

Toward the integration of education and mental health in schools

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Four Researchers

- Marc Atkins
- Kimberly Hoagwood
- Krista Kutash
- Edward Seidman

Came together at the
*Child and Adolescent Mental Health Services:
Issues and Solutions Conference*
Sept 23-24, 2009 in Nashville, TN.

Meeting convened by
Bickman & Hoagwood



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Current Status of Mental Health Services in Schools (Brener et al., 2001)

- In **66% of schools**, a part-time or fulltime school psychologist provides MH services to students. 77% of schools have a part-time or full-time guidance counselor who provides mental health or social services to students at the school.
- **52% of schools** (and 59% of districts) report having an arrangement with agencies to supply mental health and social services to their students with most of these agencies (86%) being local mental health or social services agencies.
- About one in ten schools (**10.4%**) and 25% of districts have a school-based health center (SBHC) that offers mental health and social services to students.

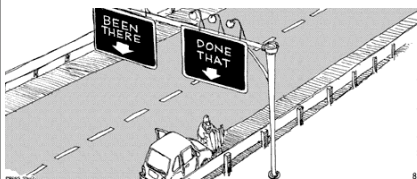


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Status Continued

(Foster et al., 2005)

- **1/3 of school districts** report that they exclusively use school- or district-based staff to provide mental health services
- **1/4 of school districts only** use outside agencies for the provision of mental health services
- **2% of school districts** reported they operated their own mental health unit or clinic
- **59% of schools** report using curriculum-based programs to enhance social and emotional functioning and reduce barriers to learning
- **78% provide** school-wide strategies to promote safe, drug free schools



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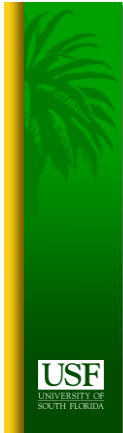
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Education and MH Integration will be advanced when:

- The goal of MH includes effective schooling, and
- The goal of effective schools includes health functioning of students



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How do we build this framework?

Need a new set of priorities.



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First Recommendation



The increased use of naturalistic resources within schools to implement and sustain effective supports for students' learning and emotional / behavioral health

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Second Recommendation



Inclusion of integrated models to enhance learning and promote health

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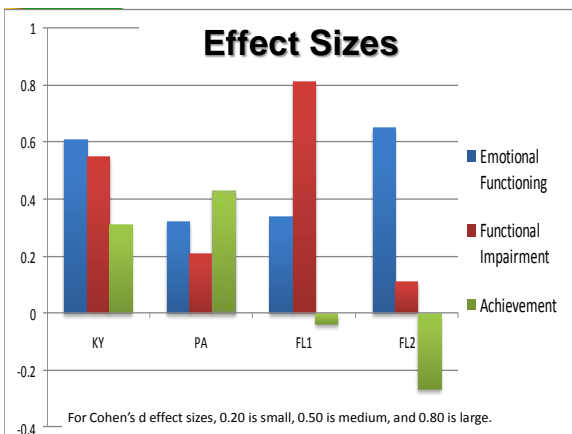


Third Recommendation



Attention to improving outcomes for all students including those served in special education settings due to emotional or behavioral challenges.

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**Fourth
Recommendation**

Strengthen the active
involvement of parents.

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