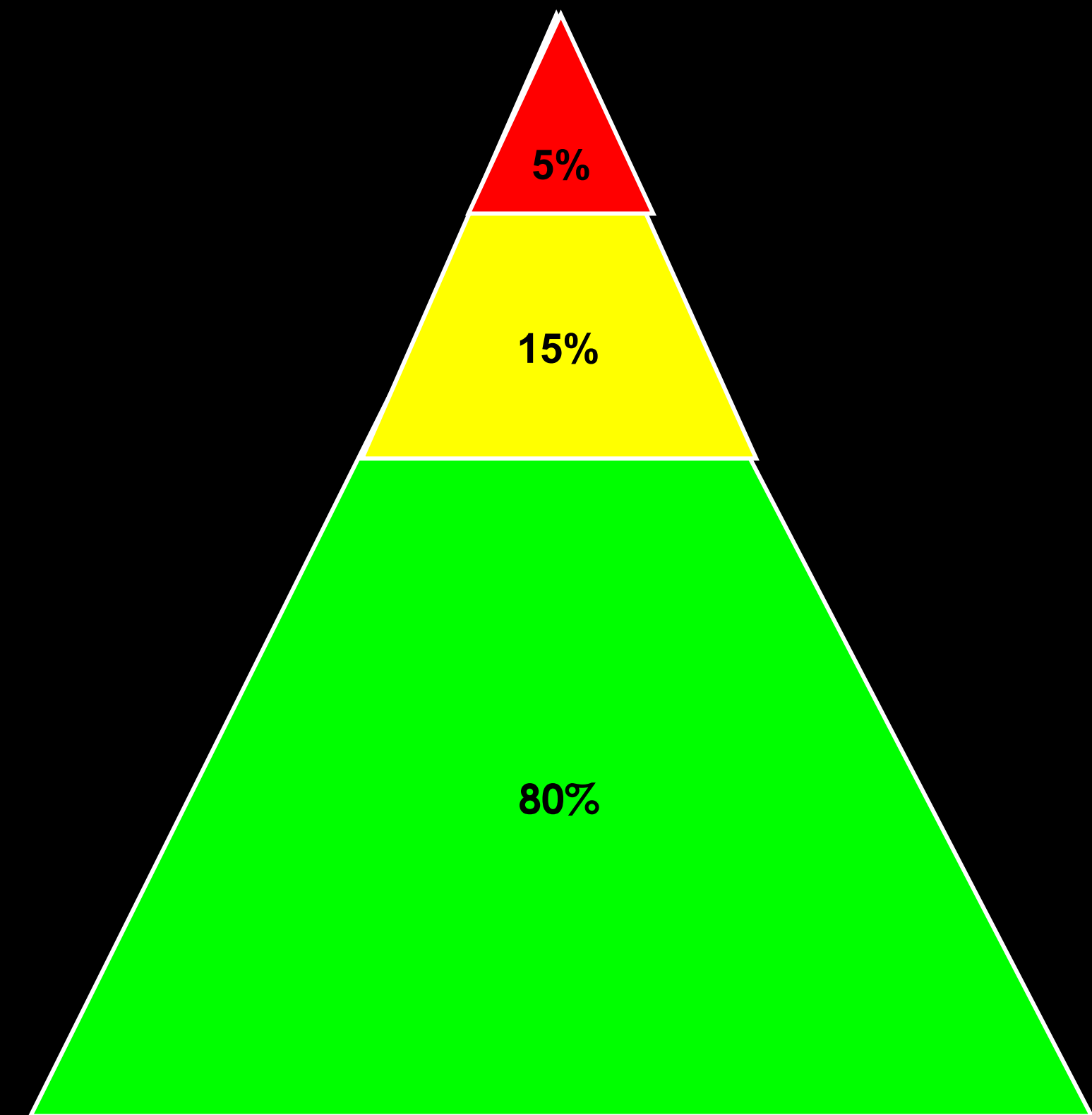


INDIVIDUALIZED SUPPORTS

TIER 3

TIER 3 OVERVIEW

- INDIVIDUAL PSYCHOTHERAPY
- COMMUNITY COLLABORATION
- PROGRESS MONITORING



INDIVIDUALIZED PREVENTION

- INDIVIDUAL PSYCHOTHERAPY
 - ANXIETY
 - DEPRESSION
 - TRAUMA
 - INTERPERSONAL PROBLEMS
- COMMUNITY COLLABORATION
 - MENTAL HEALTH PROVIDERS
 - MEDICAL PROVIDERS



PROGRESS MONITORING

YOUTH INTERNALIZING PROBLEMS SCREENER

Here are some questions about what you think, feel, and do.
Read each sentence and circle the one best answer.

	Almost Never	Some- times	Often	Almost Always
1. I feel nervous or afraid.	1	2	3	4
2. I feel very tired and drained of energy.	1	2	3	4
3. I find it hard to relax and settle down.	1	2	3	4
4. I get bothered by things that didn't bother me before.	1	2	3	4
5. I have uncomfortable and tense feelings in my body.	1	2	3	4
6. I feel moody or grumpy.	1	2	3	4
7. I feel like I'm going to panic or think I might lose control.	1	2	3	4
8. I do not really enjoy doing anything anymore.	1	2	3	4
9. I feel worthless or lonely when I'm around other people.	1	2	3	4
10. I have headaches, stomachaches, or other pains.	1	2	3	4

<https://osf.io/t9w4q/>
Renshaw, 2019

PROGRESS MONITORING

YOUTH EXTERNALIZING PROBLEMS SCREENER

Here are some questions about what you think, feel, and do.
Read each sentence and circle the one best answer.

	Almost Never	Some- times	Often	Almost Always
1. I lose my temper and get angry with other people.	1	2	3	4
2. I have a hard time sitting still when other people want me to.	1	2	3	4
3. I fight and argue with other people.	1	2	3	4
4. I break rules whenever I feel like it.	1	2	3	4
5. I talk a lot and interrupt others when they are talking.	1	2	3	4
6. I say or do mean things to hurt other people.	1	2	3	4
7. I have a hard time focusing on things that are important.	1	2	3	4
8. I like to annoy people or make them upset.	1	2	3	4
9. I get distracted by the little things happening around me.	1	2	3	4
10. I choose not to follow directions and don't listen to adults.	1	2	3	4

<https://osf.io/t9w4q/>
Renshaw & Cook, 2018



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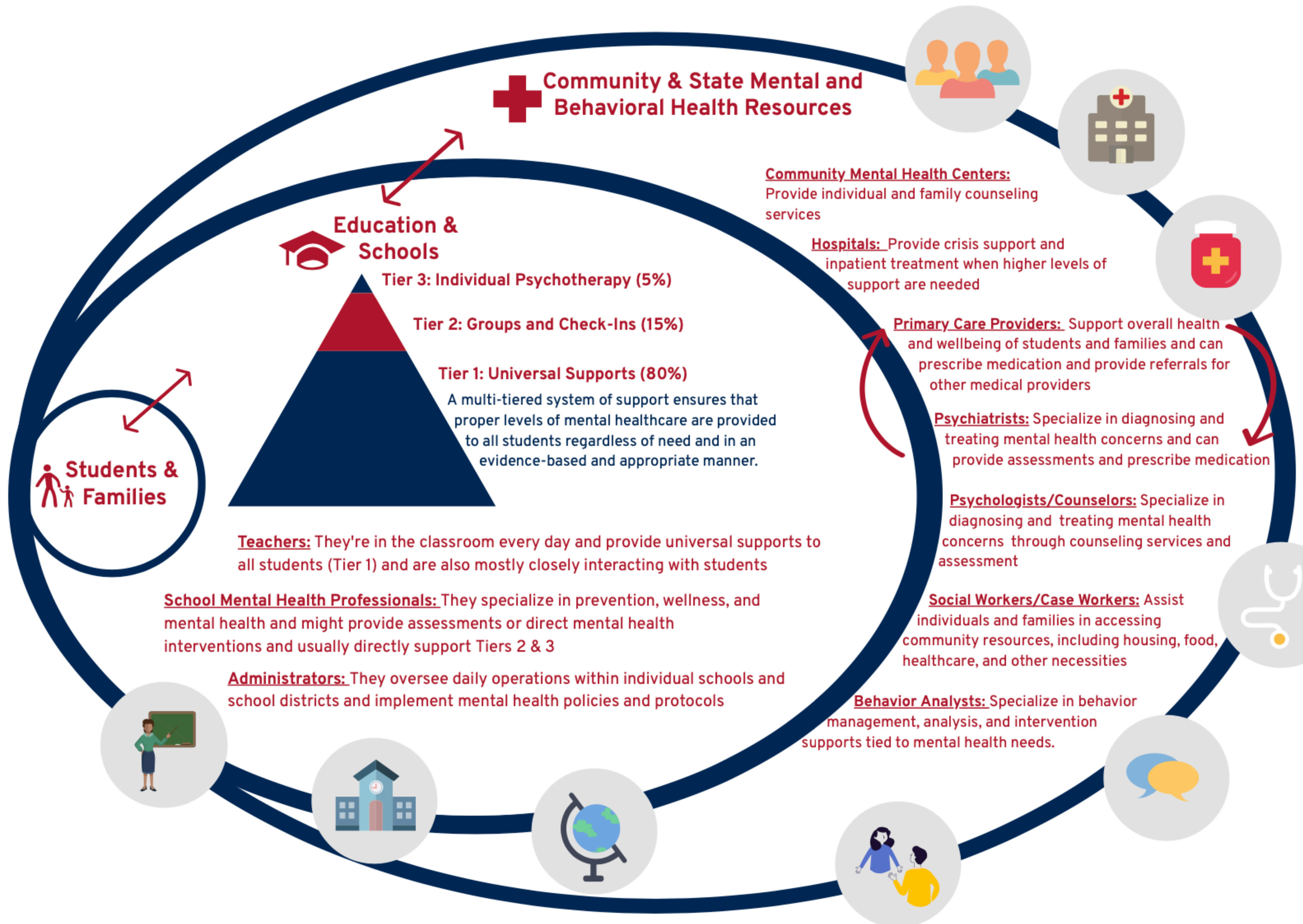
Technology in Training, Education, and Consultation

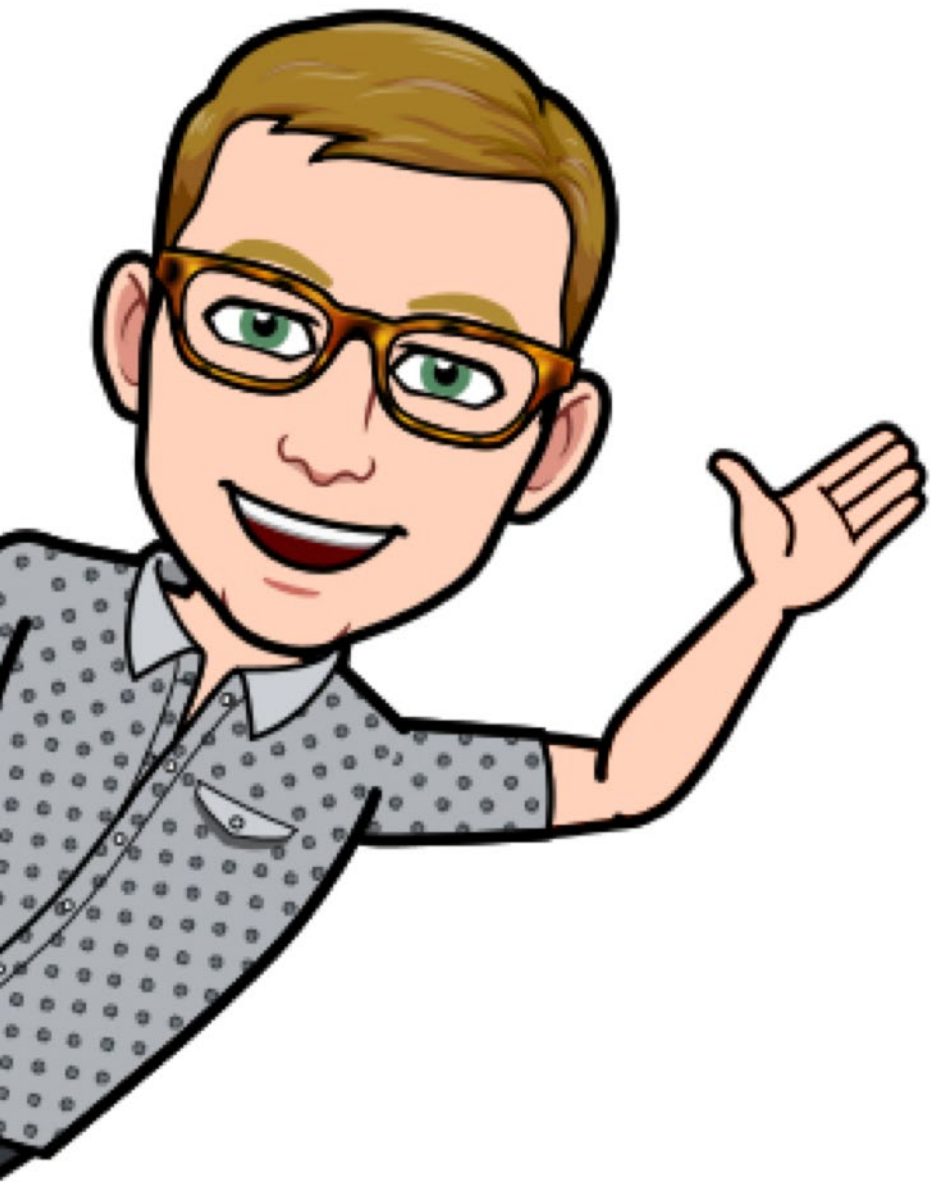
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MTSS Tier 3 Services



Levels of Support and Community Member Roles





Thank you!

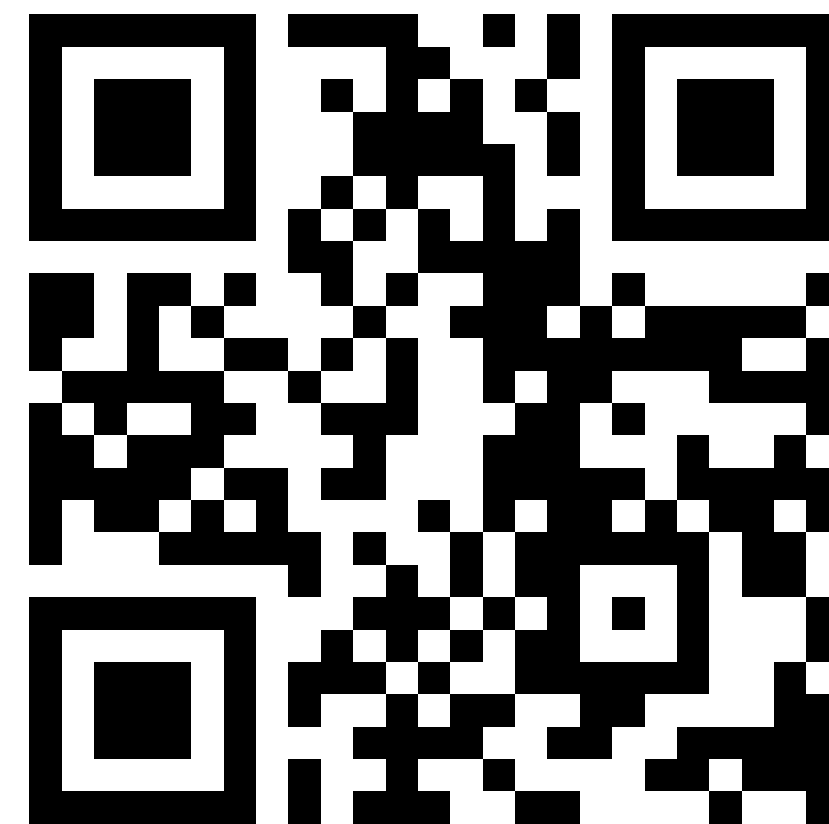
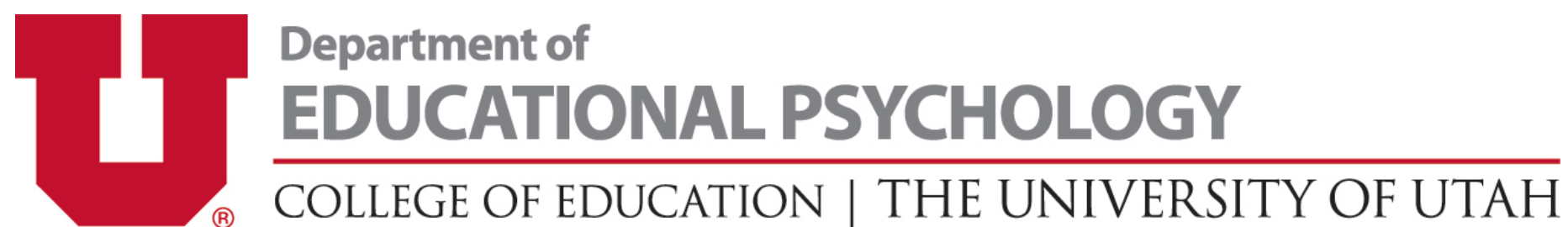
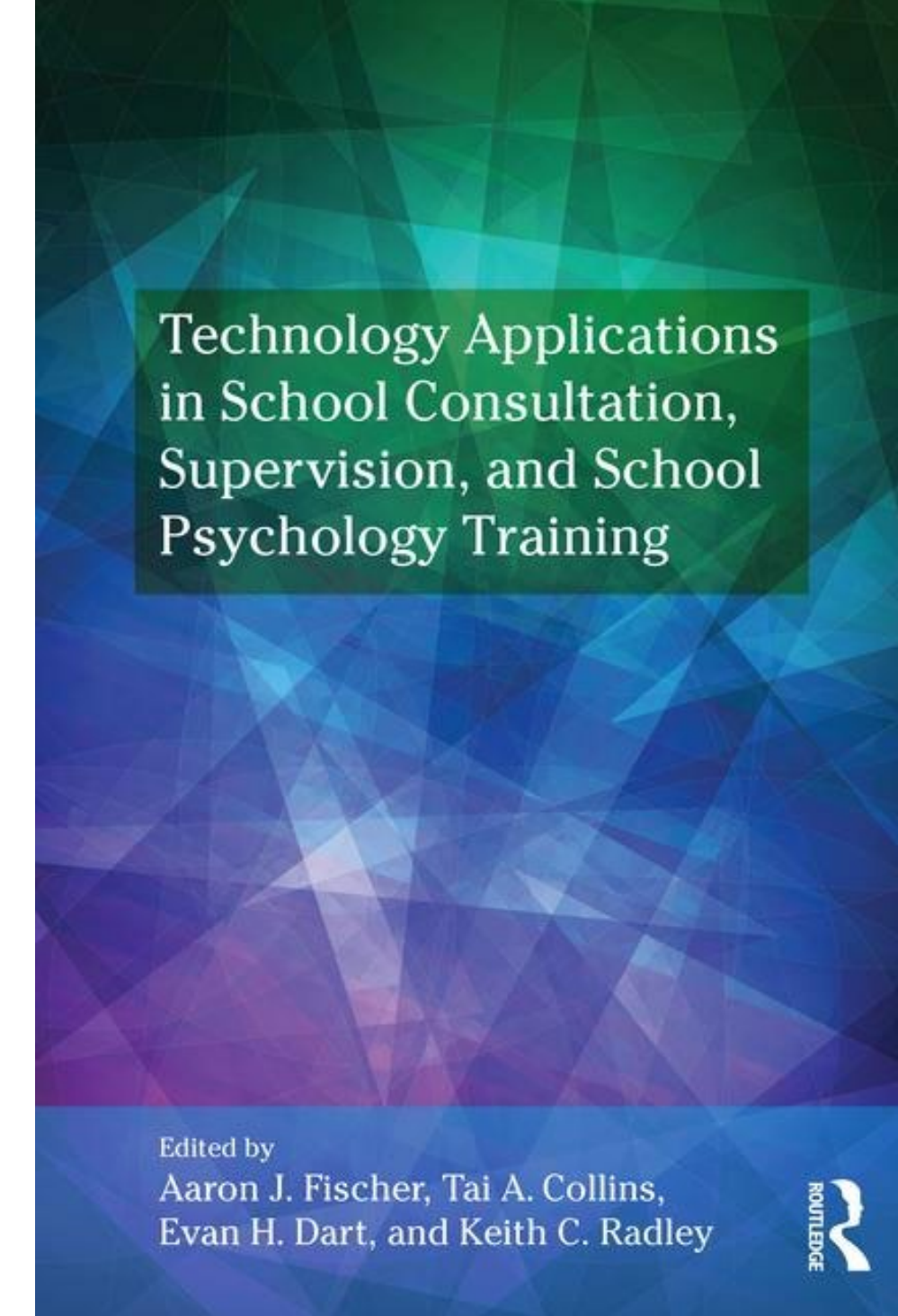
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