

ATTACHMENT 1:

***CARING FOR EVERY CHILD'S MENTAL HEALTH CAMPAIGN
SAMHSA Center for Mental Health Services: Child, Adolescent and Family Branch***

**Focus Groups with School Superintendents, School Principals, and
School Board Members**

RE: Campaign Messages/Visuals/Themes

Winter/Spring 2008

Moderator Discussion Guide

*Please note: All text in **bold** that is not italicized is the approximate wording that the moderator will use. However, this guide is not a verbatim script and actual wording may vary depending on what the moderator determines will be most effective with the actual participants for obtaining the required information.*

I. BACKGROUND AND INTRODUCTIONS (10 minutes)

Moderator

- Welcome participants and introduce self
- Briefly explain purpose:
 - To obtain participants' perspective/advice on how best to communicate about systems of care to superintendents, principals, and school board members
 - To obtain participants' reactions to current messages and visuals from the perspective of superintendents, principals, and school board members

Participants

- Each person gives his/her:
 - First name and school system
 - Length of time involved with their school system, and if applicable, their systems of care

Moderator – Ground Rules

- Moderator provides participants with information regarding:
 - Length of session
 - No right or wrong answers
 - Goal is to hear a variety of viewpoints, not to reach consensus
 - Confidentiality assurance; inform of audio taping
 - Observe common courtesy—everyone gets a chance to speak

II. DISCUSSION TOPICS (80 minutes)

Overall perspective and warm-up exercise (10 minutes)

Since this focus group is about systems of care, I think it is important for everyone to be on the same page in terms of what we are talking about. I am handing out a Federal fact sheet on what a system of care is. It should take only a few minutes to read it. Once everyone is done, let me know so we can get started.

[Pass out systems of care fact sheet and wait for everyone to finish reading it.]

As you know, the purpose of this group is to discuss the best ways to *communicate* about Systems of care. So to get us thinking about *communicating*, I'd like everybody to write down the words that come to mind when you hear Systems of Care. There are no right or wrong answers. I am interested in *any* word associations that you make: nouns, adjectives, names, feelings, anything you think of. If you do not know what a system of care is, that is OK.

[After a couple of minutes, ask for words and record these on an easel at the front of the room.]

Now, please write down a *few words*—truly a few words, not an essay—that sum up what schools should know about systems of care. You could think of this as an advertisement for systems of care for school decision makers.

[After a couple of minutes, explain that you will come back to these phrases later.]

B. Reactions to System of Care Messages (40 minutes)

Now I want to share with you some of the ways that we are currently talking about systems of care and children's mental health.

Distribute sheet with system of care messages.

- Systems of care are an effective and evidence-based approach to providing mental health services and supports to children and youth with mental health needs and their families.
- Systems of care are a valuable resource to schools looking for ways to help students with serious mental health needs thrive at school, at home, and in the community.
- Systems of care are youth-guided and family-driven.
- Systems of care are community-based.
- Systems of care are culturally competent.
- The mental health needs of children and youth are best met through systems of care.

Allow a few minutes for participants to scan messages, and then read messages aloud. Probe for reactions.

- After reading these, do they have any effect on your impressions of systems of care?
- Is there any one message that seems more important to you?
- Is there any one message that should be emphasized when talking to superintendents, principals, and school board members who are not yet involved with systems of care?
- Is there any one message that should be emphasized when talking to other people in the community, such as parents, mental health providers, or doctors?
- Are there any ideas that should be there and are not? If so, what are they?

Go to flip chart page on which you have written the first message. After discussion, go to next page with next message, etc. Probe for reactions.

- Is there anything you would change in this specific message?
- Are there any words that bother you?
- Is there anything especially appealing about this message?
- What other messages do you think would be appealing?

C. Reactions to Visuals (20 minutes)

I'd like to show you some of the materials that we're using now for getting out these messages. You don't need to read these right now, but please look at the visuals.

- What is your general reaction to the way these look?
- Do you feel they convey or reflect the messages we have been talking about?
- Can you relate them to these messages?
- Do they convey any messages that you think we did not intend?
- Is there anything in these visuals that would prevent a school system from distributing these materials?
- Do you see any negatives—anything that strikes you as not right?
- Do you see any positives—anything that is especially appealing or effective?
- When superintendents, principals, and school board members consider whether or not they will allow materials to be distributed in their schools, what do they want to see in the visuals and what would be a problem?
- Could you suggest any visuals that might be more effective?

D. Wrap-up (10 minutes)

Now I'd like you to go back to the phrases you wrote down at the beginning of the discussion—the “advertisement” for systems of care. First, I'll give you a few minutes in case you want to re-write or edit the words. Then we'll go around the

table and share them. And at the end, I'd like to collect your notes to help us with our report.

[As participants share their phrases, encourage them to comment if they want, e.g., why they chose a specific word or overall emphasis, what they changed, if anything, after the discussion. Collect their notes at end.]

III. Closing (5 minutes)

- *Ask if participants have any questions, and provide index cards for them to write down their questions and contact information for follow-up later.*
- *Thank participants and provide departure instructions.*

Total time: 95 minutes

Public Burden Statement: An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. The OMB control number for this project is 0930-0196. Public reporting burden for this collection of information is estimated to average 1.5 hours per client per year, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to SAMHSA Reports Clearance Officer, 1 Choke Cherry Road, Room 7-1044, Rockville, Maryland, 20857.

ATTACHMENT 2:

***CARING FOR EVERY CHILD'S MENTAL HEALTH CAMPAIGN
SAMHSA Center for Mental Health Services: Child, Adolescent and Family Branch***

**Focus Groups with School Superintendents, School Principals, and
School Board Members
RE: Campaign Materials**

Winter/Spring 2008

Moderator Discussion Guide

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I. BACKGROUND AND INTRODUCTIONS (10 minutes)

Moderator

- Welcome participants and introduce self
- Briefly explain purpose:
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[Pass out systems of care fact sheet and wait for everyone to finish reading it.]

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[After a couple of minutes, ask for words and record these on an easel at the front of the room.]

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[After a couple of minutes, explain that you will come back to these phrases later.]

B. Reactions to System of Care Messages (40 minutes)

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Distribute sheet with system of care messages.

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D. Wrap-up (10 minutes)

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[As participants share their phrases, encourage them to comment if they want, e.g., why they chose a specific word or overall emphasis, what they changed, if anything, after the discussion. Collect their notes at end.]

III. Closing (5 minutes)

- *Ask if participants have any questions, and provide index cards for them to write down their questions and contact information for follow-up later.*
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Total time: 95 minutes

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ATTACHMENT 3:

***CARING FOR EVERY CHILD'S MENTAL HEALTH CAMPAIGN
SAMHSA Center for Mental Health Services: Child, Adolescent and Family Branch***

**Depth Interviews with School Superintendents, School Principals, and
School Board Members**

Winter/Spring 2008

Depth Interviewer's Guide

*Please note: All text in **bold** that is not italicized is the approximate wording that the moderator will use. However, this guide is not a verbatim script and actual wording may vary depending on what the moderator determines will be most effective with the actual participants for obtaining the required information.*

I. BACKGROUND AND INTRODUCTIONS (10 minutes)

Interviewer

- Introduces self
- Briefly explain purpose:
 - To obtain interviewee's perspective/advice on how best to communicate about systems of care to superintendents, principals, and school board members

Interviewer – Ground Rules

- Interviewer provides interviewee with information regarding:
 - Length of interview
 - No right or wrong answers
 - Interviewee does not have to answer any question that he or she does not want to answer
 - Goal is to hear his or her view, not to solve problems
 - Confidentiality assurance; inform of audio taping

II. INTERVIEW QUESTIONS (60 minutes)

Since this interview is about systems of care, I think it is important for you to understand what is meant by this term. Once you've had a chance to review the Systems of Care fact sheet, let me know so we can get started.

[Pass out Systems of Care fact sheet and wait for interviewee to finish reading it. If the interview takes place over the phone, interview subjects will have received the material to review prior to the call.]

The purpose of this interview is to discuss the best ways to *communicate* about Systems of Care to superintendents, principals, and school board members. So I'm going to ask you questions related to this topic. If I ask you a question that you do not want to answer, please let me know and I'll move on. Also, at any time, you may end this interview.

1. What is your school/school district's experience with systems of care?
2. If you had to persuade a school or a school system to partner with a system of care, what points from that fact sheet would you focus on? [Probes: What parts, if any, of this fact sheet do you think are irrelevant to school decision makers? Why? What parts, if any, do you think would actually deter schools from partnering with a system of care? Why? What information is missing from this fact sheet that would be useful? Why?]
3. In terms of challenges for schools in helping students excel academically, how would you rank student mental health problems? [Probes: Do you see mental health problems as being a barrier to learning? Specifically where in the school do you see student mental health problems as being most challenging—classroom, outside the classroom, extra-curricular activities, etc.?)
4. What types of behavioral and emotional support services—inside or outside the classroom—do you think make the biggest difference in helping students with mental health problems? [Probes: What do you think is the reason why these services work so well? What do you think could be done to make these services better? Are these services offered universally across all schools? If not, why?]
5. What kinds of informational materials do you think school decision makers are most likely to use when seeking more information about systems of care. [Probes: What Web sites are popular among this audience? Will they look to their professional associations for information? If so, which ones are they most likely to turn to?]
6. What is the best way to approach a school system that is completely unfamiliar with systems of care? [Probes: Initially, who is the best person in schools for a system of care representative to approach? Who within a system of care should make the initial approach (parents, students, other child- and family-serving professionals, etc.)? What is the best way to approach a school representative (at a meeting or conference, walk in, cold call, in service training, etc.)? Who/what organization in the community needs to support a system of care before a partnership is possible (i.e., PTA, teachers/teacher's union, principals, superintendent, governor, mayor, etc.)?]
7. Do you think stigma related to mental health plays a role in whether or not school decision makers choose to partner with—or develop—new programs

for the mental health needs of their students? If so, why and what do you think would need to be done to counter this stigma? If stigma is not an issue, why not?]

- 8. Please rate the following types of outcomes data in terms of importance to school decision makers considering joining a system of care. A ranking of one means not at all important and a ranking of 5 means it is of the utmost importance. Please briefly explain your ranking:**
- **Grades**
 - **Disciplinary action**
 - **Functioning in the classroom**
 - **Family and youth empowerment**
 - **Substance abuse**
 - **Involvement in extracurricular activities**
 - **Functioning in the home**

[Probes (ONLY IF NOTHING IS RANKED AS A 5): I noticed you did not rank anything as being of the utmost importance. What type of information would receive a 5 and why?]

- 9. What types of technical support (i.e., staff training, telephone consultations, site visits, etc.) do you think new schools need to help them as they first start working with a system of care? [Probes: What is the best way to communicate the availability of support services at the local and Federal level?]**
- 10. If systems of care were to receive an endorsement from any group or individual across the country, which person or organization would have the most credibility and influence on school decision makers? [Probes: Why is this group or individual so important? Which group or person would have the least credibility and influence?]**
- 11. What questions do you think we should ask in these interviews that we did not ask? [Probes: How would you answer <insert interviewee's question(s) here>? Is there anything you would like to add?]**

III. CLOSING (10 minutes)

We're at the end of the interview. Thank you so much for taking the time to answer these questions. Your answers are incredibly useful as systems of care try to find ways to help children and youth thrive at school. If you have any questions, please feel free to ask me. If I cannot answer, let's write your question(s) down so I can give them to someone who can answer them and get back to you.

Total time: 80 minutes

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