AI Report

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Support Mental Health Diversion & Treatment - 4/14/2026

AI Check

Invest in crisis care and community-based alternatives, so jail is not the default mental health system

TO ASK

Ask policymakers to fund and adopt a 3-part policy package that:

- Create a 24/7 mental health crisis response system.
- Conduct universal mental health screening upon prison admission.
- Create referral mechanisms for non-violent offenders with treatment plans.

WHY THIS MATTERS

People facing severe mental health crises show up behind bars far more often than in the general population (Figure 1).
When support systems fail, time spent in jail may deepen psychological struggles, making repeated cycles through the system more likely.

KEY FACTS (U.S.)

26% - Serious psychological distress in jail (past 30 days) vs 4% general population (Figure 1).

31% - Women in jail with serious mental illness vs 5% general population (Figure 2).

15% - Men in jail with serious mental illness vs 3% general population (Figure 2).

BACKGROUND

Aiming to reduce incarceration for people with serious mental illness, the recent diversion legislation expands pre-arrest options using community-based care networks.
Instead of moving through courts, some facing low-level, nonviolent charges may be directed into therapeutic programs.
As untreated cases grow inside facilities, systems now shift toward initiating medical involvement sooner.
Though not a fix-all, early outreach could reshape how justice and health sectors respond.

WHAT TO DO NEXT

· Intercept crises early: fund mobile crisis teams and outreach specialists.

· Divert cases safely: use pretrial settlements and mental health courts for non-violent crimes.

· Treatment and linkage to healthcare providers: ensure continuity of medication treatment and discharge planning.

FISCAL CASE

Funding shifts away from holding low-risk individuals often free up room in budgets for proven support services.
About nine to eleven times more money goes toward jail compared to oversight outside facilities under federal accounting (U.S. Courts, 2025).
Through such reallocations, systems gain space while communities grow safer.

ALLIES / COALITIONS

· Policymakers (budget + oversight)

· Sheriff/jail + pretrial services

· Behavioral health providers

Courts defenders prosecutors

· Advocacy groups (NAMI, MHA, ACLU)

MEASURES OF SUCCESS

· Fewer crisis-related bookings

· Shorter pretrial detention for people with mental illness

- More care connections within 14 days of release
- Lower rebooking rates for diversion participants

Allocate funds for alternative treatment/rehabilitation programs so that mental health crises are resolved through care rather than arrest

FAQs

What is GPTZero?

GPTZero is the leading AI detector for checking whether a document was written by a large language model such as ChatGPT. GPTZero detects AI on sentence, paragraph, and document level. Our model was trained on a large, diverse corpus of human-written and AI-generated text with support for English, Spanish, French, German, and other languages. To date, GPTZero has served over 17 million users around the world, and works with over 100 organizations in education, hiring, publishing, legal, and more.

When should I use GPTZero?

Our users have seen the use of AI-generated text proliferate into education, certification, hiring and recruitment, social writing platforms, disinformation, and beyond. We've created GPTZero as a tool to highlight the possible use of AI in writing text. In particular, we focus on classifying AI use in prose. Overall, our classifier is intended to be used to flag situations in which a conversation can be started (for example, between educators and students) to drive further inquiry and spread awareness of the risks of using AI in written work.

Does GPTZero only detect ChatGPT outputs?

No, GPTZero works robustly across a range of AI language models, including but not limited to ChatGPT, GPT-5, GPT-4, GPT-3, Gemini, Claude, and AI services based on those models.

What are the limitations of the classifier?

The nature of AI-generated content is changing constantly. As such, these results should not be used to punish students. We recommend educators to use our behind-the-scene Writing Reports as part of a holistic assessment of student work. There always exist edge cases with both instances where AI is classified as human, and human is classified as AI. Instead, we recommend educators take approaches that give students the opportunity to demonstrate their understanding in a controlled environment and craft assignments that cannot be solved with AI. Our classifier is not trained to identify AI-generated text after it has been heavily modified after generation (although we estimate this is a minority of the uses for AI-generation at the moment). Currently, our classifier can sometimes flag other machine-generated or highly procedural text as AI-generated, and as such, should be used on more descriptive portions of text.

I'm an educator who has found AI-generated text by my students. What do I do?

Firstly, at GPTZero, we don't believe that any AI detector is perfect. There always exist edge cases with both instances where AI is classified as human, and human is classified as AI. Nonetheless, we recommend that educators can do the following when they get a positive detection: Ask students to demonstrate their understanding in a controlled environment, whether that is through an in-person assessment, or through an editor that can track their edit history (for instance, using our Writing Reports through Google Docs). Check out our list of several recommendations on types of assignments that are difficult to solve with AI.

Ask the student if they can produce artifacts of their writing process, whether it is drafts, revision histories, or brainstorming notes. For example, if the editor they used to write the text has an edit history (such as Google Docs), and it was typed out with several edits over a reasonable period of time, it is likely the student work is authentic. You can use GPTZero's Writing Reports to replay the student's writing process, and view signals that indicate the authenticity of the work.

See if there is a history of AI-generated text in the student's work. We recommend looking for a long-term pattern of AI use, as opposed to a single instance, in order to determine whether the student is using AI.