



# Eliminating Barriers to Improve School Climate

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# What we know...

Physical health and mental health are inextricably intertwined, enmeshed components of an individual's overall well-being

(US Surgeon General, 1999)



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# What we know...

- ❖ Emotional, behavioral and social difficulties diminish the capacity of children to learn and benefit from the educational process (Rones & Hoagwood, 2000)
- ❖ Rates of absenteeism and tardiness are much higher for students with mental health disturbance (Gall, 2000)

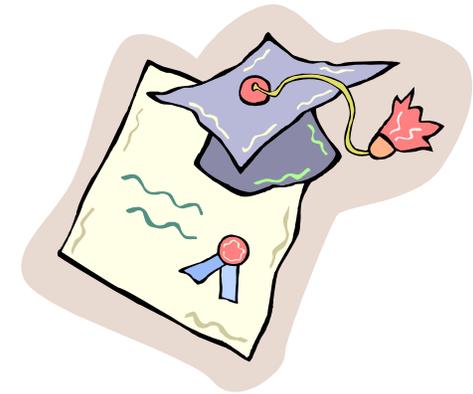


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# What we know...



Research shows that increased physical, social and emotional well-being can improve academic performance.

“Health & Academics: Making the Link”

Massachusetts Department of Education, 2000



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# What we know...

- Approximately 20% of children and adolescents suffer from a mental illness resulting in mild functional impairments
- An estimated 10% have moderate to severe impairments

(Duchnowski, Kutash, & Friedman, 2002; Power, Eiralkdi, Clarke, Mazzuca & Krain, 2005)

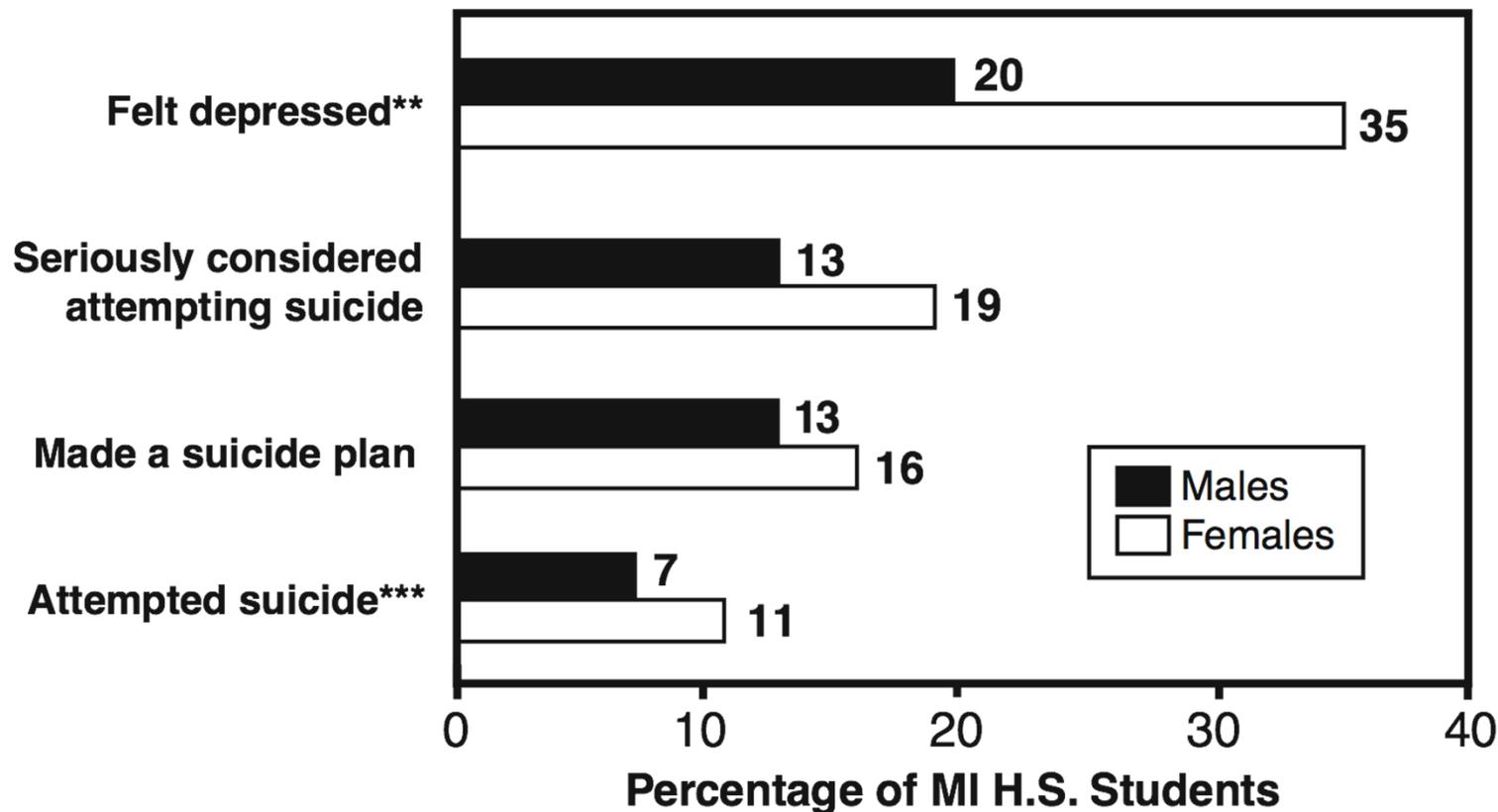


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## Depression and Suicide\*



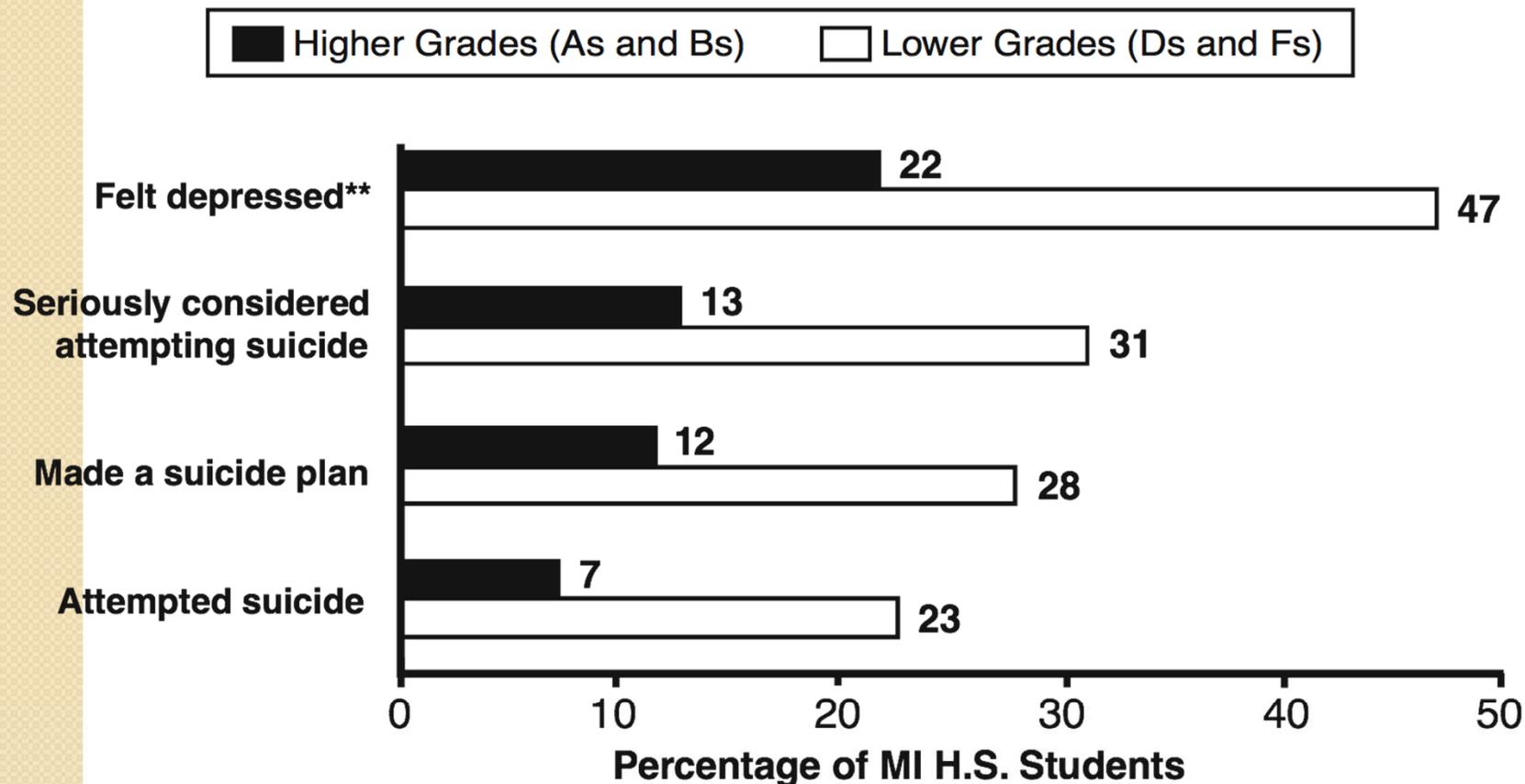
\* During the previous year

\*\* Felt so sad or hopeless almost every day for two weeks or more in a row that they stopped doing some usual activities

\*\*\* These percentages do not represent a statistically significant difference between genders.

Source: 2009 Michigan Youth Risk Behavior Survey

## Depression and Suicide by Academics\*



\* During the previous year

\*\* Felt so sad or hopeless almost every day for two weeks or more in a row that they stopped doing some usual activities

Source: 2009 Michigan Youth Risk Behavior Survey

# What we know...

- Suicide is the #3 cause of death of youth in Michigan. (Accidents and homicide are #1 and #2 respectively)
- In Michigan, 13-31% of youth have strongly considered suicide.

(Michigan YRBS, 2009)



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# Limited resources:

- Less than 50% of children with a mental illness receive adequate (if any) services, especially children with minority status (Kataoka, Zhang, & Wells, 2002; Leaf et. al., 1996)
- 20% of students received mental health services in schools-most of them provided by school counselors, school psychologists or school social workers. (SAMHSA, 2005)



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# Limited resources:

- Community Mental Health primarily serves children with severe emotional disturbances.
- Role of school counselors and school social workers has shifted. Their jobs have evolved into providing career and college guidance, making class schedules, increasing support for special education students.
- There is a gap in services for children and youth with mild to moderate mental health needs.



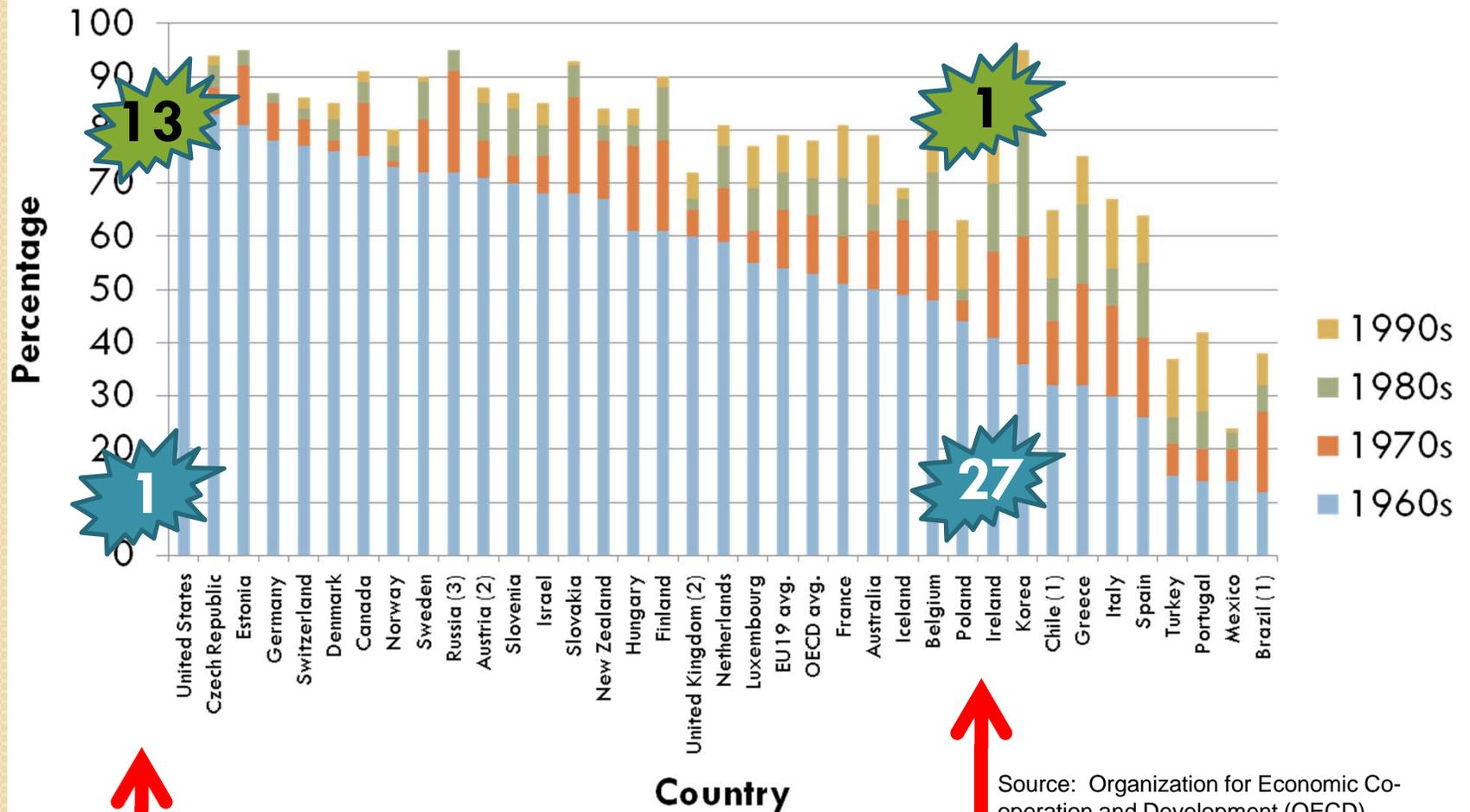
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# U.S. has slipped from 1<sup>st</sup> to 13<sup>th</sup> in HS Graduation Rates

Approximate percentage of persons with high school or equivalent qualifications ages 25-64

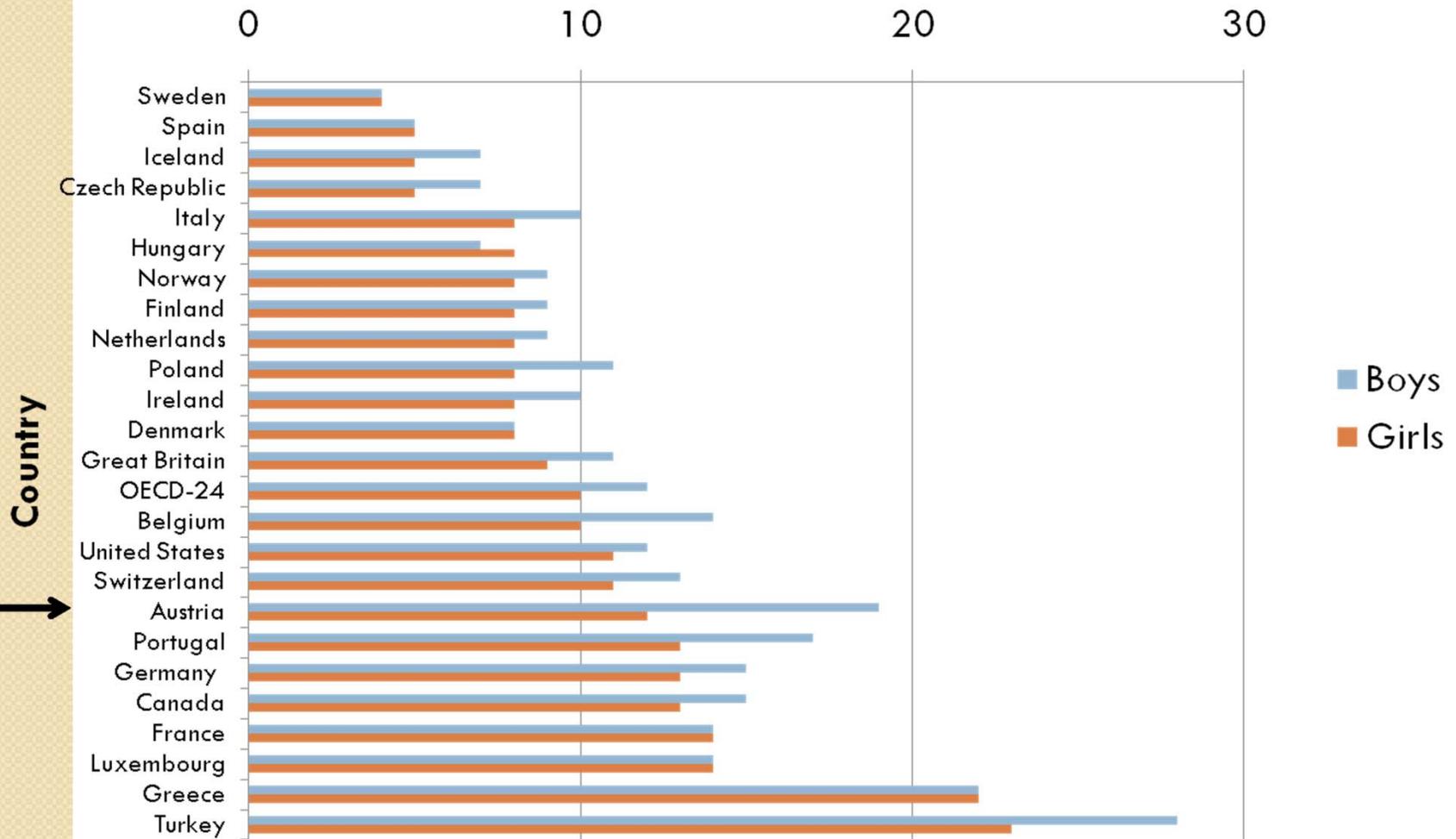


Source: Organization for Economic Co-operation and Development (OECD), *Education at a Glance 2008*

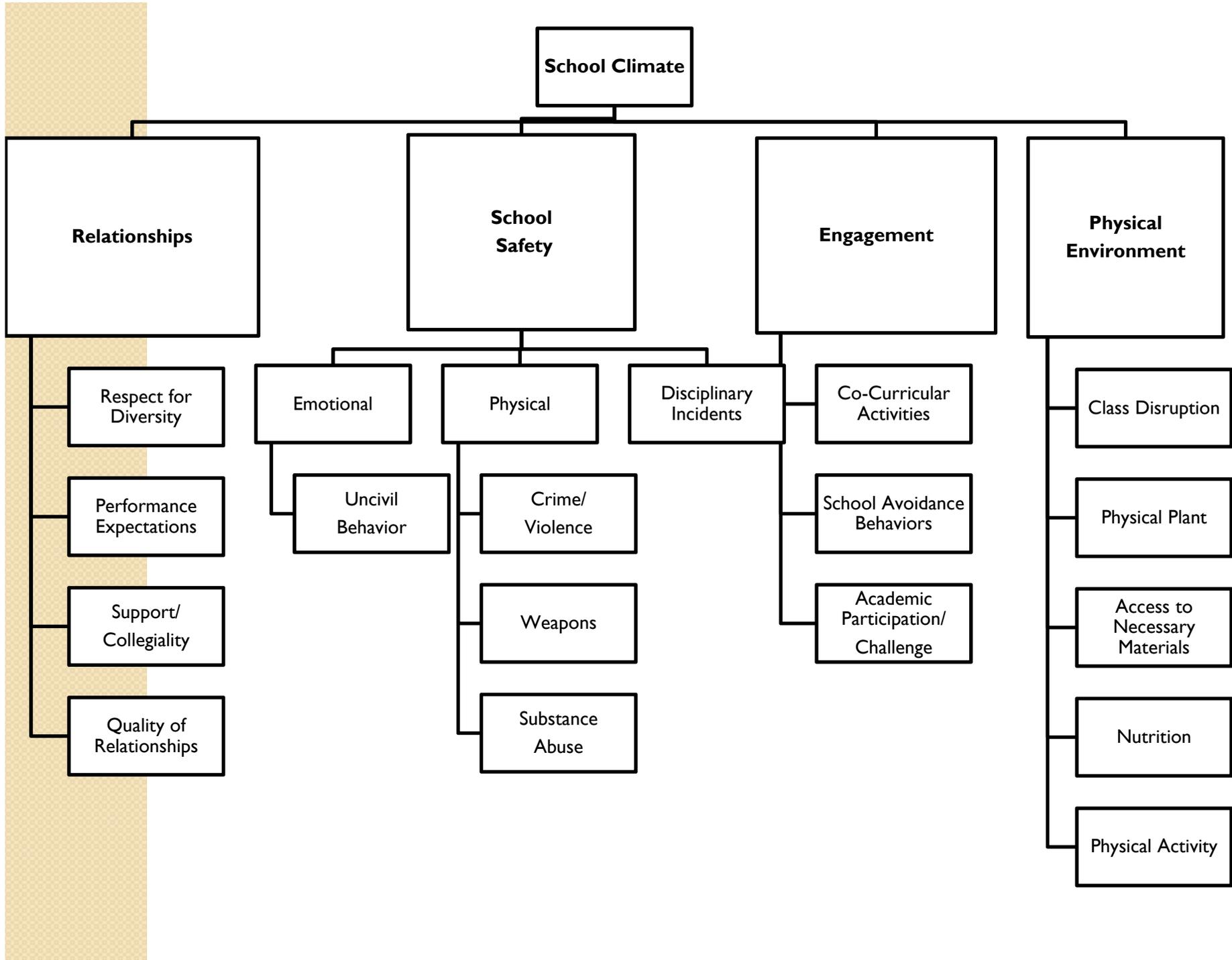
1. Year of reference 2004.
2. Including some ISCED 3C short programs
3. Year of reference 2003.

# US 15<sup>th</sup> out of 24 in Bullying Prevention

## Percentage of Children who Report Being Bullied



Source: Society at a Glance 2009 - OECD Social Indicators, 2009.





# Social and Emotional Learning

## (SEL)



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# Goals of SEL Programming

- ✓ to promote students' social-emotional skills
- ✓ positive attitudes,
- ✓ lead to improved adjustment
- ✓ academic performance as reflected:
  - in more positive social behaviors,
  - fewer conduct problems,
  - less emotional distress,
  - better grades and achievement test scores.



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# Demonstrated Impact of SEL Interventions

- **Raised** school grades
- Standardized **Achievement test scores increased** - Gains of 11 to 17 percentile points on achievement tests
- **Effective** for racially and ethnically diverse students from urban, rural, and suburban settings across the K-12 grade range.
- **Improved** students' social-emotional skills, attitudes about self and others, connection to school, and positive social behavior; and reduce conduct problems and emotional distress.



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# Demonstrated Impact of SEL Interventions

## 1. Does SEL programming positively affect students?

<b>Outcomes</b>	<b>Percentile Improvement</b>
● Social-emotional skills	23
● Attitudes	9
● Positive social behavior	9
● Conduct problems	9
● Emotional distress	10
● Academic performance	11



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# Eliminating Barriers for Learning

## Secondary Teachers Training



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# OVERVIEW OF MODULES

## **Module I:** Eliminating Barriers for Learning: The Foundation

- Social-emotional development, stigma, and discrimination

## **Module II:** Social-Emotional Development, Mental Health, and Learning

- Overview of disorders, effects on learning, and risk factors

## **Module III:** Making Help Accessible to Students and Families

- Formulating a plan to help students with mental health needs

## **Module IV:** Strategies To Promote a Positive Classroom Climate

- Creating a climate that promotes learning and mental health

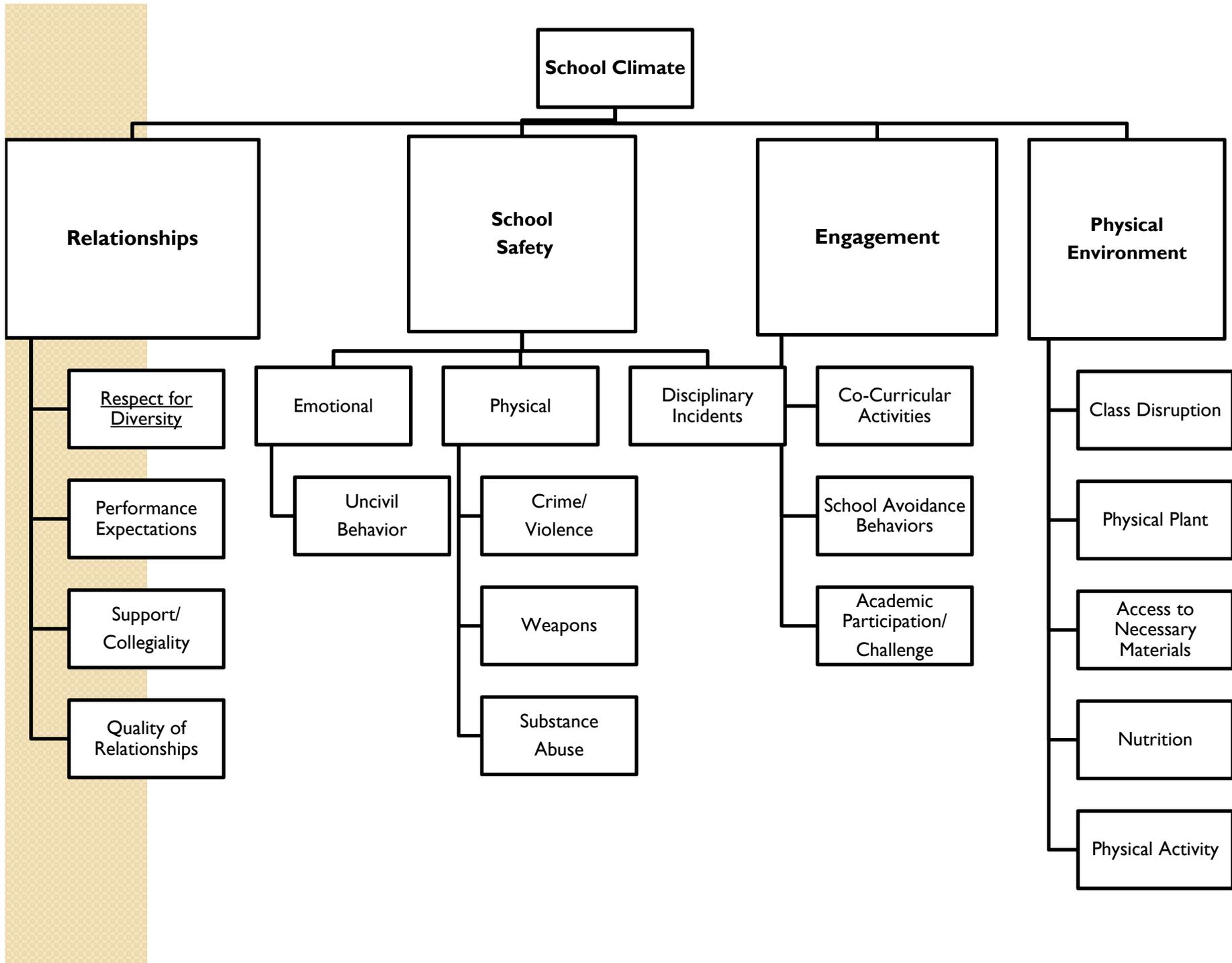


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SLIDE 1-  
D





# Relationships

- Respect for Diversity
- Performance Expectations
- Support/Collegiality
- **Quality of Relationships**



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# Quality of Relationships

- Who was your favorite teacher? Why?
- Why did you choose career in education?



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# School Safety

- Emotional
- Physical
- Disciplinary Incidents



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# Emotional

- Does your classroom/school feel emotionally safe?
- Are individualities celebrated or criticized?



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# Engagement

- Co-Curricular Activities
- **School Avoidance Behaviors**
- Academic Participation/Challenge



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# School Avoidance Behaviors

- What factors outside of school keep students from coming to classes?
- What factors inside the school keep students from coming to classes?



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# Physical Environment

- **Class Disruption**
- Physical Plant
- Access to Necessary Materials
- Nutrition
- Physical Activity



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# Class Disruption

- What are the most common behaviors that cause classroom disruptions?
- How are those disruptions typically addressed?



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# Reoccurring theme

- Respect doesn't happen in isolation; It's based in relationships.



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# Positive school climate

- Powerfully affects student motivation to learn
- Fosters youth development
- Enables learning necessary for a productive and satisfying life



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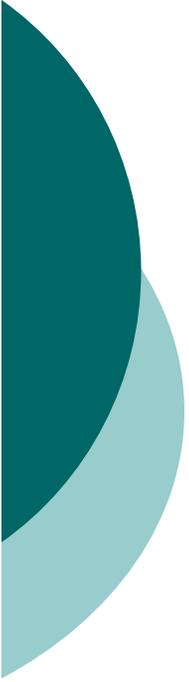




# Resources

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- Mental Health in Schools  
[www.michigan.gov/schoolmentalhealth](http://www.michigan.gov/schoolmentalhealth)
- Mental Health in Schools Toolkit  
[www.michigan.gov/schoolmentalhealthtoolkit](http://www.michigan.gov/schoolmentalhealthtoolkit)
- Coordinated School Health and Safety Programs  
[www.michigan.gov/cshsp](http://www.michigan.gov/cshsp)



# Resources

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- Healthy School Action Tool (HSAT)  
[www.mihealthtools.org/schools](http://www.mihealthtools.org/schools)
- Michigan Profile for Healthy Youth  
[www.michigan.gov/miphy](http://www.michigan.gov/miphy)
- Michigan Safe Schools  
[www.michigan.gov/safeschools](http://www.michigan.gov/safeschools)



## Contact Information:

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