Hosting Dialogue on Comprehensive Systems of School Mental Health

Dialogue Guides

Dialogue Guides are tools that promote an exchange of perspectives that is critical to building understanding and support for an idea or a practice change. The Dialogue Guides in this resource were co-created by an array of stakeholders with different perspectives who engage with school mental health at different levels of our systems.

These Dialogue Guides address the most pressing practical issues in a simple way by posing Reaction Questions. Then, through Application Questions, the guides go deeper into critical conversations, important stakeholders, and differences in the conversation at the state, local, family and individual levels. These Dialogue Guides use a format developed by stakeholders through the IDEA Partnership.

Co-creating Dialogue Guides is a practical way to bring stakeholders into the conversation and actively into the work. In complex issues, everybody is a learner and co-creation is an important new skill for leaders at every level.

The Dialogue Guides in this resource have been developed to:

- Introduce *Advancing Comprehensive School Mental Health Systems: Guidance from the Field*, a document that summarizes the insights of three expert panels around the core features of comprehensive school mental health systems. These expert panels were hosted by the National Workgroup on Comprehensive School Mental Health in partnership with SAMHSA and were supported by the Bainum Foundation.
- Translate expert input into conversations that reflect the realities of state and local practice around school mental health.
- Invite agencies, organizations and individuals to contribute to a co-created set of guides to foster conversations at the practice level.

- Engage agencies, organizations and individuals to use the guides in face-to-face and virtual settings that engage their networks.
- Contribute to a national conversation about school-based mental health that respects current initiatives and frameworks in use while finding commonalities that will unite decision-makers, administrators, practitioners, families and students in building more comprehensive systems.
- Understand the value of co-creation in building support among diverse stakeholders.
- Model the co-creation and the Dialogue Process, and encourage groups to customize the guides presented in this resource to co-create their own.

Using This Resource

The Dialogue Starters in each section address issues that are interconnected. Some questions may be rephrased and reset in the context of the core feature that is being explored.

- Dialogue Starters use many question formats in generating responses. To support conversation conveners, we have developed a number of **Response Strategies** that enable conversation more easily. These **Response Strategies** are embedded throughout the Dialogue Starters. For a face-to-face conversation, please download and have ready the **Response Strategies** description and provide a copy in face-to-face convenings. In virtual dialogue, the organizer should include the link to **Response Strategies** in the invitation and should plan to display the material during the dialogue session. In either format, do a brief overview to check for understanding of the **Response Strategies**.
- Each Dialogue Guide provides many *Dialogue Starters* that have been developed by stakeholders. Some are recommended for groups at every level of the system (state, local, school, family). Others are particularly relevant for state and/or local decision-makers.

- The dialogue convener/facilitator should review the *Dialogue Starters* provided and select those that fit the setting and the group.
  - You may choose one question that an entire group explores together in an initial collaborative event.
  - You may choose to select two or three questions, breaking the group into subgroups that share their conversation, and then determine the key takeaways and follow-up together.
  - You may choose to convene a set of dialogues in which you explore the issue over time as part of a larger effort in bringing people together.
  - You may have your own ideas about how to use these guides!
- While these guides are developed for your use, you may want to customize them for your setting. Using these as an example, you can develop some questions of your own with your stakeholders.
- As you begin to use the guides, you may find that your participants are unfamiliar with some of the vocabulary. It is important to convey that this is normal. Stakeholder groups have their own ways of referring to issues and concepts, and your goal is to learn from and with each other. It is useful to maintain a list of terms that are unfamiliar and develop the vocabulary list and simple definitions with your participants.

- We have provided a list of resources throughout the set of guides. These resources showcase useful information from trusted sources. They include materials from education and mental health. Some of these resources present specific frameworks that may have their own vocabulary and practices. The underlying concepts and goals across frameworks are compatible and are often very much aligned. Your participants may be more familiar with one or another of the frameworks that we reference, but you will find grounding beliefs and common ideas that help build understanding across stakeholder groups.
- These Dialogue Guides were co-created by stakeholders during the COVID-19 pandemic. As a result, there is attention to the needs of groups, including families and youth, throughout. For many of the guides, there is an intentional look at reimagining our systems based on the lessons of COVID-19 and the new resources that will be devoted to recovery.
- Across guides, we have focused on the knowledge and practices that **each** stakeholder group brings to development of a comprehensive system that is **collaboratively** developed.

Follow the **Dialogue Guide Padlet** to learn more about the Dialogue Guide process and to access the additional content and materials.

Learn more about school mental health by accessing the **SMH Quality Guides**.

Selected Resources

Cross-Cutting Resources for all the CORE Features

Each one of the eight CORE Features of comprehensive school mental health systems connects with others. For example:

- Data informs needs assessment and resource mapping
- Family, school and community teaming cuts across all areas of school mental health
- Youth voice is essential

The co-creation process of the Dialogue Guides recognizes this. For the purposes of this resource guide, we have decided to feature the Quality Guides within a single CORE feature. Please explore and use these to best advance the engagement you hope to achieve through use of these Dialogue Guides.

1. **Advancing Comprehensive School Mental Health Systems: Guidance from the Field**: *A partnership of national school mental health leaders and organizations has contributed to the development of this document on school mental health systems.* www.schoolmentalhealth.org/ Resources/Foundations-of-School-Mental-Health/Advancing-Comprehensive-School-Mental-Health-Systems--Guidance-from-the-Field/

2. **Co-created Resources for further exploration:** chhcs.padlet.org/chhcs1/CSMHS_DG

3. **SHAPE System:** The School Health Assessment and Performance Evaluation (SHAPE) system is a public-access, web-based platform that offers schools, districts, and states a workspace and targeted resources to support school mental health quality improvement.

4. **National Center for School Mental Health at the University of Maryland School of Medicine:**
   - **School Mental Health Quality Guides:** These valuable resources illustrate how each of the CORE features of Comprehensive School Mental Health Systems (CSMH) do not stand alone, but are part of an integrated system, each connecting with the other. Thus, each guide is cross cutting. For purposes of this resource guide, we have embedded them within the 8 Core Features of CSMH System. These quality guides are a collection of resources developed by the National Center for School Mental Health (NCSMH) at the University of Maryland School of Medicine for The SHAPE System. The Quality Guides provide guidance to help school mental health systems advance the quality of their services and supports. The Quality Guides are updated to match the new National Performance Measures and are the next iteration of the playbook series. While some language and structure may be updated, the 8 CORE Features are integrated within these products. (adapted from the NCSMH website)
   - **School Mental Health National Quality Assessment: Overview of Domains and Indicators:** www.schoolmentalhealth. org/media/SOM/Microsites/NCSMH/ Documents/Resources/11SHAPE_ QualityAssessmentDomains_Indicators.pdf
   - **School Mental Health Now Action Alert:** www.schoolmentalhealth.org/media/SOM/ Microsites/NCSMH/Documents/School-Mental-Health-Now-Action-Alert-11.19.pdf

5. **Mental Health Technology Transfer Center (MHTTC):**
   - *Implementation Guidance Modules:* mhttcnetwork.org/centers/mhttc-network-coordinating-office/national-school-mental-health-implementation-guidance
   - *School mental health resources:* mhttcnetwork.org/centers/global-mhttc/ school-mental-health-resources

Resources focusing on the Core Features/Domains

#1: Well-Trained Educators and Specialized Instructional Support Personnel

- **National Education Association:** *Building a Diverse Workforce:* www.nea.org/your-rights-workplace/inclusive-workplaces/diversity

- **Health Resources and Services Administration (HRSA):** *Behavioral Health Workforce Projections, 2017-2030:* bhw.hrsa.gov/sites/default/files/bureau-health-workforce/data-research/bh-workforce-projections-fact-sheet.pdf

- **National Alliance of Specialized Instructional Support Personnel:** *Student Health and Wellbeing and more:* nasisp.org/issues-advocacy/student-health/

- **Center on Great Teachers and Leaders at AIR:** *Address Educator Shortages:* Address Educator Shortages

#2 Family-School Community Collaboration and Teaming

- **National Center for School Mental Health at the University of Maryland School of Medicine:**

  ○ School Mental Health Quality Guide: Teaming: includes Family-School Community Collaboration and Teaming

  ○ Family Advocacy for Comprehensive School Mental Health Systems: View new resources from the Family Run Executive Director Leadership Association (FREDLA) on Advocating for Comprehensive School Mental Health:

    - A Tip Sheet for Families

    - A Tip Sheet for Decision Makers

  ○ Effective School-Community Partnerships to Support School Mental Health: Created in partnership between the National Center for School Mental Health and the National Association of School Psychologists (NASP), this brief addresses the issues of school-community partnerships saying:

- **Substance Abuse and Mental Health Services Administration (SAMHSA)/DHHS:** *Resources for families coping with Mental Health and Substance Use Disorders:* www.samhsa.gov/families

- ***Youth MOVE:*** *Leveraging Youth Advocacy to Advance School Mental Health:* youthmovenational.org/leveraging-youth-advocacy-to-advance-school-mental-health/

- **Youth Engagement: Eight Successful Youth Engagement Approaches** youth.gov/youth-topics/tag/game-plan/approaches and **A Framework for Effectively Partnering with Young People**: assets.aecf.org/m/resourcedoc/aecf-aframeworkforeffectively-2019.pdf

#3: Needs Assessment and Resource Mapping

- **National Center for School Mental Health at the University of Maryland School of Medicine:**

  ○ School Mental Health Quality Guide: Needs Assessment and Resource Mapping: incorporates components of data and evidence based and emerging best practices. www.schoolmentalhealth.org/media/SOM/Microsites/NCSMH/Documents/Quality-Guides/Needs-Assessment-&-Resource-Mapping-2.3.20.pdf

  ○ Assessing Social Influencers of Health and Education: www.schoolmentalhealth.org/media/SOM/Microsites/NCSMH/Documents/Resources/Assessing-Social-Influencers-of-Health-and-Education.pdf

4: Multi-Tiered Systems of Support

- **Center for Health and Health Care in Schools. Addressing Social Influencers of Health and Education Using MTSS**: Addressing Social Influencers of Health and Education Using MTSS:

- **National Center for School Mental Health at the University of Maryland School of Medicine:**

  ○ **Multi-Tiered Systems of Support Quality Guides:**

    - **Tier 1: School Mental Health Quality Guide: Mental Health Promotion Services & Supports:** www.schoolmentalhealth.org/media/SOM/Microsites/NCSMH/Documents/Quality-Guides/Tier-1-Quality-Guide-1.29.20.pdf

- **Tier 2 & 3: Early Intervention and Treatment Services and Supports:** www.schoolmentalhealth.org/media/SOM/Microsites/NCSMH/Documents/Quality-Guides/Early-Intervention-and-Treatment-Services-Guide-(Tiers-2-and-3)-2.18.pdf
- **Midwest PBIS Network:** *Interconnected System Framework:* www.midwestpbis.org/interconnected-systems-framework

5: Mental Health Screening

- **National Center for School Mental Health at the University of Maryland School of Medicine:**
  - **School Mental Health Quality Guide: Screening:** www.schoolmentalhealth.org/media/SOM/Microsites/NCSMH/Documents/Quality-Guides/Screening-1.27.20.pdf
- **Substance Abuse and Mental Health Services Administration (SAMHSA)/ DHHS:**
  - **Identifying mental health and substance use problems of children and adolescents: A guide for child serving organizations:** store.samhsa.gov/product/Identifying-Mental-Health-and-Substance-Use-Problems-of-Children-and-Adolescents-A-Guide-for-Child-Serving-Organizations/SMA12-4700?referer=from_search_result
  - Ready, Set, Go, Review: Screening for Behavioral Health Risk in Schools www.samhsa.gov/sites/default/files/ready_set_go_review_mh_screening_in_schools_508.pdf

6: Evidence-Based and Emerging Best Practices

- **Substance Abuse and Mental Health Services Administration (SAMHSA)/ DHHS:**
  - **SAMHSA Evidence Based Practices Resource Center:** www.samhsa.gov/resource-search/ebp
  - **Resources for Trauma Informed Care:** www.samhsa.gov/childrens-awareness-day/past-events/2018/child-traumatic-stress-resources
  - **Behavioral Health Equity: LGBT:** www.samhsa.gov/behavioral-health-equity/lgbt

7: Data

- **National Center for School Mental Health at the University of Maryland School of Medicine:**
  - **School Mental Health Quality Guide:** *Impact* www.schoolmentalhealth.org/media/SOM/Microsites/NCSMH/Documents/Quality-Guides/Impact-2.25-HR.pdf
- **Council of NonProfits:** *Data based decision making:*
  - *Telling the story of impact through data:* www.councilofnonprofits.org/trends-policy-issues/telling-the-story-of-nonprofit-impact-through-data
- **Ed Week:** *Data-Driven Decision-making:* www.edweek.org/data-driven-decisionmaking
- **Data Quality Campaign:** *Data Quality:* dataqualitycampaign.org/
- **The Data Literacy Project:** *Data Literacy:* thedataliteracyproject.org/

8: Funding

- **National Center for School Mental Health at the University of Maryland School of Medicine:**
  - School Mental Health Quality Guide: *Funding and Sustainability:* www.schoolmentalhealth.org/media/SOM/Microsites/NCSMH/Documents/Quality-Guides/Funding-and-Sustainability-1.27.20.pdf
- **Council of Non-Profits:** *Collective Impact:* www.councilofnonprofits.org/tools-resources/collective-impact
- **Council of Chief State School Officers and Healthy Schools Campaign:** *Restart and Recovery: Leveraging Federal COVID Relief Funding & Medicaid to Support Student & Staff Wellbeing and connection opportunities for State Education Agencies:* www.schoolmentalhealth.org/media/SOM/Microsites/NCSMH/Documents/Resources/CCSSO_RR_Leveraging_Federal-v3.pdf

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