

**What would Freud think? -- The Development and Impact of a Coordinated School Health,
Mental Health Tool
ASHA 2011**

Quotes Used in the Presentation



“I got to have really good conversations and hear what people’s ideas were and dreams were for the school-- which was really powerful for me because it made me part of that community. And I think it made other staff members feel that they were part of the community and wonder-- how do we make this a better place together as a team and what can we do to work together outside of the classroom?”

- Assistant Secretary and Project Coordinator, High School, *Oregon / Focus group 2010*



“I think the act of doing in-depth research for the SMHI was engaging. It triggered some good talks. It, by itself, was a valuable resource ... it greatly showed us there were more mental health stress issues in the adult part of our community than even in our kids. We anticipate mental health issues in our kids and our families, but to have adult staff members struggling ...”

- Counselor, *Alternative High School, Oregon / Focus group 2010*

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“I think the mental health and social health of our school and students is almost always at the forefront of what counselors are thinking. I think for teachers and administrators, there are other lenses: there is an academic lens, and there is a safety lens ... The work that everybody did with the tool (SMHI) helped bring the mental health lens to center for us. And that changes the conversations we are having among ourselves and with the school at large, particularly involving students in those conversations ... we had this place where we were really talking about and thinking about things through this particular lens. “

- Assistant Principal, *Alternative High School, Oregon/ Focus group 2010*



“The humbling thing about the tool (SMHI) is just the way it helped frame not only our answers but what questions to ask, how to formulate a question, and that is vital as we look to address growing concerns expressed by staff, by students, and by parents, and implement strategies to improve on those areas. The SMHI provides a framework to do that in a way that is effective and efficient. It is not only a resource in and of itself as a tool, but with the tool come connections to individuals who we trust and who we can connect with and just ask questions.”

- Counselor, *Alternative High School, Oregon/ Focus group 2010*

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“Some of the OHT (Oregon Health Teens Survey) results were so scary that it almost made us feel fearful rather than empowered ... Whereas the SMHI gave us eight groupings of actual actions that we discussed and talked about. ..”

- Counselor, *Alternative High School, Oregon/ Focus group 2010*

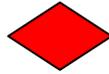


“The (SMHI) process ... taught us how to use data. It wasn't just having data and wondering what do we do now we have it? ... it started discussions as we gave this (SMHI), and we talked about each issue. It got students talking ... I am just reminded how essential those conversations were.”

- Assistant Principal, *Alternative High School, Oregon/ Focus group 2010*

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“One thing that came out of the work is that there is now a district suicide prevention protocol being developed because we started talking about it ... We helped with this conversation, we sent them our School Mental Health Inventory, what to do when kids are suicidal, and we said, ‘here is a problem’ --there isn’t a protocol what to do when students express suicidal statements-- and now we have a policy in place ...”

- Assistant Secretary and Project Coordinator, High School, *Oregon/ Focus group 2010*



“We really had to ask people to come on their own time to do the before school meetings, and yes people did it and they were gracious about it and I never heard anyone complain. People obviously wanted to be there or they wouldn’t have been there. But I think that is hard, and it was hard for me to delegate tasks to people who weren’t getting paid to do this work”

- Assistant Principal, *High School, Oregon/ Focus group 2010*

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“. . . The things that are essential are that it has to be supported by actual allotted time—which comes from administrative support--- and there has to be a really specific plan for implementation. You make a plan as a SHAC: we have these 8 modules, how are we going to get them done, who is going to be responsible for what, how are we going to tabulate the results, compile the results—organizational steps. If those are in place before-hand, then the whole completion of the Inventory is going to happen like clockwork.

- Assistant Secretary and Project Coordinator, High School, *Oregon/ Focus group 2010*



“I thought some of the questions were looking for the ideal. One that jumps to mind is, “your school nurse...?” I don’t know anybody that has a school nurse.”

- *Teacher, Elementary School, Oregon/ Discussion Group 2008*