Administrative Roundtable: School Mental Health

Kansas State University
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Strategies to Develop Mental Health Programming In Schools
Create Mental Health Programming Based on Data-Driven Decisions
Making Data-Driven Decisions

- Analyze data ahead of time
- Design programming based on student needs
- Develop services to address the academic, social and emotional gaps
- Utilize data from multiple sources
- Identify barriers impacting academic achievement
- Create measurable goals to address the gaps
- Involve a collaborative approach that includes
  - School Counselors & Mental Health Therapists
  - Parents & Students
  - Teachers & Administrators
- Evaluate impact of programs and services regularly
D.A.T.A. - FOUR-STEP PROCESS

- Design: What is your goal?
- Ask: How will you achieve it?
- Track: How will you analyze the data?
- Announce: How will you share your results?
Collaborate to Address the Mental Health Needs of Students
Collaborate to Address Student Needs

- Collaboration among stakeholders is imperative
- Regular Meetings
- Prevention Programming
- Team Approach
- Relationship Building
- Parent Engagement
- Capacity Building Among Staff Members
- Connections with CMHCs
- Stigma
- Identification & Referral
Classroom Support

The National Alliance on Mental Illness (NAMI) estimates that 20% of youths aged 13-18 live with a mental health condition.

What should training entail?

- Classroom Practice
- Legal & Ethical Issues
- Self-Awareness
Trauma-Sensitive Responses

- Identify what need a behavior is expressing
- See the worth in each student and build from strengths
- Remember, kids can’t learn if they don’t feel safe
- Work from a team perspective
- Consider whether a basic need isn’t being met
- Give students grace
Provide a Tiered System of Mental Health Support
Provide a Tiered System of Support

- Evidence-based strategies
- Varying levels of care
- Tier one: Universal level of support in which all students have access
- Tier two: Targeted interventions to remove barriers for identified students
- Tier three: Personalized, intensive strategies based on the students’ needs
Evaluate Mental Health Services to Ensure They ARE Addressing Achievement Gaps
Evaluate Mental Health Services

- Effective mental health services include consistent monitoring of student and program outcomes
- Review outcome data
- Measure gaps, successes and areas of limitation
- Continuous process
- Review goals
- External evaluators assess the outcomes of programming
  - Mental Health Professional
  - College Educator
  - Curriculum Director
  - Administrators
Communicate the Outcomes to Key Stakeholders
Communicate the Outcomes to Key Stakeholders

- Builds rapport
- Provides transparency
- Allows stakeholders to understand impact and correlation between mental health and academic achievement
- Accountability
- Advocacy
Shifting From Position to Program

- Bibliotherapy
- Group Counseling
- Program Development
- Data Collection & Analysis
- Crisis Prevention Planning
- School-wide Consultation
- At-Risk Interventions
- Family & Community Outreach
Advocacy

- School Mental Health Advisory Counsel
- School Mental Health Awareness Day
- Professional Development
- Professional Organizations or Affiliations
- Shortages of School Counselors & School Psychologists
- SECD Standards Revision
- The Roles & Functions of School Mental Health Professionals
- Awareness of Appropriate Ratios
- Appropriate Evaluation Tools for School Mental Health Professionals
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