RESEED – the perceived impact of an enhanced usual care model of a novel, teacher-led, task-shifting initiative for child mental health

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Background

Task-shifted, teacher-led care may begin to bridge the child mental health care gap in low- and middle-income countries by improving mental health literacy. We explore the perceived impact of RESEED (Responding to Students’ Emotions through Education), an abbreviated version of Tealeaf (Teachers Leading the Frontlines).

Methods

After classroom implementation of tools from a 3-day training on child mental health and cognitive behavioral techniques in Darjeeling, India, 29 teachers participated in focus group discussions (FGDs).

Results

Inductive content analyses of FGDs demonstrated RESEED’s acceptability, positive overall impact, and barriers.

Conclusions

Stepped levels of teacher-led care may support child mental health in resource-limited settings through mental reframing.