

# Promoting Mental Health in Schools

A Qualitative Analysis of the Mindful Schools Project



# Agenda

1. Overview
2. Research Method
3. Findings
4. Interpretation and Discussion
5. Implications
6. Summary





# Overview

qualitative analysis of the Mindful Schools project

## Research Question:

*“What are the benefits and barriers of the “Mindful Schools” project in promoting mental health in schools, from the perspective of project coordinators?”*

consideration of contextual and individual factors (e.g. self-efficacy beliefs)

exploring **barriers, resources, chances, and opportunities for improvement** in implementing mental health interventions in schools

# Research Method



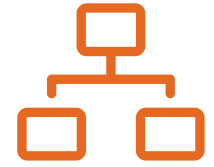
## Qualitative Secondary Analysis

Expert Interviews



## Semi-Structured Content Analysis

Kuckartz, 2018



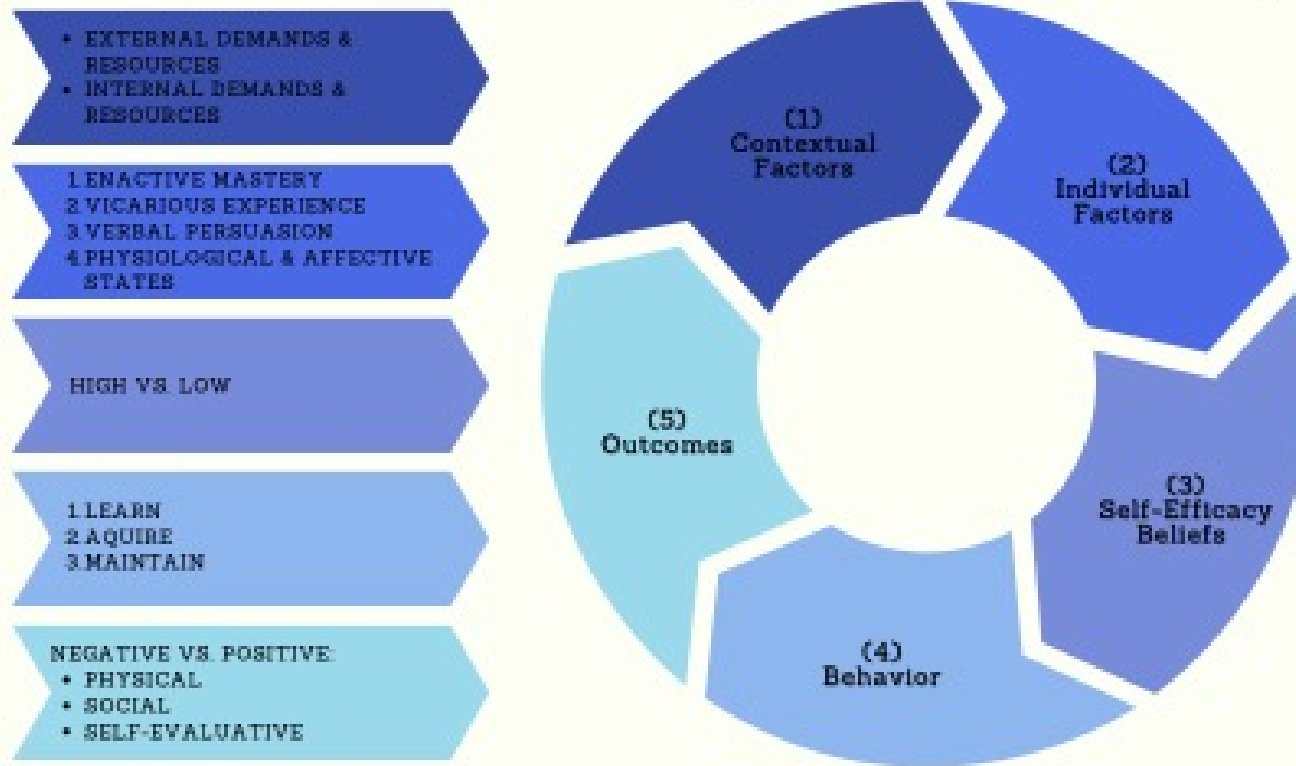
## Theoretical Framework

SE-DR Model



# Excursion: SE-DR Model:

## Self-Efficacy and Demands-Resources Model (SE-DR Model)



Combination of  
Self-Efficacy &  
Demands-  
Resources Model

(Bandura, 1997; Becker, 2003)



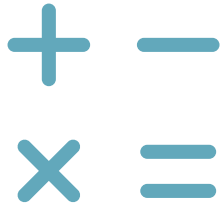
# Findings

# Barriers

- 1 | Demanding General Conditions
- 2 | School Structure
- 3 | Insufficient Access to Knowledge
- 4 | Inconclusive Implementation Process
- 5 | Insufficient Involvement of Teachers
- 6 | Challenging Communication
- 7 | Insufficient Awareness and Stigma



# Areas of Barriers



## **School-level barriers**

Aspects such as school structure, access to knowledge, teacher involvement, communication, and awareness and stigma



## **Societal-level barriers**

Broader factors like general work conditions and organization/structure of health and education sectors



## **Intervention-level barriers**

Aspects like timeline, sustainability, teaching materials, and relatability

Barriers exist at multiple levels - school, society, and within the intervention themselves

# Chances



Schools as a setting for prevention



Benefits for all



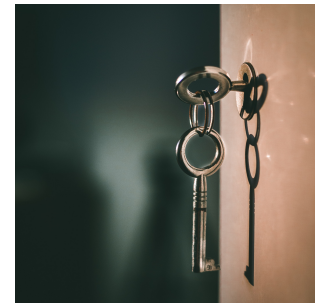
Reduction of risk factors



Longterm potential



Knowledge about mental health



Key role: Teacher

# Resources

These are just a few examples of the resources within the project:



Student feedback



Teacher autonomy



Active participation



Ongoing support



Engagement



# Suggestions

Improvement of  
Structure and  
Preparation

Improvement of  
Content

Expanding Target  
Group

More Whole-School  
Approach

Networking

Communication

# Communication



## **Inclusion & Appreciation**

regular communication with all participants, making them feel like valued members of the project



## **Open Discussion**

reducing stigma, normalising mental health problems, creating understanding and knowledge on mental health conditions in school and society



## **Clarity & Effectiveness**

regarding information and access to knowledge; clear, open, and effective communication

Suggestions for better communication can be distinguished into three categories



# Interpretation & Discussion



# Interpretation & Discussion

Characteristics of successful implementation (Weare & Nind, 2011)

- **alignment with several key principles** including: connection to academic learning, universal and whole-school approach, and utilizing teachers appropriately
- in research **school-level barriers** are consistently identified as key barriers, emphasizing the need for proper organization, communication, and teacher engagement  
(Moore et al., 2022, p. 16f.; Yarker et al., 2022, p. 11; Le et al., 2022, p. 18)
- **chances** identified are highlighting the advantages of school-based interventions and underscore the importance of integrating mental health interventions within schools  
(Link et al., 2020, p. 2; Paulus et al., 2016, p. 1348)
- valuable **resources** support the projects implementation and are crucial for addressing barriers and enhancing the chances for successful implementation
- **self-efficacy** - as a mediator between daily stress and mental health outcomes - can improve effectiveness and success  
(Hermann et al., 2018, p. 97; Whity, 2019, p. 1)



# Implications

# Maximization of Impact

According to Weare & Nind's (2011) characteristics for successful implementation:



Exploring targeted interventions

Strengthen long-term sustainability strategies

Prioritization of teacher empowerment and support



# Summary

# Overall...

- the ***Mindful Schools* project** presents a significant and promising opportunity for promoting mental health in schools
- potential to promote **self-efficacy beliefs** in teachers
- valuable **resources** support the projects implementation
- **chances** associated with the project underscore the importance of integrating mental health interventions within schools
- **school-level** barriers as key challenges that often stem from diverse contexts such as varying school structures, resources, and teacher capacities - especially in international projects



# Continuous...



Evaluation



Adaption



Teacher Support



Understanding

...are necessary to ensure the project's effectiveness in promoting mental health



the success of the *Mindful Schools* project in promoting mental health in schools lies in its ability to **adapt**, **evolve**, and **learn** from both its successes and challenges



Thank you for  
your attention!