



Wisconsin Center for Education Research

SCHOOL OF EDUCATION

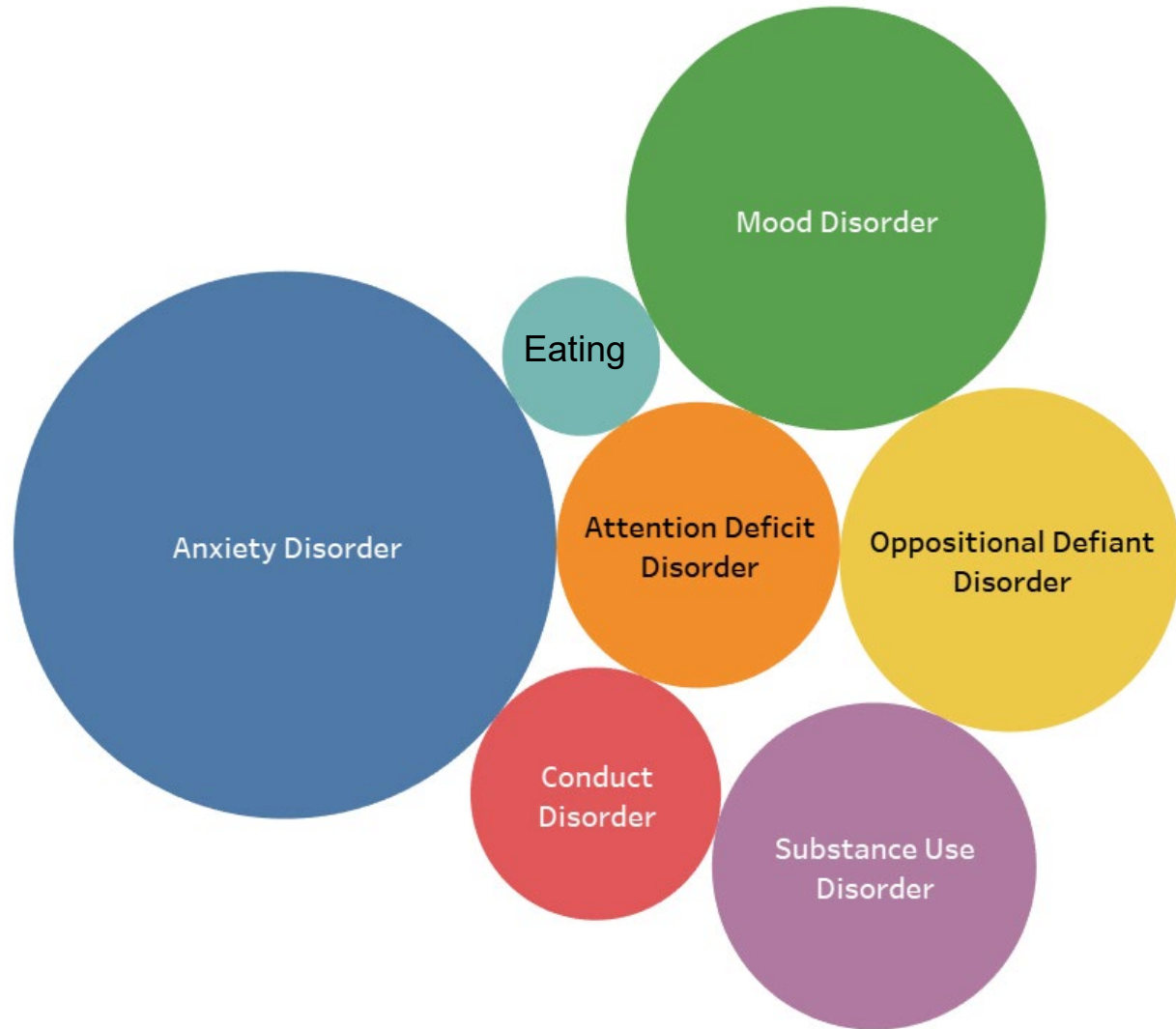
UNIVERSITY OF WISCONSIN-MADISON

Student Mental Health and High School Completion and Achievement

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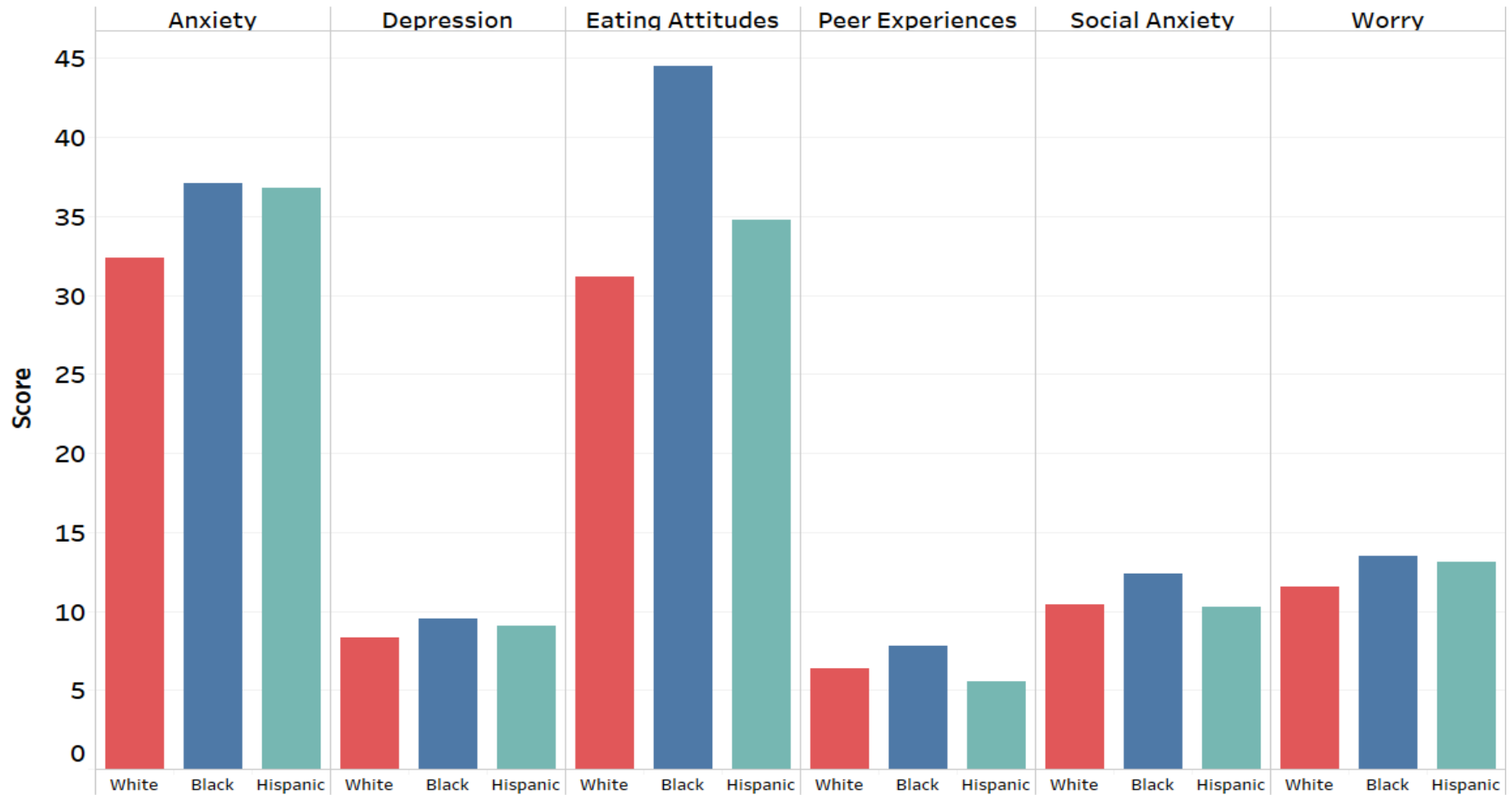
PREVALENCE OF MENTAL DISORDER AMONG ADOLESCENTS

- 40% of adolescents have at least one class of mental disorder.
- Anxiety Disorders - 31.9%
- Mood Disorders - 19.1%
- Oppositional Defiant Disorder - 12.6%
- Substance Use Disorders - 11.4%



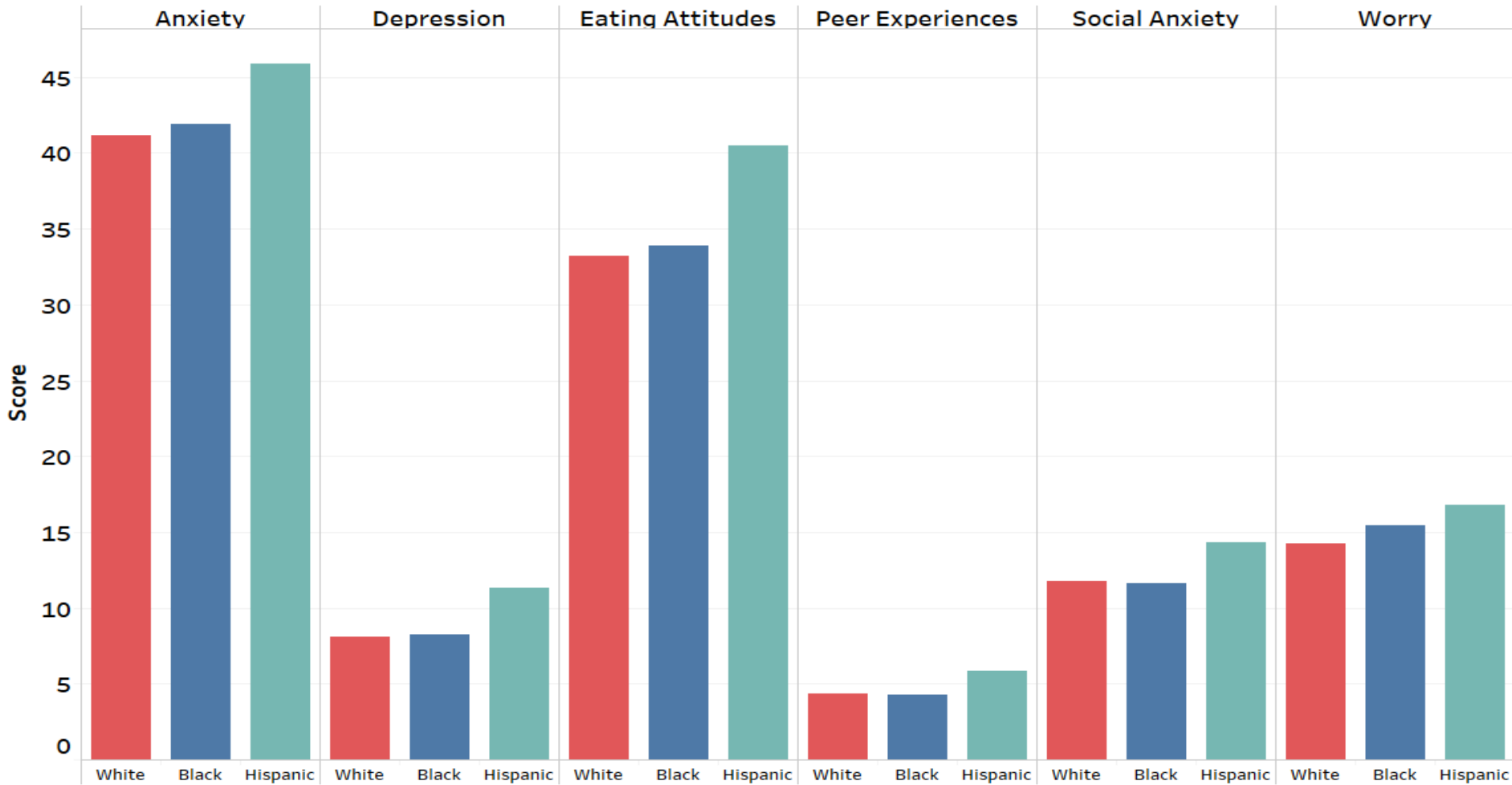
(Merikangas, He, Burstein, Avenevoli, Cui, Benjet, Goriades, and Swendsen 2010)

Prevalence – Male Adolescents



- Black males score higher on all measures of disorder
 - Black and Hispanic males have higher scores on measures of anxiety, depression, eating, and worry disorders.
- (Merikangas, He, Burstein, Avenevoli, Cui, Benjet, Goriades, and Swendsen 2010)

Prevalence – Female Adolescents



- Hispanic females score higher on all measures of disorder
 - Black and Hispanic female students score higher on measures of anxiety, eating, depression, and worry disorders.
- (Merikangas et al. 2010)

Targeting Behavioral Problems Associated With School Drop-out

Universal Programs

- Delivered to all students in a classroom
- Students identified as at-risk benefit the most
- 25% reduction in aggressive/disruptive behavior, on average (Wilson and Lipsey 2007)

Selected/Indicated

- Delivered outside the classroom
- Target students with behavioral issues
- 33% reduction in aggressive/disruptive behavior, on average (Wilson and Lipsey 2007)

Implementation and Effectiveness

Research shows that schools can pick from a wide range of program interventions and be confident in their selection (Rones and Hoagwood 2000, Wilson and Lipsey 2007).

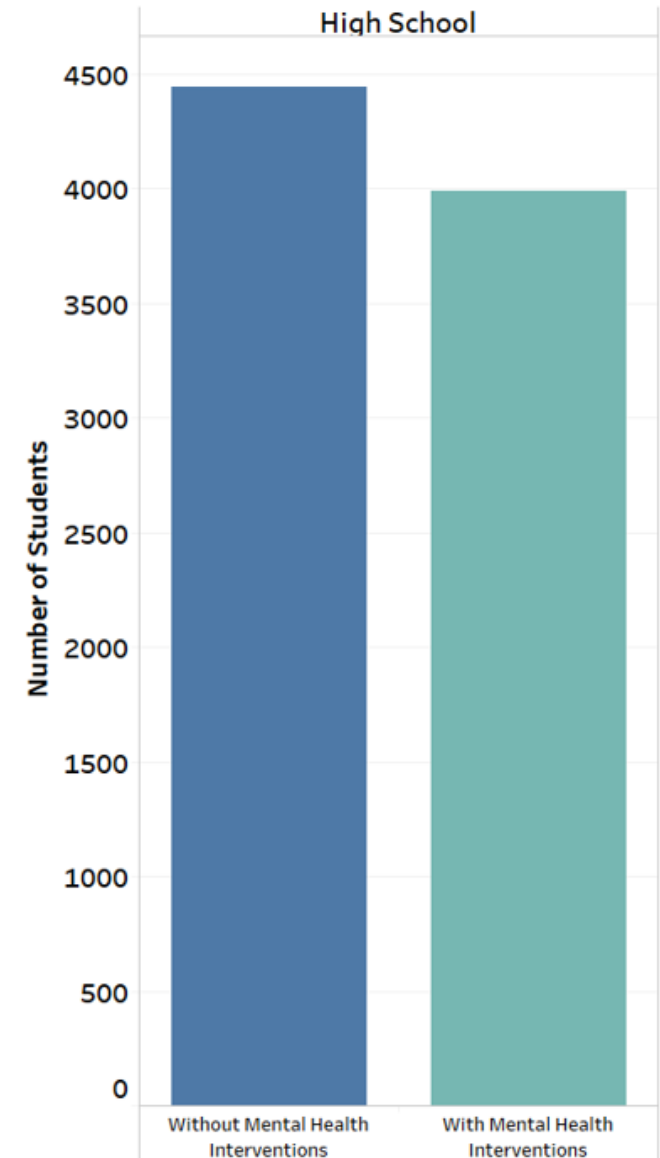
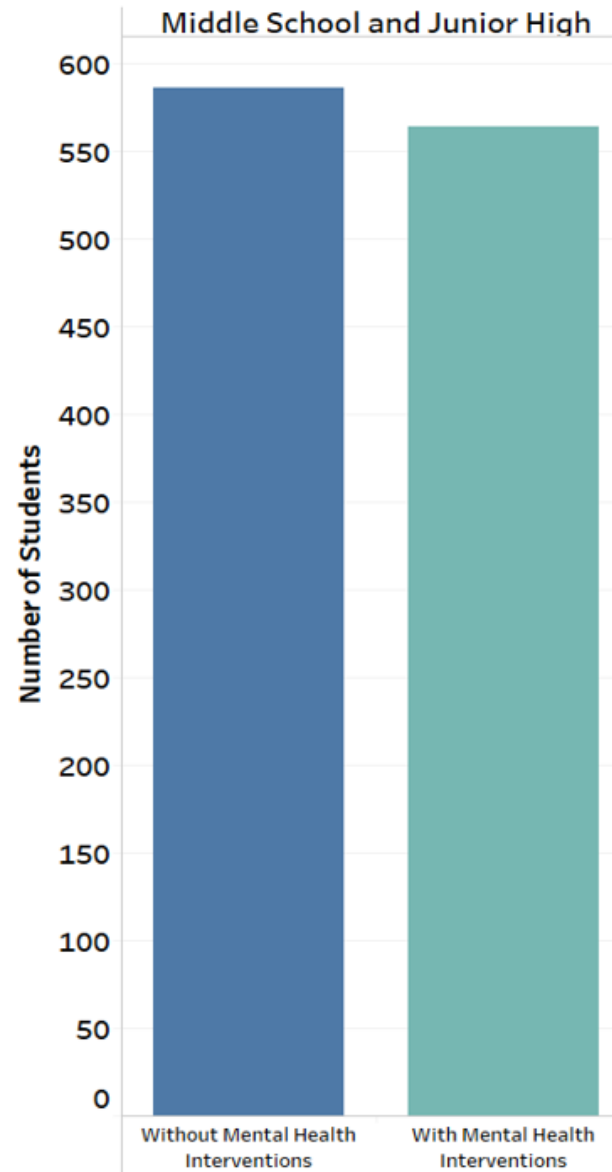
Success of a program relies on effective implementation.

- Pick a program that fits with the climate and culture of the school
- Cooperation and support of both leadership and staff
- Staff understand program goals, rationale, and mechanisms
- Consistent implementation
- Evaluation, feedback, and revision

IMPACT

During the 2016-2017 school year it is estimated that:

- **10.2%** of the **4,445** high school students and **3.8%** of the **586** middle and junior high school students that dropped out had a mental disorder.
- Mental health programs and resources could decrease dropout rates by up to **10%** (HS) and **4%** (MS/JH).
- Overall, we could see a **.17%** increase in high school graduation rates.



(Wisconsin Department of Public Instruction 2018; Breslau, Miller, Breslau, Bohnert, Lucia, and Schweitzer 2009,)

Suicide

- Suicide is the **second leading cause of death** among people ages **10 to 24**
- **20% of adolescents** with depression report having **attempted suicide**
- **15.3%** of adolescents have major depression
- **9.9%** of adolescents have minor depression
- Although not associated with dropping out, internalizing disorders such as depression, can also be addressed through programs and resources made available through the school.

(Kessler and Walters 1998, Centers for Disease Control 2016)



Funding

- The **Mental Health in Schools Act of 2017** has increased the ability for state and local educational agencies to apply for the funding of mental health programs and interventions.
- **Promote** the behavioral, social, and emotional health of all students
- **Reduce** the risk of students developing behavioral, social, emotional, or substance use disorders
- **Identify** disorders early
- **Treat or refer** students with existing disorders
- **Assist** children dealing with violence and trauma through school supports, program curricula, and after-school programs

(H.R. 2913, 2017).



The Wisconsin School Mental Health Framework

- A **multilevel system of supports** aimed at ensuring students have access to the mental health resources they need and the social and emotional competence for academic and future success
- **Universal** strategies for all students
- **Selected/brief** strategies for those at-risk or with mild mental health issues
- **Intensive** strategies that include ongoing support for those with significant needs

(Wisconsin Department of Public Instruction 2018).



Thank you.

Questions and Comments

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