Mental Health Services Act
Prevention & Early Intervention

Prevention and Early Intervention
Survey Results, 2007
Presentation Overview

- 30 minute presentation

Survey Topics:
- Demographics
- Priority Populations
- Outcomes
- Types of Trauma
- PEI Strategies
- Barriers to Mental Health Services
- Summary

Outcomes:
1) Who are the survey respondents
2) Identify most common PEI strategies
3) Understand main barriers to mental health services
4) Identify top reported PEI outcomes
Background

In the months of November and December 2007, BHCS surveyed 1,083 residents countywide to gather their thoughts and opinions around different types of strategies in order to help identify and prioritize the prevention and early intervention needs and solutions for Alameda County.

The results from this survey are highlighted in this presentation.
Survey Demographics

• Total Survey Sample Size: 1083
  457 surveys were completed online
  626 surveys were completed using the paper version

• Surveys were administered through:
  - all eight community input meetings;
  - 25 focus groups; and
  - a number of other sites such as churches, the Meals on Wheels Program, Mental Health program sites, etc.

• Majority of Respondents were Adults: 25-59 yrs

• Gender: 29% male 71% female 1% other
Ethnicity of Respondents, N=958

- Caucasian, 38% (23%)
- Latino/a, 12% (28%)
- African American, 28% (23%)
- API/Native Hawaiian, 2% (20%)
- Asian, 8%
- Native American, 3% (1%)
- Multi-racial, 6% (5%)
- Other, 3% (5%)

Numbers in orange represent the percentage of households earning At or Below 200% of the Federal Poverty Level by Ethnicity.
Who do Survey Respondents Represent?

- Provider/CBO, 43%
- Teachers, 4%
- Community Member, 20%
- Guardian/Foster Parent, 4%
- Consumer, 18%
- Family Member, 22%
- Other, 7%
- Family Member, 22%
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Where Survey Respondents Live or Work, N=781

Numbers in orange represent the percentage of households earning At or Below 200% of the Federal Poverty Level by Region.

North: Alameda, Albany, Berkeley, Emeryville, Oakland, Piedmont
Central: Ashland, Castro Valley, Fairview, Cherryland, Hayward, San Leandro, San Lorenzo
South: Fremont, Newark, Union City
East: Dublin, Livermore, Pleasanton, Sunol
Survey Results

Results have been broken down into five categories:  
• Overall responses;  
• Consumers;  
• Family Members;  
• Providers; and  
• Community Members.
## Top Five Reported Outcomes

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>O N=1083</th>
<th>C N=195</th>
<th>FM N=243</th>
<th>P N=231</th>
<th>CM N=283</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reduced violence (in home and community)</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Increased ease in accessing MH services</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Reduced incidence of suicide</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Improved parenting knowledge and skills</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Reduced family stress (including caregiver stress)</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

O=Overall, C=Consumer, FM=Family Member, P=Provider, CM=Community Member
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PEI Strategies
Underserved Cultural Populations

- Provide services in locations that are easily accessible by public transportation
- Offer services in locations where cultural, ethnic and other groups normally meet (churches, Native American Health Centers, etc.)
- Provide services during evenings and weekends
- Sponsor self-help or support groups run by consumers, family, or special needs groups
- Services and printed materials are available in multiple languages
- Services are tailored to an individual’s culture and/or language
### Top Strategies to Serve Underserved Cultural Populations

<table>
<thead>
<tr>
<th>Strategies</th>
<th>O N=1083</th>
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</thead>
<tbody>
<tr>
<td>Provide services in locations that are easily accessible by public</td>
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<tr>
<td>transportation</td>
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<tr>
<td>Offer services in locations where cultural, ethnic and other groups</td>
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<tr>
<td>normally meet (churches, Native American Health Centers, etc.)</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Provide services during evenings and weekends</td>
<td>3</td>
<td>3</td>
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<td>2</td>
</tr>
</tbody>
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*O=Overall, C=Consumer, FM=Family Member, P=Provider CM=Community Member*
Individuals Experiencing Early Signs of Mental Health Issues

- Provide education and support services at community centers, churches, and other community settings
- Train law enforcement, social services, courts, and colleges
- Make education and resource information available and easy to access
- Offer peer/support groups
- Offer support and education run by clients/family members/parents and advocates
- Offer education to family doctors
# Top Strategies to Serve Individuals Experiencing Early Signs of Mental Health Issues

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<tbody>
<tr>
<td>Provide education and support services at community centers, churches, and other community settings</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Train law enforcement, social services, courts, and colleges</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Make education and resource information available and easy to access</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Offer peer/support groups</td>
<td>4</td>
<td>4</td>
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O=Overall, C=Consumer, FM=Family Member, P=Provider CM=Community Member
Stigma and Discrimination

- Conduct Media Campaigns (radio, tv ads, billboard/bus ads, videos, films, brochures)
- Provide community education and outreach by consumers
- Provide community education (classes, workshops)
- Provide direct contact between consumers and key groups, i.e. landlords, employers, etc.
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### Top Strategies to Prevent Stigma and Discrimination

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<tbody>
<tr>
<td>Provide community education (classes, workshops)</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Provide community education and outreach by consumers</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Conduct Media Campaigns (radio, tv ads, billboard/bus ads, videos, films, brochures)</td>
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<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Provide direct contact between consumers and key groups, i.e. landlords, employers, etc.</td>
<td>4</td>
<td>3</td>
<td>2</td>
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</tr>
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Suicide Prevention

- Make information about 24 hour hotlines more accessible
- Make resources and referral information easy to access (for the community, doctors/other health professionals gun shops, etc.)
- Train school/teachers to recognize the signs of suicide risks
- Create or expand trained crisis intervention networks in our communities
- Train law enforcement, social services, courts, and colleges
- Create a trained consumer support network for survivors
- Offer education to family doctors or other primary care providers
### Top Suicide Prevention Strategies

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<tr>
<td>Train school/teachers to recognize the signs of suicide risks</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Make information about 24 hour hotlines more accessible</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Make resources and referral information easy to access (for the community, doctors/other health professionals, etc.)</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Create or expand trained crisis intervention networks in our communities</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Train law enforcement, social services, courts, and colleges</td>
<td>5</td>
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<td>5</td>
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Children/Youth in Stressed Families

- Provide support for families in crisis or under stress that is easy to access
- Offer parent support groups or classes
- Offer services that follow the child and family through different environments, e.g. school, home, community
- Make educational and referral resource information available and easy to access
- Provide education and support services at community centers, churches, and other community settings
- Offer education to family doctors or other primary care providers
Top Strategies to Serve
Children/Youth in Stressed Families

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<tr>
<td>Provide support for families in crisis or under stress that is easy to access</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Offer parent support groups or classes</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Offer services that follow the child and family through different environments, e.g. school, home, community</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Make educational and referral resource information available and easy to access</td>
<td>4</td>
<td>2</td>
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Children/Youth at-Risk for School Failure

- Offer training to teachers and school staff on early recognition and response to mental health issues
- Provide more in-school counseling services for youth
- Offer programs for youth and families that help build problem solving and conflict resolution skills
- Offer services that follow the child and family through different environments, e.g. school, home, community
- Provide more after school programming for youth
- Create opportunities that encourage family involvement
- Offer family support groups/training
- Provide gender specific services for youth
- Develop school-based resources in multiple languages for families
- Offer resource & referral information to schools, pre-schools, and child care providers
### Top Strategies to Serve

**Children/Youth at-Risk for School Failure**

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<tbody>
<tr>
<td>Offer training to teachers and school staff on early recognition and response to mental health issues</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Provide more in-school counseling services for youth</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Offer programs for youth and families that help build problem solving and conflict resolution skills</td>
<td>3</td>
<td>2</td>
<td>3</td>
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<td>2</td>
</tr>
</tbody>
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*O=Overall, C=Consumer, FM=Family Member, P=Provider, CM=Community Member*
Children at-Risk of Juvenile Justice Involvement

- Provide more in-school counseling services for youth
- Offer training to teachers and school staff on early recognition and response to mental health issues
- Provide training to law enforcement, social services, courts, etc. about mental health issues
- Provide more after school programming for youth
- Offer programs for youth and families that help build skills in problem solving and conflict resolution
- Make education and resource information available and easy to access
- Collaborate with law enforcement to implement programs to address this population
- Provide outreach and education to “at risk” communities to form partnerships/community networks
### Top Strategies to Serve
**Children at-Risk of Juvenile Justice Involvement**

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</tr>
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<tbody>
<tr>
<td>Provide more in-school counseling services for youth</td>
<td>1</td>
<td>--</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Offer training to teachers and school staff on early recognition and response to mental health issues</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Provide training to law enforcement, social services, courts, etc. about mental health issues</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Provide more after school programming for youth</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Collaborate with law enforcement to implement programs to address this population</td>
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<td>3</td>
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</tr>
<tr>
<td>Offer programs for youth and families that help build skills in problem solving and conflict resolution</td>
<td>4</td>
<td>4</td>
<td>5</td>
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<td>5</td>
</tr>
</tbody>
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## Top Five Reported Barriers to Mental Health Services

<table>
<thead>
<tr>
<th>Barriers</th>
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<th>P N=231</th>
<th>CM N=283</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Homelessness</strong></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Too much ‘red tape’, forms, waiting lists</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Lack of awareness that services are available</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Embarrassment, stigma or discrimination</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Social Isolation</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

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Other Strategies

• Elder specific services
• Services provided at School-based Health Centers
• Integrating PEI services with primary care
• Home-based services
• Provide transportation and childcare
• Enhance multi-lingual crisis services
• Develop educational/outreach materials that describe the wide variety of mental health symptoms
• Create community and leadership
• Fund alternative types of PEI services like art, dance, martial arts, etc.
• Outreach at community functions like farmer’s markets, festivals, etc.
• Provide PEI services for the deaf and produce materials in Braille
• Involve public libraries
• Peer counseling classes for youth
Summary

The PEI survey captured the thoughts and opinions of a diverse audience.

Three common types of strategies emerged from the survey results:

- Services
- Training/Education
- Information

**Services**
- Located in community where groups already meet, i.e. community centers, churches, and other community settings.
- Easy to access (time and location)
- Services that follow the child or family
- In-school counseling services for youth
- Services to increase problem solving and conflict resolution skills
- Support groups/classes
- After school programming for youth
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• Training/Education
  - Law enforcement, social services, courts, and colleges on mental health issues
  - Teachers and school staff around early recognition and response to mental health issues
  - Classes/workshops targeted at the general community around mental health

• Information
  - Community needs to be aware of services
  - Available and easy to access
  - Multiple languages including Braille

- Reduced violence
- Increased ease in accessing mental health services
- Reduced incidence of suicide
- Improved parenting knowledge and skills
- Reduced family stress (including caregiver stress)
Questions
?????????