School Mental Health Team
Decision Flow Chart

Identify Mental Health Concern
Does a mental health concern or need exist?

Action: Review screening data with school mental health to identify students in need and triangulate with other school data.
Tools: Attendance, ODRs, grades, student & teacher screening data, hospitalizations, crisis reports, observations, nurse visitations.

Does a mental health need exist?

No
- Continue to monitor mental health needs and behavior.
- Continue to collect screening data and school data.

Yes
- Define the mental health concern or need.

Define the Mental Health Concern
Is the nature and severity of the problem enough to require additional supports beyond the IEP/504 plan?

Action: Evaluate the current supports and utilization. Assess current levels of functioning (e.g., mental health).
Tools: Comprehensive mental health assessments (e.g., CANS, BASC-3, GAD, CESD, observations, or interviews with student and/or family).

Does mental health need require additional supports?

No
- Continue to monitor mental health needs and behavior.
- Continue to collect screening data and school data.

Yes
- Develop a support plan

Develop a Support Plan
Is the plan directly targeted to a specific mental health need and linked to outcomes or aligned with IEP goals?

Action: Determine if need is best addressed through individual or small group supports. Select intervention that is feasible based on staff availability and student need(s).
Tools: Select from currently available evidence-based intervention in school or identify a new intervention to address need(s).

Is plan directly related to need(s)?

No
- Explore creative solutions to align plan with needs.
- Use collaboration and teaming to review current resources and needs to implement a plan.

Yes
- Implement the plan.

Implement the Plan
Can the plan be implemented with fidelity?

Action: Develop staff roles and responsibilities to carry out plan. Develop evaluation procedures for the plan.
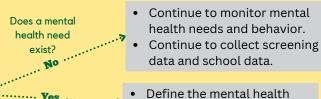**Tools:** Pre-Post tests, progress monitoring data, intervention fidelity forms, and surveys.

Was the plan implemented as intended?

No
- Review fidelity data
- Reflect on barriers and facilitators to implementation
- Make revisions to the support plan or, if needed, develop changes for a new plan.

Yes
- Evaluate the plan through student outcome data.

Evaluate the Plan through Student Outcome Data
Did the support plan address the targeted need(s)?

Action: Evaluate student response and outcomes through short and long-term mental health data. Determine feasibility, satisfaction, and sustainability of support plan for future use.
Tools: Student mental health data, exit interviews with teachers and students, fidelity data, and surveys.
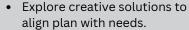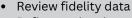
Is it working?

No
- Use collaboration and teaming to determine:
  - Original student mental health need still exist or if need is different?
  - Identify if more intensive supports are needed for community referral or wrap around services?
  - Identify new school-based resources.

Yes
- Plan for maintenance and fading supports.
- Continue to monitor student through screening data and other school data.

SIMPLE