



Central East (HHS Region 3)

**MHTTC**

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

# School Mental Health Virtual Learning Series

November 2021-June 2022

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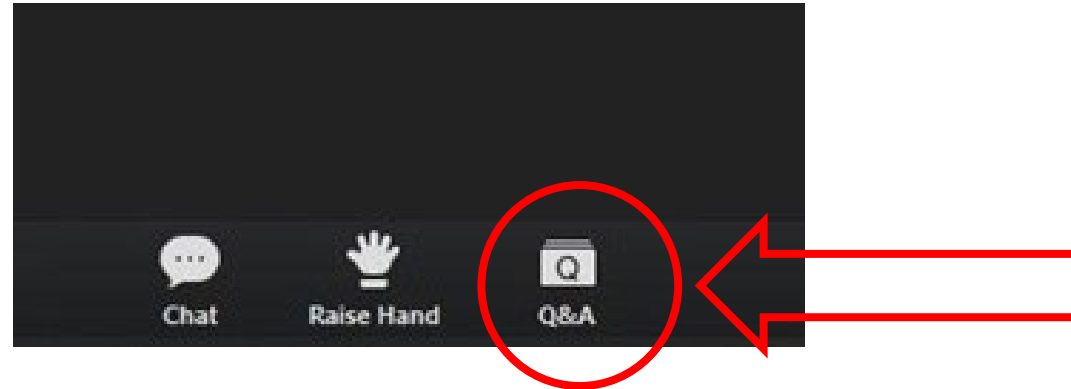
Teacher Support: Restart, Renew  
November 10, 2021



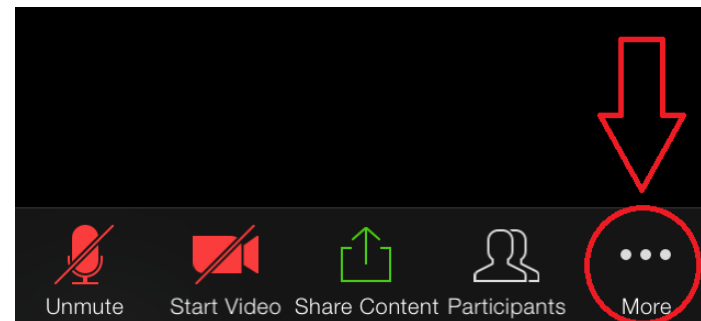
# Technology Support

- Slides will be posted on the NCSMH website ([www.schoolmentalhealth.org](http://www.schoolmentalhealth.org))
- Please type questions for the panelists into the Q&A box.
- Use chat box for sharing resources, comments, and responding to speaker

## Web



## Mobile App





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**Oscar Morgan**  
MHTTC Project Director



**Michael Thompson**  
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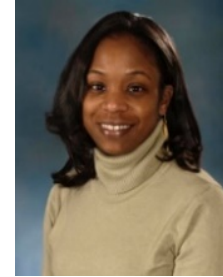
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**Tiffany Beason**  
NCSMH Faculty



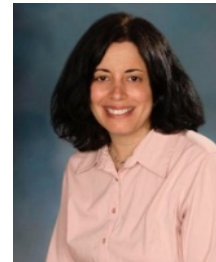
**Lorraine Bernstein**  
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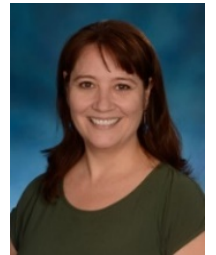
**Sharon Hoover**  
NCSMH Co-Director



**Nancy Lever**  
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# Central East Geographical Area of Focus

## HHS REGION 3

Delaware

District of Columbia

Maryland

Pennsylvania

Virginia

West Virginia





# What Does Central East MHTTC Do?

## Actions

- **Accelerate** the adoption and implementation of evidence-based and promising treatment and recovery-oriented practices and services
- **Strengthen** the awareness, knowledge, and skills of the behavioral and mental health and prevention workforce, and other stakeholders, that address the needs of people with behavioral health disorders
- **Foster regional** and national alliances among culturally diverse practitioners, researchers, policy makers, funders, and the recovery community
- **Ensure** the availability and delivery of publicly available, free of charge, training and technical assistance to the behavioral and mental health field

# National Center for School Mental Health

## MISSION:

**Strengthen policies and programs in school mental health to improve learning and promote success for America's youth**

- Focus on advancing school mental health policy, research, practice, and training
- Shared family-schools-community mental health agenda

**Directors:** Drs. Nancy Lever & Sharon Hoover

**Faculty:** Tiffany Beason, Ph.D. Jill Bohnenkamp, Ph.D., Elizabeth Connors, Ph.D, Britt Patterson, Ph.D., Sam Reaves, Ph.D., Kris Scardamalia, Ph.D., Cindy Schaeffer, Ph.D.



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# School Mental Health Webinar Series

## Objectives

- Gain increased awareness of high quality, sustainable multi-tiered system of school mental health supports and services
- Support trauma-informed systems in schools
- Discover the impacts of social determinants of health on student academic and social-emotional-behavioral success
- Learn to provide more culturally responsive and equitable services and supports
- Hear perspectives on school mental health from school, district and state levels
- Obtain insight into how youth, families, schools and communities can best work together to address student mental health needs



# Today's Presenter

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**Jeff Bostic, M.D., Ed.D.**

- Professor, Division of Child and Adolescent Psychiatry, Georgetown University





# Restart and Renew

Strategies for school  
mental health clinicians to  
support student and staff  
well-being and connection



Fall 2021

# Acknowledgements

Funded by the Connecticut Department of Children and Families

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Nancy Lever, Ph.D.

Citation:

Hoover, S., Bostic, J., & Lever, N. (2021). Restart and Renew: Strategies for school mental health clinicians to support student and staff well-being and connection. National Center for School Mental Health.

# Background

- Schools are an essential setting for the delivery of health and behavioral health services
- Evidence-Based Trauma Interventions in Schools in Connecticut
  - CBITS
  - Bounce Back
- Restart and Renew Toolkit

# Restart and Renew During COVID-19

- I. Student Screening
- II. **“2C”** – A 2-session curriculum for school mental health clinicians to **C**heck-in on student well-being and support **C**oping as students return to school (elementary and secondary versions)
- III. **Facilitator Guide to Support Educators as School Restarts**

# Student Screening

Screening questions organized by domain (mental health/well-being, school, family, community)

COVID screening tools for youth and families

Supplemental screening tools for children and adolescents

# How has your screening changed during COVID?

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- New screeners/questions?
- Change in process?

*Place responses in chat*





# COVID screening questions organized by domain

- Mental Health and Well-Being
- School/Academics
- Family/Community
- General

# Mental Health and Well-Being

- How have your connections to friends changed during COVID?
- How have your relationships been impacted by COVID?
- How has COVID impacted your life as a whole?
- Do you have any worries related to COVID?
- Have you worried more, less, or about the same during COVID?
- Have you been more sad, less sad, or about the same during COVID?

# School/Academics

- How has COVID impacted your schooling?
- How have your grades been during COVID?
- How did learning go for you this past school year?
- How do you feel about this year's school plan? Do you have any specific concerns? Is there anything you are looking forward to?

# Family/Community

- Have you or someone close to you been quarantined during COVID?
- Have you or someone close to you tested positive for COVID?
- Have you or someone close to you gotten very sick or been in the hospital because of COVID?
- Have you or any of your family had to move away from home because of COVID?
- Has anyone close to you died because of COVID?
- How has COVID impacted how members of your family get along with each other?
- What has been most difficult for your family during COVID?
- Has anyone in your family lost or changed their job during COVID?
- Have you had any trouble with food or housing during COVID?
- What positive opportunities, if any, have arisen for your family during COVID?

# General

(On a scale of 1-10 where 1 = “has not impacted at all” and 10 = “has impacted a lot”) How has your daily life been impacted during COVID with respect to:

- School
- Physical health (including sleep, physical activity, nutrition, illness)
- Mental health

(On a scale of 1-10 where 1 = “has not impacted at all” and 10 = “has impacted a lot”) How has your family been impacted during COVID with respect to:

- Work/school
- Money/Financial situation
- Physical health (including sleep, physical activity, nutrition, illness)
- Mental health

# COVID Screening Tools for Youth and Families

## **UCLA Brief COVID-19 Screen for Child/Adolescent PTSD**

- COVID exposure on self, family, community
- Military family impact
- Post-traumatic stress reaction

## **Coronavirus Impact Scale**

- How COVID has changed your life

## **COVID-19 Exposure and Family Impact Survey (CEFIS)**

- COVID-19 Family Exposure
- COVID-19 Family Impact

## **COVID-19 Household Environment Scale (CHES)**

- COVID-19 Social Distancing and Symptoms
- COVID-19 on Family Conflict
- COVID-19 on Family Togetherness



# Supplemental Screening Tools for Children and Adolescents

**Columbia Depression Scale (CDS)**

**Columbia Suicide Severity Rating Scale (CSSRS)**

**CRAFFT**

**Depression Scale for Children (DSC)**

**NIAAA Screening Questions for Alcohol Abuse**

**Patient Health Questionnaire (PHQ)**

**Screen for Child Anxiety Related Disorders (SCARED)**

**Strengths and Difficulties Questionnaire (SDQ)**

**Traumatic Events Screening Inventory (TESI-C)**

# 2C: Check-in on student well-being and support Coping

Elementary and Secondary

What new supports have you put in place to check in and support coping?

- Resources?
- Processes?

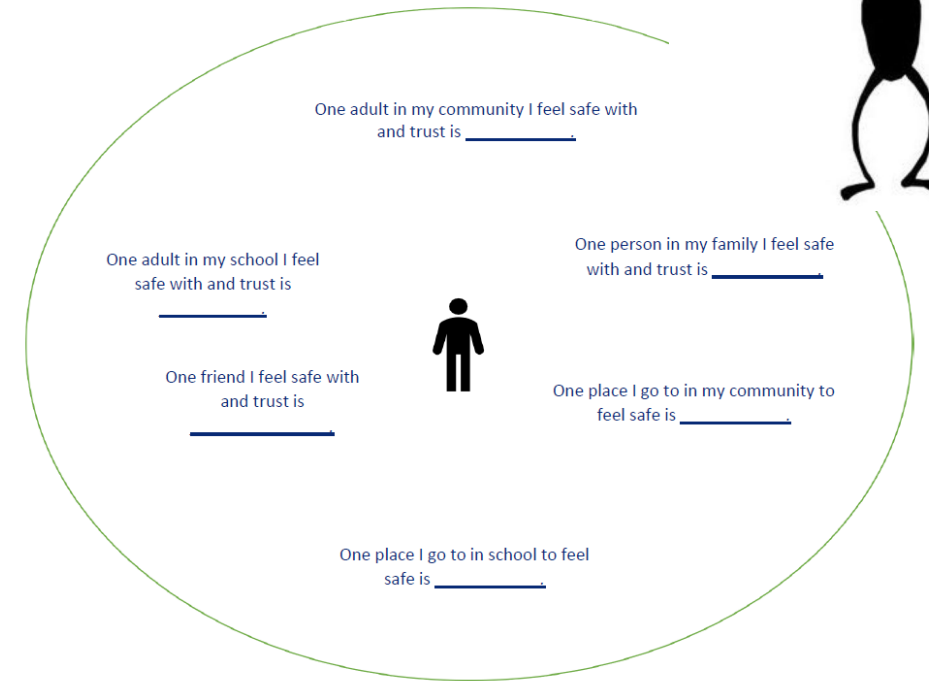
*Place responses in chat*



# Session 1: Check-In on Student Well-Being

- Introductions
- Group expectations and confidentiality
- COVID Impact and Well-Being Check-In
  - My Well-Being Check-In
  - My Journey Through COVID
  - Inside Strengths and Outside Supports

 My Inside Strengths



# Session 2: Coping

- Coping with Uncertainties
- Reducing Worry Thoughts and Increasing Helpful Thoughts
- Routines
- Relaxation

# Facilitator Guide for Supporting Teachers As School Resumes

Self-Reflection

Group Discussion

1:1 Meeting

Support Strategies



How are you supporting educators and school staff differently this year?

- Resources?
- Processes?

*Place responses in chat*



# Self-Reflection Questions

- 1) How has your life changed during the pandemic? (e.g., how your routine or daily life may have changed, and both small and big changes that occurred during these 18 months)
- 2) How has school become different for you since the pandemic? (e.g., how did your teaching approach change, how did your engagement with other school staff and students/families change?)
- 3) What's been challenging about the changes during this time? (e.g., work with students/staff, child care, social interactions, lifestyle restrictions, using commute time differently, etc.)
- 4) Were there any surprises? (e.g., anything unexpected that occurred, good or bad, etc.)
- 5) Have there been any benefits for you during this pandemic? (e.g., any good things, any additional opportunities in your life, etc.)
- 6) Have you discovered anything about yourself during this time? (e.g., did you notice anything about how you managed various parts of the pandemic, did others comment about any changes you made or how you appeared to others during this time, etc.)
- 7) Have you discovered anything about your school community during this time? (e.g., did you notice feeling differently when not here as frequently, when not seeing staff or students directly, how parents/families/guardians interacted, etc.)

# Group Meeting Facilitator Guide As Teachers Return To School

- Circle Process
- Prompting Questions:
  - What strengths have you discovered about yourself during this past year?
  - What would be most helpful to support staff wellbeing and connections right now/this year?
  - Are there unique or additional supports that may be helpful for groups more impacted by the pandemic and other stressors (e.g., Black, Indigenous, Other People of Color [BIPOC], staff with underlying health complications, staff who have lost family members)
  - How can the school restore relationships with staff? With students and families? With the community?
  - How would you like to see things different moving forward?
  - What should the purpose of the school be this year?
  - Can you imagine any changes we should make for the students or the school now?
  - What challenges to these changes do you see? What ideas do you have to overcome these challenges?

# Facilitator Guide for Meeting 1:1 with Teachers

- What would help all our staff as they return to teaching?
- What will help our school staff feel supported as they return to working this year?
- What suggestions do you have for making the building a safe and supportive place for all our staff?
- What suggestions do you have for making the building a safe and supportive place for our students and families?
- How do you currently feel about resuming teaching in this school?
- What school supports do you feel have been helpful in the past for you to function most effectively?
- What would help you feel more supported as you return to the school building?
- What barriers or obstacles in the school should be addressed to make this transition better for our staff?
- What barriers or obstacles in the school should be addressed to make this transition better for our students and their families?
- Do you have any other recommendations to make this transition more successful?

# Support Strategies For Teachers As They Return To School

- Organizational Well-Being
- Well-Being Check-Ins
- Well-Being Activities
- Respite Opportunities
- Team-Building Activities

# Organizational Well-Being

- Equity and fairness
- Workload
- Role clarity
- Managerial support
- Time pressure
- Community support

# Well-being Check-Ins

- Self-assessments (e.g., POISE)
- Automated check-in texts/emails
- Administrator access/office hours
- Communication to school board and community

# Well-Being Activities

- Movement breaks
- Exercise partners
- Multi-tasking – walk and talk meetings
- Social times for re-connection
- Sharing intellectual interests (e.g., books, movies, music)
- Music
- Social gatherings
- Positive emotion activities



# Respite Opportunities

- Provide staff breaks during stressful uncertain time
- Personal needs may be overwhelming
- Students may require additional staff support
- Identify staff with complementary schedules and provide mechanism to reach out for respite
  - E.g., Tap-In, Tap-Out model  
(<https://www.youtube.com/watch?v=qPtsP7pBobI>)

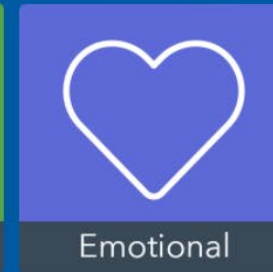
# Team Building Activities

- Ice breakers
- Common interest activities
- Recognition of positive acts by teachers
- Pairing up teachers
- Creating positive school identity

<https://www.teacherwise.org/>

## What is TeacherWISE?

TeacherWISE is a research-informed program that helps teachers and school staff manage five areas of their well-being:



# Classroom WISE: Well-being Information and Strategies for Educators

- FREE 3-part training package for K-12 educators and school personnel on mental health literacy
- Development process included input from educators, students, and school mental health leaders



The image shows a promotional graphic for Classroom WISE. The top half is a red banner with the text "Classroom WISE" in white, with "WISE" in a larger font. Below it, in smaller white text, is "Well-Being Information and Strategies for Educators". The background of the banner is filled with faint, repeating icons of a brain, an open book, a laptop, a heart, a sun, a musical note, a person, and a gear. Below the banner, on a white background, are three icons: a brain inside a head outline, an open book, and a laptop. Each icon has a label below it: "Online Course", "Video Library + Resource Collection", and "Website".

Classroom  
**WISE**  
Well-Being Information and  
Strategies for Educators

Online Course

Video Library +  
Resource Collection

Website

Available at [www.classroomwise.org](http://www.classroomwise.org)



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# Upcoming Webinar (3:00-4:00 ET, 2:00-3:00 CT, 1:00-2:00 MT, 12:00-1:00 PT)

**December 1<sup>st</sup> – Educator Well-Being**

**Facilitator: Dr. Dana Cunningham**

**Speakers: Drs. Kris Scardamalia and Sharon Hoover**



# Please Share Your Feedback!

## Evaluation

