



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): Teaming

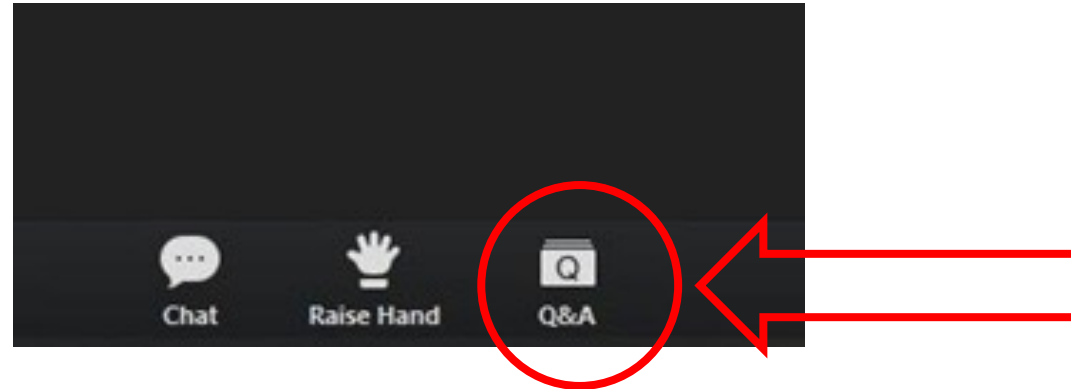
January 5, 2022



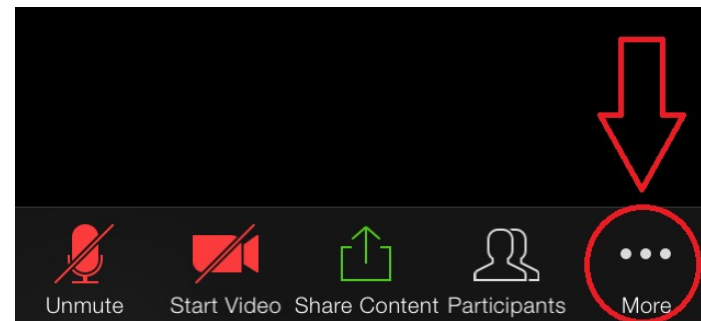
Technology Support

- 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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MHTTC Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration



Oscar Morgan
Interim Executive Director
MHTTC Project Director



Michael Thompson
MHTTC Sr. TA Specialist



Dave Brown
Senior Associate:
School-based Training and
Behavioral Health Equities



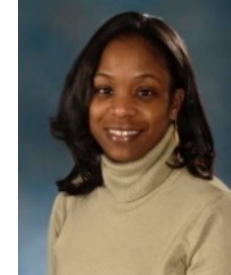
UNIVERSITY of MARYLAND
SCHOOL OF MEDICINE



Tiffany Beason
NCSMH Faculty



Lorraine Bernstein
Coordinator



Dana Cunningham
PGSMHI Director



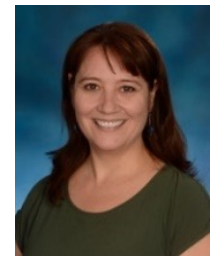
Sharon Hoover
NCSMH Co-Director



Nancy Lever
NCSMH Co-Director



Perrin Robinson
Communications Manager



Kris Scardamalia
NCSMH Faculty

Central East Geographical Area of Focus

HHS REGION 3

Delaware

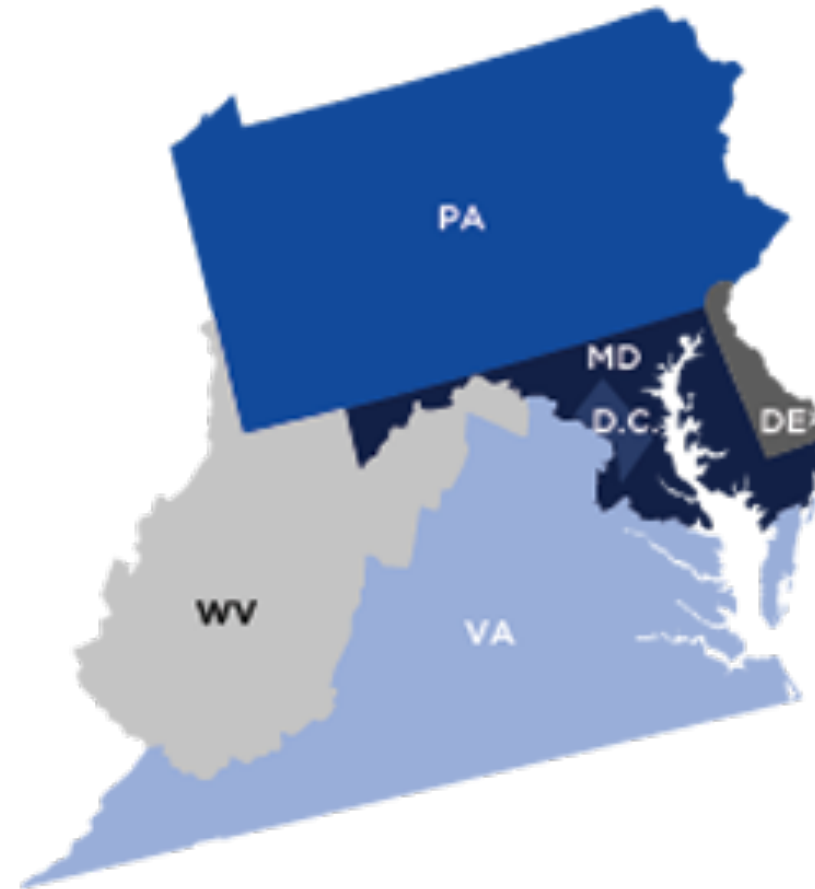
District of Columbia

Maryland

Pennsylvania

Virginia

West Virginia





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

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.



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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



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

- January 19 **Cultural Inclusiveness and Equity (CIE) Part 1: Understanding How Social Injustices Impact Student Mental Health**
- February 2 **Cultural Inclusiveness and Equity (CIE) Part 2: Understanding How Educator Bias Impacts Student Mental Health**
- March 2 **Cultural Responsiveness, Anti-Racism, and Equity (CARE) Best Practices in School Mental Health – Screening**
- 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)**



Today's Presenters

Dana Cunningham, Ph.D.

Director, Prince George's School Mental Health Initiative

Nancy Lever, Ph.D.

Co-Director, National Center for School Mental Health

Nikita Parson, LCSW-C

Assistant Director, University of Maryland School Mental Health Program

Ashley Woods, LCSW-C

Lead Counselor, University of Maryland School Mental Health Program



Objectives

- Increase understanding of best practices in school mental health teaming
- Gain understanding of how to use the SHAPE System to assess the quality of your school mental health teaming 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 teaming
- Be able to list three strategies to better integrate CARE into school mental health teaming

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

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 School Health Assessment and Performance Evaluation System

What is SHAPE?

Your **FREE** assessment tool designed to improve school mental health system quality and trauma responsiveness at the school, district, and state levels.

[Learn More](#)

Take a Tour

From our program quality and trauma responsiveness assessments and feedback reports to our extensive library of free and low-cost screening and assessment measures, SHAPE delivers the tools you need to improve your school or district's mental health programs and increase your grant funding opportunities. Take the tour to learn more.

I want to sign up for:

[Myself](#)
[My School](#)
[My District](#)
[My State](#)

SHAPE helps districts and schools improve their school mental health systems! **HOW?**

SHAPE Features

- School & District Profiles
- Quality Assessment & Resources
- Custom & State Dashboards
- Screening & Assessment Library
- Trauma-Responsive Schools Assessment & Resources

Placeholder text: Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed diam nonummy nibh...

School Mental Health Matters

Youth are **8x more likely** to complete mental health treatments in schools than in other community settings.

3/4 of youth who receive mental health services access them in schools.

Positive school climate integrated with social emotional learning **improves school safety** and decreases bullying.

Students who participate in social emotional learning programs improve academic performance by **11 percentile points**.

Put your star on the map

92 schools have earned Gold Star Status

112 school districts have earned Gold Star Status

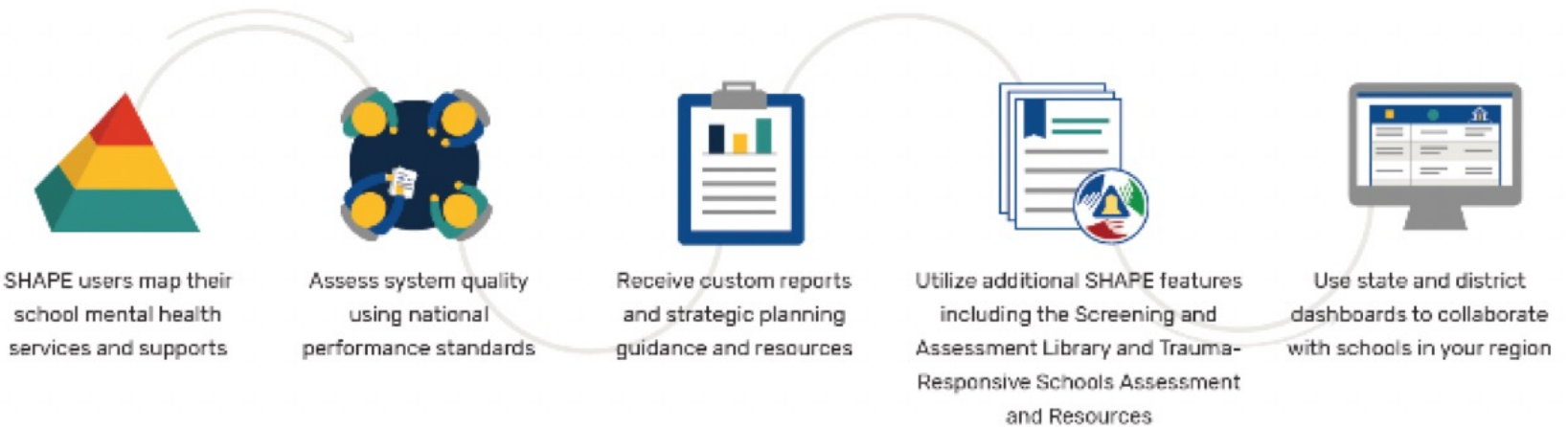
28 states have schools or districts with Gold Star Status

[Learn More](#)

School Health Assessment and Performance Evaluation (SHAPE) System

www.theSHAPEsystem.com

SHAPE helps districts and schools improve their school mental health systems! **HOW?**



The SHAPE System



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](#)



Sign Up



School Health Assessment
and Performance Evaluation System

[Home](#) [About Us](#) [Sign up](#) [Log in](#)

What is **SHOPE?**

A **free**, interactive tool designed to improve accountability, excellence, and sustainability in school mental health in schools, districts, and states.

[Learn More](#)



Overview Page

JEFFERSON UNITED

My Star Status

View Certificate



Welcome to SHAPE! Explore all that SHAPE has to offer to improve your district's 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.




My Schools

View data related to school mental health from schools in your district in the My Schools tab.

Quality Assessment

JEFFERSON UNITED

My Star Status 
[View Certificate](#)

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 Services & Supports, Early Intervention and Treatment, Funding and Sustainability, Impact). Your team will receive custom reports as you complete each domain.

[Instructions](#) [Printable Version](#) [Sample Reports](#)

My Progress



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>	

Questions and Best Practices

Teaming



To what extent did schools in your district use best practices to meaningfully involve students and families to plan and improve the school mental health system? *

Never

Rarely

Sometimes

Often

Almost always

Always

Best practices:


- Involve students and families in all aspects of prevention, intervention, and health promotion design, implementation and evaluation; students and families can provide insight on school strengths and areas of need, program selection, implementation considerations, and ongoing quality assessment and progress monitoring
- Involve multiple students and families on teams; provide guidance and foundational information prior to each meeting so that they can have a meaningful role
- Gather additional information from students and families using surveys, interviews, and focus groups
- Identify existing youth and family mental health advocacy and navigation organizations in your community
- Partner with youth and family organizations to bring knowledge and passion based on practical, real-life experiences and expertise to support providers and other students and families within the system

Prev

Next

Domain Reports

[Download as PDF](#)


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:





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



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



District Support

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



Strategic Planning Guide



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)?



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.

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)



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.



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

Students', families', and educators' cultural references are included in all aspects of schooling, including supports and services that promote well-being and mental health

Anti-Racism

Actively and intentionally promoting school policies and practices that lead to equity and oppose racism and other forms of oppression

Equity

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

SMH Quality Assessment

Integration of Cultural Responsiveness, Anti-Racism, and Equity (CARE)

DOMAIN: Mental Health Promotion Services and Supports (Tier 1)

To what extent did schools in your district use best practices to...

...assess school climate?

Disaggregate school climate data based on demographics (i.e., age, sex, gender identity and expression, race, ethnicity, national origin, religion, sexual orientation, disability status, language, and socioeconomic status) to identify differences by demographic group.

.....set schoolwide expectations about positive behaviors?

Collaborate with students and families representative of diverse cultural groups and identities to develop rules that are relevant and appropriate for diverse students and that do not inadvertently reinforce systems of oppression.



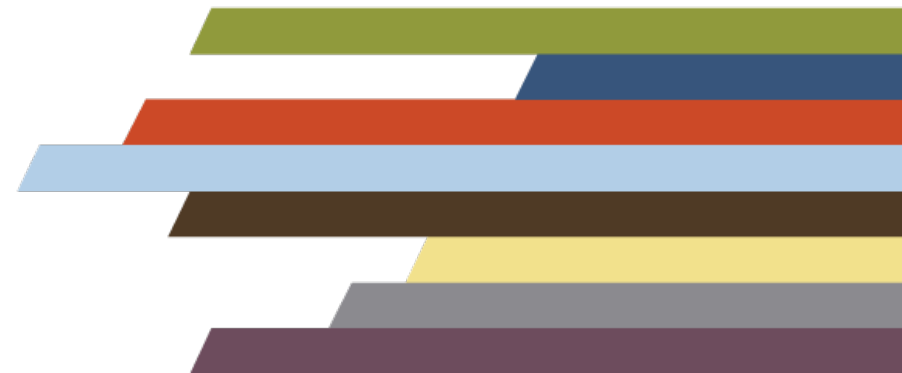
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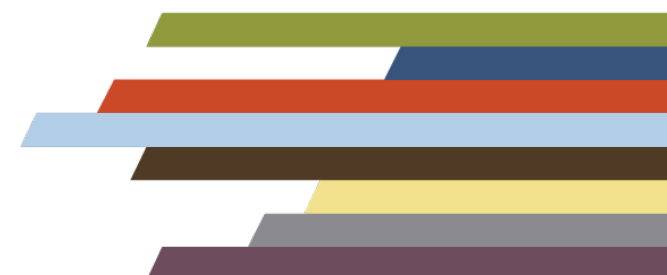
Module 2: Teaming

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



What Is a School Mental Health Team?

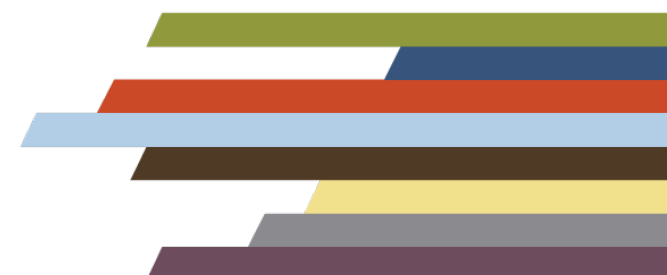
A team of school and community stakeholders at a school or district level that **meets regularly, uses data-based decision-making, and relies on action planning** to support student mental health.



Value of School Mental Health Teams



- Communication
- Collaboration
- Mutual support
- Common vision and priorities
- Resource maximization



Teaming Quality Indicators

- 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

Polling Questions: School Mental Health Teaming and CARE

To what extent did your district/school use best practices to ensure your school mental health team was **multidisciplinary and diverse?**

Best Practices

- Recruitment and hiring practices attract diverse team members.
- Include team members who reflect the diversity of students, families, and staff.
- Representatives of different groups regularly attend and have an active voice in team meetings

Groups represented may include:

- School health and behavioral health staff
- Youth/students
- Parents/families
- Community providers and Community leaders
- English Language Learning educator
- Homelessness Liaison
- Family Advocate Representative

What CARE examples can you share from your school or district?

Best Practices: Multidisciplinary and Diverse

- Recruitment and hiring practices attract diverse team members.
- Include team members who reflect the diversity of students, families, and staff.
- Representatives of different groups regularly attend and have an active voice in team meetings

Groups represented may include:

- School health and behavioral health staff
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- Homelessness Liaison
- Family Advocate Representative



Recruiting and Retaining a Diverse Workforce



Pacific Southwest (HHS Region 9)

MHTTC

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**Assessing Workforce Diversity:
A Tool for Mental Health Organizations
on the Path to Health Equity**

Best Practices

To what extent did your district/school use best practices to **meaningfully involve students and families** to plan and improve the school mental health system?

- Involve students and families in all aspects of prevention, intervention, health promotion design, implementation, and evaluation.
- Involve multiple students and families on teams; provide guidance and foundational information prior to each meeting so that they can have a meaningful role.
- Gather additional information from students and families using surveys, interviews, and focus groups. Ensure that individuals who lead and develop interviews and focus groups represent the diverse identities of students.
- Ensure written materials use clear and plain language that is free of jargon, and where applicable provide written materials in the first languages of students and families.

To what extent did your district/school use best practices to **meaningfully involve students and families** to plan and improve the school mental health system?

Best Practices

- Identify existing family mental health advocacy and navigation organizations in your community.
- Partner with family organizations to bring knowledge and passion based on practical, real-life experiences and expertise to support providers and other youth and families within the system
- Demonstrate equity in partnerships with students and families from groups that have been historically marginalized, by amplifying and prioritizing their voices (e.g., engaging them in leadership positions, shared decision-making)

Best Practices: Meaningfully involving students and families

What CARE examples can you share from your school or district?

- Involve students and families in all aspects
- Provide guidance and foundational information prior to each meeting so that they can have a meaningful role.
- Gather additional information from students and families using surveys, interviews, and focus groups.
- Ensure written materials use clear and plain language in the first languages of students and families.
- Identify existing family mental health advocacy and navigation organizations in your community.
- Partner with family organizations to bring knowledge and passion based on practical, real-life experiences and expertise
- Demonstrate equity in partnerships with students and families from groups that have been historically marginalized, by amplifying and prioritizing their voices

To what extent did your district/school use best practices to facilitate effective **school-community partnerships?**

Best Practices

- Ensure ongoing, effective communication between school leadership/staff and community partners
- Work together to address the full continuum of care within a multi-tiered system of support
- Use memoranda of understanding
- Use data-sharing agreements
- Engage community partners that represent and are trusted in the community who value CARE and trauma-informed, healing-centered approaches.

What CARE examples can you share from your school or district?

Best Practices: School Community Partnerships

- Ensure ongoing, effective communication between school leadership/staff and community partners
- Work together to address the full continuum of care within a multi-tiered system of support
- Use memoranda of understanding
- Use data-sharing agreements
- Engage community partners that represent and are trusted in the community who value CARE and trauma-informed, healing-centered approaches.

To what extent did your district/school use best practices to **conduct meetings**, both in terms of structure and process?

Best Practices: Meetings

- Schedule and hold regular meetings.
- Track attendance and troubleshoot as needed.
- Establish a scheduling process.
- Create and use an agenda.
- Focus on making actionable decisions.
- Follow up on the status of action items.
- Accommodate differences in family and community partner schedules
- Accommodate differences in languages
- Use meeting practices that promote inclusion

What CARE examples can you share from your school or district?

Best Practices: Meetings

- Schedule and hold regular meetings.
- Track attendance and troubleshoot as needed.
- Establish a scheduling process.
- Create and use an agenda.
- Focus on making actionable decisions.
- Follow up on the status of action items.
- Accommodate differences in family and community partner schedules
- Accommodate differences in languages
- Use meeting practices that promote inclusion

To what extent did your district/school use best practices to **use data to determine what mental health services and supports (Tiers 1, 2, and 3) were needed by students?**

Best Practices

- Use multiple data sources to match mental health interventions with student needs.
- Use validated, culturally responsive screening/assessment/survey tool(s) that reflect valued outcomes and are appropriate to your student population and in the first language(s) of students and families.
- Use a consistent and systematic process of using screening and assessment data to match students with appropriate levels of support.
- Use tools that incorporate screening for social determinants of health, protective factors and assets, trauma exposure and traumatic stress.

What CARE examples can you share from your school or district?

Best Practices- Using data to determine mental health services/supports

- Use multiple data sources to match mental health interventions with student needs.
- Use validated, culturally responsive screening/assessment/survey tool(s) that reflect valued outcomes and are appropriate to your student population and in the first language(s) of students and families.
- Use a consistent and systematic process of using screening and assessment data to match students with appropriate levels of support.
- Use tools that incorporate screening for social determinants of health, protective factors and assets, trauma exposure and traumatic stress.

Introducing Brief #2

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



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:





Q and A

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Evaluation





Central East (HHS Region 3)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration



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

- January 19 **Cultural Inclusiveness and Equity (CIE) Part 1: Understanding How Social Injustices Impact Student Mental Health**
- February 2 **Cultural Inclusiveness and Equity (CIE) Part 2: Understanding How Educator Bias Impacts Student Mental Health**
- March 2 **Cultural Responsiveness, Anti-Racism, and Equity (CARE) Best Practices in School Mental Health – Screening**
- 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)**