



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

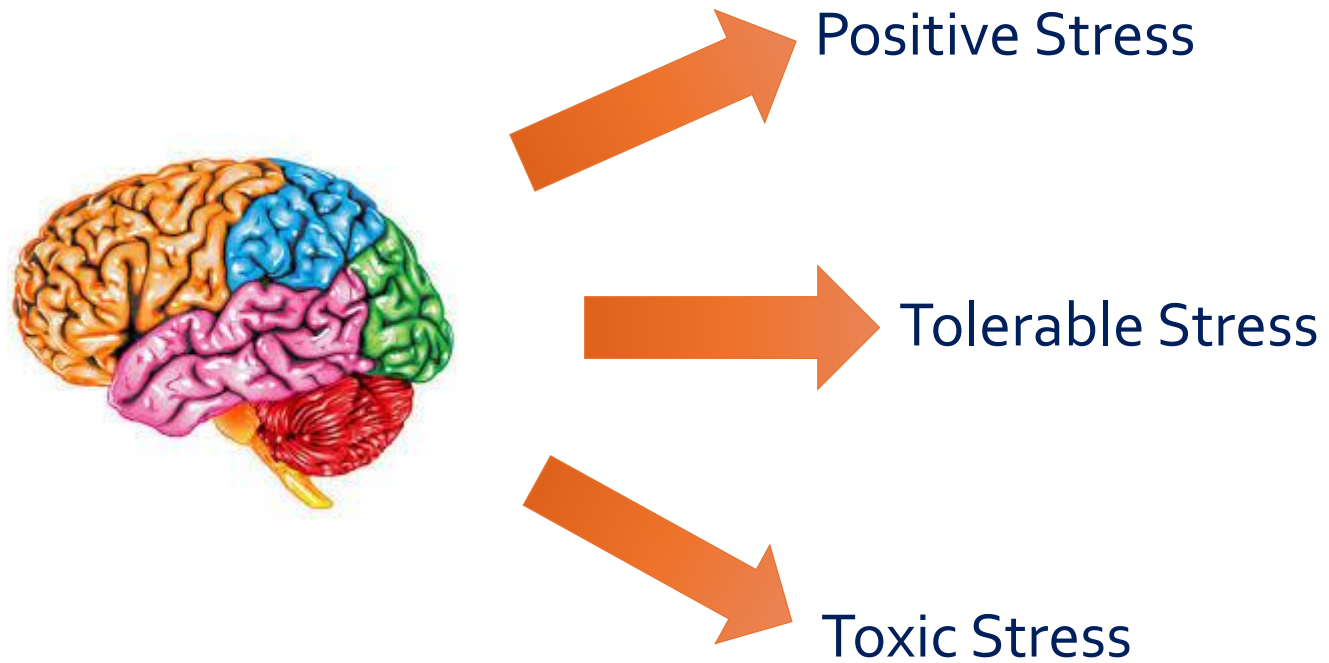
- Safety
- Trustworthiness
- Collaboration & Mutuality
- Empowerment, Choice & Voice
- Cultural Sensitivity





Mental Health in Staff

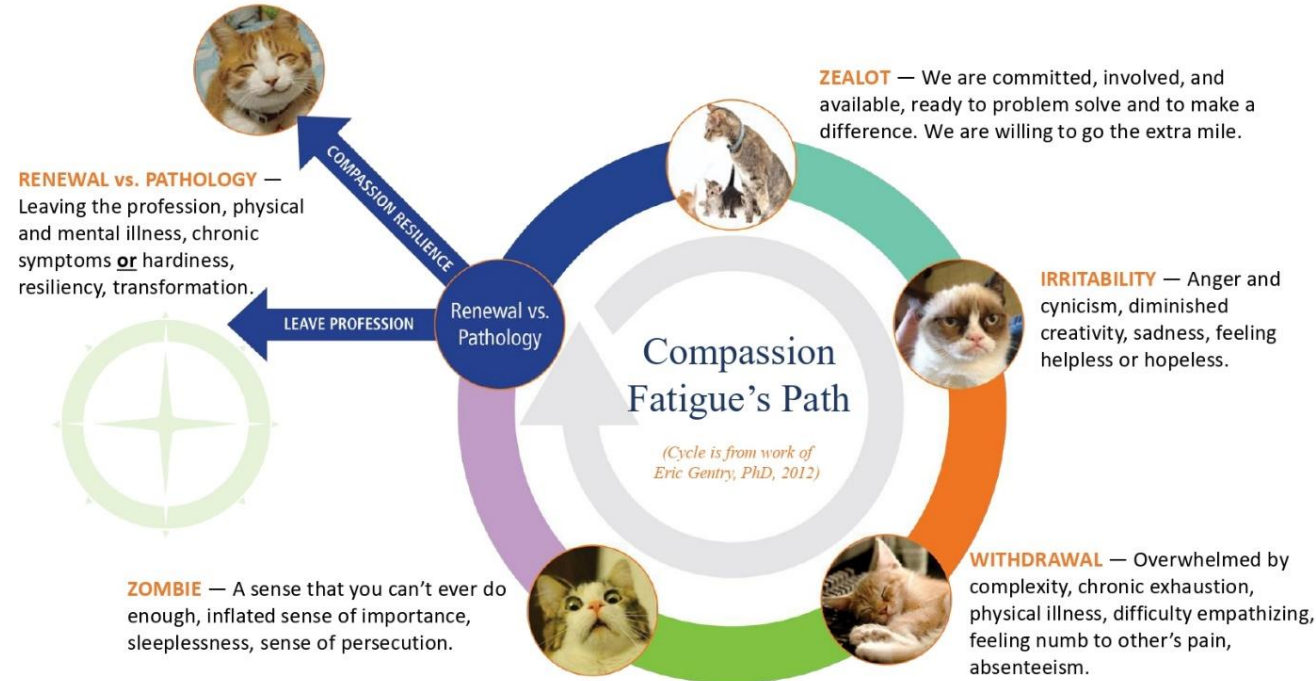
Types of Stress



Compassion Fatigue in Staff and Systems



Compassion Fatigue's Path



<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- Depressed, sad, withdrawn, less engaged, absent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

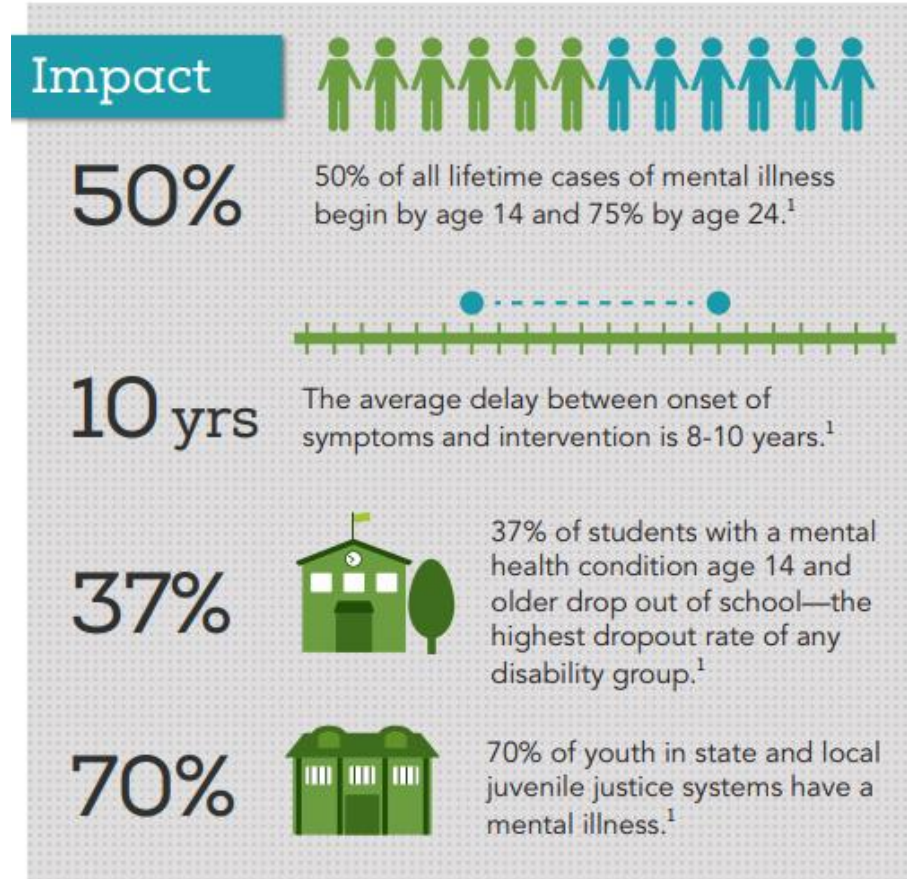
Organizational Self-Care Checklist



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

Youth Suicide in Pennsylvania

1 in 6 youth seriously considered suicide



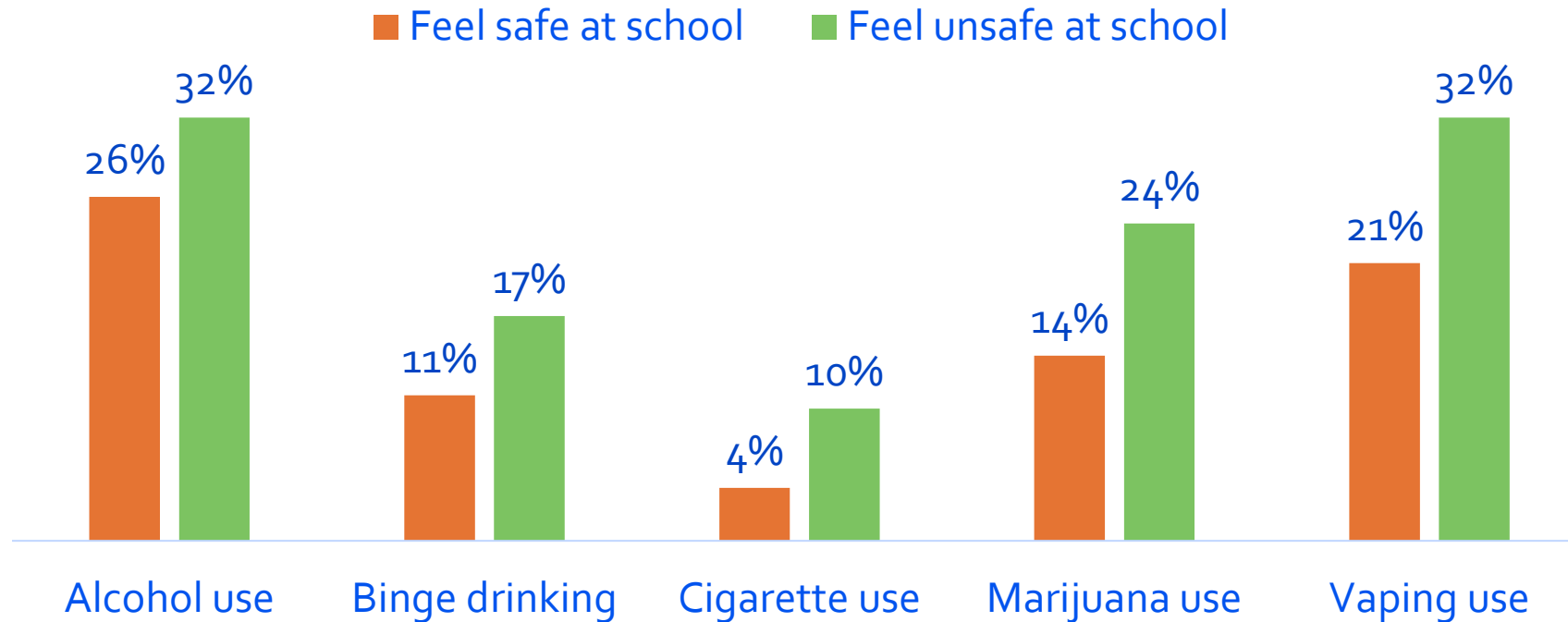
1 in 8 youth had a suicide plan



1 in 10 youth attempted suicide

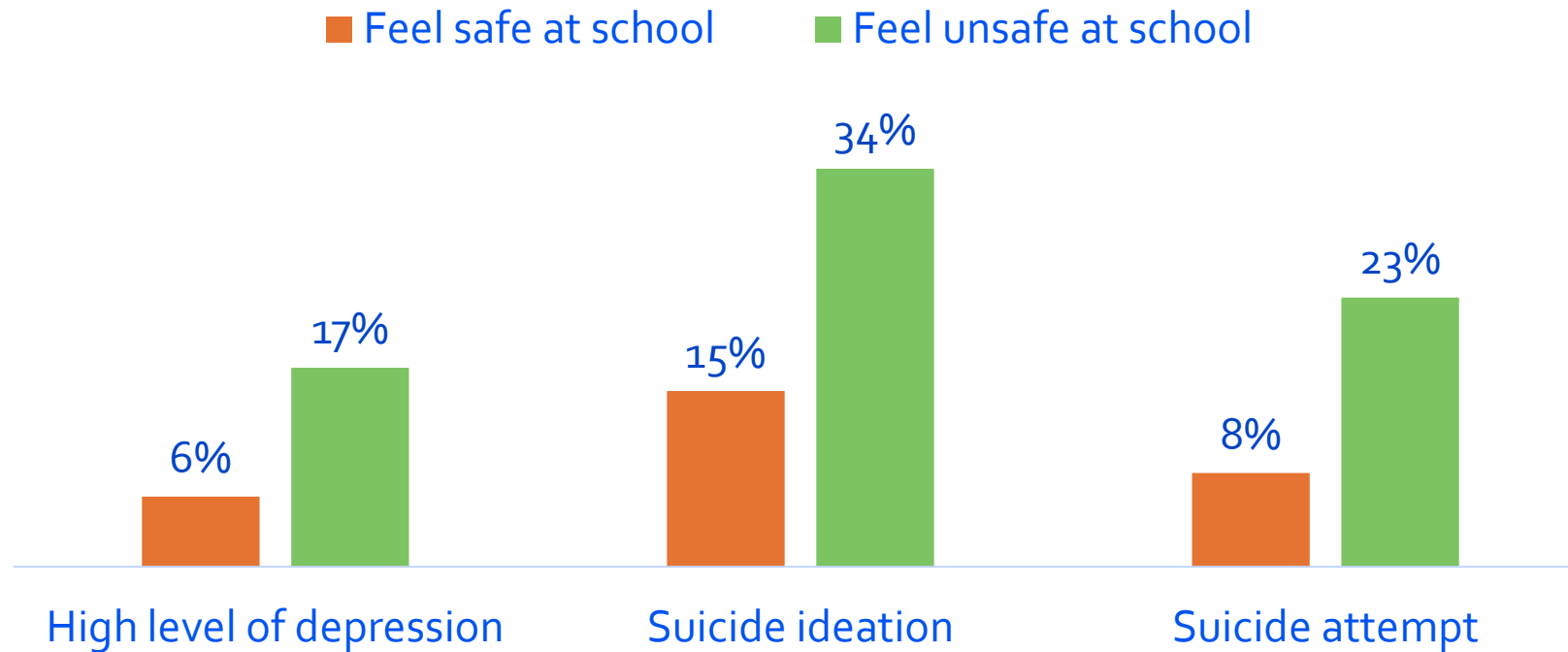


School Safety and Substance Use



(Pennsylvania Youth Survey, 2019)

School Safety and Mental Health



(Pennsylvania Youth Survey, 2019)

Common Signs/Responses of Trauma or Stress



School-Age Children

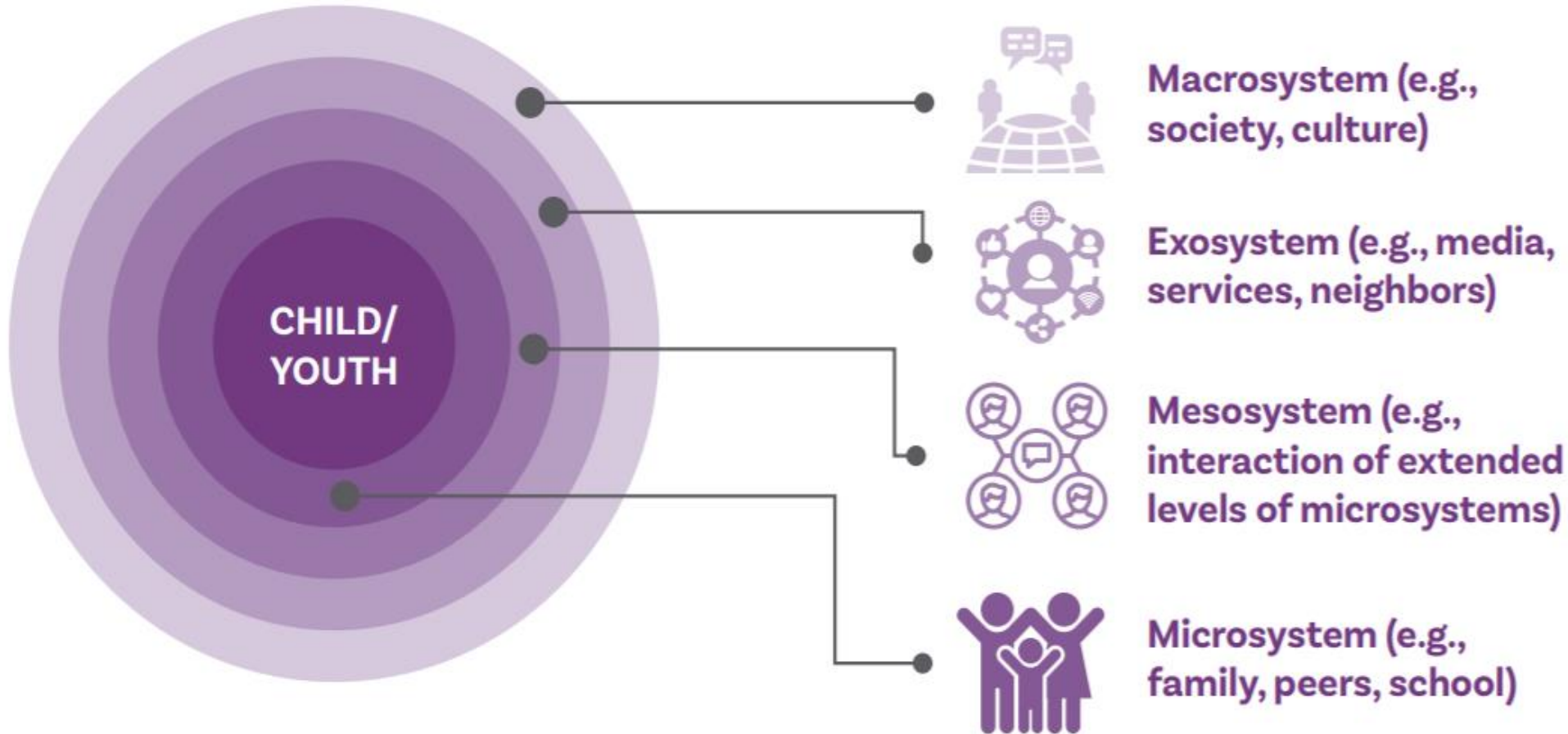
- Fear, anxiety, worry
- Feelings of guilt, shame, and self-blame
- Headaches, stomachaches
- Nightmares, disrupted sleep
- Difficulty concentrating
- Angry outbursts, aggression, and withdrawal
- Over- or under-reactions to situations in the environment (e.g., sudden movements, loud noises, physical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

(Guarino, K. & Chagnon, E. 2018)



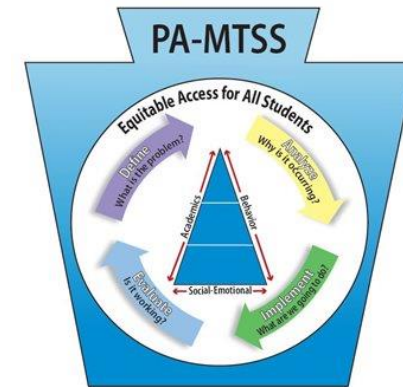
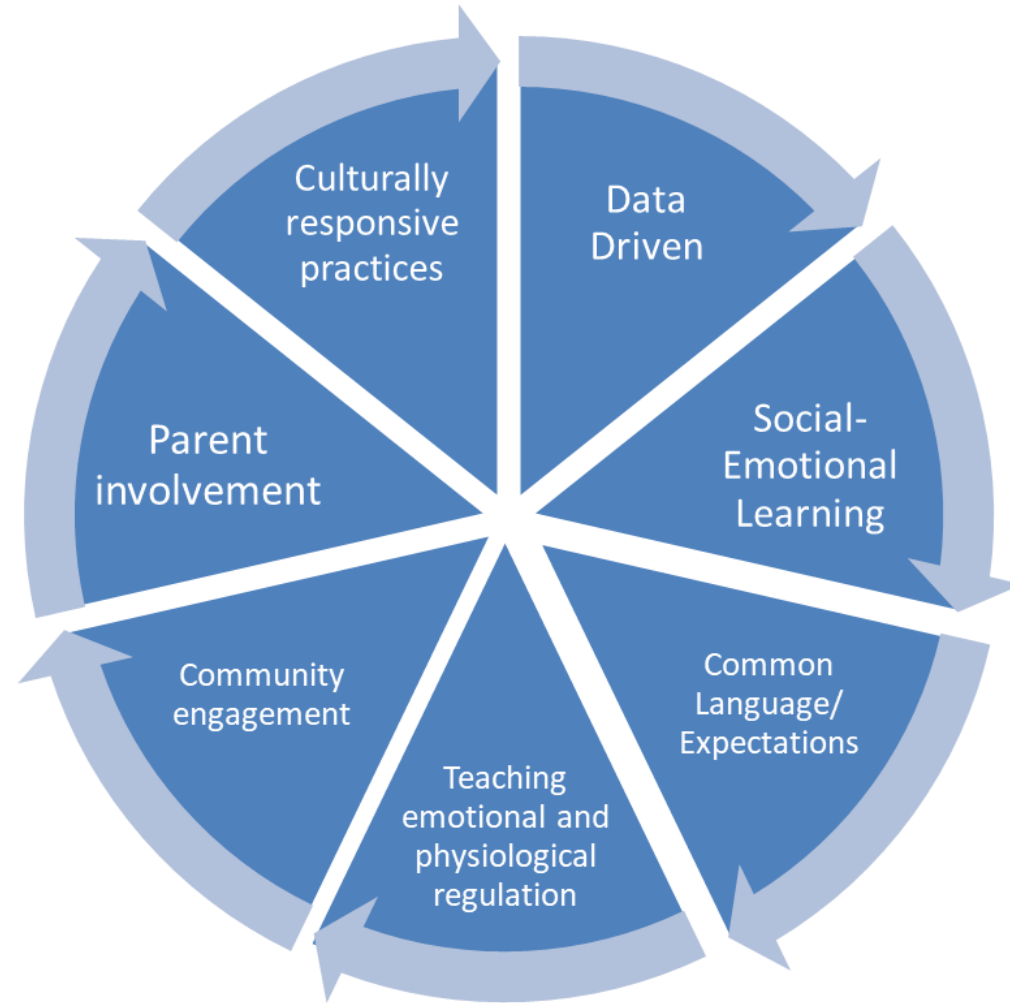
Learning Environments and Enhancement of Staff and Student Growth

Ecological Systems Model



(Hoover et al., 2019)

Equitable, Trauma Informed MTSS



The Value of Mental Health Promotion in Schools

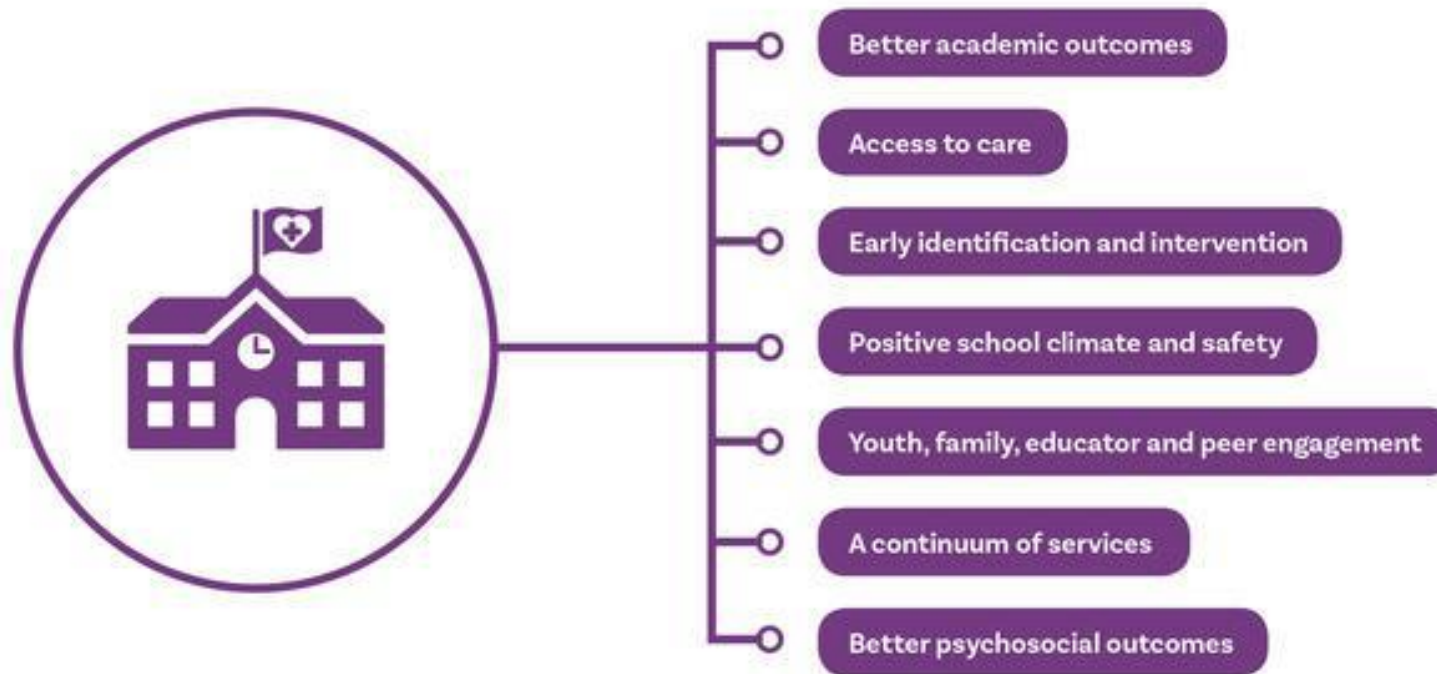


- Promotes well-being and educational success for all students
- Serves as foundation for Tiers 2 and 3 mental health services and supports
- Produces cost savings by investing in mental health promotion and early intervention (versus treatment)
- Decreases stigma about mental health and illness
- Promotes 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)

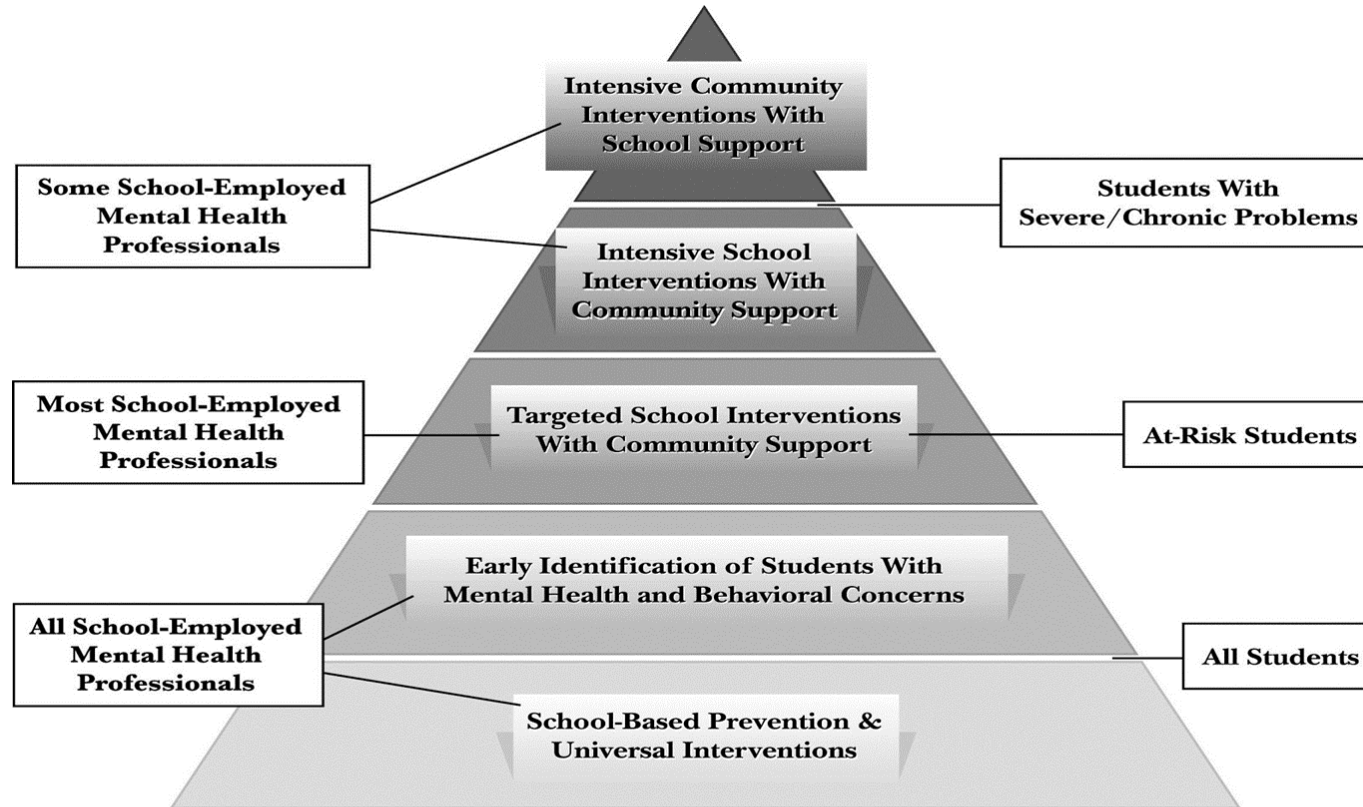
Value of Comprehensive Mental Health Systems



The Value of Comprehensive School Mental Health Systems: Positive Outcomes



Advancing Comprehensive School Mental Health Systems: Guidance From the Field. 2019.



The Continuum of School Mental Health Services

Adapted from "Communication Planning and Message Development: Promoting School-Based Mental Health Services" in *Communiqué*, Vol. 35, No. 1. National Association of School Psychologists, 2006.

Building Blocks of Positive Learning Environments



Engagement

- Relationships
- Respect for Diversity
- School Participation

Safety

- Emotional Safety
- Physical Safety
- Substance Use

Environment

- Physical Environment
- Academic Environment
- Wellness
- Disciplinary Environment

(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
 - Obtaining and maintaining positive mental health
 - Understanding mental disorders and their treatments
 - Decreasing stigma related to mental disorders
 - 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)



Career Ready Skills

Educating for Employability

The Pennsylvania Career Ready Skills (PA CRS) are aligned to Pennsylvania's Career Education and Work (CEW) Standards and are consistent with the intent of the Future Ready PA Index. The PA CRS are learning progressions to support the development of student competence in the following three domains: self-awareness and self-management, establishing and maintaining relationships, and social problem solving-skills. These domains clarify the types of employability skills a well-prepared workforce needs to demonstrate.

- Self-Awareness and Self-Management**
The ability to accurately recognize and regulate one's emotions and thoughts in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.
- Establishing and Maintaining Relationships**
The ability to establish and maintain healthy, mutually rewarding relationships with diverse individuals. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
- Social Problem Solving-Skills**
The ability to demonstrate empathy and understand the perspective of others from diverse backgrounds and cultures. The ability to make constructive and respectful choices about personal behavior and social interactions based on a realistic evaluation of the consequences of various actions, including the well-being of self and others.

Source: Collaborative for Academic, Social, and Emotional Learning (casel.org)

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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



Log in
Home About Contact

pennsylvania PA PA School Climate Survey

(<https://www.paschoolclimatesurvey.org/Beta.aspx>)

Welcome to the PA School Climate Survey Site

Survey Domains	Definition
Student Support	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.
Social/Emotional Learning	The Peer Social and Emotional Learning scale measures students' perception of their peers' social and problem-solving skills.
School Safe and Respectful Climate	The Safe and Respectful Climate scale measures two things: how physically safe students feel and how emotionally safe students feel.

Equity in Your Learning Environment

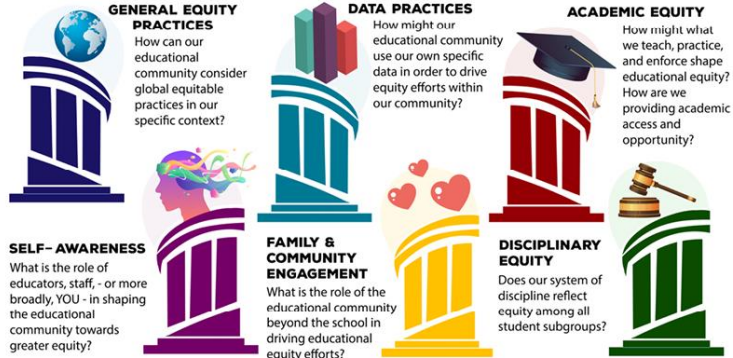


EQUITABLE PRACTICES HUB

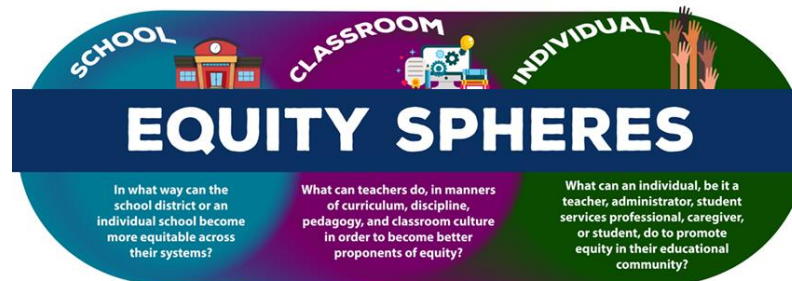
To do their best, students must feel safe at school.
A healthy and safe environment can help students thrive, and every student, regardless of race, ethnicity, sexual orientation, gender identity or expression should be provided the opportunity to learn - free from discrimination, fear, or harassment.

Equitable Practices Hub

EQUITY PILLARS



Mid-Atlantic Equity Consortium: Criteria for An Equitable School Tool



www.education.pa.gov/EquityHub

School Health Assessment and Performance Evaluation System (SHAPE)

A banner image showing a group of diverse people in a library or office setting. A blue semi-transparent overlay is on the left side, containing text and a button. The background shows people looking at a laptop screen.

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




Teaming




Take Survey View Report

Needs Assessment/ Resource Mapping



Take Survey View Report

Screening



Take Survey View Report

Mental Health Promotion Services & Supports



Take Survey View Report

Early Intervention and Treatment Services & Supports




Take Survey View Report

Funding and Sustainability



Take Survey View Report

Impact




Take Survey View Report

(<https://www.theshapesystem.com/>)

SHAPE Domains



Download as PDF


Teaming

Reporting Period: September 2018 - June 2019
Date of Report: 10/07/2019
Entered By: 2 Users

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/tertiary 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:


This progress report was developed by the Center for School Mental Health for The SHAPE System.
Page 1 of 5




Teaming

Reporting Period: September 2018 - June 2019
Date of Report: 10/07/2019
Entered By: 2 Users

For schools in your district
OVERALL COMPOSITE SCORE: 3.3



Partners	
3	Multidisciplinary teams
3	Youth and family partnership
3	Community partnerships
Structure/Process	
3	Addresses all tiers
2	Avoid duplication and promote efficiency
5	Best practices for meetings
4	Delineated roles/responsibilities
3	Effective referral processes
Data	
2	Data based decisions for interventions
2	Data sharing
District support OVERALL COMPOSITE SCORE: 1.9	
District Support	
1	Establish and disseminate written, standard policies and procedures
2	Support implementation
1	Monitor implementation
2	Supports

(NCSMH, 2020)

Strategic Planning Guide



SHAPE 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 Teaming domain, one goal might be that the school mental health team will better 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 Teaming 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)?

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(NCSMH, 2020)

SHAPE Domains



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School Mental Health Quality Progress Report
Seven Kingdoms High School

Reporting Period: September 2018 - June 2019
Date of Report: 10/09/2019
Entered By: 1 User

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 1.0-2.9 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

MASTERY
Composite Score

PROGRESSING
Composite Score

- 4.7 Teaming
- 4.0 Mental Health Promotion Services & Supports
- 4.2 Early Intervention and Treatment Services & Supports
- 4.4 Funding and Sustainability

EMERGING
Composite Score


- 2.7 Needs Assessment/ Resource Mapping
- 2.3 Impact


OTHER PERFORMANCE DOMAINS
Overall Score

- 50% Screening

** indicates data were not reported*

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Strategic Planning Guide

Thank you for completing the School Mental Health Quality Assessment. We encourage you to meet with your school mental health team, review your scores on each performance domain provided in this report, and engage in a strategic planning process to improve your school mental health.

Mental Health Quality Guides are available in the Resource Center for each performance domain with action steps and resources to guide improvement. Consider using these materials and this Strategic Planning Guide to create a strategic plan for improving your team's performance in one or more areas.


List the domain(s) on which you scored the lowest (Emerging and Progressing) and evaluate your system's capacity and motivation to implement change in each domain.

Domain	Need for change (1-10) 1=no need 10=great need	Desire for change (1-10) 1=no desire 10=great desire	Resources to achieve change (1-10) 1=no resources 10=many resources	Barriers to change (1-10) 1=no barriers 10=many barriers
1.				
2.				
3.				

Select one domain from the list above that your team wants to improve.

DOMAIN: _____

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(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](https://forms.gle/KcwcPwgT5gXguaKSA)

If you are unable to open the tinyurl link, use:
<https://forms.gle/KcwcPwgT5gXguaKSA> (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>

PA Youth Survey: [https://www.pccd.pa.gov/Juvenile-Justice/pages/pennsylvania-youth-survey-\(pays\).aspx](https://www.pccd.pa.gov/Juvenile-Justice/pages/pennsylvania-youth-survey-(pays).aspx)

The SHAPE System: <https://www.theshapesystem.com/>



CRISIS TEXT LINE |

Text "PA" to 741741
Free, 24/7, Confidential

THE **TREVOR** PROJECT
LGBTQ CRISIS HOTLINE
CALL 1-866-488-7386

NATIONAL
SUICIDE
PREVENTION
LIFELINE
1-800-273-TALK (8255)
suicidepreventionlifeline.org

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://psपालearning.com/>

PA Youth Survey: [https://www.pccd.pa.gov/Juvenile-Justice/pages/pennsylvania-youth-survey-\(pays\).aspx](https://www.pccd.pa.gov/Juvenile-Justice/pages/pennsylvania-youth-survey-(pays).aspx)

The SHAPE System: <https://www.theshapesystem.com/>

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1-800-273-TALK (8255)
suicidepreventionlifeline.org

Contact Information

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