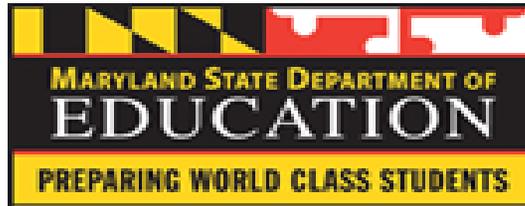


# RESOURCE GUIDE OF MARYLAND SCHOOL MENTAL HEALTH AND WELLNESS PROGRAMS

November 2017







Research indicates that close to 20 percent of school-age students in the United States have identified mental health concerns (Thapa, et al., 2013). Of those identified, however, fewer than 30 percent receive the intervention required for effective support and treatment (Kessler, et al., 2005). The Maryland State Department of Education (MSDE) is committed to raising awareness of school-age students with mental health concerns to help school staff identify and provide access to resources that may support students and their families.

This document is meant to be a step toward providing local school systems with a menu of mental health and wellness best practices currently being implemented across Maryland public schools. The document was developed in collaboration with MSDE’s Division of Student, Family, and School Support, the Mental Health Committee of the State Board of Education, local Directors of Student Services, and state-level agencies. The list of practices provided is not all-inclusive and is not intended as an endorsement. Rather, this directory is an effort to capture the scope of school-based mental health programs and practices implemented in the State. This scope is framed by the definition of “mental health and wellness” as those systematic practices intended to provide evidence-based prevention, intervention, and postvention resources within a tiered approach to support students’ psychological, social, and emotional health and wellness. Research has indicated that students who are psychologically healthy during critical developmental stages have a reduced likelihood of future physical and mental health problems and are more likely to be engaged in school and become productive members of the community as adults (Hofer, 2017). Therefore, practices in this document are focused heavily on prevention and early intervention. This information is offered to supplement school-based resources on mental health and wellness to positively impact student social, emotional, and psychological health. As schools and school systems continue to review and revise their current student mental health and wellness practices and policies, MSDE is hopeful that this document will be a useful tool.

### **The Role of Coordinated Student Services in School Mental Health and Wellness Practices**

The Maryland State Board of Education has long been forward-thinking in terms of recognizing how integral the role of the coordinated student services team is in the overall academic and social emotional success of students. In 1989, the State Board of Education adopted regulations mandating that each local school system provide a coordinated program of student services, which includes (but is not limited to):

school counseling; pupil personnel; school psychology; and school health services. The Code of Maryland Regulations (COMAR) 13A05.05.01 (B) states that local student services programs shall focus on the health, personal, interpersonal, academic, and career development of students. In Maryland, school systems are able to use the coordinated student service model mandated by COMAR to expand services and to integrate selected practices to further address local concerns for social, emotional, and psychological services and supports for students.

As Maryland prepares students to be college and career ready, the State Board of Education has reviewed a considerable amount of research and has thought strategically about the implementation of initiatives to achieve this goal. In June 2017 the Board approved the *Maryland Every Student Succeeds Act (ESSA) Consolidated State Plan*, which incorporates strategies and practices to improve school climates and enhance the conditions for effective teaching and learning. These strategies and practices encompass the promotion of mental health and wellness for students.

In light of the data and the State Board of Education's proactive approach to mental health and wellness, the *Resource Guide of Maryland School Mental Health and Wellness Practices*, is designed to give school systems and school-based personnel – particularly those that work to provide coordinated systems of student services – the background and the tools they need to proactively address student mental health and wellness, thereby improving school culture and climate, and helping to ensure that all students remain actively engaged in the learning process. The research indicates that the use of such practices can reduce the stigma surrounding seeking assistance for mental health and help build the resilience that results in academic, emotional, social, and psychological growth despite adversity (Diala, et al., 2002). Additionally, it has been shown that school-based supports for students' mental health can reduce the barriers that confront students and their families, such as the long wait time for services (Hofer, 2017).

### **What is “Best Practice”?**

The term "Best Practice" has been used to describe "what works" in a particular situation or environment. With regard to school mental health and wellness, one must keep in mind that a particular practice that has worked in one context may or may not yield the same results across all educational settings and student populations. When data support the success of a practice, it is referred to as research-based, evidence based, or promising. A randomized-control trial (RCT) is considered the “gold standard” of research models. RCTs are studies that measure an intervention's effect by randomly assigning individuals (or groups of individuals) to an intervention group or to a control group. The unique advantage of random assignment is that it enables an assessment of whether the intervention itself, as opposed to other factors, caused the observed outcomes. Evidence-based practices vary widely, but the following definition captures the essential elements of an evidence-based practice (EBP):

*EBPs are those practices supported by rigorous scientific research, which are appropriate and effective for the population and setting in which the EBP will occur, and which feasibly can be flexibly implemented in that setting with fidelity (Kendall & Beidas, 2007).*

A “Promising Practice” is a program or strategy that has some scientific research or data showing positive outcomes, but does not have enough evidence to support generalizable conclusions.

It is a fair assumption that the practices selected by the local systems and provided for this document were chosen based on local needs, contextual fit and available resources. They can be considered “best” for that system; whether that practice is promising, evidence-based, research-based, and/or a randomized control trial. This is a working document and changes may occur based on the reported use, or discontinued use of school mental health and wellness practices within local school systems. The original survey that produced the practices listed in this document was conducted in 2016.

This document is divided into three categories: **Universal**, **Targeted**, and **Intensive**. Each category addresses specific student mental health and wellness needs. **Universal** practices are the core practices provided to all students in a school-wide format in order to promote successful student outcomes. An integrated approach to social, emotional, psychological, and academic instruction as components of the same support system recognizes that these components influence one another. Students who are experiencing mental health concerns are unavailable for learning and their resulting behaviors may either disrupt the learning environment or negatively impact growth and development. **Targeted** supports are the additional practices, programs, and strategies that can be provided through small group interventions (commercial or created at the school or school system) that support students based on an identified shared need. **Intensive** supports are the practices, programs, and strategies provided to students who require individualized supports in addition to universal and targeted supports. These are typically highly individualized around a student's specific mental health needs.

This list of practices was compared to the national What Works Clearinghouse (WWC) and the National Registry of Evidence Based Practices (NREPP) published by the Substance Abuse and Mental Health Services Administration. The WWC reviews the existing research on educational programs, products, practices, and policies to provide educators with the information to make evidence-based decisions. The NREPP is an evidence-based repository and review system designed to provide the public with reliable information about behavioral health interventions in the areas of mental health and substance abuse. If the listed intervention is on either list, it is indicated as such in the tables. Some of the items listed are not specific practices but rather frameworks. In those instances, they have been marked "NA" in the charts.

## References

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# School Mental Health and Wellness Practices

## Universal

A foundation of school-wide practices that builds, monitors, and supports a school climate and culture that facilitates the awareness of mental health and wellness for all students. **ALL** students

## Targeted

Small group interventions in which students are placed based on an identified shared need. Targeted supports are provided in addition to effective universal supports.

**SOME** students

## Intensive

Highly individualized interventions designed around a student's specific needs.

**FEW** students

## *Current Implemented Frameworks for School-Wide Mental Wellness and Social Emotional Learning Practices*

**Frameworks for implementing school-wide mental wellness and social emotional learning practices** are the basic underlying concepts or systems for implementing mental health and wellness practices. Many of these frameworks include components that include teaching social emotional learning, processes and procedures for data collection, decision-making, monitoring, and evaluating the implementation to determine if the desired outcome(s) are being achieved. In Maryland, student mental wellness and social emotional learning are a critical foundation for developing the resiliency that students need to self-advocate for social, emotional, and psychological health.

| Practice   | Level of Support | Local School System (LSS)   |
|--|------------------|---|
| <b>The Early Childhood Family Engagement Framework</b>                                       | Framework        | <ul style="list-style-type: none"> <li>• All LEAs</li> </ul>  |
| <b>Integrated Tiered System of Supports</b>  | Framework        | <ul style="list-style-type: none"> <li>• All LEAs</li> </ul>  |
| <b>Maryland’s PreK-12 Family Engagement Framework</b>  | Framework        | <ul style="list-style-type: none"> <li>• ALL LEAs</li> </ul>  |
| <b>Mind Up Curriculum</b>  | Framework        | <ul style="list-style-type: none"> <li>• Baltimore City</li> <li>• Carroll</li> </ul>                 |
| <b>Positive Behavioral Interventions and Supports (PBIS) /Multi-Tiered System of Support</b> | Framework        | <ul style="list-style-type: none"> <li>• All LEAs</li> </ul>  |
| <b>Social Emotional Foundations for Early Learners</b>                                       | Framework        | <ul style="list-style-type: none"> <li>• All LEAs</li> </ul>  |
| <b>School-wide Integrated Framework for Transformation (SWIFT)</b>                           | Framework        | <ul style="list-style-type: none"> <li>• Allegany</li> <li>• Cecil</li> <li>• Queen Anne’s</li> </ul> |
| <b>Teacher SEL Self-Assessment Survey</b>  | Framework        | <ul style="list-style-type: none"> <li>• Baltimore City</li> <li>• Prince George’s</li> </ul>         |

# Frameworks for Implementing School-Wide Mental Wellness and Social Emotional Learning Practices

| Intervention Practice                                  | Practice Description  | Why Schools Chose Practice?<br><i>(Expected Outcomes)</i>   | Key Components   | Indicator of Successful Implementation | Resources   | Listed on What Works Clearing House or National Registry of Evidence Based Practices? |
|--|---|---|--|--|---|---|
| <b>The Early Childhood Family Engagement Framework</b> | The Early Childhood Family Engagement Framework was developed by the Maryland Family Engagement Coalition to support intentional thinking and action regarding the implementation of family engagement policies and practices both at the state level and among early care and education providers who serve young children, including children from poor families, children with disabilities and special needs, and dual language learners. | <ul style="list-style-type: none"> <li>To more assess current family engagement activities and promote policies and practices that support families.</li> </ul> | <ul style="list-style-type: none"> <li>Recognize the importance of family engagement as a core component of early care and education;</li> <li>Put forth a set of common goals for family engagement across the early childhood system and within individual early care and education providers; and</li> <li>Offer family engagement strategies for early care and education providers and identify resources that support the implementation of those strategies.</li> </ul> | Improved family engagement outcomes    | MSDE Division of Early Childhood Development: <a href="http://earlychildhood.marylandpublicschools.org/system/files/filedepot/4/md_fam_engage.pdf">http://earlychildhood.marylandpublicschools.org/system/files/filedepot/4/md_fam_engage.pdf</a> | NA  |

**Summary:**

The Early Childhood Family Engagement Framework was developed by the Maryland Family Engagement Coalition and funded by the Maryland State Department of Education. The framework build's on Maryland's commitment to supporting young children and their families by outlining goals and strategies to support family engagement initiatives implemented by early care and education providers. The purpose is to 1. Recognize the importance of family engagement as a core component of early care and education; 2. Put forth a set of common goals for family engagement across the early childhood system and within individual early care and education providers; and 3. Offer family engagement strategies for early care and education providers and identify resources that support the implementation of those strategies.

Source: [http://earlychildhood.marylandpublicschools.org/system/files/filedepot/4/md\\_fam\\_engage.pdf](http://earlychildhood.marylandpublicschools.org/system/files/filedepot/4/md_fam_engage.pdf)

# Frameworks for Implementing School-Wide Mental Wellness and Social Emotional Learning Practices

| Intervention Practice  | Practice Description   | Why Schools Chose Practice?<br>(Expected Outcomes)   | Key Components   | Indicator of Successful Implementation           | Resources  | Listed on What Works Clearing House or National Registry of Evidence Based Practices? |
|--|--|--|--|--|--|---|
| <b>Integrated Tiered System of Supports</b>  | The Integrated Tiered System of Supports was developed by MSDE’s Division of Special Education and Early Intervention Services to support the implementation of a tiered system that integrates a focus on a student’s social emotional learning needs in conjunction with behavioral and academic instructional interventions to decrease opportunity and achievement gaps. | <ul style="list-style-type: none"> <li>To more effectively support the instructional, social emotional, and behavioral needs of students with Individualized Educational Programs (IEPs).</li> </ul> | <ul style="list-style-type: none"> <li>Each student can access one system with a continuum of supports</li> <li>Specially designed instruction for students who require additional academic support due to identified needs and skills</li> <li>Organizational framework and data systems to provide evidence-based targeted and intensive interventions through collaborative planning</li> </ul> | Improved behavior and learning for all students. | MSDE Division of Special Education and Early Intervention Services:<br><a href="http://www.marylandpublicschools.org/programs/Documents/Special-Ed/DSEEISStrategicPlan2016.pdf">http://www.marylandpublicschools.org/programs/Documents/Special-Ed/DSEEISStrategicPlan2016.pdf</a> | NA  |
| <p><b>Summary:</b></p> <p>The Integrated Tiered System of Supports framework is a school-wide organizational framework that uses data systems to provide evidence-based targeted and intensive interventions through collaborative planning. The framework integrates students’ social emotional learning needs in conjunction with behavioral and academic instructional interventions to decrease opportunity and achievement gaps in performance among student groups.</p> <p>Source: <a href="http://www.marylandpublicschools.org/programs/Documents/Special-Ed/DSEEISStrategicPlan2016.pdf">http://www.marylandpublicschools.org/programs/Documents/Special-Ed/DSEEISStrategicPlan2016.pdf</a></p> |  |  |  |  |  |   |

# Frameworks for Implementing School-Wide Mental Wellness and Social Emotional Learning Practices

| Intervention Practice  | Practice Description   | Why Schools Chose Practice?<br><i>(Expected Outcomes)</i>   | Key Components  | Indicator of Successful Implementation           | Resources  | Listed on What Works Clearing House or National Registry of Evidence Based Practices? |
|--|--|---|---|--|--|---|
| <b>Mind Up Curriculum</b>  | This research-based curriculum, features lessons that use the latest information about the brain to dramatically improve behavior and learning for all students. Each lesson offers easy strategies for helping students focus their attention, improve their self-regulation skills, build resilience to stress, and develop a positive mind-set in both school and life. The lessons are incorporated into their daily schedule. | <ul style="list-style-type: none"> <li>• Teaches students to make better choices.</li> <li>• Help students think before they react.</li> <li>• Enhances focus, self-awareness, and self-control.</li> </ul> | Four strategic pillars: <ul style="list-style-type: none"> <li>• Grounded in neuroscience</li> <li>• Activated by mindful awareness</li> <li>• Inspired by positive psychology</li> <li>• A Catalyst for social-emotional learning</li> </ul> | Improved behavior and learning for all students. | Mind-Up (the Hawn Foundation)<br><a href="https://mindup.org/">https://mindup.org/</a> | NA  |
| <p><b>Summary:</b></p> <p>There are so many things in life that children have no control over — bedtime, what they are allowed to eat and how much TV they get to watch. However, when you teach children how their brain works — it is a revelation to them. We obviously don't teach an advanced form of neuroscience, but we do teach children the key parts of the brain and the science behind how the brain influences their thinking, emotions and behavior in the setting of a mindful classroom. Once children and young people begin to make the associations between what they are thinking, how they are feeling and how they are acting, they gain the power to make more mindful choices. To stop and pause, before they react. This self-regulation can lead to better focus in school, better cooperation with others and improved self-awareness and self-control.</p> <p>Source: <a href="https://mindup.org/mindup-mindful-classroom-framework-schools/">https://mindup.org/mindup-mindful-classroom-framework-schools/</a></p> |  |   |   |  |  |   |

# Frameworks for Implementing School-Wide Mental Wellness and Social Emotional Learning Practices

| Intervention Practice  | Practice Description   | Why Schools Chose Practice?<br><i>(Expected Outcomes)</i>   | Key Components  | Indicator of Successful Implementation  | Resources  | Listed on What Works Clearing House or National Registry of Evidence Based Practices? |
|--|--|---|---|---|--|---|
| <b>Positive Behavioral Interventions and Supports (PBIS)</b>   | PBIS is a framework that guides selection, integration, and implementation of the best evidence-based practices for improving academic and behavioral outcomes for all students. | When implemented with fidelity school-wide, universal PBIS <i>aims to reduce disruptive behavior problems, enhance school climate and create safer, more effective schools for ALL students.</i> This is accomplished by targeting staff behavior and teaching students agreed upon behavioral expectations while promoting a shift from reactive, punitive practices to prevention and the promotion of positive behavior. | There are four integrated elements to the framework: <ul style="list-style-type: none"> <li>• Data to support decision-making;</li> <li>• Measurable outcomes supported and evaluated by data;</li> <li>• Practices which provide evidence that outcomes are achievable and support students and staff, and;</li> <li>• Systems that efficiently and effectively support implementation of these practices by staff.</li> </ul> | <ul style="list-style-type: none"> <li>• Improved school climate</li> <li>• Improved relationships between students and staff</li> <li>• Improved academic achievement</li> </ul> | PBIS Maryland:<br><a href="http://pbismaryland.org/">http://pbismaryland.org/</a><br><br>or <a href="http://www.pbis.org">www.pbis.org</a> | NA  |
| <p><b>Summary:</b><br/>PBIS Maryland is a collaborative effort between the Maryland State Department of Education, Sheppard Pratt Health System, the Johns Hopkins University; Center for the Prevention of Youth Violence, and 24 Local Maryland School Systems. An infrastructure has been established for training, implementation and coaching of best practices which includes: annual training calendar, <a href="http://PBISMaryland.org">PBISMaryland.org</a>, data collection capacity, PBIS Coaching structure, technical assistance to local school systems and a Management Team and State Leadership Team who meet regularly. Efforts are currently underway to bridge students' transition from early childhood programs, which are implementing Social Emotional Foundations for Early Learning (SEFEL), to PBIS schools.</p> <p>Source: <a href="http://pbismaryland.org/">http://pbismaryland.org/</a>.</p> |  |   |   |   |  |   |

# Frameworks for Implementing School-Wide Mental Wellness and Social Emotional Learning Practices

| Intervention Practice   | Practice Description   | Why Schools Chose Practice?<br><i>(Expected Outcomes)</i>  | Key Components   | Indicator of Successful Implementation   | Resources  | Listed on What Works Clearing House or National Registry of Evidence Based Practices? |
|---|--|--|--|--|--|---|
| <b>Maryland’s PreK-12 Family Engagement Framework</b>   | The purpose of the Maryland Family Engagement Framework is to influence intentional thinking and actions necessary to implement family engagement policies and practices at the state, district, and school levels, preK-12. | To create a structure for educators that promotes family-friendly schools where everyone – from teachers to parents – has the tools to support student academic achievement and success. | There are five core elements to the framework: <ul style="list-style-type: none"> <li>• Welcoming all families;</li> <li>• Partnerships among schools, families, and community;</li> <li>• Student learning and student supporting student success, and;</li> <li>• Building capacity; and</li> <li>• Effective school-family communication</li> </ul> | <ul style="list-style-type: none"> <li>• Improved school climate</li> <li>• Increased family engagement</li> </ul> | MSDE Division of Student, Family, and School Support:<br><a href="http://marylandpublicschools.org/parents/Documents/MDPreK12FamilyEngagementFramework2016.pdf">http://marylandpublicschools.org/parents/Documents/MDPreK12FamilyEngagementFramework2016.pdf</a> | NA  |
| <p><b>Summary:</b><br/> <i>Maryland’s PreK-12 Family Engagement Framework</i> is in response to the Division of Student, Family and School Support’s goal to develop a family engagement framework that will maximize the capacity of educators to work in partnership with families. The Framework is aligned with national research and frameworks around the country including:</p> <ul style="list-style-type: none"> <li>➤ United States Department of Education’s Dual Capacity Building Framework</li> <li>➤ National PTA Standards</li> <li>➤ National Network of Partnership Schools Six Types of Family Involvement Framework</li> <li>➤ The Early Childhood Family Engagement Framework: Maryland’s Vision for Engaging Families with Young Children</li> <li>➤ Federal and State requirements</li> </ul> <p>Source: <a href="http://marylandpublicschools.org/parents/Documents/MDPreK12FamilyEngagementFramework2016.pdf">http://marylandpublicschools.org/parents/Documents/MDPreK12FamilyEngagementFramework2016.pdf</a></p> |  |  |  |  |  |   |

# Frameworks for Implementing School-Wide Mental Wellness and Social Emotional Learning Practices

| Intervention Practice  | Practice Description   | Why Schools Chose Practice?<br><i>(Expected Outcomes)</i>  | Key Components  | Indicator of Successful Implementation   | Resources  | Listed on What Works Clearing House or National Registry of Evidence Based Practices? |
|--|--|--|---|--|--|---|
| <b>School-wide Integrated Framework for Transformation (SWIFT)</b> | SWIFT is a national K-8 center that provides academic and behavioral support to promote the learning and academic achievement of all students, including students with disabilities and those with the most extensive needs. | SWIFT meets the needs of <b>ALL</b> students, including students with disabilities and those with the most extensive needs by: <ul style="list-style-type: none"> <li>• Providing Multi-Tiered Systems of Support (MTSS)</li> <li>• Bridging general and specialized education to create powerful learning opportunities.</li> <li>• Promoting active, engaged partnerships among families and community members.</li> </ul> | <ul style="list-style-type: none"> <li>• Administrative leadership</li> <li>• Multi-tiered system of support</li> <li>• Family and community partnerships</li> <li>• An integrated educational framework</li> <li>• Inclusive policies and practices</li> </ul> | Local school systems engage in a transformational process to achieve equity and excellence for all students. Excellence is determined by measurable student social and academic gains. Equity is defined by the measurable capacity of each school to deliver the intensity and range of supports to meet the needs of each student and extending to their family and community. | SWIFT Center:<br><a href="http://www.swiftschools.org/">http://www.swiftschools.org/</a> | NA  |

**Summary:**  
 School districts around the country are gearing up to fully realize the vision of All Means All through a Schoolwide Integrated Framework for Transformation (SWIFT). They are partnering with the SWIFT Center, a national K-8 technical assistance center that provides academic and behavioral support to promote the learning and academic achievement of ALL students, including students with the most extensive support needs. SWIFT Center is committed to eliminating silos in education by bridging general and specialized educational structures and resources. These bridges lead to powerful learning opportunities for students and teachers; promote active, engaged partnerships among families and community members; and ensure every child is a valued member of their school and given the supports they need to achieve academic and social success. What does SWIFT mean by “every child?” We mean students who struggle to learn, are labeled as gifted, live in poverty, with disabilities, are culturally and ethnically diverse, and students with the most extensive support needs. Over 30 years of research guides the SWIFT Center work, resulting in a focus on five key domains that support schoolwide inclusive transformation. These areas are:

- Integrated Education Framework;
- Multi-tiered System of Support;
- Family and Community Engagement;
- Administrative Leadership; and
- Inclusive Policy Structure and Practice.

Source: <http://www.swiftschools.org/overview>.

# Frameworks for Implementing School-Wide Mental Wellness and Social Emotional Learning Practices

| Intervention Practice                     | Practice Description  | Why Schools Chose Practice?<br>(Expected Outcomes)  | Key Components  | Indicator of Successful Implementation   | Resources   | Listed on What Works Clearing House or National Registry of Evidence Based Practices? |
|---|---|---|---|--|---|---|
| <b>Teacher SEL Self-Assessment Survey</b> | Social and emotional learning (SEL) is crucial for improved educational attainment. As teachers help students achieve new college and career readiness standards, they need to use teaching practices that promote student social and emotional learning in the classroom. The Teacher SEL Self-Assessment tool helps teachers reflect and assess how well their own teaching practices support SEL for students. | <ul style="list-style-type: none"> <li>• Self-reflect on teaching practices that impact student social and emotional learning.</li> <li>• Self-reflect on teacher’s own social and emotional competencies.</li> <li>• Develop action steps to incorporate social and emotional learning teaching strategies into an educator’s daily practice, and develop plans to improve upon educators’ own social and emotional competencies.</li> </ul> | <ul style="list-style-type: none"> <li>• Self-assessment tool (hard copy or an online version)</li> <li>• Scoring and action planning tool</li> </ul> | <ul style="list-style-type: none"> <li>• Improved understanding of how social and emotional learning is embedded within current teaching practices.</li> <li>• Improved understanding of how teacher social and emotional competencies interact with teaching practices to promote student success.</li> <li>• Increased implementation of teaching practices that promote social and emotional learning in classrooms.</li> </ul> | Center on Great Teachers & Leaders at American Institute for Research:<br><a href="http://www.gtlcenter.org/technical-assistance/professional-learning-modules/social-and-emotional-learning-daily-life-classrooms">http://www.gtlcenter.org/technical-assistance/professional-learning-modules/social-and-emotional-learning-daily-life-classrooms</a> | NA  |

**Summary:**  
Social and emotional learning (SEL) is crucial for improved educational attainment. As teachers help students achieve new college and career readiness standards, they need to use teaching practices that promote student social and emotional learning in the classroom. Our new resource, *Self-Assessing Social and Emotional Instruction and Competencies: A Tool For Teachers* helps teachers reflect and assess how well their own teaching practices support SEL for students.

In the tool, teachers can self-assess on 10 teaching practices that support social and emotional learning for students, which we identified in our recent brief, *Teaching the Whole Child: Instructional Practices That Support Social and Emotional Learning in Three Teacher Evaluation Frameworks*. The self-assessment tool, however, goes beyond these 10 teaching practices. Teachers also need to strengthen their own social and emotional skills to implement the 10 teaching practices successfully. The tool includes five teacher social and emotional competencies for users to reflect on including: self-awareness; self-management/emotion regulation; social awareness; relationship/social skills; and responsible decision making.

Source: <http://www.gtlcenter.org/products-resources/self-assessing-social-and-emotional-instruction-and-competencies-tool-teachers>.

## Current Implemented Universal School Practices

**Universal School Practices** are the core practices provided to all students within the school building in order to promote successful student outcomes and prevent school failure. An integrated approach to behavioral and academic instruction as components of the same support system recognizes that these components influence one another. Universal Practices may be implemented system-side and/or school-wide.

Many universal practices listed are a framework and as such provide all levels of support; universal, targeted and intensive. The universal practices that are a framework are indicated as well as noting the practices that are mandated by Code of Maryland Regulations (COMAR). Under COMAR, all local school systems in Maryland retain local control and are able to design their programs based on their identified needs. This list of practices provided are not inclusive and are not intended as an endorsement of, but rather an effort to begin to capture the scope of school practices implemented across Maryland.

| Practice  | Level of Support | Local School System (LSS)   |   |   |  |   |
|---|------------------|---|---|---|--|---|
| <b>ACEs</b>   | Universal        | • Anne Arundel<br>• Baltimore City  | • Frederick<br>• Harford  | • Prince George's<br>• Washington   |  |   |
| <b>Capturing Kids Hearts 1 (CKH)</b>                                | Universal        | • Baltimore City  | • Harford   | • Washington  |  |   |
| <b>Kognito Gatekeeper Curriculum</b>                                | Universal        | • Allegany<br>• Anne Arundel<br>• Baltimore City<br>• Baltimore County<br>• Calvert | • Caroline<br>• Carroll<br>• Charles<br>• Dorchester<br>• Harford<br>• Howard | • Montgomery<br>• Prince George's<br>• St. Mary's<br>• Somerset<br>• Talbot<br>• Wicomico |  |   |
| <b>Mental Health First Aid/Youth Mental Health First Aid</b>        | Universal        | • Baltimore County<br>• Charles<br>• Kent   | • Dorchester<br>• Somerset<br>• Worcester                                     |   |  |   |
| <b>Olweus Bullying Prevention Program (OBPP)</b>                    | Universal        | • Anne Arundel<br>• Baltimore County<br>• Calvert                                   | • Caroline<br>• Dorchester  | • Frederick<br>• Queen Anne's   | • Somerset<br>• Talbot<br>• Washington | • Wicomico<br>• Worcester                 |
| <b>QPR Gatekeeper Suicide Prevention: Question, Persuade, Refer</b> | Universal        | • Anne Arundel<br>• Calvert   | • Caroline<br>• Cecil   | • Harford<br>• Kent   | • Queen Anne's<br>• SEED<br>• Somerset | • Washington<br>• Worcester<br>• Wicomico |
| <b>Restorative Practices</b>  | Universal        | • Anne Arundel<br>• Baltimore City  | • Montgomery<br>• Prince George's   | • Somerset<br>• Washington  |  |   |

| Practice  | Level of Support | Local School System (LSS)  |
|---|------------------|--|
|   |                  | <ul style="list-style-type: none"> <li>• Charles</li> <li>• Howard</li> <li>• Queen Anne's</li> <li>• St. Mary's</li> <li>• Worcester</li> </ul>   |
| <b>Second Step</b>  | Universal        | <ul style="list-style-type: none"> <li>• Allegany</li> <li>• Anne Arundel</li> <li>• Baltimore County</li> <li>• Calvert</li> <li>• Carroll</li> <li>• Cecil</li> <li>• Kent</li> <li>• Prince George's</li> <li>• St. Mary's</li> <li>• Talbot</li> <li>• Wicomico</li> <li>• Worcester</li> </ul>  |
| <b>School Resource Officer Program/School Resource Officers (SRO)</b> | Universal        | <ul style="list-style-type: none"> <li>• Allegany</li> <li>• Anne Arundel</li> <li>• Baltimore City</li> <li>• Baltimore County</li> <li>• Calvert</li> <li>• Caroline</li> <li>• Cecil</li> <li>• Charles</li> <li>• Dorchester</li> <li>• Frederick</li> <li>• Garrett</li> <li>• Harford</li> <li>• Howard</li> <li>• Kent</li> <li>• Montgomery</li> <li>• Prince George's</li> <li>• Queen Anne's</li> <li>• St. Mary's</li> <li>• Talbot</li> <li>• Somerset</li> <li>• Washington</li> <li>• Wicomico</li> <li>• Worcester</li> </ul> |
| <b>Signs of Suicide® Prevention Program (SOS)</b>                     | Universal        | <ul style="list-style-type: none"> <li>• Frederick</li> <li>• Garrett</li> <li>• Montgomery</li> </ul>   |
| <b>Sources of Strength</b>  | Universal        | <ul style="list-style-type: none"> <li>• Montgomery</li> </ul>   |
| <b>Text-2-Stop-It</b>   | Universal        | <ul style="list-style-type: none"> <li>• Prince George's</li> <li>• Queen Anne's</li> </ul>  |
| <b>Yellow Ribbon</b>  | Universal        | <ul style="list-style-type: none"> <li>• Caroline</li> <li>• Harford</li> <li>• Kent</li> <li>• Queen Anne's</li> <li>• Talbot</li> <li>• Worcester</li> </ul>   |

## Current Implemented Universal School Practices

| Intervention Practice  | Practice Description   | Why Schools Chose Practice?<br>(Expected Outcomes)  | Key Components  | Indicator of Successful Implementation  | Resources   | Listed on What Works Clearing House or National Registry of Evidence Based Practices? |
|--|--|---|---|---|---|---|
| <b>Adverse Childhood Experiences (ACEs) Training</b>   | ACEs training facilitates awareness of potentially traumatic events that can have a negative and long-lasting psychological, social, emotional, and physical impact on children, such as physical or sexual abuse, incarceration of a parent or guardian, history of family suicide, history of family substance use, exposure to domestic violence. | <ul style="list-style-type: none"> <li>• Development of effective and sustainable prevention approaches</li> <li>• Aligned prevention efforts</li> <li>• Opportunity to provide targeted professional development to staff around ACEs</li> </ul> | <ul style="list-style-type: none"> <li>• Identification of stressful and traumatic events, including abuse and neglect that can adversely impact student emotional, social, and psychological health and affect school performance</li> <li>• Awareness of how adverse childhood experiences impact biology</li> <li>• Awareness of the role of genetic expression in behaviors resulting from adverse childhood experiences</li> </ul> | The Centers for Disease Control and Prevention (CDC), in conjunction with Kaiser Permanente, conducted a landmark study from 1995-1997 which indicated that ACEs are common, often occur in clusters, and can accumulate over time. States such as Oklahoma, Wisconsin, and Washington have used the ACEs training to increase support for prevention efforts and develop stronger state and district-level partnerships. | Centers for Disease Control and Prevention:<br><a href="https://www.cdc.gov/violenceprevention/acestudy/resources.html">https://www.cdc.gov/violenceprevention/acestudy/resources.html</a><br><br>Substance Abuse and Mental Health Services Administration:<br><a href="https://www.samhsa.gov/capt/practicing-effective-prevention/prevention-behavioral-health/adverse-childhood-experiences#ace">https://www.samhsa.gov/capt/practicing-effective-prevention/prevention-behavioral-health/adverse-childhood-experiences#ace</a> | Centers for Disease Control and Prevention  |
| <p><b>Summary:</b><br/>Adverse childhood experiences (ACEs) are stressful or traumatic events, including abuse and neglect. They may also include household dysfunction such as witnessing domestic violence or growing up with family members who have mental health and substance use disorders. ACEs are strongly related to the development and prevalence of a wide range of health problems throughout a person’s lifespan, including those associated with mental health. The ACEs addressed by the survey include the following: physical abuse, sexual abuse, emotional abuse, physical neglect, emotional neglect, mother treated violently, substance misuse within household, household mental illness, parental separation or divorce, and incarcerated household member</p> <p>Source: <a href="https://www.samhsa.gov/capt/practicing-effective-prevention/prevention-behavioral-health/adverse-childhood-experiences#ace">https://www.samhsa.gov/capt/practicing-effective-prevention/prevention-behavioral-health/adverse-childhood-experiences#ace</a></p> |  |   |   |   |   |   |

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|--|---|---|--|--|--|---|
| <b>Capturing Kids Hearts 1 (CKH)</b>   | Capturing Kids' Hearts 1 is a research-based process designed to strengthen students' connectedness to teachers, staff, and school. | <ul style="list-style-type: none"> <li>• Develop safe, trusting, self-managing classrooms</li> <li>• Improve attendance by building students' motivation and helping them take responsibility for their actions and performance</li> <li>• Decrease delinquent behaviors</li> <li>• Utilize the EXCEL Model™ and reinforce the role of emotional intelligence in teaching</li> <li>• Develop students' empathy for diverse cultures and backgrounds</li> <li>• Reduce incidents of bullying and harassment</li> </ul> | Enhanced protective factors: <ul style="list-style-type: none"> <li>• Developing strong bonds with teachers</li> <li>• Setting clear rules of conduct that are consistently enforced</li> <li>• Targeting modifiable risk factors; inappropriate behavior, poor social coping skills.</li> </ul> | Results from the National Longitudinal Study on Adolescent Health demonstrated that student connectedness reduced negative behaviors in four domains of adolescent health and morbidity: emotional health, violence, substance use, and sexuality. | Flippen Education: <a href="http://www.flippengroup.com/education/ckh.html">http://www.flippengroup.com/education/ckh.html</a> | SAMHSA National Registry of Evidence-Based Programs and Practices                     |
| <p><b>Summary:</b><br/>           Teachers can't always control what comes into their classrooms. Capturing Kids' Hearts 1 shows them how to create high-achieving centers of learning by strengthening students' connectedness to others through enhancing healthy bonds with their teachers and establishing collaborative agreements of acceptable behavior. Capturing Kids' Hearts is a process that is working in thousands of classrooms across the country to provide the strategy and training for teachers and administrators to achieve success in today's classrooms. Give us a teacher who's passionate about their subject, a teacher who cares for the welfare and success of their students, and we'll give that teacher the tools they need to engage and challenge students, and raise them to a higher level of performance.</p> <p>Source: <a href="http://flippengroup.com/education/capturing-kids-hearts-1/">http://flippengroup.com/education/capturing-kids-hearts-1/</a>.</p> |   |   |  |  |  |   |

## Current Implemented Universal School Practices

| Intervention Practice   | Practice Description  | Why Schools Chose Practice?<br><i>(Expected Outcomes)</i>  | Key Components  | Indicator of Successful Implementation   | Resources   | Listed on What Works Clearing House or National Registry of Evidence Based Practices? |
|---|---|--|---|--|---|---|
| <b>Kognito/</b>   | Kognito is an interactive avatar-based online suicide prevention and mental health training. These online simulations teach school staff how to identify, approach, and refer students exhibiting signs of suicidal ideation, substance use/abuse, and psychological distress, including depression and anxiety. Kognito also builds educators' skills to refer students to relevant support services on and off the school grounds. Specific modules focus on high school students, middle school students, military families, and LGBTQ youth. There is also a module designed for students to gain these skills. | <ul style="list-style-type: none"> <li>• To connect students and families who may experience behavioral health issues with appropriate services in the school or community.</li> </ul> | <ul style="list-style-type: none"> <li>• Users enter a virtual environment and engage in role-play conversations with emotionally-responsive virtual humans. Through practice and receiving personalized feedback, users learn and assess their competency to lead similar conversations in real life.</li> <li>• Key learning and assessment principles include hands-on-practice, contextual learning, personalized feedback, storytelling, and case-based approach.</li> </ul> | <ul style="list-style-type: none"> <li>• The total number of staff able to accurately identify, communicate with, and match resources to students at risk.</li> <li>• Total number of referrals to school and community resources for additional support.</li> </ul> | Kognito:<br><a href="https://kognito.com/">https://kognito.com/</a><br><br>Maryland Suicide Prevention Early Intervention Network:<br><a href="http://csmh.umaryland.edu/Current-Initiatives/MD-SPIN/">http://csmh.umaryland.edu/Current-Initiatives/MD-SPIN/</a> | SAMHSA National Registry of Evidence-Based Programs and Practices                     |
| <p><b>Summary:</b><br/>           The Maryland Suicide Prevention and Early Intervention Network (MD-SPIN) grant, in partnership with the MSDE, the Maryland Department of Health (MDH) and other state and local agencies funds the online gatekeeper training by Kognito. As a result, Kognito online training is available free of charge to Maryland school staff. The primary focus of Kognito is to assist individuals in building capacity of people to lead real-life conversations that result in measurable changes in social, emotional, and physical health.</p> <p>Source: MD_SPIN: <a href="http://csmh.umaryland.edu/Current-Initiatives/MD-SPIN/">http://csmh.umaryland.edu/Current-Initiatives/MD-SPIN/</a> Kognito: <a href="https://kognito.com/">https://kognito.com/</a></p> |   |  |   |  |   |   |

## Current Implemented Universal School Practices

| Intervention Practice  | Practice Description   | Why Schools Chose Practice?<br><i>(Expected Outcomes)</i>  | Key Components  | Indicator of Successful Implementation  | Resources   | Listed on What Works Clearing House or National Registry of Evidence Based Practices? |
|--|--|--|---|---|---|---|
| <b>Mental Health First Aid/Youth Mental Health First Aid</b> | Mental Health First Aid is an adult public education program designed to improve participants' knowledge and modify their attitudes and perceptions about mental health and related issues, including how to respond to individuals who are experiencing one or more acute mental health crises (i.e., suicidal thoughts and/or behavior, acute stress reaction, panic attacks, and/or acute psychotic behavior) or are in the early stages of one or more chronic mental health problems (i.e., depressive, anxiety, and/or psychotic disorders, which may occur with substance abuse). | <ul style="list-style-type: none"> <li>• To connect students and families who may experience behavioral health issues with appropriate services in the school or community.</li> </ul> | <p>A five-step action plan, known as ALGEE, for use when providing Mental Health First Aid to an individual in crisis:</p> <ul style="list-style-type: none"> <li>• A--Assess for risk of suicide or harm</li> <li>• L--Listen nonjudgmentally</li> <li>• G--Give reassurance and information</li> <li>• E--Encourage appropriate professional help</li> <li>• E--Encourage self-help and other support strategies</li> </ul> | <ul style="list-style-type: none"> <li>• The total number of students served by the project.</li> <li>• The total number of students receiving school-based mental health services.</li> <li>• The proportion of student referrals made to community-based mental health service providers that result in service provision.</li> </ul> | <p>SAMHSA's National Registry of Evidence-Based Programs and Practices:</p> <p><a href="http://legacy.nreppadmin.net/ViewIntervention.aspx?id=321">http://legacy.nreppadmin.net/ViewIntervention.aspx?id=321</a></p> <p>USA Mental Health First Aid:</p> <p><a href="https://www.mentalhealthfirstaid.org/cs/now-time-project-aware-mental-health-first-aid-grants/">https://www.mentalhealthfirstaid.org/cs/now-time-project-aware-mental-health-first-aid-grants/</a></p> | SAMHSA National Registry of Evidence-Based Programs and Practices                     |

**Summary:**

Maryland received a federal grant from the Substance Abuse and Mental Health Services Administration (SAMHSA) to implement the Maryland Advancing Wellness and Resilience in Education (MD-AWARE) program. The goals of the program are to connect children, youth, and families who may experience behavioral health issues with appropriate services in school and through community service agencies; promote the Youth Mental Health First Aid curriculum that teaches school staff and other adults serving youth between the ages of 12-18 to support young people who may be experiencing a mental health crisis or illness; and increase access to existing funding systems that support mental health services for school-aged youth by serving on the statewide Educational and Behavioral Community of Practice Workgroup.

Source: MD-AWARE Program information and <http://legacy.nreppadmin.net/ViewIntervention.aspx?id=321>.

## Current Implemented Universal School Practices

| Intervention Practice   | Practice Description   | Why Schools Chose Practice?<br><i>(Expected Outcomes)</i>  | Key Components   | Indicator of Successful Implementation  | Resources   | Listed on What Works Clearing House or National Registry of Evidence Based Practices? |
|---|--|--|--|---|---|---|
| <b>Olweus Bullying Prevention Program (OBPP)</b>  | Whole school effort that requires the collaboration of school personnel, community stakeholders, and parents. Teachers hold minimum of 1 hr./wk. classroom meetings to learn about bully prevention/ pro-social behavior | <ul style="list-style-type: none"> <li>• Significant reductions in bullying and victimization</li> <li>• Increases in social climate in classrooms and school-wide.</li> </ul> | <ul style="list-style-type: none"> <li>• Two day training for Olweus Bullying Prevention Program committee.</li> <li>• Training includes creating school-wide age appropriate lessons for weekly meetings.</li> <li>• School wide kickoff (optional) to introduce Olweus to the students, with community involvement.</li> </ul> | <ul style="list-style-type: none"> <li>• Statistical reductions in bullying incidents</li> <li>• Self-reported improvements in school climate and student engagement</li> </ul> | Violence Prevention Works:<br><a href="http://www.violencepreventionworks.org/public/index.page">http://www.violencepreventionworks.org/public/index.page</a> | Not Listed  |
| <p><b>Summary:</b><br/>The Olweus Bullying Prevention Program is a comprehensive model that utilizes annual surveys, classroom curriculum, implementation resources and training. When the program is implemented as written (with fidelity to program components and principles), positive outcomes for schools include: reductions in bullying behavior, lower rates of alcohol and other drug abuse; and improved academic achievement. Implementation should include the guidance and expertise of a certified Olweus trainer.<br/>Source: <a href="http://www.violencepreventionworks.org/">http://www.violencepreventionworks.org/</a>.</p> |  |  |  |   |   |   |

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|---|---|--|---|---|---|---|
| <b>QPR Gatekeeper Suicide Prevention: Question, Persuade, Refer</b> | <b>QPR stands for Question, Persuade and Refer</b> , three steps anyone can learn to help prevent suicide. Just like CPR, QPR is an emergency response to someone in crisis and can save lives. | <ul style="list-style-type: none"> <li>Reduce number of suicide attempts and completions.</li> </ul> | Three simple steps to follow: <ul style="list-style-type: none"> <li><b>QUESTION</b><br/>Question the person about suicide. Ask if they've had any thoughts about it, feelings, or even plans? Do not be afraid to ask!</li> <li><b>PERSUADE</b><br/>Persuade the person to get help. Remember to listen carefully and then say, "Let me help" or "Come with me to find help!"</li> <li><b>REFER</b><br/>Refer for help. If it is a child or adolescent, contact any adult, parents, minister, teacher, coach, or a counselor (1-800-866-HOPE)</li> </ul> | Staff will know: <ul style="list-style-type: none"> <li>The common causes of suicidal behavior</li> <li>The warning signs of suicide</li> <li>How to Question, Persuade and Refer someone who may be suicidal</li> <li>How to get help for someone in crisis</li> </ul> | <b>QPR Gatekeeper Training for Suicide Prevention:</b><br><a href="http://www.qprinstitute.com/">http://www.qprinstitute.com/</a> | SAMHSA National Registry of Evidence-Based Programs and Practices                     |

**Summary:**

QPR stands for Question, Persuade, and Refer — the 3 simple steps anyone can learn to help save a life from suicide. The QPR mission is to reduce suicidal behaviors and save lives by providing innovative, practical and proven suicide prevention training. The signs of crisis are all around us. We believe that quality education empowers all people, regardless of their background, to make a positive difference in the life of someone they know. Just as people trained in CPR and the Heimlich Maneuver help save thousands of lives each year, people trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. Each year thousands of Americans, like you, are saying "Yes" to saving the life of a friend, colleague, sibling, or neighbor. QPR can be learned in our Gatekeeper course in as little as one hour.

Source: <http://www.qprinstitute.com>.

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|---|--|--|--|--|--|---|
| <b>Restorative Practices (RP)</b>   | <p>RP addresses the needs of all students in dealing with matters of behavior and social skills. The philosophy and set of tools actively engage students in dealing with conflict management. RP provides tools to strengthen connections between students, staff, and administration. RP provides opportunities for students to:</p> <ul style="list-style-type: none"> <li>• Repair the harm caused and engages those harmed and affected.</li> <li>• To learn the full impact of their actions and also be restored to the community.</li> </ul> | <ul style="list-style-type: none"> <li>•Increased connection between members of school community</li> <li>•Better attendance</li> <li>•Improved grades and test scores</li> <li>•Fewer suspensions and expulsions</li> <li>•Decrease in number of dropouts</li> <li>•Overall better student engagement</li> <li>•Stronger parent connection to school</li> </ul> | <ul style="list-style-type: none"> <li>•Leadership commitment to support this philosophy from punishment to teaching</li> <li>•Allocation of time and resources for staff training and classroom incorporation of circles</li> <li>•Data tracking and reporting to school community</li> <li>•Leadership incorporation of restorative tools in dealing with staff and parent communication</li> <li>•Leadership and staff support/coaching during implementation of Restorative Practices</li> </ul> | <ul style="list-style-type: none"> <li>• Improvements in climate surveys of students , staff and parents</li> <li>• Decreases in office referrals, suspensions and expulsions</li> <li>• Improvement in attendance data</li> <li>• Reduction in dropout figures</li> <li>• Increases in grades</li> <li>• Increased standardized testing scores</li> </ul> | <p>Center for Dispute Resolution<br/>University of Maryland Francis School King Carey School of Law:<br/><a href="http://www.law.umaryland.edu/RestorativePractices">http://www.law.umaryland.edu/RestorativePractices</a></p> | Not Listed  |
| <p><b>Summary:</b><br/>Restorative practices, which evolved from restorative justice, is a new field of study that has the potential to positively influence human behavior and strengthen civil society around the world. Restorative practices builds healthy communities, increases social capital, reduces the impact of crime, decreases antisocial behavior, repairs harm and restores relationships. As an emerging social science, restorative practices integrates developments from a variety of disciplines and fields, including education, psychology, social work, criminology, sociology, organizational development and leadership. A restorative practice has the potential and has begun to influence several areas of need globally. Research, investigation and inquiry are driving theory development and practice enhancement. Some notable areas of influence are: U.S. school-to-prison pipeline; European refugee and transcontinental migration conflict; radicalization of youth; and community policing and use of force.</p> <p>Source: <a href="http://www.iirp.edu/what-we-do/what-is-restorative-practices">http://www.iirp.edu/what-we-do/what-is-restorative-practices</a>.</p> |  |  |  |  |  |   |

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|--|---|--|--|---|--|---|
| <b>Second Step Early Learning through Grade 8</b>  | <i>Second Step</i> provides instruction in social and emotional learning with units on skills for learning, empathy, emotion management, friendship skills, and problem solving. The program contains separate sets of lessons for use in prekindergarten through eighth grade. | Strengthen students' ability to: <ul style="list-style-type: none"> <li>• learn</li> <li>• have empathy</li> <li>• manage emotions</li> <li>• solve problems</li> <li>• focus, listen, and stay calm</li> <li>• Students are better able to meet school-wide behavioral expectations and benefit from learning.</li> </ul> | Six main task categories: <ul style="list-style-type: none"> <li>• Motivate</li> <li>• Prepare</li> <li>• Train</li> <li>• Support</li> <li>• Validate, and</li> <li>• Sustain.</li> </ul> | <ul style="list-style-type: none"> <li>• Improved students' social and emotional knowledge and skills, pro-social attitudes, and behavior.</li> <li>• Reduced students' problem and aggressive behaviors</li> </ul> | Committee for Children: <a href="http://www.secondstep.org/">http://www.secondstep.org/</a><br><br><a href="http://www.casel.org/guide/programs/second-step/">http://www.casel.org/guide/programs/second-step/</a> | Not Listed  |
| <p><b>Summary:</b><br/>           Second Step SEL Program: Skills for social and academic success. The Second Step program for Early Learning through Middle School benefits more than 10 million students each year. It teaches critical skills—such as managing emotions and behavior, getting along with peers, and solving problems peacefully—that can help students in school, the workplace, and throughout their lives. Bullying Prevention Unit: Create a positive school climate.</p> <p>The Second Step Bullying Prevention Unit for Kindergarten–Grade 5 builds on children’s social-emotional skills to teach them how to recognize, report, and refuse bullying through story-based lessons and award-winning videos. Based on the latest research, the unit also features innovative online training for every adult in school. Child Protection Unit: Keep kids safe from abuse.</p> <p>The Second Step Child Protection Unit begins with training that helps schools develop policies and procedures to keep kids safe and teaches all staff to recognize signs of possible abuse and respond if a child discloses. Students in Early Learning through Grade 5 learn about personal safety in age-appropriate lessons, and family materials facilitate safety discussions at home.</p> <p>Source: <a href="http://www.secondstep.org/">http://www.secondstep.org/</a></p> |   |  |  |   |  |   |

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|--|--|--|---|---|---|---|
| <b>School Resource Officer Program/ School Resource Officers (SRO)</b>   | SRO programs and well-trained SROs play a vital role in creating and maintaining safe and supportive schools. The National Triad Model defines three major roles of the SRO; an instructor who teaches law-related topics, a student mentor and role model, and a law enforcement officer who protects and serves the school community. Effective SROs are adept at community policing skills such as problem solving, relationship building, and open-communication, as well as identifying stakeholders, demonstrating cultural competence, and understanding youth culture. | <ul style="list-style-type: none"> <li>To create and maintain safe, secure, and supportive learning environment where students can achieve their educational potential and learn to make good life-related decisions.</li> </ul> | Development of: <ul style="list-style-type: none"> <li>Effective relationships with all stakeholders.</li> <li>Prevention, intervention, and community outreach.</li> <li>A Memorandum of Understanding among the parties.</li> <li>Open and collaborative relationship between the SRO and principal.</li> <li>Enforcement objectives/ outcomes that meet the needs of students and the school community.</li> <li>SRO serves as a member on the administrative and school emergency management team.</li> </ul> | <ul style="list-style-type: none"> <li>Positive climate and culture of school safety and supportive school environment established.</li> <li>Positive relationships developed between the SRO and students, administrators, staff, and parents.</li> <li>Reduction in school-related criminal activity and code of conduct violations.</li> <li>Effective utilization of prevention, intervention, and community outreach measures and services.</li> </ul> | United States Department of Justice – Supporting Safe Schools<br><a href="http://www.cops.usdoj.gov/Default.asp?Item=2687">www.cops.usdoj.gov/Default.asp?Item=2687</a><br><br>National Association of School Resource Officers<br><a href="http://www.nasro.org/">www.nasro.org/</a><br><br>Maryland Association of School Resource Officers<br><a href="http://www.masro.com/">www.masro.com/</a> | Not Listed  |
| <p><b>Summary:</b><br/>           The Maryland Association of School Resource Officers (M.A.S.R.O.) is a non-profit Organization formed to promote law related education and safety of students Membership is comprised of Police Officers, Probation Officers, School Administrators, School Counselors Parents and Teachers who care about maintaining Safe schools in Maryland. The SRO program is more than 20 years old Nationwide. Even though its concept is fairly new to Maryland, by the beginning of the 2000-2001 school year there were over 100 School Resource Officers assigned to Maryland Schools.</p> <p>SRO's serve three major roles in Maryland Schools: as a Law Enforcement Officers within the school and surrounding community; as instructors who teach law related topics in the classroom; and as student mentors/advisors to help resolve conflicts without violence.</p> <p>Source: <a href="https://www.facebook.com/pg/Maryland-Association-of-School-Resource-Officers-MASRO-201811019829622/about/?ref=page_internal">https://www.facebook.com/pg/Maryland-Association-of-School-Resource-Officers-MASRO-201811019829622/about/?ref=page_internal</a></p> |  |  |   |   |   |   |

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| Intervention Practice  | Practice Description   | Why Schools Chose Practice?<br><i>(Expected Outcomes)</i>   | Key Components   | Indicator of Successful Implementation  | Resources  | Listed on What Works Clearing House or National Registry of Evidence Based Practices? |
|--|--|---|--|---|--|---|
| <b>Signs of Suicide® Prevention Program (SOS)</b>  | SOS is an award-winning, nationally recognized program designed for middle and high school-age students. The program teaches students how to identify the symptoms of depression and suicidality in themselves or their friends, | <ul style="list-style-type: none"> <li>Students will seek help through the use of the ACT@technique (Acknowledge, Care, and Tell).</li> </ul> | <ul style="list-style-type: none"> <li>The SOS High School program is appropriate for schools, grades 9-12.</li> <li>SOS Middle School program is designed for grades 6-8.</li> <li>The SOS Booster program is for high school students only, and is designed to prepare students for graduation and life beyond high school.</li> </ul> | <ul style="list-style-type: none"> <li>Reduce number of suicides and suicide attempts.</li> </ul> | <a href="http://www.mentalhealthscreening.org/programs/youth-prevention-programs/sos/">http://www.mentalhealthscreening.org/programs/youth-prevention-programs/sos/</a><br><br><a href="https://www.livingworks.net/">https://www.livingworks.net/</a> | SAMHSA National Registry of Evidence-Based Programs and Practices                     |
| <p><b>Summary:</b><br/>           The SOS Signs of Suicide Prevention Program (SOS) is a universal, school-based depression awareness and suicide prevention program designed for middle-school (ages 11–13) or high-school (ages 13–17) students. The goals are to 1) decrease suicide and suicide attempts by increasing student knowledge and adaptive attitudes about depression, 2) encourage personal help-seeking and/or help-seeking on behalf of a friend, 3) reduce the stigma of mental illness and acknowledge the importance of seeking help or treatment, 4) engage parents and school staff as partners in prevention through “gatekeeper” education, and 5) encourage schools to develop community-based partnerships to support student mental health.</p> <p>Both the middle and high school programs provide age-appropriate, educational DVDs for school staff to play for students. The middle school video (Time to ACT) and the high school video (Friends for Life) inform students how to ACT® (Acknowledge, Care and Tell), demonstrate the right and wrong ways to help, and show a student talking with a school counselor. The program includes an optional student screening that assesses for depression and suicide risk and identifies students to refer for professional help as indicated. The program also includes a video, Training Trusted Adults, to engage staff, parents, or community members in the program’s objectives and prevention efforts.</p> <p>Source: <a href="http://www.sprc.org/resources-programs/sos-signs-suicide">http://www.sprc.org/resources-programs/sos-signs-suicide</a>.</p> |  |   |  |   |  |   |

## Current Implemented Universal School Practices

| Intervention Practice  | Practice Description   | Why Schools Chose Practice?<br><i>(Expected Outcomes)</i>  | Key Components  | Indicator of Successful Implementation  | Resources  | Listed on What Works Clearing House or National Registry of Evidence Based Practices? |
|--|--|--|---|---|--|---|
| <b>Sources of Strength</b>   | Sources of Strength is a suicide prevention program that uses peer leaders to enhance protective factors associated with reducing suicide at the school population level | <ul style="list-style-type: none"> <li>• Increase youth-adult connectedness.</li> <li>• Increase in peer leader’s school engagement.</li> <li>• Peer leaders in larger schools four times more likely to refer a suicidal friend to an adult.</li> <li>• Increase positive perceptions of adult support for suicidal youth and the acceptability of seeking help.</li> </ul> | <ul style="list-style-type: none"> <li>• Uses peer social networks to change unhealthy norms and culture and to prevent bullying, substance use, and suicide.</li> <li>• Increases help seeking behaviors between peers and caring adults.</li> <li>• Adult advisors support peer leaders in the implementation of the program in schools.</li> </ul> | <ul style="list-style-type: none"> <li>• Referrals of suicidal youth by peer leaders to a trusted adult.</li> </ul> | Sources of Strength: <a href="https://sourcesofstrength.org/">https://sourcesofstrength.org/</a> | SAMHSA National Registry of Evidence-Based Programs and Practices                     |
| <p><b>Summary:</b><br/>Sources of Strength is a universal suicide prevention program designed to build socioecological protective influences around youth and to reduce the likelihood that vulnerable youth/young adults will become suicidal. The mission of Sources of Strength is to provide the highest quality evidence-based prevention for suicide, violence, bullying and substance abuse by training, supporting, and empowering both peer leaders and caring adults to impact their world through the power of connection, hope, help and strength.<br/>Source: <a href="https://sourcesofstrength.org/">https://sourcesofstrength.org/</a></p> |  |  |   |   |  |   |

## Current Implemented Universal School Practices

| Intervention Practice  | Practice Description  | Why Schools Chose Practice?<br><i>(Expected Outcomes)</i>  | Key Components  | Indicator of Successful Implementation  | Resources   | Listed on What Works Clearing House or National Registry of Evidence Based Practices? |
|--|---|--|---|---|---|---|
| <b>Text-2-Stop-It</b>  | Text-2-Stop-It uses a patent pending platform (Tex2Them) that allows students and adults to anonymously report, via text, incidents that they are involved in or have witnessed. This can include texts regarding students who are bullied, students who are at risk for suicide, and students involved in human trafficking. | <ul style="list-style-type: none"> <li>▪ Empowers students to report incidents that may harm or put another student at risk so that help can be obtained</li> <li>▪ Ability to monitor potentially harmful situations that may occur outside of the school setting, but which may impact students and their well-being (24/7)</li> </ul> | <ul style="list-style-type: none"> <li>• Easy to use for students and staff</li> <li>• Information received by Text-2-Stop-It via text, pictures, and videos is shared with administrators who can intervene at the school-level</li> <li>• Texts monitored 24/7 by Text-2-Stop-It</li> </ul> | <ul style="list-style-type: none"> <li>• Reduce number of bullying, suicide attempts, and students involved in human trafficking</li> </ul> | Text-2-Stop-It: <a href="https://www.text2stopit.org/">https://www.text2stopit.org/</a> | Not Listed  |
| <p><b>Summary:</b><br/>Text-2-Stop-It is promoted through posters, card, and other materials. Anyone can get help by texting a unique keyword, such as “HELPME” to reach out for assistance or information. Texts can be accompanied by pictures and videos. Texts can be sent with anonymous tips related to bullying, suicide risks, human trafficking, assaults, addiction, and terrorism. Texts are received by Text-2-Stop-It operators will engage the texter to gather additional details and then provide resources and assistance. Texts are also routed to school administrators, and depending on the circumstance, local law enforcement, crisis centers, or other authorities.</p> <p>Source: <a href="https://www.text2stopit.org/">https://www.text2stopit.org/</a></p> |   |  |   |   |   |   |

## Current Implemented Universal School Practices

| Intervention Practice   | Practice Description   | Why Schools Chose Practice?<br>( <i>Expected Outcomes</i> )  | Key Components   | Indicator of Successful Implementation   | Resources  | Listed on What Works Clearing House or National Registry of Evidence Based Practices? |
|---|--|--|--|--|--|---|
| <b>Yellow Ribbon Suicide Prevention Program</b>   | Yellow Ribbon is a grass-roots, community based, volunteer organization developed to serve youth and the communities that surround them, and to address youth/teen suicide through public awareness, education and training to help communities build new and/or strengthen existing programs. | <ul style="list-style-type: none"> <li>▪ Empowers individuals and communities through leadership, awareness and education; and</li> <li>▪ By collaborating and partnering with support networks to reduce stigma and help save lives.</li> </ul> | <ul style="list-style-type: none"> <li>• Suicide Prevention Community Development</li> <li>• Gatekeeper Training, seminars, workshops with fully developed curriculum</li> <li>• Yellow Ribbon chapters, schools and organizations throughout the U.S. and in 47 countries.</li> </ul> | <ul style="list-style-type: none"> <li>• Reduce number of suicides and suicide attempts</li> </ul> | Yellow Ribbon program: <a href="http://yellowribbon.org/">http://yellowribbon.org/</a> . | Not Listed  |
| <p><b>Summary:</b><br/>           The Yellow Ribbon Suicide Prevention Program is dedicated to preventing suicide and attempts by making suicide prevention accessible to everyone and removing barriers to help by: Empowering individuals and communities through leadership, awareness and education; and collaborating and partnering with support networks to reduce stigma and help save lives.</p> <p>The program began in 1994 in response to heartfelt pleas from teens and adults after the death of a friend and loved one. Words of help and hope said by the teen’s family were put on bright yellow paper and shared at the services, 500 of those messages and at the end, all were gone. Teens shared the messages locally and began to mail them to friends and loved ones – mailed them ‘everywhere’. Within three weeks came word of a girl who got help when she gave the hallmark of the program – the Ask 4 Help! ® Card (that bright yellow message) to her teacher – and received help. The ripple effect had begun – a bright yellow bridge was built that connects those in need to those who help.</p> <p>Source: <a href="http://yellowribbon.org/">http://yellowribbon.org/</a>.</p> |  |  |  |  |  |   |

## Current Implemented Targeted School Practices

**Targeted School Practices** are the additional practices provided to students who require supports in addition to universal supports. Programs and strategies that make up the targeted supports can be described as small group interventions (commercial or created at the school) in which students are placed based on an identified shared need.

| Practice  | Level of Support            | Local School System (LSS)   |   |   |  |   |
|---|-----------------------------|---|---|---|--|---|
| Botvin Life skills Training (LST)               | Targeted (Universal Option) | <ul style="list-style-type: none"> <li>• Allegany</li> <li>• Anne Arundel</li> </ul>  | <ul style="list-style-type: none"> <li>• Baltimore County</li> <li>• Caroline</li> </ul>  | <ul style="list-style-type: none"> <li>• Charles</li> <li>• Dorchester</li> <li>• Frederick</li> </ul>  | <ul style="list-style-type: none"> <li>• Kent</li> <li>• Prince George's</li> <li>• Queen Anne's</li> </ul>  | <ul style="list-style-type: none"> <li>• St. Mary's</li> <li>• Worcester</li> </ul>   |
| Check and Connect (CnC) and/or Mentoring Groups | Targeted                    | <ul style="list-style-type: none"> <li>• Allegany</li> <li>• Anne Arundel</li> <li>• Baltimore County</li> </ul>  | <ul style="list-style-type: none"> <li>• Baltimore</li> <li>• Calvert</li> <li>• Caroline</li> </ul>                                      | <ul style="list-style-type: none"> <li>• Carroll</li> <li>• Cecil</li> <li>• Charles</li> <li>• Dorchester</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Frederick</li> <li>• Howard</li> <li>• Kent</li> <li>• Montgomery</li> <li>• Prince George's</li> </ul>             | <ul style="list-style-type: none"> <li>• Queen Anne's</li> <li>• St. Mary's</li> <li>• Talbot</li> <li>• Washington</li> <li>• Worcester</li> </ul> |
| Check In Check Out (CICO)                       | Targeted                    | <ul style="list-style-type: none"> <li>• Allegany</li> <li>• Anne Arundel</li> <li>• Baltimore City</li> <li>• Baltimore County</li> <li>• Calvert</li> </ul> | <ul style="list-style-type: none"> <li>• Caroline</li> <li>• Carroll</li> <li>• Cecil</li> <li>• Charles</li> <li>• Dorchester</li> </ul> | <ul style="list-style-type: none"> <li>• Frederick</li> <li>• Garrett</li> <li>• Harford</li> <li>• Howard</li> <li>• Kent</li> <li>• Montgomery</li> </ul> | <ul style="list-style-type: none"> <li>• Prince George's</li> <li>• Queen Anne's</li> <li>• SEED School</li> <li>• St. Mary's</li> <li>• Somerset</li> </ul> | <ul style="list-style-type: none"> <li>• Talbot</li> <li>• Washington</li> <li>• Wicomico</li> <li>• Worcester</li> </ul>                           |
| Holistic Life Foundation (HLF)                  | Targeted                    | <ul style="list-style-type: none"> <li>• Baltimore City</li> </ul>  |   |   |  |   |
| Skillstreaming                                  | Targeted (Intensive)        | <ul style="list-style-type: none"> <li>• Allegany</li> </ul>  | <ul style="list-style-type: none"> <li>• Baltimore County</li> </ul>  | <ul style="list-style-type: none"> <li>• Caroline</li> </ul>  |  |   |
| Superflex                                       | Targeted (Intensive)        | <ul style="list-style-type: none"> <li>• Baltimore County</li> <li>• Calvert</li> </ul>   | <ul style="list-style-type: none"> <li>• Carroll</li> <li>• Harford</li> </ul>  |   |  |   |

# Targeted School Practices

| Intervention Practice   | Practice Description  | Why Schools Chose Practice?<br>(Expected Outcomes)  | Key Components  | Indicator of Successful Implementation   | Resources  | Listed on What Works Clearing House or National Registry of Evidence Based Practices? |
|---|---|---|---|--|--|---|
| <b>Botvin Lifeskills Training (LST)</b>   | Reduce the risks of alcohol, tobacco, drug abuse, and violence<br>Targets the major social and psychological factors that promote the initiation of substance use and other risky behaviors<br>Skills-based health education supports the whole child.<br>Foundational skills can be applied to every aspect of student life. | Students will develop: <ul style="list-style-type: none"> <li>• Drug resistance skills</li> <li>• Personal self-management skills</li> <li>• General social skills</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom-based social skills training program</li> <li>• Teacher facilitated lessons with engaging, student activities</li> <li>• Instruction, demonstration, feedback, reinforcement, &amp; practice</li> <li>• Focuses on teaching the knowledge and skills to maintain healthy behaviors that promote the confidence and self-efficacy to face life's challenges</li> <li>• 10 class sessions, approximately 40-45 minutes each</li> </ul> | <ul style="list-style-type: none"> <li>• Improved trends over time in Youth Risk Assessments.</li> </ul> | Botvin Lifeskills Training:<br><a href="http://www.lifeskillstraining.com/">http://www.lifeskillstraining.com/</a> | Not Listed  |
| <p><b>Summary:</b><br/>Botvin LifeSkills Training (LST) is a research-validated substance abuse prevention program proven to reduce the risks of alcohol, tobacco, drug abuse, and violence by targeting the major social and psychological factors that promote the initiation of substance use and other risky behaviors. This comprehensive and exciting program provides adolescents and young teens with the confidence and skills necessary to successfully handle challenging situations. Rather than merely teaching information about the dangers of drug abuse, Botvin LifeSkills Training promotes healthy alternatives to risky behavior through activities designed to:</p> <ul style="list-style-type: none"> <li>• Teach students the necessary skills to resist social (peer) pressures to smoke, drink, and use drugs;</li> <li>• Help students to develop greater self-esteem and self-confidence;</li> <li>• Enable students to effectively cope with anxiety;</li> <li>• Increase their knowledge of the immediate consequences of substance abuse; and</li> <li>• Enhance cognitive and behavioral competency to reduce and prevent a variety of health risk behaviors.</li> </ul> <p>Source: <a href="https://www.lifeskillstraining.com/overview.php">https://www.lifeskillstraining.com/overview.php</a>.</p> |   |   |   |  |  |   |

# Targeted School Practices

| Intervention Practice   | Practice Description   | Why Schools Chose Practice?<br>(Expected Outcomes)  | Key Components  | Indicator of Successful Implementation   | Resources   | Listed on What Works Clearing House or National Registry of Evidence Based Practices? |
|---|--|---|---|--|---|---|
| <b>Check and Connect (CnC)</b><br><br><b>Mentoring Groups</b>   | <p><i>Check &amp; Connect</i> is a comprehensive intervention designed to enhance student engagement at school and with learning for marginalized, disengaged students in grades K-12, through relationship building, problem solving and capacity building, and persistence. A goal of <i>Check &amp; Connect</i> is to foster school completion with academic and social competence.</p> | <p>Increase student:</p> <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Persistence in school</li> <li>• Accrual of credits</li> <li>• School completion rate</li> </ul> <p>Decrease student:</p> <ul style="list-style-type: none"> <li>• Truancy</li> <li>• Tardies</li> <li>• Behavioral referrals</li> <li>• Dropout rates</li> </ul> | <ul style="list-style-type: none"> <li>• CnC is implemented by a trained mentor with a caseload of students and families over time and who follows their caseload from program to program and from school to school.</li> <li>• The CnC mentor continuously: Checks on students, assessing their engagement with school and learning through close monitoring of their attendance, behavior, and grades; and Connects with students, offering individualized intervention in partnership with school personnel, families, and community service providers.</li> </ul> | <ul style="list-style-type: none"> <li>• School Completion</li> <li>• Progressing in School</li> <li>• School Retention</li> </ul> | <p>Check &amp; Connect Website: <a href="http://www.checkandconnect.umn.edu/">http://www.checkandconnect.umn.edu/</a></p> <p>Implement Check and Connect with Fidelity Website: <a href="http://checkandconnect.umn.edu/manual/default.html">http://checkandconnect.umn.edu/manual/default.html</a></p> | <p>Institute of Educational Sciences What Works Clearing House</p>                    |
| <p><b>Summary:</b><br/>           Check &amp; Connect is a comprehensive intervention designed to enhance student engagement at school and with learning for marginalized, disengaged students in grades K-12, through relationship building, problem solving and capacity building, and persistence. A goal of Check &amp; Connect is to foster school completion with academic and social competence. Check &amp; Connect is implemented by a trained mentor whose primary goal is to keep education a salient issue for disengaged students and their teachers and family members. The mentor works with a caseload of students and families over time and follows their caseload from program to program and school to school. The Check &amp; Connect trained mentor continuously: checks on students, assessing their engagement with school and learning through close monitoring of their attendance, behavior, and grades; and connects with students, offering individualized intervention in partnership with school personnel, families, and community service providers.</p> <p>Source: <a href="http://checkandconnect.umn.edu/">http://checkandconnect.umn.edu/</a>.</p> |  |   |   |  |   |   |

# Targeted School Practices

| Intervention Practice  | Practice Description   | Why Schools Chose Practice?<br>(Expected Outcomes)  | Key Components   | Indicator of Successful Implementation  | Resources  | Listed on What Works Clearing House or National Registry of Evidence Based Practices? |
|--|--|---|--|---|--|---|
| <p><b>Check In Check Out (CICO)</b></p> <p><i>More formally known as the Behavior Education Program (BEP)</i></p>  | <p>Check In/Check Out (CICO) is a Tier 2 intervention used to provide additional structure, prompts, and feedback for students who need more support and access to adult attention. It also serves as the “gateway” to installing other critical systems features required for advanced tiers.</p> | <ul style="list-style-type: none"> <li>• Improve student accountability</li> <li>• Increase structure</li> <li>• Improve student behavior and academics</li> <li>• Provide feedback and adult support on a daily basis</li> <li>• Improve and establish daily home/school communication</li> <li>• Improve student organization, motivation, incentive, and reward</li> <li>• Help students to self-monitor and correct</li> <li>• Internalize success and accomplishment of goals</li> </ul> | <ul style="list-style-type: none"> <li>• One-day training</li> <li>• School CICO coordinator</li> <li>• Rapid access to intervention (72 hr.) and continuously available</li> <li>• Clearly identified student entry and exit criteria</li> <li>• Consistent with school-wide expectations</li> <li>• Daily student check-in with an adult</li> <li>• Instructional Support Card or Daily Progress Report</li> <li>• Continuous progress monitoring</li> <li>• Implemented by all staff/faculty in a school</li> <li>• Very low effort by teachers</li> <li>• Home/school linkage</li> <li>• Flexible intervention based on functional assessment</li> <li>• Optional student participation</li> </ul> | <ul style="list-style-type: none"> <li>• Increase the number of students meeting school-wide expectations as evidenced by reduction in academic referrals.</li> </ul> | <p>PBIS Maryland:<br/><a href="http://www.pbismaryland.org/">http://www.pbismaryland.org/</a></p> <p>Michigan’s Integrated Behavior and Learning Support Initiative:<br/><a href="http://miblsi.cenmi.org/MiBLSiModel/Implementation/ElementarySchools/TierIISupports/Behavior/TargetBehaviorInterventions/CheckInCheckOut.aspx">http://miblsi.cenmi.org/MiBLSiModel/Implementation/ElementarySchools/TierIISupports/Behavior/TargetBehaviorInterventions/CheckInCheckOut.aspx</a></p> | Not Listed  |
| <p><b>Summary:</b><br/>The CICO intervention, from the book <i>Responding to Problem Behavior in Schools, 2nd Ed: The Behavior Education Program</i> is a highly effective research based intervention and can be changed and adapted to suit any school or situation. The program consists of students daily checking in with an adult at the start of school to retrieve a goal sheet and encouragement, teachers provide feedback on the sheet throughout the day, students check out at the end of the day with an adult, and the student takes the sheet home to be signed, returning it the following morning at check in.</p> <p>Source: <a href="http://www.pbisworld.com/tier-2/check-in-check-out-cico/">http://www.pbisworld.com/tier-2/check-in-check-out-cico/</a>.</p> |  |   |  |   |  |   |

# Targeted School Practices

| Intervention Practice  | Practice Description   | Why Schools Chose Practice?<br>(Expected Outcomes)  | Key Components  | Indicator of Successful Implementation  | Resources  | Listed on What Works Clearing House or National Registry of Evidence Based Practices? |
|--|--|---|---|---|--|---|
| <b>Holistic Life Foundation (HLF)</b>  | The Holistic Life Foundation is a Baltimore-based 501(c) (3) nonprofit organization committed to nurturing the wellness of children and adults in underserved communities. HLF is committed to developing high-quality evidence based programs and curriculum to improve community well-being. | Empower students with skills for <ul style="list-style-type: none"> <li>• Peaceful conflict resolution</li> <li>• Improved focus and concentration</li> <li>• Greater control and awareness of thoughts and emotions</li> <li>• Improved self-regulation, anger management</li> <li>• Stress reduction and relaxation.</li> </ul> | Through a comprehensive approach, children will: <ul style="list-style-type: none"> <li>• Develop their inner lives through yoga, mindfulness, and self-care</li> <li>• Demonstrates deep commitment to learning, community, and stewardship of the environment.</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Holistic Me</i> maintains an average daily attendance of at least eight-five (85) percent. Students who have graduated out of the program into the Holistic Life Foundation Mentoring Program come back to volunteer as tutors and yoga instructors.</li> </ul> | Holistic Life Foundation, Inc.:<br><a href="http://hlfinc.org/services/aft-er-school-programs/">http://hlfinc.org/services/aft-er-school-programs/</a> | Not Listed  |
| <p><b>Summary:</b><br/>The Holistic Life Foundation is a Baltimore-based 501(c) (3) nonprofit organization committed to nurturing the wellness of children and adults in underserved communities. Through a comprehensive approach which helps children develop their inner lives through yoga, mindfulness, and self-care HLF demonstrates deep commitment to learning, community, and stewardship of the environment. HLF is also committed to developing high-quality evidence based programs and curriculum to improve community well-being.</p> <p>Source: <a href="http://hlforg.wpengine.com/about-us/">http://hlforg.wpengine.com/about-us/</a>.</p> |  |   |   |   |  |   |

# Targeted School Practices

| Intervention Practice  | Practice Description   | Why Schools Chose Practice?<br>(Expected Outcomes)   | Key Components  | Indicator of Successful Implementation  | Resources   | Listed on What Works Clearing House or National Registry of Evidence Based Practices? |
|--|--|--|---|---|---|---|
| <b>Skillstreaming</b>  | <i>Skill streaming</i> is designed for teachers and school counseling staff who work with students who display aggression, immaturity, withdrawal, or other problem behaviors. — to teach essential pro-social skills to children and adolescents. | <i>Skillstreaming</i> provides clear guidance in: <ul style="list-style-type: none"> <li>• identifying skills that are missing in a student</li> <li>• practice in modeling skills for the student</li> <li>• role-playing with the student</li> <li>• providing opportunities for students to generalize skills to real-life situations.</li> </ul> | <i>Skillstreaming</i> program content and implementation addresses: <ul style="list-style-type: none"> <li>• classroom arrangement</li> <li>• teaching procedures</li> <li>• refining skill use</li> <li>• teaching for skill generalization</li> <li>• managing behavior problems</li> <li>• school context</li> </ul> | Students will demonstrate developmentally appropriate social skills: <ul style="list-style-type: none"> <li>• In the classroom</li> <li>• In the school</li> <li>• In making friends</li> <li>• In dealing with feelings; aggression, stress</li> </ul> | Research Press Publishers:<br><a href="http://www.skillstreaming.com/">http://www.skillstreaming.com/</a> | Not Listed  |
| <p><b>Summary:</b><br/>Originally developed by Dr. Arnold P. Goldstein and Dr. Ellen McGinnis, Skillstreaming is a highly acclaimed, research-based prosocial skills training program published by Research Press. Skillstreaming employs a four-part training approach—modeling, role-playing, performance feedback, and generalization—to teach essential prosocial skills to children and adolescents. Each book provides a complete description of the Skillstreaming program, with instructions for teaching a wide variety of prosocial skills and a CD including reproducible forms and handouts.</p> <p>Source: <a href="http://www.skillstreaming.com/">http://www.skillstreaming.com/</a>.</p> |  |  |   |   |   |   |

# Targeted School Practices

| Intervention Practice  | Practice Description   | Why Schools Chose Practice?<br>(Expected Outcomes)  | Key Components  | Indicator of Successful Implementation   | Resources   | Listed on What Works Clearing House or National Registry of Evidence Based Practices? |
|--|--|---|---|--|---|---|
| <b>Superflex</b>   | A Superhero Social Thinking Curriculum provides educators, parents and therapists fun and motivating ways to teach students with Asperger Syndrome, high-functioning autism, ADHD and other diagnosed and undiagnosed social difficulties how to build social thinking skills. | <ul style="list-style-type: none"> <li>• Superflex develops super-heroic thinking processes that can overcome the challenges in different social situations.</li> </ul> | <ul style="list-style-type: none"> <li>• The curriculum works best with elementary school children (grades K-5)</li> <li>• The curriculum can also work with older students who respond to visual books.</li> </ul> | <ul style="list-style-type: none"> <li>• Students with social difficulties will demonstrate improved social thinking and behaviors.</li> </ul> | Social Thinking:<br><a href="http://www.socialthinking.com">www.socialthinking.com</a><br><br>Featured Products:<br><a href="http://www.socialthinking.com/books-products">http://www.socialthinking.com/books-products</a><br><br>Facebook:<br><a href="https://www.facebook.com/socialthinking">https://www.facebook.com/socialthinking</a> | Not Listed  |
| <p><b>Summary:</b><br/>           Superflex®: A Superhero Social Thinking Curriculum provides educators, parents and therapists fun and motivating ways to teach students with social and communication difficulties (undiagnosed or diagnosed, such as Asperger’s syndrome, ADHD, high-functioning autism or similar). The three-part cognitive behavioral curriculum helps students develop further awareness of their own thinking and social behaviors and learn strategies to help them develop better self-regulation across a range of behaviors.</p> <p>Source: <a href="https://www.socialthinking.com">https://www.socialthinking.com</a>.</p> |  |   |   |  |   |   |

## *Current Implemented Intensive School Practices*

**Intensive School Practices** are provided to students who require individualized supports in addition to universal and secondary supports. Programs and practices that make up the tertiary supports can be described as intensive programs that are highly individualized around a student's specific needs.

| Practice  | Level of Support | Local School System (LSS)   |   |   |   |   |
|---|------------------|---|---|---|---|---|
| <b>Applied Suicide Intervention Skills Training (ASIST)</b> | Intensive        | <ul style="list-style-type: none"> <li>• Allegany</li> <li>• Garrett</li> <li>• Somerset</li> <li>• Worcester</li> </ul>            |   |   |   |   |
| <b>Crisis Prevention Institute (CPI)</b>                    | Intensive        | <ul style="list-style-type: none"> <li>• Allegany</li> <li>• Anne Arundel</li> <li>• Baltimore County</li> <li>• Calvert</li> </ul> | <ul style="list-style-type: none"> <li>• Caroline</li> <li>• Carroll</li> <li>• Cecil</li> <li>• Charles</li> <li>• Garrett</li> <li>• Harford</li> </ul> | <ul style="list-style-type: none"> <li>• Prince George's</li> <li>• Talbot</li> <li>• St. Mary's</li> <li>• Washington</li> </ul> | <ul style="list-style-type: none"> <li>• Wicomico</li> <li>• Worcester</li> </ul>                                 |   |
| <b>Life Space Crisis Intervention (LSCI)</b>                | Intensive        | <ul style="list-style-type: none"> <li>• Calvert</li> <li>• Howard</li> </ul>   | <ul style="list-style-type: none"> <li>• Prince George's</li> <li>• Washington</li> <li>• Worcester</li> </ul>  |   |   |   |
| <b>Mediation Services</b>                                   | Intensive        | <ul style="list-style-type: none"> <li>• Anne Arundel</li> <li>• Baltimore City</li> <li>• Carroll</li> </ul>                       | <ul style="list-style-type: none"> <li>• Dorchester</li> <li>• Harford</li> <li>• Kent</li> </ul>   | <ul style="list-style-type: none"> <li>• Montgomery</li> <li>• Prince George's</li> </ul>   | <ul style="list-style-type: none"> <li>• Queen Anne's</li> <li>• St. Mary's</li> <li>• Wicomico</li> </ul>        |   |
| <b>Peer Mediation</b>                                       | Intensive        | <ul style="list-style-type: none"> <li>• Allegany</li> <li>• Anne Arundel</li> <li>• Baltimore City</li> </ul>                      | <ul style="list-style-type: none"> <li>• Baltimore County</li> <li>• Calvert</li> <li>• Carroll</li> </ul>  | <ul style="list-style-type: none"> <li>• Charles</li> <li>• Dorchester</li> <li>• Frederick</li> </ul>                            | <ul style="list-style-type: none"> <li>• Montgomery</li> <li>• Prince George's</li> <li>• Queen Anne's</li> </ul> | <ul style="list-style-type: none"> <li>• St. Mary's</li> <li>• Washington</li> <li>• Worcester</li> </ul> |

# Intensive School Practices

| Intervention Practice   | Practice Description  | Why Schools Chose Practice?<br><i>(Expected Outcomes)</i>   | Key Components   | Indicator of Successful Implementation  | Resources   | Listed on What Works Clearing House or National Registry of Evidence Based Practices? |
|---|---|---|--|---|---|---|
| <b>Applied Suicide Intervention Skills Training (ASIST)</b>   | ASIST is designed to help all caregivers become more willing, ready and able to help persons at risk. Suicide can be prevented with the help of prepared caregivers. Just as "CPR" skills make physical first aid possible, training in suicide intervention develops the skills used in suicide first aid. | <ul style="list-style-type: none"> <li>• Development of intervention protocols, risk review and “Safe plan” development.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Preparing:</b> setting norms for training.</li> <li>• <b>Connecting:</b> sensitizes participants to their own attitudes towards suicide.</li> <li>• <b>Understanding:</b> overviews the intervention needs of a person at risk and provides participants with the knowledge and skills to develop safe plans.</li> <li>• <b>Assisting:</b> presents a model for effective suicide intervention.</li> <li>• <b>Networking:</b> generates information about resources in the local community.</li> </ul> | <ul style="list-style-type: none"> <li>• Reduce number of suicides and suicide attempts.</li> </ul> | LivingWorks:<br><a href="https://www.livingworks.net/">https://www.livingworks.net/</a> | SAMHSA National Registry of Evidence-Based Programs and Practices                     |
| <p><b>Summary:</b><br/>           Applied Suicide Intervention Skills Training (ASIST) is for everyone 16 or older—regardless of prior experience—who wants to be able to provide suicide first aid. Shown by major studies to significantly reduce suicidality, the ASIST model teaches effective intervention skills while helping to build suicide prevention networks in the community.</p> <p>Source: <a href="https://www.livingworks.net/programs/asist">https://www.livingworks.net/programs/asist</a>.</p> |   |   |  |   |   |   |

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|--|--|---|--|---|--|---|
| <b>Crisis Prevention Institute (CPI)</b>   | The cornerstone of CPI is the <i>Nonviolent Crisis Intervention</i> ® program, which is considered the worldwide standard for crisis prevention and intervention training. CPI gives educators the skills to safely and effectively respond to anxious, hostile, or violent behavior while balancing the responsibilities of care. | <ul style="list-style-type: none"> <li>• Reduces the risk of injury.</li> <li>• Complies with legislative mandates.</li> <li>• Meets regulatory/ accreditation standards.</li> <li>• Improves staff retention.</li> <li>• Minimizes exposure to liability.</li> <li>• Promotes the philosophy of Care, Welfare, Safety, and Security<sup>SM</sup>.</li> </ul> | Gain a basic understanding of crisis intervention methods to: <ul style="list-style-type: none"> <li>• Identify behaviors that could lead to a crisis.</li> <li>• Effectively respond to each behavior to prevent escalation.</li> <li>• Use verbal and nonverbal techniques to defuse hostile behavior and resolve a crisis before it becomes violent.</li> <li>• Cope with fear and anxiety.</li> <li>• Use CPI's Principles of Personal Safety to avoid injury if behavior becomes physical.</li> </ul> | <ul style="list-style-type: none"> <li>• Safely de-escalate and resolve conflict while protecting relationships.</li> </ul> | Crisis Prevention Institute: <a href="http://www.crisisprevention.com/">http://www.crisisprevention.com/</a> | Not Listed  |
| <p><b>Summary:</b><br/>           CPI is an international training organization committed to best practices and safe behavior management methods that focus on prevention. Through a variety of specialized offerings and innovative resources, CPI educates and empowers professionals to create safe and respectful work environments. This enables professionals to enrich not only their own lives, but also the lives of the individuals they serve.</p> <p>Source: <a href="https://www.crisisprevention.com/">https://www.crisisprevention.com/</a></p> |  |   |  |   |  |   |

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|---|---|---|--|--|---|---|
| <b>Life Space Crisis Intervention (LSCI)</b>  | <p>LSCI is an advanced, interactive therapeutic strategy for turning crisis situations into learning opportunities for children and youth with chronic patterns of self-defeating behaviors.</p> <p>LSCI provides verbal, non-physical skills for special educators, counselors, psychologists, juvenile justice staff, crisis intervention workers, behavior specialists and others who work with troubled and troubling children.</p> | <ul style="list-style-type: none"> <li>• Provide staff with a roadmap for assisting youth in preventing and resolving crises; while building positive relationships with these youth.</li> <li>• Motivate and empower youths to change repetitive patterns of self-defeating behavior.</li> </ul> | <ul style="list-style-type: none"> <li>•Articulation of the dynamics of conflict cycles which lead to self-defeating behavior</li> <li>•Diagnosing thinking errors that interfere with communication and problem-solving</li> <li>•Identifying and intervene effectively with the process of staff counter-aggression which precludes effective intervention</li> <li>•Demonstrating effective de-escalation, decoding, and counseling strategies for youth in crisis</li> <li>•Employing specific reclaiming interventions</li> </ul> | <ul style="list-style-type: none"> <li>• Staff and students will view problems or stressful incidents as opportunities for learning, growth, insight, and change.</li> </ul> | <p>Life Space Crisis Intervention<br/> <a href="http://www.lsci.org/">http://www.lsci.org/</a><br/> <a href="http://www.lsci.org/training-sites">http://www.lsci.org/training-sites</a></p> | Not Listed  |
| <p><b>Summary:</b><br/>           Life Space Crisis Intervention (LSCI) is a nationally recognized, professional training and certification program sponsored by the Life Space Crisis Intervention Institute of Hagerstown, Maryland. LSCI is an advanced, interactive therapeutic strategy for turning crisis situations into learning opportunities for children and youth with chronic patterns of self-defeating behaviors. LSCI views problems or stressful incidents as opportunities for learning, growth, insight, and change. This non-physical intervention program uses a multi-theoretical approach to behavior management and problem solving. LSCI provides staff a roadmap through conflict to desired outcomes using crisis as an opportunity to teach and create positive relationships with youth.</p> <p>Source: <a href="https://www.lsci.org/">https://www.lsci.org/</a>.</p> |   |   |  |  |   |   |

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|---|---|--|--|--|--|---|
| <b>Mediation Services</b>   | Voluntary and confidential problem-solving process in which two or more students are empowered to resolve their own conflicts with the help of a trained neutral adult mediator through a partnering professional organization. | <ul style="list-style-type: none"> <li>• Reductions in office referrals and suspensions in well-utilized programs</li> <li>• Possible long term cultural shifts as students learn to use mediation and conflict resolution skills to address conflict</li> </ul> | <ul style="list-style-type: none"> <li>• Staff contact to help coordinate the program, including referrals to mediation</li> <li>• Development of marketing plan to community members</li> <li>• Strong partnership with administration</li> <li>• Most effective when part of a comprehensive conflict resolution program which may include school wide curriculum</li> </ul> | <ul style="list-style-type: none"> <li>• Reductions in office referrals</li> <li>• Reduction in out of school suspensions</li> <li>• Improved school climate regarding safety and connectedness</li> </ul> | Community Mediation List of Local Centers:<br><a href="http://www.mdmediation.org/centers">http://www.mdmediation.org/centers</a><br><br>Maryland Mediation and Conflict Resolution (MACRO)<br><a href="http://www.marylandmacro.org/">http://www.marylandmacro.org/</a> | SAMHSA National Registry of Evidence-Based Programs and Practices                     |
| <p><b>Summary:</b><br/>           Mediation helps people reach agreements, rebuild relationships, and find permanent solutions to their disputes. Mediation is a process that lets people speak for themselves and make their own decisions. Community mediation provides a non-profit framework for assuring access to mediation services at the community level with control and responsibility for dispute resolution maintained in the community.</p> <p>Source: <a href="http://www.mdmediation.org/about-community-mediation">http://www.mdmediation.org/about-community-mediation</a>.</p> |   |  |  |  |  |   |

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|--|---|--|--|--|--|---|
| <b>Peer Mediation</b>  | Peer Mediation is a voluntary and confidential problem-solving process in which two or more student are empowered to resolve their own conflicts with the help of a trained neutral peer mediator(s). | <ul style="list-style-type: none"> <li>• Improved problem-solving and communication skills among cadre of peer mediators</li> <li>• Reductions in office referrals and suspensions in fully supported programs</li> <li>• Possible long term cultural shifts as students learn to use mediation to address conflict</li> </ul> | <ul style="list-style-type: none"> <li>• Staff coordinator time available to support the program</li> <li>• Experienced mediation coordinator(s) to train student cadre</li> <li>• Development of marketing plan</li> <li>• Supportive peer mediation staff committee to help with mediator selection and refer conflicts</li> <li>• Most effective when part of a comprehensive conflict resolution program which may include school wide curriculum</li> </ul> | <ul style="list-style-type: none"> <li>• Reductions in office referrals</li> <li>• Reduction in out of school suspensions</li> <li>• Improved school climate regarding safety and connectedness</li> </ul> | <p>Center for Dispute Resolution<br/>University of Maryland Francis School King Carey School of Law<br/><a href="http://www.law.umaryland.edu/PeerMediation">http://www.law.umaryland.edu/PeerMediation</a></p> <p>Student and Youth-Based Mediation<br/><a href="http://www.theresolutioncenter.com/peermediation/">http://www.theresolutioncenter.com/peermediation/</a></p> | SAMHSA National Registry of Evidence-Based Programs and Practices                     |
| <p><b>Summary:</b><br/>Peer mediation is problem solving by youth with youth. It is a process by which two or more students involved in a dispute meet in a private, safe and confidential setting to work out problems with the assistance of a trained student mediator.</p> <p>Source: <a href="http://www.theresolutioncenter.com/peermediation/">http://www.theresolutioncenter.com/peermediation/</a>.</p> |   |  |  |  |  |   |