



Maryland

STATE DEPARTMENT OF EDUCATION

Maryland School Mental Health Response Program Resource Guide

Second Edition



UNIVERSITY of MARYLAND
SCHOOL OF MEDICINE



About This Guide

This Resource Guide was developed by the Maryland School Mental Health Response Program (MD-SMHRP) in partnership with the National Center for School Mental Health, University of Maryland School of Medicine. Resources included are reflective of Maryland-specific school mental health system support requests. The Guide includes a comprehensive, but not exhaustive, list of evidence-informed, best practice resources and organizations to support school mental health efforts across Maryland. The information included in this guide was obtained from publicly available sources and published literature; all information was current at the time it was gathered.

Resource Topics and Subtopics in this Guide are organized by the School Health Assessment and Performance Evaluation (SHAPE) System School Mental Health Quality Assessment (SMH-QA) Domains and School Mental Health Quality Indicators. The SHAPE System is a public-access, web-based platform that offers schools, districts, and states/territories a workspace and targeted resources to support school mental health quality improvement. The SMH-QA includes measures to support schools or districts to document their school mental health system components, assess the comprehensiveness of a SMH system, prioritize quality improvement efforts, and track improvement over time. Use the SHAPE System's Resource Library to access additional school mental health resources.

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

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Teaming

COMPREHENSIVE SCHOOL MENTAL HEALTH TEAMING

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

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

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

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

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

SCHOOL MENTAL HEALTH STAFF RECRUITMENT AND RETENTION

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

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

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

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

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

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

[Advancing Rural Health Equity through Integrated Care](#): This presentation focuses on supporting workforce capacity and provider well-being in rural settings. *National Counsel for Mental Wellbeing.*

[Workforce Recruitment and Retention](#): These materials from the 2022-2023 MD-SMHRP Learning Community include recruitment and retention strategies and resources including partnering with pre-service institutions; establishing a workforce pipeline through internship programming; monetary and non-monetary incentives; leveraging federal funding sources; and fostering a positive and supportive work culture. ****Maryland School Mental Health Response Program****

Create a Staff Professional Development Plan

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

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

SUPPORT STUDENT AND FAMILY INVOLVEMENT AND ENGAGEMENT

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

[Policy Statement on Family Engagement from the Early Years to the Early Grades](#): This PDF includes an informational overview of Principles of Effective Family Engagement, Research-informed Outcomes and Approaches, and a Parent, Family, and Community Engagement Framework. *U.S. Health and Human Services and U.S. Department of Education*.

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

[Family Engagement Core Competencies: A Body of Knowledge, Skills, and Dispositions for Family-Facing Professionals](#): This webpage provides access to a report and videos regarding core competencies for family engagement. These core competencies were developed through interviews and research practices. *National Association for Family, School, and Community Engagement*.

[Strategies for Equitable Family Engagement](#): This document provides evidence-based strategies to promote family engagement with examples from states and school districts nationwide. *State Support Network: Partnering for School Improvement*.

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

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

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

[Teens' Tips for Partnering with Youth](#): This fact sheet provides examples from teens about steps adults can take to form effective partnerships with youth. *Mental Health Technology Transfer Center*.

[Teen Mental Health from Teens Themselves](#): This webpage presents key findings from a poll of a nationally representative sample of teens. Respondents reported who they are likely to seek information from and the role of schools in mental health. *National Alliance on Mental Illness*.

[Family Partnerships in School Mental Health](#): These materials from the 2022-2023 MD-SMHRP Learning Community offer strategies for partnering with families at all stages of school mental health programming, including program design, implementation, and evaluation. ****Maryland School Mental Health Response Program****

MAXIMIZE SCHOOL-COMMUNITY PARTNERSHIPS

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

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

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

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

<https://dm0gz550769cd.cloudfront.net/shape/7b/7b10a26ca81b0f7faaed553b72f992a1.pdf> This is an example of a Memorandum of Understanding between a school district and Child and Family Services. *National Center for School Mental Health.*

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

[Handle with Care Maryland](#): This website contains information about the Handle with Care (HWC) model, which is used across the state of Maryland to increase trauma-informed approaches and to address Adverse Childhood Experiences to prevent future victimization or criminality. HWC promotes school-community partnerships aimed at ensuring that children who are exposed to trauma in their home, school or community receive appropriate interventions to help them achieve academically at their highest levels despite whatever traumatic circumstances they may have endured. *Handle with Care Maryland.*

[Maryland Behavioral Health Integration in Pediatric Primary Care \(BHIPP\)](#): This website provides consultations, trainings, and other resources to best support the efforts of primary care and emergency medicine professionals in assessing and managing the mental health needs of their patients from infancy through the transition to young-adulthood. *BHIPP.*

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

ENSURE TEAMING STRUCTURES ADDRESS EACH TIER OF THE MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

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

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

USE REFERRAL BEST PRACTICES

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

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

[Universal Screening and Referral Pathways](#): These materials from the 2022-2023 MD-SMHRP Learning Community include best practices in universal mental health screening in schools, including action steps to plan and implement screening and enact referral pathways. ****Maryland School Mental Health Response Program****

Needs Assessment and Resource Mapping

USE RESOURCE MAPPING BEST PRACTICES

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

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

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

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

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

USE SCREENING BEST PRACTICES

[A Roadmap to Equitable School Mental Health Screening](#): This article provides important considerations and guiding principles for each phase of screening to promote equity in this process. *Journal of School Psychology*.

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

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

[Universal Screening and Referral Pathways](#): These materials from the 2022-2023 MD-SMHRP Learning Community include best practices in universal mental health screening in schools, including action steps to plan and implement screening and enact referral pathways. ****Maryland School Mental Health Response Program****

BEST PRACTICES AND CONSIDERATIONS: SCHOOL TELEMENTAL HEALTH

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

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

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

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

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

[Making a Good Connection: Engaging Students and Families in School Tele-Mental Health](#): These recordings, slides, and FAQs cover the topic of utilizing telemental health to improve student engagement, enhance family-school partnerships, and address trauma, crises, and grief. *Mental Health Technology Transfer Center Network*.

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

Mental Health Promotion (Tier 1)

SUPPORT POSITIVE SCHOOL CLIMATE

Assess and Support Positive School Climate

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

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

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

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

Assess and Enhance Cultural Inclusiveness and Equity

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

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

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

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

[A Portrait of a Culturally Responsive School](#): This tool aims to support a school leader and their team in re-envisioning their school community to be a place where learners engage in critical thinking and are encouraged to challenge the very structures that raised them. School leaders and their teams will find this guide useful at any point in their school's journey. It can be used as a baseline to create aspirational goals; an accountability tool to assess progress against goals; and as a celebration tool to show quick wins. *The Leadership Academy*.

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

[Adapting Evidence-Based Practices for Under-Resourced Populations](#): This guide provides strategies and considerations for adapting evidence-based practices to be culturally appropriate for use with different populations. *Substance Abuse and Mental Health Services Administration*.

[Supporting Cultural & Racial Equity in School Mental Health](#): These materials from the 2023-2024 MD-SMHRP Learning Community focus on how LEA's intentionally address equity in their districts and provides an overview of an assessment for Culturally Responsive, Anti-Racist, and Equitable (CARE) practices. ****Maryland School Mental Health Response Program****

Support Special Communities: Military Families

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

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

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

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

Support Special Communities: Sexual and Gender Diverse Students

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

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

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

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

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

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

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

ORGANIZATION DEVELOPMENT

Trauma-Informed Considerations for Organization Development

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

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

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

Assess and Enhance Organizational Wellbeing

[Provider Well-being](#): This resource contains the steps to achieving organizational well-being. It also has free assessments for behavioral health providers to assess their individual and organization's well-being and engage in continuous quality improvement. The site utilizes the Organizational Well-Being Inventory (OWBI) that supports the assessment of organizational well-being in eight domains: Work Climate & Environment; Input, Flexibility & Autonomy; Professional Development & Recognition; Self-Care; Diversity, Equity, Inclusion, Access (DEIA); Self-Care; Purpose & Meaningfulness; and Professional Quality of Life. *Provider Well-Being*.

SUPPORT STAFF WELLBEING

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

[TeacherWISE PowerPoint Presentation](#): This presentation includes an introduction to teacher well-being, and information on accessing TeacherWISE, a research-informed program that that helps teachers and school staff assess and manage their wellbeing. *Georgetown Well-Being in School Environments (WISE) Center and the Georgetown University Center for Child and Human Development (GUCCHD)*.

[Educator Well-being](#): These slides from the 2022-2023 MD-SMHRP Learning Community describe educator well-being, including statistics, resources, and best practices from two Maryland school districts. ****Maryland School Mental Health Response Program****

USE POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS (PBIS) BEST PRACTICES

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

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

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

[Promoting Mental Health and Well-Being in Schools](#): This action guide for school and district leaders provides strategies, implementation tips, and promising practices for improving students' mental health. *Centers for Disease Control and Prevention*.

[Classroom WISE](#): This is a FREE 3-part training package that assists K-12 educators and school staff in using evidence-based strategies and skills to engage and support students experiencing adversity and distress. This website also includes a video library and resource collection. *The MHTTC Network, National Center for School Mental Health, SAMHSA*.

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

USE RESTORATIVE PRACTICES AND ADDRESS DISCIPLINE DISPROPORTIONALITY

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

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

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

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

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

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

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

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

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

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

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

[Positive and Restorative Approaches to Discipline](#): These materials from the 2023-2024 MD-SMHRP Learning Community provide district examples of implementation and resources to support the implementation of restorative practices **Maryland School Mental Health Response Program**

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

Advance Educators' Mental Health Literacy and Classroom SEL Strategies

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

[SEL and School Health](#): This guide provides tools and resources for integrating Social and Emotional Learning (SEL) competencies into the Whole School, Whole Community, Whole Child (WSCC) model. *Society for Public Health Education*.

[CASEL Program Guide](#): This website lists all CASEL-designated SEL programs which can be filtered and compared to find options that best align with the needs and goals of your school or district. *Collaborative for Academic, Social, and Emotional Learning*.

Advance Mental Health Literacy using Youth Mental Health First Aid

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

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

Understand and Prevent Adverse Childhood Experiences (ACEs)

[Adverse Childhood Experiences \(ACEs\)](#): This website contains facts about adverse childhood experiences, resources, and strategies for preventing violence and ACEs. *Centers for Disease Control and Prevention*.

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

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

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

BEST PRACTICES AND CONSIDERATIONS: TIER 2 & 3 IMPLEMENTATION

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

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

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

[Tier 2 Implementation](#): These materials from the 2023-2024 MD-SMHRP Learning Community include Tier II interventions for consideration. **Maryland School Mental Health Response Program**

SUPPORT TRAINING AND PROFESSIONAL DEVELOPMENT FOR IMPLEMENTATION OF TIER 2 & 3 SERVICES AND SUPPORTS

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

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

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

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

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

USE EVIDENCE INFORMED TIER 2 & 3 SUPPORTS AND SERVICES

Check In/Check Out

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

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

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

Bullying Prevention & Relational Aggression

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

[Bullying Prevention Toolkit](#): This toolkit provides resources for parents, educators and professionals serving children, youth and families. *Center for Safe Schools*.

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

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

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

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

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

Substance Use

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

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

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

[Addressing Substance Use in Schools](#): These materials from the 2023-2024 MD-SMHRP Learning Community Include district examples for addressing substance use and interventions and trainings for this issue. ***Maryland School Mental Health Response Program***

Eating Disorders

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

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

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

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

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

Anxiety and Selective Mutism

[School Based Behavioral Health – Anxiety](#): This website includes information about on how anxiety presents in students and strategies for teachers to manage and reduce anxiety in the classroom, *University of Pittsburg*.

[Youth Anxiety, Stress, and Worry](#): This presentation provides strategies for mental health and school professionals to identify and address anxiety in youth. Tips and guidance are provided for conducting exposures. Developmental and cultural adaptations to anxiety treatment are also addressed. *Mental Health Technology Transfer Center*.

[Anxiety: Helping Handout for School and Home](#): This handout provides strategies for responding to and addressing youth anxiety both at home and in the school. *National Association of School Psychologists*.

[Coping Cat](#): This program is an evidence-based cognitive behavioral treatment for children with anxiety. It has been adapted for use with adolescents, groups. It can be implemented in a brief format, requiring fewer sessions, and as a computer-assisted intervention. *for cost. *Temple University, Child and Adolescent Anxiety Disorders Clinic*.

[Selective Mutism: An Introduction to the Disorder and Interventions](#): These slides provide information about how Selective Mutism can present, be assessed, and be treated in schools. *California Association of School Psychologists*.

[Toolkit for Educators](#): This toolkit provides educators with useful information, tips and strategies, and additional resources for supporting students with Selective Mutism. *Selective Mutism Association*.

School Refusal

[School Refusal: Assessment and Intervention](#): This brief provides an overview of how to identify, understand the function of, assess, address school refusal. *Center on PBIS*.

[From Resistance to Resilience: Strategies for Addressing School Refusal](#): This presentation provides strategies for preventing, assessing, and addressing student school refusal within a Multi-Tiered System of Support (MTSS) framework. *Mental Health Technology Transfer Center*.

[School Anxiety & Attendance Challenges – Practical Strategies for School Professionals](#): This website includes recordings, slides, and resources for school professionals to support students struggling with school avoidance and anxiety. *BC Children's Hospital*.

Trauma

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

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

Depression

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

[Recognizing, Preventing, and Treating Youth Depression in Schools](#): This presentation provides resources and strategies for school professionals to identify and address symptoms of depression in students. Emphasis is placed on incorporating cultural beliefs, values, and behaviors into work with diverse youth and their families. *Mental Health Technology Transfer Center*.

Self-Harm and Suicide

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

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

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

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

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

[Question, Persuade, Refer: Suicide Prevention](#): This website contains information about QPR, an organization that offers courses and certifications in suicide prevention strategies. The goal of the organization is to reduce suicidal behaviors and save lives by providing innovative, practical, and proven suicide prevention training. *QPR Institute*.

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

[Suicide Prevention Resource Center](#): This website provides numerous online courses and videos to build your skills in suicide and improve outcomes related to suicide prevention. Topics include bullying and suicide prevention, suicide response planning for schools, common questions and challenges you may face when planning and carrying out suicide prevention initiatives, and new developments in the field. *Suicide Prevention Resource Center*.

[Self-Injury and Recovery Research and Resources](#): This webpage provides informational briefs and resources for youth serving professionals, individuals who self-injure, and their families and friends. Topics include self-injury basics, myths, and facts; coping strategies; developing and implementing school protocols; and how to talk to students about self-injury. *Cornell Research Program on Self-Injury and Recovery*.

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

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

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

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

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

Grief and Bereavement

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

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

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

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

[Helping Kids Grieve](#): This video helps kids and families cope with grief through support and open conversations. *Sesame Workshop*.

MONITOR STUDENT PROGRESS AND TREATMENT FIDELITY

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

EMOTIONAL AND BEHAVIORAL CRISIS INTERVENTION AND MANAGEMENT

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

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

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

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

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

Managing Behavioral Health Crises

[2022-2023 Learning Community](#)

[2023-2024 Learning Community](#)

These materials include information on how Maryland districts are equipping staff and partnering with community providers to address behavioral health crises in their schools. ***Maryland School Mental Health Response Program***

[Supporting Student Transition to/from Inpatient Hospitalization](#): These materials from the 2023-2024 MD-SMHRP Learning Community highlights programs designed to support students in this transition (BFAST and BRYT) as well as the Children's System of Coordinated Care in Maryland. ***Maryland School Mental Health Response Program***

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

[Psychological First Aid for Schools \(PFA-S\) Field Operations Guide](#): This resource provides guidance on responding to disaster, violence, or terrorism events using the Psychological First Aid intervention. This version gives school administrators, educators, and staff practical assistance to meet immediate needs and concerns, reduce distress, and foster adaptive coping in the wake of a disaster. *The National Child Traumatic Stress Network*.

[Crisis Postvention](#): These materials from the 2022-2023 MD-SMHRP Learning Community include school and community crisis response best practice interventions and resources, resources to support crisis response staff, and school crisis recovery and renewal. ****Maryland School Mental Health Response Program****

BEST PRACTICES AND CONSIDERATIONS: THREAT ASSESSMENT

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

[Behavioral Threat Assessment in Schools](#): This report reviews the implementation, effectiveness, and appropriateness of behavioral threat assessment in schools. Recommendations are offered for schools, policymakers, funders, researchers, and SAMHSA on addressing BTA use in schools. *Mental Health Technology Transfer Center*.

[Behavioral Threat Assessments](#): These materials from the 2023-2024 MD-SMHRP Learning Community address behavioral threat assessment implementation considerations such as team development, equity, family and community engagement, information sharing, follow up, and safety planning. ****Maryland School Mental Health Response Program****

Funding & Sustainability

USE SCHOOL MENTAL HEALTH FUNDING BEST PRACTICES

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

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

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

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

Funding School Mental Health

[2022-2023 Learning Community](#)

[2023-2024 Learning Community](#)

These materials review funding mechanisms to support a full continuum of school mental health services and supports. **Maryland School Mental Health Response Program**

LEVERAGE MEDICAID TO FUND SCHOOL MENTAL HEALTH

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

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

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

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

[Information on School-Based Services in Medicaid: Funding, Documentation, and Expanding Services](#): This bulletin includes a checklist with strategies and guidance state Medicaid agencies can follow to implement or enhance School-based services (SBS). *Center for Medicaid and CHIP Services*.

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

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

School Mental Health Impact

DOCUMENT AND REPORT SCHOOL MENTAL HEALTH IMPACT

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

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

BUILD CAPACITY AND ADVOCATE FOR SCHOOL MENTAL HEALTH

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

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