



UNIVERSITY of MARYLAND
SCHOOL OF MEDICINE



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 agenda

Directors: Drs. Nancy Lever & Sharon Hoover

Funded in part by the
Health Resources and
Services Administration

www.schoolmentalhealth.org
www.theshapesystem.com



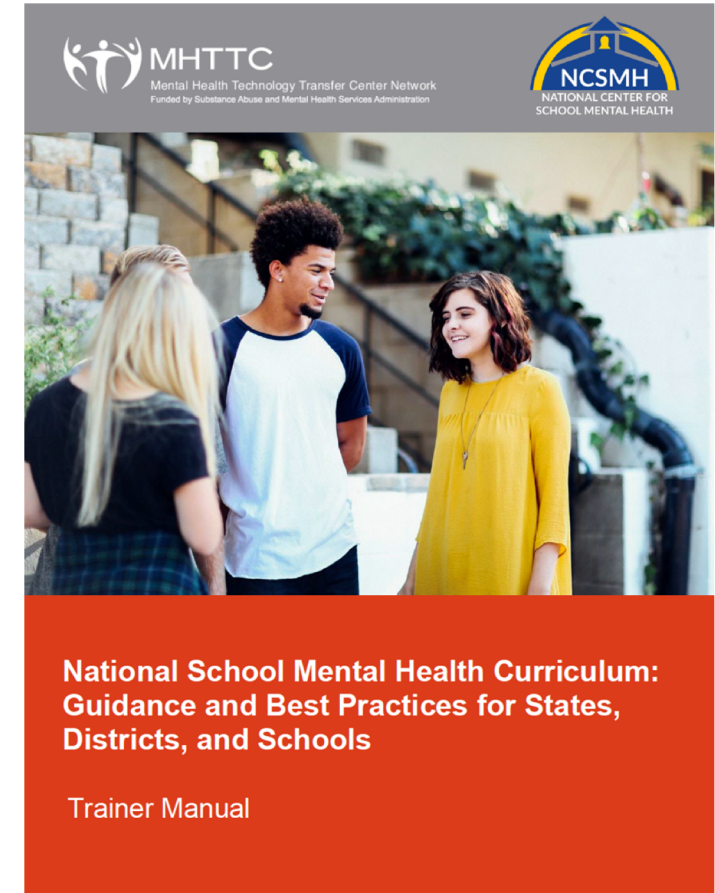
Facebook.com/
CenterforSchoolMentalHealth



@NCSMHtweets

National School Mental Health Curriculum

- Mod 1 Foundations of Comprehensive School Mental Health
- Mod 2 Teaming
- Mod 3 Needs Assessment & Resource Mapping
- Mod 4 Screening
- Mod 5 Mental Health Promotion for All (Tier 1)
- Mod 6 Early Intervention and Treatment (Tiers 2/3)
- Mod 7 Funding and Sustainability
- Mod 8 Impact



<https://mhttcnetwork.org/>

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





The SHAPE System

← → ↻ 🔒 theshapesystem.com ☆ ⌂ 📄

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

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.



School Mental Health Profile

[Overview](#)

[School Mental Health Profile](#)

[Mental Health Quality](#)

[Resources](#)

[Screening & Assessment](#)

[Trauma Responsiveness](#)

[My Schools](#)

[My District Account](#)

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The School Mental Health Profile

collects information related to multi-tiered services and supports, staffing, financing, and data systems based on your district's school mental health system. Your responses will contribute to the National School Mental Health Census, an effort to capture the status of school mental health nationally.

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

My Progress

[Summary Report](#)

Last updated on: 11/01/2019

Students Served and Data Systems

[Take Survey](#) [View Responses](#)

Last updated on: 11/06/2019

Staffing

[Take Survey](#) [View Responses](#)

Last updated on: 11/06/2019

Services and Supports

[Take Survey](#) [View Responses](#)



School Mental Health Profile



Mental Health Profile

Students Served and Data Systems

The School Mental Health Profile documents 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.

Instructions: Complete this assessment with an existing team or identify a new team. Broad and diverse participation ensures meaningful assessment, successful planning, and implementation. Your team may include school- or community-employed staff and other partners and stakeholders, including youth and families. Please respond to these questions based on the past school year.

We anticipate most districts will have schools with a range of progress in school mental health, a variety of data collection and reporting strategies, and other characteristics queried on this profile. However, we ask that you do your best to respond on behalf of your whole district based on the data you have access to and can estimate.

What if we have difficulty answering a question? If you don't have the data to report, you can skip the question. Also, many teams need to leave some questions blank and come back to them later (you can still proceed and return to update this profile at any time). Further, no team can tackle all parts of their school mental health system at once or in a given school year. This assessment should be used as a quality improvement tool to facilitate structured conversations, strategic planning, metric for team reassessment, and to optimize the quality of all aspects of your school mental health system over time.

[Download a printable version of the School Mental Health Profile for Districts](#)

Next

School Mental Health Profile

Students Served and Data Systems

To the best of your knowledge, are the following school mental health services and supports in place in your school? See notes below for further explanation.

Services and Supports					
Mental health screening	Not in place	Available in 1-25% of schools	Available in 26-50% of schools	Available in 51-75% of schools	Available in 76-100% of schools
Tier 1 services and supports	Not in place	Available in 1-25% of schools	Available in 26-50% of schools	Available in 51-75% of schools	Available in 76-100% of schools
Tier 2 services and supports	Not in place	Available in 1-25% of schools	Available in 26-50% of schools	Available in 51-75% of schools	Available in 76-100% of schools
Tier 3 services and supports	Not in place	Available in 1-25% of schools	Available in 26-50% of schools	Available in 51-75% of schools	Available in 76-100% of schools
Evidence-based practices and programs (as identified in national evidence-based registries)	Not in place	Available in 1-25% of schools	Available in 26-50% of schools	Available in 51-75% of schools	Available in 76-100% of schools
Community partnerships to augment school mental health services and supports provided by the school system	Not in place	Available in 1-25% of schools	Available in 26-50% of schools	Available in 51-75% of schools	Available in 76-100% of schools
Quality improvement process to understand and improve the comprehensive school mental health system	Not in place	Available in 1-25% of schools	Available in 26-50% of schools	Available in 51-75% of schools	Available in 76-100% of schools



School Mental Health Profile

Overview

School Mental Health Profile

Mental Health Quality

Resources

Screening & Assessment

Trauma Responsiveness

My Schools

My District Account

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My Star Status

View Certificate

★

The School Mental Health Profile

collects information related to multi-tiered services and supports, staffing, financing, and data systems based on your district's school mental health system. Your responses will contribute to the National School Mental Health Census, an effort to capture the status of school mental health nationally.

InstructionsPrintable VersionSample Report

My Progress

Summary Report

Last updated on: 11/01/2019

Students Served and Data Systems

Take SurveyView Responses

Last updated on: 11/06/2019

Staffing

Take SurveyView Responses

Last updated on: 11/06/2019

Services and Supports

Take SurveyView Responses

Indicate which of the following data points your District collected last year and how those data were used. (SMH = school mental health)

Data point	Did you collect it last year?		How was it used? (select all that apply)				
	Yes	No	Identify students for mental health risk	Match/triage students to SMH service delivery	Track individual student progress in SMH interventions	Monitor/ evaluate SMH system outcomes	Was collected but not used for SMH services last year
Attendance/ Chronic Absences							
Academic Achievement (Grades, standardized testing)							
Office discipline referrals							
Out of school suspensions							
School climate/safety							
Other (please describe):							
Other (please describe):							

Does your district have an electronic data system to identify the number of students receiving mental health early intervention (Tier 2) and/or treatment (Tier 3) services and supports? (yes /no)

If yes, please describe the system your district used. _____



Reports

Download as PDF



School District Mental Health Profile JEFFERSON UNITED

Last Updated: October 3rd, 2019

Understanding this Summary

This report is generated based on the information you provided for your School District Mental Health Profile.

This profile provides a snapshot of the structure and operations of your school district's comprehensive school mental health system.

Number of schools in your district:

10

Number of students in grades K-12:

10,000

About Your School District Mental Health Report

Congratulations! Your district's team has been counted in the National School Mental Health Census and achieved Bronze SHAPE recognition for completing the School Mental Health Profile. Complete the National School Mental Health Performance Measures on SHAPE (the Quality Assessments) to achieve Silver and Gold SHAPE Recognition.

Schools and districts who register with SHAPE aspire toward having strong school-community-family partnerships that provide a multi-tiered continuum of evidence-based mental health services to support students, families, and the school community.



Students Served and Data Systems JEFFERSON UNITED

Last Updated: October 3rd, 2019

Services and Supports	Availability				
	Not in place	1-25% of schools	26-50% of schools	51-75% of schools	76-100% of schools
Mental health screening	✓				
Tier 1 services and supports					✓
Tier 2 services and supports		✓			
Tier 3 services and supports			✓		
Evidence-based practices and programs			✓		
Community partnerships		✓			





State School Mental Health Profile

The State Mental Health Profile

will help your state assess several school mental health indicators including: infrastructure, technical assistance and training, state policies, financing, staffing, and emerging SMH issues (including SEL, telepsychiatry, SDH).

The state profile will take approximately 1-2 hours to complete as a team.

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

State Agencies & Organizations

[Take Survey](#)[View Responses](#)

State Level Leadership

[Take Survey](#)[View Responses](#)

Policy

[Take Survey](#)[View Responses](#)

Funding

[Take Survey](#)[View Responses](#)

Services and Supports

[Take Survey](#)[View Responses](#)

Innovations and Emerging Areas

[Take Survey](#)[View Responses](#)

Staffing and Community Partnered Behavioral Health

[Take Survey](#)[View Responses](#)

Barriers and Resources

[Take Survey](#)[View Responses](#)

State Agencies and Organizations

Please select all organizations actively involved in the advancement of comprehensive school mental health services and supports in your state. Involvement could include leadership, technical assistance and training, funding, advocacy and policy, and service provision.

	Leadership/ Oversight ?	Technical Assistance & Training ?	Funding ?	Advocacy & Policy ?	Service Provision (promotion, prevention, intervention) ?
Education (e.g., state and local education agencies, school board, individual schools)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Early childhood (e.g., Head Start, day care, pre-K)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical health (e.g., community health centers, hospital services for children and adolescents, HMOs, state and local health departments)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public health (e.g., state and local public health departments, organizations, and programs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behavioral health (integrated mental health and substance use; e.g., state and local behavioral health agencies, organizations and programs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Quality Assessment

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, 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](#)

Last completed on: 09/16/2019
Completed by 2 people.

Teaming



[Take Survey](#)

[View Report](#)

Last completed on: 09/27/2019
Completed by 1 person.

Needs Assessment/Resource Mapping



[Take Survey](#)

[View Report](#)

Last completed on: 10/15/2019
Completed by 3 people.

Screening



[Take Survey](#)

[View Report](#)

Last completed on: 09/27/2019
Completed by 1 person.

Mental Health Promotion Services & Supports



[Take Survey](#)

[View Report](#)

Last completed on: 09/27/2019
Completed by 1 person.

Early Intervention and Treatment Services & Supports



[Take Survey](#)

[View Report](#)

Last completed on: 09/27/2019
Completed by 1 person.

Funding and Sustainability



[Take Survey](#)

[View Report](#)

Last completed on: 09/27/2019
Completed by 1 person.

Impact



[Take Survey](#)

[View Report](#)



Teaming Introduction Slide

Reporting period: 01/2019 - 12/2019

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).

The following questions relate to the district's perception of mental health staffing and team(s) in their schools. The last four questions ask about the extent to which your district supports the implementation of teaming in your schools.

[Next](#)



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
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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

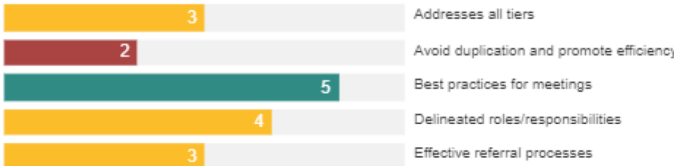
OVERALL COMPOSITE SCORE: 3.3



Partners



Structure/Process



Data



District support

OVERALL COMPOSITE SCORE: 1.9



District Support





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)?



Monitor Progress

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

<div>Last completed on: 09/16/2019 Completed by 2 people.</div> <div>Teaming</div> <div></div> <div>Take Survey View Report</div>	<div>Last completed on: 09/27/2019 Completed by 1 person.</div> <div>Needs Assessment/Resource Mapping</div> <div></div> <div>Take Survey View Report</div>	<div>Last completed on: 10/15/2019 Completed by 3 people.</div> <div>Screening</div> <div></div> <div>Take Survey View Report</div>	<div>Last completed on: 09/27/2019 Completed by 1 person.</div> <div>Mental Health Promotion Services & Supports</div> <div></div> <div>Take Survey View Report</div>
<div>Last completed on: 09/27/2019 Completed by 1 person.</div> <div>Early Intervention and Treatment Services & Supports</div> <div></div> <div>Take Survey View Report</div>	<div>Last completed on: 09/27/2019 Completed by 1 person.</div> <div>Funding and Sustainability</div> <div></div> <div>Take Survey View Report</div>	<div>Last completed on: 09/27/2019 Completed by 1 person.</div> <div>Impact</div> <div></div> <div>Take Survey View Report</div>	



Star Recognition

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BRONZE LEVEL SHAPE RECOGNITION

BENTLEY

has hereby completed the School Mental Health Profile and has been counted in the National School Mental Health Census.

Presented by: The National Center for School Mental Health

On this day: Wednesday, November 20th, 2019

Download as PDF



SILVER LEVEL SHAPE RECOGNITION

ESSEX AGRICULTURAL AND TECHNICAL INSTITUTE

has hereby completed the School Mental Health Profile and at least one domain of the School Mental Health Quality Assessment.

Presented by: The National Center for School Mental Health

On this day: Wednesday, November 20th, 2019

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GOLD LEVEL SHAPE RECOGNITION

JEFFERSON UNITED

has hereby completed the School Mental Health Profile and all domains of the School Mental Health Quality Assessment.

Presented by: The National Center for School Mental Health

On this day: Wednesday, November 20th, 2019

Quality Assessment Summary Report



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>	



Summary Report and Strategic Planning Guide

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School Mental Health Quality Progress Report
Seven Kingdoms High School

Reporting Period: September 2018 - June 2019
Date of Report: 10/09/2019
Entered By: 1 User

Understanding this Summary

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

Composite scores of 1.0-2.9 are classified as "Emerging" areas, 3.0-4.9 are classified as "Progressing" areas, and 5.0-6.0 are classified as areas of "Mastery."

MENTAL HEALTH QUALITY DOMAINS

MASTERY

Composite Score

PROGRESSING

Composite Score

4.7 Teaming

4.0 Mental Health Promotion Services & Supports

4.2 Early Intervention and Treatment Services & Supports

4.4 Funding and Sustainability

EMERGING

Composite Score

2.7 Needs Assessment/ Resource Mapping

2.3 Impact

OTHER PERFORMANCE DOMAINS


Overall Score


50% Screening

* indicates data were not reported

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

Page 1 of 13





Strategic Planning Guide

Thank you for completing the School Mental Health Quality Assessment. We encourage you to meet with your school mental health team, review your scores on each performance domain provided in this report, and engage in a strategic planning process to improve your school mental health.

Mental Health Quality Guides are available in the Resource Center for each performance domain with action steps and resources to guide improvement. Consider using these materials and this Strategic Planning Guide to create a strategic plan for improving your team's performance in one or more areas.

List the domain(s) on which you scored the lowest (Emerging and Progressing) and evaluate your system's capacity and motivation to implement change in each domain.


Domain	Need for change (1-10) 1=no need 10=great need	Desire for change (1-10) 1=no desire 10=great desire	Resources to achieve change (1-10) 1=no resources 10=many resources	Barriers to change (1-10) 1=no barriers 10=many barriers
1.				
2.				
3.				

Select one domain from the list above that your team wants to improve.

DOMAIN: _____

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

Page 9 of 13





Customize Reports

Start Date: 09/2018 End Date: 06/2019 Domain: 7 Domains Entered By: 4 Users Report Type: Average Generate Report

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SHOPE School Mental Health JEFFERSON UNIVERSITY

Understanding this Summary

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

Composite scores of 1.0-2.9 are classified as "Emerging" areas, 3.0-4.9 are classified as "Progressing" areas, and 5.0-6.0 are classified as areas of "Mastery."

MENTAL HEALTH QUALITY DOMAINS

MASTERY
Composite Score

PROGRESSING
Composite Score

- 3.3 Teaming
- 3.9 Needs Assessment/ Resource Mapping
- 3.6 Funding and Sustainability
- 4.3 Needs Assessment/ Resource Mapping District Support
- 3.8 Funding and Sustainability District Support
- 3.0 Impact District Support

EMERGING
Composite Score

- 2.6 Mental Health Promotion Services & Supports
- 2.8 Early Intervention and Treatment Services & Supports
- 2.5 Impact
- 1.9 Teaming District Support
- 2.5 Mental Health Promotion Services & Supports District Support
- 2.3 Early Intervention and Treatment Services & Supports District Support
- 2.0 Impact District-Level Documenting and Reporting

OTHER PERFORMANCE DOMAINS
Overall Score

- 50% Screening
- 4.9 Screening District Support

18 - June 2019
Report: 10/07/2019
Entered By: 4 Users



Resource Library

Overview

School Mental Health Profile

Mental Health Quality

Resources

Screening & Assessment

Trauma Responsiveness

My Schools

My District Account

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.

Mental Health Quality

Trauma Responsiveness

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

PDF

A Blueprint for Using Data to Reduce Disparities/ Disproportionalities in Human Services and Behavioral Health Care

PDF

A Framework for Effectively Implementing Evidence-Based Programs and Practices (EBPs)

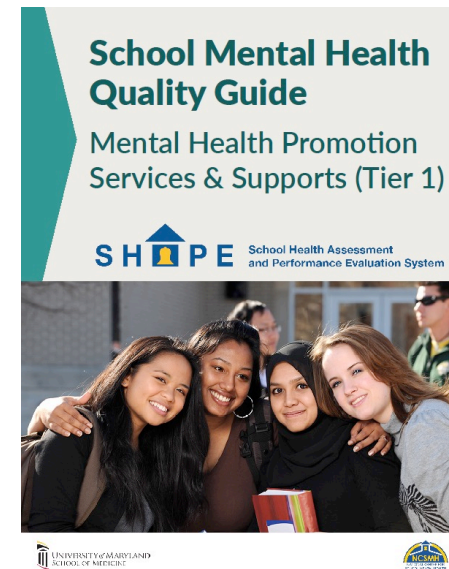
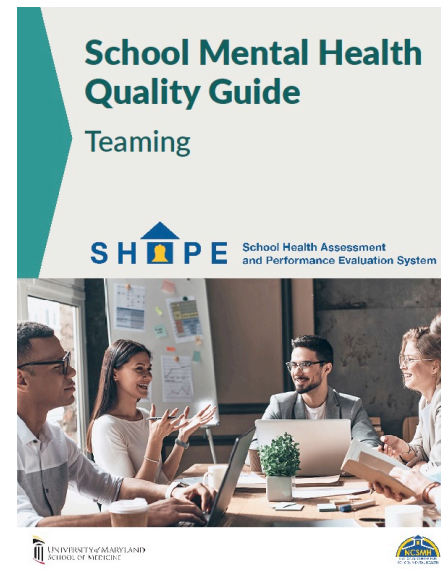
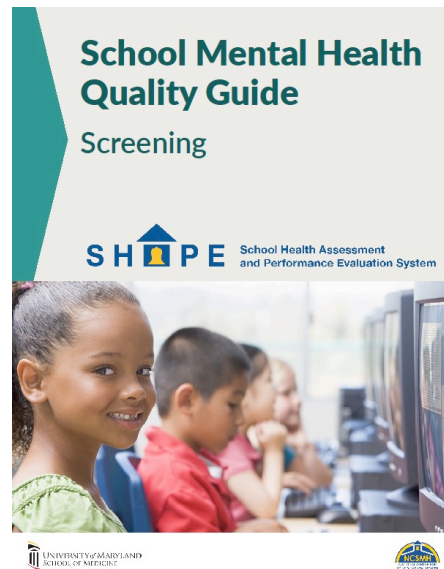
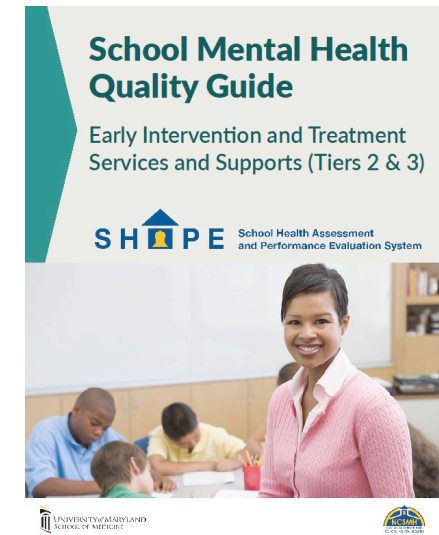
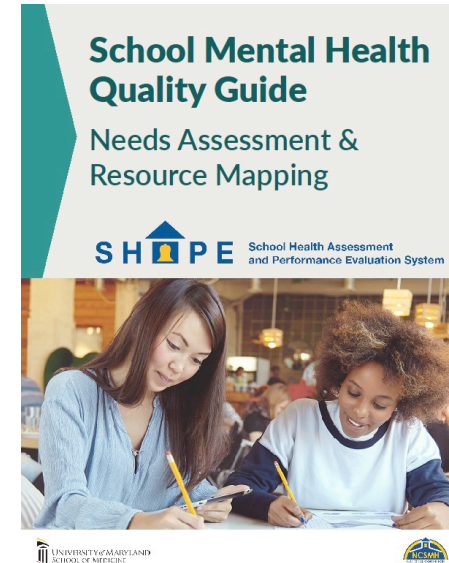
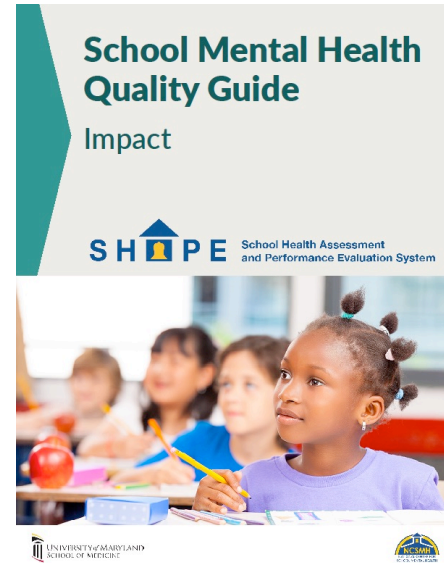
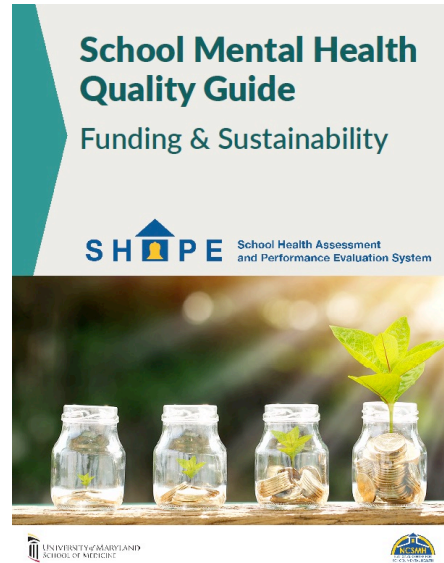
School Mental Health Quality Guides

www.TheSHAPEsystem.com

Provides guidance to advance school mental health quality and sustainability

Includes:

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





Screening and Assessment Library

Overview

School Mental Health Profile

Mental Health Quality

Resources

Screening & Assessment

Trauma Responsiveness

My Schools

My District Account

The **Screening and Assessment Library** offers an extensive list of free and low-cost measures. Use the filters to locate an appropriate measure for your needs. Each measure includes an information sheet, scoring details, and access to the measure.

Filter by Criteria

Focus Area

Academic

School Climate

Anxiety

Autism

Depression/Mood

Disruptive Behavior

Eating

Global Functioning

Hyperactivity

Inattention

Life Satisfaction/Quality

Resilience

Social Skills

Substance Use

Trauma

Assessment Purpose

Screening/Initial Evaluation

Diagnostic

Progress Monitoring

Showing 28 of 28 resources.

Per page: 25

PDF

Autism Treatment Evaluation Checklist (ATEC)

PDF

CAGE Screen

PDF

Center for Epidemiological Studies Depression Scale for Children (CES-DC)



Trauma Responsiveness

JEFFERSON UNITED

My Star Status

[View Certificate](#)

The Trauma Responsive Schools Implementation Assessment (TRS-IA)

is a quality improvement tool developed by the NCTSN Treatment and Services Adaptation Center for Resilience, Hope, and Wellness in Schools and the National Center for School Mental Health. The TRS-IA is an evidence-informed self-assessment that comprises the eight key domains listed below. 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 trauma-responsive programming.



Current Reporting Period: **September 2018 - June 2019**
[Change Reporting Period](#)

[Summary Report](#)

Whole School Safety Planning Take Survey View Report	Whole School Prevention Planning Take Survey View Report	Whole School Trauma Programming Take Survey View Report	Classroom Strategies Take Survey View Report
Prevention/ Early Intervention Trauma Programming Take Survey View Report	Targeted Trauma-Informed Programming Take Survey View Report	Staff Self Care Take Survey View Report	Family and Community Engagement Take Survey View Report



Contact Us

Questions?

Have a question or feedback? Would you like a demonstration? Use the dropdown menu to choose a topic and enter your question/comment in the text box.

Topic: Feedback about the site ▼


Name


Email*

Message

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