



Mental Health Awareness for Educators: Depressive Disorders 101

2023/2024

mimtsstac.org

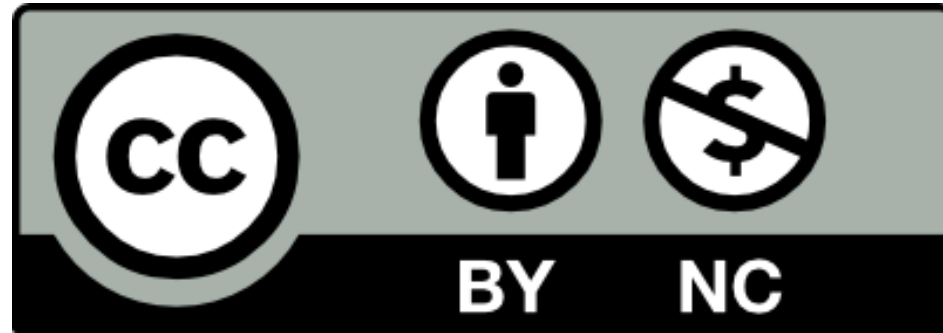


Acknowledgments

The content for this training day was developed based on the work of:

- American Psychiatric Association (APA)
- Center for Disease Control

Creative Commons License Information



You are free to share or adapt the resources for non-commercial purposes. We ask that you always attribute MiMTSS TA Center. All publications, materials, and resources on this site are licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/)

Group Agreements

We are Responsible

- Return on time from breaks
- Take care of our needs

We are Engaged

- Share “air time”
- Plan to participate in multiple ways
 - Chat, breakout rooms, polls, reactions, unmute
 - Ask questions

Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

Purpose

- This session is part of the Mental Health (MH) Awareness for Educators Series designed to increase educators' exposure to and knowledge of various aspects of mental health and well-being.
- This session aims to provide educators with a non-clinical introduction to understanding Depressive Disorders and how they may manifest in the school setting.

Intended Outcomes

- Understand what Depression is and what Depressive Disorders are
- Understand the ways that Depression can impact students
- Begin to consider ways that schools can support individuals dealing with Depression
- Build educator capacity to become Mental Health Aware

Educators' Role



- Play a critical role in students' MH and well-being
- Report a lack of relevant learning opportunities to feel competent in addressing students' MH and well-being
- MTSS offers a framework and rationale for educator-focused MH awareness PD for educators

J. Semchuk et al., 2022

MH Awareness Topics and Goals of this Series

- Understanding ACEs
 - Internalizing and Externalizing Behaviors
 - Anxiety Disorders 101
 - **Depressive Disorders 101**
 - Trauma Responses in the Classroom
- Reducing the knowledge gap
 - Increasing educator capacity to support student MH and well-being
 - Promote positive SEB skills for students and staff
 - Reduce the stigma around MH
 - Support positive school climate and student/staff well-being

Agenda

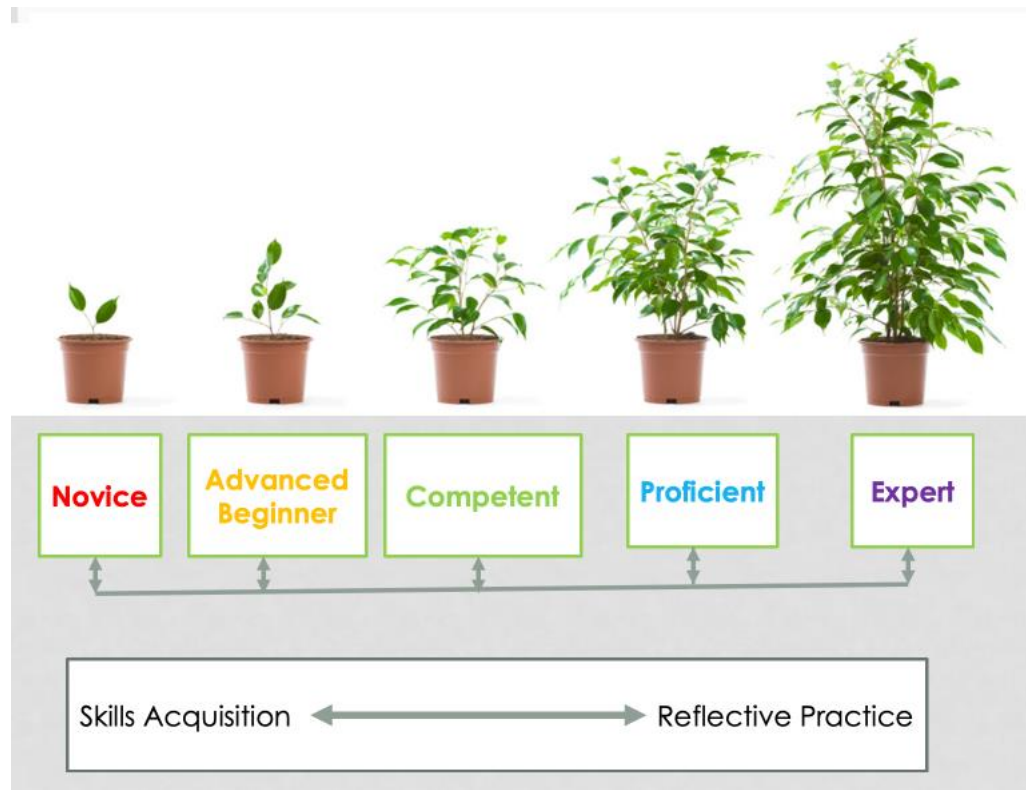
1.0 Understanding Depression

2.0 Depression and Schools

3.0 Supporting Students

4.0 Wrap Up and Next Steps

Activity 0.1



- Self-reflect on your current knowledge and skills related to Depressive Disorders
- Where do you currently rate your level of knowledge and skills related to Depressive Disorders?
- You do not have to share your responses!

1.0 Understanding Depression

What is Depression?

- A common and serious medical condition
 - Negatively impacts how you feel
 - Negatively impacts the way you think
 - Negatively impacts the way you act
- Causes feelings of sadness
- Loss of interest in things you once enjoyed
- Can lead to a variety of negative outcomes

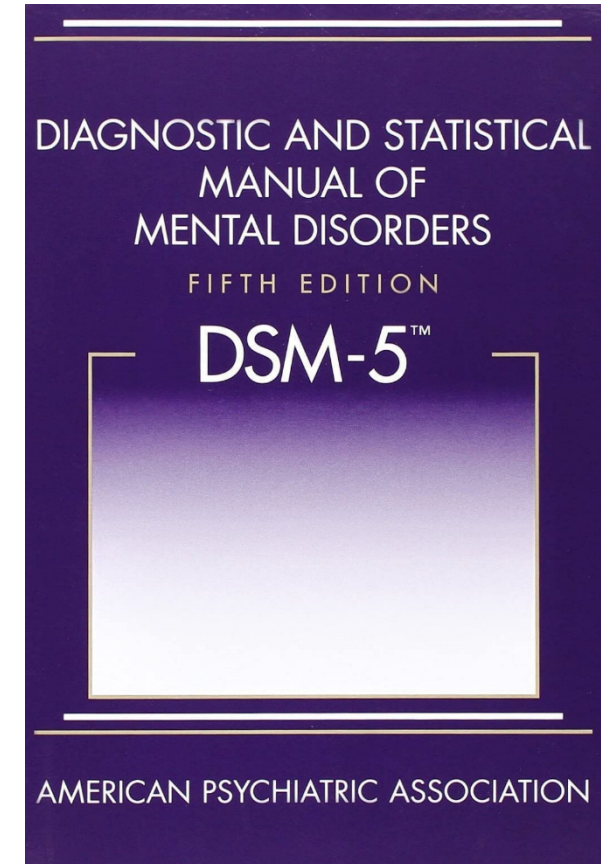
American Psychiatric Association, 2023

Possible Symptoms of Depression

- Feeling sad or having a depressed mood
- Loss of interest/pleasure
- Changes in appetite
- Changes in sleep
- Fatigue or loss of energy
- Feelings of worthlessness
- Feelings of hopelessness
- Difficulty concentrating
- Thoughts of death or suicide
- Increased irritability, especially in children and adolescents
- May cause clinically significant impairment in social, academic, occupational, or other functioning

Most Commonly Diagnosed Depressive Disorders

- Disruptive Mood Dysregulation Disorder
- Major Depressive Disorder
- Persistent Depressive Disorder (Dysthymia)



American Psychiatric Association, 2013

Students with the Greatest Risk

- Female students
- LGBTQ+ students
- African-American students
- Hispanic students
- Multiracial students



CDC, 2023

Factors that May Increase Risk for Students



[This Photo](#) by Unknown Author is licensed under [CC BY-SA](#)

Students who have:

- Coexisting medical diagnoses such as ADHD, Anxiety Disorders, ODD, or Learning Disabilities
- Past experiences with trauma
- Experienced a significant loss
- A familial history of mood disorders

NAMI Michigan, 2023

Video: I'm Fine

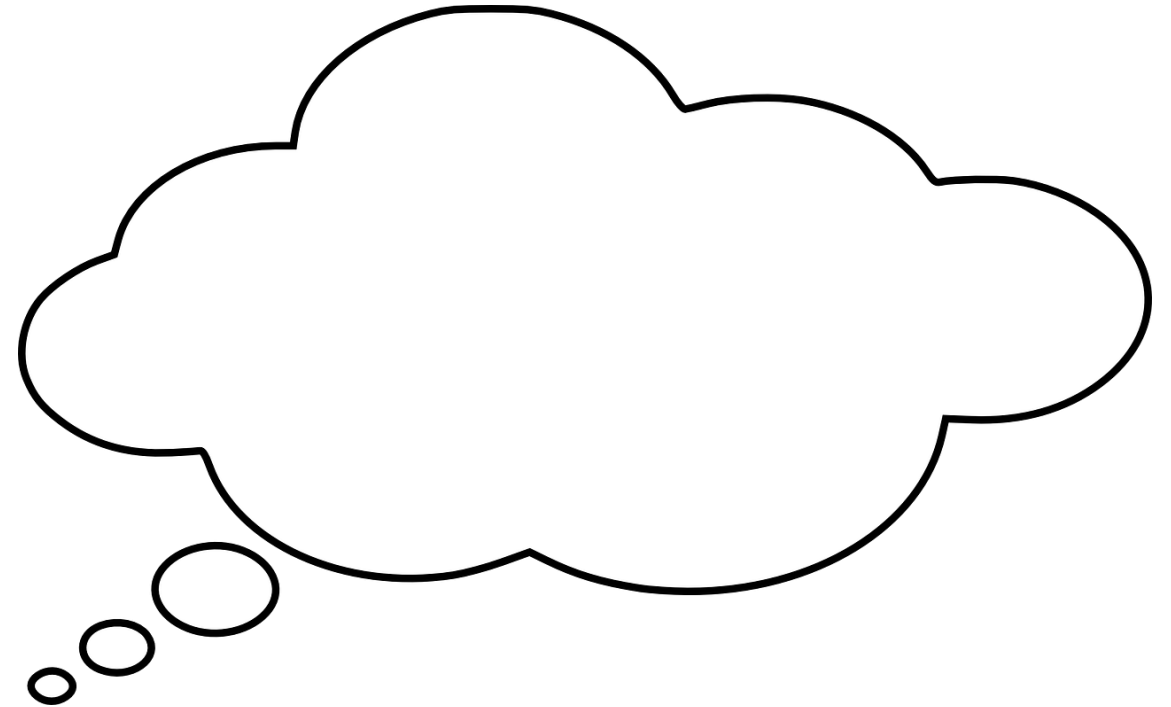


https://www.youtube.com/watch?v=8g_kA2soWOo

Activity 1.2

Self-Reflection

- Consider the information in this module
- What common symptoms might be more manageable for educators to recognize and which might be more difficult?
- What is something new you learned or something you want to learn more about?



2.0 Depression and Schools

Early Elementary Students

- Many families and teachers have difficulty identifying students who are experiencing depression
 - Lack of overlap in behaviors in the home and school settings
- Students experiencing depression have an increased risk of demonstrating deficits in specific skill areas
 - Socially
 - Academically
 - 6xs more likely than children without depressive symptoms

Riley, 2018

High School

- 42% of high school students reported feelings of sadness and hopelessness in 2021 vs. 28% in 2011
- 22% of high school students reported that they have seriously considered attempting suicide
- 18% of high school students reported that they made a suicide plan
- 10% of high school students reported engaging in suicidal behavior

CDC, 2023

Behavior Changes that Can Happen in Younger Children

- New, atypical behavior for that child
- Lack of interest in schoolwork
- Sudden behavior changes like breaking rules, getting into fights
- Heightened sensitivity to mistakes or criticism
- Withdrawing from activities
- Sudden and frequent somatic complaints
- Unexplained irritability

Teenagers with Depression

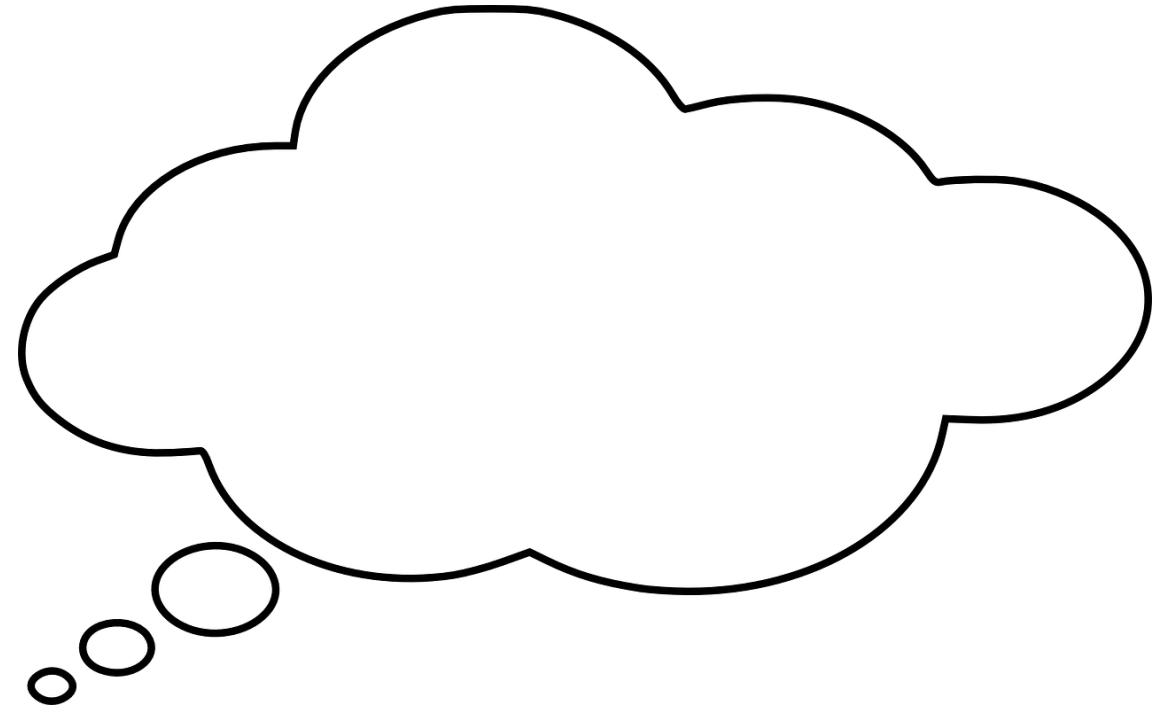
May exhibit:

- Increased irritability that is present most of the day, nearly every day
- Social isolation
- Decreased academic performance
- Indicators of self-harm
- Substance misuse

Activity 2.1

Self-Reflection

- Consider the information in this module
- What support might educators need to help them identify depression symptoms in students?
- What is something new you learned or something you want to learn more about?



3.0 Supporting Students

Leverage Your MTSS Framework

- MTSS can help all students feel safe physically, socially, emotionally, and academically
- Ensure that your levels of interventions match the needs of all students with increasing intensity at each tier of support
- Begin with universal support that develops social and emotional competencies for staff and students, teaches skills for managing emotions, and skills for how to develop appropriate relationships

Social, Emotional, Behavioral (SEB) Supports

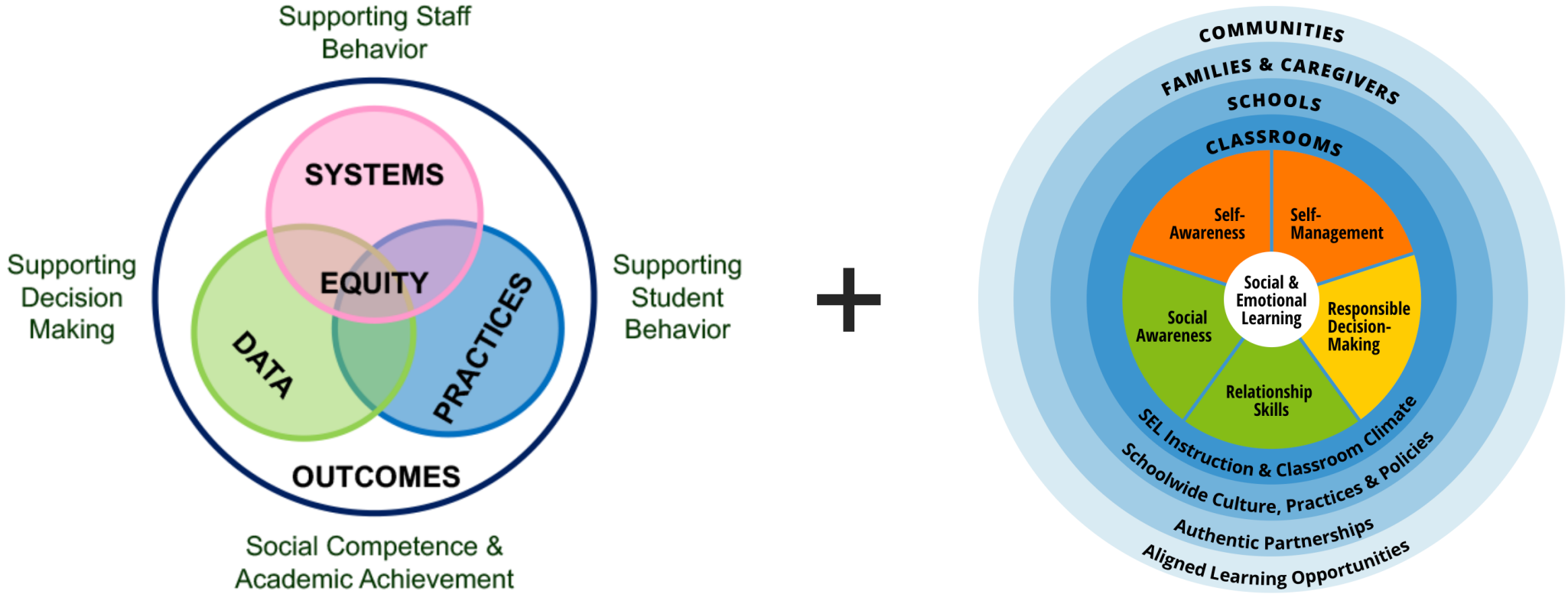
Promote **well-being** and **mental health**:

- Social – how we interact
- Emotional – how we feel
- Behavioral – how we act

**Moving beyond our previous ways of thinking about
“classroom management”**

(U.S. Dept. of Ed., 2021)

SEB Supports: Leveraging the PBIS and SEL Framework



(National Center on PBIS; CASEL)

Supporting All Students and Staff

- Consider ways to align all practices in your building
- Create safe, predictable, and consistent environments
- Support learners with all abilities
 - Include teaching and reteaching to support learning
- Center equity
 - Incorporate student voice in developing classroom systems and honor students' identity and culture

Video: Teacher's Mental Health Check In





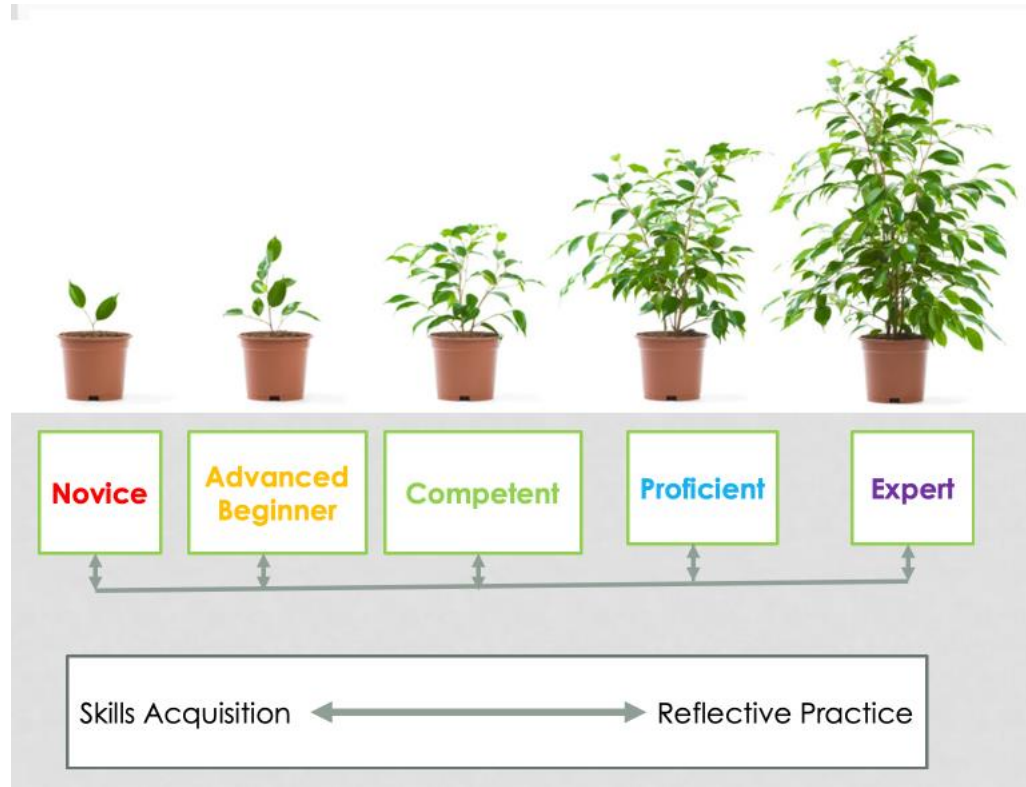
Activity 3.1

Breakout Room Discussion

- Create a Brave and Safe Space
 - Introduce and welcome one another to your breakout room
 - Share your name, location, and role
- Consider the schools and districts that you support
- How might the school environment support students who are experiencing depression?
- Discuss any ways your school is proactively addressing mental health, particularly depression, and the impact on students and staff.

4.0 Wrap Up and Next Steps

Activity 4.1



- Self-reflect on your current knowledge and skills related to Depressive Disorders
- Where do you currently rate your level of knowledge and skills related to Depressive Disorders?
- You do not have to share your responses!

Closing Review

- Depression is one of the most common mental health challenges that children and adolescents may face
- It can negatively impact the way you think, feel, and act
- Increased anger and irritability is a symptom of depression that is more common in children and adolescents
- Can cause clinically significant impairment in an individual's social, academic, occupational, or other areas of functioning
- MTSS frameworks can be leveraged to support students with Depression

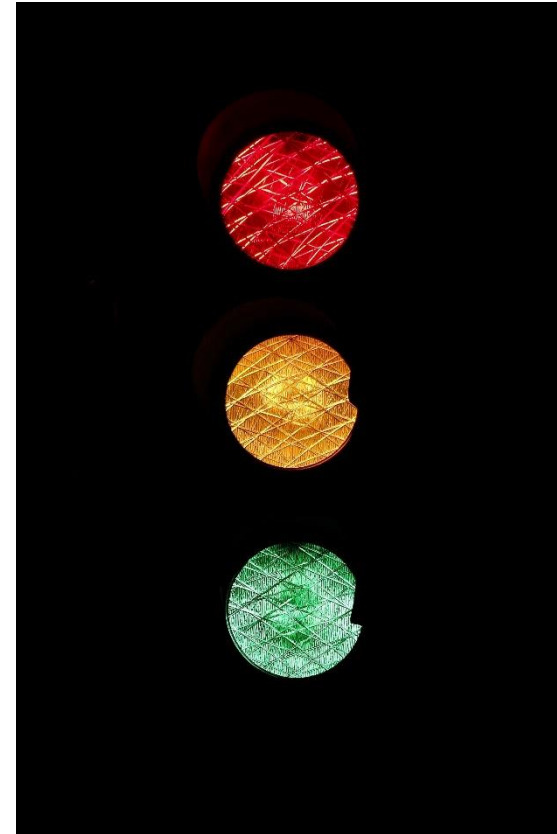
Next Steps

- Consider what items piqued your interest in learning more today
 - Do you want to learn more about supporting students who may be dealing with depression?
 - Do you want to learn more about aligning the practices in place in your schools to create supportive environments?
 - Do you want to share what you learned today with other staff? How so?
- How will you begin to consider leveraging the supports already in place at your school to support students and staff?

Activity 4.2

Share in the chat:

- One thing to **STOP**
- One thing to **CONTINUE**
- One thing to **START**



References

- American Psychiatric Association: Desk Reference to the Diagnostic Criteria from DSM-5. Arlington, VA, American Psychiatric Association, 2013.
- American Psychiatric Association (2023). *What is Depression?* American Psychiatric Association. Retrieved from <https://www.psychiatry.org/patients-families/depression/what-is-depression>
- Center for Disease Control (2023). *Youth Risk Behavior Surveillance Data Summary & Trends Report: 2011-2021*. Center for Disease Control. Retrieved from https://www.cdc.gov/healthyyouth/data/yrbs/pdf/YRBS_Data-Summary-Trends_Report2023_508.pdf
- Cornwell, S. (2023, April 21). *Depression at Different Ages*. Child Mind Institute. Retrieved from https://childmind.org/article/depression-at-different-ages/#full_article
- National Alliance of Mental Illness Michigan (2023). *Depression*. National Alliance of Mental Illness Michigan. Retrieved from <https://namimi.org/mental-illness/depression>
- Riley, C. (2018, September 12). *Students with Depression Can Show Skills Deficits, Experts Say*. eSchool News. Retrieved from <https://www.eschoolnews.com/district-management/2018/09/12/students-depression-skill-deficits/>

Stay Connected to the MiMTSS TA Center



@MiMTSSSTACenter

facebook.com/MiMTSSSTACenter

#MiMTSS



tinyurl.com/MiMTSSListserv

TA Offering, updates



@MiMTSSSTACenter

youtube.com/@MiMTSSSTACenter

Videos & Playlists



@MiMTSSSTACenter

instagram.com/MiMTSSSTACenter

#MiMTSS

