



# Mental Health in the School Setting

**The Challenge**

- Develop an awareness and definition of mental health in terms of the school setting
- Identify the range of mental health issues that may arise in the school setting
- Identify the range of mental health issues that may arise in the school setting

**EDQANTS**

**What we know**

**What we know**



**What we know**

**What we know**

# Mental Health in the School Setting

Kelly Hamilton, School Counselor LHS

Judy Klinger, Supervisor of School Counseling

Melissa Leahy, School Psychologist

Dannielle Midkiff, Teacher PRIDE Program

Suzanne Peters, School Counselor, Robert Moton

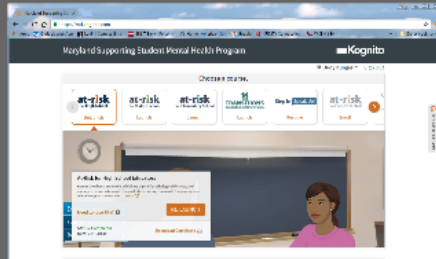
Laura Shriver, School Psychologist



**KOGNITO**

Maryland Supporting Student Mental Health Program **Kognito**

Kognito offers students personalized, interactive support to manage stress, cope with anxiety, and overcome obstacles, and features the "Checkmate" area for students to track progress, receive feedback, and change course based on the goal of learning how to "checkmate" stress. It also offers students the ability to track progress and receive feedback. The program is designed to be used by students in a classroom setting, and is available in both English and Spanish. The program is designed to be used by students in a classroom setting, and is available in both English and Spanish. The program is designed to be used by students in a classroom setting, and is available in both English and Spanish.



**How Do We Help These Students?**

How can we be sure we are giving them the best opportunity to succeed?



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"What we identify as maladaptive behaviors are usually misapplied survival skills."  
Dr. Lee Beers, Children's National Medical Center, Washington, DC.



**THE FLEXIBLE CLASSROOM**

How do we change the school and classroom environment to better accommodate these students??



**Facts on Mental Health and Children**



**What we know**

- What has changed:
- More students with serious mental health issues.
  - More pressure on teachers to teach content and meet assessment goals.
  - Home life is changing learning dynamics.
  - Technology is changing how children learn

**Our Objectives:**

- develop an awareness and determine the impact of mental health concerns in the school setting
- gain knowledge of effective tools, strategies for the school setting
- begin to develop and/or improve capacity for self care



Practicing Emotional Wellness and Self Care





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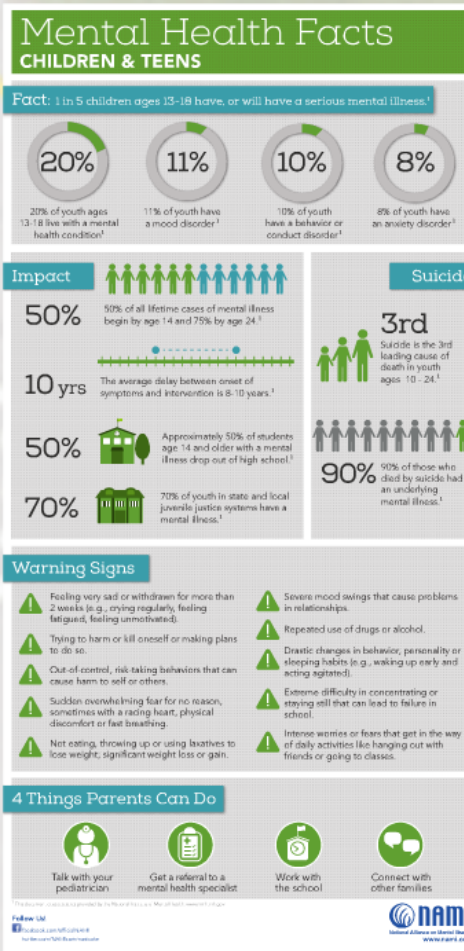


# *What we know*

What has changed:

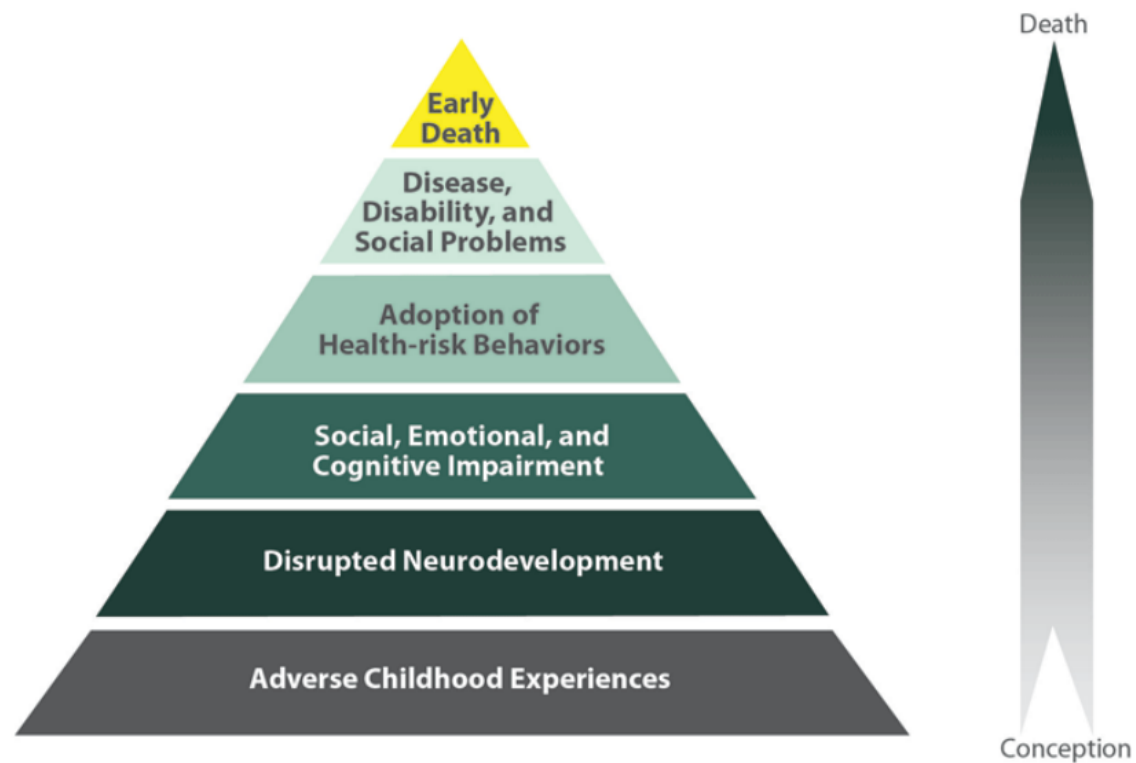
- More students with serious mental health issues.
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# Facts on Mental Health and Children





# Long Term Effects



Mechanism by Which Adverse Childhood Experiences Influence Health and Well-being Throughout the Lifespan



# Adverse Child Experiences

## Adverse Childhood Experiences Are Common

### Household dysfunction:

Substance abuse	27%
Parental sep/divorce	23%
Mental illness	17%
Battered mother	13%
Criminal behavior	6%

### Abuse:

Psychological	11%
Physical	28%
Sexual	21%

### Neglect:

Emotional	15%
Physical	10%

# *Resiliency*



# Overlapping Behavioral Characteristics and related Health Diagnoses in Children

Overlapping Behavioral Characteristics & Related Mental Health Diagnoses in Children

Overlapping Characteristics & Mental Health Diagnoses	FASD	ADD/ADHD	Sensory Int. Dys.	Autism	Bi-Polar	RAD	Depression	ODD	Trauma	Poverty
	Organic	Organic	Organic	Organic	Mood	Mood	Mood	Mood	Environ	Environ
Easily distracted by extraneous stimuli	X	X	X							
Developmental Dysmaturity	X			X						
Feel Different from other people	X				X					
Often does not follow through on instructions	X	X					X	X	X	X
Often interrupts/ intrudes	X	X	X	X	X		X			X
Often engages in activities without considering possible consequences	X	X	X	X	X					X
Often has difficulty organizing tasks & activities	X	X		X	X		X			X
Difficulty with transitions	X		X	X	X					
No impulse controls, acts hyperactive	X	X	X		X	X				
Sleep Disturbance	X				X		X		X	
Indiscriminately affectionate with strangers	X		X		X	X				
Lack of eye contact	X		X	X		X	X			
Not cuddly	X			X		X	X			
Lying about the obvious	X				X	X				
No impulse controls, acts hyperactive	X		X		X	X			X	
Learning lags: "Won't learn, some can't learn"	X		X			X			X	X
Incessant chatter, or abnormal speech patterns	X		X	X	X	X				
Increased startle response	X		X						X	
Emotionally volatile, often exhibit wide mood swings	X	X	X	X	X	X	X	X	X	
Depression develops, often in teen years	X	X				X			X	
Problems with social interactions	X			X	X		X			
Defect in speech and language, delays	X			X						
Over/under-responsive to stimuli	X	X	X	X						
Perseveration, inflexibility	X			X	X					
Escalation in response to stress	X		X	X	X		X		X	
Poor problem solving	X			X	X		X			
Difficulty seeing cause & effect	X			X						
Exceptional abilities in one area	X			X						
Guess at what "normal" is	X			X						
Lie when it would be easy to tell the truth	X				X	X				
Difficulty initiating, following through	X	X			X		X			
Difficulty with relationships	X		X	X	X	X				
Manage time poorly/lack of comprehension of time	X	X			X		X			X
Information processing difficulties speech/language: receptive vs. expressive	X			X						
Often loses temper	X		X		X		X	X	X	
Often argues with adults	X				X			X		
Often actively defies or refuses to comply	X				X			X		
Often blames others for his or her mistakes	X	X			X		X	X		
Is often touchy or easily annoyed by others	X				X		X	X		
Is often angry and resentful	X						X	X		



# *Scenarios---your thoughts?*

- Consider the scenario
- What thoughts come to mind?
- Have you encountered a student similar to this?
- What characteristics do you see?
- What are some possible underlying issues with this student?



# KOGNITO

## Maryland Supporting Student Mental Health Program

Kognito

Kognito offers research-proven training simulations designed to prepare educators, staff, students, physicians, and caregivers to: (1) recognize when someone is exhibiting signs of psychological distress or underlying trauma and (2) manage a conversation with the goal of connecting them with the appropriate support. In these online courses, users engage in practice conversations with virtual humans. With the help of a virtual coach, users learn effective methods for engaging in difficult conversations, including applying motivational interviewing skills, asking open-ended questions, and avoiding common pitfalls. These conversations address chronic disease, PTSD, behavioral health, suicide prevention, substance abuse, screening and brief intervention and social change, among others, and provide users with a low-risk environment to practice conversations hands-on

Maryland Supporting Student Mental Health Program

Kognito

You can make a **DIFFERENCE**

Online training simulations to learn to recognize signs of distress and connect those in need to support services.

Sign In

Sign in to your Kognito account. Don't have an account? [Click here.](#)

Email

Password

SIGN IN

[Having trouble signing in?](#) [Reset Your Password](#)



# Maryland Supporting Student Mental Health Program

Judy Klinge

Choose a course.

**at-risk**  
for High School

Relaunch

**at-risk**  
for Middle School

Launch

**at-risk**  
for Elementary School

Launch

**TRANSITIONS**  
Supporting Military Children

Launch

Step In **Speak Up!**

Resume

**at-risk**  
for Faculty & Staff

Enroll

## At-Risk for High School Educators

Recognize when a student is exhibiting signs of psychological distress, and manage a conversation with the goal of connecting them with the appropriate school support service. Afte ... [More](#)

[Need to recertify?](#)

RE-LAUNCH

Status: **Completed**

Date: 2015.01.06

[Download Certificate](#)

# How Do We Help These Students?

How can we be sure we are giving them the best opportunity to succeed?





GOAL!



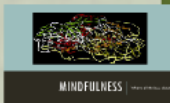
"What we identify as maladaptive behaviors are usually misapplied survival skills."

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## THE FLEXIBLE CLASSROOM

*How do we change the school and classroom environment to better accommodate these students??*

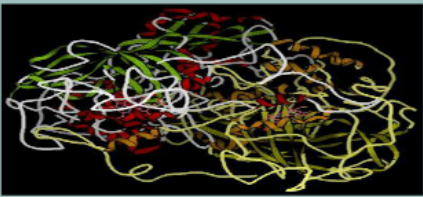


Create **FLEXIBLE** CLASSROOMS to Assist Students with Behavior Self-Regulation

INFLEXIBLE CLASSROOMS	FLEXIBLE CLASSROOMS
Foster periods of disengagement by not recognizing and responding to off-task behaviors when they first begin.	Promote an environment that is proactive with students where they are. i.e. anticipating students' needs or challenges with a reactive approach
Promote, reinforce or enable oppositional behaviors. Engage in a power struggle by maintaining a position of authority.	Provide opportunities for frequent check-ins on where students are functioning.

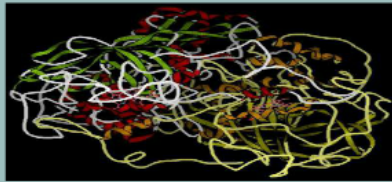
# WIRED DIFFERENTLY





# MINDFULNESS

What is all the buzz about?



# MINDFULNESS

What is all the buzz about?

## ROOTS IN EASTERN MEDITATION PRACTICES

- Incorporating expanded practices
- New methods
- New settings
- New goals

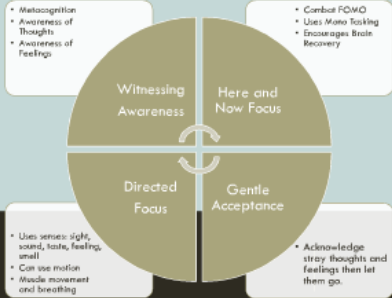
Subject of biological research

Strong evidence of efficacy to treat:

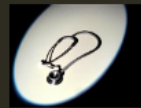
- anxiety, depression, PTSD
- inflammation, aging process.



Shutterstock.com/2960812



## RESULTS



### Modifications of Brain Structure

Increase in gray matter in the prefrontal cortices

Improved memory, learning and emotional regulation

Less density in amygdala

Decreased risk of heart attack among cardiac patients by 50% compared with control group

### Implications for Schools

May provide an intervention tool for all students

Improves emotional intelligence

Creates a context to discuss the thoughts and feelings impacting behavior

Normalizes a strategy proven helpful for anxious and depressed students

May improve attendance

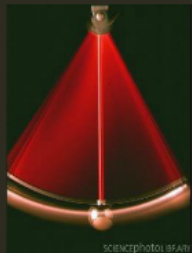


## A FEW EXAMPLES FROM CURRENT PRACTICE

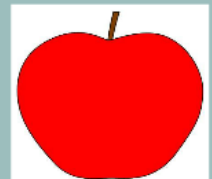
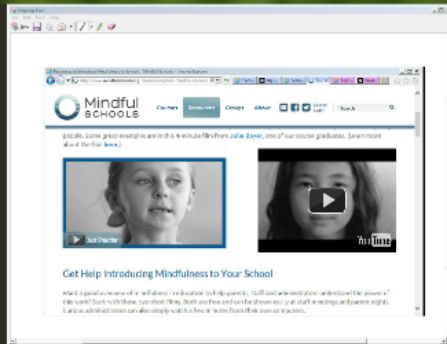
Where have you used mindfulness within a school setting?

## AN EXPERIMENT

- Fostering metacognition
- Focusing attention
- Identifying self talk
- Links to Locus of Control



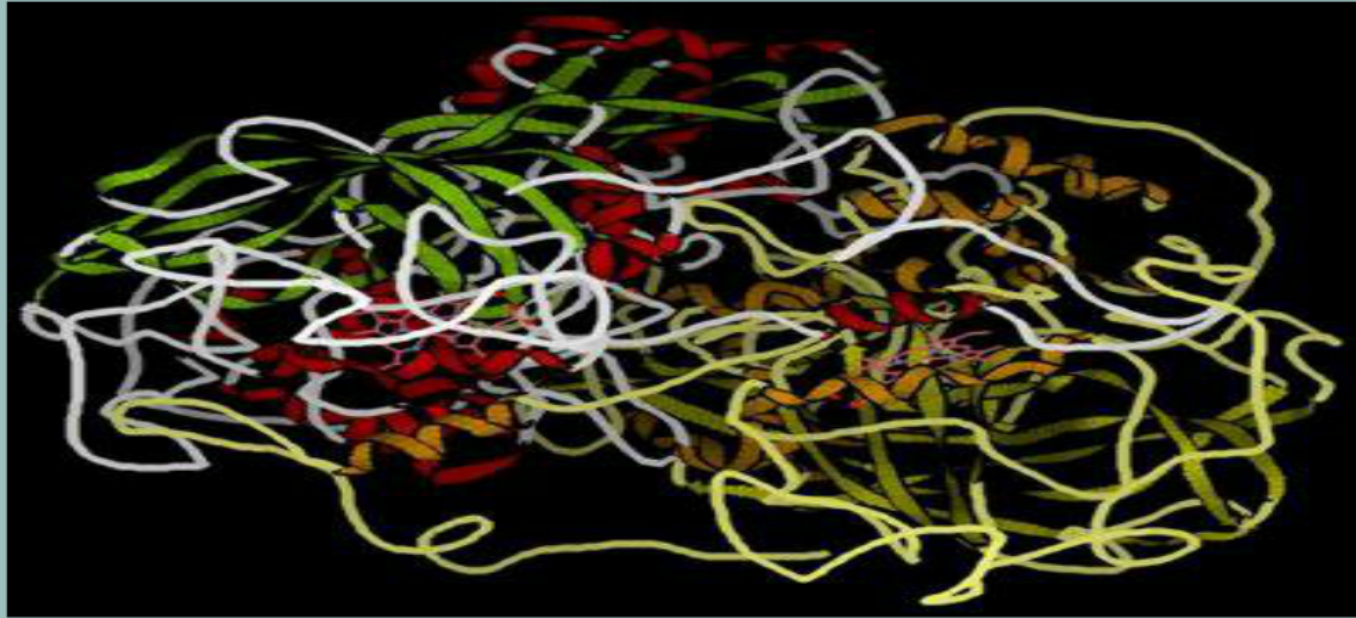
sciencemagazine.com



## HIGHLY RECOMMENDED FOR SELF-CARE: EDUCATORS AND HEALTH CARE PROFESSIONALS

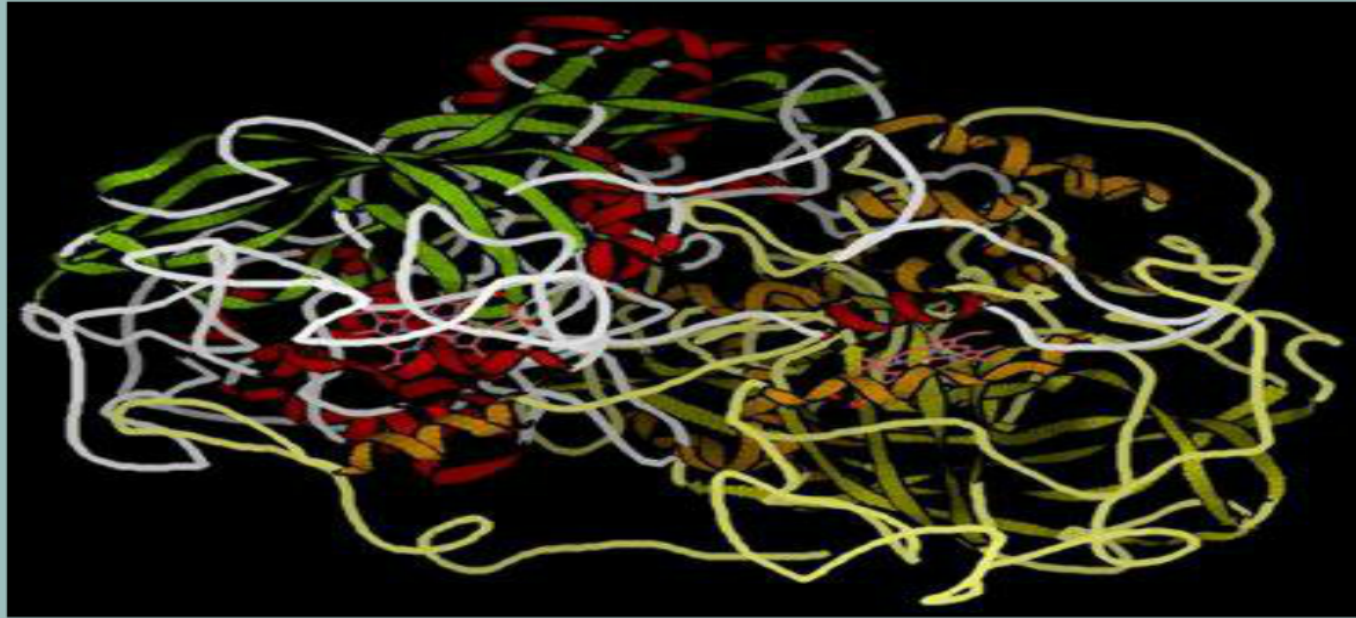
Used to prevent and treat both burn out and compassion fatigue





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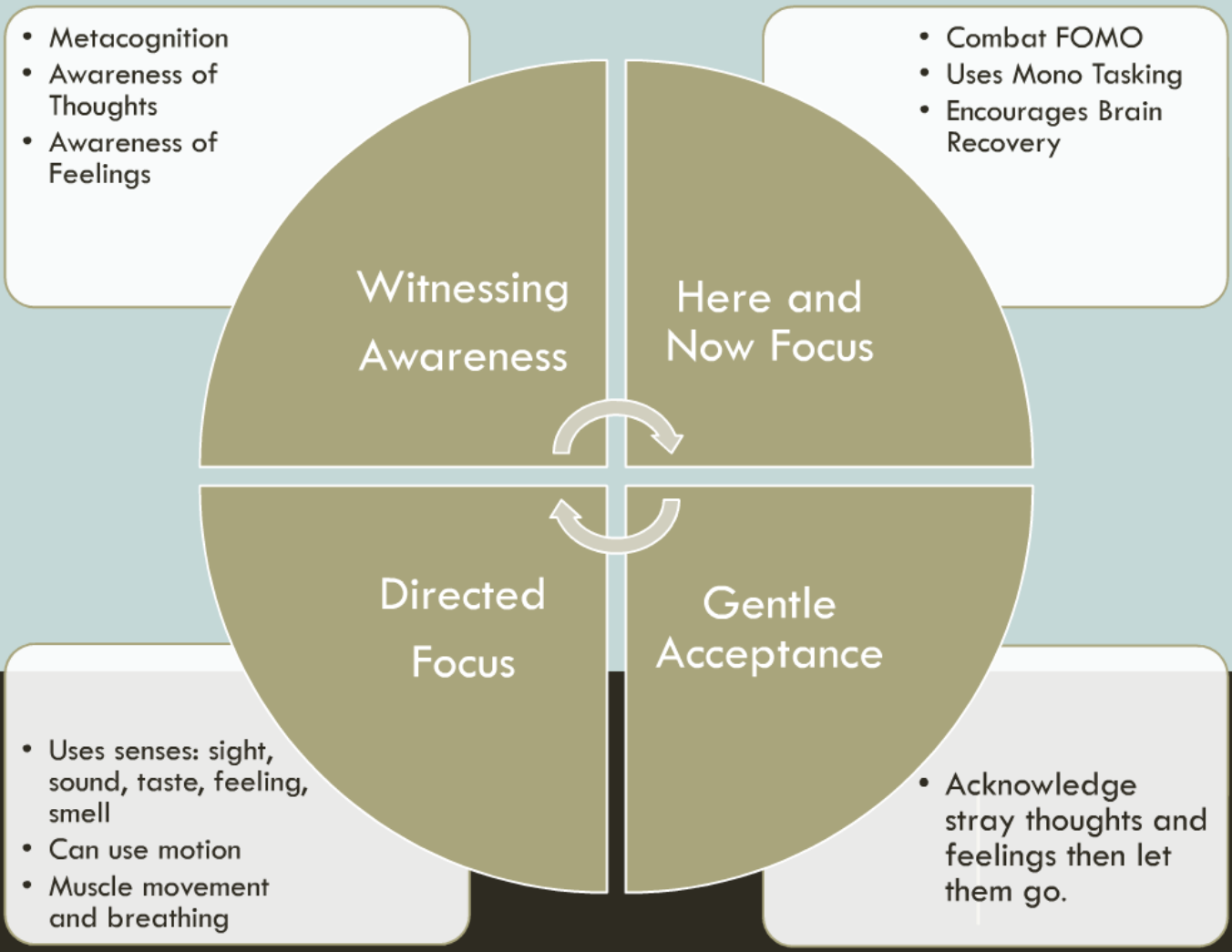
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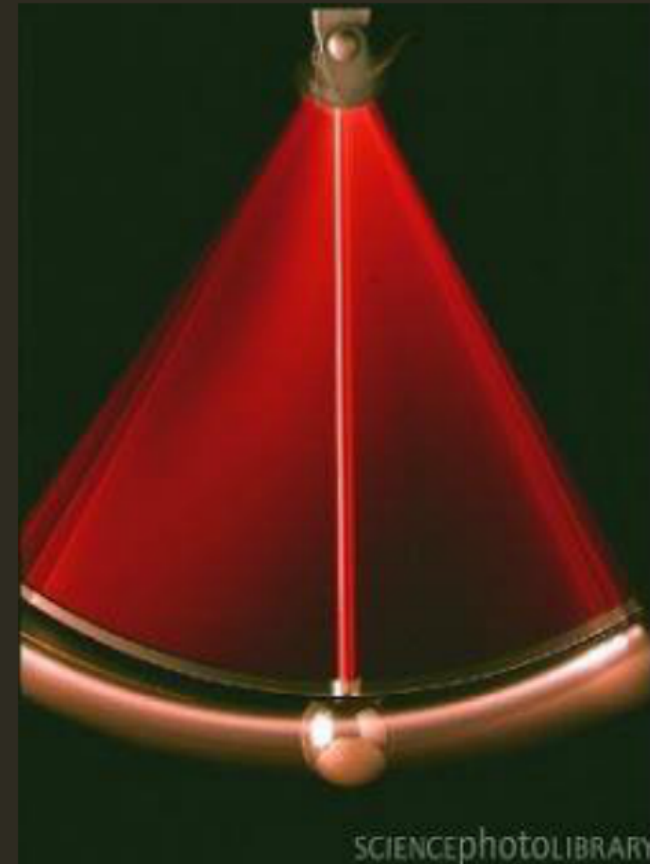
## AN EXPERIMENT

Fostering metacognition

Focusing attention

Identifying self talk

Links to Locus of Control



Snipping Tool

File Edit Tools Help

New [Icons]

Resources to Introduce Mindfulness to Schools | Mindful Schools - Internet Explorer


http://www.mindfulschools.org/resources/explore-mindful-resource

Mindful SCHOOLS


Courses Resources Groups About

Course Login Search

people. Some great examples are in this 4-minute film from [Julie Bayer](#), one of our course graduates. (Learn more about the film [here](#).)



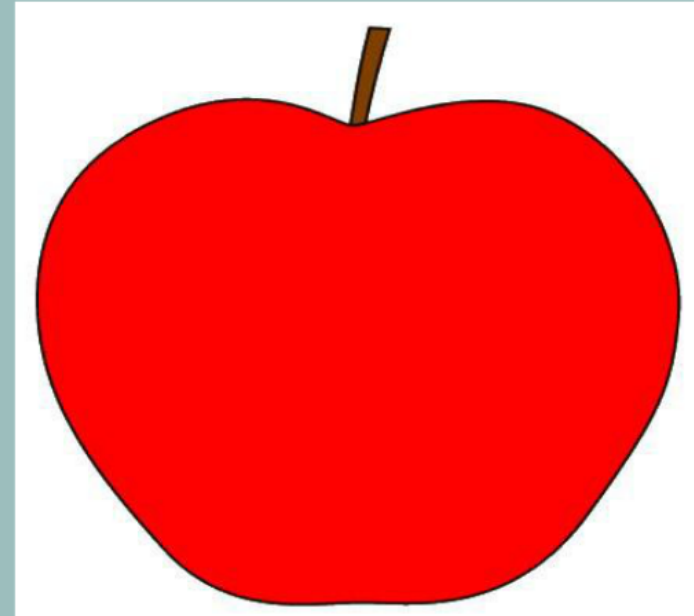
Just Breathe



YouTube

### Get Help Introducing Mindfulness to Your School

Want a good overview of mindfulness in education to help parents, staff and administrators understand the power of this work? Start with these two short films. Both are free and can be shown easily at staff meetings and parent nights. Curious administrators can also simply watch a few minutes from their own computers.



**HIGHLY RECOMMENDED FOR SELF-CARE:  
EDUCATORS AND HEALTH CARE  
PROFESSIONALS**

Used to prevent and treat both  
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# Practicing Emotional Wellness and Self Care





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