

Resources for Mental Health Workshops and Training

Educators, Families, Students, MH Clinicians, School Crisis Teams, Suicide Prevention

MH Fact Sheets for the Classroom – provides definitions, behavioral symptoms, characteristics, educational implications, instructional strategies and classroom accommodations, and resources from the Minnesota Association for Children's Mental Health.

Topics: Anxiety, Depression, ADHD, Asperger, Bipolar, Conduct Disorder, Eating Disorders, Fetal Alcohol Spectrum, Obsessive-Compulsive, Autism Spectrum and Pervasive Developmental Disorder, Post Traumatic Stress Disorder, Reactive Attachment Disorder, and Tourette's Syndrome.

<http://www.schoolmentalhealth.org/Resources/Educ/MACMH/MACMH.html>

[COMPLETE SET OF FACT SHEETS](#)

Resources for Educators

Classroom management strategies, identifying students with MH issues, making appropriate referrals, collaborating with clinicians, school-wide initiatives to enhance the school climate, accessing tailored resources for youth with mental health issues, these resources are based on research demonstrating their effectiveness, and many of the resources reflect lessons learned from local, state, and national initiatives related to school MH.

<http://www.schoolmentalhealth.org/Resources/Educ/ClasManagEdu>

Topics: behavior/classroom management, bullying, **clinical disorders/psychological issues**, culturally sensitive care, family engagement/collaboration, healthy transitions, when a psychological evaluation is needed, MH awareness/identification, mentoring, new school year strategies, special education, school climate, tobacco/ substance use and abuse, violence prevention, wellness, etc.

Clinical Disorders and Other Psychological Issues

<http://www.schoolmentalhealth.org/Resources/Educ/ClinDisordEdu>

<http://www.schoolmentalhealth.org/Resources/Educ/ResEdu.html>

Resources for Families

Children's **MH issues fact sheets and information for parents/caregivers, families and school staff** can better work together to give each child the services he/she needs to have success in school. **Topics:** anger/behavior management, bullying, clinical disorders, culturally sensitive care, family involvement and collaboration in schools, fostering healthy transitions, MH awareness and identification, mentoring, tobacco/substance use and abuse, child safety/internet and digital media, crisis management in children

and adolescents, discussing hate and violence with children, medication management, school refusal, teen dating violence, etc.

Helping kids use the [internet safely](http://www.childdevelopmentinfo.com/health_safety/web_safety_for_kids_teens.shtml), focuses on preventing and dealing with exposure to porn on the internet: http://www.childdevelopmentinfo.com/health_safety/web_safety_for_kids_teens.shtml

[NetSmartz](http://www.netsmartz.org/) is an interactive, educational resource for children ages 5-17, parents, guardians, educators, and law enforcement that uses age-appropriate, 3-D activities to teach children how to [stay safe on the Internet](http://www.netsmartz.org/).: <http://www.netsmartz.org/>

Resources for Students

This is an interactive website for students to learn about MH topics, symptoms of MH issues, warning signs of a MH problem, how to help a friend with MH problems, and ways to find help for self or others. Topics include sadness, anxiety, depression, anger, bullying, cyber-bullying, suicide and life threatening problems, obsessions, post traumatic stress, school transitions, school problems, sleeping and eating problems, alcohol and other drugs, violence toward other people, problems with law, etc.

Student guides include:

[A Student's Guide to the IEP \(NICHCY\)](#)

[ADHD Youth Page \(CSMH\)](#)

[Anxiety Youth Page \(CSMH\)](#)

[Baltimore Stop the Violence Rap Videos by Wayne Watts and The 5th L. \(Better My World\)](#)

[Be Your Own Best Advocate \(PACER\)](#)

Excellent fact sheet, especially for teens, with clear tips on how to advocate successfully

[Books and Other Mental Health Resources for Youth \(NAMI\)](#)

[Cyberbullying on Facebook \(Bullying UK\)](#)

[Cyberbullying on Myspace \(Bullying UK\)](#)

[Cyberbullying on Youtube \(Bullying UK\)](#)

[Depression Youth Page \(CSMH\)](#)

[Flipswitch \(depressedteens.com\)](http://depressedteens.com/)- A weekly podcast on teens with mood disorders

[For Teens: Recognizing Mental Health Problems and Getting Help \(American Psychological Association\)](#)

[Mobile \(Cell\) Phone Bullying \(Bullying UK\)](#)

[mpower- Musicians for Mental Health \(National Mental Health Association\)](#)

[Suicide Youth Page \(CSMH\)](#)

[Teen Depression \(NAMI\)](#)

[What Can Students and Youth Do to "Lend a Hand"? \(StopBullyingNow.org\)](#)

[What Should I Do if I'm Bullied? \(StopBullyingNow.org\)](#)

[Youth Mental Health Bill of Rights](#)

Resources for School Mental Health Clinicians: Behavior Management

<http://www.schoolmentalhealth.org/Resources/Clin/ResClin.html>

Topics include: anger/behavior management/treatment planning, bullying, child welfare, clinical disorders and psychological issues, conflict resolution, peer mediation, culturally sensitive care, family engagement/collaboration, fostering healthy transitions, gangs/gang prevention, mentoring, quality assessment/quality improvement resources, clinical techniques for common child/adolescent MH problems, psychological assessment, school climate, special education, tobacco/substance abuse/use/abuse, trauma, training and supervision, violence prevention, etc.

General Information and Classroom Management Strategies

[Behavior Management Newsletter \(CSMH\)](#) A CSMH newsletter on the topic of behavior management. General information on conducting a functional behavior assessment, addressing aggressive behaviors in the classroom, and quick tips and suggestions for managing student behavior is discussed.

[Behavior Modification in the Classroom \(LD Online\)](#) A great resource for teachers and parents on popular approaches in successful management of student behavior in the classroom.

[Common Behavior Problems at School: A Natural Opportunity for Social and Emotional Learning \(UCLA SMHP\)](#) Discusses steps to take before and after misbehavior occurs to enhance the social and emotional learning experience of the student.

[Communicating with Students to Increase Academic Success \(CSMH\)](#) PowerPoint presentation is designed to help school staff communicate positively and effectively with students.

[Effective Strategies to Address Disruptive Behaviors \(CSMH\)](#) PowerPoint presentation provides information on effectively addressing disruptive students at each level of the Acting Out Cycle.

[Evaluating the Educational Needs of Children with Mental Health Conditions \(Schoolpsychiatry.org\)](#) Provides detailed information on performing an education evaluation, including a sample evaluation request letter, and specific guidelines for families, school staff, and school clinicians.

[Ideas for Low-Cost/No Cost Incentives \(CSMH\)](#) This document offers a wide range of ideas on how to provide affordable incentives to encourage good behavior in the classroom.

[Managing Classroom Behavior: Information for School Clinicians \(MSMHA\)](#) A quick sheet identifying ways school clinicians can work with educators to address classroom management difficulties. A list of links to additional resources is also provided.

[School Based Intervention: Symptoms and Strategies \(Schoolpsychiatry.org\)](#) A very useful website that guides educators on how to select and apply interventions in the classroom that address specific symptoms of mental health disorders.

[Strategies for Working with Aggressive Children: Information for School Clinicians \(MSMHA\)](#) This sheet provides several strategies and a list of resources about working with aggressive students.

[Targeting Home-School Collaboration for Students with ADHD \(LD Online\)](#) Information on how to successfully collaborate with the school in supporting your child's IEP goals in the classroom and at home.

[Treatment Planning in Children and Adolescents \(CSMH\)](#) A guide providing a list of suggested long-term and short-term goals for students. This guide is excellent for clinicians to keep on hand, as each type of difficulty is addressed individually.

Creating a Daily Report Card

A daily report card is a tool designed to decrease unwanted behavior by setting up daily and long-term goals and rewards to motivate children to behave correctly.

[Creating a Daily Report Card for the Home \(Center for Children and Families\)](#) This guide is designed for parents to use with children who have ADHD, or who have behavioral difficulties in the home.

[Daily Report Cards: Information for School Clinicians \(MSMHA\)](#) A guide developed by the CSMH in collaboration with MSMHA that introduces clinicians to the daily report card for behavior difficulties in school. Examples and resources are provided.

[How to Establish a Daily Report Card \(American Academy of Pediatrics & NICHO\)](#) This guide on establishing a daily report card provides excellent details for each step of the process. Possible problems and suggested solutions are also discussed.

[School-Home Daily Report Card Resource Packet \(Center for Children and Families\)](#) This ten-page worksheet is designed to help clinicians and educators set up a school-home daily report card for students with ADHD.

Suicide Prevention

Student Safety Contract

<http://www.schoolmentalhealth.org/Helpful%20Forms/Safety%20Contract%20for%20Adolescents.doc>

<http://www.schoolmentalhealth.org/Helpful%20Forms/Safety%20Contract%20for%20School%20Age.doc>

[Suicide Prevention Resource Center: Best Practices Registry \(BPR\) For Suicide Prevention](#)

http://www.sprc.org/featured_resources/bpr/index.asp

Best practices that address specific objectives of the *National Strategy for Suicide Prevention*: List of Suicide Prevention Resource Center Reviewed Evidence-Based Practices:

School-Based EBP's

C-Care/CAST (Listed as two programs on NREPP)

[CARE \(Care, Assess, Respond, Empower\)](#) (Linked to NREPP)*

[CAST \(Coping and Support Training\)](#) (Linked to NREPP)*

[Columbia University TeenScreen](#) (Linked to NREPP)

[Lifelines](#) (PDF)

[Reconnecting Youth](#) (PDF)

[SOS Signs of Suicide](#) (Linked to NREPP)

[American Indian Life Skills Development/Zuni Life Skills Development](#) (Linked to NREPP)

Crisis Response Training

<http://www.ovc.gov/publications/bulletins/schoolcrisis/welcome.html>

The School Crisis Response Initiative's goals include developing a model for crisis response, training staff, and enhancing related community resources.

[A Model for School-based Crisis Preparedness and Response](#) Effective crisis response models anticipate the results of trauma, identify ways to help affected parties, incorporate community resources, and anticipate future needs.

[Roles of Crisis Team Members](#) The responsibilities of all crisis team members are outlined.

[Mental Health Triage](#) To maximize resources, children in need of immediate assistance should be referred to community resources.

[Followup](#) Ongoing observation allows crisis team members to identify students in need of additional assistance.

[Establishing Memorials](#) Memorials should be appropriate and be established only after the affected parties have had time to grieve and adjust.

[Enhancing Community Resources](#) School crisis preparedness plans benefit from the full involvement of various service sectors.

[Training Crisis Teams and School Staff](#) Crisis team members require appropriate training to address student issues and support for their own reactions to crisis.

Resources for School Mental Health Clinicians: Gangs and Gang Prevention

<http://www.schoolmentalhealth.org/Resources/Clin/GangClin>

[Addressing Community Gang Problems: A Practical Guide\(Bureau of Justice Assistance\)](#)

[Gang Resistance Education and Training \(G.R.E.A.T.\)](#)

[Youth Gangs in Schools \(Office of Juvenile Justice and Delinquency Prevention\)](#)