

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

[Setareh Ekhteraei](#)¹, [Juliana L Vanderburg](#)², [Choden Dukpa](#)³, [Priscilla Giri](#)³, [Surekha Bhattarai](#)³, [Arpana Thapa](#)³, [Catherine Shrestha](#)³, [Bradley N Gaynes](#)⁴, [Molly M Lamb](#)^{5,6}, [Michael Matergia](#)^{#5,7}, [Christina M Cruz](#)^{#2,4}

Affiliations

- ¹University of Colorado Denver School of Medicine, Aurora, CO, USA.
- ²School Psychology Program, School of Education, University of North Carolina at Chapel Hill, Chapel Hill, NC, USA.
- ³Darjeeling Ladenla Road Prerna, Darjeeling, India.
- ⁴Department of Psychiatry, School of Medicine, University of North Carolina at Chapel Hill, Chapel Hill, NC, USA.
- ⁵Center for Global Health, Colorado School of Public Health, Aurora, CO, USA.
- ⁶Department of Epidemiology, Colorado School of Public Health, Aurora, CO, USA.
- ⁷Broadleaf Health and Education Alliance, Stroudsburg, PA, USA.

[#]Contributed equally

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.