



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):  
Early Intervention and Treatment (Tiers 2 & 3)**

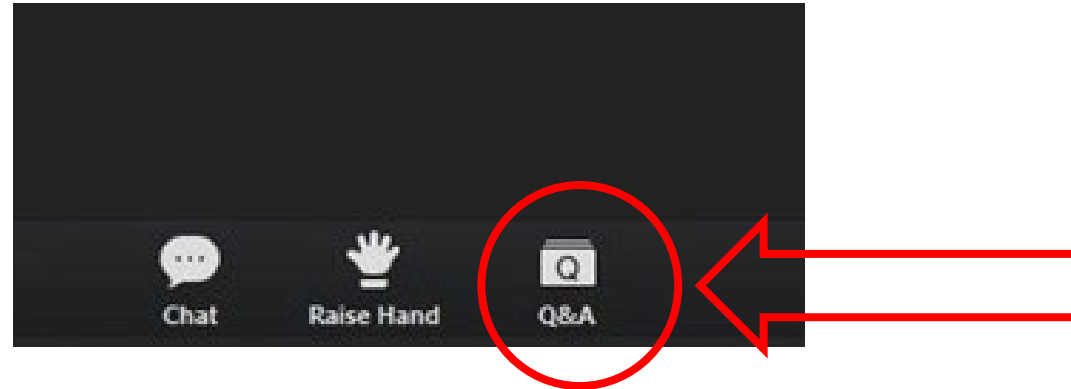
June 1, 2022



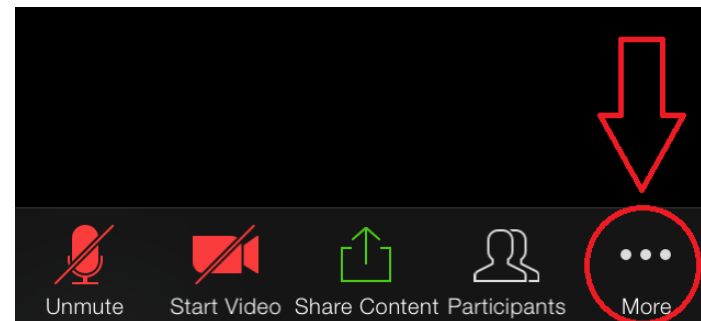
# Technology Support

- Slides will be posted on the NCSMH website ([www.schoolmentalhealth.org](http://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



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 School-based Training and  
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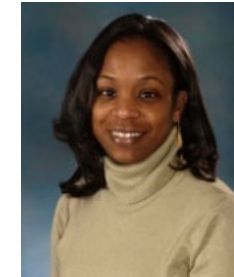
UNIVERSITY of MARYLAND  
 SCHOOL OF MEDICINE



**Tiffany Beason**  
 NCSMH Faculty



**Lorraine Bernstein**  
 Coordinator



**Dana Cunningham**  
 PGSMHI Director



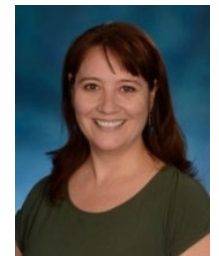
**Sharon Hoover**  
 NCSMH Co-Director



**Nancy Lever**  
 NCSMH Co-Director



**Perrin Robinson**  
 Communications Manager



**Kris Scardamalia**  
 NCSMH Faculty

# Central East Geographical Area of Focus

## HHS REGION 3

Delaware

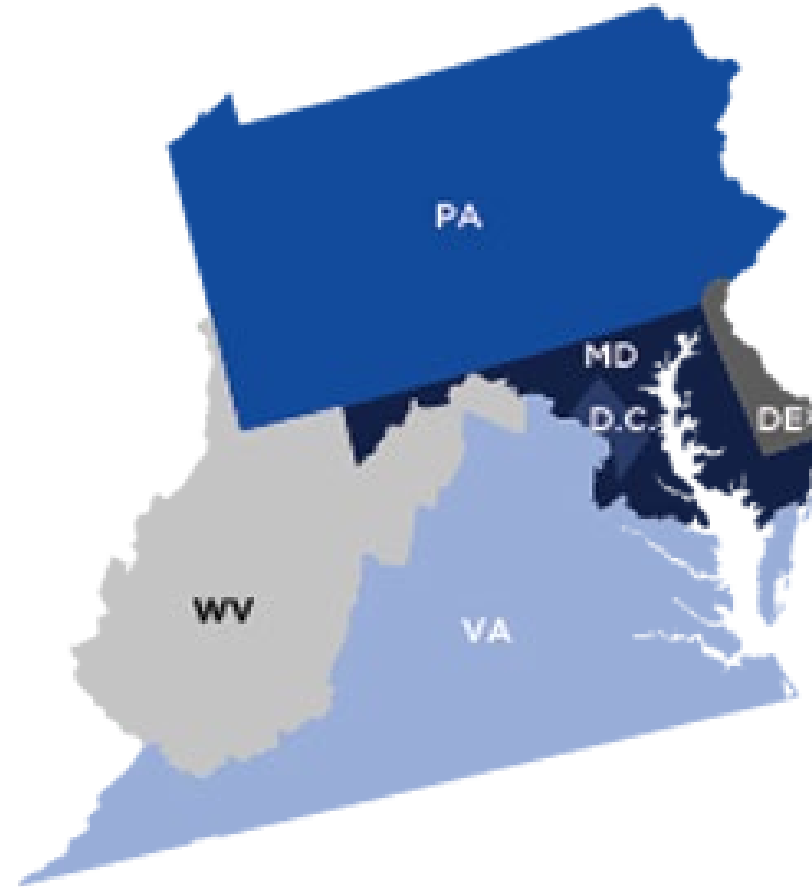
District of Columbia

Maryland

Pennsylvania

Virginia

West Virginia





MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration



## 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



**Aijah Goodwin, Ph.D.**



**Jennifer Lease, LCSW-C**



**Dana Cunningham, Ph.D.**



**Shawn Orenstein**

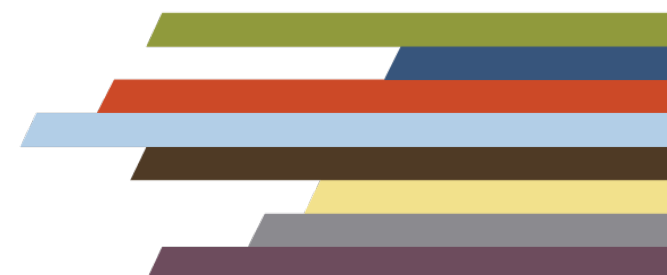
**Welcome!**



# Objectives



- Increase understanding of best practices in school mental health early intervention and treatment
- Gain understanding of how to use the SHAPE System to assess the quality of your school mental health early intervention and treatment 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 early intervention and treatment
- Be able to list three strategies to better integrate CARE into school mental health early intervention and treatment



# 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](http://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](http://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><b>Teaming</b></p>  <p><a href="#">Take Survey</a> <a href="#">View Report</a></p>	<p>Last completed on: 09/27/2019 Completed by 1 person.</p> <p><b>Needs Assessment/Resource Mapping</b></p>  <p><a href="#">Take Survey</a> <a href="#">View Report</a></p>	<p>Last completed on: 10/15/2019 Completed by 3 people.</p> <p><b>Screening</b></p>  <p><a href="#">Take Survey</a> <a href="#">View Report</a></p>	<p>Last completed on: 09/27/2019 Completed by 1 person.</p> <p><b>Mental Health Promotion Services &amp; Supports</b></p>  <p><a href="#">Take Survey</a> <a href="#">View Report</a></p>
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<p>Last completed on: 09/27/2019 Completed by 1 person.</p> <p><b>Early Intervention and Treatment Services &amp; Supports</b></p>  <p><a href="#">Take Survey</a> <a href="#">View Report</a></p>	<p>Last completed on: 09/27/2019 Completed by 1 person.</p> <p><b>Funding and Sustainability</b></p>  <p><a href="#">Take Survey</a> <a href="#">View Report</a></p>	<p>Last completed on: 09/27/2019 Completed by 1 person.</p> <p><b>Impact</b></p>  <p><a href="#">Take Survey</a> <a href="#">View Report</a></p>
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# 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**



**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**



**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*

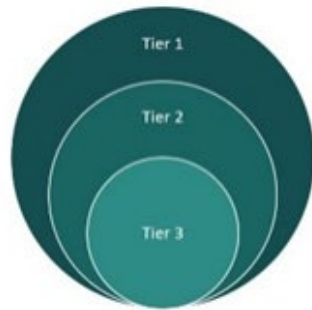
## Our Mission

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](http://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?

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## 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?

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- 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



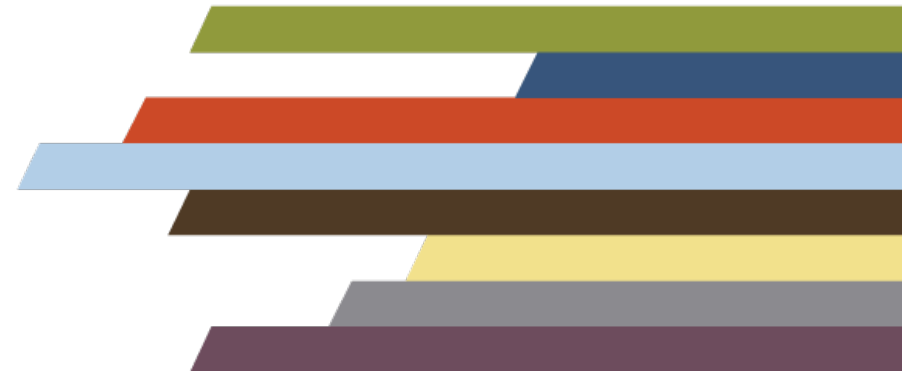
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# Module 6: Early Intervention and Treatment (Tiers 2/3)

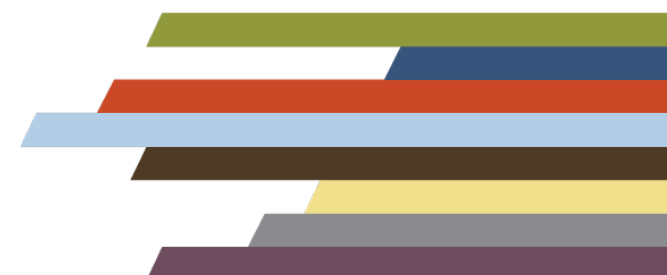
National School Mental Health Best Practices:  
Implementation Guidance Modules  
for States, Districts, and Schools





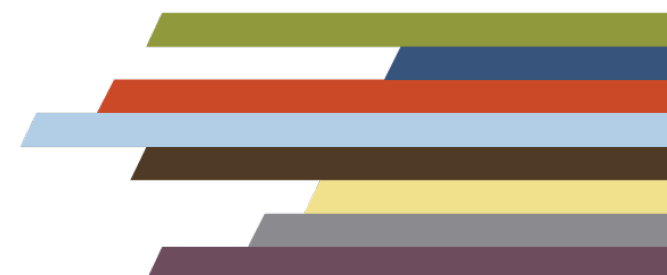
# What Is Mental Health Early Intervention?

Strategies designed to address mental health concerns for students who have been identified through a systematic, equitable process as experiencing **mild distress or functional impairment, or being at risk for a given problem or concern.**



# What Is Mental Health Treatment?

Strategies designed to address mental health concerns for students who are already experiencing **significant distress and functional impairment**.



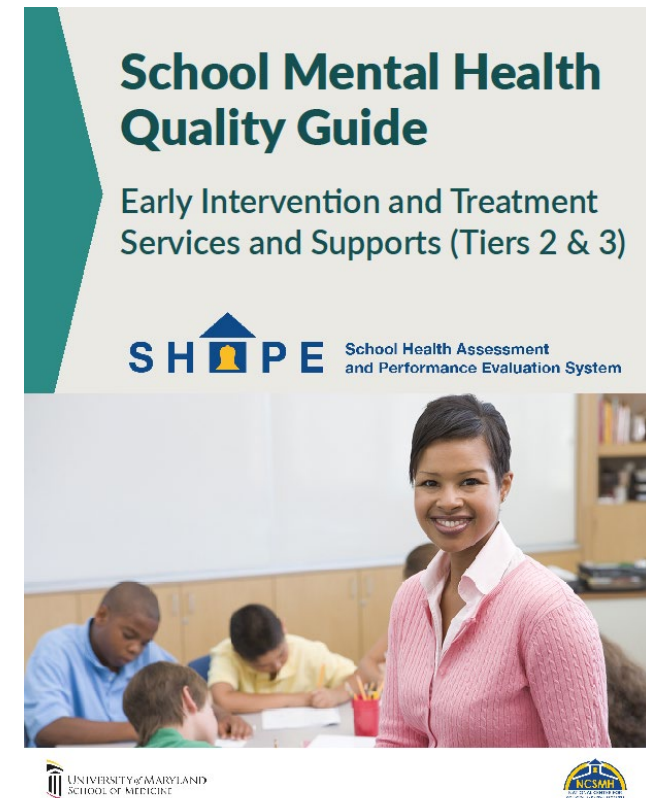
- Provide access to needed services and supports.
- Determine whether services are evidence-informed.
- Ensure *all* services and supports are evidence-informed.
- Ensure fit with strengths, needs, and cultural and linguistic considerations
- Ensure adequate resources for implementation.
- Provide interactive 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.

# School Mental Health Quality Guide: Intervention and Treatment Services and Supports (Tiers 2 & 3)

Provides guidance to advance school mental health quality and sustainability

Includes:

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

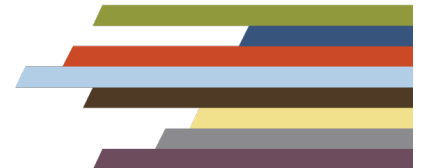


NCSMH, 2020

To what extent did your district/school **determine whether early intervention and treatment (Tiers 2 and 3) mental health services and supports are evidence-informed?**

## CARE Best Practices

- Create an intervention selection committee with diverse stakeholders.
- Use resources that center and affirm the identities of individuals from groups that have been historically marginalized.
- When selecting an intervention consider:
  - Effectiveness and outcomes with intended population
  - Settings
  - Cultural responsiveness
  - Effectiveness with diverse groups
  - Effectiveness at reducing disparities



# Sources of Evidence

- Research literature
- Intervention developers
- Schools implementing the intervention or practice
- Evidence-based practice (EBP) registries

IES What Works Clearinghouse

<https://ies.ed.gov/ncee/wwc/>

Blueprints for Healthy Youth Development

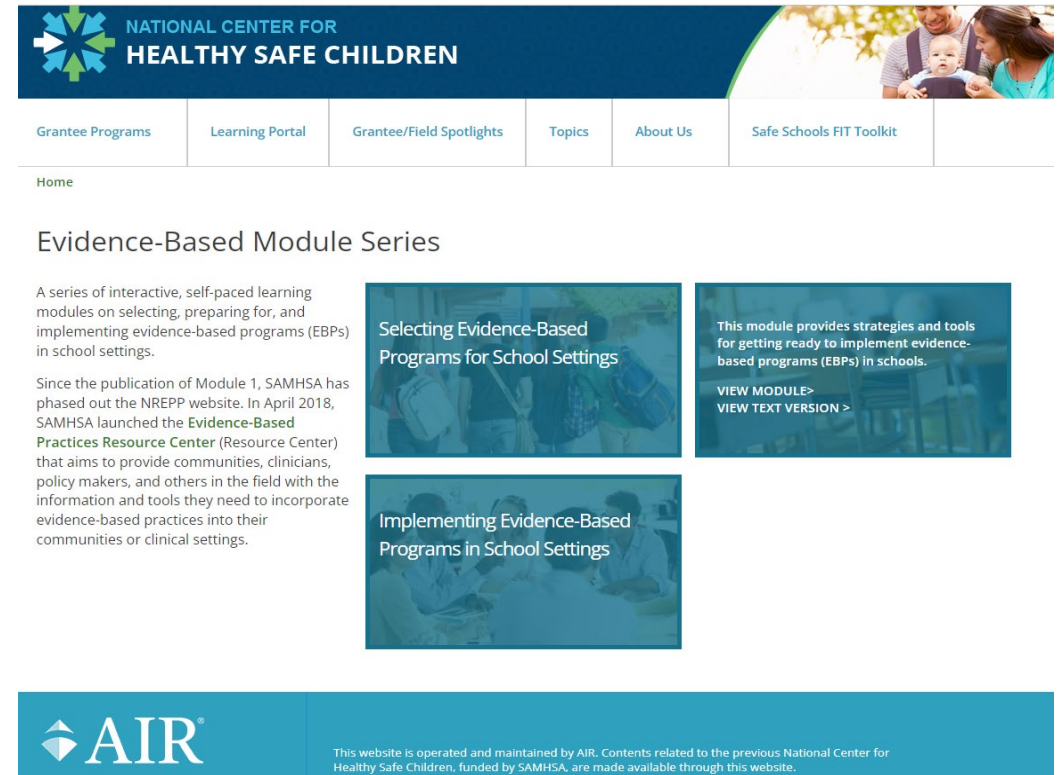
<https://www.blueprintsprograms.org/about>

Model Programs Guide

<https://www.ojjdp.gov/mpg>

Society of Clinical Child & Adolescent Psychology

<https://effectivechildtherapy.org/therapies/>



The screenshot shows the website for the National Center for Healthy Safe Children. The header includes the organization's name and a navigation menu with links for Grantee Programs, Learning Portal, Grantee/Field Spotlights, Topics, About Us, and Safe Schools FIT Toolkit. The main content area is titled "Evidence-Based Module Series" and features a series of interactive learning modules. Two modules are highlighted: "Selecting Evidence-Based Programs for School Settings" and "Implementing Evidence-Based Programs in School Settings". The first module includes a brief description and a "VIEW MODULE" button. The second module is a smaller card with a similar title. The footer features the AIR logo and a note that the website is operated and maintained by AIR, with content related to the previous National Center for Healthy Safe Children, funded by SAMHSA, made available through this website.

<https://healthysafechildren.org/learning-module-series/evidence-based-module-series>

# Applying CARE Strategies

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

## ***Share in the Chat:***

*What CARE strategies has your school/district used to determine whether early intervention and treatment (Tiers 2 and 3) mental health services and supports are culturally responsive and evidence-informed?*

To what extent did your district/school ensure mental health early intervention and treatment (Tiers 2 and 3) **services and supports are equitable and fit the unique strengths, needs, and cultural/linguistic considerations of your students and families?**

## CARE Best Practices

- Collect data on social and cultural demographics
- Create an intervention selection committee with diverse representation.
- Evaluate fit of existing or prospective interventions with respect to the strengths, needs and cultural/linguistic consideration of students, families, and communities to inform adoption, adaptation, or abandonment of interventions
- Collaborate with diverse stakeholders to evaluate fit
- Adapt the practice.



# Applying CARE Strategies

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

## ***Share in the Chat:***

*What strategies has your school/district used to determine whether early intervention and treatment (Tiers 2 and 3) mental health services and supports are equitable and fit the unique strengths, needs, and cultural/linguistic considerations of your students and families?*

To what extent did your district/school use best practices to **ensure adequate resource capacity to implement** mental health early intervention and treatment (Tiers 2 and 3) services and supports?

## CARE Best Practices

- Evaluate staffing capacity including staff training requirement, qualifications, and staff time needed
- Evaluate staff expertise in implementing Tier 2/3 interventions that are culturally responsive, anti-racist and promote equity
- Evaluate implementation supports (ongoing training, coaching, peer support, supplies) needed to implement services and supports with fidelity and in a way that promotes cultural responsiveness, anti-racism and equity



# Applying CARE Strategies

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

## ***Share in the Chat:***

*What strategies has your school/district used to **ensure adequate resource capacity to implement** mental health early intervention and treatment (Tiers 2 and 3) services and supports?*

To what extent did your district/school **support training/professional development, including ongoing implementation supports such as coaching** for early intervention and treatment (Tiers 2 and 3) services and supports?

## CARE Best Practices

- Provide interactive training.
  - Skills practice, role plays, and action planning.
- Provide ongoing support for implementation.
  - Regular coaching, consultation, or supervision that includes skills practice, role plays, and corrective feedback.
  - Fidelity monitoring and feedback processes.
- Ensure trainings integrate principles of cultural responsiveness, anti-racism, and equity

# Applying CARE Strategies

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

## ***Share in the Chat:***

*How has your school/district supported training/professional development, including ongoing implementation supports that focused on CARE strategies?*

To what extent did your district/school **implement a systematic protocol for emotional and behavioral crisis response?**

# CARE Best Practices

- Develop a protocol for emotional and behavioral crisis response.
- Provide training about the specific types of behaviors, traumatic events or crises that would warrant a referral for a crisis response
- Include guidelines and procedures for contacting the caregiver/guardian, providing feedback to teachers and school staff, and supporting a student's successful transition back to class.
- Integrate restorative practices when addressing emotional and behavioral health crises.
- Limit involvement of law enforcement in punitive discipline, and eliminate exclusionary disciplinary practices when possible
- Use best practices for assessing the impact of the student's unique cultural norms and linguistic or communication styles on the student's behaviors to inform decisions about follow-up and/or referral
- Integrate crisis prevention and de-escalation techniques that are trauma-informed and healing centered.

# Suicide Prevention in Schools

- Background and prevalence
- Suicide risk factors
- Role of school in suicide prevention and postvention
- Resources

## IssueBRIEF

### Suicide Prevention In Schools

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Any school that has been touched by a student suicide is aware of the tragic reality of the national statistics surrounding suicide. Suicide has become the second leading cause of death for youth aged 10 to 24. In 2014, the Centers for Disease Control and Prevention (CDC) reported that the suicide rate of middle school students had doubled since 2007, surpassing the rate of those aged 10 to 14 who died in car crashes.<sup>1</sup>

The pervasiveness of suicidality in youth is captured more directly every other year by the CDC in its Youth Risk Behavior Survey (YRBS). This survey provides data representative of 9th through 12th grade students in public and private schools throughout the country. It monitors health-risk behaviors that contribute to the leading causes of death, and it provides some insight through anonymous reports by students of risky behaviors.

Consider, for example, the 2017 YRBS data on four survey questions that deal specifically with suicide risk<sup>2</sup>:

QUESTION	PERCENTAGE YES
1. During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities?	29.9%
2. During the past 12 months, did you ever seriously consider attempting suicide?	17.7%
3. During the past 12 months, did you make a plan about how you would attempt suicide?	14.6%
4. During the past 12 months, did you attempt suicide one or more times?	8.6%

These troubling statistics tell us that at any point in an academic year, a significant percentage of students sitting in classrooms across the country are having thoughts of suicide. What we do not necessarily know is who these children are, when they first have



passive thoughts of death, or what the prevalence of suicidal thoughts are in younger populations. We also need additional research on the predictors of first attempts that may lead to suicide death, as well as a better understanding of why suicide risk escalates so dramatically during the transition from childhood to adolescence (REF: Glenn & Nock). These questions highlight the need for a better understanding of the behavioral health challenges that can lead to thoughts of suicide and their interactive effect on worsening academic performance.

Although there are many unanswered questions about suicide risk in youth, recent data does suggest an association between suicidality and academic outcomes. Data from the 2015 YRBS shows that students with higher academic grades are less likely to consider or attempt suicide compared to students with lower grades. For example, 23% of high school students with mostly A's indicated that they had experienced a sustained period of sadness (over two weeks) that had caused them to change their usual activities; in comparison, 47% of students with mostly D/F's responded that they had experienced such a period of sadness. Only 14% of students with mostly A's seriously considered attempting suicide (question 3)

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# Applying CARE Strategies

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

## ***Share in the Chat:***

*How has your school/district implemented a systematic protocol for emotional and behavioral crisis response that is grounded in CARE principles?*





# Q and A

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