

UNDERSTANDING MENTAL HEALTH

AN INTERACTIVE TOOLKIT FOR ADOLESCENTS



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Educational Studies**

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GROW THROUGH WHAT YOU GO THROUGH!

HOW WILL THIS TOOLKIT HELP YOU?

ALL STUDENTS EXPERIENCE DIFFERENT CHALLENGES AND MAY NEED HELP COPING WITH THEM AT TIMES. EACH INDIVIDUAL MAY REQUIRE UNIQUE AND INDIVIDUALIZED SUPPORT AND SERVICES.

THIS TOOLKIT WILL HELP YOU:

- **LEARN ABOUT MENTAL HEALTH RESOURCES AND SUPPORT AVAILABLE**
- **UNDERSTAND THE ROLE SCHOOLS PLAY TO HELP STUDENTS RECEIVE THE SUPPORT NEEDED TO LEARN AND THRIVE**
- **LOCATE SCHOOL-BASED PROFESSIONALS THAT CAN PROVIDE YOU WITH A SAFE SPACE TO TALK ABOUT YOUR CONCERNS AND NEEDS**
- **IDENTIFY MENTAL HEALTH CHALLENGES AND THE ASSOCIATED WARNING SIGNS AND RISK FACTORS**



LET'S TALK MENTAL HEALTH... ²⁴

WHAT IS IT?



MENTAL HEALTH ^[1]

IS...

SOMETHING EVERYONE HAS
PART OF BEING HUMAN
INTRINSICALLY LINKED TO
PHYSICAL HEALTH
ON A CONTINUUM
SOMETHING WORTH MAKING TIME FOR
REAL

IS NOT...

A SIGN OF WEAKNESS
SOMETHING TO TAKE CARE OF
ONLY WHEN IT FEELS BROKEN
AN INTERCHANGEABLE TERM FOR
"MENTAL ILLNESS"
SOMETHING YOU CAN "SNAP OUT OF"
ALWAYS NEGATIVE

WHY IS IT IMPORTANT?

MENTAL HEALTH
IMPACTS HOW WE
THINK, FEEL, AND
ACT ^[1].

MENTAL HEALTH
IMPACTS HOW WE
HANDLE STRESS, AND
OUR RELATIONSHIPS
AND LIFE CHOICES ^[1].

YOU CAN EXPERIENCE MENTAL HEALTH CHALLENGES IN MANY DIFFERENT WAYS.



WHY WAIT TO TALK TO SOMEONE?
SCHOOL PSYCHOLOGISTS, SCHOOL COUNSELORS,
PARENTS/GUARDIANS, DOCTORS, AND OTHER TRUSTED
ADULTS IN YOUR LIFE ARE HERE TO HELP YOU.



RESOURCES FOR MENTAL HEALTH SUPPORT

TEEN MENTAL HEALTH

RESOURCES ON MENTAL HEALTH. VISIT [HTTPS://MENTALHEALTHLITERACY.ORG/](https://mentalhealthliteracy.org/)

MINDFULNESS FOR TEENS

RESOURCES FOR USING MINDFULNESS TO HANDLE STRESS WITH GUIDED MEDITATION RECORDINGS. VISIT [HTTP://MINDFULNESSFORTEENS.COM/](http://mindfulnessforteens.com/)

CRISIS TEXT LINE

VISIT [WWW.CRISISTEXTLINE.ORG/](http://www.crisistextline.org/) OR TEXT "START" TO 741-741

NATIONAL EATING DISORDER ASSOCIATION

VISIT [WWW.NATIONALEATINGDISORDERS.ORG/](http://www.nationaleatingdisorders.org/) OR CALL 1-800-931-2237

NATIONAL SUICIDE PREVENTION LIFELINE

VISIT [WWW.SUICIDEPREVENTIONLIFELINE.ORG/](http://www.suicidepreventionlifeline.org/) OR CALL 1-800-273-TALK (8255)

THE TREVOR PROJECT

RESOURCES AND AN ONLINE COMMUNITY FOR LGBTQ YOUTH.
VISIT [HTTPS://WWW.THETREVORPROJECT.ORG/RESOURCES/](https://www.thetrevorproject.org/resources/)

NATIONAL ALLIANCE ON MENTAL ILLNESS

RESOURCES FOR ASIAN AMERICAN AND PACIFIC ISLANDER, AFRICAN AMERICAN, HISPANIC/LATINX, INDIGENOUS, LGBTQ, AND INDIVIDUALS WITH DISABILITIES POPULATIONS. VISIT [HTTPS://WWW.NAMI.ORG/YOUR-JOURNEY/IDENTITY-AND-CULTURAL-DIMENSIONS](https://www.nami.org/your-journey/identity-and-cultural-dimensions)

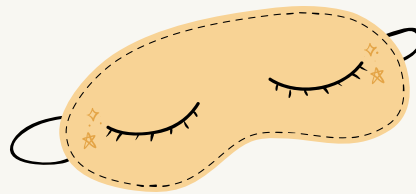
TURN THE PAGE TO READ ABOUT ACTIVITIES THAT
CAN IMPROVE YOUR MENTAL HEALTH AT HOME.



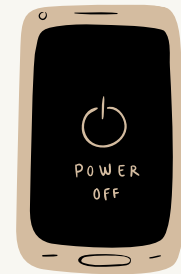
PROMOTING MENTAL HEALTH AT HOME



READ BOOKS THAT PROMOTE GROWTH AND WELLNESS!



GIVE YOUR BODY A REST AND GET AN ADEQUATE AMOUNT OF SLEEP!



LIMIT SCREEN TIME AND LIVE IN THE PRESENT MOMENT!



HAVE FAMILY MEALS WITH PLENTY OF FRUITS AND VEGGIES!



SPEND TIME OUTDOORS AND GO FOR WALKS. REFLECT ON YOUR DAY!



PRIORITIZE SELF-CARE PRACTICES AND ENJOY SOME ALONE TIME

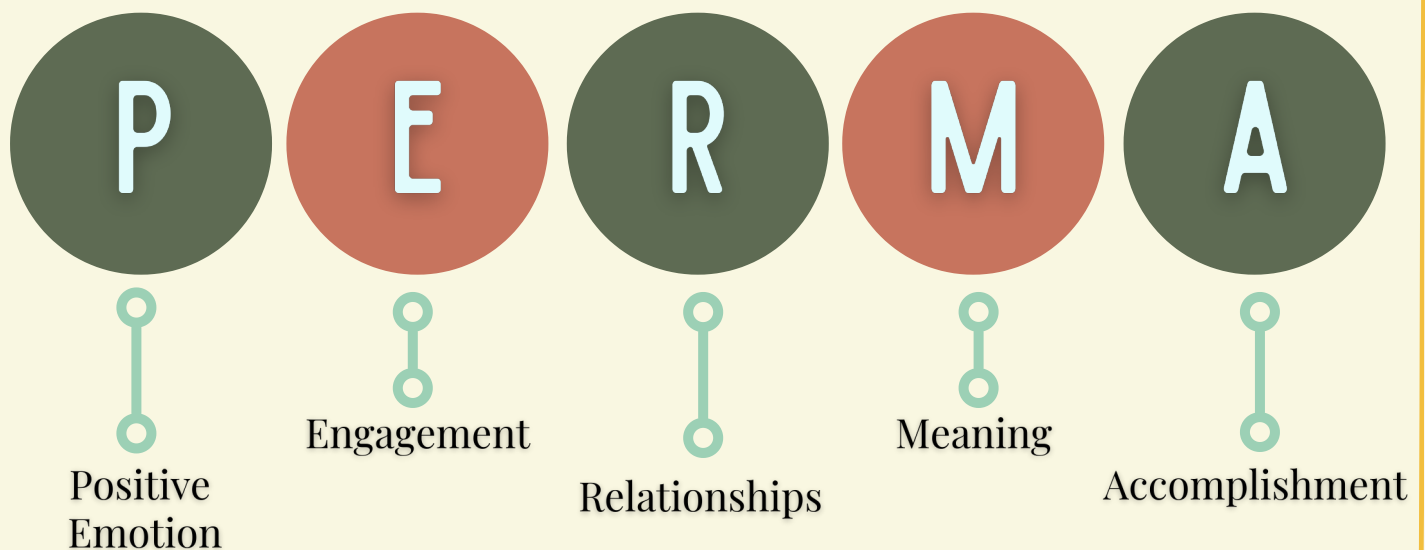
POSITIVE PSYCHOLOGY

WHAT IS IT?

Positive psychology is a **strengths-based** approach that helps people identify **what makes life worth living**^[1]. It focuses on helping individuals and communities achieve **optimal states of well-being, happiness, and flourishing**^[2]. Unlike some traditional models of counseling or intervention, positive psychology does not focus on simply ‘fixing’ what’s wrong.

Instead, positive psychology broadens this focus to help people **enhance what is good in their lives**^[3].

FIVE BUILDING BLOCKS OF WELL-BEING^[4]



[1] Seligman, M. & Csikszentmihalyi, M. (2000). Positive Psychology: An Introduction. *The American Psychologist*, 55(1), 5-14. doi:10.1037/0003-066X.55.1.5

[2] Watkins, P. (2016). Positive Psychology 101. Springer Publishing Company.

[3] Brokaw, D. W. (2021). Positive Psychology. Salem Press Encyclopedia of Health.

[4] Seligman, M. (2011). Flourish: A Visionary New Understanding of Happiness and Well-being. Free Press.

PERMA MODEL:

SELF-CARE IDEAS TO MAINTAIN YOUR WELL-BEING ^[1]

POSITIVE EMOTIONS

Do things that make you feel good!

- Watch an episode of your favorite tv show or movie
- Keep a gratitude journal
- Make plans with your loved ones
- Spend time in nature



ENGAGEMENT

Go with the flow & be in the present moment!

- Engage in activities that you enjoy and cause you to lose track of time
- Spend time with a friend
- Engage in mindful meditation



RELATIONSHIPS

Surround yourself with people who love, support, value, and uplift you!

- Say "thank you" and "I love you" frequently
- Express your appreciation for those you care about and write them a card
- Spend time with friends and family members



PERMA MODEL:

SELF-CARE IDEAS TO MAINTAIN YOUR WELL-BEING ^[1]

MEANING

Pursue things you define as important and worthwhile!

- Get involved in a club or organization
- Commit to helping those in need
- Consider volunteering in your community
- Some people find meaning by engaging in their spiritual or
- Religious activities



ACCOMPLISHMENT

Set goals and make a plan to achieve them!

- Make a to-do list or use a planner to keep track of assignments and events
- Learn something new!
- Don't forget your past successes
- Celebrate your accomplishments - big and small!



WELLNESS

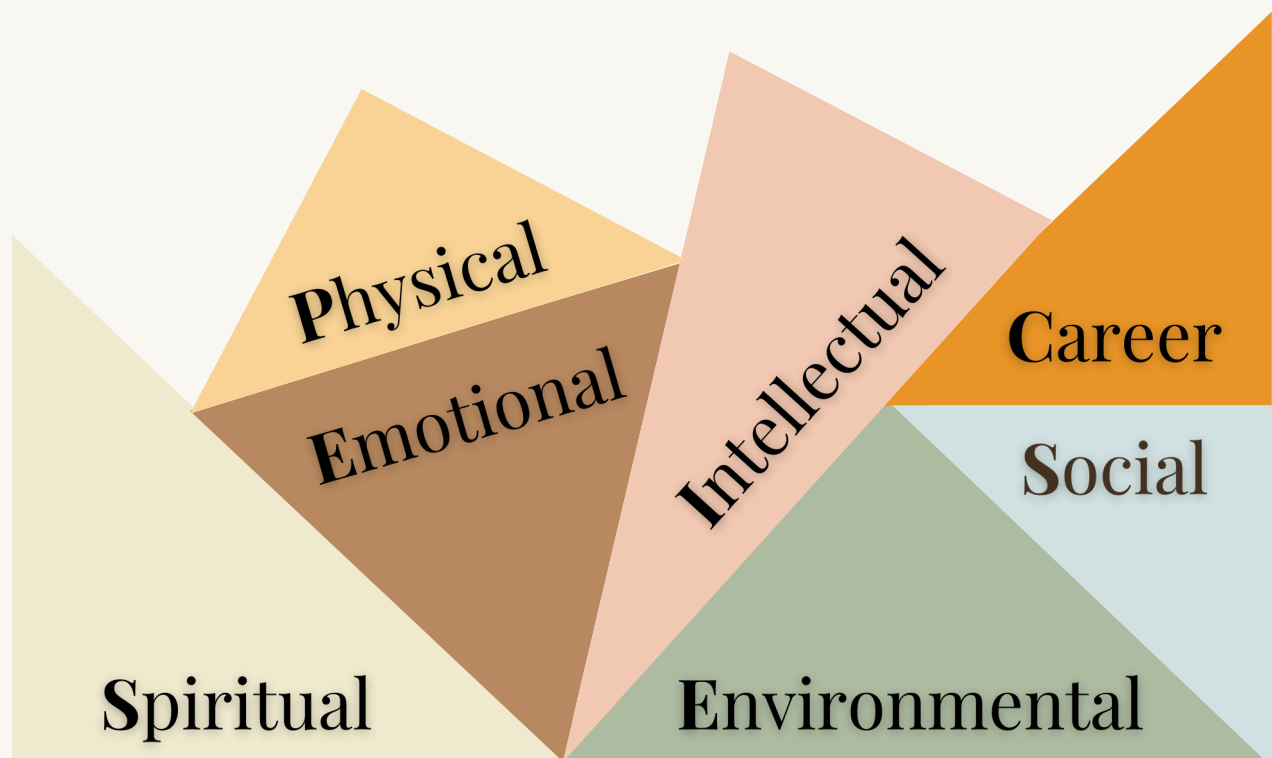
WHAT IS IT?

Wellness is “the active pursuit of **activities, choices, and lifestyles** that lead to a state of holistic health” [1].

In other words, your **overall state of well-being** includes many aspects that are *unrelated* to your physical appearance or eating habits.



THE SEVEN DIMENSIONS OF WELLNESS [2]



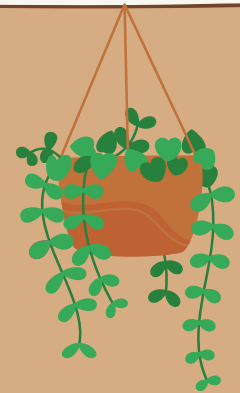
[1] | Global Wellness Institute. (2019). What is Wellness? Retrieved from <https://globalwellnessinstitute.org/what-iswellness/>

[2] University of Wisconsin, Stevens Point. (n.d.). School of Health Sciences and Wellness College of Professional Studies. Retrieved from <https://www.uwsp.edu/health/Pages/about/7DimensionsWellness.aspx>.

WELLNESS



IT IS TIME TO PRIORITIZE
YOUR WELLNESS.
USE THE SEVEN DIMENSIONS OF
WELLNESS AS A GUIDE TO ^[1]:



- Enhance and maintain a state of overall wellness
- Engage in activities, choices, and a lifestyle that are consistent with your goals



FOR TIPS AND MORE
INFORMATION ABOUT
STAYING HEALTHY
AND EACH DIMENSION
OF WELLNESS,
SCAN THIS QR CODE.



UNDERSTANDING YOUR OWN MENTAL HEALTH: SELF-CARE VISION BOARD

Directions:

1. Use the space above to brainstorm self-care ideas you would like to practice. These can be activities that you complete on your own or with another person!
2. After writing down your self-care ideas, search for positive images that represent each activity.
3. Once complete, put your vision board in a visible place as a reminder to practice self-care. Be creative!

WHEN SCHOOL AND LIFE BECOME STRESSFUL, YOU CAN TURN TO YOUR SELF-CARE VISION BOARD FOR IDEAS OF HOW TO SLOW DOWN AND ENJOY THE GOOD IN YOUR LIFE. AN EXAMPLE CAN BE SEEN ON THE NEXT PAGE...

SELF CARE ISN'T SELFISH

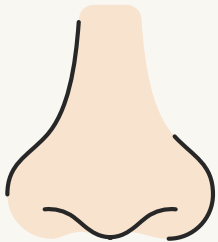
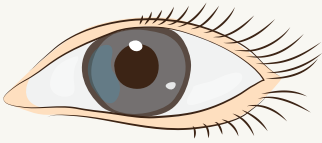


SELF CARE

STAYING GROUNDED:

A GUIDED WORKSHEET

Before you begin, take a few deep breaths. Once you find your breath, use this sheet to write down **5** things you can see, **4** things you can touch, **3** things you can hear, **2** things you can smell, and **1** thing you can taste. Once you are finished, check in with yourself. How does your body feel? How about your mind?



COMMON DIAGNOSES AND CONCERNS

ANXIETY ^[1]

Anxiety is a **natural** reaction to a challenging, unfamiliar, or stressful situation. Anxiety can be difficulty coping with a situation or the thought that something terrible might happen. When symptoms start to interfere with your everyday life, it is essential to talk to a trusted adult about what you're feeling.



COMMON SIGNS:

- Unrealistic expectations for performance (e.g., an A grade isn't enough)
- Frozen or paralyzed (e.g., unable to be productive)
- Catastrophic Situations (e.g., what if I end up homeless?)
- Agitation or frustration
- Panic attacks
- What-if questions (e.g., what if I don't get into my top choice university?)

DEPRESSION ^[1]

It's normal to feel sad sometimes. However, if you feel yourself becoming uninterested in activities that you typically enjoy or feeling helpless and hopeless, it is important to ask for help.

COMMON SIGNS:

- Persistent sadness, hopelessness, and/or irritation
- Not wanting to engage in enjoyable activities
- Changes in eating and/or sleeping patterns
- Having a hard time paying attention
- Feeling worthless, useless, guilty
- Engaging in self-injury and self-destructive behavior



**IF YOU ARE EXPERIENCING SUICIDAL THOUGHTS OR EMOTIONAL DISTRESS, HELP IS AVAILABLE.
CALL THE NATIONAL SUICIDE PREVENTION LIFELINE AT 800-273-TALK (8255), OR
SUBSTANCE ABUSE TREATMENT SUPPORT AT 1-877-SAMHSA7 (1-877-726-4727)**

COMMON DIAGNOSES AND CONCERNS

SUBSTANCE ABUSE ^[1]

People with a drug or alcohol addiction typically go through predictable stages of abuse. Understanding these stages can help you recognize a problem and seek help before you become dependent on substances.



STAGES:

- 1) **Experimentation:** infrequent use; some can stop using by themselves, and others will begin to use substances regularly
- 2) **Regular Use:** substances used in a predictable pattern or circumstance
- 3) **Problem Use:** suffer legal, emotional, physical, or social problems
- 4) **Dependence:** continued regular use of substances despite the harm
- 5) **Addiction:** substance use is out of compulsive and out of control

EATING DISORDERS ^[2]

Many feel self-conscious about their appearance from time to time. But when it leads to unhealthy and secret eating habits, it can lead to many types of eating disorders.

COMMON SIGNS:

- Intentionally skipping meals
- Uninterested in food or avoiding foods
- "Making up" for overeating (purging, laxatives, excessive exercise)



ATTENTION-DEFICIT HYPERACTIVITY DISORDER (ADHD) ^[3]

Trouble paying attention, controlling impulsive behaviors, and being overly active are common signs of ADHD.



COMMON SIGNS:

- Frequently daydreaming
- Often forgetting or losing things
- Squirming or fidgeting
- Difficulty resisting temptation
- Taking unnecessary risks
- Trouble taking turns

[1] Stanford Children's Health. (2021). Stanford Children's Health. Retrieved from <https://www.stanfordchildrens.org/en/topic/default?id=stages-of-substance-abuse-1-3060>

[2] Nemours KidsHealth. (2019). Eating Disorders. Retrieved from <https://kidshealth.org/en/parents/eating-disorders.html?ref=search>

[3] Centers for Disease Control and Prevention. (2021). What is ADHD? Retrieved from <https://www.cdc.gov/ncbddd/adhd/facts.html>

CULTURE AND DIVERISTY FACTORS

WHAT ARE SOME CULTURAL FACTORS THAT MAY HINDER A STUDENT'S ABILITY TO RECEIVE MENTAL HEALTH SERVICES? ^[1, 2]

LACK OF ACCESS
TO HEALTH CARE



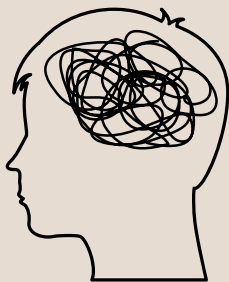
LANGUAGE
BARRIERS



RELIGIOUS BELIEFS
AND SPIRITUALITY



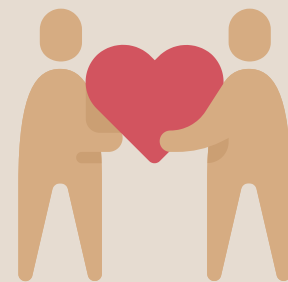
STIGMAS
SURROUNDING
MENTAL HEALTH



LACK OF
RESOURCES



LACK OF
COMMUNITY
SUPPORT



RED FLAGS

RED FLAGS ARE SIGNS OF WARNING OR DANGER. WHEN YOU IDENTIFY A RED FLAG WITHIN YOURSELF OR OTHERS, IT IS IMPORTANT TO TALK TO A TRUSTED ADULT AND SEEK HELP.

MENTAL HEALTH RED FLAGS TO WATCH FOR WITH YOUR FRIENDS AND PEERS ^[1]

- Unexpected and dramatic decreases in academic motivation
- Weight loss and a reduction in appetite
- Personality shifts or behavior that is out of character
- Sudden outbursts or explosive emotional reactions
- Refusal to go to school
- Feeling worthless or hopeless
- Self-harm or self-injurious behaviors
- Talk or thoughts of suicide



HOW TO HELP A FRIEND STRUGGLING WITH MENTAL HEALTH CHALLENGES ^[1]

- If you believe there is an immediate threat or harm, **CALL 911**.
- If you have an intuition that a friend might be in danger, tell a trusted adult.
- Let your friend know that they are not alone, listen, and offer your support.
- Avoid using language that is judgmental or accusatory.
- Avoid diagnosing the problem or trying to fix it for them.

RISK FACTORS

RISK FACTORS CAN BE BIOLOGICAL, PSYCHOLOGICAL, FAMILY, COMMUNITY, OR CULTURAL CHARACTERISTICS THAT ARE ASSOCIATED WITH A HIGHER LIKELIHOOD OF DEVELOPING MENTAL HEALTH CHALLENGES^[1]. EXPERIENCING A RISK FACTOR DOES NOT GUARANTEE MENTAL ILLNESS, BUT IT DOES INCREASE THE LIKELIHOOD OF EXPERIENCING MENTAL HEALTH PROBLEMS.

THERE ARE MANY RISK FACTORS THAT INFLUENCE MENTAL HEALTH. SOME RISK FACTORS INCLUDE^[2]:

- Family history of mental illness
- Experiencing trauma, such as physical, emotional, or sexual abuse, neglect, witnessing or being a victim of violence, or surviving a natural disaster
- Lack of support during gender identity or sexual orientation exploration
- Negative relationships with family or peers, including bullying and peer pressure
- Poverty, homelessness, or lack of access to quality support or services
- Substance use in your home or community



YOU *CANNOT* CONTROL ALL RISK FACTORS.

YOU *CAN* CONTROL PRIORITIZING YOUR MENTAL HEALTH AND WELL-BEING AND ASKING FOR HELP FROM TRUSTED ADULTS, SUCH AS YOUR SCHOOL COUNSELOR, SCHOOL PSYCHOLOGIST, OR TEACHERS.

[1] Mental Health Foundation. (2021). Children and Young People. Retrieved from <https://www.mentalhealth.org.uk/a-to-z/c/children-and-young-people>.
[2] SAMHSA, C. for B. H. S. and Q. (n.d.). Risk and Protective Factors. 2010 list of tables: Risk and Protective Factors, Samhsa, CBHSQ. Retrieved from <https://www.samhsa.gov/data/sites/default/files/NSDUHNationalFindingsResults2010-web/2k10ResultsTables/NSDUHTables2010R/HTM/LOTsect3pe.htm>.

STATISTICS

WE MUST ADDRESS MENTAL HEALTH NOW.



**1 IN 5 STUDENTS
EXPERIENCE MENTAL
HEALTH CHALLENGES
IN SCHOOL ^[1].**



**49.5% OF
ADOLESCENTS DEVELOP
A MENTAL HEALTH
CONDITION BETWEEN
THE AGES 13-18 ^[1].**



**50% OF ALL MENTAL
HEALTH CONDITIONS
BEGIN BY AGE 14,
BUT MOST CASES ARE
UNDETECTED AND
UNTREATED ^[1].**

BENEFITS OF EARLY INTERVENTION MENTAL HEALTH SERVICES ^[2]

- Less severe, fewer, or absence of further symptoms
- Improved diagnosis and less intensive treatment plan
- Increased self-esteem, coping skills, and motivation
- Improved age-appropriate skills and school performance

The consequences of not addressing challenges extend to adulthood, impairing physical health, mental health, and well-being.

PREVENTATIVE MEASURES TO COMBAT SYMPTOMS OF MENTAL HEALTH DISORDERS ^[2]

- Monitor and pay attention to warning signs
- Meet with your health care provider
- Ensure you are getting enough sleep, eating healthy, exercising regularly, and limiting technology use.

SUICIDE AWARENESS

IT IS OKAY TO TALK ABOUT SUICIDE.

- DEATH BY SUICIDE IS THE 2ND LEADING CAUSE OF DEATH IN THE U.S. AMONG PEOPLE 10 TO 34 YEARS OLD ^[1].
- 90% OF YOUTH WHO DIED FROM SUICIDE HAD AN UNDERLYING MENTAL HEALTH CONDITION.
- LGBTQ YOUTH ARE FOUR TIMES MORE LIKELY TO ATTEMPT SUICIDE THAN STRAIGHT YOUTH.
- 17.2% OF HIGH SCHOOL STUDENTS AND 47.7% OF LGBTQ HIGH SCHOOL STUDENTS HAVE SERIOUS SUICIDAL THOUGHTS.

IF YOU OR SOMEONE ELSE IS HAVING THOUGHTS ABOUT HURTING YOURSELF OR TAKING YOUR LIFE,

**PLEASE CALL 911 OR
THE NATIONAL SUICIDE PREVENTION HOTLINE
1-800-273-8255**

CRISIS TEXT LINE FOR FREE 24/7: TEXT "TALK" TO 741741



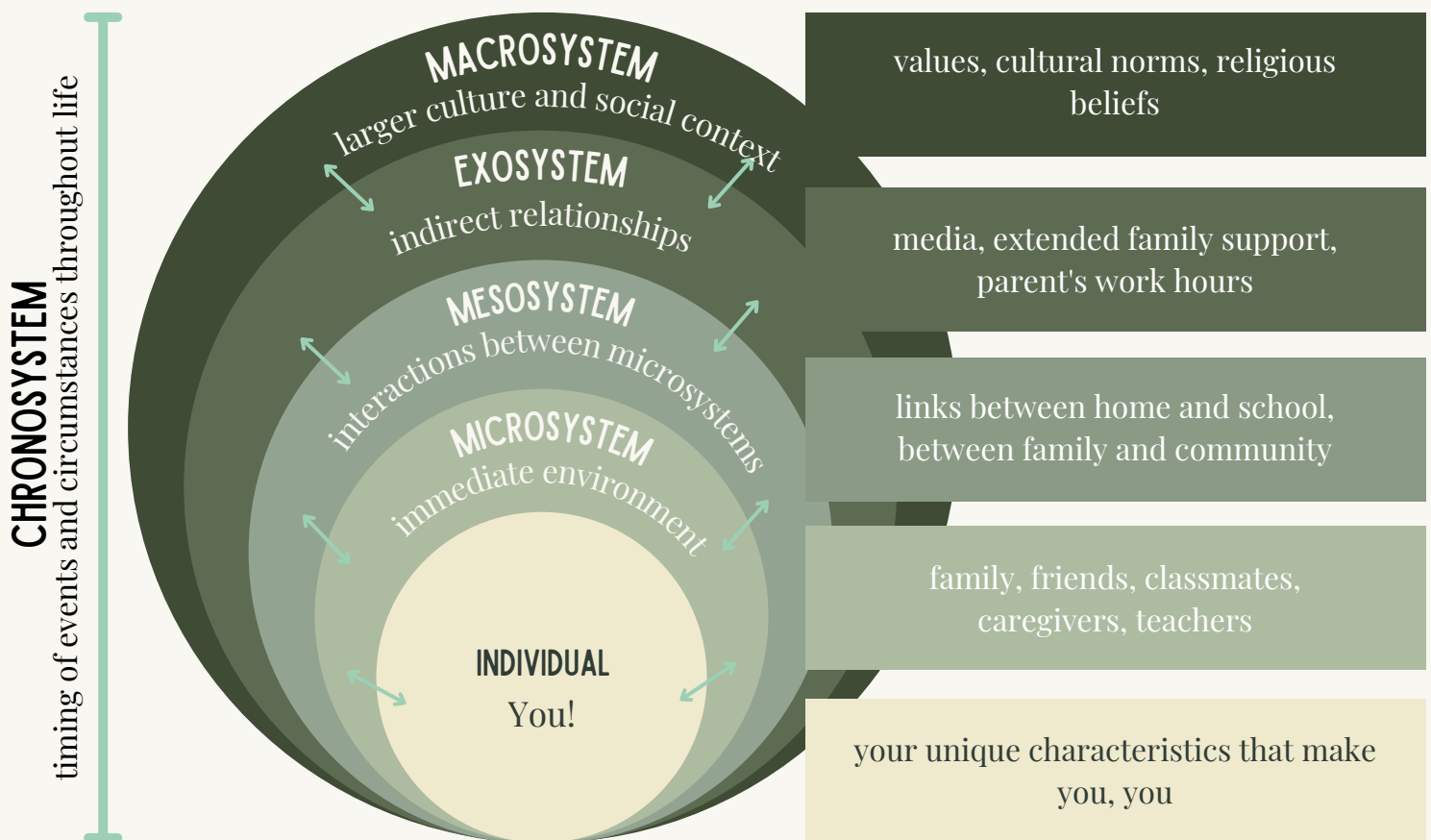
JED FOUNDATION

A NONPROFIT ORGANIZATION THAT EQUIPS TEENS WITH SKILLS AND KNOWLEDGE TO HELP THEMSELVES AND OTHERS AND ENCOURAGES COMMUNITY AWARENESS AND ACTION FOR YOUNG ADULT MENTAL HEALTH. SCAN THIS QR CODE TO LEARN MORE.

A SYSTEMS APPROACH TO MENTAL HEALTH

DID YOU KNOW... THAT YOUR DEVELOPMENT IS AFFECTED BY YOUR SOCIAL RELATIONSHIPS AND THE ENVIRONMENT AROUND YOU?

HERE'S WHAT THAT LOOKS LIKE ^[1]:



THE WAY IN WHICH EACH OF THESE SYSTEMS INTERACT CAN POSITIVELY OR NEGATIVELY INFLUENCE DEVELOPMENT. THIS FRAMEWORK LOOKS AT ALL ASPECTS OF YOU AND EVERYTHING AROUND YOU!

HOW DO SCHOOLS PLAY A ROLE IN YOUR MENTAL HEALTH?

STUDENTS SPEND A LARGE PERCENTAGE OF THEIR TIME AT SCHOOL. SCHOOLS MUST MAINTAIN NURTURING AND SAFE EDUCATIONAL ENVIRONMENTS THAT MEET THE NEEDS OF ALL STUDENTS. SO, HOW CAN SCHOOLS DO THIS? ONE WAY IS THROUGH FOSTERING A POSITIVE SCHOOL CLIMATE ^[1].

WHAT IS A SCHOOL CLIMATE?

The quality of your everyday experience on campus, how you feel at school, and how these two factors impact your academic performance and mental well-being ^[2].

This includes preventing mental health problems from arising with students and identifying and assisting students who are struggling with mental health challenges. Your school can improve student mental wellness by promoting values important to a school community and environment.



[1] Fertman, C. I., Delgado, M. M., & Tarasevich, S. L. (2014). Promoting Child and Adolescent Mental Health. Jones & Bartlett Publishers.

[2] National Center on Safe Supportive Learning Environments. (n.d.). School Climate Improvement. Retrieved from <https://safesupportivelearning.ed.gov/school-climate-improvement>.

HOW CAN I HELP MAINTAIN A POSITIVE SCHOOL CLIMATE?

**COMPLETE THE POSITIVE SCHOOL CLIMATE CHECKLIST
AND REFLECT ON YOUR SCHOOL'S CLIMATE.**

POSITIVE SCHOOL CLIMATE CHECKLIST^[2]

- Do you enjoy coming to school?
- Do you feel physically and emotionally safe while on campus?
- Do you feel respected and connected to other students and teachers at school?
- Do teachers, parents, and students collaborate to address educational needs and promote student mental health?
- Do all students feel a sense of belonging as members of the school community?
- Are there ample opportunities for everyone to get involved in school activities? Are students included and appreciated when participating in these activities?

REFLECT HERE

SCHOOLS AND MENTAL HEALTH

WHAT CONTRIBUTIONS CAN YOU MAKE TO PROMOTE A POSITIVE SCHOOL CLIMATE?

Take a Stand Against Bullying^[1]

Always speak with a trusted adult if you witness bullying or are being bullied.



Embrace the Abilities, Culture, Individuality, and Talents of your Peers^[2]

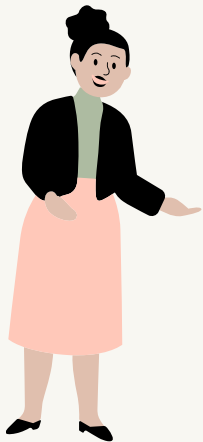
Inclusion allows positive school climates to thrive! Recognizing and respecting your peers for who they are will help everyone feel seen, safe, and included in the school community.



[1] Assistant Secretary for Public Affairs. (2020). What Kids Can Do. Retrieved from <https://www.stopbullying.gov/resources/kids>.
[2] Coulston, C., & Smith, K. (2013). NSCC Brief on Inclusion. New York: National School Climate Center.

WHO CAN YOU LOOK TO FOR SUPPORT AT SCHOOL?

THERE ARE MANY ADULTS AT YOUR SCHOOL THAT CAN HELP, SUCH AS YOUR...

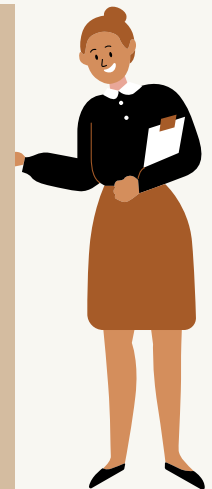


PRINCIPALS/ADMINISTRATORS

- Provide leadership and a meaningful learning environment
- Communicate with parents
- Ensure state-level curriculum standards are met
- May serve as a disciplinarian
- Help make sure students are in class

SCHOOL PSYCHOLOGISTS ^[1]

- Ensure all students at school receive the support they need
- Assists students with mental health, behavioral, and academic challenges
- Support the special education student population
- Provide direct support and interventions to students, consult with teachers, families, and mental health professionals



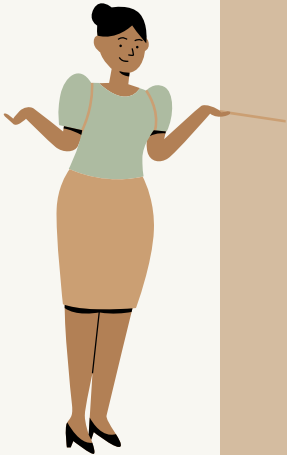
SCHOOL COUNSELORS ^[2]

- Implement academic strategies for students
- Collaborate with families, school staff, and the community
- Provide short-term and long-term counseling
- Address students needs and challenges
- Improve equity access, achievement, and opportunities
- Provide the appropriate resources for students

[1] National Association of School Psychologists. (n.d.). Who Are School Psychologists? Retrieved from <https://www.nasponline.org/about-school-psychology/who-are-school-psychologists>

[2] American School Counselor Association. (n.d.). School Counselor Roles and Ratios. Retrieved from <https://www.schoolcounselor.org/About-School-Counseling/School-Counselor-Roles-Ratios>

WHO CAN YOU LOOK TO FOR SUPPORT AT SCHOOL?



TEACHERS

- Deliver classroom instruction
- Create safe and supportive relationships with students
- Provide academic, behavioral, and social-emotional curriculum in the classroom
- Collaborate and consult with other school-based professionals

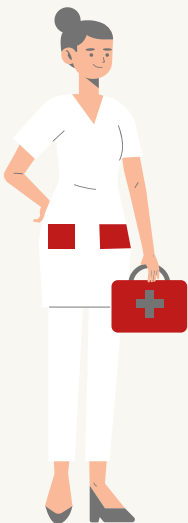
SOCIAL WORKERS

- Addresses social and developmental history for students with disabilities
- Implements positive behavioral interventions to students
- Engages in conflict resolution and anger management
- Works with social and mental health agencies
- Collaborates with families to improve support for students
- Assists in special education assessments meetings



SCHOOL NURSES^[1]

- Provides direct health care to students at school
- Develop plans to ensure student health needs are met
- Promotes a healthy school environment
- Serves as a liaison between school personnel, families, health care professionals, and the community
- Provides preventive and screening services
- Assistance with decision making about health



RIGHTS, RESPONSIBILITIES, & CONFIDENTIALITY

WHAT IS CONFIDENTIALITY?

Confidentiality means that the information you share is kept private and stays between you and school psychologist or school counselor ^[1].



HOWEVER...

There are some exceptions to confidentiality. Parents, guardians, or other adults at school will be informed of what is shared if:

- If you are going to hurt yourself
- If you are going to hurt others or commit a serious crime
- If someone is hurting you
- If you permit to share what we talk about with others



WHAT RIGHTS DO MY PARENTS OR GUARDIANS HAVE?



- The right to know if you are meeting with a school counselor or school psychologist ^[2].
- Access to general information of counseling sessions, but specific details are not to be shared.

[1] National Association of School Psychologists. (2020). The Professional Standards of the National Association of School Psychologists. Retrieved from <https://www.nasponline.org/standards-and-certification/professional-ethics>

[2] California Department of Education. (2019). Parents' Rights. Retrieved from <https://www.cde.ca.gov/sp/se/qa/pssummary.asp>

LEGAL AND ETHICAL ISSUES

WHO HAS ACCESS TO MY EDUCATIONAL OR HEALTH RECORDS?

There are laws and ethical codes that protect student and family rights and privacy of shared information.



FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)^[1]

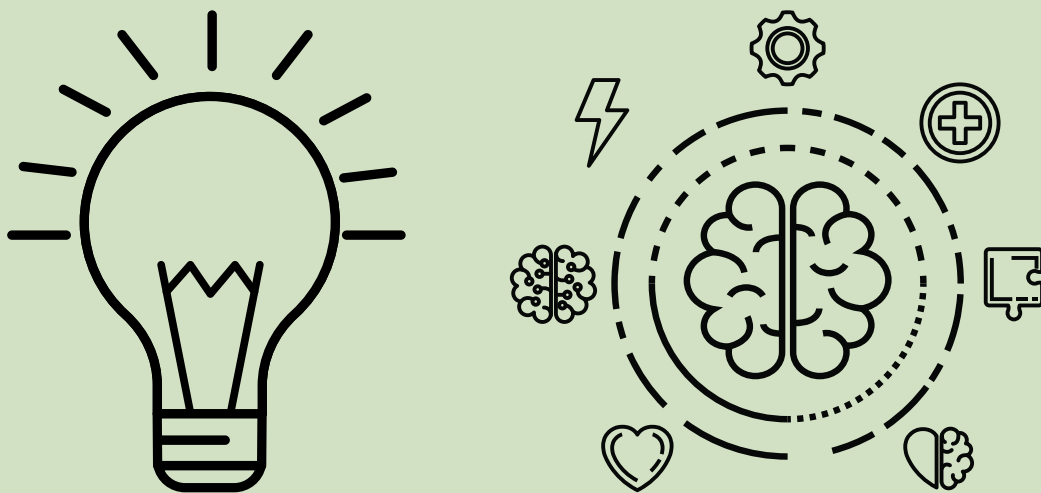
- Protects students' educational records (e.g., grades, attendance, discipline procedures, home address, and birth date).
- Parents or guardians have the right to access student records and can control who can access the records outside of the school.
 - When the student turns 18 years old, those rights become the student's.
- Teachers and other school staff may access student records on a strict need-to-know basis

HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)^[1]

- Protects students' medical records (e.g., doctor visits, meetings with outside mental health providers and services)

MENTAL HEALTH AND SCHOOL POLICY

Children and adolescents spend most of their time at school. This community setting is ideal for **identifying, promoting, and supporting mental health and wellness**^[1].



By employing professionals who understand how **mental health affects learning** (i.e., school counselors and school psychologists), schools are prepared to remove mental health barriers and limitations and add to your success!


MENTAL HEALTH IN SCHOOLS

THE MENTAL HEALTH SERVICES ACT OF 2004

HELPS YOUR SCHOOL PROVIDE MENTAL HEALTH SERVICES, INCLUDING:

A STUDENT-FOCUSED MENTAL HEALTH SYSTEM, CULTURAL AWARENESS, WORKING WITH LOCAL COMMUNITIES, SERVICE INTEGRATION, AND FOCUS ON STUDENT RECOVERY, RESILIENCE, AND WELLNESS [2].


SOME MENTAL HEALTH SERVICES THAT ARE AVAILABLE AT YOUR SCHOOL INCLUDE [1]:




Short-term individual and group **Academic Counseling**

Referrals to Outside Agencies that treat mental health concerns, including abuse, anxiety, violence, depression, and suicidal ideation.

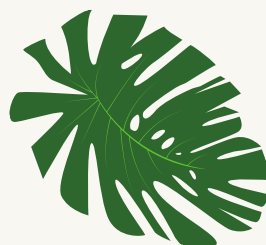
School-wide, group, and individual **Suicide Prevention** efforts



Behavior & Crisis Interventions for mental health concerns and difficulties with life transitions

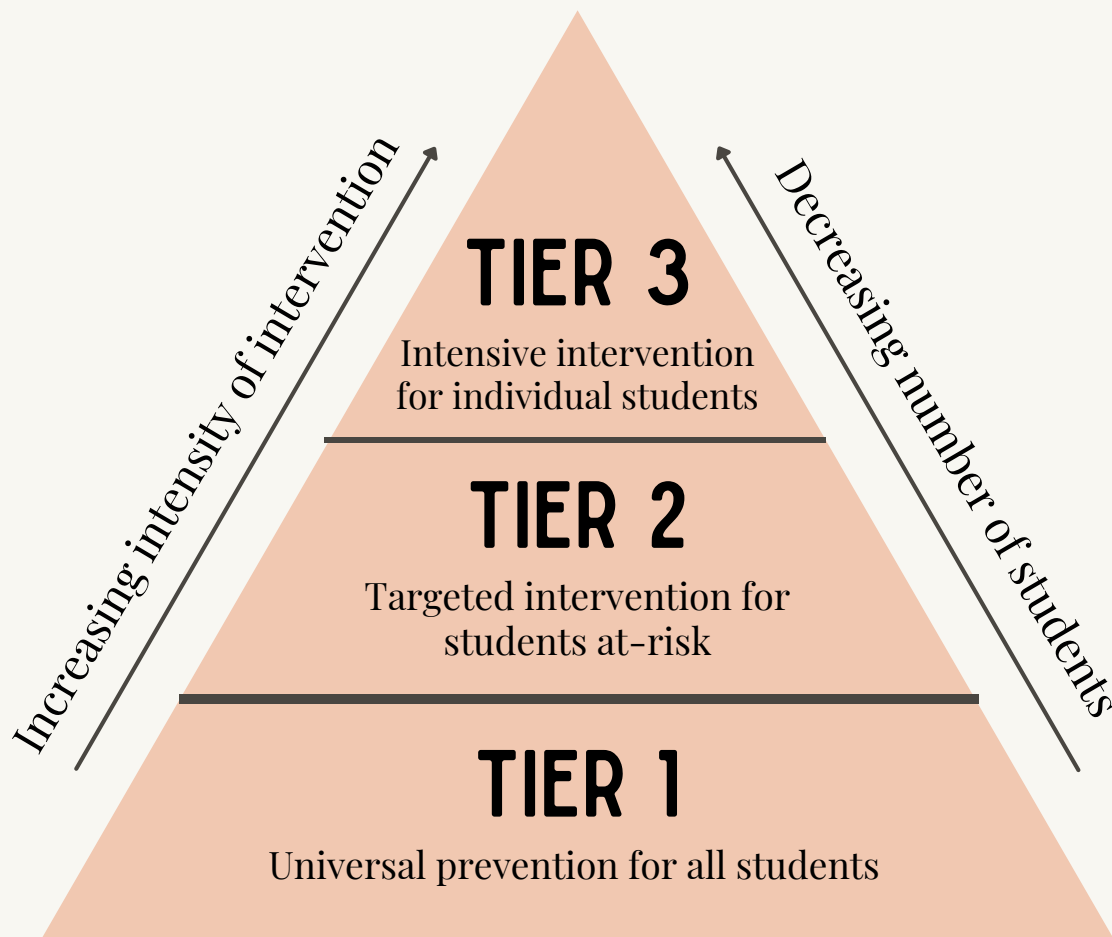


Assessments and Screening for mental health risk factors



MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

TO ADDRESS MENTAL HEALTH



A MTSS FRAMEWORK CAN SUPPORT STUDENT MENTAL HEALTH BY:

- Educating all students, teachers, parents, and the community about mental health
- Implementing interventions and services to students who display risk factors
- Referring students to outside mental health agencies

SCREENING

SOMETIMES, STUDENTS DO NOT ASK FOR HELP WHEN THEY ARE STRUGGLING WITH THEIR MENTAL HEALTH. SCHOOLS CAN IDENTIFY AND HELP STUDENTS WHO MAY NEED SUPPORT THROUGH SCREENING.

WHAT IS SCREENING?

A tool used to identify students at-risk with mental health challenges. Screening may be seen in the form of a short 10-minute survey with questions about students' thoughts, feelings, and behaviors^[1]. You or your teacher may answer these questions.

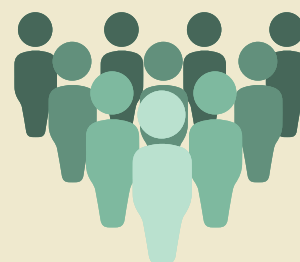


WHY DO STUDENTS GET SCREENED?

Mental health screening is vital for seeking out students with emotional and behavioral challenges that are harder to identify, like depression and suicidal ideation^[1]. Screeners do not determine if you have a mental health illness. Instead, they provide information for schools to help students who made need extra support.

DO ALL STUDENTS GET SCREENED?

Yes, screenings are usually given to all students in a class, grade level, or school^[2]. You and your parents or guardians often need to provide permission to the school before screening takes place.



If you screen for a possible mental health problem, the school will contact you and your parent or guardian for a follow-up meeting^[2]. You may be asked more detailed questions so the school can better understand your needs. After, the school can develop a treatment plan to support your mental health challenges.

[1] Substance Abuse and Mental Health Services Administration. (2019). Ready, Set, Go, Review: Screening for Behavioral Health Risk in Schools. Retrieved from https://www.samhsa.gov/sites/default/files/ready_set_go_review_mh_screening_in_schools_508.pdf.

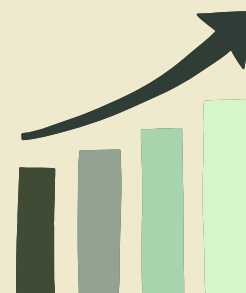
[2] Counseling Today. (2019). The Case for Universal Mental Health Screening in Schools. Retrieved from <https://ct.counseling.org/2019/09/the-case-for-universal-mental-health-screening-in-schools/>

PROGRESS MONITORING

SCHOOL-BASED MENTAL HEALTH PROFESSIONALS NEED TO CHECK-IN AND SEE HOW YOU ARE DOING. PROGRESS MONITORING MAKES SURE THAT YOUR MENTAL HEALTH AND WELLBEING ARE IMPROVING AND YOU ARE ON YOUR WAY TO MEETING YOUR GOALS^[1].

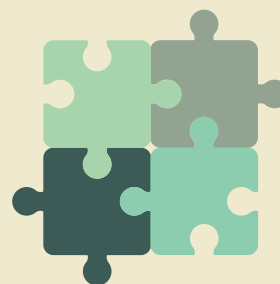
WHO MONITORS MY PROGRESS?

You and your parents or guardians, teachers, school psychologist, and school counselor^[2].



HOW IS MY PROGRESS MONITORED?

Through questionnaires, rating scales, observations, or interviews!



WHY IS MY PROGRESS MONITORED AND WHAT IF I'M NOT MAKING PROGRESS?

Your progress is monitored to help teachers make informed decisions on how to help you at school best^[2]. If you are not making progress, don't worry. Our needs are unique and different. One intervention may not help you but may help your classmate. Your school-based mental health professionals will work with you and your parents to find support that best fits your needs.

[1] McLane, K. (n.d.). Student Progress Monitoring: What This Means for Your Child. Washington, D.C.: The National Center on Student Progress Monitoring, American Institutes for Research.

[2] Borntrager, C. & Lyon, A.R. (2014). Monitoring Client Progress and Feedback in School-based Mental Health. *Cognitive Behavioral Practice*, 22(1), 74-86.

FAQ'S

Q: I HAVE BEEN HAVING A REALLY HARD TIME LATELY. WHO CAN I GO TO AT SCHOOL FOR HELP?

A: IT'S IMPORTANT FOR YOU TO TALK TO SOMEONE YOU FEEL SAFE AND COMFORTABLE WITH. IT COULD BE YOUR TEACHER, SCHOOL COUNSELOR, SCHOOL PSYCHOLOGIST, OR ANY OTHER TRUSTED ADULT.

Q: WHAT CAUSES MENTAL HEALTH PROBLEMS?

A: MENTAL HEALTH PROBLEMS CAN ARISE BASED ON A VARIETY OF FACTORS. IT MAY BE GENETIC OR BASED ON YOUR ENVIRONMENT AND RELATIONSHIPS. TALK TO A MENTAL HEALTH PROVIDER TO DETERMINE WHAT INFLUENCES SPECIFIC MENTAL HEALTH CHALLENGES.

Q: WHAT SHOULD I DO IF MY FRIEND IS HAVING THOUGHTS ABOUT SELF-HARM OR SUICIDE?

A: IF YOU OR SOMEONE YOU KNOW IS IN IMMEDIATE DANGER, GO TO THE NEAREST HOSPITAL; OR CALL THE NATIONAL SUICIDE PREVENTION LIFELINE AT 800-273-TALK (8255) OR CONTACT 911 IMMEDIATELY.

Q: WHAT IF SOMEONE FINDS OUT THAT I AM EXPERIENCING MENTAL HEALTH PROBLEMS?

A: THIS IS A VERY COMMON QUESTION. MENTAL HEALTH CHALLENGES SHOULD BE TREATED LIKE ANY OTHER HEALTH CONCERN THAT YOU MIGHT HAVE, LIKE A BROKEN BONE OR SORE THROAT. ALSO, THERE ARE CONFIDENTIALITY LAWS THAT PROTECT YOU, YOUR PRIVACY, AND YOUR INFORMATION. YOUR MENTAL HEALTH PROBLEM IS NOT TO BE SHARED WITHOUT YOUR CONSENT OR PERMISSION.

FOR ANY FURTHER QUESTIONS, PLEASE REFER TO RESOURCES PROVIDED THROUGHOUT THIS TOOLKIT, AND ASK YOUR SCHOOL PSYCHOLOGIST OR SCHOOL COUNSELOR. WE ARE HERE TO HELP YOU SUCCEED!

HELPFUL RESOURCES



Longwalks is an online journal that asks you daily questions to help you discover yourself and meet new people. Scan the QR code above to learn more!



The calm app offers meditation, sleep aid, gentle movement, and music designed to help you focus, practice mindfulness, and sleep. Scan the QR code above to learn more!



Headspace is a mindfulness app with an interface that's easy to navigate and takes approaching meditating in a fun way! Scan the QR code above to learn more!



BetterHelp is an online therapy service that allows you to text chat with a licensed, accredited therapist 24/7. Scan the QR code above to learn more!

This Mental Health in Schools Toolkit was produced by Chapman University M.A. in School Counseling and Ed.S. in School Psychology graduate students for use in schools and by the community. It is not for commercial sale, in part or in whole.

For more information about Chapman University's M.A. in School Counseling and Ed.S. in School Psychology programs, visit Chapman.edu/education.



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