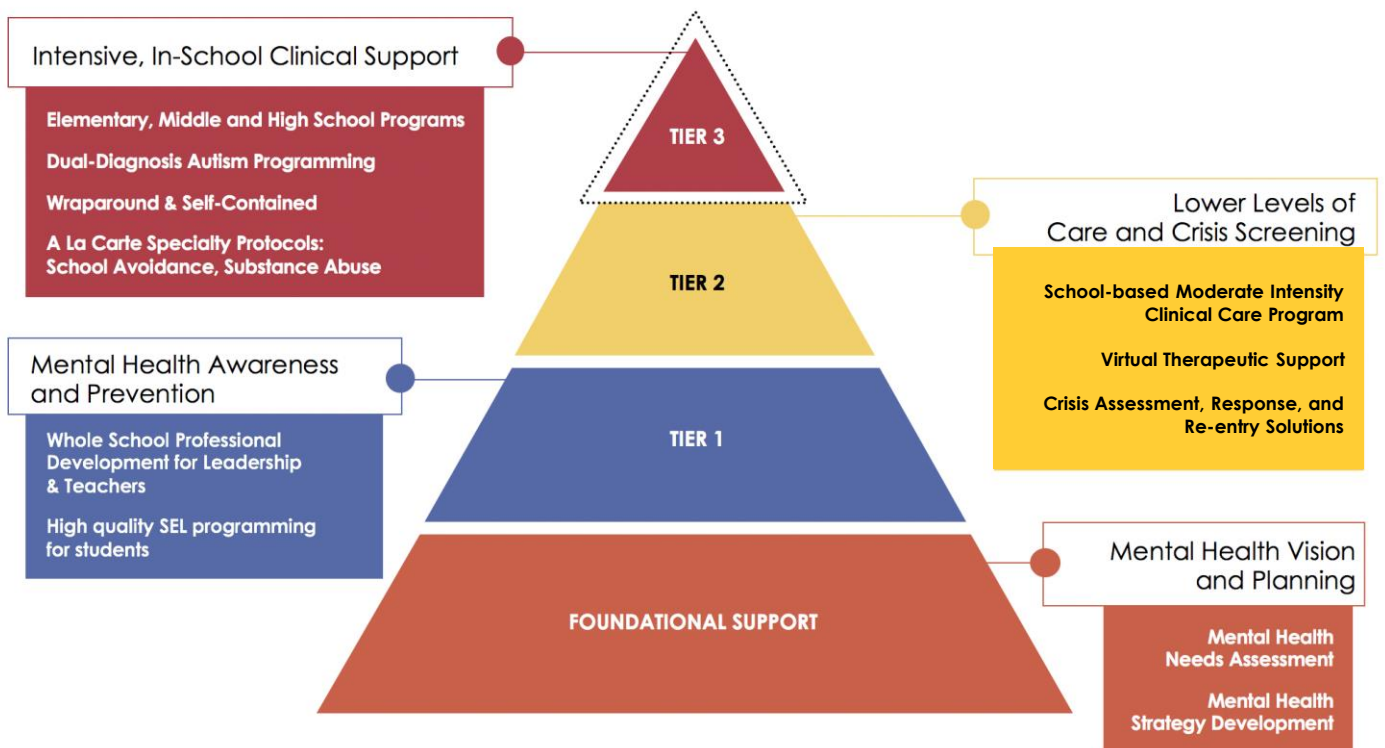


System Wide Mental Health Needs Assessment for K-12 School Districts



Introduction

The RTI Framework for Mental Health is an adaptation of the traditional Response to Intervention approach created by ESS for the purpose of utilizing a systems based approach to identifying opportunities and gaps for mental health planning initiatives. The RTI Framework is divided into 4 tiers as follows, and this needs assessment instrument is organized around these four tiers.



The Foundation

In order to ensure that a quality continuum of care is implemented that supports all students, districts/schools need to have a good understanding of their needs and a clear plan in place to build mental health systems of support.

Please answer the questions below in order to help us fully assess your needs

Q1: Does the district/school have a written mental health needs assessment in place?

- Fully in place [2 POINTS]
- Partially in place [1 POINT]
- Not in place [0 POINTS]

- Q2:** Does the district/school have a written mental health strategic plan or a set of mental health objectives in place?
- In place covering multiple years [2 POINTS]
 - In place covering 1 year [1 POINT]
 - Not in place [0 POINTS]
- Q3:** Has the district/school taken steps to educate the school board on mental health challenges and the need for change?
- Significant education [2 POINTS]
 - Some education [1 POINT]
 - No education [0 POINTS]
- Q4:** Has the district/school taken steps to educate community stakeholders on mental health challenges and the need for change?
- Significant education [2 POINTS]
 - Some education [1 POINT]
 - No education [0 POINTS]
- Q5:** Has the district/school received any trainings related to the development of a districtwide mental health system of support? If so, what (if any) barriers to implementation have been identified?
- Significant education [2 POINTS]
 - Some education [1 POINT]
 - No education [0 POINTS]

BARRIERS: _____

Tier 1: Preventative Structures for All Staff and Students

A key component of an effective mental health continuum is a set of initiatives focused on prevention and the establishment of broad awareness- among both students and staff- of mental health challenges, resources available to resolve them, a toolkit for students to better manage their emotional health, and tactics for teachers to deal more effectively with behavioral and mental health challenges in the classroom.

- Q6:** Is mental health awareness formally covered in the district's/school's curriculum?
- Fully covered [2 POINTS]
 - Somewhat covered [1 POINT]
 - Not covered [0 POINTS]

- Q7:** Does the district/school have a formal social-emotional learning (SEL) component to its curriculum?
- SEL fully in place across all grades [2 POINTS]
 - SEL partially in place [1 POINT]
 - No SEL in place [0 POINTS]
- Q8:** Is there a formal effort to provide professional learning to teachers on topics related to mental health awareness?
- Fully in place [2 POINTS]
 - Partially in place [1 POINT]
 - Not in place [0 POINTS]
- Q9:** Does the district/school have a formal district wide behavioral management program (E.g., BD/ES/PBIS) in place and is it effectively implemented?
- In place and effectively implemented [2 POINTS]
 - Partially in place and/or ineffectively implemented [1 POINT]
 - Not in place [0 POINTS]
- Q10:** Does the district/school have a formal district wide Mental Health symptom system of support program in place and is it effectively implemented?
- Fully in place [2 POINTS]
 - Partially in place [1 POINT]
 - Not in place [0 POINTS]
- Q11:** Is there a formal effort to provide professional learning to teachers on topics related to behavior management?
- Fully in place [2 POINTS]
 - Partially in place [1 POINT]
 - Not in place [0 POINTS]
- Q12:** Is there a formal effort to provide professional learning to teachers on topics related to the management of mental health symptom presentation?
- Fully in place [2 POINTS]
 - Partially in place [1 POINT]
 - Not in place [0 POINTS]
- Q13:** Has the district/school received any trainings related to the development of a districtwide Tier 1 mental health system of support (i.e., preventative structures for staff and students)? If so, what (if any) barriers to implementation have been identified?
- Significant education [2 POINTS]
 - Some education [1 POINT]
 - No education [0 POINTS]

BARRIERS: _____

Tier 2: Crisis Response and Lower Levels of Care

Tier 2 consists of three separate but equally important components. First, are there sufficient resources to provide less intensive, shorter duration care for students who require a school-based moderate intensity level of clinical care? Second, do districts/schools have the processes and staffing in place to provide Virtual Therapeutic Support programming for students with mild to moderate emotional and behavioral challenges. And third, do districts/schools have the processes and staffing in place for crisis screening, response, and re-entry support.

- Q14:** Does the district/school have internal staff to provide lower-level clinical intervention to students who have mental health or substance abuse needs (e.g. school psychologists, school social workers, school assistance counselors?)
- Yes, fully resourced [2 POINTS]
 - Partially resourced [1 POINT]
 - Very few to no resources [0 POINTS]
- Q15:** Does the district/school have a defined protocol of care for students requiring lower level interventions?
- Yes, fully in place [2 POINTS]
 - Partially in place [1 POINT]
 - Not in place [0 POINTS]
- Q16:** Does the district/school provide appropriate levels of behavioral analysis and intervention services to meet the behavioral needs of students at all levels of development?
- Yes, fully in place [2 POINTS]
 - Partially in place [1 POINT]
 - Not in place [0 POINTS]
- Q17:** Does the district/school have the capability to provide ongoing therapeutic services via virtual modes during period of school closure?
- Yes, fully in place [2 POINTS]
 - Partially in place [1 POINT]
 - Not in place [0 POINTS]
- Q18:** Does the district/school have the capability to provide Virtual Therapeutic Support that consists of a variety of interwoven therapeutic touchpoints, including individual therapy, family therapy, and the option for virtual group therapy?
- Significant education [2 POINTS]
 - Some education [1 POINT]
 - No education [0 POINTS]
- Q19:** Does the district/school's Virtual Therapeutic Support include clinical supervision, quality management, data collection and reporting services?
- Significant education [2 POINTS]
 - Some education [1 POINT]
 - No education [0 POINTS]

Q20: Does the district/school provide mental health support and/or counseling services as an alternate disciplinary approach to in-school or out of school suspension?

- Yes, fully in place [2 POINTS]
- Partially in place [1 POINT]
- Not in place [0 POINTS]

Q21: Does the district/school provide mental health support and/or counseling services as a restorative practice to students returning from in-school or out of school suspension

- Significant education [2 POINTS]
- Some education [1 POINT]
- No education [0 POINTS]

Q22: Are there documented processes and a clear procedure in place for screening and responding to students in crisis?

- Yes, fully in place [2 POINTS]
- Partially in place [1 POINT]
- Not in place [0 POINTS]

Q23: Does the district/school have a formalized case management function to ensure re-entry and adherence to treatment planning for students returning to school following a crisis?

- Yes, fully in place [2 POINTS]
- Partially in place [1 POINT]
- Not in place [0 POINTS]

Q24: Has the district/school received any trainings related to the development of a districtwide Tier 2 mental health system of support (i.e., crisis response and lower levels of care)? If so, what (if any) barriers to implementation have been identified? ?

- Significant education [2 POINTS]
- Some education [1 POINT]
- No education [0 POINTS]

BARRIERS: _____

Tier 3: Intensive Clinical Support for Students with Severe Emotional and Behavioral Challenges

Tier 3 is all about how a district provides clinical therapeutic care for its students who have the most severe emotional and behavioral challenges- these are students who would typically be at risk of needing an out of district placement if the right care was not provided within the school environment.

Q25: To what degree does the district/school rely on out of district placements as a default clinical option for students with severe emotional and behavioral challenges?

- To a limited degree [2 POINTS]
- Somewhat [1 POINT]
- To a high degree [0 POINTS]

Q26: Does the district/school have an internal clinical or therapeutic function capable of serving students with severe emotional and behavioral challenges within the school environment (or a self-contained in-district environment?)

- Yes, fully in place [2 POINTS]
- Partially in place [1 POINT]
- Not covered [0 POINTS]

Q27: Does the district/school have an internal clinical or therapeutic function capable of serving students with autism spectrum disorder (ASD) within the school environment (or a self-contained in district environment?)

- Yes, fully in place [2 POINTS]
- Partially in place [1 POINT]
- Not covered [0 POINTS]

Q28: Does the district/school have an internal clinical or therapeutic function capable of serving students with autism spectrum disorder (ASD) AND co-occurring mental health diagnosis, within the school environment (or a self-contained in district environment?)

- Yes, fully in place [2 POINTS]
- Partially in place [1 POINT]
- Not in place [0 POINTS]

Q29: To what degree does the district receive mental health services for students with severe emotional and behavioral challenges from a county office of education, regional support center, or other regional body?

- To a great degree [2 POINTS]
- To some degree [1 POINT]
- Very little or not at all [0 POINTS]

Q30: Has the district/school received any trainings related to the development of a districtwide Tier 3 mental health system of support (I.e., intensive clinical supports for students with severe emotional and behavioral challenges)? If so, what (if any) barriers to implementation have been identified?

- Significant education [2 POINTS]
- Some education [1 POINT]
- No education [0 POINTS]

BARRIERS: _____

If you would like to discuss the results of your mental health needs assessment,
please contact:

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