STOP School Violence Prevention & Mental Health Training Program ImplementationPolicy Brief

Executive Summary

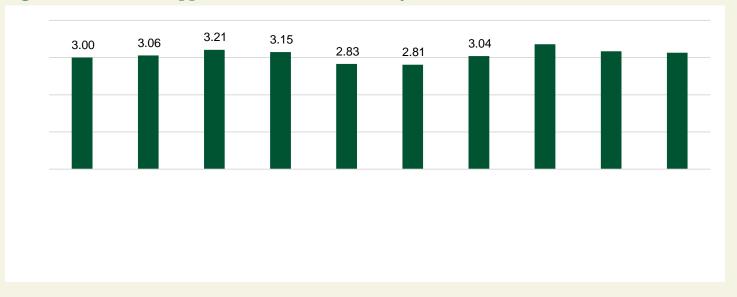
The rising prevalence of youth mental illness in recent decades has required schools to keep pace with students' social, behavioural and psychological needs to foster a safe environment. In response to the Students, Teachers, and Officers Preventing (STOP) School Violence Act of 2018 (H.R. 4909), 128 grantees across the U.S. were awarded funding by the Bureau of Justice Assistance

Results

There were more responderts from the 2018 grantees compared to the 2019 grantees. Grantee sites in both rural and urban areas were represented Most respondents reported their role as state or local government personnel.

Figure 01

Figure 02. SMHCI Supplement: Problem Severity



References I. Beidas RS, Stewart RE, Adams DR, Fernandez T, Lust Baukeell, BJ, et al. A multivel evaluation of stakeholder berspectives of implementation of evidentated practices in a large urban publicly funded mental health system. Policy Ment Health. 2016;43(6):8908. Policy Ment Health. 2016;43(6):8908. Bertram, R. M., Blase, K. A., & Fin, D. L. (2015). Improving programs and outcomes: Implementation framewand organization change.	Adm

Acknowledgements
The research team would like to acknowledge 2018 and 2019 STOP grantees that participated the survey, as well as the National Institute of JusticændBJA.

Publication DetailsAbella, A., et al. (2023)TOP School the Violence Prevention & Mental Health Training Program implementation Policy Briefiniversity of South Flodia.
Disclaimer: This study was funded by Mational Institute of Justice.