



Great Lakes (HHS Region 5)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

Mental Health Technology Transfer Center (MHTTC) Introduction and National School Mental Health Curriculum

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School-Based Mental Health Project Manager

Great Lakes Mental Health Technology Transfer Center

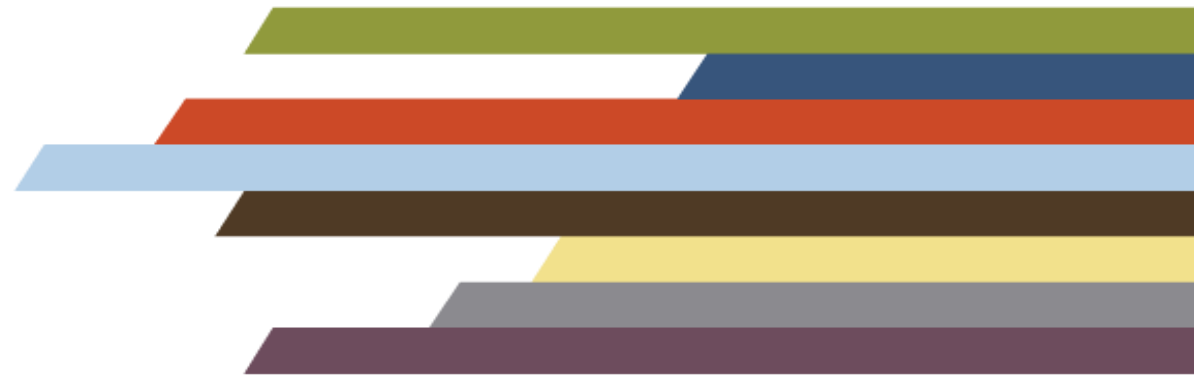
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IL- STOP School Violence Project Manager

Illinois State Board of Education

ISBE Wellness Conference 2020

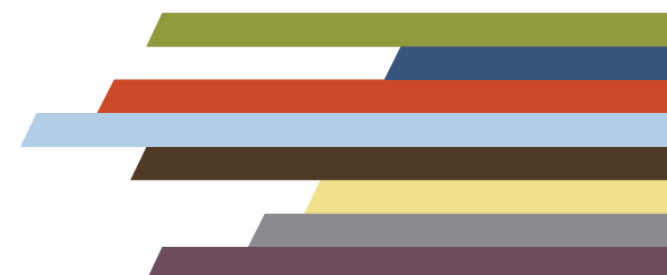
Pre-Conference 2/24/20

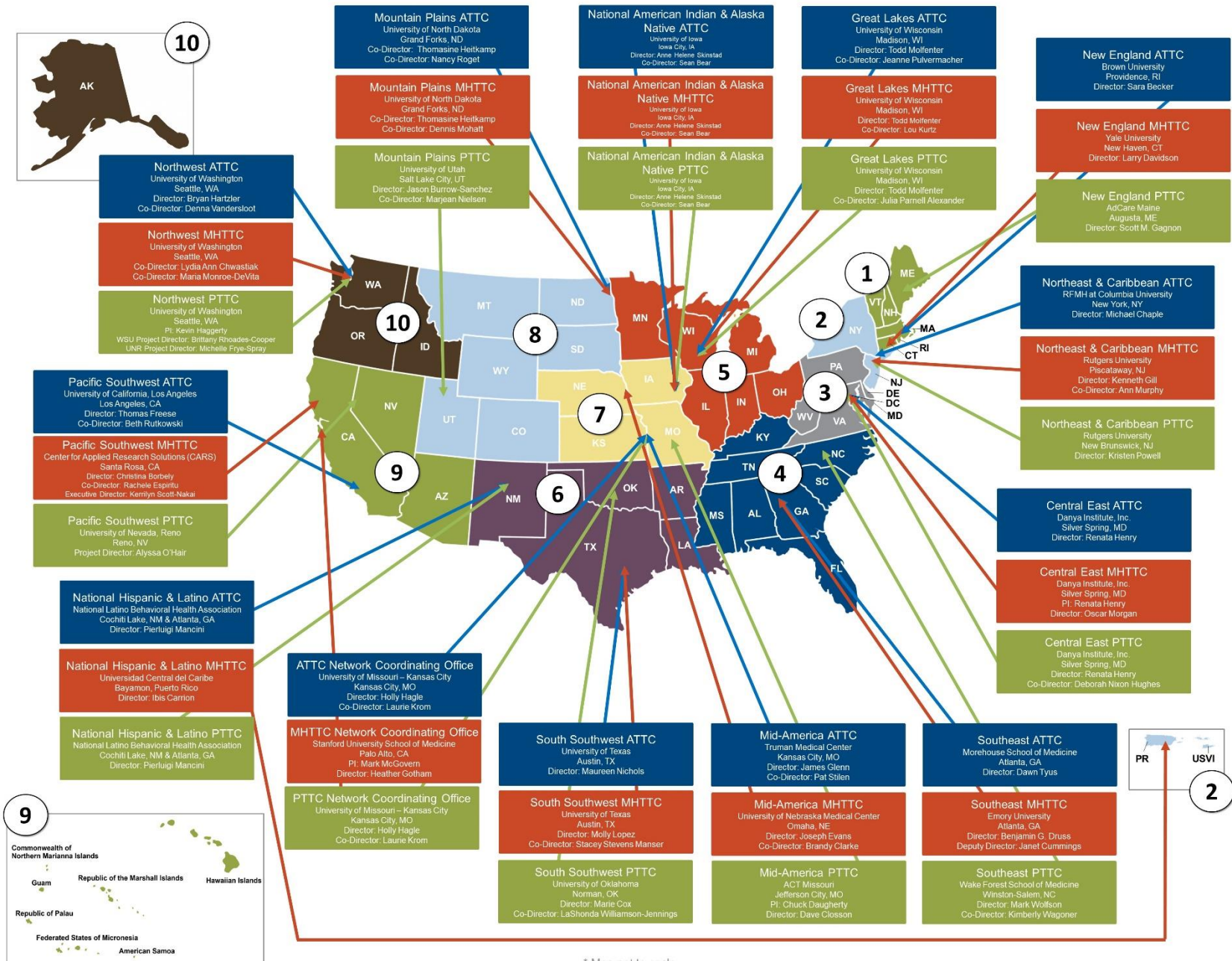


Mental Health Technology Transfer Center (MHTTC) Network

- Established in August 2018 with funding from the Substance Abuse and Mental Health Services Administration (SAMHSA)
- 10 Regional Centers
 - Your Regional Center: Great Lakes MHTTC Region 5 at the University of Wisconsin-Madison
- National Hispanic & Latino Center
- National American Indian and Alaska Native Center
- Network Coordinating Office

Visit the MHTTC website at <https://mhttcnetwork.org/>





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 Director: Anne Helena Skinstad
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 Director: Ibis Carrion

National Hispanic & Latino PTTC
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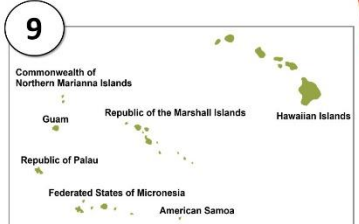
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* Map not to scale.

Great Lakes MHTTC

School-Based Mental Health Supplement

Focus Areas

- Advancing Comprehensive School Mental Health Framework
- Suicide Prevention
- Trauma Informed Care
- Tier 1/Universal Supports
 - Youth Mental Health First Aid
 - Social Emotional Learning

Great Lakes MHTTC

School-Based Mental Health Supplement

Available Webinars – on our YouTube Channel “Great Lakes Current”

- The Role of Schools in Preventing Suicide – 3-part series
 - Introduction: The Role of Schools in Preventing Suicide
 - Resources and Programs for Schools
 - Program Spotlight: Signs of Suicide (SOS) and Elyssa’s Mission
- Program Introduction: TRAILS to Wellness
 - Implementing 3-tiered evidence based mental health practice in schools
- Vaping and Youth – 2-part series
 - Vaping Overview and CATCH My Breath Program Spotlight
 - Vaping: Education vs Punishment and Using Deferred Citation
- Second Step Social Emotional Learning Program – 2-part series
 - Second Step K-8: Safe, Supported and Ready to Learn
 - Second Step Leadership Institute: An Introduction and Call for Applications

Great Lakes MHTTC

School-Based Mental Health Supplement

Examples of In-Person Trainings and Learning Collaboratives

- Depression, Anxiety, & Self-Injury: Equipping Schools for Effective Response
 - 1-day training in Minnesota
- Youth Mental Health First Aid with School Safety Officers
 - 1-day training in Indiana
- Implementing Strategic Change using the NIATx Model and the National Curriculum for School Mental Health
 - 9-month learning collaborative with community mental health centers in Wisconsin
- TRAILS To Wellness Program Implementation
 - Initial training, follow-up coaching, and ongoing professional support

**National School Mental Health
Curriculum:
Guidance and Best Practices for
States, Districts, And Schools**



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Mental Health Technology Transfer Center Network
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NOW AVAILABLE!

The MHTTC National School Mental Health Curriculum: Guidance and Best Practices for States, Districts, and Schools



Includes:

- Trainer manual
- Participant manual
- 8 modules designed for delivery in one-hour sessions
- 5 recorded virtual learning sessions

The curriculum is focused on the core features of effective school mental health systems including: roles for educators and student instructional support personnel; collaboration and teaming; multi-tiered systems of support; evidence-informed services and supports; cultural responsiveness and equity; and data-driven decision making. The curriculum is intended to be used by district teams to influence, develop, and oversee school mental health systems in districts and schools and is aligned with the national performance domains and indicators established as part of the National Quality Initiative on School Health (www.theSHAPESystem.com).

For a detailed overview of the curriculum, visit our website @ MHTTCnetwork.org

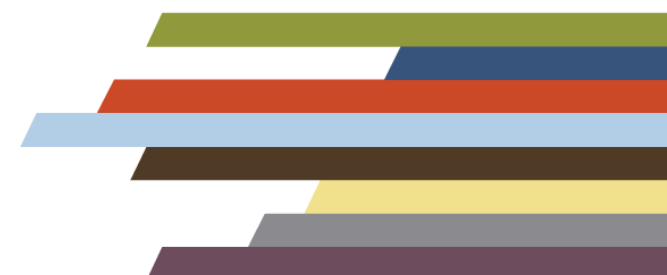


To access this FREE resource visit bit.ly/national-smh-curriculum



Questions? Contact the MHTTC Network Coordinating Office
Email: networkoffice@mhttcnetwork.org Phone: (650) 725-2396

SAMHSA
Substance Abuse and Mental Health
Services Administration





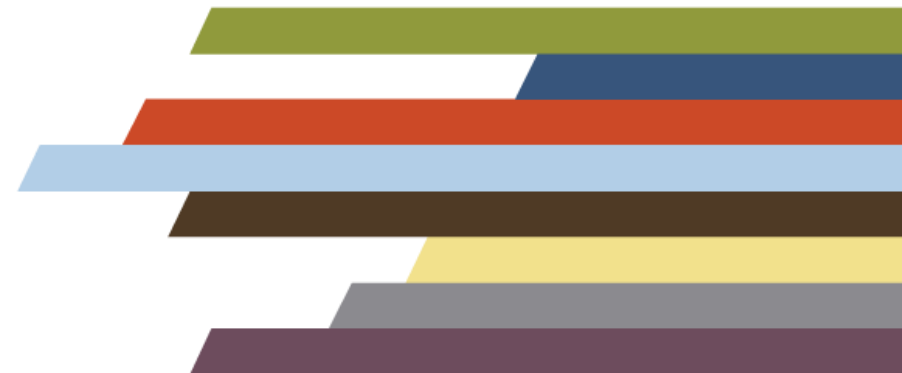
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Module 1: Foundations of Comprehensive School Mental Health

National School Mental Health Curriculum



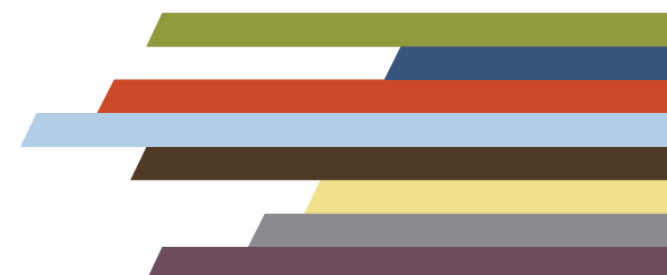


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The opinions expressed herein are the views of the Mental Health Technology Transfer Center Network and the National Center for School Mental Health and do not reflect the official position of the Department of Health and Human Services (DHHS), SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this document is intended or should be inferred.





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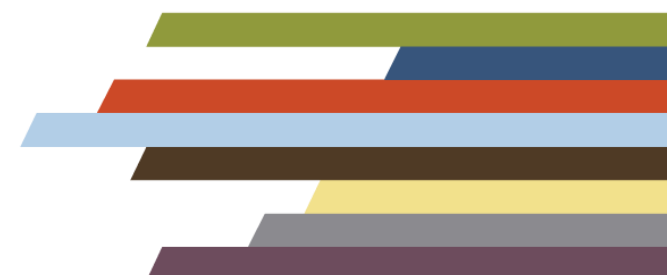
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Agenda

- Curriculum Overview and Target Audience
- Alignment with School Mental Health Quality Assessment
- What Is Comprehensive School Mental Health?
- Core Features
- Value
- District Examples



Curriculum Development

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).

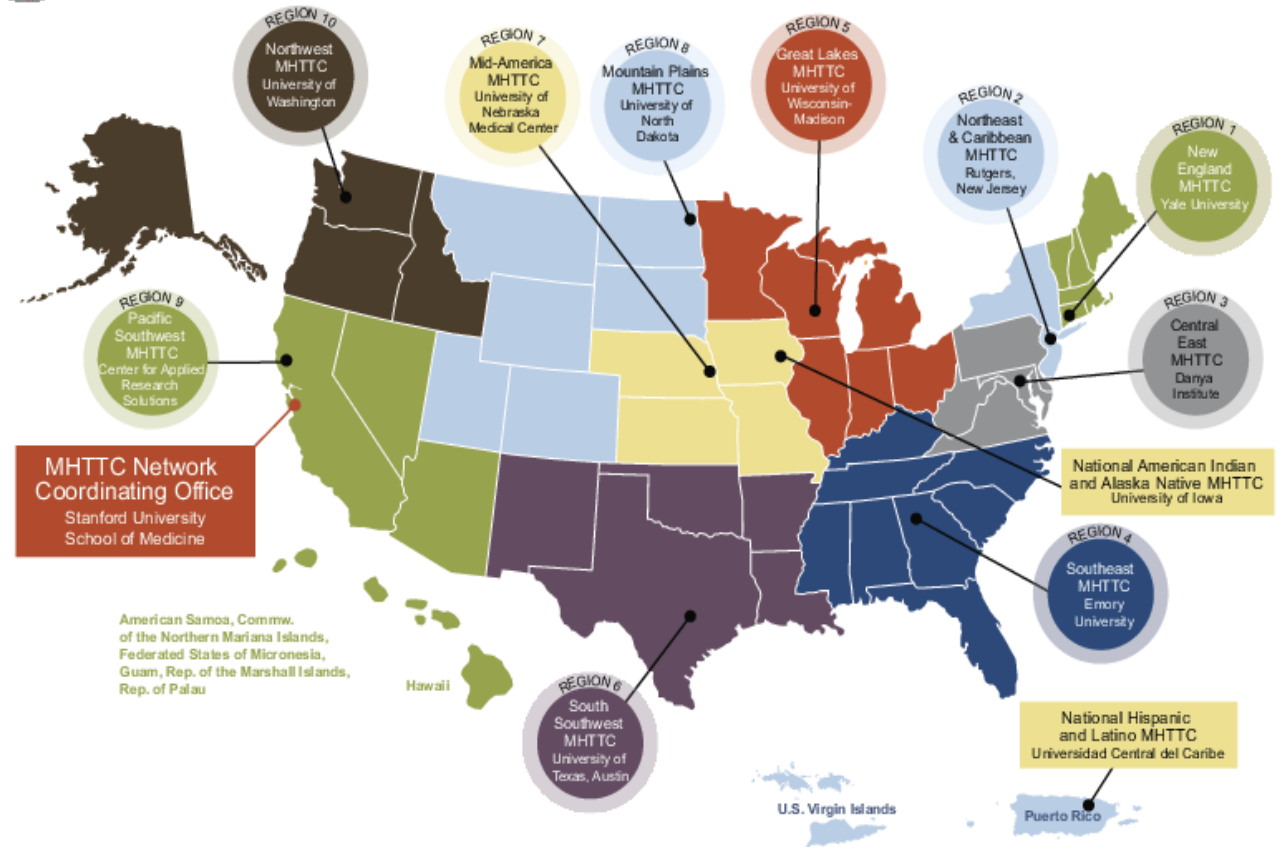


Mental Health Technology Transfer Center (MHTTC) Network



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Visit the MHTTC website at <https://mhttcnetwork.org/>

National Center for School Mental Health (NCSMH)

- Established in 1995 with funding from the Health Resources and Services Administration
- The **NCSMH mission** is to strengthen policies and programs in school mental health to improve learning and promote success for America's youth.

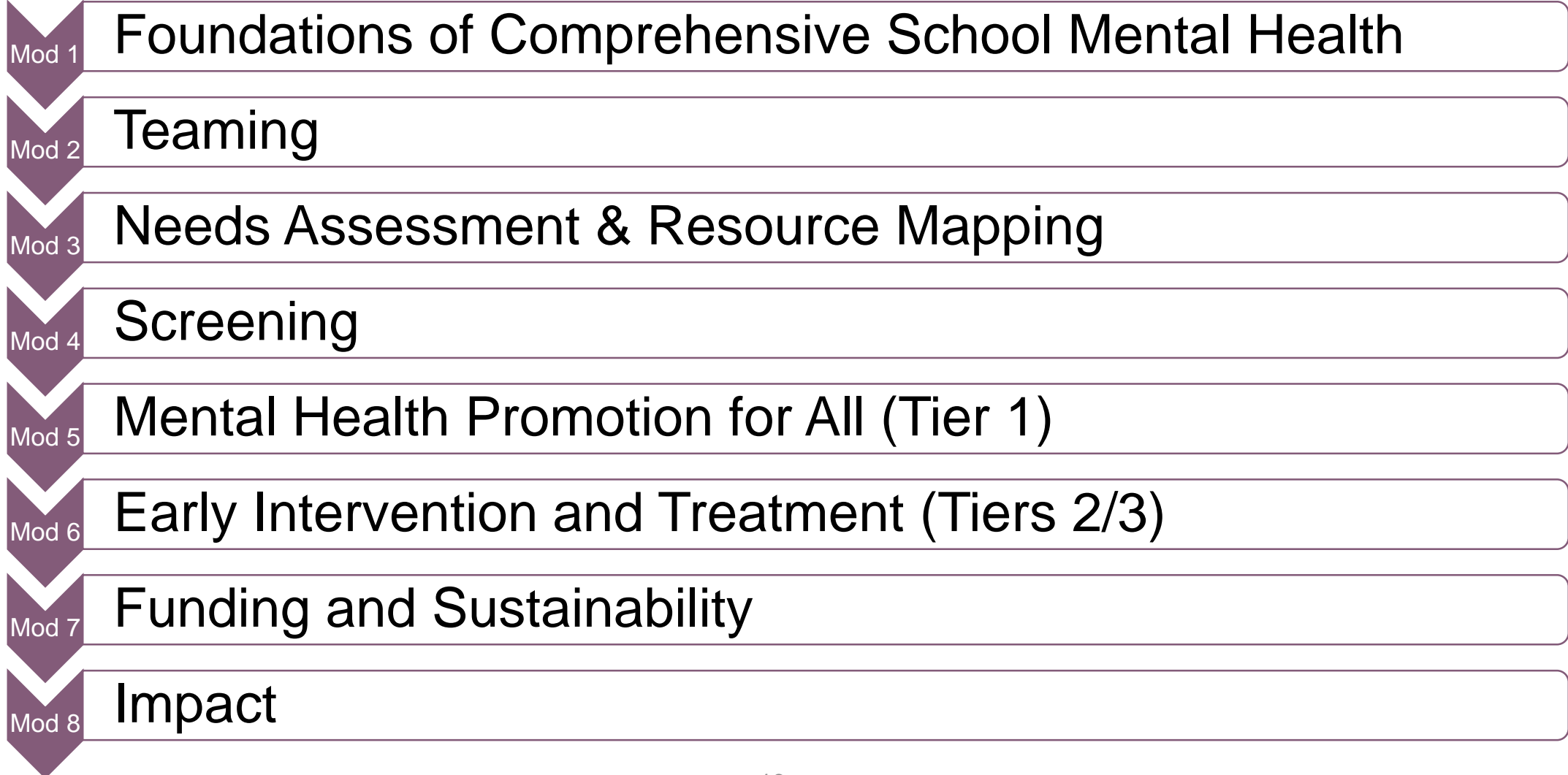


UNIVERSITY *of* MARYLAND
SCHOOL OF MEDICINE



Visit the NCSMH website at www.schoolmentalhealth.org

Curriculum Overview

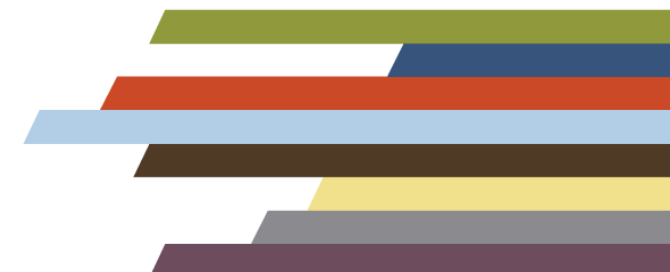


Target Audience

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



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

National School Mental Health Quality Assessment (SMH-QA; NCSMH, 2019)

Best Practices

- Quality indicators have best-practice guidelines
- Used to self-assess indicator implementation and guide strategic quality improvement planning

Overview of School Mental Health Quality Domains and Indicators

Quality Domains

- Teaming
- Needs Assessment and Resource Mapping
- Mental Health Promotion for All (Tier 1)
- Early Intervention and Treatment Services and Supports (Tiers 2/3)
- Screening
- Impact
- Funding and Sustainability

School Mental Health National Quality Assessment Overview of Domains and Indicators



Teaming

- Multidisciplinary teams
- Youth and family partnership
- Community partnerships
- Addresses all tiers
- Avoid duplication and promote efficiency
- Best practices for meeting structure/process
- Delineated roles/responsibilities
- Effective referral processes to school and community services
- Data-based decisions to determine student interventions
- Data sharing



Needs Assessment/ Resource Mapping

- Assess student mental health needs
- Assess student mental health strengths
- Use needs assessment results to select, plan and implement services and supports
- Conduct resource mapping to identify existing services and supports
- Use resource map to select, plan and implement services and supports
- Align existing services and supports



Mental Health Promotion Services & Supports

TIER 1

- Tier 1 Services and Supports:
 - School Climate
 - Teacher and School Staff Well-Being
 - Positive Behaviors and Relationships
 - Positive Discipline Practices
 - Mental Health Literacy
 - Social Emotional Learning
- Determine whether services and supports are evidence-informed
- Ensure fit with strengths, needs, cultural, and linguistic considerations
- Ensure adequate resources for implementation
- Provide interactive training and ongoing supports
- Monitor fidelity

Early Intervention and Treatment Services & Supports

TIERS 2&3

- Provide access to needed services and supports
- Determine whether services are evidence-informed
- Ensure all services and supports are evidence-informed
- Ensure fit with strengths, needs, cultural, and linguistic considerations
- Ensure adequate resources for implementation
- Provide interactive training and ongoing supports
- Monitor fidelity
- Ensure intervention goals are SMART
- Monitor student progress across tiers
- Implement a systematic protocol for emotional and behavioral crisis response

Screening

- Use best practices for mental health screening planning and implementation
- Indicate the number of students:
 - Enrolled in school
 - Formally screened in the absence of known risk factors
 - Identified as being at-risk or already experiencing a mental health problem
 - Referred to a mental health service following identification
- Of students screened, how many screened for [specific mental health areas]



Funding and Sustainability

- Use multiple and diverse funding and resources to support full continuum of school mental health
- Leverage funding and resources to attract potential contributors
- Have strategies in place to retain staff
- Maximize expertise and resources of partners to support ongoing professional development
- Have funding and resources to support:
 - Tier 1 (mental health promotion) services
 - Tier 2 (early intervention) services
 - Tier 3 (treatment) services
- Maximize reimbursement for eligible services



Impact

- # of students who:
 - Were eligible to receive Tier 2 or Tier 3 school mental health services
 - Received at least one Tier 2 or Tier 3 service
 - Demonstrated documented improvement in educational functioning
 - Demonstrated documented improvement in social, emotional and behavioral functioning

- Use best practices to:
 - Document impact on educational outcomes
 - Document impact of social, emotional, and behavioral outcomes
 - Disaggregate student mental health service and support data to examine student-level outcomes based on sub-population characteristics
 - Document and broadly report the impact of your comprehensive school mental health system



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

SHAPE School Health Assessment and Performance Evaluation System

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

Learn More

Take a Tour

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

I want to sign up for:

Myself My School My District My State

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

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

SHAPE Features

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

School Mental Health Matters

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

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

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

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

School Health Assessment and Performance Evaluation (SHAPE) System

www.theSHAPESystem.com

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



Assessments & Reports

With a SHAPE account, you can assess, track, and advance your school or district's quality improvement goals and assess trauma responsiveness across multiple areas. You'll get free, customized reports to drive your action planning, share your performance with key stakeholders, and help you monitor your progress over time.

The screenshot shows the SHAPE website interface. At the top, there is a navigation bar with the SHAPE logo, the text 'School Health Assessment and Performance Evaluation System', and links for 'About Us', 'Contact Us', 'Take a Tour', and 'Sign Up'. A 'Log in' button is also present. The main content area features a modal window titled 'Teaming - Complete'. Inside this modal, the SHAPE logo is repeated, followed by the text 'Quality Domain | Teaming' and 'The School Health Assessment and Performance Evaluation System'. Below this, a progress indicator shows 'OVERALL COMPOSITE SCORE: 5'. A horizontal bar chart displays scores for five categories: 'Have multidisciplinary team' (5), 'Promote efficiency' (4), 'Use meeting best practices' (6), 'Promote data sharing' (5), and 'Connect to community resources' (5). Underneath the chart is an 'About Teaming' section. It defines a school mental health team and lists five criteria for a self-assessment score: 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. The footer of the website includes the NCSMH logo, contact information for the National Center for School Mental Health (737 West Lombard Street, 4th Floor, Baltimore, MD 21201), phone numbers (410) 706-0980 and (410) 706-0984, email (csmh@som.umaryland.edu), and links for 'About Us', 'Take a Tour', and 'Sign Up'. A privacy policy link is also visible.

Targeted Resources & Guides

Our comprehensive resource library includes public access resources hand selected by a team of school mental health experts. Sort resources by topic to hone in on specific team goals or generate ideas for action steps related to your own improvement goals.

The collage features several key documents:

- PromotePrevent 3 Bold Steps:** A Framework for Effectively Implementing Evidence -Based Programs and Practices (EBPs). It includes an introduction, a list of key findings, and a three-stage framework for implementation.
- SHOPE Quality Guide:** Needs Assessment/Resource Mapping. This guide provides a process for identifying and mapping resources to address student needs.
- Blueprint for Authentic Engagement:** A guide for school mental health systems to ensure they are effective and sustainable.

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 logo features a house icon with a person inside, followed by the text 'SHoPE 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 in the top right corner. Below the header, a 'Demo School' section contains tabs for 'Mental Health Quality', 'Trauma Responsiveness', 'Screening & Assessment' (which is highlighted), and 'Team Members'. A green banner below the tabs reads: '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 features a search bar labeled 'Search by Keyword...' and a 'Sort by Criteria' sidebar with dropdown menus for 'Assessment Purpose', 'Focus Area', 'Student Age', 'Language', 'Reporter', and 'Cost'. The central area displays a grid of 12 PDF icons, each representing a different assessment tool. The visible tools are: Autism Treatment Evaluation Checklist (ATEC), Brief Problem Checklist (BPC), CARG, Center for Epidemiological Studies Depression Scale for 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), and three additional tools that are partially obscured at the bottom.

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.

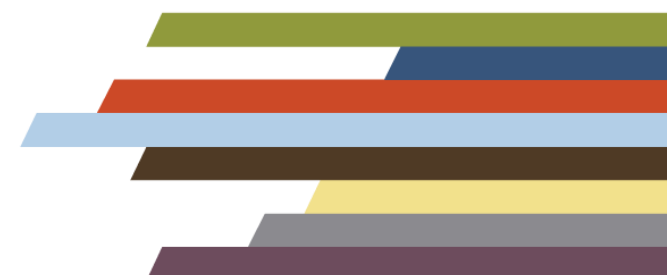


Quality Assessment

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.



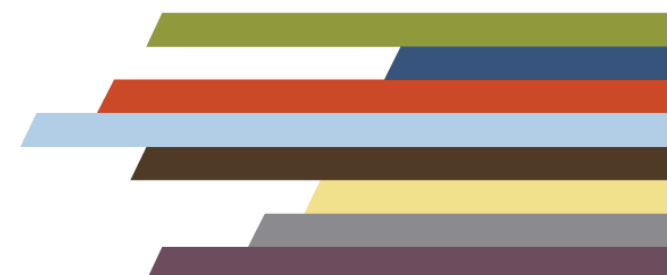
Complete all Quality Assessments to earn your
Gold Star status!



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



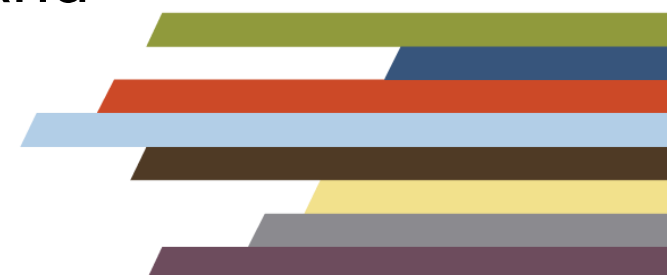
Core Features



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

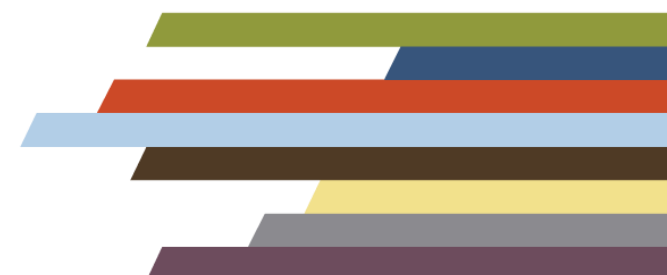
Educators and Student Instructional Support Personnel

- 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 a strategic and integrated way.




Collaboration and Teaming

- Students
- Families
- Schools
- Community health and 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

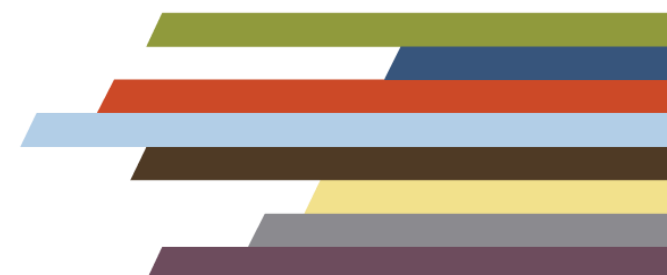


“Nothing
about us
without us”

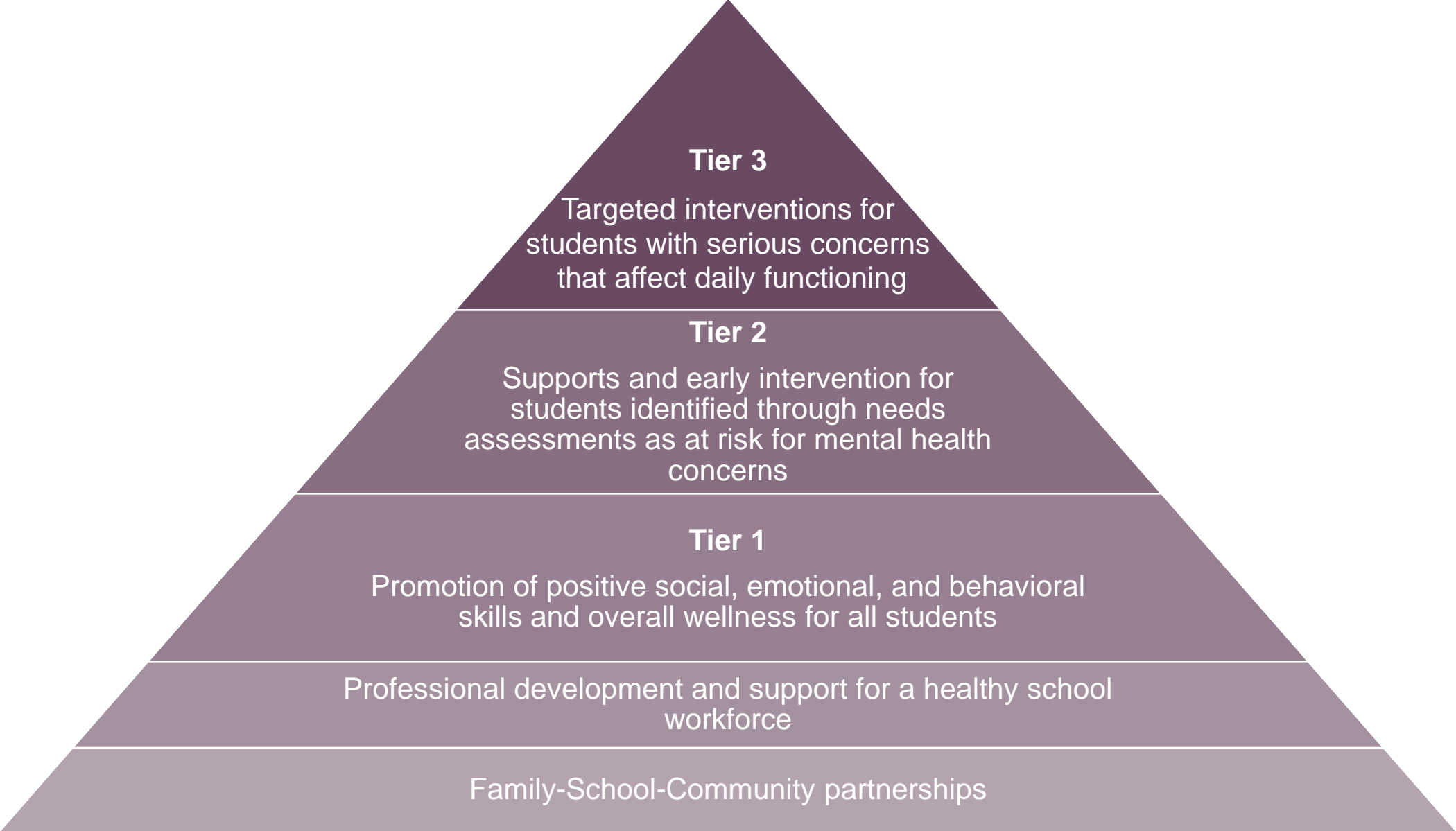
Community Partnerships

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



Multitiered 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

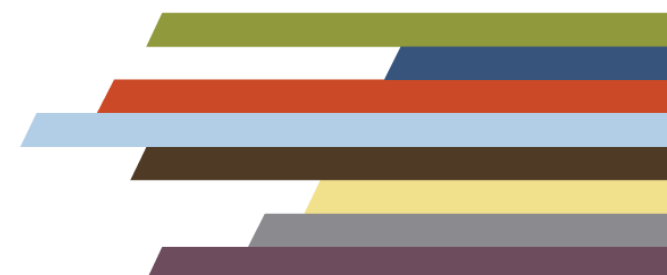


- ✓ Services and supports that are backed by scientific and/or practice-based evidence
 - ✓ Teams need a system to evaluate evidence
- ✓ Ongoing monitoring of implementation success
- ✓ Systematic, reliable data informs decisions about student supports and services

Sources of Evidence

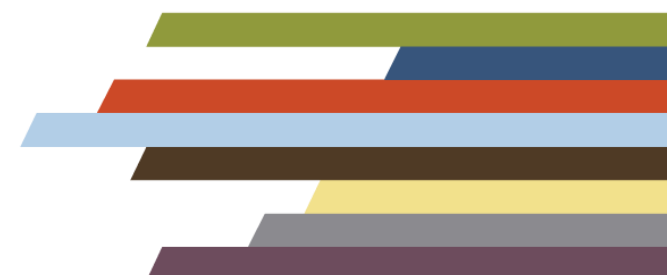
- Evidence-based practice registries
- Research literature
- Evidence-based practice developers
- Schools implementing the service or support

EVIDENCE



Cultural Responsiveness and Equity

- **Responsive to the specific cultural values, beliefs, and behaviors** of families and communities
- Ensure access to mental health supports and services in a manner that is **equitable and reduces disparities** across all students



Equity in Mental Health Framework Recommendations

- Mental health and well-being of all students
- Guidance to various student subgroups
- Diverse and culturally competent faculty and staff
- National and international equity issues/events
- Accessible, safe communication and effective response system
- Culturally and linguistically appropriate services and supports
- Disaggregate key data points

Adapted from the Equity in Mental Health Framework
(www.equityinmentalhealth.org)

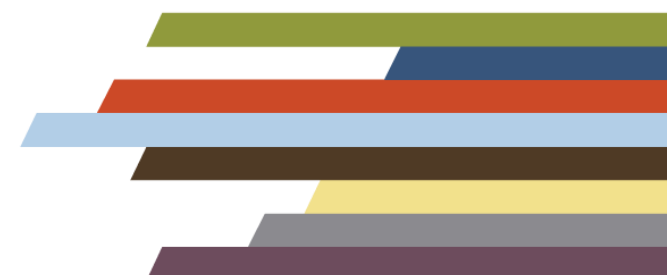
Data-Driven Decision-Making

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



Reflection:

Which core features are your district doing very well – throughout the district or in select school(s)?

Which core features do you wish were more consistently present in all your schools?

How do you think families would respond to the question of which core features are the school or district doing well?

Comprehensive School Mental Health Core Features Checklist:

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

The Value of Comprehensive School Mental Health

Mental Health Promotion



What 1 skill would you wish for all graduating students to possess?

www.casel.org

Mental Health Intervention

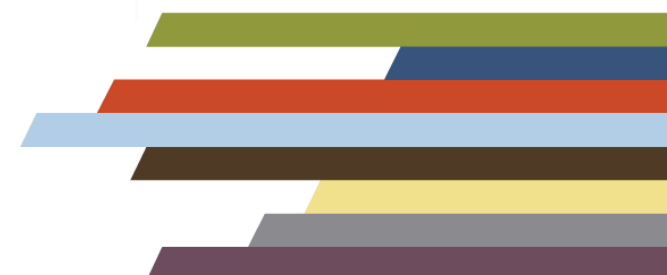
Schools are the primary mental health service provider for children.

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

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

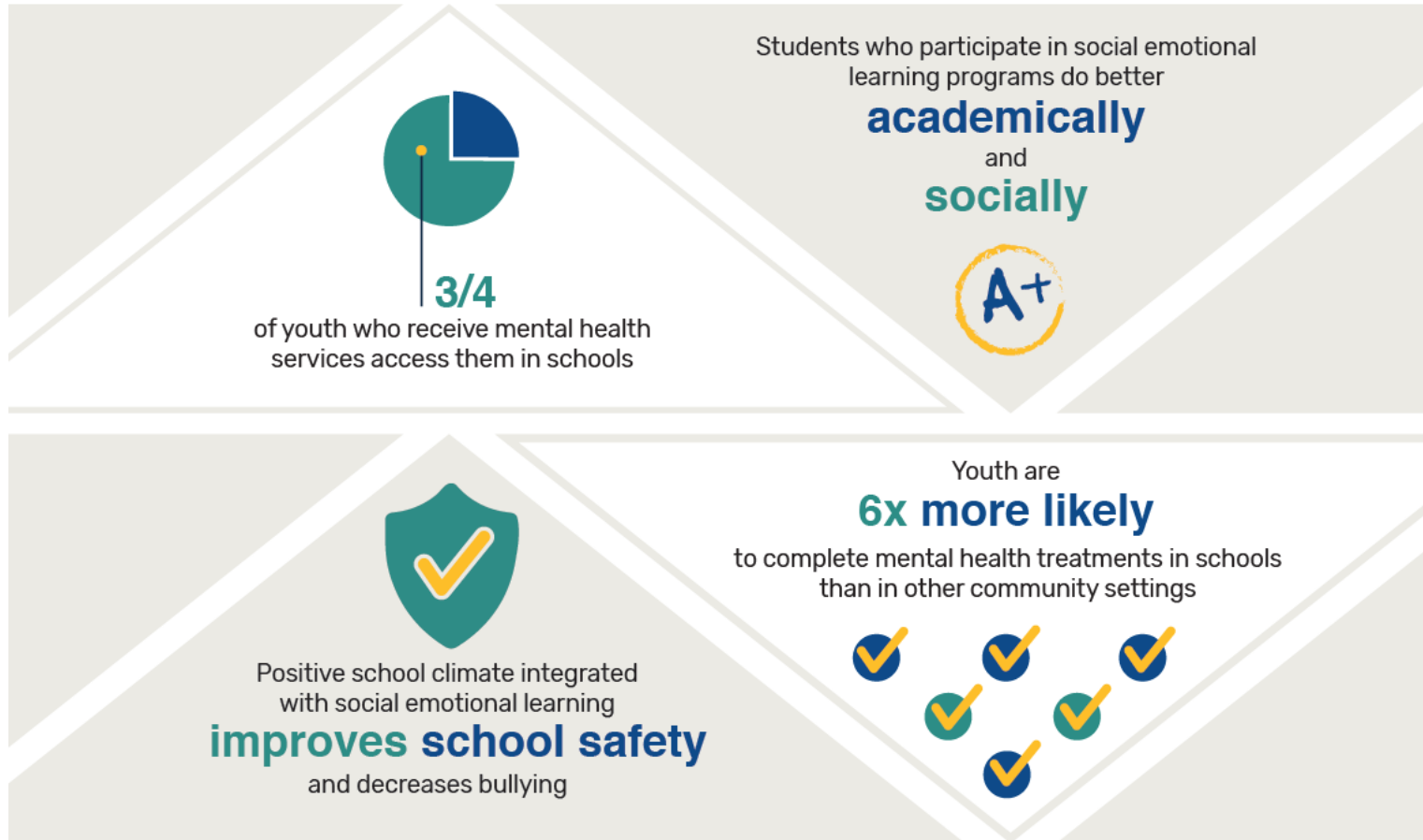
20% of students receive some form of school mental health services annually.

(Foster et al., 2005)



School Mental Health Impact

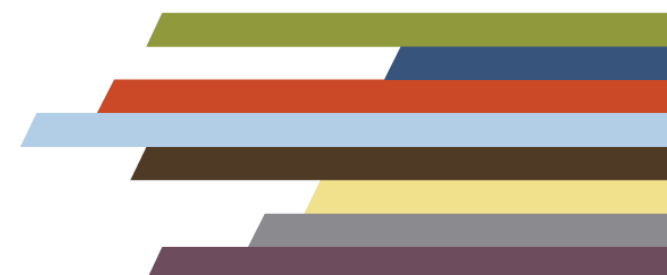
School Mental Health *Matters*



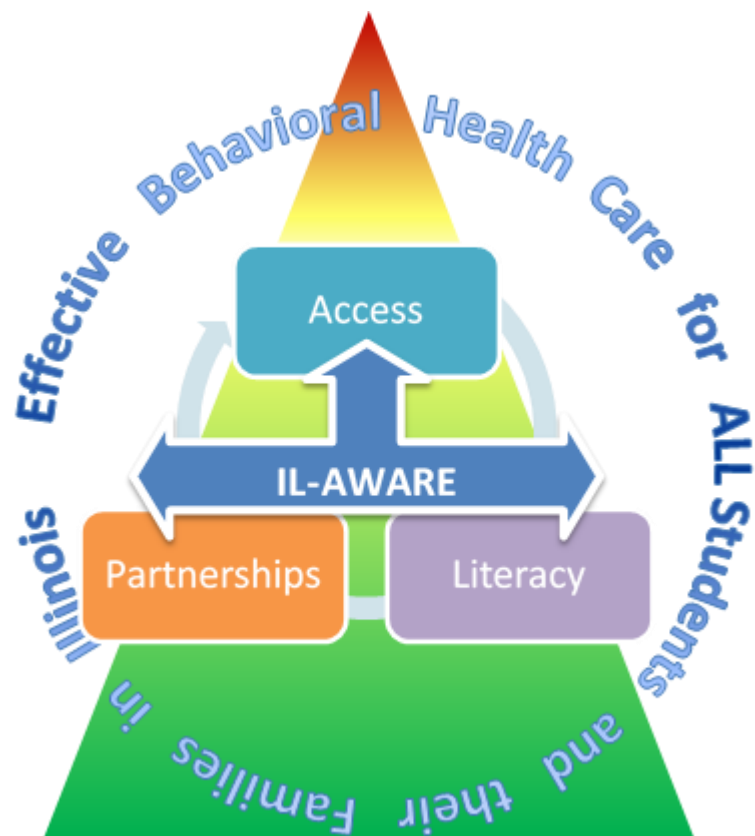
NCSMH, 2019

School Mental Health Outcomes

- Improvements in social and self-awareness, decision-making capacity, and relationship skills (Durlak et al., 2011)
- Better academic outcomes (Durlak et al., 2011; Kase et al., 2017)
- Fewer special education referrals and decreased need for restrictive placements (Bruns et al., 2004)
- Fewer disciplinary actions (Flannery et al., 2014; Taylor et al., 2017)
- Increased student engagement and feelings of connectedness to school (Greenberg et al., 2005)



Illinois Example





State Example

Wisconsin's School Mental Health Initiative

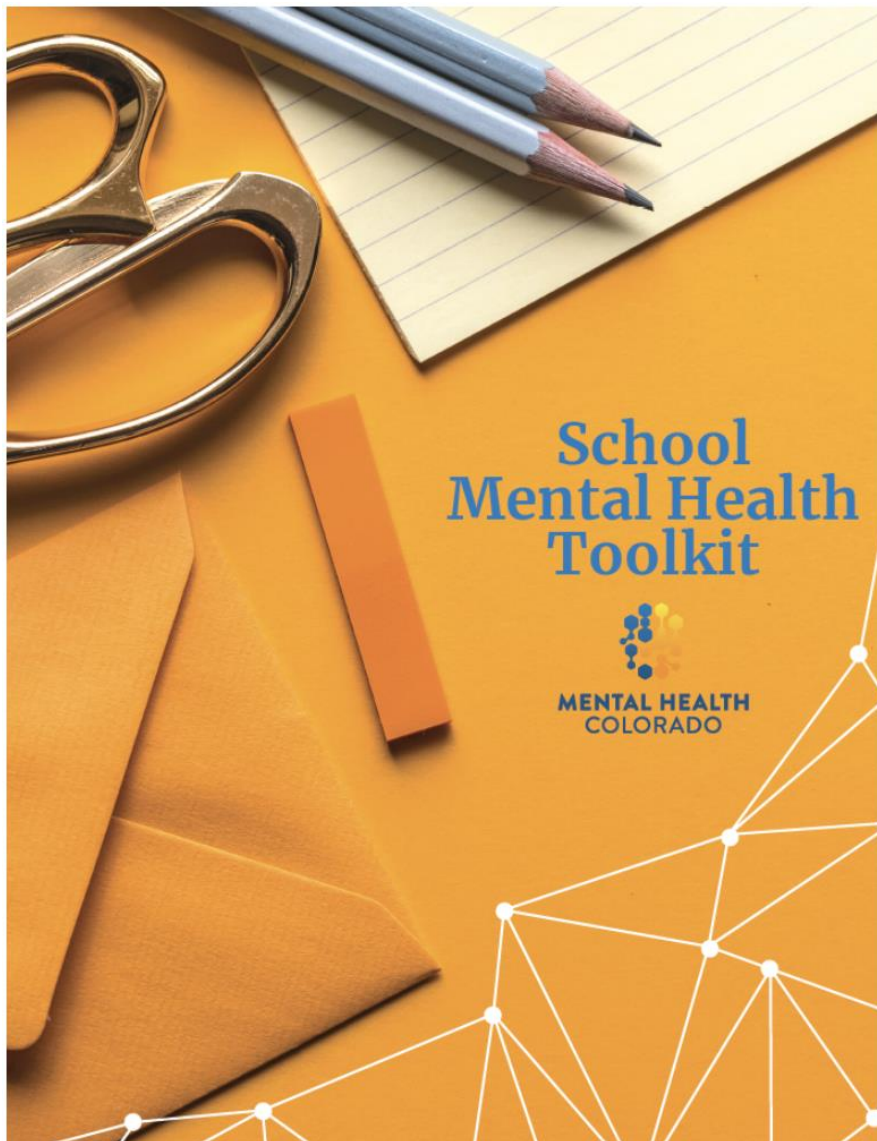
- 3 supporting grants:
 - Safe Schools Healthy Students
 - Project AWARE
 - School Climate Transformation
- State School Mental Health Framework

www.schoolmentalhealthwisconsin.org/

State Example

Colorado's School Mental Health Toolkit

- Blueprint for school mental health services
- Tool for community members, schools, local leaders, and districts
- Includes 10 best practices, including strategies for implementing, funding, and sustaining mental health services in schools



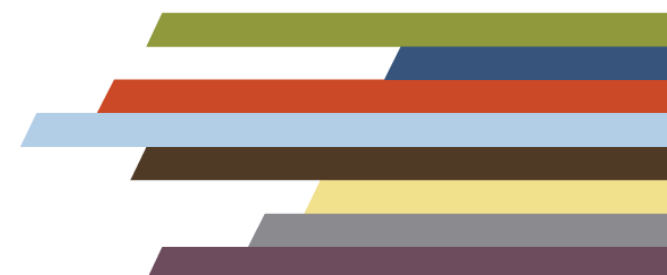


Discussion

How does this content fit with your district's understanding and implementation of the core features of comprehensive school mental health?

Strategic Planning

- State a specific goal for your district related to comprehensive school mental health.
- List 3 potential action steps to move this goal forward.



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MHTTC

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



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