



# MVWSD

## Stressors and Mental Health in K-12

Eduardo Bunge Ph.D.



# Why am I here?

- Long term passion
- School experience
- Focus on depression in adolescence
- My kids
- My friends
- CHAC

Stressors

Mental Disorders

Prevention and Treatment

Recommendations

# Stressors

“Events or environments that an individual would consider demanding, challenging, and or threaten the individual's safety”



# Stressors

Unavoidable  
Positive and Negative  
Magnitude



# Stressors

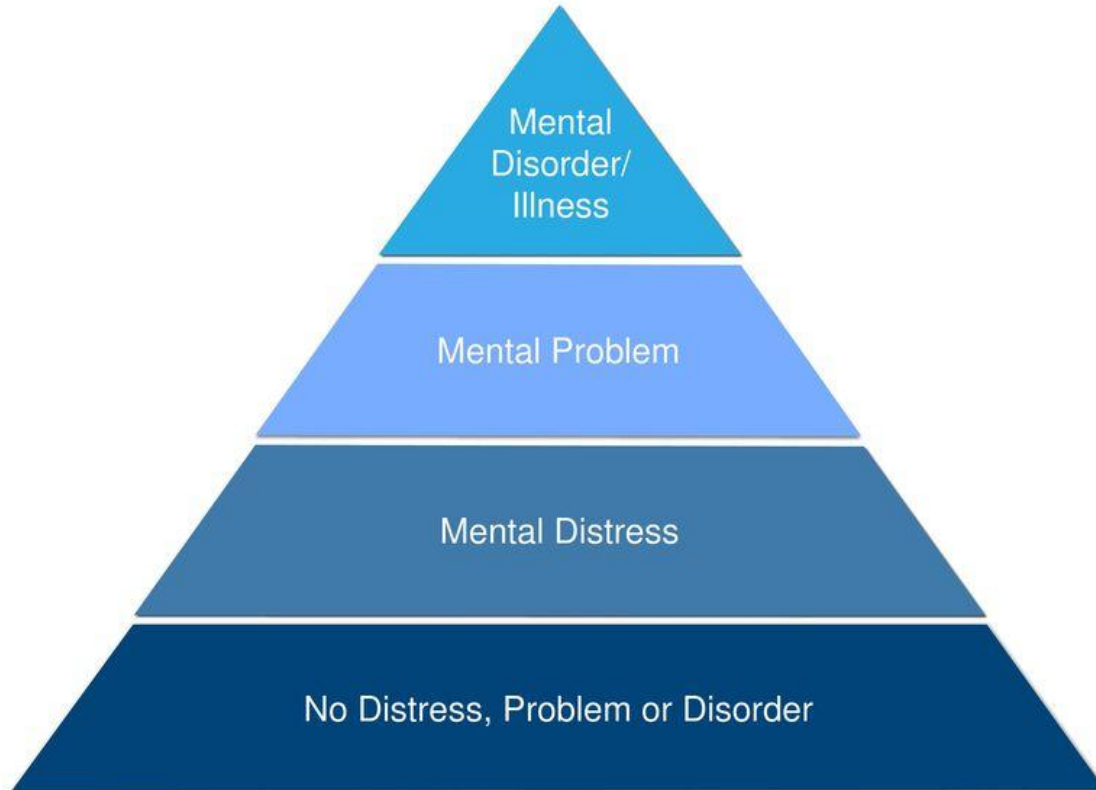
Unavoidable



Avoidable?



# Prevention & Treatment



# Mental Disorders

- Behavioral or Mental Pattern
- Significant distress
- Impairment to self or others
- Academic/work
- Social



# Child & Adolescent Mental Disorders: How Common are they?

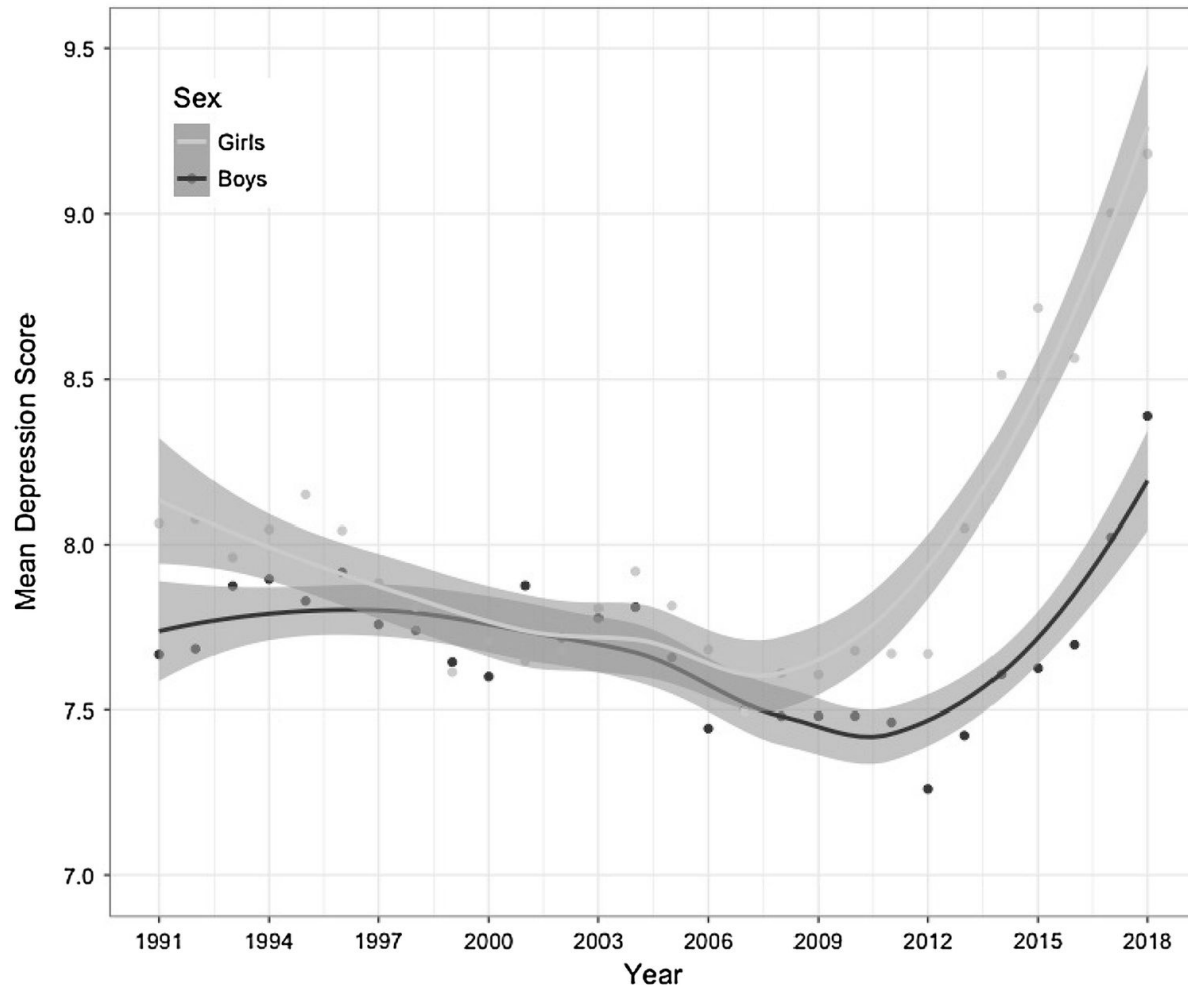


Disorder	6 Month Prevalence (%) Age = 9-17
Anxiety Disorder	13.0
Mood Disorder ★	6.2
Disruptive Behavioral Disorders	10.3
Substance Use Disorders	2.0

Any Disorder - 20.9%

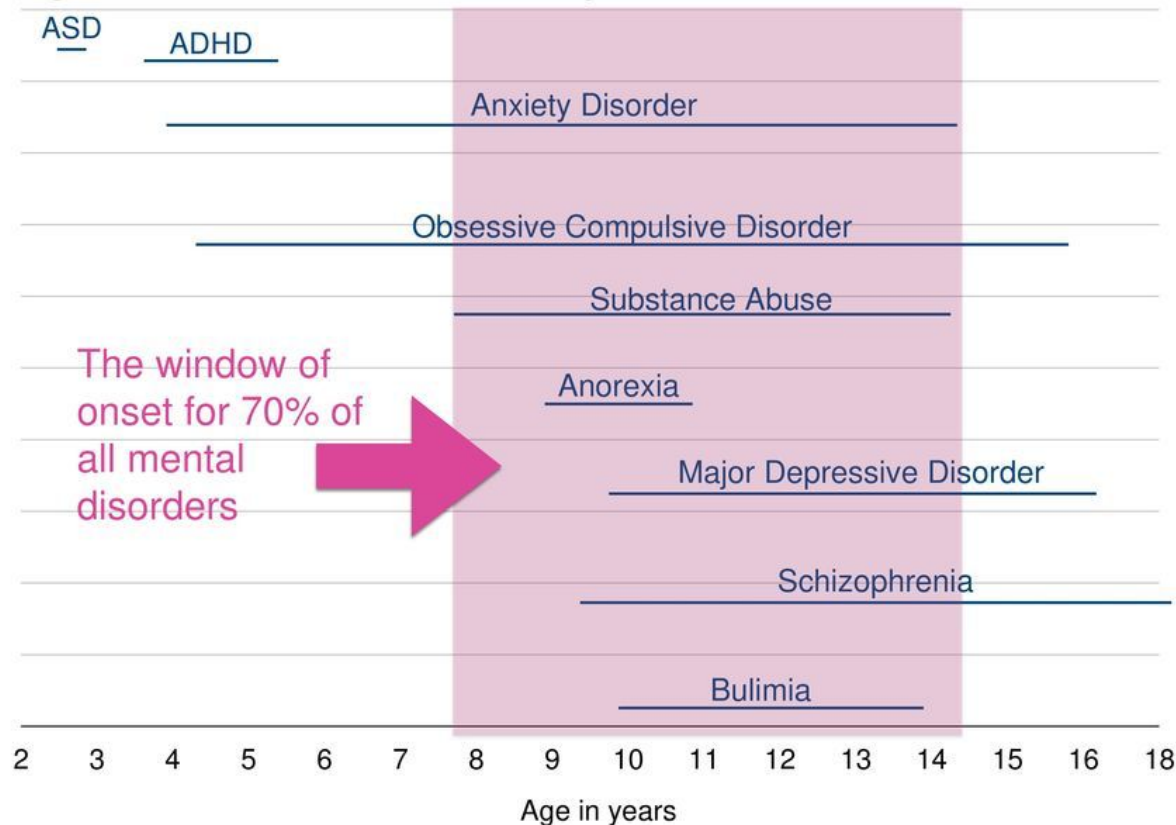
WHO Health Report, 2001

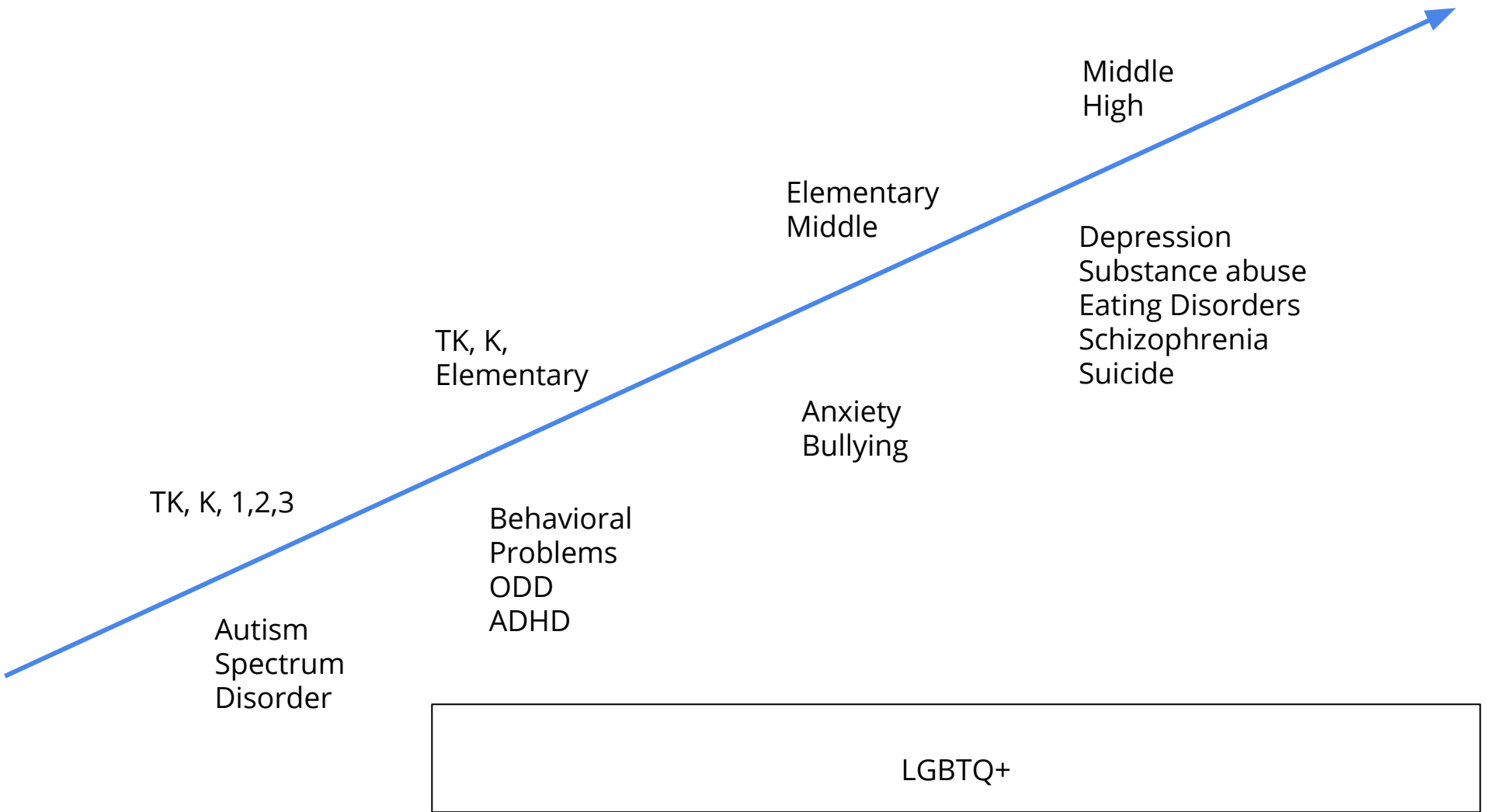
60%  
increased  
since 2011



# Typical Mental Disorders by Age Group

# Age of Onset of Major Mental Disorders





*The National Academies of*  
SCIENCES • ENGINEERING • MEDICINE

## CONSENSUS STUDY REPORT



## Fostering Healthy Mental, Emotional, and Behavioral Development in Children and Youth



A NATIONAL  
AGENDA



October 2019

1. Support the mental health of parents by enhancing parenting skills
2. Programs delivered in school settings

CONSENSUS STUDY REPORT



**Fostering Healthy  
Mental, Emotional, and  
Behavioral Development  
in Children and Youth**



A NATIONAL  
AGENDA

October 2019

3. Development and dissemination of effective mental, emotional, and behavioral (MEB) interventions for delivery to large populations
4. Population screening at large scales, including the implementation of effective in-person and digital interventions
5. Technology-based Developments
  - a. Lack of mental health resources to refer?



The National Academies of  
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## CONSENSUS STUDY REPORT

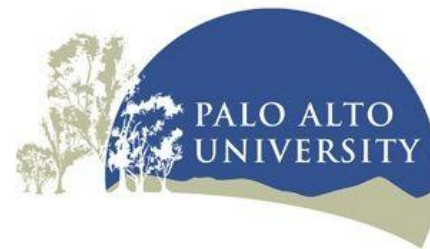


## Fostering Healthy Mental, Emotional, and Behavioral Development in Children and Youth



A NATIONAL  
AGENDA

October 2019



6. Support partnerships among schools & community-based organizations to advance the scale-up of effective promotion and prevention interventions

*Santa Clara County  
Office of Education*





CONSENSUS STUDY REPORT



**Fostering Healthy  
Mental, Emotional, and  
Behavioral Development  
in Children and Youth**



A NATIONAL  
AGENDA



October 2019



7. Multiple methods of communication to publicize and share the intervention objectives with the community at large
8. Collect data!

# Concrete Tips

# Literacy is the Foundation



Treatments & Care

Health Promotion

Prevention

Mental Health Literacy

Parent U

# Vaccination Schedule 2016

Disease	Vaccine	Birth	6 weeks	10 weeks	14 weeks	6 months	9 months	12 months	15 months	18 months	6 years	9 & 10 years	12 years
TB	BCG	●											
Polio	OPV	●	●										
Diphtheria, Tetanus, Pertussis, Polio, Haemophilus Influenza, Hepatitis B	Hexaxim		●	●	●					●			
	Infanrix Hexa			●	●	●				●			
Pneumococcal	Prevenar 13		●		●		●						
	Synflorix		●	●	●		●						
Rotavirus	Rotateq		●	●	●								
	Rotarix		●		●								
Measles	Measbio					●		●					
OR	Rouvax						●			●			
OR	Priorix								●		●		
OR	Trimovax								●		●		
Meningococcal Meningitis	Menactra						●	●					
	AVAXIM 80							●		●			
Hepatitis A	Havrix Jnr							●		●			
Chickenpox	Varilrix							●					
Tetanus, Diphtheria + Pertussis, Polio	Td										●		●
OR	ADACEL QUADRA										●		●
OR	Boostrix Tetra										●		●
Human Papilloma Virus	Cervarix	From 9 years (State programme 2 doses 6 months apart)										●	
OR	Gardasil											●	
Influenza	VAXIGRIp	From 6 months, important for children in creche, chronic illness and respiratory problems.											
Respiratory Syncytial Virus	SYNAGIS	RSV prophylaxis in high-risk infants - prevention of serious LRTI caused by RSV. Start January and end in May.											

● STATE EPI VACCINES These vaccines are available free from Government supplied clinics

● RECOMMENDED OPTIONAL VACCINES Some of the vaccines in this schedule are only available from private clinics

# Students Admitted at TK/K-12 Need:

- **Diphtheria, Tetanus, and Pertussis (DTaP, DTP, Tdap, or Td) — 5 doses**  
(4 doses OK if one was given on or after 4th birthday. 3 doses OK if one was given on or after 7th birthday.)  
For 7th-12th graders, at least 1 dose of pertussis-containing vaccine is required on or after 7th birthday.
- **Polio (OPV or IPV) — 4 doses**  
(3 doses OK if one was given on or after 4th birthday)
- **Hepatitis B — 3 doses**  
(not required for 7th grade entry)
- **Measles, Mumps, and Rubella (MMR) — 2 doses**  
(Both given on or after 1st birthday)
- **Varicella (Chickenpox) — 2 doses**

MVWSD  
requirements



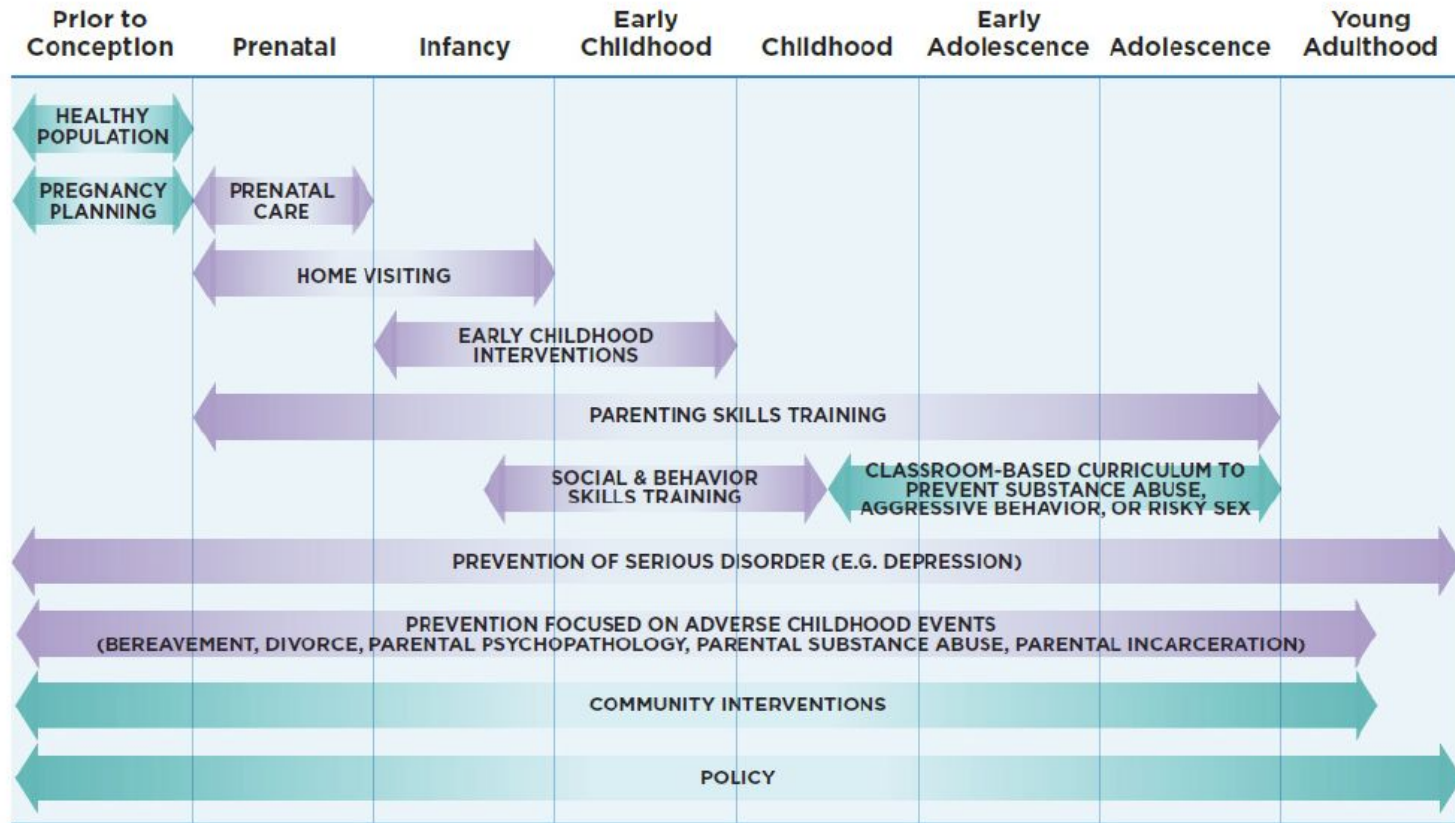
*Psychiatr Clin North Am.* 2011 March ; 34(1): 167–183. doi:10.1016/j.psc.2010.11.002.

## **Internet-Based Depression Prevention over the Life Course: A Call for Behavioral Vaccines**

**Benjamin W. Van Voorhees, MD, MPH<sup>1,2,3</sup>, Nicholas Mahoney<sup>1</sup>, Rina Mazo<sup>1</sup>, Alinne Z. Barrera, Ph.D<sup>4</sup>, Christopher P. Siemer, BS<sup>1</sup>, Tracy Gladstone, Ph.D<sup>5</sup>, and Ricardo F. Muñoz, Ph.D.<sup>6</sup>**

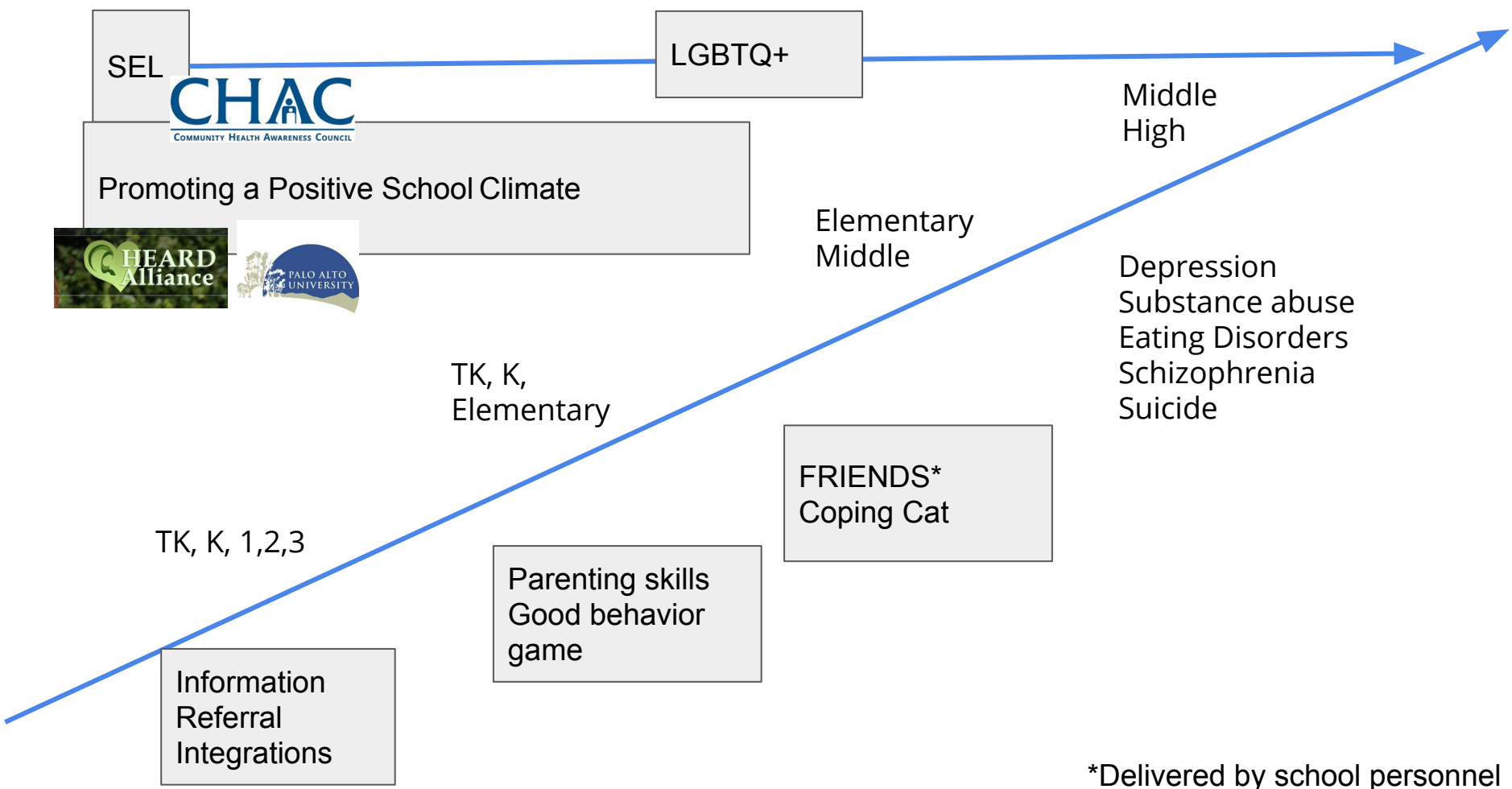
<sup>1</sup>Section of General Internal Medicine, Department of Medicine, the University of Chicago, Chicago, Illinois, USA

# Step-wise approach



**FIGURE 1-4** Interventions across the life course.

National Academy of Science (2019) Consensus study report



Recommendations based on National Academy of Science (2019) Consensus study report



SEL

Middle & High

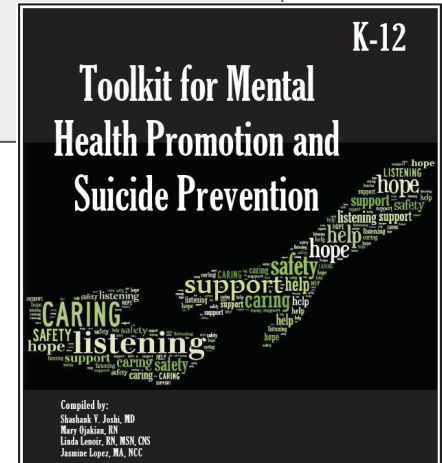
Depression:

Key: increasing rates, burden, most prevalent

Mixed effects:

- Indicated better than universal
- Small effects

Programs: Mood Gym, CATCH IT, SPARX



Recommendations based on National Academy of Science (2019) Consensus study report

SEL

```
graph LR; SEL[SEL] --> M[Middle & High]; SEL --> S[SUD: Consult with an expert :) Complex: type of substance, intervention type, and timing Life Skills Training Program]; SEL --> B[Bullying: Multi-components, school wide, bystanders, Steps to Respect Suicide: Signs of suicide, Good behavior game]; M --> O(( )); S --> O; B --> O;
```

Middle & High

SUD:

Consult with an expert :)

Complex: type of substance, intervention type, and timing

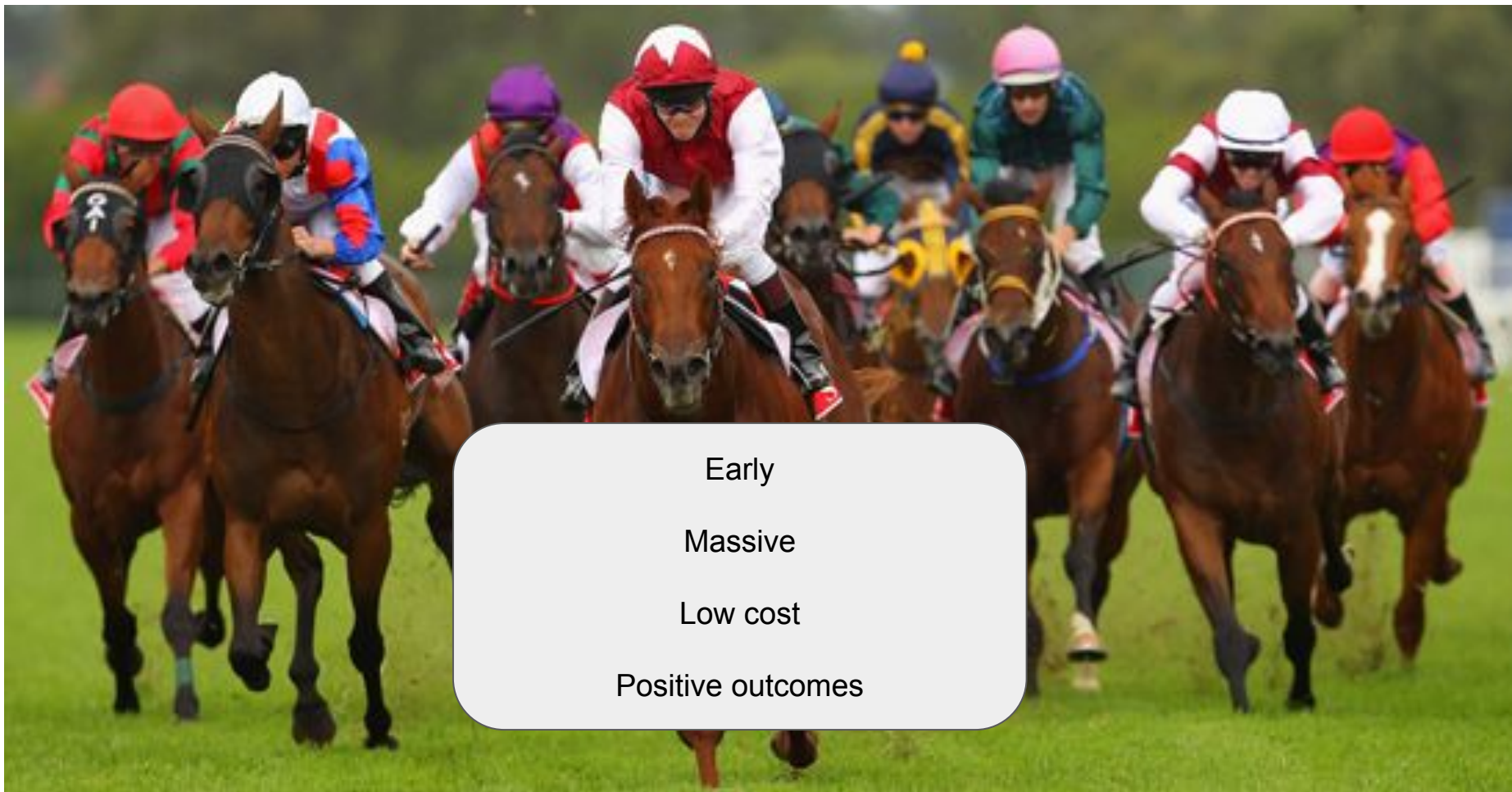
Life Skills Training Program

Bullying: Multi-components, school wide, bystanders, Steps to Respect

Suicide: Signs of suicide, Good behavior game



Recommendations based on National Academy of Science (2019) Consensus study report



Early

Massive

Low cost

Positive outcomes

# Parenting skill

(just as an example)

**Bill No. 1767 K-6**

“AB 2246 will provide parents, teachers and schools with the tools they need to help save the lives of at-risk youth.”

Browse > Health > Psychology

# Everyday Parenting: The ABCs of Child Rearing

★★★★★ 4.9 739 ratings • 252 reviews

Offered By

Yale

Free course for all!

Instructor



**Alan E. Kazdin, PhD, ABPP**

Sterling Professor of Psychology and Child Psychiatry  
Department of Psychology

As a sample you can watch  
this video

[Everyday Parenting - Praise Technique](#)

## Welcome to the course!

### Learn your first technique: Special Praise

### Prepare for the course

### A is for Antecedents

### B is for Behaviors

✓ **Video:** Shaping  
13 min

✓ **Quiz:** Shaping  
3 questions

▶ **Video:** Simulation  
12 min

🕒 **Quiz:** Simulation  
3 questions

▶ **Video:** Modeling  
16 min

🕒 **Quiz:** Modeling  
4 questions

📖 **Reading:** Optional Articles  
20 min

### Putting it All Together: Interactive Case



## Simulation



Save Note



Discuss

Download



Spanish



[Help Us Translate](#)



# How to Disseminate It

Focus on early grades (TK-3)

School district wide email campaign (cost?)

How to incentivize parents

Parents awards in school assemblies (free!)

School challenge

Classroom challenge:

- Competition between classrooms?
- Class whose X amount of parents complete the course = pizza party (Kids may motivate their parents?)

Joint efforts with community agencies

Parents working together, Social media campaigning, invite Dr. Kazdin to present it





## Modeling



MODELING / effective use

### Askable Parent:

*a parent a child can come to ask  
about anything*

3. True or false. Saying "Do as I say, not as I do" to your child is a good way to develop positive behaviors.

1 / 1 point

- ☐ True
- ☒ False

✓ Correct

Whether you like it or not, your child learns from your behavior and copies you. For example, how you punish your child will translate into how your child "punishes" his/her peers.

4. True or false. The only way modeling is effective is if you model the behavior.

0 / 1 point

- ☒ True
- ☐ False

! Incorrect

This is a bit of a trick question. While you are a salient model for your child because of your role as parent and how much time you spend with your child, there are other ways to model desired behaviors. For example, you can point out models of good behavior in everyday life or seen on television and movies.



Save Note



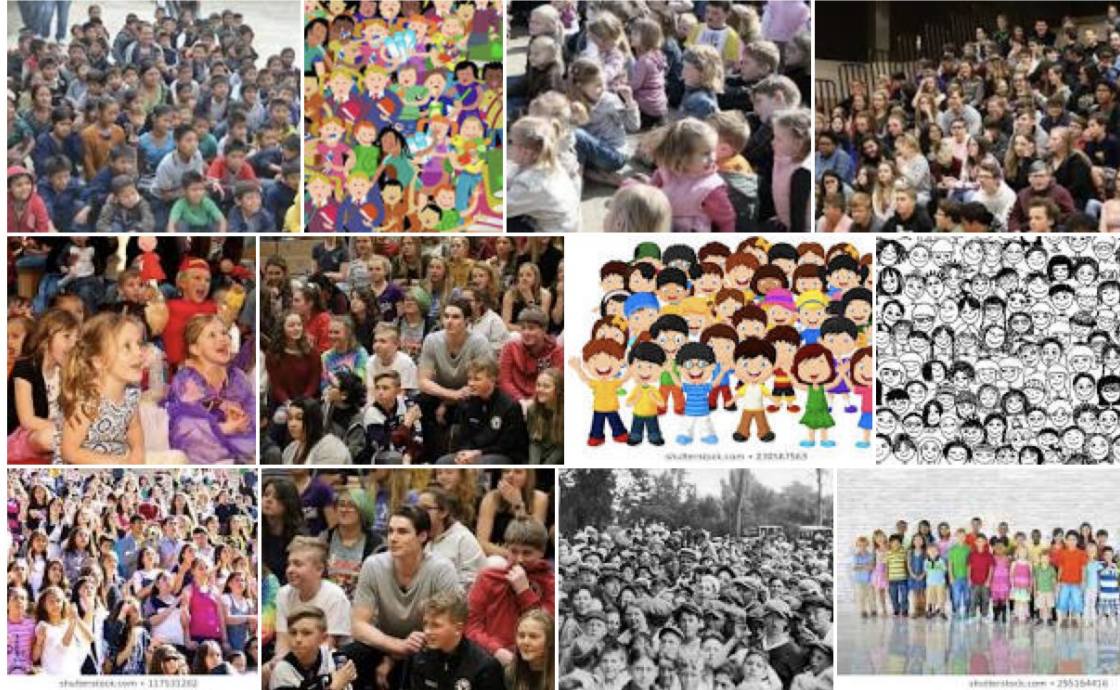
Discuss

Download



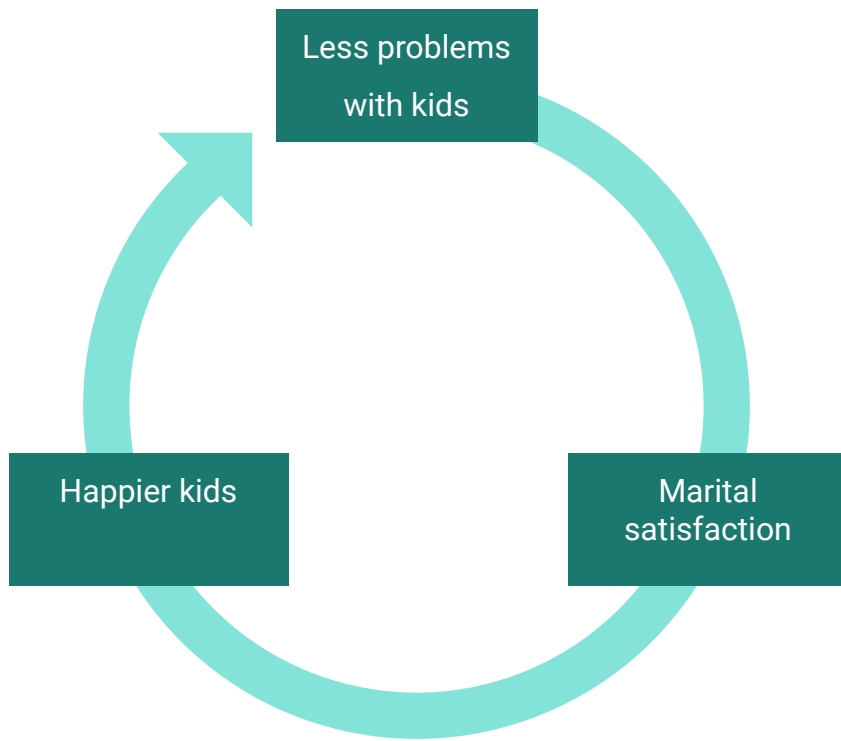
# Benefits

- Evidence-based strategies
- The world expert
- English, Spanish, Chinese (simplified), and Arabic
- Everyone, not just the kids with problems
- 



## Benefits

- One parent, many kids



# Benefits



Free

Early intervention = Prevention

Long term effects (Anx, Dep, SUD)



# If untreated...

- ... externalizing behavioral disorders lead to:
  - increased high school dropout rates, higher rates of incarceration, increased unemployment, higher rates of substance abuse, and increased emotional and interpersonal problems (Able 2007; Liu, 2004).
- Account for significant medical and social financial costs
  - If high risk children undergo treatment, there is a monetary saving of 1.7-2.3 million dollars per youth (Cohen, 1998).
- The evidence based treatment for externalizing disorders is behavioral parent training (BPT)
- BPT is
  - a well-supported treatment for externalizing behavioral disorders (Eyberg et al., 2008; Chorpita et al., 2011; Baumel et al., 2016).
  - difficult to implement because of the general barriers to therapy such as stigma, accessibility, and cost (Baumel et al., 2016), and specific factors integral to BPT such as the importance of consistent implementation of skills learned in session into day-to-day life.
  - Digital interventions could potentially mitigate these barriers to treatment (Baumel et al., 2016).

# Time investment

Some time spent now, prevents a lot of time later....





Why care?









# Research

Dissemination science



# Ethical Dilemma

Now that we  
know it, what are  
we gonna do?



# Thank you

Eduardo Bunge Ph.D.

