

**DPI New School Social Worker Resource Sharing Sessions**  
**Session 3: Comprehensive School Mental Health System (CSMHS),**  
**Multi-level Systems of Support (MLSS), Positive Behavior Intervention and Support (PBIS),**  
**and Risk Assessment SSW Resources**

**Comprehensive School Mental Health System (CSMHS)**

- [Wisconsin School Mental Health Framework](#)
  - Wisconsin’s vision for Comprehensive School Mental Health is outlined in the Wisconsin School Mental Health Framework: Building and Sustaining a Comprehensive System. The framework includes six components of a CSMHS and provides guidance on implementing them from a trauma sensitive lens.
- [DPI School Mental Health webpages](#)
  - Navigate through the resources we have at DPI using the left-hand side menu. Here you will find elearning courses, including our mental health framework, with many other topics and implementation tools that fall into the broad category of Comprehensive School Mental Health.
- [National Center for School Mental Health SHAPE Quality Assessment and Resource Library](#)
  - From a free school mental health quality assessment and resource library, to custom reports and a library of free and low-cost screening and assessment measures, SHAPE has the tools teams need to improve school mental health programming and sustainability in schools, districts, and states/territories.
  - Includes a free [Trauma Responsive Schools Assessment](#)
- [Mental Health Technology Transfer Center Network School Mental Health Initiative](#)
  - So many resources for school mental health
  - [Online modules for school mental health system implementation guidance](#)

**Multi-level Systems of Support (MLSS) and Positive Behavior Intervention and Support (PBIS)**

- [Wisconsin’s Framework for Equitable Multi-level Systems of Supports](#) (2017)
  - Wisconsin’s Equitable Multi-level Systems of Supports conveys the vision of an integrated system of behavioral, social, emotional, and academic support, includes all educators and all learners, considers the whole child and system, and attends to equitable access, opportunity, and outcomes.
- [Equity: Wisconsin’s Model to Inform Culturally Responsive Practices](#) (2017)
  - The Model to Inform Culturally Responsive Practices describes the beliefs, knowledge, and practices Wisconsin educators, schools, and districts need to reach and teach diverse students within their culturally responsive multi-level systems of support. It’s not a checklist or a toolkit; rather, cultural responsiveness is a way of being and knowing. It’s how we show up to do the work of schools.

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## Session 3: Comprehensive School Mental Health System (CSMHS), Multi-level Systems of Support (MLSS), Positive Behavior Intervention and Support (PBIS), and Risk Assessment SSW Resources

- [Wisconsin RTI Center & PBIS Network](#)
  - The Wisconsin Rtl Center which houses Wisconsin's PBIS Network is a collaborative project between DPI and the 12 CESA agencies to provide high quality PBIS professional development and technical assistance regionally throughout Wisconsin. The Wisconsin PBIS Network helps Wisconsin schools implement and sustain an equitable multi-level system of supports to ensure behavioral and academic needs of ALL students are met. For more information on PBIS in Wisconsin, please visit the Wisconsin Rtl Center website.

### Screening and School Mental Health

- [DPI Mental Health Screening Webpage](#)
  - [MH Screening Resource Guide](#)
    - Screening instruments, when selected and used appropriately, can supplement professional judgment, boost credibility of referrals and support staff and families in understanding developmentally appropriate behaviors of children and adolescents.
  - [Understanding the Differences: Social and Emotional Learning \(SEL\) Competence Assessment and Social, Emotional, and Behavioral \(SEB\) Screening and Assessment Document](#)
    - This document is intended to assist school professionals in differentiating between Social and Emotional Learning (SEL) Competency Assessment, Universal Social, Emotional, and Behavioral (SEB) screening, and more targeted SEB assessment. This document provides some basic information relating to screening and assessment, with a selection of additional resources linked at the end to support the comprehensive planning necessary to implement effective practices
- [DPI Youth Suicide Webpage on Screening](#)
- [Screening Guide](#) - National Center for School Mental Health
  - School Mental Health Quality Guide: School Mental Health Screening is part of a collection of resources developed by the National Center for School Mental Health (NCSMH) at the University of Maryland School of Medicine for The SHAPE System. The Quality Guides provide guidance to help school mental health systems advance the quality of their services and supports. This guide contains background information on school mental health screening, best practices, possible action steps, examples from the field, and resources.
- Staff Self Assessment - [Educator Resilience and Trauma-Informed Self-Care Self Assessment](#) - CGTL
  - This handout includes a self-care self-assessment with key strategies for fostering resilience and a self-care planning tool to assist educators in identifying areas of strength and growth related to self-care and developing self-care plans.

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## Risk Assessment

- [SSWAA List of Resources to assist evidence-based practices including assessments](#)
- [WI Office of School Safety](#)
  - [Threat Assessment Resources](#)
- [PREPaRE Crisis Prevention and Response Training](#)
  - The PREPaRE curriculum has been developed by the National Association of School Psychologists (NASP) as part of NASP's decade-long leadership in providing evidence-based resources and consultation related to school crisis prevention and response. PREPaRE training is ideal for schools committed to improving and strengthening their school safety and crisis management plans and emergency response.
- **Suicide Risk Assessment**
  - **\*Note** - It is important to understand the differences between suicide screening and risk assessment. Professionals should only work within the scope of their training and experience. Parents and caregivers should be informed of concerns relating to suicidal ideation, **even where a low risk is indicated**. School district policies and procedures should be followed. If you have concerns with your district policy and procedure, you should address this with your school/district administration and advocate for changes aligned with ethical practices and state and national guidance from your professional association. Pupil services staff have differences in their training and capacity for conducting suicide risk assessments and safety planning. The resources provided here are for your consideration and further learning, and only trained and experienced staff should engage with suicide risk assessments. If required to conduct suicide assessments and safety planning, additional and ongoing training is recommended.
  - [Structured Guide for Team Assessment of Self-Harming Youth School Social Work Association of America Practice Tool Structured Guide for Team Assessment of Self-Harming Youth](#) - SSWAA
  - [Stanley Brown Safety Plan](#) -
    - A brief intervention to help those experiencing self-harm and suicidal thoughts with a concrete way to mitigate risk and increase safety.
  - [Comprehensive Approach to Mental Health PRomotion and Suicide Prevention for High Schools](#) - JED Foundation
  - [NASP Resources on Suicide Prevention](#)
  - [ASCA School Counselor Statement on Suicide Risk Assessment](#)
    - School counselors support best practice in suicide prevention to reduce suicide risk in children and adolescents and are part of a collaborative team who respond when students are identified as at-risk for suicide. When becoming aware of a student considering suicide, school counselors assert their ethical and legal responsibility to report suspected suicide risk to parents/ guardians and the appropriate authorities.

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- [Safety Planning Guide](#) - Suicide Prevention Resource Center
- [SAMHSA's Toolkit for HS Suicide Prevention](#)
- [Virginia State Department of Education Suicide Prevention Resources](#)
- [New York State Framework for Suicide Prevention](#)
- [Lethal Means Restriction - Free online module](#) - Zero Suicide
  - Counseling on Access to Lethal Means can help you feel prepared to talk with people about means safety. Reducing access to lethal means, such as firearms and medication, can determine whether a person at risk for suicide lives or dies. This course is about how to reduce access to the methods people use to kill themselves. It covers who needs lethal means counseling and how to work with people at risk for suicide—and their families—to reduce access.

*\*The Wisconsin Department of Public Instruction (DPI) does not endorse any specific companies or materials, and the included resources are by no means the only materials available. This list is provided to encourage schools to consider their resources and efforts in the above areas.*