

# Teen Depression: Stories of Hope & Health

A School Based Depression Awareness and Mental Health Empowerment Program



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# An Exercise in Stigma

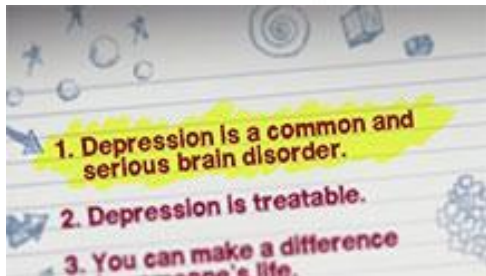


Stand up if you agree with the statement

OR

Stay seated if you disagree with the statement

# Our Core Messages



- Depression is a mood disorder
- Depression is common
- Depression can be serious
- Depression is treatable
- You are not alone – there is hope

# Why Depression Education?

- Depression accounts for attendance, under achievement, behavioral concerns, etc.
- Touches a larger population of students
- Reduces stigma & builds a climate of mental health
- Promotes early identification of depression
- Encourages early intervention and help seeking
- It protects young lives





STORIES OF HOPE & HEALTH

# teen depression


AN INTRODUCTORY DEPRESSION AWARENESS  
AND MENTAL HEALTH EMPOWERMENT PROGRAM  
FOR EARLY ADOLESCENCE

# TDSHH Objectives



- Increase knowledge of depression
- Decrease negative attitudes of depression and its treatment
- Increase self-advocacy and peer-to-peer intervention
- Increase student engagement in activities that promote mental health

# How it Works



We believe  
depression education  
is suicide prevention  
and so much more.

- **There are three 45-minute lessons:**
  - Understanding Depression
  - Helping Yourself or Someone Else
  - Good Mental Health is for Everyone
- **Program is Organized by:**
  - Facilitator's Guide
  - Student Workbook
  - Resource Appendices

# How to get Started

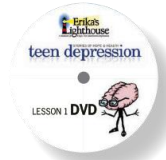


- **Where will the program will fit?**
  - Advisory, Home Room, Health & Physical Education
- **Who will teach it?**
  - Team teach with mental health staff
- **Engage your mental health staff before, during and after**
- **Review and communicate mental health protocol to all staff**
- **Download the program and:**
  - Read the Facilitators Guide
  - Watch the VIDEO
  - Review the Primer, Facilitators Notes and Discussion Guides
  - Prepare the Student Workbook
  - Personalize and copy the BOOKMARK
  - Prepare the SELF-REFERRAL CARDS
  - Review the audio and power points if teaching additional lessons



# LESSON 1

## Overview of how to teach

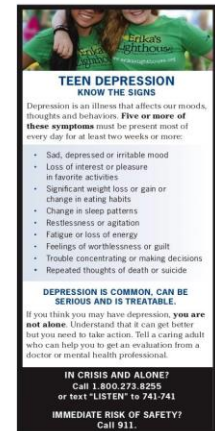


Play the video *Teen Depression: Stories of Hope & Health* featuring 5 diverse teens sharing their stories. (18 minutes)

Review the Discussion Guide (page 14 and Student Workbook page A)

Hand out Bookmark (page 18)

Hand out Self-referral Card (page 23)



**SELF-REFERRAL CARD**

Please fill out the ENTIRE card, fold it in half and turn it in to your teacher.

Name \_\_\_\_\_  
Classroom \_\_\_\_\_  
Teacher \_\_\_\_\_  
Period \_\_\_\_\_

After hearing the presentation,

I would like to talk to a mental health worker in the next 24 hours.  
 I would like to talk to a mental health worker in the next week.  
 I would not like to talk to a mental health worker.

-1-  
Understanding  
teen  
depression.

## LESSON 2

# Overview of how to teach

**-2-**  
**Helping  
yourself  
or a friend.**

**Read the Introduction on stigma**  
(page 26)

**Play the Audio Lecture and Slideshow**  
which includes a vocabulary on how to  
ask for help  
(pages 44 – 48) audio/slideshow

**Review the Discussion Guide**  
(page 28 and Student Workbook page C)

**Introduce the Interactive Exercise**  
(page 30 and Student Workbook page D)

## LESSON 3

# Overview of how to teach

-3-

**Good  
mental health  
is for  
everyone.**

**Read the Introduction**

(page 36)

**Play the Lecture and Slide Show which  
includes an exercise on mindfulness**

(pages 49 – 53) audio/slideshow

**Review the Discussion Guide**

(page 37 and Student Workbook page G)

**Introduce the Interactive Exercise**

(page 39 and Student Workbook page I)

# The Appendix

- **Suggested mental health safety protocols**
- **A primer on depression**
- **Optional letter to parents**
- **Teacher Tools: Student Mental Health Check List, Student Intervention Language and Classroom Accommodations for Students with Depression**
- **Optional pre-post test**
- **Mental Health Campaign Materials**



# Purpose of TDSHH Evaluation

- QED Wait-list control design with two suburban Chicago middle schools
- TDSHH delivered in Fall 2015, 6 week follow-up. Total N=250
- Open-ended survey questions were coded by 2 EL staff members, and had very high inter-rater reliability (Kappa=.90,  $p < .001$ )
- ***Hypotheses: Students in TDSHH health classrooms, compared to students in control group classrooms will:***
  - Show increased knowledge about depression;
  - Show higher scores on willingness to seek help from trusted adults for depression and suicidal ideation;
  - Show an increase in their belief that adults could help them or their friends with depression and suicidal behavior; and
  - Show positive gains in terms of students demonstrating knowledge about positive ways to enhance their own mental health, the impact of stigma on help-seeking for people who have depression, and warning signs of fellow students who may be suicidal.

# Findings and Implications

- TDSHH **increased student knowledge of depression** based on the depression knowledge scale created from EL's expertise. This increase in score (M = 1.77, SD = 1.80) was significantly greater than the change in score of the students in the control condition, which was effectively zero (M = .00, SD = 1.57); t-test score= 6.888,  $p < .0005$ .
- TDSHH **increased students' willingness to seek help** from trusted adults at school with depression and other mental health problems. The participants in the health TDSHH condition showed a **statistically significant increase** in their ratings on the help scale. For the help scale, t-test critical value= -4.300,  $p < .0005$ . However, the help scale scores for the control group also increased, making it difficult to assess how impactful this lesson of the TDSHH program was with these two school samples.

# Findings and Implications

- TDSHH **increased students' belief that adults could help** one of their friends who was suicidal. The students in the TDSHH condition showed a statistically significant increase in their ratings on the adult scale from pre- to post-test. For the adult scale, t-test critical value = -5.132,  $p < .0005$ , indicating a *highly statistically significant difference* between the health/TDSHH condition and the control group classes.
- TDSHH **produced significant change** in terms of students learning about symptoms of depression, positive ways to enhance their own mental health, the impact of stigma on help-seeking for people who have depression, and warning signs of fellow students who may be suicidal. For **every one** of the 6 open-ended questions on the questionnaire, TDSHH reported **highly statistically significant** change from pre-to post-test compared to the control gym condition students,  $t=3.2247$ ,  $p\text{-value} < .0013$ .
- This evaluation locates TDSHH within the depression awareness/suicide prevention literature as a promising intervention that **certainly** merits further investigation.

# Limitations of Study

- The most important one is the one area where the change in TDSHH was not statistically significant compared to the wait-list control group classrooms, the Help-Seeking Acceptability at School Scale. Several possible areas to explore in a future evaluation, most directly whether the dosage of TDSHH here was sufficient to change willingness to seek help for this early adolescent population.
- The sampling plan and wait-list control design, while more rigorous than a simple pre/post-test design, was not a randomized trial, as both the TDSHH and comparison group youth represented a convenience sample of schools who were willing to participate.
- Though the two middle schools used for this study shared many demographic and SES similarities, the specific youth themselves were not matched on specific demographic variables for the evaluation (this could also have impacted the help-seeking scores).
- Because TDSHH was facilitated by EL staff and not the school's own teachers, future studies would benefit from assessing the program's impact when taught by health teachers or other teaching faculty.



# Other Programs & Resources



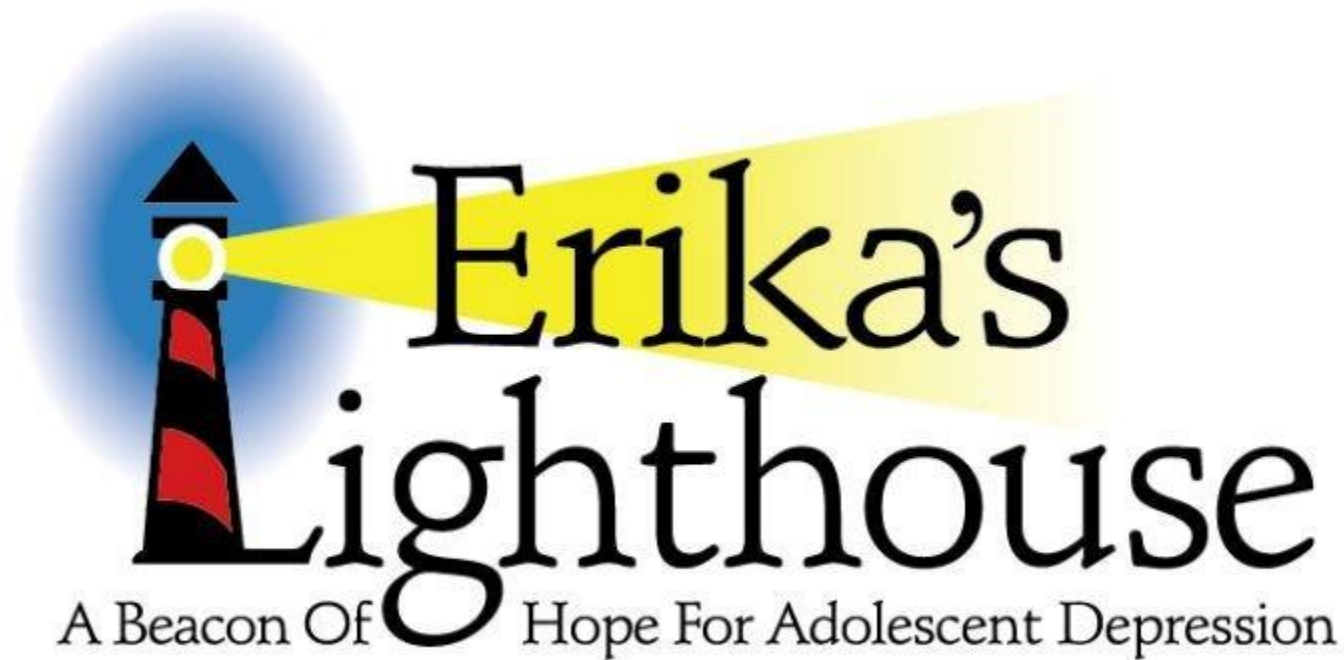
## Classroom Curricula:

- *Teen Depression: Stories of Hope & Health*  
For early adolescence or middle school
- *Real Teenagers Talking About Adolescent Depression*  
For older adolescents or high school

## Online Resources:

- Depression Awareness Campaign Materials for Schools
- Teen Depression Toolbox and Screener
- Parent Handbook on Childhood & Adolescent Depression

Thank You



[www.erikaslighthouse.org](http://www.erikaslighthouse.org)