



Investing for tomorrow, delivering today.

Comprehensive School Mental Health

NM DOH Office of School and Adolescent Health

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Victoria Waugh-Reed, Ed.D., CCISM - Statewide Youth Suicide Prevention Coordinator

and

Board Member & Behavioral Health Advisory Committee Chair

Wynne Coleman, B.A., M.B.A.



Who is OSAH?

The Office of School and Adolescent Health (OSAH) . . .

- strives to ***educate*** and ***provide resources*** to educational staff, health and behavioral health professionals, and community members who serve schools and adolescents.
- provides ***training*** and ***technical assistance*** to develop and enhance a sustainable behavioral health system for schools and youth-serving organizations.
- ***promotes evidence-based practices*** to improve the health, wellness, and resilience of youth.

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School Health Advocate

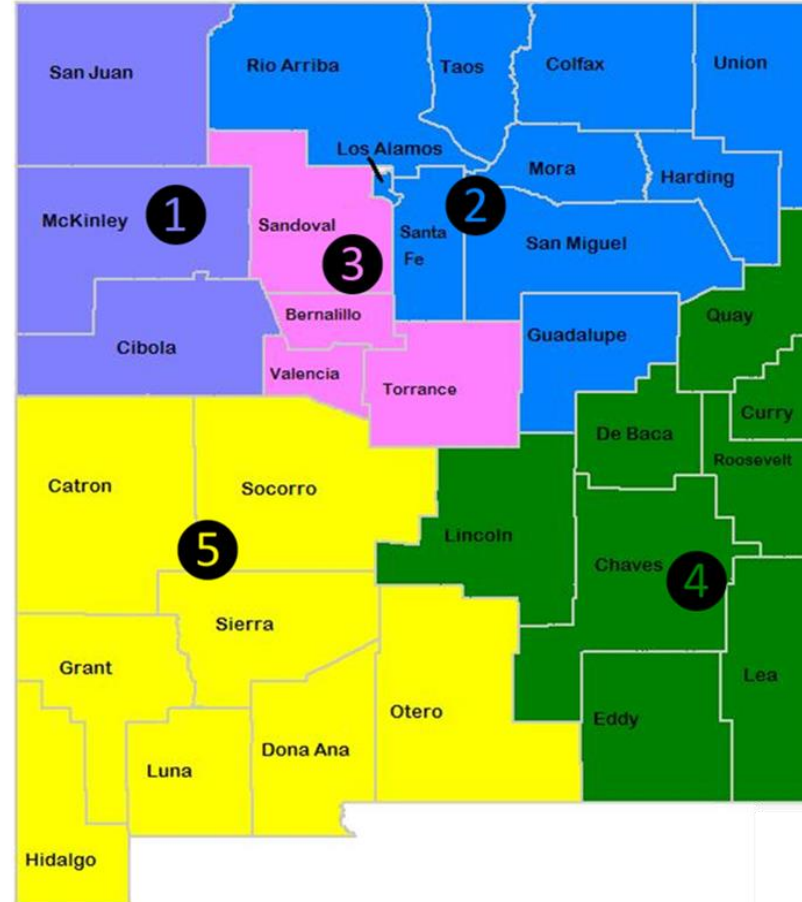
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School Mental Health Advocate

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What's our GOAL?

- Filter Mental/Behavioral Health into **all existing systems**
 - Mental Health is **EVERYONE's** job and not just for students with IEP's
- Create open attitudes, beliefs and culture-**WHOLE CHILD**
- **Assess** existing policies/programs to create a **fluid service delivery**
- **Process is FREE-** Fund positions in the district to drive the process
- Multiple programs that don't connect create **MORE** work....
- A little effort on the front end will create **LESS WORK** in the long run!





Behavioral Health Advisory Committee

PURPOSE: The Rio Rancho Behavioral Health Advisory Committee was created by board action on November 12, 2018 to provide input and recommendations to the RRPS School Board and Administration regarding the behavioral, mental, and emotional health needs of students in our district. Members of the Advisory Committee will accomplish this by reviewing and discussing existing district policies and programs, in addition to examining policies and programs from outside our district. Once such practices are complete, the committee will provide nonbinding recommendations to the Rio Rancho School Board and Administration to consider for implementation.

Behavioral Health Advisory Committee

MEMBERS

DISTRICT

- Administration
- Counselors/Social Workers
- Board Member

PROFESSIONAL / COMMUNITY

- NMDOH OSAH
- Psychologist
- Marriage & Family Therapist
- NAMI-NM
- RR Police Department

REVIEW

COMMITTEE PRESENTATIONS

- 8 total
 - National, State & Local
- Vote
- Board & Administration Recommendation
 - Timeframe
 - Process overview



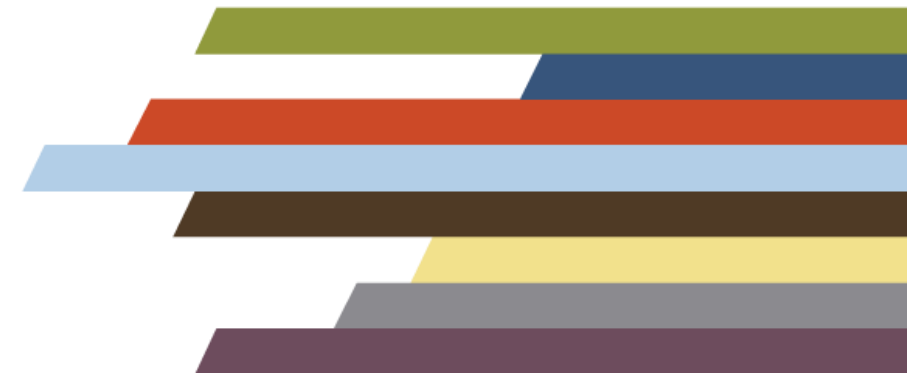
MHTTC

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



Module 1: Foundations of Comprehensive School Mental Health

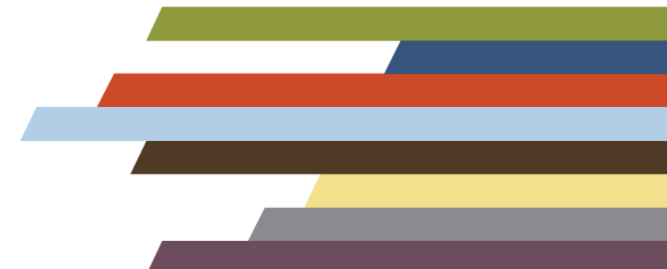
National School Mental Health Best Practices:
Implementation Guidance Modules
for States, Districts, and Schools



Agenda



- Implementation Guidance Modules Overview & Target Audience
- Alignment with School Mental Health Quality Assessment
- What Is Comprehensive School Mental Health?
- Core Features
- Value
- District Examples



Implementation Guidance Modules Development

National School Mental Health Best Practices: Implementation Guidance Modules for States, Districts, and Schools was co-developed by the Mental Health Technology Transfer Center (MHTTC) Network and the National Center for School Mental Health (NCSMH).



MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration



Mental Health Technology Transfer Center (MHTTC) Network

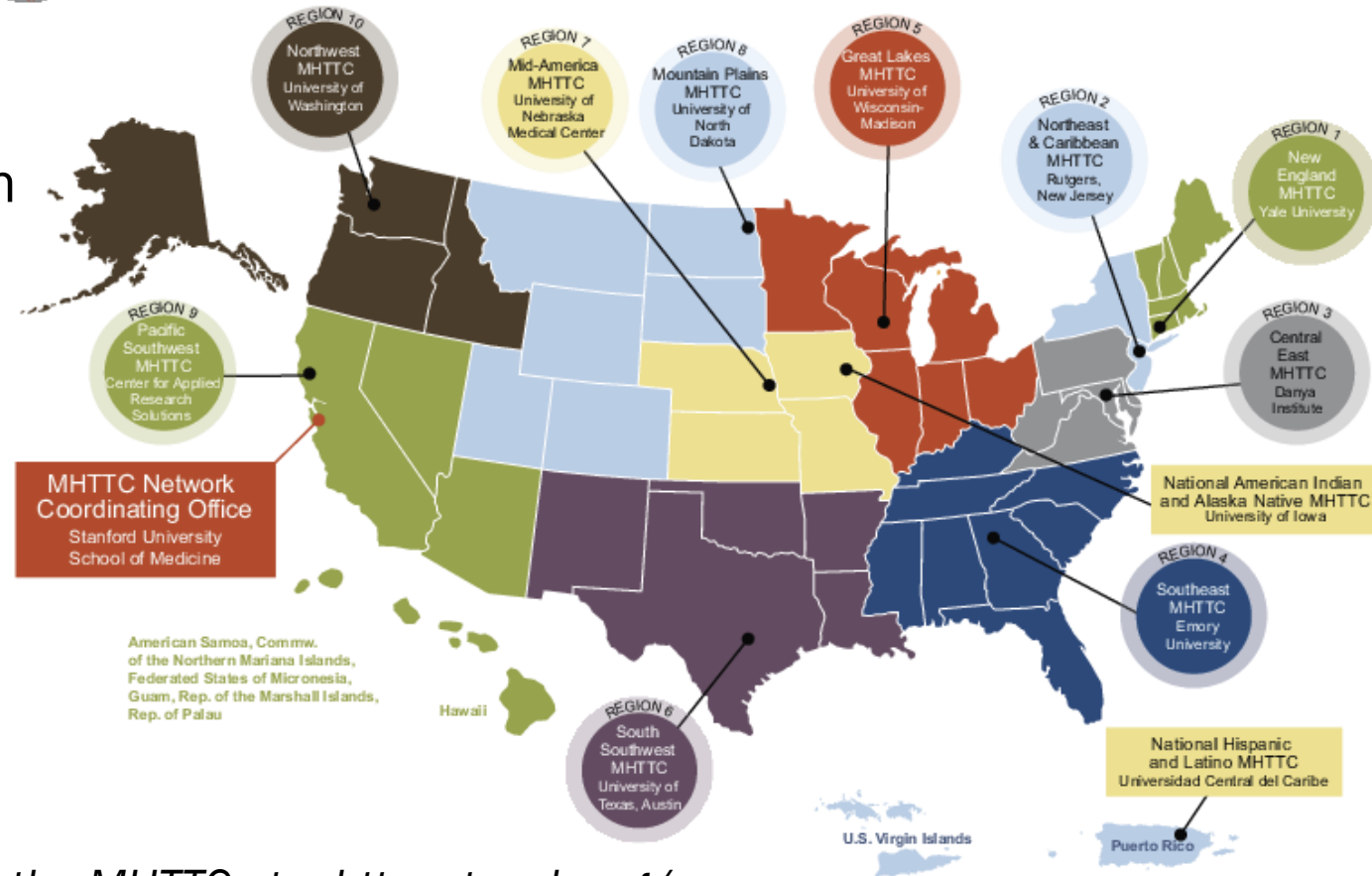


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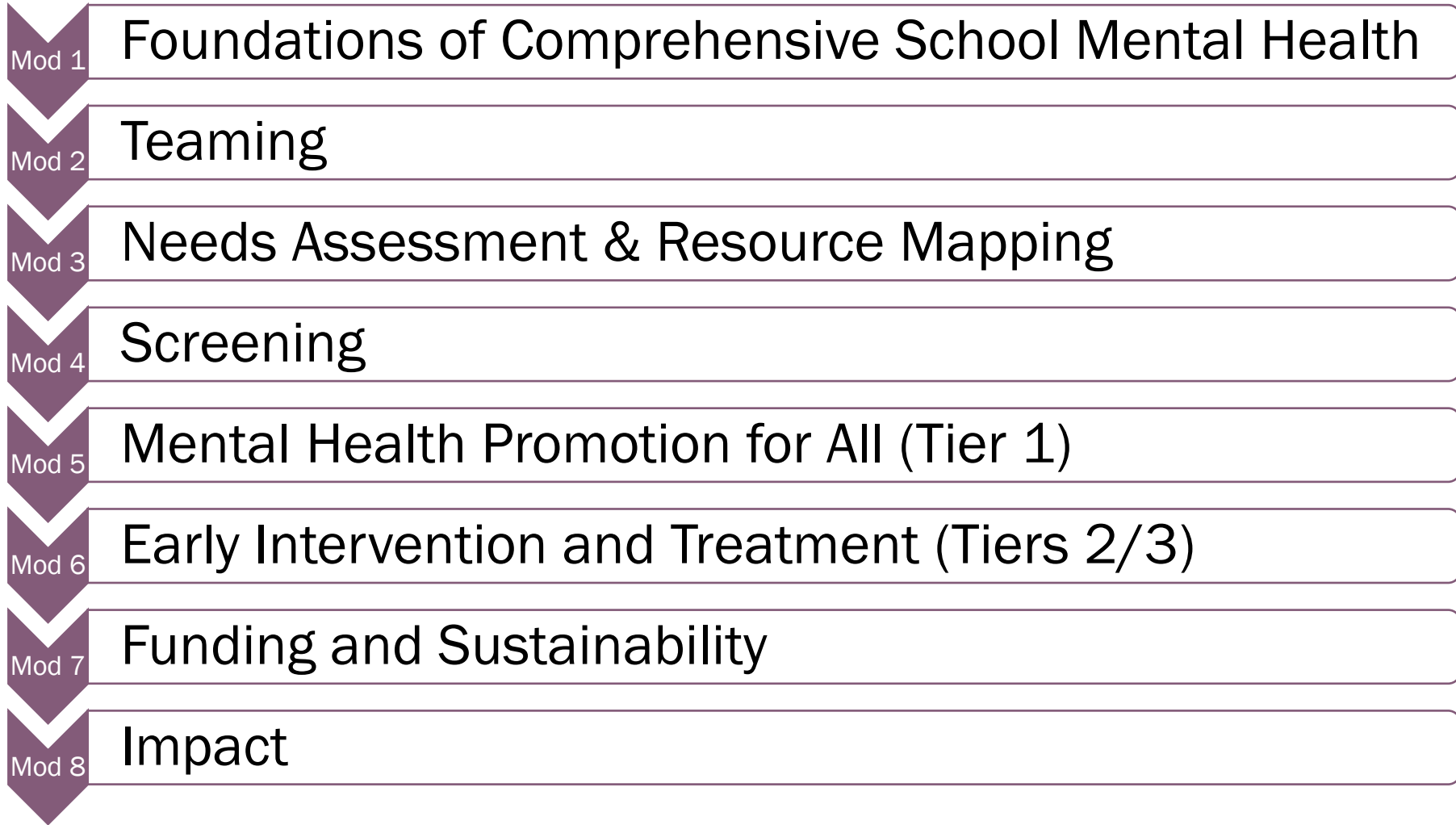
MHTTC Network

- 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

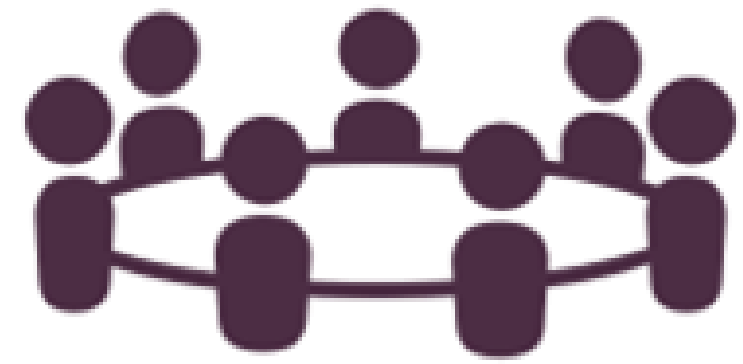


Visit the MHTTC at mhttcnetwork.org/

Overview of Implementation Guidance Modules



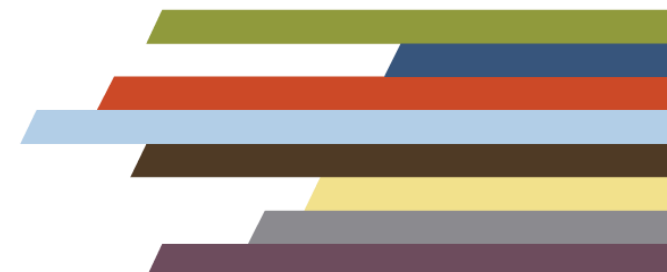
Target Audience



District teams that can influence, develop, and oversee school mental health systems at the school district and building levels.

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



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](#)

School Health Assessment & Performance Evaluation (SHAPE)

www.theSHAPEsystem.com



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



SHAPE Features

School & District Profiles	Quality Assessment & Resources	District & State Dashboards	Screening & Assessment Library	Trauma-Responsive Schools Assessment & Resources
	Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed diam nonummy nibh euismod tincidunt ut laoreet dolore. Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed diam nonummy nibh euismod tincidunt ut laoreet dolore. Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed diam nonummy nibh euismod tincidunt ut.			

School Mental Health Matters



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

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



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 percentile 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](#)



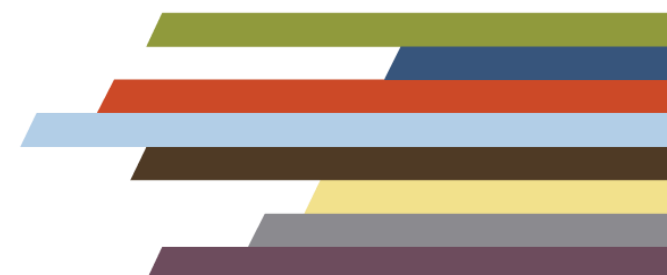
SHAPE users map their school mental health services and supports

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

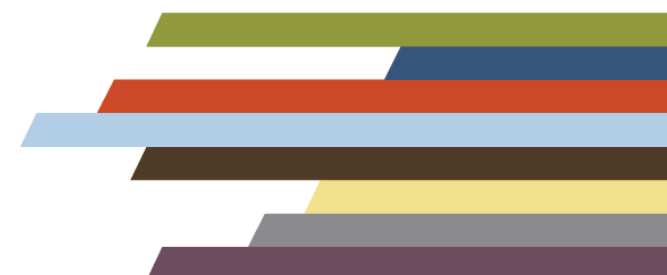


Each module aligns with the **national performance domains and indicators** of comprehensive school mental health system quality.

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



School Mental Health Quality Domains/Indicators

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
 - Positive Discipline Practices
 - Teacher and School Staff Well-Being
 - 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

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

1. Teaming
2. Needs Assessment & Resource Mapping
3. Mental Health Promotion for All (*Tier 1*)
4. Early Intervention, Treatment Services, Supports (*Tiers 2 & 3*)
5. Screening
6. Impact
7. Funding & Sustainability

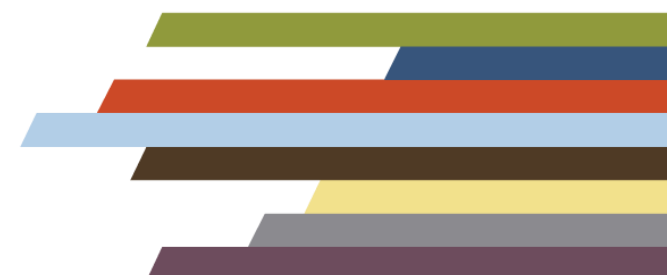
Data-Driven Decision-Making

Observations & other data/information should be used to make ***fair, objective decisions*** about:

- Identifying student mental health needs
- Matching students to appropriate services and supports
- Monitoring progress to evaluate student response to interventions
- Changing student services and supports over time as appropriate

Data Sources in Schools

- ✓ Mental health screenings & assessments
- ✓ School climate surveys
- ✓ Grades
- ✓ Attendance/seat time
- ✓ Performance test scores
- ✓ Office referrals
- ✓ Suspensions/expulsions
- ✓ Achievement/benchmark test scores
- ✓ Behavioral observations
- ✓ Crisis incidents



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.

SHAPE School Health Assessment and Performance Evaluation System

Log in | About Us | Contact Us | Take a Tour | Sign Up

Teaming - Complete

SHAPE Quality Domain | Teaming

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

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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.

PromotePrevent 3 Bold Steps

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

Introduction
Many schools and communities implement evidence -based programs and practices with varying levels of success. This "Framework for Effectively Implementing Evidence -Based Programs and Practices (EBP)" has been designed to maximize the likelihood that your EBP implementation will be successful and result in your desired outcomes.

The framework is based on:

- Interviews with past SS/HS Grantees about their most and least successful EBPs
- SS/HS Technical Assistance Specialists' work with grantees
- Frameworks for best practice implementation

From this research we have identified:

- Common challenges as grantees have faced in selecting and implementing EBPs
- Key factors that promote effective, sustainable program implementation

This three -stage framework describes the key steps to consider during implementation of EBPs:

- Stage 1: Selection
- Stage 2: Preparation
- Stage 3: Implementation

Before you begin to explore specific areas of the EBP Implementation Framework, briefly review all of the action steps in each of the stages to make sure you have sufficiently touched all the bases that will help you be successful. Action steps provide concrete and practical strategies, tools, and examples from SS/HS grantee experiences in successfully implementing EBPs.

STAGE 1: SELECTION
You may be looking for a new evidence -based program or practice or you may find that a program or practice you are already using does not address your current needs. At this point, you'll need to select a new EBP.

Below are some concrete action steps compiled from best practices and from SS/HS project staff that may help you select appropriate EBPs.

EDC Learning and Assessment Services

SHOPE Quality Guide: Needs Assessment/Resource Mapping

The Quality Guide: Needs Assessment/Resource Mapping is part of a collection of resources developed by the Center for School Mental Health for the SHOPE System that provides guidance to help comprehensive school mental health systems (CSMHs) advance the quality and sustainability of their services and supports. This guide includes background information on needs assessments and resource mapping, possible action steps, and resources to help systems incorporate a needs assessment and/or resource map into a long-term quality program plan.

Background:
The Needs Assessment/Resource Mapping domain within the School Mental Health Quality Assessment Survey comprises four indicators:
(1) Conducting a comprehensive school mental health needs assessment
(2) Utilizing the needs assessment to inform decisions about service planning and implementation
(3) Conducting resource mapping to identify school/community mental health programs and services
(4) Utilizing resource mapping to inform decisions about service planning and implementation

Needs assessment is a collaborative process to evaluate the unique breadth, depth, and prevalence of student mental health needs in your community. Conducting a needs assessment is a foundational step in a comprehensive, ongoing resource mapping process and should inform team-based decisions about school mental health service planning and implementation.

Resource mapping is a method used to identify and link community and school-based resources with an agreed upon vision, organizational goals, strategies, or expected outcomes. It may also be referred to as asset mapping or environmental scanning. Mapping focuses on what communities have to offer by identifying assets and resources that can be used for building a system. By identifying what services are already being provided, resource mapping can improve access to these services, avoid duplication of services, and enhance communication and collaboration across agencies.

Action Steps:
Step 1: Needs Assessment and Pre-mapping

- Determine who will participate in the mapping process for your school mental health system.
 - Include a diverse group who understands and represents the community (administrative staff, teachers, school nurses, behavioral health professionals, families, and students)
- Conduct a needs assessment to determine strengths and needs of students and their families in your school or school district.
 - Take inventory of current data and build upon existing efforts.
 - Other data from office referrals, expulsion and suspension rates, attendance and truancy records, nursing and counselor logs, crisis referrals, emergency petitions,

Published by the Center for School Mental Health, Baltimore, Maryland 2018
Permission is given to duplicate this document for professional use, as long as it is credited and complete. This document should be cited as Center for School Mental Health (2018). Quality Guide: Needs Assessment/Resource Mapping. Retrieved from www.theSHOPEsystem.com

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

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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... X

Sort by Criteria

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

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)
CRAFFT 2.0	Delaware School Climate Survey	Eating Attitudes Test (EAT-26)
...

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.



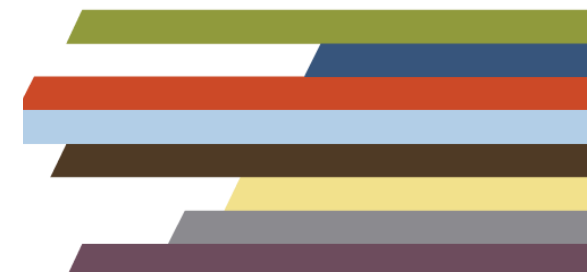
Quality Assessment

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!



What Is Comprehensive School Mental Health?

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, 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 & Student Instructional Support Personnel
 - Adequate staffing & support
 - Trained to address student mental health in schools
- Collaboration & Teaming
 - Youth & families
 - Community health/mental health & other partners
- Multi-tiered System of Supports
 - Mental health promotion support (*Tier 1*)
 - Early intervention & treatment services & supports (*Tiers 2-3*)
- Evidence-Informed Services & Supports
- Cultural Responsiveness & Equity
- Data-Driven Decision-Making

Educators and Student Instructional Support Personnel

- District and school professionals are the foundation of comprehensive school mental health systems.
 - Administrators and Educators
 - Student Instructional Support Personnel
 - School Psychologists
 - School Counselors
 - School Social Workers
 - School Nurses
 - Other Health Professionals
- Consider nationally recognized staffing ratios.
- Community partners should augment existing supports and services in strategic and integrated ways.

Collaboration and Teaming

- Students
- Families
- Schools
- Community health & mental health
- Policymakers
- Funders



Examples of Partnership

- School-community advisory group
- Needs assessment process and program selection
- Family-centered procedures
- Communications
- Evaluating programs and communicating results

“Nothing
about us
without us”

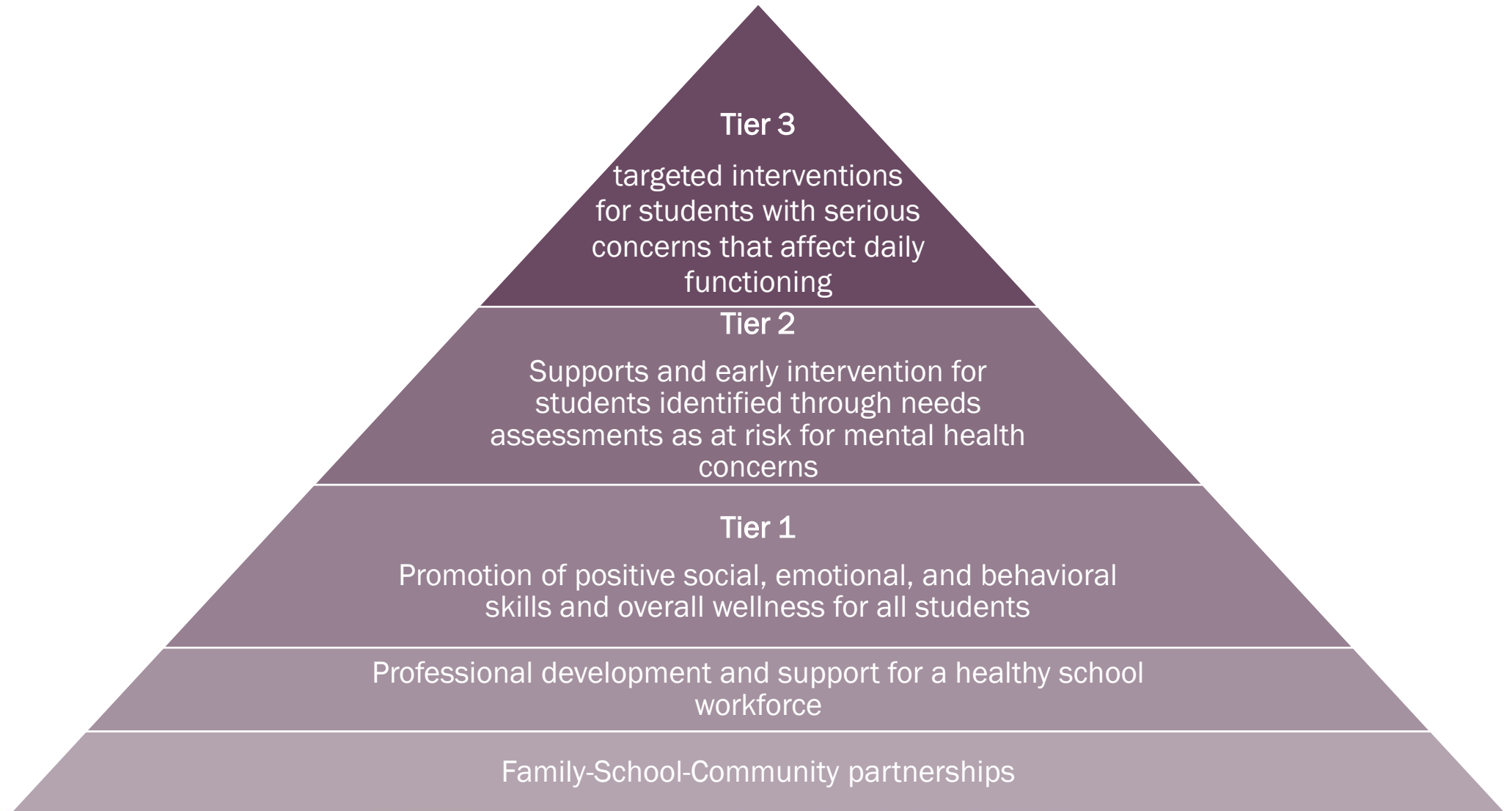
Community Partnerships

Partnerships between schools and community mental health organizations are **purposeful**, and designed to:

- **Augment** the abilities of schools to address barriers to learning and promote social-emotional well-being
- **Provide a broader array of supports**, including mental health promotion, prevention, and intervention within a multi-tiered system of support
- **Improve access** to mental health care



Multi-tiered System of Supports (MTSS)



Key Considerations in MTSS

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.

Evidence-Informed Supports and Services

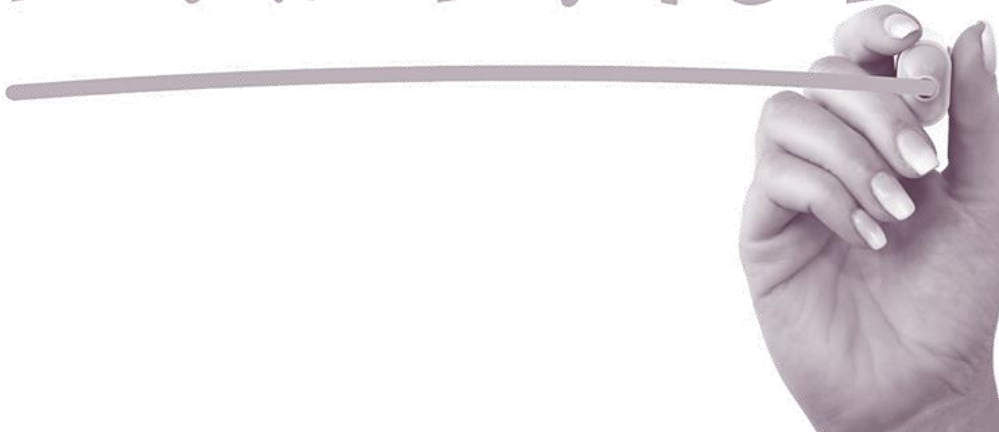


- ✓ Services and supports that are backed by scientific and/or practice-based evidence
 - ✓ Teams need a system to evaluate evidence
- ✓ Ongoing monitoring of implementation success
- ✓ Systematic, reliable data informs decisions about student supports and services

Sources of Evidence

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

EVIDENCE



WHAT'S NEXT?

SAMPLE

GOAL for SY20-21

- ✓ All **schools** in the district will complete the SHAPE (program level)
- ✓ The **district** will complete the SHAPE (procedural level)
- ✓ Select a **small (5) interdisciplinary group** to complete the SHAPE
 - ✓ Security, Nutrition, Admin, Teachers, Counseling/Social Workers, SE, Nursing
- ✓ 8 modules- **15 minutes** per mod. MAX
- ✓ Turned into DOH- info will be **de-identified** and presented as an overview

OPTIONAL

This is **YOUR** information to help guide **YOUR** process

WHAT'S NEXT?

SAMPLE

- ✓ DOH will provide the district with an overall accumulation of results **OPTIONAL**
- ✓ TA for schools: 4x/year as a large group of all the MH teams (and as needed) **OPTIONAL**
- ✓ TA for district: in between the School TA (and as needed) **OPTIONAL**
- ✓ **SY21-22**
 - ✓ DOH will assist schools, on an individual level, to complete the implementation guide
 - ✓ DOH will assist the district, to complete the implementation guide
 - ✓ This will determine what to work on FIRST

School Mental Health *Matters*



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

Students who participate in social emotional learning programs do better

academically
and
socially

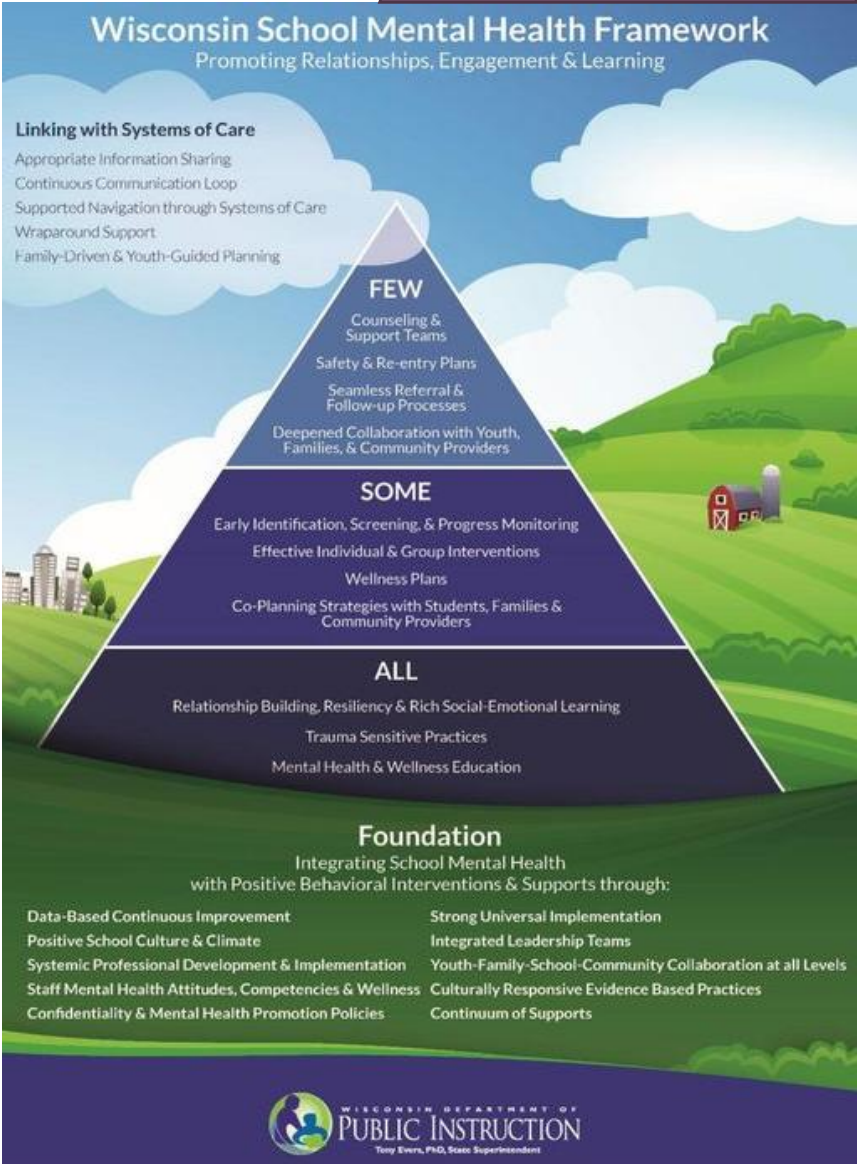
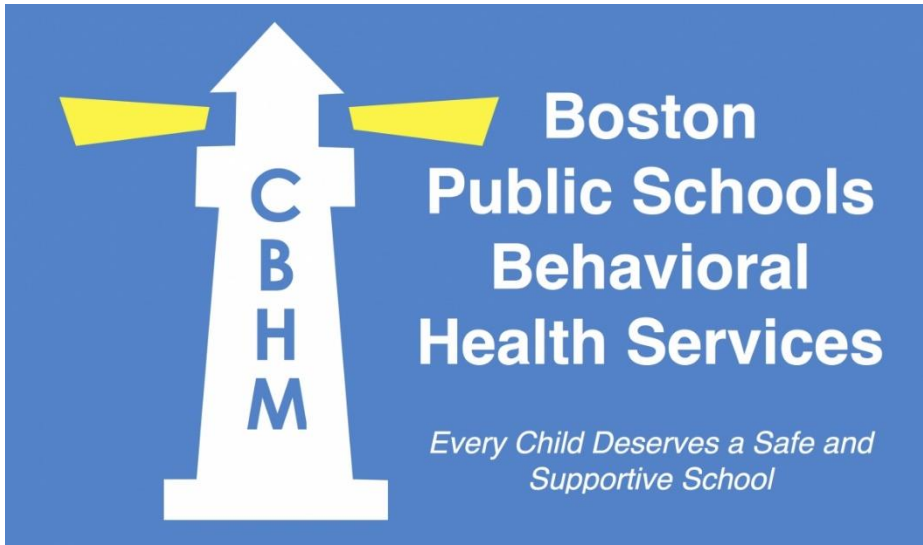
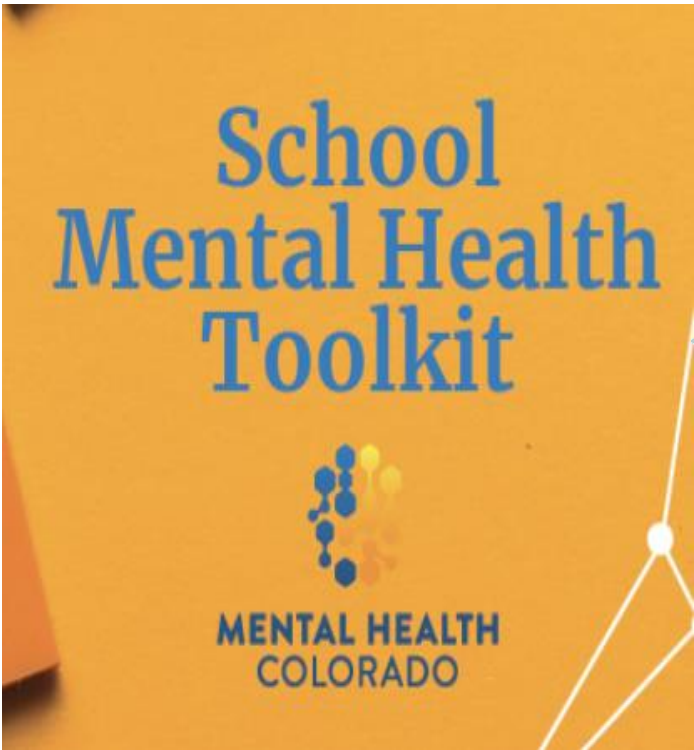


Positive school climate integrated with social emotional learning
improves school safety
and decreases bullying

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



District Examples



Questions?





Investing for tomorrow, delivering today.

THANK YOU

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OSAH Statewide Youth Suicide Prevention Coordinator

Wynne.coleman@rrps.net

RRPS Board Member & BHAC Chair



**“CHILDREN
LEARN MORE
FROM WHAT
YOU ARE THAN
WHAT YOU
TEACH.”**

—W.E.B. DuBois