



Here for YOU

Accessing
Mental Health
Supports in Schools



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS



Contents

How Do I Know If I Need to Access a School Mental Health Provider?	1
Who Provides School Mental Health Services, and What Do They Do?	3
How Do I Access These Services?	7
<i>Referral Form for Student Mental Health and Counseling Support</i>	8
<i>Student Self-Referral Form for Mental Health and Counseling Support</i>	9
Frequently Asked Questions	10
Appendix A: DCPS Evidence-Based Treatments and Practices	12
Appendix B: Partners in Schools	15
Appendix C: Parent/Guardian Consent Forms	19

How Do I Know If I Need to Access a School Mental Health Provider?

Supporting Students in Need

The DC Public Schools (DCPS) School Mental Health Team and our many partners provide supportive services to students and families who need assistance for any reason, from overcoming academic challenges to handling life-altering events. Our goal is to ensure that all students are physically and psychologically safe and are able to fully participate in academic learning. Some of our services include:

- providing strategies and skills to help students improve their focus and concentration;
- linking students to practical resources to help families gain access to food, clothing, and transportation;
- providing therapeutic intervention to help students cope with stress and trauma;
- leading small-group sessions to support students with relationship building;
- providing substance abuse prevention and intervention;
- completing comprehensive assessments to help school teams make data-informed decisions; and
- much more.

Creating a Supportive Environment in School Communities

To promote academic success, schools need to create a welcoming, nurturing environment for students and teachers. To help create this environment, DCPS is working with schools to ensure that they incorporate social-emotional learning (SEL) into the school day. SEL builds students' self-awareness, self-management, social awareness, relationship, and decision-making skills.

However, research suggests that at least one in five students will need additional support either in small groups or individually. The School Mental Health Team provides services for these students in the school building. The goal of this guide is to provide details about how to access school-based mental health supports.

Meet Dayja

Dayja, a former DCPS student, had experienced trauma and suffered with depression for several years. She was able to cope with her symptoms until she began high school. Then, she says, “A lot of stuff hit at once.” Dayja became suicidal and sought the support of a school mental health partner. Now she says she is “better than I was” thanks to her work with her therapist and the weekly supportive services she received at school. She was able to effectively cope with her depression and now applies the strategies she learned for continued mental health.

Like Dayja, many students throughout DCPS have experienced trauma and/or received a mental health diagnosis. The School Mental Health Team and our inter- and intra-agency partners stand ready to help students achieve and maintain mental wellness by providing services through school-based teams and our partners.

Mental health services such as these are critically important for students: According to the Association for Children’s Mental Health, “1 in 5 children and youth have a diagnosable emotional, behavioral or mental health disorder, and 1 in 10 young people have a mental health challenge that is severe enough to impair how they function at home, school or in the community.”

By providing supportive services to all students in all schools, the School Mental Health Team is working to ensure that students are able to access the academic curriculum by reducing the stigma that is often associated with seeking this type of support.



young people have a diagnosable emotional, behavioral, or mental health disorder.

The DCPS School Mental Health Team is here to help.



Who Provides School Mental Health Services, and What Do They Do?

DCPS School Mental Health Team

The DCPS School Mental Health Team includes approximately 350 school-based psychologists, licensed independent clinical social workers, and the Central Office staff who supervise their work. Collectively, the School Mental Health Team serves students, teachers, and school communities by providing expert consultation and services in support of the whole child. Using evidence-based assessment and therapeutic practices, the School Mental Health Team intervenes early and provides tailored supports to match the unique needs of DCPS students.

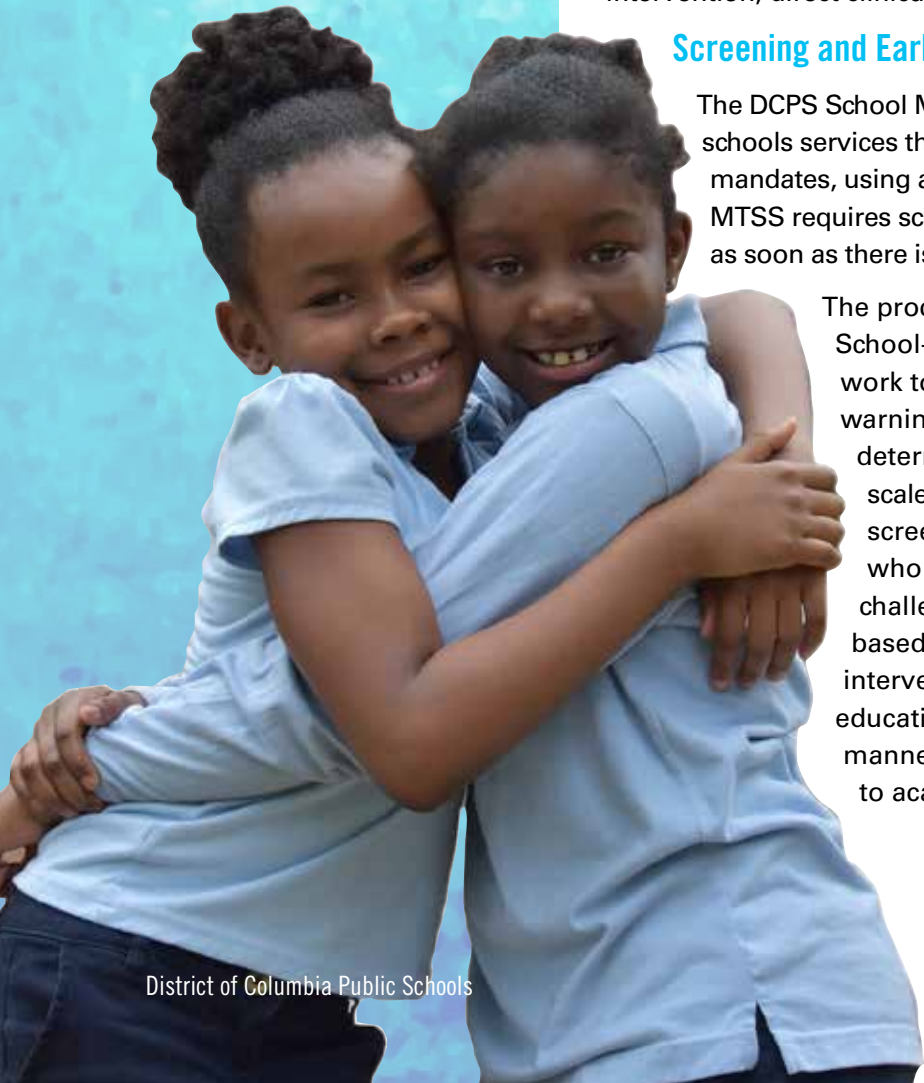
School Psychologists	124.5 school psychologists	4 program managers
School Social Workers	230 social workers	6 program managers

All school-based mental health providers have graduate degrees and are licensed by the Office of the State Superintendent of Education in their respective areas of expertise, including screening and early intervention, direct clinical service, and assessment.

Screening and Early Intervention

The DCPS School Mental Health Team provides students and schools services that are consistent with federal, state, and local mandates, using a Multi-Tiered System of Support (MTSS). MTSS requires schools to intervene early and support students as soon as there is evidence of a need.

The process starts with a referral (see pages 7–9). School-based psychologists and social workers work together to screen the student using early warning indicators and standardized tools to determine the intensity of services required on a scale from Tier 1 to Tier 3 (see sidebar, page 4). This screening allows providers to identify students who are at risk for academic and/or behavioral challenges. Then, using the screening and school-based data, providers deliver interventions. These interventions proactively meet individual students’ educational and behavioral needs in a coordinated manner and ensure that students have full access to academic offerings.



Screening and Early Intervention Process Overview



Receive referral form



Review data to identify the appropriate provider



Screen students using standardized tools



Support each student based on level of need

Tiers of Support: School Mental Health Team

The DCPS School Mental Health Team provides services to students at varying levels of intensity. During the screening process, school-based psychologists and social workers determine what level of intensity is appropriate to meet each student's needs.

TIER 3

Individual and group psychotherapy using evidence-based treatments and practices; crisis intervention; and Functional Behavior Assessment, Level II and Behavior Intervention Plan, Level II

TIER 2

Mental health and educational consultation; mental health screening; support groups; skill-building groups; and Functional Behavior Assessment, Level I and Behavior Intervention Plan, Level I

TIER 1

Social-emotional learning, prevention programming, staff professional development, and parent workshops

Direct Clinical Service

Based on the screening process, some students may receive direct clinical service, which is a supportive service provided by a member of the school-based mental health team. School-based mental health providers use interventions that have been shown to be effective and meet Substance Abuse and Mental Health Services Administration (SAMHSA) requirements for evidence-based treatments and practices (EBT). DCPS currently has a menu of 19 EBTs that can be found in SAMHSA's National Registry of Evidence-Based Programs and Practices. (See table in Appendix A.)

This diverse set of treatments and services allows the DCPS School Mental Health Team to support students' general and specific needs related to challenges such as trauma, grief and loss, attention deficit hyperactivity disorder, and autism spectrum disorder to name a few.

Identifying Special Needs and Providing Intensive Supports

Most students receive Tier 2 and Tier 3 services based on the initial referral. However, if a student has challenges that persist over time, the school-based team may decide to conduct an additional assessment to determine whether the student meets eligibility criteria for a disability classification and requires specialized instruction and/or related services. Based on this assessment, the student may receive more intense supports to improve their academic and social-emotional functioning at school, at home, and in the community.

DCPS School Counseling Team

School Counselors

125 school counselors

1 program manager

1 specialist

The DCPS School Counseling Team includes approximately 125 school counselors and the Central Office staff who support them. School counselors are licensed educators who improve student success by providing academic, career, and social-emotional development for all students. The School Counseling Team is separate from the School Mental Health Team but offers valuable supportive services to students and school communities. For example, school counselors help students implement academic achievement strategies; manage emotions and apply interpersonal skills; and plan for postsecondary options in higher education, the military, and the workforce.

Some of the School Counseling Team's services include:

- individual student academic planning and goal setting;
- school counseling classroom lessons based on student success standards;
- short-term counseling to students;
- referrals to the School Mental Health Team for long-term support;
- collaboration with families, teachers, administrators, and communities for student success; and
- data analysis to identify student issues, needs, and challenges.

School counselors serve students at the elementary (prekindergarten–grade 5), middle school (grades 6–8), and high school (grades 9–12) levels.

- **Elementary school counselors** establish the foundation for future learning and development. They help students achieve academic success, begin to understand career possibilities, and develop social-emotional skills in response to challenges they face.
- **Middle school counselors** help students transition from elementary school into adolescence. These counselors enhance the learning process to help students achieve optimal personal growth, acquire positive social skills, develop informed career goals, and recognize their unique academic potential.
- **High school counselors** help students transition from adolescence into young adulthood. They help students prepare for life after high school by balancing academic skills with social-emotional care.

School counselors **DO NOT** provide therapy or long-term counseling in schools. School counselors are trained to recognize and respond to student emotional health needs and refer families to the School Mental Health Team as needed.

Tiers of Support: School Counseling Team

Counselors support students across three major domains: academic, college and career, and social-emotional. They analyze data such as grades, test scores, attendance, promotion/retention rates, parent/student survey results, and college-going rates to address student needs.

TIER 3 Therapeutic supports are not provided by school counselors. Students in need of clinical support should be referred to a mental health provider.

TIER 2 Small-group instruction, individual supportive services, and education and behavioral consultation

TIER 1 District classroom lessons, individual student planning, and districtwide/schoolwide activities





School Mental Health Expansion Partners

To ensure that all students have access to the supports they need in schools, DC has launched an initiative to expand mental health services by pairing schools with community-based organizations (CBOs). As part of the School Mental Health Expansion initiative, the DCPS School Mental Health Team partners with these CBOs to provide additional services to students at all three tiers of intensity (see sidebar, page 4).

Some CBO partners also provide other intensive services, including but not limited to family functional therapy, trauma-focused cognitive behavior therapy, parent-child interaction therapy, multisystemic therapy, substance use and abuse services, and mindfulness training. Others provide psychiatry services and community-based supports that extend beyond school mental health offerings.

DCPS currently partners with April May, Catholic Charities, Community of Hope, Hillcrest, Howard University Behavioral Health, Latin American Youth Center, Mary's Center, Maryland Family Resource, MBI, One Common Unity, Paving the Way, SmileTherapeutic Services, and Volunteers of America to provide mental health and other supportive services to students in DCPS schools. See Appendix B to see which CBO provides services in your school.

Other Mental Health Partners

The School Mental Health Team has two additional partners that work alongside us to support school communities:

- **DC Department of Behavioral Health (DBH):** DBH operates the School Behavioral Health Program, which offers prevention, early intervention, and clinical services in schools to youth and families.
- **Wendt Center for Loss and Healing:** Through its Resilient Scholars Project — School Based Services, Wendt offers evidence-based treatment models such as trauma-focused cognitive behavioral therapy, play therapy, and mindfulness to empower children and adolescents by highlighting their existing strengths.

Appendix B lists schools in which DBH and Wendt provide services.

How Do I Access These Services?

With the wide variety of mental health and counseling supports available in schools, accessing the right services can seem overwhelming. As a student, parent, teacher, or community member you may not know where to turn. To help you get the necessary support, the DCPS School Mental Health Team has developed a universal referral process. This process allows you to access all mental health and counseling supports in schools by completing one form. There is a form for students who are in need of support and a form for others to refer students for services. (See the next two pages.)

The school-based mental health team, which includes the members of the DCPS School Mental Health Team and our partners, will review each referral and determine the best school mental health professional or counselor to meet the student's needs. Once this decision has been made, the assigned clinician will contact the student and the student's parents/guardian within 10 school days to discuss next steps.

To begin the process, please complete either of the attached forms and give the form to your School Behavioral Health Coordinator (SBHC). If you do not know who your SBHC is, please give the form to the front office staff or email school.mentalhealth@k12.dc.gov.

Process for Accessing Services

Student completes
referral form



Another person
completes referral
form

School-based mental health team reviews form,
identifies provider



Within 10 school days, provider contacts student
and parent/guardian



Referral Form for Student Mental Health and Counseling Support

Student Name	Grade Level	Gender	Date Form Completed
Name of Person Making Referral	Contact # or Email for Person Making Referral		
Relationship to Student	Contact # or Email for Parent/Guardian		
<input type="checkbox"/> Teacher <input type="checkbox"/> School Staff <input type="checkbox"/> Friend/Family Member	Do you want the student to know you made the referral? <input type="checkbox"/> Yes <input type="checkbox"/> No		

Has the student or family asked for:

Information about services?

☐ Yes ☐ No

An appointment to initiate help?

☐ Yes ☐ No

Someone to contact them to offer help?

☐ Yes ☐ No

Please rate the urgency of this request by circling the appropriate number:

Not Urgent

Moderately Urgent

Very Urgent

1 2 3 4 5 6 7 8 9 10

Please check area(s) of concern that are demonstrated on a consistent/frequent basis:

ACADEMIC

- | | | | | |
|---|--|--|---|---|
| <input type="checkbox"/> Grades falling significantly | <input type="checkbox"/> Does not complete homework | <input type="checkbox"/> Has difficulty with written language | <input type="checkbox"/> Difficulty with peers in classroom | <input type="checkbox"/> Easily distracted |
| <input type="checkbox"/> Skipping classes | <input type="checkbox"/> Has low reading skills | <input type="checkbox"/> Inverts/reverses numbers/letters | <input type="checkbox"/> Unable to follow directions | <input type="checkbox"/> Falling asleep in class |
| <input type="checkbox"/> Excessive tardiness | <input type="checkbox"/> Has difficulty with math skills | <input type="checkbox"/> Possible auditory/vision difficulties | <input type="checkbox"/> Inability to stay on task/complete assignments | <input type="checkbox"/> Requires frequent one-on-one attention |
| <input type="checkbox"/> Low motivation/effort | | | | <input type="checkbox"/> Other: |

APPEARANCE

- | | | | | |
|---|---|---|---|---------------------------------|
| <input type="checkbox"/> Appearance/hygiene neglected | <input type="checkbox"/> Bloodshot eyes | <input type="checkbox"/> Needle or burn marks | <input type="checkbox"/> Weight loss/gain (dramatic/sudden) | <input type="checkbox"/> Other: |
| | <input type="checkbox"/> Bruises | | | |

BEHAVIOR

- | | | | | |
|--|---|---|---|--|
| <input type="checkbox"/> Abusive language/profanity | <input type="checkbox"/> Cutting/scratching/hurting self | <input type="checkbox"/> Inappropriate displays of affection/clingy | <input type="checkbox"/> Preoccupied with death | <input type="checkbox"/> Threatening/intimidating remarks/bullying |
| <input type="checkbox"/> Alcohol/drug abuse (suspected or known) | <input type="checkbox"/> Destruction of property | <input type="checkbox"/> Irritable/angry/hostile | <input type="checkbox"/> Rejected by peers/picked on | <input type="checkbox"/> Worrying/nervousness |
| <input type="checkbox"/> Argumentative | <input type="checkbox"/> Disruptive | <input type="checkbox"/> Isolated/withdrawn | <input type="checkbox"/> Self-esteem problems | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Attention seeking | <input type="checkbox"/> Eating problems (too much or too little) | <input type="checkbox"/> Lethargic/low energy | <input type="checkbox"/> Separation anxiety | |
| <input type="checkbox"/> Bizarre thoughts or behaviors (i.e., hearing voices, seeing things, eating inedible objects, rocking, head banging) | <input type="checkbox"/> Excessive or uncontrollable crying | <input type="checkbox"/> Negative peer influences | <input type="checkbox"/> Sexually assaultive toward others/vulgar | |
| | <input type="checkbox"/> Gang involvement | <input type="checkbox"/> Physically assaultive toward others/fighting | <input type="checkbox"/> Suffered sexual and/or physical assault | |
| | | <input type="checkbox"/> Pregnant | <input type="checkbox"/> Talks about suicide | |

DIFFICULTY MAKING TRANSITIONS

- | | |
|---|--|
| <input type="checkbox"/> New student having trouble with adjustment | <input type="checkbox"/> Trouble adjusting to new living situation |
|---|--|

FAMILY/ENVIRONMENT

- | | | |
|--|--|--|
| <input type="checkbox"/> Homeless (no fixed address, living with others) | <input type="checkbox"/> Reports abuse (physical, sexual, emotional) | <input type="checkbox"/> Suffered recent loss (including parent divorce) |
| <input type="checkbox"/> Inadequate food source | <input type="checkbox"/> Speaks with anger about parents/family | <input type="checkbox"/> Other: |

By law, reports that may indicate abuse or neglect may have to be referred to the Child and Family Services Agency. See the mandated reporting protocol or consult with a member of the school-based mental health team for more information.

PLEASE RETURN COMPLETED FORMS TO YOUR SCHOOL MENTAL HEALTH COORDINATOR.

Student Self-Referral Form for Mental Health and Counseling Support

Name	Grade Level	Gender	Date Form Completed

Are you a special education student? ☐ Yes ☐ No

How urgent is your request for counseling?

Not Urgent				Moderately Urgent					Very Urgent
1	2	3	4	5	6	7	8	9	10

Please check as many of the following that may apply to your situation:

FEELINGS ...

- | | | | |
|--|--|--|---|
| <input type="checkbox"/> Really sad | <input type="checkbox"/> Grief | <input type="checkbox"/> Withdrawn/isolated | <input type="checkbox"/> Hostile/unapproachable |
| <input type="checkbox"/> Hopeless | <input type="checkbox"/> Extremely afraid | <input type="checkbox"/> Very distracted | <input type="checkbox"/> Self-esteem problems |
| <input type="checkbox"/> Worthless | <input type="checkbox"/> Irritable | <input type="checkbox"/> Depressed | |
| <input type="checkbox"/> Very angry | <input type="checkbox"/> Always crying | <input type="checkbox"/> Out of control | |
| <input type="checkbox"/> Anxious/worried | <input type="checkbox"/> Rejected by peers | <input type="checkbox"/> Always tired/sleepy | |

BEHAVIORS ...

- | | | | |
|--|--|---|---|
| <input type="checkbox"/> Cutting/scratching self | <input type="checkbox"/> Using drugs/alcohol | <input type="checkbox"/> Skipping school | <input type="checkbox"/> Thoughts of death |
| <input type="checkbox"/> Eating then vomiting | <input type="checkbox"/> Suicidal thoughts/threats | <input type="checkbox"/> Bizarre thoughts | <input type="checkbox"/> Sudden weight loss |
| <input type="checkbox"/> Not eating | <input type="checkbox"/> Grades falling | <input type="checkbox"/> Destroying property | <input type="checkbox"/> Abusive/fighting |
| <input type="checkbox"/> Stealing | <input type="checkbox"/> Disrupting class | <input type="checkbox"/> Excessive absences/tardy | |

OTHER ...

- | | | | |
|---|--|---|--|
| <input type="checkbox"/> Sexual abuse | <input type="checkbox"/> Physical assault | <input type="checkbox"/> Difficulty with parent | <input type="checkbox"/> Always sick/tired |
| <input type="checkbox"/> Physical abuse | <input type="checkbox"/> Pregnancy | <input type="checkbox"/> Death of family/friend | <input type="checkbox"/> Negative peer influence |
| <input type="checkbox"/> Neglect | <input type="checkbox"/> Family drug/alcohol use | <input type="checkbox"/> Parents separated/divorced | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Rape (stranger/date) | <input type="checkbox"/> Homelessness | <input type="checkbox"/> Relationship problems | |

Have you spoken to anyone about any of the above? ☐ Yes ☐ No

If yes, who? ☐ Teacher ☐ Parent/guardian ☐ Principal/administrator ☐ House parent ☐ School nurse
☐ Other:

Are you over the age of 12? ☐ Yes ☐ No

If you are over the age of 12, do you have any concerns about your parents/guardian being contacted to consent to you receiving mental health services? ☐ Yes ☐ No

By law, reports that may indicate abuse or neglect may have to be referred to the Child and Family Services Agency. See the mandated reporting protocol or consult with a member of the school-based mental health team for more information.

PLEASE RETURN COMPLETED FORMS TO YOUR SCHOOL MENTAL HEALTH COORDINATOR.

Frequently Asked Questions

What are school-based mental health services?

School-based mental health services are services provided to you and/or your child by qualified school staff who focus on whole child development. These services can address a variety of issues that you and/or your child may be experiencing, from academic challenges to grief and loss, anxiety, trauma, and other challenges that families face day to day.

Who provides school-based mental health services?

These services are provided by mental health professionals. DCPS school-based mental health professionals are all licensed by the Office of the State Superintendent of Education (OSSE). School social workers are also licensed at the clinical level by the DC Department of Health. Clinicians from community-based organizations (CBOs) are either licensed individually or supervised by a licensed professional whose agency has been vetted and approved by the DC Department of Behavioral Health and DCPS.

What is the difference between a school counselor, a school psychologist, and a school social worker?

School counselors, psychologists, and social workers each play an integral role in supporting the emotional health of students of all ages. Each professional group has different yet critical roles in affecting student outcomes and supporting school communities.

School counselors support students directly through academic planning and goal setting, classroom lessons that maximize student success, and small-group interventions to support students as they transition through the grades. At the secondary level they also help students plan for higher education, the military, or the workforce. Counselors do not provide therapeutic interventions or long-term supportive services in schools.

School psychologists help educators identify student strengths and areas of growth. They also screen students who exhibit early warning indicators and collect data to determine the severity of students' needs. If concerns persist, school psychologists complete comprehensive psychological assessments to help determine if students meet the eligibility criteria for a disability classification and require specialized instruction and/or related services.

School social workers are the only school-based mental health staff who are required to be licensed by both the

DC Department of Health and OSSE. They are trained to provide evidence-based mental health treatments and practices to students and are best suited to provide behavior support services as prescribed on a student's Individual Education Plan (IEP) or 504 plan. School social workers also complete social work assessments, functional behavior assessments, and behavior intervention plans to help school teams make data-informed decisions related to modifying behavior.

Are CBO clinicians the same as school-based mental health providers?

CBO clinicians are employed by their respective CBO. They are not DCPS employees. They work alongside DCPS school-based mental health providers to support students and families. Both groups of professionals provide supportive services to students and families. CBO clinicians, however, do not provide behavior support services to students who are prescribed the service on an IEP or 504 plan.

Why would my child be referred to a CBO?

Students are referred to CBOs through the school's Multi-Tiered System of Support. Schools use data to look at student progress in a variety of areas: reading, math, attendance, and behavior. Students who need support are provided targeted interventions for their area of need. The school-based mental health team and partners work together to determine the best clinician and/or organization to meet individual students' needs.

Can my child be supported by a CBO if my child is receiving behavior support services on their IEP or 504 plan?

Students who receive behavior support services based on their IEP/504 plan are not eligible to receive school-based behavior support services from a CBO clinician because they are already receiving the service dictated on their plan. If students have an IEP/504 plan that does not indicate behavior support services and behavior is a concern, the team should meet to determine if the service should be added to the student's plan to ensure that the student's needs are being met holistically.

If my child fills out the Student Self-Referral Form or is referred for mental health services by another adult, will I be notified?

By law, students can receive mental health services without parental consent. However, DCPS views parents as partners, so we include them in the process and seek their consent to the extent possible. See consent forms in Appendix C.

Can my child receive services in school if they are already receiving counseling/behavioral support services from an outside agency?

Yes. If your child is receiving services from an outside agency, they can also receive school-based mental health services. It may be helpful to share this information with your child's outside provider so that services and treatment can be coordinated.

Is there a cost associated with services my student receives from a CBO?

No student will be turned away for services, whether or not you have insurance. However, if you do have insurance through an accepted company, your insurance will be billed for services. Billing for services allows CBO clinicians to provide Tier 3 services in the school setting. Clinicians will request health insurance information for billing purposes only. Students who do not have insurance can work with CBO clinicians to obtain insurance or receive support from a DCPS school mental health provider or counselor depending upon the level of need.

Is my child's diagnostic information shared with DCPS?

No. To ensure that students are safe and that they are receiving services, CBOs and other partners are required to submit to the DCPS School Mental Health Team the name of students they support, the name of the student's clinician, the clinician's licensure status, and the name of the clinician's supervisor and licensure status if the clinician is not licensed to practice independently. This disclosure does not include any information about diagnosis or therapy and is not used for any other purpose. This information is stated explicitly on the consent form. Please see Appendix C.

Appendix A: DCPS Evidence-Based Treatments and Practices (EBTs)

Following are the 19 EBTs used in DCPS schools. After the initial screening, the school-based mental health team will determine whether one of these EBTs is appropriate to address the student's needs.

NAME OF EBT	DESCRIPTION	INTENDED AUDIENCE
AI's Pals	AI's Pals: Kids Making Healthy Choices is an early childhood curriculum designed to increase the protective factor of social and emotional competence in young children and to decrease the risk factor of early and persistent aggression or antisocial behavior. The resiliency-based curriculum is designed to provide real-life situations that introduce children to health-promoting concepts and build prosocial skills, such as understanding feelings, accepting differences, caring about others, using self-control, and managing anger.	Prekindergarten Students
Art Therapy	Art therapy intervention is provided by the School Mental Health Team's four art therapists. It is a useful tool for assisting students who are exposed to trauma, abuse, significant grief and/or loss, or related issues that they are unable to process verbally. These issues can have a negative impact on school performance.	Primary Students
Bounce Back	Bounce Back is a school-based group intervention for elementary students who have been exposed to stressful and traumatic events.	Primary Students
Cannabis Youth Treatment (CYT)	CYT is a school-based intervention to address cannabis use disorders. The treatment uses motivational enhancement therapy and cognitive behavioral therapy principles in this five-session program for adolescents between the ages of 12 and 18. The treatment must be delivered by trained social workers. Sessions are a combination of individual and group formats.	Secondary Students
Child-Centered Play Therapy (CCPT)	CCPT is an evidence-informed, early intervention approach to help young children self-regulate emotions, develop improved executive functioning skills, and increase emotional literacy using play. This school-based intervention includes a parent interview, four assessment sessions, and 10 individual child-centered play sessions.	Primary Students
Cognitive Behavior Intervention for Trauma in Schools (CBITS)	CBITS is a school-based intervention for addressing specific incidents of trauma. It is designed for students in 5th to 9th grades. Students participate in one-hour weekly group sessions for 10 weeks. The program also includes three individual sessions, two parent/guardian education sessions, and one teacher education session. Services are delivered by a CBITS-trained social worker.	5th–9th Grade Students

NAME OF EBT	DESCRIPTION	INTENDED AUDIENCE
Cognitive Behavior Therapy (CBT)	CBT is a solution-focused intervention that focuses on current needs rather than past problems and seeks to teach children to become their own therapist.	Primary and Secondary Students
The Feeling Friends	The Feeling Friends is a cutting-edge social-emotional learning educational product that helps children learn, feel safe, and express their feelings appropriately via entertaining, educational, and interactive experiences. The Feeling Friends positively influences children's emotional development by strengthening and nurturing their social and emotional competencies while integrating the academic experience.	Prekindergarten Students
Grief and Trauma in Schools (GTI)	GTI is designed for children ages 7 to 12 with post-traumatic stress due to witnessing or experiencing one or more types of violence or disasters or due to experiencing or witnessing the death of a loved one, including death by homicide. GTI aims to improve symptoms of post-traumatic stress, depression, and traumatic grief. The intervention is conducted with children in a group or individual format in 10 sessions of approximately one hour. The program also includes a parent/guardian education session.	Primary Students
I AM Little Red	I AM Little Red is a 10-minute animated short aimed at educating children about the dangers of sex trafficking, with the goal of prevention and awareness.	Elementary Students
LIGHTS	LIGHTS is a narrative-based prevention education curriculum designed to empower young people with the knowledge and skills to protect themselves from human trafficking and exploitation. The 10 interwoven narratives are based on the lived experiences of teen survivors and bring to life the complex and most common ways youth in America are trafficked and exploited. This curriculum has been piloted in various states with youth from every economic background and ethnicity.	Secondary Students
Love Is Not Abuse (LINA)	LINA focuses on four critical goals: increasing students' understanding of teen dating abuse; enabling students to reach out to provide support and help to a friend or family member who may be involved in an abusive relationship; increasing help-seeking behavior among students involved in abusive dating relationships; and promoting healthier approaches to dating relationships and conflicts.	Secondary Students
Sand Tray Therapy	Sand tray therapy is a combination of play therapy and art therapy. It is often used as an adjunct to talk therapy.	Prekindergarten and Elementary Students

NAME OF EBT	DESCRIPTION	INTENDED AUDIENCE
The Seven Challenges	The Seven Challenges helps adolescents understand what needs they are meeting by using drugs, what harm they are causing, what risks they are taking, and what giving up a drug-using lifestyle entails. The intervention is intended for more chronic users of cannabis, alcohol, or other substances.	Secondary Students
Sources of Strength	Sources of Strength aims to prevent suicide by increasing help-seeking behaviors and promoting connections between peers and caring adults.	Secondary Students
Structured Psychotherapy for Adolescents Responding to Chronic Stress (SPARCS)	SPARCS is a school-based intervention targeting chronically traumatized adolescents experiencing chronic stress and problems in functioning (e.g., school adjustment, post-traumatic stress disorder symptoms). This 16-week program includes weekly group sessions with a SPARCS-trained social worker.	Secondary Students
Tell Your Friends	Tell Your Friends is a four-module, multimedia prevention education curriculum that teaches high-risk girls and boys about their rights and resources in the classroom. The curriculum both empowers and motivates students with the knowledge, communication skills, and community resources to keep themselves safe from exploitation and trafficking and to become peer educators who will “tell their friends,” families, and communities how to do the same.	Secondary Students
Theatre Troupe/ Peer Education Project (TTPEP)	TTPEP is an evidence-based prevention and peer education intervention that increases knowledge of social norms; modifies attitudes, beliefs, and intentions through the examination of consequences; and promotes the development of communication and peer refusal skills related to alcohol and marijuana use.	Secondary Students
The Zones of Regulation	The Zones curriculum is geared toward helping students learn how to consciously regulate their actions, which in turn leads to increased control and problem-solving abilities.	Primary Students

Appendix B: Partners in Schools

The DCPS School Mental Health Team partners with other providers to extend school-based mental health services to students at all levels of need. The following table is a starting point to help you identify the providers that are in your school (additional organizations may be present in the schools).

This list is current as of September 2020. To view the most up-to-date list, visit <https://dcps.dc.gov/service/school-mental-health-team>.

Aiton Elementary School

- Volunteers of America
- Department of Behavioral Health

Amidon-Bowen Elementary School

- Hillcrest
- Department of Behavioral Health

Anacostia High School

- Latin American Youth Center
- Department of Behavioral Health

Ballou High School

- Latin American Youth Center
- Department of Behavioral Health

Ballou STAY High School

Future Expansion School

Bancroft Elementary School

- Mary's Center

Bard High School Early College DC (Bard DC)

Future Expansion School

Barnard Elementary School

- Mary's Center

Beers Elementary School

- Catholic Charities
- Department of Behavioral Health

Benjamin Banneker High School

Future Expansion School

Brent Elementary School

Future Expansion School

Brightwood Education Campus

- Latin American Youth Center

Brookland Middle School

- Howard University Behavioral Health
- Department of Behavioral Health

Browne Education Campus

- One Common Unity
- Department of Behavioral Health

Bruce-Monroe Elementary School @ Park View

- Mary's Center

Bunker Hill Elementary School

Future Expansion School

Burroughs Elementary School

- April May

Burrville Elementary School

- Hillcrest

C.W. Harris Elementary School

- MBI

Capitol Hill Montessori School @ Logan

Future Expansion School

Cardozo Education Campus

- Latin American Youth Center
- Department of Behavioral Health

Cleveland Elementary School

- Mary's Center

Columbia Heights Education Campus

- Mary's Center
- Department of Behavioral Health

Coolidge High School

- Mary's Center

Deal Middle School

- One Common Unity

Dorothy I. Height Elementary School

- April May
- Department of Behavioral Health

Drew Elementary School

- MBI

Duke Ellington School of the Arts

Expansion School — Partner Pending

Dunbar High School

- Hillcrest

Eastern High School

- One Common Unity

Eaton Elementary School

Future Expansion School

Eliot-Hine Middle School

- Catholic Charities

Excel Academy

- Paving the Way

Garfield Elementary School

- Catholic Charities
- Department of Behavioral Health

Garrison Elementary School

- Hillcrest

H.D. Cooke Elementary School

- Mary's Center

Hardy Middle School

- Hillcrest

Hart Middle School

- Hillcrest
- Department of Behavioral Health

H.D. Woodson High School

- Hillcrest

Hearst Elementary School

Future Expansion School

Hendley Elementary School

- Catholic Charities

Houston Elementary School

- MBI

Hyde-Addison Elementary School

Future Expansion School

Ida B. Wells Middle School

Future Expansion School

Inspiring Youth Program

Future Expansion School

J.O. Wilson Elementary School

- Hillcrest

Janney Elementary School

Future Expansion School

Jefferson Middle School Academy

- Catholic Charities
- Department of Behavioral Health

John Johnson Hayden Middle School

- Hillcrest
- Department of Behavioral Health
- Wendt Center for Loss and Healing

Kelly Miller Middle School

- MBI
- Department of Behavioral Health

Ketcham Elementary School

- Community of Hope
- Department of Behavioral Health

Key Elementary School

- Department of Behavioral Health

Kimball Elementary School

- SmileTherapeutic Services
- Department of Behavioral Health

King Elementary School

- MBI
- Department of Behavioral Health

Kramer Middle School

- Latin American Youth Center
- Department of Behavioral Health

Lafayette Elementary School

Future Expansion School

Langdon Elementary School

- Hillcrest

Langley Elementary School

- MBI

LaSalle-Backus Education Campus

- Hillcrest

Lawrence E. Boone Elementary School

- SmileTherapeutic Services
- Department of Behavioral Health

Leckie Education Campus

- Paving the Way

Ludlow-Taylor Elementary School

Future Expansion School

Luke C. Moore High School

- Maryland Family Resource

MacFarland Middle School

- Mary's Center

Malcolm X Elementary School @ Green

- MBI
- Department of Behavioral Health

Mann Elementary School

Future Expansion School

Marie Reed Elementary School

- Community of Hope

Maury Elementary School

Future Expansion School

McKinley Middle School

- Howard University Behavioral Health
- Department of Behavioral Health
- Wendt Center for Loss and Healing

McKinley Technology High School

- Howard University Behavioral Health
- Department of Behavioral Health

Miner Elementary School

- MBI
- Department of Behavioral Health

Moten Elementary School

- Community of Hope
- Department of Behavioral Health

Murch Elementary School

Future Expansion School

Nalle Elementary School

- Catholic Charities

Noyes Elementary School

- Hillcrest

Oyster-Adams Bilingual School

- Paving the Way

Patterson Elementary School

- Catholic Charities
- Department of Behavioral Health

Payne Elementary School

- Maryland Family Resource

Peabody Elementary School (Capitol Hill Cluster)

Future Expansion School

Phelps Architecture, Construction and Engineering High School

- Hillcrest

Plummer Elementary School

- MBI

Powell Elementary School

- Mary's Center

Randle Highlands Elementary School

- Paving the Way

Raymond Education Campus

- Hillcrest

River Terrace Education Campus

Future Expansion School

Ron Brown College Preparatory High School

- Maryland Family Resource
- Department of Behavioral Health

Roosevelt High School

- One Common Unity
- Department of Behavioral Health

Roosevelt STAY High School

Future Expansion School

Ross Elementary School

Future Expansion School

Savoy Elementary School

- MBI

School Without Walls @ Francis-Stevens

- Maryland Family Resource

School Without Walls High School

Future Expansion School

School-Within-School @ Goding

Future Expansion School

Seaton Elementary School

- Hillcrest

Shepherd Elementary School

Future Expansion School

Simon Elementary School

- Catholic Charities
- Department of Behavioral Health

Smothers Elementary School

- Hillcrest

Sousa Middle School

- SmileTherapeutic Services

Stanton Elementary School

- MBI
- Department of Behavioral Health

Stoddert Elementary School

Future Expansion School

Stuart-Hobson Middle School (Capitol Hill Cluster)

- One Common Unity
- Department of Behavioral Health

Takoma Education Campus

- One Common Unity
- Department of Behavioral Health

Thomas Elementary School

- Hillcrest
- Department of Behavioral Health

Thomson Elementary School

- Maryland Family Resource

Truesdell Education Campus

- Mary's Center

Tubman Elementary School

- Mary's Center

Turner Elementary School

- Hillcrest
- Department of Behavioral Health

Tyler Elementary School

Expansion School — Partner Pending

Van Ness Elementary School

Future Expansion School

Walker-Jones Education Campus

- Catholic Charities
- Department of Behavioral Health

Watkins Elementary School (Capitol Hill Cluster)

Future Expansion School

West Education Campus

- Hillcrest

Wheatley Education Campus

- One Common Unity
- Department of Behavioral Health

Whittier Education Campus

- One Common Unity
- Wendt Center for Loss and Healing

Woodrow Wilson High School

- Latin American Youth Center
- Department of Behavioral Health

Youth Services Center

Future Expansion School

Appendix C: Parent/Guardian Consent Forms

By law, students can receive mental health services without parental consent. However, DCPS views parents as partners, so we include them in the process and seek their consent. The appropriate version of the consent form will be provided to parents/guardians after the student has been referred for services and the school-based mental health team has identified the school mental health professional or counselor who can best meet the student's needs. The forms are provided here for informational purposes.

Parent/Guardian Permission for Mental Health Service Provision by a DCPS Partner

Date: _____

Dear Parent(s)/Guardian(s):

Your child _____ has been referred for short-term ☐ **group** or ☐ **individual** supportive mental health services. By signing below, you are providing permission for _____, a DCPS partner clinician from _____, to meet with your child weekly for approximately _____ minutes beginning on _____.

The time your student is out of the classroom will be coordinated with educators. The goal(s) of the sessions is/are:

By consenting to the provision of services by the above-named DCPS partner clinician, you acknowledge and consent to the above-named DCPS partner organization sharing the following information with the School Mental Health Team: your child's name, the name of your child's partner clinician, the partner clinician's licensure status, the name of the partner clinician's supervisor, the partner clinician supervisor's licensure status, and the beginning and ending dates of engagement with your child. This information does not include any information about diagnosis or treatment and is not used for any other purpose than to make sure that students are being supported by qualified professionals. If you have any questions or concerns, please contact the clinician identified above at _____. You can also contact the School Mental Health Team at school.mentalhealth@k12.dc.gov.

By signing below, I hereby consent to the provision of supportive mental health services in the manner and for the purpose described above.

Parent/Guardian Signature

Date

Parent/Guardian Permission for Mental Health Service Provision by the DCPS School Mental Health Team

Date: _____

Dear Parent(s)/Guardian(s):

As we discussed, your child has been referred for short-term ☐ **individual** or ☐ **group** counseling. With your permission, I will meet with your child weekly for approximately _____ minutes beginning on _____. The time your child is out of the classroom will be coordinated with the teacher.

The goal(s) of the counseling sessions is/are:

I will track your child's progress on these goals using the Strengths and Difficulties Questionnaire (SDQ), a tool DCPS uses to assess how students are functioning and responding to interventions received in school, such as individual and group counseling. You know your child best, so please complete and return the Parent SDQ Form (an electronic version can be accessed at <https://www.sdqinfo.org/>).

If you have any questions or concerns, please feel free to call me at _____.

Please indicate if you give your permission by signing below and returning the bottom portion of this letter, along with the SDQ parent version, by _____.

Sincerely,

School Social Worker

To be completed by DCPS staff: (Please check the appropriate choice.)

☐ Individual Counseling ☐ Group Counseling

Student

Teacher

To be completed by parent/guardian:

☐ I give permission for my child to participate in counseling.

☐ I do not give permission for my child to participate in counseling.

Parent/Guardian Signature

Date



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS