

Repository of Key Online Resources by Topic Area

National Community of Practice Group: *Connecting School Mental Health with Juvenile Justice and Dropout Prevention* 10/30/15

Adolescent/Youth Development

- **Applying Research to Practice: What are the Implications of Adolescent Brain Development for Juvenile Justice (2006).** Coalition for Juvenile Justice.
http://www.juvjustice.org/sites/default/files/resource-files/resource_138_0.pdf
The Coalition of Juvenile Justice with grant support from the Office of Juvenile Justice and Delinquency Prevention at the U.S. Department of Justice devoted a national conference to explore how juvenile justice systems can work more effectively with youth and families. Some of the ideas about applying research to juvenile justice practice are contained in this brief report – the second of two resource papers derived from presentations and discussions held at and since the conference.
- **Developing Adolescents: A Reference for Professionals (2002).** American Psychological Association.
<http://www.apa.org/pi/families/resources/develop.pdf>
This guide, created by the American Psychological Association, provides information regarding the crucial elements of normal adolescent development. It is intended for professionals who work with adolescents and want to relate more effectively to them. The guide includes sections on physical, cognitive, emotional, social, and behavior development.
- **Emerging Concepts Brief: What are the Implications of Adolescent Brain Development for Juvenile Justice (2006).** Coalition for Juvenile Justice. Coalition for Juvenile Justice
http://www.njjn.org/uploads/digital-library/resource_462.pdf
Adolescence is a period of gradual maturation. Hard science demonstrates that teenagers and young adults are not fully mature in their judgment, problem-solving and decision-making capacities. This paper endeavors to explore the implications of such science for policy and practice in juvenile justice and delinquency prevention.
- **Positive Youth Justice: Framing Justice Interventions Using the Concepts of Positive Youth Development (2010)** Jeffrey A. Butts, Gordon Bazemore and Aundra Saa Meroe. Coalition for Juvenile Justice.
http://www.sedgwickcounty.org/corrections/resources/Positive_Youth_Development/positive_youth_justice.pdf
The future for youth involved with the justice system could be dramatically improved by applying the principles of positive youth development (PYD) practice to the juvenile justice systems and services. This report from the Coalition for Juvenile Justice, explores the tremendous potential of helping court-involved youth develop their pro-social strengths and attributes, and increase their abilities to contribute to healthy, safe family and community life.
- **Rethinking the Juvenile in Juvenile Justice: Implications of Adolescent Brain Development on the Juvenile Justice System (2006).** Wisconsin Council on Children and Families.
http://www.njjn.org/uploads/digital-library/resource_1132.pdf

Please submit your suggestions for additional resources to be added to these, or other related topical categories, to: Judith Storandt, National Disability Rights Network, Judith.storandt@ndrn.org.

This report from the Wisconsin Council on Children and Families presents findings on adolescent brain development and the implications of these findings for the treatment of minors in the criminal and juvenile justice systems. It includes policy recommendations for the developmentally appropriate treatment of adolescents in legal trouble.

- **Synthesis of Research and Resources to Support At-Risk Youth (2011).** Administration for Children and Families Office of Planning, Research, and Evaluation.
http://www.acf.hhs.gov/programs/opre/fys/youth_development/reports/synthesis_youth.pdf
This report provides a synthesis of research and existing resources for serving at-risk youth through the Administration for Children and Families (ACF). Ways that at-risk youth are currently being served by ACF programs and other programs are discussed.

Aggression Reduction

- **Anger Management Online Resources.** Dept. of Juvenile Justice and Delinquency Prevention, Center for the Prevention of School Violence (North Carolina).
http://test.ncdjdp.org/cpsv/pdf_files/anger_management.PDF
This document provides links to online resources and orderable materials that may be helpful to clinicians as well as other professionals interested in helping children, teens, and adults manage their feelings of anger.
- **Persistently Dangerous Schools: Roles for School Mental Health. The Need for Decreasing Aggressive and Delinquent Behaviors in Schools (2005).** Center for School Mental Health.
<http://webcache.googleusercontent.com/search?q=cache:nGnrUBSyQ-KJ:csmh.umaryland.edu/Resources/Briefs/PersistentlyDangerousSchoolsBrief.pdf+&cd=1&hl=en&ct=clnk&gl=us>
From the Center for School Mental Health, this issue brief describes the need for efforts to decrease aggressive and delinquent behavior in schools. The brief describes why suspension and expulsion are not effective, and argues for the use of school mental health and positive behavior supports models of intervention to reduce dangerous behaviors.

Bullying Prevention and Intervention

- **Analysis of State Bullying Laws and Policies (2011).** U.S. Department of Education.
<http://www2.ed.gov/rschstat/eval/bullying/state-bullying-laws/state-bullying-laws.pdf>
This report reviews state bullying laws, and highlights successful bullying policies and school districts' bullying policies.
- **Best Practices in Bullying Prevention and Intervention (2009).** Health Resources and Services Administration.
http://www.education.com/reference/article/Ref_Best_Practices/
This document, created by the Health Resources and Services Administration (HRSA), contains ten best practices for bullying prevention and intervention.
- **Bullying and Youth Suicide (2011).** National Association of School Psychologists.
<http://njbullying.org/documents/NASPBullyingStatementAdoptedFeb2012.pdf>
This document offers the NASP Position Statement on Bullying Prevention and Intervention in Schools.

- **Bullying in Schools: An Overview (2011).** The Office of Juvenile Justice and Delinquency Prevention.
<http://www.ojjdp.gov/pubs/234205.pdf>
 This bulletin examines the connection between bullying, truancy, student achievement, and student engagement in schools. The results of three studies conducted at the National Center for School Engagement in 2007 are highlighted and the results are compared with the results of a Swedish study. In addition, strategies that schools can implement to overcome the negative effects of bullying and truancy on student achievement and student engagement are presented.
- **Bullying Prevention.** Center for Mental Health in Schools at UCLA.
http://smhp.psych.ucla.edu/qf/bully_qt/
 This webpage is geared towards professionals who provide in-service training to school and other youth-serving organizations. It includes key talking points for a short training session on bullying, as well as fact sheets, assessment tools, and other resources related to bullying.
- **Creating Safe and Respectful Environment in our Nation's Classrooms: A Training Toolkit for Teachers (2012).** Safe and Supportive Schools Technical Assistance Center Web site were assembled under a contract from the U.S. Department of Education to the Office of Safe and Healthy Students to the American Institutes for Research (AIR).
<http://safesupportiveschools.ed.gov/index.php?id=1480>
 This training toolkit is made up of two modules that address bullying in classrooms. Specifically, it is designed to assist teachers in cultivating meaningful relationships with students while creating a positive climate in the classroom.
- **Reporting Bullying to School Officials (2010).** The Institute of Education Studies
http://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2010092.pdf
 This study tested 51 characteristics of bullying victimization, bullying victims, and bullying victims' schools to determine which were associated with reporting to school officials.
- **Research to Practice Webinar: Bullying and Suicide Prevention (2012).** Suicide Prevention Resource Center.
<http://www.sprc.org/training-institute/r2p-webinars/all-listings>
 The Suicide Prevention Resource Center (SPRC) hosted a webinar titled "Research to Practice Webinar Bullying and Suicide Prevention" presented by Anat Brunstein Klomek, Ph.D. and Catherine Bradshaw, PhD, M.Ed. The webinar provided the most current research on the relationship between bullying and suicide, presented shared risk and protective factors, and discussed the main principles of a comprehensive whole school approach to bullying prevention. The webinar is 90 minutes and is archived
- **Stop Bullying Now.** U.S. Department of Health and Human Services.
<http://www.stopbullying.gov>
 This website has sections for children and a section for adults who are interested in learning more about what bullying is and what they can do to stop it. The child section includes useful information in child-friendly language, as well as videos and games. The adult section has a wealth of information and resources appropriate for educators, parents, counselors, and other service providers.

- **Suicide and Bullying Issue Brief (2011).** Suicide Prevention Resource Center.
http://www.sprc.org/library/Suicide_Bullying_Issue_Brief.pdf
This SPRC issue brief describes the relationship between suicide and bullying among children and adolescents based on the different research results in this field, with special attention to the occurrence of bullying of lesbian, gay, bisexual, and transgender (LGBT) youth and its relation with suicide. The issue brief explores strategies for preventing bullying and suicide.
- **Understanding Bullying (2011).** Center for Disease Control (CDC).
http://www.cdc.gov/violenceprevention/pdf/bullying_factsheet.pdf
This two-page fact sheet by the Center for Disease Control (CDC) provides a description of bullying, the risks and consequences of bullying, and bullying prevention strategies.
- **Understanding Bullying Policies in Schools (2012).** Center for School Mental Health.
<http://csmh.umaryland.edu/Resources/Briefs/CSMHBullyingPolicyBriefMarch2012.pdf>
This CSMH document provides an overview of local, state, and national anti-bullying legislation. Key elements of successfully implemented state and local anti-bullying laws can guide schools as they work towards reducing and preventing bullying. Recommendations for what schools can do are provided.

Confidentiality

- **Dispelling the Myths about Sharing Data between Mental Health and Criminal Justice Systems (2007).** The National GAINS Center for Systematic Change for Justice-System Involved People with Mental Illness.
http://gainscenter.samhsa.gov/pdfs/integrating/Dispelling_Myths.pdf
This article provides information regarding the Health Insurance Portability and Accountability Act (HIPAA) in an effort to address myths about data sharing under this act. The article concludes by providing resources for readers interested in more information regarding HIPAA and its implications for the interaction of the mental health and criminal justice fields.
- **Guidelines for Juvenile Information Sharing (2006).** Office of Juvenile Justice & Delinquency Prevention.
<http://www.ncjrs.gov/pdffiles1/ojdp/215786.pdf>
A PDF that provides guidelines for state and local efforts to improve information among agencies involved with juvenile offenders. The guidelines incorporate three critical components of juvenile information sharing—collaboration, confidentiality, and technology—into a developmental framework.

Conduct and Behavior Problems in Schools

- **Positive Behavior Support Information.** Association for Positive Behavior Support.
www.apbs.org
This website, managed by the Association for Positive Behavior Support, promotes research-based strategies that use applied behavior analysis and biomedical science to increase quality of life and decrease problem behaviors. The website provides research findings and resources related to positive behavior supports.
- **Conduct and Behavior Problems: Intervention and Resources for School Aged Youth (2008).** Center for Mental Health in Schools at UCLA.
<http://smhp.psych.ucla.edu/pdfdocs/conduct/conduct.pdf>
This information packet uses fact sheets to provide basic information regarding the range of childhood and adolescent conduct problems included in the American Pediatric Association

classification scheme. The packet also includes basic information regarding environmental, behavioral, and medicinal interventions. It concludes with a list of additional references and resources.

- **Interventions for Academic and Behavior Problems II: Preventive and Remedial Approaches (2002).** National Association of School Psychologists (NASP). <http://eric.ed.gov/?id=ED462655>
This webpage describes the resource (the full publication is available for purchase), which is geared towards educators, mental health professionals, public safety officials, and community service providers. The publication describes the interwoven nature of violence and academic underachievement, the importance of prevention and early intervention, and the latest evidence based measures for creating safer, more effective schools.

Crisis Intervention

- **Crisis Intervention: A Guide for School-Based Clinicians (2002).** Center for School Mental Health.
http://www.counseling.org/resources/library/Selected%20Topics/Crisis/crisis_intervention_2002.pdf
This issue brief, which was created by the Center for School Mental Health, offers school mental health clinicians a resource for understanding and working with students in crisis, as well as effectively functioning within a school crisis team. It provides links to many additional resources, and is a great place to start if interested in learning more about crisis intervention.
- **Responding to a Crisis.** Center for Mental Health in Schools at UCLA.
<http://smhp.psych.ucla.edu/>
This webpage provides links to a variety of resources and materials for use in school-based crisis prevention and response.

Cultural Competency

- **Cultural Competence and School Mental Health (2006).** Center for School Mental Health.
<http://csmh.umaryland.edu/resources.html/CulturalCompetenceIB-CSMHA.pdf>
This issue brief from the Center for School Mental Health emphasizes the importance of cultural competency in school mental health, and provides numerous recommendations for improving cultural competency. Links to additional resources are provided.
- **Cultural Competency Resource Packet (2001).** Center for School Mental Health.
<https://livewell.marshall.edu/mutac/wp-content/uploads/2011/08/CSMH-Cultural-Competency-Resource-Packet.pdf>
This resource packet provides an overview of the definition and components of cultural competency for service providers and for schools. It includes information regarding resources and organizations that promote cultural competency.
- **A Place of Respect: A Guide for Group Care Facilities Serving Transgender and Gender Non-conforming Youth (2011).** The National Center for Lesbian Rights and the Sylvia Rivera Law Project
http://www.nclrights.org/wp-content/uploads/2013/07/A_Place_Of_Respect.pdf
This report provides facility administrators with the crucial information they need to make effective policy decisions and adopt best practices that establish clear guidelines for the treatment of transgender and gender non-conforming youth in their care.

- **Preventing Disproportionate Representation: Culturally and Linguistically Responsive Pre-referral Interventions.** National Center for Culturally Responsive Education Systems (NCCREST). http://www.niusileadscape.org/lc/Record/183?search_query=Disproportionate%20Representation
This document provides schools with guidelines for responding to youth from culturally and linguistically diverse backgrounds in a culturally sensitive manner in order to reduce their overrepresentation in special education. The document focuses on four elements (1) Preventing School Underachievement and Failure, (2) Early Intervention for Struggling Learners, (3) Diagnostic/Prescriptive Teaching, and (4) Availability of General Education Problem-Solving Support Systems.

Disabilities – Students with

- **Addressing the Needs of Youth with Disabilities in the Juvenile Justice System: the Current State of Knowledge (2003).** Urban Institute Justice Policy Center. http://www.urban.org/UploadedPDF/410885_youth_with_disabilities.pdf
The Urban Institute created this report to inform discussion regarding policies to address delinquency and involvement in juvenile justice systems among youth with disabilities. The report reviews existing research and includes insights provided by service providers, administrators, policymakers, advocates, and researchers.
- **Increasing Participation of Students with Disabilities in Out of school Time Programs.** www.mdclaw.org
Participation in out of school time (OST) programs is known to increase school attendance. Barriers often exist that prevent students with disabilities from participating in OST programs at the same rate as their non-disabled peers. Maryland Disability Law Center’s August 2012 publication, “Together Beyond the School Day, Including Youth with Disabilities in Out of School Time Programs,” explains the laws that apply to OST programs along with best practice “Tips” for parents, youth, and OST programs. The publication is available on MDLC’s website. Use the red publications button to find “Together Beyond the School Day,” Special Education publication # 8.

Disproportionality

- **Critical Condition: African American Youth in the Justice System (2008).** Campaign for Youth Justice (CFYJ). <http://campaignforyouthjustice.org/documents/AfricanAmericanBrief.pdf>
This report contains information regarding the disproportionate amount of African American youth in the juvenile justice system, as well as risk factors that lead to this over representation. The report also offers promising approaches to reducing this problem and recommendations for policy makers.
- **The School Discipline Consensus Report: Strategies from the Field to Keep Students Engaged in School and Out of the Juvenile Justice System (2014).** Council of State Governments. https://csgjusticecenter.org/wp-content/uploads/2014/06/The_School_Discipline_Consensus_Report.pdf
This report, developed by the Council of State Governments, addresses common problems associated with school discipline practices. Primarily, the report discusses the disproportionately large percentage of disciplined students that are youth of color, students with disabilities, and/or youth who identify as lesbian, gay, bisexual, or transgender (LGBT). Innovative strategies are presented from the fields of education, health, law enforcement, and juvenile justice to help schools reduce the number of students suspended, expelled and arrested, and to help to build safe, welcoming, and supportive learning environments.

Dropout Prevention

- **Alternative Pathways Project: A Framework for Dropout Reduction & Recovery (2005).** Keep the Change, Inc.
[http://achievetheartford.org/upload/files/The%20Alternative%20Pathways%20Initiative%20-%20A%20Framework%20for%20Dropout%20Reduction%20and%20Recovery%20\(June%202005\).pdf](http://achievetheartford.org/upload/files/The%20Alternative%20Pathways%20Initiative%20-%20A%20Framework%20for%20Dropout%20Reduction%20and%20Recovery%20(June%202005).pdf)
This report describes the Alternative Pathways Project, an effort by the Bill and Melinda Gates Foundation to increase graduation rates of minority and low-income students and ensure that all students are college-ready. The report highlights policies and practices that push children out of school, suggests strategies for overcoming barriers to re-enrolling in school, and gives direction for expanding educational alternatives that are effective for vulnerable youth.
- **City Roles in Expanding Alternative High School Options (2010).** The Institute for Youth, Education, and Families (YEF Institute)
<http://www.nlc.org/find-city-solutions/institute-for-youth-education-and-families/at-risk-youth/dropout-prevention-and-recovery/city-strategies-to-expand-high-school-options-featured-in-nlc-report>
This report identifies several “lessons learned” outlining how city leaders can make a powerful impact on their community’s high schools. In particular, the report finds municipal leaders can help reduce local dropout rates by expanding the range of options for students who are unlikely to reach their full potential in traditional high school settings through at least five key roles in driving systemic change.
- **Dropout Risk Factors and Exemplary Programs: A Technical Report (2007).** National Dropout Prevention Center/Network.
http://www.dropoutprevention.org/resource/major_reports/communities_in_schools/Dropout%20Risk%20Factors%20and%20Exemplary%20Programs%20FINAL%205-16-07.pdf
This report was published by the National Prevention Dropout Center as a summary of research they did to identify to identify the risk factors that increase the likelihood of school drop-out and to identify exemplary, evidence-based programs that address the identified risk factors.
- **Effective Strategies for Dropout Prevention** National Dropout Prevention Center/Network.
<http://ndpc-web.clemson.edu/effective-strategies>
This is a website by the National Dropout Prevention Center that identifies evidence-based strategies that have a positive impact on the dropout rate in schools at all education levels and environments. Links to find out more about each of the strategies are provided.
- **Evidence-Based Dropout-Prevention Programs.** National Dropout Prevent Center for Students with Disabilities.
http://www.ndpc-sd.org/dissemination/model_programs.html
This web page provides links to several resources related to dropout prevention, including links to information regarding six separate evidence-based dropout prevention interventions.
- **Intercepting the Dropout Trajectory (2009).** National Dropout Prevention Center.
<http://dropoutprevention.org/wp-content/uploads/2015/05/newsletter-v21n1-2009.pdf>
This newsletter describes the work of the APEX II project, which has been funded by the U.S. Department of Education as part of its NCLB Dropout Prevention Initiative. It includes stories from two high schools, which are part of the APEX II project in New Hampshire. Overall, the seven APEX II project schools that have incorporated PBIS have reduced their dropout rates by an average of 48%.

- **Multiple Responses, Promising Results: Evidence-Based, Nonpunitive Alternatives To Zero Tolerance (2011).** Child Trends.
http://www.childtrends.org/wp-content/uploads/2011/03/Child_Trends-2011_03_01_RB_AltToZeroTolerance.pdf
 This brief reports findings that zero tolerance school discipline policies are not effective and may have negative effects such as increased dropout rates, and students failing to graduate on time. Recommendations for alternative non-punitive disciplinary actions, behavior interventions, social skills classes, and character education are highlighted.
- **National Dropout Prevention Practice Guide (2008).** Institute of Educational Sciences.
http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dp_pg_090308.pdf
 This set of practice guidelines provides practical, clear information on critical topics related to dropout prevention. The focus of the document is on six evidence-based, overarching drop-out prevention guidelines for use by educators.
- **Positive Behavioral Interventions and Supports and Dropout Prevention (2010).**
 Malloy, J. M., & Hawkins, M. O. (Eds.), National Dropout Prevention Center.
<http://www.iodbookstore.org/products/Positive-Behavioral-Interventions-and-Supports-and-Dropout-Prevention.html>
 This thorough presentation of the PBIS (Positive Behavioral Interventions and Supports) model provides educators with a systemic approach to dropout prevention. In addition, results from implementation in several New Hampshire high schools illustrate its strengths. (2010)
- **Reframing School Dropout as a Public Health Issue (2007).** Preventing Chronic Disease: Public Health Research, Practice, and Policy.
http://www.cdc.gov/pcd/issues/2007/oct/pdf/07_0063.pdf
 This article argues that public health officials should make reducing the number of students who dropout of school a priority. The article summarizes knowledge on the pathways to and health benefits of graduation. Also included are strategies for reducing dropout rates through health promotion and a set of recommendations for health professionals.

Drug-endangered Children

- **Family Matters: Substance Abuse and the American Family (2005).** National Center on Addiction and Substance Abuse at Columbia University (CASA).
http://www.iowadec.net/uploads/380-family_matters_report.pdf
 This paper provides an overview of the problems related to parental or child/adolescent substance abuse, as well as concrete recommendations for family members regarding how to prevent substance abuse and intervene when it occurs.

Early Childhood

- **Early Childhood Mental Health Consultation: An Evaluation Tool Kit (2007).** National Technical Assistance Center for Children's Mental Health.
<http://gucchd.georgetown.edu/products/ECMHCToolkit.pdf>
 The purpose of this tool kit is to increase the quality of early childhood mental health consultation in community based settings. It is designed for use by state and community agencies and organizations invested in early childhood consultation. Attention is placed on incorporating evaluation into consultation services and using evaluation data to improve practices.

Early Identification

- **Quality Assessment & Quality Improvement (QAI) Resources.** Center for School Mental Health. <http://www.schoolmentalhealth.org/Resources/Clin/QAIRsrc/QAI.html>
This web page from the Center for School Mental Health contains quality assessment and quality improvement resources for advancing school mental health. The Center for School Mental Health developed 40 indicators of quality in school mental health and provides links to resources and materials that provide a background each indicator and can be used to assist with action planning to improve quality related to that indicator.
- **Screening and Assessment.** National Assembly on School Based Health Care. <http://www.sbh4all.org/site/c.ckLQKbOVLkK6E/b.7640445/k.BCB3/Screen.htm>
The National Assembly on School Based Health Care recommends that schools undertake an annual comprehensive risk-assessment that includes questions related to multiple facets of mental health. This web page provides links to assessment tools that can be used to conduct this type of screening.

Early Intervening Services

- **School-Based Early Intervening Services: An Opportunity to Improve the Well-Being of Our Nation's Youth (2007).** Center for School Mental Health. <http://webcache.googleusercontent.com/search?q=cache:AgSDFu6YcJ:csmh.umaryland.edu/Resources/Briefs/SchoolBasedEarlyInterveningServicesBrief.pdf+&cd=1&hl=en&ct=clnk&gl=us>
This issue brief defines early intervention, describes why it is important, and identifies strategies for funding early intervention. In addition, the brief discusses the role of school mental health clinicians in early intervention services and some of the challenges that are faced in providing these services.

Evidence-based Practices & Programs

- **Summary of Evidence-Based Program Registries (2008).** Center for School Mental Health. <http://webcache.googleusercontent.com/search?q=cache:8X-PxEnlzJsJ:www.schoolmentalhealth.org/Resources/Clin/QAIRsrc/EBP%2520registry%2520list6.14.08.doc+&cd=1&hl=en&ct=clnk&gl=us>
This document from the Center for School Mental Health lists and describes evidence-based program registries that clinicians can look to when selects programs and services to implement.
- **Summary of Recognized Evidence-Based Programs Implemented by Expanded School Mental Health (ESMH) Programs (2008).** Center for School Mental Health. <http://www.schoolmentalhealth.org/Resources/Clin/QAIRsrc/Matrix%206.08.pdf>
This table provides a quick overview of evidence-based programs, include the age they are appropriate for, what type of provider implements them, and the structure of the program.

Family Involvement / Family Preservation

- **Enhancing Home Involvement to Address Barriers to Learning: A Collaborative Process (2011).** Center for Mental Health in Schools at UCLA. <http://smhp.psych.ucla.edu/pdfdocs/homeinv.pdf>
This document provides recommendations to schools on ways to significantly enhance home involvement including 1.) Broadening the focus beyond parents only, and 2.) Enhancing the range of ways in which schools connect with primary caretakers. The importance of embedding home involvement interventions into the overall approach of the school to address and other factors that interferes with student learning and performance are also discussed.

- **Family Involvement in Expanded School Mental Health Programs: Resource Packet (2002).** Center for School Mental Health.
<http://webcache.googleusercontent.com/search?q=cache:K4F-3lgYyRkJ:www.mentalhealthpromotion.net/resources/family-involvement-in-expanded-school-mental-health-programs-resource-packet.pdf+&cd=1&hl=en&ct=clnk&gl=us>
This information brief describes the importance of family involvement in school mental health services and the multiple barriers to establishing strong family engagement. Also included are helpful strategies for increasing family engagement and links to additional resources for promoting family engagement.
- **Mental Health, Schools and Families Working Together for All Children and Youth: Toward a Shared Agenda - A Concept Paper.** Prepared by NASMHPD & NASDSE.
http://www.ideapartnership.org/documents/Shared%20Agenda_final.pdf
This concept paper offers recommendations for systemic collaboration with the aim of establishing a shared agenda for children's mental health in schools. The document describes key characteristics of state mental health agencies, education agencies, and family organizations and highlights the rationale for partnerships. In addition, a conceptual framework for meeting the social-emotional and mental health needs of all children through a continuum of interventions is outlined.
- **Resources for School Mental Health Clinicians: Family Engagement.** Schoolmentalhealth.org
<http://www.schoolmentalhealth.org/Resources/Clin/FamEngClin.html>
This website provides links to resources to help school mental health clinicians engage families in their children's mental health services.

Program Development

- **Advances in School Mental Health Promotion.** Published by the Clifford Beers Foundation.
<http://www.schoolmentalhealth.co.uk/>
This journal aims to establish global dialogue and collaboration towards the advancement of training, practice, research and policy in school mental health promotion. It emphasizes high quality and empirically supported school mental health promotion efforts.
- **Program Development Resource Packet (2002).** Center for School Mental Health.
<https://livewell.marshall.edu/mutac/wp-content/uploads/2011/08/concept1-csmha-program-developmen-resouce-packet.pdf>
This resource packet provides an introduction to developing an expanded school mental health program. It describes the key elements of program development and the expanded school mental health model. The packet concludes with links to related resources.
- **Addressing Barriers to Learning: A Comprehensive Approach to Mental Health in Schools.** Center for Mental Health in Schools at UCLA.
<http://smhp.psych.ucla.edu/pdfdocs/ceaddressing/ceforchange.pdf>
The aim of this training packet is to enhance professional development for school leaders by increasing their understanding of students' learning, behavior, and emotional problems and what schools need to do about such problems.

Psychotropic Drugs and Children

- **Psychopharmacologic Medication: What Teachers Need to Know (1997)**
<http://cecp.air.org/interact/authoronline/june97/meds.html>
This article provides a summary of what teachers need to know about the most commonly prescribed medications for children and adolescents. Focus is placed on the potential uses, side effects, and

abuses of psychopharmacological therapy for youth displaying learning, emotional, or behavioral disorders.

- **Psychotropic Drugs and Children: A 2007 Update.** Center for Health & Health Care in Schools <http://www.healthinschools.org/News-Room/Fact-Sheets/Psychotropic.aspx>
This fact sheet presents information about the incidence of emotional and behavioral disorders in children, the kinds of psychotropic drugs most commonly taken by children, and implications of drug therapy for school-based health care providers.

Resources for School-based Mental Health Professionals

- **Quick Guide to Clinical Techniques for Common Child and Adolescent Mental Health Problems (2007).** Center for School Mental Health <http://www.schoolmentalhealth.org/Resources/Clin/QuickGuide.pdf>
This resource provides mental health clinicians with a guide to implementing specific clinical techniques for various mental health problems, such as anxiety, depression, and disruptive behavior. The step-by-step implementation instructions are extremely helpful for clinicians implementing the techniques for the first time.
- **Resources for School Mental Health Clinicians.** SchoolMentalHealth.org <http://www.schoolmentalhealth.org/Resources/Clin/ResClin.html>
This web-based catalogue provides school mental health clinicians with access to information and resources for addressing various mental health issues. For each problem (e.g. bullying, trauma) links to related resources are provided with a short description of each resource. This a great starting place for clinicians looking for resources.

School Connectedness

- **Enhancing Student Connectedness to Schools (2005).** Center for School Mental Health Issue Brief. <http://webcache.googleusercontent.com/search?q=cache:Mt2VTbUiYJgJ:csmh.umaryland.edu/Resources/Briefs/CaringConnectednessBrief.pdf+&cd=1&hl=en&ct=clnk&gl=us>
This issue brief stresses the importance of students feeling connected to the school and of promoting positive school climate. Suggestions are provided for enhancing school connectedness, and links to school climate assessments and resources are also included.
- **Engaging and Re-engaging Students in Learning at School (2008).** Center for Mental Health in Schools at UCLA. <http://smhp.psych.ucla.edu/pdfdocs/engagingandre-engagingstudents.pdf>
This practice guide is intended to assist teachers in engaging or re-engaging students in their classroom. The guide focuses heavily on how teachers can promote intrinsic motivation to learn.
- **School Connectedness: Strategies for Involving Parents in School Health (2009).** Centers for Disease Control and Prevention http://www.cdc.gov/healthyyouth/protective/pdf/parent_engagement_strategies.pdf
This resource defines and describes parent engagement and identifies specific strategies and actions that schools can take for connecting with parents, engaging parents in school health activities, and sustaining parent engagement.

School Reentry from Juvenile Justice Facilities

- **Transition, Re-entry & Aftercare.** The National Evaluation and Technical Assistance Center.
<http://www.neglected-delinquent.org/nd/resources/library/Transition.asp>
This page provides links to a number of transition resources. Among them is a tool kit includes strategies and resources on transition for administrators and service providers to provide high quality transition services for youth moving into, through, or out of the juvenile justice system.
- **Family Integrated Transitions (FIT).** Washington Juvenile Rehabilitation Administration.
<https://www.dshs.wa.gov/sites/default/files/SESA/publications/documents/22-1295.pdf>
This document describes Family Integrated Transitions, a program for transitioning juvenile offenders with mental illness and substance abuse back into their community. FIT incorporates aspects of multisystemic therapy with dialectical behavior therapy, motivational enhancement therapy, and relapse prevention/community reinforcement in order to support these youth.
- **School Reentry of Juvenile Offenders (2006).** Center for School Mental Health.
<http://webcache.googleusercontent.com/search?q=cache:F-O5ZVpd-yEJ:csmh.umaryland.edu/Resources/Briefs/SchoolReentryBrief.pdf+&cd=1&hl=en&ct=clnk&gl=us>
This issue brief describes why school re-entry program are needed, as well the characteristics of the most effective re-entry program. A section also describes the role of legislation in re-entry programs. A final section provides links to additional resource.

School Resource Officers

- **Implementing an Effective School Resource Officer Program (2009).** Center for the Study and Prevention of Violence.
<http://www.colorado.edu/cspv/publications/factsheets/safeschools/FS-SC11.pdf>
This fact sheet identifies the roles and responsibilities of a school resource officer and the importance of the officer's role in school safety planning.
- **School Resource Officers Performance Evaluation: A Guide to Getting Results (2006).** Department of the Justice, Office of Community Oriented Policing Services.
http://www.popcenter.org/Responses/school_police/PDFs/US_DOJ_%20COPS_2006.pdf
The purpose of this resource is to provide a step by step guide to help law enforcement officers and school resource officers to evaluate their performance in addressing school crime and related problems.

School-to-Prison Pipeline

- **Cradle to Prison Report (2007).** Children's Defense Fund.
<http://www.childrensdefense.org/library/data/cradle-prison-pipeline-report-2007-full-lowres.pdf>
This report highlights how major factors, such as poverty and race, put African American and Latino boys at a high risk for going to jail. Case studies and photographs add to the reports compelling argument for the expansion of promising practices to help keep children out of the "pipeline" to jail.
- **The School-to-Prison Pipeline.** Legal Defense Fund.
http://naacpldf.org/files/case_issue/Dismantling_the_School_to_Prison_Pipeline.pdf
This report and related link to the "Dismantling the School to Prison Pipeline" draws attention to the harsh impact school discipline strategies that funnel students out of the school and into the streets. The authors argue that these discipline strategies deprive youth of meaningful opportunities for education, future employment, and democratic participation.

Breaking Schools' Rules: A Statewide Study of How School Discipline Relates to Students' Success and Juvenile Justice Involvement (2011). The Council of State Governments Justice Center, in partnership with the Public Policy Research Institute at Texas A&M University https://csgjusticecenter.org/wp-content/uploads/2012/08/Breaking_Schools_Rules_Report_Final.pdf This report presents findings of a statewide study of Texas public secondary school students who they followed for at least six years. Results suggest that most students were suspended or expelled between 7th and 12th grades thus increasing repeating a grade, dropping out of school, or involvement with the juvenile justice system. Disproportionality of suspension and expulsion rates is also discussed.

Seclusion & Restraints in Schools

- **Alliance to Prevent Restraint, Aversive Interventions, and Seclusion**

<http://tash.org/advocacy-issues/coalitions-partnerships/aprais/>

The website for the Alliance to Prevent Restraint, Aversive Interventions and Seclusion defines restraint, aversive interventions and seclusions and stresses the ill effects that these techniques cause. The website provides information for organization and families regarding the alternative to restraint and how to advocate for these alternative practices.

WDPI Directives for the Appropriate Use of Seclusion and Physical Restraint in Special Education Programs (2009). Wisconsin Department of Public Instruction.

http://webcache.googleusercontent.com/search?q=cache:vznZBDd_L2gJ:sped.dpi.wi.gov/sites/default/files/imce/sped/doc/secrestrqd.doc+&cd=2&hl=en&ct=clnk&gl=us

This document provides guidelines for the use of seclusion and restraint in schools. Ultimately, the report argues that both should be used only as a last resort because they are dangerous to the student, other students, and adults.

- **School is Not Supposed to Hurt: Investigative Report on Abusive Restraint and Seclusion in Schools (2009).** National Disability Rights Network.

<http://chfs.ky.gov/NR/rdonlyres/0B29A6DB-200B-450B-8D06-97BA247452C1/218116/SchoolisNotSupposedtoHurtreportssummary.pdf>

This report published by the National Disability Rights Network is divided into two sections: the first identifies the problems with restraint and seclusion and the second half proposes alternatives to using restraint and seclusion by using positive behavior supports. The ndrn.org website also provides several other resources related to this subject.

Suicide Prevention in Schools

- **Suicide Prevention in the Schools (2006),** Center for School Mental Health.

<http://webcache.googleusercontent.com/search?q=cache:9anODkLpL54J:csmh.umaryland.edu/Resources/Briefs/SuicidePreventionBrief.pdf+&cd=2&hl=en&ct=clnk&gl=us>

This issue brief explains schools' role in suicide prevention and strategies that schools can undertake in order to prevent student suicide, such as suicide education and mental health assessment for all students. A section provides information for parents and caregivers. Also included are links to additional resources and materials.

- **The Links Between Suicide and Bullying for LGBT Youth (2011).** Suicide Prevention Resource Center.

http://www.sprc.org/library/Suicide_Bullying_Issue_Brief.pdf

This issue brief examines the relationship between suicide and bullying among lesbian, gay, bisexual, and transgendered youth (LGBT). The prevalence of suicide and bullying are discussed as well as strategies for preventing these problems among LGBT youth.

- **Youth Suicide Prevention School-Based Guide**

http://theguide.fmhi.usf.edu/?utm_source=August+30%2C+2012&utm_campaign=Googles&utm_medium=email

The University of Southern Florida recently released the 2012 Youth Suicide Prevention School Based Guide. It is a tool that provides a framework for schools to assess their existing or proposed suicide prevention efforts (through a series of checklists) and provides resources and information that school administrators can use to enhance or add to their existing program.

Teacher Supports

- **Enhancing Educator Training and Supports.** SchoolMentalHealth.org.

www.schoolmentalhealth.org/PowerPoints/Teacher%20Training%20Support.ppt

This PowerPoint can be used as a guide for clinician's interested in improving their collaboration with teachers through training and support services.

- **Teacher Working Conditions Toolkit.** Center for Teacher Quality.

<http://www.teacherworkingconditions.org/>

This tool kit was designed to help communities improve teacher working conditions and ultimately increase teacher retention and student learning. It includes a section to help communities assess their teacher working conditions in order to identify areas for reform. It also includes recommendations for improving working conditions.

- **What Teachers Need to Know and be Able to Do When Challenged by Student Mental Health (2007).** Proceedings from the National Summit on School Mental Health.

<http://www.schoolmentalhealth.org/Resources/Educ/Prioritized%20Compentecies%20-Educators.pdf>

This brief document was composed at the National Summit on School Mental Health in 2007. It lists the 15 things that teachers are essential for teachers to know and be able to do when they have students with mental health challenges in their classroom.

Trauma Sensitive Care in Schools & JJ Facilities

- **Children and Trauma: What Every Mental Health Professional Should Know.** American Psychological Association.

<http://www.apa.org/pi/families/resources/children-trauma-tips.aspx>

This webpage produced by the American Psychological Association informs mental health clinicians of what they should know about childhood trauma, and provides basic information regarding how to respond to trauma in childhood. It includes a section on common pitfalls that clinicians make when working with children who have experienced trauma.

- **National Center for Trauma-Informed Care.**

<http://www.samhsa.gov/nctic>

U.S. Department of Health and Human Services.

This is the website for the National Center for Trauma Informed Care. The website provides information and resources for clinicians engaged in treatment of individuals who have experienced a traumatic event.

Truancy

- **Tool Kit for Creating Your Own Truancy Reduction Program.** Office of Juvenile Justice and Delinquency Prevention.

http://www.ojjdp.gov/publications/truancy_toolkit.html

This tool kit provides an overview of truancy issues, causes and solutions to the problem. It outlines critical components of truancy reduction programs and also includes recommendations for state and federal government, courts, schools and researchers.

- **Innovations in Truancy Prevention Practice: An Inventory of Selected Collaborations from around the United States (2005).** National Truancy Prevention Association.
<http://schoolengagement.org/wp-content/uploads/2014/03/InnovationsinTruancyPreventionPracticeAnInventoryofSelectedCollaborationsfromaroundtheUnitedStates.pdf>
This report summarizes research on the effectiveness of truancy prevention programs nationwide. Based on analysis of programs across the country, the researchers have identified best practices and recommendations.
- **Truancy Intervention: National Models and Connecticut Initiatives (2010).** Kathryn Scheinberg, J.D., Center for Children's Advocacy
<http://www.kidscounsel.org/Dec%202011%20Truancy%20Models.pdf>
This resource provides examples of truancy intervention models at both the national level and initiatives from the state of Connecticut.

Violence Prevention

- **OJJDP Children's Exposure to Violence Toolkit**
http://www.ojjdp.gov/enews/12juvjust/120910_2.html
The Office of Juvenile Justice and Delinquency Prevention's (OJJDP's) Safe Start Center has released a toolkit to increase awareness about the prevalence of children's exposure to violence (CEV). The free, online resource includes an infographic and links to tip sheets, guides, and other publications on CEV.
- **Task Force on Children Exposed to Violence Report**
<http://www.justice.gov/defendingchildhood/cev-rpt-full.pdf>
The Attorney General's Task Force on Children Exposed to Violence has released its final recommendations for a national response to address children's exposure to violence. The report emphasizes prevention and intervention and underscores the importance of trauma-informed care and victim-tailored services.
- **Blueprint for Violence Prevention.** Center for the Study and Prevention of Violence.
<http://www.colorado.edu/cspv/blueprints/>
Blueprints is an online registry of effective violence and substance abuse prevention programs that can help professionals to select a prevention program that is grounded in solid research. The Center that maintains the Blueprints project continuously reviews research to determine which prevention programs are exemplary based on research-based evidence of effectiveness.