

MENTAL HEALTH IN SCHOOLS

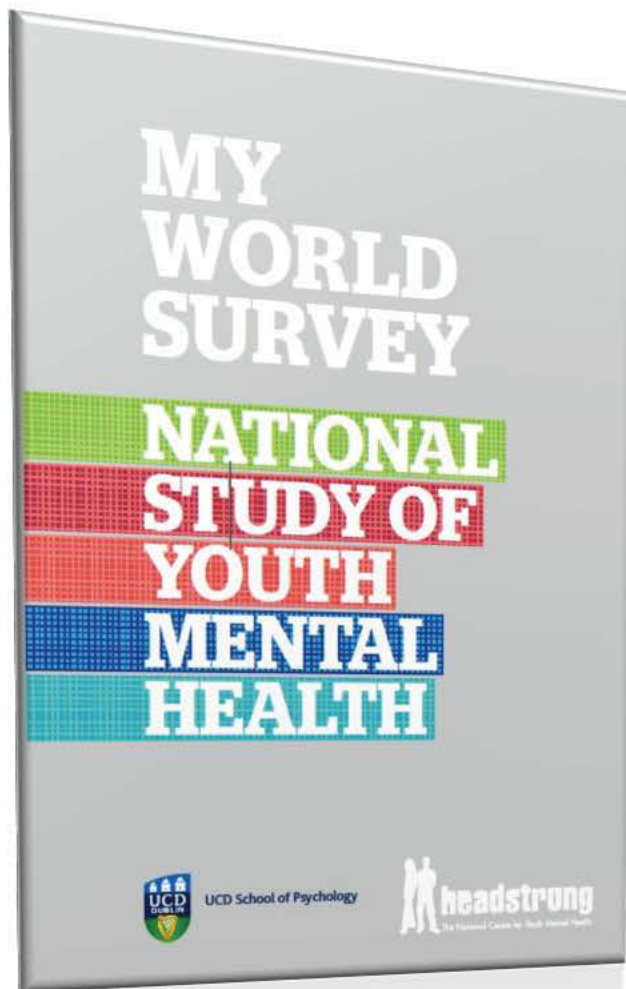
**DR TONY BATES
FOUNDER
JIGSAW**

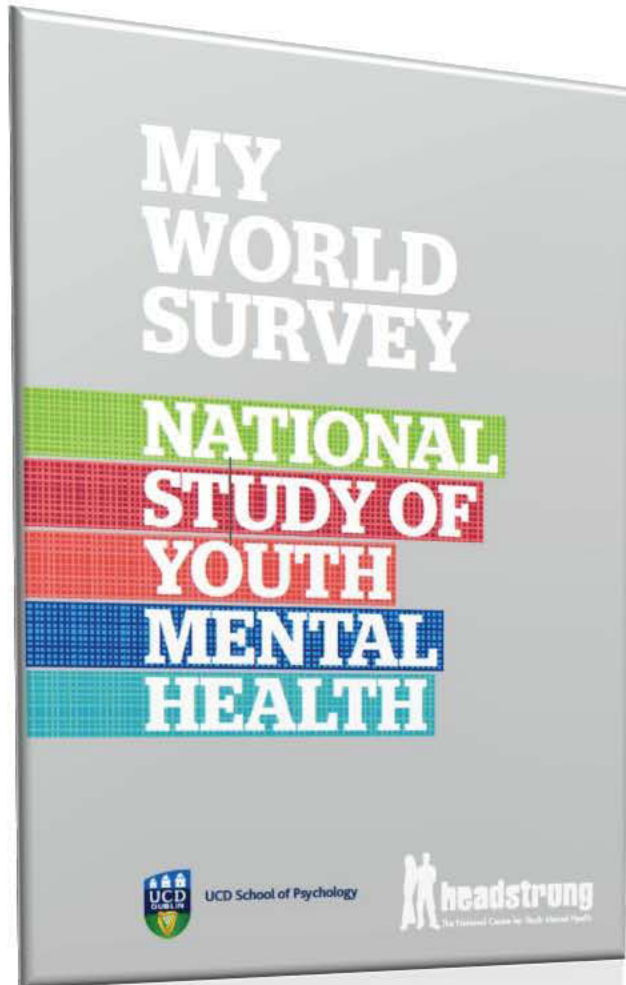
Why

**are we talking about
mental health
in
schools**



- Learning is **EMOTIONAL**
- Repeated **FAILURE** most likely reflects an emotional or mental health issue.
- If a student is not able to learn, school is a deeply **FRUSTRATING** experience (for everyone).





12-18 year olds: N = 7000

8% (YA) severe/very severe *depressive* symptoms

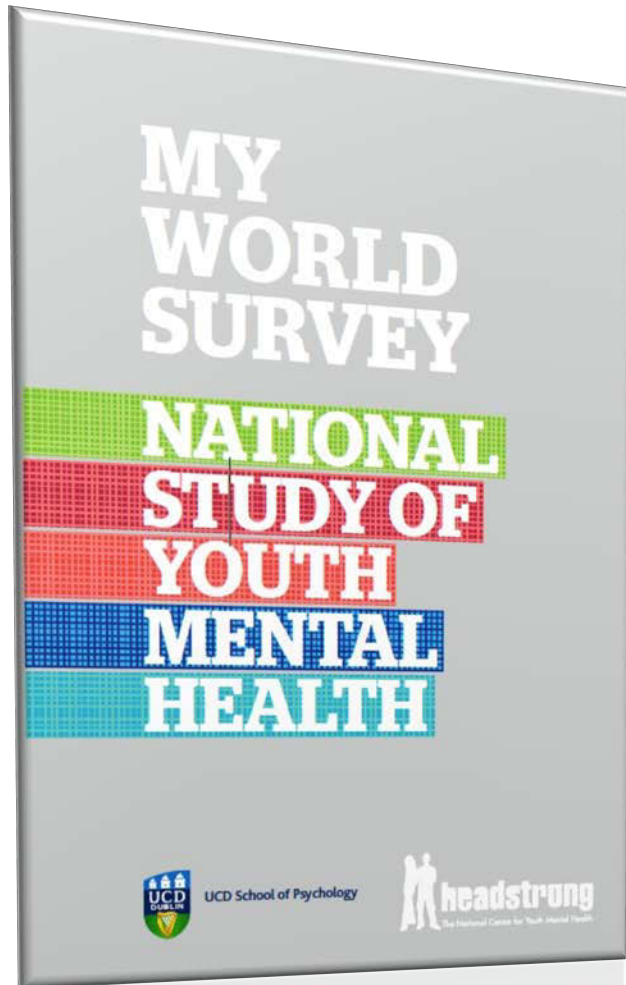
11% (YA) severe/very severe *anxiety*

21% YA report engaging in *self-harm* in previous 12 months

16% (YA) % report *little adult support* in their lives

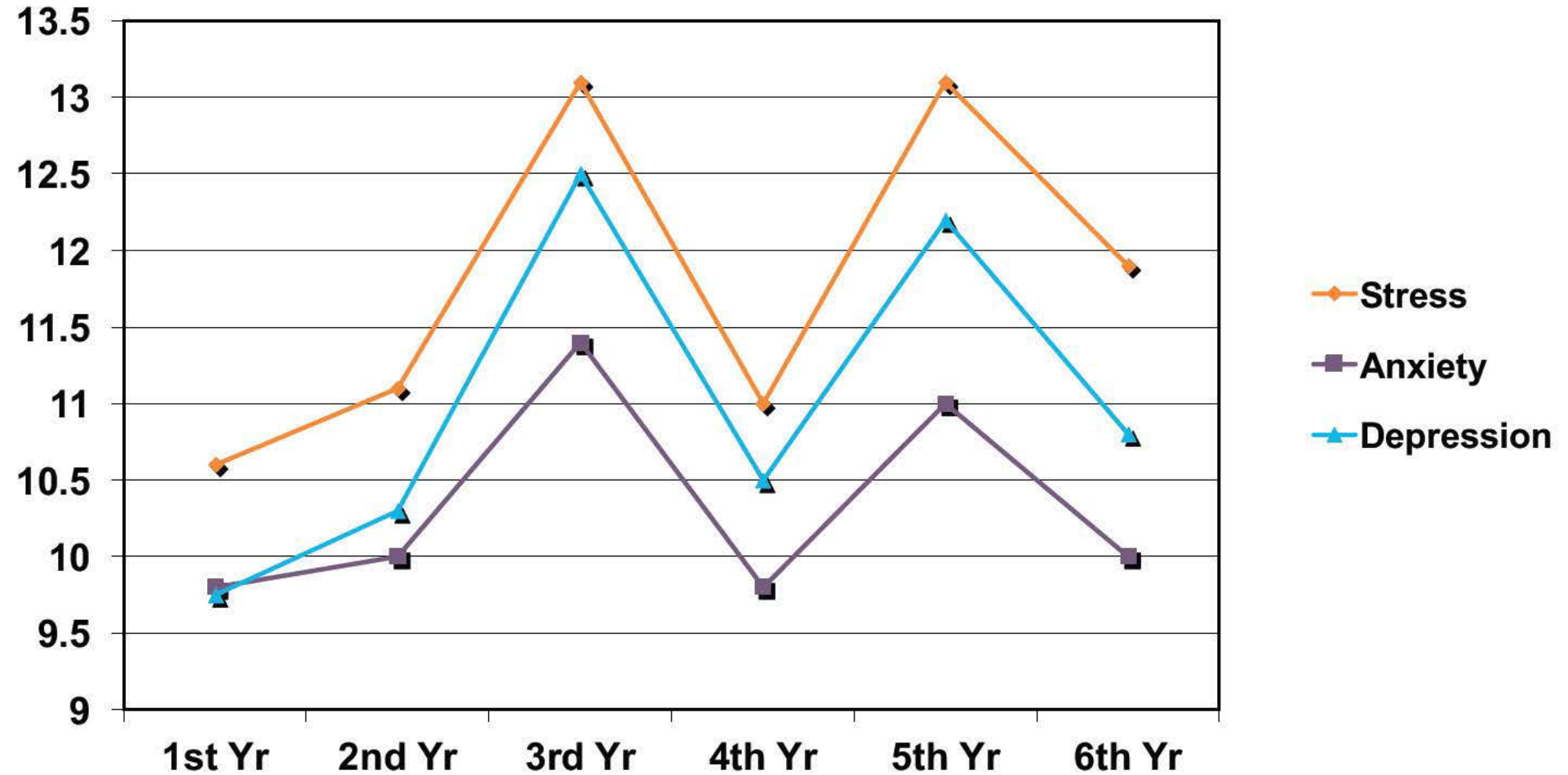
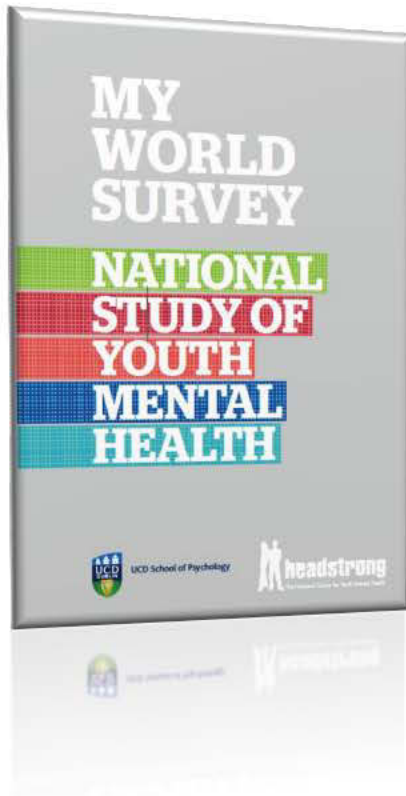


PRESSURE POINTS IN SCHOOL

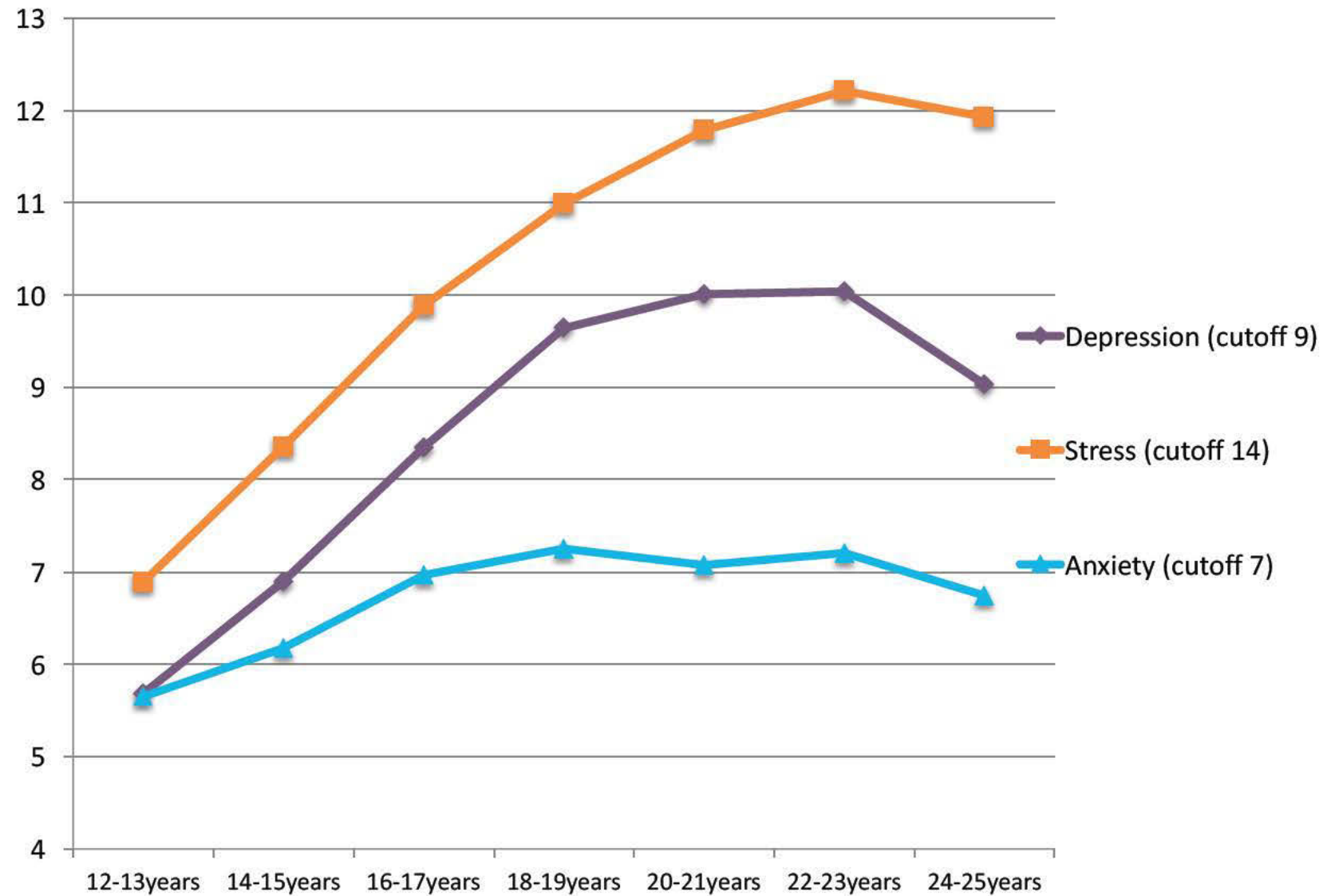
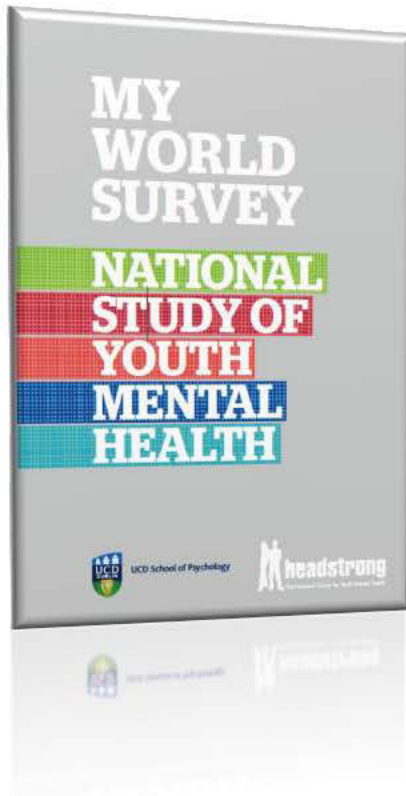


- for both boys and girls 3rd Year is the year that sees young people begin to report increases in risk factors and decreases in protective factors. 5th year also emerged as a pressure point.
- Examples of risk factors: stress, anxiety, depression, acting out behaviour, psychological distress
- Examples of protective factors: One Good Adult, support from family, positive outlook on life, self esteem, social competence, overall resilience

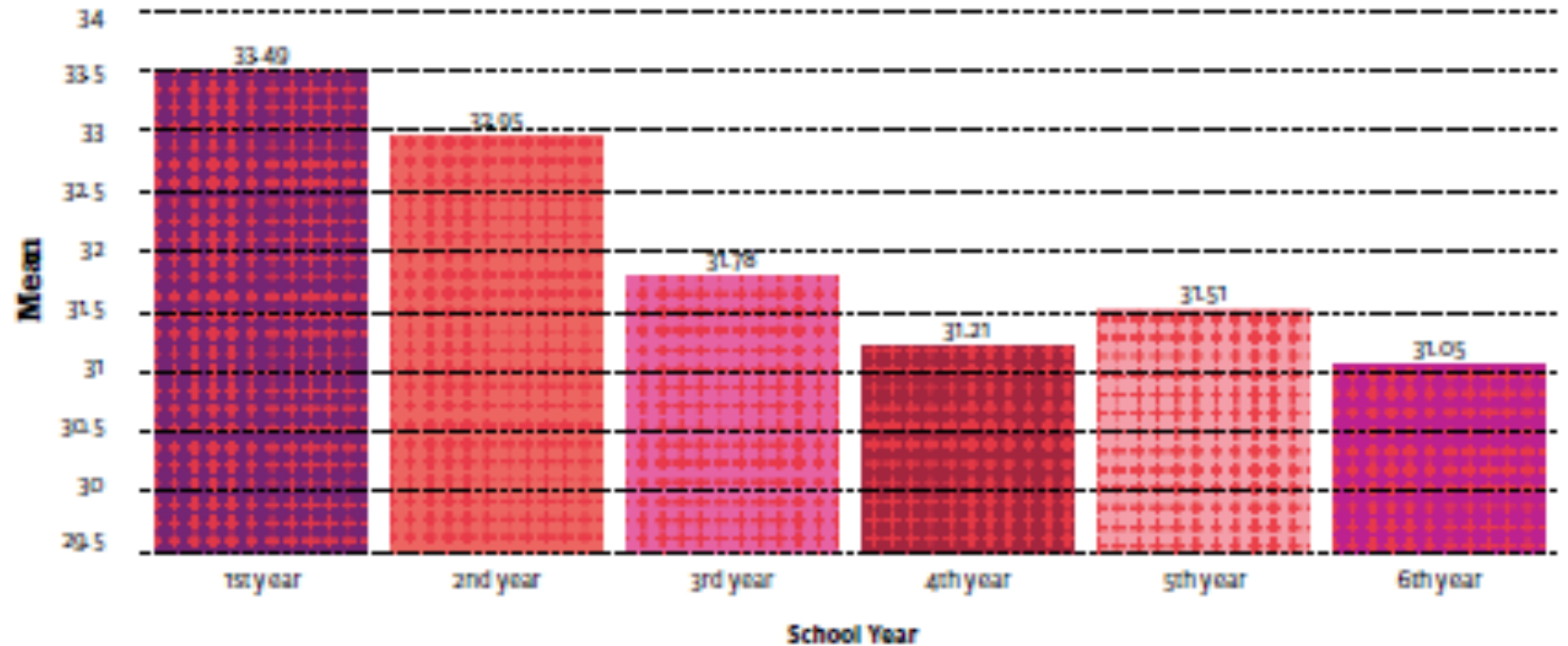
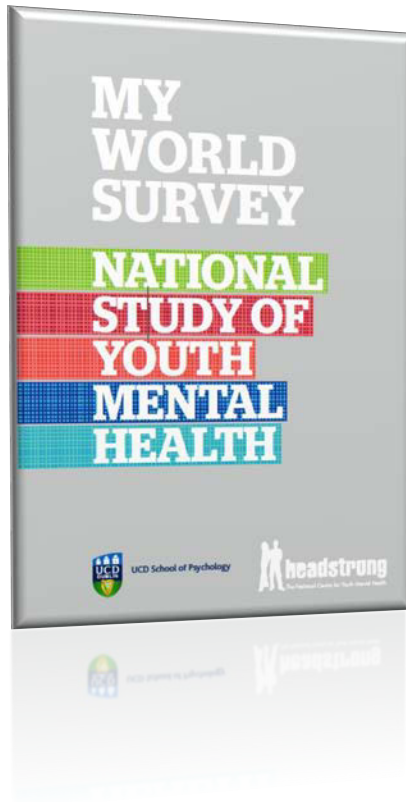
DISTRESS ACROSS YEAR GROUPS



DISTRESS ACROSS THE AGE SPECTRUM



SATISFACTION WITH LIFE BY SCHOOL YEAR



School-Based Mental Health

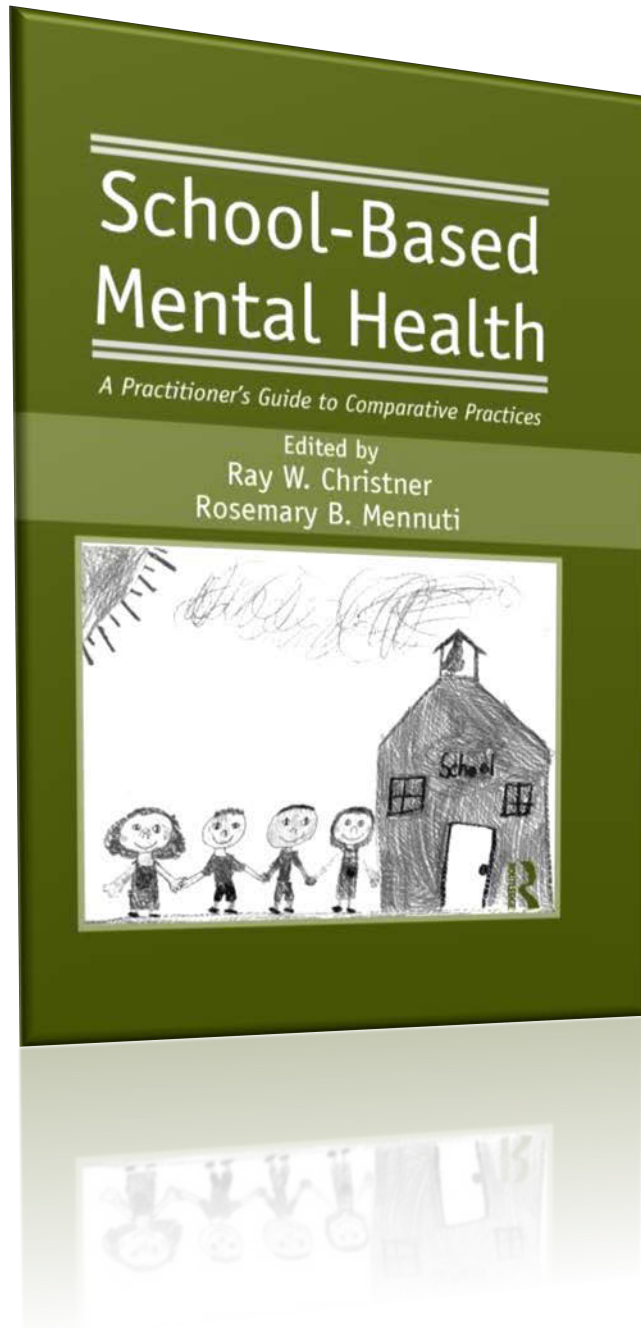
A Practitioner's Guide to Comparative Practices

Edited by
Ray W. Christner
Rosemary B. Mennuti



“Adolescents come to school each day with a number of life factors and barriers that affect their learning, behaviour, and development, including family stress, academic difficulties, peer conflicts, health issues, cultural differences, as well as community pressures.”

*Christner, Mennuti and Whitaker
(in School-Based Mental Health, 2015, p.4)*



12% – 22% students under age 18 have need of some intervention to address emotional or behavioural difficulties

>50% students with significant emotional, behavioural, and learning difficulties in large urban schools

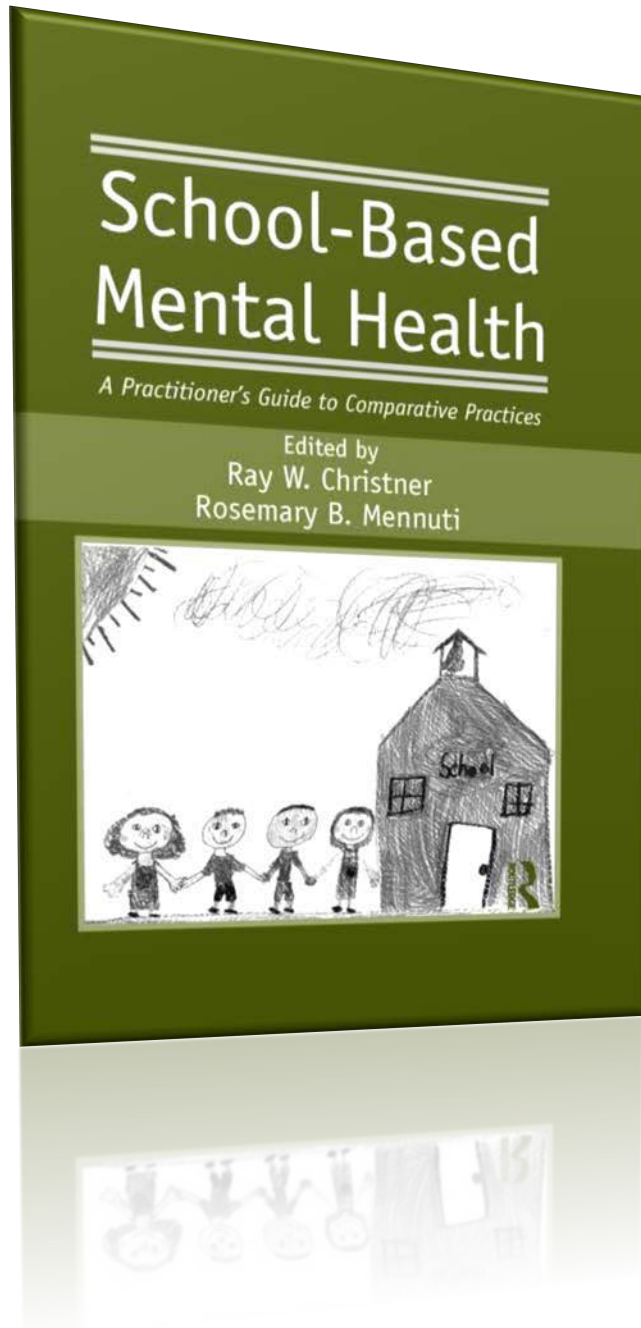
(Centre for Mental Health in Schools, 2006)

IMPACT OF MENTAL HEALTH DIFFICULTIES

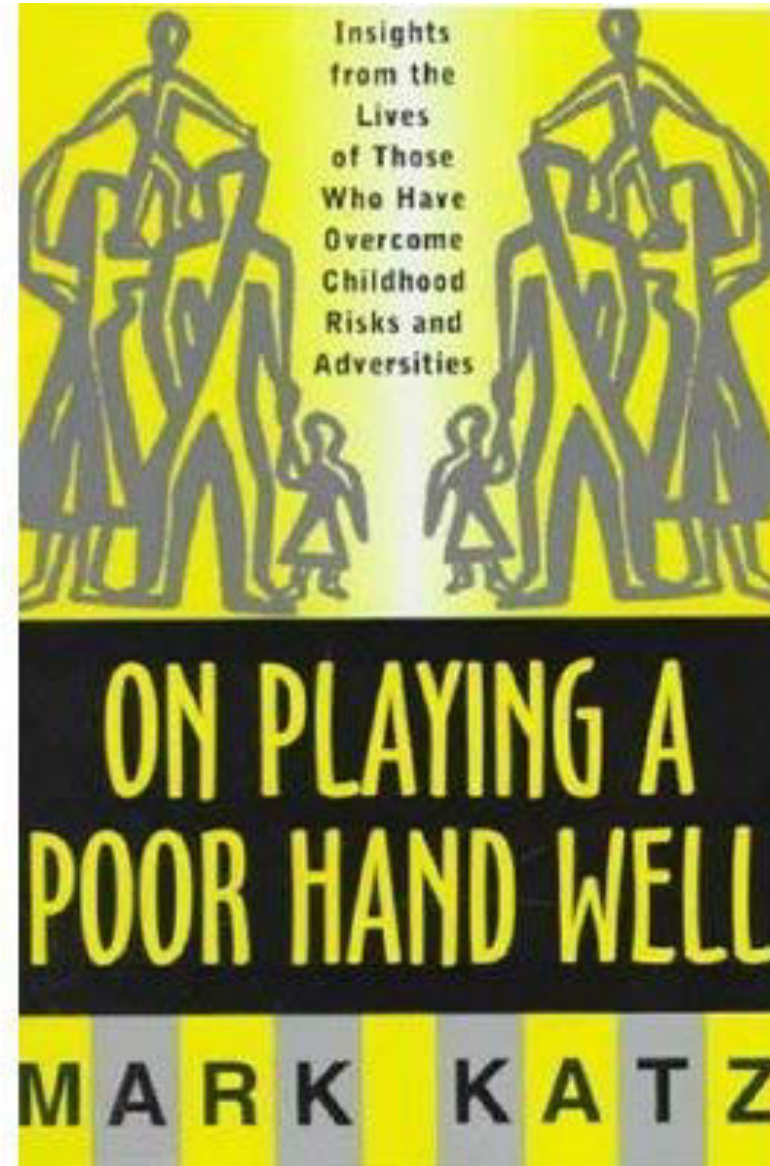
Mental health concerns and stressors are major barriers to learning.

These students also prone to higher frequency of:

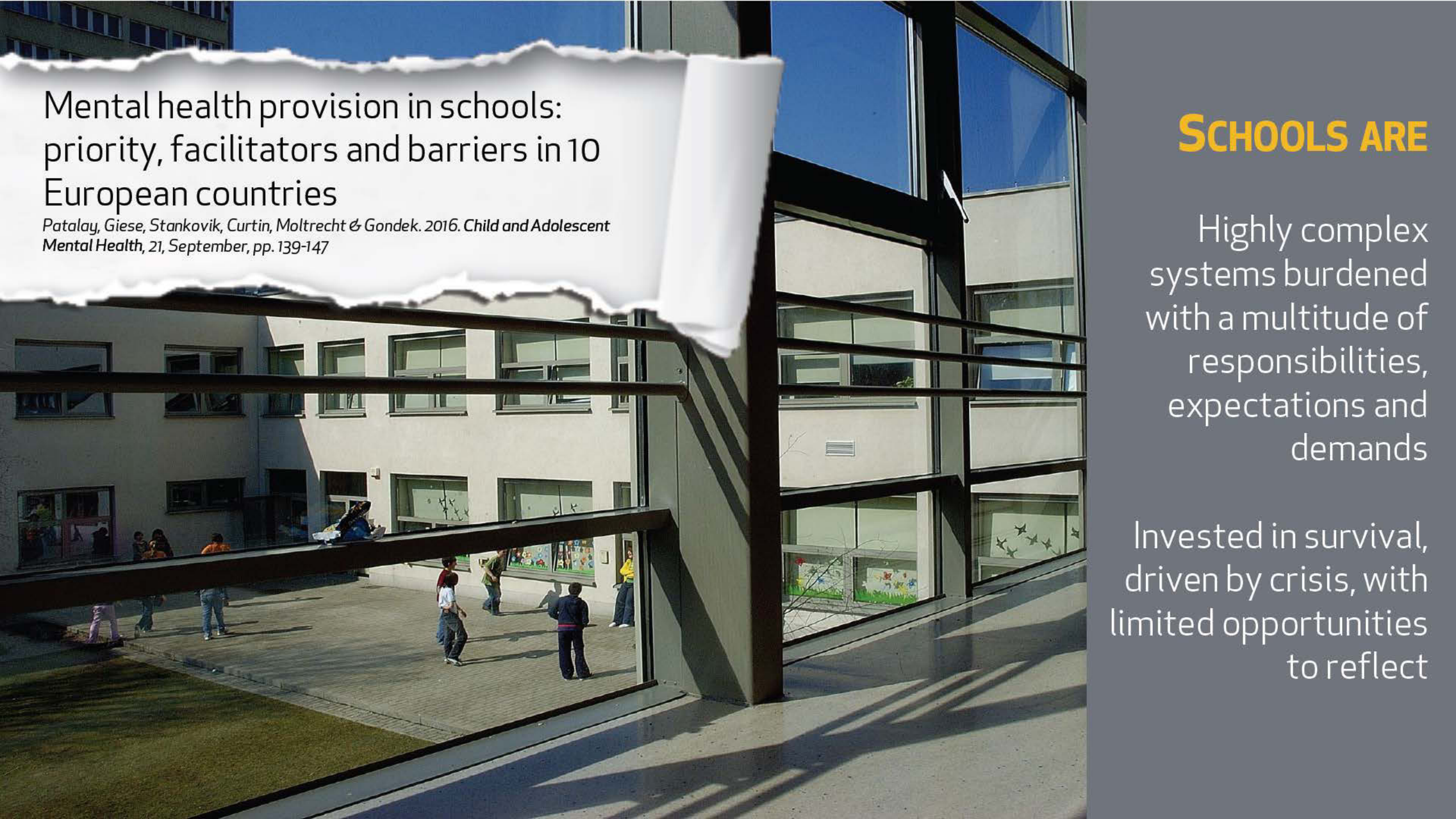
- Negative social interactions
- Truancy
- Suspensions
- Tardiness
- Expulsions
- Attention-seeking behaviours
- Negative impact on classmates



“There is a rich tradition of studies documenting how many young people from traumatised and adverse environments develop positive, ‘resilient’ identities in school settings”



the
challenge



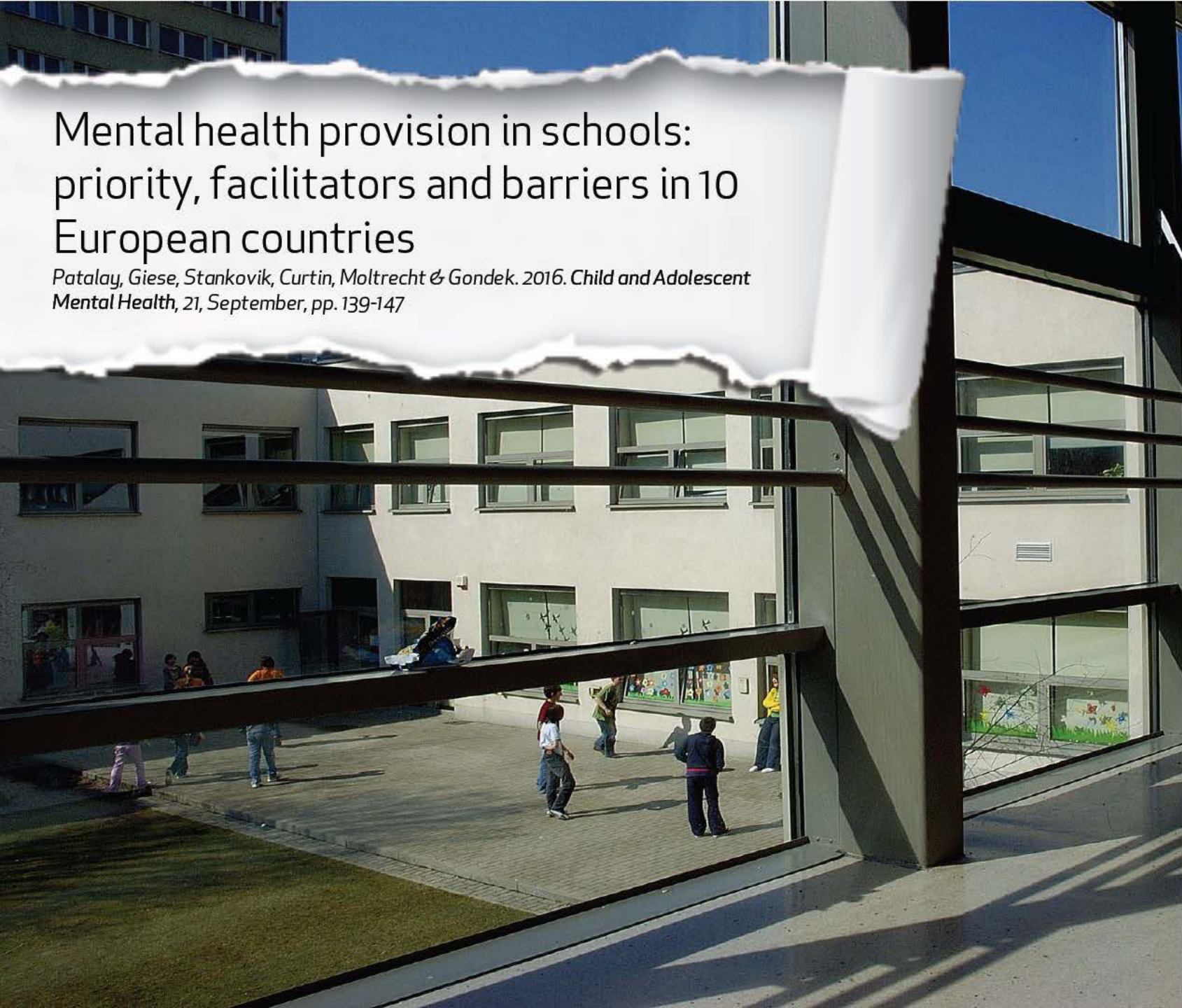
Mental health provision in schools: priority, facilitators and barriers in 10 European countries

Patalay, Giese, Stankovik, Curtin, Moltrecht & Gondek. 2016. Child and Adolescent Mental Health, 21, September, pp. 139-147

SCHOOLS ARE

Highly complex
systems burdened
with a multitude of
responsibilities,
expectations and
demands

Invested in survival,
driven by crisis, with
limited opportunities
to reflect



Mental health provision in schools: priority, facilitators and barriers in 10 European countries

Patalay, Giese, Stankovik, Curtin, Moltrecht & Gondek. 2016. Child and Adolescent Mental Health, 21, September, pp. 139-147

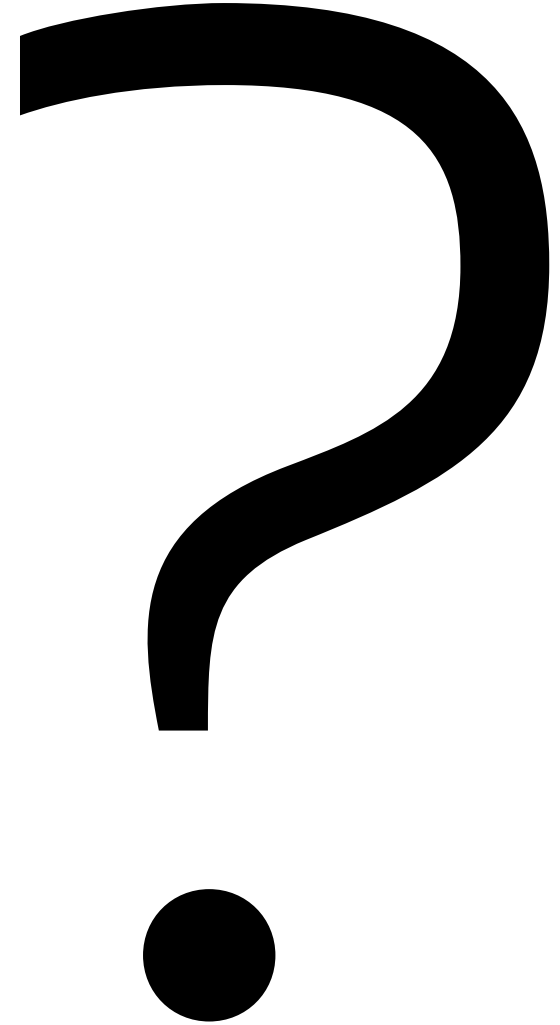
BARRIERS TO PROVISION OF MENTAL HEALTH SUPPORT

1. Staff capacity
2. Poor availability of specialist supports
3. Long waiting lists for specialist services
4. Rural location (absence/distance to services)
5. "Too many interventions to choose from" (teachers felt 'overwhelmed', 'confused')

"CHANGE is less about command and control and more about facilitating, through subtle interventions with key agents within the organisation, the emergence of new patterns and collaborative structures."

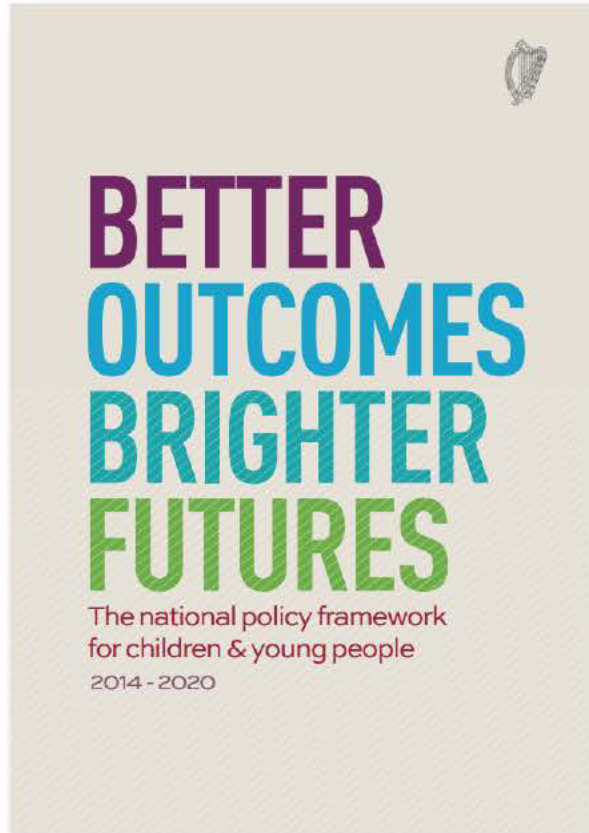
Michael Fullan, 2015

Why
now



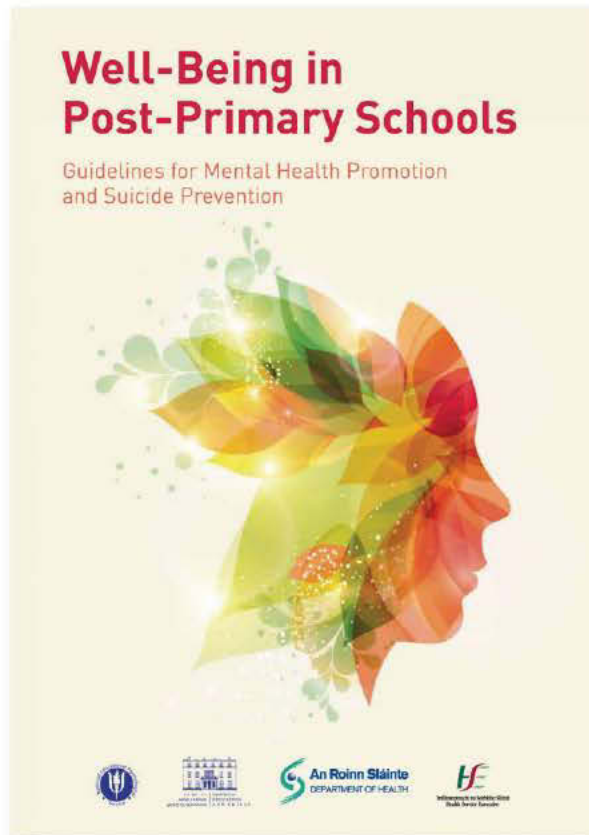


“that evidence-based mental health promotion programmes be implemented in primary and secondary school”

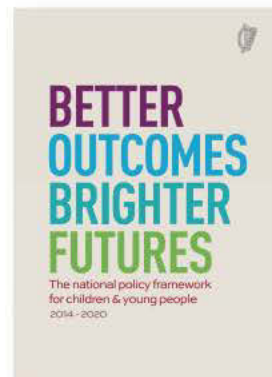


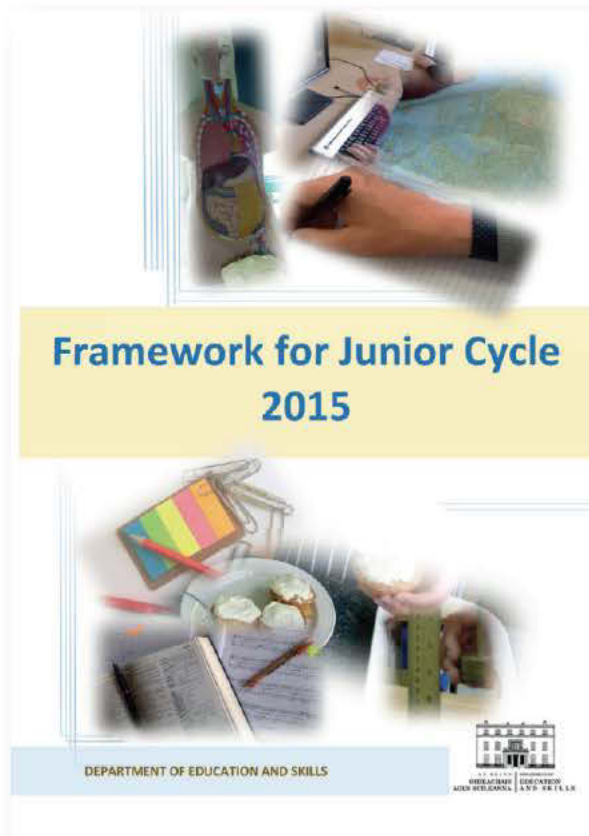
"improve access to early intervention youth mental health services and coordination of service supports"



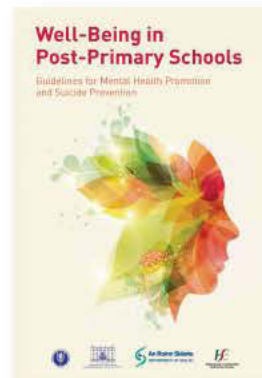
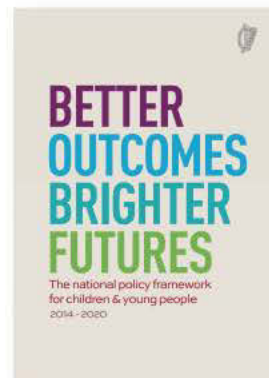


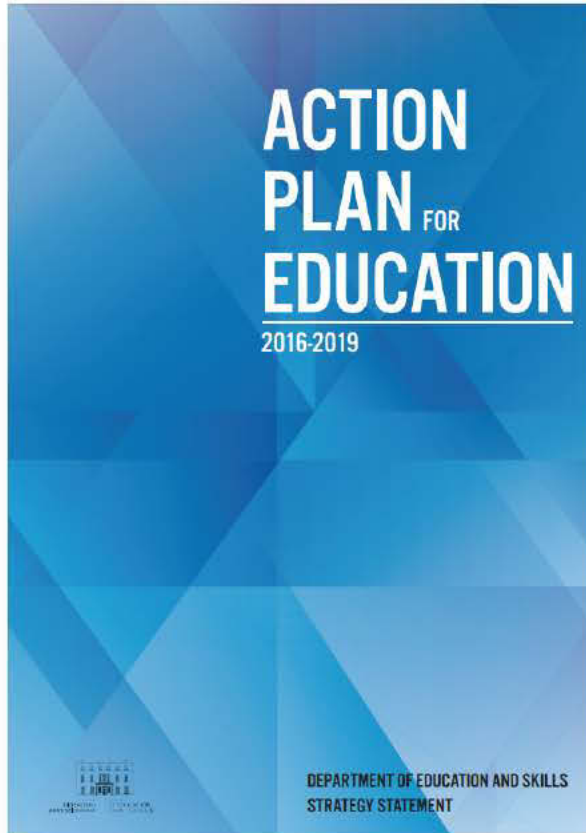
“Schools play a vital role in the promotion of positive mental health in young people.”



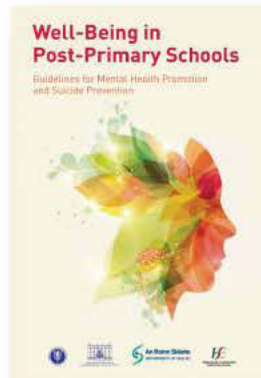
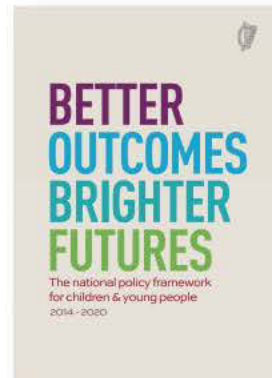


"Up to 400 hours will be available for learning in the area of Wellbeing commencing with a minimum of 300 hours of timetabled engagement from 2017"





“support the implementation of Wellbeing Guidelines to all primary and post-primary schools; Implement Wellbeing at Junior Cycle”



The heightened policy attention to wellbeing and mental health creates an additional demand on schools. While they have been granted greater autonomy to meet the wellbeing and mental health needs of students, this autonomy has not been accompanied by measures to strengthen their capacity in this area, or by a commitment to improve and develop the resources in the community that schools can draw upon.

Education, Education and Mental Health, UK 2016

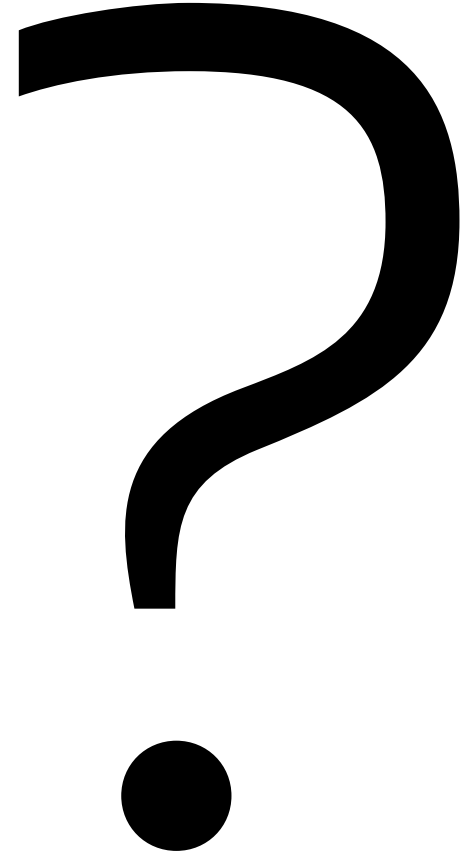
“HOW DO WE GET STARTED”?

“Who can broker this?
What are the
outcomes we need to
be measuring?
What are the tools
that tell us if we are
moving forward?”



RICHARD BRUTON AT LAUNCH OF ACTION PLAN FOR WELLBEING JANUARY 13, 2017

Can
JIGSAW
help



2006

Fragmented
inaccessible
supports

Specialist
services,
crisis
response



Young
people as
the
'problem'

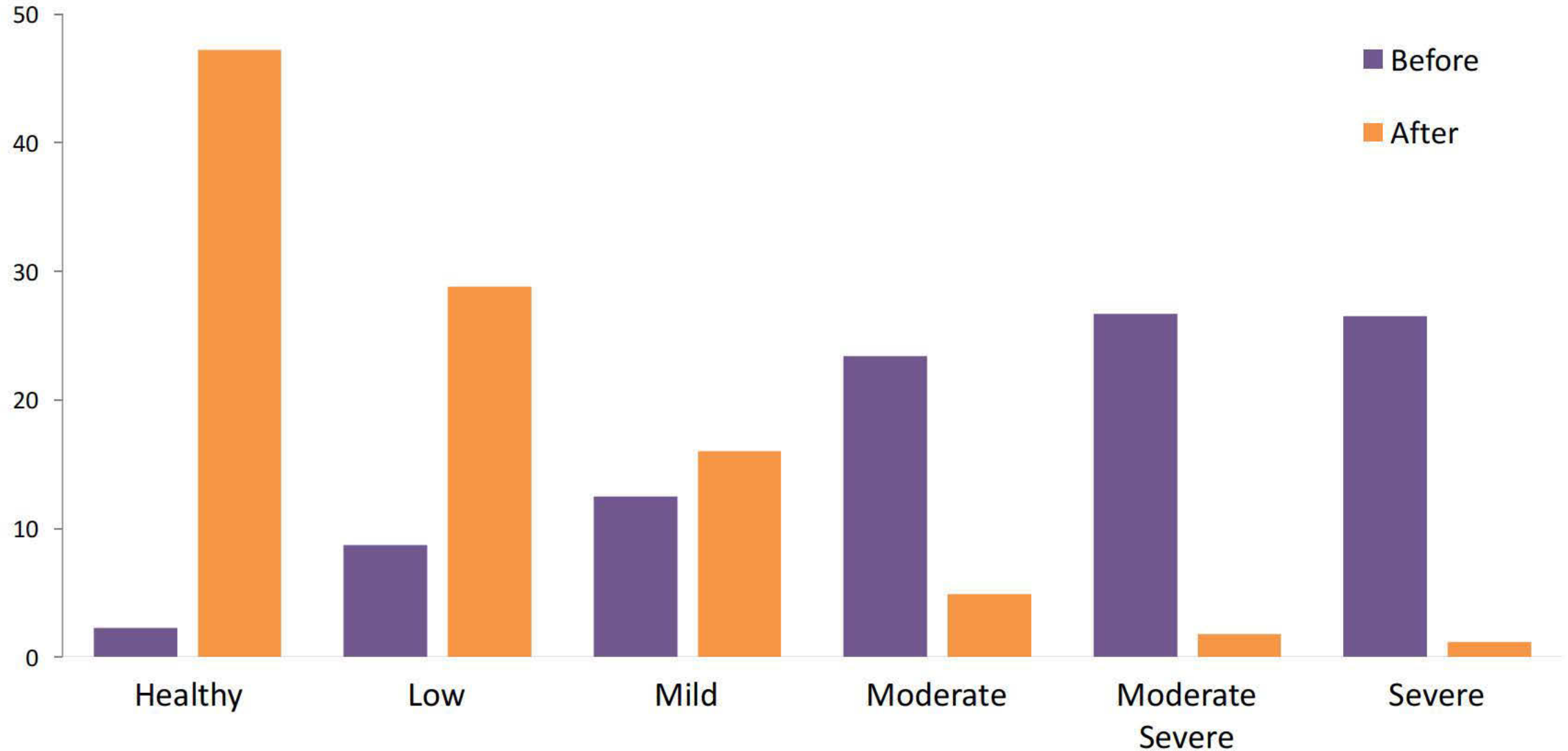
Fear and
confusion in
regard to youth
mental health



JIGSAW
Young people's
health in mind



LEVELS OF DISTRESS BEFORE & AFTER JIGSAW INTERVENTION





an
idea



A LISTENING SCHOOL




WHAT IS A LISTENING SCHOOL?

A school
where people listen
to one another,
trusting relationships
are valued,
growth is supported,
emotional needs
are recognised
& responded to...



ST PETER'S COLLEGE, DUNBOYNE



- 
- Make mental health **everyone's** concern
 - Primary focus more on **culture rather than curriculum**
 - Principals **initiate** change, teachers **sustain** change
 - Engage and **strengthen student voice.**
 - Promote **"One Good Adult"** as the foundation of wellbeing and mental health
 - Bring **key community agencies** closer
 - Allow school to move **at its own pace**



*"It takes time.
But after four
years, mental
health support
is everywhere.
Students are
tripping over
wellbeing"*

Jimmy O'Connell,
Guidance Counsellor, St
Peter's College,
Dunboyne



Schools can't fix everything that's wrong in a student's life. But they can create a school culture where students feels connected, get help when they need it - because there is always someone looking out for them – so that whatever learning challenges students may have do not define them

THE

END