Welcome!

Lessons from the Field: How Schools and Districts Are Meeting the Social-Emotional and Mental Health Needs of Students and Staff

MAY 12, 2021

We will be starting at the top of the hour.
Lessons from the Field: How Schools and Districts Are Meeting the Social-Emotional and Mental Health Needs of Students and Staff

MAY 12, 2021
NCSSLE Website

HTTPS://SAFESUPPORTIVELEARNING.ED.GOV

To access information and archived materials from previous Lessons from the Field webinars, go to: https://safesupportivelearning.ed.gov/lessons-field-webinar-series
Logistics

Zoom Control Panel

Technical Issues

For assistance during the webinar, please contact Claire Viscione at cviscione@air.org.

This webinar is being recorded and will be archived at the following location: https://safesupportivelearning.ed.gov/events/webinar/lessons-field-how-schools-districts-are-meeting-social-emotional-and-mental-health

The content of this presentation does not necessarily represent the policy or views of the U.S. Department of Education, nor does it imply endorsement by the U.S. Department of Education.
1. Are you a:
   - Teacher
   - School staff
   - School administrator
   - Education agency staff
   - Family/community engagement staff
   - Other (Please specify in the chat.)

2. In your community, are instruction and supports being delivered:
   - In-person
   - Hybrid
   - Virtually
   - Not applicable
Agenda

1. Introduction and Logistics
2. The Importance of Schools in Promoting Adolescent Mental Health
3. Lessons from the Field: SAMHSA School Based Mental Health Programs
4. Panel Discussion
5. Questions and Answers
6. Wrap Up & Closing
Speakers

**Ruth Ryder**
Deputy Assistant Secretary, Office of Elementary and Secondary Education, U.S. Department of Education

**Dr. Kathleen Ethier**
Director, Division of Adolescent and School Health, Centers for Disease Control and Prevention

**Dr. Anita Everett**
Director, Center for Mental Health Services, Substance Abuse and Mental Health Services Administration

**Ethan White**
Data & Development Strategist, Boys and Girls Club of Malibu, CA

**Peggy Zherdev**
Director of the Wellness Center + Social Support Services, Boys and Girls Club of Malibu, CA

**Jennifer Donahue**
Program Administrator, School Health Programs, San Francisco Unified School District

Bios for the speakers are archived at the following location:
https://safesupportivelearning.ed.gov/events/webinar/lessons-field-how-schools-districts-are-meeting-social-emotional-and-mental-health
The Importance of Schools in Promoting Adolescent Mental Health

Dr. Kathleen Ethier, PhD
Director, Division of Adolescent and School Health
May 12, 2021
Adolescent Mental Health Trends Are Moving in the Wrong Direction

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<tr>
<td>Experienced persistent feelings of sadness or hopelessness</td>
<td>26.1</td>
<td>28.5</td>
<td>29.9</td>
<td>29.9</td>
<td>31.5</td>
<td>36.7</td>
<td>Red</td>
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<tr>
<td>Seriously considered attempting suicide</td>
<td>13.8</td>
<td>15.8</td>
<td>17.0</td>
<td>17.7</td>
<td>17.2</td>
<td>18.8</td>
<td>Red</td>
</tr>
<tr>
<td>Made a suicide plan</td>
<td>10.9</td>
<td>12.8</td>
<td>13.6</td>
<td>14.6</td>
<td>13.6</td>
<td>15.7</td>
<td>Red</td>
</tr>
<tr>
<td>Attempted suicide</td>
<td>6.3</td>
<td>7.8</td>
<td>8.0</td>
<td>8.6</td>
<td>7.4</td>
<td>8.9</td>
<td>Red</td>
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<tr>
<td>Were injured in a suicide attempt that had to be treated by a doctor or nurse</td>
<td>1.9</td>
<td>2.4</td>
<td>2.7</td>
<td>2.8</td>
<td>2.4</td>
<td>2.5</td>
<td>Yellow</td>
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Source: National Youth Risk Behavior Surveys, 2009-2019
For the complete wording of YRBS questions, refer to report Appendix.
The Pandemic Has Reinforced the Importance of Schools

• School learning mode is having a significant impact on the mental health of families and youth.
• Protective factors, like feeling connected to family or school, can buffer against poor mental health.
• Schools are adapting to meet the needs of students and families.
The CDC Approach to School-Based Primary Prevention

- Funding for a staff person and activities
- NGO support
- CDC technical assistance infrastructure

- Education Agency Coordinator
- Health and Wellness

- Quality Health Education
- Linkage to Services
- Safe and Supportive Environments

Adolescent Outcomes:
- ↓ Sexual Risk
- ↓ Substance Misuse
- ↑ Mental Health
- ↓ Suicide
- ↓ Experiencing Violence
Improvements Among Students in Schools Implementing CDC’s School-Based Primary Prevention Approach

In schools implementing this approach within CDC-funded districts, students were less likely to:

- Have ever had sex
- Have 4+ sexual partners
- Be currently sexually active
- Miss school because of safety concerns
- Be forced to have sex
- Use marijuana

Sources: Centers for Disease Control and Prevention, National Youth Risk Behavior Survey (YRBS), 2015 & 2017; Centers for Disease Control and Prevention, School Health Profiles (Profiles), 2014 & 2016
Safe and Supportive Environments Positively Impact Multiple Adolescent Outcomes

More safe and supportive environment activity in schools = greater positive impact on health risk and behaviors

- Ever had sex
- Have 4+ sexual partners
- Currently sexually active
- Electronically bullied
- Missed school because of safety concerns
- Forced to have sex
- Use marijuana
LGBTQ-Supportive School Policies and Practices Protect All Youth

- Gay Straight Alliances
- Identifying safe spaces
- Professional development for educators

**Improved mental health outcomes for all youth**

- ↓ depressive symptoms
- ↓ suicidal thoughts and behaviors
- ↓ suicide attempts, particularly among LGB students
For More Information

- Web: www.cdc.gov/healthyyouth
- Twitter: @CDC_DASH
- E-mail: nccddashinfo@cdc.gov
- Telephone: 1-800-CDC-INFO (1-800-232-4636)

The findings and conclusions in this report are those of the authors and do not necessarily represent the official position of the Centers for Disease Control and Prevention.
Lessons from the Field: SAMHSA School Based Mental Health Programs

Anita Everett, M.D., DFAPA
Center for Mental Health Services Director
Substance Abuse and Mental Health Services Administration
U.S. Department of Health and Human Services

Virtual
May 12, 2021
Major Depressive Episode (MDE) and MDE with Severe Impairment in the Past Year among Youths Aged 12 to 17: 2004-2019

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<tbody>
<tr>
<td>MDE</td>
<td>9.0⁺</td>
<td>8.8⁺</td>
<td>7.9⁺</td>
<td>8.2⁺</td>
<td>8.3⁺</td>
<td>8.0⁺</td>
<td>8.2⁺</td>
<td>9.1⁺</td>
<td>10.7⁺</td>
<td>11.4⁺</td>
<td>12.5⁺</td>
<td>12.8⁺</td>
<td>13.3⁺</td>
<td>14.4⁺</td>
<td>15.7⁺</td>
<td></td>
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<tr>
<td>MDE with Severe Impairment</td>
<td>N/A</td>
<td>N/A</td>
<td>5.5⁺</td>
<td>5.5⁺</td>
<td>6.0⁺</td>
<td>5.8⁺</td>
<td>5.7⁺</td>
<td>6.3⁺</td>
<td>7.7⁺</td>
<td>8.2⁺</td>
<td>8.8⁺</td>
<td>9.0⁺</td>
<td>9.4⁺</td>
<td>10.0⁺</td>
<td>11.1⁺</td>
<td></td>
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⁺ Difference between this estimate and the 2019 estimate is statistically significant at the .05 level.
Perceived Great Risk from Substance Use among Youths Aged 12 to 17: 2015-2019

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<tr>
<th>Substance Use</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
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<tr>
<td>Smoking Marijuana Once or Twice a Week</td>
<td>40.6%</td>
<td>40.0%</td>
<td>37.7%</td>
<td>34.9%</td>
<td>34.6%</td>
</tr>
<tr>
<td>Using Cocaine Once or Twice a Week</td>
<td>80.2%</td>
<td>80.6%</td>
<td>80.1%</td>
<td>79.6%</td>
<td>78.7%</td>
</tr>
<tr>
<td>Using Heroin Once or Twice a Week</td>
<td>82.9%</td>
<td>83.4%</td>
<td>84.0%</td>
<td>83.0%</td>
<td>82.1%</td>
</tr>
<tr>
<td>Having 4 or 5 Drinks of Alcohol Nearly Every Day</td>
<td>64.1%</td>
<td>65.5%</td>
<td>65.2%</td>
<td>64.4%</td>
<td>63.5%</td>
</tr>
<tr>
<td>Smoking One or More Packs of Cigarettes per Day</td>
<td>68.2%</td>
<td>69.3%</td>
<td>67.2%</td>
<td>65.3%</td>
<td>65.0%</td>
</tr>
</tbody>
</table>

**Note:** Difference between this estimate and the 2019 estimate is statistically significant at the .05 level.
Project Aware

• Purpose:
  o To build or expand the capacity of State Educational Agencies, in partnership with State Mental Health Agencies overseeing school-aged youth and with local education agencies.
  o To increase awareness of mental health issues, provide training for school personnel, and connect school-aged youth who may have behavioral health issues, and their families, to needed services.
  o To increase partnerships and collaborations between state and local systems to promote the healthy development of school-aged youth and prevent youth violence.
• In Fiscal Year 2020, SAMHSA distributed approximately $83.3 million in Project AWARE funding to 46 grantees.
Program Achievements

• From October 2016 through September 2020, Project Aware:
  o Trained 56,773 people in the mental health field (or related workforce).
  o Ensured that more than half a million school-aged youth had access and were referred to mental health services.
  o 198 policy changes were completed as a result of the project AWARE-SEA grant to improve reporting procedures regarding self-harm and referral to mental health services.
  o 819 organizations entered into formal written agreements, to improve mental health-related practices.
• Project Director: Ethan White

• With the onset of COVID-19 shelter-in-place orders, the Boys and Girls Club of Malibu began offering a virtual Project-Based Social Emotional Learning course titled “Empowered Voices” utilizing a Design Thinking methodology.

• They have since piloted all four modules (8-week sessions) across multiple schools (and states) and are able to offer the course as a virtual and/or an in-person course for dual credit for 3 units of sociology in High School and College

• [https://vimeo.com/528412798](https://vimeo.com/528412798)
Thank you

SAMHSA’s mission is to reduce the impact of substance abuse and mental illness on America’s communities.

www.samhsa.gov

1-877-SAMHSA-7 (1-877-726-4727)

1-800-487-4889 (TDD)
Panel Discussion

LESSONS FROM THE FIELD
Empowered Voices: 3 Takeaways

3-MINUTE VIDEO OVERVIEW: HTTPS://VIMEO.COM/545732874

Embeds: Embeds social emotional learning (SEL) and mental health content into school curriculum while providing professional development on Project Based Learning and Design Thinking.

Utilizes: Utilizes community-based organizations with expertise and access to populations most in need, to create community resilience, and close achievement gaps.

Addresses: Addresses equity and inclusion by bringing geographically disparate youth together in the same course and creating a common language.
Individual Level Highlights
“Empowered Voices”

**Educational**

- 3 units of transferable sociology credits through community college and local district.
- Students develop digital profile exemplifying their SEL competency, for inclusion as supplemental material in college applications.
- Students’ teachers gain experience with the Design Thinking methodology in a Project Based Learning format.
- Students receive between 16-20 hours individualized mentoring.

**Mental Health**

- Psycho education focused on collective trauma, Adverse Childhood Experiences (ACES) anonymous self screening, and Social Connectedness.
- Integration of Multi-tiered Systems of Support with local social and mental health services.
Plug and play program that creates and grows partnerships between local CBO’s, school districts, and mental health agencies.

Including youth from all over the county in the same cohort, provides platform for discussion and establishes a common language.

Data collection and evaluation is built in. Reports would be available for both educational and mental health related outcomes.

Resource efficient and scalable, capitalizing on existing infrastructure Approx. $1,000-2,000 per student per year.
Panel Discussion

LESSONS FROM THE FIELD
Participant Questions and Answers
3. Select the topic(s) for which you feel additional information is needed. (Select all that apply.)

- Effective communication strategies that build trust and allow you to reach various sub-groups in your community
- Resources available to strengthen school mental health supports
- Resources for families and community members on mitigation strategies for home and school
- Promoting staff wellness
- Trauma-sensitive responses to families and community members
- Other (Please specify in the chat box.)
Feedback Form

HTTPS://WWW.SURVEYMONKEY.COM/R/LFTF_SESSION4
Thank You!

Should you have any questions, please contact us at NCSSLE@air.org or 800-258-8413. We are happy to help!

NCSSLE Website
https://safesupportivelearning.ed.gov

Best Practices Clearinghouse
https://bestpracticesclearinghouse.ed.gov/