



Indiana School Mental Health Initiative

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Indiana School Mental Health Initiative: Our Vision

- **Concerns**
- **Our Approach**



Indiana School Mental Health Initiative: Activities

- **Behavior Consultants Community of Practice**
- **System of Care Connection:**
- **Regional Trainings**
- **Statewide Leadership Group: Examples of Success**
- **Mental Health Leads in Each District: 263**
- **Policy Work**
- **Social Networking/Bring Change to Mind/Lookup Indiana**
- **Shape: National Center for School Mental Health**



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An opportunity to respond to our calling as educators in a different fashion.

Time to examine our attitudes and practices.

Focused on opportunities and lifelong goals instead of problems.

Movement away from deficit model to focus on relationships.

Providing all children with a champion. And teaching them how to be champions.

Convergence of all initiatives with a focus on preparing the whole child to be citizens who can contribute and who have a good quality of life. Movement away from fragmentation.



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Adopting approaches that intentionally develop the whole learner are achieving results: increasing students' grades and test scores, their ability to get along well with others, to persist at hard tasks, and to believe in themselves as effective learners and individuals.

Young people who have stronger social, emotional, and cognitive skills are more likely to enter and graduate from college; succeed in their careers; have positive work and family relationships, better mental and physical health, and reduced criminal behavior; and be more engaged citizens.



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The Aspen Institute's report: From a Nation at Risk to a Nation of Hope: Recommendation from the National Commission on Social, Emotional, and Academic Development:

“The promotion of social, emotional, and academic learning is not a shifting educational fad; it is the substance of education itself.”

“While many elements of a child's life improve along with the cultivation of these social emotional skills, one of the main outcomes is better academic performance.”



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Recommendations from the National Commission on Social, Emotional, and Academic Development:

SET A CLEAR VISION THAT BROADENS THE DEFINITION OF STUDENT SUCCESS TO PRIORITIZE THE WHOLE CHILD. Too often we define outcomes by program adoption, compliance or other indicators that may not impact a child's life. Eight in 10 employers believe that social emotional learning is most important to future success.

TRANSFORM LEARNING SETTINGS SO THEY ARE SAFE AND SUPPORTIVE FOR ALL YOUNG PEOPLE: All children learn best when they feel safe and calm.

CHANGE INSTRUCTION TO TEACH STUDENTS SOCIAL, EMOTIONAL, AND COGNITIVE SKILLS: EMBED THESE SKILLS IN ACADEMICS AND IN SCHOOL-WIDE PRACTICES

BUILD ADULT EXPERTISE IN CHILD DEVELOPMENT: This is a challenge to higher education as well to rethink our curriculum



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ALIGN RESOURCES AND LEVERAGE PARTNERS IN THE COMMUNITY TO ADDRESS THE WHOLE CHILD: Schools can not do it alone. We need to strengthen our systems of care.

FORGE CLOSER CONNECTIONS BETWEEN RESEARCH AND PRACTICE BY SHIFTING THE PARADIGM FOR HOW RESEARCH GETS DONE: Stronger focus on implementation science and promoting practices that are doable in real world settings.

Quite simply this is going to require local ownership, knowledge of evidence based practices, use of implementation science (how to implement with fidelity), a continuous improvement evaluation process focused on outcomes, collaboration across agencies, and policy alignment. Movement away from siloed funding and resources.



Indiana School Mental Health Initiative:

- **Next Steps: Project Aware**
- **Coaching**
- **Continuing to Build and Support Communities of Practice**
- **Continuing to Educate**

