



Getting Your Comprehensive School-Based Mental Health System in SHAPE

April 16, 2025

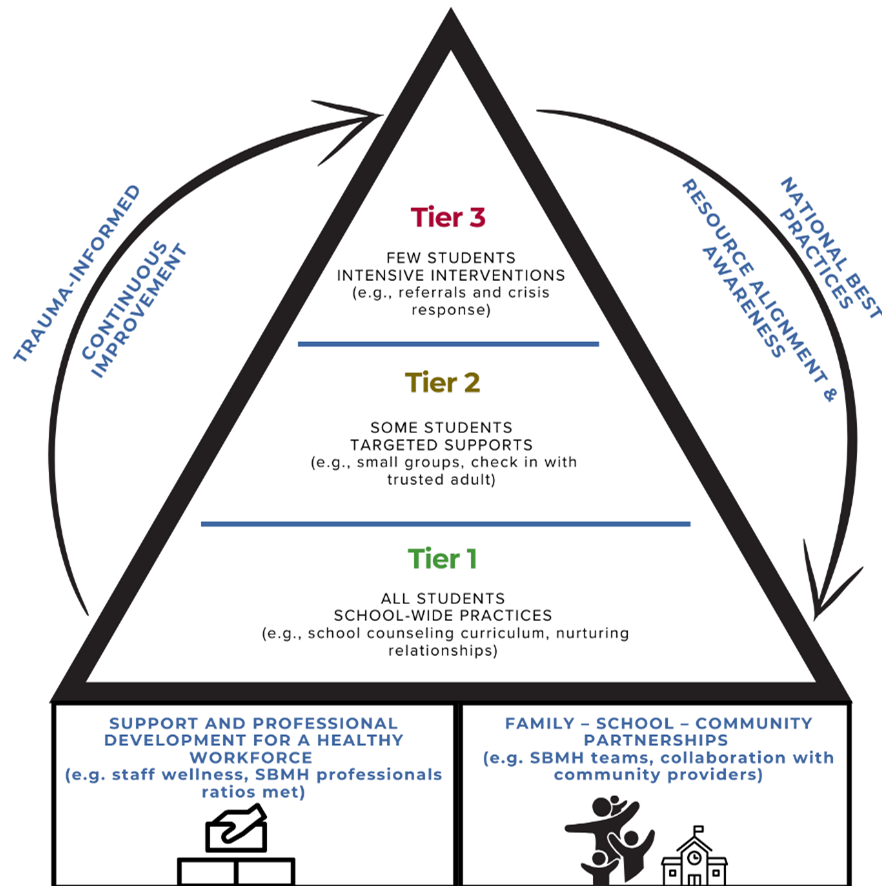
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Missouri Department of Elementary and Secondary Education
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Assessment Resource Center

Today's Objectives



- Be introduced to the core components of a comprehensive school-based mental health (SBMH) system
- Learn how to assess your district or school's current school mental health system
- Discover resources to support strategic planning and implementation related to SBMH goals

There are various resources available to support local education agencies' school-based mental health efforts. The resources contained in this presentation are not comprehensive or required but provide tools for your consideration and use. Inclusion does not constitute endorsement by the Missouri Department of Elementary and Secondary Education. We encourage each educator, school leader, or local education agency to determine which tools best meet the needs of their school community.



School-Based Mental Health (SBMH) is a comprehensive continuum of support facilitated in schools to promote well-being of the school community and mitigate the impact of behavioral health challenges.



- The SBMH Professionals Collaborative includes leaders from the SBMH professional organizations (SSWAM, MSCA, MASP, MASN).
- This group helped inform a comprehensive school mental health framework, specific to Missouri, built upon national best practices to better align roles and responsibilities.





School Health Assessment
and Performance Evaluation System

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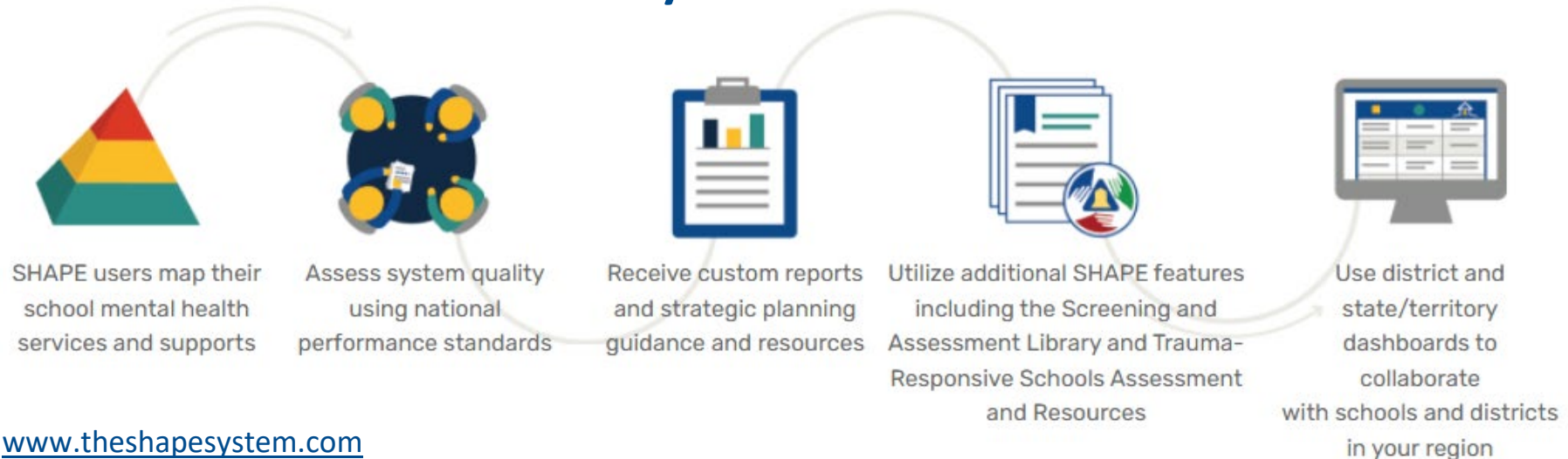
What is **SHAPE**?

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

[Learn More](#)



How does SHAPE help schools & districts improve their school-based mental health systems?





1. Teaming
2. Needs Assessment / Resource Mapping
3. Screening
4. Mental Health Promotion Services & Supports
5. Early Intervention and Treatment Services & Supports
6. Funding & Sustainability
7. Impact

Core Components of SBMH Systems



School Mental Health Teams:

- Raise awareness of school mental health needs and resources
- Shape/implement guidelines, policies and practice
- Train, coach, and support school teams and staff
- Foster family-school-community partnerships





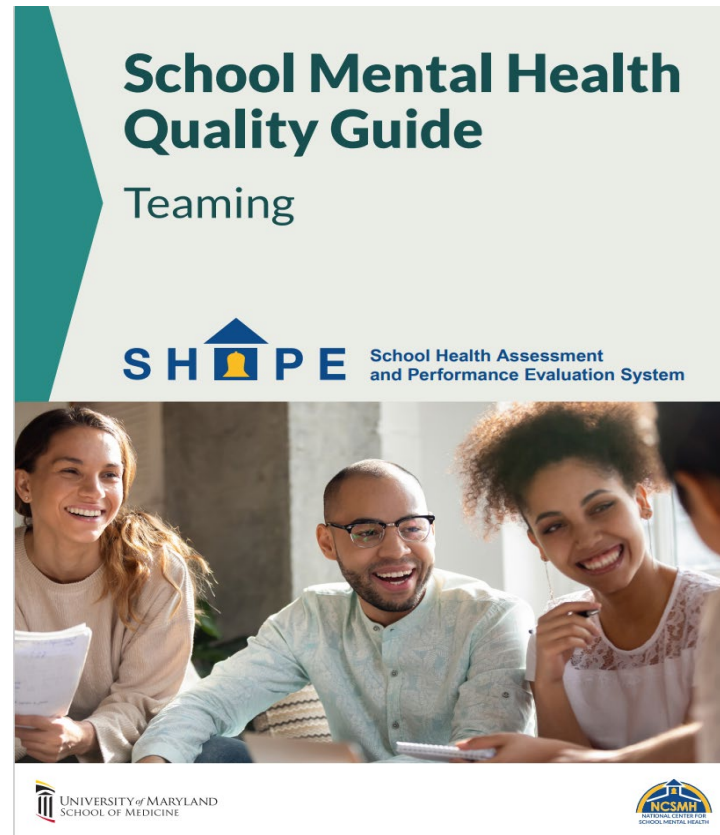
- Multidisciplinary
- Avoid duplication and promote efficiency
- Delineated staff roles/responsibilities
- Effective referral processes to school and community services
- Data sharing among team members to facilitate data-based decision-making

Teaming Resources



Within SHAPE resource library:

- School Mental Health Team Alignment Tool
- Team Roles and Functions
- Sample Memorandum of Understanding



<https://www.schoolmentalhealth.org/resources/school-mental-health-quality-guides/>



Needs assessment:

- Identifies the pressing strengths, needs, and challenges in a system

Resource mapping:

- Shows resources available to address identified needs or enhance identified strengths

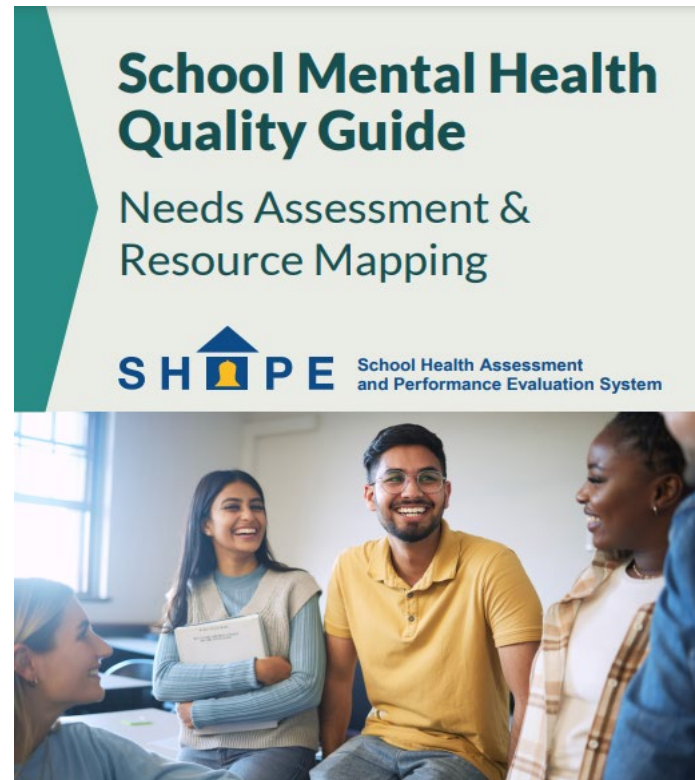


- Use needs assessment to determine appropriate services and supports
- Conduct or access current resource mapping
- Use needs current resource map to determine appropriate services and supports
- Align existing services and supports



Within SHAPE resource library:

- Gap Analysis Worksheet
- Tiered Pyramid Worksheet
- Resource Mapping Strategy & Toolkit





- Search and connect to resources, community programs, and childhood services for families
- Results can be printed or shared via email, text, or social media
- Website and app
- Additional features with a free account

<https://dese.mo.gov/childhood/missouri-family-resources>



Reasons to conduct mental health screening:

- Support a multi-tiered system of supports (MTSS)
- Inform prevention and early intervention strategies
- Identify students at risk and students with high well-being
- Improve access to mental health supports



- Use a selection process for a screening tool that considers reliability, feasibility, cost, and fit with the goals of screening
- Roll out initial screening efforts gradually
- Have a process to assess screening results to triage students to appropriate services
 - ❑ Respond to risk of harm to self and others immediately

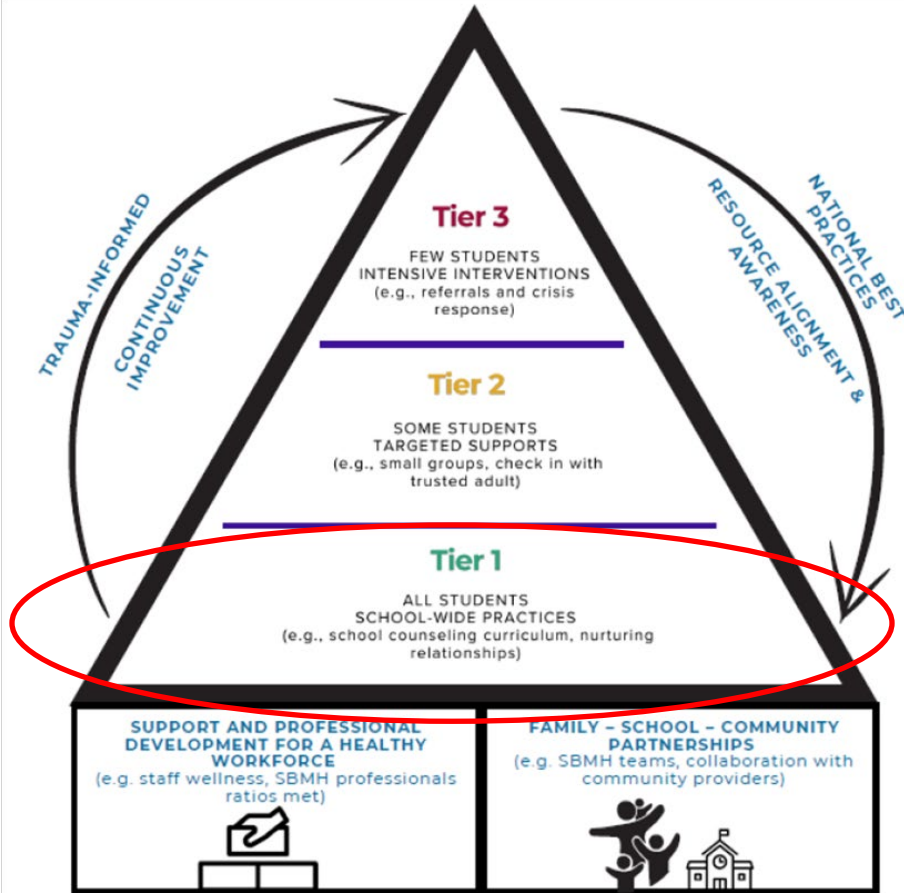
Screening Resources



Within SHAPE resource libraries:

- School Mental Health Referral Pathways Toolkit
- Screening and Assessment Library





- Promotes well-being and educational success for *all* students
- Mental health is part of overall health, and students must be healthy enough to learn, and teachers healthy enough to teach



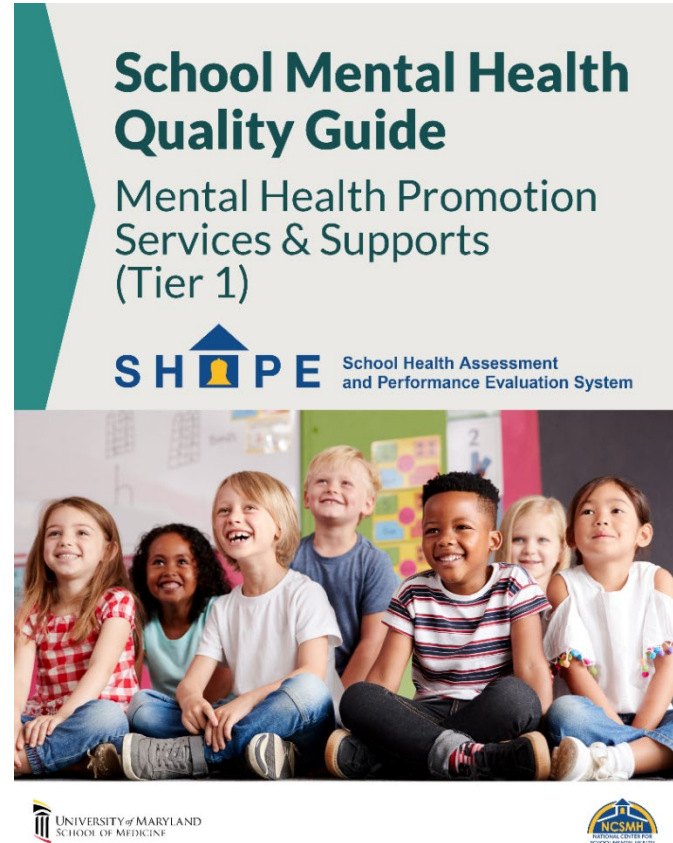
- Assess and improve school climate and staff well-being
- Set school-wide positive behavior expectations
- Build healthy relationships and community
- Increase mental health literacy for all students and staff
- Match Tier 1 services and supports to needs and strengths

Tier 1 Resources



Within SHAPE resource library:

- A Framework for Effectively Implementing Evidence-Based Programs and Practices
- School Climate Survey Compendium





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Missouri DHSS Department of Health and Senior Services

The Trauma-Informed School Health Office



The Trauma-Informed School Health Office

The Guiding Principles of Trauma-Informed Care

1. Safety
2. Trustworthiness and transparency
3. Peer support
4. Collaboration and mutuality
5. Empowerment and choice
6. Cultural, historical, and gender issue

What Trauma-Informed Care Looks Like in the Health Office

Safety: Safety, in the trauma-informed approach, is less about the safety of the physical environment and more about the physical safety of the student. You, as the school nurse or health room aide, may know that you are a safe person and the environment is safe. When using a trauma-informed approach, ask yourself, "How can I help this student know I am safe and the health office is safe?"

This could look like:

- Keeping an open and relaxed posture.
- Keeping an open and relaxed posture.
- Whenever possible, be on the same eye-level as the student by either sitting or crouching, rather than standing over them in a position of authority.
- Consider the health room environment and make adjustments as needed, such as using softer lamps and targeted task lighting to make the health room more comfortable.
- Do what is possible to make the health room more comfortable, such as using softer lamps and targeted task lighting to make the health room more comfortable.
- If the over-head lighting is harsh fluorescent, consider using softer lamps and targeted task lighting to make the health room more comfortable.
- If there are regularly occurring noises that may be startling or incessant, consider turning on the brighter lights.
- Countering with soft, gentle music.
- Patients can be triggering for not only allergies or asthma, but also for those students that have experienced trauma. For this reason, it's a good idea to comply with fragrance-free policies.

Trustworthiness and transparency (continued)

Letting students know if there is a situation that requires you to take further action, i.e. disclosure of abuse or suicidal thoughts. Give the student as much information as you can about the process and what to expect (in an age appropriate way). Example: "I'm happy that you trusted me enough to share this information with me. I need to be able to tell you what I need to know to help you. I need to share this information with the school counselor. There may be some people that want to talk to you more about this. It's important to me that you are safe, and I will do everything I can to help you be safe."

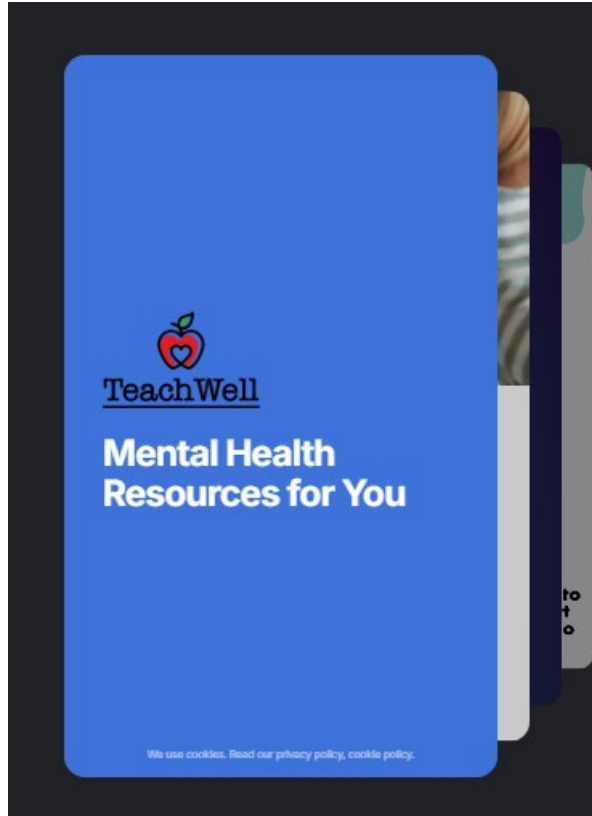
Peer support: Research has shown the benefits of having the support of a peer when navigating stressful situations and connections to others are a buffer against traumatic stress.

Collaboration and mutuality: When we collaborate with students we give them a sense of ownership of their care. Example: Introducing a student newly diagnosed with type-1 diabetes (T1D) to a student diagnosed with T1D to serve as a peer mentor.

Empowerment and choice: When we collaborate with students we give them a sense of ownership of their care. Example: Introducing a student newly diagnosed with type-1 diabetes (T1D) to a student diagnosed with T1D to serve as a peer mentor.

Transparency: When we collaborate with students we give them a sense of ownership of their care. Example: Introducing a student newly diagnosed with type-1 diabetes (T1D) to a student diagnosed with T1D to serve as a peer mentor.

Resource: TeachWell



<https://dmh.mo.gov/wellness/teachwell>

- Created for educators by the Missouri Department of Mental Health
- More than 60 short courses (less than 5 minutes each)
- Access anytime or sign up to receive them every couple of weeks via email or text



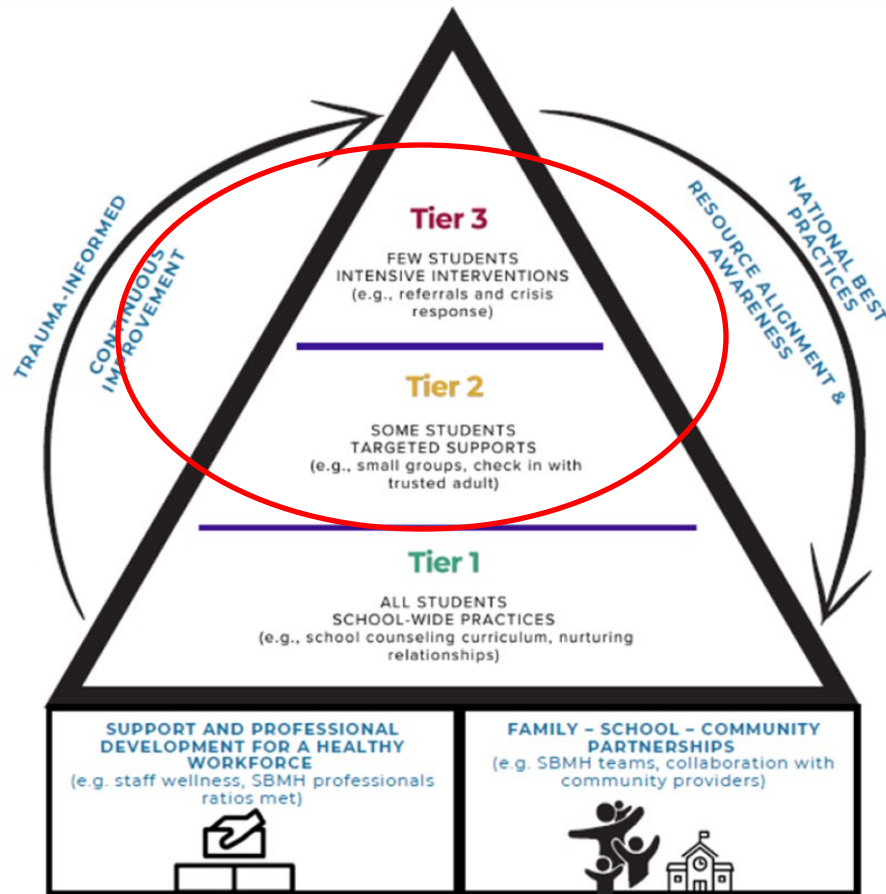


Targeted Supports (Tier 2)

- Provided for some students who need more support

Intensive Interventions (Tier 3)

- Fewer students, more resource intensive





- Ensure adequate resource capacity—of students identified as needing Tier 2 and/or Tier 3 services, how many received them?
- Support training and professional development
- Monitor fidelity of implementation of evidence-informed practices
- Match Tier 2 and Tier 3 services and supports to needs and strengths

Tier 2 & Tier 3 Resources



Within SHAPE resource library:

- Intervention Planning Form
- Planning Checklist for Monitoring Fidelity of Evidence-Based Practices

School Mental Health Quality Guide

Early Intervention & Treatment Services & Supports (Tiers 2 & 3)

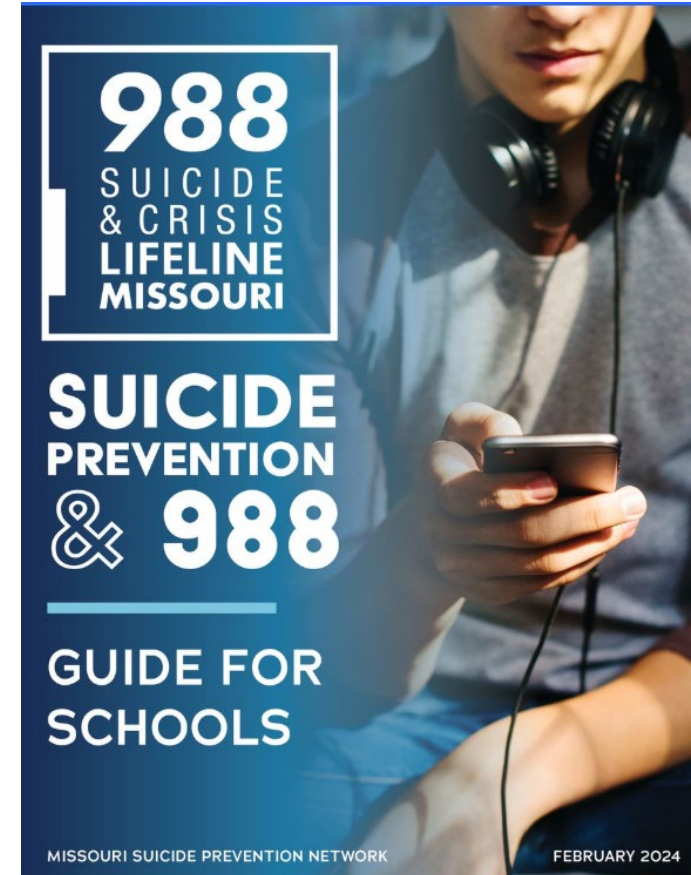


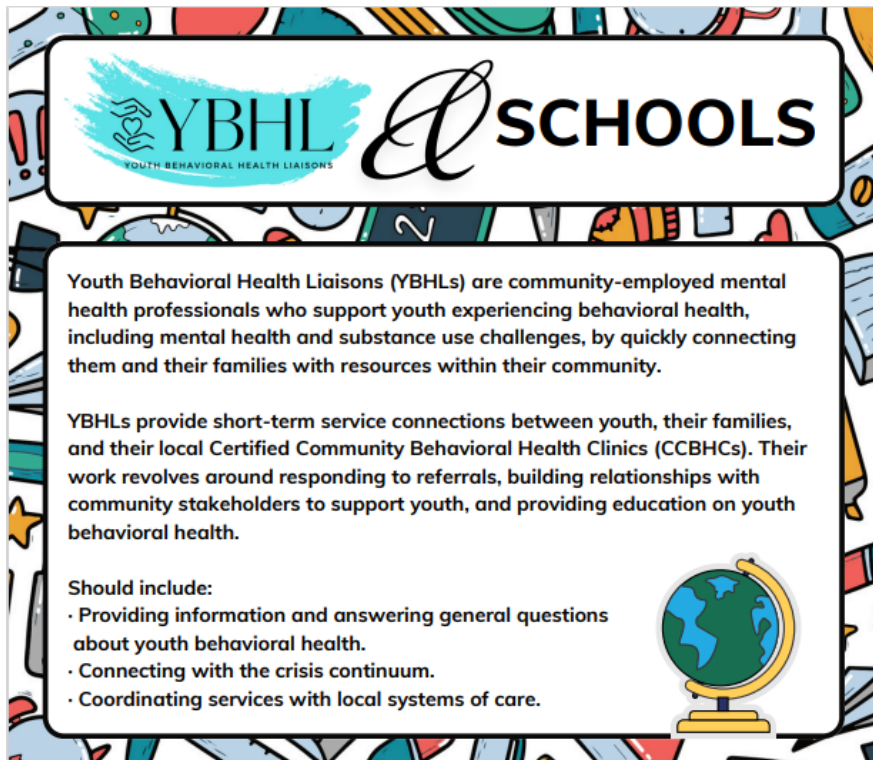
School Health Assessment and Performance Evaluation System





- Youth Suicide Awareness and Prevention Model Policy
- Prevention Resource Centers
- MO Crisis Continuum
- Behavioral Health Crisis Centers
- <https://missouri988.org/toolkit/> Virtual and Physical Toolkit





YBHL & SCHOOLS


YOUTH BEHAVIORAL HEALTH LIAISONS

Youth Behavioral Health Liaisons (YBHLs) are community-employed mental health professionals who support youth experiencing behavioral health, including mental health and substance use challenges, by quickly connecting them and their families with resources within their community.

YBHLs provide short-term service connections between youth, their families, and their local Certified Community Behavioral Health Clinics (CCBHCs). Their work revolves around responding to referrals, building relationships with community stakeholders to support youth, and providing education on youth behavioral health.

Should include:

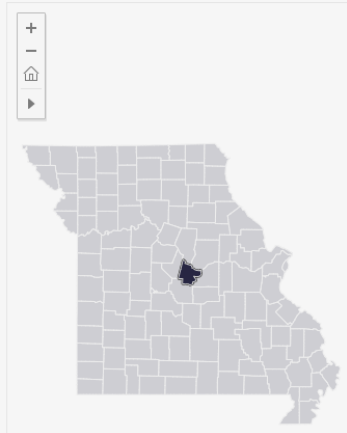
- Providing information and answering general questions about youth behavioral health.
- Connecting with the crisis continuum.
- Coordinating services with local systems of care.



Missouri Crisis Resources

Contact Directory

Select a county to view the crisis resources serving in that area.



988 Suicide and Crisis Lifeline
Free & Confidential 24/7 Support
Call or Text 988 | Chat online at 988lifeline.org/chat
For any reason, at any time.

**Behavioral Crisis Center and Rapid Access Unit
Columbia**
[Behavioral Health Crisis Center](#)
Burrell Behavioral Health
573-777-7522 | 1805 E. Walnut Street, Columbia, MO 65201
24 hours a day | 7 days a week

Behavioral Health Crisis Center Jefferson City
[Behavioral Health Crisis Center](#)
Compass Health Network
833-356-2427 | 227 Metro Drive, Jefferson City, MO 65109
24 hours a day | 7 days a week

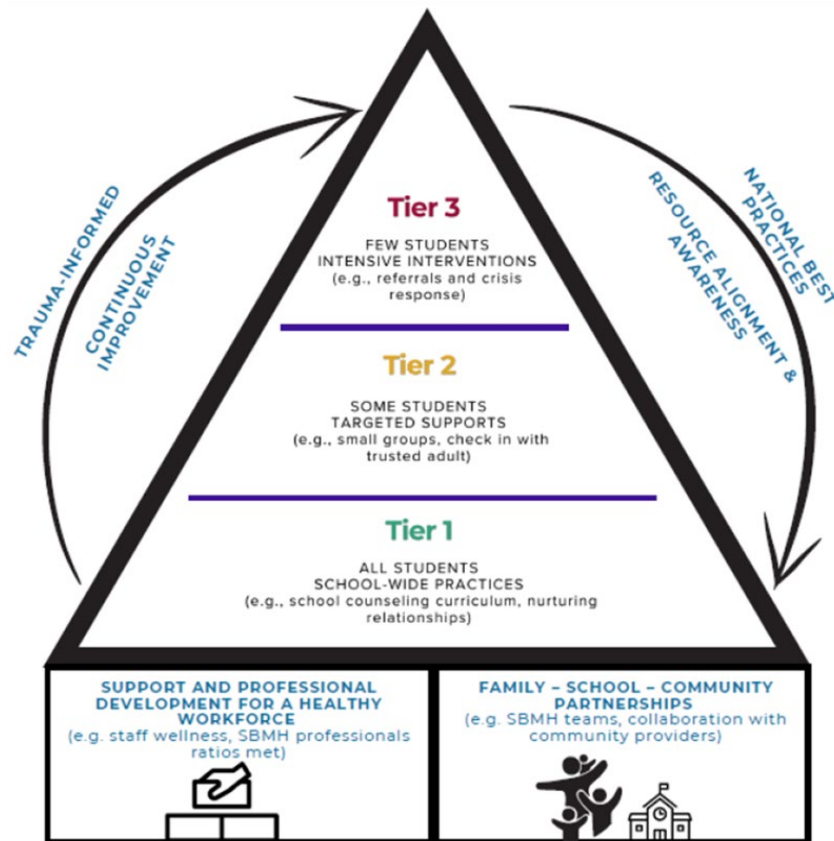
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Compass Health Network
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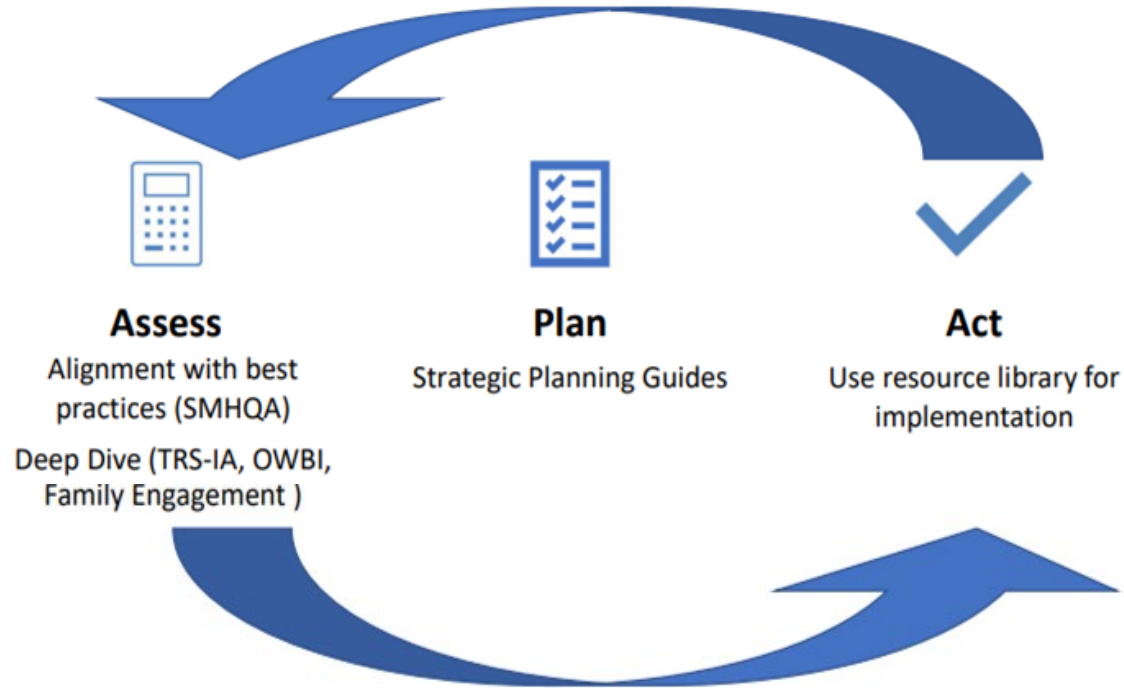
Continuous Improvement



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Continuous Improvement





Strategies to optimize financial and nonfinancial assets needed to maintain and improve your school mental health system over time.

Used best practices to:

- Use multiple and diverse funding and resources to support the 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.

Had funding and resources to support:

- Tier 1 (mental health promotion) services
- Tier 2 (early intervention) services
- Tier 3 (treatment) services

Funding and Sustainability



Grant Writing 101: Stronger Connections Grant Resources

In effort to better support eligible local education agencies (LEAs) applying for the Stronger Connections Grant (SCG), the Department of Elementary and Secondary Education (DESE) is providing additional resources to help eligible LEAs as they apply for the first, or second time, to the SCG. These resources focus on helping LEAs create a strong application according to grant guidance.

Needs Assessment

[SHAPE Needs Assessment & Resource Mapping](#)

The National Center for School Mental Health's (NCSMH) reference guide provides support in building or improving mental health offerings to students by sharing best practices and potential next steps, along with information on resource mapping and needs assessments. LEAs will benefit from this mental health based view in developing a needs assessment for their district.

[State Support Network's Needs Assessment Guidebook](#)

This guidebook details the continuous improvement process and the elements of a successful needs assessment from an academic perspective. LEAs can use this resource to develop a foundational understanding of how to appropriately conduct a needs assessment and to use this process to develop effective programming.

SMART Goals

[Creating SMART Goals](#)

This handout developed by the South Carolina Department of Education presents SMART Goals in discrete parts and provides specific examples that may apply to LEAs as they develop their SCG application. LEAs may benefit from modeling their SMART Goals on the sample goals provided.

Program Development

[Strategies for Equitable Family Engagement](#)

This guidance from the United States Department of Education helps LEAs to understand the importance and implementation of evidence-based strategies for family engagement. This document provides research and examples of equitable family engagement, a requirement of ESSA as amended by ESSA. LEAs may benefit from reviewing the information to kick-start brainstorming of how districts can effectively use SCG funds to engage their students' families.

Budget Development

[How to Prepare a Budget Narrative/Budget Justification](#)

The Office of Sponsored Programs at the Utah Valley University has a great resource on how to create a budget and justification for the listed costs. LEAs would benefit from applying the principles shared in this resource as they create a budget for SCG funds.

Program Evaluation

[Program Evaluation Toolkit](#)

In effort to assess their program's effectiveness, LEAs will need to create a plan to conduct a program evaluation. This toolkit explicates how to conduct a program evaluation, step-by-step, and also provides the necessary tools for LEAs to complete their own evaluation. LEAs are strongly encouraged to first review the [Program Evaluation Toolkit: Quick Start Guide](#) before engaging with the toolkit.

Explore Diverse Funding Opportunities

- School
- Local/district/county
- Tribal
- Territory
- State
- Federal
- Private foundations, donors

Funding & Sustainability

refers to the strategies to optimize financial and nonfinancial assets needed to maintain and improve school mental health systems.

In order to maintain long-term programming, school mental health systems depend on reliable funding to cover costs. Because funding streams are regularly changing, states, districts, and schools must develop strategies that account for economic and political shifts.

In addition to reliable funding, comprehensive school mental health systems must also focus on other components of sustainability to ensure that operational structures are sound, and that the system can respond to the changing needs of students, families, schools, and communities.

Federal Funding Streams to Support School Mental Health

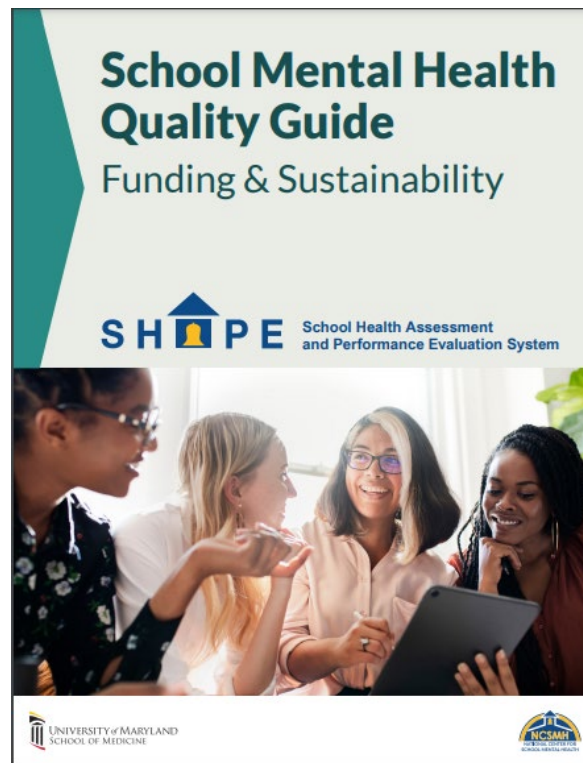
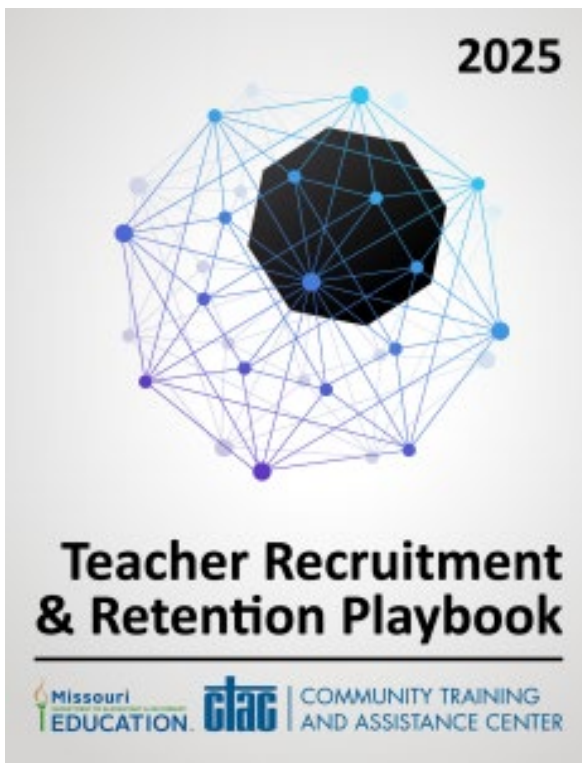
Block Grants	Project Grants
Federal block grants are allocated to states based on demographic characteristics such as population and unemployment. Within broad categories of allowed use, states determine how to allocate and use the funding. Examples of block grants used to fund comprehensive school mental health systems include Title I's National and Child Health Title II's School Improvement grants, Title III's Social Services, and the Preventive Health and Health Services Block grant.	Also referred to as discretionary grants, project grants are awarded through competitive processes and provide funding for specific projects for a predetermined period of time. Examples of project grants include Project Awareness, National Children's Mental Health Initiative, and Project Phoenix.

Legislative Examples	Medicaid
Individual states have enacted legislation to expand school-based mental health services.	The Medicaid program, jointly funded between state and federal governments, is a key source of funding for school mental health services. State Medicaid programs cover school health services for all children and adolescents, but more often have coverage for services on the Medicaid Education Plan.

Healthy Students, Promising Futures
LEARNING COLLABORATIVE

Expanding School-Based Medicaid in Missouri

In 2018, Missouri expanded its school-based Medicaid program to allow school districts to bill





Long-term effects or changes that occur because of the programs, practices, or policies implemented within a comprehensive school mental health system.

Provides guidance to advance school mental health quality and sustainability

Includes:

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

Impact Resources



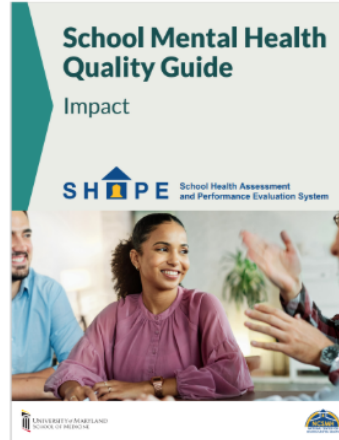
School Mental Health Quality Guide: Impact

Resources

Provides guidance to advance school mental health quality and sustainability

Includes:

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



Select Data:

- You **already collect and use**.
- Are **readily available or could be reasonably collected** (e.g., self-reported distress and well-being)
- Are **likely to be affected** by school mental health services and supports
- Are of **most importance and most useful** to different groups who use, fund, or are affected by the services and supports
- **Can be shared** within and beyond the school team.



Strategic Planning



- **Reflect** on what your district is already implementing to address student and staff mental health and well-being
- **Prioritize** strategies and approaches you want to focus your efforts on
- **Plan for action** with your teams to implement your selected approaches

School Mental Health Quality Guides



Avoid duplication and promote efficiency of teams



Best Practices

- Establish well-defined roles and responsibilities for all team members with structures in place to avoid duplication of efforts.
- Practice efficient communication and collaboration.
- Add team members as needed to ensure all roles are covered.
- Have a clear understanding of the roles and responsibilities of each team member.



Tips

- Assign **one staff person as a coordinator of resources** to ensure that resources are not duplicated.
- **Maintain** a list of all team members and their roles. Teams can use this list to ensure that there is no duplication of roles.
 - Ensure that all team members are aware of their roles and responsibilities.
 - Communicate with team members regularly to ensure that everyone is on the same page.



Action Steps

1. Provide a written **list of each team member's primary and secondary roles, and the responsibilities of each role.**
2. Establish a **"map" of each school's mental health team**, as well as the roles and responsibilities of each team member. District-level teams may wish to compile district-wide maps of all individuals sharing similar roles on each school's mental health team and establish how district-level roles relate to school-level roles.

Comprehensive SBMH Training



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Leaders from the Departments of Mental Health, Health and Senior Services, and Elementary and Secondary Education provide virtual training on national school-based mental health best practices and School Mental Health Quality Assessment. Our next training is June 5-6.

- Foundations of Comprehensive School Mental Health
- Teaming
- Needs Assessment and Resource Mapping
- Screening
- Mental Health Promotion for All (Tier 1)
- Early Intervention and Treatment (Tiers 2 and 3)
- Funding and Sustainability
- Impact



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SchoolLink: Let's Talk About It



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Let's Talk About It – Homeless Youth & Children

ParentLink & SchoolLink

Posted: 1.13.2025

Stats (1.22.2025, 8:45 am): Views = 959, Reach = 411, Interactions = 39

Contact: Melissa Maras, Maras.Me@missouri.edu

ParentLink is with SchoolLink.
January 13 at 2:00 PM

Introducing...Let's Talk About It, a new Parentlink resource. Join Warmline, Schoollink, and Kinship staff every Monday morning to hear how we respond to real calls from Missouri parents, caregivers, and school professionals. Side note, we also have a lot of fun!

Okay, Kelsey. We're recording.
We are live. Hello, Melissa.

Most relevant

Author
ParentLink
Connect with us! Call, text, email our Warmline at (573) 882-7323, 585-FAMILY1, and parentlink@missouri.edu. Reach Schoollink at 1-844-686-6854 and at schoollink@missouri.edu

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Author
ParentLink
DESE Website – Homeless Children & Youth
https://dese.mo.gov/_/student_/homeless-children-youth
One-pager for parent/caregiver <https://nche.ed.gov/educational-rights-poster-parent/>
One-pager school professionals https://dese.mo.gov/_/lea-responsibilities-flyer-85x11pdf
Find the Homeless Liaison in your school: <https://dese.mo.gov/media/pdf/homeless-liaisons-sy-2024-25>

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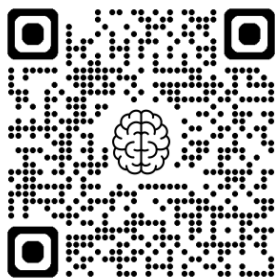
Find us on the socials @MOSchoolLink

- February - the longest shortest month
- Parent shame & guilt
- ELL supports
- That's not my job



Keep in touch:

- SBMH@dese.mo.gov
- 573-751-6875
- Join us for office hours
Thursdays from 12-1 p.m.
(link on website)
- Sign up for the
SBMH ListServ



<https://dese.mo.gov/mental-health-resources>



Missouri Department of Elementary and Secondary Education

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