

# 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

# Project Goals

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](http://www.everymomentcounts.org)

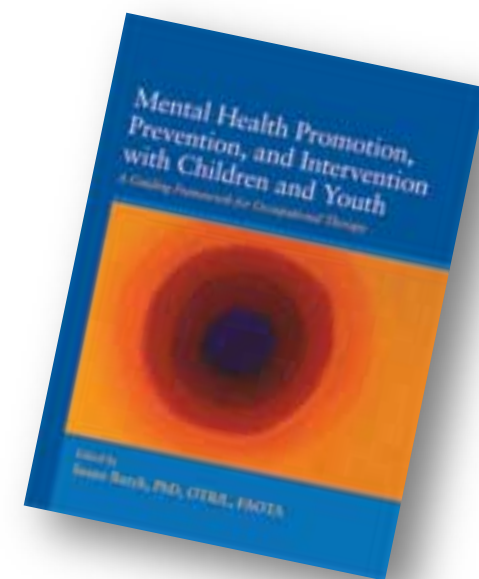




# *Building Capacity* of OTs to Apply a Public Health Approach to Mental Health

**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

Bazyk, S., Demirjian, L, LaGuardia, T., Thompson-Repas, K., Conway, C., & Michaud, P. (2015). Building capacity of occupational therapy practitioners to address the mental health needs of children and youth: Mixed methods study of knowledge translation. *American Journal of Occupational Therapy*. 69, 6906180060.



# New Hampshire OT Community of Practice (CoP)

## Building Capacity of OTs to Address the Mental Health Needs of Children & Youth



OFFICE OF STUDENT WELLNESS

NH Department of Education



**Strafford Learning Center**

*Supporting learners in reaching their highest potential*



# 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







# *Every Moment Counts* Project Emphasizes

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.

Bazyk, S. (ed.). (2011). *Mental health promotion, prevention, and intervention for children and youth: A guiding framework for occupational therapy*. Publisher: AOTA Press.





# *Guiding Framework*

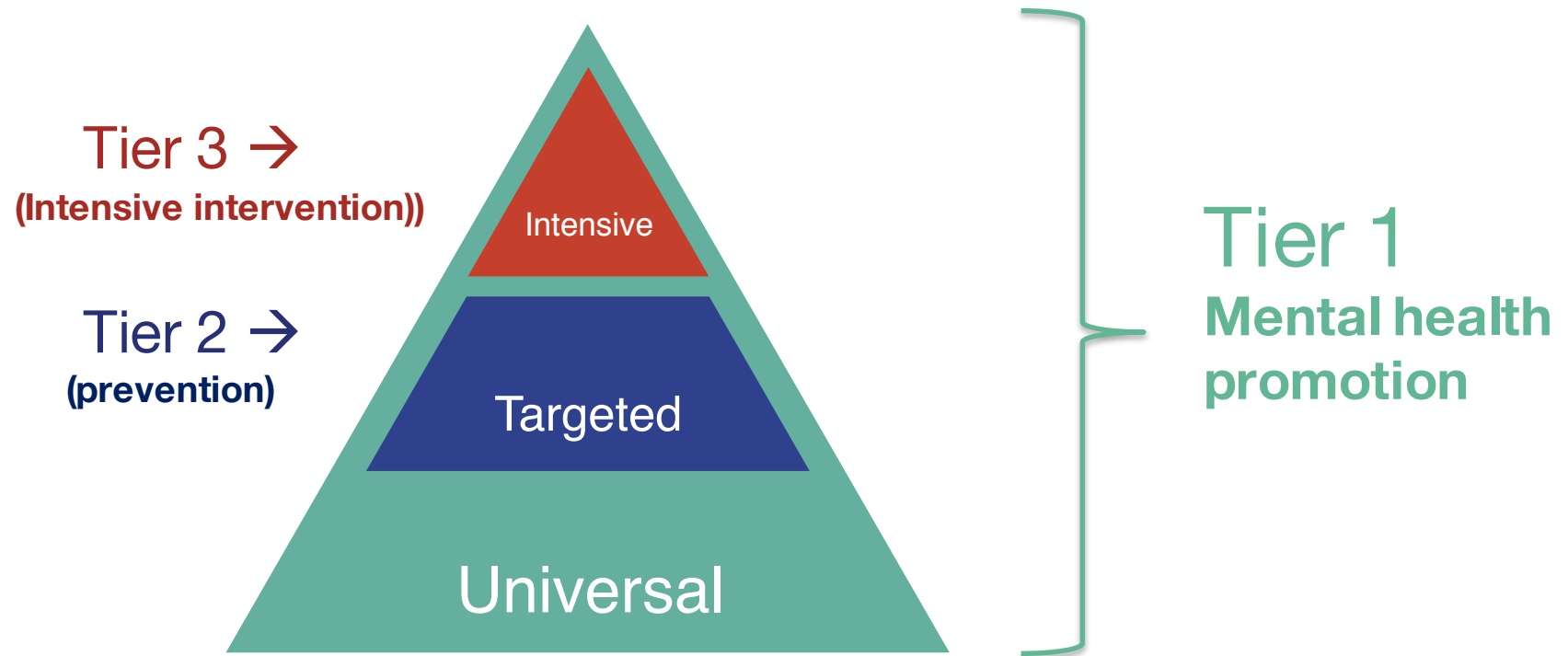
## Public Health Approach to Mental Health

- To address the mental health needs of ***all*** children.
  - The call is for a dual focus:
    - Promotion of mental health and flourishing in ALL
    - 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



Miles, J., Espiritu, R., Ph.D., Horen, N., Sebian, J., Waetzig, E. (March 2009). *A Public Health Approach to Children's Mental Health: A Conceptual Framework*.

[http://www.gucchdgetown.net/data/issues/2009/0309\\_article.html](http://www.gucchdgetown.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.

WHO (World Health Organization). (2001). Mental health: new understanding, new hope. The world health report. WHO, Geneva.  
Keyes, C. L. (2007). Promoting and protecting mental health as flourishing: A complementary strategy for improving national mental health. *American Psychologist*, 62, 95-108.



# 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](http://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

Carter, E. W., et al. (2015). Known for my strengths: Positive traits of transition-age youth with intellectual disability and/or autism. *Research and Practice for Persons with Severe Disabilities*, 40, 101-119.

Vermeulen, P. (2014). The practice of promoting happiness in autism. *Good Autism Practice: Autism, happiness and wellbeing*, Publisher BILD, pp. 8-17.



# 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*



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Occupational Therapy

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 Guiding Philosophy

 Check it Out! Video Clips

 Moments for Mental Health

Caring Connections

Focus on Strengths

Promote Positive Emotions

Talk about Mental Health

Move and Be Active


Focus on Feelings

Offer Calm Moments

Think Positive

Foster Kindness

Create Positive Environments

 Multi-Tiered Approach to 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

Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist*, 56, 218–226.





# *Every Moment Counts* Guiding Philosophy

- **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

• Embed •

(verb)

to place or set (something)  
firmly in something else

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

Retrieved from Merriam 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

Jorm, A. F. (2012). Mental health literacy: Empowering the community to take action for better mental health. *American Psychologist*, 67, 231-243.



# 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

**Welcome to Our COMFORTABLE CAFETERIA**

**Time to Enjoy a Meal**  
Eat healthy food  
Relax and refresh  
Take a break from schoolwork  
Help make lunchtime enjoyable for everyone

**Enjoy Time With Friends**  
Talk about your day  
Listen to what others have to say  
Allow others to sit with you  
Care about those in need  
Be a good friend

**Be Responsible and Respectful**  
Clean up your eating area  
Report problems to adults  
Use and indoor voice  
Use good mealttime manners  
Chew with your mouth closed  
Use utensils correctly  
Say please and thank you

**Follow Directions**  
Listen to cafeteria supervisors  
Stay in your seat while eating  
Walk to and from the cafeteria safely

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**It's Time For REFRESHING RECESS**

**Time to Enjoy Fun Activities**  
Outdoor time for active play  
Indoor activities like games and crafts  
Try new activities and games  
Relax and refresh  
Take a break from schoolwork

**Enjoy Time with Friends**  
Talk about your day  
Make new friends  
Include everyone  
Accept and respect differences  
Reach out to those in need

**Be Responsible and Respectful**  
Follow directions  
Listen to recess supervisors  
Say please and thank you  
Be kind to peers and adults  
Clean up toys when finished  
Report problems to adults  
Walk to and from recess

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www.everymomentcounts.org

- 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?

## 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.

Center for Ecoliteracy. (n.d.) *Rethinking school lunch: A planning framework from the Center of Ecoliteracy.*  
Retrieved from [http://www.ecoliteracy.org/sites/default/files/uploads/rethinking\\_school\\_lunch\\_guide.pdf](http://www.ecoliteracy.org/sites/default/files/uploads/rethinking_school_lunch_guide.pdf)





# 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.

Robert Wood Johnson Foundation. (2010). *The state of play Gallup survey of principals on school recess*. Retrieved from: <http://www.rwjf.org/content/rwjf/en/research-publications/find-rwjfresearch/2010/02/the-state-of-play.html>



# 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







# *Orientation*

## **Calm Moments Cards**

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**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 Deiningner, OTR/L, Aurora Schools**

**Sarah Kolic, OTR/L and**

**Denise Young, COTA/L, Stark County  
Educational Service Center/Lake Local  
Schools, Ohio**

**Citation:**

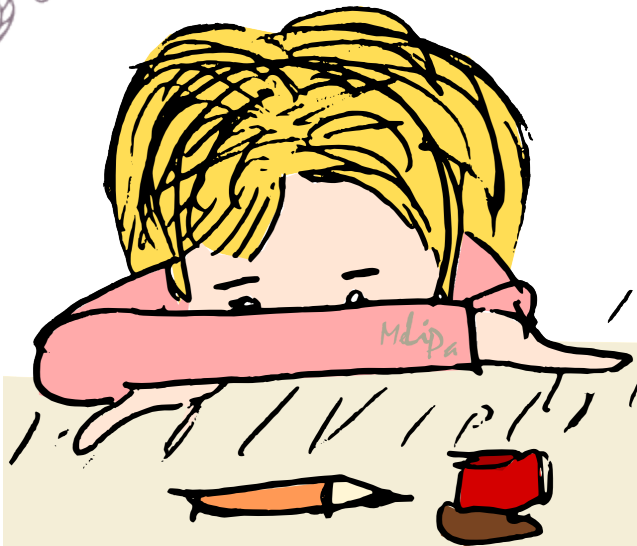
Deiningner, A., Kolic, S., & Young, D. (2015). *Calm Moments Cards: A model program for Every Moment Counts*. Ohio Department of Education.



# 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.



<http://cliparts.co>

Weaver, L. L., & Darragh, A. R. (2015). Systematic review of yoga interventions for anxiety reduction among Children and Adolescents. *American Journal of Occupational Therapy*, 69(6).



# 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

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- 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

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- 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

## 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. (7)

## Thinking Strategies: Positive Affirmations



## Cognitive Behavioral Activities



A decorative floral pattern in the top-left corner, featuring intricate mandala-style designs in shades of teal, purple, and grey, with some elements overlapping a white background.

# Focusing and Calming Strategies

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- 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)

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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

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- 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

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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

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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 own your program.



# Calm Moments Cards Research Findings (2016)

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## **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.

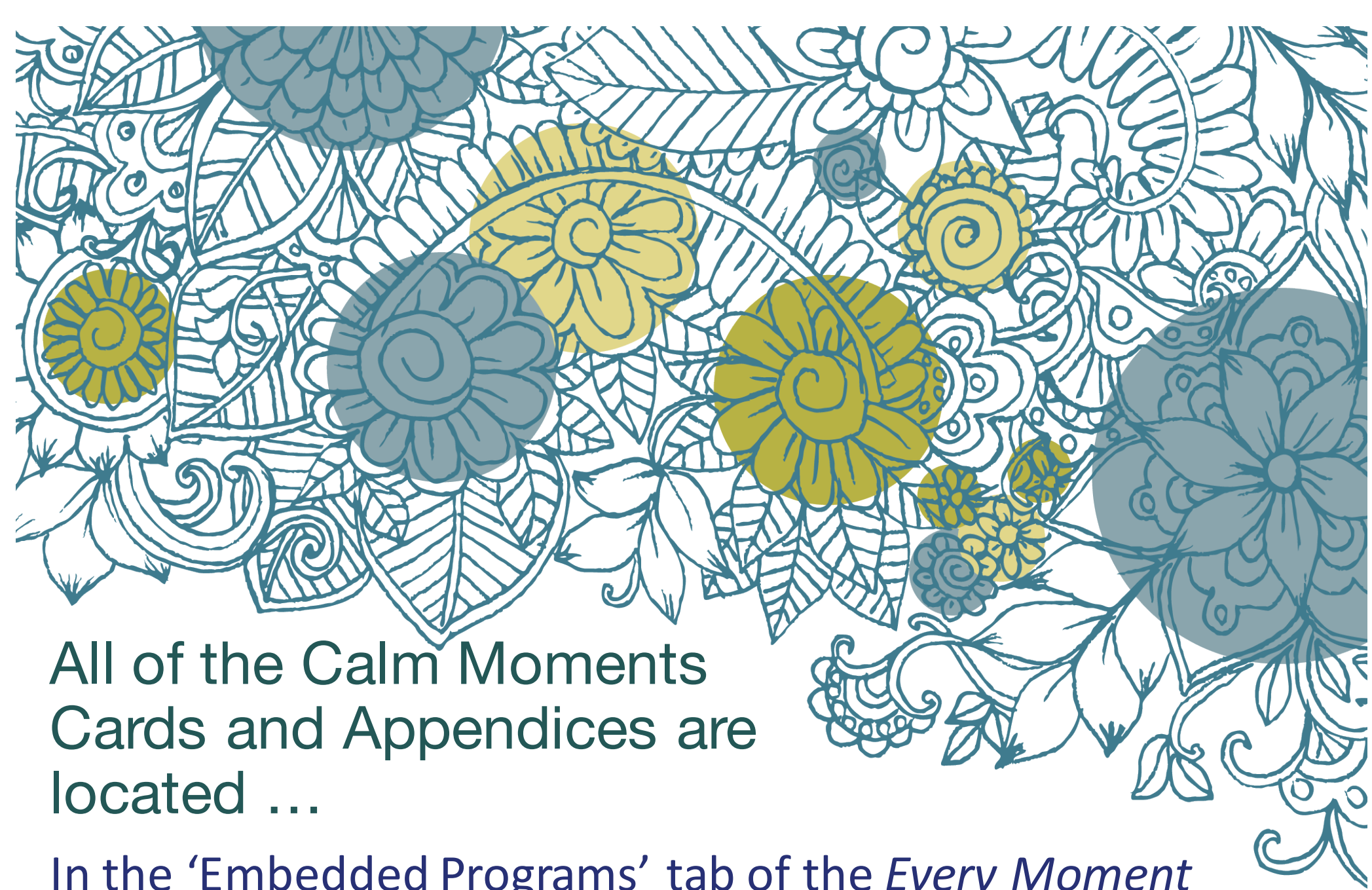
A decorative floral pattern in the top-left corner, featuring intricate mandala-style designs in shades of teal, purple, and grey, with some elements overlapping the text area.

## ***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](http://www.everymomentcounts.org)

# Enhancing Family Capacity

- Family Engagement  Partnerships
  - Listening
  - Valuing child and family strengths
  - On the team
- Family Driven
  - Family to family
  - Family leadership



# Strategies Translated



Moments for Mental Health
Caring Connections
Focus on Strengths
Promote Positive Emotions
Talk about Mental Health
Move and Be Active
Focus on Feelings
Offer Calm Moments
Think Positive
Foster Kindness
Create Positive Environments

- 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



# Teach, Model Strength-based Orientation

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)



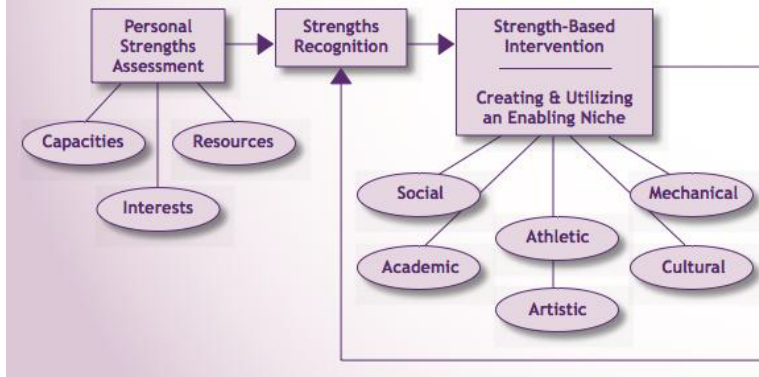
"Raising children is vastly more than fixing what is wrong with them. It is about identifying and nurturing their strongest qualities, what they own and are best at, and helping them find niches in which they can best live out these strengths."

Seligman and Csikszentmihalyi (2000, p6)



# Cathy Cox

Figure 1. Process for Building on Youth Strengths



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

Table 1. Personal Strengths Grid

Sources of Information Regarding Strengths:  
 Youth's Name: \_\_\_\_\_  Youth Interview  Caregiver Interview  Other  
 Age: \_\_\_\_\_  Teacher Interview  Observation

Strength Domain	Social	Academic	Athletic
<b>Capacities</b>	<input type="checkbox"/> Initiates relationships with ease <input type="checkbox"/> Sustains relationships over time <input type="checkbox"/> Good interpersonal boundaries <input type="checkbox"/> Relates well with peers <input type="checkbox"/> Relates well with adults Comments: _____ _____ _____	<input type="checkbox"/> Good reading skills <input type="checkbox"/> Good writing skills <input type="checkbox"/> Good math skills <input type="checkbox"/> Good verbal skills <input type="checkbox"/> Good computer skills Comments: _____ _____ _____	<input type="checkbox"/> Good at team sports (e.g., basketball, football, baseball) <input type="checkbox"/> Good at independent or non-competitive sports (e.g., swimming, gymnastics, jogging, rock-climbing, yoga) Comments: _____ _____ _____
<b>Interests</b>	<input type="checkbox"/> Wants to have friends <input type="checkbox"/> Wants relationships with caring adults <input type="checkbox"/> Wants to belong to peer groups, clubs <input type="checkbox"/> Likes to help others <input type="checkbox"/> Enjoys caring for animals Comments: _____ _____ _____	<input type="checkbox"/> Enjoys reading <input type="checkbox"/> Enjoys writing <input type="checkbox"/> Enjoys math or science <input type="checkbox"/> Enjoys computers Comments: _____ _____ _____	<input type="checkbox"/> Wants to play team sports <input type="checkbox"/> Wants to learn individual or non-competitive sports Comments: _____ _____ _____
<b>Resources</b>	<input type="checkbox"/> Has close (pro-social) friends <input type="checkbox"/> Has access to adult mentor <input type="checkbox"/> Has access to naturally occurring groups, clubs, volunteer work, opportunities etc. Comments: _____ _____ _____	<input type="checkbox"/> Has access to opportunities to display, share, or enhance academic abilities Comments: _____ _____ _____	<input type="checkbox"/> School offers athletics programs <input type="checkbox"/> Neighborhood offers athletics programs Comments: _____ _____ _____

Personal Strengths Grid (Continued)

Strength Domain	Artistic/Creative	Mechanical	Cultural/Spiritual
<b>Capacities</b>	<input type="checkbox"/> Talent in visual arts (drawing, painting, etc.) <input type="checkbox"/> Talent in performing arts (singing, dancing, drama, music, etc.) <input type="checkbox"/> Skills in domestic arts (cooking, sewing, etc.) Comments: _____ _____ _____	<input type="checkbox"/> Able to assemble & disassemble bikes, appliances, computers, etc. <input type="checkbox"/> Skills in using tools for carpentry, woodworking, etc. <input type="checkbox"/> Skills in car maintenance/repair Comments: _____ _____ _____	<input type="checkbox"/> Knowledge of own heritage <input type="checkbox"/> Knowledge of spiritual belief system <input type="checkbox"/> Practices cultural/spiritual customs/rituals Comments: _____ _____ _____
<b>Interests</b>	<input type="checkbox"/> Desires to develop talent in visual arts <input type="checkbox"/> Desires to develop talent in performing arts <input type="checkbox"/> Desires to develop talent in domestic arts Comments: _____ _____ _____	<input type="checkbox"/> Enjoys fixing appliances, etc. <input type="checkbox"/> Enjoys building, woodworking <input type="checkbox"/> Enjoys working on cars or desires to learn mechanics Comments: _____ _____ _____	<input type="checkbox"/> Likes to attend church or other place of worship <input type="checkbox"/> Desires to learn about own heritage <input type="checkbox"/> Desires to participate in cultural or spiritually oriented activities Comments: _____ _____ _____
<b>Resources</b>	<input type="checkbox"/> School offers programs in type of art preferred <input type="checkbox"/> Neighborhood offers programs in type of art preferred Comments: _____ _____ _____	<input type="checkbox"/> School offers vocational program in mechanical area of interest/skill <input type="checkbox"/> Has opportunity to serve as apprentice in mechanical area of choice Comments: _____ _____ _____	<input type="checkbox"/> Connected to place of worship <input type="checkbox"/> Has access to opportunities to participate in culturally oriented activities Comments: _____ _____ _____

Other strengths: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Completed by: \_\_\_\_\_ Date: \_\_\_\_\_  
 Supervisory Review: \_\_\_\_\_ Date: \_\_\_\_\_

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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>*



# 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 (**pathways** thinking)
  3. Initiate and sustain motivation (**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.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 <https://www2.ed.gov/documents/family-community/frameworks-resources.pdf>
- You for Youth training <https://y4y.ed.gov/teach/family/>
- SEARCH <http://www.search-institute.org/downloadable/SearchInstitute-DontForgetFamilies-Report-10-13-2015.pdf>
- SEL in the Home <http://www.casel.org/in-the-home/>







# Every Moment Counts

*Promoting Mental Health Throughout the Day*

*Questions?*

[www.everymomentcounts.org](http://www.everymomentcounts.org)

Contact: Susan Bazyk ([s.bazyk@csuohio.edu](mailto:s.bazyk@csuohio.edu))

Videographer: David Blakeslee

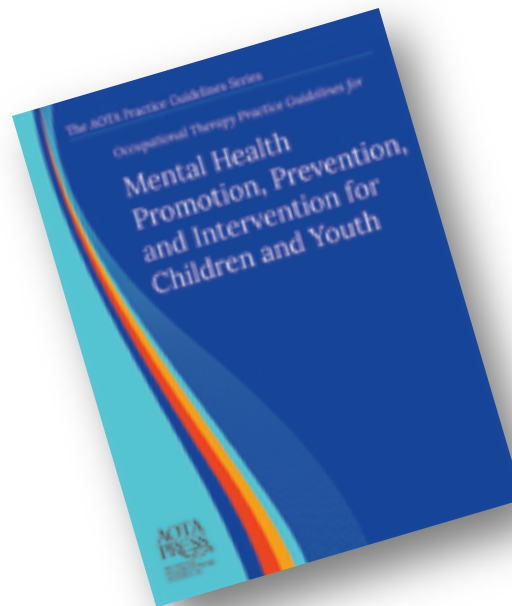
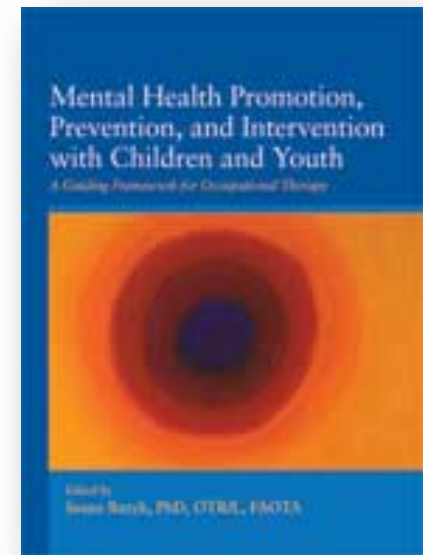
Graphic designer: Audrey Bazyk

Ohio Department of Education, Office of Exceptional Children  
3-Year grant led by occupational therapists (2012-2015)

# AOTA Resources: Mental Health Promotion, Prevention, and Intervention

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## 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.SchoolMentalHealth.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.

