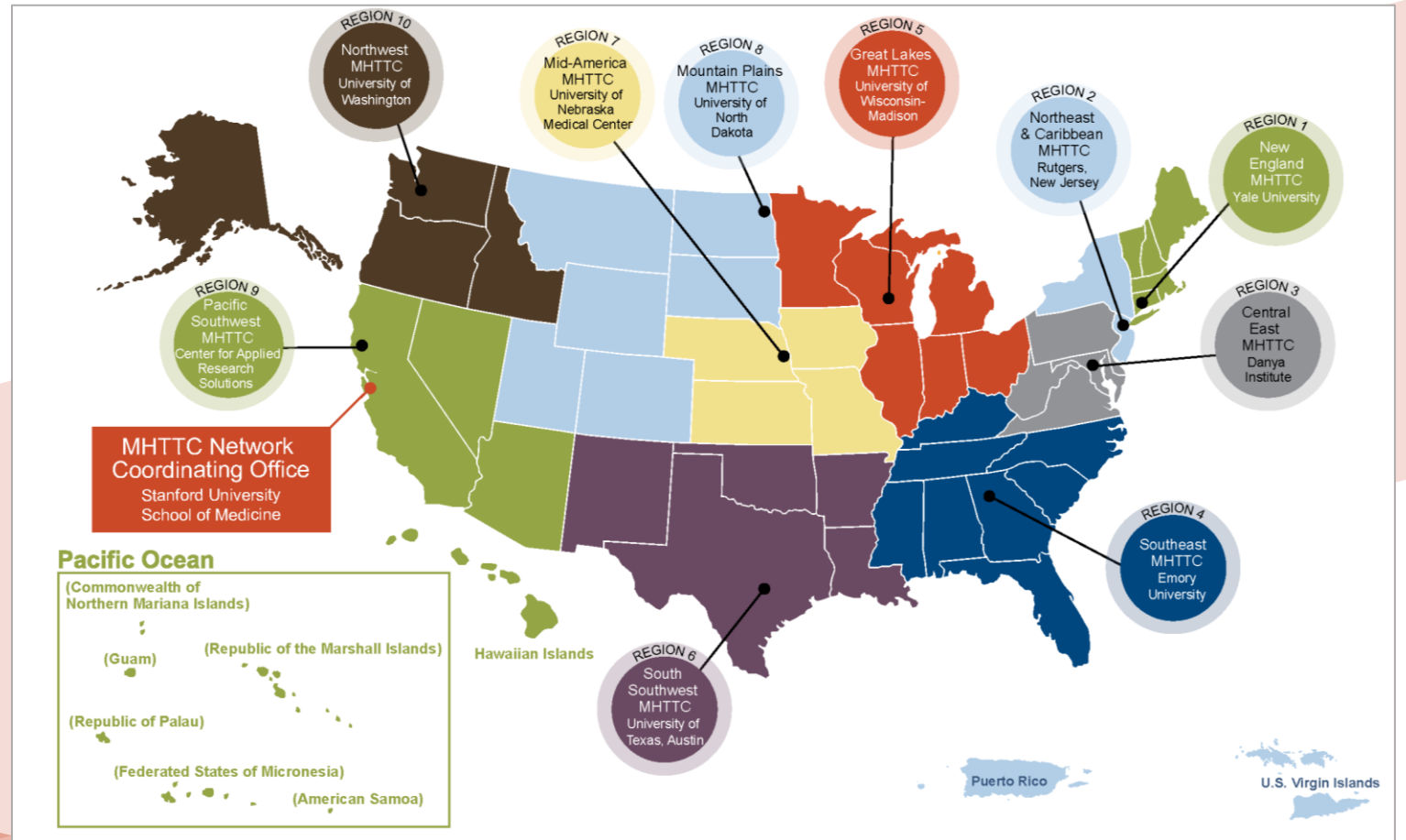


SMH Implementation: A Learning Session for Project AWARE Grantees

April 11, 2024

The Mental Health Technology Transfer Center (MHTTC) Network

- Accelerate the adoption and implementation of mental health related evidence-based practices across the nation
 - Develop and disseminate resources
 - Provide training and technical assistance
 - Deliver workforce development opportunities for the mental health field



<https://mhttcnetwork.org/>



Foundations of Comprehensive School Mental Health

Mental Health Promotion



Share in the chat 1 skill would you wish for all graduating students to possess?

www.casel.org

Most commonly diagnosed mental disorders in children

ADHD 9.8% (approximately 6.0 million)

Anxiety 9.4% (approximately 5.8 million)

Behavior problems 8.9% (approximately 5.5 million)

Depression 4.4% (approximately 2.7 million)

Among adolescents aged 12-17 years in 2018-19 reporting on the past year:

15.1% had a major depressive episode

36.7% had persistent feelings of sadness or hopelessness

4.1% had a substance use disorder

1.6% had an alcohol use disorder

3.2% had an illicit drug use disorder

18.8% seriously considered attempting suicide

15.7% made a suicide plan

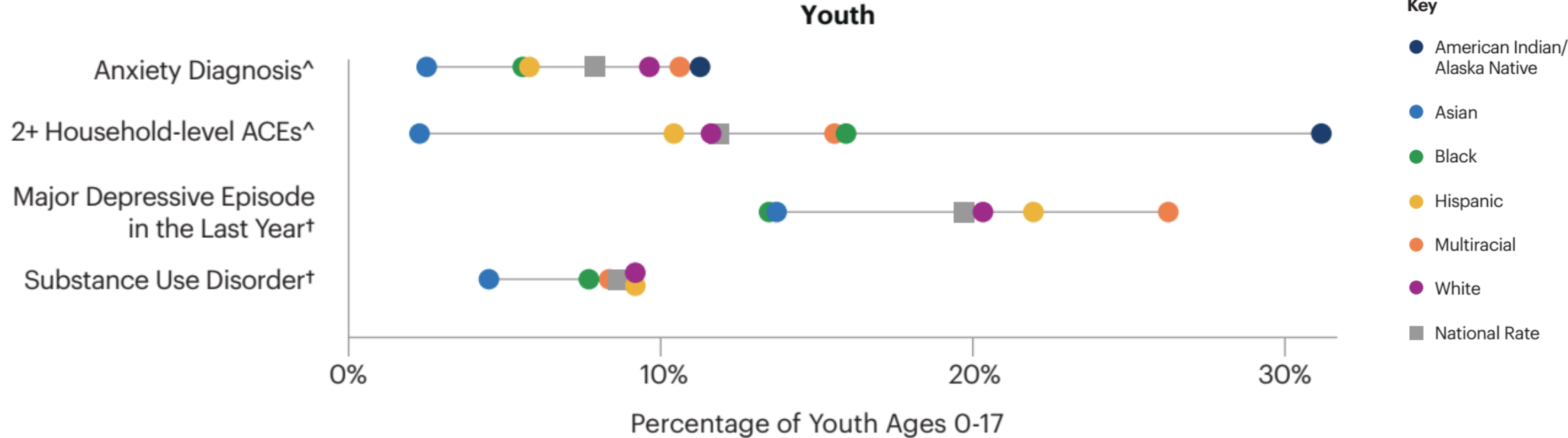
8.9% attempted suicide

2.5% made a suicide attempt requiring medical treatment

After 2-year decline, suicide rates rise again

- Suicide rates fell in 2019 and 2020. Now seeing uptick that may indicate a return to pre-pandemic levels
- Males ages 15 to 24 continue to be at higher risk than other groups. In 2021, there were 24.1 suicides per 100,000 people in this group, up from 22.4 per 100,000 in 2020, an increase of 8%
- In 2020, 204 girls ages 10 to 14 died by suicide. In 2021, that number rose to 237 — an increase of 16%. The overall numbers are so low in this age group, however, that they're not considered statistically significant

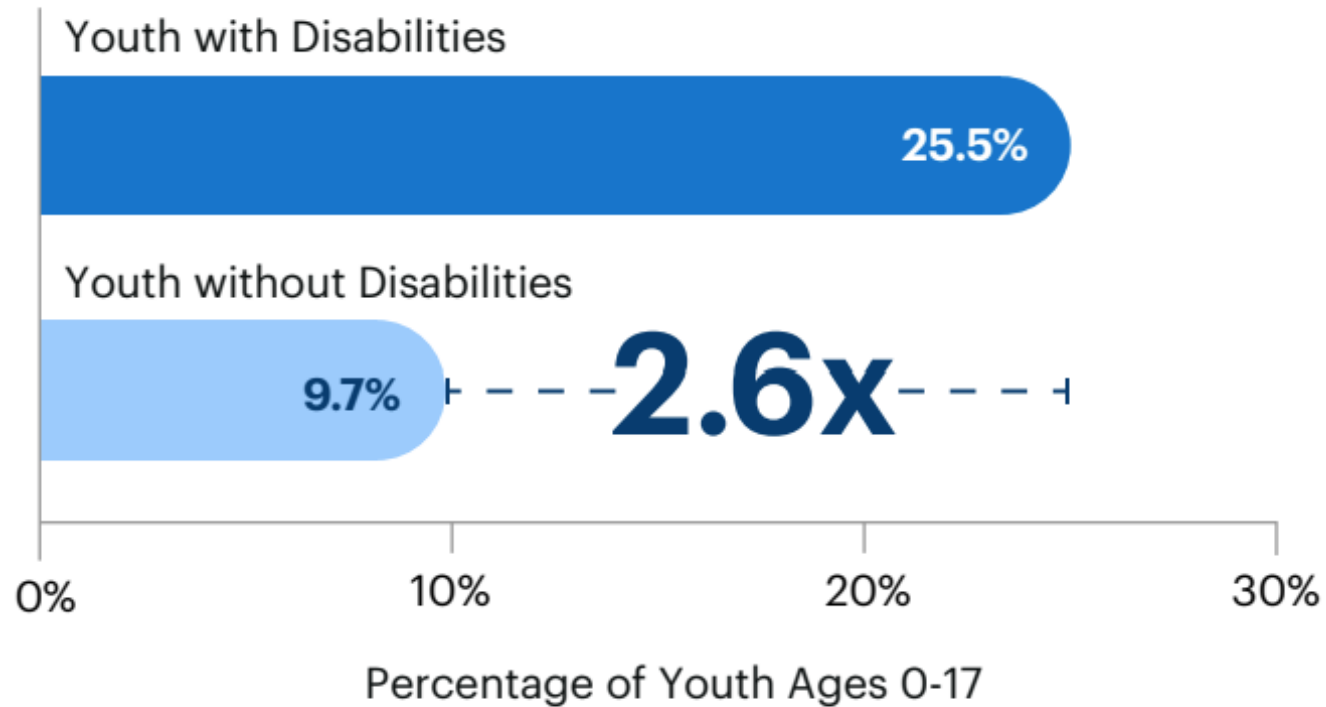
Mental and Behavioral Health Disparities by Race and Ethnicity



Sources: *Behavioral Risk Factor Surveillance System (BRFSS), 2021; †National Survey of Drug Use and Health (NSDUH), 2021; ^National Survey of Children’s Health (NSCH), 2021.

[Link to Brief](#)

2+ Household-level ACEs in Youth



Source: National Survey of Children's Health (NSCH), 2021.

[Link to Brief](#)

IEPs & Mental Health

- Only .718 percent of students are identified with emotional disturbance for an individualized education program (IEP).
 - IEPs, with sufficient resources for schools and teachers, are critical for ensuring that youth with disabilities can receive the individualized services, supports, and accommodations to succeed in a school setting.

Mental Health Intervention

Schools are the primary mental health service provider for children.

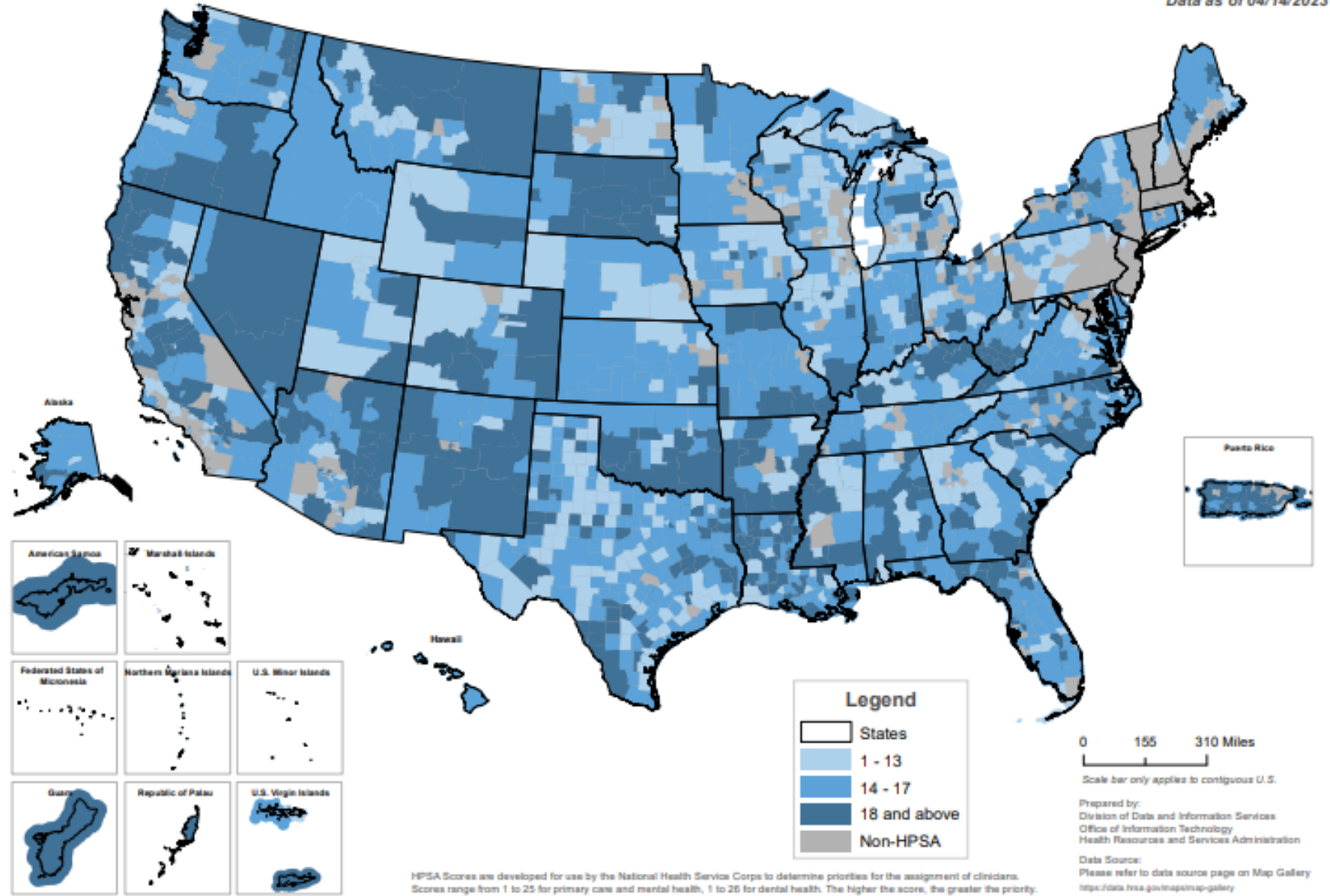
60-80% of children who receive mental health services do so in schools.

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

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

(Foster et al., 2005)

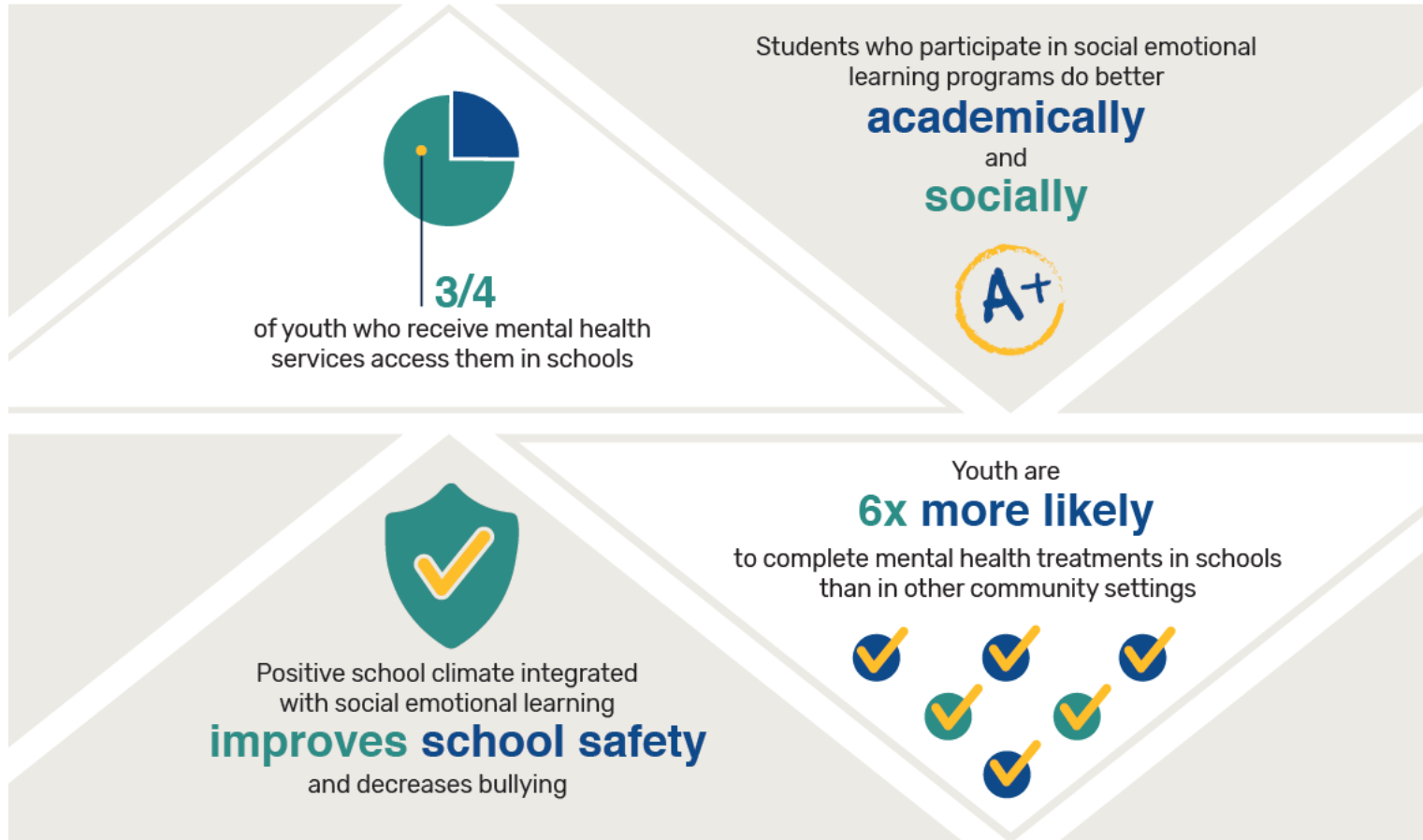
Data as of 04/14/2023



HRSA, 2023

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)



Comprehensive School Mental Health

- 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 and 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

Comprehensive School Mental Health Systems



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



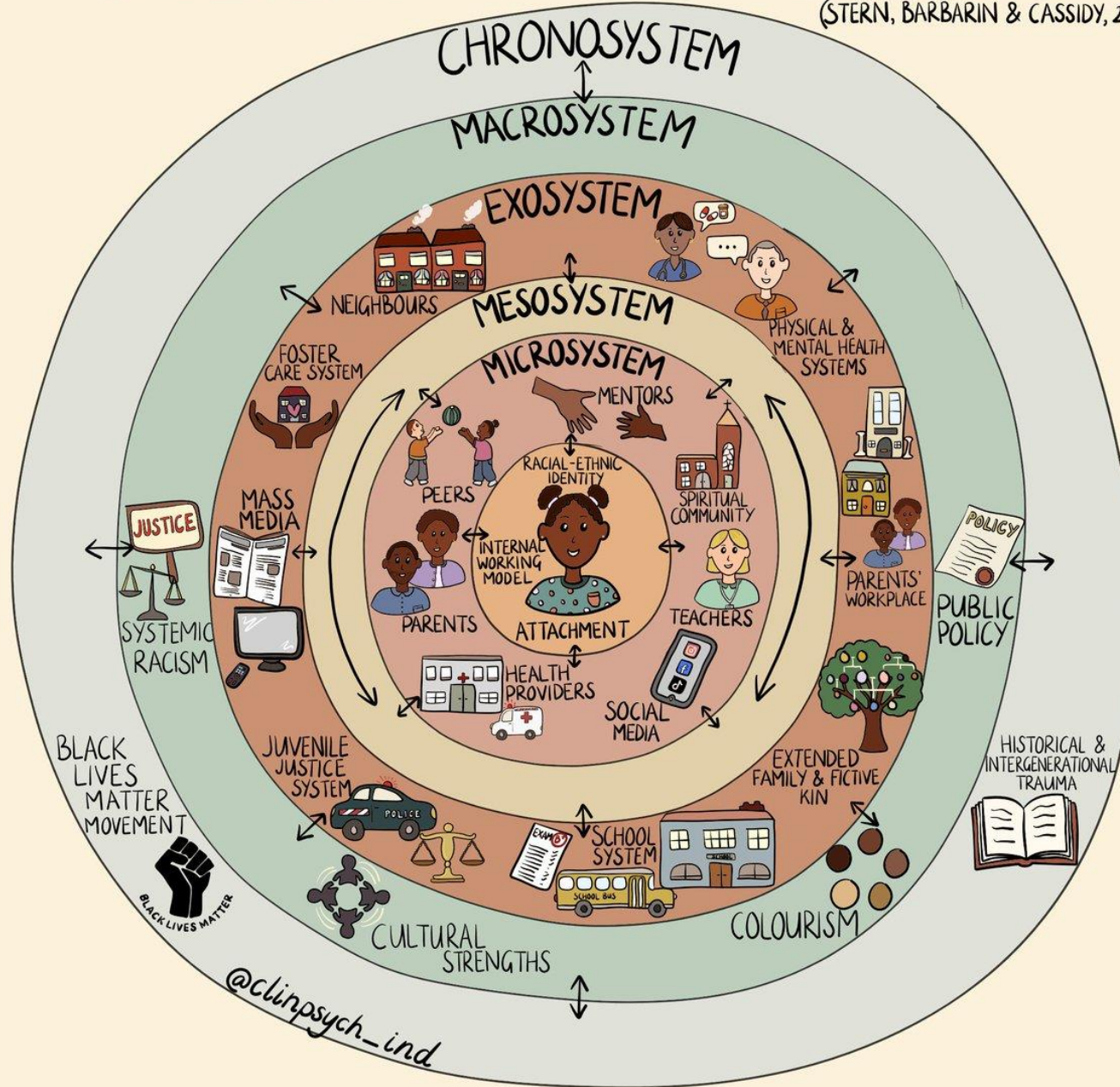
It's crucial that when addressing the mental health behavioral health of students, families, educators, and schools, we do so not in a vacuum, but in the larger socio-political context.



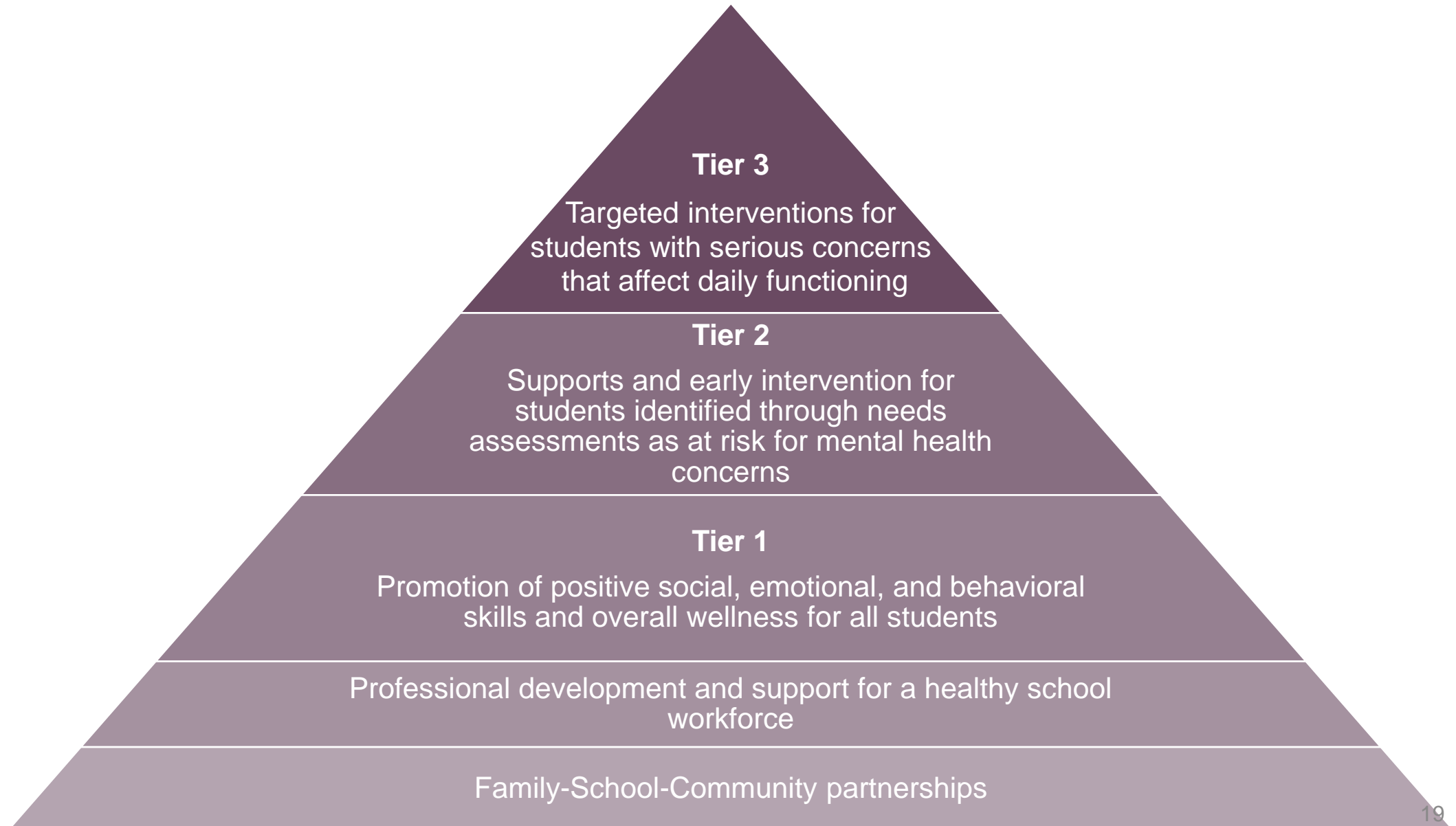
BRONFENBRENNER'S ECOLOGICAL SYSTEMS MODEL (1974)

ADAPTED TO FOCUS ON BLACK YOUTH DEVELOPMENT & ATTACHMENT PROCESSES IN CONTEXT

(STERN, BARBARIN & CASSIDY, 2021)



Multitiered System of Supports (MTSS)





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)

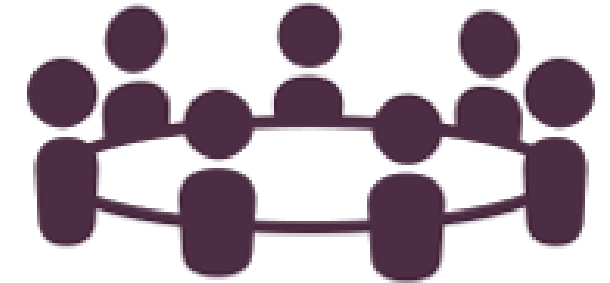
Mod 7

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

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

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

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

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



For a full copy of the school mental health national quality assessment, visit www.theSHAPESystem.com

Module Walk Through...

Module 2: Teaming





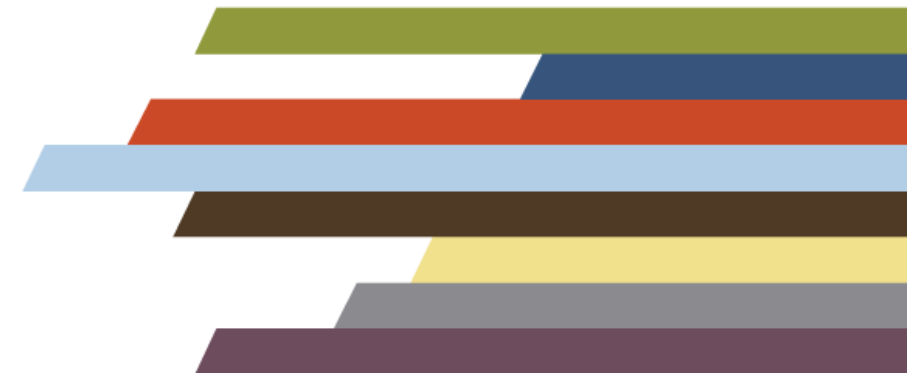
MHTTC

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



Module 2: Teaming

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



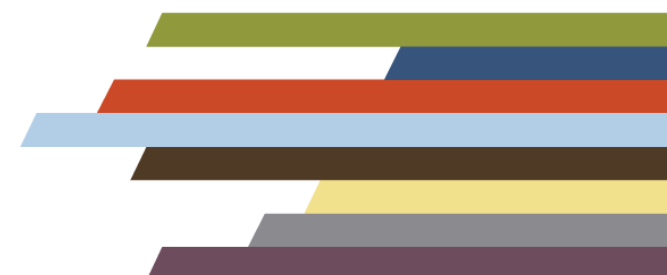


MHTTC

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



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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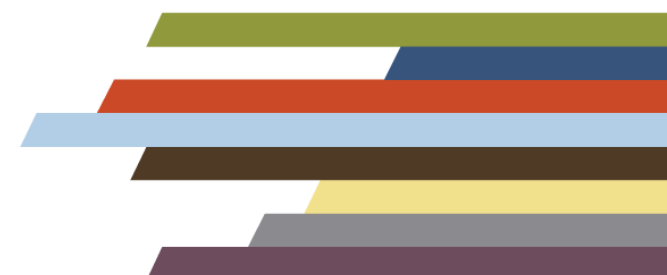
Recommended Citation

National Center for School Mental Health and MHTTC Network Coordinating Office. (2019). *Trainer manual, National School Mental Health Best Practices: Implementation Guidance Modules for States, Districts, and Schools*. Palo Alto, CA: MHTTC Network Coordinating Office.



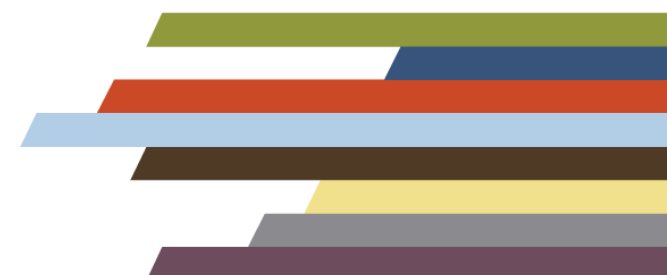
Agenda

- 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.



Reflection:

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

Examples of SMH Teams

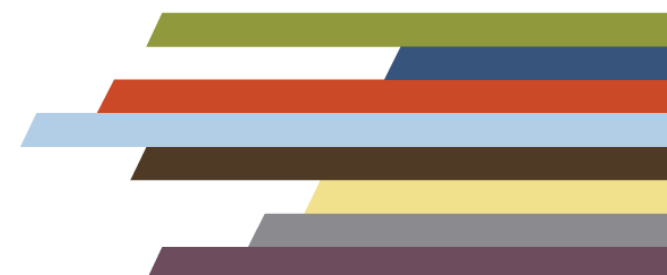
Include:

- 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

Value of School Mental Health Teams



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



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

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

Best Practices

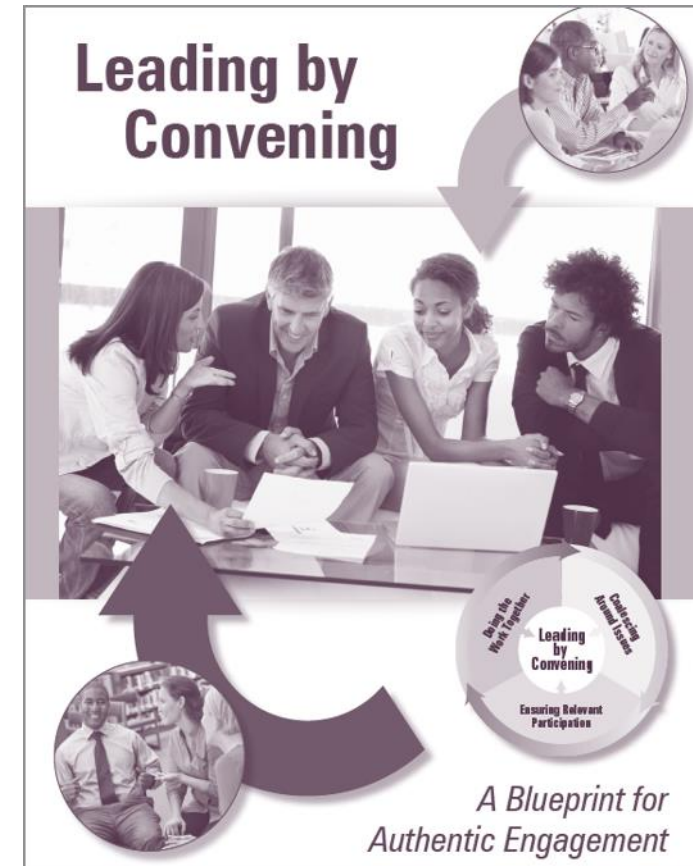
- Diverse groups represented
- Regular attendance and active voice

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

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?

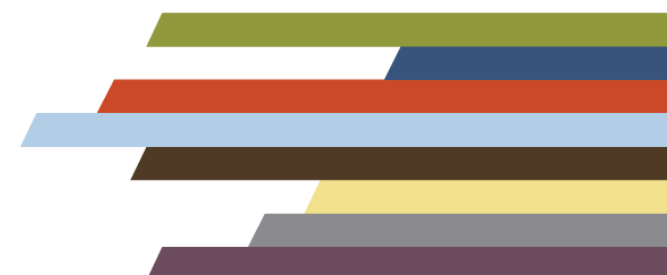


(Cashman et al., 2014)



Involve Students and Families

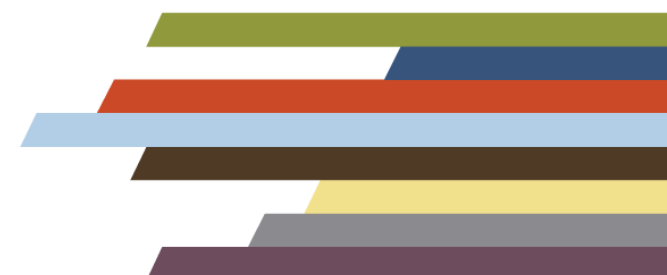
- Recognize students and families as experts.
- Students and families should be prepared in advance for what to expect.
- Students and families should have opportunities to ask questions and be an active part of decision-making.
- Team members should avoid jargon or acronyms.
- Involve several students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





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.



SHAPE School Health Assessment and Performance Evaluation System

What is **SHAPE**?
Your **FREE** assessment tool designed to improve school mental health system quality and trauma responsiveness at the school, district, and state levels.

Learn More

Take a Tour

From our program quality and trauma responsiveness assessments and feedback reports to our extensive library of free and low-cost screening and assessment measures, SHAPE delivers the tools you need to improve your school or district's mental health programs and increase your grant funding opportunities. Take the tour to learn more.

I want to sign up for:

Myself My School My District My State

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

SHAPE users map their school mental health services and supports. Assess system quality using national performance standards. Receive custom reports and strategic planning guidance and resources. Utilize additional SHAPE features including the Screening and Assessment Library and Trauma-Responsive Schools Assessment and Resources. Use state and district dashboards to collaborate with schools in your region.

SHAPE Features

School & District Profiles, Quality Assessment & Resources, District & State Dashboards, Screening & Assessment Library, Trauma-Responsive Schools Assessment & Resources.

School Mental Health Matters

Youth are **8x more likely** to complete mental health treatments in schools than in other community settings.

3/4 of youth who receive mental health services access them in schools.

Positive school climate integrated with social emotional learning **improves school safety** and decreases bullying.

Students who participate in social emotional learning programs improve academic performance by **11 percentage points**.

Put your star on the map

92 schools have earned Gold Star Status

112 school districts have earned Gold Star Status

28 states have schools or districts with Gold Star Status

Learn More

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.

The screenshot shows the SHAPE website interface. At the top, there is a navigation bar with the SHAPE logo, the text 'School Health Assessment and Performance Evaluation System', and links for 'About Us', 'Contact Us', 'Take a Tour', and 'Sign Up'. A 'Log in' button is also present in the top right corner. The main content area displays a 'Teaming - Complete' report. The report features the SHAPE logo and the text 'Quality Domain | Teaming'. Below this, there is a section titled 'OVERALL COMPOSITE SCORE: 5' with a progress indicator. A bar chart shows the scores for five categories: 'Have multidisciplinary team' (5), 'Promote efficiency' (4), 'Use meeting best practices' (6), 'Promote data sharing' (5), and 'Connect to community resources' (5). Below the chart is an 'About Teaming' section with a definition and a list of five criteria.

OVERALL COMPOSITE SCORE: 5

Category	Score
Have multidisciplinary team	5
Promote efficiency	4
Use meeting best practices	6
Promote data sharing	5
Connect to community resources	5

About Teaming

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 addressing individual student problems, improving school climate, and promoting well-being. Schools, districts, and community partners, including families, must be committed to building a multi-tiered systemic approach that addresses the academic, social, emotional, and behavioral needs of all students. Your CSMHS team's self-assessment score comprises your ratings on:

- 1) having a multidisciplinary school mental health team;
- 2) having streamlined teams that avoid duplication and promote efficiency;
- 3) having a productive meeting structure;
- 4) having a system in place to promote data sharing among team members; and
- 5) having well-established working relationships with community mental health

At the bottom of the page, there is a footer with the NCSMH logo, contact information for the National Center for School Mental Health (737 West Lombard Street, 4th Floor, Baltimore, MD 21201), phone numbers (410) 706-0980 and (410) 706-0984, email csmh@som.umaryland.edu, and links for 'About Us', 'Take a Tour', and 'Sign Up'. A privacy policy link is also present.

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.

The collage features several key resources:

- PromotePrevent | 3 Bold Steps**: A Framework for Effectively Implementing Evidence-Based Programs and Practices (EBPs). It includes an introduction, a three-stage framework (Selection, Preparation, Implementation), and action steps for each stage.
- SHOPE Quality Guide: Needs Assessment/Resource Mapping**: A guide for school mental health systems to assess needs and map resources. It includes background information, a survey, and action steps for needs assessment and resource mapping.
- Blueprints**: A document titled 'MAPPING PROGRAMS TO CHILDREN'S NEEDS' that provides a framework for aligning programs with student needs.
- SHOPE**: A document titled 'Quality Guide: Needs Assessment/Resource Mapping' that provides a comprehensive overview of the SHOPE process.
- Blueprint for Authentic Engagement**: A document that provides a framework for authentic engagement in school mental health systems.

Screening & Assessment Library

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

SHPE School Health Assessment and Performance Evaluation System

About Us Contact Us Take a Tour Sign Up

Demo School

Mental Health Quality Trauma Responsiveness **Screening & Assessment** Team Members

Welcome to the School Mental Health Screening and Assessment Library. Use the filters below to locate a measure that is appropriate for your needs. Each measure includes a one page information sheet, scoring details, and access to the measure.

Search by Keyword...

Sort by Criteria

- Assessment Purpose
- Focus Area
- Student Age
- Language
- Reporter
- Cost

PDF Autism Treatment Evaluation Checklist (ATEC)

PDF Brief Problem Checklist (BPC)

PDF CAGE

PDF Center for Epidemiological Studies Depression Scale or Children (CES-DC)

PDF Child Mania Rating Scale, Parent (CMRS-P)

PDF Conditions for Learning (CFL)

PDF CRAFFT 2.0

PDF Delaware School Climate Survey

PDF Eating Attitudes Test (EAT-26)

PDF ...

PDF ...

PDF ...

EARN SH^UPE RECOGNITION

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



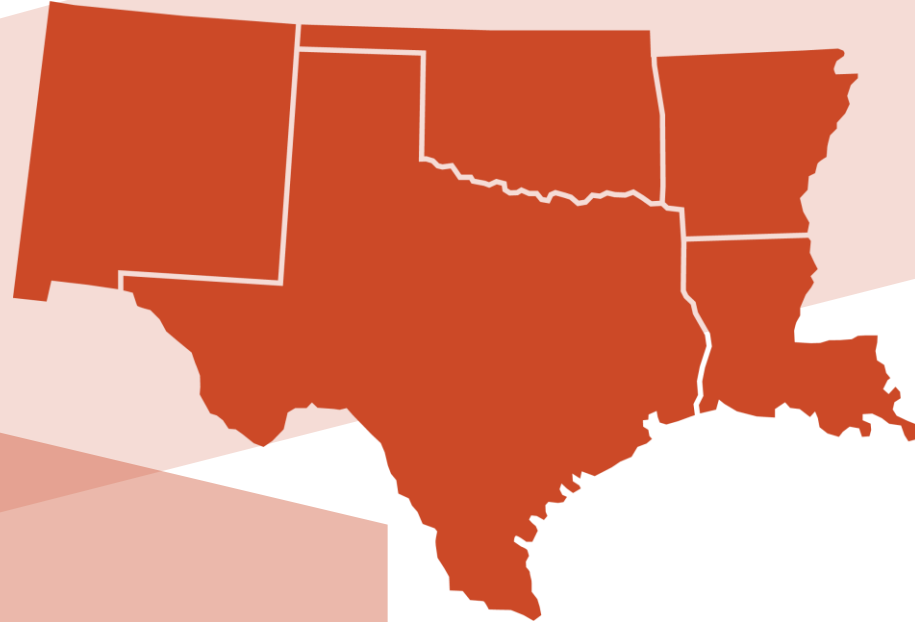
Quality Assessment

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!

South Southwest MHTTC: Technical Assistance & Training



South Southwest MHTTC – Technical Assistance and Training

Year One – Roll Out to Texas Education Service Centers(ESCs) via Texas Education Agency (TEA)

Personalized NCSMH Quality Guides and training to Texas

Hosted and recorded monthly Professional Learning Communities

Hosted optional virtual office hours to provide TA to ESCs



Year Two – Coaching Academy to Texas ESCs via TEA

Partnership with NCSMH

Hosted monthly School Mental Health Coaching Academy – January to June

Hosted optional virtual office hours to provide TA to ESCs



Year Three – Coaching Academy 2.0 to Texas ESCs via TEA

Partnership with NCSMH

Hosted monthly School Mental Health Coaching Academy – January to March

Hosted monthly School Mental Health Coaching Academy 2.0 – April to June



Mid-America (HHS Region 7)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

Aligning School Mental Health Best Practices in Mid-America

Erika Franta, PhD
School Mental Health Program Director
Mid-America MHTTC

mhttcnetwork.org/midamerica



Mid-America MHTTC

Project Director: Dr. Brandy Clarke

SAMHSA grant awarded to Dr. Joseph Evans at Munroe-Meyer Institute out of the University of Nebraska Medical Center (Grant #: H79SM081769)

Continuum of training and technical assistance in evidence-based practice and mental health services across MO, IA, NE, and KS.

Mid-America MHTTC

Areas of Focus



Integrating behavioral health in primary care.



School mental health.

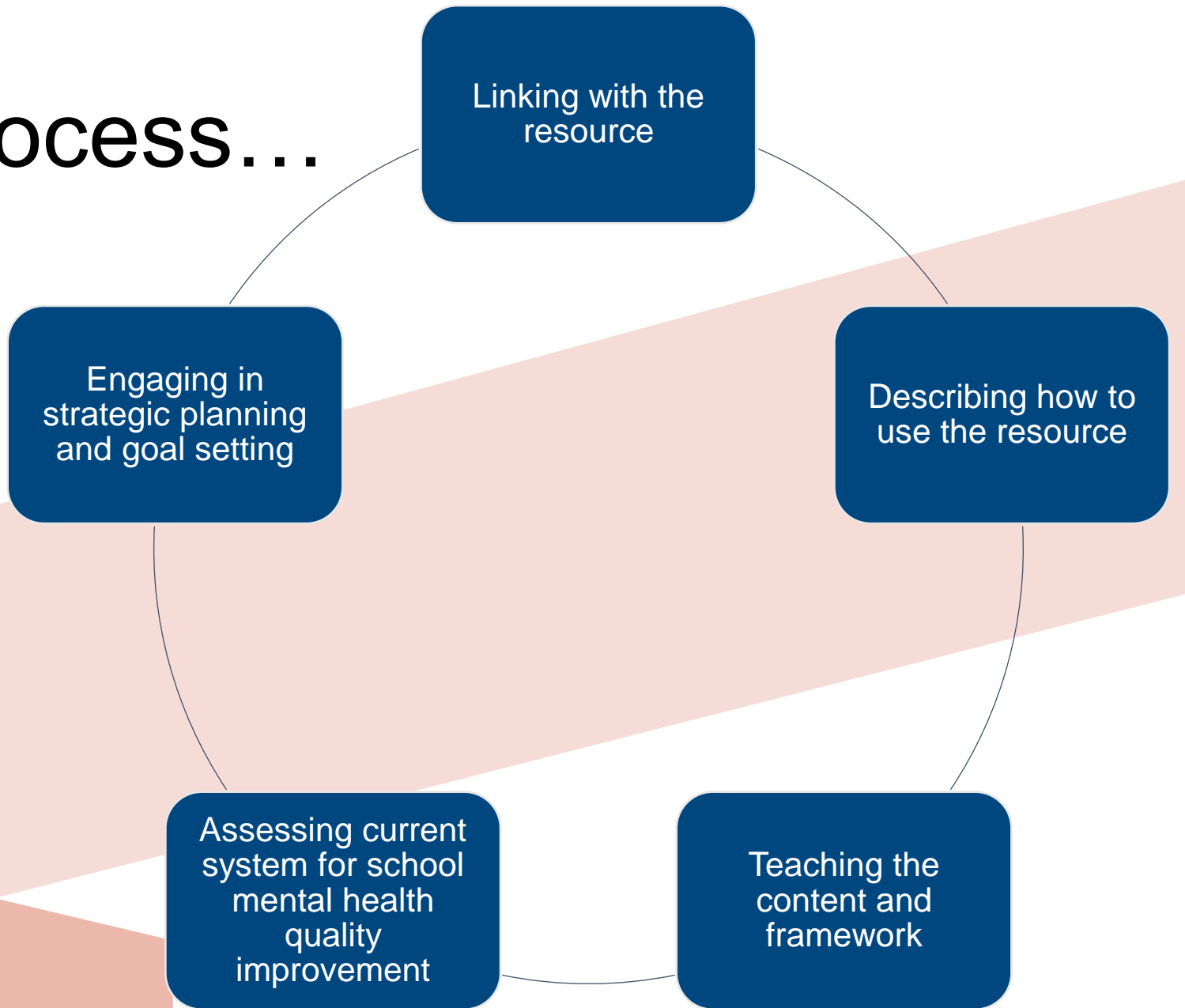


Community treatment approaches for
severe mental illness.



Behavioral health workforce development.

Training and TA process....



Example: State-Level

Develop and Train
Cross-Agency State-
Level Training Team

Facilitate Two-Day
Virtual Training with
LEA Teams

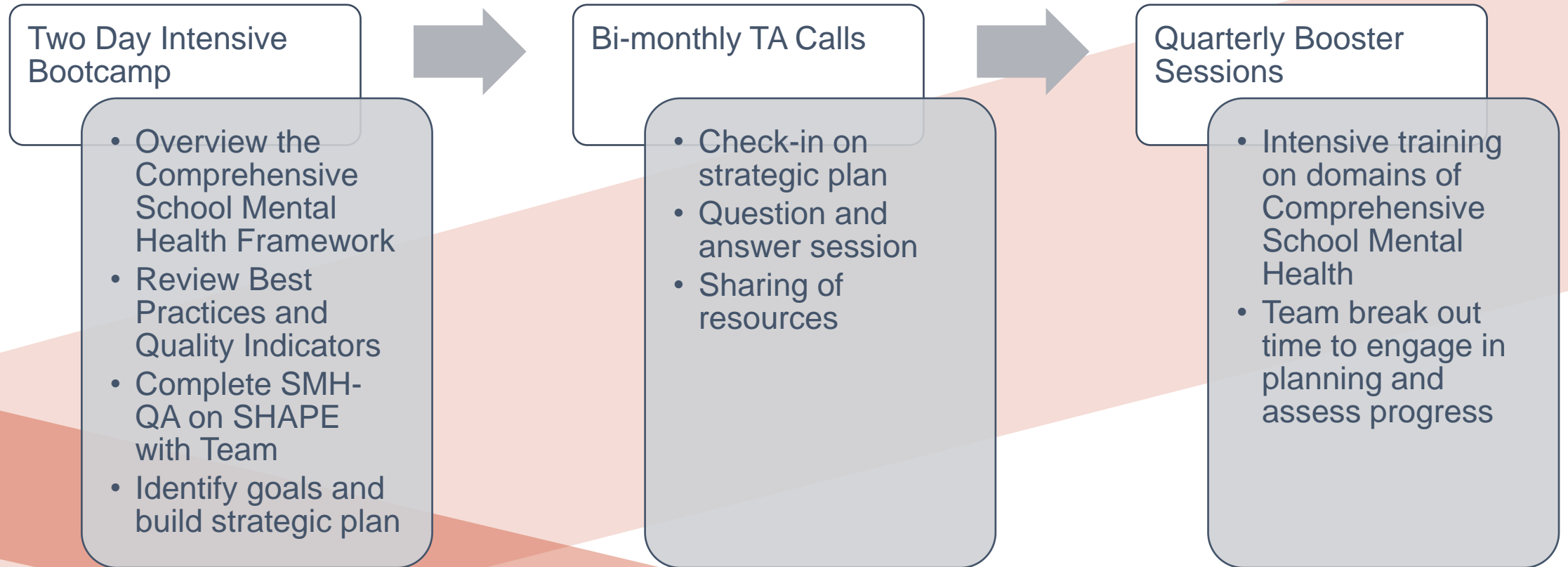
- National Best Practices
- SHAPE

Host Weekly Office
Hours

Establish State-Level
School-Based
Professional
Workgroup

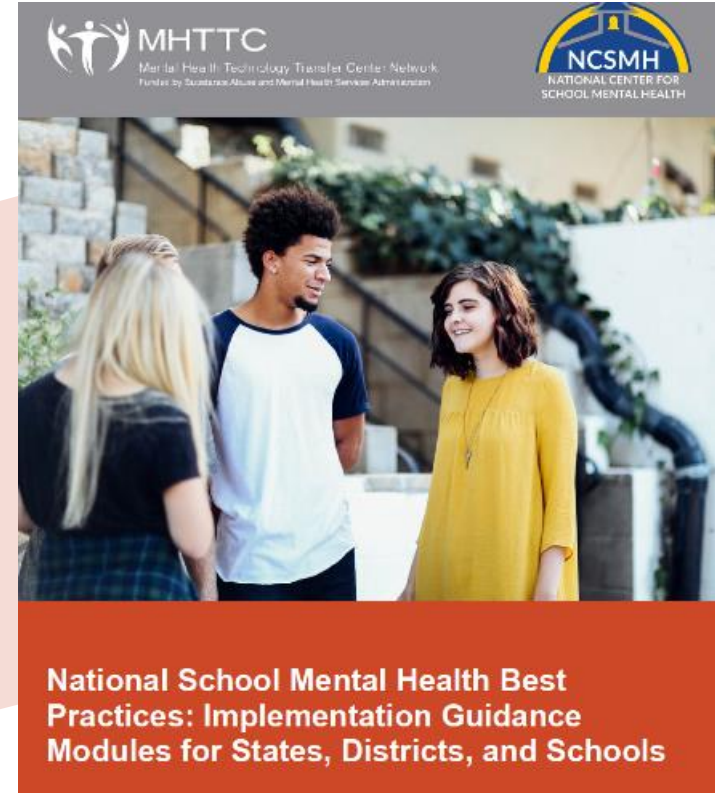
Promote of State-
Level Work at
Conference

Example: LEA-Level



Access our SMH Implementation Training & Resources

- SMH Implementation Guidance Modules (manuals, module PPTs, and recorded learning sessions)
- Always and Now: SMH Implementation Learning Series
- SMH Implementation Resource Index
- SMH Quality Guides
- The SHAPE System



[Access these SMH Implementation resources on our website here!](#)

Connect with the MHTTC in your region

- If you'd like to request specific consultation/assistance with utilizing the SMH Implementation Guidance Modules in your state/district, please complete the form [here](#) by April 30.
- For information about the school mental health training and TA activities available for AWARE grantees in your region:
 - Connect with your MHTTC Regional Center at <https://mhttcnetwork.org/centers/selection>
 - Review the Navigating MHTTC TA document for AWARE grantees available [here](#)

Feedback and Contact Information

Submit your feedback for this learning session!

[Complete the 3 minute survey here.](#)

Questions about the MHTTC-AWARE TA Partnership?

Contact Jessica Gonzalez

Email: jegonzalez@stanford.edu

Questions about the SHAPE System or SMH Quality Guides?

Contact the National Center for School Mental Health (NCSMH)

Email: ncsmh@som.umaryland.edu Phone: (410) 706-0980

<https://theshapesystem.com/> www.schoolmentalhealth.org