Mental Health and Its Effect on Positive Behavior for Economically Disadvantaged Students

Shameika M. Corbin
Atlanta Public Schools, scorbin@atlanta.k12.ga.us

Follow this and additional works at: https://digitalcommons.georgiasouthern.edu/gapbs

Recommended Citation
https://digitalcommons.georgiasouthern.edu/gapbs/2014/2014/61

This presentation is brought to you for free and open access by the Conferences & Events at Digital Commons@Georgia Southern. It has been accepted for inclusion in Georgia Association for Positive Behavior Support Conference by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.
Mental Health and Its Effect on Positive Behavior for Economically Disadvantaged Students

Shameika M. Corbin, Atlanta Public Schools

Breaking the Ice...

“Paper in the Bucket”

“...Although historically mental health has been viewed through the lens of mental illness, (e.g., depression, schizophrenia, bipolar disease), we have come to recognize that good mental health is not simply the absence of illness but also the possession of skills necessary to cope with life’s challenges. As educators we need to understand the role mental health plays in the school context because it is so central to our students’ social, emotional, and academic success.”

The Role of Poverty

- Hunger
- Hygiene
- Low-Performing
- Lack of Medical Attention
- Family Influence

Guide to Teaching Students with Mental Health Disorders...

STEP 1: Identifying...

- **Keep records of observations**
  Teachers who are concerned about a student should keep clear, concise notes of the indicators and incidents that may later help health professionals determine whether a student has depression.

- **Consult with a school counselor**
  If a teacher has a concern about a student, he or she should compare notes with other teachers and discuss observations with a school counselor and perhaps the principal.

- **Develop support strategies**
  Students continue to attend school during the time they are being assessed. After a formal diagnosis most students with depression remain in school. They will benefit from extra support and understanding from teachers.

Creating An Inviting Classroom

Creating an inviting environment where students feel safe to take healthy risks is important, as students with depression may avoid school if they feel threatened or insecure there. The emotional tone of a classroom is powerful, especially to students with depression.

- avoid singling out the student with depression from the rest of the class
- be a good listener
- demonstrate unconditional acceptance of students, though not necessarily their behaviors. This is vital to students with depression
- keep a positive tone; humour is great but sarcasm is hurtful
- keep suggestions for improvement constructive, specific, and brief
- avoid over-generalization, using words like “always” and “never”
- be specific in providing feedback about when, where, how and why, either behavioural or academic work needs to improve
- develop routines or rituals that are conducive to learning
Teaching Organizational Strategies

- Prompt students to use agenda books or day-timers for assignments and tests. Memory is not reliable when a person is mentally unstable.
- Encourage students to use positive self-talk and problem-solving when confronted by difficult work. Teachers can model this by talking about times when they used positive self-talk to overcome challenging situations.
- Normally, as students mature, teachers expect students to take the initiative to request help but this is hard for students with mental health issues.

Instructional Strategies

- Maintain a pleasant, interested tone and be prepared to listen; do not press students for details on family problems or therapy.
- Find out what motivates students, such as working with music, popular culture, unique books and how they learn best (visually, audibly, etc.)
- Be aware of any special needs or learning problems.
- Initiate conversation when students arrive, leave, or during breaks, as students with depression are not likely to do so.
- Stop by students’ desks during seat work or sit in on small groups.

Building a Support Network

Students need to be encouraged to build a network of support from parents, teachers, and friends. As much as they are able, they need to let people know how they are doing. At school, they may choose a teacher or counselor to be an advocate to assist them in communicating with their other teachers.

- Be aware of any special needs or learning problems.
- Initiate conversation when students arrive, leave, or during breaks, as students with depression are not likely to do so.
- Stop by students’ desks during seat work or sit in on small groups.

- Use assertive communication rather than fighting, shouting, or yelling. “I don’t like it when you pull my jacket. Keep your hands to yourself.”
- Walk with a friend, an older buddy, or a teacher during recess or breaks. This minimizes the feeling of being left out when the student sees other students having fun or seeming to have many friends.
Counseling Related Strategies

- Coaching students to use positive self-talk
- Encouraging students to follow healthy living practices
- Encouraging students to participate in community programs
- Helping students “find” their own gifts and talents

References...

- National Association of School Psychologists. (2002). School psychologists: Providing mental health services to improve the lives and learning of children and youth. [Brochure]. Bethesda, MD:
- Association for Conflict Resolution, 1527 New Hampshire Ave., NW, Third Floor, Washington, DC 20036, www.acresolution.org/
- Success in School/Skills for Life online resource kit, (electronic handouts for parents on a variety of mental health and learning topics that schools can download to their websites for free,) NASP Center for Children and Families