Links to Learning: A Community-Based Model for School-Based Mental Health Services

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Presentation Goals

- Present rationale and assumptions of a public health framework for school-based mental health services
- Studies focused on delivering effective services to inner-city schools
- Present new model focused on enhancing predictors or learning

7.5 Million U.S. Children with Unmet MH Need

- 6% to 7.5% U.S. children received MH services in 1997
- Only 21% of children in need received services within year
- Uninsured especially vulnerable

Kataoka et al. 2002
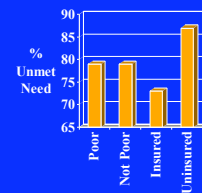
Effectiveness
Bridging Science and Service

- Gap in effectiveness from university-based to community-based
- Need for research that informs clinical practice
- Need for sustainable services that work in the real world


Effect Size

Weisz et al., 1995
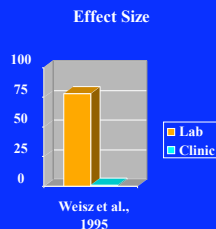
Intervention Research: Effective for Whom?

- Shumway & Sentall (2004) reviewed 12 leading mental health journals
- 27% of studies related to interventions, two-thirds of which were medication studies
- 4% of psychosocial treatment studies conducted in public mental health system
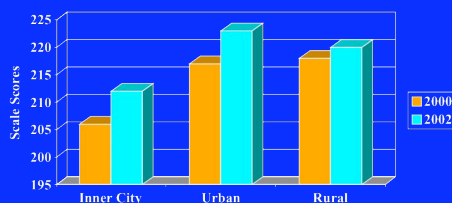
Psychiatric Services, 55, 649-653

Schools Step In

- Epidemiological studies indicate that schools are *de facto* MH providers
- Type and quality of services largely unknown
- Teachers may be unrecognized mental health providers

MH Services

Leaf et al. 1996
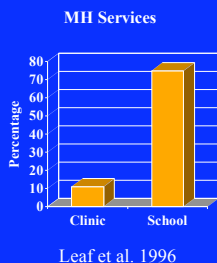
Inner City Schools Need Help
4th Grade Reading

National Center for Education Statistics

Why Teachers?

- Children experience school through their classrooms
- The classroom is the teacher's sphere of influence
- Positive relationships with teachers is a predictor of academic success

"Schools do make a difference, but it is mainly teachers that cause schools to differ, while the unique effect that schools add to teacher effects seem relatively small."
Luyton, H. (2003). *School Effectiveness and School Improvement, 14,* 31-51.

Public Health Model
for Mental Health Services

- Accessible to all who need services
- Effective across the three tiers of universal, targeted, and intensive
- Challenges systems and settings to manage multiple programs and levels of need

Ecology

Study of reciprocal relations among natural elements in an environment

- Context drives behavior
- Multiple influences on behavior
- Enhance existing systemic resources
- Reciprocal relationship between individual and social systems

Resistance - noun

*ORIGIN late Middle English: from French **resistance**, from the verb **resistere** "hold back"*

1. The refusal to accept or comply with something
   - Armed or violent opposition
   - The impeding effect exerted by one thing on another
2. The ability not to be affected by something
   - Lack of sensitivity to a drug as a result of continued exposure
3. The degree to which a substance or device opposes the passage of an electric current
   - A resister or other circuit component that opposes the passage of an electric current

Study 1: School-Based Mental Health Services in Urban Schools

- Improve access
- Impact functioning
- Sustainable by community agencies

PALS
Positive Attitudes for Learning in School
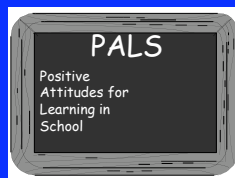
NIMH R01 MH56491

Administration and Policy in Mental Health and Mental Health Services Research (in press)

Experimental Design

- K-4 children with DBD referred by teachers
- Random assignment of classrooms within grades to PALS vs. clinic-based services
- All services billed through Medicaid
- 3 schools, 32 classrooms, 127 families

Service Use
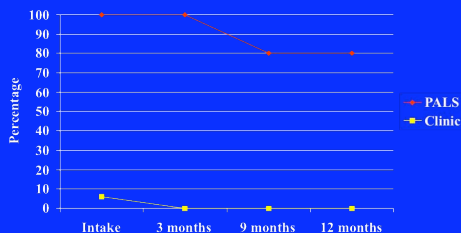
PALS Parent Party

You are invited to the

PALS Parent Party

Talk about…

Getting involved with your kid's education

Gladstone Elementary School
Thursday, March 18, 1999
Drop in 4:00pm - 6:00pm

Child care will be provided.

Summary of PALS Outcomes

- PALS services preferred by parents and sustainable across two years
- PALS services positively associated with parent report of improved child behavior
- PALS services positively associated with Y3 teacher report of academic improvement
- PALS services *negatively* associated with teacher reports of children's behavior

## Study 2: Teacher Key Opinion Leaders

- Implications of PALS may be that mental health providers lacked influence with teachers
- Study of the influence of KOL teachers on the diffusion of information regarding classroom practices for ADHD

NIMH R01 MH62629

Study Procedures

- Random selection of 10 schools from 64 (KOL = 6, Control = 4)
- KOL teachers identified by sociometric teacher surveys
- Train KOLs & MH staff on ADHD best practices via web-based course
- Consultation to classroom teachers
  - Comparison condition: MH staff only
  - KOL condition: MH & KOL teachers

Y2 Effect of KOL Support Teachers' Use of Interventions

KOL N = 30
Control N = 32
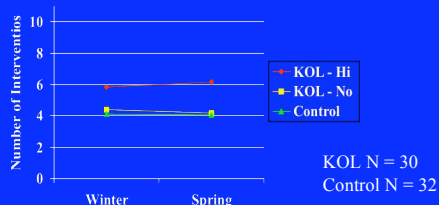
Y3 Effect of KOL Support Teachers' Use of Interventions

KOL n = 34
Control n = 42
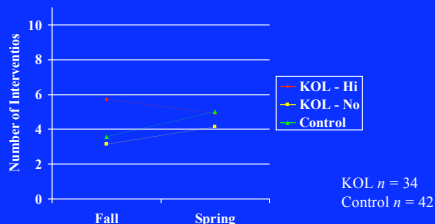
KOL Summary

- KOLs appear to be effective "near peer" influences in inner-city schools
- Additional research needed to explore KOL influence and to promote modeling and coaching
- Implications for new role of mental health providers in urban schools

Links to Learning (L2L)

- Newly funded mental health service model focused on enhancing students' learning
- Hypothesis that a focus on learning will be more effective in reducing behavior problems than outpatient services
- Based in high poverty urban schools, grades K-4, children with DBD

NIMH R01 MH073749

L2L Project Goals

- Unite teacher, parent, MH provider around the goal of *learning*
- *Link* MH providers with indigenous resources to support teachers and parents to promote children's learning
- *Sustain* program through fee-for-service Medicaid billing

L2L Service Providers

- *Family advocates* support parents' promotion of their children's learning
- *KOL teachers* support classroom teachers' use of effective strategies in the classroom
- *Mental health counselors* work with KOL teachers and family advocates, as well as provide direct clinical services

L2L Key Players

- K – 4th grade *students* with disruptive behavior problems
- K – 4th grade *teachers* who receive training and support in effective instruction, classroom management, and family outreach
- *Families* who receive information and support in home strategies to promote their children's learning

Mental Health Services Model
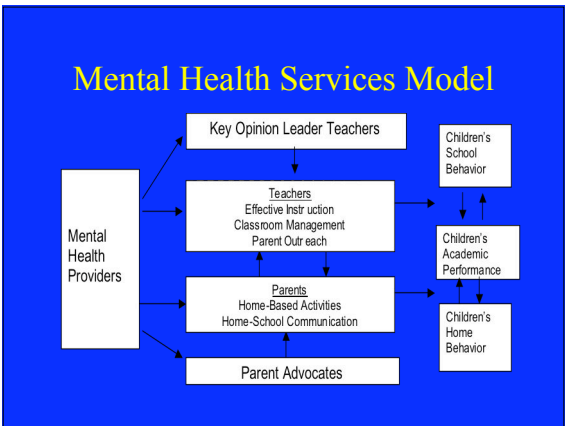
Intervention Development

- Research/Theory:
  - Literature reviews
  - Consultation with researchers (education and parent empowerment)
- Community context:
  - Teacher and parent focus groups
  - Consultation with parent advocates, CPS administrators, mental health agencies

L2L Parent Intervention

- Home routines that support learning
  - Supporting homework
  - Exposure to reading materials
  - Reading opportunities
- Home-school communication
  - Positive notes home
  - Establish mechanism for communication

L2L Teacher Intervention

Public Health Perspective:
  - Universal strategies (KOL)
  - Targeted strategies (MHP)

Specific Targets:
  - Classroom Instruction
  - Classroom Management
  - Family Outreach

Effective Instruction

- Universal
  - Advanced organizers
  - Cooperative learning/Direct teaching
  - Wait-think time & questioning
- Targeted
  - Peer assisted learning
  - Curriculum-based measurement

Classroom Management

- Universal
  - Good Behavior Game
  - Transitions
  - Instructions/Commands
- Targeted
  - Functional Behavior Analysis
  - Self-monitoring

Family Outreach

Universal
  - Warm line
  - Parent nights
  - Newsletter

Targeted
  - School-Home Notes
  - Conjoint Behavioral Consultation (Kratochwill)

L2L: Current Status

- Recruiting agencies and schools
- Focus groups with teachers and parents
- Developing classroom observation measures, fidelity measures, supervisory roles
- Adapting case consultation model for community mental health
- Establish procedures for referral and need for more intensive services

Conclusion

- National crisis in children's public mental health requires renewed focus on access, effectiveness, and sustainability
- Ecological school-based models can promote all three with focus on indigenous resources to enhance and sustain program effects
- Overall goal is for new models that integrate mental health services into the ongoing context of children's development