



*Teachers on the Front Lines:  
Preparing the Next Generation of Educators*

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*25<sup>th</sup> Annual Conference on Advancing School Mental Health*



## Presentation Disclosure

There are no relationships to disclose

Identify trending mental health needs of students, and understand four broad components of mental health literacy for teachers

Outline the design and evolution of a course intended to prepare graduate and undergraduate teacher education students to meet the mental health needs of their students

Share results of a survey of teacher preparation programs in Nebraska; identify gaps in current practice and discuss recommendations for the future of teacher education

“If a hypothetical classroom of 30 children were based on current demographics in the United States, this is how the students in that classroom would live: Seven would live in poverty, 11 would be non-white, six wouldn’t speak English as a first language, six wouldn’t be reared by their biological parents, one would be homeless, and six would be victims of abuse.”

-Tyrone C Howard

Complicating factors of poverty, trauma, and toxic stress



Prevalence of SPED-verified eligibility related to mental health



Complicating factor of school violence



Complexity of schools and classrooms



Higher prevalence of mental health that do not rise to the level of SPED eligibility

# Mental Health Facts

## CHILDREN & TEENS

**Fact:** 1 in 5 children ages 13-18 have, or will have a serious mental illness.<sup>1</sup>



20% of youth ages 13-18 live with a mental health condition<sup>1</sup>



11% of youth have a mood disorder<sup>1</sup>



10% of youth have a behavior or conduct disorder<sup>1</sup>



8% of youth have an anxiety disorder<sup>1</sup>

### Impact



50%

50% of all lifetime cases of mental illness begin by age 14 and 75% by age 24.<sup>1</sup>



10 yrs

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

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.<sup>1</sup>

70%



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

### Suicide

3rd

Suicide is the 3rd leading cause of death in youth ages 10 - 24.<sup>1</sup>



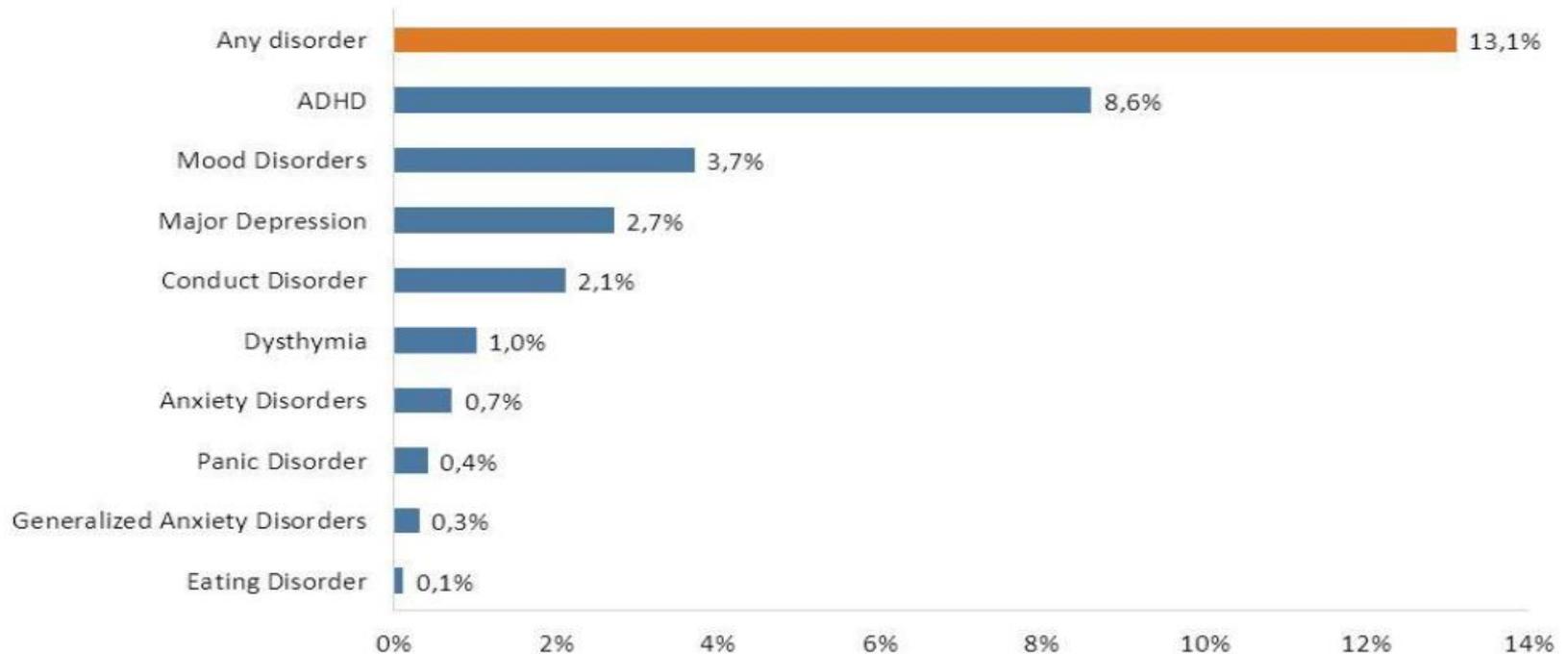
NAMI, 2

90%

90% of those who died by suicide had an underlying mental illness.<sup>1</sup>

## ADHD is the most prevalent mental health disorder among children in the United States

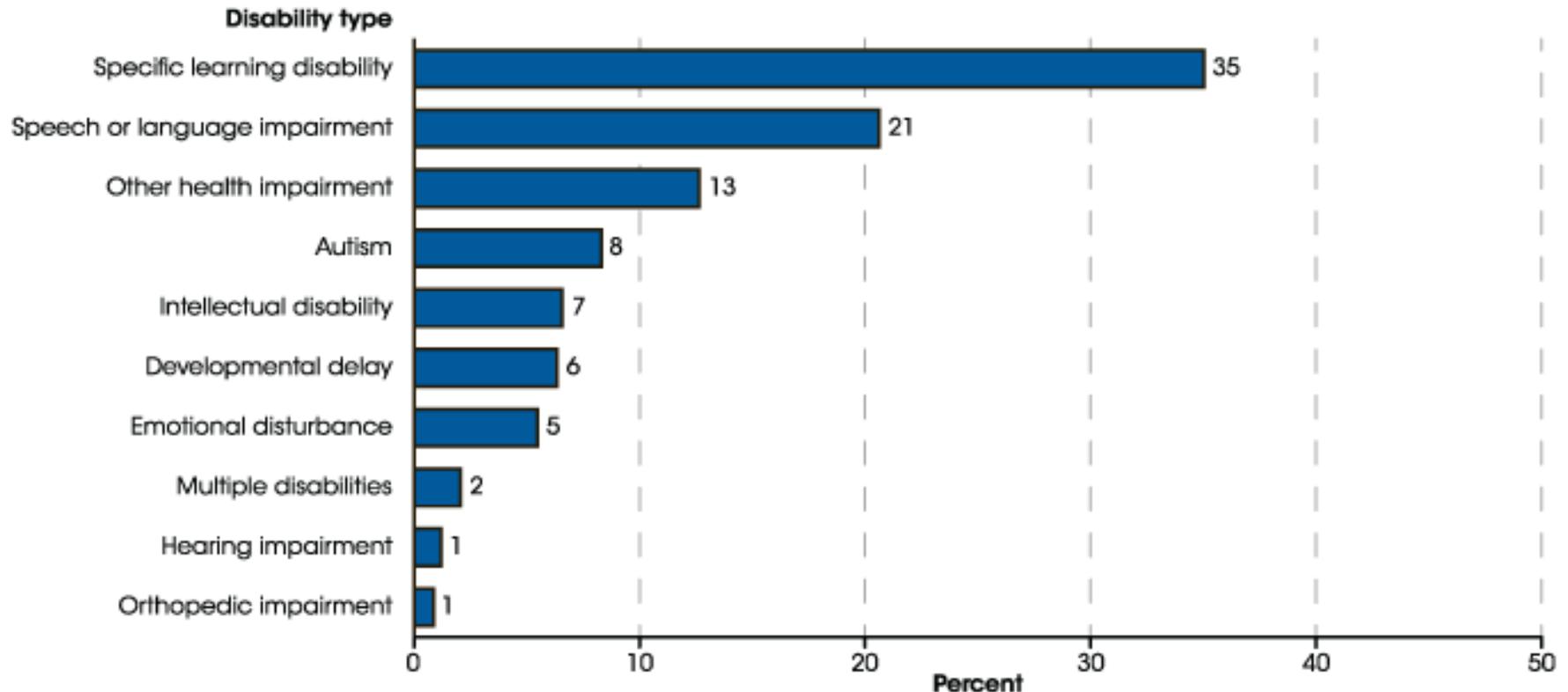
12-month prevalence of mental disorders among children ages 8 to 15, 2001-2004



**Source:** National Institute of Mental Health, Health and Education Statistics. Prevalence. Available at: <http://www.nimh.nih.gov/health/statistics/prevalence/index.shtml> (Accessed on March 21, 2016); and Merikangas, Kathleen Ries et al. "Prevalence and Treatment of Mental Disorders Among US Children in the 2001-2004 NHANES." *Pediatrics* 125.1 (2010): 75-81. *PMC*. Web. 5 May 2016. (doi: 10.1542/peds.2008-2598).

Peterson-Kaiser Health System Tracker

Figure 1. Percentage distribution of children ages 3–21 served under the Individuals with Disabilities Education Act (IDEA), Part B, by disability type: School year 2013–14



NOTE: Deaf-blindness, traumatic brain injury, and visual impairment are not shown because they each account for less than 0.5 percent of children served under IDEA. Due to categories not shown, detail does not sum to total. Although rounded numbers are displayed, the figures are based on unrounded estimates.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Individuals with Disabilities Education Act (IDEA) database, retrieved September 25, 2015, from <http://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html#bcc>. See *Digest of Education Statistics 2015*, table 204.30.

Educators and Administrators ( $N = 786$ ) responded to a one time anonymous study

- Likely to encounter students with mental health needs: 96%
- Moderately to extremely concerned about student with MH needs: 93%
- Confident to recognize mental health needs: 60%
- School has adequate resources for MH Needs of Students: 19%
- Recognize need for educator MH training: 85%
- Received adequate MH training: 43%

### **Mental Health Knowledge**

Signs and symptoms of mental health concerns  
Appropriate treatments for mental health concerns

### **Mental Health Promotion**

Promoting positive mental health in the classroom and school-wide

### **Providing Support**

Identifying students in need of support and linking them to appropriate services  
Supporting students with mental health problems at school

### **Reducing Stigma**

Improving attitudes about mental health and mental illness across students and school staff  
Providing support in ways that do not increase stigma

## UNO Mental Health and Schools Course: A Skill Set for Teachers

- Course developed in 2015
- Undergraduate and graduate students
- Face to Face and on-line course options

CEC Standards Alignment	Course Objectives
(CEC 1)	Articulate a positive model of children’s mental health in which promotion of social and emotional development is the foundation; how positive mental health relates to academic success.
(CEC 1)	Understand risk and protective factors at the individual, family, school, and community level as related to children’s mental health.
(CEC 1,7)	Understand critical importance of family and culture in definition and understanding of children’s mental health and wellness; gain skills for partnering with parents to better serve children.
(CEC 1,2)	Understand the concept of resilience in children and families, and how it can be promoted in the educational environment.
(CEC 6)	Execute their responsibilities as mandatory reporters of child maltreatment.
(CEC 4)	Be familiar with language of the Diagnostic and Statistical Manual for Mental Disorders (DSM 5) and how it interfaces with school classification of special education as related to mental health conditions.
(CEC 1)	Identify indicators of common mental health problems in children, and to state how these conditions affect student learning and academic success.
(CEC 2,5)	How to modify the classroom environment and use educational strategies to be inclusive of children with mental health problems.
(CEC 7)	Locate, refer to, and collaborate with relevant community resources for children and families in need of mental health resources.
(CEC 5)	Learn definition and range of a comprehensive school based mental health intervention system, within the framework of multi-tiered systems of support models, including prevention, early intervention and treatment.
(CEC 5)	Learn to search for and evaluate evidence-based practices appropriate to the school environment.

# EDUCATOR PREPARATION

## 13 Institutions in Nebraska offering Teacher Education

- Early Childhood, Elementary, Middle School and Secondary Education
- Special Education
- School Counselor
- School Psychologist



State  
Universities

UNO

UNL

UNK

State  
Colleges

Peru

Chadron

Private  
Universities

Creighton

Doane

Midlands

Creighton

Concordia

Private  
Colleges

York

Union

Hastings



## Review

- Course titles
- Course descriptions

## Search key mental health concepts

- IDEA Categories related to mental, emotional, and behavioral impairments
- DSM Categories with specific references to range of mental health conditions  
Any references to specific conditions such as trauma

## Model Search

- Search for concepts of school based mental health models
- Search concepts of models related to systems of services



Institution	Course Name	Key Concepts	For Whom
<b>UNO</b>	PSYC 8590 PSYCHOLOGY OF EXCEPTIONAL CHILDREN	Children identified as "exceptional"; d/t behavioral, cognitive, and learning problems. Includes students in need of preventative and/or intervention-based services.	School Psychology- GR
	PSYC 8550 PSYCHOTHERAPEUTIC INTERVENTIONS	Evidence-based therapeutic interventions that can be utilized with children and adolescents in school, home, and family settings	School Psychology- GR
	PSYC 8530 EARLY CHILDHOOD ASSESSMENT	Assessment, diagnosis and treatment of children during early development including infancy, toddler, preschool and early primary ages	School Psychology- GR
	PSYC 8576 BEHAVIOR ANALYSIS AND INTERVENTIONS	Introduction to experimental methodology, rationale and research literature of changing behavior through behavior modification techniques.	School Psychology- GR
	SPED 4010/8016 Mental Health in Schools	IDEA and DSM MH disorders; trauma and effects on academic success; adaptations; systems of school based MH services	SPED/Inclusive Practices; UG/GR; Behavior Mgmt Certificate
	COUN 8110 HUMAN DEVELOPMENT AND PSYCHO-SOCIAL INTERVENTION STRATEGIES	Theories of human development covering the lifespan of the individual and the psychosocial interventions appropriate to various phases of the lifespan.	School Counseling GR



Institution	Course Name	Key Concepts	For Whom
UNL	EDPS/SPED 954 School MH and Behavior Interventions	Models for delivery of school MH services; psychosocial interventions, Evidence based practices in classroom and School	School Psychology
UNK	TE 338 Infant Toddler Mental Health	Integrate MH supports into early childhood classrooms	Early Childhood Inclusive/UG
UNK	CSP 404 Counseling and MH Disorders	Orientation to abnormal behaviors and mental disorders, medical terminology, symptoms and treatment	SPED/ UG
Concordia College	Psy 445 Abnormal Psychology	Theories and Methods of classification and study of abnormal behavior	SPED/UG
Concordia College	Cou 550 Abnormal Psychology	Intro to DSM diagnostic criteria for mental and emotional disorders; assessment and treatment	School Counseling/GR
Concordia College	Cou 560 Trauma and Crisis Intervention	Overview of impact of crises, disasters, other trauma causing events, interventions	School Counseling/GR
Creighton University	COU 663 Diagnosis and MH Issues in Children and Adolescents	Introduces DSM principles to conceptualize diagnosis of children and adolescents	School Counseling GR

Programs	Courses ( $N = 13$ )
Graduate School Psychology	5
Graduate School Counseling	4
Undergraduate SPED, Early Childhood, Inclusive Practices	4
General Education Preparation	0

Number of Nebraska FTE Education and Certified Staff ( $N = 65,656$ ; NE stat facts 2017-2018)

Institution	Program and Enrollment
UNO	School Psych - 32; School Counseling – 54; SPED- graduate-78; SPED – undergraduate- 64; Early Childhood Inclusive-49
UNL	Psychology – 89 (not all are school psych majors); SPED - 37
UNK	Early Childhood – 88 (new Freshman enrolled)
Concordia	School Counseling – unable to locate ; SPED undergraduate – unable to locate
Creighton	School Counseling – unable to locate

- Courses specific to student mental health are not common in teacher education.
- When present they are usually designated for SPED majors, school counselors or school psychologists.
- Courses addressing systems of mental health care in the school system are even more rare and usually offered in school psychology or educational leadership.
- A small percentage of education staff have exposure to formal coursework addressing student mental health.
- Some may receive professional development training after hire, but this is often limited by competing demands on this time



- Build Mental Health Literacy into the curriculum for general education
- If not as a dedicated course, infuse mental health literacy into courses with related content
  - Child and Adolescent Development
  - Social and Emotional Development and Learning
  - Classroom Management
  - Behavior Management and Intervention
  - Inclusion and Diversity
  - Health and Wellness
  - Working with Parents and Families



- The need is clear for a dedicated course in the SPED curriculum
  - Undergraduates
    - Focus on understanding student mental health needs and how to make adaptations in the classroom
    - How to work with school mental health professionals and resources
  - Graduates
    - in addition to the above, a fully developed understanding of comprehensive systems of mental health support in schools

Source	Webpage
Child Abuse and Neglect	<a href="https://www.projectharmony.com/Training">https://www.projectharmony.com/Training</a>
Social/Emotional Learning	<a href="http://www.k12.wa.us/StudentSupport/SEL/OnlineModule.aspx">http://www.k12.wa.us/StudentSupport/SEL/OnlineModule.aspx</a>
Suicide	<a href="http://training.sprc.org/">http://training.sprc.org/</a>
Support for Students Exposed to Trauma	<a href="https://ssetprogram.org/">https://ssetprogram.org/</a>
Understanding the Brain and Mental Health	<a href="https://www.nimh.nih.gov/health/educational-resources/brain-basics/brain-basics.shtml">https://www.nimh.nih.gov/health/educational-resources/brain-basics/brain-basics.shtml</a>
University of Maryland School of Medicine (Behavioral Health Training)	<a href="https://mdbehavioralhealth.com/training">https://mdbehavioralhealth.com/training</a>



**MHTTC**

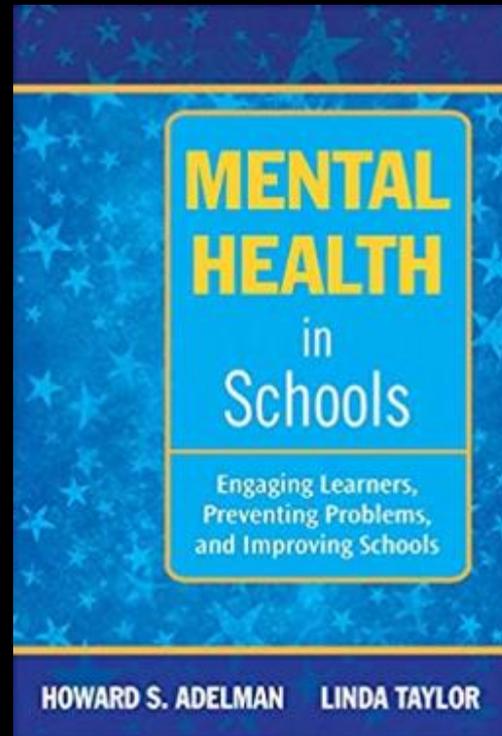
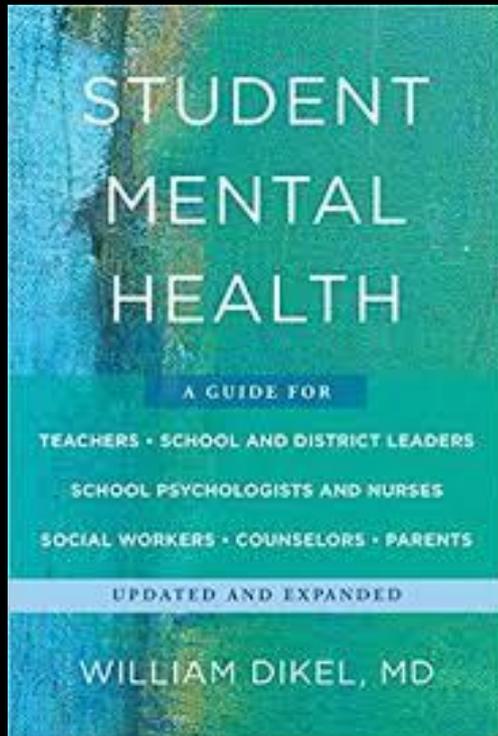
Mental Health Technology Transfer Center Network  
Funded by Substance Abuse and Mental Health Services Administration



**Supporting Student Mental Health:  
Resources to Prepare Educators**

A comprehensive list of Mental Health Literacy Resources available at  
[https://mhttcnetwork.org/sites/default/files/2020-01/MHTTC%20Educator%20Mental%20Health%20Literacy%20Resource\\_Final.pdf](https://mhttcnetwork.org/sites/default/files/2020-01/MHTTC%20Educator%20Mental%20Health%20Literacy%20Resource_Final.pdf)

- Our Syllabus is available on request and we are happy to share ideas about course development
- Texts:



## Acknowledgements

We would like to acknowledge Graduate Assistant, **Yesenia Rodriguez Contreras** from the University of Nebraska Omaha for her efforts to locate information on existing programs and courses aligned to student mental health.

We also like to acknowledge **Kristine Swain**, Special Education Program Chair at the University of Nebraska Omaha for her support of the course and preparation of this presentation.



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