



# MARYLAND SCHOOL MENTAL HEALTH RESPONSE PROGRAM RESOURCE GUIDE

First Edition



The information included in this guide was obtained from publicly available sources and published literature; all information was current at the time it was gathered.

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## About This Guide

This Resource Guide was developed by the Maryland School Mental Health Response Program (MD-SMHRP) in partnership with the National Center for School Mental Health, University of Maryland School of Medicine. Resources included in the MD-SMHRP Resource Guide are reflective of Maryland-specific school mental health system support requests. The Guide includes a comprehensive, but not exhaustive, list of evidence-informed, best practice resources and organizations to support school mental health efforts across Maryland.

Resource Topics and Subtopics in this Guide are organized by the School Health Assessment and Performance Evaluation (SHAPE) System School Mental Health Quality Assessment (SMH-QA) Domains and School Mental Health Quality Indicators.

*The SHAPE System is a public-access, web-based platform that offers schools, districts, and states/territories a workspace and targeted resources to support school mental health quality improvement. The SMH-QA includes measures to support schools or districts to document their school mental health system components, assess the comprehensiveness of a SMH system, prioritize quality improvement efforts, and track improvement over time. Use the SHAPE System's Resource Library to access additional school mental health resources.*

Learn more about how the MD-SMHRP can continue to support your LEA's school mental health efforts by contacting the MD-SMHRP Director, Michael Muempfer ([michael.muempfer@maryland.gov](mailto:michael.muempfer@maryland.gov)), or your MD-SMHRP Team Member.

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# Teaming

## CREATE A MULTIDISCIPLINARY AND COMPREHENSIVE TEAM

### Comprehensive School Mental Health Teaming

[School Mental Health Quality Guide on Teaming](#): This guide contains background information on teaming, best practices, possible action steps, examples from the field, and resources. *National Center for School Mental Health*.

[Effective Teaming Practice for Districts and Schools](#): This presentation shares best practices for teaming structures at both the school and district levels. *New York City Department of Education*.

[National School Mental Health Best Practices | Teaming \(Module 2\)](#): This is a recording of the co-facilitated Mid-America Mental Health Technology Transfer Center (MHTTC) and National Center for School Mental Health (NCSMH) in-person workshop, breaking down the National School Mental Health Best Practices: Implementation Guidance Modules for States, Districts, and Schools. *Mental Health Technology Transfer Center*.

[Multi-Disciplinary School Mental Health Team Roles and Functions Worksheet](#): This worksheet can be accessed via SHAPE. This document contains a chart to assist with creating a clear outline of roles/duties for each team member. It is a template that can be filled in by any organization with a variety of personnel on their team (e.g., social worker, school psychologist, counselors, administrators, teachers). Some examples of roles include facilitates meetings, monitors student performance, provides counseling. *National Center for School Mental Health*.

[School Mental Health Teaming Playbook](#): This teaming playbook provides teaming action steps (e.g., establishing/implementing teams, using/sharing data, and maintaining relationships with community providers). *National Center for School Mental Health*.

## SCHOOL MENTAL HEALTH STAFF RECRUITMENT AND RETENTION

[Recruitment and Retention of School Mental Health Providers: Strategies and Key Resources](#): This report aims to provide useful guidance on developing and maintaining the school mental health workforce for organizations (e.g. schools, school districts, and community mental health agencies) and policy makers involved in school mental health efforts. *Southeast Mental Health Technology Transfer Center Network*.

[Recruitment and Retention of School Mental Health Providers Part 1: An Overview](#): This webinar highlighted the importance of sustaining the school mental health workforce for achieving the goals of an effective, high-quality school mental health services system. *Southeast Mental Health Technology Transfer Center Network*.

[Recruitment and Retention of School Mental Health Providers: Part 2: Innovative Strategies](#): This webinar explored the innovative approaches and experiences of leading provider organizations and their partners as they work to recruit and retain school mental health providers. *Southeast Mental Health Technology Transfer Center Network*.

[Guide to Using Core Competencies in Behavioral Health](#): *U.S. Department of Health and Human Services*.



[Recruiting a More Diverse Workforce](#): This toolkit provides recruiting a diverse workforce best practices and resources. *University of California, Berkeley*.

[MHTTC DEI Recruitment and Retention Guide](#): This guide includes strategies for advancing Diversity, Equity, and Inclusion in the mental health workforce. *Pacific Southwest Mental Health Technology Transfer Center*.

[Recruiting and Retaining Behavioral Health Workers in Rural America](#): This toolkit shares tactics and programs for recruitment and retainment in rural America, as well as elements that are missing from many current efforts. *Center for Health and Research Transformation*.

[Advancing Rural Health Equity through Integrated Care](#): *National Counsel for Mental Wellbeing*.

[Innovative Approaches for Recruiting and Retaining your Workforce during COVID-19](#): This presentation teaches innovative approaches to the hiring process with an eye for attracting diverse and quality team members. It focuses on core concepts and engagement strategies for employee retention and identifies specific skills and techniques necessary to promote retention and resilience in the workforce. *Center of Excellence for Integrated Health Solutions*.

## MD-SMHRP 2022-2023 Learning Community

[Workforce Recruitment and Retention](#): These slides include recruitment and retention strategies and resources including partnering with pre-service institutions; establishing a workforce pipeline through internship programming; monetary and non-monetary incentives; leveraging federal funding sources (e.g., Project AWARE, School Climate Transformation, Mental Health Professionals in Schools); and fostering a positive and supportive work culture. *Maryland School Mental Health Response Program*.

## Creating a Staff Professional Development Plan

[Employee Development Plan](#): This is a template for creating an employee development plan, which is a guide used to align employee and company goals, while defining actionable steps toward the achievement of each goal. This template is a beneficial tool that is used to help employees grow both personally and professionally. This template also has two examples to assist people who may be new to creating development plans. *Indeed.com*.

[Professional Development Plan Examples](#): This website is a resource for individuals attempting to create an employee development plan. It has examples and tips, such as ways to create feasible and measurable goals. *Penn State College of Agriculture Sciences*.

## SUPPORT STUDENT AND FAMILY INVOLVEMENT AND ENGAGEMENT

### Strengthening Family Involvement and Engagement

[Family Involvement](#): This resource describes 4 key components of family involvement and related research. *Harvard Family and Community Engagement Research Compendium*.

[Supporting Authentic Family Engagement](#): This PDF includes an informational overview of Principles of Effective Family Engagement, Research-informed Outcomes and Approaches, and a Parent, Family, and Community Engagement Framework. U.S. Health and Human Services, Administration for Children and Families, Office of Child Care.



[Active Family and Community Engagement](#): This chapter covers the purpose of family and community engagement policies and implementation practices. *Community Schools, Chapter 5, Third Pillar*.

[Family Engagement Core Competencies: A Body of Knowledge, Skills, and Dispositions for Family-Facing Professionals](#): *National Association for Family, School, and Community Engagement*.

[Strategies for Equitable Family Engagement](#): *State Support Network: Partnering for School Improvement*.

[Guide for Engaging Families](#): This guide includes specific engagement strategies as part of the Cultural Inclusiveness and Equity Well-Being Information and Strategies for Educators. *Central East MHTTC*.

[Creating Conditions for Meaningful Family Engagement from Pre-K to High School](#): This resource is intended for educators and family leaders interested in strengthening their family engagement approaches and practices in schools and classrooms. An overview of key family engagement policies is provided to shed light on regulatory requirements, expectations, and recommendations meant to support districts and schools in their efforts. *Safe Schools/Healthy Students*.

[Family Engagement Toolkit for Teachers and Staff](#): This toolkit by Baltimore City Public School's Engagement Office provides teachers and staff with resources and information for family engagement including that related to building capacity, decision making and advocacy, and two-way communication. *Baltimore City Public Schools*.

## MD-SMHRP 2022-2023 Learning Community

[Family Partnerships in School Mental Health](#): These slides offer strategies for partnering with families at all stages of school mental health programming, including program design, implementation, and evaluation. *Maryland School Mental Health Response Program*.

## Supporting Special Communities: Military Families

[Interprofessional Training on Military Connected Families](#): Once you select Interpersonal Training on Military Connected Families under "Online Training", you can create an account with the NCSMH. Then you have access to these modules that are designed to help youth-serving staff to better understand and to be aware of unique considerations, skills, and resources that can help support the success of military connected families. *National Center for School Mental Health*.

[Mental Health Resources for Military Teens](#): This article outlines various categories of resources, such as relocation-related help, dealing with deployment, and peer-to-peer connections. *U.S. Department of Defense*.

[Health and Mental Health Needs of Children in US Military Families](#): This clinical report provides a background to military culture and offers practical guidance to assist civilian and military pediatricians caring for military children. *American Academy of Pediatrics*.

[School Liaison Program](#): This website provides information about the DoD's School Liaisons Program, which builds a support network to provide the best possible education experience for military-connected children and youth worldwide. The website also includes a link to find a School Liaison in your community. *U.S. Department of Defense*.

[Supporting Behavioral Health in Military Families](#): These resources provide information to help support the mental and behavioral health of military children and their families. *Child Welfare Information Gateway*.

[Trauma Faced by Children of Military Families: What Every Policymaker Should Know](#): This article includes suggestions for improving services for military families. *National Center for Children in Poverty*.

### Sexual and Gender Diverse Students

[National SOGIE Center](#): Website for the National Center for Youth with Diverse Sexual Orientation, Gender Identity, and Expression.

[Gender-Affirming Policies Support Transgender and Gender Diverse Youth's Health](#): This resource includes policies and practices to support transgender youth. *Society for Research in Child Development*.

[Gender Identity](#): This resource provides information about gender identity and strategies schools can use to support children around the topic of gender identity. *Mentally Healthy Schools – U.K.*

[Safe and Supportive Schools for Lesbian, Gay, Bisexual, Transgender, Questioning \(LGBTQ+\) Youth](#): This position statement provides information about environmental risk and protective factors; ethical, legal, and affirmative practices for LGBTQ+ youth; and the role of school psychologists in supporting LGBTQ+ youth. *National Association of School Psychologists (NASP)*.

[Ensuring That Services Are Supportive of LGBTQ Youth](#): This article discusses the importance of improving LGBTQ students' access to relevant and affirming mental health care. *Child Trends*.

[Sexual Orientation and Youth for Principals, Educators, and School Personnel](#): This primer for principals, educators, and school personnel, covering controversies about gender identity and sexual orientation includes resources- beginning on page 19- including National Organizations Serving Lesbian, Gay, and Bisexual Youth. *Just the Facts Coalition*.

[Practice Brief](#): This practice brief is for policymakers, administrators, and providers seeking to learn more about (1) youth who are lesbian, gay, bisexual, transgender, questioning, intersex, or two-spirit (LGBTQI2-S) and (2) how to develop culturally and linguistically competent programs and services to meet their needs and preferences. *Georgetown University*.

## MAXIMIZE SCHOOL – COMMUNITY PARTNERSHIPS

### Enhancing School – Community Partnerships

- [Nine Elements of Effective School Community Partnerships](#): This resource outlines nine key elements necessary for creating and sustaining effective partnerships to improve student mental health, physical health, and overall wellness. *National Association of School Psychologists, Coalition for School Communities, Institute for Educational Leadership*.
- [School or District 'Wishlist' for Community Providers](#): This checklist can be customized by individual schools or districts to determine and rank the criteria they would like for services provided by community mental health providers. *National Center for School Mental Health*.
- [School Mental Health Referral Pathways Toolkit](#): The SMHRP Toolkit provides best-practice guidance and practical tools and strategies to improve coordination and collaboration both within schools and between schools and other youth-serving agencies, with a focus on referral pathways. *Substance Abuse and Mental Health Service Administration*.
- [School Mental Health Teaming Playbook](#): This teaming playbook provides teaming action steps (e.g., establishing/implementing teams, using/sharing data, and maintaining relationships with community providers). *National Center for School Mental Health*.

- [Example MOU](#): This is an example of a Memorandum of Understanding Between a school district and Child and Family Services.
- [Multi-Disciplinary School Mental Health Team Roles and Functions Worksheet](#): This worksheet can be accessed via SHAPE. This document contains a chart to assist with creating a clear outline of roles/duties for each team member. It is a template that can be filled in by any organization with a variety of personnel on their team (e.g., social worker, school psychologist, counselors, administrators, teachers). Some examples of roles include facilitates meetings, monitors student performance, provides counseling. *National Center for School Mental Health*.
- [Handle with Care Maryland](#): This website contains information about the Handle with Care (HWC) model, which is used across the state of Maryland to increase trauma-informed approaches and to address Adverse Childhood Experiences to prevent future victimization or criminality. HWC promotes school-community partnerships aimed at ensuring that children who are exposed to trauma in their home, school or community receive appropriate interventions to help them achieve academically at their highest levels despite whatever traumatic circumstances they may have endured. *Handle with Care Maryland. Maryland Resource or Organization*.
- [Maryland Behavioral Health Integration in Pediatric Primary Care](#) (BHIPP): This website provides consultations, trainings, and other resources to best support the efforts of primary care and emergency medicine professionals in assessing and managing the mental health needs of their patients from infancy through the transition to young-adulthood. *BHIPP Maryland Resource or Organization*.

## MD-SMHRP 2022-2023 Statewide Training

[Maryland Coalition of Families](#): This presentation introduces the Maryland Coalition of Families, a statewide nonprofit organization that offers services and programs at no cost to families who have a loved one at any age experiencing behavioral health challenges. *Maryland Coalition of Families Maryland Resource or Organization*.

## IMPLEMENT MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

### Ensuring Teaming Structures Address Each Tier of the MTSS

[Multi-Tiered Systems of Support Guide](#): This guide includes strategies for overcoming MTSS implementation difficulties. *National Center for School Mental Health*.

[Integrating School-Based Behavioral Health Services Using MTSS](#): This slide deck includes examples of implementing MTSS from the field, including Baltimore County Public School's partnerships, social-emotional learning initiative, and school-based interventions. *Baltimore County Public Schools*.

## USE REFERRAL BEST PRACTICES

### Best Practices and Considerations: Referring Students to School and Community-Based Services

[Best Practices for Referral Pathways Sheet](#): This one-page information sheet outlines school mental health referral best practices step-by-step and resources. *National Center for School Mental Health*.

[School Mental Health Referral Pathways Toolkit](#): The SMHRP Toolkit provides best-practice guidance and practical tools and strategies to improve coordination and collaboration both within schools and between schools and other youth-serving agencies, with a focus on referral pathways. *Substance Abuse and Mental Health Service Administration*.

## USE SCREENING BEST PRACTICES

### Best Practices and Considerations: Determining Students' Needed Services and Supports

[Best Practices in Universal, SEB Screening Implementation Guide](#): This guide summarizes the current state of research and practice related to universal SEB (Social, Emotional, and Behavioral) screening and provide practical and defensible recommendations. *School Mental Health Collaborative*.

[School Mental Health Quality Guide: Screening](#): This guide contains background information on school mental health screening, best practices, possible action steps, examples from the field, and resources. *National Center for School Mental Health*.

### MD-SMHRP 2022-2023 Learning Community

[Universal Screening and Referral Pathways](#): These slides include best practices in universal mental health screening in schools, including action steps to plan and implement screening and enact referral pathways. *Maryland School Mental Health Response Program*.

# Needs Assessment and Resource Mapping

## DETERMINE APPROPRIATE SERVICES AND SUPPORTS

### Best Practices and Considerations: School Telemental Health

[Best Practices in Videoconferencing-Based Telemental Health](#): This telemental health guide includes the best practices in clinical videoconferencing in mental health. *American Psychiatric Association*.

[Telepsychiatry and Your Child](#): This resource describes telepsychiatry such as how it works, insurance coverage, and benefits of telepsychiatry. *American Academy of Child and Adolescent Psychiatry*.

[School-based Telepsychiatry](#): This video presentation from Dr. Sharon Hoover discusses the efficiency and benefits of school-based telepsychiatry. *American Academy of Child and Adolescent Psychiatry*.

[Cultural Considerations in Conducting Telepsychiatry with Youth](#): This video presentation from Dr. Roberto Montenegro covers the importance of cultural considerations and awareness when conducting telepsychiatry care. *American Academy of Child and Adolescent Psychiatry*.

[Telemental Health Overview](#): This 47-minute video discusses how telemental health is used, helpful tips, and an overview to help prepare school mental health clinicians to use telemental health services and supports. *National Center for School Mental Health*.

[Practice Guidelines for Telemental Health with Children and Adolescents](#): This document provides a clinical guideline for the delivery of child and adolescent mental health and behavioral services by a licensed health care provider through real time videoconferencing. *American Telemedicine Association*.

[Making a Good Connection: Engaging Students and Families in School Telemental Health](#): This webpage links slides and a webinar focused on practical strategies and equity concerns related to engaging children, adolescents and families using distance technology. *Mental Health Technology Transfer Center Network*.

#### Three Part Webinar Series.

[Part 1: Best Practices for Student Engagement through Telemental Health](#);

[Part 2: Enhancing Family-School Partnerships through Telemental Health](#);

[Part 3: Strategies for Addressing Trauma, Crises, and Grief through Telemental Health](#);

These links direct to recordings, slides, and FAQs. *Mental Health Technology Transfer Center Network*.

[A Home-Based Telehealth Guidebook](#): This guide provides basic technical and room setup guidelines for authentic clinician-patient experiences. *Mind & Body Works*.

[Telehealth and Suicide Care During the Covid-19 Pandemic](#): This document includes intervention resources aimed to help individuals adapt to using telehealth as well as how to provide effective and safe suicide care via virtual platforms. *Zero Suicide Institute*.

## USE RESOURCE MAPPING BEST PRACTICES

### Best Practices and Example Tools: Resource Mapping

[School Mental Health Quality Guide Needs Assessment and Resource Mapping](#): This guide contains background information on needs assessment and resource mapping, best practices, possible action steps, examples from the field, and resources. *National Center for School Mental Health*.

[Example School and District Improvement Resource Map](#): This resource map outlines the overarching work, strategies used, and resources available to support continuous school improvement. *Georgia Department of Education*.

[District and Community Resource Map](#): An example of a thorough resource map for local resources in New York, including Community Mental Health Providers, In Home Services for Youth, and Parenting Education. *University of Rochester Medicine*.

[Resource Mapping Template](#): This guide will lead you through the process of resource mapping in four steps: Pre-Planning, Map Resources, Analyze Resources. Maintain Map and Consider Changing Resources. *Harvard*.

[Child Health and Education Mapping Tool](#): This tool can be used to assess community child and adolescent health, identify geographic areas of need, plan for where to target new services, examine characteristics of public schools and SBHCs, collaborate with and learn from others in your area, advocate to policymakers, and fundraise with effective visuals and relevant data for grant applications. *The School-Based Health Alliance*.

# Mental Health Promotion (Tier 1)

## SUPPORT POSITIVE SCHOOL CLIMATE

### Assessing and Supporting Positive School Climate

[Creating a Supportive Classroom Environment](#): This training toolkit equips teachers, other educators, and support personnel who work with students with the tools to reduce the incidence of bullying behavior and build a more supportive classroom environment. *National Center on Safe Supportive Learning Environments*.

[Guidance for Measuring and Using School Climate Data](#): This guide defines school climate, illustrates the importance of a positive school climate on student outcomes, and describes how to measure school climate for purposes of school improvement and accountability. *National Association of School Psychologists*.

[School Climate Measurement](#): This website discusses the importance of school climate data and features resources for school climate measurement. *National Center on Safe Supportive Learning Environments*.

[School Climate Action Guides](#): The School Climate Improvement Action Guides are designed to provide district leaders, school leaders, instructional staff, noninstructional staff, families, students, and community partners with action steps on how to support school climate improvements; tips on what it looks like when it is being done well and what pitfalls to avoid; and questions to ask to engage in the school climate improvement process. *National Center on Safe Supportive Learning Environments*.

### Assessing and Enhancing Cultural Inclusiveness and Equity

[Cultural Inclusiveness and Equity WISE Modules](#): A new companion training to Classroom WISE, the training includes an online course, video library and resource collection. Through the 2-hour, self-paced online course, educators, and school staff will engage in learning and reflection to promote their cultural self-awareness and their understanding of the impacts of social injustices on students. Educators will also be equipped with culturally inclusive and equitable strategies to promote student well-being and support students experiencing adversity, distress, and mental health conditions. *Central East MHTTC and National Center for School Mental Health*.

[Cultural Inclusiveness and Equity WISE Overview Flyer](#): This flyer is distributable and summarizes the CIE Wise module goals. *Central East MHTTC and National Center for School Mental Health*.

[Equity Audit Resources](#): This link leads to five resources on Equity Auditing, including what is an equity audit and why it is important, why and how to conduct an equity audit, and resources to inform equity auditing. *Mid-Atlantic Equity Consortium*.

[Culturally Responsive Schools](#): This website includes a PDF, guiding principles, recommendations, and resources to highlight the changing demographics of the K–12 student population and offer recommendations for policymakers and school leaders on how to create culturally responsive schools that will allow each student to succeed. *National Association of Secondary School Principals*.

[A Portrait of a Culturally Responsive School](#): The purpose of this tool is to support a school leader and their team in re-envisioning their school community to be a place where learners engage in critical thinking and are encouraged to challenge the very structures that raised them. School leaders and their



teams will find this guide useful at any point in their school's journey. It can be used as a baseline to create aspirational goals; an accountability tool to assess progress against goals; and as a celebration tool to show quick wins. *The Leadership Academy*.

[A Brief Guide to Making Your Schools More Culturally Responsive](#): This document covers four major categories in which schools and districts can implement culturally responsive practice. Each section provides a definition of that category, examples of research that could be conducted to investigate that category, and examples of school or district policies that could advance culturally responsive practice in that area. The resource section has a range of resources that can expand your exposure to culturally responsive practices and networks. *Metropolitan Center for Research on Equity and the Transformation of Schools*.

## ORGANIZATION DEVELOPMENT

### Trauma-Informed Considerations for Organization Development

[NCTSN Trauma-Informed Organizational Assessment](#): The NCTSN Trauma-Informed Organizational Assessment (TIOA) is a tool created by the National Center for Child Traumatic Stress (NCCTS) to help organizations assess their current practices in the context of serving children and families who have experienced trauma. Results from the assessment can drive organizational change that facilitates the recovery of the child and family, supports their ability to thrive, and maximizes physical and psychological safety. Results from the NCTSN TIOA can help guide organizations to identify, prioritize, implement, and sustain trauma-informed practices. This tool is an important part of an organizational transformation process to create trauma-informed organizations. *The National Child Traumatic Stress Network*.

[Creating Trauma-Informed Systems](#): This resource contains the definition of a Trauma-Informed Child and Family Service System, which is based on collaborative work from a diverse group of NCTSN members with trauma and systems-change expertise. Their work identified nine areas, or domains, that are key to creating a trauma-informed program or organization, which are listed on this website. *The National Child Traumatic Stress Network*.

[Self-Assessment of Problem Solving Implementation \(SAPSI\)](#): This template provides a step-by-step self-assessment of the problem-solving capabilities of your organization. It provides questions that refer to tier 1, tier 2, and tier 3 level of responses. It allows you to see strengths as well as areas of growth for Implementing Problem Solving within your school. *Florida Problem Solving/ Response Intervention Project*.

[Trauma Responsive Schools Implementation Assessment](#): This website contains information about the Trauma Responsive Schools Implementation Assessment (TRS-IA), which is an evidence-informed self-assessment that comprises eight key domains of trauma-responsive schools and districts. On this website you will find information about the tool and how to sign up for TRS-IA, which was developed by the [NCTSN Treatment and Services Adaptation Center for Resilience, Hope, and Wellness in Schools](#) and the [National Center for School Mental Health](#). *School Health Assessment and Performance Evaluation (SHAPE)*.

## Assessing and Enhancing Organizational Wellbeing

[Provider Well-being](#): This resource contains the steps to achieving organizational well-being. It also has free assessments for behavioral health providers to assess their individual and organization's well-being and engage in continuous quality improvement. The site utilizes the Organizational Well-Being Inventory (OWBI) that supports the assessment of organizational well-being in 8 domains. Resources associated with each domain are included below:

### Diversity, Equity, and Inclusion

- [A refreshing way to infuse employee well-being into work](#). (*limeade.com*)
- [Considerations, Moments of Pause and Reflections in Addressing DEI in Your Organization](#) | Mental Health Technology Transfer Center (MHTTC) Network (*mhttcnetwork.org*)
- [Taking an Equity First Framework: Sustainability in Diversity and Inclusion Efforts](#) - YouTube
- [Assessing Workforce Diversity: A Tool for Mental Health Organizations on the Path to Health Equity](#) (*cars-rp.org*)
- [Webinar: Cultural Humility: Where Being Human Matters in Serving Others](#) - YouTube
- [Diversity-Inclusion-Equity-Guide.pdf](#) (*cars-rp.org*)
- [Racial Equity & Cultural Diversity](#) | Mental Health Technology Transfer Center (MHTTC) Network (*mhttcnetwork.org*)
- [Race Matters: Organizational Self-Assessment](#) - The Annie E. Casey Foundation (*aecf.org*)
- [How Employee Assistance Programs Can Help Your Whole Company Address Racism at Work](#) (*hbr.org*)

### Employee Control, Input, and Flexibility

- [The overlooked essentials of employee well-being](#) | McKinsey
- [The Real Meaning of Freedom at Work](#) - WSJ
- [6 Ways to Build A Feedback Driven Culture That Inspires Healthy Communication](#) (*forbes.com*)

### Organizational and Supervisory Support

- [Supervision & Coaching](#) | Mental Health Technology Transfer Center (MHTTC) Network (*mhttcnetwork.org*)
- [Perceived Organizational Support: A Meta-Analytic Evaluation of Organizational Support Theory](#) - James N. Kurtessis, Robert Eisenberger, Michael T. Ford, Louis C. Buffardi, Kathleen A. Stewart, Cory S. Adis, 2017 (*sagepub.com*)

### Purpose and Meaningfulness

- [How to find your sense of purpose at work](#) | Leah Weiss, (*ted.com*)
- [Helping Your Team Feel the Purpose in Their Work](#) (*hbr.org*)
- [4 Ways to Find Purpose in Any Job](#) (*thriveglobal.com*)
- [Rousing our motivation](#) (*apa.org*)

- [How Being a Workaholic Differs from Working Long Hours — and Why That Matters for Your Health](#) ([hbr.org](#))
- [3 Reasons It's So Hard to "Follow Your Passion"](#) ([hbr.org](#))

### Quality of Life

- [Workplace resources to improve both employee well-being and performance: A systematic review and meta-analysis](#), full article, ([tandfonline.com](#))
- [Make Wellness Your Business: Sleep Strategies for the Workforce](#) - CDC WHRC, YouTube
- [Physical Activity Breaks for the Workplace, Resource Guide, May 2021](#) ([cdc.gov](#))

### Self-Care and Self-Compassion

- [Burnout Busters | The Podcast](#) | Mental Health Technology Transfer Center (MHTTC) Network ([mhttcnetwork.org](#))
- [Feeling Blah During the Pandemic? It's Called Languishing](#) - The New York Times ([nytimes.com](#))
- [What Is Languishing and How to Cope](#) ([psychcentral.com](#))
- [How to stop languishing and start finding flow](#) | Adam Grant, TED Talk
- [Employee Burnout Signs: What to Watch for and How to Prevent It](#) ([wellright.com](#))
- [Are you experiencing compassion fatigue?](#) ([apa.org](#))
- [Overcoming Compassion Fatigue](#) -- FPM ([aafp.org](#))
- [Six Causes of Burnout at Work](#) | Greater Good ([berkeley.edu](#))
- [Take Five: How Long a Break Do You Really Need?](#) ([apa.org](#))
- [10 Ways To Set Healthy Boundaries At Work](#) ([forbes.com](#))

### Work Environment

- [How To Run a Meeting](#) ([hbr.org](#))
- [6 Expert Tips to Make Meetings More Effective And Engaging](#) ([forbes.com](#))
- WCQ – [Work Climate](#)– [selfdeterminationtheory.org](#)

## SUPPORT STAFF WELLBEING

### Supporting School Staff Wellbeing

[TeacherWISE](#): TeacherWISE is a research-informed program that that helps teachers and school staff assess and manage their wellbeing. *Georgetown Well-Being in School Environments (WISE) Center and the Georgetown University Center for Child and Human Development (GUCCHD)*.

### MD-SMHRP 2022-2023 Statewide Training

[TeacherWISE PowerPoint Presentation](#): This presentation includes an introduction to teacher well-being, and information on accessing TeacherWISE, a research-informed program that that helps teachers and

school staff assess and manage their wellbeing. Georgetown Well-Being in School Environments (WISE) Center and the Georgetown University Center for Child and Human Development (GUCCHD).

### MD-SMHRP 2022-2023 Learning Community

[Educator Well-being](#): These slides describe educator well-being, including statistics, resources, and best practices from two Maryland school districts. Maryland School Mental Health Response Program.

## USE POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS (PBIS) BEST PRACTICES

### Best Practices and Interventions: Tier 1 Mental Health Promotion

[Mental Health Promotion Services and Supports \(Tier 1\) Quality Guide](#): This quality guide contains background information on mental health promotion services, best practices, possible action steps, examples from the field, and resources. *National Center for School Mental Health*.

[Mental Health Promotion \(Tier 1\)](#): This document introduces the Mental Health Promotion Training Goals and Objectives and leads users to the MHTTC Implementation Guidance Modules. *National Center for School Mental Health and Mental Health Technology Transfer Center Network*.

[Classroom WISE](#): Classroom WISE is a FREE 3-part training package that assists K-12 educators and school staff in supporting the mental health of students in the classroom. *The MHTTC Network, National Center for School Mental Health, SAMHSA*.

## SUPPORT HEALTHY RELATIONSHIPS AND COMMUNITIES

### Fostering Relationships among Youth, Families, and School Communities

[Creating Conditions for Meaningful Family Engagement from Pre-K to High School](#): This resource is intended for educators and family leaders interested in strengthening their family engagement approaches and practices in schools and classrooms. An overview of key family engagement policies is provided to shed light on regulatory requirements, expectations, and recommendations meant to support districts and schools in their efforts. *Safe Schools Healthy Students*.

[Family Engagement Toolkit for Teachers and Staff](#): This toolkit by Baltimore City Public School's Engagement Office provides teachers and staff with resources and information for family engagement including that related to building capacity, decision making and advocacy, and two-way communication. *Baltimore City Public Schools*.

## REDUCE EXCLUSIONARY RESPONSES

### Using Restorative Practices and Addressing Discipline Disproportionality

[Approaches at the Intersection of School Discipline and School Mental Health](#): This article describes the concept, benefits, and approaches of restorative practices, which are a diverse and multi-tiered set of classroom and school-based strategies to help students and communities work together to heal from harm and/or trauma. *Now is The Time Technical Assistance Center (NITT-TA)*.

[Phases of Implementation and School-wide Restorative Practices](#): This guide shows the features of each implementation phase and provides suggestions for actions for implementing Restorative Practices. A strategic approach to change requires a long-term perspective, usually 3-5 years, if change is to be effectively implemented and sustained. *Center for Healthy Kids and Schools*.

[Restorative Practices](#): This website contains restorative practices for educators, trainings, consultation, and continuing education for professionals. The organization provides tools to effect change within individuals lives as well as their schools, their organizations, and their communities. *International Institute for Restorative Practices*.

[Restorative Practices: A Guide for Educators](#): This toolkit was developed to illustrate how restorative strategies can be seamlessly integrated into the classroom, curriculum, and culture of schools. The toolkit includes digestible models, frameworks, and action steps for school-wide implementation, accompanied by guiding questions to support reflection for practitioners looking to make restorative methods part of the fabric of daily life in schools. *Schott Foundation*.

[Guide for Using Restorative Practices](#): This resource is an introductory guide to using restorative practices in the classroom. It provides educators an overview of restorative practices in the classroom, the purpose for using them, guidelines for establishing classroom norms, guidelines for restorative circles, and questions for restorative social conflict resolution. *Classroom WISE (Wellbeing Information and Strategies for Educators)*.

\*\*\*[Leading in the Struggle to Serve](#): This webpage by Akoben, a restorative practice consulting firm that has worked with several Maryland districts (e.g., Baltimore City, Cecil County), includes reading materials, posters, and the core principles of restorative practices. *Akoban*. \*\*\* Maryland Resource or Organization.

[A 5-Point Intervention Approach for Enhancing Equity in School Discipline](#): This guide contains components of effective intervention to prevent and reduce discipline disproportionality. *Positive Behavioral Interventions & Supports*.

[Using Discipline Data to Address Disproportionality: A Guide for School Teams](#): This guide describes a framework and steps for identifying levels of racial and ethnic disproportionality in school discipline, analyzing discipline data (e.g., office discipline referrals, suspensions) to determine solutions, and monitoring the effectiveness of action plans in addressing disproportionality. *Positive Behavioral Interventions & Supports*.

[Key Elements of Policies to Address Disproportionality: A Guide for District and School Teams](#): This guide provides resources for districts and schools in developing policies and procedures to reduce racial and ethnic disproportionality in school discipline. It also includes a process and tool for assessing aspects of policies to enhance equitable discipline. *Positive Behavioral Interventions & Supports*. Office of Special Education Programs.

[Addressing The Root Causes of Disparities in School Discipline: An Educator's Action Plan](#): This guide was designed and written under the U.S. Department of Education and is intended to assist your school community in engaging in efforts to create supportive school climates. It will also help to address any persistent challenges, including disparities, in the administration of school discipline. The National Center on Safe Supportive Learning Environments.

[A Community Resource for Reducing School-Based Arrests](#): This is a toolkit for administrators that is designed to decrease school arrests by connecting at-risk students to community-based mental health services using Connecticut's local Emergency Mobile Psychiatric Services (EMPS) teams. The principles outlined in the toolkit can be applied by schools at little to no cost. The School-Based Diversion Initiative Toolkit, CHILD HEALTH AND DEVELOPMENT INSTITUTE.

## ADVANCE MENTAL HEALTH LITERACY AND SOCIAL & EMOTIONAL LEARNING (SEL)

### Advancing Educators' Mental Health Literacy and Classroom SEL Strategies

[Classroom WISE \(Wellbeing Information and Strategies for Educators\)](#): This website contains information about and access to a FREE 3-part training package that assists K-12 educators and school staff in using evidence-based strategies and skills to engage and support students experiencing adversity and distress. In addition to a free online course on mental health literacy for educators and school staff, a video library and resource collection are also available! *Mental Health Technology Transfer Center (MHTTC) Network*.

[A Powerful Strategy for Fostering Student Motivation](#): A look at how to adapt the ARCS Model, which is a well-established technique for boosting student motivation in distance learning or hybrid classrooms. The ARCS Model was developed by educational psychologist John Keller, and highlights the importance of attention, relevance, confidence, and satisfaction in stimulating learners and maintaining their focus during learning activities. *George Lucas Educational Foundation; Edutopia Article*.

### MD-SMHRP 2022-2023 Statewide Training

[Classroom WISE Overview](#): This presentation offers an overview of Classroom WISE, including information about course registration and a comprehensive content overview. *Maryland School Mental Health Response Program*.

### Understanding and Preventing Adverse Childhood Experiences (ACEs)

[Adverse Childhood Experiences \(ACEs\)](#): This website contains facts about adverse childhood experiences, resources, and strategies for preventing violence. It also contains a Youtube video on ways to prevent ACEs. *Centers for Disease Control and Prevention*.

[Adverse Childhood Experiences \(ACEs\) Preventing Early Trauma to Improve Adult Health](#): CDC's Vital Signs fact sheet featuring ACEs and their negative impacts on health as well as education and employment opportunities later in life. *Centers for Disease Control and Prevention*.

[Adverse Childhood Experiences \(ACEs\) Prevention Strategy Plan](#): This resource outlines CDC's specific goals and objectives for ACEs prevention and response. The goals and objectives aim to prevent ACEs before they happen, identify those who have experienced ACEs, and respond using trauma-informed approaches to create the conditions for strong, thriving families and communities where all children and youth are free from harm and all people can achieve lifelong health and wellbeing. *Centers for Disease Control and Prevention*.

[Preventing Adverse Childhood Experiences \(ACEs\): Leveraging the Best Available Evidence](#): This is a resource to help states and communities leverage the best available evidence to prevent ACEs from happening in the first place as well as lessen harms when ACEs do occur. It features six strategies drawn from the CDC Technical Packages to Prevent Violence. *Centers for Disease Control and Prevention*.

[Preventing Child Abuse & Neglect: A Technical Package for Policy, Norm, and Programmatic Activities](#): This is a technical package, also available in Spanish, that identifies several strategies based on the best available evidence to help states and communities prevent and reduce child abuse and neglect. *Centers for Disease Control and Prevention*.

### Advancing Mental Health Literacy using Youth Mental Health First Aid

[Mental Health First Aid](#): This website contains information about Mental Health First Aid, which is a training course that teaches you how to help someone who is developing a mental health problem or experiencing a mental health crisis. The training helps you identify, understand, and respond to signs of addictions and mental illnesses. *National Council for Mental Health Well-being*.

[Mental Health Essentials for Parents and Caregivers](#): This website offers access to a program for parents & caregivers to help them learn strategies for including mental health as part of their parenting. It will show them how to identify when loved ones need support for mental health, how and where to get professional support, and how to use strategies for self-care for themselves and their loved ones. The training is evidence-based and delivered by experienced clinicians. *Mental Health Collaborative Inc.*



# Early Intervention & Treatment Services and Supports (Tiers 2 & 3)

## IMPLEMENT MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

### Best Practices and Considerations: Tier 2 & 3 Implementation

[Early Intervention and Treatment Services & Supports \(Tiers 2 & 3\) Quality Guide](#): This guide contains background information on tiers 2 and 3 for early intervention and treatment services and supports, best practices, possible action steps, examples from the field, and resources. *National Center for School Mental Health*.

[Tier 2 School Level Readiness Checklist](#): This checklist prompts administrators/team leaders to answer questions about Tier 2 implementation and support (e.g., We have identified an Internal Team Lead to coordinate efforts and meet with District Level External Coach(s)/Coordinator(s) at least quarterly). *Colorado Department of Education*.

[Tier 2 District Commitment Guidance Document](#): This document highlights the critical components necessary for district leaders to support the installation, implementation, and sustainability of Tier 2 systems. *Colorado Department of Education*.

## SUPPORT TRAINING AND PROFESSIONAL DEVELOPMENT FOR IMPLEMENTATION OF EARLY INTERVENTION AND TREATMENT (TIER 2 & 3) SERVICES AND SUPPORTS

### Mental Health Training for School Health Providers

[Mental Health Training Intervention for Health Providers in Schools](#): On this training webpage, you can access the Mental Health Training Intervention for Health Providers in Schools (MH-TIPS). This 3-module training was designed for school-based health care providers seeking to enhance their competence in promoting student mental health and managing the needs of students with, or at risk for, emotional and behavioral difficulties that may interfere with learning. *University of Maryland*.

[Practice WISE](#): PracticeWISE offers innovative tools and services to help clinicians and organizations improve the quality of health care for children and adolescents.\*for cost. *PracticeWISE*.

[The Brief Intervention for School Clinicians](#): BRISC is a research-based engagement, assessment, brief intervention, and triage strategy for SMH practitioners working in high schools. *School Mental Health Assessment, Research, and Training (SMART) Center*.

[Emotional Wellbeing in Children and Youth](#): This webpage offers tools that teach skills to help children and youth cope with COVID-related challenges and everyday stressors. *National Academies of Sciences*.

[Modular Approach to Therapy for Children with Anxiety, Depression, Trauma, or Conduct Problems](#): This toolbox provides clear step-by-step instructions, activities, example scripts, time-saving tips, monitoring forms, and easy-to-read explanatory handouts and worksheets for children and their caregivers. \*for cost. *PracticeWISE*.

[School Social Work Resources](#): This webpage offers resources, professional development, and current updates on school social work. *School Social Work Association of America*.

## USE EVIDENCE INFORMED EARLY INTERVENTION AND TREATMENT (TIER 2 & 3) SUPPORTS & SERVICES

### Early Intervention and Treatment Supports and Services: Check In/Check Out

[Check-In/Check-Out Behavior Intervention & PBIS](#): Check-In/Check-Out is a commonly used option for behavior supports within Tier 2. This website explains why check-in/check-out is used, criteria to identify students of need, and data tracking methods. *PBIS Rewards*.

[Check-in Check-out \(CICO\)](#): This overview provides a description of CICO, including its purpose, goals, and effectiveness. *Building and Sustaining Student Engagement*.

[Check-In / Check-Out \(CICO\) Implementation Video](#): This video contains a step-by-step process for implementing CICO. CICO is a targeted intervention that can be used to decrease chronic, low-level behaviors that are not dangerous. It is most effective with students who are reinforced by adult attention and is based on idea of "behavior report cards." *Edutopia*.

### Early Intervention and Treatment Supports and Services: Trauma

[Multidisciplinary Approaches to Trauma Prevention, Response, and Recovery](#): This trauma-aware schools website provides free resources including intervention manuals, fact sheets, and guidelines that support trauma prevention, response, and recovery. The site also directs to several for-cost staff trainings on student trauma-focused interventions. *Center for Safe and Reliant Schools and Workplaces*.

[Trauma Responsive Schools](#): The Trauma Responsive Schools Implementation Assessment (TRS-IA) is an evidence-informed self-assessment that comprises eight key domains of trauma-responsive schools and districts. *The National Center for School Mental Health*.

## EARLY INTERVENTION AND TREATMENT SUPPORTS AND SERVICES: SELF-HARM AND SUICIDE

### Best Practices and Considerations: Suicide Prevention

[Culturally Competent Approaches to Suicide Prevention](#): This website has links with information on culturally competent approaches to suicide prevention, such as safe and effective messaging and evidence-based prevention. *Suicide Prevention Resource Center*.

[School-Based Programming for Suicide Prevention](#): In this toolkit, resources for suicide prevention are provided at all three tiers of support – universal programming, individualized interventions, and selective interventions. *Rural Health Information Hub*.

[Suicide Prevention Guide for School Personnel](#): This guide is a user-friendly resource intended to provide school personnel with the knowledge to identify and act when a student is at risk for suicide. *New York State Education Department*.

[Bring Suicide Prevention to Your School](#): This website includes a list of programs for suicide prevention to bring to your school. *American Foundation for Suicide Prevention*.

[Comprehensive School Suicide Prevention in a Time of Distance Learning](#): This webpage provides a list of suicide prevention strategies for distance learning/telehealth. *National Association of School Psychologists*.

[Question, Persuade, Refer: Suicide Prevention](#): This website contains information about QPR, which is an organization that offers courses and certifications in suicide prevention strategies. The goal of the

organization is to reduce suicidal behaviors and save lives by providing innovative, practical, and proven suicide prevention training. *QPR Institute*.

[Youth Suicide Prevention, Intervention, & Postvention](#): This resource provides links to crisis support lines and PDFs about warning signs of suicide and self-harm for school staff. *Washington Department of Education*.

[Suicide Prevention Resource Center: Virtual Learning Labs](#): The Virtual Learning Labs address common questions and challenges you may face when planning and carrying out suicide prevention initiatives. Specific modules include crisis protocols, mental health resources, statewide partnerships, etc. *Suicide Prevention Resource Center*.

[Suicide Prevention Resource Center: Online Courses](#): These courses improve your knowledge and skills in suicide prevention. They are designed for clinicians and other service providers, educators, health professionals, public officials, and members of community-based coalitions who develop and implement suicide prevention programs and policies. *Suicide Prevention Resource Center*.

[Suicide Prevention Resource Center: Webinars](#): Webinar topics include bullying and suicide prevention, and suicide response planning for schools. *Suicide Prevention Resource Center*.

[Suicide Prevention Resource Center: SPARK Talks](#): SPARK Talks are Short, Provocative, Action-oriented, Realistic, and Knowledgeable videos of leaders in suicide prevention. Each describes a new development or direction in the field that can have an impact on suicide and issues a call to action. *Suicide Prevention Resource Center*.

### **Best Practices and Considerations: Depression and Suicide Intervention**

[Depression- Supporting Students at Schools](#): This resource provides information regarding prevalence, development, risk factors, and common signs of depression in students. It also provides recommendations regarding interventions. *National Association of School Psychologists*.

[Crisis Text Line](#): This link provides information and access to the Crisis Text Line. *Crisis Text Line*.

[Suicide Intervention](#): This webpage includes an example suicide intervention process/infographic from a school district in Oregon. *Beaverton School District*.

[Telehealth and Suicide Care During the Covid-19 Pandemic](#): This document includes intervention resources aimed to help individuals adapt to using telehealth as well as how to provide effective and safe suicide care via virtual platforms. *Zero Suicide Institute*.

### **Best Practices and Considerations: Suicidal Ideation Assessment and Documentation**

[Screening Options](#): This toolkit overviews a range of suicide screening options. *Zero Suicide*.

[The Lighthouse Project](#): This project endorses the Columbia-Suicide Severity Rating Scale (C-SSRS) and offers implementation support. *Columbia Protocol*.

[Suicide Prevention Resource Center: Micro-Learning](#): The Micro-Learning resource provides relevant, practical information to help you build skills and improve outcomes. Video resources are available on topics such as collaboration with safety plans, effective suicide prevention, and patient safety screeners. *Suicide Prevention Resource Center*.

### **Early Intervention and Treatment Supports and Services: Grief and Bereavement**

[10 Tips for Creating a Safe Classroom](#): This document contains tips for creating a safe classroom, which starts with the person in charge. If a teacher creates a safe space for students to share openly about the adversity and challenges they face then this will help students feel comfortable talking about the topic of death and grief. These tips can be used for a variety of purposes including after a death has occurred in the community. However, they will be most effective when implemented in advance by creating a culture of safety and trust. *Good Grief*.

[Addressing Grief: Tips for Teachers and Administrators](#): School-based support and increased understanding are essential when a student experiences the death of a friend or loved one. This document contains tips for ways to support bereaved students of all ages. *National Association of School Psychologists*.

[2020 Children's Grief Awareness Day Webinar: Introduction to Childhood Bereavement](#): This Youtube video provides information about "good grief," a way to build resilience in children, strengthen families, and empower communities to grow from loss and adversity. *Good Grief*.

[Recognizing and Supporting Student Grief after Loss](#): This document provides background information on the prevalence of loss and common indicators of grief in children. It then highlights targeted supports and strategies for schools and districts, including proactive trauma-informed care, tips for facilitating conversations on loss, and resources for supporting students and staff. *Council of the Great City Schools*.

[Helping Kids Grieve](#): This is a video to help kids cope with grief. Coping with the death of a loved one brings enormous challenges for the whole family. Grieving may never completely end, but working through the difficult feelings can become easier with time. Through support, open conversations, and finding ways to

### Early Intervention and Treatment Supports and Services: Substance Use

[School-Based Substance Use Interventions](#): This website includes intervention summaries, descriptions, outcomes, methodologies, etc. *National Institute of Justice*.

[Substance Use Prevention and Intervention](#): This list includes approved substance use prevention and intervention trainings, frameworks, interventions, registries, and supplemental programs. *Texas Education Agency*.

[Evidence-Based Program Guidance for Substance Use Prevention](#): This interactive document includes information and resources about substance use prevention evidence-based programs (EBPs). *New York State Education Department*.

### Early Intervention and Treatment Supports and Services: Bullying Prevention

[Bullying and Harassment Prevention and Education](#): This document includes best practices in bullying prevention, evidence-based bullying prevention programs, and policy/advocacy resources. *Colorado Department of Public Safety*.

[Bullying Prevention Toolkit](#): This toolkit provides resources for Parents, Educators and Professionals Serving Children, Youth and Families. *Center for Safe Schools*.

[Preventing Aggression in Schools Everyday \(PRAISE\)](#): Classroom-based problem-solving and aggression/bullying prevention program designed for 3rd to 5th graders. *Children's Hospital of Philadelphia*.

[Stop Bullying](#): Stop Bullying includes information on federal laws, action steps for schools, and cyberbullying prevention/response. *U.S. Department of Health and Human Services*.

### **Best Practices and Considerations: Relational Aggression**

[Relational Aggression](#): There are steps that parents, educators, and youth themselves can take to combat relational aggression. *Children's Hospital of Philadelphia*.

[Relational Aggression in School Settings](#): This research article provides strategies, suggestions for incorporating new interventions in schools, along with implications for school social work practice, education policy, and intervention research. *Children & Schools*.

[Relational Aggression Toolbox](#): This toolbox (\$45) includes tools and strategies to stop social bullying. The Helpful Counselor Workshop.

### **Early Intervention and Treatment Supports and Services: Eating Disorders**

[Disordered Eating in Students](#): This presentation covers warning signs, preventative measures, contributing causes, and helpful resources for the disordered eating of students. *Rock Recovery*.

[Support and Resources for Families Affected by Eating Disorders](#): F.E.A.S.T is an educational community of and for parents of those with eating disorders. It offers free programs and services to families who need support, information, skills, and tools to help them on their journey. *F.E.A.S.T*.

[Social and Economic Cost of Eating Disorders Infographic](#): Strategic Training Initiative for the Prevention of Eating Disorders, Academy for Eating Disorders, and Deloitte Access Economics. *Harvard*.

[National Eating Disorders Association PDFs](#): This webpage links to four PDFs: 9 Truths about Eating Disorders, How to Talk to a Friend or Loved one, Eating Disorder Warning Signs, and Sharing Concerns About Your Eating Disorder. *National Eating Disorders Association*.

[Eating Disorders Toolkit for Educators](#): This toolkit for educators provides a comprehensive overview relating to eating disorders including eating disorder information for a school setting and additional resources. *National Eating Disorders Association*.

[Eating Disorders in Schools: A Guide for Educators](#): This guide educates school personnel by giving suggested tools and intervention plans for eating disorders. *The National Association of Anorexia Nervosa and Associated Disorders*.

## **MONITOR STUDENT PROGRESS AND TREATMENT FIDELITY**

### **Best Practices and Considerations: Progress Monitoring**

[Best Practices for Progress Monitoring](#): This resource outlines effective progress monitoring procedures. *National Center for School Mental Health*.

## IMPLEMENT A SYSTEMATIC CRISIS RESPONSE PROTOCOL

### Best Practices and Considerations: Emotional and Behavioral Crisis Intervention and Management

[Life Space Crisis Intervention \(LSCI\)](#): This site provides information about a live, for-cost de-escalation training program that teaches mental health and school professionals how to navigate crisis situations with youth. *Sheppard Pratt*.

[Improving the Child and Adolescent Crisis System](#): This brief provides information about challenges of the current child/adolescent crisis systems, early intervention and prevention programs, best practice considerations, and examples of child/adolescent crisis response systems. Pages six and seven of the brief provide intervention and prevention information specific to schools. *National Association of State Mental Health Program Directors*.

[Youth Mobile Response Services: The Center for Law and Social Policy](#): This report details effective community mobile response – an alternative to using law enforcement to respond to mental health and social crisis - services for youth. *The Center for Law and Social Policy*.

### MD-SMHRP 2022-2023 Learning Community

[Managing Behavioral Health Crises](#): These slides include information on how Maryland districts are equipping staff and partnering with community providers to address behavioral health crises in their schools. *Maryland School Mental Health Response Program*.

### Planning Tools: Emotional and Behavioral Crisis Intervention and Management

[Crisis Protocol for Days of No Mental Health Coverage](#): This flow chart depicts crisis protocol options for use in schools. *New Song Learning Center Mental Health Team*.

[Process for Crisis Assessment and Relapse Prevention](#): This P-CARP Tool is designed to help the Crisis Facilitator evaluate why a particular Emotional and Behavioral Health Crisis Incident occurred (Section I) and to plan what post-crisis response should be enacted to help prevent a similar crisis from re-occurring with this student (Sections II and III). *National Center for School Mental Health*.

### Best Practices and Considerations: School or Community Crisis Management and Postvention

[Model School Crisis Management Plan](#): This document provides information on crisis management, planning, teaming, procedures, interventions, communications, and other related information. *Virginia Department of Education*.

[Addressing Grief: Tips for Teachers and Administrators](#): School-based support and increased understanding are essential when a student experiences the death of a friend or loved one. This document contains tips for ways to support bereaved students of all ages. *National Association of School Psychologists*.

[Care for the Caregiver: Guidelines for Administrators and Crisis Teams](#): This resource provides information for supporting the adults in a school setting following a crisis. The resource also includes formal and informal strategies to support teacher and staff wellness (e.g., mitigating stigma, normalizing reactions and need to care for oneself) and self-care strategies administrators and crisis teams can encourage. *National Association of School Psychologists*.

[Psychological First Aid for Schools \(PFA-S\) Field Operations Guide](#): This resource provides guidance on responding to disaster, violence, or terrorism events using the Psychological First Aid intervention. This version gives school administrators, educators, and staff practical assistance to meet immediate needs

and concerns, reduce distress, and foster adaptive coping in the wake of a disaster. *The National Child Traumatic Stress Network*.

[After a Suicide: A Toolkit for Schools](#): This toolkit was developed for administrators and staff in middle and high schools but can be useful for parents and communities. It focuses on how to respond in the immediate aftermath of a suicide death of a student. *American Foundation for Suicide Prevention, the Suicide Prevention Resource Center, Education Development Center*.

### **MD-SMHRP 2022-2023 Learning Community**

[Crisis Postvention](#): These slides include school and community crisis response best practice interventions and resources, resources to support crisis response staff, and school crisis recovery and renewal. *Maryland School Mental Health Response Program*.

### **Best Practices and Considerations: Threat Assessment**

[Best Practices for Threat Assessment](#): This resource outlines effective threat assessment procedures. *National Center for School Mental Health*.



# Funding & Sustainability

## USE SCHOOL MENTAL HEALTH FUNDING BEST PRACTICES

### Best Practices and Considerations: Funding School Mental Health

[Interactive Map](#): This map presents a geographic overview of resources, including links to state plans and state links to local education agency plans for the use of American Rescue Plan Elementary and Secondary School Emergency Relief Funds (ARP ESSER), where available. The map also provides links to resources developed by states, U.S. territories, national and international organizations, and U.S. Department of Education-funded Technical Assistance (TA) Centers. *Safer Schools and Campuses Best Practices Clearinghouse*.

[Local Control Funding Formula - Allocations & Apportionments](#): This resource explains Local Control Funding Formula (LCFF) components, such as LCFF Support, Assistance, and Apportionments. *California Department of Education*.

[Federal Funding for School Mental Health Initiatives](#): This article discusses the Bipartisan Safer Communities Act, and how this provides funding to schools to increase the number of credentialed school-based mental health professionals. *U.S. Department of Education: Federal Funding for School Mental Health Initiatives*.

[Funding and Sustainability Quality Guide](#): This guide contains background information on funding and sustainability, best practices, possible action steps, examples from the field, and resources. *National Center for School Mental Health*.

### MD-SMHRP 2022-2023 Learning Community

[Funding School Mental Health](#): These slides review funding mechanisms to support a full continuum of school mental health services and supports. *Maryland School Mental Health Response Program*.

## MAXIMIZE REIMBURSEMENT OPPORTUNITIES

### Leveraging Medicaid to Fund School Mental Health

[Medicaid in Maryland for School Mental Health Services](#): This document describes the background of Medicaid including coverage and billing, school-based health centers in Maryland, and the Free Care Rule in Maryland. *National Center for School Mental Health. Maryland Resource or Organization*.

[A Guide to Expanding Medicaid-Funded School Health Services](#): This guide provides background on school-based Medicaid and outlines various opportunities to advance state policy changes required to access federal funds. *Healthy Schools Campaign*.

[Case Studies: How States are Expanding School Health Services Using Medicaid](#): Healthy Students Promising Futures – a learning collaborative led by the Healthy Schools Campaign has published case studies reflecting the work, and success, of states leveraging federal Medicaid policy to expand physical, behavioral and mental health services. *Healthy Schools Campaign*.

[Guide to Fee-For-Service Medicaid Claiming for Schools](#): This guide includes information on federal and state regulations, claiming practices, validations and audits, and more. *Frontline Education*.

[Information on School-Based Services in Medicaid: Funding, Documentation, and Expanding Services:](#)

This sheet includes a checklist with strategies and guidance state Medicaid agencies can follow to implement or enhance School-based services (SBS). *Center for Medicaid and CHIP Services.*

[How Medicaid Can Help School Sustain Support for Students' Mental Health:](#) This resource describes how to help sustain new school staff positions when funding expires, and how to use the tools and federal agencies to support them. *Georgetown University Health Policy Institute: Center for Children and Families.*

[The Early Periodic Screening, Diagnostic and Treatment \(EPSDT\) Medicaid Benefit:](#) This infographic describes the Early and Periodic Screening, Diagnostic and Treatment (EPSDT) Medicaid Benefit, which covers appropriate Mental Health screening and preventive services. *Southeast Mental Health Technology Transfer Center.*

## RETAIN SCHOOL MENTAL HEALTH STAFF

### School Mental Health Staff Retention Strategies

[Recruitment and Retention of School Mental Health Providers: Strategies and Key Resources:](#) This report aims to provide useful guidance on developing and maintaining the school mental health workforce for organizations (e.g., schools, school districts, and community mental health agencies) and policy makers involved in school mental health efforts. *Southeast Mental Health Technology Transfer Center Network.*

[Recruitment and Retention of School Mental Health Providers Part 1: An Overview:](#) This webinar highlighted the importance of sustaining the school mental health workforce for achieving the goals of an effective, high-quality school mental health services system. *Southeast Mental Health Technology Transfer Center Network.*

[Recruitment and Retention of School Mental Health Providers: Part 2: Innovative Strategies:](#) This webinar explored the innovative approaches and experiences of leading provider organizations and their partners as they work to recruit and retain school mental health providers. *Southeast Mental Health Technology Transfer Center Network.*

[Recruiting and Retaining Behavioral Health Workers in Rural America:](#) This toolkit shares tactics and programs for recruitment and retention in rural America, as well as elements that are missing from many current efforts. *Center for Health and Research Transformation.*

## MAXIMIZE COMMUNITY PARTNERSHIPS

### Enhancing School – Community Partnerships

[School Mental Health Teaming Playbook:](#) This teaming playbook provides teaming action steps (e.g., establishing/implementing teams, using/sharing data, and maintaining relationships with community providers). *National Center for School Mental Health.*

[School Mental Health Referral Pathways Toolkit:](#) The SMHRP Toolkit provides best-practice guidance and practical tools and strategies to improve coordination and collaboration both within schools and between schools and other youth-serving agencies, with a focus on referral pathways. *Substance Abuse and Mental Health Service Administration.*

[Nine Elements of Effective School Community Partnerships](#): This resource outlines nine key elements necessary for creating and sustaining effective partnerships to improve student mental health, physical health, and overall wellness. *National Association of School Psychologists, Coalition for School Communities, Institute for Educational Leadership.*

[Example MOU](#). This is an example of a Memorandum of Understanding Between a school district and Child and Family Services. *School Health Assessment and Performance Evaluation System (SHAPE) Resource Library.*

[Multi-Disciplinary School Mental Health Team Roles and Functions Worksheet](#): This worksheet can be accessed via SHAPE. This document contains a chart to assist with creating a clear outline of roles/duties for each team member. It is a template that can be filled in by any organization with a variety of personnel on their team (e.g., social worker, school psychologist, counselors, administrators, teachers). Some examples of roles include facilitates meetings, monitors student performance, provides counseling. *National Center for School Mental Health.*

[School or District 'Wishlist' for Community Providers](#): This checklist can be customized by individual schools or districts to determine and rank the criteria they would like for services provided by community mental health providers. *National Center for School Mental Health.*

# School Mental Health Impact

## ENHANCE SCHOOL MENTAL HEALTH IMPACT

### Documenting and Reporting School Mental Health Impact

[SHAPE](#): The SHAPE (School Health Assessment and Performance Evaluation) system is a public-access, web-based platform that offers schools, districts, and states/territories a workspace and targeted resources to support school mental health quality improvement. *National Center for School Mental Health*.

### MD-SMHRP 2022-2023 Statewide Training

[Introduction to the SHAPE System](#): This presentation provides an introductory overview on features of the SHAPE system and how to get started and use SHAPE to support school mental health. *National Center for School Mental Health*.

### Building Capacity and Advocating for School Mental Health

[Advancing Comprehensive School Mental Health Systems Guide](#): This report offers collective insight and guidance to local communities and states to advance comprehensive school mental health systems. *National Center for School Mental Health*.

[Advocating for Comprehensive School Mental Health](#): This tip sheet describes comprehensive school mental health system benefits, tiers, action steps, resources, etc. *Family-Run Executive Director Leadership Association*.