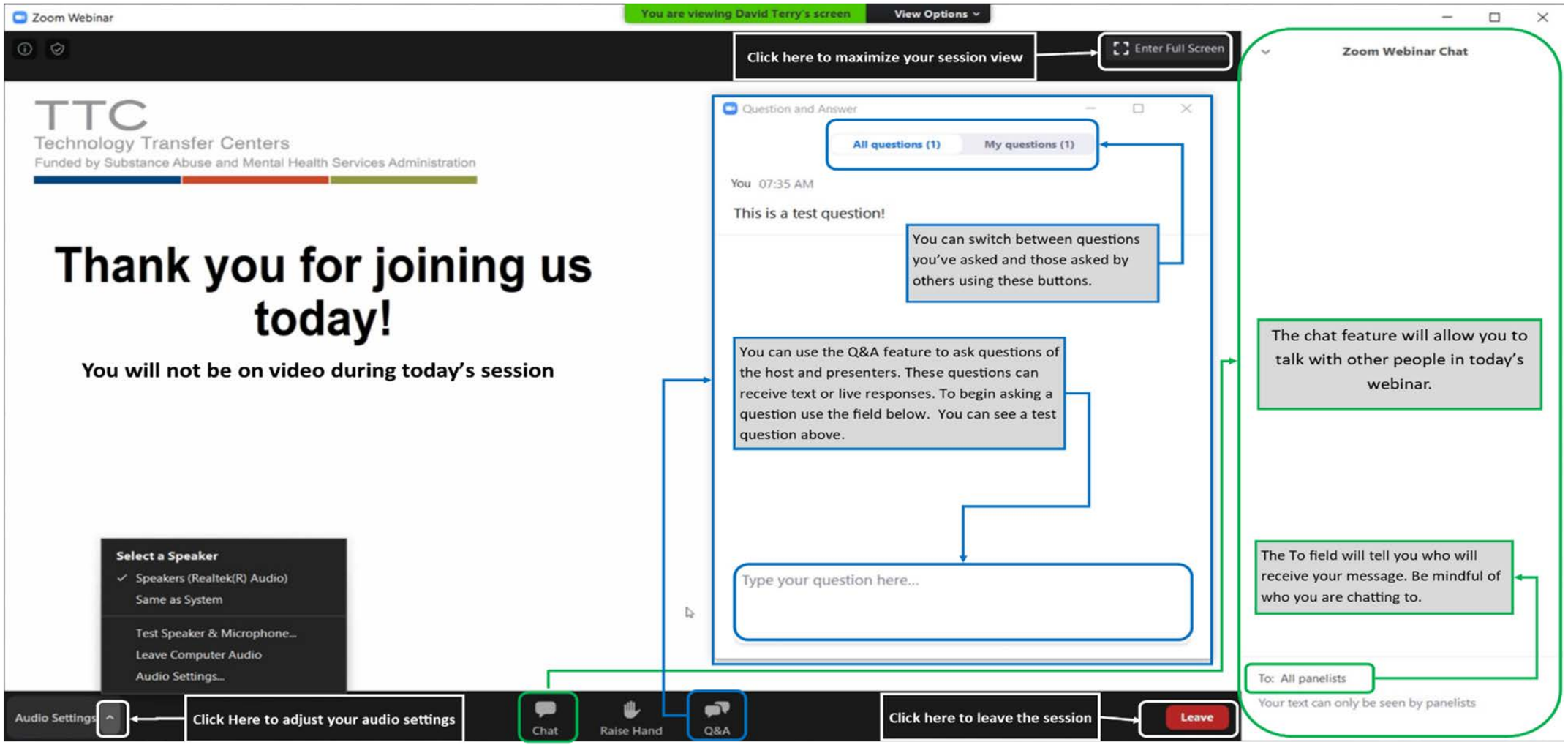
The Zoom Interface



All attendees are muted. Today's session will be recorded.

NJ Comprehensive School-based Mental Health Webinar Series

Session 2: Needs Assessment and Resource Mapping

Dr. Imad Zaheer, Co-founder Nurturing Environments Institute

Angela Dunbar, Newton Public Schools, Director of Curriculum and Professional Development

Northeast and Caribbean Mental Health Technology Transfer Center
Rutgers, Department of Psychiatric Rehabilitation and
Counseling Professions

November 18, 2021

Northeast and Caribbean (HHS Region 2)
MHTTC Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

School Mental Health Technical Assistance Session 2

3:00 pm - 4:15 pm EST

Needs Assessment and Resource Mapping

Future Sessions:

Session 3: Establishing Universal Prevention	**Wednesday, December 15, 2021; 3-4:15 pm**
Session 4: Establishing Tiered Supports (Tier 2 & Tier 3)	Tuesday, January 25, 2022; 3-4:15 pm
Session 5: Risk Assessment	Wednesday, February 23, 2022; 3-4:15 pm
Session 6: Suicide and Substance Use Risk and Assessment	Thursday, March 24, 2022; 3-4:15 pm
Session 7: Funding	Tuesday, April 12, 2022; 3-4:15 pm
Session 8: System Partners	Wednesday, May 25, 2022; 3-4:15 pm
Session 9: Staff Self-care	Thursday, June 9, 2022; 3-4:15 pm

NJ School-Based Technical Assistance Calls

- Friday, December 17th

9:00 am- 10:00 am

10:00 am - 11:00 am

11:00 am- 12:00 pm

12:00 pm – 1:00 pm

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About Us …

The Northeast and Caribbean MHTTC received 5 years (2018 – 2023) of funding to:

- Enhance capacity of behavioral health workforce to deliver evidence-based and promising practices to individuals with mental illnesses.
- Address full continuum of services spanning mental illness prevention, treatment, and recovery supports.
- Train related workforces (police/first responders, primary care providers, vocational services, etc.) to provide effective services to people with mental illnesses.

Supplemental funding to:

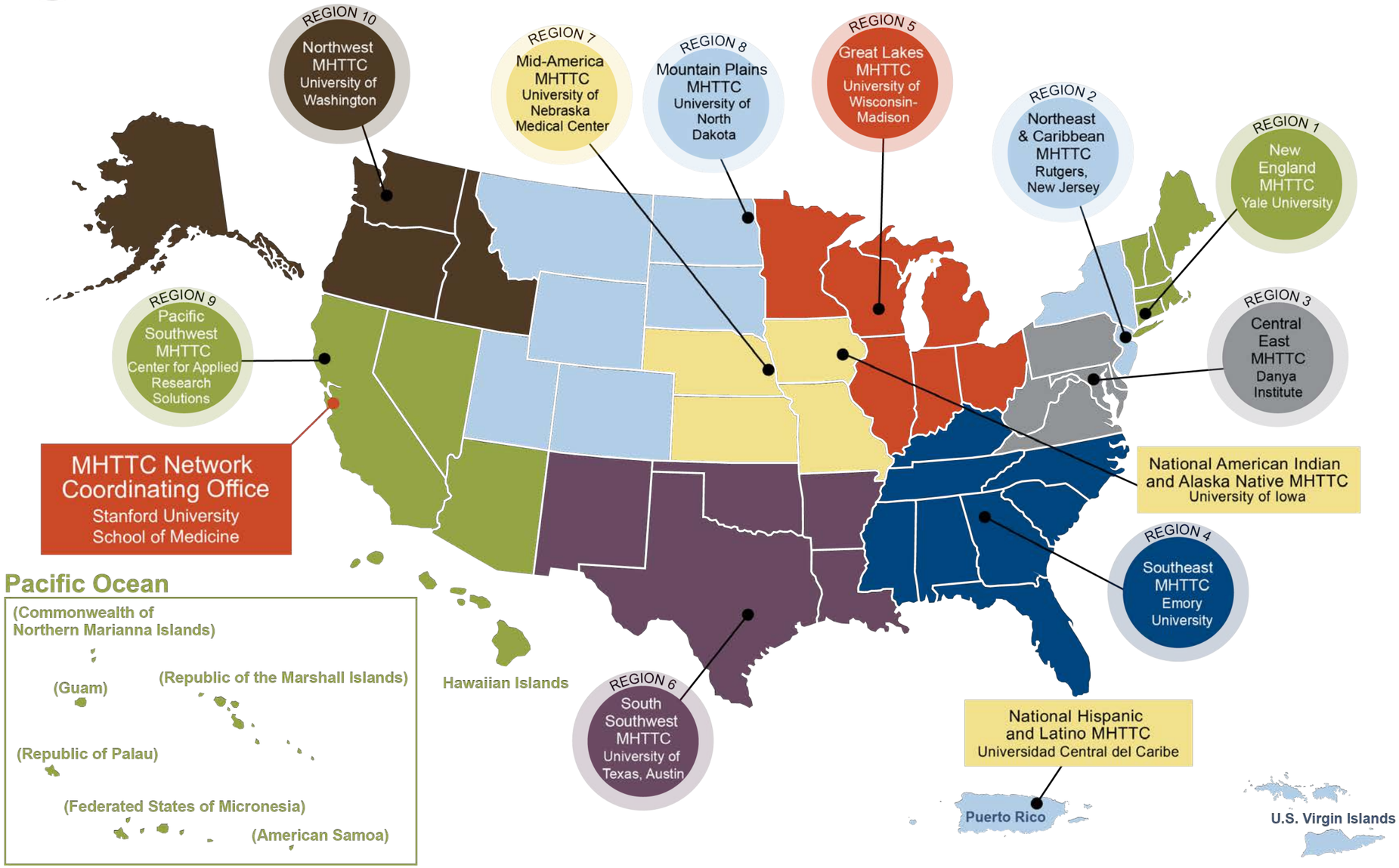
- Support school teachers and staff to address student mental health
- Support healthcare providers in wellness and self-care activities

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

MHTTC Network



School Mental Health Supplement

Supplemental funding was awarded to provide training and TA to teachers and school staff regarding student mental health (2018-2021)

Focus on:

- Importance of mental health supports in schools
- Capacity to recognize and identify mental health concerns in students
- Best models of school-based mental health services
- Linking, as needed, to community-based services

Trainings

- Youth Mental Health First Aid
- Trauma Informed Schools
- Cultivating Resiliency
- Suicide Prevention
- Social Emotional Learning
- Crisis Interventions
- School Refusal and Anxiety
- Self-Care

Technical Assistance

- Individualized plans with schools
- Implementation of SMH
- Resource Mapping
- Needs Assessment
- Teaming
- Assessment
- Tiered Supports
- Funding

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We Want Your Feedback!

Our funding comes from the Substance Abuse and Mental Health Services Administration (SAMHSA), which requires us to evaluate our services. We appreciate your honest, ANONYMOUS feedback about this event, which will provide information to SAMHSA, AND assist us in planning future meetings and programs.

Feedback about this training will assist us in developing future trainings that are relevant to your professional needs. Therefore, your feedback counts!

Video Recording Information

Please Note:

We will be recording this webinar and posting it to our website along with the presentation slides and any relevant resources.

Disclaimer

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At the time of this presentation, Miriam Delphin-Rittmon served as Assistant Secretary for Mental Health and Substance Use at SAMHSA. The opinions expressed herein are the views of the speakers, and do not reflect the official position of the Department of Health and Human Services (DHHS), or SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this presentation is intended or should be inferred.

This work is supported by grant H79SM081783 from the DHHS, SAMHSA.

Your Interactions With Us

- Question and Answers
  - Q & A will occur at the end of the presentation.
  - Type your questions in the Q & A feature in Zoom located on the task bar (hover over task bar).
  - Note: your question is visible to all participants.

- Chat and Polls
  - Throughout the webinar, we will be asking for your input.
  - Use the Chat or Poll features in Zoom located on the task bar.
  - You can control who can see your chat comments.

The MHTTC Network uses affirming, respectful and recovery-oriented language in all activities. That language is:

- Strengths-based and hopeful
- Inclusive and accepting of diverse cultures, genders, perspectives, and experiences
- Healing-centered and trauma-responsive
- Inviting to individuals participating in their own journeys
- Person-first and free of labels
- Non-judgmental and avoiding assumptions
- Respectful, clear and understandable
- Consistent with our actions, policies, and products

Adapted from: https://mhcc.org.au/wp-content/uploads/2019/08/Recovery-Oriented-Language-Guide_2019ed_v1_20190809-Web.pdf

Our Presenters

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Pediatric School Psychologist
Co-founder, Nurturing Environments Institute
https://nei.squarespace.com

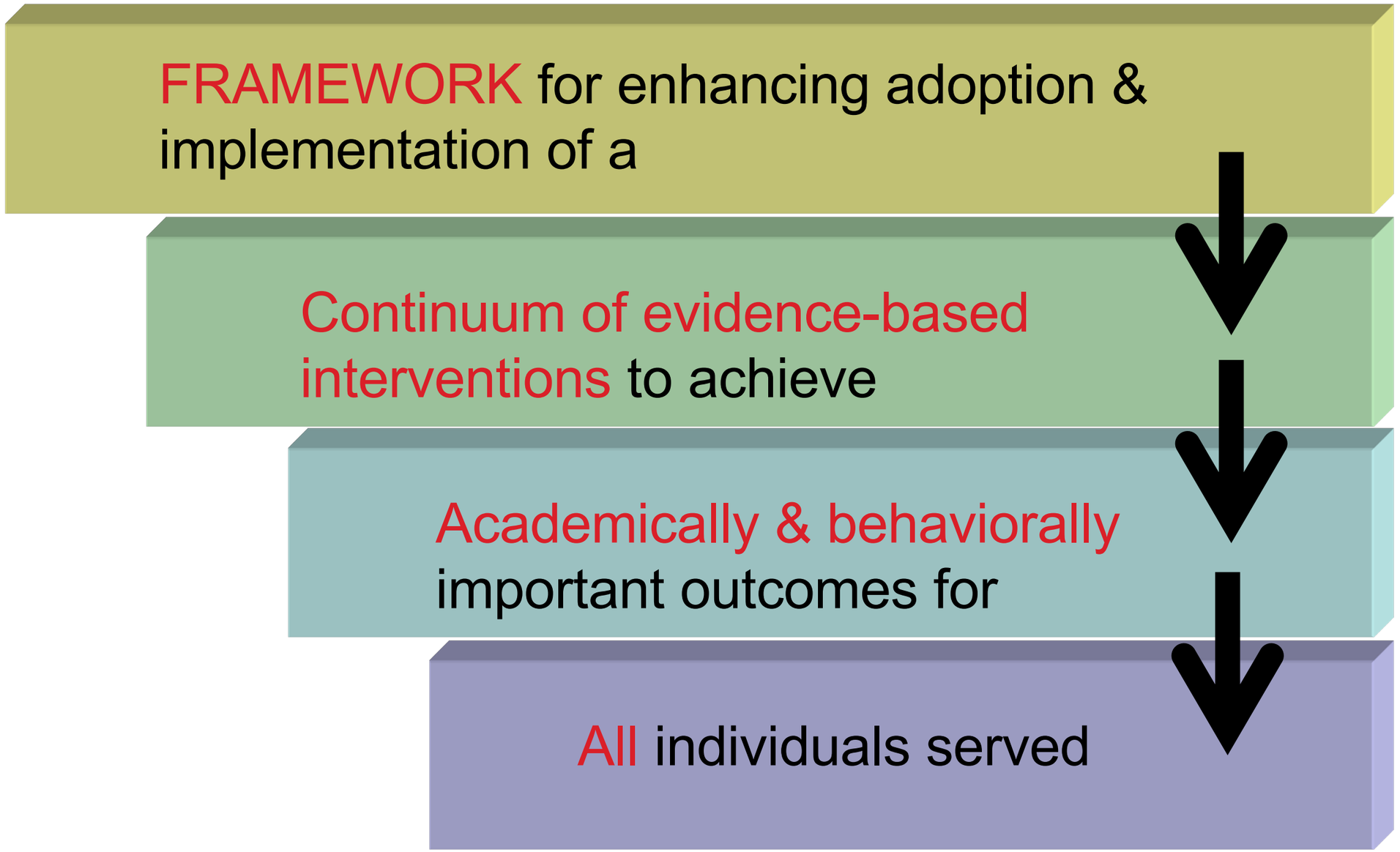
Angela Dunbar
Assistant Principal, Halsted Middle School
Director of Curriculum and Professional Development

Needs Assessment & Resource Mapping

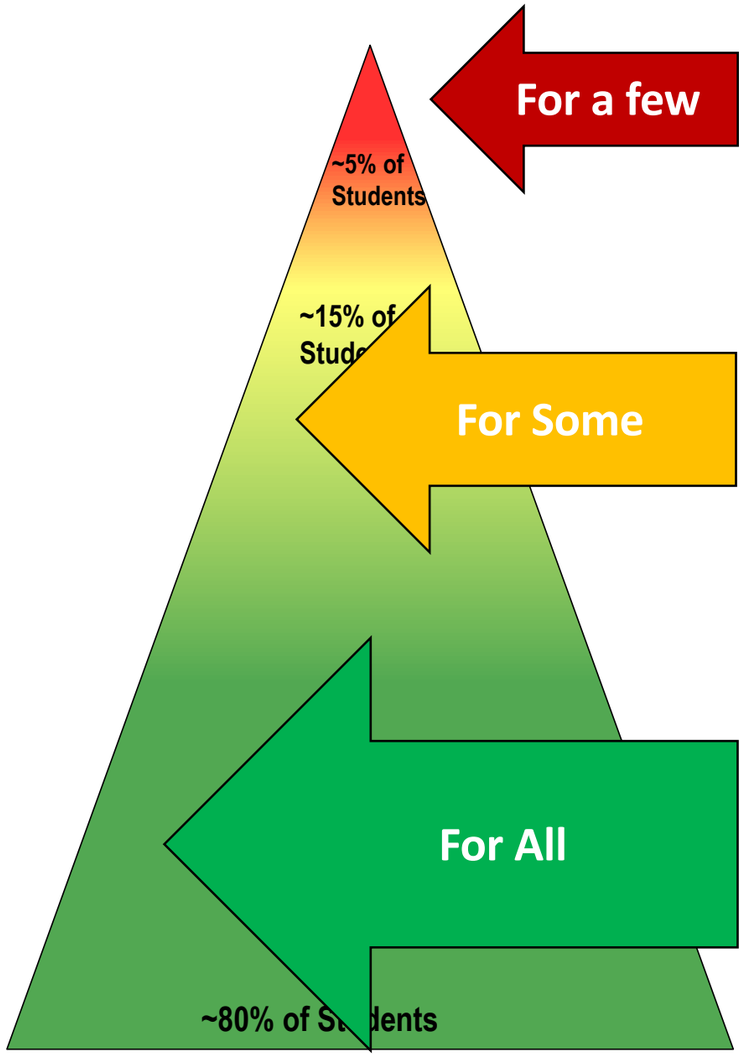
Table of Content

- **Overview**
  - **Multi-tiered Systems of Support (MTSS)**
  - **Interconnected Systems Framework (ISF)**
- **Needs Assessment**
- **Resource Mapping**

Multi-Tiered Systems of Support

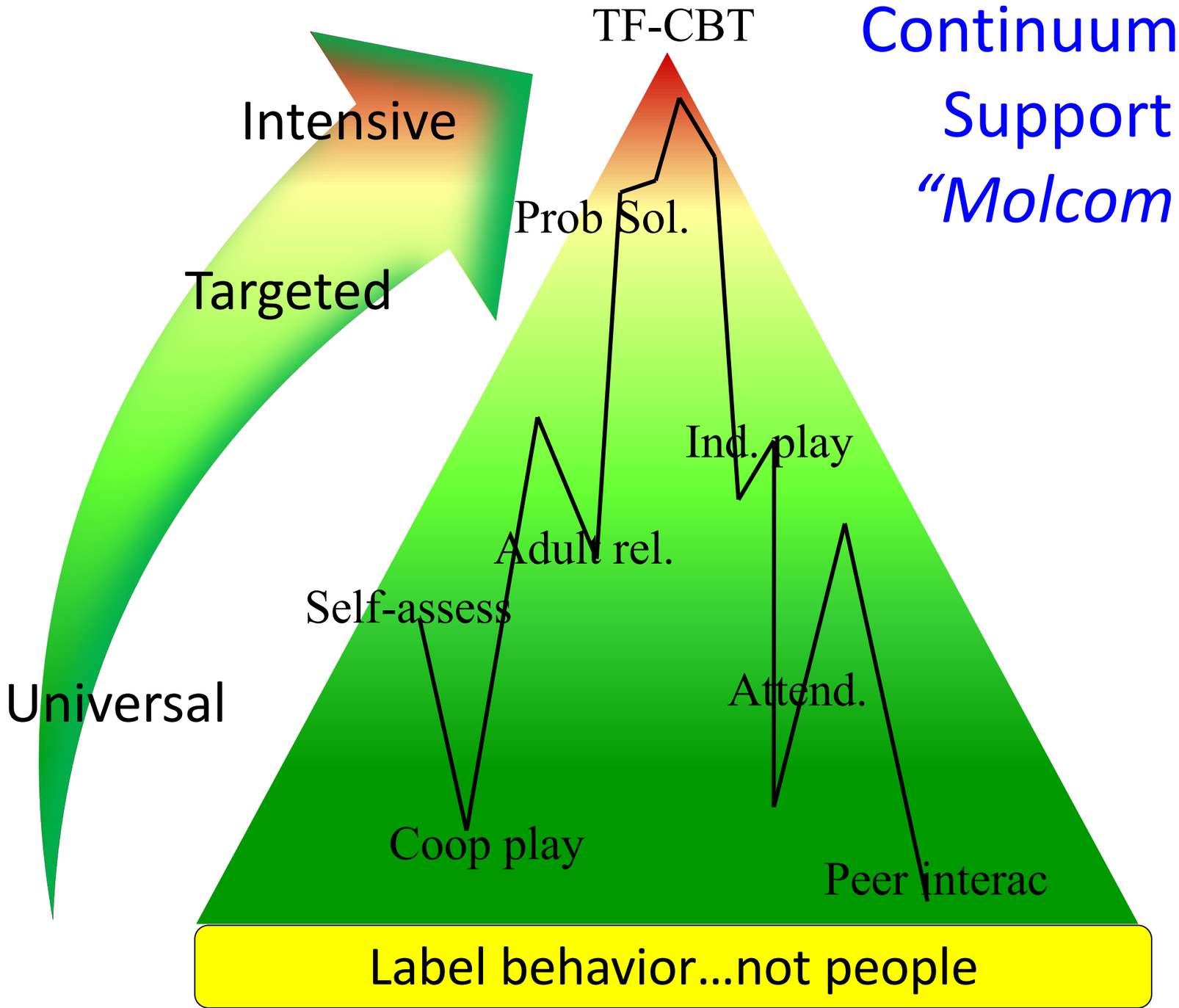


Multi-Tiered Systems Approach



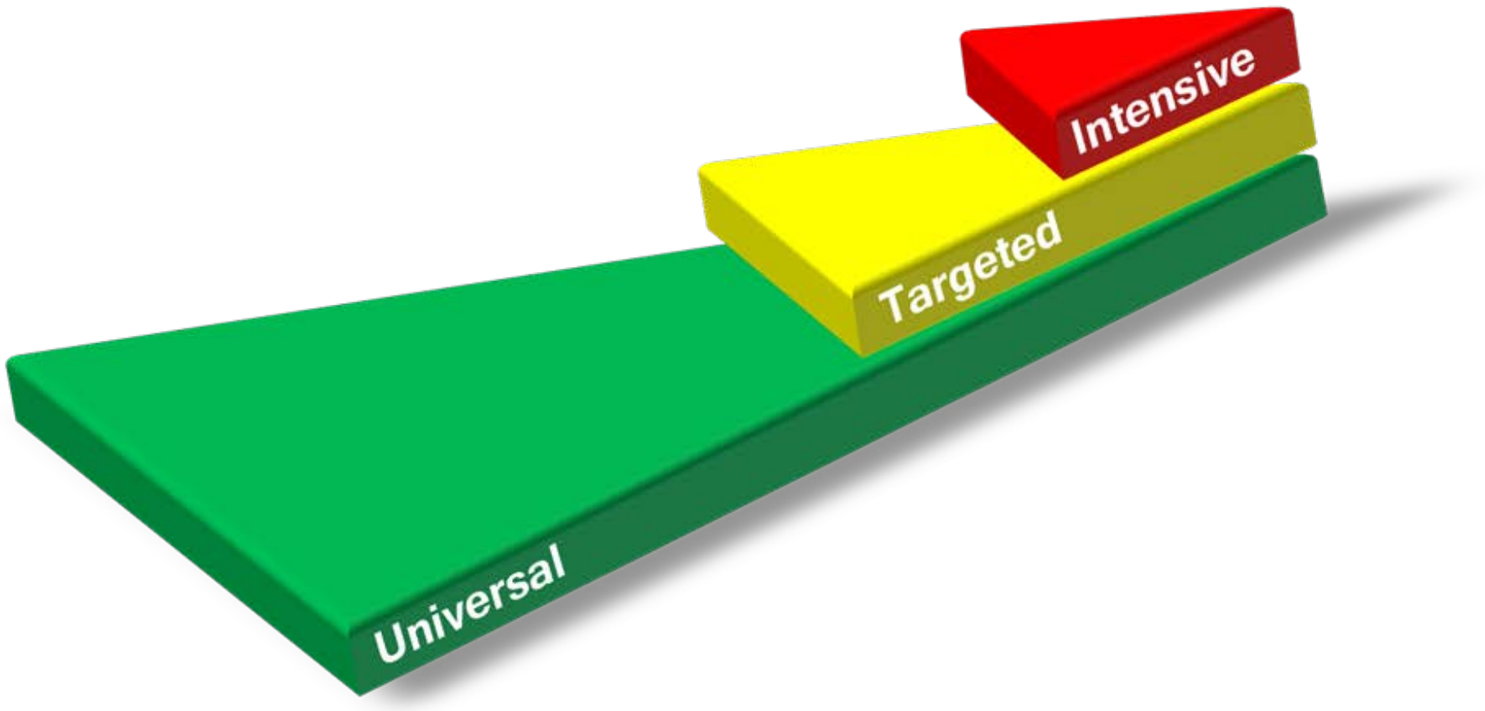
- **Promotion and Prevention**
  - Creating a positive, safe and supportive environment, teaching coping skills, etc.
- **Multi-tiered support**
  - Intensity of intervention matches magnitude of need
- **Data-based decision-making**
  - Making adjustments to the environment and how we interact with students

Continuum of Support *"Molcom"*

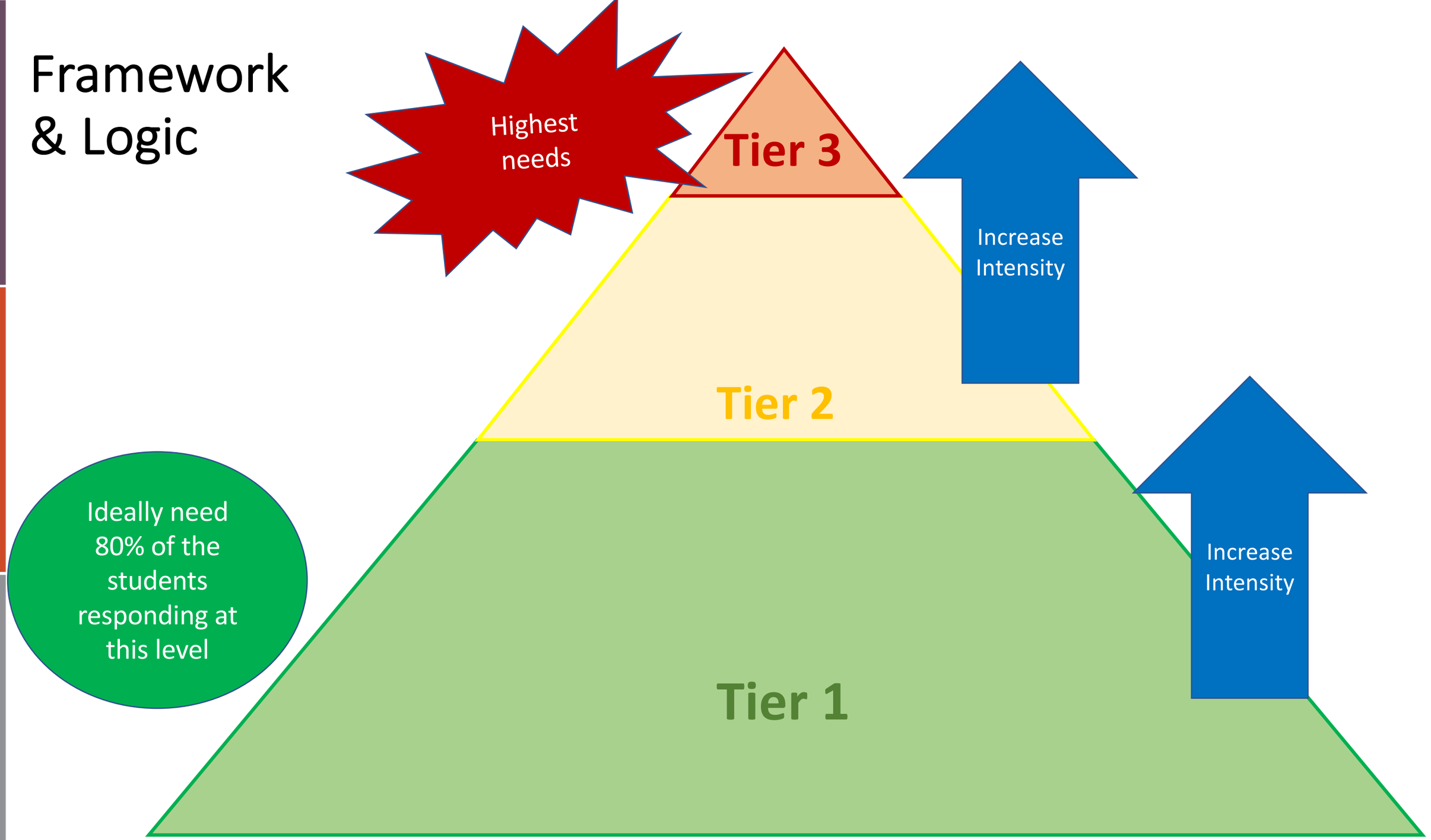


Label behavior…not people

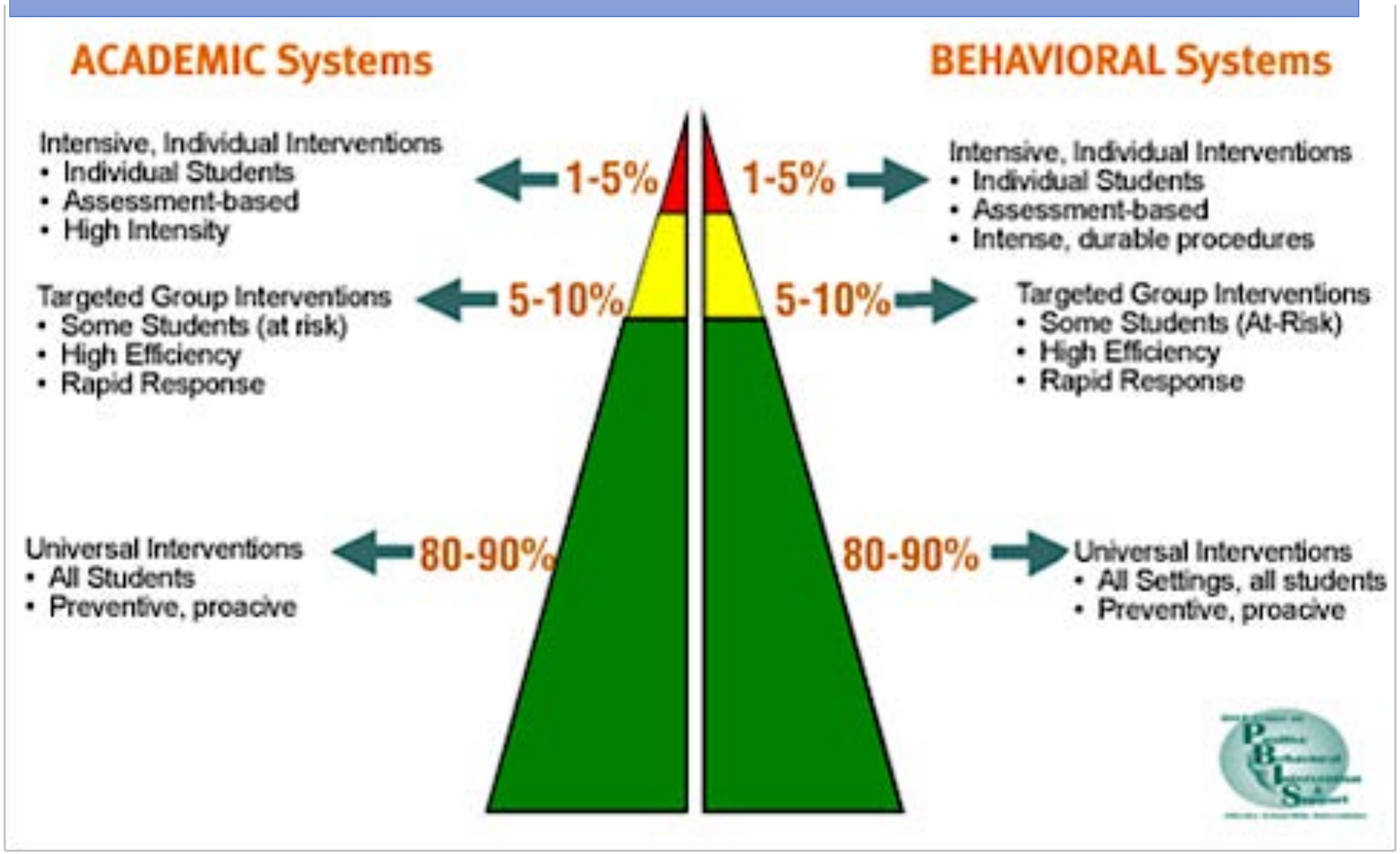
Layered



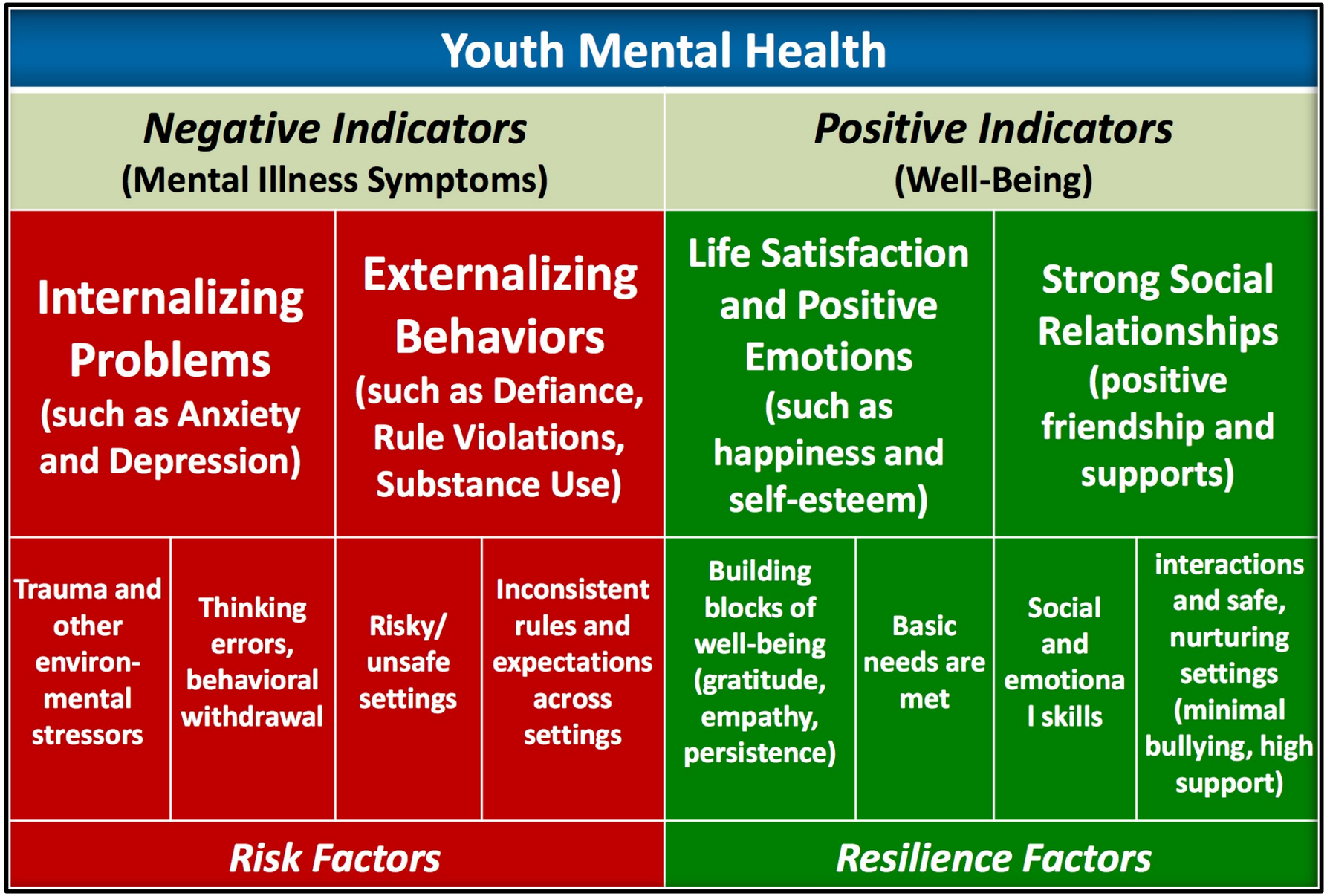
Framework & Logic



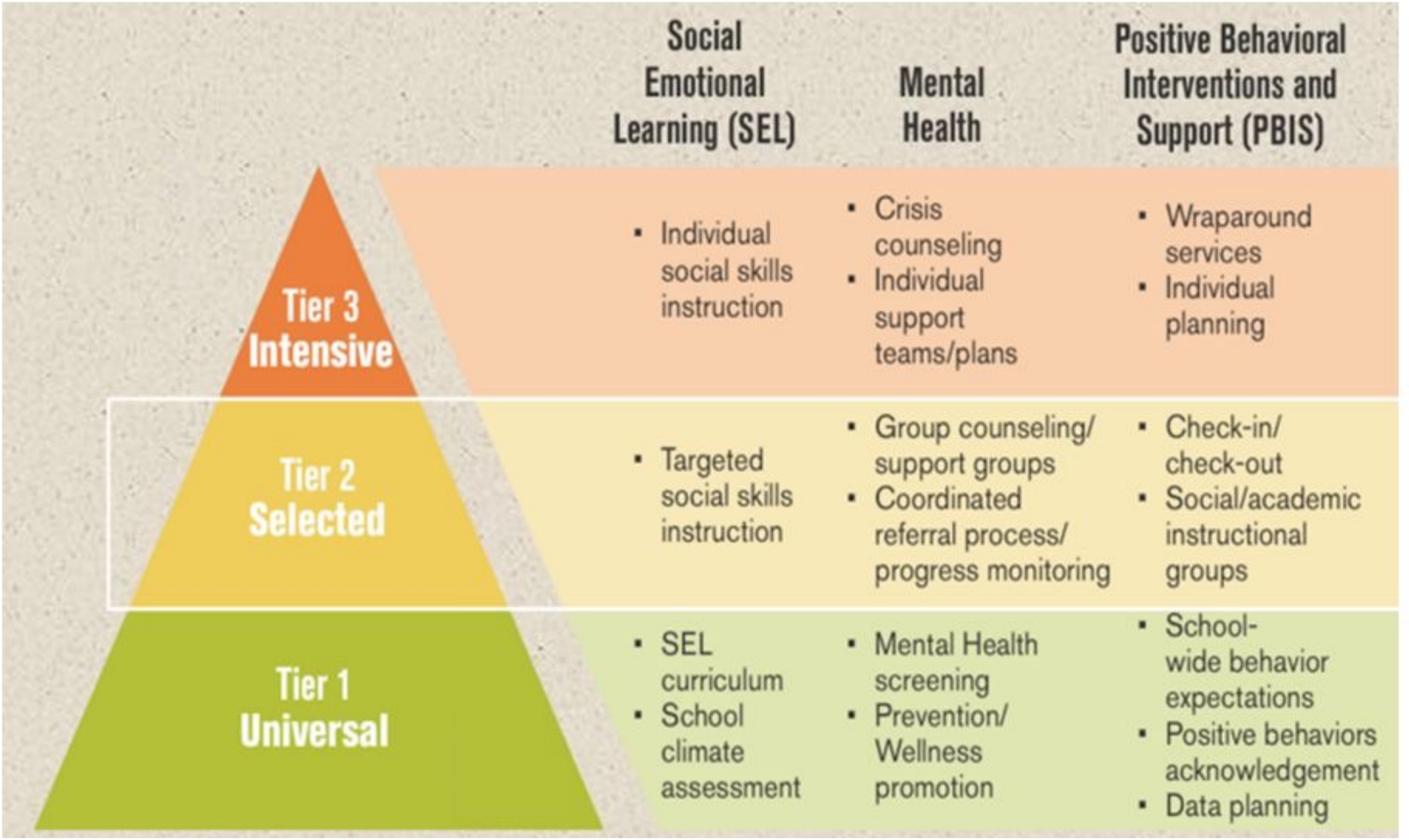
A School-wide Multi-Tiered Systems framework



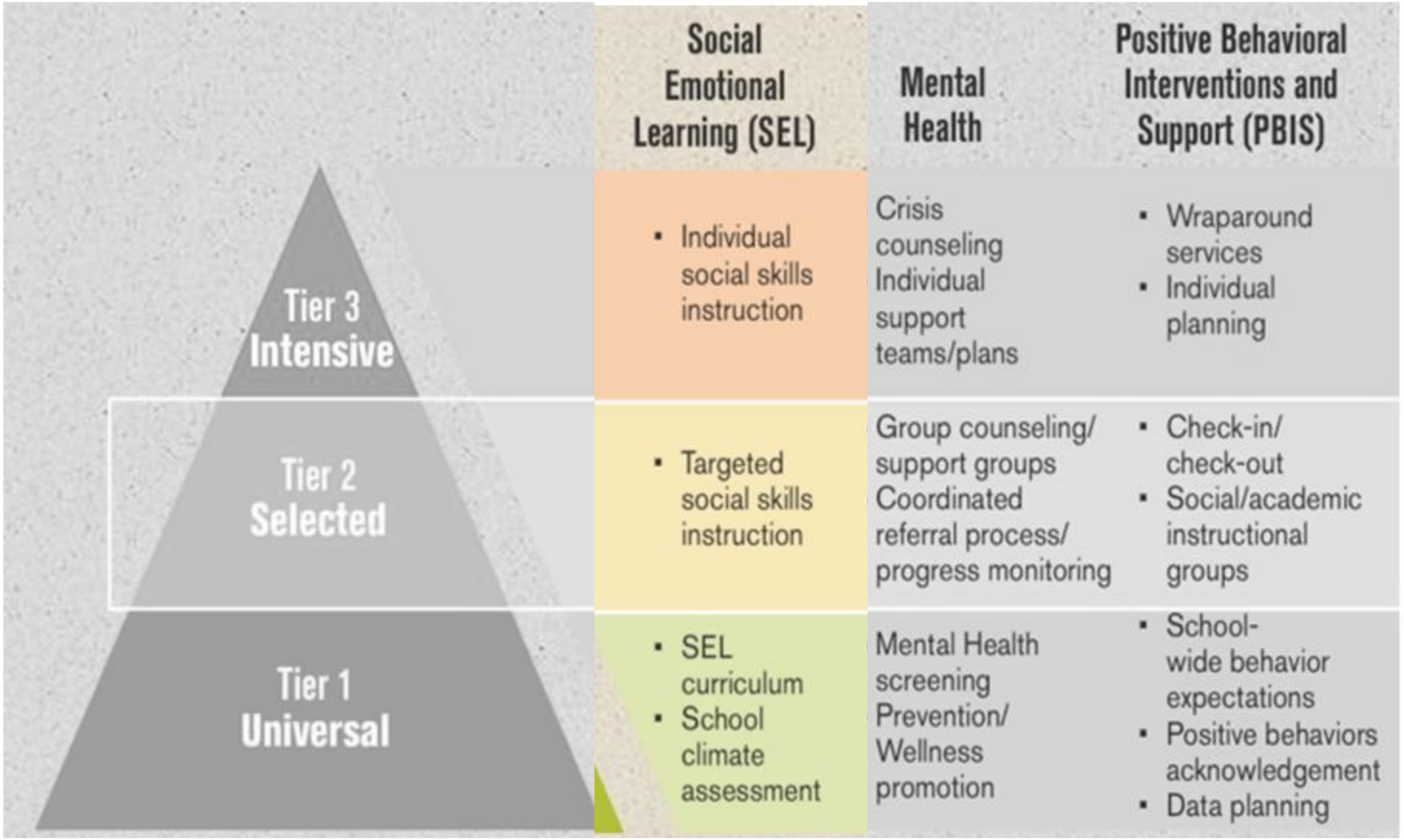
Comprehensive Approach



MTSS: Coordinated 3-Tiered Practices

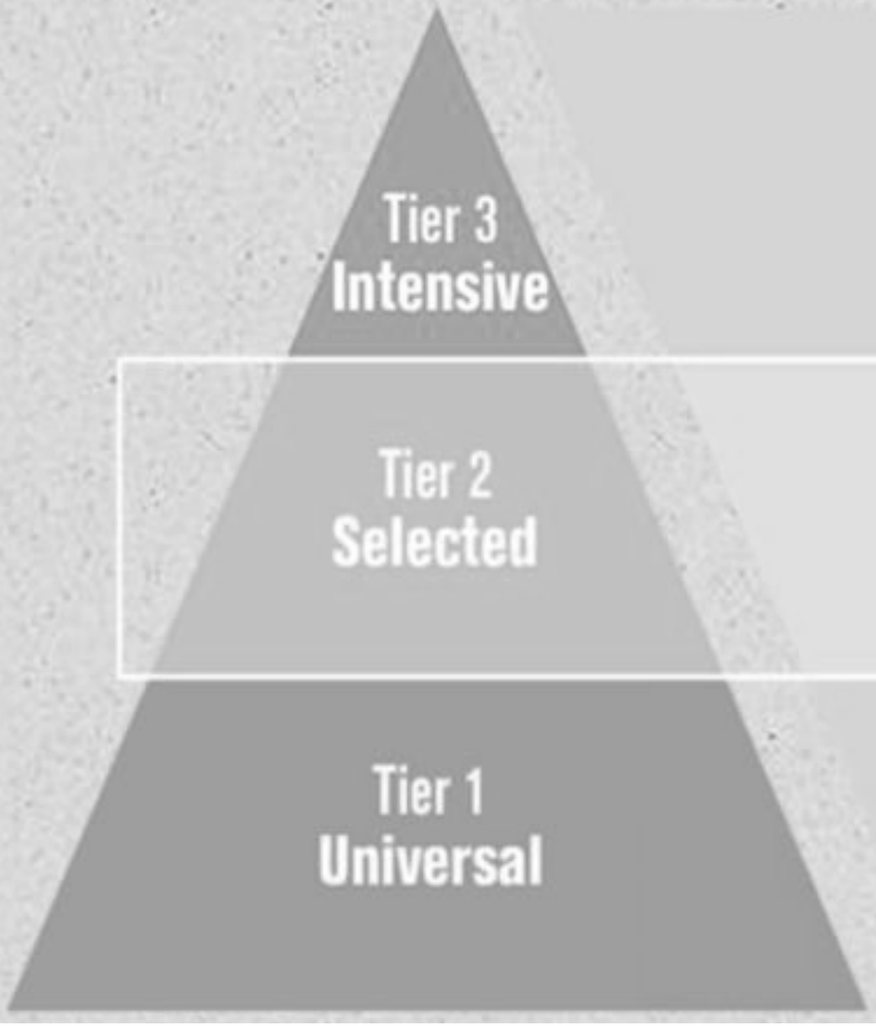


MTSS: Coordinated Positive Indicators Practices



MTSS: Coordinated 3-Tiered F

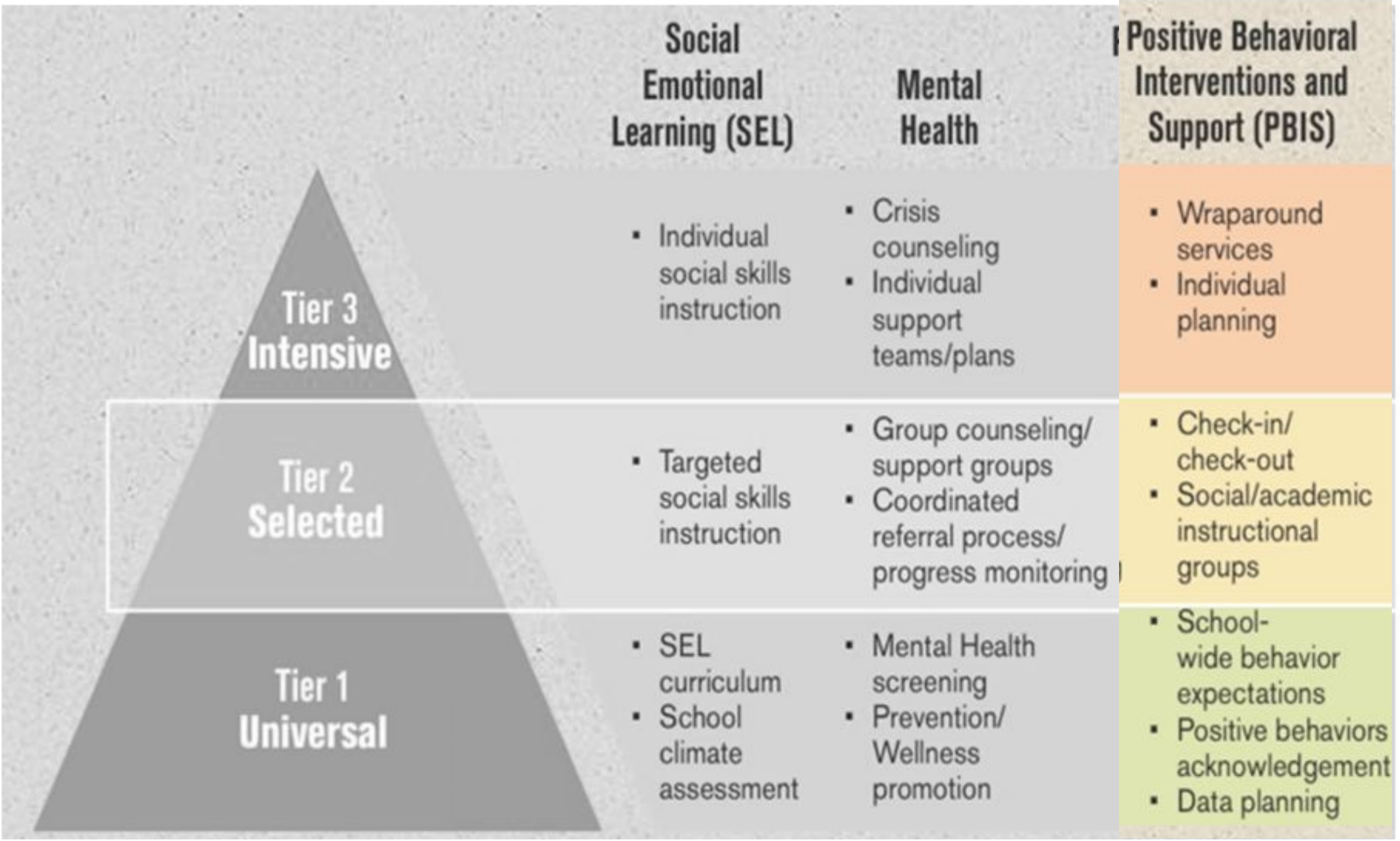
Internalizing, traditional MH



	Social Emotional Learning (SEL)	Mental Health	Positive Behavioral Interventions and Supports (PBIS)
Tier 3 Intensive	▪ Individual social skills instruction	▪ Crisis counseling ▪ Individual support teams/plans	▪ Wraparound services ▪ Individual planning
Tier 2 Selected	▪ Targeted social skills instruction	▪ Group counseling/ support groups ▪ Coordinated referral process/ progress monitoring	▪ Check-in/ check-out ▪ Social/academic instructional groups
Tier 1 Universal	▪ SEL curriculum ▪ School climate assessment	▪ Mental Health screening ▪ Prevention/ Wellness promotion	▪ School-wide behavior expectations ▪ Positive behaviors acknowledgement ▪ Data planning

MTSS: Coordinated 3-Tiered Practices

Externalizing, School culture



Same process as MTSS but expanded to include other systems

ISF

Linking with Family Systems

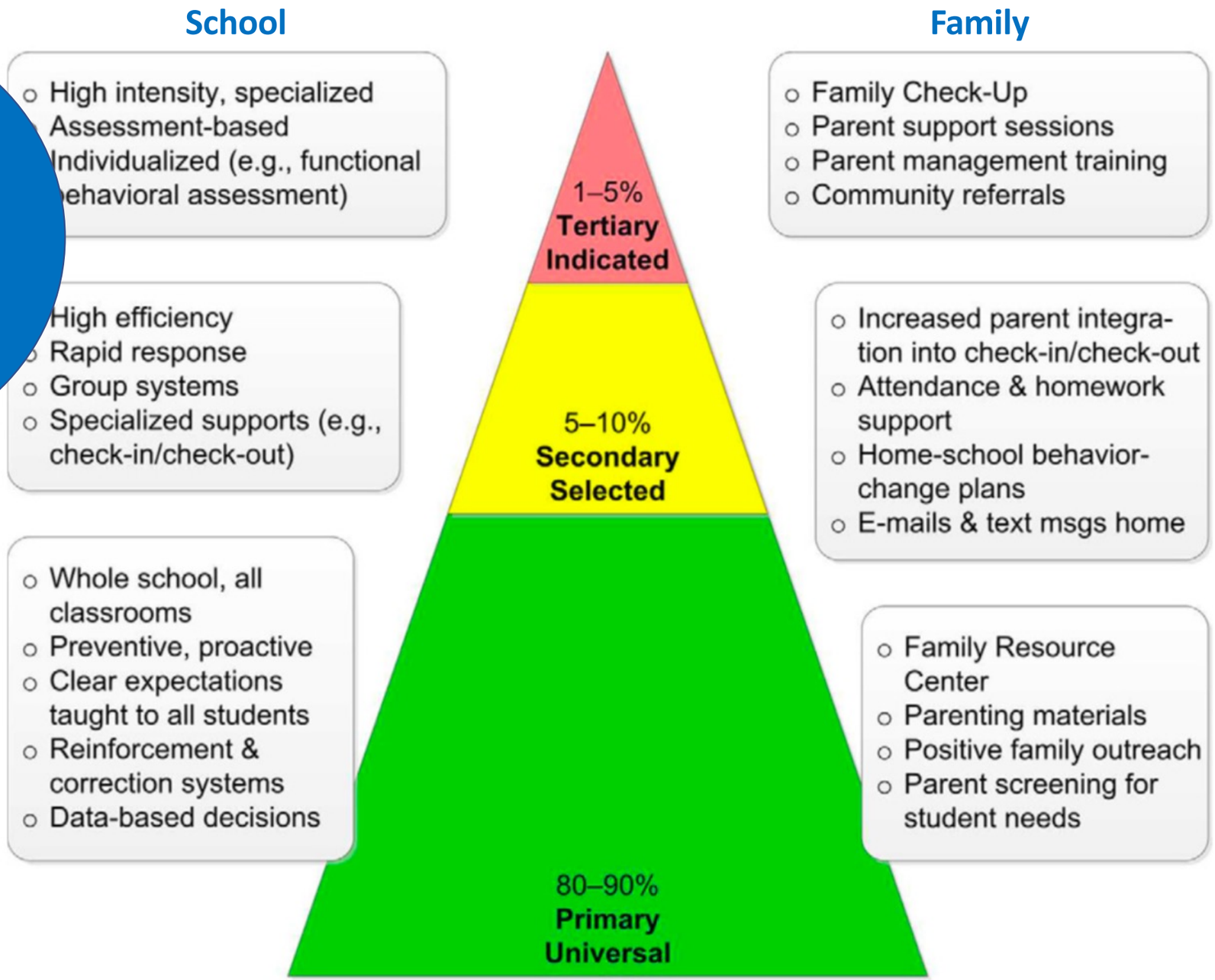
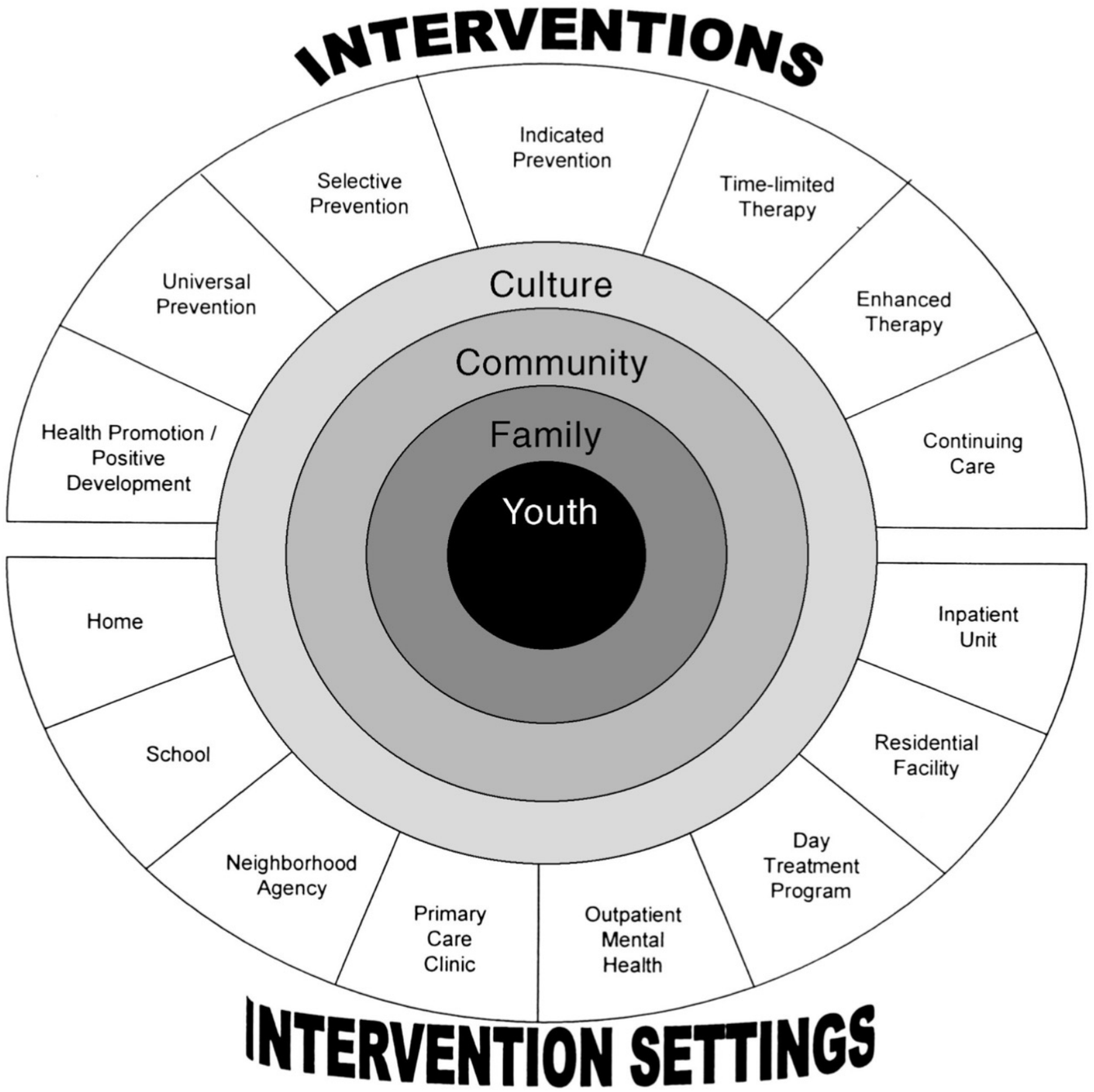


Figure 1
An Integrative Model for Linking Prevention and Treatment Research



Weisz et al, 2005

Figure 1
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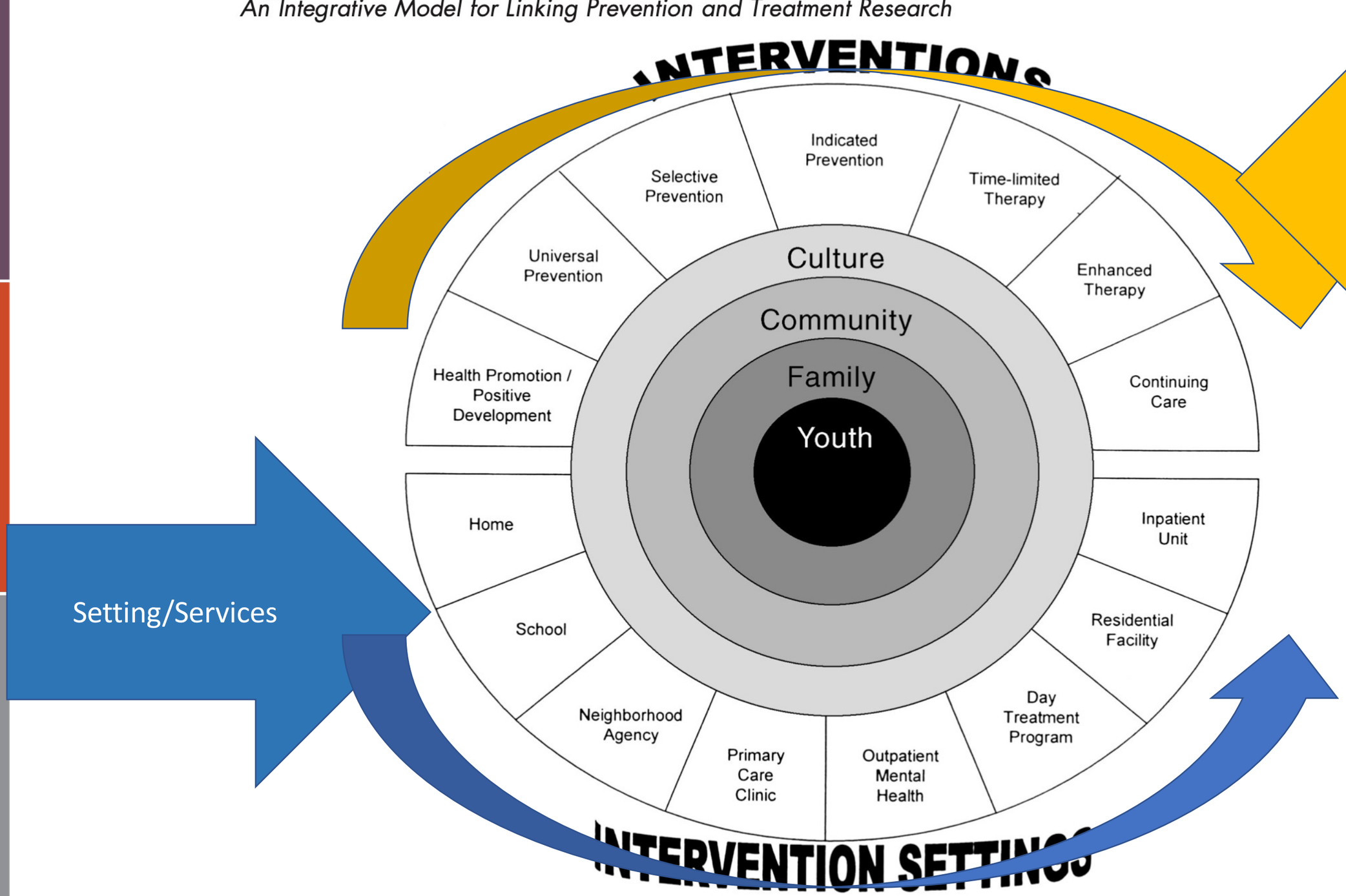

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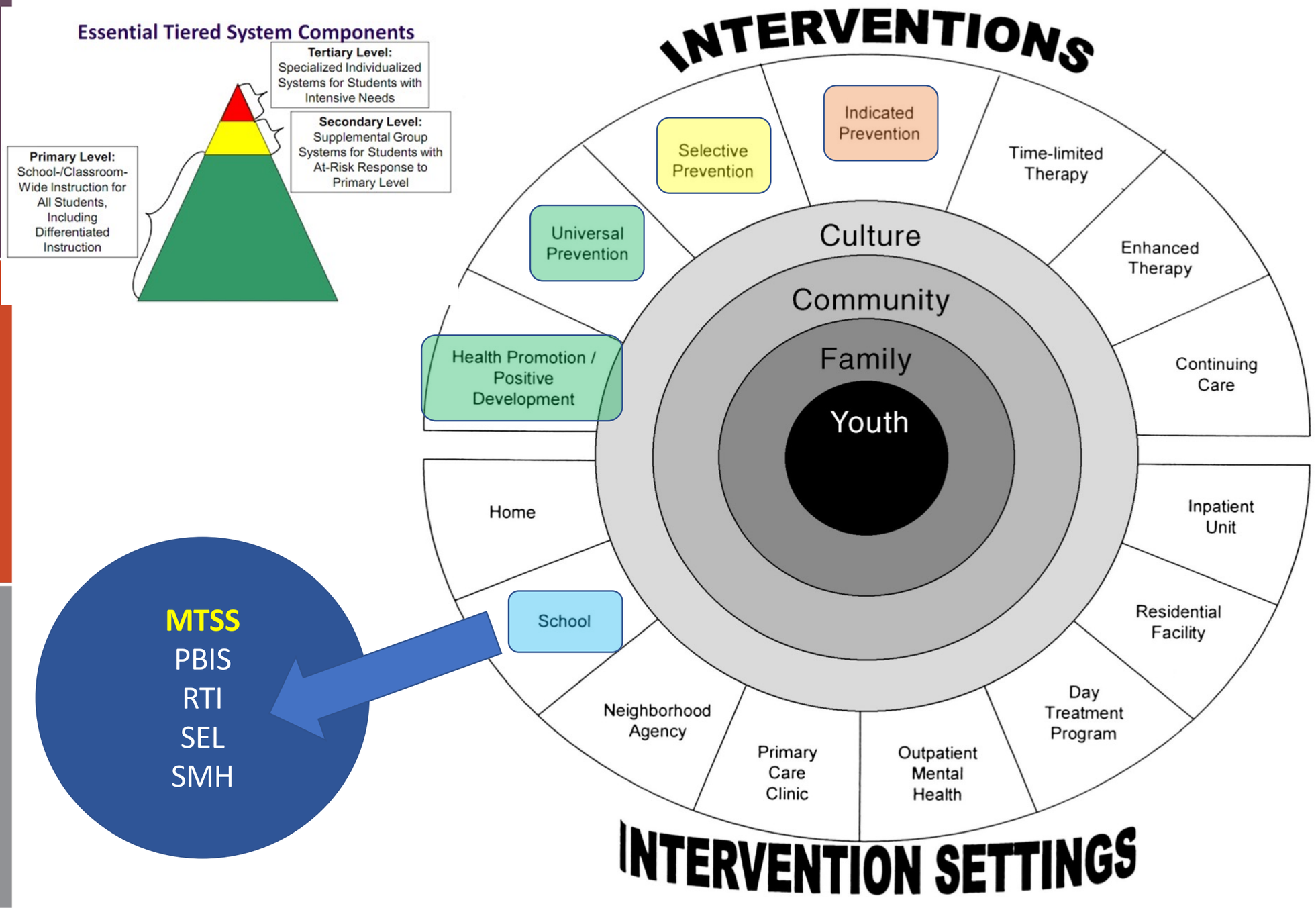

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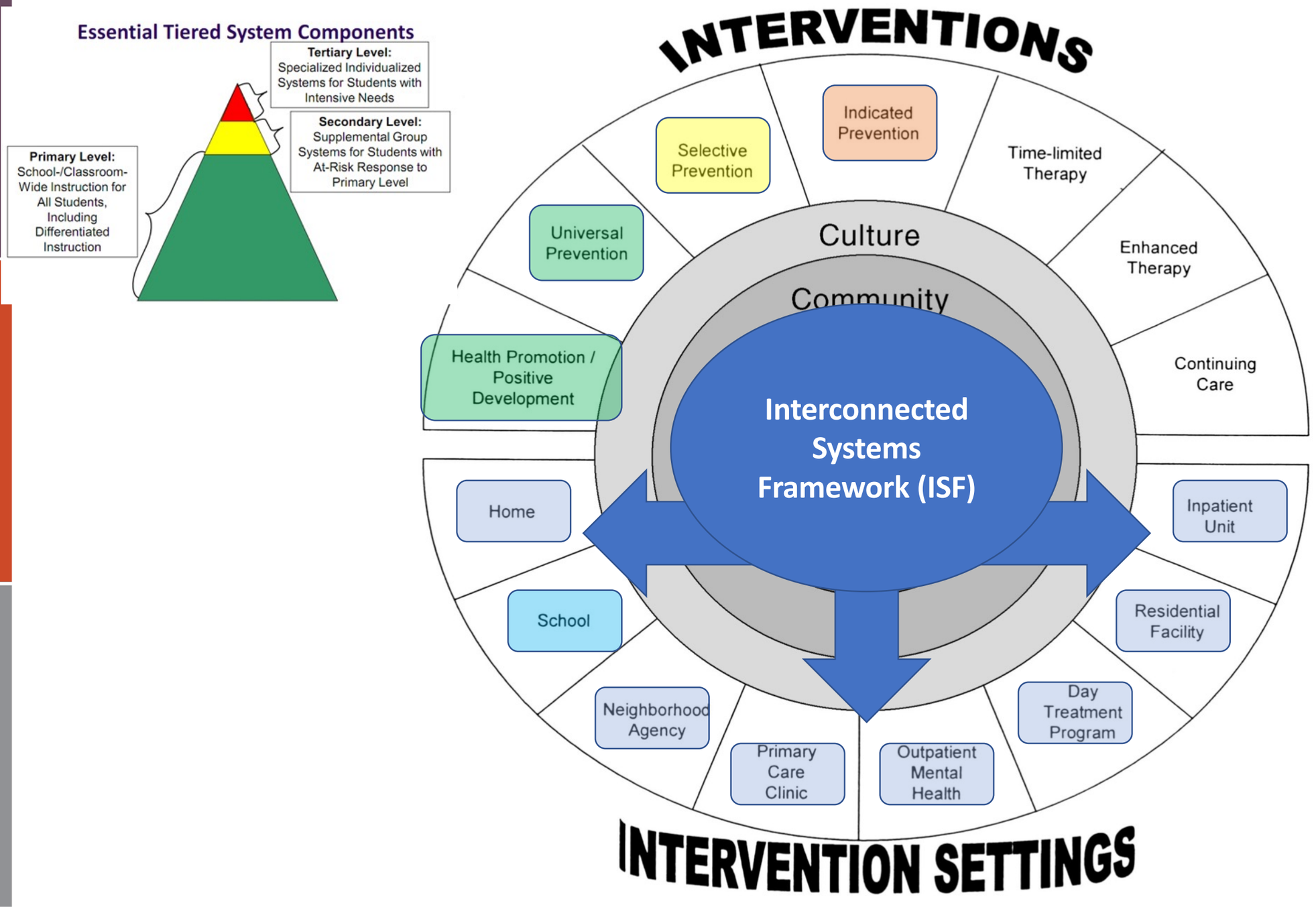

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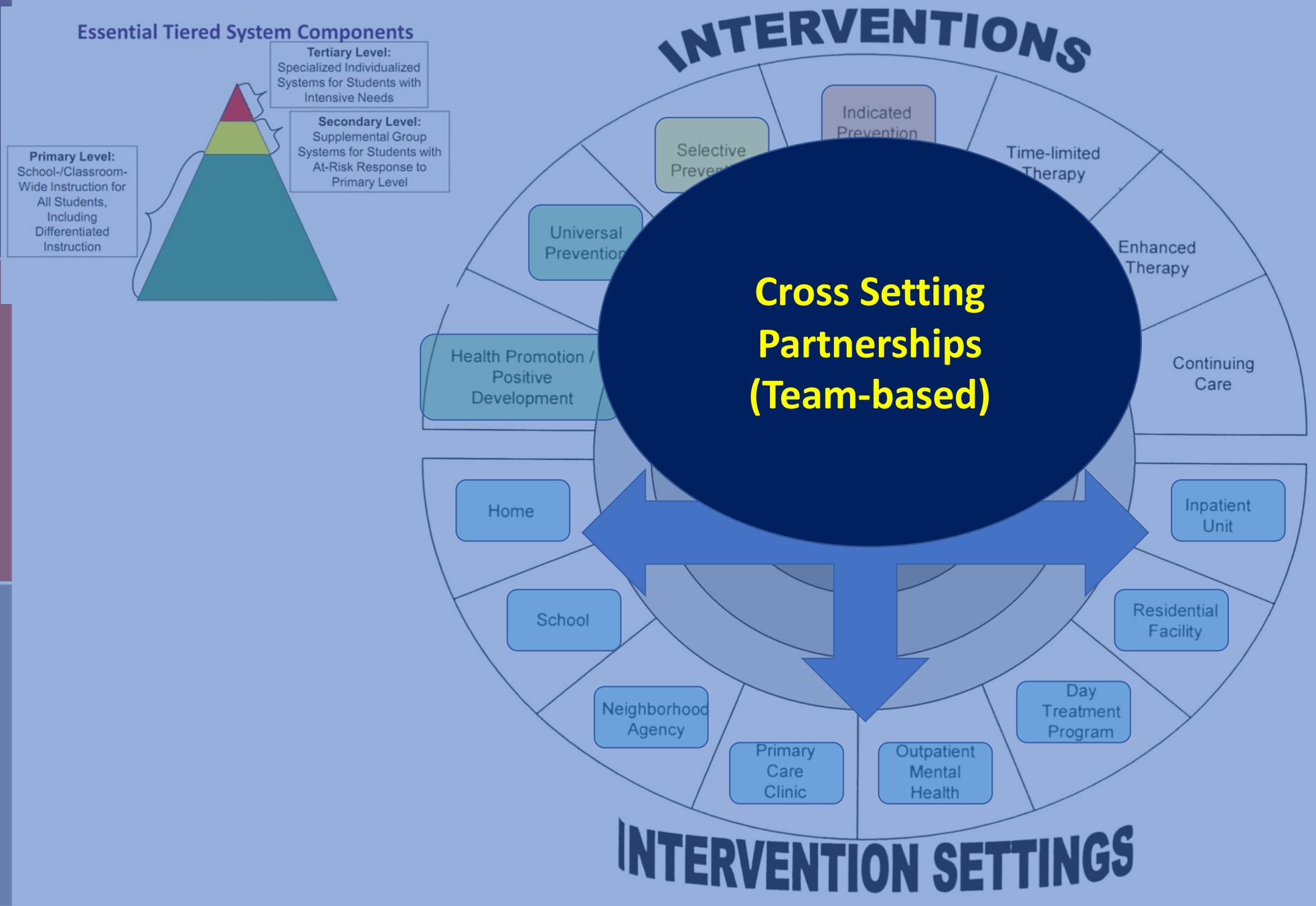

Two Key Aspects of Resource Mapping

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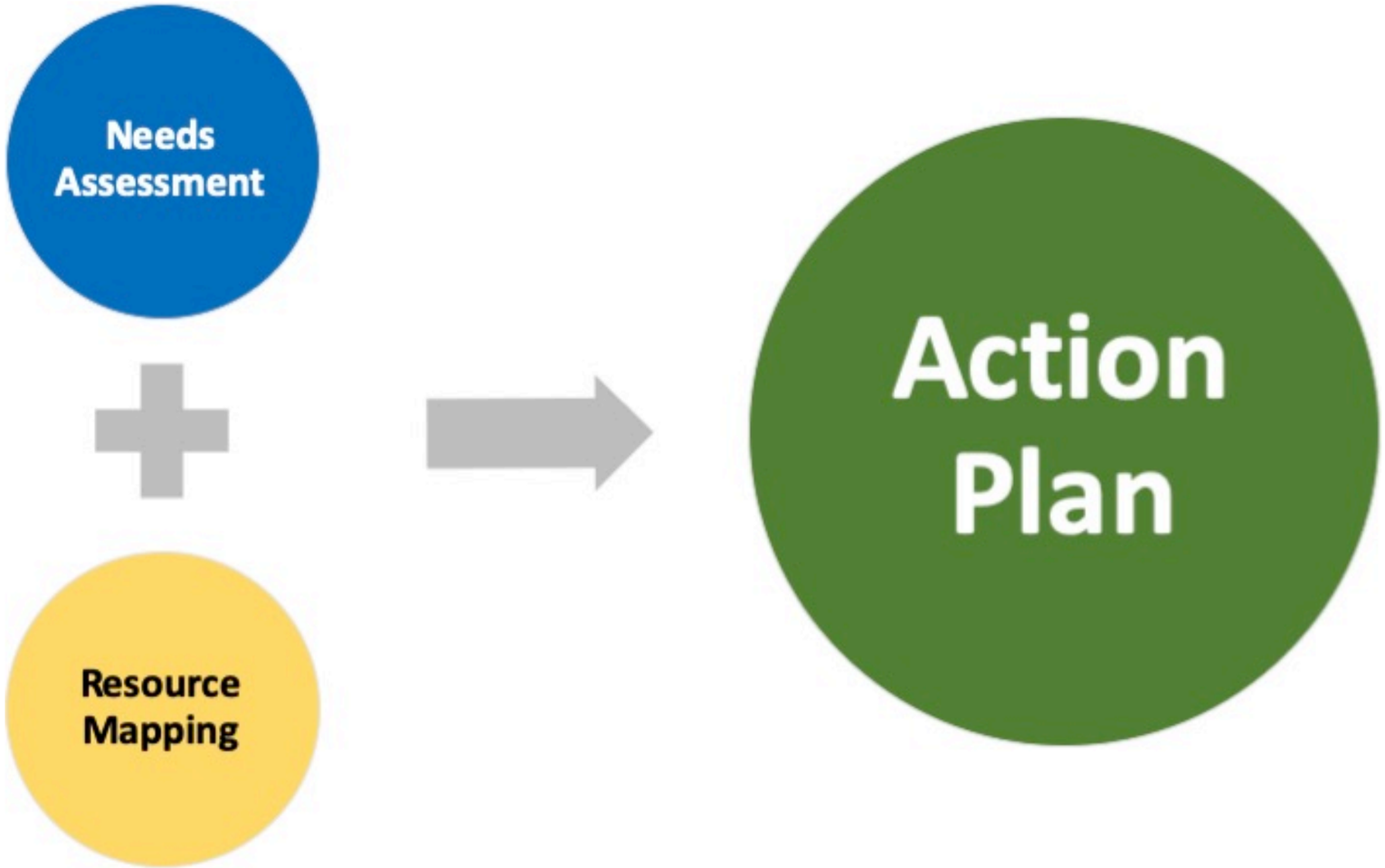

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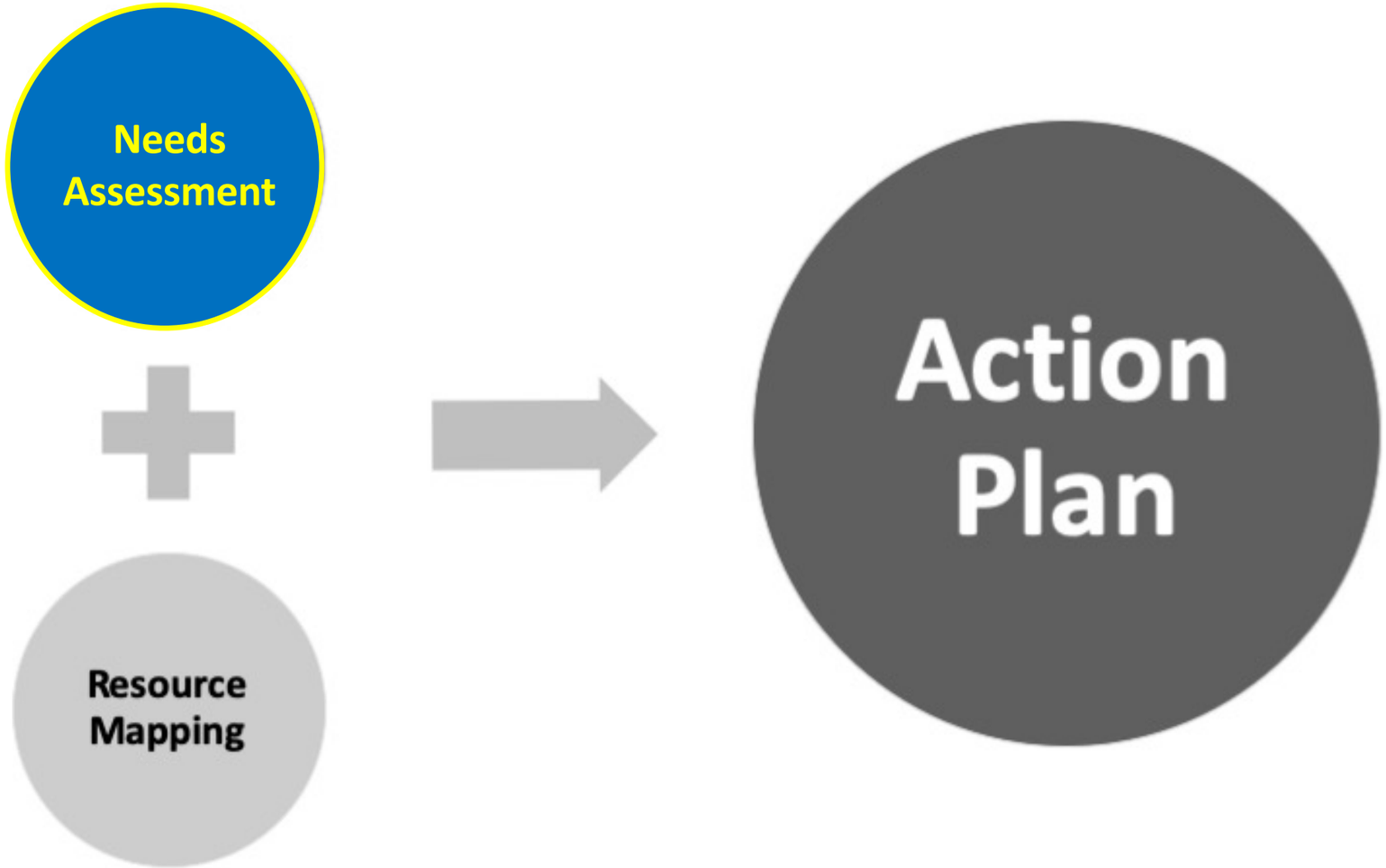


1. **Create Representation Team** from school and community members

2. Collaborative Needs Determination

Determine if existing data is enough or additional a data needs to be collected

3. Collaborative Needs Determination

Select area(s) for assessment; (1) Risk factors (2) Resilience/Protective factors and/or (3) General Areas

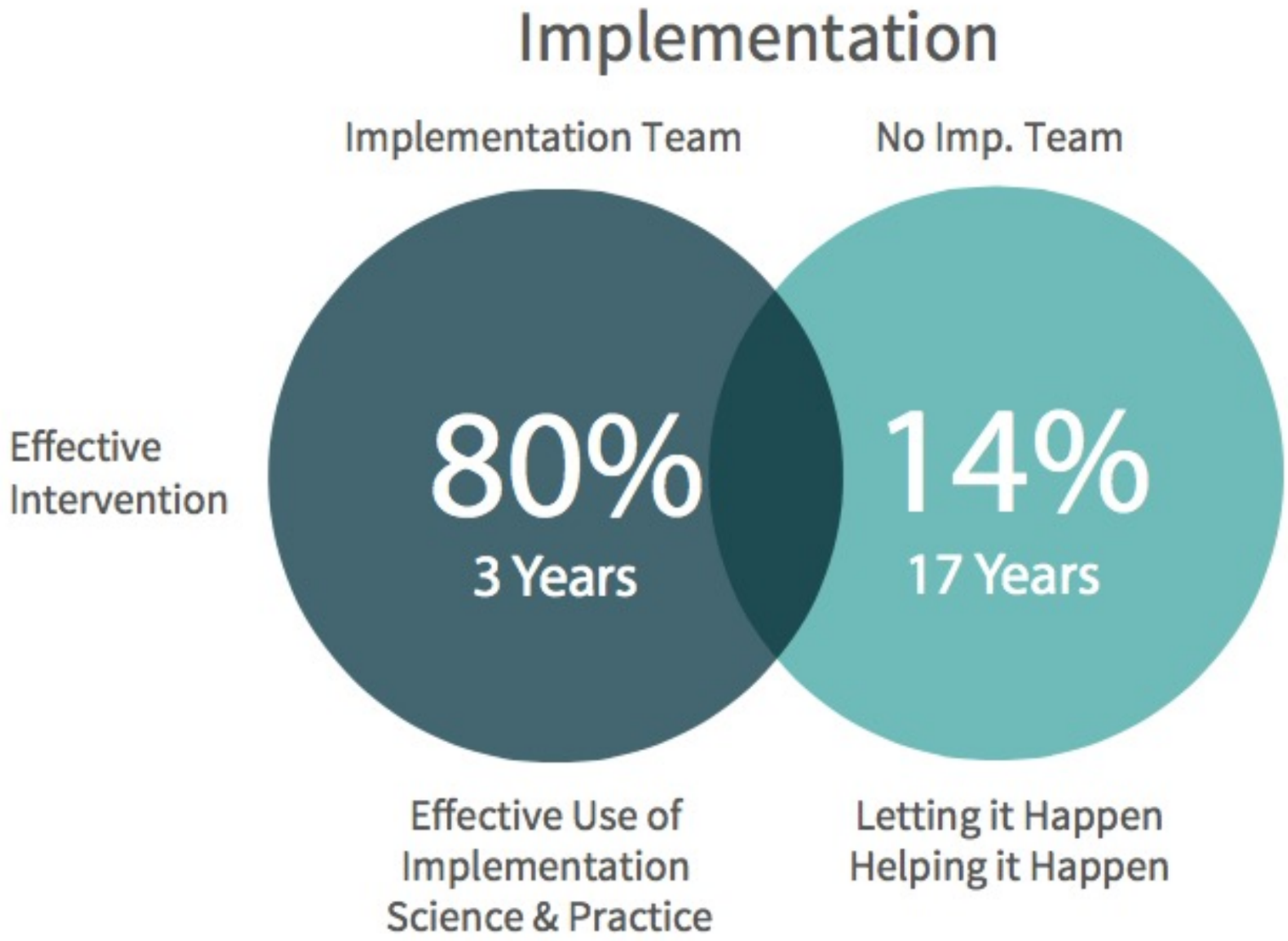
4. Collaborative Needs Determination

Determine scope of needs for school, community or both across a the 3-tiered continuum

5. Selecting Assessments and Screening Tools

For areas selected based on considerations, select appropriate tools

Critical Role of Teams



Roles and Purpose of Teams within MTSS/ISF

- Set common values, mission and goals
- Coordinate the overall system
- Needs Assessment
- Resource Mapping
- Program development
- Implementation Supports
- On-going problem solving and technical assista
- Communication system
- Ensure funding and supports

Roles and Purpose of Teams within MTSS/ISF

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- Program development
- Implementation Supports
- On-going problem solving and technical assista
- Communication system
- Ensure funding and supports

Collaborative Needs Determination

- **Existing Data:** Gather and summarizing existing data already present for the school (discipline data-office referrals, survey data, grades, attendance, etc.)

- **New Data:** Conduct assessments to determine need above and beyond what data may already exists for your school (select an appropriate stress assessment to give to all students)

Areas to Assess

- Assessing **risk factors** (exposure to stressful or adverse childhood events; i.e., violence within and outside of school, substance abuse, neglect or abuse)

- Assessing **protective or resilience factors (**factors that will protect from or ameliorate effects of stress; i.e., presence of positive adult relationships, access to services)

Assessing **general needs**, by asking if students have:

- **Basic needs met** (food, shelter, safety)
- **Physical needs met** (diet, exercise, and sleep; access to health care)
- **Psychological/Mental health needs met** (access to school and community outpatient mental health services)
- **Social relational needs met** (family, friendships, school and community inclusion and belonging)
- **Academic needs met** (basic reading and math, school success)
- **Activities of living needs met** (recreation, hobbies, arts, religious, intellectual and creative activities present)

Two Key Functions

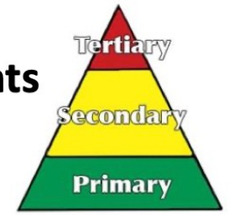
- Identify students (or adults) in **need** and **level of need** (i.e., at-risk, clinical) in order to create a strategic multi-tiered plan to address all needs.

- Establishing a **baseline** level of performance for the area of need in order to determine if later supports and strategies had a meaningful impact.

Instrument	Age/Grade Range	Type(s)	Time to Complete	Number of Items	Reporter	Areas Assessed
Social, Academic, and Emotional Behavior Risk Screener (SAEBRS)	k-12	Screener	3 minutes	19	Teacher	Social and Emotional behaviors, Academic Competence
Strengths and Difficulties Questionnaire (SDQ)	3-16 yrs.	Screening	10 minutes	25	Parent or teacher youth (11-16 yrs.)	Social-emotional; predicts disorder
Scale for Assessing Emotional Disturbance (SAED)	5-18 yrs.	Assessment	10 minutes	52	Parent, teacher, counselor, or other adults	Emotional Disturbance
Social Skills Improvement System (SSIS)	3-18 yrs.	Assessment	15-25 minutes	Varies	Parent, teacher, youth (grades 3-12)	Social-emotional, academic, competence

Levels of Need

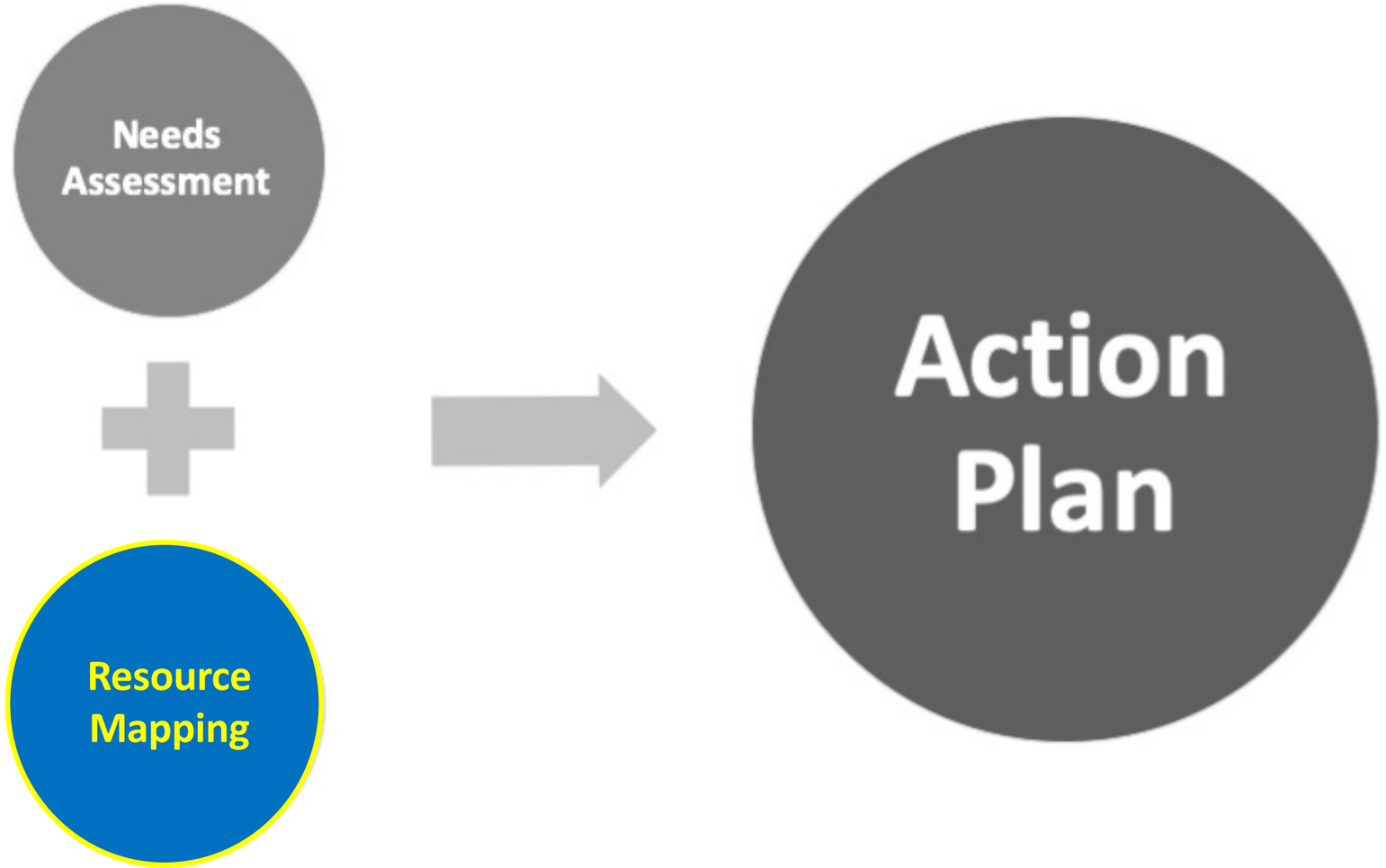
The Most Pressing Mental Health/Behavioral Issues Impacting Students



TIER 3 A Few Students (Intensive/Selective)	TIER 2 Some Students (Targeted)	TIER 1 All Students (Universal)

SETTINGS	Tier 1	Tier 2	Tier 3
	Needs of All Students/Adults	Needs of Some Students/Adults Beyond tier 1	Needs of individual students/Adults who need supports beyond tier 1 and 2
School			
Home			
Community			

Two Key Aspects of Resource Mapping



1. With the team, determine what are the **Goals and Purpose** of resource mapping

2. Create a **list of all relevant resources**

3. Analyze the list in conjunction with needs **to identify gaps** (when compared to identified needs), overlaps, and possible in-efficiencies in resources.

4. Re-organize and **create a new map** based on the analysis, including areas where resources can be aligned and integrated, what resources if any can be abandoned and replaced and if needed, what resources need to be acquired to be successful.

Alignment & Integration: Resource Mapping

- Assessing and re-organizing existing resources (school & community)
- Decrease need for additional spending
- Funding determination needed for at least first 3 years of the project

Examples of the type of resource categories that can be available in schools and/or the larger community include:				
Crisis Hotlines	*Support Groups*	*Housing Resources*	*Food Resources*	*Recreation Programming*
Mentoring	*Group Therapy*	*Individual & Family Therapy*	*Inpatient Programs*	*Day Treatment Programs*
Outpatient Mental Health Services	*After School Care Programming*	*School-Based Mental Health Services*	*Tutoring*	*Enrichment Activities*
Mobile Crisis Teams	*Hospitals*	*Urgent Care Facilities*	*Emergency Room Departments*	*Advocacy Programs*

	Person/ Position	What do they do?	What days are they available?	Best way to reach them	Who can they serve?
Inside the school					
Outside the school					

EXAMPLE

	Person/ Position	What do they do?	What days/times are they available?	Best way to reach them	Who can they serve
Inside the school	Mr. Oriole School Psychologist	Educational Testing, Meeting with Students who have Counseling Services on IEP, Leads School Improvement Team	Wednesdays and Fridays 8:00-3:00	Email moriole@gmail.com	All students, but required to meet all IEP requirements
	Ms. Raven School Social Worker	Lead Student Support Team, Manage Attendance Team, Meetings, Meets with Students with Counseling Servicers on IEP	M, T, W from 8:00-3:00	Extension 458	All students, but required to meet all IEP requirements
	Outpatient Success Services	School-based individual and group counseling	Monday and Thursdays from 8:00-5:00	Cell phone of clinician 410-838-4535	Students with clinical diagnosis and insurance with consent from parents
Outside the school	Boys and Girls Club	After school enrichment program	Monday-Friday 3:00-6:00	Phone - 410-456-4545, director@bgc.org	Students in grades 1-5 who have consent from families to be a part of the program

What's in Place?

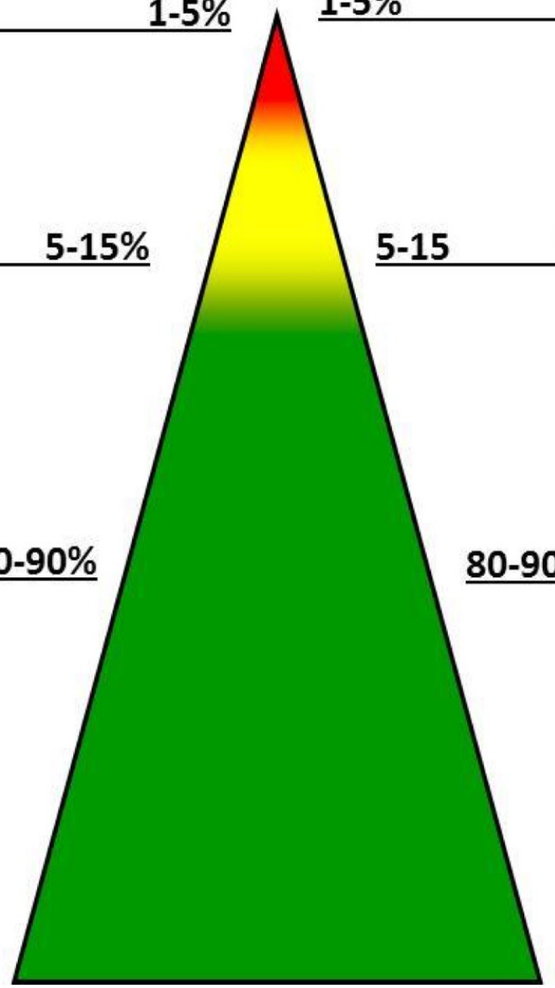
List some examples of . . .

School-Based Services/Resources

Tier 3- Interventions for a Few 1-5%

Tier 2- Interventions for Some 5-15%

Tier 1- Interventions for All 80-90%



Community-Based Services/Resources

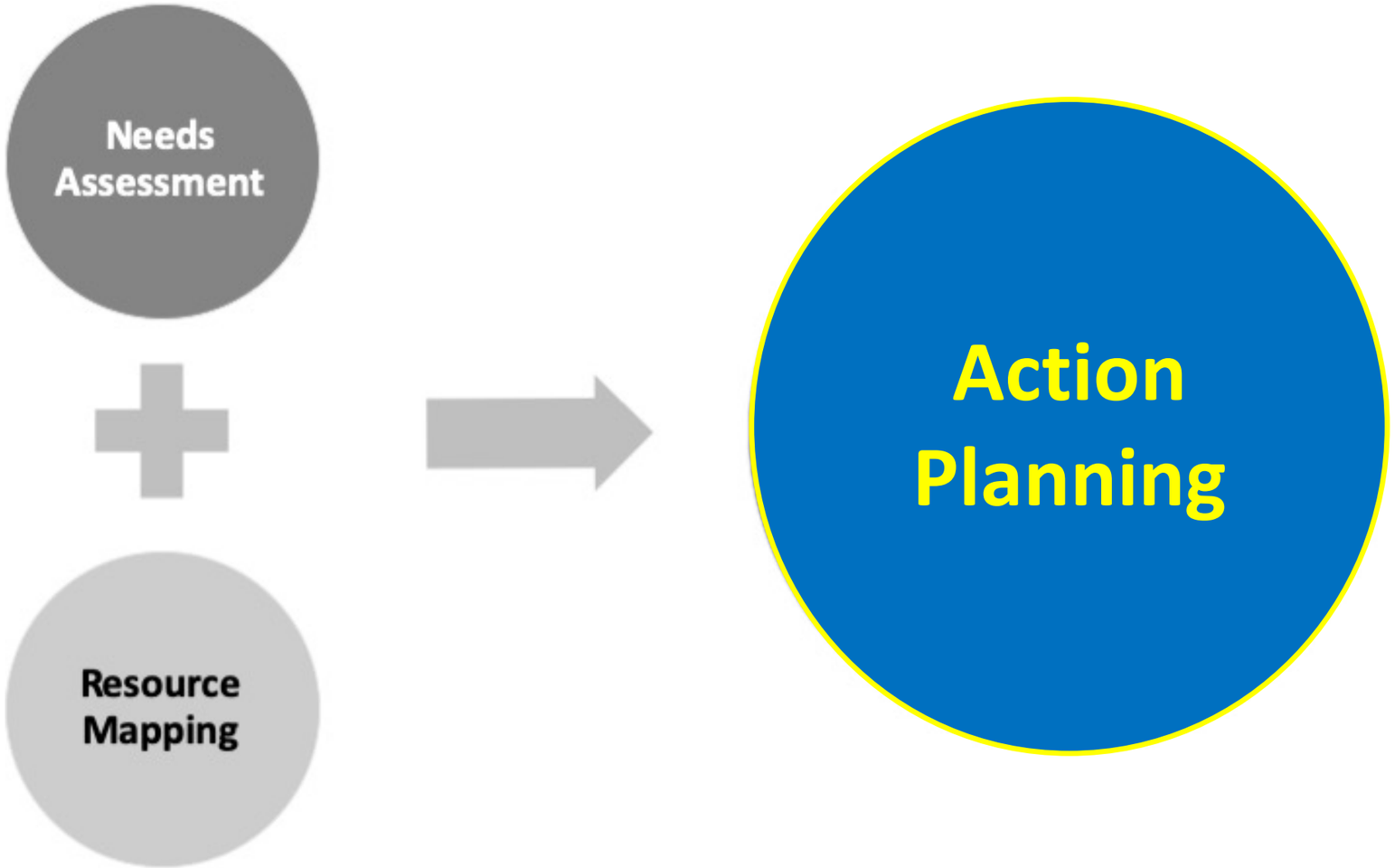
1-5% Tier 3-Interventions for a Few

5-15 Tier 2- Interventions for Some

80-90% Tier 1 – Interventions for All

SETTINGS	Tier 1	Tier 2	Tier 3
	Needs of All Students/Adults	Needs of Some Students/Adults Beyond tier 1	Needs of individual students/Adults who need supports beyond tier 1 and 2
School	• Need • Resource to address need	• Need • Resource to address need	• Need • Resource to address need
Home	• Need • Resource to address need	• Need • Resource to address need	• Need • Resource to address need
Community	• Need • Resource to address need	• Need • Resource to address need	• Need • Resource to address need

Two Key Aspects of Resource Mapping



Needs Assessment & Resource Mapping

Newton Public Schools

New Jersey District Exemplar

NEWTON
PUBLIC SCHOOLS

Newton Public Schools

- Grades: PK-12
- 3 Schools
  - Merriam Avenue Elementary
  - Halsted Middle School
  - Newton High School
- Total enrollment: 1611 students

District Goals 2021-2024

1

Goal #1: Assess and address social, emotional, mental, and physical health needs to meet the expectation of success for all students.

2

Goal #2: Build a culture of dignity and a climate of belonging to meet the expectation of success for all students.

3

Goal #3: Strengthen student-centered learning to meet the expectation of success for all students.

Newton's MTSS Framework

Tier 1

- PBIS
  - School-wide Strategies
  - Halsted 5 Expectations
  - PBIS rewards
  - School-wide expectations

Tier 2

- Check-in/Check-out
- Group counseling sessions
- Classbased interventions
- Community mental health

Tier 3

- Refer to outside counseling (e.g., mental health, drug/alcohol, and DCP&P referrals)
- Function-based Problem Solving

Resource Mapping Process

Step One: Pre-Planning

- Assembled a resource mapping team representative of Newton school community
  - Representatives from each school
  - District Superintendent
  - Administrators
  - Social workers
  - School Counselors

- Identified Resource Mapping Objectives

- Partnership with the the Northeast and Caribbean Mental Health Technology Transfer Center-MHTTC
  - Provide consultation and guidance

- Scheduled planning meetings
  - Three 1-hour team meetings
  - Individual school meetings
  - 9 total hours

Step Two: Mapping Resources

- ✓ Identify all available mental health resources internal and external
- ✓ Outline school mental health programs
- ✓ Align resources with school initiatives
  - ✓ Student criteria
  - ✓ Tiers (common language)
  - ✓ Service Overview
  - ✓ Funding (payment method)

Step 3: Evaluate Resource Map

- ✓ Identifying gaps
- ✓ Identifying duplication
- ✓ Connection to student needs
- ✓ Plans for sharing resource map

Mental Health Resource Map

Service Provider	Service Overview	Sites	Tiers	Student Criteria	Notes
Center for Prevention and Counseling (CFPC)	Provides substance abuse services such as evaluation, counseling, treatment; SEL and G&T programs (HMS) and Footprints (MAS).	NHS HMS MAS	1,2	• Substance use concerns • Court involved students • Girls with social and emotional concerns who may benefit from group interaction	Grant funded, does not accept any insurance
Child Study Teams	Address special education needs, assess imminent safety needs, make appropriate referrals, and conduct function-based problem solving.	NHS HMS MAS AUX	2,3	In need of special education services and supports, school-based counseling, suicide and homicide risk assessment	
CORE Team	Staff intervention and monitoring team for students who may be negatively impacted by substance use, abuse, or addiction.	NHS HMS	2	Referrals by staff or I&RS Team	
Guidance Counselors &	School based counseling and function-based problem solving	NHS HMS	1,2,3	• In need of social and emotional support for	

Newton Public Schools

Resource Map

Resource Mapping Highlights

- All district team members are aware of the services in our community
- All stakeholders have access to resources
- Organizations are aware of our district's commitment to mental health
- Team discussions of a road less traveled

Lessons Learned

- Collaboration and teaming for districtwide resources must include the district team to eliminate fragmentation of services.
- Consistently communicating our district mission, vision, and goals
- The importance of expanding partnerships

Resources & Links

1. Center for School Mental Health Resource Map Manual

2. Community Service Locator
   a. https://findtreatment.samhsa.gov
   b. Https://www.211.org

3. Community Resource Map Example

4. Gap Analysis Worksheet

5. Abandonment Tool

6. Alignment Tool

Team Reflection Questions

1. What mental health needs do you see in your community, district and/or school?
2. What are the needs of the students, families, and school professionals?
3. What available resources are you aware of?
4. What resources may be missing but could be utilized to address identified mental health needs ?
5. How are resources made available to students, parents, families, and staff?

Evaluation Information

- The MHTTC Network is funded through SAMHSA to provide this training. As part of receiving this funding we are required to submit data related to the quality of this event.
- At the end of today's training please take a moment to complete a brief survey about today's training.

Connect With Us

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Northeast and Caribbean (HHS Region 2)
MHTTC Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

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