

# ***Learn WELL: Transforming School Mental Health through Comprehensive Training***

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# Disclaimer

The contents of this presentation were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal government.



# Learning Objectives

1. Participants will be able to describe the training components of a comprehensive school mental health training program
2. Participants will be able to identify national school mental health competencies for trainees
3. Participants will be able to identify three lessons learned from establishing and growing a training program in comprehensive school mental health



# Components of Training Program



# Mission

To establish innovative school-based mental health services to **meet the needs of the whole child** through school partnerships, community outreach and engagement, premier educational programs, research, and extraordinary behavioral and mental health care.



# Foundational Theories

## Theory of Change

We view child growth and development as being influenced through ***interactions with the environment*** and that these interactions shape learning and child well-being

## Theory of Action

We train future school-based practitioners to employ evidence-based practices based on ***behavioral principles*** of learning to ***impact systems of influence*** (e.g., individual, home, school, societal) in the lives of children. Evidence-based practices are implemented across ***multi-tiered systems of support*** to promote student wellness and address behavioral and mental health difficulties that impact functioning (e.g., social-emotional, behavioral, and academic)



# Training Program Components

**ASSESSMENT:** psychoeducational assessment for special education verification

**OUTPATIENT CLINICS:** mental health therapy, diagnostic mental health evaluations

**CONSULTATION:** with educators, caregivers, educational agencies

**SUPERVISION:** with school mental health faculty or staff

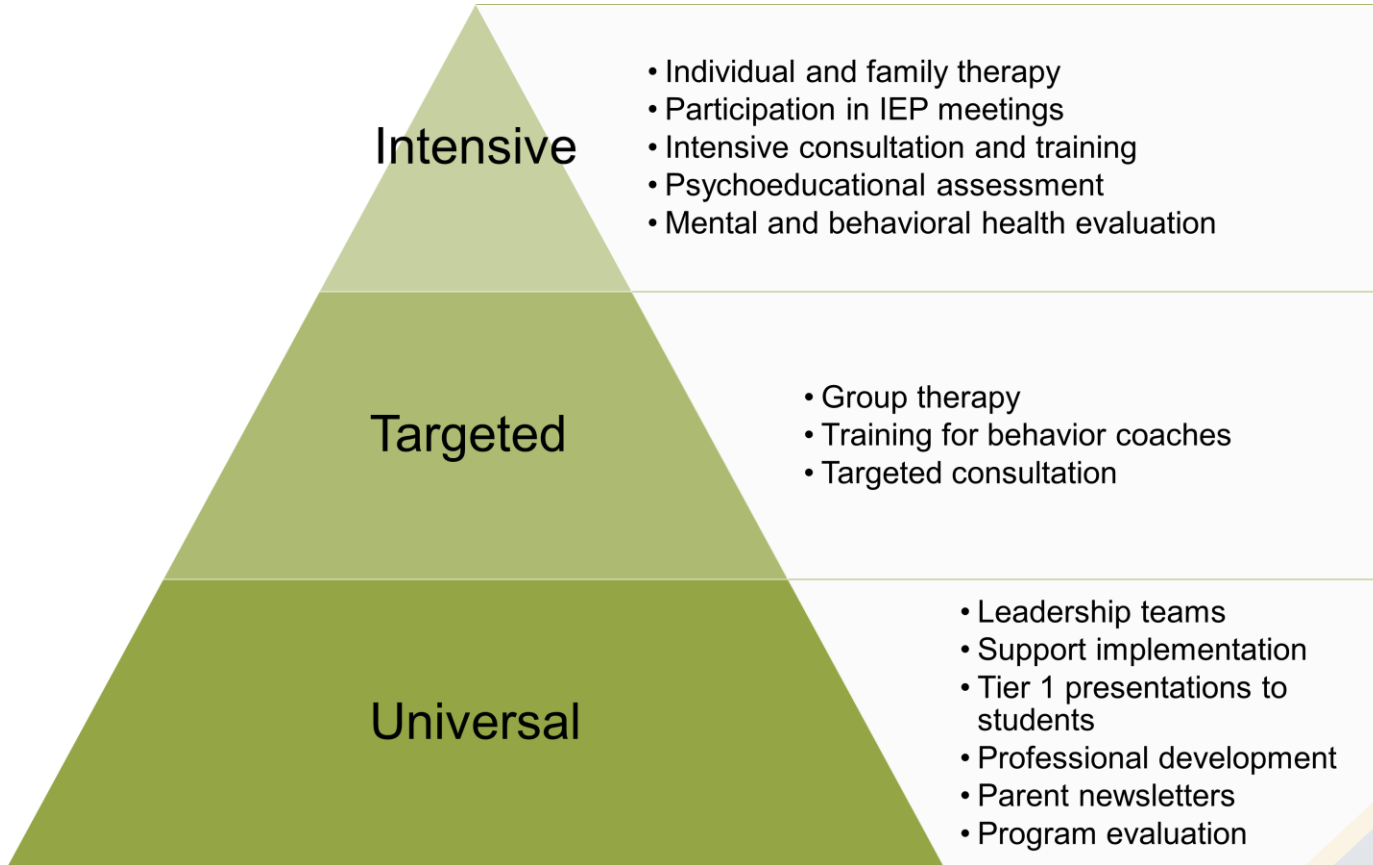
**GROUP SUPERVISION:** within and across disciplines (primary care, pediatrics, etc.)

**BOOTCAMP:** training on partnering school districts, common practices used

**DIDACTICS:** mental and behavioral health topics



# Tiered Training Opportunities





# Broad Training Competencies

- Intervention, therapy, treatment
- Consultation, collaboration
- Assessment, evaluation, testing
- Teaching, presenting to, supervising others
- Research, program evaluation
- Ethical, legal
- Cultural awareness
- Professional/interpersonal conduct

***attainment of training competencies evaluated  
at the end of each semester***



# Evolution of Program



# Evolution of Program

- Established a partnership with Morningstar Counseling and Consulting, LLC – providing services in Lincoln Public Schools and Tribal Public Schools (2021)
- Added faculty, staff, and trainees (2021-current)
- Beginning to evaluate trainees on school mental health competencies (Fall 2024)

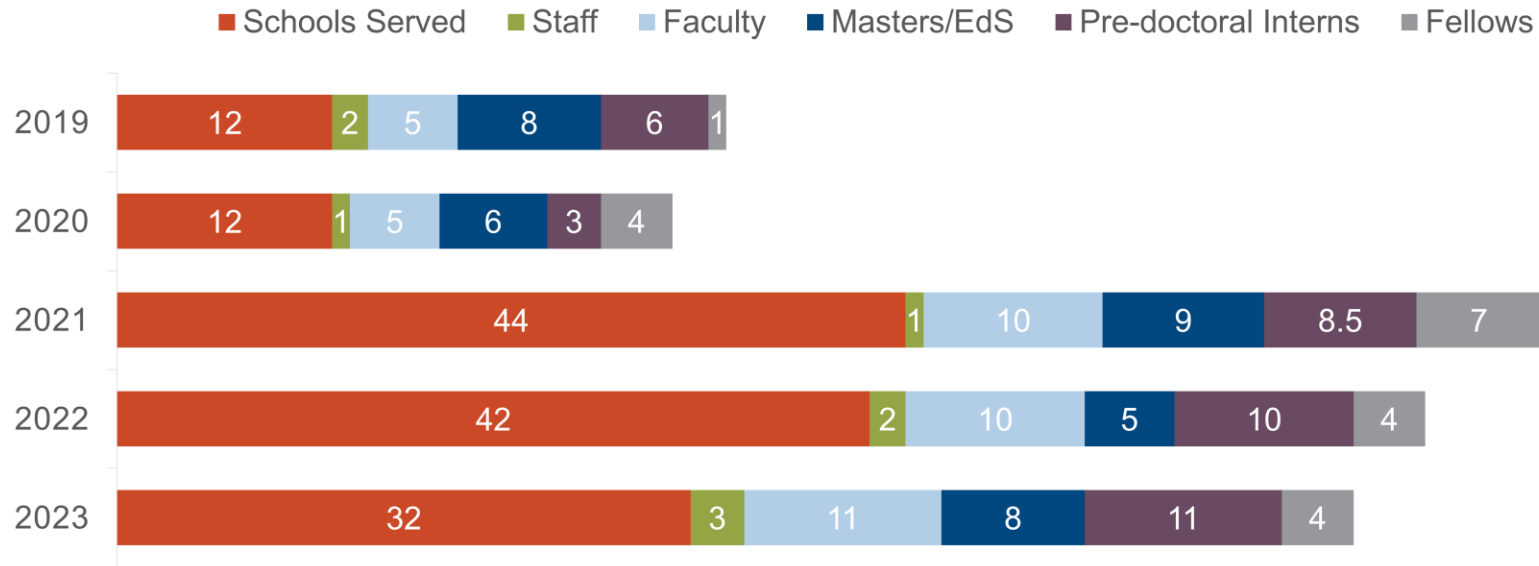


# Partner Schools



# Growth of Program

## SMH Service Expansion Timeline



# SMH Specific Competencies

- **Interprofessional Collaboration:**
  - Collaborates with others in ways that demonstrates a valuing and respect for the input and perspectives of multiple professionals and disciplines (e.g., conflict resolution, problem solving, etc.)
- **Provision of Academic, Social-Emotional, and Behavioral Learning Supports:**
  - Applies evidence-based, culturally relevant, and developmentally appropriate individual and classroom strategies for all students, including those with learning disabilities, mental illness, physical disabilities, or other needs

*Taken from Ball et al., (2010)*



# SMH Specific Competencies, cont.

- **Personal and Professional Growth and Wellbeing:**
  - Identifies and explains the interplay between personal values and professional practice by analyzing assumptions and biases that can impact practice
  - Builds the capacity of others by providing professional development activities for educators on the identification, referral, and behavior management of social/emotional/ behavioral problems in students
- **Cultural Competence:**
  - Has knowledge of different cultural perceptions of education and mental health and understands how differing cultural perceptions influence mental health and applies culturally competent and ethical practices

*Taken from Ball et al., (2010)*



# Lessons Learned





# Build and Utilize Partnerships to Support Training

Establish  
MOUs and  
Contracts

Integrate into  
School Teams

Share Data

Build SMH  
Infrastructure

Align Training  
Philosophy



# Utilize Data to Inform Training Program

Each year, we collect and use data to inform any changes we would like to make to our training program.

I was satisfied with the mixture of presentation of content, discussion, and activities.



■ Strongly Agree ■ Agree

Overall, I found the bootcamp to be a good experience and a good way of providing me with information to start my internship or post-doc training.



■ Strongly Agree ■ Agree

The CSBMH team created an environment that made me feel comfortable to share information and thoughts.



■ Strongly Agree ■ Agree



# Be Open!

We didn't set out to do the following, but these great things came about because there was an identified need:

- Noticed a need for inclusive classrooms → started a project to train teachers on supporting students with I/DD
- Identified a gap in Tier 2 services → implemented and trained educators on a novel small group to support student well-being
- Minimal procedures for transitioning kids between general education and behavior program → consulted on procedures



# We would love your feedback!

Learn Well Nebraska Training Form





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