



UNIVERSITY *of* MARYLAND  
SCHOOL OF MEDICINE



## Mental Health in Schools



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Co-Director, National Center for School Mental Health

# National Center for School Mental Health

## MISSION:

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

- Focus on advancing school mental health policy, research, practice, and training
- Shared family-schools-community mental health agenda

Directors: Drs. Nancy Lever & Sharon Hoover

Faculty: Jill Bohnenkamp, Ph.D., Elizabeth Connors, Ph.D, Britt Patterson, Ph.D.,  
Kris Scardamalia, Ph.D., & Cindy Schaeffer, Ph.D.

Funded in part by the  
Health Resources and  
Services Administration

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



Facebook.com/  
CenterforSchoolMentalHealth



@NCSMHTweets



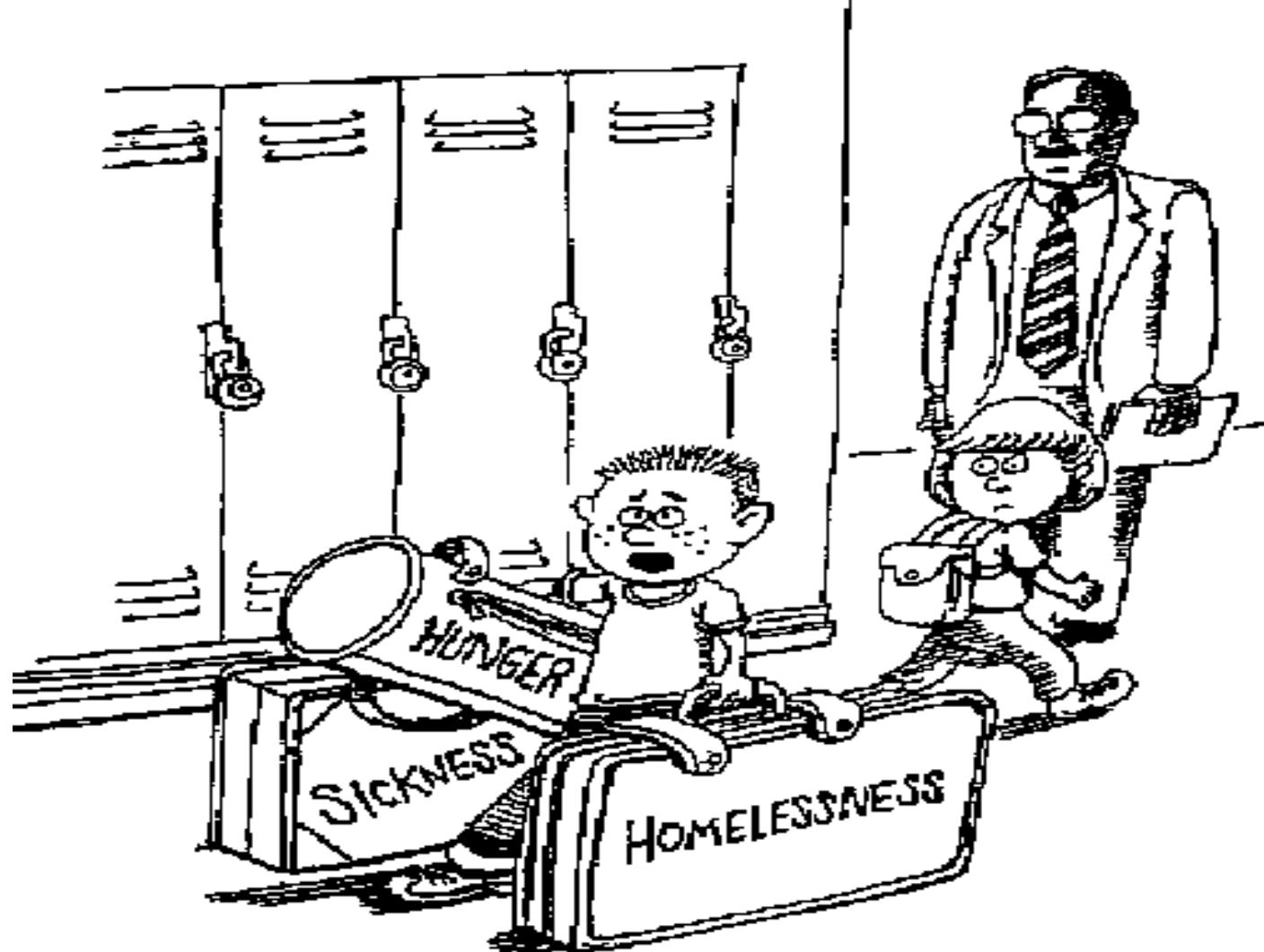
# Reflection

- Who was your favorite teacher during your k-12 school years?
- What was it about him or her or what he or she did that made that teacher your favorite?

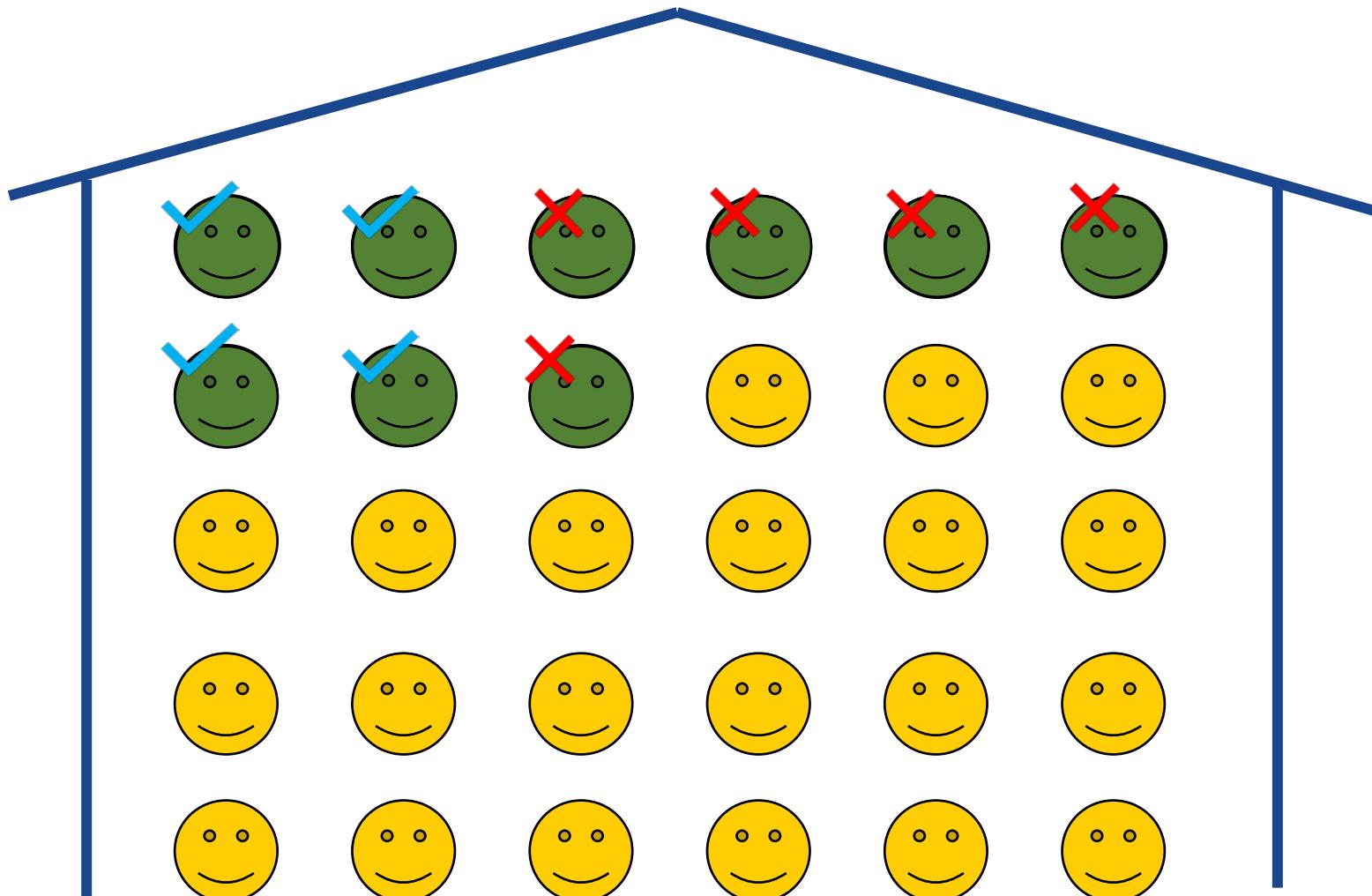


- *I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel*  
-Maya Angelou
- *Every child needs at least one adult who is irrationally crazy about him or her.*  
- Urie Bronfenbrenner
- *All children have within them the potential to be great kids. It is our jobs to create a great world where this potential can flourish.*  
- Stanley Greenspan, MD

*"Could someone help me with these?  
I'm late for math class."*



## In a classroom of 30 students...

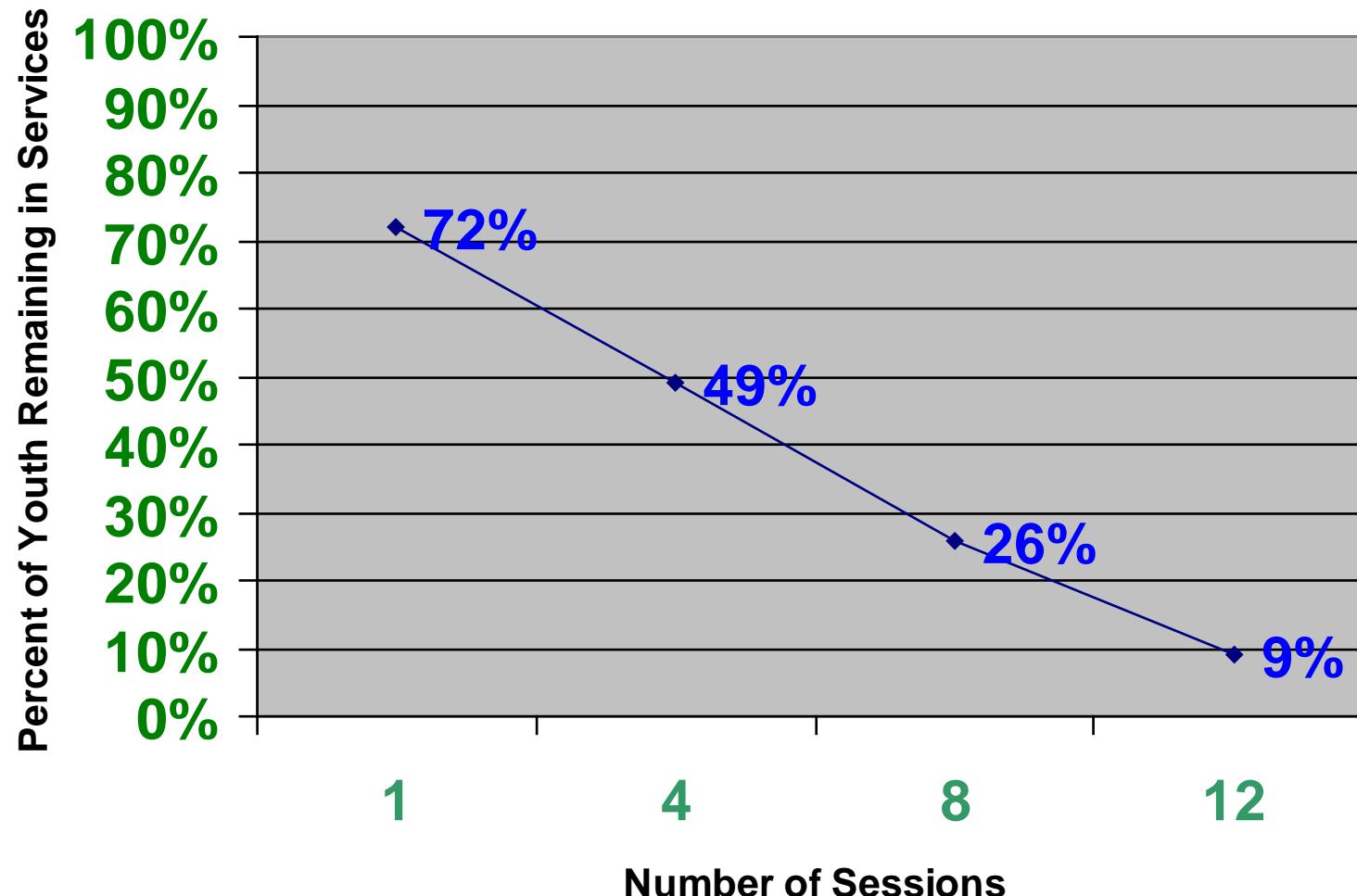


1 in 5 will experience a mental health problem of mild impairment

1 in 10 will experience a mental health problem of severe impairment

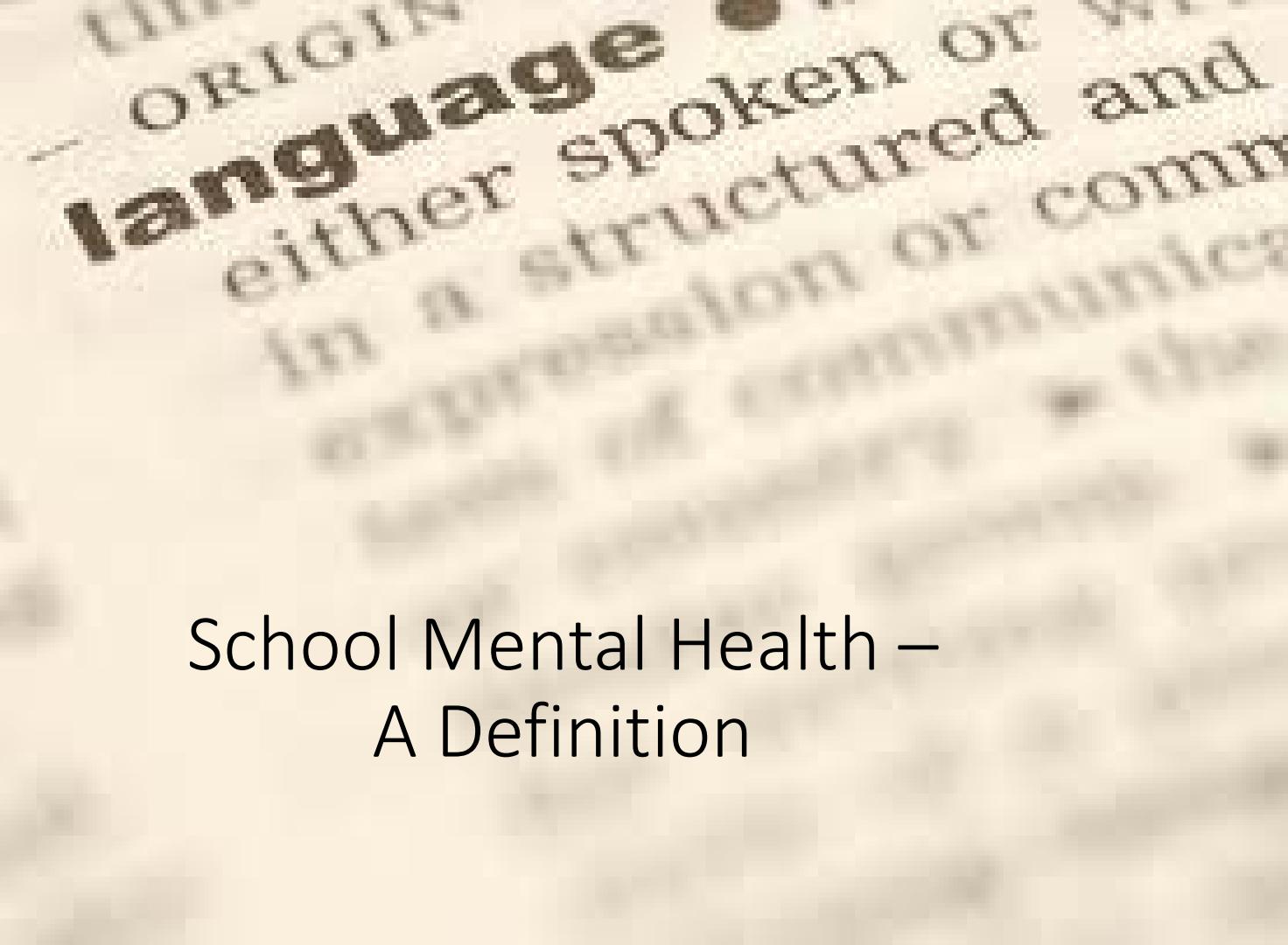
**Up to 60% of students who need them do not receive services.**

# Treatment as Usual Show Rates in Traditional Outpatient Settings



# What School Mental Health is NOT



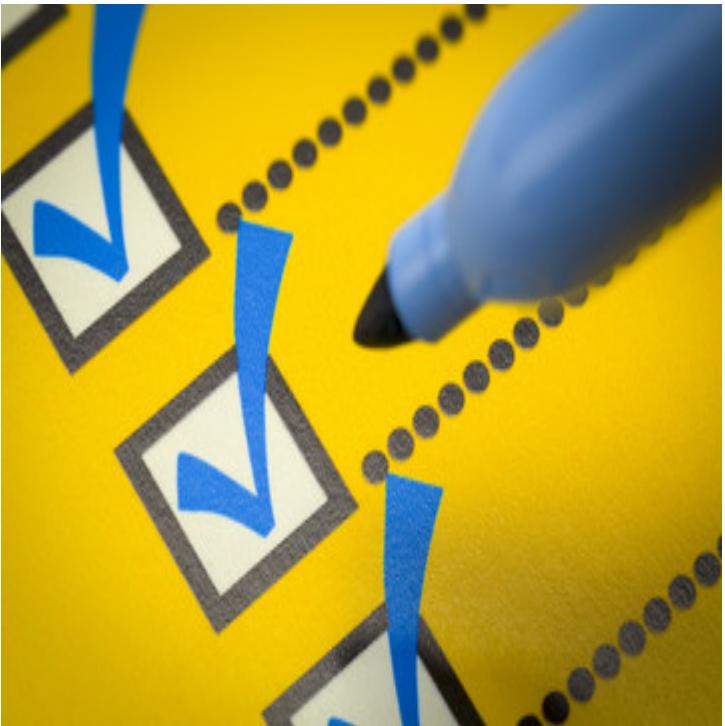


## School Mental Health – A Definition

# 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
- **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

## 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
- 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

# School Mental Health – Multi-tiered System of Support



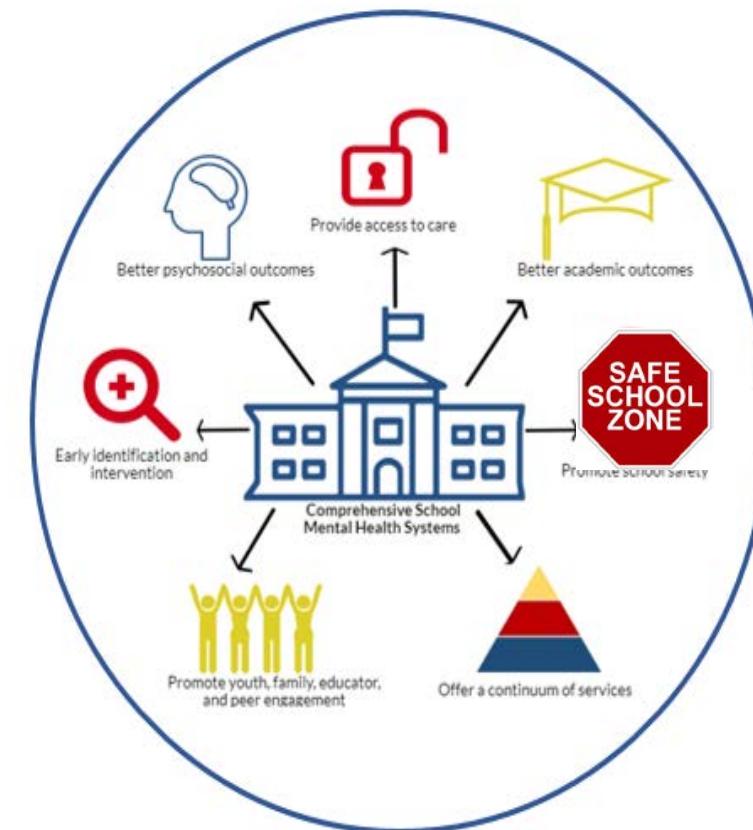
# Key Considerations in MTSS

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- **Needed supports and services are fluid.**
  - Students need different levels of support at different times throughout development.
- **Tiers are layered.**
  - Students who receive higher levels of support continue to benefit from universal mental health promotion supports.
- **Invest in mental health promotion!**
  - Effective mental health promotion (Tier 1) supports can reduce the degree of need for higher-level supports in a school or district.
- **Provide more intensive and targeted services and supports** at the individual, group, or family level to address mental health concerns.
  - Students at risk for more serious mental health concerns (Tier 2) are able to participate in programs and supports that address their risk factors and promote positive social-emotional-behavioral learning.
  - Students already experiencing mental health concerns (Tier 3) have individualized services and supports that can improve mental health and overall well-being.

# Why Mental Health in Schools?

- Greater **access** to all youth → Mental health promotion Social Emotional Learning
- **Less time lost** from school and work
- Greater **generalizability** of interventions to child's context
- **Less threatening** environment Students are in their own social context
- Clinical **efficiency and productivity**
- Outreach to youth with **internalizing** problems
- **Cost effective**
- Greater potential to impact the learning environment and **EDUCATIONAL OUTCOMES**



# School Mental Health and Academic Outcomes

SMH services and supports have been demonstrated to improve:

- academic achievement
- discipline referrals
- graduation rates
- attendance
- teacher retention
- school climate



# School Mental Health Matters

**3/4**

Of youth who receive mental health services, **70-80%** access these services in schools.



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



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



Youth are **6x more likely** to complete mental health treatments in schools than in other community settings.

**6x**

# Two Visions towards School Safety

March 2018 Congressional Briefing:  
School Violence, Safety, and Well-Being:  
A Comprehensive Approach

<http://www.npscoalition.org/school-violence>



Dr. Ron Avi Astor  
University of Southern California

Dr. Astor Discusses School Clima...

12:36 / 12:36

PDF Briefing Presentation: Promotion of Healthy School Cultures

# Two Visions towards School Safety



Welcoming,  
caring,  
supportive  
schools

Social Emotional  
Learning  
School Climate  
Mental health supports

Restrictive,  
fortressed  
schools

Tools and Ideas from:  
- Law Enforcement  
- Prison Architecture and  
Security Measures  
- Military Strategies

March 2018 Congressional Briefing  
Dr. Ron Avi Astor,  
University of Southern California  
School Violence, Safety, and Well-Being:  
A Comprehensive Approach

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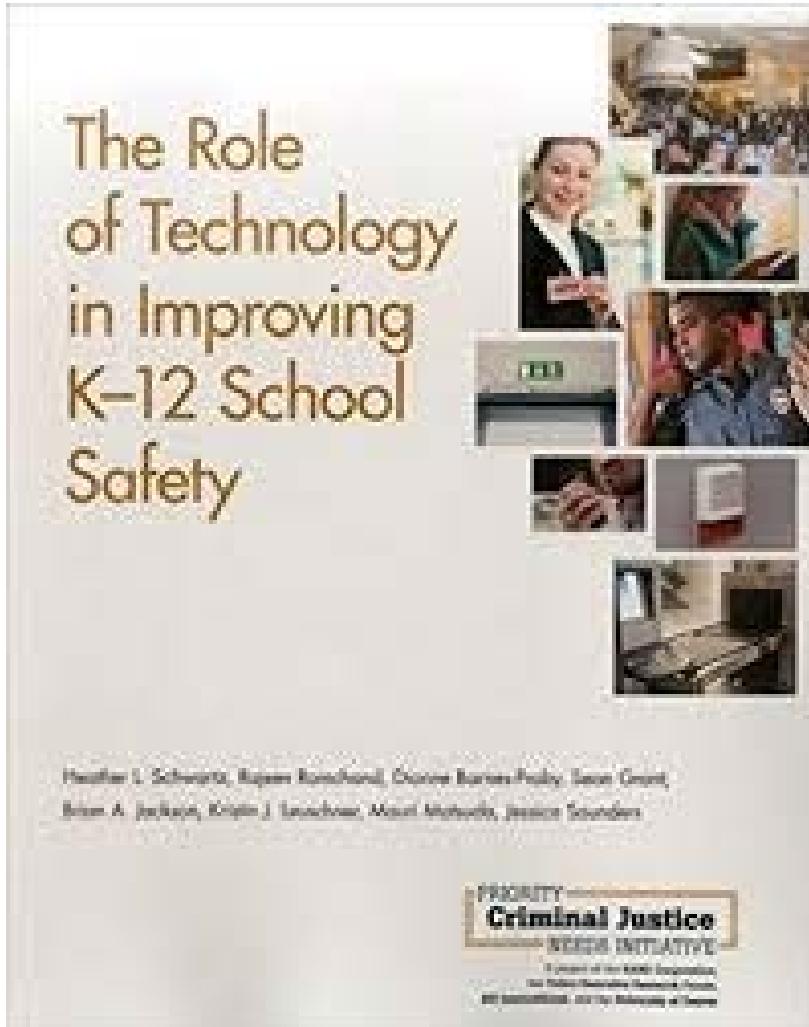
Comprehensive Reviews Covering Hundreds of  
International Studies, and Large-scale Epidemiological  
Studies Show:

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- Schools with positive school climate and integrated SEL foci have significantly reduced
  - Isolation
  - Verbal bullying
  - Physical bullying
  - Sexual harassment/ assault
  - Cyberbullying
  - Negative relationships between students and between students and teachers
- And have decreased student/ teacher reports of:
  - Weapons use, being threatened by a weapon, and seeing or knowing about a weapon on school grounds

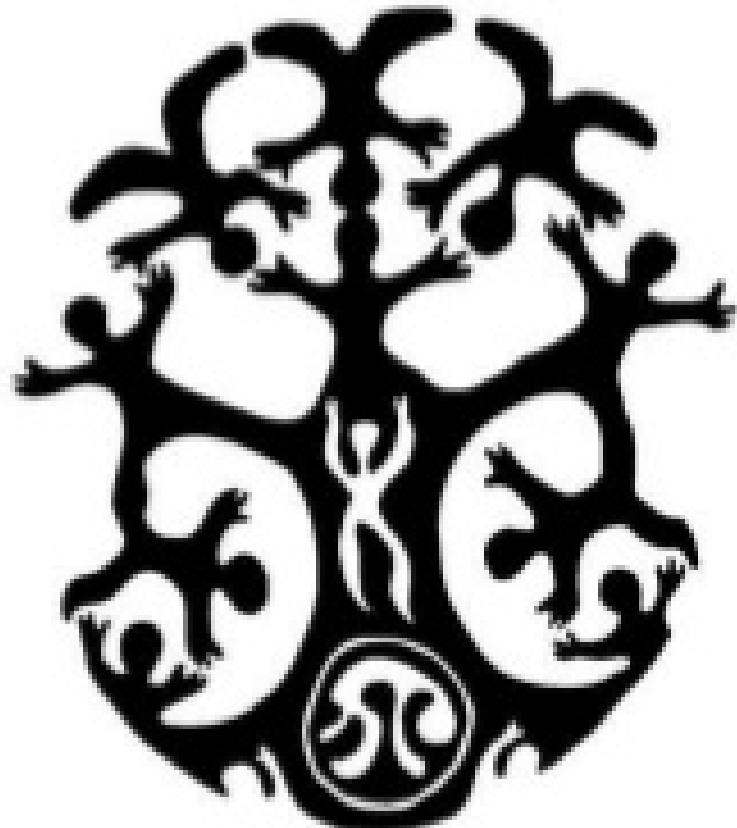
# What does the science say?



*"We found that evidence about their effectiveness is either **extremely rare or**, as was the case for most of the 12 categories, **nonexistent**.*

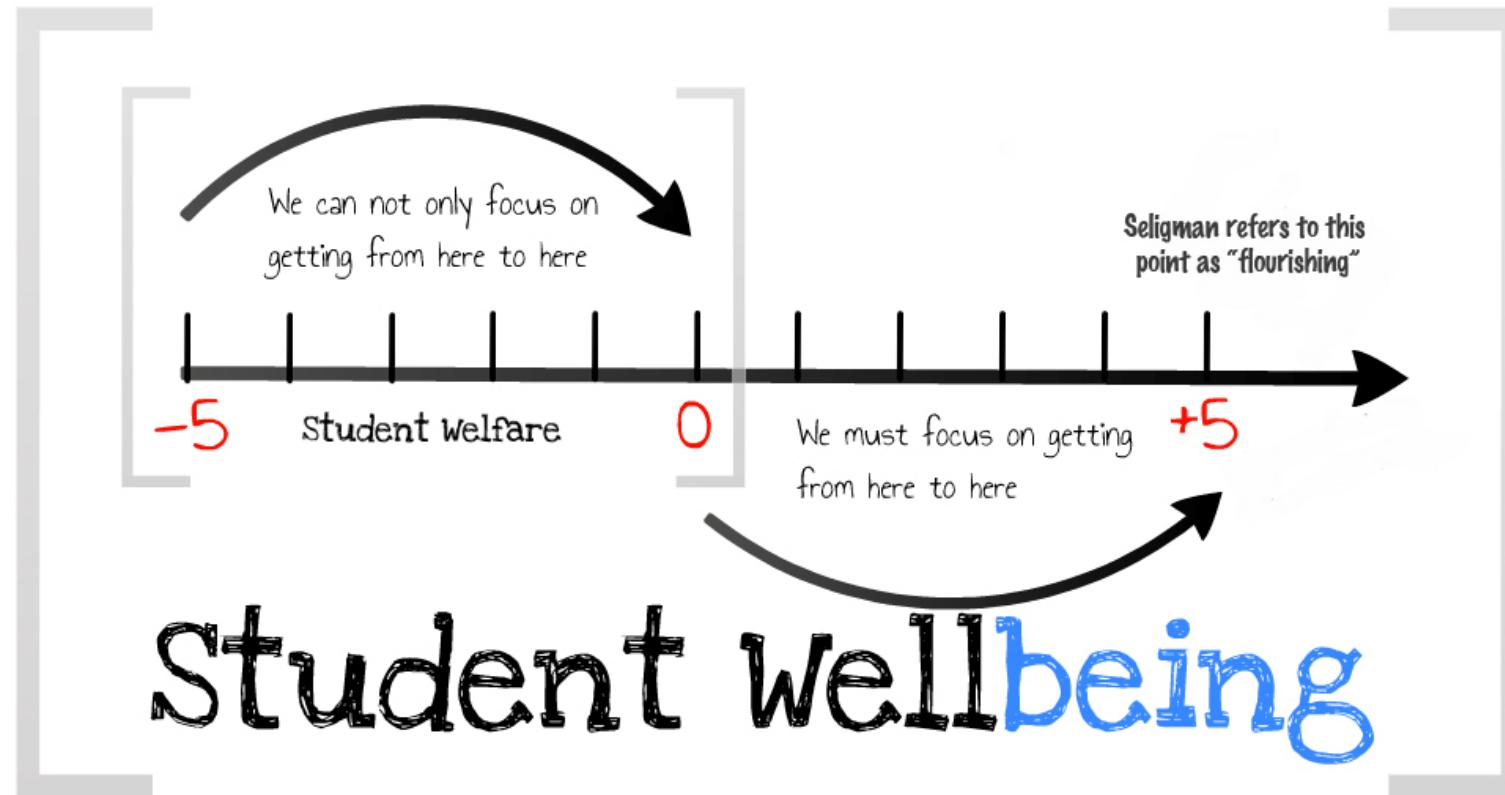
*Experts we spoke with raised concerns about this **lack of evidence**, about the **costs** of various technologies, and about the **unintended negative consequences** of some."*

*Schwartz et al., Rand Corporation, 2016*



**School Connectedness** is the belief held by students that the adults and peers in their school care about their learning as well as about them as individuals.

Students, no matter what their race, ethnic group, or level of family income, are more likely to succeed when they feel connected to school. · Center for Disease Control, 2009



*Is talking about what's wrong necessarily right?*

-Alan Schlechter

## School Mental Health is for School Staff Too



If the oxygen masks drop down, put your own mask on first, and then help the person next to you.

# Common Sources of Teacher Stress

- High Stakes Testing
- Large class size
- Behavioral challenges in students
- Inadequate resources & poor physical space
- Bureaucracy
- Workload & Paperwork
- High responsibility for others
  - Perceived inadequate recognition or advancement
  - Gap between pre-service training expectations and actual work experiences
  - Compassion Fatigue/Secondary Traumatic Stress



# Working in Schools can be Challenging

- 80% of teachers reported feeling physically and emotionally exhausted at the end of the day”
- Surveys of 30,000 teachers revealed that 89% strongly agreed with the statement that they were enthusiastic about their profession when they started, only 15% feel that way now

American Federation of Teachers (2015) with the group Badass Teachers

# Caring Adult in a Youth's Life

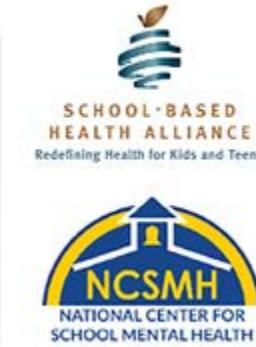
- Increases the likelihood they will flourish and become productive adults
- Less likely to have internalizing problems and externalizing behavior problems
- More likely to complete what they start
- Participate in out-of-school activities
- Be engaged in school

(Scales and Leffert, 1999, Murphey, Bundy, Schmitz, & Moore, 2013)



IMPROVING HEALTH AND  
MENTAL HEALTH IN SCHOOLS

National  
Quality  
Initiative



Challenging comprehensive school-based health centers  
and school mental health systems to adopt, report, and  
improve standardized performance measures



# 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

#### Mental Health Promotion Services & Supports TIER 1

- Tier 1 Services and Supports:
  - School Climate
  - Teacher and School Staff Well-Being
  - Positive Discipline Practices
  - Mental Health Literacy
  - Positive Behaviors and Relationships
  - 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

#### 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]

#### 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

#### 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

#### 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

#### 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



School Health Assessment  
and Performance Evaluation System

[Home](#) [About Us](#) [Sign up](#) [Log in](#)

# What is SHAPE?

A **free**, interactive tool designed to improve accountability, excellence, and sustainability in school mental health in schools, districts, and states.

[Learn More](#)



**Sign up as an Individual, School, District, or State**



Map school mental health services and supports.



Receive custom reports and strategic planning guidance and resources.



Assess system quality using national performance standards.

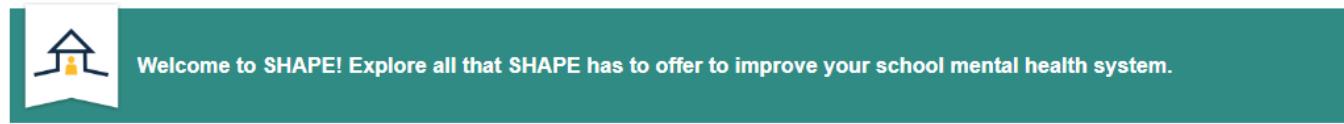


Utilize additional SHAPE features including the *Screening and Assessment Library* and the *Trauma Responsive Schools Implementation Assessment*.



Use district and state dashboards to collaborate with schools and districts in your region.

# Overview Page



## School Mental Health Profile

Teams are encouraged to start with The School Mental Health Profile, which asks about the structure and operations of your school mental health system. This Profile is part of the National School Mental Health Census, an effort to capture the status of school mental health nationally.



## Quality Assessment

The Quality Assessment will help your team assess the quality of your school mental health system based on seven domains. Teams receive a custom report based on responses.



## Resource Center

The Resource Center includes publicly available resources selected by school mental health experts. The library is divided by key components of a comprehensive school mental health system. Teams are encouraged to use custom reports from the Quality Assessment to navigate the resource library and guide the selection of appropriate resources.



## Screening and Assessment Library

The Screening and Assessment Library offers an extensive list of free and low-cost measures related to school mental health.



## Trauma Responsiveness

The Trauma Responsive Schools Implementation Assessment (TRS-IA) is an evidence-informed self-assessment. Feedback reports and comprehensive guides will be generated to support schools and districts as they work to enhance their trauma-responsive programming.

# School Mental Health Profile



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**The School Mental Health Profile**  
collects information related to multi-tiered services and supports, staffing, financing, and data systems based on your district's school mental health system. Your responses will contribute to the National School Mental Health Census, an effort to capture the status of school mental health nationally.

[Instructions](#) [Printable Version](#) [Sample Report](#)

**Summary Report** 

Last updated on: 11/01/2019	Last updated on: 11/06/2019	Last updated on: 11/06/2019
<b>Students Served and Data Systems</b>  <a href="#">Take Survey</a> <a href="#">View Responses</a>	<b>Staffing</b>  <a href="#">Take Survey</a> <a href="#">View Responses</a>	<b>Services and Supports</b>  <a href="#">Take Survey</a> <a href="#">View Responses</a>

**My Star Status**   
[View Certificate](#)

Indicate which of the following data points your District collected last year and how those data were used. (SMH = school mental health)

Data point	Did you collect it last year?		How was it used? (select all that apply)				
	Yes	No	Identify students for mental health risk	Match/triage students to SMH service delivery	Track individual student progress in SMH interventions	Monitor/ evaluate SMH system outcomes	Was collected but not used for SMH services last year
Attendance/ Chronic Absences							
Academic Achievement (Grades, standardized testing)							
Office discipline referrals							
Out of school suspensions							
School climate/safety							
Other (please describe): _____							
Other (please describe): _____							

Does your district have an electronic data system to identify the number of students receiving mental health early intervention (Tier 2) and/or treatment (Tier 3) services and supports? (yes / no)

If yes, please describe the system your district used. \_\_\_\_\_

# Reports

 **School District Mental Health Profile**  
**JEFFERSON UNITED**

[Download as PDF](#)

Understanding this Summary  
This report is generated based on the information you provided for your School District Mental Health Profile.  
This profile provides a snapshot of the structure and operations of your school district's comprehensive school mental health system.

Number of schools in your district:  
**10**

Number of students in grades K-12:  
**10,000**

**About Your School District Mental Health Report**  
Congratulations! Your district's team has been counted in the National School Mental Health Census and achieved Bronze SHAPE recognition for completing the School Mental Health Profile. Complete the National School Mental Health Performance Measures on SHAPE (the Quality Assessments) to achieve Silver and Gold SHAPE Recognition.  
Schools and districts who register with SHAPE aspire toward having strong school-community-family partnerships that provide a multi-tiered continuum of evidence-based mental health services to support students, families, and the school community.

This profile was developed by the Center for School Mental Health for The SHAPE System.  
Page 1 of 6



 **Students Served and Data Systems**  
**JEFFERSON UNITED**

Last Updated: October 3rd, 2019

Services and Supports	Availability				
	Not in place	1-25% of schools	26-50% of schools	51-75% of schools	76-100% of schools
Mental health screening	✓				
Tier 1 services and supports					✓
Tier 2 services and supports		✓			
Tier 3 services and supports			✓		
Evidence-based practices and programs			✓		
Community partnerships		✓			

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Page 2 of 6



# Quality Assessment

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**The School Mental Health Quality Assessment**  
is designed for teams to assess the comprehensiveness of their school mental health system and to identify priority areas for improvement. The Quality Assessment is comprised of seven domains (Teaming, Needs Assessment/Resource Mapping, Screening, Mental Health Promotion, Early Intervention and Treatment, Funding and Sustainability, Impact). Your team will receive custom reports as you complete each domain.

[Instructions](#) [Printable Version](#) [Sample Reports](#)



Current Reporting Period: September 2018 - June 2019  
[Change Reporting Period](#)

[Summary Report](#)

Last completed on: 09/16/2019  
Completed by 2 people.

**Teaming**



[Take Survey](#)

[View Report](#)

Last completed on: 09/27/2019  
Completed by 1 person.

**Needs Assessment/  
Resource Mapping**



[Take Survey](#)

[View Report](#)

Last completed on: 10/15/2019  
Completed by 3 people.

**Screening**



[Take Survey](#)

[View Report](#)

Last completed on: 09/27/2019  
Completed by 1 person.

**Mental Health  
Promotion  
Services &  
Supports**



[Take Survey](#)

[View Report](#)

Last completed on: 09/27/2019  
Completed by 1 person.

**Early Intervention  
and Treatment  
Services &  
Supports**



[Take Survey](#)

[View Report](#)

Last completed on: 09/27/2019  
Completed by 1 person.

**Funding and  
Sustainability**



[Take Survey](#)

[View Report](#)

Last completed on: 09/27/2019  
Completed by 1 person.

**Impact**



[Take Survey](#)

[View Report](#)

# Domain Reports

# Strategic Planning

[Download as PDF](#)

**Teaming**

Reporting Period: September 2018 - June 2019  
Date of Report: 10/07/2019  
Entered By: 2 Users

**About Teaming**

School districts are in the position of ensuring that school mental health efforts are appropriately staffed and supported by multidisciplinary teams that have effective communication and collaboration practices. Many schools have teams that meet to discuss and strategize about student mental health issues. Schools may have one team devoted to the full continuum of mental health supports (mental health promotion to early intervention and treatment) or they may have multiple teams that address different parts of the continuum (e.g., school climate team, student support team, Individualized Education Program team, intervention/tertiary care team, Tier 2/3 team, any other team that addresses student mental health concerns).

**Need resources?** The SHAPE Resource Library offers a wide variety of tools and resources to help your team improve your school mental health system. The library is organized by Quality Domain to help you locate exactly what you need.

For example, to find resources related to forming a multidisciplinary team or partnerships with the community and youth and families, select "Teaming" in the resource library and filter by "Partners."

The district team who completed this assessment reported the following information about the quality of teaming in your schools:

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Page 1 of 5



**Teaming**

Reporting Period: September 2018 - June 2019  
Date of Report: 10/07/2019  
Entered By: 2 Users

**For schools in your district**

**OVERALL COMPOSITE SCORE: 3.3**

Partners	Score	Description
Partners	3	Multidisciplinary teams
Partners	3	Youth and family partnership
Partners	3	Community partnerships
Structure/Process	3	Addresses all tiers
Structure/Process	2	Avoid duplication and promote efficiency
Structure/Process	5	Best practices for meetings
Structure/Process	4	Delineated roles/responsibilities
Structure/Process	3	Effective referral processes
Data	2	Data based decisions for interventions
Data	2	Data sharing

**District support**

**OVERALL COMPOSITE SCORE: 1.9**

District Support	Score	Description
District Support	1	Establish and disseminate written, standard policies and procedures
District Support	2	Support implementation
District Support	1	Monitor implementation
District Support	2	Supports

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Page 1b of 5



**Strategic Planning Guide**

The following pages can be used as tool to plan your next steps for this domain. We encourage you to complete this with your team.

**Please state a specific goal within this domain.** (For example, for the Teaming domain, one goal might be that the school mental health team will better collect and use data to identify students who need mental health support.)

GOAL: \_\_\_\_\_

**How will you know if you've achieved success within this goal?** (For example, for the Teaming domain and your goal is to better collect and use data to identify students who need mental health support, one way of measuring success might be that by the next academic school year, the school mental health team will review student mental health screening data for the entire student body twice per year to identify students in need of services and make a plan for meeting those needs.)

INDICATOR OF SUCCESS: \_\_\_\_\_

**What opportunities exist related to this goal?**

- What have been our past successes?
- What current work is taking place related to this goal?
- What are our available resources (leadership, infrastructure, staffing, partnerships)?

**What barriers exist related to this goal?**

- What would prevent us from moving forward with this goal?
- What would we need to overcome this/these barrier(s)?

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Page 2 of 5



# Monitor Progress

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[Instructions](#) [Printable Version](#) [Sample Reports](#)



A red oval highlights the 'My Progress' section of the pyramid.

Current Reporting Period: September 2018 - June 2019  
[Change Reporting Period](#)

 [Summary Report](#)

Last completed on: 09/18/2019  
Completed by 2 people.

**Teaming**



[Take Survey](#) [View Report](#)

Last completed on: 09/27/2019  
Completed by 1 person.

**Needs Assessment/Resource Mapping**



[Take Survey](#) [View Report](#)

Last completed on: 10/15/2019  
Completed by 3 people.

**Screening**



[Take Survey](#) [View Report](#)

Last completed on: 09/27/2019  
Completed by 1 person.

**Mental Health Promotion Services & Supports**



[Take Survey](#) [View Report](#)

Last completed on: 09/27/2019  
Completed by 1 person.

**Early Intervention and Treatment Services & Supports**



[Take Survey](#) [View Report](#)

Last completed on: 09/27/2019  
Completed by 1 person.

**Funding and Sustainability**



[Take Survey](#) [View Report](#)

Last completed on: 09/27/2019  
Completed by 1 person.

**Impact**



[Take Survey](#) [View Report](#)



# Star Recognition



## BRONZE LEVEL SHAPE RECOGNITION

[Download as PDF](#)

### BENTLEY

has hereby completed the School Mental Health Profile and has been counted in the National School Mental Health Census.

Presented by: The National Center for School Mental Health  
On this day: Wednesday, November 20th, 2019



## SILVER LEVEL SHAPE RECOGNITION

[Download as PDF](#)

### ESSEX AGRICULTURAL AND TECHNICAL INSTITUTE

has hereby completed the School Mental Health Profile and at least one domain of the School Mental Health Quality Assessment.

Presented by: The National Center for School Mental Health  
On this day: Wednesday, November 20th, 2019



## GOLD LEVEL SHAPE RECOGNITION

[Download as PDF](#)

### JEFFERSON UNITED

has hereby completed the School Mental Health Profile and all domains of the School Mental Health Quality Assessment.

Presented by: The National Center for School Mental Health  
On this day: Wednesday, November 20th, 2019



# Quality Assessment Summary Report

JEFFERSON UNITED



**The School Mental Health Quality Assessment**  
is designed for teams to assess the comprehensiveness of their school mental health system and to identify priority areas for improvement. The Quality Assessment is comprised of seven domains (Teaming, Needs Assessment/Resource Mapping, Screening, Mental Health Promotion, Early Intervention and Treatment, Funding and Sustainability, Impact). Your team will receive custom reports as you complete each domain.

[Instructions](#) [Printable Version](#) [Sample Reports](#)



Current Reporting Period: September 2018 - June 2019  
[Change Reporting Period](#)

 [Summary Report](#)



# Summary Report and Strategic Planning Guide

**Download as PDF**



**School Mental Health Quality Progress Report**  
*Seven Kingdoms High School*

Reporting Period: September 2018 - June 2019  
Date of Report: 10/09/2019  
Entered By: 1 User

**MENTAL HEALTH QUALITY DOMAINS**

**MASTERY**  
*Composite Score*

**PROGRESSING**  
*Composite Score*

- 4.7 .... Teaming
- 4.0 .... Mental Health Promotion Services & Supports
- 4.2 .... Early Intervention and Treatment Services & Supports
- 4.4 .... Funding and Sustainability

**EMERGING**  
*Composite Score*

- 2.7 .... Needs Assessment/ Resource Mapping
- 2.3 .... Impact

**OTHER PERFORMANCE DOMAINS**

*Overall Score*  
50% .... Screening

\* indicates data were not reported

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Page 1 of 13



**Strategic Planning Guide**

Thank you for completing the School Mental Health Quality Assessment. We encourage you to meet with your school mental health team, review your scores on each performance domain provided in this report, and engage in a strategic planning process to improve your school mental health.

Mental Health Quality Guides are available in the Resource Center for each performance domain with action steps and resources to guide improvement. Consider using these materials and this Strategic Planning Guide to create a strategic plan for improving your team's performance in one or more areas.

List the domain(s) on which you scored the lowest (Emerging and Progressing) and evaluate your system's capacity and motivation to implement change in each domain.

Domain	Need for change (1-10) 1=no need 10=great need	Desire for change (1-10) 1=no desire 10=great desire	Resources to achieve change (1-10) 1=no resources 10=many resources	Barriers to change (1-10) 1=no barriers 10=many barriers
1.				
2.				
3.				

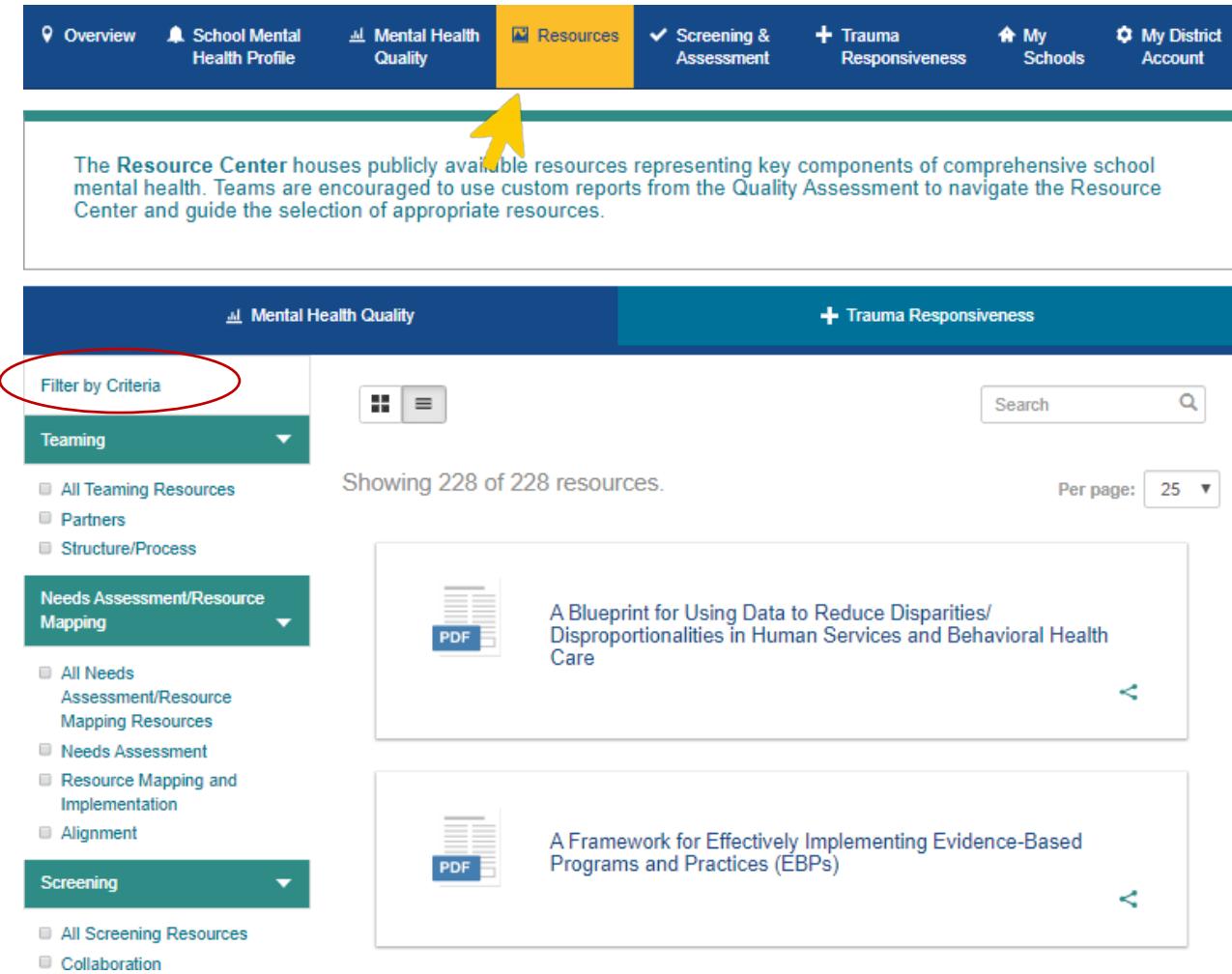
Select one domain from the list above that your team wants to improve.

DOMAIN: \_\_\_\_\_

This progress report was developed by the Center for School Mental Health for The SHAPE System.  
Page 9 of 13



# Resource Library



The Resource Center houses publicly available resources representing key components of comprehensive school mental health. Teams are encouraged to use custom reports from the Quality Assessment to navigate the Resource Center and guide the selection of appropriate resources.

**Filter by Criteria**

**Teaming**

- All Teaming Resources
- Partners
- Structure/Process

**Needs Assessment/Resource Mapping**

- All Needs Assessment/Resource Mapping Resources
- Needs Assessment
- Resource Mapping and Implementation
- Alignment

**Screening**

- All Screening Resources
- Collaboration

**Mental Health Quality** **Trauma Responsiveness**

Showing 228 of 228 resources. Per page: 25 ▾

**A Blueprint for Using Data to Reduce Disparities/Disproportionalities in Human Services and Behavioral Health Care**

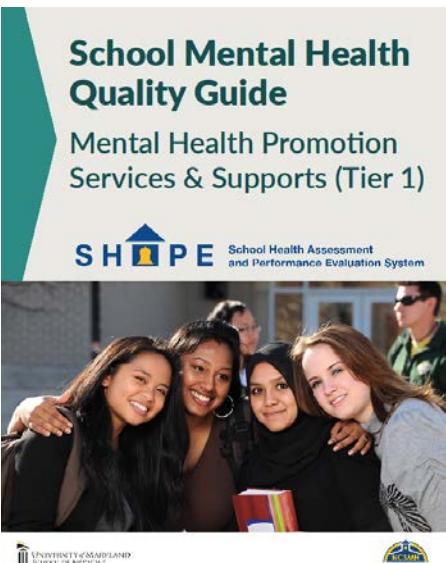
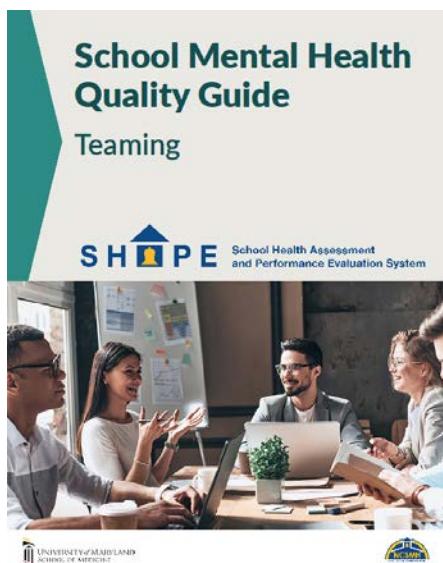
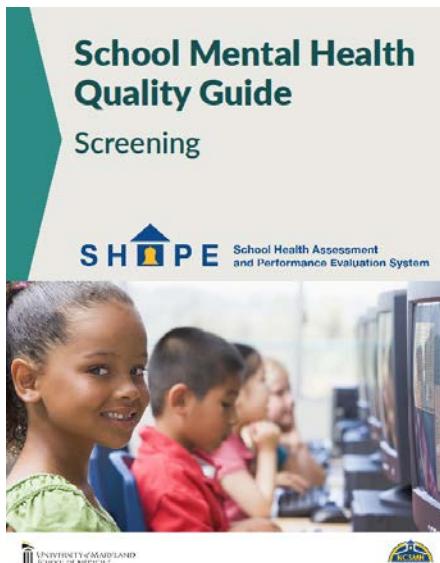
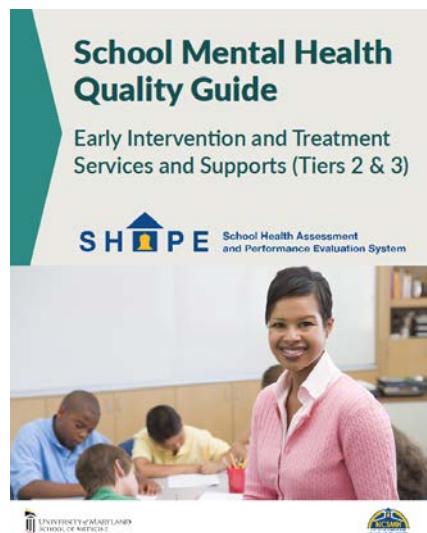
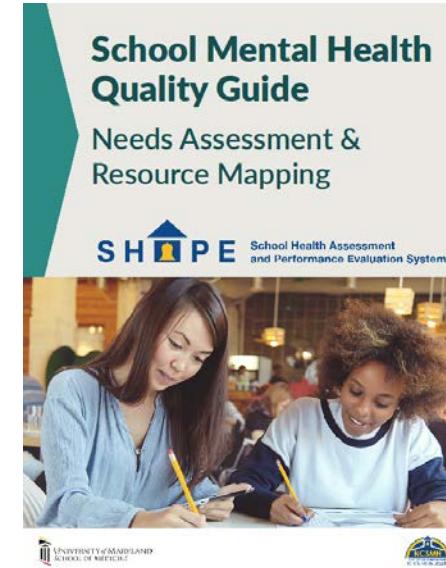
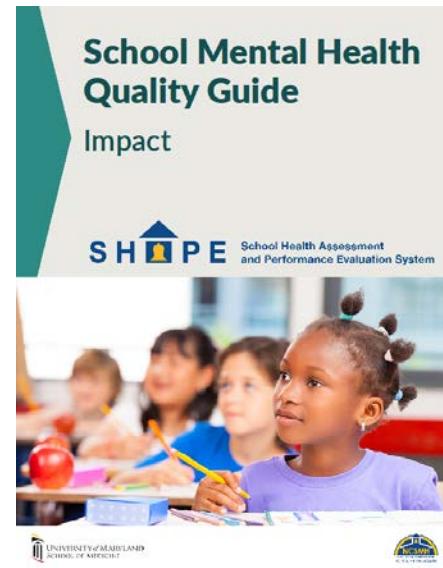
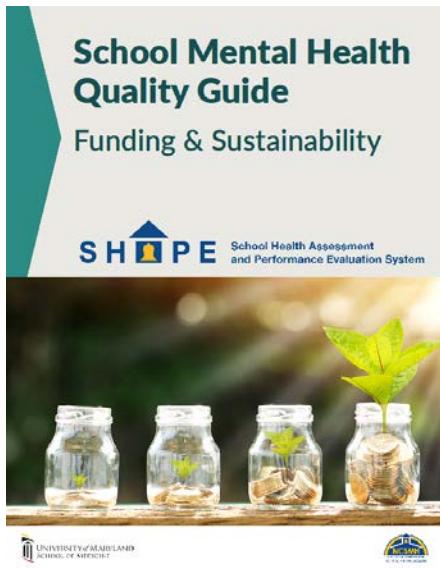
**A Framework for Effectively Implementing Evidence-Based Programs and Practices (EBPs)**

# Quality Guides

Provides guidance to advance school mental health quality and sustainability

Includes:

- Background
- Best practices
- Action steps
- Examples from the field
- Resources



# Screening and Assessment Library

The **Screening and Assessment Library** offers an extensive list of free and low-cost measures. Use the filters to locate an appropriate measure for your needs. Each measure includes an information sheet, scoring details, and access to the measure.

**Filter by Criteria**

Focus Area

- Academic
- School Climate
- Anxiety
- Autism
- Depression/Mood
- Disruptive Behavior
- Eating
- Global Functioning
- Hyperactivity
- Inattention
- Life Satisfaction/Quality
- Resilience
- Social Skills
- Substance Use
- Trauma

Assessment Purpose

- Screening/Initial Evaluation
- Diagnostic
- Progress Monitoring

Showing 28 of 28 resources.

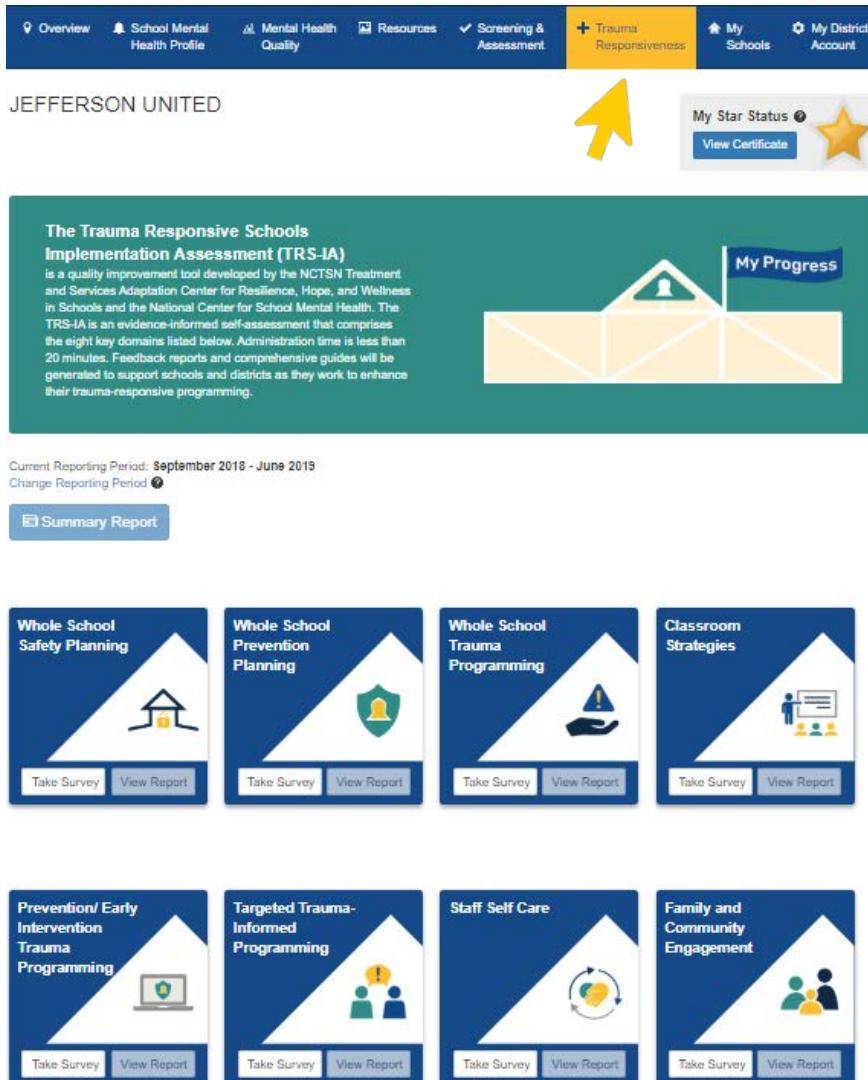
Per page: 25

**Autism Treatment Evaluation Checklist (ATEC)**

**CAGE Screen**

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

# Trauma Responsiveness



Overview School Mental Health Profile Mental Health Quality Resources Screening & Assessment Trauma Responsiveness My Schools My District Account

JEFFERSON UNITED

My Star Status View Certificate

The Trauma Responsive Schools Implementation Assessment (TRS-IA) is a quality improvement tool developed by the NCTSN Treatment and Services Adaptation Center for Resilience, Hope, and Wellness in Schools and the National Center for School Mental Health. The TRS-IA is an evidence-informed self-assessment that comprises the eight key domains listed below. Administration time is less than 20 minutes. Feedback reports and comprehensive guides will be generated to support schools and districts as they work to enhance their trauma-responsive programming.

Current Reporting Period: September 2018 - June 2019  
Change Reporting Period

Summary Report

Whole School Safety Planning Whole School Prevention Planning Whole School Trauma Programming Classroom Strategies

Take Survey View Report Take Survey View Report Take Survey View Report Take Survey View Report

Prevention/ Early Intervention Trauma Programming Targeted Trauma-Informed Programming Staff Self Care Family and Community Engagement

Take Survey View Report Take Survey View Report Take Survey View Report Take Survey View Report

## Trauma Responsive Schools

### What is the TRS-IA?

The Trauma Responsive Schools Implementation Assessment (TRS-IA) is a quality improvement tool developed by the NCTSN Treatment and Services Adaptation Center for Resilience, Hope, and Wellness in Schools and the National Center for School Mental Health.

The TRS-IA is an evidence-informed self-assessment that comprises eight key domains of trauma-responsive schools and districts:



Whole school safety planning



Whole school prevention planning



Whole school trauma programming



Classroom strategies



Prevention/early intervention trauma programming



Targeted trauma-informed programming



Staff self-care



Family and community engagement

Administration time is less than 20 minutes. Automatically generated feedback reports support schools and districts working to enhance their trauma responsiveness.

# Questions?

## Contact Us

Have a question or feedback? Would you like a demonstration? Use the dropdown menu to choose a topic and enter your question/comment in the text box.

**Topic:** Feedback about the site ▾

**Name**

**Email\***

**Message**

### Contact Information

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 [Follow @NCSMHTweets](#)

 [Like @CenterforSchoolMentalHealth](#)



# SMH Strengths and Challenges

## ***Strengths:***

- Interagency collaboration
- Annual SMH Conference
- School Mental Health Coalition in Omaha
- Biannual Health and Education Summit
- Policies for school safety, and violence, suicide and bullying prevention
- Mid-America MHTTC Regional Center, University of Nebraska Medical Center
- Exemplars- grassroots efforts at the school and district level

## ***Challenges:***

- Needing a systematic process for advancing school mental health quality and sustainability
- Not having a dedicated state school mental health director/coordinator
- Inconsistency of available resources across the state, particularly for rural communities

# Key Innovations In School Mental Health



## Telemedicine/ Telemental Health

- Crisis Response Children's Hospital
- Healthy Schools/Promising Futures
- School-Based Therapy by Community Providers



## Substance Use in Schools

- SAMHSA Grant



## Training & Resources

- Behavioral Health Resource Guide for Schools
- School Community Intervention and Prevention Teams (SCIP)
- Mental Health Demonstration Grant (US Dept of Education)



## School Safety & Climate

- Project Aware



## Trauma and Adverse Childhood Experiences

- Project Harmony



## Evaluating Impact

- Evaluating State Behavioral Health Services

# Areas for Improvement



Increase Workforce/  
Address Staffing  
Shortages



Increase Professional  
Development Training



Improve Access to Behavioral  
Health Professionals



Continue to Expand Funding



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## The National Center for School Mental Health and Nebraska

MHTTC Regional  
School Mental Health  
Collaborative

Training of Trainers:  
National School Mental  
Health Curriculum

Nebraska School Mental  
Health Landscape

Annual  
Nebraska  
School Mental  
Health  
Conference

Mental  
Health  
Literacy  
Training for  
Educators

School  
Mental  
Health  
Consultatio  
n

US Department of  
Education Mental  
Health  
Demonstration  
Grant Program

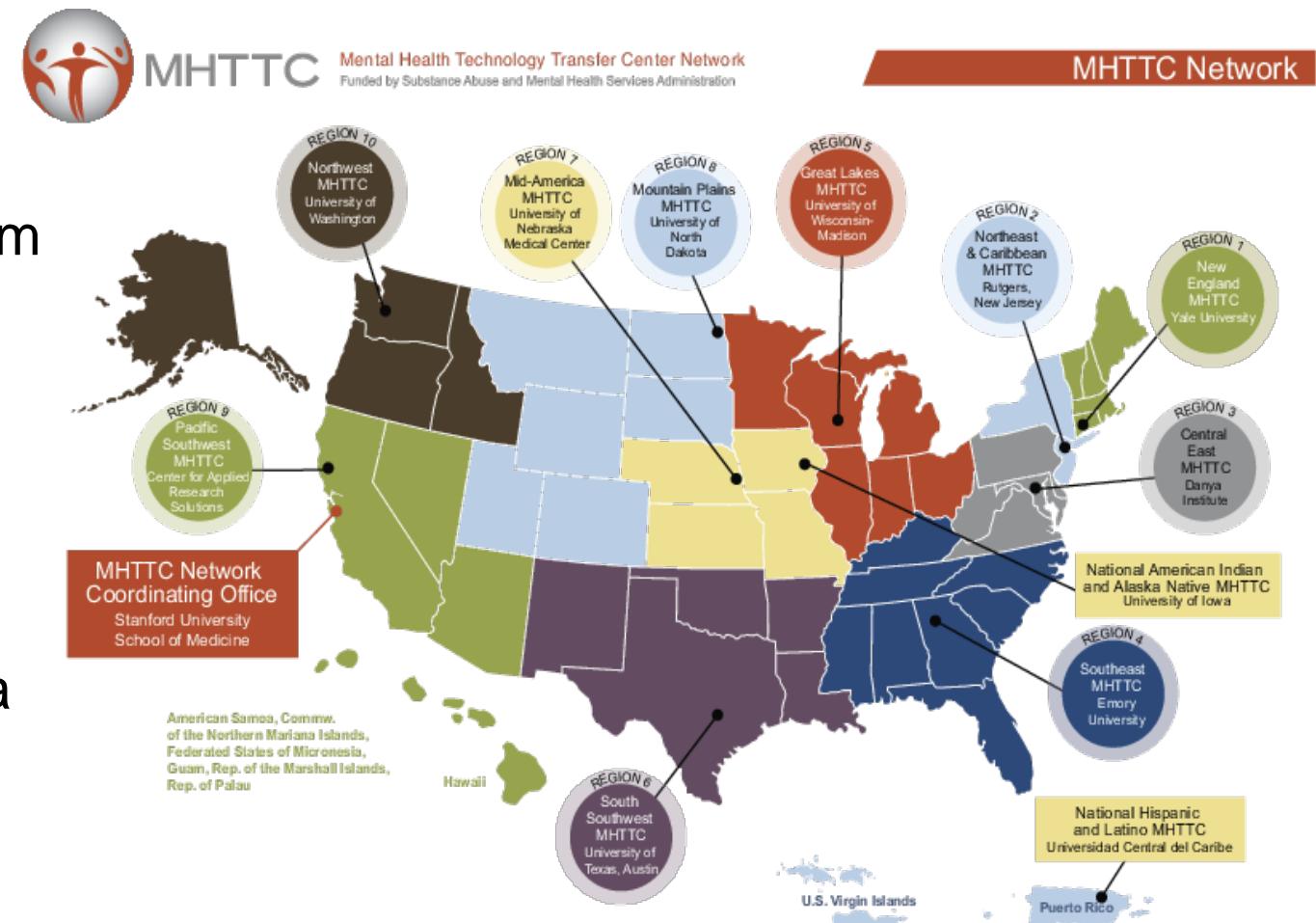
Nebraska Child Health and  
Education Summit

Online School Mental Health  
Training Curriculum Course

Annual  
Conference on  
Advancing School  
Mental Health

# 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://mhtcnetwork.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).

<https://mhttcnetwork.org/centers/global-mhttc/national-smh-curriculum>

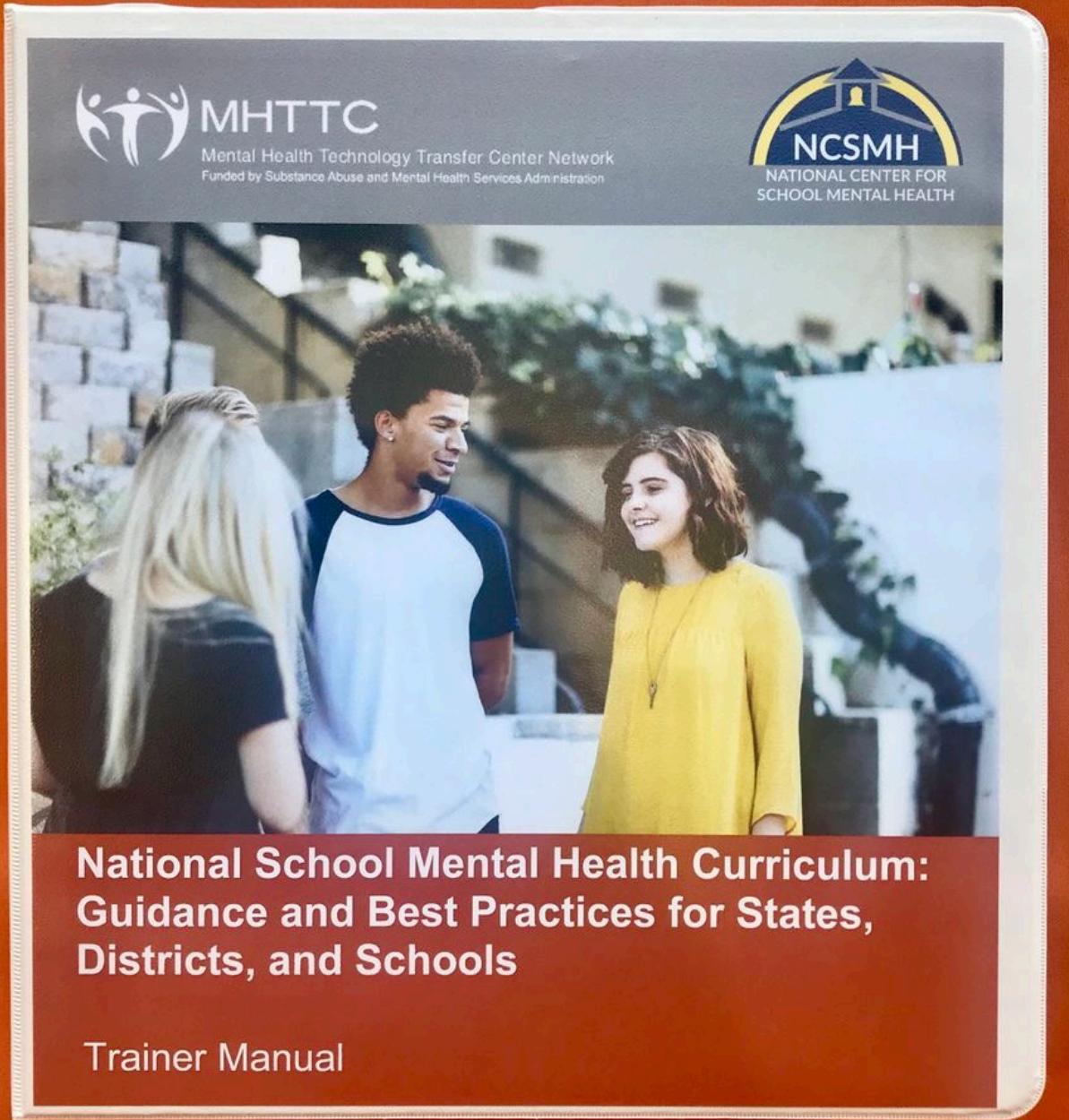


**MHTTC**

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration





# Curriculum Overview

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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

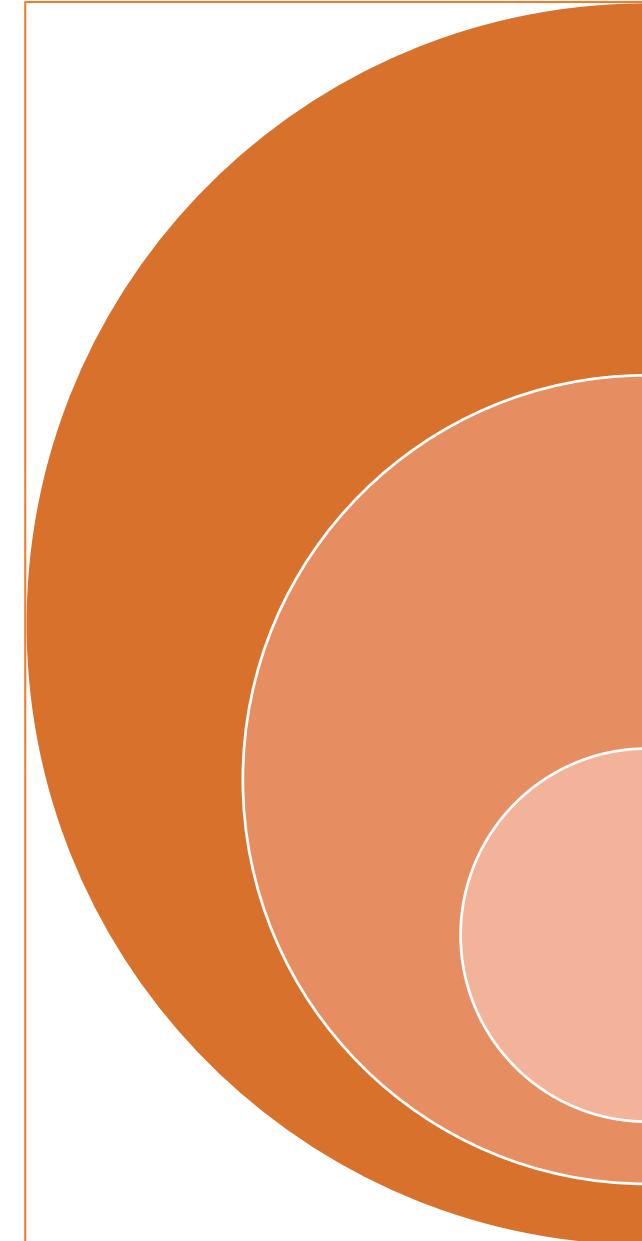
- Impact

# School Mental Health Training Package for Educators

The MHTTC Network is collaborating with the NCSMH to develop a new training package for educators with a focus on mental health literacy that will be disseminated to school districts across the country.



- 2-3 hour free online course
- Brief, high-impact video examples
- Mobile friendly website with resources



# Overarching

## Mental Health Promotion and Awareness

## Responding to Mental Health Concerns

- Educator well-being
- Youth strategies/partnerships (e.g., peer to peer)
- Family strategies/partnerships
- Community strategies/partnerships
- Cultural responsiveness and equity
- Multi-tiered systems of support
- Trauma-informed practices

- Understanding mental health and mental illness
- Addressing stigma/normalizing mental health
- Classroom strategies to promote mental health for all

- Identifying student mental health concerns (signs and symptoms)
- Classroom strategies to support students with mental health concerns
- Link students with mental health concerns to support



MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration



# Mid-America MHTTC Region

- Iowa
- Kansas
- Missouri
- Nebraska





MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

# Mid-America MHTTC Team



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Project Director



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Medical Director



Shinobu Watanabe-  
Galloway:  
Program Evaluator



Bill Baerentzen:  
Project Coordinator



Laura Holly:  
Project Associate



Lauren Robinson:  
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Shelbie Johnson:  
Project Manager

# School Mental Health Program



Brandy Clarke:  
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Erika Franta:  
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Brenda Bassingthwaite:  
Faculty Trainer



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Faculty Trainer



Britt Liebsack:  
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Sharon Hoover:  
NCSMH Co-Director



Kris Scardamalia  
NCSMH Faculty



Elizabeth Connors  
NCSMH Faculty

With Support from the  
National Center for School Mental Health  
(NCSMH)



MHTTC

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



# Regional School Mental Health Learning Community Overview

- **Focus: Improve state and district capacity to implement effective multi-tiered systems of school mental health support.**
- **Goals: Support region's districts and states to implement best practices and policies that support comprehensive school mental health**
- Co-facilitated by the Region 7 MHTTC and the NCSMH
- **6-month participation (January – June 2020)**
- In-person and virtual learning sessions, technical assistance and coaching, and the development of **tailored strategic improvement plans**

# Nebraska School Mental Health Learning Sites

- Archdiocese of Omaha Catholic Schools



- Chadron Public Schools



- Crete Public Schools



- Millard Public Schools



# Future Directions



- School safety
- Mental health screening
- Youth and family partnership
- Educator well-being
- Integrated health and mental health care
- Telemental health in schools
- Trauma-informed schools
- Cultural responsiveness and equity

# Take Away Messages

- Nebraska is well positioned as a leader in comprehensive school mental health
- Wellness of school staff matters too
  - Don't just focus on student mental health
- Mental health and education are integrated.
  - Need to address the needs of the whole child
- Build school mental health into school, district, and state policy and funding considerations.
  - Multiple and diverse funding sources are needed
- Strategically use school and community providers to support a full continuum of school mental health not just the top tier
- Addressing social-emotional learning and building positive school climate impacts school safety and student success
- Use best practices and strategies to advance high quality, school mental health
  - Start small and learn from exemplars in the state



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# Questions/Comments?



## National Center for School Mental Health

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