MENTAL HEALTH IN SCHOOLS LEARNING SERIES

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

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 (OJJDP) 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.
- National Center for School Mental Health: Needs assessment & resource mapping.
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Books

References:
- American Psychological Association (n.d.). Evidence-based practice in psychology.
- Tracing a problem to its origins.

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.