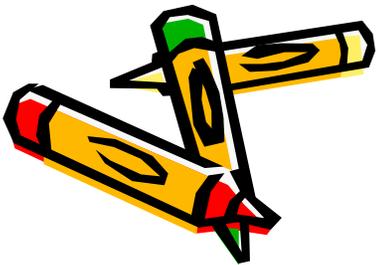


Indicator #5: Do you have services in place to help students contend with common risk and stress factors?



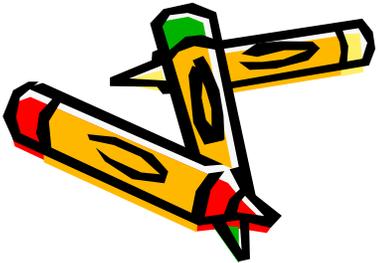
Background

- ESMH programs have the opportunity to outreach to student to help them cope with and address common risk and stress factors in their lives.
- While counseling services can offer support to help students contend with these factors, one key strategy for addressing risk and stress factors is to promote factors associated with resiliency.



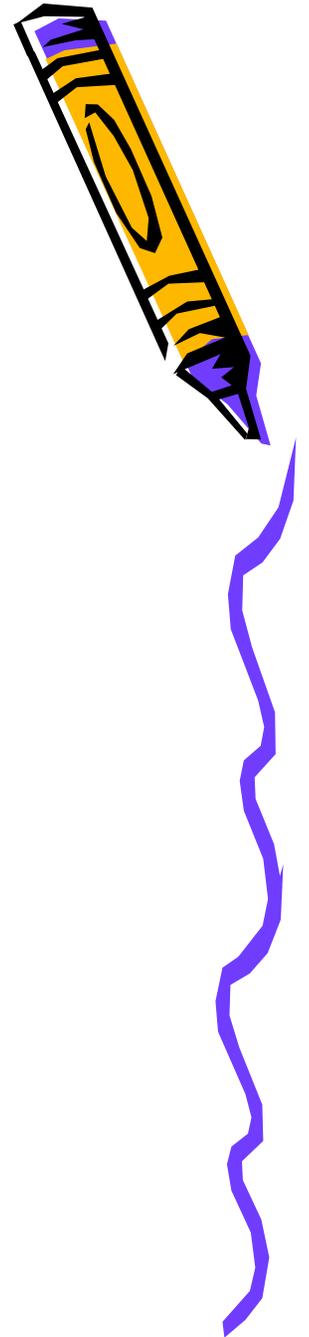
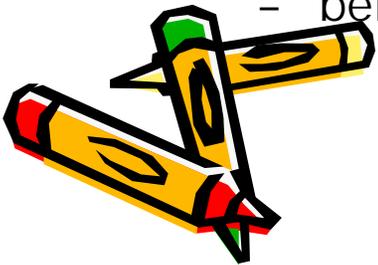
Background

- The realm of mental health services has experienced a paradigm shift; providers and programs are being encouraged to focus more on fostering resiliency than on risk and stress factors.
- Services developed for youth should incorporate the needs of the individual children with an understanding of the broader school and community risks and resources.
- Student, family, and community assets can help students persevere in spite of numerous risk and stress factors.



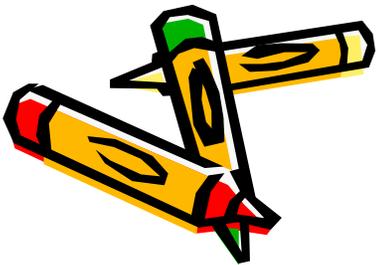
STUDENT PROTECTIVE FACTORS

- Some individual factors have been shown to act as protective factors for children and adolescents.
 - being easy to get along with
 - having good social skills
 - feeling empathy
 - having a positive and optimistic outlook
 - taking responsibility for his/her actions
 - having a sense of personal identity
 - having a strong sense of what is right and wrong
 - having defined goals for the future
 - believing in one's self
 - asking for help
 - having good problem-solving skills
 - being proactive

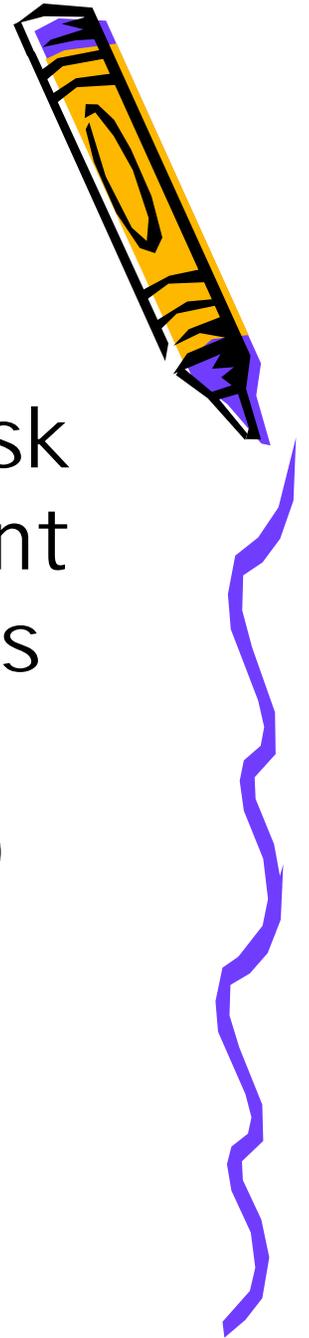


Environmental Protective Factors

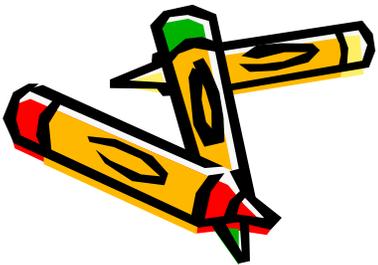
- Research demonstrates that there are three main characteristics that are important in promoting student success. These are:
 - caring relationships with adults who support the students and model healthy behavior
 - positive and high expectations that the student will succeed
 - opportunities for meaningful participation in relevant, engaging activities



Menu of Suggested Activities

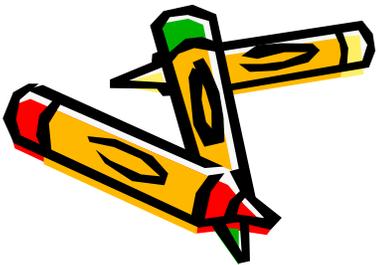


- 1) Brainstorm as a group about what risk and stress factors are most prevalent in the school and community. Discuss individual, group, classroom, and school-wide strategies that begin to address these factors.



Menu of Suggested Activities

- 2) Implement selected preventive interventions to address risky behaviors in identified children and to prevent the onset of more significant mental health needs.
- There are a number of evidence based programs that address specific mental health issues and concerns for children and youth. For example, there are programs that target depression, anxiety, and bereavement with evidence to support their effectiveness.
 - When implementing targeted interventions, review the research to support the use of the intervention with the targeted population. Some targeted interventions have been found to have differential impacts based on gender or ethnicity.
 - Connect children at risk with mentors, after-school activities, and caring adults to enhance the support structures and connections to prosocial adults and behaviors.



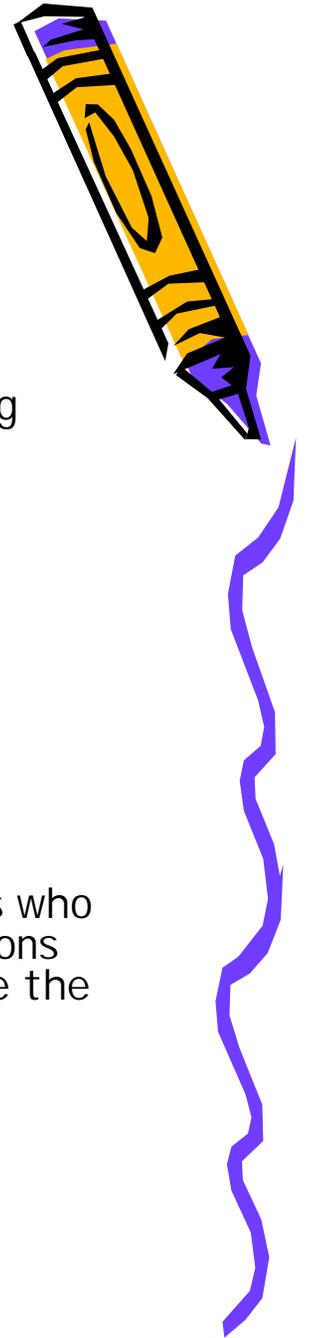
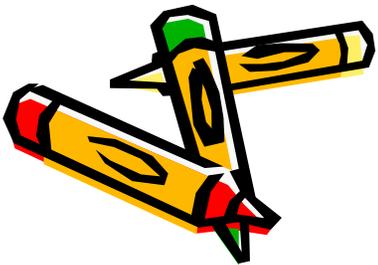
Menu of Selected Activities

- 3) Use focused interventions that can be provided by clinicians during individual meetings with students and/or their families.

General techniques that build resiliency in students:

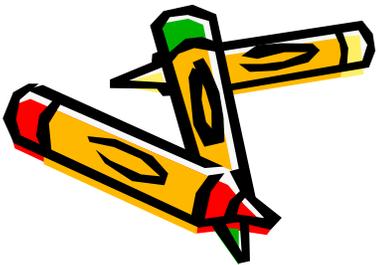
- Cognitive Restructuring
- Addressing Eating Problems
- Addressing Sleep Problems
- Thought Stopping
- Activity Scheduling
- Social Skills Training
- Problem Solving

- Integrate these skills and programming efforts so that students who are receiving either classroom or small group/individual interventions are provided with multiple opportunities to practice and generalize the skills.



Menu of Suggested Activities

- 4) Work with the school to implement an evidence-based universal preventive intervention to promote the mental health and school success of all students.
- There are a number of federal and organizational lists that review the best programs.
 - Work with staff to have a systematic plan to support the implementation and sustainability of the program.
 - After school programs, clubs, mentoring relationships and recreational opportunities have also been found to promote healthy behavior.
 - Create opportunities for student, family and staff involvement in all stages of the programming.
 - Identify a program that addresses the needs of the school and the students and that is reflective of the beliefs and values of the school. There needs to be a goodness-of-fit for the program to be adopted and integrated into the school day.



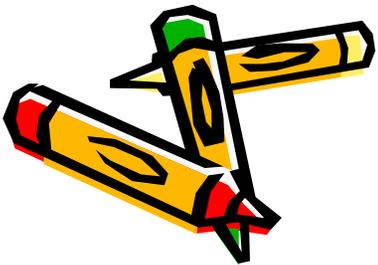
Web Resources

- Turning the corner from risk to resiliency: A compilation of articles from Western Center News by Bonnie Benard, November 1993 (<http://www.nwrel.org/index.html>)
- Center for Substance Abuse Prevention (CSAP) of the Substance Abuse and Mental Health Services Administration (SAMHSA), *Model Programs for Substance Abuse Intervention*. (<http://modelprograms.samhsa.gov/template.cfm?CFID=15488370&CFTOKEN=80834966>)
- Collaborative for Academic, Social, and Emotional Learning (CASEL), Reviews universal and selected prevention programs for social and emotional learning. (<http://www.casel.org>)
- Institute of Medicine (IOM) report: *Reducing risks for mental disorders: Frontiers for preventive intervention research* (1994; edited by Patricia J. Mrazek & Robert J. Haggerty). Reviews effective preventive interventions across the lifespan. Read the report at the IOM website: (<http://www.iom.edu/> (click on "recent reports", then scroll down to 1994)).



Web Resources

- Office for Juvenile Justice and Delinquency Prevention, *Blueprints for Violence Prevention* (1998). Sponsored in conjunction with the Center for the Study and Prevention of Violence (CSPV) at the University of Colorado (Director: Delbert Elliott, Ph.D.). Treatments and preventive interventions to address youth aggressive and violent behavior. (www.colorado.edu/cspv/blueprints/)
- Bright Futures in Practice: Mental Health (2002), Resources on mental health of children in a developmental context with information on early recognition and intervention. (www.brightfutures.org/mentalhealth/index.html)



Background References

- Weist, M.D., Freedman, A.H., Paskewitz, D.A., Proescher, E.J. & Flaherty, L.T. (1995). Urban youth under stress: Empirical identification of protective factors. *Journal of Youth and Adolescence*, 24, 705-721.
- Zimmerman, M.A. & Arunkumar, R. (1994). Resiliency research: Implications for schools and policy. *Social Policy Report: Society for Research in Child Development*, VI II.

