



# 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**

