Developing Successful Research and Clinical Collaborations with School Districts
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Keys to Enhancing Successful School Collaborations
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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
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• Ohio Mental Health Network for School Success (OMHNSS)

Thank you for your support!

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 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 Model

Figure: Risk approaches, and preventive continuum

Universal Prevention Model

Figure: Risk approaches, and preventive continuum
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)