

# **THE EFFECT OF OUTCOMES - BASED EDUCATION ON CHILDREN'S MENTAL HEALTH**

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## **ABSTRACT**

The study is the first nationally representative study of the provision, financing, and impact of school-site mental health services for young children. Cross-state differences in policies provide evidence that students in states with more aggressive elementary counseling policies are less likely to report internalizing or externalizing problems. In this article , I discussed the defferences in the education system tought to students in the states and the extent to Which school professionals influence children .

## **KEY WORDS**

School -based ; mental health care; Selective prevention; targeted intervention, ;universal prevention; meta -analysis

To date , most research on school -based service has evaluated analog educational contexts with services implemented by highly trained study staff , and little is known about the effectiveness of school -based mental health services when implemented by school professional. Recent empirical research has found that children's noncognitive skills play a critical role in their own success, young children's behavioral and psychological disorders can severely harm their future outcomes, and disruptive students harm the behavior and learning of their classmates. Yet relatively little is known about wide-scale interventions designed to improve children's behavior and mental health. This is the first nationally representative study of the provision, financing, and impact of school-site mental health services for young children. Elementary school counselors are school employees who provide mental health services to all types of students, typically meeting with students one-on-one or in small groups. Given counselors' nonrandom assignment to schools, it is

particularly challenging to estimate the impact of these counselors on student outcomes. First, cross-state differences in policies provide descriptive evidence that students in states with more aggressive elementary counseling policies make greater test score gains and are less likely to report internalizing or externalizing problem behaviors compared to students with similar observed characteristics in similar schools in other states. Next, difference-in-differences estimates exploiting both the timing and the targeted grade levels of states' counseling policy changes provide evidence that elementary counselors substantially influence teachers' perceptions of school climate. The adoption of state-funded counselor subsidies or minimum counselor-student ratios reduces the fraction of teachers reporting that their instruction suffers due to student misbehavior and reduces the fractions reporting problems with students physically fighting each other, cutting class, stealing, or using drugs. These findings imply that there may be substantial public and private benefits derived from providing additional elementary school counselors .

## Conclusion

Considering serious barriers precluding youth from accessing necessary mental health care, the present meta-analysis suggests child psychiatrists and other mental health professionals are wise to recognize the important role that school personnel, who are naturally in children's lives, can play in decreasing child mental health problems. Whether you read or search , there are definitely consequences to this . No work is without results . Only those who are not greedy will not be able to get results from work . When you stop working physically and , it means that your brain is slowing down. There is a difference between a person who moves and a person who reads. Educated children find . Their place in education and in society, and these changes increase their activism and mental health . For the future of youth in our country , the head of our state is making great efforts to find ways to educate children effectively and increase the mental health of young people, and is creating a great foundation for the young generation to become strong and harmonious. Mental arithmetic can be added to the list of effective lessons, which means that children are admitted to the mental arithmetic circle very early . Overall, school-based services

demonstrated a small-to-medium effect in decreasing mental health problems, with the largest effects found for targeted intervention ,followed by selective prevention , compared with universal prevention . Mental health services integrated into students' academic instruction , those targeting externalizing problems those incorporating contingency management and those implemented multiple times per week showed particularly strong effects.. In the other mental arithmetic , this area of education helps children to accept information and increase their level of thinking .It helps in the rapid growth of thinking ability in children engaged in the field of education and in the development of such children as intelligent.Itcouses them to recover mentally.

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