

5-2025

THE OUTCOMES OF SCHOOL-BASED MENTAL HEALTH SERVICES AT A SOUTHERN CALIFORNIA SCHOOL DISTRICT A PROPOSED PILOT STUDY

Amanda Smith

Ashley Rodriguez

Follow this and additional works at: <https://scholarworks.lib.csusb.edu/etd>

 Part of the [Social Work Commons](#)

Recommended Citation

Smith, Amanda and Rodriguez, Ashley, "THE OUTCOMES OF SCHOOL-BASED MENTAL HEALTH SERVICES AT A SOUTHERN CALIFORNIA SCHOOL DISTRICT A PROPOSED PILOT STUDY" (2025). *Electronic Theses, Projects, and Dissertations*. 2029.

<https://scholarworks.lib.csusb.edu/etd/2029>

This Project is brought to you for free and open access by the Office of Graduate Studies at CSUSB ScholarWorks. It has been accepted for inclusion in Electronic Theses, Projects, and Dissertations by an authorized administrator of CSUSB ScholarWorks. For more information, please contact scholarworks@csusb.edu.

THE OUTCOMES OF SCHOOL-BASED MENTAL HEALTH SERVICES AT A
SOUTHERN CALIFORNIA SCHOOL DISTRICT A PROPOSED PILOT STUDY

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Social Work

by
Amanda Smith
Ashley Rodriguez

May 2025

THE OUTCOMES OF SCHOOL-BASED MENTAL HEALTH SERVICES AT A
SOUTHERN CALIFORNIA SCHOOL DISTRICT A PROPOSED PILOT STUDY

A Project
Presented to the
Faculty of
California State University,
San Bernardino

by
Amanda Smith
Ashley Rodriguez
May 2025
Approved by:

Carolyn McAllister, Faculty Supervisor, Social Work

Armando Barragán, PhD, M.S.W. Research Coordinator

© 2025 Amanda Smith and Ashley Rodriguez

ABSTRACT

In this proposed project we intend to explore and identify empirical evidence-based research on outcomes of school-based mental health provided by a Southern California school district. This study will highlight evidence-based research on the growing concern for school-based mental health. A relevant extraction tool that can be utilized for further research, and a study design to explore existing literature regarding programs and student participation to gauge outcomes.

School-based mental health supports mental well-being and promotes positive protective factors. These include social and cultural connections, resilience, coping strategies, problem-solving abilities, positive development, and a supportive school environment where students feel safe. The shortage of school-based mental health programs results in school-aged children having inadequate access to these essential services. This paper will explore the outcomes of relevant studies and identify the gaps in the literature for future researchers to build upon.

ACKNOWLEDGEMENTS

To my research partner, Amanda Smith, I want to acknowledge you for completing this project with me. Your compassion, bubbly personality, and constant positivity are contagious, and I could not have asked for a better research partner. To my classmates who have spent this time with me Yaretxy, Isabelle, Yeraldin, Leslie, and Deborah. Thank you all for the laughs, thoughtful conversations, and recommended shows to watch to keep me from doing homework.

To my girls Ashley, Yaretxy, Isabelle, Yeraldin, Leslie, and Deborah, with whom I started this journey. All the papers we have written are endless nights of hard work! We're almost there! Thank you for being strong women of wise counsel! Ashley, for being the best research partner and an even better friend I couldn't have done this without you!

To Dr. McAllister, thank you for the guidance and support you have provided us during our time with you. You made taking research class and writing this paper enjoyable. Your sense of humor and compassion for helping your students will truly be missed!

DEDICATION

First and foremost, I would like to dedicate this paper to the person who raised me and guided me to be the woman I am today, my dad. I do not know where I would be in life if it were not for your love, support, and unconditional love. I know you are with me in spirit every day. A mi maravilloso esposo, Ricardo. Gracias por estos 17 años juntos de puro amor y apoyo que le han brindado a nuestra familia. Gracias por apoyarme mientras perseguía mi sueño de volver a la escuela. ¡Te amo muchisisisisisimo para siempre mi vida! Marie, you are a kind soul who cares for everyone you meet. Thank you for always being a voice of reason. Laura, your strong will and independence is admirable. Thank you for always making me laugh. Robert, your courage and curiosity are inspiring. Thank you for all the snuggles. I love you three so much and everything that I do is for you! You all inspire me to be the best versión of me and I know that when you put your heart and soul into your dreams, you can achieve anything.

To my family, your unwavering support and endless love have paved the way for me to keep going. Each moment we share, each challenge we overcome, each obstacle we face we do it together. Gavin, my firstborn, the reason I today can say I worked so hard to be the woman I am, you deserve nothing but the best. Luxianie, my baby girl, my perseverance. I wish I was half the young lady you are at your age. Your beauty in you being you is perfect.

Thank you for being my inspiration, my hope, and my greatest joy. This is for you
with all my love.

TABLE OF CONTENTS

ABSTRACT	iii
ACKNOWLEDGEMENTS	iv
CHAPTER ONE: PROBLEM FORMULATION.....	1
Description of the Problem	1
California's School-Based Mental Health Policy.....	2
Micro and Macro Practice Consequences.....	3
Contributions of Findings	4
CHAPTER TWO: LITERATURE REVIEW	5
Introduction	5
Literature Review.....	5
Gaps in Research	10
Theories Guiding Conceptualization.....	11
CHAPTER THREE: METHODS	13
Introduction	13
Study Design	13
Sampling.....	15
Data Collection and Instruments	15
Procedures	16
Protection of Human Subjects	16
Data Analysis.....	17
Summary	18
APPENDIX A: A DATA COLLECTION AND EXTRACTION SPREADSHEET ...	19

REFERENCES.....	21
ASSIGNED RESPONSIBILITIES	27

CHAPTER ONE:

PROBLEM FORMULATION

Description of the Problem

In recent years, mental health has become a growing concern. There is an ever-growing need for mental health services among children and adolescents (Connors et al., 2022; Herman et al., 2021; National Institute of Mental Health [NIMH], 2019). Adults who suffer from mental disorders often show signs and symptoms in childhood or adolescence. Signs and symptoms of a mental disorder that last weeks or months and interrupt the social aspects of daily life should be evaluated by a qualified health professional. Research shows that the earlier a child starts mental health services, the better their outcome will be (National Institute of Mental Health [NIMH], 2019).

According to Herman and colleagues (2021), before entering adulthood, approximately 20% of children in the United States will experience some type of serious mental health disorder. The rates for children experiencing mental health disorders are expected to continue increasing. Children and adolescents are 50% more likely to have experiences with major depressive disorders than they were in the early 2000s (American Psychological Association, n.d.). Between the years 2007-2017, suicide rates have dramatically increased by 57% (Herman et al., 2021). These findings make it crucial for the school systems to understand the great need for mental health programs for their students. Schools must

create programs around the needs of their students and measure the outcomes to gauge their effectiveness.

According to Connors and colleagues (2022), there is a lack of mental health services in the k-12 public school systems. There is an average 8-to-10-year gap between the time a student is diagnosed with a mental health disorder and the treatment of services (Connors et al., 2022). There are several barriers that students and families face that delay treatment including the cost of services, transportation, the stigma surrounding mental disorders, and the availability of culturally proficient services (Connors et al., 2022).

Mental health services provided through school districts can help families struggling with the barriers to accessing outside services (Connors et al., 2022). Implementing mental health services at schools is more practical as children spend much of their time there engaging with peers, teachers, and school staff. Leaving school districts with a major advantage of providing mental health services. This helps identify important mental health concerns that qualified staff observe while working with students (Connors et al., 2022).

California's School-Based Mental Health Policy

California's policy on school-based mental health assists in mental health and protective factors. These factors include social and cultural connectedness, resiliency, coping skills, problem-solving skills, positive development, and a positive school environment where students feel comfortable (California

Department of Education, n.d.). Southern California school districts adhere to policies for mental health and crisis counseling that include support within a multi-tiered system following the law. They also align their practices with The Family Educational Rights and Privacy Act (FERPA), which mandates the protection of student privacy and education records. Furthermore, they follow the code ed for the right to protect the confidentiality of their clients (Mental and Behavioral Health, n.d.).

Micro and Macro Practice Consequences

Due to the lack of school-based mental health programs, children lack adequate access to the services. In California, an estimated 700,000 school-aged children have mental or behavioral health needs (Thornton, 2020). The consequences of the lack of school-based mental health programs at a micro level can be seen in peer relationships, academic decline, poor attendance rates, individual unmet social and emotional needs, and poor access to care (Iowa Department of Human Services, 2018; Richter et al., 2022). In California, there has been an increase in the last decade of high school students reporting feelings of depression and suicidal thoughts (Thornton, 2020). On a macro level, 87% of public schools reported that due to lack of funding, they could not effectively provide mental health services to all students (National Center for Education Statistics, 2022).

Contributions of Findings

The findings of this research will bring awareness to the importance of school-based mental health services. This pilot study aims to create a questionnaire regarding services provided at a southern California school district. These questions will be a steppingstone for gauging the outcomes of the mental health program that is currently utilized in the district. On a micro level, this study will help future mental health interns placed in school districts to understand that programs are based on research. This study can influence funding possibilities for school districts for mental health programs. At a mezzo level, this study will help Southern California communities with this much-needed student resource. Finally, at a macro level, other communities will have the opportunity to assess the outcomes of the program to possibly implement the same or similar strategies. Therefore, the research question for this pilot study is as follows: What are the outcomes of mental health services provided to K-12 students at a Southern California school district?

CHAPTER TWO:

LITERATURE REVIEW

Introduction

The purpose of this chapter is to examine the current research that highlights the importance of mental health programs in k-12 schools. It sheds light on the seriousness of children struggling with mental disorders and validates the need for mental health programs in schools as a potential to support their students emotionally and academically. According to McIntosh and colleagues (2021), schools in California have begun to observe the need for on-site mental health programs and have adopted evidence-based programs such as Positive Behavioral Intervention and Support (PBIS) (McIntosh et al., 2021). A Southern California School District has developed a mental health program to serve its diverse student population. This program supports students who are struggling with mental disorders while also striving to support families who face barriers to outside resources.

Literature Review

As presented in the National Association of School Psychologists (2021), school-aged children and adolescents in k-12 spend approximately thirty-five hours a week in school. One in five children and adolescents experience a mental disorder during their school years that includes but is not limited to stress,

anxiety, depression, panic attacks, grief, and trauma. The symptoms of these disorders can present themselves as defiance, fussiness, harm to self and/or others, and excessive anger. Roughly one in six students experience enough emotional and/or behavioral symptoms to be diagnosed with a childhood mental disorder (National Association of School Psychologists, 2021).

Mental disorders, as reported by the American Psychiatric Association can produce negative effects on the functioning of an individual in their social and academic life (Njoku, 2022). As Merikangas and colleagues (2010) state, mental disorders are a widespread issue as one in five youth will experience a mental disorder in their life. Although there has been advancement in public knowledge of mental disorders in children and adolescents, there remains a significant proportion of those who have never received mental health services (Merikangas et al., 2010).

Benbenishty and colleagues (2018) surveyed high school students in the state of California and found that one in five high school students have thoughts of suicide. These findings were significant as suicide thoughts are the precursors to individuals attempting suicide. Experiences such as school violence, cyberbullying, and discrimination have a connection with the rise in suicidal ideation among this age group (Benbenishty et al., 2018). In 2020, the California Department of Public Health (2020) utilized statewide data and found that five individuals under the age of 10 committed suicide. In addition to these findings, 67 individuals under the age of eighteen had notable circumstances surrounding

the suicide event such as 22% had a recent crisis, 15% experienced school problems, 15% experienced relationship problems, 15% were involved in a recent argument, 9% were experiencing a substance dependency, and 7% experienced the effects of COVID-19 (California Department of Public Health, 2020).

Too many children and adolescents in the state of California do not have access to mental health services. Services that assess children for mental and behavioral health needs. Providing service at school can be effective, practical, and efficient. School-based mental health services reduce the barrier of transportation to outside facilities, therefore increasing mental health outcomes (Benbenishty et al., 2018; Richter et al., 2022; Thornton, 2020).

The California Department of Education (2022) states that to have a successful school-based mental health program, there needs to be support between school and district administration that includes school nurses, mental health professionals, school counselors, psychologists, social workers. Also, collaboration with state and federal partners such as statewide local agencies, and community-based organizations (California Department of Education, 2022). School-based mental health is needed for the implementation of programs that help prevent physical, mental, and behavioral episodes. By taking preventative measures, these programs will decrease the need for extensive mental health services. Many program needs can be supported through federal funding by

billing medical programs and utilizing state and federal grants and awards (California Department of Education, 2022).

School districts in southern California have assumed the central role in offering mental health assistance to their students (Behavioral and Mental Health, (n.d.). According to the California Department of Education (2023), a southern California school district has approximately 20,000 students enrolled with 84.5% of those being socioeconomically disadvantaged, 19.3% being English language learners, and 0.6% being foster youth. Also mentioned are the moderate rates of suspension, chronic absenteeism, and the 1.2% decline in graduation rate with 86% graduating (California Department of Education, 2023). The community predominantly consists of individuals and families from low socioeconomic backgrounds with an average per capita income of about \$25,000 (U.S. Census Bureau). All these factors give the students in this district a greater chance of experiencing some type of mental disorder. A report by SAMHSA (2018) found a relationship between mental disorders and poverty. It details how poverty can escalate the onset of mental disorders and elevate the likelihood of residing below the poverty line (SAMHSA, 2018).

A systematic review done by Bains and Diallo (2015) on school-based mental health services aimed to gauge the effectiveness of services. There was a total of twenty-three studies included in the review. All studies focused on the accessibility and content of mental health services. Data collection consisted of surveys, retrospective analysis, qualitative analysis, longitude studies, descriptive

studies, mixed methods, and secondary analysis (Bains & Diallo, 2015). The findings indicated that students who demonstrated high-risk behaviors were more inclined to seek out mental health services. The review also found that most students seeking mental health services had lower academic grades. This suggested that there could be a range of issues impacting the students' learning abilities (Bains & Diallo, 2015).

A meta-analysis conducted by Sanchez and colleagues (2018) also examined the overall effectiveness of school-based mental health programs. The analysis consisted of 43 controlled trials that involved 49,941 elementary children who met the criteria for selection. Their analysis concluded that the effectiveness of programs varied based on the type of intervention utilized (Sanchez et al., 2018). Targeted interventions had the largest effect, followed by selective prevention, and lastly universal prevention (Sanchez et al., 2018).

A study by Jones and Lee (2022), used technology to evaluate the mental health of 243 diverse elementary school students. The application Let Art Unleash Great Happiness (LAUGH) allowed the students to participate in mindful breathing exercises while creating unique digital art and listening to their heart-synchronized music for 12 weeks. The application allowed students to focus on their mood and energy levels while encouraging self-awareness and self-management skills. The results from this study showed a positive impact on the students' mood over time. These findings imply that mindfulness practices and

art activities can have a positive effect on students' emotional regulation and social-emotional well-being(Jones & Lee, 2022).

The Southern California school-based mental health program meet students at their individual needs, offering support, dismantling social and emotional barriers, forging community connections, supplying resources, and nurturing social, emotional, and physical well-being. By doing this, the district collaborates with students to empower them while providing them the chance to excel

Gaps in Research

Although K-12 mental health programs have become more prevalent throughout communities, there remain several gaps that warrant further research. Being that school-based mental health programs are new, it is difficult to gauge their long-term effectiveness. A lack of research focuses on the diversity and cultural sensitivity of accessing mental health services. More research is needed on this topic so that programs can be tailored to the specific needs of students from diverse cultural backgrounds. A lack of research on access and equity for students facing the barriers of stigma and the availability of services in underserved communities warrants further studies. Most studies available focused on the interventions of the students who were already experiencing a mental disorder, more literature is needed to examine prevention methods. Lastly, there is a shortage of research that examines parent and community

involvement as it relates to increasing the involvement of parents in mental health education and the intervention programs that are being implemented. Future research on these limitations will help mental health professionals understand evidence-based approaches that promote positive student mental health. Further insight can also establish a platform for future policy development that can positively impact the needs of the diverse student populations.

Theories Guiding Conceptualization

Social workers in collaboration with their clients, use theories to guide their practices. Theories are a necessary component of the practice as they guide social workers in understanding human behavior, social issues, and the dynamics of relationships. By utilizing a theory that is relevant to a client's situation, there will be better outcomes regarding assessments and the interventions used. Therefore, the theories that will be utilized in this study are general systems theory and cognitive behavioral theory.

One guiding theory used in this study is the general systems theory. Riedel Bowers and Bowers (2017) explain the general systems theory as a unit has many parts to it. Different aspects make up a client's distinctive circumstances (e.g., family, friends, religion, ethnicity, socioeconomic status). When broken down into smaller systems, social workers can examine clients within the environment of their entire system (Riedel Bowers & Bowers, 2017).

Another theory that will be used in this study and that is widely used in school-based mental health is cognitive behavioral therapy (CBT). The CBT stems from the cognitive theory in which the focus is on a person and their interactions with their environment (Alahmad, 2020). Cognitive theory aims to understand how the individual thinks about social reality (Chatterjee & Brown, 2017). CBT within school-based mental health can examine problem behaviors being influenced by thoughts. CBT looks at the way individuals perceive, think, process, and respond. CBT's conceptual clarity examines events that led to problem behaviors while incorporating interventions like the stages of change model and motivational interviewing to reinforce new behaviors. CBT is used widely in school-based mental health and is beneficial to mental health professionals. Professionals must be equipped with interventions related to CBT that can recognize distorted thought processes and problem behaviors. Professionals can then begin working with students utilizing the stages of change model and motivational interviewing to reinforce new behaviors.

CHAPTER THREE:

METHODS

Introduction

Among various review methodologies for analyzing scientific research, a scoping literature review emerged as the most suitable approach for this study. It is designed to target literature that is available on school-based mental health. This study will use a scoping literature review to investigate, identify, and analyze relevant studies concerning school-based mental health programs accessible to children and adolescents. Additionally, this study will include a discussion on how its findings impact the social work profession. This chapter will cover the study's objectives and methodology. This includes the sampling approach, the instruments used for data collection, the data collection procedures, ethical considerations regarding human subjects, methodological concepts applied in data analysis, and a comprehensive study.

Study Design

This study aims to identify research on school-based mental health programs and their outcomes. It will also identify gaps in the literature, grasp key concepts from existing literature, and propose data instruments to use in program evaluation. To determine the outcomes of students who participate in school-based mental health programs. This exploratory project utilizes a scoping

literature review to analyze the existing literature on school-based mental health programs and student participation outcomes. Pre-established criteria for inclusion and exclusion will be employed to mitigate bias that ensures the delivery of dependable conclusions. We propose to utilize a population, concept, context (PPC) framework to identify population characteristics, main concepts, and the central idea of what we aim to measure (Pollock et al., 2022).

One notable advantage of using a scoping literature review is the independence of human subject participation as it relies on literature from prior research for data collection. Furthermore, it provides the advantage of examining a data instrument for program evaluation to measure the outcomes of school-based mental health programs. Additionally, a scoping literature review is not restricted by numerous methodological constraints due to the primary objective of gathering extensive literature for analysis. A limitation that may arise is the scope of the articles' publication. To ensure this study contains recent knowledge of school-based mental health programs, we confined our research to studies between 2013-2023. Lastly, the selection of studies will be limited to peer-reviewed scholarly articles (e.g., EBSCOhost, Google Scholar, One Search, PsychInfo, and SAGE Journal databases). The PCC framework will help break down collected information to clarify the research question.

Sampling

Specific criteria were utilized in selecting articles for this scoping literature review to ensure relevance and comprehensiveness. The criteria include focusing on articles that examine school-based mental health programs, are published in peer-reviewed scholarly articles, are written in English, conducted in the United States, and within the last decade (2013-2023) to ensure current research and information. Additionally, as mentioned previously, all articles will be accessible through credible search engines (e.g., EBSCOhost, Google Scholar, One Search, PsychInfo, and SAGE Journal databases).

Data Collection and Instruments

Specific criteria were utilized in selecting articles for this scoping literature review to ensure relevance and comprehensiveness. The criteria include focusing on articles that examine school-based mental health programs, are published in peer-reviewed scholarly articles, are written in English, conducted in the United States, and within the last decade (2013-2023) to ensure current research and information. Additionally, as mentioned previously, all articles will be accessible through credible search engines (e.g., EBSCOhost, Google Scholar, One Search, PsychInfo, and SAGE Journal databases). A data collection instrument was utilized that was created by (George & Laitano, 2023).

Procedures

In searching for peer-reviewed articles, specific keywords were used to collect relevant prior research for this study. The following keywords were used to search the California State University of San Bernardino's (CSUSB) library database as well as Google Scholar: Mental health disorder, mental health, children with mental health disorders, adolescents with mental health disorders, school-based mental health programs, outcomes of school-based mental health programs, evidenced-based intervention, evidence-based practice, treatment of children with mental health disorder, and treatment of adolescents with mental health disorder.

The criteria for selecting relevant research in this study are as follows: all publication materials are peer-reviewed and empirical articles, all the utilized material will be published in English, all articles will be accessible through the CSUSB library database as well as Google Scholar, all articles will be kept to within the last decade (2013-2023), studies will adhere to the population of students in k-12 public schools receiving school-based mental health services, and all articles and research will have been conducted in the United States.

Protection of Human Subjects

This study does not require the participation of human subjects since the data collection will be obtained using literature from research. This is a proposal for future research to be conducted through proposed questions. Nonetheless, to

make certain that this study will go through an initial Collaborative Institutional Review Board Training Initiative (CITI) IRB review.

Data Analysis

An initial step in the process of analyzing data involved the identification of relevant studies through search engine databases. Using keywords, the reviewers were able to search these databases for articles related to school-based mental health programs and outcomes. The articles were then evaluated and selected or excluded based on the decided criteria. The reviewers will work independently to chart and extract the data from the studies using a standardized form. The form will then utilize relevant information such as author, publication year, study design, participant demographics, interventions, and outcomes of school-based mental health programs. All information and discrepancies should be discussed and resolved between both reviewers.

Working collaboratively, the reviewers categorized the findings by identifying common themes in the outcomes of the programs, including academic achievement, behavior outcomes, mental health outcomes, readiness to learn, and motivation to learn. Visual representations of the findings will be presented in tables to describe the methodology, target population, and outcomes of school-based mental health programs. The review of research is designed to identify the relevant and evidence-based practices and interventions of school-based mental health programs.

Summary

In short, this study aims to explore the available research on school-based mental health programs and their outcomes, identify research gaps, and create a data instrument to be used for future research. This chapter reviews the design and procedure for this scoping literature review. A scoping literature review was chosen for this study as it does not require the participation of human subjects as data is collected from previous research. Furthermore, a proposal for future research is suggested by the data instrument designed in this study. No human subjects were used in this study. The method of descriptive study with mixed methods allows for future researchers to utilize the instrument designed when conducting future qualitative data collection on school-based mental health programs and their outcomes.

APPENDIX A
DATA COLLECTION AND EXTRACTION SPREADSHEET

Data Collection and Extraction Spreadsheet

Data extraction tool adapted from George & Laitano (2023).

Data Charting	
THE OUTCOMES OS SCHOOL-BASED MENTAL HEALTH SERVICES AT A SOUTHERN CALIFORNIA SCHOOL DISTRICT A PROPOSED PILOT STUDY	
Data Extraction Tool	
A. Persons responsible for article	
B. Bibliographical data APA reference Country of origin where study was published County of origin where study was conducted School district where study was conducted	
U. Methodology Type of research method used Aim / purpose of study	
U. Population School demographics Participants demographics Inclusionary criteria of the study Exclusionary criteria of the study	
E. Interventions Intervention type(s) Category of intervention(s) Number of intervention(s) used Duration of intervention(s) used	
F. Results Overall research findings of study	
G. Key findings Key findings that relate to the scoping literature review question	

REFERENCES

- Alahmad, M. (2020). Strengths and weaknesses of cognitive theory. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 3(3), 1584–1593.
<https://doi.org/10.33258/birci.v3i3.1088>
- American Psychological Association. (2019). Mental health issues increased significantly in young adults over the last decade. American Psychological Association. <https://www.apa.org/news/press/releases/2019/03/mental-health-adults#:~:text=The%20rate%20of%20individuals%20reporting,8.1%20percent%20to%2013.2%20percent>).
- Bains, R. M., & Diallo, A. F. (2015). Mental health services in school-based health centers. *The Journal of School Nursing*, 32(1), 8–19.
<https://doi.org/10.1177/1059840515590607>
- Behavioral and mental health. (n.d.). Retrieved from <https://www.cjusd.net/domain/2502>
- Benbenishty, R., Astor, R. A., & Roziner, I. (2018). A school-based multilevel study of adolescent suicide ideation in California high schools. *The Journal of Pediatrics*, 196, 251–257.
<https://doi.org/10.1016/j.jpeds.2017.12.070>
- California Department of Education (2023). California School Dashboard <https://www.caschooldashboard.org/>

California Department of Education (2022). School-based health programs.

<https://www.cde.ca.gov/ls/mh/sbhp.asp>

California Department of Education (n.d.). Student mental health policy

workgroup <https://www.cde.ca.gov/ls/mh/smhpworkgroup.asp>

California Department of Public Health (2020). California violent death reporting system. (CalVDRS).

[https://www.cdph.ca.gov/Programs/CCDPHP/DCDIC/SACB/Pages/California-Violent-Death-Reporting-System-\(CalVDRS\).aspx](https://www.cdph.ca.gov/Programs/CCDPHP/DCDIC/SACB/Pages/California-Violent-Death-Reporting-System-(CalVDRS).aspx)

Chatterjee, P., & Brown, S. (2017). Social work treatment: Interlocking theoretical approaches. In F. Turner (Ed.), *Cognitive theory and social work treatment*. (6th ed., pp. 80–95). Essay, Oxford University Press

Connors, E. H., Moffa, K., Carter, T., Crocker, J., Bohnenkamp, J. H., Lever, N. A., & Hoover, S. A. (2022a). Advancing mental health screening in schools: Innovative, field-tested practices and observed trends during a 15-month learning collaborative. *Psychology in the Schools*, 59(6), 1135–1157. <https://doi.org/10.1002/pits.22670>

George, M., & Laitano. (2023). Interventions available to children and adolescents with oppositional defiant disorder: A scoping literature review. https://scholarworks.lib.csusb.edu/etd/1679?utm_source=scholarworks.lib.csusb.edu%2Fetd%2F1679&utm_medium=PDF&utm_campaign=PDFCoverPages

- Herman, K. C., Reinke, W. M., Thompson, A. M., M. Hawley, K., Wallis, K., Stormont, M., & Peters, C. (2021). A public health approach to reducing the societal prevalence and burden of youth mental health problems: Introduction to the special issue. *School Psychology Review*, 50(1), 8–16. <https://doi.org/10.1080/2372966x.2020.1827682>
- Iowa Department of Human Services (2018). Children’s system state board strategic plan. https://dhs.iowa.gov/sites/default/files/ChildrensStateBoard_StrategicPlan_Nov2018.pdf?072320191848
- Jones, J. M., & Lee, L. H. (2022). Art-based mindfulness at school: A culturally responsive approach to school mental health. *Psychology in the Schools*, 59(10), 2085–2105. <https://doi.org/10.1002/pits.22660>
- McIntosh, K., Girvan, E. J., McDaniel, S. C., Santiago-Rosario, M. R., St. Joseph, S., Fairbanks Falcon, S., Izzard, S., & Bastable, E. (2021). Effects of an equity-focused PBIS approach to school improvement on exclusionary discipline and school climate. *Preventing school failure: Alternative education for children and youth*, 65(4), 354–361. <https://doi.org/10.1080/1045988x.2021.1937027>
- Merikangas, K. R., He, J., Burstein, M., Swendsen, J., Avenevoli, S., Case, B., Georgiades, K., Heaton, L., Swanson, S., & Olfson, M. (2011). Service utilization for lifetime mental disorders in U.S. adolescents: Results of the National Comorbidity Survey–adolescent supplement (NCS-A). *Journal of*

the American Academy of Child & Adolescent Psychiatry, 50(1), 32–45. <https://doi.org/10.1016/j.jaac.2010.10.006>

National Association of School Psychologists (NASP). (2021). Comprehensive school-based mental and behavioral health services and school psychologists. <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/mental-and-behavioral-health/additional-resources/comprehensive-school-based-mental-and-behavioral-health-services-and-school-psychologists>

National Center for Education Statistics. (2022). Roughly half of public schools report that they can effectively provide mental health services to all students in need. National Center for Education Statistics (NCES) Home Page, a part of the U.S. Department of Education. <https://nces.ed.gov/>

National Institute of Mental Health (NIMH). (2019). Child and adolescent mental health. <http://www.nimh.nih.gov/health/topics/child-and-adolescent-mental-health/index.shtml>

Njoku, I. (2022). What is mental illness? <https://www.psychiatry.org/patients-families/what-is-mental-illness>

Pollock, D., Peters, M. D., Khalil, H., McInerney, P., Alexander, L., Tricco, A. C., Evans, C., De Moraes, É. B., Godfrey, C. M., Pieper, D., Saran, A., Stern, C., & Munn, Z. (2022). Recommendations for the extraction, analysis, and

- presentation of results in scoping reviews. *JB I Evidence Synthesis*, 21(3), 520-532. <https://doi.org/10.11124/jbies-22-00123>
- Richter, A., Sjunnestrand, M., Romare Strandh, M., & Hasson, H. (2022). Implementing school-based mental health services: A scoping review of the literature summarizing the factors that affect implementation. *International Journal of Environmental Research and Public Health*, 19(6), 3489. <https://doi.org/10.3390/ijerph19063489>
- Riedel Bowers, N., & Bowers, A. (2017). General systems theory. In F. Turner (Ed.), *Social Work Treatment: Interlocking Theoretical Approaches* (6th ed., pp. 240-247). Essay, Oxford University Press.
- SAMHSA. What is mental health? (n.d.). <https://www.samhsa.gov/mental-health>
- SAMHSA (2016). Serious mental illness among adults below the poverty line. https://www.samhsa.gov/data/sites/default/files/report_2720/Spotlight-2720.html
- Sanchez, A. L., Cornacchio, D., Poznanski, B., Golik, A. M., Chou, T., & Comer, J. S. (2018). The effectiveness of school-based mental health services for elementary-aged children: A meta-analysis. *Journal of the American Academy of Child & Adolescent Psychiatry*, 57(3), 153–165. <https://doi.org/10.1016/j.jaac.2017.11.022>
- Thornton, S. (2020). ERIC – Education Resources Information Center. <https://eric.ed.gov/?id=ED602997>

U.S. Census Bureau quickfacts: California. (n.d.).

<https://www.census.gov/quickfacts/fact/table/CA/>

ASSIGNED RESPONSIBILITIES

All sections of this paper were equally divided between the authors Ashley Rodriguez and Amanda Smith. We worked collaboratively with gathering the articles and finding the relevant information to include in this proposed study.