

How NDUS teacher education programs address student behavioral health issues

Presentation to Education Policy Committee

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Youth Mental Health Competency

- When teacher candidates seek initial licensure, ESPB gathers responses to the following question: “Can you demonstrate competencies in youth mental health?”
- According to the executive director: “qualitative comments indicate higher education is integrating the training into multiple courses as well as into the pre-service teaching seminar”
 - Additionally, ESPB noted that the depth of comments have increased as well as an increase in the variety of trainings
- NDUS institutions embed mental health content in courses which include such topics as: social-emotional learning, behavior management, trauma informed practices
 - Some institutions also offer seminars and workshops

What is behavior?

- All behavior communicates
- Our candidates need to understand behavior and effectively teach P-12 students a way to communicate the behavior differently
 - When this happens, there will be positive outcomes

Special Education Preparation

- Special Education candidates are trained specifically to understand student's behavior by identifying the reason the behavior occurs
- Behavior is addressed through the student's IEP where the student is taught to use appropriate behavior to communicate their needs or get their needs met

Not all students with disabilities are eligible for special education

- To be eligible for special education services the student must have a “disability” that “adversely affects educational performance”
- This may not include children with:
 - Mental health issues
 - Drug/alcohol abuse
 - Bullying exposure
 - Home life problems
- Classroom teachers work with all students – and perhaps many students who do not qualify for services, but have behavior issues

Teacher Education: Diverse Learner Preparation

- All NDUS institutions distribute the same set of common metrics to gather data for program quality
- Surveys gather data on instructional practice, ability to meet the needs of diverse learners, creating a learning environment and professionalism
 - The Exit Survey is administered in the fall and spring to student teachers near the end of their clinical experience
 - The Transition to Teaching Survey is administered in the spring of the year to completers from the previous academic year
 - The Supervisor Survey asks those who supervise first-year teachers to assess the novices' readiness for the teaching profession

Survey Results: Diverse Learner Preparation 2017 and 2019

“To what extent do you agree or disagree that your teacher preparation program prepared you to do the following/that this first-year teacher does the following: differentiate instruction for students with mental health needs?”

Survey	Percent Tend to Agree and Agree
2017	
Exit Survey	75.6%
Transition to Teaching	66.3%
Supervisor Survey	88.8%
2019	
Exit Survey	76.7%
Transition to Teaching	65.6%
Supervisor Survey	91.94%

Examples of Youth Mental Health Preparation

- Mayville State University
- Minot State University
- North Dakota State University

Positive Outcomes of SB2048

- Candidates are using the same language in-service teachers use related to youth mental health
- In some instances, candidates and in-service teachers have received the same training
- Teacher preparation programs collaboration with REAs related to youth mental health
- Annual NDACTE meeting recently addressed youth mental health
 - Attended by faculty and students from all ND teacher prep institutions

Challenges and Opportunities for Teacher Education

- Candidates are completing clinical experiences or become employed in districts that do not follow best practices in relation to youth mental health
- Further collaboration with REAs and districts as they move to “Phase 2” of implementation (meeting the “once every two years” requirement)

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