



# PUBLIC SCHOOLS OF NORTH CAROLINA

State Board of Education | Department of Public Instruction

## Model Mental Health Training Program for Policy SHLT-003, SL 2019-245 and SL 2020-7

The following guidance and resources have been compiled to assist public school units (PSUs) in implementing State Board of Education [Policy SHLT-003](#), North Carolina [SL 2019-245](#), and North Carolina [SL 2020-7](#). These are in addition to universal promotion of mental and social-emotional wellness and prevention through core instruction, curriculum, and positive school climate which establish the foundation for student and staff wellness. Most of these courses/resources are aligned to the CORE SEL and Mental Wellness Supports in a strong local [SEL and School Mental Health Improvement Plan](#). PSUs are encouraged to utilize the NC [Healthful Living Essential Standards](#), [Guidance Essential Standards](#) and [CASEL Core Competencies resources](#) to support integration of mental and social-emotional wellness and prevention into academic instruction.

### Training Selection and Implementation

In selecting trainings, look for programs that have evidence related to the desired outcomes and priority populations in your strategic plan. Youth.gov, an interagency working group of 21 federal agencies, provides the following guidance on [selecting evidence-based programs](#).

Considerations in selecting trainings:

- The criteria used to designate programs as “evidence-based” vary across registries and reviews.
- No registry or review includes a complete listing of all possible programs, so consult multiple sources.
- Start with a needs assessment. Program registries and lists are useful tools, but thoughtful data-driven, strategic planning is most important in selecting trainings that best fit the needs of your school.
- Look for programs that address the underlying risk and protective factors and the conditions that drive or contribute to the content area in your community or school.
- Choose programs that match your population, setting, and culture and that are feasible in terms of capacity, resources, and readiness.

A list of evidence-based, evidence-supported trainings is included in this document. This list is not exhaustive and schools are not required to select from this list. Schools have the authority and responsibility to select evidence-supported, evidence-based trainings that best meet the needs of their school district. Note that some training options included are listed as *General* to indicate they are applicable for any school personnel. Others are listed as *SISP Specific* to indicate being primarily appropriate specifically for specialized instructional support personnel who serve in mental health related capacities within the schools. It is highly recommended that these specialized instructional support personnel also be aware of the training content being provided to other school personnel so that all staff have consistent information. Where appropriate, this might be accomplished by involving the specialized instructional support personnel in the delivery of professional learning opportunities for other school personnel.

## **MINIMUM TRAINING CONTENT REQUIRED**

### ***All Personnel***

- Definition
- National & State statistics
- Myths & Facts
- Risk Factors
- Protective Factors
- Respond to Warning Signs\*
- Resources

### ***SISP***

*\* In addition to the areas included for all personnel, SISP training should be inclusive of the following within Respond to Warning Signs:*

- SISP Roles
- Procedures/protocols
- Intervention Strategies
- Referral & Follow Up

### **Child Sexual Abuse and Human Trafficking Prevention**

- Best practices from the field of prevention
- The grooming process of sexual predators
- The warning signs of sexual abuse and sex trafficking
- How to intervene when sexual abuse or sex trafficking is suspected or disclosed
- Legal responsibilities for reporting sexual abuse or sex trafficking, and available resources for assistance

<b>Legislated Trainings Required</b> (6 hrs. initial, 2 hrs subsequent annually per <a href="#">SHLT-003</a> )	<b>Example No-Cost Resources</b> <a href="#">Full CFSS Resource Guide/RISE</a>	<b>Additional Resources</b>
<b>Youth Mental Health</b>	<b>GENERAL</b>	<p>Check with your <a href="#">LME/MCO</a>, college and university partners, and/or area <a href="#">AHEC</a> regarding whether they have staff available who can train on youth mental health.</p> <p>Check professional association opportunities and resources</p>
	<p><a href="#">Mental Health to Support Student Learning: Training Modules for Educators and School-based Staff</a></p> <p><b>Coming in Spring 2021:</b> MHTTC <a href="#">Classroom WISE</a>            A mental health literacy course for teachers and school staff</p>	
	<b>SISP Specific</b>	
	<p><a href="https://safesupportivelearning.ed.gov/Boston-Childrens-Hospital-Neighborhood-Partnerships-Training-and-Access-Project-(TAP)">https://safesupportivelearning.ed.gov/Boston Children’s Hospital Neighborhood Partnerships Training and Access Project (TAP)</a></p> <p>HealthLearning <a href="#">Special Topics in Mental Health Services</a></p> <p>HealthLearning <a href="#">Girls Matter! Series</a></p> <p><a href="#">Advocating for Child and Adolescent Mental Health Services</a></p> <p><a href="#">ASCA Mental Health Webinar Recordings</a>            (note some require membership, but many do not)</p>	

<p><b>Suicide Prevention</b></p>	<p><b>GENERAL</b></p>	<p><a href="#">Model School District Policy on Suicide Prevention</a></p> <p>Check with your <a href="#">LME/MCO</a>, college and university partners, and/or area <a href="#">AHEC</a> regarding whether they have staff available who can train on suicide prevention.</p> <p>Check professional association opportunities and resources</p> <p>Some human resource departments have added this training to their mandatory safety &amp; compliance trainings (SafeSchools, Public Works, etc)</p>
	<p><a href="#">RISE Training Guide</a></p> <p><a href="#">Suicide Prevention Training: Recognize, Ask, Care, Encourage</a></p> <p><a href="#">ACT on FACTS</a></p> <ul style="list-style-type: none"> <li>● 2 hours</li> <li>● Self-paced</li> </ul> <p><a href="https://afsp.org/more-than-sad">https://afsp.org/more-than-sad</a></p> <p><a href="https://learn.jasonfoundation.com/blog/category/2-credit-hours/">https://learn.jasonfoundation.com/blog/category/2-credit-hours/</a></p> <ul style="list-style-type: none"> <li>● 2 hours</li> <li>● Self-paced</li> </ul> <p>The Sandy Hook Promise SaySomething App Suicide Prevention videos may be used to supplement more in-depth training or as an introduction to staff discussions, planning and additional training.</p>	
	<p><b>SISP Specific</b></p>	
<p><a href="#">Columbia Suicide Severity Rating Scale (C-SSRS)</a></p> <p><a href="#">CALM: Counseling on Access to Lethal Means</a></p> <p>HealthLearning <a href="#">Suicide Prevention Across the Educational Continuum</a></p>		

	For district leaders: <a href="#">Model School District Suicide Prevention Policy</a>	
<b>Substance Abuse</b>	<a href="#">RISE Training Guide</a>  HealthLearning <a href="#">Informing Prevention: Adolescent Webinar Series</a>	Check professional association opportunities and resources
<b>Teenage Dating Violence</b>	<b>GENERAL</b>	<a href="#">Framework for Developing School Policies to Address Domestic Violence, Dating Violence, Sexual Assault and Stalking</a>  Check professional association opportunities and resources
	<a href="#">RISE Training Guide</a>  CDC-dating Matters®: <a href="#">Understanding Teen Dating Violence Prevention Training For Educators</a> <ul style="list-style-type: none"> <li>● 1 hour</li> <li>● Self-paced</li> <li>● 0.2 CEU</li> </ul> <a href="#">Teacher Training: Teen Dating Violence Prevention Education</a>	
	<b>SISP Specific</b>	
	<a href="#">Get Smart - Get Help - Get Safe: Preventing, Assessing, and Intervening in Teenage Dating Abuse - A Training for Specialized Instructional Support Personnel</a>	

<p>In accordance with <a href="#">SL 2019-245</a> 2 hrs every even numbered year</p> <p><b>Child Sexual Abuse Prevention</b></p>	<p><a href="#">Prevent Child Abuse NC online training</a></p>	<p>Check with your local Department of Health and Human Services Child Welfare Office regarding whether they have staff who can train on recognizing and reporting child abuse and neglect.</p> <p>Some human resource departments have added this training to their mandatory safety &amp; compliance trainings (SafeSchools, Public Works, etc)</p> <p>Check professional association opportunities and resources</p>
<p><b>Sex Trafficking Prevention</b></p>	<p><a href="#">RISE Training Guide</a></p> <p>Postgraduate Institute for Medicine and US DHHS <a href="#">SOAR for School-Based Professionals</a></p>	<p><a href="#">Human Trafficking in America's Schools</a> Some human resource departments have added this training to their mandatory safety &amp; compliance trainings (SafeSchools, Public Works, etc)</p> <p>Check professional association opportunities and resources</p>

**Additional Resources:**

***National School Mental Health Curriculum: Guidance and Best Practices for States, Districts, and Schools***

For a detailed guide on developing and implementing a comprehensive school mental health system, see the [National School Mental Health Curriculum: Guidance and Best Practices for States, Districts, and Schools](#). This resource was

developed by the National Center for School Mental Health in partnership with the Mental Health Technology Transfer Center Network Coordinating (MHTTC) Office. It describes the core components of developing, operating, and sustaining a comprehensive school mental health system in school districts. The curriculum guide contains eight modules designed for delivery in 60-minute in-service sessions by a school mental health trainer desigee. It contains trainer and participant manuals (with slides, worksheets, and other resources referenced in the modules) and PowerPoint slides with presenter notes.

### ***Mental Health Technology Transfer Center (MHTTC)***

Funded by the Substance Abuse and Mental Health Services Administration (SAMHSA), the purpose of the [MHTTC Network](#) is to disseminate and implement evidence-based practices for mental disorders into the field. The [School Mental Health Resources](#) page in particular includes numerous resources useful for schools.

### ***The SHAPE System***

[The SHAPE System](#), developed by the NCSMH at the University of Maryland School of Medicine, is a free, private, web-based portal that offers a virtual workspace for school mental health teams at school, district, and state levels to document, track, and advance quality and sustainability improvement goals as well as assess trauma responsiveness. The SHAPE System also offers access to free action planning, mapping, program implementation resources and other critical tools to advance comprehensive school mental health systems.

### ***A Framework for Safe and Successful Schools***

Developed and supported by those affiliated with education, [A Framework for Safe and Successful Schools](#) outlines evidence-based policies and practices for improving school safety and increasing access to mental health supports for children and youth. This resource shares a comprehensive school-wide approach that facilitates interdisciplinary collaboration and builds on a multi-tiered system of supports (MTSS) to improve school climate, safety, and learning as integrated endeavors.

### ***North Carolina School Mental Health Initiative***

The NC School Mental Health Initiative (NC SMHI) is a partnership of concerned citizens with the collective purpose of ensuring that all children in North Carolina have access to mental health and substance use services. Information on related reports, data, and resources, including regional SMHI Networks, can be found in the [SMHI LiveBinder](#).

### ***AOTA School Mental Health Toolkit***

[AOTA School Mental Health Toolkit](#) is a resource for occupational therapy practitioners working with children and youth in school and community settings to obtain specific knowledge about mental health (MH) promotion, prevention, and intervention and to guide service provision. Each information sheet in the toolkit provides an overview of the topic, implications for occupational therapy, and strategies for MH promotion, prevention, and intervention in a variety of settings.

### ***Enhancing School Staff Understanding of Mental Health and Psychosocial Concerns***

The [Enhancing School Staff Understanding of Mental Health and Psychosocial Concerns](#) guide is designed to outline a variety of ways to play a significant role in providing inservice at schools. Seven delivery systems are highlighted. Basic guidelines are presented for enhancing inservice processes and content and countering tendencies toward over-emphasizing pathology and under-emphasizing environmental causes.

### ***National Center on Safe Supportive Learning Environments***

The [National Center on Safe Supportive Learning Environments](#) (NCSSLE) offers information and technical assistance to States, districts, schools, institutions of higher learning, and communities focused on improving school climate and conditions for learning including, but not limited to, resources on promoting mental health, school climate, SEL, trauma-sensitive schools, substance abuse prevention, human trafficking, etc.