

| Intervention | Intervention Description | Tier | Availability |
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| Positive Behavior Interventions and Supports (PBIS) | PBIS is a decision-making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students. | Tier I | DCPS |
| Bullying Prevention | Bullying prevention programs are designed to improve peer relations and make schools safer, more positive places for students to learn and develop. Goals include reducing existing bullying problems among students, preventing the development of new bullying problems, and achieving better peer relations at school | Tier I | DCPS |
| School Climate Initiative | DCPS' School Climate Initiative falls directly into the Tier 1 or Universal Intervention stage of the Response to Intervention (RTI) triangle. | Tier I | DCPS – Youth Engagement leads |
| Second Step | The Second Step program can take students from preschool all the way through middle school. Each grade level features developmentally appropriate ways to teach core social-emotional skills such as empathy, emotion management, and problem solving. There are 25 lessons in kindergarten, 22 lessons in the K-5 curriculum, 12 lessons in 6th grade, and 13 lessons in 7th and 8th grade. Lessons are designed to take 20 -45 minutes to complete depending on grade level. Second is being implemented at several charter schools currently and formerly under the Safe Schools Healthy Student Initiative. | Tier I | DCPS elementary and middle schools |

TIERED SUPPORTS – SCHOOL MENTAL HEALTH

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| School Connect | School-Connect: SEL program for boosting students' social, emotional and academic skills. School-Connect emphasizes supportive learning communities in high schools and the importance of school connectedness to adolescents' personal growth and engagement in learning. | Tier I | DCPS High Schools |
| Dangers of the Mind | Dangers of the mind is a social and emotional literacy curriculum that provides a unique perspective on issues that affect teens. The program emphasizes overcoming negative thoughts, and creating a sustainable, progressive outcome for the future. | Tier I | DCPS Opportunity Academies |
| Speak Up Be Safe | Speak Up, Be Safe is a newly developed, school-based, child abuse prevention education program that focuses on child safety. It is an evolution of the Good Touch Bad Touch Program | Tier I | DCPS |
| CYT | Cannabis Youth Treatment (CYT) is a brief five-session treatment intervention for adolescents aimed at reducing and/or eliminating marijuana use and the associated problems that affect students. The intervention is intended to promote insight, identify and strengthen problem solving and coping skills that will circumvent the use of marijuana as a coping strategy. | Tier I | DCPS high schools |
| SOS | Signs of Suicide (SOS) is a 4-session, classroom-based, curriculum for middle and high school students. Students are screened for depression and suicide risk and referred for professional help as indicated. The intervention attempts to prevent suicide attempts, increase knowledge about suicide and depression, develop desirable attitudes toward | Tier I | DCPS |

TIERED SUPPORTS – SCHOOL MENTAL HEALTH

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| QPR | <p>suicide and depression, and increase help-seeking behavior.</p> <p>Question, Persuade, Refer (QPR) QPR – The Gatekeeper Training for Suicide Prevention is 2 hour educational program designed to teach "gatekeepers" --those who are strategically positioned to recognize and refer someone at risk of suicide (e.g., parents, friends, neighbors, teachers, coaches, caseworkers, police officers)--the warning signs of a suicide crisis and how to respond by following three steps: question the individual's desire or intent regarding suicide; persuade the person to seek and accept help, and refer the person to appropriate resources.</p> | Tier I | DCPS |
| Restorative Justice Circles | <p>Restorative justice circles are a community process for supporting those in conflict. It brings together those who have acted, those directly impacted and the wider community with the intent of dialogue as equals.</p> | Tier I | DCPS |
| RTI | <p>RTI allows students and members of their school community to coordinate services and initiatives related to academics, attendance, positive school culture, and health and wellness to ensure that all students receive appropriate support and necessary intervention, from general school-wide programming through intensive wrap-around support involving a wide range of service providers.</p> | Tier II | DCPS |
| Theatre Troupe | <p>Theatre Troupe uses theater arts as the vehicle for peer education, Theater Troupe provides prevention education in the schools and community on a variety</p> | Tier II | DCPS high schools |

TIERED SUPPORTS – SCHOOL MENTAL HEALTH

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| | of health topics, including alcohol and marijuana abuse. | | | |
| GTI | Grief & Trauma Intervention (GTI) utilizes cognitive behavioral and narrative therapy strategies to ameliorate symptoms of PTSD in children who have experienced violent acts or traumatic grief. | Tier II | | DCPS elementary schools |
| CCPT | Child Centered Play Therapy (CCPT) is the method of play therapy that creates a non-judgmental, emotionally supportive therapeutic atmosphere with clear boundaries that provide the child with psychological safety to permit the learning of emotional and behavioral self-regulation | Tier II | | DCPS elementary schools |
| CBITS | Cognitive Behavioral Intervention for Trauma in Schools (CBITS) is a school-based, group and individual intervention. It is designed to reduce symptoms of post-traumatic stress disorder (PTSD), depression, and behavioral problems, and to improve functioning, grades and attendance, peer and parent support, and coping skills. | Tier II | | DCPS middle schools and some high schools |
| SPARCS | Structured Psychotherapy for Responding to Adolescents with Chronic Stress (SPARCS) is a 16-session group intervention that was specifically designed to address the needs of chronically traumatized adolescents who may still be living with ongoing stress and may be experiencing problems in several areas of functioning. | Tier II | | DCPS middle and high schools |
| Art Therapy | Art therapy is the use art media, the creative process, and the resulting artwork to explore their feelings, reconcile emotional conflicts, foster self-awareness, manage behavior and addictions, | Tier II | | DCPS |

TIERED SUPPORTS – SCHOOL MENTAL HEALTH

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| | develop social skills, improve reality orientation, reduce anxiety, and increase self-esteem. | | | |
| Mental Health Consultation | Mental Health Consultation in the school setting provides teachers with psychosocial knowledge, skill, support, and objectivity to address multi-faceted social and emotional barriers to student academic success. | Tier II | | DCPS |
| CBT | Cognitive Behavioral Therapy (CBT) is a psychotherapeutic approach that addresses dysfunctional emotions, maladaptive behaviors and cognitive processes and contents through goal-oriented, explicit systematic procedures. The name refers to behavior therapy, cognitive therapy, and to therapy based upon a combination of basic behavioral and cognitive principles and research | Tier III | | DCPS |
| Community Mental Health Partner | Current Schools (SY 16-17) | Tier | | Availability |
| First Home Care | Anacostia HS, Burroughs ES, CW Harris ES, Dunbar HS, Hart MS, Kelly Miller MS, King ES, LaSalle Backus EC, Malcolm X ES, Orr ES, Wheatley EC, Whittier ES | Tier II and III | | DCPS |
| Mary's Center | Bancroft ES, Barnard ES, Bruce Monroe ES, CHEC (MS and HS), Powell ES, Roosevelt HS, Tubman ES | Tier II and III | | DCPS |
| Wendt Center | Anacostia HS, CHEC (MS and HS), McKinley MS, Tubman ES, Watkins ES, Whittier ES | Tier II and III | | DCPS |
| Connected Psychology | Ballou HS, Cardozo HS, Hart MS, Moten ES, Savoy ES, Stuart Hobson MS | Tier II and III | | DCPS |
| Contemporary Family Services | Hart MS, Plummer ES, Stanton ES | Tier II and III | | DCPS |
| Family Matters | Turner ES | Tier II and III | | DCPS |