



A Collaborative Approach to Student Mental Health



Today's Purpose

Provide information regarding student mental health

Provide

Define the role of the School Social Worker, the School Psychologist, and the School Counselor

Define

Outline how the three disciplines work collaboratively

Outline

Describe the importance of mental health interventions in the schools

Describe

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Mission and Vision

The Michigan School-Based Mental Health Providers (S-BMHP) collaboration seeks to identify and address systemic issues regarding student mental health.

Through research, evidence-based practices, and community partner development, the Michigan Association of School Psychologists (MASP), The Michigan Association of School Social Workers (MASSW), and the Michigan School Counselor Association (MSCA) have committed to work jointly on improving the mental health of all students.

Why Mental Health in School Matters

- Research indicates between 18-20 percent of students have mental health issues significant enough to cause impairment to major life functions (Dore, 2005), yet only 1 in 5 receives the necessary services (Kaffenberger, Seligman, 2007).
- Furthermore, certain students, including students with disabilities, students of color, and students from low income families, are at greater risk for mental health challenges, but are even less likely to receive the appropriate services (Vera, Buhin, & Shin, 2006).
- **Students with untreated mental health issues may develop more significant problems which can greatly impact their educational experience and result in poor educational outcomes and possibly dropping out of school** (Erford, Newsome, & Rock, 2007).

Why Mental Health in School Matters (pre-pandemic)

CDC's Youth Risk Behavior Surveillance Data Summary & Trends Report: 2009-2019

- More than **1 in 3 high school students** had experienced persistent feelings of **sadness or hopelessness** in 2019, a 40 percent increase since 2009.
- In 2019, approximately **1 in 6 youth reported making a suicide plan** in the past year, a 44% increase since 2009.

Youth are almost as likely to receive mental health services in an education setting as they are to receive treatment from a specialty mental health provider — in 2019, **15% of adolescents aged 12-17** reported receiving mental health services at school, compared to 17% who saw a specialty provider. (SAMHSA, 2019)

By 2016, **one in six** U.S. youth aged 6-17 experience a mental health disorder each year. Yet, **about half** of youth with mental health conditions received any kind of treatment over the course of a year. (Whitney & Peterson, 2018)

COVID-19 Impact Considerations on Mental Health

Students:

- As a result of the pandemic, the **American Academy of Pediatrics** declared **children and adolescent mental health as a [national emergency](#)** (2021)
- Many have experienced grief, loss, isolation, and complex trauma; students have increased stressors and anxiety pertaining to physical and psychological safety

Adults:

- Over 75% of adults report increased stress levels during COVID-19 ([APA Stress in America Survey, 2021](#)) (Families, caretakers, staff, administrators...)
- Staff and administrative mental health needs have increased
 - Burnout and Stress are at an all time high among educators ([APA, 2022](#))
 - Increase risk of suicidality– difficult to meet needs and demands of all with staffing shortages and safety concerns ([NPR, 2022](#))

Treatment of Mental Health Conditions

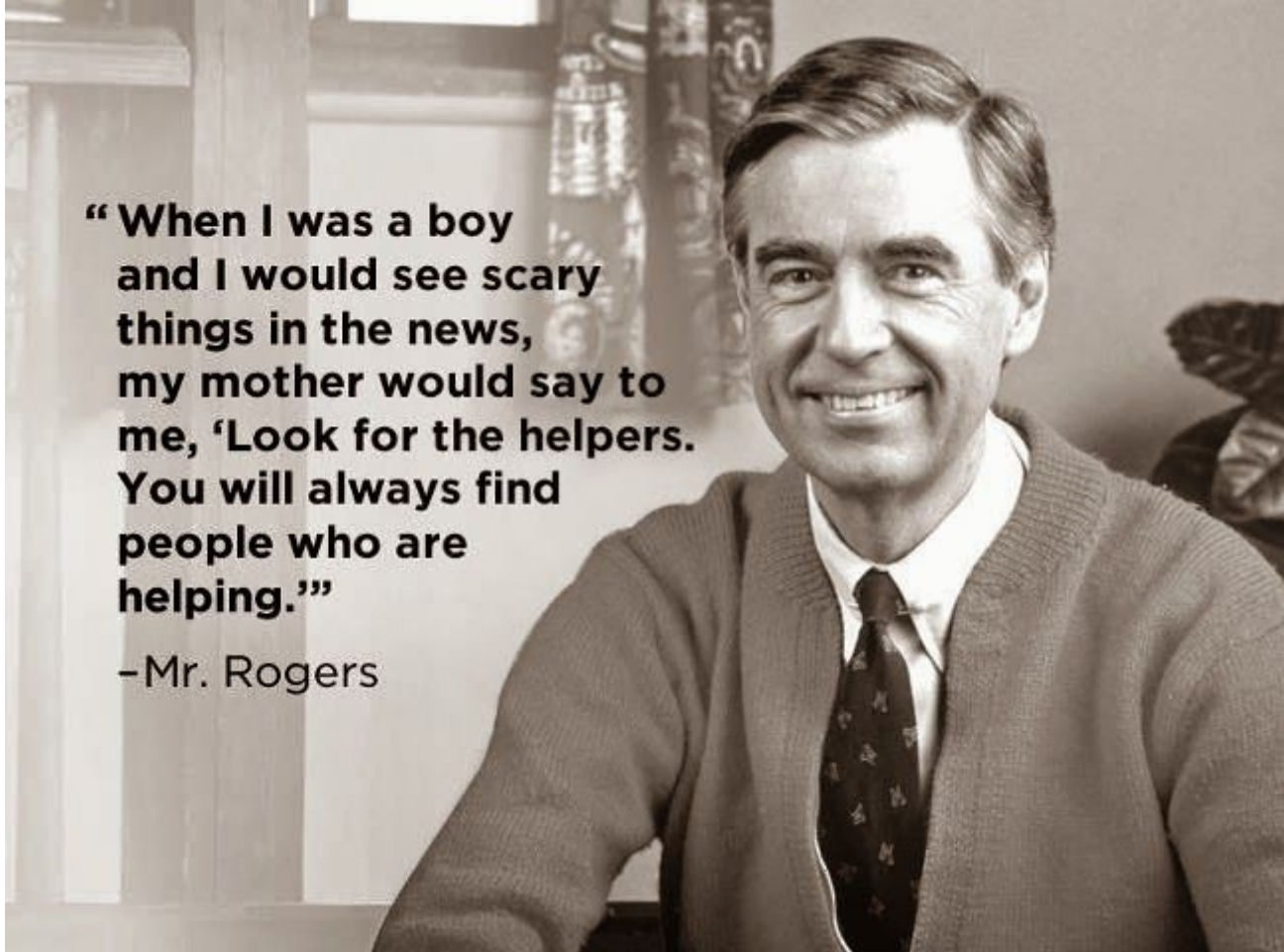
(NASP, 2019)

20% of students have been diagnosed with a mental health condition, but **only 1 in 5** students who have mental health difficulties are receiving treatment

Schools are optimal locations for students to receive counseling and support for mental health difficulties since children spend 7 hours a day in this location

School based mental health providers work in a **collaborative manner with teachers, parents, and students** to provide optimal services for children

School based mental health providers have **unique knowledge of school systems** and are trained to collaborate with other professionals in the school setting



**“When I was a boy
and I would see scary
things in the news,
my mother would say to
me, ‘Look for the helpers.
You will always find
people who are
helping.’”**

-Mr. Rogers

The Role of School Counselors, School Psychologists, and School Social Workers

Conduct assessments,
counseling, and other
mental health and
academic services

Work with children
individually and in
groups

Collaborate with
parents, teachers,
and administrators

Help schools, families,
and communities
provide successful
outcomes for ALL
students

School Counselors, School Psychologists, and School Social Workers

Promote Positive Behavior and Mental Health & Wellness

- Improve students communication and social skills
- Assess student emotional and behavioral needs
- Provide individual and group counseling
- Promote problem solving, anger management and conflict resolution
- Reinforce positive coping skills and resilience
- Promote positive peer relationships and social problem solving
- Make referrals to and help coordinate community services provided in schools



School Counselors, School Psychologists, and School Social Workers Create Safe, Positive School Climates

Prevent bullying and other forms of violence

Support social-emotional learning

Assess school climate and improve school connectedness

Implement and promote positive discipline and restorative justice

Implement school-wide positive behavioral supports

Identify at risk students and school vulnerabilities

Provide crisis prevention and intervention services

Conduct suicide and threat assessments to ensure student safety

School Counselors, School Psychologists, and School Social Workers Promote Academic Achievement

✓ Promote student
motivation and
engagement

✓ Conduct
psychological and
academic
assessments

✓ Individualize
instruction and
interventions

✓ Improve student and
classroom behavior

✓ Monitor student
progress

✓ Reduce
inappropriate
referrals to special
education

✓ Collect and interpret
student and
classroom data

School Counselors, School Psychologists, and School Social Workers Support Diverse Learners

Assess diverse
learning needs

Provide culturally
responsive services
to students and
families from diverse
backgrounds

Plan appropriate
Individualized
Education Programs
for students with
disabilities

Modify and adapt
curricula and
instruction

Adjust classroom
facilities and routines
to improve student
engagement and
learning

Monitor and
effectively
communicate with
parents about student
progress



School Mental Health Professionals

School-employed mental health professionals focus on how a student's behavior impacts their ability to learn and be successful in school.

Community-employed mental health professionals in schools focus on a student's global mental health and how it impacts family, community, work and school.

Community-employed mental health providers vary in their level of experience and training related to schools

School mental health services should provide seamless, coordinated support



School Counselors, School Psychologists, and School Social Workers Conduct Interventions

We engage in the following interventions at the school level:

Promoting
Social
Emotional
Learning

Counseling

Academic
interventions
and behavior
plans

Collaborating
with outside
providers

Connecting
families with
community
resources

Signs of
Suicide
training

Threat
assessment

Suicide
assessment



School Counselors, School Psychologists, and School Social Workers Foster School and Home Collaboration

Help families understand their child's learning and mental health needs

Assist in navigating special education processes

Connect families with community service providers when necessary

Help effectively engage families with teachers and other school staff

Enhance staff understanding and responsiveness to diverse cultures and backgrounds

Help students transition between school and community learning environments, such as residential treatment or juvenile justice programs



School Counselors, School Psychologists, and School Social Workers Provide Crisis Response Services

Lead, participate, and inform crisis response teams to provide emotional support after a myriad of crises:



Suicide
of students



Death of
teachers, staff
members, and
students



Natural
disasters and
pandemics



Car accidents
with student
deaths or
severe injuries

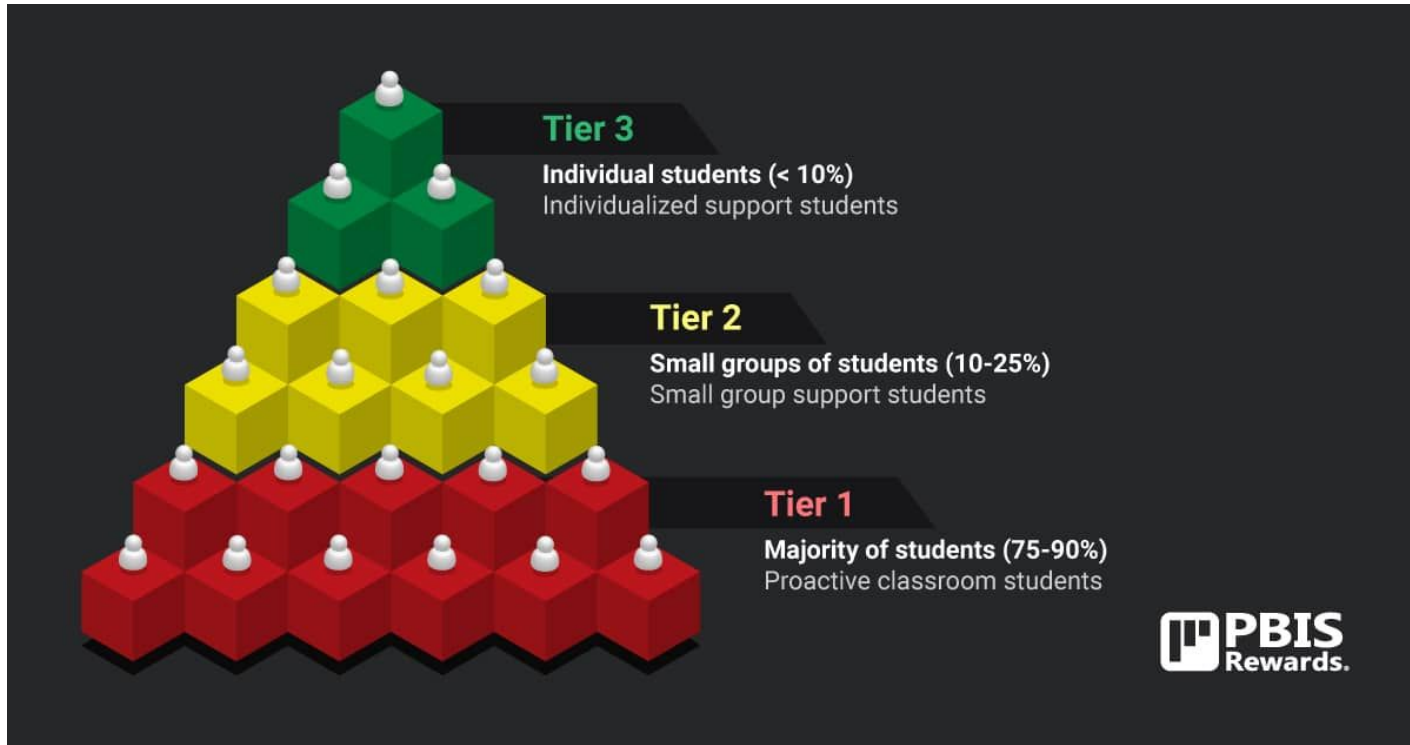


Counseling
and support
during and after
crises

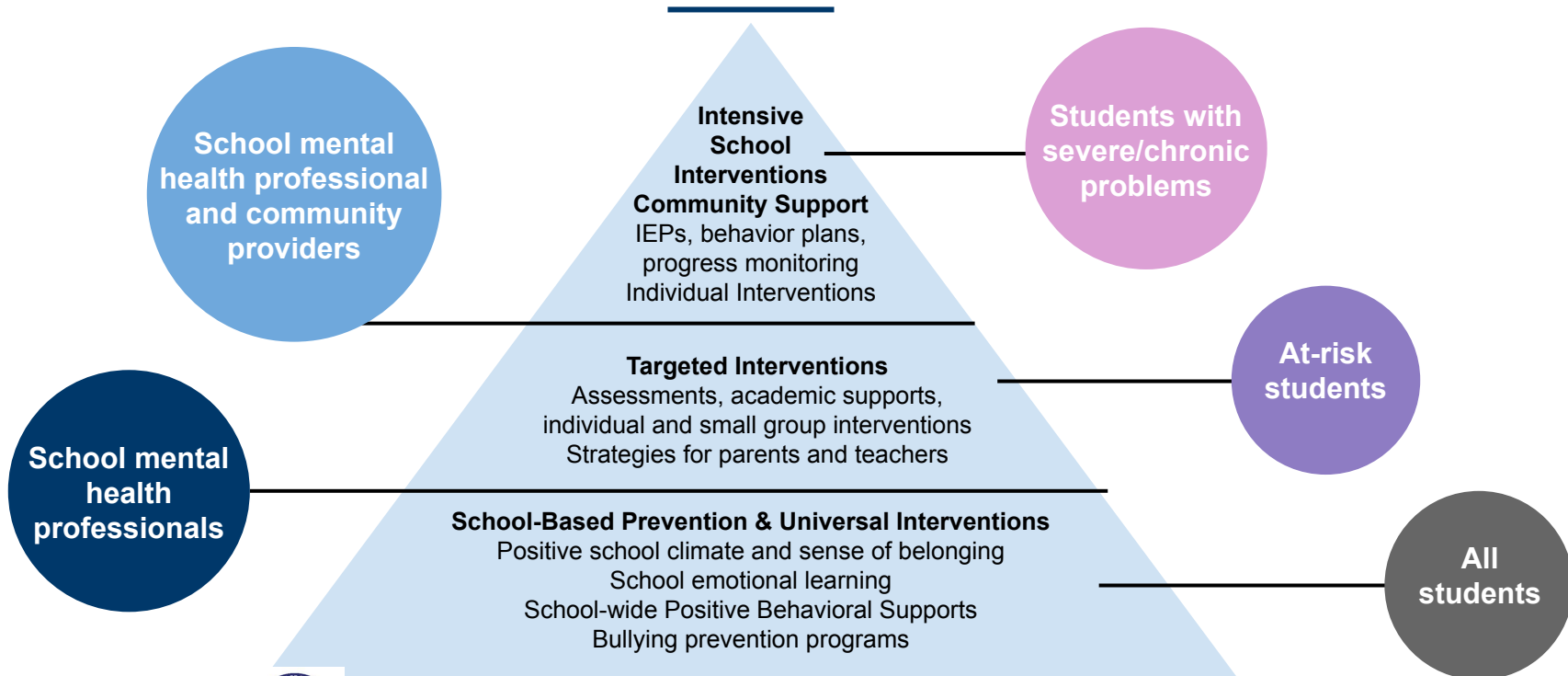
Multi-Tiered Systems of Support (MTSS)

School-Based Mental Health Professionals work within an MTSS Framework

Rooted in supporting whole child (behavioral, social-emotional, and academic)



Providing Comprehensive & Integrated Mental Health Services in Michigan's Schools



School Counselor

School Counselor
License or endorsement
from the State of
Michigan

Master's degree

Minimum 600 hours
internship

6 semester credit hours
or 150 SCECHs or 150
hours of DPPD

School Psychologist

Michigan School
Psychologist Certificate
(MDE)

Specialist Degree

600 hour practicum in
school psychology +
1,200 hour internship

6 semester credit hours
or 150 SCECHs or 150
hours of DPPD

School Social Worker

Master Social Work
License/Limited License
MDE School Social Work
Approval

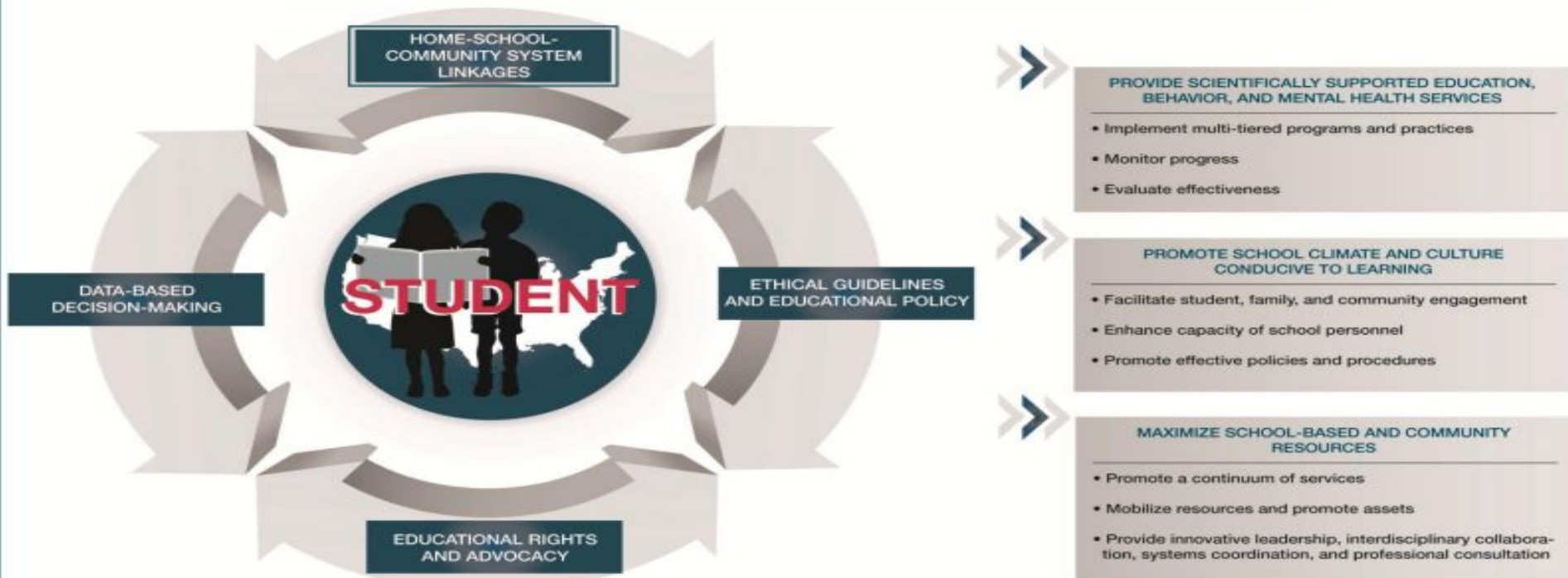
Master of Social Work
(MSW) degree

500 hour internship with
children or youth

45 hours of board
approved continuing
education

School Social Work

NATIONAL PRACTICE MODEL



IMPROVING ACADEMIC AND BEHAVIORAL OUTCOMES

SCHOOL SOCIAL WORK ASSOCIATION OF AMERICA[®]



National Association of School Psychologists (NASP) Practice Model



[NASP Practice Model \(2020\)](#)

Barriers to Intervention

Limited access to school mental health staff

1.7

million

students are in schools with police but no counselors

3

million

students are in schools with police but no nurses

6

million

students are in schools with police but no school psychologists

10

million

students are in schools with police but no social workers

14

million

students are in schools with police but no counselors, nurses, school psychologists, or social workers

Barriers to Intervention

Professional to student ratios

	Recommended	Actual
School Counselors	250:1	693:1
School Psychologists	500:1	1,521:1
School Social Workers	250:1	1,051:1

How do we increase mental health supports?

Recruitment and Retention of qualified professionals to work within school environments

Recruitment Need: Funding and Supportive cultures/climates

Retention Need: Support staff mental health needs as well; build resiliency for ALL