



Southeast (HHS Region 4)

MHTTC

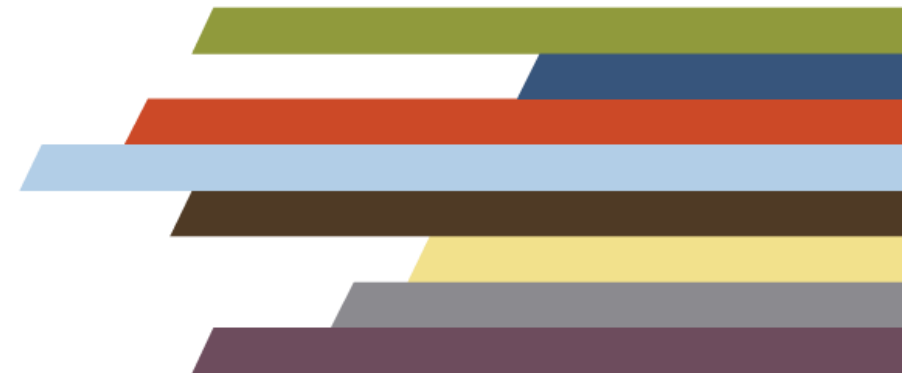
Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

Supporting the Mental Health of Autistic Students in the Classroom: **A Guided Tour Through Available Resources**

Katherine Pickard, PhD
Emory University School of Medicine
June 5, 2024

SAMHSA
Substance Abuse and Mental Health
Services Administration



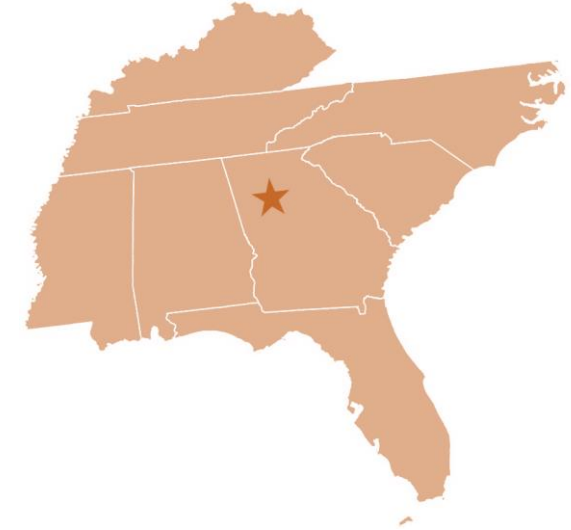
DISCLAIMER

The views, opinions, and content expressed in this presentation do not necessarily reflect the views, opinions, or policies of the Center for Mental Health Services (CMHS), the Substance Abuse and Mental Health Services Administration (SAMHSA), or the U.S. Department of Health and Human Services (HHS).

About the Southeast Mental Health Technology Transfer Center (MHTTC)

The Southeast MHTTC is located at the Rollins School of Public Health, Emory University.

Serve states in HHS Region IV: Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee.



Our Mission: To promote the implementation and sustainability of evidence-based mental health services in the Southeastern United States.

Our Vision: Widespread access to evidence-based mental health services for those in need.



Southeast Mental Health Technology Transfer Center
Alabama | Florida | Georgia | Kentucky | Mississippi | North Carolina | South Carolina | Tennessee



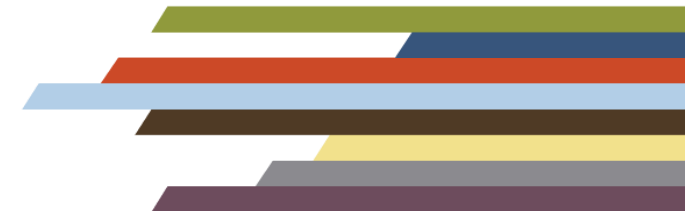
Visit us!



Follow us!



Join us!



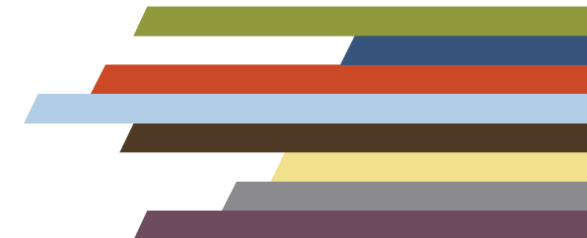
Katherine Pickard, PhD

Assistant Professor

Emory University, Department of Pediatrics, Division of Autism and Related Disabilities

Research and Clinical Interests

- Translating best practice interventions for autism into community settings.
- Extensive work in early intervention and public school systems.



A Note on Identity First Language Use

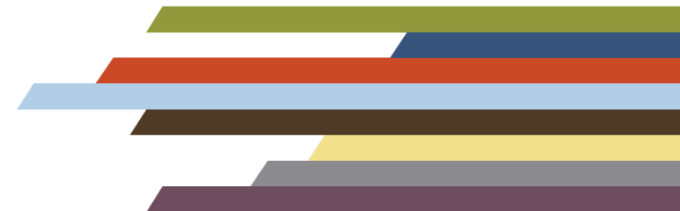
Within our products on autism, we use *identity first* language.

We have made this decision:

- In response to the neurodiversity movement.
- Based on the preference of many autistic adults.
- In order to avoid the use of ableist language.

However, we recognize that this is not the preference of every individual or family and that many people continue to use person-first language.

Bottema-Beutel, K., Kapp, S. K., Lester, J. N., Sasson, N. J., & Hand, B. N. (2021). Avoiding ableist language: Suggestions for autism researchers. *Autism in Adulthood*, 3(1), 18-29. Link: <https://www.liebertpub.com/doi/full/10.1089/aut.2020.0014>



Learning Objectives

1

Contextualize mental health support for autistic students as an urgent need.

2

Access key resources that support the mental health of autistic students, particularly regarding anxiety, executive functioning, and challenging behaviors.

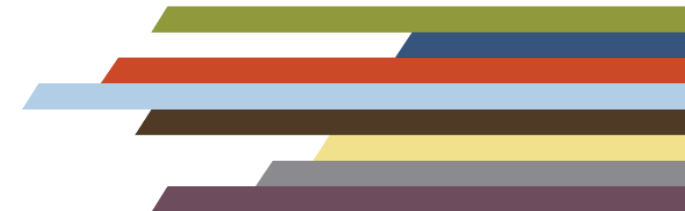
3

Identify additional resources that explore nuances of how to support the mental health of autistic students including those with and without co-occurring ADHD.



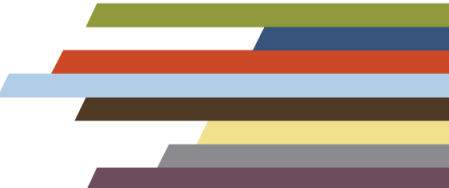
Polling Questions

1. What is your professional role?
2. How much of your professional time do you spend working with autistic students?
3. How much of your professional time do you spend supporting the behavior and/or mental health of autistic students?



Resource Collection for Supporting the Mental Health of Autistic Students

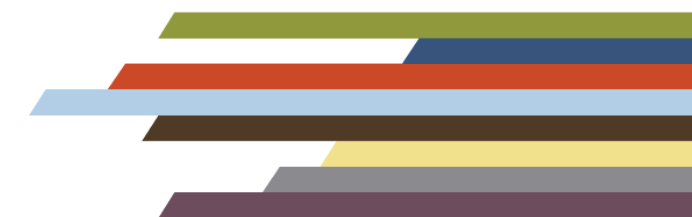
The screenshot shows the website for the Southeast Mental Health Technology Transfer Center (MHTTC). The top navigation bar is orange and includes links for REGIONAL CENTERS, TRAINING & EVENTS, RESOURCES, PROJECTS, COMMUNICATION, and ABOUT. Below this is a dark purple sub-navigation bar for the Southeast MHTTC, with links for ABOUT US, RESOURCES, and AREAS OF FOCUS. The main content area has a breadcrumb trail: HOME > SOUTHEAST MHTTC > SUPPORTING NEURODIVERSE STUDENTS IN THE CLASSROOM. The title of the page is 'Supporting Neurodiverse Students in the Classroom'. Below the title is a photograph of a diverse group of young children sitting in a circle in a classroom, some with their hands raised. A small camera icon is visible in the top right corner of the photo.



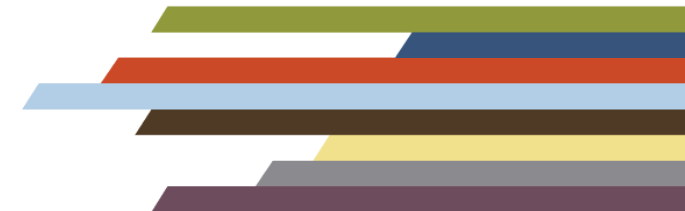
Prevalence of Mental Health Challenges in Autistic Individuals

Mental Health Category	Autistic Youth	General Population
Anxiety	25%	7.3%
Depression	11%	4.7%
Bipolar Disorders	5%	0.7%
Schizophrenia	4%	0.4%

PRE-COVID!



Mental Health and Autism Service “Silos”



Anxiety Identification

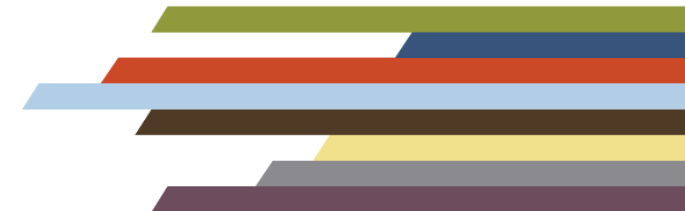
- Anxiety is a subjective sense of fear, distress, or worry.
- Anxiety disorders occur when anxiety symptoms are persistent and interfere with an individual's ability to function.
- Anxiety disorders range from those associated with a specific thing or event to those in which anxiety is evoked by a broad spectrum of situations.

Support for Anxiety: Cognitive Behavior Therapy (CBT)

**Treatment of choice for anxiety disorders in youth within the
general population**

AND

**for treating anxiety and other mental health challenges in
autistic youth.**



Resources: Anxiety

WEBINAR: Supporting the Mental Health of Students with Intellectual and Developmental Disabilities Parts 1 & 2

- *Defines intellectual and developmental disabilities (IDDs), describes signs of mental health challenges in students with IDDs, and provides an overview of evidence-based approaches and practices that can be used within schools to support the mental health of students with IDDs*



Resources: Anxiety

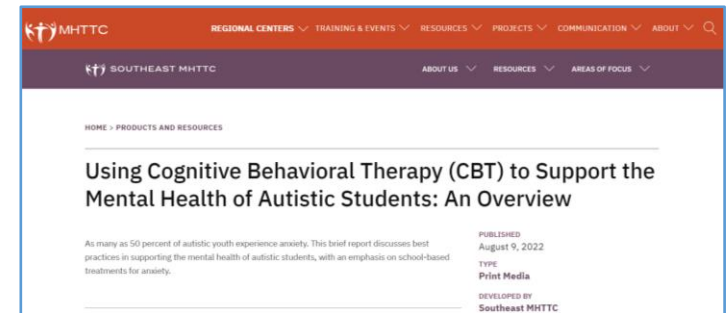
Infographic: Identifying Anxiety in Autistic Students

- *Displays anxiety symptoms that are commonly experienced by autistic students.*



Report: Using Cognitive Behavioral Therapy (CBT) to Support the Mental Health of Autistic Students

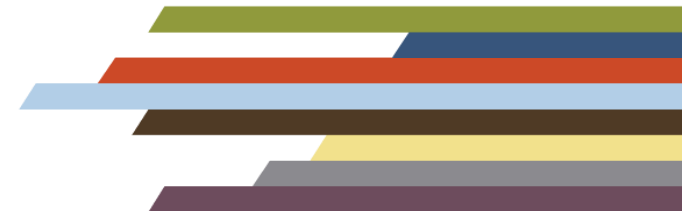
- *Discusses best practices in supporting the mental health of autistic students, with an emphasis on school-based treatments for anxiety*



Understanding Disruptive Behaviors

Behavior happens for a purpose

- It is not random.
- The same behavior does not happen for the same reason.
- Communication counts!
- If we know why, then we know what to do to prevent the behavior or reduce its severity.



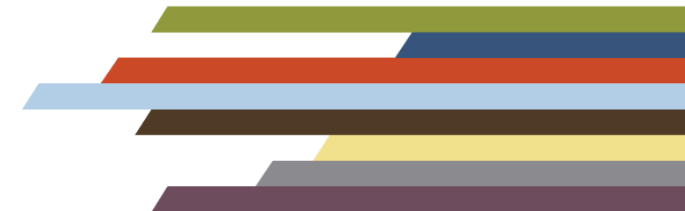
Resources: Disruptive Behaviors

WEBINAR: Understanding and Supporting the Behavior of Students with Autism Spectrum Disorder

- *Provides an overview of the reasons challenging behavior may occur in autistic students and of strategies that can be used to prevent challenging behaviors in autistic students.*



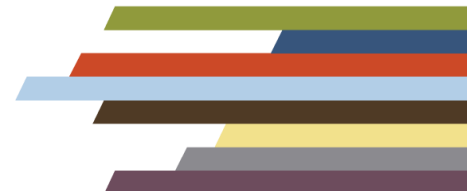
The screenshot shows the website for Southeast MHTTC. The main navigation bar includes links for REGIONAL CENTERS, TRAINING & EVENTS, RESOURCES, PROJECTS, COMMUNICATION, and ABOUT. The sub-navigation bar for Southeast MHTTC includes ABOUT US, RESOURCES, and AREAS OF FOCUS. The page content includes a breadcrumb trail (HOME > PRODUCTS AND RESOURCES), the title of the webinar, a link to download presentation slides, a session overview, and metadata such as the publication date (April 14, 2022), type (Multimedia), developer (Southeast MHTTC), and target audience (Educator, Mental Health Professional).



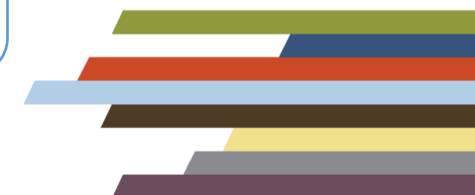
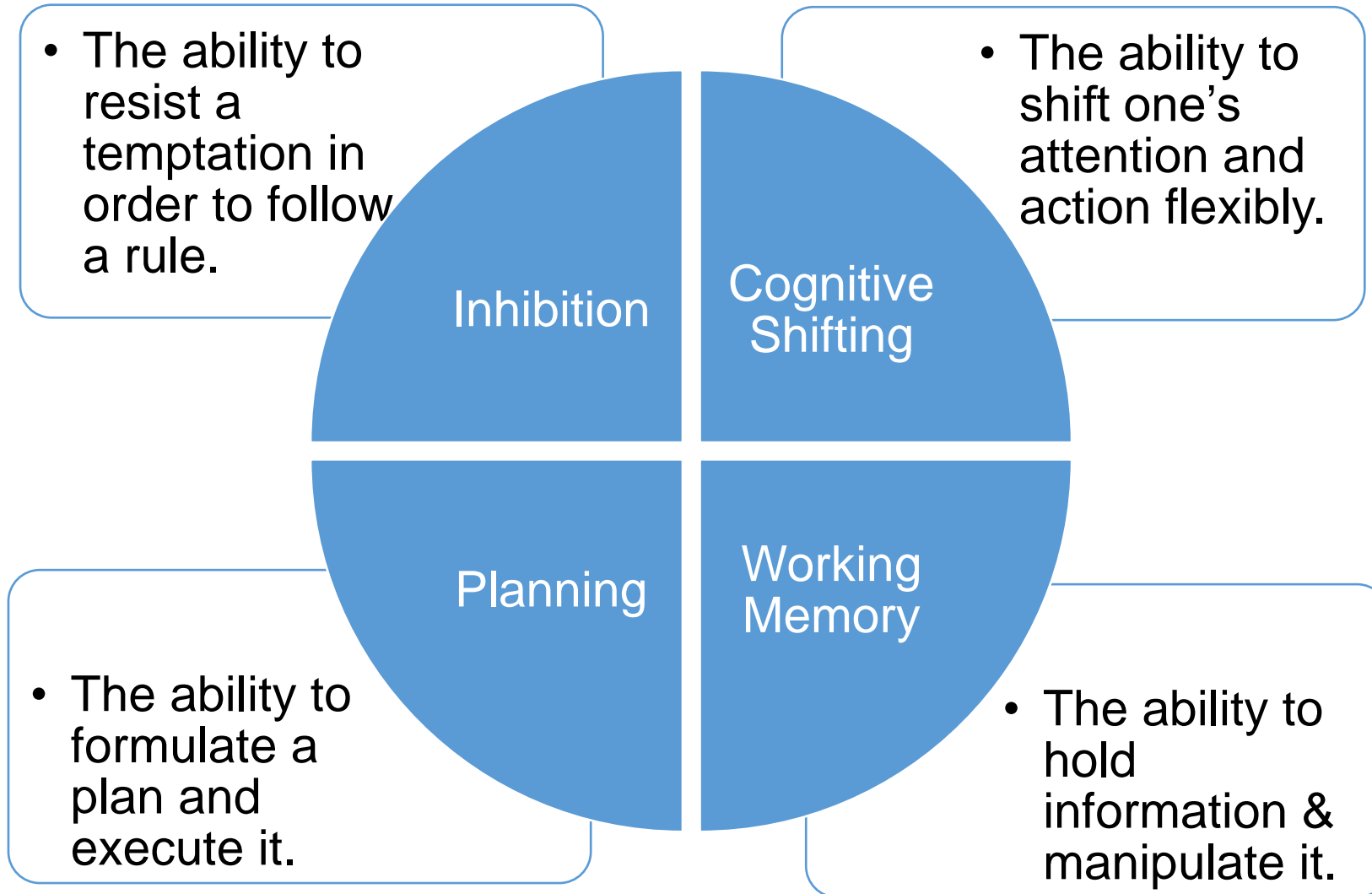
Executive Functioning: What it is

- Executive functioning is a set of “cognitive control” processes.
- These processes enable:

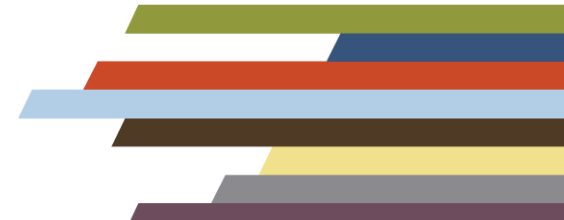
“Self-regulation and self-directed behavior toward a goal, allowing us to break habits, make decisions and evaluate risks, plan for the future, prioritize what we do and cope with novel situations.”



Executive Functioning: What it is



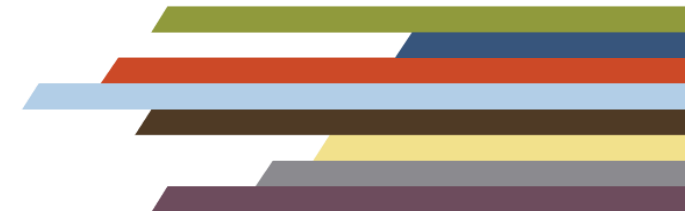
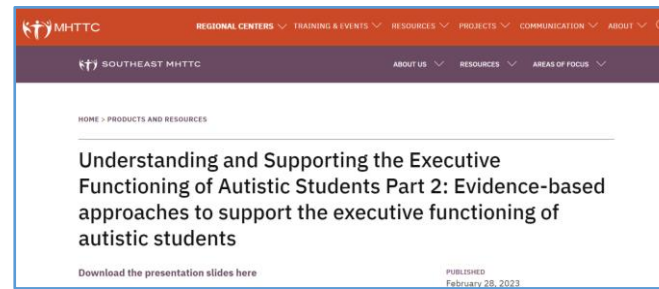
Strategies to Support Executive Function in Autistic Students



Resources: Executive Function

WEBINAR: Understanding and Supporting the Executive Functioning of Autistic Students Parts 1 & 2

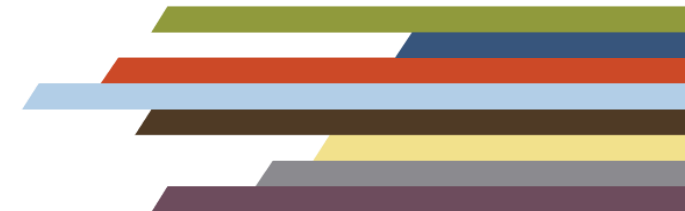
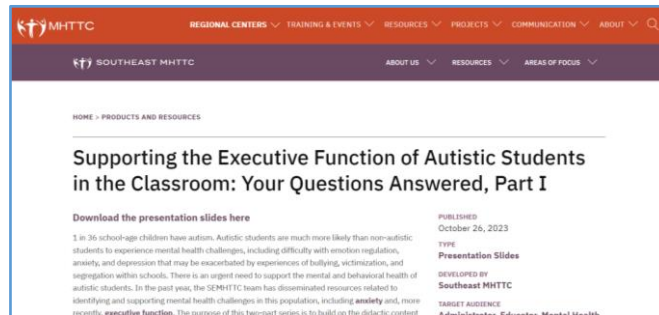
- *Part 1: Understanding executive functioning differences among autistic students with and without co-occurring ADHD*
- *Part 2: Evidence-based approaches to support the executive functioning of autistic students*



Resources: Executive Function

WEBINAR: Supporting the Executive Function of Autistic Students in the Classroom: Your Questions Answered, Parts I & II

- *Two learning sessions to build on content covered in the series above and provides case study suggestions*



Resources: Executive Function

Infographic Series: Strategies to Support Executive Function in Autistic Students

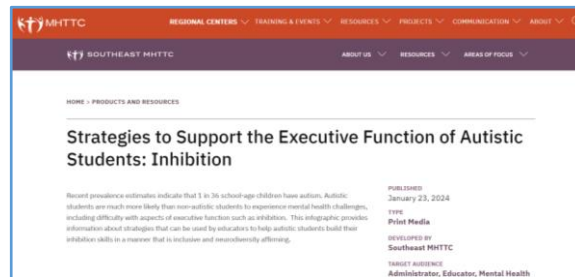
Planning



Flexibility



Inhibition



Emotion Regulation

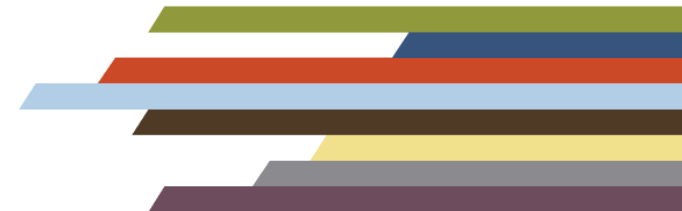


Where can I learn more?

- American Association for Intellectual and Developmental Disabilities (AAIDD): <https://www.aidd.org/>
- Association of University Centers on Disabilities (AUCD): <https://www.aucd.org//template/index.cfm>
- JFK Partners, University of Colorado School of Medicine: <https://medschool.cuanschutz.edu/jfk-partners>
- Mental Health Technology Transfer Center: <https://mhttcnetwork.org/centers/mhttc-network-coordinating-office/national-school-mental-health-implementation-guidance>
- National Center for School Mental Health: <http://www.schoolmentalhealth.org/>

Polling Questions

1. What are mental health topics that you would like more information on?
2. For the topics you identify, how would you want information presented?



Thank you!

Southeast MHTTC:

<https://mhttcnetwork.org/centers/southeast-mhttc/home>

Contact:

Katherine.e.pickard@emory.edu

Website:

<https://www.marcus.org/autism-research/autism-research-team/katherine-pickard>



Southeast Mental Health Technology Transfer Center
Alabama | Florida | Georgia | Kentucky | Mississippi | North Carolina | South Carolina | Tennessee



Keep in touch with us!

Visit our website to view:

- Upcoming events
- Products and resources

[Southeast MHTTC](#)

Sign up for our listserv:

<https://southeastmhttc.org/listserv/>

Follow us on social media:

- Facebook:
- Twitter: @SE_MHTTC

<https://www.facebook.com/semhttcriv/>

<https://twitter.com/SoutheastMHTTC>



References

- Ali, M. M., West, K., Teich, J. L., Lynch, S., Mutter, R., & Dubenitz, J. (2019). Utilization of mental health services in educational setting by adolescents in the United States. *Journal of School Health, 89*(5), 393-401.
- Barry, L., Holloway, J., & McMahon, J. (2020). A scoping review of the barriers and facilitators to the implementation of interventions in autism education. *Research in Autism Spectrum Disorders, 78*, 101617.
- Casseus, M., Kim, W. J., & Horton, D. B. (2023). Prevalence and treatment of mental, behavioral, and developmental disorders in children with co-occurring autism spectrum disorder and attention-deficit/hyperactivity disorder: A population-based study. *Autism Research, 16*(4), 855-867.
- Domitrovich, C. E., Bradshaw, C. P., Poduska, J. M., Hoagwood, K., Buckley, J. A., Olin, S., ... & Jalongo, N. S. (2008). Maximizing the implementation quality of evidence-based preventive interventions in schools: A conceptual framework. *Advances in School Mental Health Promotion, 1*(3), 6-28.
- Eiraldi, R., Wolk, C. B., Locke, J., & Beidas, R. (2015). Clearing hurdles: The challenges of implementation of mental health evidence-based practices in under-resourced schools. *Advances in School Mental Health Promotion, 8*(3), 124-140.
- Ghandour, R. M., Sherman, L. J., Vladutiu, C. J., Ali, M. M., Lynch, S. E., Bitsko, R. H., & Blumberg, S. J. (2019). Prevalence and treatment of depression, anxiety, and conduct problems in US children. *The Journal of Pediatrics, 206*, 256-267.
- Hollocks, M. J., Lerh, J. W., Magiati, I., Meiser-Stedman, R., & Brugha, T. S. (2019). Anxiety and depression in adults with autism spectrum disorder: a systematic review and meta-analysis. *Psychological Medicine, 49*(4), 559-572.
- Hossain, M. M., Khan, N., Sultana, A., Ma, P., McKyer, E. L. J., Ahmed, H. U., & Purohit, N. (2020). Prevalence of comorbid psychiatric disorders among people with autism spectrum disorder: An umbrella review of systematic reviews and meta-analyses. *Psychiatry Research, 287*, 112922.
- Kerns, C. M., Kendall, P. C., Berry, L., Souders, M. C., Franklin, M. E., Schultz, R. T., ... & Herrington, J. (2014). Traditional and atypical presentations of anxiety in youth with autism spectrum disorder. *Journal of autism and developmental disorders, 44*(11), 2851-2861.
- Lyon, A. R., & Bruns, E. J. (2019). From evidence to impact: Joining our best school mental health practices with our best implementation strategies. *School Mental Health, 11*(1), 106-114.

References

- Perihan, C., Burke, M., Bowman-Perrott, L., Bicer, A., Gallup, J., Thompson, J., & Sallese, M. (2020). Effects of cognitive behavioral therapy for reducing anxiety in children with high functioning ASD: A systematic review and meta-analysis. *Journal of autism and developmental disorders*, 50(6), 1958-1972.
- Perou, R., Bitsko, R. H., Blumberg, S. J., Pastor, P., Ghandour, R. M., Gfroerer, J. C., & Huang, L. N. (2013). Mental health surveillance among children—United States, 2005–2011. *MMWR Suppl*, 62(2), 1-35.
- Toseeb, U., & Asbury, K. (2023). A longitudinal study of the mental health of autistic children and adolescents and their parents during COVID-19: Part 1, quantitative findings. *Autism*, 27(1), 105-116.
- van Steensel, F. J., Bögels, S. M., & Perrin, S. (2011). Anxiety disorders in children and adolescents with autistic spectrum disorders: a meta-analysis. *Clinical Child and Family Psychology Review*, 14(3), 302.doi:10.1007/s10567-011-0097-0
- Weiss, J. A. (2014). Transdiagnostic case conceptualization of emotional problems in youth with ASD: An emotion regulation approach. *Clinical Psychology: Science and Practice*, 21(4), 331.
- Weist, M. D., Hoover, S., Lever, N., Youngstrom, E. A., George, M., McDaniel, H. L., ... & Hoagwood, K. (2019). Testing a package of evidence-based practices in school mental health. *School Mental Health*, 11(4), 692-706.
- Weston L, Hodgekins J, & Langdon PE (2016) Effectiveness of cognitive behavioural therapy with people who have autistic spectrum disorders: a systematic review and meta-analysis. *Clinical Psychology Review*, 49, 41–54.
- White, S. W., Mazefsky, C. A., Dichter, G. S., Chiu, P. H., Richey, J. A., & Ollendick, T. H. (2014). Social-cognitive, physiological, and neural mechanisms underlying emotion regulation impairments: Understanding anxiety in autism spectrum disorder. *International Journal of Developmental Neuroscience*, 39, 22-36.
- Zablotsky, B., Pringle, B. A., Colpe, L. J., Kogan, M. D., Rice, C., & Blumberg, S. J. (2015). Service and treatment use among children diagnosed with autism spectrum disorders. *Journal of developmental and behavioral pediatrics: JDBP*, 36(2), 98.

