Mental Health
Education and Awareness
Rockville Centre UFSD

NYS Mental Health Mandate and Social Emotional Learning

Mental Health

"Mental health is defined as a state of well-being in which every individual realizes their own potential, can cope with the normal stressors of life, can work productively and fruitfully, and is able to make a contribution to their community. Fully embracing this definition requires a cultural shift that views mental health as an integral part of overall health"

World Health Organization

Mental Health Legislation

- New York State Legislators
- New York State Education Department
- Mental Health Advisory Council

- Effective 7/1/2018, Education Law §804 was amended by Chapter 390 of the Laws of 2016 and Chapter 1 of the Laws of 2017 to clarify that required health education in schools must include instruction in mental health. The statutory amendments further provide that such P-12 instruction shall be designed to enhance student understanding, attitudes and behaviors that promote health, well-being and human dignity.

Mental Health Legislation

- All school districts will be responsible for providing a K-12 curriculum that will include instruction in mental health. The curriculum is required to include mental health and the relationship between physical and mental health.

- It should be designed to enhance student understanding, attitudes and behaviors that promote health, well-being and human dignity.

- With this inclusion to the health curriculum, staff, students, families, and communities will more openly discuss both mental health well-being and mental health challenges, and be able to address awareness, prevention and treatment.

Mental Illness Stats

- 1 in 5 people in the United States will be diagnosed with a mental illness over the course of a year-61.5 million people

- 18.1% have an anxiety disorder

- 6.7% have a major depressive disorder

Stats Among Youth

Lifetime prevalence among youth (13-18)
(Includes mild, moderate and severe)

Most common lifetime prevalence rates are anxiety disorders and behavior disorders

- Anxiety Disorders   25%
- Mood Disorders   14%
- Substance Abuse   11%
- Attention Deficit   9%

Mental Illness in Youth

Mental illness often begins early in life

- 50% of all chronic mental health conditions begin by age 14
- 75% of all chronic mental health conditions begin by age 24
- 50% of all lifetime cases of anxiety disorders begin as early as age 8
- 20% of youth aged 13-18 have or will have a mental illness
- 50% of students age fourteen and older with a mental illness drop out of high school

Childhood Mental Illness and Self-Injurious Behaviors

- Each year, approximately 157,000 youth between the ages of 10 and 24 receive medical care for self-inflicted injuries at emergency rooms across the United States

- One in twelve high school students has attempted suicide and one in six has seriously considered

- Suicide is the second leading cause of death in young people between ages ten and twenty four

Failure and Delays in Seeking Treatment

- Almost two out of three adults who need mental heath services do not receive them

- Of those who get treatment, 50% have waited an average of ten years from the onset of the symptoms before getting help

- Only 10% of people with substance abuse disorder receive treatment

Consequences of Untreated Mental Health Disorders

- Poorer long term functioning
- Increased risk of suicide and depression
- Slower psychological maturation
- Strain on relationships
- Loss of social supports
- Disruption of education and employment
- Increased use of alcohol and drugs
- Loss of self-esteem and confidence
- Increased risk of legal troubles

Mental Health Legislation
What Schools Are Doing

- Improving Mental Health Instruction by reviewing and assessing current elementary and secondary health education curriculum for alignment to new mental health education requirements

- Implementing Social Emotional Learning Programs and strengthening relationships between educators and pupil personnel services staff

- Supporting a positive school climate

- Developing school and community partnerships

- Identifying strategies to engage families and students in supporting mental health and well being

- Leveraging mental health partnerships

Mental Health Instruction

Develop skills and functional knowledge, which include:

- A sense of self esteem and self-confidence
- The ability to identify, express and regulate emotions
- The ability to set and achieve goals
- Recognition of one's creative skills
- The ability to expand knowledge and skills
- The ability to feel and show empathy for others
- The ability to create and maintain satisfying relationships

Mental Health Instruction

Lessons should include:

- Understanding mental health and mental illness
- Information on specific mental illnesses
- Experiences of mental illness
- Discussions regarding the stigma of mental illness
- Learning how to seek help and find support
- The importance of positive mental health

Mental Health Instruction in Rockville Centre

- Cross walk between current health curriculum and state mandates

- Expansion of current practice in physical education classes

- Stressing the importance of mind-body connections

- A comprehensive mental health wellness approach includes focus on physical education, health education, nutrition, and social emotional learning

Social Emotional Learning

- Social Emotional Learning (SEL) is the process through which children, youth and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Social Emotional Learning

- Social Emotional Learning (SEL) has an important role to play in making schools safe and maintaining a caring school climate

- SEL facilitates students' holistic development

- SEL enhances student motivation, self-expectations and high achievement

Social Emotional Learning

◻ Students who received SEL instruction exhibited:

- ◻ Higher achievement scores (11-13 points)
- ◻ Improved attitudes and behaviors including motivation to learn, commitment to school, and engagement in the classroom
- ◻ Fewer negative behaviors including disruptive classroom behaviors, non-compliance, aggression, and disciplinary referrals
- ◻ Reduced emotional stress, including student depression, anxiety and social withdrawal

Social Emotional Learning Competencies

- Self-Awareness

- Self-Management

- Social Awareness

- Relationship Skills

- Responsible Decision Making

Relationships

CORE SEL COMPETENCIES

HOMES AND COMMUNITIES
SCHOOLS
CLASSROOMS

SELF-AWARENESS
SELF-MANAGEMENT
SOCIAL AND EMOTIONAL LEARNING
RESPONSIBLE DECISION-MAKING
SOCIAL AWARENESS
RELATIONSHIP SKILLS

SEL CURRICULUM AND INSTRUCTION
SCHOOLWIDE PRACTICES AND POLICIES
FAMILY AND COMMUNITY PARTNERSHIPS

©CASEL 2017

CASEL Educating Hearts. Inspiring Minds.

RELATIONSHIP SKILLS

- Building relationships with diverse individuals/groups

- Communicating clearly

- Working cooperatively

- Resolving conflicts

- Seeking help

Social Emotional Learning in Rockville Centre

- □ Elementary Schools
  - □ Sanford Harmony

- □ Middle School
  - □ Second Step

- □ High School
  - □ Social Emotional Learning Curriculum

Elementary Schools

- Mental Health faculty training
- Annual DASA/Code of Conduct student training
- Grade level DASA lessons and discussions
- Random Acts of Kindness Week
- Bullying/Cyberbully prevention in 4th and 5th grades
- SSHS Youth Decide visits
- Social skills training groups
- "What's funny? Humor v. Teasing"
- Presentations (respect, cooperative behavior)
- Athletes Helping Athletes

Elementary Schools

- ◘ Anti Bullying Pledge
- ◘ Bullies are a Pain in the Brain –grades 3 and 5
- ◘ Cliques, Phonies and other Baloney- grade 4
- ◘ Bullying Bingo-grades 3-5
- ◘ Red Ribbon Week
- ◘ Inclusive Schools Week
- ◘ Caught You Being Kind Week
- ◘ Autism Awareness Week
- ◘ Celebration of Friendship
- ◘ The Adventures of Dakota/Life Lesson- grade 3
- ◘ Buddies Program-grades 1 and 5

Middle School

- Mental health faculty training
- Daily reminders of the Golden Rule and Kindness Counts
- Assemblies (Anti-bullying, Respect, Drug Abuse Awareness, Don't Press Send, Youth Decide)
- Challenge Day
- Extended Advisory character building activities
- Too Good for Drugs
- Community Service Projects

Middle School

- Service Learning Projects
- Mindfulness
- Anti-bullying contracts and poster contest
- Intervention conflict resolution
- No Place for Hate School
- The Gift Exchange
- *Wonder*
- Inclusive Schools Week
- Autism Awareness Week

High School

- School wide DASA presentation/training
- Mental Health Faculty training
- Inspirational speakers (David Flood)
- Public service announcements
- Liberty Partnership
- Social skills counseling groups
- Inclusive Schools Week
- Autism Awareness Week
- Black History Month recognition
- Mindfulness

Teachers Too

■ In 2017 the percentage of Teachers who said their mental health was "not good" for seven or more of the previous thirty days…58%...up from 34% in 2015.
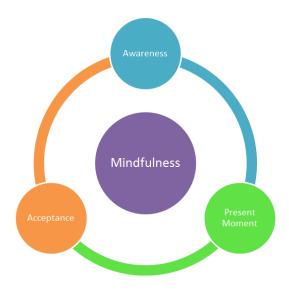
Mindfulness Initiative

mind ·ful ·ness

ˈmīn(d)f(ə)lnəs/

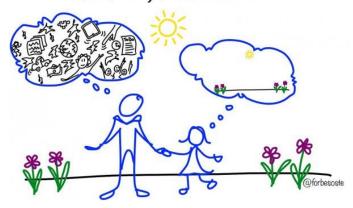*noun*

1. The quality or state of being conscious or aware of something. "their mindfulness of the wider cinematic tradition"

2. a mental state achieved by focusing one's awareness on the present moment, while calmly acknowledging and accepting one's feelings, thoughts, and bodily sensations, used as a therapeutic technique.

Mindfulness Professional Development

Mindfulness professional development initiative commenced in the 2017-2018 school year

- ☐ Superintendent's Conference Day
- ☐ After school professional development

Integrating Mindfulness into the Classroom

- Sharing Mindfulness techniques with students
  - Age appropriate Mindfulness techniques

- Mindfulness as a practice to help teachers stay grounded in the classroom environment
  - Guided Mindfulness moments
  - Time to practice Mindfulness

School Climate

- School Climate is the way school culture affects an individual's sense of safety, acceptance and wellness and consequently is a critical determinant of their ability to achieve success in school and life.

- A positive school climate helps students feel safe and connected to teachers, support staff and administrators.

- Quality of school climate is a strong predictor of a school's capacity to promote student achievement.

School Climate

Four Dimensions of School Climate

Safety

Relationships

Teaching and Learning

Institutional Environment

School, Family, Community

- ◘ Social Emotional Learning begins at home and is facilitated through supportive school and classroom environments
- ◘ School, family and community connections
- ◘ Skills acquired pre-K through 12 through instruction and mentoring
- ◘ After school, extra-curricular and service learning programs
- ◘ School and community prevention and intervention services
- ◘ Professional development for all staff

School, Family, Community

- Mental Health Stressors

  - Over scheduling
  - Fear of missing out
  - Academic performance
  - Lack of sleep
  - Parental conflict
  - Athletics
  - Social Media
  - Excess screen time

School, Family, Community

◻ Adults must make the modeling of positive physical and mental health practices a priority.

◻ What we we do in front of babies, toddlers, young children and adolescents sticks.

◻ Cell phone use
◻ Substance use
◻ Communication
◻ Physical well-being
◻ Temperament
◻ Goal Setting

School, Family, Community

◻ Parents/Families must model positive ways to deal with stress through…

- ◻ Exercise/physical activity
- ◻ Proper Nutrition
- ◻ Rest
- ◻ Setting goals
- ◻ Communication
- ◻ Relaxation

Smart Phones/Social Media

- In just five years between 2010 and 2015

  - the number of teens who felt useless and joyless-classic symptoms of depression-surged 33% in large national surveys
  - Teen suicide attempts increased 23%
  - Number of 13-18 year olds who committed suicide jumped 31%
  - Increases crossed SES, racial, ethnic, regional demographics.

  iGen-children born after 1995-more likely to experience mental health issues than their millennial predecessors

Smart Phones/Social Media

Why were so many more teens feeling depressed, attempting and committing suicide during this time period?

The likely culprit was the sudden ascendance of the smartphone.

By 2012, 50% of teens owned smartphones. By 2015, that percentage rose to 73%.

During the same time period 2010-2015 time spent on homework barely budged ruling out academic pressure as a cause.

Smart Phones/Social Media

Teens and Cell Phone Addiction

- Teens are extremely vulnerable to developing a cell phone addiction. The human brain isn't fully developed until about 25 years of age. Adolescents who become dependent on their smartphones could experience negative alterations in brain development.

- There is decreased brain connectivity in teens who suffer from a cell phone addiction.

Smart Phones/Social Media

- ❏ Problems in the parts of the brain that are responsible for decision-making, impulse-control, and emotional regulation.

- ❏ Teens with a smartphone addiction are more likely to drink alcohol, use tobacco, and have poor diets.

- ❏ These teens may experience social isolation due to excessive cell phone use.

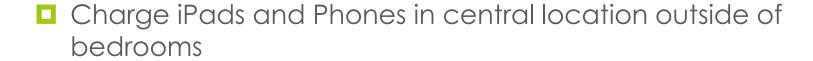# Smart Phone/Social Media

Cell Phone Addiction?

- Most people cannot survive one day without their phones
- Taking phones everywhere, including the bathroom
- Checking phones, even without a reason
- Phantom vibrations
- Sleeping with phones
- Forgetting how to live in the real world
- More time on phones, more likely to shout at your children
- Constantly checking phones, no buffer before bedtime
- Waking up to check phones in the middle of the night

Smart Phone/Social Media

- Ruining relationships

- Car accidents

- Smartphone addiction can result affect mental health (OCD, depression)

- Living life through phones

What can you do?

- Examine your own practices

- Limit screen time

- Charge iPads and Phones in central location outside of bedrooms

- No screens one hour before bedtime if possible

- Increase exposure to greenery, nature and sunlight

- Incorporate more movement, exercise and play

- Practice mindfulness

What can you do?

- Bonding, human touch, empathy and love

- Tone down the brightness of devices

- Manage wi-fi access

- **Delay purchase of smartphones for as long as possible**

Substance Use

- Many individuals who develop substance use disorders are also diagnosed with mental disorders and vice versa

- Co-morbidity with anxiety, panic disorder, PTSD, depression, ADHD

- Brain continues to develop through adolescence. Circuits that control executive functioning such as decision making and impulse control are among last to mature which enhances vulnerability to drug and alcohol use and development of substance use disorder.

Family Fun Fitness Fair

Saturday, October 20, 2018

South Side Middle School

67 Hillside Avenue, Rockville Centre

9:30 AM – 11:30 AM