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Handling Mental Health in the School Setting

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Perceptions regarding the role of school counselors in mental health situations in the school setting



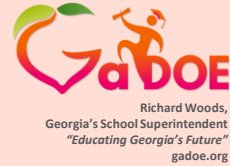
- Provide responsive services including internal and external referral procedures, short-term counseling or crisis intervention focused on mental health or situational crises (e.g. grief, difficult transitions) **1064 responses**
- Early Identification by recognizing warning signs **1273 responses**
- Provide school-based prevention and universal interventions and targeted interventions for students with mental health and behavioral health concerns **898 responses**
- Provide long term mental health therapy (**Important to note only 11 respondents indicated such**)

Total that participated in survey: 1354

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Understanding the Need: School Climate Survey



- Number of students who considered harming themselves more than 5 times: 32,435 (5%)
- Number of students who attempted to harm themselves more than once: 24,686 (4%)
- Number of students who on more than five occasions experienced intense worries or fears that interrupted daily activities: 51,952 (8%)
- Number of students who on more than five occasions experienced drastic changes in behavior or personality: 53,788 (8.6%)
- *Findings from 2014 Georgia Student Health Survey 2.0. The responses were extracted for the 629,613 students (middle and high school) who took the survey. These were the mental health indicators that were developed by the National Institutes of Mental Health and embedded into the survey.*

Questions to Ponder



- Do I have the professional competence to provide these services or address the presenting concerns?
- After engaging in a counseling session, is the student likely to be able to return to full participation in the following class period?
- Is the time and effort I put forth with this student similar to the amount of time that I give to other students?
- Are these services consistent with the mission of the school?
- Is the provision of these services consistent with the guidelines of my profession (e.g., American School Counselor Association, School Social Work Association of America)?
- Would the student's needs be better met within the school setting rather than the community?



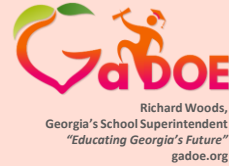
School Interventions

Deliver classroom lessons that proactively enhances awareness of mental health; promotes positive, healthy behaviors; and seeks to remove the stigma associated with mental health issues



- Handling Anxiety (Fears/Worries)
- Conflict Resolution
- Organization Skills
- Decision-Making
- Social Skills
- Anger Management
- Engage-Do-Reflect-Apply
- Role Play
- Open Discussion
- Videos
- Action Planning by Students
- [Classroom Activities Resources](#)
- [More Classroom Activities](#)
- [Walk In Our Shoes Lessons \(8\)*](#)
- [Talking About Mental Illnesses: Teacher's Resource](#) (classroom lessons for HS, but could be used to train staff)
- [Elementary Activity Book](#)

Provide responsive services including internal and external referral procedures, short-term counseling or crisis intervention focused on mental health or situational (e.g. grief, difficult transitions) concerns with the intent of helping the student return to the classroom and removing barriers to learning



• **Internal Referral Procedures:**

- Mentoring Program
- Extra-curricular activities that may benefit the student
- Peer Helper Program
- Collaboration/Consultation
- RTI/SST/504/Special Education

• **External Referral Procedures:**

- Outside Agencies
- Community Organizations
- Medical Consult

• **Short-term Counseling**

- Check-ins (Individual Sessions)
- Small Groups
- Classroom Guidance/Core Curriculum Lessons

• **Crisis Interventions**

- Life Skills Groups
 - Grief
 - Transitioning to New School
 - Transitioning within Family Changes
- Consultation with Referral Sources

Recognize Warning Signs for Students At Risk



Warning Signs:

- Changes in school performance (changes in grades, attendance)
- Mood changes
- Complaining of illness before school
- Increased disciplinary problems at school
- Experiencing problems at home or family situation (stress, trauma, divorce, substance abuse, exposure to poverty conditions domestic violence)
- Communication from teachers about problems at school
- Dealing with existing mental health concerns

Once Identified:

- Conversation with student
- Parent Consultation
- Offer School Based Services
- Consider RTI
- Depending on severity of warning sign, REFER OUT

Interventions: Mental and Behavioral Health



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School Based Prevention Universal Interventions

- Target general population groups without reference to those at particular risk. All members of a community benefit from a universal prevention effort, not just specific individuals or groups
- Advisement Lessons with focus on social-emotional learning
- Use of Evidence Based practices with focus on implementation with fidelity
- Evaluate Implementation (DATA)
- Active Supervision of Students
- School/Community Programs
- School/Home Connection
- Behavior Specific Praise
- Peer Tutoring
- Social Skills Instruction
- Error Correction
- Academic Skills

Targeted Interventions

- PBIS interventions are applied either in group settings or through an individualized plan based on students' needs.
- Small Groups (co-facilitate)
- Mentoring Programs
- Extra-Curricular Activities
- Sources of Strength

Provide students with individual planning addressing their academic, career and social/emotional (including mental health) needs



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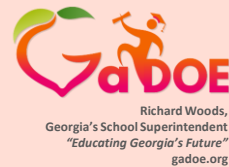
- What's your procedure?
- Meeting with that student who has specific social emotional needs (suicidal ideation, self-harm, etc.)
- Goal Setting and the Social Emotional Needs
- Collaboration: Communicating with outside providers about your students
- Parent Consultation: Communicating the social emotional needs concerns to parents

Educate teachers, administrators, parents/guardians, and community stakeholders about the mental health concerns of students, including recognition of the role environmental factors have in causing or exacerbating mental health issues and provide resources and information



- Professional Development
- HB 198: Jason Flatt Act 2015 (Suicide Awareness Training to faculty)
- Provide staff with a monthly email about a particular mental health issue to enlighten them. Free resources available on several sites. Eliminate myths.
- Provide parents with resources/information on recognizing the signs, how to handle certain situations
- Climate of a Classroom
- Parent Workshops ...The Changing Teen vs. Self-Harming and Teenagers...title is important
- Community Run/Walk Events (Provide resources and services you can provide)
- Factors: [Environmental](#) [Biological, Psychological, Environmental](#) [Lifestyle](#)
- Adhere to appropriate guidelines regarding confidentiality, the distinction between public and private information and consultation

- Advocate, collaborate and coordinate with school and community stakeholders to ensure that students and their families have access to mental health services
- Direct students and parents to school and/or community resources for additional assistance through referrals that treat mental health issues (suicidal ideation, violence, abuse and depression)
- Community Mental Health Fairs with local agencies
- Have a list of agencies/providers readily available for parents (an electronic list that can be emailed is good) (Provide a minimum of 3 rule...unless school based services available onsite)
[Questions1](#) [Questions2](#) [Questions3](#) [Family Guide](#)
- Connect with agencies/providers to help with parent programs at school
- Have agencies/providers speak to faculty and staff to share information
- Why Follow Up?



504, IEPs, & Mental Health



- Assessment
- Consultation
- Follow Up
- Student Support Personnel Role (counselors, social workers, nurses)

Children's Mental Health Disorders in School



- Anxiety
- Autism Spectrum Disorder
- ADD/ADHD
- Bipolar Disorder
- Depression
- Eating Disorder
- Conduct Disorders
- Fetal Alcohol Spectrum Syndrome
- Obsessive Compulsive Disorder (OCD)
- Oppositional Deviant Disorder (ODD)
- Pervasive Developmental Disorder (PDD)
- Post-Traumatic Stress Disorder (PTSD)
- Reactive Attachment Disorder (RAD)
- Schizophrenia
- Tourette's Disorder

[Fact Sheets](#)

(Includes Suggested Instructional Strategies and Classroom Accommodations)



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What's Available in Georgia's Schools?

Georgia Department of Education

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Of school-age children who receive any mental health services, **70 percent to 80 percent receive them at school** (*Atkins et al*)

- **School counselors** respond to the need for mental health and behavioral prevention, early intervention and crisis services that promote psychosocial wellness and development for all students (ASCA)
- School counselors provide school-based prevention, universal interventions and targeted interventions for students with mental health problems (ASCA)

Georgia Department of Education

4/13/2016

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- **School social workers** have special expertise in understanding family and community systems and linking students and their families with community services essential to promote student success
- In a 2008 survey of school social workers, only 11 percent of respondents reported all or most students on their caseloads received mental health services outside of school
(Kelly, Berzin, et al.)



School Nurses

- **School nurses** serve a vital role in the school by promoting positive mental health outcomes in students
- As members of interdisciplinary teams, school nurses collaborate with school personnel, community health care professionals, students and families, in the assessment, identification, intervention, and referral of children in need of mental health services
- The top five health conditions of children in the United States include mental health problems and **school nurses spend 32% of their time providing mental health services** *(Zupp)*
- School nurses are often the health care professionals who first assess and identify the subtle signs of mental health problems *(Zupp)*

Project AWARE



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- Project AWARE (Advancing Wellness and Resilience Education) grant program builds and expands the capacity of state and local educational agencies to increase awareness of mental health and substance abuse issues among school-age youth
- Youth Mental Health First Aid (YMHFA) training is provided to help school personnel and other adults detect and respond to mental health problems in children and young adults, and connect children, youth, and families who may have behavioral health issues with appropriate services
- YMHFA is designed to teach parents, family members, teachers, school staff, services workers, and other caring citizens how to help a youth (ages 12-18) who is experiencing a mental health or addictions challenge or is in crisis
- Implementing **Positive Behavioral Interventions and Supports** as a framework for improving school climate
- [Sources of Strength](#)
- Providing framework for universal early screening for mental health in Muscogee County, Newton County, and Spalding County school systems.
- Developing agreements and referral processes with private mental health providers in the three school systems to provide mental health services in the school or community and to expedite the delivery of mental health services from providers for students in crisis
- Developing data collection/sharing agreements and a data platform among the youth serving agencies in Georgia (GaDOE, DJJ, DFCS, DBHDD)
- Providing professional development on complex trauma to increase the number of trauma-informed schools and developing model policies on trauma-informed schools

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Georgia Apex Project (GAP)



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- GAP is a mental health initiative sponsored by the Georgia Department of Behavioral Health and Developmental Disabilities Office of Children, Young Adults, and Families
- GAP grants have been provided to 24 of DBHDD's Tier 1 Providers, Community Services Boards, throughout the state
- These funds are used to support the hiring of behavioral health staff (i.e. licensed mental health clinicians, community support individuals, etc.) per grantee
- GAP teams are school-based, helping ensure access for students in need of behavioral health intervention
- GAP provides greater access to mental health services for children and youth in schools and in the communities
- GAP works to sustain increased coordination between Georgia's community mental health providers (such as CSBs) and the local schools and school systems
- **GAP is collaborating with Project AWARE**
- 130 PARTICIPATING SCHOOLS

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School Climate

There exists a preponderance of evidence to support implementation of Positive Behavioral Interventions and Supports (PBIS) **as a viable model for school-based mental health programs to improve school climate**


(Sugai and Horner)

PBIS is a proactive approach to establishing the mental health supports and social culture needed for all students to achieve social, emotional, and academic success. It is a framework for changing school climate to be more positive, supportive, safe and secure *(Sugai)*




Social Emotional Learning

- Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions
- ***Students learn the language of social interaction – crucial for positive mental health***
- Through the Marcus Institute, the GaDOE is working with Emily Ruben in several school systems to establish linkages between SEL, school climate, social development and language, behavior, reading, and mental health
- **SEL links with PBIS, Project AWARE and Project Apex**



May: Mental Health Awareness Month



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RESOURCES

- [DOWNLOAD THE 2016 MENTAL HEALTH MONTH TOOLKIT](#)
- [Mental Illness Awareness Week Idea Book](#)
- [MH Awareness Toolkit](#)
- [Suggested Mental Health Awareness Month Activities](#)*


SUGGESTED ACTIVITIES IN SHORT PERIOD OF TIME

- Stress Management Workshop for Teachers/Faculty
- Massages for Teachers/Faculty
- Green Day (Wear Green)
- Email Blast with Literature
- Plan Mental Health Activities for Next Year
- Have agencies/providers meet with counselors/SSWs/nurses
- Celebrate Student Success

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Resources



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- [Mental Health First Aid](#)
- [MENTAL HEALTH, DEPRESSION AND OTHER SUPPORT MATERIALS](#)
- [SPECIAL POPULATIONS INFO](#)
- [Mental Health: What Educators Should Know](#)
- [Resources for Educators](#)
- [Mental Health Topics and Resources for Patients and Families](#)
- [Children's Mental Health Promotion and Support: Strategies for Educators](#)
- [Early Childhood Fact Sheets & Parenting Topics](#)
- [Suicide Mental Health Resources](#)
- [Children's Mental Health Study Committee](#)*

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Upcoming Workshops



DEVELOPMENTAL RESOURCES PRESENTS A ONE-DAY SEMINAR

CRITICAL MENTAL HEALTH CHALLENGES THAT CAN LEAD TO

May 2nd SELF-INJURY & SUICIDE

GRADES 3-12

Helping Educators Recognize, Reach and Repair Students Prone to Violence
Chronic Anger
Self-Destructive Behavior
Self-Injury
Suicide

Registration Fee:	Early Bird	Advance	Regular
Individual	\$ 149	\$ 159	\$ 169
3-9 Attendees (see above)	\$ 124	\$ 134	\$ 144
10-19 Attendees (see above)	\$ 109	\$ 119	\$ 129
Total Fee: _____	Holiday Inn Roswell		

CRITICAL ISSUES FORUM:
The Wellness Impact on Education
Thursday, April 28, 2016
10:00 a.m. – 12:00 p.m.
Georgia-Pacific Auditorium,
133 Peachtree St., NE, Atlanta



Schools have become the focal point in the movement to improve child health and wellness, but they can't act alone. It is time to shed light on what systemic changes as well as family, community and school-wide strategies can promote and maintain all aspects of wellness for our students.

To register or receive more information, visit this website:
http://www.dev-resources.com/search_new?seminar=10

To register, click link below
<https://www.eventbrite.com/e/georgia-partnership-critical-issues-forum-tickets-19009513968>
 Deadline to register: April 26



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National Children's Mental Health Data

For Informational Purposes Only

Georgia Department of Education



National Children's Mental Health Data

- 1 in 5 children birth to 18 has a diagnosable mental health problem (*US Dept. of Health and Human Services*)
- 1 in 10 children has serious mental health problems that are severe enough to impair how they function at home, in school, or in the community (*US Dept. of Health and Human Services*)
- Between 9.5 and 14.2 percent of birth to 5 year old children experience significant social emotional problems that negatively impact their functioning, development and school-readiness (*Brauner*)
- The onset of major mental illness problems may occur as early as 7 to 11 years of age (*Kessler, Beglund, Demler, Jin, and Walters*)
- Roughly half of all long-term mental health problems start by the mid-teens (*Kessler, Amminger, Augilar-Gaxiola, Alonso, and Ustun*)



National Children's Mental Health Data

- 14 percent of children with mental health problems receive mostly Ds and Fs on school work (*Blackorby, Cohorst, Garza, and Guzman*)
- 44 percent of children with mental health problems drop out of high school (*Wagner*)
- 10 percent of high school dropouts were attributable to mental health problems (*Breslau, Lane, Sampson, and Kessler*)
- 21 percent of low-income children aged 6 to 17 have mental health problems (*Howell*)
- In the course of the school year, many children with mental health problems miss as many as 18 to 22 days of school (*Blackorby*)

National Children's Mental Health Data

- 75 to 80 percent of children in need of mental health services do not receive them (*Kataoka, Zhang, and Wells*)
- 37 to 52 percent of adolescents and young adults who were hospitalized for a suicide attempt received mental health services in the prior month (*Freedenthal*)
- Only 29 percent of children expressing suicide ideation in the prior year received mental health services (*Freedenthal*)

National Children's Mental Health Data

- 32 percent of children of military families scored as "high risk" for mental health problems, 2.5 times higher than the national average (*Flake, Davis, Johnson, and Middleton*)



[Georgia has 30,000 military-connected students (SLDS)]

- There is a higher prevalence of mental health problems in youth aged 11 to 17 in military families compared to the general population (*Chandra, Lara-Cinisomo, Jaycox, Tanielian, and Burns*)

COME EXPERIENCE THE MAGIC

SUMMER PROFESSIONAL LEARNING FOR SCHOOL COUNSELORS

May 31, June 1, June 2

Macon Centreplex – Macon, GA - 8:15 AM – 3:00 PM

Lunch will be provided.

Hotel block available at Macon Marriott for \$109 per night.

(Reference CTAE Resource Network when booking.)

To REGISTER:

1. Visit www.ctaern.org Login info: First three letters of last name and last four digits of SSN
2. Workshop Catalog
3. Workshop Categories (upper right)
4. Guidance/Career Development
5. Click "Register" tab to register for the desired summer workshop(s) you would like to attend.
6. An email confirmation will be sent to you after successfully registering for each the workshop.

Get ready for a Top Hat Magical Summer....
Abracadabra...Ayla kazoo

This summer will be magical because of all the great updates the Georgia Department of Education has in store for you!

Each show will leave you wanting more because each show is filled with

MAGIC!

Appearing June 1 & June 2
8:15 AM – 3:00 PM
(CHOOSE ONE DAY)



DAVE WEBER

"Sticks & Stones exposed: The Truth Behind Words & Relationships" (Culture & Climate)

This hilarious presentation zeroes in on the power of our words and the impact they have on the culture and climate of a school. What kind of atmosphere are our words creating? One in which education professionals strive to work as a strong team for the sake of the children...or one that is breeding an inability to trust and work together. Discover how to transform your classroom and your relationships and how to build a great "community" within your school and your family.
***Additional sessions by Dave Weber scheduled throughout the summer through CTAERN.**

Intended Audience:
Elementary, Middle, High
8:15 AM—3:00 PM

Appearing May 31, June 1 & June 2
8:15 AM – 12:00 PM
(CHOOSE ONE DAY)



GREG MANNING

Career Exploration for Young Champs

This interactive workshop packed full of energy, motivation, information, and fun exercises will discuss and assist with strategies and exercises that will encourage young students to dream about a future career. It's never too early to dream of becoming that chef. We all dream and it's common for middle and high school students to begin thinking about a productive career. Elementary students should also have the same opportunity to dream about their future, they just need you, their school counselor to be there to open up a whole new world of career opportunities.

Intended Audience:
Elementary
8:15 AM—12:00 PM
Participate in Main Event from 12-3

Appearing May 31, June 1, & June 2
8:15 AM – 3:00 PM
(CHOOSE ONE DAY)



LYNN ANDERSON

Counseling and Economic Development

This full-day workshop offers Georgia middle and high school counselors what they need to know about the 21st century workforce development and education. This professional learning begins by describing the "new economy" and what education and skills are now needed by high school graduates and in their postsecondary training. The workshop then moves into how counselors can work with workforce development agencies. Counselors are encouraged to invite their building administrator to participate in this session.

Intended Audience:
Middle and High
8:15 AM—3:00 PM

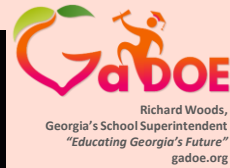
The *Main Event* will happen on May 31, June 1, and June 2. Counselors are encouraged to choose the day that works best for them. Lunch will be provided for all sessions. A few of the highlights for the *Main Event* are:

- "Move On When Ready" Updates
- Updates from Various State Agencies
- Legislative Updates that Impact School Counselors
- The Future of Career Planning in Georgia

Intended Audience:

Middle and High School Counselors (8:15AM - 3:00 PM) & Elementary School Counselors (12:00 PM — 3:00 PM)





2016-2017 Webinar Poll

- Offer input into next year's webinar topics
- Click on your title below to participate in appropriate poll
- [School Counselors](#)
- [School Social Workers](#)

Upcoming Webinars

- **April 29:** [Voc Rehab & Careers](#) (new initiative) 1:00 PM
- **May 5:** [All I Needed to Know About Counseling, I Learned It My First Year](#) 11:00AM
(Primarily for New Counselors)
- **May 5:** [Making Data Work for Your School Counseling Program](#) 2:00 PM



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