

Teacher Training Programs in Preventing Mental Disorders for School Students: Scoping Review

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Abstract. This study aims to identify teacher programs to prevent mental disorders in school students. This research uses a scoping review method with criteria for articles published in the last 10 years, using students and teachers as participants, using English, and being open-access. A total of 10 journal articles were collected from the Scopus, ScienceDirect, PubMed, and Emerald databases using the keywords "Psychology", "Intervention", "Teacher", and "Mental Health". The results of the study show several intervention programs to prevent mental disorders in students, such as teacher-parent collaboration programs, Mindfulness-Based Stress Reduction for Adolescents (MBSR-A), "I Care" program, Mindfulness Intervention, Universal Prevention and Promotion of Mental Health (UPP), Mindfulness for Learning, and Supportive Peers Program (SPP). While teacher mental health programs include the Teacher Mental Health Support Program and collaboration programs with mental health professionals such as Virtual Collaborative Therapy and Tele-Counseling for Anxiety Disorders.

Keywords: Scoping Review; Preventing Mental Disorder; Teacher.

1 Introduction

In this modern era, the field of education faces numerous new challenges, one of which is the increasing prevalence of mental health disorders among students. These mental health issues can affect various aspects of students' lives, including their learning capabilities, social interactions, and ability to manage emotions. Hence, teachers' awareness in identifying, understanding, and addressing mental disorders in students is becoming increasingly crucial and important [1]. Proposed the theory of learned optimism, which offers a useful approach to preventing mental disorders among students [2]. By helping students develop an optimistic mindset, a healthy lifestyle, and effective coping skills, teachers can enhance students' mental resilience and improve their overall mental health Bandura stated that individuals with high self-control are more likely to develop an optimistic mindset and solve problems effectively [3]. This is essential for both students and teachers in the school environment to maintain their activities. In these situations, teachers play a crucial role in identifying and addressing mental health issues among students. Teachers spend significant time with students and have the opportunity to observe their behavior and interaction patterns [4]. Hence, teachers need to be equipped with

the knowledge and skills to intervene appropriately and effectively.

Teachers play an important role in creating a conducive and supportive learning environment for students in school. Proper intervention from teachers helps students manage their emotions, increase their focus and concentration, and build positive relationships with peers and adults⁵. Research shows that teacher interventions can have a significant positive impact on students' mental health. Naylor et al found that a teacher training program to identify and address anxiety among students successfully reduced the rate of anxiety problems [5]. Another study by Brassell found that focused teacher interventions in building positive relationships among students and creating a supportive study environment can enhance students' emotional resilience and reduce stress [6]. Although this research highlights the potential of teacher interventions in addressing mental health issues among students, several challenges remain. One of the main challenges is the lack of training teachers receive in the field of mental health [7]. It is crucial to enhance teachers' capacity to identify and address mental health issues among students. This can be achieved through various initiatives such as training, developing mental health programs, and collaborating with mental health professionals.

The purpose of this study is to contribute to a better understanding of the available interventions for supporting students' mental health and creating a more positive and nurturing learning environment to prevent mental health problems.

2 Method

2.1 Research Question

The research question is how and what programs teachers can implement to prevent mental health problems among students in the school environment?

2.2 Inclusive Criteria

The criteria for this scoping review research are 1) Articles published within the last 10 years, 2) Articles that include students and teachers as participants, 3) Articles written in English, and 4) Open-access articles.

2.3 Data

This research utilizes data from journal articles. The databases used in this study include Scopus (3), ScienceDirect (2), PubMed (3), and Emerald (2). The keywords used for article searches in these databases are "Psychology", "Intervention", "Teacher", and "Mental Health".

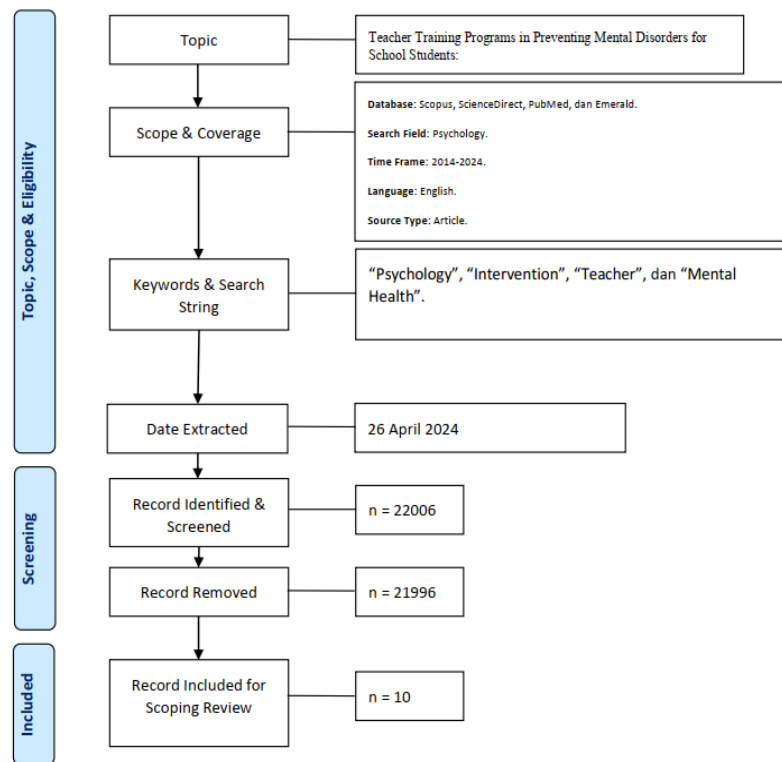


Figure 1. Flowchart in article selection using PRISMA

The steps involved in selecting articles for this research follow the guidelines outlined in PRISMA-ScR (Preferred Reporting Items for Systematic Reviews and Meta-Analyses extension for Scoping Reviews). Initially, the researcher defines the main topic and themes for article searching. Following this, a screening phase is conducted to determine inclusive criteria. Subsequently, the researcher selects articles by reviewing their titles and abstracts in the database.

2.5 Data Extraction

Data in this article includes the research characteristics (year, language, and open-access), research design, and results.

3 Result

Table 1. Journal article review results

Author	Title	Intervention Program	Subjects	Regional
Wang et al (2019)	The impact of teacher-based collaborative intervention on student engagement and achievement.	Teacher and parent collaboration focusing on communication	Elementary school students.	China.
Keng et al (2017)	Effectiveness of a teacher-delivered mindfulness intervention in reducing student stress.	Mindfulness-Based Stress Reduction for Adolescents - MBSR-A.	144 Singaporean high school students, 72 students assigned as MBSR-A intervene club, 72 students are assigned for crowd control.	Singapore
Manuel and Manuel (2018)	Closing the gaps through Project I-CARE: A School-based Management Intervention and Innovation Program of Bubug Elementary School- Department of Education- Philippines towards learner development	"I Care" Program.	200 teachers from 40 schools in California Unites States of America, 1.300 4 th and 5 th grade students from the same school.	Philippines.
Ahors and Pérez (2020)	Mindfulness-based intervention by teachers to reduce stress and anxiety in high school students.	Mindfulness Intervention.	120 high school students in Barcelona Spain.	Spain
Zander and Furr (2015)	The Impact of a Universal School-Based Mental Health Intervention on Student Outcomes.	Preventing program Universal Health Promotion (UPP).	1.164 elementary school students in 12 different schools in America.	USA

Cresswell et al (2021).	Effectiveness of a mindfulness-based school program for reducing stress and improving engagement in secondary school students.	Mindfulness for Learning.	240 junior high school student in London, England.	UK.
Hawkins et al (2020)	Supportive Peers Program: A universal school-based intervention to prevent bullying and promote mental health.	Supportive Peers Program (SPP).	480 students from elementary school.	Canada.
Leithwood and Seashore Louis (2020)	Enhancing student outcomes by supporting teacher mental health.	Teacher Mental Health Support Program.	32 junior high school students.	Canada.
Carter and Robinson (2016)	Virtual collaboration between teachers and therapists to support students with anxiety disorders.	Virtual Collaborative Therapy.	24 junior high school students with anxiety disorder issue.	USA
Smith et al (2023)	Tele-Counseling for Anxiety Disorders in Children: A Case Study of Collaboration between School Counselors and Mental Health Professionals.	Tele-Counseling for Anxiety Disorders.	3 elementary school students with anxiety disorder issue.	USA

In this article, the researcher utilizes 10 journals sourced from diverse databases that meet the inclusion criteria. All articles used were published within the past 10 years, from 2014 to 2024. The outcomes of intervention programs implemented in various countries globally consistently demonstrate positive impacts in addressing mental health issues in school environments.

4 Discussion

The main purpose of this research is to answer the research question of how and what programs teachers can implement to prevent mental health problems among students in the school environment. The discussion will further elaborate on teachers' interventions aimed at addressing and preventing mental health issues among students in schools. Research by Wang et al., conducted with elementary school students in China, focused on a teacher-parent collaboration program emphasizing communication and support for students. The study found that teacher interventions based on collaboration could enhance student engagement and achievement, as well as reduce symptoms of depression and anxiety [8].

Research by Keng et al. examined the MBSR-A program, an 8-week intervention designed to assist high school students in managing stress and enhancing mental well-being through mindfulness techniques. The program includes meditation exercises, yoga, and group discussions on stress and mindfulness [9]. The study found that the MBSR-A program significantly reduces stress symptoms in high school students compared to a control group. Additionally, the program shows positive effects on students' mental health, including increased mindfulness, self-compassion, and optimism values. Furthermore, Manuel and Manuel conducted research on the "I Care" program, a teacher intervention program aimed at enhancing teachers' knowledge and skills in identifying, understanding, and responding to students' emotional needs [10]. This program includes training for teachers, study materials for students, and ongoing support. The results of the program show a decrease in depression and anxiety symptoms, improved emotional regulation, enhanced relationships with teachers and peers, and increased study motivation among students. These outcomes are supported by research conducted by Ahors and Pérez, who studied the effectiveness of mindfulness-based interventions implemented by teachers to reduce stress and anxiety among high school students in Barcelona, Spain [11]. The intervention consisted of 10 sessions lasting 50 minutes each, during which teachers guided students through mindfulness exercises such as meditation, breathing techniques, and body scanning. The study found that mindfulness-based interventions were effective in reducing stress and anxiety among high school students, with long-lasting effects. Additionally, research by Cresswell et al. taught mindfulness techniques to students to help them manage stress and improve focus and concentration while studying. The Mindfulness-Based Learning (MLB) program showed significant effectiveness in reducing stress, increasing study engagement, and providing long-term benefits [12].

Research by Zander and Furr explains that UPP is a school-based mental health intervention program designed to enhance students' knowledge, skills, and attitudes regarding mental health [13]. The program consists of several components, including training for teachers to implement the UPP program in their classrooms and to identify and support students who may have mental health issues. Students receive lessons on various mental health topics such as emotions, stress, and coping mechanisms. Additionally, students needing extra support receive individual or group interventions from teachers or school counselors. Results from the training show that participants in the UPP program, compared to non-participants, demonstrated improved knowledge of mental health, enhanced coping skills, reduced symptoms of anxiety

and depression, and improved school behaviors.

Research conducted by Hawkins et al. trains students to become supportive peers and interveners to prevent bullying and improve mental health in schools [14]. This intervention program has shown significant impact in reducing bullying and enhancing the mental health of students in those schools. Research by Leithwood and Seashore Louis implemented the Teacher Mental Health Support Program aimed at enhancing teachers' mental health and well-being, with the expectation that mentally healthy teachers can improve teaching quality and students' learning outcomes [15]. The study reveals that teachers' mental health is a crucial factor influencing students' academic achievement. Schools should invest in programs and resources to support teachers' mental health and create a positive and supportive work environment. Additionally, research by Carter and Robinson conducted a 12-week intervention program combining individual therapy for students via teleconference with support and guidance from teachers in the classroom [16]. Supported by research from Smith et al., an intervention program was implemented involving collaborative activities between school counselors and mental health professionals to provide individual therapy to students via teleconference. School counselors collaborated with therapists to develop personalized treatment plans for each student [17]. Therapists conducted individual therapy sessions with students via teleconference, while school counselors monitored students' progress and provided additional support in the classroom. The results showed that three students experienced a significant decrease in anxiety symptoms, reported improved self-confidence, and were able to better manage their anxiety. Additionally, parents of the students expressed satisfaction with the program and thought those program helps their children.

5 Conclusion

Based on the literature that has been done, it is known that there are some forms of program interventions that have a good impact to be given to students by teachers in the prevention of mental disorders of pupils in school. Some such interventions are the collaboration program of teachers-olds focused on communication, Mindfulness-Based Stress Reduction for Adolescents - MBSR-A, "I Care" Program, mindfulness Intervention, Program Prevention and Promotion of Universal Mental Health (UPP), Mindfulness for Learning, and Supportive Peers Program (SPP), as well as the program that can be given for mental health of educators the Teacher mental health Support Program and the program of collaboration with mental health professionals such as Virtual Collaborative Therapy and Tele-Counseling for Anxiety Disorders.

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