National Assembly on School-Based Health Care
School Mental Health Capacity Building Partnership (SMH-CBP)

ASSESSMENT TOOLS FOR SCHOOL MENTAL HEALTH CAPACITY BUILIDNG

The School Mental Health Capacity Building Partnership developed this list of assessment tools to build key capacities in five key areas related to school mental health. These areas include:

- Planning (needs assessment, resource mapping, organizational readiness)
- Collaboration & Stakeholder Involvement (collaborations, coalitions, and partnerships; involvement of families, youth and school staff)
- Cultural Competence (culturally appropriate policies, programs, and services)
- Quality Improvement (quality assessment, evaluation, benchmarking)
- Surveillance

Please note: Many of these tools are multi-purpose and can be used for more than one dimension (e.g. an evaluation tool can be used for planning purposes).

The following list is not intended to be exhaustive. The tools below were selected using the following criterion:

- They are easily accessible
- They are user-friendly
- They can be easily adapted for assessment in a school setting
- They can be easily adapted for assessment of school mental health services

PLANNING			
Name of Tool and Description	**Purpose**	**Target Group/Sample & Method**	**Contact Information**
Organizational Readiness for Change (ORC) Assessment A comprehensive assessment of organizational functioning and readiness for change, the ORC focuses on motivation and personality attributes of program leaders and staff, institutional resources, and organizational climate as an important first step in understanding organizational factors.	Readiness	Treatment staff, program directors and supervisors PDF available online	Available at: http://www.ibr.tcu.edu/pubs/datacoll/Forms/orc-s.pdf For more information visit: http://www.Ibr.tcu.edu/resources/TCU-ORC-AFS.pdf Institute of Behavioral Research Texas Christian University Fort Worth, TX 76129 w.lehman@tcu.edu

Community Strengths and Needs Assessment Parent survey aimed at assessing the supply and quality of services in a community, the unmet needs of the community, and the likelihood of participation in new programs. Also asks questions aimed at compiling demographic data.	Needs Assessment	Parents PDF available online	Available at: http://www.communityschools.org/index.php?option=content&task=view&id=29&Itemid=51#Needs Coalition for Community Schools 455 Connecticut Ave, NW Suite 310 Washington, DC 20008 (202) 822-8405 x156 ccs@iel.org
School Health Index (SHI) This self-assessment and planning guide enables schools to: • identify the strengths and weaknesses of policies and programs for promoting health and safety, and • develop an action plan for improving student health and safety; and involve teachers, parents, students, and the community in improving school policies, programs, and services The SHI is structured around CDC's eight-component model of a coordinated school health program (CSHP). The items in the SHI are based on CDC's research-based guidelines for school health programs, which identify the policies and practices most likely to be effective in improving youth health risk behaviors.	Self-assessment and planning	Schools team including teachers, parents, students and community Online and paper format available	Available at: http://apps.nccd.cdc.gov/shi/default.aspx Centers for Disease Control and Prevention 600 Clifton Road Atlanta, GA 30333 (800) 311-3435
School Mental Health Inventory (SMHI) This Coordinated School Health self-assessment and planning guide is modeled after the SHI. Unlike the SHI, the tool focuses on mental health. The questions are designed to assist lay-staff in a school to determine how school policies, protocols and programs promote mental health and address student mental health needs. The tool was developed as part of the Oregon Healthy Kids Learn Better Mental Health Demonstration Project. The SMHI is structured around the eight components of the CSHP model with focus on mental health.	Self-assessment and planning	School team including teachers, parents, students and community Paper format to be completed by team.	Draft version available by contacting: Isabelle Barbour at Isabelle.S.Barbour@state.or.us
Community Resource Mapping Inventory A Planning Tool to identify formal and 'informal' community resources, assess duplication and build comprehensive, sustainable resources.	Mapping	All community stakeholders PDF available online	From *Building Sustainability in Demonstration Projects for Children, Youth, and Families* (pp. 23-26) Prepared by the Institute for Education Leadership Available at: http://ojjdp.ncjrs.org/resources/files/toolkit2final.pdf The Institute for Educational Leadership 1001 Connecticut Avenue NW, Suite 310

			Washington, DC 20036 Telephone: (202) 822-8405 iel@iel.org
Who and What Are at the School? Provides a template to clarify the people and positions at a school that provide services and programs related to mental health and/or school support.	Mapping	School team including teachers, parents, students and community PDF available online	Tools from the *School Community Partnerships: A Guide* (p. I.4) Prepared by School Mental Health Project/Center for Mental Health in Schools Available at: http://smhp.psych.ucla.edu/pdfdocs/guides/schoolcomm.pdf UCLA, Dept. of Psychology 405 Hilgard Ave. Los Angeles, CA 90095 (866) 846-4843 smhp@ucla.edu
Survey of System Status at a School Helps review how well the systems have been developed and are functioning	Mapping	School team including teachers, parents, students and community PDF available online	Tools from the *School Community Partnerships: A Guide* (p. I.5-I.7) Available at: http://smhp.psych.ucla.edu/pdfdocs/guides/schoolcomm.pdf
Mapping Matrix for Analyzing School-Community Partnerships Relevant to Addressing Barriers to Learning and Promoting Healthy Development Analyzes prevention, early intervention and treatment activities offered as part of school-community partnerships and assessed functioning at the national, state, and local levels.	Mapping	School team including teachers, parents, students and community PDF available online	Tools from the *School Community Partnerships: A Guide* (p. I.8-I.9) Available at: http://smhp.psych.ucla.edu/pdfdocs/guides/schoolcomm.pdf
Building Communities From the Inside Out **John Kretzmann & John McKnight** A capacity inventory that looks at the building of an asset-based approach to community development and helps shift people from problem/deficit-oriented approaches to strengths or asset-based strategies.	Asset-Building Capacity inventory	Community builders Introduction and asset maps online	Center for Urban Affairs and Policy Research. Neighborhood Innovations Network Introduction available at: http://www.northwestern.edu/ipr/publications/community/introd-building.html Asset maps available at: http://smhp.psych.ucla.edu/pdfdocs/guides/schoolcomm.pdf (p. I.24-I.27) ABCD Institute 2120 Campus Drive Evanston, IL 60208 (847) 491-8711 To order call: (800) 397-2282

			abcd@northwestern.edu
A Self-Assessment and Planning Guide: Developing a Comprehensive Financing Plan Develop a better understanding of what are the critical financing structures and strategies to support system development and examine how these strategies operate separately and collectively.	Financing	Treatment staff, program directors and supervisors PDF available online	Research and Training Center for Children's Mental Health Available at: http://rtckids.fmhi.usf.edu/rtcpubs/hctrking/pubs/AssessPlanGuide2006/default.cfm University of South Florida 13301 Bruce B. Downs Blvd. Tampa, FL 33612 (813) 974-4661
Gap Analysis/Build Consensus Analysis of vision, policy infrastructure, leadership, staff, and resources. Describes process of analyzing scope of gap between vision and current status.	Planning	School team including teachers, parents, students and community PDF available online	Tools from the *School Community Partnerships: A Guide* (p. IV.1-IV.2) Available at: http://smhp.psych.ucla.edu/pdfdocs/guides/schoolcomm.pdf
Action Planning Worksheets Provides questions and outline for group process to develop objectives, strategies, persons who will carry out strategies, timeline, and possible barriers.	Planning	School team including teachers, parents, students and community PDF available online	Tools from the *School Community Partnerships: A Guide* (p. IV.3-IV.5) Available at: http://smhp.psych.ucla.edu/pdfdocs/guides/schoolcomm.pdf

COLLABORATION & STAKEHOLDER INVOLVEMENT			
Name of Tool and Description	**Purpose**	**Target Group/Sample & Method**	**Contact Information**
Strengthening Partnerships: Community School Assessment Checklist A series of checklists to assist school and community leaders in creating and/or strengthening community school partnerships. The first checklist assesses the development of a school-community partnership. The second checklist takes an inventory of existing programs and services in or connected to your school that support children, youth, families, and other community residents. The third checklist catalogs funding sources that support these programs and services.	Collaboration	School and community leaders PDF available online	Prepared by Finance Project and the Coalition for Community Schools Institute for Educational Leadership Available at: http://www.communityschools.org/index.php?Itemid=62&id=41&option=content&task=view
Wilder Collaboration Factors Inventory The Wilder Collaboration Factors Inventory surveys twenty factors that influence the success of collaboration. The inventory can be used to assess the likelihood of success before beginning collaborative work or to analyze the strengths and weaknesses of your collaborative venture.	Collaboration	All community stakeholders Inventory to be taken online	Inventory available at: http://surveys.wilder.org/public_cfi/index.php?e=a8b72303c1ecb924e0858429e6d85b45 919 Lafond Avenue Saint Paul, Minnesota 55104 (651) 642-4000

School and Family Partnership Surveys The quantitative information collected from the surveys helps parents and schools develop a comprehensive, successful partnership program. A checklist, "Starting Points," is also available to help schools and parent groups develop their partnerships.	Partnership Survey	Elementary, middle and high school parents and teachers; high school students. Surveys available for order online	Prepared by the Center on School, Family and Community Partnerships Available at: http://www.csos.jhu.edu/P2000/survey.htm National Network of Partnership Schools, JHU 3003 N. Charles Street, Ste 200 Baltimore, MD 21218 (410) 516-8800 nnps@csos.jhu.edu
School-Community Partnerships; Self-Study Surveys These instruments map and analyze the current status of school-community partnerships and can be used for program quality review.	School-Community Partnership Survey	School and community leaders PDF available online	Tools from the *School Community Partnerships: A Guide* (p. I.11-I.18) Available at: http://smhp.psych.ucla.edu/pdfdocs/guides/schoolcomm.pdf UCLA, Dept. of Psychology 405 Hilgard Ave. Los Angeles, CA 90095 (866) 846-4843 smhp@ucla.edu
Analysis of Mechanisms for Connecting Resources List of questions regarding existing mechanisms in school and community for integrative intervention efforts and how mechanisms could strengthen school-community partnerships.	Connecting Resources	School and community leaders PDF available online	Tools from the *School Community Partnerships: A Guide* (p. I.29) Available at: http://smhp.psych.ucla.edu/pdfdocs/guides/schoolcomm.pdf

CULTURAL COMPETENCY			
Name of Tool and Description	**Purpose**	**Target Group/Sample & Method**	**Contact Information**
Self-Assessment Checklist for Personnel Providing Services and Supports to Children with Disabilities & Special Health Needs and their Families Adapted from Adapted from – "Promoting Cultural Competence and Cultural Diversity in Early Intervention and Early Childhood Settings" (June 1989), the National Center for Cultural Competence developed this tool to heighten the awareness and sensitivity of personnel to the importance of cultural diversity and cultural competence in human service settings. It provides concrete examples of the kinds of values and practices promote a culturally	Cultural Competence Self-Assessment Checklist	Personnel Providing Services and Supports to Children with Disabilities & Special Health Needs and their Families PDF available online	Available at: http://www11.georgetown.edu/research/gucchd/nccc/documents/checklist.CSHN.doc.pdf

diverse and culturally competent service delivery system for children with disabilities or special health care needs and their families.			
Planning, Implementing and Evaluating Cultural and Linguistic Competency for Comprehensive Community Mental Health Services for Children and Families This checklist was developed by the National Center for Cultural Competence (NCCC). It is one in a series designed to assist organizations and systems of care to develop policies, structures and practices that support cultural and linguistic competence. This checklist focuses on systems of care and organizations concerned with the delivery of services and supports to children and youth with emotional, behavioral and mental disorders and their families. Cultural competence is a key principle that must be integrated within all aspects of systems of care. This checklist is also designed to support efforts by the Child, Adolescent and Family Branch, Substance Abuse and Mental Health Services Administration, U.S. Department of Health & Human Services to eliminate racial and ethnic disparities in mental health.	Organizational Self-Assessment Checklist	Child and youth serving organizations PDF available on line	Available at: http://www11.georgetown.edu/research/gucchd/nccc/documents/Getting_Started_SAMHSA.pdf
Cultural and Linguistic Competence Policy Assessment (CLCPA) Developed by the National Center for Cultural Competence (NCCC) at the request of the Bureau of Primary Health Care (BPHC), Health Resources and Services Administration (HRSA), U.S. Department of Health and Human Service (DHHS) to assist community health centers to advance and sustain cultural and linguistic competence. The CLCPA is intended to support health care organizations to: • improve health care access and utilization • enhance the quality of services within culturally diverse and underserved communities • promote cultural and linguistic competence as essential approaches in the elimination of health disparities	Healthcare organizational self-assessment checklist	Health care providers Must register to download the available PDF and online versions	To register and download: http://www.clcpa.info/

QUALITY IMPROVEMENT			
Name of Tool and Description	**Purpose**	**Target Group/Sample & Method**	**Contact Information**
Benchmarks for Monitoring and Reviewing Collaborative Progress Used to monitor the implementation of evaluation plans. Grid with start and completion dates for and the status of readiness, start-up institutionalization.	Benchmarking	School and community stakeholders PDF available online	Tools from the *School Community Partnerships: A Guide* (p.V.5-V.6) Available at: http://smhp.psych.ucla.edu/pdfdocs/guides/schoolcomm.pdf

			UCLA, Dept. of Psychology 405 Hilgard Ave. Los Angeles, CA 90095 (866) 846-4843 smhp@ucla.edu
The School Mental Health Quality Assessment Questionnaire (Weist et al., 2006) (SMH-QAQ) A research-based measure designed to help clinicians, administrators, and others invested in school mental health to assess strengths and weaknesses within their school mental health services and programming. Quality indicators are based on the Ten Principles for Expanded School Mental Health. Findings from the measure can assist in identifying priority areas for improving school mental health services. SMH-QAQ is part of a research grant, *Enhancing Quality in Expanded School Mental Health*. National Institute of Mental Health, U.S. Department of Health and Human Services, #1R01MH71015-01A1; 2003-2006.)	Evaluation	SMH Clinicians, Administrators and other School Mental Health Stakeholders Self-administered PDF available online	Available at: www.ideapartnership.org/documents/PrinciplesforBestPracticeInSchoolMentalHealth
Mental Health Planning & Evaluation Template (MHPET) The National Assembly on School-Based Health Care (NASBHC) in partnership with the Center for School Mental Health (CSMH) developed MHPET to systematically assess and improve the quality of mental health services delivered within school-based settings.	Planning & Evaluation	Schools, school mental health programs, and school-based health centers Self-administered, by a team of three – eight people that represent a diverse group of providers and collaborators PDF and online version available	Available at: http://www.nasbhc.org/site/c.jsJPKWPFJrH/b.3015469/k.D4E8/MH_MHPET.htm National Assembly on School-Based Health Care 666 11th Street NW, Suite 735 Washington, DC 20001 (202) 638-5872 info@nasbhc.org
Program Quality Self Assessment Tool This self-assessment tool provides an opportunity for program leaders and key staff, in collaboration with other stakeholders, to utilize a common set of standards to assess, plan, design and execute strategies for ongoing program improvement.	Program Assessment	Program leaders, key staff and other stakeholders PDF available online	Prepared by the New York State After School Network Available at: http://www.tascorp.org/content/document/detail/1612/
School Mental Health Capacity Building Instrument (SMHCI) (Feigenberg, Watts, & Buckner, 2008) The SMHCI measures the policies, systems, and activities schools have in place related to crisis intervention, early recognition and referral, and promotion and prevention. Results provide an assessment of how proactive a school is in addressing mental health. Findings also point to the specific areas where a school could focus capacity-building initiatives.	Planning & evaluation	All school staff PDF and online version available	Available by contacting: Luba.Feigenberg@childrens.harvard.edu Luba Falk Feigenberg, Ed.D. Children's Hospital Boston (617) 919-3224 phone

SURVEILLANCE			
Name of Tool and Description	**Purpose**	**Target Group/Sample &**	**Contact Information**

		Method	
The survey **Search Institute Profiles of Student Life: Attitudes and Behaviors (A&B)** The 156 item survey provides baseline aggregate data on which to develop asset-building strategies and the creation of positive new visions for the youth in your community. The A&B survey provides a portrait of 40 Developmental Assets, thriving indicators, deficits, and risk behaviors of your 6th- to 12th-grade youth. The survey has become a catalyst for many communities becoming involved in Search Institute's Healthy Communities - Healthy Youth initiative (HC-HY). The HC-HY national effort seeks to motivate and equip individuals, organizations, and their leaders to join together in nurturing caring and responsible children and adolescents.	To provide data on which to develop asset-building strategies for youth at the community level.	6th-12th grade youth Order form available	To order: http://www.search-institute.org/surveys/abOrderForm.pdf
Youth Risk Behavior Surveillance System (YRBSS) Used to determine the prevalence of health-risk behaviors among students, to assess trends in these behaviors and to examine the co-occurrence of health-risk behaviors. Topic areas include: • Unintentional injuries and violence • Tobacco use • AOD use • Sexual behaviors • Unhealthy dietary behaviors • Physical inactivity	Surveys prevalence of health-risk behaviors	Public and private high school students; representative students in middle schools, alternative schools, Navajo Nation and Bureau of Indian Affairs schools, Juvenile Justice, Colleges Self administered paper and pencil questionnaires conducted in classrooms PDF available online	Available at: http://www.cdc.gov/HealthyYouth/yrbs/index.htm Please note the CDC has developed an optional list of additional questions, many of which are related to mental health. These additional questions can be obtained by contacting: Nancy Brener NBrener@cdc.gov
School Health Policies and Programs Study (Mental Health and Social Services Questionnaires) The School Health Policies and Programs Study (SHPPS) is a national survey periodically conducted to assess school health policies and programs at the state, district, school, and classroom levels. SHPPS provides national data on eight components of a school health program at state, school district, school and classroom levels.	Surveys school health policies and programs	All state schools and school districts Computer assisted telephone and personal interview PDF and TXT versions available online	Available at: http://www.cdc.gov/HealthyYouth/shpps/index.htm
School Health Profiles (Profiles) Provides data on health policies and activities at schools for states and large urban school districts. Mental health is mentioned only in cross cutting areas (e.g. staffing, membership on school health teams, professional development, health promotion, health education). Profiles include following content areas: • School health education requirements	Surveys school health policies and programs	Public middle/junior high and senior high schools in states or large urban school districts Self-administered, mailed questionnaires PDF available online	Available at: http://www.cdc.gov/HealthyYouth/profiles/index.htm

• Physical education requirements • Asthma Mgt activities • Foods service • Competitive foods practices • Family and community involvement • Policies on HIV/AIDS prevention, tobacco-use, violence prevention, and physical activity			

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