

School or District “Wish List” for Community Mental Health Provider Services

This checklist can be customized by individual schools or districts to determine and rank by importance the key criteria they would like community mental health providers to meet in terms of services provided. Ideally, this checklist would be informed by input from students, families and the school team to reflect the unique strengths and needs of the school or district. Selected criteria can also be incorporated into a memorandum of understanding with the provider agency.

- ☐ Actively participate in school mental health team(s) to support effective school-community collaboration
- ☐ Provide mental health promotion (Tier 1) services and supports, to include [customize services below]:
 - ☐ Universal mental health screening
 - ☐ Social Emotional Learning (SEL) activities
 - ☐ School climate activities
 - ☐ Positive behavioral expectations and rules/Classroom management
 - ☐ Bullying prevention
 - ☐ Restorative Practices
 - ☐ Mental health literacy for students
 - ☐ Mental health literacy for families/caregivers
 - ☐ Mental health literacy for teachers/school staff
 - ☐ Teacher/staff consultation to promote mental health of all students
- ☐ Provide selective, “prevention” mental health services and supports (Tier 2), to include [customize services below]:
 - ☐ Progress monitoring of students identified as “at-risk” and those receiving services
 - ☐ Social skills training/coaching
 - ☐ Group therapy for students identified as at-risk of developing mental health problems
 - ☐ Teacher/staff consultation for students identified as at-risk of developing mental health problems
- ☐ Provide selective, mental health “prevention” services and supports (Tier 2), to include [customize services below]:
 - ☐ Progress monitoring of students identified as “at-risk” and those receiving services
 - ☐ Social skills training/coaching
- ☐ Provide indicated, mental health “intervention” or “treatment” services and supports (Tier 3), to include [customize services below]:
 - ☐ Progress monitoring of students identified with mental health problems and those receiving services
 - ☐ Individual treatment for students with mental health problems
 - ☐ Group treatment for students with mental health problems

- ☐ Family therapy to support students with mental health problems
- ☐ Psychiatric evaluation
- ☐ Case management
- ☐ Teacher/staff consultation for students identified with mental health problems and those receiving services
- ☐ Peer support/navigation services for students identified with mental health problems and those receiving services
- ☐ Family peer support/navigation support services for families of students identified with mental health problems and those receiving services
- ☐ Facilitate transitions to and from community agencies and programs (e.g., mental health providers, psychiatric hospitals and day programs, juvenile services, child welfare)
- ☐ For all of above services, utilize evidence-based services and supports*, as available. When evidence-based interventions are not available for intended population, selected interventions should be based on promising/best practices and should be evaluated for program impact.
 - * Evidence-Based Services and Supports are programs, services or supports that are based directly on scientific evidence, have been evaluated in large scale studies and have been shown to reduce symptoms and/or improve functioning. For instance, evidence-based services and supports are recognized in national evidence-based registries, such as the Substance Abuse Mental Health Services Administration (SAMHSA), National Registry of Evidence-based Programs and Practices (NREPP), Blueprints for Healthy Youth Development, and Institute of Education Sciences (IES) What Works Clearinghouse (WWC).*
 - ☐ Specialized training, certification, or services for _____ specific student or school need identified
- ☐ Collect and report data that documents [customize data elements below]:
 - ☐ Clinician productivity
 - ☐ Program and intervention impact on student/school psychosocial and academic functioning
 - ☐ Student/family satisfaction and engagement
- ☐ Regular professional development and/or supervision provided to school-based clinicians by the agency
- ☐ Strong focus on family partnership/ family involvement
- ☐ Ability to provide in-home or clinic-based services
- ☐ Highly recommended by parents and community members
- ☐ Able to bill both Medicaid and private insurance
- ☐ Experience working in schools/ familiarity with school climate and culture (e.g., briefer sessions, understanding of special education processes, etc.)