



Mental Health  
Collaborative

# Implementing a Tier 1 Mental Health Literacy Approach for Educators, Students and Beyond

MASC/ MASS  
2022 Joint Conference  
November 2, 2022





# Objectives

## **Participants will walk away with :**

- An overview of our Tier 1 model of comprehensive programming for educators, students, parents and other community groups
- An understanding of the 4 building blocks of Mental Health Literacy and why it is a critical education for all
- An overview of each of the school curriculum modules and some highlights of the mainstays of the curriculum
- An understanding of the steps to implement this comprehensive model in schools
- Knowledge of the data that supports the Mental Health Literacy curriculum and this model



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# Introductions



**Nancy Cavanaugh MSW  
School Committee  
Chair, Hopkinton, MA**



**Abbie Rosenberg  
PMHNP-BC, RN  
Founder & Executive Director  
Mental Health Collaborative**



**Gabrielle Giordano  
BS, EdM  
Mental Health  
Collaborative Educator**



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# Mental Health Collaborative

- **How we came to be**
- **Why we do this work**
- **The Missing Piece of the Puzzle:  
Mental Health Literacy**



# What is Mental Health Literacy?



# Mental Health Literacy: The 4 Components

Understand how to  
obtain and maintain  
good mental health

Decrease stigma



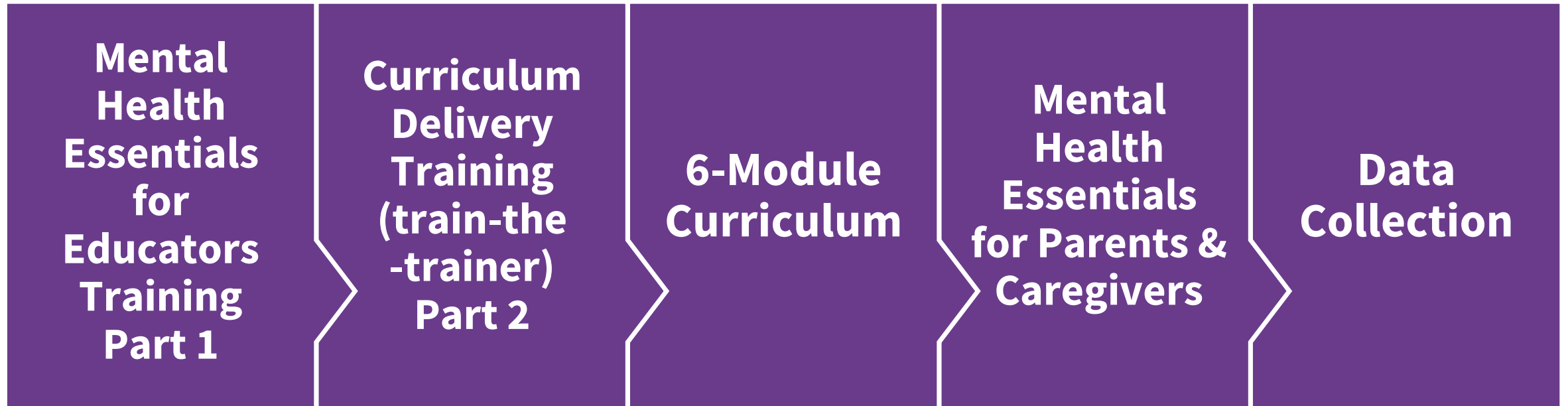
Understand and identify  
mental illnesses and their  
treatments

Enhance help-seeking  
efficacy





# Overview of the Components of our Comprehensive School-Based Model



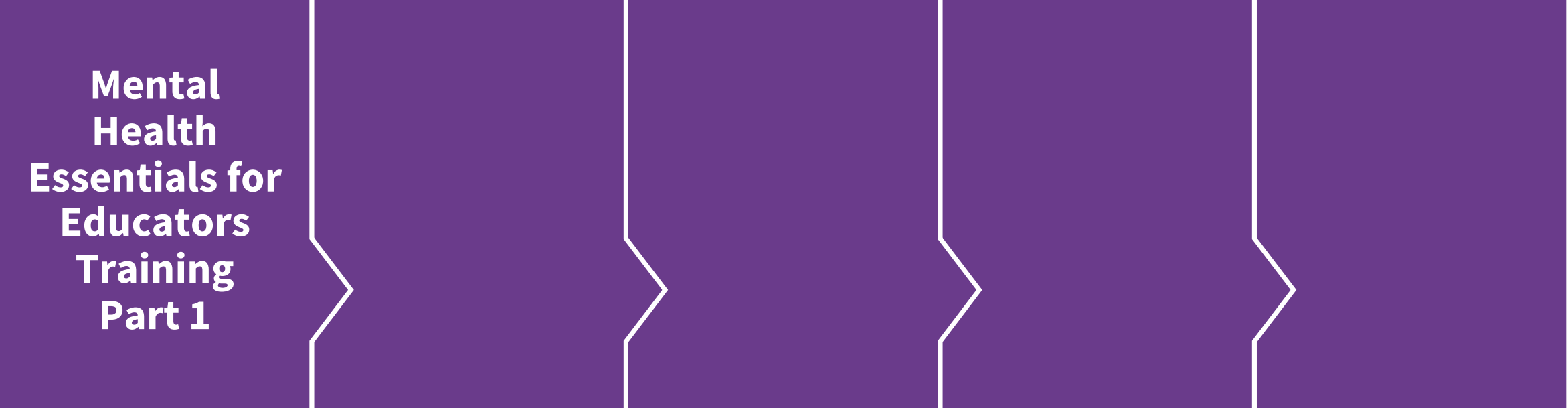
**What are the steps to implement?**



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# Overview of the Components of our Comprehensive Model

**Mental  
Health  
Essentials for  
Educators  
Training  
Part 1**







# Mental Health Literate Educators

**Have the necessary foundation for teaching students the mental health literacy curriculum in classrooms**

**Provide support to students using a shared language and knowledge about mental health throughout the school**

**Know the “Pathway Through Care” for your students**

**Do NOT diagnose, but know when to refer students by observing, reporting, and describing what you see**

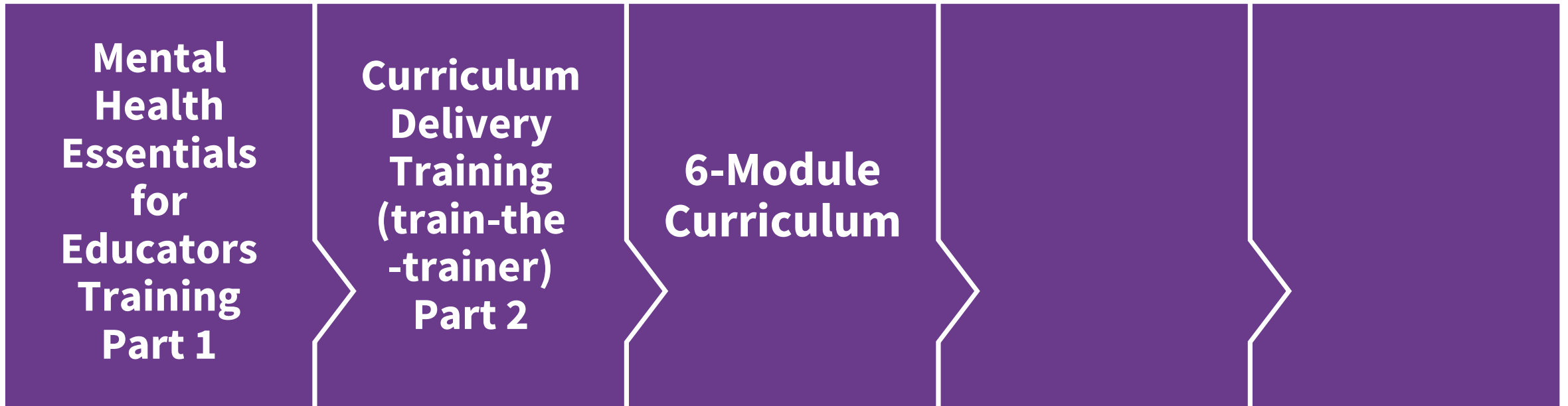


# Overview of the Components of our Comprehensive Model



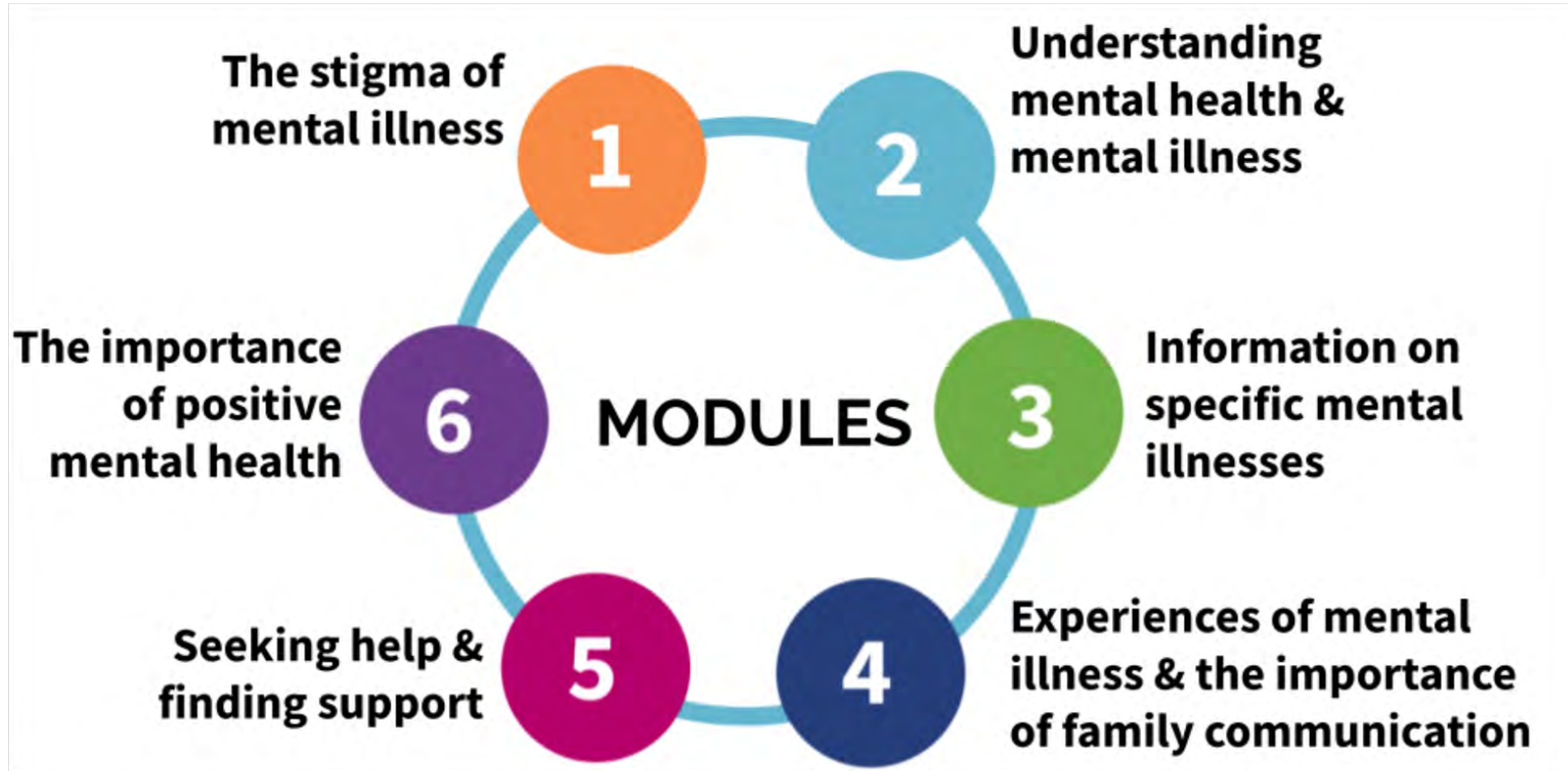


# Overview of the Components of our Comprehensive School-Based Model





# The Student Curriculum: 6 Modules



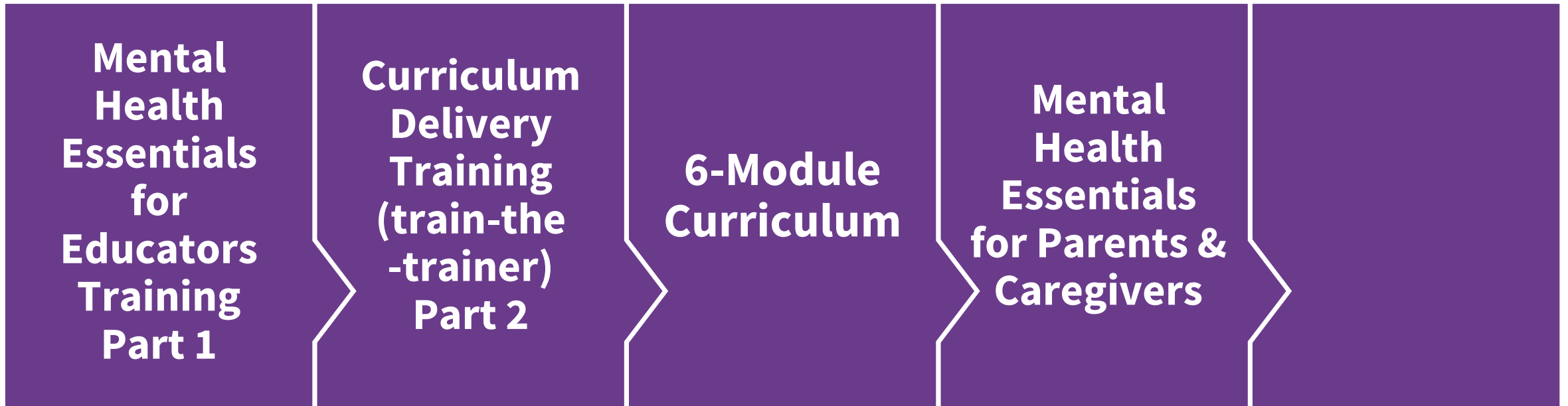


# Why Implement this Curriculum?

- ❖ Easily embedded into existing curriculum, flexible, pedagogically familiar
- ❖ Efficient, cost-effective, sustainable, train-the-trainer model, no annual fees
- ❖ Aligns with National Health Education Standards and CASEL competencies
- ❖ Based on 16+ years of evidence (detailed further in later slides)



# Overview of the Components of our Comprehensive School-Based Model







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# Mental Health Essentials for Parents & Caregivers

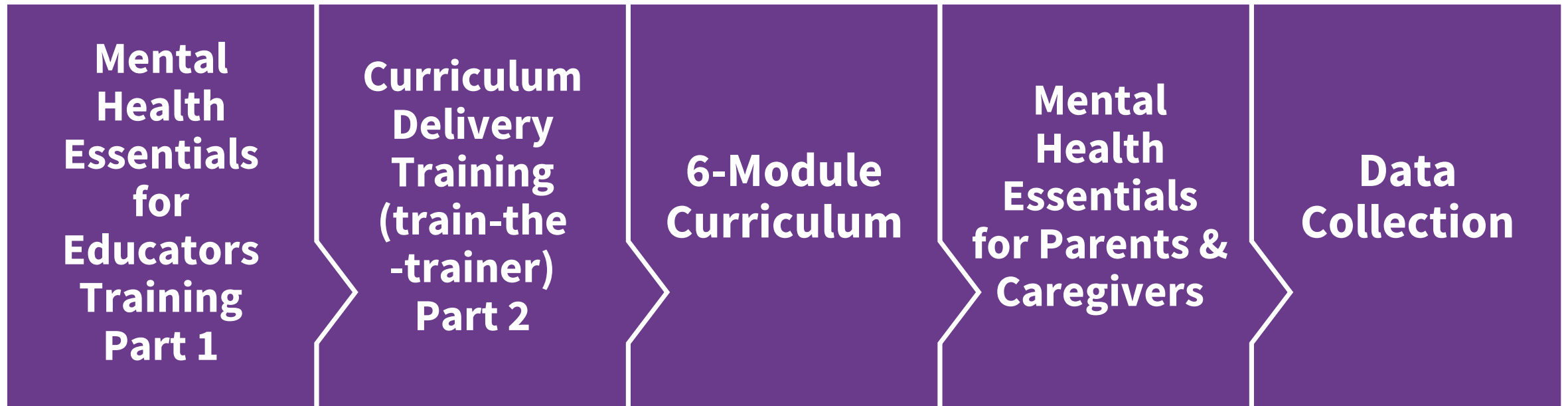
- 90-minute program led by 2 experienced clinicians (virtually or in person)
- Allows parents & caregivers to learn the basic components of Mental Health Literacy
- Gives parents & caregivers and students the same language and understanding of mental health literacy
- A great springboard for further communication between students and parents/caregivers
- Provides hands on strategies as well as critical knowledge







# Overview of the Components of our Comprehensive School-Based Model





# The Data

- **Increased knowledge & help-seeking efficacy, decreased stigma** in both educators & students after 1 day of training\*
- **Earlier identification & referral** for students with mental health problems
- **Decreased suicidality** in students
- **Improved** educators' and educators' families' **mental health**
- **More positive** school **culture** as reported by educators
- **Increased confidence** in educators' ability to **identify & respond** to student mental health needs
- **Increased comfort** with **talking about mental health** to students, staff, & parents

Sources: Wei, Y. & Kutcher, S. (2018). School Based Mental Health Literacy: Effectively Addressing the Need with Evidence Based Resources. *CAP Journal*.

Carr, W., Wei, Y., Kutcher, S., & Heffernan, A. (2018). Preparing for the classroom: Mental health knowledge improvement, stigma reduction and enhanced help-seeking efficacy in Canadian preservice teachers. *Canadian Journal of School Psychology*.

Wei, Y. (2020). Mental Health Literate Schools/Districts/Communities. [Powerpoint Presentation].

Wei, Y., & Kutcher, S. (2014). Innovations in Practice: 'Go-to' Educator Training on the mental health competencies of educators in the secondary school setting: a program evaluation. *Child and Adolescent Mental Health*.

Mental Health Literacy. Impact of the Go-To Training Intervention on teachers and counselors: some examples. [Powerpoint Presentation].

Nobre, J., Oliveira, A. P., Monteiro, F., Sequeira, C., & Ferré-Grau, C. (2021). Promotion of mental health literacy in adolescents: a scoping review. *International Journal of Environmental Research and Public Health*.



# The Data

## MHC's curriculum pilot

**reported an increased understanding of stress management strategies.**

**92%**

**reported an increased understanding of stigma and specific steps to employ to decrease stigma.**

**98%**

**84%**

**reported an increased awareness of the most common mental illnesses and their treatments.**

**89%**

**reported an increased awareness of when to seek professional help for their mental health and increased knowledge about how to access that help.**



# Program Highlights



**Language and Pyramid**

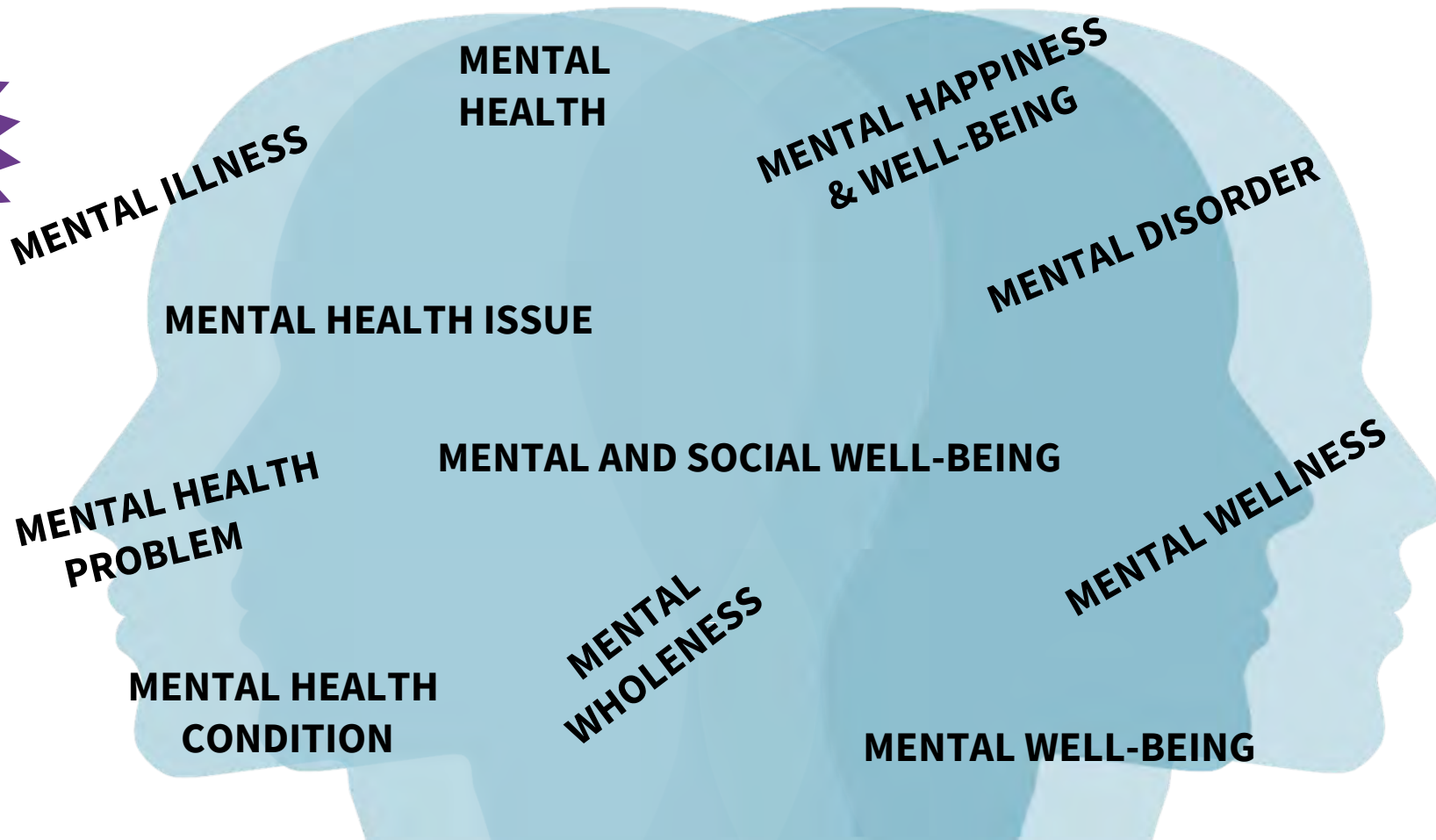
**Self-Care**

**Pathway Through  
Care**



# Talking about mental health can be confusing

**SO  
MANY  
TERMS**





# Not to mention...terms are misused

**“I’m so OCD!”**

**“He is so bipolar!”**

**“Stop acting psychotic!”**

**“I can’t concentrate today.  
I’m so ADHD.”**

**“She is so anorexic...”**

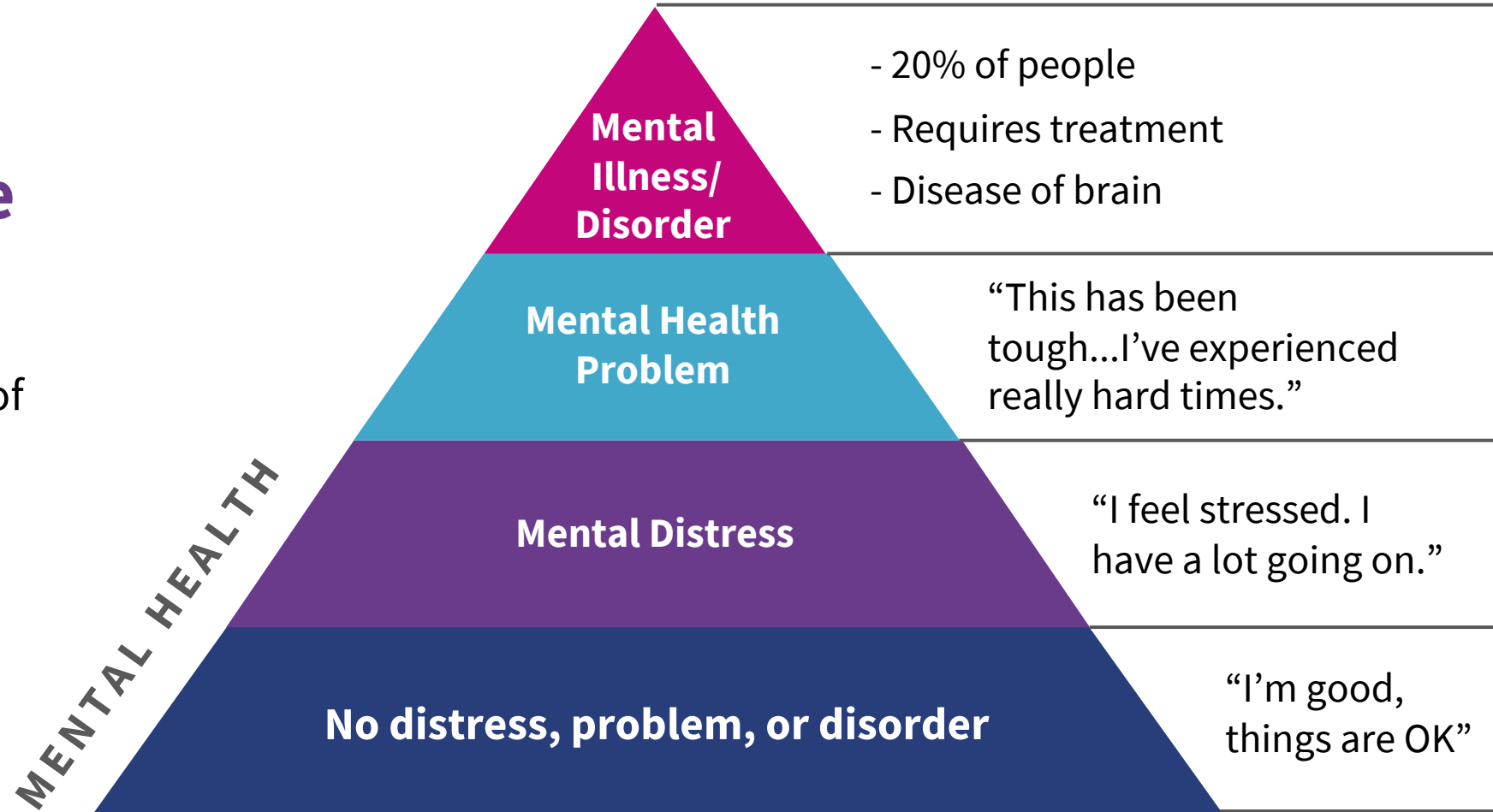
**“You’re moody... Are you bipolar?”**



# So let's get on the same page

## What do these words mean?

The Inter-Relationship of Mental Health States

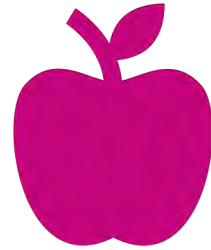




**Self care is just  
as important as  
taking care of  
others**



# Essential mental health promotion strategies



Sufficient sleep, good nutrition, hydration, & exercise



Prioritizing your own self care: make time for things you enjoy



Managing substance use



Helping others, practicing gratitude, & volunteering as time permits



Supportive & trusting relationships



# Pathway Through Care

**Mental Health  
Literacy**

**Identify Needs &  
Access Supports**

**Best Evidence-  
Based Treatments**



# Where to Find Treatment

## General

Primary care practice

Health insurance company

School adjustment counselor/guidance

Psychiatric emergency services (PES)

Faith based and cultural specific supports

Employee Assistance Programs (EAP)

Word of mouth

Hot lines (See resource section)

## School/Community Specific Resources

\*Customized information inserted



# Review:

## What makes this model unique?

**Backed by 16+ years of  
evidence across 20+  
countries**  
(in addition to MHC data which  
mirrors Canadian data)

**All programs can be  
virtual or in-person**

**Only U.S. program to  
cover all 4  
components of MHL**

**Developed & delivered  
by experienced  
clinicians and  
educators**

**Sustainable**

**DEI consultation  
& modifications based  
on data**



# Diversity, Equity, & Inclusion (DEI)



- Added more resources for affordable care and meeting basic needs
- Included a wider variety of voices & discussion of identity, privilege, & bias in our YA training
- Reviewed our training with DEI expert Dr. Jill Kaar
- Updated contrast sensitivity for visual disabilities
- Increased representation in stock photos

*Upcoming: edits to our school and parent programs for a majority low-income, Hispanic population with Dr. Jill Kaar & translation in Spanish/Portuguese*



# Inequality in Mental Health Care

- Racially and ethnically minoritized communities face multiple **challenges from discrimination to unequal access** to relevant and effective mental health services
- Empirically supported **programs tend not to be equitable** across racially and ethnically minoritized subgroups, especially economically vulnerable Black and Hispanic communities
- Communities, including schools, that serve economically vulnerable populations and/or located in rural areas **do not commonly have necessary funding or access** to implement such programs





## Existing school-based programs are limited

- Majority of programs focus on targeting youth with elevated levels of depression/anxiety
- Tier 1 interventions like ours are rarely found in schools
- Our programs educate every student in the school, they are proactive rather than reactive
- Funding exists from ESSER COVID-19 Federal Relief for our programs!

**Use the funding while it is available with a sustainable, tier 1, proactive program**



# Next Steps

## Option 1:

### Join one of our 4 fall cohorts:

- **November:** 15th & 16th
- **December:** Dates to be determined based on school availability

**Cost Per School/District\*: \$4,700.00** (\*Includes Educator Training Parts 1 & 2 and 1 year of Data Collection and Analysis)

## Option 2:

### Work individually with MHC to bring comprehensive programming to your school

**Cost Per School/District\*: \$7,100.00** (\*Includes Educator Training Parts 1 & 2 and 1 year of Data Collection and Analysis)



# Additional School And Community Offerings

**Coaches Training**  
(60 minute mental health literacy trainings specifically for coaches)

**Corporate Mental Health Programs**

**Parent & Community Mental Health Literacy Programs**

**High School & Young Adult Mental Health Literacy Programs**



# Some Of The Feedback

“One of the most relevant and well-presented professional trainings in my 15 years of teaching. I’ve successfully applied this content in my work with students, my relationships with others, and with my own children”

- High School Educator

“I knew something wasn’t right, but I didn’t have the words for it. This was the best class — with really important information that we all need!”

- 8th Grade Student

“Critical training for today’s parents! This program provided me a clear framework for recognizing mental illness and knowing when to take action. As a result, I feel more confident navigating these conversations with my teens.”

- Parent of a 9th Grader

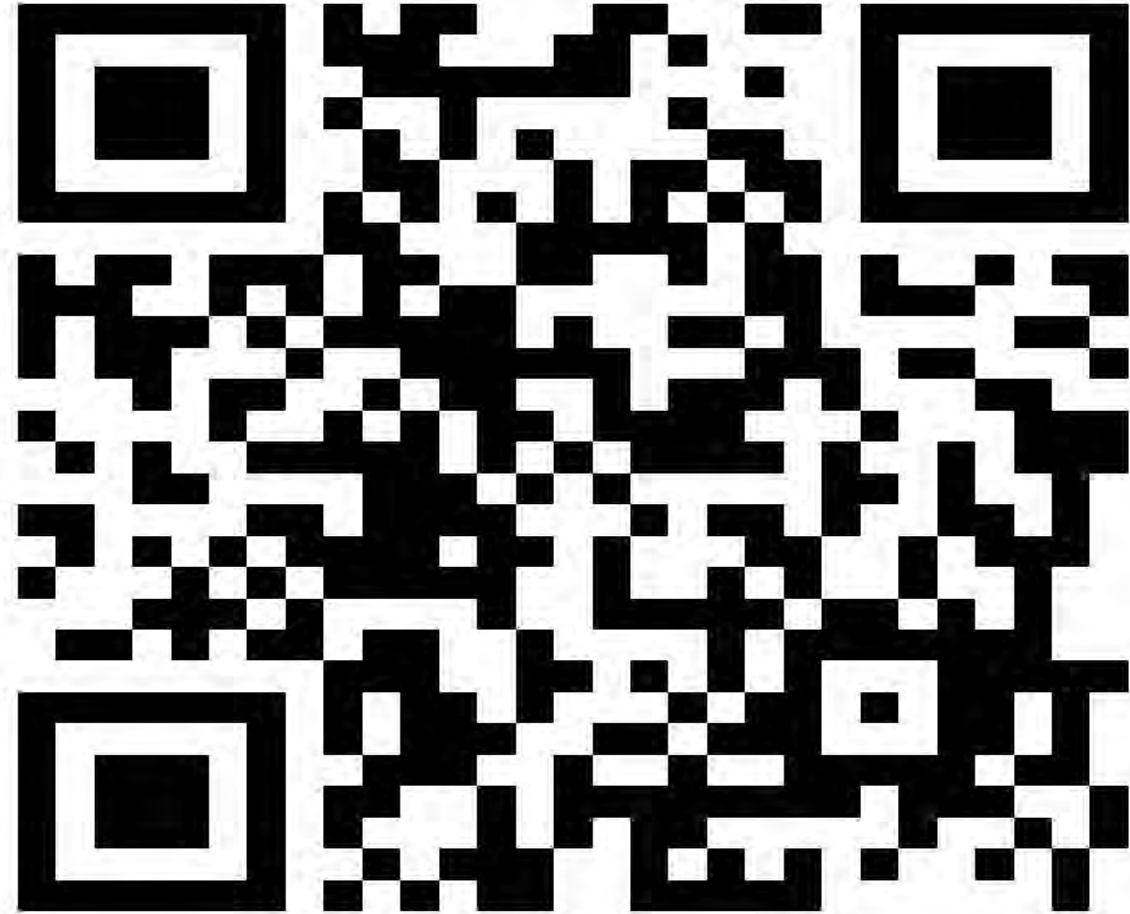
“I had been searching for a research based mental health curriculum for our students. I was disappointed with the very few options that I found. The only one I considered before MHC was cost prohibitive and not nearly as comprehensive. When I learned about the MHC curriculum, it checked all the boxes. My teachers could hit the ground running with everything that was given to us AND we were also given more than enough materials and activities to expand on the units in the future. The best part - our students loved it!”

- K-12 Wellness Director



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# Evaluation Form



<https://forms.gle/XLwapz47aArVjvpf6>

# Questions?

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[www.mentalhealthcollaborative.org](http://www.mentalhealthcollaborative.org)