Indicator #24: Are you actively involved in developing and implementing training and educational activities for educators on the identification, referral, and behavior management of social/emotional/behavioral problems in students?

Background

- Many classroom teachers have not received training to help them address the myriad of mental health issues brought into the classroom by students.

- Teachers are in a prime position to be able to identify emotional/behavioral problems in students. Working with students everyday, they are in a front-line position to become very familiar with their students and families.
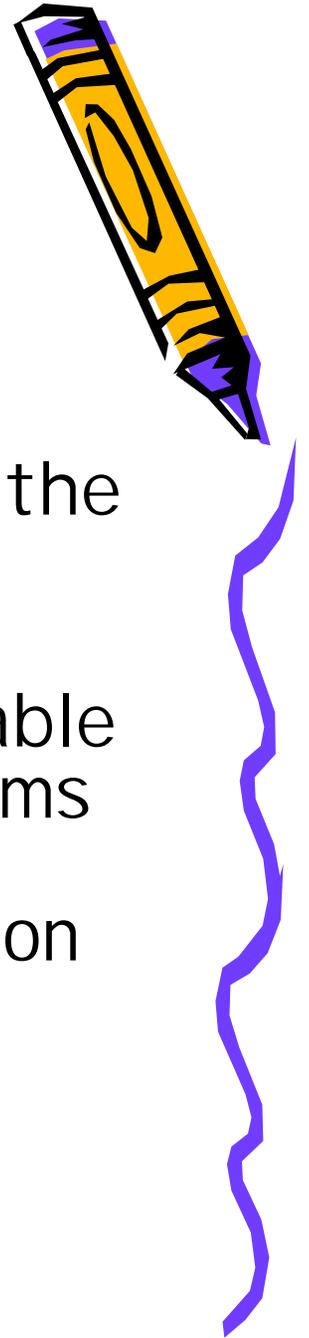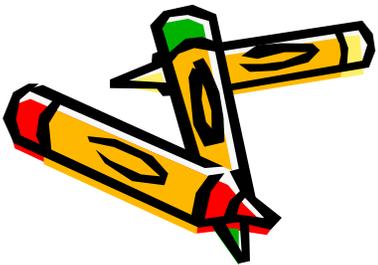
Background

- Teachers can help improve early identification of mental health problems. Earlier identification can lead to earlier treatment and hopefully less escalation of symptoms. Teachers are essential collaborators in helping to identify mental health needs and implement prevention programs for youth.
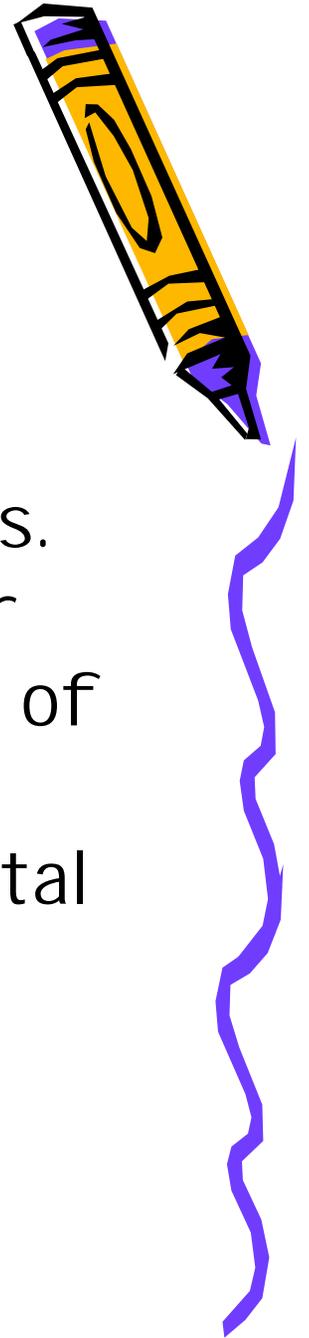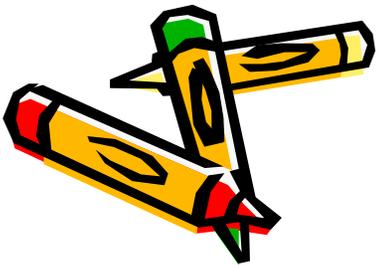
Background

- While teachers can help clinicians to better understand the educational system, ESMH staff can assist teachers in learning more about how to identify mental health problems, refer students for services, and build strengths in children and adolescents.

- Educating teaching staff about normal and abnormal social and emotional development and how to enhance protective factors is one way that ESMH providers can be of assistance within a school.
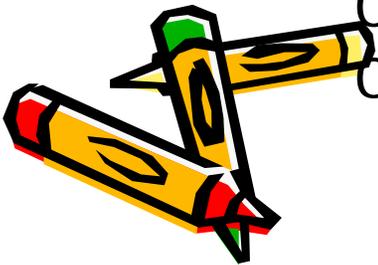
ENHANCING EFFECTIVENESS

- One research program demonstrated that these factors enhance the effectiveness of trainings delivered by ESMH staff to school personnel:
  - external support
  - hours spent in in-service activities
  - degree of participation
  - the competence of the person running the in-service training
  - implementation conditions
 - principal "buy-in"
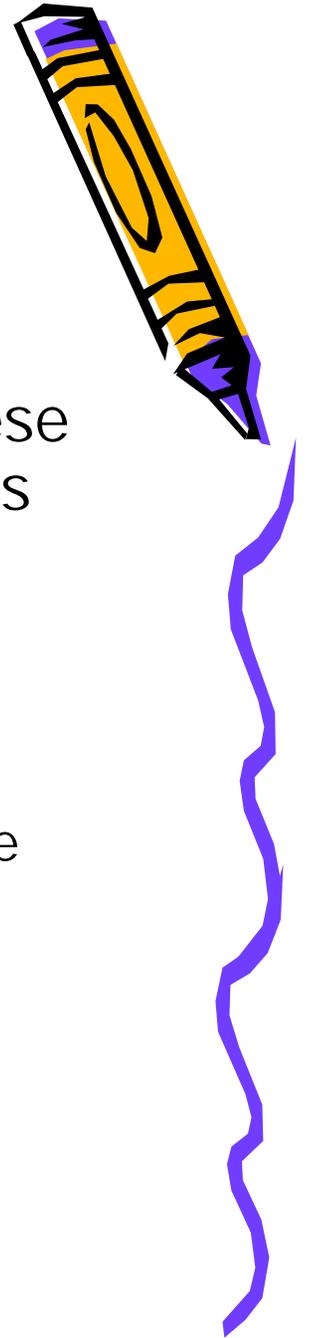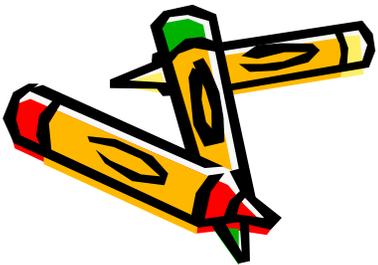
Menu of Suggested Activities

- Conduct a mental health training needs assessment with teachers.

- Get buy-in from principal and administration.

- Develop a training schedule based on your needs assessment and the principal.

- Use multiple techniques to engage teachers during trainings.
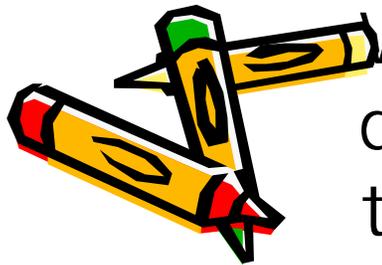
- Use an evaluation sheet after your trainings. Work with your supervision team to develop a workshop on a key topic for teacher training.

HELPFUL HINTS

- Conduct a training needs assessment with teachers.
  - Include a list of potential topics for trainings.
  - Ask about convenient times.
  - Ask about barriers to participation.
  - Compile list of possible trainings from needs assessment, give the feedback to teachers and administration.
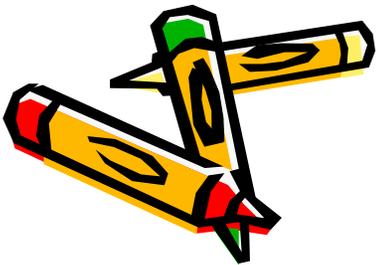
HELPFUL HINTS

- Many resource websites have teacher-friendly informational handouts to supplement trainings
- Sample Training Topics
  - Recognizing childhood depression
  - Encouraging participation for reluctant students
  - Use of classroom token systems to prevent disruptive behaviors
  - Promoting positive peer interactions between students
  - Addressing teasing and other forms of bullying
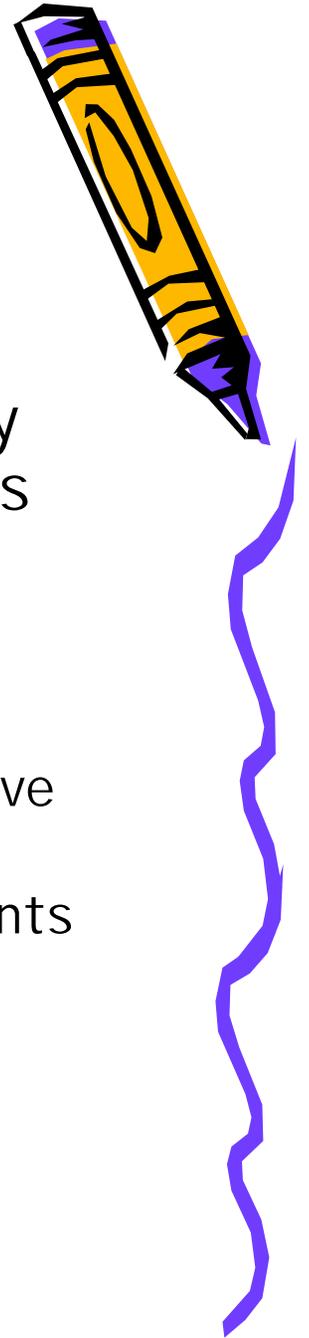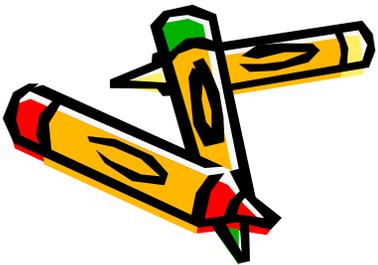
HELPFUL HINTS

- Get buy-in from principal and administration
  - Understand their needs and pressures
  - Make sure that you trainings meet their most pressing needs
  - Principals can make trainings part of required meetings
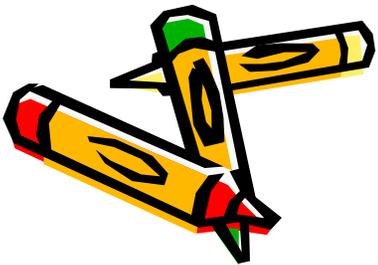
HELPFUL HINTS

- Develop a training schedule based on your needs assessment.
  - Advertise heavily (e.g.,flyers, announcements).
  - Get help from administration and teaching staff to advertise.
  - Provide incentives (door prizes, resources, serve a meal) and make the training educational and fun.
  - Build training modules into naturally-occurring staff development activities.
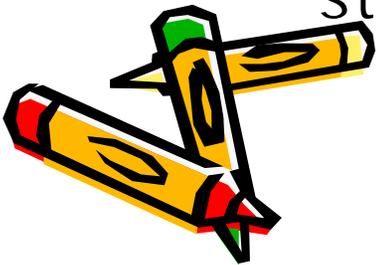
Helpful Hints

- Use multiple methods to engage educators during trainings
  - Active participation during session is best
    - Run a "make and take" where educators make a resource or plan an activity during the training.
    - Use brainstorming or problem solving sessions.
    - Allow time for open discussion and questions.
    - Don't just lecture, engage staff in activities.
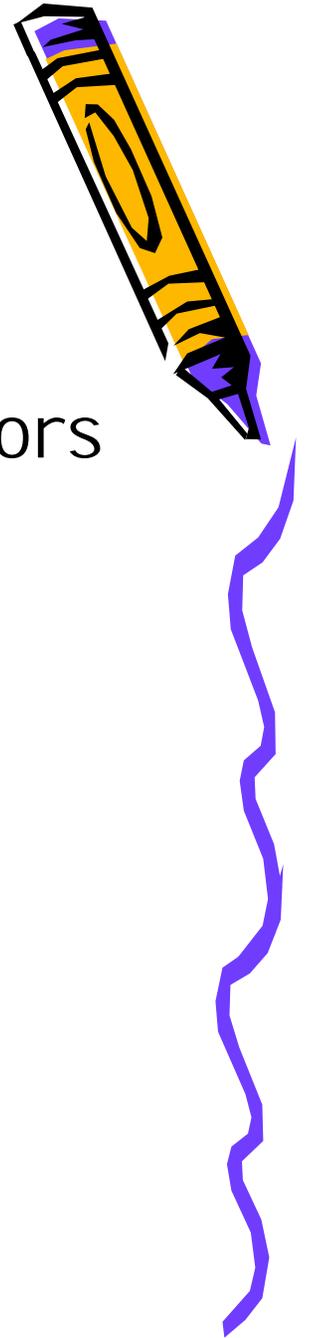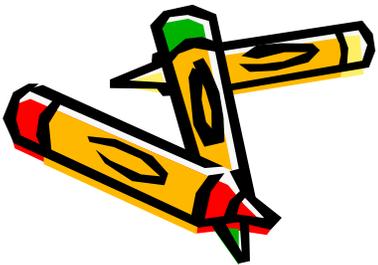
Helpful Hints

- Use an evaluation sheet after your trainings.
  - It will help you show that you value their opinion.
  - You can use the feedback to design future trainings.
  - You can ask for suggested future topics at the same time.
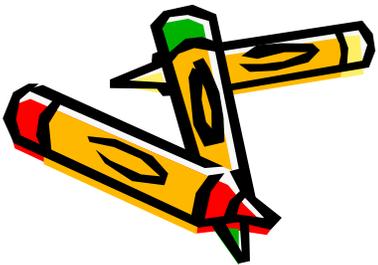
WEB RESOURCES

- Center for Health and Health Care in Schools, Informational Brochure for school staff (http://www.healthinschools.org/cfk/ment_broch.pdf)
- Center for Mental Health in Schools, *Integrating mental health in schools: Schools, school-based counselors, and community programs working together* (http://smhp.psych.ucla.edu/pdfdocs/briefs/integratingbrief.pdf)
- Center for School Mental Health Analysis and Action, *Developing collaborative ESMH programs* (http://csmha.umaryland.edu/how/developing_collabor_2002.pdf)
- Barkley, R. A. (1994). *ADHD in the classroom: Strategies for teachers.* 36-minute VHS video with Leader's Guide & 42-page Manual. Guilford Publications (www.guilford.com)
  1-800-365-7006.
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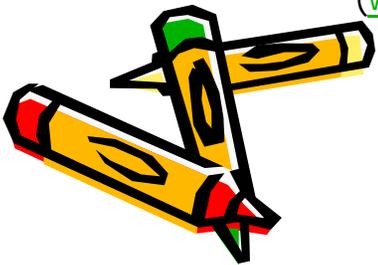
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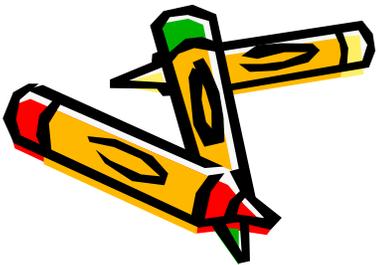
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