



Level II

Implementation Training

Facilitator Guide

Erika's Lighthouse is a not-for-profit depression and mental health education organization that educates upper elementary, middle school and high school communities about teen depression, eliminates the stigma associated with mental health issues and empowers teens to take charge of their mental health. For more information and other programs and resources, go to www.erikaslighthouse.org.

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This program was written for educators, professionals and other adults working with adolescents to educate them regarding the issues surrounding depression. While Erika's Lighthouse consults with clinical, therapeutic, legal, and child development experts, nothing in this program should be construed as specific or general medical or psychological advice. Erika's Lighthouse assumes no responsibility for any actions taken as a result of the material or information contained in the program. Every child's and family's situation is unique, and Erika's Lighthouse urges children, adolescents, parents, and educators to seek and find competent professional advice appropriate for specific individuals and actions.

Welcome to the Level II Implementation Training

Slide 1: Title Slide

Welcome to the implementation training for the Erika's Lighthouse Level II: Depression Awareness program. We're glad you could join us.

Slides 2: Level II Implementation Training Agenda

The Level II implementation training will review the Core Messages from Erika's Lighthouse, the objectives & components of the Level II program, how to address sensitive topics within the classroom, the content of the program and tips for successful teaching and implementation.

Slide 3: Classroom Education Programs

Erika's Lighthouse offers 3 classroom programs that are designed to educate students about mental health, depression, suicide, good mental health and help-seeking behaviors. This implementation training is focused on Depression Awareness, our Level II program. The Level II: Depression Awareness program provides an introduction to the topic of depression and is ideal for middle school and early high school students, in grades 5-9. The program is fully bilingual in English and Spanish. The lessons and activities are designed to increase young people's knowledge of depression, decrease negative attitudes of depression and its treatment, increase self-advocacy and peer to peer intervention and increase engagement in good mental health behaviors.

Slide 4: MTSS Area of Focus

When we look at the multi-tiered system of supports (MTSS), there are foundational, tier-one, tier-two, and tier-three levels. Erika's Lighthouse fits into the tier-one, foundational level of MTSS. We want all students to be educated on mental health, signs and symptoms of depression, positive coping mechanisms, help-seeking skills and good mental health behaviors.

Slide 5: Addressing Sensitive Topics

This curriculum addresses sensitive topics. In order for students to feel safe and be fully engaged in the lessons, there are some important things to do when introducing the program to students. On the coming slides, we will review how to establish group norms, answer difficult questions that may arise and provide reminders about the importance of being sensitive and trauma informed.

Slide 6: Establishing Group Norms

It is important to establish group norms. Group norms are ways that groups of people can work together in a thoughtful, respectful, safe and productive way. Here are some guidelines you may find useful in helping students come up with group norms:

- Everyone should be involved in creating the group norms.
- Use guiding questions to help students identify the norms that will achieve a safe and caring classroom: Some examples of guiding questions are:
 - How can we be sure that people will be able to safely share private information and feelings?

- How can we be sure that everyone has a chance to freely share and that they are heard?
- How can we be sure that people are not forced to say or do something that makes them feel uncomfortable or unsafe?

Some examples of group norms that are brainstormed may include:

- Listen to others' perspectives
- Maintain confidentiality
- Participate
- Right to pass
- Respect differences

Slide 7: Answering Difficult Questions

Sometimes when covering sensitive content such as emotions, social influences, and personal topics, questions may arise that are difficult to answer. Sometimes, the question may relate to personal values that are not universally shared. Or the question might have more than one answer depending on a person's values, beliefs, and personal history.

It may be helpful to follow this protocol when responding to difficult questions:

1. **Affirm that the student's question is legitimate.** Restate it for clarification and acknowledge that others might also wonder about this. "Thanks for asking that. I am sure other people would like to know about..."
2. **Identify if there is a belief/value that is inherent in the question.** Point out anything about the question that might be opinion-related. It is important to express the range of opinions without identifying that any single opinion is the right one. "Some people might believe...while others believe..."
3. **Answer the factual part of the question.** "Here is what is known to be true..."
4. **Refer to a trusted adult.** "This would be a great question to ask your (aunt, dad, caregiver, etc.)"
5. **Check back.** "Did I answer your question?"
6. **Leave the door open.** "If you have any other related questions, I hope you will feel free to ask."

Slide 8: Being Sensitive & Trauma-Informed

Any time a sensitive topic is addressed in the classroom, it is important to ensure that all students are protected from potential trauma. We need to approach the topic with sensitivity and from the lens of being trauma informed. So what does that mean to be trauma-informed?

Students:

- Come to the classroom with many different values, cultural and religious beliefs, and ideas about these topics.
- May have experienced trauma of some sort in their life, it may have an impact on their ability to thrive and be healthy.
- May have difficulty sharing ideas and discussing these issues with their peers.

Educators should:

- Infuse language and guidelines to support sensitive and personal discussions in classrooms.
 - a. Create routines to promote a feeling of stability and comfort. Kids who have been through trauma, worry about what's going to happen next. Create routines to promote a feeling of stability and comfort.

- b. Create a classroom community that builds connections with students and let them know you are here to help them succeed.
- Seek opportunities to instill hope, resilience, and safety.
 - a. Greeting your students in the hall, offering praise, listening non-judgmentally all help to foster resiliency in your students.
 - b. Talk to the student 1 on 1. Ask gently what is going on in their life and what you can do to support them-maybe listening to music, taking a walk, or having a snack will help them get through the day.
- Switch your mindset-"remember the student who has experienced trauma is not trying to push your buttons. Positive interactions might seem small but they can build resilience."

Slide 9: Level II Core Messages

We want you and the young people you are with everyday to know that depression is real, it's common (in fact, 15-20% of young people will struggle with depression before adulthood), it's serious (90-98% of suicides are a result of a diagnosable mental illness – the vast majority being depression) and it's treatable. Just as important as the signs and symptoms of depression, we teach our young people that everyone deserves good mental health and we carry the message that you are not alone and that there is always hope. That is a key component for our students and our educators to understand.

Slide 10: Level II: Depression Awareness

Fighting adolescent depression requires compassion, empathy, and education. Our depression programs provide educators with youth-oriented materials that raise awareness, teach skills, encourage conversation, promote early identification and prevention, and help show teens that they are never alone. So many young people do not seek help they need. By raising awareness of depression and reducing the stigma that surrounds it through education that is teen-centered, factual and hopeful, we can change that.

All programs are easy to download and implement and are available at no cost. The messages that come from Erika's Lighthouse are hopeful, never dark, sensational or fear based. We focus on good mental health. Absolutely everyone, even those not going through depression, can learn to take care of themselves. The classroom programs are tier one, early intervention, and early identification programs.

This program can serve as your school's primary depression and suicide awareness teaching tool or can be used to supplement the education you're already providing your students through your own lesson plans, textbooks, other curricula and/or guest speakers. Student education can be delivered in whatever class makes the most sense - health class or advisory, and can be taught by a health teacher, social worker, and/or counselor in conjunction with another classroom teacher. Know that when you use our classroom programs as part of your depression and suicide prevention education -we support you. We are committed to partnering with you as you teach this program. Please let us know how we can best support you.

Slide 11: Choose Your Path for Level II

One of the first steps to take as you prepare to teach the Level II program is to choose your path. Two versions of the Level II program are available to teach - the Full version or the 1-Day version. The full version is made up of 4 lessons, each running about 40-45 minutes in length. Teaching the full version of Level II meets National Health Education Standards. The 1-day lesson is made up of one lesson, running about 40-45 minutes in length and this is a condensed version of the full

program.

Slide 12: Objectives of Level II: Full Program (4 lessons)

Each lesson in the full version has objectives. In lesson 1 students will define that depression is a mood disorder, be able to describe the signs & symptoms, risk factors and resources for depression. They will also learn how to access a reliable, trusted adult at school. In lesson 2, students will understand stigma, the treatment available for depression, and demonstrate how to reach out for help for themselves or a friend. In lesson 3, students will demonstrate how to help themselves or others, discuss how to support their mental health, and demonstrate the ability to use interpersonal communication skills to support the health and well-being of themselves and others. Lesson 4 is a student skills check where students can establish a plan for maintaining and improving their mental health.

Slide 13: Objectives of Level II: One-Day Lesson

The 1-day version of the Level II classroom program consists of an engaging and interactive lesson designed to be taught to provide students with increased

- knowledge of key concepts related to identifying depression
- self-advocacy and peer-to-peer intervention to promote help-seeking
- awareness of how students can support their own mental health and well-being

Slide 14: Components of Level II Program

Everything you need to teach the Level II program is on the Resource Portal. The Level II program is a video-based program that includes a facilitator guide, student-facing slides and other materials, self-referral cards, student bookmarks and pre and post tests. On the right side of the slide, you can see what the program looks like on the resource portal.

Slide 15: Plan & Implementation for Teaching Level II

Before you teach each lesson, review the Facilitator Guide, watch the video, review the student-facing slides and prepare any classroom materials and/or pre- and post-test for your students. We recommend informing the school mental health team that you are teaching this program, especially if you will be using the self-referral cards. Once you have completed the first two steps, you are ready to teach the program. After you teach, please complete the required Report on Impact form letting Erika's Lighthouse know you have taught the program and then complete the Educator Evaluation Survey.

Slide 16: Level II Facilitator Guide

Both versions of the Level II program have a complete facilitator's guide for you to use. The facilitator's guide lists all of the materials that you will need to teach the program. It also includes a full teaching script that pairs with the student facing slide deck.

Slide 17: Representation Matters

One strength of our classroom programs is our videos. And a strength of our videos is their authenticity. The teens in the videos are real teens, not actors, talking about their life, their depression, how it started, what has helped them, who has helped them, and how they practice good mental health. In our Level II program, the messages delivered come from young people who look and sound like most students, making it easier for a young person to recognize themselves in our videos

Slide 18: Navigating the Student Story Vignettes

Each lesson has an opportunity for students to select which student story they would like to learn more about. The links to the student stories are divided into 3 categories - Signs & Symptoms, help-seeking and coping strategies, which aligns with each lesson topic. You may choose to listen ahead of time to the student stories and pre-determine which student story you would like your students to learn about. The format of this program allows for a lot of small group work and opportunity for students to dive deeper if you'd like.

Slide 19: Video

We are going to meet Catharine and hear how she describes her signs and symptoms of depression. We hope this gives you a nice overview of the messages in the Level II program.

Slide 20: Level II Slides

Each lesson has its own student facing slide deck. Here is a sample of one of the slide shows. We encourage you to take a look at each deck prior to showing them to students.

Slide 21: Level II Student Workbook

The student workbooks are used in a variety of ways. First, student's will record their answers to the video prompts in the workbook. Second, they can keep the workbooks so that they have access to important information, such as the role play, who they identify as their trusted adults, and the prompt for how to ask for help, if they needed. We recommend either printing a copy for each student or using the fillable form.

Slide 22: Student Bookmarks

We want to ensure that students know where they can access a trusted adult at school. So, the student bookmarks have a blank space for you or the students to write down the name of the school counselor or school social worker. We encourage you to also include their office number so that students know where they can locate them in the building. If your school does not have an onsite counselor or social worker, you can encourage the students to write down who they identify as a trusted adult. That could be a family member, coach, someone in their community, or YOU! You will notice that on one side the student bookmark lists the signs and symptoms of depression and on the other side, there are tips for taking care of their mental health.

Slide 23: Student Skills Check - Lesson 4

Lesson 4 is a skills check. There are three portions for the skills check: a true/false quiz, a mental health checklist, and a mental health journal. These assignments are optional and just ideas, if you have an idea that feels more appropriate for your students you are welcome to use something

different.

Slide 24: Self-Referral Card

Erika's Lighthouse does not use screeners, we use a self-referral card. Here you can see an example of the self-referral cards. On this card, it says I would like to speak to a mental health worker in 24 hours, in 7 days, I do not need to speak to someone. If you will be using the self-referral cards, please ensure that every student turns one in at the end of the lesson.

Like everything else in our program, you have flexibility and choice about using the self-referral cards. However, if you are planning to use them please make sure to collaborate with the mental health professionals in your building as they may see an uptick in the number of students who need support.

Slide 25: Pre- and Post-Tests

We ask you to have students complete the pre and post tests as part of teaching the Level II program. If teaching the full program, students will complete the pre-test before Lesson 1 and after will complete the post-test after Lesson 3. If teaching the 1-day lesson, students will complete the pre-test before the lesson and the post-test after the lesson. The results of the pre and post tests can be found on the Data Center, which is updated daily.

Slide 26: Tips for a Successful Program

After our many years working with schools, we have developed some helpful tips for a successful program. First, our programs are extremely flexible. You can edit slide decks, cut something or add something from a lesson. Please feel free to make the script and the program materials work for you. Second, you know your students best. You know what content they are ready for and how to continue the conversation in meaningful ways. It is best practice not to deliver this program at the end of a day or on a Friday and to make sure there is extra mental health support on the days the programs are taught. And lastly, a plan should be in place for how to handle self-referrals and who will be supporting that process. Please know that Erika's Lighthouse education team is here to support you. Should you have any questions or concerns you are welcome to contact them.

Slide 27: Our Free Programs

As an organization, Erika's Lighthouse promotes inclusive school cultures around mental health by using a four-pillar approach to impact every stakeholder in a young person's life. These four pillars include classroom education, student-led empowerment clubs, family engagement and school policy & staff training.

Slide 28: Optional Program Additions

If you are interested and time allows, we offer many extension lessons to continue this important conversation with students. There's a mental health jeopardy game that you can play, mental health Recharge, or worksheets to help students overcome barriers for asking for help. There are many resources that can help you continue the conversations with students.

Slide 29: We are here to support you

Erika's Lighthouse is here to support you. If you have any questions or thoughts, please feel free to reach out to us.