



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

*January through May 2023*



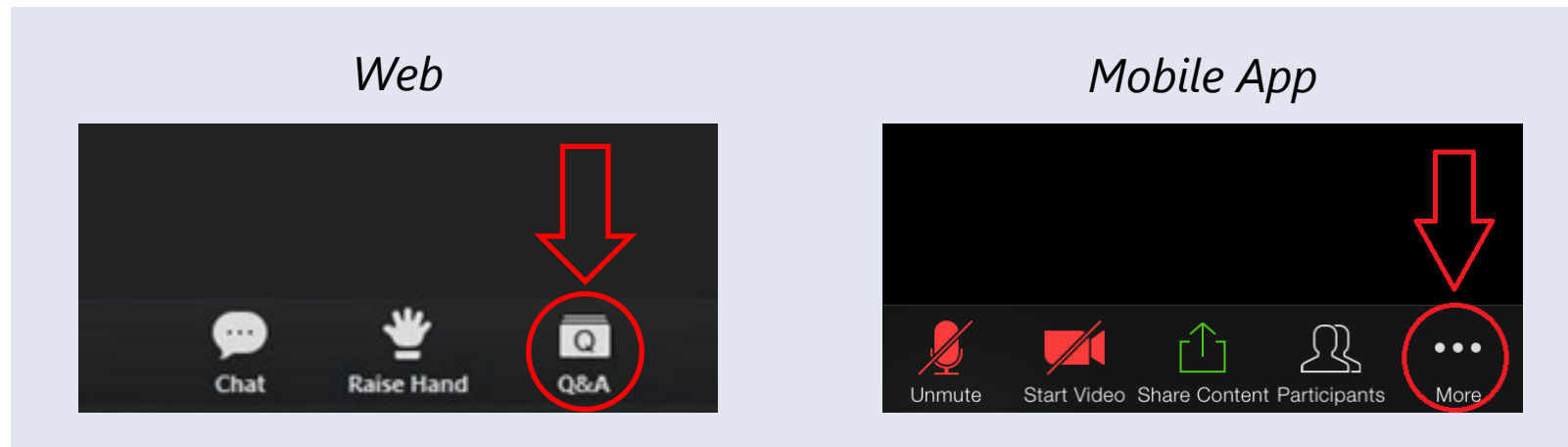
## Organizational Well-Being

February 14, 2023



# Technology Support

- **Slides will be posted** on the NCSMH website: [www.schoolmentalhealth.org](http://www.schoolmentalhealth.org)
- Please type questions for the presenter into the **Q&A box**:



- Use **chat box** for sharing resources, comments, and responding to speakers

\* CE credits not available for this series



# Please Introduce Yourself

**Type your responses in the chat box:**

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- Name, Role, Location
- Why is this topic- *Organizational Well-Being*- important to you?



# THE DANYA INSTITUTE



**Oscar Morgan**  
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MHTTC Project Director



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MHTTC Senior TA  
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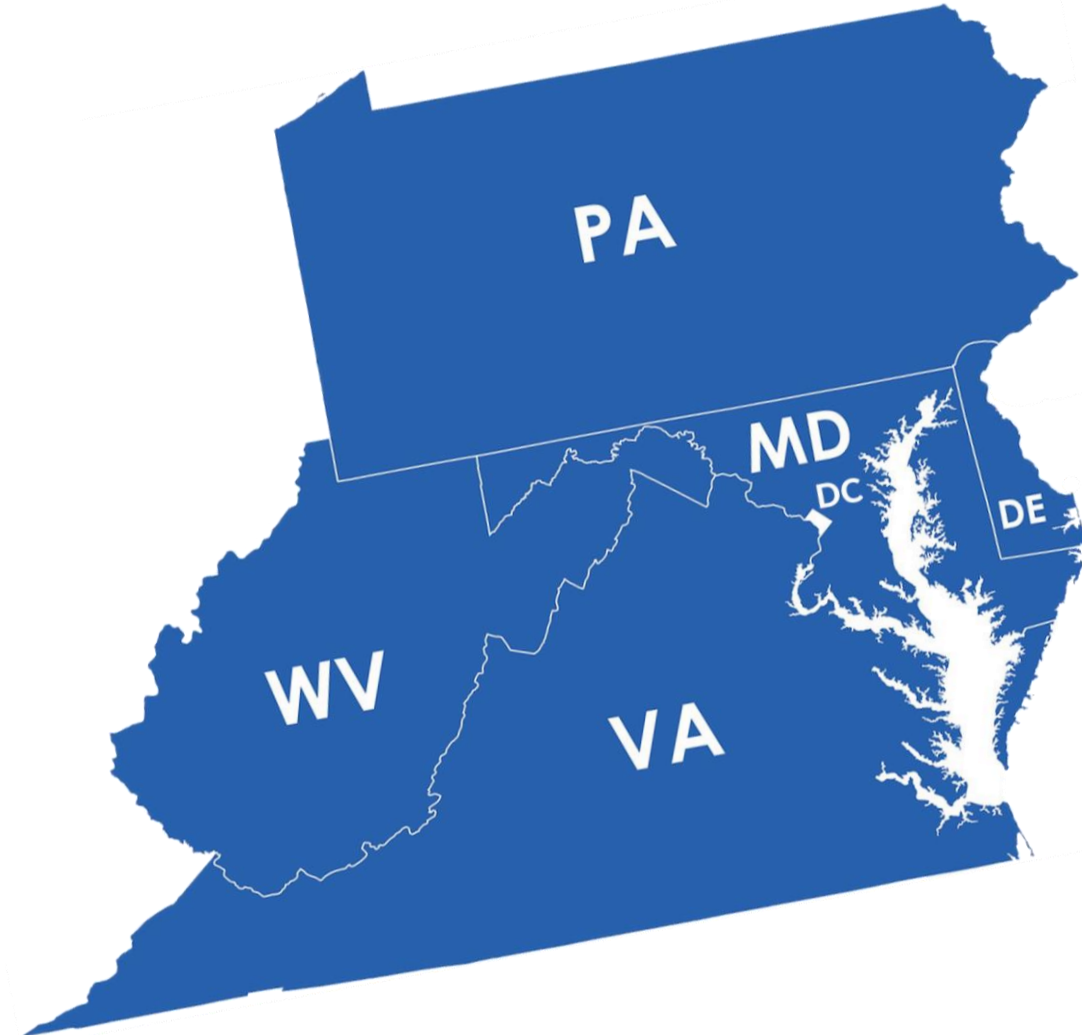


# Central East Geographical Area of Focus

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## HHS REGION 3

- Delaware
- District of Columbia
- Maryland
- Pennsylvania
- Virginia
- West Virginia



# What Does Central East MHTTC Do?

## *Actions*

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- **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.*





**BLACK  
LIVES  
MATTER**

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# Commitment

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- Racial and social justice lens
- Cultural responsiveness and equity
- Developing and modeling equitable and anti-racist policies and practices
- Learn, heal, grow together



# School Mental Health Virtual Learning Series

## *Objectives*

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- **Gain increased awareness of school well-being** within a multi-tiered system of school mental health supports and services
- **Support trauma-informed systems** in schools
- **Increase understanding of strength-based practices** that promote 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



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# Brief Poll

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***Please take a moment to complete the poll***

# Meet Our Presenter

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# Kris Scardamalia

## PhD

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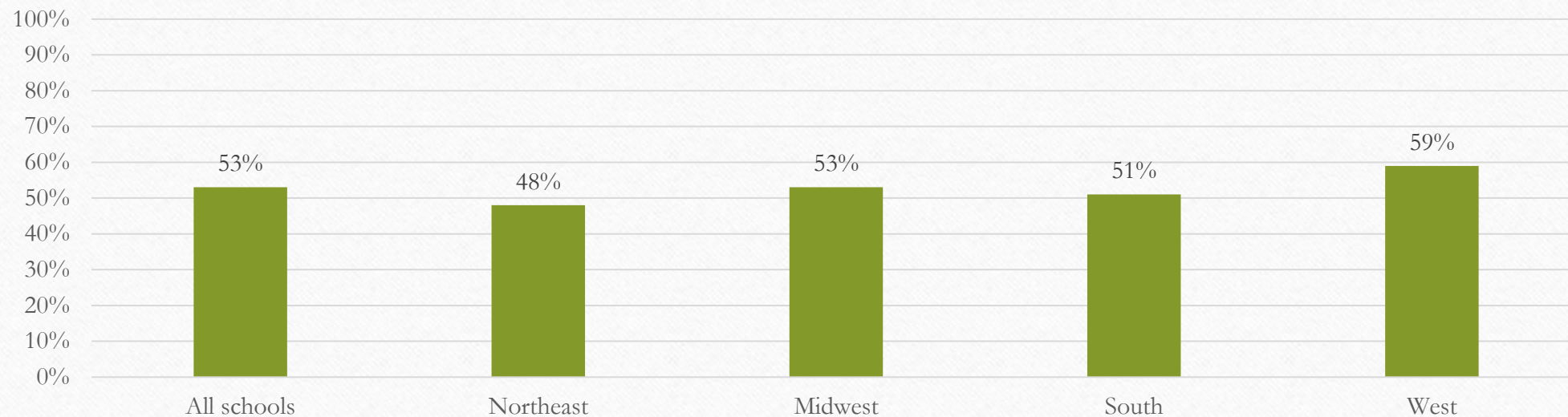
### My Roles

- **Assistant Professor of Psychiatry,** University of Maryland School of Medicine
- **Core Faculty,** The National Center for School Mental Health
- Background in school psychology

### My Lens

- White/Caucasian
- She / her / hers
- Cisgender
- Heterosexual
- Non-religious
- Middle Class
- Non-disabled

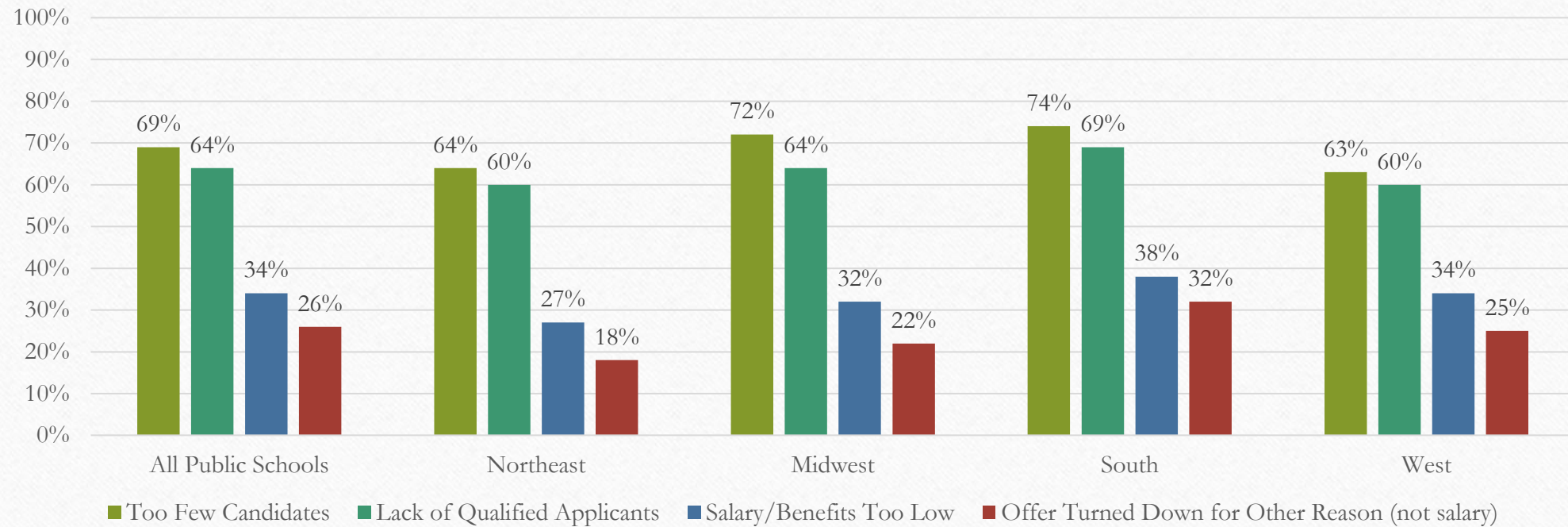
# Percent of Schools Reporting Staffing Needs August 2022



Adapted from IES, School Pulse Panel, 2023 <https://ies.ed.gov/schoolsurvey/spp/>

# Staffing Challenges: Teachers

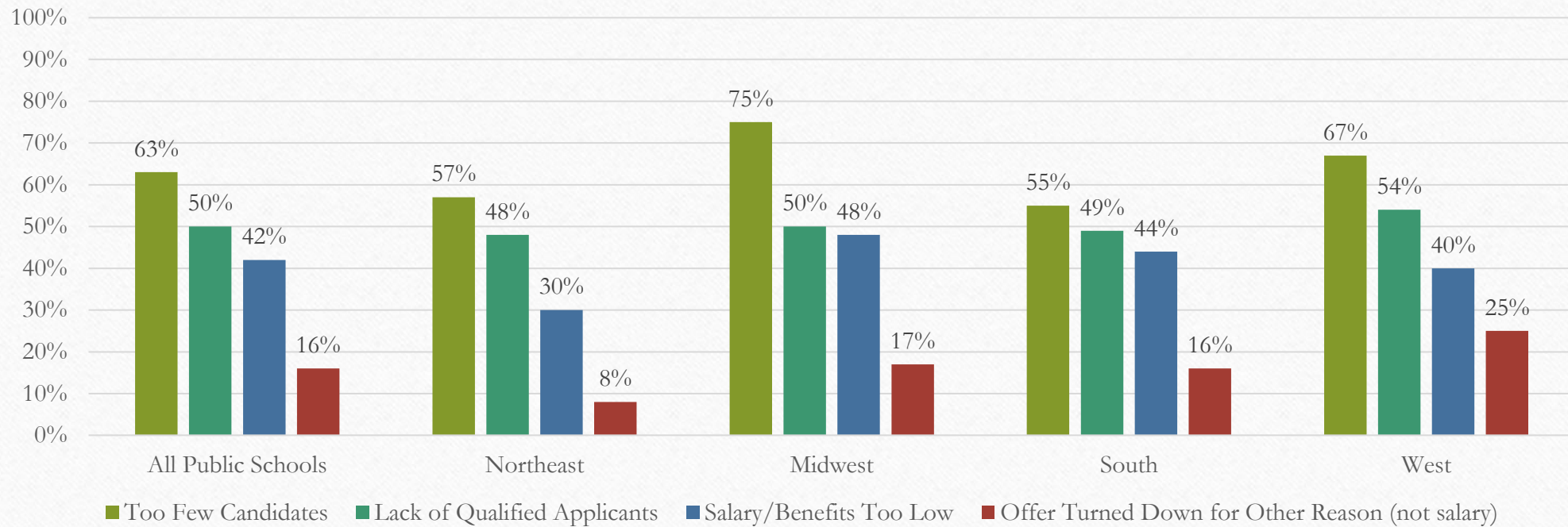
## August 2022



Adapted from IES, School Pulse Panel, 2023 <https://ies.ed.gov/schoolsurvey/spp/>

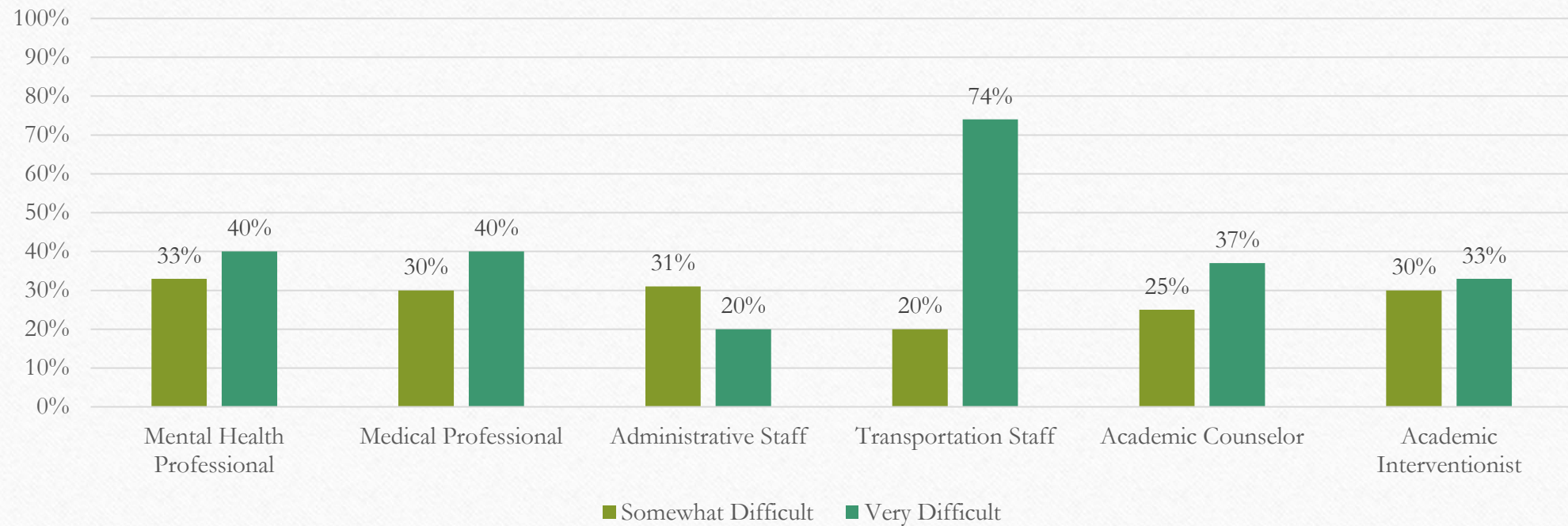
# Staffing Challenges: Non-Teaching Staff

## August 2022



Adapted from IES, School Pulse Panel, 2023 <https://ies.ed.gov/schoolsurvey/spp/>

# % of Schools with Vacancies Reporting Difficulty Filling Position with Fully Certified Staff August 2022

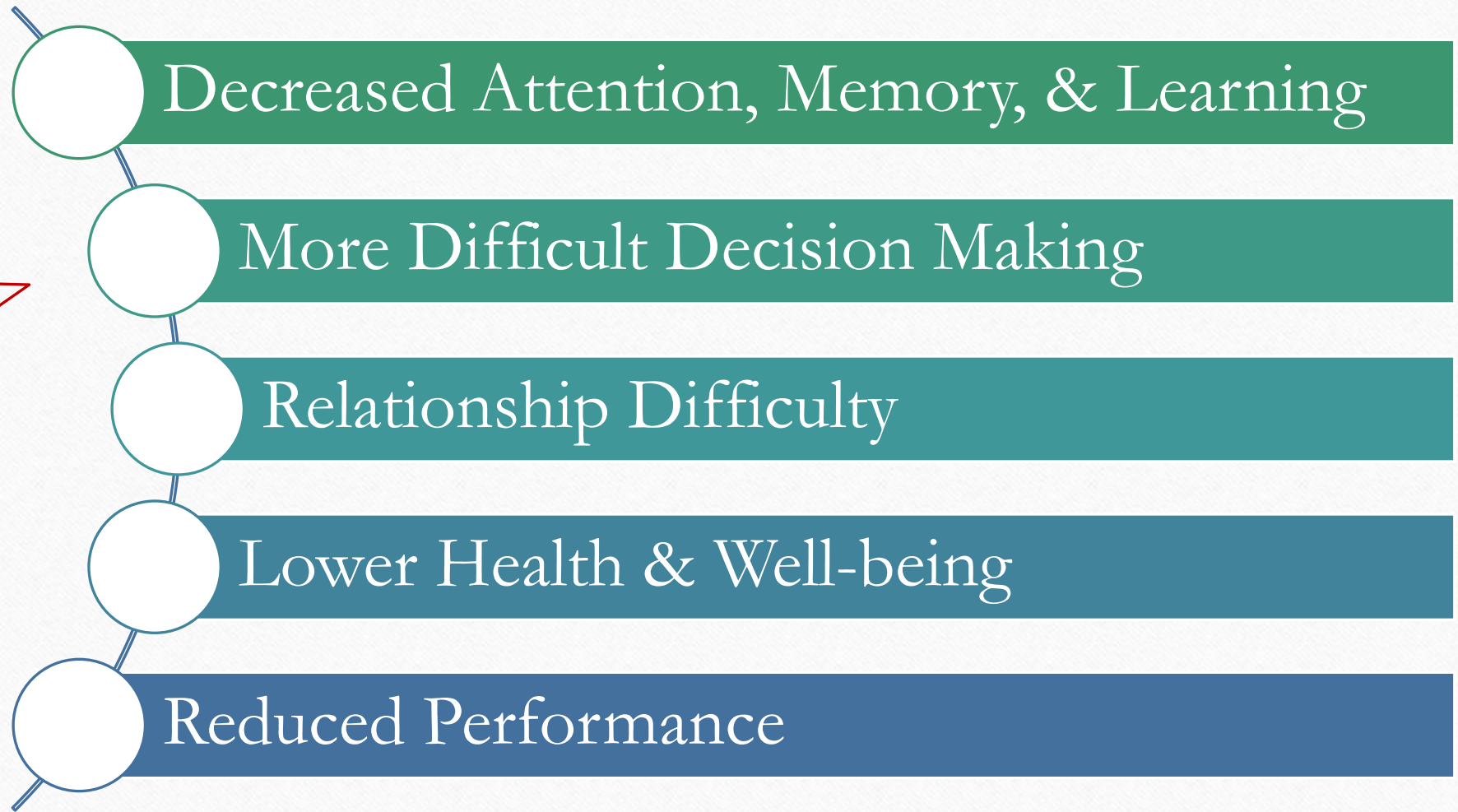


Adapted from IES, School Pulse Panel, 2023 <https://ies.ed.gov/schoolsurvey/spp/>



# Impact of Poor Well-being on the System

- Higher turnover
  - Increased training costs
  - Less stability in schools and programming
- Increased absenteeism
  - Increased substitute costs
  - Learning disruptions
- Lower student achievement
- Increased student problem behaviors



*“When we accept that an unhealthy level of stress is inherent to teaching and place the burden of stress reduction on the individual teacher, we limit our ability to improve overall school wellness.”*

<https://www.childtrends.org/teacher-well-being-is-a-critical-and-often-overlooked-part-of-school-health>

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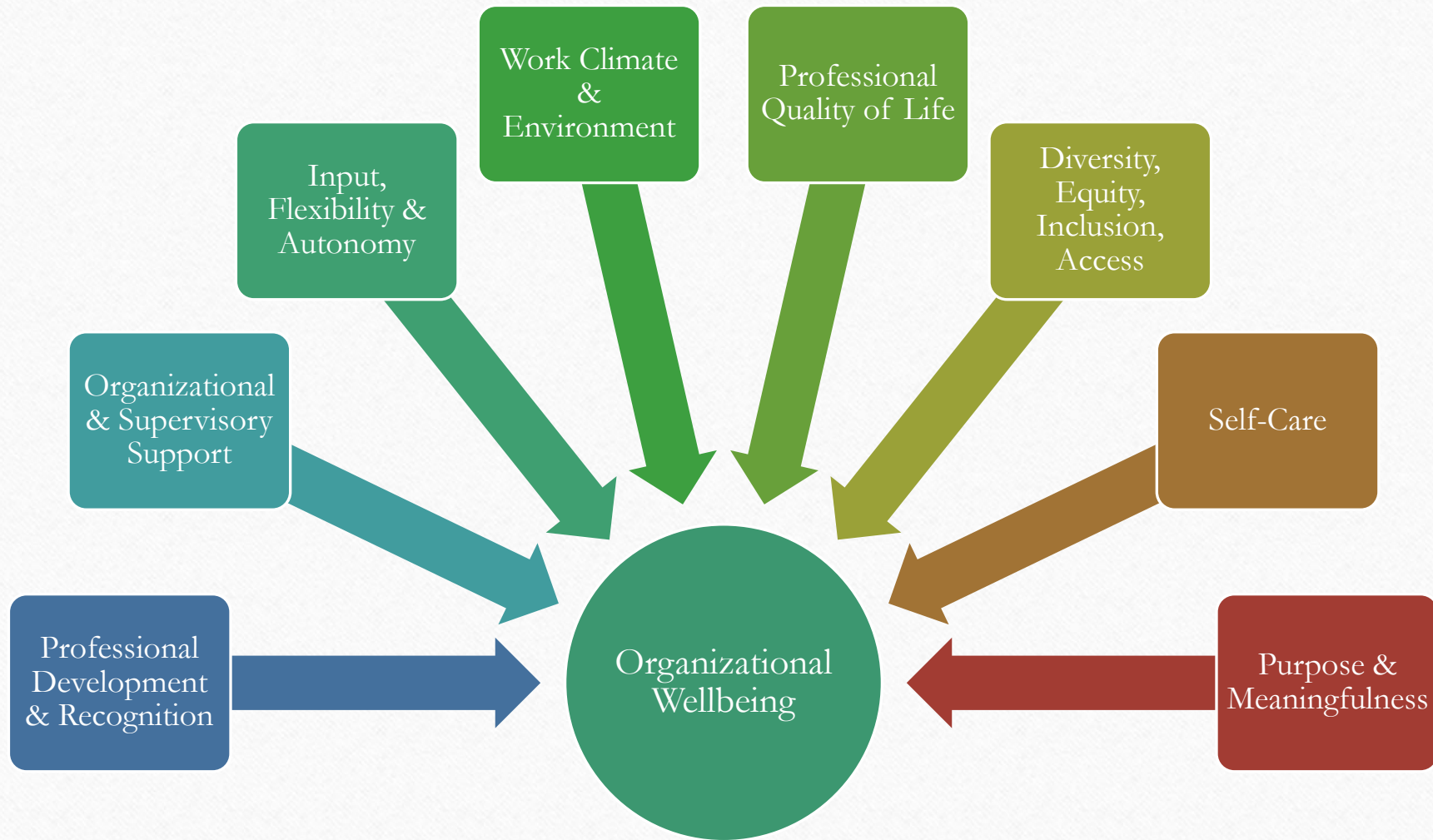
We need more than self care.

# Organization Well-being

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*An organization's ability to **promote** and maintain the **physical, psychological, and social health** for all employees. (NIH)*

- More than making time for self-care
- Creates and sustains an environment that is conducive to and supportive of employee wellness
- Supports are available to everyone and not reactive to an issue



# Work Climate & Environment

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The physical and emotional climate of a school. This includes how well the physical space is maintained as well as whether policies support a friendly and supportive work environment in which employee rights are clear and protected.

Examples:

- My school provides employees with adequate resources to complete their job duties (e.g., providing adequate space, good IT systems, other practice supports ).
- Leaders in my school delegate work effectively.

# Input, Flexibility & Autonomy

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The degree to which employee input is valued and incorporated into practices and policies and the degree to which employees can work flexibly and independently.

Examples:

- Employees at my school feel empowered to speak up about concerns they have in the workplace.
- My school incorporates employees' feedback into decisions about practices and policies.

# Professional Development & Recognition

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Efforts to train employees on relevant job skills and to acknowledge and reward job performance, professional accomplishments, and personal milestones and successes.

Examples:

- My school provides all employees with training related to their specific job tasks.
- Employees are provided opportunities, coverage, and continuing education credit to attend helpful trainings related to their role.



# Organizational & Supervisory Support

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Employee have organizational and supervisory support to define and navigate job responsibilities and are evaluated fairly.

Examples:

- All staff receive regular, sufficient, timely supervision and coaching.
- Our staff evaluation procedure is clear and fair.

# Self-Care

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Organizational efforts to assess and foster employee self-care, including education and training in job stress and self-care, accessible employee assistance programming, and opportunities for mindfulness and breaks.

## Examples:

- At regular intervals, my school measures employee well-being and self-care.
- Time is allotted in supervision and/or yearly reviews to freely discuss job stress and self-care strategies.

# Diversity, Equity, Inclusion, & Access

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Organizational efforts to ensure that multiple perspectives are represented, respected, and valued; that all members are treated fairly and justly; that space is made for the characteristics that each employee brings; and that diverse individuals are engaged in all aspects of organizational work, including decision-making processes.

## Examples:

- My school regularly engages continuous quality improvement of organizational processes and practices related to DEIA.
- My school provides culturally-relevant instruction, supports, and services to its students.

# Purpose & Meaningfulness

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Organizational strategies to align employee work with their personal values and strengths, and to provide work that is meaningful to employees.

Examples:

- My school provides opportunities for employees to identify their professional goals.
- Employees are proud to work in my school.

# Professional Quality of Life

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The extent to which organizations create a day-to-day work environment in which employees have positive collegial relationships and derive pleasure from doing their work well.

Examples:

- The workload for employees is reasonable and achievable.
- Employees enjoy the people they work with at my school.

# Approach to Change

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# Root Issues Approach

- **Select an area that would impact many other areas.** Can be helpful to pose the ‘magic wand’ question – if you had a magic wand and could make one problem disappear tomorrow, which one would it be? This can help guide a deductive process of determining which factors have the greatest/broadest impact and identify the most productive point of intervention.
  - **Pro:** Addressing a root problem can have a significant effect on a system and create cascading change.
  - **Con:** Root problems are often complex and can be costly and require extended periods of time to implement and see change.

# Small Wins Approach

- **Identify easy gains.** These are problems that will be relatively easy to address; they do not require a large number of resources and success can be achieved in a short period of time.
  - **Pro:** Provides a sense of success which can be a source of encouragement in situations where the number or magnitude of the problem feels overwhelming. Can also help when resistance from others in the system is impeding change. Demonstrating success can increase buy in that problems can be addressed and solved (increases motivation to try when situations feel hopeless).
  - **Con:** Can create frustration if perceived as ignoring more important factors.



# Steps in Strategic Planning

1. Review domains
  - Rate need for change
  - Desire for change
  - Resources to change
  - Barriers to change
2. Select one domain
3. Create SMARTIE goal

## SMARTIE Goals

**SPECIFIC** - Concrete, detailed, objective, and well defined so that you know where you are going and what to expect when you arrive

**MEASURABLE** – Defined, measurable outcomes that make it clear when a goal has been achieved.

**ACHIEVABLE**- considers the “reach” of the goal and how the achievement would denote significant progress

**REALISTIC** - acknowledges reasonable attainment of the goal; not so challenging as to indicate lack of thought about resources or execution

**TIME-BOUND** - includes a clear deadline and check in dates (e.g., weekly, monthly, date, by end of experience)

**INCLUSIVE** - considers traditionally excluded individuals and/or groups

**EQUITABLE** - considers an element of fairness or justice that seeks to address systemic injustice, inequity, or oppression

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# Steps in Strategic Planning

4. Define what success looks like
5. Consider opportunities that exist
6. Consider Barriers
7. Who will be involved?
8. 3-5 Action steps
9. Short term timeline (0-6 months)
10. Long term timeline (7-24 months)

# Resources

1. **School-Based Health Alliance. Hallways to Health: Creating a School-Wide Culture of Wellness:**  
<https://tools.sbh4all.org/hallways-to-health/hallways-to-health-home/>
2. **CDC Healthy Schools:** [https://www.cdc.gov/healthyschools/employee\\_wellness.htm](https://www.cdc.gov/healthyschools/employee_wellness.htm)
3. **IES School Pulse Panel reports:** <https://ies.ed.gov/schoolsurvey/spp/>
4. **Coming soon! OWBI-S:** <https://www.theshapesystem.com/>
5. **How to Grow Teacher Well-Being in Your School:**  
[https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL\\_PA\\_How\\_To\\_Grow\\_Teacher\\_Wellbeing\\_in\\_Your\\_Schools.pdf](https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_PA_How_To_Grow_Teacher_Wellbeing_in_Your_Schools.pdf)
6. **Center for Wellbeing in School Environments:** <https://www.medstarwise.org/>
7. **Structural Supports to Promote Teacher Well-Being:**  
[https://annenberg.brown.edu/sites/default/files/EdResearch\\_for\\_Recovery\\_Brief\\_19.pdf](https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Brief_19.pdf)
8. **The Positive Education Podcast:** <https://instituteofpositiveeducation.com/products/the-positive-education-podcast>
9. **NCSMH SMH Webinar Series**



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# Upcoming Webinars

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**March 14, 3pm-4pm EST: Individual Well-Being: School Staff Wellness & Self-Care**

**April 11, 3pm-4pm EST: Promoting Family & Community Empowerment to Strengthen Positive School Climate**

**May 9, 3pm-4pm EST: Collaboration Between School & Community Settings – Development of Meaningful & Sustainable Partnerships Between Schools & Community Partners**

Register at: [schoolmentalhealth.org/webinars](https://schoolmentalhealth.org/webinars)



# Please Share Your Feedback!

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Evaluation

*Thank you!*



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**Q & A**