



Mental Health Association in New York State, Inc.

Best Practices for School Mental Health Programs

Presented by:

Amy Molloy, Project Director

School Mental Health Resource and Training Center

Mental Health Association in New York State, Inc.





Mental Health Association in New York State, Inc.

Mission Statement

Mental Health Association in New York State, Inc. (MHANYS) improves the lives of individuals, families, and communities by raising mental health awareness, ending stigma and discrimination, and promoting wellness and recovery.

THIS PRESENTATION IS BROUGHT
TO YOU BY MHANYS':



Learning Objectives

- 1) Demonstrate a common understanding of mental health
- 2) Review current surveys related to concerns for up-coming school year
- 3) Explore strategies for creating a culture and climate of wellness

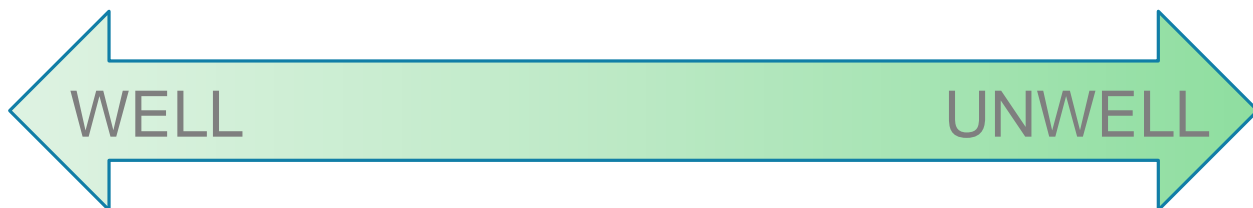
A Common Understanding of Mental Health

“There is no health without mental health”

Health is a state of complete physical, mental and social well-being and not merely the absence of disease.

(World Health Organization)

We all have Mental Health





Mental Health Disorders

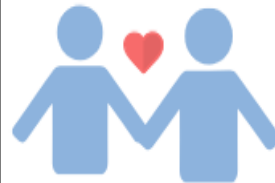
- Preventable and manageable
- Impacts thinking, mood, and behavior
- Qualifier: mild, moderate, severe

How do we know...

Mental Health Disorders

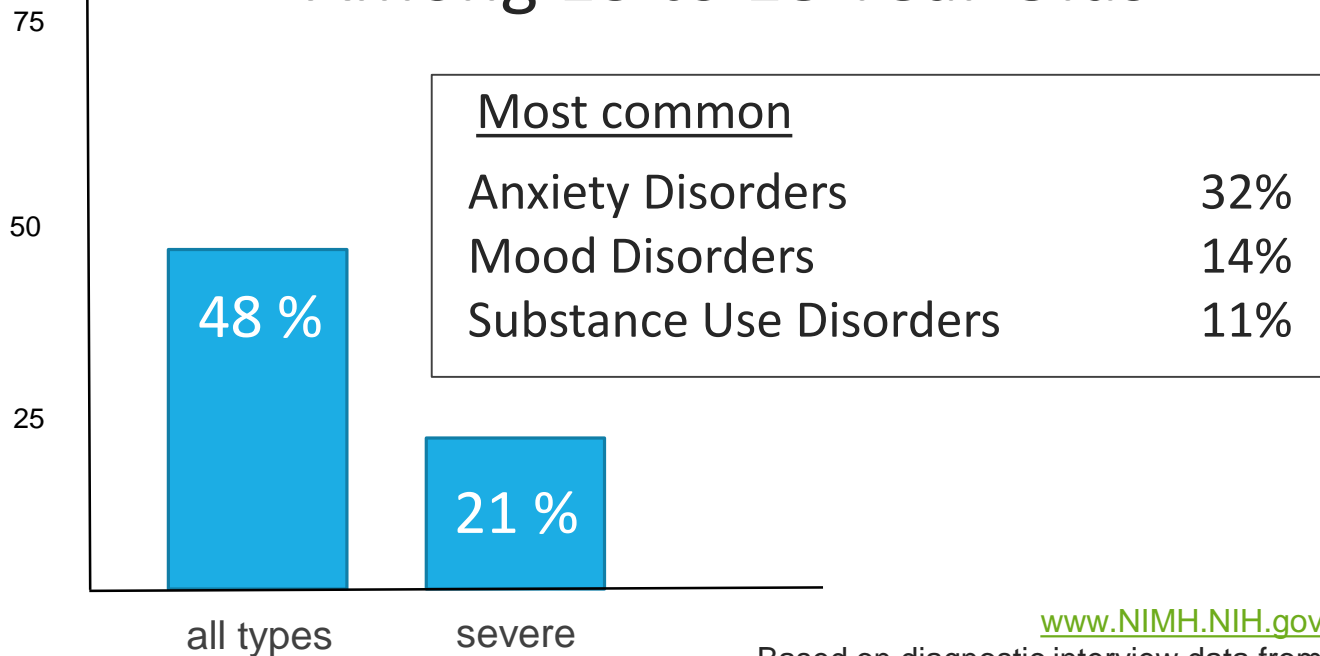
Disrupts 3 R's –

- Responsibilities
- Relationships
- Recreation



Substance Use Disorder: recurrent use of alcohol and/or drugs that lead to same disruption as above

Lifetime Prevalence of Mental Illness Among 13 to 18 Year Olds



www.NIMH.NIH.gov

Based on diagnostic interview data from
National Comorbidity Survey Adolescent Supplement

At any given time, 1 in 5 adults is living with mental health disorder.



One major concern is the delayed or lack of treatment for mental health disorders.

- 50% of all disorders begin by age 14
- 75% of all disorders begin by 24

Mental health problems often present as challenges in the classroom as early as elementary school but its often 8-10 years before they get appropriate help.

www.NIMH.NIH.gov



Co-Occurring Disorders are Common

- 75% of children with depression also have an anxiety disorder
- 50% of children with depression half also have a behavior disorder
- 65% of adolescents with substance abuse disorder, also have a mental health disorder

Delayed or lack of treatment



- Social challenges & isolation
- School absences
- Lower academic achievement
- Suspensions, expulsions
- Drop out of school
- Criminal justice activity
- Substance Use
- Suicide

www.childrensdefense.org and
www.developingchild.harvard.edu

Youth Suicide and Suicide Behaviors

- Suicide rate of 10 to 17 year olds increased by 70% between 2006 and 2016.

According to Youth Risk Behavior Survey:

- 1 in 12 HS students attempt suicide
- 1 in 6 HS students seriously consider suicide

From www.CDC.org

MENTAL HEALTH AND SUICIDE VARIABLES*

Youth Risk Behavior Survey: National Data Summary and Trends Report (2007-2017)



In wrong direction



No change



In right direction

THE PERCENTAGE OF HIGH SCHOOL STUDENTS WHO:	2007 Total	2009 Total	2011 Total	2013 Total	2015 Total	2017 Total	Trend
Experienced persistent feelings of sadness or hopelessness	28.5	26.1	28.5	29.9	29.9	31.5	
Seriously considered attempting suicide	14.5	13.8	15.8	17.0	17.7	17.2	
Made a suicide plan	11.3	10.9	12.8	13.6	14.6	13.6	
Attempted suicide	6.9	6.3	7.8	8.0	8.6	7.4	
Were injured in a suicide attempt	2.0	1.9	2.4	2.7	2.8	2.4	

At-Risk Populations: Black Youth

- Suicide rate among Black youth is increasing faster than any other racial or ethnic group.
- Black youth under 13 are twice as likely to die by suicide than their white counterparts.
- Black adolescents who report a history of trauma are 5 times more likely to attempt suicide than those without a history of trauma.

From Ring the Alarm: the Crisis of Black Youth Suicide in America

At-Risk Populations: Latinx Youth

- Suicide rates among Latinx youth has increased by 50% in the last decade; greatest increase is among Latinx youth who identify as female
- 22% of Latinx youth have depressive symptoms; highest rate of all minority populations
- The 2015 Youth Risk Behavior Survey indicated that Latinx youth (grades 9-12) were more likely to report seriously considering suicide, making a plan, and attempting suicide than their non-Latinx peers

From www.salud-America.org

At-Risk Populations: LGBTQ+ Youth

- LGB youth contemplate suicide 3x more than heterosexual peers
- 40% of transgender adults reported suicide attempt, with 92% of those before age 25
- LGB youth from highly rejecting families, more than 8x more likely to attempt suicide than those with families that were low or no rejecting
- In nationwide survey, 39% of LGBTQ youth reported feeling sad or hopeless for at least 2 wks in the past year

From www.theTrevorProject.org

Risk Factors for Mental Health Problems

Social

- On going stress & anxiety
- Learned behavior
- Social media
- Multiple transitions
- Sudden/profound loss
- Cultural norms

Individual

- Genetics
- Medical condition
- Side effects of medication
- Disability (physical or learning)
- Substance misuse/sensitivity
- Previous episode or existence or another mental illness

Environment/ Experiences

- Adverse Childhood Experiences (ACE's)
- Exposure to trauma
- Homelessness
- Poverty
- Seasonal changes

Protective Factors for Mental Health Problems

Social

- Community Involvement
- Socialization and connectedness
- Early intervention
- Support groups
- Clubs and organizations

Individual

- Self regulating skills
- Healthy lifestyle choices
- Interpersonal coping skills
- A variety of self care activities
- Sense of self-worth
- Secure Identity
- Meaning and Purpose
- Spirituality

Environmental/ Experiences

- Clear Expectations
- Safe Community
- Structure
- Availability of recreation
- Economic Security

What can we expect this year?

What concerns you the most
when you think about the
up-coming school year? (choose 2)



National Association of Secondary School Principals

Survey conducted June 2020 ~ 1600 participants

Which is your greatest concern as you plan to resume school in the Fall?

- 39% Making sure my staff is mentally and emotionally well so they can be most effective with students.
- 36% Making sure we have protocols to meet both the learning and health needs of students.
- 20% Ensuring equity for all students in a new educational model.
- 4% effectively communicating to stakeholders with competing priorities and expectations.

Gallup Poll of US workers

Conducted June 29 to July 19, 2020

How concerned are you about being exposed to coronavirus at your place of work?

	Very concerned	Moderately concerned	Not too concerned	Not concerned at all
	%	%	%	%
Jun 29-Jul 19				
K-12 teachers	57	18	11	14
All other U.S. workers	21	29	25	25
Jun 1-28				
K-12 teachers	40	27	24	10
All other U.S. workers	14	33	28	25
May 11-31				
K-12 teachers	29	30	26	15
All other U.S. workers	13	33	29	25

Teacher Stress and Health

Effects on Teachers, Students, and Schools



PennState



Sources of Stress for Teachers

Key Findings from Issue Brief*	Back-to-School (Assumptions)
Organizational factors: leadership, climate and culture, collaboration and support from colleagues	Anticipated changes to structure, learning environment; loss of freedom due to social distancing
Demands: testing, staff evaluation, difficult parents, behavior problems	Uncertainty with changing requirements, increase community stressors, student challenges
Work resources: feeling empowered, autonomy in decision-making	Loss of control; decisions being made by “others”; fewer resources
Personal resources: feeling competent, social-emotional wellness	Personal experiences that increase stress and anxiety, concern for self and family, existing vulnerabilities

**Teacher Stress and Health: Effects on Teachers Students and Schools, University of Pennsylvania, 2016*

Interventions to Reduce Stress

Presents interventions in three broad categories:

1) Organizational Interventions

- impacts culture and work practices

2) Organization-Individual Interface Interventions

- workplace relationships and support

3) Individual Interventions

- personal stress management

Teacher Stress and Health

Effects on Teachers, Students, and Schools



School-Wide Strategies to Support Mental Health







Panorama Education

Back to School Surveys

panoramaed.com



What is Trauma?

The presence or perceived threat of violence and/or personal injury, either directly or indirectly.

Exposure to trauma induces feelings of powerlessness, fear, recurrent hopelessness, and a constant state of alert.

Rape, Sexual Abuse
War, Terrorism
Domestic violence
Natural disasters
Severe illness or injury
Death of a loved one
Abuse and neglect
Witnessing an act of violence
Living in poverty
Living in an unsafe community
Crisis (i.e. financial, pandemic)

Secondary Trauma

Defined as indirect exposure to trauma through others' accounts, storytelling.

Storytelling is a powerful strategy for trauma; supports processing and healing.

- What are my own limits and boundaries?
- How is it affecting me?
- Can I be helpful?
- Who else can provide help?

Being Trauma-Informed

Key principles that characterize the relationship with the helping and/or education professional.

- Safety
- Trustworthiness and Transparency
- Peer support
- Collaboration and mutuality
- Empowerment, voice and choice
- Cultural, Historical, and Gender Issues

Compassion Resilience Toolkit



From Wise Wisconsin
wisewisconsin.org

Or go directly to:
compassionresiliencetoolkit.org



Restorative Practices in Schools

- Transform academic and social culture
- Paradigm shift – punitive to growth mindset
- Promotes connectedness and relationship-building
- Builds problem-solving and conflict resolution skills
- Supports self-awareness and personal responsibility
- Research outcomes:
 - ✓ improves relationships with students/teachers
 - ✓ reduces disciplinary problems
 - ✓ builds community
 - ✓ Reduces drop-out rates

Healing Circles: for staff and students

Benefits of healing circles:

- express and process feelings
- provide opportunity for listening
- build community and support
- promote hope and healing
- reconnect with passion and motivation (staff)

Rooted in ancient traditions of indigenous cultures and recognizes individual interests and concerns; helps to promote equity and build trust.



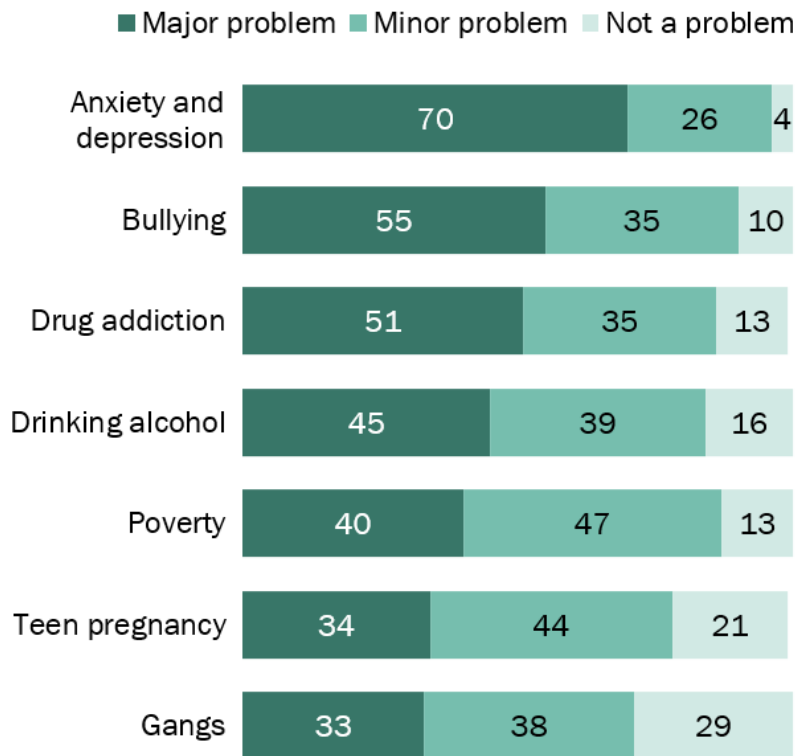
NYS Education Law § 804

effective July 2018

“All schools shall ensure that their health education programs recognize the **multiple dimensions** of health by including mental health, and the **relationship of physical health and mental health**, so as to **enhance student understanding, attitudes and behaviors that promote health, well-being and human dignity.**”

Anxiety and Depression top list of problems teens see among their peers.

The graph to the right shows the % of teens that say each of the following problems is a concern among people their age in the community where they live.



Note: Share of respondents who didn't offer an answer not shown.
Source: Survey of U.S. teens ages 13 to 17 conducted Sept. 17-Nov. 25, 2018.

"Most U.S. Teens See Anxiety and Depression as a Major Problem Among Their Peers"

PEW RESEARCH CENTER

When I am feeling stressed,
I notice: (choose 2)



School Mental Health Literacy

focuses on knowledge AND beliefs

When individuals are educated about:

- strategies to improve mental health
- disorders and treatments
- stigma and false beliefs
- effective help-seeking skills for self and others

Based on research by Dr. Anthony Jorm, Australia

School Mental Health Literacy

is particularly effective with youth

They are more likely to:

- demonstrate positive attitudes about mental health
- be able to support others
- seek professional help sooner
- have better health outcomes

Based on research by Dr. Anthony Jorm, Australia

Professional Development

- Does your faculty and staff have the necessary training?
- Do they have an opportunity to share best practices?
- Are you using “subject matter experts” in your school?

***keep in mind the goal
is shared language and
shared experiences

Visit

www.mentalhealthEDnys.org

Click on “training”



Professional Development

Visit www.mentalhealthEDnys.org,
click on Trainings



[ABOUT](#) [VISIT MHANYS](#) [MHA LOGIN](#)

[Search](#)

[TRAININGS](#)

[NYS COUNTY RESOURCES](#)

[ONLINE RESOURCES](#)

[MH EDUCATION IN SCHOOLS](#)

[EXPLORE RESOURCES](#)

TAKE A TRAINING

Supporting a young person with mental health concerns can be challenging. Very often, parents, educators and other adults who care for youth are also coping with multiple issues of their own: physical illness, financial and/or marital problems, their own mental illness or daily stress. Having a better understanding of mental health, and the knowledge and skills to address mental health problems are important for maintaining wellness.

Take a training to learn more; see descriptions below.

1 CTLE

AVAILABLE ONLINE: Supporting the Mental Health and Wellness of Students



Mental Health and Wellness 101



CONTACT US

Please contact us at
schools@mhany.org or call
518.434.0439 from 8 am to 5 pm.

To find out who your regional
representative is, click [here](#).

INQUIRY FORM

First Name *

What do you do
to support your wellness?
(choose 2)



Staff Wellness Campaigns

Develop a workplace wellness plan:

- Team approach promotes collaboration & support
- Start with a survey; what do staff want?
- Include strategies for mental AND physical health
- Build into routine and existing structures
- Launch with staff wellness PD day
- Seek incentives from health plans

Staff Wellness Campaigns

Consider the possibilities!

- Start a “Workplace Challenge”
- "Eat Well Wednesdays" - snack and recipe
- Build in opportunity to process, voice concerns
- Daily icebreaker, morning meetings
- Plan something fun w/students, businesses, etc.
- Organize a school/community wellness fair



Social Emotional Learning

Moving
beyond core
competencies
to a whole
child, whole
school, whole
community
approach.





Family Education Webinar Series

Visit www.mentalhealthEDnys.org/parents

FAMILIES AND CAREGIVERS

What Families Need to Know About the NYS Mental Health Education Law

On July 1, 2018 New York State became the first state in the nation to require schools to include mental health instruction in the K-12 health education curriculum. Mental health education focuses on the concept of wellness and understanding mental health as an integral part of overall health. Mental health education is age appropriate and provides students with the knowledge, skills and language to maintain mental wellness, promote healthy development and seek support for self and others when needed.

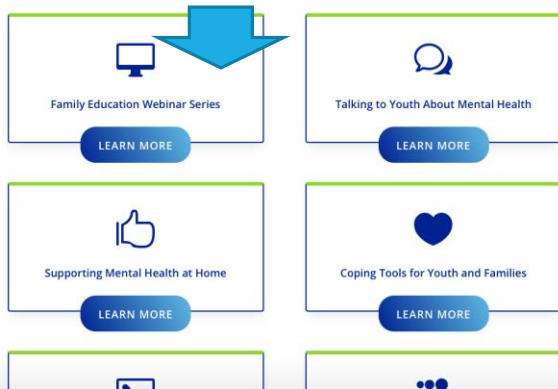
Why is it important to teach students about mental health?

Approximately half of all lifetime cases of mental health disorders begin by the age of 14, and three-quarters by the age of 24. Research demonstrates that increasing our understanding of mental health, the development of coping strategies and early intervention can reduce the troublesome effects of mental health conditions and support positive youth development.

What is included in mental health instruction?

Mental health education aligns with existing health standards and focuses on three key areas:

- Self-Management – includes identifying emotions, practicing self-care
- Healthy Relationships – includes empathy, communication skills, compassion and gratitude.
- Resource Management – includes when and how to ask for help for self and others.



[VISIT MHANYS](#) [MHA LOGIN](#) [MH EDUC](#)

[ABOUT](#)

[TRAININGS](#)

FAMILY EDUCATION WEBINAR SERIES

The School Mental Health Resource & Training Center will provide monthly educational webinars for families and caregivers. Join us live to ask questions, or watch from our complete list of recorded webinars down below.

Upcoming Webinars

Trauma 101 for Families and Caregivers

More coming soon!



Recorded Webinars

Trauma 101 for Families and Caregivers



Becoming a Resilient Family







Got Questions?
Email: amolloy@mhanys.org

Thank you!

MHANYS and its affiliate network have a long and rich history offering support to youth, adults, families, schools, and communities across NYS.

To learn more about MHANYS visit:

www.MHANYS.org

Also visit our:



www.mentalhealthEDnys.org



@MHANYSinc



@MHAacrossNYS