



School Health Services NATIONAL QUALITY INITIATIVE

Accountability • Excellence • Sustainability

an initiative of the School-Based Health Alliance and the Center for School Mental Health



This is an ABBREVIATED version of the Quality Assessment.
Please go to www.theSHAPEsystem.com to complete this form electronically on our
interactive, user-friendly platform.

School Mental Health Quality Assessment Tool for Schools

INSTRUCTIONS: The School Mental Health Team Leader should complete this assessment tool, answering questions about the status of the Comprehensive School Mental Health System (CSMHS)**. CSMHS are defined as school district-community partnerships that provide a continuum of mental health services to support students, families and the school community. "Mental health services" include activities, services and supports that address social, emotional and behavioral well-being of students, **including substance use**.

School "Quality" refers to the characteristics which contribute to or directly represent the overall standard of services and supports provided in schools, based on established best practices in school mental health research, policy and practice.

** "School" refers to your school-level comprehensive school mental health system (or school CSMHS), including all school-employed, community-employed, and other partners and stakeholders, including youth and families, who comprise your team.

This School Mental Health Quality Assessment Tool is designed for your school to self-assess your system's quality. The team-based process of completing this Quality Assessment Tool is also intended to facilitate your team's communication about various aspect of school mental health quality and establish a common language about how quality improvements are pursued in your school.

Please list report contributors below:

Name	Role

QUALITY INDICATORS

TIME FRAME: Please complete these questions for **LAST SCHOOL YEAR**.

For other time frame reporting options, see the full quality assessment at www.theshapessystem.com.

Teaming

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 selective and indicated intervention) or they may have multiple teams that address different parts of the continuum (e.g., school climate team, student support team, intervention/tertiary care team, Tier 2/3 team, any other team that is tasked with addressing student mental health concerns as part of their purpose). The following questions relate to any school mental health team(s) at your school.

1. **To what extent was your school mental health system team multidisciplinary (diverse professional and non-professional team members included based on who was on the team)?**

1	2	3	4	5	6
Not in place	Rarely	Sometimes	Often	Almost always	Always

2. **To what extent did your school mental health system team(s) avoid duplication and promote efficiency? For example, consistent communication and coordination among various teams could be one strategy in place to avoid duplication of services.**

1	2	3	4	5	6
Not in place	Rarely	Sometimes	Often	Almost always	Always

3. **To what extent did your teams employ best practices for meeting structure and process?**

1	2	3	4	5	6
Not in place	Rarely	Sometimes	Often	Almost always	Always

4. **To what extent did you have systems in place to promote data sharing among school mental health team members?**

1	2	3	4	5	6
Not in place	Rarely	Sometimes	Often	Almost always	Always

5. **To what extent were students, whose mental health needs could *not* be met in the school, referred or connected to community resources?**

1	2	3	4	5	6
Not in place	Rarely	Sometimes	Often	Almost always	Always

Needs Assessment/Resource Mapping

Needs assessment is a collaborative process to evaluate the unique breadth, depth, and prevalence of student mental health needs in your community. Resource mapping is a method used to identify and link community and school-based resources with an agreed upon vision, organizational goals, strategies, or expected outcomes. It may also be referred to as asset mapping or environmental scanning.

1. To what extent have you conducted a comprehensive student mental health needs assessment?

1	2	3	4	5	6
Not in place	Rarely	Sometimes	Often	Almost always	Always

2. To what extent did you utilize your needs assessment to inform decisions about school mental health service planning?

1	2	3	4	5	6
Not in place	Rarely	Sometimes	Often	Almost always	Always

3. To what extent have you conducted resource mapping to identify existing school and community mental health services and supports?

1	2	3	4	5	6
Not in place	Rarely	Sometimes	Often	Almost always	Always

4. To what extent did you utilize resource mapping to inform decisions about school mental health service planning and implementation?

1	2	3	4	5	6
Not in place	Rarely	Sometimes	Often	Almost always	Always

Screening

Screening is the assessment of students to determine whether they may be at risk for a mental health concern.

During last school year:

1. How many students were enrolled in grades K-12?
2. Of the students in your school, how many were screened for mental health concerns of any type? **Optional
[NUMERIC RESPONSE] _____
3. Based on this screening process, what was the total number of students identified as being at-risk for or having mental health problems that interfered with functioning in their home, school, and/or community? **Optional
[NUMERIC RESPONSE] _____
4. Based on this screening process, what was the number of unduplicated students who had a school mental health service (in-person contact with school-employed or community-partnered mental health professional) within seven (7) days of identification of being at-risk for or having a mental health problem? **Optional
[NUMERIC RESPONSE] _____

Of those students who were screened, how many received:

5. Depression screening? **Optional
[NUMERIC RESPONSE] _____
6. If more than 0, what tool(s) did you administer? _____
6. Suicidality screening? **Optional
[NUMERIC RESPONSE] _____
8. If more than 0, what tool(s) did you administer? _____
6. Substance use screening? **Optional
[NUMERIC RESPONSE] _____
10. If more than 0, what tool(s) did you administer? _____
11. Trauma screening? **Optional
[NUMERIC RESPONSE] _____
12. If more than 0, what tool(s) did you administer? _____
13. Anxiety screening? **Optional
[NUMERIC RESPONSE] _____
14. If more than 0, what tool(s) did you administer? _____

15. **General mental health screening (covers various risk factors and symptoms)?**

**Optional

[NUMERIC RESPONSE] _____

16. If more than 0, what tool(s) did you administer? _____

17. **Other mental health screening? **Optional**

[NUMERIC RESPONSE] _____

18. **If more than 0, what tool(s) did you administer?** _____

Evidence-Based Services and Supports

Evidence-Based Services and Supports are programs, services or supports that are based directly on scientific evidence, have been evaluated in large scale studies and have been shown to reduce symptoms and/or improve functioning. A full continuum of evidence-based services and supports within a school includes mental health promotion, selective prevention, and indicated interventions.

Mental Health Promotion Services & Supports (Tier 1)

Mental health promotion services and supports (Tier 1) are mental health-related activities, including promotion of positive social, emotional, and behavioral skills and wellness, which are designed to meet the needs of all students regardless of whether or not they are at risk for mental health problems.

1. How many unduplicated* students received mental health promotion services and supports (Tier 1)? **Optional

*If a student received more than one Tier 1 service, the student should only be counted once.

[NUMERIC RESPONSE] _____

2. Among the students who received mental health promotion services and supports (Tier 1), how many students received evidence-based services and supports? **Optional

[NUMERIC RESPONSE] _____

3. What was the reach of mental health promotion services and supports (Tier 1) in your school? This question refers to how widely provided/offered mental health promotion (Tier 1) services were to students.

1	2	3	4	5	6
Not in place	1-25%	26-50%	51-75%	76-99%	100%

4. To what extent were all of your mental health promotion services and supports (Tier 1) evidence-based (as recognized in national registries) in your school?

1	2	3	4	5	6
Not in place	1-25%	26-50%	51-75%	76-99%	100%

Selective Services and Supports (Tier 2)

Selective services and supports (Tier 2) to address mental health concerns are provided for groups of students who have been identified through needs assessments and school teaming processes as being at risk for a given concern or problem. When problems are identified early and supports put in place, positive youth development is promoted and problems can be eliminated or reduced. Sometimes these are referred to as mental health “prevention” or “secondary” services.

1. How many unduplicated* students received selective mental health services and supports (Tier 2)? **Optional

* If a student received more than one Tier 2 service, the student should only be counted once.

[NUMERIC RESPONSE] _____

2. Among the students who received selective mental health services and supports (Tier 2), how many students received evidence-based services and supports (i.e., recognized in national evidence-based registries): **Optional

[NUMERIC RESPONSE] _____

3. What was the reach of selective mental health services and supports (Tier 2) in your school? This question refers to how widely provided/offered selective services (Tier 2) were to students.

1	2	3	4	5	6
Not in place	1-25%	26-50%	51-75%	76-99%	100%

4. To what extent were all of your selective mental health services and supports (Tier 2) evidence-based (as recognized in national registries) in your school?

1	2	3	4	5	6
Not in place	1-25%	26-50%	51-75%	76-99%	100%

Indicated Services & Supports (Tier 3)

Indicated services and supports (Tier 3) to address mental health concerns are individualized to meet the unique needs of each student who is already displaying a particular concern or problem. Sometimes these are referred to as mental health “intervention” or “tertiary” or “intensive” services.

1. How many unduplicated* students received indicated mental health services and supports (Tier 3)? **Optional

* If a student received more than one Tier 3 service, the student should only be counted once.

[NUMERIC RESPONSE] _____

2. Among the students who received indicated mental health services and supports (Tier 3), how many students received evidence-based services and supports? **Optional

[NUMERIC RESPONSE] _____

3. What was the reach of indicated mental health services and supports (Tier 3) in your school? This question refers to how widely provided/offered indicated services (Tier 3) were to students.

Not in place	1-25%	26-50%	51-75%	75-99%	100%
1	2	3	4	5	6

4. To what extent were all of your indicated mental health services and supports (Tier 3) evidence-based (as recognized in national registries) in your school?

Not in place	1-25%	26-50%	51-75%	75-99%	100%
1	2	3	4	5	6

Evidence-Based Implementation

Evidence-based implementation is the integration of research findings from implementation science to school mental health care policy, practice, and operations. To what extent did your school have a system in place for determining whether a mental health service or support under consideration was evidence-based?

1	2	3	4	5	6
Not in place	Rarely	Sometimes	Often	Almost always	Always

1. To what extent did your school's evidence-based mental health services and supports fit the unique strengths, needs and cultural/linguistic considerations of students and families in your school?

1	2	3	4	5	6
Not in place	Rarely	Sometimes	Often	Almost always	Always

2. To what extent did you utilize best practices to support training and implementation of evidence-based practices?

1	2	3	4	5	6
Not in place	Rarely	Sometimes	Often	Almost always	Always

Student Outcomes and Data Systems

Student Outcomes and Data Systems captures information about school mental health services, outcomes and data systems.

Mental health promotion services and supports (Tier 1)

1. For how many unduplicated* students who received mental health promotion services and supports (Tier 1) in the past year do you have documented improvement in academic functioning? **Optional

* If a student received more than one Tier 1 service, the student should only be counted once.
[NUMERIC RESPONSE]_____

2. For how many unduplicated* students who received mental health promotion services and supports (Tier 1) in the past year do you have documented improvement in psychosocial functioning? **Optional

* If a student received more than one Tier 1 service, the student should only be counted once.
[NUMERIC RESPONSE]_____

Selective services and supports (Tier 2)

3. For how many unduplicated* students who received selective mental health services and supports (Tier 2) in the past year do you have documented improvement in academic functioning? **Optional

* If a student received more than one Tier 2 service, the student should only be counted once.
[NUMERIC RESPONSE]_____

4. **For how many unduplicated* students who received selective mental health services and supports (Tier 2) in the past year do you have documented improvement in psychosocial functioning? **Optional**

* If a student received more than one Tier 2 service, the student should only be counted once.

[NUMERIC RESPONSE] _____

Indicated services and supports (Tier 3)

5. **For how many unduplicated* students who received indicated mental health services and supports (Tier 3) in the past year do you have documented improvement in academic functioning? **Optional**

* If a student received more than one Tier 3 service, the student should only be counted once.

[NUMERIC RESPONSE] _____

6. **For how many unduplicated* students who received indicated mental health services and supports (Tier 3) in the past year do you have documented improvement in psychosocial functioning? **Optional**

* If a student received more than one Tier 3 service, the student should only be counted once.

[NUMERIC RESPONSE] _____

7. **What was the total number of unduplicated* students who received at least one Tier 2 or Tier 3 school mental health service last year? **Optional**

* If a student received more than one Tier 2 or Tier 3 service, the student should only be counted once.

[NUMERIC RESPONSE] _____

Other student outcomes:

1. **What was the total number of mental health service referrals made for students to receive mental health services inside of the school building? **Optional**

[NUMERIC RESPONSE] __

2. **What was the total number of mental health service referrals which resulted in students receiving mental health services inside of the school building? **Optional**

[NUMERIC RESPONSE] _____

3. **Number of unduplicated students who had a school mental health service (in-person contact with school-employed or community-partnered mental health professional) within seven (7) days of being referred for mental health services inside of the school building. **Optional**

[NUMERIC RESPONSE] _____

4. **What was the total number of mental health service referrals made for students to receive mental health services outside of the school building? **Optional**

[NUMERIC RESPONSE] _____

5. **What was the total number of mental health service referrals which resulted in students receiving mental health services outside of the school building? **Optional**
 [NUMERIC RESPONSE] _____
6. **Number of unduplicated students who had a school mental health service (in-person contact with school-employed or community-partnered mental health professional) within seven (7) days of being referred for mental health services outside of the school building. **Optional**
 [NUMERIC RESPONSE] _____
7. **Number of students placed out of district (including treatment center, alternative school placement, etc.) related to their mental health. This includes students placed out-of-district based on a special education classification, such as Emotional Disturbance. **Optional**
 [NUMERIC RESPONSE] _____
8. **Number of students admitted for inpatient psychiatric hospitalization (actual admissions, not to include Emergency Room visit only). **Optional**
 [NUMERIC RESPONSE] _____
9. **If you do not have data sources or systems in place to track one or more of the above questions, please indicate your primary barrier(s):**
- *Inability to share data across systems (such as school system and community mental health provider)*
 - *Lack of staffing capacity*
 - *Lack of technological options/infrastructure*
 - *Lack of knowledge, training, time to create a data collection system*
 - *Other, please describe:*
-

Data-Driven Decision Making

Data-Driven Decision Making (DDDM) is the process of using observations and other relevant data/information to make decisions that are fair and objective.

1. **To what extent did you use data (through screening or another process) to determine what mental health interventions were needed by students?**

1	2	3	4	5	6
Not in place	Rarely	Sometimes	Often	Almost always	Always

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2. **To what extent did you have a system for school teams to monitor individual student progress across tiers?**

1	2	3	4	5	6
Not in place	Rarely	Sometimes	Often	Almost always	Always

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3. **To what extent did you have a system to monitor fidelity of intervention implementation across tiers?**

1	2	3	4	5	6
Not in place	Rarely	Sometimes	Often	Almost always	Always

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4. **To what extent did you have a system in place for aggregating student mental health service and support data to share with stakeholders?**

1	2	3	4	5	6
Not in place	Rarely	Sometimes	Often	Almost always	Always

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5. **To what extent did you have a system in place for disaggregating student mental health service and support data to examine student level outcomes based on sub population characteristics)?**

1	2	3	4	5	6
Not in place	Rarely	Sometimes	Often	Almost always	Always

Thank you for completing the Quality Self-Assessment!

Standardized performance measurement is very new to the field of behavioral health, particularly school mental health. We would like to follow-up with some schools about their responses to understand how these indicators are working. May we contact you with follow-up questions about your answers to this self-assessment?

If yes, what is your preferred method of contact?

Phone: _____ Email: _____