

Learning to Thrive:

Strategies to Support Positive Mental Health
Outcomes for Secondary School Students

Anya Sheftel, Ph.D.
Holly Whittenburg, Ph.D.

HELLO MERHABA OLÁ
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CIAO 你好
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We would like to begin by acknowledging that we gather today on the ancestral homelands of **The Nimiipuu (Nez Perce) and the Palus People** who have lived in the Pacific Northwest, from time immemorial.



Agenda

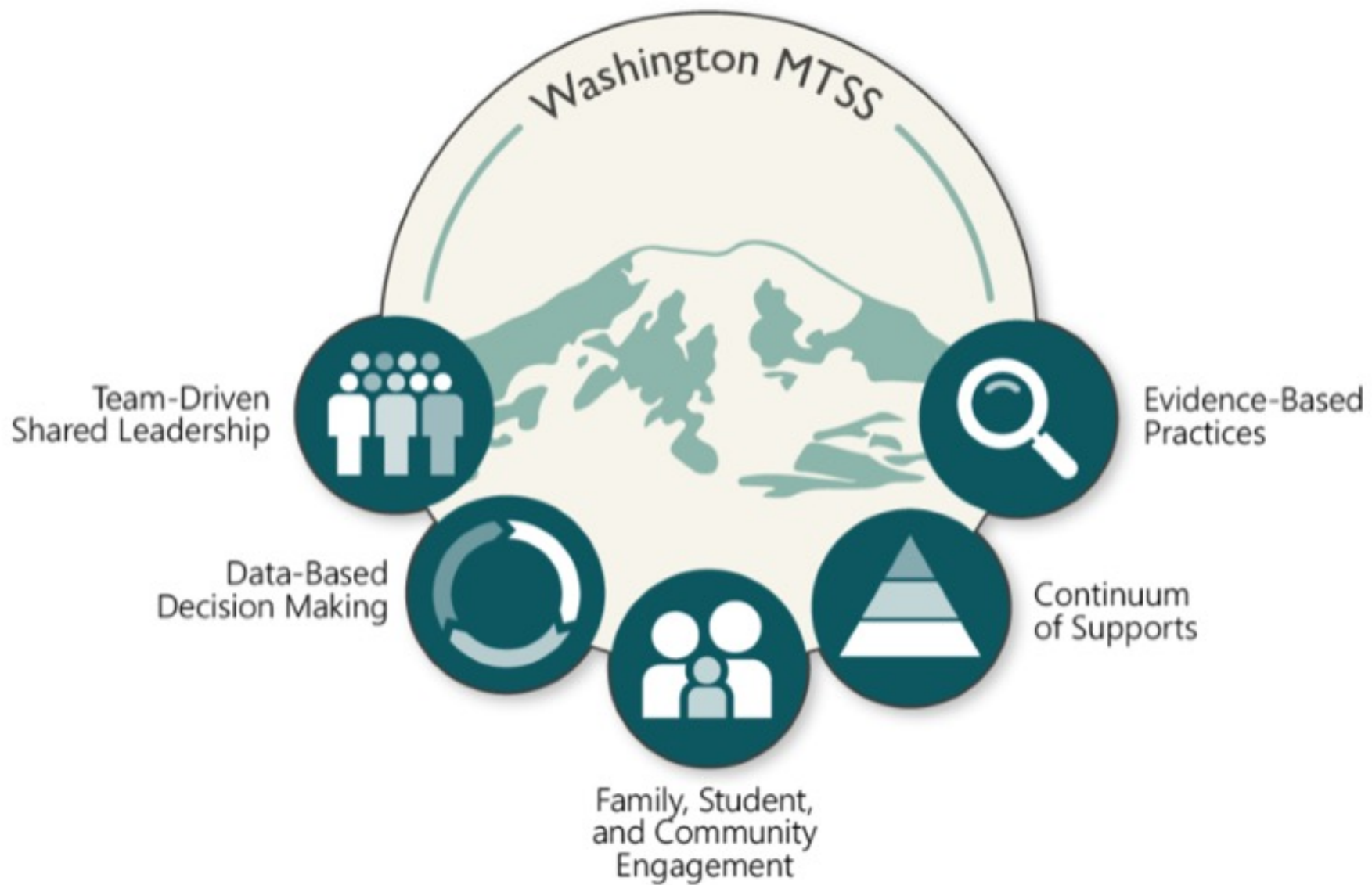
- MTSS and Mental Health
- Strategies to support student mental health
 - Tier 1
 - Tier 2
 - Tier 3
- Q&A



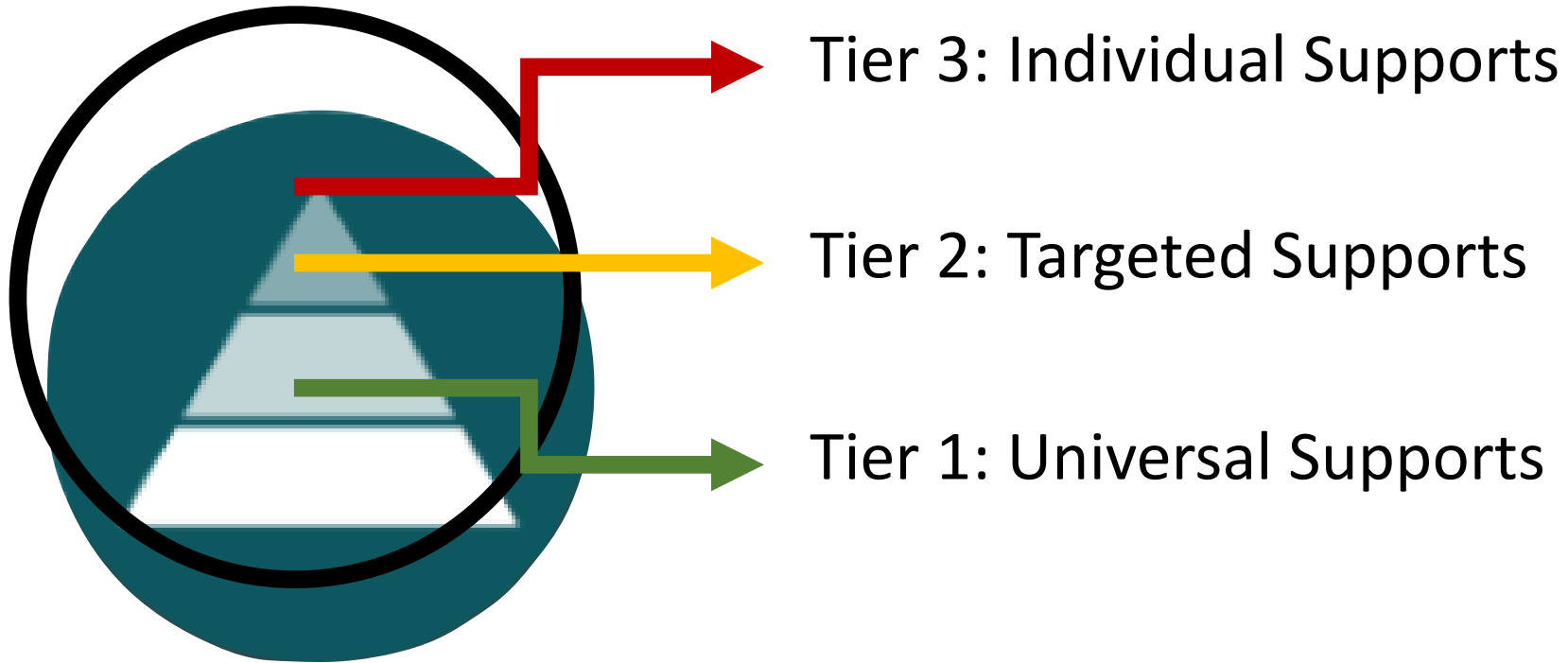
Why are we here: MTSS and Mental Health

- The U.S. is experiencing youth mental health crisis
 - Covid-19 pandemic
 - Social media
 - School violence
 - Racism
 - National and local political tensions
- **MTSS is a school-based approach that can support student mental health**

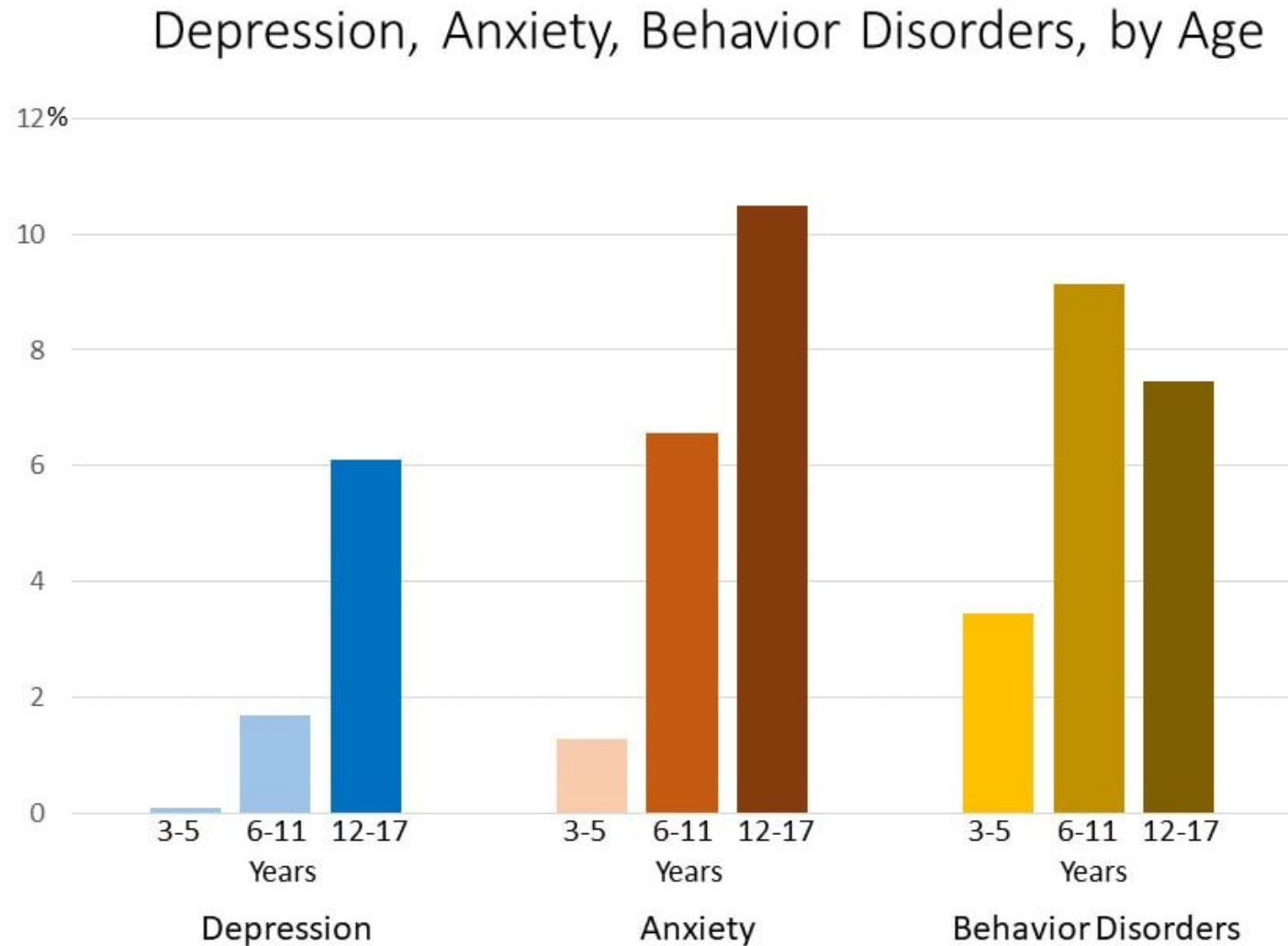




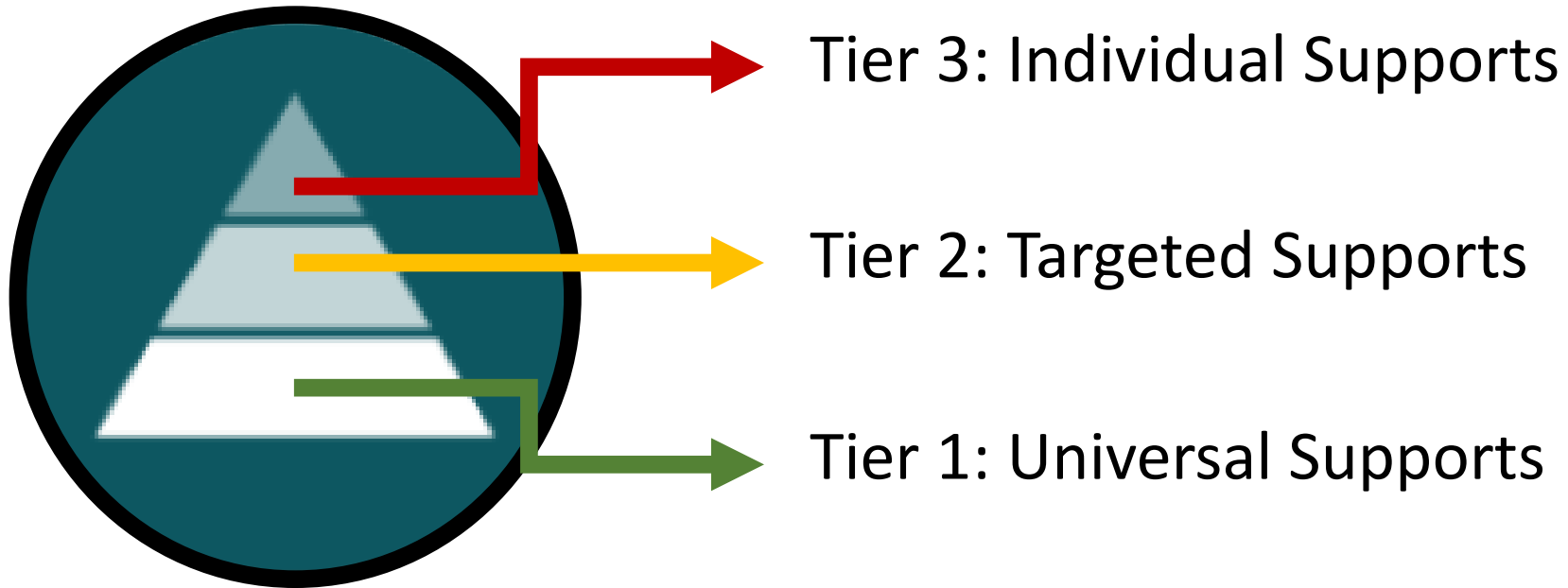
Continuum of Supports



Mental Health: the High School Years



Continuum of Supports





Tier 1: We are All in This Together

Small group discussion (10 minutes):

What evidence-based and culturally responsive **Tier 1 or Universal Supports** does your school district use to support high school students' mental health?

How do you use team-driven shared leadership and data-based decision making to provide these supports?

How do you engage students, families, and community members?



Tier 1: Student Strategies

- Homeroom Glimmer Practice
- Embedding socio-emotional awareness in coursework
 - Identifying how book characters' emotions influenced their thoughts and actions. Examining the consequences
- Building in “mindfulness” moments in classes
 - 1-minute breath breaks
 - Affirmations
 - Reframing negative statements to positive
- Opportunities for leadership and recognition
- Advocacy practice



Tier 1: System-Wide Strategies

Building a System of Well-Being

- Shared leadership
 - School staff professional development
 - Student Support Team - Consistent communication between teachers about how students are progressing, including any concerns
- Data-driven decision-making
 - Regular student mental health screeners
- Family, student, community engagement
 - Parent-report screeners during parent-teacher conferences
 - Invite community mental health providers to discuss coping strategies
 - Task students with developing “practice of the week”

Tier 2: Group Supports

Small group discussion (10 minutes):

What evidence-based and culturally responsive **Tier 2 or Targeted Supports** does your school district use to support high school students' mental health?

How do you use team-driven shared leadership and data-based decision making to provide these supports?

How do you engage students, families, and community members?



Tier 2: Student Strategies

- [Dialectical Behavioral Therapy in Schools \(DBT-STEP A\)](#)
- [Acceptance and Commitment Therapy](#)
- [Cognitive Behavioral Intervention for Trauma in Schools \(CBITS\)](#)



Tier 2: System-Wide Strategies

- Shared leadership
 - Having regular communication with the local behavioral health board
- Data driven decision making
 - Weekly mental health screening for students receiving targeted supports
 - Bi-annual evaluation of school-based mental health services
- Family, student, community engagement
 - Partnering with community mental health agencies to attend shared professional development
 - Regular check-ins with families





Tier 3: Linking Services

Small group discussion (10 minutes):

What evidence-based and culturally responsive **Tier 3 or Individual Supports** does your school district use to support high school students' mental health?

How do you use team-driven shared leadership and data-based decision making to provide these supports?

How do you engage students, families, and community members?



Tier 3: Student Supports

- Individual meetings with school counselor
 - Check-in/check-out
- Referral to outside mental health services
 - Request a release of information



Tier 3: System-Wide Strategies

- Shared leadership
 - Invite school staff to annual debriefing/listening sessions about how school administrators can continue to support them
- Data-driven decision making
 - Review annual data on number of students receiving individual services and what universal and targeted services they received in the past
 - Identify areas where school can strengthen Tier 1 and Tier 2 supports
- Family, student, community engagement
 - Weekly review of students receiving individual services. Multisource reports from teachers, families, community partners (if ROI is in place)

Crucial Ingredients

- Universal Design for Learning
- Inclusion
- Culturally Responsive Practices
- Evidence-Based Practices





Q&A