MHTTC Background

• Substance Abuse and Mental Health Services Administration Grant Project

• Serves: CO, MT, ND, SD, UT, & WY

• 5 year funding plus year-to-year school supplemental funding

• PI: Thomasine Heitkamp, LCSW

• Collaborators: University of North Dakota and the Western Interstate Commission for Higher Education (WICHE)
Aim of School Supplement

- Assist rural schools to implement best-practice approaches to address mental health needs of training and technical assistance
- Students
  - Promoting Positive Mental Health in Rural Schools
  - Self-paced courses
  - Communities of Practice
  - National school curriculum
  - Advancing Trauma Sensitive Schools

https://mhttcnetwork.org/centers/mountain-plains-mhttc/home
Building Capacity of Rural School Personnel To Address the Mental Health Needs of Students

Sarah Nielsen, PhD, OTR/L, MP-MHTTC
Susan Bazyk, PhD, OTR/L, FAOTA, Every Moment Counts Director
Tanja Brown, Divide County Elementary Principal
Thomasine Heitkamp, LCSW, Director MP-MHTTC
Unique Features of Rural Schools

- Acceptability of mental health issues and stigma
- Availability and accessibility of service providers
- Affordability of services

(Wilger, nd)
Implementation Science in Action

- Evidence-based curriculum (Bazyk, 2015)
- Multi-tiered Approach (WHO, 2001)
- Interdisciplinary Teams
- Community of Practice (Barwick, 2009)

Spring and Fall 2019 CoP Cohorts

- 14 CoPs participated
- Each school formed an interdisciplinary CoP

<table>
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<th>ND</th>
<th>SD</th>
<th>MT</th>
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Building Capacity of School Personnel to Address the Mental Health Needs of Students

- **5 Sessions** – Completed by Interdisciplinary School CoP one time per month via Zoom
Aim ➔ Create Change Leaders committed to addressing the mental health needs of all children & youth

*Service providers with the knowledge and confidence empowered to change practice based on current knowledge.*

„Change Leaders don’t create followers, but more Change Leaders“

The strategic **building capacity process** promotes the application of knowledge to practice

Within a **Community of Practice (CoP)**

People who share a common interest and commit to working together over time *(Wenger, McDermott, & Snyder, 2002)*

Focus on **knowledge translation**

Read → Reflect → Dialogue → Plan → Implement Change

Results in integrating new knowledge into practice

Move from knowing to doing

5 Sessions
The process & materials

- **Facilitation Guide**
- Guidelines for facilitating the CoP Session
- Foster – reflection, discussion, interdisciplinary collaboration
- Build community

- **Webinar** (range 30 – 60 min.)
Session Materials

• **Readings**
  - Chapters, monographs
  - EMC website
  - Current literature

• **Discussion Guides –**
  - After viewing webinar to foster discussion and application
Session Materials

CoP Strategic Planning Document
(fill out before or after Session 5)

Strategic Planning: Mental Health Promotion, Prevention and Intervention with Children and Youth in My Setting

VISION: All adults serving youth will be mental health promoters. Occupational therapy practitioners will be leaders in mental health promotion. The activities (occupations) we use to promote positive mental health are similar to those we use to prevent mental health challenges or intervene when a person experiences a mental illness – occupations that foster successful and enjoyable participation in daily life, positive social interaction and a sense of well-being.

Name(s): ____________________________ Setting: ____________________________

Date: ____________________________

Gaps: Write down ‘gaps’ – What areas are problematic and need changes? In what ways can we be more strategic in promoting positive mental health? When during the day? Where?

What? What do you plan to do? (CIRCLE one or more)

- Embedded Strategies (mental & physical)
- Refreshing Recess
- Comfortable Cafeteria
- Leisure Coaching/After School
- Transition to integrated services
- Calm Moments Cards

Promoting mental health literacy
Content Overview

Building Capacity: Session 1

• An understanding of **positive mental health** based on positive psychology

• **Public health approach to mental health**
  • Tier 1/universal mental health promotion strategies for ALL
  • Tier 2/targeted prevention strategies for those at risk
  • Tier 3/individualized interventions and supports for students with identified mental health challenges

• An overview of *Every Moment Counts: Promoting Mental Health Throughout the Day*
  • A multi-pronged mental health promotion initiative
  • Provides practical strategies and embedded programs that can be implemented by all school personnel to promote participation and mental health in all students
Building Capacity: Sessions 2 → 5

**Session 2: Embedded Strategies** - Integrated and interdisciplinary services focusing on mental health promotion, prevention, and intervention

**Session 3: Calm Moments Cards Program**: Recognizing and reducing stress and enhancing emotional well-being

**Session 4: Promoting participation and emotional well-being during non-academic times** - Comfortable Cafeteria & Refreshing Recess

**Session 5: Embedding strategies and interactions to support children and youth with identified mental health challenges and Making Leisure Matter**
Follow-Up and Sustainability

• On-site visits

• Strategic plans

• Technical assistance
Results

- Six CoP’s submitted strategic plans
- 38 facilitators were trained
- 1 CoP has completed training with staff (26 staff); the remainder are still finishing training and implementation this fall
## Strategic Planning Themes

<table>
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<th>Relationships to current mental health programming</th>
<th>Implementation of Every Moment Counts Programs</th>
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<td>5/6 strategic plans connected EMC programs to SEL and Character programs</td>
<td>Calm Moments Cards – 5</td>
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<tr>
<td>6/6 strategic plans identified an additional gap for onsite training</td>
<td>Comfortable Cafeteria – 5</td>
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<tr>
<td>5/6 Mental Health Literacy</td>
<td>Embedded Strategies – 5</td>
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Pre-Post Survey

- One survey containing:
  - Demographics
  - School Practice--Knowledge and Perceived Ability to Apply Public Health Approach (Bazyk, 2015)
  - Calm Moments Card Survey (Bazyk, 2016)
  - Open-ended question about application
There were 38 people who took the post test. Of those 9 (23.7%) did not have matching pre-test IDs and couldn’t be used in comparisons.

27 (96.4%) were female and 23 (82.1%) were from North Dakota (one from SD, 4 from MT).

16 (57.1%) were in teaching, 4 (14.3%) were paras, 2 (7.1%) were counselors, and there was one each of special education, administration, school psychologist, OT, SLP, and other.

The average years worked was 13.1 (S.D. 10.4) with 9 (32.1%) 0 to 5 years, 10 (35.7%) 6 to 19 years, and 9 (32.1%) 20 or more years.
28 respondents responded to 5-point Likert scale items both pre and post.

- Three subscales, knowledge, attitudes, and beliefs were created.
- Average scores for each subscale and the total score were compared pre to post using paired t-tests.

**School Practice, 20 Questions**

- Knowledge, 12
- Attitudes, 3
- Beliefs, 5

**Calm Moments Cards, 20 Questions**

- Knowledge, 8
- Beliefs, 6
- Attitudes, 6
Knowledge, Actions, and Total scores showed significant increases from pre to post.
AVERAGE SCORES FROM CALM MOMENTS CARDS

Knowledge, Beliefs, Actions, and Total scores showed significant increases from pre to post.
Average scores for respondents in years of work groups. Knowledge and total have very similar changes pre to post. Actions has slightly more increase in the 20-42 (green) group. Beliefs has strong increase in the 0-5 age group, but not the others.
Of minor interest:
Average scores for respondents in years of work groups. Knowledge, actions, and total have very similar changes pre to post. Beliefs has strong higher pre and post in the 0-5 age group.
Divide County Elementary

Reflections

“We do not learn from experience ... we learn from reflecting on experience.”
- John Dewey
Spring 2019 Actions

- Establish Buy-In
- Interdisciplinary CoP Trainings
- Full Staff Trainings
- Implementing Ideas
- Discussion & Planning
- Strategic Plan
Strategic Plan

• Considerations
  • Embedded strategies
  • Support other school initiatives
  • Realistic, sustainable
  • Staff input

• Priorities
  • Promoting mental health literacy
  • Teaching positive mental health strategies
  • Identification of students needing additional support
Strengths

- CoP Approach
- Full Staff Training
- Collaboration with MHTTC and Every Moment Counts
- Resources
- Flexibility
- On-Site Training
Challenges

• Training
  • Simultaneous
  • One group at a time

• So many ideas...
  • Positive
  • Challenge

• Standards & Evaluation
  • NDMTSS SEL Goals & SEL Student Friendly Scales
  • http://www.ndrea.org/index.php?id=103
Next Steps

• Data collection and analysis as CoPs finish and implement

• Minor changes to this year’s CoP cohort training

• Self-study course
Pilot Project with Coaching

**What?** Coaching OTs and other school practitioners to
- Complete the 5 Sessions
- Facilitate a CoP in their setting
- Monthly coaching calls

**When?** Sept → Feb. 2020

**Who?** ~45 interdisciplinary school providers

**Representing** 14 states in US

**Response?** Enthusiasm!
Questions and Please and Thank You!

- We need feedback to keep our grant. Please consider taking the short survey.
References


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For more information, visit the Mountain Plains MHTTC Website

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