



School Health for Children

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Mission

The mission and vision of the **Office of Mental Health and Substance Abuse Services** is to ensure that every individual served by the Mental Health and Substance Abuse Service system will have the opportunity for growth, recovery and inclusion in their community, have access to culturally competent services and supports of their choice, and enjoy a quality of life that includes family members and friends.

Mental Health

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)

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).

Impact



50%

50% of all lifetime cases of mental illness begin by age 14 and 75% by age 24.¹

10 yrs



The average delay between onset of symptoms and intervention is 8-10 years.¹

37%



37% of students with a mental health condition age 14 and older drop out of school—the highest dropout rate of any disability group.¹

70%



70% of youth in state and local juvenile justice systems have a mental illness.¹

(NAMI, 2019)



pennsylvania

DEPARTMENT OF HUMAN SERVICES

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%

Legislation Related to School Mental Health

Act 18 (2019)

- Model Trauma Informed Plan (SCSS)
- Training on Trauma-Informed Approaches
- Encourage Trauma-Informed Approaches
- Threat assessment teams

Act 44 (2018)

- School Safety and Security Coordinator
- Safe2Say Something
- School safety grants
- School safety assessment criteria

Act 71 (2014)

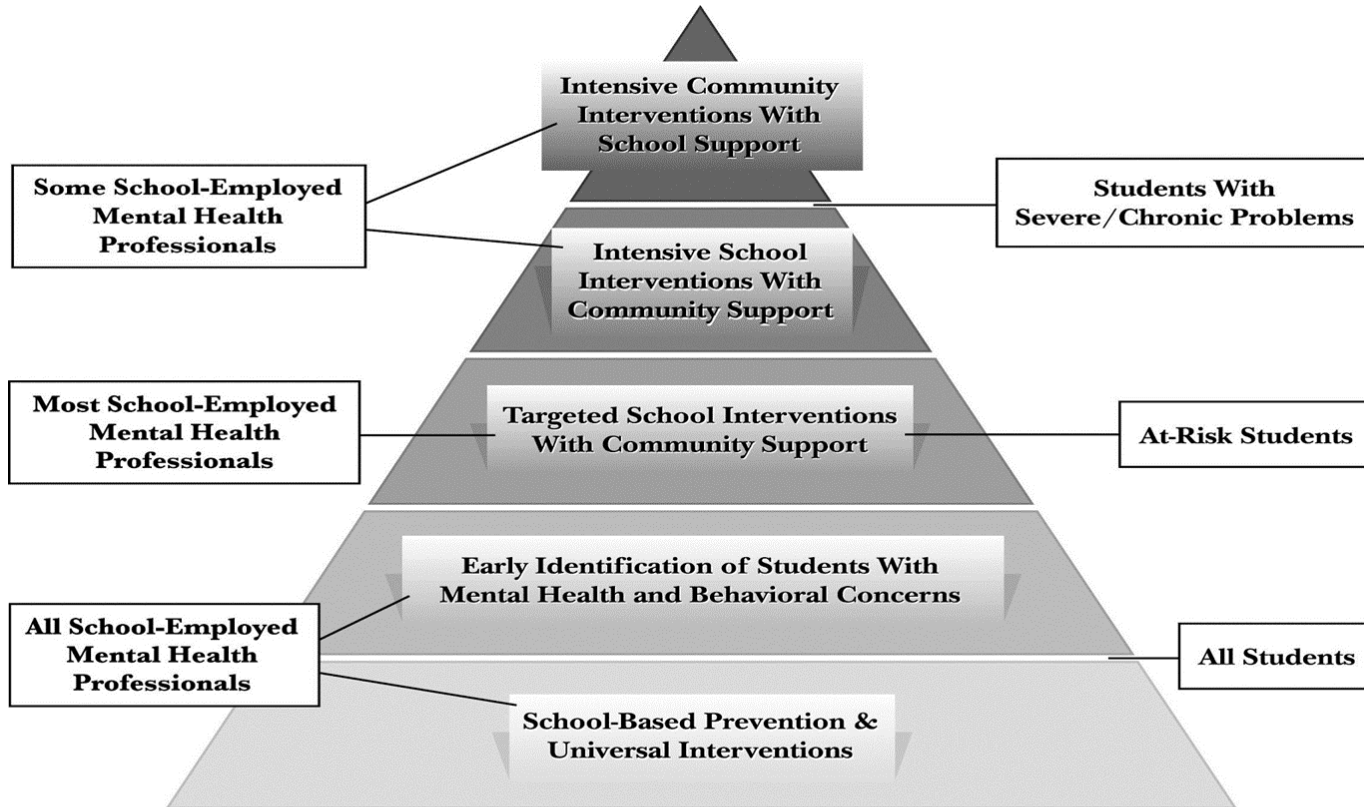
- Suicide prevention policies and procedures
- Training for staff grades 6-12, 4 hours every 5 years
- Student education



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)



The Continuum of School Mental Health Services

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

What is Mental Health Promotion?

Activities to foster positive social, emotional, and behavioral skills and well-being of all students regardless of whether or not they are at risk for mental health problems.

(National School Mental Health Curriculum, 2018)

Universal Supports and Services

- School Climate
- Teacher and School Staff Well-Being
- Positive Behaviors and Relationships
- Positive Discipline Practices
- Mental Health Literacy
 - Trauma
 - Mental Health
 - Substance Use
 - Suicide
- Social Emotional Learning

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

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

Building Positive Learning Environments

A Safe, Stable, and Supporting Relationship
with a Caring Adult

▶ Educator Resilience, Well-being, and Self-Care

- Promote and address educator well-being and self-care
 - Assessment of educator well-being/self-care
 - Address needs identified through assessment
 - Address organization and individual factors
 - Make wellness and self care activities readily available
 - Integrate well-being activities into the school culture
 - Make well-being activities available at no-cost or low-cost

Components of Compassion Resilience

Expectations

- Realistic ones for self
- Realistic ones for others

Boundary Setting

- Know what you want/can say

Staff Culture

- Connecting with colleagues in a way that helps and heals

Self-Care

- Mind
- Spirit
- Strength
- Heart

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

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)

Social Emotional Learning

Increases in

- Academic achievement
- Prosocial behavior
- Social emotional skills
- Positive self-image

Decreases in

- Conduct problems
- Emotional distress
- Substance use



Data-based Decision-Making

What Data are Available?

- Surveillance data
 - PA Youth Survey (PAYS)
 - School climate data
 - [KIDS COUNT Data Center](#)
- Student records
 - Attendance
 - Grades
 - Discipline
 - Nurse records
- Screening data
- Referral data
- Intervention/progress monitoring data
- Program evaluation/fidelity data

How are Data Used?

- Identifying district/school-wide assets and needs
- To drive prevention and intervention efforts
- To identify individual staff and student needs and monitor outcomes
- To identify disproportionality and other trends by subgroup
- To inform the development of/updates to policies and procedures

SHAPE System



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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/>)



Mental Health and Suicide Prevention Resources

- Child Mind Institute: <https://childmind.org/>
- Mental Health Technology Transfer Center Network: [Therapeutic Resources for those who Identify as BIPOC](#)
- National Alliance on Mental Illness: <https://www.nami.org/home>
- National Center for School Mental Health: <http://www.schoolmentalhealth.org/>
- National Child Traumatic Stress Network: <https://www.nctsn.org/>
- National Hispanic and Latino Prevention Technology Transfer Center Network: <https://pttcnetwork.org/sites/default/files/2020-09/SuicidePreventionFS-ENG.pdf>
- PA Dept. of Education Safe Schools Website:
<https://www.education.pa.gov/Schools/safeschools/Pages/default.aspx>
- Pennsylvania Network for Student Assistance Services (PNSAS):
<http://pnsas.org/>
- PA Youth Survey (PAYS): [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)
- Prevent Suicide PA: <https://www.preventsuicidepa.org/>

Mental Health and Crisis Resources

CRISIS TEXT LINE |

Text PA to 741741
Free, 24/7, Confidential

**TRANS
LIFELINE**
1-877-565-8860

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

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

**RED NACIONAL
de
PREVENCIÓN
del
SUICIDIO**
1-888-628-9454
prevenciondelsuicidio.org



**SAFE SAY
SOMETHING**

SEE IT. REPORT IT.

  **MOBILE APP**

 **1-844-SAF2SAY**

 **SAFE2SAYPA.ORG**

Contact Information

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