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Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

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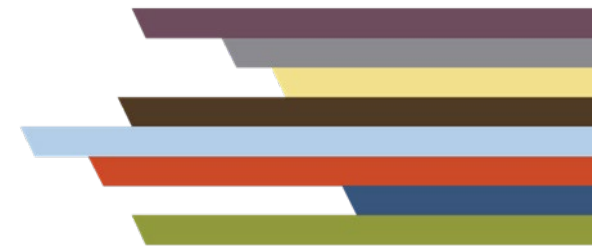
MHTTC School Mental Health Curriculum *Always and Now* 8-Part Learning Series

FEBRUARY-MAY 2021



Presented by the MHTTC Network
and National Center for School Mental Health

Needs Assessment and Resource Mapping

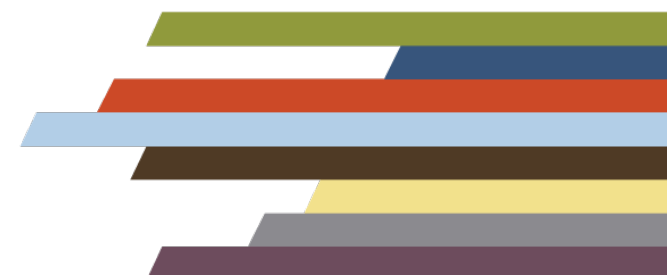
March 9, 2021



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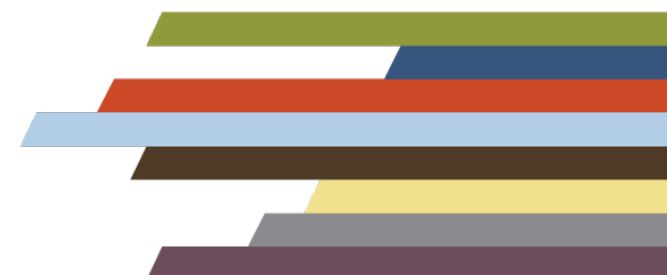


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- The MHTTC Network accelerates the adoption and implementation of mental health related evidence-based practices across the nation
 - Develops and disseminates resources
 - Provides free local and regional training and technical assistance
 - Heightens the awareness, knowledge, and skills of the mental health workforce
- 10 Regional Centers, a National American Indian & Alaska Native Center, a National Hispanic & Latino Center, and a Network Coordinating Office



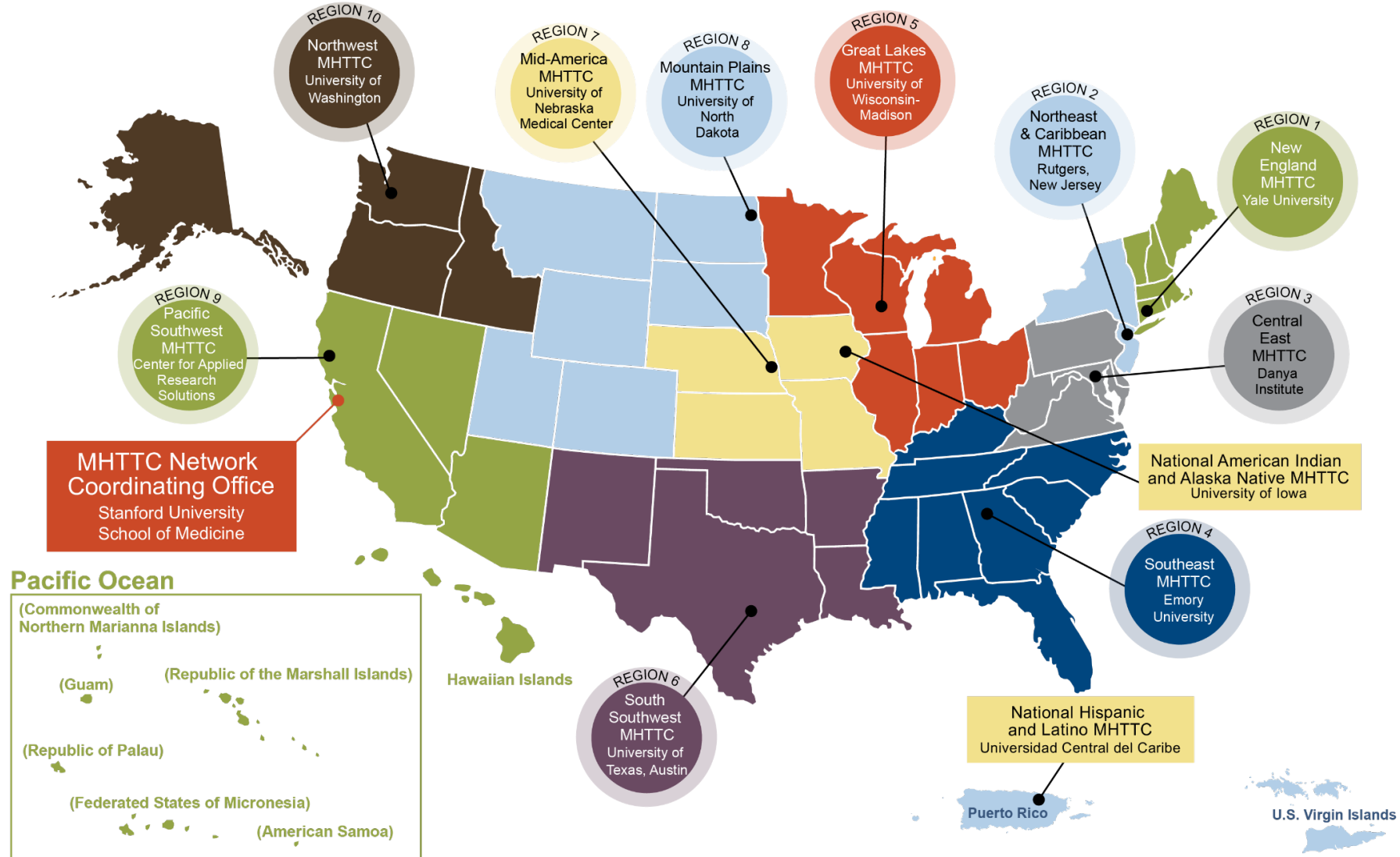
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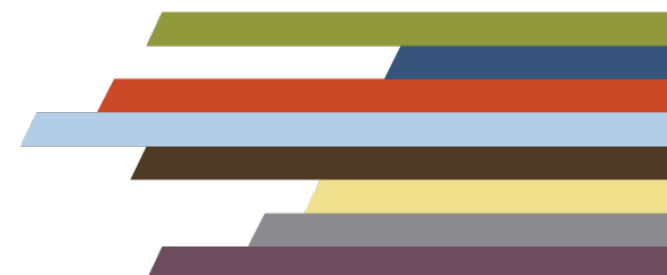
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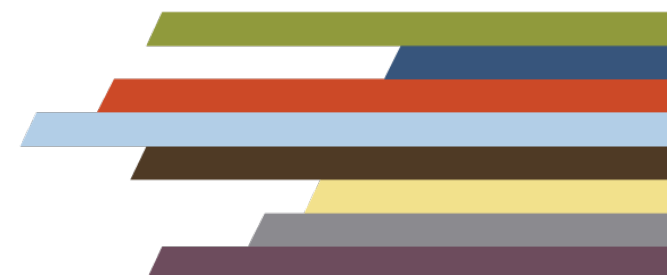
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Evaluation Information

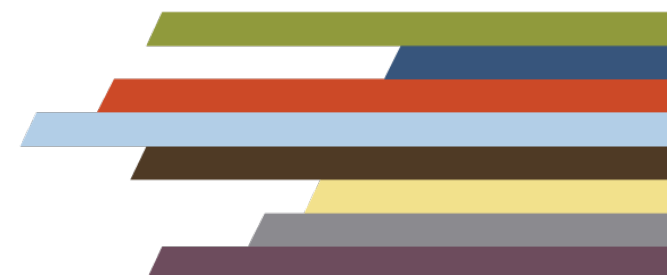
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At the end of today's training please take a moment to complete a **brief** survey about today's training.



Don't forget about our Regional Breakout Sessions!

The post-session Regional Breakout sessions are intended to provide an opportunity for you, our participants, to ask questions about the content we'll cover today, and time to discuss and apply today's learning in an informal moderated discussion with our staff, contextualized for your specific region.





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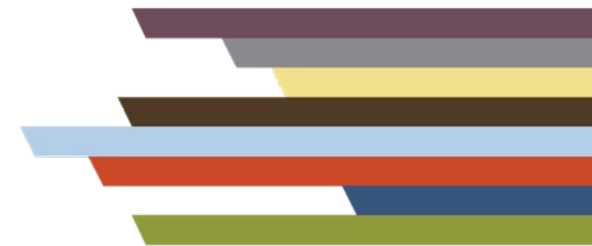
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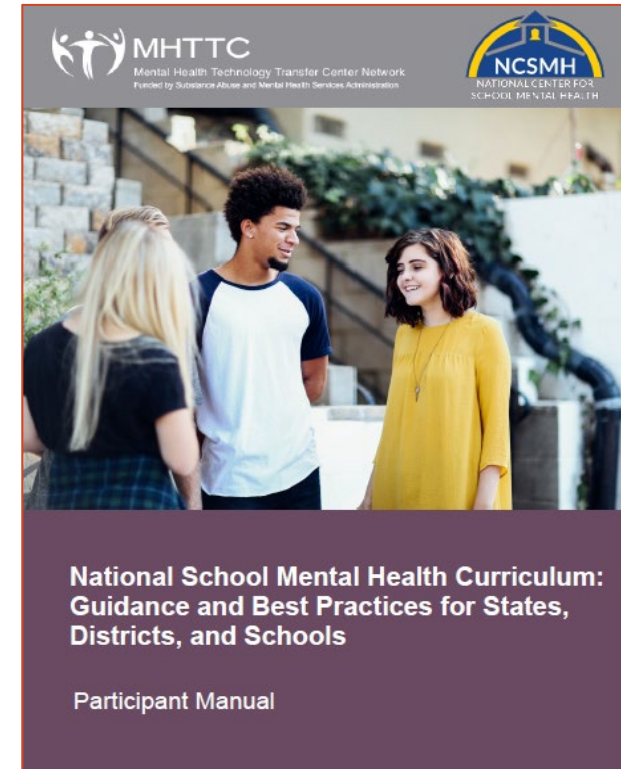
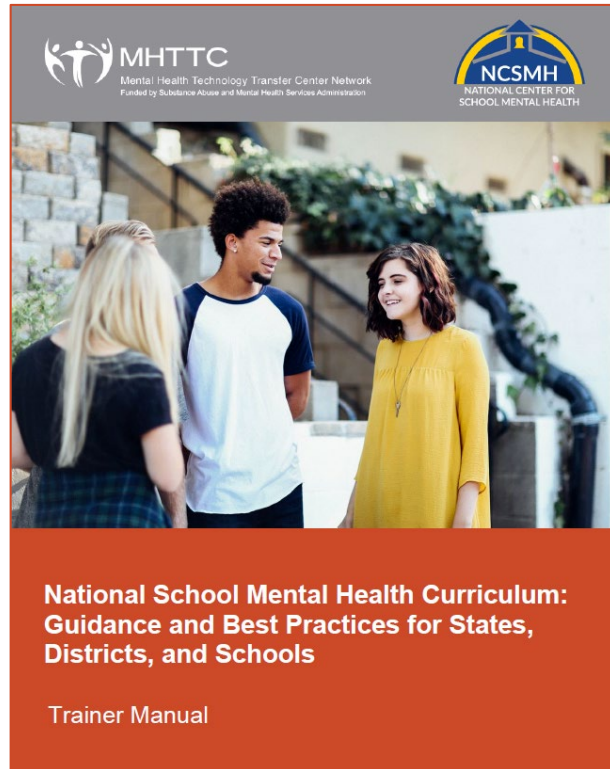
Presented by the MHTTC Network
and National Center for School Mental Health

Needs Assessment & Resource Mapping

March 9, 2021



National School Mental Health Curriculum: Always & Now



Available on the MHTTC Website:
<http://bit.ly/access-smh-curriculum>

Panelist from the National Center for School Mental Health



Kristin Scardamalia, Ph.D. is an Assistant Professor at the University of Maryland School of Medicine National Center for School Mental Health. She has extensive experience working with high needs youth and their families as a school psychologist in both the public schools and juvenile services. Her research focuses on the intersection of the education, juvenile justice, and mental health systems such as investigating district-wide strategies to reduce exclusionary discipline practices. In addition, she provides training and technical assistance to states and school districts on developing and improving comprehensive school mental health programming. She leads the NCSMH's training and technical assistance efforts related to staff well-being and cultural responsiveness and equity.





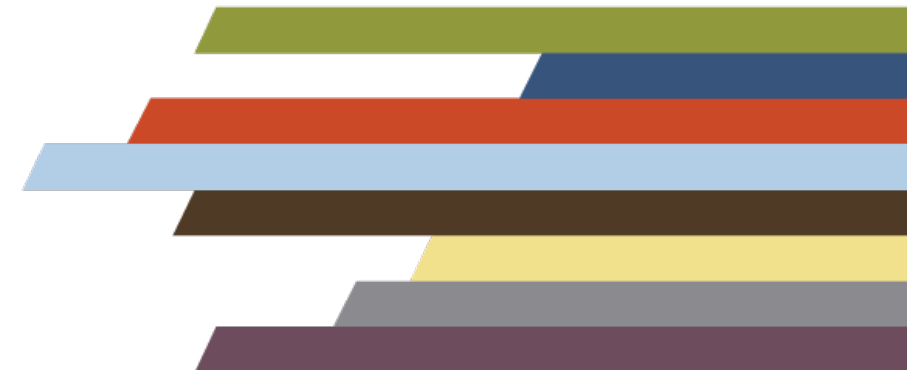
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Module 3: Needs Assessment and Resource Mapping

National School Mental Health Curriculum



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.



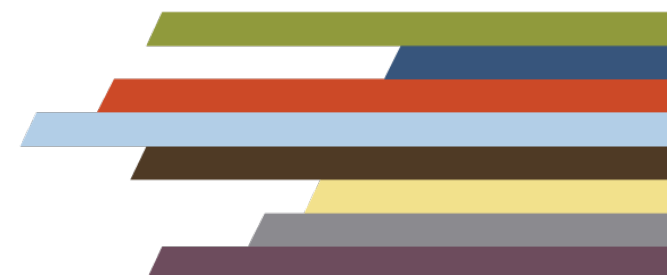
What Is Resource Mapping?



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.

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.

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.

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.

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.

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.



School Example

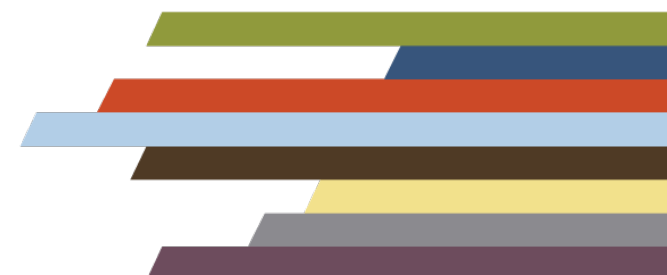
One Midwestern high school with approximately 1,700 students conducted a team-based resource mapping process to assess behavioral health capacity and resources currently available inside and outside the school. Their process revealed the following:

- 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.

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.



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.



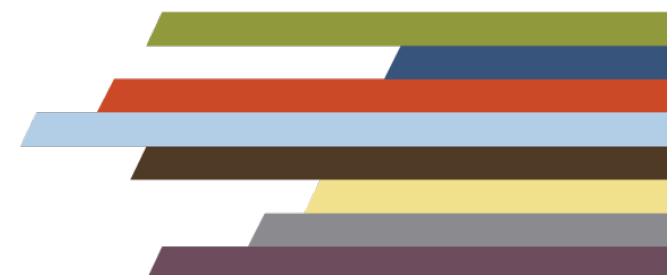
Discussion

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.

Panel Discussion



Panelists



Dr. Jacque Gray is a Choctaw/Cherokee research associate professor and associate director of Indigenous Programs at the Center for Rural Health (CRH) at the University of North Dakota (UND) School of Medicine & Health Sciences. She also serves as director of the National Indigenous Elder Justice Initiative (NIEJI) a national resource center to address elder abuse in Indian Country. She has worked to address health, mental health, and health disparities across Indian Country for more than 35 years and internationally, working with Māori suicide prevention. She consults with the American Indian/Alaska Native MHTTC and SAMHSA Tribal Tech TTAC.

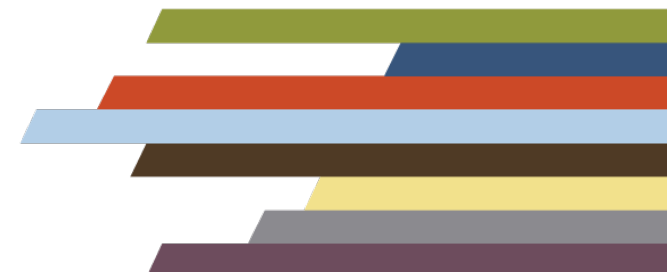


Dr. J Rocky Romero is the CEO and owner of JR Romero & Associates, a training and consulting company he started almost 21 years ago that focuses on behavioral health evaluation, consultation, and specialized training. Dr. Romero has been a trainer and consultant for the NHL-MHTTC for the last 11 years, in addition he is a national trainer for Clare|Matrix for the last 13 years. He is focused on teaching culturally appropriate treatment approaches while focusing on reducing health disparities for people of color. Lastly, Dr. Romero continues to research and present nationally on the intersections of racism, discrimination, and the impact of racialized legal discourse on people of color.

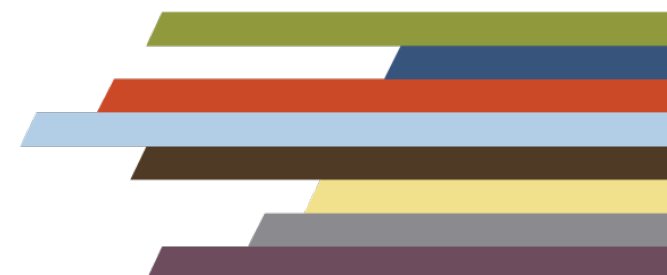


Tell us a little more about yourself, your role, and how school mental health needs assessment & resource mapping plays out in your work.

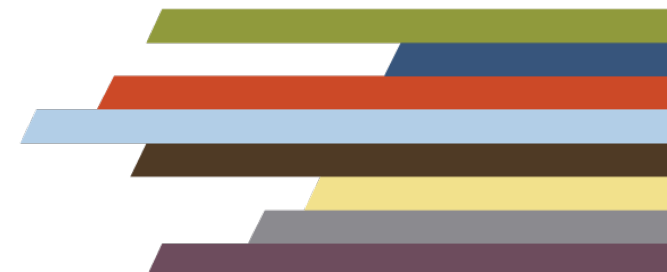
What are some positive outcomes/successful results that have come out of your effort through utilizing needs assessment and resource mapping?



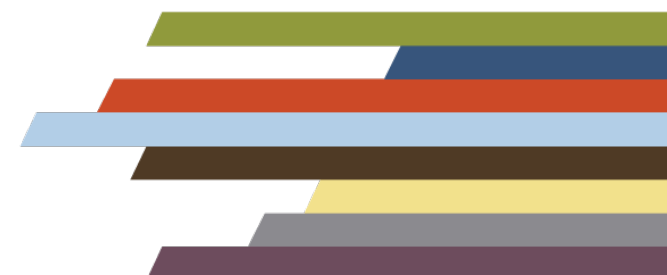
What are some of the challenges that you encountered around needs assessment and resource mapping and what are your recommendations for overcoming these challenges?



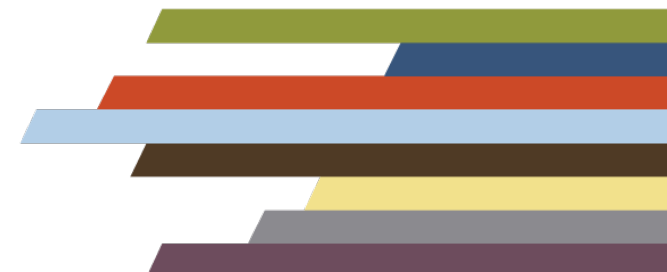
What has been your experience in adapting your needs assessment and resource mapping strategies to diverse populations and what considerations do we need to be aware of?



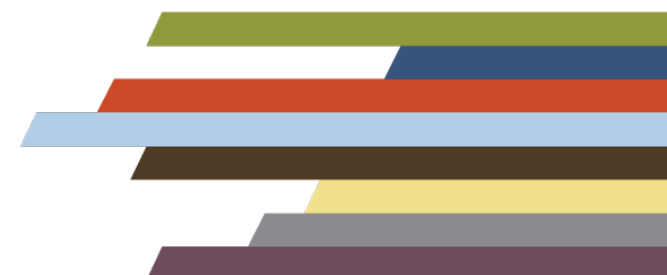
What has changed in how needs assessment and resource mapping occur NOW because of the pandemic? What have you had to adopt or change or learn to do differently?



What are some recommendations you would make for schools/communities who are just starting out or who are utilizing the needs assessment and resource mapping best practices that are within the School Mental Health Curriculum?

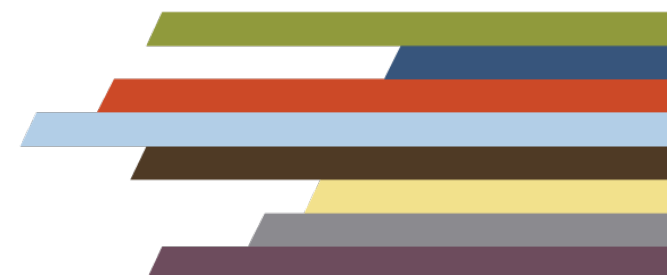


Q&A with Presenters

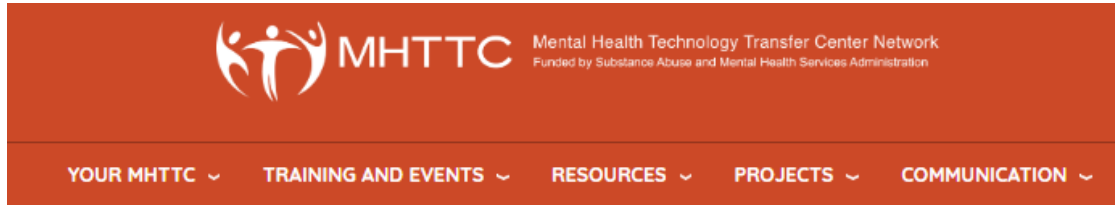


Coming up next: Regional Breakout Sessions

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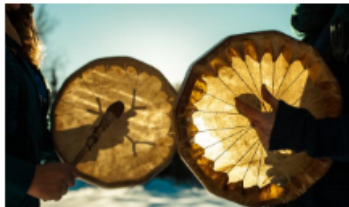
Connecting with the MHTTC in your region



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Centers Across The Network



National American Indian and Alaska Native MHTTC

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Iowa City, IA 52246
United States
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native@mhttcnetwork.org



National Hispanic and Latino MHTTC

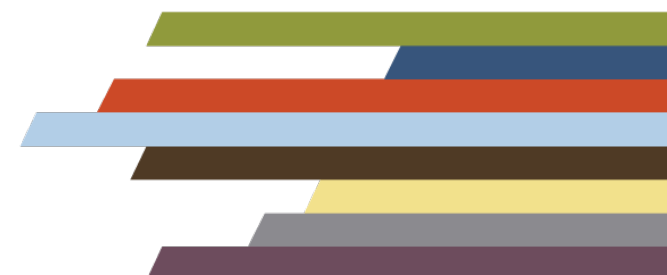
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CT, ME, MA, NH, RI, VT

For information about local, state, and regional school mental health training and technical assistance activities, including with the National School Mental Health Curriculum, access your MHTTC Regional Center at <https://mhttcnetwork.org/centers/selection>



Upcoming Learning Sessions:

- March 23: *Screening*
- April 13: *Mental Health Promotion for All (Tier 1)*
- April 27: *Early Intervention and Treatment (Tiers 2 and 3)*
- May 11: *Funding and Sustainability*
- May 25: *Impact*



Register now:

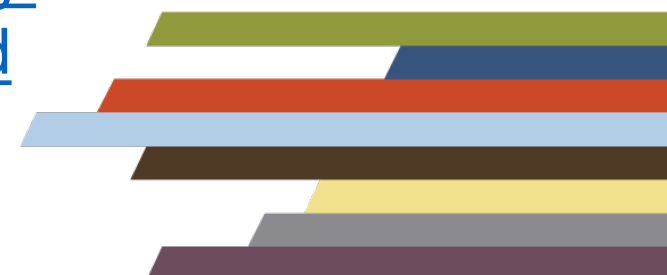
<https://bit.ly/smh-always-and-now>

Access the Curriculum on the MHTTC Website

You can access the National School Mental Health Curriculum (trainer and participant manuals, slide decks for each module, and additional resources) on the MHTTC website!



<https://mhttcnetwork.org/centers/mhttc-network-coordinating-office/national-school-mental-health-curriculum-and-related>



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