



Social Emotional Learning: An Effective Model for School-Based Mental Health

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Introduction:

Emotional regulation is of significant clinical pertinence in child and adolescent psychiatry (CAP). We strive to optimize this in patients through a variety of interventions, both pharmacologically and therapeutically. Due to access and equity issues, and the importance of early intervention from a neurodevelopmental perspective, schools are an ideal location for interventions. This presentation will focus on Social Emotional Learning (SEL) as a comprehensive and universal prevention-focused intervention, with an emphasis on the Pyramid Model, as an evidence-based framework.

Neurodevelopmental Factors:

Emotion and cognition are closely linked

- Synaptic Pruning
- Negativity Bias
- Balance Shift
- Optimal Learning Environment

What is Social Emotional Learning?

Process through which children and adults gain knowledge and skills to:

- Recognize/manage emotions
- Make responsible decisions
- Demonstrate empathy for others
- Set and achieve positive goals
- Develop positive relationships
- Behave ethically and respectfully

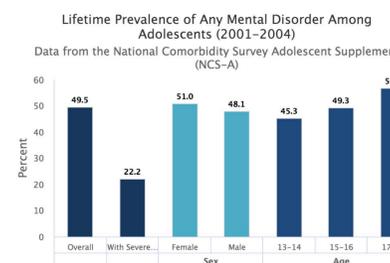
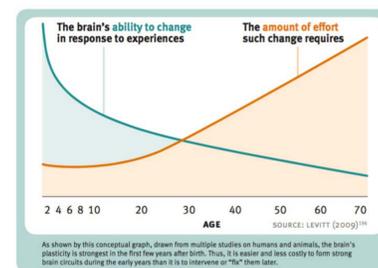


The Five Core Competencies are a set of tools that:

- Promote intrapersonal, interpersonal, and cognitive competence
- Create positive climate and culture in the classroom, school, and community
- Provide foundation for better academic performance, fewer conduct problems, and less emotional distress

[School] Systems of Care Issue:

- The ACEs study showed us that early maltreatment matters
- Neurobiology and clinical experience teaches us that early intervention matters too
- The prevalence of mental disorders in CAP is high, while access to equitable treatment is low



Onset of mental illness:

- 50% by age 14
- 75% by age 24

Prevalence/Burden of mental illness:

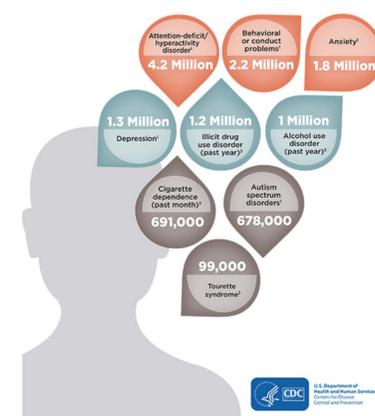
- 1 in 5 youth live with a mental illness
- Suicide is 3rd leading cause of death in ages 10-24
- 50% of adolescents with serious emotional disturbances drop out of HS

Formula for Success:

Trauma-informed, Culturally-competent, Resiliency-promoting, Universal prevention focused, & Evidence-based:
Higher academic achievement, less intensive services, higher social and occupational functioning, less psychological distress, fewer costs or burdens to larger systems of care ³



ESTIMATES OF U.S. CHILDREN with Mental Disorders

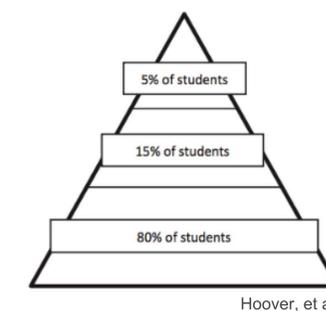


The school system is the **sole provider of MH treatment for nearly half of children** with serious emotional issues who actually receive MH services

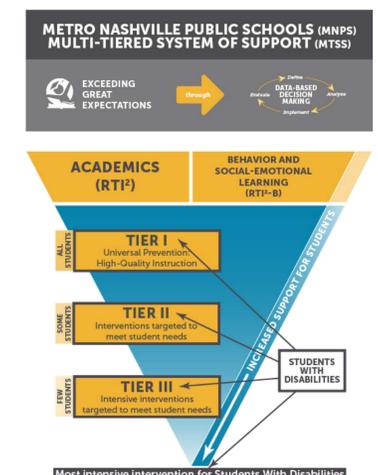
Youth are **6x more likely to complete MH treatment** in schools than in community settings

Multi-tiered System of Support:

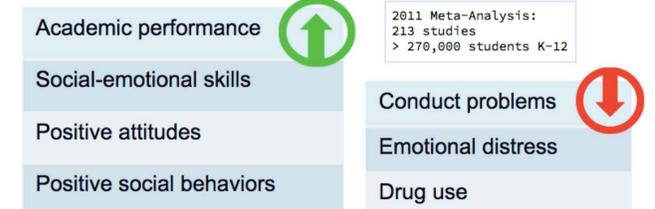
A coherent continuum of evidence-based system-wide practices to support a timely response to academic and behavioral needs, using data-based decision-making to empower students to exceed great expectations



Specific examples:
Project AWARE (SAMHSA), MH 101, RULER (Yale), Primary Project...



Evidence-based Intervention:



2017 follow-up Meta-analysis: Statistically significant associations between SEL skills in kindergarten and **future outcomes in employment, criminal activity, substance use, and mental health, regardless of SES, race, school location**

Effects assessed
6 mo – 18 yrs
after programs completed

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