



Multi-tiered School Mental Health Support for Ukrainian Refugees

Sharon Hoover, PhD, Professor

National Center for School Mental Health (NCSMH), Co-Director
National Center for Safe Supportive Schools (NCS3), Director



[@drsharonhoover](https://twitter.com/drsharonhoover)

[@NCSMHTweets](https://twitter.com/NCSMHTweets)

[@NCS3tweets](https://twitter.com/NCS3tweets)

National Association of State Mental Health Program Directors (NASMHPD)
Annual Meeting
July 2022



Agenda

- Ukrainian refugee crisis
- Multi-tiered Systems of Support in Schools (MTSS) for newcomers
- Application of MTSS for newcomers in Poland and Czechia



Acknowledgements



School
Mental Health
Ontario

Santé mentale
en milieu scolaire
Ontario



Health Support Team

Disaster Behavioral Health Training and Response



Center for
Childhood
Resilience

Resilient Kids. Stronger Communities. Brighter Futures.



Western
Centre for School
Mental Health

W
UNIVERSITY of
WASHINGTON

SEATTLEU





14M Ukrainians have been displaced by war. 6M have crossed into other countries

- > Poland has taken in 3,463,320 refugees
- > Romania 943,015
- > Russia 887,651
- > Hungary 633,219
- > Moldova 468,998
- > Slovakia 435,660

– Source: UN, as of 20 May



update from Ukraine



Oleh Romanchuk <olehromanchuk@gmail.com>

To Hoover, Sharon

Reply

Reply All

Forward



chuk@gmail.com>

Reply

Reply All

Forward



Sun 3/6/2022 11:56 AM

Sun 3/13/2022 5:05 PM

Dear friends,

thank you for all your letters and kind words of support.

Your solidarity is strengthening our courage and hope - and we need it so much!

And night is getting darker - every day we get news about horrifying atrocities, especially in those regions that are occupied by Russia.

Like this evening - priest being killed just because he belonged to Ukrainian orthodox church (not Russian).

Yesterday - 7 women and child killed who were trying by car to get out of occupied region... In Mariupol over 2

thousand civilian people killed over last days because of enraged Putin`s order to take city by all means! This

night at 4 AM we waked up in Lviv from explosions - there was bombing with 30 missiles directed toward place

of training of soldiers near Lviv - now they train there those who were mobilized in recent days. 35 killed, 134

wounded... Each of them just few weeks ago were living peaceful lives...

And lot of infrastructure destroyed - factories, schools, hospitals, roads, bridges... Russian army is just

destroying Ukraine... We cannot calculate how much it will cost for our economy - but we understand that it`s

impact will be massive... Right now even in relatively safe Lviv you see already so many places closed - like

restaurants, pharmacies, shops, institutions. So many people left already abroad that it is not possible to find

workers and to have clients...

My brother and his wife decided to take their children to Poland. They left yesterday. They have three children -

10, 5, 2 years old. Two younger (girl and boy) were very stressed from air alarm signals (the youngest boy lost

control over urination control every time as alarm sound was) and exhausted from need to go and stay for

hours in shelters - children were scared and didn`t want to go there (specially at night) - so that my brother and

his wife finally took decision to go. It was heart-breaking to see how they choose what toys to take and to what

toys to say good buy... And my parents (their grandparents) in tears... And their dog left here (they couldn`t take

it with them) looking at them with eyes that seem to understand everything...

My friends from Kyiv are adjusting in Lviv. They volunteer in the military hospital. Yet emotionally it is hard for

them as their parents live in the village which is now right in the war zone - for one week without electricity,

heating, connection with "outer world" and supply of food etc... They try to charge their phone from car

generator just to make phone call and tell them that they are alive. I see my friends filled with pain

and helplessness, do anything to do anything for their parents.

- and in my turn one more update from Ukraine...

difference between days...

arrived yesterday from Kyiv to Lviv. Their faces are sad and exhausted by 10-day of their eyes reminded me of pictures from World War Two of people who were ey will recover - they are strong resilient family and already today their voices to our home for varenyky...

m the beginning of war. I talked with him by phone, it was hard to hear what he was able to articulate so I can hear: "They are killing us, they are killing us, they vs about our army surrounded in Mariupol - and about incredible intensity of eautiful city with peaceful citizens and with our brave soldiers who will fight to asking NATO to close sky, we cannot protect ourselves effectively from air erstand that for psychopathic nature of Putin full control of Ukraine is his only as reading yesterday about Russian military cars that were destroyed by our rs ammunition that they use in Russia to repress peaceful protests - lot of he enslaved already Russian people!

leaving Ukraine - many parents of children I was treating as child psychiatrist necessary medical documents as they leave to European countries - so they can at they will be in safer place yet also sad - it is sorrow of feeling how children of ome of my colleges and some of our students also leave... We say short goodbye ive no certainty about time when they will be able to come back... Our team other and appreciate so much this closeness - it is light in these dark times...

rt our resilient spirit - I feel it helps me too, it became good daily routine and re can do (<https://www.facebook.com/oleh.romanchuk/>). I am also aware that mental health professionals (we have lot of students and graduates of our unity) - so we worked on action plan and started step by step to act together to

We were invited by Dr. Robert Porzak, Ph.D.



Robert Porzak <robert.porzak@gmail.com>



To: 'Solveig Petersen' <solveig.petersen@umu.se> +11 others

Sun 2/27/2022 6:14

Dear Friends,

Hundreds of thousands of war refugees from Ukraine, mostly women with children, are arriving in Hungary, Poland, Romania and other countries. We are trying to help. We use with our adult Ukrainian students the WHO self-help package SH+ in Ukrainian language:

<https://www.who.int/publications/i/item/9789240003927>

with audiobooks:

https://cdn.who.int/media/docs/default-source/mental-health/doing-what-matters-audio-audio-links-in-different-languages.pdf?sfvrsn=1f449f8d_16

Please share if you know some people in need.

If you know similar content for children, maybe also in English, with videos, but with no or limited text, please suggest sources.

Thank you,
Robert



Health
International Leadership Exchange



Support Needed for Polish Schools

Approx. 186,000 Ukrainian students in Polish schools

Approx. 540,000 in distance learning in Ukrainian schools.

According to Dr. Porzak:

Ukrainian students in Polish schools need more systematic psychological support and integration.

Context depends on local “headmasters and specialists.”

“Tools supporting recovery, adaptation and integration are needed for schools and host families.”



SMHILE

School Mental Health
International Leadership Exchange

Our Training Team

Eric Bruns, PhD



Sharon Hoover, PhD



Jeff Bostic, MD, EdD



Robin Smith, MA



Kira Mauseth, PhD



Tona McGuire, PhD



UNIVERSITY of
WASHINGTON



UNIVERSITY of MARYLAND
SCHOOL OF MEDICINE



MedStar Health

MEDSTAR GEORGETOWN
UNIVERSITY HOSPITAL



Health Support Team

Disaster Behavioral Health Training and Response

Team

Local Coordinator

Robert Prozak, PhD

Training Team

Jeff Bostic, MD, EdD

Eric Bruns, PhD

Sharon Hoover, PhD

Kira Mauseth, PhD

Tona McGuire PhD

Robin Smith, MA

Interpreting Team

Magdalena Kapelewska

Vlad Maksimov

Helena Petrova-Nikolaichu

Julia Plakhotna

Kateryna Pryscheпа

Translation Team

Anonymous (3)

Stanislav Bieliei

Slawomir Bucki

Dorota Dobkowska

Małgorzata Durska, PhD

Agata Jaroszynska

Grzegorz Kość, PhD

Anastasia Lakhtikova, PhD

Pasha Sergeev

Aikanysh Sydykova

Elena Talanova

Nataliia Tomakhiv

Aida Urgazieva

Yuliya Vanchosovych

Sylwia Zysek

Funders

Several private donations covered travel, training materials, translation

A note on Translation

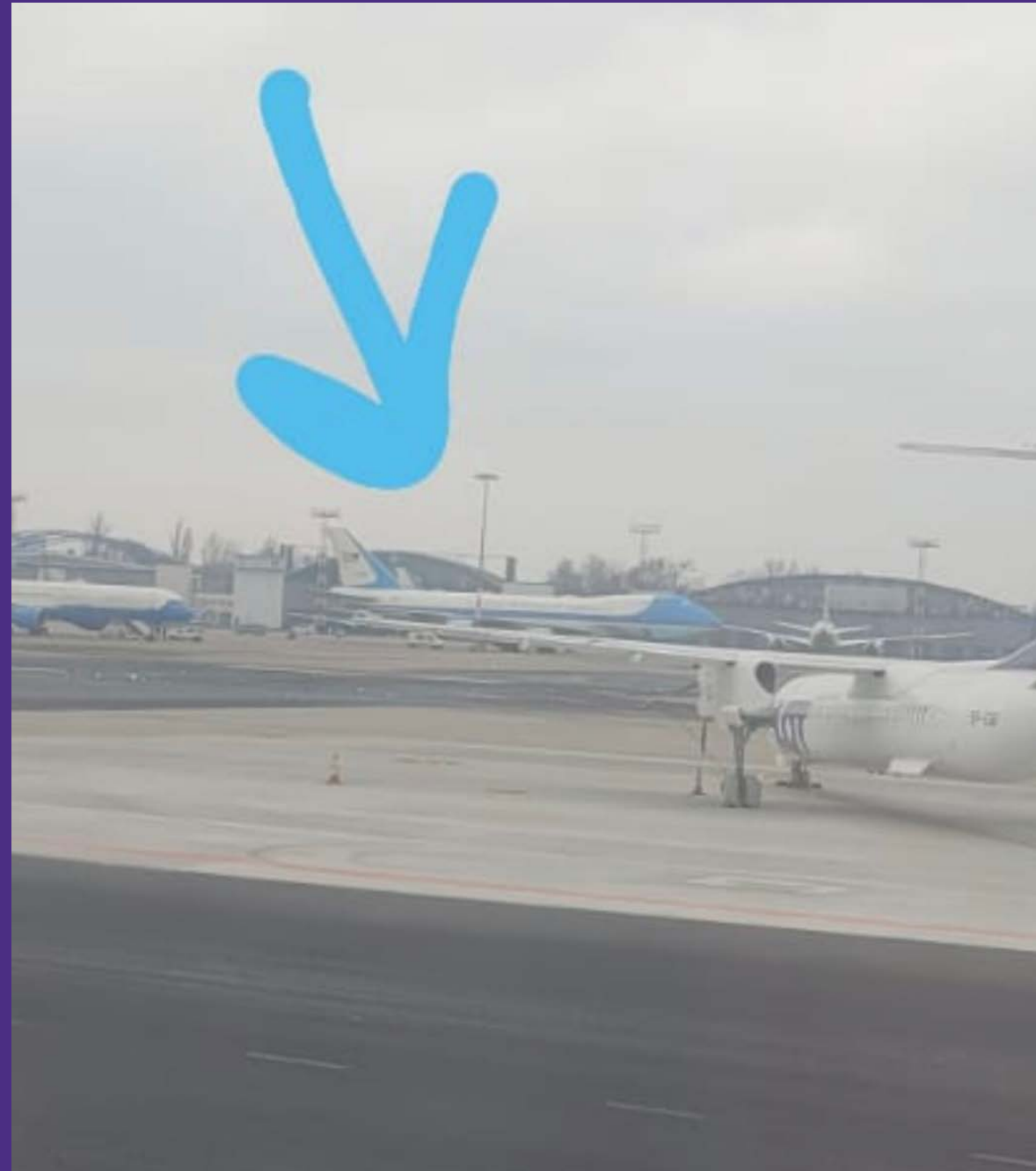
- ▶ Three languages needed (Polish, Ukrainian, Russian)
- ▶ 17 evidence-based, psychological training and triage manuals
- ▶ Handouts and other resource materials
- ▶ Approximately 1,143 pages of text—in less than three weeks.
- ▶ 27 volunteers from 7 different countries
 - ▶ Ukraine, Poland, Kyrgyzstan, Russia, Mexico, Germany





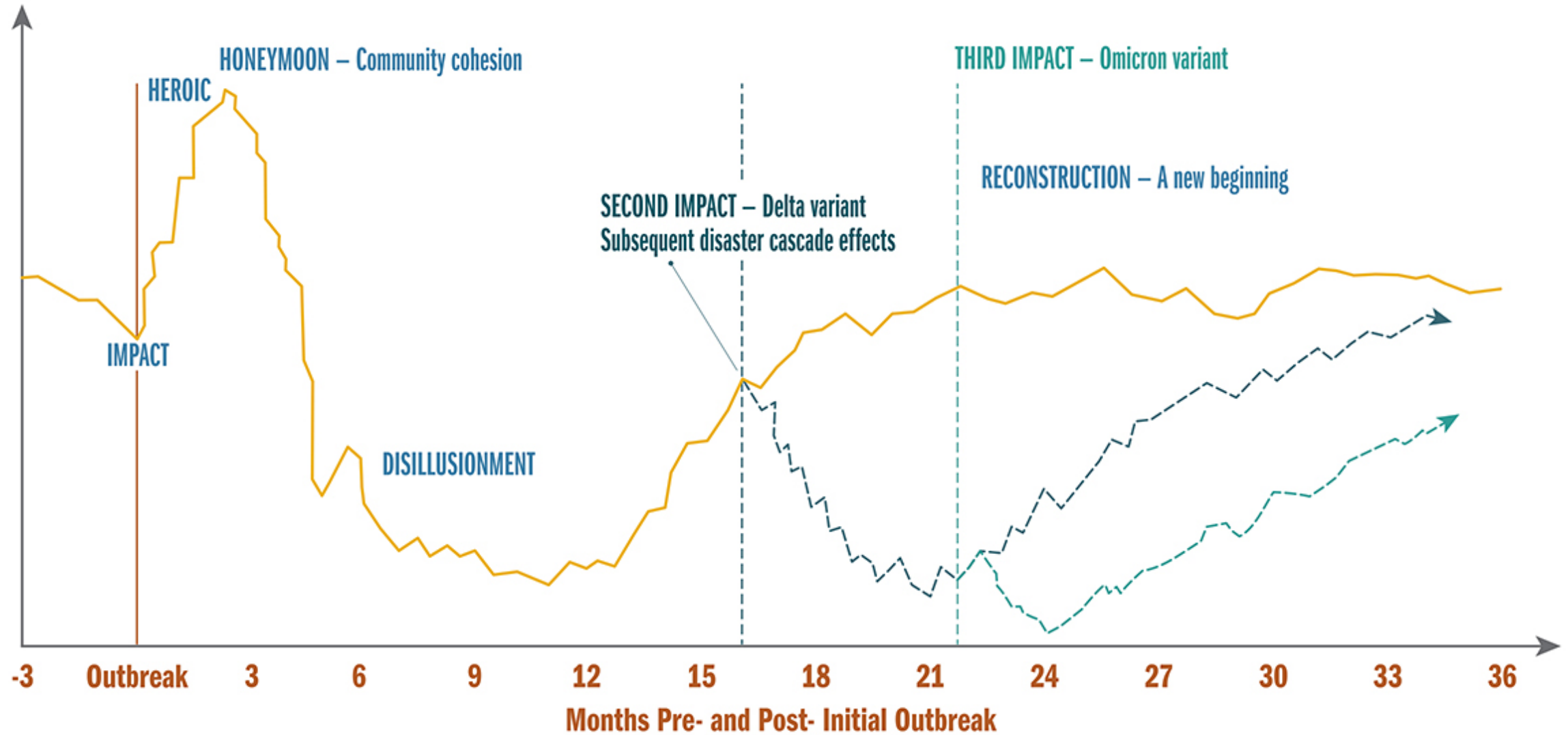
April 1-5
~10 trainings

March 28-31
~10 trainings



Reactions and Behavioral Health Symptoms in Disasters – COVID-19

Emotional Response – Lows to Highs







My name is Alice
I'm from Ukraine and since
I live I learn English language
I came with my mum and
the sister and brother.

I do a lot of art.

The things I do in Poland

I learn English language
I go for walks around the
Firlej Lake. I do a lot of art.

Ivanka

My first week in Poland
I learn English language
I play with my friends.

Veronika

My name is Veronika
I'm from Ukraine
I do a lot of art.

My name is Veronika
I'm from Ukraine
I do a lot of art.

My name is Veronika
I'm from Ukraine
I do a lot of art.

MOST POPULAR UKRAINIAN FOOD

- Deruni
- Varenyky
- Holubtsi

1m Julia. 15y

Ukraine  is my homeland
it is my VERY special country 

The Ukraine Capital is Kyiv
The President of Ukraine is Volodymyr Zelensky
Ukraine is my homeland, it is my very special country. 

 My name is Sofija

My country is Ukraine

THE

Health Support Team

- ▶ *Designed for the purpose of training local volunteers from within the impacted community in how to provide supportive services to their families, friends, and other community members in an ongoing, sustainable and culturally appropriate way.*



What do
Children, Youth
and Teens need?



TRUST

honest answers and explanations



SAFETY, ROUTINE, STABILITY
consistency, plans and predictable
patterns



CONTROL AND A SENSE OF FUTURE

Forward thinking

Increasing Communication

- ↳ The Supportive Relationship
- ↳ Zones of Regulation
- ↳ De-escalation Skills
- ↳ Active Listening Skills





ACTIVE LISTENING

- Ask open-ended questions.

Clarify

Reflect

- Summarize what you think you heard.

- Listen with the intent to understand and care, not problem solve.

Express Empathy



Younger Children- Calming interventions

Bubble Breathing

Use bubbles with wand
Have the child try to blow the biggest bubbles they can, using slow soft breaths or pretend to do above.

Scrunches

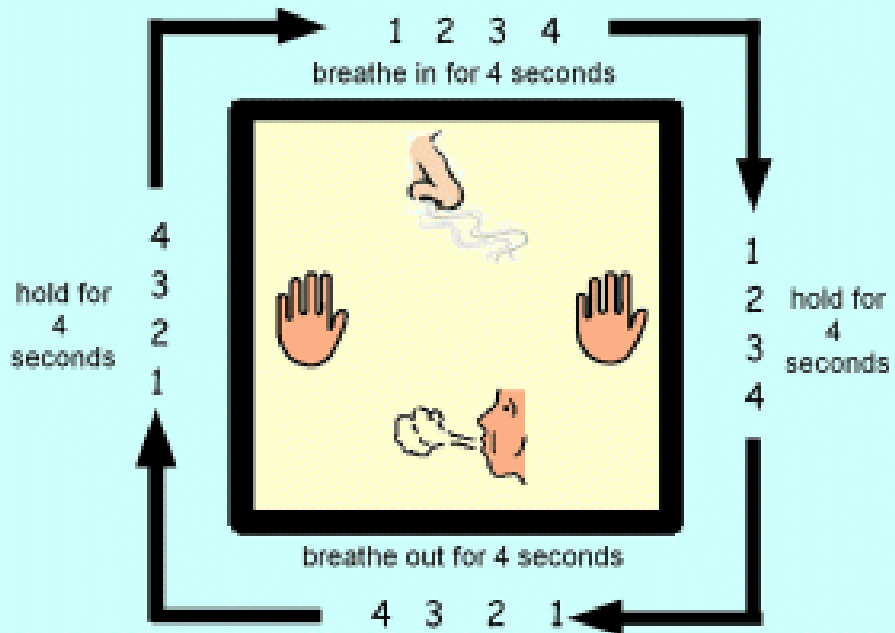
Have the child sit in a chair
Tighten up their whole body, count slowly to 3, and relax
Repeat several times
Check for any tight muscles



Older Youth and Teens – Calming interventions SQUARE BREATHING



SQUARE BREATHING



- You can't panic if your body isn't in panic mode.
- Start by practicing control with your breathing.
- Slow your breathing by counting slowly to three or four for every breath in and out.
- Try to breathe in through the nose, and out through the mouth.
- Use square breathing (make a square with your finger in the air- using a four count for each side of the square)



Additional Elements Added to HST

- *Multi-Tiered Systems of Support (MTSS)* approach
- Elements of *Trauma Informed Schools*
- Asking Is Caring Suicide Prevention content





National Center for School Mental Health

MISSION:

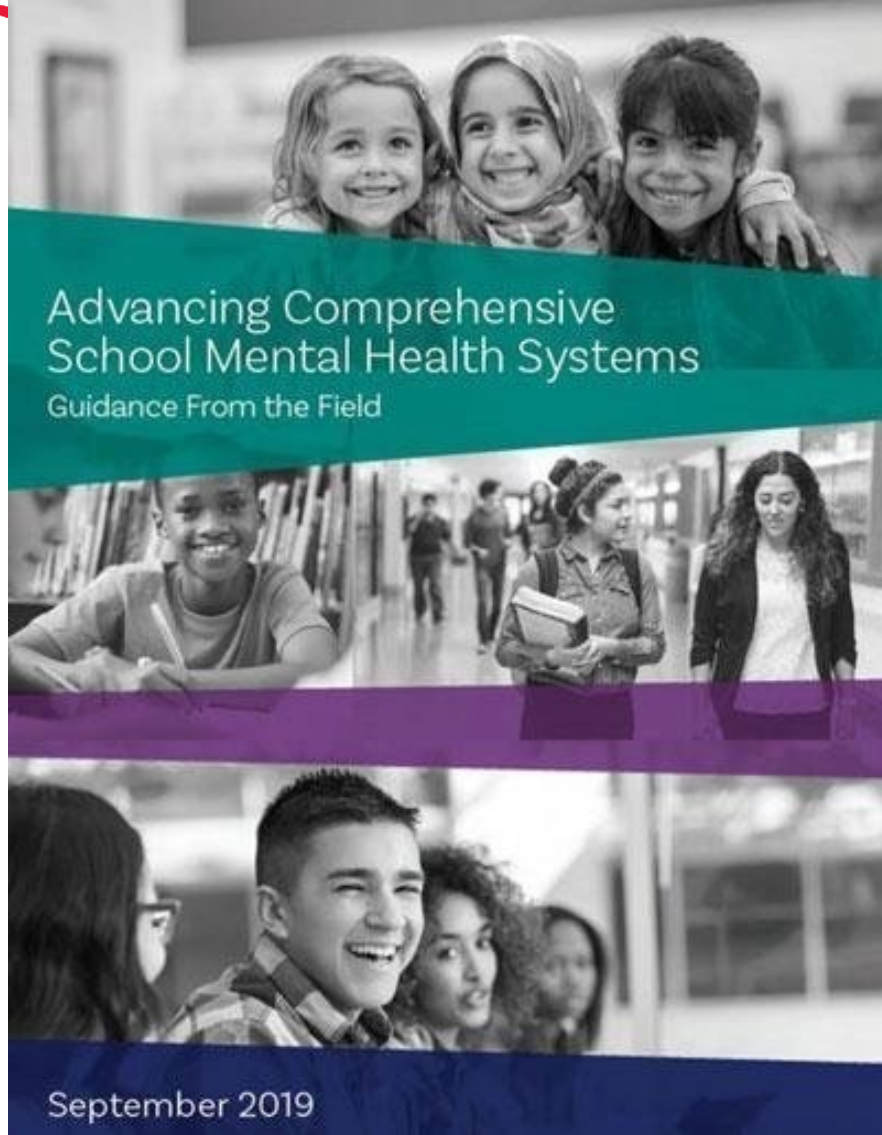
Strengthen policies and programs in school mental health to improve learning and promote success for America's youth

- Focus on advancing school mental health policy, research, practice, and training
- Shared family-schools-community mental health agenda

Directors: Drs. Sharon Hoover and Nancy Lever

Faculty: Tiffany Beason, Ph.D. Jill Bohnenkamp, Ph.D., Elizabeth Connors, Ph.D, Britt Patterson, Ph.D., Kris Scardamalia, Ph.D., Cindy Schaeffer, Ph.D.





Guidance from the Field

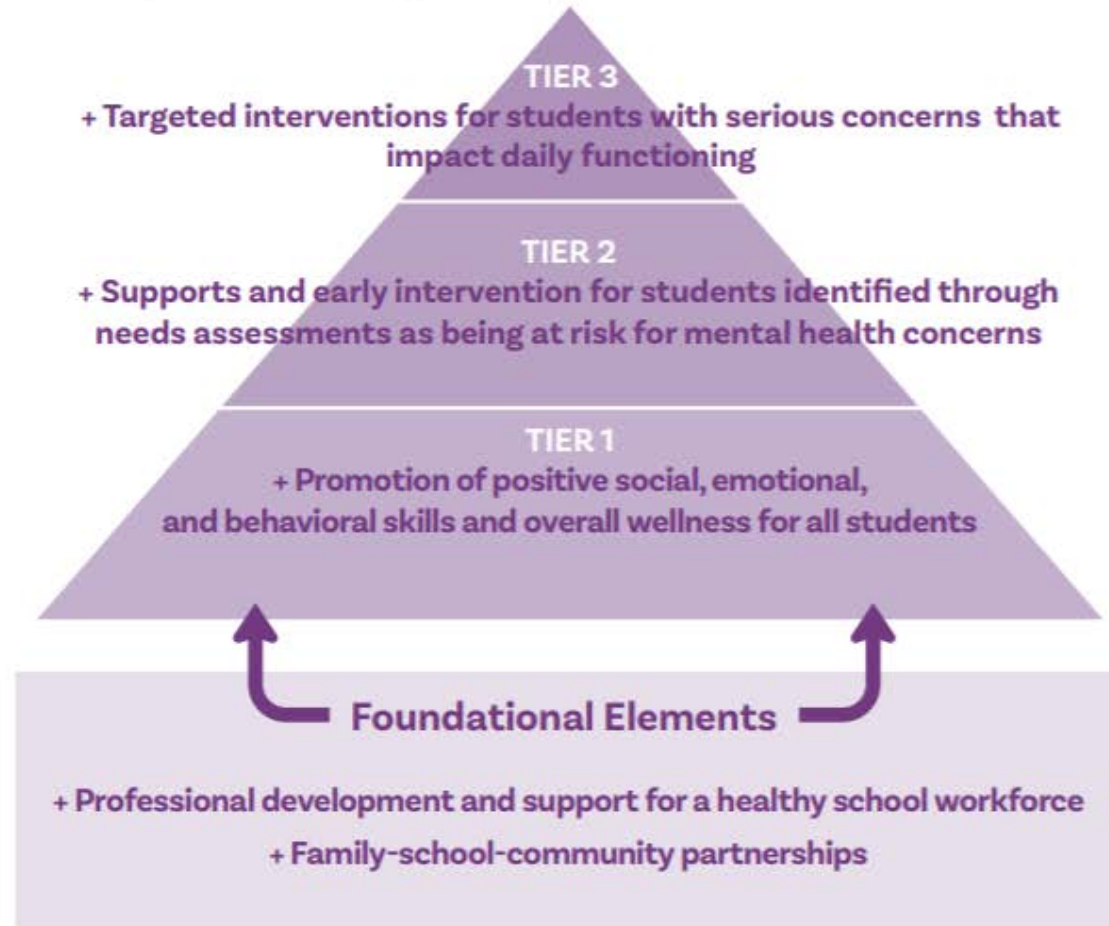
- Why Address Mental Health in Schools
- A Public Health Approach to School Mental Health
- The Value of School Mental health
- Core Features of a Comprehensive School Mental Health System
- Opportunities, Challenges and Recommended Strategies
- Local Spotlights
- State Spotlights
- Moving Forward

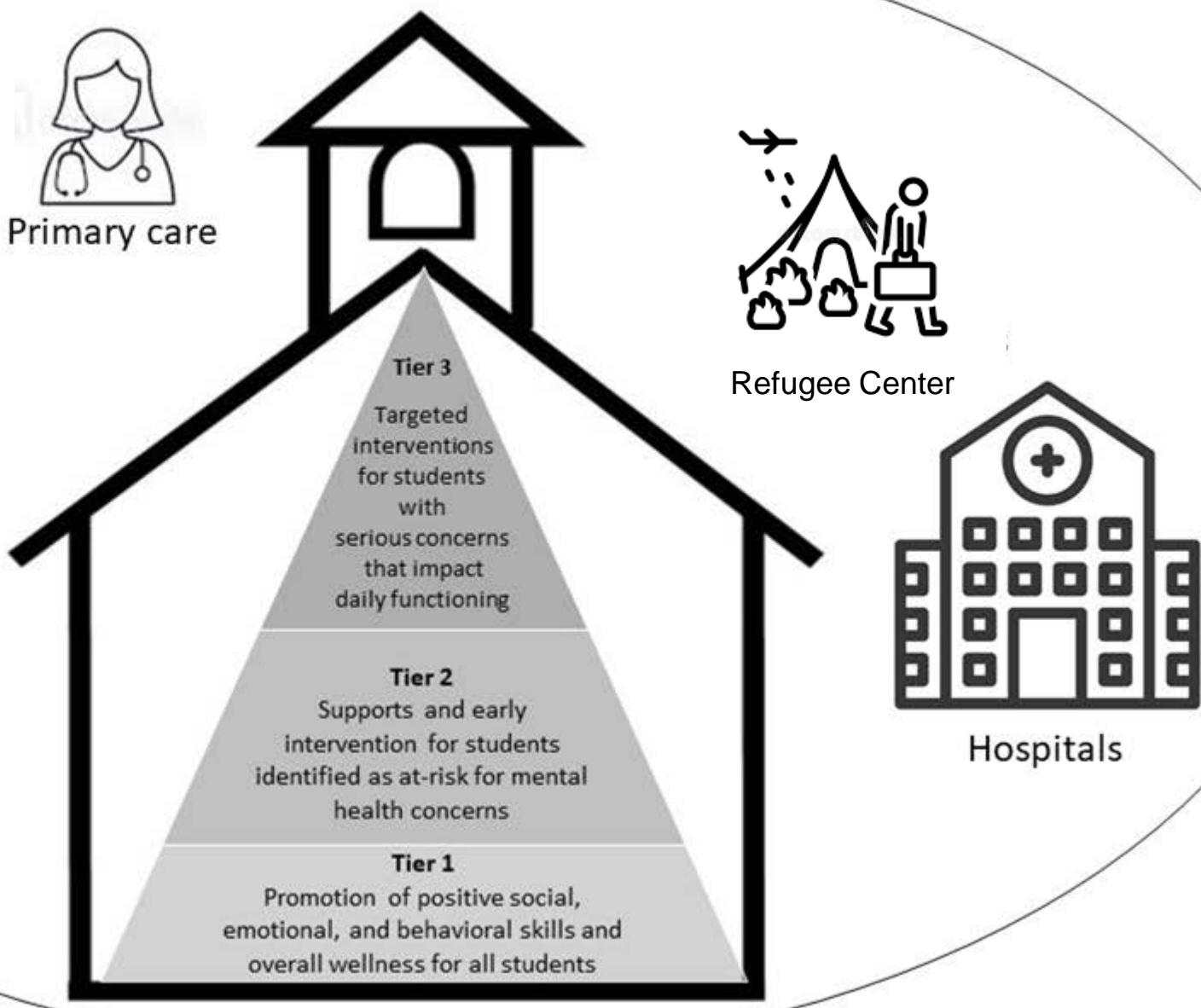
www.schoolmentalhealth.org/AdvancingCSMHS



Multi-Tiered System of Supports (MTSS)

Figure 5: Multi-Tiered System of Support





Partnership



School
Mental Health
Ontario

Santé mentale
en milieu scolaire
Ontario



Center for
Childhood
Resilience

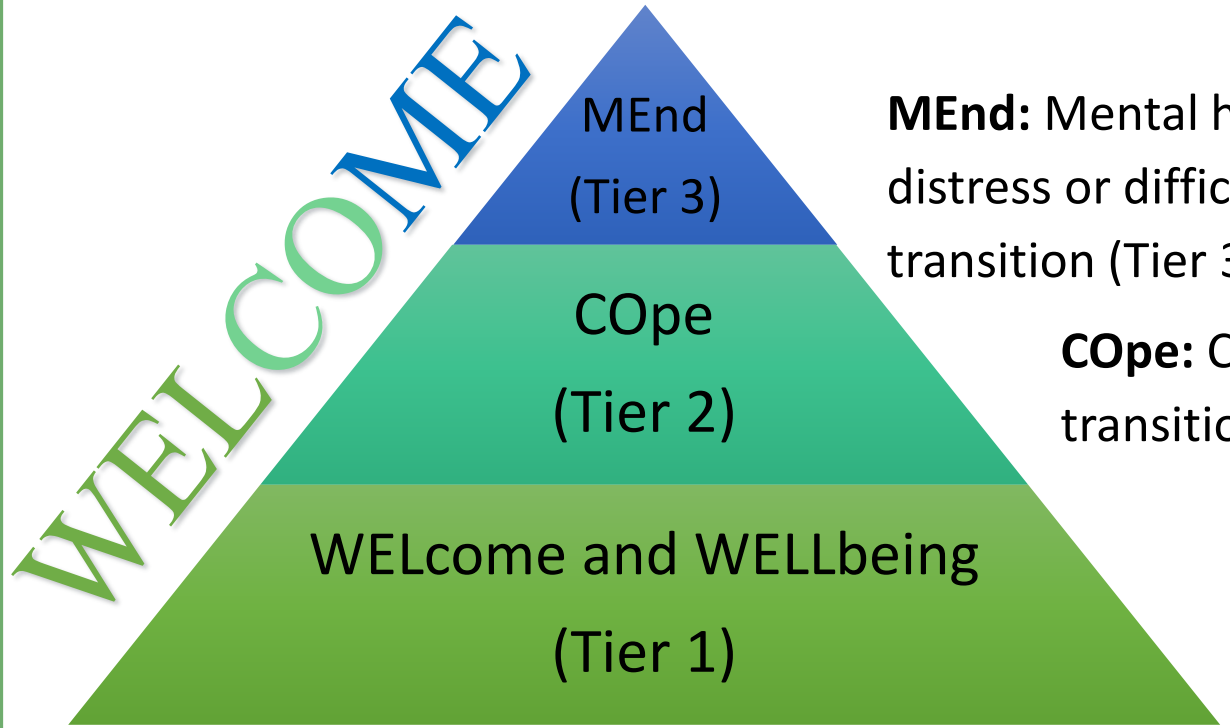
Resilient Kids. Stronger Communities. Brighter Futures.



Western
Centre for School
Mental Health



MTSS for Newcomer Students



MEnd: Mental health interventions for students experiencing distress or difficulties related to the newcomer experience and transition (Tier 3).

COpe: Coping and resilience skills to support students as they transition to a new school and community (Tier 2).

WELcome and WELLbeing: School staff and student peer strategies for welcoming all newcomer students (Tier 1).



Why Schools? Stigma Reduction

*“Schools provide an important opportunity to intervene with refugee children as a setting of utmost importance where they spend a great deal of time and encounter acculturative struggles. Placing interventions in school can help **reduce stigma**, and also provide an opportunity to intervene with the school setting itself, having an impact on its ecology. For example, affecting a school’s norms, policies, and attitudes with respect to immigrant and refugee children can help support individualized interventions for refugee children.”*

Review of Child and Adolescent Refugee Mental Health: White Paper from the National Child Traumatic Stress Network Refugee Trauma Task Force (2003)



Why Schools?

Early Identification and Intervention

*“Schools could provide **an ideal setting to implement interventions** to address the mental health needs of refugee children... In disrupted environments, schools are often one of the earlier institutions to be introduced... Schools can facilitate **early identification** and provide interventions to maximize **cognitive, emotional and social development.**”*

Tyrer, R. A., & Fazel, M. (2014). School and community-based interventions for refugee and asylum seeking children: a systematic review.



Universal – Welcome and Wellbeing (Tier 1)

- Policy and practice guidance for all school administrators, educators and peer students to ensure that all newcomers in school are welcomed and supported and to promote newcomer wellbeing.
- Education
 - information about newcomer experiences, including the strengths and challenges they may bring to the school environment.
 - specific strategies administrators, educators and peer students can employ to make students feel welcomed, supported, and empowered to contribute to the school community.
- Activities to engage, foster mutual interests, and promote friendship between students (e.g., clubs of mutual interest)





Targeted – Coping (Tier 2)

- Identifying and Building Upon Strengths and Supports
- Expressing and Regulating Emotions
- Engaging in Pleasurable Activities
- Maintaining Cultural Identity





Individualized - Mend (Tier 3)



- Normalizing Distress
- Cognitive Behavioral Intervention Components
 - Relaxation
 - Behavioral Activation
 - Cognitive Coping
 - Goal Setting
 - Exposure
 - Problem Solving
- Journey Narrative



Mental Health Supports for Newcomer Students

- Given potentially stressful experiences during stages of migration, there may be mental health needs (PTSD, depression, anxiety).
- Substantial barriers for newcomers to accessing mental health care
 - Primacy of meeting basic needs
 - Language barriers
 - Stigma
 - Lack of familiarity with mental health care









Connect



www.schoolmentalhealth.org



www.theSHAPEsystem.com

facebook.com/centerforschoolmentalhealth



@NCSMHTweets