

Mental Health Advisory Board Summary January to June 2017

This is a summary of work by the Mental Health Advisory Board from January to June 2017. The group did not meet during the summer months.

POLICY:

State of Michigan encourages or mandates school districts have the following policies which relate to MHAB work:

1. Mental Health
2. Suicide Prevention
3. Bullying

http://www.michigan.gov/documents/mde/MHPolicy-SBE_FINAL_310961_7.pdf

http://www.michigan.gov/documents/Health_Education_Policy_final_94135_7.pdf

http://www.michigan.gov/documents/Michigan_Suicide_Prevention_Plan_2005_135849_7.pdf

http://www.michigan.gov/documents/mde/SBE_Model_AntiBullying_Policy_Revised_9.8_172355_7.pdf

Board of Education Policies:

https://eastlansingpublicschools-my.sharepoint.com/personal/gail_gillengerten_elps_us/_layouts/15/WopiFrame.aspx?folderid=00c92e640b6ba4160993c90be655b25d3&authkey=AccfzZuN4eHVLDgVNaWknYQ&action=view

Identified opportunity to strengthen ELPS policies related to social emotional health and school climate:

Review BOE policies and administrative rules. Update policies related to Mental Health and Suicide Prevention. Bullying policy was updated in 2015.

Identified Resources to assist:

Kimberly Thalison at kthalison@eatonresa.org

Information and Model School District Policy on Suicide Prevention:

<http://afsp.org/wp-content/uploads/2016/04/Suicide-Prevention-Statutes-Schools-1.pdf>

https://afsp.org/wp-content/uploads/2016/01/Model-Policy_FINAL.pdf

STAFF DEVELOPMENT:

State of Michigan recommends the board of a school district provide professional development for school personnel concerning mental health, suicide prevention, and trauma informed practices.

Current BOE Policy:

The Board policy on staff professional development supports the concept of personal development for the staff and to this end, may authorize funding for various activities in its budget (Policy 5190).

Recent known staff development specifically related to student mental health, suicide prevention, and trauma informed practices include:

Staff have attended training and professional development related to student mental health, suicide prevention, and trauma informed practices independently and in small groups. High school staff had an inservice training in 2016.

Identified opportunity to strengthen staff development as related to fostering the social emotional health of students and school climate:

Develop, adopt, and implement a more consistent cohesive approach to professional development for staff around mental health, suicide prevention, and trauma informed practices.

Consider a model for professional development that includes basic awareness for all staff and then more specialized training for those in key positions or who have interest.

Currently known resources:

Youth Mental Health First Aid (grant funding is available via Eaton RESA. CAP to each training is 40. Training is 8 hours)

Eliminating Barriers to Learning SAMSA training (Ideally 5-6 hours, but have done an overview for districts in as little as 1 ½. Intention is to help educators be more comfortable talking about mental health in school setting. Eaton RESA)

Signs of Suicide (Eaton RESA) curriculum to train staff who can then share with students. To share with students, it requires help/ partnership with outside mental health professionals. Teachers need to be comfortable with material first. It has been shown to create a culture of students and staff getting help for themselves and others. Decreased stigma. Ideally once a year delivery to students. Some districts do just in 9th grade and then repeat for at risk students in a more targeted way. Uses “dangerous, destructive or disturbing, tell someone. Everyone who goes through turns in a form asking if they want someone to follow up with them: yes, no, maybe. Many local districts are using and report positive outcomes.

ACES—Adverse Childhood experiences significantly impact students health well being and school performance. Trauma informed services in the school setting are very helpful. It has been verified that Rick Murdock, associated with ACEs come speak to our committee on November 2, 2017.

SERVICES TO STUDENTS:

State of Michigan Board of Education recommends school districts provide services to students to promote students' emotional well-being and mental health, thus improving their ability to perform to their full academic potential and become positively contributing youth and adults in their communities.

They further recommend that local school districts provide age appropriate instruction for pupils concerning warning signs and risk factors for suicide and depression and the protective factors that help prevent suicide.

http://www.michigan.gov/documents/mde/MHPolicy-SBE_FINAL_310961_7.pdf

<http://afsp.org/wp-content/uploads/2016/04/Suicide-Prevention-Statutes-Schools-1.pdf>

http://www.michigan.gov/documents/Michigan_Suicide_Prevention_Plan_2005_135849_7.pdf

They recommend considering social and emotional student services in the following areas:

1. Health Promotion/ Universal Prevention Services -- services that promote healthy social and emotional development and to the extent feasible, focus on preventing problems such as suicide, bullying or other student/ school crises.
2. Early Intervention Services -- services that respond as early after problem onset as is feasible.
3. Acute Intervention for distressed students -- services that are acute in nature to address immediate social, emotional or school culture issues.
4. Treatment services -- provide services for those whose serious, pervasive and chronic problems require more intensive assistance and accommodation
5. Bridging students from school support to mental health support in a clinical setting or the community.

District Practices for Health Promotion/ Universal Prevention Services:

Social and Emotional Skill Development:

- ELEMENTARY
 - ELPS has invested in the Second Step program to support the social and emotional development of students in grades K-5. This began at Donely and in 2016-2017 it was expanded to the remaining elementary schools.
- MIDDLE
 - The Second Step Program could be expanded and implemented at the middle school level. This is actively being considered at a building level. This would provide continuity across grades K-8. The MHAB would be very much in support of extending Second Step from 6th - 8th grade.
- HIGH SCHOOL
 - No Comprehensive social emotional programming at this time

Identified opportunity to strengthen Health Promotion/ Universal Prevention Services as related to fostering the social emotional health of students and school climate:

1. Adopt and implement social and emotional skill development programming for middle and high school. We would recommend extending the Second Step program for the middle school.
2. Review what is being provided to students to meet suicide prevention policy goals, including to provide age appropriate instruction for students concerning the warning signs and risk factors for suicide and depression and the protective factors that help prevent suicide.
3. Middle and High School to review mental health curriculum objectives and see what we already teach and where additional information could be integrated/ provided.
4. Review what anti-bullying services for students are being implemented. Second Step has a separate curriculum for anti-bullying for elementary students. We would recommend that curriculum be used. At the middle school level, an anti bullying lesson is included in the Second Step curriculum. It is unclear if this would be sufficient to meet the entire need.

Resources:

http://www.michigan.gov/mde/0,4615,7-140-74638_53593_53602---,00.html

<http://mihealthtools.org/hsat/about.asp>

District Practices for Early Intervention Services

MHAB has begun collecting information on current practices at the elementary, middle and high school.

District Practices for Acute Intervention for Distressed Students

MHAB has begun collecting information on current practices at the elementary, middle and high school.

District Practices for Treatment for Services

MHAB has begun collecting information on current practices at the elementary, middle and high school.

Identified opportunity to strengthen Student Services as related to fostering the social emotional health of students and school climate:

In general, it was found that there is more education, support and services at the elementary level. There are opportunities for expansion of programming at the middle school. The greatest need seems to be at the high school level.

The MHAB plans to spend 2017-2018 focused on taking a comprehensive look at student services and supports to foster the social and emotional well being of ELPS middle and high school students and the middle and high school culture.

The goal is to provide an overview of findings and recommendations by June 2018.

DATA:

The district has some data regarding social and emotional well being and school culture in different forms of accessibility.

Question:

Who is in charge of collecting, organizing, understanding, sharing and using data to support the social emotional health of our students and school culture?

Example: MiPHY Data

ELPS Data exists for 2015-2016. Testing occurs every other year. It is optional for Districts. Long questionnaire captures more of the mental health data than short form. ELPS plans to participate 2017-2018 and to utilize the longer questionnaire.

Resources to assist with Data:

Kimberly Thalison at kthalison@eatonresa.org indicates that their prevention office will help districts put data into a more useful format and can compare data across different testing years. They also have ISD data, MI data and National Data to give us perspective. Based on data, Eaton RESA can help districts identify priorities, resources etc. to help them move towards goals of State of MI Healthy Youth Campaign. <http://mihealthtools.org>

COMMUNICATION:

The MHAB discussed the importance of effective communication as related to the social emotional health of students and school culture.

HOME/SCHOOL CONNECTIONS:

The MHAB has discussed the importance of boosting home school connections in efforts to boost the social and emotional well being of students and foster a sense of school connectedness. The Second Step curriculum does include a home/ school connection information sheet for each lesson. We would encourage it to be utilized.

COMMUNITY INVOLVEMENT AND SUPPORT:

The MHAB has discussed outreach to facilitate greater community involvement and support, including enhanced use of volunteers and linkages to community resources to support the social and emotional well being of students.