



MHTTC

Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration



NCSMH

NATIONAL CENTER FOR
SCHOOL MENTAL HEALTH



National School Mental Health Curriculum: Guidance and Best Practices for States, Districts, and Schools

Participant Manual

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About Us

The MHTTC Network is funded by SAMHSA to expand capacity for school mental health infrastructure and service delivery based on supplemental funding received for this focus area. To learn more about the MHTTC Network's training and technical assistance resources and activities, visit <https://mhttcnetwork.org/>

The MHTTC NCO partnered with the University of Maryland National Center for School Mental Health (NCSMH) to carry out this work. The mission of the NCSMH is to strengthen policies and programs in school mental health to improve learning and promote success for America's youth. To learn more about the NCSMH, visit www.schoolmentalhealth.org

Disclaimer

The opinions expressed herein are the views of the MHTTC NCO and the National Center for School Mental Health and do not reflect the official position of the Department of Health and Human Services (DHHS), SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this document is intended or should be inferred. At the time of this publication, Elinore McCance-Katz, MD, PhD, served as Assistant Secretary for Mental Health and Substance Use.

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Module 1: Foundations of Comprehensive School Mental Health

Goal: Help participants understand the definition, core features, and value of comprehensive school mental health systems.

By the end of this module, participants will be able to:

1. Define comprehensive school mental health systems.
2. Describe the 6 core features of comprehensive school mental health systems.
3. Describe 3 reasons why comprehensive school mental health is important.



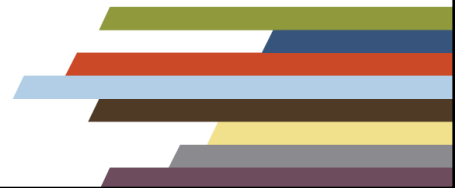
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Module 1: Foundations of Comprehensive School Mental Health

National School Mental Health Curriculum



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National School Mental Health Curriculum



Agenda

- Curriculum Overview and Target Audience
- Alignment with School Mental Health Quality Assessment
- What Is Comprehensive School Mental Health?
- Core Features
- Value
- District Examples

Curriculum Development

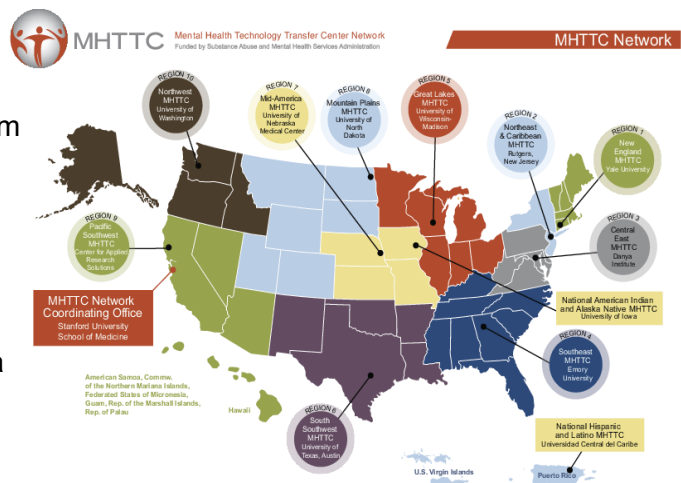
The National School Mental Health Curriculum was co-developed by the Mental Health Technology Transfer Center (MHTTC) Network and the National Center for School Mental Health (NCSMH).



National School Mental Health Curriculum

Mental Health Technology Transfer Center (MHTTC) Network

- Established in 2018 with funding from the Substance Abuse and Mental Health Services Administration (SAMHSA)
- 10 Regional Centers
- National Hispanic & Latino Center
- National American Indian and Alaska Native Center
- Network Coordinating Office



Visit the MHTTC website at <https://mhttcnetwork.org/>

National Center for School Mental Health (NCSMH)

- Established in 1995 with funding from the Health Resources and Services Administration
- The **NCSMH mission** is to strengthen policies and programs in school mental health to improve learning and promote success for America's youth.



UNIVERSITY of MARYLAND
SCHOOL OF MEDICINE



Visit the NCSMH website at www.schoolmentalhealth.org

National School Mental Health Curriculum

Curriculum Overview

Mod 1	Foundations of Comprehensive School Mental Health
Mod 2	Teaming
Mod 3	Needs Assessment & Resource Mapping
Mod 4	Screening
Mod 5	Mental Health Promotion for All (Tier 1)
Mod 6	Early Intervention and Treatment (Tiers 2/3)
Mod 7	Funding and Sustainability
Mod 8	Impact

Target Audience

District teams that can influence, develop, and oversee school mental health systems at the school district and building levels.



District teams may include:

- School District Leaders (e.g., Superintendent, School Board)
- School Administrators (e.g., Principal, Assistant Principal)
- District Mental Health Director or Student Services Supervisor (e.g., Director of Student Services, District Supervisor School Psychologists/Social Workers/Counselors)
- Community Behavioral Health Agency Supervisor/Director (e.g., clinical director of an agency that provides school-based services in the district)
- Youth/Family Advocate or Consumer

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Quality Indicators

Each module aligns with the **national performance domains and indicators** of comprehensive school mental health system quality.

National School Mental Health Quality Assessment (SMH-QA; NCSMH, 2019)

Best Practices

- Quality indicators have best-practice guidelines
- Used to self-assess indicator implementation and guide strategic quality improvement planning

Overview of School Mental Health Quality Domains and Indicators

Resources

Quality Domains

- Teaming
- Needs Assessment and Resource Mapping
- Mental Health Promotion for All (Tier 1)
- Early Intervention and Treatment Services and Supports (Tiers 2/3)
- Screening
- Impact
- Funding and Sustainability



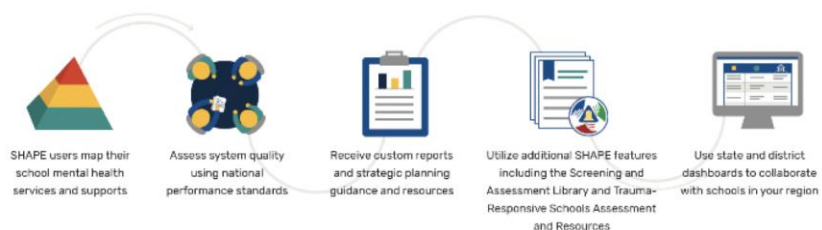
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(NCSMH, 2019)

School Health Assessment and Performance Evaluation (SHAPE) System

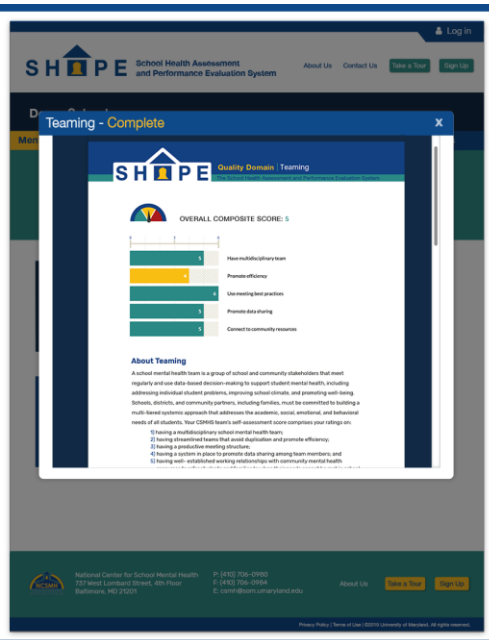
www.theSHAPEsystem.com

SHAPE helps districts and schools improve their school mental health systems! **HOW?**



Assessments & Reports

With a SHAPE account, you can assess, track, and advance your school or district's quality improvement goals and assess trauma responsiveness across multiple areas. You'll get free, customized reports to drive your action planning, share your performance with key stakeholders, and help you monitor your progress over time.



(NCSMH, 2019)

Targeted Resources & Guides

Our comprehensive resource library includes public access resources hand selected by a team of school mental health experts. Sort resources by topic to hone in on specific team goals or generate ideas for action steps related to your own improvement goals.



(NCSMH, 2019)

Screening & Assessment Library

Our extensive screening and assessment library includes a variety of free and low-cost measures related to school mental health.



(NCSMH, 2019)

EARN SHoPE RECOGNITION

Bronze, Silver or Gold Star SHoPE Teams have access to customized reports and free resources and can add team members to join their SHoPE account.



School Mental Health Profile

Earn a Bronze Star by completing the School Mental Health Profile. Assess your school or district SMH resources, staffing and service array.



Quality Assessment

Earn a Silver Star by completing one Quality Assessment. Assess your school or district performance on national school mental health quality indicators. Get free customized Quality reports to drive your improvement process.



Complete all Quality Assessments to earn your
Gold Star status!

(NCSMH, 2019)

What Is Comprehensive School Mental Health?

Comprehensive School Mental Health Systems

- Provide a **full array of supports and services** that promote positive school climate, social emotional learning, mental health, and well-being, while reducing the prevalence and severity of mental illness
- **Built on a strong foundation of district and school professionals**, including administrators and educators, specialized instructional support personnel (e.g., school psychologists, school social workers, school counselors, school nurses, other school health professionals) in **strategic partnership** with **students, families, and community health and mental health partners**
- Assess and address the **social and environmental factors** that impact health and mental health

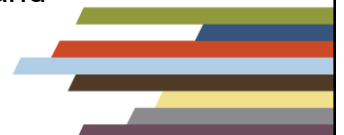
Core Features



- **Educators and Student Instructional Support Personnel**
 - Adequate staffing and support
 - Trained to address student mental health in schools
- **Collaboration and Teaming**
 - Youth and families
 - Community health/mental health and other partners
- **Multitiered System of Supports**
 - Mental health promotion support (Tier 1)
 - Early intervention and treatment services and supports (Tiers 2-3)
- **Evidence-Informed Services and Supports**
- **Cultural Responsiveness and Equity**
- **Data-Driven Decision-Making**

Educators and Student Instructional Support Personnel

- District and school professionals are the foundation of comprehensive school mental health systems.
 - Administrators and Educators
 - Student Instructional Support Personnel
 - School Psychologists
 - School Counselors
 - School Social Workers
 - School Nurses
 - Other Health Professionals
- Consider nationally recognized staffing ratios.
- Community partners should augment existing supports and services in a strategic and integrated way.



Collaboration and Teaming

- Students
- Families
- Schools
- Community health and mental health
- Policymakers
- Funders



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Examples of Partnership

- School-community advisory group
- Needs assessment process and program selection
- Family-centered procedures
- Communications
- Evaluating programs and communicating results

"Nothing
about us
without us"

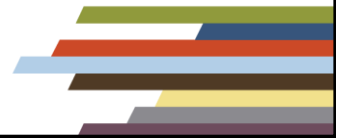
Community Partnerships

Partnerships between schools and community mental health organizations are **purposeful**, and designed to:

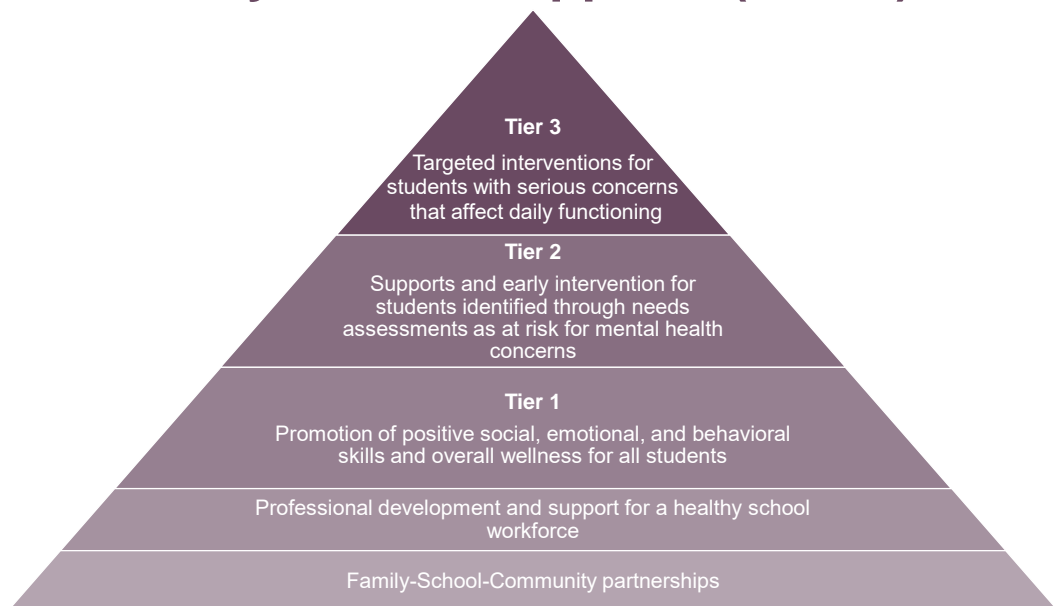
- **Augment** the abilities of schools to address barriers to learning and promote social-emotional well-being
- **Provide a broader array of supports**, including mental health promotion, prevention, and intervention within a multi-tiered system of support
- **Improve access** to mental health care



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Multitiered System of Supports (MTSS)



Key Considerations in MTSS

- **Needed supports and services are fluid.**
 - Students need different levels of support at different times throughout development.
- **Tiers are layered.**
 - Students who receive higher levels of support continue to benefit from universal mental health promotion supports.
- **Invest in mental health promotion!**
 - Effective mental health promotion (Tier 1) supports can reduce the degree of need for higher-level supports in a school or district.
- **Provide more intensive and targeted services and supports** at the individual, group, or family level to address mental health concerns.
 - Students at risk for more serious mental health concerns (Tier 2) are able to participate in programs and supports that address their risk factors and promote positive social-emotional-behavioral learning.
 - Students already experiencing mental health concerns (Tier 3) have individualized services and supports that can improve mental health and overall well-being.

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Evidence-Informed Supports and Services



- ✓ Services and supports that are backed by scientific and/or practice-based evidence
 - ✓ Teams need a system to evaluate evidence
- ✓ Ongoing monitoring of implementation success
- ✓ Systematic, reliable data informs decisions about student supports and services

Sources of Evidence

- Evidence-based practice registries
- Research literature
- Evidence-based practice developers
- Schools implementing the service or support



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Cultural Responsiveness and Equity

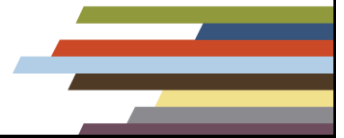
- **Responsive to the specific cultural values, beliefs, and behaviors** of families and communities
- Ensure access to mental health supports and services in a manner that is **equitable and reduces disparities** across all students



Equity in Mental Health Framework Recommendations

- Mental health and well-being of all students
- Guidance to various student subgroups
- Diverse and culturally competent faculty and staff
- National and international equity issues/events
- Accessible, safe communication and effective response system
- Culturally and linguistically appropriate services and supports
- Disaggregate key data points

Adapted from the Equity in Mental Health Framework
(www.equityinmentalhealth.org)



Data-Driven Decision-Making

Observations and other data/information should be used to make **fair, objective decisions** about:

- Identifying student mental health needs
- Matching students to appropriate services and supports
- Monitoring progress to evaluate student response to interventions
- Changing student services and supports over time as appropriate

Data Sources in Schools:

- ✓ Mental health screenings and assessments
- ✓ School climate surveys
- ✓ Grades
- ✓ Attendance/seat time
- ✓ Performance test scores
- ✓ Office referrals
- ✓ Suspensions/expulsions
- ✓ Achievement/benchmark test scores
- ✓ Behavioral observations
- ✓ Crisis incidents

Reflection:

Which core features are your district doing very well – throughout the district or in select school(s)?

Which core features do you wish were more consistently present in all your schools?

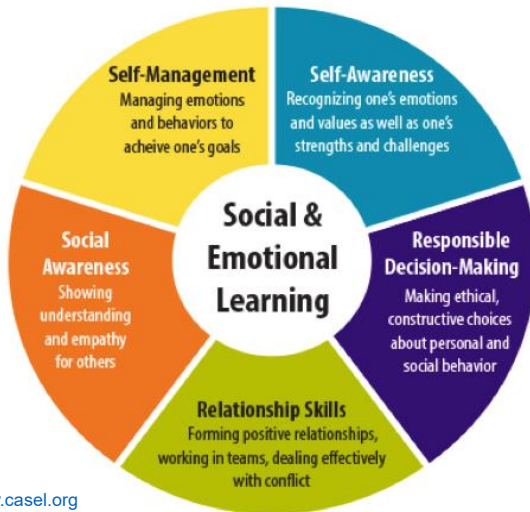
How do you think families would respond to the question of which core features are the school or district doing well?

Comprehensive School Mental Health Core Features Checklist:

- ☐ Educators and Student Instructional Support Personnel
 - ☐ Adequate staffing and support
 - ☐ Trained to address student mental health in schools
- ☐ Collaboration and Teaming
 - ☐ Youth and families
 - ☐ Community health/mental health and other partners
- ☐ Multitiered System of Supports
 - ☐ Mental health promotion support (Tier 1)
 - ☐ Early intervention and treatment services and supports (Tiers 2-3)
- ☐ Evidence-Informed Services and Supports
- ☐ Cultural Responsiveness and Equity
- ☐ Data-Driven Decision-Making

The Value of Comprehensive School Mental Health

Mental Health Promotion



www.casel.org

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What 1 skill would you wish for all graduating students to possess?

Mental Health Intervention

Schools are the primary mental health service provider for children.

60-80% of children who receive mental health services do so in schools.

(Burns et al., 1995; Green et al., 2013)

20% of students receive some form of school mental health services annually.

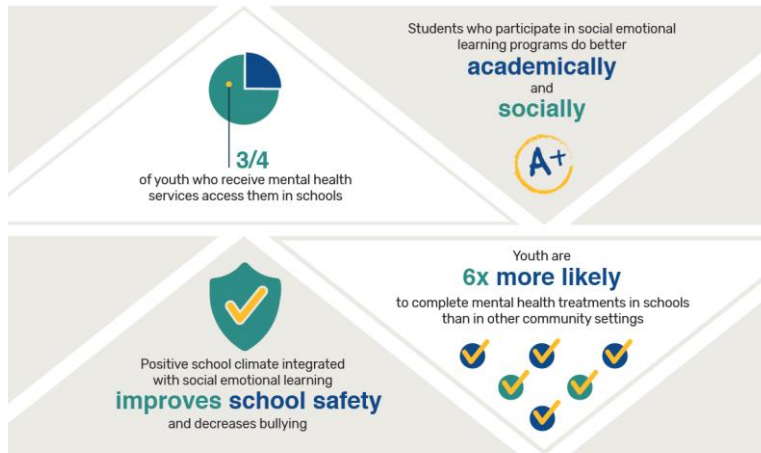
(Foster et al., 2005)

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School Mental Health Impact

School Mental Health *Matters*



NCSMH, 2019

School Mental Health Outcomes

- Improvements in social and self-awareness, decision-making capacity, and relationship skills (Durlak et al., 2011)
- Better academic outcomes (Durlak et al., 2011; Kase et al., 2017)
- Fewer special education referrals and decreased need for restrictive placements (Bruns et al., 2004)
- Fewer disciplinary actions (Flannery et al., 2014; Taylor et al., 2017)
- Increased student engagement and feelings of connectedness to school (Greenberg et al., 2005)

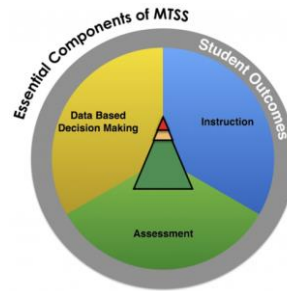
District Example

Resources

Boston Public Schools Comprehensive Behavioral Health Model



<https://cbhmboston.com/>



Every child deserves a safe and supportive school...

CBHM promotes positive school climate and social and academic success for all students. It is a comprehensive model that integrates tiered supports and services within a school according to student needs, and recognizes family and community partnerships as an integral part of a school's success.

We are so glad you are here!

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Resources

State Example

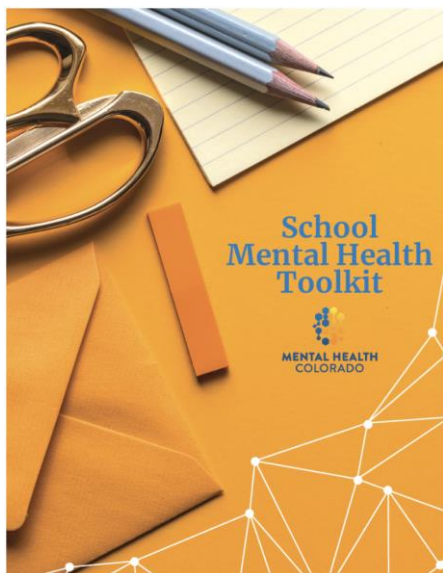
Wisconsin's School Mental Health Initiative

- 3 supporting grants:
 - Safe Schools Healthy Students
 - Project AWARE
 - School Climate Transformation
- State School Mental Health Framework

www.schoolmentalhealthwisconsin.org/



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<https://www.mentalhealthcolorado.org/resources/school/>

State Example

Colorado's School Mental Health Toolkit

- Blueprint for school mental health services
- Tool for community members, schools, local leaders, and districts
- Includes 10 best practices, including strategies for implementing, funding, and sustaining mental health services in schools



Discussion

How does this content fit with your district's understanding and implementation of the core features of comprehensive school mental health?

Strategic Planning

- State a specific goal for your district related to comprehensive school mental health.
- List 3 potential action steps to move this goal forward.

Resources

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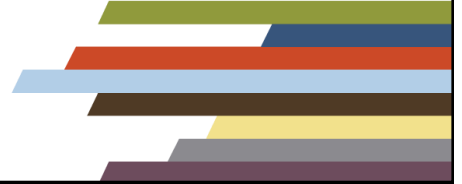
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Module content was developed by the National Center for School Mental Health in partnership with the MHTTC Network Coordinating Office.



Resources



School Mental Health Quality Assessment—District Version

The School Mental Health Quality Assessment District Version (SMHQA-D) is designed for school district teams to 1) assess the comprehensiveness of their school mental health system and 2) identify priority areas for improvement. The SMHQA covers seven domains of comprehensive school mental health, which includes a full continuum of supports for the well-being of students, families and the school community.

Instructions: Choose an existing team or identify a new team to provide input on your responses. Broad and diverse participation is important for meaningful assessment and successful planning and implementation. All school-employed, community-employed, and other partners and stakeholders, including youth and families, may be represented on your team. Some questions ask about district-level systems, but most ask you to report on mental health systems in your schools. Many districts have a range of school mental health implementation and quality among their schools. We recommend you answer based on what you know about the schools in your district as a whole. If this is your first SMHQA-D, we recommend you report on the previous school year. Otherwise, you may select any time frame you wish (e.g., last month, last six months).

Quality Domains:

Teaming.....	2
Needs Assessment & Resource Mapping.....	7
Mental Health Screening.....	11
Mental Health Promotion (Tier 1).....	14
Early Intervention and Treatment (Tiers 2 & 3).....	24
Funding and Sustainability.....	31
Impact.....	36

What if we have difficulty answering a question? You may skip any question. You may also reassess at any time with different team members who may have more information about school mental health systems in your schools or district.

Using Your Results: Most teams start out with low scores. Do not be discouraged! Instead, use your results to prioritize and plan key improvement areas. This a quality improvement tool to facilitate structured conversations, drive strategic planning, provide a metric for reassessment, and optimize all aspects of your school mental health system over time.



School Mental Health Quality Assessment—School Version

The School Mental Health Quality Assessment School Version (SMHQA-S) is designed for school teams to 1) assess the comprehensiveness of their school mental health system and 2) identify priority areas for improvement. The SMHQA-S covers seven domains of comprehensive school mental health, which includes a full continuum of supports for the well-being of students, families and the school community.

Instructions: Choose an existing team or identify a new team to provide input on your responses. Broad and diverse participation is important for meaningful assessment and successful planning and implementation. All school-employed, community-employed, and other partners and stakeholders, including youth and families, may be represented on your team. Questions will ask you to report on the mental health system in your school. Many schools have a range of school mental health implementation and quality.

Quality Domains:

Teaming.....	2
Needs Assessment & Resource Mapping.....	6
Mental Health Screening.....	9
Mental Health Promotion (Tier 1).....	11
Early Intervention and Treatment (Tiers 2 & 3).....	20
Funding and Sustainability.....	26
Impact.....	30

If this is your first SMHQA-S, we recommend you report on the previous school year. Otherwise, you may select any time frame you wish (e.g., last month, last six months).

What if we have difficulty answering a question? You may skip any question. You may also reassess at any time with different team members who may have more information about school mental health systems in your school.

Using Your Results: Most teams start out with low scores. Do not be discouraged! Instead, use your results to prioritize and plan key improvement areas. This a quality improvement tool to facilitate structured conversations, drive strategic planning, provide a metric for reassessment, and optimize all aspects of your school mental health system over time.

School Mental Health National Quality Assessment

Overview of Domains and Indicators



Teaming



- Multidisciplinary teams
- Youth and family partnership
- Community partnerships
- Addresses all tiers
- Avoid duplication and promote efficiency
- Best practices for meeting structure/process
- Delineated roles/responsibilities
- Effective referral processes to school and community services
- Data-based decisions to determine student interventions
- Data sharing

Needs Assessment/ Resource Mapping



- Assess student mental health needs
- Assess student mental health strengths
- Use needs assessment results to select, plan, and implement services and supports
- Conduct resource mapping to identify existing services and supports
- Use resource map to select, plan, and implement services and supports
- Align existing services and supports

Mental Health Promotion Services & Supports

TIER 1

- Tier 1 Services and Supports:
 - School Climate
 - Teacher and School Staff Well-Being
 - Positive Behaviors and Relationships
 - Positive Discipline Practices
 - Mental Health Literacy
 - Social Emotional Learning
- Determine whether services and supports are evidence-informed
- Ensure fit with strengths, needs, cultural, and linguistic considerations
- Ensure adequate resources for implementation
- Provide interactive training and ongoing supports
- Monitor fidelity

Early Intervention and Treatment Services & Supports

TIERS 2&3

- Provide access to needed services and supports
- Determine whether services are evidence-informed
- Ensure all services and supports are evidence-informed
- Ensure fit with strengths, needs, cultural, and linguistic considerations
- Ensure adequate resources for implementation
- Provide interactive training and ongoing supports
- Monitor fidelity
- Ensure intervention goals are SMART
- Monitor student progress across tiers
- Implement a systematic protocol for emotional and behavioral crisis response

Screening



- Use best practices for mental health screening planning and implementation
- Indicate the number of students:
 - Enrolled in school
 - Formally screened in the absence of known risk factors
 - Identified as being at-risk or already experiencing a mental health problem
 - Referred to a mental health service following identification
- Of students screened, how many screened for [specific mental health areas]

Funding and Sustainability



- Use multiple and diverse funding and resources to support full continuum of school mental health
- Leverage funding and resources to attract potential contributors
- Have strategies in place to retain staff
- Maximize expertise and resources of partners to support ongoing professional development
- Have funding and resources to support:
 - Tier 1 (mental health promotion) services
 - Tier 2 (early intervention) services
 - Tier 3 (treatment) services
- Maximize reimbursement for eligible services

Impact



- # of students who:
 - Were eligible to receive Tier 2 or Tier 3 school mental health services
 - Received at least one Tier 2 or Tier 3 service
 - Demonstrated documented improvement in educational functioning
 - Demonstrated documented improvement in social, emotional, and behavioral functioning
- Use best practices to:
 - Document impact on educational outcomes
 - Document impact of social, emotional, and behavioral outcomes
 - Disaggregate student mental health service and support data to examine student-level outcomes based on sub-population characteristics
 - Document and broadly report the impact of your comprehensive school mental health system



Module 1: Foundations of Comprehensive School Mental Health District Strategic Planning

Review of Training Curriculum Contents

- How does this content fit with your district understanding and implementation of the core features of comprehensive school mental health?

Strategic Planning

Please state a specific goal for your district within this domain. *(For example, one goal might be that the district Departments of Behavioral Health and Education will establish a district vision or framework for comprehensive school mental health.)*

Goal:

How will you know if you've achieved success within this goal?

Indicator of success:

What opportunities exist related to this goal?

- What have been our past successes?

- What current work is taking place related to this goal?
- What are our available resources (leadership, infrastructure, staffing, partnerships)?

What barriers exist related to this goal?

- What would prevent us from moving forward with this goal?
- What would we need to overcome this/these barrier(s)?

Action Steps

- List 3 potential action steps to move this goal forward.

1.

2.

3.

Module 2: Teaming

Goal: Help participants understand the importance of and best practices for school mental health teaming.

By the end of this module, participants will be able to:

1. Define a school mental health team and at least 3 functions of school mental health teams.
2. Describe at least 3 reasons why school mental health teams are valuable.
3. Describe best practices for teaming.



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Module 2: Teaming

National School Mental Health Curriculum

1



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2



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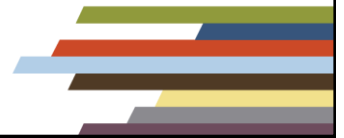
Agenda

- Definition
- Value
- Quality Indicators and Best Practices
- Strategic Planning

What Is a School Mental Health Team?

A team of school and community stakeholders at a school or district level that **meets regularly, uses data-based decision-making, and relies on action planning** to support student mental health.

5



Reflection:

What school mental health teams do you have in your school or district?

Examples of SMH Teams Include:

- School Climate Team
- Student Support Team
- Mental Health Promotion/Universal Team
- Intervention and Tertiary Care Team (Tiers 2/3)
- SMH Community of Practice
- District Mental Health Leadership Team

6



Value of School Mental Health Teams



- Communication
- Collaboration
- Mutual support
- Common vision and priorities
- Resource maximization

7

Functions of District Mental Health Teams

- Shape district guidelines and standards of school mental health policy and practice
- Train, coach, and support school teams
- Liaison between state agencies and schools
- Foster school partnerships with community leaders, family members, and students

8

Functions of School Mental Health Teams

- Awareness of school mental health needs and resources
- Implement district school mental health policies and practices
- Inform and participate in training and technical assistance in the district
- Align student services using a data-driven process
- Foster school partnerships with community leaders, family members, and students

9

Quality Indicators

Teaming Quality Indicators

- Multidisciplinary teams
- Youth and family partnership
- Community partnerships
- Addresses all tiers
- Avoid duplication and promote efficiency
- Best practices for meeting structure/process
- Delineated roles/responsibilities
- Effective referral processes to school and community services
- Data-based decisions to determine student interventions
- Data sharing

10

Quality Indicator

To what extent did your district/school use best practices to ensure your school mental health team was multidisciplinary?

Best Practices

- Diverse groups represented
- Regular attendance and active voice

Groups represented may include:

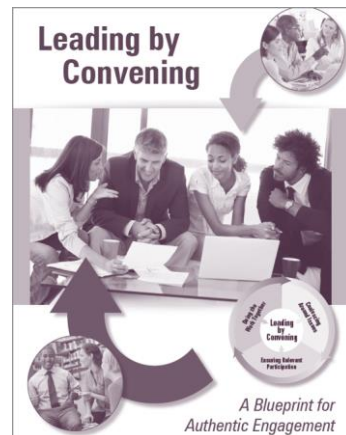
- School health and behavioral health staff
- Teachers
- School administrators
- Youth/students
- Parents/families
- Community health and behavioral health providers
- Child welfare
- Juvenile justice
- Community leaders

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Resources

4 Simple Questions

- Who cares about this question and why?
- What work is already under way separately?
- What shared work could unite us?
- How can we deepen our connections?



(Cashman et al., 2014)

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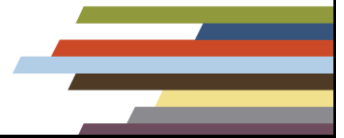
Quality Indicator

To what extent did your district/school use best practices to **meaningfully involve students and families** to plan and improve the school mental health system?

Best Practices

- Seek insight on district/school strengths and needs.
- Ask for input about all tiers.
- Use surveys, interviews, and focus groups.
- Identify family organizations in your community.
- Partner with family organizations to integrate real-life experiences.

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Involve Students and Families

- Recognize students and families as experts.
- Students and families should be prepared in advance for what to expect.
- Students and families should have opportunities to ask questions and be an active part of decision-making.
- Team members should avoid jargon or acronyms.
- Involve several students and family members to offer broader perspectives and to avoid tokenism.

14





District Example

One large Midwestern district wanted to improve early identification of student mental health needs by using a more systematic, equitable process. They started a Mental Health Screening Team, including numerous students and family members to help review, select, test, and gather input on specific screening tools and procedures throughout the school year. For example, parents were instrumental in writing and revising communications from the schools to parents about screening. Students provided invaluable feedback about which tools were most acceptable, feasible, and unbiased.

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Quality Indicator

To what extent did your district/school use best practices to facilitate effective **school-community partnerships?**

Best Practices

- Ensure ongoing, effective communication between school leadership/staff and community partners
- Work together to address the full continuum of care
- Use memoranda of understanding
- Use data-sharing agreements

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Facilitating Effective School-Community Partnerships

- Identify community partners with input from school staff, parents and students.
- Develop a wish list of desired community services.
- Draft a standardized memorandum of understanding (MOU).
- Consider engaging partners in a request for proposals process.
- Integrate community partners on existing teams.

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Resources

School or District Wish List for Community Mental Health Provider Services

Example items

- Active participation in school mental health teams
- Provide mental health services and supports at Tiers 1, 2 and 3
- Utilize evidence-based services and supports
- Collect and report data that documents:
 - Productivity
 - Impact on psychosocial and academic functioning
 - Student/family satisfaction and engagement
- Regular professional development and/or supervision
- Family partnership
- Ability to provide in-home or clinical-based services
- Highly recommended by parents/community members
- Able to bill both Medicaid and private insurance
- Experience working in schools

(NCSMH, 2019)

18

Team Roles and Functions

- Sample guidance with specific action items to strengthen school-community partnerships
- This example is from Hennepin County/Minneapolis Public Schools based on best practices learned in their district but can be adapted based on your local district and community partners

MPS Expanded School Based Mental Collaboration Agreement
(September 1, 2018- June 30, 2019)

This agreement between Minneapolis Public Schools - [school name] and [agency's name] aims to strengthen our long-term partnership to ensure a focus on supporting students and families within the school. The purpose of this document is to outline a supportive collaboration framework built on trust and shared agreement.

Activity	Recommended Frequency	Agreed Frequency	Actual Meeting Date(s)
Establishing School-Agency Forum: <ul style="list-style-type: none"> • Collaboratively developing agreed upon clear role definitions • Mutual Understanding of Tier I and II SEL/SM interventions • Clarify communication process • Information sharing with staff and families • Procedures for risk/training, etc., etc. • Space needs 	1-2 meeting (s) at beginning of year		
School Mental Health Overview Presentation: Building Administration and/or a school district representative will share about MPS School Based Mental Health Program at a staff meeting the beginning of school year (and throughout the year as needed).	3-3 times per year		
Weekly Mental Health Team meetings with: <ul style="list-style-type: none"> • building (social workers, psychologists and others as named by school administration) • School Based Supervisor • On-site Clinician 	2-4 times per month		
Administrative Meetings with School including: <ul style="list-style-type: none"> • A building administrator • At least one member of the school's Mental Health Team • a district representative (invited) • Agency supervisor 	2 times per year - Oct/Nov and Feb/Mar (quarterly or more if site experiences challenges)		

Please email form to Mark Sander (mark.sander@hennepin.us) or Rochelle Cox (rochelle.cox@mpls.k12.mn.us) when completed or for any questions.

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MOU Components

- Purpose of agreement
- Entities involved
- Roles and responsibilities of each party
- Fiscal and resource agreement
- Liability release as an independent contractor
- Duration and termination clause
- Insurance and indemnification

ANATOMY OF A MEMORANDUM OF UNDERSTANDING

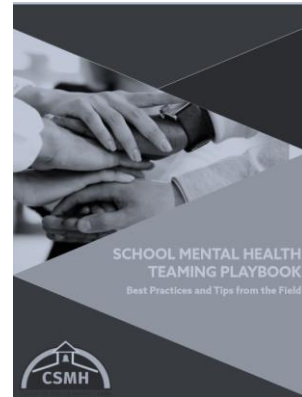
Purpose of agreement Explain what the MOU is for and any definitions of programs or services.	Purpose of agreement: The purpose of this agreement is to establish roles and responsibilities of the Parties to develop and implement a comprehensive school mental health system that utilizes the strengths and expertise of school and community-partnered professionals.	Roles and responsibilities of each party Outline what activities the school district and community partners are expected to participate in. Examples include prevention, promotion, and intervention services, attendance at team meetings, training or professional development provided and/or attended, space and resources for activities and collaboration, data reporting and use guidelines, and guidelines related to student and family confidentiality.
Fiscal and resource agreement Detail payment exchanged, if applicable. Detail resources or other non-financial sources of support that will be exchanged (e.g., delivery of professional development). MOUs are very helpful for any kind of shared agreement, whether or not payment is exchanged.	Roles and responsibilities of each party: The Parties agree to the following roles and responsibilities: a. Responsibilities of Hope Child and Family Services (HCFS) i. Actively participate in school mental health team(s). ii. Provide mental health services, to include: h. Responsibilities of Appleville School District i. Identify schools that demonstrate readiness. ii. Provide confidential space to schools that includes: iii. Facilitate inclusion and active participation of community partners. iv. Create data-based decision models and referral processes that promote...	Liability release as an independent contractor Detail limits to liability for each party/parties here.
Duration and termination Outline how long the MOU is valid for and procedures for requesting termination by either party.	Fiscal and resource agreement a. Appleville School District will pay HCFS the total sum of \$XX. b. Payments will be made in a... Liability release as an independent contractor a. In providing services to Appleville School District students, HCFS shall at all times operate as an independent contractor and shall have no authority to make any arrangements or incur any liabilities on behalf of the Board. Duration and termination a. This Agreement is for the period beginning Month/Day/Year to Month/Day/Year. Insurance and indemnification a. [Organ Name Here] shall purchase and maintain during the term of any meeting agreement...	Insurance and indemnification List the types of insurance that the community provider will purchase and maintain, including general liability, professional liability, and workers' compensation, as applicable.

NCSMH, 2019

20

School Mental Health Teaming Playbook

- Best practices and tips from the field in school mental health teaming
- Customizable teaming resources



NCSMH, 2018

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Quality Indicator

To what extent did your district/school use best practices to ensure **teaming structures address each tier** of your multitiered system of support?

Best Practices

- A team or teams exist to effectively address all 3 tiers
- Clear delineation of purpose, target goals, activities, and processes of each team
- Clear process and logic for moving from one tier to a higher or lower tier
- Effective communication between teams addressing all 3 tiers

22

Reflection:

What ideas do you have about how to effectively align teams and individuals to work within a multitiered system of support?

Considerations:

- Multiple tiers
- Aligned service provision
- Part-time staff
- Students receiving services in more than one tier
- Students requiring increase or decrease in service tier
- Integrating school- and community-employed staff

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Quality Indicator

To what extent did your district/school use best practices to **avoid duplication and promote efficiency** of teams?

Best Practices

- Have a system to evaluate existing team structures.
- Establish unique goals for distinct teams.
- Teams and team members
 - Have a process for frequent and consistent communication.
 - Address barriers to information sharing.

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Best Practices

To what extent did your district/school use best practices to **conduct meetings**, both in terms of structure and process?

- Schedule and hold regular meetings.
- Track attendance and troubleshoot as needed.
- Establish a scheduling process.
- Create and use an agenda.
- Focus on making actionable decisions.
- Follow up on the status of action items.

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Resources

Team Meeting Agenda Template

- Attendees
- Review previous meeting notes
- Progress on action steps
- New agenda items
- Updated action steps – what action, by whom, by when
- Next meeting date

SCHOOL MENTAL HEALTH
TEAM MEETING AGENDA TEMPLATE

Remember to utilize best practices for team meetings

- ✓ identify skilled meeting facilitator
- ✓ start and end on time
- ✓ use an agenda
- ✓ designate person to take and disseminate meeting notes
- ✓ disseminate meeting notes with actionable steps within 24 hours of each meeting
- ✓ follow up on action items at the beginning of each meeting

[Team/Meeting Name – e.g., School Mental Health Committee Weekly Data Review Meeting]
 [Invited Attendees]
 [Location – including call/video information, if applicable]
 [Start and End Time]
 [Person responsible for taking and disseminating meeting notes]

Agenda Items

- I. Review and update on prior meeting action items
- II. New Item
- III. New Item...
- IV. 2-minute meeting process debrief
 - a. e.g., What went well with team meeting process? What improvements would you suggest for the next team meeting?

Action Steps

Action Step	Who is responsible?	By When?

NCSMH, 2018

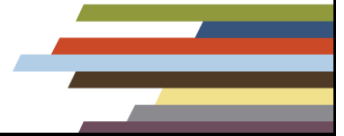
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Strategies for Multidisciplinary Teams

- Keep it brief! Daily information sharing and planning.
- Use huddles: time limited, problem-solving, action-planning oriented.
- Try debriefs: open, fair, respectful feedback about school team performance in real time.
- Use structured, concise communication and handoffs to the next team member.

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Quality Indicator

To what extent did your district/school use best practices to **delineate staff roles and responsibilities?**

Best Practices

- Consider both school- and community-employed staff.
- Ensure roles reflect knowledge and expertise.
- Have a clear plan to address who will address the issue first and how responsibilities will be assigned.

30



Reflection:

What do you think would help your school or district to better delineate roles and responsibilities related to school mental health?

- Assess roles/responsibilities of key mental health team members.
- Develop consensus about primary/secondary roles/responsibilities.
- Document distinctions/clarifications about roles/responsibilities.
- Communicate roles/responsibilities throughout the school and district.

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Resources

Team Roles and Functions

- List all team member types.
- Outline roles and functions needed.
- Identify primary and secondary roles.

Role/Function	Social Workers	School Psychologists	School Counselors	Community MH Clinicians	Administrators	Classroom Teacher	Special Educator	ESOL/ELL Rep.	Nurse/OT/PT/SP	Other
Meeting Chair										
Facilitate meetings										
Lead development of MHP/SP										
Provide counseling individual & group										
Monitor student performance (academic, behavior, health and attendance)										
Intervention (with as needed with staff, parents, & community)										
Complex emergency response (disaster, crisis, disaster) and emergency student to hospital										
Develop Positive Behavior										

NCSMH, 2018

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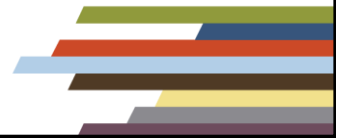
Quality Indicator

To what extent did your district/school use best practices to **make effective referral processes to school-based mental health services?**

Best Practices

- Use a current team resource directory.
- Provide clear information for students and families to self-refer.
- Promote direct contact with the school-based provider.
- Use referral feedback meetings or forms.

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Quality Indicator

To what extent did your district/school use best practices to **make effective referrals to community-based mental health services?**

Best Practices

- Use current community resource map
- Clear referral process to include:
 - Family meeting to review needs, options, and releases of information
 - Confirm referral, service availability, and warm handoff
 - Referral instructions and contact information
 - Discuss potential barriers to follow-through and how to overcome
 - Follow-up meetings with provider for ongoing communication

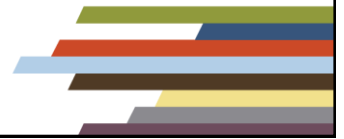
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Reflection:

What resources or strategies would help you to be more efficient in your school mental health referral process to school and community partners?

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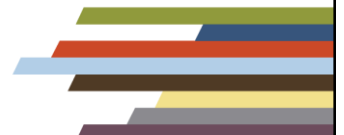


Helpful Tips

Develop Effective Referral Processes

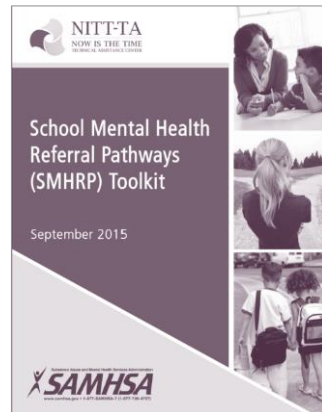
- Create a resource map of school and community resources.
- Test new referral process for 1 student.
- Conduct a follow-up meeting after referral with student/family for 1-3 students.
- Outline school mental health referral pathway from referral source to provider.
- Talk to and learn from schools or districts who are known for having effective referral pathways.

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Referral Resources

- SMH Referral Pathways Toolkit (NITT-TA Center)
- Referral and Triage Flow Chart Examples
- When to Refer a Student
- Referral Form Example
- Release of Information Forms
- Referral Feedback Template



(NITT-TA, 2015)

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Quality Indicator

To what extent did your district/school use best practices to **use data to determine what mental health services and supports (Tiers 1, 2, and 3) were needed** by students?

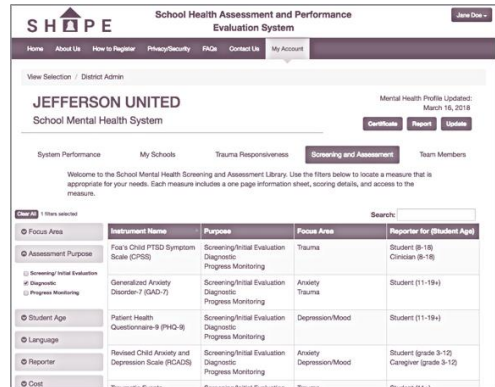
Best Practices

- Use multiple data sources to match mental health interventions with student needs.
- Use validated screening/assessment tool(s) appropriate to your population.
- Use screening and assessment data to “triage” students into levels of support.

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SHAPE Screening and Assessment Library

- Searchable library of free or low-cost screening and assessment measures related to school mental health
- Academic, school climate, and social, emotional, and behavioral measures are included
- Visit www.theshapesystem.com/register to open your free school or district account with this Library



(NCSMH, 2018)

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Quality Indicator

To what extent did your district/school use best practices to **collect and share data** among school mental health team members?

Best Practices

- Align data definitions.
- Use data systems that allow for easy data entry and retrieval.
- Protocols in place to:
 - Allow for valid, reliable data collection.
 - Address confidentiality.

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Promote Data Sharing

- Have clear and measurable target goals.
- Identify data collection sources and processes.
- Identify issues related to data sharing such as HIPAA and FERPA.
- Secure consents and releases of information to allow data sharing across system partners.
- Pilot data sharing involving 1-2 students and obtain feedback on process.

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Promote Data Sharing

- Identify the type of data you want or need to share.
- Clearly define *how* you will use the data you share and track the cost/benefit.
- Start with what is most feasible based on what is available.
- Work up to your ideal data sharing processes or systems.



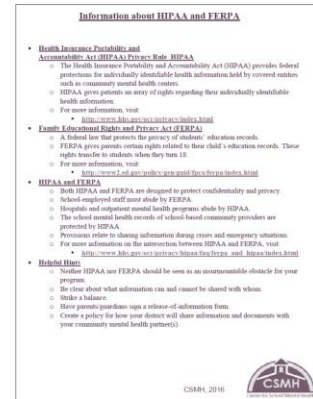
(Voigt, n.d.)

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Resources

HIPAA/FERPA

- Neither HIPAA nor FERPA should be seen as insurmountable obstacles for school-community partnerships.
- Be clear about what information can and cannot be shared with whom.
- Strike a balance.
- Have guardians sign a release of information form that clearly defines what can be shared.
- Create a policy for how your district will share information with your community partner(s).



(NCSMH, 2016)



Discussion

How does this content fit with your district's understanding and implementation of teaming?

Strategic Planning

- State a specific goal for your district within this domain.
- List 3 potential action steps to move this goal forward.

Resources

- Cashman, J., Linehan, P. C., Purcell, L., Rosser, M., Schultz, S., & Skalski, S. (2014). Leading by convening: A blueprint for authentic engagement. *Idea Partnership*. Retrieved from <http://www.ideapartnership.org/documents/NovUploads/Blueprint%20USB/NASDSE%20Leading%20by%20Convening%20Book.pdf>
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Resources

Teaming – District Version

School districts are in the position of ensuring that school mental health efforts are appropriately staffed and supported by multidisciplinary teams that have effective communication and collaboration practices. Many schools have teams that meet to discuss and strategize about student mental health issues. Schools may have one team devoted to the full continuum of mental health supports (mental health promotion to early intervention and treatment) or they may have multiple teams that address different parts of the continuum (e.g., school climate team, student support team, Individualized Education Program team, intervention/tertiary care team, Tier 2/3 team, any other team that addresses student mental health concerns).

To what extent did *schools* in your district use best practices to...

	Best Practices	Never	Rarely	Sometimes	Often	Almost Always	Always
1. ... ensure your school mental health team was multidisciplinary?	<p>Representatives of different groups regularly attend and have an active voice in team meetings. Different groups engaged in school mental health system teams may include:</p> <ul style="list-style-type: none"> a. School health and behavioral health staff b. Teachers c. School administrators d. Youth/Students e. Parents/Families f. Community health and behavioral health providers g. Child welfare staff h. Juvenile justice staff i. Community leaders j. Community School Coordinator 	1	2	3	4	5	6
2. ... meaningfully involve students and families to plan and improve the school mental health system?	<ul style="list-style-type: none"> • Involve students and families in all aspects of prevention, intervention, and health promotion design, implementation and evaluation; students and families can provide insight on school strengths and areas of need, program selection, implementation considerations, and on-going quality assessment and progress monitoring • Involve multiple students and families on teams; provide guidance and foundational information prior to each meeting so that they can have a meaningful role 	1	2	3	4	5	6

	<ul style="list-style-type: none"> • Gather additional information from students and families using surveys, interviews, and focus groups • Identify existing youth and family mental health advocacy and navigation organizations in your community • Partner with youth and family organizations to bring knowledge and passion based on practical, real-life experiences and expertise to support providers and other students and families within the system 						
3. ...facilitate effective school-community partnerships?	<ul style="list-style-type: none"> • Establish communication mechanisms (e.g., team meetings, email communications, conference calls) to ensure ongoing and effective communication between school leadership/staff and community partners • Use memorandums of understanding or other agreements to detail the terms of the partnership (e.g., by whom, what, when, where, and how will services/supports be provided) • Support a full continuum of care within a multi-tiered system of support by school and community partners working together and maximizing their respective knowledge and resources • Use data sharing agreements to allow for accessing and sharing data to inform needed services and supports and the impact of partnership activities 	1	2	3	4	5	6
4. ...ensure teaming structures address each tier of the multi-tiered system of support?	<ul style="list-style-type: none"> • Establish a team or teams to effectively address Tier 1, Tier 2, and Tier 3 • Establish a clear delineation of purpose, target goals, activities, and processes of each team • Establish a clear process and logic for students moving from one Tier to a higher or lower Tier • Establish effective communication between teams addressing Tier 1, Tier 2, and/or Tier 3 	1	2	3	4	5	6
5. ...avoid duplication and promote efficiency of teams?	<ul style="list-style-type: none"> • Establish well-defined and unique goals for distinct teams with structures in place to avoid duplication of team effort • Practice consistent communication and coordination among various teams • Address any confidentiality barriers to facilitate regular information sharing across and within teams • Have a system to evaluate existing team structures, with existing team continuation and new establishment only as necessary 	1	2	3	4	5	6

6. ...conduct meetings, both in terms of structure and process?	<ul style="list-style-type: none"> Schedule and hold regular team meetings Track attendance and troubleshoot as needed to ensure consistent attendance Establish a routine scheduling process Create and use an agenda Focus on making actionable decisions Use meeting time to follow up on the status of action items 	1	2	3	4	5	6
7. ...delineate staff roles and responsibilities?	<ul style="list-style-type: none"> Clarify roles and responsibilities for both school-employed and community partnered school mental health staff Ensure roles and responsibilities reflect the skills, training, knowledge and areas of expertise of each type of staff member When there are multiple individuals with the responsibility of a given role and/or responsibility, have a clear plan for who will address the issue first and how responsibilities will be assigned 	1	2	3	4	5	6
8. ...make mental health referrals to school-based mental health services? (school-based mental health services refer to services offered directly in the school building whether provided by school or community staff)	<ul style="list-style-type: none"> Use an up-to-date school mental health team resource map or guide (name of team member, description of their role/responsibilities/services, school location including days and hours, eligibility requirements or students they work with, how to refer students) Provide clear information for students and families to self-refer and connect directly to mental health services Promote direct contact to, from, and among school-based providers to confirm referral, service availability, and facilitate a seamless entry into services and supports Hold routine referral feedback meetings or use Referral Feedback Forms to let referral sources know the outcome of the referral 	1	2	3	4	5	6
9. ...make mental health referrals to community-based mental health services? (community-based mental health services refer to services offered by community staff outside of the school building)	<ul style="list-style-type: none"> Use an up-to-date community resource map (name of program or organization, description of service, website, address, phone number, hours of service, eligibility requirements, insurance accepted, cost of service, wait list status, any other unique considerations) Develop a clear, consistent referral process to community providers to promote successful linkage including: <ul style="list-style-type: none"> Referral consultation meeting with student and family to review needs, options and complete any releases of information Direct contact with community provider to confirm referral, 	1	2	3	4	5	6

	<p>service availability, and facilitate a seamless entry into services and supports</p> <ul style="list-style-type: none"> • Clear referral instructions for student and family with up-to-date contact information • Discussion of potential barriers to following through with referral and how to overcome them • Referral follow-up meeting with student and family to confirm linkage and address any remaining barriers • Follow-up with community provider to facilitate ongoing coordination and information sharing 						
10. ...use data (through screening or another process) to determine what mental health services and supports (Tier 1, 2, and 3) were needed by students?	<ul style="list-style-type: none"> • Use multiple data sources to match mental health interventions with student need • Use validated screening/assessment/survey tool(s) appropriate to your student population • Use consistent and systematic process of using screening and assessment data to match students with appropriate levels of support 	1	2	3	4	5	6
11. ...collect and share data among school mental health team members?	<ul style="list-style-type: none"> • Align data definitions • Use data systems that allow for easy data entry and retrieval for review and sharing. Protocols are in place to: <ul style="list-style-type: none"> • Allow for valid, reliable data collection • Address confidentiality considerations (with respect to where data are maintained and who can access them) 	1	2	3	4	5	6
Teaming Total (Questions 1-11) = __ Teaming Average (Total/66) = __							

To what extent did your <i>district</i> use best practices to...							
12. ...establish and disseminate written, standard policies and procedures for teaming in your schools?	<ul style="list-style-type: none"> Develop policies and procedures to reflect teaming best practices Disseminate policies and procedures to all schools in an accessible format 	1	2	3	4	5	6
13. ...support the implementation of teaming in your schools?	<ul style="list-style-type: none"> Use comprehensive implementation supports in all schools including: <ul style="list-style-type: none"> Provision of resources Ongoing professional development Provide technical assistance, consultation and coaching 	1	2	3	4	5	6
14. ...monitor teaming in your schools?	<ul style="list-style-type: none"> Use a systematic process in all schools for monitoring the structure and process of school teaming including: <ul style="list-style-type: none"> District observation of school team meetings Regular reporting by schools of teaming structures, staffing and processes Assess fidelity to district policies and procedures 	1	2	3	4	5	6
15. ...assess and refine district supports (e.g., policies, procedures, monitoring, implementation supports) for teaming in your schools?	<ul style="list-style-type: none"> Assess the utility and effectiveness of district supports via a systematic process that includes school feedback Ensure that district supports reflect current best practices in teaming Implement a quality improvement process to refine district supports 	1	2	3	4	5	6
District Support Total (Questions 12-15) = ____ District Support Average (Total/24): = ____							

Teaming – School Version

Schools are in the position of ensuring that school mental health efforts are appropriately staffed and supported by multidisciplinary teams that have effective communication and collaboration practices. Many schools have teams that meet to discuss and strategize about student mental health issues. Schools may have one team devoted to the full continuum of mental health supports (mental health promotion to early intervention and treatment) or they may have multiple teams that address different parts of the continuum (e.g., school climate team, student support team, Individualized Education Program team, intervention/tertiary care team, Tier 2/3 team, any other team that addresses student mental health concerns).

To what extent did your school use best practices to...

	Best Practices	Never	Rarely	Sometimes	Often	Almost Always	Always
16. ... ensure your school mental health team was multidisciplinary?	<p>Representatives of different groups regularly attend and have an active voice in team meetings. Different groups engaged in school mental health system teams may include:</p> <ul style="list-style-type: none"> a. School health and behavioral health staff b. Teachers c. School administrators d. Youth/Students e. Parents/Families f. Community health and behavioral health providers g. Child welfare staff h. Juvenile justice staff i. Community leaders j. Community School Coordinator 	1	2	3	4	5	6
17. ... meaningfully involve students and families to plan and improve the school mental health system?	<ul style="list-style-type: none"> • Involve students and families in all aspects of prevention, intervention, and health promotion design, implementation and evaluation; students and families can provide insight on school strengths and areas of need, program selection, implementation considerations, and on-going quality assessment and progress monitoring • Involve multiple students and families on teams; provide guidance and foundational information prior to each meeting so that they can have a meaningful role 	1	2	3	4	5	6

	<ul style="list-style-type: none"> • Gather additional information from students and families using surveys, interviews, and focus groups • Identify existing youth and family mental health advocacy and navigation organizations in your community • Partner with youth and family organizations to bring knowledge and passion based on practical, real-life experiences and expertise to support providers and other students and families within the system 						
18. ...facilitate effective school-community partnerships?	<ul style="list-style-type: none"> • Establish communication mechanisms (e.g., team meetings, email communications, conference calls) to ensure ongoing and effective communication between school leadership/staff and community partners • Use memorandums of understanding or other agreements to detail the terms of the partnership (e.g., by whom, what, when, where, and how will services/supports be provided) • Support a full continuum of care within a multi-tiered system of support by school and community partners working together and maximizing their respective knowledge and resources • Use data sharing agreements to allow for accessing and sharing data to inform needed services and supports and the impact of partnership activities 	1	2	3	4	5	6
19. ...ensure teaming structures address each tier of the multi-tiered system of support?	<ul style="list-style-type: none"> • Establish a team or teams to effectively address Tier 1, Tier 2, and Tier 3 • Establish a clear delineation of purpose, target goals, activities, and processes of each team • Establish a clear process and logic for students moving from one Tier to a higher or lower Tier • Establish effective communication between teams addressing Tier 1, Tier 2, and/or Tier 3 	1	2	3	4	5	6
20. ... avoid duplication and promote efficiency of teams?	<ul style="list-style-type: none"> • Establish well-defined and unique goals for distinct teams with structures in place to avoid duplication of team effort • Practice consistent communication and coordination among various teams • Address any confidentiality barriers to facilitate regular information sharing across and within teams • Have a system to evaluate existing team structures, with existing team continuation and new establishment only as necessary 	1	2	3	4	5	6

21. ...conduct meetings, both in terms of structure and process?	<ul style="list-style-type: none"> • Schedule and hold regular team meetings • Track attendance and troubleshoot as needed to ensure consistent attendance • Establish a routine scheduling process • Create and use an agenda • Focus on making actionable decisions • Use meeting time to follow up on the status of action items 	1	2	3	4	5	6
22. ...delineate staff roles and responsibilities?	<ul style="list-style-type: none"> • Clarify roles and responsibilities for both school-employed and community partnered school mental health staff • Ensure roles and responsibilities reflect the skills, training, knowledge and areas of expertise of each type of staff member • When there are multiple individuals with the responsibility of a given role and/or responsibility, have a clear plan for who will address the issue first and how responsibilities will be assigned 	1	2	3	4	5	6
23. ...make mental health referrals to school-based mental health services? (school-based mental health services refer to services offered directly in the school building whether provided by school or community staff)	<ul style="list-style-type: none"> • Use an up-to-date school mental health team resource map or guide (name of team member, description of their role/responsibilities/services, school location including days and hours, eligibility requirements or students they work with, how to refer students) • Provide clear information for students and families to self-refer and connect directly to mental health services • Promote direct contact to, from, and among school-based providers to confirm referral, service availability, and facilitate a seamless entry into services and supports • Hold routine referral feedback meetings or use Referral Feedback Forms to let referral sources know the outcome of the referral 	1	2	3	4	5	6
24. ...make mental health referrals to community-based mental health services? (community-based mental health services refer to services offered by community staff outside of the school building)	<ul style="list-style-type: none"> • Use an up-to-date community resource map (name of program or organization, description of service, website, address, phone number, hours of service, eligibility requirements, insurance accepted, cost of service, wait list status, any other unique considerations) • Develop a clear, consistent referral process to community providers to promote successful linkage including: <ul style="list-style-type: none"> • Referral consultation meeting with student and family to review needs, options and complete any releases of information • Direct contact with community provider to confirm referral, 	1	2	3	4	5	6

	<p>service availability, and facilitate a seamless entry into services and supports</p> <ul style="list-style-type: none"> • Clear referral instructions for student and family with up-to-date contact information • Discussion of potential barriers to following through with referral and how to overcome them • Referral follow-up meeting with student and family to confirm linkage and address any remaining barriers <ul style="list-style-type: none"> • Follow-up with community provider to facilitate ongoing coordination and information sharing 						
25. ...use data (through screening or another process) to determine what mental health services and supports (Tier 1, 2, and 3) were needed by students?	<ul style="list-style-type: none"> • Use multiple data sources to match mental health interventions with student need • Use validated screening/assessment/survey tool(s) appropriate to your student population • Use consistent and systematic process of using screening and assessment data to match students with appropriate levels of support 	1	2	3	4	5	6
26. ...collect and share data among school mental health team members?	<ul style="list-style-type: none"> • Align data definitions • Use data systems that allow for easy data entry and retrieval for review and sharing. Protocols are in place to: <ul style="list-style-type: none"> • Allow for valid, reliable data collection • Address confidentiality considerations (with respect to where data are maintained and who can access them) 	1	2	3	4	5	6
Teaming Total (Questions 1-11) = __ Teaming Average (Total/66) = __							



Module 2: Teaming – District Strategic Planning

Review of Training Curriculum Contents

- How does this content fit with your district understanding and implementation of school mental health teaming?

Strategic Planning

Please state a specific goal for your district within this domain. *(For example, one goal might be that the district will establish a consistent memoranda of understanding between schools and community behavioral health providers.)*

Goal:

How will you know if you've achieved success within this goal?

Indicator of success:

What opportunities exist related to this goal?

- What have been our past successes?

- What current work is taking place related to this goal?
- What are our available resources (leadership, infrastructure, staffing, partnerships)?

What barriers exist related to this goal?

- What would prevent us from moving forward with this goal?
- What would we need to overcome this/these barrier(s)?

Action Steps

- List 3 potential action steps to move this goal forward.

1.

2.

3.

School or District Wish List for Community Mental Health Provider Services

This checklist can be customized by individual schools or districts to determine and rank by importance the key criteria they would like community mental health providers to meet in terms of services provided. Ideally, this checklist would be informed by input from students, families, and the school team to reflect the unique strengths and needs of the school or district. Selected criteria can also be incorporated into a memorandum of understanding with the provider agency.

- ☐ Actively participate in school mental health team(s) to support effective school-community collaboration
- ☐ Provide mental health promotion (Tier 1) services and supports, to include [customize services below]:
 - ☐ Universal mental health screening
 - ☐ Social Emotional Learning (SEL) activities
 - ☐ School climate activities
 - ☐ Positive behavioral expectations and rules/classroom management
 - ☐ Bullying prevention
 - ☐ Restorative practices
 - ☐ Mental health literacy for students
 - ☐ Mental health literacy for families/caregivers
 - ☐ Mental health literacy for teachers/school staff
 - ☐ Teacher/staff consultation to promote mental health of all students
- ☐ Provide selective, “prevention” mental health services and supports (Tier 2), to include [customize services below]:
 - ☐ Progress monitoring of students identified as at-risk and those receiving services
 - ☐ Social skills training/coaching
 - ☐ Group therapy for students identified as at-risk of developing mental health problems
 - ☐ Teacher/staff consultation for students identified as at-risk of developing mental health problems
- ☐ Provide selective, mental health “prevention” services and supports (Tier 2), to include [customize services below]:
 - ☐ Progress monitoring of students identified as “at-risk” and those receiving services
 - ☐ Social skills training/coaching
- ☐ Provide indicated, mental health “intervention” or “treatment” services and supports (Tier 3), to include [customize services below]:
 - ☐ Progress monitoring of students identified with mental health problems and those receiving services
 - ☐ Individual treatment for students with mental health problems
 - ☐ Group treatment for students with mental health problems

- ☐ Family therapy to support students with mental health problems
- ☐ Psychiatric evaluation
- ☐ Case management
- ☐ Teacher/staff consultation for students identified with mental health problems and those receiving services
- ☐ Peer support/navigation services for students identified with mental health problems and those receiving services
- ☐ Family peer support/navigation support services for families of students identified with mental health problems and those receiving services
- ☐ Facilitate transitions to and from community agencies and programs (e.g., mental health providers, psychiatric hospitals and day programs, juvenile services, child welfare)
- ☐ For all of above services, utilize evidence-based services and supports,* as available. When evidence-based interventions are not available for intended population, selected interventions should be based on promising/best practices and should be evaluated for program impact.
 - *Evidence-Based Services and Supports are programs, services, or supports that are based directly on scientific evidence, have been evaluated in large-scale studies, and have been shown to reduce symptoms and/or improve functioning. For instance, evidence-based services and supports are recognized in national evidence-based registries, such as the Substance Abuse and Mental Health Services Administration (SAMHSA), National Registry of Evidence-based Programs and Practices (NREPP), Blueprints for Healthy Youth Development, and Institute of Education Sciences (IES) What Works Clearinghouse (WWC).*
 - ☐ Specialized training, certification, or services for _____ [specific student or school need identified]
- ☐ Collect and report data that documents [customize data elements below]:
 - ☐ Clinician productivity
 - ☐ Program and intervention impact on student/school psychosocial and academic functioning
 - ☐ Student/family satisfaction and engagement
- ☐ Regular professional development and/or supervision provided to school-based clinicians by the agency
- ☐ Strong focus on family partnership/family involvement
- ☐ Ability to provide in-home or clinic-based services
- ☐ Highly recommended by parents and community members
- ☐ Able to bill both Medicaid and private insurance
- ☐ Experience working in schools/familiarity with school climate and culture (e.g., briefer sessions, understanding of special education processes, etc.)

**Memorandum of Understanding
between
XX Public School System and
[Community Partner School Mental Health Program Name Here]**

The Parties of this Memorandum of Understanding (MOU) are XX Public Schools (XX) and [Program Name Here] (xxx), hereinafter collectively referred to as the Parties.

- I. **Purpose:** The purpose of this agreement is to establish roles and responsibilities of the Parties to develop and implement a comprehensive school mental health system (CSMHS) that utilizes the strengths and expertise of school and community-partnered professionals.
- CSMHS are defined as school-community partnerships that provide a multi-tiered system of mental health supports (MTSS) to support students, families, and the school community. "Mental health services" include activities, services, and supports that address social, emotional, and behavioral well-being of students, including substance use.*

- II. **Roles and Responsibilities:** The Parties agree to the following roles and responsibilities.

a. Responsibilities of [Program Name Here]

- i. Actively participate in school mental health team(s) to support effective school-community collaboration that promotes:
- *well-defined roles and responsibilities of team members (with structures in place to avoid duplication of efforts),*
 - *data sharing,*
 - *data-based decision making,*
 - *seamless services and supports across tiers,*
 - *integration of mental health and other academic supports*
 - *effective referral processes*

- ii. Provide mental health screening, assessment, and services, to include [customize services below]:

Tier 1 - Mental health promotion services and supports (Tier 1) are mental health-related activities, including promotion of positive social, emotional, and behavioral skills and wellness, which are designed to meet the needs of all students regardless of whether or not they are at risk for mental health problems. These activities can be implemented school-wide, at the grade level, and/or at the classroom level.

- ☐ Universal mental health screening
- ☐ Social Emotional Learning (SEL) activities
- ☐ School climate activities
- ☐ Positive behavioral expectations and rules/classroom management

- ☐ Bullying prevention
- ☐ Restorative practices
- ☐ Mental health literacy for students
- ☐ Mental health literacy for families/caregivers
- ☐ Mental health literacy for teachers/school staff
- ☐ Teacher/staff consultation to promote mental health of all students

Tier 2 - Selective services and supports (Tier 2) to address mental health concerns are provided for groups of students who have been identified through needs assessments and school teaming processes as being at risk for a given concern or problem. When problems are identified early and supports put in place, positive youth development is promoted and problems can be eliminated or reduced. Sometimes these are referred to as mental health “prevention” or “secondary” prevention services.

- ☐ Progress monitoring of students identified as at-risk and those receiving services
- ☐ Social skills training/coaching
- ☐ Group therapy for students identified as at-risk of developing mental health problems
- ☐ Teacher/staff consultation for students identified as at-risk of developing mental health problems

Tier 3 - Indicated services and supports (Tier 3) to address mental health concerns are individualized to meet the unique needs of each student who is already displaying a particular concern or problem and displaying significant functional impairment. Sometimes these are referred to as mental health “intervention” or “tertiary” or intensive services.

- ☐ Progress monitoring of students identified with mental health problems and those receiving services
- ☐ Individual treatment for students with mental health problems
- ☐ Group treatment for students with mental health problems
- ☐ Family therapy to support students with mental health problems
- ☐ Psychiatric evaluation
- ☐ Case management
- ☐ Teacher/staff consultation for students identified with mental health problems and those receiving services
- ☐ Peer support/navigation services for students identified with mental health problems and those receiving services

- Family peer support/navigation support services for families of students identified with mental health problems and those receiving services
 - Facilitate transitions to and from community agencies and programs (e.g., mental health providers, psychiatric hospitals and day programs, juvenile services, child welfare)
 - iii. For all of above services, utilize evidence-based services and supports,* as available. When evidence-based interventions are not available for intended population, selected interventions should be based on promising/best practices and should be evaluated for program impact.

**Evidence-Based Services and Supports are programs, services, or supports that are based directly on scientific evidence, have been evaluated in large-scale studies, and have been shown to reduce symptoms and/or improve functioning. For instance, evidence-based services and supports are recognized in national evidence-based registries, such as the Substance Abuse and Mental Health Services Administration (SAMHSA), National Registry of Evidence-based Programs and Practices (NREPP), Blueprints for Healthy Youth Development, and Institute of Education Sciences (IES) What Works Clearinghouse (WWC). A full continuum of evidence-based services, and supports within a school includes mental health promotion, selective prevention, and indicated interventions.*
 - iv. Collect and report data that documents [customize data elements below]:
 - Clinician productivity
 - Program and intervention impact on student/school psychosocial and academic functioning
 - Student/family satisfaction and engagement
 - v. Ensure the complete confidentiality of any and all identifying student and family information gathered in the performance of this agreement. The information gathered, used, and developed shall not be provided to any other party without the express written approval of individual(s) authorized to give consent for release of information.
 - vi. Meet federal, state, and local regulations required of community mental health providers, including those stipulated by the Health Insurance Portability and Accountability Act (HIPAA).
- b. Responsibilities of **XX** Public School System:
- i. Identify school(s) for service that demonstrate readiness and a commitment to hosting a community mental health provider to support a multi-tiered system of mental health support (MTSS).

- ii. Identify district and school point of contact to facilitate successful integration of community mental health provider into school(s) and to address any concerns.
- iii. Provide confidential space in school(s) that includes access to a locked file cabinet and mechanism for communicating with families and other providers (e.g., phone, computer, internet access).
- iv. Facilitate inclusion and active participation of community partners in school mental health teams that utilize best practices in teaming:
 - *Well-defined roles and responsibilities of teams and team members, with structures in place to avoid duplication of efforts*
 - *System to evaluate existing team structures, with existing team continuation and new establishment only as necessary*
 - *Overarching school shared purpose and shared goals ACROSS teams*
 - *Unique goals for distinct teams*
 - *Teams and team members understand and support each other's purpose and work*
 - *Teams and team members have a process/procedure to ensure frequent and consistent communication*
 - *Teams and team members address any confidentiality barriers to facilitate regular information sharing across and within teams*
- v. Create data-based decision models and referral processes that promote early identification and intervention for students.

III. **Funding Agreement:**

- a. XX School System will pay [Program Name Here] the total sum of XX for Month/Day/Year to Month/Day/Year in order for [Program Name Here] to provide services outlined above.
- b. Payments will be made in a bi-annual invoice reconciliation, which will include an invoice listing services performed.

IV. **Independent Contractor:**

- a. In providing services to XX Public School System students, [Program Name Here] shall at all times operate as an independent contractor and shall have no authority to make any arrangements or incur any liabilities on behalf of the Board.

V. **Duration and Termination:**

- a. This Agreement is for the period beginning Month/Day/Year to Month/Day/Year. Either party may terminate this Agreement for non-performance after first giving written notice of breach to the other party and an opportunity for the other party to cure the

non-performance within fifteen (15) days of the receipt of written notice. Notice shall be deemed effective when delivered via certified mail to the following:

XX Public Schools
Address
City, State, Zip

And to

[Program Name Here]
Address
City, State, Zip

VI. Insurance and indemnification

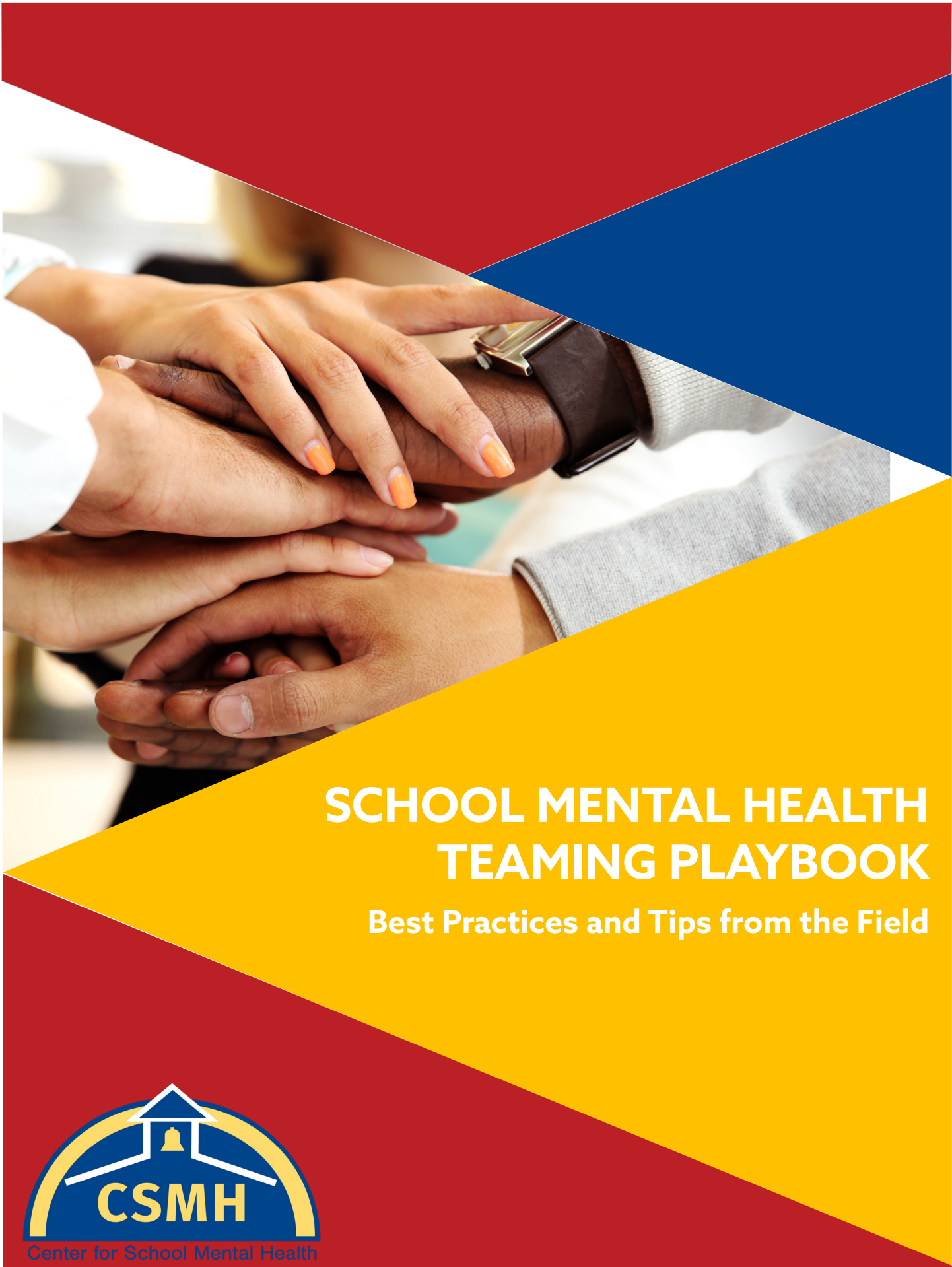
- a. [Program Name Here] shall purchase and maintain during the term of any resulting agreement:
 - i. Commercial General Liability Insurance of at least \$5,000,000 combined single limit coverage written on an occurrence basis covering all premises and operations, and including Personal Injury, Independent Contractor, Contractual Liability, and Products and Completed Operations. **The Board of Education of XX Public School System** and all of its agents and employees shall be names as an additional insured, which must be shown on insurance certificates furnished to XX Public School System.
 - ii. Workers' Compensation Insurance benefits as required by [Your State] law to include Employers' Liability coverage with limits of at least \$100,000 each accident, \$100,000 each employee disease, and \$500,000 disease policy limit.
 - iii. Professional Liability Insurance with limits of at least \$1,000,000 each occurrence and \$3,000,000 aggregate.
- b. [Program Name Here] shall indemnify and hold harmless the Board, its employees, servants, and agents against all liabilities, loss, charges, and expenses, including court costs and attorney's fees, resulting from the failure of [Program Name Here], its employees, servants, and agents, to faithfully and competently perform its obligations hereunder or arising from or caused by [Program Name Here]'s provision of services.

VII. Whole Agreement:

- a. This MOU contains the entire agreement between the parties with respect to the subject matter set forth herein, but may be modified with the written consent of both parties.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed by their authorized representatives.

_____	By: _____
	Superintendent XX County Public Schools
_____	By: _____
	Staff Attorney XX County Public Schools
_____	By: _____
	Supervisor of Finance (Approved for Fund Sufficiency) XX County Public Schools
_____	By: _____
	Assistant Superintendent XX Public Schools System
_____	By: _____
	xx Executive Director XX Community Mental Health Agency



SCHOOL MENTAL HEALTH TEAMING PLAYBOOK

Best Practices and Tips from the Field



Background

What is a school mental health team?

A school mental health team is a group of school and community stakeholders that meet regularly and use data-based decision making to support student mental health, including improving school climate, promoting student and staff well-being, and addressing individual student strengths and needs.

Many schools have teams that meet to discuss and strategize about student mental health issues. Schools may have one team devoted to the full continuum of mental health supports (mental health promotion to selective and indicated intervention) or multiple teams that address different parts of the continuum.

Example teams

- School climate team
- Student Support Team (SST)
- Mental health promotion/universal team
- Tier 2/3; Intervention/tertiary care team

Effective teaming requires schools and community partners, including families, to be committed to advancing a multi-tiered systemic approach that addresses the academic, social, emotional, and behavioral needs of all students.

The School Mental Health Quality Assessment Survey includes five performance indicators on Teaming:

- 1.** A multidisciplinary school mental health team
- 2.** Streamlined teams that avoid duplication and promote efficiency
- 3.** A productive meeting structure
- 4.** A system in place to promote data sharing among team members
- 5.** Well-established working relationships with community mental health resources to refer students and families to when their needs cannot be met in school

Importance of Teaming

Well-functioning school mental health teams facilitate the maximum impact of a comprehensive school mental health system (CSMHS). They serve as the organizing structure for a multi-tiered system of school mental health supports and services (MTSS). High functioning teams capitalize on the multi-disciplinary resources within a school and community to achieve the greatest outcomes for students, families, and the school community.

Purpose of Teaming

- ✓ Organize a structure for a CSMHS
- ✓ Coordinate across programs, supports, and services within a school building/district/state
- ✓ Assess the strengths, needs, and interventions for students requiring different levels of support (universal mental health promotion, selective, and indicated intervention)
- ✓ Evaluate the effectiveness of services and supports within a MTSS

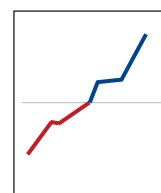
The Four Teaming Action Steps



Establish appropriate teaming structures and membership



Implement efficient and productive meeting practices



Use and share data



Maintain working relationships with community providers

ACTION STEPS

Establish Appropriate Teaming Structures and Membership

Map existing school mental health teams

- Identify existing teams in your school building or district that focus in full or in part on mental health.

Document the purpose and targeted outcomes of each team

- Consider the goals of each team and the data used to determine success.

Streamline teams

- Be efficient in the number of teams addressing mental health concerns. Some schools prefer to have one universal team and a combined Tier 2/3 team, and others may have one team address all tiers.
- For each team, determine the purpose, target goals, activities, and processes of the team.
- Communicate across teams to ensure purposes are complementary, not duplicative, and modify focus if needed to address full continuum of mental health concerns.
- Instead of creating new teams, build upon an existing team when possible. Consider recruiting new members or restructure as a subcommittee of an existing team.
- Ensure representation of diverse school mental health stakeholders, representing an array of disciplines and perspectives.

Tips from the Field **INCLUDE YOUTH AND FAMILIES**

“ Our district created a youth and family advisory committee. This committee has regular contact with our student support services team and their partnership is essential to meet the needs of our school community and ensure school mental health initiatives are successfully implemented. ”

Clarify team members' roles and responsibilities

- Consider team member responsibilities across a multi-tiered system of student support.
 - For each professional, list their responsibilities including primary and secondary roles.
 - Map the roles and responsibilities of team members within a school building/district to clarify distinctions between roles and that all responsibilities are assigned and complementary.



[Click here to access a customizable SMH Roles and Responsibilities Template.](#)

RESOURCE SPOTLIGHT: Minneapolis Public Schools School Mental Health Roles and Responsibilities Guidance

This tool was developed by Minneapolis Public School (MPS) District to provide clarification on the MPS approach to student mental health, including the specific roles and responsibilities of all stakeholders involved in supporting student mental health. This resource can be found at TheSHAPESystem.com within the Quality Assessment Resource Library (Teaming section).

WHO MIGHT BE ON OUR SMH TEAM?

At the school level:

- Administrator(s)
- Student support staff (e.g., school psychologist, school social worker, school nurse, counselor)
- Community mental health provider(s) (school-based and school-linked providers)
- Student(s)
- Family member(s)
- Teacher(s)

At the district level:

- Administrator representative(s)
- Director of Student Support Services
- Director of Community-Partnered Services
- School Health Leadership
- Community Mental Health Provider Leadership
- Child-serving system representatives
- Student organization representatives
- Family organization representatives
- Education leadership
- Educators
- Community mental health direct service providers
- Youth and family consumers of school services

Implement Efficient and Productive Meeting Practices

Appoint a school mental health team leader

- This person should possess excellent group facilitation skills (e.g., keeping participants on task and feeling valued) and excellent listening skills (e.g., refrain from imposing his or her own opinions); and be respected by all participants.

Establish a regularly scheduled time and frequency for meetings

- Agree to hold each other accountable for regular attendance and active participation.
- When team members are not regularly in one location, CSMHSs have found success holding virtual meetings via phone or by using screensharing technology (e.g., GoToMeeting, Adobe Connect).

Utilize best practices for team meetings

- ✓ Identify a skilled meeting facilitator.
- ✓ Start and end on time.
- ✓ Use an agenda.
- ✓ Designate person to take and disseminate meeting notes.
- ✓ Disseminate meeting notes with actionable steps within 24 hours.
- ✓ Follow up on action items at the beginning of each meeting.



[Click here to access a customizable SMH team meeting agenda.](#)

Use exemplar teams to inform teaming quality improvement strategies

- Find school teams that are working well (e.g., utilizing meeting best practices and achieving targeted goals and outcomes) and use what you learn about these exemplar teams to inform quality improvement strategies for school mental health teams.

Use and share data

Identify data collection sources and processes to track and review progress

- Ensure target goals are clear and measurable (e.g., improve school climate by 20% this academic year; reduce exclusionary discipline practices by 50% this month; [student] will attend school 90% of days).
- Outline data collection options and decide how often the team will query and review data.

Identify and address potential barriers to data sharing

- Identify privacy laws and regulations in education and health care field related to data sharing such as the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and Family Educational Rights and Privacy Act (FERPA) issues.
- Address potential barriers to data sharing that may be present and identify strategies to address them (e.g., secure consents and releases of information to allow data sharing across system partners).
- **Neither HIPAA nor FERPA should be seen as an insurmountable obstacle for your program.**
 - Be clear about what information can and cannot be shared with whom.
 - Discuss standard and any unique privacy considerations with parents/guardians.
 - Be sure that parents/guardians understand and sign a release-of-information form.
 - Create a policy and have memorandums of understanding readily available for how your district will share information and documents with your community mental health partner(s).



[Click here for an example parent/guardian release of information consent form.](#)

RESOURCE SPOTLIGHT: Baltimore City Schools Roles and Functions Matrix

This guide was developed to specifically outline the roles and functions of cross-disciplinary Student Support Team (SST) members. This resource can be found at TheSHAPESystem.com within the Quality Assessment Resource Library (Teaming section).



[Click here to access a customizable SMH team roles and functions template.](#)

Tips from the Field

DON'T LET HIPAA/FERPA PREVENT COLLABORATION

“We always thought HIPAA and FERPA would keep us from working closely with our community mental health partners. Turns out, we just simply needed to get the proper consents and releases of information in place.”

Maintain Working Relationships with Community Providers

- Ensure your school mental health team membership includes community partners (school- and community-based).
- Seek, establish, and maintain positive working relationships with community organizations and resources that match the mental health and wellness needs of your students, their families, and the broader school community.
- Determine policies and procedures to refer, connect, and coordinate services and supports with providers for students whose needs cannot be fully met in school.

Tips from the Field

USE MOUs THAT SUPPORT TEAMING



Our Director of Student Support Services encouraged the district to develop a consistent MOU with community mental health providers that specified the expectations, such as participating in school teams, the services and supports they would provide to augment school-employed staff services, AND how they would measure impact.”



ANATOMY OF A MEMORANDUM OF UNDERSTANDING

Purpose of agreement

Explain what the MOU is for and any definitions of programs or services.

Fiscal and resource agreement

Detail payment exchanged, if applicable. Detail resources or other non-financial sources of support that will be exchanged (e.g., delivery of professional development). MOUs are very helpful for any kind of shared agreement, whether or not payment is exchanged.

Duration and termination

Outline how long the MOU is valid for and procedures for requesting termination by either party.

Memorandum of Understanding Between Appleville School District and Hope Child and Family Services

Purpose of agreement: The purpose of this agreement is to establish roles and responsibilities of the Parties to develop and implement a comprehensive school mental health system that utilizes the strengths and expertise of school and community-partnered professionals.

Roles and responsibilities of each party: The Parties agree to the following roles and responsibilities.

- a. Responsibilities of Hope Child and Family Services (HCFS)
 - i. Actively participate in school mental health team(s)...
 - ii. Provide mental health services, to include...
- b. Responsibilities of Appleville School District
 - i. Identify school(s) that demonstrate readiness...
 - ii. Provide confidential space in school(s) that includes...
 - iii. Facilitate inclusion and active participation of community partners...
 - iv. Create data-based decision models and referral processes that promote...

Fiscal and resource agreement

- a. Appleville School District will pay HCFS the total sum of XX...
- b. Payments will be made in a...

Liability release as an independent contractor

- a. In providing services to Appleville School District students, HCFS shall at all times operate as an independent contractor and shall have no authority to make any arrangements or incur any liabilities on behalf of the Board.

Duration and termination

- a. This Agreement is for the period beginning Month/Day/Year to Month/Day/Year...

Insurance and indemnification

- a. [Program Name Here] shall purchase and maintain during the term of any resulting agreement...

Roles and responsibilities of each party

Outline what activities the school district and community partners are expected to participate in. Examples include prevention, promotion, and intervention services, attendance at team meetings, training or professional development provided and/or attended, space and resources for activities and collaboration, data reporting and use guidelines, and guidelines related to student and family confidentiality.

Liability release as an independent contractor

Detail limits to liability for both/either parties here.

Insurance and indemnification

List the types of insurance that the community provider will purchase and maintain, including general liability, professional liability, and workers' compensation, as applicable.

RESOURCE SPOTLIGHT: Example Memorandum of Understanding (MOU)

This document provides a full template MOU between a school district and community mental health provider that outlines the roles and responsibilities of each party. This resource can be found at TheSHAPESystem.com within the Quality Assessment Resource Library (Teaming section).

Resources

Online Training Videos and Webinars

- Center for School Mental Health. (2015) Module 6: Teaming. Community-Partnered-School Mental Health Implementation Modules. <https://mdbehavioralhealth.com/training>. This module reviews how to assemble a school mental health team and best practices for engaging partners and operating school mental health teams. The role of community, school, and family and youth partners is considered in detail.
- For more information on the intersection between HIPAA and FERPA, visit: http://www.hhs.gov/ocr/privacy/hipaa/faq/ferpa_and_hipaa/index.html

Customizable Templates

- ★ [School Mental Health Roles and Responsibilities](#)
- ★ [School Mental Health Team Meeting Agenda](#)
- ★ [School Mental Health Team Roles and Functions Template](#)
- ★ [Parent/Guardian Release of Information Consent Form](#)

Articles and Guides

- Appendix E: Implementation guide: District and community leadership teams. In S. Barrett, L. Eber & M. Weist (Eds.), *Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide Behavior Support* (pp.140-141). <https://www.pbis.org/common/cms/files/Current%20Topics/Final-Monograph.pdf>
- Leading by Convening – A Blueprint for Authentic Engagement provides a guide toward developing authentic stakeholder engagement. <https://www.nasdse.org/LinkClick.aspx?fileticket=uyli21KRYB4%3D&tabid=36>
- Mellin, E. A., Taylor, L., & Weist, M. D. (2014). The expanded school mental health collaboration instrument [school version]: Development and initial psychometrics. *School Mental Health*, 6(3), 151-162.
- Mellin, E. A., Taylor, L., Weist, M. D., & Lockhart, N. C. (2016). The expanded school mental health collaboration instrument [community version]: Development and initial psychometrics. *School Mental Health*, 8(2), 305-318.
- Shaw, B., McCabe, M., & Tracy, P. Guidelines for School-Community Partnerships Addressing the Unmet Mental Health Needs of School Age Children. Illinois Children's Mental Health Partnership.
- Stephan, S., Sugai, G., Lever, N., & Connors, E. (2015) Strategies for Integrating Mental Health into Schools via a Multi-tiered System of Support. *Child and Adolescent Psychiatric Clinics of North America*, 24, 211-231.

This Playbook is one of a series created by the national Center for School Mental Health (CSMH) as a part of the National Quality Initiative, funded by the Health Resources and Services Administration. The CSMH is grateful for the support of the 25 school districts who participated in the School Health Services Collaborative Improvement and Innovation Network (CoIIN) and contributed to the development of this guide.

Recommended citation: Center for School Mental Health (2018). *School Mental Health Teaming Playbook: Best Practices and Tips from the Field*. Retrieved from: <http://csmh.umaryland.edu/media/SOM/Microsites/CSMH/docs/Reports/School-Mental-Health-Teaming-Playbook.pdf>

SCHOOL MENTAL HEALTH TEAM MEETING AGENDA TEMPLATE

Remember to utilize best practices for team meetings

- ✓ Identify skilled meeting facilitator.
- ✓ Start and end on time.
- ✓ Use an agenda.
- ✓ Designate person to take and disseminate meeting notes.
- ✓ Disseminate meeting notes with actionable steps within 24 hours of each meeting.
- ✓ Follow up on action items at the beginning of each meeting.

[Team/Meeting Name – e.g., School Mental Health Committee Weekly Data Review Meeting]

[Invited Attendees]

[Location – including call/video information, if applicable]

[Start and End Time]

[Person responsible for taking and disseminating meeting notes]

Agenda Items

- i. Review and update on prior meeting action items
- ii. New item
- iii. New item...
- iv. 2-minute meeting process debrief
 - a. e.g., What went well with team meeting process? What improvements would you suggest for the next team meeting?

Action Steps

Action Step	Who is responsible?	By When?



Roles and Functions of Multi-Disciplinary School Mental Health Team Members

Role/Function	Social Workers	School Psychologists	School Counselors	Community MH Clinicians	Administrators	Classroom Teacher	Special Educator	ESOL/ELL Rep.	Nurse/OT/PT/SLP	Other
Meeting Chair										
Facilitate meetings										
Lead development of FBA/BIPs										
Provide counseling-individual & group										
Monitors student performance (academic, behavior, health and attendance)										
Intervenes/consults as needed with staff, parents, & community										
Complete Emergency Petitions (<i>Requires clinical licensure</i>) and accompany student to hospital										
Develop Positive Behavior										

Supports (PBS) strategies										
Implement a program of violence and substance use prevention, in addition to mental health activities										
Intervenes with non-caseload students in crisis										
Deliver instructional interventions with fidelity										
Facilitate and support the implementation of plan in the building										
Collaborate with team on effective instructional interventions										
Collaborate with team on behavioral, attendance and health related interventions										
Conduct language screenings and assessments										

Provide whole-class lessons (e.g. bullying, social skills, etc.)										
Conduct social-developmental history interviews										
Conduct Curriculum Based Assessments										
Provide staff support or consult										
Complete team referral										
Schedule and coordinate meeting times										
Maintain log of all students involved in the team process										
Complete and send all necessary related forms										
Other Roles/Functions										

Key Elements of Administrative Support for Multi-Disciplinary Teams

- ❖ An Administrator will serve as an active SMH team member and attend all SMH team meetings
- ❖ The Administrator will set the expectation that core SMH team members attend the pertinent portions of all SMH team meetings
- ❖ The Administrator will set the expectation that teachers attend the SMH team meetings addressing their individual students
- ❖ To facilitate the regular attendance of all noted participants, the Administrator will:
 - Work with the SMH Team Chair to identify a consistent, regular meeting time for the SMH team.
 - Arrange for classroom coverage so that teachers can attend the SMH team meetings addressing their individual students
- ❖ The Administrator will set the expectation and hold teachers accountable for submitting SMH team referrals for pertinent students in a timely, ongoing fashion
- ❖ The Administrator will allocate budgetary funding for incentives and rewards to be used with students in the SMH team process
- ❖ The Administrator will appropriately staff the SMH team.
- ❖ Other Administrator functions

Key Practices for Effective Multi-Disciplinary Communication

- ❖ The SMH team Chair will invite pertinent members of the team to each SMH team meeting
- ❖ In addition to regularly scheduled meetings, hold monthly collaborative meetings to review and consult regarding ongoing student cases
 - All core SMH team members regularly attend this meeting (SMH team Chair, Administrator, Social Worker, School Psychologist, School Counselor, Community MH Clinician, Others)
- ❖ Clinical members of the SMH team should engage in ongoing communication at least weekly
 - This communication can occur via email, telephone, or face-to-face, depending on clinician schedules
- ❖ Administrators will inform the SMH team of suspensions and other pertinent disciplinary information in a timely fashion
 - Clinical members of the SMH team will use this information to adjust behavioral interventions and plan additional SMH team meetings as needed
- ❖ The SMH team Chair will cc the Administrator on all emails to teachers related to SMH business
- ❖ The SMH team Chair will assure that important updates on special circumstances are communicated to the administrator
- ❖ The SMH team Chair will schedule SMH meetings during regular school hours
- ❖ Other communication considerations

Other Key Elements and Practices

- ❖ Other key elements and practices

School Mental Health Referral and Triage Flow Chart

DIRECT ACCESS MODEL

(Use when SMH providers are well integrated with one another in the school setting, and there is lots of communication among team members)

Student/Parent/Caregiver/School staff member completes **School Based Mental Health Referral Form** and submits to the School Based MH Provider (school or community employed)

School Based MH Provider who received the referral makes **contact with family and student** to get more information, better understand urgency, any special considerations to parent interest in services

Provider checks with SMH team* to confirm there is not duplication and to consider what interventions are already in place (ensure this process does not hold up scheduling intakes with families/moving forward with care, can be an informal process of checking in with SMH team members)

Relevant data are collected (including Special Education Services, academic and behavioral indicators, social emotional functioning) Based on referral and data, decision is made regarding provision of care (Tier 1, 2, 3)

Provider meets with family, consent to treatment received as appropriate, and considers how to integrate other school staff and interventions as appropriate and develops treatment plan. As appropriate provider may **bring treatment plan process and progress to SMH Team*** to inform, integrate, and consult with them on care

*Family members should always be invited to team meetings and/or provided with follow up about team member communication on student's referral/case

Date

School Mental Health Referral and Triage Flow Chart

TEAM PROCESS MODEL

*(Use when your school team prefers a heavily team-driven approach to mental health referrals
AND you can identify a SMH Team Lead to be the “point person” for referrals received)*

Referrals are given to any SMH Team Member (school psychologist, school social worker, community mental health provider, school administrator, behavioral specialist) who will bring to SMH Team Lead to process during a **SMH Team*** meeting

Urgency of referral is assessed and immediate response is taken by SMH Team Member as needed if appropriate

Referral is discussed at **SMH Team*** (within X number of days) and relevant data (including Special Education Services, academic and behavioral indicators, social emotional functioning) are collected

Based on referral and data, **SMH Team*** decision is made regarding provision of care (Tier 1, 2, 3)

A SMH provider will be identified to take the lead on the development of a student intervention plan that can be brought back to the team to update **SMH Team*** on progress at least twice per year

*Family members should always be invited to team meetings and/or provided with follow up about team member communication on student's referral/case

Date

WHO SHOULD I REFER FOR MENTAL HEALTH SERVICES?

ANY STUDENT WHO YOU BELIEVE MAY NEED EXTRA SUPPORT



**Here are a few issues to look out for:
Students who experience....**

- **Depression/ Irritability**
- **Anxiety**
- **Oppositional behavior**
- **Poor peer relationships**
- **Withdrawal/Isolation from others**
- **Tendencies to harm self or others**
- **Family and/or community violence**
- **Academic and/or attendance problems**
- **Significant change in behavior or functioning**
- **Bereavement and loss**
- **Abuse and neglect**
- **Exposure to substance abuse**
- **Homelessness**
- **Family stress**
- **Bullying**
- **School refusal**
- **Low self-esteem**

**Please use the attached form to make a referral. This could be the first step
in making a difference in your student's life!**

Drafted by the National Center for School Mental Health, 2019
www.schoolmentalhealth.org



[YOUR PROGRAM NAME HERE]

Confidential Referral Form

Student's Name: _____ Date: _____

Grade: _____ Home Room Teacher: _____

Name of Referral Source: _____

Pupil Identification Number (PIF #): _____

Reason for referral:

(Please circle all that apply and write a brief description of your concerns)

Academic Concerns

Behavioral Concerns

Attendance Concerns

Social Concerns

Emotional Concerns

Please include family/guardian contact information (if available):

Name of parent(s)/guardian(s): _____

Address: _____

Phone numbers: Work: (____) _____ Home: (____) _____

Cell: (____) _____ Other: (____) _____

Please rate the urgency of this request:

not urgent

moderately urgent

very urgent

1

2

3

4

5

6

7

8

9

10

We appreciate your referral! Thank you!

(To be completed by receiving clinician)

Date Received: _____

Disposition: _____

[PROGRAM NAME/LOGO HERE]

CONSENT FOR RELEASE OF INFORMATION

Student Name: _____ Date of Birth: _____

Address: _____

Home Telephone #: _____ Mobile Telephone #: _____

Check and complete the appropriate section:

☐ As the parent/legal guardian of the above-named student, I, _____, acknowledge that the student will receive services from [PROGRAM NAME HERE] on-site at the student's home school.

☐ I, the above-named student, acknowledge that I will receive services from [PROGRAM NAME HERE] on-site at my home school.

I authorize UPI to release to and receive from the XXX School System medical/school information (the "Records"). I understand that such Records may contain health information pertaining to psychiatric, drug and/or alcohol diagnosis and treatment as well as educational records, immunization records, suspensions/office referral data, attendance data, referrals to the Child Study Team and other student service teams, and written and verbal communication with school staff related to mental health intervention.

In addition, I authorize [PROGRAM NAME HERE] to release identifying student information to [EVALUATORS OR FUNDERS WHO USE PROGRAM DATA] to support program accountability and quality improvement activities.

I understand that the Records will be released and received for the purpose of treatment and quality improvement activities.

[PROGRAM NAME HERE], its employees, officers and medical staff are released from liability for the release of information in accordance with this consent.

Signature of patient or parent/guardian

Relationship to Student

Date

Witness

(This consent is valid one year from the date of signature)

123 Main Street, City, ST 00000 • 123-456-7890 • 123-456-8790 fax

Date last updated: 1/1/2018



Drafted by the Center for School Mental Health, 2018 <http://csmh.umaryland.edu/>



Using Data to Improve Student Mental Health

By Adam Voight, PhD, College of Education and Human Services, Cleveland State University

Now Is The Time Project AWARE grantees, including State and Local Education Agencies, will be collecting several sources of data both for the purpose of evaluating their grant efforts and for the overarching purpose of improving mental health supports for young people. In general, schools are accustomed to collecting data and many have become very good at it. Most schools, whether they know it or not, have access to a wealth of data that can be used to help understand student mental health, but lack certainty about how to use these data to improve student mental health outcomes. The purpose of this Now Is The Time Issue Brief is to introduce several simple strategies that will assist State and Local Education Agencies in determining how to use various sources of data to inform mental health planning and programming.

Unit of Observation, Unit of Analysis

A student's mental health is a function of personal behaviors, cognitions, and emotions as well the surrounding environment. Measuring aspects of the school environment is as important to understanding mental health as measuring how an individual student thinks, feels, and acts. For this reason, schools should seek to gauge both aspects of the school environment and aspects of students' internal experiences in order to determine if student mental health is improving. But because data come from several sources meant to measure different things, data-based decision-making can quickly become muddled. The step towards a clean and clear approach to using data is to match your *units of observation* to your *units of analysis*.

The source of data is referred to as the "*unit of observation*." Most school data that can be used to measure student mental health are sourced from individual students, staff, or parents. For instance, a student completes a school climate survey, a teacher rates a student's classroom behavior, or a



parent signs in for a parent-teacher conference. In some cases, the school itself can also be the unit of observation, such as when school policies are the source of data.

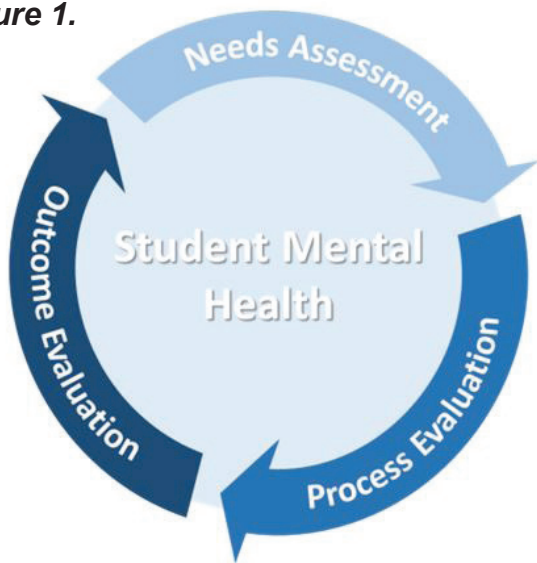
In order to avoid drawing spurious conclusions, your unit of analysis must match your unit of observation. When we want to know something about an individual student, we can simply look at that student's data. For example, if we want to examine change in a student's problem behavior over time, we could compare the number of discipline referrals that student received in September to the number received in October. Here, the individual student is the "*unit of analysis*." In other instances, we may want to know something about a classroom or a school. For example, we may look at the average response to the survey question, "*I feel safe at school*," across all students in the school, to measure school safety. In this case, the school is the unit of analysis. The unit of analysis should align with the unit of observation, and this should be prior to using data to inform practice.



Guiding Questions:

- What are we hoping to change or improve?
- In order to show the change or improvement, do we need information about an individual student, a group of students, a particular classroom, or the whole school?
- Double Check: Will the source of the data I'm collecting (i.e., unit of observation) tell me about the thing I'm hoping to change (i.e., unit of analysis)?

Figure 1.



NITT Project AWARE grantees will recognize the program evaluation cycle due to their experience writing Coordination & Integration and Evaluation Plans. Before beginning grant-funded activities, AWARE grantees conducted a comprehensive needs assessment and went on to identify process and outcome measures for each of their need-driven objectives. Beyond grant compliance, however, the program evaluation cycle should be relied upon as a standard practice for effectively leveraging resources to achieve maximum impact on valued student outcomes. SEAs, LEAs, teachers, and even students should become *proficient* in using the program evaluation cycle to inform all decisions that drive the distribution of resources.

The Program Evaluation Cycle: Different Questions for Different Uses of Data

Instead of beginning the process of data driven decision making by asking “*What data do we need?*,” it is more helpful to start by asking “*What questions do we want answered?*” The questions determine the types of data to be collected and what will be done with the data. There are generally three types of questions regarding student mental health improvement, each of which represents a stage of the program evaluation cycle:

1. **Needs Assessment.** Needs assessment questions ask, “*What do we need to do?*” They help to plan the necessary steps to improve student mental health: What are the areas of strength and need? Should efforts be focused, for example, on counseling services targeted to at-risk students or on increasing parent involvement? Answers to questions like these help with decisions about what interventions to put into place in a school. Part of conducting a needs assessment involves taking inventory of the interventions that a school already has at its disposal as well as other evidence-based interventions that the school could draw on to address any detected needs.
2. **Process Evaluation.** Process evaluation questions help to monitor how the interventions are going; they ask, “*Is what we planned to do happening?*” Process evaluation helps to gauge whether selected interventions are being implemented as planned. For example, in the implementation of a peer-mentoring program, how many mentors were trained and how often do they meet with their mentees?

Answers to questions like these help determine if implementation stages and markers are being met.

3. **Outcome Evaluation.** Outcome evaluation questions allow us to study the effects of interventions and answer the question, “*Is what we’re doing working?*” If selected interventions are being implemented as planned, they should result in *desired* objectives being met. Outcome evaluation provides multiple measures of the extent to which objectives are being met. It provides school staff with information about which strategies work as determined by students’ responses to interventions. For example, if a social emotional learning program were implemented for the purpose of decreasing incidents of bullying and increasing levels of student engagement, we would examine outcome data to see if those targets are being met.

Outcome evaluation provides information about how an intervention is working, but also helps to identify new needs, thereby enhancing needs assessment. For this reason, these questions are understood to together in a cycle of continuous improvement (see Figure 1). Review of and feedback on data should be timely and ongoing.



Guiding Questions:

- What do we need to do? (needs assessment)
- How can we show that what we planned to do happening? (process evaluation)
- How can we show that what we are doing is working? (outcome evaluation)

The guiding questions answered using the process evaluation cycle map onto most decisions related to implementing mental health interventions in schools. If we begin by determining what it is we need to know, this will help determine what data we need and what to do with it.

Matching Types of Data to Types of Questions

Different types of data are useful for answering program evaluation cycle questions (see Toolbox 1 for a list of types of data that schools often already possess that can measure student mental health). Where possible, it is advantageous to use multiple sources of data to answer evaluation questions rather than relying on a single source. This helps to attenuate the reality that any individual source of data is an imperfect measure of a given concept or idea. For example, to measure a concept like classroom order, we might look at the average number of discipline referrals issued in a classroom. By looking, too, at results of administrator classroom observations we arrive at a clearer picture of classroom order.

To answer needs assessment questions (*What do we need to do?*), it is useful to have data on multiple indicators or for multiple student subgroups that can be compared to assess relative areas of need. For instance, a school-wide student survey that asks about perceptions of various aspects of the school environment allows for a comparison of school issues such as bullying, adult/student relationships, and substance use at school. Alternatively, it may be useful to have detailed information on a single indicator to get a better sense of how to address it. For example, looking at differences in discipline referrals by month can show the points during the school year at which behavioral interventions are most needed.

To answer process evaluation questions (*Is what we planned to do happening?*), have data that track how many students, staff, and/or parents receive services or participate in organized activities; how often they receive services or participate in activities; how well prepared providers are to deliver interventions; and whether all components of interventions are being implemented. For example, sign-in sheets for activities and events, or membership rosters for groups and clubs, can help monitor who is being reached by interventions and how often.



Guiding Questions:

- Have we identified more than one source of data for each thing we wish to change or improve?
- Do we have data from before we started our work to make comparisons between before and after we make a change?
- How frequently do we need to collect data to demonstrate the change we are looking to make?

To answer outcome evaluation questions (*Is what we're doing working?*), have both “before” and “after” (pre-post) data on the same indicator to see if change has occurred. For example, if an intervention is designed to reduce bullying, it is a good idea to measure rates of bullying before the intervention is implemented and then to use the same measure again after the intervention or individual components of the intervention are completed. Comparing data from the same measure, collected both before and after an intervention, can help show whether the desired change occurred. Accessing the necessary pre-post data can be accomplished by using data that are collected annually (as perhaps with a school-wide student survey), but it may require using data that are collected at shorter intervals to allow for more responsive feedback. Using data such as discipline referrals, which are collected daily, weekly, or monthly, can allow you to answer outcome evaluation questions with a much shorter turnaround time.

Toolbox 1. Sources of School Data Related To Student Mental Health

The following table includes a list of types of data related to student mental health that schools often collect. Not all of these data are collected with the intention of assessing student mental health. Universal screening tools, for example, are often used to directly assess mental health, but other sources of data may be collected for other purposes. For instance, most administrators conduct classroom observations for the purpose of giving teachers feedback on instructional practices, but these data are also a useful assessment of classroom order, teacher expectations and support for student learning, the physical surroundings of the classroom, and teacher-student relationships—all factors predictive of student mental health.

Toolbox 1. Sources of School Data Related To Student Mental Health

Types of Data	Description
Academic and attendance records	Student information system records of attendance, grades, and standardized test scores can serve as “downstream” indicators of mental health
Behavior monitoring tools	Staff observational reports or student self-reports for monitoring individual student positive and/or problem behavior
Classroom observations	Administrator or other staff observation of teacher classroom practices and environment that can be predictive of mental health
Discipline referrals	behavior
Demographic records	Student information system records of race, participation in the free and reduced-price meals program, school mobility, etc. that can be used to identify subgroup disparities in mental health outcomes
Focus groups and interviews	Structured conversations with students, staff
Group membership rosters	Rosters for membership in groups, clubs, committees, etc. that can indicate engagement and school connectedness
Program implementation surveys	
Program outcome surveys	Surveys for measuring the ef
Satisfaction and needs surveys	Parent and/or staff surveys to assess satisfaction with the school and for collecting feedback on needs and concerns
School climate surveys	Parent, staff, and/or student surveys to assess experiences and perceptions of the school environment (e.g., bullying, relationships, safety)
Sign-in sheets for activities	Sign-in sheets for tracking attendance and participation in school-based activities and events that can indicate engagement and school connectedness
Universal screening tools	Staff observational reports or student self-reports for identifying student behavioral and/or emotional problems

When and Where Does Data Use Fit into the School Day?

Once our questions are clear and we have the data required to answer them, the next step is to analyze the data and discuss their implications with relevant decision-makers in the school or community. Who participates in analysis and discussion will depend on the school and on the question being asked. It is easy for the process of examining school mental health indicators to be perceived as “just one more thing” that school staff have to fit into their already busy schedules. In order to effectively use data to improve student mental health, schools must create spaces for staff (and, in many cases, students) to have regular conversations about data and interventions. Four such spaces are discussed here:

- First, school-wide staff meetings or governance meetings that include parents, students, and community members can incorporate presentations, small group activities, and models that allow attendees to analyze, discuss, and make plans based on data. Involving parents is a great strategy to increase family-school collaboration.

- Second, professional learning communities (PLCs) of staff that meet to facilitate curriculum and instructional planning can ask themselves the evaluation questions above and incorporate data into their decision-making processes. Sharing data between grade levels can help teachers understand how their students responded to interventions in earlier grades.
- Third, site-based teams formed to address student behavior, wellness, or mental health (for example, a school Positive Behavioral Intervention and Supports team) are often tasked with monitoring data and using it to guide intervention.



Guiding Questions:

- Who will assist us to analyze the data we collect?
- How will we share what we have learned with different stakeholder groups (e.g., staff, parents, community, students)?
- What process will we use to decide what to do next based on what we have learned?

- Fourth, engaging student groups in discussions about school data can be a powerful strategy for tapping students’ unique expertise on schooling and foster a sense of ownership and community. These discussions could occur with a student government or infused into classroom instruction in math, science, social studies, or other subject areas.

It’s Okay to Ask for Help

Data collection, analysis, and interpretation can be intimidating and Further, using data does not necessarily guarantee improvements. School staff will require professional development and training to learn how to correctly review data and implement related interventions. There are many professionals on school campus’ who are trained in data management as part of their graduate education, including school psychologists, science and math teachers, special educators, and district assessment staff. These professionals may be able to offer in-service training or one-on-one support, and including them on teams that discuss data can greatly improve the effectiveness of decision-making.

Toolbox 2. Establishing Data Partnerships

- Reach out to public and private universities in your state and/or community. Most universities have a department that specializes in Education that will be comprised of several faculty members, research staff, and graduate students that can assist with data collection, management, analysis, and/or interpretation.
- There exist several agencies throughout the United States, some and others which specialize in managing education-related data for the purpose of program evaluation. Agency staff can assist with data collection, management, analysis, and/or interpretation.



In some cases, it may be helpful to partner with an organization that specializes in supporting schools with data use (Toolbox 2). Good partners will furnish data, analysis, and reporting that is sensitive to local need. It is important that data reports be understandable to staff, students, and parents. Data must be communicated in a way that the school community can engage in a meaningful conversation that results in collaborative and effective problem solving. The sustainability of data-use processes will be enhanced by installing user-friendly technology and data systems (Toolbox 3) that allow educators easy access to data and appropriate options for analyzing, summarizing, organizing, and displaying results.

Toolbox 3. Using Data Systems

Many organizations have developed *Student Information Systems* (SIS) designed to manage various sources of student-related data. Schools often use SIS for standard functions such as monitoring attendance and academic progress. Common SIS used for these purposes are *PowerSchool*, *Infinite Campus*, and *Aeries*. Over the past several years, schools have incorporated new uses of software systems to electronically track other sources of process and outcome evaluation data, such as various types of discipline referrals (e.g., dress code violation, tardy) and event attendance (e.g., attendance at intervention sessions) that can be used to inform real time decision making. The table below provides examples of software tools that schools are adopting for these purposes.

Toolbox 3. Using Data Systems

Name of Data System	Developer	Description
Early Warning System betterhighschools.org/ews.asp	The National High School Center	A downloadable electronic tool that “helps schools and districts systematically: 1) identify students who are showing signs that they are at risk of dropping out of high school; 2) match these students to interventions to get them back on track for graduation; and 3) monitor students’ progress in those interventions.” Source: <i>The National High School Center, American Institutes for Research</i>
Hero herok12.com	Hero K12, LLC	“An in–browser web app and a mobile app to allow K–12 schools to capture a record of anything that happens on their campus.” Source: <i>HeroK12</i>

Toolbox 3. Continued

Name of Data System	Developer	Description
Maxient Maxient.com	Maxient	A web-based information system designed to coordinate “student discipline, academic integrity, care and concern records, Title IX matters, or just an “FYI”... an integral component of many schools overall early alert efforts, helping to identify students in distress and coordinate the efforts of various departments to provide follow-up.” Source: <i>Maxient</i>
SWIS Suite pbisapps.org	PBISApps	“A and use student behavior data for decision making.” Source: <i>PBISApps</i>

Making the Commitment to Use Data

Using myriad data sources to inform meaningful improvements in mental health outcomes for school-aged youth requires a strategic approach. As outlined throughout this Now Is The Time Brief, several critical guiding questions must be considered along the way to meeting mental health outcome goals. These guiding questions lead educators through all stages of data use: identifying what to measure, identifying a variety of sources for collecting measures, linking appropriate measures to new and existing prevention and intervention strategies, and gauging change over time. By diligently answering all guiding questions at

each stage of data use, education agencies will avoid drawing spurious conclusions wherein the agency reports mental health outcomes that do not actually exist or, conversely, the agency fails to recognize mental health outcomes that they have worked so hard to achieve. Adhering to the highest standard of data use is hard work, but it pays off when education agencies are able to clearly communicate results to school stakeholders, government agencies, and community supporters who, as a consequence of learning about mental health outcomes, will deepen their commitment and investment in the education agency’s ongoing efforts.



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The views, policies, and opinions expressed are those of the or HHS.

Information about HIPAA and FERPA

- **Health Insurance Portability and**

- **Accountability Act (HIPAA) Privacy Rule HIPAA**

- The Health Insurance Portability and Accountability Act (HIPAA) provides federal protections for individually identifiable health information held by covered entities such as community mental health centers.
 - HIPAA gives patients an array of rights regarding their individually identifiable health information.
 - For more information, visit:
 - <http://www.hhs.gov/ocr/privacy/index.html>

- **Family Educational Rights and Privacy Act (FERPA)**

- A federal law that protects the privacy of students' education records.
 - FERPA gives parents certain rights related to their child's education records. These rights transfer to students when they turn 18.
 - For more information, visit:
 - <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

- **HIPAA and FERPA**

- Both HIPAA and FERPA are designed to protect confidentiality and privacy.
 - School-employed staff must abide by FERPA.
 - Hospitals and outpatient mental health programs abide by HIPAA.
 - The school mental health records of school-based community providers are protected by HIPAA.
 - Provisions relate to sharing information during crises and emergency situations.
 - For more information on the intersection between HIPAA and FERPA, visit:
 - http://www.hhs.gov/ocr/privacy/hipaa/faq/ferpa_and_hipaa/index.html

- **Helpful Hints**

- Neither HIPAA nor FERPA should be seen as an insurmountable obstacle for your program.
 - Be clear about what information can and cannot be shared with whom.
 - Strike a balance.
 - Have parents/guardians sign a release-of-information form.
 - Create a policy for how your district will share information and documents with your community mental health partner(s).

Module 3: Needs Assessment and Resource Mapping

Goal: Help participants understand the importance of and best practices for needs assessment and resource mapping.

By the end of this module, participants will be able to:

1. Define a needs assessment and resource map.
2. Describe at least 3 reasons why needs assessments and resource maps are valuable for schools.
3. Describe best practices for needs assessment and resource mapping.



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Module 3: Needs Assessment and Resource Mapping

National School Mental Health Curriculum

1



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The opinions expressed herein are the views of the Mental Health Technology Transfer Center Network and the National Center for School Mental Health and do not reflect the official position of the Department of Health and Human Services (DHHS), SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this document is intended or should be inferred.

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Agenda



- Definition
- Value
- Quality Indicators and Best Practices
- Strategic Planning

What Is a Needs Assessment?



A collaborative process used by a system to identify:

- gaps between current and desired conditions
- system strengths

in an effort to:

- clarify priorities
- inform quality improvement
- advance action planning

Why Conduct a School Mental Health Needs Assessment?

Allows a district or school to:

- Identify and address mental health needs that are the most pressing.
- Understand how well existing services and supports are meeting student needs.
- Identify and leverage system strengths.
- Inform priorities and actions for school mental health programming.



What Is Resource Mapping?



An active process to **identify, visually represent, and share information** about internal and external supports and services to inform effective utilization of assets.

Value of Resource Maps

- Identify valuable local resources.
- Improve awareness and access.
- Enhance communication and collaboration.

How Do Needs Assessment and Resource Mapping Fit Together?



- Needs assessment identifies the pressing strengths, needs, and challenges in a system.
- Resource mapping offers a clear representation of resources available to address identified needs or enhance identified strengths.

Quality Indicators

Needs Assessment and Resource Mapping

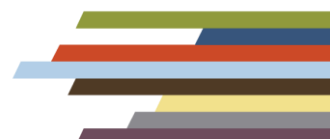
- Assess student mental health needs.
- Assess student mental health strengths.
- Use needs assessment results to select, plan, and implement services and supports.
- Conduct resource mapping to identify existing services and supports.
- Use resource map to select, plan, and implement services and supports.
- Align existing services and supports.



Needs Assessment Topics

- Student stressors and mental health concerns
- Knowledge of mental health supports in school
- Preferences for different types of mental health and wellness services
- Usage of and satisfaction with current mental health and wellness services
- Feedback and recommendations about current mental health and wellness services provided in school

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Quality Indicator

To what extent did your district/school use best practices to **assess student mental health needs?**

Best Practices

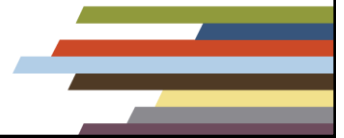
- Convene a diverse needs assessment team.
- Review existing data.
- Identify additional data that might inform student needs and develop a process to gather it.
- Utilize psychometrically sound and culturally relevant assessment tools and processes.
- Pilot needs assessment before scaling.
- Focus data collection on determining the most pressing needs and how well current services and supports are meeting those needs.





Strengths Assessment Topics

- Student connectedness to school, school staff, and peers
- Acts of kindness in school
- Positive role models at school
- Student, staff, and family well-being
- Healthy relationships, behaviors

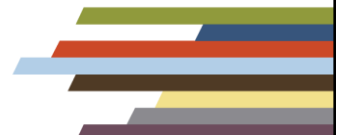


Quality Indicator

To what extent did your district/school use best practices to **assess student strengths?**

Best Practices

- Convene a diverse strengths assessment team.
- Review existing data.
- Identify additional data that might inform student strengths and develop a process to gather it.
- Utilize psychometrically sound and culturally relevant assessment tools and processes.
- Pilot needs assessment before scaling.
- Determine how current supports and services leverage and address gaps in student strengths.



Quality Indicator

To what extent did your district/school use best practices to **use your needs assessment to inform decisions about selecting, planning, and implementing appropriate services and supports?**

Best Practices

- Develop an accessible comprehensive needs assessment report to inform decisions.
- Use data to inform how gaps can be addressed with available or new services and supports.
- Use data to prioritize selection of programs and strategies.

Reflection:

If you were to conduct a needs assessment in your district or school ...

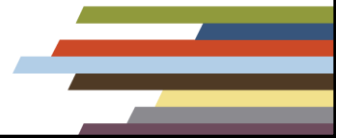
- Who would you want input from?
- What are you most interested in learning from the needs assessment?
- What question(s) would you like to see included on the assessment?
- What strengths would you consider assessing?
- How would you use the information you learn from the assessment to improve your school mental health system?

Quality Indicator

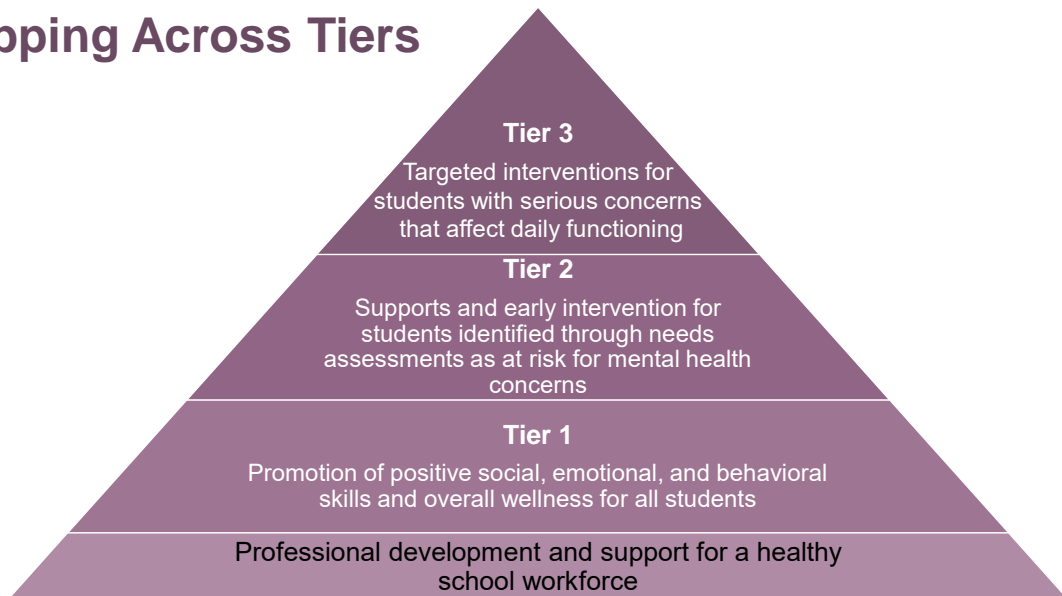
To what extent did your district/school use best practices to **conduct resource mapping or have access to an updated resource map or guide to identify existing school and community mental health services and supports?**

Best Practices:

- Use multiple sources to identify existing resources.
- Create and foster school-community partnerships to ensure ongoing communication.
- Develop a user-friendly, updated, comprehensive resource map or guide.
- Include target outcomes and evidence of impact.
- Ensure the resource map is accessible to diverse stakeholders.
- Establish a process to regularly evaluate, update, and improve the map or guide.



Mapping Across Tiers



Reflection:

What services and resources will be mapped?

Considerations:

- What kind of services and resources do you want to map?
 - Available in the school building, and/or available in the community?
- What are your inclusion criteria?
 - Neighborhood, community, district, state, national
 - Distance from school (e.g., within 5 miles, 10 miles)
 - Resources across the full 3-tiered framework
- What other guidelines do you want to place on your team's mapping process?



School Example

One Midwestern high school with approximately 1,700 students conducted a team-based resource mapping process to assess behavioral health capacity and resources currently available inside and outside the school. Their process revealed the following:

- A lot of support is available in the school, but students, families, and staff are often unaware of the services and how to access them.
- Tier 1 and Tier 2 services and supports are available, but limited.
- Tier 2 and Tier 3 services and supports from the school-based health center can be better utilized.

Quality Indicator

To what extent did your district/school use best practices to **use an updated resource map or guide to inform decisions about selecting, planning, and implementing** appropriate services and supports?

Best Practices

- Pair needs assessment data with a resource map to consider how needs can be met with existing supports and services.
- Reduce or abandon supports and services that lack evidence of impact.
- Identify areas of need not adequately addressed and consider how to address unmet needs.

Resources

Resource Map of School-Based Providers

Roles of School Based Mental Health Professionals

A reference to better understand the roles of school based mental health professionals and the services they provide

Person/Position	Availability	Contact	Students Served	Unique Roles
*John Doe Dean of Student Support	Mon – Fri 9:30 – 3:30	john.doe@gmail.com	ALL	Provide student and staff support for restorative processes.
Jane Doe, LCSW-C BCPS School Social Worker	Fri 8:30 - 3:30	janedoe@bcps.k12.md.us	All students, but must meet all outline IEP requirements (Can meet with any student 1-2 sessions before guardian consent)	Home-school-community liaison Conduct psychological and academic assessments for IEP, individualized instruction and academic interventions, support student academic achievement *Services provided for 6-8 weeks
Johnny Appleseed, Ed.S., NCSP BCPS School Psychologist	Fri 8:30 - 3:30	jappleseed@bcps.k12.md.us		
Mr. Smith, M.A. UM School Mental Health Clinician	Tues 8:00 - 4:00 Wed 8:00 - 2:00 Fri 8:00 - 4:00	mrsmith@som.umaryland.edu (410) 645-0721	General education students with consent from guardian (Can meet with any student 1-2 sessions before guardian consent)	Prevention activities, early intervention, classroom observations and presentations, conflict mediation, medication management (with UM SMH Psychiatrist)
Mrs. Smith, B.A. UM School Mental Health Extern	Tues 8:00 - 1:30 Thurs 8:00 - 4:00	mrsmith@ubalt.edu		

*Not a Mental Health Professional and roles below do not apply

Roles of ALL School Based Mental Health Professionals:

- Crisis intervention (i.e. danger to others or self)
- Assess emotional and behavioral disorders
- Provide evidence-based social/emotional/behavioral interventions for children and families
- Conduct individual, family, and group therapy
- Monitor student progress
- Provide classroom based supports with focus on positive coping skills in and outside the classroom
- Provide consultation services to staff, school teams, families to address behavioral concerns, attendance, and truancy
- Provide staff professional development
- Participate in school teams (i.e. IEP, Attendance, Champion Team)

District Example



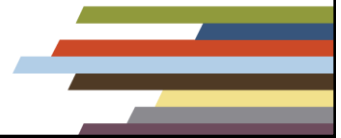
One small school district (8 schools, 6,000 students) in upstate New York developed a resource map template and obtained feedback from district and school stakeholders before completing it.

Resource Mapping Goals:

- Increase awareness of school mental health services among school staff and administrators
- Provide clear information about how to refer students
- Serve as a reference in Student Support Team meetings for planning student interventions

The resource map detailed resources both within the community and across the school district. The 12 sections contained information on mental health resources, emergency mental health, parent resources, regional wraparound services, and services for persons with developmental disabilities, as well as services identified within 7 outlying counties that youth either move to or from.

The map was disseminated via a workshop-based training. A team was identified to annually modify and update the map.



Quality Indicator

To what extent did your district/school use best practices to **align existing mental health supports and services?**

Best Practices

- Identify and gather information about current or prospective school mental health supports.
- Identify areas of overlap or misalignment.
- Make decisions about how to align existing services and supports to avoid duplication.
- Reduce or abandon supports and services that are redundant.
- Develop a team-based process for ensuring complementarity of new initiatives.

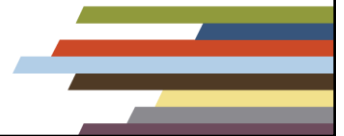




Working Smarter: Initiative Alignment

1. Gather your team.
2. Create an inventory of initiatives using a triangle to consider where the initiatives would be placed across the tiers (Tier 1: mental health promotion, Tier 2: prevention, Tier 3: intervention).
3. Identify areas of duplication/overlap.
 - Make team decisions about *strategic abandonment*.
4. Identify areas of need.
 - Develop a process to select new initiatives.
5. Plan for monitoring implementation.

Adapted from: Technical Guide for Alignment of Initiatives, Programs and Practices in School Districts (PBIS, 2017)



Resources

Working Smarter: Initiative Alignment Map

Name of Service or Program	Tier(s)	Referral or Selection Process	Target Outcomes	Team Members Involved	Evidence of Success
1. _____					
2. _____					
3. _____					
4. _____					
5. _____					
6. _____					
7. _____					



Discussion

How does this content fit with your district understanding and implementation of school mental health needs assessment and resource mapping?

Strategic Planning

- State a specific goal for your district within this domain.
- List 3 potential action steps to move this goal forward.

Resources

National Center for School Mental Health. (2018). *Resource map of school-based providers*. Retrieved from <https://theshapesystem.com/resource-materials/3745/Resource+Mapping+Resource+Guide.pdf?1437404418>

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NCSMH

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Resources

Needs Assessment/Resource Mapping – District Version

A needs assessment is a collaborative process used by a system to identify gaps between current and desired conditions and system strengths. It allows a school to identify and address mental health needs that are the most pressing, understand how well existing services and supports are meeting student needs, identify and leverage strengths, and inform priorities and actions for school mental health programming.

Resource mapping is an active process to identify, visually represent, and share information about internal and external supports and services to inform effective utilization of resources. The resource map or guide that results from this process is often based on school needs assessments and other information about strengths and needs in the school and community. A resource map may also be referred to as an asset map or environmental scan.

To what extent did *schools* in your district use best practices to...

	Best Practices	Never	Rarely	Sometimes	Often	Almost Always	Always
1. ... assess student mental health needs?	<ul style="list-style-type: none"> • Convene a team that includes diverse groups (e.g., parents, students, school and community health and mental health providers, school administrators, school staff) • Review existing data (e.g., office referrals, expulsion and suspension rates, attendance and truancy records, nursing and counselor logs, crisis referrals, emergency petitions, school climate and behavioral surveys, incident reports, homework completion rates, homelessness rates) to identify needs • Identify additional data that might inform student needs and develop a process to gather it • Utilize needs assessment tools and processes that are psychometrically sound and culturally relevant • Pilot needs assessment with students, families and other relevant groups for feedback and revisions before large-scale data collection • Summarize and review needs assessment data to determine: <ul style="list-style-type: none"> ○ most pressing needs impacting most students (Tier 1), some students (Tier 2), and just a few students (Tier 3) ○ patterns of needs (e.g., emotional/behavioral, medical, basic [e.g., food, housing], social support, financial needs, family functioning) 	1	2	3	4	5	

	○ how well current services and supports are meeting student needs						
2. ... assess student mental health strengths?	<ul style="list-style-type: none"> • Convene a team that includes diverse groups (e.g., parents, students, school and community health and mental health providers, school administrators, school staff) • Review existing data (e.g., school climate surveys, focus groups) to identify strengths. • Collect data to identify student strengths and developmental assets (e.g., school connectedness, social skills, belonging, gratitude, self-determination, grit, self-awareness, self-management, personal responsibility, decision making) • Utilize strengths assessment tools and processes that are psychometrically sound and culturally relevant • Pilot your strengths assessment with students, families and other relevant individuals for feedback and revisions before large-scale data collection • Summarize and review strengths assessment data to determine how current supports and services leverage and address gaps in student strengths 	1	2	3	4	5	6
3. ...use your needs assessment to inform decisions about selecting, planning, and implementing appropriate services and supports?	<ul style="list-style-type: none"> • Develop a comprehensive needs assessment report that is relevant and easily accessible to inform decisions • Use needs assessment data to inform how gaps can be addressed with existing or new services and supports • Use needs assessment data to prioritize selection of areas of focus, programs and strategies, and action steps 	1	2	3	4	5	6
4. ...conduct resource mapping or have access to an updated resource map or guide to identify existing school and community mental health services and supports?	<ul style="list-style-type: none"> • Use multiple sources to identify mental health resources (e.g., SAMHSA's Behavioral Health Treatment Services locator, 211 from United Way) available to students and families across a multi-tiered system of supports • Create and foster school-community partnerships to ensure ongoing communication about existing and new programs, services, and supports available to students and families • Develop a user-friendly, updated, comprehensive resource map or guide that includes data (e.g., name of the program/organization, description of service, website, address, phone number, hours of service, eligibility requirements, insurance accepted, cost of service, wait list) 	1	2	3	4	5	6

	<p>status, any other unique considerations– e.g., language, culture, immigration status) about each resource</p> <ul style="list-style-type: none"> • Include target outcomes and evidence of impact for each service • Ensure resource map or guide is easily accessible to diverse groups • Establish a process and dedicated staff time to regularly evaluate, update and improve the resource map or guide 						
5. ... use an updated resource map or guide to inform decisions and selection, planning, and implementation of appropriate services and supports?	<ul style="list-style-type: none"> • Pair needs assessment data with resource map to consider how needs can be met with existing school and community supports and services • Consider reducing or abandoning services and supports that lack evidence of impact • <i>Use resource map to identify areas of need that are not adequately addressed by existing supports and services and seek to identify existing or develop new referral options to meet the need</i> 	1	2	3	4	5	6
6. ...align existing mental health supports and services?	<ul style="list-style-type: none"> • Use your diverse team (school staff, community partners, parents, and students) to identify and gather information about current or prospective school mental health supports and services (Include who is implementing, how students are identified, data collected/analyzed, the intended target outcome(s), and training and ongoing support involved) • Identify areas of overlap and/or misalignment • Make decisions about how to align existing services and supports to avoid duplication • Consider reducing or abandoning services that are redundant • Develop a team-based process for ensuring complementarity of initiatives 	1	2	3	4	5	6
<p>Needs Assessment/Resource Mapping Total (Questions 1-6)= __ Needs Assessment/Resource Mapping Average (Total/36) = __</p>							

To what extent did your <u>district</u> use best practices to...							
	Best Practices	Never	Rarely	Sometimes	Often	Almost Always	Always

7. ...establish and disseminate written, standard policies and procedures for needs assessment/resource mapping in your schools?	<ul style="list-style-type: none"> • Develop policies and procedures to reflect needs assessment/resource mapping best practices • Disseminate policies and procedures to all schools in an accessible format 	1	2	3	4	5	6
8. ...support the implementation of needs assessment/resource mapping in your schools?	<ul style="list-style-type: none"> • Use comprehensive implementation supports in all schools including: <ul style="list-style-type: none"> ○ Provision of resources ○ Ongoing professional development ○ Technical assistance, consultation and coaching 	1	2	3	4	5	6
9. ...monitor needs assessment/resource mapping in your schools?	<ul style="list-style-type: none"> • Use a systematic process in all schools for monitoring the structure and process of school needs assessment/resource mapping including: <ul style="list-style-type: none"> ○ District observation of school team meetings ○ Regular reporting by schools of needs assessment/resource mapping structures, staffing and processes • Assess fidelity to district policies and procedures 	1	2	3	4	5	6
10. ...assess and refine district supports (e.g. policies, procedures, monitoring, implementation supports) for needs assessment/resource mapping in your school?	<ul style="list-style-type: none"> • Assess the utility and effectiveness of district supports via a systematic process that includes school feedback • Ensure that district supports reflect current best practices in needs assessment/resource mapping • Implement a quality improvement process to refine district supports 	1	2	3	4	5	6
District Support Total (Questions 7-10) = ____ District Support Average (Total/24) = ____							

Needs Assessment/Resource Mapping – School Version

A needs assessment is a collaborative process used by a system to identify gaps between current and desired conditions and system strengths. It allows a school to identify and address mental health needs that are the most pressing, understand how well existing services and supports are meeting student needs, identify and leverage strengths, and inform priorities and actions for school mental health programming.

Resource mapping is an active process to identify, visually represent, and share information about internal and external supports and services to inform effective utilization of resources. The resource map or guide that results from this process is often based your school's needs assessments and other information about strengths and needs in your school and community. A resource map may also be referred to as an asset map or environmental scan.

To what extent did your school use best practices to...

	Best Practices	Never	Rarely	Sometimes	Often	Almost Always	Always
1. ... assess student mental health needs?	<ul style="list-style-type: none"> • Convene a team that includes diverse groups (e.g., parents, students, school and community health and mental health providers, school administrators, school staff) • Review existing data (e.g., office referrals, expulsion and suspension rates, attendance and truancy records, nursing and counselor logs, crisis referrals, emergency petitions, school climate and behavioral surveys, incident reports, homework completion rates, homelessness rates) to identify needs • Identify additional data that might inform student needs and develop a process to gather it • Utilize needs assessment tools and processes that are psychometrically sound and culturally relevant • Pilot needs assessment with students, families and other relevant groups for feedback and revisions before large-scale data collection • Summarize and review needs assessment data to determine: <ul style="list-style-type: none"> ○ most pressing needs impacting most students (Tier 1), some students (Tier 2), and just a few students (Tier 3) ○ patterns of needs (e.g., emotional/behavioral, medical, basic [e.g., food, housing], social support, financial needs, family functioning) 	1	2	3	4	5	

	○ how well current services and supports are meeting student needs						
2. ... assess student mental health strengths?	<ul style="list-style-type: none"> • Convene a team that includes diverse groups (e.g., parents, students, school and community health and mental health providers, school administrators, school staff) • Review existing data (e.g., school climate surveys, focus groups) to identify strengths. • Collect data to identify student strengths and developmental assets (e.g., school connectedness, social skills, belonging, gratitude, self-determination, grit, self-awareness, self-management, personal responsibility, decision making) • Utilize strengths assessment tools and processes that are psychometrically sound and culturally relevant • Pilot your strengths assessment with students, families and other relevant individuals for feedback and revisions before large-scale data collection • Summarize and review strengths assessment data to determine how current supports and services leverage and address gaps in student strengths 	1	2	3	4	5	6
3. ...use your needs assessment to inform decisions about selecting, planning, and implementing appropriate services and supports?	<ul style="list-style-type: none"> • Develop a comprehensive needs assessment report that is relevant and easily accessible to inform decisions • Use needs assessment data to inform how gaps can be addressed with existing or new services and supports • Use needs assessment data to prioritize selection of areas of focus, programs and strategies, and action steps 	1	2	3	4	5	6
4. ...conduct resource mapping or have access to an updated resource map or guide to identify existing school and community mental health services and supports?	<ul style="list-style-type: none"> • Use multiple sources to identify mental health resources (e.g., SAMHSA's Behavioral Health Treatment Services locator, 211 from United Way) available to students and families across a multi-tiered system of supports • Create and foster school-community partnerships to ensure ongoing communication about existing and new programs, services, and supports available to students and families • Develop a user-friendly, updated, comprehensive resource map or guide that includes data (e.g., name of the program/organization, description of service, website, address, phone number, hours of service, eligibility requirements, insurance accepted, cost of service, wait list) 	1	2	3	4	5	6

	<p>status, any other unique considerations– e.g., language, culture, immigration status) about each resource</p> <ul style="list-style-type: none"> • Include target outcomes and evidence of impact for each service • Ensure resource map or guide is easily accessible to diverse groups • Establish a process and dedicated staff time to regularly evaluate, update and improve the resource map or guide 						
5. ... use an updated resource map or guide to inform decisions and selection, planning, and implementation of appropriate services and supports?	<ul style="list-style-type: none"> • Pair needs assessment data with resource map to consider how needs can be met with existing school and community supports and services • Consider reducing or abandoning services and supports that lack evidence of impact • Use resource map to identify areas of need that are not adequately addressed by existing supports and services and seek to identify existing or develop new referral options to meet the need 	1	2	3	4	5	6
6. ...align existing mental health supports and services?	<ul style="list-style-type: none"> • Use your diverse team (school staff, community partners, parents, and students) to identify and gather information about current or prospective school mental health supports and services (Include who is implementing, how students are identified, data collected/analyzed, the intended target outcome(s), and training and ongoing support involved) • Identify areas of overlap and/or misalignment • Make decisions about how to align existing services and supports to avoid duplication • Consider reducing or abandoning services that are redundant • Develop a team-based process for ensuring complementarity of initiatives 	1	2	3	4	5	6
Needs Assessment/Resource Mapping Total (Questions 1-6) = __ Needs Assessment/Resource Mapping Average (Total/36) = __							



Module 3: Needs Assessment and Resource Mapping – District Strategic Planning

Review of Training Curriculum Contents

- How does this content fit with your district understanding and implementation of school mental health needs assessment and resource mapping?

Strategic Planning

Please state a specific goal for your district within this domain. *(For example, one goal might be that district will review existing data to understand the needs and strengths of students and determine whether additional data is needed to inform school mental health programming.)*

Goal:

How will you know if you've achieved success within this goal?

Indicator of success:

What opportunities exist related to this goal?

- What have been our past successes?

- What current work is taking place related to this goal?
- What are our available resources (leadership, infrastructure, staffing, partnerships)?

What barriers exist related to this goal?

- What would prevent us from moving forward with this goal?
- What would we need to overcome this/these barrier(s)?

Action Steps

- List 3 potential action steps to move this goal forward.

1.

2.

3.

Roles of School Based Mental Health Professionals

A reference to better understand the roles of school based mental health professionals and the services they provide

Person/Position	Availability	Contact	Students Served	Unique Roles
*John Doe <i>Dean of Student Support</i>	Mon – Fri 9:30 – 3:30	johndoe@gmail.com	ALL	Provide student and staff support for restorative processes
Jane Doe, LCSW-C <i>BCPS School Social Worker</i>	Fri 8:30 - 3:30	janedoe@bcps.k12.md.us	All students, but must meet all outline IEP requirements (Can meet with any student 1-2 sessions before guardian consent)	Home-school-community liaison
Johnny Appleseed, Ed.S., NCSP <i>BCPS School Psychologist</i>	Fri 8:30 - 3:30	jappleseed@bcps.k12.md.us		Conduct psychological and academic assessments for IEP, individualized instruction and academic interventions, support student academic achievement <i>*Services provided for 6-8 weeks</i>
Mr. Smith, M.A. <i>UM School Mental Health Clinician</i>	Tues 8:00 - 4:00 Wed 8:00 - 2:00 Fri 8:00 - 4:00	mrsmith@som.umaryland.edu (410) 645-0721	General education students with consent from guardian (Can meet with any student 1-2 sessions before guardian consent)	Prevention activities, early intervention, classroom observations and presentations, conflict mediation, medication management (with UM SMH Psychiatrist)
Mrs. Smith, B.A. <i>UM School Mental Health Extern</i>	Tues 8:00 - 1:30 Thurs 8:00 - 4:00	mrssmith@ubalt.edu		

**Not a Mental Health Professional and roles below do not apply*

Roles of ALL School Based Mental Health Professionals:

- Crisis intervention (i.e. danger to others or self)
- Assess emotional and behavioral disorders
- Provide evidence-based social/emotional/behavioral interventions for children and families
- Conduct individual, family, and group therapy
- Monitor student progress
- Provide classroom based supports with focus on positive coping skills in and outside the classroom
- Provide consultation services to staff, school teams, families to address behavioral concerns, attendance, and truancy
- Provide staff professional development
- Participate in school teams (i.e. IEP, Attendance, Champion Team)

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SCHOOL MENTAL HEALTH INITIATIVE ALIGNMENT MAP

School or district mental health teams are encouraged to complete this template to map all existing initiatives related to student mental health promotion, early intervention and treatment. Teams should appoint one member to lead the completion of this alignment map by reaching out to one member of each identified initiative. Each person who completes a portion of the map should be asked whether all initiatives are represented, as there may not be one person who would know about all pertinent initiatives to map.

Name of Service or Program	Tier (s)	Referral or Selection Process	Target Outcomes	Team Members Involved	Evidence of Success

Note: School Mental Health Initiative Alignment Map. “Adapted from the Technical Guide for Alignment of Initiatives, Programs and Practices in School Districts”, <https://www.pbis.org/training/technical-guide> from the National Technical Assistance Center on Positive Behavioral Interventions and Support.

Module 4: Screening

Goal: Help participants understand the importance of and best practices for mental health screening in schools.

By the end of this module, participants will be able to:

1. Describe the purpose and importance of mental health screening in schools.
2. Explain 2 action steps to implement mental health screening in schools.
3. Describe best practices for mental health screening.



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Module 4: Screening

National School Mental Health Curriculum

1



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Recommended Citation

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Agenda

- Definition
- Purpose and Importance of Screening
- Screening Action Steps
- Common Barriers and Strategies
- Surveillance Screening as an Option
- District Example
- Strategic Planning

What Is School Mental Health Screening?

Using a tool or process employed with an entire population, such as a school's student body, **to identify student strengths and needs.** Screening is often used to identify students **at risk for a mental health or substance use concern.**

Why Screen?

- Support a multi-tiered system of supports (MTSS).
- Inform prevention and early intervention strategies.
- Identify concerns specific to grades, classrooms, or educators.
- Identify students with the highest well-being.
- Identify students at risk for mental illness or harm to self or others.
- Improve access to mental health supports.
- Economically sound.



Reflection:

What mental health screening efforts have been implemented in your district?

If your district has not implemented mental health screening, why not?

Quality Indicators

Mental Health Screening Quality Indicators

Use best practices for mental health screening planning and implementation.

Indicate the number of students:

- Enrolled in school
- Formally screened in the absence of known risk factors
- Identified as being at-risk or already experiencing a mental health problem
- Referred to a mental health service following identification

Of students screened, how many screened for [specific mental health areas]

Quality Indicator

To what extent did your district/school use best practices for **mental health screening, planning, and implementation?**

Best Practices:

- Include students and families in the screening process.
- Use a selection process for a screening tool that considers reliability, feasibility, cost, and fit with the goals of screening.
- Share information about screening in multiple formats.
- Inform students and families about screening procedures.
- Roll out initial screening efforts gradually.
- Respond to risk of harm to self and others immediately.
- Have a process to assess screening results to triage students to appropriate services.

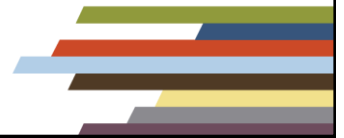
Quality Indicator

Of students screened, how many were screened for:

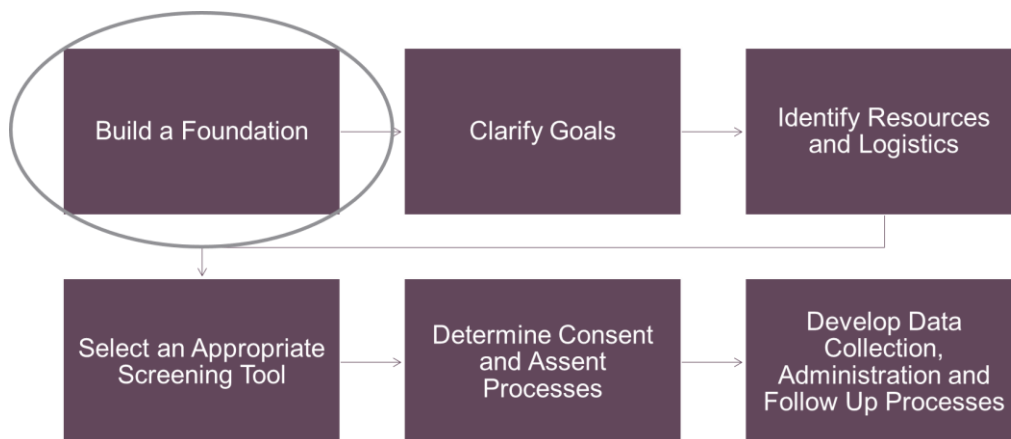
- Depression
- Suicidality
- Substance use
- Trauma
- Anxiety
- General mental health
- Well-being or protective factors
- Other



Start Small



Screening Action Steps



Build a Foundation

Assemble a team:

- School administrators and staff
- Community
- Students
- Family



Build a Foundation

Generate Engagement and Support

- Gather input from several groups:
 - ✓ Focus groups
 - ✓ Parent/staff meetings
 - ✓ Feedback cards
- Strategize how your goals fit in with other initiatives or goals in your school/district
- Consider how students are currently being identified for MH services and the implications for service provision.

Build a Foundation

Cultural Considerations

- Complex stress related to poverty, immigration, language barriers
- Cultural beliefs about mental health and how concerns should be addressed
- Marginalized and underserved groups
- Screening more acceptable across cultural groups when strengths-based

"Interpreters, cultural brokers, and community liaisons should be available, utilized, and consulted with frequency in order to minimize miscommunication and improve collaboration with family members across key stakeholders."

(Bertone et al., 2018)

Build a Foundation

Use Data

- Data can support justification for mental health screening.
- For example, one district used data from their screening pilot to demonstrate the value of screening:
 - *Students who scored in the moderate to severe range for depression are absent 47% more often than the average.*
 - *GPA was consistently lower for students who scored in the moderate to severe range on two different mental health screeners.*

(Crocker & Bozek, 2017)

Build a Foundation

Surveillance Data

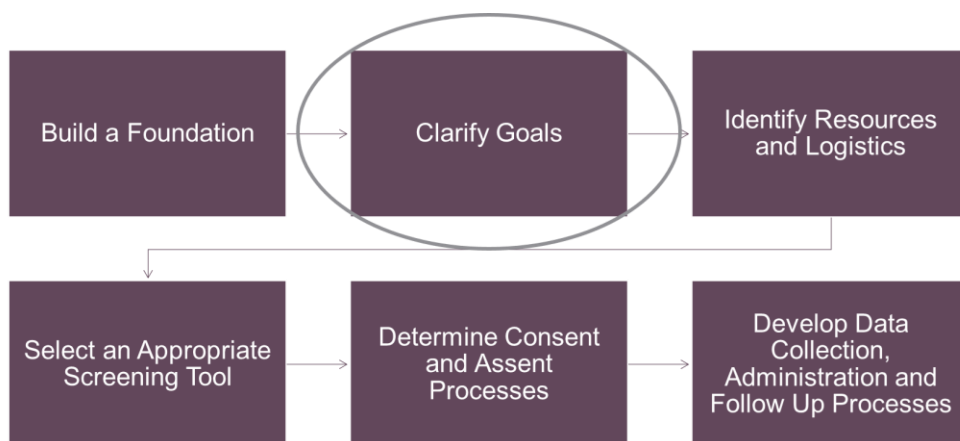


Using a tool or process employed with an entire population, such as a school's student body, to gather anonymous information about school and student strengths and needs

Examples:

- Youth Risk Behavior Surveillance System
<https://www.cdc.gov/healthyyouth/data/yrbs/index.htm>
- The Children's Health and Education Mapping Tool
<https://www.sbh4all.org/resources/mapping-tool/>

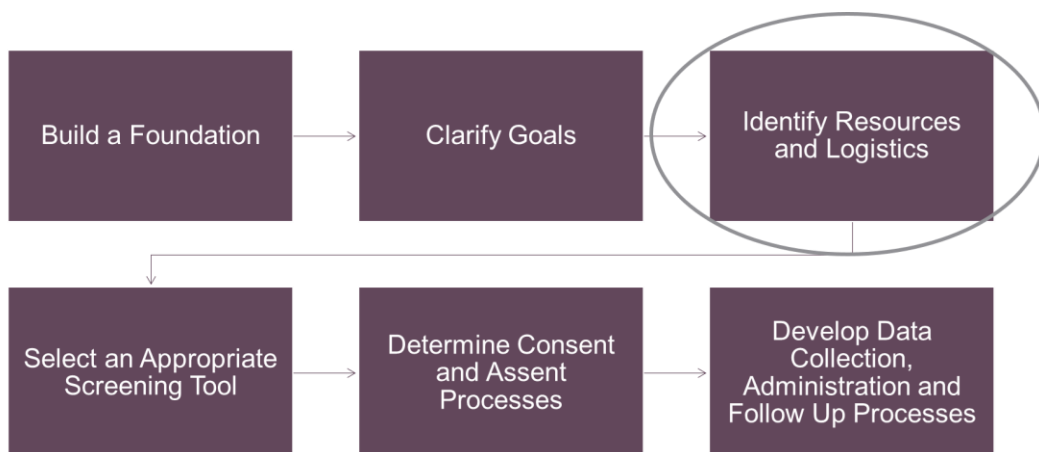
Screening Action Steps



Clarify Goals

- Identify the purpose of screening and desired outcomes.
- Examples:
 - Screen **all 6th grade students in one district for anxiety** to inform who may benefit from additional support during the transition to middle school.
 - Screen **all 9th grade students in one high school for depression, including suicidal thoughts**, to improve identification of students for counseling and inform school-wide suicide prevention efforts.
 - Screen **all students in one district for school connectedness** to identify which schools have higher rates of school connectedness and learn from their efforts to improve this in other schools.

Screening Action Steps



Identify Resources and Logistics

Staffing

- Buy-in and availability of student instructional support personnel (school psychologists, school counselors, school social workers, and other school health professionals)
 - Administration and follow-up
- Teachers and paraprofessionals
 - Classroom administration
- Community providers
 - Capacity to welcome new referrals

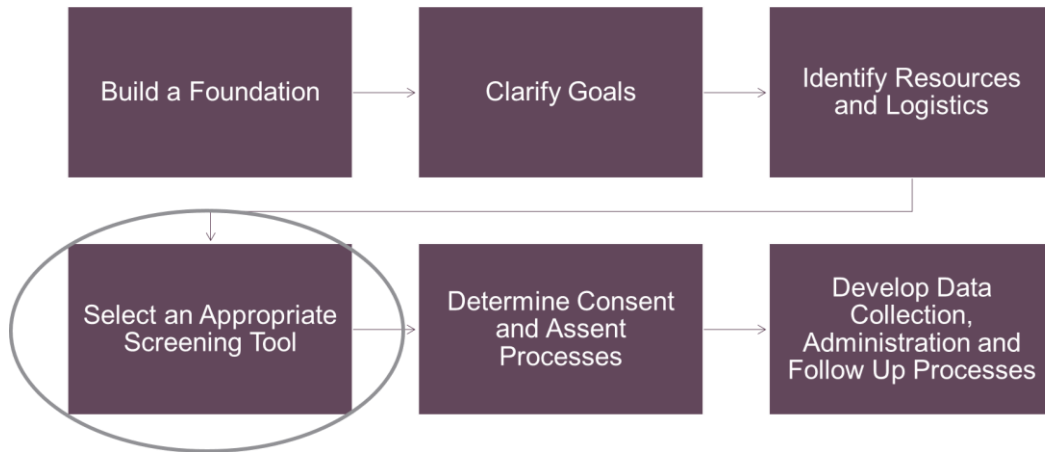


Identify Resources and Logistics

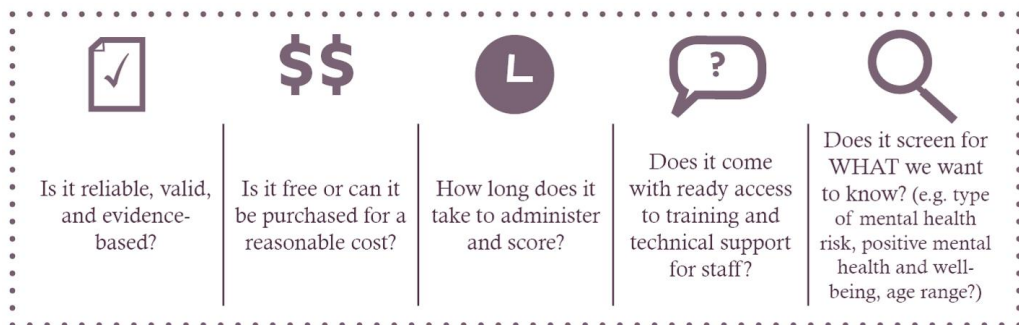
Data Infrastructure

- Consider integrating data into existing data systems.
 - Behavior management platforms
 - Student information systems for academic and behavioral data
- Consider electronic survey administration
- Data storage and access

Screening Action Steps



Select an Appropriate Screening Tool



Resources

[illegible]

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graph LR; A[Build a Foundation] --> B[Clarify Goals]; B --> C[Identify Resources and Logistics]; C --> D[Select an Appropriate Screening Tool]; D --> E((Determine Consent and Assent Processes)); E --> F[Develop Data Collection, Administration and Follow Up Processes];
```

Build a Foundation

Clarify Goals

Identify Resources and Logistics

Select an Appropriate Screening Tool

Determine Consent and Assent Processes

Develop Data Collection, Administration and Follow Up Processes

Determine Consent and Assent Procedures

Type of Consent	Definition	Strengths	Limitations
Active	A student may only participate in school mental health screening if their parent or guardian gives written consent	<ul style="list-style-type: none"> Ensures that consent is informed Often in line with district protocol May establish more trust between schools and families 	<ul style="list-style-type: none"> Has been associated with the participation of fewer minority students, more students from two-parent households, students with better grades, students who participate in more extracurriculars, and female students
Passive/Opt-Out	A parent or guardian's non-response serves as their consent to let their student participate in screening	<ul style="list-style-type: none"> Allows for the best chance to reach the largest number of students 	<ul style="list-style-type: none"> Follow-up screening efforts require active consent

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Determine Consent and Assent Procedures

Passive Consent/Opt Out Example

Dear Parent or Guardian,

In an effort to promote the health and well-being of students in XX Public Schools, students will be periodically provided with questionnaires, surveys, and screeners that address issues related to mental health. The information gained will support the school's ability to provide comprehensive and timely support for your child if they require any assistance.

Students can opt out of filling out any questionnaire, survey, or screener that they are not interested in taking and you can opt-out your child at any time by contacting the Guidance Office of your child's school or filling out the opt out form [here](#).

A list of the questionnaires, surveys, and screeners is available below for you to review. We are committed to ensuring your student is supported academically, socially, and emotionally, and we look forward to partnering with each of you toward achieving this goal.

Please contact XXX at XXX with any questions.

In partnership,
[School or District Administrator]

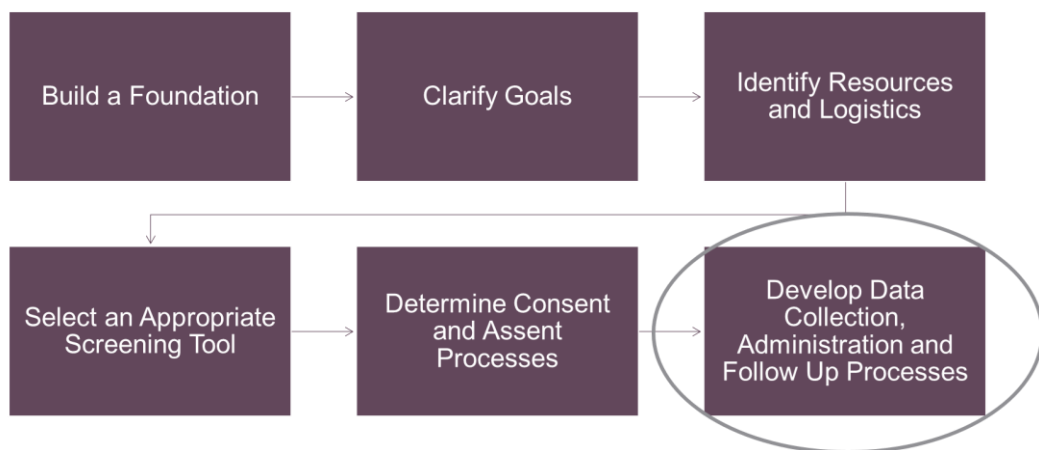
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Determine Consent and Assent Procedures

- Student assent.
- Deliver a consistent message.
- Share information in multiple formats.
 - Automated **phone call/text message** to all families
 - Information on the school **website**
 - Written notification sent in the **mail**
 - **Flyers** sent home with students
 - Forms/information sheets included as part of **registration packets**
 - Discussions with students in class and parents/caregivers at meetings
 - **Signs displayed** around the school
 - **Script** read to students prior to administration



Screening Action Steps



Develop Data Collection Processes

Data Management and Privacy

Online versus Paper and pencil

Online administration

- ✓ Efficient data collection and management

Paper and pencil

- ✓ No technology required
- ✓ May be time-consuming
- ✓ Increased likelihood of errors in scoring and data entry



Develop Administration Processes

- Who to screen
 - Pilot with a small group of students
 - Collect feedback from students, families and staff to inform modifications
- When to screen
 - Consider advisory or home room time
- Staff to support screening
 - Who will administer the screening
 - Provide information scripts for staff to read including potential trouble-shooting tips

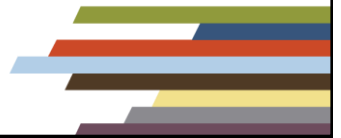
Develop Follow-Up Processes

- **Tiered approach to follow up**

- Resource map of school and community supports and services
- Determine interventions that will be implemented for students at different levels of risk

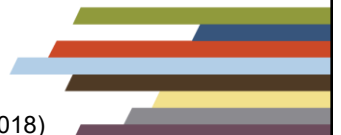
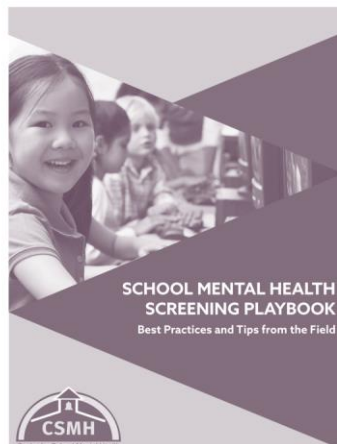
- **Follow-up schedule**

- High risk- same day
 - Moderate risk- within a week
 - Low risk- communicate findings to staff, students, and parents within a reasonable timeframe (e.g., one month).
 - Processes to follow up with caregivers and school staff
- Alert crisis teams and local community mental health providers to be on call in advance of screenings



School Mental Health Screening Playbook

Resources



Reflection:

What concerns do you anticipate when implementing school mental health screening and how might you address them?

Considerations

- Capacity
- Community buy-in
- Parent consent
- Screening purpose

Addressing Barriers

The identified need will exceed our capacity.	Our community doesn't like the idea.	Obtaining consent from parents will exceed our capacity.	What will we screen for?
Set triaging data rules in advance	Involve multiple stakeholders in planning	Use passive consent and opt-out procedures	Obtain input on key focus areas to start with
Review existing resources/capacity	Use existing community and parent forums	Share a consistent message in multiple formats	Consider different measures by grade levels, schools, etc
Review surveillance data	Start by screening for resilience and strengths	Engage parents in developing your message	Use the SHAPE Screening and Assessment Library
Start small then adapt and scale up	Start small then adapt and scale up	Start small then adapt and scale up	Start small then adapt and scale up

District Example



As part of the NCSMH National Quality Initiative learning community, a suburban school district north of Boston, Massachusetts, used quality improvement processes to incrementally build universal mental health screening in the district. Initial steps included identifying who to screen, choosing screeners who matched population needs, figuring out how to obtain consent, and working with a handful of students to inform and refine the screening process. Within one school year, the district moved toward full implementation of two large-scale online screenings at the high school level that integrated a consent and opt-out process, and have since expanded to elementary and middle schools. Follow-up data analysis revealed that 100% of students who required follow-up received it within 7 days of the screening, with urgent concerns being addressed immediately upon identification.

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Discussion

How does this content fit with your district understanding of school mental health screening?

Strategic Planning

- State a specific goal for your district within this domain.
- List 3 potential action steps to move this goal forward.



Resources

Center for Disease Control and Prevention. (n.d.). *Youth risk behavior surveillance system*. Retrieved from <https://www.cdc.gov/healthyyouth/data/yrbs/index.htm>

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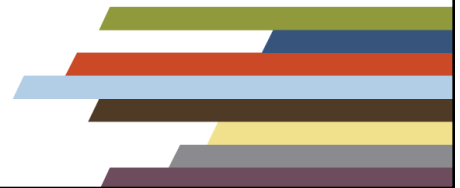
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Acknowledgments

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Module content was developed by the National Center for School Mental Health in partnership with the MHTTC Network Coordinating Office.



Resources

Mental Health Screening – District Version

Screening is the assessment of students to determine whether they may be at risk for a mental health concern. This can be accomplished with a systematic tool or process, including standardized student report, parent report, teacher report measures, examining deidentified, aggregate mental health surveillance data, or a structured teacher nomination process. Screening is assessment in the absence of known risk factors to identify students who may benefit from Tier 2 or Tier 3 services and supports.

	Best Practices	Never	Rarely	Sometimes	Often	Almost Always	Always
1. To what extent did schools in your district use best practices for mental health screening, planning, and implementation?	<ul style="list-style-type: none"> • Include students and families in informing the screening, planning, and implementation process • Use a selection process for a screening tool that considers reliability, feasibility, cost and fit with the goals for screening • Share information about screening in multiple formats prior to implementation. • Inform students and families about screening procedures in advance and offer the opportunity to consent or opt out • Roll out initial screening efforts gradually to ensure the effectiveness of all processes before scaling up • Respond to risk of harm to self and others immediately • Have a defined process to assess screening/assessment results that allows for triaging students to further assess the need for Tiers 2 and 3 services and supports <ul style="list-style-type: none"> ○ Have information sharing agreements/protocols in place to ensure coordination and continuity of care 	1	2	3	4	5	

2. How many students were enrolled in your district (maximum number of students who could have been screened)? _____

3. How many students were screened within the school for mental health concerns of any type in the absence of known risk factors?

4. Based on the screening process, how many students were identified as being at-risk for or already experiencing mental health problems? _____
5. Of the students identified in Question 3 above, how many students were referred to a mental health service (with a school or community mental health professional) due to being at-risk for or having a mental health problem? _____
6. Of the students identified in Question 3 above, what was the number of unduplicated students* who received a mental health service (in-person contact with a school or community mental health professional) following identification of being at-risk for or having a mental health problem?

Note: students at imminent risk of harming themselves or others should receive immediate follow-up within 24 hours and should be included in this count as long as the follow-up occurred within 7 days.

7. In your district, of those students who were screened within the school, how many were screened for:
 - Depression? _____
 - If more than 0, what tool(s) did you administer? _____
 - Suicidality? _____
 - If more than 0, what tool(s) did you administer? _____
 - Substance use? _____
 - If more than 0, what tool(s) did you administer? _____
 - Trauma? _____
 - If more than 0, what tool(s) did you administer? _____
 - Anxiety? _____
 - If more than 0, what tool(s) did you administer? _____
 - General mental health (risk factors and symptoms)?
 - If more than 0, what tool(s) did you administer? _____
 - Well-being or protective factors (e.g. resilience, developmental assets)?
 - If more than 0, what tool(s) did you administer? _____
 - Other mental health (e.g. ADHD, conduct, life satisfaction, academic engagement, sense of safety at school, social/emotional competencies)?
 - If more than 0, what tool(s) did you administer? _____

To what extent did your district use best practices to...

	Best Practices	Never	Rarely	Sometimes	Often	Almost Always	Always
8. ...establish and disseminate written, standard policies and procedures for screening your schools?	<ul style="list-style-type: none"> Develop policies and procedures to reflect screening best practices Disseminate policies and procedures to all schools in an accessible format 	1	2	3	4	5	6
9. ... support the implementation of screening in our schools?	<ul style="list-style-type: none"> Use comprehensive implementation supports in all schools including: <ul style="list-style-type: none"> Provision of resources Ongoing professional development Provide technical assistance, consultation and coaching 	1	2	3	4	5	6
10. ... monitor screening in your schools?	<ul style="list-style-type: none"> Use a systematic process in all schools for monitoring the structure and process of school screening including: <ul style="list-style-type: none"> District observation of school team meetings Regular reporting by schools of screening structures, staffing and processes Assess of fidelity to district policies and procedures 	1	2	3	4	5	6
11. ... assess and refine district supports (e.g. policies, procedures, monitoring, implementation supports) for screening in your schools?	<ul style="list-style-type: none"> Assess the utility and effectiveness of district supports via a systematic process that includes school feedback Ensure that district supports reflect current best practices in screening Implement a quality improvement process to refine district supports 	1	2	3	4	5	6
District Support Total (Questions 8-11)= ____ District Support Average (Total/24) = ____							

Mental Health Screening – School Version

Screening is the assessment of students to determine whether they may be at risk for a mental health concern. This can be accomplished with a systematic tool or process, including standardized student report, parent report, teacher report measures, examining deidentified, aggregate mental health surveillance data, or a structured teacher nomination process. Screening is assessment in the absence of known risk factors to identify students who may benefit from Tier 2 or Tier 3 services and supports.

	Best Practices	Never	Rarely	Sometimes	Often	Almost Always	Always
1. To what extent did your school use best practices for mental health screening, planning, and implementation?	<ul style="list-style-type: none"> • Include students and families in informing the screening, planning, and implementation process • Use a selection process for a screening tool that considers reliability, feasibility, cost and fit with the goals for screening • Share information about screening in multiple formats prior to implementation. • Inform students and families about screening procedures in advance and offer the opportunity to consent or opt out • Roll out initial screening efforts gradually to ensure the effectiveness of all processes before scaling up • Respond to risk of harm to self and others immediately • Have a defined process to assess screening/assessment results that allows for triaging students to further assess the need for Tiers 2 and 3 services and supports • Have information sharing agreements/protocols in place to ensure coordination and continuity of care 	1	2	3	4	5	

2. How many students were enrolled in your school (maximum number of students who could have been screened)? _____

3. How many students were screened within the school for mental health concerns of any type in the absence of known risk factors?

4. Based on the screening process, how many students were identified as being at-risk for or already experiencing a mental health problem? _____
5. Of the students identified in Question 3 above, how many students were referred to a mental health service (with a school or community mental health professional) due to being at-risk for or having a mental health problem? _____
6. Of the students identified in Question 3 above, what was the number of unduplicated students* who received a mental health service (in-person contact with a school or community mental health professional) following identification of being at-risk for or having a mental health problem?

Note: students at imminent risk of harming themselves or others should receive immediate follow-up within 24 hours and should be included in this count as long as the follow-up occurred within 7 days.

7. In your school, of those students who were screened within the school, how many were screened for:
 - **Depression?** _____
 - If more than 0, what tool(s) did you administer? _____
 - **Suicidality?** _____
 - If more than 0, what tool(s) did you administer? _____
 - **Substance use?** _____
 - If more than 0, what tool(s) did you administer? _____
 - **Trauma?** _____
 - If more than 0, what tool(s) did you administer? _____
 - **Anxiety?** _____
 - If more than 0, what tool(s) did you administer? _____
 - **General mental health** (risk factors and symptoms)?
 - If more than 0, what tool(s) did you administer? _____
 - **Well-being or protective factors** (e.g. resilience, developmental assets)?
 - If more than 0, what tool(s) did you administer? _____
 - **Other mental health** (e.g. ADHD, conduct, life satisfaction, academic engagement, sense of safety at school, social/emotional competencies)?
 - If more than 0, what tool(s) did you administer? _____



Module 4: Screening – District Strategic Planning

Review of Training Curriculum Contents

- How does this content fit with your district understanding and implementation of school mental health screening?

Strategic Planning

Please state a specific goal for your district within this domain. *(For example, one goal might be that the district will assemble a team, including student and family representatives, to discuss opportunities, potential concerns, and action steps related to mental health screening in schools.)*

Goal:

How will you know if you've achieved success within this goal?

Indicator of success:

What opportunities exist related to this goal?

- What have been our past successes?

- What current work is taking place related to this goal?
- What are our available resources (leadership, infrastructure, staffing, partnerships)?

What barriers exist related to this goal?

- What would prevent us from moving forward with this goal?
- What would we need to overcome this/these barrier(s)?

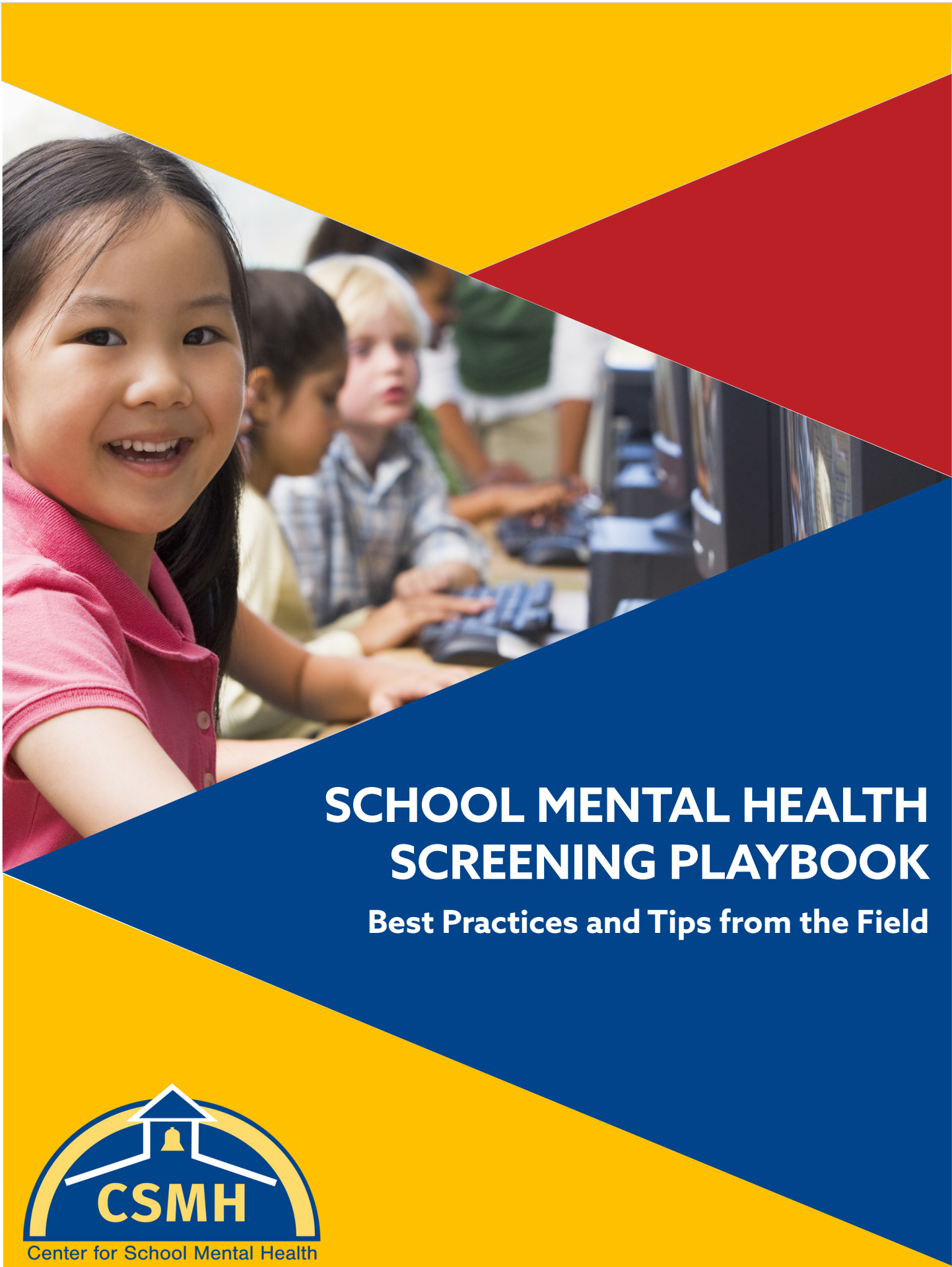
Action Steps

- List 3 potential action steps to move this goal forward.

1.

2.

3.



SCHOOL MENTAL HEALTH SCREENING PLAYBOOK

Best Practices and Tips from the Field



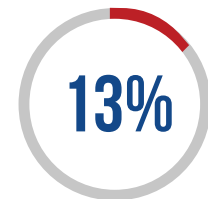
Center for School Mental Health

Background

Mental health screening is the assessment of students to determine whether they may be at risk for a mental health concern. Screening can be conducted using a systematic tool or process with an entire population, such as a school's student body, or a group of students, such as a classroom or grade level(s). This is different than using assessment measures with students who are already identified as being at risk for or having mental health problems. However, using a systematic assessment process with referred or enrolled students is also best practice; you can use some of the information in this guide for initial evaluation or progress monitoring as well.

Importance of Screening

Mental health screening in schools is a foundational element of a comprehensive approach to behavioral health prevention, early identification, and intervention. Early recognition and treatment of mental health challenges leads to better outcomes for students. Given the high prevalence and recurrence of mental health disorders, and the availability of effective treatments, it is important to identify problems early and connect students to services and supports. Schools are a critical setting for screening, consistent with the public health framework to improve population health of all students and families.



In a recent schoolwide screening of middle school students using the Revised Child Anxiety and Depression Scale (RCADS), **13%** of students were identified as being high to moderate risk for a mental health concern and required follow up (Crocker & Bozek, 2017).

Purposes of Screening

- ✓ Identify students at risk for poor outcomes
- ✓ Identify students who may need monitoring or intervention (i.e., secondary or tertiary)
- ✓ Inform decisions about needed services
- ✓ Identify personal strengths/wellness as well as risk factors/emotional distress
- ✓ Assess effectiveness of universal social/emotional/behavioral curriculum

Screening tools or processes in schools may include:

- ✓ Reliable, valid screening measures
- ✓ Academic and behavioral indicators (e.g., attendance, grades, office discipline referrals)
- ✓ Teacher/Peer nominations

Number of individuals screened is the most common national behavioral health performance indicator. However, a quality improvement process also involves monitoring the number of students who were identified, triaged to, and received services and supports based on screening data. Review the Action Steps on the next page to get started.



A Northeastern school district found through universal mental health screening that students who scored in the moderate to severe range for depression are absent 47% more often than the average student.

They also found that GPA was consistently lower for students who scored in the moderate to severe range on two different mental health screeners (Crocker & Bozek, 2017).

ACTION STEPS

Build a Foundation

Assemble a Team

Assemble a team of key family-school-community stakeholders that will plan and implement the screening process for your specific school or district.

Generate Buy-in and Support

Use strategies to market and promote your comprehensive school mental health system. See System Marketing and Promotion resources on The SHAPE System to help with this process.

- Utilize data and other strategies to justify mental health screening.
- Consider how mental health screening fits with other initiatives or goals in your school/district.
- Review how students are currently being identified for mental health services. Consider whether current practices may contribute to over- or under-identification of mental health problems.

Clarify Goals

Identify Purpose and Outcomes

Decide how mental health screening will improve system issues and/or student outcomes at the grade, school, or district level.

Identify Resources and Logistics

Identify Student Mental Health Support Resources

Make sure you are familiar with in-school and community-based mental health services to refer students to who are identified via screening. See Needs Assessment and Resource Mapping resources on The SHAPE System to help with this process.

Create a Timeline

Create a timeline for executing the screening process including frequency of screening (e.g., once or multiple times per year).

Identify Staffing and Budget Resources

Identify resources necessary for execution including staffing and budget.

Develop Administration Policies

Develop policies and practices for administration including:

- Materials to share the screening process with staff, caregivers, students, and community members
- Consent procedures
- Data collection process (e.g., when/how/where will the screening take place, who will administer, what supports need to be in place to collect data)
- Follow up process for all students
- Administration timeline and checklist

Tips from the Field

ALIGN WITH KEY DECISION MAKER PRIORITIES

“ We knew we had to have buy-in from key leadership in our district for mental health screening to be a success. Our superintendent is dedicated to early intervention work across initiatives in our district, so we made sure to highlight how universal mental health screening fits with this priority. ”

Select an Appropriate Screening Tool

When selecting a screening tool(s), consider the following questions:



Is it reliable, valid, and evidence-based?



Is it free or can it be purchased for a reasonable cost?



How long does it take to administer and score?



Does it come with ready access to training and technical support for staff?



Does it screen for WHAT we want to know? (e.g. type of mental health risk, positive mental health and well-being, age range?)

Screening tools may include measures and rating scales administered to students, teachers, and/or parents; academic and behavioral data (e.g., attendance); and teacher/peer nominations.

RESOURCE SPOTLIGHT: The SHAPE System Screening and Assessment Library includes instruments appropriate for use in school mental health. Search for the screening or assessment tool that fits your school by focus area (academic, school climate, or social/emotional/behavioral), assessment purpose, student age, language, reporter, and cost. The CSMH team has carefully reviewed every measure to provide a brief summary of each with direct links to copies of the instrument and scoring information. <https://theshapesystem.com>

Determine Consent and Assent Processes

Schools and districts have found success using passive consent and opt-out procedures to garner parent consent and student assent for universal screening procedures. To successfully implement passive consent, consider the following strategies:

Deliver a consistent message

Deliver a consistent message about the purpose and importance of mental health screening in advance of all screenings. Schools are routinely involved in physical health screenings like eye exams to ensure students are ready to learn. It can help to explain the importance of mental health screening as a similar process, tied to learning.

Share information in multiple formats

Ensure all caregivers are aware of screening procedures by sharing the passive consent message in multiple formats, such as:

- automated phone calls to all families
- information on the school website
- written notification sent in the mail
- signs posted in the school building

Example Passive Consent and Opt-out:

"In an effort to promote the health and well-being of students in XX Public Schools, students will be periodically provided with questionnaires, surveys, and screeners that address issues related to mental health. The information gained will support the school's ability to provide comprehensive and timely support for your son or daughter if they require any assistance. Students can opt-out of filling out any questionnaire, survey, or screener that they are not interested in taking and you can opt-out your son or daughter at any time by contacting the Guidance Office of your sons/daughter's school or filling out the opt-out form here. A list of the questionnaires, surveys, and screeners is available below for you to review. We are committed to ensuring your son or daughter is supported academically, socially, and emotionally, and we look forward to partnering with each of you

Develop Data Collection, Administration, and Follow-Up Processes

Data collection

Develop screening data collection and progress monitoring systems.

- An **electronic format** for data collection, such as Google forms, allows students to complete screening data online and facilitates prompt analysis of results and follow-up.

Administration

Determine what students will be screened and the process for screening.

- Who to screen: **Pilot screening procedures** with small groups of students (e.g. five students in one grade at one school) to test procedures before administering to an entire grade or school. Collect feedback from students, caregivers, and staff administering the pilot screening about the screening tool and process to inform screening procedure modifications.
- When to screen: **Consider using advisory or home room time to administer screenings.**
- Staff to support screening: Determine who will help to support the screening process. **Provide screening instruction scripts for staff** to read to students immediately prior to the screening administration and include procedures for any questions that arise during screening administration.

Tips from the Field

START SMALL

“ By screening students in one homeroom in one middle school in our district we were able to really test out our procedures and gain valuable feedback. Starting small allowed us to make critical changes to our screening process before screening the entire grade and ultimately led to a very successful administration. ”

Follow up

Determine systematic process and data rules to follow up with students identified with different levels of risk for a mental health concern.

- Determine what scores/indicators will identify students who need immediate follow up (high risk – same day), prompt follow up (moderate risk – within the week), or non-urgent follow up (low risk – follow up to communicate negative findings).
- Determine what interventions will be implemented for students at different levels of risk (e.g., immediate crisis referral, referral to a school-based or community mental health provider, referral to early intervention/prevention group).

Tips from the Field

GET THE MESSAGE OUT

“ We wanted to make sure that everyone in our district – parents, educators, administrators, students, mental health providers – knew that we would be administering the mental health screener to our sixth grade students, so we shared the message using all of our district communication networks including the district website, automated phone calls and print materials in multiple formats in our schools. ”

- Determine a plan to ensure mental health staff receive and analyze data the same day as the completed screening to ensure prompt follow up.
- **Ensure any students endorsing risk of harm to self or others receive immediate follow up (same day).**
- Determine a plan for following up with the parent/guardian of students with elevated scores and with negative results.
- Determine a plan for following up with school staff about screening and progress monitoring results.
- **Alert crisis teams and local community mental health providers to be on call in advance of screenings.**

Resources

Websites and Web-based Materials

- Center on Response to Intervention at American Institutes for Research. Screening briefs. <http://www.rti4success.org/resource/screening-briefs>
- Crocker, J., & Bozek, G. (2017). District-wide mental health screening: Using data to promote early identification and quality services. <http://bit.ly/dwmhscreening> (link is case sensitive)
- CSMH Comparative Review of Free Measures for School Mental Health. <http://bit.ly/compreviowofmeasures> (link is case sensitive)
- Desrochers, J., & Houck, G. (2013). Depression in children and adolescents: Guidelines for school practice. Handout H: Mental health screening in schools. https://www.schoolhealth.com/media/pdf/handout_mental_health_screening_JD.pdf
- [The SHAPE System Screening and Assessment Library — The SHAPE System Screening and Assessment Library includes instruments appropriate for use in school mental health. Search for the screening or assessment tool that fits your school by focus area \(academic, school climate, or social/emotional/behavioral\), assessment purpose, student age, language, reporter, and cost. The CSMH team has carefully reviewed every measure to provide a brief summary of each with direct links to copies of the instrument and scoring information.](https://theshapesystem.com/)
<https://theshapesystem.com/>

Articles and Guides

- Dowdy, E., Furlong, M., Raines, T., Boverly, B., Kauffman, B., Kamphaus, R., ... (2015). Enhancing school-based mental health services with a preventive and promotive approach to universal screening for complete mental health. *Journal of Educational and Psychological Consultation*, 25, 1-20.
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Module 5: Mental Health Promotion for All

Goal: Help participants understand the importance of and best practices for mental health promotion (Tier 1) services and supports in schools.

By the end of this module, participants will be able to:

1. Define mental health promotion.
2. Describe at least 3 specific types of mental health promotion services and supports.
3. Describe best practices for implementing high-quality mental health promotion services and supports for all students.



MHTTC

Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration



Module 5: Mental Health Promotion for All (Tier 1)

National School Mental Health Curriculum

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The opinions expressed herein are the views of the Mental Health Technology Transfer Center Network and the National Center for School Mental Health and do not reflect the official position of the Department of Health and Human Services (DHHS), SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this document is intended or should be inferred.



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Agenda



- Definition
- Value
- Quality Indicators and Best Practices
- Strategic Planning

What Is Mental Health Promotion?

Activities to foster positive social, emotional, and behavioral skills and well-being of all students regardless of whether or not they are at risk for mental health problems

The Value of Mental Health Promotion in Schools

- Promotes well-being and educational success for *all* students
- Serves as foundation for Tiers 2 and 3 mental health services and supports
- Produces cost savings by investing in mental health promotion and early intervention (versus treatment)
- Decreases stigma about mental health and illness
- Promotes school staff well-being
- Mental health is part of overall health, and students must be healthy enough to learn, and teachers healthy enough to teach



Quality Indicators

- Tier 1 Services and Supports:
 - School Climate
 - Teacher and School Staff Well-being
 - Positive Behaviors and Relationships
 - Positive Discipline Practices
 - Mental Health Literacy
 - Social Emotional Learning
- Determine whether services and supports are evidence-informed.
- Ensure *all* services and supports are evidence-informed.
- Ensure fit with strengths, needs, and cultural and linguistic considerations.
- Ensure adequate resources for implementation.
- Provide interactive training and ongoing supports.
- Monitor fidelity.

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Tier 1 Services and Supports

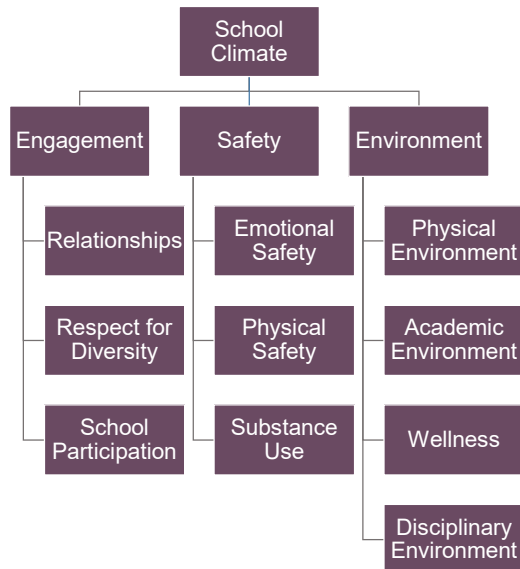
- School Climate
- Teacher and School Staff Well-being
- Positive Behaviors and Relationships
- Positive Discipline Practices
- Mental Health Literacy
- Social Emotional Learning



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What Is School Climate?



<https://safesupportivelearning.ed.gov/safe-and-healthy-students/school-climate>

9

Quality Indicator

To what extent did your district/school use best practices to **assess school climate**?

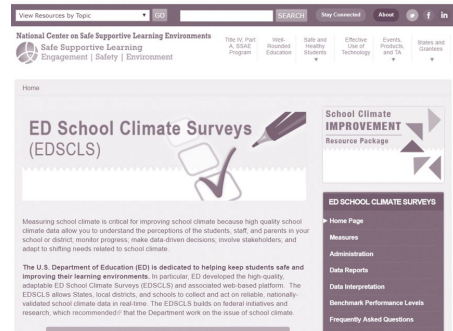
Best Practices

- Plan how data will be collected, stored, analyzed, and shared.
- Assess multiple dimensions of school climate.
- Obtain input from a variety of groups.
- Assess school climate in multiple ways.
- Allow anonymous input.
- Align with the school/district vision.
- Select evidence-based assessment tools.

School Climate Assessment Tool

Resources

- School Climate Measurement Tool and Web-based Platform
 - U.S. Department of Education School Climate Surveys (EDSCLS)
 - Web-based administration
 - Student, parent, and instructional and non-instructional staff versions
 - Free, custom reports
 - Data stored locally



<https://safesupportivelearning.ed.gov/edscls/>



District Example

A large, urban school district implemented a district-wide **school climate survey**, collected annually in the spring from teachers, students, and parents. A summary of results was provided to principals within 2 months. To interpret the information and generate data-informed school climate improvement plans, the district hosted **listening sessions** over the summer at each school. Students, teachers, and parents provided feedback and suggested school climate improvements for the upcoming school year. An **informational flyer** was posted in schools, sent home to parents, and placed in staff mailboxes to thank respondents for participating, share survey findings, and announce the listening session date/time.

Reflection:

How is the school climate assessment going in your district?

Has your district engaged in **school climate assessment**?

If yes:

- What has worked well?
- What are areas for improvement?

If no:

- What are the barriers?
- What ideas do you have to move school climate assessment forward?

Quality Indicator

To what extent did your district/school use best practices to **improve the school climate**?

Best Practices

- Designate or form a core school climate planning team.
- Align with other school improvement efforts.
- Ensure data are used to select priority areas.
- Assess the impact of school climate improvement activities.
- Embed school climate improvement into policy, practice, and systems in the school.

School Climate Improvement Resources

- National Center on Safe Supportive Learning Environments (NCSSLE)
<https://safesupportivelearning.ed.gov/safe-and-healthy-students/school-climate>
- School Climate Improvement Resource Package
 - Quick Guide
 - Reference Manual
 - Action Guides
 - Data Interpretation Resources
 - Online Modules
 - Self-Assessments

School Climate IMPROVEMENT

SELECTING EVIDENCE-BASED INTERVENTIONS

What Is Your School Doing to Promote a Positive School Climate?

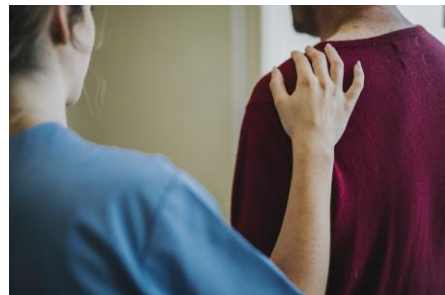
Schools often implement one or more approaches that are universal for all, targeted for some and/or intensive for few. Here are some of the most commonly implemented interventions that support a positive school climate. Select each to learn more.

- Character Education
- Positive Behavioral Interventions and Support (PBIS)
- Positive Youth Development (PYD)
- Restorative Practices
- School-Based Mental Health Services
- School Development Program (SDP)
- Social and Emotional Learning (SEL)
- Trauma-Informed Approach

◀ PREV NEXT ▶

School Climate Interventions

- Character Education
- Positive Behavioral Interventions and Supports
- Positive Youth Development
- Restorative Practices
- School Mental Health Services
- School Development Program
- Social and Emotional Learning
- Trauma-Informed Approach



Why Focus on School Staff Well-Being?



- Teachers are stressed.
- Teachers are leaving the profession in alarming numbers.
 - 10% leave after 1 year.
 - In urban districts, up to 70% leave within 1 year.
 - 17% leave within 5 years.
- Teacher stress impacts students.

Quality Indicator

To what extent did your district/school use best practices to **assess teacher and staff well-being?**

Best Practices

- Establish a process for handling data.
- Conduct well-being assessments.
- Assess staff well-being regularly.
- Ensure privacy and anonymity.
- Assess a range of well-being components.
- Select evidence-based assessment tools.

Staff Well-Being Assessment Tools

- Resilience at Work (Winwood, Colon, & McEwen, 2013)
- Professional Quality of Life (PROQOL) <https://proqol.org/> (Hudnall Stamm, 2009)
- Health-Related Quality of Life (HRQOL) <https://www.cdc.gov/hrqol/index.htm>
- School Organizational Health Questionnaire (Hart et al., 2000)
- Teacher Subjective Wellbeing Questionnaire <https://osf.io/z8rg5/> (Renshaw et al., 2015)

Quality Indicator

To what extent did your district/school use best practices to **improve teacher and staff well-being?**

Best Practices

- Align improvement efforts with needs identified by well-being assessment.
- Address organizational and individual factors.
- Make well-being activities readily available.
- Integrate well-being activities into the school culture.
- Make well-being activities available at no-cost or low-cost.

Example School Staff Well-Being Programs

Resources

- Mindfulness-Based Stress Reduction (MBSR)
- Community Approach to Learning Mindfully (CALM)
- Cultivating Awareness and Resilience in Education (CARE)

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Quality Indicator

To what extent did your district/school use best practices to **set schoolwide expectations about positive behaviors?**

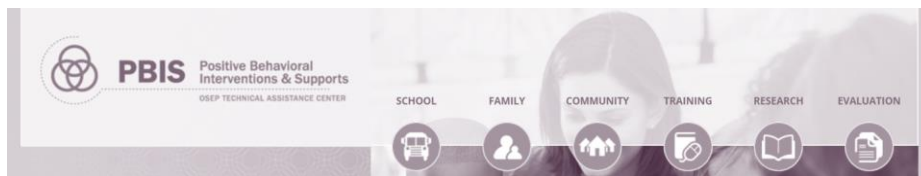
Best Practices

- Settings
- Routines
- Expectations
- Train staff to teach students expectations and how rewards are developed, scheduled, and delivered.
- Involve families and community members.

Positive Behavioral Interventions & Supports (PBIS)

Resources to help schools, districts, and states:

- Set school-wide expectations.
- Define rules, positive supports, and discipline procedures.
- Track office referrals and other data.



See sample behavioral expectation documents at: <https://www.pbis.org/training/staff/student>

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Quality Indicator

To what extent did your district/school use best practices to **implement schoolwide positive reinforcement systems that promote positive behaviors?**

Best Practices

- Rewards
- Supervision
- Opportunity
- Acknowledgment
- Prompts and pre-corrections
- Error corrections
- Other strategies
- Discipline

Positive Behavioral Interventions & Supports (PBIS)

Resources

What's New & Upcoming Events

List of new postings and current information about PBIS events.

[Find new postings and events >](#)

Blueprints / Briefs / Tools

Documents and tools to support implementation, professional development, and evaluation of PBIS.

[Find guidance for implementation >](#)

Snapshots of PBIS in Action

Current news and other information about ongoing PBIS implementation.

[Read about PBIS in actions >](#)

Behavior Related Policy

Information for PBIS related policies. Government announcements and documents are listed.

[Find policy information for PBIS >](#)

State / District Resources

Current information about state and district implementation of PBIS.

[Find more information >](#)

Presentations

Slides, handouts, and other materials from local, state, and national conferences and training events.

[Find a presentation >](#)

School Climate Transformation

Current information about PBIS for School Climate Transformation Grant awardees.

[Find more information >](#)

Videos for Training

Videos from conference presentations, celebrations, and other training/dissemination events.

[Find a video >](#)

Getting PBIS in my School

Contact information for assistance implementing PBIS in your state, district, or school.

[Find a state coordinator >](#)

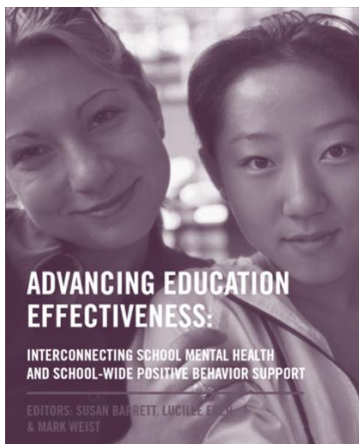
<https://www.pbis.org/>

National School Mental Health Curriculum

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Interconnected Systems Framework (ISF)

Resources



*Advancing Education Effectiveness:
Interconnecting School Mental Health
and School-Wide Positive Behavior
Support*

<https://www.pbis.org/school/school-mental-health/interconnected-systems>

Interconnected Systems Framework (ISF)

Resources

4-Part Series:

1. The "Why" and the "What" of ISF
2. The "How" of ISF
3. Integrating School Mental Health and PBIS (1)
4. Integrating School Mental Health and PBIS (2)



<https://cars-ta.groupsite.com/page/project-aware>

National School Mental Health Curriculum

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Quality Indicator

To what extent did your district/school use best practices to promote or use classroom and school-based strategies to **proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing?**

Best Practices

- Use processes to proactively build relationships and a sense of community.
- Use circles and groups for students to share their feelings, build relationships, and solve problems.
- Use a discipline process involving primary stakeholders to repair harm.

Restorative Practices

Strategies

- Community conferencing
- Community service
- Peer juries
- Circle process
- Conflict resolution
- Peer mediation
- Informal practices

Outcomes

Increases in:

- School climate
- Student connectedness
- Parent and community engagement
- Academic achievement

Decreases in:


- Discipline disparities
- Fighting
- Bullying
- Suspensions

<https://www.iirp.edu/>

Quality Indicator

To what extent did your district/school use best practices to **promote or use discipline policies and practices aimed at reducing exclusionary responses?**

Best Practices

- Establish consistent expectations, rules, and positive reinforcement systems.
 - Train and support school staff.
 - Develop a multitiered system of support.
 - Use graduated sanctions that limit out-of-school suspensions.
 - Examine suspensions/expulsions by demographic group.
 - Use restorative justice practices.
- 

Restorative Practice: Approaches at the Intersection of School Discipline and School Mental Health

- Review of restorative practice approaches and specific practices
- Benefits of restorative practices
 - Snapshots from the field
- Guidance for launching and implementing restorative practices



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(Wolf-Pruson, O'Malley, & Hurley, n.d.)

What Is Mental Health Literacy?

- Knowledge and beliefs about mental disorders, which aid in their recognition, management, or prevention
- 4 integrated components
 - Obtaining and maintaining positive mental health
 - Understanding mental disorders and their treatments
 - Decreasing stigma related to mental disorders
 - Enhancing help-seeking efficacy
 - Know where to go; know when to go; know what to expect when you get there; know how to increase likelihood of "best available care" (skills and tools)



(Jorm, 2000; Kutcher et al., 2016)

Quality Indicator

To what extent did your district/school use best practices to **increase mental health literacy for all students and staff?**

Best Practices

- Develop a clear plan for assessing current mental health literacy.
- Collaborate with key stakeholders to meaningfully and feasibly promote mental health literacy.
- Deliver and evaluate professional learning opportunities.
- Develop activities with key stakeholders.
- Deliver activities throughout the year.
- Reassess on a routine basis.



Strategies to Increase Mental Health Literacy

- Invite your local NAMI to give a presentation to students and teachers.
- Participate in a mental health awareness campaign.
- Use teacher-delivered mental health curriculums.
- Collaborate with organizations to get Youth Mental Health First Aid.

Mental Health Literacy Resources

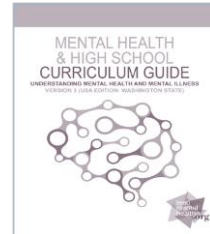
Mental Health and High School Curriculum Guide

Teachers deliver content in classrooms.

- Obtaining and maintaining positive mental health
- Understanding mental disorders and their treatments
- Decreasing stigma related to mental disorders
- Enhancing help-seeking efficacy

Youth Mental Health First Aid

Training in how to identify, understand, and respond to signs of mental illnesses and substance use disorders.



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What Is Social and Emotional Learning (SEL)?



“The process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” (www.casel.org)

Quality Indicator

To what extent did your district/school use best practices to **support SEL skill development for all students?**

Best Practices

- Develop a plan for assessing SEL skills.
- Identify existing activities/programs that support SEL.
- Select or adapt SEL practices for your students.
- Monitor implementation of practices.
- Develop practices with students, parents, and community members.
- Reassess on a routine basis.

Core SEL Competencies

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making



Increases in:

- Academic achievement
- Prosocial behavior
- Social emotional skills
- Positive self-image

Decreases in:

- Conduct problems
- Emotional distress
- Substance use

CASEL Program Guides

- Provides guidance for educators about how to select and implement SEL programs
- CASEL SElect programs are based on a rigorous, evidence-based review process
- Use this and the CASEL District Resource Center (<https://drc.casel.org>) to self-assess your readiness and capacity for SEL, plan your SEL implementation



District Example

Austin Independent School District implemented SEL in all 129 schools. Each campus has a assigned SEL specialist who provides professional development, observes SEL lessons, and provides feedback on instruction and integration of SEL skills and concepts in the classroom. Administrators and teams work with these specialists to develop SEL goals and action plans. This process started with a steering committee that worked for 12 months to clarify the SEL vision and develop 5 priorities related to district-wide SEL integration. Visit <https://www.austinisd.org/sel> to learn more.

Mental Health Promotion Implementation and Fidelity Indicators

National School Mental Health Curriculum

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Quality Indicator

To what extent were
mental health
promotion (Tier 1)
services and
supports **evidence-
informed?**

- Evidence-informed

Based on research evidence, as
recognized in national registries,
and/or supported by practice-
based evidence of success in local
or similar schools

Quality Indicator

To what extent did your district/school use best practices to **determine whether mental health promotion (Tier 1) services and supports are evidence-informed?**

Best Practices

- Create an intervention selection committee.
- Develop a selection process and policy.
- Use national evidence-based practice registries.
- Consider fit with valued outcomes, settings, and populations.
- Review evidence of success.

Sources of Evidence

- Research literature
- Intervention developers
- Schools implementing the intervention or practice
- Evidence-based practice (EBP) registries

IES What Works Clearinghouse
<https://ies.ed.gov/ncee/wwc/>

Blueprints for Healthy Youth Development
<https://www.blueprintsprograms.org/about>

Model Programs Guide
<https://www.ojdp.gov/mpg>

Society of Clinical Child & Adolescent Psychology
<https://effectivechildtherapy.org/therapies/>

Resources



<https://healthysafechildren.org/learning-module-series/evidence-based-module-series>

Quality Indicator

To what extent did your district/school use best practices to ensure Tier 1 services and supports **fit the unique strengths, needs, and cultural/linguistic considerations of your students and families?**

Best Practices

- Create an EBP selection committee with diverse representation.
- Review your school's student body.
- Review your school's mental health needs and strengths.
- Review costs associated with implementation.
- Evaluate training requirements.
- Pilot test the new practice.
- Adapt the practice.

Selecting Evidence-Based Programs

Resources

Includes worksheets and tools to assess:

- Intended population of intervention
- Intervention target
- Tier of support (based on severity level)
- Intervention delivery
- Readiness to implement an EBP
- Menu of options to measure impact

1a. Intended Population

Instructions: Within each category, circle all of the options that characterize your intended intervention population.

Developmental Level: Age	Developmental Level: Grade	Gender	Race/Ethnicity	Population Subgroups
<input type="checkbox"/> 0-3 <input type="checkbox"/> 3-4 <input type="checkbox"/> 4-5 <input type="checkbox"/> 6-8 <input type="checkbox"/> 9-12 <input type="checkbox"/> 12-18 <input type="checkbox"/> 18+ <input type="checkbox"/> Other: _____	<input type="checkbox"/> Preschool <input type="checkbox"/> Pre-K/K <input type="checkbox"/> 1-2 <input type="checkbox"/> 3-5 <input type="checkbox"/> 6-8 <input type="checkbox"/> 9-12 <input type="checkbox"/> High School <input type="checkbox"/> Other: _____	<input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Transgender <input type="checkbox"/> Other: _____	<input type="checkbox"/> African American or Black <input type="checkbox"/> American Indian/Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Caucasian or White <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> Other: _____	<input type="checkbox"/> Students with disabilities <input type="checkbox"/> English language learners <input type="checkbox"/> Students with risk factors for violence <input type="checkbox"/> Students with trauma history <input type="checkbox"/> Other: _____

Language: ☐ Primary ☐ Secondary

Selecting Evidence-Based Programs Page 10

1b. Intervention Target

Instructions: Circle all of the options that reflect what you want the intervention to address or target.

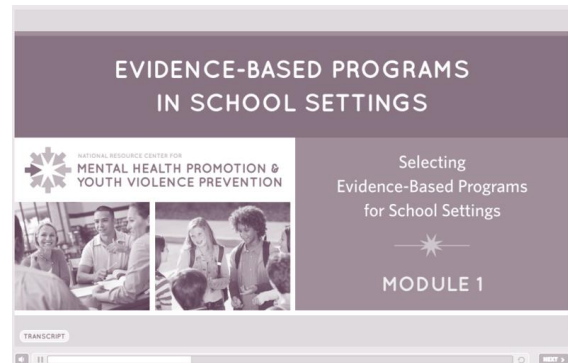
Behavioral, Emotional, and Physical Health	Academic and Related Skills	Student-Family-School Connections
<input type="checkbox"/> Aggression <input type="checkbox"/> Alcohol and Other Drug Use <input type="checkbox"/> Anxiety/Depression/Trauma <input type="checkbox"/> Attention <input type="checkbox"/> Emotion Regulation <input type="checkbox"/> Fitness & Nutrition <input type="checkbox"/> Interpersonal Relationships <input type="checkbox"/> Social Skills <input type="checkbox"/> Other: _____	<input type="checkbox"/> Career Exploration/Training <input type="checkbox"/> Early Childhood Education <input type="checkbox"/> Language <input type="checkbox"/> Math <input type="checkbox"/> Motor Skills <input type="checkbox"/> Reading <input type="checkbox"/> Study Skills <input type="checkbox"/> Time Management <input type="checkbox"/> Other: _____	<input type="checkbox"/> School Safety <input type="checkbox"/> Support for Academic, Social, and Career Learning <input type="checkbox"/> Social Relationships <input type="checkbox"/> School Connectedness <input type="checkbox"/> Physical Environment <input type="checkbox"/> Leadership <input type="checkbox"/> Professional Relationships <input type="checkbox"/> Other: _____

Selecting Evidence-Based Programs Page 11

Evidence-Based Programs in School Settings

3-part webinar series on evidence-based programs in schools

1. Selecting
2. Implementing
3. Preparing



http://airhsdlearning.airws.org/EBPModule1/story_html5.html

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Quality Indicator

To what extent did your district/school use best practices to **ensure adequate resource capacity to implement** mental health promotion (Tier 1) services and supports?

Best Practices

- Evaluate staffing capacity.
- Evaluate implementation supports.
- Evaluate associated costs.
- Determine whether staffing, supports, and costs are achievable.

Intervention Planning Form

Resources

INTERVENTION PLANNING FORM

School or district mental health teams are encouraged to complete this form when planning to adopt an intervention. The primary goal of this form is to help teams predict appropriate intervention staffing and time burden.

Intervention Name	Tier			Planning/Preparation <i>before or during implementation</i>			Supervision <i>providing or receiving</i>			Delivery			Evaluation and Feedback <i>schoolwide and student-specific</i>		
	1	2	3	Who	Hours/ Wk	Duration	Who	Hours/ Wk	Duration	Who	Hours/ Wk	Duration	Who	Hours/ Wk	Duration
Example: Check In Check Out		x	x	T.Cooper S.Barrey Teachers	1-2 1 .5	Aug-May Aug-Dec Aug-Oct	S. Barrey	1	Aug-May	10 teachers	1	Oct-May	T.Cooper L. Sands	.5 5	Aug-May Dec. May

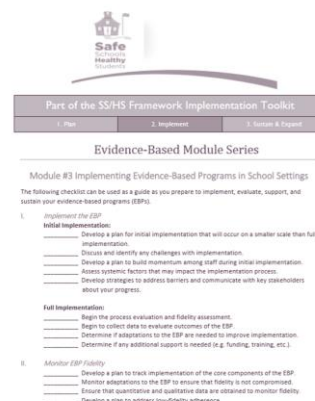
National School Mental Health Curriculum

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Implementing EBPs in School Settings Checklist

Resources

1. Develop a plan to track implementation of core components of the EBP.
2. Monitor adaptations to the EBP to check fidelity.
3. Ensure that quantitative and qualitative data are obtained to monitor fidelity.
4. Develop a plan to address low-fidelity adherence.



<https://healthysafechildren.org/sites/default/files/EBP-ModulesChkItsMod-3-508.pdf>

Quality Indicator

To what extent did your district/school use best practices to **support training and professional development, including ongoing implementation supports**, for Tier 1 services and supports?

Best Practices

- Provide interactive training.
 - Skills practice, role plays, and action planning
- Provide ongoing support for implementation.
 - Regular coaching, consultation, or supervision that includes skills practice, role plays, and corrective feedback
 - Fidelity monitoring and feedback processes



What Does the Research Say About Training?

- One-time training may improve knowledge or attitudes, but not practice.
- Ongoing coaching and consultation predicts skill learning and application.
- Train-the-trainer models require substantial oversight.
- 80% success after 3 years of implementation with appropriate planning and ongoing support.

To what extent did your district/school use best practices to **monitor fidelity of mental health promotion (Tier 1) services and supports?**

Best Practices

- Identify fidelity monitoring tools.
- Ensure your tool or system measures adherence to content, quality of delivery, and logistics.
- Determine frequency of fidelity measurement.
- Establish a benchmark.
- Monitor and track adaptations.
- Provide feedback to keep improving.

What Is Fidelity Monitoring?

Indicators of doing what is intended, which require you to:

- Know what is intended.
- Have some way of knowing the extent to which a person did what was intended.
- Understand why what you're doing or how you're doing it is leading to the outcomes you observe.

Fidelity Monitoring Checklist

1. Identify fidelity monitoring tools.
2. Determine the frequency of fidelity measurement.
3. Establish a benchmark for acceptable levels of fidelity.
4. Monitor adaptations.

Planning Checklist for Monitoring Fidelity of Evidence-Based Practices (EBPs)

1. *Identify fidelity monitoring tools*
 - ☐ Use existing tool specific to the EBP you're implementing (if applicable, based on your search of SAMHSA's National Registry of Evidence-based Programs and Practices (NREPP, <https://www.samhsa.gov/nrepp>), What Works Clearinghouse (<https://ies.ed.gov/iies/hover/>), or correspondence with intervention developer), or
 - ☐ Develop a tool specific to the intervention and your service delivery context (based on fidelity monitoring tools for similar EBPs)
 - ☐ Complement the tool you choose with any other methods it doesn't include (e.g., records review, direct observation, talking with implementers and/or consumers)
2. *Determine frequency of fidelity measurement*
 - ☐ What frequency is feasible for the tool selected?
 - ☐ What frequency will yield actionable and relevant information?
 - ☐ What frequency will be sustainable if the EBP implementation continues in future years, with consideration of implementer, consumer, and/or evaluator turnover?
 - ☐ What are the best/worst times of year to monitor fidelity?
 - ☐ What stages of implementation are important to monitor fidelity (e.g., immediately following training and intervals thereafter)
 - ☐ Determine strategies to develop the fidelity measurement plan with implementers (including all details above) and communicate the final plan to implementers once determined.
3. *Establish benchmark for acceptable level of fidelity*
 - ☐ What levels of fidelity are not acceptable, adequate, and excellent?
 - ☐ How can you build in ongoing coaching and feedback about fidelity benchmarks to improve fidelity over time?
4. *Monitor adaptations to the EBP*
 - ☐ Ask implementers about changes they made to the EBP as intended, and/or
 - ☐ Collect observational data about adaptations made during implementation

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Fidelity Monitoring

- Plan ahead for fidelity monitoring methods and tools before implementation.
- Decide how to strike a balance between fidelity and adaptation.
 - **Fidelity** – degree to which a program or practice is implemented as intended.
 - **Adaptation** – how much, and in what ways, a program or practice is changed to meet local circumstances.
- Share fidelity data back with implementers and other key members of the team to make continuous improvements.



District Example

One large urban school district decided to implement Restorative Practices district-wide, but started with select schools to closely monitor fidelity and implementation to inform sustainable scale-up. Every adult in the school attended a 1-day interactive training, including instructional and non-instructional staff and community partners. A fidelity monitoring tool was developed and a team of 2 Restorative Practices trainers employed by the district conducted 2-day trainings for each school, followed by ongoing consultation and coaching and fidelity monitoring every fall and spring. The fidelity metric included a principal interview, staff interview, student interview, restorative circle observation, and overall school observation. Scores fall in the ranges of “not implemented,” “developing,” or “effective.” Fidelity data were used in feedback and planning meetings with principals to plan targeted coaching.

Reflection:

What mental health promotion services and supports does your district/school provide?

Questions to Consider

- Are the services and supports evidence-based?
- Do you have the right mix of mental health promotion services and supports for your students' strengths, needs, and cultural and linguistic characteristics?
- Are there programs being implemented that would benefit from fidelity monitoring?



Discussion

How does this content fit with your district understanding and policy/practice related to mental health promotion?

Strategic Planning

- State a specific goal for your district within this domain.
- List 3 potential action steps to move this goal forward.

Resources

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Resources

Mental Health Promotion Services and Supports (Tier 1) – District Version

Mental health promotion services and supports (Tier 1) are mental health related activities that are designed to meet the needs of all students regardless of whether they are at risk for mental health problems. Tier 1 activities include promotion of positive social, emotional, and behavioral skills and well being. These activities might also include efforts to support positive school climate and staff well being. These activities can be implemented school wide, at the grade level, and/or at the classroom level and can be provided by school employed and community employed, school based professionals.

Examples include school wide mental health education lessons, school climate improvement efforts, and classroom based social emotional learning for all students.

	Best Practices	Never	Rarely	Sometimes	Often	Almost Always	Always
1. ... assess school climate?	<ul style="list-style-type: none"> Develop a clear plan for how data will be collected, stored, analyzed and shared Assess multiple dimensions of school climate including student engagement, student- staff/student-student/staff-staff relationships, school safety and learning environment Obtain input from a variety of groups including students, their caregivers, instructional staff, non-instructional staff and administrators Assess school climate using more than one modality for input (e.g., surveys, interviews, focus group, school administrative data) Allow anonymous input on surveys and other data collection Align the data collected with school vision of school climate and improvement strategies Select evidence-based tools 	1	2	3	4	5	6
2. ...improve school climate?	<ul style="list-style-type: none"> Designate or form a core school climate planning team that includes broad representation (e.g., educators, administrators, mental health and health staff, youth, family members, community partners) Align and integrate school climate efforts with other school improvement efforts, including academic 	1	2	3	4	5	6

	<ul style="list-style-type: none"> improvement efforts Use data to inform and to assess the impact of school climate improvement activities Ensure that data from school climate measures are used to select priority areas of focus and activities to promote school climate improvement Embed school climate improvement into policy, practice and systems in the school 						
3. ...assess teacher and staff well-being?	<ul style="list-style-type: none"> Establish a clear process and system for collecting, analyzing, and storing data Conduct well-being assessment with teachers and all school staff Assess staff well-being regularly and at least annually Ensure privacy of information and anonymity when assessing staff well-being using surveys, interviews, focus groups or other means Assess a range of well-being components (e.g., physical, occupational, emotional, environmental, social, mental, intellectual) Select assessment tools that are evidence-based with strong psychometrics 	1	2	3	4	5	6
4. ...improve teacher and staff well-being?	<ul style="list-style-type: none"> Align staff well-being improvement efforts with needs identified by your staff well-being assessment Address organizational and individual factors that contribute to stress and wellness (e.g., staff control and input, supervision and support, safe, supportive social and physical environment, linkage to employee assistance programs, worksite screening programs, education and resources for employees, targeted follow-up to support individual change, stress management, health education and health promoting activities) Make well-being resources and activities are readily available to teachers and staff Integrate well-being activities into the school culture instead of activities being after-school activities Make well-being activities available at no-cost or low-cost 	1	2	3	4	5	6

<p>5. ...set schoolwide expectations about positive behaviors?</p>	<ul style="list-style-type: none"> • Settings: The physical layout of the school is designed to support optimal functioning of staff and students. • Routines: Predictable schoolwide routines are developed and taught. <ul style="list-style-type: none"> • Expectations: 3-5 positively stated school-wide expectations are posted around school • Expectations apply to both students and staff • Rules are linked to expectations • Rules are clearly posted, defined and explicitly taught • Train staff to teach students expectations/rules and how rewards are developed, scheduled, and delivered. • Teach students how expectations/rules/rewards are developed, scheduled, and delivered. • Involve families and community members to develop and implement expectations about positive behaviors 	1	2	3	4	5	6
<p>6. ...implement schoolwide positive reinforcement systems that promote positive behaviors?</p>	<ul style="list-style-type: none"> • Rewards: <ul style="list-style-type: none"> • A system of rewards is implemented consistently across campus. • A variety of methods are used to reward students • Supervision: School staff provide reminders and actively scan, move, and interact with students • Opportunity: School staff provide high rates and varied opportunities for all students to respond • Acknowledgement: School staff use specific praise and other strategies to let students know when they meet expectations • Prompts and Pre-corrections: School staff provide reminders that clearly describe the expectation • Error Corrections: School staff use brief, contingent, and specific statements when misbehavior occurs • Other Strategies: School staff use other strategies that preempt escalation, minimize inadvertent reward of a problem behavior, create a learning opportunity for emphasizing desired behavior, and maintain optimal instructional time • Discipline: <ul style="list-style-type: none"> • Discipline process described in narrative format or depicted graphically. 	1	2	3	4	5	6

	<ul style="list-style-type: none"> • Discipline process includes documentation procedures • Problem behaviors are clearly defined • Suggested, graduated array of appropriate responses to problem behaviors are clearly defined 						
7. ...use classroom and school-based strategies to proactively build health relationships and a sense of community to prevent and address conflict and wrong doing? <i>These classroom and school-based strategies are often referred to as restorative practices.</i>	<ul style="list-style-type: none"> • Use informal and formal processes, that <u>precede</u> wrongdoing, to proactively build relationships and a sense of community to prevent conflict and wrongdoing • Use circles and groups to provide opportunities for students to share their feelings, build relationships and solve problems, and when there is wrongdoing, to play an active role in addressing the wrong and making things right • Teach and model problem solving and conflict resolution skills in the classroom. 	1	2	3	4	5	6
8. ...use discipline policies and practices aimed at reducing exclusionary responses (e.g., suspensions, expulsions)?	<ul style="list-style-type: none"> • Establish consistent expectations, rules and schoolwide positive reinforcement systems to promote positive behaviors • Train and support school staff in emotional and behavioral health • Train and support school staff in evidence-informed, culturally responsive crisis de-escalation strategies and techniques • Develop a multi-tiered system of emotional and behavioral health services and supports for students at risk for disruptive behavior related to mental health concerns • Use a process of graduated sanctions that limit out-of-school suspensions, if used at all, to the most severe offenses • Examine number of suspensions/expulsions by demographic group to better understand any differences in policies or practices • Use restorative justice practices that encourage student disciplinary practices that focus on repairing the harm caused by an incident and allowing the people most affected by the incident to participate in its resolution 	1	2	3	4	5	6

<p>9. ...increase mental health literacy for all students and staff?</p> <p><i>Mental health literacy is defined as:</i></p> <ol style="list-style-type: none"> 1. Understanding how to foster and maintain good mental health 2. Understanding mental disorders and their treatments 3. Decreasing Stigma 4. Understanding how to seek help effectively <p>www.teenmentalhealth.org (Kutcher and Wei, 2019)</p>	<ul style="list-style-type: none"> • Develop a clear plan for assessing current mental health literacy of students and school staff, as baseline data and to inform your team's plan for further improvement • Work with students, parents, and school staff to determine the most meaningful, feasible ways to promote mental health literacy • Deliver and evaluate professional learning opportunities to 1) understand how to optimize and maintain good mental health for themselves and others 2) understand mental disorders and their treatment 3) reduce stigma about mental health needs and supports and 4) increase skills to link students to mental health prevention or intervention supports when needed • Ensure mental health literacy activities are developed with and communicated by students, parents, and members of the school community • Ensure mental health literacy activities are ongoing throughout the school year (i.e., activities go beyond a one-time training or educational materials posted in the building) • Reassess mental health literacy on a routine basis to monitor progress and inform team planning for ongoing activities 	1	2	3	4	5	6
<p>10. ...increase social and emotional (SEL) skills for all students?</p> <p><i>SEL is "Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions."</i> (www.casel.org)</p> <p><i>SEL competencies are:</i></p> <ol style="list-style-type: none"> 1) Self-awareness: Know your strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset." 2) Self-management: Effectively manage stress, control impulses, and motivate yourself to set and achieve goals. 3) Social awareness: Understand the perspectives of others and empathize with them, 	<ul style="list-style-type: none"> • Develop a clear plan for assessing current SEL skills among students, as baseline data and to inform your team's plan for further improvement • As a team with school staff, community partners, parents, and students, identify current activities or programs that support SEL skill development in the school and assess to what degree they are being implemented with fidelity and achieving desired outcomes • As a team with school staff, parents, and students, identify, select and/or adapt SEL skill development practices or programs that meet the needs and strengths of the students • Monitor implementation of SEL skill development activities for fidelity, feasibility, and acceptability to school staff and students • Ensure SEL skill development activities are developed with and communicated by students, parents, and members of the school community • Re-assess SEL skill development on a routine basis to monitor progress and inform feedback to school staff and team planning for 	1	2	3	4	5	6

<p><i>including those from diverse backgrounds and cultures.</i></p> <p><i>4) Relationship skills: Communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.</i></p> <p><i>5) Responsible decision-making: Make constructive choices about personal behavior and social interactions based on ethical standards, safety, and social norms.</i></p>	ongoing activities						
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<p>11 ... To what were mental health promotion (Tier 1) services and supports evidence-informed (based on research evidence, as recognized in national registries, and/or supported by practice-based evidence of success in local or similar schools)?</p>	<p>1 = <i>None</i> of our mental health promotion (Tier 1) services and supports were evidence- informed</p> <p>2 = <i>1-25%</i> of our mental health promotion (Tier 1) services and supports were evidenced- informed</p> <p>3 = <i>26-50%</i> of our mental health promotion (Tier 1) services and supports were evidenced-informed</p> <p>4 = <i>51-75%</i> of our mental health promotion (Tier 1) services and supports were evidenced-informed</p> <p>5 = <i>76-99%</i> of our mental health promotion (Tier 1) services and supports were evidenced-informed</p> <p>6 = <i>All</i> of our mental health promotion (Tier 1) services and supports were evidence-informed</p>	1	2	3	4	5	6
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To what extent did <u><i>schools</i></u> in your district use best practices to...							
	Best Practices	Never	Rarely	Sometimes	Often	Almost Always	Always

<p>12. ... determine whether Tier 1 mental health services and supports are evidence-informed?</p>	<ul style="list-style-type: none"> • Create an intervention selection committee with diverse representation (school mental health providers, administrators, teachers, students, parents) • Develop a selection process and policy • Review of evidence of success (e.g., process or outcome data from program evaluation or quality improvement efforts, fidelity data) in schools or other schools with similar characteristics • Use national evidence-based practice registries (e.g., IES What Works Clearinghouse, Blueprints for Healthy Youth Development, OJJDP Model Programs Guide, Society of Clinical Child and Adolescent Psychology Effective Child Therapies) • Review national evidence-based practice registries and relevant research literature to determine: <ul style="list-style-type: none"> • Randomized controlled trials (RCTs) for the practice demonstrate valued outcomes • Valued outcomes have been demonstrated by others than the practice developers • The settings (e.g., urban/suburban/rural/frontier; school/outpatient/inpatient) are comparable to the intended setting • The populations that have been studied are comparable to your population characteristics (e.g., gender, age, ethnicity, cultural backgrounds, languages, sexual orientation, socioeconomic status). • The outcomes are consistent with those valued and prioritized by the school 	1	2	3	4	5	6
<p>13. ...ensure Tier 1 services and supports fit the unique strengths, needs, and cultural/linguistic considerations of students and families?</p>	<ul style="list-style-type: none"> • Create an EBP selection committee with diverse representation (school mental health providers, school administrators, teachers, students, parents) • Review school student body including gender, age, ethnicity, cultural backgrounds, languages, sexual orientation, socio economic status • Review school mental health needs and strengths • Review costs associated with EBP implementation • Evaluate short and long-term training requirements and 	1	2	3	4	5	6

	<ul style="list-style-type: none"> qualifications needed to implement practice with fidelity Pilot test the new practice with school population Adapt the practice to fit school population unique considerations 						
14. ...ensure adequate resource capacity to implement mental health promotion (Tier 1) services and supports?	<ul style="list-style-type: none"> Evaluate staffing capacity, including staff training requirements and qualifications and staff time, needed to implement services and supports Evaluate implementation supports (ongoing training, coaching, supplies) needed to implement services and supports with fidelity Evaluate costs associated with training and implementation Determine whether staffing, implementation supports, and costs of services and supports are achievable within current school mental health system 	1	2	3	4	5	6
15. ... support training/professional development, including ongoing implementation supports, for mental health promotion (Tier 1) services and supports?	<ul style="list-style-type: none"> Provide interactive trainings (with opportunity for skills practice, role plays, action planning) Provide ongoing support for implementation (by regular coaching, consultation, or supervision that includes skills practice, role plays, and corrective feedback, as well as fidelity monitoring and feedback processes). NOTE: Distribution of materials and one-time didactic trainings without follow-up support are <u>not</u> best practices to support training and implementation of practices and are generally necessary but insufficient to support implementation in schools 	1	2	3	4	5	6
16. ...monitor fidelity of mental health promotion (Tier 1) services and supports implementation across tiers?	<ul style="list-style-type: none"> Identify fidelity monitoring tools specific to the practice you are implementing or develop a tool specific to the practice and the implementation context in school (based on fidelity monitoring tools for similar evidence-based practices). Tools might involve reviewing student records or progress, directly observing school staff who are implementing the practice and/or talking with anyone implementing or receiving the practice. Ensure your fidelity monitoring tool or system measures the following: <ul style="list-style-type: none"> <i>Adherence to intervention content (what is being implemented)</i> <i>Quality of program delivery (manner in which facilitator</i> 	1	2	3	4	5	6

	<i>delivers/implements program)</i> <ul style="list-style-type: none"> Logistics (conducive implementation environment, number/length of sessions implemented) Determine frequency of fidelity measurement based on what is feasible and will yield actionable information Establish a benchmark for acceptable levels of feasibility (e.g., not acceptable, adequate, excellent) Monitor and track changes or adaptations to the practice Provide feedback to anyone implementing and use the results to continuously improve, adapt, and sustain implementation 						
District Support Total (Questions 11-16)=__ District Support Average (Total/96)=__							

To what extent did your <u>district</u> use best practices to...							
	Best Practices	Never	Rarely	Sometimes	Often	Almost Always	Always

17. ...establish and disseminate written, standard policies and procedures for Tier 1 services and supports in your schools?	<ul style="list-style-type: none"> • Develop policies and procedures to reflect mental health promotion services and supports best practices • Disseminate policies and procedures to all schools in an accessible format 	1	2	3	4	5	6
18. ...support the implementation of Tier 1 services and supports in your schools?	<ul style="list-style-type: none"> • Use comprehensive implementation supports in all schools including: <ul style="list-style-type: none"> • Provision of resources • Ongoing professional development • Technical assistance, consultation and coaching 	1	2	3	4	5	6
19. ...monitor Tier 1 services and supports in your schools?	<ul style="list-style-type: none"> • Use a systematic process in all schools for monitoring the structure and process of school mental health promotion services and supports including: <ul style="list-style-type: none"> • <i>District observation of school team meetings</i> • Regular reporting by schools of mental health promotion services and supports structures, staffing and processes • Assessment of fidelity to district policies and procedures 	1	2	3	4	5	6
20. ... assess and refine district supports (e.g., policies, procedures, monitoring, implementation supports) for Tier 1 services and supports in your schools?	<ul style="list-style-type: none"> • Assess the utility and effectiveness of district supports via a systematic process that includes school feedback • Ensure that district supports reflect current best practices in mental health promotion services and supports • Implement a quality improvement process to refine district supports 	1	2	3	4	5	6
<div style="text-align: right;"> District Support Total= ____ District Support Average (Total/24)= ____ </div>							

Mental Health Promotion Services and Supports (Tier 1) – School Version

Mental health promotion services and supports (Tier 1) are mental health related activities that are designed to meet the needs of all students regardless of whether they are at risk for mental health problems. Tier 1 activities include promotion of positive social, emotional, and behavioral skills and well being. These activities might also include efforts to support positive school climate and staff well being. These activities can be implemented school wide, at the grade level, and/or at the classroom level and can be provided by school employed and community employed, school based professionals.

Examples include school wide mental health education lessons, school climate improvement efforts, and classroom based social emotional learning for all students.

	Best Practices	Never	Rarely	Sometimes	Often	Almost Always	Always
1. ... assess school climate?	<ul style="list-style-type: none"> Develop a clear plan for how data will be collected, stored, analyzed and shared Assess multiple dimensions of school climate including student engagement, student- staff/student-student/staff-staff relationships, school safety and learning environment Obtain input from a variety of groups including students, their caregivers, instructional staff, non-instructional staff and administrators Assess school climate using more than one modality for input (e.g., surveys, interviews, focus group, school administrative data) Allow anonymous input on surveys and other data collection Align the data collected with school vision of school climate and improvement strategies Select evidence-based tools 	1	2	3	4	5	6
2. ...improve school climate?	<ul style="list-style-type: none"> Designate or form a core school climate planning team that includes broad representation (e.g., educators, administrators, mental health and health staff, youth, family members, community partners) Align and integrate school climate efforts with other school improvement efforts, including academic improvement 	1	2	3	4	5	6

	<ul style="list-style-type: none"> efforts Use data to inform and to assess the impact of school climate improvement activities Ensure that data from school climate measures are used to select priority areas of focus and activities to promote school climate improvement Embed school climate improvement into policy, practice and systems in the school 						
3. ...assess teacher and staff well-being?	<ul style="list-style-type: none"> Establish a clear process and system for collecting, analyzing, and storing data Conduct well-being assessment with teachers and all school staff Assess staff well-being regularly and at least annually Ensure privacy of information and anonymity when assessing staff well-being using surveys, interviews, focus groups or other means Assess a range of well-being components (e.g., physical, occupational, emotional, environmental, social, mental, intellectual) Select assessment tools that are evidence-based with strong psychometrics 	1	2	3	4	5	6
4. ...improve teacher and staff well-being?	<ul style="list-style-type: none"> Align staff well-being improvement efforts with needs identified by your staff well-being assessment Address organizational and individual factors that contribute to stress and wellness (e.g., staff control and input, supervision and support, safe, supportive social and physical environment, linkage to employee assistance programs, worksite screening programs, education and resources for employees, targeted follow-up to support individual change, stress management, health education and health promoting activities) Make well-being resources and activities are readily available to teachers and staff Integrate well-being activities into the school culture instead of activities being after-school activities Make well-being activities available at no-cost or low-cost 	1	2	3	4	5	6
5. ...set schoolwide expectations about positive behaviors?	<ul style="list-style-type: none"> Settings: The physical layout of the school is designed to support optimal functioning of staff and students. 	1	2	3	4	5	6

	<ul style="list-style-type: none"> • Routines: Predictable schoolwide routines are developed and taught. <ul style="list-style-type: none"> • Expectations: 3-5 positively stated school-wide expectations are posted around school • Expectations apply to both students and staff • Rules are linked to expectations • Rules are clearly posted, defined and explicitly taught • Train staff to teach students expectations/rules and how rewards are developed, scheduled, and delivered. • Teach students how expectations/rules/rewards are developed, scheduled, and delivered. • Involve families and community members to develop and implement expectations about positive behaviors 						
6. ...implement schoolwide positive reinforcement systems that promote positive behaviors?	<ul style="list-style-type: none"> • Rewards: <ul style="list-style-type: none"> • A system of rewards is implemented consistently across campus. • A variety of methods are used to reward students • Supervision: School staff provide reminders and actively scan, move, and interact with students • Opportunity: School staff provide high rates and varied opportunities for all students to respond • Acknowledgement: School staff use specific praise and other strategies to let students know when they meet expectations • Prompts and Pre-corrections: School staff provide reminders that clearly describe the expectation • Error Corrections: School staff use brief, contingent, and specific statements when misbehavior occurs • Other Strategies: School staff use other strategies that preempt escalation, minimize inadvertent reward of a problem behavior, create a learning opportunity for emphasizing desired behavior, and maintain optimal instructional time • Discipline: <ul style="list-style-type: none"> • Discipline process described in narrative format or depicted graphically. • Discipline process includes documentation procedures • Problem behaviors are clearly defined • Suggested, graduated array of appropriate responses to 	1	2	3	4	5	6

	problem behaviors are clearly defined						
7. ...use classroom and school-based strategies to proactively build health relationships and a sense of community to prevent and address conflict and wrong doing? <i>These classroom and school-based strategies are often referred to as restorative practices.</i>	<ul style="list-style-type: none"> • Use informal and formal processes, that precede wrongdoing, to proactively build relationships and a sense of community to prevent conflict and wrongdoing • Use circles and groups to provide opportunities for students to share their feelings, build relationships and solve problems, and when there is wrongdoing, to play an active role in addressing the wrong and making things right • Teach and model problem solving and conflict resolution skills in the classroom 	1	2	3	4	5	6
8. ...use discipline policies and practices aimed at reducing exclusionary responses (e.g., suspensions, expulsions)?	<ul style="list-style-type: none"> • Establish consistent expectations, rules and schoolwide positive reinforcement systems to promote positive behaviors • Train and support school staff in emotional and behavioral health • Train and support school staff in evidence-informed, culturally responsive crisis de-escalation strategies and techniques • Develop a multi-tiered system of emotional and behavioral health services and supports for students at risk for disruptive behavior related to mental health concerns • Use a process of graduated sanctions that limit out-of-school suspensions, if used at all, to the most severe offenses • Examine number of suspensions/expulsions by demographic group to better understand any differences in policies or practices • Use restorative justice practices that encourage student disciplinary practices that focus on repairing the harm caused by an incident and allowing the people most affected by the incident to participate in its resolution 	1	2	3	4	5	6

<p>9. ...increase mental health literacy for all students and staff?</p> <p><i>Mental health literacy is defined as:</i></p> <ol style="list-style-type: none"> 1. Understanding how to foster and maintain good mental health 2. Understanding mental disorders and their treatments 3. Decreasing Stigma 4. Understanding how to seek help effectively <p>www.teenmentalhealth.org (Kutcher and Wei, 2019)</p>	<ul style="list-style-type: none"> • Develop a clear plan for assessing current mental health literacy of students and school staff, as baseline data and to inform your team's plan for further improvement • Work with students, parents, and school staff to determine the most meaningful, feasible ways to promote mental health literacy • Deliver and evaluate professional learning opportunities to 1) understand how to optimize and maintain good mental health for themselves and others 2) understand mental disorders and their treatment 3) reduce stigma about mental health needs and supports and 4) increase skills to link students to mental health prevention or intervention supports when needed • Ensure mental health literacy activities are developed with and communicated by students, parents, and members of the school community • Ensure mental health literacy activities are ongoing throughout the school year (i.e., activities go beyond a one-time training or educational materials posted in the building) • Reassess mental health literacy on a routine basis to monitor progress and inform team planning for ongoing activities 	1	2	3	4	5	6
<p>10. ...increase social and emotional (SEL) skills for all students?</p> <p><i>SEL is "Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions."</i> (www.casel.org)</p> <p><i>SEL competencies are:</i></p> <ol style="list-style-type: none"> 1) Self-awareness: Know your strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset." 2) Self-management: Effectively manage stress, control impulses, and motivate yourself to set and achieve goals. 3) Social awareness: Understand the perspectives of others and empathize with them, 	<ul style="list-style-type: none"> • Develop a clear plan for assessing current SEL skills among students, as baseline data and to inform your team's plan for further improvement • As a team with school staff, community partners, parents, and students, identify current activities or programs that support SEL skill development in the school and assess to what degree they are being implemented with fidelity and achieving desired outcomes • As a team with school staff, parents, and students, identify, select and/or adapt SEL skill development practices or programs that meet the needs and strengths of the students • Monitor implementation of SEL skill development activities for fidelity, feasibility, and acceptability to school staff and students • Ensure SEL skill development activities are developed with and communicated by students, parents, and members of the school community • Re-assess SEL skill development on a routine basis to monitor progress and inform feedback to school staff and team planning for 	1	2	3	4	5	6

<i>including those from diverse backgrounds and cultures.</i> 4) <i>Relationship skills: Communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.</i> 5) <i>Responsible decision-making: Make constructive choices about personal behavior and social interactions based on ethical standards, safety, and social norms.</i>	ongoing activities						
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11 ... To what were mental health promotion (Tier 1) services and supports evidence-informed (based on research evidence, as recognized in national registries, and/or supported by practice-based evidence of success in local or similar schools)?	1 = <i>None</i> of our mental health promotion (Tier 1) services and supports were evidence- informed 2 = <i>1-25%</i> of our mental health promotion (Tier 1) services and supports were evidenced- informed 3 = <i>26-50%</i> of our mental health promotion (Tier 1) services and supports were evidenced-informed 4 = <i>51-75%</i> of our mental health promotion (Tier 1) services and supports were evidenced-informed 5 = <i>76-99%</i> of our mental health promotion (Tier 1) services and supports were evidenced-informed 6 = <i>All</i> of our mental health promotion (Tier 1) services and supports were evidence-informed	1	2	3	4	5	6
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To what extent did your school use best practices to...							
	Best Practices	Never	Rarely	Sometimes	Often	Almost Always	Always

<p>12. ... determine whether Tier 1 mental health services and supports are evidence-informed?</p>	<ul style="list-style-type: none"> • Create an intervention selection committee with diverse representation (school mental health providers, administrators, teachers, students, parents) • Develop a selection process and policy • Review of evidence of success (e.g., process or outcome data from program evaluation or quality improvement efforts, fidelity data) in schools or other schools with similar characteristics • Use national evidence-based practice registries (e.g., IES What Works Clearinghouse, Blueprints for Healthy Youth Development, OJJDP Model Programs Guide, Society of Clinical Child and Adolescent Psychology Effective Child Therapies) • Review national evidence-based practice registries and relevant research literature to determine: <ul style="list-style-type: none"> • Randomized controlled trials (RCTs) for the practice demonstrate valued outcomes • Valued outcomes have been demonstrated by others than the practice developers • The settings (e.g., urban/suburban/rural/frontier; school/outpatient/inpatient) are comparable to the intended setting • The populations that have been studied are comparable to your population characteristics (e.g., gender, age, ethnicity, cultural backgrounds, languages, sexual orientation, socioeconomic status). • The outcomes are consistent with those valued and prioritized by the school 	1	2	3	4	5	6
<p>13. ...ensure Tier 1 services and supports fit the unique strengths, needs, and cultural/linguistic considerations of students and families in your school?</p>	<ul style="list-style-type: none"> • Create an EBP selection committee with diverse representation (school mental health providers, school administrators, teachers, students, parents) • Review school student body including gender, age, ethnicity, cultural backgrounds, languages, sexual orientation, socio economic status • Review school mental health needs and strengths • Review costs associated with EBP implementation • Evaluate short and long-term training requirements and 	1	2	3	4	5	6

	<ul style="list-style-type: none"> qualifications needed to implement practice with fidelity Pilot test the new practice with school population Adapt the practice to fit school population unique considerations 						
14. ...ensure adequate resource capacity to implement mental health promotion (Tier 1) services and supports?	<ul style="list-style-type: none"> Evaluate staffing capacity, including staff training requirements and qualifications and staff time, needed to implement services and supports Evaluate implementation supports (ongoing training, coaching, supplies) needed to implement services and supports with fidelity Evaluate costs associated with training and implementation Determine whether staffing, implementation supports, and costs of services and supports are achievable within current school mental health system 	1	2	3	4	5	6
15. ... support training/professional development, including ongoing implementation supports, for mental health promotion (Tier 1) services and supports?	<ul style="list-style-type: none"> Provide interactive trainings (with opportunity for skills practice, role plays, action planning) Provide ongoing support for implementation (by regular coaching, consultation, or supervision that includes skills practice, role plays, and corrective feedback, as well as fidelity monitoring and feedback processes). NOTE: Distribution of materials and one-time didactic trainings without follow-up support are <u>not</u> best practices to support training and implementation of practices and are generally necessary but insufficient to support implementation in schools 	1	2	3	4	5	6
16. ...monitor fidelity of mental health promotion (Tier 1) services and supports implementation across tiers?	<ul style="list-style-type: none"> Identify fidelity monitoring tools specific to the practice you are implementing or develop a tool specific to the practice and the implementation context in school (based on fidelity monitoring tools for similar evidence-based practices). Tools might involve reviewing student records or progress, directly observing school staff who are implementing the practice and/or talking with anyone implementing or receiving the practice Ensure your fidelity monitoring tool or system measures the following: <ul style="list-style-type: none"> <i>Adherence to intervention content (what is being implemented)</i> <i>Quality of program delivery (manner in which facilitator</i> 	1	2	3	4	5	6

	<i>delivers/implements program)</i> <ul style="list-style-type: none"> Logistics (conducive implementation environment, number/length of sessions implemented) Determine frequency of fidelity measurement based on what is feasible and will yield actionable information Establish a benchmark for acceptable levels of feasibility (e.g., not acceptable, adequate, excellent) Monitor and track changes or adaptations to the practice Provide feedback to anyone implementing and use the results to continuously improve, adapt, and sustain implementation 						
Mental Health Promotion Services and Supports (Tier 1) Total (Questions 1-16)= ____ Mental Health Promotion Services and Supports (Tier 1) Average (Total/96)= ____							



Module 5: Mental Health Promotion for All – District Strategic Planning

Review of Training Curriculum Contents

- How does this content fit with your district understanding and implementation of mental health promotion (Tier 1) services and supports for all students?

Strategic Planning

Please state a specific goal for your district within this domain. *(For example, one goal might be that the district will map all Tier 1 services and supports in their schools to [1] evaluate resource capacity to deliver current services and supports well, and [2] explore capacity for additional mental health promotion services and supports in select schools or district-wide.)*

Goal:

How will you know if you've achieved success within this goal?

Indicator of success:

What opportunities exist related to this goal?

- What have been our past successes?

- What current work is taking place related to this goal?
- What are our available resources (leadership, infrastructure, staffing, partnerships)?

What barriers exist related to this goal?

- What would prevent us from moving forward with this goal?
- What would we need to overcome this/these barrier(s)?

Action Steps

- List 3 potential action steps to move this goal forward.

1.

2.

3.

PROFESSIONAL QUALITY OF LIFE SCALE (PROQOL)

COMPASSION SATISFACTION AND COMPASSION FATIGUE

(PROQOL) VERSION 5 (2009)

When you [help] people you have direct contact with their lives. As you may have found, your compassion for those you [help] can affect you in positive and negative ways. Below are some questions about your experiences, both positive and negative, as a [helper]. Consider each of the following questions about you and your current work situation. Select the number that honestly reflects how frequently you experienced these things in the last 30 days.

	1=Never	2=Rarely	3=Sometimes	4=Often	5=Very Often
_____ 1.					
_____ 2.					
_____ 3.					
_____ 4.					
_____ 5.					
_____ 6.					
_____ 7.					
_____ 8.					
_____ 9.					
_____ 10.					
_____ 11.					
_____ 12.					
_____ 13.					
_____ 14.					
_____ 15.					
_____ 16.					
_____ 17.					
_____ 18.					
_____ 19.					
_____ 20.					
_____ 21.					
_____ 22.					
_____ 23.					
_____ 24.					
_____ 25.					
_____ 26.					
_____ 27.					
_____ 28.					
_____ 29.					
_____ 30.					

YOUR SCORES ON THE PROQOL: PROFESSIONAL QUALITY OF LIFE SCREENING

Based on your responses, place your personal scores below. If you have any concerns, you should discuss them with a physical or mental health care professional.

Compassion Satisfaction _____

Compassion satisfaction is about the pleasure you derive from being able to do your work well. For example, you may feel like it is a pleasure to help others through your work. You may feel positively about your colleagues or your ability to contribute to the work setting or even the greater good of society. Higher scores on this scale represent a greater satisfaction related to your ability to be an effective caregiver in your job.

The average score is 50 (SD 10; alpha scale reliability .88). About 25% of people score higher than 57 and about 25% of people score below 43. If you are in the higher range, you probably derive a good deal of professional satisfaction from your position. If your scores are below 40, you may either find problems with your job, or there may be some other reason—for example, you might derive your satisfaction from activities other than your job.

Burnout _____

Most people have an intuitive idea of what burnout is. From the research perspective, burnout is one of the elements of Compassion Fatigue (CF). It is associated with feelings of hopelessness and difficulties in dealing with work or in doing your job effectively. These negative feelings usually have a gradual onset. They can reflect the feeling that your efforts make no difference, or they can be associated with a very high workload or a non-supportive work environment. Higher scores on this scale mean that you are at higher risk for burnout.

The average score on the burnout scale is 50 (SD 10; alpha scale reliability .75). About 25% of people score above 57 and about 25% of people score below 43. If your score is below 43, this probably reflects positive feelings about your ability to be effective in your work. If you score above 57 you may wish to think about what at work makes you feel like you are not effective in your position. Your score may reflect your mood; perhaps you were having a “bad day” or are in need of some time off. If the high score persists or if it is reflective of other worries, it may be a cause for concern.

Secondary Traumatic Stress _____

The second component of Compassion Fatigue (CF) is secondary traumatic stress (STS). It is about your work related, secondary exposure to extremely or traumatically stressful events. Developing problems due to exposure to other's trauma is somewhat rare but does happen to many people who care for those who have experienced extremely or traumatically stressful events. For example, you may repeatedly hear stories about the traumatic things that happen to other people, commonly called Vicarious Traumatization. If your work puts you directly in the path of danger, for example, field work in a war or area of civil violence, this is not secondary exposure; your exposure is primary. However, if you are exposed to others' traumatic events as a result of your work, for example, as a therapist or an emergency worker, this is secondary exposure. The symptoms of STS are usually rapid in onset and associated with a particular event. They may include being afraid, having difficulty sleeping, having images of the upsetting event pop into your mind, or avoiding things that remind you of the event.

The average score on this scale is 50 (SD 10; alpha scale reliability .81). About 25% of people score below 43 and about 25% of people score above 57. If your score is above 57, you may want to take some time to think about what at work may be frightening to you or if there is some other reason for the elevated score. While higher scores do not mean that you do have a problem, they are an indication that you may want to examine how you feel about your work and your work environment. You may wish to discuss this with your supervisor, a colleague, or a health care professional.

WHAT IS MY SCORE AND WHAT DOES IT MEAN?

In this section, you will score your test so you understand the interpretation for you. To find your score on **each section**, total the questions listed on the left and then find your score in the table on the right of the section.

Compassion Satisfaction Scale

Copy your rating on each of these questions on to this table and add them up. When you have added then up you can find your score on the table to the right.

3. _____
6. _____
12. _____
16. _____
18. _____
20. _____
22. _____
24. _____
27. _____
30. _____

Total: _____

The sum of my Compassion Satisfaction questions is	So My Score Equals	And my Compassion Satisfaction level is
22 or less	43 or less	Low
Between 23 and 41	Around 50	Average
42 or more	57 or more	High

Burnout Scale

On the burnout scale you will need to take an extra step. Starred items are "reverse scored." If you scored the item 1, write a 5 beside it. The reason we ask you to reverse the scores is because scientifically the measure works better when these questions are asked in a positive way though they can tell us more about their negative form. For example, question 1. "I am happy" tells us more about

- *1. _____ = _____
*4. _____ = _____
8. _____
10. _____
*15. _____ = _____
*17. _____ = _____
19. _____
21. _____
26. _____
*29. _____ = _____

Total: _____

The sum of my Burnout Questions is	So my score equals	And my Burnout level is
22 or less	43 or less	Low
Between 23 and 41	Around 50	Average
42 or more	57 or more	High

You Wrote	Change to
	5
2	4
3	3
4	2
5	1

the effects of helping when you are *not* happy so you reverse the score

Secondary Traumatic Stress Scale

Just like you did on Compassion Satisfaction, copy your rating on each of these questions on to this table and add them up. When you have added then up you can find your score on the table to the right.

2. _____
5. _____
7. _____
9. _____
11. _____
13. _____
14. _____
23. _____
25. _____
28. _____

Total: _____

The sum of my Secondary Trauma questions is	So My Score Equals	And my Secondary Traumatic Stress level is
22 or less	43 or less	Low
Between 23 and 41	Around 50	Average
42 or more	57 or more	High

INTERVENTION PLANNING FORM

School or district mental health teams are encouraged to complete this form when planning to adopt an intervention. The primary goal of this form is to help teams predict appropriate intervention staffing and time burden.

Intervention Name	Tier			Planning/Preparation <i>before or during implementation</i>			Supervision <i>providing or receiving</i>			Delivery			Evaluation and Feedback <i>schoolwide and student-specific</i>		
	1	2	3	Who	Hours/ Wk	Duration	Who	Hours/ Wk	Duration	Who	Hours/ Wk	Duration	Who	Hours/ Wk	Duration
Example: Check In Check Out		x	x	T.Cooper S.Barrey Teachers	1-2 1 .5	Aug-May Aug-Dec Aug-Oct	S. Barrey	1	Aug-May	10 teachers	1	Oct-May	T.Cooper L. Sands	.5 5	Aug-May Dec, May

Planning Checklist for Monitoring Fidelity of Evidence-Based Practices (EBPs)

1. Identify fidelity monitoring tools.

- ☐ Use existing tool specific to the EBP you're implementing (if applicable, based on your search of SAMHSA's National Registry of Evidence-based Programs and Practices [NREPP, <https://www.samhsa.gov/nrepp>], What Works Clearinghouse (<https://ies.ed.gov/ncee/wwc/>), correspondence with intervention developer), or
- ☐ Develop a tool specific to the intervention and your service delivery context (based on fidelity monitoring tools for similar EBPs)
- ☐ Complement the tool you choose with any other methods it doesn't include (e.g., records review, direct observation, talking with implementers and/or consumers)

2. Determine frequency of fidelity measurement.

- ☐ What frequency is feasible for the tool selected?
- ☐ What frequency will yield actionable and relevant information?
- ☐ What frequency will be sustainable if the EBP implementation continues in future years, with consideration of implementer, consumer, and/or evaluator turnover?
- ☐ What are the best/worst times of year to monitor fidelity?
- ☐ What stages of implementation are important to monitor fidelity (e.g., immediately following training and intervals thereafter)?
- ☐ Determine strategies to *develop* the fidelity measurement plan with implementers (including all details above) and *communicate* the final plan to implementers once determined.

3. Establish a benchmark for acceptable level of fidelity.

- ☐ What levels of fidelity are not acceptable, adequate, and excellent?
- ☐ How can you build in ongoing coaching and feedback about fidelity benchmarks to improve fidelity over time?

4. Monitor adaptations to the EBP.

- ☐ Ask implementers about changes they made to the EBP as intended, and/or
- ☐ Collect observational data about adaptations made during implementation

Module 6: Early Intervention and Treatment

Goal: Help participants understand the importance of and best practices for mental health early intervention and treatment (Tiers 2 and 3) in schools.

By the end of this module, participants will be able to:

1. Define mental health early intervention and treatment.
2. Describe at least 3 reasons why mental health early intervention and treatment are important for student well-being.
3. Describe best practices for implementing high-quality mental health early intervention and treatment services and supports for students who need them.



MHTTC

Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration



Module 6: Early Intervention and Treatment (Tiers 2/3)

National School Mental Health Curriculum

1

The opinions expressed herein are the views of the Mental Health Technology Transfer Center Network and the National Center for School Mental Health and do not reflect the official position of the Department of Health and Human Services (DHHS), SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this document is intended or should be inferred.



MHTTC

Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration



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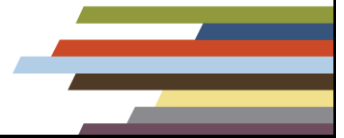


Agenda

- Definition
- Value
- Quality Indicators and Best Practices
- Strategic Planning

What Is Mental Health Early Intervention?

Strategies designed to address mental health concerns for students who have been identified through a systematic, equitable process as experiencing **mild distress or functional impairment, or being at risk for a given problem or concern.**



Value of Mental Health Early Intervention

- Mental health problems often first emerge at school
(Richardson, Morrisette, & Zucker, 2012)
- Early identification of problems prevents worsening of symptoms
- Early intervention promotes positive youth development



What Is Mental Health Treatment?

Strategies designed to address mental health concerns for students who are already experiencing **significant distress and functional impairment**.

Value of Mental Health Treatment in Schools

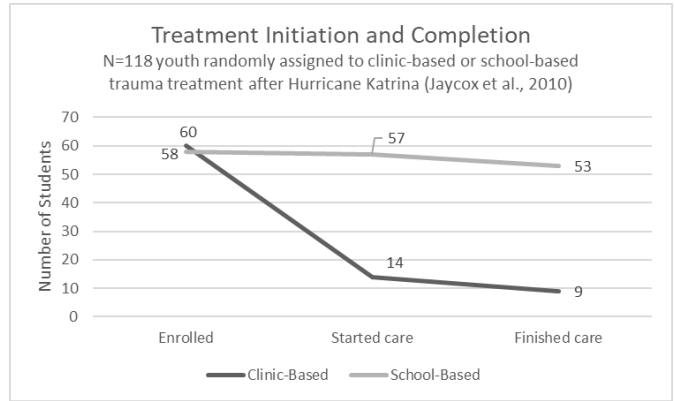
- Schools are accessible.
- Most children who receive mental health treatment do so in schools.
- It effectively reduces symptoms.
- Treatment is most effective when integrated into students' academic instruction.



(Green et al., 2013; Rones & Hoagwood, 2000; Burns et al., 1995; Foster et al., 2005)

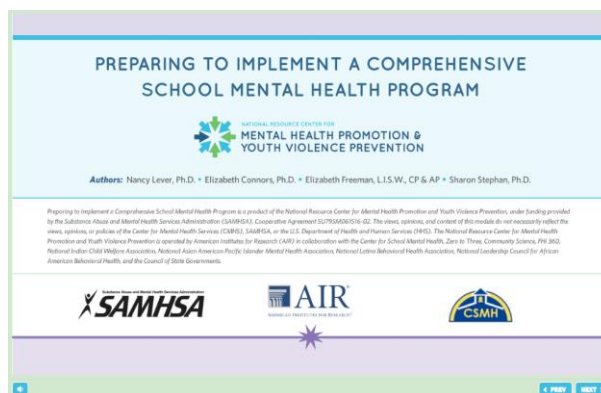
Why Mental Health Treatment in Schools?

- Youth are 6x more likely to complete mental health treatment in schools than in community settings (Jaycox et al., 2010).
- Mental health treatment has large effects on decreasing mental health symptoms (Sanchez et al., 2018).
- Mental health services are most effective when they are integrated into students' academic instruction (Sanchez et al., 2018).



Comprehensive School Mental Health System Planning and Implementation Module Series

Resources



<https://healthysafechildren.org/learning-portal/learning-modules/>

Quality Indicators

- Provide access to needed services and supports.
- Determine whether services are evidence-informed.
- Ensure *all* services and supports are evidence-informed.
- Ensure fit with strengths, needs, and cultural and linguistic considerations
- Ensure adequate resources for implementation.
- Provide interactive training and ongoing supports.
- Monitor fidelity.
- Ensure intervention goals are SMART.
- Monitor student progress across tiers.
- Implement a systematic protocol for emotional and behavioral crisis response.

Quality Indicators

Of the students who were identified as needing mental health early intervention (Tier 2) services and supports, how many **received** them?

- Identification can include needs assessment, screening, referral, or teaming processes.
- Tier 2 services and supports are for students experiencing mild distress or functional impairment, or at risk for a given problem or concern.

Quality Indicators

To what extent were mental health early intervention (Tier 2) services and supports **evidence-informed?**

- Evidence-informed

Based on research evidence, as recognized in national registries, and/or supported by practice-based evidence of success in local or similar schools

Early Intervention (Tier 2) Example

Brief Intervention for School Clinicians (BRISC)

- 4-session, flexible Tier 2 intervention for high school students
- Provides a structured, systematic way to identify treatment targets
- Based on skill building and problem solving
- Uses standardized assessment tools to monitor progress
- Designed to maximize efficiency for school mental health systems

Developed by Drs. Elizabeth McCauley and Eric Bruns at the University of Washington School Mental Health Assessment Research and Training (SMART) Center

Quality Indicator

Of the students who were identified as needing Tier 3 services and supports, how many **received** them?

- Identification processes can include screening and/or referral.
- This refers to access to any service or support needed by students above or beyond what is provided universally (at Tier 1) to all students.



District Example

One small, rural school district partnered with a community mental health provider to help meet the mental health needs of students by providing individual, group, and family counseling. The community partner examined referrals compared to enrollment in services at the mid-point and end of the school year to understand trends in access to care. They found that Hispanic/Latino students had disproportionately low service enrollment rates compared to rates overall, and Hispanic/Latino students were underrepresented among their enrolled cases as compared to the proportion of Hispanic/Latino students in school. The community provider organized a planning team with school and district staff, students, and family members to better understand these trends and plan for improvements to increase access to care for Hispanic/Latino students and their families. Communication messages and methods about the mental health services were re-developed based on leadership from Hispanic/Latino students and families, and a Hispanic/Latino clinician was recruited and hired based on one of the recommendations. Access to care rates are re-examined twice per year overall and for sub-populations served.

Quality Indicator

To what extent were
mental health
treatment (Tier 3)
services and supports
evidence-informed?

- Evidence-informed

Based on research evidence, as recognized in national registries, and/or supported by practice-based evidence of success in local or similar schools

Mental Health Treatment (Tier 3) Example

Cognitive Behavioral Intervention for Trauma in Schools (CBITS)

- School-based group and individual intervention to reduce symptoms related to post-traumatic stress disorder (PTSD), depression, and behavioral problems
- 10 group sessions, one to three individual sessions, two parent educational sessions, and one teacher education session
- Has been used with students from 5th through 12th grade
- Developed in the 1990s, and extensive research since 2000 has demonstrated its effectiveness and implementation feasibility

www.cbitsprogram.org

Quality Indicator

To what extent did your district/school **determine whether early intervention and treatment (Tiers 2 and 3) mental health services and supports are evidence-informed?**

Best Practices

- Create an intervention selection committee.
- Develop a selection process and policy.
- Use national evidence-based practice registries.
- Review national evidence-based practice registries.
- Review evidence of success.

Sources of Evidence

- Research literature
- Intervention developers
- Schools implementing the intervention or practice
- Evidence-based practice (EBP) registries

IES What Works Clearinghouse
<https://ies.ed.gov/ncee/wwc/>

Blueprints for Healthy Youth Development
<https://www.blueprintsprograms.org/about>

Model Programs Guide
<https://www.ojjdp.gov/mpg>

Society of Clinical Child & Adolescent Psychology
<https://effectivechildtherapy.org/therapies/>

Resources



<https://healthysafechildren.org/learning-module-series/evidence-based-module-series>

Evidence-Based Module Series



<https://healthysafechildren.org/learning-module-series/evidence-based-module-series>

Quality Indicators

To what extent did your district/school **ensure mental health early intervention and treatment (Tiers 2 and 3) services and supports fit the unique strengths, needs, and cultural/linguistic considerations of your students and families?**

Best Practices

- Create an EBP selection committee with diverse representation.
- Review your school's student body.
- Review your school's mental health needs and strengths.
- Review costs associated with implementation.
- Evaluate training requirements.
- Pilot test the new practice.
- Adapt the practice.

Selecting Evidence-Based Programs

Includes worksheets and tools to assess:

- Intended population of intervention
- Intervention target
- Tier of support (based on severity level)
- Intervention delivery
- Readiness to implement an EBP
- Menu of options to measure impact

1a. Intended Population

Instructions: Within each category, circle all of the options that characterize your intended intervention population.

Developmental Level: Age 0-3 3-5 6-8 9-12 13-15 16-18 Other: _____	Developmental Level: Grade Preschool Pre-K/1 1-2 3-5 6-8 9-12 High School Other: _____	Gender Female Male Transgender Other: _____	Race/Ethnicity African American or Black American Indian or Alaska Native Asian Caucasian or White Hispanic or Latino Native Hawaiian or Pacific Islander Other: _____	Population Subgroups Students with disabilities English language learners Students with risk factors Students with chronic health conditions Other: _____
--	---	--	--	---

Language: _____

• Primary
• Secondary

Selecting Evidence-Based Programs Page 10

1b. Intervention Target

Instructions: Circle all of the options that reflect what you want the intervention to address or target.

Behavioral, Emotional, and Physical Health Aggression Alcohol and Other Drug Use Anxiety/Depression/Phobia Attention Deficit/Hyperactivity Autism Emotional Regulation Focus & Attention Inattention/Hyperactivity Social Skills Other: _____	Academic and Related Skills Career Exploration/Planning Early Childhood Education Language Math Motor Skills Reading Study Skills Time Management Other: _____	Student-Family-School Connections School Safety Support for Academic, Social, and Life Learning Social Relationships School Connectedness Physical Environment Leadership Professional Relationships Other: _____
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Selecting Evidence-Based Programs Page 11

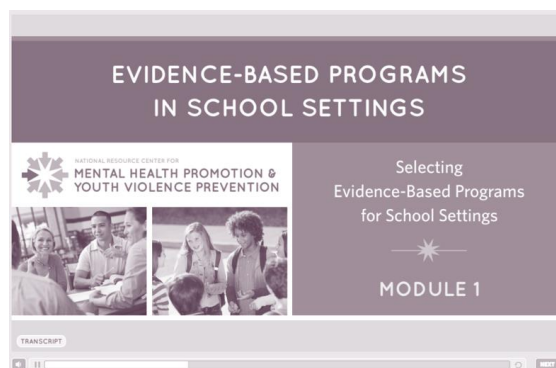
https://healthysafechildren.org/sites/default/files/Selecting_EBPs_Website_508.pdf

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Evidence-Based Programs in School Settings

Three-part webinar series on evidence-based programs in schools

1. Selecting
2. Implementing
3. Preparing



http://airhsdlearning.airws.org/EBPModule1/story_html5.html

Quality Indicators

To what extent did your district/school use best practices to **ensure adequate resource capacity to implement** mental health early intervention and treatment (Tiers 2 and 3) services and supports?

Best Practices

- Evaluate staffing capacity.
- Evaluate implementation supports.
- Evaluate associated costs.
- Determine whether staffing, supports, and costs are achievable.

Intervention Planning Form

Resources

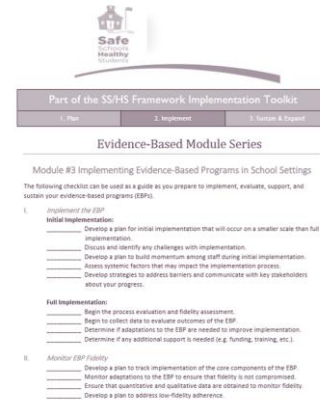
INTERVENTION PLANNING FORM

School or district mental health teams are encouraged to complete this form when planning to adopt an intervention. The primary goal of this form is to help teams predict appropriate intervention staffing and time burden.

Intervention Name	Tier			Planning/Preparation <i>before or during implementation</i>			Supervision <i>providing or receiving</i>			Delivery			Evaluation and Feedback <i>schoolwide and student-specific</i>		
	1	2	3	Who	Hours/ Wk	Duration	Who	Hours/ Wk	Duration	Who	Hours/ Wk	Duration	Who	Hours/ Wk	Duration
Example: Check In Check Out		x	x	T.Cooper S.Barrey Teachers	1-2 1 .5	Aug-May Aug-Dec Aug-Oct	S. Barrey	1	Aug-May	10 teachers	1	Oct-May	T.Cooper L. Sands	.5 5	Aug-May Dec. May

Implementing EBPs in School Settings Checklist

1. Develop a plan to track implementation of core components of the EBP.
2. Monitor adaptations to the EBP to check fidelity.
3. Ensure that quantitative and qualitative data are obtained to monitor fidelity.
4. Develop a plan to address low-fidelity adherence.



<https://healthysafechildren.org/sites/default/files/EBP-ModulesChkItsMod-3-508.pdf>

District Example

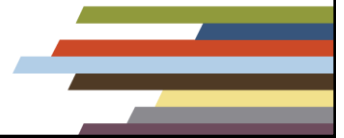


Seattle's School Based Health Centers operate in every Seattle middle and high school, with funding provided by 2 property tax levies. In Seattle, **9,000 students make over 40,000 visits annually**, for primary medical care, immunizations, reproductive health care, and **mental and behavioral health care**, which constitutes **44% of all visits**. SBHCs operate within a Multi-Tiered Systems of Support (MTSS) framework and focus a majority of attention and resources within Tier 2 of this framework, with an emphasis on early intervention and developing students' social, emotional, and behavioral skill sets.

To what extent did your district/school **support training/professional development, including ongoing implementation supports such as coaching for early intervention and treatment (Tiers 2 and 3) services and supports?**

Best Practices

- Provide interactive training.
 - Skills practice, role plays, and action planning.
- Provide ongoing support for implementation.
 - Regular coaching, consultation, or supervision that includes skills practice, role plays, and corrective feedback.
 - Fidelity monitoring and feedback processes.



What Does the Research Say About Training?

- One-time training may improve knowledge or attitudes, but not practice.
- Ongoing coaching and consultation predicts skill learning and application.
- Train-the-trainer models require substantial oversight.
- Projects achieve 80% success after 3 years of implementation with appropriate planning and ongoing support.

District Example



The **BRISC strategy** was developed by the UW SMART Center in the service delivery context of school-based health centers (SBHCs). The BRISC was developed to **promote efficient, effective mental health that assures rapid triaging to the right intensity of care** based on standardized assessment and progress monitoring. Evaluation data showed that mental health clinicians working in SBHCs who used the BRISC were able to **complete treatment in 4 sessions over half the time, while achieving better mental health outcomes than treatment as usual.**

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Quality Indicators

To what extent did your district/school **monitor fidelity of the implementation of early intervention and treatment (Tiers 2 and 3) services and supports?**

Best Practices

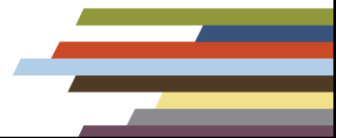
- Identify fidelity monitoring tools.
- Ensure your tool or system measures adherence to content, quality of delivery, and logistics.
- Determine frequency of fidelity measurement.
- Establish a benchmark.
- Monitor and track adaptations.
- Provide feedback to keep improving.



What Is Fidelity Monitoring?

Indicators of doing what is intended, which require you to:

- Know what is intended.
- Have some way of knowing the extent to which a person did what was intended.
- Understand why what you're doing or how you're doing it is leading to the outcomes you observe.



Resources

Fidelity Monitoring Checklist

1. Identify fidelity monitoring tools.
2. Determine the frequency of fidelity measurement.
3. Establish a benchmark for acceptable levels of fidelity.
4. Monitor adaptations.

Planning Checklist for Monitoring Fidelity of Evidence-Based Practices (EBPs)

1. Identify fidelity monitoring tools

- ☐ Use existing tool specific to the EBP you're implementing (if applicable, based on your search of SAMHSA's National Registry of Evidence-based Programs and Practices (NREPP, <https://www.samhsa.gov/nrepp>), What Works Clearinghouse (<https://ies.ed.gov/iisecr/horiz/>), or correspondence with intervention developer), or
- ☐ Develop a tool specific to the intervention and your service delivery context (based on fidelity monitoring tools for similar EBPs)
- ☐ Complement the tool you choose with any other methods it doesn't include (e.g., records review, direct observation, talking with implementers and/or consumers)

2. Determine frequency of fidelity measurement

- ☐ What frequency is feasible for the tool selected?
- ☐ What frequency will yield actionable and relevant information?
- ☐ What frequency will be sustainable if the EBP implementation continues in future years, with consideration of implementer, consumer, and/or evaluator turnover?
- ☐ What are the best/worst times of year to monitor fidelity?
- ☐ What stages of implementation are important to monitor fidelity (e.g., immediately following training and intervals thereafter)
- ☐ Determine strategies to develop the fidelity measurement plan with implementers (including all details above) and communicate the final plan to implementers once determined.

3. Establish benchmark for acceptable level of fidelity

- ☐ What levels of fidelity are not acceptable, adequate, and excellent?
- ☐ How can you build in ongoing coaching and feedback about fidelity benchmarks to improve fidelity over time?

4. Monitor adaptations to the EBP

- ☐ Ask implementers about changes they made to the EBP as intended, and/or
- ☐ Collect observational data about adaptations made during implementation



Fidelity Monitoring

- Plan ahead for fidelity monitoring methods and tools before implementation.
- Decide how to strike a balance between fidelity and adaptation.
 - **Fidelity** – degree to which a program or practice is implemented as intended
 - **Adaptation** – how much, and in what ways, a program or practice is changed to meet local circumstances.
- Share fidelity data back with implementers and other key members of the team to make continuous improvements.

Reflection:

Select a Tier 2 or Tier 3 intervention that is currently being implemented. Discuss how, if at all, fidelity is being monitored and informing the implementation process.

Considerations

What intervention is being used?

How is fidelity being assessed?

What feedback loops are in place to use the fidelity data?

How can fidelity monitoring be improved?

Quality Indicator

To what extent did your district/school **ensure intervention goals are specific, measurable, achievable, relevant, and time bound (SMART)?**

Best Practices

- Work with the student, parents, and teacher(s) to establish goals.
- Ensure goals are specific.
- Establish a measurement plan and set an achievable benchmark.
- Ensure goals are time specific.

SMART Goals Worksheet

Resources

- Provides guidance for the development of SMART goals
- Can be used with students, family members, and/or teachers for collaborative goal development
- Guides assessment of potential obstacles and solutions, as well as benefits of the goal and action steps

SMART Goal Worksheet

Today's Date: _____ Target Date: _____ Start Date: _____
Date Achieved: _____
Goal: _____

Verify that your goal is SMART

Specific: What exactly will you accomplish?

Measurable: How will you know when you have reached this goal?

Achievable: Is achieving this goal realistic with effort and commitment? Have you got the resources to achieve this goal? If not, how will you get them?

Relevant: Why is this goal significant to your life?

Timely: When will you achieve this goal?

SMART Goal Worksheet • Section 70: Career Planning Skills, Lesson 1 • Page 1

This goal is important because:

The benefits of achieving this goal will be:

Take Action!

Potential Obstacles	Potential Solutions
_____	_____
_____	_____
_____	_____
_____	_____

Who are the people you will ask to help you?

Specific Action Steps: What steps need to be taken to get you to your goal?

What?	Expected Completion Date	Completed
_____	_____	_____
_____	_____	_____
_____	_____	_____

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SMART Goal Worksheet • Section 70: Career Planning Skills, Lesson 1 • Page 1

University of Maryland School Mental Health Program Treatment Planning Guide

- Includes suggested SMART goals for a wide variety of specific student concerns
- Reminders to include a baseline, make sure the goal is measurable, and indicate how the goal will be tracked or monitored over time
- Sample formula
 - "Patient will (increase/decrease) *behavior* from X times per (day/week/month) to X times per (day/week/month) as evidenced by teacher report, parent report, patient report, clinical observation, behavior chart, etc."*

Problem	Treatment Goals
Academic Issues	Patient will be promoted to the next grade level by end of school year. Patient will be appropriately evaluated and placed in special education if indicated.
Long Term	Patient will increase school attendance. Patient will increase time spent in the classroom.
Short Term	Patient will increase grades from a ____ (e.g. "C") average to a ____ (e.g. "B") average in all classes (or in specific class). Patient will increase grades from passing ____ out of ____ classes to passing ____ out of ____ classes at next report card/end of year. (Assess to your pt's report card) Guardian will attend ____ out of ____ school meetings as requested by school staff and/or clinician. Pt will increase school attendance from ____ days per week to ____ days per week. Pt will arrive to school on time from ____ days to ____ days per week. Patient will increase the times he/she attends coach classes/tutoring from ____ times per week to ____ times per week. Patient will increase the times he/she turns in homework from ____ times per week to ____ times per week. Teacher reports of student effort will show improvement from current level of ____ to ____ (using academic feedback chart form). Pt will increase completion of classwork assignments from ____ (e.g. 1) assignment(s) per day to ____ (e.g. 3) assignments per day.
Aggression	Patient will decrease suspensions.

Quality Indicator

To what extent did your district/school **monitor individual student progress** across tiers?

Best Practices

- Use multiple data sources and reporters.
- Use validated assessment tool(s) or clearly measured targets for individual progress/goal attainment.
- Ensure that progress monitoring data is aligned with the purpose of the service or support the student is receiving.
- Provide feedback to the student, family, and teacher.

Student Progress Monitoring and Feedback



- **Decide where to start** (e.g., 1 student group, several identified clinicians, 1 school, 1 type of support or service delivered).
- Identify individual student **goals**.
- Identify a standardized or individualized **measure** to track progress.
- Identify data collection **interval** (e.g., weekly, monthly, quarterly).
- **Collect data** from students, parents, and school staff (teachers, coaches, after-school staff).
- **Discuss progress data** with the student, family, and teacher to decide when to continue or change services.
- **Scale up** to larger groups of students, clinicians, or school staff.

SHAPE Screening and Assessment Library

Resources

- Searchable library of free or low-cost screening and assessment measures related to school mental health
- Filter by academic, school climate, or social, emotional, and behavioral focus area, assessment purpose, student age, language, reporter, and cost
- 2-page summaries are available for every measure with links directly to the measure and scoring information

Filter	Instrument Name	Purpose	Focus Area	Reporter for (Student Age)
Focus Area	Fo's Child PTSD Symptom Scale (CPSS)	Screening/Initial Evaluation Diagnostic	Trauma	Student (8-18) Clinician (8-18)
Assessment Purpose	Generalized Anxiety Disorder-7 (GAD-7)	Screening/Initial Evaluation Diagnostic	Anxiety Trauma	Student (11-19+)
Student Age	Patient Health Questionnaire-9 (PHQ-9)	Screening/Initial Evaluation Diagnostic	Depression/Mood	Student (11-19+)
Reporter	Revised Child Anxiety and Depression Scale (RCADS)	Screening/Initial Evaluation Diagnostic	Anxiety Depression/Mood	Student (grade 3-12) Caregiver (grade 3-12)
Cost				

<https://theshapesystem.com/assessmentlibrary/>

Student Information Systems Data Brief

- Describes the practice of data-driven decision-making in schools and reviews commonly used student information systems
- Designed to help schools and districts better navigate how to identify the best student information system for them

Student Information Systems
Issue Brief
March 2019

To help schools and districts better identify the right student information system to meet their needs.

It is critical that school and district teams have feasible, systematic ways to know how students are performing in the academic, social, emotional, and behavioral services and supports they receive. Having data systems in place that can inform student progress in school-based services allows teams to make decisions about how to reach students to services, make changes as needed, and measure progress and outcomes data to understand the impact of the services provided. However, the actual practice of monitoring student progress and outcomes in relation to the wide variety of services and supports provided - for the entire student body - can be challenging and complicated. One of the primary barriers to using more data to inform school and district decision making is not having a suitable data system to collect and use student data (Parker, 2012). This issue brief describes the practice of data-driven decision making in schools and reviews commonly used student information systems.

Student information systems (SIS) are electronic information systems used to assist in the organization and management of student data (U.S. Dept. of Education, 2006). In 1971, the National Education Policy Board (NEPB) issued a report titled "The Right to the Right Data" that was the first to define the term. This report stated that a SIS is a system that collects, stores, and processes data that is used to make decisions about student progress and outcomes. This report also stated that a SIS is a system that collects, stores, and processes data that is used to make decisions about student progress and outcomes.

The Big Picture

Data-Driven Decision Making

Setting, implementing, and using an SIS is one step that can support data-driven decision making. DDDM is a critical aspect of operating a high-quality school mental health system. DDDM is the process of using observation and other relevant data to make decisions about student progress and outcomes. DDDM can help inform decisions related to appropriate student supports and be used to monitor progress and outcomes across the school day (school health, promotion, prevention, and intervention). A DDDM-focused approach uses data at the school level data to help educators better understand student progress. Seeing that a

Appendix			
Name	Key Information	Type of Data Collected	Special Features
Athena	• Software system that manages student information	• Attendance • Testing charts • Grades, etc.	• Connects students, parents, administration, counselors, and teachers
Early Warning System	• A web-based tool that helps identify students who are at risk of dropping out	• Identifies students who are at risk of dropping out • Tracks student progress	• Allows for early intervention to reaching students to intervene
Gradebook	• Software system that contains data and monitors students	• Collects attendance • Discipline and medical records • Report cards • Grades	• Accessible anywhere there is internet
Hero	• A web and mobile application that captures a student's environment	• Monitors student activity including student behavior (learning and consequences) • Attendance records • Grades • Student behavior	• Can report student information to stakeholders (counselors, administrators, on-site student feedback, etc.)
Infinite Campus	• An information system platform for consolidating student information	• Attendance records • Grades • Student behavior	• Facilitates data access • Parent portal access • High security standards
Navro	• An information system that creates individualized plans of study for students	• Academic progress • Discipline records • Grades	• Facilitates individual or student population progress
Power School	• A web-based system that manages teachers' data and student information	• Behavioral data • Discipline • Attendance • Grades • Self-reporting	• Creates multiple reports of data • Information displayed in real time
State Suite	• A web-based system that summarizes student behavioral data for decision-making	• Student behavior data	• Allows schools to track data over 3 years • Universal, targeted, and remote

District Example



Education for Change, a charter management organization in Oakland, CA, partnered with Seneca Family of Agencies, a community-based mental health provider, to deliver mental health services and supports in their 7 charter schools. The Seneca Family of Agencies/Education for Change partnership team wanted to provide more guidance and accountability to school-based clinicians on progress monitoring practices to drive more data-driven decision making and effective services. They first focused on Tier 2 social skills groups. They partnered with 2 clinicians to better understand the supports needed to implement the new practice. Then, tools to identify and monitor intervention goals were developed and shared with clinicians to gather feedback over three months about the feasibility and clinical utility of the progress monitoring tool. The team also collected information in the pilot phase about how to make the practice part of routine workflows to improve data collection and inform decision making. Best practices and "tips" were developed based on clinician feedback to support continued implementation.

To what extent did your district/school **implement a systematic protocol for emotional and behavioral crisis response?**

Best Practices

- Develop a protocol for emotional and behavioral crisis response.
- Circulate the protocol for feedback.
- Disseminate protocol in a manner that is accessible.
- Provide active training and ongoing support for protocol implementation.
- Provide training and ongoing support for all school staff to use crisis prevention and de-escalation skills.
- Revise protocol as needed.

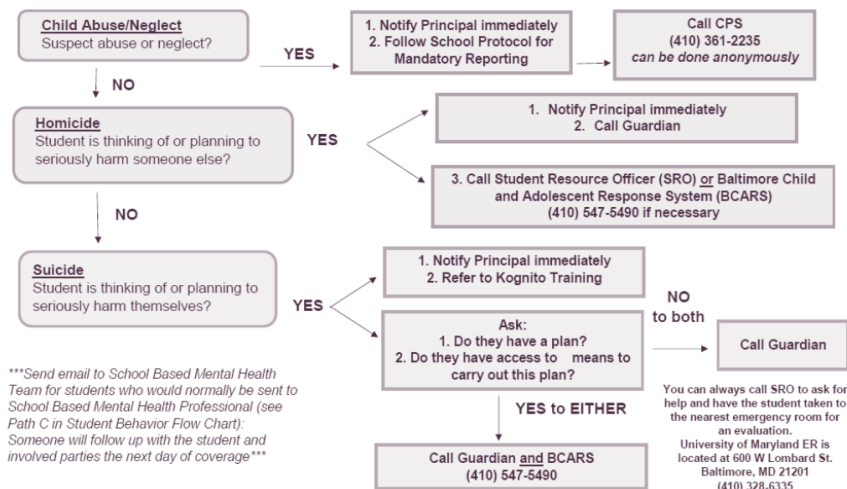


Creating Protocols for Student Crises

- Specify
 - Types of crises
 - Point person to respond
 - Process for how to connect student with point person
- Include instructions for
 - Contacting guardians
 - Providing feedback to teachers/school staff after
 - Responding when the point person is unavailable
- Circulate
 - To staff, parents, and community members
 - In a desired format
- Provide
 - Training
 - Ongoing support
 - Time to evaluate and revise protocol

Example Crisis Response Protocol

Crisis Protocol for Days of No Mental Health Coverage



Published by New Song Learning Center Mental Health Team, 2017
Permission is given to duplicate this document for professional use, as long as it is unaltered and complete.

School Crisis Response Manual

San Francisco Unified School District

This resource is an example of a school crisis response protocol developed for a specific school district. The manual provides strategies for addressing school crisis intervention using a "crisis response."

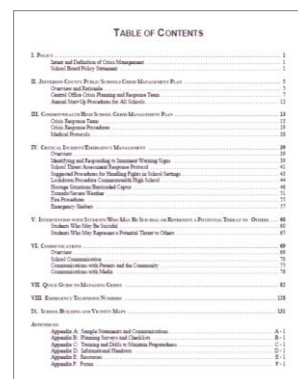
Crisis response is defined here as "an intervention designed to restore a school and community to baseline functioning and to help prevent or minimize psychological results following a disaster or crisis situation."
(p. A-1, Healthier Kids San Francisco)

The purpose of crisis response is to:

1. Help students and staff cope with painful emotions and feelings resulting from the crisis.
2. Help schools return to their normal routine as quickly and calmly as possible after a major disruption of the educational process.

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- Outlines district policy and district and school crisis management plans
- Provides guidance for specific types of crises or emergencies from individual students to schoolwide emergencies and natural disasters
- Includes many tools such as sample statements and communications, planning surveys and checklists, training and drills for preparedness, forms, and informational handouts



School Crisis Guide

- Guidance for schools to prevent, prepare for, respond, and recover from a school crisis
- School crisis – any traumatic event that seriously disrupts coping and problem-solving abilities of students and school staff



Suicide Prevention in Schools

- Background and prevalence
- Suicide risk factors
- Role of school in suicide prevention and postvention
- Resources



Telemental Health in Schools



- Access child mental health specialists, including child and adolescent psychiatrists
- Support for intensive or complex mental health concerns
- Variety of models:
 - Direct care
 - Multi-site consultation
 - Didactic training

Wraparound Supports



- Several models to “wrap around” students with complex needs, including serious emotional and behavioral challenges
 - Wraparound
 - <https://nwi.pdx.edu/>
 - Community Schools
 - <http://www.communityschools.org/>



Discussion

How does this content fit with your district's understanding and implementation of mental health early intervention and treatment services and supports?

Strategic Planning

- State a specific goal for your district within this domain.
- List three potential action steps to move this goal forward.

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Mental Health Technology Transfer Center Network
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Resources

Early Intervention and Treatment Services and Supports – District Version (Tiers 2 and 3)

Early intervention services and supports (Tier 2) address the mental health concerns of students who are experiencing mild distress, functional impairment, or are at risk for a given problem or concern. These students can be identified through needs assessments, screening, referral, or another school teaming processes. When mental health needs are identified early and supports are put in place, positive youth development is promoted, and the chronicity and severity of mental health concerns can be eliminated or reduced. Sometimes these are referred to as “selective” mental health “prevention” or “secondary prevention” services. Tier 2 services include services provided by all school based mental health professionals, school employed and community employed.

Examples include small group interventions for students identified with similar needs, brief individualized interventions (e.g., motivational interviewing, problem solving), mentoring, and/or low intensity classroom based supports such as a daily report card, daily teacher check in, and/or home/school note system.

Treatment services and supports (Tier 3) to address mental health concerns are provided for students who are already experiencing significant distress and functional impairment. Sometimes these are referred to as “indicated” mental health “intervention”, “tertiary” or intensive services and are individualized to specific student needs. Tier 3 services include services provided by all school based mental health professionals, including school employed and community employed.

Examples include individual, group or family therapy for students receiving general or special education who have identified, and often diagnosed, social, emotional and/or behavioral needs.

Tier 2 Only (Questions 1-2)

1. Of the students who were identified in schools in your district (e.g., through screening or referral) as needing mental health early intervention (Tier 2) services and supports, how many received them?	1 = Tier 2 services and supports were <i>not</i> provided in our schools. 2 = Tier 2 services and supports were provided for <i>1-25%</i> of the students who needed them 3 = Tier 2 services and supports were provided for <i>26-50%</i> of the students who needed them 4 = Tier 2 services and supports were provided for <i>51-75%</i> of the students who needed them 5 = Tier 2 services and supports were provided for <i>75-99%</i> of the students who needed them 6 = Tier 2 services and supports were provided for <i>all</i> students who needed them	1	2	3	4	5	6
2. In schools in your district, to what extent were all mental health early intervention services and supports (Tier 2) evidence-informed (based on research evidence, as recognized in national registries, and/or supported	1 = <i>None</i> of our mental health prevention (Tier 2) services and supports were evidence- informed 2 = <i>1-25%</i> of our mental health prevention (Tier 2) services and supports were evidenced- informed 3 = <i>26-50%</i> of our mental health prevention (Tier 2) services and supports were evidenced-informed	1	2	3	4	5	6

by practice-based evidence of success in local or similar schools)?	<p>4 = 51-75% of our mental health prevention (Tier 2) services and supports were evidenced-informed</p> <p>5 = 76-99% of our mental health prevention (Tier 2) services and supports were evidenced-informed</p> <p>6 = All of our mental health prevention (Tier 2) services and supports were evidence-informed</p>						
Tier 3 Only (Questions 3-4)							
3. Of the students who were identified (e.g., through screening or referral) in schools in your district as needing mental health treatment (Tier 3) services and supports, how many received them?	<p>1 = Tier 3 services and supports were not provided in our schools.</p> <p>2 = Tier 3 services and supports were provided for 1-25% of the students who needed them</p> <p>3 = Tier 3 services and supports were provided for 26-50% of the students who needed them</p> <p>4 = Tier 3 services and supports were provided for 51-75% of the students who needed them</p> <p>5 = Tier 3 services and supports were provided for 75-99% of the students who needed them</p> <p>6 = Tier 3 services and supports were provided for all students who needed them</p>	1	2	3	4	5	6
4. In schools in your district, to what extent were all mental health treatment services and supports (Tier 3) evidence- informed (based on research evidence, as recognized in national registries, and/or supported by practice-based evidence of success in local or similar schools)	<p>1 = None of our mental health treatment (Tier 3) services and supports were evidence- informed</p> <p>2 = 1-25% of our mental health treatment (Tier 3) services and supports were evidenced- informed</p> <p>3 = 26-50% of our mental health treatment (Tier 3) services and supports were evidenced-informed</p> <p>4 = 51-75% of our mental health treatment (Tier 3) services and supports were evidenced-informed</p> <p>5 = 76-99% of our mental health treatment (Tier 3) services and supports were evidenced-informed</p> <p>6 = All of our mental health treatment (Tier 3) services and supports were evidence-informed</p>	1	2	3	4	5	6

To what extent did <u>schools</u> in your district use best practices to...							
	Best Practices	Never	Rarely	Sometimes	Often	Almost Always	Always
1. ... determine whether early intervention and treatment (Tier 2 and 3) mental health services and supports are evidence-informed?	<ul style="list-style-type: none"> Create an intervention selection committee with diverse representation (e.g., school mental health providers, administrators, teachers, students, parents) Develop an intervention selection process and policy Use national evidence-based practice registries (e.g., IES What Works Clearinghouse, Blueprints for Healthy Youth Development, OJJDP Model Programs Guide, Society of Clinical Child & Adolescent Psychology Effective Child Therapies) and research literature to inform selection of evidence-informed interventions. In selecting an intervention consider whether: <ul style="list-style-type: none"> Randomized controlled trials (RCTs) for the intervention demonstrate valued outcomes The settings (e.g., urban/suburban/rural/frontier; school/outpatient/inpatient) are comparable to the intended setting The outcomes are consistent with those valued and prioritized by the school Review of evidence of success (e.g., process or outcome data from program evaluation or quality improvement efforts, fidelity data) in schools with similar characteristics 	1	2	3	4	5	6
2. ... ensure mental health early intervention and treatment (Tiers 2 and 3) services and supports fit the unique strengths, needs, and cultural/linguistic consideration of students and families?	<ul style="list-style-type: none"> Create an intervention selection committee with diverse representation (e.g., school mental health providers, school administrators, teachers, students, parents) Consider intervention fit with unique school considerations through a review of: <ul style="list-style-type: none"> School's student body including gender, age, ethnicity, cultural backgrounds, languages, sexual orientation, socioeconomic status, geographic location 	1	2	3	4	5	6

	<ul style="list-style-type: none"> School's mental health needs, and strengths Pilot test the new practice with school population to help inform fit Evaluate fit of existing or prospective interventions with respect to the strengths, needs and cultural/linguistic considerations of students to inform adoption, adaptation, or abandonment of interventions As appropriate, adapt interventions to fit school population's unique considerations 						
3. ... ensure adequate resource capacity to implement mental health early intervention and treatment (Tiers 2 and 3) services and supports?	<ul style="list-style-type: none"> Evaluate staffing capacity, including staff training requirements and qualifications and staff time, needed to implement services and supports Evaluate implementation supports (ongoing training, coaching, supplies) needed to implement services and supports with fidelity Evaluate costs associated with training and implementation Determine whether staffing, implementation supports, and costs of services and supports are achievable within current school mental health system 	1	2	3	4	5	6
4. ... support training/professional development, including ongoing implementation supports such as coaching for early intervention and treatment (Tiers 2 and 3) services and supports?	<ul style="list-style-type: none"> Provide interactive trainings (with opportunity for skills practice, role plays, action planning) Provide ongoing support for implementation (by regular coaching, consultation, or supervision that includes skills practice, role plays, and corrective feedback, as well as fidelity monitoring and feedback processes) NOTE: Distribution of materials and one-time didactic trainings without follow-up support are not best practices to support training and implementation of practices and are generally necessary but insufficient to support implementation in schools 	1	2	3	4	5	6
5. ... monitor fidelity of the implementation of early intervention and treatment (Tiers 2 and 3) services and supports?	<ul style="list-style-type: none"> Identify fidelity monitoring tools specific to the practice being implemented or develop a tool specific to the practice and the implementation context in schools (based on fidelity monitoring tools for similar evidence-based practices). Tools might involve reviewing student records or progress, directly observing school staff who are implementing the practice and/or talking with those implementing or receiving the practice. Ensure your fidelity monitoring tool or system measures the following: 	1	2	3	4	5	6

	<ul style="list-style-type: none"> • Adherence to intervention content (what is being implemented) • Quality of program delivery (manner in which facilitator delivers/implements program) • Logistics (conducive implementation environment, number/length of sessions implemented) • Determine frequency of fidelity measurement based on what is feasible and will yield actionable information • Establish a benchmark for acceptable levels of feasibility (e.g., not acceptable, adequate, excellent) • Monitor and track changes or adaptations to the practice • Provide feedback to implementers and use the results to continuously improve, adapt and sustain implementation 						
6. ensure intervention goals are specific, measurable, achievable, relevant and time bound (SMART)? <i>Goals may be documented in a treatment plan, individualized education program (IEP), or other charting or documentation system to track student response to intervention over time.</i>	<ul style="list-style-type: none"> • Work with the student, parent, and school staff to establish specific goals for the student's success. This typically involves standardized data collection, observation and/or discussion. • Ensure goals are specific (concrete, detailed, and well-defined) • Establish a measurement plan and set an achievable benchmark. What is achievable will depend on the baseline. For example, if the student is not currently staying in school any days of the week, an achievable goal might be to stay in school 2 out of 5 days to start. Or, if the student is currently referred to the front office once per day, an achievable initial goal might be to decrease office referrals from 5 per week to 3 per week. • Ensure goals are time specific, meaning there is a target date identified and interim steps are included to monitor progress during a specific timeline for goals to be achieved 	1	2	3	4	5	6
7. ... to monitor individual student progress across tiers? <i>For example, monitoring student progress or response to an intervention can inform decisions about needed services and supports and when to step up or down between tiers.</i>	<ul style="list-style-type: none"> • Use multiple data sources and reporters • Use validated assessment tool(s) or clearly-measured targets for individual progress/goal attainment • Ensure the progress monitoring data is aligned with the purpose of the service or support the student is receiving • Provide feedback to the student, family, and school staff (when appropriate) about progress monitoring data to inform collaborative decision-making about changes services and supports 	1	2	3	4	5	6

<p>8. ... implement a systematic protocol for emotional and behavioral crisis response?</p>	<ul style="list-style-type: none"> • Develop a protocol for emotional and behavioral crisis response based on team input that includes specific types of behaviors or crises, who will respond in each instance, and how to connect students to the appropriate services and supports • Include guidelines and procedures for contacting the parent/guardian, providing feedback to teachers and school staff, and for supporting a student's successful transition back to class • Include instructions that identify mental health coverage considerations if there is different coverage on different days of the week and offer tips for crisis prevention and de-escalation and/or considerations for responding to emotional and/or behavioral crises in the event of no or limited mental health provider coverage in the building • Circulate your protocol for feedback from school staff, community partners, parents and students who would be involved in crisis response procedures • Disseminate crisis response protocol and have it readily available for all school-based staff • Provide training and ongoing support for protocol implementation • Provide training and ongoing coaching or support for all school staff to use crisis prevention and de-escalation skills • Revise protocol as needed based on feedback throughout the year 	1	2	3	4	5	
<p>Early Intervention and Treatment Services and Supports (Tiers 2 and 3) Total (Questions 1-12) = __ Early Intervention and Treatment Services and Supports (Tiers 2 and 3) Average (Total/72) = __</p>							

To what extent did your <i>district</i> use best practices to...							
	Best Practices	Never	Rarely	Sometimes	Often	Almost Always	Always
9. ... establish and disseminate written, standard policies and procedures for Tiers 2 & 3 services and supports in your schools?	<ul style="list-style-type: none"> Develop policies and procedures to reflect early intervention and treatment services and supports best practices Disseminate policies and procedures to all schools in an accessible format the outcomes are consistent with those valued and prioritized by the school.	1	2	3	4	5	6
10. ... support the implementation of Tiers 2 & 3 services and supports in your schools?	<ul style="list-style-type: none"> Use comprehensive implementation supports in all schools including: <ul style="list-style-type: none"> Provision of resources Ongoing professional development Technical assistance, consultation and coaching 	1	2	3	4	5	6
11. ... monitor Tiers 2 & 3 services and supports in your schools?	<ul style="list-style-type: none"> Use a systematic process in all schools for monitoring the structure and process of school early intervention and treatment services and supports including: <ul style="list-style-type: none"> District observation of school team meetings Regular reporting by schools of Tiers 2 and 3 structures, staffing and processes Assessment of fidelity to district policies and procedures 	1	2	3	4	5	6
12. ... assess and refine district supports (e.g., policies, procedures, monitoring, implementation supports) for Tiers 2 & 3 services and supports in your schools?	<ul style="list-style-type: none"> Assess the utility and effectiveness of district supports via a systematic process that includes school feedback Ensure that district supports reflect current best practices in early intervention and treatment services and supports Implement a quality improvement process to refine district supports 	1	2	3	4	5	6
District Support Total (Questions 13-16) = __ District Support Average (Total/24) = __							

Early Intervention and Treatment Services and Supports – School Version (Tiers 2 and 3)

Early intervention services and supports (Tier 2) address the mental health concerns of students who are experiencing mild distress, functional impairment, or are at risk for a given problem or concern. These students can be identified through needs assessments, screening, referral, or another school teaming processes. When mental health needs are identified early and supports are put in place, positive youth development is promoted, and the chronicity and severity of mental health concerns can be eliminated or reduced. Sometimes these are referred to as “selective” mental health “prevention” or “secondary prevention” services. Tier 2 services include services provided by all school based mental health professionals, school employed and community employed.

Examples include small group interventions for students identified with similar needs, brief individualized interventions (e.g., motivational interviewing, problem solving), mentoring, and/or low intensity classroom based supports such as a daily report card, daily teacher check in, and/or home/school note system.

Treatment services and supports (Tier 3) to address mental health concerns are provided for students who are already experiencing significant distress and functional impairment. Sometimes these are referred to as “indicated” mental health “intervention”, “tertiary” or intensive services and are individualized to specific student needs. Tier 3 services include services provided by all school based mental health professionals, including school employed and community employed.

Examples include individual, group or family therapy for students receiving general or special education who have identified, and often diagnosed, social, emotional and/or behavioral needs.

Tier 2 Only (Questions 1-2)

1. Of the students who were identified in your school (e.g., through screening or referral) as needing mental health early intervention (Tier 2) services and supports, how many received them?	1 = Tier 2 services and supports were <i>not</i> received in our school 2 = Tier 2 services and supports were received by <i>1-25%</i> of the students who needed them 3 = Tier 2 services and supports were received by <i>26-50%</i> of the students who needed them 4 = Tier 2 services and supports were received by <i>51-75%</i> of the students who needed them 5 = Tier 2 services and supports were received by <i>75-99%</i> of the students who needed them 6 = Tier 2 services and supports were received by <i>all</i> students who needed them	1	2	3	4	5	6
2. In your school, to what extent were all mental health early intervention services and supports (Tier 2) evidence-informed (based on research evidence, as recognized in national registries, and/or supported by	1 = <i>None</i> of our mental health prevention (Tier 2) services and supports were evidence- informed 2 = <i>1-25%</i> of our mental health prevention (Tier 2) services and supports were evidenced- informed 3 = <i>26-50%</i> of our mental health prevention (Tier 2) services and supports were evidenced-informed	1	2	3	4	5	6

practice-based evidence of success in local or similar schools)?	<p>4 = 51-75% of our mental health prevention (Tier 2) services and supports were evidenced-informed</p> <p>5 = 76-99% of our mental health prevention (Tier 2) services and supports were evidenced-informed</p> <p>6 = All of our mental health prevention (Tier 2) services and supports were evidence-informed</p>						
Tier 3 Only (Questions 3-4)							
3. Of the students who were identified (e.g., through screening or referral) in your school as needing mental health treatment (Tier 3) services and supports, how many received them?	<p>1 = Tier 3 services and supports were not received in our school</p> <p>2 = Tier 3 services and supports were received by 1-25% of the students who needed them</p> <p>3 = Tier 3 services and supports were received by 26-50% of the students who needed them</p> <p>4 = Tier 3 services and supports were received by 51-75% of the students who needed them</p> <p>5 = Tier 3 services and supports were received by 75-99% of the students who needed them</p> <p>6 = Tier 3 services and supports were received by all students who needed them</p>	1	2	3	4	5	6
4. In your school, to what extent were all mental health treatment services and supports (Tier 3) evidence-informed (based on research evidence, as recognized in national registries, and/or supported by practice-based evidence of success in local or similar schools)	<p>1 = None of our mental health treatment (Tier 3) services and supports were evidence- informed</p> <p>2 = 1-25% of our mental health treatment (Tier 3) services and supports were evidenced- informed</p> <p>3 = 26-50% of our mental health treatment (Tier 3) services and supports were evidenced-informed</p> <p>4 = 51-75% of our mental health treatment (Tier 3) services and supports were evidenced-informed</p> <p>5 = 76-99% of our mental health treatment (Tier 3) services and supports were evidenced-informed</p> <p>6 = All of our mental health treatment (Tier 3) services and supports were evidence-informed</p>	1	2	3	4	5	6

To what extent did your school use best practices to...							
	Best Practices	Never	Rarely	Sometimes	Often	Almost Always	Always
1. ... determine whether early intervention and treatment (Tier 2 and 3) mental health services and supports are evidence-informed?	<ul style="list-style-type: none"> • Create an intervention selection committee with diverse representation (e.g., school mental health providers, administrators, teachers, students, parents) • Develop an intervention selection process and policy • Use national evidence-based practice registries (e.g., IES What Works Clearinghouse, Blueprints for Healthy Youth Development, OJJDP Model Programs Guide, Society of Clinical Child & Adolescent Psychology Effective Child Therapies) and research literature to inform selection of evidence-informed interventions. In selecting an intervention consider whether: <ul style="list-style-type: none"> • Randomized controlled trials (RCTs) for the intervention demonstrate valued outcomes • The settings (e.g., urban/suburban/rural/frontier; school/outpatient/inpatient) are comparable to the intended setting • The outcomes are consistent with those valued and prioritized by the school • Review of evidence of success (e.g., process or outcome data from program evaluation or quality improvement efforts, fidelity data) in schools with similar characteristics 	1	2	3	4	5	6
2. ... ensure mental health early intervention and treatment (Tiers 2 and 3) services and supports fit the unique strengths, needs, and cultural/linguistic consideration of students and families in your school?	<ul style="list-style-type: none"> • Create an intervention selection committee with diverse representation (e.g., school mental health providers, school administrators, teachers, students, parents) • Consider intervention fit with unique school considerations through a review of: <ul style="list-style-type: none"> • School's student body including gender, age, ethnicity, cultural backgrounds, languages, sexual orientation, socioeconomic status, geographic location 	1	2	3	4	5	6

	<ul style="list-style-type: none"> School's mental health needs, and strengths Pilot test the new practice with school population to help inform fit Evaluate fit of existing or prospective interventions with respect to the strengths, needs and cultural/linguistic considerations of students to inform adoption, adaptation, or abandonment of interventions As appropriate, adapt interventions to fit school population's unique considerations 						
3. ... ensure adequate resource capacity to implement mental health early intervention and treatment (Tiers 2 and 3) services and supports?	<ul style="list-style-type: none"> Evaluate staffing capacity, including staff training requirements and qualifications and staff time, needed to implement services and supports Evaluate implementation supports (ongoing training, coaching, supplies) needed to implement services and supports with fidelity Evaluate costs associated with training and implementation Determine whether staffing, implementation supports, and costs of services and supports are achievable within current school mental health system 	1	2	3	4	5	6
4. ... support training/professional development, including ongoing implementation supports such as coaching for early intervention and treatment (Tiers 2 and 3) services and supports?	<ul style="list-style-type: none"> Provide interactive trainings (with opportunity for skills practice, role plays, action planning) Provide ongoing support for implementation (by regular coaching, consultation, or supervision that includes skills practice, role plays, and corrective feedback, as well as fidelity monitoring and feedback processes) <p>NOTE: Distribution of materials and one-time didactic trainings without follow-up support are not best practices to support training and implementation of practices and are generally necessary but insufficient to support implementation in schools</p>	1	2	3	4	5	6
5. ... monitor fidelity of the implementation of early intervention and treatment (Tiers 2 and 3) services and supports?	<ul style="list-style-type: none"> Identify fidelity monitoring tools specific to the practice being implemented or develop a tool specific to the practice and the implementation context in schools (based on fidelity monitoring tools for similar evidence-based practices). Tools might involve reviewing student records or progress, directly observing school staff who are implementing the practice and/or talking with those implementing or receiving the practice Ensure your fidelity monitoring tool or system measures the following: 	1	2	3	4	5	6

	<ul style="list-style-type: none"> • Adherence to intervention content (what is being implemented) • Quality of program delivery (manner in which facilitator delivers/implements program) • Logistics (conducive implementation environment, number/length of sessions implemented) • Determine frequency of fidelity measurement based on what is feasible and will yield actionable information • Establish a benchmark for acceptable levels of feasibility (e.g., not acceptable, adequate, excellent) • Monitor and track changes or adaptations to the practice • Provide feedback to implementers and use the results to continuously improve, adapt and sustain implementation 						
6. ensure intervention goals are specific, measurable, achievable, relevant and time bound (SMART)? <i>Goals may be documented in a treatment plan, individualized education program (IEP), or other charting or documentation system to track student response to intervention over time.</i>	<ul style="list-style-type: none"> • Work with the student, parent, and school staff to establish specific goals for the student's success. This typically involves standardized data collection, observation and/or discussion • Ensure goals are specific (concrete, detailed, and well-defined) • Establish a measurement plan and set an achievable benchmark What is achievable will depend on the baseline. For example, if the student is not currently staying in school any days of the week, an achievable goal might be to stay in school 2 out of 5 days to start. Or, if the student is currently referred to the front office once per day, an achievable initial goal might be to decrease office referrals from 5 per week to 3 per week • Ensure goals are time specific, meaning there is a target date identified and interim steps are included to monitor progress during a specific timeline for goals to be achieved 	1	2	3	4	5	6
7. ... to monitor individual student progress across tiers? <i>For example, monitoring student progress or response to an intervention can inform decisions about needed services and supports and when to step up or down between tiers.</i>	<ul style="list-style-type: none"> • Use multiple data sources and reporters • Use validated assessment tool(s) or clearly-measured targets for individual progress/goal attainment • Ensure the progress monitoring data is aligned with the purpose of the service or support the student is receiving • Provide feedback to the student, family, and school staff (when appropriate) about progress monitoring data to inform collaborative decision-making about changes services and supports 	1	2	3	4	5	6

<p>8. ... implement a systematic protocol for emotional and behavioral crisis response?</p>	<ul style="list-style-type: none"> • Develop a protocol for emotional and behavioral crisis response based on team input that includes specific types of behaviors or crises, who will respond in each instance, and how to connect students to the appropriate services and supports • Include guidelines and procedures for contacting the parent/guardian, providing feedback to teachers and school staff, and for supporting a student's successful transition back to class • Include instructions that identify mental health coverage considerations if there is different coverage on different days of the week and offer tips for crisis prevention and de-escalation and/or considerations for responding to emotional and/or behavioral crises in the event of no or limited mental health provider coverage in the building • Circulate your protocol for feedback from school staff, community partners, parents and students who would be involved in crisis response procedures • Disseminate crisis response protocol and have it readily available for all school-based staff • Provide training and ongoing support for protocol implementation • Provide training and ongoing coaching or support for all school staff to use crisis prevention and de-escalation skills • Revise protocol as needed based on feedback throughout the year 	1	2	3	4	5	
<p>Early Intervention and Treatment Services and Supports (Tiers 2 and 3) Total (Questions 1-12) = __ Early Intervention and Treatment Services and Supports (Tiers 2 and 3) Average (Total/72) = __</p>							



Module 6: Mental Health Early Intervention and Treatment – District Strategic Planning

Review of Training Curriculum Contents

- How does this content fit with your district understanding and implementation of mental health early intervention and treatment (Tier 2 and 3) services and supports?

Strategic Planning

Please state a specific goal for your district within this domain. *(For example, one goal might be that the district will ask all schools to submit any crisis response protocols or procedures they have to inform development of a district-wide crisis response protocol.)*

Goal:

How will you know if you've achieved success within this goal?

Indicator of success:

What opportunities exist related to this goal?

- What have been our past successes?

- What current work is taking place related to this goal?
- What are our available resources (leadership, infrastructure, staffing, partnerships)?

What barriers exist related to this goal?

- What would prevent us from moving forward with this goal?
- What would we need to overcome this/these barrier(s)?

Action Steps

- List 3 potential action steps to move this goal forward.

1.

2.

3.

INTERVENTION PLANNING FORM

School or district mental health teams are encouraged to complete this form when planning to adopt an intervention. The primary goal of this form is to help teams predict appropriate intervention staffing and time burden.

Intervention Name	Tier			Planning/Preparation <i>before or during implementation</i>			Supervision <i>providing or receiving</i>			Delivery			Evaluation and Feedback <i>schoolwide and student-specific</i>		
	1	2	3	Who	Hours/ Wk	Duration	Who	Hours/ Wk	Duration	Who	Hours/ Wk	Duration	Who	Hours/ Wk	Duration
Example: Check In Check Out		x	x	T.Cooper S.Barrey Teachers	1-2 1 .5	Aug-May Aug-Dec Aug-Oct	S. Barrey	1	Aug-May	10 teachers	1	Oct-May	T.Cooper L. Sands	.5 5	Aug-May Dec, May

Planning Checklist for Monitoring Fidelity of Evidence-Based Practices (EBPs)

1. Identify fidelity monitoring tools.

- ☐ Use existing tool specific to the EBP you're implementing (if applicable, based on your search of SAMHSA's National Registry of Evidence-based Programs and Practices [NREPP, <https://www.samhsa.gov/nrepp>], What Works Clearinghouse (<https://ies.ed.gov/ncee/wwc/>), or correspondence with intervention developer).
- ☐ Develop a tool specific to the intervention and your service delivery context (based on fidelity monitoring tools for similar EBPs).
- ☐ Complement the tool you choose with any other methods it doesn't include (e.g., records review, direct observation, talking with implementers and/or consumers).

2. Determine frequency of fidelity measurement.

- ☐ What frequency is feasible for the tool selected?
- ☐ What frequency will yield actionable and relevant information?
- ☐ What frequency will be sustainable if the EBP implementation continues in future years, with consideration of implementer, consumer, and/or evaluator turnover?
- ☐ What are the best/worst times of year to monitor fidelity?
- ☐ What stages of implementation are important to monitor fidelity (e.g., immediately following training and intervals thereafter)?
- ☐ Determine strategies to *develop* the fidelity measurement plan with implementers (including all details above) and *communicate* the final plan to implementers once determined.

3. Establish a benchmark for acceptable level of fidelity.

- ☐ What levels of fidelity are not acceptable, adequate, and excellent?
- ☐ How can you build in ongoing coaching and feedback about fidelity benchmarks to improve fidelity over time?

4. Monitor adaptations to the EBP.

- ☐ Ask implementers about changes they made to the EBP as intended, and/or
- ☐ Collect observational data about adaptations made during implementation

SMART Goal Worksheet

Today's Date: _____ Target Date: _____ Start Date: _____

Date Achieved: _____

Goal: _____

Verify that your goal is SMART

Specific: *What exactly will you accomplish?*

Measurable: *How will you know when you have reached this goal?*

Achievable: *Is achieving this goal realistic with effort and commitment? Do you have the resources to achieve this goal? If not, how will you get them?*

Relevant: *Why is this goal significant to your life?*

Timely: *When will you achieve this goal?*

This goal is important because:

The benefits of achieving this goal will be:

Take Action!

Potential Obstacles

Potential Solutions

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Who are the people you will ask to help you?

Specific Action Steps: *What steps need to be taken to get you to your goal?*

What?

Expected Completion Date

Completed

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Student Information Systems

Issue Brief

March 2019



To help schools and districts better identify the right student information system to meet their needs.

It is critical that school and district teams have feasible, systematic ways to know how students are responding to the academic, social, emotional, and behavioral services and supports they receive. Having data systems in place that can inform student progress in school-based services allows teams to make decisions about how to match students to services, make changes as needed, and summarize progress and outcome data to understand the impact of the services provided. However, the actual practice of monitoring student progress and outcomes in relation to the wide variety of services and supports provided – for the entire student body – can be challenging and complicated. One of the primary barriers to using more data to inform school and district decision making is not having a workable data system to collect and use student data (Parke, 2012). This issue brief describes the practice of data driven decision making in schools and reviews commonly used student information systems.

Student information systems (SISs) are “electronic information system(s) to assist in the organization and management of student data” (US Dept. of Education, 2008, p. 2). Typically, SISs house data that are manually entered and then consolidated by the system. This creates a more efficient process than paper files.

This issue brief is designed to help schools and districts better navigate how to identify the right SIS for their system¹. Although results cannot be guaranteed, using an SIS to track

student progress and outcomes in school mental health services and supports can increase the likelihood of being able to capture student success.

¹*This brief does not contain a comprehensive list of SISs.*

SISs can support school teams in monitoring student progress by:

- ✓ Promoting early identification of students who need additional supports
- ✓ Supporting decision making about how to match student needs to services
- ✓ Making it easier for a school or district to identify where gaps are in services that may need to be filled
- ✓ Ensuring students do not continue to receive a service or support if it is not helping them

The Big Picture

Data Driven Decision Making

Selecting, implementing, and using an SIS is one step that can support data driven decision making (DDDM). DDDM is a critical aspect of operating a high-quality school mental health system. DDDM is the process of using observations and other relevant data/information to make decisions that are fair and objective. DDDM can help inform decisions related to appropriate student supports and be used to monitor progress and outcomes across multiple tiers (mental health promotion, prevention, and intervention). A DDDM-focused approach uses student and school level data to help educators better understand student progress. Saying that a

student is doing better or doing worse after service provision does not have much meaning if there are not data to support these claims. Not only do the data help to clarify the student concern or challenge, data can inform potential strategies that could support the student in the classroom, can be used to share information among team members, and can inform the team on how to adjust services and supports as needed.

DDDM is also a component of the School Mental Health National Standardized Performance Measures, which can be found on www.theshapesystem.com. DDDM includes four performance measures that reflect system's capacity for making data-informed decisions about its school mental health services.

Data Driven Decision Making Performance Measures
1. Use of data to determine mental health services needed by students.
2. Use of a system for monitoring individual student progress.
3. Use of a system for aggregating student mental health service and support data to share with stakeholders and make decisions about mental health service planning and implementation.
4. Use of a system for disaggregating student mental health service data to examine school mental health system level outcomes based on subpopulation characteristics.

Figure 1. Data Driven Decision Making Performance Measures

Benefits of Using an SIS

SISs can connect parents, teachers, administrators, student services personnel, and community partners, making communication more efficient.

On a larger scale, SISs maybe also be useful for schools to report to districts and districts to reports to starts on the effectiveness of various services and supports provided. In turn, this is

helpful for recognition and resource allocation requests or decisions.

Additionally, SISs allow for a comprehensive and succinct picture of students at an individual and aggregated level, enabling schools to implement prevention and early intervention strategies based on the SIS. For example, data on students' school connectedness based on responses to a universal screening survey could quickly inform school support teams about needed intervention strategies across tiers.



Selecting a Student Information System

What makes a suitable SIS depends on the needs of your particular school or district. There are many systems available, with each offering different features. Some important questions to consider when selecting the best SIS for your school or district are listed below:

- How is the system accessed?
- What kind of security does it have?
- What is the cost?
- What type of customer service does the company provide?

The following sections provide guidance about these questions and will equip you with the information you need to select an SIS that can best meet the needs of your school or district.

Clarify What Data You Want to Monitor

SISs can be used to collect a wide array of information. It is important to ensure the SIS

you select can collect the type of data your team wants to monitor. Data managed within an SIS could include attendance, grades, discipline referrals, test scores, observed or reported student behavior, campus environment surveys, student progress (in response to services or supports provided), medical records and personal information. SISs can also include additional features such as seating charts, academic planners, and ways to monitor campus activity or specific risk factors of individual students, such as course failures and behavioral incidents leading to office disciplinary referrals. See the appendix for a chart which outlines a variety of SISs, the type of data they collect, and additional features they include.

Key Questions to Ask When 'Shopping' For A Student Information System

1. How Is the System Accessed?

A school or district may have to download new software to access a SIS. In contrast, some SISs operate as web-portals which require internet connection to be accessed. There are several features that some SISs support that can enhance their accessibility. For example, some allow parents to view their student's profile via an application or alert email. Also, some SISs are updated in real-time for parents/caregivers, youth, and/or school staff.

The accessibility of a SIS may depend on the geographical location of the school or district. For example, an area that has poor or unreliable internet connection may find a SIS that has downloadable software to be more useful, as opposed to a web-portal. Other considerations include how a software system is implemented, the cost of purchasing the software, and the frequency of updates.

2. What kind of security does it have?

SISs may comply with various standards of security. Some common security standards are consistent with the Health Insurance Portability

and Accountability Act (HIPAA) or the Family Educational Rights and Privacy Act (FERPA). A different form of security may be a Secure Sockets Layer (SSL). Understanding the difference between HIPAA, FERPA, and SSL can help a school or district choose the best system for their needs.

HIPAA ensures the privacy of protected health information. HIPAA applies to health care providers, health plans, and health care clearinghouses. HIPAA's rules for security apply to information that is in any form—hardcopy or electronic.² For SISs that incorporate student medical records, HIPAA would be especially important.

²<https://www.hhs.gov/hipaa/for-professionals/security/laws-regulations/index.html>

Similar to HIPAA, **FERPA**, protects the confidentiality of personal information. FERPA is “a federal law that protects the privacy of student education records.”³ Under FERPA, parents of students under the age of 18 maintain rights to their students' records. A SIS that is FERPA compliant may be attractive for schools, districts, and parents alike.

³<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

An **SSL** is relevant to web-based SISs. SSLs are safeguards for online systems that create a secure environment by using encrypted connections.⁴ An SSL can be created by various organizations but a valid SSL is issued by a trusted Certificate Authority (CA). An SSL “verified that a trusted third party has authenticated that organization's identity.”⁵



In the case of web-based SISs, it is important to be aware of the trustworthiness of the CA that has issued the SSL.

⁴https://www.digicert.com/ssl/?&gclid=CjwKEAju--DLBRCN_bW36taJkhwSJABSMeduig-rdK1-IEYym4w1UNkaVwpq8MQ8Hg6PQ70aCxvbZyhoCSerw_wcB

In addition to SIS security features, you can ensure you are using your SIS in a HIPAA and

FERPA compliant way by closely monitoring who has access to the SIS. Parents/caregivers should always be informed about the SIS, data it contains, and who has access to it. If a community partner is granted access to the SIS either in full or in part, parent/guardian consent and release of information forms should be used to ensure your team is operating in a HIPAA and FERPA compliant manner. HIPAA and FERPA should not be a deterrent to collaborative team planning and data driven decision making. While it may take some effort to meet the needs of all regulations, it can be done. Be sure to consult with your legal offices and with other schools and districts who have figured out how to make this work effectively.



Program	Contact Information
Power School	(887) 873-1550 www.powerschool.com
Infinite Campus	(800) 850-2335 www.infinitecampus.com
Aeries	(888) 487-7555 www.aeries.com
Maxient	(434) 295-1748 www.maxient.com
Hero	(800) 396-1615 www.herok12.com
SWIS Suite	(855) 455-8194 www.pbisapps.org/applications/pages/SWIS-suite.aspx
Early Warning System	www.earlywarning systems.org
Maestro	(954) 453-9705 unbouncepages.com/maestro-sis-software
Gradelink	(800) 742-3083 www.gradelink.com

3. What is the cost?

Generally, the cost of purchasing a new system varies. It often depends on how many users will

access the SIS. The cost can be better estimated by contacting the SIS provider directly and consulting a representative. Typically, as users of an SIS increase so will the price. It is important to consider what the initial cost of the system is and what the ongoing cost to maintain the system each year will be.

4. What Type of Customer Service Does the Company Provide?

Do not forget to inquire about whether customer service is included in the price of the SIS or an additional cost, as well as what type of support is available. For example, you might want to learn how to customize the SIS to collect specific data points of interest, generate targeted reports needed by your school team(s), and/or edit permissions of different school-based staff. For example, student behavioral health data should only be entered, viewed, and queried by approved team members based on HIPAA and/or FERPA regulations and active releases of information or business agreements.

Conclusion

School and district administrators face a mountain of accountability requirements and federal policies to incorporate data and evidence in their decision making for student services and supports (Honig & Coburn, 2008). This brief is designed to support school and district administrators and teams by providing guidance for selecting an SIS. Although only one piece of the puzzle for schools and districts, data driven decision making cannot be achieved without a functional SIS. There are many options, but it is most important to find an SIS that best fits the needs of the school or district.

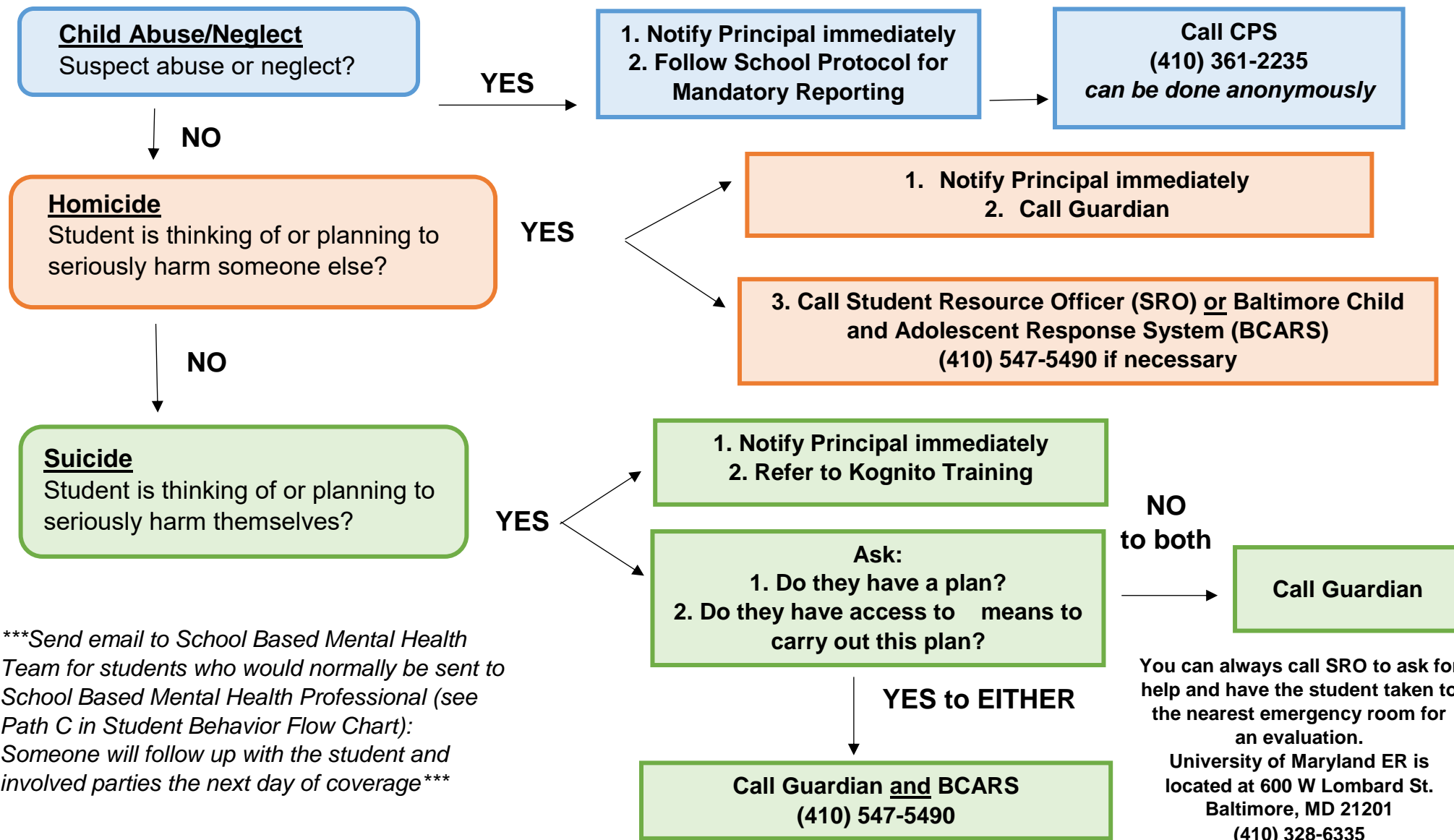
Recommended Citation

Connors, E., Wigand, K., Moffa, K., Hoover, S., & Lever, N. (2019, March). *Student information systems*. Baltimore, MD: National Center for School Mental Health.

Appendix

Name	Basic Information	Type of Data Collected	Special Features
Aeries	<ul style="list-style-type: none"> A software system that manages student information 	<ul style="list-style-type: none"> Attendance Seating charts Test scores Grades, etc. 	<ul style="list-style-type: none"> Connects students, parents, administration, counselors, and teachers
Early Warning System	<ul style="list-style-type: none"> A web-based tool that helps identify students who are at risk of dropping out 	<ul style="list-style-type: none"> Identifies students who are at risk of dropping out Tracks student progress 	<ul style="list-style-type: none"> Allows for early intervention by matching students to appropriate interventions
Gradelink	<ul style="list-style-type: none"> An information system that contains data and monitors students 	<ul style="list-style-type: none"> Collects attendance Discipline and medical records Report cards Grades 	Accessible anywhere there is internet
Hero	<ul style="list-style-type: none"> A web and mobile application that captures a campus's environment 	<ul style="list-style-type: none"> Monitors student activity, including student behavior (warnings and consequences) Attendance, etc. 	<ul style="list-style-type: none"> Can report student information to states and parents/caregivers Administration can give instant feedback concerning referrals
Infinite Campus	<ul style="list-style-type: none"> An information system platform for consolidating student information 	<ul style="list-style-type: none"> Attendance records Grades Student behavior 	<ul style="list-style-type: none"> Tracks class schedules Parent portal access High security standards
Maestro	<ul style="list-style-type: none"> An information system that creates individualized plans of study for students 	<ul style="list-style-type: none"> Academic progress Discipline records Grades 	<ul style="list-style-type: none"> Tracks individuals or student population progress
Power School	<ul style="list-style-type: none"> A web-based system that manages teachers' tasks and student information 	<ul style="list-style-type: none"> Behavioral data Classroom performance Attendance Grades IEP processing 	<ul style="list-style-type: none"> Creates multiple versions of tests Information displayed in real time
SWIS Suite	<ul style="list-style-type: none"> A web-based information system that summarizes student behavioral data for decision-making 	<ul style="list-style-type: none"> Student behavior data 	<ul style="list-style-type: none"> Allows schools to track data over 3 tiers—universal, targeted, and intensive

Crisis Protocol for Days of No Mental Health Coverage



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Module 7: Funding and Sustainability

Goal: Help participants understand the importance of and best practices for school mental health system funding and sustainability.

By the end of this module, participants will be able to:

1. Explain the difference between funding and sustainability.
2. State at least 3 ways that comprehensive school mental health systems can maximize their funding streams to ensure sustainability.
3. Describe best practices for school mental health funding and sustainability.



MHTTC

Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration



Module 7: Funding and Sustainability

National School Mental Health Curriculum

1



MHTTC

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The opinions expressed herein are the views of the Mental Health Technology Transfer Center Network and the National Center for School Mental Health and do not reflect the official position of the Department of Health and Human Services (DHHS), SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this document is intended or should be inferred.



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Recommended Citation

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Agenda

- Definition
- Value
- Quality Indicators and Best Practices
- Strategic Planning

What Do We Mean by School Mental Health Funding and Sustainability?

Strategies to optimize financial and nonfinancial assets needed to maintain and improve your school mental health system over time.

Quality Indicators

Funding and Sustainability

Used best practices to:

- Use multiple and diverse funding and resources to support the full continuum of school mental health .
- Leverage funding and resources to attract potential contributors.
- Have strategies in place to retain staff.
- Maximize expertise and resources of partners to support ongoing professional development.

Had funding and resources to support:

- Tier 1 (mental health promotion) services
- Tier 2 (early intervention) services
- Tier 3 (treatment) services

Maximized reimbursement for eligible services

Quality Indicator

To what extent did your district/school **use multiple and diverse funding and resources to support a full continuum** of school mental health services and supports?

Best Practices

- Use diverse funding – different levels, types, and systems.
- Ensure funding and resources align to support the full continuum of care.
- Establish and use the process to:
 - Develop, evaluate, and update financing plan.
 - Regularly monitor new funding opportunities and policies.

Explore Diverse Funding Opportunities

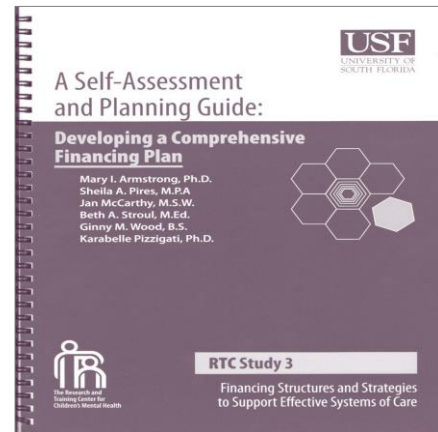
- School
- Local/district/county
- Tribal
- Territory
- State
- Federal
- Private foundations, donors



Self-Assessment/Planning Guide

Core areas to assist sites in developing financing plans:

1. Identification of **current spending and utilization patterns** across agencies
2. **Realignment** of funding streams and structures
3. Financing of **appropriate services and supports**
4. Financing to support **family and youth partnerships**
5. Financing to improve **cultural/linguistic competence and reduce disproportionality** in care
6. Financing to improve the **workforce and provider network** for behavioral health services for children and families
7. Financing for **accountability**



District Example

An urban district in Maryland has successfully built a blended funding model that pools and leverages funding from multiple sources to support community-partnered school mental health providers in most schools.

~55% funding from fee-for-services (Medicaid, private insurance) reimbursement

~35% funding from city taxes, school district funds, and specific line items in the municipal budget

~10% funding from foundations and other grants



State Example

Pennsylvania

- Medicaid (including Behavioral Health Managed Care Organizations), CHIP, or private insurance for behavioral health treatment services
- Mental health and drug and alcohol allocations to counties to provide liaison services to Student Assistance Program (SAP) teams in all 500 school districts
- Education system for the training of SAP or Positive Behavior Support (PA PBS) team members or Youth Mental Health First Aid training
- Drug and alcohol funding to counties to provide evidence-based prevention services to schools

Reflection:

In your district, which funding sources are **currently being accessed** to support school mental health, and which **remain to be explored**?

Federal Funding Sources

- Public insurance
- Entitlements
- Formula/block grants
- Categorical funding
- Discretionary grants
- Demonstration grants
- Research

Non-Federal Public Funds

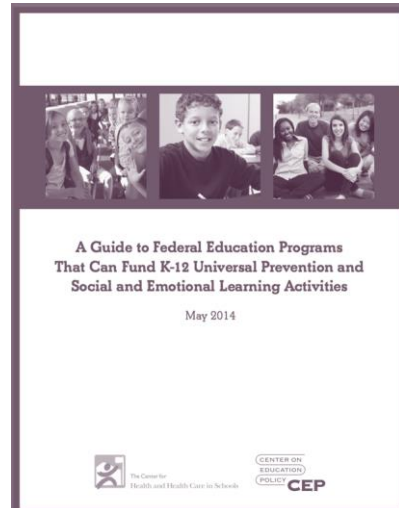
- State
- Tribal
- Territory
- County
- Local

Private Funds

- Private insurance
- Fees
- Civic, charity, philanthropic
- Business investments

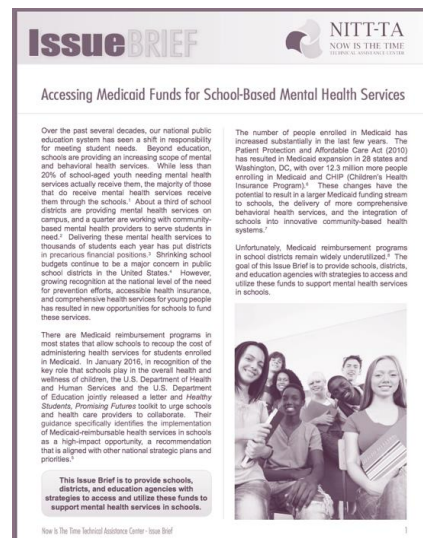
A Guide to Federal Education Programs That Can Fund K-12 Universal Prevention and Social and Emotional Learning Activities

The Guide aims to help districts be aware of and increase their use of federal education funds to implement prevention efforts in elementary and secondary schools.



Accessing Medicaid Funds for School-Based Mental Health Services

This Issue Brief provides strategies to access and utilize Medicaid funds for school mental health.



To what extent did your district/school **leverage funding and resources to attract potential contributors?**

Best Practices

- Establish and use an agreement that specifies funding and resources.
- Regularly seek partners with funding or nonfinancial resources to contribute.
- Establish and foster relationships with diverse agencies and organizations.



Leveraging Funding Resources

- Conduct a comprehensive scan of existing funding opportunities.
- Establish partnerships with community mental health programs and other agencies and organizations to expand available services, resources, and infrastructure.
- Develop an MOU that documents agreed-upon services.
- Think beyond dollars and consider exchanging services, training, or resources.

Reflection:

What ideas does your district have to expand potential funding partners?

Considerations

- Identify 3 potential allies in your state or community who are likely to share some of the same aims as your CSMHS initiative.
- Think of at least 2 potential “investors” in the expansion and sustainability of your initiative who have not been engaged before.

Quality Indicator

To what extent did your district/school have strategies in place to retain staff?

Best Practices

- Provide ongoing professional development.
- Regularly recognize accomplishments and personal milestones.
- Practice open communication and provide opportunities for anonymous input.
- Offer flexible work schedules.
- Provide and evaluate staff wellness activities.
- Engage staff to provide input on how to optimize staff retention.
- Provide supervision and peer support.
- Provide opportunities for career advancement.
- Provide incentive-based pay.
- Ensure salary is fair and there a growth.



District Example

A community-partnered school mental health program in an urban district in Maryland has successfully retained staff for an average of over 6 years by:

- Integrating federal loan forgiveness programs for staff
- Offering ongoing high-quality professional development training opportunities
- Providing opportunities for professional growth and leadership
- Including staff recognition and wellness as part of biweekly staff meetings
- Being flexible with schedules and ability to work part-time

Moving Beyond Self-Care: Organizational Factors

Resources

The Organizational Self-Care Checklist

- Training and Education
- Support and Supervision
- Employee Control and Input
- Communication
- Work Environment

Sample Items Include:

- ☐ The organization provides all employees with staff management trainings.
- ☐ The work environment is well-lit.
- ☐ The organization offers an employee assistance program (EAP).
- ☐ The organization provides opportunities for staff to provide input into practices and policies.
- ☐ Staff members have regularly scheduled team meetings.

To what extent did your district/school **maximize the expertise and resources of all stakeholder groups** to support ongoing professional development activities?

Best Practices

- Poll school staff members, community providers, students, and caregivers about expertise.
- Offer professional development activities that use the diverse knowledge and skills of stakeholder groups.
- Train school and community employed mental health providers together.
- Engage youth and family leaders and advocates in professional development as trainers and learners.
- Use diverse professional development mechanisms.



Examples of Maximizing Expertise

- Community mental health providers training teachers on identification of mental health problems
- School psychologists training community mental health providers on school language and policy
- Youth and family members training school-based mental health providers on effective ways to engage and support student mental health
- Training school staff as trainers of an evidence-based mental health practice to train the larger community mental health workforce

Funding and Resources for a Multitiered System of Support

To what extent did your district/school have funding and resources to support:

- Tier 1 (mental health promotion) services?
- Tier 2 (early intervention) services?
- Tier 3 (treatment) services?

To what extent did your school maximize reimbursement opportunities for eligible services?

Reflection:

Is your state optimizing Medicaid and private insurance to support school mental health?

Questions to Consider

- Who can bill for school-based services in your state?
- What services are billable?
- Are there services that are billable and are not being billed?
- Are there services that your state would like to consider adding to billable services?
- What other obstacles to reimbursement exist?



5 Medicaid Dimensions to Support School Mental Health

- Maximize enrollment of eligible children.
- Expand services and supports.
- Expand provider types.
- Use cross-system strategies to optimize funding.
 - Braided funding, case rate approaches
- Improve reimbursement methods.
 - Fee for service, prepaid capitation, case rate



Medicaid Strategies at the Local Level

- Access Early and Periodic Screening, Diagnostic and Treatment (EPSDT) for universal screening/early identification of mental health risk
- Take steps for your school/district to become a **direct Medicaid provider**
- Make a plan to identify and **regularly monitor**:
 - State **Medicaid plan and waivers**
 - What **other states** are requesting/receiving CMS approval for
 - **Federal guidance** about Medicaid coverage
 - **Public education/policy** and related resources

State Examples



- ★ **Alabama** – Departments of Education and Mental Health developed cross system funding to support school mental health programming.
- ★ **Arkansas** – Department of Social Services revised social work job description to provide care coordination services in the schools; state cross agency partnership to blend-braid funding for school mental health treatment.
- ★ **California** – Mental Health Services Act (MHSA) school mental health program funded through additional tax, and local ownership of school mental health program development to fit local needs.
- ★ **Michigan** – IDEA Medicaid revised to include Tier 2 & 3 counseling sessions by school professionals.
- ★ **South Carolina** – Department of Education developed a Psychosocial Behavioral Health Rehab Medicaid Standard for Tiers 2 & 3 counseling; Department of Mental Health provides state legislative reoccurring funds for rural school mental health.
- ★ **Tennessee** – School mental health funding for case managers in schools for Tier 2 & 3 services.

Reflection:

What policies are in place or should be in place to sustain school mental health in your state or district?

Questions to Consider

- What policies are currently helping to support school mental health efforts?
- What policies need to be in place?
- Who are your advocates and policy champions?



State Example

Nevada – Governor’s Social Workers in Schools state-funded block grant provides a full-time social worker to address behavioral health issues based on school climate survey data. The 2015 Legislature passed SB 515, Section 23, which funded social workers and other licensed mental health workers.

5-Step Process for Strategic School Mental Health Financing and Sustainability

1. Clarify what you will need, by when.
2. Map current funding and resources.
3. Determine gaps in needs versus existing resources.
4. Select financing strategies and funding sources.
5. Make and execute a financing action plan.



Financing for What? Worksheet

Resources

Strategies and activities, services and supports that we want to develop and sustain	Over what time period will we develop, implement and sustain?	At what scale and pace will we build and sustain them?		
		Year 1	Year 2	Year 3
Infrastructure Investments				
Services and Supports				
Workforce Development				
Consultation/TA				
MIS				
CQI Processes				
Etc., Etc...				

(NCSMH, 2018)

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Funding Resource Mapping Worksheet

Resources

Strategies/ Activities	Source of Funds	Amount	Restriction on Uses of Funds, if any	Expected Timeframe Funding is Available
Infrastructure Investments				
Services and Supports				
Training, TA, Consultation				
Management and Administration				

(NCSMH, 2018)

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Funding Gap Analysis Worksheet

Resources

Strategies/ Activities	Year 1			Year 2			Year 3		
	Total Costs	Available Resources	Gap	Total Costs	Available Resources	Gap	Total Costs	Available Resources	Gap
Infrastructure Investments									
Services and Supports									
Evaluation/ Data Collection									
Management & Administration									

(NCSMH, 2018)

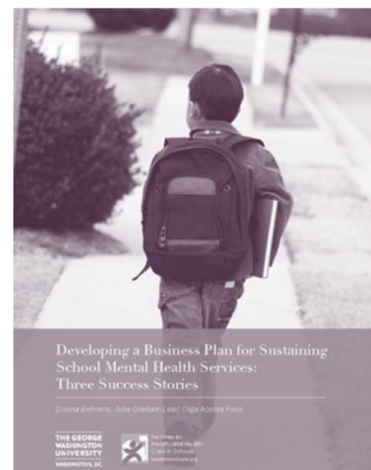
33

Developing a Business Plan for Sustaining School Mental Health Services

Resources

This document describes how 3 communities and their lead mental health agencies have worked with schools and other local and state agencies to develop sustainable programs.

(Behrens, Lear, & Price, 2012)





Discussion

How does this content fit with your district understanding and policy/practice related to school mental health funding and sustainability?

Strategic Planning

- State a specific goal for your district within this domain.
- List 3 potential action steps to move this goal forward.

Resources

Armstrong, M. I., Pires, S. A., McCarthy, J., Stroul, B. A., Wood, G. M., & Pizzigati, K. (2006). RTC Study 3: Financing structures and strategies to support effective systems of care—A self-assessment and planning guide: developing a comprehensive financing plan. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute (FMHI), Research and Training Center for Children's Mental Health. Retrieved from <https://gucchd.georgetown.edu/products/FinancingAssessmentandPlanningGuide.pdf>

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Guarino, K., Soares, P., Konnath, K., Clervil, R., & Bassuk, E. (2007). *Trauma-informed organizational self-assessment for programs serving families experiencing homelessness*. Rockville, MD: Center for Mental Health Services, Substance Abuse and Mental Health Services Administration, and the Daniels Fund, the National Child Traumatic Stress Network, and the WK Kellogg Foundation. Retrieved from http://www.unified-solutions.org/wp-content/uploads/2017/08/HANDOUT_Resiliency-Organizational-Self-Care-Checklist.pdf



Acknowledgments

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Resources

Funding and Sustainability – District Version

Funding and Sustainability refers to strategies to optimize financial and non financial assets needed to maintain and improve school mental health systems over time. Sustainability is always evolving, but the goal is to ensure that the operational structures and capacity of schools is sound and that schools can evolve and adapt to match the changing needs of students, families, schools, communities, and other systems in your context

To what extent did schools in your district use best practices to...

	Best Practices	Never	Rarely	Sometimes	Often	Almost Always	Always
1. ... use multiple and diverse funding and resources to support a full continuum of school mental health services and supports?	<ul style="list-style-type: none"> Use multiple and diverse funding sources from different levels (e.g., school, local, district, state, and federal), types of funding (e.g., grants, third party reimbursement, cost sharing, private foundation funding, block grants) and different systems (e.g., education, physical, mental, and public health, substance use) Ensure your funding and resources align to support a full continuum of services and supports Establish and use a process to develop and regularly evaluate and update your financing plan Establish and use a process to regularly monitor new funding opportunities and local, state and federal policies that may affect funding for comprehensive school mental health systems 	1	2	3	4	5	6
2. ... leverage funding and resources to attract potential contributors?	<ul style="list-style-type: none"> Establish and use a formal agreement that specifies contingent funding and/or non-financial resources Regularly seek potential partners who may have funding or non-financial resources that can be contributed to support the larger school mental health system Foster relationships with diverse agencies and organizations in the community with a goal to create more opportunities as appropriate, adapt interventions to fit school population's unique considerations 	1	2	3	4	5	6
3. ... have strategies in place to retain staff?	<ul style="list-style-type: none"> Provide in-person and virtual ongoing professional development activities such as lectures, didactic presentations, and peer 	1	2	3	4	5	6

	<p>consultation.</p> <ul style="list-style-type: none"> • Regularly recognize and celebrate accomplishments (e.g., monthly awards, recognition, sharing success stories with others) and personal milestones (e.g., birth of a child, birthdays) • Practice open, bidirectional communication and provide opportunities for staff to provide anonymous input if desired • Offer flexible work schedules • Provide and evaluate staff wellness activities • Engage staff to provide input on how to optimize staff retention • Provide supervision and opportunities for peer support (e.g., new hire mentor and support group, supervision, buddy program) • Provide opportunities for career advancement • Provide incentive-based pay • Work to ensure salary is fair and there are growth opportunities 						
<p>4. ... maximize the expertise and resources of all school mental health partners to support ongoing professional development activities? <i>Partners may include school- and community-employed staff, local community groups or higher education partners, youth and families.</i></p>	<ul style="list-style-type: none"> • Poll school staff members (e.g., teachers, nurses, school social worker/psychologist, guidance counselors, behavioral specialists, administrators), community providers and students, family members and caregivers about expertise in relevant mental health- related content • Offer professional development activities that use the diverse knowledge and skills of family-school-community partners engaged in school mental health. Examples include: • Community mental health providers training teachers on identification of mental health concerns • School psychologists training community mental health providers on school language and policy • Train school- and community-employed mental health providers on the same topics, at the same time (such as evidence-based services or supports, policies or procedures related to Individualized Education Programs, etc.) • Engage youth and family leaders and advocates in professional development as trainers and learners • Use diverse professional development mechanisms (in-person and virtual lectures, presentations, consultation, coaching, mentoring and 	1	2	3	4	5	6

	written resources)						
5. To what extent did schools in your district have funding and resources to support Tier 1 (mental health promotion) services?	1= Funding was not available to support Tier 1 services and supports. 2= Funding was available but only met 1-25% of the cost of needed Tier 1 services and supports. 3= Funding was available but only met 26-50% of the cost of needed Tier 1 services and supports. 4= Funding was available but only met 51-75% of the cost of needed Tier 1 services and supports. 5= Funding was available but only met 76-99% of the cost of needed Tier 1 services and supports. 6= Funding was available for <u>all</u> needed Tier 1 services and supports.	1	2	3	4	5	6
6. To what extent did schools in your district have funding and resource to support Tier 2 (early intervention) services?	1= Funding was not available to support Tier 2 services and supports. 2= Funding was available but only met 1-25% of the cost of needed Tier 2 services and supports. 3= Funding was available but only met 26-50% of the cost of needed Tier 2 services and supports. 4= Funding was available but only met 51-75% of the cost of needed Tier 2 services and supports. 5= Funding was available but only met 76-99% of the cost of needed Tier 2 services and supports. 6= Funding was available for <u>all</u> needed Tier 2 services and supports.	1	2	3	4	5	6
7. To what extent did schools in your district have funding and resources to support Tier 3 (treatment) services?	1= Funding was not available to support Tier 3 services and supports. 2= Funding was available but only met 1-25% of the cost of needed Tier 3 services and supports. 3= Funding was available but only met 26-50% of the cost of needed Tier 3 services and supports. 4= Funding was available but only met 51-75% of the cost of needed Tier 3 services and supports. 5= Funding was available but only met 76-99% of the cost of needed Tier 3 services and supports. 6= Funding was available for <u>all</u> needed Tier 3 services and supports.	1	2	3	4	5	6
8. To what extent did schools in your district maximize reimbursement opportunities for eligible services?	1 = Schools in our district did not bill for any eligible services. 2 = Schools in our district billed for approximately 1-25% of eligible services. 3 = Schools in our district billed for approximately 26-50% of eligible services.	1	2	3	4	5	6

	4 = Schools in our district billed for approximately 51-75% of eligible services. 5 = Schools in our district billed for approximately 76-99% of eligible services. 6 = Schools in our district billed for all eligible services.						
Funding and Sustainability Total (Questions 1-8) = ____ Funding and Sustainability Average (Total/48) = ____							

To what extent did your <i>district</i> use best practices to...							
	Best Practices	Never	Rarely	Sometimes	Often	Almost Always	Always
9. ... develop relationships and collaborate with <u>local</u> leaders to promote funding and sustainability for school mental health?	<ul style="list-style-type: none"> Build and sustain a network of district and local leaders that communicate regularly about district-level funding for school mental health, including existing and new funding opportunities Share data documenting school mental health impact to inform future areas of focus Consider potential local “investors” in the expansion and sustainability of school mental health who have not engaged and invite them to join the network 	1	2	3	4	5	6
10. ... develop relationships and collaborate with <u>state</u> leaders to promote funding and sustainability support for school mental health?	<ul style="list-style-type: none"> Build and sustain a network of district and state leaders that communicate regularly about state-level funding for school mental health, including existing funding and new funding opportunities Share data documenting school mental health impact to inform future areas of focus Consider potential state “investors” in the expansion and sustainability of school mental health who have not engaged and invite them to join the network 	1	2	3	4	5	6

11. ... fairly allocate resource across the district?	<ul style="list-style-type: none"> • Conduct needs assessment/resource mapping to determine resource allocation. Areas of assessment may include: <ul style="list-style-type: none"> • Existing school mental health funding and resources • Existing school and community mental health services and supports • Student mental health needs and strengths • School mental health teams and capacity • Medicaid and private insurance eligibility and coverage • Social determinants of health (e.g., poverty, housing and food insecurity, access to healthcare providers) 	1	2	3	4	5	6
12... provide guidance and support to schools on funding and sustainability?	<ul style="list-style-type: none"> • Disseminate written guidelines and resources to all schools on: <ul style="list-style-type: none"> • Identifying and leveraging funding through school-level resources, such as principal discretionary funds, parent teacher association funding, local taxes, and private donations • Building sustainable infrastructure to support billing and reimbursement • Retaining staff and promoting staff wellness and growth • Accessing different funding (e.g., Medicaid, private insurance) • Maximizing the expertise and resources of all partners 	1	2	3	4	5	6
District Support Total (Questions 9-12)= ____ District Support Average (Total/24) = ____							

Funding and Sustainability – School Version

Funding and Sustainability refers to strategies to optimize financial and non financial assets needed to maintain and improve school mental health systems over time. Sustainability is always evolving, but the goal is to ensure that the operational structures and capacity of schools is sound and that schools can evolve and adapt to match the changing needs of students, families, schools, communities, and other systems in your context.

To what extent did your school use best practices to...

	Best Practices	Never	Rarely	Sometimes	Often	Almost Always	Always
1. ... use multiple and diverse funding and resources to support a full continuum of school mental health services and supports?	<ul style="list-style-type: none"> Use multiple and diverse funding sources from different levels (e.g., school, local, district, state, and federal), types of funding (e.g., grants, third party reimbursement, cost sharing, private foundation funding, block grants) and different systems (e.g., education, physical, mental, and public health, substance use) Ensure your funding and resources align to support a full continuum of services and supports Establish and use a process to develop and regularly evaluate and update your financing plan Establish and use a process to regularly monitor new funding opportunities and local, state and federal policies that may affect funding for comprehensive school mental health systems 	1	2	3	4	5	6
2. ... leverage funding and resources to attract potential contributors?	<ul style="list-style-type: none"> Establish and use a formal agreement that specifies contingent funding and/or non-financial resources Regularly seek potential partners who may have funding or non-financial resources that can be contributed to support the larger school mental health system Foster relationships with diverse agencies and organizations in the community with a goal to create more opportunities as appropriate, adapt interventions to fit school population's unique considerations 	1	2	3	4	5	6
3. ... have strategies in place to retain staff?	<ul style="list-style-type: none"> Provide in-person and virtual ongoing professional development activities such as lectures, didactic presentations, and peer 	1	2	3	4	5	6

	<ul style="list-style-type: none"> consultation Regularly recognize and celebrate accomplishments (e.g., monthly awards, recognition, sharing success stories with others) and personal milestones (e.g., birth of a child, birthdays) Practice open, bidirectional communication and provide opportunities for staff to provide anonymous input if desired Offer flexible work schedules Provide and evaluate staff wellness activities Engage staff to provide input on how to optimize staff retention Provide supervision and opportunities for peer support (e.g., new hire mentor and support group, supervision, buddy program) Provide opportunities for career advancement Provide incentive-based pay Work to ensure salary is fair and there are growth opportunities 						
<p>4. ... maximize the expertise and resources of all school mental health partners to support ongoing professional development activities?</p> <p><i>Partners may include school- and community-employed staff, local community groups or higher education partners, youth and families.</i></p>	<ul style="list-style-type: none"> Poll school staff members (e.g., teachers, nurses, school social worker/psychologist, guidance counselors, behavioral specialists, administrators), community providers and students, family members and caregivers about expertise in relevant mental health- related content Offer professional development activities that use the diverse knowledge and skills of family-school-community partners engaged in school mental health. Examples include: <ul style="list-style-type: none"> <i>Community mental health providers training teachers on identification of mental health concerns</i> <i>School psychologists training community mental health providers on school language and policy</i> Train school- and community-employed mental health providers on the same topics, at the same time (such as evidence-based services or supports, policies or procedures related to Individualized Education Programs, etc.) Engage youth and family leaders and advocates in professional development as trainers and learners Use diverse professional development mechanisms (in-person and virtual lectures, presentations, consultation, coaching, mentoring and 	1	2	3	4	5	6

	written resources)						
--	--------------------	--	--	--	--	--	--

<p>5. To what extent did your school have funding and resources to support Tier 1 (mental health promotion) services?</p>	<p>1= Funding was not available to support Tier 1 services and supports. 2= Funding was available but only met 1-25% of the cost of needed Tier 1 services and supports 3= Funding was available but only met 26-50% of the cost of needed Tier 1 services and supports 4= Funding was available but only met 51-75% of the cost of needed Tier 1 services and supports 5= Funding was available but only met 76-99% of the cost of needed Tier 1 services and supports 6= Funding was available for <u>all</u> needed Tier 1 services and supports</p>	1	2	3	4	5	6
<p>6. To what extent did your school have funding and resource to support Tier 2 (early intervention) services?</p>	<p>1= Funding was not available to support Tier 2 services and supports 2= Funding was available but only met 1-25% of the cost of needed Tier 2 services and supports 3= Funding was available but only met 26-50% of the cost of needed Tier 2 services and supports 4= Funding was available but only met 51-75% of the cost of needed Tier 2 services and supports 5= Funding was available but only met 76-99% of the cost of needed Tier 2 services and supports 6= Funding was available for <u>all</u> needed Tier 2 services and supports</p>	1	2	3	4	5	6

<p>7. To what extent did your school have funding and resources to support Tier 3 (treatment) services?</p>	<p>1= Funding was not available to support Tier 3 services and supports 2= Funding was available but only met 1-25% of the cost of needed Tier 3 services and supports 3= Funding was available but only met 26-50% of the cost of needed Tier 3 services and supports 4= Funding was available but only met 51-75% of the cost of needed Tier 3 services and supports 5= Funding was available but only met 76-99% of the cost of needed Tier 3 services and supports 6= Funding was available for <i>all</i> needed Tier 3 services and supports</p>	1	2	3	4	5	6
<p>8. To what extent did your school maximize reimbursement opportunities for eligible services?</p>	<p>1 = Our school did not bill for any eligible services 2 = Our school billed for approximately 1-25% of eligible services 3 = Our school billed for approximately 26-50% of eligible services 4 = Our school billed for approximately 51-75% of eligible services 5 = Our school billed for approximately 76-99% of eligible services 6 = Our school billed for <i>all</i> eligible services</p>	1	2	3	4	5	6

Funding and Sustainability Total (Questions 1-8) = __
Funding and Sustainability Average (Total/48) = __



Module 7: Funding and Sustainability – District Strategic Planning

Review of Training Curriculum Contents

- How does this content fit with your district understanding and implementation of school mental health funding and sustainability?

Strategic Planning

Please state a specific goal for your district within this domain. *(For example, one goal might be that the district will outreach to community organizations, funders, and partners to explore opportunities to leverage financial and non-financial resources to specifically support mental health promotion services and supports.)*

Goal:

How will you know if you've achieved success within this goal?

Indicator of success:

What opportunities exist related to this goal?

- What have been our past successes?

- What current work is taking place related to this goal?
- What are our available resources (leadership, infrastructure, staffing, partnerships)?

What barriers exist related to this goal?

- What would prevent us from moving forward with this goal?
- What would we need to overcome this/these barrier(s)?

Action Steps

- List 3 potential action steps to move this goal forward.

1.

2.

3.

Financing for What? Worksheet

Strategies and activities, services and supports that we want to develop and sustain	Over what time period will we develop, implement, and sustain?	At what scale and pace will we build and sustain them?		
		Year 1	Year 2	Year 3
Infrastructure Investments				
Services and Supports				
Workforce Development				
Consultation/TA				
MIS				
CQI Processes				
Etc., Etc.				

Sample Resource Mapping Worksheet

Strategies/Activities	Source of Funds	Amount	Restriction on Uses of Funds, if any	Expected Time Frame Funding Is Available
Infrastructure Investments				
Services and Supports				
Training, TA, Consultation				
Management and Administration				

Sample Funding Gap Analysis Worksheet

Year									
	Total Costs	Available Resources	Gap	Total Costs	Available Resources	Gap	Total Costs	Available Resources	Gap
Infrastructure Investments									
Services and Supports									
Evaluation/Data Collection									
Management & Administration									

Module 8: Impact

Goal: Help participants understand the importance of and best practices for documenting and demonstrating impact of their school mental health system.

By the end of this module, participants will be able to:

1. State at least 3 ways that schools and/or districts can document and disseminate the impact of their comprehensive school mental health systems.
2. Describe how to document and report the impact of comprehensive school mental health systems across tiers.
3. Describe best practices for assessing and documenting the impact of comprehensive school mental health services.



MHTTC

Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration



NCSMH

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Module 8: Impact

National School Mental Health Curriculum

1



MHTTC

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Funded by Substance Abuse and Mental Health Services Administration



NCSMH

NATIONAL CENTER FOR
SCHOOL MENTAL HEALTH

The opinions expressed herein are the views of the Mental Health Technology Transfer Center Network and the National Center for School Mental Health and do not reflect the official position of the Department of Health and Human Services (DHHS), SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this document is intended or should be inferred.



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Agenda



- Definition
- Value
- Quality Indicators and Best Practices
- Strategic Planning

What Do We Mean by Impact?

Long-term effects or changes that occur as a result of the programs, practices, or policies implemented within a comprehensive school mental health system.



Why Document and Report Impact?

- Describe your successes and challenges.
- Use the information to inform continuous quality improvement.
- Advocate for system maintenance, growth, and change.



Quality Indicators

Impact

of students who:

- Were eligible to receive Tier 2 or Tier 3 school mental health services
- Received at least one Tier 2 or Tier 3 service
- Demonstrated documented improvement in educational functioning
- Demonstrated documented improvement in social, emotional, and behavioral functioning

Use best practices to:

- Document impact on educational outcomes.
- Document impact of social, emotional, and behavioral outcomes.
- Disaggregate student mental health service and support data to examine student-level outcomes based on subpopulation characteristics.
- Document and broadly report the impact of your comprehensive school mental health system.

Quality Indicators

Documenting Tiers 2 and 3 Services and Supports

- How many unduplicated* students were identified through a systematic screening or other referral process to possibly receive Early Intervention (Tier 2) and/or Treatment (Tier 3) services and supports?
- What was the total number of unduplicated* students who received at least one Tier 2 or Tier 3 school mental health service or support?
- How many unduplicated* students who received Tier 2 and/or Tier 3 services and supports have documented improvement in:
 - Educational functioning?
 - Social, emotional or behavioral functioning?

*If a student received more than one type of Tier 2 or 3 service, the student should only be counted once.

NCSMH Student Information Systems Brief

Resources

Student Information Systems

- Promote early identification of students who need additional supports.
- Support decision-making about how to match student needs to services.
- Identify gaps in services that may need to be filled.
- Alert staff when a service or support is not helping a student.
- Document the impact of services and supports on target outcomes.

Student Information Systems Issue Brief
March 2019

To help schools and districts better identify the right student information system to meet their needs.

It is critical that school and district teams have healthy, systematic ways to know how students are responding to the academic, social, emotional, and behavioral services and supports they receive. Having data systems in place that can inform student progress in school-based services allows teams to make decisions about how to reach students to services, make changes as needed, and summarize progress and outcomes data to understand the impact of the services provided. However, the actual practice of monitoring student progress and outcomes in relation to the wide variety of services and supports provided - for the entire student body - can be challenging and demanding. One of the primary barriers to using more data to inform school and district decision-making is not having a workable data system to collect and use student data (Parker, 2012). This issue brief describes the practice of data-driven decision-making in schools and reviews currently used student information systems.

Student information systems (SIS) are systematic information systems to assist in the organization and management of student data (U.S. Dept. of Education, 2008). They are used to store data that is manually entered and then consolidated by the system. This system is not efficient, provides little paper files.

This issue brief is designed to help schools and districts better navigate how to identify the right SIS for their system. Although results cannot be guaranteed, using an SIS to track

student progress and outcomes in school mental health services and supports can increase the likelihood of being able to capture student success.

The brief does not contain a comprehensive list of all SIS that can support school teams in monitoring student progress for:

- ✓ Promoting early identification of students who need additional supports.
- ✓ Supporting decision-making about how to reach students needs to services.
- ✓ Making a case for a school or district that may need to be filled.
- ✓ Ensuring students do not continue to receive a service or support if it is not helping them.

The Big Picture:
Data-Driven Decision Making
Intending, implementing, and using an SIS is one step that can support data-driven decision-making (DDDM). DDDM is a critical aspect of operating a high-quality school mental health system. DDDM is the process of using observations and other relevant data/information to make decisions that are fair and objective. DDDM can help inform decisions related to appropriate student supports and be used to monitor progress and outcomes across multiple tiers (mental health promotion, prevention, and intervention). A DDDM-focused approach can monitor and collect new data to help educators better understand student progress. Using that a

Appendix			
Name	Key Information	Type of Data Collected	Special Features
Athena	• Software system that manages student information	• Attendance • Testing charts • Test scores • Grades, etc.	• Connects students, parents, administration, counselors, and teachers
Early Warning System	• A web-based tool that helps identify students who are at risk of dropping out	• Identifies students who are at risk of dropping out • Tracks student progress	• Allows for early intervention to reaching students to appropriate interventions
Gradebook	• Information system that contains data and monitors students	• Collects attendance • Discipline and medical records • Report cards • Grades	• Accessible anywhere there is internet
Hero	• A web and mobile application that captures a student's environment	• Monitors student activity including student behavior (learning and consequences) • Attendance records • Grades • Student behavior	• Can report student information to dates and parents (counselors, administration, on-line student feedback, counseling, etc.)
Infinite Campus	• An information system platform for consolidating student information	• Attendance records • Grades • Student behavior	• Facilitates class schedules • Parent portal access • High security standards
Navro	• An information system that creates individualized plans of study for students	• Academic progress • Discipline records • Grades	• Tracks individual or student population progress
Power School	• A web-based system that manages teachers' data and student information	• Behavioral data • Classroom performance • Attendance • Grades • Discipline	• Creates multiple versions of facts • Information displayed in real time
Power Suite	• A web-based information system that summarizes student behavioral data for decision-making	• Student behavior data	• Allows schools to track data over 3 years universal, targeted, and intensive



District Example

One rural school district in Kansas created a systematic approach to document the impact of Tiers 2 and 3 services and supports on educational and social, emotional, and behavioral outcomes. Modeled after their documentation of Tiers 2 and 3 academic services, new codes were developed in PowerSchool (a student information system) to track referrals and provision of mental health Tiers 2 and 3 services. Their data showed that Tiers 2 and 3 mental health services and supports were provided to students with high levels of disciplinary events (68%), suspensions (55%), chronic absence (52%), and poverty for 3 or more consecutive school years (65%). Based on one school year of data, they found that of students receiving Tiers 2 and 3 mental health services, 65% no longer required Tier 2 Language Arts supports and 61% no longer required Tier 2 Mathematics supports.

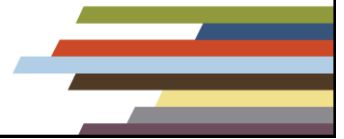
Reflection:

How effective is your district's process for gathering and using student data to inform decisions about and understand the impact of services and supports?

Questions to Consider

- What student information system(s) does your district currently use to gather and report on student educational and social, emotional, and behavioral functioning?
- What improvements are needed to more effectively gather and use student data?
- What partnerships exist (or need to be established) to support data collection efforts?

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Quality Indicator

To what extent did your district/school use best practices to **document the impact of your CSMHS's effectiveness on educational outcomes?**

Best Practices

- Develop a theory of change about how mental health services or supports impact educational outcomes.
- Identify existing and potential data.
- Develop a plan for data collection.
- Establish data infrastructure that allows for easy collection, analysis, and reporting.
- Examine educational data to understand student progress and service affect.
- Engage diverse individuals to provide qualitative feedback.



Select Educational Data That:

- Are **likely to be affected** by school mental health services and supports
- Are **readily available or could be reasonably collected** (e.g., attendance)
- Are of **most importance and most useful** to different groups who use, fund, or are affected by the services and supports
- **Can be shared** within and beyond the school team



Quality Indicator

To what extent did your district/school use best practices to **document the impact of your CSMHS's effectiveness on social, emotional, and behavioral outcomes?**

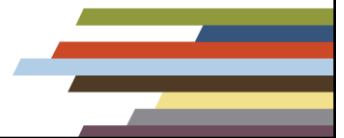
Best Practices

- Develop a theory of change about how mental health services or supports affect social, emotional, and behavioral outcomes.
- Identify existing and potential data.
- Develop a plan for data collection.
- Establish data infrastructure that allows for easy collection, analysis, and reporting.
- Examine social, emotional, and behavioral data to understand student progress and service impact.
- Engage diverse individuals to provide qualitative feedback.



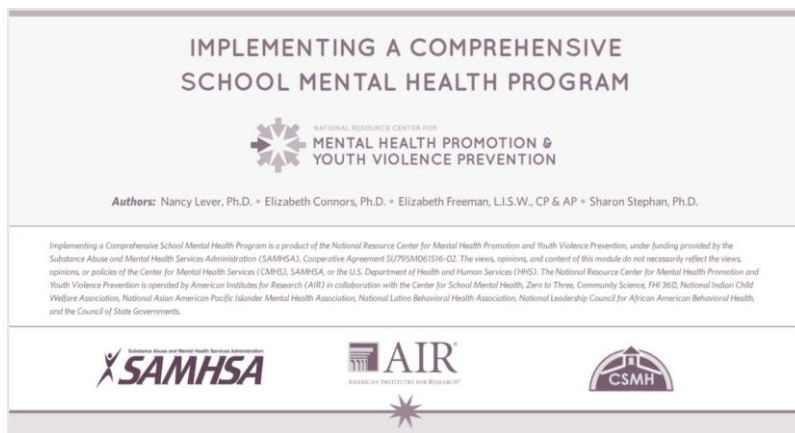
Select Social, Emotional, and Behavioral Data That:

- Are **likely to be affected** by school mental health services and supports
- Are **readily available or could be reasonably collected** (e.g., self-reported distress and well-being)
- Are of **most importance and most useful** to different groups who use, fund, or are affected by the services and supports
- **Can be shared** within and beyond the school team




<https://healthysafekids.org/learning-portal>

Resources



Lever, N., Connors, E., Freeman, E., & Stephan, S. (n.d.).




NATIONAL RESOURCE CENTER FOR
MENTAL HEALTH
PROMOTION &
YOUTH VIOLENCE
PREVENTION

PROGRAM EVALUATION FOR COMPREHENSIVE SCHOOL MENTAL HEALTH PROGRAMS

Program evaluation data can contribute to:

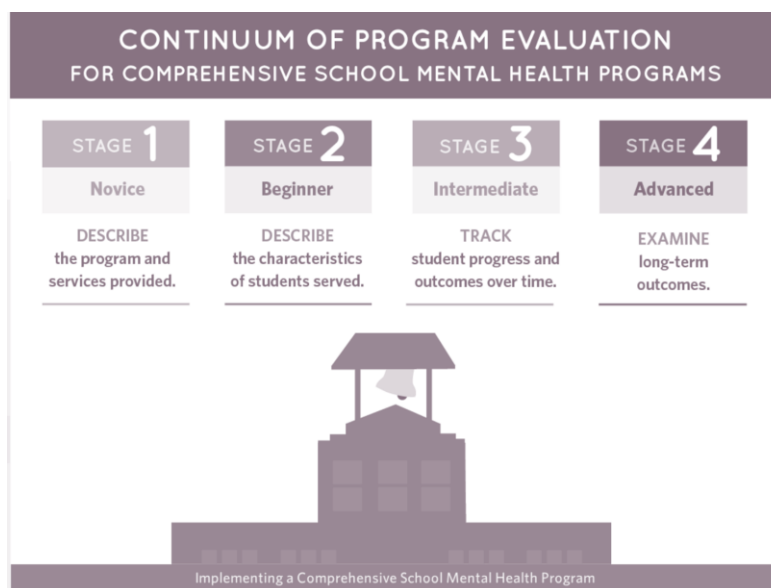
- Accountability and sustainability
- Evidence of service quality and impacts
- Range of perspectives on the program
- Reduced confirmatory bias
- A data-driven approach



Implementing a Comprehensive School Mental Health Program

< PREV NEXT >

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18

Quality Indicator

To what extent did your district/school use best practices to **disaggregate student mental health service and support data to examine student outcomes based on subpopulation characteristics?**

Best Practices

- Review current student information or data.
- Add variables relevant to subpopulation characteristics and develop a data collection plan.
- Identify student outcomes that inform action steps to improve service delivery and effectiveness.
- Examine overall student outcomes and compare to outcomes for subpopulations.
- Develop strategies to address inequities or disparities in mental health access or outcomes.

Blueprint for Using Data to Reduce Disparities/Disproportionalities

Resources

- Enables communities and states to develop and implement data-driven strategies
- Disaggregation of data to compare with local, county, state, or national data to assess differences and similarities or over- and under-representation



Reflection:

What barriers does your district have related to collecting or sharing data?

What actions do you think could help address these barriers?

Common Barriers to Collecting and Sharing Data

- Inability to share data across systems (e.g., school and community mental health providers)
- Lack of staffing capacity
- Lack of technological options/infrastructure
- Lack of knowledge, training, or time to create a data collection system

Quality Indicator

To what extent did your district/school use best practices to **report the impact of your CSMHS to a broad and diverse group of stakeholders?**

Best Practices

- Develop reports and newsletters or host meetings to share data.
- Prepare a 1-to 2-page document that compellingly communicates school mental health impact.
- Prepare an elevator speech that highlights students served and key impact.
- Present at relevant conferences and meetings.
- Develop a social marketing campaign.
- Use news media outlets to disseminate information about your services, supports, and impact.
- Use social media to communicate impact.
- Include information about CSMHS services and findings on the school or district website.



District Example

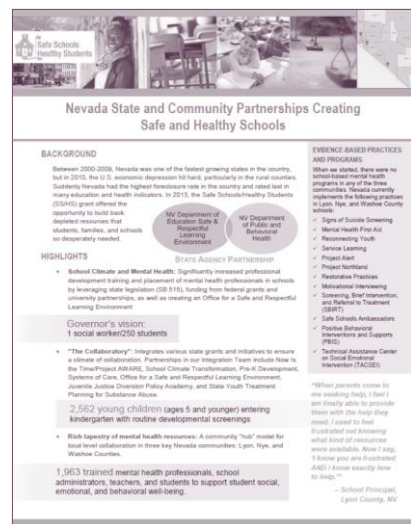
One large Midwestern school district-community partnership developed a data system for community-partnered mental health clinicians to submit Strengths and Difficulties Questionnaires for all students served in Tier 3 services every 3 to 6 months. After several years, there is now a large dataset that this team uses to monitor trends in student outcomes and the relation between mental health and academic outcomes, and to communicate findings to education partners and other stakeholders. The team has also successfully used the data to demonstrate the positive impact of mental health services on student outcomes and to leverage findings to secure additional state funding.



Reporting the Impact of School Mental Health

- Safe Schools/Healthy Students state grantees
- State leaders are provided with a template with recommended sections:
 - Background
 - Highlights
 - Local examples
 - Quotes from key stakeholders
 - Impact data
 - Implications

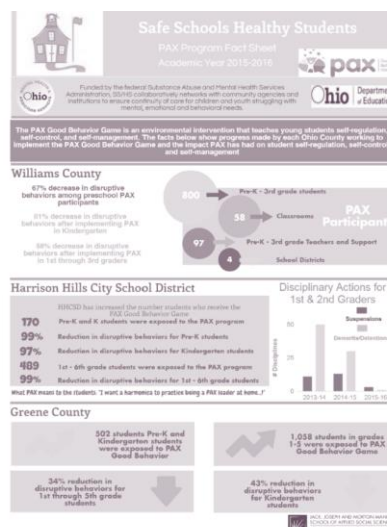
Resources



- Safe Schools/Healthy Students grant program
- Features the goal of the program, framework, and national impact
- Can be customized to any multisite, multi-program effort to support student mental health and well-being



- Safe Schools/Healthy Students state grantees
- Infographic to illustrate impact of an evidence-based practice
 - Description of intervention
 - Participant details
 - Impact data



Reflection:

What do you think would be the most compelling finding to highlight about school mental health in your district and how would you best share the information?

Questions to Consider

- From whom are you trying to get buy-in?
- What matters most to this group?
- What can you share about school mental health that would matter to them?
- What qualitative information (e.g., success stories, descriptive experiences) would be useful?
- How can you best share the information?



Discussion

How does this content fit with your district understanding and policy/practice related to documenting and sharing school mental health impact?

Strategic Planning

- State a specific goal for your district within this domain.
- List 3 potential action steps to move this goal forward.

Resources

Connors, E., Moffa, K., Lever, N., & Hoover, S. (2019). *Student information systems issue brief*. National Center for School Mental Health, Baltimore, MD. Retrieved from <http://bit.ly/SISbrief>

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Acknowledgments

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Module content was developed by the National Center for School Mental Health in partnership with the MHTTC Network Coordinating Office.

Resources

Impact – District Version

Impact refers to the long term effects or changes that occur as a result of the programs, practices, and/or policies implemented within a comprehensive school mental health system. Documenting and reporting the impact of school mental health systems in schools throughout your district to a wide range of stakeholders is critical for sustainability. By having data on the impact of school mental health systems readily available, schools will be optimally positioned to describe their success and advocate for ongoing funding, support, and resources, with the support of your district.

To what extent did schools in your district use best practices to...

	Best Practices	Never	Rarely	Sometimes	Often	Almost Always	Always
1. ... document the impact of their comprehensive school mental health system's (CSMHS's) effectiveness on educational outcomes?	<ul style="list-style-type: none"> Develop a theory of change about how specific mental health services or supports impact educational outcomes for students to decide which educational outcomes to focus on Identify existing and potential educational outcome data (e.g., grades, attendance, chronic absence, office discipline referrals, suspensions and expulsions, performance test scores, achievement, or benchmark test scores) Develop a plan to collect and document educational outcomes Establish data infrastructure that allows for easy collection, analysis, and reporting Examine educational data to understand student progress and service impact Engage diverse individuals (e.g., students, parents, teachers, other school staff) to provide qualitative feedback (e.g., testimonials) about the impact of school mental health on educational success 	1	2	3	4	5	6

<p>2. ... document the impact of their CSMHS's effectiveness on social, emotional, and behavioral outcomes?</p>	<ul style="list-style-type: none"> • Develop a theory of change about how specific mental health services or supports impact social, emotional, and behavioral outcomes for students to decide which outcomes to focus on • Identify existing and potential social, emotional, and behavioral outcome data (e.g., social/emotional/behavioral health screenings and assessments, behavioral observations, crisis incidents, school climate data, strengths assessments) • Develop a plan for data collection • Establish data infrastructure that allows for easy collection, analysis, and reporting • Examine social, emotional and behavioral data to understand student progress and service impact • Engage diverse individuals (e.g., students, parents, teachers, other school staff) to provide qualitative feedback (e.g., testimonials) about the impact of school mental health on social, emotional, and behavioral functioning 	1	2	3	4	5	6
<p>3. ... disaggregate student mental health service and support data to examine student outcomes based on sub-population characteristics?</p>	<ul style="list-style-type: none"> • Review your current student information or data collection for variables that capture relevant sub-population characteristics of your student body (e.g., student age, gender, race/ethnicity, free and reduced-price lunch) • Add any variables relevant to sub-population characteristics that are not represented and develop a plan for data collection • Identify key student outcomes (e.g., receipt of mental health services and supports relative to referrals, achievement of individual goals, social, emotional, behavioral and/or functional improvement, school connectedness, sense of safety at school) that can inform action steps to improve service provision • Examine key student outcomes for all students, and compare those results to outcomes for students in sub-populations of interest • Based on findings from data collection, develop strategies as a team to address inequities or disparities in mental health access or outcomes 	1	2	3	4	5	6

<p>4. ... report the impact of their CSMHS to a broad and diverse group of stakeholders (e.g., youth, families, school and community partners, district leadership, existing or potential funders, non-education community partners, state agencies, local and statewide representatives)?</p>	<ul style="list-style-type: none"> • Develop quarterly or semi-annual reports and newsletters or host meetings to share your data with those who submitted or contributed to the data or are interested in or help fund school mental health • Prepare a compelling and clear 1-2 page document that communicates the impact of school mental health services, with user-friendly terms and graphics • Prepare a short “elevator” speech that highlights students served and key indicators of impact to share verbally or in writing with stakeholders • Present findings at conferences and other meetings where individuals and groups that are invested in children’s mental health and education are present • Develop a social marketing campaign; this may include creating published (e.g., fliers) or online (e.g., website) access to your evaluation findings • Use news media outlets (write press releases for newspapers, relevant magazines, online news sources and/or create public service announcements on radio or local TV) as a way to disseminate information about your services, supports, and impact • Use social media, such as Facebook and Twitter accounts, as well as columns/blurbs in the school or district newsletter, to communicate the impact of your work • Create a website and/or ask the school or district to include information about CSMHS services and findings on the school or district website 	1	2	3	4	5	6
<p>Impact Total (Questions 1-4) = __ Impact Average (Total/24) = __</p>							

To what extent did your <i>district</i> use best practices to...							
	Best Practices	Never	Rarely	Sometimes	Often	Almost Always	Always
5. ... document the impact of your district comprehensive school mental health system's (CSMHS's) effectiveness on educational outcomes?	<ul style="list-style-type: none"> • Develop a theory of change about how specific mental health services or supports impact educational outcomes for students to decide which outcomes to focus on • Identify existing and potential educational outcome data (e.g., grades, attendance, chronic absence, office discipline referrals, suspensions and expulsions, performance test scores, achievement, or benchmark test scores) • Develop a plan for data collection • Establish data infrastructure that allows for easy collection, analysis, and reporting • Examine educational data to understand student progress and service impact • Engage diverse individuals (e.g., students, parents, teachers, other school staff) to provide qualitative feedback (e.g., testimonials) about the impact of school mental health on educational success 	1	2	3	4	5	6
6. ... document the impact of your district comprehensive school mental health system's (CSMHS's) effectiveness on social, emotional, and behavioral outcomes?	<ul style="list-style-type: none"> • Develop a theory of change about how specific mental health services or supports impact social, emotional, and behavioral outcomes to decide which outcomes to focus on • Identify existing and potential social, emotional, and behavioral outcome data (e.g., social/emotional/behavioral health screenings and assessments, behavioral observations, crisis incidents, school climate data, strengths assessments) • Develop a plan for data collection • Establish data infrastructure that allows for easy collection, analysis, and reporting 	1	2	3	4	5	6

	<ul style="list-style-type: none"> • Examine social, emotional and behavioral data to understand student progress and service impact • Engage diverse individuals (e.g., students, parents, teachers, other school staff) to provide qualitative feedback (e.g., testimonials) about the impact of school mental health on social, emotional, and behavioral functioning 						
7. ... disaggregate student mental health service and support data across the district to examine student outcomes based on sub-population characteristics?	<ul style="list-style-type: none"> • Review your current student information or data collection for variables that capture relevant sub-population characteristics of your student body (e.g., student age, gender, race/ethnicity, free and reduced-price lunch) • Add any variables relevant to sub-population characteristics that are not represented and develop a data collection plan • Identify key student outcomes (e.g., receipt of mental health services and supports relative to referrals, achievement of individual goals, social, emotional, behavioral and/or functional improvement, school connectedness, sense of safety at school) that can inform action steps to improve service provision • Examine key student outcomes for all students, and compare those results to outcomes for students in sub-populations of interest • Based on findings from data collection, develop strategies as a team to address inequities or disparities in mental health access or outcomes 	1	2	3	4	5	6

<p>8 ... report the impact of your district CSMHS to a broad and diverse group of stakeholders (e.g., youth, families, school and community partners, district leadership, existing or potential funders, non-education community partners, state agencies, local and statewide representatives)?</p>	<ul style="list-style-type: none"> • Develop quarterly or semi-annual reports and newsletters or host meetings to share your data with those who submitted or contributed to the data or are interested in or help fund school mental health • Prepare a compelling and clear 1-2 page document that communicates the impact of school mental health services, with user-friendly terms and graphics • Prepare a short “elevator” speech that highlights students served and key indicators of impact to share with stakeholders • Present findings at conferences and other meetings where individuals and groups that are invested in children’s mental health and education are present • Develop a social marketing campaign; this may include creating published (e.g., fliers) or online (e.g., website) access to your evaluation findings • Use news media outlets (write press releases for newspapers, relevant magazines, online news sources and/or create public service announcements on radio or local TV) as a way to disseminate information about your services, supports, and impact • Use social media, such as Facebook and Twitter accounts, as well as columns/blurbs in the school or district newsletter, to communicate the impact of your work • Create a website and/or ask the school or district to include information about CSMHS services and findings on the school or district website 	1	2	3	4	5	6
<p>9. ...establish and disseminate written, standard policies and procedures for documenting and report CSMHS impact in your schools?</p>	<ul style="list-style-type: none"> • Develop policies and procedures to reflect documenting CSMHS impact best practices • Disseminate policies and procedures to all schools in an accessible format 	1	2	3	4	5	6

10. ...support the implementation of documenting and reporting CSMHS impact in your schools?	<ul style="list-style-type: none"> • Use comprehensive implementation supports in all schools including: <ul style="list-style-type: none"> • Provision of resources • Ongoing professional development • Technical assistance, consultation and coaching 	1	2	3	4	5	6
11. ...monitor documenting and reporting CSMHS impact in your schools?	<ul style="list-style-type: none"> • Use a systematic process in all schools for monitoring the structure and process of school early intervention and treatment services and supports including: <ul style="list-style-type: none"> • District observation of school team meetings • Regular reporting by schools of early intervention and treatment services and supports structures, staffing and processes • Assessment of fidelity to district policies and procedures 	1	2	3	4	5	6
12. ... assess and refine district supports (e.g., policies, procedures, monitoring, implementation supports) for documenting and reporting CSMHS impact in your schools?	<ul style="list-style-type: none"> • Assess the utility and effectiveness of district supports via a systematic process that includes school feedback • Ensure that district supports reflect current best practices in documenting and reporting CSMHS impact • Implement a quality improvement process to refine district supports 	1	2	3	4	5	6
District Support Total: ____ District Support Average (Total/48): ____							

Impact – School Version

Impact refers to the long term effects or changes that occur as a result of the programs, practices, and/or policies implemented within a comprehensive school mental health system. Documenting and reporting the impact of your school mental health system to a wide range of stakeholders is critical for sustainability. By having data on the impact of your school mental health systems readily available, you will be optimally positioned to describe their success and advocate for ongoing funding, support, and resources, with the support of your district.

1. How many unduplicated* students were identified through a systematic screening or other referral process to possibly receive Early Intervention (Tier 2) and/or Treatment (Tier 3) services and supports? _____

2. What was the total number of unduplicated* students who received at least one Tier 2 or Tier 3 school mental health service? *This includes any school-based Tier 2 or Tier 3 school mental health service provided by school or community-employed providers.* _____

3. How many unduplicated* students who received Tier 2 and/or Tier 3 services and supports have documented improvement in educational functioning?

Examples of documented improvement: grades, benchmark assessments, state testing, Annual Yearly Progress, attendance, discipline data, IEP review etc. _____

4. How many unduplicated* students who received Tier 2 and/or Tier 3 services and supports have documented improvement in social, emotional or behavioral functioning? *Examples of documented improvement: screening, assessment and/ progress monitoring data collected from students, families, and/ teachers which demonstrate improvements in social-emotional wellness, mental health functioning, and/ target problem areas.* _____

* If a student received more than one type of Tier 2 or 3 service, the student should only be counted once.

To what extent did your school use best practices to...							
	Best Practices	Never	Rarely	Sometimes	Often	Almost Always	Always
5. ... document the impact of their comprehensive school mental health system's effectiveness on educational outcomes?	<ul style="list-style-type: none"> • Develop a theory of change about how specific mental health services or supports impact educational outcomes for students to decide which educational outcomes to focus on • Identify existing and potential educational outcome data (e.g., grades, attendance, chronic absence, office discipline referrals, suspensions and expulsions, performance test scores, achievement, or benchmark test scores) • Develop a plan to collect and document educational outcomes • Establish data infrastructure that allows for easy collection, analysis, and reporting • Examine educational data to understand student progress and service impact • Engage diverse individuals (e.g., students, parents, teachers, other school staff) to provide qualitative feedback (e.g., testimonials) about the impact of school mental health on educational success 	1	2	3	4	5	6

<p>6. ... document the impact of their school mental health system's effectiveness on social, emotional, and behavioral outcomes?</p>	<ul style="list-style-type: none"> • Develop a theory of change about how specific mental health services or supports impact social, emotional, and behavioral outcomes for students to decide which outcomes to focus on • Identify existing and potential social, emotional, and behavioral outcome data (e.g., social/emotional/behavioral health screenings and assessments, behavioral observations, crisis incidents, school climate data, strengths assessments) • Develop a plan for data collection • Establish data infrastructure that allows for easy collection, analysis, and reporting • Examine social, emotional and behavioral data to understand student progress and service impact • Engage diverse individuals (e.g., students, parents, teachers, other school staff) to provide qualitative feedback (e.g., testimonials) about the impact of school mental health on social, emotional, and behavioral functioning 	1	2	3	4	5	6
<p>7. ... disaggregate student mental health service and support data to examine student outcomes based on sub-population characteristics?</p>	<ul style="list-style-type: none"> • Review your current student information or data collection for variables that capture relevant sub-population characteristics of your student body (e.g., student age, gender, race/ethnicity, free and reduced-price lunch) • Add any variables relevant to sub-population characteristics that are not represented and develop a plan for data collection • Identify key student outcomes (e.g., receipt of mental health services and supports relative to referrals, achievement of individual goals, social, emotional, behavioral and/or functional improvement, school connectedness, sense of safety at school) that can inform action steps to improve service provision • Examine key student outcomes for all students, and compare those results to outcomes for students in sub-populations of interest • Based on findings from data collection, develop strategies as a team to address inequities or disparities in mental health access or outcomes 	1	2	3	4	5	6

<p>8. ... report the impact of their CSMHS to a broad and diverse group of stakeholders (e.g., youth, families, school and community partners, district leadership, existing or potential funders, non-education community partners, state agencies, local and statewide representatives)?</p>	<ul style="list-style-type: none"> • Develop quarterly or semi-annual reports and newsletters or host meetings to share your data with those who submitted or contributed to the data or are interested in or help fund school mental health • Prepare a compelling and clear 1-2 page document that communicates the impact of school mental health services, with user-friendly terms and graphics • Prepare a short “elevator” speech that highlights students served and key indicators of impact to share verbally or in writing with stakeholders • Present findings at conferences and other meetings where individuals and groups that are invested in children’s mental health and education are present • Develop a social marketing campaign; this may include creating published (e.g., fliers) or online (e.g., website) access to your evaluation findings • Use news media outlets (write press releases for newspapers, relevant magazines, online news sources and/or create public service announcements on radio or local TV) as a way to disseminate information about your services, supports, and impact • Use social media, such as Facebook and Twitter accounts, as well as columns/blurbs in the school or district newsletter, to communicate the impact of your work • Create a website and/or ask the school or district to include information about CSMHS services and findings on the school or district website 	1	2	3	4	5	6
<p>Impact Total (Questions 5-8) = __ Impact Average (Total/24) = __</p>							



Module 8: Impact – District Strategic Planning

Review of Training Curriculum Contents

- How does this content fit with your district understanding and implementation of documenting and demonstrating school mental health impact?

Strategic Planning

Please state a specific goal for your district within this domain. *(For example, one goal might be that the district will develop a plan for examining a key educational outcome – chronic absenteeism – for all students and for student subgroups who receive Tiers 2 and 3 mental health services and supports.)*

Goal:

How will you know if you've achieved success within this goal?

Indicator of success:

What opportunities exist related to this goal?

- What have been our past successes?

- What current work is taking place related to this goal?
- What are our available resources (leadership, infrastructure, staffing, partnerships)?

What barriers exist related to this goal?

- What would prevent us from moving forward with this goal?
- What would we need to overcome this/these barrier(s)?

Action Steps

- List 3 potential action steps to move this goal forward.

1.

2.

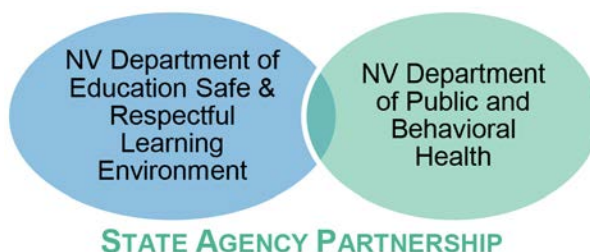
3.



Nevada State and Community Partnerships Creating Safe and Healthy Schools

BACKGROUND

Between 2000-2009, Nevada was one of the fastest growing states in the country, but in 2010, the U.S. economic depression hit hard, particularly in the rural counties. Suddenly Nevada had the highest foreclosure rate in the country and rated last in many education and health indicators. In 2013, the Safe Schools/Healthy Students (SS/HS) grant offered the opportunity to build back depleted resources that students, families, and schools so desperately needed.



HIGHLIGHTS

- **School Climate and Mental Health:** Significantly increased professional development training and placement of mental health professionals in schools by leveraging state legislation (SB 515), funding from federal grants and university partnerships, as well as creating an Office for a Safe and Respectful Learning Environment

Governor's vision:
1 social worker/250 students

- **"The Collaboratory":** Integrates various state grants and initiatives to ensure a climate of collaboration. Partnerships in our Integration Team include Now Is the Time/Project AWARE, School Climate Transformation, Pre-K Development, Systems of Care, Office for a Safe and Respectful Learning Environment, Juvenile Justice Diversion Policy Academy, and State Youth Treatment Planning for Substance Abuse.

2,562 young children (ages 5 and younger) entering kindergarten with routine developmental screenings

- **Rich tapestry of mental health resources:** A community "hub" model for local level collaboration in three key Nevada communities: Lyon, Nye, and Washoe Counties.

1,963 trained mental health professionals, school administrators, teachers, and students to support student social, emotional, and behavioral well-being.

EVIDENCE-BASED PRACTICES AND PROGRAMS

When we started, there were no school-based mental health programs in any of the three communities. Nevada currently implements the following practices in Lyon, Nye, and Washoe County schools:

- ✓ Signs of Suicide Screening
- ✓ Mental Health First Aid
- ✓ Reconnecting Youth
- ✓ Service Learning
- ✓ Project Alert
- ✓ Project Northland
- ✓ Restorative Practices
- ✓ Motivational Interviewing
- ✓ Screening, Brief Intervention, and Referral to Treatment (SBIRT)
- ✓ Safe Schools Ambassadors
- ✓ Positive Behavioral Interventions and Supports (PBIS)
- ✓ Technical Assistance Center on Social Emotional Intervention (TACSEI)

"When parents come to me seeking help, I feel I am finally able to provide them with the help they need. I used to feel frustrated not knowing what kind of resources were available. Now I say, 'I know you are frustrated AND I know exactly how to help.'"

– School Principal,
Lyon County, NV

Lyon County, Nevada

Healthy Communities Coalition

- **Behavioral Health:** Project Success counselors and social workers provide mental and behavioral interventions that have resulted in a 30% increase in access to care for students, who can now obtain multifaceted services at their time of need.

33% decrease in high school student-reported physical fight involvement

29% decrease in middle school student-reported physical fight involvement

39% decrease in students who reported staying home from school due to feeling unsafe at school

– in Washoe County

Nye County, Nevada

Nye Communities Coalition

- **Volunteer Network:** By adding a Volunteer Coordinator, Nye County recruited 200 volunteers to work in the schools to transform the school climate and help create a more safe and respectful learning environment.
- **Early Childhood Development:** Promoted early childhood social and emotional learning and development by completing over 200 Ages & Stages Questionnaires: Social-Emotional.
- **Signs of Suicide Screenings:** Increased the completion of Signs of Suicide screenings by over **750%** within a one year period of time.

“Safe Schools/Healthy Students saves lives and saves schools.”

– Kim Johnson, Nye Project Manager

Washoe County, Nevada

The Children’s Cabinet

- **Mandatory SOS Screening:** The Washoe County School District administration made Signs of Suicide (SOS) screening mandatory in all 10 middle schools, in addition to instituting SOS screening in one high school and one elementary school.

LOOKING DOWN THE ROAD

State leaders including our governor and state superintendent have outlined a vision for sustainable school-based supports in partnership with our state and local management teams. The State Management Team will sustain long after SS/HS funding. The work that is being done with SS/HS funding, in collaboration with other grants and initiatives, is building tremendous momentum toward defining a new Nevada—one that doesn’t consistently place last in education outcomes, health indicators, and availability of and access to services. We won’t be constrained by this reputation, but instead hold true to the Nevada spirit, “Don’t fence me in.”

6% decrease in student-reported alcohol use in the past 30 days

– in Lyon County

We are committed to sustaining and/or expanding the following programs and services:

- ✓ Bullying Prevention
- ✓ Signs of Suicide Screening
- ✓ Community Volunteerism
- ✓ Early Childhood Social Emotional Screening
- ✓ School-Based Behavioral Health Services
- ✓ Social and Emotional Enrichment for All Students

For more information about the many programs and services offered through the Nevada State Department of Education, contact Pat Sanborn, SS/HS State Project Coordinator, at psanborn@doe.nv.gov.

700 East 5th Street, Carson City, NV 89701 USA ■ 775.684.4033 ■ www.doe.nv.gov

Innovation That Works



CHILDREN DESERVE TO THRIVE: THE SAFE SCHOOLS/HEALTHY STUDENTS DIFFERENCE

All children and youth are worthy of the opportunity to thrive in school and life. However, there are a number of factors that can negatively impact their well-being and success at any age, in and out of the classroom—from trauma to substance abuse to mental health. For decades, schools and communities have implemented patchwork solutions that may meet different demands but are unable to address these challenges collectively.

The Safe Schools/Healthy Students (SS/HS) approach is different. Its innovative Framework provides a roadmap to comprehensively address behavioral and mental health, youth violence prevention, substance use, and school safety. Comprehensive as well as flexible, the SS/HS Framework guides states, communities, schools, and their partners to choose the solutions that are right for them.

NATIONAL IMPACT | 2014–16

In 21 innovative and diverse communities across seven states, it is clear that that SS/HS works:



MORE THAN

34,000

STUDENTS RECEIVED
SCHOOL-BASED
MENTAL HEALTH SERVICES



60,000

INDIVIDUALS WERE
TRAINED IN MENTAL
HEALTH PROMOTION AND
YOUTH VIOLENCE
PREVENTION*



18%

FEWER STUDENTS
REPORTED CONSUMING
ALCOHOL ON ONE OR
MORE DAYS IN THE
PAST MONTH



200,000

STUDENTS WERE SERVED BY
SS/HS PROGRAMMING*

**approximately*

THE SS/HS FRAMEWORK

Built upon the latest research on youth violence prevention and behavioral health, the SS/HS Framework tool provides a structure that can help any state, school, or community replicate the success of SS/HS.

STRATEGIC APPROACHES

- Collaboration & Partnership
- Technology
- Policy Change & Development
- Capacity Building
- Systemic Change & Integration

ELEMENTS

- Promoting Early Childhood Social & Emotional Learning & Development
- Promoting Mental, Emotional & Behavioral Health
- Connecting Families, Schools & Communities
- Preventing Behavioral Health Problems
- Creating Safe & Violence-Free Schools



GUIDING PRINCIPLES

- Cultural & Linguistic Competency
- Serving Vulnerable & At-Risk Populations
- Developmentally Appropriate
- Resource Leveraging
- Sustainability
- Youth-Guided & Family-Driven
- Evidence-Based Interventions

SUCCESS AT THE STATE AND LOCAL LEVELS

A strength of the SS/HS approach is understanding that “one size does *not* fit all.” Using the Framework tool, the initiative's states, communities, and school districts have applied strategies, evidence-based programs, and best practices to address their unique needs:

CONNECTICUT



50%

decrease in overall number of suspensions and expulsions in the New Britain Schools.



14% decrease in chronic absenteeism statewide.

MICHIGAN

39%

decrease in office disciplinary referrals in Houghton Lake.



1,500 families statewide have engaged in planning and/or implementing programs and activities that assist students.

NEW HAMPSHIRE



64%

of Concord's teachers reported having more instructional time after adopting mindfulness into the school day.

25%

increase in Ages and Stages Questionnaire screenings statewide.



OHIO



67%

decrease in disruptive behaviors in kindergarteners at SS/HS schools implementing the PAX Good Behavior Game.

WISCONSIN

16%

decrease in the number of LGBTQ students who reported being bullied at SS/HS schools.



NEVADA

39%



decrease in number of students who reported staying home from school due to feeling unsafe at school in Washoe County.



1,127

young children received developmental screenings from 2015–2017 in Nye and Lyon Counties by community organizations who did not previously offer screenings.

PENNSYLVANIA

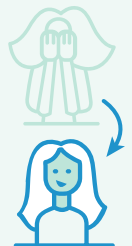


16,000+

educators, youth/family, and community service providers trained in Youth Mental Health First Aid by the state's 375 certified trainers.

51%

reduction in reported risk associated with depression and suicide at SS/HS schools.



READY TO INNOVATE?

FOR MORE INFORMATION ABOUT SS/HS, VISIT
www.healthysafechildren.org

LEARN ABOUT AND EXPLORE THE FRAMEWORK AT
www.healthysafechildren.org/sshs-framework



Safe Schools Healthy Students

PAX Program Fact Sheet
Academic Year 2015-2016



Funded by the federal Substance Abuse and Mental Health Services Administration, SS/HS collaboratively networks with community agencies and institutions to ensure continuity of care for children and youth struggling with mental, emotional and behavioral needs.



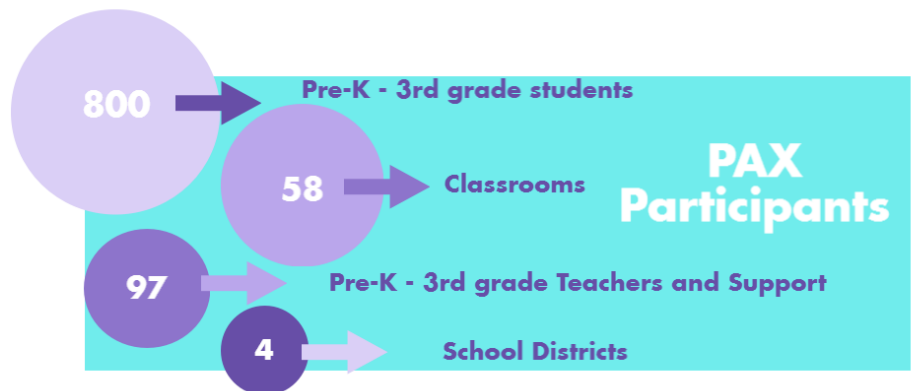
The PAX Good Behavior Game is an environmental intervention that teaches young students self-regulation, self-control, and self-management. The facts below show progress made by each Ohio County working to implement the PAX Good Behavior Game and the impact PAX has had on student self-regulation, self-control, and self-management

Williams County

67% decrease in disruptive behaviors among preschool PAX participants

61% decrease in disruptive behaviors after implementing PAX in Kindergarten

58% decrease in disruptive behaviors after implementing PAX in 1st through 3rd graders



Harrison Hills City School District

170

HHCS has increased the number students who receive the PAX Good Behavior Game
Pre-K and K students were exposed to the PAX program

99%

Reduction in disruptive behaviors for Pre-K students

97%

Reduction in disruptive behaviors for Kindergarten students

489

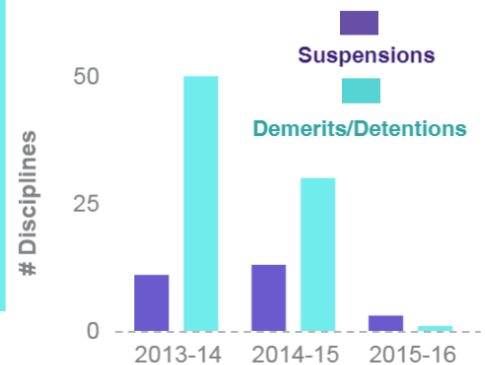
1st - 6th grade students were exposed to the PAX program

99%

Reduction in disruptive behaviors for 1st - 6th grade students

What PAX means to the students: "I want a harmonica to practice being a PAX leader at home...!"

Disciplinary Actions for 1st & 2nd Graders



Greene County



502 students Pre-K and Kindergarten students were exposed to PAX Good Behavior



1,058 students in grades 1-5 were exposed to PAX Good Behavior Game

34% reduction in disruptive behaviors for 1st through 5th grade students



43% reduction in disruptive behaviors for Kindergarten students



JACK, JOSEPH AND MORTON MANDEL
SCHOOL OF APPLIED SOCIAL SCIENCES
CASE WESTERN RESERVE
UNIVERSITY

