Every Moment Counts
Promoting Mental Health Throughout the Day

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Objectives

Participants will be able to:

1. Describe evidence-based mental health promotion strategies that can be embedded throughout the day
   – Strength-based approaches
2. Describe *Every Moment Counts*’ model programs for promoting participation, enjoyment, and feelings of emotional well-being:
   – Calm Moments Cards
   – Comfortable Cafeteria
   – Refreshing Recess
3. Describe strategies for building capacity of school personnel and families to embed mental health promotion
What is …

Every Moment Counts?

• A multi-pronged mental health promotion initiative
• Originally funded by the Ohio Department of Education, Office of Exceptional Children for 720,000 (2012-15)
• Developed by occupational therapists – emphasizes collaboration

Led by OCCUPATIONAL THERAPISTS?
• Entry-level education in addressing the mental health needs of clients across the lifespan
• Activity-based profession with a focus on participation: Use of task analysis and activities to promote mental health and well-being in everyday life tasks.

Project director: Susan Bazyk, PhD, OTR/L, FAOTA
1. **Build capacity** of OTs, school personnel and families to promote mental health and contribute to prevention and intervention

2. Developed, implemented and evaluated **model programs and embedded strategies** focusing on mental health promotion

3. **Disseminate materials** using website, Pinterest, Facebook, and presentations

www.everymomentcounts.org
**Building Capacity** of OTs to Apply a Public Health Approach to Mental Health

**Ultimate goal:** Knowledge translation and implementation

**We develop regional Communities of Practice (CoPs)** – Provides a framework for bringing together OTs committed to children’s mental health who interact regularly to do shared work in order to bring about needed change (Wenger, McDermott, & Snyder, 2002).

**6 month process using** a combination of:

1. Professional development strategies: Reading, reflection, online discussions
2. Community-building strategies: face-to-face sessions and shared learning

Our Progress

Building OT Change Leaders in Ohio

- 2011: Cleveland CoP #1 – 13 OTs
- 2012: Central Ohio CoP – 18 OTs
- Spring 2013: Cleveland CoP #2 – 27 OTs from school & community settings
- Fall 2013:
  - NE Ohio CoP (27 OTs)
  - Cincinnati CoP (30 OTs)
  - Dayton CoP (42 OTs)
- Fall 2014: CoPs in Toledo & Zanesville; 75 more OT Change Leaders

Total = 230 OT Change leaders
Mixed Methods Study
Building OT Change Leaders in Ohio

• Statistically significant improvements in knowledge, beliefs and action related to addressing the mental health needs of children/youth
• Participants found the experience meaningful and
  • Resulted in a renewed commitment to MH
  • Felt reconnected to OT’s MH roots
  • More confident → empowered to articulate, advocate for, and implement practice changes related to mental health

New Hampshire OT Community of Practice (CoP)
Building Capacity of OTs to Address the Mental Health Needs of Children & Youth
New Hampshire Community of Practice (CoP) 
Building Capacity of OTs to Address the Mental Health Needs of Children & Youth 

January 2017 → December 2017 - Lead OT Facilitators 

1) Ohio: Susan Bazyk, PhD, OTR/L, FAOTA; Carol Conway, MS, OTR/L  
2) New Hampshire: Ann Kline, OTD, OTR/L; Marta Kilrain, MOT, OTR/L  
Mary Steady, Director, Office of Student Wellness; Helene Anzalone
1. **Mental health promotion** – in students with and without disabilities and mental health challenges;

2. **Inclusion of students** with disabilities and/or mental health challenges with non-disabled peers (LRE);

3. **Integrating related services in natural school and community contexts** – academic and non-academic;

4. **Collaboration** among all school personnel, community providers and families.

Guiding Framework
Public Health Approach to Mental Health

• To address the mental health needs of all children.

• The call is for a dual focus:
  o Promotion of mental health and flourishing in ALL
  o Early detection & intervention for those with mental health concerns.  
    (Davis, 2002)
Public Health Approach to MH

Shift from individually focused to school-wide; from deficit driven to strength-based; emphasis on early intervention & prevention


http://www.gucchdgeorgetown.net/data/issues/2009/0309_article.html
Tier 1 – Universal Services
Mental health promotion

• Based on a solid understanding of positive mental health
  – What it is?
  – How to promote it?
  – Who should be involved?

• Research: positive psychology, mental health literacy, positive youth development, mental health promotion

Being mentally healthy is a positive state of functioning

1. **Positive affect or emotional state. Feeling good emotionally** – happy, content, positive about life, etc.
   - Observe children’s affect; note significant changes

2. **Positive psychological and social function** – enjoy fulfilling relationships? Able to concentrate and learn?

3. **Doing well functionally** – engaging in productive activities – academically, socially, physically
   - Tune into children’s schoolwork, friendships, interaction during lunch & recess

4. **Coping with life stressors and challenges**
   - Observe how does the child copes with a poor test grade, losing a game, not making the team, being teased, etc.

Mental Health is a Dynamic State of Functioning

**Influenced by:**

- Genetic predisposition (family history of depression, anxiety, etc.)
- Situational stressors & life events
  - LOSS (death in the family; parental deployment; divorce)
  - DISABILITY (high incidence of co-morbidity) – chronic stress; loss of function
  - POVERTY
  - BULLYING & friendship issues
  - OBESITY
  - DEVELOPMENTAL FACTORS
  - ABUSE, NEGLECT, TRAUMA
Watch for changes in behavior, thinking and mood
Tier 1 → Empowering Everyone... to be Mental Health Promoters
Positive Psychology Research

http://www.actionforhappiness.org
www.positivepsychologynews.com
Everyday Strategies for Promoting Positive Mental Health

- **Caring connections** – close relationships provide a sense of belonging and support
- **Focusing on feelings** (SEL) – promotes emotional literacy
- **Fostering character strengths** (creativity, humor, kindness, curiosity) – encourage occupations that align with strengths
- Encouraging **acts of kindness** (Lyubmirsky et al., 2005)
- **Expressing gratitude** (Heller et al., 2004)
- Engaging in **mindfulness/yoga** practices; calming strategies
- Promoting health behaviors: **exercising; being active; sleep**
- **Thinking positive**
- **Positive institutions** – environments that foster positive emotions and character strengths (Seligman, 2002)

Engaging in Enjoyable Hobbies and Interests Builds Strengths & Promotes Happiness Youth with Autism and DD

Research on enhancing strengths and QoL
• Create supportive and inclusive environments that meet sensory needs → helps promote happiness
• Exposing youth to a variety of community-based activities helps them identify interests, develop skills and meaningful hobbies, and build strengths


How else to promote mental health?

• Participation in **enjoyable activities** (Fredrickson, 2001); experiences that induce **positive emotions** (Seligman, 2002) – joy, pleasure, contentment
  – Repeated thought-action tendencies help **broaden habitual modes of thinking and acting**
  – Experiencing positive emotions **builds personal resources** that foster resilience in the face of challenges

Check out Moments for Mental Health

Moments for Mental Health

Tips for Mental Health Promotion

Small moments make big differences in how children and youth feel and function throughout the day! As a mental health promoter, know that 'every moment counts' during your interactions with all children and youth.

Be a mental health promoter! Read about the following 10 mental health promotion ideas and activities and think about how you can embed them into your interactions throughout school day. It may take a little thought as well as getting some of your 'creative' juices flowing, but making a difference in the life of even one young person will be worth your time!

Embedding Moments for Mental Health will also help you take care of your mental health!

Small Moments Make Big Differences

• Every moment counts - small moments can make big differences in how children feel and function in school, home, & community.
• All children and youth have a right to participate in and enjoy their day – from start to finish.
• Enjoyable experiences throughout the day promote feelings of emotional well-being.
• Everyone can be a mental health promoter.
• Addressing the mental health needs of all students does not involve doing more, but doing differently – namely through embedded strategies.

Embedded Strategies

Placing interactions and activities aimed at promoting positive mental health firmly into all aspects of the school day, clinic services & home.

Retrieved from Mirriam Webster Learner’s Dictionary. Definition of embed.
Tier 1 Universal Strategies ➔ ALL

- Geared toward the **entire population** – those with and without disabilities & mental health challenges
- **School-wide approaches and programs** to promote mental health
  - **Mental Health Literacy** – Teach students how to develop & maintain positive mental health
  - **SEL** – Social & Emotional Learning embedded in school activities
  - **PBIS** – Positive Behavioral Interventions & Supports
  - **Comfortable Cafeteria program**
  - **Refreshing Recess program**
  - **Calm Moments Cards**
- Creating a positive emotional school climate
- Creating **sensory friendly environments** – OT!
- Community advocacy for inclusion
Mental Health Literacy

• Providing children with a working knowledge of mental health & mental health disorders
• Helps them know how to:
  • Foster mental health and maintain it
  • Recognize, manage and seek help for mental health challenges
  • Knowing who to talk to when troubled

Example: Embedded Classroom Strategy Mental Health Promotion

Mental health literacy: Group focusing on ‘happiness’ for students with Autism Spectrum Disorder (ASD)

• Program: *The Behavior Textbook* by Bill Thompson (buy from iTunes)

• 4 main points – see it on the outside; feel it on the inside; what makes you happy; ways to calm down when not happy

Occupational therapist: Lezlie Fahl Kinder, OTR/L
Video: Small Group on Mental Health Literacy & Self-regulation

Promoting Positive Mental Health Using Embedded Classroom Strategies

HERE’S WHAT AN OCCUPATIONAL THERAPIST SAYS ABOUT IT!

An Every Moment Counts Initiative
EMC Model Programs
Development & Implementation

• School-wide
• OT-developed; implemented by all
• Embedded Programs to promote mental health in children with and without disabilities and mental health challenges.
• Emphasize inclusion, integration, collaboration

• Embedded Classroom Strategies
• Calm Moments Cards
• Creating a Comfortable Cafeteria
• Refreshing Recess
• OT Leisure Coaching
Cafeteria & Recess Model Programs

- Describe the program elements & implementation
- Video vignettes
- Downloadable program materials
- Outcome data
Comfortable Cafeteria
Refreshing Recess

Why needed?

• Supervisors do not generally receive the education & support to do their jobs

Programs emphasize:

• Positive social interaction, teamwork, mealtime conversations, friendship promotion, respecting differences, including others

• How to promote positive behavior and conflict resolution

What is this program?

- 6-week; 1 day/week OT (with other school personnel) integrated into cafeteria or recess

What is the role of OT? To:

- **Educate** supervisors, school administrators, students (orientation, handouts, posters)
- **Conduct needs assessment & build relationships** with supervisors
- **Model weekly activities & positive social interaction**
- **Serve as a coach and problem-solver with supervisors;** foster positive integration of students with disabilities
Comfortable Cafeteria Program

Vision Statement: Our school will provide pleasant and positive mealtimes so that students will enjoy eating food and socializing with peers and adults.

Four principles (based on current literature):
1. Create a positive environment (enough time to eat; clean; attractive; relaxing; friendly supervisors)
2. Provide recess before lunch;
3. Promote a positive social climate, including integration of students with disabilities; model appropriate social behavior; bully free environment
4. Promote healthy eating.

Cafeteria Theme of the Week

Week #1: Kickoff: Let’s get started. Orientation
Week #2: Fostering friendships
Week #3: Mealtime conversations
Week #4: Let’s include everyone
Week #5: Understanding the sensations in the cafeteria
Week #6: Healthy food choices
Video: Here’s what Students, Cafeteria Supervisors, and SLP Say about the Comfortable Cafeteria

CREATING A COMFORTABLE CAFETERIA

Here’s what Cafeteria Supervisors, Students and Speech Therapists have to say about it!

An Every Moment Counts Model Program
Refreshing Recess

Why needed?

• Recess supervisors do not generally receive the education & support to do their jobs;
• Active play is associated with improved academic performance;
• Students need recess to be active, have fun, socialize with peers and take a break from classroom work.

Refreshing Recess

**Vision Statement:** Our school will provide positive play and social activities during indoor and outdoor recess so that all students have fun doing meaningful activities and enjoy time with their peers.

**Week #1:** Kickoff: Let’s get started! Orientation.

**Week #2:** Fostering friendships. Friendship scavenger hunt.

**Week #3:** Teamwork. Children create something together. Conflict resolution.

**Week #4:** Let’s get fit and get along. Fitness Trail. PBIS.

**Week #5:** Let’s respect differences and include everybody. Inclusion.

**Week #6:** Let’s make sure everyone has fun. Untying knot game.
Video: Recess Supervisors and OTs Talk about Refreshing Recess

THE REFRESHING RECESS PROGRAM

Here's what Recess Supervisors and Occupational Therapists have to say about it!

An Every Moment Counts Model Program
Empower School Personnel to Reduce Student Stress and Enhance Emotional Well-Being During Situational Stressors and Throughout the Day

- **Recognize stress reactions** and the situations that might increase stress
- **Embed simple evidence-based strategies** to reduce stress and increase feelings of emotional well-being so that students can be more positive, productive, and happy!

An Every Moment Counts model program
Developed by:

Alisa Deininger, OTR/L, Aurora Schools
Sarah Kolic, OTR/L and
Denise Young, COTA/L, Stark County Educational Service Center/Lake Local Schools, Ohio

Citation:
Why is this program needed?

Feeling stressed and anxious during the school day can lead to challenges in academic and social participation. Plus ....

.... Students don’t feel well emotionally or happy when they’re stressed.

What are the Calm Moments Cards?

Easy to implement evidence-based strategies aimed at reducing stress and anxiety and enhancing mental well-being in order to enhance school function.

17 Cards that provide:

- Thinking strategies (cognitive behavioral)
- Focusing & calming strategies
- Sensory strategies
- Triggers that may cause stress
- Teaching Moments – explanations supporting use of the strategies
- Enjoyable activities to promote positive mental health
17 Situational Stressors

- Participating in Art
- Participating in Assemblies
- Eating in the Cafeteria
- Emergency Situations
- End of the Day Routine
- Completing Homework
- Participating in Music
- Participating in Physical Education
- Playing at Recess
- Using the Restroom
- Returning from Recess
- Participating in School Parties of Special Events
- Start of the Day
- Test Taking
- Transitioning between Classes
- Transitioning between Subjects
- Writing/Completing work
Stress Triggers

- Cognitive demands
- Sensory component of the environment
- Associated negative feelings
- Motor and visual demands
- Changes in routines
- Social stressors
- Organizational difficulties
- Perfectionism, fear of failure
Thinking Strategies: Positive Affirmations

Cognitive Behavioral Activities

Start of the Day
Situational Stressor

Triggers:
• Student is nervous about being at school.
• Student does not come to school on time.
• Student carries over issues from home.
• Student has difficulty gathering and organizing materials.
• Student has overwhelming feelings regarding upcoming events.

Thinking Strategies:

Student Positive Affirmations:
• Be kind whenever possible. It is always possible.
• I believe in my abilities and myself.
• I have all that I need to make this a great day.
• I have all the information that I need to solve any challenges that come up today.
• I am patient and calm and greet the day with ease.

Positive Adult Responses:
• One small positive thought in the morning can change your whole day.
• Do something amazing today.
• I’m so glad you came to school today.
• Prior to students coming into the classroom, spend a few moments grounding yourself and set your own intention for the day.

Activities:
• Worry Monster/box: “Keeper of the worries.” Teacher can decorate a box as complex or as simple as you want. Write or draw a picture of your worries on a piece of paper and feed the worry or fear to the monster. The monster eats the worries. (The teacher can read through the worries and implement adaptations to class or problem scenarios to ease the anxiety.) See Activity Template L
• Grow a thought: Teacher draws a seedling and states, “Today we are going to grow a positive thought. Think of something positive about our classroom.” Teacher writes on board “We are good helpers, we are worthy, we are likable, we can _____.” The class selects one. Teacher states, “Each day we will water our thoughts by listing anything we hear or see that would make our plant grow. We also will look for weeds, any thoughts we have seen or heard that would hurt our thought making it difficult to grow.” Each day review and show pictures of the plant growing from a seed to a full plant. (?)
Focusing and Calming Strategies

• These strategies (mindfulness, yoga, movement and guided visualization) allow the mind to relax and release thoughts and emotions, to prevent a stress reaction to a challenging situation.

• **Stress** affects ability to breath, there is a connection between clear and logical thinking and breathing.

• **Yoga**: impacts the nervous systems related to muscle tension, breathing and lowers heart rate.
Calm Down Dog
(Downward Dog Pose)

Place your hands and knees on the floor. Bend your toes forward. Spread fingers wide. Press your hands and heels down while lifting your hips toward the ceiling. Stretch your arms and legs as long as possible. Let your head hang down. Take 3 to 5 slow deep breaths. Return to standing by either walking your hands to your feet or feet to hands.
Sensory Based Strategies

- **Sensory processing** is the brain's ability to receive, organize and interpret sensory information so that one can respond and interact appropriately with one's environment.
- **Too much sensory input received** at one time can lead to feeling overwhelmed leading to a stress reaction.
- **Sensory strategies** are recommended on the back of each card to 'calm' the nervous system and promote focusing. Examples include:
  - Touch: Fidgeting with a small item (stress ball)
  - Movement: Rhythmical movements like walking, sucking on a peppermint
  - Pressure/touch: Weighted lap pad
  - Sounds: Classical or soothing music
Teaching Moments

Designed as quick references for evidence to support strategies

Provide additional learning tips for users to implement strategies

Use to help others understand stress and helpful strategies to use

These are located on the back of each card and also compiled in Appendix D
Appendix A-E

The appendices include a compilation of all activities, reproducible templates, yoga positions, breathing strategies, teaching moments and references.

**Appendix A** - A complete *list of activities* referred to in the Calm Moments Cards. Many activities can be *interchangeable* and used with situational stressors throughout the day. The activities are listed in categories for easy selection of specific tasks.

**Appendix B** - *Templates* are included for many activities throughout the cards, labelled A → N.

**Appendix C** - A complete list of all *movement poses* and *breathing strategies*, along with *diagrams of each position*.

**Appendix D** - All the *teaching moments* for *quick reference* to evidence supporting the use of the strategies.

**Appendix E** - An extensive list of *references* and *resources* including *websites, apps, and books* to further enhance your program.
Mixed methods design

Quantitative – Survey of knowledge, beliefs & actions; n = 93 school personnel from 4 schools in NE Ohio

Qualitative – Written reflections following 4 months of implementation

Results:
- Statistically significant improvements (p<.00-.03) in knowledge, beliefs & actions related to minimizing stress and promoting positive mental health
- Participants enjoyed implementing the program and observed positive changes in students.
Participant quotes:

I have learned ways to recognize anxiety and helpful ways to build in movement and relaxation strategies into my student’s day. I have found that this promotes time on task, focus, and engagement.

- A few ‘calm moments’ can create many more moments of productivity.
- I’ve seen first-hand how students are benefitting when these activities are put in place.
- This program is a great tool to provide useful, accessible, and easy to implement strategies.
All of the Calm Moments Cards and Appendices are located …

In the ‘Embedded Programs’ tab of the Every Moment Counts website ➔ www.everymomentcounts.org
Enhancing Family Capacity

- **Family Engagement**
  - Listening
  - Valuing child and family strengths
  - On the team

- **Family Driven**
  - Family to family
  - Family leadership
Strategies Translated

- Recognize what families are already doing, share with them the importance of relationships
- Recognize child & family strengths
- Create enabling niches
- Use positive mental health language
- Family education on specific strategies
- Positive environments
Basis of strength-based service delivery is “premise that even the most troubled youth have unique talents, skills, and other resources that can be marshaled in the service of recovery and development” (page 287-8).

Cox (2006)
"Raising children is vastly more than fixing what is wrong with them. It is about identifying and nurturing their strongest qualities, what they own and are best at, and helping them find niches in which they can best live out these strengths."

Seligman and Csikszentmihalyi (2000, p6)
Cathy Cox

- Identify
  - Capacities
  - Interests
  - Resources
- Recognize
- Intervene
- Create
  Enabling Niches

Cox, NWI Principles of Wraparound: Chapter 2.3
Character Strengths: Values in Action Project

1. **Wisdom and knowledge** (creativity, curiosity, open-mindedness, love of learning, perspective)
2. **Courage** (honesty, bravery, persistence, zest)
3. **Humanity** (kindness, love, social intelligence)
4. **Justice** (fairness, leadership, teamwork)
5. **Temperance** (forgiveness, modesty, prudence, self-regulation)
6. **Transcendence** (appreciation of beauty and excellence, gratitude, hope, humor, religiousness)

[https://www.viame.org](https://www.viame.org)
Character Strengths: Clifton Strengths Finder

Measures 10 “talent” themes for youth (34 for adults):

1. Achieving
2. Caring
3. Competing
4. Confidence
5. Dependability
6. Discoverer
7. Future thinker
8. Organizer
9. Presence
10. Relating

http://www.strengths.org/youthstrengthsfinder.shtml
Multiple Intelligences

- Interpersonal
- Intrapersonal
- Logical-Mathematical
- Naturalist
- Spatial
- Bodily-Kinesthetic
- Linguistic
- Musical

http://pz.harvard.edu/projects/multiple-intelligences
Compare

Multiple Intelligences
- Interpersonal
- Intrapersonal
- Logical-Mathematical
- Naturalist
- Spatial
- Bodily-Kinesthetic
- Linguistic
- Musical

Cox
- Capacities
- Interests
- Resources

- Domains:
  - Social
  - Academic
  - Athletic
  - Artistic/Creative
  - Mechanical
  - Spiritual/Cultural

Clifton
- Achieving
- Caring
- Competing
- Confidence
- Dependability
- Discoverer
- Future thinker
- Organizer
- Presence
- Relating

VIA
- Wisdom and knowledge (creativity, curiosity, open-mindedness, love of learning, perspective)
- Courage (honesty, bravery, persistence, zest)
- Humanity (kindness, love, social intelligence)
- Justice (fairness, leadership, teamwork)
- Temperance (forgiveness, modesty, prudence, self-regulation)
- Transcendence (appreciation of beauty and excellence, gratitude, hope, humor, religiousness)
Hope Theory

- Cognitive, motivational model
- Hope reflects ability to:
  1. Clearly form goals
  2. Develop strategies to reach goals \((\text{pathways} \text{ thinking})\)
  3. Initiate and sustain motivation \((\text{agency})\)
Family Engagement Resources

Family Run and Youth Guided Networks
• http://www.fredla.org/resources/
• http://familyorgdirectory.fmhi.usf.edu/map.cfm
• http://www.youthmovenational.org/

Identify and build on strengths for all youth
• http://www.imdetermined.org/quick_links/one_pager/
• http://www.nwi.pdx.edu/NWI-book/Chapters/Cox-2.3-%28youth-strengths%29.pdf
• https://www.viacharacter.org/www/ (VIA Me)
• http://files.eric.ed.gov/fulltext/EJ750622.pdf (Clifton Strengths)
Family Engagement Resources

• Dual Capacity Framework

• You for Youth training
  https://y4y.ed.gov/teach/family/

• SEARCH

• SEL in the Home
  http://www.casel.org/in-the-home/
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Questions?
www.everymomentcounts.org

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Videographer: David Blakeslee
Graphic designer: Audrey Bazyk

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3-Year grant led by occupational therapists (2012-2015)
AOTA Resources: Mental Health Promotion, Prevention, and Intervention


References

• Atkins, M. S., Hoagwood, K. E., Kutach, K., & Seidman, E. (2010). Toward the integration of education and mental health in schools. Administration and Policy in Mental Health, 37, 40-47.
References

References

References


Useful Websites:

• Center for Mental Health in Schools (UCLA)  
  http://smhp.psych.ucla.edu/
• Center for School Mental Health Analysis and Action (University of Maryland) http://csmh.umaryland.edu
• [www.SchoolMentalHealth.org](http://www.schoolealth.org) - Resources emphasizing practical information and skills based on current research, including prominent evidence-based practices as well as lessons learned from local, state, and national initiatives.