



Addressing the Well-Being of Students in the Wake of COVID-19

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The National Academies of Sciences * Engineering * Medicine
Children's Well-Being and Societal Expert Actions Network Spring Workshop
May 2021

National Center for School Mental Health (NCSMH)

- Established in 1995 with funding from the US Department of Health and Human Services (HHS), Health Resources and Services Administration
- The **NCSMH mission** is to strengthen policies and programs in school mental health to improve learning and promote success for America's youth.



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Visit the NCSMH website at
www.schoolmentalhealth.org

National Center for Safe Supportive Schools (NCS3)



www.ncs3.org



Stressors Related to COVID-19
Anxiety/Fears
Loss
Equity

National Center on Safe Supportive Learning Environments

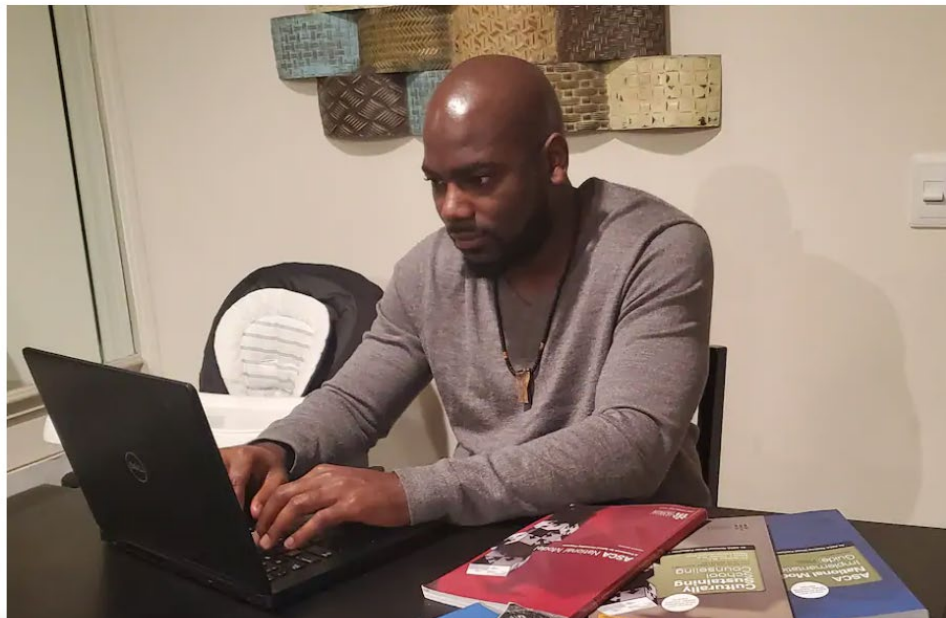


Safe Supportive Learning

Engagement | Safety | Environment

Education

Partly hidden by isolation, many of the nation's schoolchildren struggle with mental health



January 21, 2021
Washington Post
By Donna St George &
Valerie Strauss



- Past pandemics were associated with increases in depression, anxiety, stigma, and shaming.
- Longitudinal negative impacts of other large-scale community crises (*e.g., natural disasters*) on children's behavioral health and academic functioning.

Citations:

- Moukaddam, N. Fears, outbreaks, and pandemics: Lessons learned. *Psychiatric Times*. November 15, 2019. Epub ahead of print.
- Osofsky, J. Kronenberg, M. Bocknek, E., Hansel, T.C. (2015, August). Longitudinal impact of attachment-related risk and exposure to trauma among young children after hurricane Katrina. *In Child & Youth Care Forum*. 44(44), 493-510. Springer US.
- Ward, M.E. Shelley, K. & Pane, J.F. (2008). Hurricane Katrina: A longitudinal study of the achievement and behavior of displaced students. *Journal of Education for Students Placed at Risk*. 13(2-3), 297-317.



In a nationally representative survey of **young people aged 13-19**:

- Approximately **25%** felt disconnected from peers and adults.
- Over **50%** were more concerned than usual about their family's physical and emotional health (including health, finances, and basic needs).
- More than **1 in 4** reported an increase in sleep loss due to worry, feeling unhappy or depressed, feeling constantly under strain, and loss of confidence in themselves.
- **40%** of youth reported that they had not been offered social and emotional support by an adult from their school.



Mental health challenges are rising

- Mental health-related **emergency department visits are up** 24% for children (age 5-11) and 31% for youth (age 12-17).
- Twenty-two percent of parents report their child's **mental health or emotional health is worse than before the pandemic.**

<https://www.cdc.gov/mmwr/volumes/69/wr/mm6945a3.htm>

https://www.cdc.gov/mmwr/volumes/70/wr/mm7011a1.htm?s_cid=mm7011a1_w

Parenting Stress and COVID-19

- Parents report significantly higher levels of stress related to COVID than non-parents
- Over 70% of parents report distance learning for children is a source of stress
- Additional significant sources of stress for parents include:
 - basic needs
 - health care services
 - missing major milestones



NATIONAL FEDERATION OF FAMILIES

Bringing Lived Experience to Family Support



EDUCATION AND MENTAL HEALTH DURING COVID-19

How are Children and Caregivers Doing, Really?

Results of a 2021 National Federation of Families' (NFF) Survey

<http://bit.ly/NFFcovid>

www.ffcmh.org

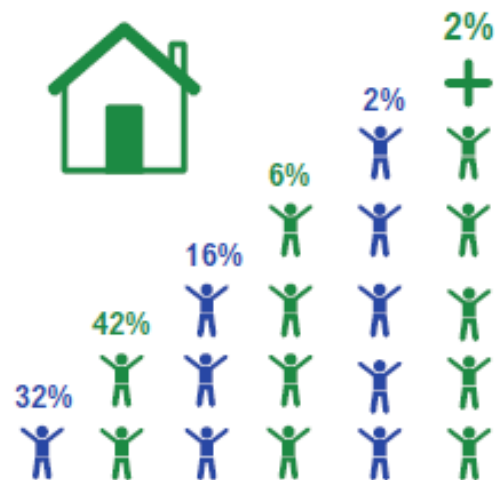
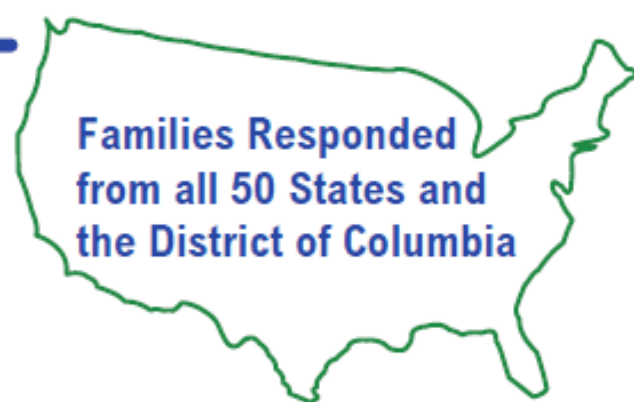
ffcmh.@ffcmh.org

1,100

Families Responded

2,300+

Children Represented



of Children at Home

Grade Levels

Pre-K 10%

Elementary 32%

Middle 23%

High 27%

Post High 8%



Education Model

Virtual



55%

In Person



13%

Hybrid



32%

How Do Caregivers Feel School is Going for Their Children?



“

I am a working mother and feel constantly like I am being asked to choose between my child and my career. There is no choice because without my income we lose our home. I am a strong person, but I am begging for help. (West Virginia)

Students receiving special education services are being left behind. (New Jersey)

The teachers are and have been amazing. I just wish there were two of me. (Massachusetts)

”

What Do Caregivers Say is Most Challenging?

#1



Balancing School and Work (Time)

One of my kids is fine academically, but is extremely challenged by the lack of social interaction. Another one of my kids is requiring all of my time during the day to stay on task. And a third child is suffering because she has nothing to do because school hasn't started for her, so she is watching way too much TV because I can't do everything. (Oregon)



#2



Meeting Special Education Needs

My son is nonverbal and this has not been taken into consideration at all and he is not receiving his speech and occupational therapy. (Texas)

There is no substitute for in-person instruction when it comes to special education. (New Jersey)

#3



Navigating Platforms

I have to take pictures of school work on my phone, send it to a school email, upload the images and then send them to the teacher. I waste lots of time waiting on the computer to load videos. I just don't feel like my child is learning much despite the best efforts of teachers. She learns better in person with a variety of teachers for motivation. (West Virginia)



#4



Support from School/Teachers

The teachers and supports are stretched so thin between virtual and in-person classrooms. I don't see the same level of support and communication as pre-covid. (Texas)



Educator Mental Health



“I spend all day staring at a screen and kind of generating enthusiasm into the void that Zoom is, and I end the day so tired, and so done, and so frustrated. The moments of joy I used to have are so much more rare.”

Middle school teacher, Washington state whose district has been fully remote this year

How are our educators doing?



OBJECTIVE ANALYSIS.
EFFECTIVE SOLUTIONS.

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Teaching and Leading Through a Pandemic

Key Findings from the American Educator Panels Spring 2020 COVID-19 Surveys

by [Laura S. Hamilton](#), [Julia H. Kaufman](#), [Melissa Diliberti](#)

Related Topics: [College-Bound Students](#), [Coronavirus Disease 2019 \(COVID-19\)](#), [Disadvantaged Students](#), [Educational Technology](#), [Pandemic](#), [Racial Equity](#), [Social and Emotional Learning](#), [Teacher Effectiveness](#)



Read Online

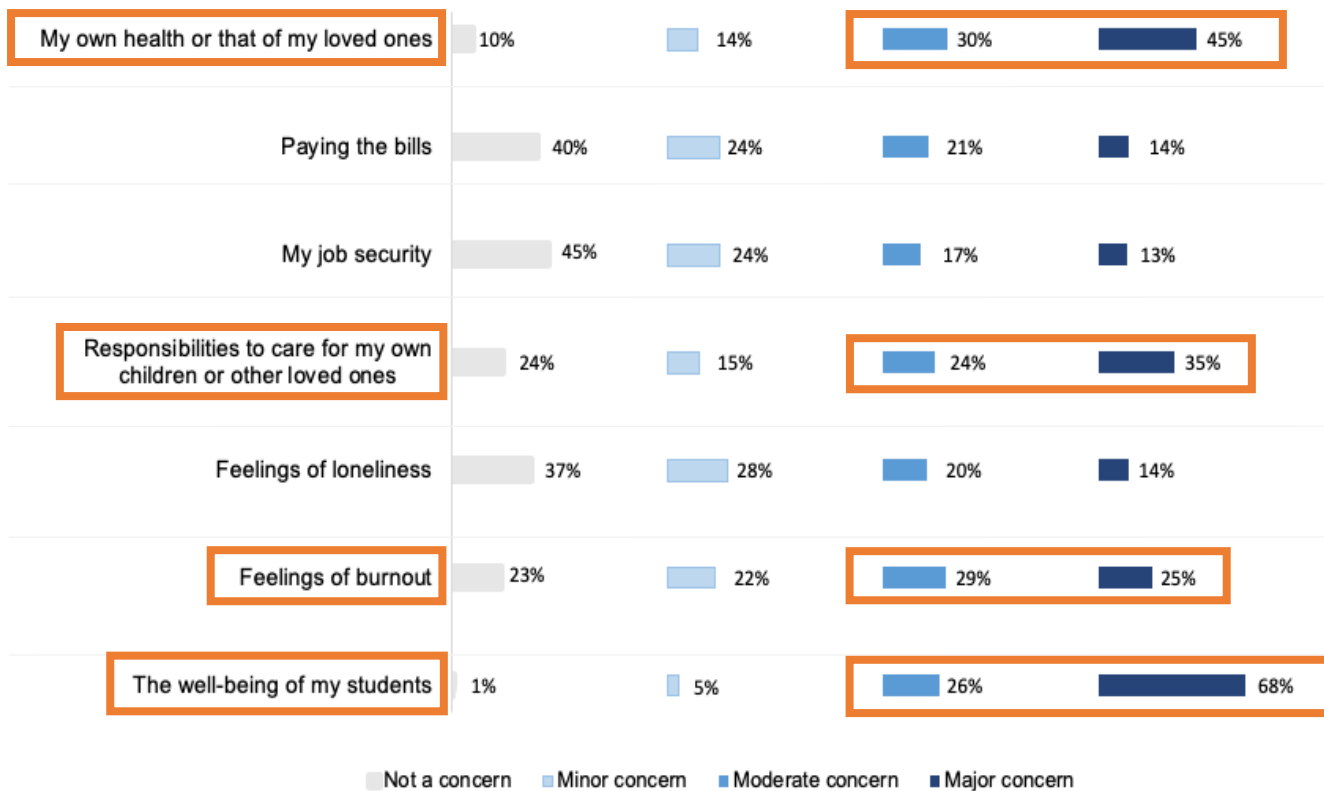
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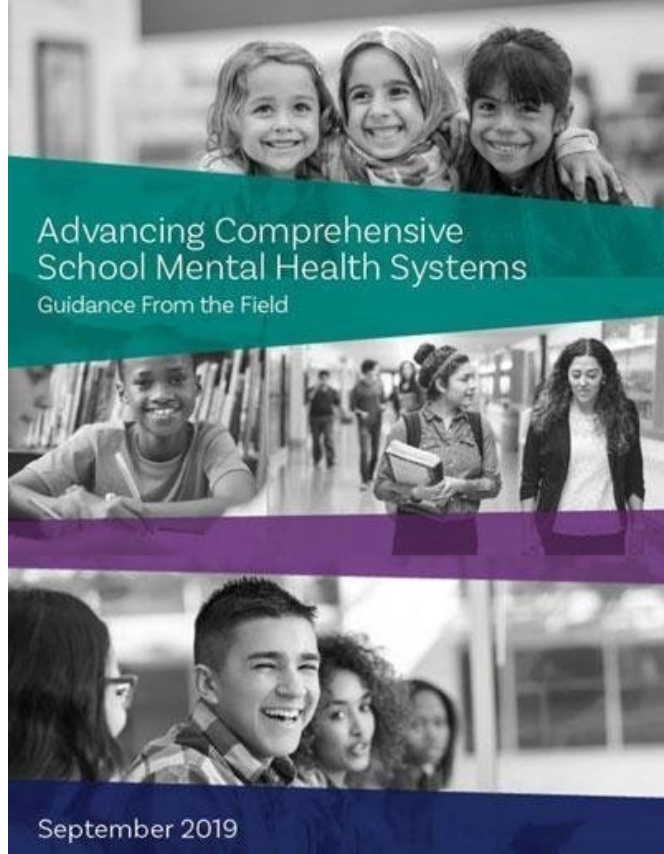
Format	File Size	Notes
 PDF file	0.2 MB	Technical Details »



[Access Here](#)

Concerns Reported by Teachers





Guidance from the Field

- Why Address Mental Health in Schools
- A Public Health Approach to School Mental Health
- The Value of School Mental health
- Core Features of a Comprehensive School Mental Health System
- Opportunities, Challenges and Recommended Strategies
- Local Spotlights
- State Spotlights
- Moving Forward

www.schoolmentalhealth.org/AdvancingCSMHS



School Health Assessment
and Performance Evaluation System

www.theSHAPESystem.com

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What is **SHAPE?**

Your **FREE**, interactive tool designed to improve school, district, and state mental health accountability, excellence, and sustainability.

[Learn More](#)

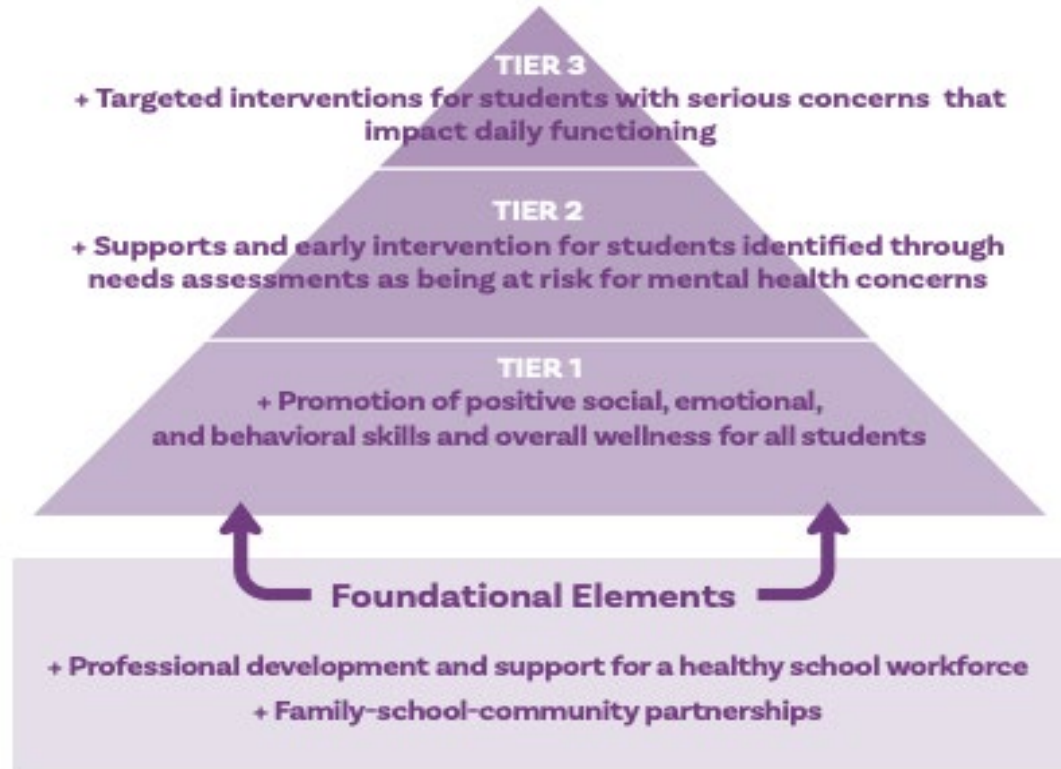
Improve student mental health in your schools, districts, and states. **Sign up for:**

Myself

My School

My District

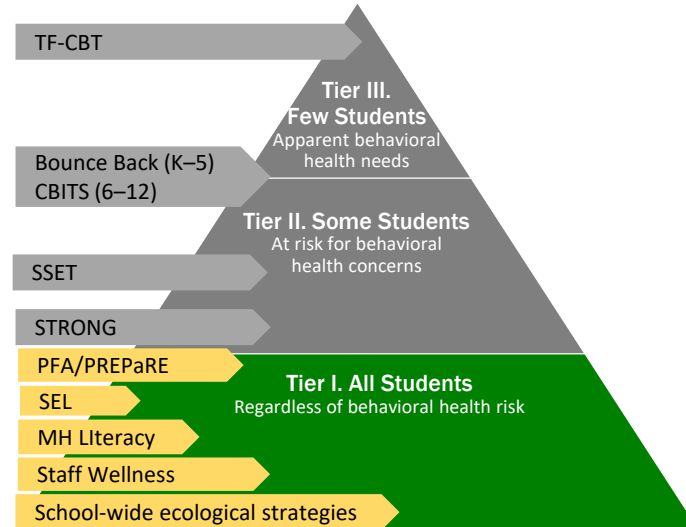
My State





UNIVERSAL School Mental Health Strategies

- Promote supportive, **positive school climate**
- **Culturally responsive, trauma-responsive** school policies and practices
- **Staff well-being**
- **Mental health literacy** for school staff and students
- **Social Emotional Learning (SEL)**
- **Crisis preparedness**



Classroom WISE: Well-being Information and Strategies for Educators

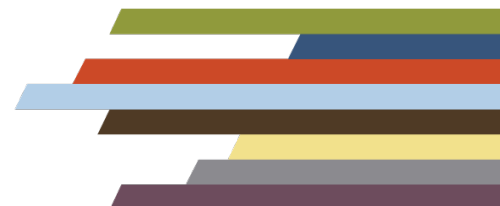
<https://mhttcnetwork.org/free-smh-course>



Classroom
WISE

Well-Being Information and
Strategies for Educators

- A **FREE** 5-hour mental health literacy online course for teachers and school staff with brief, high-impact training videos and accompanying website
- Course development process includes input from educators, students, and school mental health leaders





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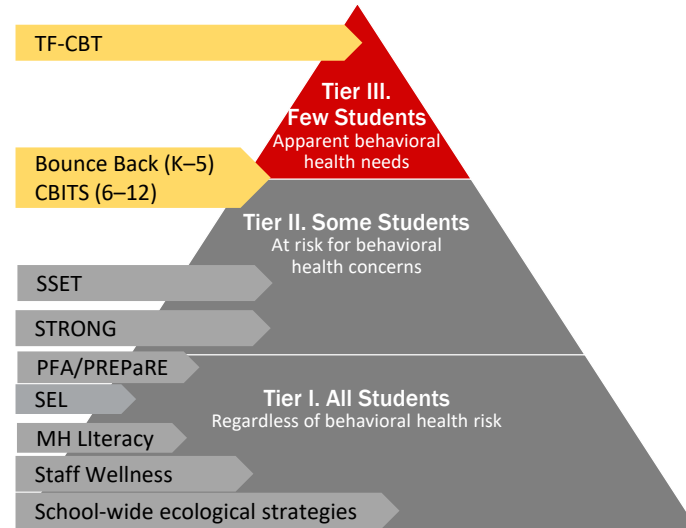


Well-being check-ups in schools



Treatment in Schools

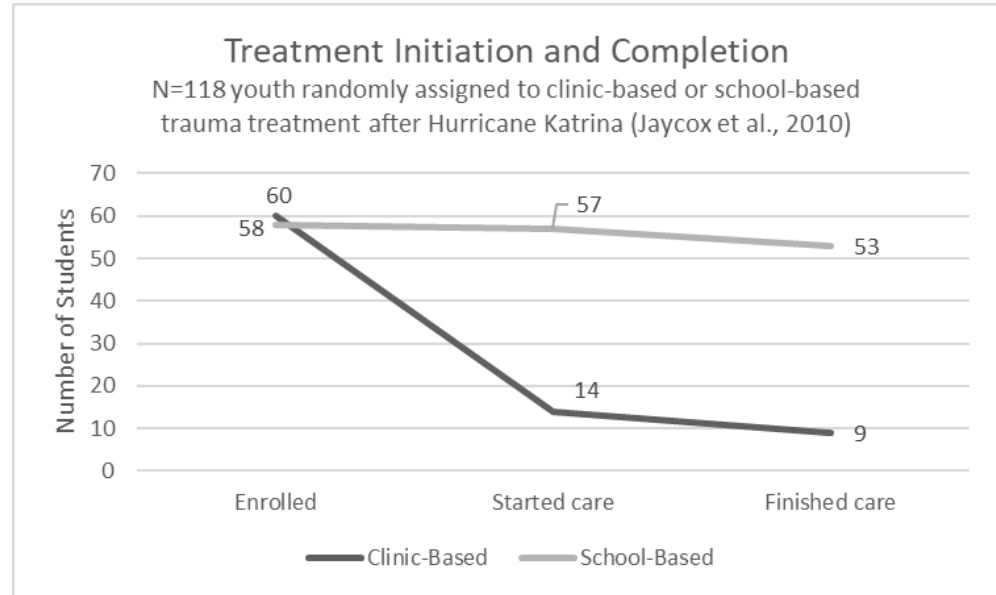
- Evidence-based psychosocial interventions – e.g., CBITS/Bounce Back, TF-CBT
- Psychiatric care





Why Mental Health Treatment in Schools?

Youth are 6x more likely to complete mental health treatment in schools than in community settings (Jaycox et al., 2010)





Connect with NCSMH



www.schoolmentalhealth.org



www.ncs3.org

facebook.com/centerforschoolmentalhealth



@drsharonhoover

@NCSMHTweets

@NCS3tweets

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