Finding Our Way
Navigating K-16 with mental illness
By Jonathan Ishoy, CMHC; J.C. Graham, LCSW; and Jeremy Webb, LCSW
Ensuring Mental Health and Wellbeing of Students

Step 1
Comprehensive Prevention

Step 2
Early Recognition

Step 3
Timely Intervention Services

Utilizing Community Resources
Child and Adolescent Mental Health Prevention

- Mental Health Needs vs Mental Health Problem
- Emotional Wellbeing and Mental Health:
  - Resilience - capacity to recover from adverse events and circumstance (Luthar, 2006). This includes individual, interpersonal, family, community, and cultural factors.
- Ways to promote resilience
  - Think positively and be optimistic
  - Take a different perspective
  - Embrace challenges
  - Do something to help someone else
  - Encourage play and creativity
  - Identify and nurture strengths
  - Promote self-esteem and self-efficacy
  - Make connections
  - Explore opportunities for self-discovery
  - Look after yourself (McDougall, 2010)
Five Ways to Promote Mental Wellbeing

- Connect- family, friends, professionals at home and school.
- Be Active- exercise and play.
- Take Notice- stop and smell the roses.
- Keep Learning- mistakes are opportunities for learning.
- Give- do something for a friend or classmate.

(Kidd, 2008)
Early Recognition

- Mental Health Issues Affecting Children and Young People
  - Hyperkinetic Disorders
    - Prevalence of ADHD: about 5% of children and 2.5% of adults.
  - Conduct Disorders
    - Prevalence: 1 year population range from 2% to more than 10%, with a median of 4%.
  - Mixed disorders of conduct and emotions
  - Emotional disorders: like depression and anxiety
    - Prevalence of Depression: 1 year approximately 7% with marked difference of 18-29 year olds and age 60 years or older.
  - Disorders of social functioning:
    - Prevalence of ASD: 1% of the population.
  - Tic disorders
    - Prevalence of Tourette’s: 3-8 per 1,000 in school age children.
  - Other behavioral and emotional disorders
Understanding Differential Diagnoses

- Presenting Behavior- Hyperactivity: A student stands up and walks around the classroom, disrupting other students.
  - Autism Spectrum Disorder
    - Criteria B4 Hyperactivity to sensory input.
  - ADHD
    - Criteria A2 Hyperactivity and impulsivity
  - Unspecified Disruptive, Impulse-Control, and Conduct Disorder

- Presenting Behavior- Restricted Communication: A student does not respond promptly to the teacher when being called upon.
  - Social Anxiety Disorder (Social phobia)
  - Language or Speech Sound Disorder
  - Hearing Impairment
  - Major Depressive disorder
    - Criteria A5-8 Psychomotor agitation or retardation or diminished ability to think.
Timely Intervention Services

- If communities and families can intervene early, behavioral health disorders might be prevented, or symptoms can be mitigated.

- Data have shown that early intervention following the first episode of a serious mental illness can make an impact. Coordinated, specialized services offered during or shortly after a first episode of psychosis are effective for improving clinical and functional outcomes.

- The Institute of Medicine and National Research Council’s Preventing Mental, Emotional, and Behavioral Disorders Among Young People report-2009 notes that cost-benefit ratios for early treatment and prevention programs for addictions and mental illness programs range from 1:2 to 1:10. This means that for a $1 investment yields $2 to $10 in savings in health costs, criminal and juvenile justice costs, educational costs, and lost productivity. (SAMHSA) http://www.samhsa.gov/prevention
Student Health Services

- At Utah Valley University multiple entities collaborate in connecting the students to the campus resources to assist the student in the navigation of their educational experience.

- Student Health Services has a staff united in the goal of serving students in a caring and competent manner. We have low cost and available service for registered UVU students in the areas of medical and psychiatric care, psychological services, learning disability assessment services, and suicide awareness and prevention. We offer life and health enhancing services that increase safety, productivity and life experience of the individual and the campus.
Crisis Services Concerns of Suicide

- **Crisis Services Concerns of Suicide** If you are concerned that a student may be contemplating suicide please share your concern, or better yet encourage the student to come to Student Health Services in SC-221 for a walk-in crisis appointment (Available M-F 8-4:15PM). The university has professionals that are ready to help individuals in crisis.

- If you or someone you love is in need imminent danger after hours, please utilize the following resources:

  - National Suicide Prevention Lifeline number – 1-800-273-TALK (8255)
  - UVU Campus Police: 801-863-5555
  - Call 9-1-1
  - Visit your nearest Emergency Room for evaluation.
The Accessibility Services Department serves Utah Valley University students and the community by providing access to the campus and curriculum for individuals with disabilities to facilitate, support and encourage academic success and retention and ensure their educational rights.

The Accessibility Services Department is committed to helping students with disabilities receive reasonable accommodations during their college experience at UVU. We provide a variety of services, software and equipment for students with a wide range of disabilities.
TRIO Student Support Services

TRIO Student Support Services (SSS) is a federally funded program designed to support and encourage Bachelor seeking students who need academic assistance. TRIO SSS at Utah Valley University supports students who are first generation, low income, and students with disability in accordance with guidelines and ratios set by the Federal Government.
Behavior Assessment Team

- **Behavior Assessment Team** (BAT) serves as the *coordinating hub of a network of existing resources*, focused on prevention and early intervention in community situations involving members experiencing distress or engaging in harmful or disruptive behaviors. BAT will *develop intervention and support strategies* and *offer case coordination*. BAT will regularly review and assess these situations and recommend actions in accord with existing university policies.
Conflict Resolution Services

- **Ombuds** is one who is familiar with campus policies, student's right and responsibilities, and can help find useful options within these guidelines. In order to serve as a mediator, as opposed to an advocate, the Ombuds neutrally and objectively listens to all problems. We hope you use this person as a resource for help in a variety of difficult situations.
Community Resources/After School Programs

- In Utah, 17% (99,148) of K-12 youth are responsible for taking care of themselves after school.
- Of all Utah children not currently enrolled in afterschool, 47% (257,482) would be likely to participate IF an afterschool program were available in their community.
- 10% (57,686) of Utah's K-12 children participate in afterschool programs, including 7,192 kids* in programs supported by the U.S. Department of Education's 21st Century Community Learning Centers initiative, the only federal program dedicated to afterschool.
Resources at Wasatch Mental Health

- Aspire Youth Services- Serves Adolescent Females that are in DCFS Custody that need psychiatric treatment.

- School Based Services- They offer on site special education classes for mental health issues, individual therapy, group therapy, case management, behavior management, medication management, and coordination with parents. Parental consent is required.
Resources at Wasatch Mental Health

- **Stride** - Stride is an after school program designed to assist elementary age children who are having issues due to mental health issues or emotional challenges. They do have programming which continues through the summer. If needed, they can help with transportation.

- **XCEL** - Excel is an after school program designed to help adolescents with mental health disorders, behavior problems, and delays in social skills.

- **Vantage Point** - Vantage Point is a short-term (typically 48 hours) volunteer facility where adolescents can go for a safe place, be it for conflict at home, runaway, or homeless. While there, they will meet with a case manager and a therapist to discuss how to best get help upon discharge.
The boys and Girls club is in a number of schools in Utah. Their goal “is to inspire and enable all young people to realize their full potential as productive and responsible citizens and leaders.” They do this by offering pre and after school programs for students in Utah.
Family Support Center of Utah

- They are in number of Cities across Utah
- A number of them offer classes for parents to help the family unit to be more successful.
- A number of them offer programs and classes to help children with behavioral issues
- A number of them offer respite nursery fully staffed 24 hours a day to help the family unit.
- A number of them offer therapy at a reduced cost.
Other resources to remember

- Help the student contact their insurance to see what services they can offer such as case management.
- Have the parent or adult student follow up with a family doctor. Often times they will know of resources in the community to help with mental health issues.
- Most insurance will cover a personal therapist, have them contact their insurance to find a therapist in the community.
The End