

The following are evidence-based interventions are currently being implemented district-wide.

Evidence-Based Intervention	Description	Eligibility Information
Child-Centered Play Therapy (CCPT)	CCPT is an evidence-informed, early intervention approach to help young children self-regulate emotions, develop improved executive functioning skills, and increase emotional literacy using play. This school-based intervention includes a parent interview, 4 assessment sessions, and 10 individual child-centered play sessions.	This program targets elementary-aged students in need of Tier II or Tier II social-emotional and/or behavioral support. Students can be referred by parents/guardians, teachers or other school staff. Students are screened using a standardized developmental assessment tool.
Grief and Trauma Intervention (GTI)	GTI for Children will be piloted in all elementary schools in SY 16-17. GTI is designed for children ages 7 to 12 with posttraumatic stress due to witnessing or experiencing one or more types of violence or disasters or due to experiencing or witnessing the death of a loved one, including death by homicide. GTI aims to improve symptoms of posttraumatic stress, depression and traumatic grief. The intervention is conducted with children in a group or individual format in 10 sessions of approximately 1 hour. The program also includes a parent/guardian education session.	Students are referred based on known or disclosed trauma exposure, and they must be screened for eligibility. Evidence of trauma symptomology must be determined by the clinician for participation.

<p>Cognitive Behavioral Intervention for Trauma in Schools (CBITS)</p>	<p>CBITS is a school-based intervention for addressing specific incidents of trauma exposure. Designed for students between 5th and 9th grades. Students participate in 1 hour weekly group sessions for 10 weeks. Program also includes three individual sessions, two parent/guardian education sessions, and one teacher education session. Services are delivered by a CBITS-trained social worker.</p>	<p>Students are referred based on known or disclosed trauma exposure and must be screened for eligibility. Evidence of trauma symptomology must be determined by the clinician for CBITS participation.</p>
<p>Structured Psychotherapy for Adolescents Responding to Chronic Stress (SPARCS)</p>	<p>SPARCS is a school-based intervention targeting chronically traumatized adolescents experiencing chronic stress and problems in functioning (i.e., school adjustment, PTSD symptoms, etc.). This 16-week program includes weekly group sessions with a SPARCS-trained social worker.</p>	<p>Students with behavioral concerns have an increased likelihood of a trauma history. Identified students will be screened for eligibility via a trauma symptom scale and clinical interview. This is a voluntary program for middle and high school students.</p>
<p>Motivational Enhancement Therapy/Cognitive Behavioral Therapy (MET/CBT5) Cannabis Youth Treatment (CYT)</p>	<p>MET/CBT5/CYT is a school-based intervention to address cannabis use disorders. Treatment utilizes motivational enhancement therapy and cognitive behavioral therapy principles in this 5 session program for adolescents between the ages of 12 and 18. Must be delivered by trained social workers. Sessions are a combination of individual and group modalities.</p>	<p>Eligible students must meet criteria for cannabis use disorders, experience problems (including emotional, physical, legal, social, or academic problems) associated with marijuana use and report marijuana use at least weekly for 3 months.</p>

<p>Theater Troupe/Peer Education Project (TTPEP)</p>	<p>TTPEP is an evidence-based prevention and peer education intervention that increases knowledge of social norms; modifies attitudes, beliefs and intentions through the examination of consequences; and promotes the development of communication and peer refusal skills related to alcohol and marijuana use.</p>	<p>Eligible students are those who are active in recovery, screened and appropriate for intervention, motivated for peer to peer experience, and/or subject to exposure.</p>
<p>Cognitive Behavioral Therapy (CBT)</p>	<p>CBT is a problem-focused intervention rather than an in-depth focus on past experience. It seeks to teach children to become their own therapist.</p>	<p>The facility and universality of CBT renders it appropriate for intervention with many students. Students who manifest social-emotional challenges and maladaptive behaviors may benefit from CBT intervention. DCPS has developed separate CBT protocols for elementary-aged students and adolescents.</p>