



Central East (HHS Region 3)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

School Mental Health Virtual Learning Series

November 2021-June 2022



**Cultural Responsiveness, Anti-Racism and Equity (CARE)
Best Practices in School Mental Health (SMH):
Universal Health Promotion (Tier 1)**



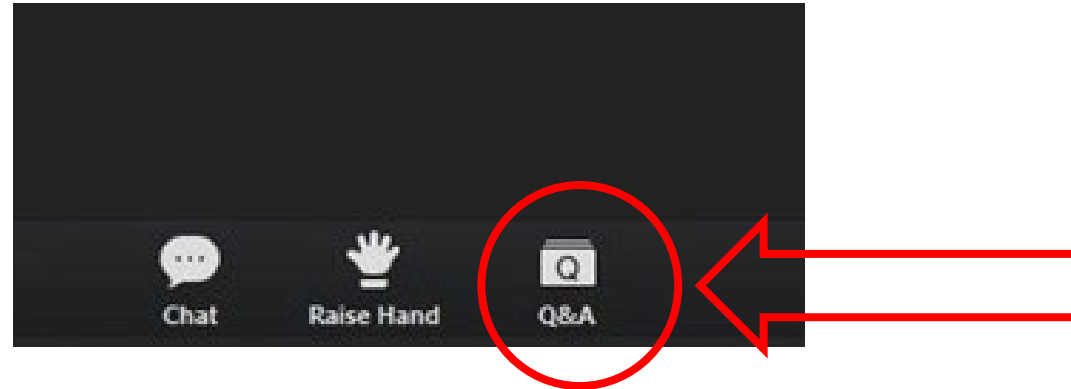
May 4, 2022



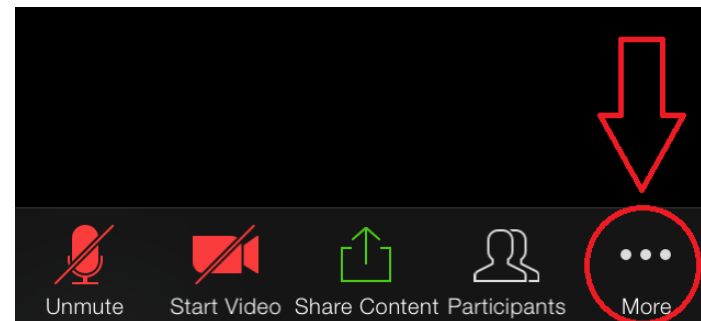
Technology Support

- Slides will be posted on the NCSMH website (www.schoolmentalhealth.org)
- Please type questions for the panelists into the Q&A box.
- Use chat box for sharing resources, comments, and responding to speaker

Web



Mobile App





Central East (HHS Region 2) Health Technology Transfer Center Network
 Funded by Substance Abuse and Mental Health Services Administration
MHTTC Mental Health Technology Transfer Center Network
 Funded by Substance Abuse and Mental Health Services Administration



Oscar Morgan
 Interim Executive Director
 MHTTC Project Director



Michael Thompson
 MHTTC Sr. TA Specialist



Dave Brown
 Senior Associate:
 School-based Training and
 Behavioral Health Equities



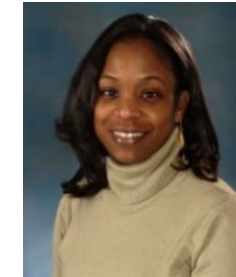
UNIVERSITY of MARYLAND
 SCHOOL OF MEDICINE



Tiffany Beason
 NCSMH Faculty



Lorraine Bernstein
 Coordinator



Dana Cunningham
 PGSMHI Director



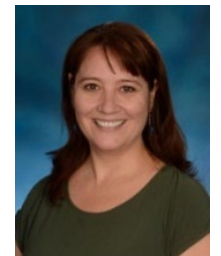
Sharon Hoover
 NCSMH Co-Director



Nancy Lever
 NCSMH Co-Director



Perrin Robinson
 Communications Manager



Kris Scardamalia
 NCSMH Faculty

Central East Geographical Area of Focus

HHS REGION 3

Delaware

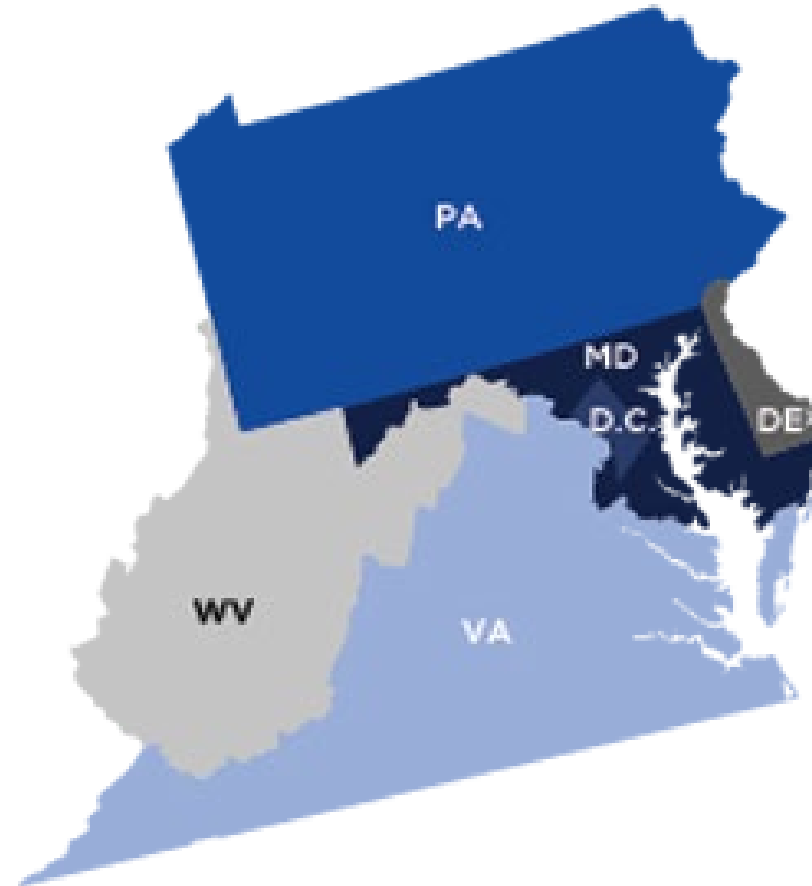
District of Columbia

Maryland

Pennsylvania

Virginia

West Virginia





Central East (HHS Region 3)

MHTTC

Mental Health Technology Transfer Center Network
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What Does Central East MHTTC Do?



Actions

- **Accelerate** the adoption and implementation of evidence-based and promising treatment and recovery-oriented practices and services
- **Strengthen** the awareness, knowledge, and skills of the behavioral and mental health and prevention workforce, and other stakeholders, that address the needs of people with behavioral health disorders
- **Foster regional** and national alliances among culturally diverse practitioners, researchers, policy makers, funders, and the recovery community
- **Ensure** the availability and delivery of publicly available, free of charge, training and technical assistance to the behavioral and mental health field

National Center for School Mental Health

MISSION:

Strengthen policies and programs in school mental health to improve learning and promote success for America's youth

- Focus on advancing school mental health policy, research, practice, and training
- Shared family-schools-community mental health agenda

Directors: Drs. Nancy Lever & Sharon Hoover

Faculty: Tiffany Beason, Ph.D. Jill Bohnenkamp, Ph.D., Elizabeth Connors, Ph.D, Britt Patterson, Ph.D., Sam Reaves, Ph.D., Kris Scardamalia, Ph.D., Cindy Schaeffer, Ph.D.



School Mental Health Webinar Series

Objectives

- Gain increased awareness of high quality, sustainable multi-tiered system of school mental health supports and services
- Support trauma-informed systems in schools
- Discover the impacts of social determinants of health on student academic and social-emotional-behavioral success
- Learn to provide more culturally responsive and equitable services and supports
- Hear perspectives on school mental health from school, district and state levels
- Obtain insight into how youth, families, schools and communities can best work together to address student mental health needs



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Upcoming Webinar

(3:00-4:00 ET, 2:00-3:00 CT, 1:00-2:00 MT, 12:00-1:00 PT)

- June 1 **Cultural Responsiveness, Anti-Racism, and Equity (CARE) Best Practices in School Mental Health - Early Intervention and Treatment in Schools (Tiers 2 & 3)**



Tara L. Gill, Ph.D.



Caryn Curry, LCSW



**Dana Cunningham,
Ph.D.**



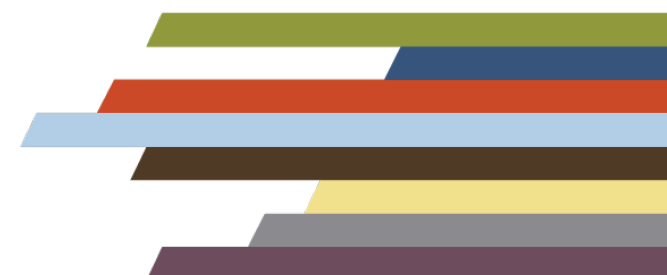
**Kris Scardamalia,
Ph.D.**

Welcome!

Objectives



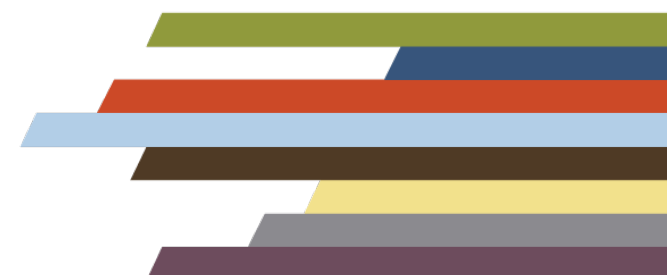
- Increase understanding of best practices in school mental health promotion
- Gain understanding of how to use the SHAPE System to assess the quality of your school mental health promotion at the school and/or district level
- Increase knowledge of and reflect on how cultural responsiveness, anti-racist, and equity (CARE) considerations fit into school mental health promotion
- Be able to list three strategies to better integrate CARE into school mental health promotion





Agenda

- Definition
- Value
- Quality Indicators and Best Practices
- Strategic Planning



Overview of School Mental Health Quality Domains and Indicators

Quality Domains

- Teaming
- Needs Assessment and Resource Mapping
- Mental Health Promotion for All (Tier 1)
- Early Intervention and Treatment Services and Supports (Tiers 2/3)
- Screening
- Impact
- Funding and Sustainability

School Mental Health National Quality Assessment Overview of Domains and Indicators



Teaming

- Multidisciplinary teams
- Youth and family partnership
- Community partnerships
- Addresses all tiers
- Avoid duplication and promote efficiency
- Best practices for meeting structure/process
- Delineated roles/responsibilities
- Effective referral processes to school and community services
- Data-based decisions to determine student interventions
- Data sharing



Needs Assessment/ Resource Mapping

- Assess student mental health needs
- Assess student mental health strengths
- Use needs assessment results to select, plan and implement services and supports
- Conduct resource mapping to identify existing services and supports
- Use resource map to select, plan and implement services and supports
- Align existing services and supports



Mental Health Promotion Services & Supports

TIER 1

- Tier 1 Services and Supports:
 - School Climate
 - Teacher and School Staff Well-Being
 - Positive Behaviors and Relationships
 - Positive Discipline Practices
 - Mental Health Literacy
 - Social Emotional Learning
- Determine whether services and supports are evidence-informed
- Ensure fit with strengths, needs, cultural, and linguistic considerations
- Ensure adequate resources for implementation
- Provide interactive training and ongoing supports
- Monitor fidelity

Early Intervention and Treatment Services & Supports

TIERS 2&3

- Provide access to needed services and supports
- Determine whether services are evidence-informed
- Ensure all services and supports are evidence-informed
- Ensure fit with strengths, needs, cultural, and linguistic considerations
- Ensure adequate resources for implementation
- Provide interactive training and ongoing supports
- Monitor fidelity
- Ensure intervention goals are SMART
- Monitor student progress across tiers
- Implement a systematic protocol for emotional and behavioral crisis response

Screening

- Use best practices for mental health screening planning and implementation
- Indicate the number of students:
 - Enrolled in school
 - Formally screened in the absence of known risk factors
 - Identified as being at-risk or already experiencing a mental health problem
 - Referred to a mental health service following identification
- Of students screened, how many screened for [specific mental health areas]



Funding and Sustainability

- Use multiple and diverse funding and resources to support full continuum of school mental health
- Leverage funding and resources to attract potential contributors
- Have strategies in place to retain staff
- Maximize expertise and resources of partners to support ongoing professional development
- Have funding and resources to support:
 - Tier 1 (mental health promotion) services
 - Tier 2 (early intervention) services
 - Tier 3 (treatment) services
- Maximize reimbursement for eligible services



Impact

- # of students who:
 - Were eligible to receive Tier 2 or Tier 3 school mental health services
 - Received at least one Tier 2 or Tier 3 service
 - Demonstrated documented improvement in educational functioning
 - Demonstrated documented improvement in social, emotional and behavioral functioning

- Use best practices to:
 - Document impact on educational outcomes
 - Document impact of social, emotional, and behavioral outcomes
 - Disaggregate student mental health service and support data to examine student-level outcomes based on sub-population characteristics
 - Document and broadly report the impact of your comprehensive school mental health system



For a full copy of the school mental health national quality assessment, visit www.theSHAPESystem.com

SHAPE School Health Assessment and Performance Evaluation System

About Us Contact Us Take a Tour Sign Up

What is **SHAPE?**

Your **FREE** assessment tool designed to improve school mental health system quality and trauma responsiveness at the school, district, and state levels.

Learn More

Take a Tour

From our program quality and trauma responsiveness assessments and feedback reports to our extensive library of free and low-cost screening and assessment measures, SHAPE delivers the tools you need to improve your school or district's mental health programs and increase your grant funding opportunities. Take the tour to learn more.

I want to sign up for:

Myself My School My District My State

SHAPE helps districts and schools improve their school mental health systems! **HOW?**

SHAPE users map their school mental health services and supports. Assess system quality using national performance standards. Receive custom reports and strategic planning guidance and resources. Utilize additional SHAPE features including the Screening and Assessment Library and Trauma-Responsive Schools Assessment and Resources. Use state and district dashboards to collaborate with schools in your region.

SHAPE Features

- School & District Profiles
- Quality Assessment & Resources
- District & State Dashboards
- Screening & Assessment Library
- Trauma-Responsive Schools Assessment & Resources

School Mental Health **Matters**

Youth are **8x more likely** to complete mental health treatments in schools than in other community settings.

3/4 of youth who receive mental health services access them in schools.

Positive school climate integrated with social emotional learning **improves school safety** and decreases bullying.

Students who participate in social emotional learning programs improve academic performance by **11 percentage points**.

Put your star on the map

92 schools have earned Gold Star Status

112 school districts have earned Gold Star Status

28 states have schools or districts with Gold Star Status

Learn More

School Health Assessment and Performance Evaluation (SHAPE) System

www.theSHAPESystem.com

SHAPE helps districts and schools improve their school mental health systems! **HOW?**



The SHAPE System



What is **SHAPE?**



A **free**, interactive tool designed to improve accountability, excellence, and sustainability in school mental health in schools, districts, and states.

[Learn More](#)



Sign Up



What is **SHAPE?**

A **free**, interactive tool designed to improve accountability, excellence, and sustainability in school mental health in schools, districts, and states.

[Learn More](#)



Overview Page

JEFFERSON UNITED

My Star Status

View Certificate



Welcome to SHAPE! Explore all that SHAPE has to offer to improve your district's school mental health system.



School Mental Health Profile

Teams are encouraged to start with The School Mental Health Profile, which asks about the structure and operations of your school mental health system. This Profile is part of the National School Mental Health Census, an effort to capture the status of school mental health nationally.



Quality Assessment

The Quality Assessment will help your team assess the quality of your school mental health system based on seven domains. Teams receive a custom report based on responses.



Resource Center

The Resource Center includes publicly available resources selected by school mental health experts. The library is divided by key components of a comprehensive school mental health system. Teams are encouraged to use custom reports from the Quality Assessment to navigate the resource library and guide the selection of appropriate resources.



Screening and Assessment Library

The Screening and Assessment Library offers an extensive list of free and low-cost measures related to school mental health.



Trauma Responsiveness

The Trauma Responsive Schools Implementation Assessment (TRS-IA) is an evidence-informed self-assessment. Feedback reports and comprehensive guides will be generated to support schools and districts as they work to enhance their trauma-responsive programming.




My Schools

View data related to school mental health from schools in your district in the My Schools tab.

Quality Assessment


JEFFERSON UNITED

My Star Status 
[View Certificate](#)

The School Mental Health Quality Assessment is designed for teams to assess the comprehensiveness of their school mental health system and to identify priority areas for improvement. The Quality Assessment is comprised of seven domains (Teaming, Needs Assessment/Resource Mapping, Screening, Mental Health Promotion Services & Supports, Early Intervention and Treatment, Funding and Sustainability, Impact). Your team will receive custom reports as you complete each domain.

[Instructions](#) [Printable Version](#) [Sample Reports](#)

My Progress



Current Reporting Period: September 2018 - June 2019
[Change Reporting Period](#)

[Summary Report](#)

| | | | |
|--|---|---|---|
| <p>Last completed on: 09/18/2019 Completed by 2 people.</p> <p>Teaming</p>  <p>Take Survey View Report</p> | <p>Last completed on: 09/27/2019 Completed by 1 person.</p> <p>Needs Assessment/Resource Mapping</p>  <p>Take Survey View Report</p> | <p>Last completed on: 10/15/2019 Completed by 3 people.</p> <p>Screening</p>  <p>Take Survey View Report</p> | <p>Last completed on: 09/27/2019 Completed by 1 person.</p> <p>Mental Health Promotion Services & Supports</p>  <p>Take Survey View Report</p> |
| <p>Last completed on: 09/27/2019 Completed by 1 person.</p> <p>Early Intervention and Treatment Services & Supports</p>  <p>Take Survey View Report</p> | <p>Last completed on: 09/27/2019 Completed by 1 person.</p> <p>Funding and Sustainability</p>  <p>Take Survey View Report</p> | <p>Last completed on: 09/27/2019 Completed by 1 person.</p> <p>Impact</p>  <p>Take Survey View Report</p> | |

Questions and Best Practices

Teaming



To what extent did schools in your district use best practices to meaningfully involve students and families to plan and improve the school mental health system? *

Never

Rarely

Sometimes

Often

Almost always

Always

Best practices:


- Involve students and families in all aspects of prevention, intervention, and health promotion design, implementation and evaluation; students and families can provide insight on school strengths and areas of need, program selection, implementation considerations, and ongoing quality assessment and progress monitoring
- Involve multiple students and families on teams; provide guidance and foundational information prior to each meeting so that they can have a meaningful role
- Gather additional information from students and families using surveys, interviews, and focus groups
- Identify existing youth and family mental health advocacy and navigation organizations in your community
- Partner with youth and family organizations to bring knowledge and passion based on practical, real-life experiences and expertise to support providers and other students and families within the system

Prev

Next

Domain Reports

[Download as PDF](#)

Teaming

Reporting Period: September 2018 - June 2019
Date of Report: 10/07/2019
Entered By: 2 Users

About Teaming


School districts are in the position of ensuring that school mental health efforts are appropriately staffed and supported by multidisciplinary teams that have effective communication and collaboration practices. Many schools have teams that meet to discuss and strategize about student mental health issues. Schools may have one team devoted to the full continuum of mental health supports (mental health promotion to early intervention and treatment) or they may have multiple teams that address different parts of the continuum (e.g., school climate team, student support team, Individualized Education Program team, intervention/tertiary care team, Tier 2/3 team, any other team that addresses student mental health concerns).


Need resources? The SHAPE Resource Library offers a wide variety of tools and resources to help your team improve your school mental health system. The library is organized by Quality Domain to help you locate exactly what you need.

For example, to find resources related to forming a multidisciplinary team or partnerships with the community and youth and families, select "Teaming" in the resource library and filter by "Partners."


The district team who completed this assessment reported the following information about the quality of teaming in your schools:

This progress report was developed by the Center for School Mental Health for The SHAPE System.
Page 1 of 5



Teaming


Reporting Period: September 2018 - June 2019
Date of Report: 10/07/2019
Entered By: 2 Users



For schools in your district
OVERALL COMPOSITE SCORE: 3.3

0 3 6

| | | |
|--------------------------|--|--|
| Partners | | |
| 3 | | Multidisciplinary teams |
| 3 | | Youth and family partnership |
| 3 | | Community partnerships |
| Structure/Process | | |
| 3 | | Addresses all tiers |
| 2 | | Avoid duplication and promote efficiency |
| 5 | | Best practices for meetings |
| 4 | | Delineated roles/responsibilities |
| 3 | | Effective referral processes |
| Data | | |
| 2 | | Data based decisions for interventions |
| 2 | | Data sharing |




District support
OVERALL COMPOSITE SCORE: 1.9

0 3 6

| | | |
|-------------------------|--|---|
| District Support | | |
| 1 | | Establish and disseminate written, standard policies and procedures |
| 2 | | Support implementation |
| 1 | | Monitor implementation |
| 2 | | Supports |

This progress report was developed by the Center for School Mental Health for The SHAPE System.
Page 1b of 5



Strategic Planning Guide



Strategic Planning Guide

The following pages can be used as tool to plan your next steps for this domain. We encourage you to complete this with your team.

Please state a specific goal within this domain. (For example, for the Teaming domain, one goal might be that the school mental health team will better collect and use data to identify students who need mental health support.)

GOAL: _____

How will you know if you've achieved success within this goal? (For example, for the Teaming domain and your goal is to better collect and use data to identify students who need mental health support, one way of measuring success might be that by the next academic school year, the school mental health team will review student mental health screening data for the entire student body twice per year to identify students in need of services and make a plan for meeting those needs.)

INDICATOR OF SUCCESS: _____

What opportunities exist related to this goal?

- What have been our past successes?
- What current work is taking place related to this goal?
- What are our available resources (leadership, infrastructure, staffing, partnerships)?

What barriers exist related to this goal?

- What would prevent us from moving forward with this goal?
- What would we need to overcome this/these barrier(s)?

Resource Library

Overview School Mental Health Profile Mental Health Quality Resources Screening & Assessment Trauma Responsiveness My Schools My District Account

The Resource Center houses publicly available resources representing key components of comprehensive school mental health. Teams are encouraged to use custom reports from the Quality Assessment to navigate the Resource Center and guide the selection of appropriate resources.

Mental Health Quality Trauma Responsiveness

Filter by Criteria

Teaming

- All Teaming Resources
- Partners
- Structure/Process

Needs Assessment/Resource Mapping

- All Needs Assessment/Resource Mapping Resources
- Needs Assessment
- Resource Mapping and Implementation
- Alignment

Screening

- All Screening Resources
- Collaboration



Search

Showing 228 of 228 resources.

Per page: 25



A Blueprint for Using Data to Reduce Disparities/ Disproportionalities in Human Services and Behavioral Health Care



A Framework for Effectively Implementing Evidence-Based Programs and Practices (EBPs)



National Center for Safe Supportive Schools (NCS3)

A Category II Center within the National Child Traumatic Stress Network

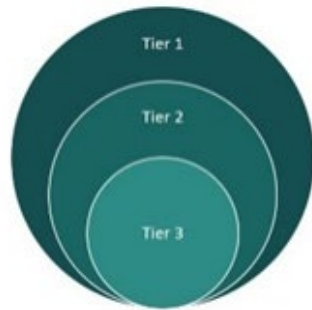
Our Mission

Provide states, districts, and schools with the knowledge and tools to implement culturally responsive, trauma-informed policies and practices that promote equity and well-being.



www.NCS3.org

Safe Supportive Schools are:



Comprehensive School Mental Health Systems (CSMHS)



Culturally Responsive, Anti-Racist and Equitable (CARE)



Trauma-Informed/Healing-Centered

What is CARE in Schools?

Cultural Responsiveness

Students', families', and educators' cultural references are included in all aspects of schooling, including supports and services that promote well-being and mental health

Anti-Racism

Actively and intentionally promoting school policies and practices that lead to equity and oppose racism and other forms of oppression

Equity

Ensuring that every student has what they need to achieve academically and experience positive mental health and well-being

Why CARE in Schools?

- Students are harmed by social injustices in schools
- The humane response to injustice in schools is CARE

Embrace cultural differences

Build on all students' cultural knowledge

Mediate power imbalances

Dismantle systems of injustice



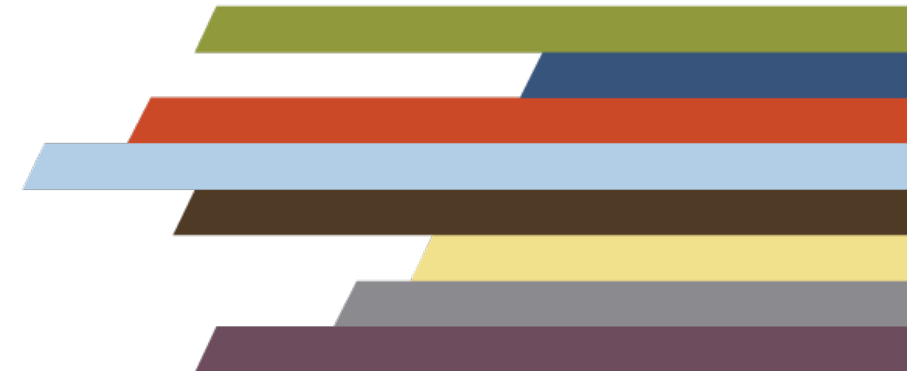
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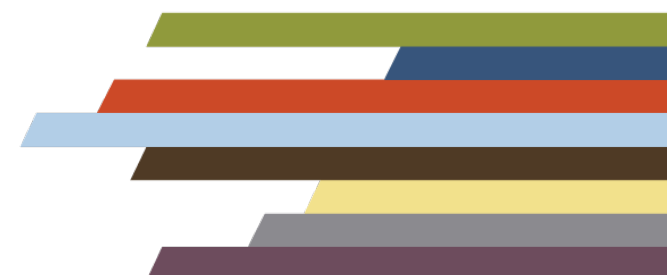
Module 5: Mental Health Promotion for All (Tier 1)

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



What Is Mental Health Promotion?

Activities to foster positive social, emotional, and behavioral skills and well-being of all students regardless of whether or not they are at risk for mental health problems



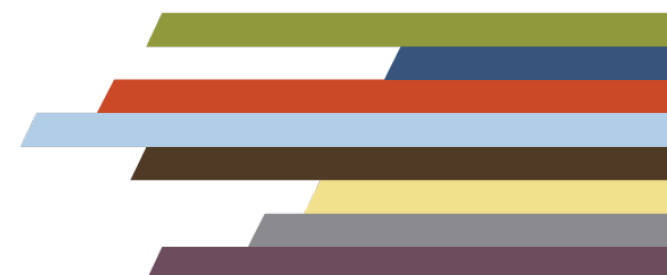
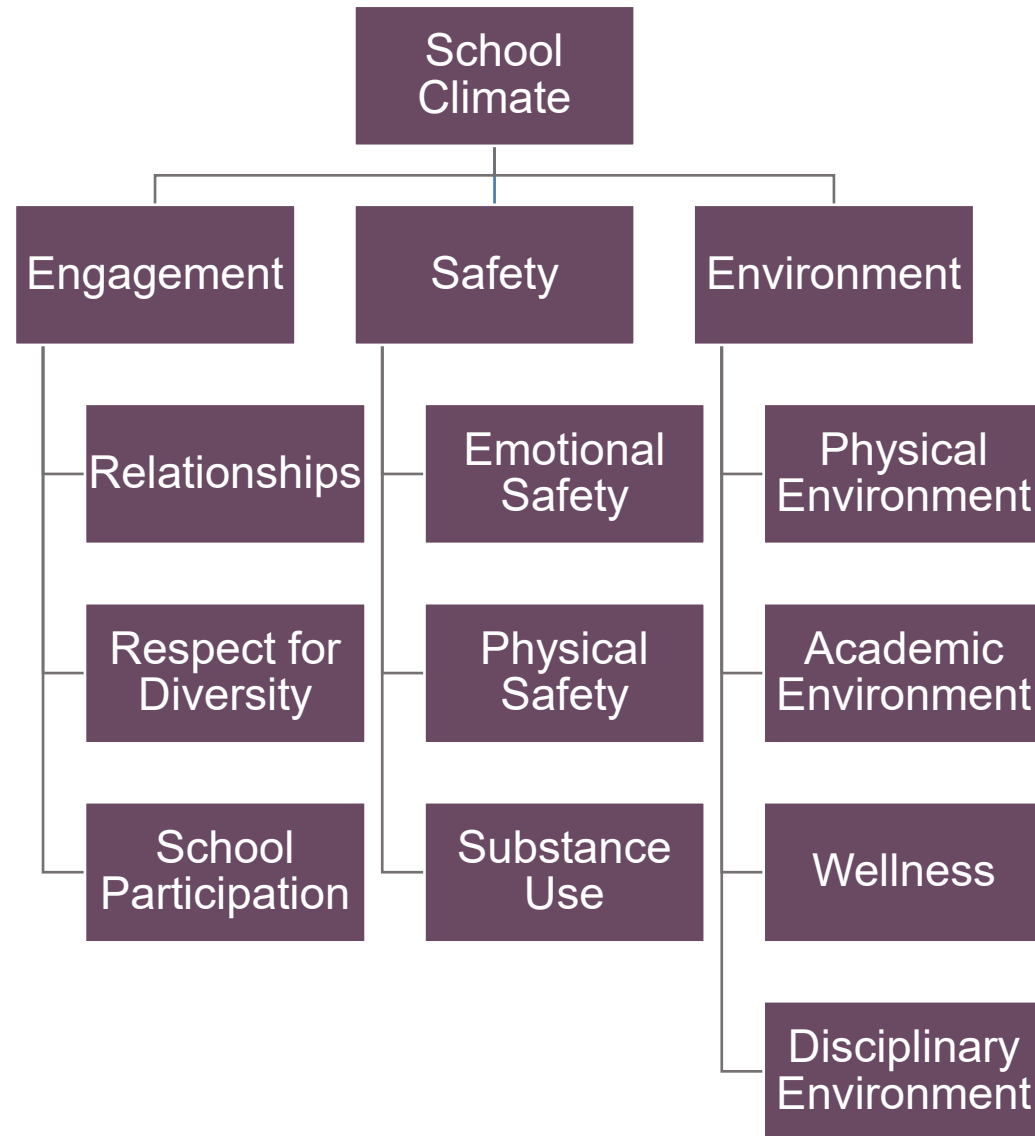
The Value of Mental Health Promotion in Schools

- Promotes well-being and educational success for *all* students
- Serves as foundation for Tiers 2 and 3 mental health services and supports
- Produces cost savings by investing in mental health promotion and early intervention (versus treatment)
- Decreases stigma about mental health and illness
- Promotes school staff well-being
- Mental health is part of overall health, and students must be healthy enough to learn, and teachers healthy enough to teach



- Tier 1 Services and Supports:
 - School Climate
 - Teacher and School Staff Well-being
 - Positive Behaviors and Relationships
 - Positive Discipline Practices
 - Mental Health Literacy
 - Social Emotional Learning
- Determine whether services and supports are evidence-informed.
- Ensure *all* services and supports are evidence-informed.
- Ensure fit with strengths, needs, and cultural and linguistic considerations.
- Ensure adequate resources for implementation.
- Provide interactive training and ongoing supports.
- Monitor fidelity.

What Is School Climate?



To what extent did your district/school use best practices to **improve school climate?**

CARE Best Practices

- Designate or form a diverse core school climate planning team.
- Share and discuss results from school climate assessment with diverse stakeholders
- Use disaggregated data to identify and address inequities and disparities in school climate for student groups across relevant demographics
- Involve groups who reported worse school climate in school climate improvement planning and implementation.

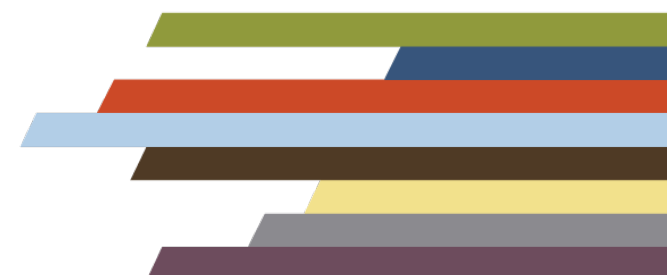


School Climate

Share in the Chat:
What CARE strategies has your school/district used to improve school climate?

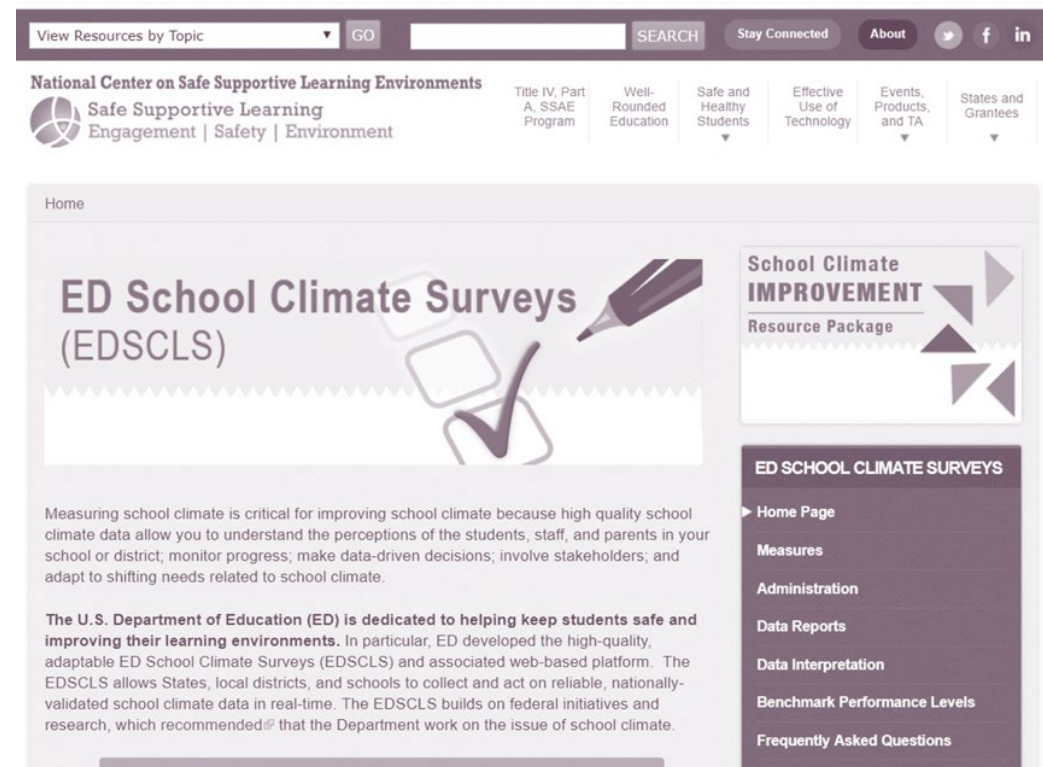


**Culturally Responsive,
Anti-Racist
and Equitable (CARE)**



School Climate Assessment Tool

- School Climate Measurement Tool and Web-based Platform
 - U.S. Department of Education School Climate Surveys (EDSCLS)
 - Web-based administration
 - Student, parent, and instructional and non-instructional staff versions
 - Free, custom reports
 - Data stored locally



The screenshot shows the website for the ED School Climate Surveys (EDSCLS). The header includes a search bar and navigation links for 'View Resources by Topic', 'GO', 'SEARCH', 'Stay Connected', 'About', and social media icons for Facebook and LinkedIn. The main content area features a large graphic with the text 'ED School Climate Surveys (EDSCLS)' and a pencil and checkmark icon. Below this, there is a paragraph explaining the importance of measuring school climate and a section titled 'The U.S. Department of Education (ED) is dedicated to helping keep students safe and improving their learning environments.' The sidebar on the right contains a 'School Climate IMPROVEMENT Resource Package' and a menu for 'ED SCHOOL CLIMATE SURVEYS' with links to Home Page, Measures, Administration, Data Reports, Data Interpretation, Benchmark Performance Levels, and Frequently Asked Questions.

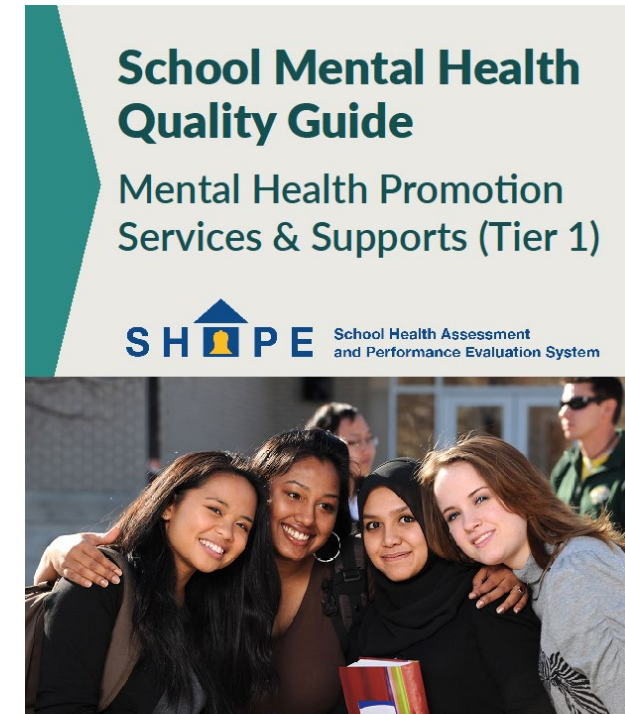
<https://safesupportivelearning.ed.gov/edscls/>

School Mental Health Quality Guide: Mental Health Promotion Services and Supports (Tier 1)

Provides guidance to advance school mental health quality and sustainability

Includes:

- Background
- Best practices
- Action steps
- Examples from the field
- Resources



School Climate Improvement Resources

- National Center on Safe Supportive Learning Environments (NCSSLE)
<https://safesupportivelearning.ed.gov/scirp/about>
- School Climate Improvement Resource Package
 - Quick Guide
 - Reference Manual
 - Action Guides
 - Data Interpretation Resources
 - Online Modules
 - Self-Assessments



Menu

- ▶ 1. Module 6 Introduction
- ▼ 2. Introduction to School Climate
 - 2.1. What is School Climate?
 - 2.2. What We Know to Be True
 - 2.3. How Do Schools Build a P...
 - 2.4. Goals for Strengthening S...
 - 2.5. Reflection 1
 - 2.6. Reflection 2
 - 2.7. Measuring School Climate
 - 2.8. Surveys Specific to Schoo...
 - 2.9. Surveys and School Clima...
 - 2.10. Data from the ED School ...
 - 2.11. School-Based Administr...
 - 2.12. What Other Data Can Tell...
 - 2.13. What Can School Climat...
 - 2.14. Reflection 3
 - 2.15. What Is Your School Doi...
 - 2.16. Reflection 4
- ▶ 3. Selecting Evidence-Based Pro...
- ▶ 4. Steps 4-6: Selecting a New EBP

SELECTING EVIDENCE-BASED INTERVENTIONS

What Is Your School Doing to Promote a Positive School Climate?

Schools often implement one or more approaches that are universal for all, targeted for some and/or intensive for few. Here are some of the most commonly implemented interventions that support a positive school climate. Select each to learn more.

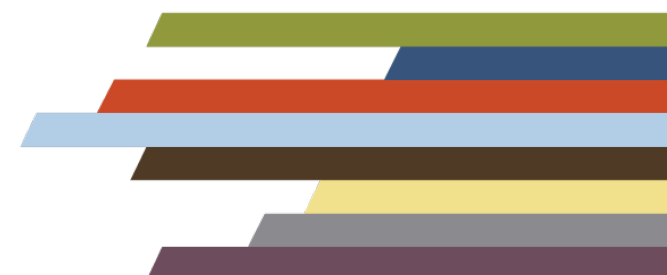
- Character Education
- Positive Behavioral Interventions and Support (PBIS)
- Positive Youth Development (PYD)
- Restorative Practices
- School-Based Mental Health Services
- School Development Program (SDP)
- Social and Emotional Learning (SEL)
- Trauma-Informed Approach

< PREV NEXT >

Teacher & Staff Well-Being



- Teachers are stressed.
- Teachers are leaving the profession in alarming numbers.
 - 10% leave after 1 year.
 - In urban districts, up to 70% leave within 1 year.
 - 17% leave within 5 years.
- Teacher stress impacts students.



To what extent did your district/school use best practices to **improve teacher and staff well-being?**

Best Practices

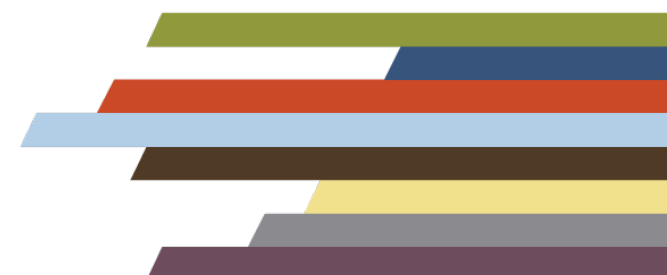
- Align improvement efforts with needs identified by well-being assessment.
- Address organizational and individual factors.
- Offer an array of well-being education resources and activities
- Make well-being activities readily available.
- Integrate well-being activities into the school culture.
- Make well-being activities available at no-cost or low-cost.

Teacher & Staff Well-Being



**Culturally Responsive,
Anti-Racist
and Equitable (CARE)**

Share in the Chat:
What CARE strategies has your school/district used to assess and improve teacher and staff well-being?



Staff Well-Being Assessment Tools

- Resilience at Work (Winwood, Colon, & McEwen, 2013)
- Professional Quality of Life (PROQOL) <https://proqol.org/> (Hudnall Stamm, 2009)
- Health-Related Quality of Life (HRQOL) <https://www.cdc.gov/hrqol/index.htm>
- School Organizational Health Questionnaire (Hart et al., 2000)
- Teacher Subjective Wellbeing Questionnaire <https://osf.io/z8rg5/> (Renshaw et al., 2015)
- Habits and Dispositions of Resilient People: A Self-Assessment (Aguilar, 2018)

To what extent did your district/school use best practices to **implement schoolwide positive reinforcement systems that promote positive behaviors?**

Best Practices

- Rewards
- Supervision
- Opportunity
- Acknowledgment
- Prompts and pre-corrections
- Error corrections
- Training on individual and systemic biases
- Trauma-informed culturally responsive strategies

Positive Reinforcement Systems



**Culturally Responsive,
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Share in the Chat:

What CARE strategies has your school/district used to implement schoolwide positive reinforcement systems that promote positive behaviors?

To what extent did your district/school use best practices to **promote or use discipline policies and practices aimed at reducing exclusionary responses?**

Best Practices

- Collaborate with students and families that are representative of diverse cultural groups and identities to define problem behaviors and appropriate strategies to address them.
- Implement discipline policies and procedures that are trauma-informed and healing-centered
- Implement discipline policies and procedures that are culturally responsive, anti-racist and promote equity
- Include documentation procedures in discipline protocol.
- Train and support school staff in evidence-informed, culturally responsive crisis de-escalation strategies and techniques
- Train and support staff in equitable implementation of disciplinary practices in ways that reduce racial/ethnic disproportionality in discipline responses

Reducing Exclusionary Responses

Share in the Chat:

What CARE strategies has your school/district used to promote or use discipline policies and practices aimed at reducing exclusionary responses?



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To what extent did your district/school use best practices to **support SEL skill development for all students?**

Best Practices

- Develop a plan for assessing SEL skills.
- Incorporate SEL skills that promote anti-racism and equity
- Identify existing activities/programs that support SEL.
- identify, select and/or adapt culturally responsive SEL skill development practices or programs that meet the needs and strengths of all students
- Monitor implementation of practices.
- Ensure SEL skill development activities are developed with and communicated by students, caregivers, and members of the school community who represent diverse cultural groups and identities
- Develop practices with students, parents, and community members who represent diverse groups.
- Monitor implementation of SEL skill development activities for fidelity, feasibility, cultural responsiveness, and acceptability
- Reassess on a routine basis.

Core SEL Competencies

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making



Increases in:

- Academic achievement
- Prosocial behavior
- Social emotional skills
- Positive self-image

Decreases in:

- Conduct problems
- Emotional distress
- Substance use

SEL Skill Development

Share in the Chat:
What CARE strategies has your school/district used to promote SEL skill development?



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Q and A

Please Share Your Feedback!

[Evaluation](#)





Central East (HHS Region 3)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration



UNIVERSITY of MARYLAND
SCHOOL OF MEDICINE



Upcoming Webinar (3:00-4:00 ET, 2:00-3:00 CT, 1:00-2:00 MT, 12:00-1:00 PT)

- June 1 **Cultural Responsiveness, Anti-Racism, and Equity (CARE) Best Practices in School Mental Health - Early Intervention and Treatment in Schools (Tiers 2 & 3)**