

EĞİTİMDE KAPSAYICI PSİKOLOJİK SAĞLIK HİZMETLERİ VE İLETİŞİM

Halis SAKIZ¹

I. Giriş

Eğitimde Psikolojik Sağlık ve İletişimin Önemi

Öğrencilerin psikolojik sağlığı, hem öğrenme hem de genel yaşam kaliteleri açısından kritik bir faktördür. Bu nedenle, eğitim ve okul sistemlerinde etkili psikolojik sağlık hizmetleri sunulması gerekmektedir. Ancak, bu hizmetlerin başarılı bir şekilde uygulanabilmesi için bu hizmetlerin tasarım, sunum ve değerlendirme süreçlerinde iletişimin etkili bir şekilde gerçekleştirilmesi oldukça önemlidir. Bu hususlar dikkate alındığında eğitimde psikolojik sağlık ve iletişim konusunun daha fazla ele alınması gereken bir konu olduğu ifade edilebilir.

Eğitimde psikolojik sağlık hizmetleri, başta öğrenciler olmak üzere okul sistemindeki bireylerin psikolojik sağlığını korumayı ve geliştirmeyi amaçlamaktadır (1). Bu hizmetler, bireylerin duygusal, sosyal ve bilişsel sağlıklarını desteklemeyi hedefler. Psikolojik sağlık hizmetleri, bireylerin sadece psikolojik sorunlarının çözümünde değil, bu sorunların önlenmesinde ve yaşam becerilerini geliştirme ile kendilerini tanıma süreçlerinde de olumlu bir etkiye sahiptir. Eğitimde psikolojik sağlık hizmetleri sunulması, öğrencilerin akademik başarılarına olumlu bir şekilde katkıda bulunmakta iken yapılan araştırmalar, öğrencilerin psikolojik sağlık düzeylerinin etkili bir şekilde desteklenmesinin,

¹ Doç. Dr., Mardin Artuklu Üniversitesi, Edebiyat Fakültesi, Eğitim Bilimleri Bölümü, e-mail: halissakiz@artuklu.edu.tr, ORCID iD: 0000-0003-2406-1011

etmesi gerekmektedir.

KAYNAKÇA

1. Kearney CA. Helping families of youth with school attendance problems: A practical guide for mental health and school-based professionals. New York: Oxford University Press; 2019.
2. Sakız H. Impact of an inclusive programme on achievement, attendance and perceptions towards the school climate and social-emotional adaptation among students with disabilities. *Educational Psychology*; 2017;37(5): 611-631.
3. Göksu İ, Ergün N, Özkan Z, et al. Distance education amid a pandemic: Which psycho-demographic variables affect students in higher education? *Journal of Computer Assisted Learning*; 2021;37(6): 1539-1552.
4. Weare K, Nind M. Mental health promotion and problem prevention in schools: what does the evidence say?. *Health Promotion International*; 2011;26(suppl_1): i29-i69.
5. Weare K. Promoting mental, emotional and social health: A whole school approach. London: Routledge; 2013.
6. Huang D, Yang LH, Pescosolido BA. Understanding the public's profile of mental health literacy in China: A nationwide study. *BMC Psychiatry*; 2019;19(1): 1-12.
7. Elgar FJ, Craig W, Trites SJ. Family dinners, communication, and mental health in Canadian adolescents. *Journal of Adolescent Health*; 2013;52(4): 433-438.
8. Kutcher S, Wei Y, Coniglio C. Mental health literacy: Past, present, and future. *The Canadian Journal of Psychiatry*; 2016;61(3): 154-158.
9. Hall GS. Adolescence: Its psychology and its relations to physiology, anthropology, sociology, sex, crime, religion and education. New York: D. Appleton; 1905.
10. Ysseldyke J, Burns M, Dawson P, et al. School psychology. A blueprint for training and practice II. Bethesda, MD: National Association of School Psychologists; 1997.
11. World Health Organization. Global health observatory data repository: Human resources data by country. Geneva: World Health Organization; 2014.
12. Ryff CD, Singer BH. Know thyself and become what you are: A eudaimonic approach to psychological well-being. *Journal of Happiness Studies: An Interdisciplinary Forum on Subjective Well-Being*; 2008;9(1): 13-39.
13. Keyes CLM. The mental health continuum: From languishing to flourishing in life. *Journal of Health and Social Behavior*; 2002;43(2): 207-222.
14. Morrison RO, Connor RC. Predicting psychological distress in college students: The role of rumination and stress. *Journal of Clinical Psychology*; 2005;61(4): 447-460.
15. Suldo SM, Shaffer EJ. Looking beyond psychopathology: The dual-factor model of mental health in youth. *School Psychology Review*; 2008;37: 52- 68.
16. Durlak JA, Weissberg RP, Dymnicki AB, et al. The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*; 2011;82(1): 405-432.
17. Sakız H. Eğitimde bir kalite modeli olarak kapsayıcı eğitim. 2. Baskı. Ankara: Nobel; 2021.
18. Alsubaie MM, Stain HJ, Webster LAD, et al. The role of sources of social support on depression and quality of life for university students. *International Journal of Adolescence and Youth*; 2019;24(4): 484-496.

19. Sonnentag S, Frese M. Stress in organizations. In: Borman WC, Ilgen DR, Klimoski RC (eds.). *Handbook of psychology: Industrial and organizational psychology*. Vol. 12. New Jersey: John Wiley Sons, Inc; 2003. p. 453–491.
20. Smith TW, MacKenzie J. Personality and risk of physical illness. *Annual Review of Clinical Psychology*; 2006;2: 435–467.
21. Felitti VJ, Anda RF, Nordenberg D, et al. Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults: The Adverse Childhood Experiences (ACE) Study. *American Journal of Preventive Medicine*; 1998;14(4): 245-258.
22. Kendler KS, Gatz M, Gardner CO, et al. A Swedish national twin study of lifetime major depression. *American Journal of Psychiatry*; 2006;163(1): 109-114.
23. Naylor C, Das P, Ross S, et al. Bringing together physical and mental health. *King's Fund*; 2016;109(10): 364-366.
24. Cassady JC, Johnson RE. Cognitive test anxiety and academic performance. *Contemporary Educational Psychology*; 2002;27(2): 270–295.
25. Katz I, Shahar BH. What makes a motivating teacher? Teachers' motivation and beliefs as predictors of their autonomy-supportive style. *School Psychology International*; 2015;36(6): 575-588.
26. Jennings PA, Greenberg MT. The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*; 2009;79(1): 491–525.
27. Furlong M, Dowdy E, Carnazzo K, et al. Covitality: Fostering the building blocks of complete mental health. *Communique*; 2014;42(8): 1-28.
28. Bodenmann G. Dyadic coping and its significance for marital functioning. In: Revenson TA, Kayser K, Bodenmann G (eds.). *Couples coping with stress: Emerging perspectives on dyadic coping*. Washington, DC: American Psychological Association; 2005, p. 33–49.
29. Mrazek PJ, Haggerty RJ. *Reducing the risks for mental disorders: Frontiers from preventative intervention research*. Washington, DC: The National Academies Press; 1994.
99. Arango C, Díaz-Caneja CM, McGorry PD, et al. Preventive strategies for mental health. *The Lancet Psychiatry*; 2018;5(7): 591-604.
30. Feiss R, Dolinger SB, Merritt M, et al. A systematic review and meta-analysis of school-based stress, anxiety, and depression prevention programs for adolescents. *Journal of Youth and Adolescence*; 2019;48: 1668-1685.
31. Shirk SR, Kaplinski H, Gudmundsen G. School-based cognitive-behavioral therapy for adolescent depression: a benchmarking study. *Journal of Emotional and Behavioral Disorders*; 2009;17(2): 106–117.
32. Sakız H, Apak H. Türkiye'de göçmen kapsayıcılığı: Sorundan fırsata dönüşüm önerileri. Ankara: Pegem Akademi; 2019.
33. Sakız H. Kapsayıcı eğitimde destekleyici psikososyal ve pedagojik hizmetler. In: Şimşek H, Kula SS. (eds.). *Herkes için kapsayıcı eğitim*. Ankara: Vizetek Yayıncılık; 2023. p. 295-336.
34. Eiraldi R, Wolk CB, Locke J, et al. Clearing hurdles: The challenges of implementation of mental health evidence-based practices in under-resourced schools. *Advances in School Mental Health Promotion*; 2015;8(3): 124-140.

35. Dzemaili S, Pasquier J, Oulevey Bachmann A, et al. The effectiveness of mental health first aid training among undergraduate students in Switzerland: A randomized control trial. *International Journal of Environmental Research and Public Health*; 2023;20(2): 1303.
36. Atkins MS, Frazier SL, Birman D, et al. School-based mental health services for children living in high poverty urban communities. *Administration and Policy in Mental Health and Mental Health Services Research*; 2006;33: 146-159.
37. Rones M, Hoagwood K. School-based mental health services: A research review. *Clinical Child and Family Psychology Review*; 2000;3(4): 223–241.
38. Hofmann SG, Asnaani A, Vonk IJ, et al. The efficacy of cognitive behavioral therapy: A review of meta-analyses. *Cognitive Therapy and Research*; 2012;36: 427-440.
39. McLeod BD, Jensen-Doss A, Ollendick TH. Overview of diagnostic and behavioral assessment. In: McLeod BD, Jensen-Doss A, Ollendick TH (eds.). *Diagnostic and behavioral assessment in children and adolescents: A clinical guide*. New York: The Guilford Press; 2013. p. 3–33.
40. Karatas Z, Gokcakan ZA. comparative investigation of the effects of cognitive-behavioral group practices and psychodrama on adolescent aggression. *Educational Sciences: Theory and Practice*; 2009;9(3): 1441-1452.
41. Lebow J. *Couple and family therapy: An integrative map of the territory*. Washington, DC: American Psychological Association; 2014.
42. National Child Traumatic Stress Network. Trauma-informed care: Creating trauma-informed systems. <https://www.nctsn.org/trauma-informed-care/creating-trauma-informedsystems>; 2017.
43. Clarke AM, Kuosmanen T, Barry MM. A systematic review of online youth mental health promotion and prevention interventions. *Journal of Youth and Adolescence*; 2015;44: 90-113.
44. Karataş Z. Bilişsel davranışçı teknikler kullanılarak yapılan öfke yönetimi programının ergenlerin saldırganlığını azaltmadaki etkisi. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi*; 2009;26(26): 12-24.
45. Beidas RS, Aarons G, Barg F, et al. Policy to implementation: evidence-based practice in community mental health—study protocol. *Implementation Science*; 2013;8(1): 1-9.
46. Sanchez AL, Cornacchio D, Poznanski B, et al. The effectiveness of school-based mental health services for elementary- aged children: A meta-analysis. *Journal of the American Academy of Child; Adolescent Psychiatry*; 2018;57(3): 153-165.
47. Weist MD, Mellin EA, Chambers KL, et al. Challenges to collaboration in school mental health and strategies for overcoming them. *Journal of School Health*; 2012;82(2): 97-105.
48. Larson S, Spetz J, Brindis CD, et al. Characteristic differences between school-based health centers with and without mental health providers: A review of national trends. *Journal of Pediatric Health Care*; 2017;31(4): 484-492.
49. Resnick MD, Bearman PS, Blum RW, et al. Protecting adolescents from harm: findings from the National Longitudinal Study on Adolescent Health. *Jama*; 1997;278(10): 823-832.
50. Jimerson SR, Burns MK, VanDerHeyden AM. *Handbook of response to intervention*. New York, NY: Springer; 2007.

51. Weist MD, Eber L, Horner R, et al. Improving multitiered systems of support for students with “internalizing” emotional/behavioral problems. *Journal of Positive Behavior Interventions*; 2018;20(3): 172–184.
52. Sakız H. Kapsayıcı eğitimin psikolojisi: Güncel eğilimler, güncellenen uygulamalar. *Turkish Journal of Special Education Research and Practice*; 2022;4(1): 1-26.
53. Birch A, Irvine V. Preservice teachers’ acceptance of ICT integration in the classroom: Applying the UTAUT model. *Educational Media International*; 2009;46(4): 295-315.
54. Brinton B, Fujiki M. The power of stories: Facilitating social communication in children with limited language abilities. *School Psychology International*; 2017;38(5): 523-540.
55. Marlow L, Bloss K, Bloss D. Promoting social and emotional competency through teacher/counselor collaboration. *Education*; 2000;120(4), 668-668.
56. Mishna F. *Bullying: A guide to research, intervention, and prevention*. New York: Oxford University Press; 2012.
57. Greene RW, Ablon JS, Goring JC. A transactional model of oppositional behavior: Underpinnings of the Collaborative Problem Solving approach. *Journal of Psychosomatic Research*; 2003;55(1): 67-75.
58. Bronfenbrenner U. *Making human beings human: Bioecological perspectives on human development*. London: Sage; 2005.
59. Christner RW, Mennuti RB. *School-based mental health: A practitioner’s guide to comparative practices*. New York: Routledge; 2008.
60. Birchwood M, Smith J, Cochrane R, et al. The Social Functioning Scale: The development and validation of a new scale of social adjustment for use in family intervention programmes with schizophrenic patients. *The British Journal of Psychiatry*; 1990;157(6): 853-859.
61. O’Donnell RJ, White GP. Within the accountability era: Principals’ instructional leadership behaviors and student achievement. *NASSP Bulletin*; 2005;89(645): 56-71.
62. Henderson AT, Mapp KL. *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Austin, TX: Southwest Educational Development Laboratory; 2002.
63. Kratochwill TR, McDonald L, Levin JR, et al. Families and schools together: An experimental study of multi-family support groups for children at risk. *Journal of School Psychology*; 2009;47(4): 245-265.
64. Miretzky D. The communication requirements of democratic schools: Parent-teacher perspectives on their relationships. *Teachers College Record*; 2004;106(4): 814-851.
65. Sakız H, Mert A, Sarıçam H. Self-esteem and perceived social competence protect adolescent students against ostracism and loneliness. *Journal of Psychologists and Counsellors in Schools*; 2021;31(1): 94-109.