Comprehensive Mental Health Systems in Schools: Supporting Learning Environments

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Foster Supportive Learning Environments

Language Matters!

Definitions and Terminology are important to the work around promoting comprehensive mental health to support learning environments
Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make healthy choices.

(CDC, 2018)
PA Educational Definition of Trauma

1. Exposure to an event, series of events or set of circumstances that is experienced by an individual as physically or emotional harmful or threatening.

2. Lasting adverse effects.

3. Creates significant difficulty in cognitive functioning and physical, social, emotional, mental or spiritual well-being.
Equity

Every student has access to the educational resources and rigor they need at the right moment in their education across race, gender, ethnicity, language, disability, religion, sexual orientation, gender identity, family background and/or family income.

www.aspeninstitute.org/education; www.ccsso.org
Comprehensive Mental Health System

Comprehensive school mental health systems provide a full array of supports and services that promote positive school climate, social emotional learning, mental health, and well-being, while reducing the prevalence and severity of mental illness.

(National School Mental Health Curriculum, 2018)
Trauma-Informed Care Values

- Safety
- Trustworthiness
- Collaboration & Mutuality
- Empowerment, Choice & Voice
- Cultural Sensitivity
Mental Health in Staff
Types of Stress

- Positive Stress
- Tolerable Stress
- Toxic Stress
Compassion Fatigue in Staff and Systems

https://compassionresiliencetoolkit.org-schools-a-toolkit-for-schools/
Signs of Compassion Fatigue in Staff

- Anxious, fearful
- Depressed, sad, withdrawn, less engaged, absent
- Irritable, impatient, frustrated, angry, explosive, over-reactive
- Agitated, poor concentration, poor memory
- Vague physical complaints, headaches, GI problems, sleep disturbance, appetite disturbance
- Overwhelmed, confused, difficulty with problem-solving or making decisions
- Loss of creativity, lack of motivation

(Kentucky Department of Education, 2020)
Self-Care for Staff and Systems

Creating Equitable School Systems: A Roadmap for Educational Leaders – Staff and Student Wellness Guide. Checklist for Staff and Student Wellness

Organizational Self-Care Checklist
Mental Health in Youth
Mental Health Concerns among Youth

20% of students live with a mental health condition, yet only around half receive treatment in a given year (NIMH, 2015).

(NAMI, 2019)
## Pennsylvania Youth Survey (PAYS)

### In the past 12 months...

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2017</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enjoyed being in school</td>
<td>43.4%</td>
<td>41.3%</td>
<td>38.6%</td>
</tr>
<tr>
<td>Feel safe at my school</td>
<td>84.1%</td>
<td>83.4%</td>
<td>80.0%</td>
</tr>
<tr>
<td>Threatened at school</td>
<td>20.3%</td>
<td>20.5%</td>
<td>18.9%</td>
</tr>
<tr>
<td>Attacked at school</td>
<td>8.4%</td>
<td>8.3%</td>
<td>7.6%</td>
</tr>
<tr>
<td>Brought weapon to school</td>
<td>1.6%</td>
<td>1.2%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Experienced bullying</td>
<td>16.9%</td>
<td>28.2%</td>
<td>25.1%</td>
</tr>
<tr>
<td>Adults stop bullying when they see/hear it</td>
<td>65.1%</td>
<td>63.0%</td>
<td>54.8%</td>
</tr>
<tr>
<td>Felt depressed or sad most days</td>
<td>38.3%</td>
<td>38.1%</td>
<td>38.0%</td>
</tr>
<tr>
<td>Self-harm in past year</td>
<td>15.1%</td>
<td>16.5%</td>
<td>14.4%</td>
</tr>
<tr>
<td>Death of a friend or family member</td>
<td>40.3%</td>
<td>40.7%</td>
<td>39.1%</td>
</tr>
<tr>
<td>Worried about running out of food</td>
<td>13.7%</td>
<td>13.4%</td>
<td>11.7%</td>
</tr>
<tr>
<td>Felt tired every day/several times</td>
<td>N/A</td>
<td></td>
<td>64.7%</td>
</tr>
</tbody>
</table>
Youth Suicide in Pennsylvania

1 in 6 youth seriously considered suicide

1 in 8 youth had a suicide plan

1 in 10 youth attempted suicide
School Safety and Substance Use

- **Feel safe at school**
  - Alcohol use: 26%
  - Binge drinking: 11%
  - Cigarette use: 4%
  - Marijuana use: 14%
  - Vaping use: 21%

- **Feel unsafe at school**
  - Alcohol use: 32%
  - Binge drinking: 17%
  - Cigarette use: 10%
  - Marijuana use: 24%
  - Vaping use: 32%

(Pennsylvania Youth Survey, 2019)
School Safety and Mental Health

- High level of depression: 6% feel safe, 17% feel unsafe.
- Suicide ideation: 15% feel safe, 34% feel unsafe.
- Suicide attempt: 8% feel safe, 23% feel unsafe.

(Pennsylvania Youth Survey, 2019)
Common Signs/Responses of Trauma or Stress

*School-Age Children*

- Fear, anxiety, worry
- Feelings of guilt, shame, and self-blame
- Headaches, stomachaches
- Nightmares, disrupted sleep
- Difficulty concentrating
- Angry outbursts, aggression, and withdrawal
- Over- or under-reactions to situations in the environment (e.g., sudden movements, loud noises, physical contact)

(Guarino, K. & Chagnon, E. 2018)
Learning Environments and Enhancement of Staff and Student Growth
Ecological Systems Model

Macrosystem (e.g., society, culture)
Exosystem (e.g., media, services, neighbors)
Mesosystem (e.g., interaction of extended levels of microsystems)
Microsystem (e.g., family, peers, school)

(Hoover et al., 2019)
Equitable, Trauma Informed MTSS
The Value of Mental Health Promotion in Schools

• Promotes well-being and educational success for all students
• Serves as foundation for Tiers 2 and 3 mental health services and supports
• Produces cost savings by investing in mental health promotion and early intervention (versus treatment)
• Decreases stigma about mental health and illness
• Promotes school staff well-being
• Mental health is part of overall health, and students must be healthy enough to learn, and teachers healthy enough to teach (National School Mental Health Curriculum, 2018)
Value of Comprehensive Mental Health Systems

The Value of Comprehensive School Mental Health Systems: Positive Outcomes

- 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

Advancing Comprehensive School Mental Health Systems: Guidance From the Field. 2019.
The Continuum of School Mental Health Services

## Building Blocks of Positive Learning Environments

<table>
<thead>
<tr>
<th>Engagement</th>
<th>Safety</th>
<th>Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationships</td>
<td>Emotional Safety</td>
<td>Physical Environment</td>
</tr>
<tr>
<td>Respect for Diversity</td>
<td>Physical Safety</td>
<td>Academic Environment</td>
</tr>
<tr>
<td>School Participation</td>
<td>Substance Use</td>
<td>Wellness</td>
</tr>
</tbody>
</table>

(National School Mental Health Curriculum, 2018)
The perception of a positive school climate, though beneficial for all students, may be even more beneficial for students at risk of negative outcomes.

(Jones, Berg & Osher, 2018; Loukas, 2007)
Trauma-Informed Strategies for Reentry

• Provide structured routines
• Remain flexible
• Offer choice
• Set limits and boundaries
• Use language that reinforces connectedness ("we")
• Acknowledge everyone’s story
• Model self-care
• Reach out, respond, and refer
Positive Learning Environment Focus

A Safe, Stable, and Supporting Relationship with a Caring Adult
Building Positive Learning Environments

• Plan how data will be collected, stored, analyzed, and shared
• Assess multiple dimensions of school climate
• Obtain input from a variety of groups
• Assess school climate in multiple ways
• Allow anonymous input
• Align with school/district vision
• Select evidence-based assessment tools

(National School Mental Health Curriculum, 2018)
Building Positive Learning Environments

• Supervision and safety monitoring
• Whole-school or classroom lessons on how traumatic stress impacts the brain
• Frame problems that come up as teachable moments
• Structured routines
• Teach routines
• Respond with empathy
• Encourage positive behaviors

(PDE Staff and Student Wellness Guide)
School Wide Expectations
Set Schoolwide Expectations about Positive Behaviors
• Settings
• Routines
• Expectations
• Train staff to teach students expectations and how rewards are developed, scheduled, and delivered
• Involve families and community members

Implement Schoolwide Positive Reinforcement Systems that Promote Positive Behaviors
• Rewards
• Supervision
• Opportunity
• Acknowledgement
• Prompts and pre-corrections
• Error corrections
• Other strategies
• Discipline

(National School Mental Health Curriculum, 2018)
Mental Health Literacy

• Knowledge and beliefs about mental disorders which aid in their recognition, management, or prevention

• Four integrated components
  o Obtaining and maintaining positive mental health
  o Understanding mental disorders and their treatments
  o Decreasing stigma related to mental disorders
  o Enhancing help-seeking efficacy
    ▪ Where to go
    ▪ When to go
    ▪ What to expect when you get there
    ▪ How to increase likelihood of “best available care” (skills and tools)

(National School Mental Health Curriculum, 2018)
Social Emotional Learning

Increases in
• Academic achievement
• Prosocial behavior
• Social emotional skills
• Positive self-image

Decreases in
• Conduct problems
• Emotional distress
• Substance use

(National School Mental Health Curriculum, 2018)
Pennsylvania Career Ready Skills

Skill Categories:
- Self Awareness and Self Management
- Establishing and Maintaining Relationships
- Social Problem Solving

(PA Career Ready Skills)
Data and Supports for Building Learning Environments
School Level Data

• Attendance
• Behavioral data
• Course Performance
• Supplemental Support Data
• Staff and Student Wellness Checklist
• Organizational Self-Care Checklist
## School Climate Assessment Tools

### Welcome to the PA School Climate Survey Site

<table>
<thead>
<tr>
<th>Survey Domains</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Support</strong></td>
<td>The Student Support scale measures how much students feel listened to, cared about, and helped by teachers and other adults in the school to realize behavioral and academic goals.</td>
</tr>
<tr>
<td><strong>Social/Emotional Learning</strong></td>
<td>The Peer Social and Emotional Learning scale measures students’ perception of their peers’ social and problem-solving skills.</td>
</tr>
<tr>
<td><strong>School Safe and Respectful Climate</strong></td>
<td>The Safe and Respectful Climate scale measures two things: how physically safe students feel and how emotionally safe students feel.</td>
</tr>
</tbody>
</table>
Equity in Your Learning Environment

Equitable Practices Hub

Mid-Atlantic Equity Consortium: Criteria for An Equitable School Tool
School Health Assessment and Performance Evaluation System (SHAPE)

What is SHAPE?

Your FREE, interactive tool designed to improve school, district, and state mental health accountability, excellence, and sustainability.

Learn More

(https://www.theshapesystem.com/)
SHAPE Domains

(https://www.theshapesystem.com/)
SHAPE Domains

Teaming

About Teaming
School districts are in the position of ensuring that school mental health efforts are appropriately staffed and supported by multidisciplinary teams that have effective communication and collaboration practices. Many schools have teams that meet to discuss and strategize about student mental health issues. Schools may have one team devoted to the full continuum of mental health supports (mental health promotion to early intervention and treatment) or they may have multiple teams that address different parts of the continuum (e.g., school climate team, student support team, Individualized Education Program team, intervention/behaviors care team, Tier 2/3 team, any other team that addresses student mental health concerns).

Need resources? The SHAPE Resource Library offers a wide variety of tools and resources to help your team improve your school mental health system. The library is organized by Quality Domain to help you locate exactly what you need.

For example, to find resources related to forming a multidisciplinary team or partnerships with the community and youth and families, select “Teaming” in the resource library and filter by “Partners.”

The district team who completed this assessment reported the following information about the quality of teaming in your schools:

(NCSMH, 2020)
Strategic Planning Guide

The following pages can be used as tool to plan your next steps for this domain. We encourage you to complete this with your team.

Please state a specific goal within this domain. (For example, for the Teaching domain, one goal might be that the school mental health team will collect and use data to identify students who need mental health support.)

GOAL:

How will you know if you’ve achieved success within this goal? (For example, for the Teaching domain and your goal is to better collect and use data to identify students who need mental health support, one way of measuring success might be that by the next academic school year, the school mental health team will review student mental health screening data for the entire student body twice per year to identify students in need of services and make a plan for meeting those needs.)

INDICATOR OF SUCCESS:

What opportunities exist related to this goal?

• What have been our past successes?

• What current work is taking place related to this goal?

• What are our available resources (leadership, infrastructure, staffing, partnerships)?

What barriers exist related to this goal?

• What would prevent us from moving forward with this goal?

• What would we need to overcome this/these barrier(s)?

This progress report was developed by the Center for School Mental Health for The SHAPE System.

(NCSMH, 2020)
SHAPE Domains

Understanding this Summary
This report is generated based on the information you provided for the trauma survey. The composite score for each domain is the average of your ratings for every item within the domain.

Composite scores of 1.0-3.9 are classified as "Emerging" areas, 3.0-4.9 are classified as "Progressing" areas, and 5.0-6.0 are classified as areas of "Mastery."

Mental Health Quality Domains

Download an PDF

School Mental Health Quality Progress Report
Seven Kingdoms High School
Reporting Period: September 2018 - June 2019
Date of Report: 10/09/2019
Edited By: L User

MENTAL HEALTH QUALITY DOMAINS

Mastery
- Composite Score

Progressing
- Composite Score
- 4.7 - Trauma
- 4.0 - Mental Health Promoter Services & Supports
- 4.2 - Early Intervention and Treatment Services & Supports

Emerging
- Composite Score
- 2.7 - Trauma Assessment/Resource Mapping
- 2.3 - Impact

Other Performance Domains

Overall Score
- 50% Screening

* indicates data were not reported

This progress report was developed by the Center for School Mental Health for The SHAPE System.
Page 1 of 13

(NCSMH, 2020)
Quality Guide and Resources

Quality guidance to advance school mental health and sustainability.

Includes:
• Background
• Best Practice
• Action Steps
• Examples from the Field
• Resources

(NCSMH, 2020)
Opportunities for Learning and Networking Ahead
Development of Supportive Learning Environments

- Planning for Success (Posted April 29)
- Moving to Action (Posted April 29)
- Teaming for Success (Posted April 29)
- Mobilization of Staff and Student Wellness (Posted April 29)
Collaborative Check-In Sessions

- May 10: 11:30-12:30 pm
- May 20: 2:30-3:30 pm
- June 2: 7:30-8:30 am
Social & Emotional Wellness: Overview of Comprehensive Mental Health Systems

Submit your attendance for this session using this Google Form:  tinyurl.com/PDEaccelerate

If you are unable to open the tinyurl link, use: https://forms.gle/KcwcPxgT5gXguaKSA  (case sensitive)

You may also access the attendance form by scanning this QR code with your smartphone.

Both links and the QR code direct you to the same form.

The exit code for this session is:  5 8 2 6 3
Accelerated Learning Resources

Creating Equitable School Systems: A Roadmap for Education Leaders

Supporting Staff and Student Wellness

Checklist for Staff and Student Wellness

Organizational Self-Care Checklist
Resources

Pennsylvania Network for Student Assistance Services (PNSAS): http://pnsas.org/

PA Dept. of Education Safe Schools Website: https://www.education.pa.gov/Schools/safeschools/Pages/default.aspx

PA Dept. of Education School Climate Surveys: https://www.paschoolclimatesurvey.org/Beta.aspx


The SHAPE System: https://www.theshapesystem.com/
Mental Health Literacy Resources

Pennsylvania Network for Student Assistance Services (PNSAS): http://pnsas.org/

PA Dept. of Education Safe Schools Website: https://www.education.pa.gov/Schools/safeschools/Pages/default.aspx

Suicide Prevention Online Learning Center: https://pspalearning.com/


The SHAPE System: https://www.theshapesystem.com/
Contact Information

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