

ATTACHMENT 3:

LEA COLLABORATIVE PARTNER SURVEY

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Expanded School Mental Health Collaboration Instrument

Scale 1: Types of Collaboration

Subscale. Collaboration with Community Mental Health Professionals

In my role in this partnership, I

1. Consult with community mental health professionals about student needs.	Never	Rarely	Sometimes	Often
2. Complete comprehensive student assessments with community mental health professionals.	Never	Rarely	Sometimes	Often
3. Develop plans for intervening students with community mental health professionals.	Never	Rarely	Sometimes	Often
4. Intervene in student crises with community mental health professionals.	Never	Rarely	Sometimes	Often
5. Deliver student mental health services (e.g., group counseling, classroom prevention activities) with community mental health professionals.	Never	Rarely	Sometimes	Often
6. Coordinate efforts to increase family involvement with community mental health professionals.	Never	Rarely	Sometimes	Often
7. Participate in school-based teams (e.g., Student Support, IEP) with community mental health professionals.	Never	Rarely	Sometimes	Often

Subscale: Collaboration with School Colleagues

In my role in this partnership, I

8. Consult with school colleagues about student needs.	Never	Rarely	Sometimes	Often
9. Complete comprehensive student assessments with school colleagues.	Never	Rarely	Sometimes	Often
10. Develop plans for intervening with student with school colleagues.	Never	Rarely	Sometimes	Often
11. Intervene in student crises with school colleagues.	Never	Rarely	Sometimes	Often
12. Participate in school-based teams (e.g., Student Support, IEP) with school colleagues.	Never	Rarely	Sometimes	Often
13. Participate in school leadership activities (e.g., school improvement planning) with school colleagues.	Never	Rarely	Sometimes	Often

Subscale: Collaboration with Families

In my role in this partnership, I

14. Consult with families about student needs.	Never	Rarely	Sometimes	Often
15. Complete comprehensive assessments with families.	Never	Rarely	Sometimes	Often
16. Develop plans for intervening with students with families.	Never	Rarely	Sometimes	Often

<p>Scale 2: Influences on Collaboration Subscale: Outreach and Approach by Mental Health Professionals from Collaborating Agencies Community mental health professionals who work in this school.....</p>	
<p>1. Are visible in this school. 2. Are consistent from year to year (i.e., there is little turnover). 3. Have offices that are easily accessible to school staff. 4. Reach out to members of the school community 5. Act like they belong. 6. Understand how the school operates. 7. Make an effort to build relationships with teachers. 8. Show up for after school or evening events at the school. 9. Understand school policies and procedures. 10. Support the collaboration of families and the school staff.</p>	<p>Strongly Disagree Disagree Agree Strongly Agree Strongly Disagree Disagree Agree Strongly Agree Strongly Disagree Disagree Agree Strongly Agree Strongly Disagree Disagree Agree Strongly Agree Strongly Disagree Disagree Agree Strongly Agree Strongly Disagree Disagree Agree Strongly Agree Strongly Disagree Disagree Agree Strongly Agree Strongly Disagree Disagree Agree Strongly Agree Strongly Disagree Disagree Agree Strongly Agree</p>
<p>Subscale: School Administrator Support The principal of this school.....</p>	
<p>11. Supports community mental health professionals. 12. Communicates with community mental health professionals. 13. Advocates on behalf of community mental health professionals' working in schools. 14. Arranges teacher/community mental health professional meetings. 15. Trusts community mental health professionals. 16. Communicates the importance of community mental health professionals to teachers. 17. Includes community mental health professionals in school leadership activities. 18. Addresses students' mental health needs in meetings with teachers.</p>	<p>Strongly Disagree Disagree Agree Strongly Agree Strongly Disagree Disagree Agree Strongly Agree Strongly Disagree Disagree Agree Strongly Agree Strongly Disagree Disagree Agree Strongly Agree Strongly Disagree Disagree Agree Strongly Agree Strongly Disagree Disagree Agree Strongly Agree Strongly Disagree Disagree Agree Strongly Agree Strongly Disagree Disagree Agree Strongly Agree</p>
<p>Subscale: Interpersonal Processes School professionals and community mental health professionals in this school....</p>	
<p>19. Respect each other. 20. Like one another. 21. Trust each other. 22. Frequently communicate with one another. 23. Understand each others' roles and responsibilities. 24. Share decision-making power. 25. Take supporting roles in one another's initiatives.</p>	<p>Strongly Disagree Disagree Agree Strongly Agree Strongly Disagree Disagree Agree Strongly Agree Strongly Disagree Disagree Agree Strongly Agree Strongly Disagree Disagree Agree Strongly Agree Strongly Disagree Disagree Agree Strongly Agree Strongly Disagree Disagree Agree Strongly Agree Strongly Disagree Disagree Agree Strongly Agree</p>

Subscale: School Outreach to Communities and Families This school....				
26. Welcomes community involvement.	Strongly Disagree	Disagree	Agree	Strongly Agree
27. Values partnerships with community agencies.	Strongly Disagree	Disagree	Agree	Strongly Agree
28. Actively builds partnerships with community agencies.	Strongly Disagree	Disagree	Agree	Strongly Agree
29. Has a friendly environment.	Strongly Disagree	Disagree	Agree	Strongly Agree
30. Values family environment.	Strongly Disagree	Disagree	Agree	Strongly Agree

Scale 3. Perceived Benefits of Collaboration

Subscale: Improved Family-School Relationships

During the past year, as a result of collaboration between school and community mental health professionals,

1. Families are more involved in the school.	Strongly Disagree	Disagree	Agree	Strongly Agree
2. Families feel more comfortable in the school.	Strongly Disagree	Disagree	Agree	Strongly Agree
3. Families are empowered in supporting their children's behaviors in schools.	Strongly Disagree	Disagree	Agree	Strongly Agree
4. Relationships between families and the school have improved.	Strongly Disagree	Disagree	Agree	Strongly Agree

Subscale: Increased Mental Health Programming

During the past year, as a result of collaboration between school and community mental health professionals,

5. There is an increased focus on the holistic development of students.	Strongly Disagree	Disagree	Agree	Strongly Agree
6. Mental health has become an integral part of daily school activities.	Strongly Disagree	Disagree	Agree	Strongly Agree
7. There are additional resources for helping students.	Strongly Disagree	Disagree	Agree	Strongly Agree
8. There is increased mental health programming for students.	Strongly Disagree	Disagree	Agree	Strongly Agree
9. There are more prevention services for students.	Strongly Disagree	Disagree	Agree	Strongly Agree
10. There are increased services for students in general education.	Strongly Disagree	Disagree	Agree	Strongly Agree

Subscale: Improved Access for Students and Families

11. Students have increased access to mental health services.	Strongly Disagree	Disagree	Agree	Strongly Agree
12. Students are more willing to accept mental health services.	Strongly Disagree	Disagree	Agree	Strongly Agree
13. Families are more willing to accept mental health services.	Strongly Disagree	Disagree	Agree	Strongly Agree