



New England (HHS Region 1)

MHTTC

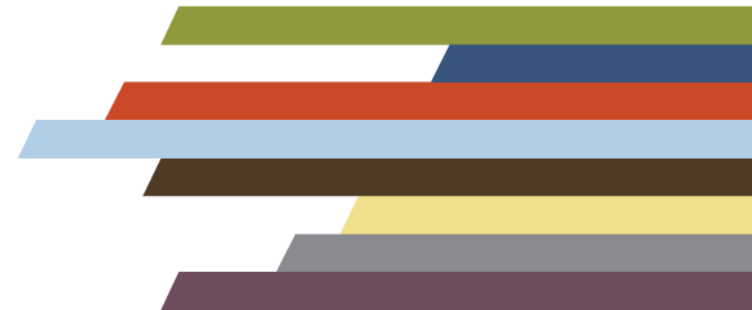
Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

Mental Health in Rural Schools: Conversations and Restorative Practices of Hope

Suzan Mullane, MSEd.
Research Associate and Trustee
Center for Educational Improvement

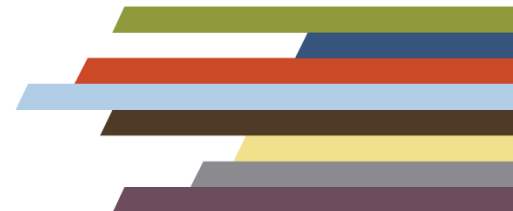
Presentation Date:
September 10, 2019





Healthy students understand personal strengths and have a vision for their future.

Despair and apathy are emotional contagions.
Resilience requires hope and social supports.



National Institute of Mental Health Statistics on Youth

Anxiety Disorders	8% of youth age 13-18
Depressive Disorders	11% of youth by the age of 18
Major Depressive Disorders	13.3% <i>Note: The rate is higher for girls.</i>

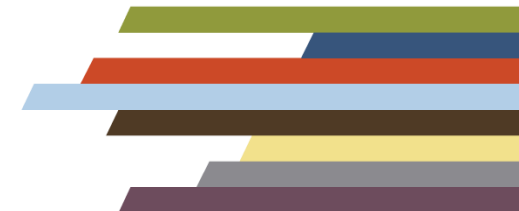
Source: <https://www.nimh.nih.gov/health/statistics/major-depression.shtm>, 2017



Embedding Mental Health Hygiene throughout the Day: Prevention before Referrals through Working Systems

Addressing Barriers to Learning-Use emotional thermometers.	Student Emotional Inventories through words, drums, and drawings explore interests.
Exploring Students' and Community's Strengths	Eco-Systems Mapping
Restorative Practices that Fuel Wellness	Restorative Justice, Grief Groups, Welcoming New Students

Source: <http://smhp.psych.ucla.edu/pdfdocs/improve.pdf>, 2011





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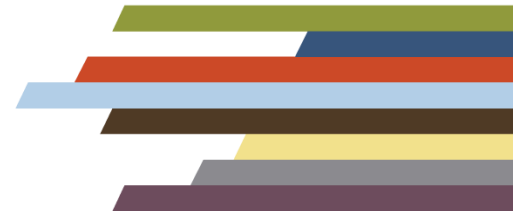
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insights
&
Elaboration

Today's Discussion Leader: Suzan Mullane, MEd. and
C-TLC Project Director Dr. Christine Mason



Discussion Point: Wellness for All Students

What are some holistic approaches to self-regulation?

- Access to healthy food
- Adequate rest
- Brain breaks
- Mindfulness practice
- STEM/STEAM Instruction
(including experiences with nature and the arts)
- Physical security and safety



- Yoga or Tai-Chi

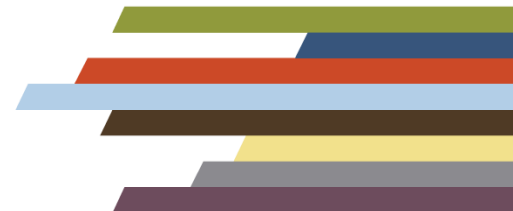
Discussion Point: Wellness for All Students

What are some holistic approaches to self-regulation?

- Mental health counseling referrals and family support
- Modified Schedules
- Peer Mentoring
- Therapeutic Dogs
- Scaffolding Assignments
- Student Goal Setting



- Welcome Centers for Refugees

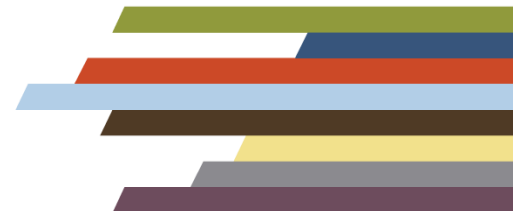


Discussion Point: Student & Family Supports

What should families consider when support is needed immediately?

Key Considerations

- What local systems are already in place?
- Is the therapist licensed in your state?
- What's the providers payment procedure?
- How does the provider handle confidentiality/HIPPA compliance?



Discussion Point: Wellness for All Students

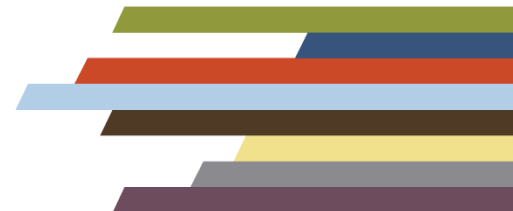
What options are available when school mental health supports and community mental health services are limited?

Consider Online or Text-Based Counseling

<https://www.betterhelp.com/about/>

<https://www.talkspace.com/>

<https://www.teencounseling.com>





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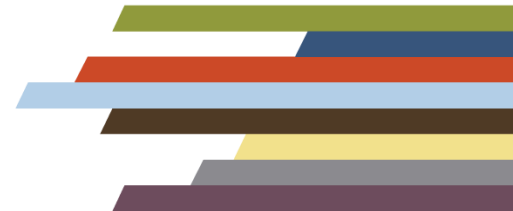
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Researched Based Programs for Mental Health in Schools



Interventions and Restorative Practices

[Attachment Regulation and Competencies \(ARC\) Method](#)

Supports individual from birth through early adulthood; For use in multiple settings

[Bounce Back Treatment](#)

Focused on depression and anxiety supports

[The Heart of Learning \(WA State\)](#)

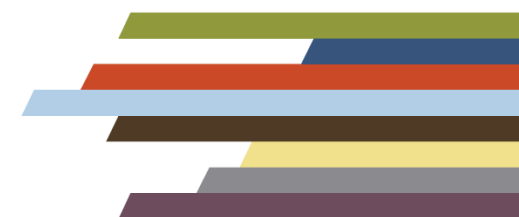
Restorative methods in an eclectic systems approach for depression and resilience

[Cognitive Behavioral Interventions Trauma in Schools \(CBITS\)](#)

Focused on depression and anxiety, PTSD small group support

[Project AWARE: Mental Health First Aid](#)

Eight hour course with certification for crisis intervention for schools and community



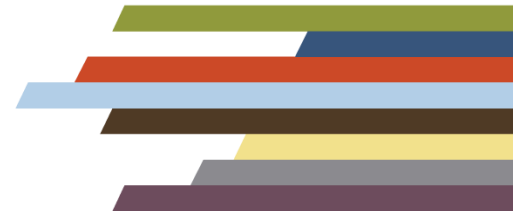
Conversation Starters for Parents on Bullying Prevention



- Bullying does not cause teen suicide.
- Bullying can however exacerbate depression and increase feelings of shame, anger, and hopelessness.
- Bullying can, in some cases, lead to self-harm for vulnerable youth.

[“KnowBullying App”](#)

by SAMHSA



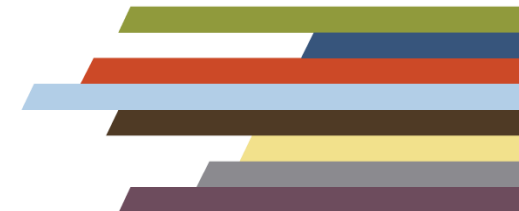
Prevention to Intervention: Identifying Students who Lack Support

New England Voices...

Jim O'Rourke, a Childhood-Trauma Learning Collaborative (C-TLC) Fellow, will share his thoughts on student mental health and his CORE Teams.

Let's hear more from an Assistant Principal in New Hampshire, who will share more about her experiences with the Red Blanket Project.

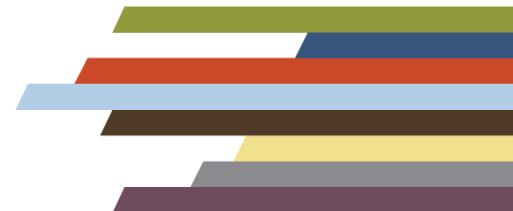
Let's check-in with a Principal in Vermont to learn more about her outreach efforts to state organizations and advocacy groups.



Prevention to Intervention: Identifying Students who Lack Support

When schools need to communicate with parents and parents are reluctant to come in (to discuss teen depression), [this short video](#) from NIMH may offer a mindset change.

Other [parent video tools](#) for younger children are found on-line at The Center for the Developing Child at Harvard University.

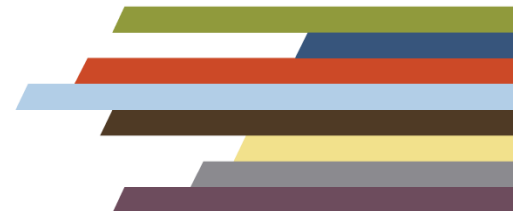


Discussion Point: Suicide Risk Factors

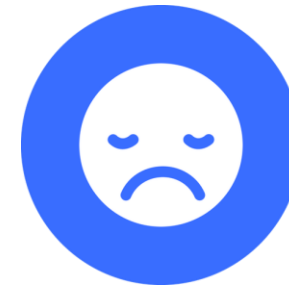
What should educators look out for when concerned that a person may be suicidal?



Photo credit: © 2019 American Foundation for Suicide Prevention



Suicide Warning Signs

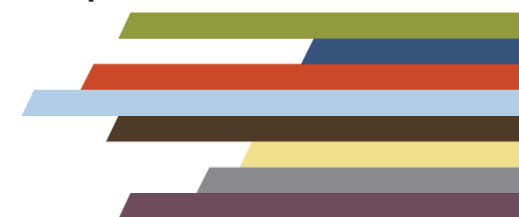


If a person talks about:

- Killing themselves
- Feeling hopeless
- Having no reason to live
- Being a burden to others
- Feeling trapped
- Unbearable pain

If a person displays one or more of the following moods:

- Depression
- Anxiety
- Loss of interest
- Irritability
- Humiliation/Shame
- Agitation/Anger
- Relief/Sudden Improvement

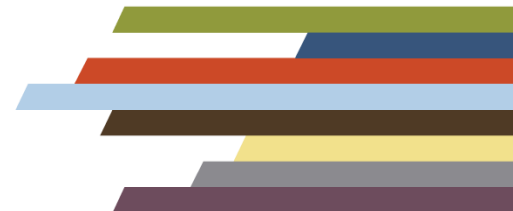


Suicide Warning Signs



Behaviors that may signal risk, especially if related to a painful event, loss, or change:

- Increased use of alcohol or drugs
- Looking for a way to end their lives, such as searching online for methods
- Withdrawing from activities
- Isolating from family and friends
- Sleeping too much or too little
- Visiting or calling people to say goodbye
- Giving away prized possessions
- Aggression
- Fatigue

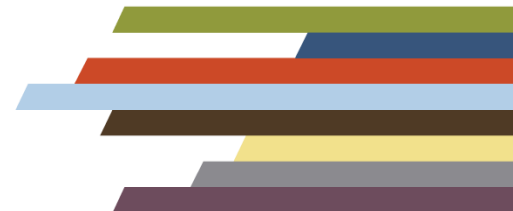


Suicide Risk Factors



Health Factors

- Mental health conditions
 - Depression
 - Substance use problems
 - Bipolar disorder
 - Schizophrenia
 - Personality traits of aggression, mood changes and poor relationships
 - Conduct disorder
 - Anxiety disorders
- Serious physical health conditions including pain
- Traumatic brain injury



Suicide Risk Factors



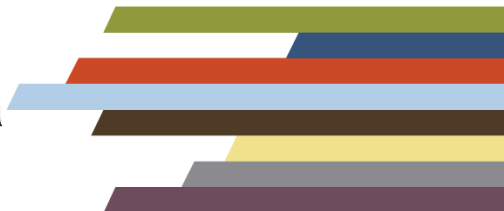
Environmental Factors

- Access to lethal means including firearms and drugs
- Prolonged stress, such as harassment, bullying, relationship problems or unemployment (including parental unemployment)
- Stressful life events, like rejection, divorce, financial crisis, other life transitions or loss
- Exposure to another person's suicide or to graphic or sensationalized accounts of suicide



Historical Factors

- Previous suicide attempts
- Family history of suicide
- Childhood abuse, neglect, or trauma



Hope, Healing, and Mental Health Hygiene

Community Resources for Parents in Rural Areas

Balanced Mind Parent Network

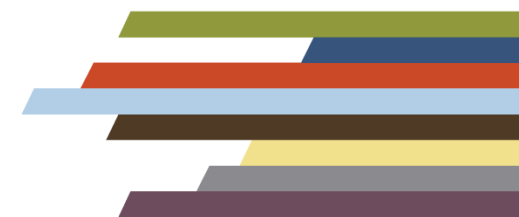
<https://community.dbsalliance.org/welcome.htm>

National Alliance on Mental Illness

<https://www.nami.org>

A Voice at the Table: A powerful documentary for healing and hope

<https://www.youtube.com/watch?v=XG7eH1GLK8E>





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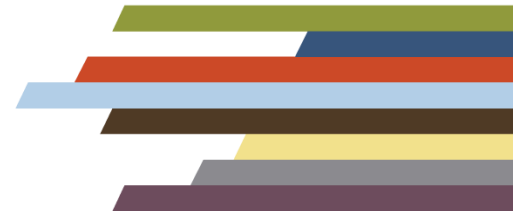
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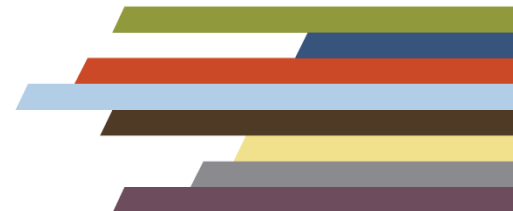
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Mental Health in Rural Schools: Conversations and Restorative Practices of Hope





Center for Educational Improvement

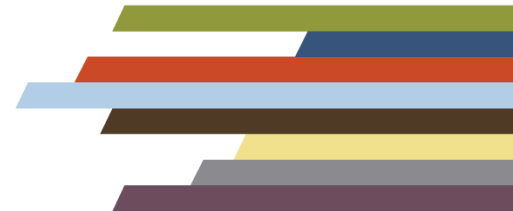
Heart Centered 21st Century Learning



Thank you for attending!

Mental Health in Rural Schools:
Conversations and
Restorative Practices of Hope

Questions? Contact Us:
info@edimprovement.org





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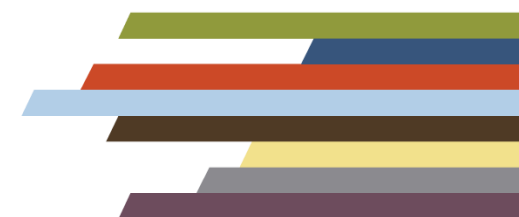
Childhood-Trauma Learning Collaborative (C-TLC) Upcoming Events

Is your school trauma-informed?

Are you/your colleagues looking for mental health resources to better support your students?

Join the Center for Educational Improvement (CEI) for a series of online events hosted by the [New England Mental Health Technology Transfer Center \(New England MHTTC\)](#).

Our complimentary series of online events is designed to strengthen mental health supports that address the needs of children who have experienced/are at risk of experiencing significant trauma.





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C-TLC Webinars



September 26
@ 4:00 pm

Mental Health and Children: Perspectives from Family on Screening, Diagnosis and Supports

Presenter: [Lynda Gargan, Ph.D.](#)

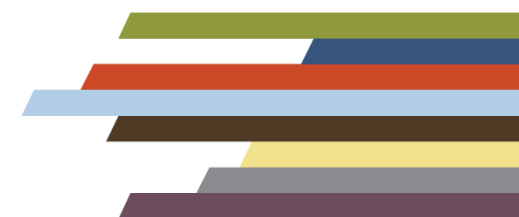
National Federation of Families for Children's Mental Health

November 7
@ 4:00 pm

Poverty, Brain Development, and Early Interventions

Presenter: [Kimberly Noble, Ph.D.](#)

Teachers College, Columbia University



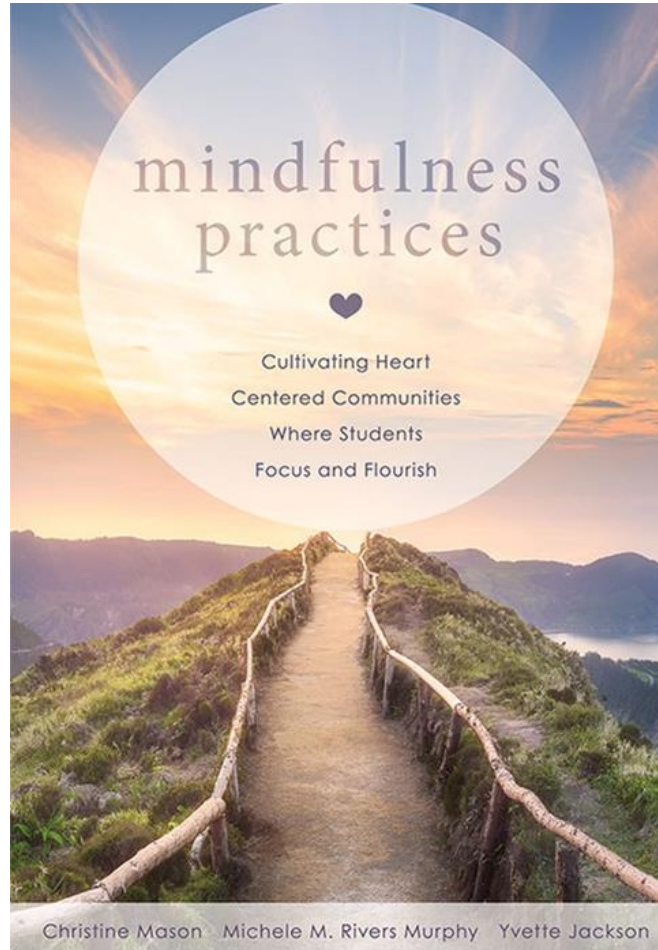


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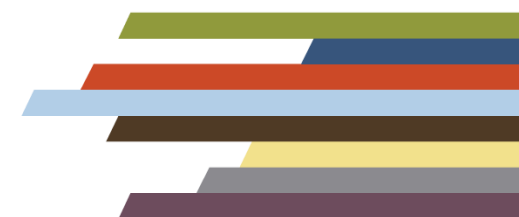


C-TLC Book Study

Our six-part series begins
September 19 @ 4:00 pm

Study Leaders:
Christine Mason, Ph.D.
C-TLC Project Director
Founder and Executive Director
Center for Educational Improvement

Michele Rivers Murphy, Ed.D.
Associate Director, Heart Centered Learning
Center for Educational Improvement



C-TLC Community Building



2019 Childhood-Trauma Learning Collaborative Fellows

Image captured as a part of the C-TLC Kick Off Meeting, April 29, 2019
The College of the Holy Cross, Worcester, MA

