

### Developing Successful Research and Clinical Collaborations with School Districts

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### Keys to Enhancing Successful School Collaborations

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www.nrbhc.org

### Identifying Needs

- School must recognize the need for services
- Identify specific needs of that school
- Build motivation to expand existing services


### Building Good Will

- Introducing the concept of collaboration
  - Identify an ally
  - Speak in educators' terms
- Involve school personnel
  - From the beginning
- Address resistance
  - Identify concerns
  - Be willing to compromise!

### Enhance Existing Relationship

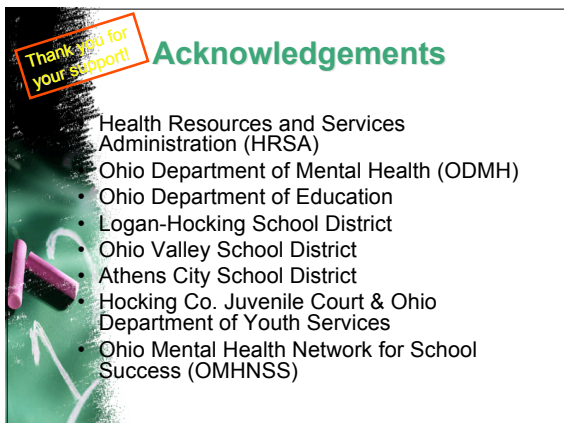
- Expanding investment
  - Engaging school staff in the process
- Provide timely follow-up and feedback
  - Inform staff of progress with the program
  - Offer feedback as confidentiality allows
- Maintain flexibility to meet changing needs

### Stakeholder Interests in Mental Health-Education Integration



YOUTH EXPERIENCING SUCCESS IN SCHOOL

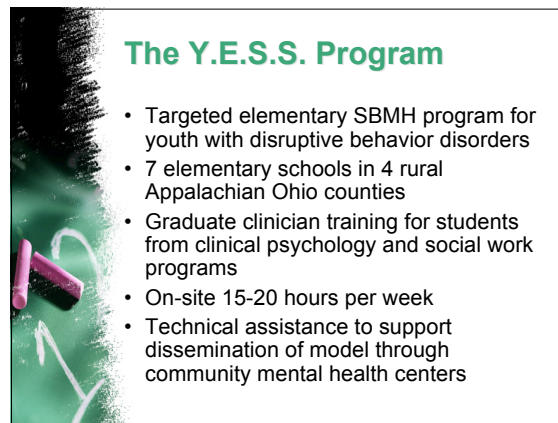
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**Thank you for your support!**

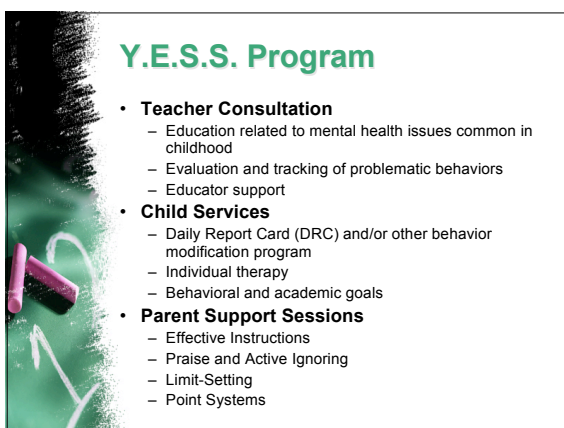
## Acknowledgements

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- Ohio Valley School District
- Athens City School District
- Hocking Co. Juvenile Court & Ohio Department of Youth Services
- Ohio Mental Health Network for School Success (OMHNSS)



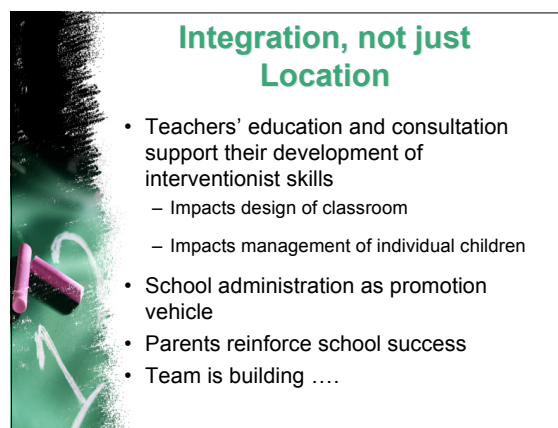
## The Y.E.S.S. Program

- Targeted elementary SBMH program for youth with disruptive behavior disorders
- 7 elementary schools in 4 rural Appalachian Ohio counties
- Graduate clinician training for students from clinical psychology and social work programs
- On-site 15-20 hours per week
- Technical assistance to support dissemination of model through community mental health centers



## Y.E.S.S. Program

- Teacher Consultation**
  - Education related to mental health issues common in childhood
  - Evaluation and tracking of problematic behaviors
  - Educator support
- Child Services**
  - Daily Report Card (DRC) and/or other behavior modification program
  - Individual therapy
  - Behavioral and academic goals
- Parent Support Sessions**
  - Effective Instructions
  - Praise and Active Ignoring
  - Limit-Setting
  - Point Systems



## Integration, not just Location

- Teachers' education and consultation support their development of interventionist skills
  - Impacts design of classroom
  - Impacts management of individual children
- School administration as promotion vehicle
- Parents reinforce school success
- Team is building ....



## Reciprocity underlies successful integration

### Role on the team?

### What benefits are expected?



## Stakeholders

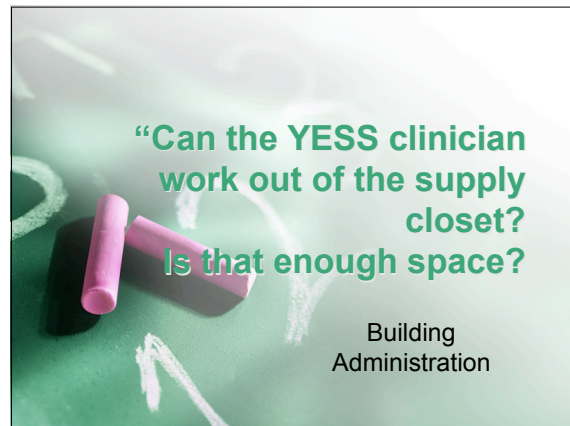
- School administrator (building and district level)
- Teachers
- Parents
- Children
- University Personnel (researchers, graduate students, supervisors)
- Community Partners



### Dysfunctional Teams

1. Absence of Trust
2. Fear of Conflict
3. Lack of Commitment
4. Avoidance of Accountability
5. Inattention to Results

Lencioni (2002)



**“Can the YESS clinician  
work out of the supply  
closet?  
Is that enough space?”**

Building  
Administration



**“Only if its sustainable!”  
“What’s it going to cost  
me?”**

District Administration



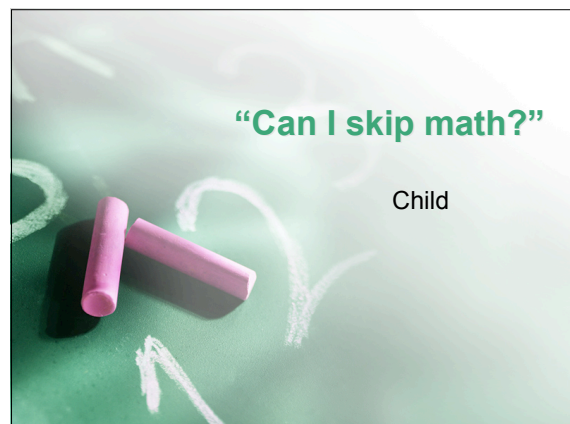
**“Stop that behavior NOW!”**

Classroom Teacher



**“Fabulous, I don’t have to  
take him out of school to  
get services... What access!  
How affordable!”**

Parents



**“Can I skip math?”**

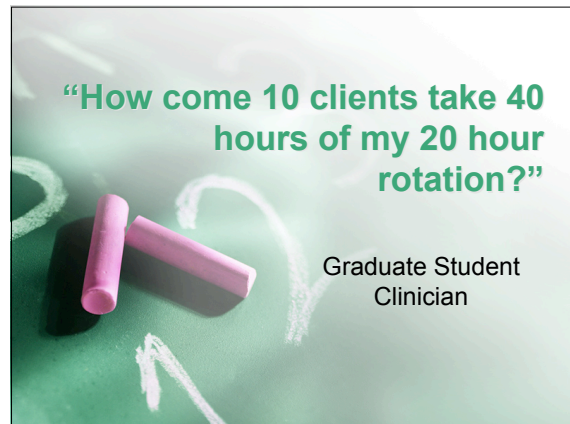
Child





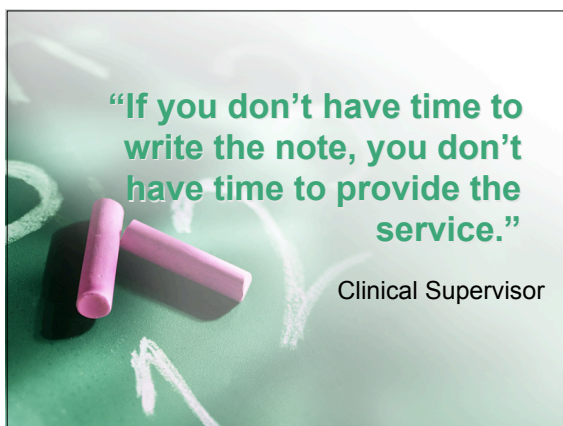
**“What do you mean the parent didn’t complete the rating scale?”**

University Researcher



**“How come 10 clients take 40 hours of my 20 hour rotation?”**

Graduate Student Clinician



**“If you don’t have time to write the note, you don’t have time to provide the service.”**

Clinical Supervisor



**“Are you just here to tell us that we’re not doing things well?”**

Community Mental Health Centers



**“This will be an excellent addition to my diversion program.”**

Juvenile Court



**How do We Meet the Expected Benefits of All of the Stakeholders While Still Focusing on Helping the Child be More Successful?**

A true dichotic listening task!



### Classroom Teachers

- **Expected Benefits** : More academic instruction time, greater validation and support, and feel more confident in skills to manage disruptive behaviors.
- **Role**: Interventionist to support academic achievement through successful of behavior, (DRC goal setting, tracking and reinforcement), identify stressors, generalize strategies at classroom level when possible

### Functional Teams

- Build trust
- Open and constructive communication
- Acknowledge conflict and openly discuss to effect quick and acceptable solution
- Enhance commitment
- Ongoing team and individual accountability
- Focus on collective results
- Recognize that the expected benefits are often mutual, and keep that focus

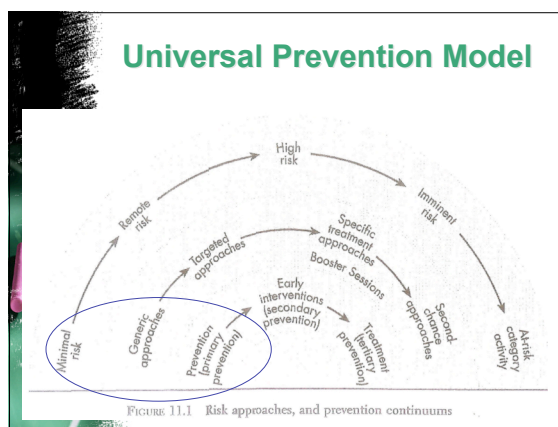
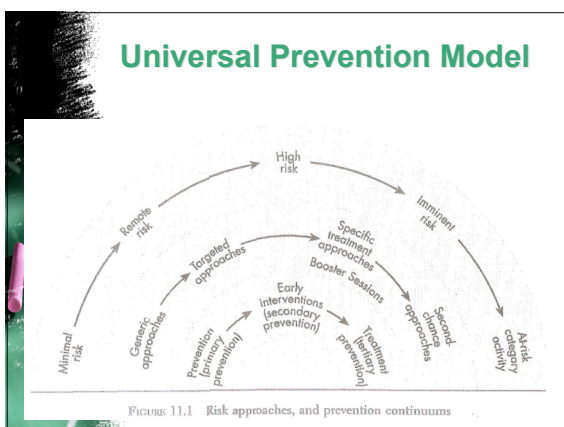
Lencioni (2002)

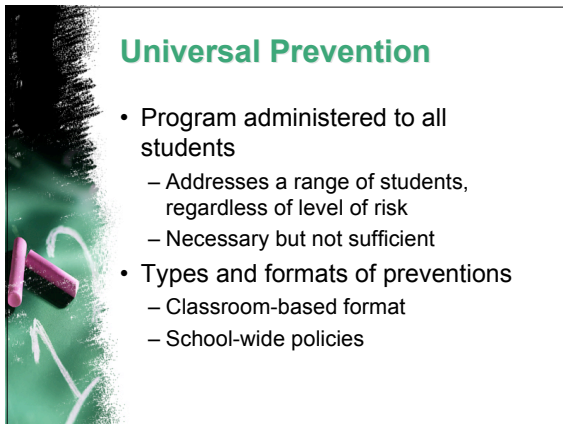
### School-based Universal Prevention

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### Universal Prevention

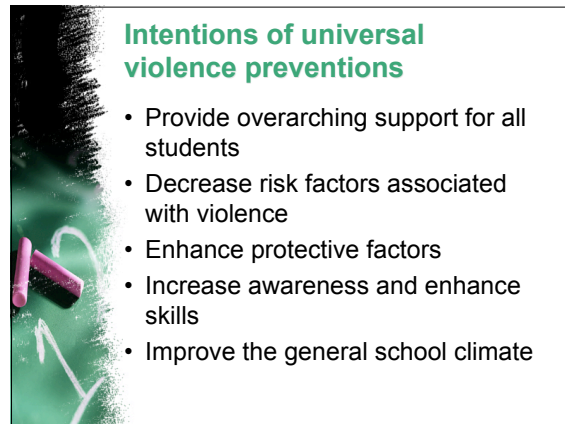
- Programs designed to address potential problems in youth
  - Violence and aggression
  - Substance abuse
  - Negative peer relationships
  - Social skills difficulties





### Universal Prevention

- Program administered to all students
  - Addresses a range of students, regardless of level of risk
  - Necessary but not sufficient
- Types and formats of preventions
  - Classroom-based format
  - School-wide policies



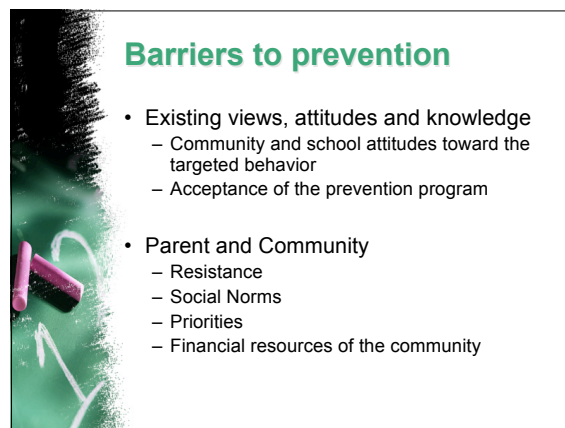
### Intentions of universal violence preventions

- Provide overarching support for all students
- Decrease risk factors associated with violence
- Enhance protective factors
- Increase awareness and enhance skills
- Improve the general school climate



### Universal prevention strategies

- Psychosocial and psychoeducational programs
  - Directly teaching students skills
  - Through the use of learned skills, enable students to respond in a pro-social manner to conflict
- Discipline policies and rules
  - Most common strategy for reducing violence
  - Clear school rules and policies
- School climate strategies
  - Training and inclusion of multiple stakeholders to address broad community of the school



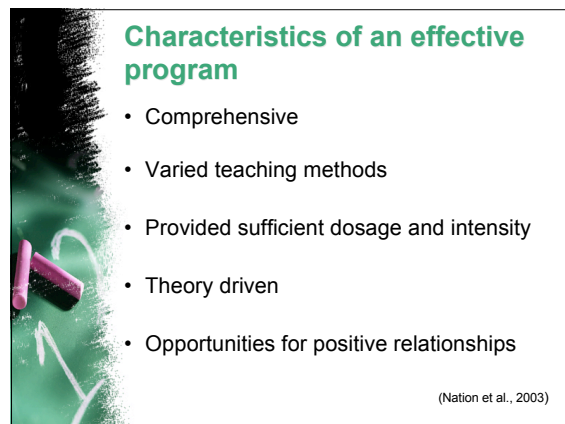
### Barriers to prevention

- Existing views, attitudes and knowledge
  - Community and school attitudes toward the targeted behavior
  - Acceptance of the prevention program
- Parent and Community
  - Resistance
  - Social Norms
  - Priorities
  - Financial resources of the community



### Universal prevention implementation


- Stages of program development
  - 1) Needs/assets assessment
  - 2) Initial planning
  - 3) Strategy adoption
  - 4) Strategy implementation
  - 5) Evaluation



### Characteristics of an effective program

- Comprehensive
- Varied teaching methods
- Provided sufficient dosage and intensity
- Theory driven
- Opportunities for positive relationships

(Nation et al., 2003)



**Characteristics of effective implementation and evaluation**

- Appropriately timed
- Socioculturally relevant
- Well-trained staff
- Outcome evaluation

(Nation et al., 2003)