School-based Mental Health: Awareness, Prevention & Intervention

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FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

1

Addressing common questions about school mental health

- What is school-based mental health?

- Why provide mental health support in schools?

- What does a comprehensive system of mental health support in schools look like?

- Who are qualified school-based mental health service providers?

- What can a charter school do to support student mental health?

- What are some helpful resources?

Advancing Comprehensive School Mental Health Systems

Guidance From the Field

September 2019

What is school-based mental health?

"…array of supports and services that promote positive school climate, social and emotional learning, and mental health and well being , while reducing the prevalence and severity of mental illness."
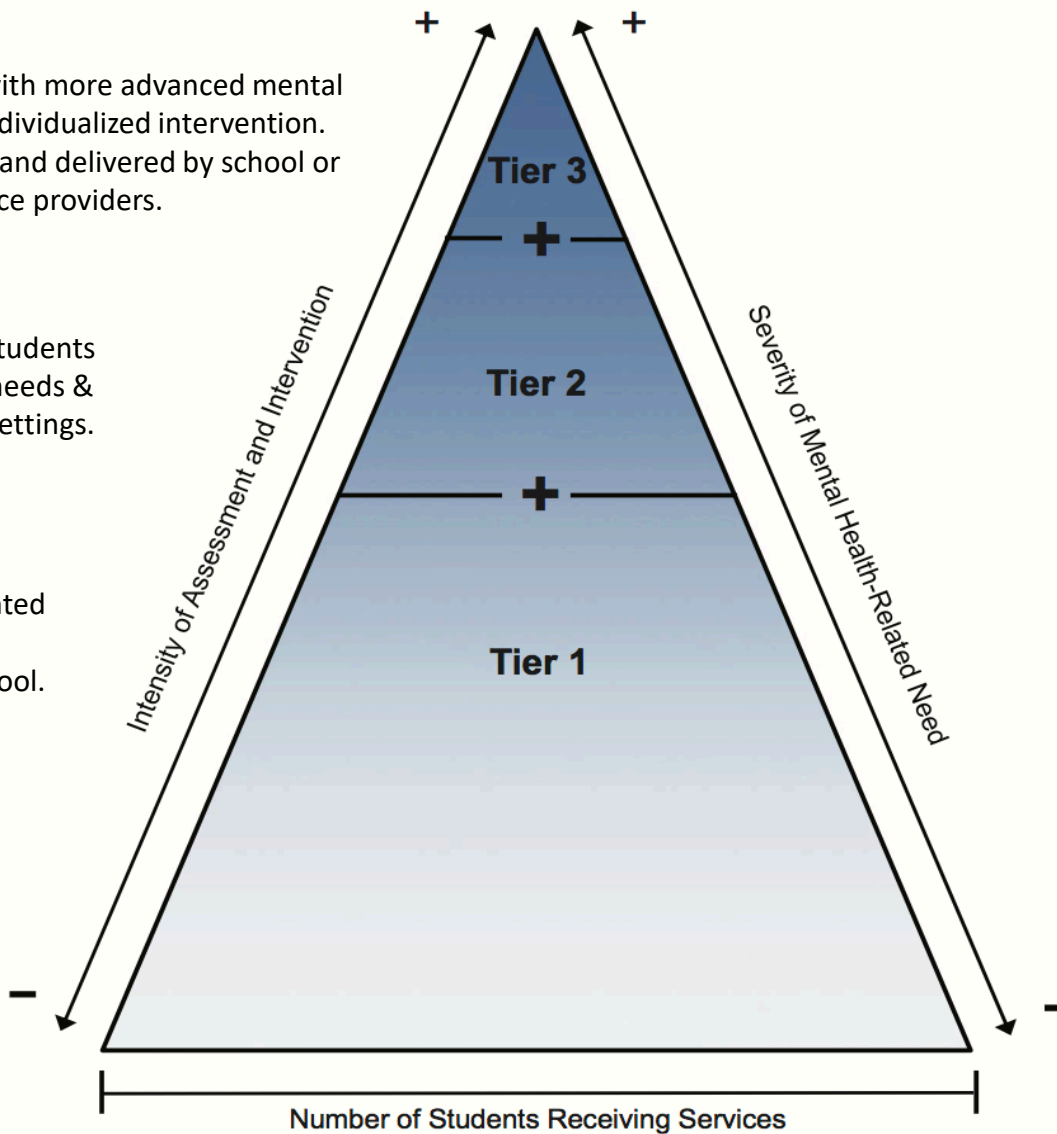
Hoover et. al., (2019). Advancing Comprehensive School Mental Health: Guidance from the Field.

Figure I.1. The Multitiered System of Support Model for Mental Health Supports in Schools[1]

Tier 3 interventions are for students with more advanced mental health needs that require intensive, individualized intervention. Tier 3 interventions are individualized and delivered by school or community-based mental health service providers.
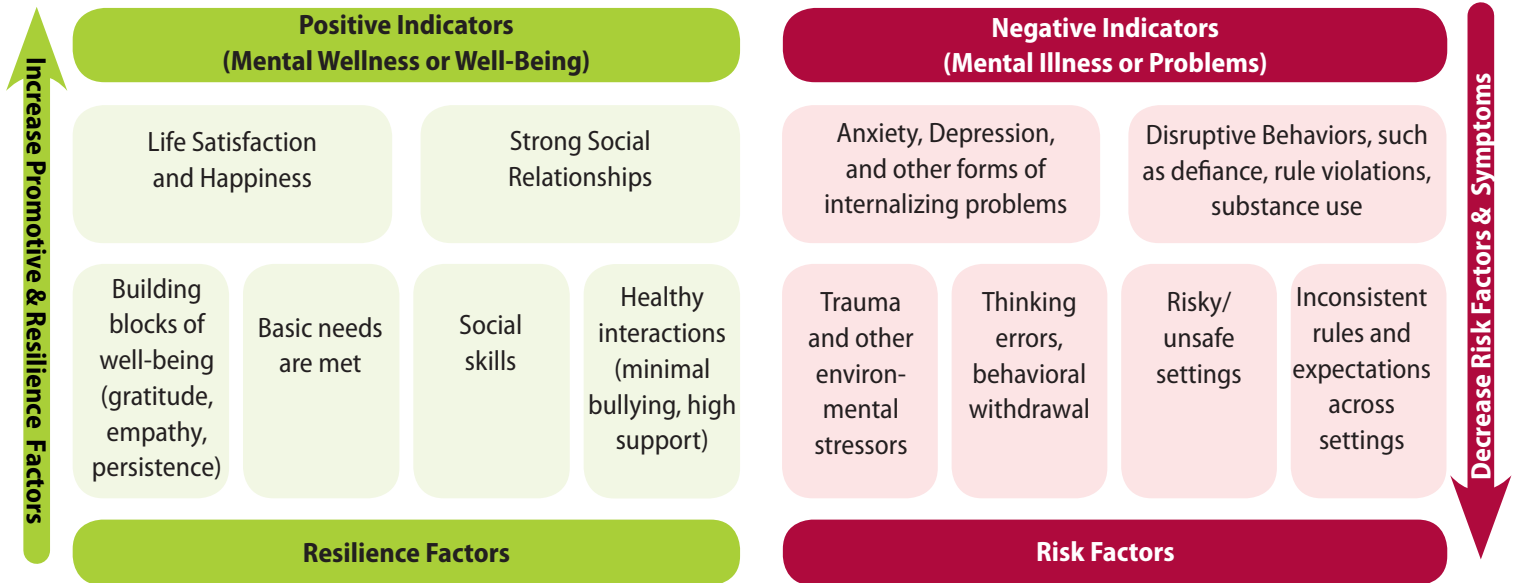
Tier 2 interventions are intended for students with mild or emerging mental health needs & are typically delivered in small group settings.

Tier 1 supports are typically implemented for wellness and prevention and are designed to reach all students in a school.

Tier 3

Tier 2

Tier 1

Intensity of Assessment and Intervention

Severity of Mental Health-Related Need

Number of Students Receiving Services

School Mental Health Referral Pathways Toolkit - SAMHSA

Florida
AWARE
Advancing Wellness and Resiliency in Education

FLORIDA AWARE'S APPROACH TO
Complete Mental Health

Florida AWARE defines complete mental health as the presence of social, behavioral, and emotional well-being and resilience factors, as well as minimal social, behavioral, and emotional problems, and the reduction of risk factors.

Students with complete mental health have many signs of well-being, such as happiness and strong relationships, coupled with few signs of mental health challenges, like symptoms of depression or behavior problems.

Increase Promotive & Resilience Factors →

Positive Indicators
(Mental Wellness or Well-Being)

Life Satisfaction and Happiness	Strong Social Relationships

Building blocks of well-being (gratitude, empathy, persistence)	Basic needs are met	Social skills	Healthy interactions (minimal bullying, high support)

Resilience Factors

Negative Indicators
(Mental Illness or Problems)

Anxiety, Depression, and other forms of internalizing problems	Disruptive Behaviors, such as defiance, rule violations, substance use

Trauma and other environmental stressors	Thinking errors, behavioral withdrawal	Risky/ unsafe settings	Inconsistent rules and expectations across settings

Risk Factors

Decrease Risk Factors & Symptoms →

Foster the factors within youth and their environments at school and home that promote resilience and well-being

- Teach social, behavioral, and emotional skills
- Create safe and nurturing environments that support well-being
- Foster resilience and increase protective factors

Prevent, reduce, and manage the risk factors within youth and their environments that cause and maintain mental illness

- Identify students at-risk for mental health problems
- Provide targeted interventions matched to signs of risk and needs
- Provide support to youth in crisis or with chronic mental health needs

Florida AWARE supports schools' implementation of a multi-tiered framework of evidence-based practices to promote complete mental health. Contact us at:

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USF UNIVERSITY OF SOUTH FLORIDA COLLEGE OF BEHAVIORAL & COMMUNITY SCIENCES

Mental Health Assistance Allocation Plan
s. 1011.62(16), F.S.

- **Purpose of funding:** Expand school-based mental health care, train staff to recognize and respond to mental health issues, and connect youth & families to services.

- **Focus of Plan:** Multitiered system to deliver evidence-based mental health care assessment, diagnosis, intervention, treatment, and recovery to students with one or more mental health & co-occurring substance abuse diagnoses AND students at high risk of mental health disorders.

- **Providers:** District-employed or contracted mental health service providers and contracts/agreements with community health providers.

7

Mental Health Assistance Allocation Plan (cont.)

- **Policies and Procedures** that address timely assessment, referral and provision of school- and community-based mental health services.

- **Strategies or programs** to reduce the likelihood of at-risk students developing social, emotional, or behavioral health problems, depression and anxiety disorders, suicidal ideation, or substance abuse disorders **(Prevention)**

- **Strategies** to improve early identification of social, emotional, or behavioral health problems or substance abuse disorders, improve provision of early intervention services, and assist students dealing with trauma and violence.

Office of Safe Schools

Florida's System of Supports for School-Based Mental Health Services

TIER 3

Individualized Intensive

Decision-rules & referral-follow-up procedures
Data and strategy sharing between school and agency staff
Individualized counseling/ intervention, behavior support plans
Intensive progress monitoring
Wrap around & crisis planning
Intensified family partnership and communication

System of Care ←
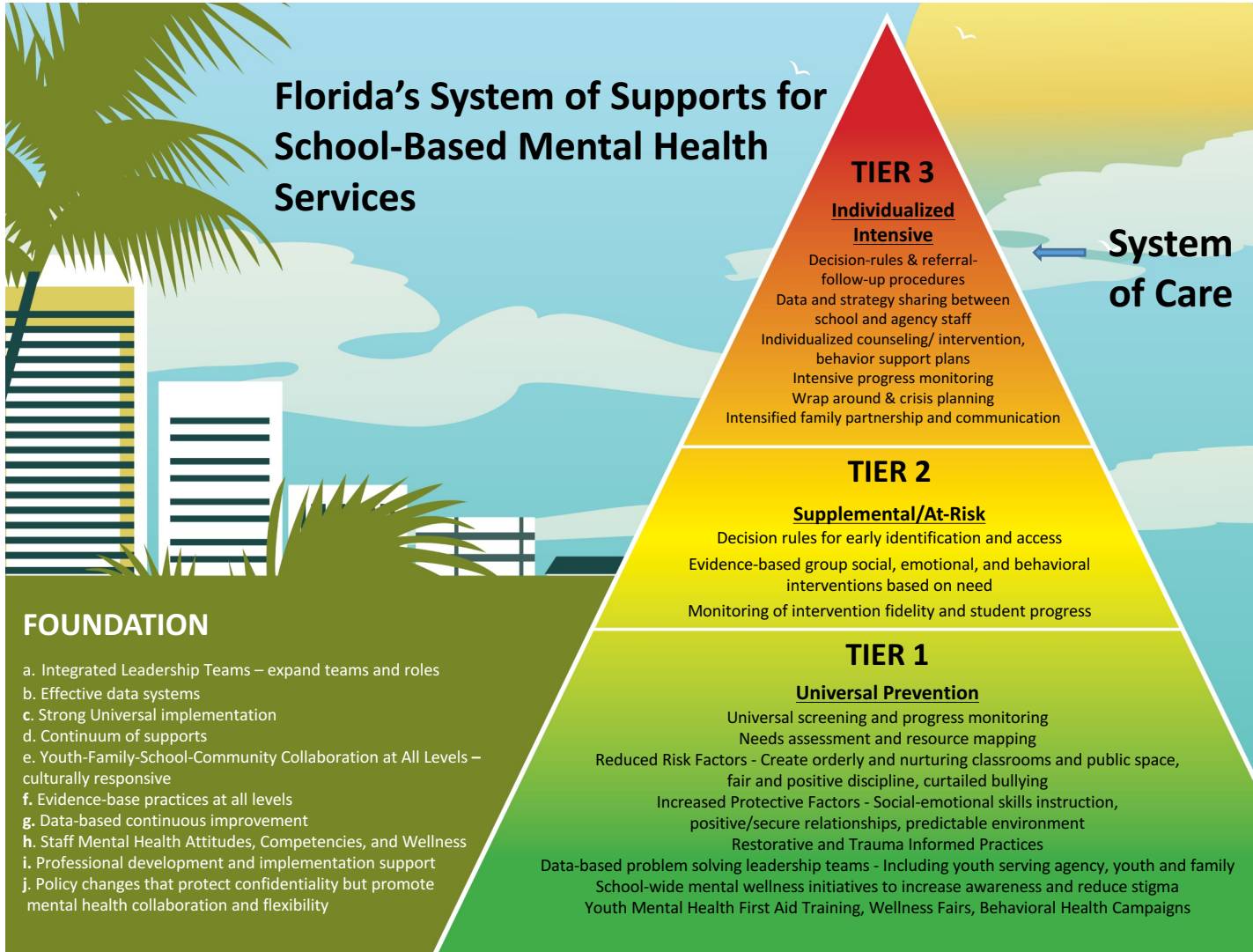
TIER 2

Supplemental/At-Risk

Decision rules for early identification and access

Evidence-based group social, emotional, and behavioral interventions based on need

Monitoring of intervention fidelity and student progress

TIER 1

Universal Prevention

Universal screening and progress monitoring
Needs assessment and resource mapping
Reduced Risk Factors - Create orderly and nurturing classrooms and public space, fair and positive discipline, curtailed bullying
Increased Protective Factors - Social-emotional skills instruction, positive/secure relationships, predictable environment
Restorative and Trauma Informed Practices
Data-based problem solving leadership teams - Including youth serving agency, youth and family
School-wide mental wellness initiatives to increase awareness and reduce stigma
Youth Mental Health First Aid Training, Wellness Fairs, Behavioral Health Campaigns

FOUNDATION

a. Integrated Leadership Teams – expand teams and roles
b. Effective data systems
c. Strong Universal implementation
d. Continuum of supports
e. Youth-Family-School-Community Collaboration at All Levels – culturally responsive
f. Evidence-base practices at all levels
g. Data-based continuous improvement
h. Staff Mental Health Attitudes, Competencies, and Wellness
i. Professional development and implementation support
j. Policy changes that protect confidentiality but promote mental health collaboration and flexibility

Statute/Rule	Audience	Tier
Comprehensive health education that includes mental and emotional health and substance use (s. 1003.42)	All Students	Tier 1
Multi-tiered system of supports (6A-6.0331, F.A.C.)	All students	Tier 1, 2, & 3
Youth suicide awareness and prevention (s. 1012.583, F.S.)	Educators	Tier 1
Youth mental health awareness and assistance (s. 1012.584, F.S.)	School Staff	Tier 1
Student support services team program (s. 381.0057, F.S.	All Students	Tier 1, 2, & 3
Mental Health Assistance Allocation (s. 1011.62(16)	Students with Mental Health Dx	Tiers 2 & 3
Multiagency network/SEDNET (s. 1006.04, F.S.)	Students with E/BD	Tier 3
Threat Assessment (s. 1006.07, F.S.)	Students who are safety threat	Tier 3

Why provide mental health in schools?

2017 YRBS
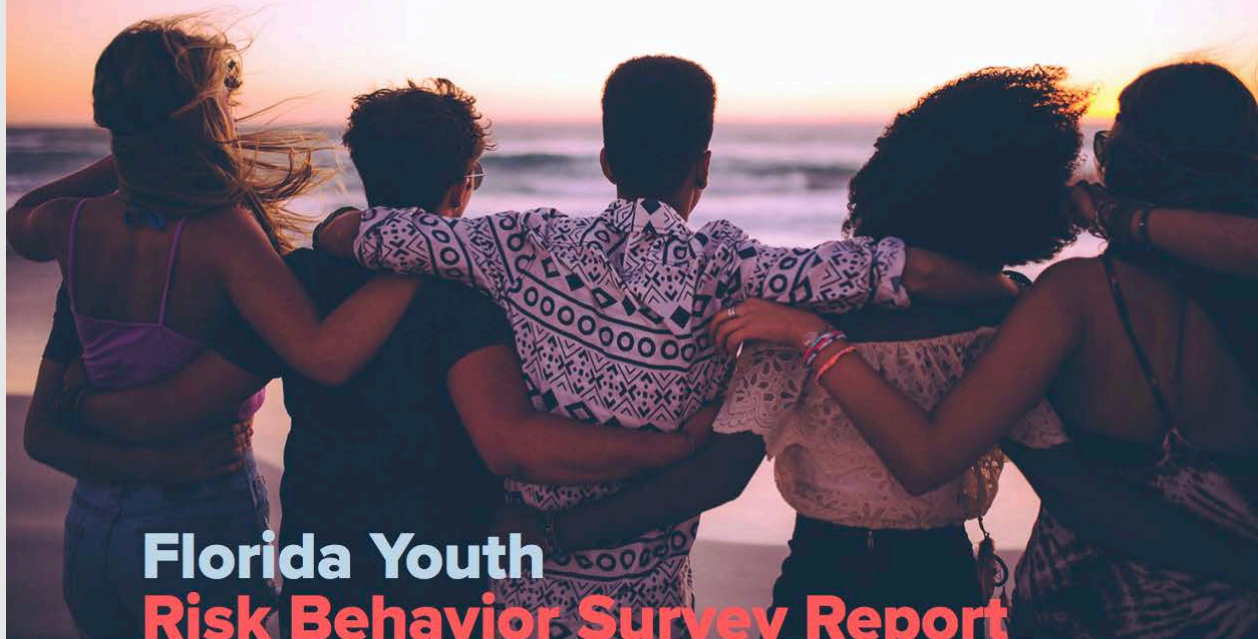
Florida Youth
Risk Behavior Survey Report

Reader's Guide | Unintentional Injury & Violence | Behavioral Health | Healthy Weight

Behavioral Health
2017: Florida High School Students

Self-harm

28% Felt sad or hopeless for two or more weeks in a row

14% Did something to purposefully hurt themselves without wanting to die

14% Seriously considered attempting suicide

11% Made a plan to attempt suicide

8% Attempted suicide

FL Youth Risk Behavior Survey - 2017

13%-20%
Percentage of U.S. children who meet criteria for a mental disorder each year

5%
Percentage of U.S. adolescents who meet criteria for a substance abuse disorder each year

12%
Percentage of these youth who receive any services to address the mental health and/or substance abuse concerns

Missing
10%
or more school days is an early warning sign of academic risk and school dropout.

Mental, behavioral, social and emotional health issues are a leading contributor to chronic absenteeism

Youth are
6 times
more likely to complete evidence-based treatment when offered in schools than in other community settings[12]

Hoover et al, (2019). Advancing Comprehensive School Mental Health: Guidance from the Field.

The ACE (Adverse Childhood Experiences) Study

- What are ACEs
  - Abuse (physical, emotional, sexual)
  - Neglect (physical, emotional)
  - Household dysfunction (divorce, mental illness, substance abuse, domestic violence, incarceration)
- Strong relationship between the exposure to abuse or household dysfunction during childhood and multiple risk factors for leading causes of death in adults.
- Correlation between adverse childhood experiences (ACEs) and early warning system indicators.

15

Odds for Academic and Health Problems with Increasing ACEs in Spokane Children

	Academic Failure	Severe Attendance Problems	Severe School Behavior Concerns	Frequent Reported Poor Health
Three or More ACEs N =248	3	5	6	4
Two ACEs N=213	2.5	2.5	4	2.5
One ACE N=476	1.5	2	2.5	2
No Known ACEs =1,164	1.0	1.0	1.0	1.0

In an average school of 600 students, approximately **100 students** are **coping with a mental illness**.

More than **1 in 20 young people** ages 12 and over **report current depression**, which among school-aged youth is linked to reduced academic achievement and increased school suspensions.[7]

Mental illness is associated with **school absences**, causing the **loss of critical school funding sources**.[8]

$$$

Young people with **attention-deficit/hyperactivity disorder (ADHD)** often feel **isolated** at school due to **social problems** associated with their illness.[9]

Having a mental illness is associated with being pushed out of school through **suspension, expulsion,** and **credit deficiency**.[10, 11, 12]

17% considered **SUICIDE**

8% attempted **SUICIDE**

Among students in grades 9-12 in the U.S. during 2013-2014[13]: 17.0% of students seriously considered attempting suicide, and 8.0% of students attempted suicide one or more times in the previous 12 months.

Only **one third** of adolescents with mental illness **go on to postsecondary education**.[14]

1/3

Early detection of mental health concerns leads to **improved academic achievement** and **reduced disruptions at school**.[15]

What does a comprehensive system of mental health support look like?

Core Features of a Comprehensive School Mental Health System

1 Well-Trained Educators and Specialized Instructional Support Personnel

2 Family-School-Community Collaboration and Teaming

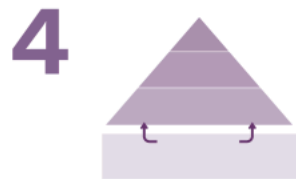**3** Needs Assessment and Resource Mapping

4 Multi-Tiered System of Support

5 Mental Health Screening

6 Evidence-Based and Emerging Best Practices

7 Data

8 Funding

Hoover et al, (2019). Advancing Comprehensive School Mental Health: Guidance from the Field.

TIER 3

+ Targeted interventions for students with serious concerns that impact daily functioning

TIER 2

+ Supports and early intervention for students identified through needs assessments as being at risk for mental health concerns

TIER 1

+ Promotion of positive social, emotional, and behavioral skills and overall wellness for all students

Foundational Elements

+ Professional development and support for a healthy school workforce

+ Family-school-community partnerships

Value of Comprehensive School Mental Health Systems
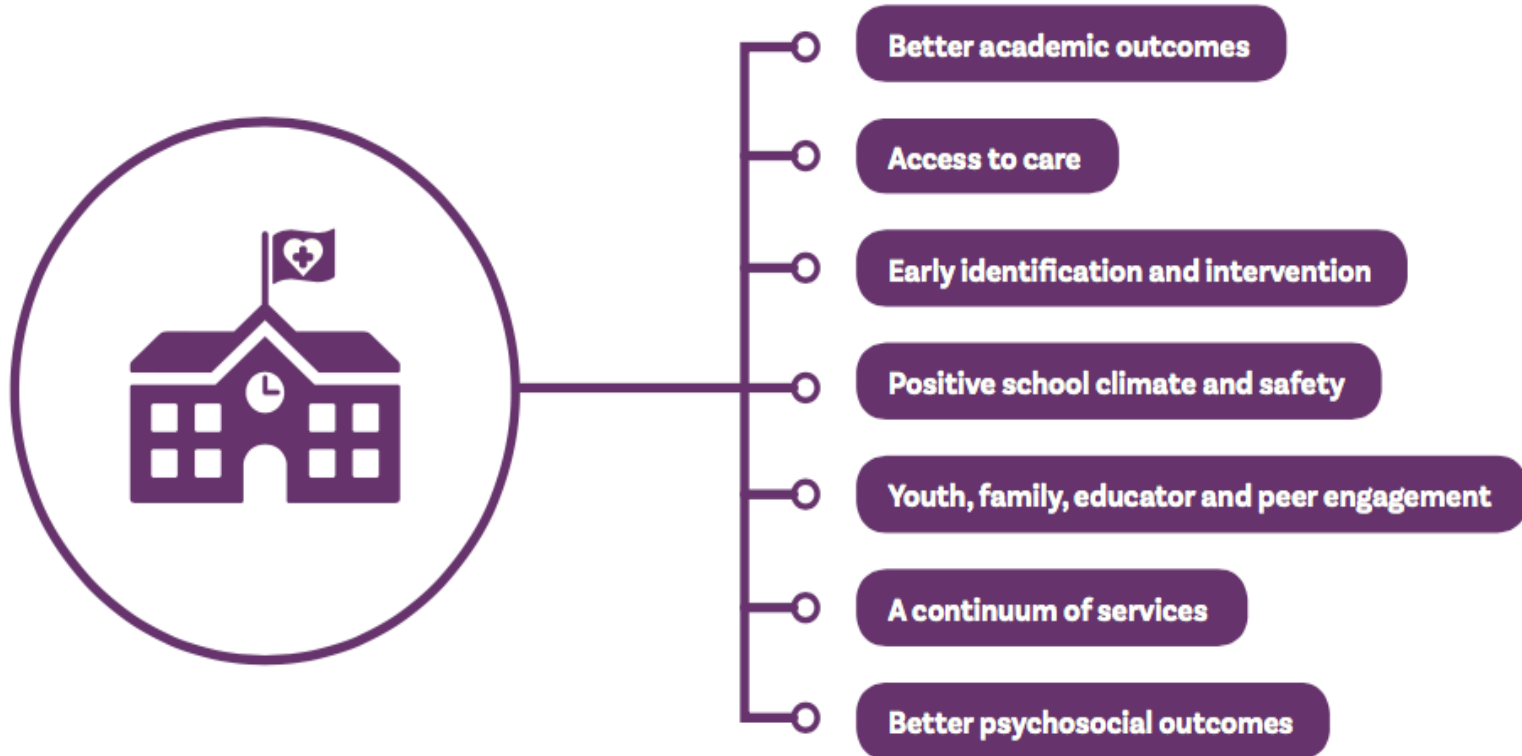
- Better academic outcomes
- Access to care
- Early identification and intervention
- Positive school climate and safety
- Youth, family, educator and peer engagement
- A continuum of services
- Better psychosocial outcomes

Hoover et al, (2019). Advancing Comprehensive School Mental Health: Guidance from the Field.

Who are qualified school-based mental health service providers?

Mental Health Service Providers in Statute

- *School-based mental health services provider* includes State-licensed or **State certified school counselor, school psychologist, school social worker**, or other State licensed or certified mental health professional qualified under State law to provide mental health services to children and adolescents." – Section 4102(6),ESSA and s. 1011.62(16), F.S.

- *Specialized instructional support personnel* – "means **school counselors, school social workers and school psychologists**… involved in providing **assessment, diagnosis, counseling, educational, therapeutic** and other necessary services as part of a comprehensive program to meet student needs." – Section 8002(47)(A), ESSA

23

What can Charter schools do to support student mental health?

What can a Charter school do?

- Focus on mental health/well-being.

- Provide a safe and supportive, and trauma-informed schools (school climate).

- Increase staff and student awareness of mental health challenges.

- Implement a system for identifying students who may be at-risk for mental health and substance abuse disorders.

- Provide early intervention services for at-risk youth with school-based mental health providers.

- Ensure access to mental health services by connecting and coordinating with district and community resources.

Where can I get more information on school-based mental health?

School Climate
IMPROVEMENT | Resource Package

Quick Guide
on Making School Climate Improvements

MARCH 2016

Safe Supportive Learning
Engagement | Safety | Environment

School Connectedness

SCHOOL CONNECTEDNESS

STRATEGIES FOR INCREASING PROTECTIVE FACTORS AMONG YOUTH

FOSTERING SCHOOL CONNECTEDNESS

STAFF DEVELOPMENT PROGRAM

National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention
Division of Adolescent and School Health

https://www.cdc.gov/healthyyouth/protective/school_connectedness.htm

SEL Core Competencies

Self-Management
- Regulating one's emotions
- Managing stress
- Self-control
- Self-motivation
- Setting and achieving goals

Self- Awareness
- Labeling one's feelings
- Relating feelings and thoughts to behavior
- Accurate self-assessment of strengths and challenges
- Self-efficacy
- Optimism

Social Awareness
- Perspective taking
- Empathy
- Respecting diversity
- Understanding social and ethical norms of behavior
- Recognizing family, school, and community supports

Responsible Decision- Making
- Considering the well-being of self and others
- Recognizing one's responsibility to behave ethically
- Basing decisions on safety, social and ethical considerations
- Evaluating realistic consequences of various actions
- Making constructive, safe choices for self, relationships and school

Relationship Skills
- Building relationships with diverse individuals and groups
- Communicating clearly
- Working cooperatively
- Resolving conflicts
- Seeking help

SELF-MANAGEMENT **SELF-AWARENESS** **RESPONSIBLE DECISION-MAKING** **RELATIONSHIP SKILLS** **SOCIAL AWARENESS**

Social & Emotional Learning

Sources: CASEL, Acknowledge Alliance

https://casel.org/

NITT-TA
NOW IS THE TIME
TECHNICAL ASSISTANCE CENTER

School Mental Health Referral Pathways (SMHRP) Toolkit

September 2015

Substance Abuse and Mental Health Services Administration

SAMHSA

www.samhsa.gov • 1-877-SAMHSA-7 (1-877-726-4727)

Resources

- Student Support Services Project (BEESS/USF)

- Office of Safe Schools (FDOE)

- Multiagency Network for Students with Emotional/ Behavioral Disabilities (SEDNET)

- National Center for School Mental Health

- Mental Health Technology Transfer Center

- National Center for Healthy Safe Children

- National Child Traumatic Stress Network

- ED School Climate Surveys

- Collaborative for Academic, Social, and Emotional Learning (CASEL)

- Teach Mental Health and Teen Mental Health

- Boston Children's Hospital Online Mental Health Trainings

www.FLDOE.ORG

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