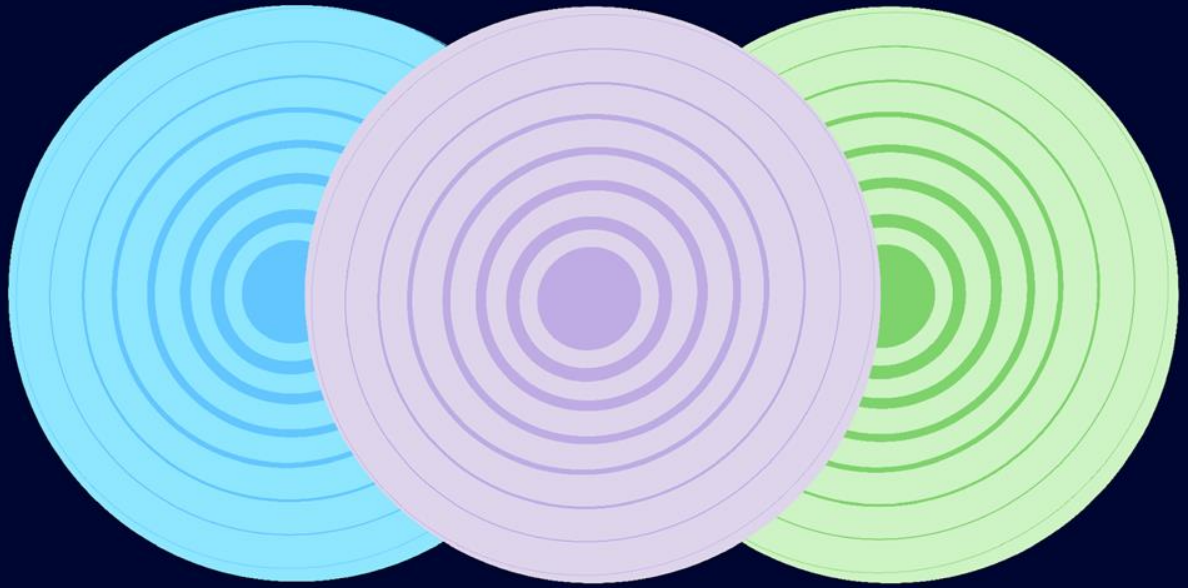

INDIANA ROUNDTABLE ON

MENTAL HEALTH SUMMIT

#IRMHSUMMIT2023

School-Based Prevention and Early Intervention: Lessons from Two Indiana Initiatives

PROJECT AWARE INDIANA

Indiana DEPARTMENT OF EDUCATION

Indiana Family & Social Services Administration — Division of Mental Health and Addiction

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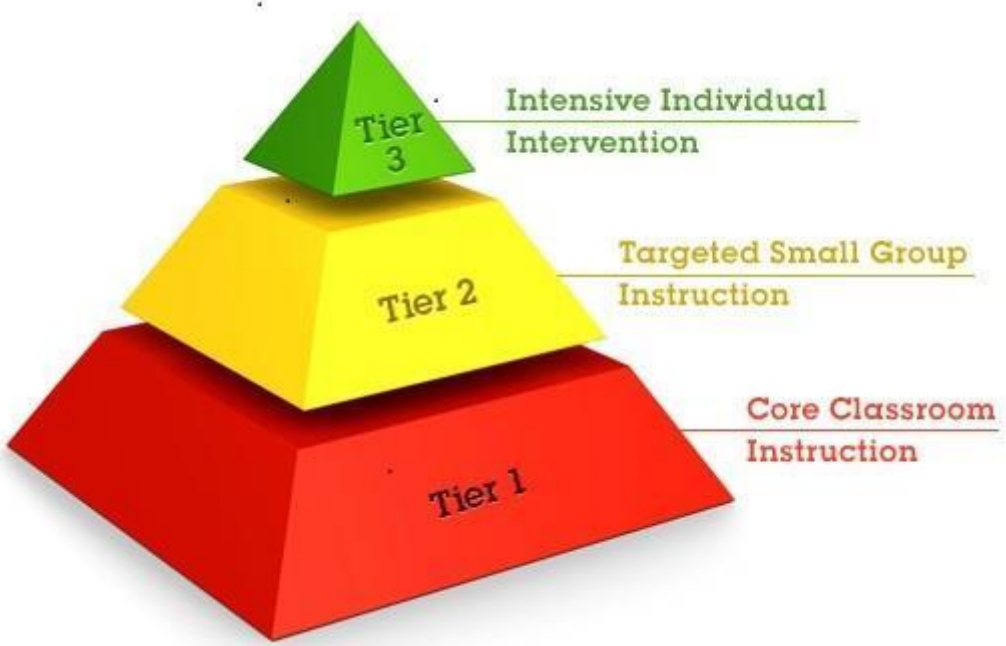
Multi-Tiered System of Support (MTSS)



Project AWARE

SAMHSA
Substance Abuse and Mental Health Services Administration

Indiana
DEPARTMENT OF EDUCATION

Division of Mental Health and Addiction

Project Aware Education Sites

A South Bend Community School Corporation
B Sheridan Community Schools
C Westfield Washington Schools
D Hamilton Southeastern Schools
E Avon Community School Corporation
F MSD Wayne Township
G SENSE Charter School
H Vigo County School Corporation
I Milan Community Schools
J Evansville Vanderburgh School Corporation
K Perry Central Community Schools
L Matchbook Learning at Wendell Phillips 63
M Elkhart Community Schools
N Garrett-Keyser-Butler Community School District

Goal 1: Infrastructure

Increase sustainability of mental health programs, services, and supports by developing and expanding school-based mental health infrastructures within partner LEA schools.

Goal 2: Capacity

Increase the capacity of LEA partner schools' staff to employ evidence-based tools and systems of support to detect and respond to mental health issues.

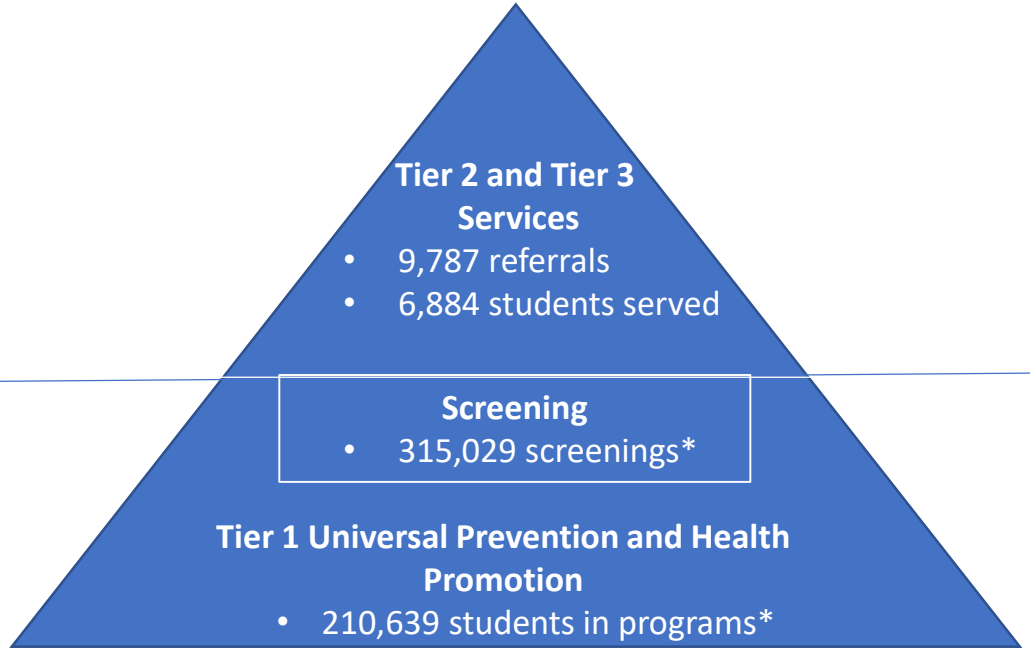
Goal 3: Tiered Interventions

Increase partner schools' early identification of mental health needs, interventions to address them, and the number of students identified, referred, and receiving student wellness and mental health services.

Goal 4: Engagement

Increase student and family awareness of mental health issues, services and engagement through efforts that enhance partnerships and reduce stigma associated with mental health.

Summary of Indiana Project AWARE Grant Activities with Examples



Intake
Assessment
Crisis
Skills
Individual
Group
Family

Student Wellness Curriculum
Second Step
Sources of Strength

MHFA/YMHFA
PBIS
SEL
Sources of Strength
Mind Body Medicine

Universal Screening
Columbia Suicide Screening

SYSTEMS CAPACITY

Total Trained: 20,884*
Total MOUs: 95
Admin, Staff, and Teachers: 12,224*
MH Workforce: 1,635*
Students: 5,517*
Total Policies: 39
Parents: 533*

Contracts with CBMHCs for a wide range of services; contracts for Professional Development (e.g., training and coaching)

Wide ranging policies and guidance (e.g., referral processes, use of law enforcement, crisis/trauma response, supporting self-regulation)

FAMILY AND COMMUNITY AWARENESS

* Non unique counts

Data Collected & Lessons Learned

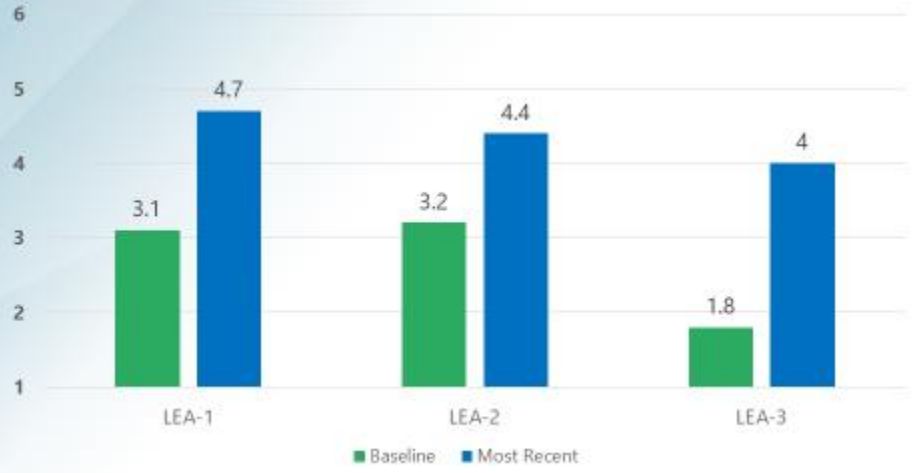
- Student Focus Groups & Engagement
- Staff Interviews
- Increase School Health Assessment and Performance Evaluation System (SHAPE)
- School Staff Surveys
- Aggregate, anonymous surveys such as Indiana Youth Survey

MH Infrastructure (SHAPE)

Teaming

School mental health efforts are supported by multidisciplinary teams with effective communication and collaborative practices.

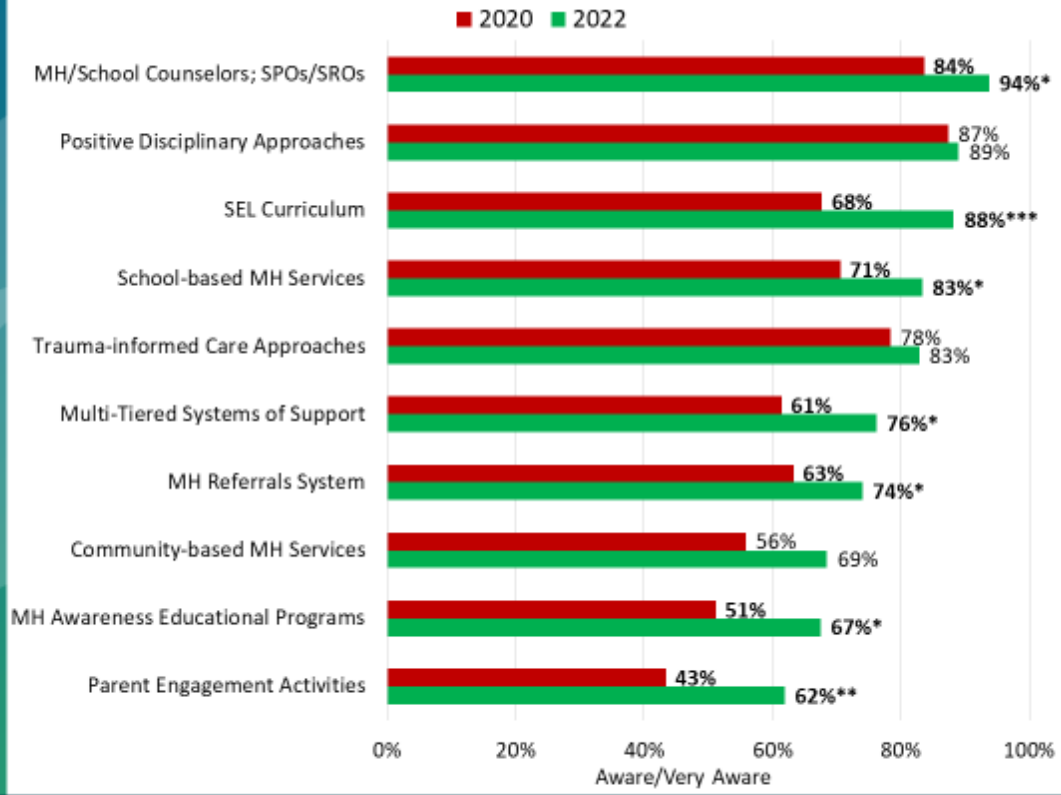
- ✓ Substantial growth in building multi-disciplinary teams over time.



Awareness of School SEL & MH Services & Supports (Staff Survey)*

When comparing 2020 to 2022:

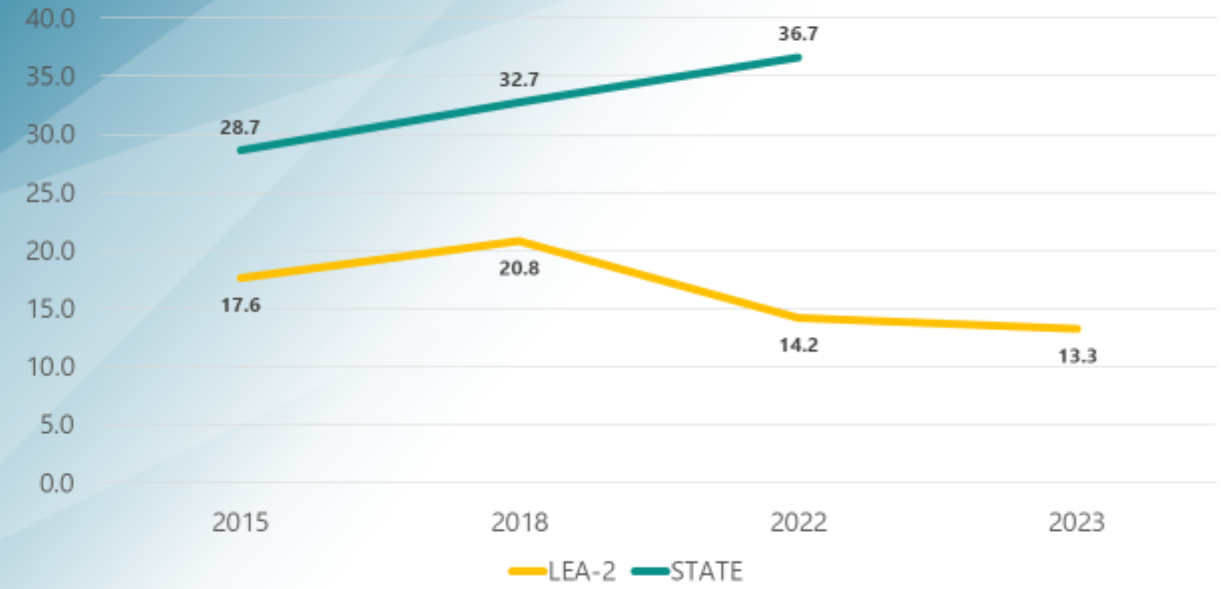
- Significant increase in awareness of almost all topic areas.
- Greatest increase - **Awareness of SEL curriculum**



* Example from one LEA

Student MH Data from One LEA (INYS)

Seriously Considered Attempting Suicide (Grades 8, 10, 12)



Student Perspectives (Focus Groups)
Summary of Findings

- Palpable sense that teachers are reaching out, connecting to students, and checking in on their social/ emotional health.
- Greater ease and frequency with which teacher discussed MH with students, creating a more normative culture of sharing.

"I've noticed that as the years have gone on, there's been more talking about mental health. And the more we talked about it... the more people are comfortable with it. ...Makes it so much easier to actually get help." (4.13.22)

Staff Perspectives (Interviews)
Summary of Findings

- Investment in **professional development** has increased staff knowledge and confidence in their ability to provide mental health wellness supports, with the "train the trainer"
- **Mental Healthy Literacy** is being integrated into the daily life of the school, with curriculum implemented in classrooms and restorative practices more commonplace.
- Several LEAs have been **refining and documenting their process for referrals to services**. They have formalized this process and have integrated the use of student surveys to inform tiered supports.

Staff Perspectives (Interviews)
Summary of Findings Continued...

- All LEAs have reported that the school climate was negatively impacted by COVID 19, and that these repercussions will be felt for at least the next few years.

"..the students show a lot of COVID related anxiety... the 4th graders are keeping their masks on because they are hiding. Their social skills are lacking because of the isolation. It's been hard for students to process a lot of what happened.... a lot of anger outbursts. It's self-regulation issues—it shows up in kindergarten -- they've had no play groups and no socialization."

Fairbanks Foundation's focus on substance use disorder

Through grantmaking, research, and convenings, address Indianapolis' most significant challenges and opportunities in three focus areas:

Education	• Improving academic outcomes • Minimizing underemployment and the workforce skills gap
Health	• **Preventing and addressing substance use disorder** • **Reducing tobacco use and eliminating youth nicotine use**
Vitality	• Supporting key economic drivers of the city

Why school-based prevention?

- Identified prevention as an important need we could help address.
- Research on prevention approaches led us to school-based efforts.
- In fall 2017, only 11% of Marion County K-12 schools had an evidence-based prevention program. Why?
  - Lack of information about effective programs
  - Lack of professional development and ongoing support for teachers implementing prevention programming
  - Lack of time and funding

Summary of *Prevention Matters*

- Launched in January 2018 as 3-year, $12 million initiative
  - Added a fourth year and $3 million due to COVID-19
- Evidence-based prevention programs (e.g., Second Step, Life Skills) that have been shown to prevent substance use
- 27 grantees representing 159 Marion County schools
- At capacity, will serve approximately 83,400 students
- Key partners:
  - EDC: Technical assistance provider, supported grantees with implementation and sustainability planning
  - RTI: Evaluator

EDC Education Development Center

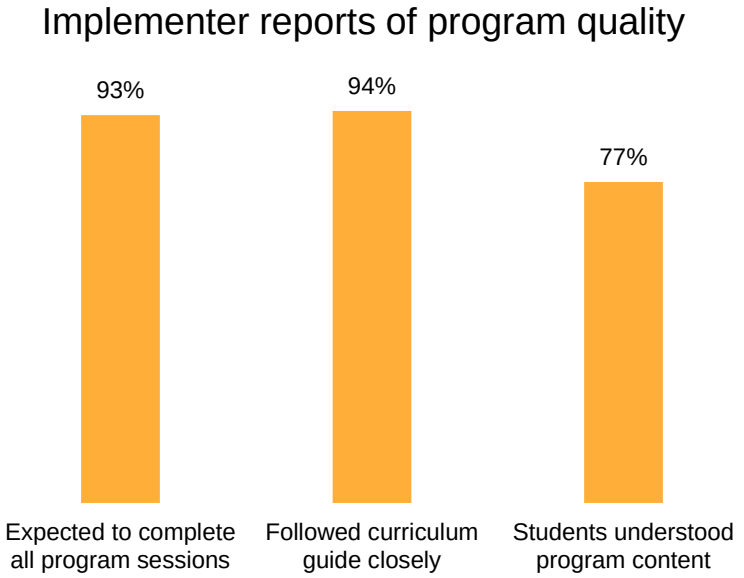
RTI INTERNATIONAL

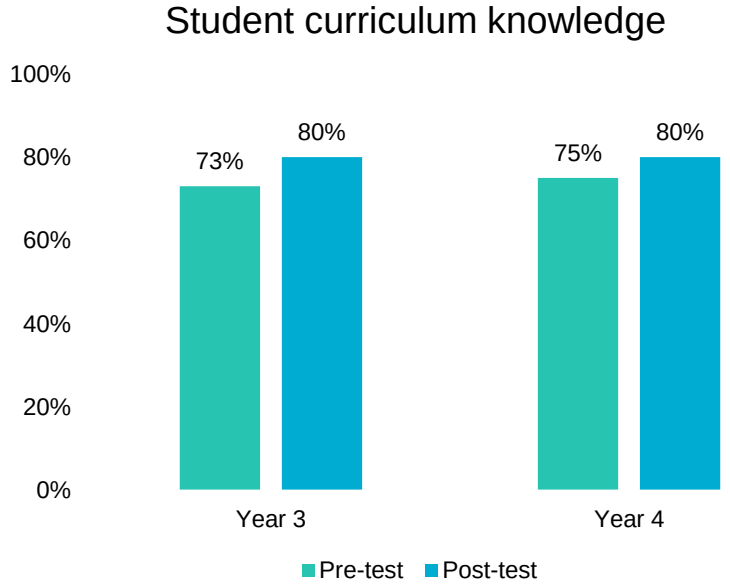
Evidence-based programs have been shown to develop students' protective factors and reduce future substance use.

Implement programs as designed → **Develop key skills and competencies** → **Prevent substance use**

- Lessons delivered according to program guide
- Strong student engagement
- Students understood program content

Implementers completed their programs according to program guides, and students understood the material.





Student engagement and understanding were stronger when implementers were trained, were observed, tracked and reported program data, and received feedback.

Lessons learned: Program implementation

- Program match matters.
- Staffing should be purposeful and sustainable.
- Implementer training is critical.
- Effective planning, monitoring, and feedback contribute to high-quality implementation.
- "Fidelity with flexibility": Adaptations can help engage students, but it's important to implement programs as designed.

Most grant directors agreed that training, PD, and other related supports were crucial to increasing implementer buy-in.

"The time and effort to create fidelity checklists and other tools before implementation made everything much easier in the long run." – Grant director

"While you want to implement with fidelity, you don't want to be scripted." – Grant director

Evidence-based programs have been shown to develop students' protective factors and reduce future substance use.

Implement programs as designed

- Lessons delivered according to program guide
- Strong student engagement
- Students understood program content

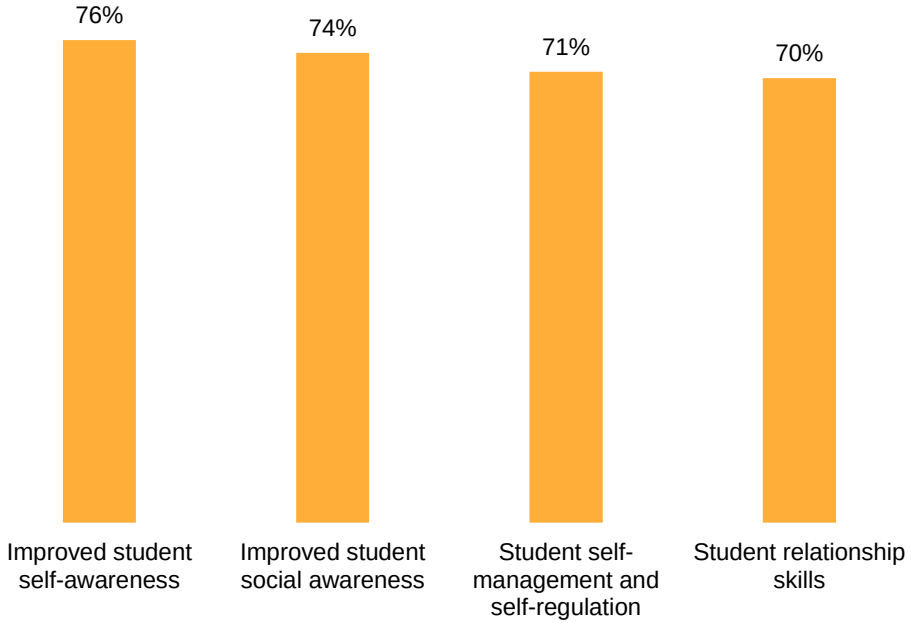
Develop key skills and competencies

- Improvements in students' self-reported social-emotional competency
- Implementers felt programs had a positive impact on self-awareness, self-regulation, and social skills

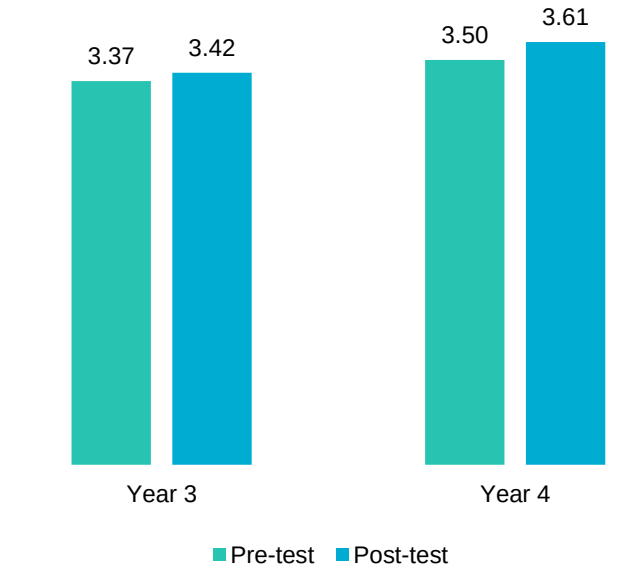
Prevent substance use

Implementer surveys and student assessments demonstrate improved social-emotional competence

Implementer reports of program impact



Student social-emotional competence



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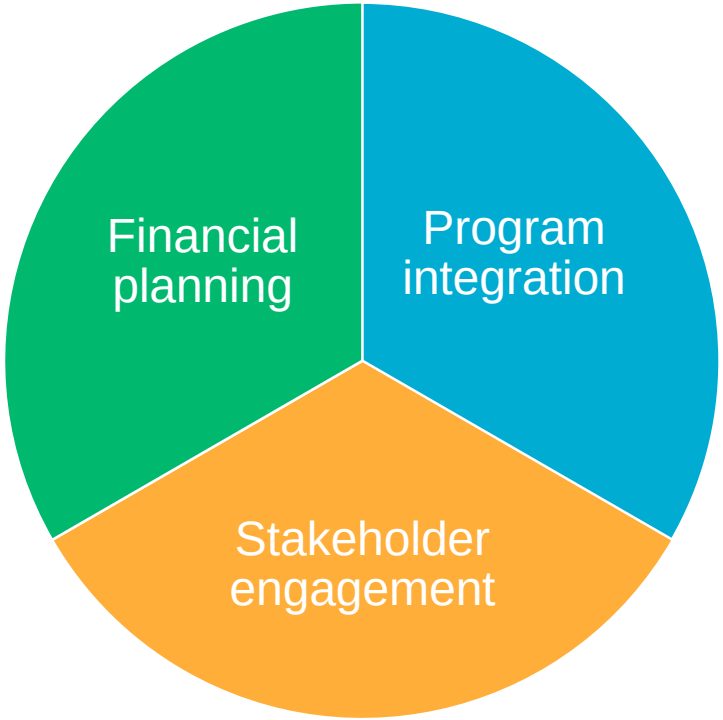
Prevent substance use

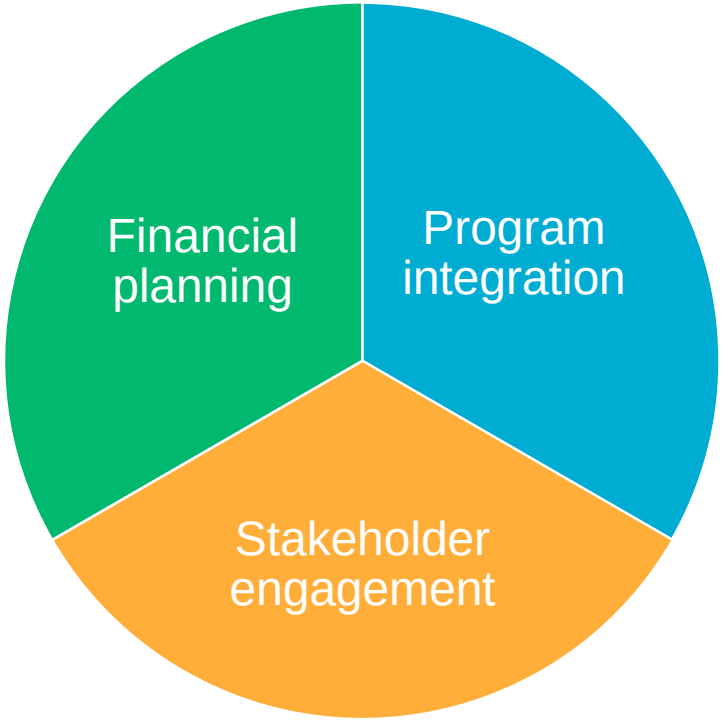
- Too soon to measure

25 of 27 grantees are continuing their programs. They have successfully developed the three core elements of program sustainability.



Lessons learned: Program sustainability

External funding helps schools launch new programs, but over time schools can sustain program implementation with other funding sources.



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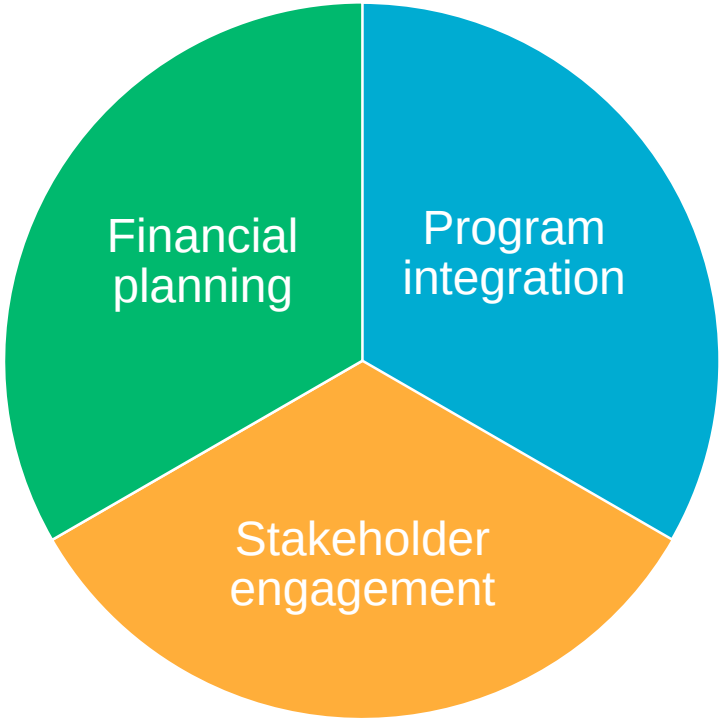

To sustain a program, it is critical to integrate it into the school culture and daily operations.

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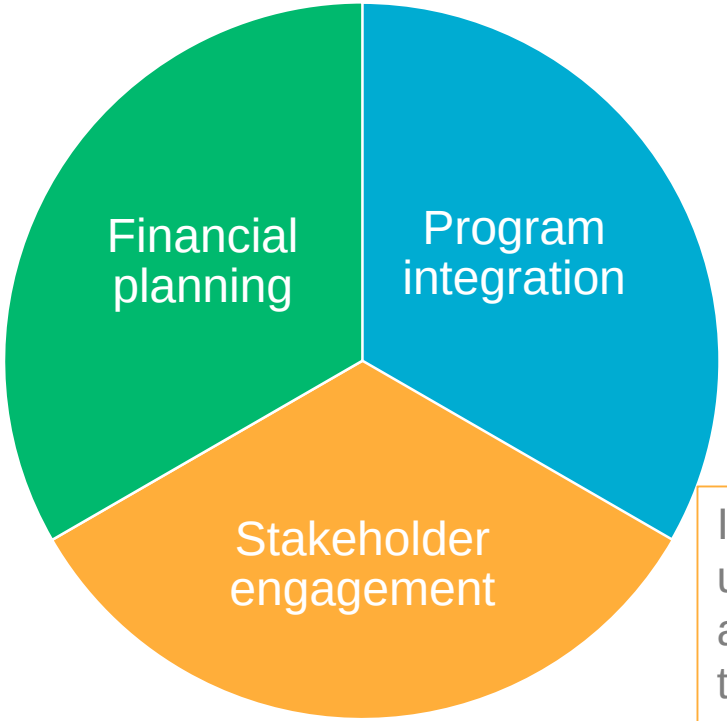


To sustain a program, it is critical to integrate it into the school culture and daily operations.

Identifying stakeholders, understanding their needs, and communicating with them are crucial to developing buy-in.

Takeaways: How to support school-based prevention programs

1. Start by assessing students' needs
2. Engage school and community stakeholders when launching the initiative to gain interest and support.
3. Programs should be evidence-based and should align with a school's schedule and culture.
4. Support program training and monitoring activities, as well as technical assistance, to ensure programs are implemented as designed.
5. Identify the progress indicators that measure impact, and support schools' efforts to track progress.
6. Ensure that grant application and reporting requirements are not too burdensome for schools.

Sharing *Prevention Matters* Lessons Learned to Scale Impact

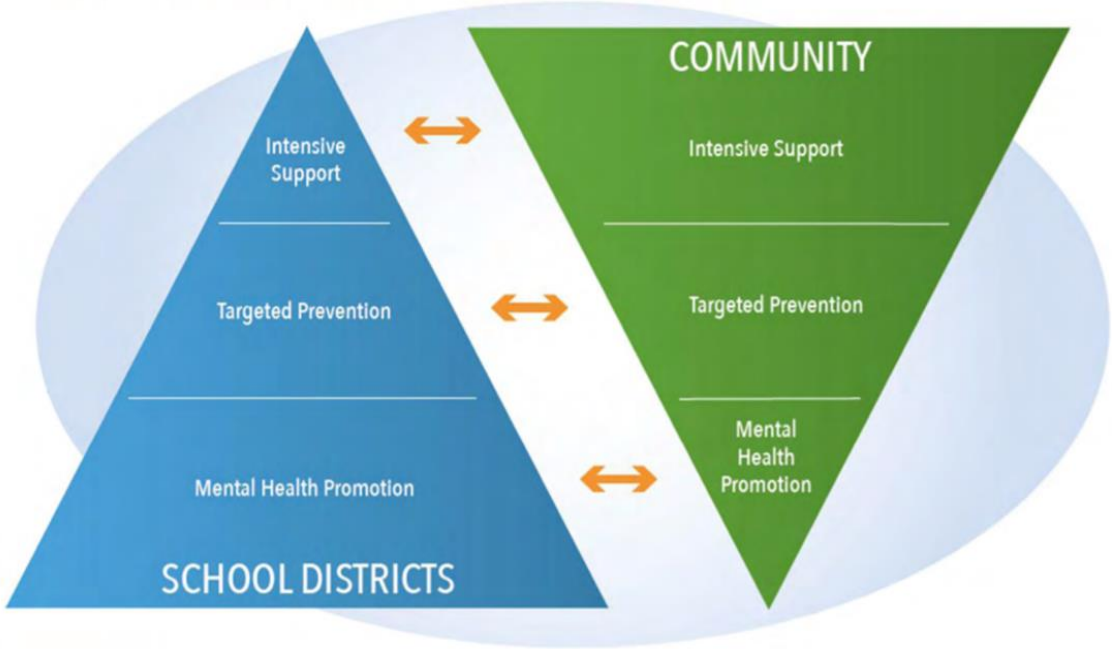
- *Prevention Matters* provided a model for funders statewide to establish similar school-based prevention initiatives:
  - Healthcare Foundation of LaPorte: *Partners in Prevention*
  - North Central Health Services: *Resilient Youth Initiative*
- Developing prevention implementation toolkit for schools to access via the Indiana Learning Lab.
- Partnering with Indiana Department of Education and Indiana Division of Mental Health and Addiction to co-host statewide summit for schools on June 14 at the Embassy Suites Noblesville.

Community Partnerships

- Continuum of Collaboration

- Project AWARE Goals – Collaborative Opportunities
  - Infrastructure – Community MH partner on MTSS Team
  - Capacity – YMHFA trainings
  - Tiered Interventions – shared language
  - Engagement – community campaigns, local coalitions

School-Based Mental Health Partnerships & MTSS



Coaching Model (2024 – 2026)

- IDOE – DMHA Partnership
  - Identified goals of IN Behavioral Health Commission
  - American Rescue Plan Act – COVID Relief Funding

  - **Define** the components of school-based prevention and mental health promotion
  - Utilization of **MTSS** as a framework
  - Targeted **coaching** for schools to support implementation

Youth Emerging Stronger

yes! Summit

SCAN ME

June 14, 8am- 4pm, Embassy Suites, Noblesville, IN

https://yessummit.today

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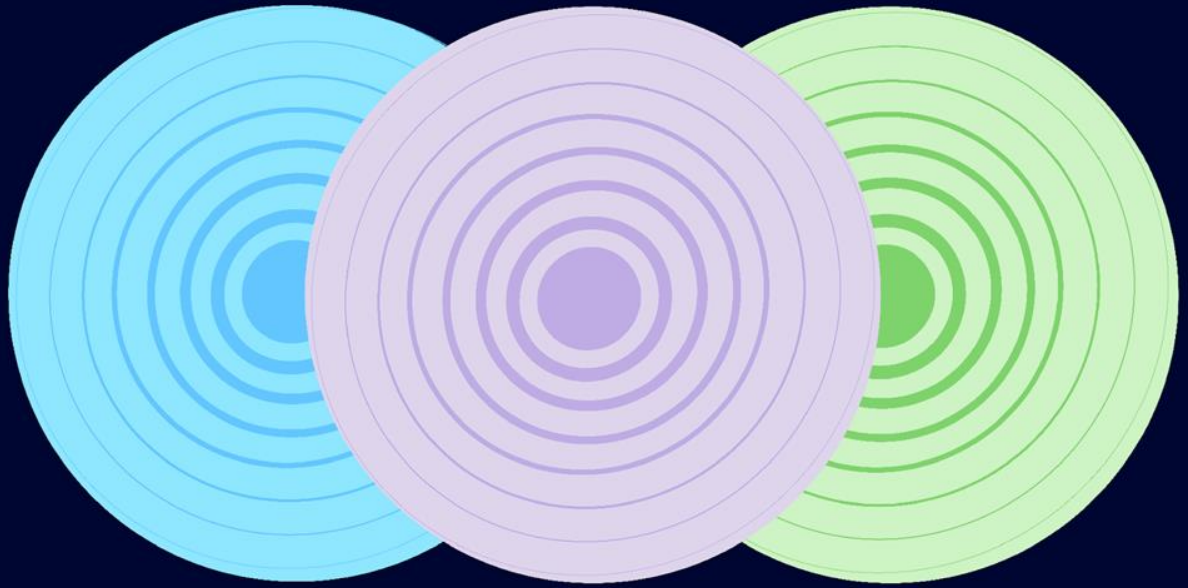

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