BREAKING
Mental Health
STIGMA
Goals of this Presentation:

- Participants will learn about tools to support the mental health of adolescents

- Participants will have an opportunity to discuss trends in relation to mental health
Nadine: 10 Responses to Why are you sad all the time?
Round Table:

Paper and Markers:

- Why did you come to this session?

- What are you noticing in your community?
National Data Trends

- 1 in 5 children and adolescents has a diagnosable mental health condition
- About 75% of mental illnesses first emerge during adolescence
- Suicide is the 2nd leading cause of death for children 10-14 and 3rd leading cause of death for adolescents and young adults ages 15-24
- 90% of those who die by suicide had an underlying mental illness
- 50% of students with diagnosed mental illnesses drop out of high school
- There is an alarming increase in teens experiencing mental illnesses. Since 2007, the suicide rate among children and teens has doubled.

(Mental Health By The Numbers, www.nami.org)

(National Institute of Mental Health, 2015)
### How many youth report mental health problems?

**Stress**
- 11% of middle school students and 37% of high school students report their life was “**very** stressful” in the past 30 days. The biggest source of stress among high school students was stress related to school, with 68% reporting that they worry about school “often” or “very often.”

**Depressive symptoms**
- **Depressive symptoms** (feeling so sad/hopeless for two or more weeks that you stopped doing usual activities) were reported by 11% of middle school students and 20% of high school students in the past 12 months.

**Self-injury**
- 6% of middle school students and 12% of high school students reported **self-injury** (cutting, burning, or bruising yourself on purpose) in the past 12 months.

**Suicidality**
- 11% of high school students **seriously considered suicide** and 3% **attempted suicide** in the past 12 months.
- 9% of middle school students **seriously considered suicide** and 2% have **attempted suicide** in their lifetime.
Types of STIGMA

- Mental health stigma can be divided into two types:
  
  1. Social stigma: characterized by prejudicial & discriminating behavior directed towards individual with mental illness.
  
  2. Perceived stigma or self stigma: is the internalizing by the mental health sufferer of their perception of discrimination & perceived stigma can significantly affect feelings of shame & lead to poorer treatment outcome.
Stigma:

- Mental health disorders are treatable. Suicide is preventable. With treatment, over 85% of people suffering from mental illnesses will recover and lead healthy lives. (National Institute of Mental Health, 2015)

- Excerpt from CSS Student Essay (11th grade female)
EMPATHY - WHY IS IT IMPORTANT?
SAFE SPACE - ROUND TABLE:

● What are you already doing?

● How can you expand?
SOCIAL EMOTIONAL LEARNING:
Connection - SEL and EMPATHY

According to a national survey of middle and high school students:
- less than one third indicated that their school provided a caring, encouraging environment,
- less than half reported that they had competencies such as empathy, conflict resolution and decision-making skills.

By strengthening students' social support networks and their skills in self-management - SEL can help to unleash the potential within academic environments to support students' well-being and success.

(Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011)
RESEARCH SOCIAL EMOTIONAL LEARNING:

- Student’s participating in SEL programs at school showed an 11 percentile-point gain in academic achievement compared to students who did not participate in SEL programs. (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011)

- Compared to students who did not participate in SEL programs, students participating in SEL programs showed improved classroom behavior, an increased ability to manage stress and depression, and better attitudes about themselves, others, and school. (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011)
IN RESPONSE TO STUDENT NEEDS: CSS
CSS: Bringing DBT to WHS:

What is DBT?

- A comprehensive cognitive-behavioral method developed to treat problems caused by emotion dysregulation
- DBT balances teaching acceptance strategies & change
- DBT teaches students emotion regulation, distress tolerance, interpersonal effectiveness/communication, & mindfulness
- Balances improving underdeveloped skills, and quality of life behaviors (wellness)
- Outcomes: Improved attendance, fewer hospitalizations, decreased SIB and SI in students, improved academic engagement & performance
IN RESPONSE TO STUDENT NEEDS: WHS LIBRARY

● Library Services and Technology Act (LSTA) Grant from MBLC (2015-2016)
  ○ NAMI presentations
    ■ Whole School - In Our Own Voice
    ■ Psychology in Literature
    ● Focus on Empathy and Social Emotional Learning and Breaking Stigma
      ○ Guided Inquiry Design
  ○ Programming
    ■ Yoga - Trauma Sensitive
    ■ Poetry and Art Collaborations
  ○ Collaborations with CSS, YFS, WPL
  ○ Literacy component - Author (Writing Marathon)
  ○ Resources for Library collection
IN RESPONSE TO STUDENT NEEDS: WHS LIBRARY

- **Programming - Therapeutic approach to Literature**
  - Bibliotherapy - collaborations with Counselors
  - DBT/Bibliotherapy: Students themed groups - ie. Loss/Grief

- **Collaborative Activities**
  - Community Coloring, Mural Making, Poetry Slam, Poetry Installations

- **Lunch in the Library**
  - Daily
  - Listening Lunches

- **TAB - Joint Teen Advisory Board with WPL**
  - Social Making
    - Humans of Westborough
    - Kindness Project
    - Promapalooza
IN RESPONSE TO STUDENT NEEDS: PUBLIC LIBRARY:

- Youth Mental Health First Aid
- Materials and resources for teens
- Young Adult Librarian position
RESOURCES - CENTER for STUDENT SUCCESS:

- yoga4classrooms
- Mindful Schools
- Smiling Mind
- Calm
- DBT SKILLS IN SCHOOLS: Skills Training for Emotional Problem Solving for Adolescents (DBT FEPS-A)
RESOURCES - WHS LIBRARY:

- **LIBGUIDE**
- **Curriculum**
  - **Guided Inquiry Design**
    - A framework for inquiry-based learning and design thinking that allows space for students to reflect on their learning habits and attitudes
RESOURCES - PUBLIC LIBRARY:

Events:

- Exam Cram (with therapy dogs!)
- Teen Yoga & Mindfulness
- Books on mental health topics for teens & parents
Community Resources:

Youth and Family Resources

- Youth Mental Health First Aid Certification

National Alliance on Mental Illness

- Programs
- Training

Community Crisis Resources

- Riverside Trauma Center
- Wayside Trauma Intervention Services
REFLECTION - INDIVIDUAL:

- What are you noticing in your classroom or interactions with students in relation to mental health?
- Did this presentation help you to make connections to how you can support students?
- What is your takeaway?
ROUND TABLE:

● SHARE YOUR REFLECTIONS
  ○ Small groups

● WHOLE GROUP SHARE and DISCUSS

● Q&A
THANK YOU!

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