



Mental Health School-Based Curriculum

These mental health school-based curriculums are being offered to schools to expand the mental health education of and better prepare all school personnel to create a safe and inclusive environment for student learning.

Motivational Interviewing (MI)

“Flexing Your Motivational Interviewing Muscles”

Teachers often have the most interaction with and greatly shape the growing minds of children and adolescents in our community. As a part of this growth, you may experience children and adolescents who are reluctant to engage in assigned activities or follow classroom rules. Motivational Interviewing (MI) is one approach that can help you unlock children’s and adolescent’s self-motivation. Come to this three session Motivational Interviewing series to build off your existing skillset to further enhance your relationship with your students’ and build their autonomy. Come **flex your MI muscles** during and after the series for years to come.

Dialectical Behavior Therapy (DBT)

As rates of mental health conditions continue to rise, increasing attention is aimed at building resilience in youth. In this three-part curriculum, attendees will learn evidence-based strategies to maintain and enhance student wellness. Dialectical Behavior Therapy (DBT) was originally designed for youth suffering from the most acute of mental health symptoms. Over time however, research has revealed that DBT is an extremely versatile set of interventions. When DBT skills are delivered as a universal intervention to all students, schools observe significant outcomes related to emotional well-being, academic performance & achievement, and behavioral regulation. This curriculum introduces school personnel to DBT skills as tools to enhance student resilience. Attendees will complete multiple practice exercises to increase skill acquisition. While the majority of discussions and case examples will focus on using DBT with typical day-to-day student difficulties, more serious applications will also be included to illustrate the ways DBT skills can be used in a more therapeutic manner.

Suicide Prevention

Suicide is now the second leading cause of death among 10 to 14-year olds and 15 to 19-year olds. Schools are experiencing more children with suicidal ideation and even suicide attempts or death from suicide. Tools will be presented to help teachers learn how to recognize children who might be at risk as well as strategies to have discussions with the child as well as their parents. Strategies to help support children at risk in the classroom will also be addressed. A more advanced module is available for counselors/school psychologists to better assess the level of risk of a child presents.

Utilizing a trauma-informed lens in the classroom setting

More than two thirds of children report having experienced at least one traumatic event by the age of 16. Research has found that these adverse childhood experiences (ACES) can greatly impact a child’s cognitive and emotional development and their academic performance. In order to help children thrive and reach their full potential, schools have begun building trauma-informed or trauma-sensitive classrooms. This 2-session series provides information on how to recognize the signs and symptoms of trauma in children and adolescents, as well as how toxic stress can impact a child’s ability to learn. Additionally, educators will learn how they can cultivate resiliency in their classroom through interactive activities and interventions. A third session can be added to this series to screen the documentary *Resilience* to get a more in-depth view of the science of trauma, including its toll on physical and emotional wellbeing, and resilience and develop personal plans for implementing this science in the classroom.