

NH Substance Misuse Prevention Fidelity Tool



School District/LEA:

School:

Date completed:

Name of person facilitating administration of this tool:

Role of the facilitator:

Purpose

The NH Substance Misuse Prevention Fidelity Tool is intended for use with schools that (a) have identified substance misuse as a priority area, and (b) are exploring or implementing a multi-tiered system of supports for behavioral health. The goal of the tool is to identify strengths and areas for improvement to inform actions that will enhance prevention of substance misuse.

The SMP Fidelity Tool can be used as a stand-alone assessment or as an optional module of your NH MTSS-B Fidelity Inventory (NH-MFI) administration, which assesses the degree to which districts and schools are implementing the core features of the NH Multi-Tiered System of Supports for Behavioral Health and Wellness (MTSS-B) framework.

Administration

This fidelity tool should be completed by a team knowledgeable about schoolwide substance misuse prevention efforts in your district/school. It will require approximately 30 minutes to complete. Ideally, an external MTSS-B coach should facilitate administration, helping the team understand each item, reality-check their perceptions of implementation, and reach consensus on scoring. If an external coach is not available, an internal MTSS-B coach or team lead with expertise in both multi-tiered systems of support and substance misuse prevention should administer the tool.

Team	Time Required	Responsibilities
Schoolwide/Tier 1 or Substance Misuse Prevention team At minimum, this should include a Tier 1 team lead, substance abuse provider, building administrator, teacher, school behavioral health staff, and family and youth representatives.	Annually, during typical school planning time to support annual strategic/action planning Optional: one additional administration mid-year to gauge ongoing progress	Internal or external MTSS-B coach or team lead with substance misuse prevention expertise

Download and save a copy of this form *before* completing the tool.



Scoring

Each item on the Substance Misuse Prevention Fidelity Tool describes an ideal gold standard – the way an item would look like in practice if scored as “Completely in place.” The relevant team should work through the items one by one, in order. First, each team member – independently – considers the degree to which an item/gold standard is *currently* in place: not at all, a little, somewhat, considerably, or completely – and what evidence they could cite to support that rating. Then, team members share their individual ratings with the team along with an explanation of any evidence supporting those ratings. The “Sources of evidence” column provides examples of documents that can be consulted to help inform accurate scoring.

Especially with teams that are newer to this tool, the facilitator can then offer a score (e.g., that sounds like a “2”), inviting the team to agree or disagree and discusses any discrepancies - ultimately generating a single consensus score for each item. Teams should err on the side of being conservative in their scoring – if the team is not sure which score fits best, or thinks the score falls in between two options, choose the lower score. See below for further guidance on response options.

Response Options	Symbol	Score	Percent Implemented
Not at all in place	○	0	~0% in place
A little in place	◐	1	~25% in place
Somewhat in place	◑	2	~50% in place
Considerably in place	◒	3	~75% in place
Completely in place	●	4	~100% in place

Sources and acknowledgments

Development of the NH Substance Misuse Prevention Fidelity Tool was supported by the Office of Social and Emotional Wellness in the Bureau of Student Wellness at the New Hampshire Department of Education and the Center on Human Development & Educational and Community Supports in the College of Education at the University of Oregon. The SMP Fidelity Tool was inspired by and drew from the following tools:

- Austin, S. C. & Seeley, J. R. (2022). *Schoolwide Substance Misuse Prevention Assessment: Tier 1* [Unpublished manuscript]. University of Oregon.
- Phillips, M. & Fauth, J. (2020). *The New Hampshire MTSS-B Fidelity Inventory (NH-MFI)*. Behavioral Health Improvement Institute, Keene State College.



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Item	Sources of Evidence	Score				
		0	1	2	3	4
1 Schoolwide/Tier 1 fidelity The school is currently implementing a schoolwide/Tier 1 MTSS-B system with fidelity.	NH MTSS-B Fidelity Inventory (NH-MFI) Schoolwide / Tier 1 Module NH Tiered Fidelity Inventory (NH-TFI) Tier 1 Module	NH-MFI Schoolwide / Tier 1 score: 0% or NH-TFI Tier 1 score: 0% or not assessed	NH-MFI Schoolwide / Tier 1 score: 1-25% or NH-TFI Tier 1 score: 1-25%	NH-MFI Schoolwide / Tier 1 score: 25-49% or NH-TFI Tier 1 score: 25-49%	NH-MFI Schoolwide / Tier 1 score: 50-74% or NH-TFI Tier 1 score: 50-69%	NH-MFI Schoolwide / Tier 1 score: 75-100% or NH-TFI Tier 1 score: 70-100%
2 Leadership and buy-in School administrators are knowledgeable, engaged, and visible champions of substance misuse prevention. Substance misuse prevention efforts are articulated as a priority by leadership in internal and external communications such as school publications, school board/district-level presentations, staff and parent meetings, etc.	Schoolwide goals Newsletters Family communications Meeting minutes	0: Not at all in place	1: A little in place	2: Somewhat in place	3: Mostly in place	4: Completely in place
3 Universal substance misuse prevention curriculum The school is implementing an evidence-based universal substance misuse prevention curriculum that focuses on: a) social-emotional skills and/or mental health literacy skills; b) drug refusal skills; and c) information related to harmful impact of substances including opioids (for middle/high school students). The curriculum is being implemented across all relevant grade levels/classrooms with fidelity.	Health education curriculum Fidelity measures	0: Not at all in place	1: A little in place	2: Somewhat in place	3: Mostly in place	4: Completely in place



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Item	Sources of Evidence	Score				
		0	1	2	3	4
4 Discipline policy District policies and school-level procedures describe responses to substance possession/use that emphasize a relational, trauma-informed approach and favor restorative and inclusive rather than punitive and exclusionary practices. Responses to student substance possession/use include intervention planning and connecting students and caregivers with school/community resources as appropriate.	District policy Staff/student handbooks School discipline flowchart	0: Not at all in place	1: A little in place	2: Somewhat in place	3: Mostly in place	4: Completely in place
5 Family/community engagement The school regularly communicates and collaborates with parents/guardians and relevant community members about substance misuse prevention efforts, events, and content (e.g., newsletters, parent info nights, drug disposal programs, resource guides). The school encourages two-way communication to engage families/community members in substance misuse efforts and initiatives.	School event calendar Parent newsletters Parent handbook Communications from parents & community members	0: Not at all in place	1: A little in place	2: Somewhat in place	3: Mostly in place	4: Completely in place
6 Team The Tier 1 team, or another school-based substance misuse prevention team, meets at least monthly with substance misuse prevention and mitigation efforts as a standing item on the meeting agenda. The team has decision-making authority and is responsible for ensuring high-fidelity implementation of universal substance misuse prevention efforts.	School organizational Chart Team minutes	0: Not at all in place	1: A little in place	2: Somewhat in place	3: Mostly in place	4: Completely in place



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Item	Sources of Evidence	Score				
		0	1	2	3	4
7 Substance misuse prevention consultation The Tier 1 or substance misuse prevention team, teachers, and other relevant staff have ongoing access to expert substance misuse prevention consultation to support selection, implementation, and monitoring of schoolwide substance misuse prevention initiatives, schoolwide policy and procedure development, and classroom-level supports and concerns. Examples of experts include licensed substance abuse counselors, SAP counselors, and mental health counselors.	Staff/consultant directory Team meeting minutes School substance misuse policy	0: Not at all in place	1: A little in place	2: Somewhat in place	3: Mostly in place	4: Completely in place
8 Access to services The school provides access to evidence-based supports and services for students with substance-related concerns. Substance misuse interventions are implemented with fidelity by individuals with appropriate credentials and expertise. The school partners with an external substance abuse provider(s) (e.g., local community mental health agency) to establish facilitated referral pathways for students who require more intensive, specialized services.	Staff/consultant directory	0: Not at all in place	1: A little in place	2: Somewhat in place	3: Mostly in place	4: Completely in place



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		0	1	2	3	4
9 Accountability and outreach The school: a) collects data on the frequency, nature, and scope of opioid and other substance-related concerns in the building; b) shares the data with the Tier 1/substance misuse prevention team on a regular basis for planning purposes, and with the entire school staff annually in a way that is easy to access and understand. Examples of data include schoolwide screening results, community prevalence, disciplinary actions, YRBSS data, etc.	Team meeting minutes School evaluation/monitoring plan Communications/presentations to staff	0: Not at all in place	1: A little in place	2: Somewhat in place	3: Mostly in place	4: Completely in place
10 Data-based decision-making The Tier 1/substance misuse prevention team uses substance misuse-related data to support action planning, including identifying schoolwide needs/gaps; choosing appropriate substance misuse prevention programs, supports, and outreach; and monitoring substance misuse prevention implementation progress.	Team meeting minutes Documentation of team PD on data-based decision-making protocols	0: Not at all in place	1: A little in place	2: Somewhat in place	3: Mostly in place	4: Completely in place