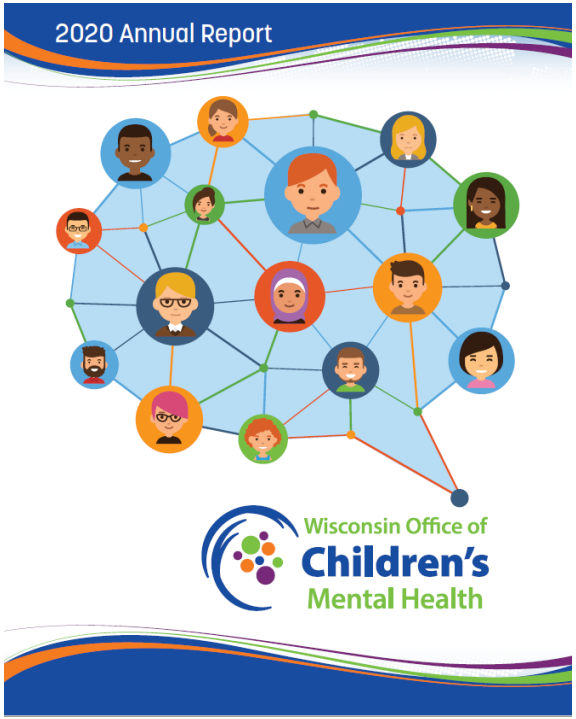
Statewide Trends in Youth Mental Health



Access the report at:
www.children.wi.gov

*Please mute yourself

Wisconsin Office of
Children's
Mental Health

Children's Mental Health Highlights

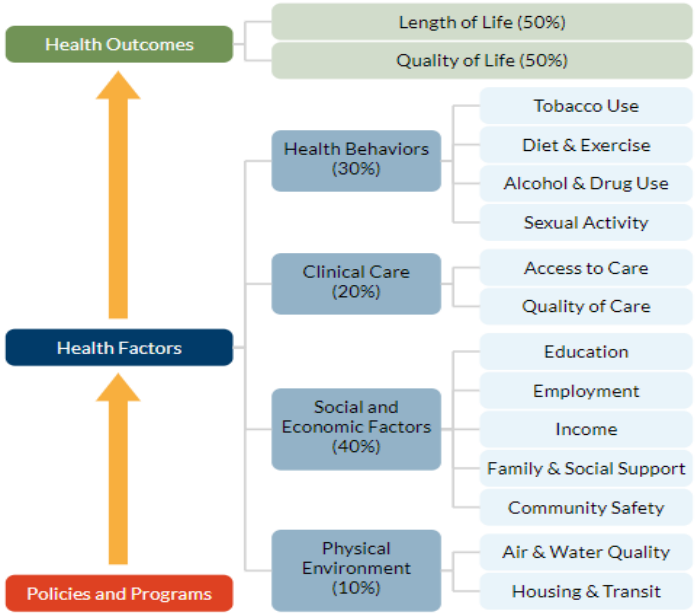
- Dashboard Basis and Indicator Criteria
- OCMH Dashboard
- Achievements and Opportunities
- Equity and Child Well-Being
- Suicide

Wisconsin Office of Children's Mental Health

County Health Rankings Model

Basis for the OCMH Dashboard

County Health Rankings Model



County Health Rankings Model, 2014 UWPHI

OCMH Criteria for Indicator Selection

- Valid, reliable, nationally representative
- Significant health disparities
- State department priority
- Stakeholder priority

Wisconsin Office of Children's Mental Health

OCMH Dashboard

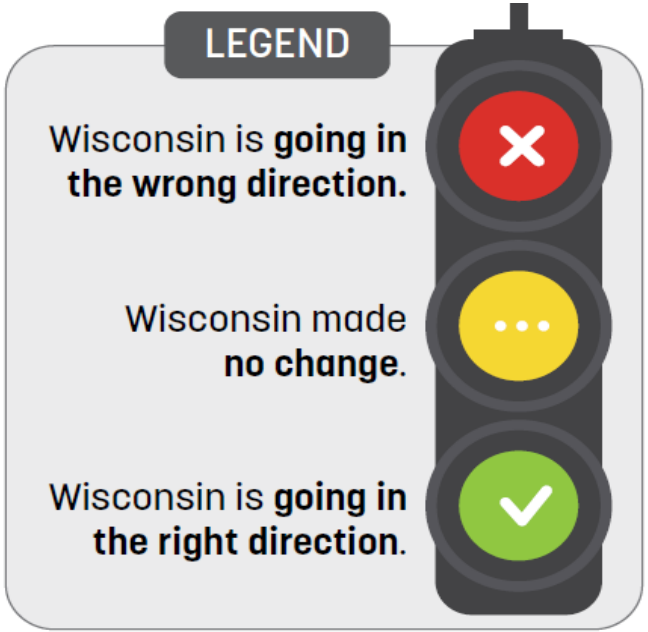
QUALITY of LIFE

Suicidality

Emotional and behavioral issues

Health Factors

Health Behaviors	• Screen use • Cyberbullying
Social and Economic	• Education • Family and School Engagement
Clinical Care	• Provider Access and Availability • Screening



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OCMH Dashboard

What we added

- Difficulty with social skills
- School connectedness
- Measuring providers differently
- Children with mental health conditions who did not receive treatment
- Difficulty obtaining mental health services
- Doctors who did not ask about parental concerns with behavior problems
- Suicide attempts
- LGBT teens considering suicide
- High school students feeling sad or hopeless

What we dropped

- Juvenile Arrests
- Illicit Drug Use
- Individual ACE's
- Flourishing behaviors
- Measuring alcohol use differently
- Insurance coverage
- General poor mental health

Wisconsin Office of Children's Mental Health

Wisconsin's Achievements

Social and Economic Factors

High School Graduation: **+2%**

Eighth grade math proficiency: **+2%**

4 yr old kindergarten: **97%**

Mothers with higher education degrees: **+2%**

Clinical Care

Provider access: **+2%**

Screening: **+6%**

Early prenatal care: **+2%**

Workforce capacity: **+436 providers since 2015**

Wisconsin Office of Children's Mental Health

Opportunities to Improve

Children, adolescents and young adults are not getting the help they need

- Poor social skills
- Major Depressive Disorders
- Poor sense of belonging
- Risky behaviors
- Diagnosable mental illness
- Suicide and self-harm

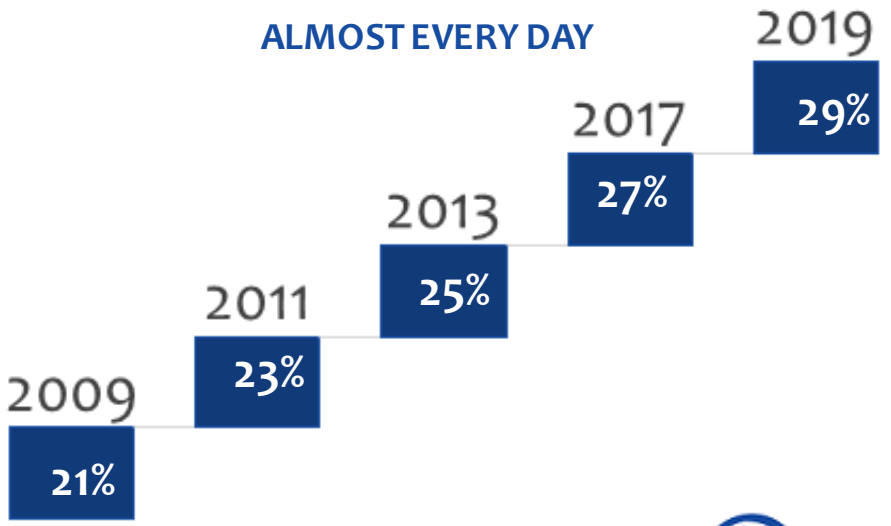
Wisconsin Office of Children's Mental Health

Anxiety and Depression

Almost 60% of students in 9-12th grades experienced depression, anxiety, self-harm, or suicidal ideation in 2019.

15% of 12-17 yr. olds had an episode of **Major Depression** in the last year.

STUDENTS WHO FEEL SAD OR HOPELESS



Source: McCoy, Katherine. 2019 Wisconsin Youth Risk Behavior Summary Report. Madison, WI Dept. of Public Instruction, 2020.

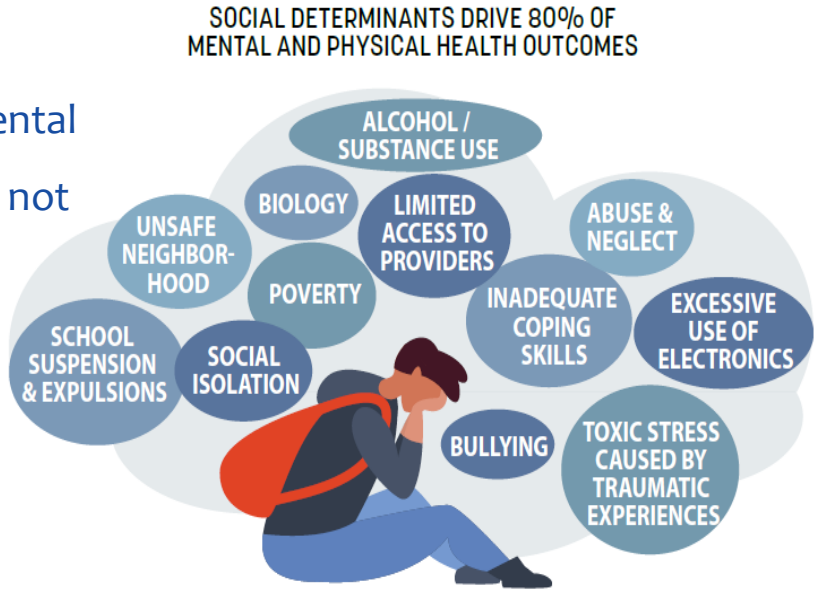
Wisconsin Office of Children's Mental Health

Ensuring Positive Mental Health

Wisconsin is making strides in developing the mental health workforce, yet almost half of children are not getting the help they need.

66 counties have a psychiatrist shortage.

Of the counties that do have psychiatrists, some don't even treat children.



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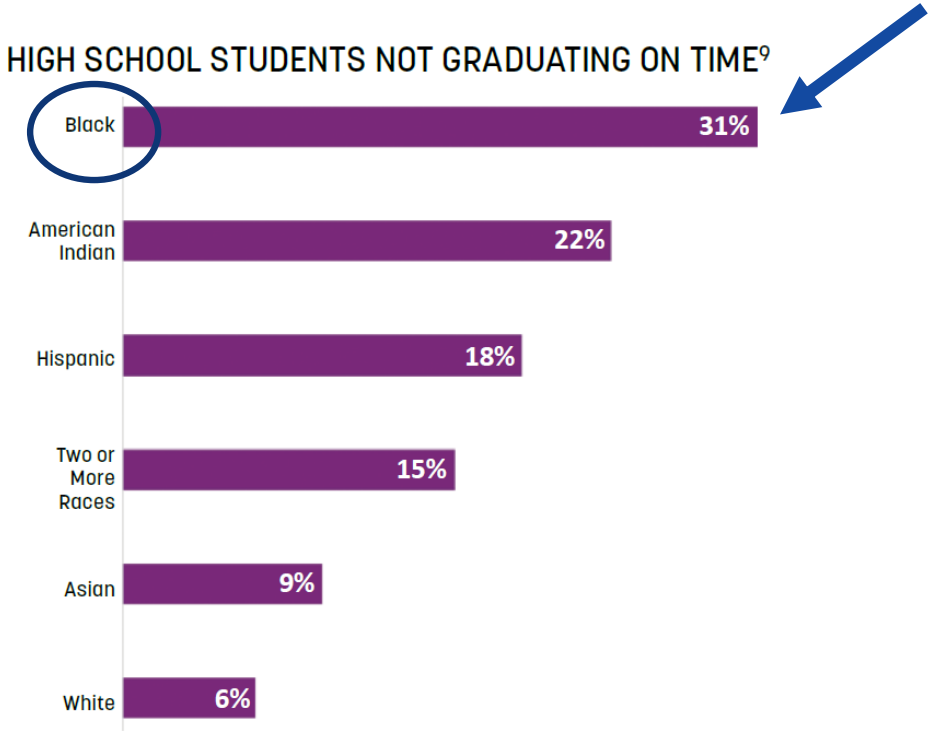
Equity in Child Health and Well-Being

- Education
- Economic
- Mental Health

Wisconsin Office of Children's Mental Health

Educational Equity

90% of all kids graduate within 4 years… most of the kids who don't are Black.



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Economic Equity

Wisconsin ranks
50th in the nation
for having the most extensive
Black vs white racial equality gap

Wisconsin ranks
48th in the nation
for having the most extensive
unemployment rate gap

- Overall
- Median annual income
- Labor-force participation
- Poverty rate

Wider unemployment gaps:
- District of Columbia
- Illinois
- Michigan

Wisconsin Office of Children's Mental Health

Mental Health Equity

In Wisconsin, 2018

11% of Black children

Needed but didn't receive treatment, as compared to only:

2% of white children

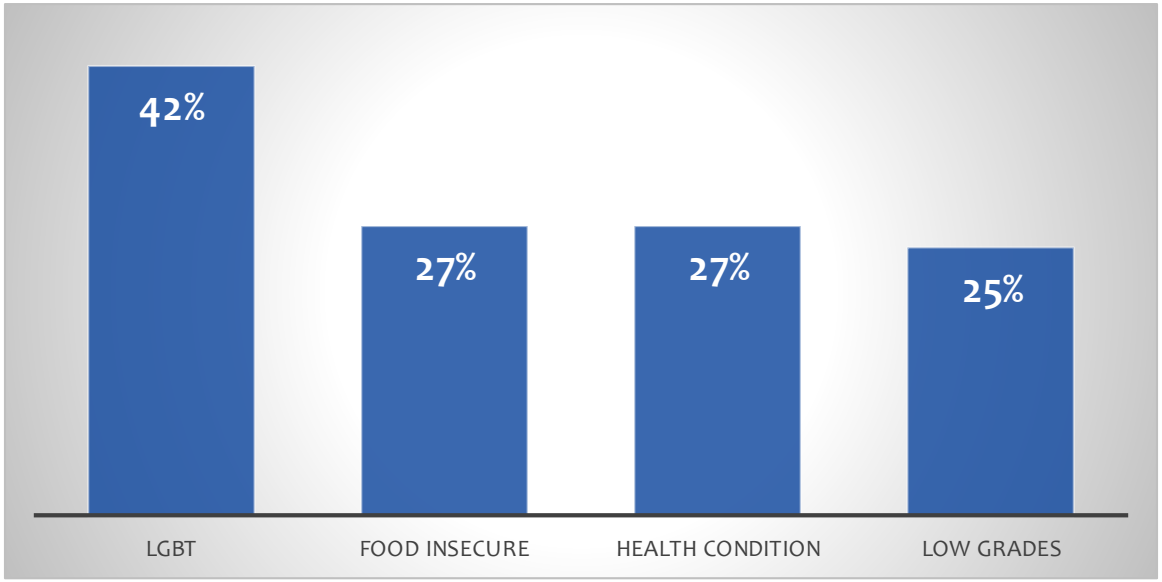
As a result of geographical and insurance barriers, diverse populations are more likely to:

- Delay treatment
- Stop treatment
- Not receive appropriate treatment

Wisconsin Office of Children's Mental Health

Suicidality

16% of all high school students have considered dying by suicide.



Source: McCoy, Katherine. 2019 Wisconsin Youth Risk Behavior Summary Report. Madison, WI Dept. of Public Instruction, 2020.

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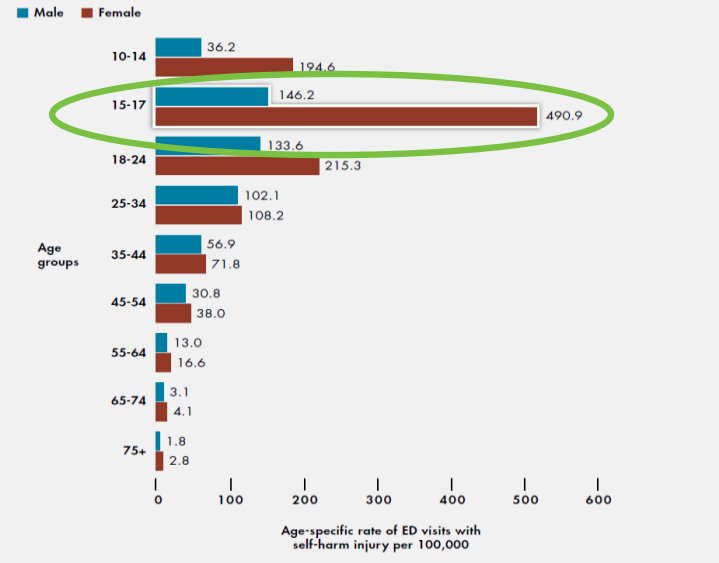
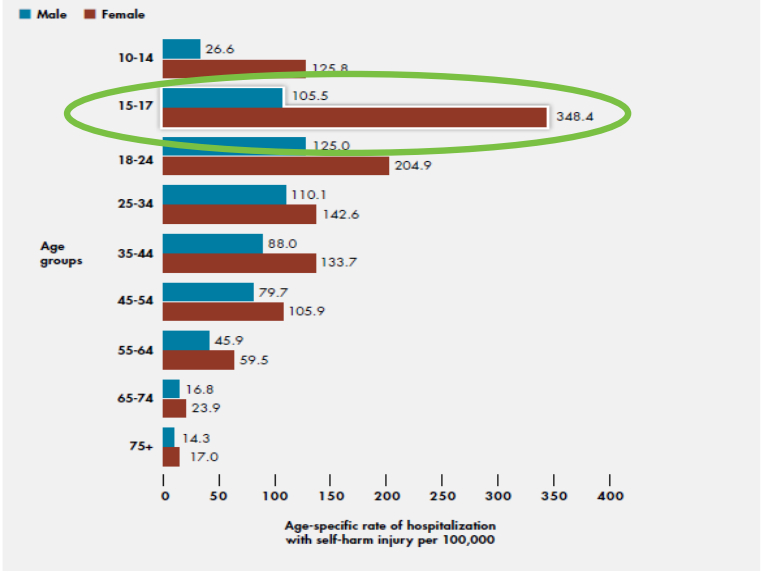
Females and Self-Harm Injuries

Emergency Department Visits



Hospitalizations



Wisconsin Office of Children's Mental Health

Source: Prevent Suicide Wisconsin. Suicide in Wisconsin: Impact and Response Report. September, 2020.

COVID-19 and Children's Mental Health

MCW Central Wisconsin

WISCONSIN DEPARTMENT of HEALTH SERVICES

WIPPS RESEARCH PARTNERS
WISCONSIN INSTITUTE for PUBLIC POLICY and SERVICE

The Voices of Wisconsin Students Project-Learning, Coping and building Resilience During COVID-19

Register to participate:
https://wipps.org/research-partners/

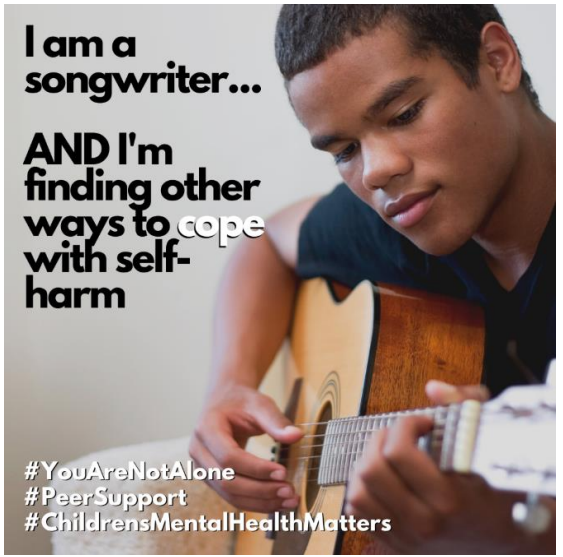
Wisconsin Office of Children's Mental Health

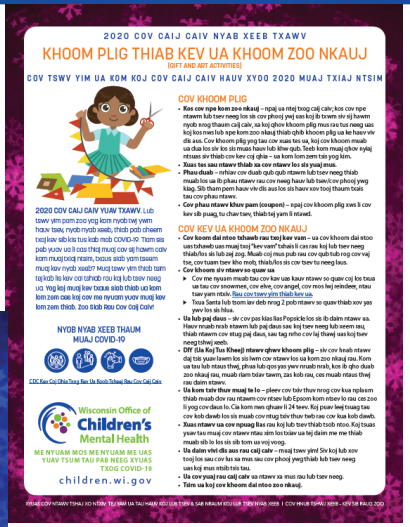
Listening to Communities, Educators and People with Lived Experience about Children's Mental Health and Well-Being

Wisconsin Office of Children's Mental Health

Children's Mental Health Awareness Social Media Campaign

#YouAreNotAlone | #PeerSupport | #ChildrensMentalHealthMatters





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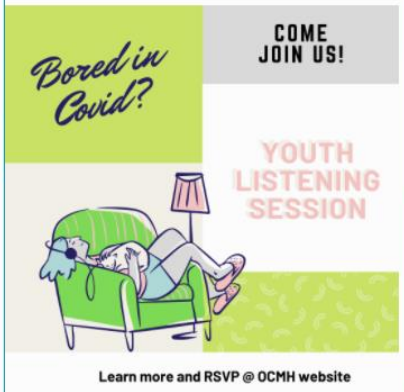
 Download	 Download	 Download

Youth Listening Session Social Media Invites

designed by an OCMH Youth Lived Experience Partner

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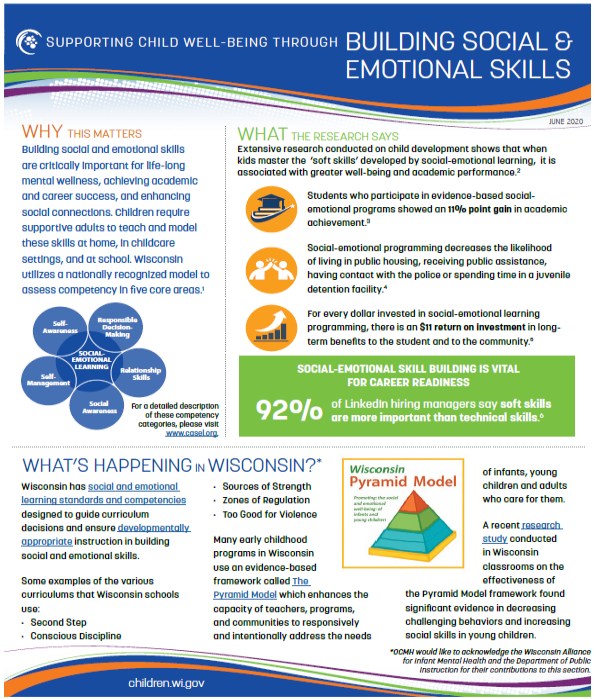
Fact Sheets



SUPPORTING CHILD WELL-BEING THROUGH

BUILDING SOCIAL & EMOTIONAL SKILLS

JUNE 2020

WHY THIS MATTERS

Building social and emotional skills are critically important for life-long mental wellness, achieving academic and career success, and enhancing social connections. Children require supportive adults to teach and model these skills at home, in childcare settings, and at school. Wisconsin utilizes a nationally recognized model to assess competency in five core areas.[1]

For a detailed description of these competency categories, please visit www.casel.org.

WHAT THE RESEARCH SAYS

Extensive research conducted on child development shows that when kids master the "soft skills" developed by social-emotional learning, it is associated with greater well-being and academic performance.[2]

Students who participate in evidence-based social-emotional programs showed an **11% point gain** in academic achievement.[3]

Social-emotional programming decreases the likelihood of living in public housing, receiving public assistance, having contact with the police or spending time in a juvenile detention facility.[4]

For every dollar invested in social-emotional learning programming, there is an **$11 return on investment** in long-term benefits to the student and to the community.[5]

SOCIAL-EMOTIONAL SKILL BUILDING IS VITAL FOR CAREER READINESS

92% of LinkedIn hiring managers say **soft skills are more important than technical skills.**[6]

WHAT'S HAPPENING IN WISCONSIN?*

Wisconsin has social and emotional learning standards and competencies designed to guide curriculum decisions and ensure developmentally appropriate instruction in building social and emotional skills.

Some examples of the various curriculums that Wisconsin schools use:

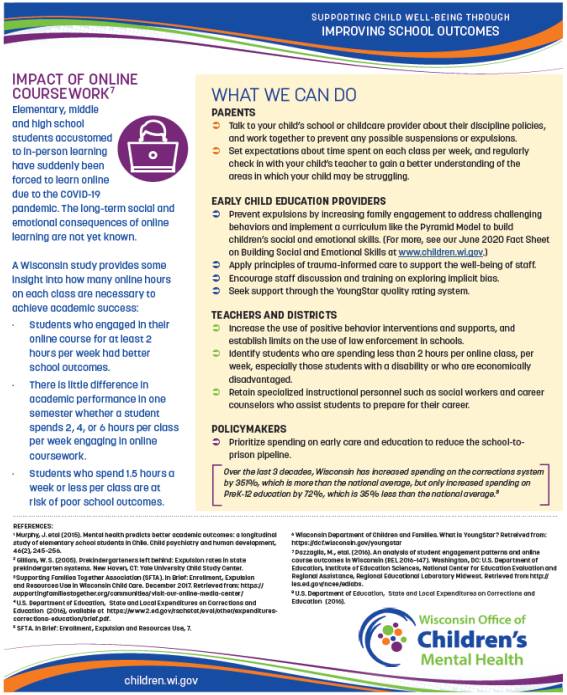
- Second Step
- Conscious Discipline
- Sources of Strength
- Zones of Regulation
- Too Good for Violence

Many early childhood programs in Wisconsin use an evidence-based framework called The Pyramid Model which enhances the capacity of teachers, programs, and communities to responsively and intentionally address the needs of infants, young children and adults who care for them.

A recent research study conducted in Wisconsin classrooms on the effectiveness of the Pyramid Model framework found significant evidence in decreasing challenging behaviors and increasing social skills in young children.

*OCMH would like to acknowledge the Wisconsin Alliance for Infant Mental Health and the Department of Public Instruction for their contributions to this section.

children.wi.gov



SUPPORTING CHILD WELL-BEING THROUGH

IMPROVING SCHOOL OUTCOMES

IMPACT OF ONLINE COURSEWORK[7]

Elementary, middle and high school students accustomed to in-person learning have suddenly been forced to learn online due to the COVID-19 pandemic. The long-term social and emotional consequences of online learning are not yet known.

A Wisconsin study provides some insight into how many online hours on each class are necessary to achieve academic success:

- Students who engaged in their online course for at least 2 hours per week had better school outcomes.
- There is little difference in academic performance in one semester whether a student spends 2, 4, or 6 hours per class per week engaging in online coursework.
- Students who spend 1.5 hours a week or less per class are at risk of poor school outcomes.

WHAT WE CAN DO

PARENTS

- Talk to your child's school or childcare provider about their discipline policies, and work together to prevent any possible suspensions or expulsions.
- Set expectations about time spent on each class per week, and regularly check in with your child's teacher to gain a better understanding of the areas in which your child may be struggling.

EARLY CHILD EDUCATION PROVIDERS

- Prevent expulsions by increasing family engagement to address challenging behaviors and implement a curriculum like the Pyramid Model to build children's social and emotional skills. (For more, see our June 2020 Fact Sheet on Building Social and Emotional Skills at www.children.wi.gov.)
- Apply principles of trauma-informed care to support the well-being of staff.
- Encourage staff discussion and training on exploring implicit bias.
- Seek support through the YoungStar quality rating system.

TEACHERS AND DISTRICTS

- Increase the use of positive behavior interventions and supports, and establish limits on the use of law enforcement in schools.
- Identify students who are spending less than 2 hours per online class, per week, especially those students with a disability or who are economically disadvantaged.
- Retain specialized instructional personnel such as social workers and career counselors who assist students to prepare for their career.

POLICYMAKERS

- Prioritize spending on early care and education to reduce the school-to-prison pipeline.

Over the last 3 decades, Wisconsin has increased spending on the corrections system by 357%, which is more than the national average, but only increased spending on PreK-12 education by 72%, which is 35% less than the national average.[8]

REFERENCES:

[1] Murphy, J. et al (2015). Mental health predicts better academic outcomes: a longitudinal study of elementary school students in Chile. Child psychiatry and human development, 46(2), 245-256.

[2] Gilliam, W. S. (2005). Prekindergarteners left behind: Expulsion rates in state prekindergarten systems. New Haven, CT: Yale University Child Study Center.

[3] Supporting Families Together Association (SFTA). In Brief: Enrollment, Expulsion and Resources Use in Wisconsin Child Care. December 2017. Retrieved from: https://supportingfamiliestogether.org/communities/visit-our-online-media-center/

[4] U.S. Department of Education, State and Local Expenditures on Corrections and Education (2016), available at https://www2.ed.gov/rschstat/eval/other/expenditures-corrections-education/brief.pdf.

[5] SFTA. In Brief: Enrollment, Expulsion and Resources Use, 7.

[6] Wisconsin Department of Children and Families. What is YoungStar? Retrieved from: https://dcf.wisconsin.gov/youngstar

[7] Pazzaglia, M., etal. (2016). An analysis of student engagement patterns and online course outcomes in Wisconsin (REL 2016–147). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Midwest. Retrieved from http://ies.ed.gov/ncee/edlabs.

[8] U.S. Department of Education, State and Local Expenditures on Corrections and Education (2016).

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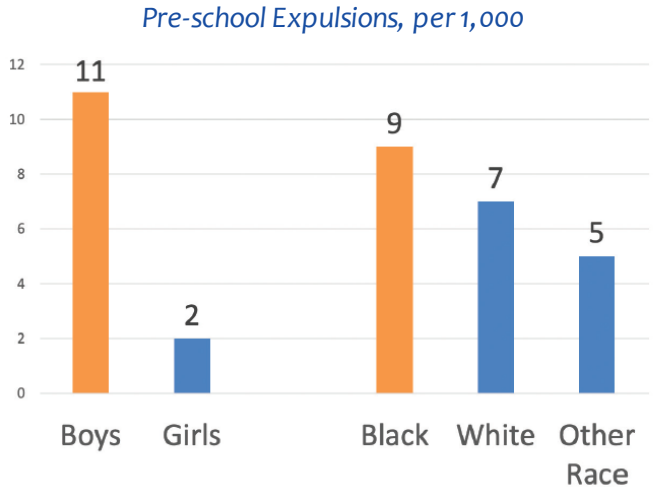
Fact Sheet Highlights

Eliminating Stigma

School Outcomes

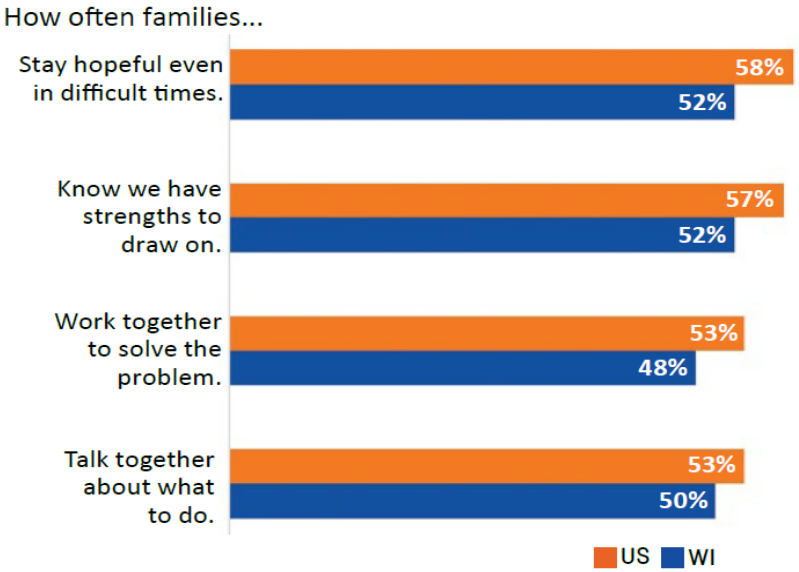


Wisconsin Office of Children's Mental Health

Fact Sheet Highlights

Resiliency

Wisconsin families don't demonstrate as much resilience as compared to families across the nation



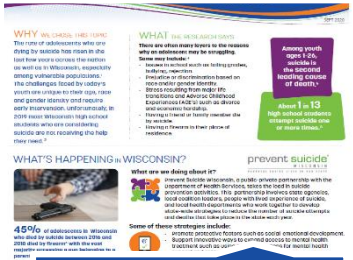
Youth Justice

In January 2021, Wisconsin will be one of only 3 states in the nation who sends a 17 year old adolescent to adult prison.[4]

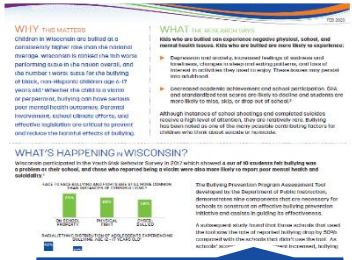
Wisconsin Office of Children's Mental Health

Additional Fact Sheets at: www.children.wi.gov

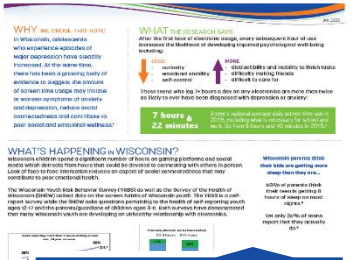
Building Social and Emotional Skills



Preventing Suicide



Bullying Prevention



Healthy Use of Screen Time

Survey Link in Chatbox

OR

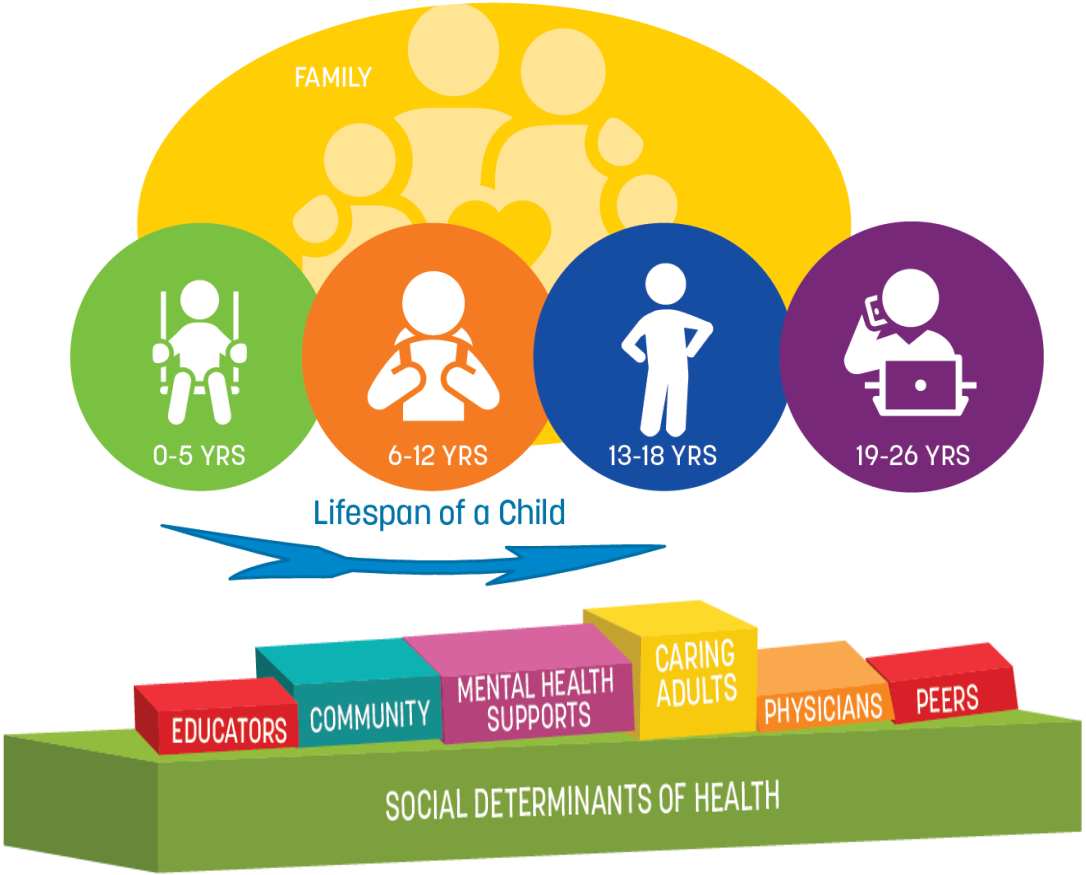
Email: OCMH@wisconsin.gov

Prioritizing Children's Mental Health

Preventing Underage Drinking

Wisconsin Office of Children's Mental Health

Building Emotional Well-Being Through Strong Foundations



Wisconsin Office of Children's Mental Health

More Information

The Annual Report, Fact Sheet, and detailed descriptions of each indicator and data sources can be found on our website:

www.children.wi.gov

Questions? Contact us at:

OCMH@wisconsin.gov

Wisconsin Office of Children's Mental Health