

Working Together for School Mental Health

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Why Child and Youth Mental Health?

- It's very common (13-25%)
- Not everyone gets help (only 1 in 6 access services)
- 70% of adults with a mental illness indicate that it started before they were 18 (50% before 14)
- Suicide is the 2nd leading cause of death in ages 16-24 (Statistics Canada, 2002)
- If one mental health disorder is present, more than likely there will be other problems present (45% have more than 1)
 - Other mental illness
 - **Learning and school-related problems**
 - Health problems
 - Substance use / abuse
 - Developmental issues
 - Risk-taking behaviour
 - Legal infractions

There is a significant relationship between mental health and achievement



If we are serious about narrowing the gap, we need to understand that students with mental health issues perform less well in school, and frequently disengage over time

Mental Health in Schools

- Mental health literacy and stigma reduction
 - universality, accessibility, acceptability
- Promoting mental health (from safe schools to pro-social learning)
- Identification of mental health problems
- Mental health care delivery (onsite/facilitated)
- Schools can be a hard place to work so we need to support the mental health of teachers too!



“School systems are not responsible for meeting every need of their students. But when the need directly affects learning, the school must meet the challenge.”

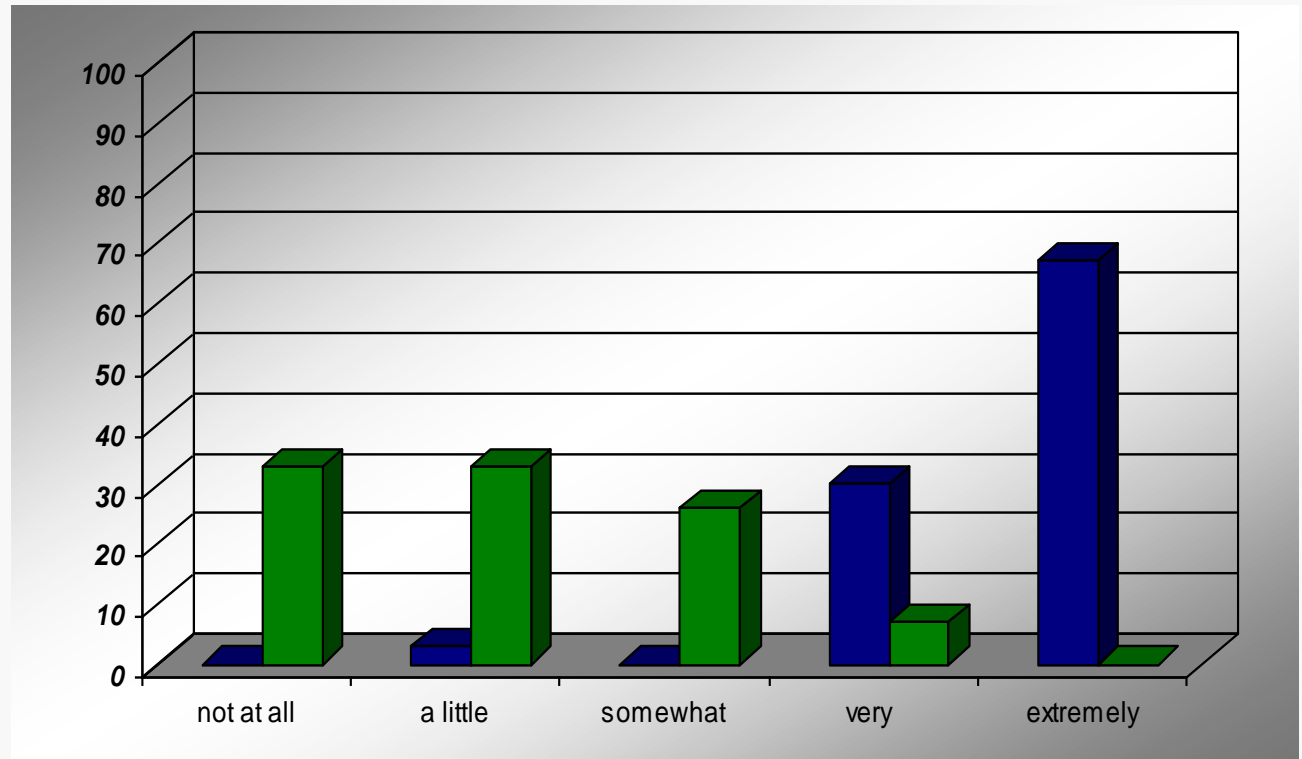
Carnegie Council Task Force on Education of
Young Adolescents, 1989

But.....

**The mental health of our children should not be
solely
on the backs of teachers!**

Concern About Mental Health...

Educator
Level of
Concern...



Educator Preparedness...

Student and Provider Perceptions

- **Stigma**
 - 70% of students and 51% of service providers feel stigma is a barrier to service use in schools
- **Resources**
 - 72% of students felt that there are no resources in their school for MH concerns
 - Only 31.5% of students felt teachers were prepared to deal with mental health needs

(Bowers & Manion, 2012)

Scanning the Practice Landscape in School-Based Mental Health

Short, Ferguson, & Santor, 2009

Taking Mental Health to School: A Policy-Oriented Paper on School-Based Mental Health in Ontario

Santor, Short, & Ferguson, 2009

http://www.onthepoint.ca/products/product_policypapers.htm

School-Based Mental Health and Substance Abuse Consortium

- 40 member organizations from across Canada
- Led by the Ontario Centre of Excellence for Child & Youth Mental Health
- Four key activities:
 - Systematic Review
 - National Survey
 - National Scan
 - Knowledge Mobilization



SBMHSA Consortium Key Findings

Meta-Synthesis of Reviews

MH Promotion		Prevention	Intervention/ Ongoing Care
<i>School/Class-wide Social Emotional Learning is associated with enhanced pro-social ability and academic achievement</i>	Internalizing	Cognitive-Behavior Therapy / Behavior Therapy that is skill-based and builds protective factors can reduce symptoms	CBT/BT focused on core elements like social problem solving, cognitive restructuring, relaxation
	Externalizing	Cognitive-Behavior Therapy / Behavior Therapy that builds conflict resolution and anger management skills can reduce symptoms	CBT/BT focused on core elements like identifying cues for aggression, resisting automatic aggressive impulses, alternative behaviors
	Substance Use	Mixed results – best strategies are interactive and build refusal and life skills	Insufficient evidence

SBMHSA Consortium Key Findings

National Survey of Schools and Districts

Broad Findings

85% of board-level respondents, and 65% of school-level participants, indicated they were concerned or very concerned about student mental health and/or substance use

Over 80% of respondents indicated that there are unmet student mental health and/or substance use needs in their board or school

Most Common – Problems With: attention & learning, anxiety, substance use, social relationships & bullying, oppositional behavior & aggression, depressed mood

Identified need for organizational conditions at the school and district level (board policy, clear service pathways, infrastructure, role clarity, systematic PD)

Inconsistent coverage of the continuum of care in districts and schools. Primary focus on identification and referral, individual intervention and crisis intervention

Implementation Barriers include: insufficient resources in schools/communities, insufficient qualified staff in school boards, need for parent engagement/collaboration, need for promotion/prevention programming, need for systematic PD for educators

SBMHSA Consortium Key Findings

Scan of Nominated Best Practices

Broad Findings

Report of 147 nominated programs and strategies, from every province

Programs were from across the continuum of care

Development and adaptation driven by need, resulting in islands of innovation

Inconsistent alignment with evidence, inconsistent use of local evaluation

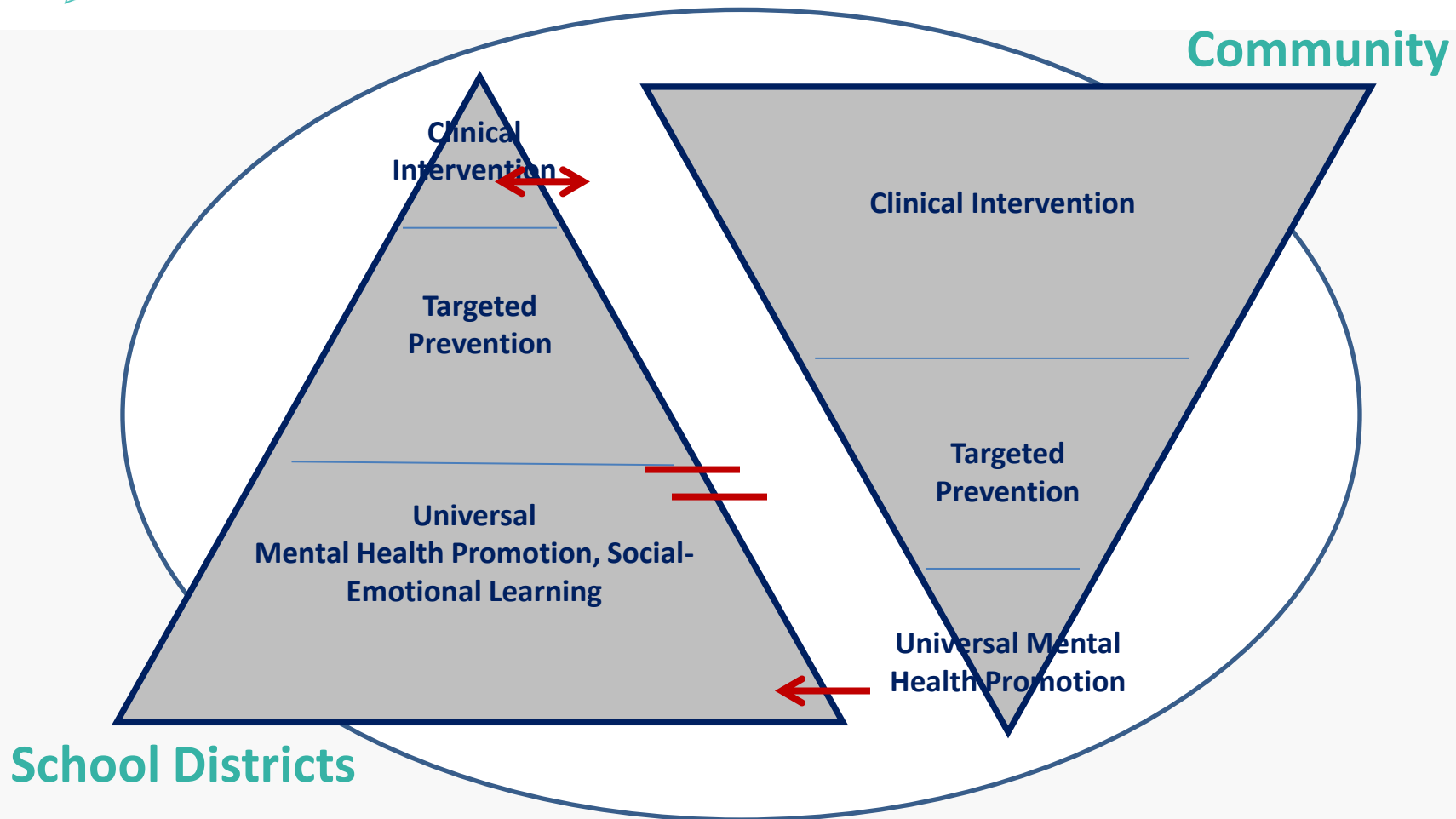
Huge costs, sustainability unclear

Bottom Line

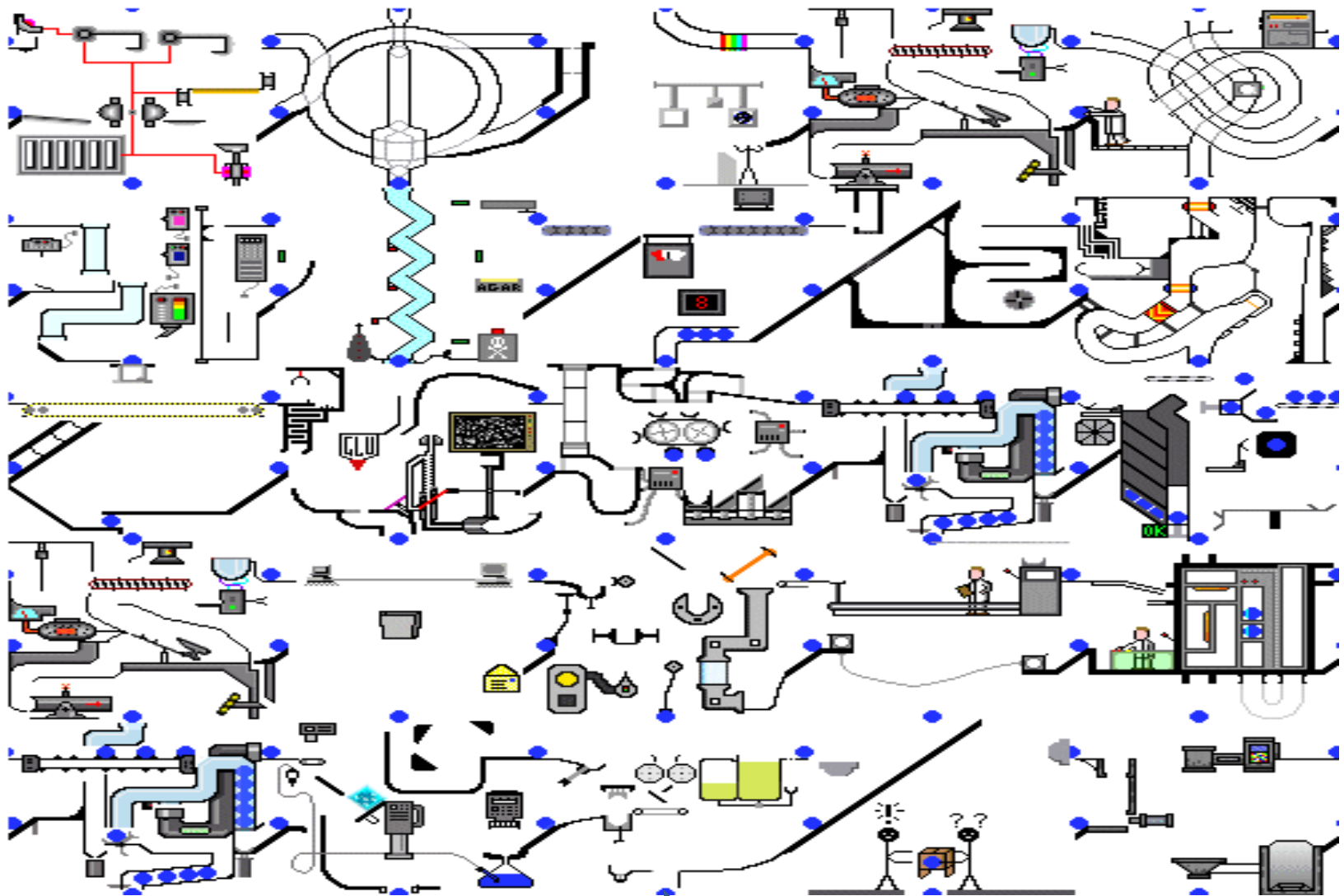


- Not using what we already know in school MH
- Patchwork of programs needs to be organized
 - more accessible and strategic links to evidence
 - decision support tools
 - common elements across continuum of care
- Organizational conditions not in place to deliver coordinated, EB strategies across full continuum
- Implementation supports needed to ensure that these conditions in a sequenced and sustainable manner
- All efforts need systematic evaluation

What is the role of schools in the whole community continuum of care?



System Transformation



GOAL

Improved Outcomes for youth



What Will it Take?

- Courageous leadership
- Political will
- Long term vision
- Change readiness
- Willingness to collaborate and not compete

Collaboration
is not about gluing together
existing egos. It's about the
ideas that never existed until
after everyone entered the room.

@Daily.Dose

Tying it all Together!

- To share and make better use of what we already know
- To help with implementation
- To establish and maintain partnerships
- To ensure true system change
- To align across jurisdictions
- To evolve the knowledge base collectively over time





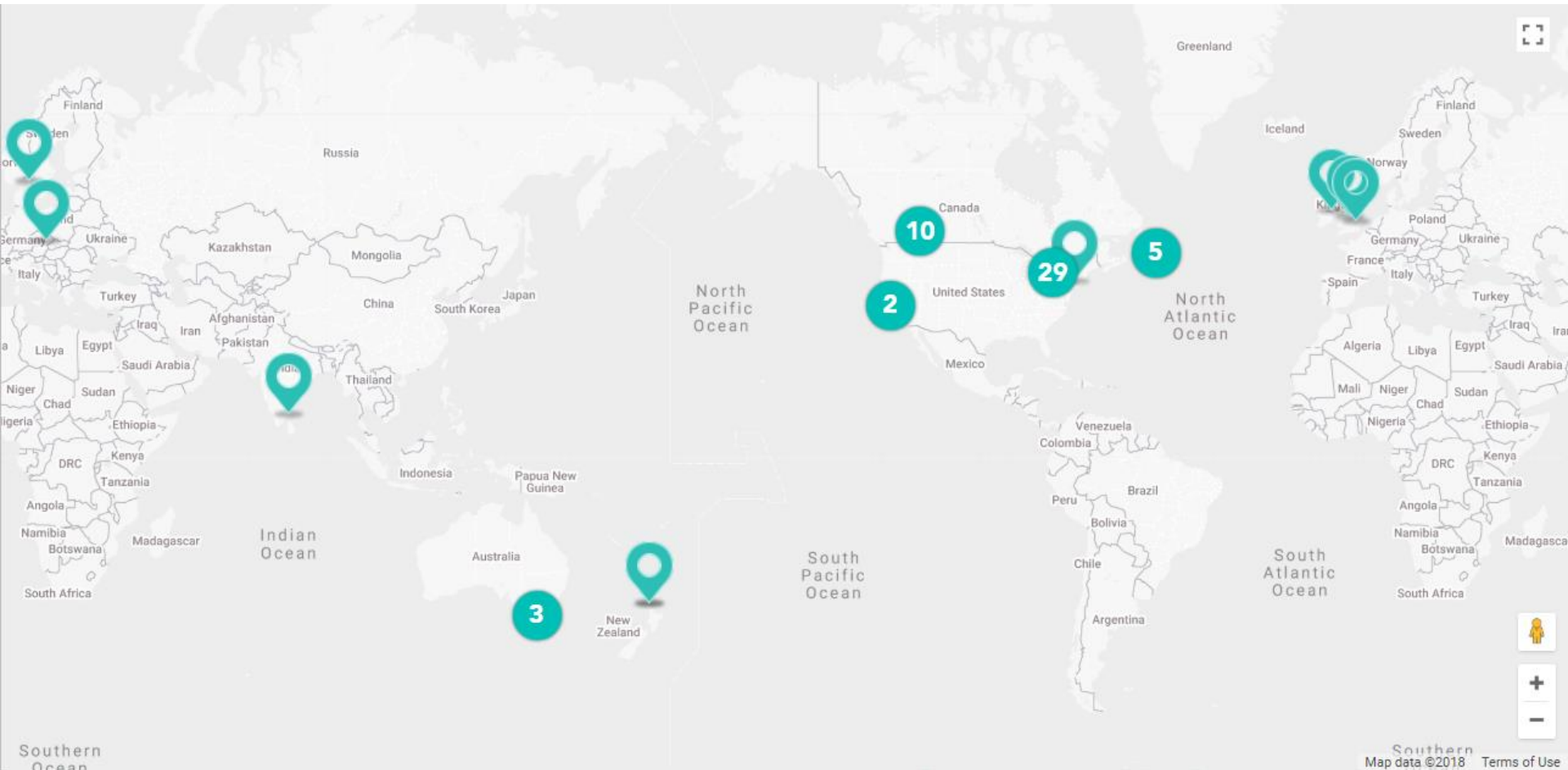
WELCOME TO FRAYME

WE BELIEVE HEALTHY YOUNG PEOPLE EVERYWHERE MEANS A HEALTHY FUTURE AND A HEALTHY NOW

Enter Frayme

An international knowledge mobilization network in youth mental health and substance use services.

Frayme's Network



How it works



Priority Projects

- Best Practices in ISCM
 - Literature review
- Pathways
 - Scan of IYS & SC pathways
- Data collection
 - Minimal core data set
 - Common platform
- Detailed scan of IYS services
- Gap analysis of evidence in IYS and SC models
 - Pending publication of partner-led scoping reviews
- Peer Support Curriculum



Priority Projects

- Technology for IYS
 - Scan and best practices
- Indigenous strategy
 - Identify and engage Indigenous partners
 - Synthesize model adaptations for Indigenous communities
- Vocational supports as part of IYS
- School and post-secondary based and linked IYS services
- Youth engagement synthesis and policy
 - Synthesis in process
 - Policy co-created with youth



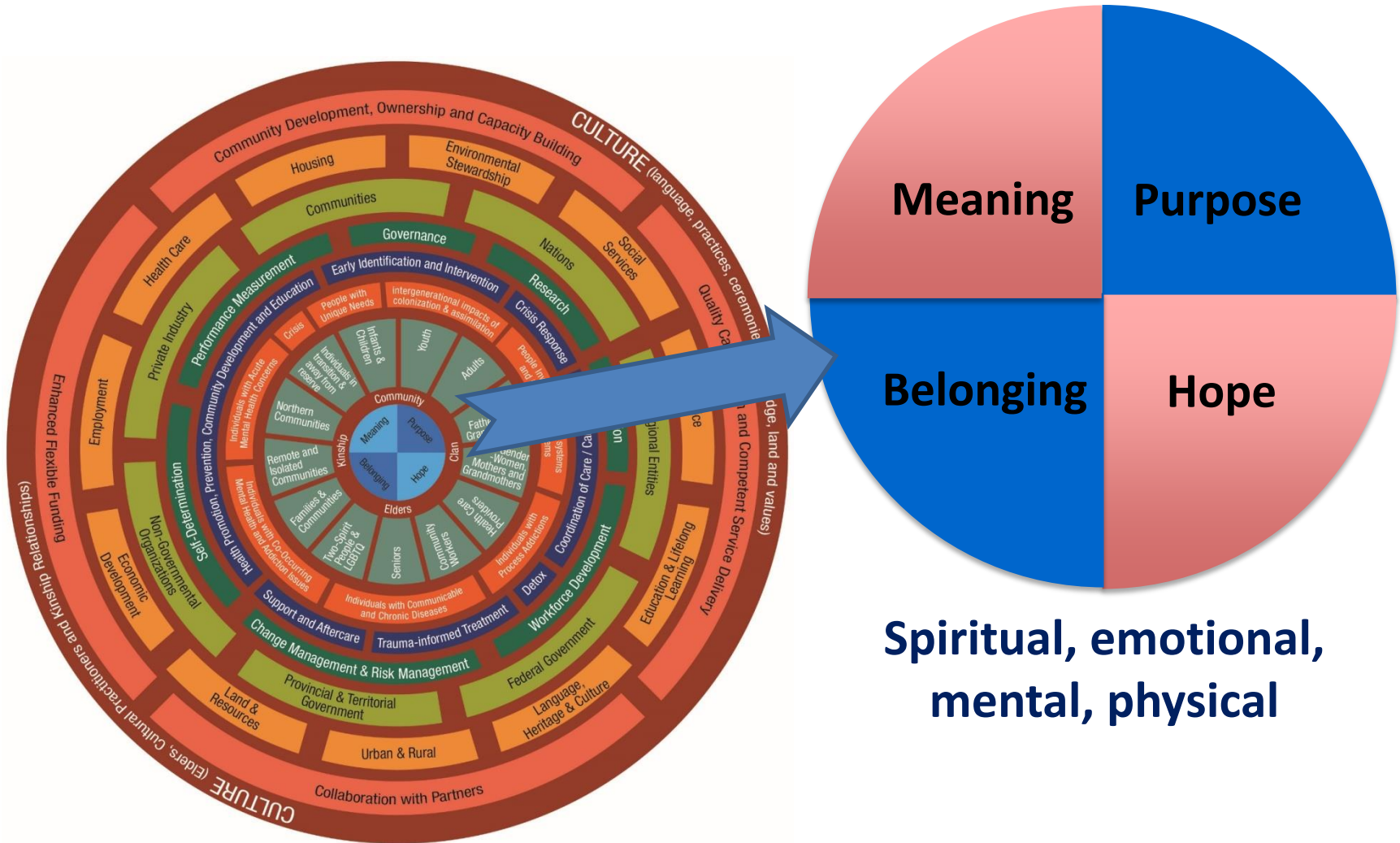
Reality Check

“The fact is that mental health goes beyond health care services. No major public health threat has ever been reversed by treating people one-on one after it has already taken hold.”

Rob Santos, 2013

We can't treat our way out of this problem!

First Nations Mental Wellness Continuum Framework



Youth Engagement Promotes Health and Decreases Risk

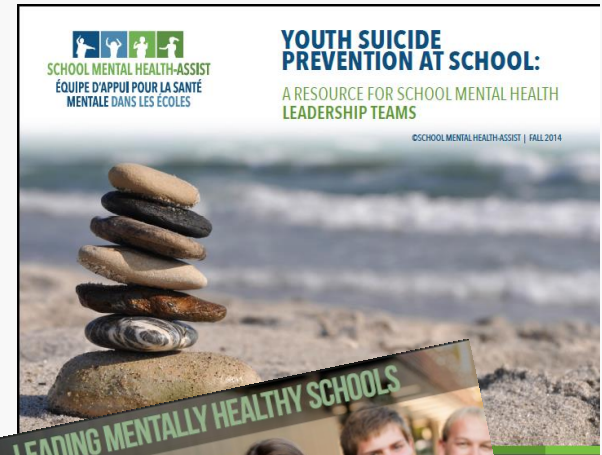
Armstrong & Manion, 2007; 2013

“The more meaning found in engagement, the less likely youth were to report suicidal thoughts in spite of risk factors”

Learning from elsewhere

SMH ASSIST Services (Ontario)

- Provincial Leadership in School Mental Health
 - Systematic, collaborative, intentional, explicit, nuanced, creative, evidence-based
- Implementation Coaching
 - Province, Region, Board
- Resource Development
 - Awareness, Literacy, Expertise



Integrated Service Delivery (NB)

- Goal:
 - Streamline access to the services for the benefit of the child or youth and their family.
- Partnerships:
 - Education and Early Childhood Development, Social Development, Health, Public Safety, school districts and regional health authorities).
- ISD Child and Youth (C&Y) Teams:
 - A variety of services are available, and may be delivered in schools and community settings.
 - Stepped care

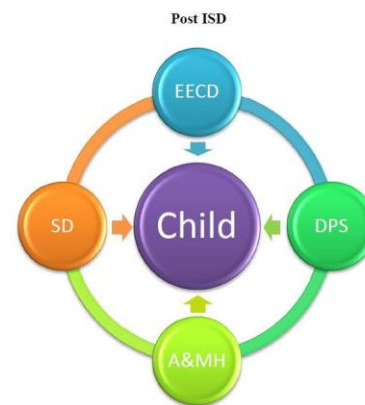


Figure 2: Integrated delivery of child and youth services (collaborative team-based, child/youth-focused and family centered approach).

Swedish National Youth Policy

Cross-Sectoral Approach Across Ministries

- Lead ministry (Ministry of Education and Research)
- Central government budget for youth policy
- Gemensam beredning (joint preparation procedure)
- Evidence-based policy
- Commitment to evaluation of implementation of the policy
 - Access to national dataset
- Technical assistance: The Swedish Agency for Youth and Civil Society (government agency)



Transforming Children and Young People's Mental Health Provision: a Green Paper

- Legislated for parity between CY physical and mental health
- Additional [£1.4](#) billion for CYMH over next 5 years
- Recruit 1,700 & train 3,400 in EBT's
- Additional 70,000 children and youth served by 2020-21
- Additional [£70](#) million for eating disorders, 70 new teams
- Funding for 8 areas to test different crisis approaches (New Care Models)
- Published cross-agency Local Transformation Plans for CYMH in every area in the country



Green Paper (cont'd)

- Incentivise every school/college to identify a Designated Senior Lead for Mental health
 - All CYMH services identify a link for schools
- Mental Health Support Teams (supervised by the NHS) linked to schools and colleges
- Four-week waiting time for access to specialist NHS
- Trailblazer areas
 - Not one size fits all
 - Developmental evaluation



This is Very Messy Business!



**Be Prepared
to Step
Outside of
Your Comfort
Zone!**



Working together, we will contribute to the creation of caring and supportive environments that maximize learning and well-being and strengthen young people, families, schools, and communities...



Stay Connected

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