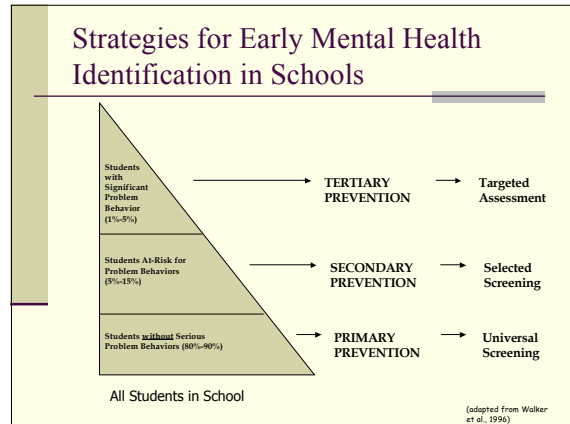


Strategies for Early Mental Health Identification in Schools

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Universal Screening

Pros	Cons
<ul style="list-style-type: none"> ■ All children included ■ No child who is at-risk for problems will be missed ■ Identified children can be offered help before problems become serious 	<ul style="list-style-type: none"> ■ Large number of children to screen at once ■ May need additional staff to do screening ■ Expensive ■ Must be ongoing (every 6 months -1 year) ■ May be difficult to guarantee services for all children identified ■ Risk of public outcry

Selected Screening

Pros	Cons
<ul style="list-style-type: none"> ■ Children are selected based on having a specific risk ■ More reasonable number of children to screen at once ■ May fit into programs designed to help at-risk kids ■ May be done outside the classroom ■ Identified children can be offered help before problems become more serious 	<ul style="list-style-type: none"> ■ Some at-risk children from general population may be missed ■ Identified children may have been experiencing problems for some time before screening ■ Places new demands on existing staff ■ May need to establish service linkages

Indicated Assessment

Pros	Cons
<ul style="list-style-type: none"> ■ Identified/referred children are screened & assessed – ensures comprehensiveness ■ Including screening can: <ul style="list-style-type: none"> ■ Increase assessment quality ■ Increase efficiency over time ■ Increase quality of clinician-child relationship ■ Availability of treatment services 	<ul style="list-style-type: none"> ■ No case finding in general population – many at-risk children may be missed ■ Identified/referred children have been experiencing problems for some time and have impairments before referral and screening ■ Places new demands on existing staff

Early Identification Strategies

- **Match Strategy with Screening Tools**
 - Broad Screening Tools
 - For Universal or Selected Screening
 - Pediatric Symptom Checklist (PSC-35, PSC-17)
 - Strengths and Difficulties Questionnaire (SDQ)
 - Specialized Screening Tools
 - For Selected Screening or Indicated Assessment
 - DISC Predictive Scales (DPS) & Voice DISC
 - Child Behavior Checklist (CBCL), Youth Self-Report (YSR), Teacher Report Form (TRF)
 - Targeted Instruments
 - For Universal or Selected Screening or Indicated Assessment
 - CRAFFT
 - Alcohol Use Disorders Identification Test (AUDIT)

References

Alcohol Use Disorders Identification Test (AUDIT)	publications@who.int
Child Behavior Checklist (CBCC)	http://www.aseba.org/index.html
CRAFFT	http://www.projectcork.org/clinical_tools/pdf/CRAFFT.pdf
Diagnostic Interview Schedule for Children (DISC) and DISC Predictive Scales (DPS)	www.c-disc.com
Pediatric Symptom Checklist	http://www.mgh.harvard.edu/allpsych/PediatricSymptomChecklist/psc_home.htm
Strengths and Difficulties Questionnaire	www.sdqinfo.com

The Teaching Teachers to Identify Program (TTIP)

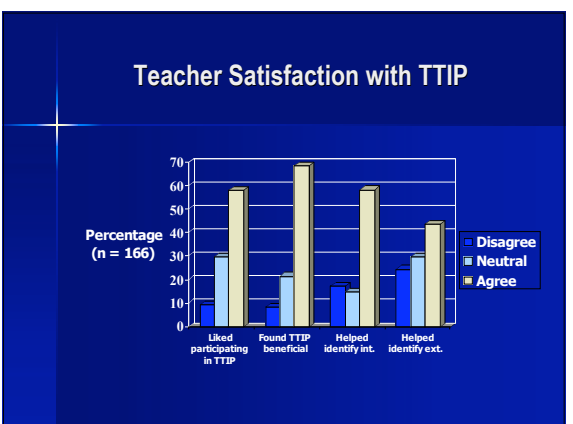
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Program Description

- Adaptation of Systematic Screening of Behavior Disorders (SSBD) developed by Walker & Severson (1990).
- Teaches teachers to recognize student behaviors that are indicative of potential internalizing or externalizing disorders.
- Gives teachers the opportunity to complete brief questionnaires about students they feel may have an internalizing or externalizing disorder.
- Encourages the referral of at-risk students to the appropriate school personnel (social worker, guidance counselor, etc.).

TTIP Implementation and Results

- Implemented in 5 schools with school based mental health clinics
- 536 students screened
- 61% (n = 327) identified as exhibiting **externalizing** symptoms
 - 63.9% of these students (n = 209) met criteria for a potential externalizing disorder
- 39% (n = 209) identified as exhibiting **internalizing** symptoms
 - 52.2% of these students (n = 109) met criteria for a potential internalizing disorder



TTIP Ethical Considerations

- Parental consent
- Confidentiality
- Stigma
- Access to services for identified students
- Referral to services

Discussion Questions

- What are other pros and cons to any of the strategies presented?
- What concerns have been raised in your community about applying screening strategies in your schools?
- What has your community tried that worked? that didn't work?