

# MENTAL HEALTH IN SCHOOLS LEARNING SERIES

## Virtual Strand

Assessing and Addressing Student Need, Presented by Dr. Julia V. Taylor

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## Webinar Summary:

Introduction to root cause analysis, developing meaningful needs assessments, and choosing an evidence-based intervention.

## Resources:

### Websites

- [Center for School Outcome Research & Evaluation at UMass Amherst](#)
- [National Center for School Mental Health](#)

### Evidence-based practices databases:

- [National Institute of Justice: Crime Solutions](#)
- [Office of Juvenile Delinquency Prevention \(OOJDP\) Model Program Guide](#)
- [Results First Clearinghouse Database](#)
- [SAMHSA's National Registry of Evidence-based Programs and Practices](#)
- [Social Programs that Work](#)
- [Virginia Commission on Youth: Collection of Evidence-Based Practices](#)

### Papers

- [Addressing the root causes of disparities in school discipline: An educator's action planning guide.](#)
- [Disseminating evidence-based practice for children & adolescents: A systems approach to enhancing care.](#)
- [National Center for School Mental Health: Needs assessment & resource mapping.](#)

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#### Books

- Dimmitt, C., Carey, J. C., & Hatch, T. (2007). *Evidence-based school counseling: Making a difference with data-driven practices*. Corwin Press.
- Zyromski, B., & Mariani, M. A. (2016). *Facilitating evidence-based, data-driven school counseling: A manual for practice*. Corwin Press.

### References:

- American Psychological Association (n.d.). [Evidence-based practice in psychology](#).
- Clark County School District. (n.d.). [School improvement planning basics: Root cause analysis](#).
- Colorado Department of Education. (n.d.). [Root cause analysis toolkit](#).
- [Tracing a problem to its origins](#).
- Virginia Department of Education (n.d.). [Virginia school quality profiles](#).

### Discussion Guide:

1. Historically, how has your school counseling program/department determined student need?
2. Are there areas that could improve the way you determine student need?
3. Based on the two pandemics, what is your plan to assess and address student need? What is your division policy regarding the delivery of needs assessments? Once delivered, do you have the capacity to respond? For instance, if you ask a question about student anxiety and 75% of students report high levels, do you, or your colleagues, have the ability to provide a large group intervention? Or, if numerous students have recently experienced the death of a loved one, are you able to provide a small group if they are interested in that service?



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4. Finally, how familiar are you with EBP databases? The databases are constantly evolving based on emerging research, so please take a minute to check them out, bookmark, and consider ways you can incorporate more evidence-based and research supported practices into your comprehensive school counseling program. Finally, please fill out Dimmitt, Carey, & Hatch's (2007) data disaggregation flow chart, it will provide a clearer road map regarding need, data, and possible interventions.