

## **Educator Perceptions of School-Based Mental Health Services**

Mixed-Methods Action Research Survey Instrument

**Instructions:** Please complete all sections anonymously. Do not include student names, school names, or identifying information.

# EDUCATOR PERCEPTIONS OF SCHOOL-BASED MENTAL HEALTH SERVICES

## Mixed-Methods Action Research Survey Instrument

### SECTION 1 — PARTICIPANT ELIGIBILITY AND PROFESSIONAL INFORMATION

- Are you currently employed within a public-school district serving middle school and/or high school students?
  - Yes
  - No
- What is your current professional role?
  - General Education Teacher
  - Special Education Teacher
  - School Administrator
  - School Counselor
  - School Psychologist
  - Wellness Staff
  - Behavioral Support Personnel
  - Student Support Services Staff
  - Related Services Provider
  - Other: \_\_\_\_\_
- What credential, certification, or licensure category best describes your professional authorization?
  - Preliminary Credential/License
  - Clear/Professional Credential
  - Administrative Credential
  - Pupil Personnel Services Credential
  - School Psychology Credential
  - Counseling Credential
  - Special Education Credential
  - Other: \_\_\_\_\_
- Which grade levels do you currently serve?
  - Middle School
  - High School
  - Both Middle and High School
- How many years have you worked within K–12 educational environments?
  - 1–5 Years
  - 6–10 Years
  - 11–15 Years
  - 16–20 Years
  - 21+ Years

### SECTION 2 — CLASSROOM CENSUS INFORMATION

- Approximately how many students are currently assigned to your classroom or educational service setting?
  - 1–10
  - 11–20
  - 21–30
  - 31+
- Approximately how many students within your classroom or educational setting receive school-based mental health or counseling services?
  - 0
  - 1–5
  - 6–10
  - 11+
- Approximately how many students receive special education services?
  - 0
  - 1–5
  - 6–10
  - 11+
- Approximately how many students receive behavioral intervention supports or have Behavioral Intervention Plans (BIPs)?
  - 0
  - 1–5
  - 6–10
  - 11+
- Approximately how many students receive Section 504 accommodations?
  - 0
  - 1–5
  - 6–10
  - 11+
- Approximately how many students are identified as English Language Learners (ELL/ESOL)?
  - 0
  - 1–5
  - 6–10
  - 11+

### SECTION 3 — QUALITATIVE OPEN-ENDED QUESTIONS

- How does your school define school-based mental health services?  
 \_\_\_\_\_  
 \_\_\_\_\_
- What mental health or wellness supports appear most effective within your educational environment?  
 \_\_\_\_\_  
 \_\_\_\_\_
- What barriers limit implementation of school-based mental health services within schools?  
 \_\_\_\_\_  
 \_\_\_\_\_
- How do school-based mental health services influence student academic engagement and success?  
 \_\_\_\_\_  
 \_\_\_\_\_
- What recommendations would you provide to improve school-based mental health systems within K–12 schools?  
 \_\_\_\_\_  
 \_\_\_\_\_
- Please share any additional comments regarding school-based mental health services and student academic outcomes.  
 \_\_\_\_\_  
 \_\_\_\_\_

### SECTION 4 — EDUCATOR PERCEPTION SCALE

Directions: Please circle the response that best represents your level of agreement with each statement.

Scale: 1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

#	STATEMENT	1	2	3	4	5	#	STATEMENT	1	2	3	4	5
18.	School-based mental health services positively influence student academic engagement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	25.	Mental health supports improve school climate and classroom learning environments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19.	Students receiving mental health supports demonstrate improved classroom participation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	26.	Students receiving special education services benefit from integrated mental health supports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20.	Mental health services positively influence student academic performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	27.	English language learners benefit from school-based mental health supports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21.	Counseling supports contribute to improved student behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	28.	Educators receive adequate support regarding student mental health concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22.	Wellness programs support student academic success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	29.	School-based mental health systems are implemented consistently within my educational environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23.	Students receiving emotional and behavioral supports demonstrate increased classroom engagement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	30.	School-based mental health services contribute to improved student success outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24.	School-based mental health systems improve equitable educational access.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							

### SECTION 5 — CLASSROOM CENSUS, BEHAVIOR, AND SUPPORT SERVICE REPORTING

- How many students were on your classroom census at the beginning of the instructional week?
  - 1–5
  - 6–10
  - 11–15
  - 16–20
  - 21–25
  - 26–30
  - 31+
- At the beginning of the instructional week, which student behaviors were observed within your classroom setting? (Check all that apply)
  - Off-task behavior
  - Incomplete assignments
  - Classroom disruptions
  - Emotional dysregulation
  - Anxiety or withdrawal behaviors
  - Peer conflict
  - Refusal to participate
  - Excessive absences or tardiness
  - Low classroom engagement
  - Difficulty maintaining attention
  - Aggressive or oppositional behaviors
  - Other: \_\_\_\_\_
- How many students were on your classroom census at the end of the instructional week?
  - 1–5
  - 6–10
  - 11–15
  - 16–20
  - 21–25
  - 26–30
  - 31+
- At the end of the instructional week, which student behaviors were observed within your classroom setting? (Check all that apply)
  - Improved classroom participation
  - Improved assignment completion
  - Increased engagement
  - Improved emotional regulation
  - Reduced classroom disruptions
  - Improved peer interaction
  - Improved attendance or participation
  - Continued behavioral concerns
  - Continued emotional concerns
  - No observable behavioral change
  - Other: \_\_\_\_\_
- Approximately how many students in your classroom met criteria for Special Education services during the reporting week?
  - 0
  - 1–5
  - 6–10
  - 11–15
  - 16+
- Approximately how many students in your classroom met criteria for English Language Learner (ELL/ESOL) services during the reporting week?
  - 0
  - 1–5
  - 6–10
  - 11–15
  - 16+
- Approximately how many students in your classroom met criteria for receiving school-based mental health support services, counseling services, wellness supports, behavioral intervention supports, or services from a school psychologist during the reporting week?
  - 0
  - 1–5
  - 6–10
  - 11–15
  - 16+
- Approximately how many times did students leave the classroom during the instructional week to receive special education services, counseling services, wellness supports, behavioral interventions, school psychologist services, or other school-based mental health supports?
  - 0–5 Times
  - 6–10 Times
  - 11–15 Times
  - 16–20 Times
  - 21+ Times
- Approximately how many students receiving mental health or support services demonstrated academic improvement during the reporting week?
  - 0
  - 1–5
  - 6–10
  - 11–15
  - 16+
- During the selected five-day instructional reporting period, did students receiving school-based mental health or support services demonstrate observable improvement in classroom participation, engagement, or assignment completion?
  - Yes
  - No
  - Unsure
- Based on your professional observations, how would you describe overall academic performance changes among students receiving supports during the reporting week?
  - Significant Improvement
  - Moderate Improvement
  - Minimal Improvement
  - No Observable Change
  - Decline in Academic Performance

Thank you for your time and valuable insights.

Your responses will contribute to improving school-based mental health services and student academic outcomes within K–12 educational environments.