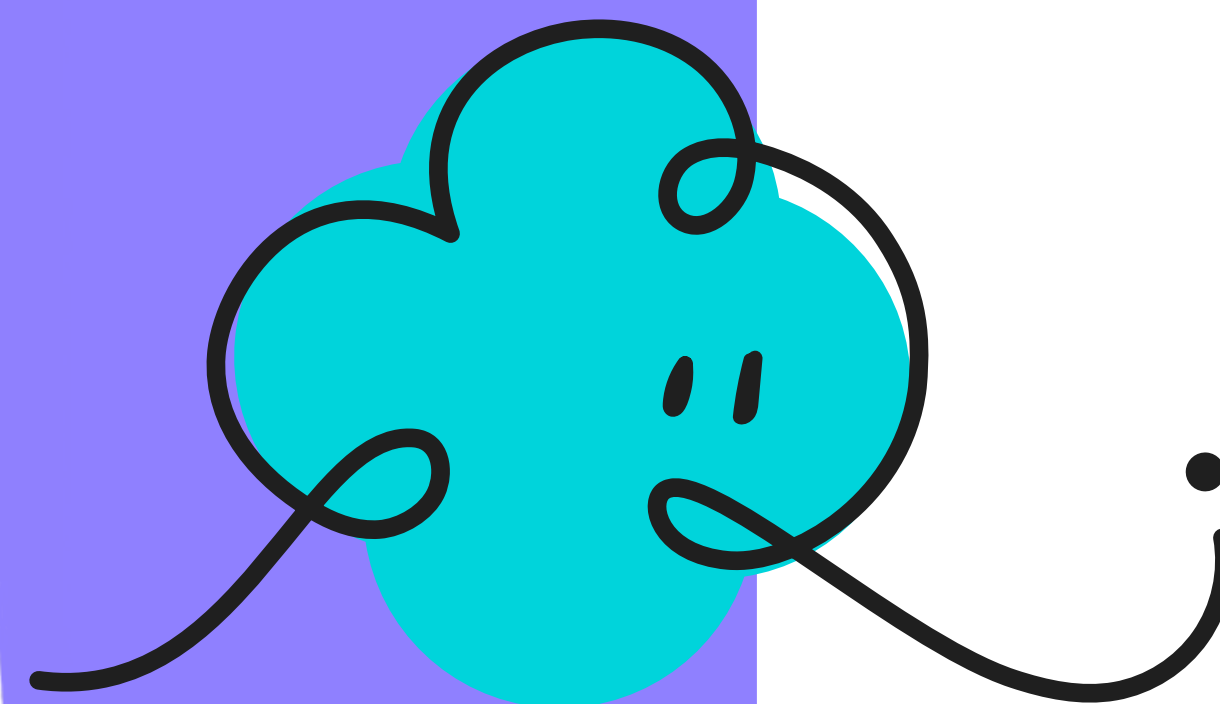# my mind check

# Follow-Up Guide

A guide for school staff involved in My Mind Check, a free, voluntary and evidence-based digital mental health and wellbeing check-in for Australian schools.

# Follow this guide

This My Mind Check guide is relevant for school staff following up with students after a check-in.

Immediately following a check-in, you will be able to log in to your My Mind Check school account and review outcomes. The different in-portal views (School View, Champion View and Student View) give you information related to the mental health domains and protective factors that your school and individual students have described. They also provide you with a framework and resources to guide your response to this information.

Recommendations and resources provided by My Mind Check aim to assist schools but must be used in line with the privacy and health requirements of your state or territory, as well as those specific to your school.

## Contents

# Important reminders

When interpreting My Mind Check outcomes, remember the check-in is:

- based on a single point in time
- from the student's perspective and is dependent upon how insightful and honest they are in their responses
- *not* designed to diagnose mental health disorders. It cannot, and should not, replace a careful, thorough assessment by a qualified health professional.

My Mind Check simply provides an opportunity to understand how a student feels they are going with their mental health and wellbeing. It allows you to share information that might help the student, or help their caregivers to better understand and support them.

My Mind Check outcomes involve ***highly sensitive, confidential student information*** and must not be shared unnecessarily. School staff should only be informed of, and communicate, a student's My Mind Check outcomes if they are directly engaged in the follow-up process for that student. Student health information may be a source of distress or embarrassment for some students. There may be negative ramifications if other students or staff become aware of a student's outcomes.

When reviewing outcomes, always consider what you already know about the student including their home environment and existing supports. My Mind Check provides one piece of the puzzle that may add to your knowledge about the student, or make sense of their current experiences. It may also be beneficial to increase understanding and normalise discussions about mental health and wellbeing within your school.
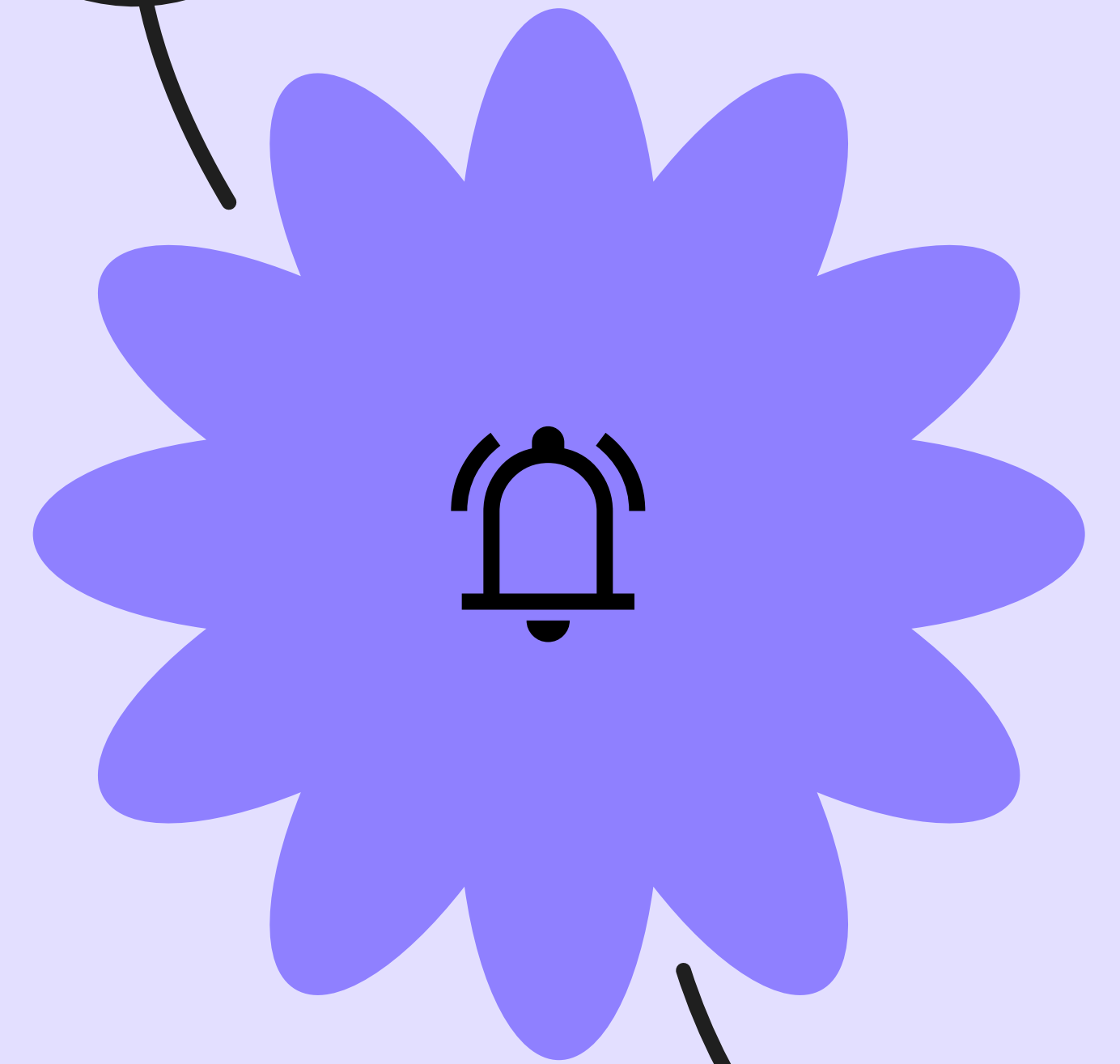
## Follow-Up Process

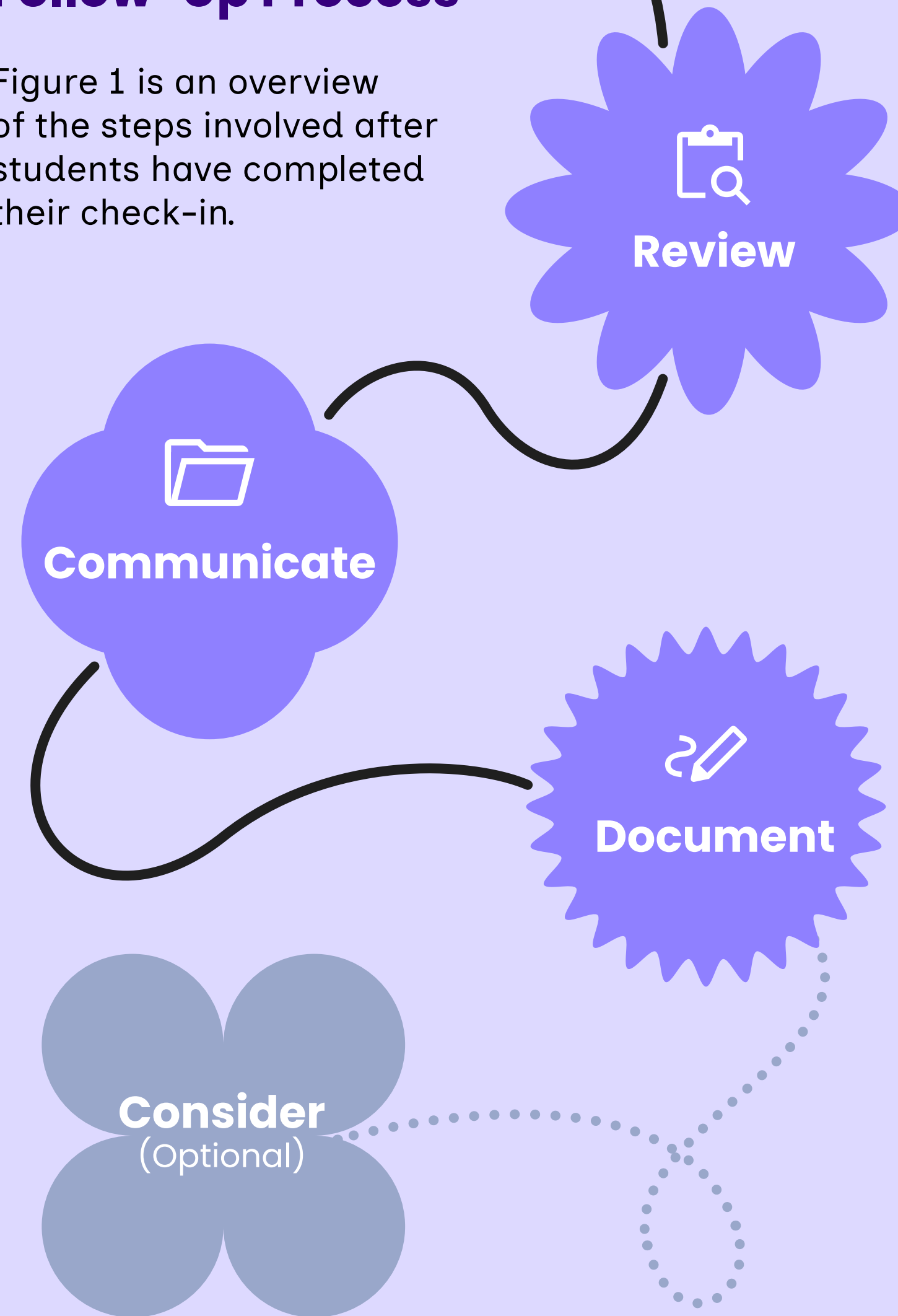Figure 1 is an overview of the steps involved after students have completed their check-in.

**Review**

**Communicate**

**Document**

**Consider**
(Optional)

**Figure 1.** My Mind Check Follow-Up Framework

## Review Outcomes

Whole school, year level and individual student outcomes can be reviewed in the portal, which is accessed via the **My Mind Check** website (select *School log in*). Once logged in, there are several tabs on the left-hand side, each with a unique purpose.

The domains (that is, the mental health and protective factor topics covered in the check-in) that are included will depend on the package your school has chosen and the year levels of your students. The **My Mind Check** website has details of the core and optional packages for particular year levels.

## How the tool classifies students

A student's overall status is determined by the mental health domain in which they experience the most difficulty. For instance, if a student is *struggling* (red) with anxiety and *coping* (green) in all other mental health domains, they would be classified as *struggling* (red) overall. A student who is *vulnerable* (amber) in mood and attention/activity and *coping* (green) with anxiety would be classified as *vulnerable* (amber).

**See Table 1:** *My Mind Check risk factors and response guide*

**See Table 2:** *My Mind Check protective factors*

## My Mind Check risk factors and response guide

| 1 Indicator | What does this mean? | Next steps |
|---|---|---|
| Red *(struggling)* | May be experiencing greater difficulties in a specific domain compared with other students. | Written or verbal communication (we suggest contact within 2 weeks). |
| Amber *(vulnerable)* | May be experiencing some difficulties in a specific domain that places them 'at risk' of experiencing greater difficulties in the future. | |
| Green *(coping)* | Responses suggest student is not reporting major concerns in the domain.<br>This suggests that the student is describing themselves as currently traveling well. | In the absence of reported concerns regarding this student, continue to monitor via usual school processes. |
| Grey *(skipped)*<br>*Denoted as a '–'*<br>*on email templates* | Insufficient responses completed on domain(s). It is important not to make assumptions about a student's reasons for skipping questions. Students are within their right not to answer questions. | In the absence of any concerns, continue to monitor via usual school processes. |
| Grey *(incomplete)*<br>*Denoted as a '–'*<br>*on email templates* | Student has not progressed beyond this point of the check-in. Items remain unanswered and not skipped. It is important not to make assumptions about a student's reasons for not completing the check-in. | In the absence of any concerns, continue to monitor via usual school processes. |

## My Mind Check protective factors

| 2 Indicator | What does this mean? |
|---|---|
| Blue *(Indicated)* | Student responses suggest they feel a strong sense of support in this domain. This may be an area of positive wellbeing for the student.<br>This positive area of wellbeing may serve as a source of support for areas where the student is *struggling* (red) or *vulnerable* (amber). |
| White *(Not Indicated)* | Student responses suggest they may not feel a strong sense of support in this domain. Consider this when communicating outcomes and developing Student Action Plans following a check-in. For example, the school context may not be ideal for support when a student has not been indicated on School Belonging. |
| Grey *(skipped)* | Insufficient number of responses to score this domain. This may need further investigation in the context of other flagged domains. |
| Grey *(incomplete)* | Student has not progressed beyond this point of the check-in. Items remain unanswered and not skipped. |

# Review
## School Outcomes

### School View

This view provides a high-level overview of whole school and year level outcomes.

The mental health domains your students (as a group) need the most support with can be easily identified. This information can then be used to guide decision-making relating to possible school programs you may wish to implement.
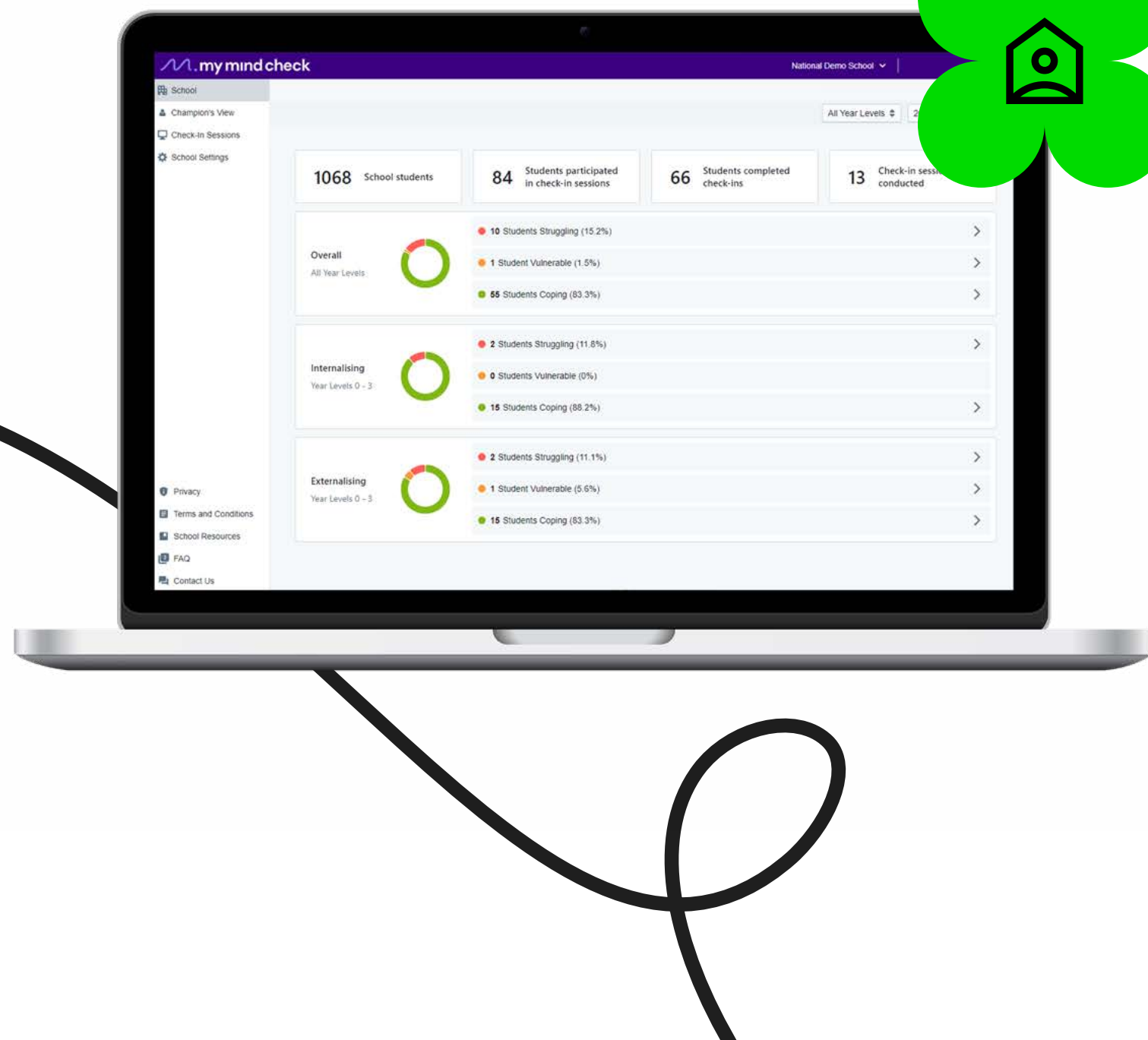


**1** Log in to the My Mind Check portal

**2** Select 'School'
(On the top left corner)

Whole school outcomes will be displayed
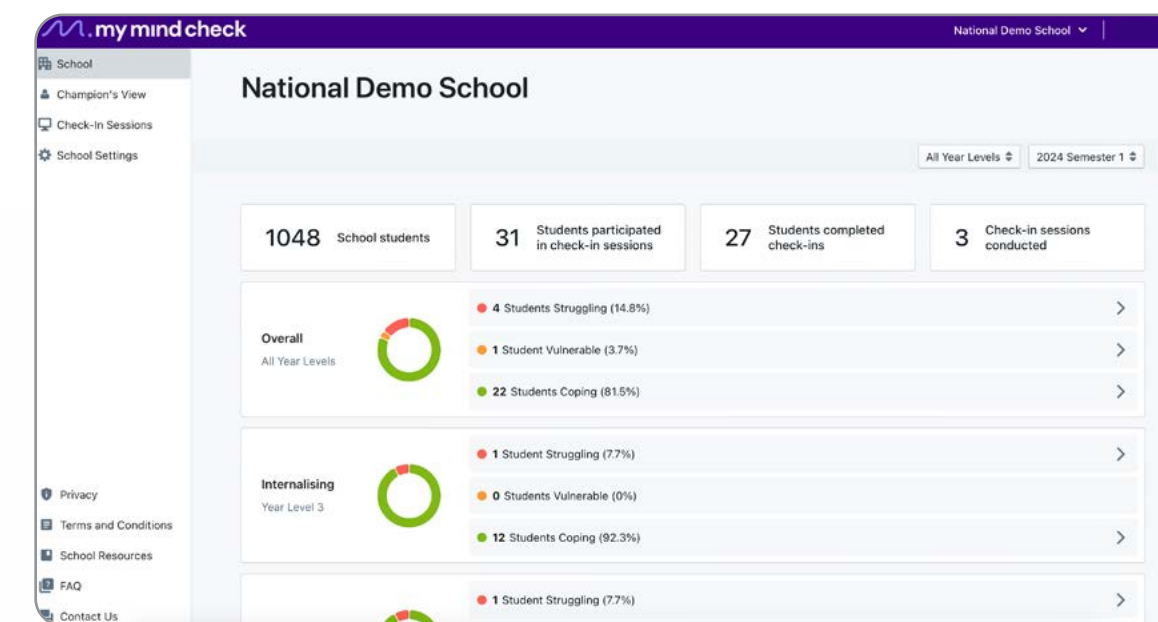


**3** To view check-in summary outcomes by year level, select the Year Level filter at the top right of the screen. Select a specific year level, and the outcomes for students in that year level will be shown.



**Tip:** Outcomes can also be filtered by period in a similar manner, by selecting the semester/term from the filter button next to the year level filter.

# Review
## Individual Student Outcomes

### Champion View

This view gives:

- a high-level overview of all students' outcomes

- the ability to filter and sort students according to their overall outcome, or their outcome in a specific domain, enabling the prioritisation of follow-ups

- a mechanism to acknowledge that outcomes have been reviewed so School Champions can easily identify which students still require follow-up.
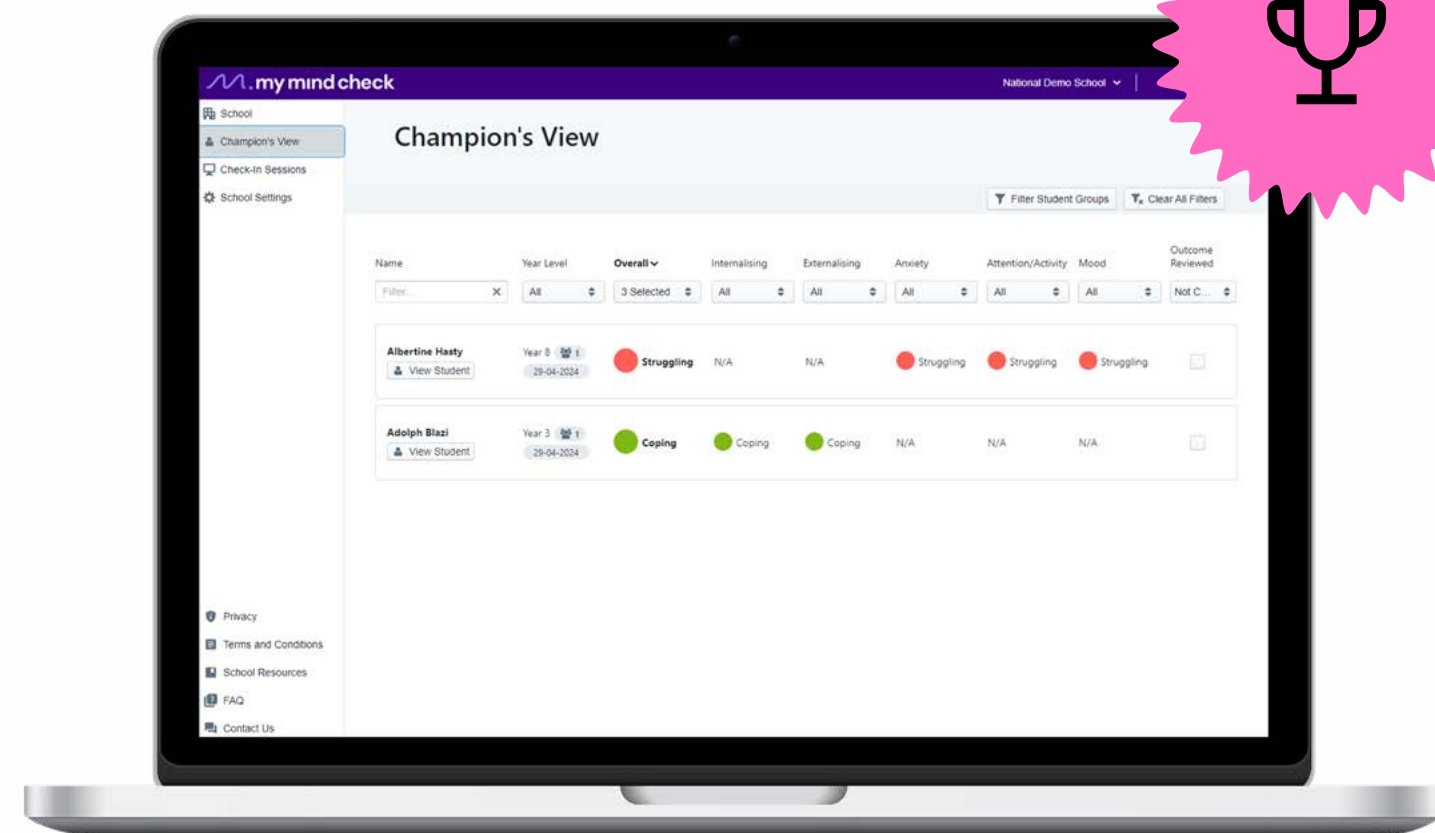
**1** Select 'Champion View'
On the top left corner

Student outcomes will be displayed with the default view displaying students flagged as *struggling* (red) first, followed by *vulnerable* (amber). To view students flagged as *coping* (green), *skipped* (grey) or *incomplete* (grey), select the 'Overall' dropdown menu, and select the toggles next to 'coping', 'skipped' and/or 'incomplete'.
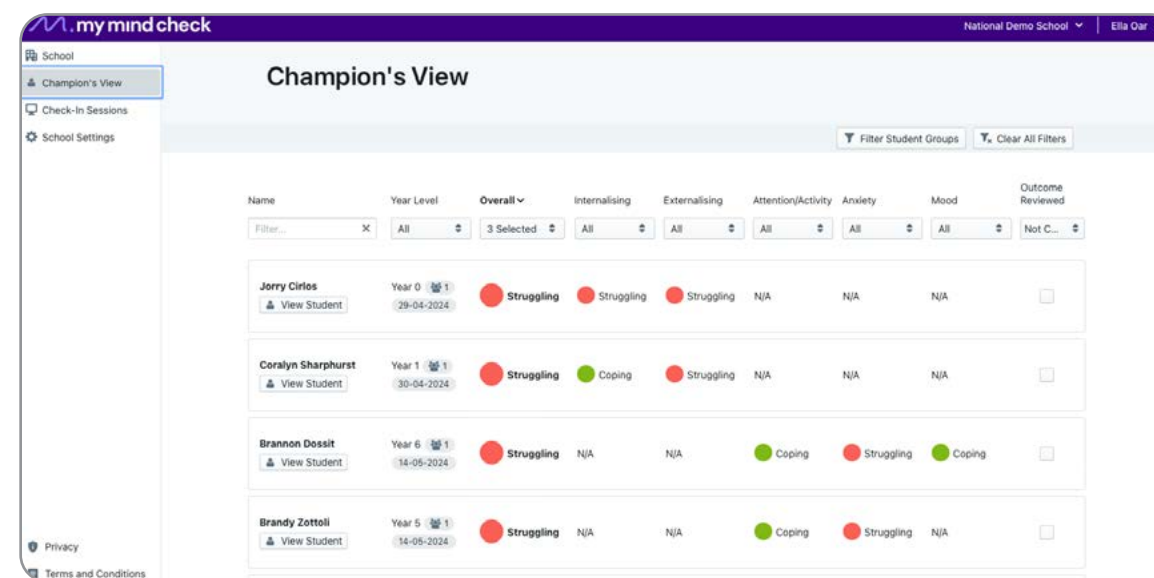


**2** To filter and sort students by 'year level', 'indicators' (struggling, vulnerable or coping), or by specific mental health domains, select the relevant dropdown menu at the top of the table. Select the toggle next to the options you would like to include in your search.
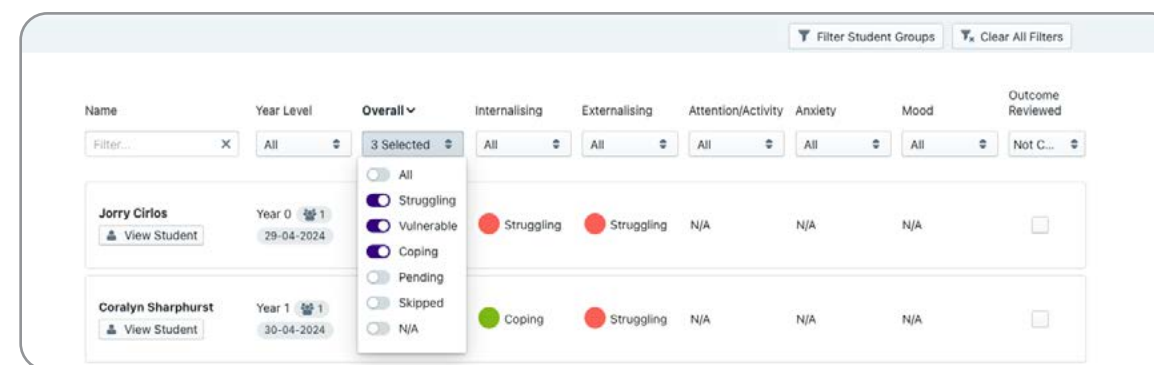


**3** To filter by specific groups of students, select 'Filter Student Groups' located on the top right of the screen. A dropdown menu will appear displaying all student groups. Select the group you wish to display outcomes for. Associated students will display.
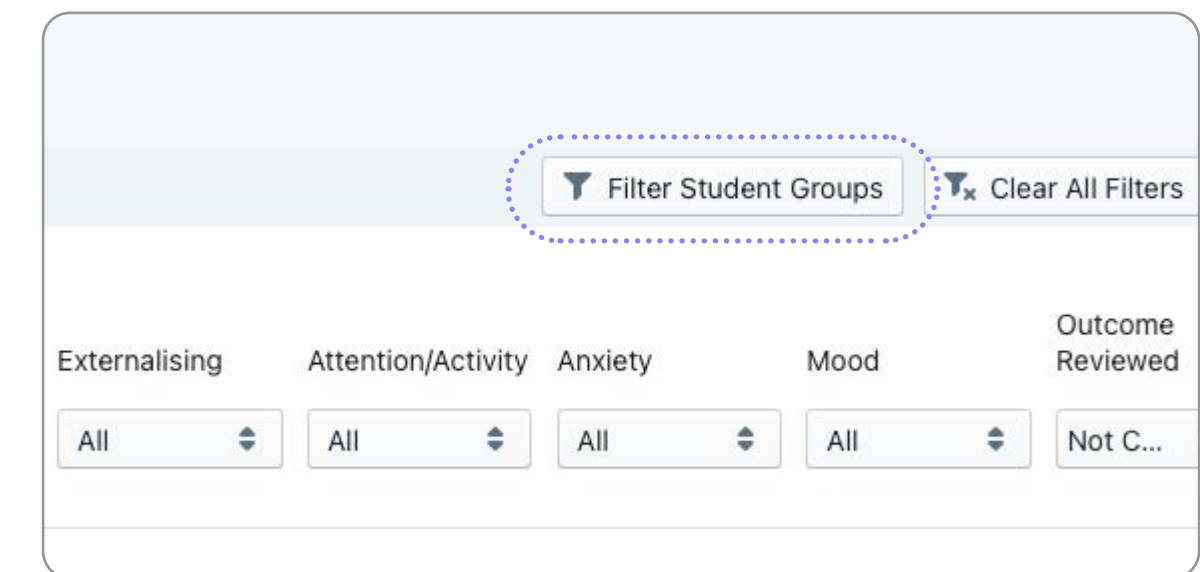


**Tip:** To remove all filters, select 'Clear All Filters', located on the top right side of the screen.
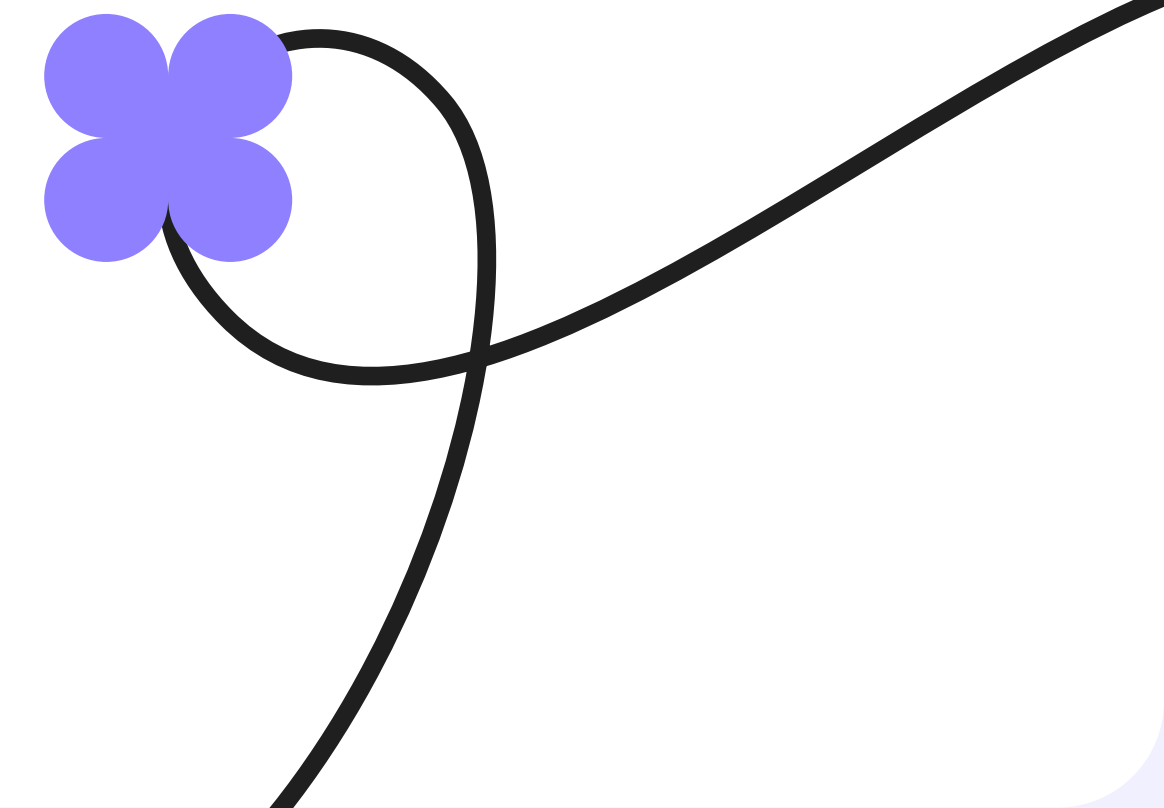
# Review
## Individual Student Outcomes

### Student View

This view enables you to:

- access and review each student's personal outcomes across all domains and protective factors
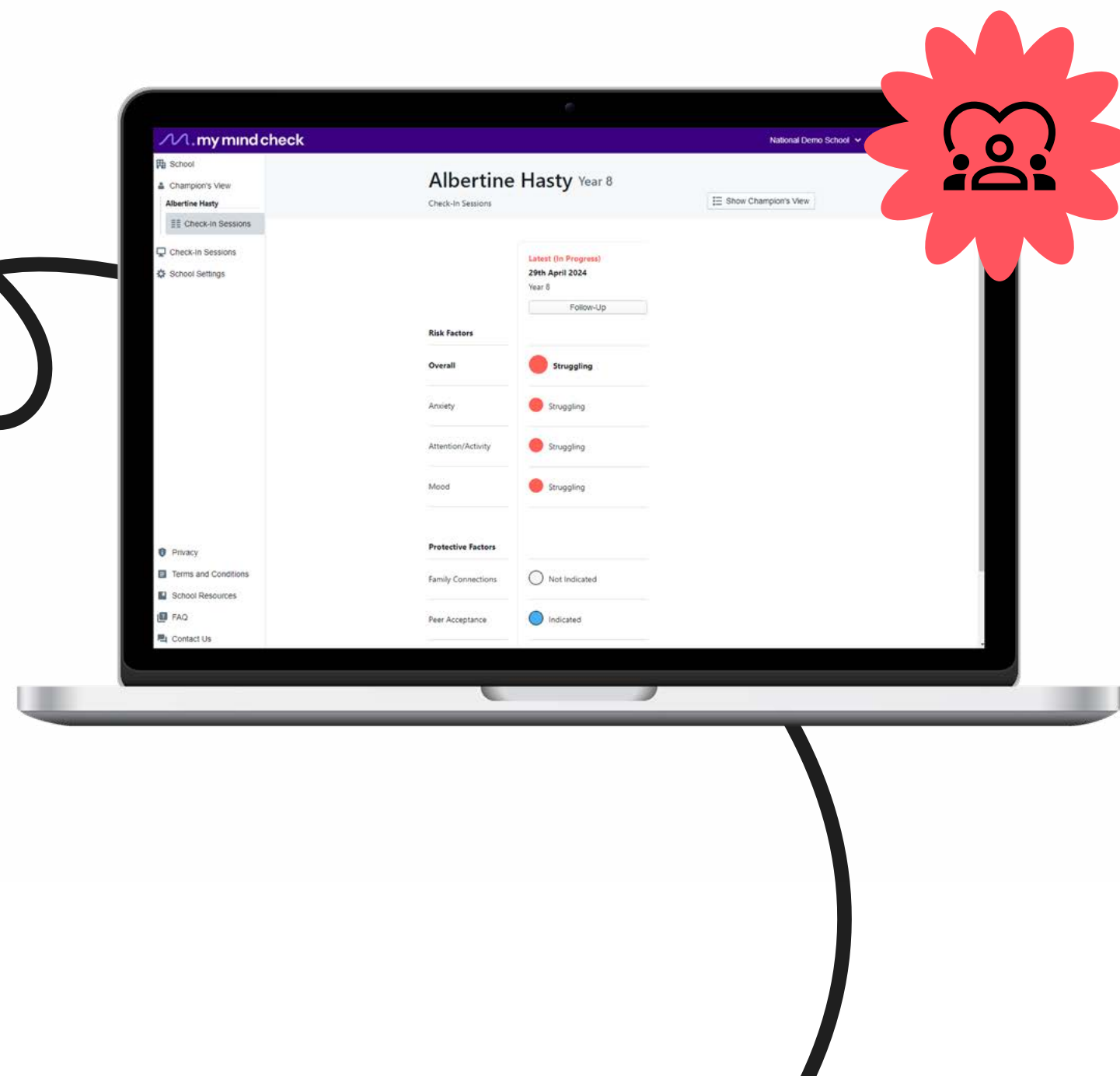
- view a summary of communication options with resources and templates to support each option.



**1** Within the Champion View, individual students are listed. Select 'View Student' located under the student's name to access their outcomes.
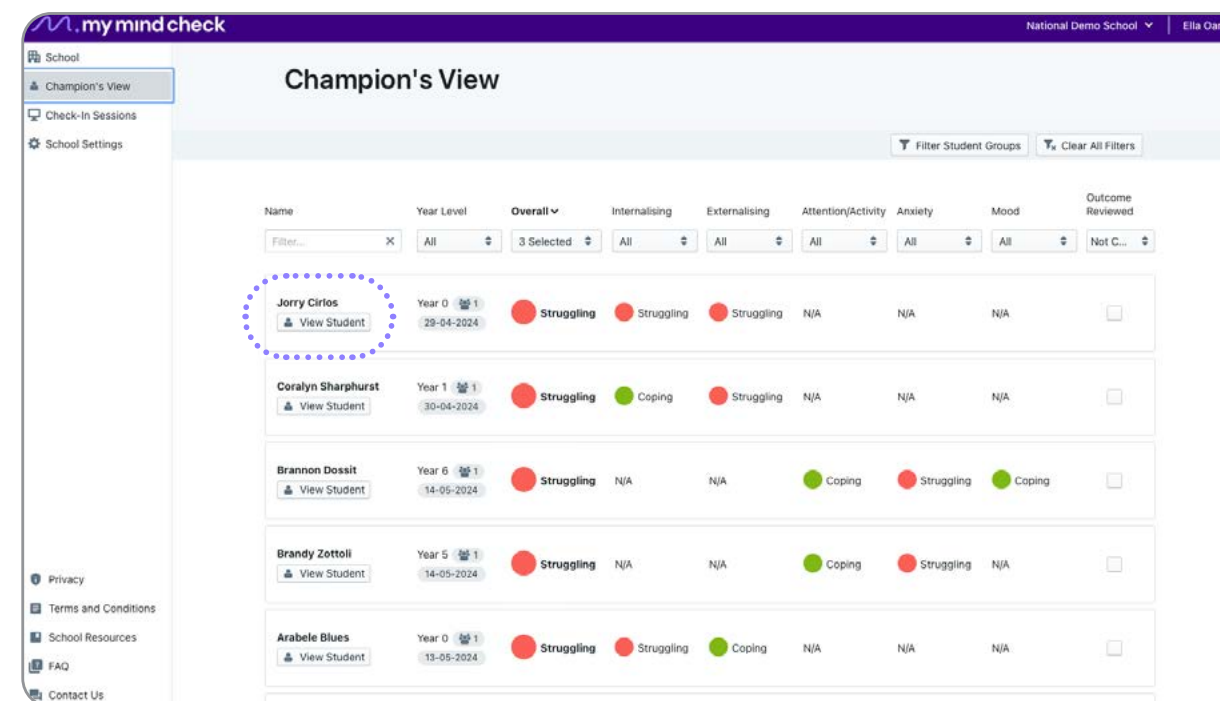


**2** Within the Student View select the 'Follow-Up' button underneath their latest check-in date.
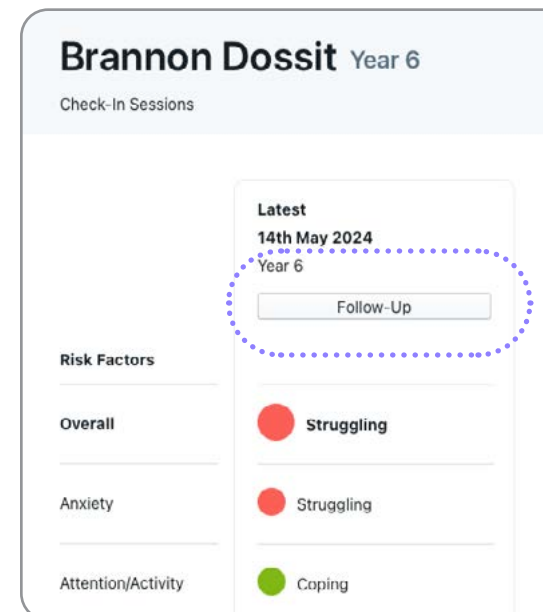


**3** This tab provides tailored follow-up resources for this student including email and record-keeping templates, personalised links to suggested at-home resources and programs, and optional in-school programs.



**Tip:** To navigate back to the Champion View select 'Show Champion View'.

# Review
## Individual Student Outcomes

**When reviewing individual student outcomes consider the following:**

### Consent permissions

**Who** do you need to share the outcomes with? This will depend on which consent form has been signed for the student:

**Guardian consent form**
Communication of the student's outcomes goes to the legal guardian who provided consent.

Guardian consent

**Caregiver**

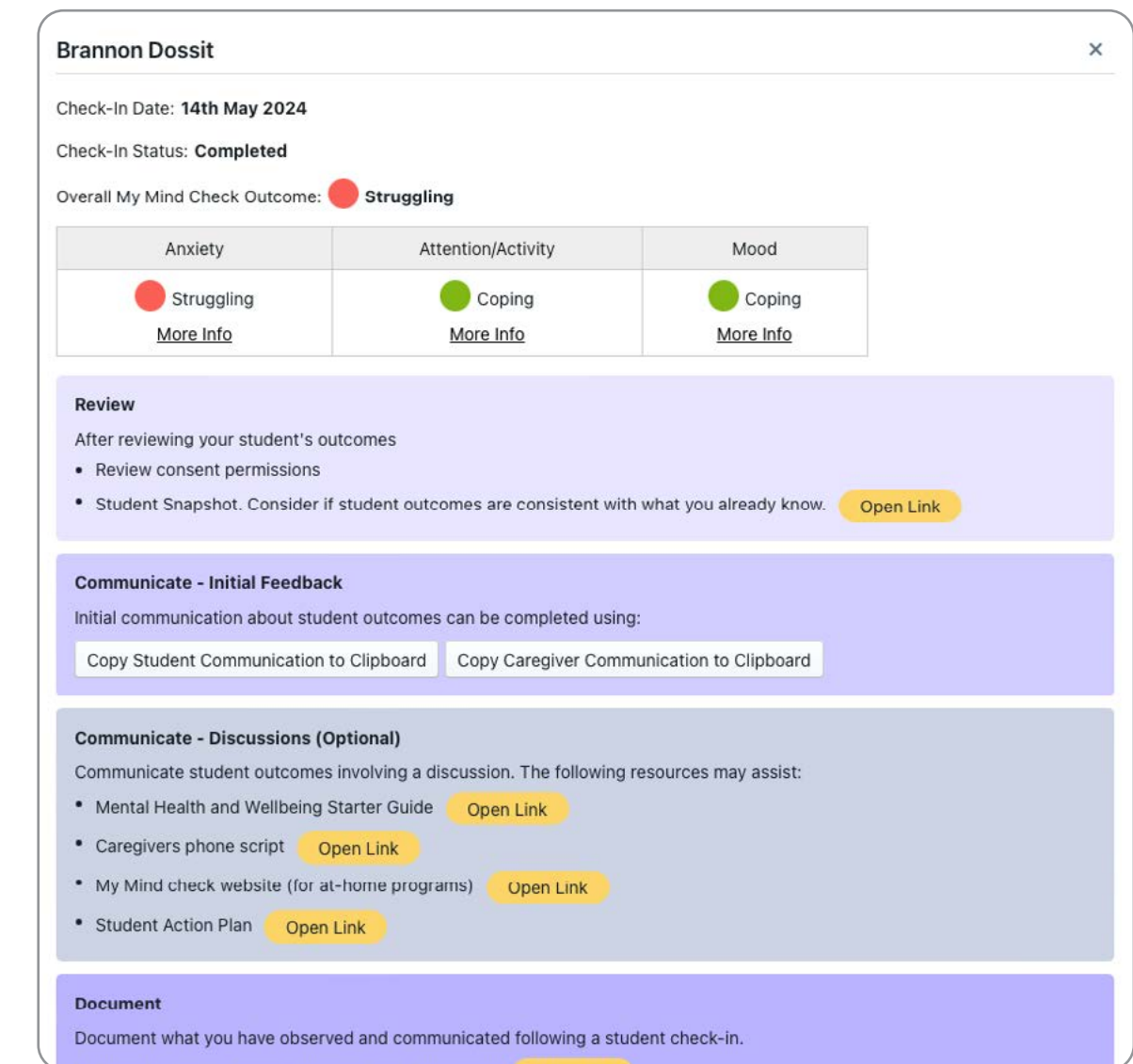**Student consent form**
Communication of the student's outcomes goes to the student.

Student consent
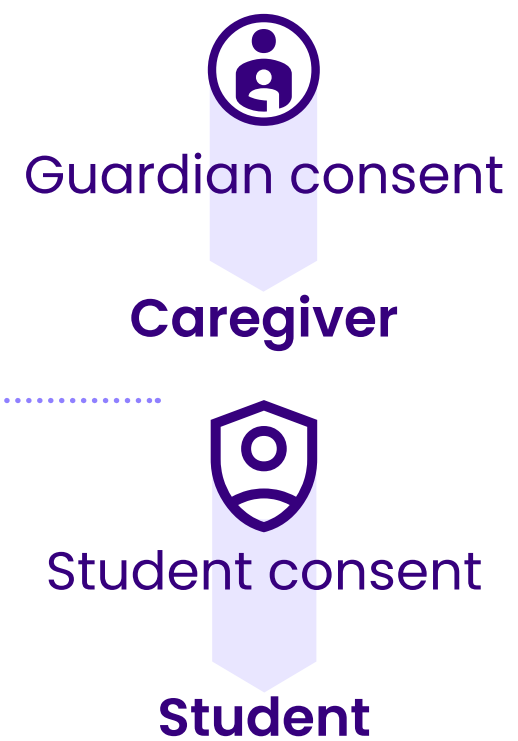
**Student**

### Student snapshot

Are the outcomes consistent with what you already know about the student including:

- **their current circumstances**
- **their current mental health and wellbeing**

**Student snapshot** >

(PDF, 286 KB)

# Communicate
## Student Outcomes

Every student and their caregiver(s) are unique in their experiences, cultural background and circumstances, and so too will their responses be to the student's check-in.

There is no right or wrong way for a student and their caregiver(s) to approach the check-in or feel about their mental health. Remember that a studen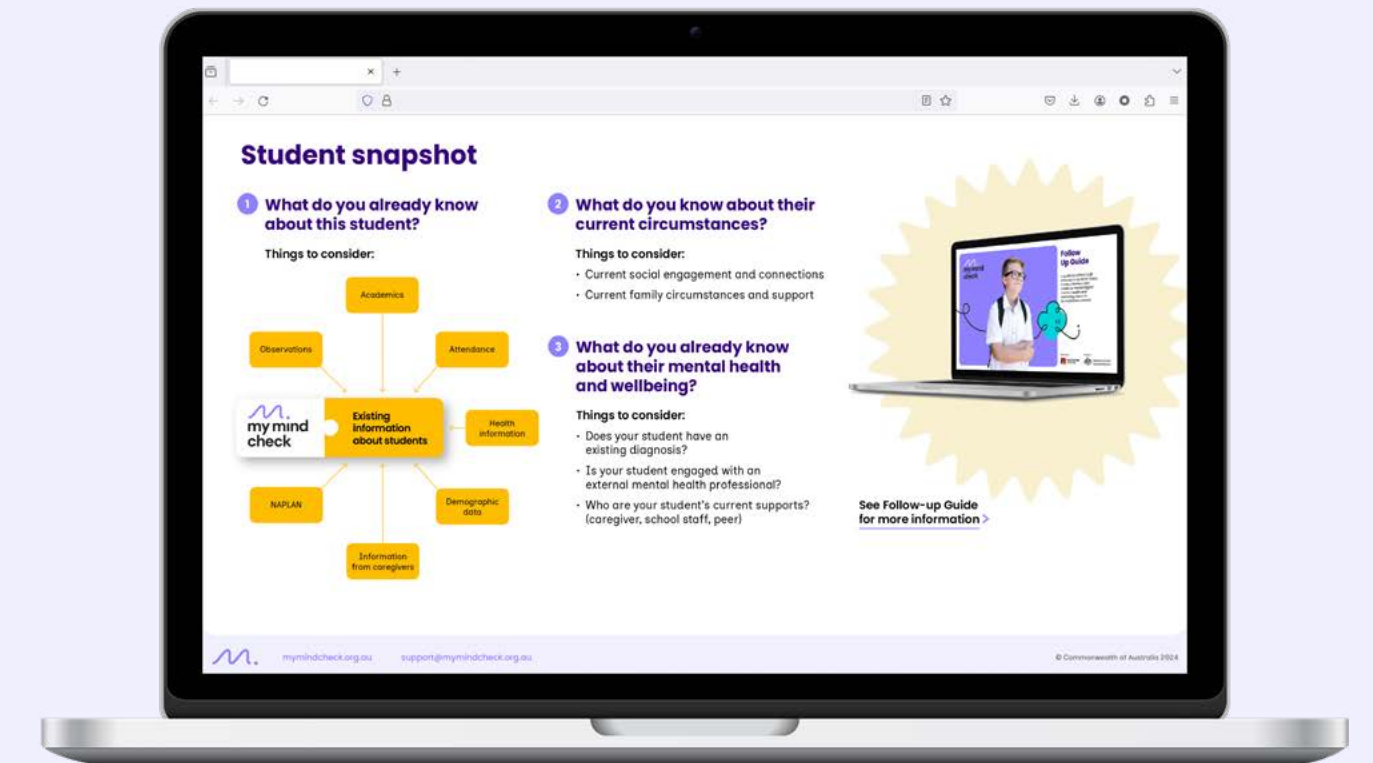t may choose to skip questions or not complete the check-in, and that's okay! Collaborative discussions after a check-in help to strengthen the relationship between your school, the student and their family. They are an opportunity to provide timely information about the student and to plan how best to support them.

We recognise that discussing a student's wellbeing with a caregiver or student involves careful consideration. We recommend first and foremost that schools utilise their existing processes to communicate with students and their families. For example, when communicating with culturally and linguistically diverse families, we suggest selecting the most suitable staff member and method of communication that best supports these families and their context. The suitable staff member must be added as a School Champion in your school portal before they undertake this task.

The following templates aim to support your school's existing processes when sharing information with students and their families.

### Written communication

Schools are best placed to know their students, and their student's current circumstances. The timing of your school's communication of outcomes should therefore align with your school's existing best practice guidelines and processes.

Where students are flagged as *struggling* (red) and *vulnerable* (amber), we suggest contact *within 2 weeks*.*

**Schools should utilise their existing processes to communicate with students and their families.**

\* Recommendations and resources provided by My Mind Check aim to assist schools but must be used in alignment with the privacy and health requirements of your state or territory, as well as those specific to your school.

### Tools to help*

There are two templates available via the *Follow-Up* tab (Student View) to support your initial communication to caregivers and students. These are:

- **Caregiver email template.** Includes recent student outcomes with personalised links to suggested at-home resources
- **Student email template.** Includes recent student outcomes with personalised links to suggested at-home resources

### Important

- Communication templates are guides only. You can edit them as needed for the student and school context.
- Templates when generated contain personalised outcomes and recommendations for a particular student. They **must not** be used for another student's communication. Please take great care to ensure that the correct generated template is sent to the correct student or caregiver.
- Privacy and confidentiality are paramount. **Do not** use bulk emailing or other mass communication.

## Verbal communication (optional)

You and your school may consider verbal communication more applicable, or would like to include this option in addition to written communication. This may include:

- a meeting with caregiver(s) and/or the student
- a phone call to the caregiver(s)
- a discussion incorporated into an existing school meeting; for example, parent-teacher meetings.
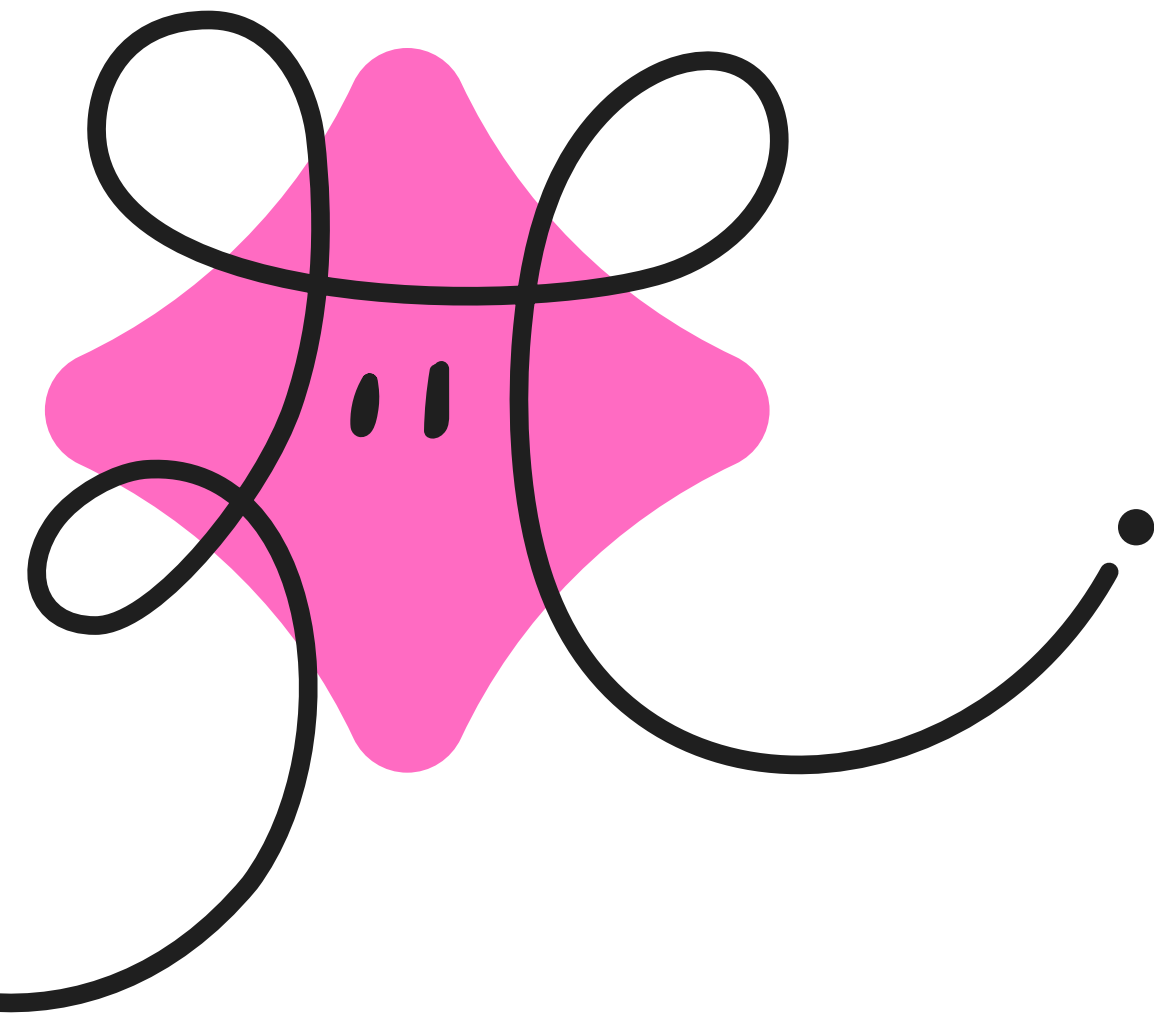
\* Recommendations and resources provided by My Mind Check aim to assist schools but must be used in alignment with the privacy and health requirements of your state or territory, as well as those specific to your school.

## Tools to help*

Here are some optional resources that are available via the *Follow-Up* tab (Student View) to support your ongoing support of caregivers and students:

- **Mental Health and Wellbeing Starter Guide.** A guide for school staff with limited experience in the field of mental health and wellbeing.

- **Caregivers phone script.** A script for telephone communication of student outcomes and recommendations. It suggests how you could steer the conversation and respond to questions or concerns.

- **Student Action Plan.** A working document to guide development of a student plan for your school, the student and their family. We suggest that you give a copy to the student and their caregiver(s).

- **My Mind Check website.** Visit the My Mind Check website, or the *Follow-Up* tab (in the Student View) to review at-home programs and service finders to discuss with caregiver(s) and students.

## Important

- When scheduling a discussion with a student and/or caregiver(s), consider a time and venue that allows for privacy and confidentiality. Schedule enough time and give participants plenty of opportunity to address all aspects of a student's difficulties and needs.

- The tools to help are suggested guides only and can be tailored to suit the student, their family and your school.
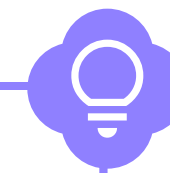
**Student Action Plan** >

(PDF, 136 KB)

# Document
## Student contact

Documenting your involvement with a student and their family is an integral part of working at a school. It can take time, so we've developed some templates to help.

### Tools To help*

Consider using the **record templates** to document written communication and discussions.

You can access these fully customisable templates via the **Follow-Up** tab (Student View).
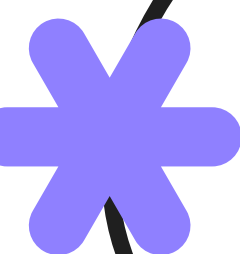
\* Recommendations and resources provided by My Mind Check aim to assist schools but must be used in alignment with the privacy and health requirements of your state or territory, as well as those specific to your school.

# Consider (Optional)

There may be a need to have ongoing involvement with a student and/or their caregiver(s) after initial communication of student outcomes. Importantly, continuing follow-up or involvement with a student is optional and depends on:

- current available resources at your school, including school counsellors, psychologists, social workers or nurses
- your school's wellbeing strategies and processes
- your student's need to best access the curriculum (that is, ongoing involvement should seek to optimise a student's ability to learn given the insights you have gained about their specific area(s) of struggle).

### When supporting your student, you may like to consider:

- in-school programs
- re-administering My Mind Check, at minimum one month after the last check-in
- making further observations of the student to inform next steps.
- helpful accommodations to improve their ability to learn. For example:
  - A student who reports they are struggling with indicators of anxiety may avoid asking questions in front of other students. In this case, the student could be encouraged to take note of their questions, and their teachers could be encouraged to talk to the student after class.
  - A student who is struggling with indicators of attention issues may need support to break tasks down into smaller steps.

### In-school program information

Some students may already have at-home support through external professionals (for example, psychologist, psychiatrist, paediatrician) or school-based assistance (for example, regular sessions with a school counsellor, psychologist or social worker). However, in-school support may be considered if either or both of the following apply:

- a student is unable to access at-home support
- your school has identified a larger group of students who need similar support (for example, anxiety support).

The My Mind Check portal (via the Follow-Up tab in the Student View) gives School Champions suggestions for programs that may be relevant to implement within the school environment. In-school programs are provided as suggestions should the school wish to implement programs that align with the My Mind Check domains. They take two forms:

- **Universal programs.** Suitable for all students, and typically delivered with a large group of students that are within the programs specified age range.
- **Targeted programs.** Suitable for individual students or small groups who may need or want support within a particular mental health or wellbeing domain; that is, those students who were flagged as *struggling* (red) or *vulnerable* (amber) in a particular domain via My Mind Check.

## Ongoing monitoring and repeat administration

Schools choose how often they would like to conduct check-ins with their students. Most will opt for once or twice per year. You also have the flexibility to conduct extra check-ins with smaller student cohorts or individual students. However, check-ins should never occur more than once per month; one month is the minimum allowable timeframe between check-ins.

Student confidentiality and privacy is crucial, and schools must ensure that targeted repeat check-ins occur discreetly and without the risk of students being stigmatised.

## Student observations

Structured student observation is an effective way to gather more information that may help guide your school's next steps and communication with students and their caregivers. You may like to consider using the Be You BETLS Observation Tool for this purpose:

**BETLS Observation Tool - Be You >**
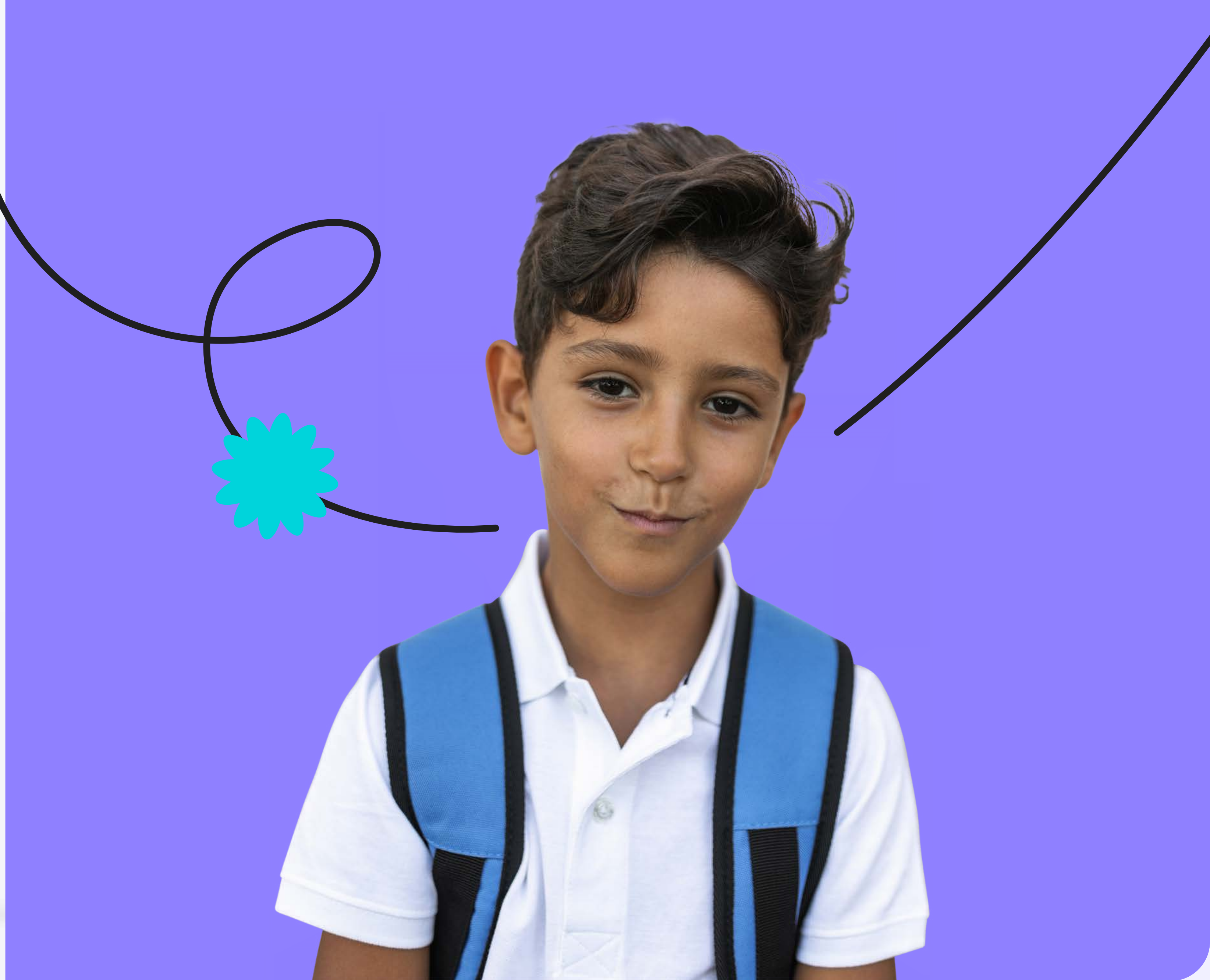
# Let's help students reach their potential

Poor mental health affects about 14% of children, which impacts their educational potential.

By Year 9, young people experiencing mental health concerns are on average two years behind their peers.

Research shows that by conducting mental health and wellbeing checks in schools, we can dramatically improve educational outcomes for children.
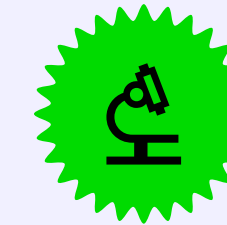
Australian schools can access My Mind Check, a free digital mental health plus wellbeing check tool expertly designed for schools.
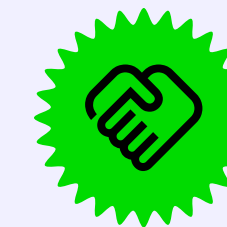
Free and easy to use
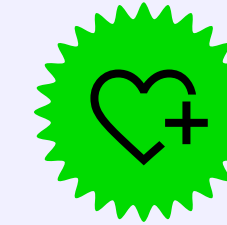
Combines mental health and wellbeing

Based on evidence; it's tried and tested

Provides individual summaries with follow-up guidelines for schools to help support students

**my mind check**