

THIRD SPACES



Could the answer be among us?

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AGENDA

- Critically explore trends and data around student's mental health needs, within public education systems.
- Discuss innovative strategies to support the diverse mental health needs of students and families.
- Review the concept of 'Third Spaces'

DEFINING MENTAL HEALTH

- Until recently, mental health remained undefined, unmeasured, and therefore unrecognized at the level of governments and nongovernmental organizations.
- In 1999, the Surgeon General, then David Satcher, conceived of mental health as “a state of successful performance of mental function, resulting in productive activities, fulfilling relationships with people, and the ability to adapt to change and to cope with adversity” (U.S. Public Health Service, 1999, p. 4).

CONCEPTUALIZING MENTAL HEALTH

- In 2004, the World Health Organization published a historic first report on mental health promotion, conceptualizing mental health as not merely the absence of mental illness but the presence of “a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community” (World Health Organization, 2004, p. 12).

NATIONAL CENTER FOR EDUCATION STATISTICS (NCES)

- WASHINGTON (May 31, 2022)—Roughly half (56 percent) of public schools moderately or strongly agreed that they could effectively provide mental health services to all students in need, according to data released by the National Center for Education Statistics (NCES) within the U.S. Department of Education's Institute of Education Sciences (IES).
 - 70 percent of public schools reported an increase in the percentage of their students seeking mental health services at school since the start of the COVID-19 pandemic.
 - 76 percent of schools also reported an increase in staff voicing concerns about their students exhibiting symptoms such as depression, anxiety, and trauma.

MENTAL HEALTH SERVICES

- Nearly all (96 percent) public schools reported providing mental health services for their students during the 2021-22 school year.
 - 88 percent of public schools did not strongly agree that they could effectively provide mental health services to all students in need.

MENTAL HEALTH SERVICES

- The three most prevalent limitations identified by schools that limit their ability to serve their students' mental health needs were/are:
 - In insufficient number of mental health professionals to manage their school's caseload
 - Inadequate access to licensed mental health professionals
 - Inadequate funding.

NATIONAL CENTER FOR EDUCATION STATISTICS (NCES)

- During the 2021-22 school year, the most common type of mental health services provided by public schools were:
 - Individual-based intervention (e.g., one-on-one counseling) at 84 percent of public schools.
 - Case management (e.g., coordinating mental health support) at 70 percent.
 - External mental health referrals at 66 percent.

NATIONAL CENTER FOR EDUCATION STATISTICS (NCES)

- To help students cope with the pandemic, the three most common practices public schools implemented that addressed students' social, emotional, and mental health needs were
 - Encouraged staff to address these needs (85 percent).
 - Provided teachers with additional professional development centered on these needs (56 percent).
 - Created or expanded programs focused on these needs (46 percent).
- National Center for Education Statistics https://nces.ed.gov/whatsnew/press_releases/05_31_2022_2.asp

MENTAL HEALTH SERVICES

- What are mental health services?
- How do we utilize them?
- How do we measure their impact?

MENTAL HEALTH CONTINUUM

- The four(five) stages of the mental health continuum are:
 - Excelling
 - Thriving
 - Surviving
 - Struggling
 - Crisis
- These stages represent different levels of mental well-being, ranging from optimal mental health to severe mental illness.
- <https://positivepsychology.com/mental-health-continuum-model/#:~:text=The%20theory%20of%20the%20mental,suggests%20ways%20to%20improve%20bot h>.

MENTAL HEALTH CONTINUUM



IDENTIFYING AND QUANTIFYING NEEDS

- Psychiatric
- Mental Health Therapist
- School Counselor and Intervention Specialist
- **Natural Environmental Supports**

INNOVATIVE STRATEGIES AND PARTNERSHIPS

- Building mutually beneficial partnership across organizations (College, Universities, Hospitals and etc.).
- Reviewing the efficacy of existing resources (how are we measuring the impact of your current intervention models).
 - position specific intervention versus person specific intervention.
- Building and maintaining data tracking systems (MTSS data boards, early warning systems and etc.).
- Engaging the touch points into Third Spaces (**Natural Environmental Supports**).

THIRD SPACES

- The “third place” is a term coined by US sociologist Ray Oldenburg in his 1989 book The Great Good Place. It describes a place outside your home or work where you can relax and hang out.
 - Your first place is your home, a private and domestic space.
 - Your second place is your work, a structured social experience and where you likely spend most of your time.
 - Your third place is somewhere you can connect with others, share your thoughts and dreams, and have fun.

THE BENEFITS OF THIRD SPACES

- According to Oldenburg (1999), third spaces are "great good places," where people can gather on neutral ground to interact.
 - Third spaces provide stress-free, neutral spaces for reconnection, renewal, and relaxation.
 - These are places where people can put aside their concerns and enjoy good company and conversation in a space beyond the realms of home, school and work.
 - churches, cafes, clubs, public libraries, gyms, bookstores, malls and parks.

SPECIFIC CHALLENGES TO BRAINSTORM

- Formalizing partnerships.
- Adoption and/or modification of policy and procedures to support certain partnerships.
- Building cost effective models to recruit and onboard agencies and organizations.

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