

# RESOURCES

## Mental Health & Wellness Resources by Topic

For your convenience, all resources mentioned throughout this guide are listed below by topic. Click on the title to access the resource.

## Leadership Team and Survey Resources

### General Team Development Resources

#### Links to customizable document templates:

(See Appendix A for instructions)

1. [\*Creating a Mental Health Taskforce\*](#)
2. [\*Slide Presentation: Mental Health Education and Awareness\*](#)
3. [\*Procedure for Recognizing and Referring a Student for Social Emotional Support\*](#)
4. [\*Intervention Procedure for Potentially Suicidal Student\*](#)

[\*Protecting Youth Mental Health: The US Surgeon General's Advisory \(2021\)\*](#) includes essential recommendations for the institutions that surround young people and shape their day-to-day lives—schools, community organizations, health care systems, technology companies, media, funders and foundations, employers, and government. They all have an important role to play in supporting the mental health of children and youth.

[\*Addressing Social Influencers of Health and Education Using a Multi-Tiered System of Supports Framework\*](#) (June 2021) is a recent publication from the National Center for School Mental Health which describes how the use of a multi-tiered system of supports (MTSS) framework for Social Influencers of Health and Education (SIHE)-related interventions, promotes alignment with and can increase the benefits of other academic, social-emotional, and behavioral interventions already offered in school.

**The National Implementation Research Network | NIRN** contributes significantly to the best practices and science of implementation, organizational change, and system reinvention to improve outcomes across a variety of organizations that provide human services. Its Active Implementation Hub is a free online learning environment, available to all stakeholders involved in an active implementation process.

***Mental Health Education Literacy In Schools: Linking to a continuum of Well- Being***

This NY State Education Department Guide provides all school stakeholders with information on mental health education to be provided in schools, pursuant to Education Law §804 and Commissioner's Regulation §135.3. The guide also provides strategies for embedding mental health well-being within the broader context of the entire school's environment.

***School Mental Health Quality Guide*** is part of a collection of resources developed by the National Center for School Mental Health (NCSMH) at the University of Maryland School of Medicine for The SHAPE System. This document provides guidance to help school mental health systems advance the quality of their services and supports. It contains background information on school mental health screening, best practices, possible action steps, examples from the field, and resources.

***Addressing Social Influencers of Health and Education Using a Multi-Tiered System of Supports Framework*** (June 2021) is a recent publication from the National Center for School Mental Health which describes how the use of a multi-tiered system of supports (MTSS) framework for Social Influencers of Health and Education (SIHE)-related interventions, promotes alignment with and can increase the benefits of other academic, social-emotional, and behavioral interventions already offered in school.

***New York State Mental Health Education Readiness Guide***, developed by the NYS School Mental Health Resource and Training Center was created for schools to use in its entirety or by selecting individual sections to best meet the needs of the district. The Center has developed assessment tools for educators, administrators, and student support services staff to evaluate existing curriculum content in health and other subject areas, as well as school and/or district-wide awareness initiatives that promote a better understanding of student mental health and wellness.

***Mental Health Teaming Playbook***, developed by the Northeast Positive Behavioral Interventions and Supports organization, provides practical information regarding the formation and functioning of school mental health teams within a multi-tiered system (MTSS) of school mental health supports and services.

***Sample District Level Presentation- Launching a Team*** is a slide presentation developed by the Oceanside School District's k-12 Health and Wellness Task Force. It includes a sample step by step process for the development of a comprehensive health and wellness/social emotional learning plan for grades K-12 that meets the requirements of NYS Commissioner's Regulations on Health Education, adopted in May, 2018.

## **Survey, Assessment, and Screening Resources**

The National Center to Improve Social-Emotional Learning and School Safety (CISELSS) has worked collaboratively with the OSDE to provide guidance on quality assessment methods to gauge adult well-being. ***Educator/Adult Well-being Assessments*** is a helpful document which outlines resources that cover educator well-being assessment, school climate and self-assessments, and examples of similar guidance from Illinois and Indiana state education agencies.

***Social Emotional Well Being Quality Assessments and Screeners: Educator Resources*** provides links to screeners and other helpful documents.

***Ready, Set, Go, Review: Screening for Behavioral Health Risk in School*** is a helpful guide from the Substance Abuse and Mental Health Services Administration (SAMHSA)

**EDSCLS** is a school climate survey developed by the US Department of Education, which can be found at the following link: <https://safesupportivelearning.ed.gov/edscls>.

Nassau BOCES provides detailed information regarding the EDSCLS survey on their website at: ***Mental, Brain & Behavioral Health and Social Emotional Learning Resources including the EDSCLS Survey***. They are available to assist any district in the administration and evaluation of the EDSCLS survey.

# Staff Development Resources

## Adult SEL Resources

**Adult SEL Toolkit & Survey**, created by Panorama Education contains adult SEL activities, protocols, and professional learning resources to help educators recharge and foster resilience.

**5 Simple Lessons for Social and Emotional Learning for Adults**, an Edutopia article written by Elena Aguilar provides suggestions for how social emotional learning can be done in schools with children, teachers, administrators, and all other staff. The lessons can be done with a group or by an individual and are intended to build emotional awareness, self-management, social awareness, and relationship management skills.

**CASEL FOCUS AREA 2 Strengthen Adult SEL** is part of CASEL's Guide to Schoolwide SEL. It provides resources to help school administrators set the tone for a positive school climate by modeling SEL and fostering collaborative leadership.

**Second Step SEL for Adults** is a subscription based social-emotional learning program for K–12 educators. It includes learning tracks for staff and for school leaders and contains 4 Modules: Building Trust, Managing Stress, Advancing Equity and Developing Efficacy.

**Mindful Schools: Mindful Communication and other online courses** is a series of courses for educators and mental health staff to guide them in teaching mindfulness to elementary and secondary students, as well as develop their own Mindful Communication skills, based on Marshall Rosenberg's NonViolent Communication 4 step process.

## Books for Leadership Teams and School Staff

### Communication Skills:

Rosenberg, M.B. (2015). ***Nonviolent Communication: A Language of Life***. Encinitas, CA: PuddleDancer Press

Sofer, Oren J. (2018). ***Say What You Mean: A Mindful Approach to Nonviolent Communication***. Boulder, CO: Shambhala Publications.

Purkey,W., Novak, J., Fretz, J. (2020). ***Developing Inviting Schools: A Beneficial Framework for Teaching and Leading***. Teachers College Press

## Interpersonal Neurobiology: The Science of Relationships

Siegel, D. (2015) **Brainstorm: The Power and Purpose of the Teenage Brain**, New York, NY: Random House

Siegel, D. & Bryson, T. (2014) **No-Drama Discipline**, NY, NY: Bantum

Siegel, D. (2010) **Mindsight**, New York, NY: Bantum

## Collaborative and Proactive Solutions

Greene, Ross (2014). **Lost at School: Why our kids with behavioral challenges are falling through the cracks and how we can help them**. New York, NY: Scribner

Greene, Ross (2016). **Lost and Found: Helping behaviorally challenging students (and while you're at it, all the others)**. San Francisco, CA: Jossey-Bass

## Restorative Practices:

Costello, B., Wachtel, J. & Wachtel, T. (2019). **The Restorative Practices Handbook for Teachers, Disciplinarians and Administrators**. Bethlehem, PA: International Institute for Restorative Practices

Costello, B., Wachtel, J. & Wachtel, T. (2019). **Restorative Circles in Schools: A Practical Guide for Educators**. Bethlehem, PA: International Institute for Restorative Practices

Smith, D., Fisher, D., & Frey, N. (2017) **Restorative Practices for Positive Classroom Management**. Alexandria, VA: ASCD

## Visible Learning and Mindframes

Hattie, J. & Zierer, K. (2018). **10 Mindframes for Visible Learning: Teaching for Success**. New York, NY: Routledge

Hattie, J. (2012). **Visible Learning for Teachers: Maximizing Impact on Learning**. New York:NY, Routledge

## Social Emotional Learning

Frey, N., Fisher, D., Smith, D. (2019). **All Learning is Social and Emotional: Helping Students Develop Essential Skills for the Classroom and Beyond**. Alexandria, VA: ASCD

*Hoerr, T. (2019) **Taking Social-Emotional Learning Schoolwide: The Formative Five Success Skills for Students and Staff.** Alexandria, VA: ASCD*

*Elias, M., Zins, J., Weissberg, R. (1997). **Promoting Social and Emotional Learning: Guidelines for Educators-Digital Edition.** Alexandria, VA: ASCD*

# Student Intervention Resources

## Comprehensive Reviews: Evidence-based SEL programs:

The *CASEL PreK-12 Program Guide*, is developed and frequently updated by the Collaborative for Academic, Social and Emotional Learning for the purpose of:

- providing a systematic framework for evaluating the quality of classroom-based SEL programs
- applying this framework to rate and identify well-designed, evidence-based SEL programs with potential for broad dissemination to schools
- sharing best-practice guidelines for district and school teams on how to select and implement SEL programs
- offering recommendations for future priorities to advance SEL research, practice, and policy.

*Navigating SEL from the inside out*, developed and updated by the Harvard Graduate School of Education, is a guide to evidence-based SEL programs, offering detailed information on 33 pre-K through elementary school programs, encompassing curricular content and program highlights. Practitioners from schools, early childhood education (ECE) providers and out-of-school time (OST) can use this resource to look “inside and across” programs to better understand program content and assess program fit with their district or community needs. New chapters in the 2021 edition include recommendations for achieving equitable SEL (including common barriers and best practices) and guidance on trauma-informed or trauma-sensitive approaches to SEL.

## Evidence-based SEL programs currently in use by Long Island Schools: Examples

- ***Suite 360*** is a digital character development and behavior intervention program that can be used by a full district or an individual school, grades Pre-K to 12.
- ***Lions Quest*** is a comprehensive preK through high school social and emotional learning program that is grant funded by the LI Lions Quest Committee and includes an optional service learning component. The lessons in this curriculum use a four-phase instructional design in which students actively participate in discussing, practicing, reflecting on, and applying the skills that are learned.
- ***Second Step*** provides instruction in social and emotional learning with units on skills for developing empathy, emotion management, friendship skills, and problem solving for grades Pre-K -8.
- ***Ruler*** is a comprehensive curriculum which aims to integrate emotional language into existing academic curricula. One important part of this curriculum are the RULER skills: **R**ecognizing, **U**nderstanding, **L**abeling, **E**xpressing and **R**egulating emotions. This program may be used for grades Pre-K through 12.
- ***Sources of Strength*** is a suicide prevention program that references eight strengths, or protective factors, to boost resilience in the lives of young people. The program is appropriate for elementary on up.
- ***Responsive Classroom*** is an evidence-based approach to teaching and discipline that focuses on engaging academics, positive community, effective management, and developmental awareness. The program is geared towards grades K- 8.

## Screening Tools:

- ***Children's Depression Inventory 2*** is a brief self-report that helps assess cognitive and behavioral signs of depression in children and adolescents.
- ***BASC-3 Behavioral and Emotional Screening System (BASC-3 BESS)*** offers a reliable, quick and systematic way to determine behavioral and emotional strengths and weaknesses of children and adolescents in grades PreK-12.



- **COVID-19 School Adjustment Risk Matrix** (C-SARM; NASP) is a NASP resource providing guidance on tiered support for students adjusting back to school following COVID-19. It includes a helpful chart for teachers to consider pre-covid levels of adjustment.
- **Pride Surveys** include student surveys for grades 4-6 or 6-12. They are used to gather information on school climate (i.e. bullying, harassment), as well as 50 risk and protective factor items.

## Screenings for Student Gambling:

- **The International Center for Responsible Gaming** provides information and screenings for adolescent gambling. Here are two resources:
- **Development and Psychometric Evaluation of the Brief Adolescent Gambling Screen (BAGS)** (Stinchfield, R. 2017) describes the development of the BAGS screening and includes the 3 questions asked in the screening.
- **South Oaks Gambling Screen: Revised For Adolescents (SOGS-RA)** is published by South Oaks Foundation, Inc., part of Northwell Health. A PDF of the revised screening questions and scoring instructions is provided.

## Screening for Adolescent Substance Abuse: SBRIT

**SBRIT** (Screening, Brief Intervention, and Referral to Treatment) is a federally funded evidence-based approach to reducing use in adolescents. SBRIT focuses on prevention, early detection, risk detection, brief counseling and referral for assessment. It is endorsed by the American Academy of Pediatrics and the American Medical Association's guidelines for Adolescent Prevention Services and recommended for youth ages 11 and older.

- **SBRIT: Screening, Brief Intervention, and Referral to Treatment**

The **Nassau BOCES Mental, Brain & Behavioral Health & Social Emotional Learning** web page includes additional information about a variety of surveys.

## Resources for addressing child sexual abuse: Erin’s Law

### Chapter 187 of the Laws of 2019

- [Guidance for Erin's Law Resources memo](#)
- [NYSED Erin's Law FAQ](#)
- [Erin’s Law: Curriculum and Instruction](#)

## Suicide Prevention, Intervention and Postvention Resources

- [After Suicide: A Toolkit for Schools](#) is a resource for schools looking to handle the aftermath of a suicide.
- [A Guide for Suicide Prevention in New York Schools](#) guides a district towards setting policies, providing professional development and educational programming around suicide using an MTSS approach.
- [Suicide Prevention, Intervention, and Postvention Consultants](#) is a local Long Island resource for crisis intervention.
- [Suicide Prevention Center of New York \(SPCNY\)](#) at the NYS Office of Mental Health provides education and training for suicide safer communities.

## Resources for Talking to Children about Loss and Trauma

- [Bereavement and grief in families: How to talk to children about loss in the family](#) is a video dealing with bereavement and grief in families and how to talk to children about loss in the family with Susan Thomas, the Director of The Center for HOPE (Healing, Opportunity, Perseverance, Enlightenment) at Cohen Children's Medical Center
- [Grief and Children \(aacap.org\)](#) is a brief explanation of how children deal with grief.

## Disaster and Trauma Resources

- American Academy of Child/Adolescent Psychiatry:
  - [Resources for Youth \(aacap.org\)](#)
  - [Resources for Parents \(aacap.org\)](#)
- **National Association of School Psychologists Mental Health Resources**
  - **PREPaRE** trains school-employed mental health professionals and other educators how to best fill the roles and responsibilities generated by their membership on school crisis response teams. PREPaRE is the only comprehensive, nationally available training curriculum developed *by* educators (each of whom have firsthand school crisis response experience and formal training) *for* educators.
- **[The Long Island School Practitioner Action Network \(LISPAN\)](#)** is a voluntary collaboration between Nassau and Suffolk County public school districts and private schools whose mission is to cultivate a "best practices" mindset regarding school crisis prevention, intervention, and postvention. LISPAN's governing committee is composed of school-based mental health crisis team members from LI school districts. The group coordinates monthly network meetings open to all schools, which feature professional development by regional school crisis experts.

### Templates for School Crisis Response Plans:

In [Appendix D](#) of this guide, two crisis response plan templates are provided for your customization and use in your crisis response plan. (See Appendix D for instructions).

- ***[Procedure for Recognizing and Referring a Student for Social Emotional Support](#)***
- ***[Intervention Procedure for Potentially Suicidal Student](#)***

## Survivor school work: Suicide prevention, intervention, intervention and postvention

- ***Suicide Safety for Teachers: Suicide Prevention Resource Center*** (SPRC) is the only federally supported resource center devoted to advancing the implementation of the [National Strategy for Suicide Prevention](#). SPRC is funded by the U.S. Department of Health and Human Services' [Substance Abuse and Mental Health Services Administration](#) (SAMHSA).
- ***How to Talk to Children about Death*** is a helpful article for parents and teachers provided by the Child Development Institute.
- ***Lifelines® Postvention: Responding to Suicide and Other Traumatic Death*** is a best-practices manual for middle and high schools that educates everyone in the school community on how to successfully respond to suicide and other traumatic deaths that profoundly affect the school population.

## Resources for monitoring technology use

- ***Go Guardian Beacon*** is a suicide and self-harm prevention tool designed specifically for K-12 schools. Helps support all school communities in their efforts to address student suicide and self-harm.
- ***Lightspeed Solutions*** (formerly Relay) provides tools for safe online learning that allow school administrators and teachers to collect data about school performance and usage, help students stay on task, allow IT to manage all school devices on and off network, and spot concerning online behavior through real time alerts and comprehensive reports.
- ***Linewize*** allows teachers to specify lesson-related online resources and share them with students through the [my.linewize.net](http://my.linewize.net) website. Teachers can choose to restrict internet access to specific sites and applications or relax default filtering policies for the current lesson.
- ***Dyknow*** is a classroom management software program that empowers teachers to teach confidently with technology in 1:1 device environments.
- ***Social Sentinel/ Navigate 360*** is a linguistics and AI-based software solution platform whose purpose is to recognize signals of potential harm found in digital conversations, such as organization-owned emails and public social media posts.

# Home Engagement Resources

***School Mental Health Resource and Training Center***, established by the Mental Health Association in New York State, provides extensive resources to support all NYS public and private schools to implement Chapter 390 of the Laws of 2016, requiring mental health instruction as part of the K-12 health curricula. The Center's staff and project partners are committed to helping schools:

- comply with the required mental health education of students
- identify resources and develop mental health lesson plans/curriculum
- develop and implement a plan for professional development
- establish community partnerships to support mental health education and services
- engage and support families

***Parent and Family Engagement Guidance***, developed by the New York State Department of Education, guides Local Educational Agencies (LEA) to develop and distribute a written family engagement policy.

***Parent Engagement: Strategies for Involving Parents in School Health*** is an informative guide, developed by the Center for Disease Control and Prevention, U.S. Department of Health and Human Services

***School, Family, and Community Partnerships: Your Handbook for Action, Second Edition 2002***, translates lessons learned over 20 years of research and fieldwork into practical solutions for program development.

***What School District Leaders Should Know When Creating School and Mental Health Partnerships*** was created in 2018 by the NY State Office of Mental Health (2018) as a "primer" on the NYS Children's Mental Health System

# Community-Based Partnership Resources

***Creating School & Mental Health Partnerships***, developed by the School Mental Health Resource & Training Center includes insight into a system of care and how to create school mental health partnerships.

***Education 101 for Mental Health Leaders*** outlines “What Local Mental Health Leaders Should Know when Creating Partnerships with NYS Schools.”

***General Mental Health Information and Resources***, provided by the Office of Mental Health, offers access to a wide variety of mental health information pamphlets and guides.

***Improving School & Community Outcomes for Children & Adolescents with Emotional and Behavioral Challenges*** describes why collaboration is important, how to create a successful partnership, and what factors must be considered.

***Nine Elements of Effective School Community Partnerships to Address Student Mental Health, Physical Health, and Overall Wellness*** is a brief and helpful article by the National Association of School Psychologists (NASP).

***SAMHSA’s Strategic Prevention Framework*** is a planning system of five steps and two guiding principles designed to offer prevention planners a comprehensive approach to understanding and addressing the substance misuse and related behavioral health problems facing their states and communities.

***School Health Assessment System and Performance Evaluation(SHAPE)*** provides a free tool to improve accountability, excellence and sustainability of mental health in schools, districts and states.

***The New York State (NYS) Mental Health System 101*** explains “What School District Leaders Should Know When Creating School and Mental Health Partnerships.”

***Understanding Systems of Care in NYS*** is a recorded webinar, presented by The Office of Mental Health, which explains what a school district needs to know about a System of Care.

***What Local Mental Health Leaders Should Know when Creating Partnerships with NYS Schools*** is an Office of Mental Health resource that provides “A Primer for Understanding the New York State Education System”.

## Facilitating Effective Partnerships: Key Elements An Interactive Checklist to Prepare

Successful partnerships have found that when the following items are understood and negotiated up front between the school and the clinic, partnerships run smoothly and students and families get better results.

The interactive checklist below may be used as an itemized guide to ensure that all key elements are appropriately discussed and/or prepared for during the initiation of a partnership. (Clicking on a box will cross out the text, indicating that this element has been addressed.)

- Clinic and school staff are clear about their respective participation on school teams (e.g., child study team, PBIS team, etc.).*
- Mental health and school Pupil Personnel Services staff have reviewed and understand their different roles and responsibilities, especially when both are working with an identified student with a disability.*
- In crisis situations, it is recognized that the mental health clinic does not replace the school's supports and is only part of the school's resources.*
- Mental health providers interact with each school facility individually; there is flexibility to allow each clinic to fit into its host school's culture.*
- The amount of time that school and clinic staff is expected to spend on collaborative activities is made clear at the outset.*
- The school is willing to hire substitutes so staff can participate in training provided by the clinic to enhance the partnership.*
- The clinic is clear about what services they are able to deliver, and the school is clear about what they expect.*
- The school understands that Medicaid and private insurance only reimburse for certain services, so the clinic may not be able to provide every service requested or needed unless a funding source is procured.*
- Providers are clear to parents, students and schools regarding possible waitlists; efforts to triage are transparent and effective.*
- The school and clinic give consistent messages to parents and students about the differing roles and responsibilities of school and clinic staff.*
- The partnership agreement includes a mechanism to ensure that communication among the leadership, building staff and clinic staff is on-going; with concerns addressed and disputes resolved in a timely manner.*

**Effective partnerships begin with a school-wide needs assessment** - This SHAPE System resource is helpful in determining what current services can be leveraged and where the gaps lay.

# Special Consideration for Diverse Population Resources

Abdullah, T., Brown, T.L. (2011). [Mental illness stigma and ethnocultural beliefs, values, and norms: an integrative review](#). *Clinical Psychology Review*, 31: 934-948.

Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G. (2014). [School-wide PBIS Tiered Fidelity Inventory](#). OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. [www.pbis.org](http://www.pbis.org).

[Mental Health Disparities – Diverse Populations](#) (n.d.). American Psychiatric Association.

[Diversity and Culture in Child Mental Health Care](#) (Jan. 2019). American Academy of Child and Adolescent Psychiatry.

[Finding Mental Health Care for Children of Immigrants](#) (May, 2019). American Academy of Child and Adolescent Psychiatry. no. 112.

Brooks-DeCosta, D. & Lenard, I. (n.d.). [An Unwavering Commitment to Culturally Responsive Sustaining Education and Social Emotional Learning](#). *NYU/Steinhardt Voices in Urban Education*. VUE, V. 50, I. 1.

Ford, C.L. & Airhihenbuwa, C.O. (2018, August 9). [Commentary: Just What is Critical Race Theory and What's it Doing in a Progressive Field like Public Health?](#) *Ethnicity & Disease*. V.28 (Suppl. 1):223-230.

Gay, G. (2002). [Preparing for culturally responsive teaching](#). *Journal of Teacher Education*, 53(2), 106-116.

Chan, K., Rogers, J., Simon, M., Skelton, S., Thorius, K. (August 2014). [Reframing School Based Mental Health Supports with an Equity Lens](#). *Great Lakes Equity Center Newsletter*.

[Four Ways Culture Impacts Mental Health](#) (July 11, 2019). *Mental Health First Aid*.

[Identity and Cultural Dimensions](#) (July 14, 2022). *NAMI Health Equity And Mental Health Series*, National Alliance on Mental Illness.

Ladson-Billings, G. (1995). [Toward a Theory of Culturally Relevant Pedagogy](#). *American Educational Research Journal*, 32(3), 465–491.

[McKinney-Vento Homeless Assistance Act](#), VII-B. reauthorized (2015), Title X, Part C, of the No Child Left Behind Act (2008). National Center for Homeless Education.

Mizock, L. (Sept. 8, 2017). [4 Ways Culture Impacts Acceptance of Mental Health Problems](#). *Psychology Today*.



Ortiz, Alba, (2014) [Why is it important to ensure instruction and interventions are culturally responsive?](#) National Center for Intensive Intervention. video minute mark: 0.23.

New York State Dept. of Education, [The Culturally Responsive-Sustaining \(CR-S\) Education Framework Briefs.](#)

Tucker, V. E., & Matson, L. J. (2022). *Collaboration for School Mental Health Needs: A Case for High-Leverage Practices in a Culturally Responsive Framework*. TEACHING Exceptional Children, 0(0). <https://doi.org/10.1177/00400599221115623>

Yoder, N., Dusenbury, L., Martinez-Black, T., Weissberg, R.P. (March 2020). [From Insights to Action Redefining State Efforts to Support Social and Emotional Learning](#), CASEL.