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

**November 2021-June 2022**

## Cultural Responsiveness, Anti-Racism and Equity (CARE) Best Practices in School Mental Health (SMH): Screening

March 2, 2022

NCSMH
NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

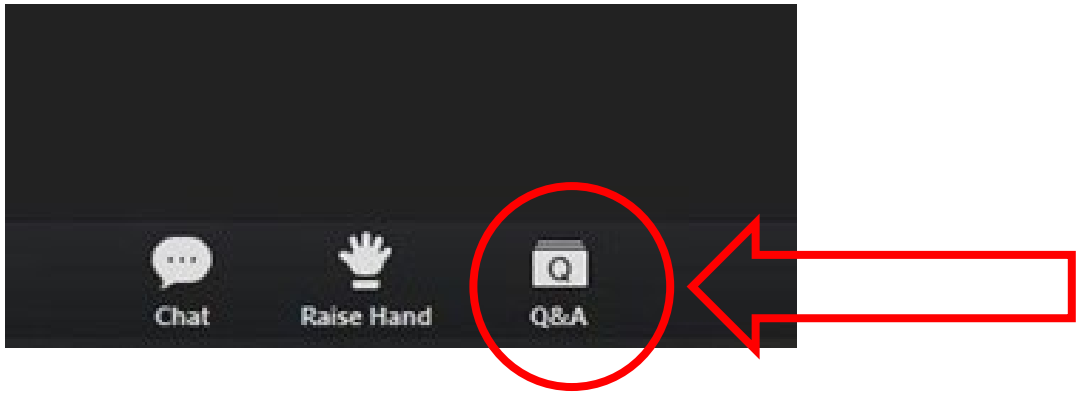
UNIVERSITY of MARYLAND SCHOOL OF MEDICINE

SAMHSA
Substance Abuse and Mental Health Services Administration

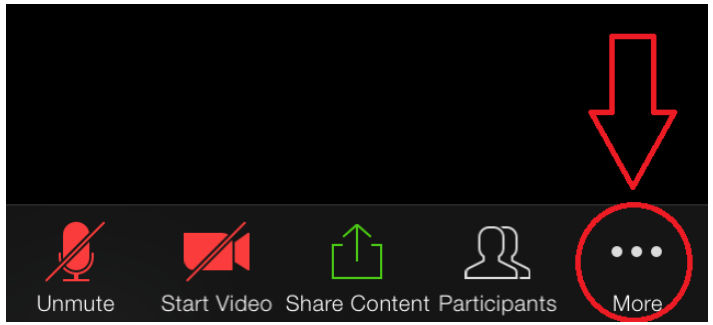
# Technology Support

- Slides will be posted on the NCSMH website (www.schoolmentalhealth.org)
- Please type questions for the panelists into the Q&A box.
- Use chat box for sharing resources, comments, and responding to speaker

**Web**




**Mobile App**

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THE DANYA INSTITUTE

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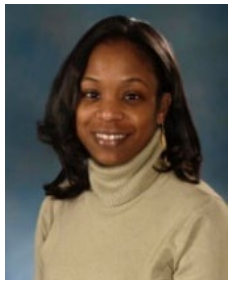
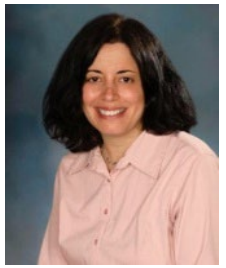
Coordinator



**Dana Cunningham**
PGSMHI Director

**Sharon Hoover**
NCSMH Co-Director



**Nancy Lever**
NCSMH Co-Director

**Perrin Robinson**
Communications Manager

**Kris Scardamalia**
NCSMH Faculty

# Central East Geographical Area of Focus

## HHS REGION 3

Delaware

District of Columbia

Maryland

Pennsylvania

Virginia

West Virginia

SAMHSA
Substance Abuse and Mental Health Services Administration

# What Does Central East MHTTC Do?

## Actions

- **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

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NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

# 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, Britt Patterson, Ph.D., Sam Reaves, Ph.D., Kris Scardamalia, Ph.D., Cindy Schaeffer, Ph.D.

Funded in part by the Health Resources and Services Administration

www.schoolmentalhealth.org
www.theshapesystem.com

Facebook.com/CenterforSchoolMentalHealth

@NCSMHtweets

# School Mental Health Webinar Series

**Objectives**

- Gain increased awareness of high quality, sustainable multi-tiered system of school mental health supports and services
- Support trauma-informed systems in schools
- Discover the impacts of social determinants of health on 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

Central East (HHS Region 3)
MHTTC Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

University of Maryland School of Medicine

NCSMH National Center for School Mental Health

# Upcoming Webinars (3:00-4:00 ET, 2:00-3:00 CT, 1:00-2:00 MT, 12:00-1:00 PT)

- March 16 **Cultural Inclusiveness and Equity (CIE) Part 3: Engaging in Culturally Inclusive Classroom Actions to Promote Student Mental Health**

- April 6 **Cultural Inclusiveness and Equity (CIE) Part 4: Supporting Students Experiencing Distress from a Cultural Inclusiveness and Equity Lens**

- May 4 **Cultural Responsiveness, Anti-Racism, and Equity (CARE) Best Practices in School Mental Health - Universal Mental Health Promotion (Tier 1)**

- June 1 **Cultural Responsiveness, Anti-Racism, and Equity (CARE) Best Practices in School Mental Health - Early Intervention and Treatment in Schools (Tiers 2 & 3)**

# Welcome
# Our Presenters:

**Samantha Reaves, Ph.D.**
**Assistant Professor,**
**National Center for School Mental Health**

**Mark Sander, Psy.D.**

**Director of School Mental Health, Hennepin County and Minneapolis Public Schools**

**Dana Cunningham, Ph.D.**
**Director, Prince George's School Mental Health Initiative**

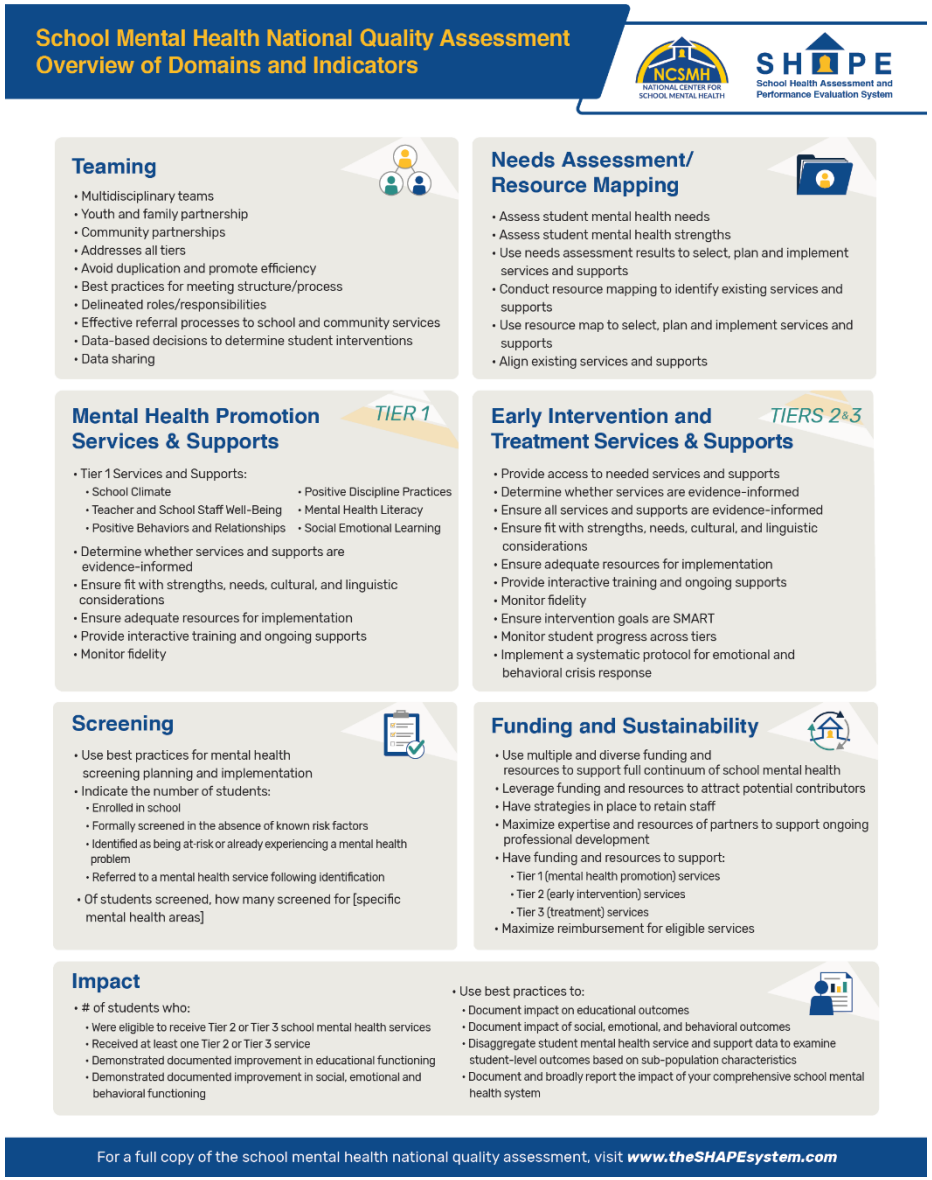
# Objectives

- Increase understanding of best practices in school mental health screening
- Gain understanding of how to use the SHAPE System to assess the quality of your school mental health screening at the school and/or district level
- Increase knowledge of and reflect on how cultural responsiveness, anti-racist, and equity (CARE) considerations fit into school mental health screening
- Be able to list three strategies to better integrate CARE into school mental health screening

# Overview of School Mental Health Quality Domains and Indicators

## Quality Domains

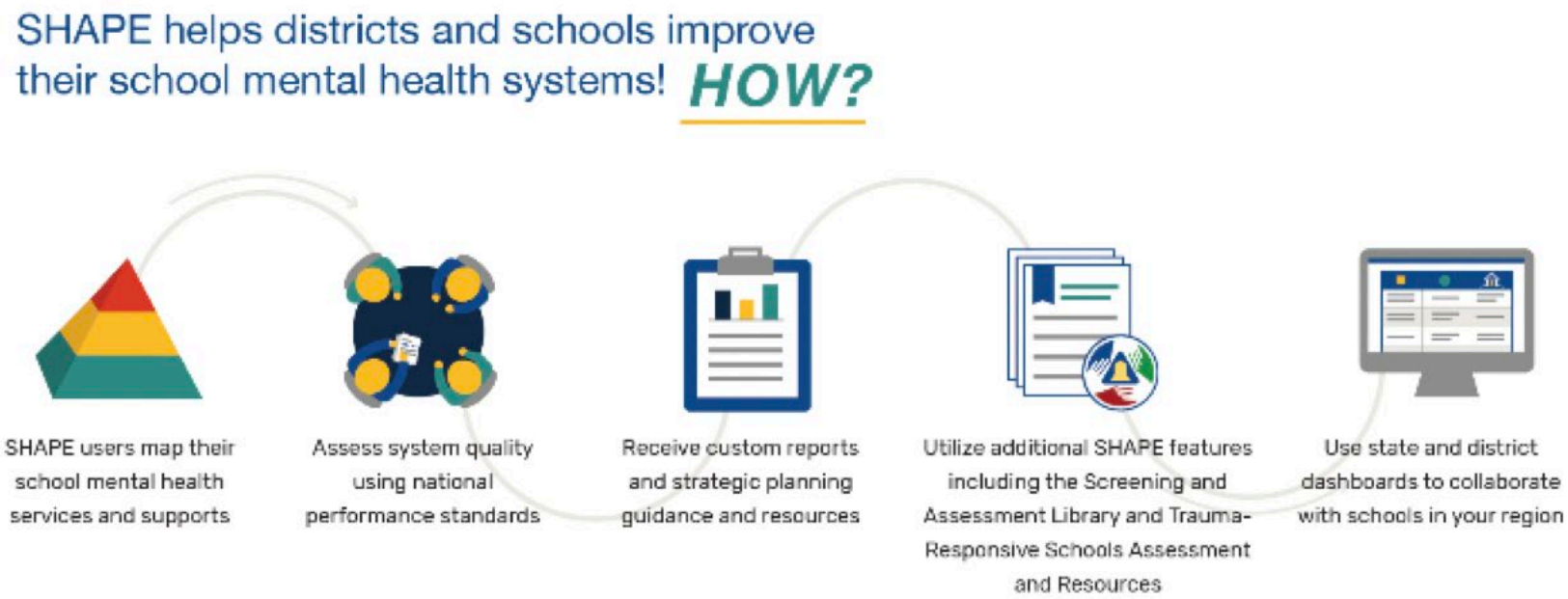
- Teaming
- Needs Assessment and Resource Mapping
- Mental Health Promotion for All (Tier 1)
- Early Intervention and Treatment Services and Supports (Tiers 2/3)
- Screening
- Impact
- Funding and Sustainability




(NCSMH, 2019)

# School Health Assessment and Performance Evaluation (SHAPE) System

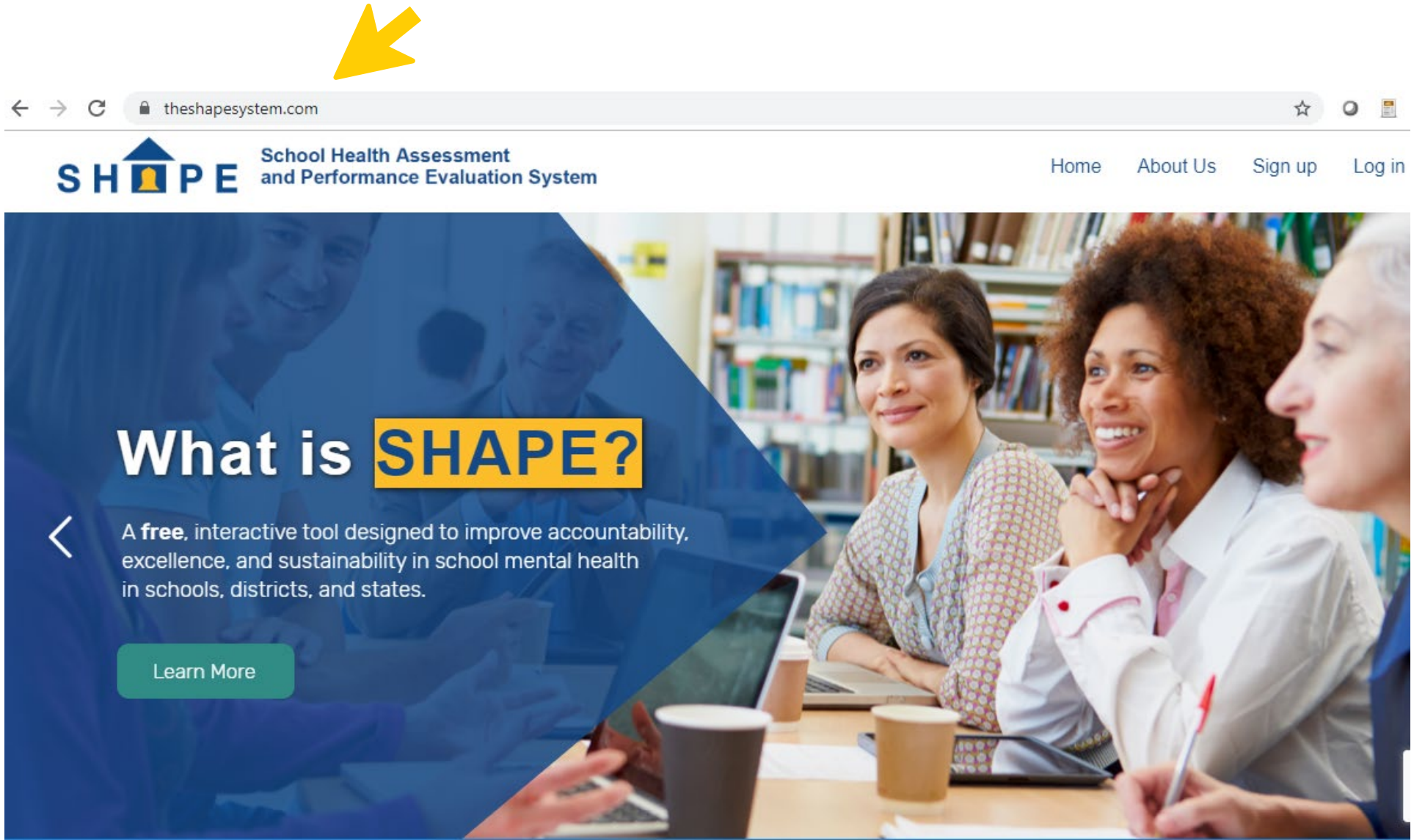
[www.theSHAPEsystem.com](http://www.theSHAPEsystem.com)






(NCSMH, 2019)

# The SHAPE System



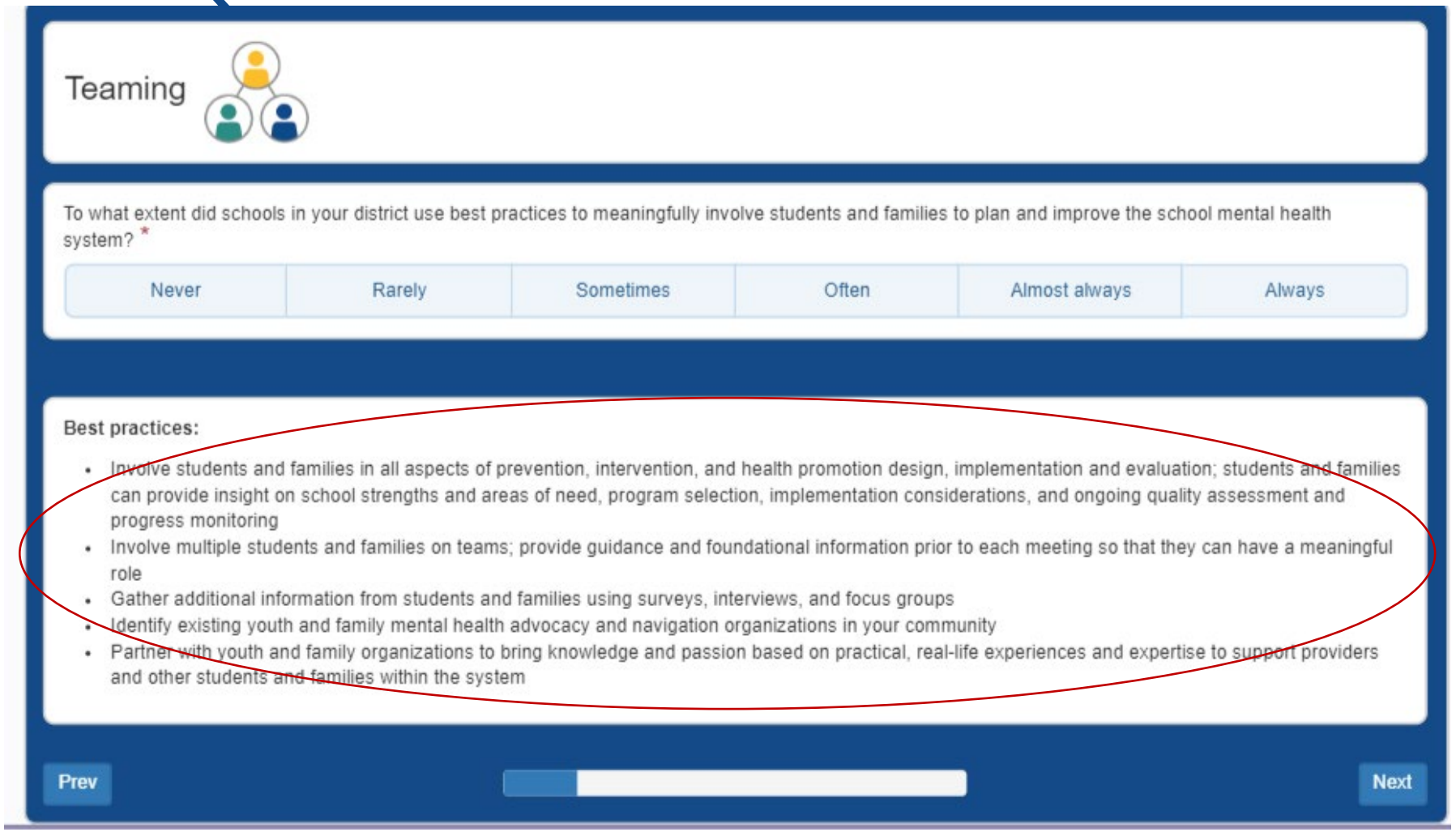
# Sign Up

SHAPE
School Health Assessment
and Performance Evaluation System
Home
About Us
Sign up
Log in
What is SHAPE?
A free, interactive tool designed to improve accountability, excellence, and sustainability in school mental health in schools, districts, and states.
Learn More

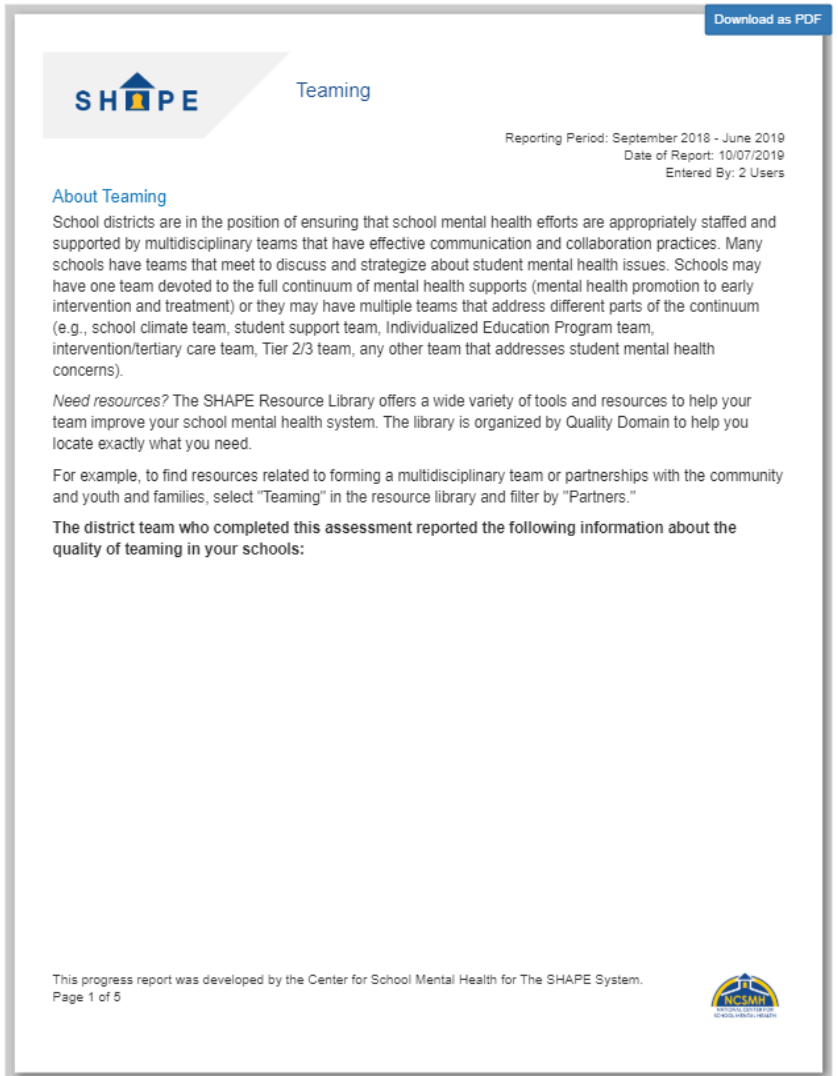
# Overview Page

# Quality Assessment

# Questions and Best Practices



# Domain Reports



Download as PDF

SHAPE Teaming

Reporting Period: September 2018 - June 2019
Date of Report: 10/07/2019
Entered By: 2 Users

## About Teaming

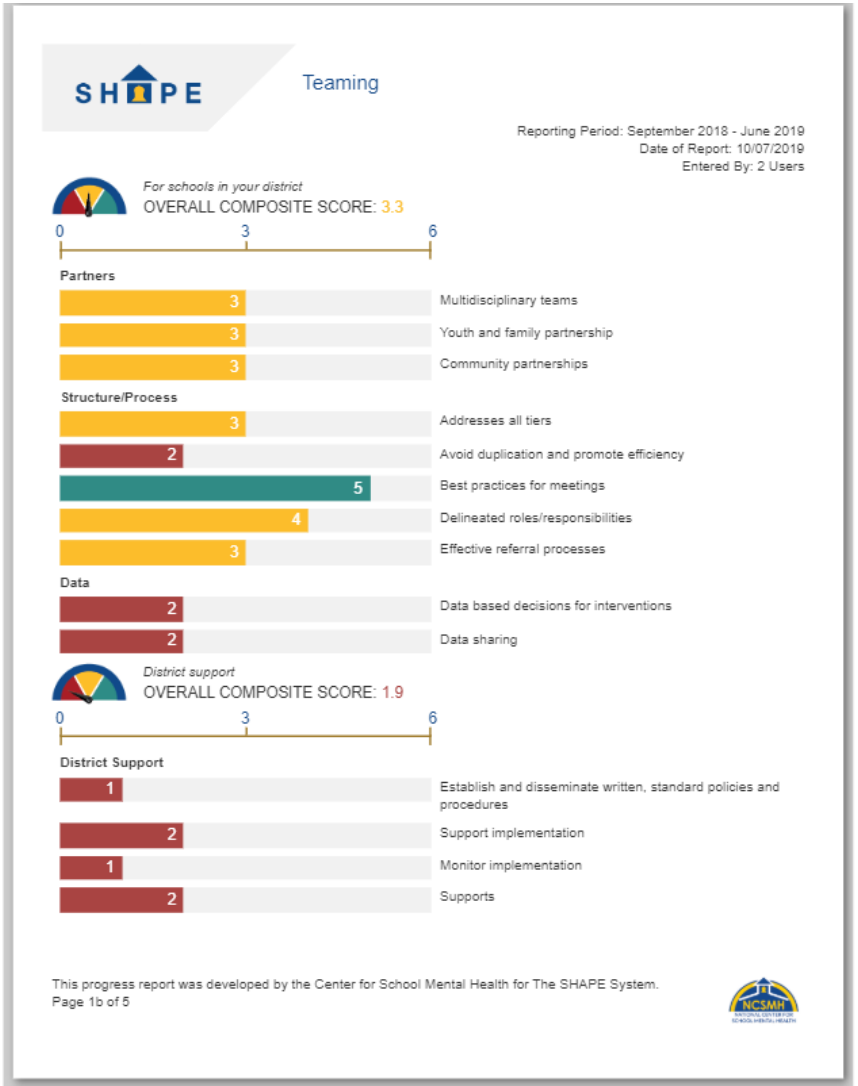
School districts are in the position of ensuring that school mental health efforts are appropriately staffed and supported by multidisciplinary teams that have effective communication and collaboration practices. Many schools have teams that meet to discuss and strategize about student mental health issues. Schools may have one team devoted to the full continuum of mental health supports (mental health promotion to early intervention and treatment) or they may have multiple teams that address different parts of the continuum (e.g., school climate team, student support team, Individualized Education Program team, intervention/tertiary care team, Tier 2/3 team, any other team that addresses student mental health concerns).

*Need resources?* The SHAPE Resource Library offers a wide variety of tools and resources to help your team improve your school mental health system. The library is organized by Quality Domain to help you locate exactly what you need.

For example, to find resources related to forming a multidisciplinary team or partnerships with the community and youth and families, select "Teaming" in the resource library and filter by "Partners."

**The district team who completed this assessment reported the following information about the quality of teaming in your schools:**

This progress report was developed by the Center for School Mental Health for The SHAPE System.
Page 1 of 5



SHAPE Teaming

Reporting Period: September 2018 - June 2019
Date of Report: 10/07/2019
Entered By: 2 Users

*For schools in your district*
OVERALL COMPOSITE SCORE: 3.3

0 3 6

**Partners**

| | |
|---|---|
| 3 | Multidisciplinary teams |
| 3 | Youth and family partnership |
| 3 | Community partnerships |

**Structure/Process**

| | |
|---|---|
| 3 | Addresses all tiers |
| 2 | Avoid duplication and promote efficiency |
| 5 | Best practices for meetings |
| 4 | Delineated roles/responsibilities |
| 3 | Effective referral processes |

**Data**

| | |
|---|---|
| 2 | Data based decisions for interventions |
| 2 | Data sharing |

*District support*
OVERALL COMPOSITE SCORE: 1.9

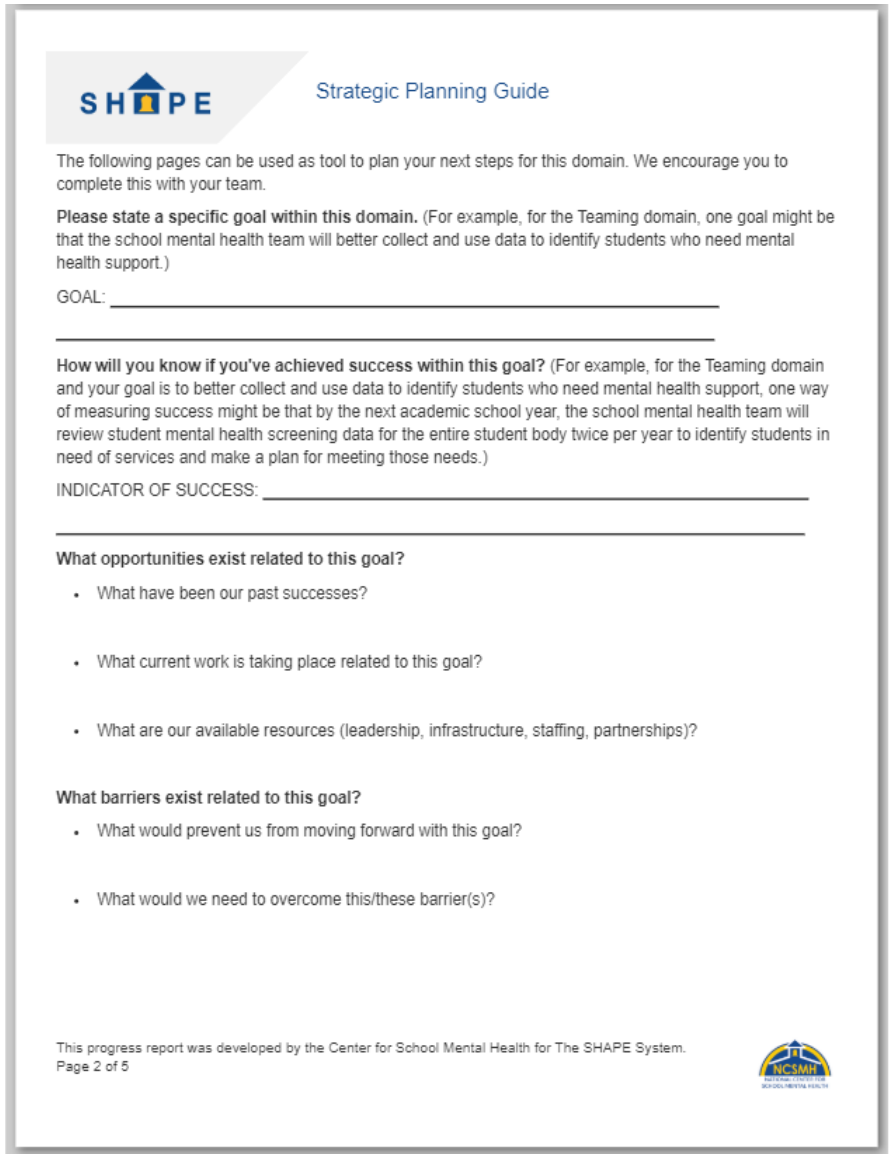
0 3 6

**District Support**

| | |
|---|---|
| 1 | Establish and disseminate written, standard policies and procedures |
| 2 | Support implementation |
| 1 | Monitor implementation |
| 2 | Supports |

This progress report was developed by the Center for School Mental Health for The SHAPE System.
Page 1b of 5

# Strategic Planning Guide



SHAPE

Strategic Planning Guide

The following pages can be used as tool to plan your next steps for this domain. We encourage you to complete this with your team.

**Please state a specific goal within this domain.** (For example, for the Teaming domain, one goal might be that the school mental health team will better collect and use data to identify students who need mental health support.)

GOAL: _____

_____

**How will you know if you've achieved success within this goal?** (For example, for the Teaming domain and your goal is to better collect and use data to identify students who need mental health support, one way of measuring success might be that by the next academic school year, the school mental health team will review student mental health screening data for the entire student body twice per year to identify students in need of services and make a plan for meeting those needs.)

INDICATOR OF SUCCESS: _____

_____

**What opportunities exist related to this goal?**

- What have been our past successes?
- What current work is taking place related to this goal?
- What are our available resources (leadership, infrastructure, staffing, partnerships)?

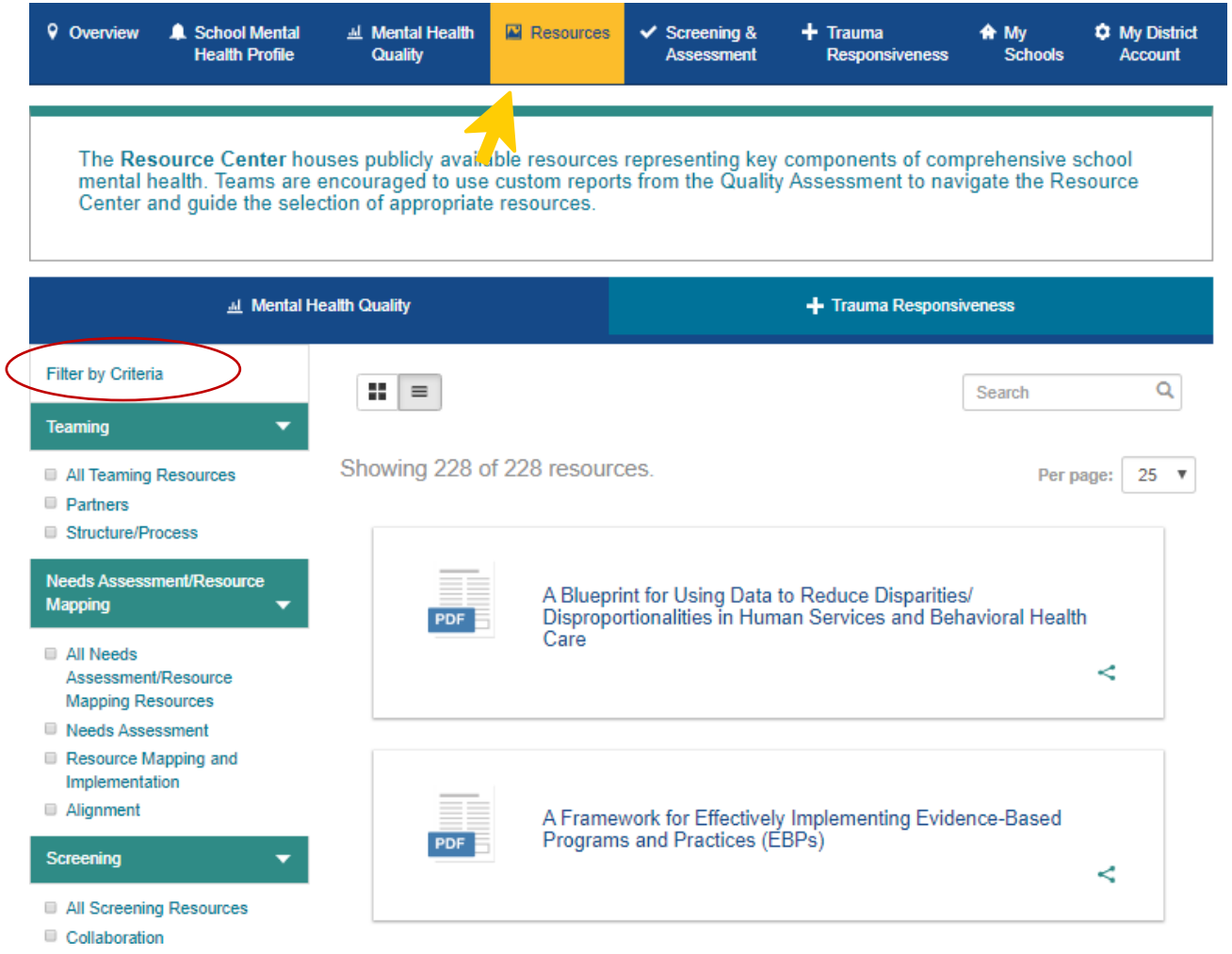
**What barriers exist related to this goal?**

- What would prevent us from moving forward with this goal?
- What would we need to overcome this/these barrier(s)?

This progress report was developed by the Center for School Mental Health for The SHAPE System.
Page 2 of 5

NCSMH

# Resource Library



# National Center for Safe Supportive Schools (NCS3)

*A Category II Center within the National Child Traumatic Stress Network*

## Our Mission

Provide states, districts, and schools with the knowledge and tools to implement culturally responsive, trauma-informed policies and practices that promote equity and well-being.

University of Maryland School of Medicine

NCSMH National Center for School Mental Health

Ann & Robert H. Lurie Children's Hospital of Chicago® Center for Childhood Resilience

aip Alliance for Inclusion & Prevention Center for Trauma Care in Schools

NCS3 National Center for Safe Supportive Schools

www.NCS3.org

# Safe Supportive Schools are:

**Comprehensive School Mental Health Systems (CSMHS)**

**Culturally Responsive, Anti-Racist and Equitable (CARE)**

**Trauma-Informed/ Healing-Centered**

# What is CARE in Schools?

| Cultural Responsiveness | Anti-Racism | Equity |
| --- | --- | --- |
| Students', families', and educators' cultural references are included in all aspects of schooling, including supports and services that promote well-being and mental health | Actively and intentionally promoting school policies and practices that lead to equity and oppose racism and other forms of oppression | Ensuring that every student has what they need to achieve academically and experience positive mental health and well-being |

# Why CARE in Schools?

- Students are harmed by social injustices in schools
- The humane response to injustice in schools is CARE

Embrace cultural differences

Build on all students' cultural knowledge

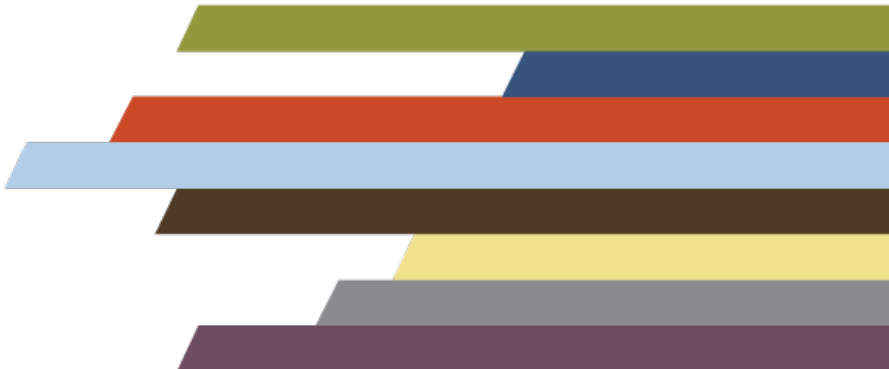
Mediate power imbalances

Dismantle systems of injustice

(Ladson-Billings, 1994)

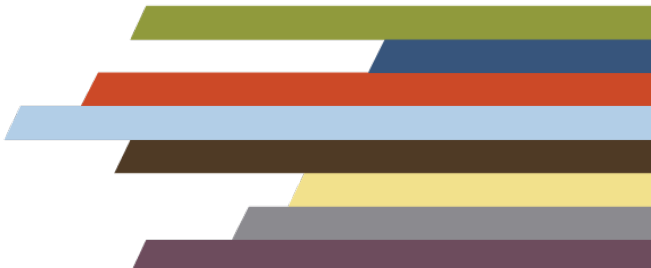
# Module 4: Screening

National School Mental Health Best Practices:
Implementation Guidance Modules
for States, Districts, and Schools



# What Is School Mental Health Screening?

Using a tool or process employed with an entire population, such as a school's student body, **to identify student strengths and needs.** Screening is often used to identify students **at risk for a mental health or substance use concern.**



# Why Screen?

- Support a multi-tiered system of supports (MTSS).
- Inform prevention and early intervention strategies.
- Identify concerns specific to grades, classrooms, or educators.
- Identify students with the highest well-being.
- Identify students at risk for mental illness or harm to self or others.
- Improve access to mental health supports.
- Economically sound.

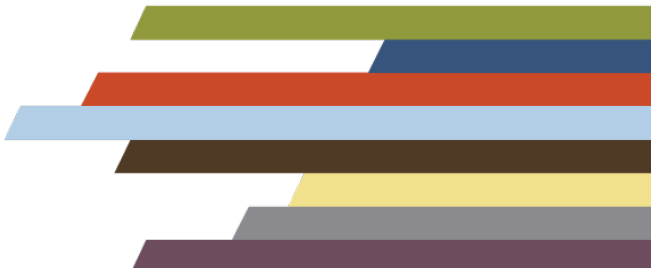
# Zoom Poll

Does your school or district implement mental health screening?

To what extent does your district/school use best practices for **mental health screening, planning, and implementation**?

# Best Practices:

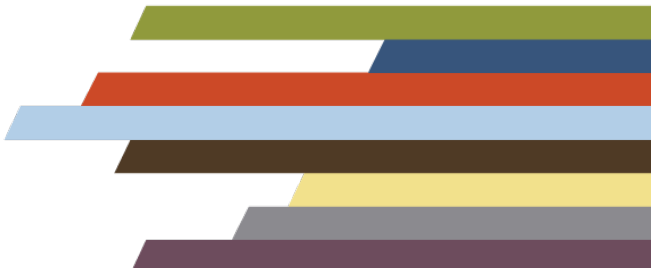
- Include students and families in the screening, planning, and implementation process.
- Use a culturally relevant screening tool or process that considers reliability, feasibility, cost, and fit with the goals of screening.
- Select a tool or process that will assess social and emotional strengths as well as risks for mental health concerns
- Consider screening tools that assess social determinants of health and education (e.g., racism, poverty, social injustice, food insecurity).
- Share information about screening in multiple formats prior to implementation



To what extent does your district/school use best practices for **mental health screening, planning, and implementation**?

# Best Practices:

- Engage students and families in consent process about screening procedures with opportunity to consent or opt out
- Ensure there is an updated list of internal and external mental health resources to support students/families screened for specific concerns/needs, including poverty, food insecurity, and trauma-specific services
- Consider also screening students not in school (e.g., due to absence or distance learning)
- Assess for disparities (e.g., race, gender, socioeconomic status, disability status) among students screened and referred for services

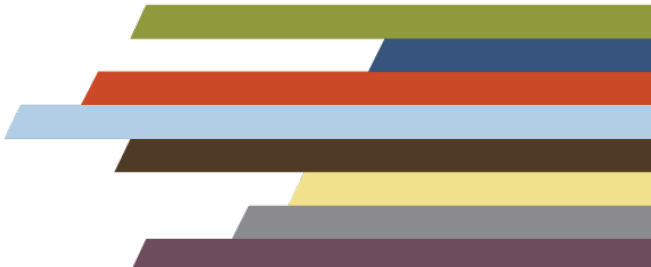


## Share in the Chat:

What mental health screening efforts have been implemented in your school/district?

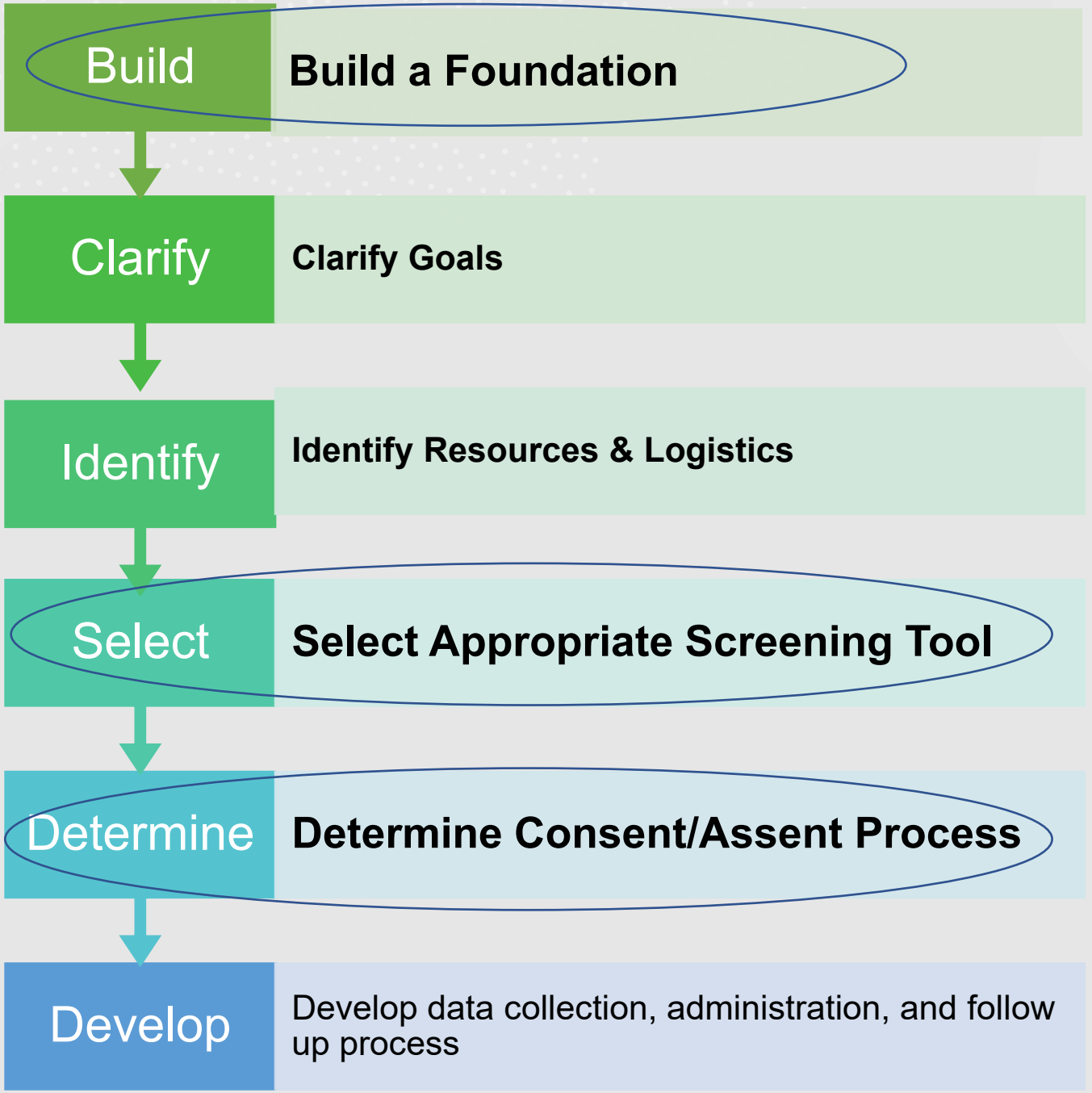
## Share in the Chat:

If your school/district has not implemented mental health screening, why not?



# Start Small

# Screening Action Steps



# Build a Foundation

## Assemble a team:

- School administrators and staff
- Community
- Students
- Family
- Advocates

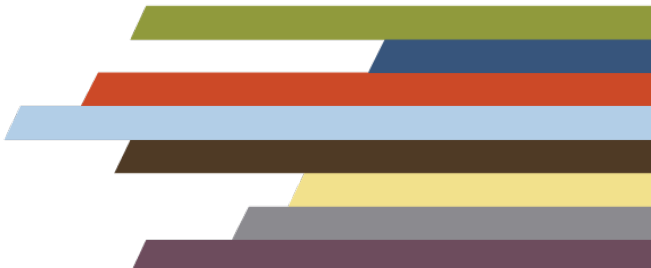
# Build a Foundation

## Cultural Considerations

- Complex stress related to poverty, immigration, language barriers
- Cultural beliefs about mental health and how concerns should be addressed
- Marginalized and underserved groups
- Screening is more acceptable across cultural groups when it is strengths-based

*"Interpreters, cultural brokers, and community liaisons should be available, utilized, and consulted with frequency in order to minimize miscommunication and improve collaboration with family members across key stakeholders."*

*(Bertone et al., 2018)*



# Build a Foundation

## Surveillance Data

Using a tool or process employed with an entire population, such as a school's student body, to gather anonymous information about school and student strengths and needs

**Examples:**

- Youth Risk Behavior Surveillance System

https://www.cdc.gov/healthyyouth/data/yrbs/index.htm

- The Children's Health and Education Mapping Tool

https://www.sbh4all.org/resources/mapping-tool/

SCHOOL-BASED HEALTH ALLIANCE
The National Voice for School-Based Health Care

NCSMH
NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

# Introducing Brief #2

- Provides screening and surveillance considerations
- Lists examples of each
- Offers guiding questions to get started

National Quality Initiative

*February 2021*

## Assessing Social Influencers of Health and Education

### Overview of SIHE Assessment

K-12 school-based staff and their community partners collect and use data to assess learning, social-emotional growth, health, and mental health. Familiar measures of student health and academic success flag both opportunities and challenges experienced by students, but may not identify the root causes of negative health and educational outcomes. By assessing the social influencers of health and education (SIHE), schools and community partners providing school health services can better understand the social and environmental factors that affect the development and well-being of youth and their families.[1] Staff from school-based health centers (SBHCs) and comprehensive school mental health systems (CSMHSs) are well-positioned to uncover the SIHE that serve as facilitators or barriers to optimal health and learning.

### Importance of SIHE Assessment

Measuring the SIHE is the first step to understanding the role SIHE play in student well-being. This knowledge can then be used to develop targeted strategies and actions for improving outcomes. A five-year study by the World Health Organization Commission on Social Determinants of Health concluded that measuring, understanding, and implementing programs and services that foster child health and development are critical to achieving health equity.[2] In schools, measurement of SIHE can help schools with needs assessments, program and partnership planning, referral pathway development, intervention and treatment planning. This brief highlights screening and surveillance as methods by which SBHCs and CSMHSs can assess SIHE, and outlines how assessing SIHE can inform school-, district-, and state-led activities to support student health and academic achievement.

**For more information on SBHCs, CSMHSs, and how the education and health sectors can together address SIHE, visit:**

The Center for Health and Health Care in Schools
SCHOOL-BASED HEALTH ALLIANCE
NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

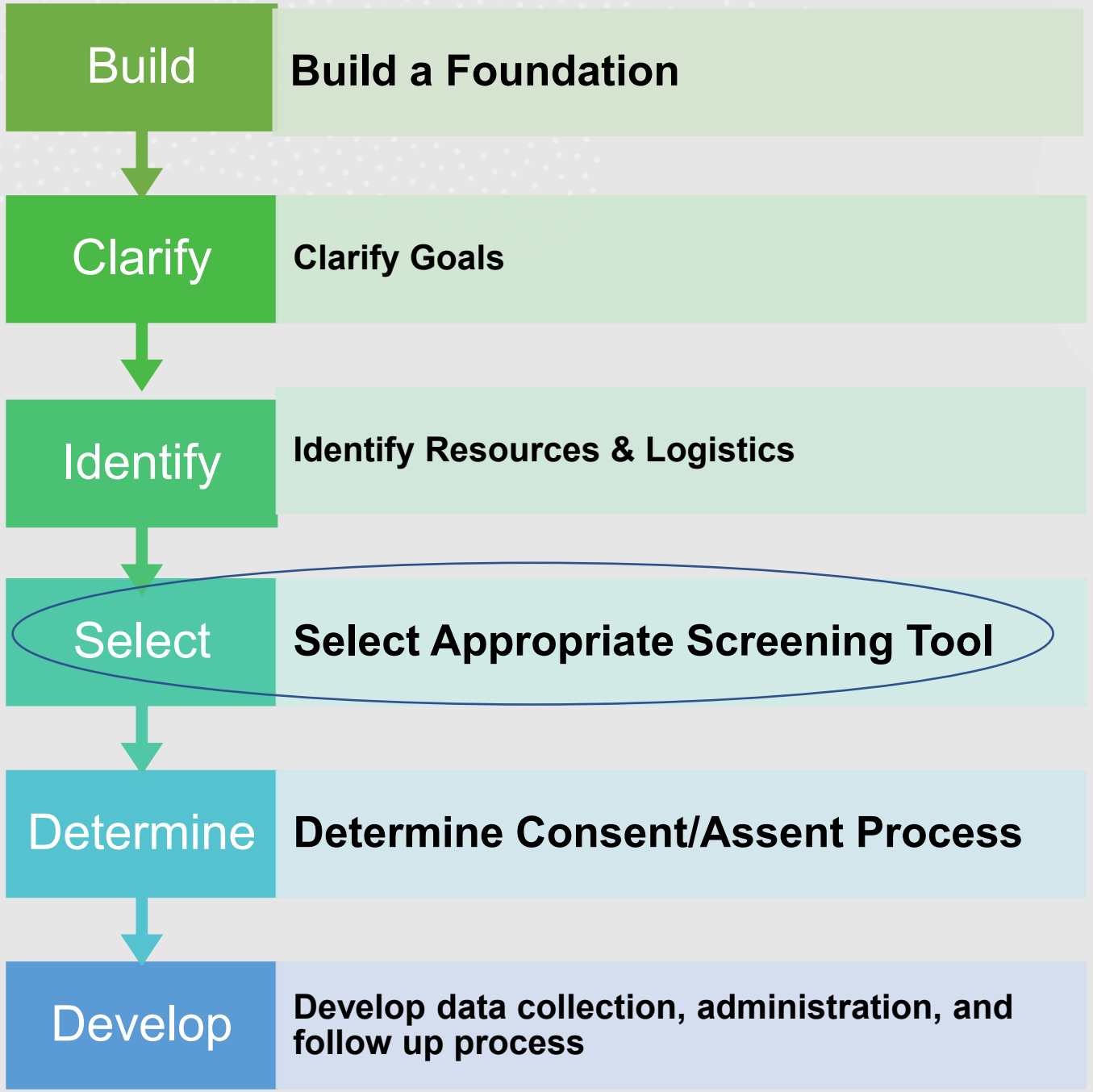
# Build a Foundation

## Cultural Considerations

***Share in the Chat:***
*What CARE strategies have you used to build a foundation for your screening process?*

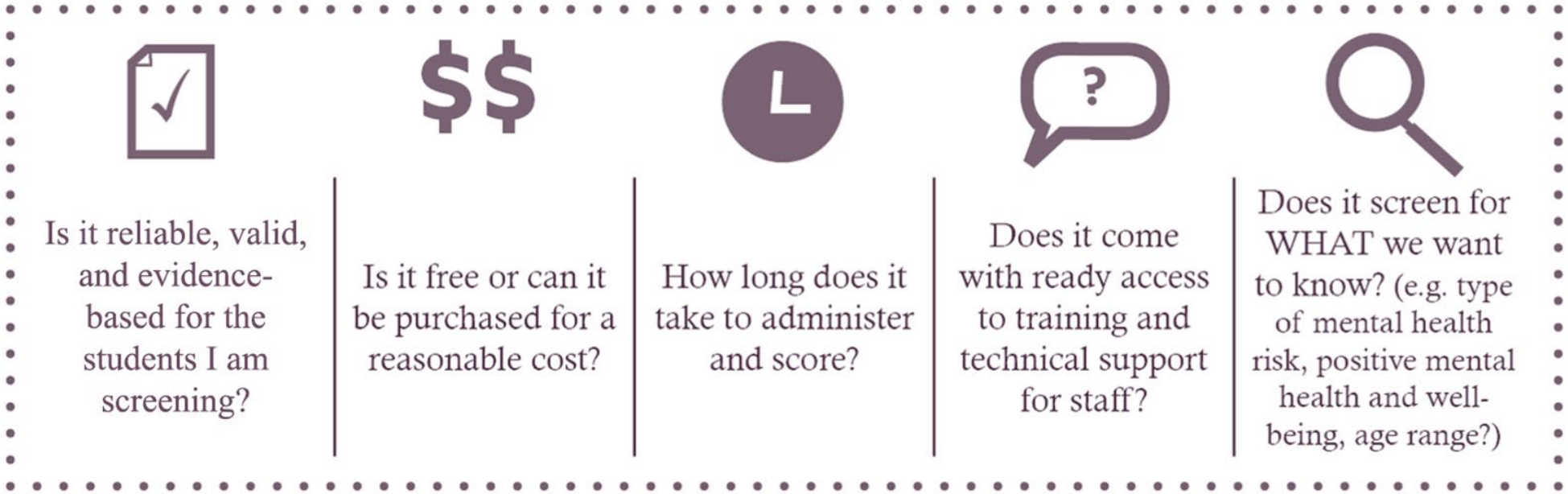
**Culturally Responsive, Anti-Racist and Equitable (CARE)**

# Screening Action Steps

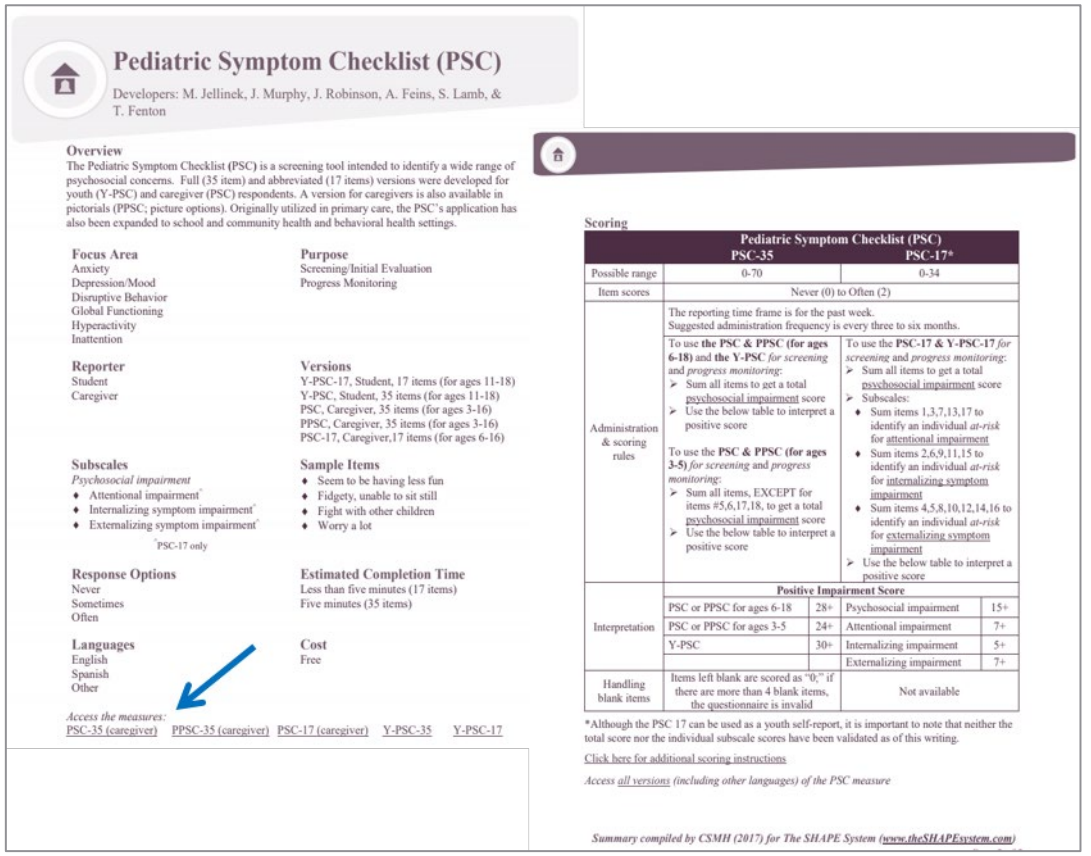


# Select an Appropriate Screening Tool

- Is it compatible with the purposes of screening?
- Does it have theoretical and empirical support for the psychometric properties?
- Has it been evaluated for use with students from the cultural and linguistic backgrounds present at my school?
- Can it be used within the context of the school and the school population?
- Does it have strong psychometric properties in other languages of interest?



# Select an Appropriate Screening Tool






(NCSMH, n.d.)

# Select an Appropriate Tool

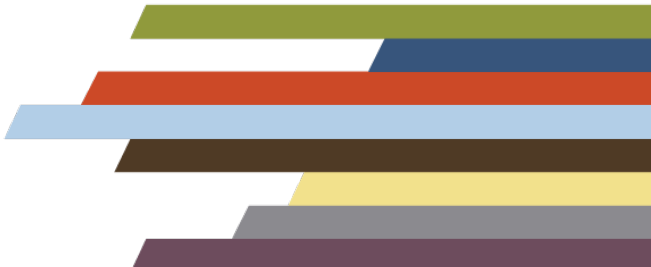
## Cultural Considerations

***Share in the Chat:***

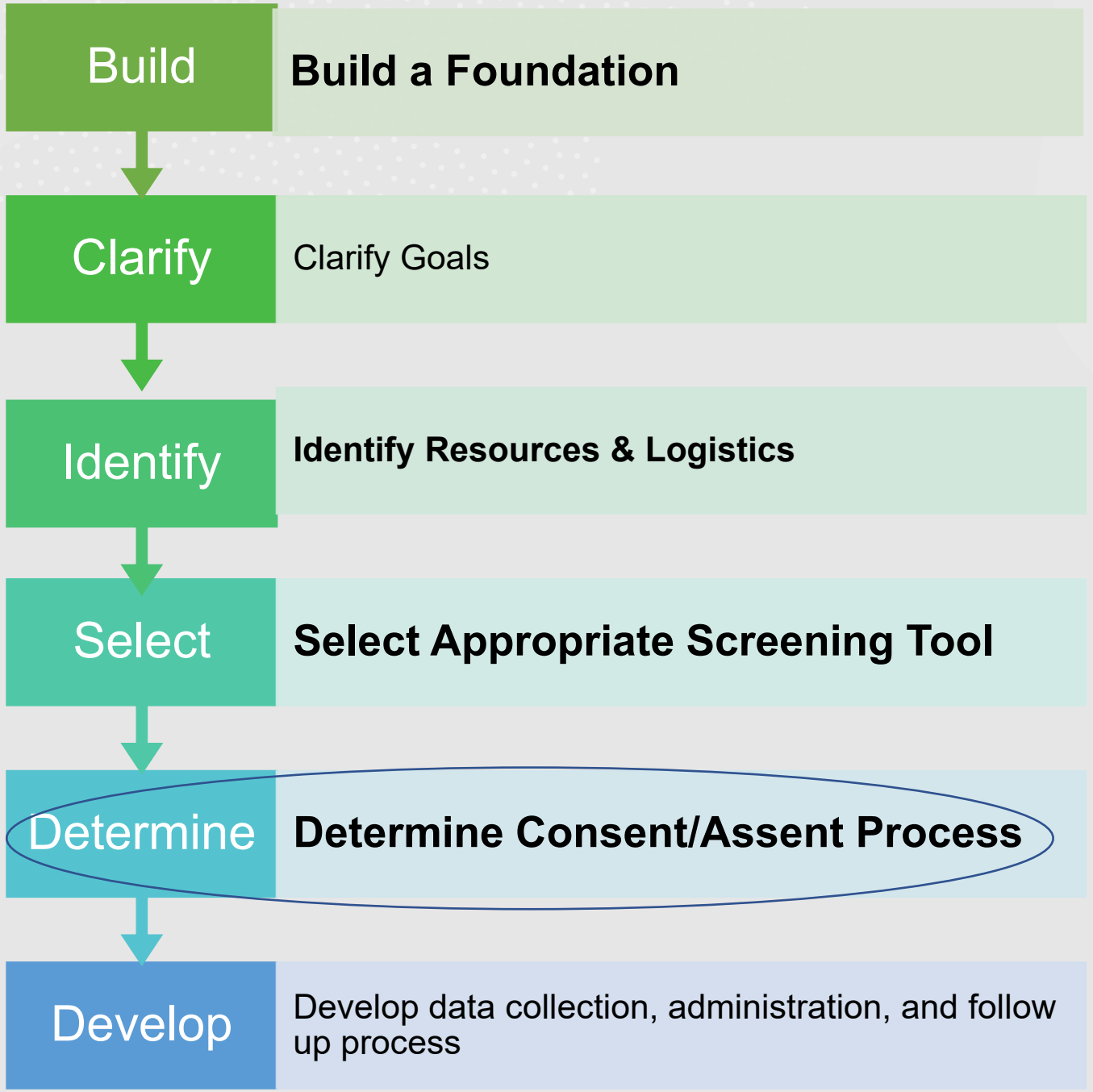
*What culturally responsive screening tools has your school/district used?*

***Share in the Chat:***

*What cultural considerations are important when selecting a measure?*



# Screening Action Steps



# Determine Consent and Assent Procedures

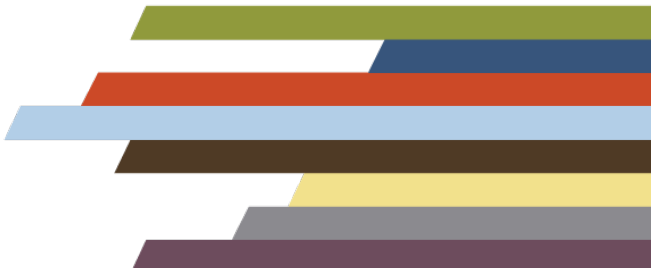
| Type of Consent | Definition | Strengths | Limitations |
|---|---|---|---|
| **Active** | A student may only participate in school mental health screening if their parent or guardian gives written consent | • Ensures that consent is informed<br>• Often in line with district protocol<br>• May establish more trust between schools and families | • Has been associated with the participation of fewer minority students, more students from two-parent households, students with better grades, students who participate in more extracurriculars, and female students |
| **Passive/ Opt-Out** | A parent or guardian's non-response serves as their consent to let their student participate in screening | • Allows for the best chance to reach the largest number of students | • Follow-up screening efforts require active consent |

# Determine Consent and Assent Procedures

- Student assent
- Deliver a consistent message
- Share information in multiple formats.
  - Automated **phone call/text message** to all families
  - Information on the school **website**
  - Written notification sent in the **mail**
  - **Flyers** sent home with students
  - Forms/information sheets included as part of **registration packets**
  - Discussions with students in class and parents/caregivers at meetings
  - **Signs displayed** around the school
  - **Script** read to students prior to administration

# Cultural Considerations with Consent

- Distrust and fear about screening may exist
- Communication facilitated by cultural liaisons and brokers is critical
- Engage translators for written consent forms
- Establish process for family members and students to ask questions and obtain further information



# Determine Consent/Assent Process

## Cultural Considerations

***Share in the Chat:***
*What CARE processes have you implemented to obtain consent/assent for screening?*

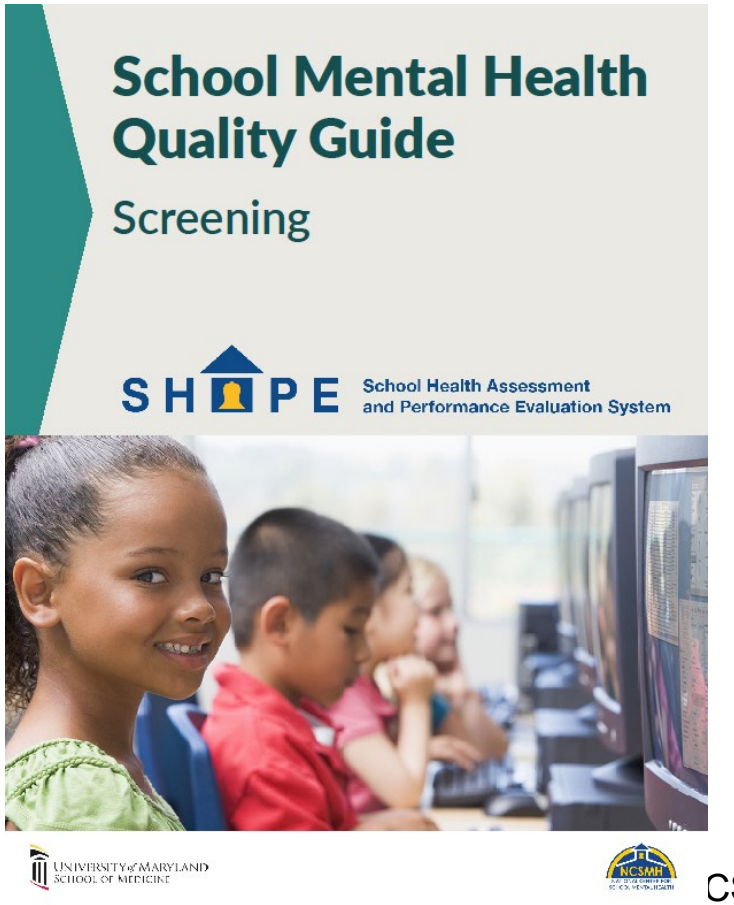
**Culturally Responsive, Anti-Racist and Equitable (CARE)**

# School Mental Health Quality Guide: Screening

Provides guidance to advance school mental health quality and sustainability

Includes:

- Background
- Best practices
- Action steps
- Examples from the field
- Resources




CSMH, 2020

# Addressing Barriers

| The identified need will exceed our capacity. | Our community doesn't like the idea. | Obtaining consent from parents will exceed our capacity. | What will we screen for? |
|---|---|---|---|
| Set triaging data rules in advance | Involve multiple stakeholders in planning | Use passive consent and opt-out procedures | Obtain input on key focus areas to start with |
| Review existing resources/capacity | Use existing community and parent forums | Share a consistent message in multiple formats | Consider different measures by grade levels, schools, etc |
| Review surveillance data | Start by screening for resilience and strengths | Engage parents in developing your message | Use the SHAPE Screening and Assessment Library |
| Start small then adapt and scale up | Start small then adapt and scale up | Start small then adapt and scale up | Start small then adapt and scale up |

# Q and A

# Please Share Your Feedback!

Evaluation

SAMHSA
Substance Abuse and Mental Health Services Administration

# Upcoming Webinars (3:00-4:00 ET, 2:00-3:00 CT, 1:00-2:00 MT, 12:00-1:00 PT)

- March 16 **Cultural Inclusiveness and Equity (CIE) Part 3: Engaging in Culturally Inclusive Classroom Actions to Promote Student Mental Health**

- April 6 **Cultural Inclusiveness and Equity (CIE) Part 4: Supporting Students Experiencing Distress from a Cultural Inclusiveness and Equity Lens**

- May 4 **Cultural Responsiveness, Anti-Racism, and Equity (CARE) Best Practices in School Mental Health - Universal Mental Health Promotion (Tier 1)**

- June 1 **Cultural Responsiveness, Anti-Racism, and Equity (CARE) Best Practices in School Mental Health - Early Intervention and Treatment in Schools (Tiers 2 & 3)**