



Mental Health Committee Hearing  
March 24, 2021

# Agenda

- Children's Mental Health Data
- What Kids Need
- What the Legislature Can Do

# OCMH Vision



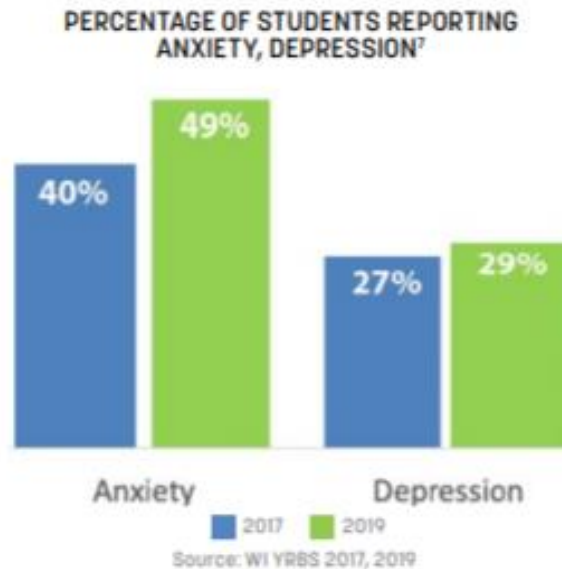
*Wisconsin's children are safe, nurtured and supported to achieve their optimal mental health and well-being. Systems are family-friendly, easy to navigate, equitable, and inclusive of all people.*

# Social Determinants & Mental Health

SOCIAL DETERMINANTS DRIVE 80% OF MENTAL AND PHYSICAL HEALTH OUTCOMES



# Anxiety and Treatment Delays



**11**

Median number of years a child experiences symptoms of emotional distress before receiving treatment.

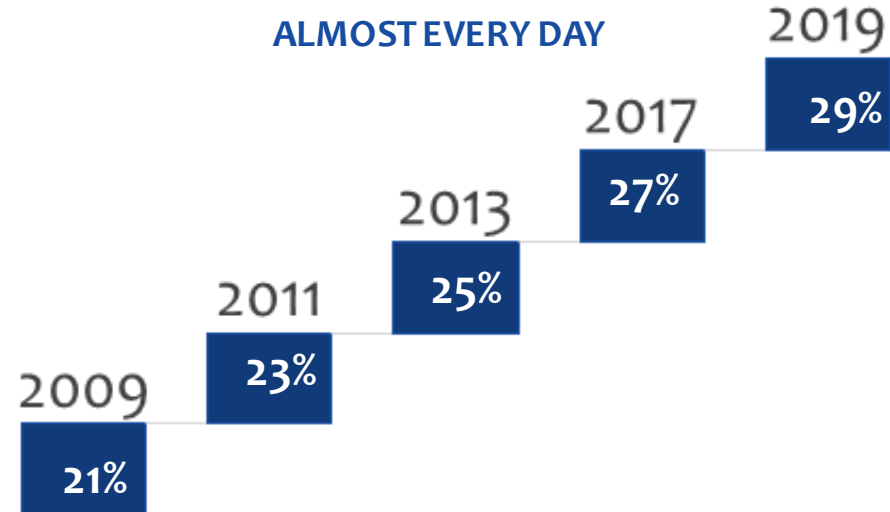
A parent's perceptions about mental health care and availability of parent and school-administered screening tools highly predict whether a child receives initial treatment.<sup>8</sup>

# Depression

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

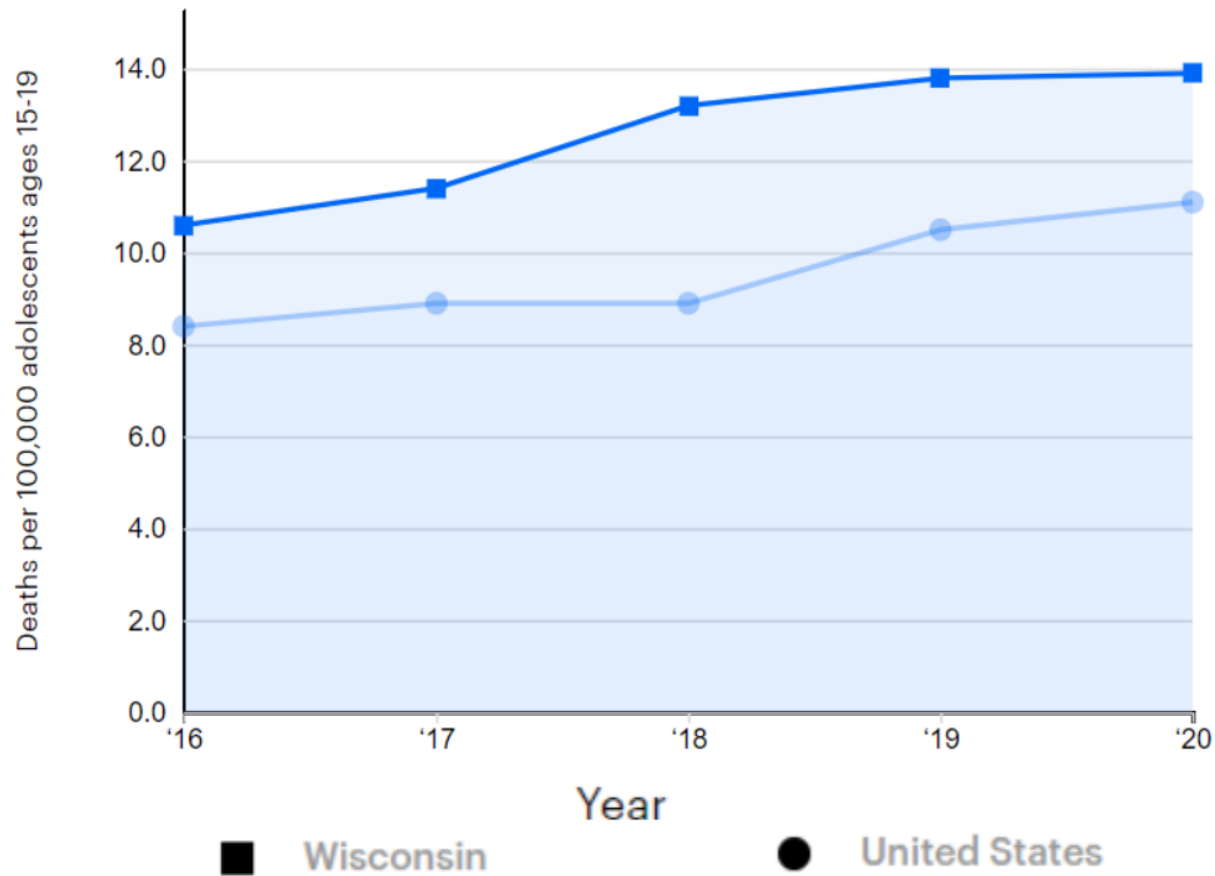
**15%** of 12-17 yr. olds had an episode of **Major Depression** in the last year.

## HIGH SCHOOL STUDENTS WHO FEEL SAD OR HOPELESS



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

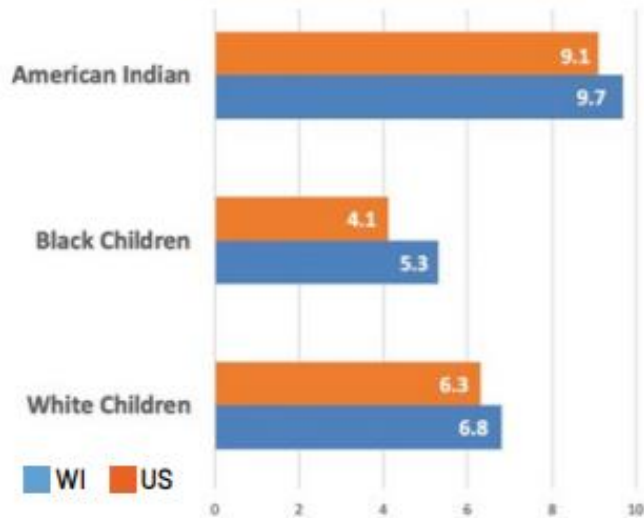
# Suicide



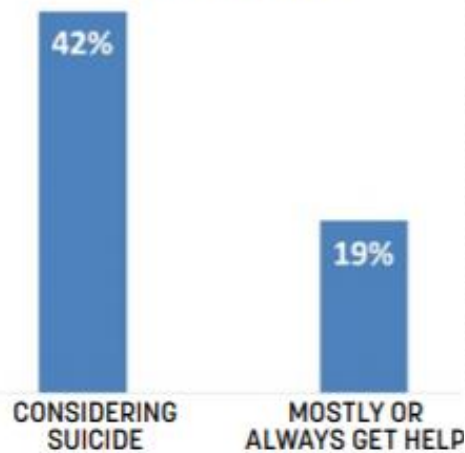
**Source:** CDC WONDER Online Database, Underlying Cause of Death, Multiple Cause of Death files

# Suicide

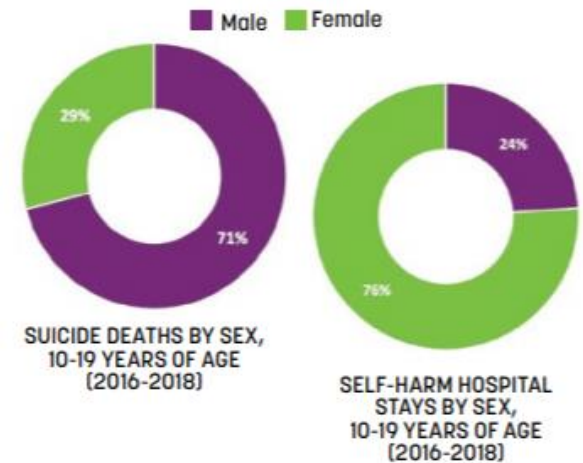
AGE-ADJUSTED SUICIDE RATES PER 100,000, AGES 0-24 (2014-2018)<sup>9</sup>



WHILE 42% OF WISCONSIN'S LGBT HIGH SCHOOL STUDENTS CONSIDER SUICIDE, FEWER THAN HALF OF THEM GET HELP.<sup>10</sup>



Females are more likely to harm themselves, but males are more likely to die by suicide.<sup>11,12</sup>



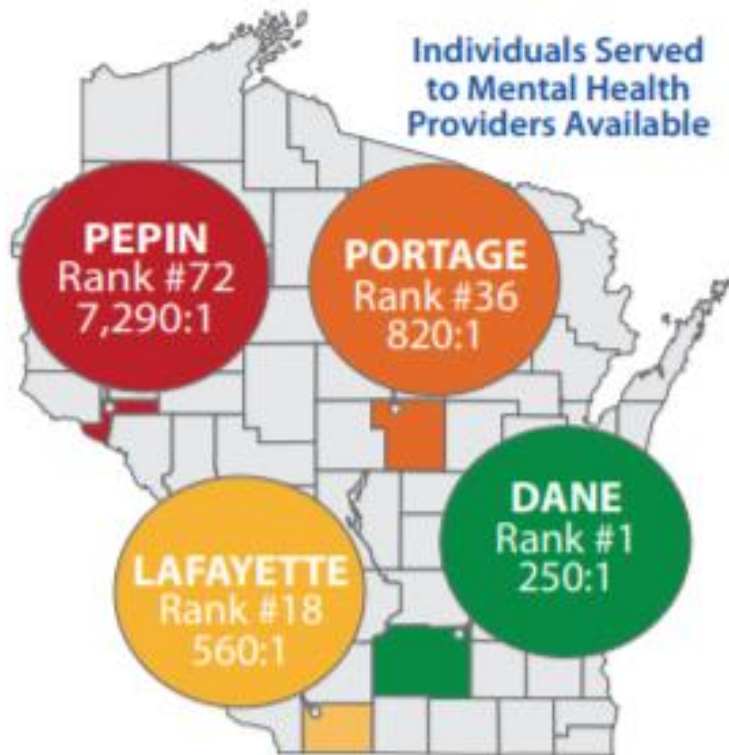


# Disparities in Mental Health Care



# Mental Health Workforce Shortage

## Mental Health Providers



## Psychiatrists

66 counties have a shortage of psychiatrists. Some counties have no psychiatrist treating children.

## School Social Workers

*in Wisconsin*

1 : 1,936 students\*

*recommended ratio*

1 : 250 students

\*DPI. WiseDash 2018-19.

# WHITE PAPER

## The Impact of COVID-19 on Pediatric Mental Health

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A Study of Private Healthcare Claims

A FAIR Health White Paper, March 2, 2021

- Intentional self-harm claims for the 13-18 age group increased 100% from March 2019 - 2020
- Wisconsin ranked among the top 5 states in the nation for the most intentional self-harm claims age 6-22.

# What Kids Need

1. Strong foundations
2. B4Stage4 services
3. Increased access to quality, culturally-sensitive mental health professionals



# What the Legislature Can Do

1. **Increase investment in school mental health** both student services staff and mental health collaboration grants
2. **Increase DSPS Position Authority** so the Department can process mental health professional licenses faster with staff financially supported by licensing fees
3. **Increase Medicaid payment** for mental health treatment to improve recruitment and retention of mental health professionals
4. **Increase the Earned Income Tax Credit** to reduce children's behavioral health problems, including anxiety and depression, as recommended by the Centers for Disease Control & Prevention
5. **Invest in mental health consultation** to support early child care educators and teachers in responding skillfully to children's problem behaviors
6. **Increase investment in peer support** to increase access to services leading to faster and longer lasting recovery as shown by Mental Health America
7. **Support a strong state suicide prevention infrastructure** to reduce suicide in Wisconsin and the costs to our health care system and economy
8. **Prohibit conversion therapy** with minors, as recommended by the American Academy of Child and Adolescent Psychiatry, and save Wisconsin teen lives
9. **Address high insurance deductibles and inconsistent telehealth service coverage** by private insurers to increase children's access to mental health treatment
10. **Expand Medicaid** which would extend coverage to 53,000 parents and result in millions of dollars of savings that could be reinvesting in children's mental health



# Resources & Images You Can Use

## FEELINGS THERMOMETER

How do you feel?	What can you do about it?
<b>ANGRY, FURIOUS, EXPLOSIVE</b> ▶ Yelling, Stomping, Meltdown	<ul style="list-style-type: none"> <li>Vigorous physical exercise</li> <li>Breathe deep breaths</li> <li>Take a warm shower or bath</li> </ul>
<b>FRUSTRATED, ANNOYED, IRRITABLE</b> ▶ Arguing, Refusing, Shutting down	<ul style="list-style-type: none"> <li>Meditate/pray</li> <li>Listen to favorite music</li> <li>Take a fast-paced walk</li> </ul>
<b>ANXIOUS, WORRIED, UNSETTLED</b> ▶ Pacing, Avoiding, Clingy	<ul style="list-style-type: none"> <li>Talk to a family member/friend</li> <li>Pay attention to each of your 5 senses</li> <li>Focus on what you can control</li> </ul>
<b>SAD, NEGATIVE, LONELY</b> ▶ Crying, Withdrawn, Slowed/Disengaged	<ul style="list-style-type: none"> <li>Set a positive goal for the day</li> <li>Call a friend or relative</li> <li>Journal about your feelings</li> </ul>
<b>HAPPY, CALM, CONTENT</b> ▶ Smiling, Laughing, Engaged	<ul style="list-style-type: none"> <li>Help someone else</li> <li>Notice and enjoy your positive mood</li> <li>Engage in an enjoyable activity</li> </ul>

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## SUPPORTING CHILD WELL-BEING THROUGH BUILDING SOCIAL & EMOTIONAL SKILLS

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:

- Self-Awareness
- Responsible Decision-Making
- Relationship Skills
- Social Awareness
- Self-Management

For a detailed description of these competency categories, please visit [www.ccsf.edu](http://www.ccsf.edu)

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.

- Students who participate in evidence-based social-emotional programs showed an **11% point gain** in academic achievement.<sup>1</sup>
- 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.<sup>4</sup>
- 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.<sup>2</sup>

**92%** of LinkedIn hiring managers say soft skills are more important than technical skills.<sup>3</sup>

SOCIAL-EMOTIONAL SKILL BUILDING IS VITAL FOR CAREER READINESS

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.

- 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

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## Accessing Children's Mental Health Services

- I'm worried about my child. I notice...**
  - Sleeping Issues
  - Outbursts
  - Mood Swings
  - Always Alert
  - Seasonal Affective Disorder
  - Anger
  - Low Grades
  - Difficulty Concentrating
- Who can help us?**
  - Contact a trusted provider such as:
    - Doctor or Primary Care Provider
    - School Counselor or Teacher
    - Community Services or Peer Specialist
  - Ask for a mental health assessment. Be descriptive about your concerns.
  - Health insurance helps pay for needed services and can also help you find a therapist or provider but you do not need insurance to get services.
- Therapy for emotional support.**
  - There are many different types of therapy and every therapist is different. Look for a provider who meets your preference of gender, race, or culture. Find someone who you and your child feels comfortable with. When you call, ask:
    - Are you accepting new patients?
    - Do you accept my insurance?
    - Do you accept self-pay or sliding scale payments?
    - When is the next available appointment?
    - What are the next steps I can take right now?
  - It's okay to call another clinic and ask these same questions. You may get in sooner with another provider.
- What does therapy look like?**
  - You and your child will learn new skills and talk about experiences, mood, or behavior. Parents are involved by:
    - Meeting with the therapist regularly
    - Enhancing skills to support your child
    - Speaking up for your child and family
    - Taking care of yourself and finding the support you need
  - Healing is a journey

**You see an imagination at play.**

**I see my child's coping skills to overcome depression**

#YouAreNotAlone  
#PeerSupport  
#ChildrensMentalHealthMatters

Wisconsin Office of Children's Mental Health

### Youth Mental Health Crisis Plan CARD

Name: \_\_\_\_\_

I need support in the next 5 minutes. Here's what I need from you to help me:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_ (over)

www.children.wi.gov



Linda A. Hall, Director  
[linda.hall@wi.gov](mailto:linda.hall@wi.gov)  
[www.children.wi.gov](http://www.children.wi.gov)