

TRAILS Needs Assessment: Exploring School Mental Health Within Detroit Public Schools Community District

Michigan Premier Public Health Conference - October 17th 2019

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Youth Policy Lab Co-Director

Robin Jacob, PhD



Agenda

- Student mental health
- TRAILS Program
- DPSCD Partnership
- Preliminary data
- Next steps

Acknowledgements

The Ethel and James Flinn Foundation

Michigan Health Endowment Fund

Blue Cross Blue Shield of Michigan Foundation

Metro Health Foundation

Children's Hospital of Michigan Foundation

Community Foundation for Southeast Michigan

Detroit Medical Center Foundation

The Jewish Fund

Michigan Department of Health and Human Services

Michigan Department of Education

The University of Michigan Department of Psychiatry
and Comprehensive Depression Center

The Prosper Road Foundation

The Mackey Family

The Ouida Family

The American Psychological Foundation

Community Foundation
FOR SOUTHEAST MICHIGAN





Student Mental Health



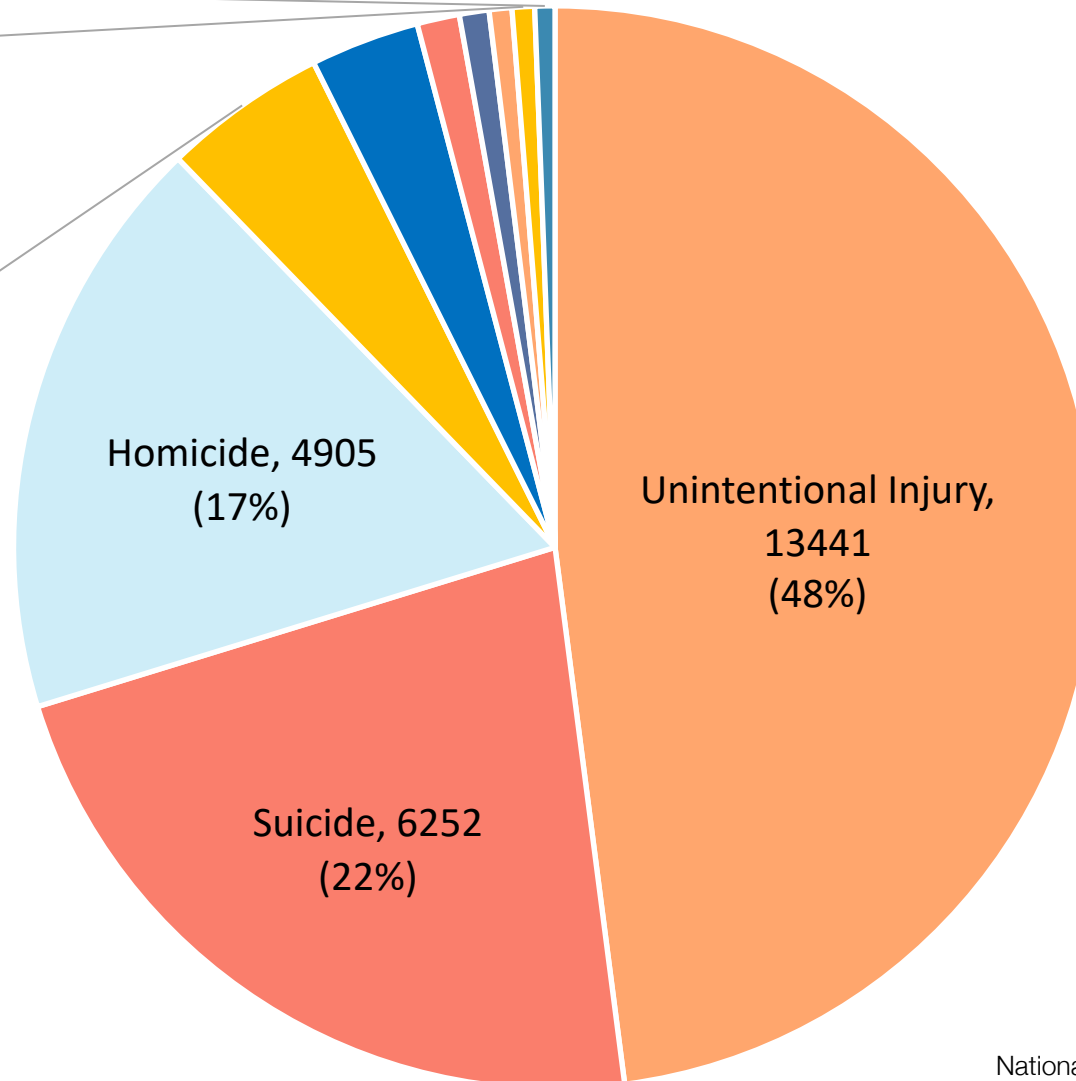
Prevalence of Mental Illness in Adolescents

Exposure to trauma:	57%
Any mental illness:	49.5%
Anxiety Disorders:	31.9%
Depressive Disorders:	14.3%
Substance Use Disorders:	11.4%
Comorbid disorders:	20%
Severe Impairment:	22.2%

Finkelhor, 2015; Merikangas et al., 2010

Leading causes of death, ages 15-24

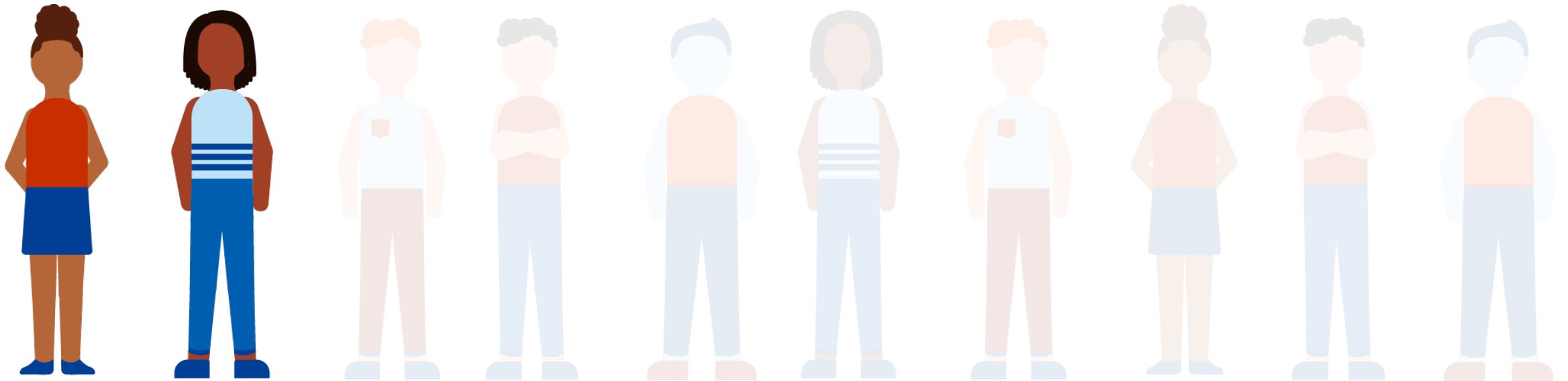
Complicated Pregnancy, 168, 1%
Respiratory Disease, 188, 1%
Influenza & Pneumonia, 190, 1%
Diabetes Mellitus, 248, 1%
Congenital Abnormalities, 355, 1%
Heart Disease, 913, 3%
Malignant Neoplasms, 1374, 5%



Non-fatal self-harm injuries, ages
15-24, US Emergency Depts:
158,762 people

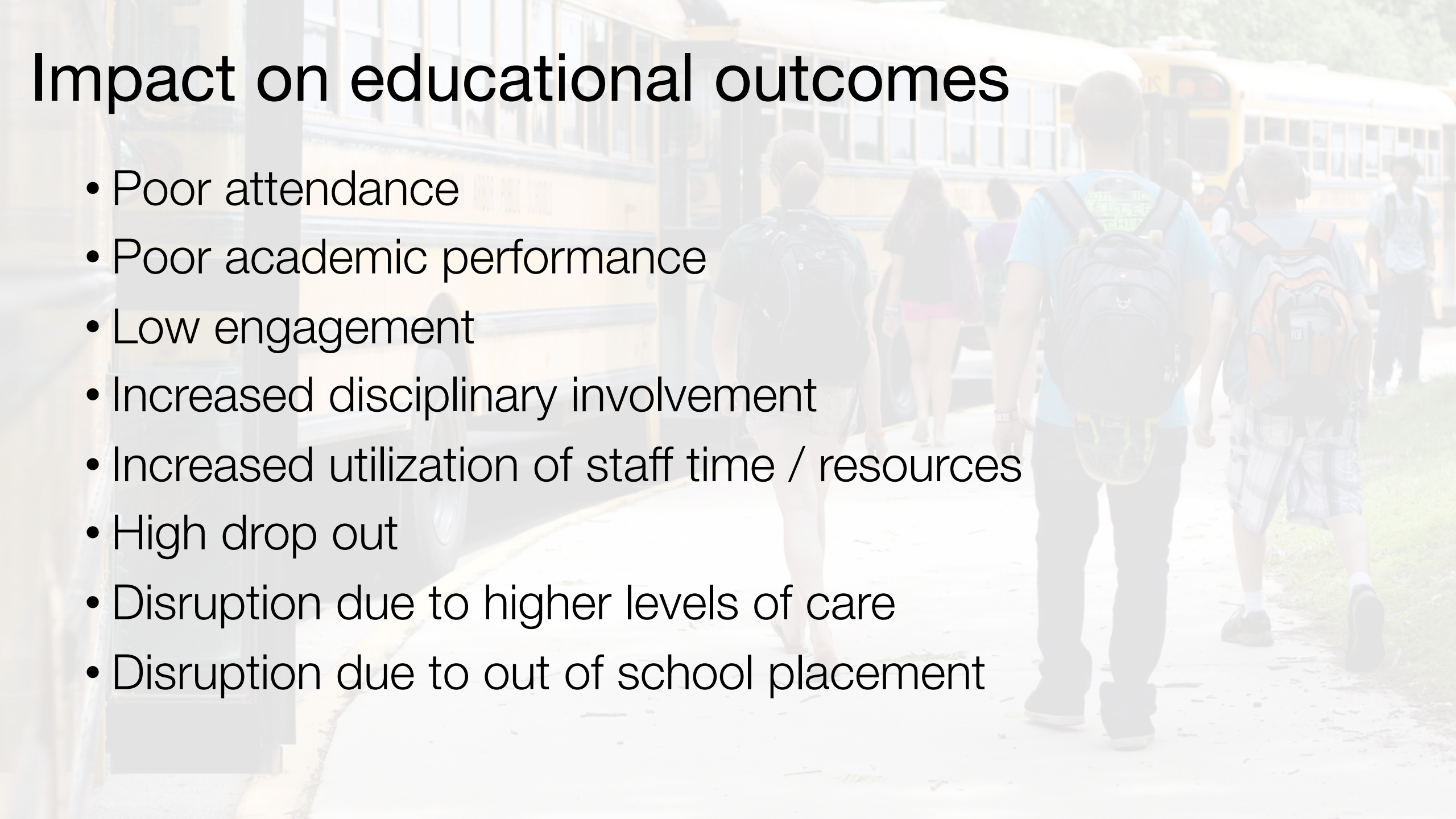
Treatment access

80% of students with a mental illness receive no care



Impact on educational outcomes

- Poor attendance
- Poor academic performance
- Low engagement
- Increased disciplinary involvement
- Increased utilization of staff time / resources
- High drop out
- Disruption due to higher levels of care
- Disruption due to out of school placement



Adverse Childhood Experiences (ACEs)

ABUSE



Physical



Emotional

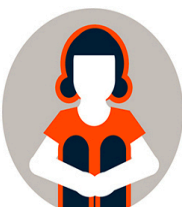


Sexual

NEGLECT



Physical



Emotional

HOUSEHOLD DYSFUNCTION



Mental Illness



Incarcerated Relative



Mother treated violently



Substance Abuse



Divorce

Possible Risk Outcomes:

BEHAVIOR



Lack of physical activity



Smoking



Alcoholism



Drug use



Missed work

PHYSICAL & MENTAL HEALTH



Severe obesity



Diabetes



Depression



Suicide attempts



STDs



Heart disease



Cancer



Stroke



COPD



Broken bones

rwjf.org/vulnerablepopulations

*Source: <http://www.cdc.gov/ace/prevalence.htm>

Schools as a source of mental health services

“On the strength of the compelling evidence alone, schools have an imperative to attend not just to the academic success of students, but to their social, emotional and behavioral development as well. **Schools are a natural and logical setting in which to employ a public health framework that focuses on promoting student well-being** and healthy behaviors and preventing mental health problems before they occur. ”

-Advancing Comprehensive School Mental Health Systems, 2019



Traditional model of school staff training



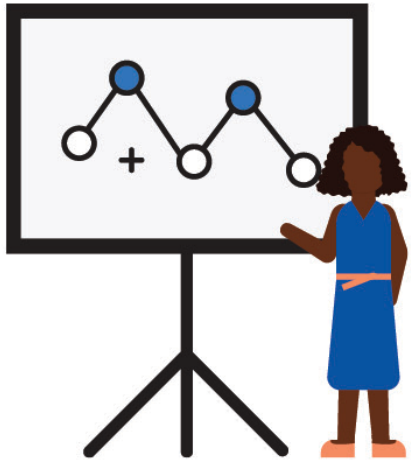
Revised models of school staff training



TRAILS Program



The TRAILS Training Model



Training for school professionals (counselors, social workers, nurses, school psychologists)



School professionals paired with TRAILS coaches



School professionals & coaches work together to facilitate skills group for students

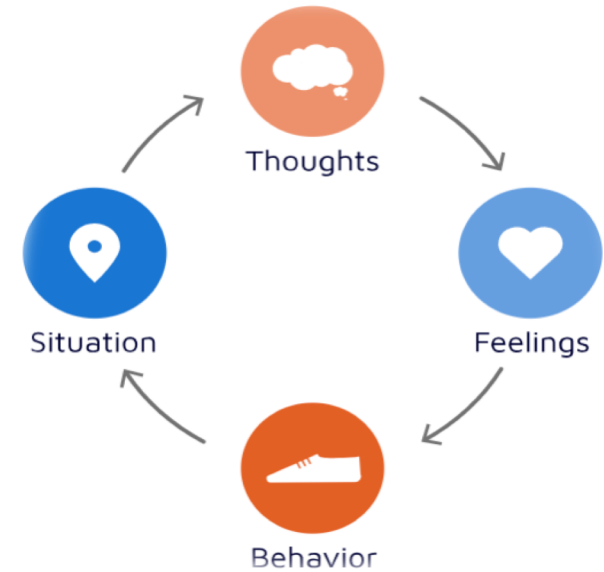


School professionals equipped to serve students independently

1: Training in Evidence-based Mental Health Practices

- Strong empirical support
- Skills-based
- Strength and solution focused
- Impact on meaningful outcomes
 - Health
 - Social
 - Academic
 - Personal
 - Functional

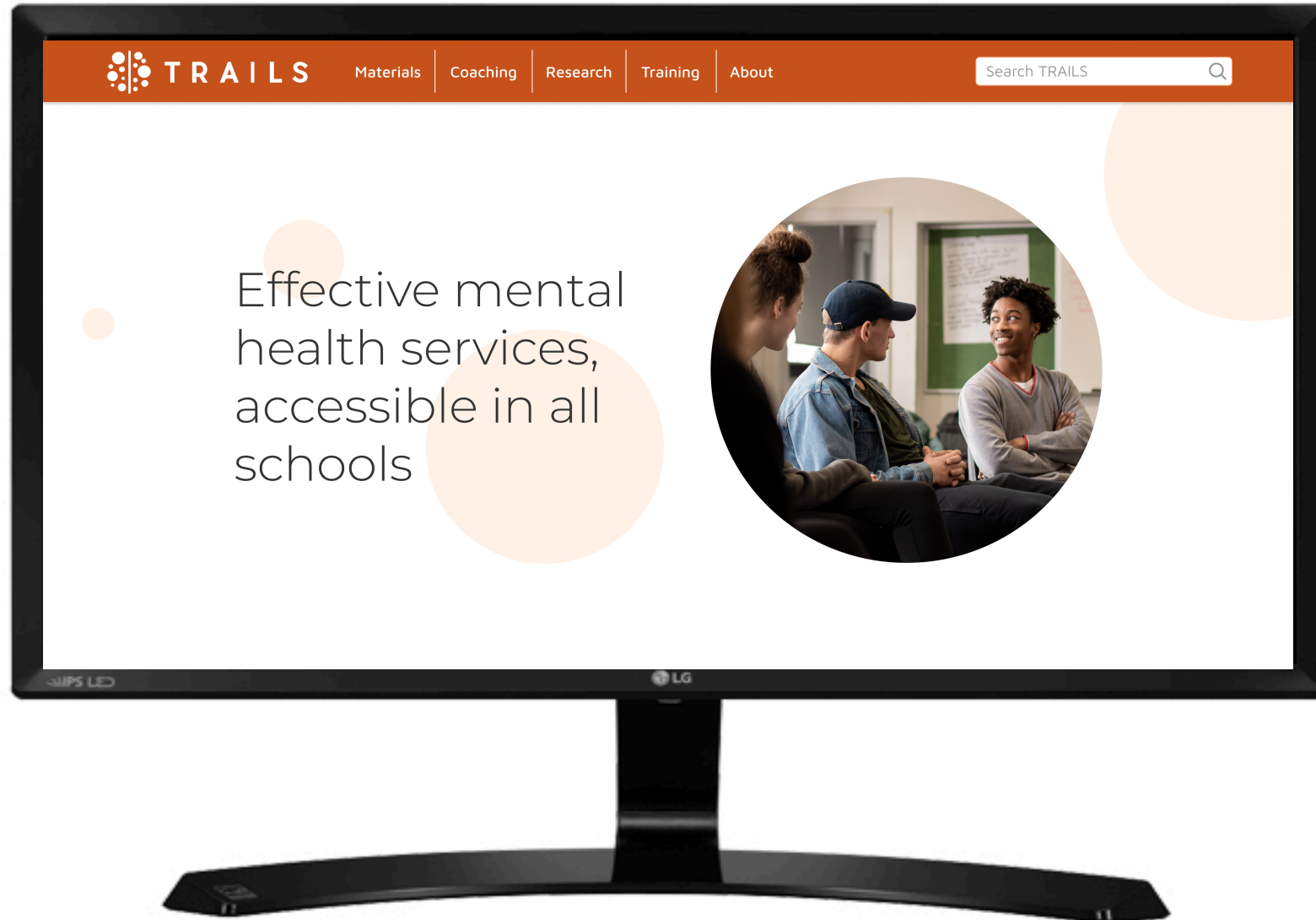
Cognitive
Behavioral
Therapy



Mindfulness



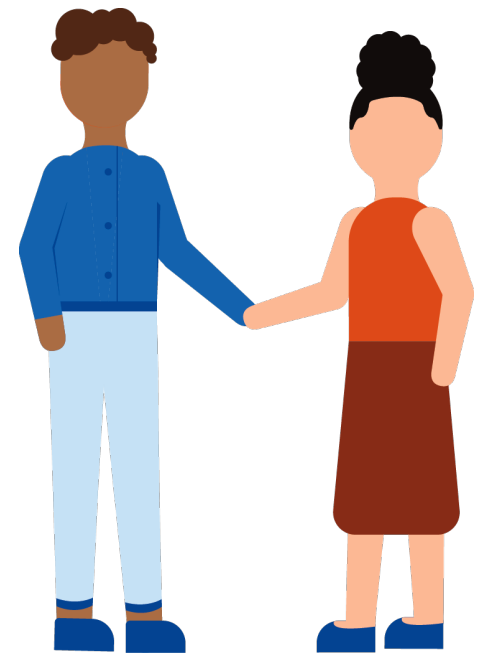
2: Online Resources – TRAILStoWellness.org



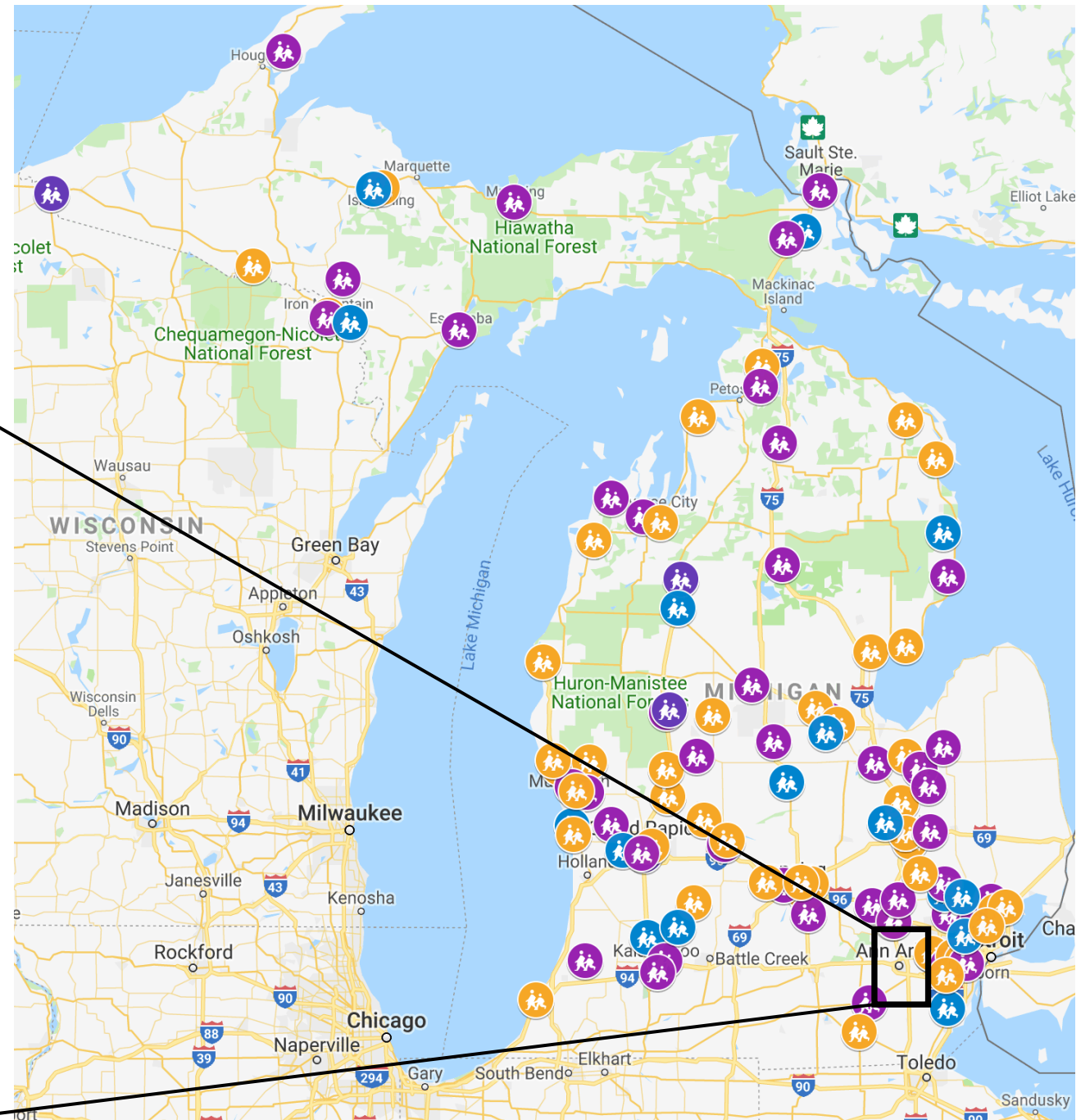
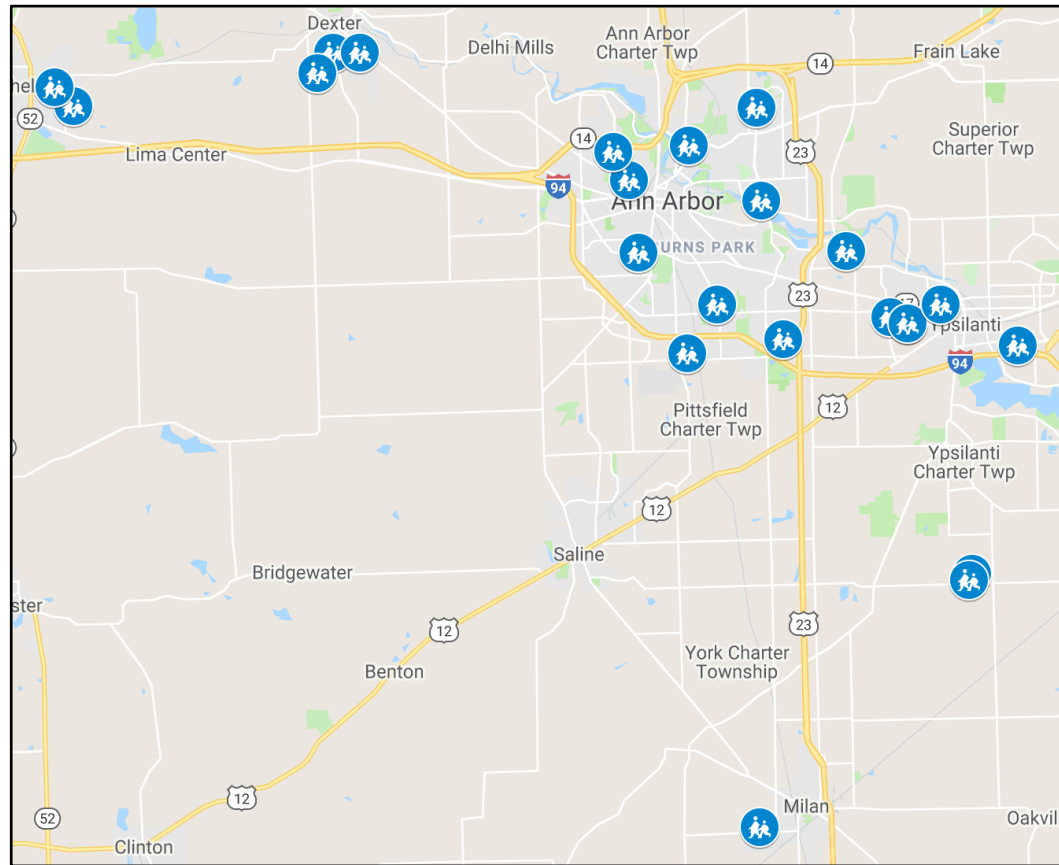
3: In-person support from a Coaching Expert

- TRAILS Coaches paired with school professionals
- Collaboratively plan 10-session student skills groups
- Weekly pre-session support
- Co-facilitation of student groups
- Post-session feedback

Coaches are expert clinicians and former school professionals – they get it!



TRAILS Schools 2019



CASS TECHNICAL HIGH SCHOOL

Partnership



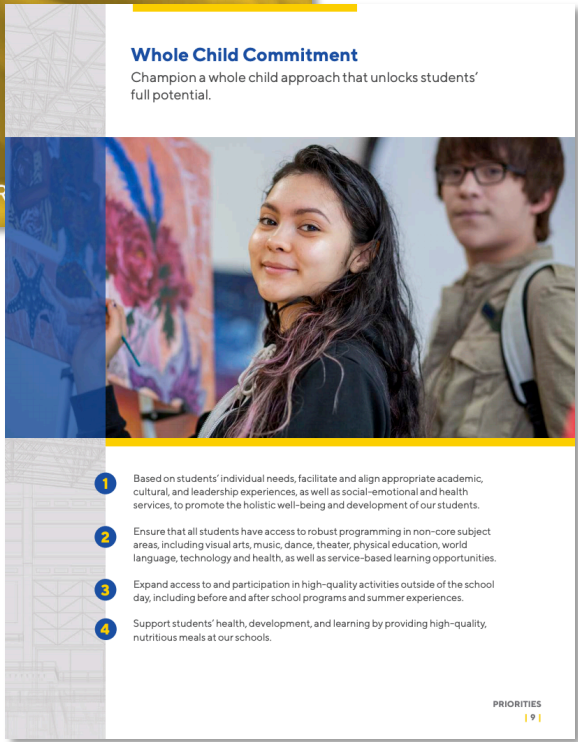
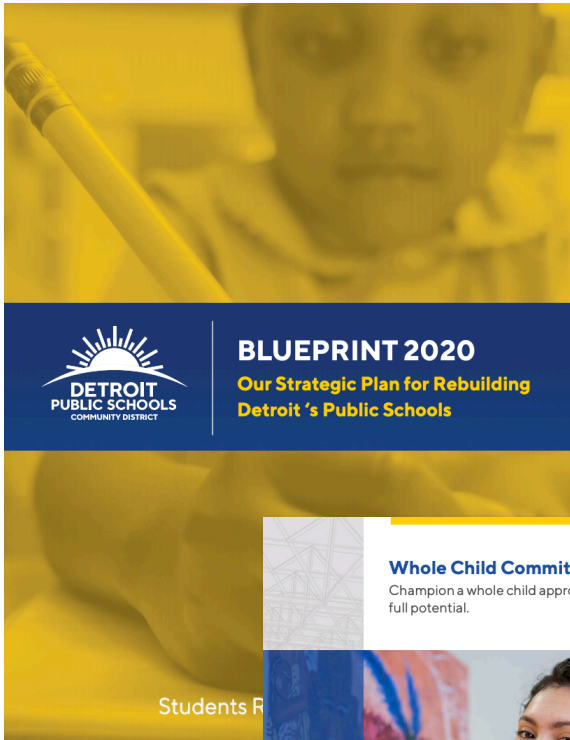
TRAILS



Students Rise. We All Rise.



YOUTH POLICY LAB
UNIVERSITY OF MICHIGAN



TRAILS



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TRAILS CORE FEATURES: A 3-TIERED APPROACH

TIER 3 - SUICIDE PREVENTION & INTERVENTION

- Student suicide risk identification and management
- Resources for coordination of care

TIER 2 - EVIDENCE-BASED MENTAL HEALTH CARE

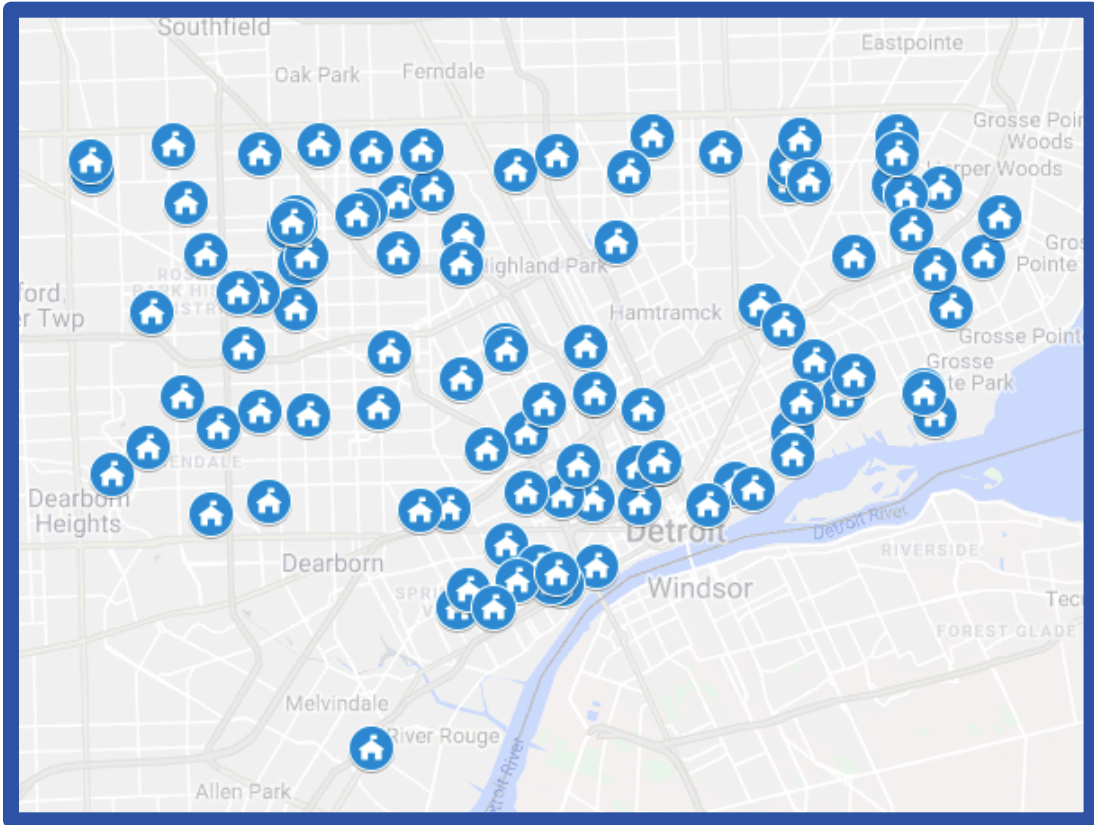
- Programming for students impacted by mental illness
- Resources to identify and refer students in need

TIER 1 - PREVENTION & STIGMA REDUCTION

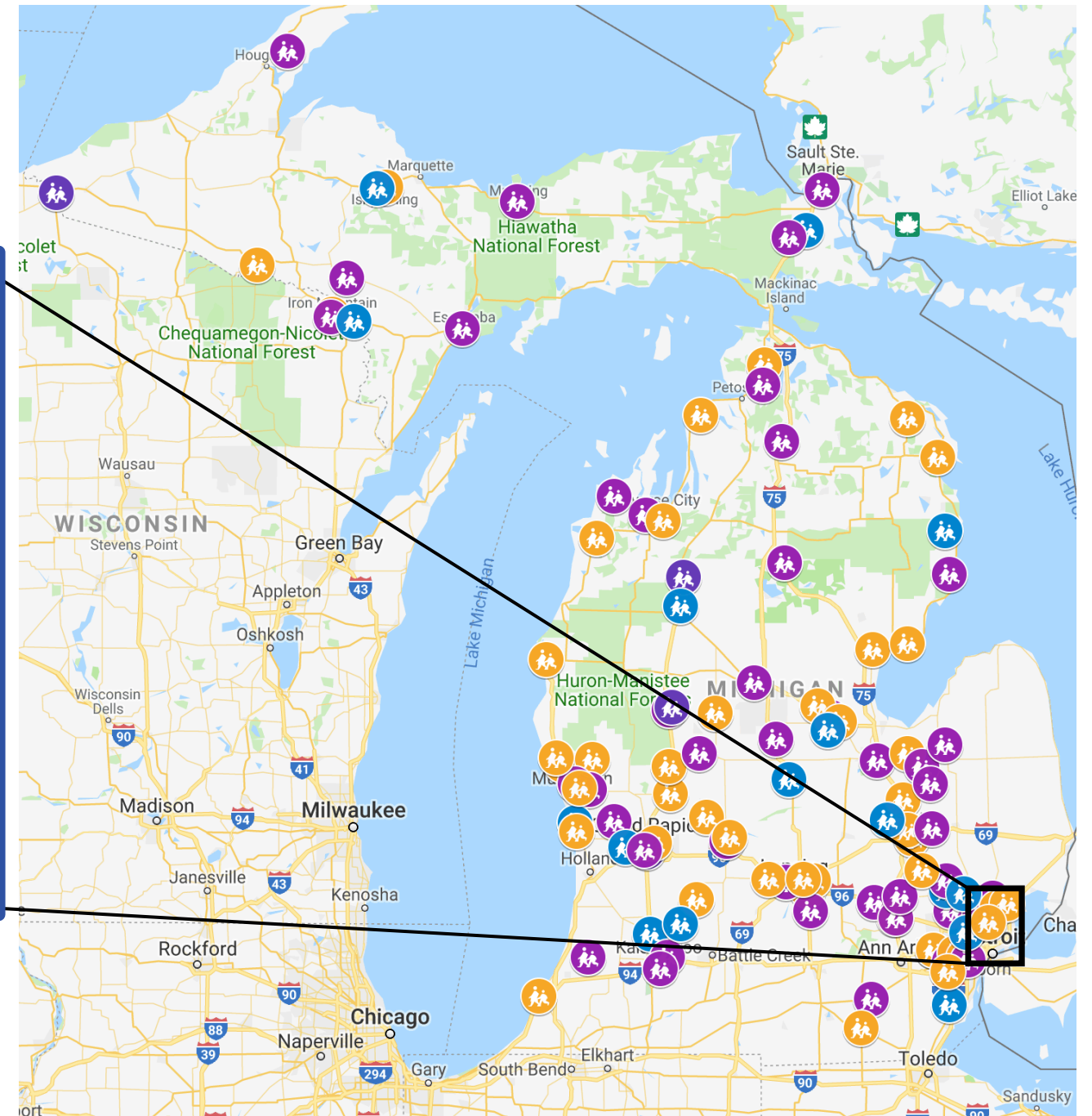
- Anti-stigma education and awareness programming
- Social emotional learning for the classroom setting
- Family outreach and engagement

TRAILS Schools 2019

....and beyond

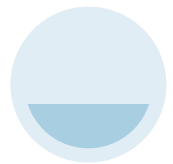


- 110 schools
- 50,000 students
- 4,000 staff/faculty



DPSCD Project Summary and Goals

To improve student behavioral health and academic outcomes sustainably, by strengthening the capacity of the district provide evidence-based, culturally relevant emotional and behavioral support services for students and families in all K-12 buildings

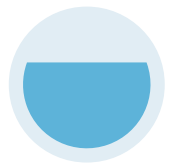


Year 1

Needs
assessment

Summary Report

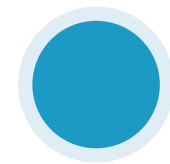
Programming
recommendation



Year 2

Pilot
Implementation

Program Revision



Years 3-4

Implementation
Evaluation

Partnership: Year 1



Needs Assessment



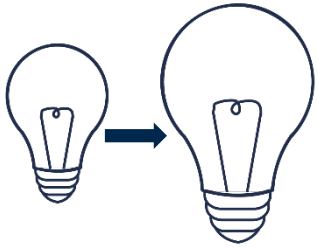


YOUTH POLICY LAB

UNIVERSITY OF MICHIGAN



We use big data and social science
to address pressing social challenges.

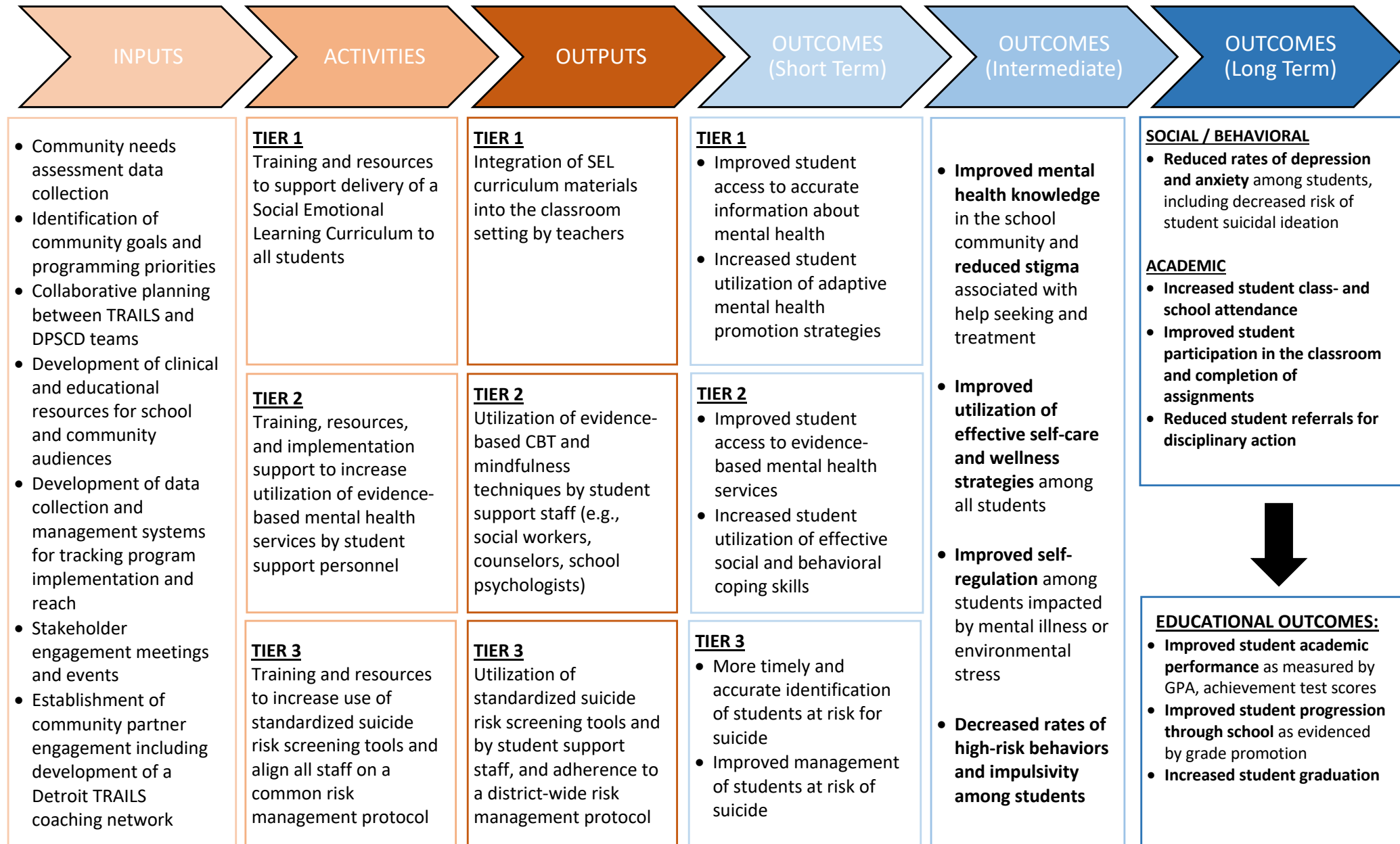


We develop, evaluate, and grow strong programs
in pursuit of the public good.



We work to support Michigan youth
in the context of their families and communities.

TRAILS Logic Model



DPSCD Staff Survey Completion was a **Great Success!**

3,908 DPSCD staff surveys completed!

2,797 Instructional staff surveys

331 Building admin surveys

780 Student support staff surveys

Topics covered:

- Perceptions of student mental health in building
- Professional development
- Burnout
- Stigma
- Expertise in and perceptions of evidence based mental health practices

Demographics

Instructional Staff (N=2,561)

Female:	75%
Male:	17%
Prefer not to answer:	7%

American Indian:	0.4%
African American/Black:	51%
Asian:	1%
Hispanic/Latinx:	3%
Middle Eastern & North African:	0.4%
White:	22%
Multiracial:	4%

High school/GED:	3%
Associate's Degree:	5%
Bachelor's Degree:	20%
Master's Degree:	64%
PhD:	4%

Teacher:	68%
Special Ed. Teacher:	14%
Para Professional:	8%
Substitute:	3%

Support Staff (N=633)

Female:	80%
Male:	13%
Prefer not to answer:	7%

American Indian:	0.2%
African American/Black:	62%
Asian:	0.5%
Hispanic/Latinx:	3%
Middle Eastern & North African:	0.3%
White:	10%
Multiracial:	4%

High school/GED:	15%
Associate's Degree:	19%
Bachelor's Degree:	19%
Master's Degree:	36%
PhD:	1%

Counselor:	15%
Social Worker:	8%
Nurse:	1%
OT/PT:	4%
Security:	1%
Academic Interventionist:	18%
Clerical:	21%
Other:	31%

Administrative Staff (N=286)

Female:	55%
Male:	40%
Prefer not to answer:	5%

American Indian:	0.4%
African American/Black:	75%
Asian:	0.4%
Hispanic/Latinx:	6%
Middle Eastern & North African:	0.4%
White:	5%
Multiracial:	3%

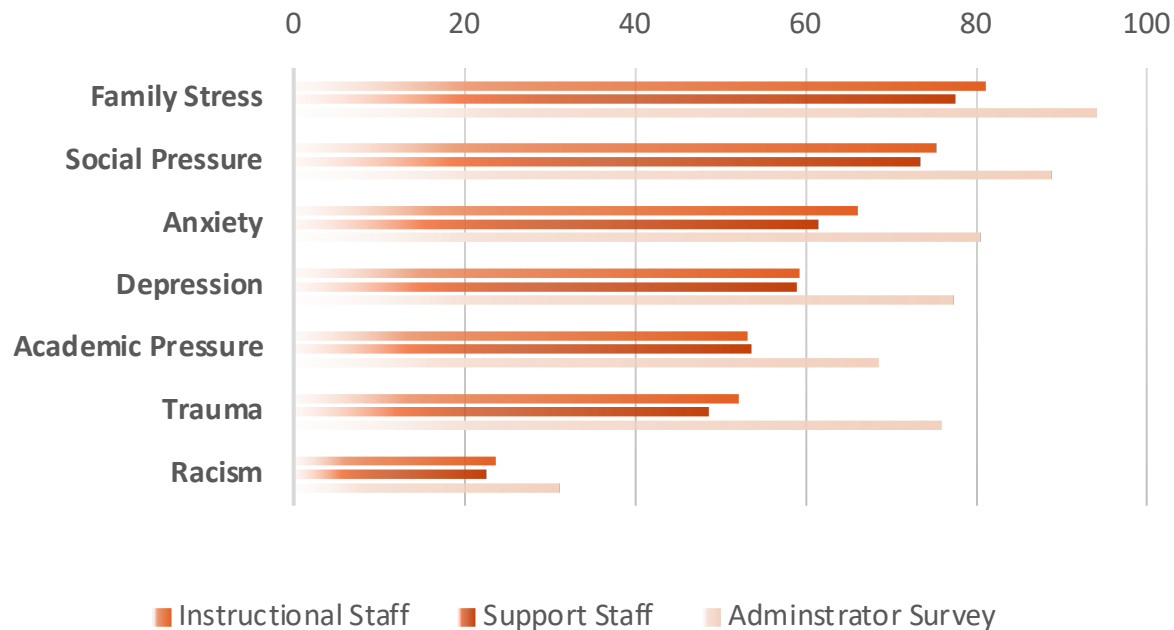
High school/GED:	4%
Associate's Degree:	1%
Bachelor's Degree:	10%
Master's Degree:	58%
PhD:	21%

Dean of Culture:	29%
Principal:	33%
AP/Vice Principal:	24%
Dean of Students:	13%

Perception Staff: What are the Biggest Health Concerns Impacting Your Students?

"I believe this generation of students suffer from more depression and anxiety than any other generation before them..." (Principal)

"I think many of our students suffer from trauma, witnessing violence, not having basic needs met, and other factors that affect their mental health, and teaching them ways to manage their emotional reactions is not a focus in school." (School Social Worker)

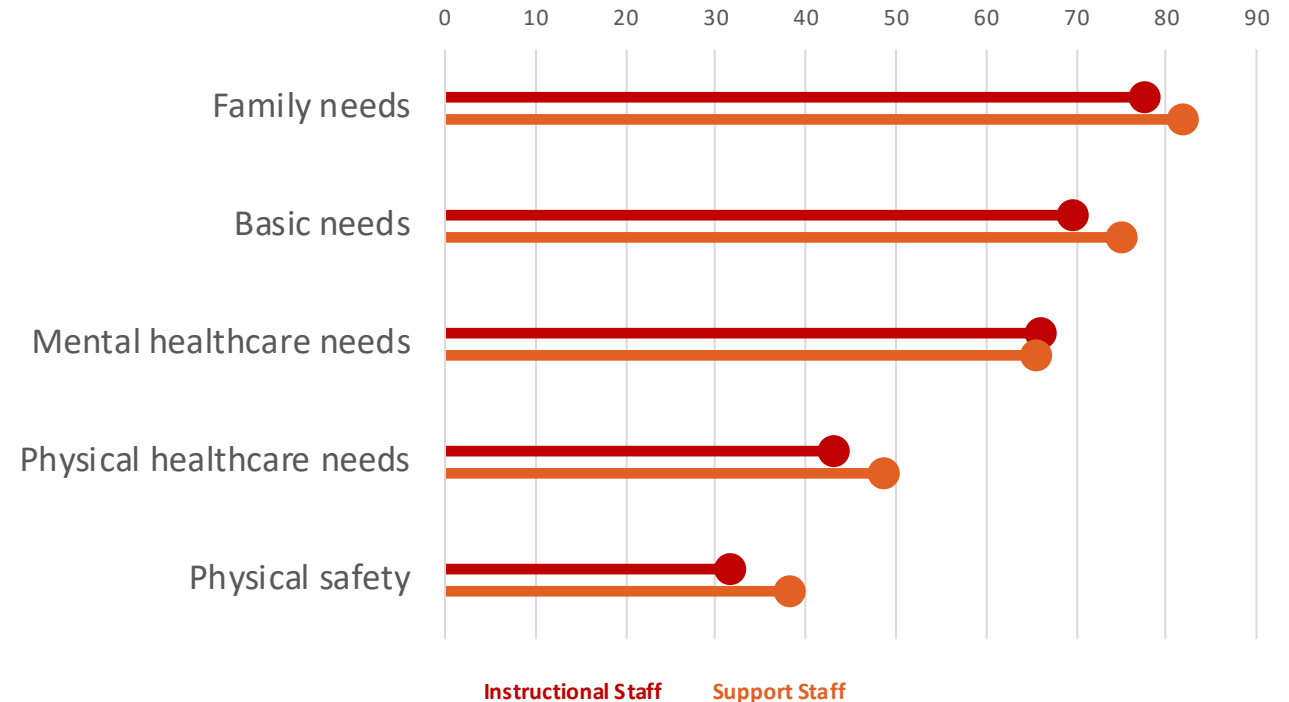


"Mental health issues are not appropriately addressed or taken seriously by many staff members of my school. Many of the newer teachers are taking these issues very seriously, but are impeded by others or not fully trained to handle students' issues." (Teacher)

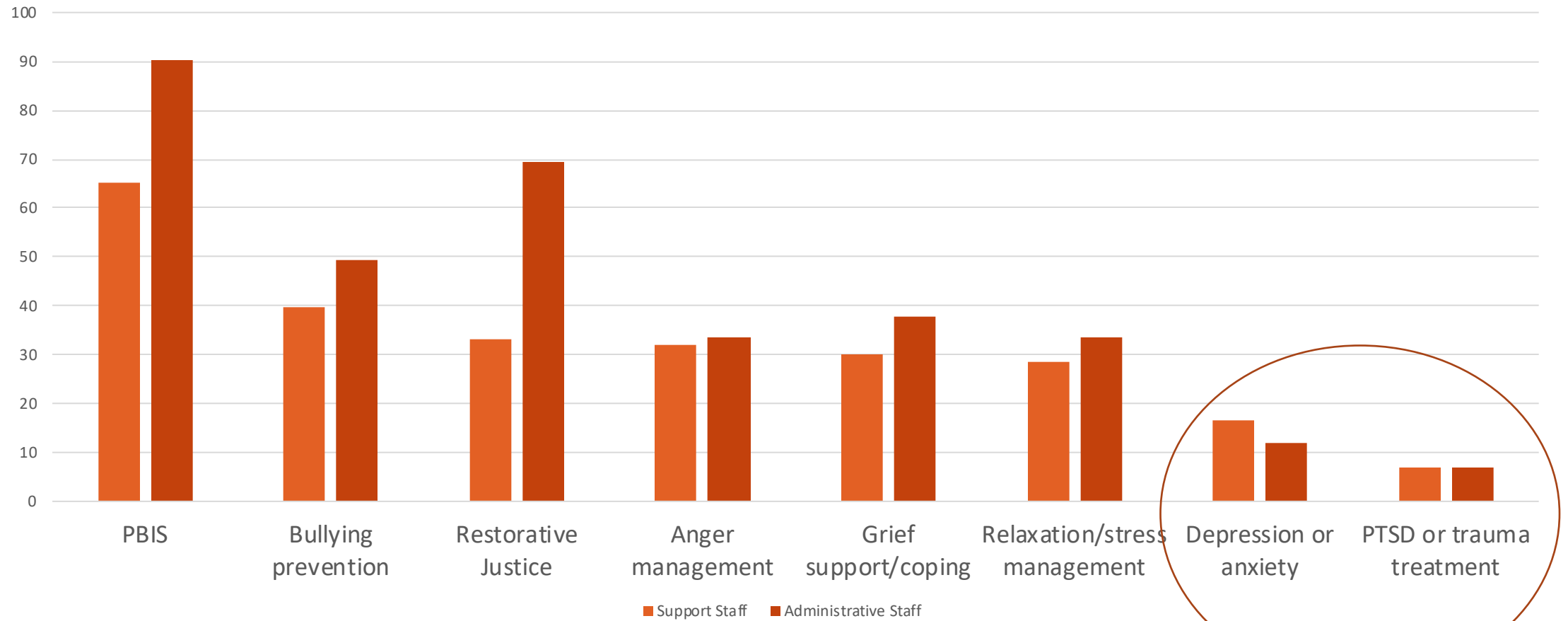
Perception Staff: What are the Greatest Needs of your Students?

“Many students are experiencing mental health issues that are not being addressed at school nor at home. Without a sense of urgency for treatment, students normalize behavior without efficient coping skills and mental health stigma is preventing students and families from seeking treatment due to weak or non-existent referral process.”
(Support Staff)

“More services need to be provided to address the mental needs of students.” (Instructional Staff)



Available Programs in Schools



Perception Staff: Mental Health Priority

- More than half of all respondents mentioned the lack of resources and training to support students' social or emotional needs
- Data reflected different perceptions among administrators and instructional staff regarding priority on addressing students' mental health needs and teaching students strategies to manage their stress levels

"I strongly believe we don't have all the resources we need to attend to the needs of students struggling with mental health concerns. Our two behavioral specialists are overloaded with intervening on situations that arise in the building. We don't have a place for students to release their emotions and energy. We don't have enough social work support. This is an issue that is most imperative to our school and to the success of our students." (Support Staff)

"I worry that some of our students will not be productive later in life and will miss out on opportunities because no one is willing to hear them or help them. We don't have the resources to address their needs and some will continue to suffer without getting mental help. "
(Instructional Staff)

Burnout: Exhaustion



Instructional Staff:
2.45

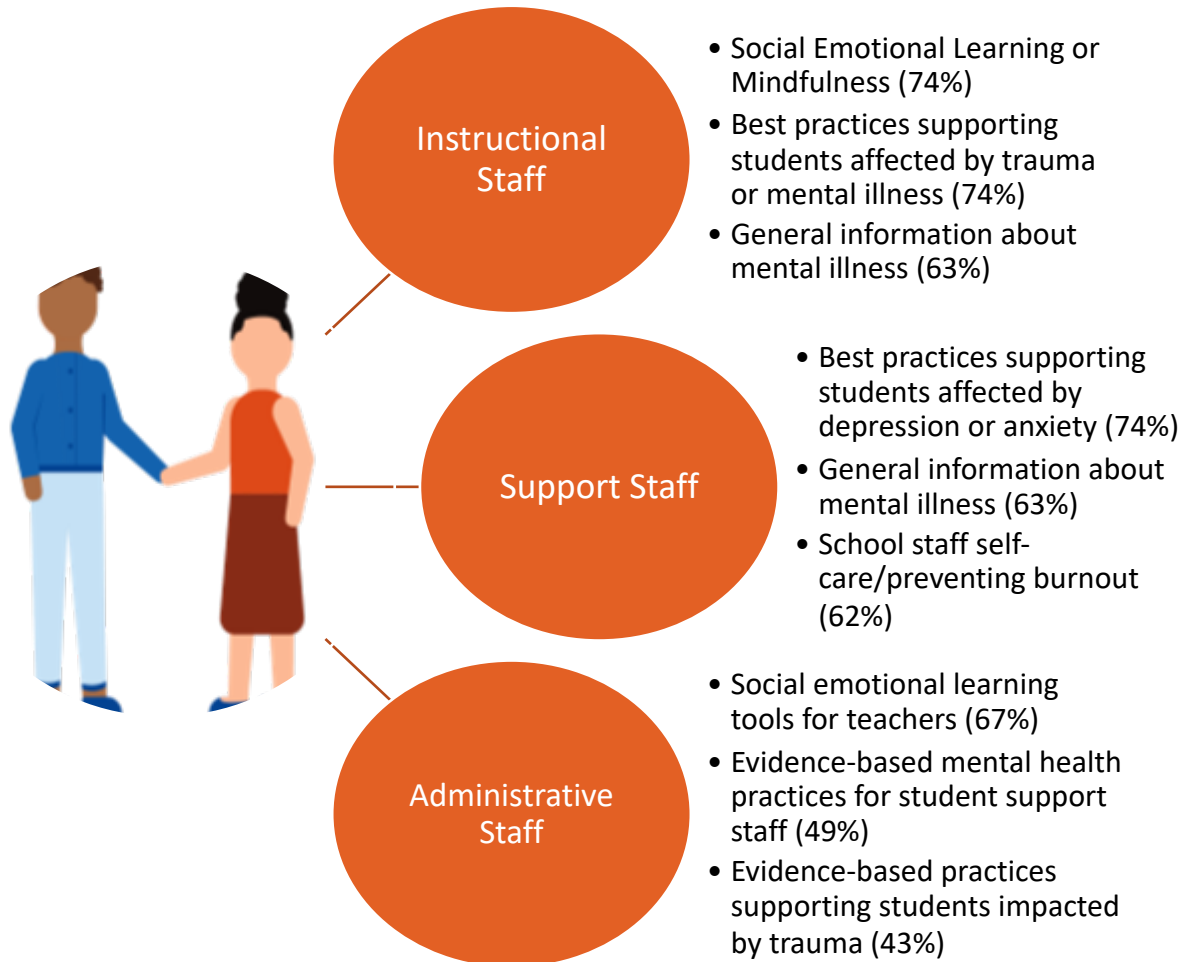
Support Staff:
2.22

Administrative
Staff: 2.73

“Teachers are unable to cope with and/or resolve mental triggers that may affect students' ability to function in the learning environment of the school. Inexperience and lack of training for teachers create the biggest problems for general education teachers who are already overwhelmed with massive work loads, expectations and mandates from direct administrators, district, state and federal entities that are key for schools to exist. Expectations for staff, especially teachers are HUGE; yet, resources, supplies, and equipment to help teachers are BARE at best.”

We need more staff, more resources, training, and equipment to effectively respond. My colleagues and I are stretched so thin that all we can really address are crises. There is no time for prevention planning nor the people to do it. Everyone agrees on what should be done. I wish the District would develop a team that actually brings prevention programming into the building. We have experienced staff leaving, long illnesses and no programming.

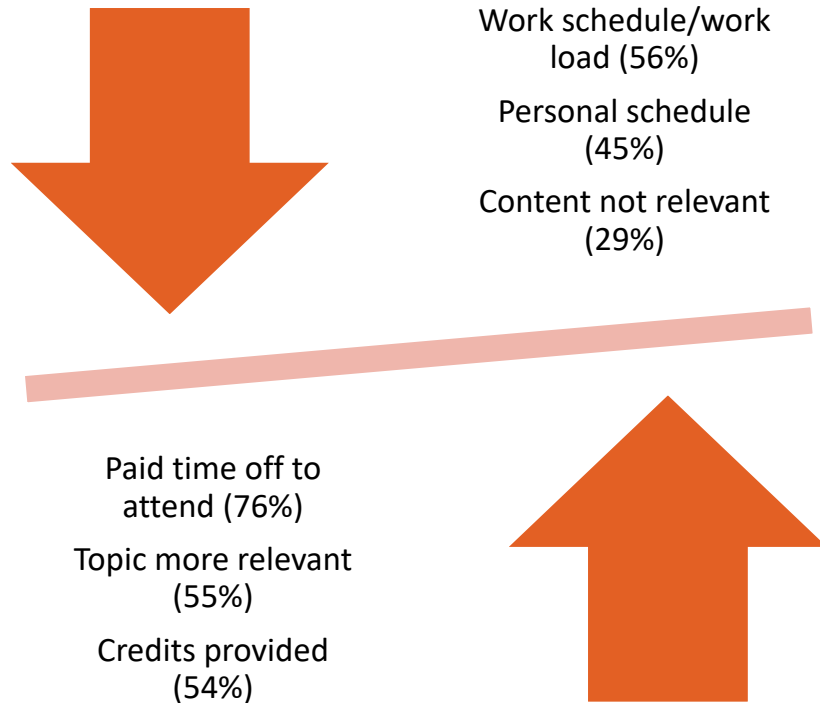
Professional Development: Top 3 Needs/Wants/Wishes



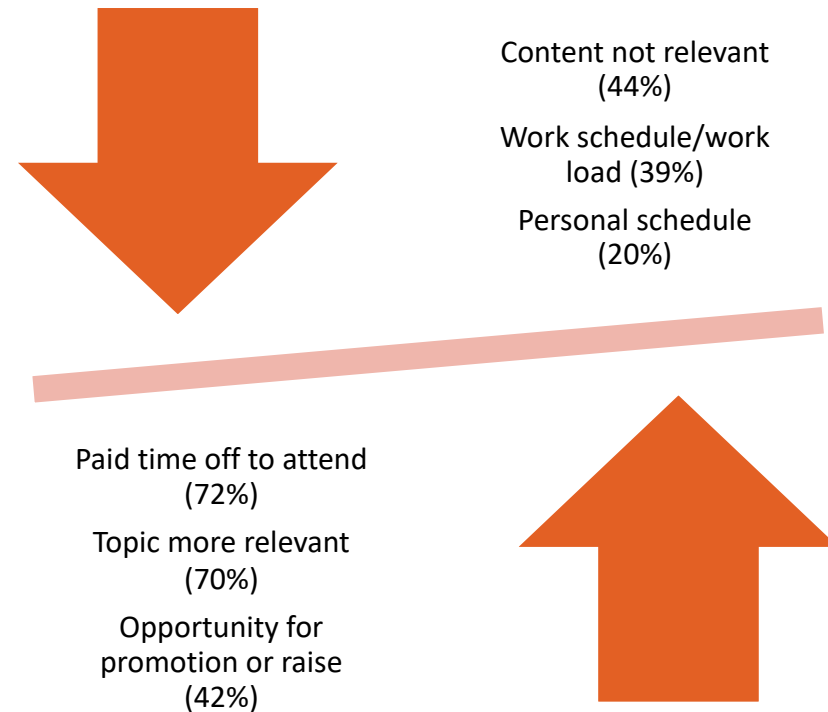
“We have students who suffer from various mental illness. Because of that, I believe all educators should strive to be familiar with students and notice the mental health of their students. I believe all teachers should implement Social Emotional Learning strategies into the school day. I also believe support staff should continually grow in their knowledge of and service provided for mental health.” (Administrative Staff)

Professional Development: Top 3 Barriers and Motivators

Instructional Staff



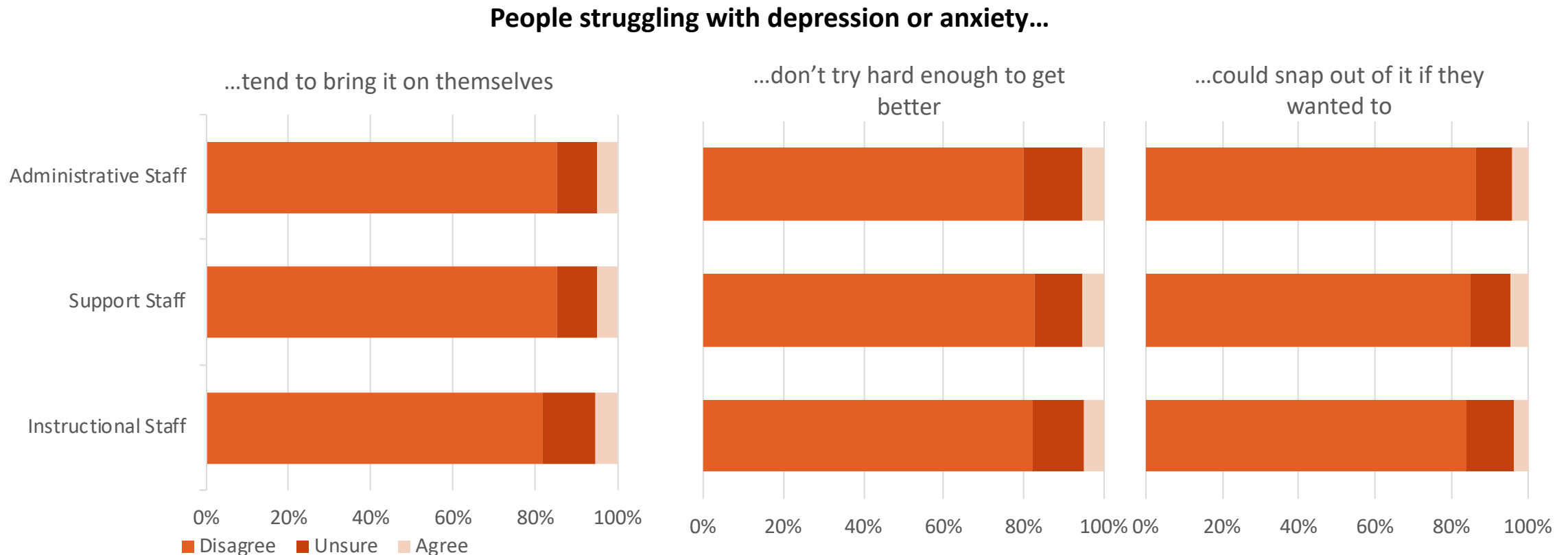
Support Staff



Mental Health and Stigma

👍 Stigmatized beliefs that people are individually responsible for their depression or anxiety is low across all participants.

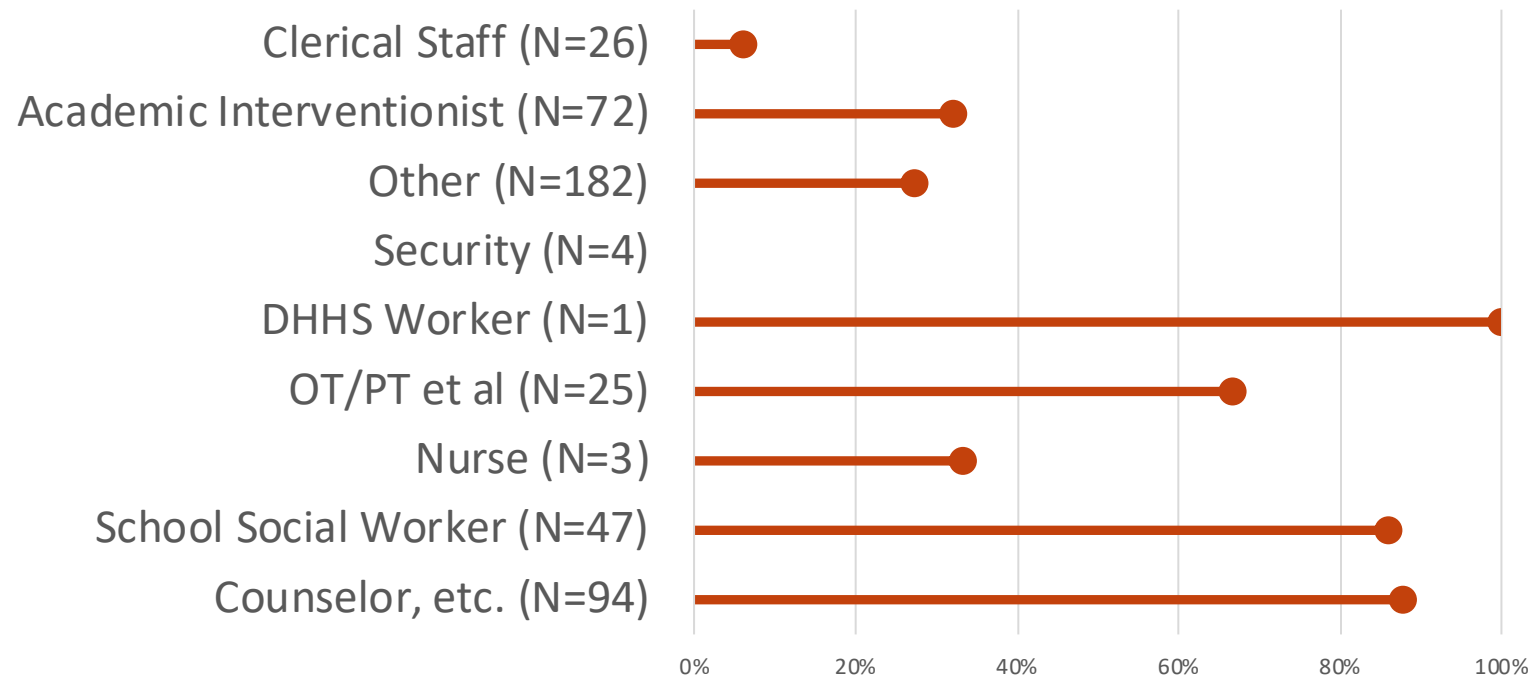
!! However—think about how many students interact with one teacher, support staff, or administrator!



Support Staff

CBT: Awareness

Familiarity with the Term "Cognitive Behavioral Therapy"



Support Staff

CBT: Sentiment & Interest in Community Support

- More than 70% of social workers and school counselors depicted a positive sentiment towards CBT use with students in schools
 - Effective approach for students with depression, anxiety, severe trauma
 - Improves average clinical outcomes
 - Appropriate for a wide variety of ethnicities, cultures, and socio-economic backgrounds

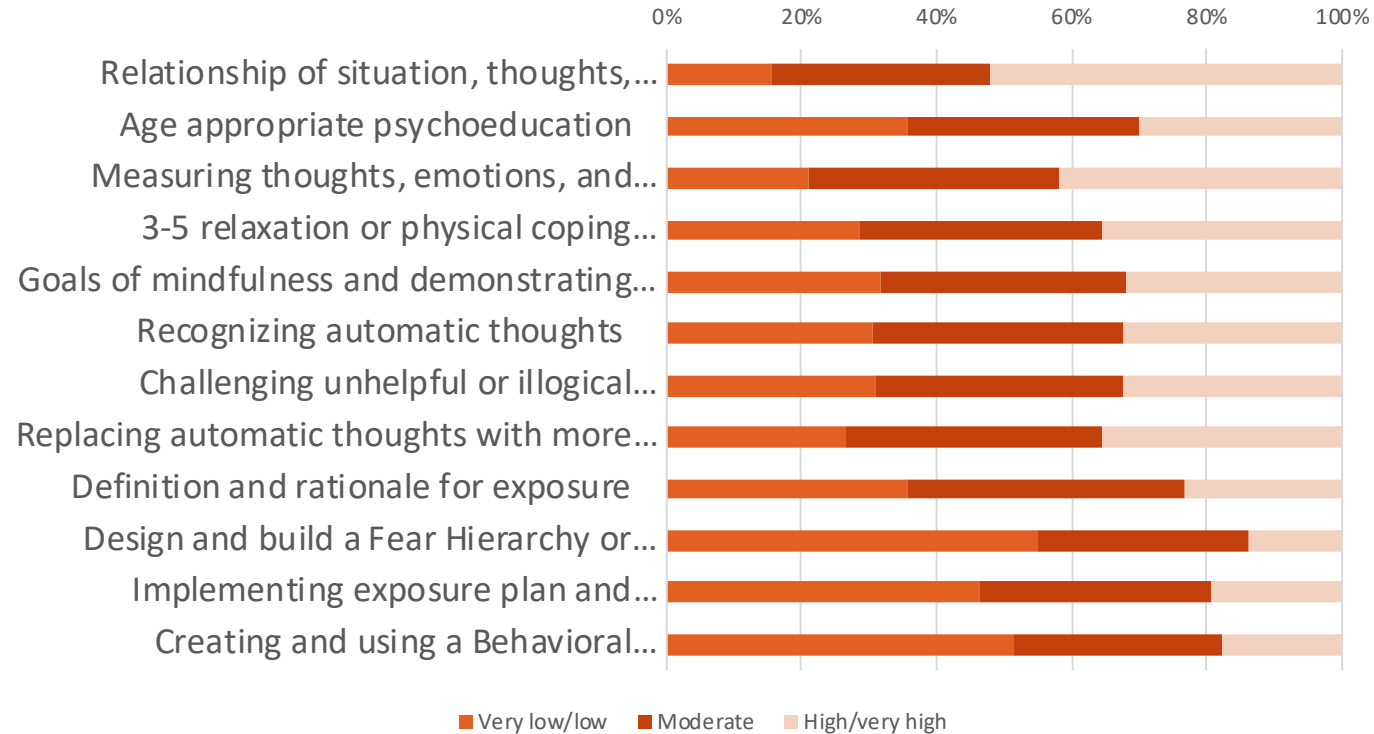
Interest in Community Support



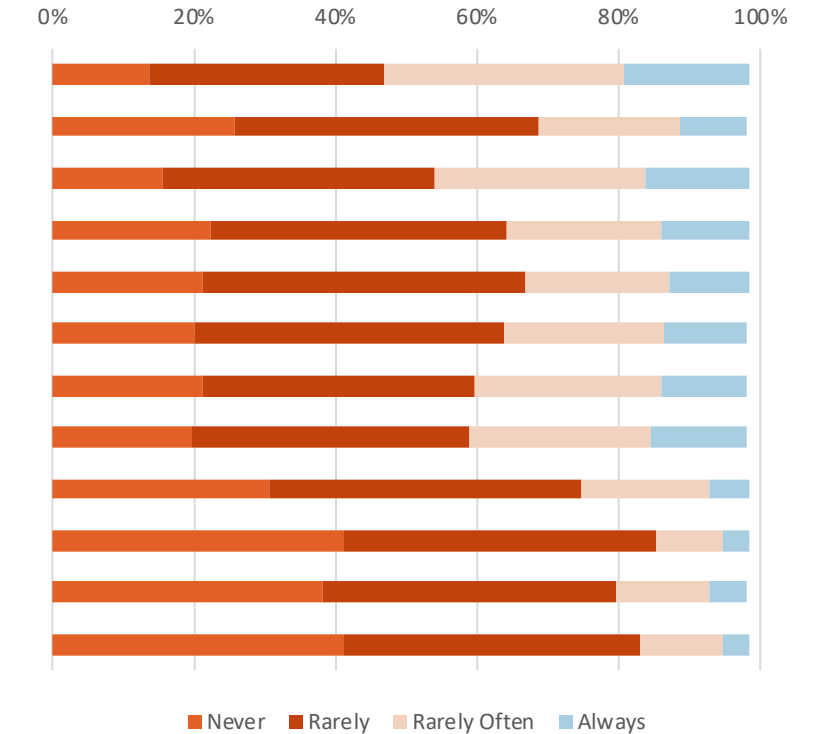
Support Staff

CBT: Expertise and Implementation

Expertise



Implementation




What Comes to Mind When You Think About the Mental Health of Students in Your School?

- Almost 3,000 participants (n=2,925) chose to respond to the open-ended text.
- More than a thousand respondents (n=1,253) confirmed that students in their school were impacted by certain health concerns, such as mental health in general, anxiety, depression, trauma and more.
- The voices of the support staff, instructional staff, and administration depicted a variety of themes predominantly:
 - affirming the mental health problematic in schools,
 - the need for support for students, families, and staff,
 - the lack or need of resources,
 - students' needs for training and or coping skills,
 - insufficient staff,
 - behavior issues,
 - the negative impact on academic achievement,
 - stigma
 - mental health needs prioritization and more.

From DPSCD staff:

- **Social Worker** – “There needs to be more training for teachers & administration about teen mental health, especially with understanding how depression, anxiety & stress affects them. Parents need more education about this topic as well. Improving student test scores is a priority & something everyone should strive to accomplish. However, if the student is not in the right state of mind this cannot be accomplished!”
- **Teacher** – “Mental health has always been a concern in our school. Our students don't have enough resources to help understand and cope with what they are feeling.”
- **Administrator** – “If our district seeks higher student achievement, we need to invest in mental health services (Tier 1, 2, & 3) to support kids.”

A grayscale photograph of the exterior of Cass Technical High School. The building is a modern, multi-story structure with a prominent glass facade on the left side and a series of windows on the right. The entrance is centered, featuring a set of glass doors and a small overhang. The text "CASS TECHNICAL HIGH SCHOOL" is displayed in large, white, sans-serif capital letters across the upper part of the entrance area.

CASS TECHNICAL HIGH SCHOOL

Next Steps

Student Survey – October 2019!

Metrics

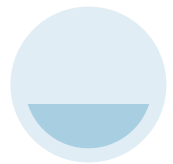
- Perceptions/knowledge of mental health
- Stressors and coping strategies
- Mental health clinical indicators:
 - PHQ-9T (Depression)
 - GAD-7 (Anxiety)
- ACEs
- Access to mental health services
- Perceptions of school climate
- Living environment

Distribution

- **Anonymous links – no identifying info collected**
- Qualtrics - computer or mobile
- All students grades 8-12
 - ~18,000 students
 - ~100 schools

DPSCD Next Steps

To improve student behavioral health and academic outcomes sustainably, by strengthening the capacity of the district provide evidence-based, culturally relevant emotional and behavioral support services for students and families in all K-12 buildings

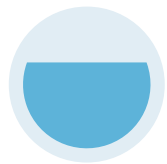


Year 1

Needs
assessment

Summary Report

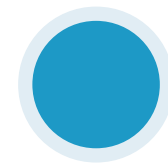
Programming
recommendation



Year 2

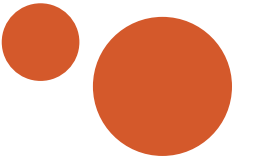
Pilot
Implementation

Program Revision



Years 3-4

Implementation
Evaluation



Questions?

Thank you!

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