

“This can’t wait!”... Giving
educators the tools they need to
understand and address students’
mental health concerns

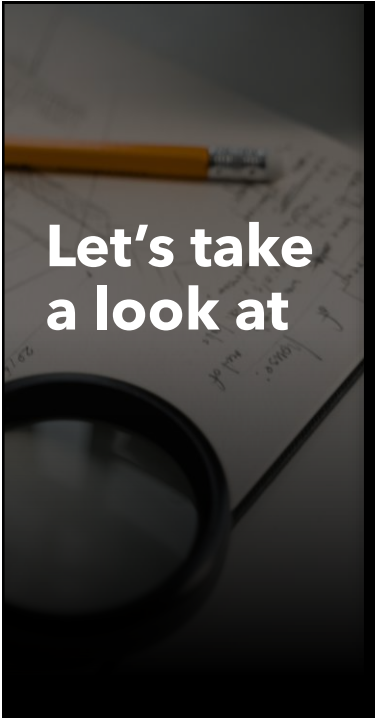
Mary Margaret Kerr

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Financial Disclosure

There are no financial conflicts to disclose.

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Let's take a look at

- oversights in educator preparation programs
- missteps in professional development and coaching
- confusion in the selection of mental health programs and services
- resources for addressing these critical problems.

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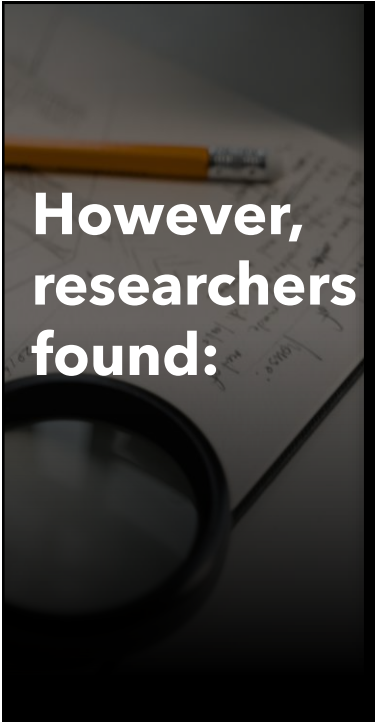


1. Oversights in educator preparation programs

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“Extensive literature emphasizes the necessity of teacher preparation in school mental health (Mazzer & Rickwood, 2015; Phillippo, 2013; Phillippo & Kelly, 2014; Phillippo & Blosser, 2017; Reinke et al., 2011; Ringeisen et al., 2016), while also voicing concern about the absence of opportunities for teacher learning in this area (Graham et al., 2011; Koller & Bertel, 2006; Mazzer & Rickwood, 2015; Oberle & Schonert-Reichl, 2016).” (Brown et al., 2019)

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**However,
researchers
found:**

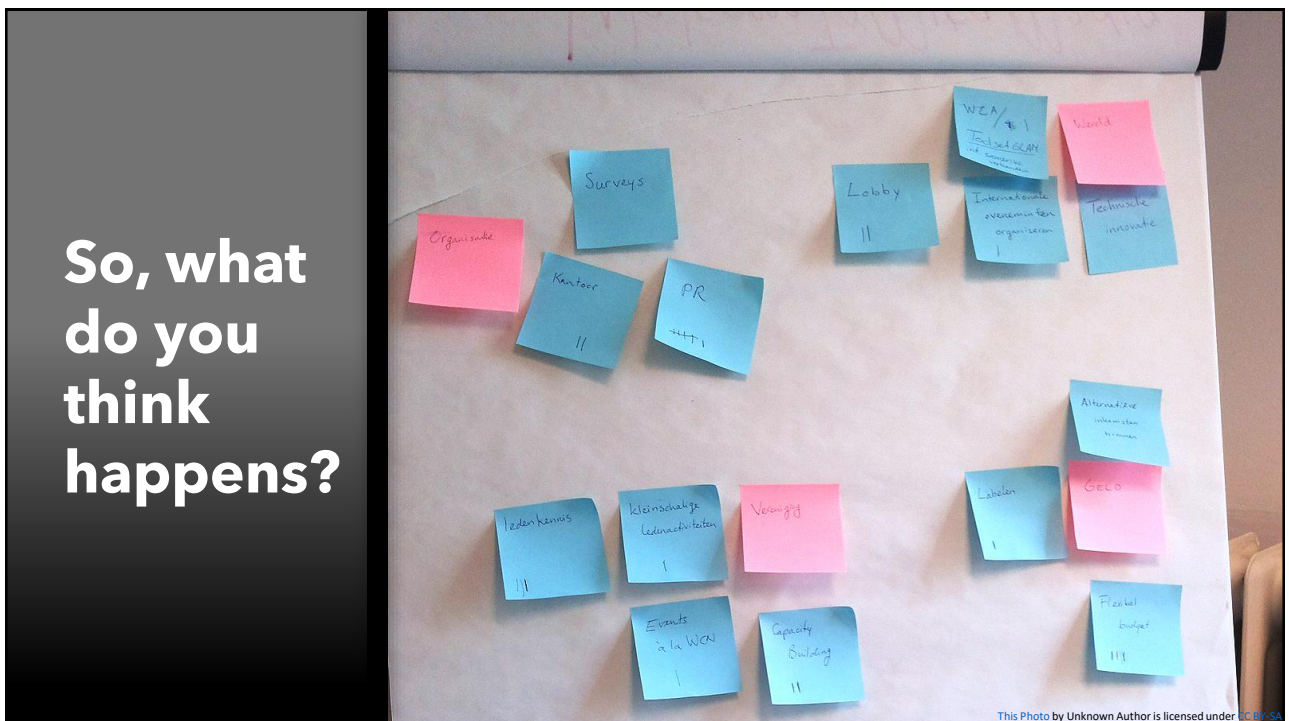
- limited mental health-related certification standards
- standards that do exist are general and do not provide specific guidance
- unclear what skills or knowledge teacher candidates ought to acquire
- Only a few states even use the terms *mental health* or *mental illness*.
- variability within and across states and provinces (Brown et al., 2019)

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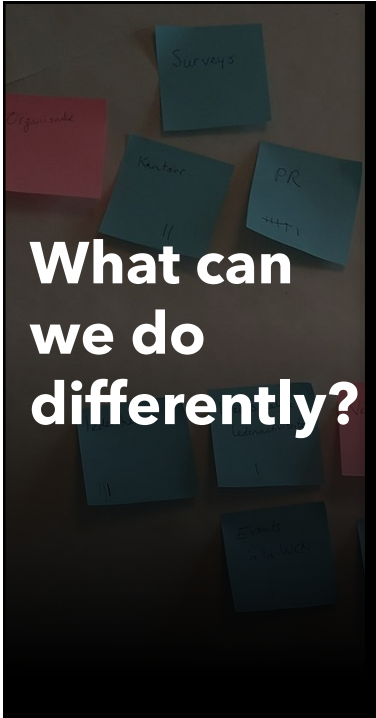
Preparing teachers to teach social-emotional learning (SEL)

"Students' SEL dimensions were largely absent in the majority of teacher education programs in nearly all the states...only program in our entire scan required a course addressing all five core Students' SEL dimensions" (Schonert-Reichl, et al., 2017, p.35).

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What can we do differently?

- Require evidence-based preservice coursework in mental health literacy, just as PA requires the extensive child abuse training modules
- Insist that this training continue in new teacher induction programs, where specific skills and competencies can be outlined and assessed

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On-line Mental Health Literacy Course for Teachers




<https://pdce.educ.ubc.ca/learn-mental-health-literacy-free-online-course/>


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Kansas Technical Assistance System Network (TASN)
provides technical assistance to support school districts' systematic implementation of evidence-based practices.

Login



<https://www.ksdetasn.org/atbs/de-escalation-materials>

REQUEST ASSISTANCE

TASN PROJECTS

CALENDAR OF EVENTS

RESOURCES

SPED ADMIN GUIDE

NEWSLETTERS & LISTSERVS

NAVIGATING CHANGE & NAVIGATING NEXT

CONFERENCE MATERIALS

CURRENT KANSAS APR REPORTS (LOGIN REQUIRED)

DISTRICT PUBLIC REPORTS

ABOUT TASN

De-Escalation Materials

- **TASN Autism and Tertiary Behavior Supports (ATBS) Home**
- [Staff Contacts](#)
- [TASN ATBS Newsletter sign-up and archived newsletters](#)
- [ATBS Resources](#)
- [ADOS-2 Activity Videos](#)
- [Autism Resource Connection App](#)
- [Behavior](#)
- [Coaching](#)
- [Communication](#)
- [De-Escalation Materials](#)
- [Educational Identification/Programming for Autism](#)
- [Educator Self-Care and Wellness](#)
- [Evidence-Based Practices for Autism](#)
- [Fact Sheets](#)
- [High-Leverage Practices](#)
- [It's All About YOU! Instructional Strategies](#)
- [Parent Resources](#)
- [Social Competencies](#)
- [Structured Teaching](#)
- [Teacher Resources](#)
 - [Classroom & School Jobs](#)
- [Tri-State Webinars](#)
- [Transition Across the Lifespan](#)
- [Verbal Behavior: Basic Skills / Direct Start](#)

These ten modules provide practitioners with a strong foundation to develop their understanding and professional skills in the area of de-escalation.

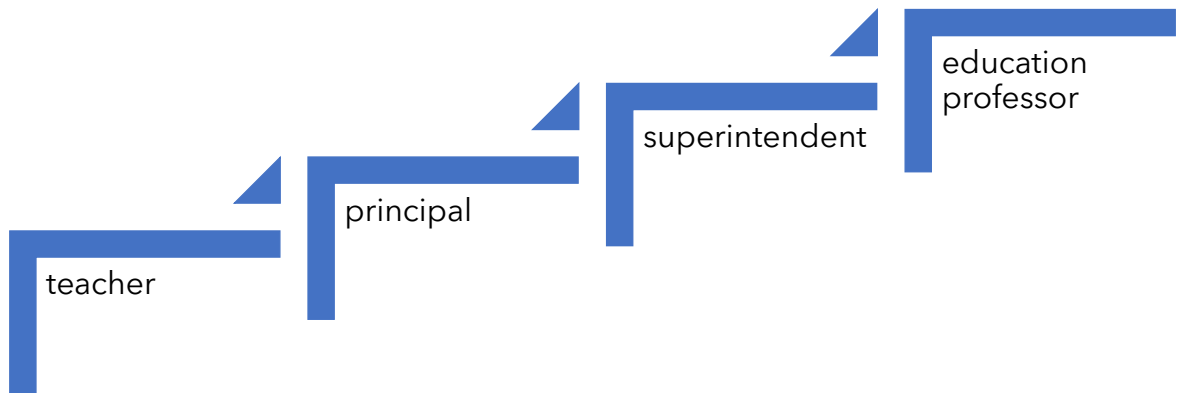
- [Module 1: An Introduction to the Cycle of Escalation](#)
- [Module 2: Signs of Escalation](#)
- [Module 3: Early Intervention](#)
- [Module 4: Escalation Reaction](#)
- [Module 5: Crisis Intervention](#)
- [Module 6: Dealing With Student Non-Compliance](#)
- [Module 7: Dealing With Student Disruption](#)
- [Module 8: Dealing With Student Disrespect](#)
- [Module 9: Dealing With Provocative Student Behavior](#)
- [Module 10: Dealing With Aggressive and Fighting Behavior](#)

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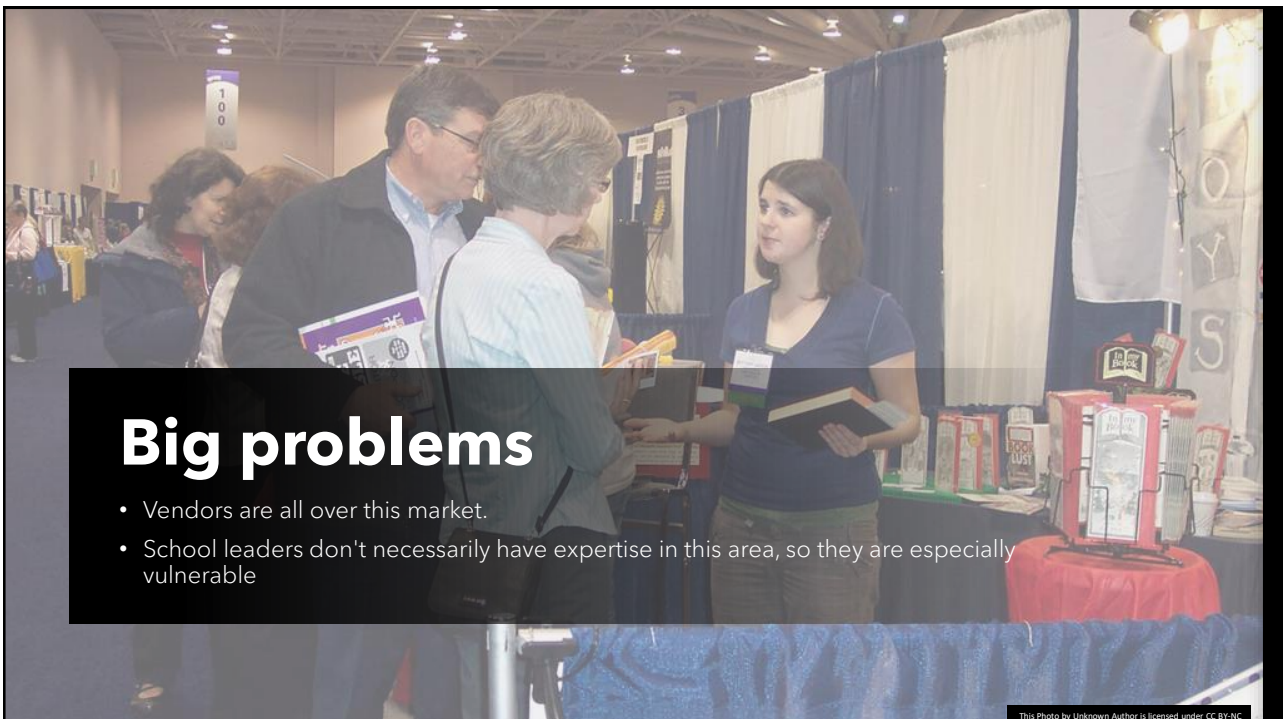


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It's not just teachers who are unprepared.



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Big problems

- Vendors are all over this market.
- School leaders don't necessarily have expertise in this area, so they are especially vulnerable

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"Show me the ~~money~~ research"

NO

- Testimonials
- "Success stories"

YES

- Data
- Outcomes



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U.S. Department of Health & Human Services

SAMHSA
Substance Abuse and Mental Health Services Administration

Home | Site Map | Contact Us

Search SAMHSA.gov

Find Treatment | Practitioner Training | Public Messages | Grants | Data | **Programs** | Newsroom | About Us | Publications

Home » [Programs](#) » Evidence-Based Practices Resource Center

Evidence-Based Practices Resource Center

SAMHSA is committed to improving prevention, treatment, and recovery support services for mental and substance use disorders. The Evidence-Based Practices Resource Center provides communities, clinicians, policy-makers and others with the information and tools to incorporate evidence-based practices into their communities or clinical settings.

[Learn more about EBP Resource Center >>](#) [View additional innovative practices >>](#)

Resources

Search Our Resources Sort by View

Filters

Resource Topic >

Health Condition >

Preventing Marijuana Use Among Youth

Publication Date: October 2021

The goal of this guide is to review the literature on prevention of marijuana use among youth, distill the research into recommendations for practice, and provide examples of the ways these recommendations can be implemented.

[View Resource](#)

Reducing Violence Among Youth and Young Adults

<https://www.samhsa.gov/resource-search/ebp?rc%5B0%5D=audience%3A20202>

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Teach school leaders what to focus on



- Specific knowledge measures
- Classroom actions
- Interactions with students
- Attitudes
- Language

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Adopt role-specific training



<https://safesupportivelearning.ed.gov/creating-safe-and-respectful-environment-our-nations-school-buses-training-toolkit>

“This training toolkit is made up of two modules that address bullying on school buses. Specifically, it is designed for trainers to assist school bus drivers in cultivating meaningful relationships with students while creating a positive climate on the school bus.”

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And to make things more complicated...

- Many components emerged through popularity or legislation. So, these are coming at people rapidly and not necessarily sequentially.
- Parallel movements in the fields of mental health, trauma-informed, applied behavior analysis, and social-emotional learning have contributed to the confusion.

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Helpful resource for sorting things out

The screenshot shows the AIR website interface. At the top, there is a navigation bar with links for 'About', 'Experts', 'Our Work', 'Capabilities', 'News & Events', and a search icon. A 'Sign Up for AIR News' button is also present. Below the navigation bar, the page title is '23 JUNE 2021 | BRIEF' followed by the main heading 'Trauma-Sensitive Schools and Social and Emotional Learning: An Integration'. The authors listed are David Osher, Kathleen Guarino, Wehmah Jones, and Mara Schanfield. A photograph shows a group of children and an adult in a garden setting. Below the photo, there is a short paragraph of text. To the right of the main content, there is a 'Contact' section with circular profile pictures and names for David Osher, Kathleen Guarino, Wehmah Jones, and Mara Schanfield. At the bottom of the contact section, there is a 'Related Topics' heading.




<https://www.air.org/resource/brief/trauma-sensitive-schools-and-social-and-emotional-learning-integration>

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Where do we begin or restart our efforts with teachers?

 Get one evidence-based framework

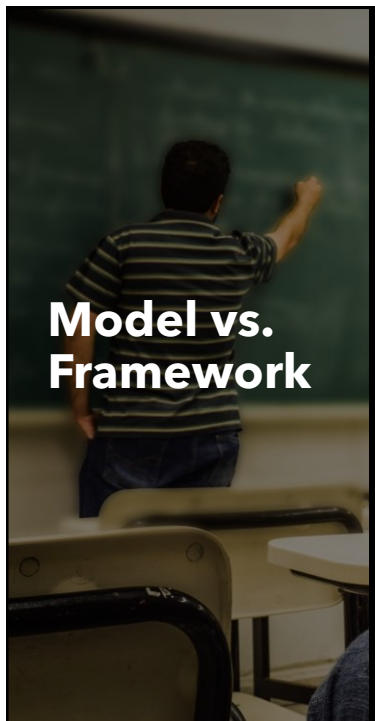
 Use it as your central organizer.

 Teach it!

 Build on other initiatives familiar to teachers

 Meet teachers where they are

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Model vs. Framework



<https://www.cdc.gov/health/youth/wscc/model.htm>

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Checklist for a good framework

Role specific: Clarity about who does what

Begins with training of trainers ---builds capacity

Clear and reasonable sequence

Recognizes constraints present in K12 settings

Uses K-12 language and classroom [video] examples

Fits within and alongside other evidence-based initiatives, such as MTSS

Designed by experts in the field in consultation with K12 staff and leaders

Includes knowledge assessments and specific actions to monitor and coach

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Look for components like these:

The *Building Student Resilience Toolkit* is designed for **middle school and junior high school educators** as a tool to strengthen their skills for nurturing student resilience during this key developmental stage.

These handouts include checklists, worksheets, practice guides, and discussion questions for supporting school staff in addressing the effects of stress and trauma.

Module 1: Building Resilience in the Face of Adversity

Offers trainers or professional development staff materials to address the effects of stress and trauma on the brain, as well as the major elements of resilience. It contains a **comprehensive training guide, companion slide presentation, and accompanying handouts**



<https://safesupportivelearning.ed.gov/resilience-classroom>

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National Center on Safe Supportive Learning Environments
Engagement • Safety • Environment

SCHOOL CLIMATE IMPROVEMENT ▾ TOPICS ▾ EVENTS ▾ RESOURCES ▾ TA SERVICES ▾ STATE PROFILES

RESOURCE
Plan, Prepare, and Respond to the Coronavirus

REPORT
Learn the Real Magnitude of the Challenges Our Nation's Youth Have Faced During the COVID-19 Pandemic

BRIEF
Take Another Opportunity to Reset after Spring Break

GUIDE
For National Child Abuse Prevention Month, Understand the Protective Factors That Lower the Risk of Child Abuse and Neglect

REPORT
Learn How Students' Negative Health Outcomes Are Associated with Racism

FEATURED EVENTS

<https://safesupportivelearning.ed.gov/>

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Trauma-Sensitive Schools
TRAINING PACKAGE

UNDERSTAND • BUILD • LEAD



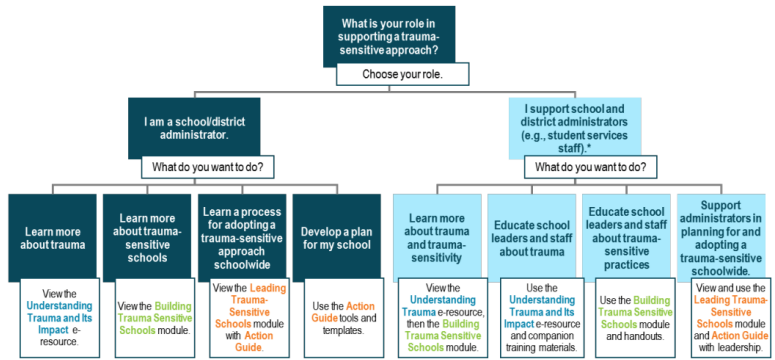
<https://safesupportivelearning.ed.gov/understanding-trauma-and-its-impact>

Understanding Trauma and Its Impact

E-Resource Companion Slide Presentation

National Center on Safe Supportive Learning Environments
Safe Supportive Learning
Engagement | Safety | Environment

DECISION TREE FOR USING TRAINING PACKAGE



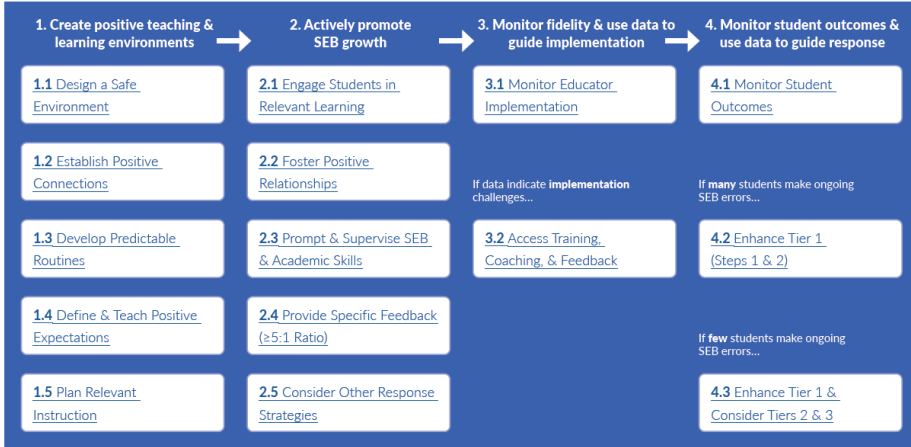
<https://safesupportivelearning.ed.gov/trauma-sensitive-schools-implementation-guide>

* School personnel who commonly play a role in supporting trauma sensitivity include student service staff such as school social workers and psychologists and other school personnel or consultants working on particular grants or initiatives where trauma-sensitivity is relevant.



<https://www.pbis.org/resource/supporting-and-responding-to-behavior-evidence-based-classroom-strategies-for-teachers>

Figure 2. Steps to Support and Respond to Students' SEB Needs



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Figure 2. Steps to Support and Respond to Students' SEB Needs



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Table 2. Matrix of Practices to Actively Promote Social, Emotional, and Behavioral Growth

2.1 ENGAGE STUDENTS IN RELEVANT LEARNING
Actively engage students (provide high rates of varied opportunities to respond) in relevant learning,^a and differentiate instruction to support all learners[†]

Critical Features <i>What does this practice look like in a classroom?</i>	Elementary Examples <i>How can I use this practice in my elementary classroom?</i>	Secondary Examples <i>How can I use this practice in my secondary classroom?</i>	Non-Examples <i>What should I avoid when implementing this practice?</i>	Resources <i>Where can I find additional resources?</i>
<ul style="list-style-type: none"> Use explicit instruction to teach SEB and academic skills Provide high rates of opportunities for students to respond (e.g., asking a question, requesting worked problem, providing writing opportunity) Vary response opportunities to include: <ul style="list-style-type: none"> Individual, small-group, or whole group (choral or unison) opportunities Variety of response types (e.g., vocal, written, electronic student response system, response cards, white boards, guided notes, gestures) Differentiate to ensure equitable benefit 	<ul style="list-style-type: none"> Use model-lead-test (i.e., explicit "I do-we do-you do") format to engage students in instruction Plan individual or small-group questioning (e.g., randomly select a student to answer after asking a question) Use choral responding to increase opportunities for all (e.g., all students read a morning message, say letter sounds together) Also include nonverbal response opportunities (e.g., thumbs up if you agree, hold up certain fingers, show a response card, use response app) Differentiate by (a) pre-teaching, (b) adjusting rate, (c) considering student response preferences, and (d) providing a range of response options 	<ul style="list-style-type: none"> Use model-lead-test (explicit) format to engage students in instruction Plan individual or small-group questioning (e.g., calling on randomly selected student to explain example problem) Use unison or peer-to-peer responding to increase opportunities for all (e.g., share your thinking with your peer partner and be ready to report back) Also include nonverbal response opportunities (e.g., hands up if you got 25 for the answer, find a definition for "saturation point" online) Differentiate by (a) pre-teaching, (b) adjusting rate, (c) considering student response preferences, and (d) providing a range of response options 	<p>Do not...</p> <ul style="list-style-type: none"> Use an instructional approach that assumes (rather than assesses and/or teaches) prior learning and requires students to figure out critical SEB or academic skills on their own Provide long duration lecture without interspersing opportunities to respond Only ask for volunteers to respond to questions (instead of distributing equitably and/or involving additional students in each opportunity) Rely exclusively on a single approach (e.g., ask a question and wait for a verbal response) that limits opportunities for more students to engage 	<p>Publications</p> <ul style="list-style-type: none"> Examples of engaging instruction to increase equity in education⁴⁰ Effective instruction as a protective factor⁴¹ Strategies for active engagement⁴² Instructional strategies to increase student engagement⁴³ Peer tutoring tip sheet⁴⁴ <p>Videos/Podcasts</p> <ul style="list-style-type: none"> Opportunities to respond⁴⁵ Opportunities to respond examples⁴⁶ Explicit instruction⁴⁷ Practice videos⁴⁸ <p>Other</p> <ul style="list-style-type: none"> Student engagement tip sheet and observation tool⁴⁹

^a Adamson & Lewis, 2017; Archer & Hughes, 2011; Cohen, 2018; Common et al., 2020; Doabler et al., 2015; Heward, 2006; Partin et al., 2010; Powell et al., 2016; Scott & Gage, 2020; Skinner et al., 2003; Sutherland et al., 2019
[†] McLeskey et al., 2019



<https://www.pbis.org/resource/supporting-and-responding-to-behavior-evidence-based-classroom-strategies-for-teachers>

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Actively engage students (provide high rates of varied opportunities to respond) in relevant learning,^a and differentiate instruction to support all learners[†]

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<https://www.pbis.org/resource/supporting-and-responding-to-behavior-evidence-based-classroom-strategies-for-teachers>

Critical Features

What does this practice look like in a classroom?

- Use **explicit instruction** to teach SEB and academic skills
- Provide **high rates** of opportunities for students to respond (e.g., asking a question, requesting worked problem, providing writing opportunity)
- Vary** response opportunities to include: Individual, small-group, or whole group (choral or unison) opportunities
- Variety of response types (e.g., vocal, written, electronic student response system, response cards, white boards, guided notes, gestures)
- Differentiate** to ensure equitable benefit

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<https://www.pbis.org/resource/supporting-and-responding-to->

Elementary Examples

How can I use this practice in my elementary classroom?

- Use **model-lead-test** (i.e., explicit "I do-we do-you do") format to engage students in instruction
- Plan **individual** or small-group questioning (e.g., randomly select a student to answer after asking a question)
- Use **choral** responding to increase opportunities for all (e.g., all students read a morning message, say letter sounds together)
- Also include **nonverbal** response opportunities (e.g., thumbs up if you agree, hold up certain fingers, show a response card, use response apps)
- Differentiate** by (a) pre-teaching, (b) adjusting rate, (c) considering student response preferences, and (d) providing a range of response options

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Secondary Examples

How can I use this practice in my secondary classroom?

- Use **model-lead-test** (explicit) format to engage students in instruction
- Plan **individual** or small-group questioning (e.g., calling on randomly selected student to explain example problem)
- Use **unison** or peer-to-peer responding to increase opportunities for all (e.g., share your thinking with your peer partner and be ready to report back)
- Also include **nonverbal** response opportunities (e.g., hands up if you got 25 for the answer, find a definition for "saturation point" online)
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<https://www.pbis.org/resource/supporting-and-responding-to->

Non-Examples*What should I avoid when implementing this practice?*

Do not...

- Use an instructional approach that assumes (rather than assesses and/or teaches) prior learning and requires students to figure out critical SEB or academic skills on their own
- Provide long duration lecture without interspersing opportunities to respond
- Only ask for volunteers to respond to questions (instead of distributing equitably and/or involving additional students in each opportunity)
- Rely exclusively on a single approach (e.g., ask a question and wait for a verbal response) that limits opportunities for more students to engage

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<https://www.pbis.org/resource/supporting-and-responding-to->

Resources*Where can I find additional resources?***Publications**

[Examples of engaging instruction to increase equity in education](#)⁴⁰

[Effective instruction as a protective factor](#)⁴¹

[Strategies for active engagement](#)⁴²

[Instructional strategies to increase student engagement](#)⁴³

[Peer tutoring tip sheet](#)⁴⁴

Videos/Podcasts

[Opportunities to respond](#)⁴⁵

[Opportunities to respond examples](#)⁴⁶

[Explicit instruction](#)⁴⁷

[Practice videos](#)⁴⁸

Other

[Student engagement tip sheet and observation tool](#)⁴⁹

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<https://www.pbis.org/resource/supporting-g-and-responding-to-behavior-evidence-based-classroom-strategies-for-teachers>

Self-Assessment & Action Plan

Complete the self-assessment to gauge current implementation of classroom practices. For each item: (a) review the supporting table; (b) **self-assess** whether practice is fully, partially, or not at all implemented; (c) **rate** priority (low, medium, high) for action planning; (d) **celebrate** fully implemented high-priority practices; and (e) **action plan** to support implementation of top 3 priorities with low implementation (rates as implementing partially or not at all).

Self Assessment

Steps to Support and Respond to Students' SEB Needs	Self-assess implementation			Priority for action planning		
	Fully	Partially	Not at all	Low	Med	High
Create positive teaching and learning environments (Table 1)						
1.1 The classroom environment (layout, furniture, materials, visuals) is safe and accessible.						
1.2 I have established positive connections among students and families, through purposeful and regular communication, to learn about my students and actively engage families.						
1.3 I post, teach, practice, and review predictable routines collaboratively with students.						
1.4 I have co-developed, defined, explicitly taught, and reviewed a few positive classroom expectations collaboratively with students.						
1.5 I engage students in planning relevant instruction that celebrates diversity, prioritizes relevant curriculum, incorporates appropriate task dimensions, and differentiates supports.						
Actively promote social, emotional, and behavioral growth (Table 2)						
2.1 I use explicit instruction, with high rates of varied opportunities to respond, to engage students in relevant learning						
2.2 I foster positive relationships among students, families, and educators by greeting, engaging, and considering preferences throughout activities in a collaborative manner						
2.3 I prompt and supervise SEB and academic skills by prompting skills, helping students prompt themselves, actively monitoring/ supervising, and individualizing prompts when helpful.						
2.4 I provide specific feedback to support SEB and academic skill growth, and I exceed a ratio of 5 specific praise statements for each supportive corrective statement (5:1 ratio).						
2.5 I consider and implement other response strategies, when appropriate, to reinforce SEB and academic skill growth and prevent/ respond to SEB and academic errors						
Monitor fidelity & use data to guide implementation (Table 3)						
3.1 In addition to this self-assessment, I monitor implementation fidelity of classroom practices to assess quantity and quality of implementation, from multiple perspectives, across time.						
3.2 Based on fidelity data, I have a plan (see action plan template) to access training, coaching, and supportive data-based feedback to enhance implementation of key practices						
Monitor student outcomes & use data to guide response (Table 4)						
4.1 I collect, disaggregate, and review data to monitor student outcome and guide support.						
4.2 If many students demonstrate on-going risk/need, I enhance Tier 1.						
4.3 If few students demonstrate on-going risk/need, I also consider targeted (Tier 2) or intensive (Tier 3) support.						

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Self-Assessment & Action Plan

Complete the self-assessment to gauge current implementation of classroom practices. For each item: (a) review the supporting table; (b) **self-assess** whether practice is fully, partially, or not at all implemented; (c) **rate** priority (low, medium, high) for action planning; (d) **celebrate** fully implemented high-priority practices; and (e) **action plan** to support implementation of top 3 priorities with low implementation (rates as implementing partially or not at all).

Self Assessment

Steps to Support and Respond to Students' SEB Needs	Self-assess implementation			Priority for action planning		
	Fully	Partially	Not at all	Low	Med	High
Create positive teaching and learning environments (Table 1)						
1.1 The classroom environment (layout, furniture, materials, visuals) is safe and accessible.						
1.2 I have established positive connections among students and families, through purposeful and regular communication, to learn about my students and actively engage families.						
1.3 I post, teach, practice, and review predictable routines collaboratively with students.						
1.4 I have co-developed, defined, explicitly taught, and reviewed a few positive classroom expectations collaboratively with students.						
1.5 I engage students in planning relevant instruction that celebrates diversity, prioritizes relevant curriculum, incorporates appropriate task dimensions, and differentiates supports.						
Actively promote social, emotional, and behavioral growth (Table 2)						
2.1 I use explicit instruction, with high rates of varied opportunities to respond, to engage students in relevant learning						



<https://www.pbis.org/resource/supporting-g-and-responding-to-behavior-evidence-based-classroom-strategies-for-teachers>

Create positive teaching and learning environments (Table 1)

- 1.1 The classroom environment (layout, furniture, materials, visuals) is safe and accessible.
- 1.2 I have established positive connections among students and families, through purposeful and regular communication, to learn about my students and actively engage families.
- 1.3 I post, teach, practice, and review predictable routines collaboratively with students.
- 1.4 I have co-developed, defined, explicitly taught, and reviewed a few positive classroom expectations collaboratively with students.
- 1.5 I engage students in planning relevant instruction that celebrates diversity, prioritizes relevant curriculum, incorporates appropriate task dimensions, and differentiates supports.

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1.3	I post, teach, practice, and review predictable routines collaboratively with students.								
1.4	I have co-developed, defined, explicitly taught, and reviewed a few positive classroom expectations collaboratively with students.								
1.5	I engage students in planning relevant instruction that celebrates diversity, prioritizes relevant curriculum, incorporates appropriate task dimensions, and differentiates supports.								
Actively promote social, emotional, and behavioral growth (Table 2)									
2.1	I use explicit instruction, with high rates of varied opportunities to respond, to engage students in relevant learning								
2.2	I foster positive relationships among students, families, and educators by greeting, engaging, and considering preferences throughout activities in a collaborative manner								
2.3	I prompt and supervise SEB and academic skills by prompting skills, helping students prompt themselves, actively monitoring/supervising, and individualizing prompts when helpful.								
2.4	I provide specific feedback to support SEB and academic skill growth, and I exceed a ratio of 5 specific praise statements for each supportive corrective statement (≥5:1 ratio).								
2.5	I consider and implement other response strategies, when appropriate, to reinforce SEB and academic skill growth and prevent/respond to SEB and academic errors								
Monitor fidelity & use data to guide implementation (Table 3)									
3.1	In addition to this self-assessment, I monitor implementation fidelity of classroom practices to assess quantity and quality of implementation, from multiple perspectives, across time.								
3.2	Based on fidelity data, I have a plan (see action plan template) to access training, coaching, and supportive data-based feedback to enhance implementation of key practices								
Monitor student outcomes & use data to guide response (Table 4)									



<https://www.pbis.org/resource/supporting-and-responding->

Actively promote social, emotional, and behavioral growth (Table 2)

- 2.1 I use explicit instruction, with high rates of varied opportunities to respond, to engage students in relevant learning
- 2.2 I foster positive relationships among students, families, and educators by greeting, engaging, and considering preferences throughout activities in a collaborative manner
- 2.3 I prompt and supervise SEB and academic skills by prompting skills, helping students prompt themselves, actively monitoring/supervising, and individualizing prompts when helpful.
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Monitor student outcomes & use data to guide response (Table 4)									
4.1	I collect, disaggregate, and review data to monitor student outcome and guide support.								
4.2	If many students demonstrate on-going risk/need, I enhance Tier 1.								
4.3	If few students demonstrate on-going risk/need, I also consider targeted (Tier 2) or intensive (Tier 3) support.								
Positive Behavioral Interventions & Supports (PBIS)									



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Positive Behavioral Interventions & Supports (PBIS)									



[https://www.pbis.org/resource/supporting-and-responding-to-behavior-](https://www.pbis.org/resource/supporting-and-responding-to-behavior)

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Monitor student outcomes & use data to guide response (Table 4)

4.1 I collect, disaggregate, and review data to monitor student outcome and guide support.

4.2 If many students demonstrate on-going risk/need, I enhance Tier 1.

4.3 If few students demonstrate on-going risk/need, I also consider targeted (Tier 2) or intensive (Tier 3) support.

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But I'm not in a classroom, so what am I supposed to be doing?

- Learn more about Tier 1 supports so that you can assist teachers with them.
- Facilitate specialized trainings
- Review policies, screening and referral procedures, and parent communications
- Work to reduce stigma surrounding mental health conditions and treatment
- Participate in assessments such as the Shape System for assessing school mental health services and programs.
- Study the website resources here so that you can inform school leaders about current evidence-based practices and frameworks.
- Subscribe to updates so that you are getting the latest resources as soon as they are available.

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MHTTC Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

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Now Available! The MHTTC National School Mental Health Curriculum

Publication Date: Jul 08, 2019

Share This!

Co-developed by the Mental Health Technology Transfer Center (MHTTC) Network Coordinating Office and the National Center for School Mental Health (NCSMH) to help states, districts, and schools across the United States understand the core components of comprehensive school mental health and engage in a planning process, this national school mental health curriculum focuses on the following core features of effective school mental health initiatives:

- Roles for Educators and Student Instructional Support Personnel
- Collaboration and Teaming
- Multi-Tiered System of Supports
- Evidence-Informed Services and Supports
- Cultural Responsiveness and Equity

https://mhttcnetwork.org/now-available-school-mental-health-curriculum

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School Mental Health Policy Map

The **State Policy Map** provides an overview of legislation, regulations, and policies related to school mental health.

View Map

Welcome to SHAPE

From our school mental health quality assessment and resource library, to custom reports and a library of free and low-cost screening and assessment measures, SHAPE has the tools teams need to improve school mental health programming and sustainability in schools, districts, and states/territories. Take the tour to learn more. [▶](#)

Improve student mental health in your schools, districts, states/territories, and entities. Sign up for:

Myself

My School

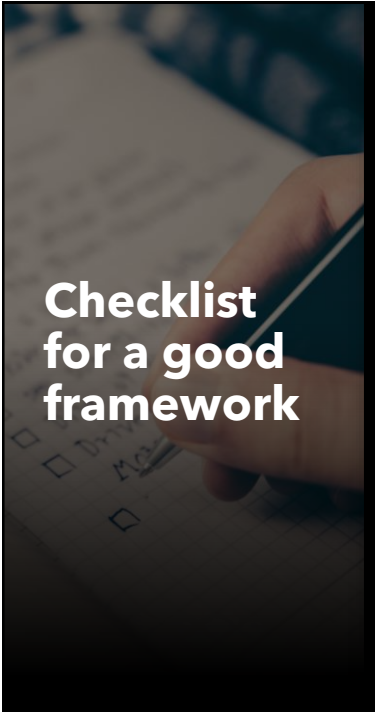
My District

My State/Territory

My Entity

https://www.theshapesystem.com/

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Checklist for a good framework

Role specific: Clarity about who does what

Begins with training of trainers ---builds capacity

Clear and reasonable sequence

Recognizes constraints present in K12 settings

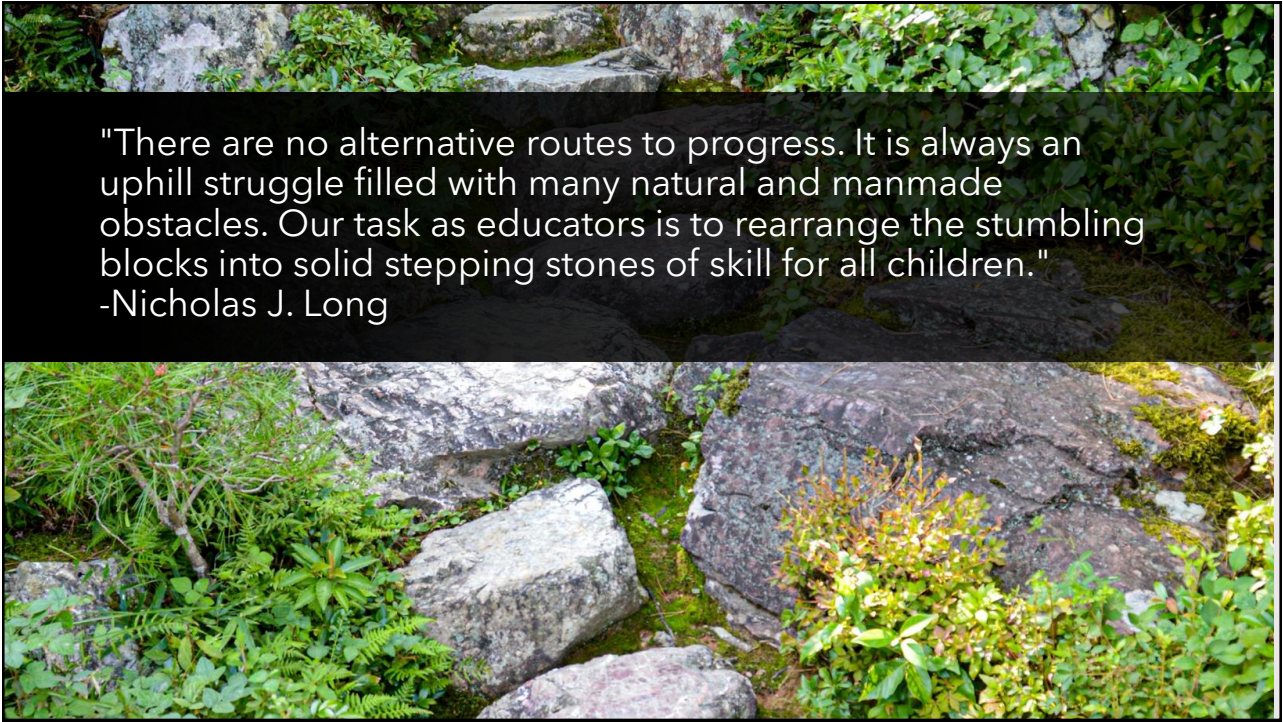
Uses K-12 language and classroom [video] examples

Fits within and alongside other evidence-based initiatives, such as MTSS

Designed by experts in the field in consultation with K12 staff and leaders

Includes knowledge assessments and specific actions to monitor and coach

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"There are no alternative routes to progress. It is always an uphill struggle filled with many natural and manmade obstacles. Our task as educators is to rearrange the stumbling blocks into solid stepping stones of skill for all children."
-Nicholas J. Long

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- Note: All of the evidence -based resources herein offer extensive reference lists, in addition to these.
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