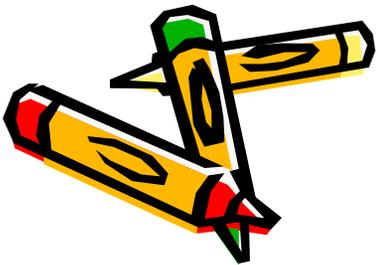


Indicator #12: Have you helped your school develop an advisory board (including youth, families, administrators, educators, school health staff, and community leaders) for its mental health programs?



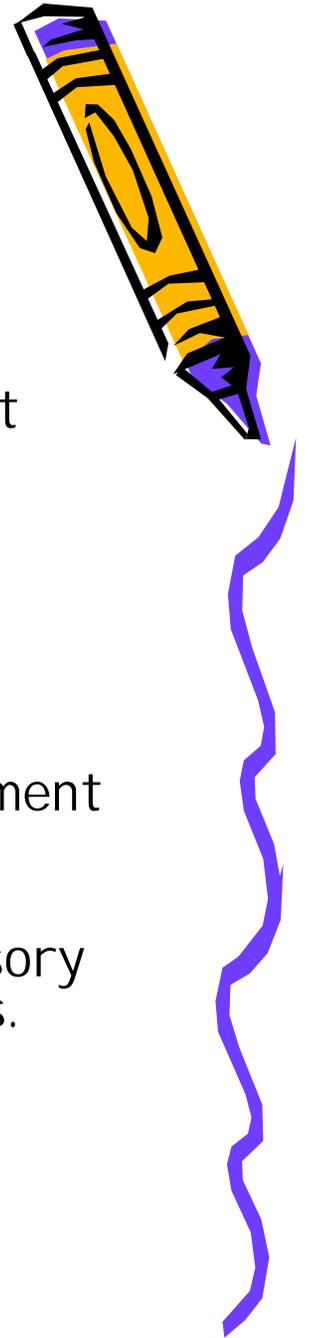
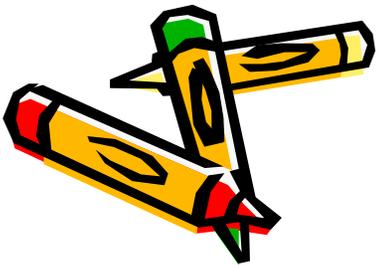
# Background

- School mental health programs benefit from school and community support and guidance.
- Involvement and input from key stakeholders helps to insure that programs are relevant and accepted by the school and larger community.
- Key stakeholders in school mental health include: students, family members, teachers, school administrators, school health staff, school mental health staff, business leaders, faith representatives, community leaders, child and family advocates, political leaders, community health and mental health staff, and staff from child-serving agencies (e.g., juvenile justice, social services).



# Background

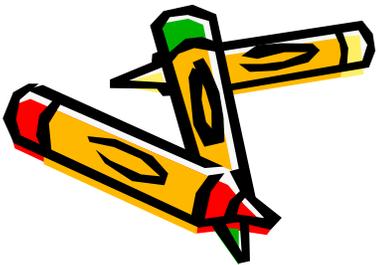
- Successful collaborative relationships require different groups to come together to work as a team towards a common vision and a shared set of goals.
- Combining the skills and knowledge of each of the stakeholder groups can enhance the understanding of available resources, reduce duplication of services, and improve the overall system of care.
- The key to true and lasting collaboration is the involvement of families as full partners. Families can be involved in program development, implementation, and evaluation.
- Meaningful involvement of key stakeholders on an advisory board helps to increase buy-in and support of programs.



# BACKGROUND

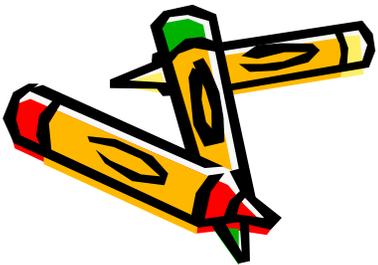
The National Mental Health Association (2000) identified the following key aspects of successful involvement and participation by stakeholders:

- (1) broad representation of stakeholders: consumers, families, families of young children, advocacy groups, and the non-provider public;
- (2) cultural competency;
- (3) a fair and open selection process;
- (4) on-going training;
- (5) on-going logistical support and needed respite care;
- (6) adequate and timely information and staff support to allow for in-depth consideration of complex issues;
- (7) open meetings, on a regular schedule, and in a location and setting convenient and welcoming to stakeholders who desire to attend;
- (8) open meetings fostering meaningful and respectful dialogue among stakeholders and decision makers;
- (9) broad dissemination of minutes and reports to affected stakeholders, and
- (10) staff follow-up to assure that stakeholders are informed of the results of meetings and that the results are effectively disseminated for maximum impact.



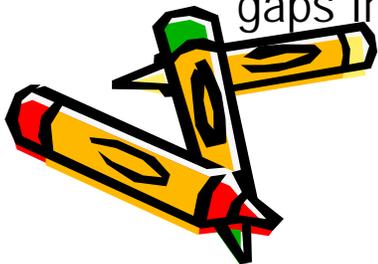
# Background

- School mental health advisory boards typically do not have control over hiring or firing decisions or budgetary matters. They are designed to advise, inform, and make recommendations to the programs they serve. They can play a critical role in identifying and evaluating services that are present in the school and the larger community and can assist programs with service integration and coordination.



# Menu of Suggested Activities

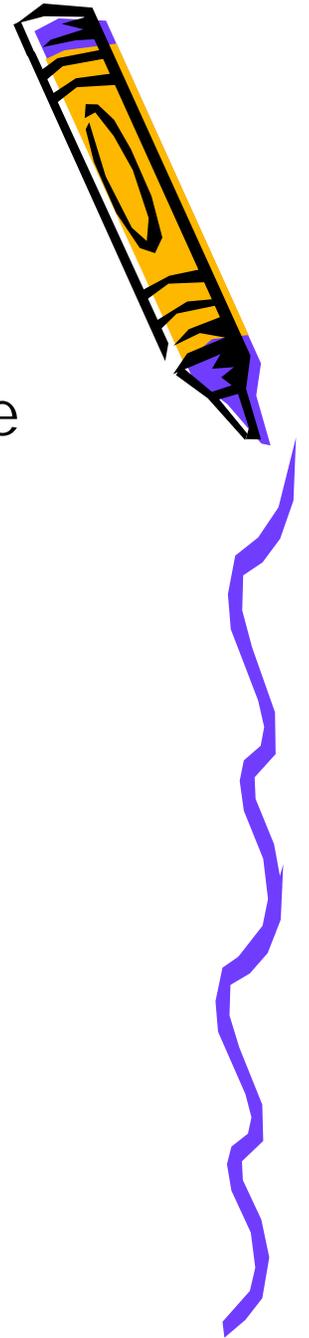
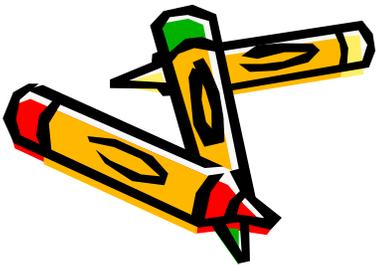
- Set up a meeting with the principal and school-hired mental health staff to discuss the value and potential role of a mental health advisory board.
- I identify possible stakeholder groups in the school and community for participation on an advisory board.
- Seek nominations of individuals from these groups to participate on a board.
- Prepare a letter and/or a flier soliciting those nominated to participate on the board. Call these individuals directly to explain more about the board and their potential role.
- Set up an initial planning meeting. I identify common goals and develop action steps as a team. Develop a schedule for regularly scheduled meetings and communication.
- Work with the advisory board to map out available resources and services in the school and surrounding community. I identify any gaps in services and strategize about how to fill them.



# Helpful Hints

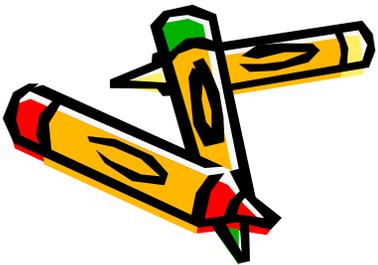
Work to create an advisory board that is diverse and represents a range of perspectives and stakeholder groups. Consider the following in creating the board:

- Cultural Diversity
- Gender
- Profession
- School hired versus outside staff
- Family and community participation



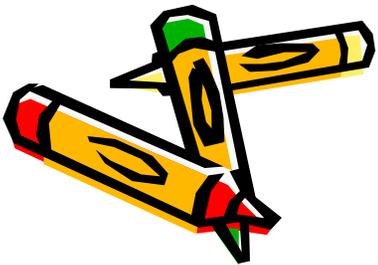
# Helpful Hints

- Consider enlisting a school-hired mental health staff member to help co-lead the process of forming the mental health advisory board.
- Develop clear and easy to follow communication strategies to allow for awareness of mental health activities and coordination of services.
  - Monthly newsletter
  - Updates at staff/faculty meetings
  - Developing and disseminating advisory board minutes
  - Prepare a booklet of available mental health related resources within the school and the community



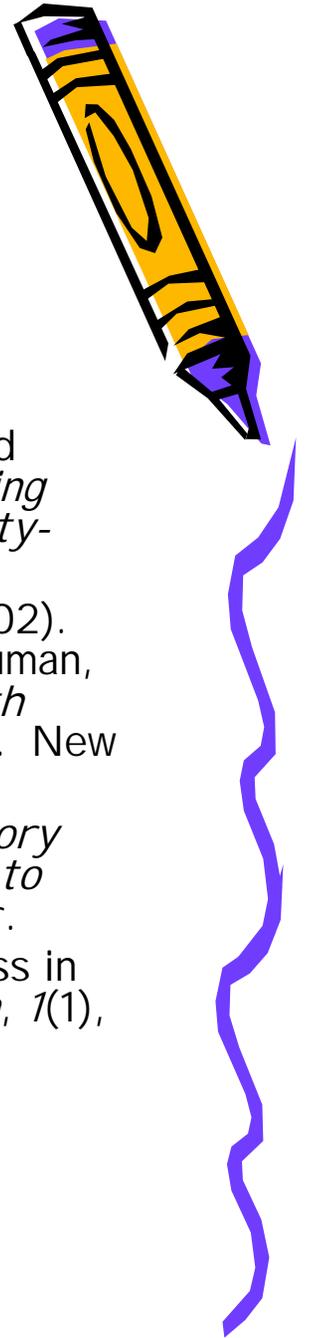
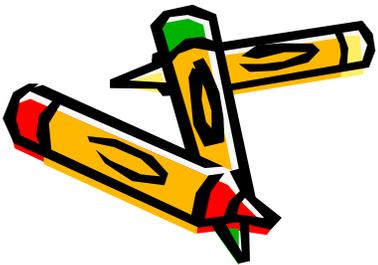
# Web Resources

- Center for Mental Health in Schools, Working Collaboratively from School-Based Teams to School-Community-Higher Education Connections ([www.smhp.psych.ucla.edu/](http://www.smhp.psych.ucla.edu/) under Introductory Packets)
- Healthy People.Com (<http://www.health.gov/healthypeople/state/toolkit/>)
- Center for Effective Collaboration and Practice (<http://www.air.org/cecp/promisingpractices/1998monographs/documents.htm#6>)
- National Mental Health Association (<http://www.nmha.org/position/ps3.cfm>)
- Community Toolbox, University of Kansas, Involving Key Influentials in the Initiative ([http://ctb.ku.edu/tools/en/section\\_1083.htm](http://ctb.ku.edu/tools/en/section_1083.htm))



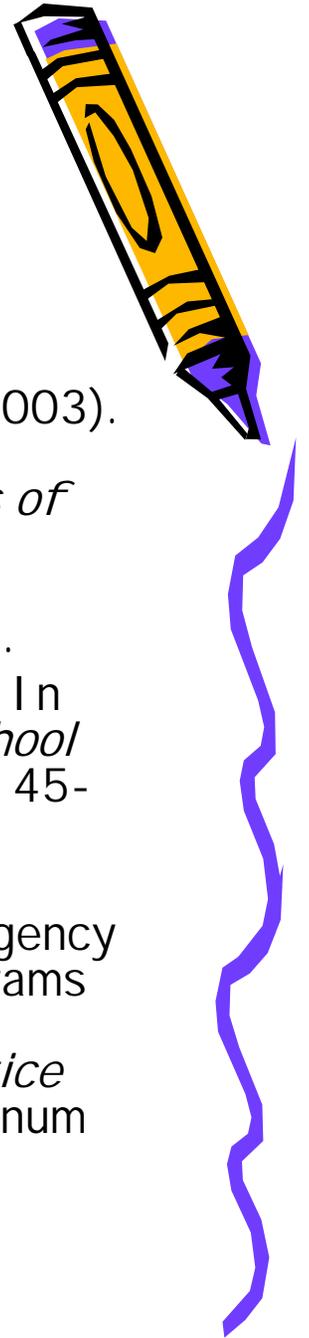
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