



Collaborative Mental Health Partnerships

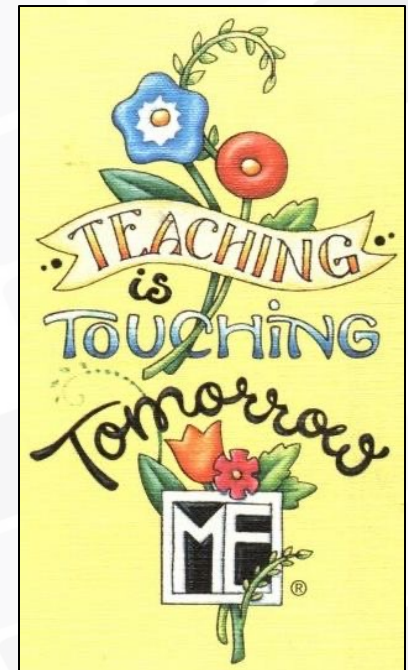
Family Services, Inc.

Casey Combs, MA, LMFT
Raquel Henkel, MA, LPC



Outline

- Brief background of the Forsyth County School Readiness Project (FCSRP)
- Mental Health Consultation vs. Mental Health Coaching
- Implementation of the Project- 4 Phases
- Strategies to Use in the Classroom
- Case Study Examples
- Teacher Feedback
- Questions



- Modeled after the Chicago School Readiness Project
 - Children in low-income classrooms face higher levels of family violence, community violence & material hardships
 - This leads to elevated levels of behavior problems in high-risk, low-income classrooms
 - Preschool age is a severely underserved population for Mental Health Services (less than 1%)
 - CSR Goal was to improve low –income preschool-aged children school readiness by increasing their emotional and behavioral adjustment through classroom-based interventions
- Goal: To provide consultation to teachers so that they can maintain a more emotionally supportive class environments that are more rewarding to teach, less stressful to manage and more conducive to learning
- Started in August 2015
- Included :
 - The Incredible Teachers Curriculum (30 hours of training)
 - Stress –Management Workshop
 - 7 classrooms, 14 teachers, 126 students
 - 2 Mental Health Coaches

Since 2015...

We have served:

- 56 teachers
- 504 students
- 10 different locations

Years 1 & 2 → Worked with classrooms at our main Head Start locations: Sarah Y. Austin and Winston Salem State University.

Years 3 & 4 → We branched out into 5 different community partnerships and 2 elementary schools.



Coaching vs. Consultation

MH Coaching

- Informal Observation
- Weekly Check-ins
- Longer duration of time in the classroom
- Concentrated in fewer classes per year
- More opportunity for “on the spot” coaching/modeling
- Observation of progress/lack thereof over a long course of time

MH Consultation

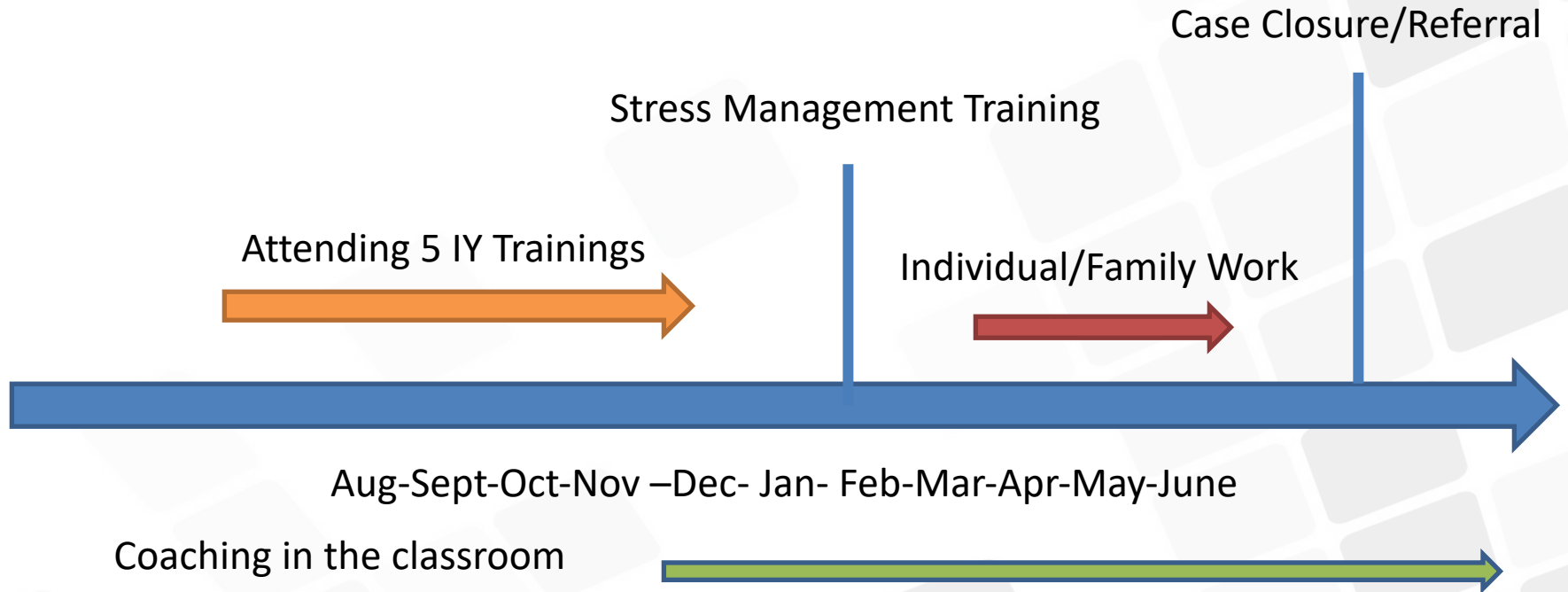
- Formal Observation
- As needed basis
- Short check-Ins
- Focuses on several classrooms per year
- Usually requested by teachers for specific behavior challenges in the classroom
- Progress is determined by teacher report/check-in. May not be present to observe gradual progression.

FCSRP 4 Phases



- Incredible Teachers Training (30 hours)
- Classroom Coaching (1x a week for 5 hours)
- Stress-Management Workshop
- Individual & Family Counseling

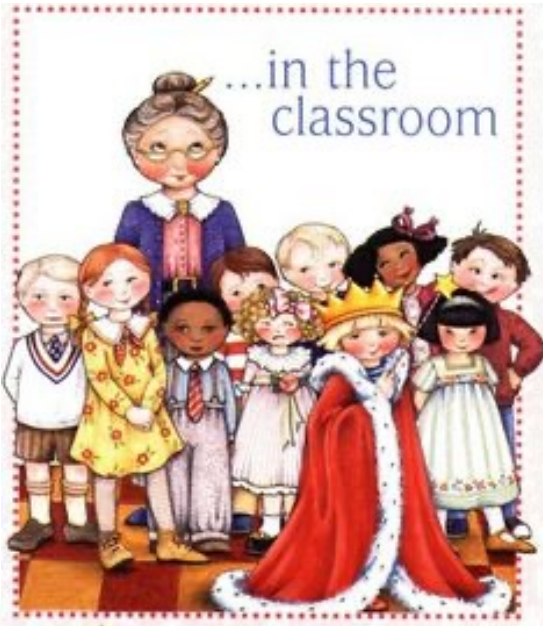
FCSRPh Phases



Incredible Teachers

- *The Incredible Teachers* book is for child care providers and teachers of young children ages 3-8 years
- Curriculum focuses on :
 - Creative classroom management strategies to promote emotional literacy, friendship skills, self-regulation and problem solving skills.
 - Individualized programs for children who are at risk due to learning difficulties, hyperactivity, impulsivity, attention deficit disorder, language and reading delays, depressive or aggressive behavior, anxiety, etc.

Training Focus



- Nurturing Positive Relationships with Students
- Teacher Attention, Encouragement & Praise
- Scaffolding Your Environment
- Social, Academic, and Emotion Coaching
- Using Incentives to Motivate Students
- Logical and Natural Consequences
- Managing Misbehavior: Ignoring & Redirecting
- Managing Misbehavior: Calm Down Strategies
- Behavior Planning
- Teaching Social and Friendship Skills

Incredible Years Teaching Pyramid



Training Format

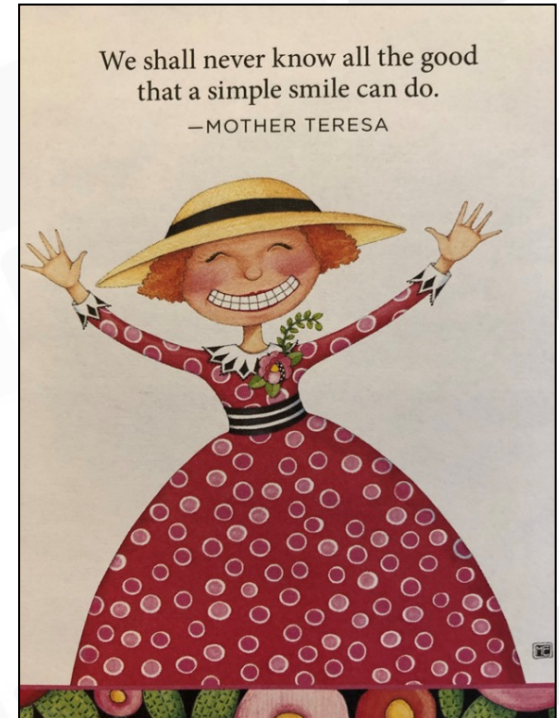
- Collaboration between trainer, teachers, and coaches
- Center managers are invited to attend and participate
- Safe-space to discuss challenges
- Talk through hesitancies
- Opportunity to troubleshoot as a group
- Hands-on learning experiences/Practice strategies/Groups teach one another
- Watch real life video examples



Classroom Coaching

Key Skills for Mental Health Coach: Must be able to →

- Build strong, collaborative relationships
- Conduct observations & use findings appropriately
- Work well with children in group settings
- Understand child development and adult development
- Be flexible and have a love for young children
- Utilize clear & effective communication skills
- Develop individual plans for children & families
- Motivate staff and family to try different strategies
- Link families and staff to other services as needed

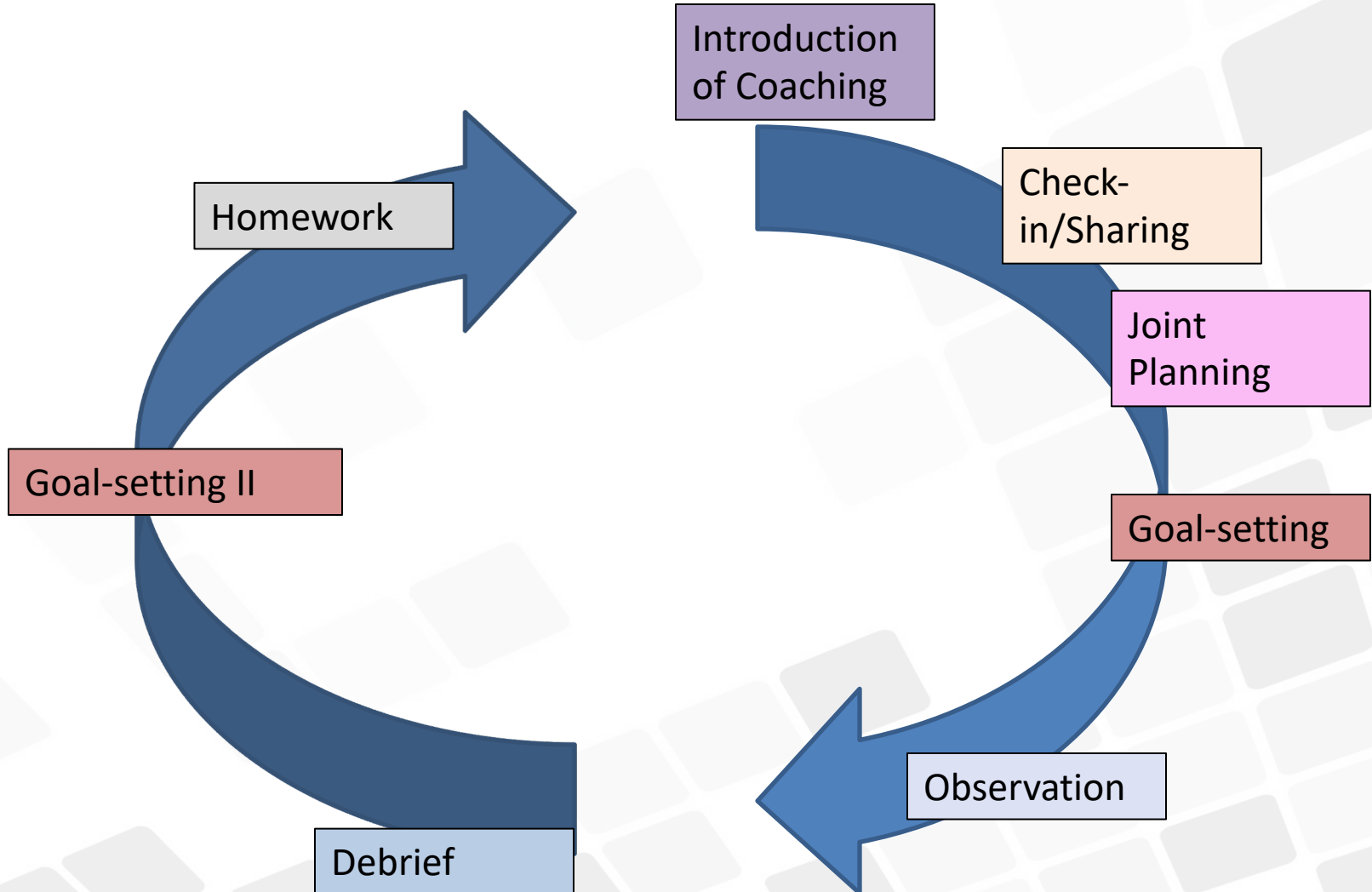


Classroom Coaching

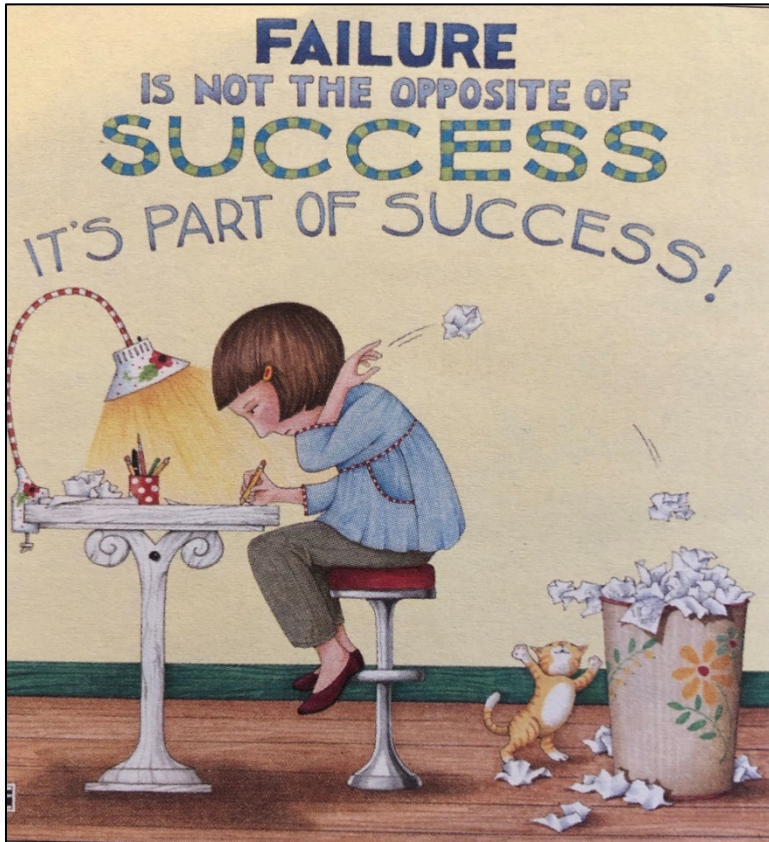
What is it like to have a coach in your class?

- First focus on JOINING —building trust
- Relationship between teacher and coach is a **partnership**
- Coaches are honored guests in the centers and must respect existing routines
- Teachers are the experts of their classroom and have expertise that should be respected
- Ensure cultural competence (open to learning and understanding new cultures)
- Utilizes a collaborative approach → all members are unique and have expertise to bring to the process
- Must be clear that the coach does not have a “magic wand” for quick fixes to problems
- Models interventions in the classroom
- Provides reflective supervision and debriefing (observes teachers and provided feedback, problem-solving around issues)

Coaching Cycle



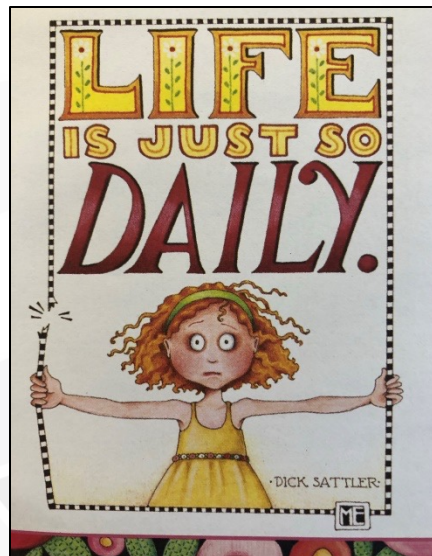
Classroom Coaching



Teachers & Coaches work together to try different strategies until something is successful. Sometimes it takes several tries before finding the “right fit” for the student or classroom.

Stress Management Workshop

- Led by Mental Health Coaches
- Includes information on stress and its effects on physical, emotional, and psychological health
- Identifies specific strategies to use to manage stress
- Hands-on stress management experiences:
 - Yoga, guided imagery, mindful eating, chair-massage, progressive muscle relaxation





Individual & Family Therapy

- Teachers & MH Coach identify students who may need more support
- MH Coach is available for parent meetings to create behavior plans, offer support, and link to resources
- MH Coach meets with parents to discuss concerns and completes clinical assessments for child
- MH Coach provides weekly individual/family therapy
- MH Coach coordinates treatment with pediatrician, speech therapists, occupational therapists etc.
- Social Skills groups

Parent-to-Teacher Communication Form

To:

Comments:



From:

Date:

© Incredible Years®

Individual & Family Therapy: Benefits

- Therapists are able to observe and work with children in a real-life setting
- Diagnosing is made more accurately
- Counseling is free to the family
- Onsite counseling is convenient and makes for more consistent/frequent sessions (practically non-existent no show rate)
- More direct collaboration with third party entities (teachers, family advocates, childcare directors)
- Coaches have already established relationships with students before therapy begins

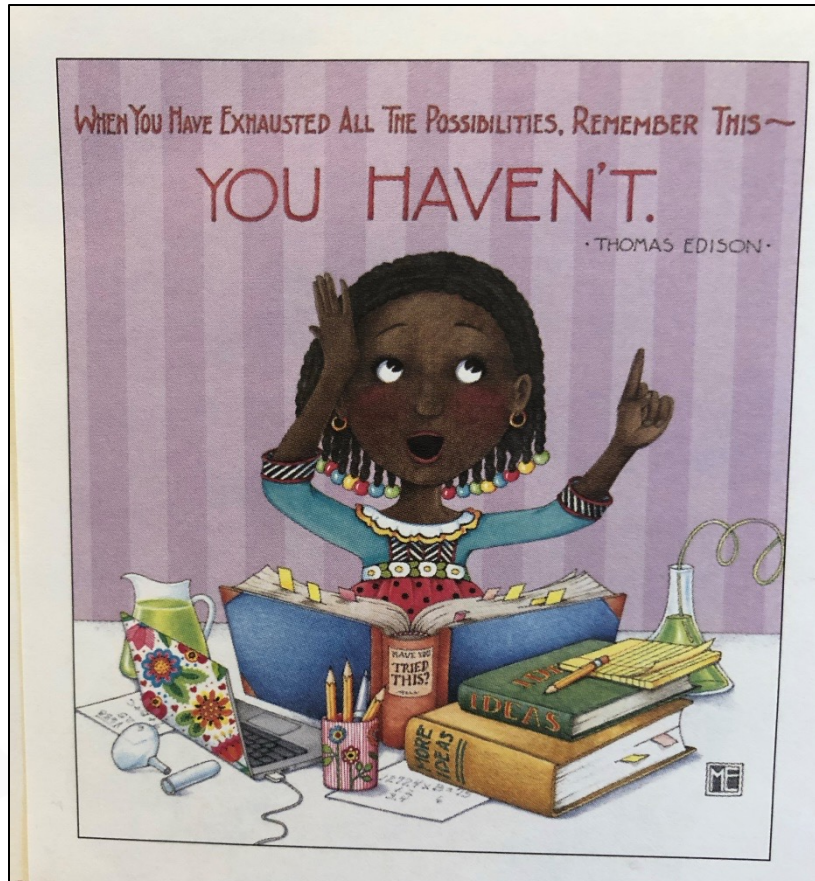
What's Next?

- What happens after the full year of participation in the FCSRP?
 - Coaches provide check-in sessions about 1 x a month with previous years' classrooms
 - IY Tip Sheets
 - Teachers participate in a Professional Learning Community (PLC) Group 1 x a month
 - Teacher-led groups where they discuss a social/emotional themed topic
 - Provides a good check-in with past teachers
 - Coaches, traditional Mental Health Consultants, and Educational Specialists are also present to provide support
 - The goal is to equip the teachers to contribute to the learning community at their site and to continue to utilize the strategies after the coach leaves the classroom

Tools for Your Tool Belt

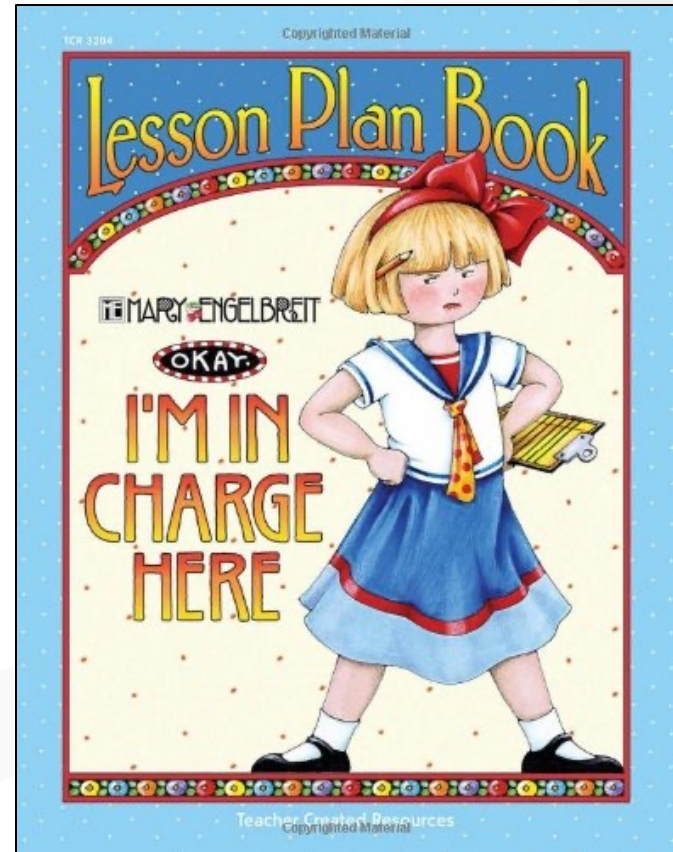
- Happy Grams
- Helper Charts
- Center Transition Charts
- Behavior Chart
- Behavior Plan
- Potato Head
- Pom Pom Jar
- Transition Songs
- Praise
- Cool-Down Thermometer
- Timers
- Show Me 5 Poster
- Puppets
- Compliment Circle
- Yoga
- Deep Breathing
- Guided Imagery
- Teacher/Parent communication form
- Interest Survey Letter

Environmental Strategies



Setting a foundation for students to feel safe and nurtured in a predictable environment.

Set the Stage: Clear & Simple Rules





Rules Cue Cards

- Walking Feet
- Inside Voices
- Hands to Self
- Quiet Hands Up
- Eyes on Teacher
- Listening Ears







**Sample Interest Survey Letter
Regarding Student's Interests**

Dear Parents,

Welcome to First Grade! I am excited to get to know your child and looking forward to working with you over the next year to support your child's education. In order to get a "jump start" in developing a relationship with your child you can help me by filling out the following information and returning it to me as soon as possible. Knowing what activities and interests your child has helps me to develop curriculum that is exciting and meaningful for your child. Knowing areas you perceive as more difficult for your child helps me to stretch and encourage your child in new areas or places s/he might be tempted to avoid. Thanks for your help. Parents are the most important people in a child's life, and we need to work together for the benefit of your child. With home and school working together I know that each and every student can have the most successful year yet.

Child's Name:

Areas I see as strengths for my child: (academic or social)

Areas I see as more difficult for my child: (academic or social)

What I hope my child will learn this year:

My child's interests are: (include favorite magazines, toys, activities, outings, play acting, math, art, computer time, sports, etc.)

Things my child perceives as especially rewarding: (e.g., special privileges, leadership roles, special food, stickers, baseball cards, movies, etc.)

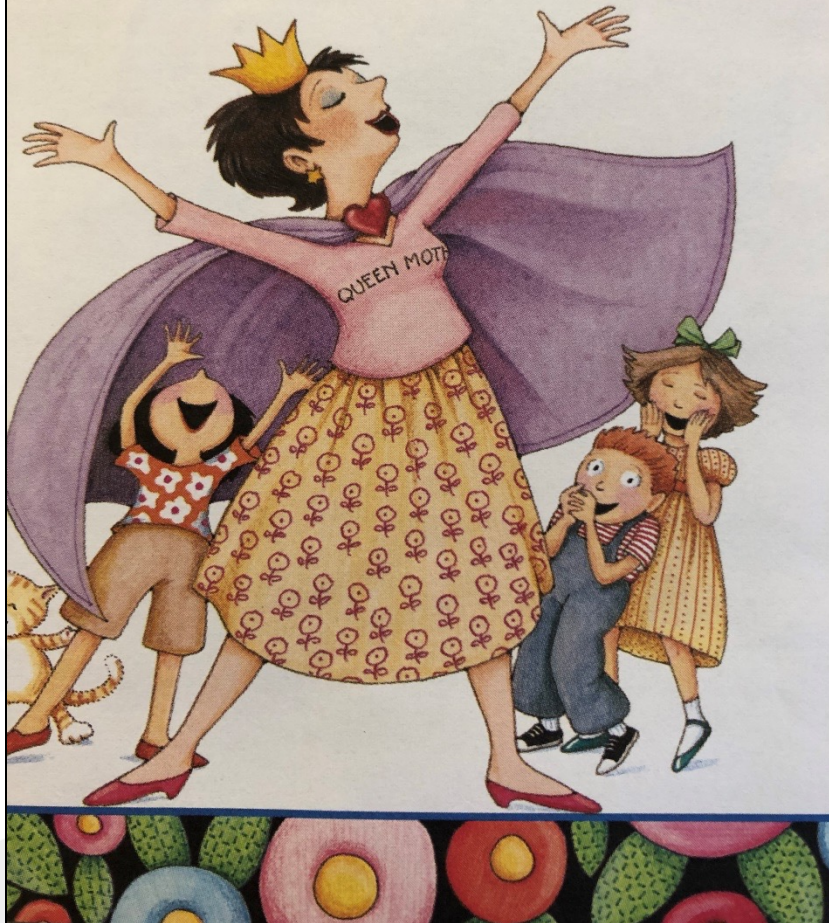
Things about my child that are special: (include pets, siblings, clubs, grandparents or other people involved closely with your child)

Looking forward to a great year!

Praise & Incentives

An attitude of positive expectation is
the mark of superior personality.

—BRIAN TRACY



Creating an atmosphere to build self-confidence, motivate students to make positive choices, and encourage their peers.

Praise & Incentives



Stickers

Stamps



Praise & Incentives

Happy Gram!


It gives me great pleasure to report to you
that _____ has

Thanks for your support!

Student's Name

Teacher's Name

Date



**Inviting parents to
share in their
child's success**

Praise & Incentives

Name: _____

Date: _____

Daily Behavior Chart



Compliment Circle



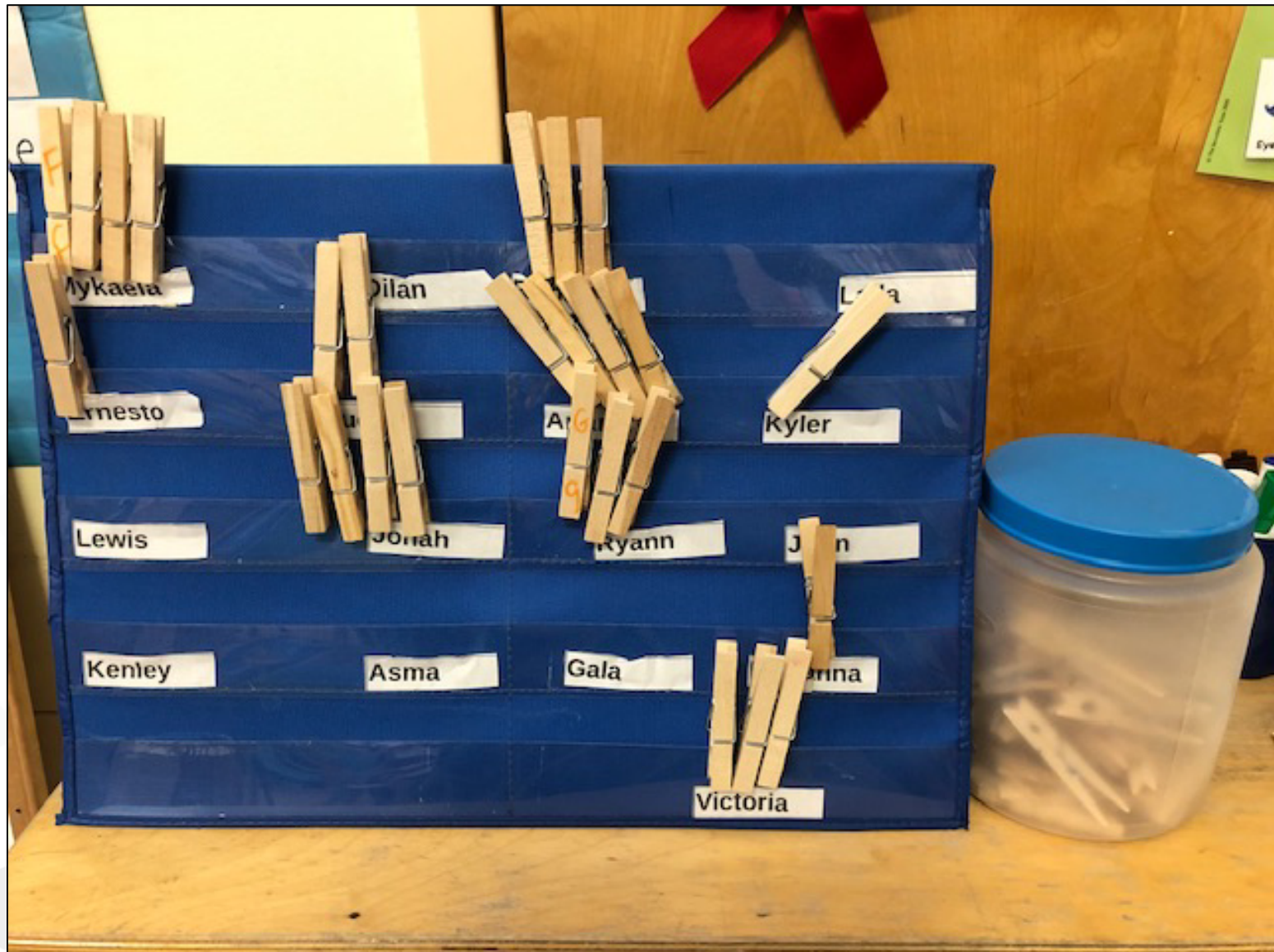
Classroom Incentives



Classroom Incentives



Classroom Incentives



Emotion Regulation



Learning about feelings, friendships, and self-control through self-awareness, movement, puppets, and books.

Emotion Regulation



Emotion Regulation

SPRING YOGA

10 easy yoga poses for kids



1. Say hello to the sun.



2. Pretend to be a tree.



3. Pretend to be a flying bird.



4. Pretend to be the falling rain.



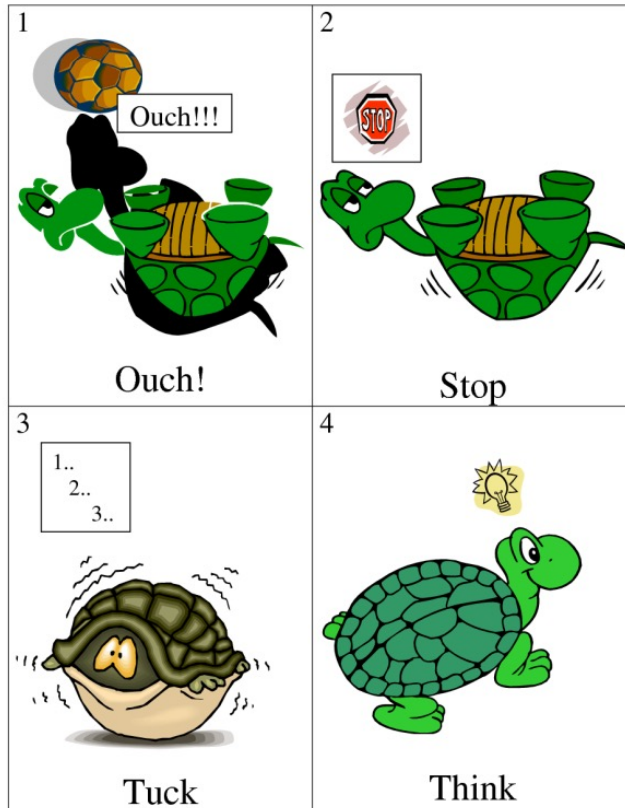
5. Pretend to be planting seeds.

KIDS YOGA
STORIES

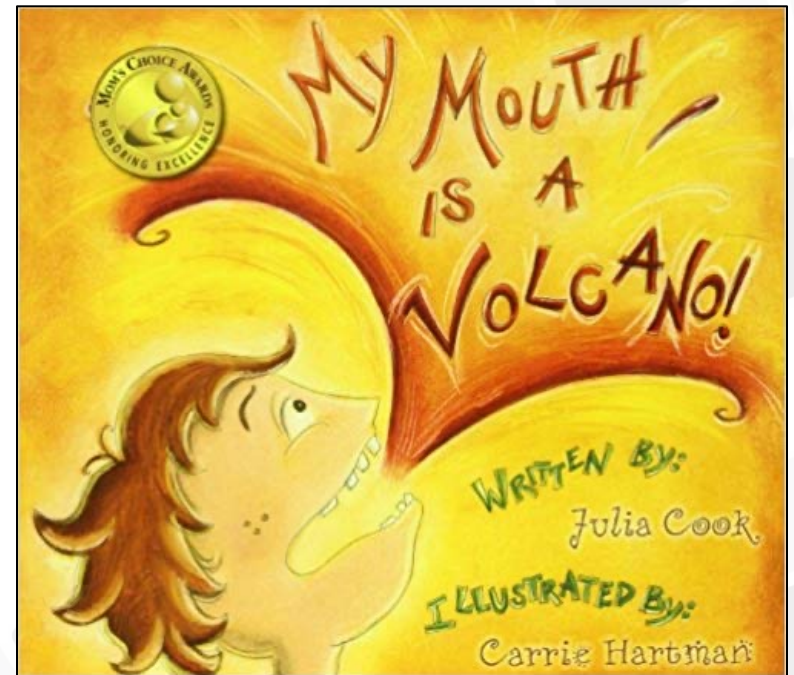
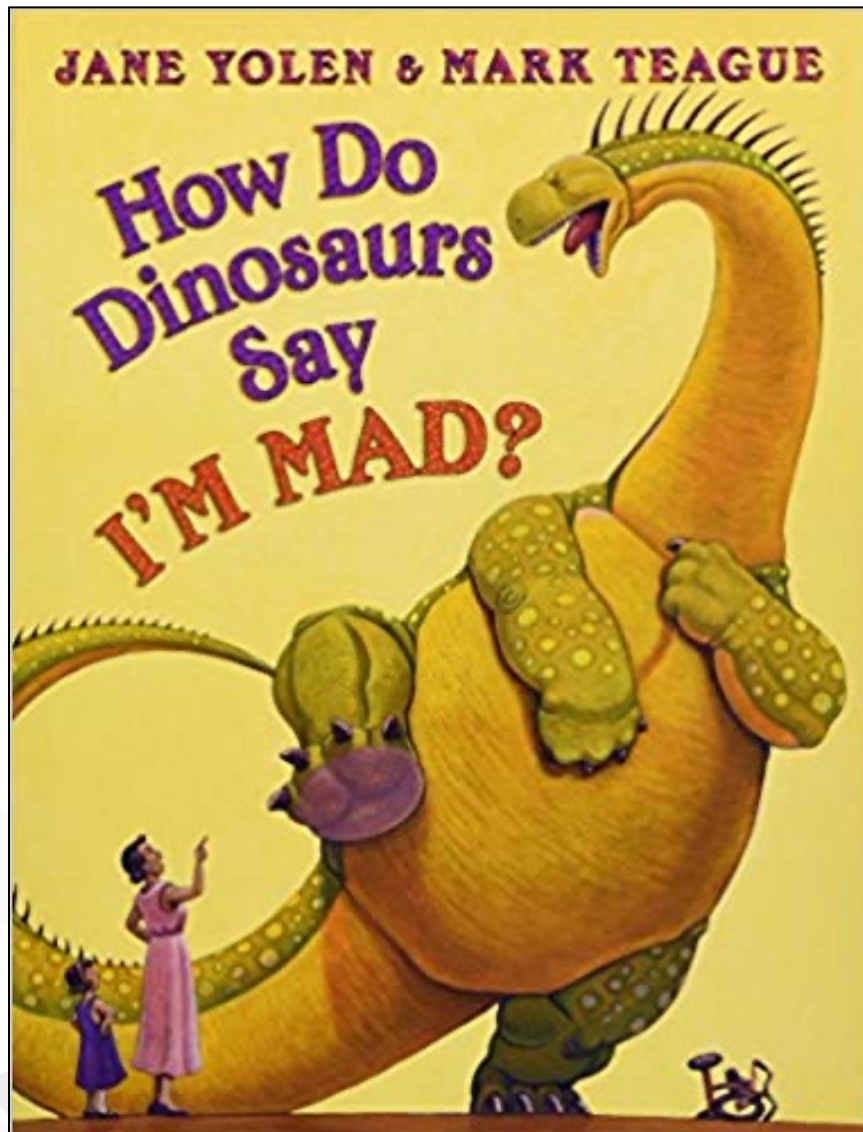


Emotion Regulation

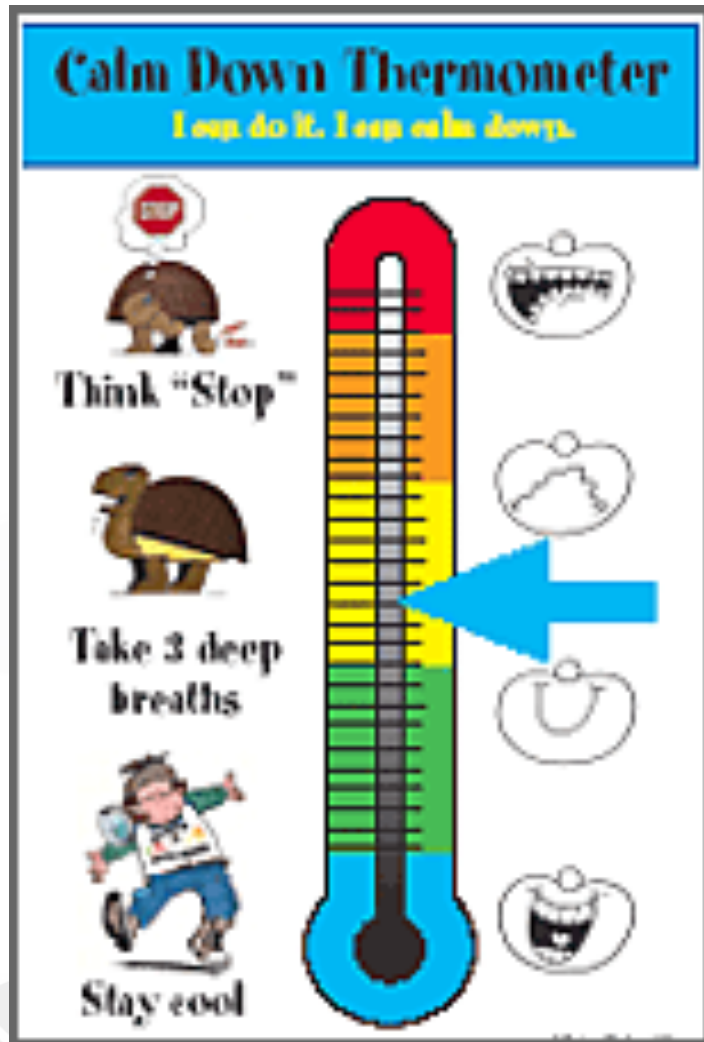
Think like Tucker Turtle



Emotion Regulation



Emotion Regulation



CASE STUDY 1

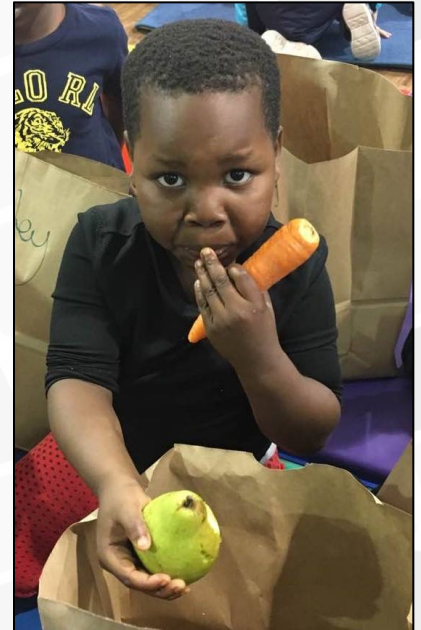
Background: A 3/4 year old classroom at a local Head Start Center where teachers have a handful of behavioral challenges in the classroom. One of the most stressful times of the day occurs during learning time (circle time). Many negative behaviors are occurring during this time, including, playing with toys and throwing toys at each other and other disruptive behavior. These behaviors are occurring not only among the children deemed with behavior issues but among others as well. Teachers are at a loss as to how to engage their children with so much disruption going on.

CASE STUDY 2

Background: Timmy, a 4 year old who attended the summer program at the center came into his Pre-K classroom with many behavioral issues. Timmy had sporadic attendance and when he was at school exhibited aggressive and defiant behaviors. He hit his teacher, peers, and threw a tantrum every time he did not get his way. He refused to take a nap and oftentimes screamed during transitions. Both of his teachers were completely frustrated with his behavior as well as his mother. Academically, he was a strong student and seemed to enjoy learning about new things.

What do teachers have to say while participating in the FCSR?

- 2018-2019 Mid-Year Feedback→Out of all 14 teachers in the 2018-2019 program:
 - 100% said the FCSR has been helpful in promoting a positive classroom environment
 - 100% feel FCSR has been helpful in improving classroom behavior management
 - 100% feel FCSR has been helpful in improving students' social & emotional skills
- How did the students show improvement?
 - “The children in my class are vocal in their feelings now. They are more able to verbalize to their peers their likes/dislikes as opposed to coming to ‘tattle’.”
 - “It has positively improved the teacher’s tone and word choice in the classroom. Students are modeling the teacher’s behaviors.”
 - “A nonverbal child that used to throw fits in the classroom, is starting to let us know what she needs through talking and gestures.”



What do teachers have to say while participating in the FCSR?

- How have the coaches impacted you as a teacher?
 - “As a teacher, I’m more in tune with how that child feels. Ms. Raquel came into the classroom offering objective opinions and giving me a fresh way to handle a situation. She taught me to listen to them.”
 - “My coach has given me confidence in my teaching style.”
- 100% of teachers surveyed would recommend the FCSR to their peers.



Questions??

To make a difference in someone's life,
you don't have to be brilliant, rich,
beautiful, or perfect. You just have to care.

—MANDY HALE



References

1. Cook, Julia. *My Mouth Is a Volcano*. (2006).
2. Raver, Cybele. *The Chicago School Readiness Project* (2003).
<https://steinhardt.nyu.edu/ihdsc/csrp/>
3. Webster-Stratten, Carolyn. *The Incredible Teachers: Nurturing Children's Social, Emotional, and Academic Competence* (2012).
<http://www.incredibleyears.com/programs/teacher/classroom-mgt-curriculum/>
4. Yolen, Jane & Teague, Mark. *How Do Dinosaurs Say I'm Mad?* (2013)