

## SCHOOL HEALTH POLICIES AND PRACTICES STUDY (SHPPS)

### Workforce-Related Policy Adoption

- National survey periodically conducted to assess school health policies and practices at the state, district, school and classroom levels
- In 2016, a stratified random sample of public school districts in the United States was used to obtain nationally representative data
- Participating districts identified the most knowledgeable respondent for each questionnaire and module
- For the purposes of this study:
  - “Policy” is defined as any written law, rule, regulation, administrative order, or similar kind of mandate issued by the local school board or other local agency with authority over schools in the district – specifically what is required, not recommended
  - “Adopted a policy” means that the district has its own policy or that the district follows a policy established at the federal or state level

CDC. SHPPS 2016 Data Files and Documentation. <https://www.cdc.gov/healthyyouth/data/shpps/index.htm>



Southeast (HHS Region 4)

**MHTTC**

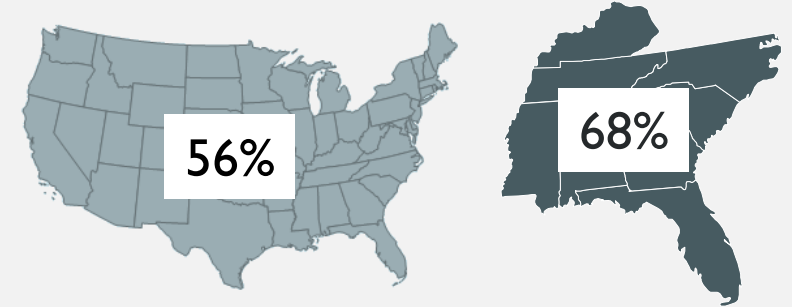
Mental Health Technology Transfer Center Network  
Funded by Substance Abuse and Mental Health Services Administration

**SAMHSA**  
Substance Abuse and Mental Health  
Services Administration

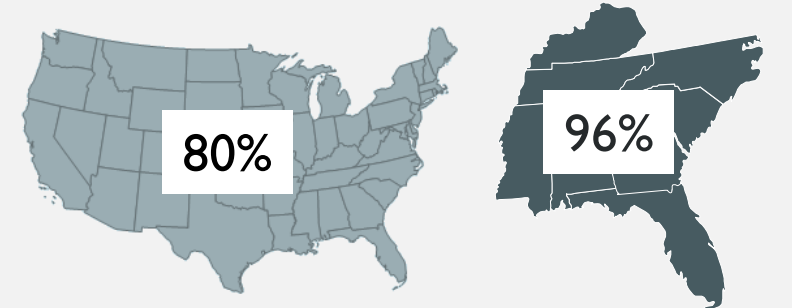
# Mental Health Staffing Characteristics

SHPPS 2016

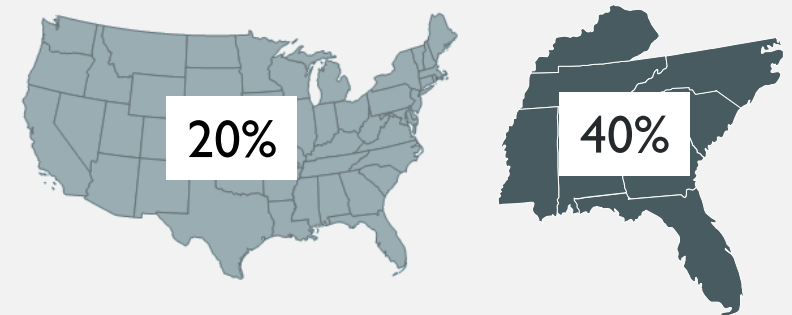
District requires each school to have someone to oversee or coordinate counseling, psychological, or social services at the school



Has someone in the district who oversees or coordinates counseling, psychological, or social services



District adopted a policy stating that each **high school** will have a specified ratio of counselors to students



The Southeast Region appears to have **more requirements** for the staffing of mental health professionals and oversight of these professionals and services by the district, compared to the national average.



Southeast (HHS Region 4)

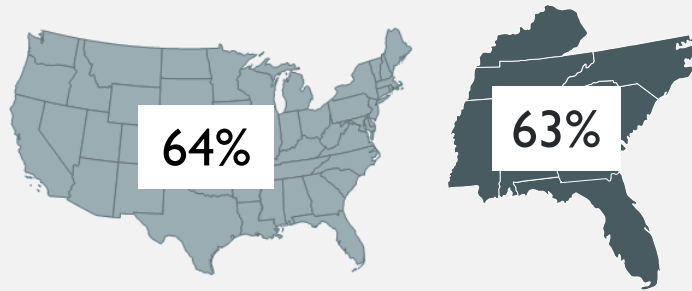
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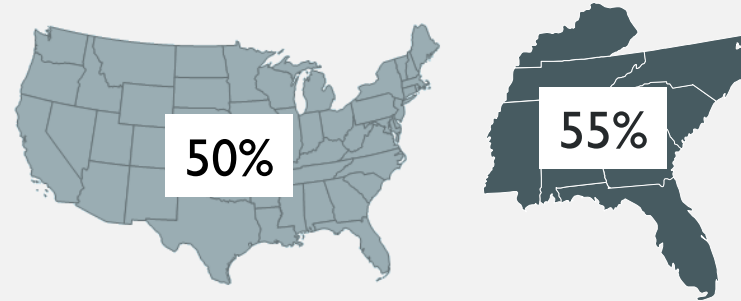
# Mental Health Professional Development

Districts that offered or funded professional development for school health services staff or counseling, psychological, or social services staff on specific services or topics, SHPPS 2016

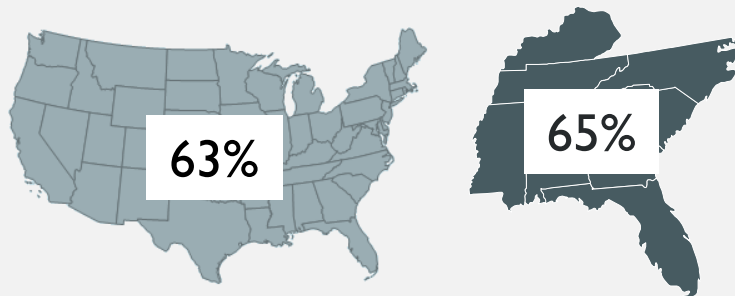
## Identification of emotional or behavioral disorders



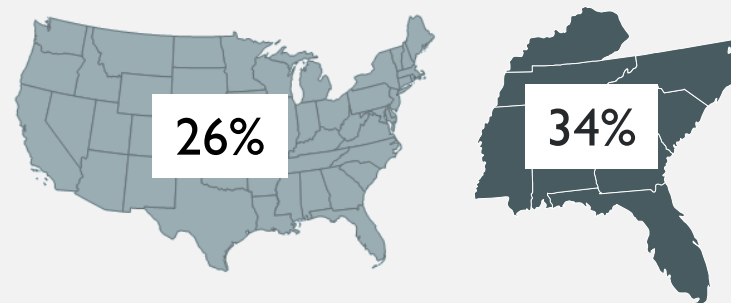
## Counseling after a natural disaster or other emergency or crisis situation



## Counseling for emotional or behavioral disorders



## Enrolling in Medicaid or CHIP



Professional development might include workshops, conferences, continuing education, or graduate courses, about the service or referral for the service- 2 years before the study

In most cases it appears that the Southeast region has **more districts offering/funding professional development** related to mental health services or topics than the national average



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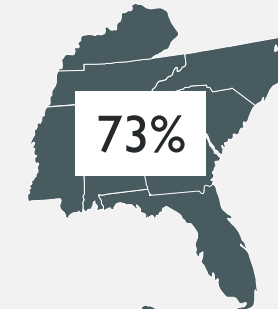
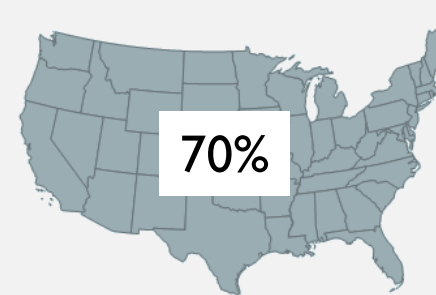
# Mental Health Professional Development

Districts that funded or offered training to any teachers, administrators, and school staff<sup>1</sup> on specific topics, SHPPS 2016

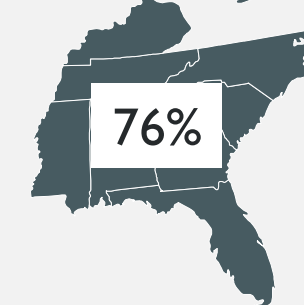
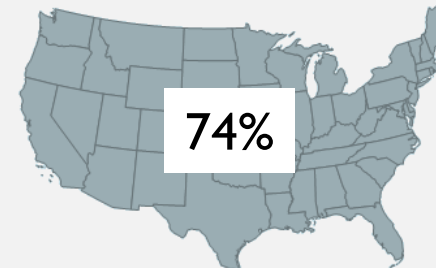
	Recognizing signs and symptoms of:		
	Depression and suicidal behavior	Substance abuse	Bullying Victimization
Nationwide	70%	58%	84%
Southeast	81%	65%	86%

The Southeast region has a **higher percentage of districts funding or offering trainings** to teachers, administrators, and school staff on all of the topics presented here, compared to the national average.

Making appropriate referrals to school counselor, psychologist, or social worker



Managing students with emotional or behavioral problems



1. Other than school nurses and counseling, psychological, and social services staff, in the past 2 years