

# Serving Students with Depression: Implications for School Counselors

## Webinar 3: Serving Students with Elevated Needs

Presented by: Dr. Peg Donohue and Dr. Emily Goodman-Scott

### KEY TAKE-AWAYS:

- **Auger's (2011; 2015) strategies for working with students with mood disorders:**
  - Construct a relationship
  - Expand awareness of feelings
  - Emphasize connections between events, thoughts, and feelings
  - Challenge pessimistic and constricted thinking
  - Create a network of support
  - Maximize opportunities for success
  - Build on social skills
  - Provide concrete evidence of work performance and improving skills
  - Increase engagement in pleasant events
  - Increase level of physical activity
  - Provide education about mood disorder/depression

Please see the evidence-based practices table for Tier 2 and Tier 3 recommendations:

- [TIER TWO EVIDENCE-BASED PRACTICES](#)
- [TIER THREE EVIDENCE-BASED PRACTICES](#)

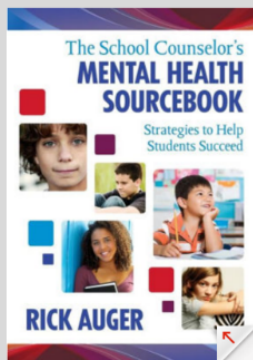
### REFLECTION QUESTIONS:

- What is the school and school counselor's role in supporting students with depression at the Tier 2 & 3 intervention level?
- How can school counselors integrate culturally sustaining and social justice-guided practices toward depression intervention (Tier 2 and 3)?
- What Tier 2 and 3 can you see yourself implementing?

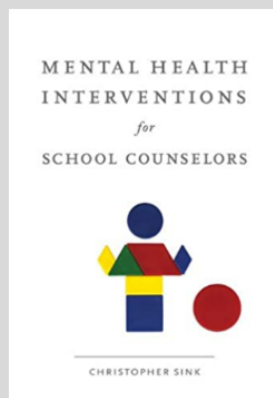
### ADDITIONAL RESOURCES:

#### School Counselor's Role in Mental Health

### Primary Resources Used



Auger, 2011; 2015



Sink, 2011



#### The School Counselor and Student Mental Health

(Adopted 2009, Revised 2015, 2020)

##### ASCA Position

School counselors recognize and respond to the need for mental health services that promote social/emotional wellness and development for all students. School counselors advocate for the mental health needs of all students by offering instruction that enhances awareness of mental health, approval and achievement addressing academic, career and social/emotional development; short-term counseling interventions; and referrals to community resources for long-term support.

##### The Rationale

Students' unmet mental health needs can be a significant obstacle to student academic, career and social/emotional development and even compromise school safety. Even so, most students in need do not receive adequate mental health supports (Centers for Disease

ASCA, 2020

- [The School Counselor's Mental Health Sourcebook, Rick Auger](#)

- [Mental Health Interventions for School Counselors](#), by Christopher Sink
- [ASCA position statement on mental health](#)
- [ASCA Aspects \(October 2020\): Unified Mental Health Teams](#) by Dr. Tracy Jackson

#### Evidence-based Practices

- [TIER TWO EVIDENCE-BASED PRACTICES](#)
- [TIER THREE EVIDENCE-BASED PRACTICES](#)
- [Intervention Central](#)
- [What Works ClearingHouse](#)
- [Center for School Counseling Outcome Research and Evaluation \(CSCORE\)](#)

#### SEL, etc.

- [Collaborative for Academic, Social, and Emotional Learning \(CASEL\) Core Competence Areas](#)
- [Harmony Social Emotional Learning \(SEL\)](#)
- [Mindful Schools](#)
- [Virginia Department of Education \(VDOE\) SEL](#)

#### Racial Trauma and Fostering Growth

- [Educators' Toolkit for Addressing Racial Trauma and Fostering Growth](#)

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