



TRAILS

31p: TRAILS

December 15, 2022

What is TRAILS?



TRAILS

Effective mental health services, **accessible** in all schools

Improve youth access to evidence-based mental health services by training school mental health professionals in effective practices

Tier 3: Suicide Prevention and Risk Management
For students at risk of serious self-harm or suicide

Tier 2: Early Intervention
For students experiencing a mental health concern

Tier 1: Education and Wellness Promotion
For all students

Partnerships with the education workforce

ISD staff

- Mental health experts
- 31n providers

District staff

- 31o providers
- Social workers
- Counselors
- School Psychologists
- Nurses

Teachers

Administrators

Gold-standard professional development

Asynchronous TRAILS trainings

- Printed materials
- Webinars, Recorded videos
- Michigan Virtual modules

Live virtual TRAILS trainings

TRAILS Implementation support

- Coaching
- Consultation
- Learning Communities

Access to needed tools & resources

Tier 1

- SEL Curriculum
- Self-Care Resources

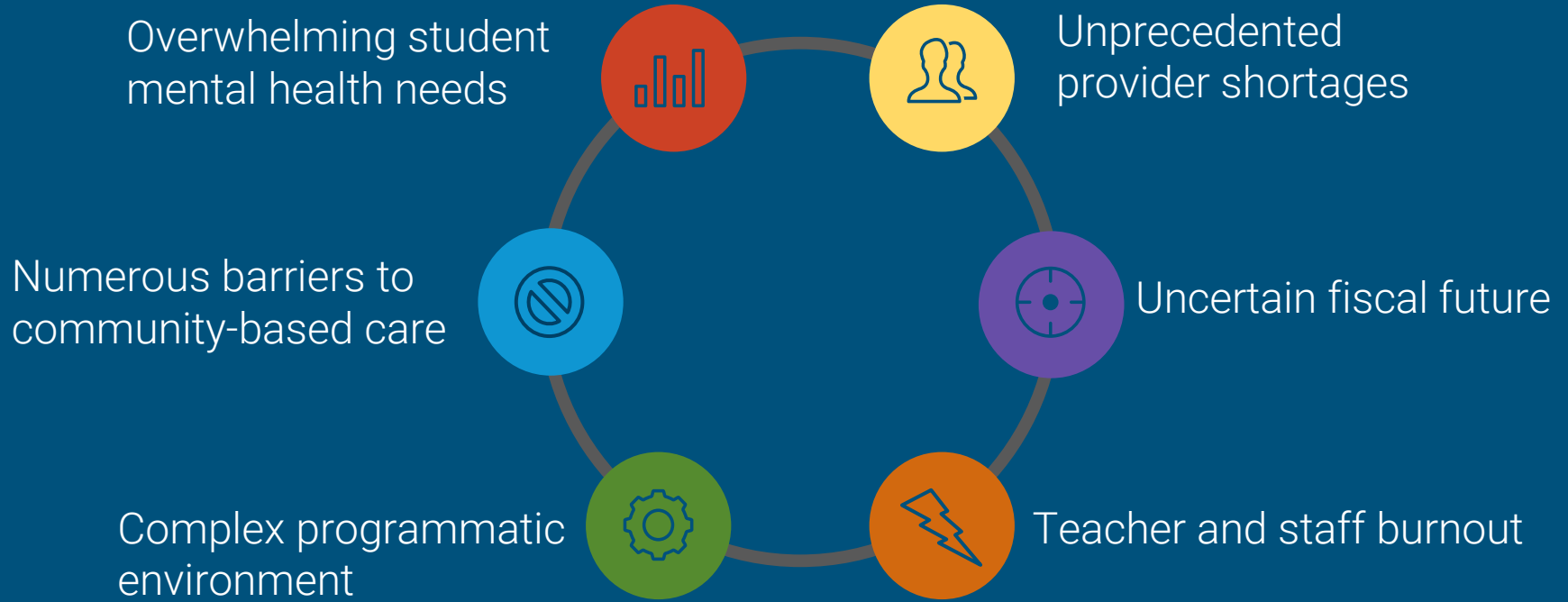
Tier 2

- Skills group manuals
 - Depression
 - Anxiety
 - COVID-19 / General Wellness
- Stand-alone resources

Tier 3

- Validated screeners
- Care coordination tools

Why is TRAILS needed?



Tier 1:

Social and Emotional Learning for the classroom

Training options:

- 2.5-hour virtual training by TRAILS
- Asynchronous modules hosted on Michigan Virtual

TRAILS curriculum:

- 20 brief lessons / [4 grade bands](#)
- Fully aligned with CASEL and MDE's core competencies
- Materials include:
 - Detailed lesson plans & supporting materials
 - Family letters (lesson summary, tips for home)
 - Tips for classroom integration

Dealing with Conflict Worksheet

When we aren't getting along with others, we often feel very strong emotions, and these can make it difficult to know how to react. To make a choice about how to respond, we can use mindfulness to think about our priorities in the relationship. These are some of the priorities we must consider:

Is it most important to...

- Keep the relationship
- Get what we want
- Maintain our values or



Acting Opposite

Directions

Think about the following situation. Then, write down

When we feel strong emotions, we get the urge to choose big behavior. A strong emotion is to act OPPOSITE of that emotion. This can help strong emotion come down!

Example: My friend tries on a

- (1) Keeping the relationship
- (3) Getting what we want
- (2) Keeping our values or self

Behavior: Tell her what I like & would like it better.

Scenario 1: Your teacher give

- () Keeping the relationship
- () Getting what we want
- () Keeping our values or self

Behavior:

Feeling	What you might want
Anger	<ul style="list-style-type: none"> • Yell • Hit • Slam • Argue
Fear	<ul style="list-style-type: none"> • Run • Avoid • Hide
Sadness	<ul style="list-style-type: none"> • Be alone • Stay in bed • Not talk to anyone
Frustration	<ul style="list-style-type: none"> • Give up • Quit • Refuse to try

Thinking Trap



All-or-Nothing Thinking

Sometimes called 'black and white' thinking, it doesn't leave room for anything in between.

Examples: I can't get all of my homework done. I got a B - I'm a failure.



Jumping to Conclusion:

Forming an opinion without enough evidence. There are two key types of jumping to conclusions:

- Mind reading (imagining we know what others are thinking)
- Fortune telling (predicting the future)

Examples: They didn't say hi to me - it must mean they hate me. Everyone will laugh at me!



Ignoring the good

Discounting or ignoring the good things in life, focusing on failures but not on successes.

Examples: I never have fun; This person is boring.



Magnification (Catastrophizing)

Blowing things out of proportion (catastrophizing).

Examples: My friend didn't want to hang out with me - I must be boring. If I get a low grade on this test, I'll fail the course.



Should Statements

Focusing on the past, attempting to rehash things we couldn't have controlled. 'Should' can make us feel guilty, or like we're not good enough. The result is often frustration.

Examples: I shouldn't have worn this outfit.

Achieving My Goals

After you've identified a large or long-term goal you want to achieve, use this sheet to make a plan to achieve it by setting smaller goals and problem-solving around things that may get in your way!

My large goal: _____

Small steps I can take to work toward this goal immediately, in the next few days, and in the next week:

1. _____
2. _____
3. _____

Some unhelpful thoughts I might have when working towards this goal:

1. _____
2. _____
3. _____

I can remind myself of these coping thoughts to help me stay motivated:

1. _____
2. _____
3. _____

Other barriers that may get in my way or make achieving my goal more difficult:

1. _____
2. _____
3. _____

Strategies I can use to get around or manage those barriers:

1. _____
2. _____
3. _____

Resources I can use to help me achieve my goal (people, information, rewards, etc.):

1. _____
2. _____
3. _____

Tier 2:

Evidence-based practices for school mental health staff

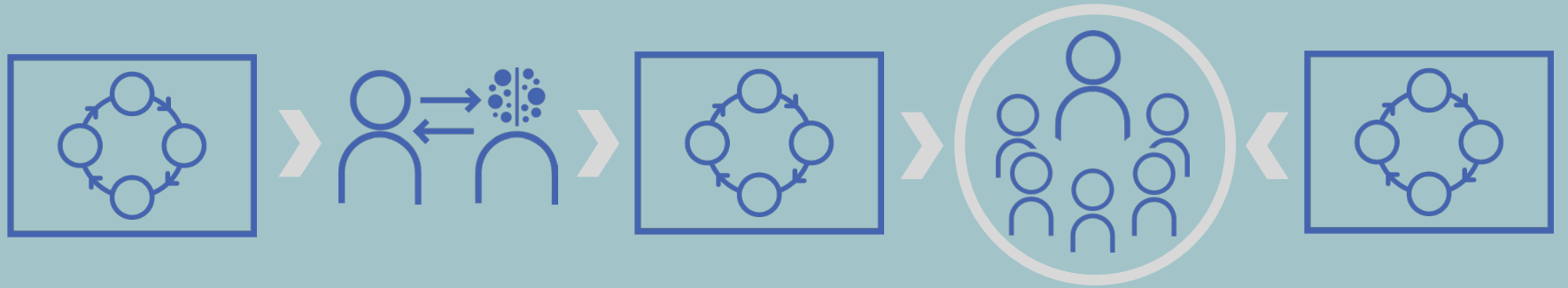
Training options:

- Two half-day (3-hour), virtual trainings
- Implementation and sustainment support from a TRAILS Coach

TRAILS materials:

- Single- and multi-session agendas
- Resources by component
- Assessment & referral tools

Tier 2: Implementation & Sustainment Support



Training for
community mental
health providers

Consultation with
TRAILS Clinical Team

Coach Protocol
Training

SMHPs and TRAILS
Coaches work
together to facilitate
skills groups for
students

Training for school
mental health
professionals
(Counselors, social
workers, nurses,
school
psychologists)

Fear Ladder Worksheet

Pick a situation that you commonly avoid due to anxiety and uncomfortable feelings. Write it down below next to #5 at the top of your ladder. Think of other smaller steps you can take to expose yourself to the fear you listed at the top of your ladder. Rate each step with the intensity of anxiety it would cause you to complete. Remember, you want each step to cause some level of anxiety. Once you decide to work on your ladder, you can start at the bottom and move up, or you can randomly pick any step and practice over and over.

Situations

Anxiety (0-10)

5.



Coping Skills Tool

As you learn new coping skills, circle or add them in your tool to get tough!

4.

3.

2.

1.



Notice your body



Give thanks



Hold an ice cube



Catching our ANTs



Try something new



What I am feeling

CBT Model Worksheet

Think of a situation you recently experienced the CBT Model. Using the **CBT Model**, describe what happened.



Looking back on the situation now, answer the following questions:

1. Were your thoughts based in fact?
2. Did your behavior make the situation...
3. What was the new situation your behavior...

Tips for Supporting Students Who Have Experienced Trauma



Make sure that the student's environment is – and feels – as safe as possible

- Minimize fighting, arguing, or raised voices that might seem like they will lead to violence.
- Allow the student to access quiet or calm spaces as needed throughout the school day.
- Make sure there is a safe way for the student to travel to and from school.

Give voice and choice to the student

- Trauma experiences often involve powerlessness. Help the student feel a sense of power by giving them a voice in what they might need to feel more successful in the classroom.

Create a safety plan for situations where there may be ongoing dangers (e.g., domestic violence, unsafe neighborhoods)

- Set up a written plan for specific risky situations.
- Have back-up plans for getting in contact with safe adult when separated or unable to reach by usual methods.
- Identify safe people and places that students can turn to, if necessary.
- Report any suspected child abuse or neglect.

Tier 3:

Suicide prevention and risk management

Training options:

- Gatekeeper training; best practices for early, accurate identification
- Implementation and sustainment support for districts
- System-level partnerships to improve care coordination and delivery

TRAILS materials:

- Brief, validated screening measures
- Referral and communication tools
- Safety planning resources
- Local Implementation roadmap

The TRAILS Website



[Our Programs](#)

[Our Impact](#)

[About Us](#)

[Log in](#)

[Sign up](#)

Effective mental health services, *accessible in all schools*

TRAILS brings proven mental health strategies to the school setting – helping staff provide the support students need.

[Sign up to access TRAILS materials](#)

Evidence of Impact

Sample/preliminary outcomes:

High-school students in 3 districts who received TRAILS Tier 2 programming showed significant reductions in symptoms of depression and anxiety (n=17)

	Baseline	Follow Up	Difference	Significance
Depression (PHQ-8)	14.35	10.53	-3.82	$p = 0.009$
Anxiety (GAD-7)	13.47	10.82	-2.65	$p = 0.096$

High-school students in one school who received TRAILS Tier 2 programming showed significant reductions in symptoms of depression and anxiety (n=17)

	Baseline	Follow Up	Difference	Significance
Depression (PHQ-8)	11.70	6.9	-4.8	$p = 0.030$
Anxiety (GAD-7)	11.80	6.8	-5.0	$p = 0.029$

PHQ8 Score range: 0-24

GAD7 Score range: 0-21

Evidence of Impact: Current & Next Steps

Michigan Schools RCT:

- Focusing on Tier 1 only
- Launched in 45 schools (Thank you, Genesee ISD and Wayne RESA!!)

US Department of Education-funded RCT

- Focusing on Tier 2 only
- Launched in Detroit Public Schools Community District
- 11 schools participating in the Y1 pilot
- 75 schools participating in Y2-3 randomized controlled trial
- District wide student baseline assessment under way (50,000 students)

Cost-Effectiveness Study: Launching now



How will TRAILS benefit MI schools?

- **Bridges research and practice**
- Builds expertise and fundamental skills among the education workforce
- Promotes utilization of best-practices for supporting student wellness
- Aligns all staff in a common, evidence-based approach
- Maximizes capacity of existing systemic solutions; augments other programs
- Offers extensive library of curriculum materials and resources
- Strengthens MTSS & PBIS frameworks to meet the needs of all students
- Provides implementation support and sustainment planning
- Connects schools and districts to a statewide network of TRAILS partners

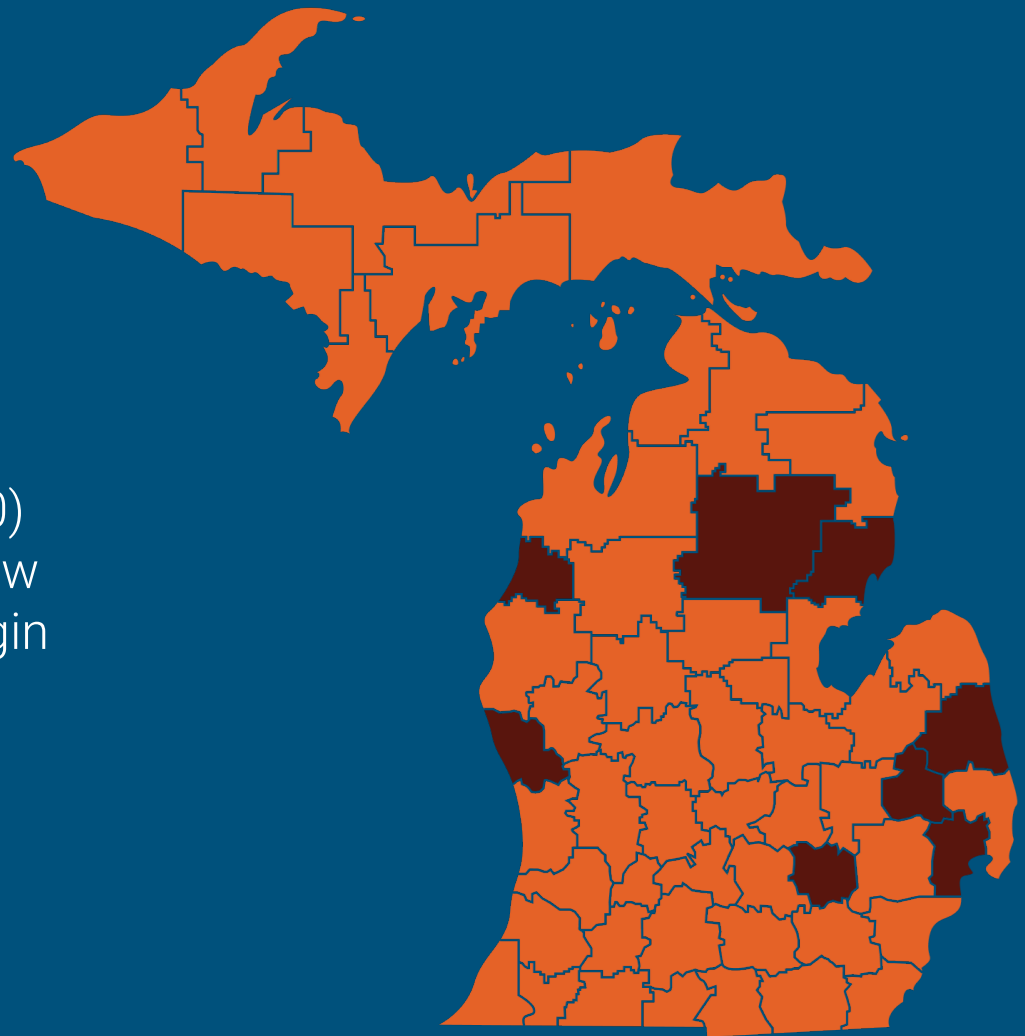
31p Legislation:

FY21: 2021 - 2024 / \$5.4M

- 10 schools per ISD
- 48 ISDs opted in
- 36 ISDs selected schools (340)
 - 246 schools launching now
 - Remaining schools to begin work through 2024

FY22: 2022 - 2026 / \$50M

- Up to 30 schools per ISD
- All 56 ISDs have opted in (!)



Current Operational Challenges

● Boilerplate language:

-MDE shall establish a grant process to distribute funds under this section.

-The department shall award, in an equal amount, grants under this section to each intermediate district that has an approved grant application.

-Intermediate districts receiving funding under this section must use it to implement a TRAILS program within the boundaries of the intermediate district.

- **Slowdowns at MDE → Challenges for TRAILS infrastructure development / capacity scaling**
- **Equal proportion → Not reflective of differences in ISDs size and completed TRAILS engagements**

● Federal COVID funding:

- **No indirects allowed → Has to be interpreted to mean no funding allowed to stay at the ISDs**
- **Already selected for both a state and federal audit (weekly meetings, lots of reporting)**

TRAILS FAQs:

1. TRAILS seems like a vendor; why is the state supporting it?

TRAILS is very different from a vendor. We do not sell our program materials, we work to improve school mental health systems. The vast majority of our resources are publicly accessible on our website, www.TRAILStoWellness.org. Our materials are downloaded 2,500 times per day by users in all 83 MI counties, as well as all 50 U.S. states and 125 countries – many users access TRAILS content for free!

2. Some districts already have mental health programming, do they have to use the TRAILS materials if they opt in to 31p funding?

No! Not at all. TRAILS teaches core, evidence-based practices that improve school mental health services broadly, regardless of the specific program being delivered. Ensuring that staff are fluent in cognitive-behavioral and mindfulness practices leads to better programming for students over

TRAILS FAQs:

3. If a district opts in, do they have to implement all 3 tiers of TRAILS?

No. Over the next 6-10 months, we will work with each ISD to determine the scope of work that fits their needs best.

4. Can ISDs choose when to implement TRAILS?

31p legislation gives us 4.5 years to complete this work, but many districts want to start right away. TRAILS will work with ISDs to select the best timing.

5. What if a district has already partnered with TRAILS?

New funding allows TRAILS to serve up to 30 additional buildings per ISD. If your ISD doesn't have 30 more schools that want programming, we offer the following:

- Continued training and support (as needed)
- Advanced practice trainings
- Booster trainings, especially for new staff
- Future innovations coming: lots planned for 2023-26!

Questions?



THANK YOU! ...Please stay in touch!

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