

Early Psychosis 101: Basics for Supporting Students *Learning Series Summary*

Identifying young people at risk for or facing a first episode of psychosis is a major state and national priority due to the recognized benefits of early intervention. Because symptoms generally begin between the ages of 12-25, schools are critical places for identifying those with early symptoms of both psychosis-risk and early psychosis symptoms.

Early Psychosis 101: Basics for Supporting Students is a virtual 3-part learning series that focused on recognizing and responding to signs of risk for psychosis in students; empowering educators in screening for psychosis and navigating school supports for students with psychosis; and transition to college for youth with psychosis.

Sessions were presented by clinicians who work in the early psychosis field and individuals with lived experience related to early psychosis who can speak to the challenges of facing early psychosis symptoms in secondary school settings, as well as strategies to best support those with early symptoms and their families. Case examples were utilized to illustrate key points in recognizing those with early psychosis symptoms, potential interventions, and accommodations. Tools that can be helpful for screening for psychosis symptoms were also shared. Session recordings and resources compiled can be accessed [here](#).

Intended Audience

This introductory-level learning series was geared toward school personnel from middle and high schools, including

- School mental health providers, such as school counselors, social workers, psychologists, and other mental health professionals (those hired by the school and those who work for a community organization and come into the school to provide school mental health services)
- School nurses/school health aides, and other primary care partners working in schools
- School educators, administrators, school resource officers, and mental health peer leaders



Overall Evaluation from Survey Respondents

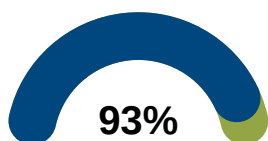


INDICATED SATISFACTION
WITH THE OVERALL
QUALITY OF THE
TRAINING PROVIDED



99%

INDICATED THEY
WOULD RECOMMEND
THIS TRAINING TO A
COLLEAGUE



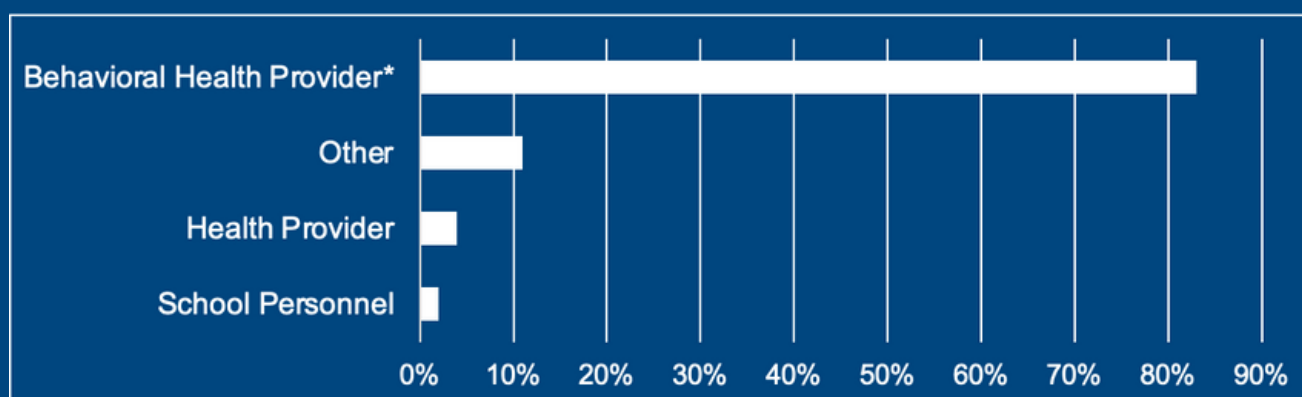
INDICATED THEY EXPECT
THIS TRAINING WILL IMPROVE
THEIR ABILITY TO WORK
EFFECTIVELY



96%

INDICATED THEY EXPECT
THIS TRAINING TO
BENEFIT THEM AND/OR
THEIR COMMUNITY

Attendee Profession



*Including those who work in schools

Selected Feedback and Reflections

"It was helpful to hear that a campaign for psychoeducation on identification and treatment of psychosis in schools was so impactful. I think it is an area of opportunity in my region that makes me hopeful we could improve identification and treatment for school-aged youth."

"I found the social support and community model to be incredibly important. I really appreciated the presenter emphasizing the importance of this when so many individuals with schizophrenia feel alone and isolated. The practical suggestions shared and the tools that can be used for screening are also helpful."

"I appreciated hearing some of the updated language regarding psychosis and the notation that not all symptoms experienced or observed automatically mean someone has a mental health disorder. Hearing the lived experience perspective was also very insightful."

"I will now engage in more in-depth evaluation/assessment when screening students and explore cultural and spiritual elements that may be affecting client's reported experiences and symptoms."

"What I found most useful was learning some foundational frameworks around psychosis (i.e. psychosis as a spectrum, importance of peer supports). The information was presented in a way that showcased the most important issues and facts."

"Hearing from personal lived experiences really helped me to understand things from my students' perspectives. The resources provided will also be helpful in helping my students."

Considerations for Future Training and Resources

"Training with more emphasis on how to proceed with children under 12 years old (e.g., differentiating psychotic-like experiences that don't need treatment from psychosis-related symptoms with those that do warrant treatment)."

"I wish there was more information on safety planning. Additional case examples would also be helpful to discuss varying impacts that psychosis has on individuals."

"It would be beneficial to have more discussion about signs/symptoms and immediate actions to take as a school professional to support students. More hands-on application would also be helpful."

Access additional MHTTC school mental health-related training and resources [here](#) and PEPPNET resources [here](#).

Questions? Please contact the MHTTC Network Coordinating Office at networkoffice@mhttcnetwork.org.



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