

<b>Tool</b>	<b>Pros</b>	<b>Cons</b>
<i>SEAT 2.0</i>	<ul style="list-style-type: none"> <li>• Identifies specific services and structures that are necessary for comprehensive SMH programming</li> <li>• Differentiates between MTSS and RTI</li> <li>• Allows assessor to easily identify training needs</li> <li>• Addresses all areas on the SMH continuum</li> <li>• Opportunities for customization</li> <li>• Data based</li> <li>• Electronic</li> </ul>	<ul style="list-style-type: none"> <li>• The definition of growth mindset is not consistent with literature</li> <li>• The tool is 35 pages – Schools may not be able to easily incorporate tool into structure</li> <li>• The scoring is not consistent</li> <li>• Largely based upon perception which is subject to bias</li> <li>• Scoring in MCATS section is cumbersome – descriptions are before scoring</li> </ul>
<i>SHAPE (annual assessment)</i>	<ul style="list-style-type: none"> <li>• Electronic</li> <li>• Takes less than 20 minutes to complete</li> <li>• Evidenced based – Backed by SAMHSA, NCTSN, CSMH and other highly regarded national institutions</li> <li>• Considers faculty and staff in schools’ ability to effectively respond to trauma</li> <li>• Considers staff self-care and community involvement when assessing school climate</li> </ul>	<ul style="list-style-type: none"> <li>• Not student focused, specific to school culture and climate – The tool is better used for district level planning</li> <li>• Likens school’s response to students with a trauma history to student’s with a disability (supported via an IEP)</li> <li>• Enables district wide data collection</li> </ul>
<i>ARTIC</i>	<ul style="list-style-type: none"> <li>• Useful when attempting to determine a schools readiness for change</li> <li>• We’ve collected data from a local school with high incidences of trauma – results were encouraging</li> </ul>	<ul style="list-style-type: none"> <li>• Can’t be used districtwide – assesses attitudes</li> </ul>
<i>SHI (annual)</i>	<ul style="list-style-type: none"> <li>• Tool specific to different populations – considers the developmental needs of students</li> </ul>	<ul style="list-style-type: none"> <li>• Long – MS/HS form is 248 pages long</li> <li>• Heavy emphasis on physical health -SMH</li> </ul>

	<ul style="list-style-type: none"> <li>• Aligned with the whole school community/whole child approach – Considers teachers and community stakeholders</li> <li>• Encourages neutral SHI coordinator</li> <li>• Addresses ambiguity</li> <li>• Score card provides action steps to help school complete an improvement plan – Offers recommendations for change</li> <li>• Has a separate guide to assist schools with developing improvement plans</li> <li>• Includes physical and mental health</li> <li>• Includes suicidality</li> <li>• Score card already developed and template for an improvement plan is provided</li> <li>• Provides several resource links</li> <li>• Webinar that teaches how to use it</li> <li>• Free</li> <li>• Available online</li> </ul>	<p>services are addressed until module 6 of 11</p>
<p>CAFAS</p>	<ul style="list-style-type: none"> <li>• Allow child-serving social workers and clinicians to uniformly gauge functioning and inform case planning for every child receiving services through OSSE and/or the DC Gateway (which is the System of Care (SOC) in the District, under its SAMHSA federal grant);</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

	<ul style="list-style-type: none"> <li>• Measure each child’s progress over time with respect to overall functioning; and,</li> <li>• Inform system-level evaluation of services and interventions being provided to these children for the purposes of scaling services and increasing access to effective services and interventions.</li> </ul>	
<i>SWPBIS</i>	<ul style="list-style-type: none"> <li>• Free</li> <li>• Can be implemented several times throughout the year</li> <li>• System to include a fidelity measure, walkthrough assessment, et cetera</li> </ul>	<ul style="list-style-type: none"> <li>• Paper and pencil</li> <li>• Must utilize the entire system to complete a comprehensive assessment – no one tool addresses each domain</li> <li>• Heavy emphasis on behavior modification</li> </ul>
<i>Blueprint for SMH DBH Needs Assessment</i>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Paper and pencil</li> </ul>
	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Paper and pencil</li> <li>• Provider/service focus – does not address systems</li> </ul>