Addressing Mental Health in Schools by Implementing Evidence-Based Programs

The Implementation Specialist Team at Penn State EPIS

Thursday, May 27, 2021

9:00-10:00am

EPIS | EVIDENCE-BASED PREVENTION AND INTERVENTION SUPPORT

PennState College of Health and Human Development | EDNA BENNETT PIERCE PREVENTION RESEARCH CENTER

Today's Presenters

Jordan Joyce

Nicole Wells, MS

Heather Roberts

Implementation Specialists at Penn State EPIS

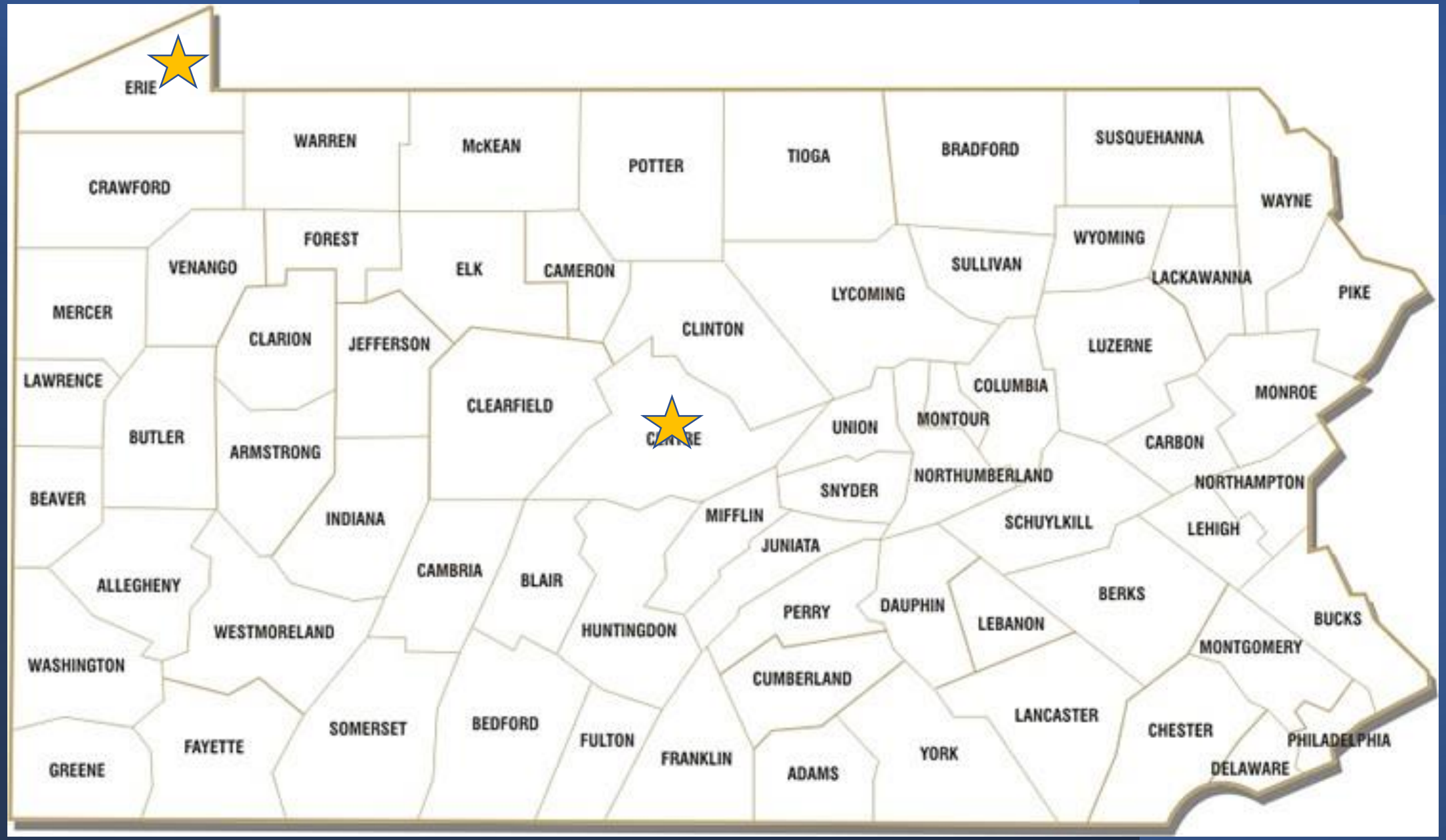
Penn State EPIS

Mission: EPIS is a university-based intermediary organization ***connecting research, policy and real-world practice*** to improve outcomes for children and families across Pennsylvania.

Vision: A world leader in translating prevention science to practice.

Penn State EPIS

- Funded since 2008 by the Pennsylvania Commission on Crime & Delinquency (PCCD).
- The EPIS Project is housed within Penn State's College of Health and Human Development, Edna Bennett Pierce the Prevention Research Center.
- Our office is located in downtown State College.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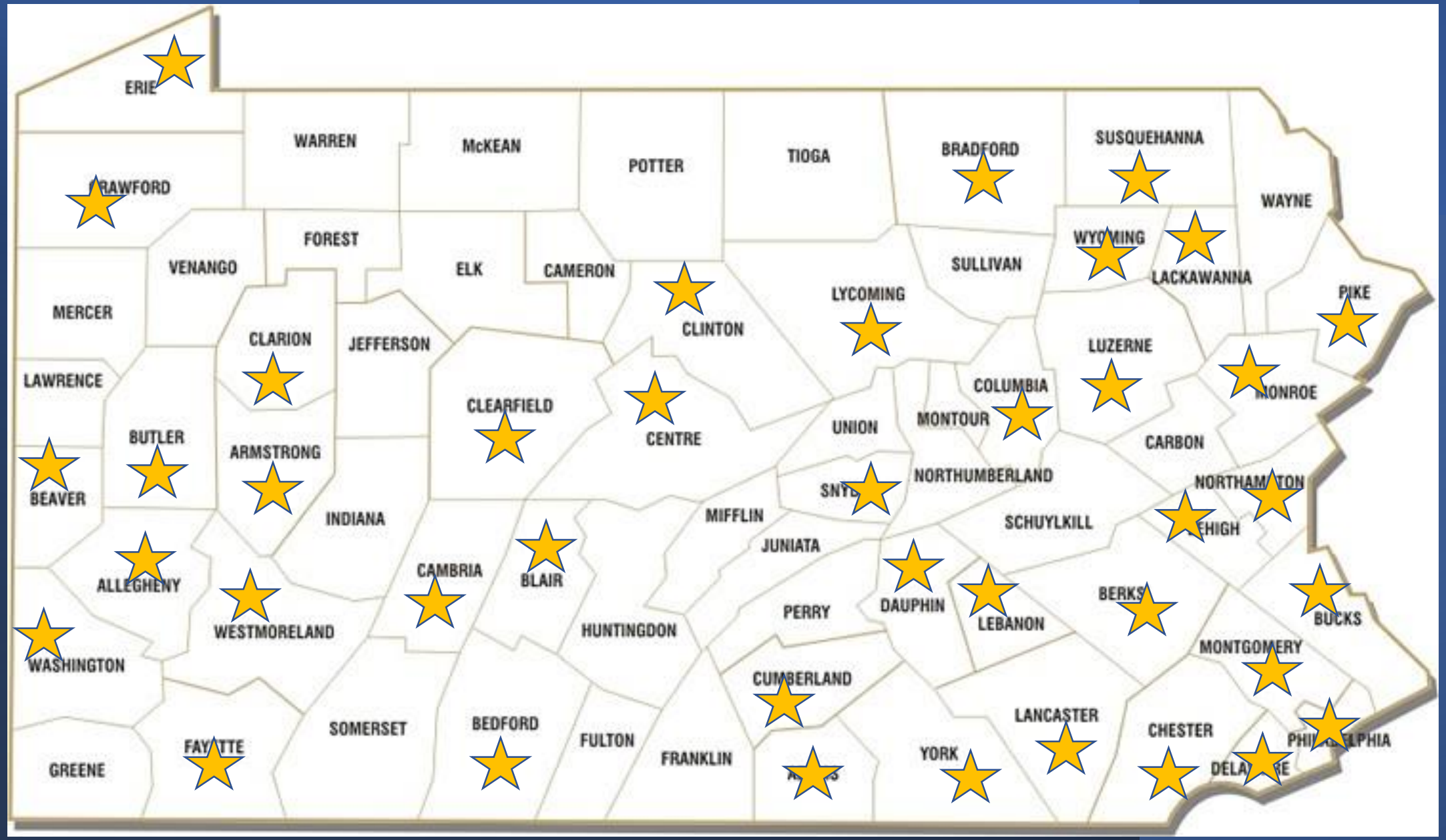
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YORK
GREENE

Who is joining us today?

Goals for Today...

1. Share data sources and trends that lead to the need of evidence-based programs that address mental health.

2. Provide a listing of evidence-based programs that may meet your school's current needs.

3. Bridge a connection with each of you to see how we can help.

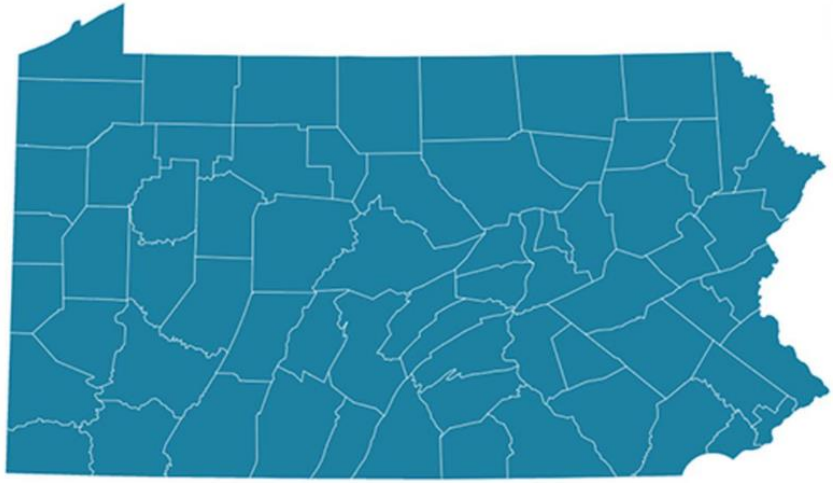
Pennsylvania Commission on Crime & Delinquency

PCCD initiates, validates, and financially supports justice-related programs put forth by practitioners and experts in the justice system. We focus on research, policy, planning, training, evidence-based programming, technology, outreach, and support services. Through this, PCCD helps to:

- ✓ empower communities through collaboration.
- ✓ protect and support crime victims.
- ✓ enhance law enforcement.
- ✓ break the linkage of mental health, intellectual disabilities, substance abuse and crime.
- ✓ launch evidence-based, innovative programs.
- ✓ advocate for safe schools.
- ✓ provide technological and information-sharing tools.
- ✓ research justice trends that warrant attention and action.

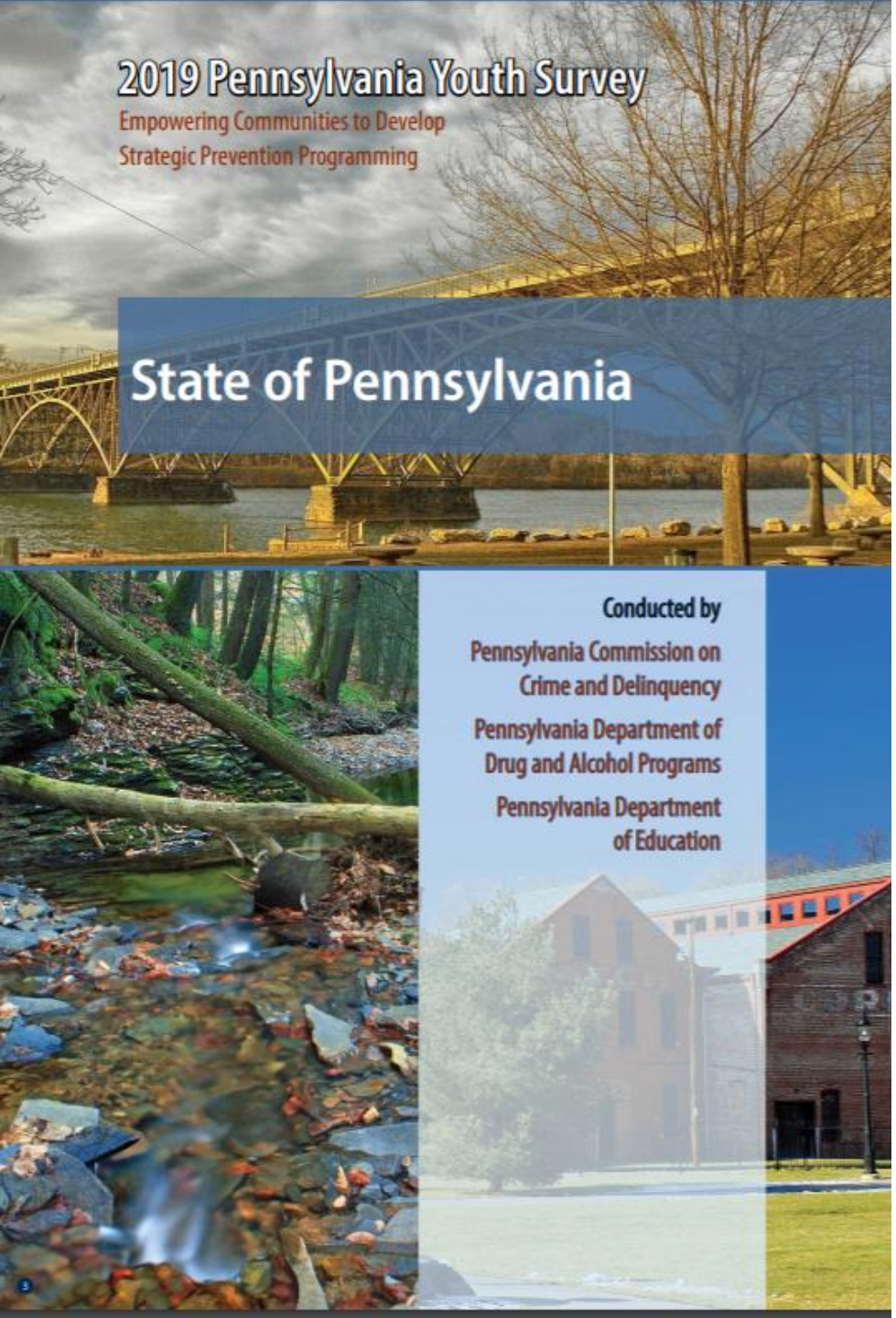
Pennsylvania Youth Survey (PAYS)

- A survey of 6th, 8th, 10th and 12th graders to learn about their behavior, attitudes and knowledge concerning alcohol, tobacco, other drugs and violence.
- It is sponsored and conducted every two years by the Pennsylvania Commission on Crime and Delinquency
- Data gathered in PAYS serve two primary needs.
    - First, the results provide school administrators, state agency directors, legislators and others with critical information concerning the changes in patterns of the use and abuse of these harmful substances and behaviors.
    - Second, the survey assesses risk factors that are related to these behaviors and the protective factors that help guard against them. This information allows community leaders to direct prevention resources to areas where they are likely to have the greatest impact.



pennsylvania
COMMISSION ON CRIME
AND DELINQUENCY

POLL

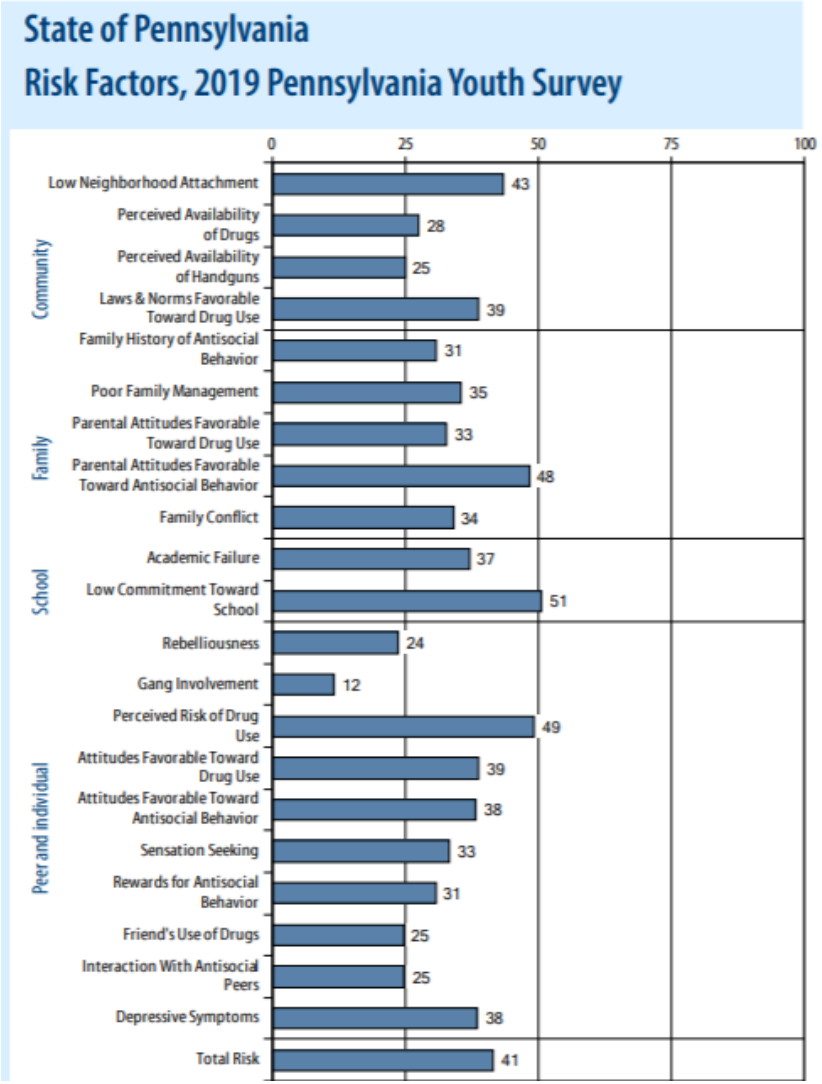


2019 PAYS

- **413 out of 500 school districts participated! That is an 82.6% participation rate.**
- **From 2017 to 2019, there was a 9.6% increase in participation.**
- **280,944 youth were surveyed**

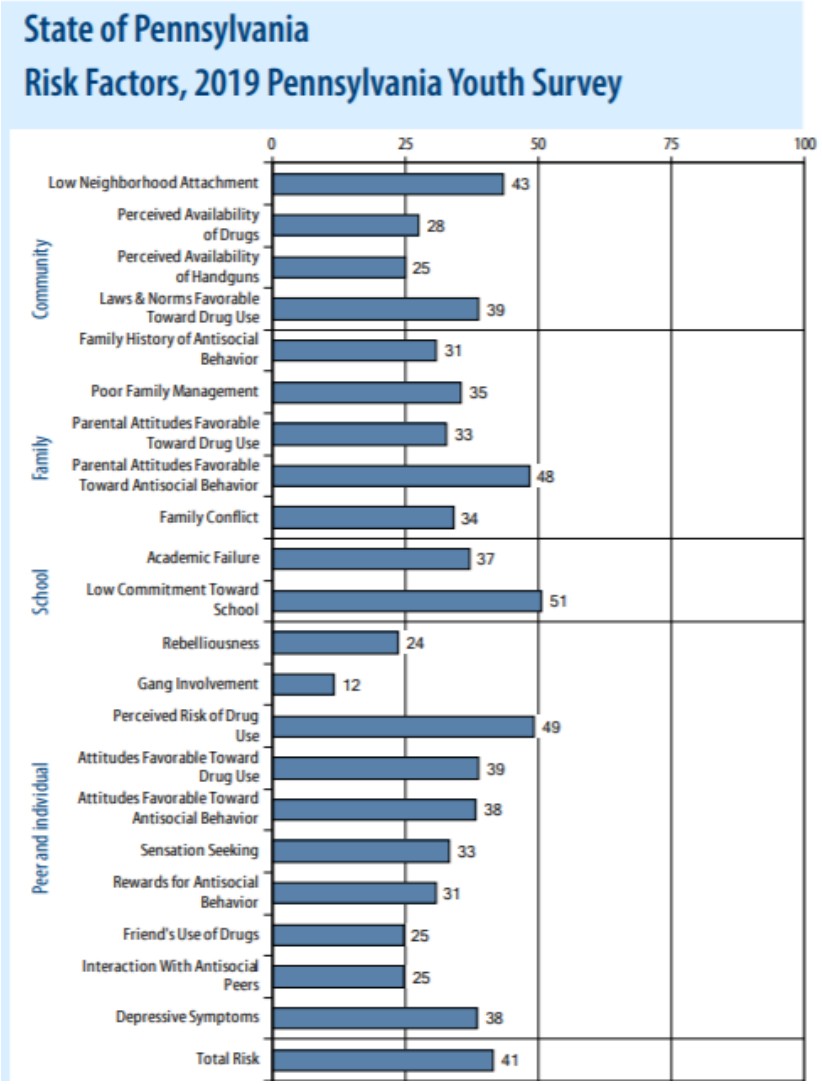
How to access the 2019 Statewide PAYS Report and/or the Statewide Highlights Report:

https://www.pccd.pa.gov/Juvenile-Justice/Pages/Pennsylvania-Youth-Survey-(PAYS)-2019.aspx



Statewide Risk Factors

- Risk Factors are things that INCREASE the chances of youth developing problems such as becoming involved in drug use, delinquency, school dropout, and/or violence.



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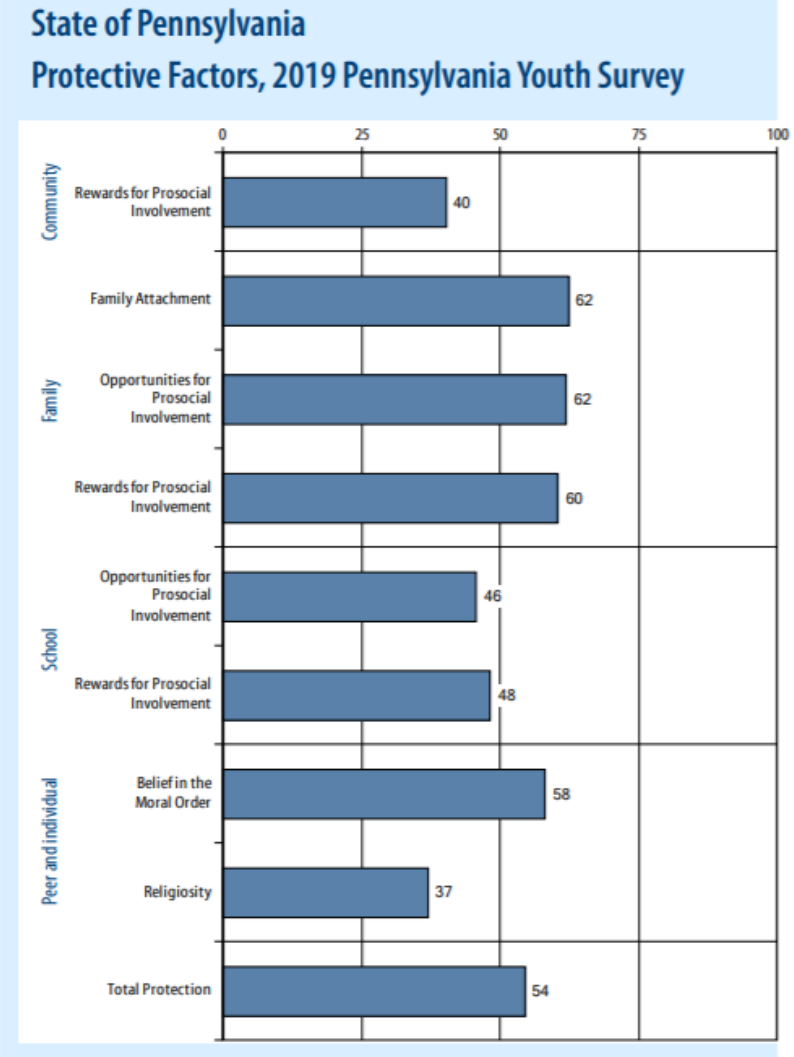
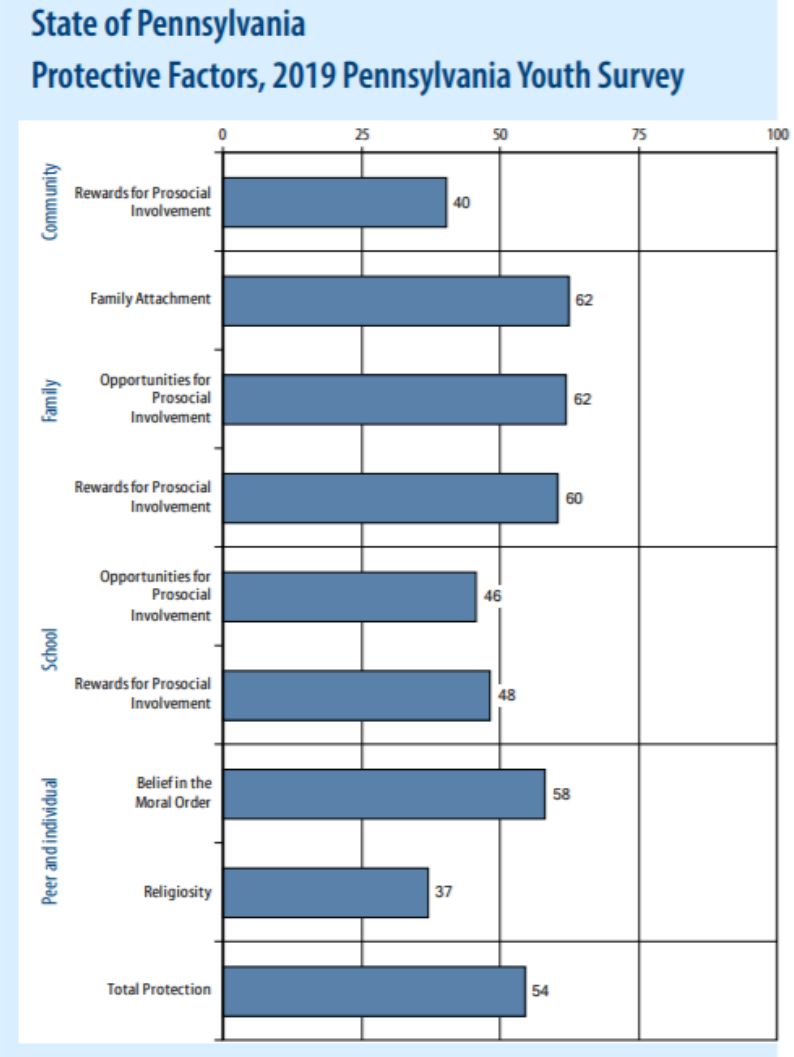
- Risk Factors are things that INCREASE the chances of youth developing problems such as becoming involved in drug use, delinquency, school dropout, and/or violence.

We want to implement programs and services that target the decrease of these risk factors. We also want to monitor the data overtime to know that our interventions are working!



Statewide Protective Factors

- Protective Factors are things that DECREASE the chances of youth having problems. They reduce the impact of the risk factors or change the way youth respond to the risk factors.



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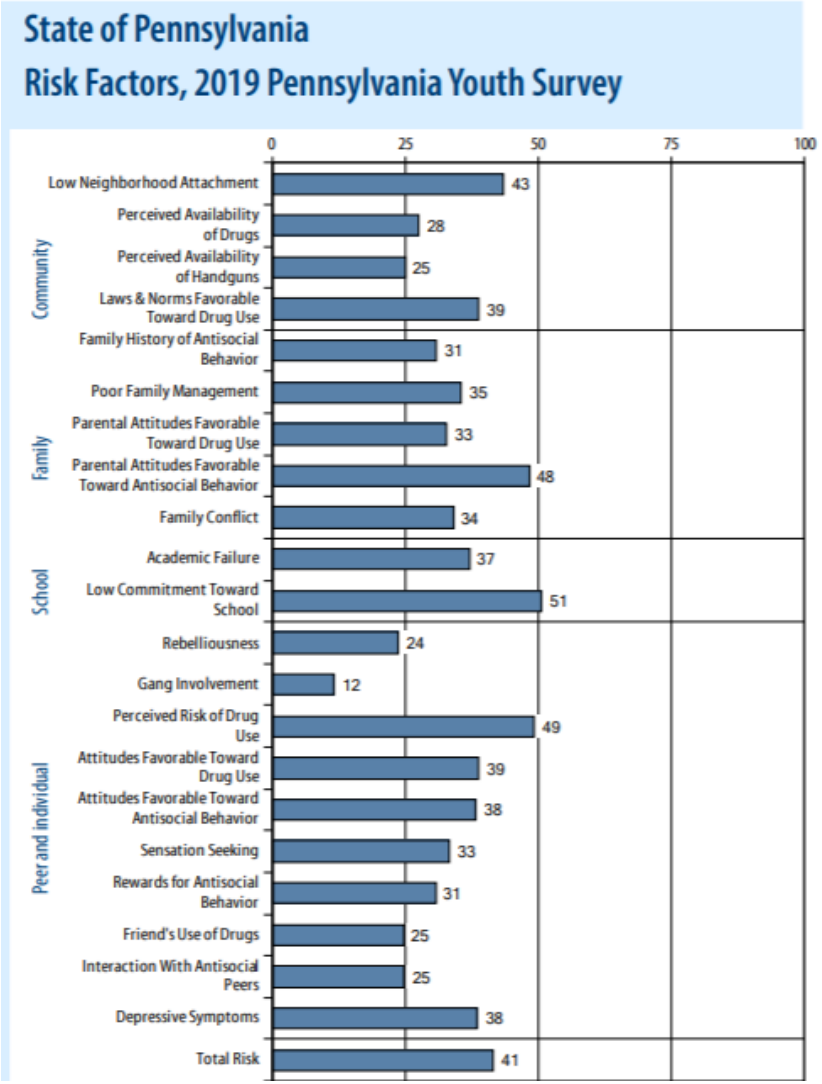
We want to implement programs and services that target the increase of these protective factors. We also want to monitor the data overtime to know that our interventions are working!

Statewide Risk Factors



Depressive Symptoms

Young people who are depressed are overrepresented in the criminal justice system and are more likely to use drugs. Survey research and other studies have shown a link between depression and other youth problem behaviors.

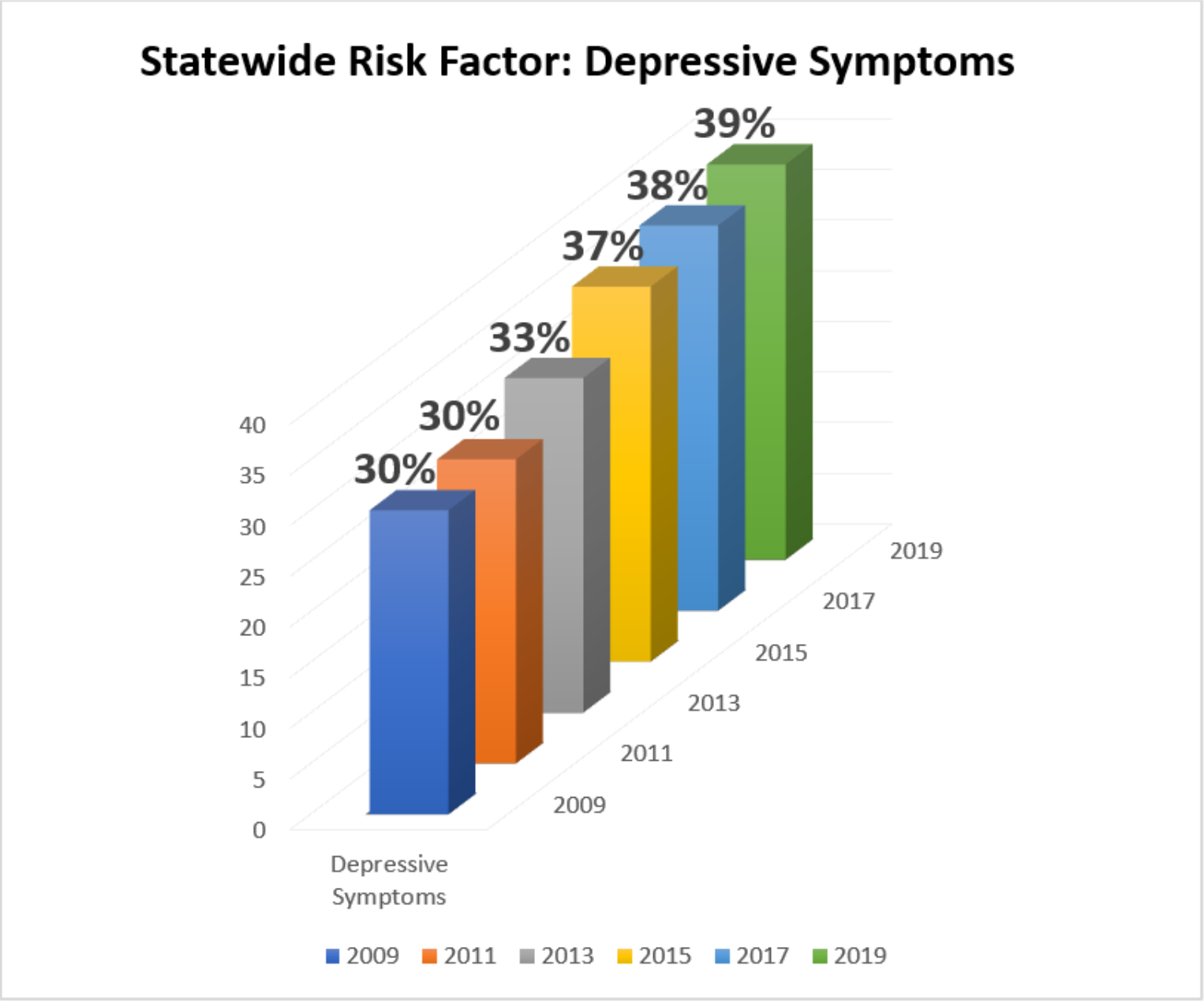
C4 In the past 12 months have you felt depressed or sad MOST days, even if you feel OK sometimes?

C5 Sometimes I think that life is not worth it.

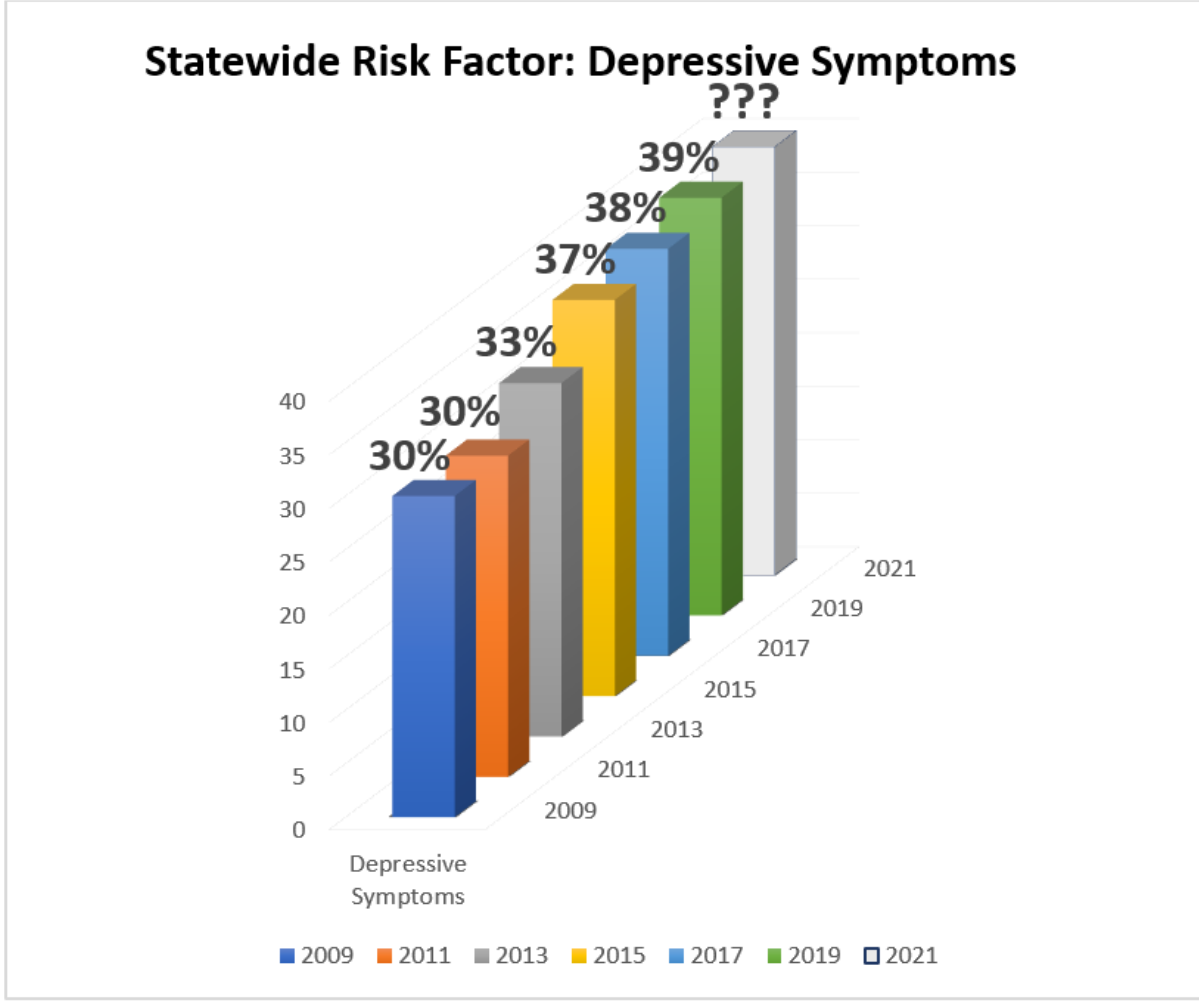
C6 At times I think I am no good at all.

C7 All in all, I am inclined to think that I am a failure.

https://www.pccd.pa.gov/Juvenile-Justice/Pages/Pennsylvania-Youth-Survey-(PAYS)-2019.aspx


Statewide Risk Factor: Depressive Symptoms
39%
38%
37%
33%
30%
30%
40
35
30
25
20
15
10
5
0
2019
2017
2015
2013
2011
2009
Depressive Symptoms
2009
2011
2013
2015
2017
2019

Will we see this increasing trend continue with 2021 PAYS Survey?



Prepandemic

https://www.ncbi.nlm.nih.gov/books/NBK32776/

COVID 19 Pandemic Impact

Effects on children and youth

Washington State Dept. Of Health's List of Common Emotional Responses for Children During Disasters

Pre-School Aged Children

- Difficulty sleeping
- Being afraid of the dark
- Experiencing nightmares
- Eating too little/too much
- Worried about being separated from parents/caregivers
- Regression
- Anxious
- Acting out the disaster while playing pretend

School Aged Children

- Confusion
- Forgetfulness
- Stomach aches
- Headaches
- Acting to extremes – lots of energy, silliness
- Overreactions/Tantrums
- Destructive behaviors - Breaking toys, hitting/kicking.
- Anxious
- Struggles with school
- Having difficulty remembering what they learned

Teens

- Anxious
- Worry
- Fear
- Sad
- Guilt
- Anger,
- Disappointed
- Hopelessness
- Changes in social behaviors
- Substance abuse (alcohol and/or drug)

Doh.wa.gov. 2020. *Behavioral Health Toolbox for Families Supporting Children and Teens During the COVID-19 Pandemic*. [online] Available at: <https://www.doh.wa.gov/Portals/1/Documents/1600/coronavirus/BHG-COVID19-FamilyToolbox.pdf> [Accessed 22 April 2021].

Assuming all schools will be back in-person in the fall 2021, take one minute and think about what challenges your teachers AND your school staff may face.

Assuming all schools will be back in-person in the fall 2021, take one minute and think about what challenges your teachers AND your school may face....

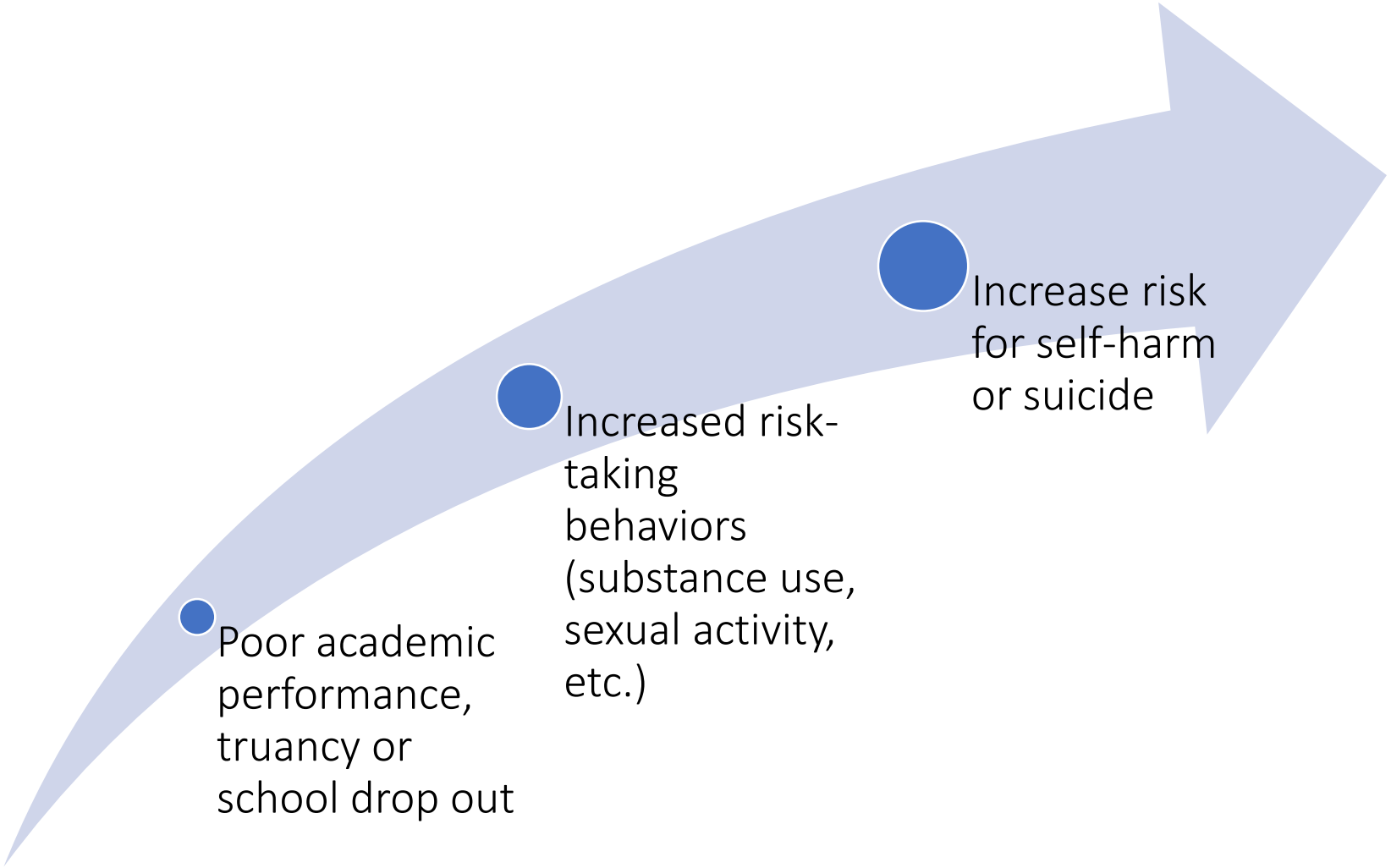
- Difficulty paying attention, having a hard time focusing on schoolwork.
- Trouble remembering what they learned, trouble remembering to complete tasks.
- Having too much energy, acting too silly.
- Feeling really tired all of the time, having a hard time sleeping.
- Having stomachaches or headaches.
- Being cranky, having tantrums, or crying often.
- Blurting or having a hard time thinking before they speak or act.

Doh.wa.gov. 2020. *Behavioral Health Toolbox for Families Supporting Children and Teens During the COVID-19 Pandemic*. [online] Available at: <https://www.doh.wa.gov/Portals/1/Documents/1600/coronavirus/BHG-COVID19-FamilyToolbox.pdf> [Accessed 22 April 2021].

What are <u>short-term</u> impacts if emotional or behavioral challenges are unaddressed?

- Poor Academics
- Defiance or Refusal
- Poor Decision Making
- Poor Peer Interactions
- Family Conflict
- Lack of Concentration
- Low Self-Esteem
- Lack of Interest

What are potential long-term impacts of emotional or behavioral challenges are unaddressed?

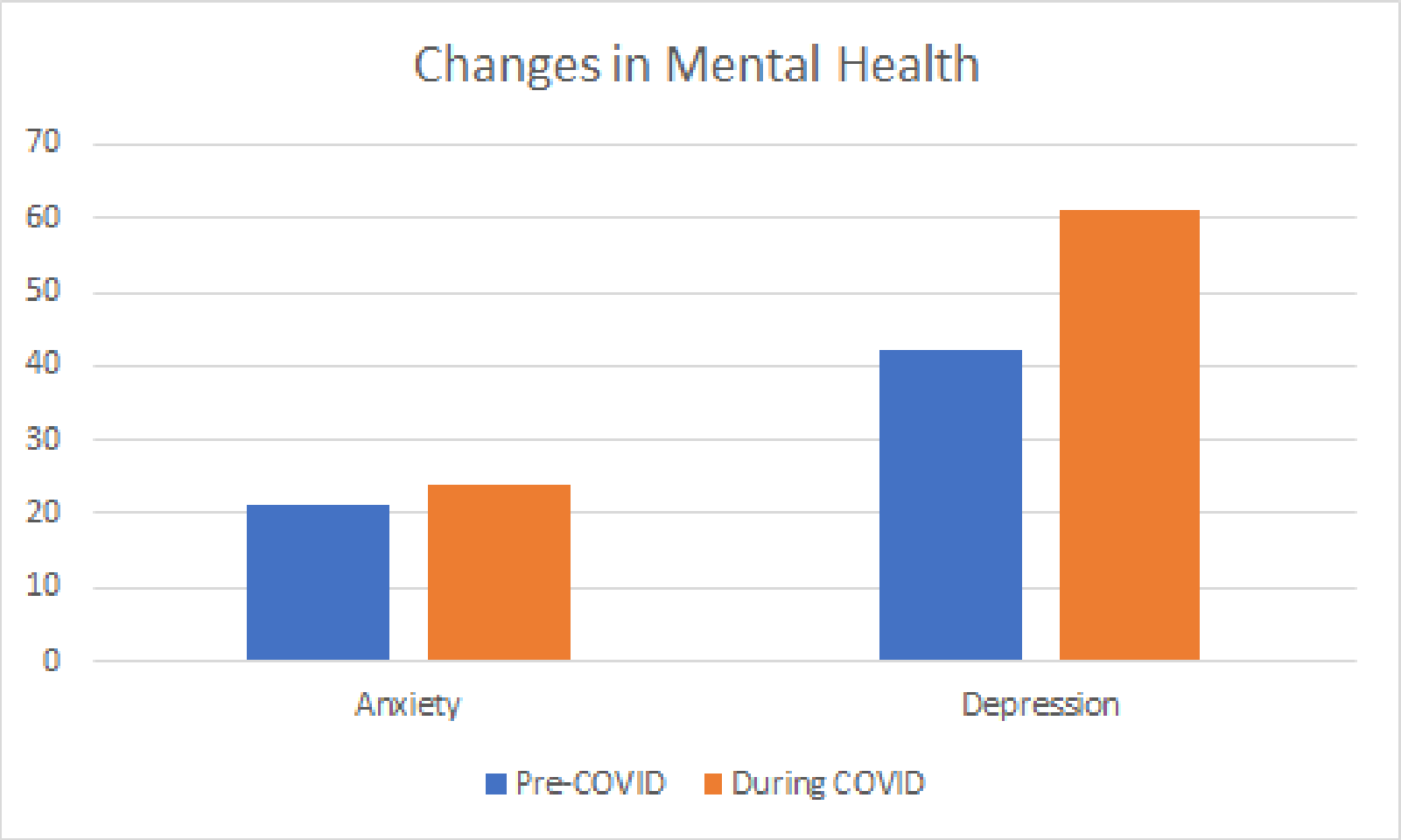


Mental Health & Behavior

Association of Depression with:	Pre-COVID	During COVID
Binge drinking	--	*
High-intensity drinking	--	*
Cigarettes	*	--
Vaping nicotine	***	***
Marijuana	***	***
Sexual activity	--	--
No physical activity	***	*
Food insecurity	***	**

* p< .05
** p< .01
*** p< .001

Penn State CORE: Student Well-Being Before and During the COVID-19 Pandemic by Stephanie Lanza, PhD & Courtney Whetzel, PhD



Penn State CORE: Student Well-Being Before and During the COVID-19 Pandemic by Stephanie Lanza, PhD & Courtney Whetzel, PhD

What can we do in schools to address the challenges related to the emotional and behavioral concerns we have listed out or thought of today?

Implement Evidence-Based Programs that Target Identified Needs

What is an Evidence-Based Program?

Evidence-based programs are those that have gone through rigorous evaluations proving that they have significant long-term outcomes for the populations they serve.

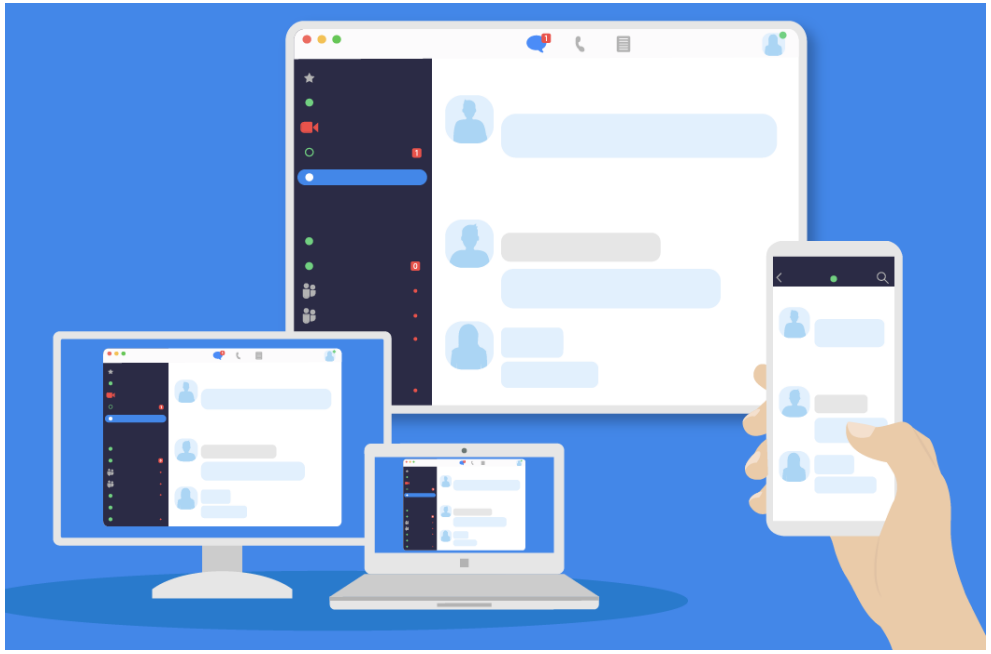
Evidence-based programs will only produce the short and long-term outcomes shown in the research if they are done well, with high quality, and implemented the way the developer(s) designed them to be.

Programs can be placed along a **continuum of confidence** based on their evidence or theory

*Bumbarger & Rhoades, 2012

Clearinghouses for Evidence-Based Programs

Rating Source	Area of Focus	Website
Blueprints for Healthy Youth Development	Child welfare, juvenile justice	www.blueprintsprograms.com
California Evidence-Based Clearinghouse for Child Welfare	Child welfare	www.cebc4cw.org/
Coalition for Evidence-Based Policy	Social policy	coalition4evidence.org
CrimeSolutions.gov	Criminal justice	www.crimesolutions.gov/
National Registry of Evidence-based Programs and Practice	Substance abuse, mental health	www.samhsa.gov/nrepp
Promising Practices Network	Child welfare, juvenile justice, social programs	www.promisingpractices.net/programs.asp
What Works Clearinghouse	Education	ies.ed.gov/ncee/wwc/
What Works in Reentry Clearinghouse	Criminal justice	whatworks.csgjusticecenter.org
Title IV-E Prevention Services Clearinghouse (Family First)	Child welfare	https://preventionservices.abtsites.com/



Please share some school-based programs that are currently being implemented in your school that are evidence-based?

ABC
Pre-Kindergarten
Elementary School
Middle School
High School

ABC
Pre-Kindergarten
Elementary School
Middle School
High School

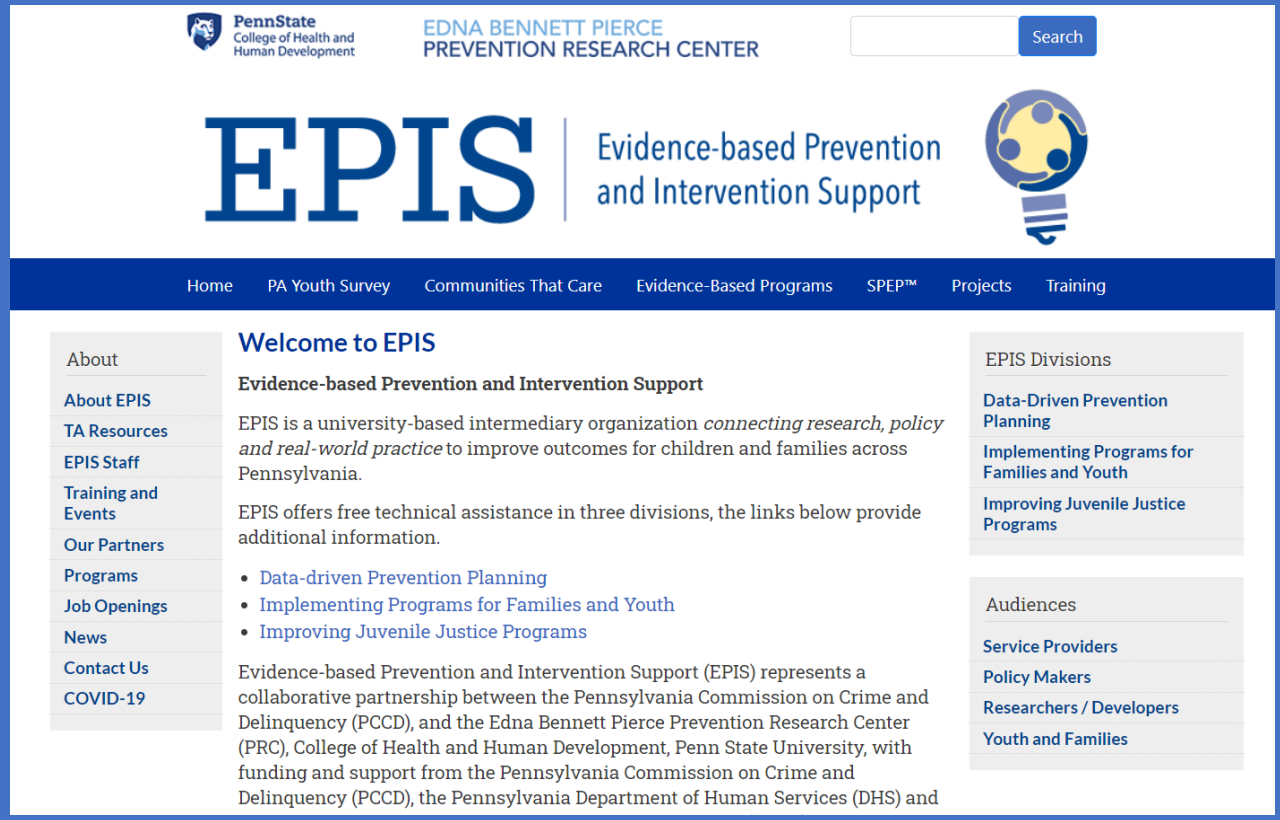
Evidence-Based Programs that can be considered...

1. The Incredible Years® Programs
2. PATHS®
3. The Positive Action Program
4. The BounceBack Program
5. The Cognitive Behavioral Intervention for Trauma in Schools (CBITS)
6. The Blues Program

School-Level	Evidence-Based Programs that can be considered...
Pre-Kindergarten	○ The Incredible Years® programs ○ PATHS®
Elementary School	○ The Incredible Years® programs ○ PATHS® ○ The Positive Action program ○ The BounceBack Program
Middle School	○ The Positive Action program ○ The Cognitive Behavioral Intervention for Trauma in Schools (CBITS)
High School	○ The Blues Program

Visit our website for informational videos, resources, data collection tools, as well as lots of additional resources.

http://epis.psu.edu



The Incredible Years® (IY) Program – Dina Classroom

Grade Levels: Pre-Kindergarten through 2nd Grade

Program delivered by: Classroom Teachers

Lessons: Two lessons per week, 20-30 minutes in length, 60+ lessons

Training consists of: Three full days facilitated by an IY Trainer

Can you develop a trainer at your school?
No, not at this time.

The Incredible Years® (IY) Program – Dina Small Group Therapy

Grade Levels: Pre-Kindergarten through 2nd Grade

Program delivered by:

Counselors, Therapists, or Special Education Teachers to treat children with conduct problems, ADHD, and internalizing problems. Program is delivered to small groups of six to eight children.

Lessons: Two-hour lessons delivered weekly, over 18-22 weeks of time

Training consists of: Three full days facilitated by an IY Trainer

Can you develop a trainer at your school?

No, not at this time.

What can you expect after delivering

IY Dina Classroom

&

IY Dina Small Group?

Increased Social Competence and Emotional Regulation and School Readiness

Program Outcomes:

*Improved concentration

*Improved attention

*Improved self-control

*Increased emotional competence

*Improved social problem-solving

*Developed anger-management skills

*Reduced youth conduct problems at school and home

Termómetro para tranqu...
Puedo hacerlo. Puedo tranquilizarme.
Piensa en Detenerte
Respira Profundamente Tres veces
Moderate Tranquilo
Wally's Detect
The Incredible Years®
Esforzarse
Tímido
Entusiasmado

The Children's Small Group Videotape Series
Dina Dinosaur's School
Detective Club Home Activity Manual
Wally's Detective Kit
"I can solve problems!"
INCREDIBLE TEACHERS
Cool Down Thermometer
Think "Stop"
Take 3 deep breaths

PATHS® - Promoting Alternative THinking Strategies

Grade Levels: Pre-Kindergarten through Grades 5/6

Program delivered by: Classroom Teachers but concepts can be utilized by all adults throughout the school and at home.

Lessons: Taught 2-3 times a week, 20-30 minutes in length. Number of lessons by grade level: Pre-K/K (44), Grade 1 (52), Grade 2 (50), Grade 3 (42), Grade 4 (40), Grade 5/6 (36).

Training consists of: Two full training days that are 6-8 weeks apart.

Can you develop a trainer at your school/agency? Yes.

What can you expect after delivering PATHS®?

Improved Emotion Knowledge & Awareness:

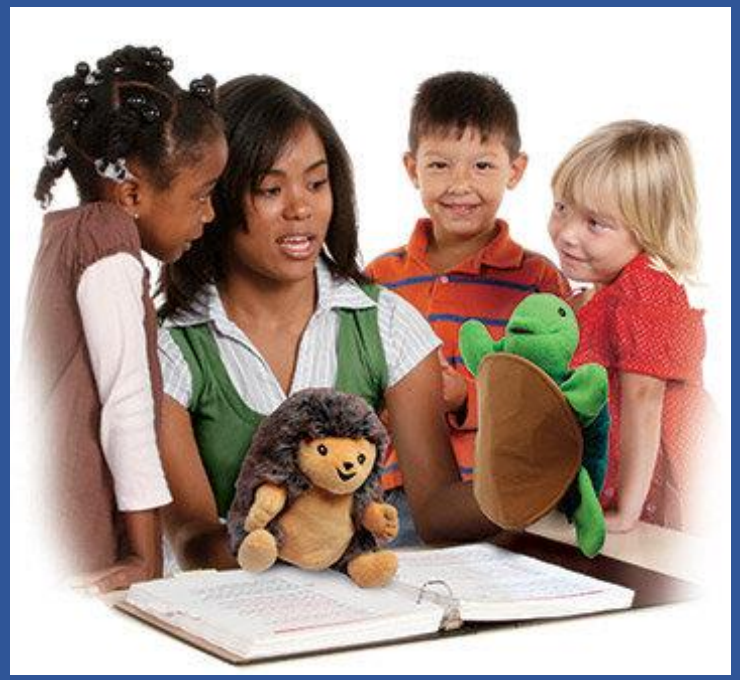
-Expanded vocabulary for emotions
-Understanding that feelings are important signals and to pay attention to them
-Understanding all feelings are ok
-Labeling feelings as comfortable or uncomfortable
-Recognizing feelings are different from behaviors
-Having empathy for others and their feelings
-Understanding communication of feelings is important

Improved Self-Control:

-Ability to tolerate frustration
-Awareness of need to stop and calm down when upset
-Less likely to act impulsively
-Healthy coping and stress management

Improved Social Problem Solving:

-Ability to use effective problem-solving strategies
-Improved prosocial peer relations
-Confidence in problem solving



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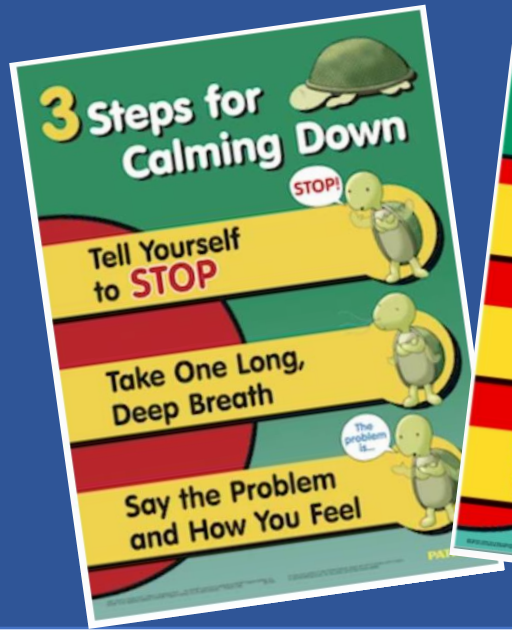
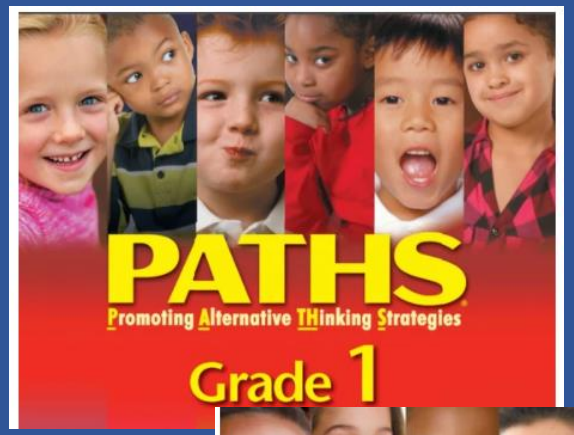
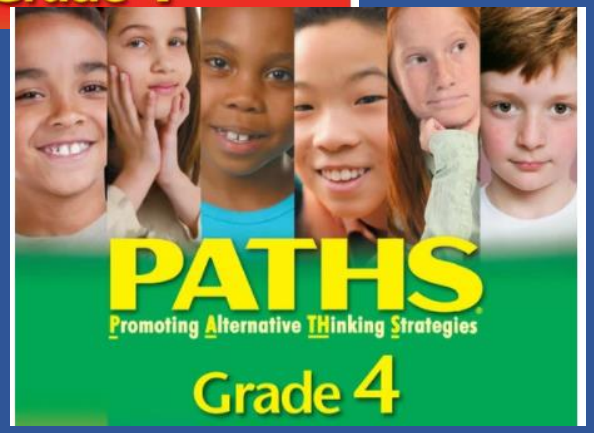

3 Steps for Calming Down
STOP!
Tell Yourself to STOP
Take One Long, Deep Breath
The problem is...
Say the Problem and How You Feel

3 pasos para calmarse
Sale
¡PARA!
Dite a ti mismo PARA
Respira largo y hondo
El problema es...
Di el problema y cómo te sientes
PATHS


PATHS
Promoting Alternative THinking Strategies
Grade 1


PATHS
Promoting Alternative THinking Strategies
Grade 4

Positive Action® (PA)

Positive Action.

Grade Levels: Kindergarten through 8th Grade

Program delivered by: Classroom Teachers or Counselors

Lessons: 2-3 lessons per week, 15-20 minutes in length, 140 lessons for K-6; 82 lessons for 7-8 grades

Training consists of: 2-5 full days facilitated by an PA Trainer

Can you develop a trainer at your school? Yes

Additional Information: School Climate Kit should be used in addition to grade level kits.

What can you expect after delivering Positive Action?

Proximal/Short Term Outcomes:

-Improved grades and test scores
-Improved self-esteem and self-efficacy
-Improved health behaviors

Distal/Long Term Outcomes:

-Reduced anti-social behavior
-Reduced disciplinary problems
-Reduced substance abuse
-Improved social-emotional skills
-Improved school performance

Spanish
Grade 1

Feelings
Thoughts
Actions

Positive Action
Grade
5
FITNESS
act
feel

Cognitive Behavioral Intervention for Trauma in Schools (CBITS)

Grade Levels:
5th – 12th Grade

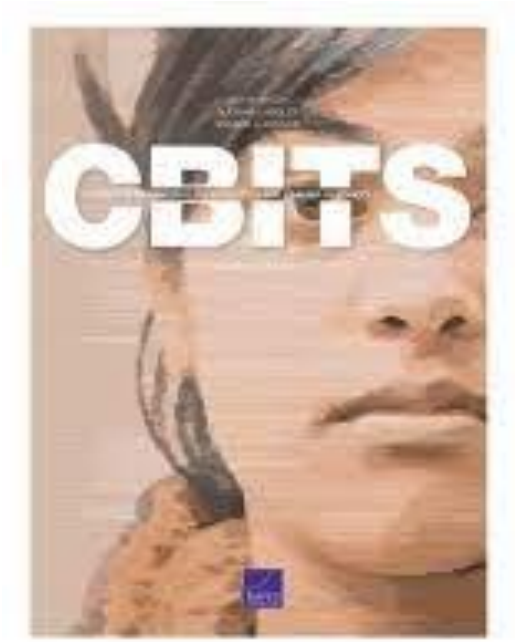
Program delivered by:
Mental Health Professionals

Lessons:
10 group sessions
1 – 3 individual sessions
2 parent psychoeducational sessions
1 teacher educational session

Training Options:
In person: 2 days (12 hours)
Virtual: 4 3-hour modules
Online: At your own pace

Can you develop a trainer at your school?
Yes, a school-based mental health professional can become a trainer

What can you expect after delivering CBITS?



Student Outcomes:

- Decrease in PTSD symptoms
- Decreased depression
- Decease in behavioral problems at home & school
- Improved coping skills
- Improved social functioning
- Enhanced peer, teacher & parent support

Caregiver Outcomes:

- Improved understanding of common youth reactions to trauma
- Decreased stress regarding youth trauma
- Improved ability to help youth cope with trauma

Bounce Back

Grade Levels:
K - 5th Grade

Program delivered by:
Mental Health Professionals

Sessions:
10 group sessions
2– 3 individual sessions
1 – 3 parent psychoeducational sessions

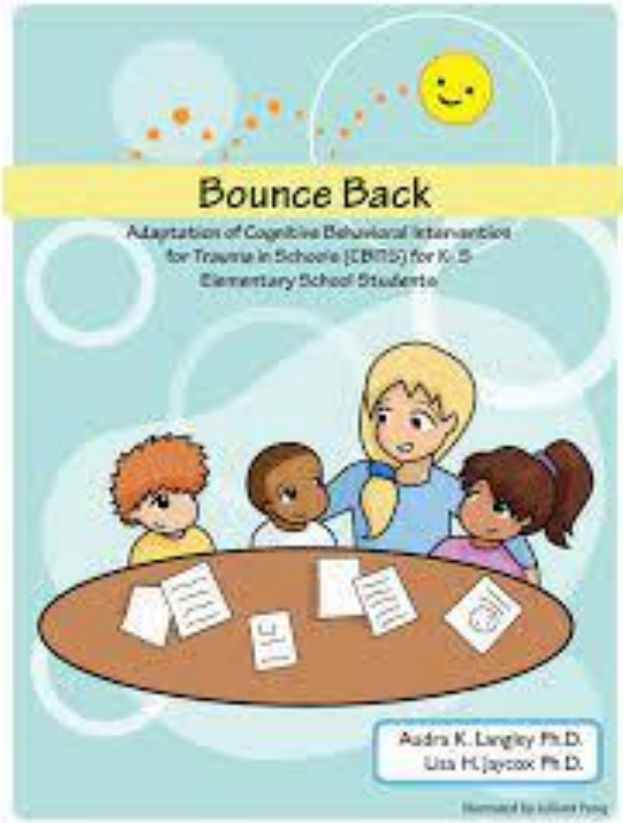
Training Options:
In person: 1.5 days (9 hours)
Virtual: 3 3-hour modules
Online: At your own pace

Can you develop a trainer at your school?
Yes, a school-based mental health professional can become a trainer

What can you expect after delivering <u>Bounce Back?</u>

Outcomes:

- Improvements in PTSD and anxiety symptoms
- Improved parent-child interactions
- Improved academic performance
- Increased high school graduation rates
- Caregivers equipped for skills support



The Blues Program

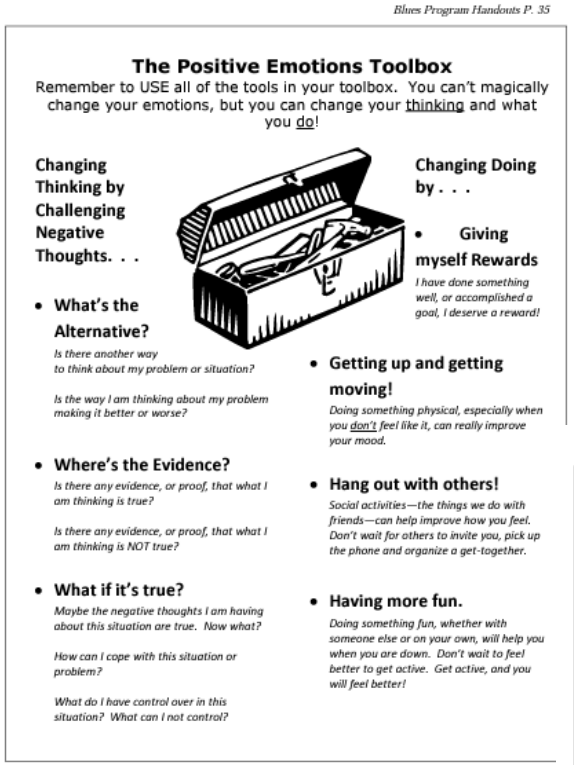
Grade Levels:
9th – 12th Grade

Program delivered by:
Therapists, School Counselors, School Nurses, and/or Teachers

Sessions:
6, 1 – hour sessions to a group of 4-8 youth

Training Options:
Either one full day (8 hours) or over two half days (4 hours of back-to-back days)

Can you develop a trainer at your school?
Yes.



Blues Program Handouts P. 35

The Positive Emotions Toolbox

Remember to USE all of the tools in your toolbox. You can't magically change your emotions, but you can change your thinking and what you do!

Changing Thinking by Challenging Negative Thoughts. . .

- **What's the Alternative?**
  Is there another way to think about my problem or situation?
  Is the way I am thinking about my problem making it better or worse?
- **Where's the Evidence?**
  Is there any evidence, or proof, that what I am thinking is true?
  Is there any evidence, or proof, that what I am thinking is NOT true?
- **What if it's true?**
  Maybe the negative thoughts I am having about this situation are true. Now what?
  How can I cope with this situation or problem?
  What do I have control over in this situation? What can I not control?

Changing Doing by . . .

- **Giving myself Rewards**
  I have done something well, or accomplished a goal, I deserve a reward!
- **Getting up and getting moving!**
  Doing something physical, especially when you don't feel like it, can really improve your mood.
- **Hang out with others!**
  Social activities—the things we do with friends—can help improve how you feel. Don't wait for others to invite you, pick up the phone and organize a get-together.
- **Having more fun.**
  Doing something fun, whether with someone else or on your own, will help you when you are down. Don't wait to feel better to get active. Get active, and you will feel better!

Blues Program Handouts P. 3

THE TRIANGLE OF FEELINGS, THOUGHTS, & ACTIONS

The triangle below illustrates the way in which how we think, feel, and behave all influence one another.

THOUGHTS INFLUENCE FEELINGS

After studying hard, but doing poorly on a test, you think, "I'll never succeed at anything," which leads to feeling bad about your abilities as a student feeling hopeless about the future.

FEELINGS INFLUENCE THOUGHTS

A friend has to cancel their plans with you because they have a family obligation. You feel disappointed, which prompts you to think, "Maybe they just made up that excuse because they don't want to hang out with me."

FEELINGS INFLUENCE ACTIONS

You feel hopeless about studying for the next exam, and dwell on your sad feelings. You then procrastinate studying and don't study hard, because you still feel so discouraged about your last exam.

THOUGHTS INFLUENCE ACTIONS

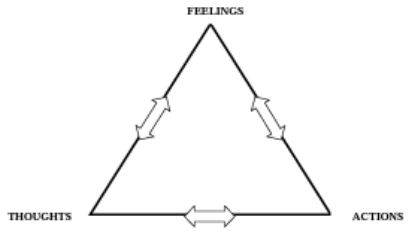
You begin to think badly of your friend and recall times in the past when you haven't gotten along. When your friend calls to make plans, you get even by telling them that you have other plans (when you really don't).

ACTIONS INFLUENCE THOUGHTS

Your lack of studying for the next exam results in another poor grade. You think, "Here we go again. I don't know why I even keep trying. It's useless. I'm a failure."

ACTIONS INFLUENCE FEELINGS

Your friend accepts your excuse and doesn't appear to feel bad. You spend the day alone and convince yourself that your friend is probably having more fun without you. You feel lonely, sad, and disappointed.



Short-term Outcomes:

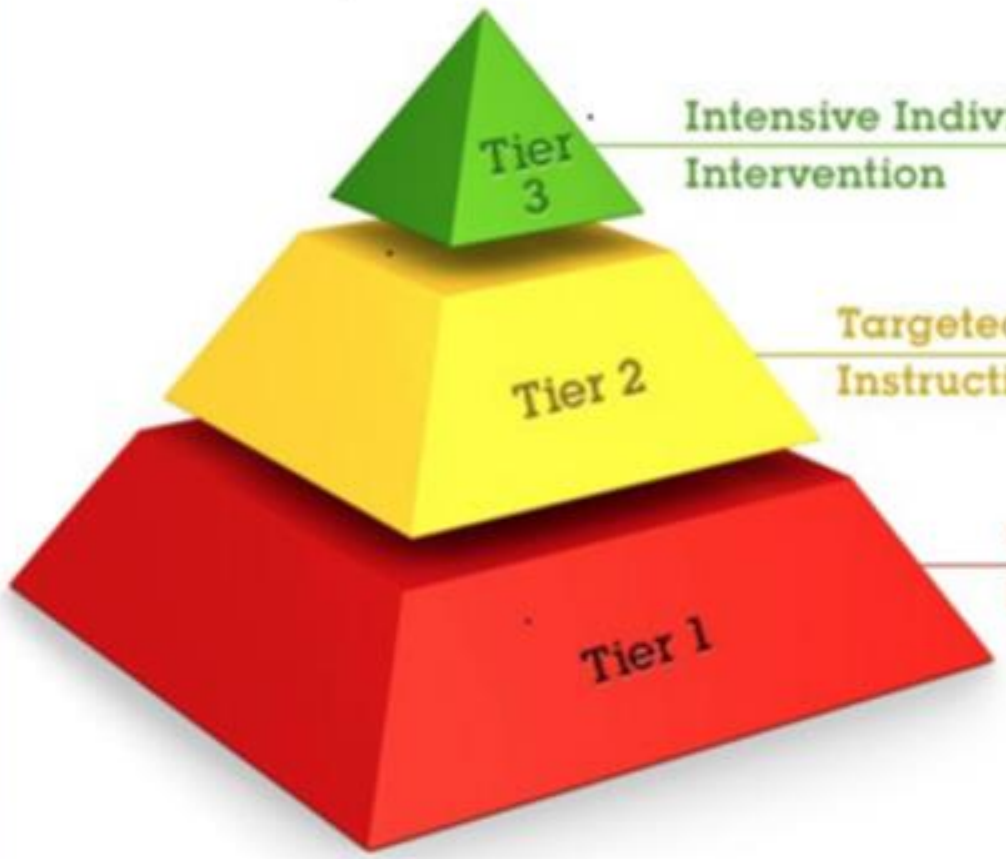
- Increased positive thinking patterns
- Increased engagement in pleasant activities

Long-term Outcomes:

- Decreased severity of depressive symptoms
- Preventing onset of major depression
- Decrease in substance use

What can you expect after delivering Blues?

Multi-Tiered System of Supports (MTSS)



Intensive Individual Intervention

Targeted Small Group Instruction

- The Blues
- CBITS and/or Bounce Back
- The Incredible Years® Program – Dina Small Group Therapy

Core Classroom Instruction

- Positive Action® (PA)
- PATHS® - Promoting Alternative THinking Strategies
- The Incredible Years® Dina Classroom

Where to begin…

Is your school ready to start a new program?

- Are the risk and protective factors, addressed by the chosen program, identified and/or prioritized by your very own school?
- Is the program appropriate for the population you plan to target?
- Do you have buy-in from staff of all levels from Directors to Administrative Support Staff, your community stakeholders and key leaders?
- Do you have access to funding and necessary resources to start up and sustain key implementation elements of the program? Making sure to carefully consider and designate those responsible for sustainability planning and securing funds/resources right from the start!
- Determining data collection needs…Who will be responsible for distributing and collecting the surveys? Who will be responsible for data entry? Who will be responsible for analyzing and reporting the data results?
- Can all of these expectations for quality and dosage be met within the existing structure and with the existing resources?

We are here to help!

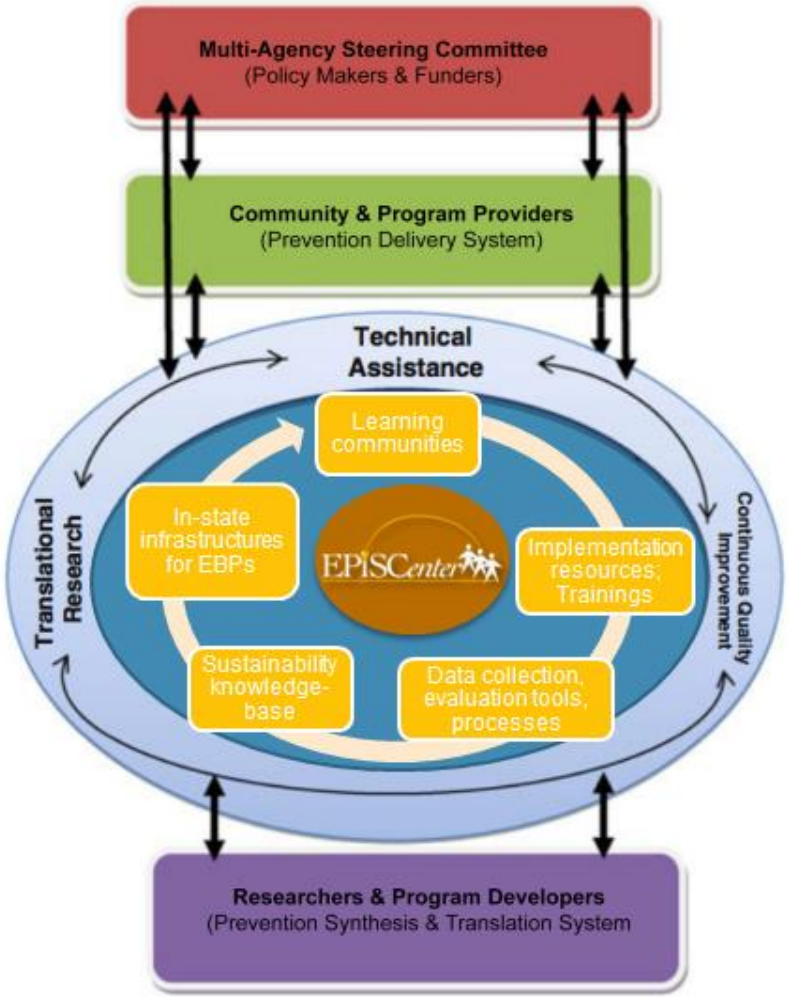
Reach out to the Implementation Specialist Team by email/phone:

Phone: (814) 863-2568

EPISCenter@psu.edu

EPISCenter's Five Cores of Support

1. Learning communities
2. Implementation resources; Trainings
3. Data collection, evaluation tools, processes
4. Sustainability knowledge-base
5. In-state infrastructures for Evidence Based Programs



Rhoades, Bumbarger & Moore (in press). The Role of a State-Level Prevention Support System in Promoting High-Quality Implementation and Sustainability of Evidence-based Programs. *American Journal of Community Psychology*.

Subscribe to receive PCCD Funding Announcement Notifications to get started with a grant!

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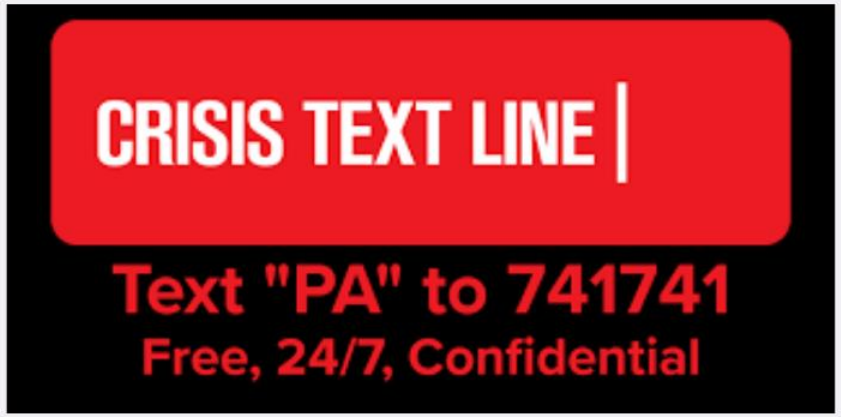
https://www.pccdegrants.pa.gov/Egrants/Public/Subscribe.aspx

Suicide Prevention



LOOK FOR OUR FOLLOW-UP EMAIL TODAY!

- ✓ Mental Health Resource List
- ✓ Recorded Webinar
- ✓ Presentation Slides
- ✓ Evaluation Link

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Evidence-based Prevention and Intervention Support

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