Adolescent Public Mental Health

Why systems need changing and
How a public mental health approach can work

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Mental Health
Needs Council
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Q1: How Can we Make a Measurable Improvement in Adolescent Mental Health?

- Goal Today – Introduce the new Adolescent Public Mental Health Model

  - Part I – *Why* Adolescent Mental Health Needs a Systems Change
  - Part II – *How* to Make a Systems Change in Adolescent Mental Health

- The Research and APMH Model Based on a 7-Year Case Study at the **BridgeUp Center at The Menninger Clinic**

- Implemented a "Public Mental Health" Approach in Schools
- 63,325 | Reached Houston-Galveston Area Students in 160+ Schools
- 6,232 | Provided Tiers 2 & 3 Mental Health Supports
- 3 | ISDs Sustained, Reaching ~75,000 per School Year

The Why

Why Focus on Adolescents?

- Declining Mental Health Globally
- Critical Period Neurologically & Developmentally
- Ability to Conceptualize the Future
- Can Make Plans and Follow Through
- Engage and Practice Abstract Thinking and Problem-Solving
- Transition from the Family to the Social
- Social Connections and Reference Groups in Schools
- They are the Future

Adolescents | Global Mental Health Crisis

- High Burden of Mental Illness: Depression and Anxiety, Especially for Girls

- High Risk of Suicide

- High Risk of Physical Health Problems

- Demand for AMH Support – Up 50% During the Past Two Decades

- 10 – 19 | WHO Age Definition
- 41.5 M | Population USA
- 1.2 B | Population Globally

Adolescents | U.S. Mental Health Crisis - Suicide

- In 2021, 14% Suicide Deaths – Aged 10-24

- In 2023, 20% Seriously Considered Suicide
  - The Rate for Boys – 14%
  - The Rate for Girls – 27%

- 10 – 19 | WHO Age Definition
- 41.5 M | Population USA
- 1.2 B | Population Globally

The Problem
The Broken Adolescent Mental Health System

- Does not View the Whole Person
- Specialty Areas of Medicine Can Create Silos
- Focus Primarily on Diagnosis and Treatment
- Has not Adopted Prevention (like other Diseases)
- Lacks Emphasis on Mental Health Literacy
- Does not Subscribe to a Collaborative Model
- Does not Formally Include the SDoH
- Most Solutions to Mental Health Crisis are "More Services"
- Adolescent Mental Health Issues Diagnosed too Late

A Proposed Solution
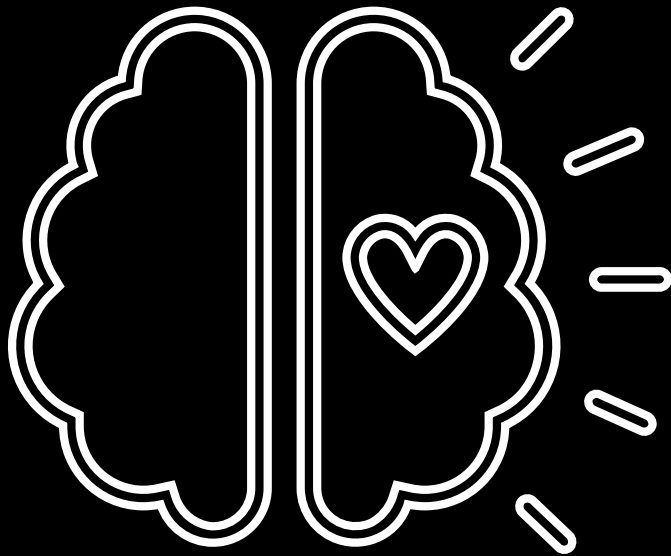
What is a Public Health Approach?

- Mental Health Literacy
- Prevention and Early Intervention
- Social Determinants of Health
- Collective Impact - Multisector Partnerships
    - Secondary Schools
    - Clinicians, Clinics
    - Nonprofit & Government Prevention Providers
    - Mental Health Literacy Providers

A Public Health Approach

Fig. 6.2 MTSS Massachusetts Department of Elementary and Secondary Education, 2023. Social, Emotional and Behavioral (SEB) Academy: Needs Assessment and Planning Process. Malden, MA.

A Public Health Approach

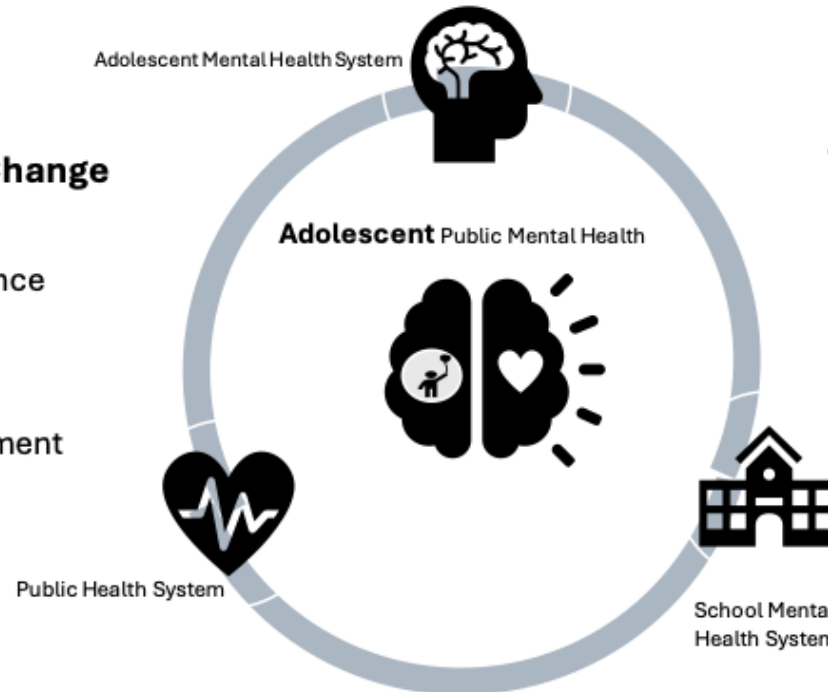| Table 6.1 BridgeUp at Menninger Example of Tier 1, 2 and 3 Programs and Referral to Services			
Tier	**Target Student Group**	**Programs, Curricula**	**Mental Health Assessment, Behavioral Health Services**
Tier 1 Universal	All students (universal)	• 7 Mindsets curriculum (staff professional development and weekly explicit instruction for students) • The Fourth R	• SEL Pre/Post with Panorama Surveys • Kickboard (school-wide positive behavior support) • ProUnitas' Purple (Tracking)
Tier 2 Targeted	1. Students with demonstrated deficits in SEL 2. Students with needs in mental health areas (Self-Injury, Grief, Anxiety)	• Resilience for Youth - Why Try • The Anxiety Workbook for Teens • Stopping the Pain (self-injury)	• Galveston ISD Tier 2 Classes • Teen Health Clinic – Medical & Mental
Tier 3 Intensive	Students with intense mental health or behavioral needs requiring ongoing, individual intervention		Referral to *pre-authorized* mental health providers, including : • School-based Clinic • A Private Provider • FQHC • The Menninger Clinic

The "How" - Systems Change

Adolescent Public Mental Health. (2024). Springer.

APMH - The "How" - Systems Change

The process is driven by mutually agreed upon parameters:

- Implementation Science
- Theory of Change
- Logic Models
- Rapid Cycle Improvement
- Collective Impact: Backbone Governance & Leadership

APMH - The "How" - Systems Change
Collective Impact: Backbone Leadership

- Requires a Shift in Mindset
- Facilitate an Agreed Network; Do not set the Vision
- Strive for Common Agenda and Shared Results
- Maintain Continuous Communication
- Cohesive Action Plan With Mutually Reinforcing Activities

APMH - The "How" - Systems Change
Collective Impact: Backbone Leadership

- Focus on Population Results not Program Results

- Identify Explicit Connections Between Those Results and the Contributions Partners Must Make to Achieve Them

- Requires a Shift from Organization-centric Thinking to Network-centric Thinking

- Align, Motivate, and Managing the Network to Move Results Together

APMH - The "How" - Systems Change
Collective Impact: Backbone Leadership

Essential Mindset Shifts for Successful Backbone Leaders

From independently setting a vision ▶ **To** stewarding the network to agree on a common result and build a common agenda to achieve it

From focusing on program-level results ▶ **To** pursuing population-level outcomes

From centering the backbone organization ▶ **To** aligning, motivating and managing the network to act together

APMH - The "How" - Systems Change
Collective Impact: Backbone Leadership

Backbone Leadership Skill-sets

1. Results-Based

2. Equity-Focused

3. Political Savvy

4. Project Management

5. Inclusive Culture

6. Adaptive Leadership

Samari, D., & Schmitz, P. (2024, August). *Skills and mindset shifts needed for collective impact . Backbone leadership is different*. The Collective Impact Forum. Retrieved from www.collectiveimpactforum.org

APMH - The "How" - Systems Change
Collective Impact: Backbone Leadership

1. Must be Results-Based

- Successful backbone leaders keep everyone focused on and accountable to the ultimate goal of the initiative
- Accountability for commitments
- Backbone leaders need to be bold and audacious
- Engage and motivate a network to achieve a common agenda that may feel just out of reach.

APMH - The "How" - Systems Change
Collective Impact: Backbone Leadership

2. Equity-focused

Successful backbone leaders need to be accountable for leading in ways that redress inequities in opportunities, outcomes, and representation in both the network and the community:

- Ground the work in data and context
- Focus on systems change in addition to programs and services
- Shift power within the collaborative
- Listen to and act with the community
- Build equity leadership and accountability

APMH - The "How" - Systems Change
Collective Impact: Backbone Leadership

To lead equity work in the networks or community, leaders must commit to their own continuous learning on equity, beginning with their own internal experience:

- Be aware of your own equity journey
- Explore historical factors and legacy
- Awareness of own patterns, biases, assumptions
- Examine your network

APMH - The "How" - Systems Change
Collective Impact: Backbone Leadership

3. Political Savvy

Successful backbone leaders need to understand both "big P" and "small p" politics among leaders, organizations, and systems:

- They need to know what it takes to influence and move change
- Understanding how to influence relationships, narratives, processes, and policies

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Collective Impact: Backbone Leadership

4. Project Management

Successful backbone leaders actively manage partners across the network to complete the key actions that advance common agenda strategies that move the ultimate result:

- Align, coordinate, and manage stakeholders to implement a common agenda
- The backbone needs to be systematic about managing the network to do that
- Workplans and accountability mechanisms are important to document and track progress, but this also requires *relationships.*

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Collective Impact: Backbone Leadership

5. Inclusive culture

- Successful backbone leaders create processes that instill trust, inclusion, learning, celebration, and even healing into the collective

- An effective culture makes everyone feel they belong, have influence, and see that their contributions matter to the ultimate result.

"collaboration moves at the speed of trust"

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Collective Impact: Backbone Leadership

6. Adaptive Leadership

Successful backbone leaders need to be able to manage change, complexity, tensions, and conflict within their network:

- Adaptive challenges require people to change, learn new skills, change behaviors and priorities, work across new boundaries, and address difficult differences
- Groups get into a lot of trouble when they try to apply technical solutions to adaptive challenges

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Theory of Change – BridgeUp Example

Fig. 6.6 BridgeUp Theory of Change Worksheet, by Permission from All Kids Alliance, University of Houston and The Menninger Clinic.
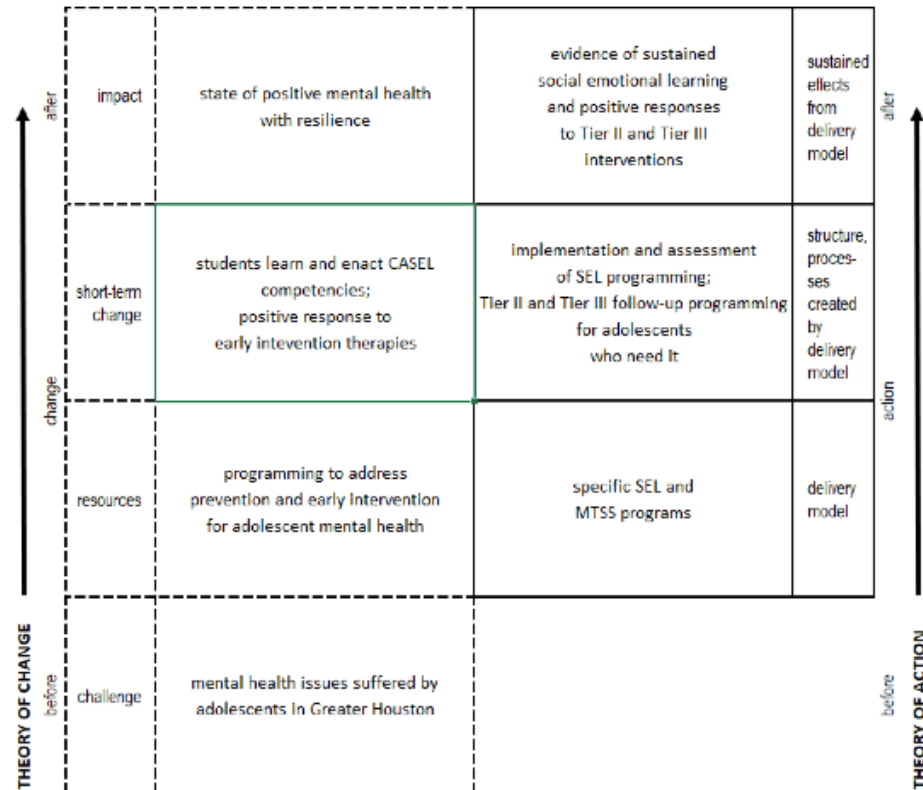
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Logic Model – BridgeUp Example

Fig. 6.7 Logic Model for BridgeUp Magic Grants and Rapid Cycle Improvement: Defining Success, by Permission from All Kids Alliance, University of Houston and The Menninger Clinic

LOGIC MODEL:
Rapid Cycle Continuous Improvement

defining success

EFFORTS		>	EFFECTS		
Processes		>	Short-Term	**Outcomes**	Long-Term
What are the main **Activities** you are employing?	What will be the **Outputs** of your activities?	>	What will **Learning** look like?	What **Behavior Change** will take place?	What **Impact** will that learning and behavior change have?
students are exposed to Tier I, Tier II, and Tier III programming	students are present during Tier I, Tier II, and/or Tier III activities	>	students learn social emotional language	students interact using the language of social emotional learning	students demonstrate long-term resilience with or without support
	students are actively engaged during these activities	>	students gain self-awareness around social emotional states of mind	students demonstrate self-control and empathy	
	teachers/counselors therapists undertake activities effectively, with fidelity to program standards	>			

APMH - The "How" - Systems Change
# The Five Principles

- Principle 1. Adopt the Social Ecological Model
- Principle 2. Implement Strategies for Population and Individual Levels of Health
- Principle 3. Acknowledge the Whole Child/Adolescent
- Principle 4. Foster Multisector Collaboration in Schools
- Principle 5. Create a New Model based on a "Public Health Approach" in Schools

APMH - The "How" - Systems Change
The Five Principles – Principle 1 Social Ecological Model

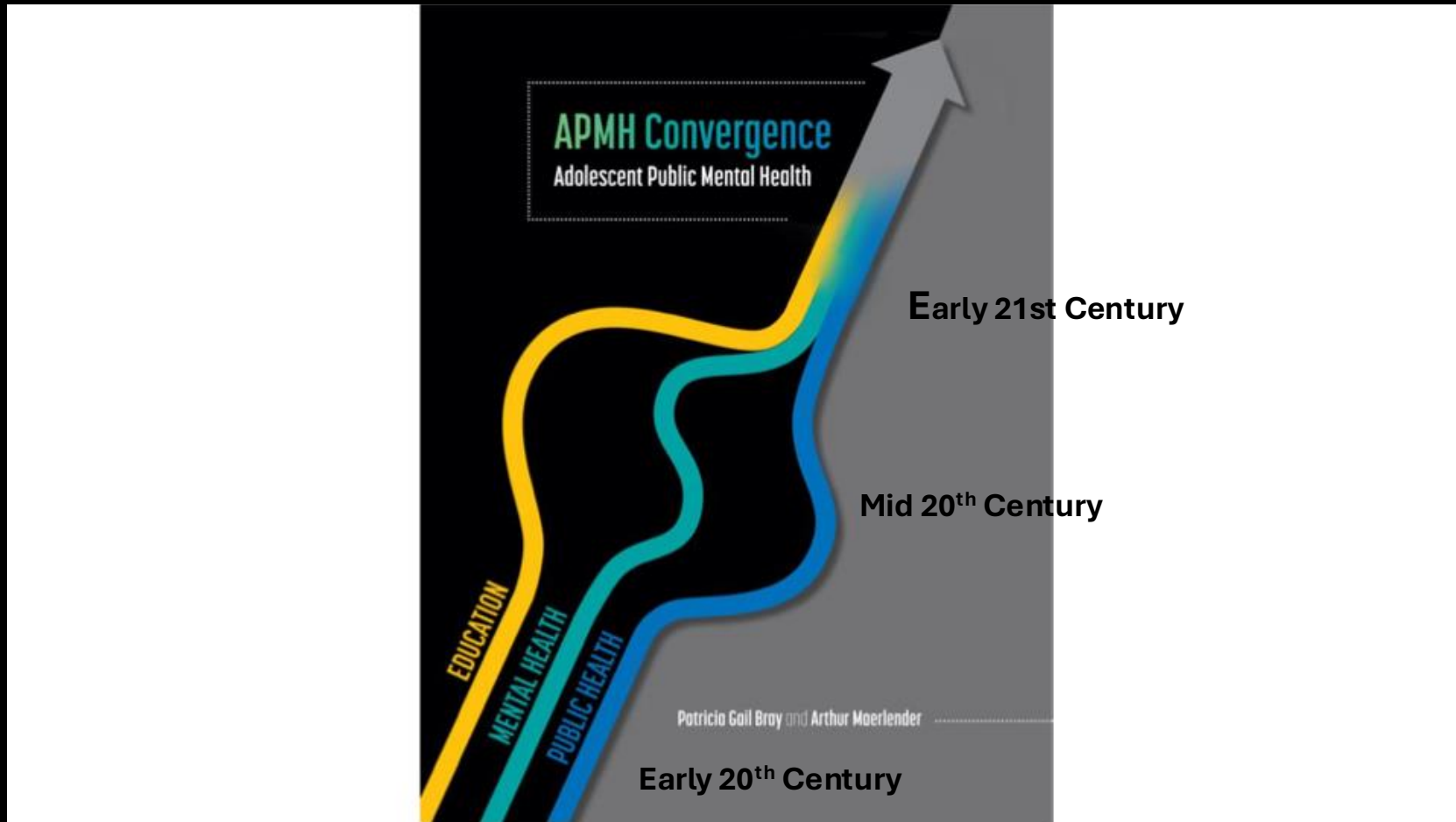- Bronfenbrenner's Ecological Systems Theory
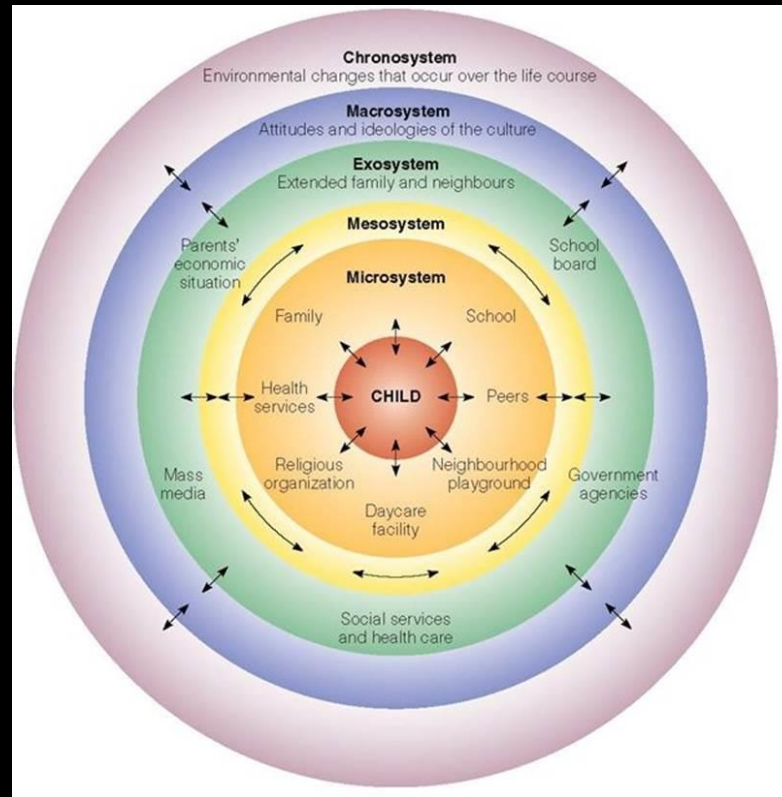
Bronfenbrenner, U. (1977). *Toward an Experimental Ecology of Human Development.* American Psychologist, 32(7), 513–531.

APMH Case Study | Jojo

Q2: How Can we Follow Through With a Public Health Approach to Mental Health?

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