

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

School Climate Center

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.

7/22/2020

Reflection

"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 the promote positive school climate, social emotional learning, mental health and well-being, while reducing the prevalence and severity of mental illness.

Scope of concern

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

<u>School Health Assessment Performance and Evaluation (SHAPE)</u>

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

SHAPE Domains

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 SHIPE **Overview of Domains and Indicators** Needs Assessment/ Teaming **Resource Mapping** Multidisciplinary teams · Youth and family partnership Assess student mental health needs Community partnerships Assess student mental health strengths Addresses all tiers · Use needs assessment results to select, plan and implement · Avoid duplication and promote efficiency services and supports Best practices for meeting structure/process · Conduct resource mapping to identify existing services and · Delineated roles/responsibilities supports Effective referral processes to school and community services · Use resource map to select, plan and implement services and Data-based decisions to determine student interventions supports Data sharing Align existing services and supports TIER 1 **Mental Health Promotion** Early Intervention and TIERS 2&3 Services & Supports **Treatment Services & Supports** Tier 1 Services and Supports: Provide access to needed services and supports School Climate Positive Discipline Practices Determine whether services are evidence-informed Teacher and School Staff Well-Being Mental Health Literacy Ensure all services and supports are evidence-informed Positive Behaviors and Relationships Social Emotional Learning · Ensure fit with strengths, needs, cultural, and linguistic considerations · Determine whether services and supports are Ensure adequate resources for implementation evidence-informed Provide interactive training and ongoing supports · Ensure fit with strengths, needs, cultural, and linguistic considerations Monitor fidelity Ensure adequate resources for implementation Ensure intervention goals are SMART · Provide interactive training and ongoing supports Monitor student progress across tiers Monitor fidelity · Implement a systematic protocol for emotional and behavioral crisis response Screening Funding and Sustainability Use best practices for mental health Use multiple and diverse funding and resources to support full continuum of school mental health screening planning and implementation Indicate the number of students: Leverage funding and resources to attract potential contributors · Enrolled in school Have strategies in place to retain staff · Formally screened in the absence of known risk factors Maximize expertise and resources of partners to support ongoing professional development · Identified as being at-risk or already experiencing a mental health · Have funding and resources to support: · Tier 1 (mental health promotion) services Referred to a mental health service following identification

 Tier 2 (early intervention) services Of students screened, how many screened for [specific Tier 3 (treatment) services Maximize reimbursement for eligible services

Impact

mental health areas]

• # 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

011 · Use best practices to: · Document impact on educational outcomes Document impact of social, emotional, and behavioral outcome 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 menta health system

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

7/22/2020

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

Overview Page



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.



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	.네. Mental Health Quality	Resources	 Screening & Assessment 	Trauma Responsiveness	✿ My Schools	My District Account
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collects info financing, ar system. You	nd data systems based ir responses will contri sus, an effort to captur	Ith Profile Li-Liered services and su d on your district's school bute to the National Sch e the status of school m mple Report	ol mental health nool Mental	P		My F	Progress
Summary Last updated on:		Last updated on: 11/06/			/2019		

Supports

Take Survey

ő

View Responses

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

	Did you collect it last year?		How was it used? (select all that apply)						
Data point	Yes No		ldentify 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)

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Take Survey View Responses

View Responses

and Data

Systems

Take Survey

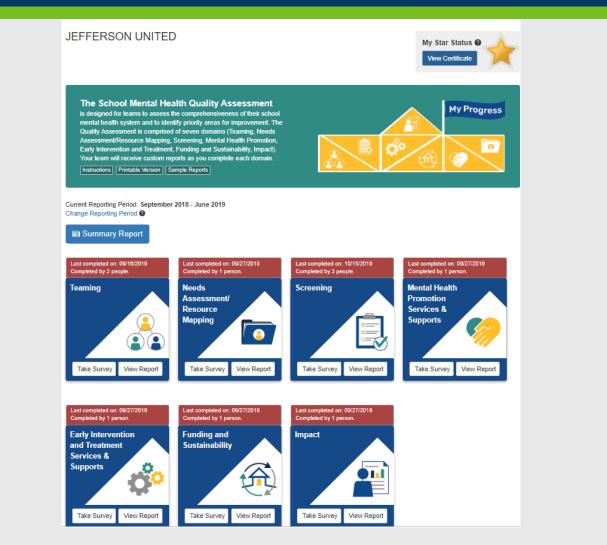
Reports



SHIPE		IEFFERSON UN	IITED	Last Updated:	October 3rd, 201		
Services and	Availability						
Supports	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. Page 2 of 6

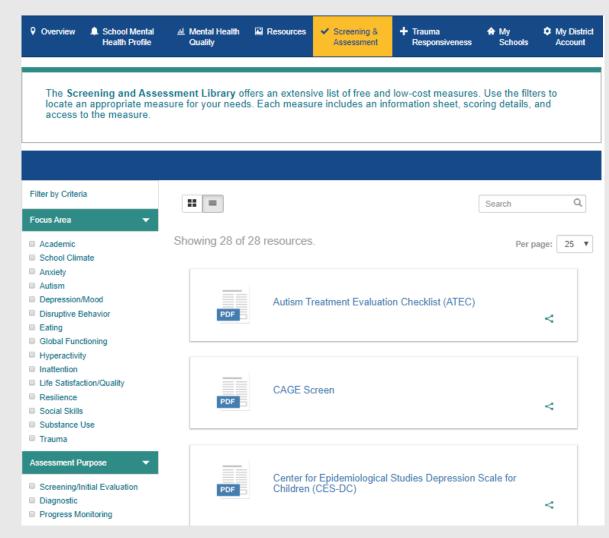
Quality Assessment



Resource Library

Overview 🦼	School Mental Health Profile	.세 Mental Health Quality	Resources	 Screening & Assessment 	Trauma Responsiveness	A My Schools	My Distric Account
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Teaming	•						
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All Screening R	esources						
Collaboration							

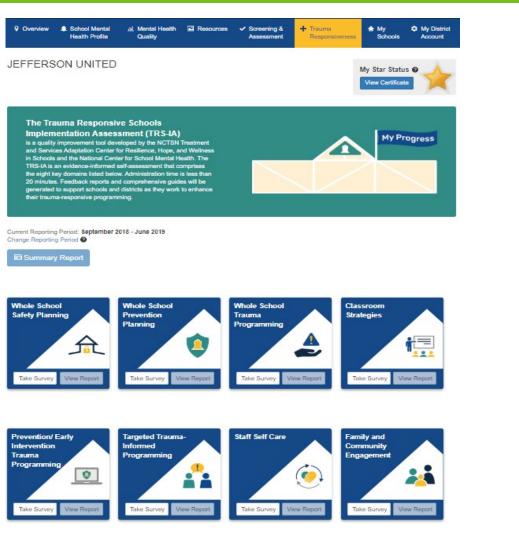
Screening and Assessment Library



7/22/2020

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Trauma Responsiveness



M 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 CollN help to improve CSMH in your district?
- What are some of the lessons you learned from participating in the CollN?
- Why would you recommend participating in a CollN?
- What are your recommendations for how to continue future CSMH CollNs in Minnesota?
- What do districts need in place to participate in a future CollN?

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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