How have you seen school mental health needs change in the last couple years?
Building a Holistic, Tiered, and Systematic School-wide Mental Health Approach

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The SEL & Mental Health Academy is designed to help school districts across Massachusetts align and integrate SEL and mental health with existing priorities, requirements, and activities, and build dedicated teams that are capable of establishing multi-tiered systems of support focused on student SEL and mental health.
Participation Tips

- **Participant chat**
- **Raise hand**
- **Ask questions any time!**
Today’s Presenter

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Objectives

- Describe the rationale for building a comprehensive, school-based mental health system that supports all students
- Differentiate between appropriate uses of SEL interventions and mental health interventions at school, small group, and individual levels as part of a comprehensive multi-tier system of support
- Define the first steps that schools or districts should take in order to establish, evaluate, and sustain a high-quality, evidence-informed mental health system
- Name sources of information and types of professionals to consult about evidence-based mental health interventions and appropriate applications of such interventions
Making the Case for Systematic, School-wide Mental Health
When did mental health become a top priority in your school? What led to this change?
1 in 5 children and youth have a diagnosable emotional, behavioral or mental health disorder.\(^1\)
The Case for School Mental Health

- Nationally, only 40% of students with emotional, behavioral and mental health disorders graduate from high school, compared to the national average of 76%.
- Over 50% of students with emotional and behavioral disabilities ages 14 and older drop out of high school.
- Early detection and intervention strategies can help improve resilience and the ability to succeed in school and life.
Comprehensive School Mental Health Programming

- School-based Prevention & Universal Interventions
- Early Interventions of Students with Mental Health and Behavioral Concerns
- Targeted School Interventions with Community Support
- Intensive School Interventions with Community Support
- Intensive Community Interventions with School Support

- All Students
- At-Risk Students
- Students with Severe/Chronic Problems
1. **Lack of funding for school-based mental health:** If schools do not cover the cost of students’ mental health services, families may not be able to afford to pay for services.

2. **Unclear process:** Clear referral process and understanding of roles are important for effective collaboration among school staff and mental health providers.

3. **Lack of data demonstrating needs:** Universal screening allows schools to understand the needs of individual students as well as school-wide trends.

4. **Language and culture:** Schools must work to provide services to meet the needs of a culturally and linguistically diverse school community.
Resources for Comprehensive School Mental Health Programs

- UCLA Center for Mental Health in Schools
  [http://smhp.psych.ucla.edu](http://smhp.psych.ucla.edu)

- National Center for Healthy Safe Children
  [https://healthysafechildren.org](https://healthysafechildren.org)

- National Center for School Mental Health
  [http://www.schoolmentalhealth.org](http://www.schoolmentalhealth.org)

- Association for Children’s Mental Health

- Introduction to Comprehensive School Mental Health
Mental Health Support and Treatment vs. SEL
Are all of your school colleagues able to differentiate between SEL practices and mental health interventions?
MA’s Multi-Tiered System of Supports Framework
A Public Health Lens: SEL and School Mental Health
Situations that Call for Mental Health Supports

**Social Emotional Learning**

Designed to help students learn skills and develop mindsets, including:

- Self-awareness skills and growth mindset
- Social awareness skills and mindfulness mindset
- Self-management skills
- Basic relationship skills
- Responsible decision-making skills

**Mental Health Supports**

Needed when a student:

- Demonstrates anxious, depressive, and/or violent behavior
- Experiences family violence, strife, illness, or other stress
- Has substantial difficulty paying attention in class, difficulty following directions
- Experiences relationship distress/problems with peers and/or adults
- Is processing school crisis (bomb drills, active shooter drills and/or incidents)
Coordinating SEL with Mental Health Support

- Asking for help
- Treating suicidal thinking
- Emotion regulation
- Processing experiences
- Social skills
- Negotiating boundaries after violent experiences
1. Type of staff to implement intervention
2. Depth/specificity of the issue addressed
3. Potential for harm
SEL Practice re: Anger: Teaching student the basics of how to recognize and cope with anger
Mental Health Intervention for Anger

Teaching student to change unhealthy patterns that lead them to frequent angry outbursts or violence

### Anger Management
**Cognitive Behavioral Therapy Approach**

<table>
<thead>
<tr>
<th>Situation</th>
<th>Thoughts</th>
<th>Feelings</th>
<th>Actions/ Behaviors</th>
<th>Alternative Thoughts</th>
</tr>
</thead>
<tbody>
<tr>
<td>My friend didn’t pick me as their partner</td>
<td>That person isn’t my friend after all – they think I am boring</td>
<td>I feel sad; embarrassed; angry for being left out</td>
<td>Spread a rumor around school to hurt that friend</td>
<td>…</td>
</tr>
</tbody>
</table>

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Establishing, Evaluating, and Sustaining School Mental Health Programs
A Three Step Process

ESTABLISH

EVALUATE

SUSTAIN
What step in this process do you feel like your school or district does best?
Resources for Evidence-Based Mental Health Interventions
Resources for Evidence-Based Mental Health Interventions

- Blueprints
  https://www.blueprintsprograms.org/program-search/

- Society of Clinical Psychology Division 12
  https://www.div12.org/treatments/

- Effective Child Therapy
  https://effectivechildtherapy.org/therapies/
Questions & Discussion
Thank you!

We want your feedback!

https://www.surveymonkey.com/r/1-28-20
References

