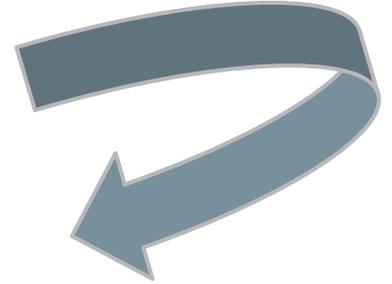


# BEHAVIORAL HEALTH DATA COLLECTION

in two Wisconsin school districts

June 5, 2018

# These are your presenters this afternoon!



- Jackie Hartley, Project Coordinator for Racine County

Improving Children's Mental Health through School and Community Partnerships

- Hannah Schommer, Project Coordinator for Marathon County
- Aaron Ruff, Project Evaluator for Marathon County

Building a Behavioral Health System to Reduce Reported Depression Among 6th-12th Grade Students

- Jillian Steckloff, Account Manager

Panorama Education

# At the end of this session, **YOU** will be able to...

1. Describe the basic elements of the results-based accountability framework.
2. Understand the social emotional learning domains of the Panorama student survey and how the data is being used in the Racine Unified School District.
3. Describe how Marathon County used the YRBS to determine the need for on-site mental health services and how Marathon County is evaluating the impact of these services on students.
4. Identify opportunities, resources, and barriers to behavioral health data collection within a school/district.

# Results Based Accountability Framework



# Results Chain



RESULT

INDICATOR

POPULATION

BASELINE

FACTORS

STRATEGIES

# Results Description

Long term change

What indicator will tell us that we are achieving the result?

What population will benefit from the work and in what geographic area?

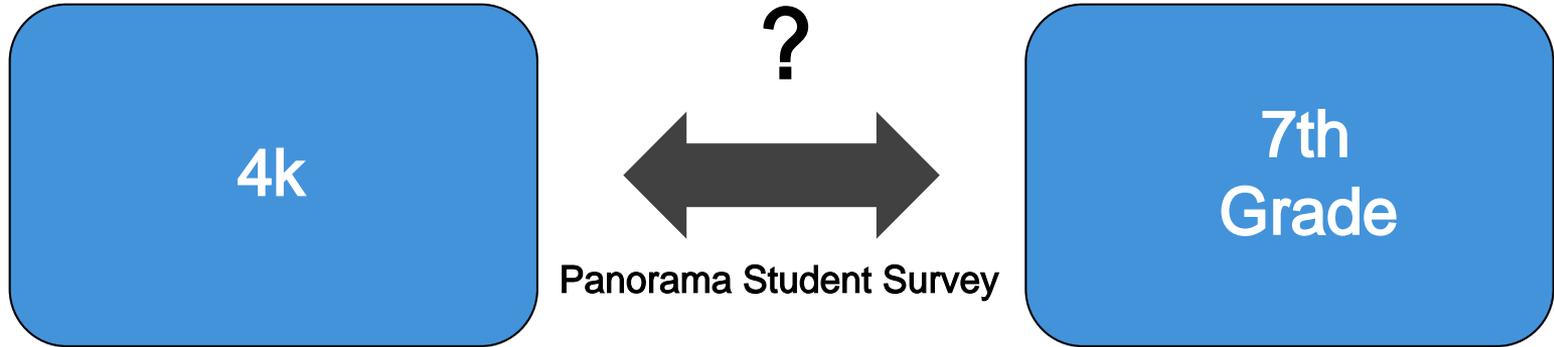
What is the curve?

What will bend the curve up or down?

Ways to address factors that bend the curve



# Youth Behavioral Health Data Continuum



85-95% of children in  
Racine 4K programs  
typically meet or exceed  
social and emotional  
developmental milestones

-Teaching Strategies Gold

Nearly 25% of RUSD 7<sup>th</sup>  
graders report feeling  
sad or hopeless

-Youth Risk Behavior Survey

# Taking Action on Social-Emotional Learning Data



June 2018

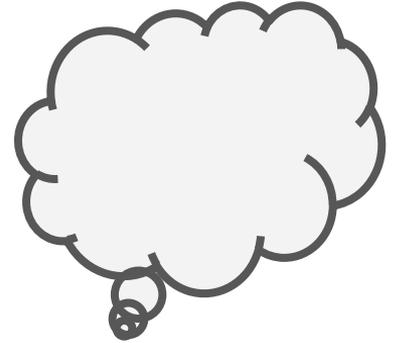
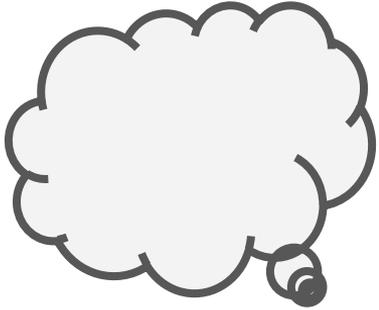


## Session Goals:

Interpret social-emotional learning (SEL) data to surface actionable insights from results at the school and student level.

Reflect:

**Think back to your experience  
as a student in school. What's  
the first thing that comes to  
your mind?**



# Which of the following best characterizes what came to mind?

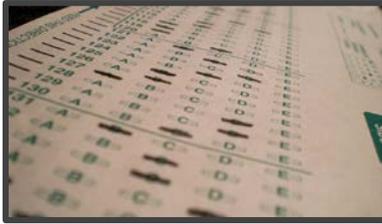
- Academic content
- A relationship or social aspect of school
- How school made you feel
- Other

# Personal qualities not measured by tests



# Information we have to drive student supports

**Academic**



**Behavior**



**Attendance**



**Social-Emotional**



# Data Focus Today:

- Growth Mindset
- Self-Efficacy
- Self-Management
- Social Awareness



# Insights Scavenger Hunt

8 Minutes



# The Ladder of Inference



*I raised my voice and imposed stricter consequences.*

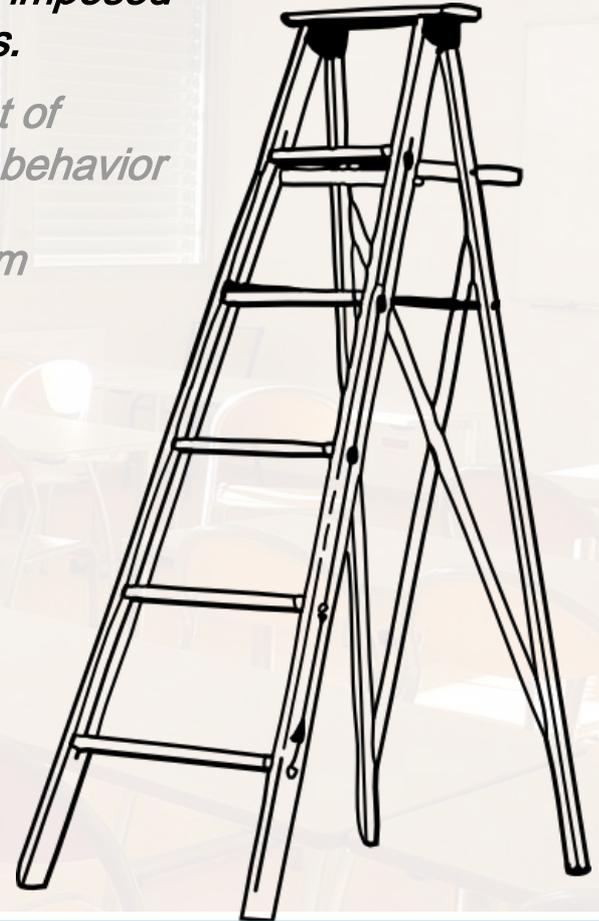
*They need stricter enforcement of consequences to change their behavior*

*They don't respect me or our classroom norms.*

*They understand the expectations and they're able to meet them*

*I've explained the expectations before and most students are meeting them*

***Some students are talking after instructed to work silently.***

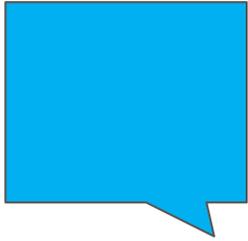




Welcome to  
Panorama Reports

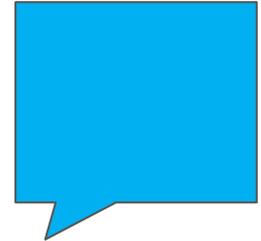
# Insights Scavenger Hunt

- Access your 2018 [SEL survey reports](#).
- Follow the prompts on [Page 2](#), utilizing report guides that follow if needed.
- When you finish the hunt, discuss and note findings with a colleague.



Let's discuss:

*What did you note as you took  
your first look through reports?*



The logo for Marathon County is a circular arrangement of twelve colorful, rounded square tiles in shades of orange, red, grey, and green. Below this circle, the words "MARATHON" and "COUNTY" are written in a clean, white, sans-serif font, stacked vertically.

MARATHON  
COUNTY



# Marathon County



**Target Population:**

6<sup>th</sup> -12<sup>th</sup> grade students in Marathon County (11,140 total students)



## Find out what our young people think...

about drugs, alcohol, tobacco, bullying, sex, safety and more.

*2015 Marathon County Youth Risk Behavior Survey*



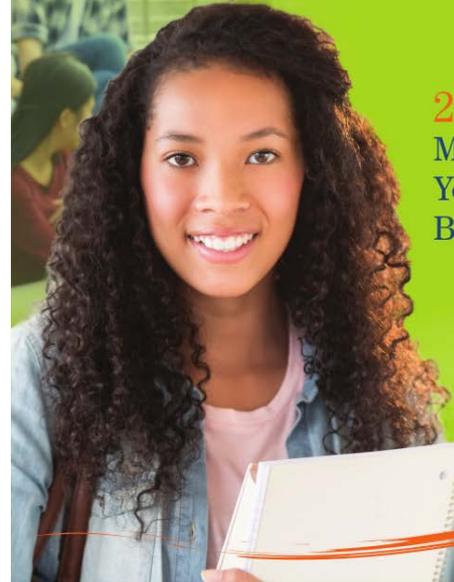
**HEALTHY**   
marathon county

2017

## Find out what our young people think...

about drugs, alcohol, tobacco, bullying, sex, safety and more.

**2017**  
Marathon County Youth Risk Behavior Survey



**HEALTHY**   
marathon county

## Teens Who Reported Feeling Depressed (High School) ▼

Measurement Period: 2017 ▼

Percentage of high school students who felt so sad or hopeless almost every day for two or more weeks in a row that they stopped doing some usual activities during the 12 months before the survey.

County: **Marathon** 

# 25.2

percent of high school students

**Source:** Marathon County Youth Risk Behavior Survey

**Measurement period:** 2017

**Maintained by:** Marathon County Health Department

**Last update:** December 2017

COMPARED TO



WI Value  
(27.0)



US Value  
(29.9 in 2015)

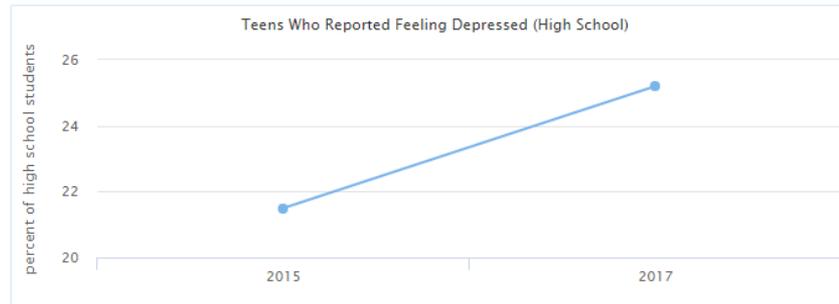


Prior Value  
(21.5)

### Graph Selections

#### INDICATOR VALUES

Change over Time



[Download Marathon Indicator Data CSV](#) 

### Data Source

[Marathon County Youth Risk Behavior Survey](#) 

Maintained By: Marathon County Health Department

Filed under: [Health / Mental Health & Mental Disorders](#), [Health / Teen & Adolescent Health](#), [Health Outcomes](#), [Teens](#)

# Factor Analysis

Based on your experience and currently available data, what factors bend the curve of your indicator up or down? Balance them.

## Factors increasing indicator

- **Increase in students in grades 9<sup>th</sup>-12<sup>th</sup> who felt so sad or hopeless almost everyday for two or more weeks in a row that they stopped doing some usual activities (YRBS). *E***
- Increased knowledge or awareness of depression/mental health could result in an increase of students reporting of depression and poor mental health days. *M*
- Cultural barriers exist and result in a decrease of recognition and disclosure of mental health issues *M*
- 6 out of 10 students in grades 9<sup>th</sup>-12<sup>th</sup> who reported being depressed had poor mental health days (YRBS). *E*
- Students in grades 9<sup>th</sup>-12<sup>th</sup> who reported that they didn't feel like they belong at school were two more times more likely to report being depressed (YRBS). *E*
- Students are under an immense amount of stress due to pressures, increasing anxiety and depression. *M*
- Lack of coping skills. *M*
- Lack of positive adult role models within the schools. *M*
- Parental mental health/substance abuse contributes to increased depression in youth (ACE Study). *M, E*

## Factors decreasing the indicator

- If mental health stigma continues to exist, students may not identify with being “depressed” or having “poor mental health days”. They may not want to be categorized in a stigmatized group. This could drive down percentage of students who report depression or poor mental health days on the YRBS. *M*
- **Increase in parental knowledge of the signs, symptoms, and community resources for mental health. *M***
- Increase in students who receive mental health counseling. *M, E*
- Increased access to timely and appropriate level care (preventive, outpatient, inpatient). *E, M*
- Increase in students in grades 9<sup>th</sup>-12<sup>th</sup> reporting they feel they belong at school. Students who felt they belong at school were two-and-a-half times less likely to report being depressed (YRBS). *E*
- Increase in students in grades 9<sup>th</sup>-12<sup>th</sup> reporting they had a teacher or other adult in school they can talk to if they had problem. Students who reported have a teacher or adult to talk to in their school were three times more likely to feel they belong at school (YRBS). *E*
- Students feel connected to their peers. *M*
- Increase in positive role models within the schools. *M*
- Decrease Adverse Childhood Experiences (ACE study). *E*
- Increase in protective factors (i.e. parental support, involvement). *E*

# Driving Factors

Place factors into the four quadrants

Influence Factor has on Indicator

- Increased depression and poor mental health days (E)
- Decreased feeling of belonging at school increases depression (E)
- Females are more likely to report being depressed (E)
- Non-heterosexual are more likely to report being depressed (E)
- **Increase in Adverse Childhood Experiences (E)**
- Parental mental health/substance abuse contributes to increased depression in youth (E,M)

10%

- Cultural barriers exist (M)
- **Mental health stigma exists (M)**
- Increased resilience (M)
- Students feel connected to their peers. (M)
- Students feel stressed (M)

0%

- **Lack of access to mental health counseling (M,E)**
- Increased bullying leads to increased depression (E)
- Students have a teacher or other adult to talk to at school if they have a problem leads to increased belonging at school (E)

80%

- **Lack of knowledge and awareness about mental health issues/ACEs (M)**
- Lack of coping skills (M)

10%

Our Ability to Influence the Factor

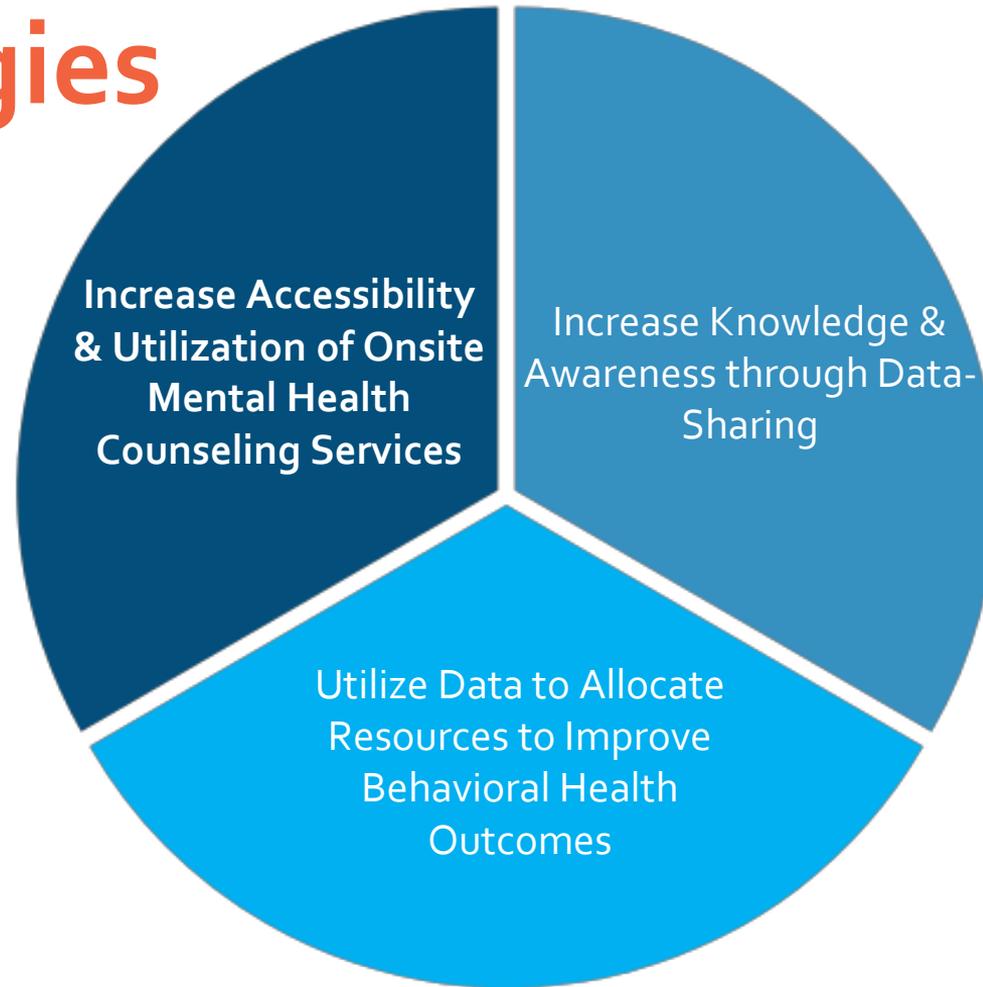
*\*Refer back to factor analysis for in-depth communication\**

# Key Driving Factors

What key driving factors do you believe will make the most difference in moving your indicator (List evidence base or experience that led you to choose the driving factor for each one)?

1. Lack of access to onsite mental health counseling services in schools (M,E)
  - There is evidence to support increased access to onsite mental health counseling services in schools (United Way Fox Cities PATH program, E3 – Hortonville School District).
  - We have heard from numerous Marathon County school districts that there is a perceived need for increased onsite mental health counseling services. Currently, there is one school district (Edgar) who has onsite mental health counseling services on a weekly basis, and three other school districts (Colby, Spencer, Stratford) are to begin offering them soon.
1. Increased bullying leads to increased depression (E).
  - The YRBS data clearly indicates the statement above.
1. Students that have a teacher or other adult to talk to at school if they have a problem leads to increased belonging at school (E). Students who reported that they didn't feel like they belong at school were two more times more likely to report being depressed (E).
  - The YRBS data clearly indicates the statements above.

# Strategies



# How did we get where we are today?

Can we have therapists in 11 districts?



How can this happen?

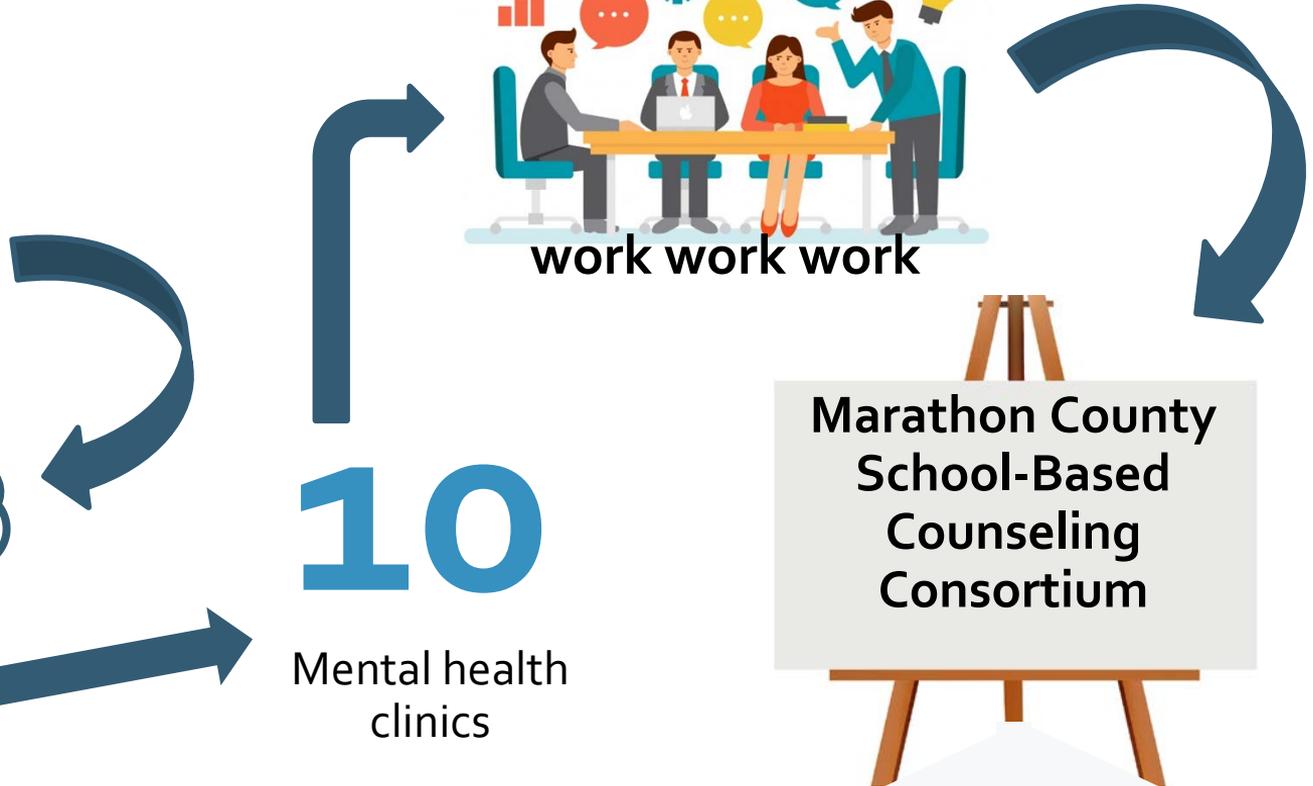


work work work

10

Mental health clinics

Marathon County  
School-Based  
Counseling  
Consortium



# Consortium Partners

## School Districts

1. Abbotsford
2. Athens
3. Colby
4. DC Everest
5. Edgar
6. Marathon
7. Mosinee
8. Rosholt
9. Spencer
10. Stratford
11. Wausau

## Mental Health Clinics

1. Achieve Center
2. Bridge Community Health Clinic
3. The Caring Tree
4. The Center for Human Development
5. The Centre for Wellbeing
6. Charis Counseling
7. Child and Adolescent Psychiatry Consulting
8. Compass Counseling
9. North Central Health Care
10. Peaceful Solutions

## Community Organizations

1. United Way of Marathon County
2. National Alliance on Mental Illness (NAMI)
3. Wausau Police Department
4. Marathon County Health Department

# How do we know we're making an impact?

Client Satisfaction Surveys

Strength & Difficulties Questionnaire (SDQ)

# How do we know we're making an impact?

**85%** of students utilizing onsite mental health counseling services reported that they have learned to better communicate their thoughts and feelings.

**83%** of students reported that they feel better about their life now than before counseling.

**74%** of students reported that counseling is helping them do better in school.

**70%** of students reported that counseling is helping them with their family.

**65%** of students reported that counseling is helping them with their friends.

# What did you find most helpful about counseling services?

“They are there when no one else is, and it gives me something to look forward to.”

“I felt comfortable to open up about my thoughts and feelings. I even felt secure with being able to have someone listen and give good advice and tips back to me to help better my mental stability.”

“Being able to just sit down and talk to someone without judgement.”

“It gave me someone outside of my normal loop of peers to talk to and get some advice that I wasn’t always getting from friends and family.”

“It helped me get back on track in school.”

“Being able to meet in and out of school and more than once a week really helped me.”



MARATHON  
COUNTY

Thank you!



# Raise your hand if you are able to...

1. Describe the basic elements of the results-based accountability framework.
2. Understand the social-emotional learning domains of the Panorama student survey and how the data is being used in the Racine Unified School District.
3. Describe how Marathon County used the YRBS to determine the need for on-site mental health services and how Marathon County is evaluating the impact of these services on students.
4. Identify opportunities, resources, and barriers to behavioral health data collection within a school/district.



A graphic featuring three overlapping speech bubbles. The largest bubble is black and contains the word 'Turn' in white. A smaller teal bubble overlaps the bottom of the black one and contains the word 'TALK' in white. To the right, a purple bubble overlaps the right side of the black bubble and contains the word 'and' in white. The entire graphic is set against a white background.

Turn

TALK

and

Ask us something.