



Addressing Mental Health in Schools by Implementing Evidence-Based Programs

The Implementation Specialist Team at Penn State EPIS

Monday, June 14th, 2021

EPIS

**EVIDENCE-BASED PREVENTION
AND INTERVENTION SUPPORT**



**EDNA BENNETT PIERCE
PREVENTION RESEARCH CENTER**

2019 Pennsylvania Youth Survey

Empowering Communities to Develop
Strategic Prevention Programming

State of Pennsylvania

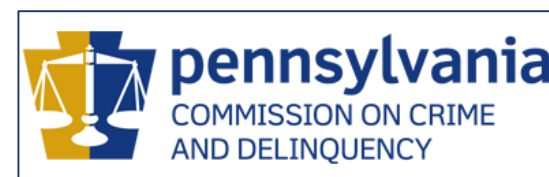
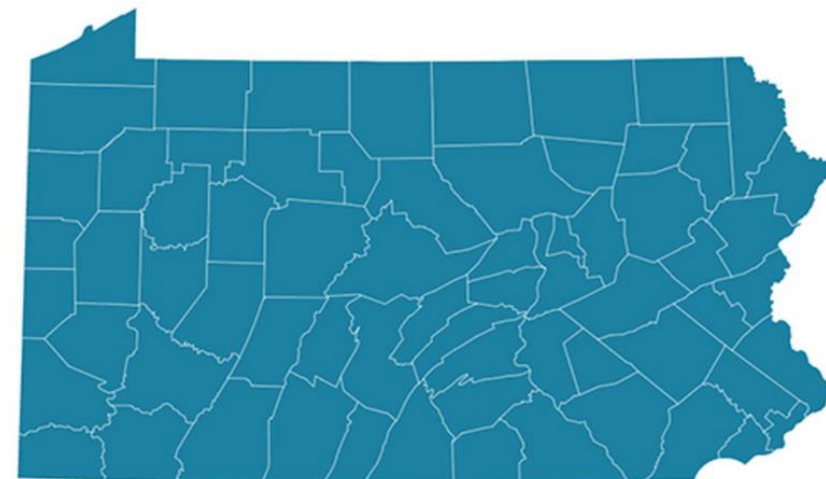
Conducted by

Pennsylvania Commission on
Crime and Delinquency

Pennsylvania Department of
Drug and Alcohol Programs

Pennsylvania Department
of Education

Pennsylvania Youth Survey (PAYS)



EPIS

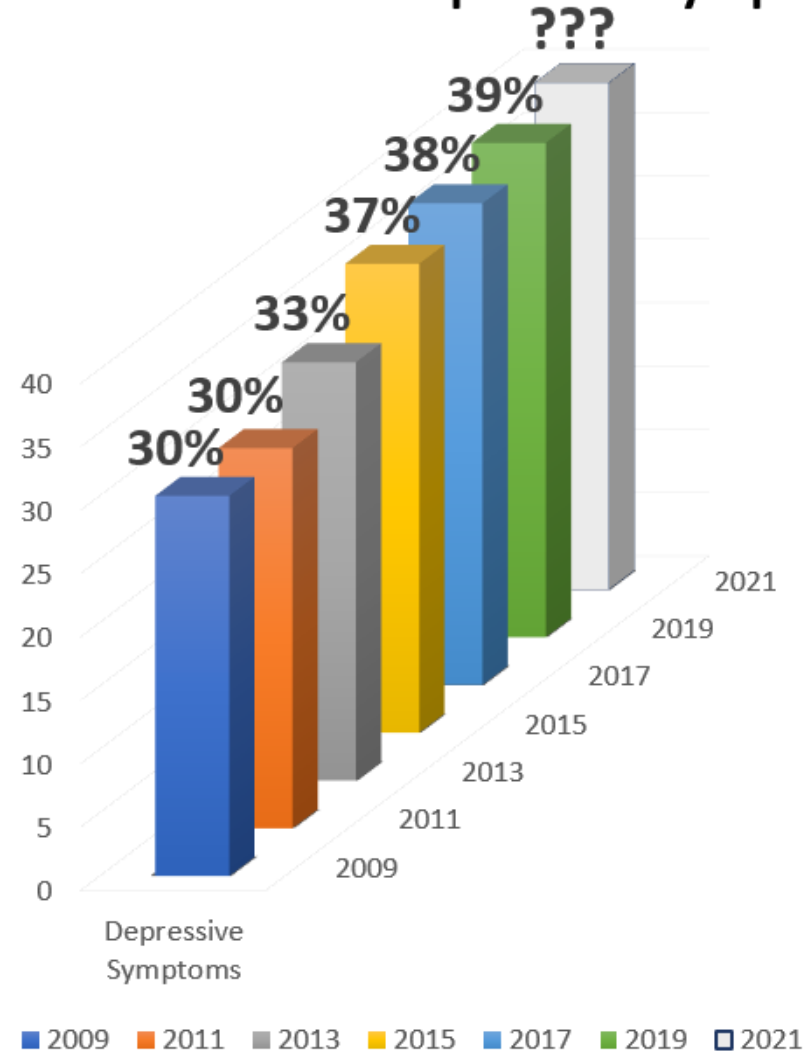
EVIDENCE-BASED PREVENTION
AND INTERVENTION SUPPORT



PennState
College of Health and
Human Development

EDNA BENNETT PIERCE
PREVENTION RESEARCH CENTER

Statewide Risk Factor: Depressive Symptoms





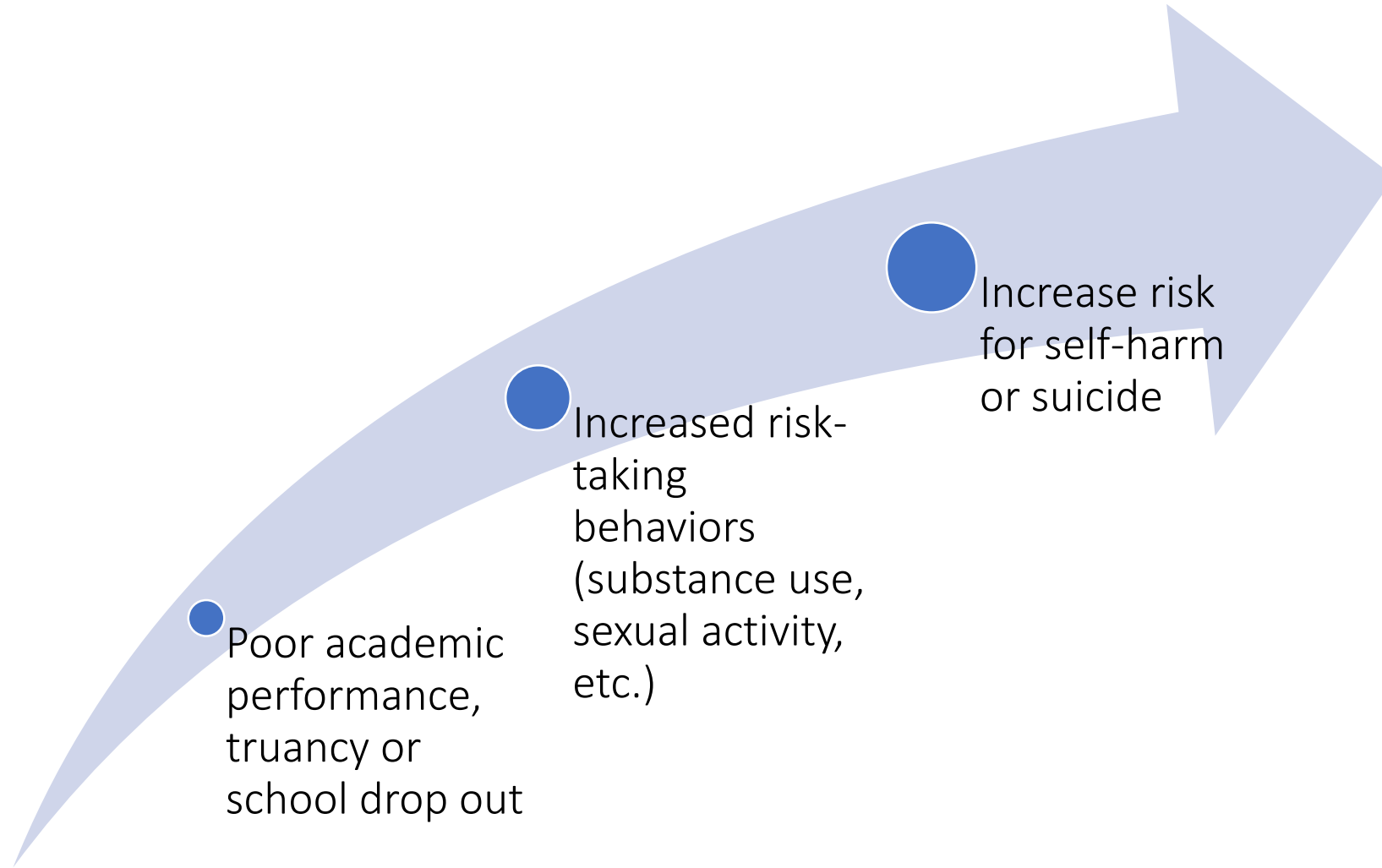
<https://www.ncbi.nlm.nih.gov/books/NBK32776/>

COVID 19 Pandemic Impact

Effects on children and youth



What are potential long-term impacts of emotional or behavioral challenges are unaddressed?



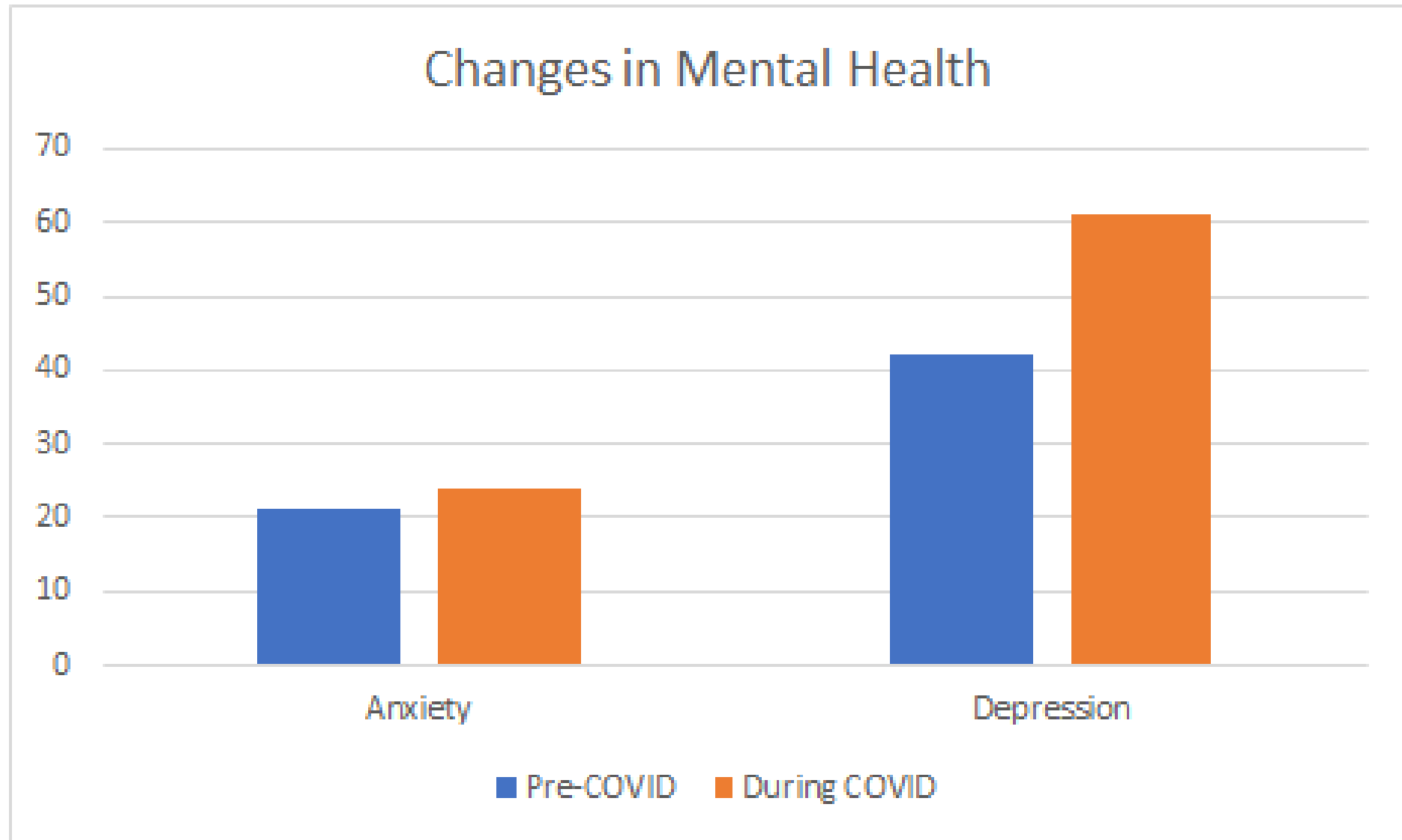
Association of Depression with:	Pre-COVID	During COVID
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Binge drinking	--	*
High-intensity drinking	--	*
Cigarettes	*	--
Vaping nicotine	***	***
Marijuana	***	***
Sexual activity	--	--
No physical activity	***	*
Food insecurity	***	**

* p< .05

** p< .01

*** p< .001

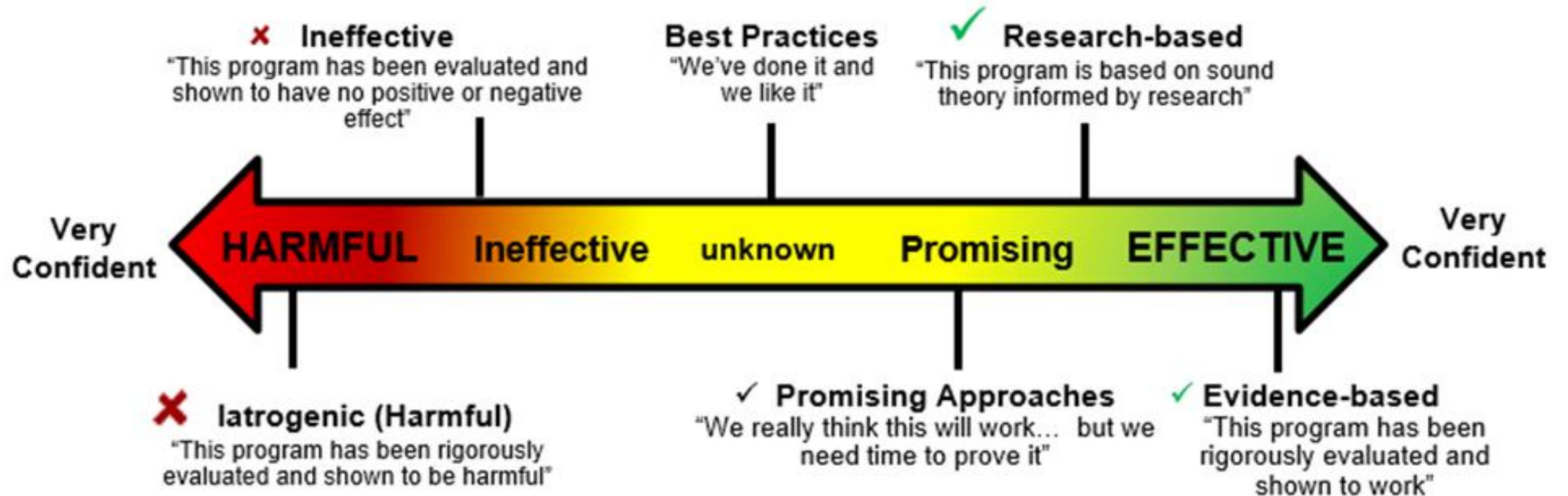


Penn State CORE: Student Well-Being Before and During the COVID-19 Pandemic by Stephanie Lanza, PhD & Courtney Whetzel, PhD





Continuum of Confidence



*Bumbarger & Rhoades, 2012



✓ Pre-Kindergarten

✓ Elementary School

✓ Middle School

✓ High School

Evidence-based Programs for Schools:

- The Incredible Years® Programs
- PATHS®
- The Positive Action Program
- The BounceBack Program
- The Cognitive Behavioral Intervention for Trauma in Schools (CBITS)
- The Blues Program



The Incredible Years® (IY) Program – Dina Classroom



Grade Levels: Pre-Kindergarten through 2nd Grade

Program delivered by: Classroom Teachers

Lessons: Two lessons per week, 20-30 minutes in length, 60+ lessons

Training consists of: Three full days facilitated by an IY Trainer

Can you develop a trainer at your school?
No, not at this time.



The Incredible Years® (IY) Program – Dina Small Group Therapy



Grade Levels: Pre-Kindergarten through 2nd Grade
Program delivered by: Counselors, Therapists, or Special Education Teachers to treat children with conduct problems, ADHD, and internalizing problems. Program is delivered to small groups of six to eight children.

Lessons: Two-hour lessons delivered weekly, over 18-22 weeks of time

Training consists of: Three full days facilitated by an IY Trainer

Can you develop a trainer at your school? No, not at this time.



**What can you
expect after
delivering
IY Dina Classroom
&
IY Dina Small Group?**



**Increased Social Competence and Emotional
Regulation and School Readiness**

Program Outcomes:

- *Improved concentration
- *Improved attention
- *Improved self-control
- *Increased emotional competence
- *Improved social problem-solving
- *Developed anger-management skills
- *Reduced youth conduct problems at school and home

PATHS® - Promoting Alternative THinking Strategies

Grade Levels: Pre-Kindergarten through Grades 5/6

Program delivered by: Classroom Teachers but concepts can be utilized by all adults throughout the school and at home.

Lessons: Taught 2-3 times a week, 20-30 minutes in length. Number of lessons by grade level: Pre-K/K (44), Grade 1 (52), Grade 2 (50), Grade 3 (42), Grade 4 (40), Grade 5/6 (36).

Training consists of: Two full training days that are 6-8 weeks apart.

Can you develop a trainer at your school/agency? Yes.



What can you expect after delivering PATHS®?

Improved Emotion Knowledge & Awareness:

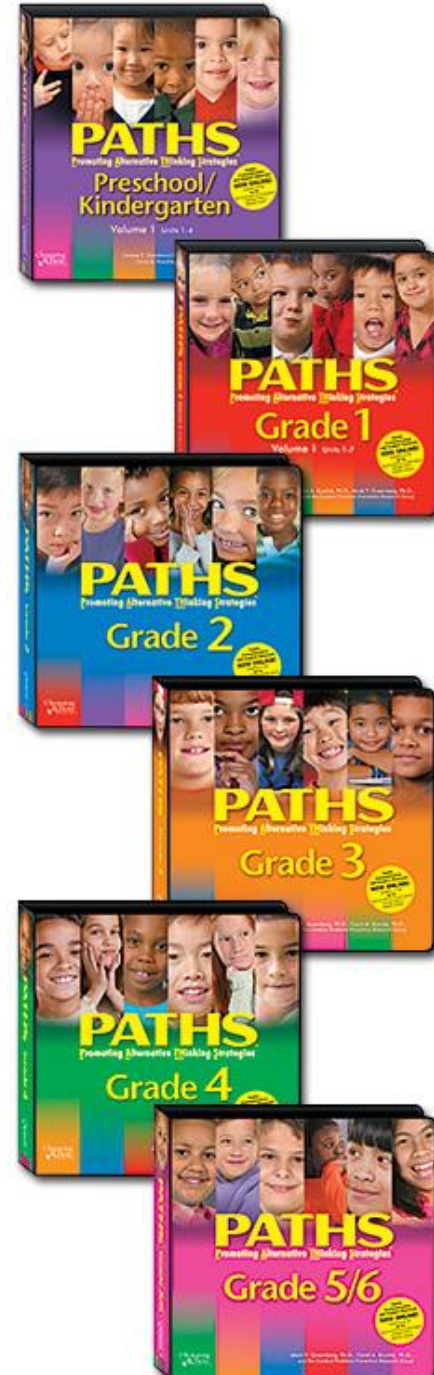
- Expanded vocabulary for emotions
- Understanding that feelings are important signals and to pay attention to them
 - Understanding all feelings are ok
 - Labeling feelings as comfortable or uncomfortable
 - Recognizing feelings are different from behaviors
 - Having empathy for others and their feelings
- Understanding communication of feelings is important

Improved Self-Control:

- Ability to tolerate frustration
- Awareness of need to stop and calm down when upset
 - Less likely to act impulsively
- Healthy coping and stress management

Improved Social Problem Solving:

- Ability to use effective problem-solving strategies
- Improved prosocial peer relations
- Confidence in problem solving



Positive Action® (PA)



Grade Levels: Kindergarten through 8th Grade

Program delivered by: Classroom Teachers or Counselors

Lessons: 2-3 lessons per week, 15-20 minutes in length, 140 lessons for K-6; 82 lessons for 7-8 grades

Training consists of: 2-5 full days facilitated by an PA Trainer

Can you develop a trainer at your school? Yes

Additional Information: School Climate Kit should be used in addition to grade level kits.

What can you expect after delivering Positive Action?



Proximal/Short Term Outcomes:

- Improved grades and test scores
- Improved self-esteem and self-efficacy
- Improved health behaviors

Distal/Long Term Outcomes:

- Reduced anti-social behavior
- Reduced disciplinary problems
- Reduced substance abuse
- Improved social-emotional skills
- Improved school performance

Cognitive Behavioral Intervention for Trauma in Schools (CBITS)



Grade Levels:

5th – 12th Grade

Program delivered by:

Mental Health Professionals

Lessons:

10 group sessions

1 – 3 individual sessions

2 parent psychoeducational sessions

1 teacher educational session

Training Options:

In person: 2 days (12 hours)

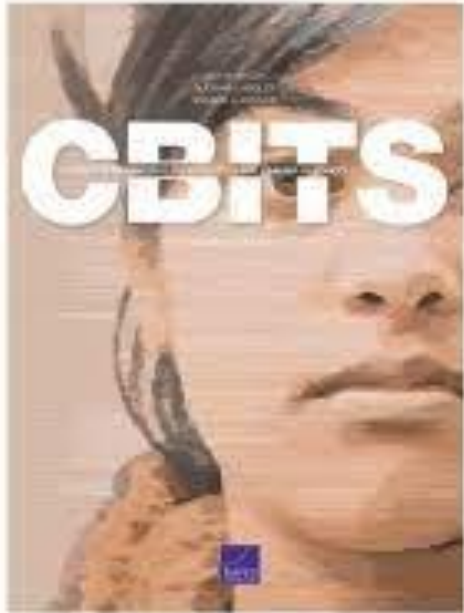
Virtual: 4 3-hour modules

Online: At your own pace

Can you develop a trainer at your school?

Yes, a school-based mental health professional can become a trainer

What can you expect after delivering CBITS?



Student Outcomes:

- Decrease in PTSD symptoms
 - Decreased depression
- Decrease in behavioral problems at home & school
 - Improved coping skills
 - Improved social functioning
- Enhanced peer, teacher & parent support

Caregiver Outcomes:

- Improved understanding of common youth reactions to trauma
- Decreased stress regarding youth trauma
- Improved ability to help youth cope with trauma



Bounce Back

Grade Levels:

K - 5th Grade

Program delivered by:

Mental Health Professionals

Sessions:

10 group sessions

2– 3 individual sessions

1 – 3 parent

psychoeducational sessions

Training Options:

In person: 1.5 days (9 hours)

Virtual: 3 3-hour modules

Online: At your own pace

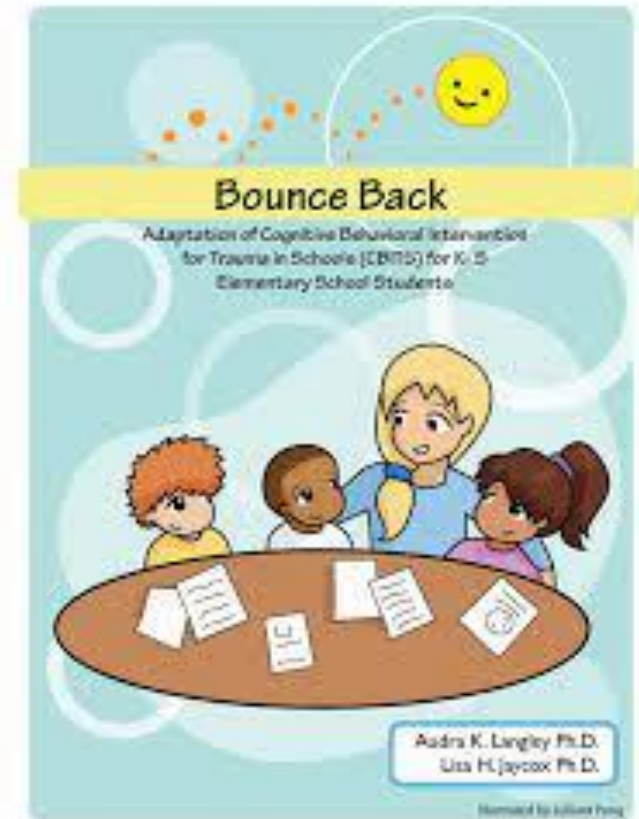
Can you develop a trainer at your school?

Yes, a school-based mental health professional can become a trainer

What can you expect after delivering Bounce Back?

Outcomes:

- Improvements in PTSD and anxiety symptoms
 - Improved parent-child interactions
 - Improved academic performance
- Increased high school graduation rates
- Caregivers equipped for skills support



The Blues Program

Grade Levels:
9th – 12th Grade

Program delivered by:
Therapists, School Counselors, School
Nurses, and/or Teachers

Sessions:
6, 1 – hour sessions to a group of 4-8 youth

Training Options:
Either one full day (8 hours) or over two half
days (4 hours of back-to-back days)

Can you develop a trainer at your school?
Yes.

Blues Program Handouts P. 35

The Positive Emotions Toolbox

Remember to USE all of the tools in your toolbox. You can't magically change your emotions, but you can change your thinking and what you do!

Changing
Thinking by
Challenging
Negative
Thoughts. . .



Changing Doing
by . . .

• Giving
myself Rewards

*I have done something
well, or accomplished a
goal, I deserve a reward!*

• What's the Alternative?

*Is there another way
to think about my problem or situation?*

*Is the way I am thinking about my problem
making it better or worse?*

• Where's the Evidence?

*Is there any evidence, or proof, that what I
am thinking is true?*

*Is there any evidence, or proof, that what I
am thinking is NOT true?*

• What if it's true?

*Maybe the negative thoughts I am having
about this situation are true. Now what?*

*How can I cope with this situation or
problem?*

*What do I have control over in this
situation? What can I not control?*

• Getting up and getting moving!

*Doing something physical, especially when
you don't feel like it, can really improve
your mood.*

• Hang out with others!

*Social activities—the things we do with
friends—can help improve how you feel.
Don't wait for others to invite you, pick up
the phone and organize a get-together.*

• Having more fun.

*Doing something fun, whether with
someone else or on your own, will help you
when you are down. Don't wait to feel
better to get active. Get active, and you
will feel better!*

Blues Program Handouts P. 3

THE TRIANGLE OF FEELINGS, THOUGHTS, & ACTIONS

The triangle below illustrates the way in which how we think, feel, and behave all influence one another.

THOUGHTS INFLUENCE FEELINGS

*After studying hard, but doing poorly on a test, you
think, "I'll never succeed at anything," which leads to
feeling bad about your abilities as a student feeling
hopeless about the future.*

FEELINGS INFLUENCE THOUGHTS

*A friend has to cancel their plans with you because they
have a family obligation. You feel disappointed, which
prompts you to think, "Maybe they just made up that
excuse because they don't want to hang out with me."*

FEELINGS INFLUENCE ACTIONS

*You feel hopeless about studying for the next exam, and
dwell on your sad feelings. You then procrastinate
studying and don't study hard, because you still feel so
discouraged about your last exam.*

THOUGHTS INFLUENCE ACTIONS

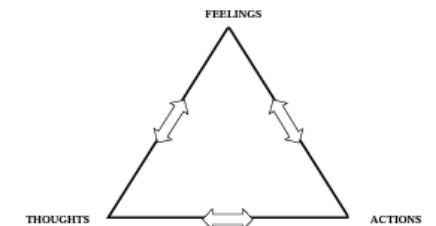
*You begin to think badly of your friend and recall times
in the past when you haven't gotten along. When your
friend calls to make plans, you get even by telling them
that you have other plans (when you really don't).*

ACTIONS INFLUENCE THOUGHTS

*Your lack of studying for the next exam results in
another poor grade. You think, "Here we go again. I
don't know why I even keep trying. It's useless. I'm a
failure."*

ACTIONS INFLUENCE FEELINGS

*Your friend accepts your excuse and doesn't appear to
feel bad. You spend the day alone and convince
yourself that your friend is probably having more fun
without you. You feel lonely, sad, and disappointed.*



Short-term Outcomes:

- Increased positive thinking patterns
- Increased engagement in pleasant activities

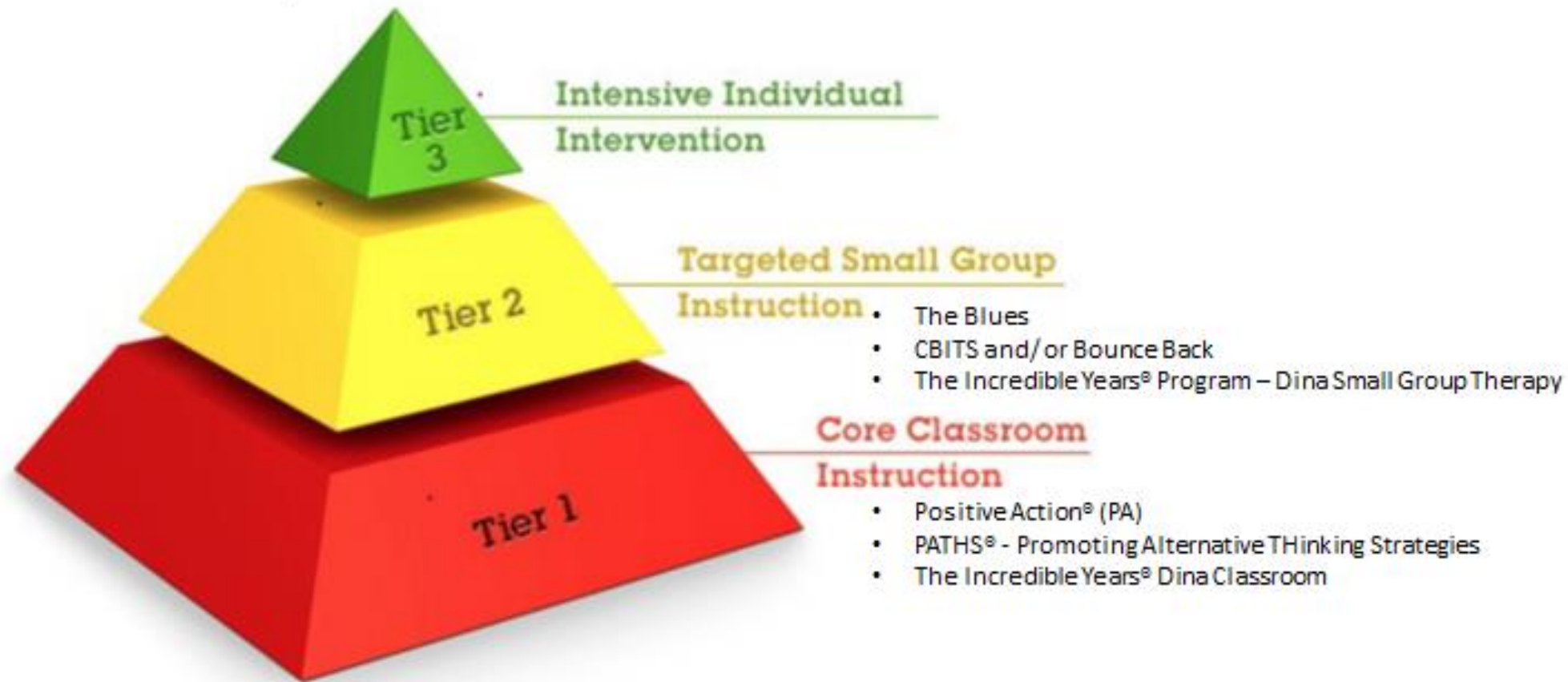
Long-term Outcomes:

- Decreased severity of depressive symptoms
- Preventing onset of major depression
 - Decrease in substance use



**What can you
expect after
delivering
Blues?**

Multi-Tiered System of Supports (MTSS)



We are here to help!

Reach out to the Implementation Specialist Team by email/phone:

Phone: (814) 863-2568

EPISCenter@psu.edu

Nicole Wells

npw5251@psu.edu

814-240-8402





Evidence-based Prevention and Intervention Support



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