



MENTAL HEALTH TOOLKIT

FOR HIGH SCHOOL STUDENTS



Created by:

Castine Berry
Evelyn Aldana Padilla
Guadalupe Espinoza
Madison Gavela
Stephanie Hernandez
Tamara Nabulsi
Taylor Rossini



CHAPMAN
UNIVERSITY

Attallah College of
Educational Studies





TABLE OF CONTENTS

- School Policy - p. 3
- What is Mental Health? - p. 4
- What is Positive Psychology & Wellness? - p. 5
- Common Diagnoses/Concerns - p. 6-8
- Stigma Around Mental Health - p. 9
- Cultural Identity & Mental Health - p. 10-11
- Red Flags & Risk Factors - p. 12-13
- Why it's Important to Address Mental Health in Schools - p. 14
- Overview of a Systems Approach to Mental Health - p. 15
- How Do Schools Play a Role? - p. 16
- Protective Factors - p. 17
- What Are the Specific Roles of Individuals in the School? - p. 18-19
- Legal and Ethical Issues: Rights and Responsibilities, Confidentiality, etc. - p. 20-21
- Steps in Addressing School-Wide Mental Health:
 - Multi-Tiered Approach - p. 22
 - MTSS / Progress Monitoring - p. 23
- Frequently Asked Questions - p. 24
- Mental Health Tools - p. 25-28
- Mental Health Checklists & Protective Factors - p. 29-30
- Mental Health Resources - p. 31

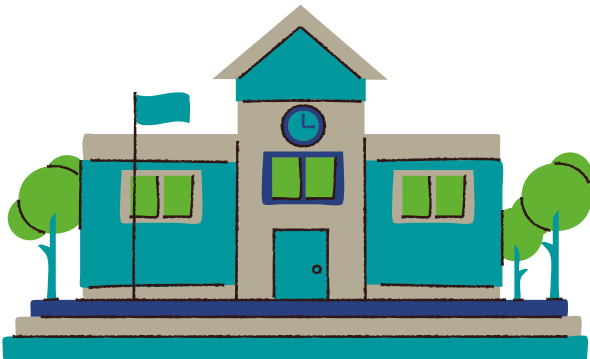


OUR SCHOOL'S POLICY

At our school, we understand that everyone experiences different life challenges and may need help coping with them at times. We also know that individualized and unique emotional support is needed for each individual. We believe everyone at school plays a role in ensuring you have the support necessary to maintain positive mental health.

School Policy Purpose

- Increase your understanding of your emotions and experiences
- Provide a safe space for you to talk about your concerns and needs
- Support you in building strong relationships
- Encourage and nurture healthy self-esteem and confidence
- Help develop coping strategies with setbacks and resilience



School Psychologist

Insert your blurb explaining who you are, your role, and where students can find you. You can even include a link to the school mental health website/ social media

Resources

Black Mental Wellness:

- <https://www.blackmentalwellness.com/copy-of-apps-podcasts-and-videos>

Website provides podcasts, links to mental health and wellness videos, and mental health organizations.

📷 @blackmentalwellness

We all have Mental health:

- <https://www.youtube.com/watch?v=DxIDKZHw3-E&feature=youtu.be>
- Video explains more about mental health

The Trevor Project

- <https://www.thetrevorproject.org/resources/trevor-support-center/>
- Provides Resources about coming out and an online community for LGBTQ youth

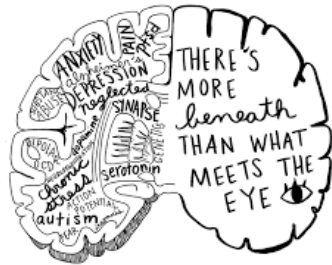
📷 @trevorproject

Mental Health

What is Mental Health?

"Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel and act. It can also play a role in how you handle stress, your relationship with others, and how you make choices."

- MentalHealth.gov



A few reasons you can meet with someone about your mental health:

- Suicidal Thoughts
- Concerns for someone's safety or well-being
- Self Harm
- Anxiety/Depression
- Relationship Problems (family, friends, girlfriend/boyfriend)
- Grief/Loss
- Bullying

** There are many other reasons that are not listed here

References:

Anna Freud NCCF. (2020). We all have mental health. Retrieved from Anna Freud National Center for Children and Families: <https://youtu.be/DxIDKZHw3-E>Black Mental Wellness. (2018, June). Coping and Wellness. Retrieved from Black Mental Wellness: <https://www.blackmentalwellness.com/copy-of-apps-podcasts-and-videos>NAMI. (2020). Suicide Prevention Awareness. Retrieved from NAMI National Alliance on Mental Illness: <https://www.nami.org/home>The Trevor Project. (2020). Trevor Support Center. Retrieved from The Trevor Project Saving Young LGBTQ Lives: <https://www.thetrevorproject.org/resources/trevor-support-center/>U.S. Department of Health and Human Services. (2020). What is mental health? Retrieved from MentalHealth.gov: <https://www.mentalhealth.gov/basics/what-is-mental-health>



POSITIVE PSYCHOLOGY & WELLNESS



Shift your perspective to focus on your strengths & to help you flourish

TOOLS

Mindfulness

- Practice mindfulness with <https://www.mindful.org/meditation/mindfulness-getting-started/>

Optimism/Hope

- Reflect on something that makes you feel hopeful with a friend

Gratitude

- Write down 3-5 things you are grateful for

Identify Individual Strengths

- Find your strengths at <https://www.viacharacter.org/survey/account/register>

Engage in Acts of Kindness

- Volunteer
- Write someone a kind letter

Creativity

- Practice a creative activity you enjoy such as making art, music, writing, or start a new hobby!

CHECKLIST

Choose 3 Tools to practice this week and write them below. Check off your list as you go!





RESOURCES

Use the tools below to learn more about positive psychology and wellness!

- <https://positivepsychology.com/happiness-activities-exercises-tools/>
- <https://happiermindjournal.com/pages/printable>
- Download the Headspace App
- Visit Mindful.org and try some activities
- Take the strengths survey on viacharacter.org

References:

- 
- Ackerman, C. E. (2020, January 9). Positive Psychology. Retrieved September 26, 2020, from <https://positivepsychology.com/what-is-positive-psychology-definition/>
- Seligman, M.E.P., & Csikszentmihalyi, M. (2000) Positive psychology: An introduction. *American Psychologist*. 2000; 55:5-14.
- 



COMMON DIAGNOSES

THE MOST COMMON MENTAL HEALTH PROBLEMS THAT AFFECT KIDS AND TEENS:
SIGNS AND SYMPTOMS

EMOTIONAL DISORDERS

Depression: More than just feeling sad or going through a "rough patch", depression changes how you function from day-to-day. Depression can look different depending on the individual and requires understanding, support, and treatment.

Common Signs and Symptoms:

- Changes in sleep habits
- Changes in appetite
- Lack of concentration
- Social withdrawal
- Loss of interest in daily activities
- Physical symptoms such as stomach ache, headache or nausea

Anxiety: Persistent, excessive fear and worrying in situations that are not threatening; symptoms can be emotional or physical

Common Signs and Symptoms:

- Restlessness/irritability
- Feelings of apprehension or dread
- Upset stomach, headache
- Racing heart, shortness of breath

BEHAVIOR DISORDERS

Attention Deficit Hyperactivity Disorder:

ADHD is characterized by impulsivity, inattention, and hyperactivity.

Common Signs and Symptoms:

- Difficulty focusing/completing single task or activity
- Trouble completing/turning in homework
- Fidgeting, squirming, trouble sitting still
- Difficulty doing quiet tasks or activities
- Impatience, interrupting others
- Difficulty taking turns, waiting or sharing

EATING DISORDERS

SIGNS AND SYMPTOMS

Anorexia:

- Denying yourself food, obsessing over weight and calories, and over-exercising
- Loss of menstruation, irregular heart rhythm, low blood pressure, and trouble sleeping

Bulimia:

- Eating large amounts of food in a short period of time and feeling shame and guilt afterwards
- Attempting to get rid of the extra calories by vomiting, excessive exercising, and using laxatives.

Binge Eating Disorder:

- Loss of control over eating, a person will eat a large amount of food, even if they are not hungry

References:

NAMI (n.d.) Mental Health Conditions. National Alliance on Mental Illness. url: <https://www.nami.org/Learn-More/Mental-Health-Conditions/Adolescent-Mental-Health>.
World Health Organization, 2020. www.who.int/news-room/factsheets/detail/adolescent-mental-health.



Substance Abuse

This is a repeated use of alcohol and/or drugs. Often times drugs and alcohol are used to cope with mental health symptoms. Some signs of substance abuse are:

- Withdrawal from friends and family
- Sudden changes in behavior
- Feelings of needing the drug or alcohol in order to function
- Developing a high tolerance for the substance
- Engaging in risky behaviors

Grief

Grief is the process of coping with the loss of losing someone you love or care about. Each person experiences grief differently. Although there is no set way or time that a person should grieve, here are some common symptoms associated with grief:

- Shock and confusion
- Feelings of sadness
- Anger and irritability
- Loss of interest in activities you previously enjoyed and withdrawing from friends
- Trouble sleeping, loss of appetite, and fear of being alone
- Feeling guilty and blaming yourself about the death

Trauma

Experiencing a traumatic event may lead to traumatic stress, which overwhelms your ability to cope.

Examples of traumatic events:

- Neglect and psychological, physical, or sexual abuse
- Community and school violence
- Witnessing or being a victim of intimate partner violence
- Serious accidents, life-threatening illness, or the sudden loss of a loved one
- Military family related stressors such as deployment, injury, or loss

Signs of traumatic stress in teens:

- Feeling depressed or alone
- Developing eating disorders or engaging in self harm behaviors
- Becoming sexually active
- Beginning to abuse drugs or alcohol



Suicide and Self Harm

Suicide

Suicidal Ideation is having thoughts of ending your life or wanting to not be alive anymore. Some signs of increased risk for suicide are:

Increased substance use



Aggressive behavior



Withdrawing from loved ones



Drastic mood swings



Impulsive behavior



Giving away personal possessions



Saying goodbye to loved ones



Self-Harm

Self-Harm is hurting yourself on purpose. It is not a mental illness itself, but a behavior that indicates that someone is having difficulty finding better coping skills. Self-harm is usually associated with other mental illnesses such as depression, anxiety, PTSD, etc. Some warning signs are:

- Frequent bruises or bandages
- Skipping classes and social events
- Wearing long sleeves and pants, even in hot weather
- Poor impulse control
- Expressing hopelessness or feeling worthless

If you're having thoughts about hurting yourself or taking your life, **please call 911** or **National Suicide Prevention Hotline:**

1-800-273-8255

STIGMA AROUND MENTAL HEALTH

Let's talk about what stigma is and how it can affect your mental health.

"All of my life I was told that my mental health issues were a burden and that if I told others about what I was going through they were going to judge and reject me. [I want people to] speak openly about what they are going through or seek the professional help they need without fear of stigmatization, discrimination or harassment. As a result, our society can accept that it is OK to NOT be OK!"

- Samantha Foster
Founder of Rethink Mental Health Inc.
www.rethinkstigma.org



Stigma

What is Stigma?

Stigma: a mark of disgrace associated with a particular circumstance, quality, or person.

- In our society, getting support with mental health can have a negative stigma attached to it. Stigma can cause individuals to feel ashamed of what they are going through and not seek treatment.

But remember...


- When someone has a mental illness and can't get better on their own, it's NOT their fault
- Everyone could benefit from receiving some mental health services! Just as we eat well and exercise to keep our bodies healthy, mental health resources help our minds stay healthy.
- People who have a mental illness are just like anyone else! They may just need some extra support and resources to be their best.
- If you, or someone you know is struggling through a tough time, there are adults in schools and in your community who are ready to help. Speak up!



CULTURAL IDENTITY AND MENTAL HEALTH



Let's talk about how your cultural identity can affect your mental health.



My Cultural Identity

It's important that we recognize our own personal cultural identity.

Cultural identity includes our: race, ethnicity, culture, religion, disability, sexual orientation, gender identity, education, location, income, and economics.

****Side note: We can have multiple!**

Why is culture important?

- Cultural diversity can affect the way mental health and illness are perceived and whether or not people seek help for it
- Stigma around mental health is higher in some cultural groups than in others
- The multiple identities each of us have can impact our own personal mental health (causing stress and instability), create barriers, and make us vulnerable to poorer mental health
- Children and adolescents with mental health problems often avoid seeking support due to fear of stigma around mental health

Everyone grows up with different views on mental health, so here are some questions to get you thinking about your identity and the mental health stigma.



Start by thinking about your cultural identity. In the box, write down all the identities you have.

Reflection

- Growing up, what did you know about mental health?
- How do you think your identity affects the way you see mental health now?
- In what ways do you personally see mental health as a stigma?

References:

Fertman, C. I., Delgado, M. M., & Tarasevich, S. L. (n.d.). Promoting child and adolescent mental health.

Gopalkrishnan N. (2018). Cultural Diversity and Mental Health: Considerations for Policy and Practice. *Frontiers in public health*, 6, 179. <https://doi.org/10.3389/fpubh.2018.00179>

Heflinger, C. A., & Hinshaw, S. P. (2010). Stigma in child and adolescent mental health services research: Understanding professional and institutional stigmatization of youth with mental health problems and their families. *Administration and Policy in Mental Health and Mental Health Services Research*, 37(1-2), 61-70.

RED FLAGS AND RISK FACTORS

RED FLAGS

Many factors contribute to the development of mental disorders, and it is important to know common signs and symptoms. Listed below are a few of the most common red flags that students, like yourself, may experience under mental distress. However, experiencing these symptoms does not indicate you have a mental health issue. If you are experiencing any of these signs or symptoms, see your school counselor or school psychologist and they will be happy to help!

Academic



Sudden drop in grades



Doing the wrong assignments, missing parts on tests



Unwilling to participate in class



Difficulty concentrating in class



Refusing to go to school

Behavioral



Sudden change in behavior or mood



Withdrawing from friends or preferred activities



Unnecessary levels of anxiety, stress, or frustration



Unusual fears or worries



Violence towards oneself, others, or animals



Opposition to authority figures and rules



Inability to make decisions

Physical



Significant weight loss or gain



Experimenting with drugs and alcohol



Frequent physical complaints with no apparent cause



Problems falling asleep, staying asleep, or waking up



Eating problems including eating too little or too much



Disregard for physical appearance or hygiene



Verbalizing negative thoughts

References:

Concerned about a student's wellbeing? Start here. (n.d.). Retrieved from <https://classroommentalhealth.org/common-senseres/>
Possible Red Flags: Children's Mental Health. (2015, January 27). Retrieved from <http://www.acmh-mi.org/get-information/childrens-mental-health-101/possible-red-flags/>
What to Watch - When to Worry: Red Flags National. (n.d.). Retrieved from <http://www.redflags.org/childhood-depression-watch-worry/>
SAMHSA (2009). Risk and protective factors. Retrieved from <https://www.samhsa.gov/sites/default/files/2010/07/18-samhsa-risk-protective-factors.pdf>

RED FLAGS AND RISK FACTORS

RISK FACTORS

There are certain factors that put kids and teens at higher risk for developing mental health problems. These can be biological, psychological, family, community or cultural factors. It is good to know some of these risk factors for our own wellbeing but also when we think about the wellbeing of our friends and family.

Here is a short list of risk factors that are related to negative mental health outcomes:



Family history of mental illness

Negative relationships with family and peers

Neighborhood violence



Poverty and lack of economic opportunity



Experiencing child abuse or neglect

Substance use in the home or community



Important: Just because you have one of these risk factors does not necessarily mean you have a mental illness.

References:

Concerned about a student's wellbeing? Start here. (n.d.). Retrieved from <https://classroommentalhealth.org/common-concerns/>
Possible Red Flags: Children's Mental Health. (2019, January 27). Retrieved from <http://www.acmh-mi.org/get-information/childrens-mental-health-101/possible-red-flags/>
What to Watch - When to Worry: Red Flags National. (n.d.). Retrieved from <https://www.redflags.org/childhood-depression/watch-worry/>
SAMHSA (2019). Risk and protective factors. Retrieved from <https://www.samhsa.gov/sites/default/files/20190718-samhsa-risk-protective-factors.pdf>

WHY IT'S IMPORTANT TO ADDRESS MENTAL HEALTH IN SCHOOLS

01

Schools are an ideal place to provide mental health services to children and youth.

You are in school for at least 6 hours a day and the school psychologist and/or counselor on campus can provide you with tools and resources to help you with your mental health. They can also connect you with outside resources. (1)



02

Mentally healthy children are more successful in school and life.

When students have support socially and emotionally, research has shown students can achieve better academically. You are also better able to cope with life's challenges. (1)

03

Mental health can impact many areas of your life, such as:

Quality of life, academic achievement, physical health, and your relationships with friends and family members. (2)



04

Statistics on Mental Health

- 1 in 5 youth ages 13–18 live with a mental health condition (3)
- Half of all lifetime cases of mental illness start by the age of 14
- Suicide is the third leading cause of death in youth ages 10–24
- 90% of youth who died from suicide had an underlying mental illness (4)
- 37% of students with a mental illness age 14 and older drop out of school (4)

References:
1. NASP. (2016). School-Based Mental Health Services: Improving Student Learning and Well Being. Retrieved from National Association of School Psychologists: <https://rb.gy/pccpu5>
2. SPRC. (2019). Consequences of Student Mental Health Issues. Retrieved from Suicide Prevention Resource Center: <https://rb.gy/wOwp6y>
3. Mental Health By the Numbers. NAMI. (2019). Retrieved from <https://www.nami.org/mhstats>.
4. NAMI. (2016) Mental Health Facts Children and Teens. Retrieved from <https://www.nami.org/NAMI/media/NAMI-Media/Infographics/Children-MH-Facts-NAMI>

SYSTEMS APPROACH

Urie Bronfenbrenner was a psychologist who developed the Ecological Systems Theory. This theory is important because it shows the different factors in our environments that impact and influence us, both directly and indirectly. Let's walk through the different systems.



Individual

- In the middle of all the systems is the individual, you! This includes personal identities (such as age, gender, race/ethnicity, health status) that make up who you are as a unique person.

Microsystem

- The circle surrounding you is the microsystem. This system features settings/people that you have direct contact with, things within your immediate environment. These include school, family, church, friends, and health services.

Mesosystem

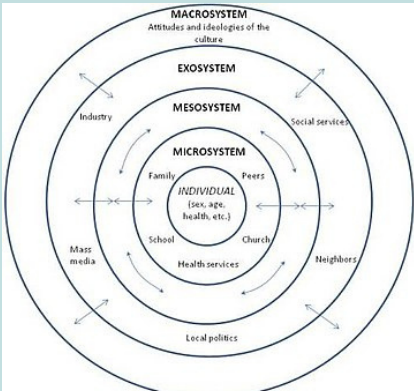
- The mesosystem is unique because it describes two or more interactions among all the systems. For example, using two microsystems, what goes on at home with family can affect the way you behave at school.

Exosystem

- The exosystem includes the different settings/factors that you don't have direct contact with, but can still influence you. These include social services, neighborhoods, media, politics, and extended family, things within your indirect environment.

Macrosystem

- The macrosystem is the system that encompasses all the laws, norms, cultures, and ideologies of society as a whole.



When looking at mental health, it's important to understand that there are things that directly/indirectly influence us and could impact our overall mental health, be a resource for us, or stop us from getting help.



References:

Bronfenbrenner, U. (1979). The ecology of human development. Harvard university press.



HOW DO SCHOOLS PLAY A ROLE?




Schools are an essential place to strengthen and support a student's mental health.



WHY SCHOOLS?

- 1 out of every 5 youth experience mental health problems in their school years.
- The need for mental health services in schools is growing & unmet.
- It is estimated that up to 60% of students do not receive mental health services; however, access is available to you at school for free.
- Schools provide a safe and positive environment for all students.

SCHOOLS PROVIDE BASIC RESOURCES:

- Free and reduced breakfast and lunch.
 - Access to clean water and bathrooms.
 - A school nurse will help you with your basic health needs & provide health products (i.e. bandages, female menstrual products, etc.)
 - Academic resources and assistance is available to you.
 - Caring adults will support and help you with anything you need.
 - An array of access to mental health services.
- 

WHO CAN I TALK TO?

- Teachers and Staff: Reach out to any trusting and caring teacher or staff.
- School Counselors: *Name, Room Number, Phone Number, Email*
- School Psychologists: *Name, Room Number, Phone Number, Email*
- Care Solace: <https://caresolace.com/site/ousdfamilies/>
- Crisis Text Line: <https://www.crisistextline.org/texting-in>

References:



National Association of School Psychologists. (2016). School-Based Mental Health Services: Improving Student Learning and Well-Being. Retrieved from <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/mental-health/school-psychology-and-mental-health/school-based-mental-health-services>
National Association of School Psychologists. (2017). Supporting children's mental health: Tips for parents and educators [Handout]. Bethesda, MD: Author.



PROTECTIVE FACTORS

Although there are risk factors that can make you vulnerable to poorer mental health, there are also protective factors which can reduce the risk of developing mental health problems. Usually these are things that are good influences on our wellbeing. You can find these factors in different areas of our lives, such as in your relationships, your school, and your community.



In the following boxes, list some protective factors in your life in each of the areas:

RELATIONSHIPS

SCHOOLS

COMMUNITIES

WHAT ARE THE SPECIFIC ROLES OF INDIVIDUALS IN THE SCHOOL?

Children with mental health needs require a variety of types of supports from their school. School staff are involved in promoting positive mental health in their school and are required to provide students with mental health services.

School-based Mental Health Providers

School personnel, like school counselors, school psychologists, and social workers, can provide mental health services. Some topics they may work with you on include anger management, prevention of violence and bullying, conflict resolution, problem-solving, peer pressure, communication skills, and substance abuse prevention. They can provide you with individual and group counseling. Support groups are offered if you have specific issues. If you ever need to talk to a mental health provider, you can find them in their office.



Teachers

Teachers are often the first to notice any red flags or symptoms you may be presenting. They can recognize when you are having difficulty paying attention, are displaying disruptive behavior, or are feeling depressed or anxious. If you are having difficulty, you can let your teachers know you need help, and they can refer you to a mental health provider at school.



School Nurse

School nurses address the primary health problems students, like you, can experience. They provide preventative and screening services, health education, and assistance with decision making about your health. Also, they provide interventions for acute and chronic illness, injuries and emergencies, obesity, substance use, adolescent pregnancy, mental health, and nutrition. Nurses can assist you in finding a professional who can further support you.

Administration

Administration, like the principal and assistant principals, oversee the school. They make decisions that are in your best interest. They implement prevention and intervention programs to support you. These programs include addressing disruptive student behavior, harassment and bullying between students, and drug and alcohol prevention. Administrators should have crisis response plans for violence in schools, natural disasters, and other crises, like grief and suicide.



References:

- Children's Mental Health Education: Association for Children's Mental Health. (2018, June 24). Retrieved from <http://www.acmh-mi.org/get-information/child-and-family-services/education/>
- Fertman, C. L., Delgado, M. M., & Tarasevich, S. L. (n.d.). In Promoting child and adolescent mental health. For Educators. (n.d.). Retrieved from <https://www.mentalhealth.gov/talk/educators>
- Kaufman, J. H., Seelam, R., Woodbridge, M. W., Sontag-Padilla, L., Chan Osilla, K., & Stein, B. D. (2016). Student Mental Health in California's K-12 Schools: School Principal Reports of Common Problems and Activities to Address Them. 5(3).

LEGAL & ETHICAL INFORMATION

Before you talk to your school counselor or school psychologist, it is important to know that their top priority is to keep students safe.

Student Rights

All students have the right to be treated with respect and dignity regardless of their background or beliefs. All students have the right to a safe school environment that is free of abuse, harassment, bullying, and other forms of violence. (1)

Your school counselor or school psychologist's office is a **safe space**, free of judgment.

Our job is to **protect all students** and put your best interests first.

It is **not** our job to get you in trouble or punish you for what you share with us.

School counselors and school psychologists will not tell your parents or other school staff the details of what we talk about. General information can be shared with parents or teachers, like the progress you are making.





LEGAL & ETHICAL INFORMATION

Confidentiality

*School psychologists and school counselors have a duty to keep what we talk about with students **confidential**.*

What is confidentiality?

Confidentiality means that information is kept private and stays between you (the student) and school psychologist or counselor unless it is necessary to break confidentiality.

There are some exceptions to confidentiality where your parents/guardians or other adults at school will be informed of what we talked about: (1,2)

- *If you are going to hurt yourself*
- *If you are going to hurt others*
- *If someone is hurting you*
- *If you give permission to share what we talk about with others*

What rights do parents have?

Your parents do have the right to know if you are meeting with a school counselor or school psychologist. They have access to general information of our sessions, but we will not share details of what is talked about. (2)

References:

1. American School Counselor Association. (2016). ASCA Ethical Standards for School Counselors. Retrieved from <https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>
2. National Association of School Psychologists. (2020). The Professional Standards of the National Association of School Psychologists. Retrieved from <https://www.nasponline.org/standards-and-certification/professional-ethics>



MULTI-TIERED APPROACH

A multi-tiered system of support addresses every student's needs across a continuum so that every student receives their own appropriate support based on their individual needs.

At tier 2, we also screen students to see if current interventions are working and see who needs more personal support

Tier 3: FEW

At tier 3, we work with students who need more individual support. This looks like one on one counseling or referrals to outside mental health providers.

Tier 2: SOME

At the Tier 2 level, we work with students who need extra help taking care of their mental health. We can do this by holding small groups with other students working towards similar goals.

Tier 1: ALL

At the Tier 1 level, we work to support the needs of **all** students. We call this universal support. This means we will provide the same resources to you and your peers to support your mental health. At tier 1 we also screen all students to see who needs extra support.

MTSS uses evidence-based practices to support student success. We work to **prevent** mental health problems from affecting you and your peers.

References:

- Goodman-Scott, E., Betters-Bubon, J., & Donohue, P. (2019). *The School Counselor's Guide to Multi-Tiered Systems of Support*. Routledge.
- McIntosh, K & Goodman, S. (2016). *Integrated Multi-Tier Systems of Support: Blending RTI and PBIS*. New York, NY: Guilford Publications Inc.

PROGRESS MONITORING

When working with mental health professionals at school and elsewhere, they need to monitor your progress with the different interventions you try. We need to see how you are doing to make sure that you're on track to meeting your goals and that what we're trying is working.

Who monitors your progress?



Parents/Guardians



Teachers



School psychologist
School counselor



YOU

How is your progress monitored?

Tools mental health professionals may use



Rating Scales



Questionnaires

These tools should be selected depending on what you and the mental health professional are working on together.

Here are some guiding principles for progress monitoring:

- The targets that are selected should be meaningful to you, the client
- Monitor more than just symptoms (e.g. important life skills, school performance)
- The mental health professional should actively be including you in the process and giving you feedback
- Progress monitoring is data collection, so it is useful to have it presented visually, like a graph

There are a wide variety of progress monitoring tools. Here is a link to an example of a clinical questionnaire used at Kaiser:

<https://wa.kaiserpermanente.org/static/pdf/public/specialties/questionnaires/behavioral-health.pdf>

Frequently Asked Questions



Q: How many students have mental health problems?

A: About 1 in 5 students (20%) have a mental health problem.

Q: What if I am experiencing some red flag behaviors?

A: It depends on which red flag behaviors you are experiencing. You must keep in mind that just because you have red flag behavior does not indicate you have a mental health problem. Some red flag behaviors may be typical behaviors of a person. It is beneficial to speak to your school or school psychologist about your feelings and concerns.

Q: Who do I reach out to if I or someone I know needs help?

A: If it is an emergency where you are in danger, please call **911** immediately. If it is not urgent, you can reach out to the school counselor or school psychologist to seek help. We can help talk to you or help you get connected with other resources.

Q: Do I have to get parent permission to speak to a counselor or school psychologist?

A: If you are planning to talk to the counselor or school psychologist on a consistent basis, we will need to get your parent's consent to talk to you.



If you have any other questions about mental health, reach out to your school counselor or school psychologist, we are here to help!

References

Learn About Mental Health - Mental Health - CDC. (2018, January 26). Retrieved from <https://www.cdc.gov/mentalhealth/learn/index.htm>

TOOLKIT-CBT

Think

Event

Feel

Do





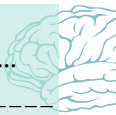
TOOLKIT-GRATITUDE

Things I am grateful for...

A vertical rectangular box with a teal-to-blue gradient background. It contains ten horizontal dashed lines for writing.

People I am grateful for...

A vertical rectangular box with a light teal-to-blue gradient background. It contains ten horizontal dashed lines for writing.



Lessons I have learned...

A vertical rectangular box with a light green-to-yellow-green gradient background. It contains ten horizontal dashed lines for writing.

Greatest Memories

A vertical rectangular box with a teal-to-blue gradient background. It contains ten horizontal dashed lines for writing.



TOOLKIT-MINDFULNESS

SQUARE BREATHING

- Breathe slowly through your nose while counting to 4
- Hold your breath and count to 4
- Exhale slowly while counting to 4
- Hold your breath and count to 4
- Repeat!



BELLY BREATHING

- Place your hands on your belly
- Take a deep breath, focusing on your belly expanding
- Hold your breath for a count of 3
- Slowly exhale
- Repeat!

MEDITATION

- Find a comfortable place to sit
- Use a guided meditation app or simply close your eyes and focus on your breath
- When you notice your mind wandering, acknowledge the thoughts
- Refocus your attention to your breath

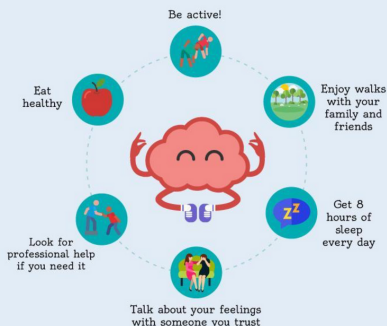


LION'S BREATH

- Place your hand on your belly
- Take a deep breath while counting to 3
- Hold your breath for 3 seconds
- Exhale while sticking out your tongue like a lion
- Notice how your abdomen rises and falls with each breath
- This breath can also be done while doing yoga!

SELF-CARE TOOLS

Tips for a good mental health



www.paho.org #LetsTalk

Types of Self-Care



© Worth-It Positive Education Co 2018

SELF-CARE TODAY


I feel...	I need to...
Overwhelm	Take a step back
Stressed	Focus on relaxing
Anxious	Practice a coping skill
Sad	Be loving to myself
Angry	Find a positive outlet
Drained	Rest and recharge
Broken	Practice self-compassion
Upset	Take time for myself
Alone	Reach out for support



POSITIVE PSYCHOLOGY CHECKLIST

Choose 3 Tools to practice this week and write them below.
Check off your list as you go! These tools can help you build on
your unique strengths.

Mindfulness

- Practice mindfulness with 
<https://www.mindful.org/meditation/mindfulness-getting-started/>


Optimism/Hope

- Reflect on something that makes you feel hopeful with a friend

Gratitude

- Write down 3-5 things you are grateful for

Identify Individual Strengths

- Find your strengths at 
<https://www.viacharacter.org/survey/account/register> and use them.

Engage in Acts of Kindness

- Volunteer for something you believe in
- Write someone a kind and meaningful letter

Creativity

- Practice a creative activity you enjoy such as making art, music, writing, or start a new hobby!





PROTECTIVE FACTORS

- 
- **Join a club at school.**
 - *Insert link to clubs here.*
 - **Join a sport at school.**
 - *Insert link to sports here.*
 - **Get to know teachers and staff on campus.**
 - *Insert school staff link here.*
 - **Become familiar with campus resources.**
 - *Insert link to campus resources here.*
 - **Become familiar with campus mental health supports.**
 - *Insert link to campus mental health supports.*
 - **Become familiar with academic tutoring.**
 - *Insert link for academic tutoring here.*
 - **Become familiar with community resources.**
 - *Insert links for community resources.*

MENTAL HEALTH RESOURCES

Websites



Apps

Depression/Anxiety

- Moodpath
- Moodtool
- Moodkit
- Mindshift
- Panic Relief
- Pacifica

Stress:

- Breathe2Relax
- Happify
- Insight Timer
- Meditation/Wellbeing
- Headspace
- Calm
- Smiling Mind
- Fabulous Self Care

MENTAL HEALTH & DISTANCE LEARNING

Living through a pandemic can be stressful and uncertain. You may feel anxious or distressed when you think about it, even if it hasn't affected you directly. It is normal to have feelings of stress during a pandemic. It is important to listen to your mind and body, and know when to reach out for help.

Below are some signs to look for and ways you can take care of yourself during these stressful times.

Some Signs of Stress



Wanting to be alone



Inability to enjoy activities or have fun



Unnecessary levels of anxiety, stress, or frustration



Excessive fears or worries, especially about getting sick



Problems falling asleep, staying asleep, or waking up



Inability to make decisions

Ways to Relax and Cope with Stress



Keep as normal a routine as possible



Mindfulness
<https://www.mindful.org/>



Keep a positive outlook (gratitude and thankfulness)



Limit your media exposure



Journaling



Find time to exercise

Who can you talk to?



Your School Psychologist



Friends



Teachers



Family

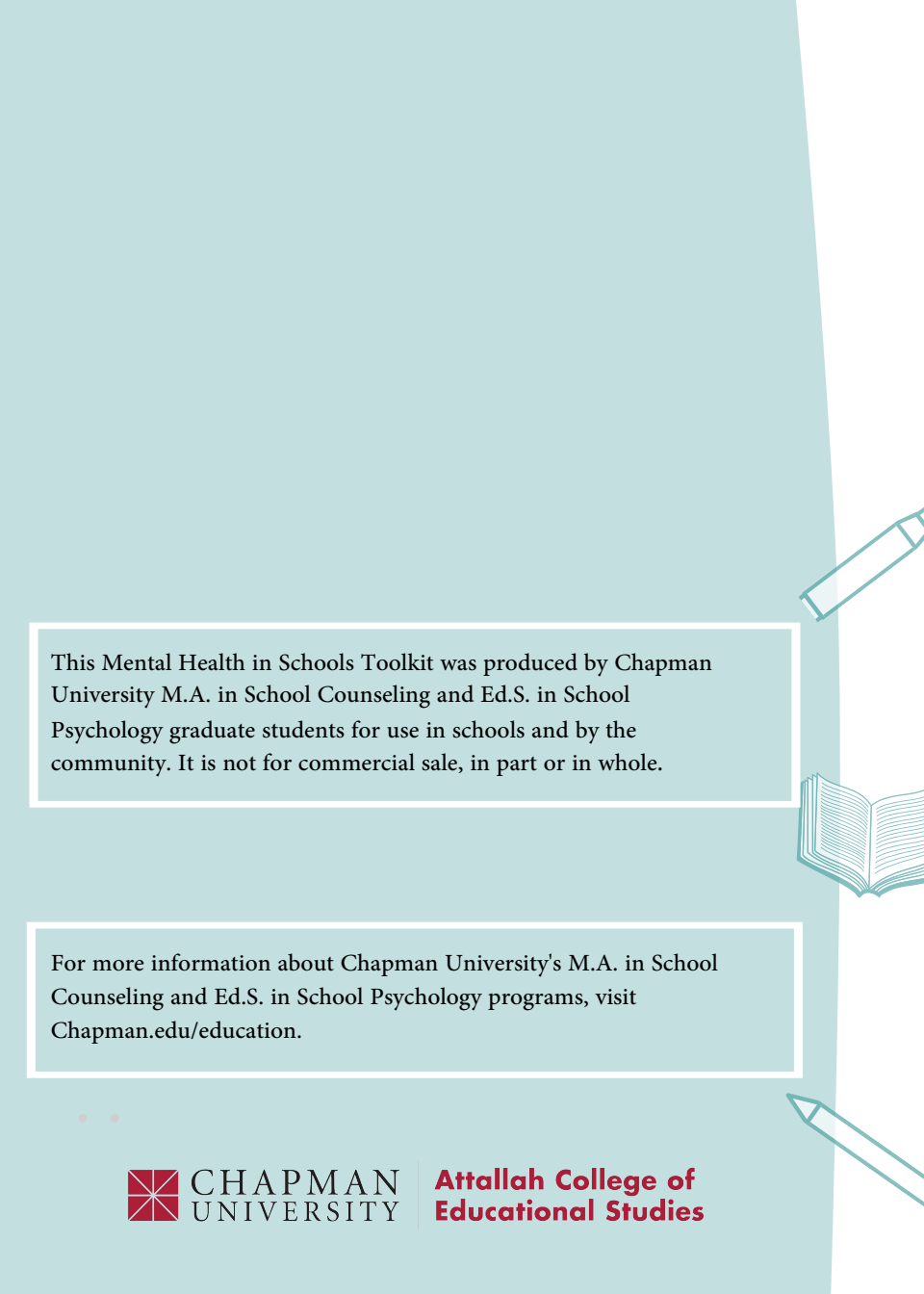


Your School Counselor

References

Centers for Disease Control and Prevention. (2020). Coping with Stress. Retrieved from <https://www.cdc.gov/coronavirus/2019-nCoV/daily-life-coping/managing-stress-anxiety.html>
 La Greca, A. T., & Seviri, S. W. (2020). Helping Children and Families Cope with the COVID-19 Pandemic. Retrieved from <http://www-2-dipply.com/docs/Helping-Children-Cope-with-COVID-19-7-Dipply-Web-Version1.pdf>
 SAMHSA. (2020). Coping with Stress During Infectious Disease Outbreaks. Retrieved from <https://csponline.org/pdf/publications/covid-SAMHSA%20Coping%20with%20Stress%20during%20infectious%20disease%20Outbreaks.pdf>

If you are having Covid related symptoms, you can find your nearest testing site at this link: <https://www.arcgis.com/apps/Nearby/index.html?appid=43118dc0d5d348d8ab20a81967a15401>



This Mental Health in Schools Toolkit was produced by Chapman University M.A. in School Counseling and Ed.S. in School Psychology graduate students for use in schools and by the community. It is not for commercial sale, in part or in whole.

For more information about Chapman University's M.A. in School Counseling and Ed.S. in School Psychology programs, visit Chapman.edu/education.



**Attallah College of
Educational Studies**