

From the 2018 Final Recommendations of the School Safety Task Force

(https://www.michigan.gov/documents/msp/Final_Recommendations_SSTF_640543_7.pdf)

Recommendation 9:

Behavioral health considerations should be integrated throughout the All-hazards Emergency Operations Planning (EOP) Template and Guidance for schools.

Suggested behavioral health content has been submitted for inclusion within the current edition of the EOP Guidance for schools.

Status (draft)

The OSS is currently working with MDE mental health experts, school psychologists, and has partnered with subject matter experts from Michigan State University through the 2019 BJA STOP School Violence grant to develop appropriate mental/behavioral health guidance and integrate into the updated All-Hazards EOP Template and Guidance for schools.

Recommendation 12:

The OK2SAY program should be identified and adopted by schools for students to report information about suspicious behaviors, bullying, suicide threats, anxiety, drugs, etc.

Currently the OK2SAY program does not have any dedicated funding source for outreach and awareness. Dedicated funding will allow for sustained presentations and appropriate advertising and promotion of the OK2SAY program across the state utilizing multiple social media platforms. Advertising should utilize direct marketing, broadcast media, print, media, support media, and product placement. As advertising, program promotion, and awareness grows, so will Michigan's student safety.

Status (draft)

Every school in Michigan is a part of OK2SAY and the program has utilized numerous methods to encourage students to adopt and utilize the program. An implementation guide for schools located on the OK2SAY website provides steps that schools can take to promote the program. Schools can request free promotional materials such as posters, stickers, brochures, and contact cards. OK2SAY created several public service announcements and advertisements that played at movie theaters and gas station screens, and on TV and the radio.

Recommendation 13:

Encourage school districts/charter schools/private schools to incorporate OK2SAY presentations, provide emergency contact information to the OK2SAY program, and complete outcome reports.

OK2SAY training needs to be incorporated for all school employees, volunteer staff, students, and parents. It is recommended that this training be similar to the now required concussion protocol training. The training could be delivered through a video viewed at the beginning of each school year and made available throughout the year as needed.

A requirement needs to be added within a school's All-hazards Emergency Operations Plan to conduct at least one OK2SAY presentation every three years. Schools would also be required to provide the OK2SAY program administrators with a minimum of two after-hours contact numbers for school administrators. Schools and law enforcement officials would be required to complete outcome reports within 72-hours of receipt from the OK2SAY program.

Status (draft)

OK2SAY has conducted student safety seminars. PA 401 of 2020 mandates that schools provide emergency contact information to the OK2SAY program at least biannually. Each time a tip is referred, OK2SAY technicians encourage school officials to complete an outcome report detailing the nature of the tip, how the tip was handled, and whether the situation was completely resolved or requires ongoing attention. OK2SAY provides information on how to complete a report so local entities can demonstrate their commitment to student safety. This is an ongoing process with no end date.

Recommendation 21:

Ensure Michigan Commission on Law Enforcement Standards (MCOLES) provides additional guidance regarding sources of training.

Preliminary research and input from subject-matter-experts (SMEs) revealed several sources of training. The most common existing source of School Resource Officer (SRO) training noted is the National Association of School Resource Officers (NASRO). At the national level, NASRO offers a 24-hour advanced training program that focuses on working effectively with the school community, legal updates, interviewing skills, social media, incident command, and Crime Prevention Through Environmental Design (CPTED). Training in adolescent mental health is of particular importance, based on relevant research findings. Mental health training for SROs must go beyond the general nature of mental disorders or developmental disabilities and focus on the concepts most relevant to the adolescent brain. SROs must be trained to recognize specific behavioral cues, understand a range of potential services, and treat troubled youths with dignity and respect. The idea is not to turn SROs into clinicians or diagnosticians but to equip them with the necessary skills to respond appropriately in the school environment.

The following information and/or training resources are recommended for all three tiers of school safety personnel:

- Michigan Commission on Law Enforcement Standards (MCOLES);
- Training vendors that adhere to MCOLES training recommendations;
- Teaching, Educating, and Mentoring (T.E.A.M.) School Liaison Program;
- National Association of School Resource Officers (NASRO);
- Training vendors equivalent to the NASRO level of training;
- Michigan Department of Education;
- United States Department of Education (DOE);
- Indiana School Safety Recommendations;
- Minnesota Division of Homeland Security;
- Ohio School Safety Plans;
- Texas Senate Select Committee on Violence in Schools;
- Michigan Crisis Intervention System—Western Michigan University;
- National Center for Missing and Exploited Children;
- National Crime Prevention Coalition;
- National Mental Health First Aid Program (youth training);
- National Organization for School Safety;
- National School Safety Center;
- National Crisis Intervention Team (CIT) program;
- Office of Community Oriented Policing Services (COPS);
- School Discipline Consensus Report;
- Congressional Research Service, School Resource Officers: Law Enforcement Officers in Schools.

Status (draft)

Once training is mandated, MCOLES will regularly conduct curriculum review to ensure valid, relevant training is available to school safety personnel.

Recommendation 25:

Update and expand the online Alternatives to Suspensions and Expulsions toolkit and increase promotion and use of the tool. (https://www.michigan.gov/mde/0,4615,7-140-74638_72831---.00.html).

The online toolkit for Alternatives to Suspensions and Expulsions provides information for administrators and families as well as resources for restorative practices. This toolkit is designed to accompany the Model Code of Student Conduct and provides guidance on enacting culture change in K-12 schools and addressing behavioral concerns using non-exclusionary methods. The current toolkit is designed to provide schools with research-based social and emotional learning strategies and options designed to promote positive behavior and modify negative behavior while holding students accountable and minimizing exclusion time. This toolkit will serve as the base for the work around alternatives to current student disciplinary actions, primarily suspensions, and expulsions.

- Through the Toolkit, schools will be encouraged to:
 - Implement or expand evidence-based alternative and supplemental strategies for social and emotional learning such as Positive Behavioral Interventions and Supports (PBIS), Michigan Model for Health™ and restorative practices.
 - Integrate social and emotional learning and other evidence-based pro-social development practices into their culture, supporting and sustaining them as vital elements of the school operations.
 - Collect and effectively utilize data—including discipline and academic performance records, truancy data, student and stakeholder surveys, and other relevant measurements — for ongoing formative evaluation of disciplinary processes and their effectiveness.
 - Use a Michigan Department of Education (MDE) approved training module on data analysis specific to school health and safety data.
 - Use discretion afforded under zero tolerance laws and other regulations to reserve suspension and expulsion for only the most serious offenses such as those infractions required by law and deemed absolutely necessary.
- Additional sections to the Toolkit will be created to include information and examples regarding additional alternative practices to suspension and expulsion, including:
 - Administrator/student conferences
 - Administrator and teacher-parent/guardian conferences
 - Referrals and conferences involving various support staff or agencies
 - Daily/weekly progress reports
 - Behavioral contracts & intervention plans
 - Behavior intervention teacher training
 - Counseling and psychological services
 - Restoration for all affected parties
 - Before- and/or after-school detention
- Upon completion, a memo from MDE will be drafted and pushed out to all school administrators reminding them of the toolkit and emphasizing the importance of utilizing alternatives to suspension and expulsion to minimize or eliminated time lost in the educational setting.

Status (draft)

The MDE is updating and expanding the online Alternatives to Suspensions and Expulsions toolkit. Research is ongoing to increase promotion and use of the tool: https://www.michigan.gov/mde/0,4615,7-140-74638_72831---,00.html .

Recommendation 26:

The Michigan Department of Education (MDE), in partnership with the Michigan Department of Health and Human Services (MDHHS), should expand its strategic plan for statewide implementation of a Multi-Tiered System of Supports to include the use of an Interconnected Systems Framework (ISF) bringing together Positive Behavioral Interventions and Supports (PBIS) and School Mental Health (SMH) systems to improve academic and behavioral health outcomes for all children and youth.

Currently, Positive Behavior Interventions and Supports (PBIS) and School Mental Health (SMH) efforts each have their own limitations. Working to align these initiatives through MDE's MTSS framework will

benefit students academically and behaviorally. As indicated in Advancing Education Effectiveness: Interconnecting School Mental Health and School-wide Positive Behavior Support:

ISF blends education and mental health systems and resources toward depth and quality in prevention and intervention within a multi-tiered framework, allowing for greater efficiency and effectiveness. In addition to promoting improved processes for increasing the likelihood of positive outcomes, the ISF addresses critical gaps in current systems.

For the PBIS system, the ISF addresses the common concern of unaddressed behavioral and emotional needs for students with more complex mental health needs. Without the implementation structure, SMH efforts are highly variable, and often reflect a “co-located” arrangement of community mental health providers providing some services to some students, with school staff not knowledgeable of these efforts. The ISF addresses limitations of both PBIS and SMH by systematically bringing these systems together, adding depth and quality to the multi-tiered system of prevention, intervention and support, and creating the synergies that increase the probability of achieving valued school and student outcomes.

Additionally, Pathways to Potential Success Coaches should assist in developing and implementing a Multi-Tiered System of Supports and school safety plans. Success Coaches should be involved in teams and plans aimed at identifying or assessing potential student needs within the schools. The role of the Success Coach is to provide parents and students with available state and community resources to meet their most basic needs. When a team identifies a student in need, a Success Coach can follow up to assist students and families in accessing a wide array of resources ranging from basic needs (cash, food, household supplies, utilities) to physical and behavioral health care.

Status (draft)

The MDE has moved forward with an ISF Model Demonstration project. The intent of the model demonstration is for MDE and the MiMTSS Technical Assistance Center to collaborate with ISF experts from the National Technical Assistance Center on PBIS and local law enforcement agencies to learn how to effectively integrate PBIS and mental health in Michigan. The MDE has selected two districts and their respective ISDs as partners in this work: Hazel Park and Central Montcalm.

Recommendation 27:

Expand funding and availability of onsite behavioral health services for K-12 students with mild to moderate mental health issues.

The Michigan Department of Education (MDE) and Michigan Department of Health and Human Services (MDHHS) should work collaboratively to ensure that students have access to trained mental health providers. This can be achieved through the expansion of mental health clinicians in schools through Child and Adolescent Health Centers and other evidence-based school mental health programs.

To increase availability of onsite behavioral health services for K-12 students with mild to moderate mental health issues in schools, the MDE and the MDHHS, along with the School Community Health Alliance of Michigan and the Maternal Child Health Council recommend support for the following three strategies:

- Expand Mental Health Services through Child & Adolescent Health Centers (CAHCs).
- Provide seed money to school districts that lack existing mental health services to build local capacity and ensure federal match is leveraged.
- Leverage existing funding schools use to support mental health services.

Status (draft)

Starting with FY 2018-19, 31n(6) legislative funds were allocated equally to the 56 ISDs to expand the availability of mental health services and supports to K-12 students with mild to moderate mental health issues, and provide appropriate referrals for students in need of more intensive services through the Community Mental Health system. Funding under 31n(6) may only be used to provide direct services and the funding is intended to target a few schools or districts within each ISD based on need and lack of existing services. Funds provide seed money to school districts that lack existing mental health services to build local capacity and a new Medicaid policy, C4S, can also generate additional funding. C4S went into effect October 1, 2019, and is an expansion of Michigan's existing School Based Services program. Starting with FY 2018-19, 31n(5) funds in the amount of \$6.5M per FY were allocated to provide a licensed master's level behavioral health provider in schools following the Child and Adolescent Health Center model. As of December 2021, 43 counties have integrated onsite behavior health for students. There are currently 93 sites with additional sites being added in the future. The MDHHS E3 program is defined as a program located in a school or on school grounds that provides on-site comprehensive mental health services to students with mild to moderate needs. In 2020, MDHHS put out competitive grant bids for the expansion of their full clinical and/or alternative clinical Child and Adolescent Health Care sites.

Recommendation 28:

Districts and schools should train all school staff (teachers, administrators, support staff, custodial staff, paraprofessionals, lunch aides, bus drivers, etc.) on the signs and symptoms of common mental health concerns among children and youth.

Ensuring that the adults in school settings are equipped to recognize the behaviors of a student who is experiencing a mental health difficulty, and how to appropriately respond to that student, is a crucial component of prevention within school safety planning. Too often warning signs displayed by students who are troubled have been missed by well-intentioned but uninformed school staff. It is the hope that as adults within the education system continue to increase their awareness of these contributing factors, then schools will be more readily prepared to respond in related situations. Having consistent policy and practice across all staff in the building will help to ensure interventions and supports for the student are enacted as needed.

Status (draft)

A secure web platform (Behavioral Health Learning Collaborative - BHLC) has been adopted by ISDs for use in training school staff. The OSS has been invited to provide training content for specific stakeholder groups. Training is being developed through BJA STOP School Violence Prevention and Mental Health Training Grant. Access to the training portion of the platform will be restricted to authorized school personnel and user progress will be tracked to verify completion of training modules.

The OSS has partnered with a mental health consultant obtained under the BJA STOP School Violence Mental Health Grant. The OSS will also utilize its current working partnership with MDE mental health experts. Section 31n(12) (MCL 388.1631n) of PA 586 of 2018 provides ISDs with an equal portion of \$8M for the creation of school-based behavioral health assessment teams. Youth Mental Health First Aid training was the main focus of the 2014-2019 Project AWARE grant and there have been over 5,000 adults trained in Michigan.

Recommendation 29:

Districts and schools should establish and maintain a comprehensive screening and assessment system to ensure the early identification of learners with behavioral health needs.

Student assessments are utilized to identify the skills and needs of each learner. Universal screening is the systematic assessment of all students on academic and/or social-emotional indicators to identify learners who are at-risk and may require support that varies in terms of level, intensity, and duration. For schools implementing a Multi-Tiered System of Supports (MTSS), a gated screening procedure is used

that involves the testing of all students on one measure/scale and only testing students in additional areas as they are flagged as at risk during the first “gate.”

Within Positive Behavioral Interventions and Supports (PBIS), a screener is used to help identify students who are at risk for externalizing and internalizing problem behaviors as the first gate. In addition, at the middle and secondary levels, historical records are combined with Early Warning Indicators (EWI) of school dropout (attendance, behavior, and course performance) to efficiently put together risk profiles for all students. Students are flagged with an EWI if they meet certain risk thresholds. Once a student is flagged as being at risk, additional evidence-based screening and assessment tools may be used to provide more in-depth information about an individual student’s need. Individual PBIS plans involve a simple assessment to identify the function a problem behavior serves and a support plan comprised of individualized, assessment-based intervention strategies.

Status (draft)

The OSS is currently forming partnerships with MDE mental health experts and plans to utilize a mental health consultant obtained under the BJA STOP School Violence Prevention and Mental Health Training Grant in order to establish guidance on screening and assessment to ensure early identification of learners with behavior health needs.

Mental and Behavioral Health

Section 6

Crisis situations and emergencies can occur in schools when the mental health needs of individuals are not addressed. Planning teams need to “work together to identify and utilize available resources to identify mental health and substance use issues early and help young people get the services they need before crisis situations develop.”¹

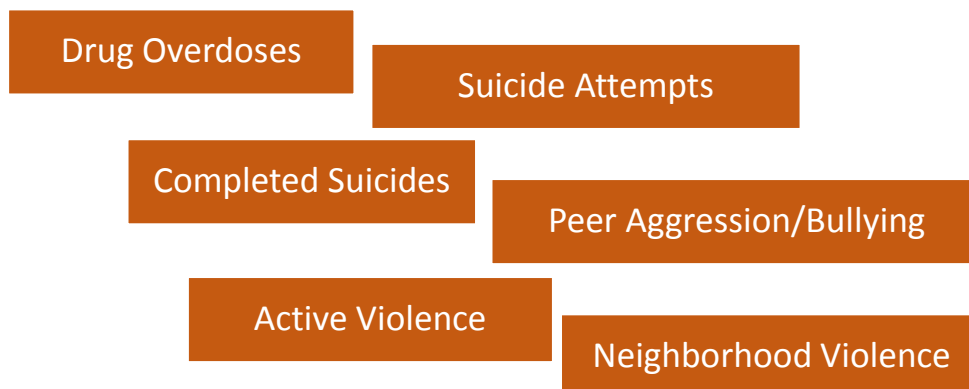
Planning team members should share their knowledge of threats and hazards that the school and surrounding community have faced in the past or may possibly face in the

In order to develop a comprehensive school EOP, that includes protecting students/staff from violence, it is important to consider school climate culture and

environment, in addition to the physical and security hazard/risk assessments addressed in *Section 1: Introduction*. This type of assessment should involve the whole community including, but not limited to: school personnel, law enforcement, the mental health system, community-based organizations, families, and students. The ultimate comprehensive plan will address five key elements, as outlined by the U.S. Department of Health and Human Services Substance Abuse and Mental Health Services Association (SAMHSA):

- Safe school environments and violence prevention activities.
- Substance use prevention activities.
- Student behavioral, social, and emotional supports.
- Mental health services.
- Early childhood social and emotional learning programs.

Some of the mental health associated emergencies to consider in the school climate and environment hazard assessment include:



Psychological First Aid for Schools (PFA-S)

PFA-S is an evidence-informed intervention model to assist students/staff and families in the immediate aftermath of an emergency and can be used by any trained staff member or community partner.

Whether an emergency occurs on school grounds or in the community at large, schools serve as a central location for professionals to assist children, families, school personnel, and school partners.

Trauma-related distress can have a long-term impact. PFA-S uses brief interventions to produce positive results that last. PFA-S is designed to reduce the initial distress caused by emergencies, allows for the expression of difficult feelings and assists students in developing coping strategies and constructive actions to deal with fear and anxiety. A growing body of research shows that there are brief, effective interventions that have a long-lasting positive influence on trauma-related distress.

PFA-S is most effective immediately following or even during an incident. In some circumstances, assuming the safety of students/staff has been ensured, PFA-S can be initiated while an incident is still occurring, such as in shelter-in-place or lockdown situations.

Students/staff may experience a broad range of reactions (e.g., physical, cognitive, psychological, behavioral, spiritual) to an emergency. Some of these reactions can cause distress that interferes with adaptive coping. Support from informed, compassionate, and caring professionals can help students/staff members recover from these reactions. PFA-S has the potential to decrease the likelihood of mental health problems or long-term difficulties by identifying individuals who may need additional services and linking them to such services as needed.²

PFA-S assists students/staff and families by:

- Establishing a positive connection in a non-intrusive, compassionate manner.
- Enhancing immediate and ongoing safety and providing physical and emotional comfort.
- Calming and orienting those who are emotionally overwhelmed or distraught.
- Helping to identify their immediate needs and concerns and offering practical assistance and information to help address these needs and concerns.
- Empowering individuals to take an active role in their recovery, by acknowledging their coping efforts, strengths, and supporting adaptive coping.

- When appropriate, linking those in need to other relevant school or community resources such as school counseling services, peer support programs, afterschool activities, tutoring, primary care physicians, local recovery systems, mental health services, employee assistance programs, public-sector services, and other relief organizations.

Training School Staff

Because PFA-S is not psychotherapy, an extended “treatment,” or a stand-alone mental health intervention, any trained staff member (regardless of whether he/she has had formal mental health training) can deliver aspects of PFA-S and can contribute to the school recovery by functioning within the PFA-S framework. Schools can find training resources, including the PFA-S Field Operations Guide located at: <http://www.nctsn.org/content/psychological-first-aid-schoolspfa>. Similarly, trained members of community emergency response agencies and mental health professionals may provide PFA-S. During and after an emergency, teachers and other staff are a critical link in promoting resilience, in recognizing the signs of traumatic stress, and in helping students and their families regain a sense of normalcy.

School Climate and Emergencies

“School climate” describes a range of campus conditions, including safety, relationships/engagement, and the environment, that may influence student learning and well-being. Positive school climates that promote student learning and well-being often feature:

- Safe environments free of violence, bullying, harassment, and substance use.
- Appropriate facilities and physical surroundings.
- Supportive academic settings.
- Clear and fair disciplinary policies.
- Respectful, trusting, and caring relationships throughout the school community.
- Available social, emotional, and behavioral supports.

Positive school climates are inclusive of and responsive to students of all backgrounds, regardless of race, color, national origin, language, access and functional needs, as well as deaf, deaf/blind and hard-of-hearing students, religion, sex, sexual orientation, or gender identity.

Research shows that creating positive school climates can help districts, schools, and teachers meet key goals, including: boosting student achievement and closing achievement gaps; increasing high school graduation rates; decreasing teacher turnover and increasing teacher

satisfaction; and, turning around low-performing schools. Positive school climates also enhance safety in the school and community by increasing communication between students, families, and faculty. At the same time, schools reduce various forms of harm to students that can stem from negative school climates, including violence, bullying, and even suicide.

A positive school climate that provides students with ready access to emotional and behavioral supports can affect the capacity of students/staff to prevent, respond to, and recover from emergencies.

Prevention

A positive school climate can help to prevent emergencies because it can reduce the incidence of behaviors that can contribute to crisis (e.g., violence, bullying, harassment, substance abuse). Further, schools with positive school climates engage students in developing strong relationships with staff and peers, increasing the likelihood that students will quickly report potential threats to trusted adults within the school.

Response

Schools with positive school climates teach students the social and emotional competencies that enable them to develop persistence, tolerance of frustration, and ability to manage their emotions during an emergency. The teachers, counselors, school resources officers, and other staff who create positive school climates train regularly on child and adolescent development, and on how to respond appropriately to a variety of student behaviors so they are able to de-escalate aggressive behavior before it becomes a threat to school safety.

Recovery

A positive school climate can help in the recovery from an emergency because it represents a commitment, even prior to an emergency, to providing emotional and mental health services and supports to all members of the community. Schools with such a climate create an environment that recognizes the importance of social and emotional health, supports the recovery of all members of the school community, and promotes an understanding that individual needs will vary in a post-emergency situation.

The steps outlined within Section 6, when implemented as part of a single, comprehensive, and integrated strategy for improving student health and safety, will help schools promote a positive school climate.

Comprehensive Needs Assessment

School communities are complex systems that include multiple stakeholders and interconnecting environmental factors that influence student health and safety. As such, comprehensive needs assessments of school climate including school engagement, school safety, and the school environment as elements to be evaluated can provide schools with the data needed to pursue comprehensive approaches to improving school climate. A comprehensive picture of school health and safety can be created by utilizing needs assessments that include student perceptions and, where appropriate, parent/guardian, etc., and staff perceptions, to help schools identify key issues in need of attention. By monitoring indicators such as the frequency and severity of student risk behaviors, and perceptions of their safety, schools may identify threats to school safety and then use this information to implement the appropriate intervention or program to improve school safety. These data can be most effective when they are used regularly for decision-making, and are disaggregated by different groups, to determine how they experience the school environment. If a student survey is used to assess culture and climate, student privacy must be protected, in accordance with the Protection of Pupil Rights Amendment, 20 U.S.C. 1232, if applicable.

A number of these surveys are in the compendium of school climate measures on the National Center on Safe Supportive Learning Environments' Web site at:

<http://safesupportiveschools.ed.gov/index.php?id=133>

The center also houses archived webinars that provide information on how to use these surveys and the data that they collect, which are located at:

<http://safesupportiveschools.ed.gov/index.php?id=65>

Multi-Tiered Interventions and Supports

School climate can be enhanced by a data-driven, multi-tiered framework that provides a continuum of behavioral supports and interventions to improve student behavior and achievement. A three-tiered framework would comprise the following:

- School-wide or universal interventions and supports focus both on developing expected behaviors and social-emotional competence, and on preventing problem behavior.
- A second tier of interventions targets groups of students who are at elevated levels of risk or exhibiting problem behavior (e.g., bullying). These groups of students can be identified more easily and their needs or behavior can be addressed more effectively when a school-wide foundation is in place.

- A third tier of interventions targets individual students, including traumatized youths, who are at even more elevated levels of academic and social-emotional behavioral need and risk.
- While interventions for students who are at elevated levels of risk address their needs and problem behaviors, they should also build the skills that support thriving in life and resiliency in crisis. Using an evidence-based, multi-tiered behavioral framework has been found to improve school climate by reducing problem behaviors like bullying, drug abuse, and poor attendance, while making students feel safer and improving academic performance. Implementation of a school-wide framework provides a structure for schools in which to customize and organize the varied practices and programs they need to provide to their students. Further, such a framework may help schools to better identify students struggling with trauma post-event, and select appropriate interventions to help them to recover. For more information about a multi-tiered behavioral framework, visit the Technical Assistance Center on Positive Behavioral Interventions and Supports available at: <http://www.pbis.org>.

Promoting Social and Emotional Competencies

Social and emotional learning is important to enable individuals to learn to understand and manage their emotions and relationships, and to make good decisions. Social-emotional learning can help individuals stop and think before they react, control their response to stress, develop supportive and caring relationships, persist through challenge, seek help, and pay attention to theirs and others' needs and feelings. These and other social and emotional competencies can help individuals prepare for and respond to emergencies. Students are more likely to develop such competencies when they have good relationships with adults, and when the adults model these competencies.

For more information about teaching social and emotional competencies, visit: <http://safesupportivelearning.ed.gov>. For additional information on how social and emotional learning may be integrated into a multi-tiered framework, visit: <http://www.pbis.org>.

Training and Resources

Mental Health First Aid is an in-person training that teaches how to recognize people who need mental health assistance and ensure that they are referred to appropriate mental health services. Information on Mental Health First Aid courses in Michigan can be found at:

<http://www.mentalhealthfirstaid.org/cs/take-a-course/find-a-course/>

Other resources that can assist school planning teams with developing a culture of safety:

State Resources

<http://www.michigan.gov/safeschools>

Integrating Mental Health in Schools Toolkit

http://www.michigan.gov/mde/0,1607,7-140-43092_53593---,00.html

Coordinated School Health

<http://www.cdc.gov/healthyYouth/CSHP/>

Positive Behavioral Interventions and Supports

<http://www.pbis.org/default.aspx>

National Child Traumatic Stress Network training and Education Information

<http://www.nctsnet.org/resources>

SAMHSA

(Many different programs and toolkits.)

<http://www.samhsa.gov/prevention/>

SAMHSA Youth information

<http://findyouthinfo.gov/>

Screening and Assessment for Suicide Prevention: Tools and Procedures for Risk Identification among Juvenile Justice Youth (not just for juvenile justice youth)

http://www.nysap.us/JJ-6_Screening_Assess_508.pdf