



New England (HHS Region 1)

**MHTTC**

**Mental Health Technology Transfer Center Network**

Funded by Substance Abuse and Mental Health Services Administration

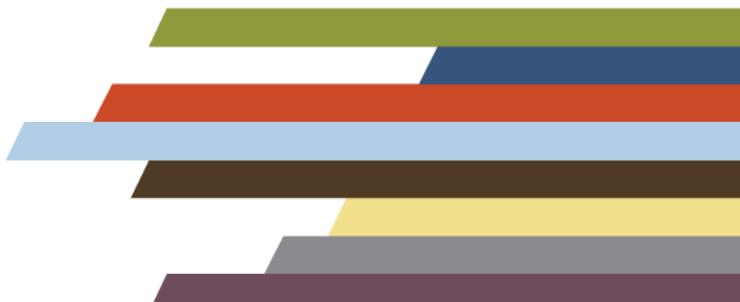
# **Mental Health in Rural Schools:**

## **Conversations and**

## **Restorative Practices of Hope**

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

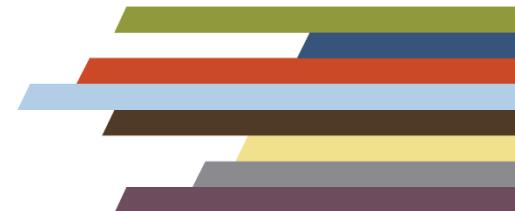
**Presentation Date:**  
**September 10, 2019**





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

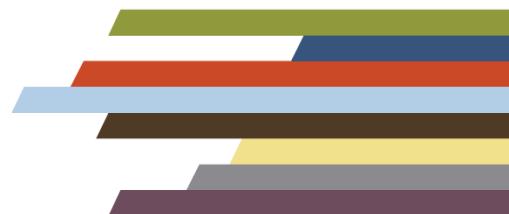
Anxiety Disorders	8% of youth age 13-18
Depressive Disorders	11% of youth by the age of 18
Major Depressive Disorders	13.3% <i>Note: The rate is higher for girls.</i>

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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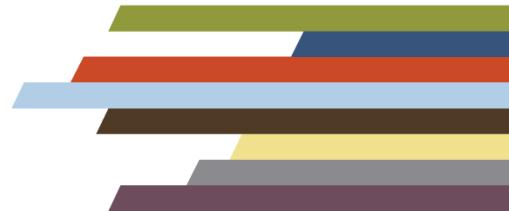
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*insights*  
&  
*Elaboration*

Today's Discussion Leader: Suzan Mullane, MSEd. 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

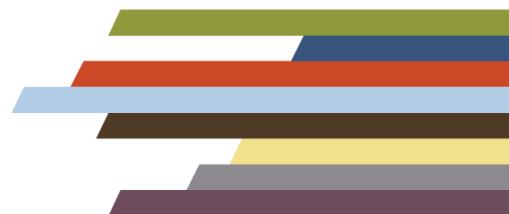
Photo credit: © 2016 Rachel Unkovic/IRC

# 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>



Photo credit: © 2017 New York Times



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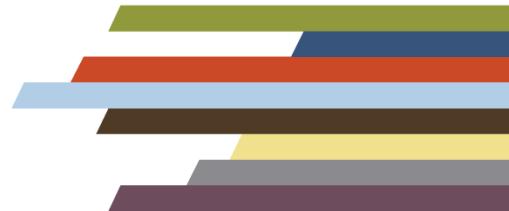
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# Researched Based Programs for Mental Health in Schools



## 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)

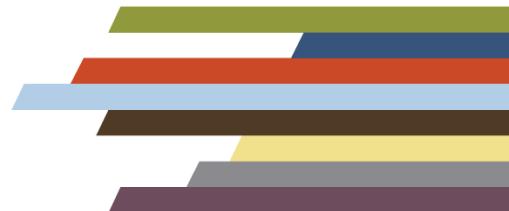
Restorative methods in an eclectic systems approach for depression and resilience

### 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



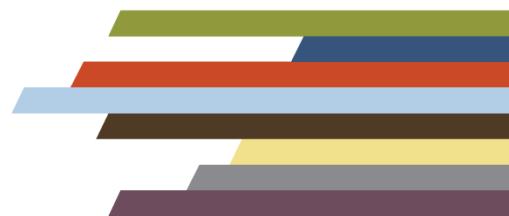
# Conversation Starters for Parents on Bullying Prevention



- 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



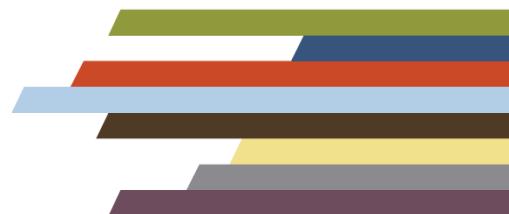
# Prevention to Intervention: Identifying Students who Lack Support

## *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.

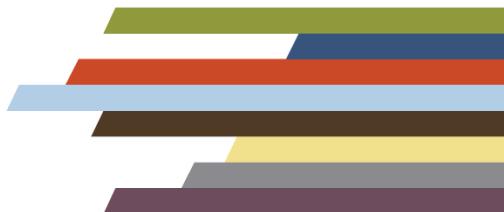
Let's check-in with a Principal in Vermont to learn more about her outreach efforts to state organizations and advocacy groups.



# 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.

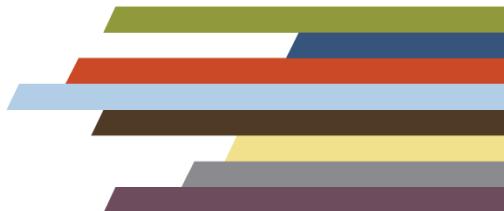


# Discussion Point: Suicide Risk Factors

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

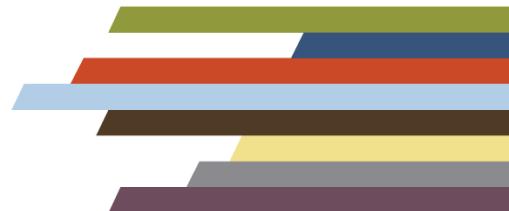
Source: American Foundation for Suicide Prevention, 2019  
<https://afsp.org/about-suicide/risk-factors-and-warning-signs/>

# 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

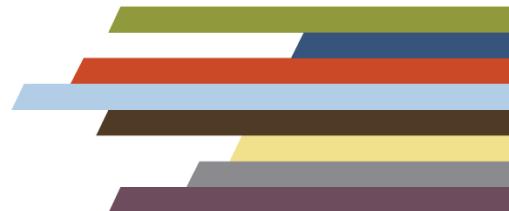


# Suicide Risk Factors



## 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



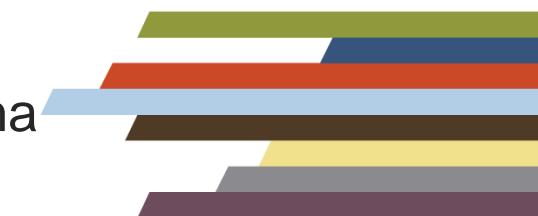
## Environmental Factors

- 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**

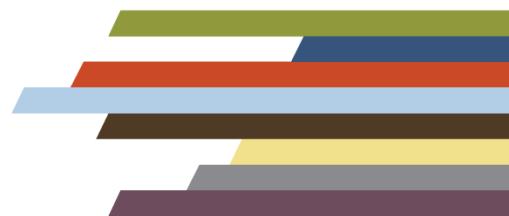
<https://community.dbsalliance.org/welcome.htm>

**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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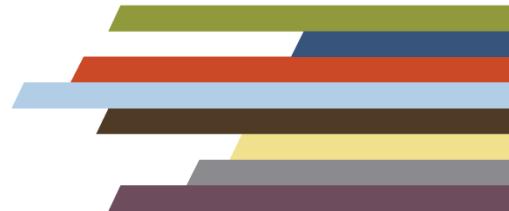
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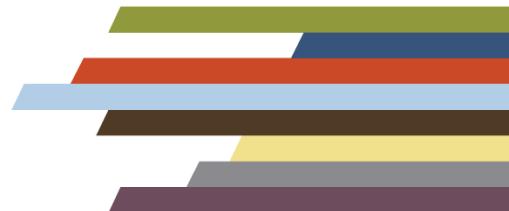
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# **Mental Health in Rural Schools:**

## Conversations and Restorative Practices of Hope





# **Center for Educational Improvement**

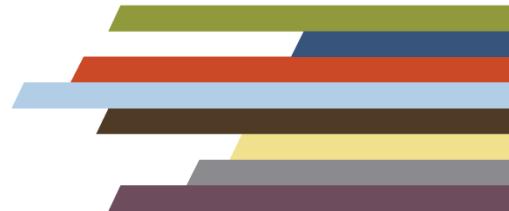
Heart Centered 21st Century Learning



**Thank you for attending!**

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**Questions? Contact Us:**  
[info@edimprovement.org](mailto:info@edimprovement.org)





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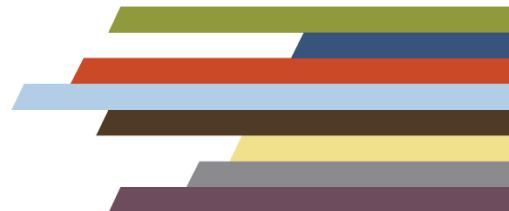
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## Childhood-Trauma Learning Collaborative (C-TLC) Upcoming Events

**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**    **Mental Health and Children: Perspectives from Family on Screening, Diagnosis and Supports**  
**@ 4:00 pm**

**Presenter: Lynda Gargan, Ph.D.**

National Federation of Families for Children's Mental Health

**November 7**    **Poverty, Brain Development, and Early Interventions**  
**@ 4:00 pm**

**Presenter: Kimberly Noble, Ph.D.**

Teachers College, Columbia University

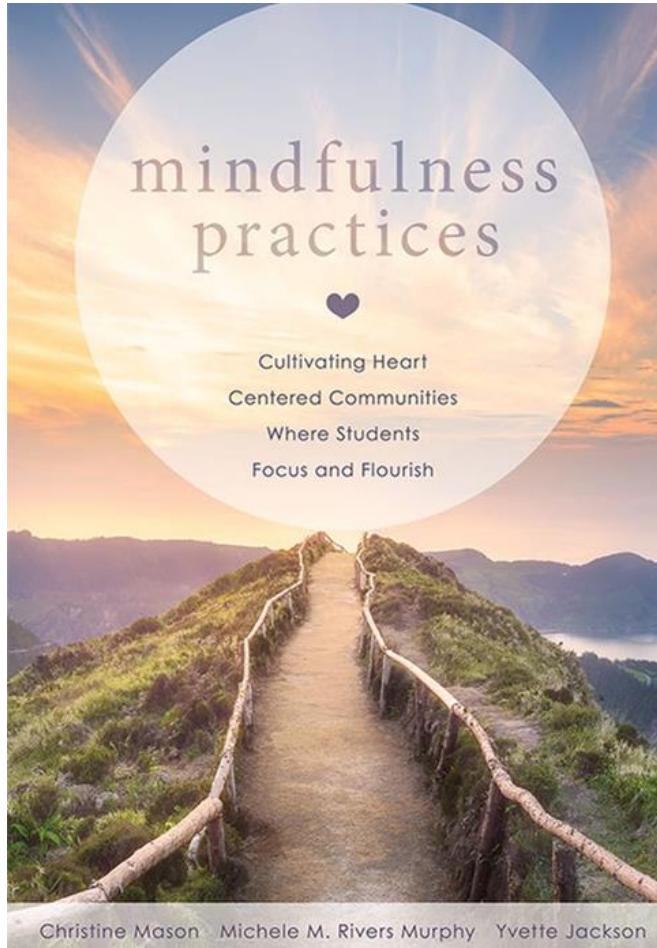


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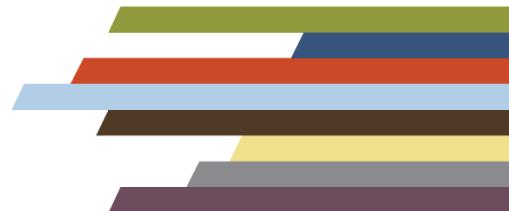
Christine Mason Michele M. Rivers Murphy Yvette Jackson

## **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

Photo Credit: Dana Asby, 2019