SUPPORTING STUDENTS’ SOCIAL-EMOTIONAL WELLNESS AND MENTAL HEALTH

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University of Notre Dame

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OVERVIEW

- Children’s mental health needs and schools as a key provider of mental health services
- Mental health and social-emotional wellness link to academic achievement
- Focus on a 3-component model that features learning supports
- Patterns of staffing and service provision in Catholic elementary schools
- Embracing a comprehensive model and school-level action planning
UNMET NEED FOR MENTAL HEALTH SERVICES

Level of need
- 9% to 13% children have a serious emotional disturbance*
- 15% of school-age children need mental health services**
- 50% of children in Special Education need MH services**

Service level
- Only 20% of children receive services***

Level of unmet need***
- Caucasian (69%)
- African American (78%)
- Latino (86%)

Sources: *Department of Health and Human Services (DHHS, 2000); **DHHS (2003); ***Kataoka, Zhang, & Wells (2002)
School Mental Health Services in the U.S.

Epidemiologic studies*
- Among two top sectors of care

Surveys**
- Over 80% of schools provide some MH service
- More than 70% of schools provide some early intervention service
- Most school-wide programs are for prevention of alcohol, tobacco or drug use
- Very little attention to screening for behavioral health
- Most services are provided by “in house” professionals
- Comprehensive, integrated programs are relatively rare

Sources: *Burns, Costello et al. (1995); Rones & Hoagwood (2000)
**Substance Abuse and Mental Health Services Administration (SAMHSA, 2005)
WHAT IS MENTAL HEALTH?

Surgeon general: “...successful functioning that results in productive activities, fulfilling relationships with others, and the ability to adapt to change and to cope with adversity” (Mental Health: A Report of the Surgeon General, 1999)
PROMOTING MENTAL HEALTH MEANS

- Schools must
  - Effectively address barriers to learning
  - Promote every student’s well-being
- By:
  - Promoting and preventing
  - Intervening early after onset
  - Assisting chronic and severe

Mental health promotion focuses on increasing protective factors and decreasing risk factors among students
MENTAL HEALTH AND SOCIAL-EMOTIONAL LEARNING: LINKS TO OUTCOMES

SEL Programming

Promote Students’ Social-Emotional Skills and Positive Attitudes

Improved Adjustment and Academic Performance
The Positive Impact of Social and Emotional Learning for K-8 Students

- Meta-analysis of 317 studies, 324,303 participants (K-8)
  - Universal Review (180)
    - Classroom-based programming (e.g., specific curriculum or set of lessons)
  - Indicated Review (80)
  - After School Review (57)
Social and Emotional Skills
- Emotional Self-Awareness
- Coping with stress
- Resolving conflict
- Resisting peer pressure

Attitudes toward Self, School, and Others
- Self-efficacy
- Bonding to school
- Pro-social attitudes

Positive Social Behaviors
- Cooperation, leadership
- Appropriate expression of emotion
- Assertiveness in social situations

Conduct Problems
- Aggression, bullying
- Noncompliance
- Rebelliousness
- School suspensions & disciplinary referrals

Emotional Distress
- Anxiety
- Depression
- Social withdrawal

School Performance
- Iowa Test of Basic Skills
- Overall GPA
- Grades in specific subjects
MAJOR FINDINGS

- Students in SEL programs demonstrated improvement in multiple areas of their personal, social and academic lives
- Effective across settings and context
- Effects remained after time
- School staff implemented the programs effectively, incorporating into routine educational practice


“Although some educators argue against implementing this type of holistic programming because it takes valuable time away from core academic material, our findings suggest that SEL programming not only does not detract from academic performance but actually increases students’ performance on standardized tests and grades.”

…the average student in an SEL intervention class gained 11 to 17 percentile points on academic test scores compared to the average student in a control class.”
Besides offering a small amount of school-owned student “support” services, schools outreach to the community to add a few school-based / linked services.

Source: Adelman & Taylor, 2010
MOVING FROM A TWO- TO A THREE-COMPONENT FRAMEWORK

Comprehensive System of Learning Supports

Direct Facilitation of Learning & Development

Addressing Barriers to Learning

Instructional/Developmental Component

Learning Supports Component

Management Component

Governance and Resource Management

Source: Adelman & Taylor, 2010
CONTEXT AND NEED

- It is unclear to what extent Catholic schools are serving children’s mental health needs. An environmental scan to assess the current capacity of Catholic schools to provide such services is needed.

- The nature and scope of mental health service provision has been assessed and mapped in our nation’s public schools
  - *School Mental Health Services in the United States, 2002-2003*, Foster et. al., 2005; SAMHSA

- Large scale inquiry centered on Catholic education has not been conducted.
RESEARCH QUESTIONS

- What are students’ predominant psychosocial or mental health issues in schools?
- What are the patterns of staffing and resource provision as enacted in a sample of Catholic schools?
- What are the specific services provided to students?
METHODODOLOGY

- Participants
- Instrument
  - Adapted from the *Survey of the Characteristics and Funding of School Mental Health Services* developed by the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration.
  - The survey contains 17 items across seven major sections.
- Design and Procedure
  - Initial contact with superintendents
  - Link to online survey
  - Completed by principal or designee
  - Reminders and follow-ups
### Sample Characteristics

- 414 Catholic elementary \((n = 346)\) and secondary \((n = 68)\) schools from 12 dioceses (CA, CT, IL, FL, GA, NY, OH)

#### Elementary Sample

| Enrollment: \(M = 300\) | 3% ELL | 4% IEP | 14% FRPL | 22% minority |

#### Secondary Sample

| Enrollment: \(M = 555\) | 4% ELL | 4% IEP | 11% FRPL | 24% minority |
### Student Issues - Elementary
Percentage Identifying the Issue as a Top-Three Concern

<table>
<thead>
<tr>
<th>Issue</th>
<th>Females</th>
<th>Males</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social, interpersonal, or family problems</td>
<td>90%</td>
<td>Social interpersonal and family problems</td>
</tr>
<tr>
<td>Anxiety, stress, and school phobia</td>
<td>57%</td>
<td>Aggressive/disruptive behavior or bullying</td>
</tr>
<tr>
<td>Adjustment issues</td>
<td>55%</td>
<td>Behavior problems associated with neurological disorders</td>
</tr>
<tr>
<td>Aggressive/disruptive behavior, bullying</td>
<td>45%</td>
<td>Adjustment issues</td>
</tr>
<tr>
<td>Behavior problems associated with neurological disorders</td>
<td>34%</td>
<td>Anxiety, stress, school phobia</td>
</tr>
</tbody>
</table>
## Student Issues - Secondary
Percentage Identifying the Issue as a Top-Three Concern

<table>
<thead>
<tr>
<th>Issue</th>
<th>females</th>
<th>males</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social, interpersonal, or family problems</td>
<td>81%</td>
<td>Social interpersonal and family problems</td>
</tr>
<tr>
<td>Anxiety, stress, and school phobia</td>
<td>58%</td>
<td>Adjustment issues</td>
</tr>
<tr>
<td>Adjustment issues</td>
<td>54%</td>
<td>Anxiety, stress, school phobia</td>
</tr>
<tr>
<td>Depression, grief reactions</td>
<td>36%</td>
<td>Aggressive/disruptive behavior or bullying</td>
</tr>
<tr>
<td>Aggressive/disruptive behavior, bullying</td>
<td>20%</td>
<td>Alcohol/drug problems</td>
</tr>
</tbody>
</table>
Staffing of Mental Health Services

Staffing Source by Percentage

- Community provider: 38.8%
- School-based: 19.2%
- Diocese-based: 13.8%
- Combinations: 4.6%
- Volunteer: 23.8%
## Mental Health Staff Positions

<table>
<thead>
<tr>
<th>Positions</th>
<th>1 or More (%)</th>
<th>Full Time</th>
<th>Part Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Nurses</td>
<td></td>
<td>13</td>
<td>28.6</td>
</tr>
<tr>
<td>School Counselor</td>
<td></td>
<td>11</td>
<td>24.0</td>
</tr>
<tr>
<td>School Psychologists</td>
<td></td>
<td>3</td>
<td>23.0</td>
</tr>
<tr>
<td>School Social Workers</td>
<td></td>
<td>1.2</td>
<td>14.3</td>
</tr>
<tr>
<td>Mental Health Counselors</td>
<td></td>
<td>1.5</td>
<td>5.6</td>
</tr>
<tr>
<td>Volunteers</td>
<td></td>
<td>0.6</td>
<td>5.9</td>
</tr>
<tr>
<td>Clinical or Counseling Psychologist</td>
<td></td>
<td>0.6</td>
<td>4.4</td>
</tr>
<tr>
<td>Other Staff Positions</td>
<td></td>
<td>0.6</td>
<td>3.8</td>
</tr>
<tr>
<td>Alcohol/Substance Abuse Counselors</td>
<td></td>
<td>0</td>
<td>3.5</td>
</tr>
<tr>
<td>Psychiatrists</td>
<td></td>
<td>0</td>
<td>1.2</td>
</tr>
</tbody>
</table>
## Mental Health Staff Positions

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<thead>
<tr>
<th>Positions</th>
<th>1 or More (%)</th>
<th>Full Time</th>
<th>Part Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Counselor</td>
<td></td>
<td>100</td>
<td>88</td>
</tr>
<tr>
<td>School Nurses</td>
<td></td>
<td>63</td>
<td>30</td>
</tr>
<tr>
<td>School Psychologists</td>
<td></td>
<td>35</td>
<td>5</td>
</tr>
<tr>
<td>Mental Health Counselors</td>
<td></td>
<td>22</td>
<td>12</td>
</tr>
<tr>
<td>Alcohol/Substance Abuse Counselors</td>
<td></td>
<td>21</td>
<td>9</td>
</tr>
<tr>
<td>Other Staff Positions</td>
<td></td>
<td>18</td>
<td>5</td>
</tr>
<tr>
<td>School Social Workers</td>
<td></td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>Volunteers</td>
<td></td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>Clinical or Counseling Psychologist</td>
<td></td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Psychiatrists</td>
<td></td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>
## Service Provision

<table>
<thead>
<tr>
<th>Services</th>
<th>Elementary</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment for emotional or behavioral problems or disorders</td>
<td>64</td>
<td>63</td>
</tr>
<tr>
<td>Crisis intervention</td>
<td>60</td>
<td>85</td>
</tr>
<tr>
<td>Behavior management consultation</td>
<td>57</td>
<td>74</td>
</tr>
<tr>
<td>Referral to specialized programs or services for emotional/behavioral problems</td>
<td>51</td>
<td>74</td>
</tr>
<tr>
<td>Individual counseling/therapy</td>
<td>49</td>
<td>67</td>
</tr>
<tr>
<td>Case management (monitoring and coordination of services)</td>
<td>38</td>
<td>37</td>
</tr>
<tr>
<td>Group counseling/therapy</td>
<td>34</td>
<td>46</td>
</tr>
<tr>
<td>Family support services (child advocacy, counseling)</td>
<td>33</td>
<td>42</td>
</tr>
<tr>
<td>Substance abuse counseling</td>
<td>17</td>
<td>48</td>
</tr>
<tr>
<td>Referral for medication management</td>
<td>14</td>
<td>23</td>
</tr>
</tbody>
</table>
CURRENT APPROACH TO ADDRESSING BARRIERS TO LEARNING

**Talk about fragmented!!!**

*Source: Adelman & Taylor, 2010*
Systems for Promoting Healthy Development & Preventing Problems
primary prevention – includes universal interventions

Systems of Early Intervention
early-after-onset – includes selective & indicated interventions

Systems of Care
treatment/indicated interventions for severe and chronic problems
# Combined Continuum and Content Arenas

<table>
<thead>
<tr>
<th>Content Arenas</th>
<th>Systems for Promoting Healthy Development &amp; Preventing Problems</th>
<th>Systems for Early Intervention</th>
<th>Systems of Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom-Focused Enabling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crisis Assistance &amp; Prevention</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support for Transitions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home Engagement in Schooling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student &amp; Family Assistance</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Source: Adelman & Taylor, 2010*
LOOKING INWARD: SERVICES AND SUPPORTS AT YOUR SCHOOL

- Addressing Barriers to Learning: A Set of Surveys to Map What a School Has and What it Needs
  - [http://smhp.psych.ucla.edu/pdfdocs/Surveys/Set1.pdf](http://smhp.psych.ucla.edu/pdfdocs/Surveys/Set1.pdf)

- Center for Mental Health in Schools, UCLA;

- Center for School Mental Health, U. of Maryland

- Practitioner Professional Development: Virtual Toolbox for Mental Health in Schools
ACKNOWLEDGMENTS

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Presentation Copies:
http://www.nd.edu/~jfrabutt/
Research Tab
DISCUSSION

- Public school comparison
- Funding
  - Federal grants access initiative
- Training, professional development, and strategic partnerships
  - K-12 linkages with Catholic institutions of higher education
- Strategic assessment and action planning
- Limitations/Next Steps
## Prevention and Early Intervention

<table>
<thead>
<tr>
<th>Programs and Services</th>
<th>E</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-wide strategies to promote safe, drug free schools (e.g., Safe Schools/Healthy Students Initiative)</td>
<td>85</td>
<td>88</td>
</tr>
<tr>
<td>School-wide program to prevent alcohol, tobacco or drug use</td>
<td>66</td>
<td>80</td>
</tr>
<tr>
<td>Curriculum-based programs to enhance social and emotional functioning and reduce barriers to learning</td>
<td>54</td>
<td>62</td>
</tr>
<tr>
<td>Prevention and pre-referral interventions for mild problems</td>
<td>46</td>
<td>60</td>
</tr>
<tr>
<td>Outreach to parents regarding student mental health (e.g., workshops, support groups, lectures)</td>
<td>22</td>
<td>50</td>
</tr>
<tr>
<td>Peer counseling/mediation, support groups</td>
<td>22</td>
<td>40</td>
</tr>
<tr>
<td>School-wide screening for behavioral or emotional problems</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Other programs or strategies</td>
<td>6</td>
<td>4</td>
</tr>
</tbody>
</table>
**Primary Prevention**

**Tier 1: Universal Support**
- Clearly defined expectations
- Expectations taught
- Procedures to encourage behavior
- Procedures for discouraging behavior
- Classwide management strategies
- Data-based decisions

**Secondary Prevention**

**Tier 2: Targeted Group Support**
- Build on existing school programs
- Behavior education program
- Problem-solving interventions
- Academic tutoring
- Adult mentors

**Tertiary Prevention**

**Tier 3: Individualized Support**
- Function-based assessment
- Behavior support plans
- Wraparound Services

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School-wide Positive Behavior Support Systems

- ~80% of Students
- ~15%
- ~5%