



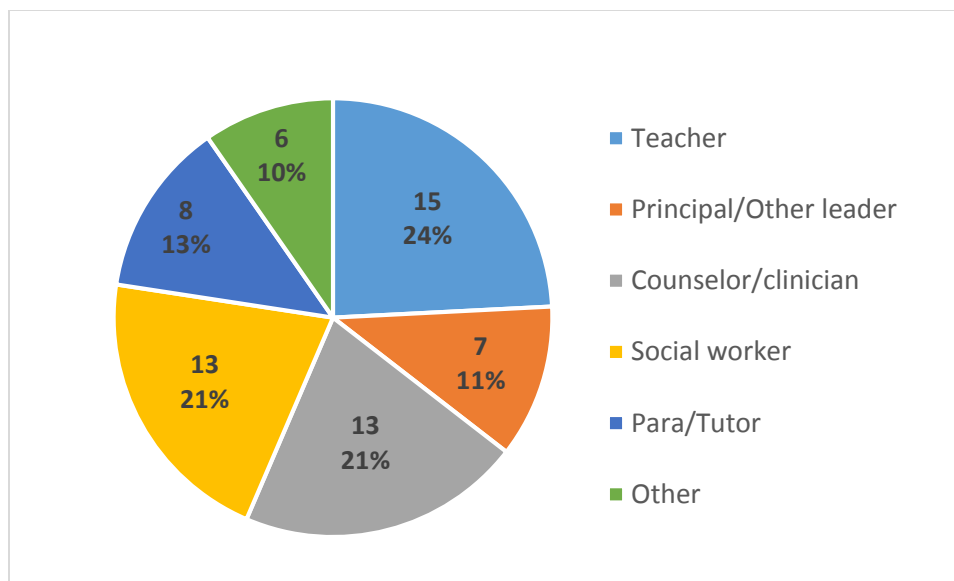
System Support Mapping and Schools Pilot Project

REPORT

In late Spring of 2017, Connecticut Children’s Medical Center’s Injury Prevention Center worked with its schools-based partners to implement an electronic version of the system support mapping (SSM) tool. The online tool was developed by Kristen Hassmiller Lich, Assistant Professor, Department of Health Policy and Management, Gillings School of Global Public Health at the University of North Carolina at Chapel Hill and was used with permission. The purpose of the effort was to determine how a range of actors, from teachers to administration, perceived the integration of children’s mental health care within the school setting.

Sixty-two (62) respondents completed some or all of the online survey. The SSM survey asks participants to detail their view of the mental health system for children within schools by looking at 1) Roles, 2) Responsibilities, 3) Needs, 4) Resources, and 5) Wishes. After providing responses to specific questions, respondents were able to view their “map” and make modifications to it. The online SSM tool proved to be far less effective in eliciting feedback than when this methodology was used during in-person focus groups in a previous study. A majority of respondents completed only demographic questions and identified their role. Fewer than half provided more than role information. Twenty-eight (28) respondents identified a responsibility, twenty-four (24) a need, twelve (12) resources, and eleven (11) wishes. Respondents reported working in seventeen (17) different school districts in the State.

Figure 1. Respondent Roles



In reporting on responsibilities, there was variation by role. Teachers tended to identify their role as a mentor and coach along with behavior management as core responsibilities. School counselors emphasized their role in academic counseling and in social emotional skills development while clinicians emphasized their responsibility for assessments and crisis intervention. School psychologists similarly identified assessment and counseling as key responsibilities. Social workers saw their responsibility as social emotional support and crisis intervention.

In looking to identified needs and wishes across roles, time, support from administration, staff communication, getting buy-in/trust, and funding support were most commonly identified. In addition to the above, specific quotes were provided by respondents that seemed to typify the experience of all respondents:

The best partners...

- *engage in collaboration and are open to discussion and sharing resources.*
- *communicate expectations.*

I wish I had...

- *time to communicate and coordinate programs that support students.*
- *less seemingly useless paperwork and more time, and trust, to work with and know my students.*
- *more tiered interventions.*

The low number of completed responses prohibits the drawing of any major findings from this work. However, these responses may serve to inform the ongoing work with the SHAPE tool and any future in-person focus group work with the schools using the SSM methodology.

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