



# International Survey *of* Principals Concerning Emotional *and* Mental Health *and* Well-Being



## Report of Major Findings

# International Survey *of* Principals Concerning Emotional *and* Mental Health *and* Well-Being

***Conducted by:***

**International Association of Child and Adolescent Mental Health  
and Schools (Intercamhs)**

with the

**International Confederation of Principals (ICP)**

**Louise Rowling**

President, Intercamhs  
Associate Professor,  
University of Sydney  
l.rowling@usyd.edu.au

**Cheryl Vince Whitman**

Vice President, Intercamhs  
Senior Vice President, EDC  
Director, EDC's division  
of Health and Human  
Development Programs  
cvincewhitman@edc.org

**Matthew Biewener**

Research Assistant,  
EDC's Health and Human  
Development Programs  
mbiewener@edc.org

**EDC's Health and Human Development Programs**

55 Chapel Street  
Newton, MA, USA  
02458-1060

Phone: 617.618.2300  
Fax: 617.527.4096  
Mobile: 857.928.6144

cvincewhitman@edc.org

<http://www.hhd.org>  
<http://www.edc.org>

## Purpose and Participating Organizations

This report highlights findings from the 2008 *International Survey of Principals Concerning Emotional and Mental Health and Well-Being* in terms of the circumstances they see for their staff and students. A partnership of the *International Alliance for Child and Adolescent Mental Health and Schools (Intercamhs)*<sup>1</sup> and the *International Confederation of Principals (ICP)*<sup>2</sup>, through their Interconnexions Project, administered the survey over the Internet, reaching principals through their national affiliate organizations.

The survey asked principals about their perceptions regarding:

1. The link between emotional and mental health and academic achievement;
2. Major emotional and mental health issues facing students and staff;
3. Types of professional development, education and training materials, and other resources, as well as national policies, which might be most supportive and useful to them in addressing these issues.

EDC's division of Health and Human Development Programs<sup>3</sup> is the Secretariat for *Intercamhs* and provided support to carry out the survey, analyze the results and prepare the report. Results reported here are statistically significant at the level  $\alpha=0.05$ . Based on these findings, *Intercamhs* and *ICP* are designing ways to respond globally to the identified needs of principals. The post-survey goals are to:

1. Provide education and training tools and peer learning experiences to enhance principals' knowledge and skills to effectively address staff and student emotional and mental health and well-being.
2. Encourage principals to use the report's findings in discussion with their many constituents (staff, parents, media, mental health providers, community leaders, state and national policy makers) to: raise their awareness of the issues; address the barrier of stigma; and advocate for strengthened policies and programs.

A strengthened response to emotional and mental health in schools is necessary not only to enhance human development, but also to recognize and address the critical link between emotional and mental well-being, learning and academic performance. *Intercamhs* and *ICP* advocate strongly for a whole school approach because it is most likely to succeed in promoting social and emotional learning and preventing disorders. This approach coordinates policy, programs and strategies across the continuum of mental health promotion through early intervention and treatment of disorders.

## Sample

Approximately 1,200 principals from 27 countries responded to the survey. The majority are from ICP country affiliates in Ireland, Australia, the United Kingdom, Canada, the United States, and New Zealand. Many more countries participated, such as Austria, the Netherlands, Ghana, South Africa, Brazil, and India. The average school size in the sample is approximately 550 students.<sup>4</sup> Almost all schools are co-educational. Principals generally worked at schools that were for pre-kindergarten and elementary students (50.1%) or middle and high school students (26.8%), though some were responsible for broader age ranges or even older students (23.0%). Nearly 20% of the principals have been in their role for 15 or more years, 40% for 7–14 years, and the remaining 40% report 6 years experience or less. Female principals in the sample outnumber males slightly (57% to 43%). In about 60% of the schools, principals report that the backgrounds of their students are mixed or diverse.

## Summary of Major Findings

|   |   |
|---|---|
| <b>1</b><br>The Link and Those in Need                      | The vast majority of principals believe that emotional/mental health and well-being are “very important” for academic achievement. They estimate that approximately one in five of their students need prevention or intervention services. This estimate is consistent with other international research.  |
| <b>2</b><br>Major Student Issues                            | Among students, principals identify bullying and harassment, impulse control, and anger management as the top three emotional/mental health and well-being issues. In their own words, principals emphasize that the most important issues they face in their work with students are how to: increase their awareness of issues; identify those in need of services; and gain access to services.   |
| <b>3</b><br>Major Staff Issues                              | Among staff, principals report that stress, anxiety, and depression are the major emotional/mental health and well-being issues, and also stress the importance of support and communication among teachers, students and parents. Principals generally rate the emotional and mental health and well-being issues for staff lower than they do for student issues.   |
| <b>4</b><br>Ministry of Education Policies                  | Principals see a need to increase and strengthen Ministry of Education policies with regard to both student and teacher emotional/mental health and well-being through schools. Those principals who report that there are no national policies for either students or teachers also report a greater need for educational materials and resources.   |
| <b>5</b><br>Impact of Student Family Income                 | Principals of schools with lower student family incomes report poorer emotional/mental health and well-being among students and staff across a range of issues.   |
| <b>6</b><br>Need for Professional Development and Resources | Principals report that training programs and materials for their staff, especially in the form of DVDs and videos and Web-based courses, as well as exchange with other principals and experts, would be most useful. Principals want resources, training, and materials to address nine critical areas of a whole-school approach, including support to students and families in distress, effective prevention and promotion strategies, and teaching emotional and social learning skills. |

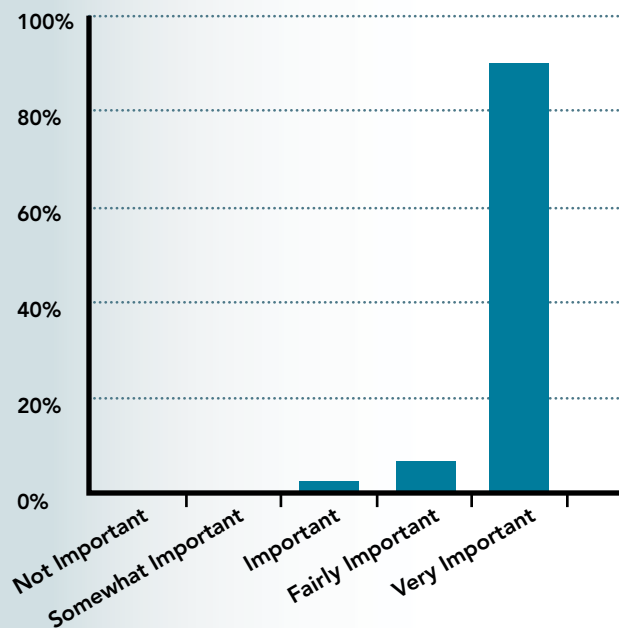
# The Link and Those in Need

The vast majority of principals believe that emotional/mental health and well-being are “very important” for academic achievement. They estimate that approximately one in five of their students need prevention or intervention services. This estimate is consistent with other international research.

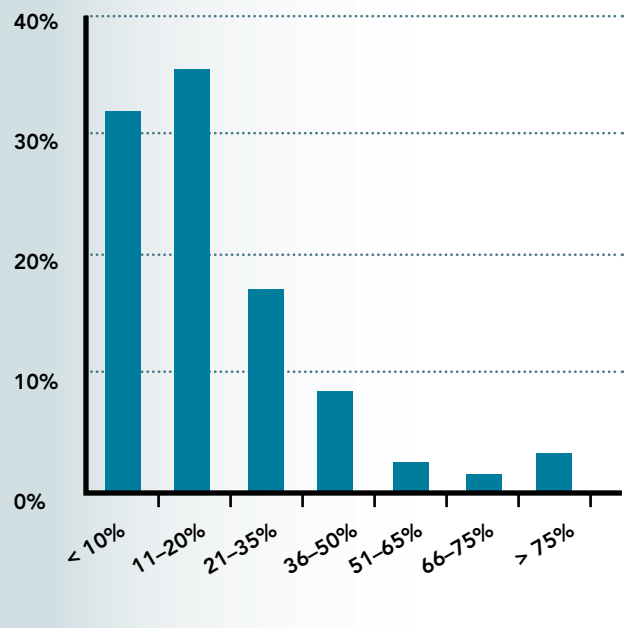
The survey asked principals to what degree they see a link between student emotional/mental health and well-being and achievement in the classroom. Figure 1 (a) illustrates that more than 80% of principals believe that this link is very important. Responses are consistent, regardless of principals’ estimate of the student diversity and family income in their communities, or of their reported years of experience.

Figure 1 (b) below presents principals’ estimates of the percentage of their students who they believe are in need of services. While 35% of principals feel that close to one in five students can benefit from services, over 15% of principals estimate a higher range of students in need. About 5% of principals think that about half of their students need services. Other international research has arrived at similar findings, reporting that approximately one in five children live with a diagnosable mental health disorder.<sup>1</sup> While few children have access to services, most of those who do have been recognized and referred by their schools. In the U.S., for example, only 30% of all children with mental health problems

**Figure 1 (a).** Principals’ average rating of importance of emotional/mental health and well-being in terms of student performance and academic achievement



**Figure 1 (b).** Principals’ estimate of the percentage of their students needing services



receive needed services. Of those who do gain services, it is estimated that 70%–80% access these services through their schools.<sup>2,3</sup> Thus, schools have a critical role to play in promoting and protecting the mental health of all students, given its importance to learning and academic success. Often, schools are the one place that recognizes and can refer children to needed services.

## Discussion Questions

1. What evidence do *you* see of this link in your school or country? Do others of your staff, your community, and your policy leaders also see the link?
2. What steps can principals take to increase awareness among policy makers, staff, union leaders, parents, mental health providers, community leaders, others? Why is it critical to do so?
3. How do your own countrywide estimates of students requiring prevention or intervention services compare to the survey estimates?
4. What services are available in your school or country? Needed?
5. What different types of programs are needed for all students?

## Voices from the Field

*Emotional, mental health and well-being of both the student and staff in relation to the academic achievement of the individual student should be of paramount importance to all.*

Male Principal; Ghana; Large School; Low-Income/Poverty; Ages Pre-School to 16.

*The stresses on our children and families seem to be increasing, and as a result we see more of these issues beginning to affect our teaching and student learning.*

Female Principal; Canada; Small School; Lower-Middle Class; Ages 6 to 12.

# Major Student Issues

Among students, principals identify bullying and harassment, impulse control, and anger management as the top three emotional/mental health and well-being issues. In their own words, principals emphasize that the most important issues they face in their work with students are how to: increase their awareness of issues; identify those in need of services; and gain access to services.

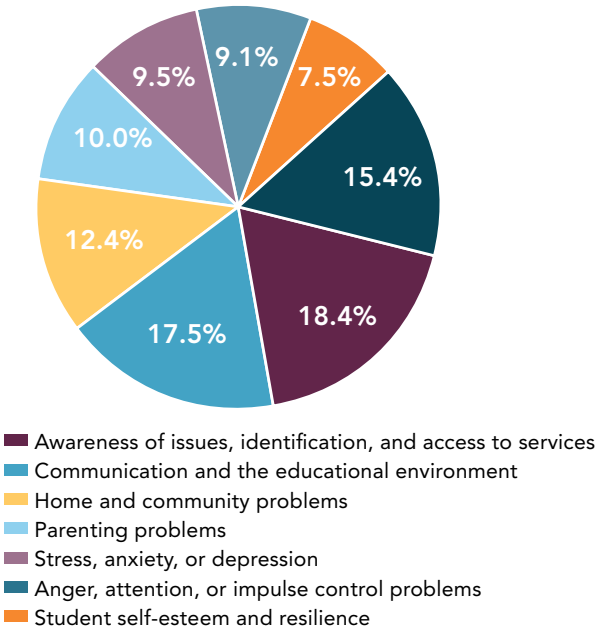
On a scale of 1 (“Not Important”) to 5 (“Very Important”), principals rated the importance of 16 issues, presented in a checklist. These 16 issues were drawn from international literature on the prevalence and importance of specific conditions. Worldwide, principals report that bullying and harassment, impulse control, and anger management are the leading issues they need to address among their students. Respondents see family dysfunction as another important issue, as well as behavior problems, anxiety, and stress.

In addition to the checklist, we asked principals to share, in their own words, what they see as the most important emotional and mental health issues to address for their students. Figure 2 (b) illustrates the finding that the main issues for principals are how to: increase their awareness of the issues; identify mental health problems; provide access to needed services. Other important issues that follow closely are effective and respectful communication among teachers, students, and parents and the need to create a positive psychosocial educational environment. Principals also state that family dysfunction, neighborhood violence, and other home and community problems are also of concern.

**Figure 2 (a).** Principals’ ratings of major emotional/mental health and well-being issues to address among students, based on average rating (1 = Not Important, 5 = Very Important) from checklist

| Issue                          | Rating |
|--------------------------------|--------|
| 1. Bullying and Harassment     | 3.99   |
| 2. Impulse Control             | 3.96   |
| 3. Anger Management            | 3.93   |
| 4. Family Dysfunction or Other | 3.89   |
| 5. Other Behavior Problems     | 3.49   |
| 6. Anxiety                     | 3.38   |
| 7. Stress                      | 3.29   |

**Figure 2 (b).** Principals’ open-ended responses as to their views of important issues to address among students



## Discussion Questions

1. Are these issues similar to your experience? If so, in what ways?
2. Are there other issues you see? What are some similarities or differences between the table in Figure 2a and the pie chart in Figure 2b?
3. What actions are you presently taking or might you want to take to address the issues you face?
4. What are a few of the most effective, research-based strategies you know of for specific issues?
5. Where can you turn for assistance and resources?
6. Are these issues common in your school? What role do you think stigma about mental health plays in terms of awareness of mental health problems, identification and diagnosis of those in need, and access to services? How can principals combat stigma?
7. Given the range of issues principals must address, how can student mental health become a higher priority?

## Voices from the Field

*“I feel that all issues above are very important to address. Children, nowadays, are exposed to such a huge range of difficult situations at home, in school, at clubs, etc. that they need to be aware of them, taught how to deal with them and given the opportunity to discuss and understand them.”*

Female Principal; Ireland; Very Small School; Lower-Middle Class; Ages Pre-School to 16

*“There is a definite increase in the number of children who have difficulty with focus, attention and impulse control. There is also a steady rise of anger issues . . . Family dysfunctions of many kinds are often the prime factor in the resulting mental health issues of the children.”*

Female Principal; Canada; Small School; Lower-Middle Class; Ages Pre-School to 16

# Major Staff Issues

Among staff, principals report that stress, anxiety, and depression are the major emotional/mental health and well-being issues, and also stress the importance of support and communication among teachers, students and parents. Principals generally rate the emotional and mental health and well-being issues for staff lower than they do for student issues.

As with the questions about students, principals rated the importance of 11 issues presented in a checklist, using the same scale of 1 (“Not Important”) to 5 (“Very Important”). Likewise, principals shared, in their own words, what they see as the most important emotional and mental health issues to address for their staff.

Figures 3 (a) and (b) show that there is some consistency between replies on the structured checklist and the open-ended questions. In both cases, principals indicate that stress, anxiety, and depression are the leading issues affecting their staff. When given the chance to describe the most important issues that they face in their own words, principals elaborate by commenting on their need to help their staff build resilience and develop coping skills to deal with some of these challenges. Interestingly, the principals do not perceive that policy (such as inclusiveness without classroom support) and school structural factors (such as large class sizes) may also create stress for teachers.

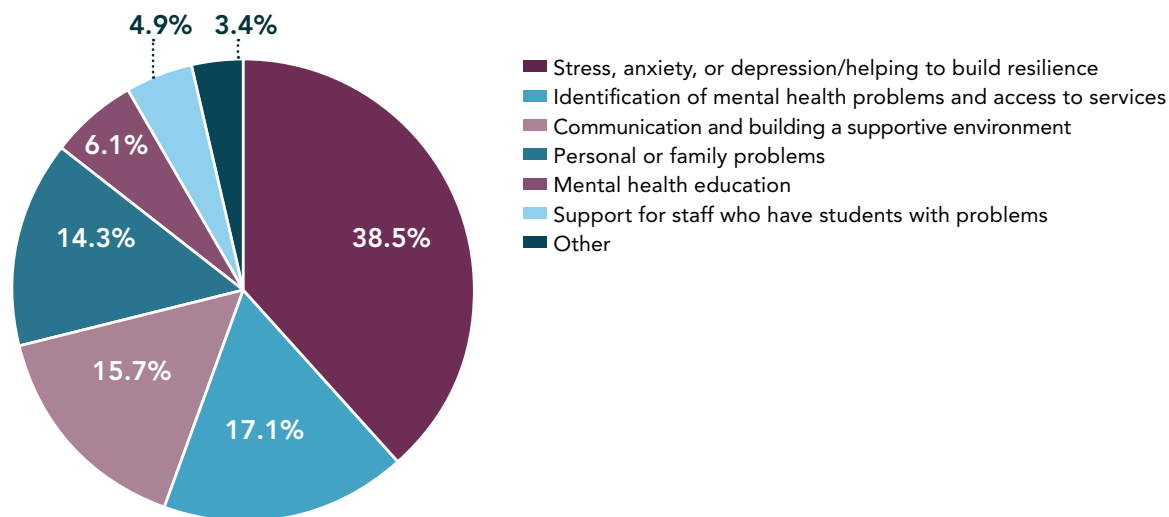
Similar to principals’ replies about concerns for students, 30% of all principal responses cite the importance of identifying and diagnosing staff with mental health problems and connecting them to needed services within the school or externally. Another common concern among principals is the importance of building an environment where staff members can assist other staff and children to feel safe and supported. Principals feel that establishing this kind of environment requires open and respectful communication among teachers, students, and their families.

Still, on average principals rate teacher issues as lower in importance than student issues (2.6 versus 3.1). This is consistent with the results discussed in Finding 6, where principals see educational materials, training, and resources for “developing specific mental health policies for staff” as least important on a list of 13 possible issues related to emotional/mental health and well-being. Principals consistently report staff issues to be of lower concern to them than student issues. This difference indicates the need to make the school a healthy workplace, given the impact of teacher well-being on student performance.

**Figure 3 (a).** Principals’ ratings of major emotional/mental health and well-being issues to address among staff, based on average rating (1 = Not Important, 5 = Very Important)

| Issue                      | Rating |
|----------------------------|--------|
| 1. Stress                  | 3.72   |
| 2. Anxiety                 | 3.14   |
| 3. Depression              | 2.84   |
| 4. Loss and grief          | 2.74   |
| 5. Bullying and Harassment | 2.73   |

**Figure 3 (b).** Principals' responses to open-ended question regarding their views of important issues to address among staff



## Discussion Questions

1. Does the ranking of issues above reflect what you see as the major staff issues? If not, what is different and why?
2. What are some similarities or differences between the table and the pie chart in Figure 3?
3. What is the importance and likely effect of these staff issues on the educational system? On students? On the quality of teaching and learning?
4. Who is responsible to address staff emotional and mental health and well-being? How and in what way might an effective response be designed?
5. Is stress adequately appreciated as an emotional/mental health concern among the staff and administration at your school?
6. What kind of resources might be needed and available to address these issues for staff?
7. Given the range of issues principals must address, how can staff mental health become a higher priority?

## Voices from the Field

*"...At all levels of education in Britain, the life-work balance is seriously out of kilter. The next generation of principals will not be able to sustain this constantly increasing pressure and will burn out earlier than this one."*

Male Principal; Scotland; Very Large School; Middle Class; Ages 6 and Older

*"From answering the questionnaire it has become clear to me that while we are pro-active in valuing the mental health of our pupils, there is no formal structure for staff well-being. It really relies on the friendships and relationships built up between staff members and also principal to provide support for staff in need . . ."*

Female Principal; Ireland; Medium School; Upper-Middle Class; Ages Pre-School to 12

# Ministry of Education Policies

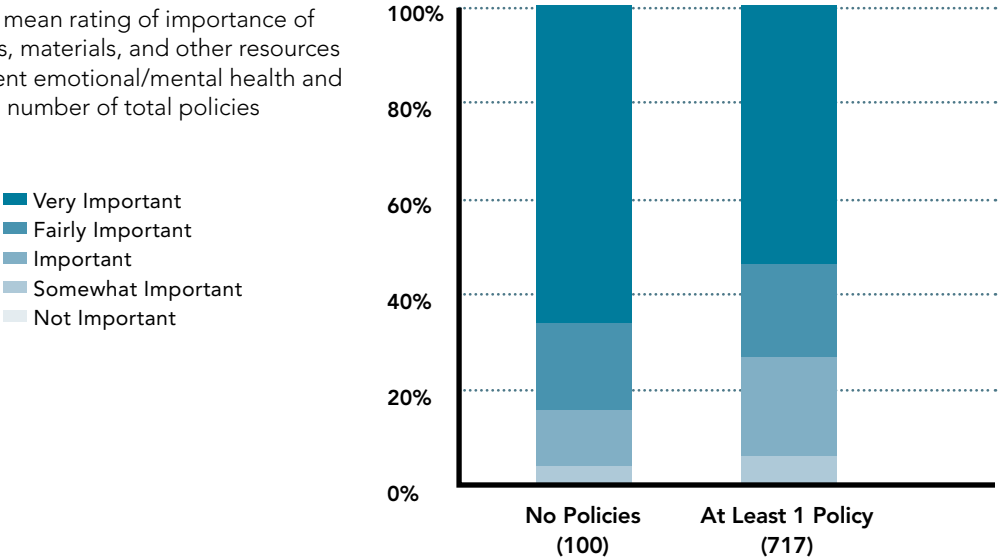
Principals see a need to increase and strengthen Ministry of Education policies with regard to both student and teacher emotional/mental health and well-being through schools. Those principals who report that there are no national policies for either students or teachers also report a greater need for educational materials and resources.

Figure 4 (a) shows that three in four principals indicate that Ministry of Education (MOE) policies exist to address students’ general health through schools. Yet, only half report that policies exist specifically for student emotional/mental health and well-being. Far fewer principals report that Ministries of Education have policies dedicated to teacher health and mental health. Only one-third of the principals indicate that MOE policies exist for teacher health and teacher mental health and well-being. The remaining two-thirds indicate either that no policies exist (approximately 42%) or that they do not know if such policies exist. Interestingly, as shown in Figure 4 (b), principals of schools in countries with no national MOE policies to address student or teacher health and mental health are more likely to express a need for professional development, educational materials, and other resources.

**Figure 4 (a).** Existence of MOE policies to address health and mental health among students and staff

| Policy                                | Yes         | No          | Don't Know  |
|---------------------------------------|-------------|-------------|-------------|
| Student Health Through Schools        | 857 (74.1%) | 163 (14.1%) | 136 (11.8%) |
| Student Mental Health Through Schools | 641 (55.4%) | 322 (27.9%) | 193 (16.7%) |
| Teacher Health                        | 385 (33.3%) | 496 (42.9%) | 275 (23.8%) |
| Teacher Mental Health                 | 402 (34.8%) | 482 (41.7%) | 272 (23.5%) |

**Figure 4 (b).** Principals’ mean rating of importance of having educational tools, materials, and other resources to address various student emotional/mental health and well-being issues by the number of total policies



## Discussion Questions

1. What are the positive and important components of existing policies pertaining to emotional and mental health? How might they be strengthened?
2. What can principals and others do to influence and advocate for regional or national policy concerning staff emotional and mental health?
3. What can principals do at the school level to adopt policies in the absence of a national response?
4. Why is it important to address teacher health and mental health? Why might teacher emotional/mental health and well-being not be perceived as important for education policy makers? How can this situation be changed?
5. Who should take the lead? What can principals, teachers' unions, teachers, and others do to put teacher emotional/mental health and well-being on the national education policy agenda? Who needs to be involved? What would be the best points of leverage for change?

## Voices from the Field

*“There are two key problems - a system that creates emotional and mental instability (in both pupils and staff) and an almost complete failure of support for children experiencing emotional and mental problems.”*

Male Principal; UK; Medium School; Middle Class; Ages 13 and Older

*“...Governments need to recognize the effect of their intervention on teachers and administrators within the educational system. They fail to recognise that their demands are placing undue and unreasonable expectations on schools and school systems... Governments must stop loading schools with more to do without providing extra effective resources to be able to do it.”*

Male Principal; Australia; Small School; Middle Income; Ages 6 to 12

*“The greater issue is that our Ministry of Education is siloed and needs to work collaboratively with Ministry of Health and Ministry of Community and Social Services to create wrap-around interventions for students and their families.”*

Female Principal; Canada; Large School; Lower-Middle Class; Ages 13 and Older

# Impact of Student Family Income

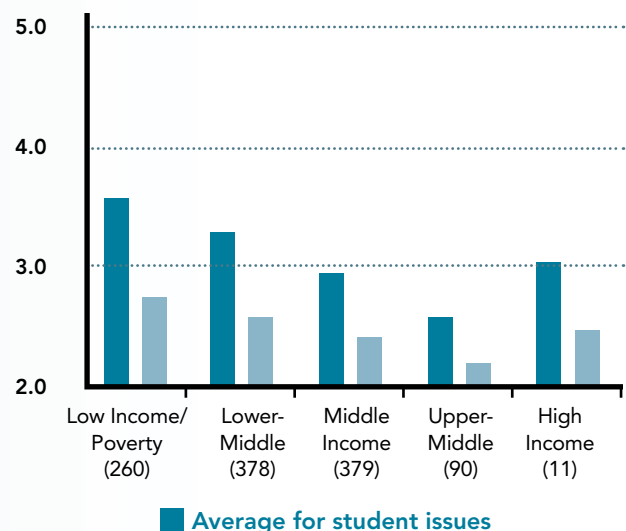
Principals of schools with lower student family incomes report poorer emotional/mental health and well-being among students and staff across a range of issues.

Across the sample of 1,215 principals, 22.9% report to be serving families with children described as low-income/poverty, 33.2% as lower-middle class, 34.9% as middle class, 8.0% as upper-middle class, and 1.1% as high income.

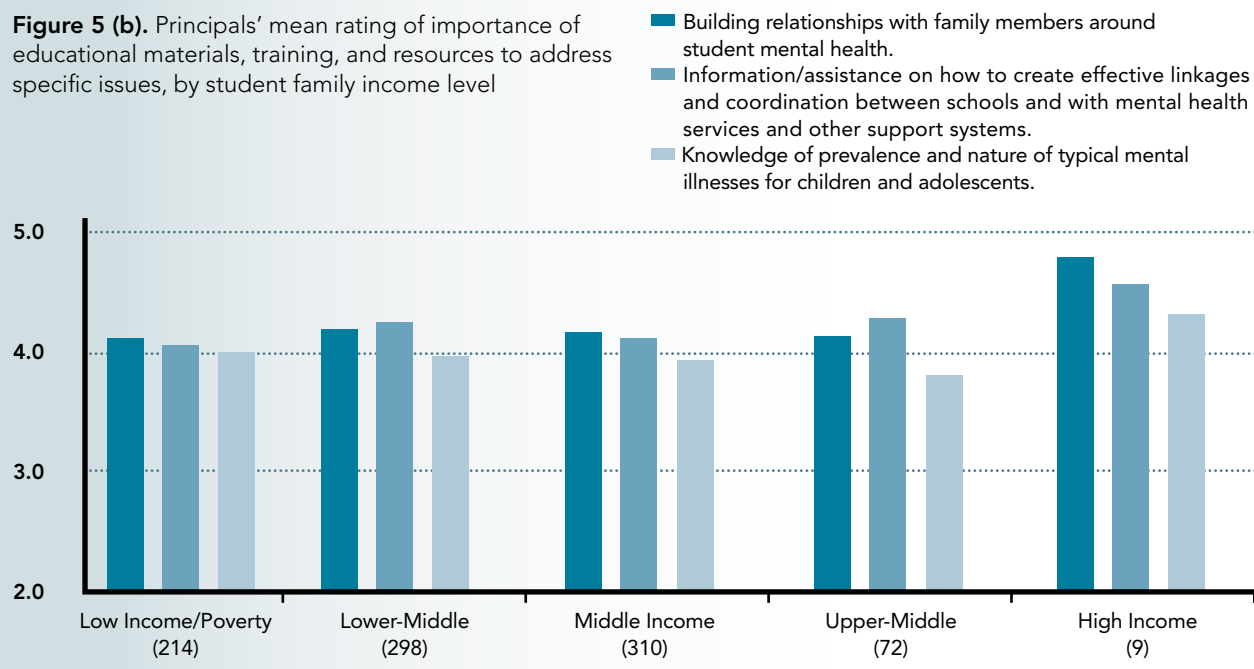
When we compare principals' ratings of the importance of various student emotional/mental health and well-being issues to the estimated income level of the families, interesting patterns emerge. In Figure 5 (a) below, principals serving students in low-income or poverty families indicate the highest mean score for both student and staff emotional and mental health issues, using a scale of 1 ("Not Important") to 5 ("Very Important"). Numerous international studies show that those living in poverty, for a variety of reasons, experience higher rates of mental disorders.<sup>9,10,11</sup> The needs of impoverished children and their families underscore the importance of the school's responsibility to provide for all students a safe haven, nutrition and mental health services, parental education and support, and basic and remedial education services to ensure that students acquire the education and skills to eventually move beyond the cycle of poverty.<sup>12,13,14</sup> Principals serving upper-middle class families show the lowest mean score (2.69 for students and 2.22 for staff compared to 3.56 for students and 2.76 for staff for low-income/poverty families).

The data show that principals of schools with lower student family income levels generally express a greater desire or need for materials and resources. Interestingly, though, principals of schools with high student family income offer higher ratings than their peers when considering the importance of educational materials, training, and other resources for addressing several specific emotional/mental health and well-being issues. Illustrated in Figure 5 (b), these issues include (1) building relationships with families to address student mental health issues (2) creating linkages to services, and (3) gaining knowledge of typical mental health problems.

**Figure 5 (a).** Principals' mean ratings of importance of emotional/mental health and well-being issues for students and staff, by student family income level



**Figure 5 (b).** Principals' mean rating of importance of educational materials, training, and resources to address specific issues, by student family income level



## Discussion Questions

- In your school, what role does family income level play in terms of student emotional/mental health and well-being, academic achievement, and the need for educational materials, training, and other resources? How do the specific issues listed in Figures 4 (a) and (b) align with problems you see in your school and where you feel resources would be best directed?
- What policy changes at the national or school level could have a positive effect on student and families living in poverty, with benefits to their emotional and mental health?
- What types of support programs and services could be of immediate help to students in low-income neighborhoods? How can community leaders and non-governmental organizations be involved?
- What additional types of support might be made available to staff who are dealing with more acute needs of low-income/poverty students and families?

## Voices from the Field

*“Many pupils have severe and complex needs which date back many years. Fairly consistent common denominators are poverty and poor parenting.”*

Male Principal; UK; Medium School; Low-Income/Poverty; Ages 6 to 16

*“Working in a designated disadvantaged area can be very stressful for staff. Discipline problems and coping with troubled parents and children can be very challenging for teachers and SNAs. Inter staff relations can also be difficult. We have had a need to address all of the above issues at some point over the past 15 years.”*

Male Principal; Ireland; Small School; Low-Income/Poverty; Ages 6 to 12

# Need for Professional Development and Resources

Principals report that training programs and materials for their staff, especially in the form of DVDs and videos and Web-based courses, as well as exchange with other principals and experts, would be most useful. Principals want resources, training, and materials to address nine critical areas of a whole-school approach, including support to students and families in distress, effective prevention and promotion strategies, and teaching emotional and social learning skills.

From a checklist of issues, principals give an average rating of 3.5 to 4 on a 5-point scale concerning the usefulness of training programs and materials for school staff, videos and DVDs, and exchange with principals and experts from other districts within country.

Scoring from 3 to 3.5 are Web-based courses or other Web-based ways for exchange and interaction as well as the opportunity to share experiences with principals in other countries; also, print training manuals and dedicated columns in national association newsletters. Depending on a school's typical way of providing professional development, it seems that a variety of formats would be useful. Figure 6 (a) below provides the average rating for the list of formats offered.

**Figure 6 (a).** Principals' average ratings of usefulness of various professional development and educational materials and resources (1 = Not Useful, 5 = Very Useful)

| Type of material or resource  | Rating |
|---|--------|
| Training programs and materials for school staff                          | 3.96   |
| Videos, DVDs  | 3.58   |
| Exchange with principals and experts from other districts in your country | 3.52   |
| Web-based resources and publications                                      | 3.47   |
| Web-based course or interactive Web-based learning material               | 3.41   |
| Exchange with other schools and experts internationally                   | 3.37   |
| Print, how-to manual  | 3.27   |
| Dedicated column in ICP/National Association newsletters                  | 2.70   |

When offered a list of issues that training and materials should address, principals gave an average rating of 4 or higher on a 5-point scale to nine different issues, as illustrated in Figure 6 (b). All these issues are elements of a whole school approach ranging from promotion to prevention, early intervention and care. Among the top nine are also the need to understand risk and protective factors, common mental, illnesses among children and how to relate to and involve families.

**Figure 6 (b).** Principals' average ratings of issues of greatest importance to be addressed through training, educational materials, and resources (1 = Not Important, 5 = Very Important)

| Need for Educational Materials to Address  | Rating |
|--|--------|
| Student and family supports for those with more serious problems                 | 4.42   |
| Knowledge of effective promotion/prevention strategies and their implementation  | 4.31   |
| Program/strategies to teach students emotional and social learning skills        | 4.31   |
| How to make early identification of symptoms of mental health problem            | 4.25   |
| Creating a whole-school approach to emotional and mental well-being              | 4.20   |
| Building relationships with family members around student mental health          | 4.16   |
| Knowing how to create effective linkages between schools and MH services/support | 4.15   |
| Basic understanding of risk/protective factors                                   | 4.15   |
| Knowledge of prevalence and nature of common mental illnesses in kids            | 4.00   |
| Research on emotional/MH and academic performance relationship                   | 3.94   |
| How to integrate emotional and MH/well-being into your school policy/mission     | 3.94   |
| Stigma and discrimination related to mental health and how to overcome them      | 3.87   |
| Developing specific mental health policies for staff                             | 3.74   |

## Discussion Questions

- Among the identified issues and formats, which are the most important for you and where will you dedicate attention?
- How can you best use current or new professional staff development opportunities for principal and staff development on these issues? What formats would you prefer?
- What professional associations, non-governmental organizations, universities or local mental health or social service agencies can you access and partner with to provide needed professional development on student/staff well-being, emotional and mental health?
- Given the issues identified for staff, what formal and non-formal supports can the principal and others create to alleviate their stress, anxiety, and depression?
- What actions can country affiliates of ICP play to place this issue higher on the agenda for ICP delivery of events and materials and resources?
- Have you visited the Intercamhs Web site ([www.intercamhs.org](http://www.intercamhs.org)) to find resources there? What else might be needed?

## Voices from the Field

*“We’re dying here in the front lines when there are not mental health and wellness services available for us—we can’t do our best job of educating students if we are always rushing to put out fires.”*

Female Principal; Canada; Medium School, Low-Income/Poverty; Ages Pre-School to 12

*“The face to face courses are much more valuable than anything on web or book form.”*

Female Principal; Ireland; Very Small School; Lower-Middle Income; Ages Pre-School to 16

*“It would be very useful if we could access a website that would outline specifics on a lot of different conditions that we could access when required . . . One central site with professional guidance would be very useful.”*

Female Principal; Ireland; Very Small School; Middle Income; Ages 6 to 12

# Conclusion and Recommendations

The Principals Survey offers for the first time a global window into the experiences and attitudes of principals as they relate to emotional/mental health and well-being. From the data described in this report it is clear that these issues are of paramount importance to principals, administrators, and teachers. We hope that these findings will help to foster deeper horizontal and vertical collaboration to work toward ensuring that all students and school staff have access to needed emotional/mental health services and support.

Around the globe, principals see clearly the link between student and staff emotional/mental health and well-being. Their estimates that one in five of their students has a serious disorder, is similar to other international findings. Principals also see serious issues of stress, anxiety, and depression among their teachers. In recognizing these important issues, principals share their needs for training and educational resources for themselves and their staff to develop the knowledge, skills, linkages, and capacity to be able to respond more effectively.

The findings provide valuable guidance to *ICP*, *Intercamhs*, other organizations, and professionals for needed follow-on activities. Advocates and others concerned with mental health in schools should be encouraged to work in close collaboration with principals, researchers, and policy makers to enact more progressive educational policies that use a whole-school promotion and prevention approach and place emotional/mental health and well-being of students and staff high on the educational agenda. Professional development events, tools, training, and other materials must be developed and made available at the school level. Educators and organizations committed to improving child and adolescent mental health must capitalize on globalization and new technologies by using international professional associations to offer training and expertise and the Internet for reach, delivery, peer exchange, and learning from international experts. As the findings of this survey suggest, we must concentrate on topics of highest need and in low-income areas. Recognizing the school as a workplace and addressing teacher mental health and well-being is an essential step in a comprehensive response.

Specifically, we recommend that:

- *ICP* member organizations in the countries with survey data use the findings to foster discussion of the issues and to advocate for and plan next steps to put needed policies and programs in place.
- *ICP* member organizations advocate with *ICP* and *Intercamhs* at the international level so that through their *Interconnexions* project provision is made for more educational resources and training activities through their newsletter, conferences, Web site, and other means.
- *Intercamhs* and *ICP* work to develop a specific plan of action and to secure funding that will support development of the needed education and training materials identified through this survey.
- *Intercamhs* and *ICP* publicize these results broadly around the world to create a movement, shared language, and action for change.

## References

1. Intercamhs ([www.intercamhs.org](http://www.intercamhs.org)) is an international network of agencies and individuals who believe that addressing mental health issues in schools is vitally important to the well-being of school community members.
2. ICP ([www.icponline.org](http://www.icponline.org)) is a global association of school leadership organizations representing over 135,000 school leaders across five continents and, as such, commands a unique global position as a major voice for school education.
3. Education Development Center, Inc. (EDC) is an international non-profit organization that applies research and program development strategies to address challenges in health, education, and employment ([www.edc.org](http://www.edc.org)). Established 50 years ago, EDC has 1,300 staff working on projects in over 30 countries. EDC's division of Health and Human Development Programs ([www.hhd.org](http://www.hhd.org)) promotes health and mental health in many settings across the life cycle.
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