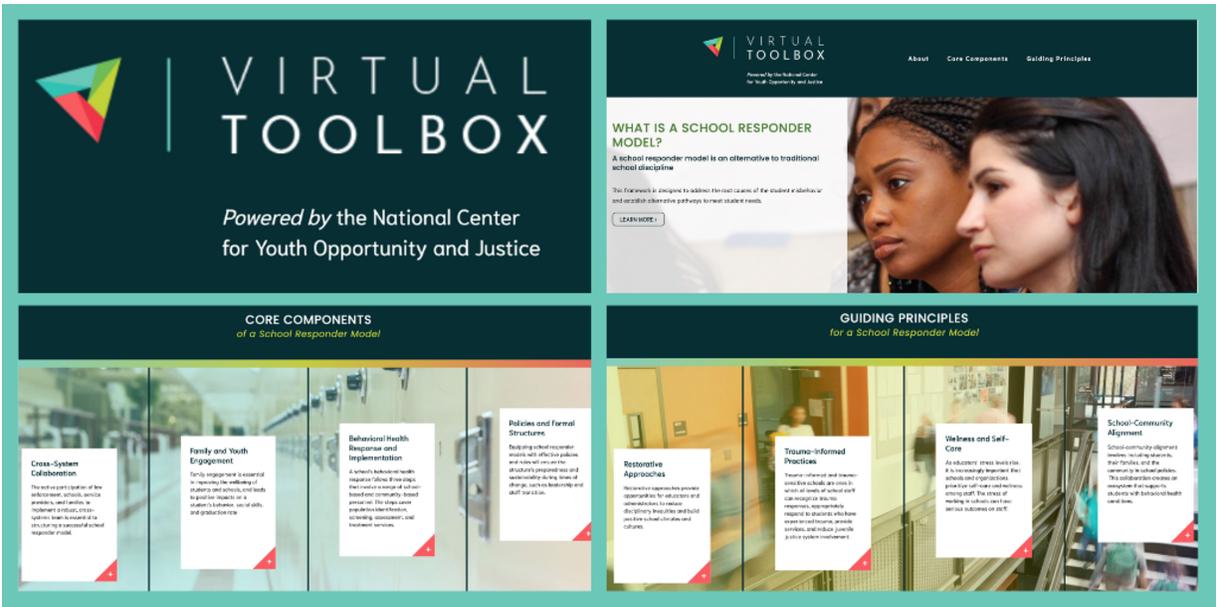




New Resource for Education Professionals: School Responder Model Virtual Toolbox



The screenshot shows the 'VIRTUAL TOOLBOX' website. The header includes the logo and navigation links for 'About', 'Core Components', and 'Guiding Principles'. The main content area is divided into two columns. The left column is titled 'CORE COMPONENTS of a School Responder Model' and lists:

- Cross-System Collaboration:** The active participation of law enforcement, schools, service providers, and families in implementing practices, interventions, and supports that are effective and sustainable.
- Family and Youth Engagement:** Family engagement is essential to the success of any effort to improve the well-being of students and families, and to ensure that interventions are culturally relevant and effective.
- Behavioral Health Response and Implementation:** A school behavioral health response is a school-based, community-based program that provides comprehensive, integrated behavioral health services to students.
- Policies and Formal Structures:** Developing school responder models with effective policies and structures will ensure the sustainability of the model and address the unique needs of each school.

 The right column is titled 'GUIDING PRINCIPLES for a School Responder Model' and lists:

- Restorative Practices:** Restorative practices build positive relationships for students and staff, and create a safe and supportive environment for all.
- Trauma-Informed Practices:** Trauma-informed practices recognize and respond to the needs of students who have experienced trauma, and aim to reduce the risk of further trauma.
- Wellness and Self-Care:** A school responder model should include strategies to promote the physical, mental, and emotional well-being of students and staff.
- School-Community Alignment:** School responder models should be aligned with the needs and resources of the community, and involve community members in the design and implementation of the model.

Policy Research, Inc. and the National Center for Youth Opportunity and Justice are excited to announce the launch of a new, web-based tool, the [School Responder Model Virtual Toolbox](#). This virtual toolbox is designed to help schools and communities access helpful resources related to implementing a school responder model. A school responder model is a framework designed to identify students with behavioral health conditions,

connect them with relevant clinical services, and keep them in school and out of the juvenile justice system.

The Virtual Toolbox offers resources and support for those new to and experienced with the school responder model framework. For those new to the school responder model, the Virtual Toolbox offers introductory materials detailing this work's rationale and importance. For those currently implementing a school responder model and seeking to improve or enhance their practices, resources to help support existing structures are provided.

The Virtual Toolbox is designed to succinctly describe and offer resources on each of the four core components of a school responder model:

1. Cross-systems collaboration
2. Family and youth engagement
3. Behavioral response and implementation
4. Policies and formal structures

Similarly, resources that support increased awareness of and strategies for applying the guiding principles for school responder models are included, centered around restorative approaches, self-care and wellness, trauma-informed practices, and school-community alignment.

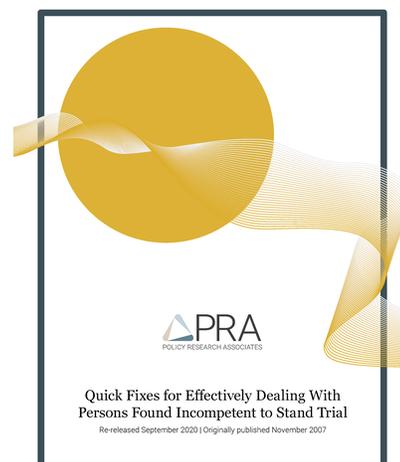
[Visit the Virtual Toolbox](#)

Publication Re-release: *Quick Fixes for Effectively Dealing With Persons Found Incompetent to Stand Trial*

PRA is pleased to re-release *Quick Fixes for Effectively Dealing With Persons Found Incompetent to Stand Trial* to the field. Although originally published in November 2007, this publication explores steps that jurisdictions can take to expedite their competence examination, competence restoration, and return to court processes, which are still very relevant today.

Competence to stand trial requires defendants to understand their charges and assist their attorney in preparation of their defense. When the issue of competence is raised by any of the parties involved, the court can order a competence examination. The requirements of competence proceedings have overburdened the mental health system in many states, and often cause unnecessary consequences for defendants, including prolonged jail stays and delayed adjudication of criminal charges.

The fact sheet highlights low-barrier actions that jurisdictions across the country have taken to streamline their services and ensure that individuals for whom competence is raised are provided with timely, appropriate services that fit their needs. Highlighted actions include the following:



- Multiple county jails across Washington State have piloted competence evaluations through video-conference.
- Colorado and Washington provide competence examinations in jails, reducing the demand for inpatient beds and eliminating transport delays.
- A competence-restoration manual has been developed to train community-based and jail-based examiners in Virginia.
- Indiana and Illinois grant hospitals the authority to transfer defendants whose competence has been restored to court.

Quick Fixes for Effectively Dealing With Persons Found Incompetent to Stand Trial has been updated from its 2007 publication and re-branded to allow for broad distribution to the field. Readers should view the 2020 publication as a reference resource.

Download the Publication

PRA in the Field

NYAPRS Virtual 2020 Annual Conference

September 22–October 1, 2020

Join PRA's **Crystal L. Brandow, Ph.D.**, on September 24 at 1:15 p.m. ET for *Take Charge! of Your Goals With Wellness Coaching!* This session, co-presented with Peggy Swarbrick, Ph.D., will highlight PRA Well-Being's new workbook, [Take Charge! A Workbook to Enhance Well-Being With the Eight Dimensions of Wellness](#).

APHA 2020 Virtual Annual Meeting & Expo

October 24–28, 2020

Join PRA's **Crystal L. Brandow, Ph.D.**, at the American Public Health Association's Annual Meeting in the following sessions:

- [3165.0 Integrating Nudge Strategies Into Mental Health Service Settings: Supporting Positive Behaviors to Improve Quality of Life](#) [Oral Session] | October 26, 2020, 3:00-4:00 p.m. MT
- [4142.0 Creating an Ecosystem to Support Youth Mental Health: Community and School Behavioral Health Response](#) [Poster Session] | October 27, 2020, 1:00-1:15 p.m. MT, and available on demand

PRA in the News

- [Sisolak Signs Proclamations Aimed at Suicide Prevention](#) [Article]
- [What the Coronavirus Crisis Reveals About Vulnerable Populations Behind Bars and on the Streets](#) [Article]
- [Ask a Doc-Ask a Cop: Intercept 0](#) [Podcast]

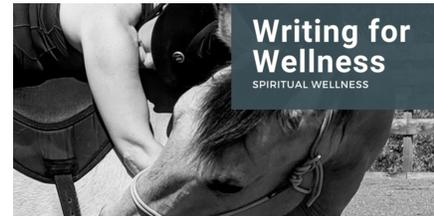
Recent Stories From the PRA Blog



Combating Occupational Unwellness



Redesigning Events for a Virtual World



Writing for Wellness: Spiritual Wellness



Beyond Mental Health and Trauma: Emphasizing Youth Development in Juvenile Justice



In the Time of COVID-19: SOARing with Soul Food



Share this email:



[Manage](#) your preferences | [Opt out](#) using TrueRemove™
Got this as a forward? [Sign up](#) to receive our future emails.
View this email [online](#).

345 Delaware Ave
Delmar, NY | 12054 US

This email was sent to hdavis@prainc.com.
To continue receiving our emails, add us to your address book.