



Central East (HHS Region 3)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

# School Mental Health Virtual Learning Series

*January through September 2023*



## **From Assessment to Action: Enhancing Organizational Well-Being in Schools**

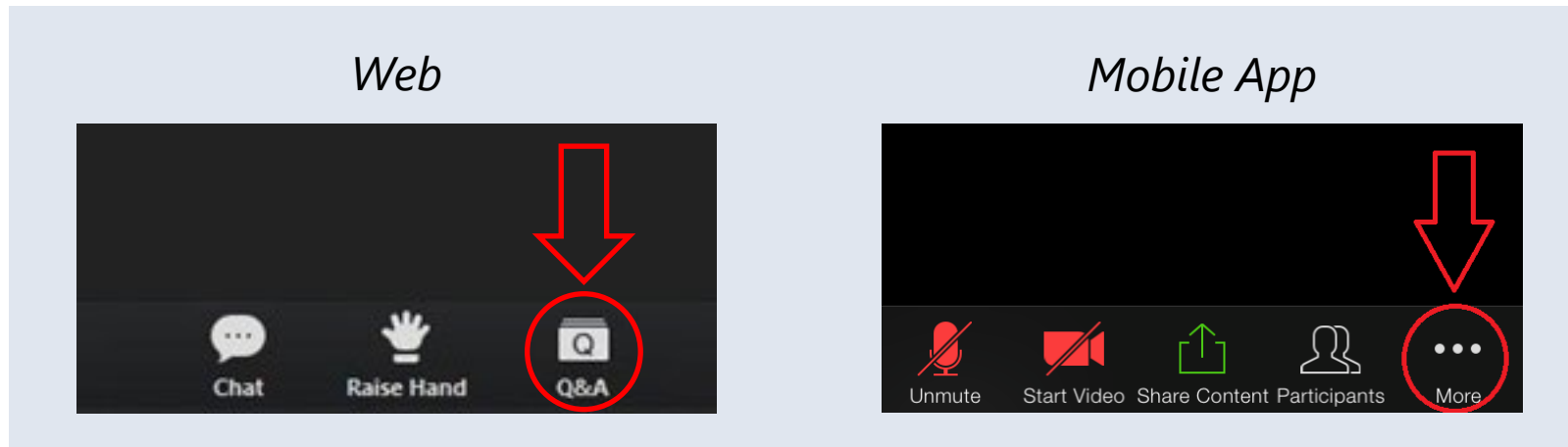


September 12, 2023



# Technology Support

- **Slides will be posted** on the NCSMH website: [www.schoolmentalhealth.org](http://www.schoolmentalhealth.org)
- Please type questions for the presenters into the **Q&A box**:



- Use **chat box** for sharing resources, comments, and responding to speakers

\* CE credits not available for this series



# Certificates of Attendance

## Process:

1. Complete GPRA Post-Event Evaluation
2. Redirected to a *Certificate Request* form
3. Submit name and email address
4. Expect to receive Certificate within 30-45 days from webinar

## Notes:

- You must attend **at least 50%** of webinar *in real time*
- Your Zoom name **must match** name on registration form
- **If you are calling in**, email [csheedy@som.umaryland.edu](mailto:csheedy@som.umaryland.edu) & confirm your phone number
- To access evaluation, use **any code** you are comfortable with & will easily remember:

Provide the last 3 digits of your personal zipcode; last 4 digits of your phone number; 2 digit birth year; first 3 letters of preferred name.  
Personal Code (please use uppercase letters): Ex. 734036172BRI

Last 3 digits of your personal zipcode:

Last 4 digits of your phone number:

2 digit birth year:

First 3 letters of preferred name



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# Please Introduce Yourself

**Type your responses in the chat box:**

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- Name, Role, Location
- Why is this topic– ***From Assessment to Action: Enhancing Organizational Well-Being in Schools*** – important to you?



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# THE DANYA INSTITUTE



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**Oscar Morgan**  
Executive Director  
MHTTC Project Director



**Michael Thompson**  
MHTTC Senior TA  
Coordinator



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Senior Associate:  
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**Dana Cunningham**  
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**Sharon Hoover**  
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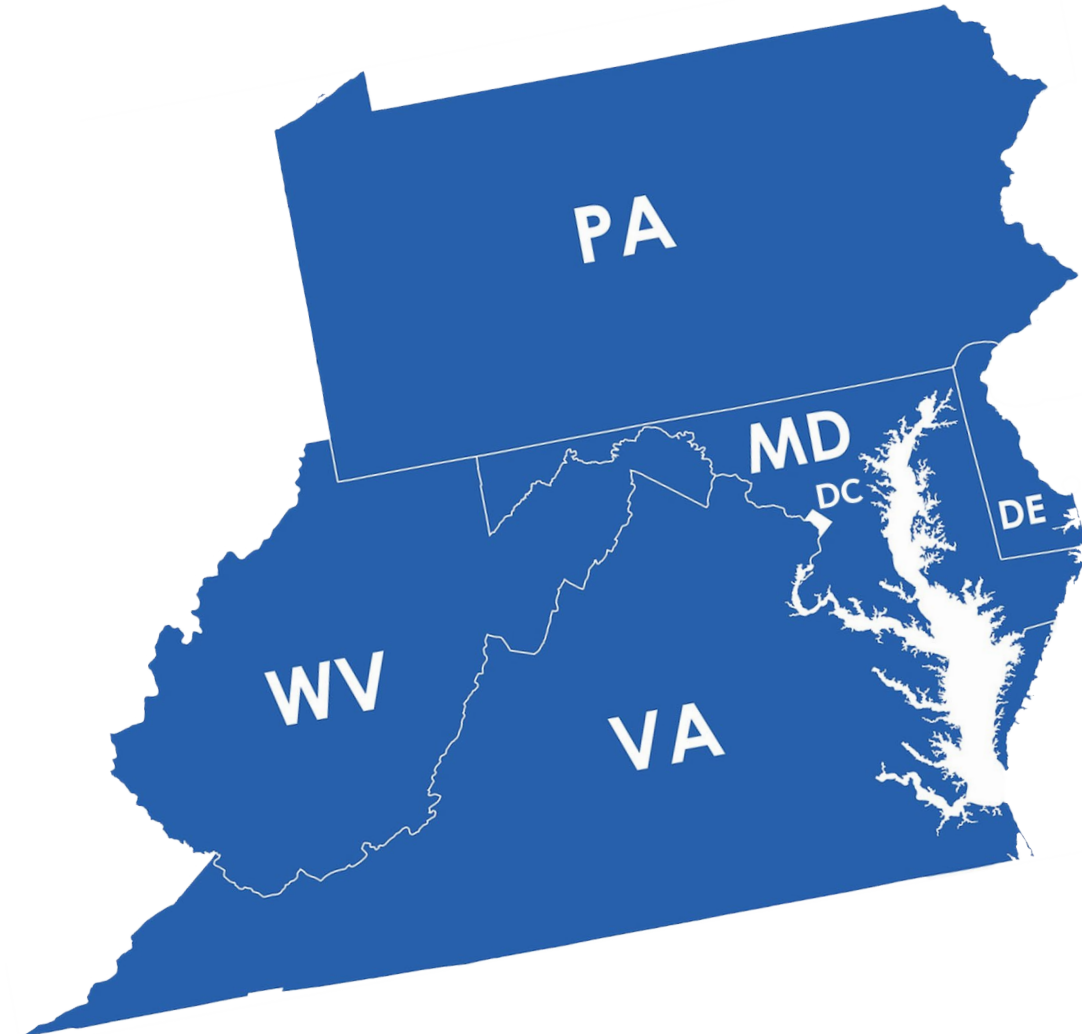


# Central East Geographical Area of Focus

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## HHS REGION 3

- Delaware
- District of Columbia
- Maryland
- Pennsylvania
- Virginia
- West Virginia



# What Does Central East MHTTC Do?

## *Actions*

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- **Accelerate** the adoption and implementation of evidence-based and promising treatment and recovery-oriented practices and services
- **Strengthen** the awareness, knowledge, and skills of the behavioral and mental health and prevention workforce, and other stakeholders, that address the needs of people with behavioral health disorders
- **Foster** regional and national alliances among culturally diverse practitioners, researchers, policy makers, funders, and the recovery community
- **Ensure** the availability and delivery of publicly available, free of charge, training and technical assistance to the behavioral and mental health field





# National Center for School Mental Health

## MISSION:

**Strengthen policies and programs in school mental health to improve learning and promote success for America's youth**

- Focus on advancing school mental health policy, research, practice, and training
- Shared family-schools-community mental health agenda

**Directors:** Drs. Nancy Lever & Sharon Hoover

**Faculty:** Tiffany Beason, *Ph.D.*, Jill Bohnenkamp, *Ph.D.*, Elizabeth Connors, *Ph.D.*, Aijah K. B. Goodwin, *Ph.D.*, Britt Patterson, *Ph.D.*, Sam Reaves, *Ph.D.*, Cindy Schaeffer, *Ph.D.*







**BLACK  
LIVES  
MATTER**

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# Commitment

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- Racial and social justice lens
- Cultural responsiveness and equity
- Developing and modeling equitable and anti-racist policies and practices
- Learn, heal, grow together



# School Mental Health Virtual Learning Series

## *Objectives*

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- **Gain increased awareness of school well-being** within a multi-tiered system of school mental health supports and services
- **Support trauma-informed systems** in schools
- **Increase understanding of strength-based practices** that promote student academic and social-emotional-behavioral success
- **Learn to provide more culturally responsive and equitable** services and supports
- **Hear perspectives on school mental health** from school, district and state levels
- **Obtain insight into how youth, families, schools and communities can best work together** to address student mental health needs



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# Upcoming Events

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**October 10, 3pm-4pm EST: Tier 2 Mental Health Interventions in Schools Webinar**

**Early 2024 (dates TBD): School Well-Being Learning Community**  
**[Interest Form](#)**

*Stay updated:*

[schoolmentalhealth.org/webinars](https://schoolmentalhealth.org/webinars)

*Sign up for our listserv:*

[schoolmentalhealth.org/Connect/Listserv--Newsletters/](https://schoolmentalhealth.org/Connect/Listserv--Newsletters/)



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# The 2023 Annual Conference on Advancing School Mental Health

*Building Hopeful Futures for All Youth*

**December 5-7, 2023 · New Orleans, LA**



**Share and learn about  
national best practices  
in school mental health!**

- 100+ conference sessions
- 9 conference tracks focused on building effective multi-tiered systems of support (MTSS)
- Poster and networking reception
- School mental health awards

**Register and reserve your  
hotel room today!**



**[www.SchoolMentalHealth.org](http://www.SchoolMentalHealth.org)**



2023 CONFERENCE



# Meet Our Presenter

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# Sam Reaves

## PhD

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### My Roles

- **Assistant Professor of Psychiatry,** University of Maryland School of Medicine
- **Core Faculty,** The National Center for School Mental Health

### My Lens

- Black
- She/her/hers
- Female
- Heterosexual
- Middle class
- Plus-Size
- Millennial
- US Citizen



# Organizational Well-being

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*An organization's ability to **promote** and maintain the **physical, psychological, and social health** for all employees.* (National Institutes of Health)

- More than making time for self-care
- Creates and sustains an environment that is conducive to and supportive of employee wellness
- Supports are available to everyone and not reactive to an issue



# Why?

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- Well-being
- Performance
- Self-efficacy
- Engagement
- Relationships

**Audience:**  
Share with us in the Chat

How have you seen  
organizational well-being  
impact your school  
community?

# Well-being

## TeacherWISE

- <https://www.teacherwise.org/>

## Provider Well-being

- <https://www.providerwellbeing.org/>

### What is TeacherWISE?

TeacherWISE is a research-informed program that helps teachers and school staff manage five areas of their well-being:



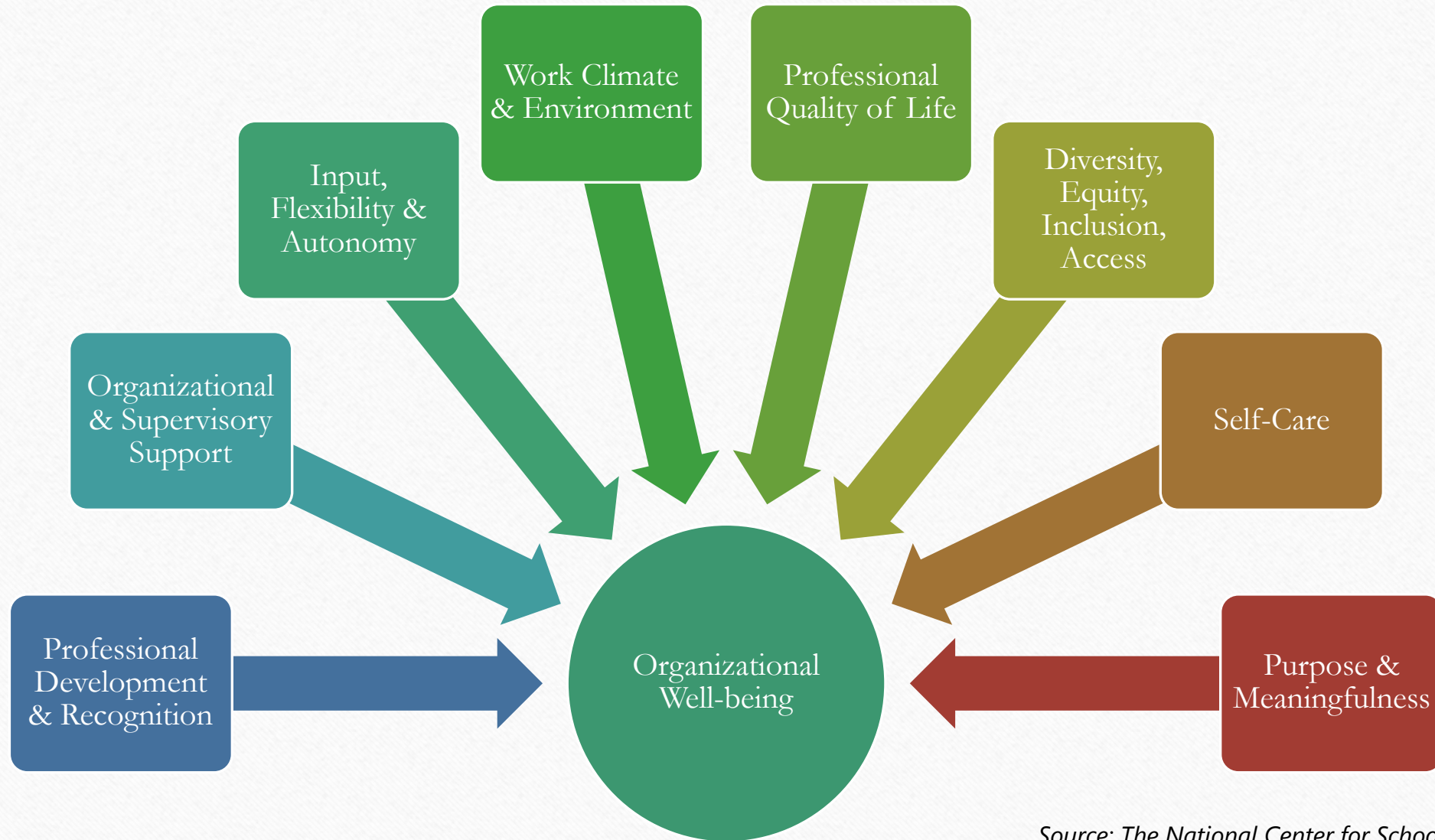
Provider Well-being Home About Log In

We invite behavioral health providers to assess their individual and organization's well-being and engage in continuous quality improvement.

Individual Provider Organization

### What is Provider Well-being?

Personal well-being is a state of feeling satisfied, fulfilled, and having a sense of meaning or purpose.

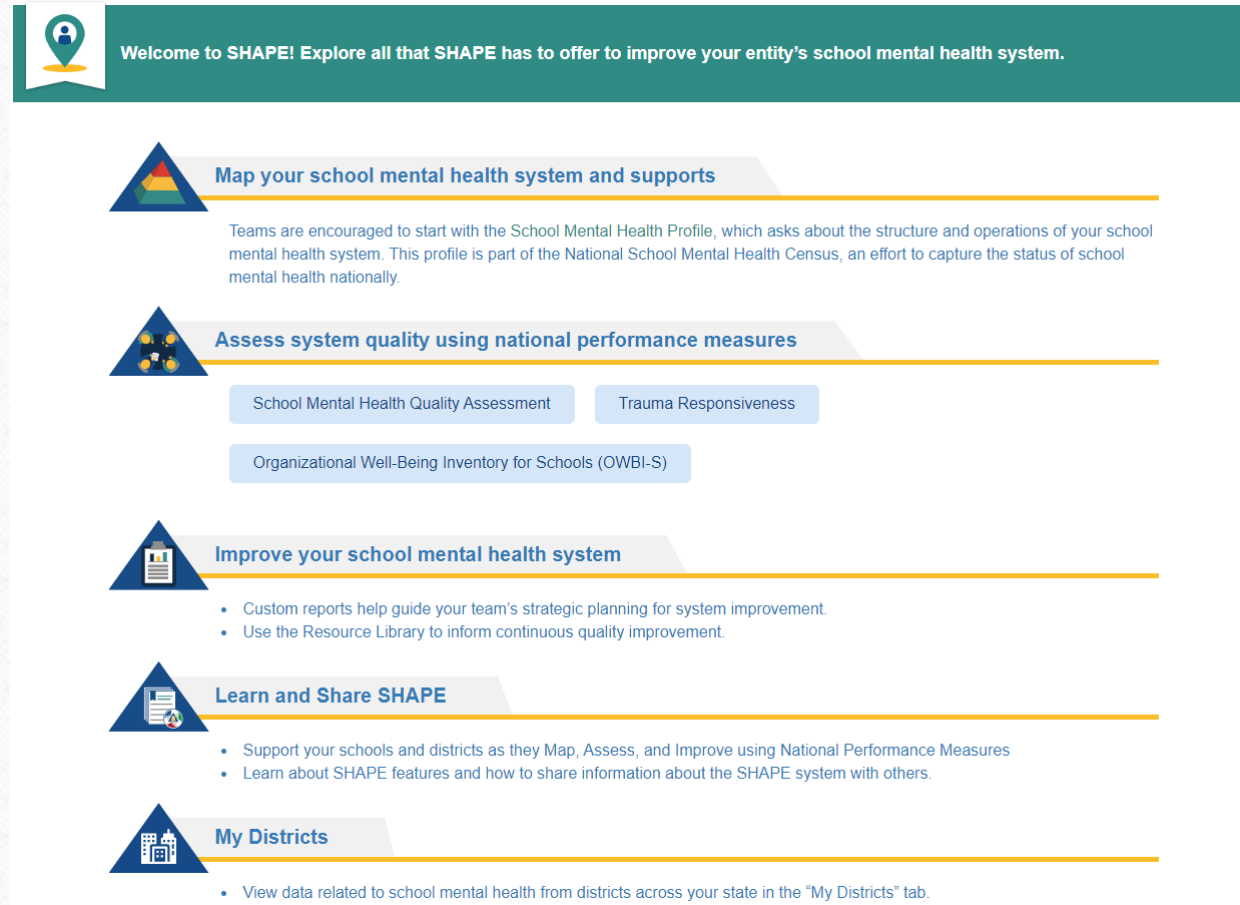


Source: The National Center for School Mental Health



# Organizational Well-Being Inventory for Schools (OWBI-S)

The OWBI-S lives here.  
Check out our other  
resources – all free.



The screenshot shows the SHAPE system homepage. At the top, a green banner contains a location pin icon and the text: "Welcome to SHAPE! Explore all that SHAPE has to offer to improve your entity's school mental health system." Below this, the page is organized into several sections, each with a blue triangle icon and a title:

- Map your school mental health system and supports**: 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.
- Assess system quality using national performance measures**: This section features three buttons: "School Mental Health Quality Assessment", "Trauma Responsiveness", and "Organizational Well-Being Inventory for Schools (OWBI-S)".
- Improve your school mental health system**: Custom reports help guide your team's strategic planning for system improvement. Use the Resource Library to inform continuous quality improvement.
- Learn and Share SHAPE**: Support your schools and districts as they Map, Assess, and Improve using National Performance Measures. Learn about SHAPE features and how to share information about the SHAPE system with others.
- My Districts**: View data related to school mental health from districts across your state in the "My Districts" tab.

<https://www.theshapesystem.com/>



## Jefferson United

My Star Status

[View Certificate](#)



## The Organizational Well-Being Inventory for Schools (OWBI-S)

The OWBI-S provides an overview of the organizational well-being of your school system, often surfacing numerous strengths and opportunities for improvement or growth.

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 organizational well-being.





Current Reporting Period: **August 2021 - June 2022**

[Change Reporting Period ?](#)

[Summary Report](#)

**Work Climate and Environment**



[Take Survey](#)

[View Report](#)

**Input, Flexibility, and Autonomy**



[Take Survey](#)

[View Report](#)

**Professional Development and Recognition**



[Take Survey](#)

[View Report](#)

**Organizational and Supervisory Support**



[Take Survey](#)

[View Report](#)

**Self-Care**



[Take Survey](#)

[View Report](#)

**Diversity, Equity, Inclusion, Access (DEIA)**



[Take Survey](#)

[View Report](#)

**Purpose and Meaningfulness**



[Take Survey](#)

[View Report](#)

**Professional Quality of Life**



[Take Survey](#)

[View Report](#)


# Report



 Summary Report

Last completed on: 06/20/2023  
1 completed this Reporting Period


**Work Climate and Environment**



Take Survey View Report

✓ Last completed on: 06/20/2023  
2 completed this Reporting Period


**Input, Flexibility, and Autonomy**



Take Survey View Report

✓ Last completed on: 06/14/2023  
1 completed this Reporting Period


**Professional Development and Recognition**



Take Survey View Report

✓ Last completed on: 06/14/2023  
1 completed this Reporting Period

**Organizational and Supervisory Support**



Take Survey View Report

✓ Last completed on: 06/14/2023  
1 completed this Reporting Period

**Self-Care**

✓ Last completed on: 06/14/2023  
1 completed this Reporting Period

**Diversity, Equity, Inclusion, Access**

✓ Last completed on: 06/14/2023  
1 completed this Reporting Period

**Purpose and Meaningfulness**

✓ Last completed on: 06/14/2023  
1 completed this Reporting Period

**Professional Quality of Life**



# Report

- Summary Scores
  - Overall
  - By Domain
- Action Planning Template



## Schools (OWBI-S) Progress Report JEFFERSON UNITED

Reporting Period: September 2018 - June 2019  
Date of Report: 09/04/2023  
Entered By: 2 Users

### Understanding this Summary

This report is generated based on the information you provided for the OWBI-S survey. The composite score for each domain is the average of your ratings for every item within the domain.

Composite scores of 1.0-1.9 are classified as **"Emerging"** areas, 2.0-2.9 are classified as **"Progressing"** areas, and 3.0-4.0 are classified as areas of **"Proficient."**

### ORGANIZATIONAL WELL-BEING INVENTORY FOR SCHOOLS (OWBI-S) DOMAINS

#### PROFICIENT

##### Composite Score

- 4 .... Professional Development and Recognition
- 3.6 .... Self-Care
- 4 .... Diversity, Equity, Inclusion, Access (DEIA)
- 4 .... Purpose and Meaningfulness

#### PROGRESSING

##### Composite Score

- 2.6 .... Work Climate & Environment
- 2.9 .... Input, Flexibility & Autonomy
- 2 .... Organizational and Supervisory Support

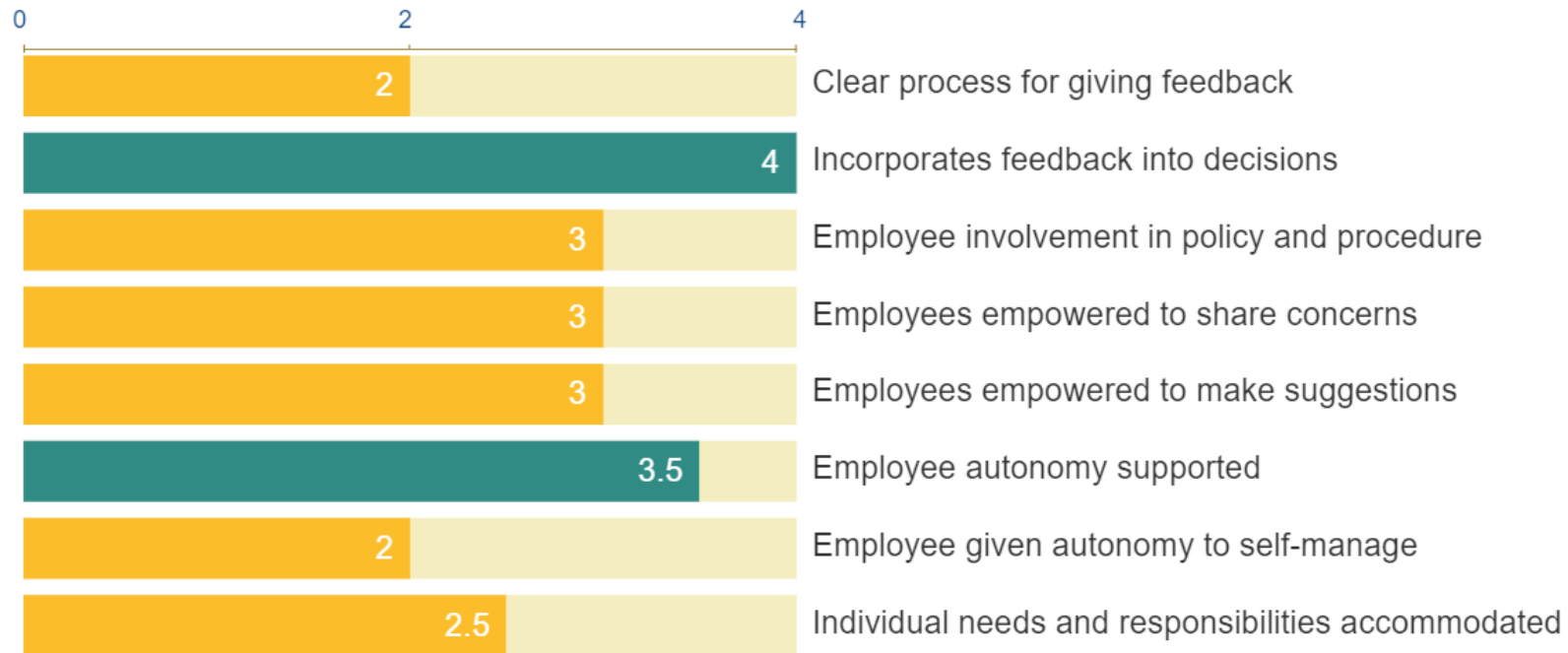
#### EMERGING

##### Composite Score

- 1 .... Purpose and Meaningfulness



OVERALL COMPOSITE SCORE: 2.9



Based on your responses, this is a *progressing domain* for your district. Because your score indicates you have many of the building blocks/foundational steps for this domain in place, there are a number of next steps you can take to further enhance your effort in this area. Please refer to the Resource Library to support you with next steps.



# Strategic Planning Guide

This Strategic Planning Guide is a tool for teams who have completed the Organizational Well-Being Inventory for Schools (OWBI-S) and are ready to engage in a strategic planning process to improve organizational well-being in their schools. The OWBI-S provides an overview of the organizational well-being of your school system, often surfacing numerous strengths and opportunities for improvement or growth. However, most systems have more opportunities for improvement than they can realistically address in a given school year. Therefore, this guide is designed to help teams prioritize one to two areas for improvement, develop a measurable goal, and map out an initial plan including anticipated opportunities and barriers, action steps, and a timeline.

### Step 1: Prioritize 1–2 Improvement Areas

The Organizational Well-Being Inventory for Schools (OWBI-S) includes eight domains (Work Climate and Environment; Input; Flexibility and Autonomy; Professional Development and Recognition; Organizational and Supervisory Support; Self-Care; Diversity, Equity, Inclusion, and Access (DEIA); Purpose and Meaningfulness; and Professional Quality of Life). The District Version of the OWBI-S includes an assessment of district implementation support. We encourage you to meet with your district team and review your scores on each area provided in the OWBI-S report.

Some teams have a clear idea of which improvement area they want to start with after they complete the OWBI-S. If this is true for your team, select your area and move directly to Step 2!

If you are not sure yet which improvement area is right for you, consider the following discussion questions to build consensus on which area(s) to prioritize:

- **Desire** – How much desire (e.g., motivation, need) is there to improve this area?
- **Impact** – How much impact would improvements in this area have on overall staff and/or school well-being?
- **Resources** – What resources (e.g., staffing, capacity, financial resources, leadership support, community support, partnerships, expertise) are available to make changes and improvements in this area?





# Root Issues Approach

**Select an area that impacts many others:**

A deductive process of determining which factors have the greatest/broadest impact.

Try: If you had a magic wand and could make **one** problem disappear tomorrow, what would it be?

**Pro:** Addressing a root problem can have a significant effect on a system and create cascading change.

**Con:** Root problems are often complex and can be costly and require extended periods of time to implement and see change.

# Small Wins Approach

## **Identify easy gains.**

The problem is relatively easy to address; does not require a large number of resources and success can be achieved in a short period of time.

**Pro:** Provides a sense of success which can be a source of encouragement in situations where problems feel/are overwhelming. Helps when resistance in the system is impeding change. Demonstrating success can increase buy in.

**Con:** Can create frustration if perceived as ignoring more important factors.



# Strategic Planning Guide

## 1. Prioritize 1-2 Improvement Areas

- Need for change?
- Desire for change?
- Resources to support change?
- Barriers to change?

## 2. Develop a Measurable Goal

- Create SMARTIE goal

This Strategic Planning Guide is a tool for teams who have completed the Organizational Well-Being Inventory for Schools (OWBI-S) and are ready to engage in a strategic planning process to improve organizational well-being in their schools. The OWBI-S provides an overview of the organizational well-being of your school system, often surfacing numerous strengths and opportunities for improvement or growth. However, most systems have more opportunities for improvement than they can realistically address in a given school year. Therefore, this guide is designed to help teams prioritize one to two areas for improvement, develop a measurable goal, and map out an initial plan including anticipated opportunities and barriers, action steps, and a timeline.

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## SMARTIE Goals

**SPECIFIC** – concrete, detailed, objective, and well defined

**MEASURABLE** – outcomes that make it clear when a goal has been achieved

**ACHIEVABLE** – considers the “reach” of the goal

**REALISTIC** – brings change but not so challenging that success is unlikely

**TIME-BOUND** – includes a clear deadline and check in dates

**INCLUSIVE** – inclusive of historically marginalized groups

**EQUITABLE** – considers an element of fairness or justice

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# Examples

- **Input, Flexibility, and Autonomy:** By the end of the school year, the district schools' administration will collect anonymous surveys from the entire school staff regarding organizational climate. The district schools' administration will use the data to review the top areas of concern for staff and develop an action plan to address the top one to two areas highlighted by staff.
- **Professional Development and Recognition:** By the end of the first month of school, district schools' employee wellness committees will create a bulletin board in the staff lounge to highlight employees' professional accomplishments and personal milestones and will regularly update the board to highlight the diversity of interests and accomplishments at their school.



# Template

**By** [time frame], **we will accomplish a** [measurable amount of] [our goal] **to improve** [quality indicator].

- Be specific about how the goal or strategy is inclusive and equitable.

# Work Climate & Environment

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## Indicators

1. My school exterior and interior spaces are well-lit and physically well maintained (e.g., clean, secure, healthy).
2. My school provides employees with adequate resources to complete their job duties (e.g., providing adequate space, good Informational Technology (IT) systems, other practice supports ).
3. Information and resources about employee rights and staff well-being are posted in places that are visible.
4. My school does not tolerate and appropriately responds to sexual harassment and other forms of harassment by adults or students.
5. My school has a formal, confidential process for employee grievances/complaints that is managed by those in the appropriate role.
6. My school only schedules meetings or activities that are relevant to my work and/or are an efficient use of my time.
7. Leaders in my school delegate work effectively.
8. Employees in my school are supported in setting and adhering to healthy workload boundaries.

# Template

**By** [time frame], **we will accomplish a** [measurable amount of] [our goal] **to improve** [quality indicator].

- Be specific about how the goal or strategy is inclusive and equitable.



# Strategic Planning Guide

## 3. Define Success

- Define what success looks like
- Consider opportunities that exist and current work
- Who will be involved?

## 4. Create Action Plan

- Short term timeline (0-6 months)
- Long term timeline (7-24 months)

### Create an Action Plan

Identify 3-5 short-term action steps and 3-5 long-term action steps (if relevant) that can be taken to achieve this goal.

**Short term: 0-6 months**

Action Step	Team Members Responsible	Data to Evaluate Change	Target Date

# Professional Development & Recognition

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## Indicators:

1. My school provides all employees with training related to their specific job tasks.
2. Employees are provided opportunities, coverage, and continuing education credit to attend helpful trainings related to their role.
3. My school provides information and skills training and/or education on the steps necessary to advance in one's role.
4. My school provides leadership development training.
5. My school offers perks/special privileges (e.g., better parking space) to employees who demonstrate high quality performance.
6. My school regularly recognizes and celebrates professional accomplishments (e.g., promotions).
7. My school regularly recognizes and celebrates personal milestones and successes (e.g., birthdays, life events).
8. My school recognizes people's passions, including activities and hobbies beyond work.



# Diversity, Equity, Inclusion, & Access

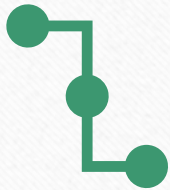
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## Indicators:

1. My school has a clear working definition of diversity, equity, inclusion, and access.
2. Information about diversity, equity, inclusion, and access is posted in places that are visible.
3. My school regularly engages continuous quality improvement of organizational processes and practices related to DEIA.
4. My school provides training to all employees on diversity, equity, inclusion, and access.
5. My school engages in equitable decision-making by including input from multiple sources.
6. There is a clear feedback process and point of contact for diversity and equity related matters, including mechanisms to support employees harmed by acts of discrimination.
7. My school provides culturally relevant instruction, supports, and services to its students.
8. Employees feel accepted and respected in my school.

# Define Success

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How would you know change occurred in this domain?



What would your school look and feel like?



What teams, programs, or people are doing similar work that you can collaborate with?

# Action Steps

**Audience:**  
**Share with us in the Chat**

What is one small change  
your school could make?





# Input, Flexibility & Autonomy

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## Indicators:

1. My school provides employees with a clear, effective process for giving feedback about practices and policies.
2. My school incorporates employees' feedback into decisions about practices and policies
3. Employees at my school are involved in the creation of new and updated policies and procedures.
4. Employees at my school feel empowered to speak up about concerns they have in the workplace.
5. Employees at my school feel empowered to bring up ideas and make suggestions to improve the school.
6. Employees at my school are supported to function well autonomously.
7. Employees at my school are given the autonomy to self-manage their work.
8. My school accommodates individual needs or responsibilities in employees' personal lives

# Organizational & Supervisory Support

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## Indicators:

1. School employee roles and responsibilities are clearly defined and adhered to.
2. Staff-to-student ratios are sufficient for staff to effectively perform their jobs.
3. My school provides helpful support for administrative tasks and procedures (e.g., completing paperwork).
4. All employees at my school receive sufficient, timely, and relevant supervision and coaching.
5. My school provides effective and timely support to address instructional issues (e.g., new curricula).
6. My school provides effective and timely support to address student-related issues (e.g., student emotional and behavioral concerns).
7. Our employee evaluation procedure is clear and fair.
8. School employees feel comfortable discussing concerns about the school or their job with supervisors without fear of negative consequences (e.g., being treated differently, feeling like their job is in jeopardy or having it impact their role on the team).



# Self-Care

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## Indicators:

1. My school provides continuous education and training for all employees to understand the connection between stress, well-being, and health including signs of burnout, compassion fatigue, and/or vicarious or secondary trauma.
2. My school provides protected time and encourages employees to participate in self-care and self-compassion activities.
3. An employee assistance program (EAP) is readily available to all employees and its use is encouraged.
4. Time is allotted in supervision and/or yearly reviews to freely discuss job stress and self-care strategies.
5. My school provides opportunities and space for all employees to practice mindfulness/take quiet time during the day.
6. My school provides sufficient time for employees to take breaks during the day.
7. My school strongly encourages use of sick and vacation time.
8. At regular intervals, my school measures employee well-being and self-care.

# Purpose & Meaningfulness

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## Indicators:

1. My school supports employees to identify their personal values and align those with their work.
2. Employees are proud to work in my school.
3. Job assignments and responsibilities are shaped around the employees' interests and strengths.
4. My school provides tasks and activities that are personally meaningful to employees.
5. Employees derive a sense of purpose from their careers.
6. My school provides opportunities for employees to identify their professional goals.
7. Employees feel that their work has meaningful impact.
8. The school helps employees recognize the value of their unique contributions to the overall mission of the school.



# Professional Quality of Life

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## Indicators:

1. The workload for employees is reasonable and achievable.
2. Employees' training and skills are well utilized by my school.
3. Employees feel their day-to-day tasks make a difference.
4. Employees are happy to work in my school.
5. Employees enjoy the people they work with at my school.
6. My school creates a sense of collegiality and teamwork among employees.
7. My school encourages new ideas and innovations from employees.
8. My school encourages appropriate boundaries between work and personal life.

# School Leadership

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Promote a culture of  
well-being



Ensure resources are  
available



Develop open and  
transparent  
communication channels



# Families and Community

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Engagement



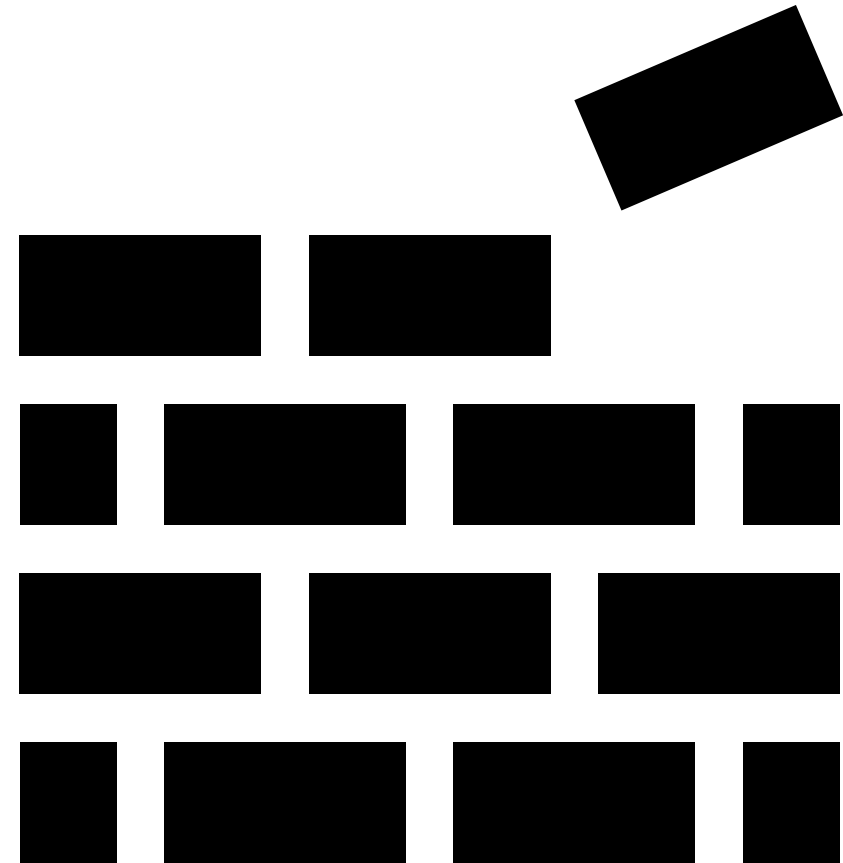
Advocacy



Support

## District/State

- Policies and Procedures
- Implementation Support
- Data monitoring
  - For schools
  - For self





# Resources

1. [The SHAPE System](#)
2. [White House Toolkit: Federal Resources for Addressing School Infrastructure Needs](#)
3. [Greater Good in Education: Science-Based Practices for Kinder, Happier Schools](#)
4. [Plans That Work: Tools for Supporting School Improvement Planning](#), *Office of Elementary & Secondary Education*
5. [Provider Well-Being](#)
6. [TeacherWISE](#)
7. [NCSMH SMH Webinar Series](#)







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**Q & A**

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# Please Share Your Feedback!

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Evaluation



*Thank you!*