

## Appendix F.

### Evidence-Based Practices Menu for Coordinated Community Supports Partnerships 2025-2026

The Consortium will prioritize funding for the Evidence-Based Practices (EBPs) listed in the tables below for which free statewide training and implementation support will be offered by the National Center for School Mental Health, in partnership with intervention developers/trainers. The Consortium partnered with the National Center for School Mental Health is also providing Measurement-Based Care Learning Community (MBC LC) support for both clinicians and agency leaders.

- **Interventions 1-15 are intended for delivery by mental health clinicians and/or other community providers.** Interventions are listed by Tier below.
- **The MBC LC is intended for organizations delivering Tier 2 and 3 interventions.** The MBC LC is offered to grantees to stimulate MBC implementation through training, free resources, ongoing consultation, and peer learning. The MBC LC includes a clinician/provider track and an agency leader track.
- **Interventions 16-19 are intended for delivery by school educators** (e.g., teachers, coaches, administrators). School-employed staff and Hub staff may receive training and supported implementation in these EBPs. These EBPs are not offered to community providers. Schools and school districts should not apply through this RFA, but should use the following link: <https://bit.ly/SchoolsAppFY26>.

Important Considerations: When selecting interventions for your community, consider fit with the unique strengths, needs, and cultural/linguistic considerations of students and families in your school community. Training, implementation, and staff (POC/Supervisor and trainee) expectations are listed below and should be considered as you select interventions and plan for implementation.

#### **POC/Supervisor Expectations:**

Each grantee organization will be asked to designate an **EBP Point-of-Contact (POC), who will be responsible for overseeing the completion of all training and implementation requirements for each provider within their organization, as well as communicating expectations to all trainees within the organization.** Key responsibilities may include, but are not limited to: participating in initial kick-off meetings to review training and implementation plans, monitoring ongoing progress to ensure staff meet training and implementation milestones, coordinating with training teams to provide status updates, and supporting providers in their implementation efforts such as ensuring supervisory support, assistance with fidelity monitoring, and access to needed resources. The success of interventions will be helped by a strong organizational support in establishing and maintaining these new interventions.

#### **Trainee Expectations:**

**Trainees who participate in priority EBPs are expected to have a plan to fully implement the EBP in their practice.** Trainees involved in priority EBPs are also required to 1.) attend all designated training sessions for which they are registered, 2.) participate in quarterly post-training implementation support meetings for each EBP they are delivering, 3.) complete training evaluations for each EBP, and 4.) submit quarterly implementation and fidelity monitoring surveys.

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### **Implementation Support Requirements:**

Implementation support calls are offered for each priority EBP each quarter. **Attendance is required at 1 implementation support call each quarter once a provider has been trained.** Supervisors/POCs should ensure that the implementation support requirement is relayed to all providers/trainees attending priority EBP training supported by the Consortium. Trained providers, from previous grant cycles, are also invited to attend implementation calls.

### **Cultural Responsiveness:**

The Cultural Responsiveness column below includes publicly available information on national EBP repositories and/or the intervention website about characteristics of youth and caregivers involved in intervention studies (e.g., race/ethnicity, geography, gender) and/or resources to support cultural relevance. There is significant variability in the number of studies conducted across interventions and the extent to which data were disaggregated for specific population groups.

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Priority Evidence-Based Practices Menu

Tier 3 EBPs										
EBP – Programs/ Trainings	Focus	Intended Audience	Modality	Description/ Services	Staffing Requirements	Training Time Commitment and Modality	Number of Sessions by Modality	Cultural Responsiveness	Are CEUs offered?	
1	<a href="#">Unified Protocols for Transdiagnostic Treatment of Emotional Disorders in Children and Adolescents</a> (UP-C/UP-A)	Addresses emotional disorders, including anxiety, depression, and traumatic stress	6 and up	Individual	Cognitive-behavioral therapy (CBT) for anxiety disorders, depression, and related emotional disorders in children and adolescents	Licensed mental health clinicians	Two-day virtual training (7 hours per day)	<p><b>UP-C offers:</b> 15-treatment group sessions with directions supporting an individual modular approach</p> <p><b>UP-A offers:</b> 10-15 individual sessions (youth dependent)</p>	<p><b>UP-C/UP-A</b> is included in the <a href="#">CA Clearinghouse for Child Welfare</a> with evidence to support use with following demographic groups: Hispanic/Latino, Non-Hispanic White, African American, Asian American, and Pacific Islander populations</p> <p><b>Spanish-language Offerings:</b>  <b>Trainings:</b> Yes  <b>Materials:</b> Yes</p>	Maryland <b>CEUs are not offered</b> at this time; participants will receive a certificate of attendance

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2 <a href="#">Modular Approach to Therapy for Children with Anxiety, Depression, Trauma, or Conduct Problems</a> (MATCH-ADTC)	Addresses anxiety, depression, disruptive behaviors, and traumatic stress	5 – 15 years old	Individual (with a few sessions with caregiver)  <b>Note: Disruptive Behavior Modules are parent/caregiver focused</b>	Cognitive-behavioral therapy (CBT) protocols for anxiety, post-traumatic stress, depression, and behavioral parent training for disruptive behaviors	Licensed mental health clinicians	2-Day virtual training (8 hours per day)	33 modules available across 4 target areas that can be delivered in an individual format across multiple sessions.  <b>Anxiety</b> - 7 modules  <b>Conduct</b> - 12 modules  <b>Depression</b> -12 modules  <b>Traumatic Stress</b> - 9 modules	<b>MATCH-ADTC</b> is included in the <a href="#">CA Clearinghouse for Child Welfare</a> and <a href="#">NIJ Crime Solutions</a> with evidence to support use in multiple diverse populations.  <b>Note from Developer:</b> MATCH-ADTC has been primarily tested and found to be effective in youths aged 5-15 in urban and suburban settings. MATCH-ADTC is based on the MAP system (Managing and Adapting Practice) which is inherently responsive to diverse clinical and cultural factors.  <b>Spanish- language Offerings:</b> <b>Trainings:</b> No <b>Materials:</b> Caregiver handouts are available in Spanish	Maryland <b>CEUs are not offered</b> at this time; participants will receive a certificate of attendance

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3 <a href="#">Safety Planning Intervention</a> (Stanley-Brown)	Suicide prevention	6 and up	Individual	Assists at-risk adolescents in creating a list of coping strategies and sources of support to reduce the risk of suicide	School-based staff and related service providers (e.g., school counselors, clinicians, peer support or prevention workers, etc.)	One-day virtual training (7-hour) or split two-day mixed didactic and interactive virtual training	Brief, clinical intervention (20-45 minutes) that can be delivered in an individual format, across multiple sessions	Information not available in national repositories searched.  <b>Spanish-language Offerings:</b> <b>Trainings:</b> No <b>Materials:</b> The safety plan form is translated into Spanish for clinicians to use with Spanish-speaking clientele	Maryland <b>CEUs are not offered</b> at this time; participants will receive a certificate of attendance

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4 <a href="#">Counseling on Access to Lethal Means</a> (CALM)	Suicide prevention	All ages	Individual	Counseling on reducing access to means of self-harm as a key component of suicide prevention	Clinically oriented individuals; relevant to direct service providers	Half day virtual training (3.5-hours)	Brief, clinical intervention (20-45 minutes) that is delivered in an individual format; caregiver(s) included as needed.	<p>Information not available in national repositories searched.</p> <p><b>Note from Developer:</b> The most recent version CALM-AAP is on the American Academy of Pediatrics website and includes a section geared to working with young people (young Black boys and young men in particular) who live in neighborhoods with high homicide rates and whose access to firearms might be their own or one shared among their friends.</p> <p>For more information on resources to support safe suicide care for specific populations, please review: <a href="#">Populations   Zero Suicide (edc.org)</a></p> <p><b>Spanish-language Offerings:</b> <b>Trainings:</b> No <b>Materials:</b> A selection of promotional materials are available in Spanish</p>	Maryland <b>CEUs are not offered</b> at this time; participants will receive a certificate of attendance

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5 <a href="#">Adolescent Community Reinforcement Approach</a> (A-CRA)	Substance Use Disorder	12 to 24 years old	Individual (with a few sessions with caregiver)	Cognitive-behavioral therapy (CBT) to reinforce substance-free lifestyles in adolescents	Master-level clinicians	Two-day training virtual training (6.5 hours per day)	10-14 sessions (10 individual sessions with adolescent, 4 sessions with caregiver)	<p><b>A-CRA</b> is included in the <a href="#">CA Clearinghouse for Child Welfare</a> and <a href="#">NIJ Crime Solutions</a> with evidence to support use with Black, American Indians/ Alaska Native, Asian/ Pacific Islander, Hispanic, White populations and in rural, suburban, and urban areas.</p> <p>For more information on A-CRA's research with diverse populations, please review: <a href="#">Cultural and Gender Relevance   Lighthouse Institute   EBTx   A-CRA   Chestnut Health Systems</a></p> <p><a href="#">Cultural Responsiveness Committee Bibliography (chestnut.org)</a></p> <p><b>Spanish-language Offerings:</b>  <b>Training:</b> No  <b>Materials:</b> No</p>	Participants can receive up to 10 credits

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Tier 2 EBPs										
EBP – Programs/ Trainings	Focus	Intended Audience	Modality	Description/ Services	Staffing Requirements	Training Time Commitment and Modality	Number of Sessions by Modality	Cultural Responsiveness	Are CEUs offered?	
6	<a href="#">The Student Check-Up</a> (Motivational Interviewing)	Therapy/ counseling to elicit behavior change	12 and up	Individual	<p>The Student Checkup is a semi-structured school-based motivational interview designed to help adolescents adopt academic enabling behaviors (e.g., participation in class).</p> <p>School-Based Motivational Interviewing (S-BMI) is a specific type of MI used in the school setting to adopt academic enabling behaviors, decrease risky behaviors, and engage in health-promoting behaviors.</p>	Mental Health Clinicians, trainees, or school-based staff. Prior training and experience using Motivational Interviewing is recommended	Two-day virtual training (7 hours per day)	Single session interview protocol with four structured phases.	<p>Information not available in national repositories searched.</p> <p><b>Note from Developer:</b> The majority of Student Check-Up RCTs were conducted in a small urban setting with graduate students implementing the intervention with over 50% of the middle school student population identifying as Black.</p> <p><b>Spanish-language Offerings:</b> <b>Trainings:</b> No <b>Materials:</b> No</p>	Maryland <b>CEUs are not offered</b> at this time; participants will receive a certificate of attendance



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7	<a href="#">Therapeutic Mentoring</a>	Mentoring/ Modeling; Coping Strategies	Mentees under 21	Individual	Develops mentor competencies in mental health theory and practice to promote high quality, strengths- based, culturally responsive mentoring	Mentors or paraprofessionals who work directly with youth up to the age of 21.  <b>Training not suited for clinicians; however, clinical supervision is needed</b>	One-day virtual training (7 hours) + 6 weekly 1- hour follow up sessions  OR  12 weekly, 1- hour virtual training sessions	Structured, strength-based support services that can be offered across numerous one-to- one sessions	Information not available in national repositories searched.  For more information on Therapeutic Mentoring research, please review: <a href="#">Publications – The Center for Evidence- based Mentoring (cebmentoring.org)</a>  <b>Spanish-language Offerings:</b> <b>Trainings:</b> Unknown <b>Materials:</b> Unknown	Maryland <b>CEUs are not offered</b> at this time; participants will receive a certificate of attendance

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8 <a href="#">Screening, Brief Intervention, and Referral to Treatment (SBIRT)</a>	Substance Use Disorder early intervention	9 and up	Individual	Screening, brief intervention, and referral to treatment for substance use disorders	Clinically oriented individuals; relevant to direct service providers	One-day virtual training (5.5 hours)	Brief, counseling session; Extended Treatment can be 4-6 sessions (up to 1 hr. each)	<p><b>School-Based Brief Interventions for Substance Use Among Youth</b> is included in <a href="#">NJ Crime Solutions</a> with evidence to support use with Black and White students</p> <p><b>Spanish-language Offerings:</b>  <b>Trainings:</b> No  <b>Materials:</b> No</p>	Participants can receive up to 4 credits

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<p>9 <a href="#">Cognitive Behavioral Intervention for Trauma in Schools and Bounce Back</a> (CBITS/BB)</p>	<p>Early intervention for students experiencing post-traumatic stress reactions</p>	<p>6th-12th grade (CBITS)  K-5<sup>th</sup> grade (BB)</p>	<p>CBITS weekly group plus 1-3 individual sessions with students  BB weekly group plus 3 individual sessions</p>	<p>Games and activities that teach skills for healing from traumatic events, as well as cognitive/behavioral therapy to address trauma symptoms</p>	<p>Master-level licensed clinician</p>	<p>CBITS is a two-day virtual training (7 hours per day)  Bounce Back is a two-day virtual training (7 hours per day)  CBITS/BB combination is a three-day virtual training (7 hours per day)</p>	<p>CBITS is a ten-session group delivered over 10-12 weeks (weekly group sessions are 45 mins- 1hr) plus 1-3 individual sessions with students  BB is a ten-session group delivered over 10-12 weeks (weekly group sessions are 45 mins- 1hr) plus 3 individual sessions (the last session has to be with a caregiver)</p>	<p>CBITS is included in the <a href="#">CA Clearinghouse for Child Welfare</a>, <a href="#">Blueprints for Healthy Youth Development</a>, and <a href="#">NIJ Crime Solutions</a> with evidence to support use with the following demographic groups: African American, Hispanic/Latino, and White youth in urban environments  Bounce Back is included in the <a href="#">CA Clearinghouse for Child Welfare</a>, <a href="#">Blueprints for Healthy Youth Development</a>, and <a href="#">NIJ Crime Solutions</a> with evidence to support use with: African American, Hispanic/Latino, and White youth in urban environments  Spanish-language Offerings: Trainings: Yes Materials: Yes</p>	<p>Maryland CEUs are not offered at this time; participants will receive a certificate of attendance</p>

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Tier 1 EBPs										
EBP – Programs/ Trainings	Focus	Intended Audience	Modality	Description/ Services	Staffing Requirements	Training Time Commitment and Modality	Number of Sessions by Modality	Cultural Responsiveness	Are CEUs offered?	
10	<a href="#">Botvin LifeSkills</a>	Prevention program focused on substance use, coping skills, social skills, etc. (Social-Emotional Learning)	3rd to 12th grade	Universal	A classroom intervention to help adolescents develop confidence and skills to effectively handle challenging situations	One Botvin trained teacher/provider per class lesson	This is a one-day virtual training (6 hours)	8-18, 45-minute lessons taught in the classroom at least 1x per week (total number of lessons varies based on grade level curriculum)	<p><b>Botvin LifeSkills</b> is included in the <a href="#">CA Clearinghouse for Child Welfare</a>, <a href="#">Blueprints for Healthy Youth Development</a>, and <a href="#">NJ Crime Solutions</a> with evidence to support use with the following demographic groups: African American, White, Hispanic/Latino, Asian, and Native American youth</p> <p><a href="#">Blueprints for Healthy Youth Development</a> indicates that LST is generalizable to a variety of ethnic groups.</p> <p>For more information on Botvin’s research base, please review: <a href="#">Evaluation Studies - Botvin LifeSkills Training</a> <a href="#">Botvin LifeSkills Training</a></p> <p><b>Spanish-language Offerings:</b> <b>Trainings:</b> No <b>Materials:</b> No</p>	Participants can receive up to 5 credits

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11	<a href="#">Youth Aware of Mental Health (YAM)</a>	Suicide Prevention, Mental Health Literacy	9 <sup>th</sup> -12 <sup>th</sup> grade; Students ages 13-17	Universal	An interactive school-based program that educates students about mental health, promotes peer support, and aims to reduce depression and suicidal behavior	One Clinician/ certified YAM instructor and one trained YAM Helper per class/group	<p><b>Pre-Training Requirements:</b> Complete a detailed implementation plan identifying local resources, your organization’s safeguarding procedures, and identifying the schools where you will implement</p> <p><b>Training Requirements:</b> Five-day, <b>in-person</b> training. (8 hours per day; 5th day will be 4 hours). *Must be available to attend all days in person</p> <p><b>Post-Training Requirements:</b> At least 6 paired practice sessions held with 6-10 youth from community</p>	Five one-hour sessions taught in a group format over 3 weeks during school hours; <b>cannot be delivered after school</b>	<p>Information not available in national repositories searched.</p> <p>For more information on YAM’s youth driven program in diverse communities, please review: <a href="#">Youth Aware of Mental health (y-a-m.org)</a></p> <p><b>Spanish-language Offerings:</b>  <b>Trainings:</b> In development  <b>Materials:</b> In process of translating materials into Spanish</p>	Maryland <b>CEUs are not offered</b> at this time; participants will receive a certificate of attendance

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12	<a href="#">Circle of Security</a>	Strengthening attachment between caregivers and children, behavior problem reduction	Parents/ caregivers of children ages 4 months- 6 years	Family Support and Education	A structured, video-guided program with eight sessions that helps facilitators support parents and caregivers of children from birth to age 6, focusing on fostering secure attachment during these crucial early years	One certified COSP facilitator	This training is a one- or two-week online format including five required 2-hour online live sessions as well as self-directed learning.  <b>The time commitment is 25-35 hours including the live and asynchronous components,</b> and it is suggested to spread the training over half of your work schedule across two weeks or complete it in a full workweek if choosing the one-week option.	Minimum of Eight 90-minute parent group sessions spread out over at least 8 weeks	<b>Circle of Security</b> is included in <a href="#">The California Evidence-based Clearinghouse for Child Welfare</a> with evidence to support use in the following demographic groups: predominately female caregivers, African American female caregivers, children ages ~1-7, caregivers and their preschool children affected by prenatal alcohol exposure (PAE) and fetal alcohol spectrum disorder (FASD).  For more information on Circle of Security’s approach to cultural responsiveness, please review: <a href="#">Is COSP Culturally Responsive – Circle of Security International</a>  <b>Spanish-language Offerings:</b> <b>Trainings:</b> Yes <b>Materials:</b> Yes	Participants can receive up to 2.4 credits

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13	<a href="#">Botvin LifeSkills Parent Program</a>	Substance Use prevention program	Parents/ Caregivers of students in grades 6-9	Family Support and Education	Prevention tool designed to help parents strengthen communication with their children, promote responsible decision-making, and prevent substance use.	One Botvin Parent Program trained Workshop Facilitator per group	One-day virtual training (6 hours)	Seven 60–90-minute parent group sessions	For information on Botvin’s research base, please review: <a href="#">Evaluation Studies - Botvin LifeSkills Training</a>  <b>Spanish-language Offerings:</b> <b>Trainings:</b> No <b>Materials:</b> No	Participants can receive up to 5 credits

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EBP – Programs/ Trainings	Focus	Intended Audience	Modality	Description/ Services	Staffing Requirements	Training Time Commitment and Modality	Number of Sessions by Modality	Cultural Responsiveness	Are CEUs offered?	
14	<a href="#">Family Check Up</a>	Parenting and family management	Families with children ages 2 through 17	Family Support and Education	A brief, strengths-based intervention designed to reduce children's problem behaviors by improving parenting and family management practices	A trained FCU facilitator	<p><b>Pre-Training Requirements:</b> Two implementation meetings with the FCU trainer to review program expectations</p> <p>~15-20 hours of self-paced, e-learning</p> <p><b>Training Requirements:</b> Four-day virtual training (3 hours per day scheduled by the trainer)</p> <p><b>Post-Training Requirements:</b> ~20-25 additional hours (12 sessions) for implementation support; trainees for this EBP are not required to attend additional quarterly EBP calls offered by NCSMH</p>	Consists of three family sessions and subsequent follow-up services tailored to the family's needs. It is an adaptive framework; as such, some families receive more follow-up services and support than others.	<p><b>Family Check Up</b> is included in <a href="#">The California Evidence-based Clearinghouse for Child Welfare, Blueprints for Healthy Youth Development,</a> and <a href="#">NIJ Crime Solutions</a> with evidence to support use with the following demographic groups: African American, Caucasian, Hispanic/Latino, Asian, &amp; Biracial families; male and female children, and female caregivers.</p> <p><b>Spanish-language Offerings:</b> <b>Trainings:</b> No <b>Materials:</b> FCU offers materials in Spanish that can be used to work with Spanish speaking populations</p>	Maryland <b>CEUs are not offered</b> at this time; participants will receive a certificate of attendance



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15	<a href="#">Chicago Parent Program</a>	Positive parenting, behavior problem reduction	Parents/ Caregivers of children ages 2-8	Family Support and Education	Parent program focusing on positive parenting, reducing behavior problems in young children, and emotional bonding and trust within the family dynamics.	Two trained CPP group leader	This training is a four-day virtual training (3.5 hours each day)	Twelve 2-hour weekly parent group sessions	<p><b>Chicago Parenting Program</b> is included in <a href="#">CA Evidence-Based Clearinghouse</a> and <a href="#">NIJ Crime Solutions</a> with evidence to support use with the following demographic groups: African American, Hispanic, and White families; some studies included male caregivers</p> <p>For more information on research with diverse populations, please review: <a href="#">Our Research (chicagoparentprogram.org)</a></p> <p><b>Spanish Offerings:</b>  <b>Training:</b> No  <b>Materials:</b> Yes</p>	Participants can receive up to 10 credits

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In addition to the EBPs listed above, Hubs and service providers are encouraged to participate in the Measurement Based Care Learning Community. Measurement Based Care (MBC) is the routine use of patient reported outcome measures in mental health early intervention (Tier 2) and treatment (Tier 3) services to promote communication, collaboration and shared decision-making with students and families. MBC is included in Consortium efforts as an evidence-based approach when implementing Tier 2 and 3 interventions.

MBC LC						
Focus	Intended Audience	Modality	Description	Staffing Requirements	Time Commitment and Modality	Are CEUs offered?
Mental health (or any Tier 2 or 3 interventions with individual student goals)	Agency Leader Track*	Individual, Group, or Family	Learn how to provide tailored implementation support for MBC throughout a provider organization	At least 1 agency leader per grantee organization	<u>Minimum</u> : 4 hours of Virtual Learning Sessions (60 minutes each, every other month during the school year)	Maryland <b>CEUs are not offered</b> at this time; participants will receive a certificate of attendance
	Clinician Track	Individual, Group or Family	Learn how to implement MBC with K-12 students using the Collect, Share, Act model	At least 1 clinician or professional delivering Tier 2/3 services per grantee organization	<u>Optional</u> : Group office hours and 1:1 consultations every other month for up to an additional 8 hours	

\*Note: Hubs are welcome to join the Agency Leader Track to learn about MBC implementation from a systems lens.

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In addition to the EBPs above, Hub staff in partnership with school districts will be offered the opportunity to apply for training and supported implementation in the following EBPs. Interested school districts should use the following link: <https://bit.ly/SchoolsAppFY26>

School-Based EBPs										
EBP – Programs/ Trainings	Focus	Intended Audience	Modality	Description/ Services	Staffing Requirements	Training Time Commitment and Modality	Number of Sessions by Modality	Cultural Responsiveness	Are CEUs offered?	
16	<a href="#">Mental Health Essentials for Teachers and Students</a>	Mental Health Literacy for educators and students	Grades 6-12	Universal	Aims to enhance mental health awareness, resilience, and coping skills among both educators and students, fostering a healthier and more supportive school environment	One MHE trained educator (grades 6-12)	This is a two-day virtual training.  Part I/Day 1, Mental Health Literacy for Teachers (3 hours)  Part II/Day 2, Student Curriculum Delivery Training (4 hours)	Six modules *6-12 hours of total classroom instruction *Meant to be taught in sequence, but can be altered *Delivery can be flexibly and creatively adapted according to teachers' pedagogical styles and student needs	<b>Mental Health Essentials</b> is a U.S. adaptation of the Canadian-developed intervention, The Guide. The Guide has been implemented throughout Canada, the U.S., and several other countries with diverse student populations. Evaluation information is available on <a href="#">The Guide website</a> .	Maryland <b>CEUs are not offered</b> at this time; participants will receive a certificate of attendance
17	<a href="#">Mental Health Essentials for Coaches</a>	Mental Health Literacy for athletic coaches & PE/Health/Wellness teachers	Grades K-12	Universal	Coach-training to enhance mental health literacy of coaches and promote strategies to include mental health as part of the team's culture		75-minute virtual training	No implementation requirements; however, skills can be utilized with sport teams, in wellness classrooms, and in physical education	<b>Mental Health Essentials</b> is a U.S. adaptation of the Canadian-developed intervention, The Guide. The Guide has been implemented throughout Canada, the U.S., and several other countries with diverse student populations. Evaluation information is available on <a href="#">The Guide website</a> .	Maryland <b>CEUs are not offered</b> at this time; participants will receive a certificate of attendance

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18	<a href="#">Good Behavior Game</a>	Positive Behaviors/ Classroom Environments	Grades K-5	Universal	A classroom management program used to teach self-regulation skills while collaborating to make classrooms peaceful and productive learning environments	A GBG trained educator	7-hour virtual training	PAX GBG strategies are embedded daily into the regular classroom instruction	<b>Good Behavior Game</b> is included in <a href="#">CA Evidence-Based Clearinghouse</a> , <a href="#">IES’s What Works Clearinghouse</a> , <a href="#">Blueprints for Healthy Youth Development</a> , and <a href="#">NIJ Crime Solutions</a> with evidence to support use with the following demographic groups: Black and White families, males, females, those with free/reduced lunch, & English Language Learners	Maryland <b>CEUs are not offered</b> at this time; participants will receive a certificate of attendance

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19	<a href="#">Pyramid Model/Positive Solutions for Families (PSF)</a>	Positive Behaviors/ Classroom Environments	PreK-K	Universal	Promotes the social, emotional, and behavioral skills of children from birth to five, incorporating universal classroom practices to foster social-emotional learning and prevent challenging behavior, targeted instructional practices for skill development, and specific interventions to support children with more significant social, emotional, and behavioral needs.	Pyramid Model trained educator	This training is available as either a two-day virtual session (7 hours per day) or a four-day virtual session (3.5 hours per day).	Daily implementation of Tier 1 and Tier 2 strategies learned in the training to be used in the classroom	Information not available in national repositories searched.  For more information on resources to support cultural responsiveness, please review: <a href="#">Early Childhood Program-Wide PBS Benchmarks of Quality (EC-BOQ) CULTURAL RESPONSIVENESS COMPANION 2021 (challengingbehavior.org) and visit the resource library.</a>	Maryland <b>CEUs are not offered</b> at this time; participants will receive a certificate of attendance