

# *Strategic Planning for More Comprehensive School Mental Health Systems “SHAPE Track”*

4th Annual Growing School Mental Health Summit  
Stevens Point, WI  
June 18, 2019

The Consultation Center at Yale





Welcome and Introductions

# Goals for Today

## Gather.....

Data, next steps, ideas, new networks of colleagues

## Learn.....

Quality improvement is a process

## Expect.....

Your plan to change

# Review Materials

1. Agenda
2. Contact List
3. SMH-QA Domains and Indicators
4. SMH-QA – District Version
5. Strategic Planning Guide
6. Change Ideas Worksheet
7. Change Quadrant Graphic
8. Plus Delta Evaluation

<https://bit.ly/2L6COj1>



# National Center for School Mental Health

## MISSION

To strengthen the policies and programs in school mental health to improve learning and promote success for America's youth

- Established in 1995. Federally funded by the Health Resources and Services Administration.
- Focus on advancing school mental health policy, research, practice, and training.
- Shared family-schools-community agenda.
- Co-Directors: Sharon Hoover, Ph.D. & Nancy Lever, Ph.D.

[www.schoolmentalhealth.org](http://www.schoolmentalhealth.org)

[www.theshapessystem.com](http://www.theshapessystem.com)

(410) 706-0980

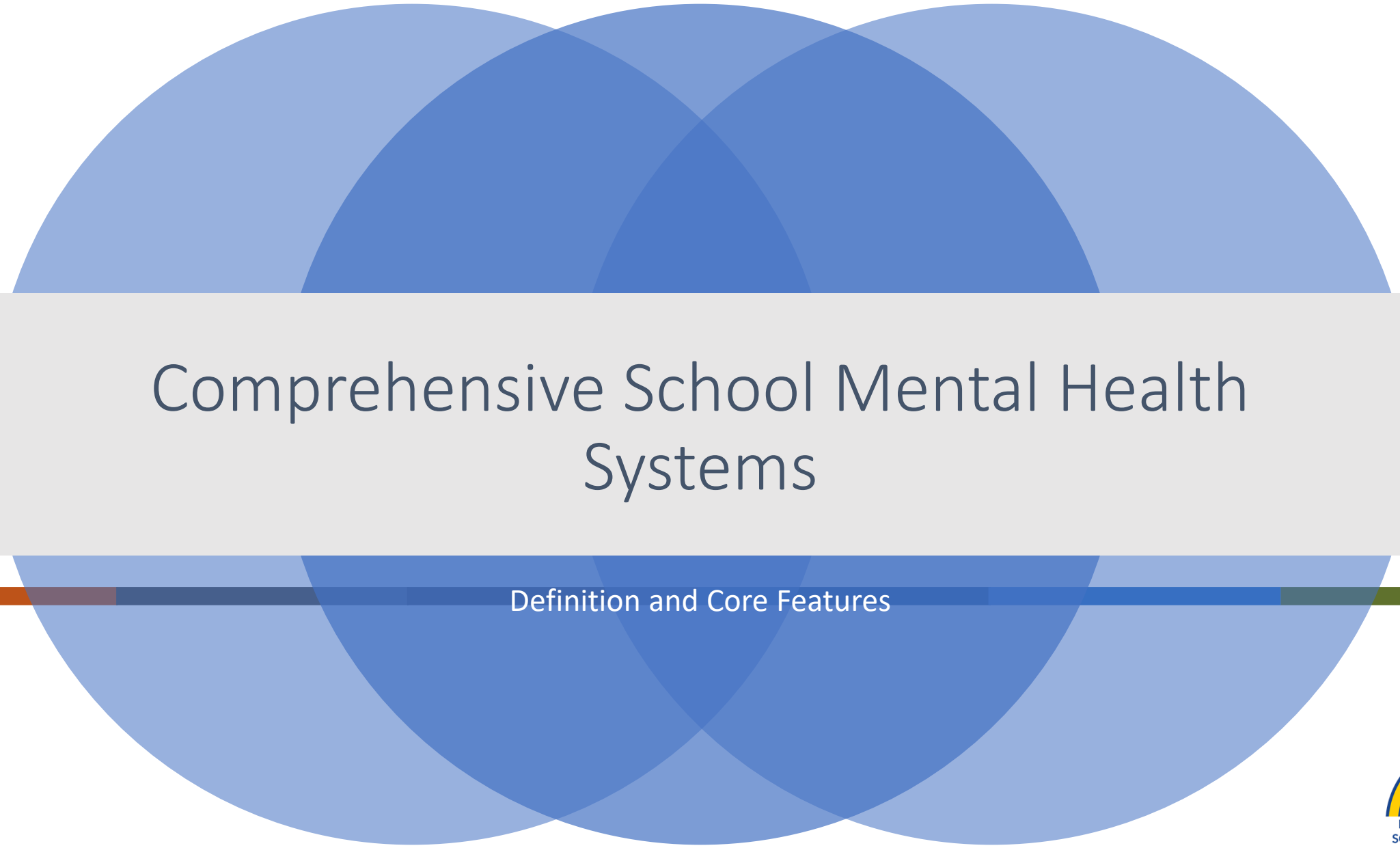


Facebook.com/  
CenterforSchoolMentalHealth



@NCSMHTweets



Three overlapping blue circles of varying shades (light blue, medium blue, and dark blue) are arranged horizontally across the top half of the slide. A light gray horizontal band cuts across the middle of the circles.

# Comprehensive School Mental Health Systems

Definition and Core Features



YaleEVAL

# 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

(Hoover & Lever, 2019; US Department of Health and Human Services, 2018)

# Comprehensive School Mental Health Systems

Built on a strong **foundation of district and school professionals**, in strategic partnership with **students, families and community** health and mental health partners

(Hoover & Lever, 2019; US Department of Health and Human Services, 2018)

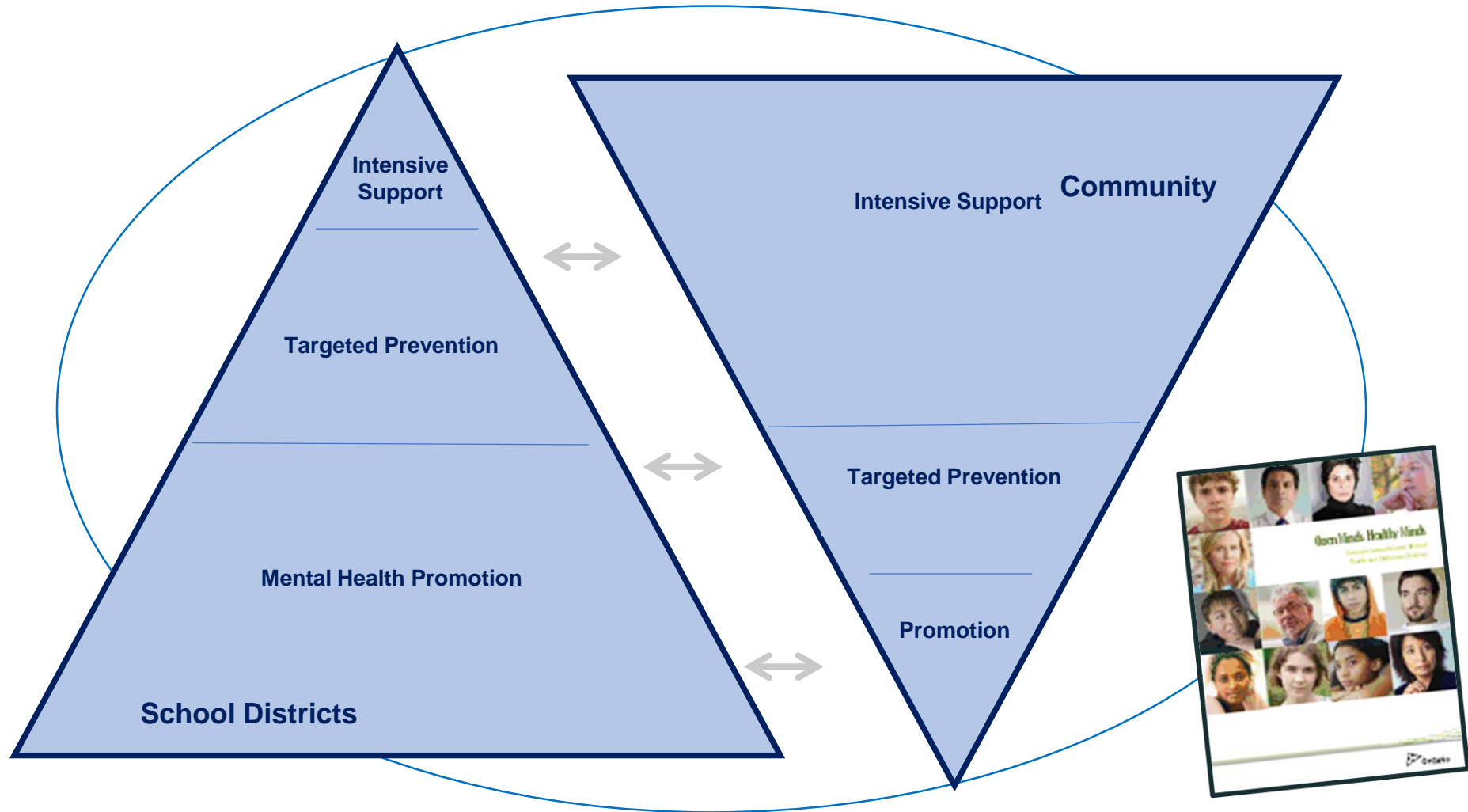


# Comprehensive School Mental Health Systems

Assess and address the **social and environmental factors** that impact health and mental health

(Hoover & Lever, 2019; US Department of Health and Human Services, 2018)

# Schools are Only One Part of an Integrated System of Care



Slide used with permission from  
Kathy Short, Director of School Mental Health ASSIST in Ontario, Canada

# Core Features

- Educators and Student Instructional Support Personnel
- Collaboration and Teaming
- Multi-tiered system of supports
- Evidence-informed services and supports
- Cultural Responsiveness and Equity
- Data-driven decision making

(NCSMH, 2019)



## CSMH Core Features Checklist:

- ☐ Educators and Student Instructional Support Personnel
  - ☐ Adequate staffing and support
  - ☐ Trained to address mental health in schools
- ☐ Collaboration and Teaming
  - ☐ Youth and Families
  - ☐ Community Health/Mental Health and Other Partners
- ☐ Multi-tiered 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

In which core features of comprehensive school mental health is your team **doing very well**?

Which core features do you wish were **more consistently present** in all your school(s)?

What would students and families say?



(NCSMH, 2019)

# 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

TIER 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](http://www.theSHAPESystem.com)



# What is **SHAPE?**

Your **FREE**, interactive tool designed to improve school, district, and state mental health accountability, excellence, and sustainability.

[Learn More](#)

Improve student mental health in your schools, districts, and states. **Sign up for:**

Myself

My School

My District

My State

[www.theSHAPEsystem.com](http://www.theSHAPEsystem.com)

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



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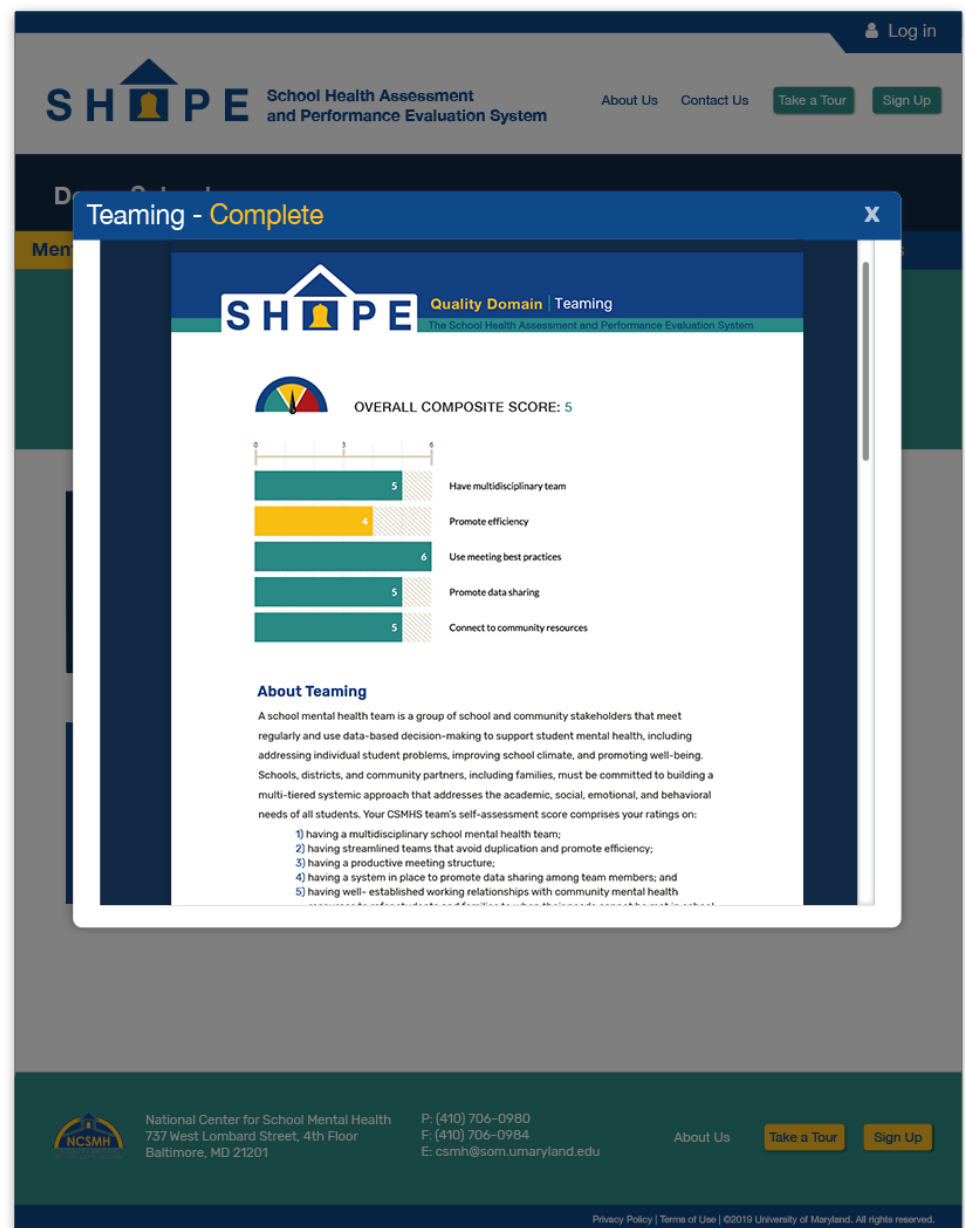
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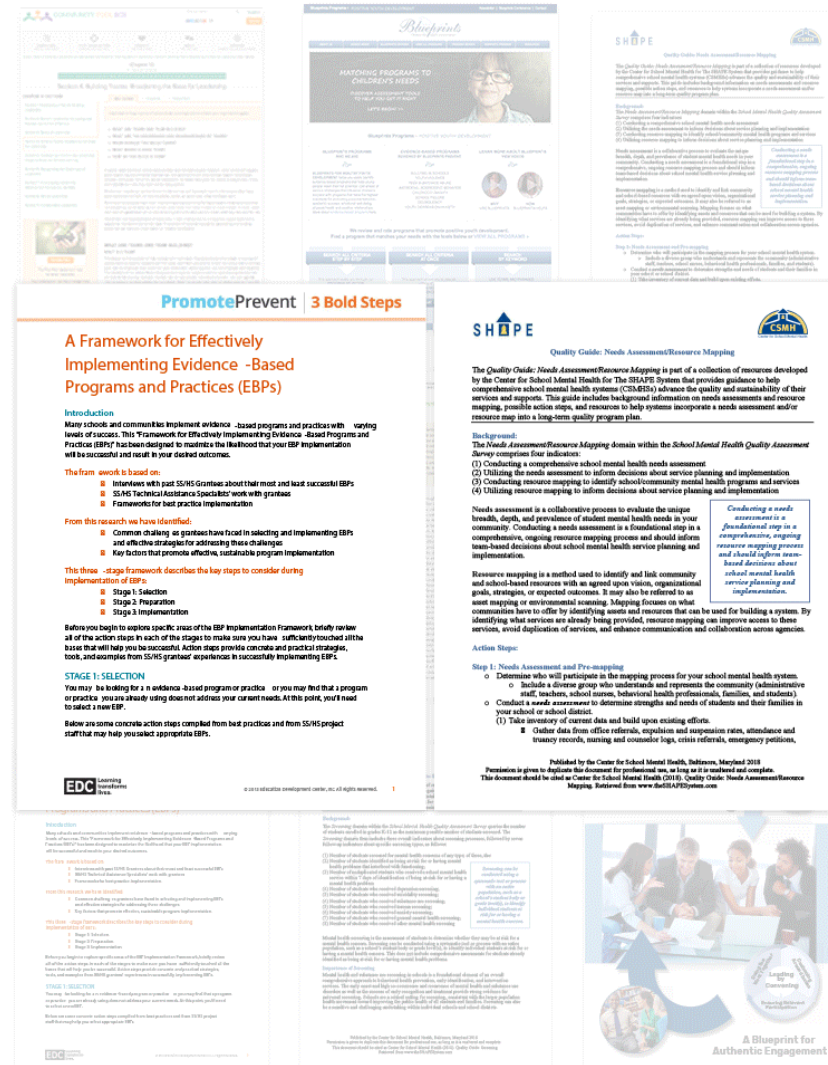
# Assessments & Reports

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.



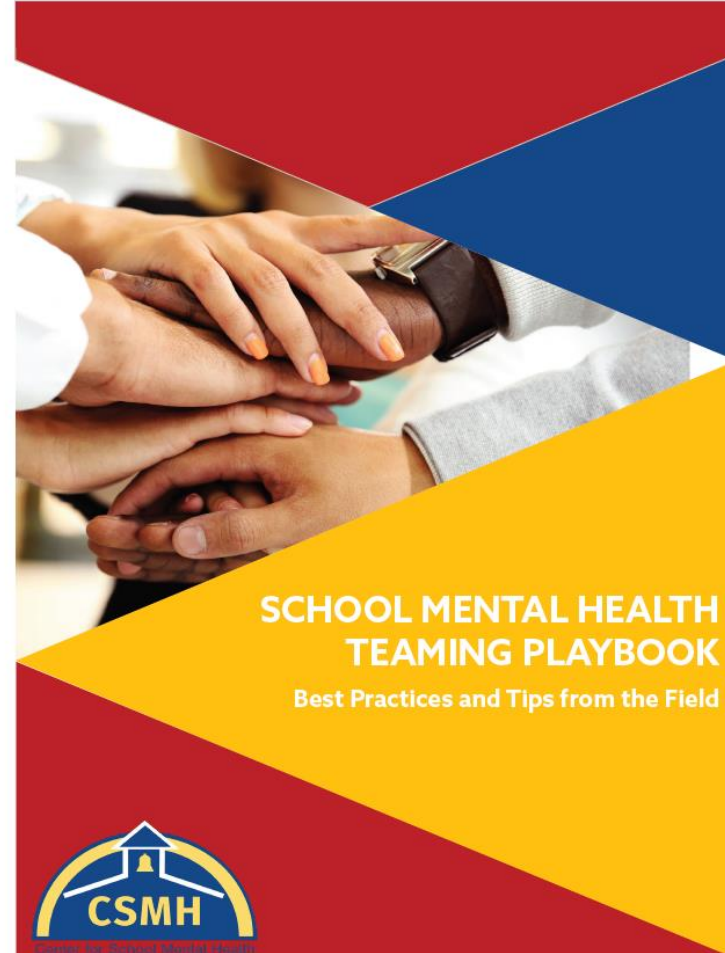
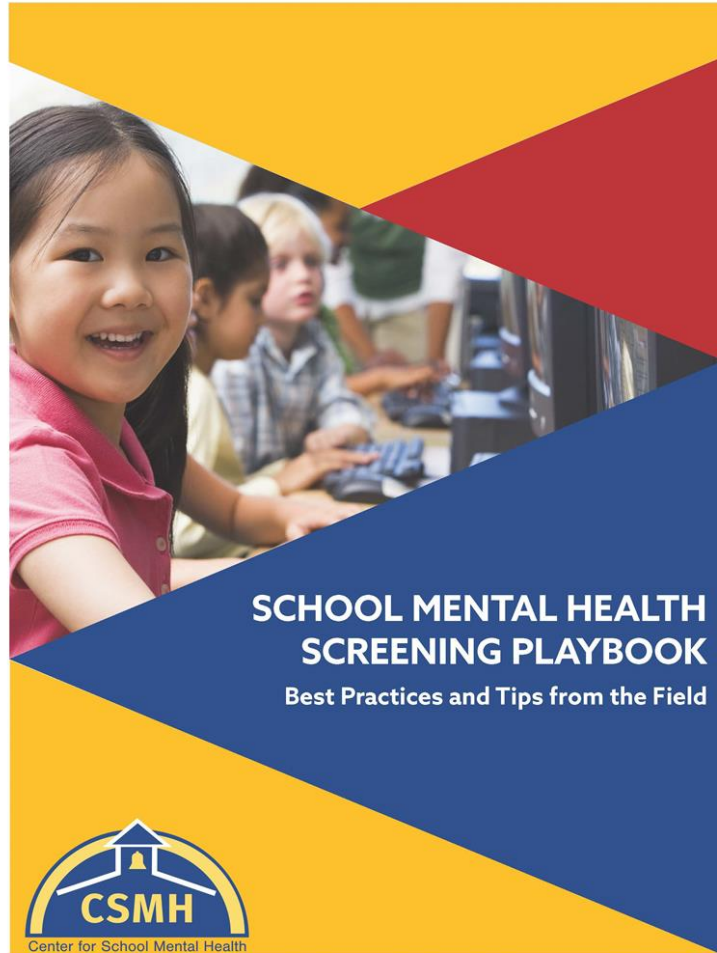
# Targeted Resources & Guides

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.





# School Mental Health Playbook Series



Playbooks can be found in the resource library at [www.theshapesystem.com](http://www.theshapesystem.com) or at <http://csmh.umaryland.edu/Resources/BriefsReportsWhite-Papers/>

# Screening & Assessment Library

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

The screenshot displays the SHoPE (School Health Assessment and Performance Evaluation System) interface. At the top, the SHoPE logo is accompanied by the text "School Health Assessment and Performance Evaluation System". Navigation links include "About Us", "Contact Us", "Take a Tour", and "Sign Up". A "Log in" button is located in the top right corner. Below the header, a "Demo School" section features a navigation bar with four tabs: "Mental Health Quality", "Trauma Responsiveness", "Screening & Assessment" (which is highlighted), and "Team Members". A welcome message states: "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." The main content area includes a search bar labeled "Search by Keyword..." and a "Sort by Criteria" dropdown menu. The menu options are: "Assessment Purpose", "Focus Area", "Student Age", "Language", "Reporter", and "Cost". The library displays a grid of 12 PDF documents, each with a PDF icon and a title: "Autism Treatment Evaluation Checklist (ATEC)", "Brief Problem Checklist (BPC)", "CAGE", "Center for Epidemiological Studies Depression Scale or Children (CES-DC)", "Child Mania Rating Scale, Parent (CMRS-P)", "Conditions for Learning (CFL)", "CRAFT 2.0", "Delaware School Climate Survey", "Eating Attitudes Test (EAT-26)", "ES School Climate", "Each Child PTSD", and "Disordered Anxiety".

# EARN SH<sup>PE</sup> 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.



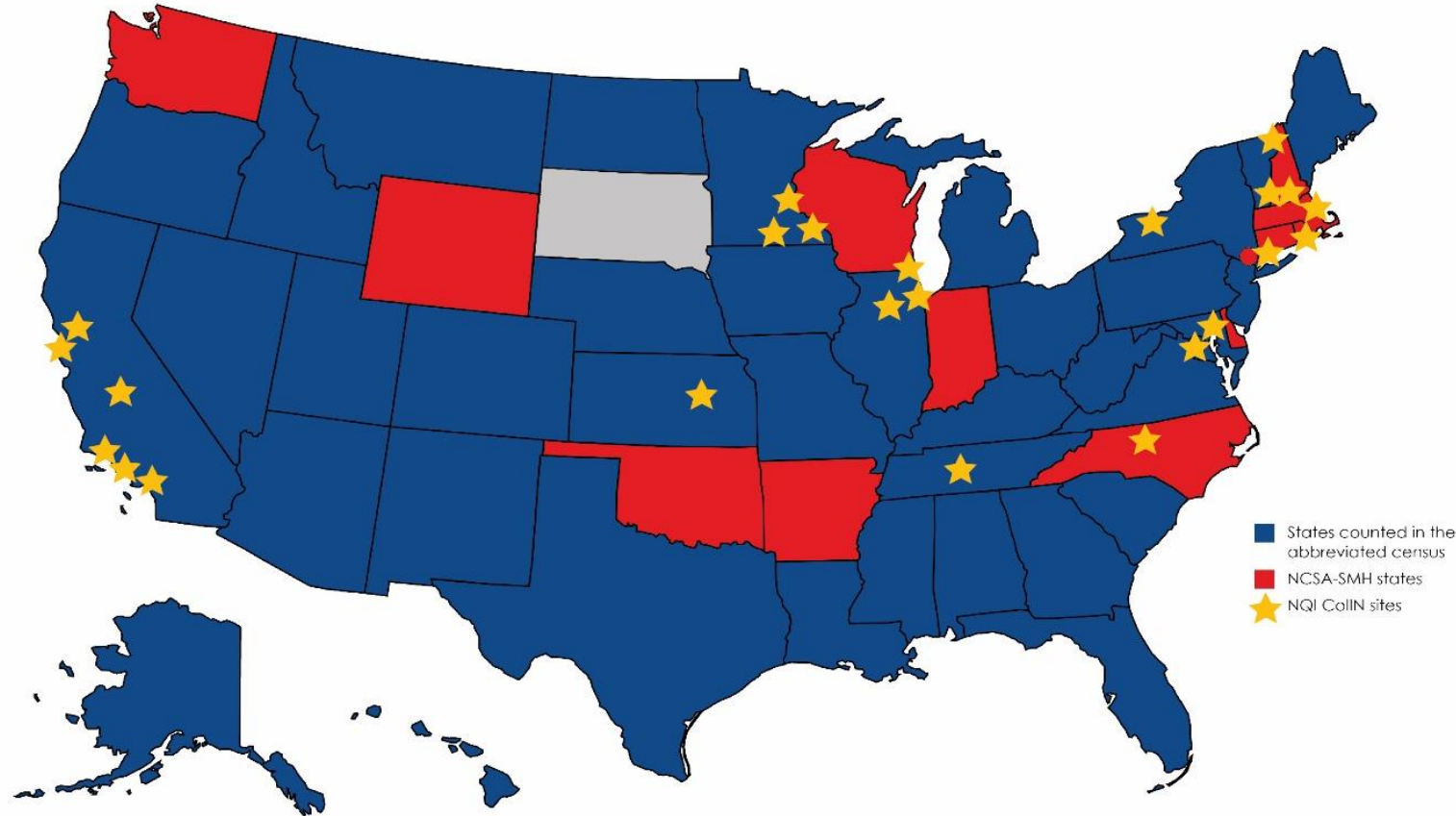
## Quality Assessment

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!***

# SHAPE Adoption



## National Coalition for the State Advancement of SMH

Arkansas  
Connecticut  
Delaware  
Indiana  
Massachusetts  
New Hampshire  
New York City  
North Carolina  
Oklahoma  
Rhode Island  
Washington  
Wisconsin  
Wyoming

Schools and districts in **49 states + Washington DC** are using SHAPE



## What is **SHAPE?**

Your **FREE**, interactive tool designed to improve school, district, and state mental health accountability, excellence, and sustainability.

[Learn More](#)

Improve student mental health in your schools, districts, and states. **Sign up for:**

[Myself](#)

[My School](#)

[My District](#)

[My State](#)

<https://tour.theshapessystem.com/>



Complete the SMH-QA





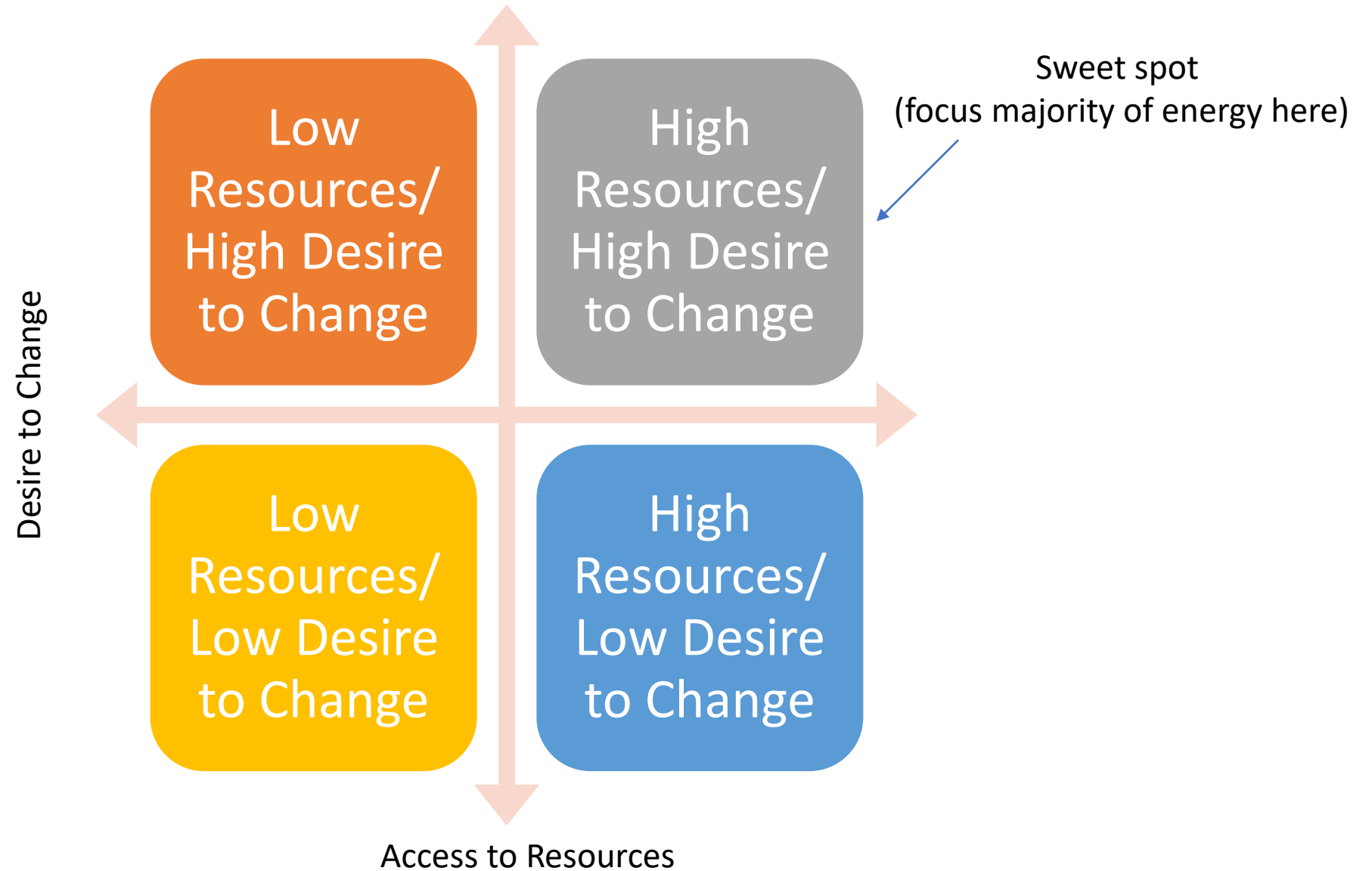
## Team Planning



# What are your team's priorities for change?



**“What if we don’t change at all ...  
and something magical just happens.”**



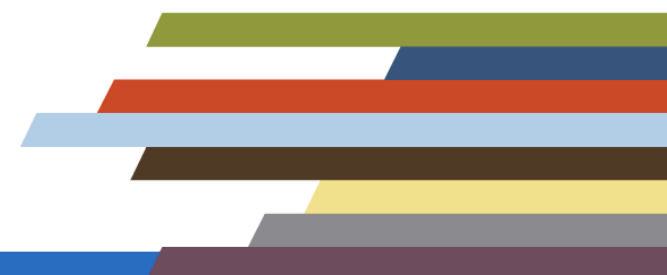
# Sources of Evidence

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



[http://airhsdlearning.airws.org/EBPModule1/story\\_html5.html](http://airhsdlearning.airws.org/EBPModule1/story_html5.html)



# Change Ideas

*Making a change to day-to-day activities, practices or processes that are predicted to directly or indirectly result in improvement.*

## Examples:

1. School support staff from different schools start meeting together quarterly to improve consistency in Rtl processes
2. Add feedback loops to school staff following student mental health screening to increase response rates and more students served
3. Select and test [any new service or support here] in 1 classroom / grade / school to improve the quality and availability of early intervention (Tier 2) services for students

## Types of Change:

1. Eliminate duplication/create efficiency/improve workflow
2. Optimize service delivery
3. Change the work (school) environment
4. Manage time
5. Reduce variation/Improve consistency
6. Error proofing
7. Improving a product or service

<http://www.ihi.org/resources/Pages/HowtoImprove/ScienceofImprovementSelectingChanges.aspx>



# SMART GOALS

- Specific
- Measurable
- Achievable
- Realistic
- Time bound





Resources

SHAPE

School Health Assessment and Performance Evaluation System

Elizabeth Connors

Home

About Us

How to Register

Privacy/Security

FAQs

Contact Us

My Account

View Selection / District Admin

DEMO DISTRICT NAME

School Mental Health System

Mental Health Profile Updated: August 31, 2016

Certificate

Report

Update

System Performance

My Schools

Trauma Responsiveness

Screening and Assessment

Team Members

You have completed Quality and Sustainability assessments for your system. Next, view the reports generated by your answers in the Quality and Sustainability tabs below, and share the results with your team.

QUALITY

7 of 7 Domains Completed

SUSTAINABILITY

5 of 5 Domains Completed

Domain Name	Assessment	Survey Dates	Reports
Teaming	✓ Take Survey	May 24, 2019 - Elizabeth Connors	Domain Report
Needs Assessment/Resource Mapping	✓ Take Survey	March 14, 2016 - Roy Goulet	Domain Report
Screening	✓ Take Survey	March 14, 2016 - Roy Goulet	Domain Report
Evidence Based Services and Supports	✓ Take Survey	March 14, 2016 - Roy Goulet	Domain Report
Evidence Based Implementation	✓ Take Survey	March 14, 2016 - Roy Goulet	Domain Report
School Outcomes and Data Systems	✓ Take Survey	March 14, 2016 - Roy Goulet	Domain Report
Data Driven Decision Making	✓ Take Survey	March 14, 2016 - Roy Goulet	Domain Report
			Summary Report

Resource Center

Filter: All Teaming Resource Mapping Screening Services & Supports Implementation Outcomes & Data Decision Making

Resource Center

Filter: All Teaming Resource Mapping Screening Services & Supports Implementation Outcomes & Data Decision Making

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Quality Guide: Teaming

.PDF

Quality Guide: Needs Assessment/Resource Mapping

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Quality Guide: Screening

.PDF

Quality Guide: Evidence-Based Services and Supports

.PDF

Quality Guide: Evidence-Based Implementation

.PDF

Quality Guide: School Outcomes and Data Systems

.PDF

Quality Guide: Data Driven Decision Making

.PDF

School Mental Health Teaming Playbook

.PDF

School Mental Health Screening Playbook

www.

211.org

.PDF

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

.PDF

A Framework for Effectively Implementing Evidence-Based Programs and Practices

.PDF

A Road Map to Implementing Evidence-Based Programs

www.

Blueprints for Healthy Development

www.

Building and Leading High Performance Teams

.PDF

Center for School Mental Health Summary of Free Assessment Measures

www.

Center on Response to Intervention at American Institutes for Research Screening Briefs

.PDF

Choosing the Right Treatment: What Families Need to Know About Evidence-based Practices

www.

Communication Module Series

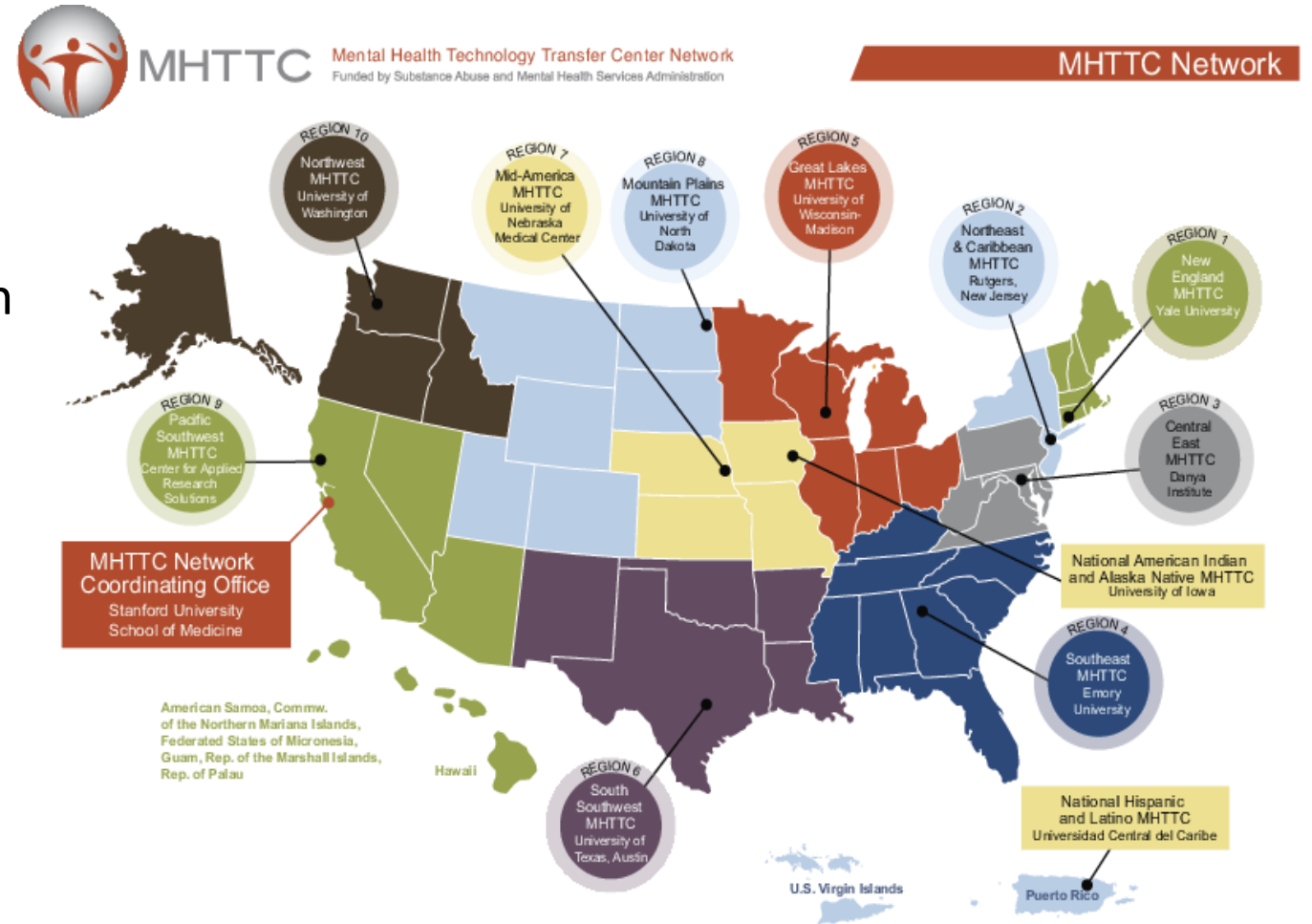
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Community-Partnered School Behavioral Health: State of the Field in Maryland



# 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/>

# Curriculum Development

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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

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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



NATIONAL RESOURCE CENTER FOR

MENTAL HEALTH PROMOTION &  
YOUTH VIOLENCE PREVENTION



Grantee Programs

Resources

Learning Portal

Grantee/Field Spotlights

Trending Topics

About Us

Home

## Evidence-Based Module Series

A series of interactive, self-paced learning modules on selecting, preparing for, and implementing evidence-based programs (EBPs) in school settings.



Selecting Evidence-Based  
Programs for School Settings



Preparing to Implement  
Evidence-Based Programs in  
School Settings



Implementing Evidence-Based  
Programs in School Settings

n.org

[www.healthysafechildren.org](http://www.healthysafechildren.org) – learning portal





Keeping the Momentum Up

**Please take 3 minutes to provide feedback on the SMH-QA:**

**<https://bit.ly/2Ko3xle>**

Thank You!

Elizabeth H. Connors, PhD

Assistant Professor of Psychiatry (Psychology), Yale School of Medicine

Director of Quality Improvement, National Center for School Mental Health, University of Maryland

[Elizabeth.connors@yale.edu](mailto:Elizabeth.connors@yale.edu)



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