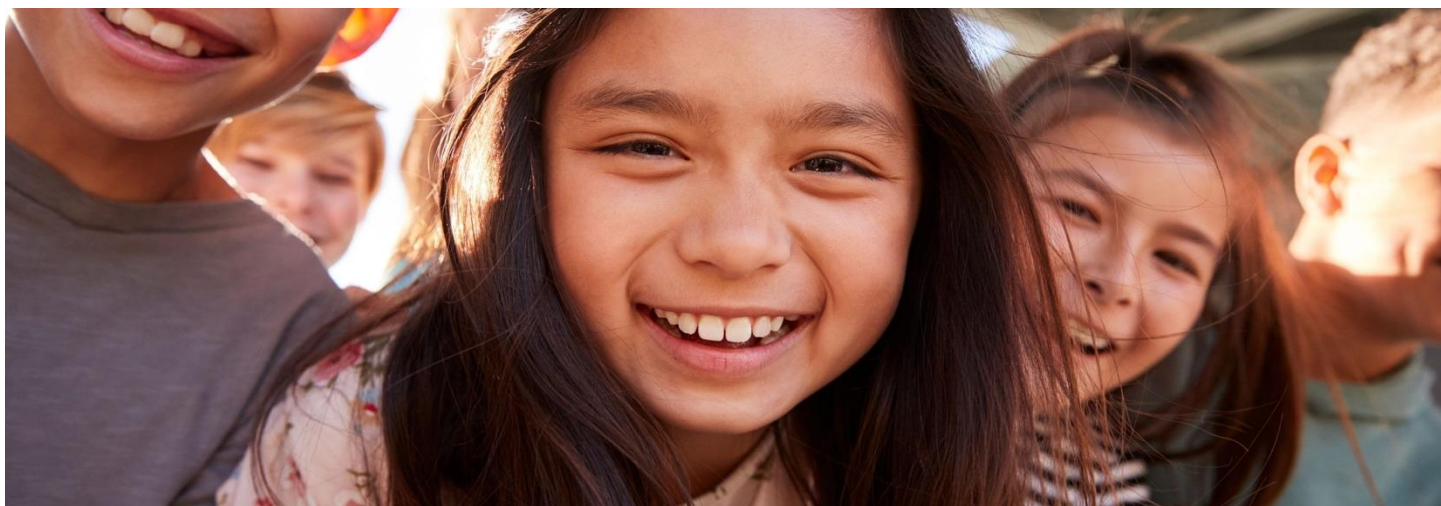# SOUTHEAST MHTTC
SCHOOL MENTAL HEALTH
RESOURCE CATALOGUE

THE SOUTHEAST MENTAL HEALTH TECHNOLOGY TRANSFER CENTER

The Southeast Mental Health Technology Transfer Center (MHTTC) is funded by the Substance Abuse and Mental Health Services Administration (SAMHSA). The mission of our center is to disseminate evidence-based mental health programs and practices to the eight states in Health and Human Services Region IV (Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee) through the provision of trainings and technical assistance as well as the development of resources. Our center is housed in the Department of Health Policy and Management at the Emory University Rollins School of Public Health.

The Southeast MHTTC School Mental Health Initiative is led by Dr. Janet Cummings, a mental health services researcher and national expert on mental health care access and quality among children and adolescents. Our team includes faculty and staff with expertise in public health, mental health systems, health economics, policy, finance, equity, implementation science, and autism spectrum disorder. As the regional MHTTC center that specializes in school mental health policy, finance, and workforce, many of the trainings and resources that we have developed address topics related to funding and sustainability of comprehensive school mental health systems.

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RESOURCE CATALOGUE OVERVIEW

This resource catalogue provides an index for the infographics, reports, toolkits, webinars, and slide decks that have been produced by the Southeast MHTTC School Mental Health Initiative since it was first funded in 2018. This document includes the embedded weblinks where each resource can be downloaded. All of the resources produced by the MHTTC are in the public domain and available at no cost to access and download. The resources that our center has produced are organized into the following five sections:

KEY RESOURCES (p. 3)

1 **COMPREHENSIVE SCHOOL MENTAL HEALTH SYSTEMS: FOUNDATIONS (p. 6)**

School mental health basics & youth mental health

Trauma-informed school mental health

2 **MENTAL HEALTH SERVICES & SUPPORTS IN SCHOOLS (p.15)**

Mental health promotion for all (i.e., Tier 1)

Early intervention & treatment (i.e., Tiers 2 & 3)

3 **FUNDING, SUSTAINABILITY, & IMPACT (p. 18)**

School mental health policy

School mental health financing

School mental health workforce

Data & measurement

4 **DIVERSE POPULATIONS, EQUITY, AND INCLUSION (p. 34)**

LGBTQ+ student mental health

Supporting neurodiverse students in the classroom

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KEY RESOURCES

The following key resources offer training and guidance for states, districts, schools, and educators beginning the initial steps of developing and implementing school mental health systems. These free resources provide foundational strategies for supporting comprehensive school mental health. Both resources include supporting products released by the Southeast MHTTC School Mental Health Initiative to aid in implementation.

Classroom WISE

Classroom WISE
Classroom Well-Being Information and Strategies for Educators (WISE) is a free 3-part mental health literacy training package that assists K-12 educators in supporting the mental health of students in the classroom. Developed by the Mental Health Technology Transfer Center (MHTTC) Network in partnership with the National Center for School Mental Health, this package offers evidence-based strategies and skills to engage and support students with mental health concerns in the classroom.

Implementation Support Series: Classroom WISE (*July-August 2021*)
The Southeast MHTTC hosted Office Hours to support Classroom WISE adoption and implementation at the local and state levels in our region. These Office Hours provide a preview of the Classroom WISE modules and information to help develop a Classroom WISE implementation plan.

Implementation Guidance Modules

National School Mental Health Best Practices: Implementation Guidance Modules for States, Districts, & Schools
To help states, districts, and schools advance comprehensive school mental health, as well as engage in a planning process around implementation of services, the MHTTC Network Coordinating Office and National Center for School Mental Health developed the National School Mental Health Best Practices: Implementation Guidance Modules for States, Districts, and Schools (formerly known as the National School Mental Health Curriculum). The modules contain trainer and participant manuals, 8 module slide decks designed for delivery in one-hour sessions, and recorded virtual learning sessions that include a deeper dive into the module content. To access the Implementation Guidance Modules, click here.

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KEY RESOURCES (CONTINUED)

MHTTC Network 8-part Training Series on SMH *(February-May 2021)*
The MHTTC Network hosted an 8-part training series using the National School Mental Health Best Practices: Implementation Guidance Modules for States, Districts, and Schools. This resource was developed by the MHTTC Network in partnership with the National Center for School Mental Health (NCSMH) and aims to help states, districts and schools advance comprehensive school mental health and engage in a planning process for implementation. You can access the specific modules in the series or learn more about the series here.

Module 1: Foundations of School Mental Health
Additional Learning Materials
This module provides an overview of the National School Mental Health Best Practices: Implementation Guidance Modules resource, as well as the definition and core features of comprehensive school mental health.

Module 2: Teaming
Additional Learning Materials
This module reviews the definition and value of school mental health teams, as well as quality indicators and best practices to improve their efficiency and effectiveness.

Module 3: Needs Assessment & Resource Mapping
Additional Learning Materials
This module describes how to conduct and use data from needs assessment and resource mapping processes. The value of each is described as well as how they intersect to support school needs.

Module 4: Screening
Additional Learning Materials
This module describes the definition, purpose and importance of mental health screening in schools. Six action steps to conduct screening are provided, as well as strategies to address common barriers.

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KEY RESOURCES (CONTINUED)

Module 5: Mental Health Promotion for All (Tier 1)
Additional Learning Materials
This module reviews specific types of universal mental health promotion services and supports, followed by quality indicators and best practices.

Module 6: Early Intervention & Treatment (Tier 2 and 3)
Additional Learning Materials
This module reviews the importance of early intervention and treatment services and supports for students with mild distress, functional impairment, or at risk.

Module 7: Funding & Sustainability
Additional Learning Materials
This module includes the definition of school mental health funding and sustainability and opportunities to secure and leverage diverse funding sources and to sustain successful school mental health systems.

Module 8: Impact
Additional Learning Materials
This module explains the purpose and value of documenting and sharing information about the impact of your comprehensive school mental health system.

National School Mental Health Best Practices: Implementation Guidance Module Resource Index
This document is an index to help users search and locate specific resources referenced within each module of the National School Mental Health Best Practices: Implementation Guidance Modules for States, Districts, and Schools.

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SCHOOL MENTAL HEALTH BASICS & YOUTH MENTAL HEALTH

TOOLKITS

Communicating About School Mental Health: A Graphic Tool for School Mental Health Providers and Staff *(June 2024)*
This toolkit aims to illustrate a spectrum of school mental health (SMH) supports and services (i.e., Tiers 1, 2, and 3) that may be available to SMH providers and staff in different contexts. This tool is designed to help districts or schools communicate consistently with therapists, counselors, social workers, psychologists and other school mental health providers and staff. The goal is to create a shared understanding of their role in leveraging resources, strategies, and partnerships, including in collaboration with other adult allies on and off campus. Below we have provided a new graphic tool designed to help you communicate with SMH providers and staff about their role and the role of other adult allies on campus in supporting school mental health

Communicating About School Mental Health: A Graphic Tool for Teachers *(November 2021)*
This toolkit provides recommendations on how to translate complex concepts about children's mental health and school mental health into visual aides to enhance understanding. This graphic tool is designed to help you communicate with teachers about their role and the role of other adults on campus in supporting school mental health.

SHORT REPORTS

Factors Related to Need for Mental Health Services among School-Age Children in the Southeast: Data from the 2021 Youth Risk Behavior Surveillance System *(August 2023)*
This brief report examines the reported prevalence of sadness and hopelessness, suicidal ideation, bullying, fighting, and current substance use among high school age youth in the Southeast region's eight states. These data are derived from the 2021 Youth Risk Behavioral Surveillance System.

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SCHOOL MENTAL HEALTH BASICS & YOUTH MENTAL HEALTH (CONTINUED)

SHORT REPORTS CONTINUED

Factors Related to Need for Mental Health Services among School-Age Children in the Southeast: Data from the 2019 Youth Risk Behavior Surveillance System *(October 2020)*
This brief report examines the reported prevalence of sadness and hopelessness, suicidal ideation, bullying, and fighting among high school age youth in the Southeast region's eight states. These data are derived from the 2019 Youth Risk Behavioral Surveillance System

What are School Mental Health Services? *(September 2020)*
School mental health services are very heterogeneous, ranging from population-level school climate interventions to intensive interventions for individual students. This short report illustrates terminology commonly used to classify school mental health services into three tiers.

School Mental Health Improves Treatment Access & Engagement *(June 2020)*
This short report provides findings from research studies on how school mental health improves treatment access and engagement for youth.

Data from the 2018 Youth Risk Behavior Surveillance System *(September 2019)*
These short reports provide statistics on the need for mental health services among school age children across the Southeast region. The fact sheets contain data from the Youth Behavior Risk Surveillance System (Year 2018 Data).

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SCHOOL MENTAL HEALTH BASICS & YOUTH MENTAL HEALTH (CONTINUED)

WEBINARS

[Communicating about School Mental Health: A New Graphic Tool for School Mental Health Providers and Staff](#) *(June 2024)*

Why aren't our providers on the same page about school mental health supports and services? Do we have clear, consistent strategies to communicate with school mental health providers and staff about a spectrum of supports in each school? This topical learning forum is dedicated to building capacity for teams to develop a shared understanding and shared language about resources and strategies that school mental health providers and staff can use to support student wellness. In addition to reviewing key principals about how to clearly communicate about school mental health to different audiences, this session will provide an overview of a new graphic tool for school mental health providers and staff. This session will also include an example from a school district that has leveraged this tool to facilitate communication among their school mental health teams. Participants will have access to the graphic tool post-event to facilitate a shared understanding for your team and school mental health providers/staff about where they show up in the landscape of student wellness.

[Communication 101 for School Mental Health: School Administrators Perspective](#) *(January 2023)*

How school administrators show up to lead school mental health initiatives is key to these initiatives' impact and sustainability. Ensuring wellness for students in support of their learning and development is the responsibility of all adults on campus. School leadership may set the tone for how school mental health is prioritized and integrated. Whether you are in an administrative role, or in a position to inform or partner with school leaders, this session applies a school leadership lens to universal components of school mental health. It reviews core dimensions of school mental health and connects you to relevant resources. Participants will be able to communicate about the importance of student mental health in academic achievement, core concepts related to school and student mental health, and funding considerations, and they will be able to reference examples of school mental health strategies. We will discuss common questions, issues, and opportunities facing leadership who are starting or continuing efforts to advance school wellness.

(Continued)

SCHOOL MENTAL HEALTH BASICS & YOUTH MENTAL HEALTH (CONTINUED)

WEBINARS CONTINUED

Communicating about School Mental Health *(July-August 2021)*
This series provides state and local education agencies with information about how to most effectively communicate about school mental health to audiences who may not have a background in education or mental health. It provides strategies and tools that help navigate pitfalls and craft messaging likely to raise awareness, increase engagement, and convey the value of improving student wellness.

Part I: Communication 101 for School Mental Health: Engaging Adults on Campus Who Do Not Have a Mental Health Background *(July 2021)*
Part I shares key considerations for how to communicate about children's mental health in ways that resonate with individuals who are not mental health professionals. It provides strategies and tools for making sure that teachers, principals, parents, caregivers and other allies learn what you would like them to know about school mental health and student wellness.

Part II: Making Sense of School Mental Health: A New Graphic Tool on the Role of Teachers *(August 2021)*
Part II provides recommendations on how to translate complex concepts about children's mental health and school mental health into visual aides to enhance understanding. In this session, we provide a new graphic tool designed to help you communicate with teachers about their role and the role of other adults on campus in supporting school mental health. Participants will be able to access and implement the graphic tool with a full suite of support tools. View graphic tool here.

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SCHOOL MENTAL HEALTH BASICS & YOUTH MENTAL HEALTH

WEBINARS CONTINUED

Implementation Support Series: Classroom WISE (*July-August 2021*)
The Classroom Well-Being Information and Strategies for Educators (WISE) Implementation Support Series is a mental health literacy training for teachers and school staff that will be a key component of all school reopening plans in the 2021-22 school year. The free, 6-hour course, Classroom WISE, has been released by the Mental Health Technology Transfer Center Network Coordinating Office. The Southeast MHTTC hosted Office Hours to support Classroom WISE adoption and implementation at the local and state levels in our region. These Office Hours provide a preview of the Classroom WISE modules and information to help develop a Classroom WISE implementation plan.

MHTTC Network 8-part Training Series on SMH (*February-May 2021*)
The MHTTC Network hosted an 8-part training series using the National School Mental Health Curriculum: Guidance and Best Practices for States, Districts, and Schools. This resource was developed by the MHTTC Network in partnership with the National Center for School Mental Health (NCSMH) and aims to help states, districts and schools advance comprehensive school mental health and engage in a planning process for implementation. You can access the specific modules in the series or learn more about the series here.

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COMPREHENSIVE SCHOOL MENTAL HEALTH SYSTEMS: FOUNDATIONS

TRAUMA-INFORMED SCHOOL MENTAL HEALTH

WEBINARS

[The Community Resiliency Model (CRM) as a Self-Care Practice to Reduce Burnout and Promote Resiliency in Schools](#) *(March 2024)*
The Community Resiliency Model (CRM) is a skill-based wellness and prevention program that provides a biological, non-stigmatizing perspective on normal human reactions to stress and trauma. In this webinar we will apply CRM to schools by teaching skills for educators, administrators, and the school mental health workforce to reduce burnout and promote staff retention. Attendees will gain knowledge of concepts to understand stress responses in themselves and others as well as learn skills to help regain emotional balance after experiencing strong negative emotions. The knowledge and skills gained will help attendees avoid burn-out and promote cultures of resiliency in schools to better support student mental health.

[The Community Resiliency Model (CRM) for Schools](#) *(December 2022)*
The Community Resiliency Model (CRM)® is a skills-based wellness and prevention program that provides a biological, non-stigmatizing perspective on normal human reactions to stress and trauma. The primary focus of this stabilization program is to learn to reset the natural balance of the nervous system. CRM skills help people understand their nervous system and learn to track sensations connected to their own wellbeing. CRM, developed at the Trauma Resource Institute by Elaine Miller-Karas is both restorative and preventive (Miller-Karas, 2015). CRM is a low-intensity intervention which teaches easy-to-learn skills to manage the agitation, anxiety, numbness, sadness, and despair of emotional dysregulation, which can be brought on by stressful personal or professional situations. CRM is trauma-informed and resiliency-focused. CRM skills are useful for self-care. They can be taught as a peer-to-peer program in a variety of contexts. School workers, healthcare providers, educators, and other frontline helpers can apply CRM skills in any setting: schools, medical/counseling centers, pre-school settings, home visits, faith communities, and crisis situations in the field. The skills can help prevent burnout. CRM is a valuable resource for individuals coping with chronic stressors such as physical pain, addiction, and grief and loss. A range of persons that suffer the effects of cumulative trauma (e.g., violence, poverty, racism, homophobia) benefit from these tools.
region and nationally to promote collaborative learning.

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TRAUMA-INFORMED SCHOOL MENTAL HEALTH (CONTINUED)

WEBINARS CONTINUED

Promoting School Preparedness, Community Resilience, & Recovery in the Face of Adversity (6-Part Series) *(June – November 2022)*

Schools play an important role in supporting student resilience and wellbeing following community-wide trauma and adversity, but the road from preparedness to recovery begins long before a crisis event occurs, and the response lasts well after the event is over. This six-part series focuses on the role of schools and school mental health providers throughout crisis planning and response and offers a framework for planning that is part of a larger trauma-informed and healing-centered approach to education and school mental health. Presenters will highlight crisis planning efforts and examples across the Southeast

Part I: Essentials *(June 2022)*
The first session will provide foundational information about collective trauma, how it affects members of a school community, the role of schools in crisis planning and response, and best practices in school crisis responses (including healing-centered school programming).

Part II: Improving Readiness *(July 2022)*
With natural and man-made crisis events increasing in frequency, schools and school mental health providers are being called upon to meet both the physical safety and social-emotional needs of students following exposure to a crisis event. Part of that readiness is a well-developed crisis plan combined with healing-centered and resilience-promoting policies and programming. This training will review best practices for planning and highlight resources that will help school mental health providers build their toolboxes for crisis readiness and response.

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TRAUMA-INFORMED SCHOOL MENTAL HEALTH (CONTINUED)

WEBINARS CONTINUED

Part III: Response *(July 2022)*
This session will provide practical information about responsive practices and supportive resources to promote collective resilience during episodes of hardship and trauma. We will discuss the responsibility we have to our students, our colleagues, and ourselves when faced with urgent or ongoing stressors. Our focus will be on culturally responsive approaches, opportunities for iterative learning and improvement, and feature local and state examples in the Southeast and nationally.

Part IV: Recovery & Maintenance *(July 2022)*
This session will provide practical information about best practices and key resources to promote family-school-community collaboration for collective resilience during the long-term recovery and maintenance phase of an experience with collective trauma. We will share trauma training resources for school professionals and community members, explain strategies and complementary resources for data-driven, iterative learning and planning, and feature local and state examples in the Southeast and nationally.

Part V: The fourth "R" in our School Mental Health Crisis Continuum of Care: Renewal *(October 2022)*
After readiness, through response and beyond recovery, renewal work asks us to focus on structural changes and procedures, coordinating policy, processes, and practices that center regeneration and healing. Together, we explore the seven elements foundational to trauma-informed school crisis recovery and renewal, including meaning-making (Neimeyer, 2001), building and fostering resilience (Ungar, 2011), post-traumatic growth theory (Calhoun & Tedeschi, 2006), and organizational change after crisis and healing-centered school approaches.

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TRAUMA-INFORMED SCHOOL MENTAL HEALTH (CONTINUED)

WEBINARS CONTINUED

Part VI: Leading Ourselves & School Communities Through & After Crisis Towards Healing *(November 2022)*
School crises can be interrupters or the norm, depending on the school and its community context. Whether the crisis is acute, chronic, or complex, there are shared leadership practices, policies, and paradigm shifts that can support all stakeholders' efforts to successfully navigate a crisis. Leading school communities through crisis recovery and renewal while responding is hard and complex. We don't need to hold this work alone (even though…we often do!). In this webinar, we explore these essential questions: *What makes our leadership trauma informed- always, in the wake of, and in the aftermath of crisis? How might we continue our trauma-informed leadership during and after a crisis has ended (e.g., COVID 19, a student death, hurricane) to strengthen our school climate?*

Trauma-Informed Schools Webinar Series *(October 2019)*
This webinar series defines adverse childhood experiences and child trauma, describes how they impact student health, learning, and behavior, and discusses how schools can respond by becoming trauma informed.

Part I: Trauma Awareness & Key Considerations *(October 2019)*

Part II: Trauma Sensitive Practices *(October 2019)*

FACT SHEETS

Trauma Awareness & Key Considerations *(February 2020)*
This fact sheet defines and explores adverse childhood experiences and trauma in the Southeast, the impact trauma has on development and learning, and the key elements of using a trauma-informed approach in schools.

Trauma Sensitive Practices *(February 2020)*
This fact sheet describes practices that support trauma-informed schools and promotes self-care among educators.

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MENTAL HEALTH PROMOTION FOR ALL (I.E., TIER 1)

WEBINARS

[Communicating the Value of Social Emotional Learning: Evidence and Resources to Facilitate Community Conversations](#) *(May 2022)*
Social Emotional Learning (SEL) programs are arguably more important now than ever to support student mental health, interpersonal skill development and academic success using a universal public health approach in education. However, many schools and communities question what SEL programs are and face challenges to assess SEL program quality and alignment with local education priorities. This learning session provides practical information about how to communicate what SEL is, including an overview of free, reputable resources that can be used to assess SEL program components and evidence. We offered resources and facilitated discussion related to challenges communicating about SEL to equip participants with skills to lead discussions and answer questions about SEL in their communities.

[Implementing Social Emotional Learning (SEL) During a Crisis](#) *(December 2021)*
This session highlights a targeted, feasible approach to implement SEL during a crisis with "SEL Kernels". SEL Kernels are evidence-based, flexible, practical strategies to promote student SEL skill development, coping and resilience. In this learning session, we will detail the steps of assessing student SEL needs, identifying SEL Kernels to meet those needs, and implementing the SEL Kernels.

[Promoting Mental Health Awareness in Schools](#) *(January 2021)*
Everyone has mental health, which is an essential aspect of our overall health, wellness and success. Moreover, less than half of the youth who need mental health services and supports receive them, due to stigma or not knowing how to get help. This learning session will focus on evidence-based, practical strategies for schools to reduce stigma, increase awareness about the importance of mental health, and promote literacy about what mental health is and how to access supports when needed.

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EARLY INTERVENTION & TREATMENT (I.E., TIERS 2 & 3)

WEBINARS

[Afraid of Opening Pandora's Box? How to Address Student Needs After Mental Health Screening in Schools](#) *(August 2022)*
Schools are increasingly interested and engaged in universal mental health screening for students to inform early detection and intervention to promote student well-being. However, given the increase in child and adolescent mental health needs increasing over recent decades, exacerbated by the COVID-19 pandemic, social media, racial violence and other recent events, schools are understandably concerned about how they will practically and ethically meet the mental health needs of students if they conduct universal screening. This learning session provides practical information about evidence-informed screening practices to help protect school systems from identifying more student mental health need than they can reasonably address. This includes activities schools can engage in prior to screening (e.g., resource mapping, surveillance screening) as well as during the screening process (e.g., gradual scale-up). We also discuss strategies to address student mental health needs that go beyond referral to mental health treatment (i.e., "Tier 3"), with a focus on options available to low-resource settings that experience barriers to care such as mental health professional shortages. Field examples of mental health screening and how student needs were addressed are provided.

[Measurement-Based Care Series](#) *(November 2021-March 2022)*
Student mental health early intervention (Tier 2) and treatment (Tier 3) services and supports are a vital component of any comprehensive school mental health system, but how student-centered, evidence-based, and effective are they?

[Part I: Introduction to Measurement-based Care for more Personalized, Collaborative, & Effective School Mental Health Interventions](#) *(November 2021)*
In this session, Dr. Connors provides guidance on how your school or district team can integrate measurement-based care (MBC) in your Tier 2 and 3 services to improve service quality, track outcomes, and sustain these crucial services for students with emerging or existing mental health needs. This session provides information on what MBC is, why it is useful for schools, how to locate free and low-cost progress measures, and best practices in training and implementation support for school professionals.

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EARLY INTERVENTION & TREATMENT (I.E., TIERS 2 & 3) CONTINUED

WEBINARS CONTINUED

Part II: Opportunities & Solutions to Implement Measurement-Based Care for more Personalized, Collaborative, & Effective School Mental Health Interventions *(March 2022)*

View this session to hear about how your school or district team can implement measurement-based care (MBC) in your Tier 2 and 3 services to improve service quality, track outcomes, and sustain crucial services for students with emerging or existing mental health needs. MBC is the ongoing use of student-, parent- and teacher-reported progress measures to inform personalized, collaborative, effective interventions. This session provides practical strategies to implement MBC in schools by sharing information on: (1) free, validated assessment measures; (2) tips on how to promote student and parent participation; (3) criteria for evaluating data system options; and (4) approaches to design effective training and ongoing support for your school mental health professionals.

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SCHOOL MENTAL HEALTH POLICY

INFOGRAPHICS

Excused School Absences for Mental Health: Recent Policy Developments in the Southeast United States (April 2024)
Many state leaders have it as a goal to empower students and support their mental wellbeing, and in many states they are advancing this goal by passing or introducing legislation on school absences for mental health reasons. This infographic illustrates recent policy developments on this topic across the Southeast.

State Policies & School Mental Health in the Southeast *(August 2022)*
This report summarizes state policies newly introduced between October 2020 and May 2022 to support school MH services in the Southeast region (HHS Region 4) of the U.S.

Expanding the School-Based Mental Health Workforce: State Policies in the Southeast U.S., 2015-2020 *(November 2021)*
This infographic presents policy efforts in the Southeast U.S. to expand the school mental health workforce in 2015-2020.

State Policies & School Mental Health in the Southeast *(January 2021)*
This infographic describes policies related to school mental health that were considered or passed between January and October 2020 in the Southeast U.S.

State Policy & School Mental Health in the Southeast *(November 2019)*
This infographic describes considered and enacted school mental health laws and executive actions in the 2018/2019 legislative cycle.

Service-Related Policy Adoption *(September 2019)*
This infographic describes health and prevention services for students and policies related to mental health screenings using data from the School Health Policies and Practices Study.

Workforce-Related Policy Adoption *(September 2019)*
This infographic describes the mental health staffing characteristics in schools in the Southeast region using data from the School Health Policies and Practices Study.

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3   FUNDING, SUSTAINABILITY, & IMPACT

SCHOOL MENTAL HEALTH POLICY (CONTINUED)

SHORT REPORTS

Region 4 Telemental Health Landscape in Response to COVID-19 *(March 2021)*
This document presents a general landscape of state telemental health policies in responses to the COVID-19 emergency. This document was updated on September 3, 2021 to include the up-to-date telemental health policies in the Southeast. Many of the policies included in the document are time-sensitive and, therefore, may not remain in effect beyond the listed dates.

Region 4 Telemental Health Policy Landscape *(September 2020)*
These documents present a general landscape of state mental health licensing board responses to the COVID-19 public health emergency related to telemental health services and payment. It is important to note that many of these provisions are time-sensitive, and so may not remain in effect beyond the listed dates (or the date when states declare the end of the COVID-19 public health emergency).

SMH Legislation in the Southeast: A Tiered Approach *(November 2019)*
This resource provides a State and Tier-specific description of the key policies around the financing and provision of school mental health that state leaders are proposing in the Southeast.

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3 FUNDING, SUSTAINABILITY, & IMPACT

$ SCHOOL MENTAL HEALTH FINANCING

REPORTS

Medicaid & School Mental Health Services: FAQs *(August 2022)*
Medicaid is an important source of financing for school mental health services. In this report, we discuss how schools can finance school mental health services through Medicaid by answering some frequently asked questions. Among our answers, we describe the requirements for seeking Medicaid reimbursement for school metal health services, we discuss additional complexity in the context of Medicaid Managed Care, and we highlight examples of how states have leveraged Medicaid State Plan Amendments and Medicaid Waivers to expand coverage of school mental health services under Medicaid.

INFOGRAPHICS

The Elementary & Secondary School Emergency Relief (ESSER) Funds & School Mental Health in the Southeast *(August 2022)*
This report summarizes federal and state guidance on using the Elementary and Secondary School Emergency Relief (ESSER) funds, approved as part of multiple federal COVID-19 relief bills (2020-2021), to provide school mental health services and supports. Information about state-level guidance is focused on the eight states in the Southeast region (HHS Region 4).

Leveraging State Plan Amendments & Medicaid Waivers to Expand School Mental Health Services in Medicaid *(August 2022)*
Every state's Medicaid program has different requirements for reimbursing school mental health (SMH) services. In many cases, expanding coverage of SMH services in Medicaid requires seeking approval from the federal government for a State Plan Amendment (SPA) and/or a Medicaid waiver to make changes to these requirements. In this short report, we introduce SPAs and Medicaid waivers, and we give examples of how states have leveraged SPAs and Medicaid waivers to expand coverage of SMH services in their Medicaid programs.

What School Mental Health Services Does Medicaid Cover? *(May 2022)*
Medicaid can cover many school mental health services. In this infographic, we provide examples of screening services, treatment services, and supportive services for which schools can often seek Medicaid reimbursement.

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SCHOOL MENTAL HEALTH FINANCING (CONTINUED)

INFOGRAPHICS CONTINUED

Financing School-Based Services through Medicaid: Reimbursement for Administrative Expenses *(September 2021)*
Schools can receive Medicaid reimbursement for certain qualifying administrative activities (e.g., outreach and enrollment, supports of Medicaid-eligible direct services). This infographic highlights two broad classes of administrative activities that are often reimbursable under Medicaid.

What is Cost-Based Reimbursement? Financing School Based Services Through Medicaid *(August 2021)*
Many Medicaid-eligible school-based services are reimbursed under a cost-based system. This infographic provides an introduction to cost-based reimbursement systems.

Comparing Reimbursement Systems: Fee for Service (FFS) vs. Cost-Based – Financing School Based Services Through Medicaid *(August 2021)*
Medicaid reimburses most eligible school-based services through one of two systems: fee-for-service and cost-based reimbursement. This infographic illustrates how the actions of schools and state Medicaid offices between the two reimbursement systems.

How are Local Education Agencies (LEAs) Paid Under Cost-Based Reimbursement? Financing School Based Services through Medicaid *(August 2021)*
Many state Medicaid offices use a cost-based system to reimburse service costs and administrative costs associated with school-based service provision. Under cost-based reimbursement, LEAs and state Medicaid offices take routine actions when a Medicaid-eligible school-based service is provided throughout a quarter (or year). At the end of a quarter (year), additional actions are required to determine settlement payments. This two-page infographic walks through all of the steps these actors take both routinely and at quarter-end (year-end) to provide reimbursement under a cost-based reimbursement system.

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FUNDING, SUSTAINABILITY, & IMPACT

$ SCHOOL MENTAL HEALTH FINANCING (CONTINUED)

INFOGRAPHICS CONTINUED

The Early & Periodic Screening, Diagnostic & Treatment (EPSDT) Medicaid Benefit *(October 2020)*
This infographic describes the Early and Periodic Screening, Diagnostic and Treatment (EPSDT) benefit, a rich benefit mandated to be covered in all Medicaid programs for youth (age < 21). It also highlights key common misconceptions about EPSDT.

Free Care Rule Medicaid Financing Tips *(June 2020)*
This infographic describes the "Free Care Rule" in Medicaid and discusses how the recently changed federal interpretation of this rule can affect local education agencies' capacity to leverage Medicaid to finance health services, including school-based mental health services. It also includes links to key resources on the Free Care Rule change in 2014 and active state efforts to act on this change.

Using IDEA to Fund School-Based Mental Health Services *(June 2020)*
This infographic describes how school-based mental health services are financed under the Individuals with Disabilities Education Act (IDEA). It includes basic information about IDEA and individualized education programs (IEPs), and it offers more specific guidance around IDEA and the funding of school-based mental health services for parents, for local education agencies, and for providers.

Eligibility & Enrollment in Medicaid in the Southeast *(August 2019)*
This infographic provides information about Medicaid eligibility for children and child enrollment rates in the Medicaid program in the Southeast.

Medicaid Managed Care & Behavioral Health Benefit Administration: Southeast Region *(August 2019)*
This infographic provides information about Medicaid managed care and how behavioral health benefits are administered in Medicaid programs in the Southeast.

Distinctive Features of Medicaid Programs in the Southeast Region *(August 2019)*
This infographic provides an overview of key features of Medicaid programs in the Southeast.

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3 FUNDING, SUSTAINABILITY, & IMPACT

$ SCHOOL MENTAL HEALTH FINANCING (CONTINUED)

INFOGRAPHICS CONTINUED

Will Medicaid Pay For This Service? Key Constraints on Medicaid Reimbursement for School-Based Mental Health Services *(August 2019)*
This infographic provides an overview of key constraints on Medicaid reimbursement for school mental health services.

WEBINARS

Medicaid Managed Care and School Mental Health *(May 2024)*
Medicaid is a leading source of financing for school mental health services and programs, and in most states Medicaid-enrolled youth receive their benefits through Medicaid Managed Care plans. This webinar will provide an enhanced understanding of how school mental health services can be paid for through Medicaid, with a special focus on Medicaid Managed Care. Through this webinar, our presenter Dr. Adam Wilk (Emory University) will clarify how it can be determined whether a given service will be reimbursable through Medicaid, and highlight how school mental health care providers can have different experiences when working with Medicaid Managed Care plans to pay for their services.

Medicaid Policy & School Mental Health *(November-December 2023)*
Medicaid is a leading source of financing for school mental health services and programs. As Medicaid policies change, there may be greater opportunities for mental health providers to bill Medicaid for more services in schools. In this two-part webinar event, Dr. Adam Wilk (SE MHTTC Policy Lead) will describe key policies that govern Medicaid funding for school mental health services, and how they can be changed to increase school mental health funding. He will provide examples of states that have pursued specific reforms, and he will also highlight important resources that can help school mental health leaders to identify what steps may be most appropriate to take in their home state. This series is designed for school mental health leaders who are interested in learning 1) about the fundamentals of Medicaid financing of school mental health services and 2) about options for changing Medicaid policy to better support school mental health systems and services.

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3 FUNDING, SUSTAINABILITY, & IMPACT

SCHOOL MENTAL HEALTH FINANCING (CONTINUED)

WEBINARS CONTINUED

Part I: Medicaid Policy & School Mental Health *(November 2023)*
Part I will focus on policies related to who is eligible for Medicaid coverage and what services Medicaid covers.

Part II: Medicaid Policy & School Mental Health *(December 2023)*
Part II will focus on policies concerning which providers can bill Medicaid for services and whether Medicaid can be billed for services provided in school settings.

Medicaid Policy & School Mental Health Funding *(May 2023)*
Medicaid is a leading source of financing for school mental health services and programs. Looking forward, LEAs and mental health providers may be able to bill Medicaid for more services if there is better alignment between Medicaid policies and the services provided. In this webinar event, Dr. Adam Wilk (SE MHTTC Policy Lead) will describe key processes through which Medicaid policies can be changed to increase Medicaid funding support for school mental health services. He will provide examples of states that have pursued specific reforms, and he will also highlight important resources that can help school mental health leaders to identify what steps may be most appropriate to take in their home state. This session is designed for those who are interested in learning more about options for changing Medicaid policy to better support school mental health systems and services.

Financing Opportunities to Boost Mental Health Services in Schools in 2023: The Bipartisan Safer Communities Act *(March 2023)*
The Biden Administration and Congress are showing renewed commitment to improving school-based mental health and substance use disorders services for young people. Through passage of the Bipartisan Safer Communities Act (2022), we expect to see new federal guidance (revising policies that have not been updated in almost 20 years), the launch of a school Medicaid technical assistance center, and $50 million in state grants. In this webinar event, Lena O'Rourke (on behalf of Healthy Schools Campaign), Orla Kennedy and Dusan Stojicic (Community Catalyst) explain how school mental health leaders can leverage these opportunities to improve school-based health services, including meaningfully engaging young people in that process.

3 FUNDING, SUSTAINABILITY, & IMPACT

SCHOOL MENTAL HEALTH FINANCING (CONTINUED)

WEBINARS CONTINUED

Medicaid and School Mental Health: A Guided Tour Through Available Resources *(November 2022)*
Medicaid is a leading source of financing for school mental health services and programs. In this webinar event, Dr. Adam Wilk (SE MHTTC Policy Lead) will orient attendees to nearly 20 resources – reports, infographics, webinar recordings, and more – that help to explain the role of Medicaid in school mental health financing and how to use it to pay for mental health services in schools.

Medicaid & School Mental Health 101: How Can Schools Finance School Mental Health Services through Medicaid? *(March 2022)*
In this foundational webinar, Dr. Adam Wilk provides an overview of Medicaid and an introduction to how Medicaid finances school mental health services. He discusses the Medicaid benefits that can cover school mental health services, what child populations can be eligible for Medicaid, what providers can bill Medicaid for school mental health services, and related considerations for schools and community mental health providers. Dr. Wilk and Allison Hu, the lead author of a new report that answers frequently asked questions about Medicaid and school mental health, conclude the webinar by answering attendees' questions.

Sustaining School Mental Health at the State-level: Panel Discussion *(February 2022)*
This panel discussion focuses on state-level examples of the planning, design, and implementation process that supports sustainable and scalable school mental health systems. Panelists included leaders from two state education agencies with experience navigating the changing landscape needs and availability of resources; building statewide school mental health infrastructure; and coordinating a variety of federally funded initiatives (e.g., AWARE, School Climate Transformation grants).

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SCHOOL MENTAL HEALTH FINANCING (CONTINUED)

WEBINARS CONTINUED

[The Nuts & Bolts of Sustainability: Essentials for the Longevity of School Mental Health Initiatives](#) *(January 2022)*
This topical learning forum is dedicated to building capacity of school and district teams invested in building long-lasting practices and policies that promote school and student mental health. In this virtual learning session, participants learned about effective sustainability practices, including strategies and tools designed to support an intentional approach to developing change that lasts.

[School Mental Health Financing & Sustainability: Using Stimulus Funds to Advance Comprehensive School Mental Health](#) *(December 2021)*
In this webinar, leaders from two school districts in the Southeast will join a panel to describe how they and their partners have made innovative use of Stimulus funds to finance their school mental health initiatives. The panelists discuss how their current approaches built upon prior school mental health programs and existing sources of financing, as well as how they are working towards sustainability. They also share their perspectives on how other school districts–which may be different from theirs in key respects (e.g., size, administrative capacity)–might think about the opportunities to appropriate these new funds in support of students' mental health.

[Financing School Mental Health Services during a State Budget Crisis](#) *(July 2020)*
Today's economic crisis, driven by the COVID-19 pandemic and social distancing measures, poses significant challenges for state-budget-makers. This webinar, led by health care financing expert Dr. Adam Wilk, discusses those challenges in the context of school and school district leaders' efforts to finance school mental health programs.

[Financing School Mental Health Services](#) *(August 2019)*
This webinar, presented by Dr. Adam Wilk, aims to clarify how it can be determined whether a given school based mental health service will be reimbursable through Medicaid and by Medicaid Managed Care plans. Dr. Wilk also offers insights as to how school districts and school based mental health program leaders might think about Medicaid as a potentially important source of financing.

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SCHOOL MENTAL HEALTH WORKFORCE

REPORTS

Recruitment & Retention of School Mental Health Providers: Strategies & Key Resources *(July 2021)*
This report describes organizational and policy level strategies to improve recruitment and retention of school mental health providers. Additionally, it identifies resources developed by reputable organizations to facilitate implementation of these strategies. The 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.

INFOGRAPHICS

A Key Consideration When Staffing School-Based Mental Health Programs: Hire or Partner? *(June 2021)*
Local Education Agencies generally have two staffing approaches to provide school-based mental health services: (1) hire their own personnel, and (2) partner with community-based providers. This infographic outlines the advantages of each staffing approach in regard to administrative burden, access to services, and revenue.

Why Is the Early & Periodic Screening, Diagnostic & Treatment (EPSDT) Medicaid Benefit Underutilized in Financing School-based Mental Health Services? *(October 2020)*
The infographic describes a pernicious cycle through which the mental health workforce shortage leads to underuse of the Early and Periodic Screening, Diagnostic and Treatment (EPSDT) benefit in Medicaid, and how, in turn, underuse of EPSDT may have implications for the mental health workforce shortage.

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SCHOOL MENTAL HEALTH WORKFORCE (CONTINUED)

WEBINARS

Building & Strengthening School Mental Health Referral Pathways to Support Student Mental Health *(March 2024)*
What level of need warrants referral to an outside provider? Does your team have a communication procedure for a student's supported re-entry to campus? Are the school mental health providers you work with timely in their intake of students after they have received a referral? This session outlines the benefits of effective school mental health referral pathways. After reviewing best practices, you will be able to improve the consistency and efficiency with which your students are connected to appropriate levels of mental health support. Given the dynamic nature of schools and service agencies, establishing and maintaining good methods of contact and tracking requires regular attention. This session will also provide tools and templates to strengthen your referral pathways, and it will explain how these tools and templates can be adapted to the circumstances and culture of your school system.

Creating Cultures of Staff Wellness for Our Schools & Community Partners (2021-2023) *(September 2023)*
This learning series is designed to help school staff reset and restore their senses of wellness, and to help inform the way districts and schools promote cultures of care that benefit staff and parents.

> Part I: Back to School Wellness for School Staff *(September 2023)*
> Feeling the Back to School blues? Stressed being on campus again? Interested in hacks that help make it better? This session is designed for all of you showing up to navigate the new year with students and colleagues. You have a lot to do. This is an opportunity to make sure YOU are on your own to-do list. Take care of you right now and this year using efficient tools and strategies. Building on self-care and collective care modules from earlier in this series, our session distills practices that anyone can use to boost resilience, buffer stress, and sustain wellness. This session identifies free resources that help ease the transition into the school year right now and support your well-being all year long.

(Continued)

3 FUNDING, SUSTAINABILITY, & IMPACT

➕ SCHOOL MENTAL HEALTH WORKFORCE (CONTINUED)

WEBINARS CONTINUED

Part II: Schoolwide Wellness: Staff, Parents, & Families *(September 2023)*
Are you feeling supported at work? Is there synergy amongst your staff? Is your school on the same page with your community partners and parents? With the importance of focusing on our students' success, it's easy to put off attending to ourselves and our colleagues. In this session, we review practical recommendations and resources that put a campus culture of resilience within reach. Creating a climate of respect and compassion and sustaining a culture that values adults as allies in the shared mission of the school does not have to be an after-thought. Together, we will identify practices that are practical, accessible, and impactful for your school community's well-being.

Change is the Constant: Navigating Staff Turnover in School Mental Health Programs *(February 2023)*
How do we make sure the programs in place to support student wellness are maintained when schools are understaffed or staffing keeps changing? Our goal is to ensure that school mental health supports remain available to students now and long term. This learning forum is dedicated to facing one of the common challenges in this work: the dynamic nature of the staff and leadership in place to implement programs. We can predict the unpredictable and plan for it. In this virtual learning session, you will learn to sustain morale and momentum by preparing for staff changes with effective practices for knowledge, skill, and responsibility transfers.

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SCHOOL MENTAL HEALTH WORKFORCE (CONTINUED)

WEBINARS CONTINUED

Adaptive Leadership: Mobilizing for Sustainability in Your School Community *(May 2022)*

How do we approach achieving longevity of our school mental health initiatives? We face changing resources, complex challenges, and many moving parts. Adaptive leadership offers a strategic framework for how to think about the issues, generate solutions, and implement lasting change. In this first of two sessions, we present core tenants and practices to guide your efforts for ongoing impact. In the second session, we review core tenants and share advanced practices for leading efforts for lasting school mental health impact.

Part I: Adaptive Leadership: Mobilizing for Sustainability in Your School Community *(May 2022)*

Part II: Adaptive Leadership: Mobilizing for Sustainability in Your School Community *(May 2022)*

Workforce Wellness Strategies *(July 2021)*

This seven-module video series complements the webinar series titled *Creating Cultures of Staff Wellness and Care for our Schools and Community Partners*. Each short video provides an overview of an evidence-based self-care strategy that is recommended to reduce stress hormones, enhance neuroplasticity, and reduce inflammation – all of which play important roles in countering the body's stress response and in improving health and well-being.

Module 1: Quality Sleep

Module 2: Supportive Relationships

Module 3: Mindfulness

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FUNDING, SUSTAINABILITY, & IMPACT

SCHOOL MENTAL HEALTH WORKFORCE (CONTINUED)

WEBINARS CONTINUED

Module 4: Mental Health

Module 5: Access to Nature

Module 6: Physical Movement

Module 7: Nutrition

Creating Cultures of Staff Wellness & Care for our Schools & Community Partners *(July 2021)*

In this three-part webinar series, we share information about conditions that support health, regulation, and healing when stress levels are high and enduring. We provide tools and strategies that can be used to prevent stress from becoming harmful, or to ensure you and your workplace bounce back from it when it gets you down. We begin with a focus on what you are experiencing right now and connect you to concrete ways to understand and change how you experience stress. Next in the series, we build your capacity to act individually and collectively to support the emotional health of self and colleagues during times of stress. Finally, we focus on how leadership establishes or strengthens cultures of care in order for all staff to thrive.

Part I: In this Moment: Nudging Ourselves Towards Inner Calm & Connection *(July 2021)*

Part II: Listening to Scientists & our Grandmothers: Taking Care of a Human Being *(July 2021)*

Part III: Creating intentional Cultures of Wellness & Care Where Staff Can Thrive *(July 2021)*

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SCHOOL MENTAL HEALTH WORKFORCE (CONTINUED)

WEBINARS CONTINUED

Recruitment & Retention of SMH Providers *(December 2020)*
This series emphasizes the importance of sustaining the school mental health workforce for achieving effective, high-quality school mental health services, and discusses the innovative approaches and experiences of leading provider organizations and their partners as they work to recruit and retain school mental health providers.

Part I: An Overview *(December 2020)*
This webinar highlights the importance of sustaining the school mental health workforce for achieving effective, high-quality school mental health services. Dr. Mark Weist and Dr. Janet Cummings discuss recruitment and retention approaches that community mental health providers and local education agencies may want to consider implementing to support these goals, the current evidence concerning these approaches, and key resources to inform implementation efforts.

Part II: Innovative Strategies *(December 2020)*
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. Ms. Nikki Raymond (CEO, Georgia HOPE) discussed the diverse array of strategies her organization has employed and their impact, and Dr. Mark Sander (Director of School Mental Health, Hennepin County School System) discussed his experience coordinating 18 mental health agencies' efforts as they develop and support the school mental health workforce.

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DATA AND MEASUREMENT

WEBINARS

NOMs Data Collection for Project AWARE Grantees *(May 2022)*
SAMHSA established the National Outcome Measures (NOMs) to provide uniform measurement of behavioral health outcomes across grant funded programs and initiatives. The purpose of this two-part training series is to provide guidance, tools, and practical resources to AWARE grantees to help them successfully navigate the NOMS data collection and reporting process. The series consists of two sessions that combine direct instruction with workshopping to explore how learnings can be applied to local grantee service settings.

Part I: An Overview *(May 2022)*
This 90-minute session introduces the National Outcome Measures (NOMs) data collection and reporting process and discussed how it can be implemented within a school-based or school-linked mental health services setting. The session provides an overview of the NOMs Client-level Measurement Tool and domains, reviewed key stakeholder roles and responsibilities, and detailed data collection and management practices. The session was designed for AWARE SEA and LEA team members who have a role in collecting or reporting NOMS data.

Part II: SPARS Data Reporting, Monitoring, & Data Use *(May 2022)*
The second 90-minute session builds on information presented in the Part 1 of this series. This session provides an overview of SAMHSA's SPARS data reporting system, including guidance on how to access SPARS and how and when to enter National Outcome Measures (NOMs) data, how to use SPARS monitoring tools and reporting functions, and how to export and analyze data to support local project implementation. The session is designed for AWARE SEA and LEA team members who have a role in collecting or reporting NOMS data.

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LGBTQ+ STUDENT MENTAL HEALTH

RESOURCE COLLECTION

LGBTQ+ Youth Mental Health Resource Collection *(April 2022)*
The Southeast MHTTC School Mental Health Initiative collaborated with the Center of Excellence on LGBTQ+ Behavioral Health Equity to support school mental health providers as they increase their skills as affirming providers to better support LGBTQ+ students.

WEBINARS

LGBTQ+ Youth Mental Health Webinar Series *(May 2022)*
In Spring 2022 we hosted three live learning sessions focused on building provider skills for supporting LGBTQ+ youth. The intended audience for this series is providers who are interested in learning more about how they can best support their LGBTQ+ clients.

Part I: How to Signal you are an Affirming Provider & How to Respond when a Young Person Discloses their SOGIE *(May 2022)*
This session, hosted in collaboration with the Center of Excellence on LGBTQ+ Behavioral Health Equity, provides guidance on what types of school policies and strategies can be implemented to help promote and build an affirming environment for LGBTQ+ young people. Attendees also learn strategies for responding when a student discloses their sexual orientation and/or gender identity and expression (SOGIE).

Part II: Supporting Families of LGBTQ+ students *(May 2022)*
In this session, hosted in collaboration with the Center of Excellence on LGBTQ+ Behavioral Health Equity, we provide helpful tips on working with families and other caregivers of LGBTQ+ youth. Some families may struggle to understand their child or youth's sexual orientation or gender identity. Some may fear rejection from their own communities or fear what the future may hold for their family. During this session, attendees hear about the importance of family support, strategies for helping families process their feelings, and promising programs that are making strides towards creating evidence-based programs for families of LGBTQ+ youth.

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DIVERSE POPULATIONS, EQUITY, & INCLUSION

LGBTQ+ STUDENT MENTAL HEALTH (CONTINUED)

WEBINARS CONTINUED

Part III: Safety Planning for LGBTQ+ Students *(May 2022)*
This session, hosted in collaboration with the Center of Excellence on LGBTQ+ Behavioral Health Equity, provides information on safety planning with LGBTQ+ youth. Safety planning is a protective measure that can be implemented with youth in situations that may lead to distress and crisis — from disclosing their identities to engaging in gender-segregated activities. This session covers: (1) assessment of available supports for LGBTQ+ youth; (2) anticipation of challenges LBGTQ+ youth may face in distressing situations; and (3) tools that can help youth cope through difficult times.

Supporting LGBTQ+ Youth in Schools *(March 2021)*
In this series, experts from GLSEN provide (1) an overview of the school experiences of LGBTQ+ secondary school students and (2) an overview of practices and policies that can improve the school experiences of LGBTQ+ students. The intended audience for this series is all school personnel, including but not limited to educators, administrators, providers and staff.

Part I: Understanding the School Experiences of LGBTQ+ Students *(March 2021)*
This webinar provides an overview of the school experiences of LGBTQ+ students. As a starting point, the speakers from the Gay, Lesbian, & Straight Education Network (GLSEN) provide basic terminology that is relevant to LGBTQ+ youth, such as the differences between gender identity and sexual orientation. Next, an overview of research on LGBTQ+ students' school experiences nationally and in the Southeast is presented, including hostile school climate indicators. Finally, LGBTQ+ youth from GLSEN's National School Council speak about their school experiences and the challenges they face.

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4 DIVERSE POPULATIONS, EQUITY, & INCLUSION

LGBTQ+ STUDENT MENTAL HEALTH (CONTINUED)

WEBINARS CONTINUED

Part II: Improving the School Experiences of LGBTQ+ Students *(March 2021)*
This webinar provides an overview of practices and policies that can improve the school experiences of LGBTQ+ students. The Gay, Lesbian & Straight Education Network (GLSEN) Director of Public Policy, Aaron Ridings, discussed policies that support LGBTQ+ youth in schools. GLSEN Senior Manager of Youth Programs, a.t. furuya, discussed school practices that address the needs of LGBTQ+ students. LGBTQ+ Youth Speakers from the GLSEN National School Council spoke about how these school changes and supports would benefit them.

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4 DIVERSE POPULATIONS, EQUITY, & INCLUSION

SUPPORTING NEURODIVERSE STUDENTS IN THE CLASSROOM

NOTE ON LANGUAGE USE

Starting in Spring 2022, we made a shift from using person-first language (e.g., students with autism) to identity first language (e.g., autistic students). We made this decision in response to the neurodiversity movement, based on the preference of many autistic adults, and in an attempt to avoid the use of ableist language. However, we recognize that this is not the preference of every individual or family and that many people continue to use person-first language.

RESOURCE COLLECTION

Resources to Support the Mental Health of Autistic Students at School *(August 2022)*
The Southeast MHTTC put together this comprehensive resource collection made up of webinars and resources to support students with intellectual and developmental disabilities.

REPORTS

Supporting the Mental Health of Autistic Students: An Overview of Resources Available through the Southeast Mental Health Technology Transfer Center (MHTTC) *(June 2024)*
Recent prevalence estimates indicate 1 in 36 school-age children are autistic. Autistic students are much more likely than non-autistic students to experience mental health challenges, including executive function differences and co-occurring anxiety. This brief report provides an overview of key SEMHTTC resources to support the mental health of autistic students, particularly regarding anxiety, executive function, and disruptive behaviors.

INFOGRAPHICS

Strategies to Support Executive Function in Autistic Students: Inhibition *(January 2024)*
Recent prevalence estimates indicate that 1 in 36 school-age children have autism. Autistic students are much more likely than non-autistic students to experience mental health challenges, including difficulty with aspects of executive function such as inhibition. This infographic provides information about strategies that can be used by educators to help autistic students build their inhibition skills in a manner that is inclusive and neurodiversity affirming.

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SUPPORTING NEURODIVERSE STUDENTS IN THE CLASSROOM (CONTINUED)

INFOGRAPHICS CONTINUED

Strategies to Support Executive Function in Autistic Students: Planning *(July 2023)*
Recent prevalence estimates indicate that 1 in 36 school-age children have autism. Autistic students are much more likely than non-autistic students to experience mental health challenges, including difficulty with aspects of executive function such as planning. This infographic provides information about strategies that can be used by educators to help autistic students build their planning skills in a manner that is inclusive and neurodiversity affirming.

Strategies to Support Executive Function in Autistic Students: Flexibility *(August 2023)*
Recent prevalence estimates indicate that 1 in 36 school-age children have autism. Autistic students are much more likely than non-autistic students to experience mental health challenges, including difficulty with flexibility. This infographic provides information about strategies that can be used by educators to help autistic students navigate situations that differ from their expectations. This infographic includes how to teach these flexibility strategies in a manner that is inclusive and neurodiversity affirming.

Strategies to Support Executive Function in Autistic Students: Emotion Regulation *(July 2023)*
Recent prevalence estimates indicate that 1 in 36 school-age children have autism. Autistic students are much more likely than non-autistic students to experience mental health challenges, including difficulty with emotion regulation. This infographic provides information about strategies educators can use to support autistic students that experience emotion regulation challenges in a manner that is inclusive and neurodiversity affirming.

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SUPPORTING NEURODIVERSE STUDENTS IN THE CLASSROOM (CONTINUED)

INFOGRAPHICS CONTINUED

Common Executive Function Differences in Autistic Students & Why They Matter at School *(May 2023)*
1 in 36 school-age children have autism spectrum disorder (ASD). Autistic students are much more likely than non-autistic students to experience mental health challenges, including difficulty with executive functioning. This infographic provides an overview of common executive function differences in autistic students and why these differences matter for school.

Using Cognitive Behavioral Therapy (CBT) to Support the Mental Health of Autistic Students: An Overview *(August 2022)*
As many as 50 percent of autistic youth experience anxiety. This brief report discusses best practices in supporting the mental health of autistic students, with an emphasis on school-based treatments for anxiety.

Supporting the Mental Health of Autistic Students *(August 2022)*
In the U.S., approximately 2% of youth have Autism Spectrum Disorder (ASD). Mental health challenges are much more common among autistic youth. This infographic displays how anxiety symptoms make school participation difficult for autistic youth, and evidence-based practices to support anxiety symptoms.

Identifying Anxiety in Autistic Students: Common Symptoms and Considerations *(June 2022)*
In the U.S., approximately 2% of youth have Autism Spectrum Disorder (ASD). Anxiety disorders are much more common among autistic youth. This infographic displays anxiety symptoms that are commonly experienced by autistic students.

Prevalence of & Risk Factors for Mental Health Challenges in Autistic Students *(May 2022)*
In the U.S., approximately 2% of youth have Autism Spectrum Disorder (ASD). Mental health challenges are much more common among autistic youth. This infographic explores the relationship between autism and mental health risk in school-age youth

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SUPPORTING NEURODIVERSE STUDENTS IN THE CLASSROOM (CONTINUED)

WEBINARS

Supporting the Mental Health of Autistic Students in the Classroom: A Guided Tour through Available Resources *(June 2024)*

1 in 36 school-age children have autism spectrum disorder (ASD). Autistic students are much more likely than non-autistic students to experience mental health challenges, including difficulty with emotion regulation, anxiety, and depression that may be exacerbated by experiences of bullying, victimization, and segregation within schools. There is an urgent need to support the mental and behavioral health of autistic students. In this webinar event, Dr. Katherine Pickard will orient attendees to the resources – reports, infographics, webinar recordings, and more – the Southeast MHTTC has developed and disseminated on supporting the mental health of autistic students.

Supporting Autistic Students in the Classroom with Anxiety: Your Questions Answered *(February 2024)*

1 in 44 school-age children have autism spectrum disorder (ASD). Autistic students are much more likely than non-autistic students to experience mental health challenges, including difficulty with emotion regulation, anxiety, and depression that may be exacerbated by experiences of bullying, victimization, and segregation within schools. There is an urgent need to support the mental and behavioral health of autistic students. In the past year, the SEMHTTC team has disseminated resources related to identifying and supporting mental health challenges in this population, with a specific emphasis on anxiety here. The purpose of this two-part series is to build on the didactic content covered in our earlier learning sessions (Fall 2021 Part 1, Part 2; Fall 2022 Part 1, Part 2) and provide more opportunity to cover a case example, engage in discussion, and have ample time for Q&A. In each session, we will provide a very brief overview of the prior content we covered (15 minutes), have an in-depth discussion of one case example (15 minutes), and ample time for questions and open conversation related to the mental health of autistic students (25 minutes).

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SUPPORTING NEURODIVERSE STUDENTS IN THE CLASSROOM (CONTINUED)

WEBINARS CONTINUED

Part I: Supporting Autistic Students in the Classroom with Anxiety: Your Questions Answered *(February 2024)*
The first learning session is devoted to identifying anxiety and other mental health challenges in autistic students.

Part II: Supporting Autistic Students in the Classroom with Anxiety: Your Questions Answered *(February 2024)*
This webinar will center on evidence-based approaches and practices that can be used within schools to help manage anxiety in autistic students.

Supporting the Executive Function of Autistic Students in the Classroom: Your Questions Answered *(November 2023)*
1 in 36 school-age children have autism. Autistic students are much more likely than non-autistic students to experience mental health challenges, including difficulty with emotion regulation, anxiety, and depression that may be exacerbated by experiences of bullying, victimization, and segregation within schools. There is an urgent need to support the mental and behavioral health of autistic students. In the past year, the SEMHTTC team has disseminated resources related to identifying and supporting mental health challenges in this population, including anxiety (infographic, learning sessions in Fall 2022 [Part1, Part 2]) and, more recently, executive function. The purpose of this two-part series is to build on the didactic content covered in our earlier learning sessions on executive function [Part 1, Part 2] and provide more opportunity to cover a case example, engage in discussion, and have ample time for Q&A. In each session, we will provide a very brief overview of the prior content we covered (15 minutes), have an in-depth discussion of one case example (15 minutes), and ample time for questions and open conversation related to the mental health of autistic students (25 minutes).

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DIVERSE POPULATIONS, EQUITY, & INCLUSION

SUPPORTING NEURODIVERSE STUDENTS IN THE CLASSROOM (CONTINUED)

WEBINARS CONTINUED

Part I: Supporting the Executive Function of Autistic Students in the Classroom: Your Questions Answered *(November 2023)*
The first learning session will be devoted to common executive functioning differences in autistic students.

Part II: Supporting the Executive Function of Autistic Students in the Classroom: Your Questions Answered *(November 2023)*
The second learning session will center on evidence-based approaches that can be used to support the executive functioning of autistic students.

Understanding & Supporting the Executive Functioning of Autistic Students
(February-March 2023)
Attention Deficit Hyperactivity Disorder (ADHD) is the most common co-occurring diagnosis for autistic youth. However, the substantial overlap between autism and ADHD can pose challenges in identifying and supporting students with autism, ADHD, or both. The goal of this webinar series is to provide information about executive functioning differences that are common in autistic students and how these challenges relate to and are distinct from ADHD.

Part I: Understanding executive functioning differences among autistic students with & without co-occurring ADHD *(February 2023)*
Part 1 will help participants to understand common executive functioning differences in autistic students and how these differences relate to ADHD.

Part II: Evidence-based approaches to support the executive functioning of autistic students *(March 2023)*
Part 2 will provide an overview of evidence-based approaches that can be used to support the executive functioning of autistic students, including those with co-occurring ADHD.

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DIVERSE POPULATIONS, EQUITY, & INCLUSION

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SUPPORTING NEURODIVERSE STUDENTS IN THE CLASSROOM (CONTINUED)

WEBINARS CONTINUED

Supporting the Mental Health of Autistic Students in the Classroom: Your Questions Answered *(September-October 2022)*
1 in 44 school-age children have autism spectrum disorder (ASD). Autistic students are much more likely than non-autistic students to experience mental health challenges, including difficulty with emotion regulation, anxiety, and depression that may be exacerbated by experiences of bullying, victimization, and segregation within schools. There is an urgent need to support the mental and behavioral health of autistic students. In the past year, the SEMHTTC team has disseminated resources related to identifying and supporting mental health challenges in this population, with a specific emphasis on anxiety including an infographic and learning sessions [Part 1, Part 2]. The purpose of this two-part series is to build on the didactic content covered in our earlier learning sessions and provide more opportunity to cover a case example, engage in discussion, and have ample time for Q&A.

Part I: Supporting the Mental Health of Autistic Students in the Classroom: Your Questions Answered *(September 2022)*

Part II: Supporting the Mental Health of Autistic Students in the Classroom: Your Questions Answered *(October 2022)*

Understanding & Supporting the Behavior of Students with Autism Spectrum Disorder *(April 2022)*
This webinar provides an overview of the reasons that challenging behavior may occur in students with autism spectrum disorder (ASD). It also provides an overview of strategies that can be used to prevent challenging behaviors in these students, and resources that can provide additional information related to managing challenging behaviors. The two presenters have expertise in supporting students with ASD and behavioral health challenges within school settings.

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SUPPORTING NEURODIVERSE STUDENTS IN THE CLASSROOM (CONTINUED)

WEBINARS CONTINUED

Supporting the Mental Health of Students with Intellectual & Developmental Disabilities *(September 2021)*

In this two-part webinar series, Part I defines intellectual and developmental disabilities (IDDs) and describes signs of mental health challenges in students with IDDs. Part II of this series provides an overview of evidence-based approaches and practices that can be used within schools to support the mental health of students with intellectual and developmental disabilities. It also describes challenges and solutions when implementing these practices in schools.

Part I: Supporting the Mental Health of Students with Intellectual & Developmental Disabilities *(September 2021)*

Part II: Supporting the Mental Health of Students with Intellectual & Developmental Disabilities *(September 2021)*

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