MENTAL HEALTH TOOLKIT FOR HIGH SCHOOLERS

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MENTAL HEALTH TOOLKIT FOR STUDENTS

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Mental Health

What is Mental Health?[1]

Mental health is successfully performing activities, developing and maintaining relationships, adapting to change, and coping with challenges. Mental health involves your social, emotional, and psychological well-being.

Why is Mental Health Important?[2]

Everyone says that physical health is important, but so is your mental health. It can affect your relationships, mood, learning, physical health, and behavior. It can help with coping with stress, working productively, and building relationships.

## How Can I Improve My Mental Health?[3]

- Get enough sleep
- Stay active
- Pay attention to your feelings
- Express your feelings
- Accept yourself for who you are
- Surround yourself with positivity
- Connect with family/friends

- It's ok to say 'no' sometimes
- Ask for help
- Find healthy hobbies to do
- Spend time outside
- Self-care
- Remind yourself that it's ok to make mistakes
- Keep a healthy diet

[1] U.S. Department of Health and Human Services. (2001). Mental Health: Culture, Race, and Ethnicity—A Supplement to Mental Health: A Report of the Surgeon General. Rockville, MD: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Mental Health Services. https://www.ncbi.nlm.nih.gov/books/NBK44243/

[2] Medline Plus. (2020). How to Improve Mental Health. Retrieved from https://medlineplus.gov/howtoimprovementalhealth.html

[3] Mental Health America. (n.d.). 31 Tips to Boost Your Mental Health. Retrieved from https://www.mhanational.org/31-tips-boost-your-mental-health

What is Positive Psychology? Wellness?
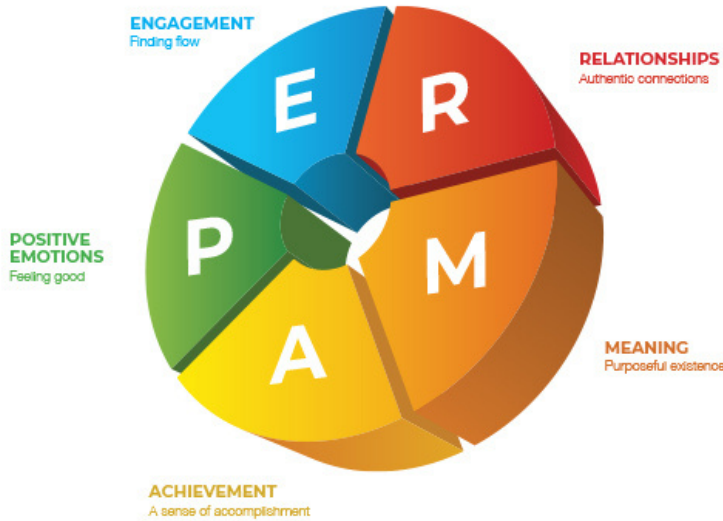
Positive Psychology focuses on the study and practice of the positive emotions, strengths, and virtues that make individuals and institutions thrive.[1]

Martin Seligman, one of the founders of positive psychology, developed the PERMA Model that can help people work towards a life of fulfillment, happiness, and meaning.[2]

Seligman's PERMA Model[3]
P – Positive Emotion: ability to remain optimistic
E – Engagement: activities where we find calm, focus, and joy (ex: dancing, playing a sport)
R – Relationships: strong, positive connections with others
M – Meaning: purposeful existence (ex: religion and spirituality)
A – Accomplishments: pride in achieving goals

Positive psychology aims to increase aspects of wellness. The terms "wellness," "well-being," and "happiness" have often been used together or interchangeably by business, researchers, and the media.

Wellness is the active pursuit of activities, choices and lifestyles that lead to a state of holistic health. Wellness is about more than just physical health. Most models of wellness include at least six dimensions:

- **Physical:** A healthy body through exercise, nutrition, sleep, etc.
- **Mental:** Engagement with the world through learning, problem-solving, creativity, etc.
- **Emotional:** Being in touch with, aware of, accepting of, and able to express one's feelings (and those of others). Coping effectively with life.
- **Spiritual:** Our search for meaning and purpose in human existence.
- **Social:** Connecting with, interacting with, and contributing to other people and our communities. Creating satisfying relationships.
- **Environmental:** A healthy physical environment free of hazards; awareness of the role we play in bettering rather than denigrating the natural environment.[4]

[1] About IPPA. (n.d.). International Positive Psychology Association.
[2] Health, Wellness, and Well-Being: The Need for a Common Terminology. (2018). International Positive Psychology Association. https://www.ippanetwork.org/2018/07/27/health-wellness-and-well-being/
[3] Pascha, M. (n.d.). THE PERMA Model: Your Scientific Theory of Happiness. PositivePsychology.Com. https://positivepsychology.com/perma-model/
[4] What is Wellness? (2019). Global Wellness Institute. https://globalwellnessinstitute.org/what-is-wellness/

Positive Psychology at Home and in School

Positive Education [2]

- Combining positive psychology with an academic setting
- Positive education helps you tap into your strengths and skill sets to reach you goals
- Focus on what you are already good at and build on that
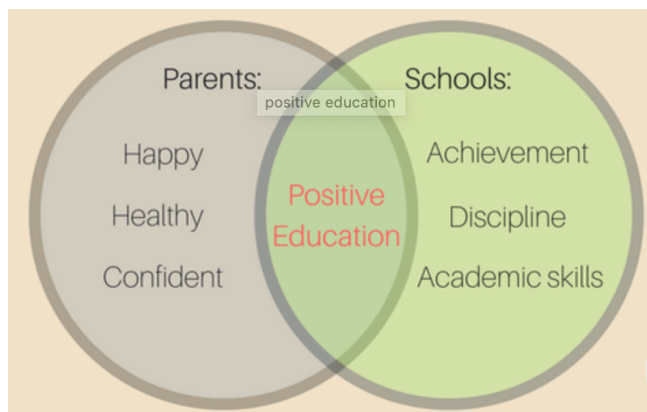
Activities To Do with Family & Friend [1]

- Talk about what makes you happy
- Think of things you are thankful for
- Express your feelings through art, music, writing, etc.
- Morning check-in: talk to a caring adult, sibling or friend about what you are looking forward to for the day. Share a happy memory from yesterday.
- Create a mood board and track your mood each day

Philosophers as far back as Aristotle have considered happiness to be the end goal of education.

Mindfulness Activity [1]

Helps you stay present & reduce stress/anxiety

- Mindful Breathing: Inhale for 7 sec. Exhale for 11 sec. Repeat as many times as need until you feel calm. Try closing your eyes when you do this. You can do this anywhere!

[1] Positive Psychology In Schools and Education For Happy Students. (2020, October 12). Retrieved October 27, 2020, from https://positivepsychology.com/positive-education-happy-students/
[2] Sanders, M.E. (2020, September 28). How to Implement Positive Psychology into the Classroom. Retrieved October 27, 2020, from https://wholebeinginstitute.com/positive-psychology-classroom/

Common Diagnoses and Concerns

The following are some examples of common mental health issues among students your age. Be aware that just because you have some of the symptoms on the list, it does not mean you have a specific diagnosis. If you have concerns about symptoms you may have, talk to your School Counselor or School Psychologist.

WHAT IS IT?

What is ADHD?
A combination of consistent problems, such as difficulty with attention, hyperactivity, and impulsive behavior.

What is Depression?
Extreme sadness nearly every day, loss of interest in enjoyed activities, feelings of worthlessness, and recurrent thoughts of death

What is Anxiety?
Excessive worry that is difficult to control, and it can include unexpected panic attacks

What is Anorexia?
Restricting food, intense fear of gaining weight

What is Bulimia?
Combination of binge eating and compensatory behaviors

WHAT CAN IT LOOK LIKE?

ADHD/ADD
Struggling to maintain focus during school work, being easily distracted during class, a lack of motivation in schoolwork, avoiding doing homework

Depression
Feeling sadness and hopelessness for no reason, becoming irritable and arguing with friends and family, not enjoying games or activities you used to enjoy, weight loss or weight gain you didn't want, trouble sleeping, tiredness, trouble concentrating in class

Anxiety
Feeling "on edge", easily tired, difficulty concentrating in class or in social situations, irritability, muscle tension, trouble sleeping

Anorexia
Extremely low body weight, fear of gaining any weight, hardly eating any food, body dysmophia

Bulimia
Eating large amounts of food in short periods of time, and then engaging in self-induced vomiting, excessive exercise or misuse of laxatives to prevent weight gain

[1] Lu, W. (2019). Adolescent Depression: National Trends, Risk Factors, and Healthcare Disparities. American Journal of Health Behavior, 43(1), 181–194. https://doi-org.libproxy.chapman.edu/10.5993/AJHB.43.1.15
[2] American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Arlington, VA: Author.

What is Culture?

Think about your own cultural background. How would you describe it? What are its origins? How has this shaped your identity and beliefs?

Culture encompasses a common heritage and history of shared values, beliefs, customs, and traditions. People can relate with many different cultural groups, each with their own set of characteristics:

- Race
- Ethnicity

- Gender
- Sexual orientation

- Disability
- Socioeconomic status

The iceberg concept of culture

Surface Culture
Above sea level
Emotional level: relatively low

food • dress • music
visual arts • drama • crafts
dance • literature • language
celebrations • games

Deep Culture

Unspoken Rules
Partially below sea level
Emotional level: very high

Unconscious Rules
Completely below
 sea level
Emotional level:
intense

courtesy • contextual conversational patterns • concept of time
personal space • rules of conduct • facial expressions
nonverbal communication • body language • touching • eye contact
patterns of handling emotions • notions of modesty • concept of beauty
courtship practices • relationships to animals • notions of leadership
tempo of work • concepts of food • ideals of childrearing
theory of disease • social interaction rate • nature of friendships
tone of voice • attitudes toward elders • concept of cleanliness
notions of adolescence • patterns of group decision-making
definition of insanity • preference for competition or cooperation
tolerance of physical pain • concept of "self" • concept of past and future
definition of obscenity • attitudes toward dependents • problem-solving
roles in relation to age, sex, class, occupation, kinship, and so forth

AFS Intercultural Programs Inc., Copyright 2010

[1] Baker, J. (2012). *Contemporary health issues*. CC Licensed Content. https://courses.lumenlearning.com/suny-diseaseprevention/chapter/cultural-diversity-and-mental-illness/
[2] PBS Learning Media. (n.d.). Culture, what you see and what you don't. https://ca.pbslearningmedia.org/resource/e0dddf26-fc83-4178-9db3-5f3a3eeee2f5/culture-what-you-see-and-what-you-dont/
[3] SAMHSA. (2014). *Improving cultural competence*. https://store.samhsa.gov/sites/default/files/d7/priv/sma14-4849.pdf

Cultural Diversity & Mental Health

Cultural diversity can impact our views on mental illness, as well as our willingness to seek out and respond to mental health resources.

Myth

ONE CULTURE IS BETTER THAN ANOTHER.

Fact
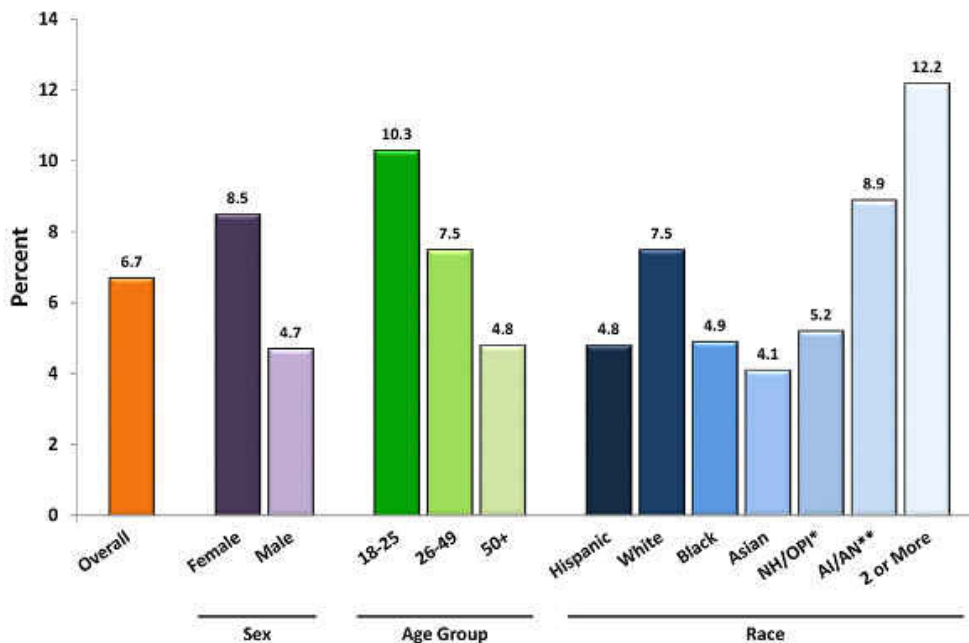
EVERY CULTURE IS UNIQUE.

Your cultural background can reflect how you deal with your day-to-day problems.

How does your culture impact how you deal with stress?

Mental Health within Different Cultures

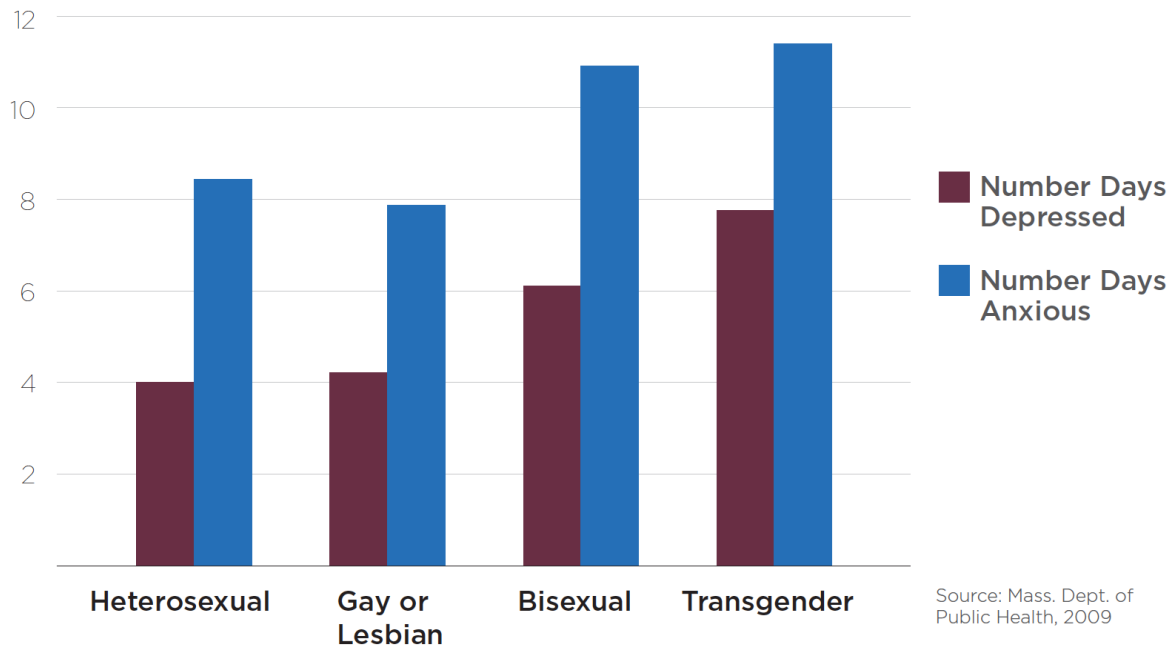**12-month Prevalence of Major Depressive Episode Among U.S. Adults (2015)**

Overall: 6.7

Sex — Female: 8.5, Male: 4.7

Age Group — 18-25: 10.3, 26-49: 7.5, 50+: 4.8

Race — Hispanic: 4.8, White: 7.5, Black: 4.9, Asian: 4.1, NH/OPI*: 5.2, AI/AN**: 8.9, 2 or More: 12.2

Data courtesy of SAMHSA
National Institute of Mental Health

*NH/OPI = Native Hawaiian/Other Pacific Islander
**AI/AN = American Indian/Alaska Native

An average of 6.7% of U.S. adults go through major depressive episodes regardless of sex, age or race.[1]

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[1] TMS Neuro Institute. (n.d.). *What is depression? Am I clinically depressed?* https://tmsneuroinstitute.com/what-is-tms/is-tms-right-for-you/

LGBTQ Individuals and Mental Health

Legend:
- Number Days Depressed
- Number Days Anxious

Categories: Heterosexual, Gay or Lesbian, Bisexual, Transgender

Source: Mass. Dept. of Public Health, 2009

LGBTQ individuals, especially those who identify as transgender, report high rates of depression and anxiety.[1]

Coping Strategies & Resources

- Talk to a trusted adult (e.g., school counselor, school psychologist, teacher, parent/guardian, close relative).
- Talk with a close friend.
- Participate in meaningful activities (e.g., hobbies, leisure, religious group, social activities with family and friends).
- Seek online mental health resources:
  - *National Alliance on Mental Illness (NAMI)*: Teens and Young Adults
 - *American Psychiatric Association*: Mental Health Disparities - Diverse Populations

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[1] American Psychiatric Association. (2017). *Mental health disparities: LGBTQ.* https://www.psychiatry.org/File%20Library/Psychiatrists/Cultural-Competency/Mental-Health-Disparities/Mental-Health-Facts-for-LGBTQ.pdf

Red Flags & Risk Factors

Feeling angry, irritable and agitated often?
Deep feelings of sadness and hopelessness?
Lost of interest/pleasure in activities?
Sleeping too much or too little?

YOU ARE NOT ALONE

Depression, Anxiety, Behavior Disorders, by Age
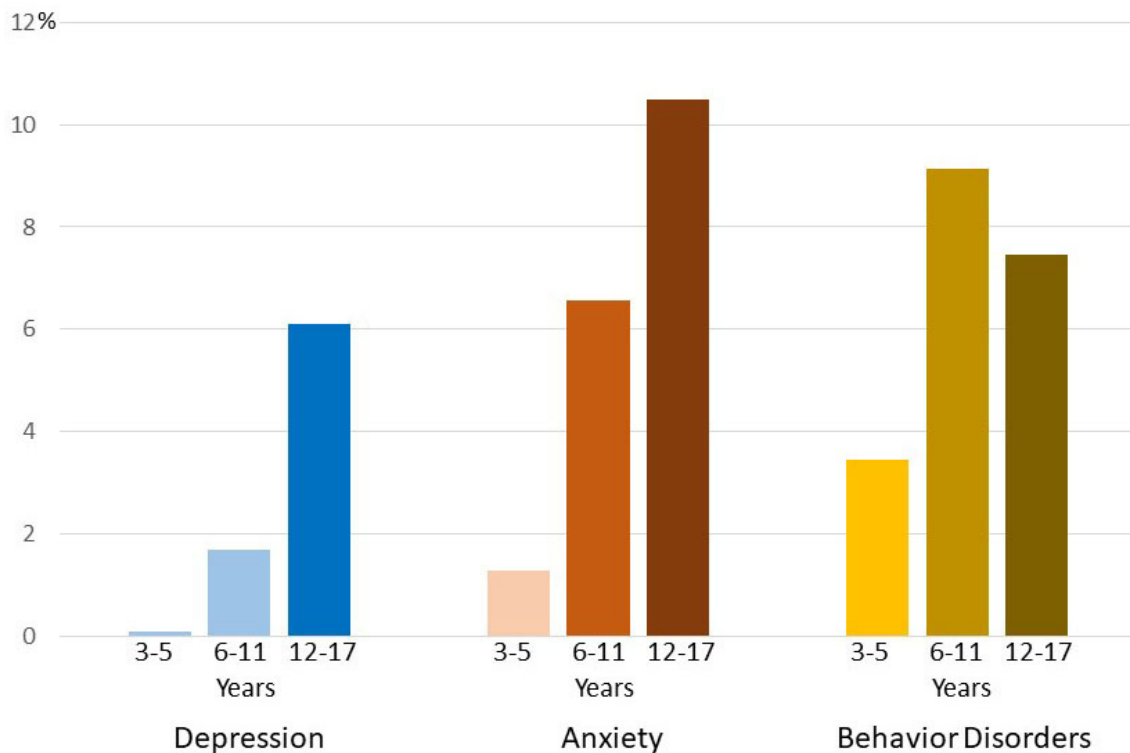
This graph shows kids between the ages of 3 and 17 go through more depression and anxiety as they get older.[1]

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[1] Data and Statistics on Children's Mental Health. (2020, June 15). https://www.cdc.gov/childrensmentalhealth/data.html.

Mental Illness

Red Flags[1]

Red Flags are warning signs

Some things to look out for:

- Feeling very sad or withdrawn for long periods of time
- Out-of-control behavior that causes harm to self or others
- Sudden overwhelming fear for no reason
- Sometimes experiencing a racing heart or difficulty breathing
- Significant weight loss or gain
- Seeing, hearing or things that no one else does
- Excessive use of alcohol or drugs
- Drastic changes in mood, behavior, or sleeping pattern
- Extreme difficulty concentrating or staying still
- Intense worries or fears that get in the way of daily activities

If you believe that you or someone you know is experiencing this, please go & talk to a trusted adult

Risk Factors[2]

Risk factors are things that increases a person's chances of developing the illness

- Relationship with caregivers
- Stressful events (ex.loved one's death)
- Family history (ex. parental mental illness)
- Low self-esteem
- Negative self-talk
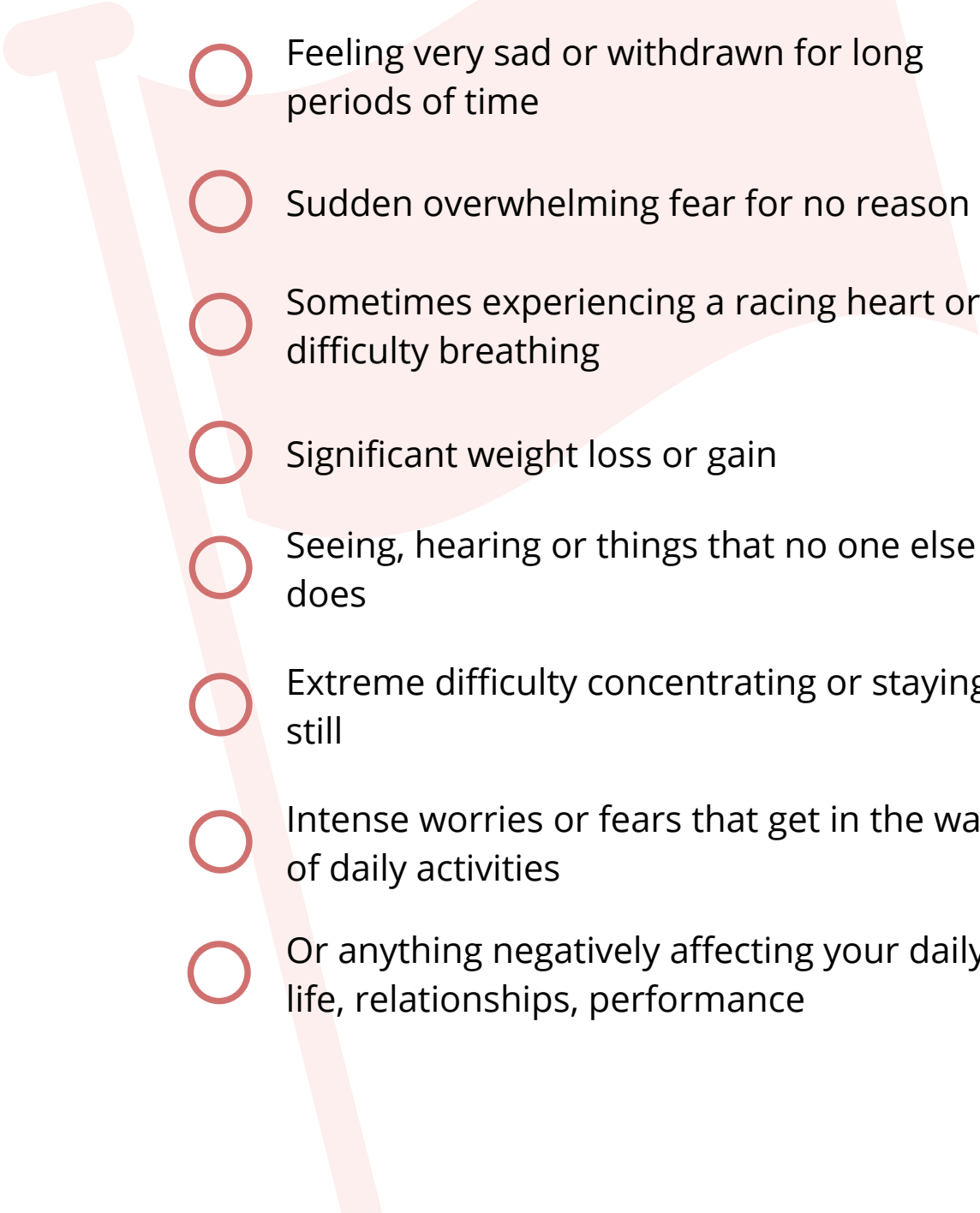- Poor connection to school and peers

Protective Factors[2]

Protective factors are characteristics that help people effectively deal with stress

- Good social and emotional skills
- Parental/Family support
- Participation in school and community events

1 National Alliance on Mental Illness. (n.d.). Common Warning Signs on Mental Illness. Retrieved from https://www.nami.org/NAMI/media/NAMI-Media/Infographics/NAMI-Warning-Signs-FINAL.pdf

2 Wille, N., Bettge, S., & Ravens-Sieberer, U. (2008). Risk and protective factors for children's and adolescents' mental health: Results of the BELLA study. European Child & Adolescent Psychiatry, 17(S1), 133-147. doi:10.1007/s00787-008-1015-y

Mental Illness Red Flags

○ Feeling very sad or withdrawn for long periods of time

○ Sudden overwhelming fear for no reason

○ Sometimes experiencing a racing heart or difficulty breathing

○ Significant weight loss or gain

○ Seeing, hearing or things that no one else does

○ Extreme difficulty concentrating or staying still

○ Intense worries or fears that get in the way of daily activities

○ Or anything negatively affecting your daily life, relationships, performance

If you have checked any of these options or have any feelings of doubt, please go and talk to a trusted adult.

Suicide

Red Flags[1]

Talking about:
- Ending their life
- Feeling hopeless

Behavior:
- Giving away personal items
- Spending a lot of time alone
- Not doing things they used to really enjoy

Emotions:
- Feeling nervous
- Feeling like they don't belong
- Feeling frustrated or angry

Risk Factors[1]

- Lots of stress and feeling overwhelmed
- Use of drugs or alcohol to cope
- Previous difficult life events

What Can I Do?

- Find an adult that you trust
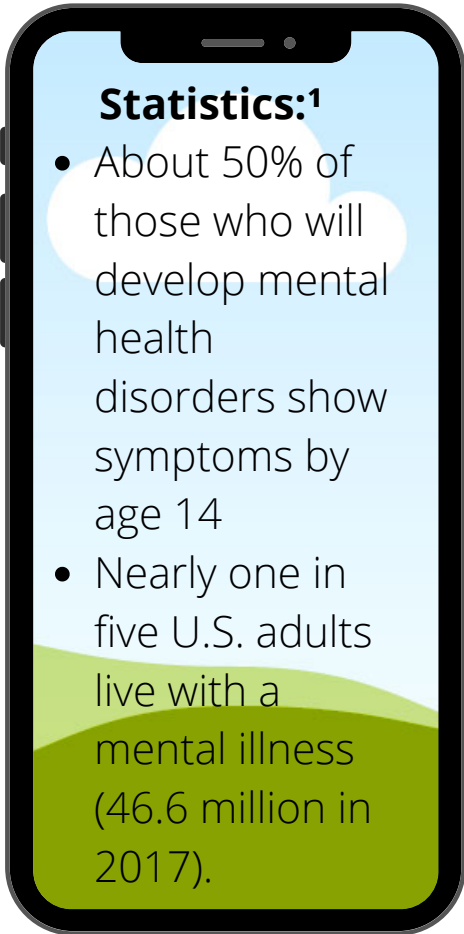- Ask for help

Skills we can build on:
- Build our _relationships_
- Build _communication_, so that we can learn to effectively get our point across
- Build _self-awareness_
  - Identify when having these thoughts and knowing when to get help

You are not alone!

If you believe that you or someone you know is experiencing this, please go & talk to a trusted adult so that we can help you in the best way we can!

NATIONAL SUICIDE PREVENTION LIFELINE™
1-800-273-TALK
www.suicidepreventionlifeline.org

[1] American Foundation for Suicide Prevention. (2020). Risk factors and warning signs. Retrieved from https://afsp.org/risk-factors-and-warning-signs

The Importance of Addressing Mental Health Now

Statistics:[1]

- About 50% of those who will develop mental health disorders show symptoms by age 14
- Nearly one in five U.S. adults live with a mental illness (46.6 million in 2017).

Preventative Measures
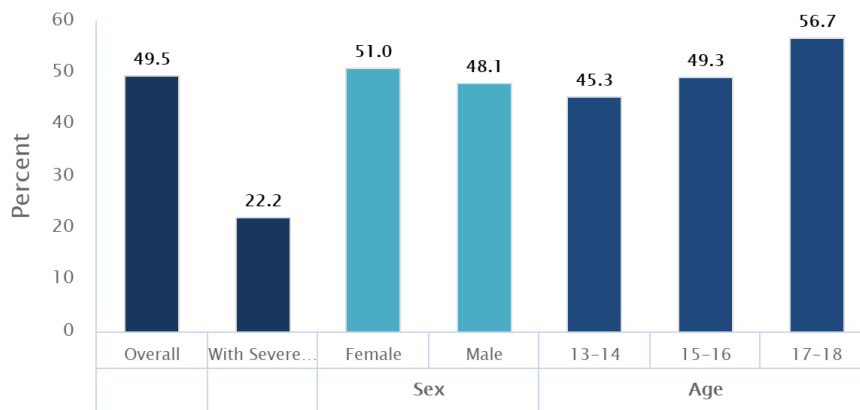
To keeps symptoms under control:

- Take steps to control stress
- Pay attention to warning signs
- Make a plan when symptoms return
- Get check-ups with your doctor
- Get help when you need it
- Take good care of yourself (enough sleep, healthy eating, regular exercise)[2]

Benefits of Receiving Help Early On[3]

- Fewer and less severe continuing symptoms
- Improved diagnosis and treatment
- Quicker referrals to specialist(s)[4]
- Increased self-esteem and motivation
- Less intense treatment[5]

Lifetime Prevalence of Any Mental Disorder Among Adolescents (2001–2004)

Data from the National Comorbidity Survey Adolescent Supplement (NCS–A)

Category	Percent
Overall	49.5
With Severe...	22.2
Female (Sex)	51.0
Male (Sex)	48.1
13–14 (Age)	45.3
15–16 (Age)	49.3
17–18 (Age)	56.7

The graph shows that an estimated 49.5% of adolescents aged 13-18 had a mental disorder (2001-2004).[1]

[1] NIMH » Mental Illness. (2019). NIMH. https://www.nimh.nih.gov/health/statistics/mental-illness.shtml

[2] Mental illness - Symptoms and causes. (2019). Mayo Clinic. https://www.mayoclinic.org/diseases-conditions/mental-illness/symptoms-causes/syc-20374968

[3] Mental Health America. (2016). Position Statement 41: Early Identification of Mental Health Issues in Young People. https://www.mhanational.org/issues/position-statement-41-early-identification-mental-health-issues-young-people

[4] Long-Term Benefits of Early Mental Health Intervention. (n.d.). https://www.mhanational.org/issues/prevention-and-early-intervention-mental-health

[5] Department of Health & Human Services. (2015). Early intervention in mental illness.

Systems Approach to Mental Health

What is a systems approach to mental health?
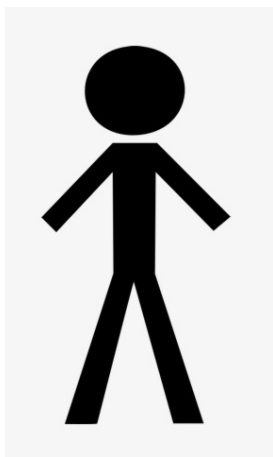
VS.

## "THE WHOLE (SYSTEM) IS GREATER THAN THE SUM OF ITS PARTS."

When talking about mental health for individuals, it's important that we use a systems approach.

A **systems approach** is a framework that allows us to solve a problem by:

- Examining all aspects of an issue
- Understanding how each aspect may be connected
- Evaluating the pros and cons of decisions that are made
- Making adjustments to systems when needed to meet the needs of each person

¹ Betts, F. (1992). How systems thinking applies to education. *Improving School Quality, 50(3),* 38-41.

One example of a systems approach is **Bronfenbrenner's Ecological Systems Theory**. This model begins with the individual and expands out to show the relationship with multiple environments.
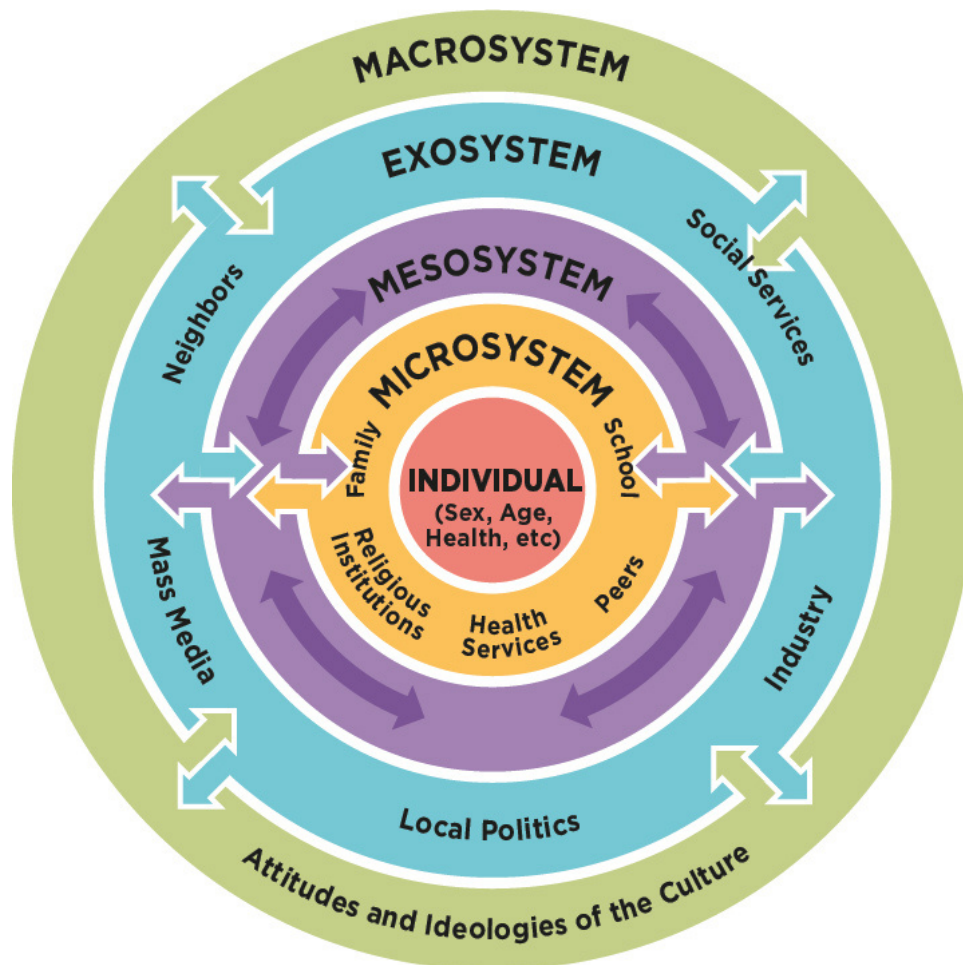

- **Individual** - At the center is an individual with the person's own defined traits (e.g, age, race, gender, sexual orientation)
- **Microsystem** - People and places with which the person directly interacts (e.g., school, family, peers)
- **Mesosystem** - Describes how a person's different microsystems interact together (e.g., communication between home and school)
- **Exosystem** - People and places with which a person is a part of, but does not directly interact (e.g., neighborhood, local politics, school district)
- **Macrosystem** - Broad cultural, social, and political values, attitudes, and ideologies

[1] National Academies of Sciences, Engineering, and Medicine. (2016). *Preventing bullying through science, policy, and practice.* The National Academies Press.

Why is a systems approach to mental health useful?

As you get older over the years, many elements in your environment influence your physical and psychological development. Some affect you directly, such as your parents/guardians, friends, and teachers, while others indirectly, such as laws passed.
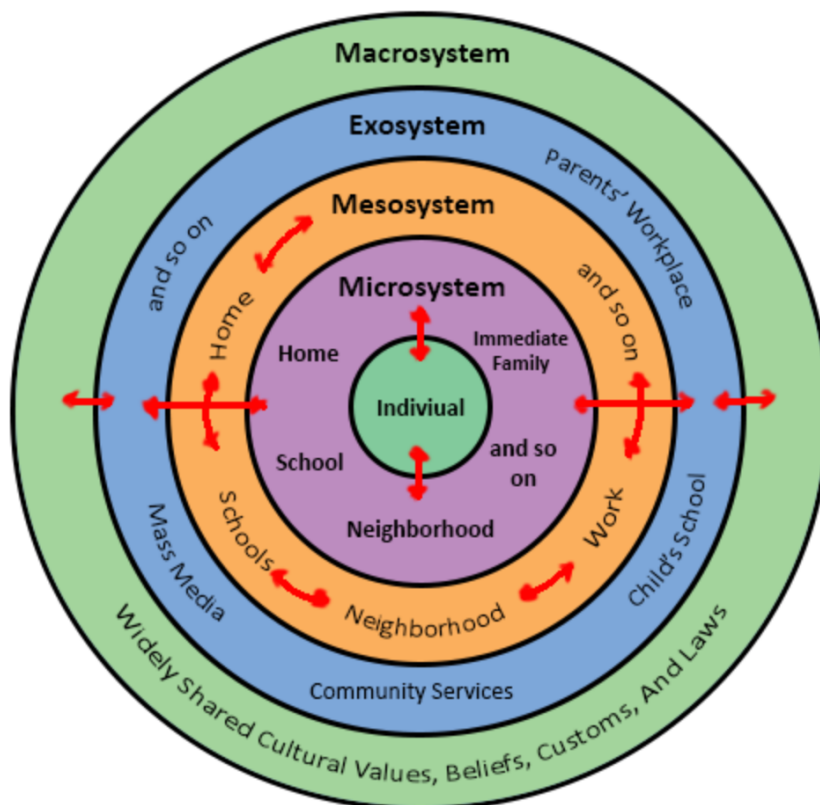
The way each system interacts with each other and with you impacts your development positively or negatively. When your counselors use this systems-based approach, they can look at the different aspects that are affecting you and identify what is helping you grow or hurting you. Your counselor can then show you and your parents or guardians how these systems are affecting you and together we can identify the best interventions to help you reach your mental health goals!

[1] Anders, Y., Cadima, J., Evangelou, M., & Nata, G. (2017, February 28). Parent and family- focused support to increase educational equality. Retrieved 2020, from http://archive.isotis.org/wp-content/uploads/2017/04/ISOTIS_D3.1-Parent-and-family-focused-support-to-increase-educational-equality_CENTRAL-ASSUMPTIONS-AND-CORE-CONCEPTS.pdf

How Do Schools Play a Role?

It is important for schools to create a space to feel safe and empowered.

What your school can do to help support mental health[1]:

- Provide a mental health professional (School Counselor/School Psychologist)
- Comprehensive mental health services that reach the whole student population, smaller targeted groups, and individual needs.
- Collaboration between schools and community providers
- Enable schools to promote mental wellness for all students
- Identify and address issues before they escalate
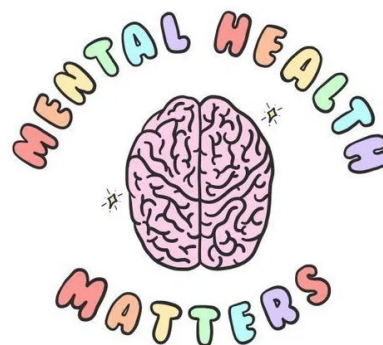
Adults at school can support your mental health, even if you do not have a specific diagnosis.

What you can talk to adults at school about:

- Bullying
- Conflicts with Peers
- Making Friends & Social Skills
- Self-Esteem
- Goal-Setting
- Stress
- Bullying
- Identity Issues
- Home Problems
- Recent Death or Loss

Getting help early is always the best option!
Reach out to your School Counselor or School Psychologist for help!

[1] NASP. (2016). School-Based Mental Health Services. Retrieved October 2020, from https://www.nasponline.org/resources-and-publications/resources-and-podcasts/mental-health/school-psychology-and-mental-health/school-based-mental-health-services
[2] Mental Health America. (2020). Prevention and Early Intervention in Mental Health. Retrieved October 2020, from https://www.mhanational.org/issues/prevention-and-early-intervention-mental-health

Those Who Can Help

TEACHER[1]

- help with any arrangements you need in the classroom
- provide a safe environment
- help you access mental health resources

SCHOOL PSYCHOLOGIST[2]

- help process your problems and plan goals with you
- evaluate, test and create programs to help you succeed
- meet with your parents and teachers to help solve problems
- help you succeed academically, socially, behaviorally and emotionally

NURSE[1]

- provide general first aid
- give medication if needed
- teach you about health and health-related issues

COUNSELOR[1]

- listen to any of your needs
- support you and your mental health
- help with academics, career, and social/emotions
- prepare you for life
- be your biggest cheerleader

PRINCIPAL[1]

- primarily in charge of students and faculty
- responsible for building community relationships among everyone

CAMPUS SAFETY/POLICE[3]

- provide a safe environment for you

ADMIN[1]

- in charge of attendance
- resource for contacts

[1] Who are the school staff in my child's school? USAHello. (2020, September 25). https://usahello.org/education/children/school-staff/.
[2] Definition of roles: Teachers and support staff. Greater Johnstown School District, Johnstown, NY. (2017, October 20). https://www.johnstownschools.org/academics/special-education/definition-roles-teachers-support-staff/.
[3] McGrath, M. K. Responsibilities of Campus Police, Security Guards, and Law Enforcement. Rave Mobile Safety. https://www.ravemobilesafety.com/blog/what-are-the-responsibilities-of-campus-police-security-guards-and-law-enforcement.

Legal & Ethical Issues

It might be scary at first to talk to your School Counselor or Psychologist, but it is important to know that what you talk about with them will be **confidential**. This means that your School Counselor or Psychologist will not talk to other people about what you discuss with them.

However, there are a few exceptions in which your School Counselor or Psychologist may have to involve others for your safety, such as parents/guardians or other adults at school.

These exceptions include:
- If you are going to hurt yourself
- If you are going to hurt others
- If others are hurting you
- If you are going to commit a serious crime

The purpose of involving others in these cases is not to get you in trouble. The purpose is to get you and anyone else involved the help needed.

Why do We Protect Privacy?
- Protect yours or your family's safety
- Protect information from becoming public, unless necessary
- It'll help you continue to get the services you need

"I have strict parents, so they'll want to know everything. Will you tell them?"
Even though your parents do have a right to your educational information, we will only provide broad generalizations to your parents about what we talk about if they ask. We will always tell you first before we speak to your parents.

Please visit http://www.teenhealthrights.org/ if you have questions about sex, pregnancy, or other legal topics

School-Wide Steps to Address Student Mental Health

We are committed to providing a safe and supportive school environment for all students. Below are some important policies that aim to protect the physical and mental well-being of our students.

School Policies

- **Anti-Bullying Policy**: Creating a safe space for learning is crucial, whether virtual or on campus. Bullying can have detrimental effects on a person's physical and mental health.
    - **Verbal bullying** (e.g., teasing, name-calling, inappropriate sexual comments, threats to hurt someone)
    - **Social bullying** (e.g., leaving someone out on purpose, spreading rumors, embarrassing someone in public)
    - **Physical bullying** (e.g., hitting/kicking/punching, spitting, taking or breaking someone's things, making mean or rude hand gestures)

- ***What You Can Do: Seek help & be an ally! Students are encouraged to and should immediately report any witnessed incidents of bullying to the School Counselor, School Psychologist, Principal, or any teacher or administrator.***

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[1] Stopbullying.gov. (2020). *What is bullying.* https://www.stopbullying.gov/bullying/what-is-bullying

School Policies (continued)

- **Anti-Harassment and Discrimination Policy**: We are also committed to maintaining an environment that is free of any harassment, including sexual harassment, discrimination, and retaliation. Harassment and discrimination of a student by another student, or by a teacher or staff member, are violations of school policy.

- **Disability Accommodations Policy:** The Americans with Disabilities Act (ADA) prohibits discrimination on the basis of disabilities in places of public accommodations. Students with qualified disabilities, or their parents, may request reasonable accommodations that will allow the student full and equal access to the goods, services, and operations of the school.

[1] American Civil Liberties Union. (n.d.). *Model anti-harassment and discrimination policies for schools.* https://www.aclu.org/other/model-anti-harassment-and-discrimination-policies-schools#:~:text=Model%20Anti%2DHarassment%20Policy&text=Harassment%20of%20a%20student%20by,identity%2C%20religion%2C%20or%20disability
[2] ADA.gov (n.d.). *Public accommodations and commercial facilities (Title III).* https://www.ada.gov/ada_title_III.htm#:~:text=Title%20III%20prohibits%20discrimination%20on,care%20facilities%2C%20recreation%20facilities%2C%20and

Mental Health Programs

As a part of our school policy, we also promote healthy social and emotional development for all students through school-wide mental health programs.


Student Wellness Workshops

- Stress Management
- Anxiety Coping Skills
- Healthy Sleep Habits
- Healthy vs. Unhealthy Relationships
- Financial Wellness
- Substance Abuse
- Anti-Bullying
- Self-Care
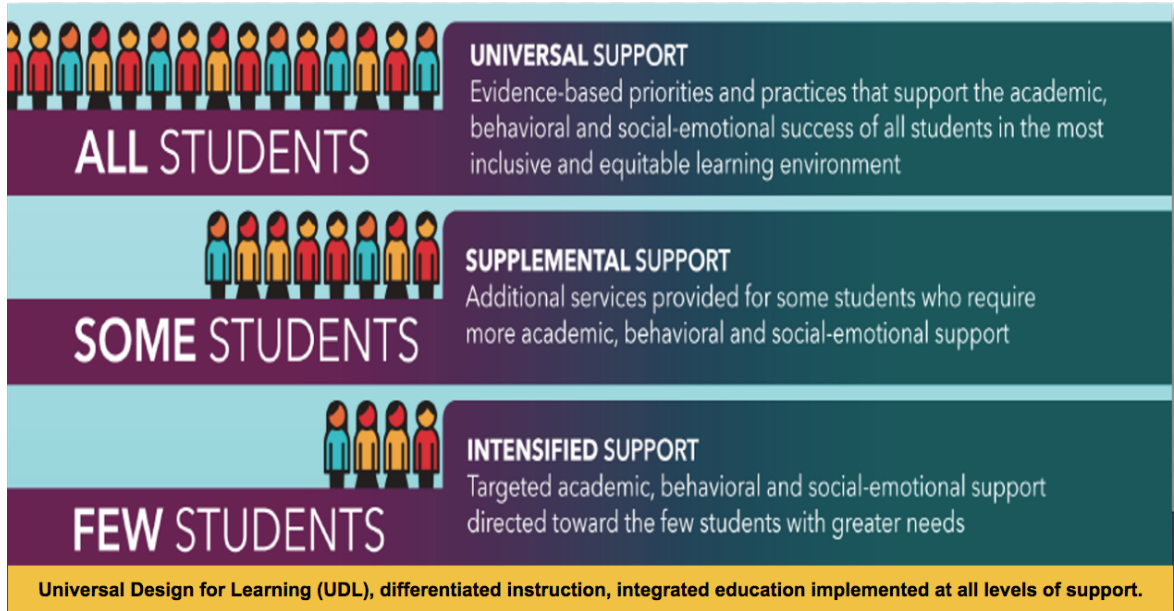- And More!

Multi-Tiered Approach

School counselors and staff members use **Multi-Tiered Systems of Support (MTSS)** to effectively and efficiently organize and deliver academic, social, emotional, and behavioral resources and supports to students. MTSS is best described as the "umbrella" for a range of tiered systems of support (e.g., RTI, PBIS, positive behavior for learning, integrated academic and behavior systems).[1]
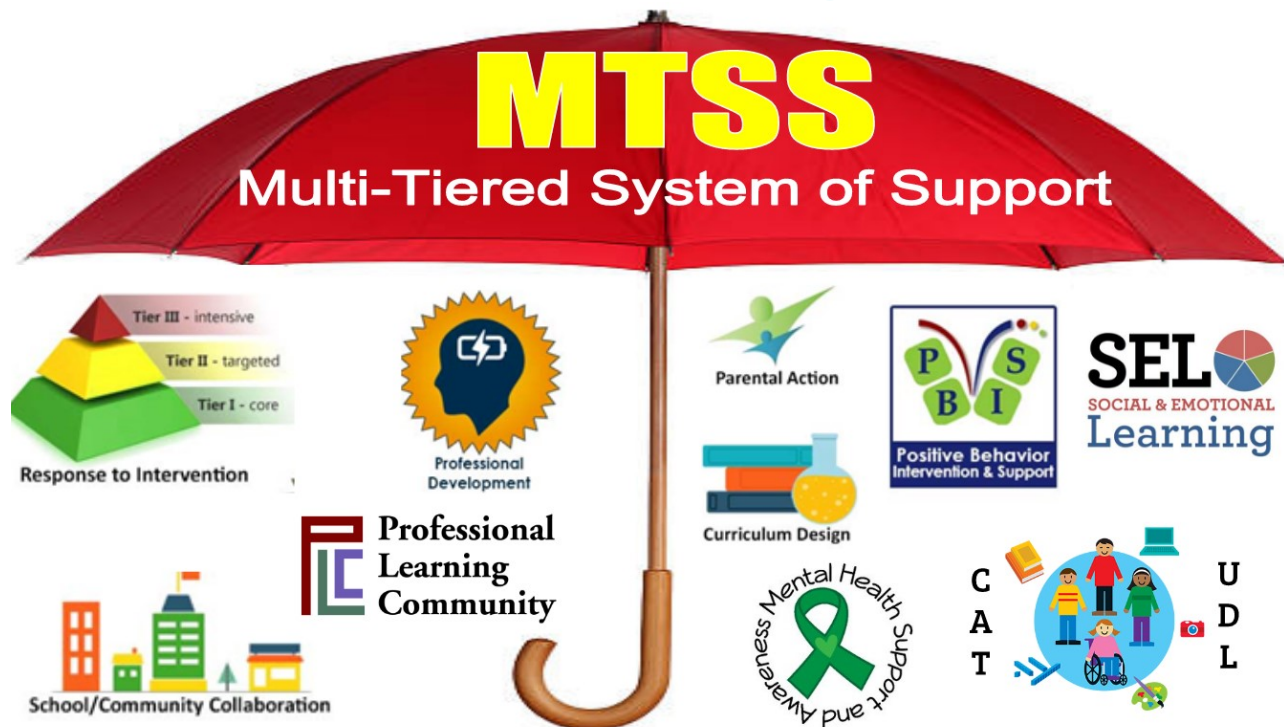
[1] Goodman-Scott, E., Betters-Bubon, J., & Donohue, P. (2019). The school counselor's guide to multi-tiered systems of support. Routledge.
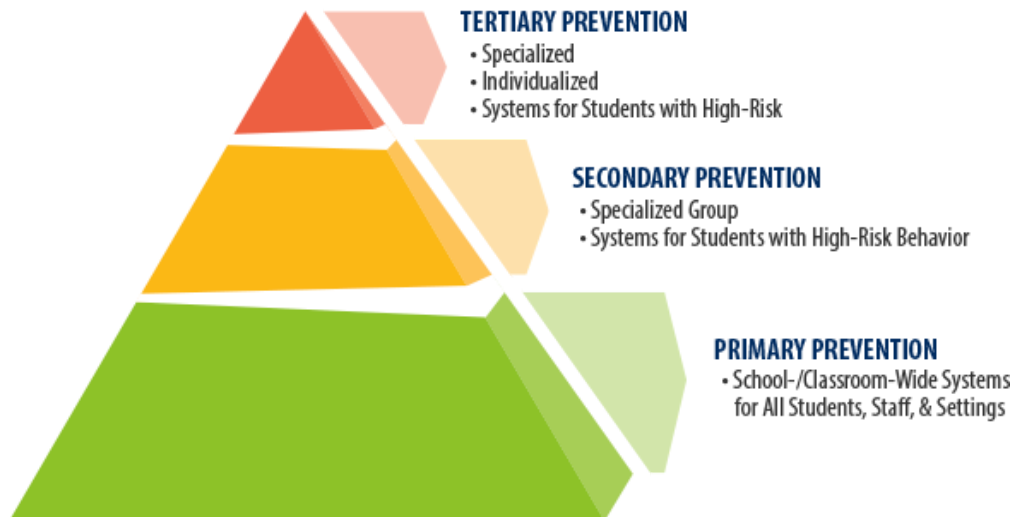
Multi-Tiered Approach

Multi-Tiered Systems of Support (MTSS) are inclusive of ALL students regardless of age, race, zip code, language, physical challenge, or intellectual competence in order to develop an educational system where **All Means All**. MTSS aims to provide better resources and support for every student's needs.[1]

UNIVERSAL SUPPORT
Evidence-based priorities and practices that support the academic, behavioral and social-emotional success of all students in the most inclusive and equitable learning environment

ALL STUDENTS

SUPPLEMENTAL SUPPORT
Additional services provided for some students who require more academic, behavioral and social-emotional support

SOME STUDENTS

INTENSIFIED SUPPORT
Targeted academic, behavioral and social-emotional support directed toward the few students with greater needs

FEW STUDENTS

Universal Design for Learning (UDL), differentiated instruction, integrated education implemented at all levels of support.

Why do we use MTSS in our schools?

An MTSS framework can support your mental health by:

- Educating all members in our community (you, your peers, teachers, and parents) about the importance of mental health
- Providing interventions to students who present risk factors
- If the concern is severe and requires specialized interventions, we can refer to an outside agency if we do not provide the required service.

TERTIARY PREVENTION
- Specialized
- Individualized
- Systems for Students with High-Risk

SECONDARY PREVENTION
- Specialized Group
- Systems for Students with High-Risk Behavior

PRIMARY PREVENTION
- School-/Classroom-Wide Systems for All Students, Staff, & Settings

[1] Arellano, L. M. (2020). Strong Universal Supports Entails School Counselor Leadership [Slides]. Google Slides. https://docs.google.com/presentation/d/1UZ7HYm1HpVJIDtokbNI2Doc_8Nls_i21ovAAiGEktVc/edit#slide=id.p
[2] McIntosh, K. and Goodman, S. (2016). Integrated Multi-Tiered Systems of Support, Blending RTI and PBIS. New York, NY: The Guilford Press

Multi-Tiered Approach

Tier 1 (support given universally to every student)[1]

- Evidence-based practices examples include:
  - Second Step, Student Success Skills (SSS), Promoting Alternative Thinking Strategies (PATHS), Positive Action (PA), Responding in Peaceful and Positive Ways (RIPP), Strong Kids, Too Good for Violence, and Too Good for Drugs.
- Other practices:[2]
  - Values-In-Action, Well-Being Therapy (WBT), Gratitude Journaling, Universal Screening SEL/Behavior, Restorative Practices/Circles, Wellness Wednesdays/Mindful Mondays

Screening [3]

STOP

Screening needs to happen before moving onto the next tier

- Once the preventive practices have been implemented, a screening is utilized to determine which students will need further support (tier 2)
- Examples of screeners
  - Interview
  - Survey
  - Rating scales

Tier 2 (support given to some students)[2]

- Student Success Skills (SSS), Skills for Social and Academic Success (SASS), Incredible Years (IY): The Dina Dinosaur Social Skills and Problem-Solving Curriculum, Coping Cat, Why Try (resilience education program)
- Small group counseling, Educational Therapy Program, Mentor Program, Resource Mapping

Screening [3]

STOP

Screening needs to happen before moving onto the next tier

- Upon the implementation of tier 2 interventions, it is necessary to determine whether students should be provided with more support, often individualized support (tier 3)
- Example of screeners
  - Interview
  - Survey
  - Rating scales

[1] Goodman-Scott, E., Betters-Bubon, J., & Donohue, P. (2019). The school counselor's guide to multi-tiered systems of support. Routledge.
[2] Love, B., & Gomez, V. (2020). OCDE Session 1 SEL & Trauma Informed Approaches [Slides]. Google Slides. https://bit.ly/OCDE1012020
[3] Goodman-Scott, E., Betters-Bubon, J., & Donohue, P. (2019). The school counselor's guide to multi-tiered systems of support. Routledge.

Multi-Tiered Approach

Tier 3 (support given to few students)[1]

- Solution-Focused Brief Therapy (SFBT), Cognitive Behavioral Therapy (CBT), Motivational Interviewing (MI), FIRST STEP Next
- Cognitive Behavioral Intervention for Trauma in Schools (CBITS), Check In/Check Out

Progress Monitoring[2]

This is used at all 3 tiers to assess the effectiveness of the interventions & practices put into place. This can also help identify at-risk students.

Here are some ways progress monitoring happens at all 3 tiers:
- Data collection
  - Surveying
- Teacher reports
  - Check-in with students
- Student observation
- Individual & group sessions with a school counselor

Self-Progress Monitoring

- Journal moods and feelings
- Create checklist of tasks and goals
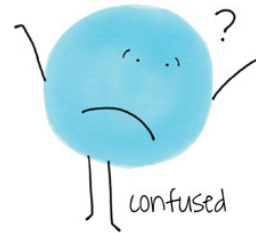- Talk to a parent/guardian about completed or upcoming tasks

GO TEAM

[1] Love, B., & Gomez, V. (2020). OCDE Session 1 SEL & Trauma Informed Approaches [Slides]. Google Slides. https://bit.ly/OCDE1012020
[2] Borntrager, C., & Lyon, A. R. (2015). Client progress monitoring and feedback in school-based mental health. Cognitive and behavioral practice, 22(1), 74-86. doi:10.1016/j.Cbpra.2014.03.007
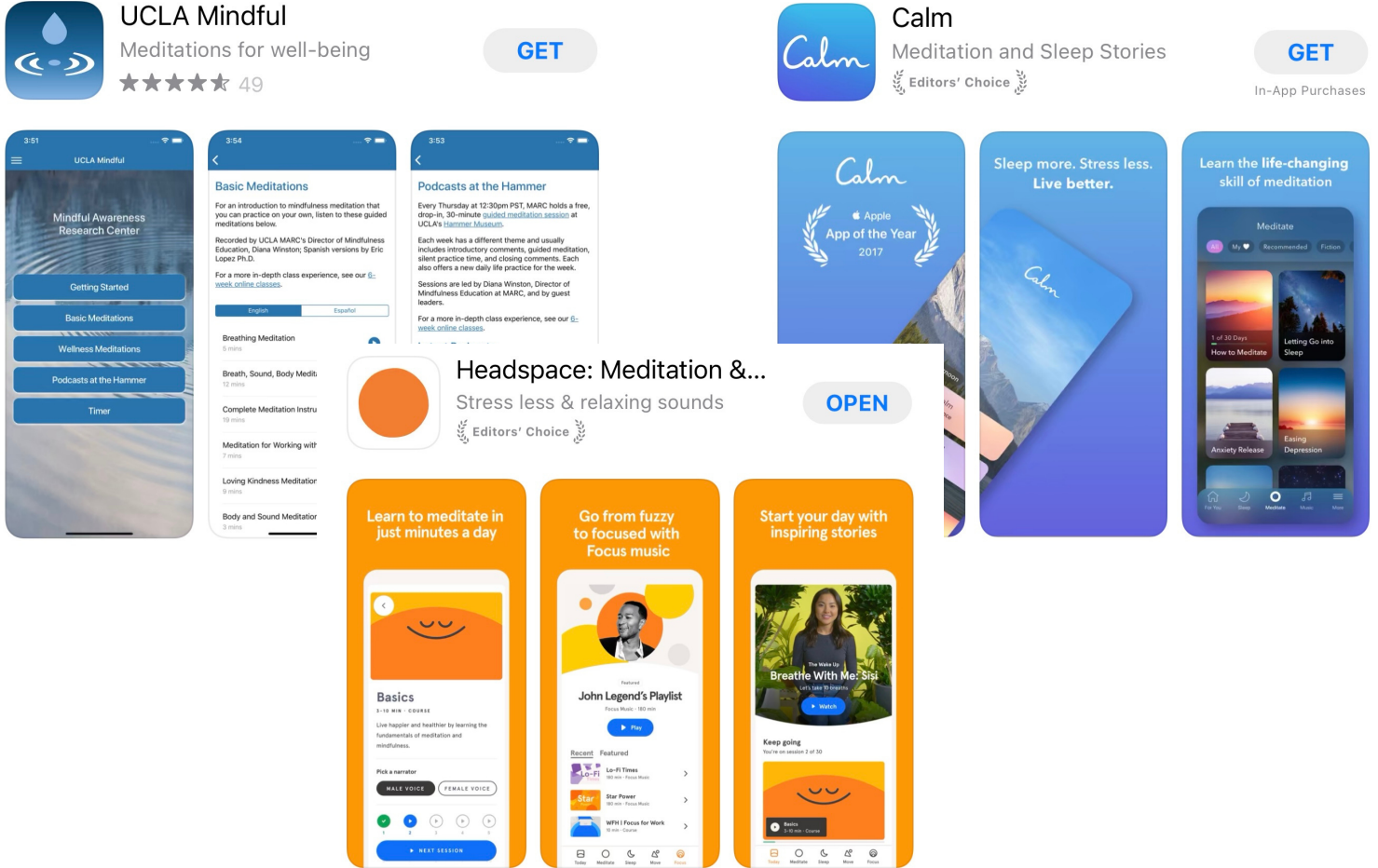
Feelings Check

how are you feeling?

happy

silly

good

proud

shy

angry

confused

sad

tired

worried

annoyed

scared

Resources for You

Meditation apps you can download and use to help reduce anxiety:

UCLA Mindful
Meditations for well-being
★★★★☆ 49
GET

Calm
Meditation and Sleep Stories
❦ Editors' Choice ❧
GET
In-App Purchases

Headspace: Meditation &...
Stress less & relaxing sounds
❦ Editors' Choice ❧
OPEN

If you are in a crisis, reach out to:

National Suicide Hotline

Available 24/7

Helps individuals in suicidal crisis with support

1-800-273-8255

or **Dial 911**

if in need of immediate assistance.

For more help hotlines, please visit: https://teencentral.com/help/.

CHAPMAN UNIVERSITY | **Attallah College of Educational Studies**