

1







2



Let's think about vision

3

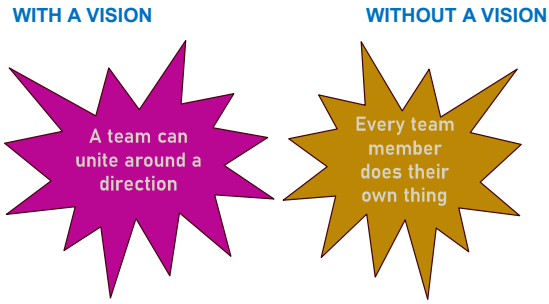
WITH A VISION

A service has a purpose and direction

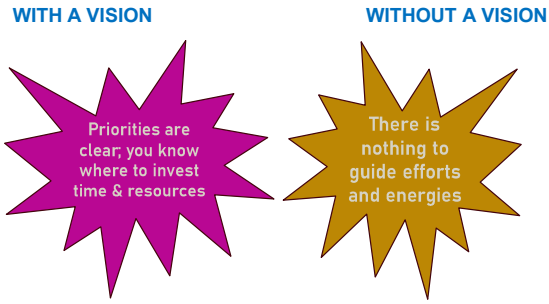
WITHOUT A VISION

A service is aimless

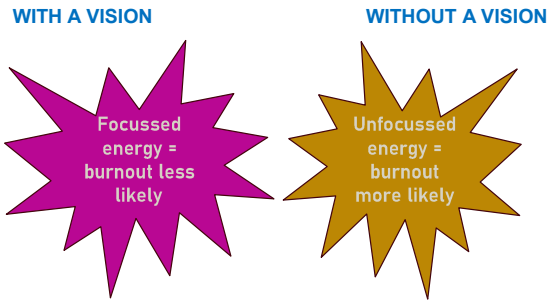
4


WITH A VISION
WITHOUT A VISION
A team can unite around a direction
Every team member does their own thing

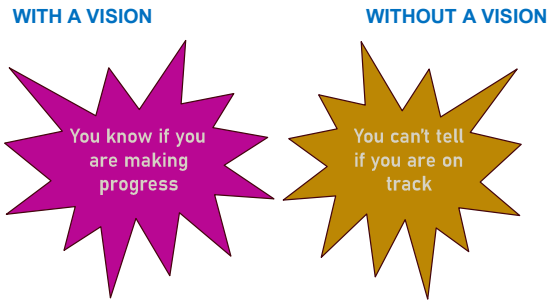
5


WITH A VISION
WITHOUT A VISION
Priorities are clear; you know where to invest time & resources
There is nothing to guide efforts and energies

6


WITH A VISION
WITHOUT A VISION
Focussed energy = burnout less likely
Unfocussed energy = burnout more likely

7


WITH A VISION
WITHOUT A VISION
You know if you are making progress
You can't tell if you are on track

8



DOES YOUR COUNSELLING SERVICE (OR WELLBEING SYSTEM) HAVE A VISION?

9

WHAT IS IMPORTANT TO YOU?

TWO MENTAL HEALTH MODELS FOR SCHOOLS

Wait to Fail Model	vs	Proactive Pastoral Care Model

10

FOUR LEGITIMATE QUESTIONS

AND

FOUR UNDERWHELMING ANSWERS

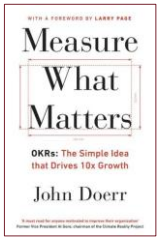
11



QUESTION

HOW CAN YOU TELL IF A COUSELLING SERVICE IS DOING A GOOD JOB?

12



- What **matters** to your counselling service?
- What do you want people to be saying about you and your service?
- How do you want your service to really 'make a difference' within your school community?
- How would you know if you were doing a ~~good~~ great job within your school community?

13

Small group/table discussion

Based on these questions, create a list of the things that really matter to you/your service?

- What **matters** to your counselling service?
- What do you want people to be saying about you and your service?
- How do you want your service to really 'make a difference' within your school community?
- How would you know if you were doing a ~~good~~ great job within your school community?

14

Some things that might matter

IF YOU ARE A SCHOOL MENTAL HEALTH CLINICIAN

1. I want our **counselling service** to be a place where all **clients to feel safe, supported and cared for.**
2. I want our **school** to be a place where all **students feel safe, supported and cared for.**
3. I want our counselling service to actually **help clients achieve the goals** that brought them to counselling. (that is, I want them to change)
4. I want NO distressed or at-risk student to '**fly under the radar**' or be 'missed' by our school.
5. I want **teachers (class, wellbeing, executive) to feel they are being given helpful support and advice** in their care and management of students by our counsellors.

15

Some things that might matter

IF YOU ARE THE HEAD OF THE COUNSELLING SERVICE

1. I want all members of my team to be **happy and satisfied** with working on our team
2. I want all clients (students, staff, parents) to receive the same **quality of service**, regardless of which counsellor they see.
3. I want the **workload shared evenly** across all members of my team
4. I want to be able to **justify any changes/improvements** I am advocating for with the school executive.

16

IN A NUTSHELL

I think we can improve our counselling services by "measuring what matters" and using data to guide key aspects of what we do.



17

Let's think about measurement

18



For discussion

WHAT THINGS DO YOU THINK ARE IMPORTANT TO:

- UNDERSTAND,
- COMPARE,
- MONITOR,
- EVALUATE,
- DECIDE . . .

IN YOUR SCHOOL COUNSELLING SERVICE?

19

Why would we want to measure?

To understand	What are the main types of problem being referred? How many students utilise the Time Out room?
To compare	How evenly is the case load spread among team members?
To monitor change	Are my clients getting better? Did our anxiety group reduce anxiety symptoms?
To evaluate and improve	Did our bullying intervention work? Has our new triage process reduced wait list times?
To guide decisions	Do we need another counsellor? How do we divide counsellor load between JS and SS

20

USING DATA WE ALREADY HAVE

WE ALREADY HAVE A STACK OF DATA AVAILABLE



What data does your school routinely collect that could be helpful for the work of school mental health clinicians?

Do you use it?

If not, what stops you?

21

USING DATA WE ALREADY HAVE

WE ALREADY HAVE A STACK OF DATA AVAILABLE



JBs thoughts

- School grades
- Absentee record
- Discipline record
- Bullying reports

22

FIVE IDEAS FOR MEASUREMENT

1. DO MY CLIENTS GET ANY BENEFIT FROM MEETING WITH ME/OUR COUNSELLORS?

QUESTION ONE.

Do my clients get any benefit from meeting with me/our counsellors?

Scott Miller & Barry Duncan's

FEEDBACK

INFORMED

TREATMENT

23

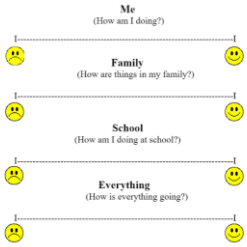
Outcome and Session Rating Scales





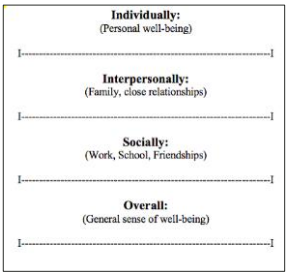
24

Outcome Rating Scale – Child version



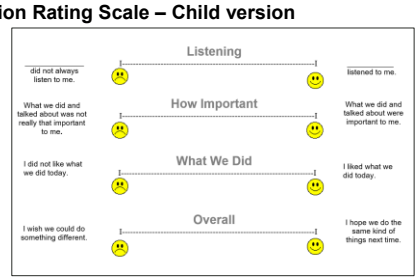
25

Outcome Rating Scale – Adult version



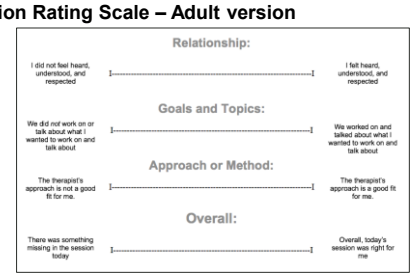
26

Session Rating Scale – Child version



27

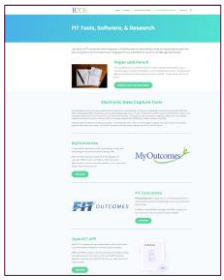
Session Rating Scale – Adult version



28

Feedback Informed Treatment (FIT)

Commercial options



https://centerforclinicalexcellence.com/fit-software-tools/

29

FIT Commercial options





30

FIVE IDEAS FOR MEASUREMENT

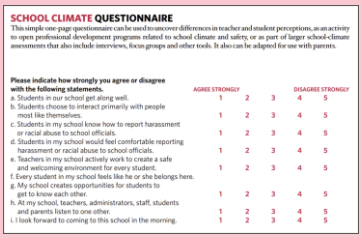
QUESTION TWO.
Do students feel safe and connected at our school?

We can measure school climate and belonging – and bullying!

31

FIVE IDEAS FOR MEASUREMENT

2. DO STUDENTS FEEL SAFE AND CONNECTED AT OUR SCHOOL?



SCHOOL CLIMATE QUESTIONNAIRE

This simple one-page questionnaire can be used to uncover differences in teacher and student perceptions, as an activity to open professional development programs related to school climate and safety, or as part of larger school-climate assessments that also include interviews, focus groups and other tools. It also can be adapted for use with parents.

Please indicate how strongly you agree or disagree with the following statements.

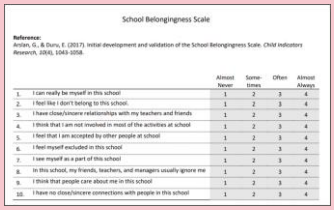
	AGREE STRONGLY				DISAGREE STRONGLY
a. Students in our school get along well.	1	2	3	4	5
b. Students choose to interact primarily with people most like themselves.	1	2	3	4	5
c. Students in my school know how to report harassment or racial abuse to school officials.	1	2	3	4	5
d. Students in my school would feel comfortable reporting harassment or racial abuse to school officials.	1	2	3	4	5
e. Teachers in my school actively work to create a safe and welcoming environment for every student.	1	2	3	4	5
f. Every student in my school feels like he or she belongs here.					
g. My school creates opportunities for students to get to know each other.	1	2	3	4	5
h. At my school, teachers, administrators, staff, students and parents listen to one other.	1	2	3	4	5
i. I look forward to coming to this school in the morning.	1	2	3	4	5

https://www.schoolcounselor.org/getmedia/8bec2773-5ba2-4eca-a2d5-a5f7c8d780e8/School-Climate-Questionnaire.pdf

32

FIVE IDEAS FOR MEASUREMENT

2. DO STUDENTS FEEL SAFE AND CONNECTED AT OUR SCHOOL?



School Belongingness Scale

Reference:
Arslan, G., & Duru, E. (2017). Initial development and validation of the School Belongingness Scale. *Child Indicators Research, 10*(4), 1043-1058.

		Almost Never	Some-times	Often	Almost Always
1.	I can really be myself in this school	1	2	3	4
2.	I feel like I don't belong to this school.	1	2	3	4
3.	I have close/sincere relationships with my teachers and friends	1	2	3	4
4.	I think that I am not involved in most of the activities at school	1	2	3	4
5.	I feel that I am accepted by other people at school	1	2	3	4
6.	I feel myself excluded in this school	1	2	3	4
7.	I see myself as a part of this school	1	2	3	4
8.	In this school, my friends, teachers, and managers usually ignore me	1	2	3	4
9.	I think that people care about me in this school	1	2	3	4
10.	I have no close/sincere connections with people in this school	1	2	3	4

https://edinstruments.org/instruments/school-belongingness-scale-sbs

33

FIVE IDEAS FOR MEASUREMENT

2. DO STUDENTS FEEL SAFE AND CONNECTED AT OUR SCHOOL?



ANTI-BULLYING ALLIANCE

WELLBEING QUESTIONNAIRE FOR PUPILS



	Never	A little	A lot	Always
I like going to school	○	○	○	○
Other pupils tease me	○	○	○	○
I am hit, pushed or kicked by other pupils	○	○	○	○
Other pupils stop me from joining in during lunch and break time	○	○	○	○
Other pupils say bad things about me when I'm not there	○	○	○	○
I get on well with my teachers	○	○	○	○
Other pupils don't like me	○	○	○	○
Other pupils stop me from joining in classroom activities	○	○	○	○

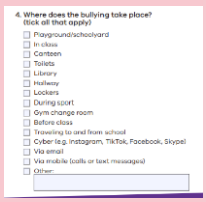
https://anti-bullyingalliance.org.uk/sites/default/files/uploads/attachments/Wellbeing_Questionnaire.pdf

34

FIVE IDEAS FOR MEASUREMENT

2. DO STUDENTS FEEL SAFE AND CONNECTED AT OUR SCHOOL?





4. Where does the bullying take place? (tick all that apply)

- ☐ Playground/schoolyard
- ☐ In class
- ☐ Canteen
- ☐ Toilets
- ☐ Library
- ☐ Hallway
- ☐ Lockers
- ☐ During sport
- ☐ Gym change room
- ☐ Before class
- ☐ Travelling to and from school
- ☐ Cyber (e.g. Instagram, TikTok, Facebook, Skype)
- ☐ Via email
- ☐ Via mobile (calls or text messages)
- ☐ Other:



7. What digital technologies have been used to target people at your school? (Please tick in the appropriate boxes.)

	Very frequently	Most of the time	Often	Rarely	Never
Mobile phone	☐	☐	☐	☐	☐
Email	☐	☐	☐	☐	☐
Social networking sites (Instagram, Tik Tok, Twitter)	☐	☐	☐	☐	☐
Online phone services (Skype)	☐	☐	☐	☐	☐
Other	☐	☐	☐	☐	☐

If other please describe

https://www.vic.gov.au/bully-stoppers-survey-tool

35

FIVE IDEAS FOR MEASUREMENT

QUESTION THREE.
Do we have at-risk students we don't know about?

Does your school want a 'wait to fail' model, or a 'proactive pastoral care' model?

36

FIVE IDEAS FOR MEASUREMENT

QUESTION THREE.
Do we have at-risk students we don't know about?

We can screen for mental health risk

37





The Brief Evaluation of Adolescents and Children Online (BEACON): Psychometric development of a mental health screening measure for school students

38



39

Running your own in-house screening program

A CRASH COURSE

1. Decide '**what matters**'. What do you want to screen for?
2. Decide **how** to collect information to answer questions. Online surveys are common.
3. Get your key **stakeholders on board**
4. **Collect** information
5. **Review** information. (who does that?)
6. **Follow up** on identified students



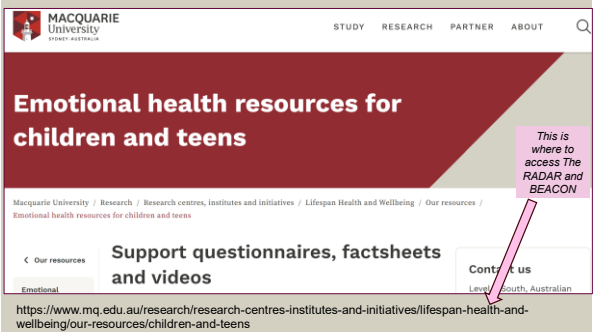
40


SurveyMonkey
surveyplanet
Typeform
BLOCK SURVEY

41


Routledge
Barriers to Universal Mental Health Screening in Schools: The Perspective of School Psychologists
CAMBRIDGE UNIVERSITY PRESS
PRACTITIONER PAPER
From barriers to implementation: Advancing universal mental health screening in schools
Abstract

42


MACQUARIE University
STUDY
RESEARCH
PARTNER
ABOUT
Emotional health resources for children and teens
Macquarie University / Research / Research centres, institutes and initiatives / Lifespan Health and Wellbeing / Our resources / Emotional health resources for children and teens
Our resources
Support questionnaires, factsheets and videos
This is where to access The RADAR and BEACON
https://www.mq.edu.au/research/research-centres-institutes-and-initiatives/lifespan-health-and-wellbeing/our-resources/children-and-teens

43


FIVE IDEAS FOR MEASUREMENT
4. IS WORK EVENLY SPREAD ACROSS MEMBERS OF OUR COUNSELLING TEAM?
IMPORTANT QUESTIONS FOR LEAD COUNSELLORS
How do I deploy the members of my team to cover all work areas of our school?
How do I ensure each member of my team is carrying an equal case load – no member carrying too much, no member carrying too little?
How do I ensure each client gets equal servicing in our team?
How do I decide who to give new cases to?

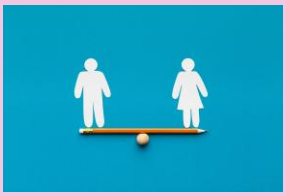
44

FIVE IDEAS FOR MEASUREMENT

4. IS WORK EVENLY SPREAD ACROSS MEMBERS OF OUR COUNSELLING TEAM?

THE IMPORTANT ROLE OF A PRACTICE MANAGEMENT SYSTEM

- The three functions of a PMS
  - Calendar
  - Storage
  - Data management



45

Take your pick!

zanda

Halaxy



Cliniko

splose

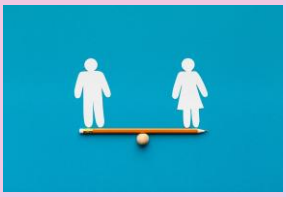
46

FIVE IDEAS FOR MEASUREMENT

4. IS WORK EVENLY SPREAD ACROSS MEMBERS OF OUR COUNSELLING TEAM?

Take 5 minutes to discuss your experiences with practice management software and specifically **how well you do/can vs don't/can't use them to measure what matters.**

(of course you can use it for lots of reasons: presenting problems; presentations/grade etc)



47

FIVE IDEAS FOR MEASUREMENT

5. ARE WE PROVIDING A SERVICE THAT KEY STAKEHOLDERS APPRECIATE ?

We all have 'key stakeholders'

- Class teachers
- Homeroom teachers/PC teachers
- Year Advisors
- Head of House
- Deputies
- Head of JS/SS/MS
- Learning Support
- Parents
- School Nurses
- etc



48

FIVE IDEAS FOR MEASUREMENT

5. ARE WE PROVIDING A SERVICE THAT KEY STAKEHOLDERS APPRECIATE ?

If we are doing a good job, we should hear about it. What are we doing well that you want us to keep doing?

If we are doing a poor job, we should hear about it. What are we doing poorly that you want us to do differently?

Wouldn't you rather hear – either way?



49

FIVE IDEAS FOR MEASUREMENT

5. ARE WE PROVIDING A SERVICE THAT KEY STAKEHOLDERS APPRECIATE ?

We can ask stakeholders about the things that matter and check if we on track

What questions might you be interested to ask them?

- Are our team approachable?
- How is our triage arrangement?
- How is wait time?
- How is our communication with you?
- What service do I/we offer that is most helpful?
- Is our advice helpful – do our strategies work?



50

FIVE IDEAS FOR MEASUREMENT

5. ARE WE PROVIDING A SERVICE THAT KEY STAKEHOLDERS APPRECIATE ?

How often might you ask?

How would you go about collecting data?

What feedback will you give your stakeholders?

What will



51



52

Traps for young players

WHAT COULD POSSIBLY GO WRONG!!!??

1. We don't collect ANY data.

Without data you don't have anything to guide, inform or justify the important parts of the service you offer.

2. We collect TOO MUCH data.

You collect SO MUCH data that:

a. You don't get around to properly using what you have, and
b. It takes up time better devoted to actually doing what you're meant to do

53

Traps for young players

WHAT COULD POSSIBLY GO WRONG!!!??

3. Our data collection is so ONEROUS that we can't sustain it

Best data collection processes allow you to repeat them periodically (termly, yearly?) to monitor change and see what is happening over time.

4. Our data is TOO COMPLEX for us to understand

KISS (Keep it simple, silly).

Only collect data that you already have a good idea how you will analyse it.

You don't need to have a PhD in statistics. Descriptives are fine.

54

Traps for young players

WHAT COULD POSSIBLY GO WRONG!!!??

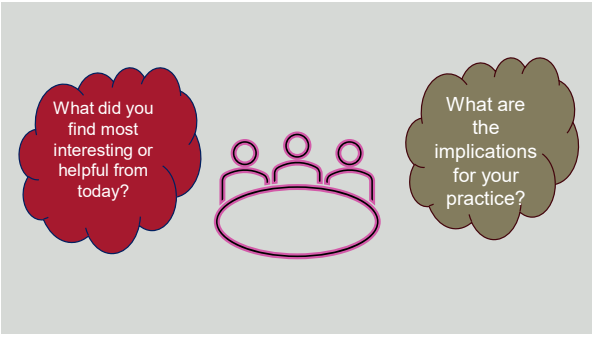
5. We've got data but we don't change our practice in response to it

There no point collecting it if you don't use it to improve your practice.

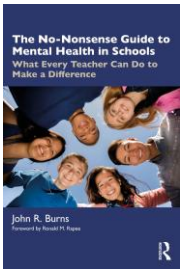
6. We've got data but NO ONE KNOWS about it

Ensure you share your findings with key stakeholders so everyone can go on the journey together.

55



56



johnburns.com.au

www.linkedin.com/in/dr-john-burns

57