

National School Mental Health Best Practices: Implementation Guidance Modules for States, Districts, and Schools

Module Curriculum Supplementary Guide



**National Center for School Mental Health
Baltimore, Maryland**



MHTTC

Mental Health Technology Transfer Center Network
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**Mental Health Technology Transfer Center
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Palo Alto, California**

**Southeast Mental Health Technology Transfer Center
Atlanta, Georgia**

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Disclaimer

The opinions expressed herein are the views of the Southeast MHTTC and the National Center for School Mental Health and do not reflect the official position of the Department of Health and Human Services (DHHS), SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this document is intended or should be inferred. At the time of this publication, Tom Coderre served as Assistant Secretary for Mental Health and Substance Use.

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SAMHSA

Substance Abuse and Mental Health
Services Administration

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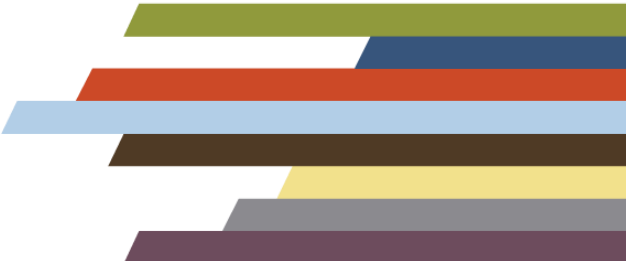


Brief Overview

The Mental Health Technology Transfer Center (MHTTC) Network Coordinating Office supports resource development and dissemination, training and technical assistance, and workforce development for the mental health field. It can be found here: <http://www.mhttcnetwork.org/>.

The National Center for School Mental Health (NCSMH) mission is to strengthen policies and programs in school mental health to improve learning and promote success for America's youth. It can be found here: <http://www.schoolmentalhealth.org/>.

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 8 modules. This document is an index to help users search and locate specific resources referenced within each Module. You can access the full curriculum at this [link](#).



Module 1: Foundations of Comprehensive School Mental Health

Guidance Documents

- Equity in Mental Health Framework
Rose, E. & MacPhee, J. (2017). *Equity in mental health framework*. The Steve Fund and JED Foundation. Retrieved from <https://equityinmentalhealth.org>
- School Mental Health Teaming Quality Guide
National Center for School Mental Health (NCSMH, 2020). *School Mental Health Quality Guide: Teaming*. NCSMH, University of Maryland School of Medicine. Retrieved from <http://www.schoolmentalhealth.org/media/SOM/Microsites/NCSMH/Documents/Quality-Guides/Teaming-1.27.20.pdf>
- Restorative Practices – Guide for Educators
Schott Foundation, Advancement Project, American Federation of Teachers and National Education Association (2014, March). *Restorative practices: Fostering healthy relationships & promoting positive discipline in schools: A guide for educators*. Retrieved from <http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf>

Books

- Leading by Convening – A Blueprint for Authentic Engagement
Cashman, J., Linehan, P. C., Purcell, L., Rosser, M., Schultz, S., & Skalski, S. (2014). *Leading by convening: A blueprint for authentic engagement*. *Idea Partnership*. Retrieved from <http://www.ideapartnership.org/documents/NovUploads/Blueprint%20USB/NASDSE%20Leading%20by%20Convening%20Book.pdf>

Issue Briefs, Reports, and One-Pagers

- Restorative Practices
Now is the Time Technical Assistance Center. (n.d.). *Restorative Practices: Approaches at the Intersection of School Discipline and School Mental Health* (Issue Brief). Retrieved from <https://dm0gz550769cd.cloudfront.net/shape/5d/5d75418901f4ed14b77d94193032dc8e.pdf>
- Defining Restorative
International Institute for Restorative Practices. (2016). *Defining Restorative*. Retrieved from <https://www.iirp.edu/restorative-practices/defining-restorative/>
- Healthy Students and Thriving Schools – IMPACT Report
Hoover, S., Bracey, J., Lever, N., Lang, J. (2018). *Healthy Students and Thriving Schools: A Comprehensive Approach for Addressing Students' Trauma and Mental Health Needs*. Farmington, CT: Child Health and Development Institute of Connecticut. Retrieved from <https://www.chdi.org/index.php/publications/reports/impact-reports/health-students-and-thriving-schools>
- Comprehensive Behavioral Health Model – Annual Report (2017-18)
Comprehensive Behavioral Health Model. (2019). *School Year 2017-18 annual report*. Retrieved from <https://cbhmboston.com/wp-content/uploads/2019/01/CBHM-Annual-Report-SY-2017-18-4.pdf>

- Comprehensive School Mental Health Core Features Checklist
National Center for School Mental Health. (2019). *Comprehensive school mental health core features checklist*. Retrieved from <http://bit.ly/2Ungx29>
- 10 Critical Factors in School Mental Health
National Assembly on School-Based Health Care. (n.d.). *Ten Critical Factors in School Mental Health...What Early Adopters Say*. Retrieved from <http://ww2.nasbhc.org/RoadMap/Advocacy/10%20Critical%20Factors%20To%20Advancing%20School%20Mental%20Health.pdf>

Models/Framework – District/State Examples

- Comprehensive Behavioral Health Model – Boston Public Schools
Boston Public Schools Behavioral Health Services. (n.d.). *Comprehensive behavioral health model*. Retrieved from <https://cbhmboston.com/what-is-cbhm/>
- The Wisconsin School Mental Health Framework
Wisconsin Department of Public Instruction. (2015, December). *The Wisconsin School Mental Health Framework: Integrating school mental health with positive behavioral interventions & supports*. Retrieved from <https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/mhframework.pdf>
- Colorado Framework for Behavioral Health
Mental Health Colorado. (n.d.). *School mental health toolkit*. Retrieved from <https://www.mentalhealthcolorado.org/schooltoolkit/>

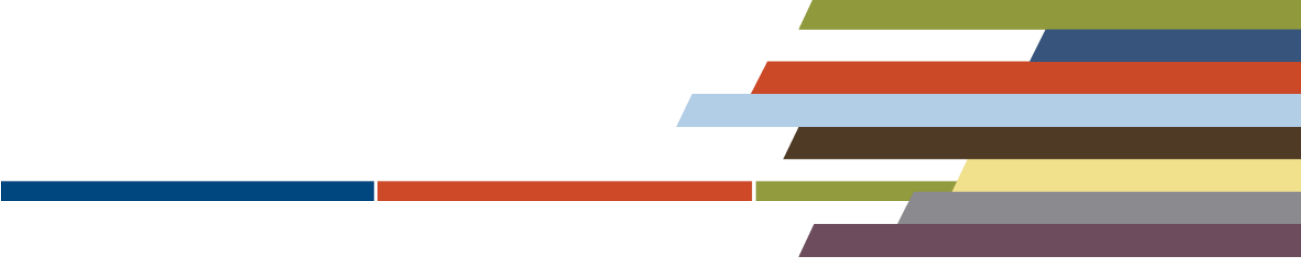
Online Resources

- The SHAPE system
National Center for School Mental Health (2019). *The SHAPE System*. Retrieved from <http://theshapesystem.com/>

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- Bruns, E. J., Walrath, C., Glass-Siegel, M., & Weist, M. D. (2004). School-based mental health services in Baltimore: Association with school climate and special education referrals. *Behavior Modification*, *28*, 491–512. Retrieved from <https://pubmed.ncbi.nlm.nih.gov/15186512/>
- Collaborative for Academic, Social, and Emotional Learning (CASEL). (n.d.). What is SEL? Retrieved from <https://casel.org/what-is-sel/>
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, *82*(1), 405–432. Retrieved from <https://www.casel.org/wp-content/uploads/2016/08/PDF-3-Durlak-Weissberg-Dymnicki-Taylor--Schellinger-2011-Meta-analysis.pdf>
- Flannery, K. B., Fenning, P., Kato, M. M., & McIntosh, K. (2014). Effects of school-wide positive behavioral interventions and supports and fidelity of implementation on problem behavior in high schools. *School Psychology Quarterly*, *29*, 111–124. Retrieved from https://doi.apa.org/doi/10.1037/spq0000039https://www.pbis.org/common/cms/files/pbisresources/HighSchools_Effects%20of%20Fidelity%20on%20Prob%20Behavior_Article.pdf

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- Green, J. G., McLaughlin, K. A., Alegría, M., Costello, E. J., Gruber, M. J., Hoagwood, K., ... & Kessler, R. C. (2013). School mental health resources and adolescent mental health service use. *Journal of the American Academy of Child & Adolescent Psychiatry*, 52(5), 501–510. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3902042/>
- Greenberg, M. T., Domitrovich, C. E., Graczyk, P. A., & Zins, J. E. (2005). The study of implementation in school-based preventive interventions: Theory, research, and practice. *Promotion of Mental Health and Prevention of Mental and Behavioral Disorders 2005 Series V3*, 21.
- Kase, C., Hoover, S., Boyd, G., West, K. D., Dubenitz, J., Trivedi, P. A., ... & Stein, B. D. (2017). Educational outcomes associated with school behavioral health interventions: a review of the literature. *Journal of School Health*, 87(7), 554–562. Retrieved from <https://onlinelibrary.wiley.com/doi/abs/10.1111/josh.12524>
- National Center for School Mental Health (2019). *School mental health national quality assessment: Overview of domains and indicators*. Retrieved from <http://bit.ly/2TBnFKY>
- National Center for School Mental Health (2019). School mental health matters infographic. Retrieved from <http://bit.ly/2NKpG25>
- National Center for School Mental Health (2019). School mental health quality assessment. Retrieved from <http://bit.ly/2TzRPOS>
- National Center for School Mental Health (2019). *The SHAPE System*. Retrieved from <http://theshapesystem.com/>
- Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child Development*, 88, 1156–1171. Retrieved from <http://dx.doi.org/10.1111/cdev.12864>



Module 2: Teaming

Guidance Documents

- School Mental Health Teaming Quality Guide
National Center for School Mental Health (NCSMH, 2020). *School Mental Health Quality Guide: Teaming*. NCSMH, University of Maryland School of Medicine. Retrieved from <http://www.schoolmentalhealth.org/media/SOM/Microsites/NCSMH/Documents/Quality-Guides/Teaming-1.27.20.pdf>
- School Mental Health Referral Pathways Toolkit
Now Is The Time Technical Assistance Center. (2015). *School mental health referral pathways (SMHRP) toolkit*. Washington, DC: Substance Abuse and Mental Health Services Administration. Retrieved from <http://files.ctctcdn.com/bde05f96001/84fa3636-08af-43fc-aeaf-a016f2aa68a6.pdf>
- Using Grade-Level Team Meetings to Support SEL
Collaborative for Academic, Social and Emotional Learning (CASEL). (2019). TOOL: Using Grade-Level Team Meetings to Support SEL. Retrieved from <https://dm0qz550769cd.cloudfront.net/shape/81/811130a8a13855420b66de5ebf3dfca6.pdf>

Books

- Leading by Convening – A Blueprint for Authentic Engagement
Cashman, J., Linehan, P. C., Purcell, L., Rosser, M., Schultz, S., & Skalski, S. (2014). *Leading by convening: A blueprint for authentic engagement*. *Idea Partnership*. Retrieved from <http://www.ideapartnership.org/documents/NovUploads/Blueprint%20USB/NASDSE%20Leading%20by%20Convening%20Book.pdf>

Issue Briefs and One-Pagers

- Using Data to Improve Student Mental Health
Now Is The Time Technical Center. (2018). *Using data to improve student mental health* (Issue Brief). Washington, DC: Substance Abuse and Mental Health Services Administration. Retrieved from: <http://bit.ly/2HhgdhC>
- When to Refer a Student
National Center for School Mental Health. (2018). *When to Refer a Student*. Retrieved from: <http://bit.ly/2EHZMYP>

- School Wish List for Community Partner
National Center for School Mental Health. (2018). *School wish list for community partner*. Retrieved from: <http://bit.ly/2TkPLL7>
- Handout on HIPAA and FERPA
National Center for School Mental Health. (2016). *Information about HIPAA and FERPA*. Retrieved from <http://bit.ly/2IUy40I>

Templates

- MTSS Memorandum of Understanding
National Center for School Mental Health (2016). *MTSS Memorandum of Understanding Example*. Retrieved from <https://dm0gz550769cd.cloudfront.net/shape/3b/3bd5f5f5dc0a62791f3883499cb2a267.pdf>
- School Mental Health Team Roles and Functions
National Center for School Mental Health. (2018). *Comprehensive school mental health system roles and responsibilities*. Retrieved from <https://theshapesystem.com/>
- School Mental Health Team Meeting Agenda
National Center for School Mental Health. (2018). *Team meeting agenda template*. Retrieved from <https://theshapesystem.com/>
- Referral Form
National Center for School Mental Health. (2018). *Referral form example*. Retrieved from: <http://bit.ly/2Hi9F23>
- Referral Feedback Form
National Center for School Mental Health. (2018). *School Mental Health Program Referral Feedback Form*. Retrieved from <https://dm0gz550769cd.cloudfront.net/shape/dd/dda90b8603c2ceddd2d83624e863c685.pdf>
- Referral and Triage Flow Chart
National Center for School Mental Health. (2018). *Referral and triage flow chart examples*. Retrieved from: <http://bit.ly/2VF5XUb>
- Caregiver Release of Information Forms
National Center for School Mental Health. (2018). *Release of information forms*. Retrieved from: <http://bit.ly/2HnYTY6>
- School Mental Health Team Alignment Tool
National Center for School Mental Health. (2018). *School mental health team alignment tool*. Retrieved from <http://bit.ly/2EDZwK6>
- SMART Goal Worksheet
National Center for School Mental Health. (2019). *SMART goal worksheet*. Retrieved from <http://bit.ly/2Unv5if>

Online Resources

- SHAPE Screening and Assessment Library
National Center for School Mental Health. (2018). *The SHAPE System screening and assessment library*. Retrieved from: <https://theshapesystem.com/>

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Cashman, J., Linehan, P. C., Purcell, L., Rosser, M., Schultz, S., & Skalski, S. (2014). Leading by

convening:

A blueprint for authentic engagement. *Idea Partnership*. Retrieved from <http://www.ideapartnership.org/documents/NovUploads/Blueprint%20USB/NASDSE%20Leading%20by%20Convening%20Book.pdf>

National Center for School Mental Health. (2018). School mental health teaming playbook: Best practices and tips from the field. Retrieved from <http://csmh.umaryland.edu/media/SOM/Microsites/CSMH/docs/Reports/School-Mental-Health-Teaming-Playbook.pdf>

Now Is The Time Technical Assistance Center. (2015). *School mental health referral pathways_ (SMHRP) toolkit*. Retrieved from <http://files.ctctcdn.com/bde05f96001/84fa3636-08af-43fc-aeaf-a016f2aa68a6.pdf>

Module 3: Needs Assessment and Resource Mapping

Guidance Documents

- School Mental Health Needs Assessment & Resource Mapping Quality Guide
National Center for School Mental Health (NCSMH, 2020). *School Mental Health Quality Guide: Needs Assessment and Resource Mapping*. NCSMH, University of Maryland School of Medicine. Retrieved from <http://www.schoolmentalhealth.org/media/SOM/Microsites/NCSMH/Documents/Quality-Guides/Needs-Assessment-&-Resource-Mapping-2.3.20.pdf>
- Technical Guide for Alignment of Initiatives
National Technical Assistance Center on Positive Behavior Interventions and Support. (2017, January). *Technical Guide for Alignment of Initiatives, Programs, and Practices in School Districts*. Retrieved from <https://www.pbis.org/resource/technical-guide-for-alignment-of-initiatives-programs-and-practices-in-school-districts>
- Essential Tools – Community Resource Mapping
National Center on Secondary Education and Transition. (2005). *Essential Tools – Improving Secondary Education and Transition for Youth with Disabilities – Community Resource Mapping*. Retrieved from <http://www.ncset.org/publications/essentialtools/mapping/default.asp>

Resource Mapping Examples

- FAIRSTART Community Resource Map
Fair START. (2016). *Social and Emotional District and Community Resource Map*. Retrieved from <https://dm0gz550769cd.cloudfront.net/shape/3b/3b107917642bf99e885f65cd8feac3d6.pdf>
- Fairport Central School District – Mental Health Resource Map
Fairport Central School District. (n.d.). *Fairport Central School District Mental Health Program Resource Map*. Retrieved from <https://www.nassauboces.org/cms/lib/NY01928409/Centricity/Domain/1699/Fairport%20CSD%20Mental%20Health%20Resource%20Map.xlsx>
- Resource Map of School-Based Providers
National Center for School Mental Health. (2018). *Resource map of school-based providers*. Retrieved from <https://theshapesystem.com/resource-materials/3745/Resource+Mapping+Resource+Guide.pdf?1437404418>

Needs Assessment Examples

- Wisconsin School Mental Health Needs Assessment
Student Services/Prevention and Wellness (SSPW). (n.d.) *Wisconsin school mental health needs assessment*. Retrieved from <https://dm0gz550769cd.cloudfront.net/shape/79/79333cb3eb19651586e743aa94c84dcc.pdf>
- MV Caregiver and Student Survey
- Santa Monica-Malibu Unified School District Youth Wellness Needs Assessment

Tools

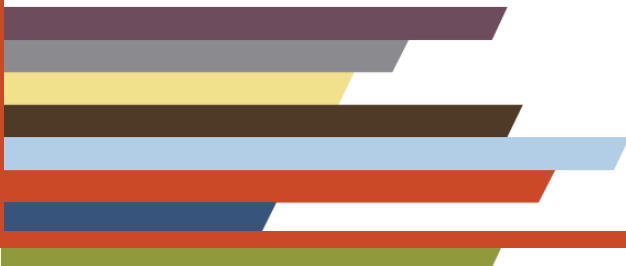
- Strategic Abandonment Tool
Ector County Independent School District. (n.d.) *Strategic abandonment tool*. Retrieved from <https://dm0gz550769cd.cloudfront.net/shape/40/40b173f806a294d868e4ebf64228ad19.pdf>


Templates

- Role of School-Based Mental Health Professionals
New Song Learning Center Mental Health Team. (2017). *Roles of school based mental health professionals*. Retrieved from <http://bit.ly/2ESDCnX>
- School Mental Health Initiative Alignment map
National Center for School Mental Health. (2018). *School mental health initiative alignment map*. Retrieved from <http://bit.ly/2TuHIQS>
- Gap Analysis Worksheet
National Center for School Mental Health. (n.d.) Gap analysis Worksheet. Retrieved from <https://dm0gz550769cd.cloudfront.net/shape/89/89d81d363e9b4dbe1e914b508b6f9d10.pdf>

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- National Technical Assistance Center on Positive Behavior Interventions and Support (2017). *Technical Guide for Alignment of Initiatives, Programs and Practices in School Districts*. Retrieved from <https://www.pbis.org/resource/technical-guide-for-alignment-of-initiatives-programs-and-practices-in-school-districts>





Module 4: Screening

Guidance Documents

- School Mental Health Screening Quality Guide
National Center for School Mental Health (NCSMH, 2020). *School Mental Health Quality Guide: Screening*. NCSMH, University of Maryland School of Medicine. Retrieved from <http://www.schoolmentalhealth.org/media/SOM/Microsites/NCSMH/Documents/Quality-Guides/Screening-1.27.20.pdf>

Issue Briefs, Reports and One-Pagers

- Screening Briefs Series – Classification Accuracy
National Center on Response to Intervention.(n.d.). Screening Briefs Series – Brief #1: Classification Accuracy. Retrieved from <https://www.rti4success.org>
- Screening Briefs Series – Cut Scores
National Center on Response to Intervention.(n.d.). Screening Briefs Series – Brief #2: Cut Scores. Retrieved from <https://www.rti4success.org>
- Student Information Systems Brief
National Center for School Mental Health. (2019, March). *Student information systems* (Issue Brief). Retrieved from <http://bit.ly/SISbrief>
- Elements of Effective School Community Partnerships to Address Student Wellness
Coalition for Community Schools, Institute for Educational Leadership, and National Association of School Psychologists (NASP). (2019). *Nine Elements of Effective School Community Partnerships to Address Student Mental Health, Physical Health, and Overall Wellness*. Retrieved from <https://files.eric.ed.gov/fulltext/ED593295.pdf>
- Mental Health Screening in Schools
Desrochers, J. & Houck, G. (n.d.). *Mental Health Screening in Schools*. Retrieved from https://www.schoolhealth.com/media/pdf/handout_mental_health_screening_JD.pdf

Online Resources

- SHAPE Screening and Assessment Library
National Center for School Mental Health. (2018). *The SHAPE system screening and assessment library*. Retrieved from <https://theshapesystem.com/>
- Youth Risk Behavior Surveillance System
Center for Disease Control and Prevention. (n.d.). *Youth risk behavior surveillance system*. Retrieved from <https://www.cdc.gov/healthyyouth/data/yrbs/index.htm>
- Children’s Health and Education Mapping Tool
School-Based Health Alliance. (n.d.). *The children’s health and education mapping tool*. Retrieved from <https://www.sbh4all.org/resources/mapping-tool/>

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- Crocker, J. & Bozek, G. (2017). District-wide mental health screening: Using data to promote early identification and quality services. Retrieved from <http://bit.ly/dwmhscreening>

Module 5: Mental Health Promotion for All (Tier 1)

Guidance Documents

- School Mental Health Mental Health Promotion Services & Supports Quality Guide
National Center for School Mental Health (NCSMH, 2020). *School Mental Health Quality Guide: Mental Health Promotion Services & Supports (Tier 1)*. NCSMH, University of Maryland School of Medicine. Retrieved from <http://www.schoolmentalhealth.org/media/SOM/Microsites/NCSMH/Documents/Quality-Guides/Tier-1-Quality-Guide-1.29.20.pdf>
- Effective Social and Emotional Learning Programs - Secondary Schools
The Collaborative for Academic, Social, and Emotional Learning (CASEL). (2015). *The 2015 CASEL Guide: Effective Social and Emotional Learning Programs – Middle and High School Edition*. Retrieved from <https://casel.org/guide/>
- Effective Social and Emotional Learning Programs - Preschool and Elementary School
The Collaborative for Academic, Social, and Emotional Learning (CASEL). (2013). *The 2013 CASEL Guide: Effective Social and Emotional Learning Programs—Preschool and Elementary School Edition*. Retrieved from <https://casel.org/guide/>
- Selecting Evidence-Based Programs
National Center for Mental Health Promotion and Youth Violence Prevention. (n.d.). *Selecting evidence-based programs*. Retrieved from <https://healthysafekids.org/resource/selecting-evidence-based-programs>
- User Guide for the ED School Climate Surveys (EDSCLS)
National Center on Safe Supportive Learning Environments. (2018). *Technical and Administration User Guide for the ED School Climate Surveys (EDSCLS)*. Retrieved from <https://safesupportivelearning.ed.gov/edscls/administration>
- Interpreting Emotional Safety School Climate Survey Data
National Center on Safe Supportive Learning Environments. (2016). *Data interpretation topical discussion guide: Interpreting emotional safety school climate survey data*. Retrieved from <https://safesupportivelearning.ed.gov/scirp/data-interpretation-resources>
- Understanding Mental Health and Mental Illness
TeenMentalHealth.org. (2017, December). *Mental Health & High School Curriculum Guide: Understanding Mental Health and Mental Illness – Version 3*. Retrieved from <http://teenmentalhealth.org/wp-content/uploads/2018/01/FINAL-Guide-Dec-2017-Online-Cover-and-Interior.pdf>

Books

- PBIS Advancing Education Effectiveness
Barrett, S., Eber, L., & Weist, M. (Eds). (2013). *Advancing education effectiveness: Interconnecting school mental health and school-wide positive behavior support*. Retrieved from https://assets-global.website-files.com/5d3725188825e071f1670246/5d76c6a8344facab50085275_final-monograph.pdf

Issue Briefs, Reports and One-Pagers

- Restorative Practices
Now is the Time Technical Assistance Center. (n.d.). *Restorative Practices: Approaches at the Intersection of School Discipline and School Mental Health*. Retrieved from <https://dm0gz550769cd.cloudfront.net/shape/5d/5d75418901f4ed14b77d94193032dc8e.pdf>
- ISF and Project AWARE
Now Is the Time Technical Assistance. (n.d.). *Using the Interconnected Systems Framework in Now Is the Time, Project AWARE*. Retrieved from <https://cars.bitrix24.com/docs/pub/34376dc1591d0e4e2c5803b89f0b530b/default/?&>
- Implementing Evidence-Based Practices in School Settings Checklist
Education Development Center. (2013). *A Framework for Effectively Implementing Evidence-Based Programs and Practices (EBPs)*. Retrieved from <https://dm0gz550769cd.cloudfront.net/shape/49/49ee77b9836c0b0162339153e5a77e65.pdf>
- Planning Checklist for Fidelity Monitoring of EBPs
National Center for School Mental Health. (2019). Planning checklist for monitoring fidelity of evidence-based practices. Retrieved from <http://bit.ly/2NKHtGy>

Templates

- Intervention Planning Form
National Center for School Mental Health. (2019). *Intervention planning form*. Retrieved from <http://bit.ly/2C64q2k>

Examples

- PBIS Behavioral Expectation – Edwards Elementary School
Edwards Elementary School. (n.d.) *Cyclone Character*. Retrieved from <https://dm0gz550769cd.cloudfront.net/shape/60/60035acf4e4b7334dc72ff591e9734d6.pdf>

Tools/Measures

- School Climate Assessment Tool
National Center on Safe Supportive Learning Environments. (n.d.) *ED School Climate Surveys (EDSCLS)*. Retrieved from <https://safesupportivelearning.ed.gov/edscls/>
- Teacher Subjective Wellbeing Questionnaire
Renshaw, T. L., Long, A. C., & Cook, C. R. (2015). Assessing teachers' positive psychological functioning at work: Development and validation of the Teacher Subjective Wellbeing Questionnaire. *School Psychology Quarterly*, 30(2), 289. Retrieved from <https://pubmed.ncbi.nlm.nih.gov/25642703/>
- Resilience at Work Scale
Winwood, C., & McEwan, B. (2013). A practical measure of workplace resilience: Developing the Resilience at Work Scale. Retrieved from <https://workingwithresilience.com.au/wp-content/uploads/2016/04/RAWScaleArticleJOEM.pdf>
- Professional Quality of Life (ProQOL) Scale

Hudnall Stamm, B. (2009). Professional Quality of Life: Compassion Satisfaction Fatigue Version 5 (ProQOL). Retrieved from https://proqol.org/uploads/ProQOL_5_English.pdf

- Health-Related Quality of Life
Center for Disease Control and Prevention. (2018). *Health-related quality of life (HRQOL)*. Retrieved from <https://www.cdc.gov/hrqol/index.htm>
- School Organizational Health Questionnaire
Hart, P. M., Wearing, A. J., Conn, M., Carter, N. L., & Dingle, A. R. K. (2000). Development of the School Organisational Health Questionnaire: A measure for assessing teacher morale and school organizational climate. *British Journal of Educational Psychology*, 70(2), 211–228. Retrieved from <https://pubmed.ncbi.nlm.nih.gov/10900779/>

Learning Modules

- Evidence-Based Module Series
National Center for Mental Health Promotion and Youth Violence Prevention. (n.d.). *Evidence-based module series*. Retrieved from <https://healthysafechildren.org/learning-module-series/evidence-based-module-series>
- Selecting Evidence-Based Programs for School Settings
National Center for Mental Health Promotion and Youth Violence Prevention. (n.d.). *Evidence-based module series: Module #1 Selecting evidence-based programs in school settings*. Retrieved from http://airhsdlearning.airws.org/EBPModule1/story_html5.html
- Implementing Evidence-Based Programs in School Settings
National Center for Mental Health Promotion and Youth Violence Prevention. (n.d.). *Evidence-based module series: Module #3 Implementing evidence-based programs in school settings*. Retrieved from http://airhsdlearning.airws.org/ebpmodule3/story_html5.html
- Youth Mental Health First Aid
Youth Mental Health First Aid: Take a Course. Retrieved from <https://www.mentalhealthfirstaid.org/take-a-course/>

Evidence-Based Practices Registries

- What Works Clearinghouse
Institute of Education Services. (n.d.). *What Works Clearinghouse*. Retrieved from <https://ies.ed.gov/ncee/wwc/>
- Blueprints for healthy youth development
Blueprints for healthy youth development. (n.d.) *Blueprints for healthy youth development*. Retrieved from <https://www.blueprintsprograms.org/about>
- Model Programs Guide
Office of Juvenile Justice and Delinquency Prevention. (n.d.). *Model programs guide*. Retrieved from <https://www.ojjdp.gov/mpg>
- Evidence-Based Therapies
Society of Clinical Child & Adolescent Psychology. (2018, April 24). *Evidence-based therapies*. Retrieved from <https://effectivechildtherapy.org/therapies>

Promising Programs on School Staff Wellness:

- Mindfulness-Based Stress Reduction (MBSR)

- Flook, L., Goldberg, S. B., Pinger, L., Bonus, K., & Davidson, R. J. (2013). Mindfulness for teachers: A pilot study to assess effects on stress, burnout, and teaching efficacy (MBSR). *Mind, Brain, and Education*, 7(3), 182–195. <https://doi.org/10.1111/mbe.12026>
- Frank, J.L., Reibel, D., Broderick, P., Cantrell, T. & Metz, S. (2015). The effectiveness of mindfulness- based stress reduction (MBSR) on educator stress and well-being: results from a pilot study. *Mindfulness*, 6, 208–216. <https://doi.org/10.1007/s12671-013-0246-2>
- Community Approach to Learning Mindfully (CALM)
Harris, A. R., Jennings, P. A., Katz, D. A., Abenavoli, R. M., & Greenberg, M. T. (2016). Promoting stress management and wellbeing in educators: Feasibility and efficacy of a school-based yoga and mindfulness intervention (CALM). *Mindfulness*, 7(1), 143–154.
 - Cultivating Awareness and Resilience in Education (CARE)
Jennings, P. A., Frank, J. L., Snowberg, K. E., Coccia, M. A., & Greenberg, M. T. (2013). Improving Classroom Learning Environments by Cultivating Awareness and Resilience in Education (CARE): Results of a randomized controlled trial. *School Psychology Quarterly*, 28(4), 374. Retrieved from <https://pubmed.ncbi.nlm.nih.gov/24015983/>

Online Resources

- School Climate Improvement
National Center on Safe Supportive Learning Environments. (n.d.). School Climate Improvement Resource Package. Retrieved from <https://safesupportivelearning.ed.gov/scirp/about>
- Collaborative for Academic, Social, and Emotional Learning (CASEL)
The Collaborative for Academic, Social, and Emotional Learning (CASEL). (n.d.). CASEL. Retrieved from www.casel.org
- CASEL District Resource Center
The Collaborative for Academic, Social, and Emotional Learning (CASEL). (n.d.) *District resource center*. Retrieved from <https://drc.casel.org>
- Positive Behavioral Interventions and Supports (PBIS)
Positive Behavioral Interventions & Supports. (n.d.). *Positive behavioral interventions and supports*. Retrieved from <https://www.pbis.org/>
- PBIS – Student Training Resources
Positive Behavioral Interventions & Supports. (n.d.). *Student training resources*. Retrieved from <https://www.pbis.org/resource/creating-effective-classroom-environments-plan-template>

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- National Center on Safe Supportive Learning Environments. (n.d.) *School climate*. Retrieved from <https://safesupportivelearning.ed.gov/safe-and-healthy-students/school-climate>
- Schott Foundation, Advancement Project, American Federation of Teachers and National Education

Association (2014, March). Restorative practices: Fostering healthy relationships & promoting positive discipline in schools: A guide for educators. Retrieved from <http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf>

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Module 6: Early Intervention and Treatment (Tiers 2/3)

Guidance Documents

- School Mental Health Early Intervention & Treatment Quality Guide
National Center for School Mental Health (NCSMH, 2020). *School Mental Health Quality Guide: Early Intervention and Treatment Services and Supports*. NCSMH, University of Maryland School of Medicine. Retrieved from [http://www.schoolmentalhealth.org/media/SOM/Microsites/NCSMH/Documents/Quality-Guides/Early-Intervention-and-Treatment-Services-Guide-\(Tiers-2-and-3\)-2.18.pdf](http://www.schoolmentalhealth.org/media/SOM/Microsites/NCSMH/Documents/Quality-Guides/Early-Intervention-and-Treatment-Services-Guide-(Tiers-2-and-3)-2.18.pdf)
- Selecting Evidence-Based Programs
National Center for Mental Health Promotion and Youth Violence Prevention. (n.d.). *Selecting evidence-based programs*. Retrieved from <https://healthysafekids.org/resource/selecting-evidence-based-programs>
- School Crisis Guide
National Education Association. (2018). *School crisis guide*. Retrieved from <https://www.nea.org/resource-library/neas-school-crisis-guide>
- Treatment Planning Guide
National Center for School Mental Health. (2016). *Treatment Planning for Children and Adolescents: Long- and Short-Term Treatment Goals – SMHP Program*. Retrieved from <http://bit.ly/2EFk98S>

Issue Briefs and One-Pagers

- Student Information Systems Brief
National Center for School Mental Health. (2019, March). *Student information systems* (Issue Brief). Retrieved from <http://bit.ly/SISbrief>
- Suicide Prevention in Schools
Now Is the Time Technical Assistance Center. (2015, September). *Suicide prevention in schools* (Issue Brief). Washington, DC: Substance Abuse and Mental Health Services Administration. Retrieved from <http://bit.ly/2Ca44aK>
- Implementing Evidence-Based Practices in School Settings Checklist
Education Development Center. (2013). *A Framework for Effectively Implementing Evidence-Based Programs and Practices (EBPs)*. Retrieved from <https://dm0gz550769cd.cloudfront.net/shape/49/49ee77b9836c0b0162339153e5a77e65.pdf>
- Planning Checklist for Fidelity Monitoring of EBPs
National Center for School Mental Health. (2019). Planning checklist for monitoring fidelity of evidence-based practices. Retrieved from <http://bit.ly/2NKHtGy>

Example Documents

- Crisis Protocol for Days of No Mental Health Coverage
New Song Learning Center. (2017). *Example crisis response protocol*. Retrieved from: <http://bit.ly/2XEZhHs>
- Model School Crisis Management Plan
Virginia Department of Education. (2002). *Model school crisis management plan*. Retrieved from

https://www.doe.virginia.gov/support/safety_crisis_management/emergency_crisis_management/model_plan.pdf

- School Crisis Response Manual
Healthier Kids San Francisco. (2012). *School crisis response manual*. Retrieved from <http://bit.ly/2TDgwd0>

Templates

- Intervention Planning Form
National Center for School Mental Health. (2019). *Intervention planning form*. Retrieved from <http://bit.ly/2C64q2k>
- SMART Goal Worksheet
National Center for School Mental Health. (2019). SMART goal worksheet. Retrieved from <http://bit.ly/2Unv5if>

Learning Modules

- Evidence-Based Module Series
National Center for Mental Health Promotion and Youth Violence Prevention. (n.d.). *Evidence-based module series*. Retrieved from <https://healthysafekids.org/learning-module-series/evidence-based-module-series>
- Selecting Evidence-Based Programs for School Settings
National Center for Mental Health Promotion and Youth Violence Prevention. (n.d.). *Evidence-based module series: Module #1 Selecting evidence-based programs in school settings*. Retrieved from http://airhsdlearning.airws.org/EBPModule1/story_html5.html
- Preparing to Implement Evidence-Based Programs in School Settings
National Center for Mental Health Promotion and Youth Violence Prevention. (n.d.). *Evidence-based module series: Module #2 Preparing to implement evidence-based programs in school settings*. Retrieved from http://airhsdlearning.airws.org/ebpmodule2/story_html5.html
- Implementing Evidence-Based Programs in School Settings
National Center for Mental Health Promotion and Youth Violence Prevention. (n.d.). *Evidence-based module series: Module #3 Implementing evidence-based programs in school settings*. Retrieved from http://airhsdlearning.airws.org/ebpmodule3/story_html5.html

Evidence-Based Practices Registries

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Institute of Education Services. (n.d.). *What Works Clearinghouse*. Retrieved from <https://ies.ed.gov/ncee/wwc/>
- Blueprints for healthy youth development
Blueprints for healthy youth development. (n.d.) *Blueprints for healthy youth development*. Retrieved from <https://www.blueprintsprograms.org/about>
- Model Programs Guide
Office of Juvenile Justice and Delinquency Prevention. (n.d.). *Model programs guide*. Retrieved from <https://www.ojjdp.gov/mpg>
- Evidence-Based Therapies
Society of Clinical Child & Adolescent Psychology. (2018, April 24). *Evidence-based therapies*. Retrieved from <https://effectivechildtherapy.org/therapies>

Online Resources

- SHAPE Screening and Assessment Library
National Center for School Mental Health. (2018). *The SHAPE System screening and assessment library*. Retrieved from: <https://theshapesystem.com/>
- Coalition for Community Schools
Coalition for Community Schools: <http://www.communityschools.org/>
- National Wraparound Initiative
National Wraparound Initiative. (n.d.). <https://nwi.pdx.edu/>

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Module 7: Funding and Sustainability

Guidance Documents

- School Mental Health Funding & Sustainability Quality Guide
National Center for School Mental Health (NCSMH, 2020). *School Mental Health Quality Guide: Funding and Sustainability*. NCSMH, University of Maryland School of Medicine. Retrieved from <http://www.schoolmentalhealth.org/media/SOM/Microsites/NCSMH/Documents/Quality-Guides/Funding-and-Sustainability-1.27.20.pdf>
- Developing a Comprehensive Financing Plan
Armstrong, M. I., Pires, S. A., McCarthy, J., Stroul, B. A., Wood, G. M., & Pizzigati, K., (006). *RTC Study 3: Financing structures and strategies to support effective systems of care—A self-assessment and planning guide: developing a comprehensive financing plan*. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute (FMHI), Research and Training Center for Children’s Mental Health. Retrieved from <https://qucchd.georgetown.edu/products/FinancingAssessmentandPlanningGuide.pdf>
- Federal Education Funding Guide for SEL Programs
The Center for Health and Health Care in Schools. (2014, May). *A guide to federal education programs that can fund K-12 universal prevention and social and emotional learning activities*. Retrieved from <http://healthinschools.org/issue-areas/school-based-mental-health/federal-education-funding-guide-for-sel-programs/#sthash.qKVopO4Q.pkuEOuXj.dpbs>

Books

- Leading by Convening – A Blueprint for Authentic Engagement
Cashman, J., Linehan, P. C., Purcell, L., Rosser, M., Schultz, S., & Skalski, S. (2014). *Leading by convening: A blueprint for authentic engagement. Idea Partnership*. Retrieved from <http://www.ideapartnership.org/documents/NovUploads/Blueprint%20USB/NASDSE%20Leading%20by%20Convening%20Book.pdf>

Issue Briefs, Reports and One-Pagers

- Funding for School Based Mental Health Services
Now Is the Time Technical Assistance Center (NITT-TA). (n.d.). Issue Brief: Accessing Medicaid funds for school-based mental health services. Retrieved from <http://www.fredla.org/wp-content/uploads/2015/09/Medicaid-for-School-Based-MH-Services.pdf>
- Developing a business plan for sustaining school mental health services
Behrens, D., Lear, J. G., Price, O. A. (2012). *Developing a business plan for sustaining school mental health services: Three success stories*. Center for Health and Health Care in Schools, The George Washington University. Retrieved from https://hsrc.himmelfarb.gwu.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1065&context=sphhs_prev_facpubs

- Organizational Self-Care Checklist
Guarino, K., Soares, P., Konnath, K., Clervil, R., & Bassuk, E. (2007). Trauma-informed organizational self- assessment for programs serving families experiencing homelessness. Rockville, MD: Center for Mental Health Services, Substance Abuse and Mental Health Services Administration, and the Daniels Fund, the National Child Traumatic Stress Network, and the WK Kellogg Foundation. Retrieved from http://www.unified-solutions.org/wp-content/uploads/2017/08/HANDOUT_Resiliency-Organizational-Self-Care-Checklist.pdf
- Promoting School Mental Health Program - Elevator Speech
Indiana School Mental Health Initiative. (n.d.) *Elevator Speech/Talking Points*. Retrieved from <https://dm0gz550769cd.cloudfront.net/shape/5b/5b84b8c4a565688a11f15d1ff6177b82.pdf>
- Tips on Applying for Federal Grants
Collaborative Improvement and Innovation Network on Quality Improvement (CoIIN). (2016, February). Best Practices in School Mental Health Grantsmanship. Retrieved from <https://dm0gz550769cd.cloudfront.net/shape/b4/b4345f46e197c6207ad9f52c992f00ee.pdf>


Templates

- Financing for What? Worksheet
National Center for School Mental Health. (2018). Financing for what? worksheet. Retrieved from <http://bit.ly/2GYB4a0>
- Funding Gap Analysis Worksheet
National Center for School Mental Health. (2018). Sample funding gap analysis worksheet. Retrieved from <http://bit.ly/2TIZh0t>
- Funding Resource Mapping Worksheet
National Center for School Mental Health. (2018). Sample resource mapping worksheet. Retrieved from <http://bit.ly/2H0KphM>
- MTSS Memorandum of Understanding
National Center for School Mental Health (2016). *MTSS Memorandum of Understanding Example*. Retrieved from <https://dm0gz550769cd.cloudfront.net/shape/3b/3bd5f5f5dc0a62791f3883499cb2a267.pdf>

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Foundation. Retrieved from http://www.unified-solutions.org/wp-content/uploads/2017/08/HANDOUT_Resiliency-Organizational-Self-Care-Checklist.pdf



Module 8: Impact

Guidance Documents

- School Mental Health Impact Quality Guide
National Center for School Mental Health (NCSMH, 2020). *School Mental Health Quality Guide: Impact*. NCSMH, University of Maryland School of Medicine. Retrieved from <http://www.schoolmentalhealth.org/media/SOM/Microsites/NCSMH/Documents/Quality-Guides/Impact-2.25-HR.pdf>
- Using Data to Reduce Disparities/Disproportionalities
Martinez, K., Francis, K., Poirier, J.M., Brown, L.D., & Wang, M. (2013). A blueprint for using data to reduce disparities/disproportionalities in human services and behavioral health care. *American Institutes for Research*. Retrieved from <https://www.air.org/resource/blueprint-using-data-reduce-disparities-disproportionalities-human-services-and-behavioral>
- A Practical Tool for Action, Results and Learning
Organizational Research Services (ORS). (2004). *Theory of Change: A Practical Tool for Action, Results and Learning*. Retrieved from <https://dm0gz550769cd.cloudfront.net/shape/0f/0f232c76cefd91a38a6f4124830ec64e.pdf>
- Collecting and Using Disaggregated Data on Racial/Ethnic Subgroups
The National Forum on Educational Statistics. (2016, September). *Forum Guide to Collecting and Using Disaggregated Data on Racial/Ethnic Subgroups*. (NFES 2017-017). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved from <https://dm0gz550769cd.cloudfront.net/shape/6e/6e29c85f9ca7f5c2a4b23cc043e05a08.pdf>

Issue Briefs and One-Pagers

- Student Information Systems Brief
National Center for School Mental Health. (2019, March). *Student information systems* (Issue Brief). Retrieved from <http://bit.ly/SISbrief>
- Innovation That Works – The Safe Schools/Healthy Students Difference
Safe School/Healthy Students. (n.d.). *Innovation that works: Children deserve to thrive: The Safe Schools/Healthy Students difference*. Retrieved from https://healthysafechildren.org/sites/default/files/SS-HS_infographic.PDF

Example Documents

- Creating Safe and Healthy Schools - Nevada State and Community Partnerships

- Nevada Department of Education. (n.d.). Nevada state and community partnerships creating safe and healthy schools. *Safe Schools/Healthy Students*. Retrieved from <https://healthysafechildren.org/sites/default/files/GranteeProfile-NV-508.pdf>
- PAX Program Fact Sheet - Ohio
Safe Schools Healthy Students. (n.d.). PAX program fact sheet: Academic year 2015-2016. Retrieved from <http://bit.ly/2Vz mh90>
 - Mental Health Funding
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Child Health and Development Institute of Connecticut (CHDI). (n.d.) EBP Tracker. Retrieved from <https://www.chdi.org/our-work/mental-health/evidence-based-practices/ebp-tracker/>

Learning Modules

- Implementing a Comprehensive School Mental Health Program
Lever, N., Connors, E., Freeman, E., & Stephan, S. (n.d.). *Comprehensive School Mental Health Programs: Implementing a comprehensive school mental health program*. Retrieved from: http://airhsdlearning.airws.org/SMHModule3/story_html5.html

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- Safe School/Healthy Students. (n.d.). *Innovation that works: Children deserve to thrive: The Safe Schools/Healthy Students difference*. Retrieved from https://healthysafechildren.org/sites/default/files/SS-HS_infographic.PDF

