The background of the slide features a silhouette of the Chicago skyline against a bright orange and yellow sunset sky. Numerous white sun rays radiate from the horizon, creating a dramatic and hopeful atmosphere. The text is overlaid on this background in white and black.

New Models for Mental Health Promotion in High Poverty Communities: Drilling Deeper in Urban Schools

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Presentation Goals

1

- IOM Report: Continuity across domains and focus on poverty

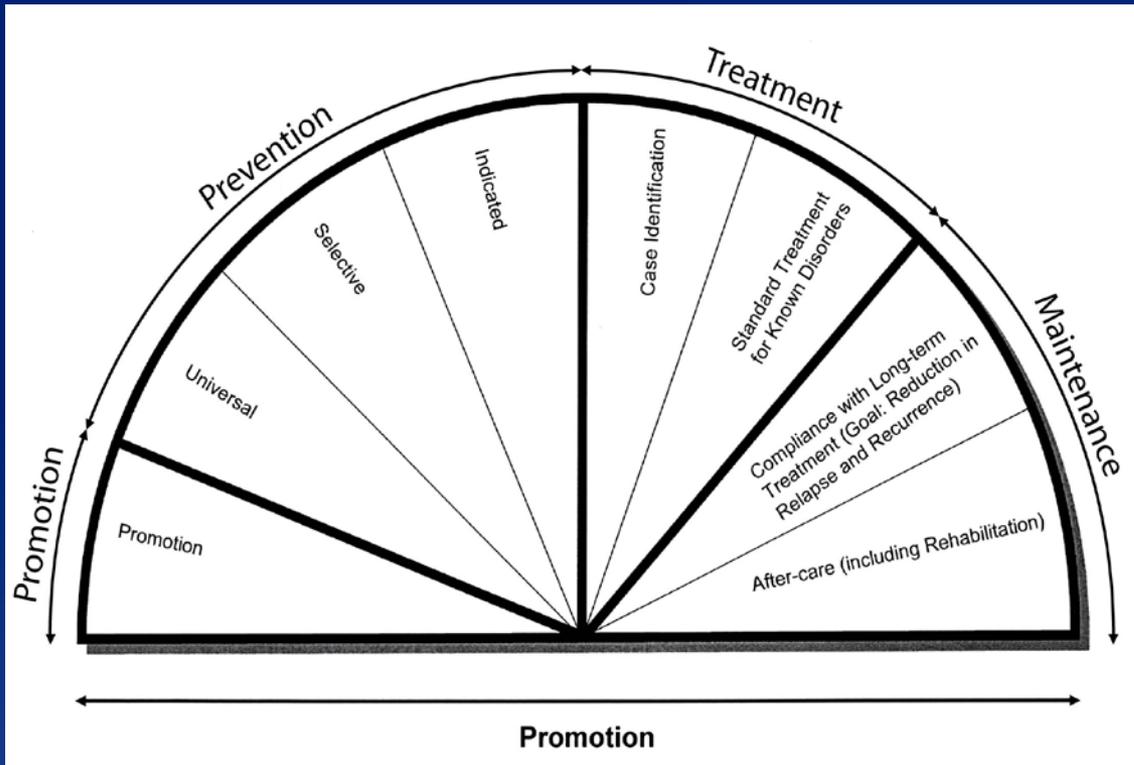
2

- NIMH Developing Center (P20): Schools as Context for Mental Health

3

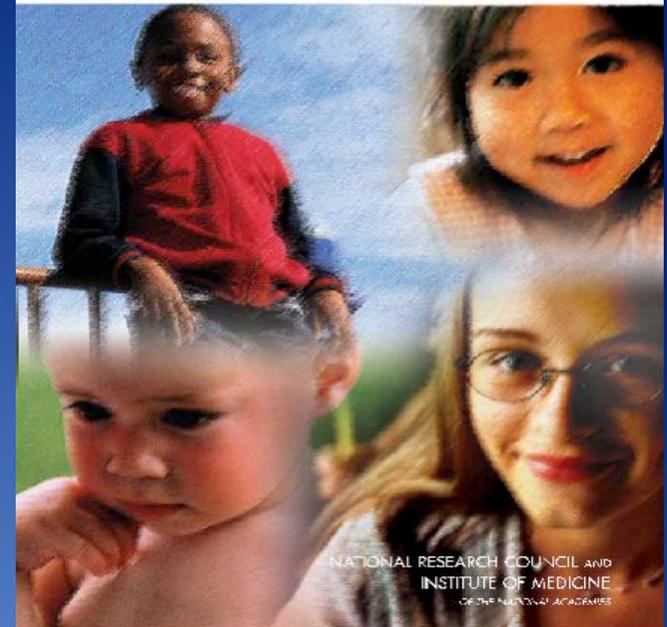
- Current Studies, future directions, and some final thoughts

Prospects for the Prevention of Mental Illness: New Developments and New Challenges



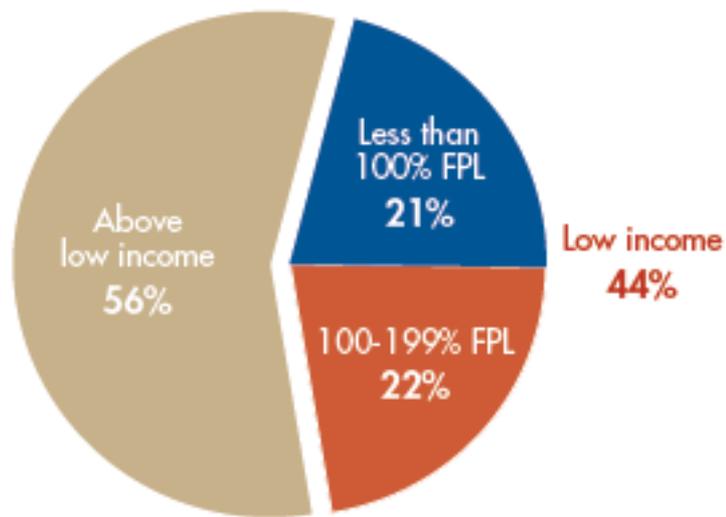
Preventing Mental, Emotional, and Behavioral Disorders Among Young People

Progress and Possibilities



IOM Report

Children by family income, 2010



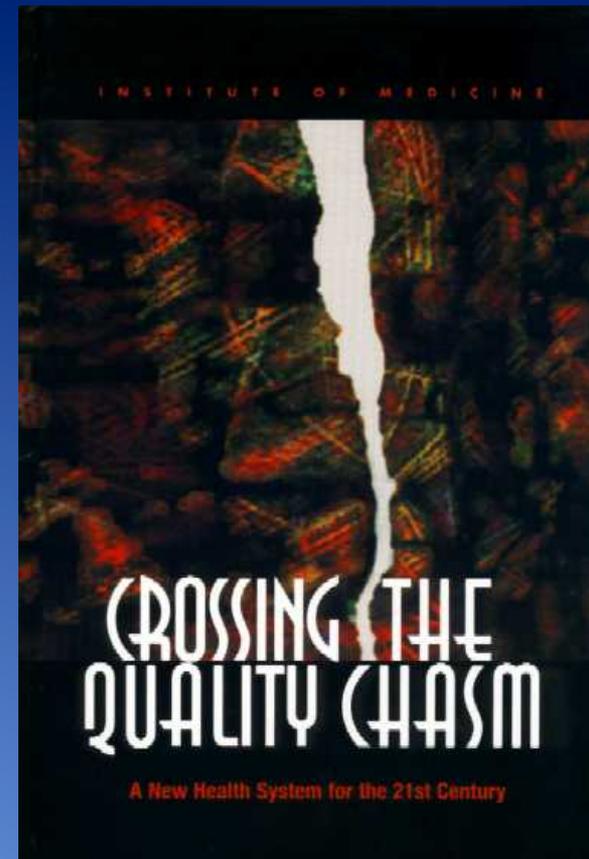
Percentages may not add to 100 due to rounding.

© National Center for Children in Poverty (www.nccp.org)
Basic Facts About Low-income Children, 2010: Children Under Age 18

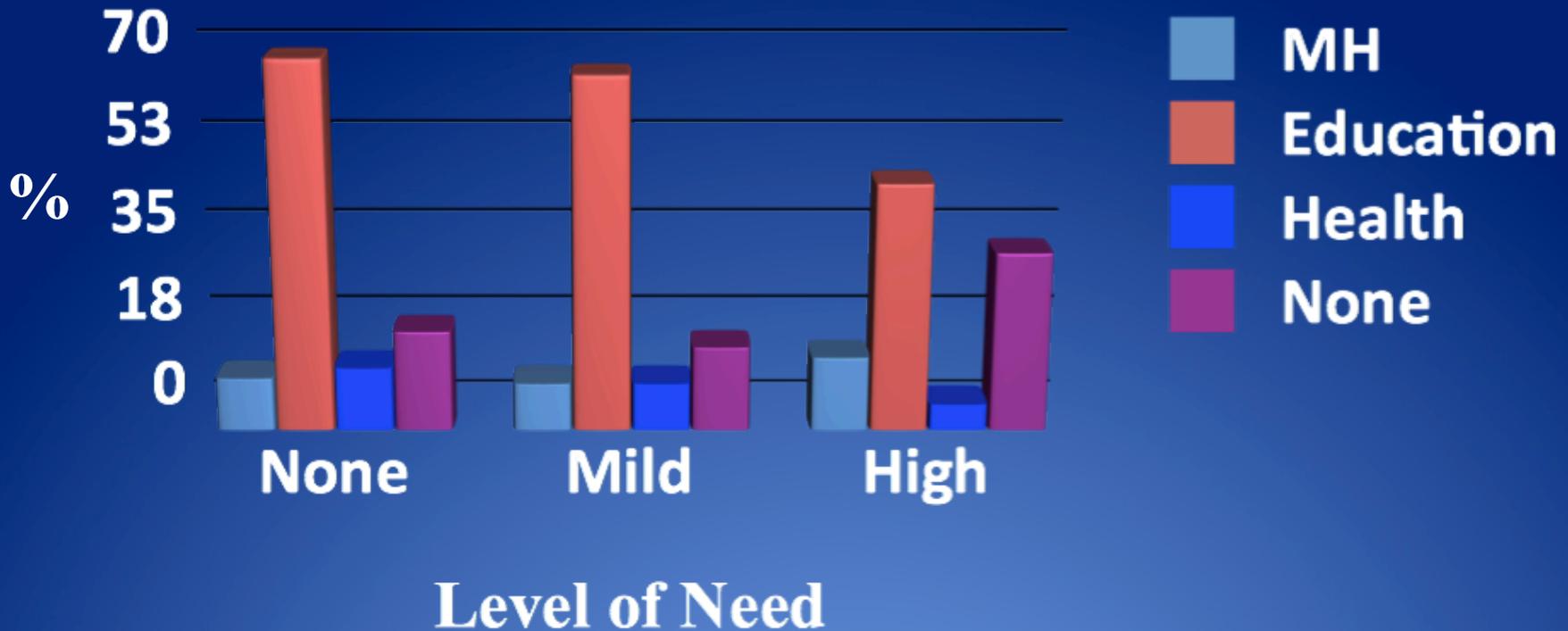
“One factor lurks in the background of every discussion of the risks for mental, emotional, and behavioral disorders and antisocial behavior: poverty ... Although not the focus of this report, there is evidence that changes in social policy that reduce exposure to these risks are at least as important for preventing mental, emotional and behavioral disorders in young people as other preventive interventions. **We are persuaded that the future mental health of the nation depends crucially on how, collectively, the costly legacy of poverty is dealt with.**”

Quality Chasm in Mental Health

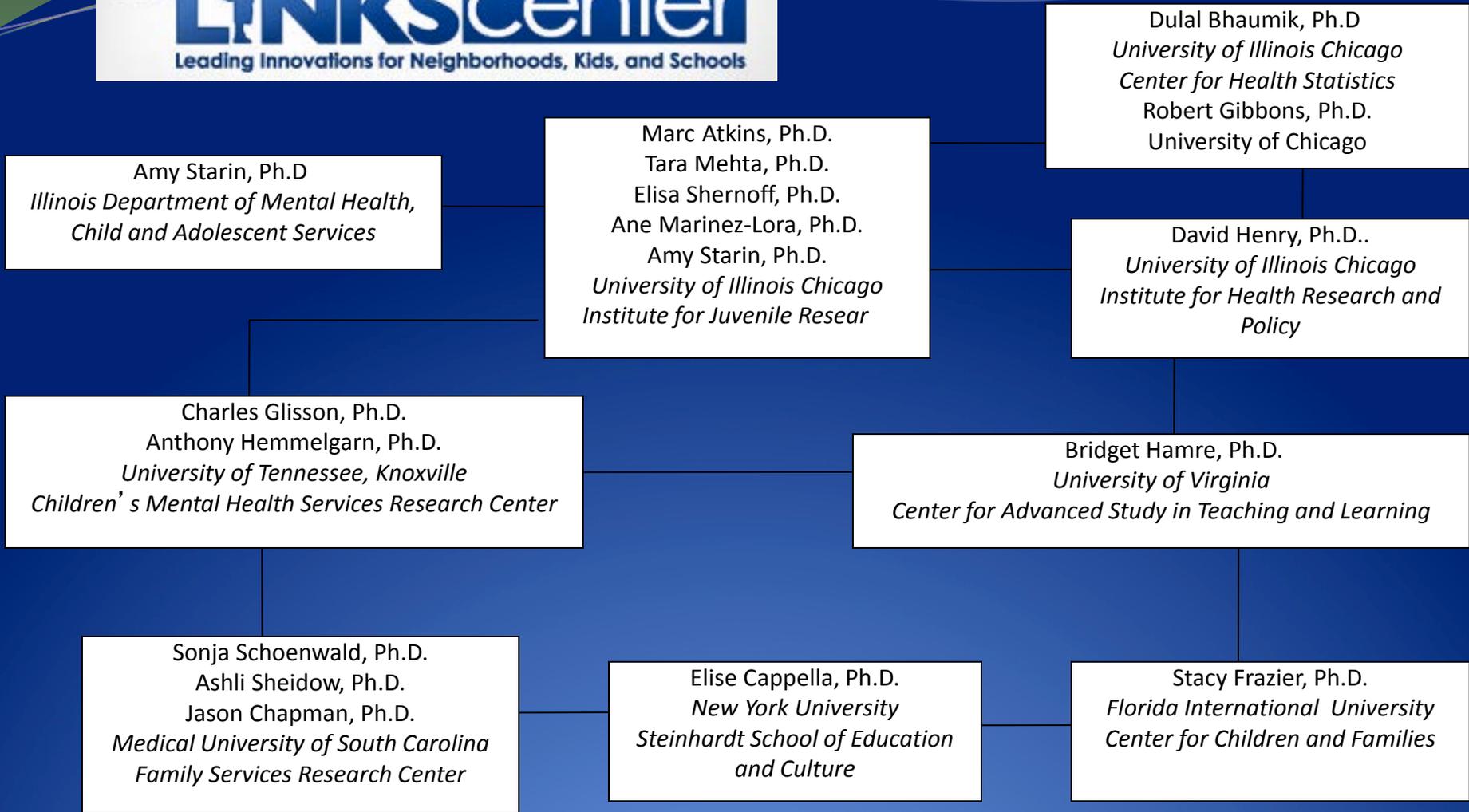
- Persistent gaps in availability of mental health services especially for poor children of color and those with the greatest need
- Schools are obligated to provide mental health services but type and quality is largely unknown
- Both schooling and mental health is compromised



Sole Source of Services (1 Year)



Burns, Costello, Angold et al., 1995, *Health Affairs*, 14:3, 147-159.



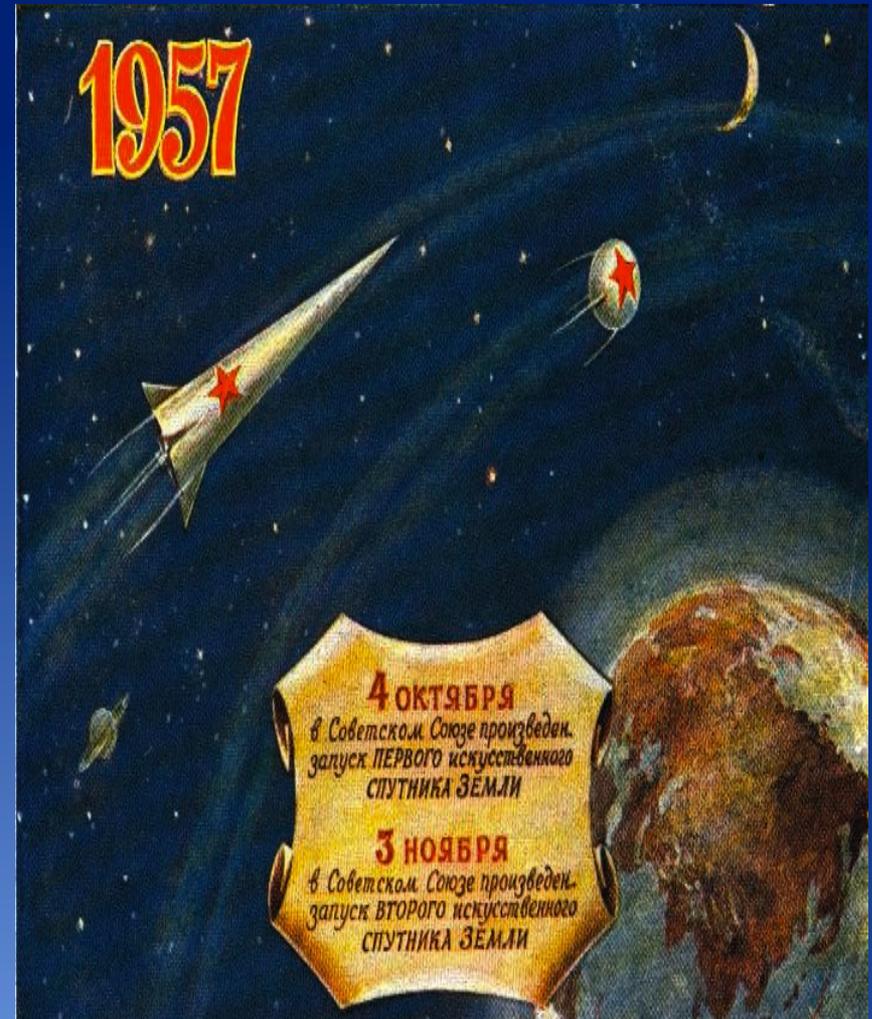
Links Center: Drilling Deeper

- Organizational Theory
 - Culture & climate
 - Classrooms as work units
- Social Relations
 - Social network theory
 - Professional development
- Mental Health Practice
 - Ecological theory
 - Public health focus

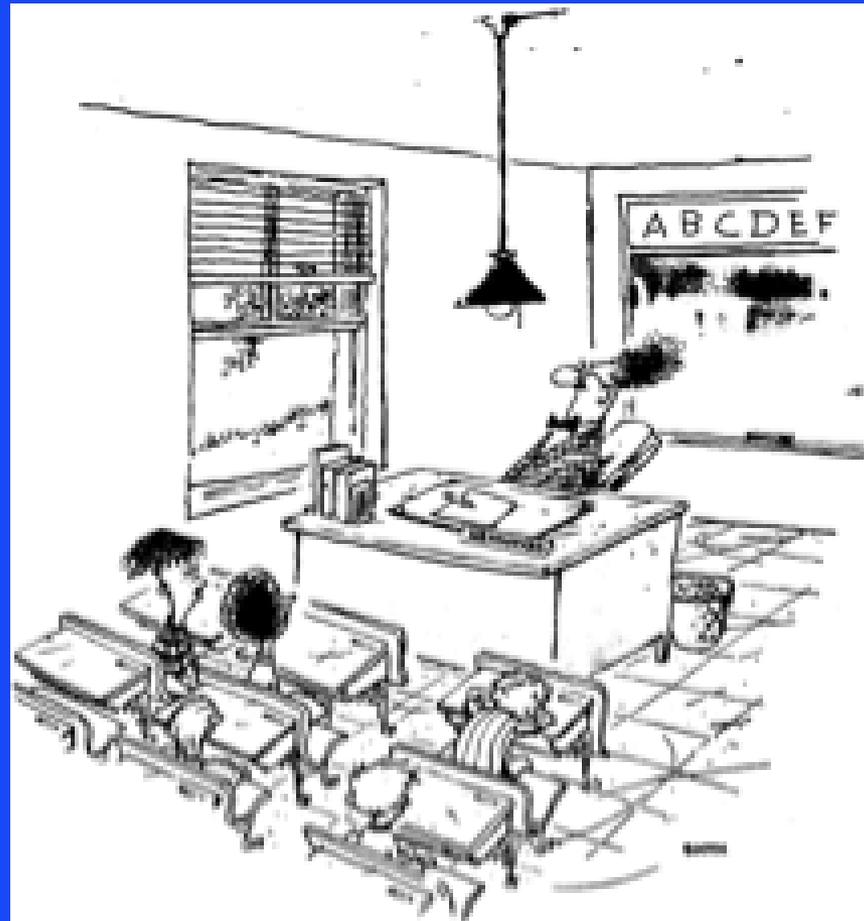


National Spotlight on Schools

- No Child Left Behind
 - No Child Left Untested
- School violence
 - Not just in urban communities anymore
- Global marketplace
 - Sputnik redux
 - China and India rising
- U.S Ranking
 - 21st in science
 - 25th in math
 - 17th in literacy

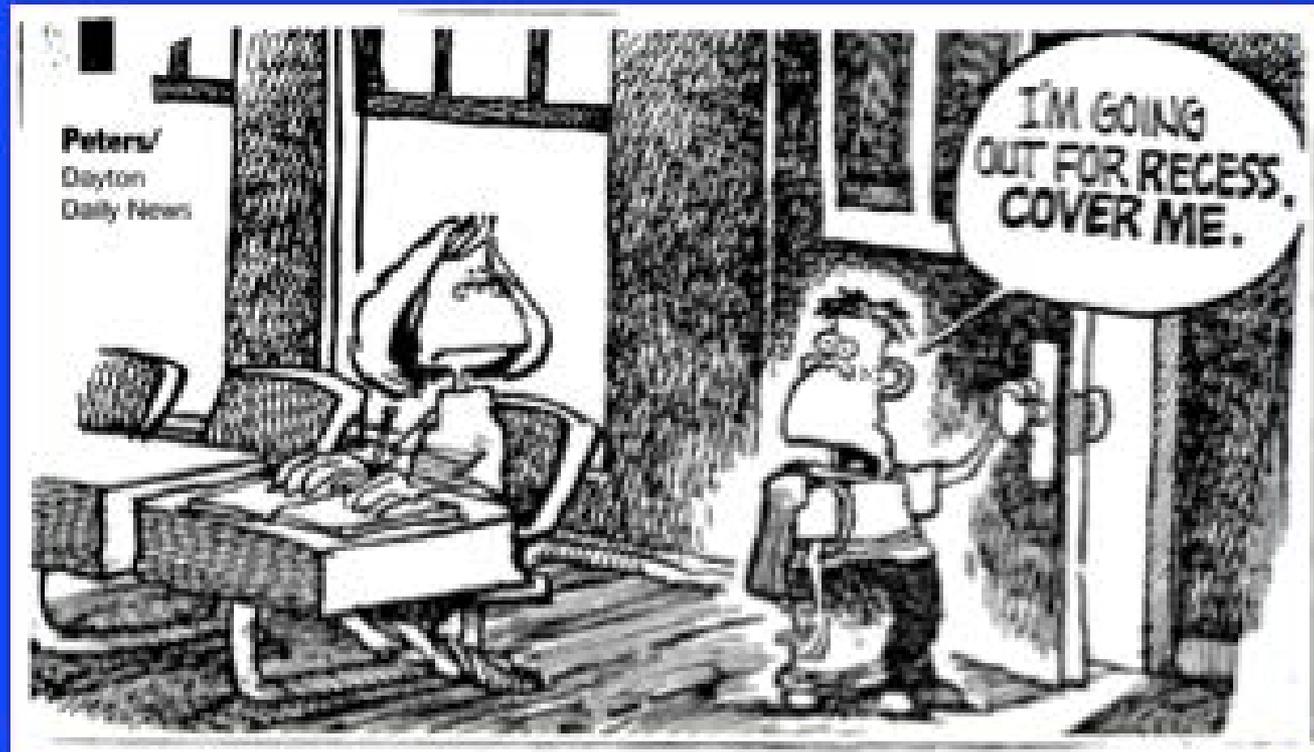


Concerns About Teacher Quality

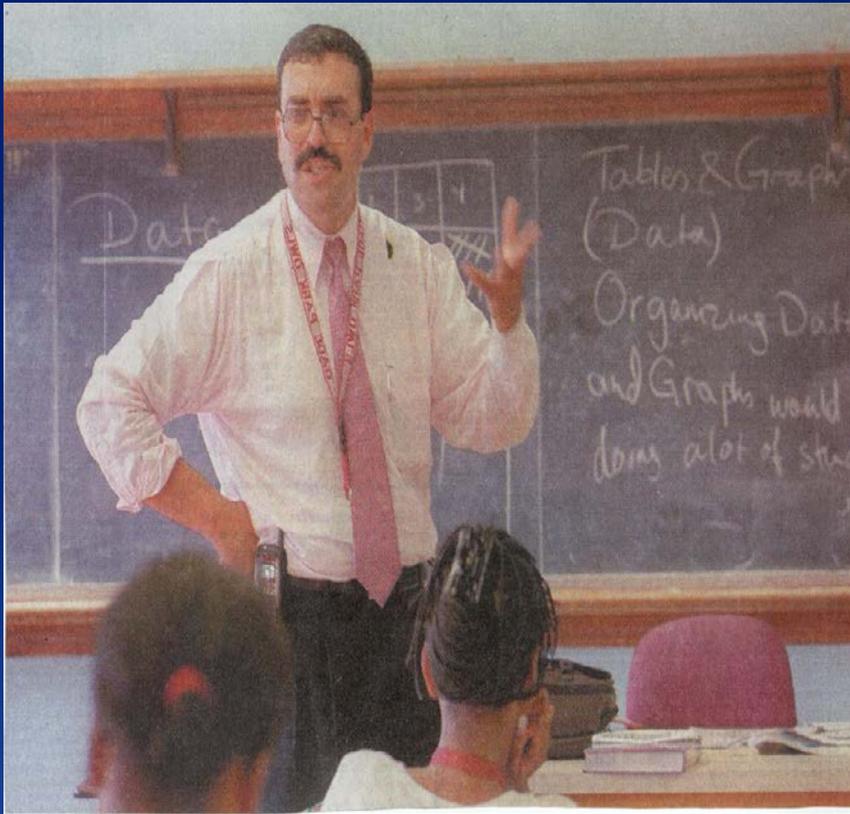


"You will like Mr. Woolford. He has an attention-deficit disorder"

Concerns About School Safety



Teacher Stress



“Low morale, depressed, feeling unfairly blamed for the ills of society? You must be a teacher.”

- NY Times Educational Supplement (1997)

- 50% of teachers in high poverty schools leave within 3-5 years (20% of all teachers)

Sources of Stress

- **Lack of Material Resources:** *We don't have supplies. We never have a copy machine that works . . . my students run out of paper, and I have to buy it for them . . . There's no toilet paper or soap in the bathrooms.*
- **Student Behavior Problems:** *When I went to school there was one or two kids that were the trouble-maker kids, but over half my class has behavior issues and it just depends on the day and who is in what mood and what happens the night before.*
- **Isolation:** *I'm struggling.I'm lost, and I really don't have a mentor or anybody really to talk to about it or help me in my classroom.*

Sources of Stress

- **Chronic Turnover:** *It's ridiculous how the staff turns over. And then the new staff that we're getting... they're so hardworking. ...so enthusiastic when they get here. They've got all these great ideas, and they want to try this and ... they want to implement programs, but by the end of their two short years, they're burnt. You know, they leave and then we get a new batch of kids that are the same way. ..the stress of the job drives them away, the fact that there's nobody supporting themand they never worked in urban schools, so they don't really understand what this experience is like.*
- **Lack of Support for New Teachers:** *There's no support even, not so much for me, but for the younger teachers, so I kind of feel like that's one more thing that I have to put on my plate because I know no one else is helping them.*

School Goals Are Mental Health Goals

- Academic failure, low school bonding, and truancy predictive of delinquency (Cernkovick & Giordano, 1992, Hubbard & Pratt, 2002, Loeber & Dishion, 1983)
- Low grades and aggression in *first grade* highly predictive of not graduating high school (Ensminger & Slusracick, 1992)
- Academic achievement protective for urban children (Spencer et al., 1993)

Ecological Theory



- Interacting nature of natural contexts and their impact on growth and development
- Reciprocal relations among natural elements in an environment

Sustainability

- Able to be maintained at a certain rate or level
- Conserving an ecological balance by avoiding depletion of natural resources
- Able to be upheld or defended

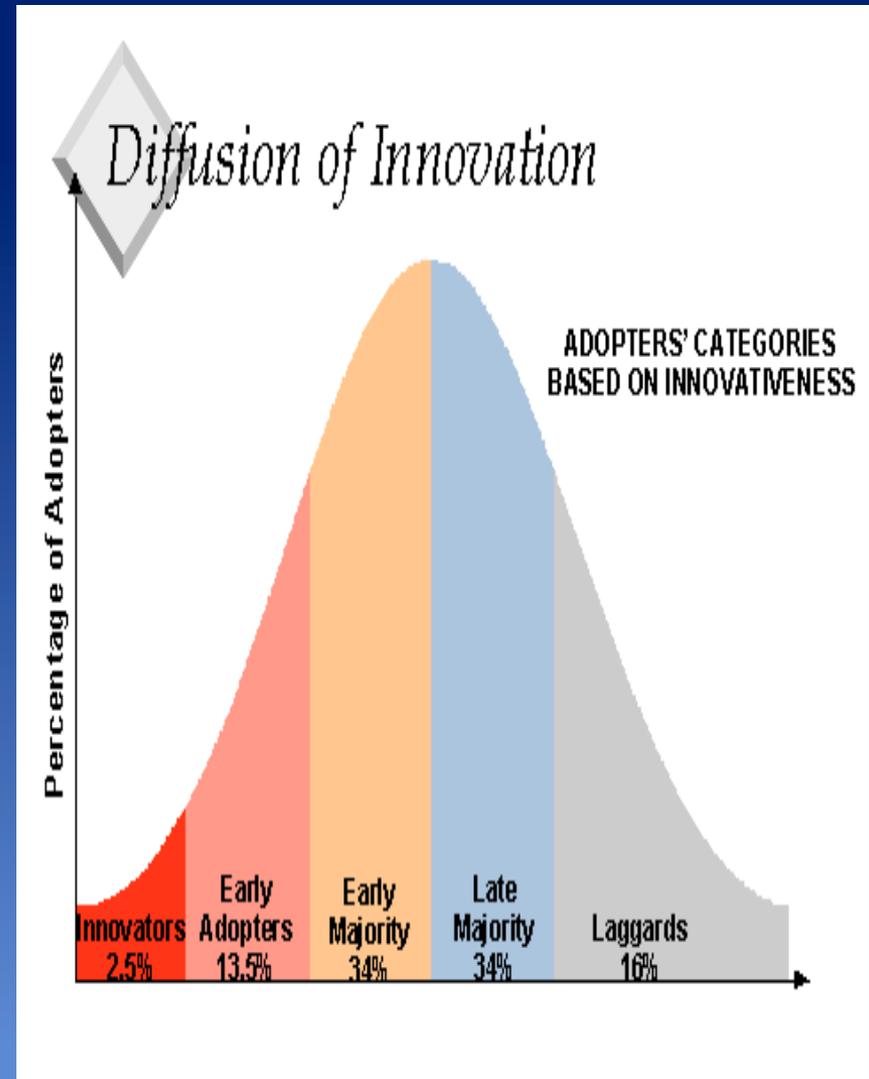


Ecological Principles: Services Support Settings

- **Consider primary mission of setting**
 - Different goals for schools vs. after school
- **Consider these goals as mental health goals**
 - Don't ask setting to change goals
- **Consider how mental health resources can be reallocated**
 - Support setting priorities not new goals
- **Always think sustainability**
 - No shortcuts

Diffusion of Innovation

- Innovative interventions often initiated by a relatively small segment of opinion leaders
- Via modeling, innovations are diffused through the population, influencing others
- Rogers (1995) noted that despite their knowledge, professional change agents often have little or no influence



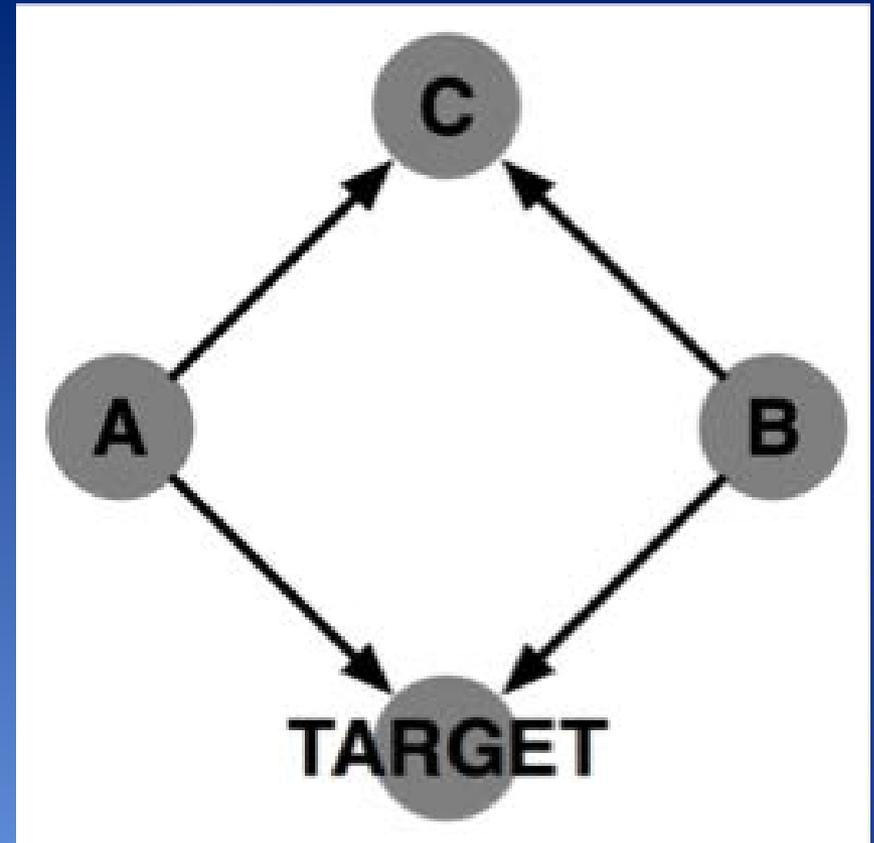
Social Networks: Burt's Two-Step Diffusion Theory

- Step 1
 - Information is spread via cohesion (key informants)
- Step 2
 - Adoption and use spread via structural equivalence (competitors or partners)

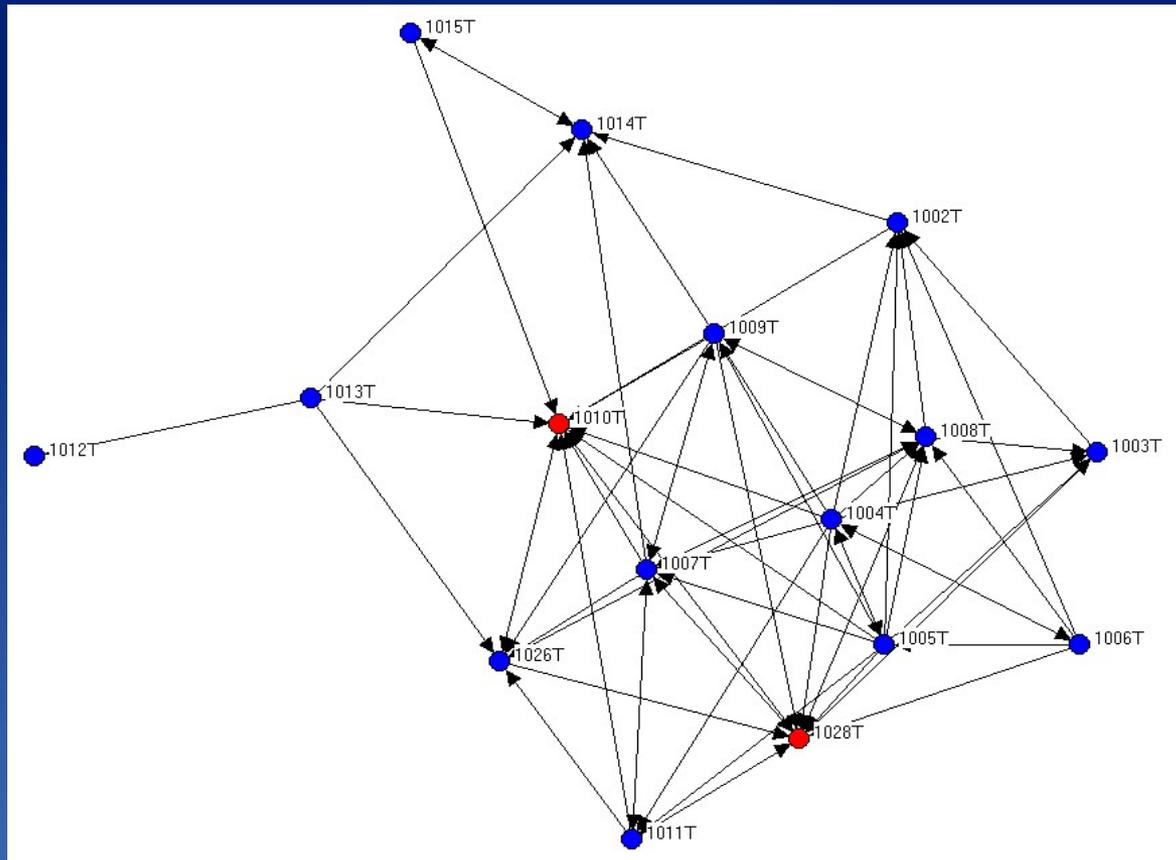
Burt, R. S. (1987). American Journal of Sociology, 92, 1287-1335.

Teacher Social Networks and Use of Innovative Interventions

- Teachers' interpersonal networks
 - *Cohesion: Direct ties between individuals*
 - Structural Similarity: Individuals occupy similar roles within a social setting

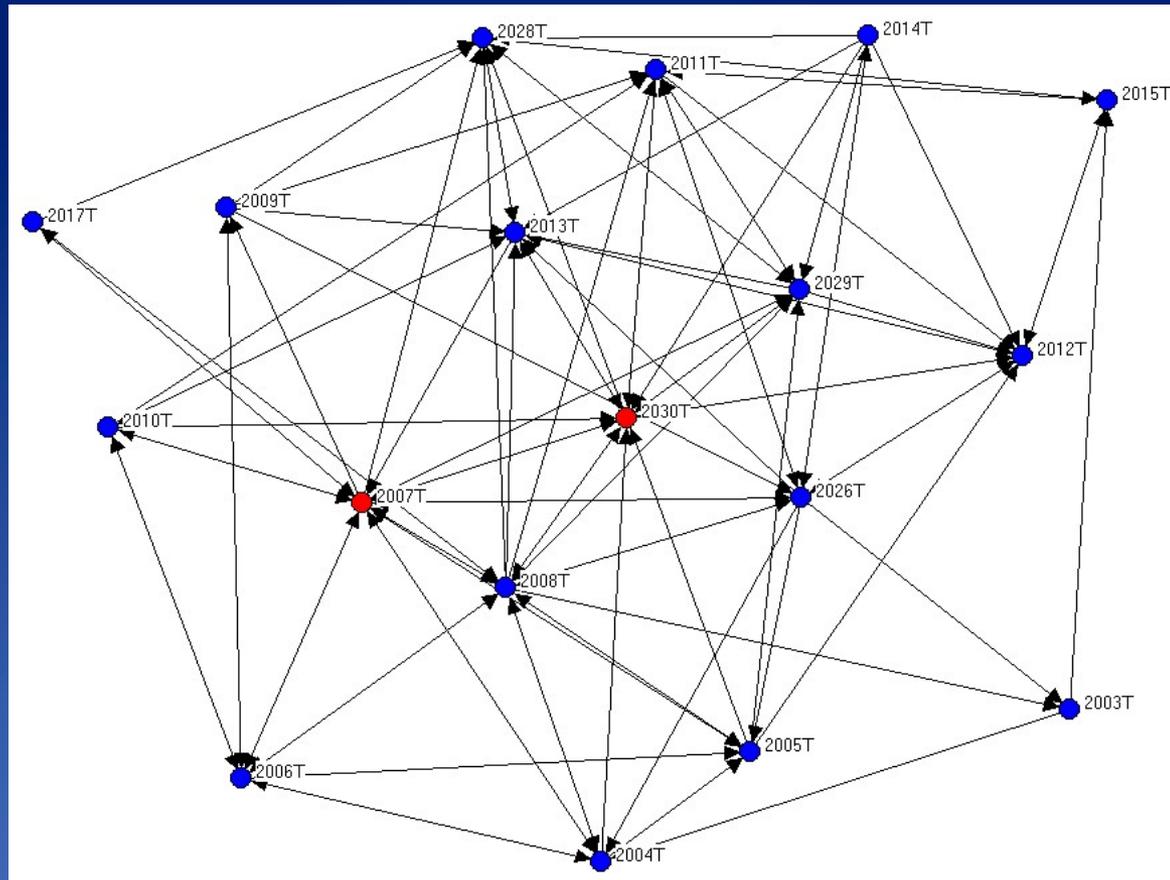


Teacher Key Opinion Leader Influence Network

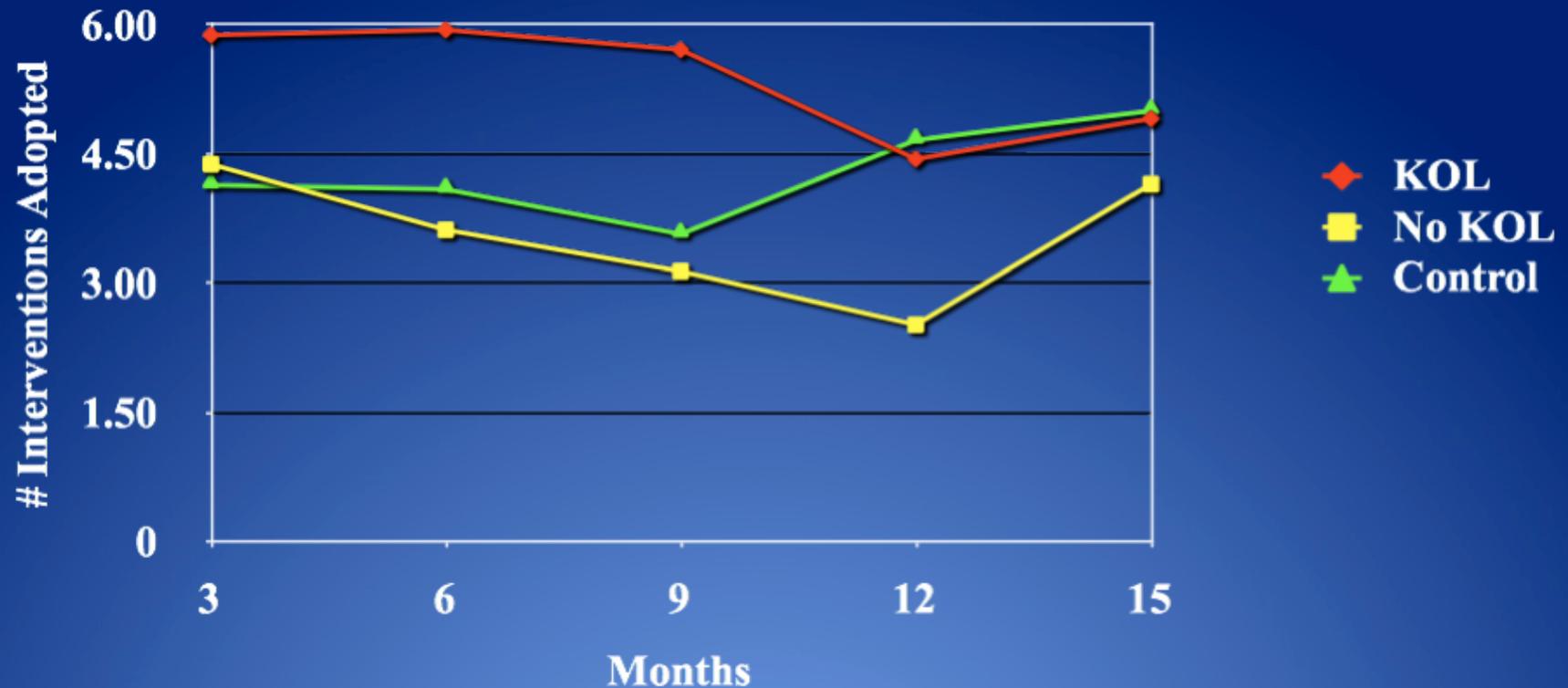


Watling-Neal et al. (2011). *Social Development*, 20, 376-393.

Teacher Key Opinion Leader Influence Network



Influence of KOL Teachers Classroom Practices



Atkins et al., (2008). *Journal of Consulting and Clinical Psychology*, 76, 905-908.

NIMH R01 MH073749 (Atkins, PI)

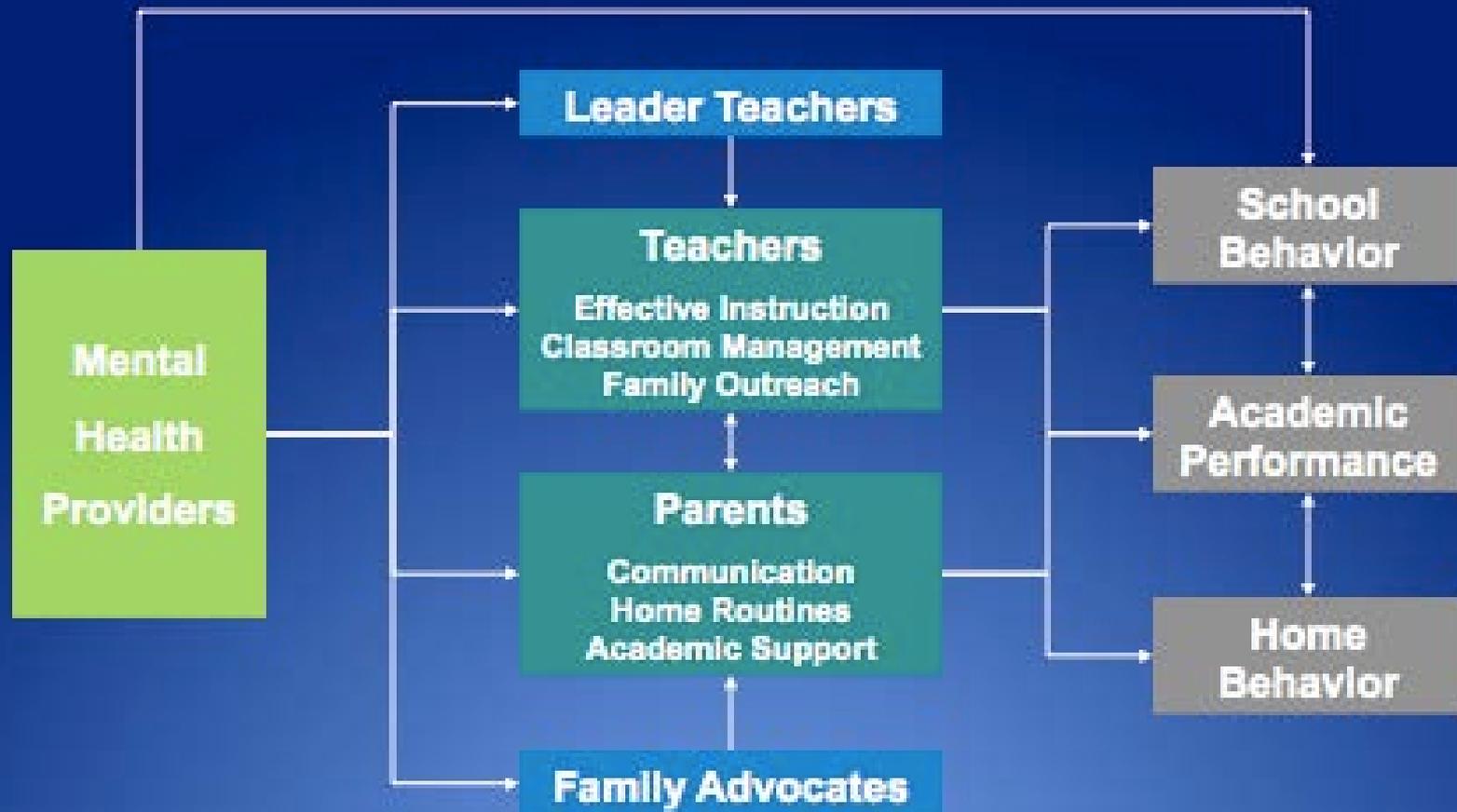
Links to Learning



- Unite teacher, parent, and MH provider around *learning*
- Link MH providers with indigenous resources to support teachers and parents
- Sustain services through fee-for-service Medicaid billing



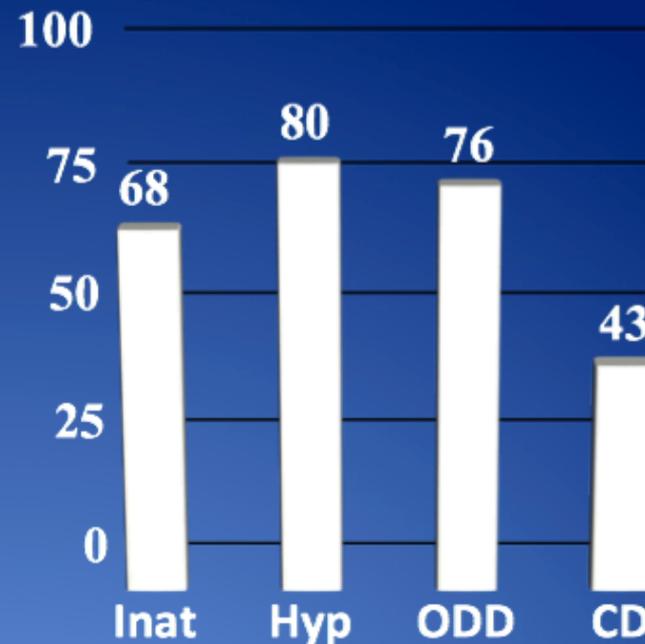
Links to Learning Service Delivery Model



Sample Characteristics

Diagnostic Status at Baseline (Parent Report)

- 6 high poverty poor performing CPS schools
- 4 CMH agencies
- 157 students (86 Links, 71 control) 69 teachers (33 Links 36 Control) grades K-4
- 2 year intervention



Classroom Intervention Strategies

- Universal
 - Good Behavior Game
 - Peer-Assisted Learning
- Targeted
 - Daily Report Cards
 - Good News Notes
- Intensive
 - Individual Tutoring
 - Self-Monitoring



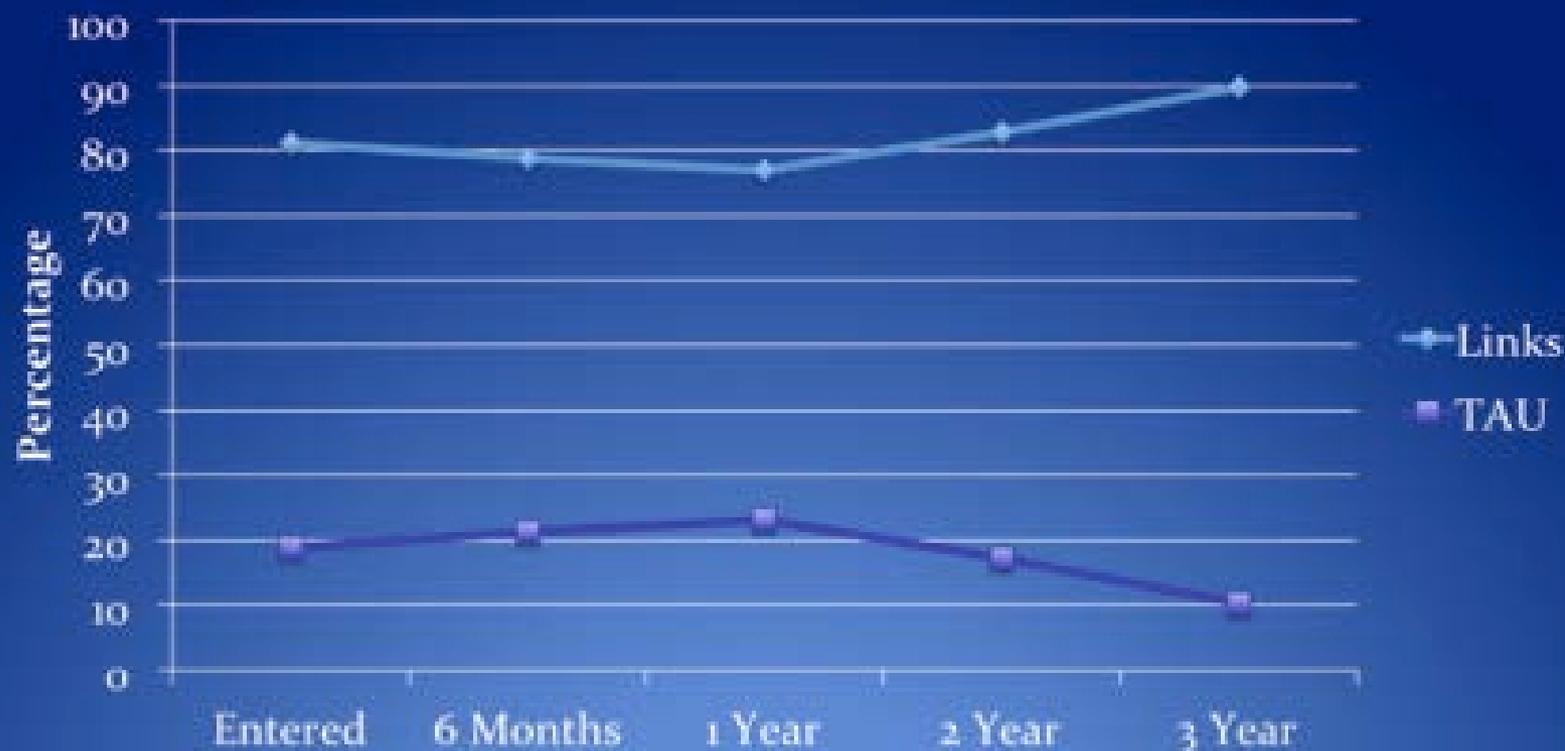
Parent Curriculum



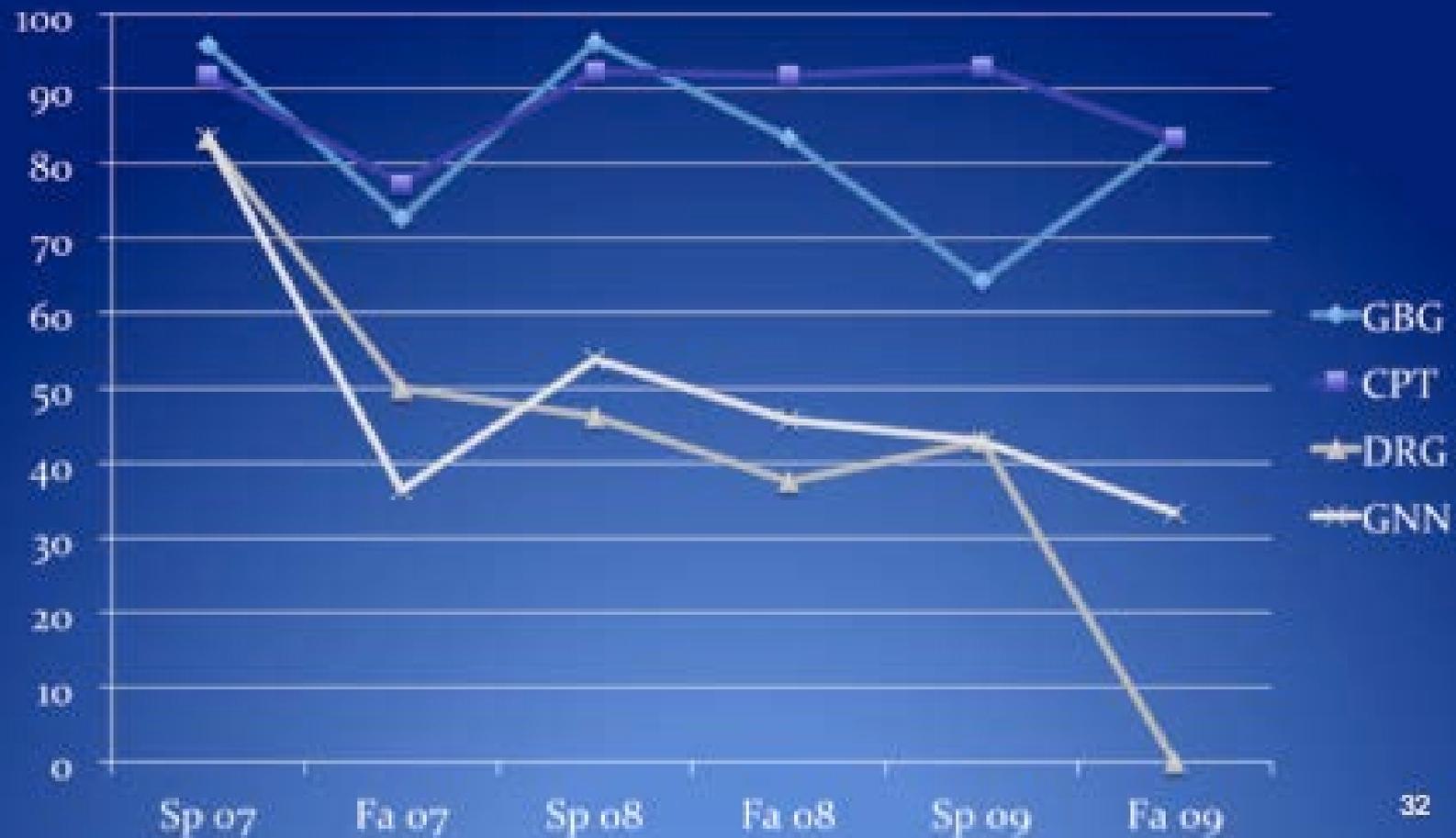
- Home routines that support learning
 - Homework
 - Reading materials
 - Reading opportunities
- Home-school communication
 - Conferences
 - School-home notes



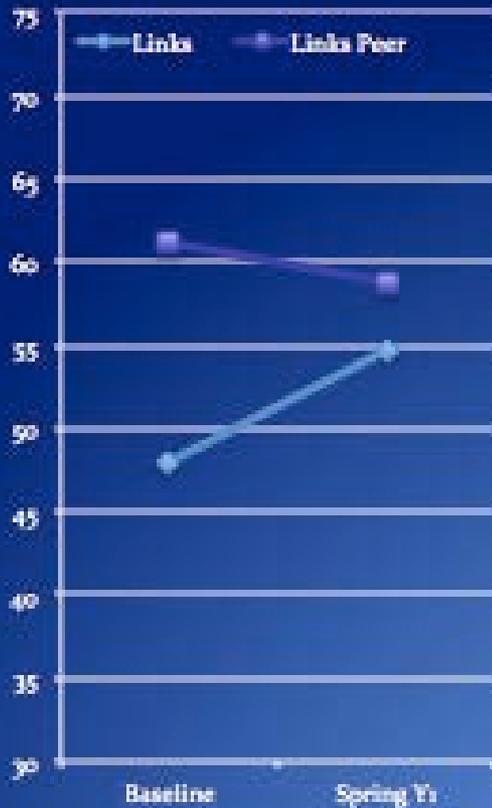
Mental Health Service Use



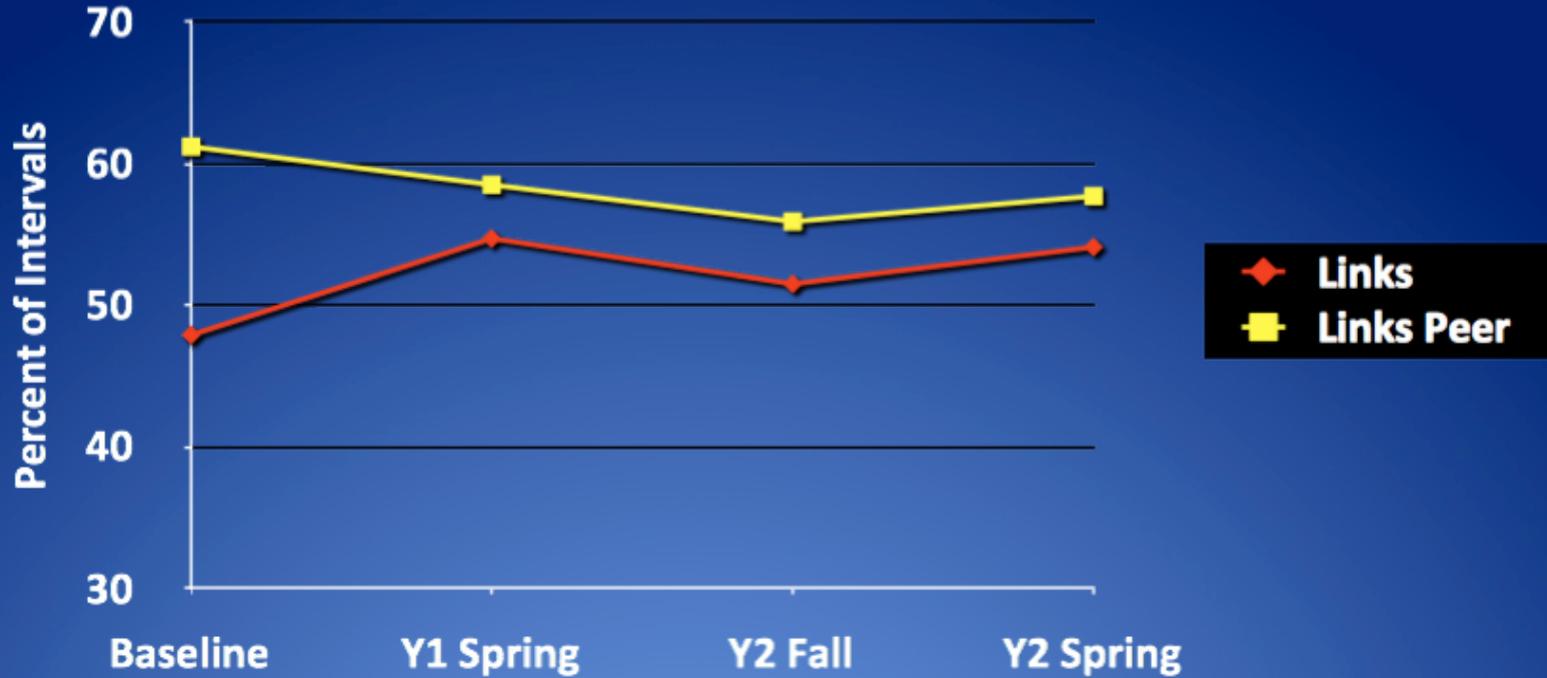
Teachers' Use of Practices



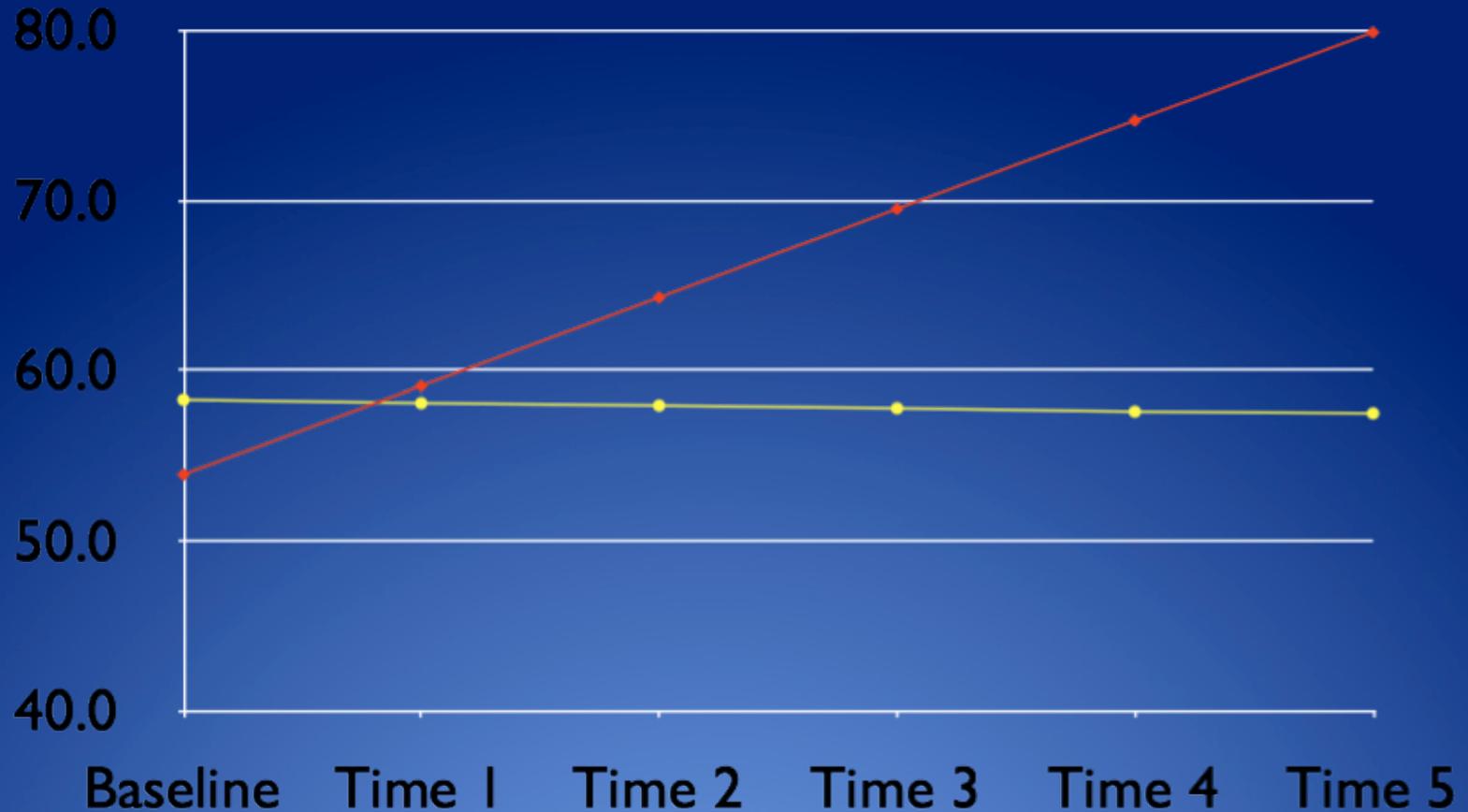
Classroom Observations: Student Engagement



Classroom Observations: Student Engagement



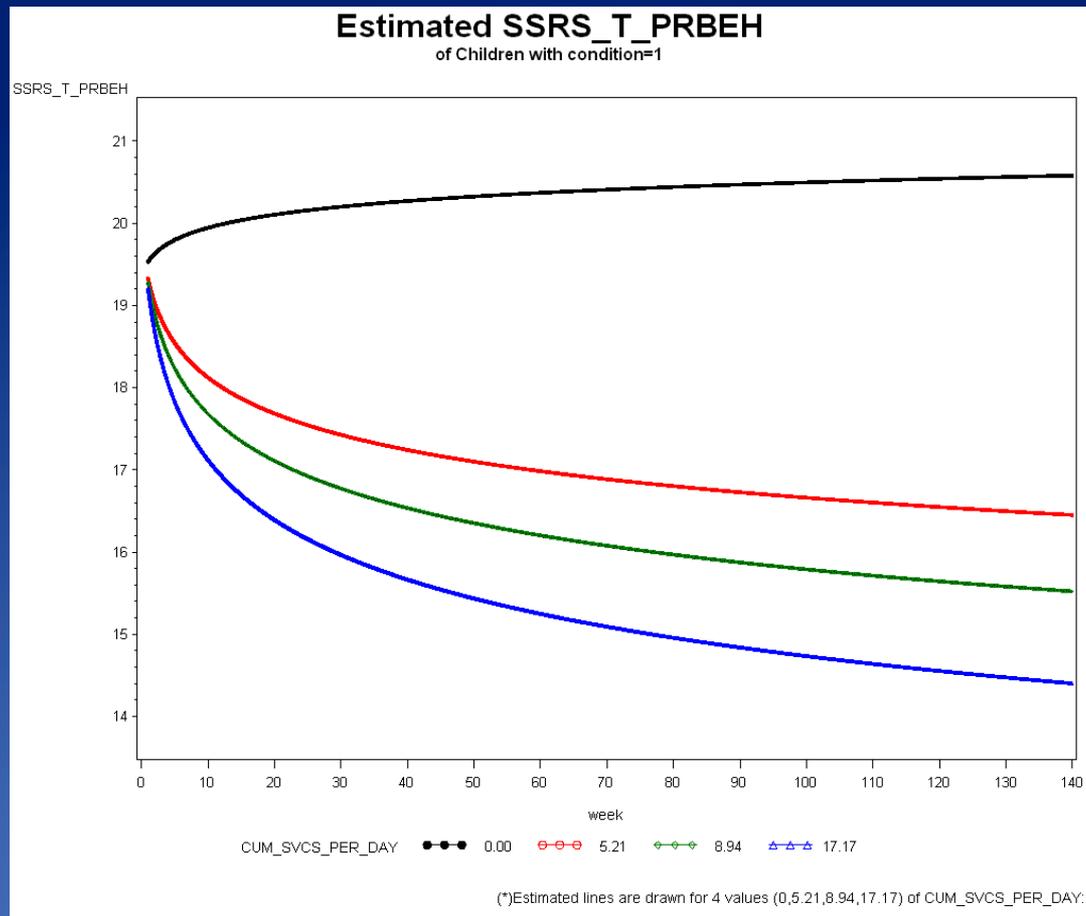
Off Task Behavior



◆ Control

● Links

Dosage Effects: Teacher Ratings



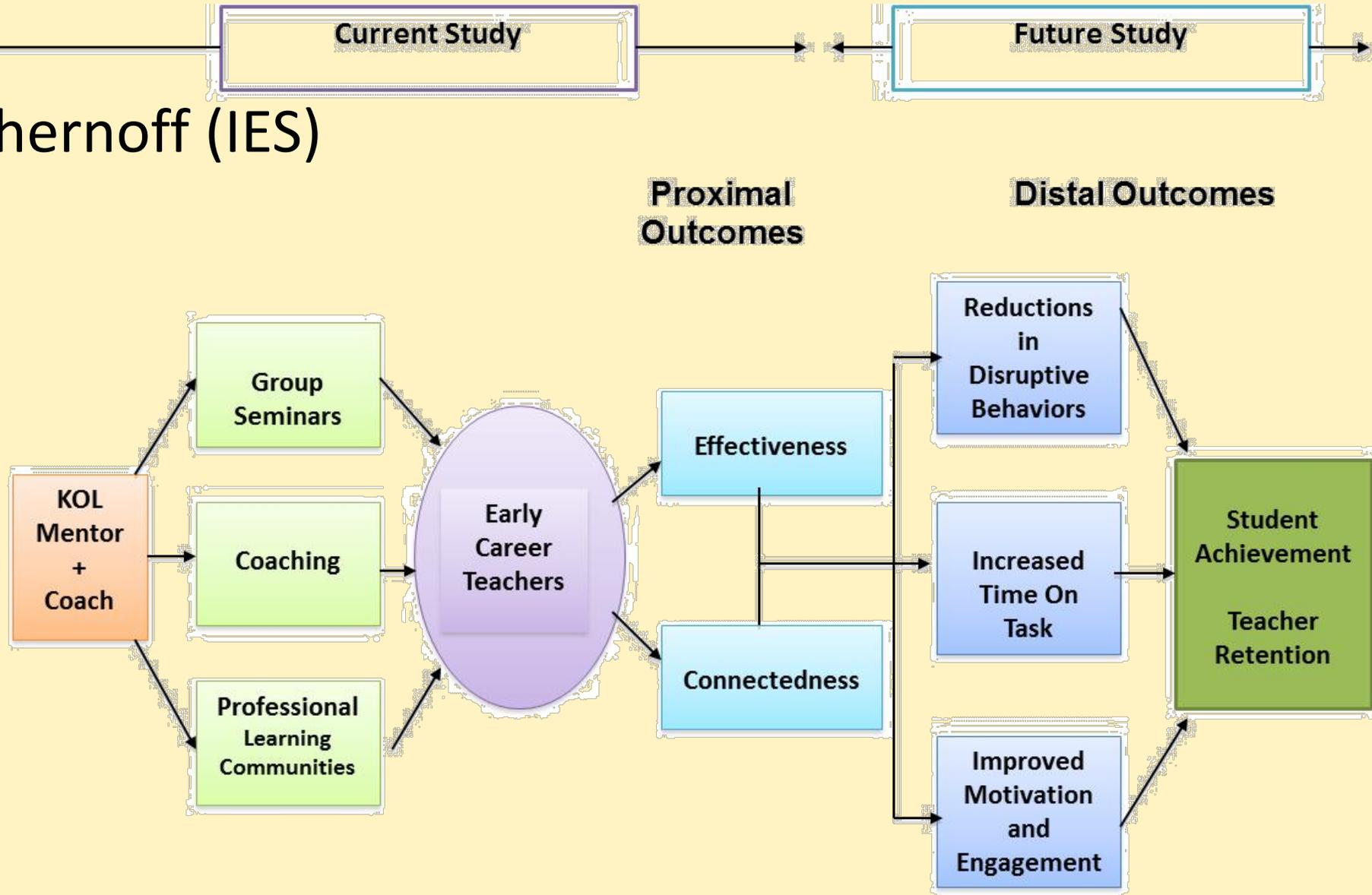
Ongoing Studies



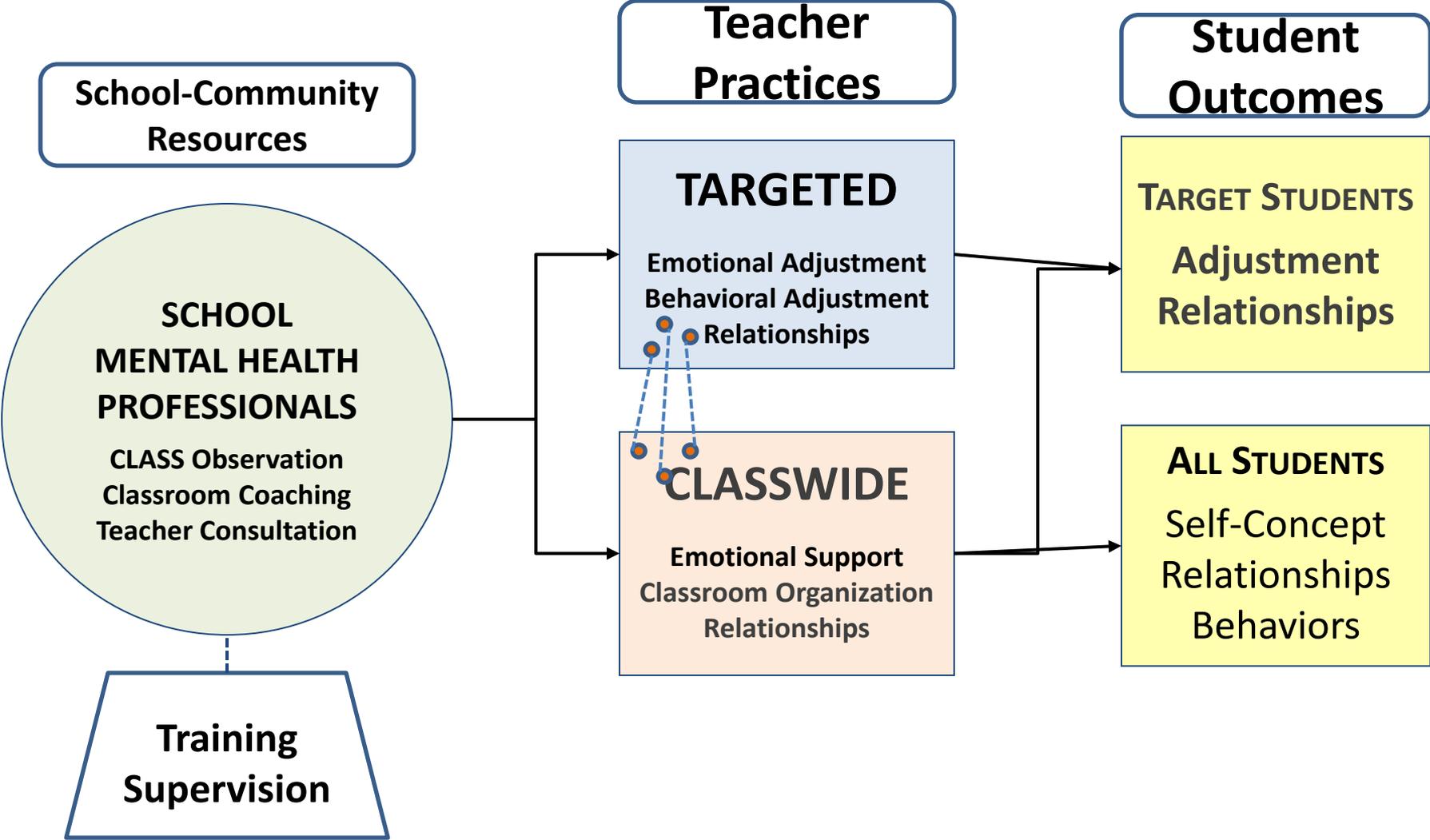
- **Retaining early career teachers (Shernoff)**
 - Connectedness and Effectiveness (IES Goal II)
- **The Classroom Project (Frazier)**
 - Teacher practices, classroom climate, student outcomes
- **The Bridge Project (Cappella)**
 - Mental health consultation to enhance positive classroom emotional climate
- **Family Student Liaison (Starin)**
 - Community members leading services for parents
 - Supporting children's learning

TST Conceptual Model

Shernoff (IES)



BRIDGE



Implications for Funding

End the Silos!

- **Programs Don't Help Kids – People Help Kids**
 - School mental health rivals NIH in use of acronyms. Time to stop the flag waving!
 - Programs searching for settings or settings searching for programs?
- **Context matters**
 - Students experience school through classrooms
 - Teachers are to schooling as parents are to development
- **Interdisciplinary teams necessary**
 - World has problems and universities have departments
 - Pasteur's Quadrant (research applied to problems)

Final Thoughts

But in urban schools this requires attention to the unique social contingencies that inform and promote school success and the activation of indigenous resources to support setting goals

Given the large needs for mental health services in high poverty communities, and the importance of schooling for children's development, schools are an ideal setting to promote urban children's health and well being.

This suggests that the goal is not to make mental health services the job of schools, but to make successful schooling the job of mental health services