



Examples from the field: Comprehensive School Mental Health Quality Improvement Initiatives

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August 11, 2020

School Climate Center

The center helps schools and community members develop safe and supportive environments to reduce bullying, harassment and other mean-spirited behavior.

Established by the Safe and Supportive Minnesota Schools Act, the center provides resources, training and technical assistance to schools, students, and families in creating safe and supportive school communities.

URL: www.education.mn.gov/safeschools

The center provides these services for the following topics

- Bullying and harassment,
- School Climate improvement,
- Restorative practices,
- Social emotional learning,
- Discipline policy, procedures and practices,
- Comprehensive school mental health,
- School safety and
- Inclusive school practices.

“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

Warm Welcome

Think about one school staff person that made you feel most supported during your K-12 school years?

What was it about them or what did they do to make you feel supported?

Comprehensive School Mental Health Systems:

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.

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.

Why does CSMH matter?

- Of youth receiving mental health services, 75% access those services in school
- Students who participate in SEL programs improve their academic performance by 11%
- Positive school climate integrated with SEL improves school safety and reduces bullying
- Youth are 6X more likely to complete mental health treatment in schools than in other community settings.

Core Features of CSMHS

- Well-trained educators and specialized instructional support personnel
- Family-School-Community Collaboration and teaming; youth and families
- Needs assessment and resources mapping
- Multi-tiered System of Supports
- Mental Health Screening
- Evidence Based and emerging best practices
- Data outcomes, systems and data-driven decision-making
- Funding

School Mental Health & Academic Outcomes

School Mental Health services and supports have been demonstrated to improve:

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

Assessing core features of CSMHS

School Health Assessment Performance and Evaluation (SHAPE)

A free, private, web-based portal that offers districts and schools a virtual work space to document and track advances made in their school mental health systems.

URL: www.theshapesystem.com

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 functions

Map school mental health services and supports

Assess system quality using national performance standards

Receive customs reports and strategic planning guidance and resources

Utilize additional features including *Screening and Assessment Library and Trauma Responsive School Implementation Assessment*

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



Welcome to SHAPE! Explore all that SHAPE has to offer to improve your school mental health system.



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

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

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 View Certificate

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](#)

My Progress

Summary Report

Last updated on: 11/01/2019

Students Served and Data Systems

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

Last updated on: 11/06/2019

Staffing

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

Last updated on: 11/06/2019

Services and Supports

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

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. _____

4 (NCSMH, 2019)

[Download as PDF](#)





School District Mental Health Profile
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Last Updated: October 3rd, 2019

<p>Understanding this Summary</p> <p>This report is generated based on the information you provided for your School District Mental Health Profile.</p> <p>This profile provides a snapshot of the structure and operations of your school district's comprehensive school mental health system.</p> <p>About Your School District Mental Health Report</p> <p>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.</p> <p>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.</p>	<p>Number of schools in your district: 10</p> <p>Number of students in grades K-12: 10,000</p>
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This profile was developed by the Center for School Mental Health for The SHAPE System.
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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		✓			

This profile was developed by the Center for School Mental Health for The SHAPE System.
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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](#)

<p>Last completed on: 09/18/2019 Completed by 2 people.</p> <p>Teaming</p>  <p>Take Survey View Report</p>	<p>Last completed on: 09/27/2019 Completed by 1 person.</p> <p>Needs Assessment/Resource Mapping</p>  <p>Take Survey View Report</p>	<p>Last completed on: 10/15/2019 Completed by 3 people.</p> <p>Screening</p>  <p>Take Survey View Report</p>	<p>Last completed on: 09/27/2019 Completed by 1 person.</p> <p>Mental Health Promotion Services & Supports</p>  <p>Take Survey View Report</p>
<p>Last completed on: 09/27/2019 Completed by 1 person.</p> <p>Early Intervention and Treatment Services & Supports</p>  <p>Take Survey View Report</p>	<p>Last completed on: 09/27/2019 Completed by 1 person.</p> <p>Funding and Sustainability</p>  <p>Take Survey View Report</p>	<p>Last completed on: 09/27/2019 Completed by 1 person.</p> <p>Impact</p>  <p>Take Survey View Report</p>	

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.

Mental Health Quality | Trauma Responsiveness

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

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)

Screening and Assessment Library

The screenshot shows the 'Screening & Assessment' section of a website. At the top is a navigation bar with links: Overview, School Mental Health Profile, Mental Health Quality, Resources, Screening & Assessment (highlighted), Trauma Responsiveness, My Schools, and My District Account. Below the navigation bar is a white box with a green border containing the text: '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.'

Below this is a dark blue header for the filter section. On the left, there are two filter menus: 'Filter by Criteria' and 'Assessment Purpose'. The 'Filter by Criteria' menu is expanded to show 'Focus Area' with a list of categories: Academic, School Climate, Anxiety, Autism, Depression/Mood, Disruptive Behavior, Eating, Global Functioning, Hyperactivity, Inattention, Life Satisfaction/Quality, Resilience, Social Skills, Substance Use, and Trauma. The 'Assessment Purpose' menu is also expanded to show: Screening/Initial Evaluation, Diagnostic, and Progress Monitoring.

On the right side of the filter section, there is a search bar with the text 'Search' and a magnifying glass icon. Below the search bar, it says 'Showing 28 of 28 resources.' and 'Per page: 25' with a dropdown arrow.

The main content area displays three resource cards, each with a PDF icon on the left and a share icon on the right. The first card is titled 'Autism Treatment Evaluation Checklist (ATEC)'. The second card is titled 'CAGE Screen'. The third card is titled '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

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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.

My Progress

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

Summary Report

Whole School Safety Planning Take Survey View Report	Whole School Prevention Planning Take Survey View Report	Whole School Trauma Programming Take Survey View Report	Classroom Strategies Take Survey View Report
Prevention/ Early Intervention Trauma Programming Take Survey View Report	Targeted Trauma-Informed Programming Take Survey View Report	Staff Self Care Take Survey View Report	Family and Community Engagement 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	Prevention/early intervention trauma programming
Whole school prevention planning	Targeted trauma-informed programming
Whole school trauma programming	Staff self-care
Classroom strategies	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.

Panel discussion

- What are some of your district's strengths and challenges related to CSMH?
- How did participation with the ColIN help to improve CSMH in your district?
- What are some of the lessons you learned from participating in the ColIN?
- Why would you recommend participating in a ColIN?
- What are your recommendations for how to continue future CSMH ColINs in Minnesota?
- What do districts need in place to participate in a future ColIN?

Optimistic Close

Please indicate in the chat box:

What ideas do you have for using COLLNs to move comprehensive school mental health forward in Minnesota?

What would it take for a school mental health COLLN to gain momentum in your district?

Thank you!

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