

Tier 1 Mental Health Supports for the Classroom

**Christine Manning M.Ed,
BCBA, LBA
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UtahStateUniversity



Objectives

Participants will:

1. Understand the effects of mental health
2. Learn specific behaviors we can display to provide support and protective factors for our students
3. Know that when we infuse these practices into our daily routine, students and staff are happier, time engaged in learning increases, and overall outcomes are improved



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Mental Health is:

- Emotional, psychological, and social well-being
- It affects our thoughts, feelings and actions
- It helps determine how we handle stress, relate to others, and make healthy choices.
- Important at every stage of life, childhood, adolescence, and adulthood
- Like physical health, positive mental health promotes success in life.

(Centers for Disease and Control, 2021)



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Recent Study

- Adolescent mental health- persistent problem in Utah. Suicide is the leading cause of death for children 10-17 years old.
- Significantly higher than the national average
- Utah Department of Health and Human Services and Utah Board of Education: Prevention Needs Assessment survey 2021
- Random sample of students in 6th, 8th, 10th, and 12th grade students
- Increase in the mental health crisis



Current State

According to the report:

- 18.6% of students reported self-harm; 19% of students seriously considered suicide; 14.4% of students made a suicide plan; and 7.0% of students made one or more suicide attempts.
- 35.1% of students reported feeling sad or hopeless — a significant increase from 2019 data (30.7%).



Current State



- 27.1% of students reported psychological distress.
- 62.2% reported experiencing moderate depressive symptoms.
- Students were also asked social isolation questions and reported the following:
 - 16.4% felt left out
 - 15.3% felt that people barely know me
 - 15.3% felt isolated from others
 - 19.4% felt that people are around me but not with me

School Mental Health

School mental health promotion for all (Tier 1) refers to all activities to foster positive social, emotional and behavioral skills and well-being *of all students, regardless of whether they are at risk for mental health problems.*

Social (how we relate to others)

Emotional (how we feel)

Behavioral (how we act)



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TIER 3: Intensive Individualized Supports and Interventions

Tier 3

TIER 2: Targeted/Group Supports and Interventions

- early intervention for students at risk of developing emotional difficulties

Tier 2

TIER 1: Universal Supports and Interventions

- broad whole-school mental health promotion

Tier 1



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Value of Tier 1 Mental Health Supports

- Reduces stigma surrounding mental health topics
- Reduces cost by identifying students early
- Part of overall health of an individual
- Creates safe and supportive school communities
- Reduces need for additional levels of support
- Increases connection and a feeling of belonging
- Reduces challenging behavior



Tier 1 Principles

- Effectively teach appropriate behavior to all children.
- Intervene early before unwanted behaviors escalate.
- Use research-based, scientifically validated interventions.
- Monitor student progress.
- Use data to make decisions.



Tier 1 Best Practices

1. Classroom expectations are taught, understood, posted, and reviewed often
2. Transitions are taught and well managed
3. Classrooms are well organized, seating is appropriate
4. Teacher mobility and proximity
5. Motivation system that promotes positive behavior
6. Goal setting tied to learning objective
7. Visual schedules are used and referred to often
8. Appropriate behavior is taught, modeled, and reinforced
9. Positive cueing and prompting



Tier 1 Best Practices

9. Provide choice

10. Promote high levels of student engagement

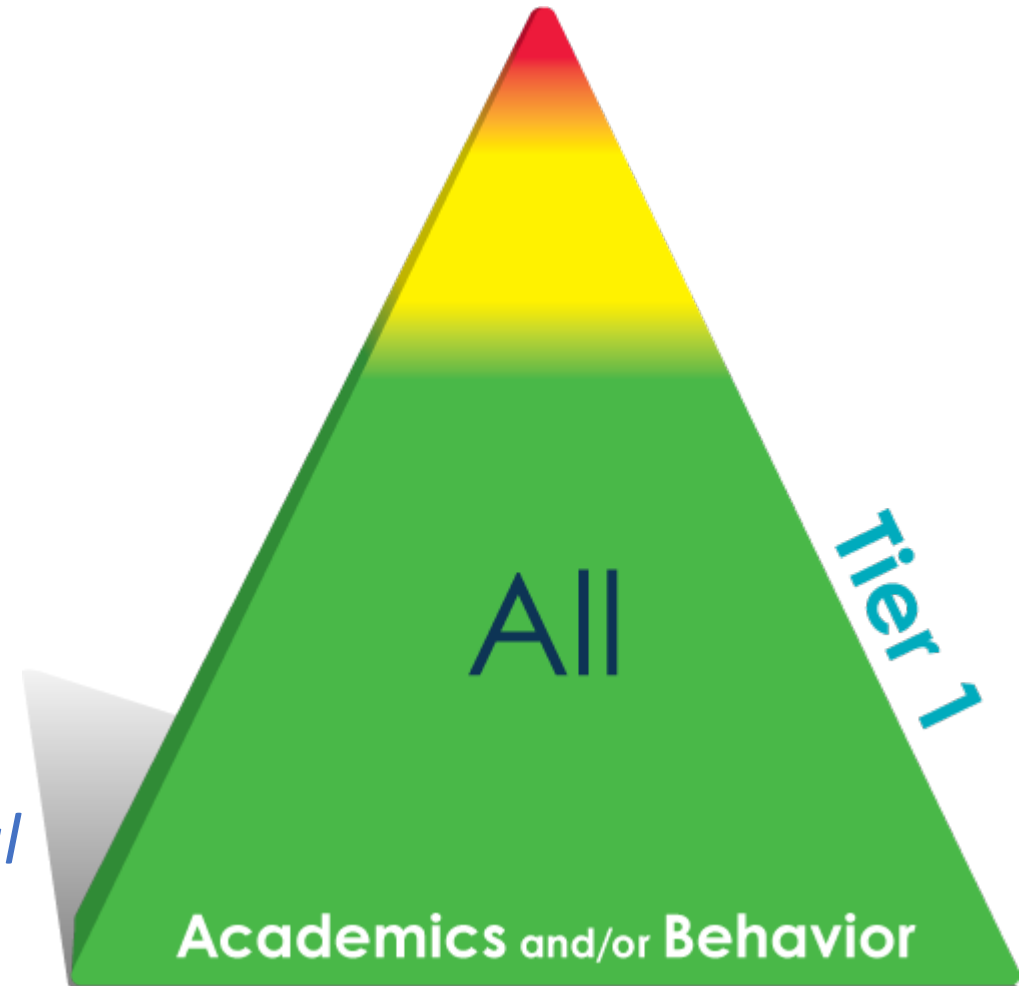
11. Appropriate discipline and restorative practices

12. Smile and be kind

13. Teach and model positive interpersonal relationships, connection

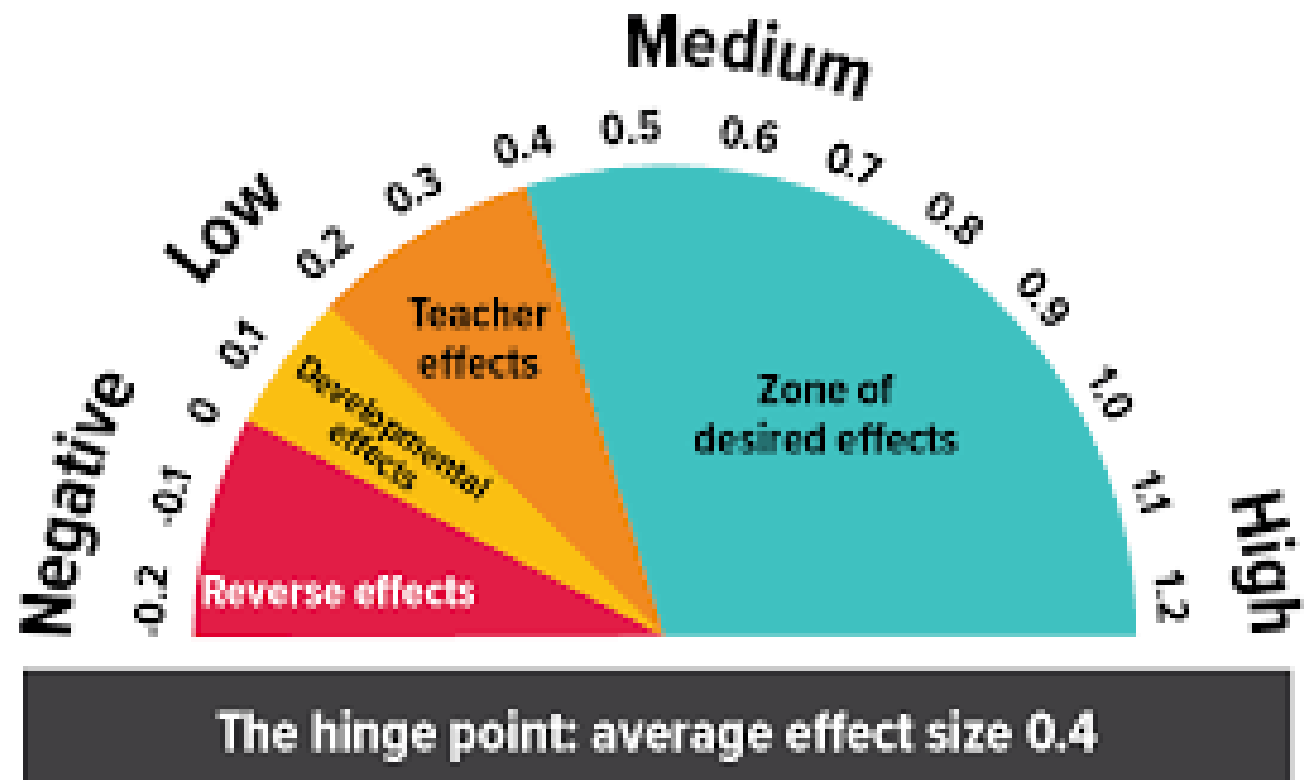
14. Positive greeting at the door (PGD)

15. Positive and encouraging corrections, genuine feedback (5:1)



Practice #1: Interpersonal Relationships, Connection

- Educators who provide emotional support and establish positive relationships influence children's and students' health, overall mental wellness, and life satisfaction (Stewart & Suldo, 2011)
- Foundation
- John Hattie .72 effect size!
- What vs. Who?



Interpersonal Relationships, Connection

- Young children bond more easily
- Conflict- damages relationships, heightens stress and insecurity
- Quality of relationships decreases as kids grow older (McGrath & VanBergen, 2015).
- Middle school students who do not bond with teacher are much more likely to feel disengaged and alienated than their peers (Murdock, Anderman, & Hodge, 2000).



Interpersonal Relationships, Connection

1. Establish: New relationships

- Ask questions

- Find similarities

- Tell about yourself

2. Maintain: Current relationships

- Checking in

- Connecting less often

3. Restore: Damaged relationships

- Repair- reconnect

- Apologize/problem-solve



Interpersonal Relationships, Connection

- At-risk students benefit more from robust relationships with teachers than average students (Roorda et al., 2011).
- Compounded effect where there is conflict and disconnection.
- Protective factor and buffer



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Studies

- Gregory and Weinstein (2004) concludes the single most important school-based predictor of academic growth in the math classroom from 8-12th grade is the student's perception of connectedness with teacher.
- "The positive teacher-student relationship is thus important not so much because this is worthwhile in itself, but because it helps build the trust to make mistakes, to ask for help, to build confidence to try again, and for students to know they will not look silly when they don't get it the first time" (p.21).
- Dweck, Walton, and Cohen (2014) "the perception that teachers care about their students is among the strongest predictors of student performance."
- Students who feel their teacher care and support them through their learning are more motivated and work harder (Wentzel, 1997).



Interpersonal Relationships, Connection

Our goal is for students to thrive!

Two basic characteristics of great teachers:

1. High level of care
2. High level of challenge



Interpersonal Relationships, Connection

Four teachers: CAP Matrix

High level
Of care



Low level

**Quadrant 3: Chris
The Camp Counselor**

**Quadrant 4:
Significant Sally**

Quadrant 1: Wanda
Whatever

Quadrant 2: Dan the
Drill Sergeant



High level of challenge

Creating Connection



1. Brief personalized interactions
 - Individual affirmations- “I am glad you are here today.”
 - Everyone is welcome, valued, and included
 - Nonjudgmental
 - Special name/handshake, etc.
2. Address students by name
3. Find similarities-
4. Listen, pay attention when they need it
5. Be compassionate and genuine- they will know!
6. Be real- acknowledge your own mistakes

Creating Connection

7. Create trust
8. Be competent- content, class management, and relationships
9. Engage students in learning- have fun! Support students connecting with other students
10. Appreciation and praise
 - “I am impressed that you...”
 - “Thank you for...”
 - “I noticed that...”
 - “I love to see your progress on...”
 - “I appreciate you ...”



Connection Killer B's

1. Being sarcastic
2. Being involved in public shaming
3. Being too busy, nonempathetic
4. Being unfair or biased
5. Being on the “Good kids” team/teacher favorites



Connection is not an act; it is a mindset!

Don't get stung by the killer “B's”



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Research on positive teacher student relationships shows:

Increases in:

- test scores
- GPA's
- motivation and academic engagement

Decreases in:

- problem behavior
- absenteeism
- Truancy
- suspension/discipline procedures

Practice #2: Positive Greetings at the Door (PGD)

Simple and effective method to get the class off to a good start by minimizing problem behavior and improving student's readiness to learn.

1. Positive interaction as students arrive
2. Precorrection statements
3. Prompting and cueing



PGD Implementation Steps

1. Stand by the door 😊
2. Positively greet and interact
 - Verbal: Welcome, praise, question
 - Non-verbal: fist bump, thumbs up, smile, nod
3. Have a visual menu of options
4. One size does not fit all
5. Greet students by name
6. Active scanning



PGD Implementation Steps

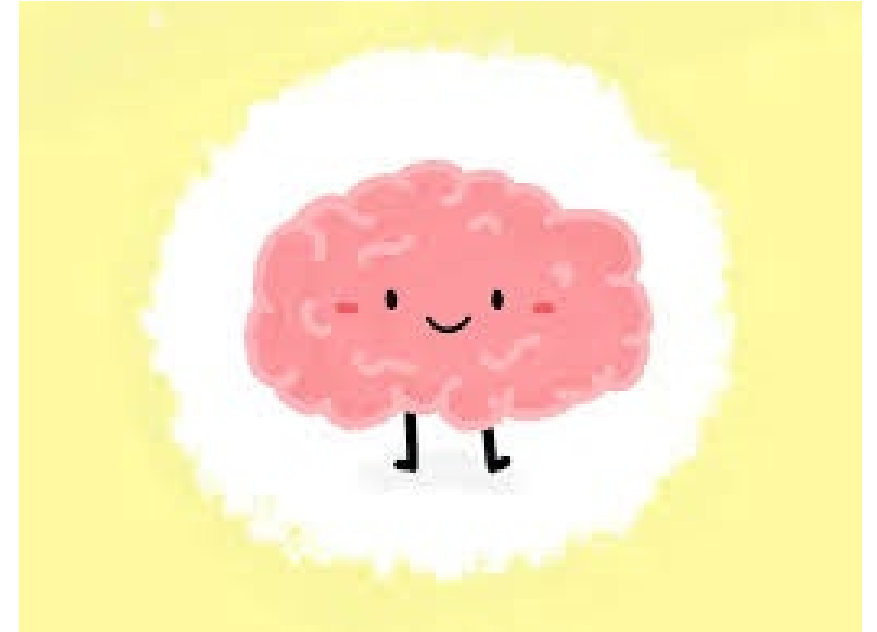
7. Set a goal- 5-7 minimum
8. Pre correct previous misbehavior- not to shame but provide support
9. Remind students of the learning objective, supplies, start time
 - “Class begins in 3 minutes, make sure you ...” “Thank you for...”
10. Be genuine and sincere
11. Watch student responses and adjust accordingly
 - Aka: Non-contingent attention
 - Cook et al. (2018)- 20% increase in academic engagement and 9% reduction in disruptive behavior



Positive Greetings at the Door (PGD)

How it affects the classroom:

1. Promotes positive class climate
2. Supports successful transitions
3. Reduces/eliminates student misbehavior
4. Gets students ready to learn
5. Literally alters student's brain chemistry- releases oxytocin/calms amygdala, reduce cortisol, lowers stress, releases endorphins
6. Executive functioning and learning increase



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PGD

- <https://www.youtube.com/watch?v=Cjkl-RkaBng>

Practice #3: Positive Corrections, Feedback

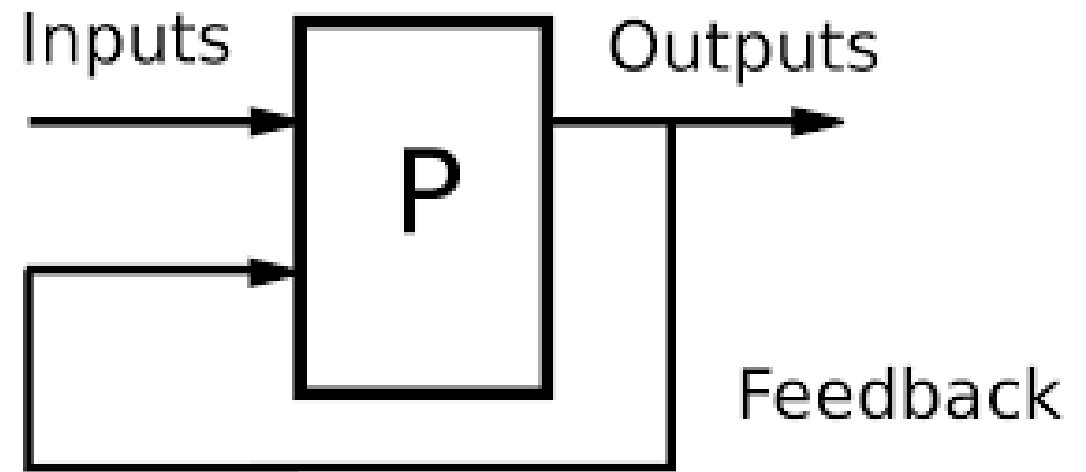
Information given to the learner about their performance relative to learning goals or outcomes.

- It should aim to (and be capable of producing) improvement in students' learning.
- Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome.
- Feedback is one of the most powerful influences on student learning and achievement (top 10), but this impact can be either positive or negative.



Positive Corrections, Feedback

1. Immediate
2. Specific, advancement toward the goal/objective
3. Ongoing- frequent feedback cycles
4. Provide feedback carefully
5. Involve learner in process



Positive Corrections, Feedback

#1: Immediate

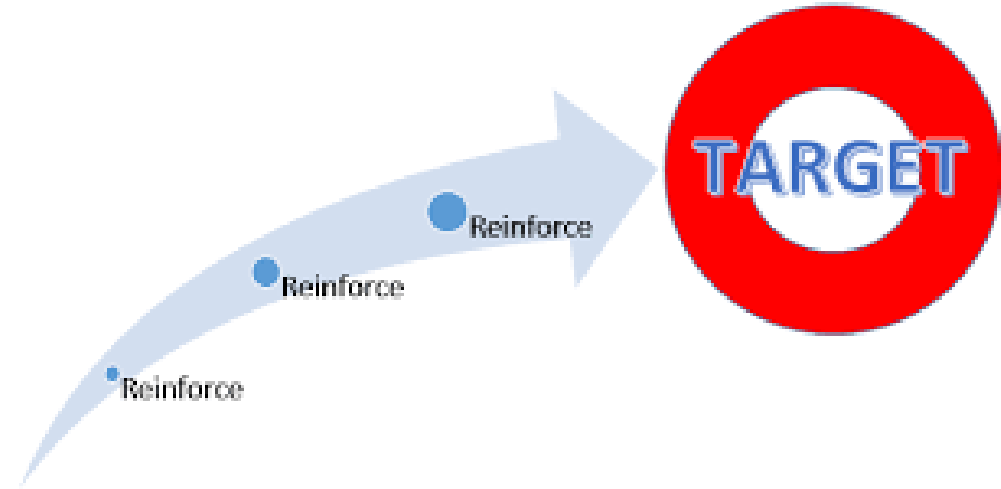
- Should be given with enough time for learner to act on it
- Purpose of feedback is to IMPROVE learning
- In the moment- walk around, talk around



Positive Corrections, Feedback

#2: Specific, advance toward goal/objective

- Focus on the task/process, not the learner
- Guidance on how to improve
- Shape the learning
- “While teachers see feedback as corrections, criticism, comments, and clarifications, for students unless it includes ‘where-to-next’ information, they tend to not use it.”



John Hattie



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Positive Corrections, Feedback

#3: Ongoing- frequent feedback cycles

- Structure class time – Lesson, worktime, feedback, worktime, ...
- Rubrics
- Structured feedback protocols

TAG, Critical Friends

<https://www.edutopia.org/video/60-second-strategy-tag-feedback>



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Positive Corrections, Feedback

#4: Provide feedback carefully

- Think about receiving the feedback
- Know your learner
- Can be counterproductive

Control, too much monitoring

Embarrassed

Too much, too fast



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Positive Corrections, Feedback

#5: Involve the learner in the process

- Pennebaker says, “Students must be given access to information about their performance.... At the broadest level, students need to know if they actually have mastered the material or not. Giving them information about the ways they are studying, reading, searching for information, or answering questions can be invaluable.”
- Ask students how they feel about their work, where improvements may be made



Positive Corrections, Feedback

- Effect size of 1.13 WHEN implemented according to the science
- 5:1 positive to corrective

“I really like how you...”

“What did you think about...?”

“This paragraph was very well constructed.”

“When I read this, it made me think/feel ...”

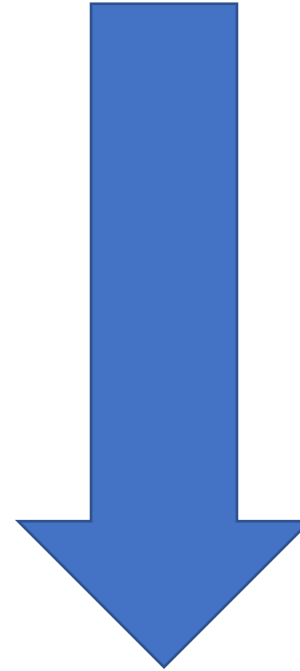
“What do you think about the flow between paragraphs one and two?...”

Feedback with Challenging Behavior

PRAISE Method

1. Proximity
2. Redirection
3. Accessible
4. I need to see...
5. Support
6. Expectation reinforced (praise)

Goal is to support, not reprimand



Prevention vs. De-escalation



PRAISE Method

1. Proximity

- Walk or stand near the student

2. Redirection

- Verbal: Provide a phrase of what you need the student to do
- Non-verbal: Point to worksheet, instructions
- Use “please”
- Kind tone



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PRAISE Method

3. Accessible

- Teacher is near and available
- Remind students you are ready to help

4. “I need...”

- Be explicit in the behavior you want to see



PRAISE Method

5. Support

- Ask how you can help
- Consider the student's ability
- Accommodate as appropriate

6. Expectation is reinforced

- Initially reinforce even small amounts of compliance
- PRAISE-



Responding to Challenging Behavior

Effective when other best practices are in place

1. Relationship
2. Proactive classroom management, expectations (well organized classroom, engaging instruction, praise, positive reinforcement system built in)
3. Educator response (emotion) to the student or behavior



Sources

- <https://www.ksl.com/article/50411812/report-reveals-pandemics-impacts-on-utah-adolescents-mental-physical-health>
- National Center for School Mental Health (NCSMH):
<https://www.schoolmentalhealth.org/>
- <https://www.edutopia.org/article/using-frequent-feedback-cycles-guide-student-work>





Contact

Christine Manning
(801) 548-3091 (cell)

christinemanningconsulting@gmail.com



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UtahStateUniversity