



ADMINISTRATIVE ROUNDTABLE: SCHOOL MENTAL HEALTH

Kansas State University
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STRATEGIES TO DEVELOP MENTAL HEALTH PROGRAMMING IN SCHOOLS

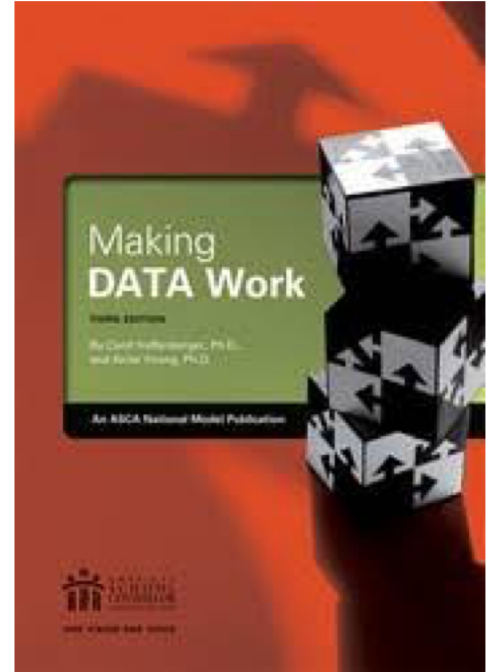
CREATE MENTAL HEALTH
PROGRAMMING BASED
ON DATA-DRIVEN
DECISIONS

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

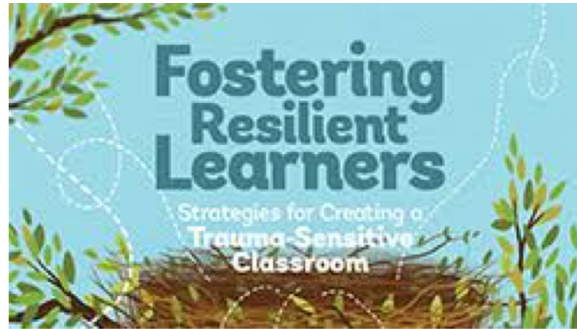
The National Alliance on Mental Illness (NAMI) estimates that 20% of youths aged 13-18 live with a mental health condition.

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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