



MHTTC

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

## National School Mental Health Curriculum 'Always and Now' Learning Series Module 1: Foundations of Comprehensive School Mental Health

### Presenters:

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### Participant Question & Presenter Response

**Q1** *For the MHTTC resource that this series is focused on, the National School Mental Health Curriculum, can you please define what is meant by the term "Curriculum?"*

**A1** It is a guide/roadmap/framework/planning tool for state/district/school leadership to assess and improve their school mental health curriculum.

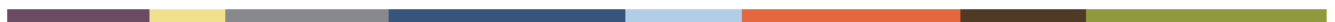
**Q2** *Do you have suggestions/resources for integrating this curriculum, or introducing, to district leadership teams?*

**A2** This framework is designed to support the work districts are already doing and enhance the student support services provided to students by:

- Engaging in quality improvement and data based decisions around comprehensive school mental health is a way to enhance productivity, outcomes, student achievement, and student mental wellness.
- Introducing the framework as a way to structure the ongoing work to improve student and academic outcomes, while also addressing staff needs has been helpful for administrators.

Administrative and school educational teams have benefited from having a framework that guides planning and provides practice examples.

We encourage you to connect with your local MHTTC that can provide more information and provide support in conducting informational sessions with your administration. Find your regional MHTTC [here](#).





**Q3** *What are some differences that have been observed in the implementation process of this framework between rural and urban districts?*

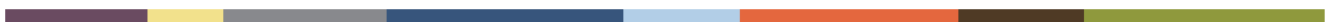
**A3** One difference is that rural districts have often had to consider how to support tiered supports by task-shifting (e.g., from mental health providers to primary care providers, or by relying on more universal supports). Rural districts also have had different strategies related to gaining engagement including unique considerations about reducing the stigma of mental health.

**Q4** *As a former District School Nurse I found it difficult for administrators to encourage teachers to find the time in their day to teach health. Everyone thinks it is important but unless it is the “law” it often times is not prioritized. So how do you propose making teaching health a priority?*

**A4** Incorporating mental health and social emotional learning into other subject areas is a great way to weave in this information without taking away instructional time. Reading comprehension and writing activities are an easy fit. Weaving mental health into the school culture in big and small ways, like the school code of ethics or any other activities that focus on health and wellness at the school or community level.

#### **Additional Resources:**

- Access the COMPLETE National School Mental Health Curriculum, free of charge, [here](#).
- For information about local, state, and regional school mental health training and technical assistance activities, access your MHTTC Regional Center [here](#).
- The SHAPE System, developed by the [National Center for School Mental Health](#), is a free, private, web-based portal that offers a virtual workspace for school mental health teams at school, district, and state levels to document, track, and advance quality and sustainability improvement goals as well as assess trauma responsiveness. Click [here](#) to learn more
- Trauma screeners:
  - [https://istss.org/clinical-resources/assessing-trauma/child-ptsd-symptom-scale-for-dsm-5-\(cpss-5\)](https://istss.org/clinical-resources/assessing-trauma/child-ptsd-symptom-scale-for-dsm-5-(cpss-5))
  - <https://istss.org/clinical-resources/assessing-trauma/ucla-ptsd-assessment-tools>
  - <https://www.chdi.org/our-work/mental-health/trauma-informed-initiatives/ct-trauma-screen-cts/>





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