

“Eliminating Barriers for Learning”

Improving School Climate thru Coordinated School Health

Purpose: Create a learning environment that promotes mental health



Unique contribution: Uses an evidence-based process for teachers and school staff that emphasizes knowledge and skill development and focuses on mental health issues in the classroom



Critical Components of the Programmatic Intervention:

The NEED that is addressed thru this intervention is: to inform teachers about adolescent social-emotional wellness, factors, symptoms and implications of mental health concerns in a classroom setting and to provide specific skill-based techniques for classroom use

Some indicators of this NEED are:

- Increase in student misbehavior referrals and responses
- Decrease in student connection with school, absenteeism, tardy rates and dropout/failure rates
- Anecdotal and quantitative school data on students mental health needs

The CRITICAL FEATURES of this intervention are:

- Creating a safe and positive school environment
- Establishing mutually respectful relationships
- Developing connections with community mental health supports and/or other necessary resources (i.e. memorandums of understanding)
- Identifying responsible school personnel and developing processes for student referrals (i.e. referral protocols, flow charts, referral forms)
- Identifying and addressing risk/enhancing protective factors
- Engaging all students in the learning process

Visions of this in Action – Adults are courteous, respectful, and greet EVERY student positively. Adults are present, observant and engaged in the hallways, cafeteria, bathrooms, etc. They show positive interest in kids and actively engage them in dialogue. When behavior is observed or reported that could signal a mental health concern, adults intervene sensitively and refer appropriately. Parents receive positive phone calls from staff, who demonstrate warmth, collaboration and commitment to the student’s well-being. Students demonstrate respect and acceptance of others and are actively engaged in learning.