e advantages listed above apply to scenarios in which the mental health target is well researched. Currently, there is not an evidence-based intervention for each youth problem and combination of problems. Some intervention options are theory-driven, based on sound logic, or have support for promising impacts in a local setting, but lack rigorous evaluation and are thus potentially promising but not yet deemed "evidence-based" by professional groups. Other interventions may work with adults or be e ective in improving a di erent mental health target, but the treatment must be viewed as experimental for use with youth pending outcome data that demonstrate how well it works with children or for a given problem. When an appropriate evidence-based option is available for selection, choosing to use it over an experimental or untested approach is a sound starting point but not the end of the research process. Mental health service providers must also keep in mind that some settings are not fully ready to implement a given intervention for systemic reasons. Issues of systems change to support implementation need to be addressed before the setting moves to selection of new interventions that are ideally evidence-based programs and practices.

How to Find Intervention Options Matched to Student Mental Health Needs and Goals

e eld of mental health treatment, prevention and promotion is constantly evolving, expanding and improving. New interventions come from a variety of sources. Governments and private foundations fund researchers to develop and test new interventions, practitioners to develop a promising approach and share it with other professionals, and entrepreneurs to identify gaps in treatment options and create products. Mental health service providers become aware of intervention options through a variety of ways, including

- Online; web-based registries of evidence-based practices;

- Research-based newsletters, journals, and textbooks;

- Local, state, and national conferences sponsored by professional organizations, and other professional development seminars; these provide opportunities for cross-disciplinary learning; or

- Recommendations by other mental health service providers,

provider's own setting. For example, a mental health service provider seeking an intervention to increase school engagement among teenage boys in a primarily low socio-economic, Hispanic community would be particularly attentive to the demographic features of the samples in studies that evaluated an intervention's effectiveness, and ensure that the outcomes impacted in prior research are matched to the outcomes of most relevance to the current setting. For each viable option, consider the cultural relevance of the intervention as evaluated, which may involve soliciting input from community stakeholders. If adaptations appear necessary to be appropriate for a new setting, can it still be implemented in such a way that fidelity to the intervention's key elements is still retained?

A mental health service provider should only select those culturally responsive evidence-based interventions that are feasible to implement in one's setting. Key considerations here include cost of initial and ongoing training required to implement the intervention with fidelity, availability and cost of intervention materials, and current workforce capacity (must additional interventionists be hired?). After identifying a culturally responsive/appropriate evidence-based intervention that is feasible to implement, the leadership team or mental health service provider must ensure there is a plan in place to collect data in order to monitor fidelity of implementation, and evaluate the impact of the intervention in one's setting – especially if the existing evidence base comes from a different population or setting. If a program does not achieve the anticipated impacts in a new setting, the leadership team or provider should consider organizational features that may have negatively impacted implementation fidelity prior to selecting a different option.

More detailed resources on how to make best use of information on registries are available at:

- http://www.cebc4cw.org/files/RoadmapToSelectingAnEBP.pdf
- https://www.crimesolutions.gov/about_tips.aspx
- https://www.ojjdp.gov/mpg-iguides/
- "Selecting Evidence-Based Programs" guide from the National Resource Center for Mental Health Promotion and Youth Violence Prevention, available at https://healthysafechildren.org//sites/default/files/Selecting_EBPs_Website_508.pdf

Searchable Online Registries of Evidence-Based Programs and Practices

Registry/ database name	Website	Professional organization maintaining registry	Focus of registry	Features of registry
Blueprints for Healthy Youth Development	http://www.blueprintsprograms.com/	Annie E. Casey Foundation; Center for the Study and Prevention of Violence at the University of Colorado	Registry of evidence-based positive youth development programs designed to promote the health and well-being of children and teens. Blueprints programs are family, school, and community based and target all levels of need from universal to intensive	Can search database to identify program options based on program outcomes (e.g., emotional well-being), target (e.g., early adolescence, African American), program type (e.g., social-emotional learning, cognitive-behavioral), setting (e.g., school; continuum of intervention: universal), protective factors targeted (e.g., family, school, individual). Program options that meet search criteria are rated as Promising (meets minimum standard of effectiveness), Model (meets higher standard and provide greater confidence in the program's ability to change outcomes), or Model Plus (research base of highest quality, independent replication). Extensive fact sheet about each program includes: • Summary description of the program, its goals, and components • Specification of demographic groups included in outcome studies (e.g., age range, setting, race) • Impact of program on risk and protective factors • Training and technical assistance • Peer implementation sites • Evaluation outcomes (description of the evaluation that assessed the program's effectiveness) • How to access materials to learn and implement the intervention, including cost and purchasing information • Funding strategies • Program information contact

Registry/database name	Website	Professional organization maintaining registry	Focus of registry	Features of registry
California Evidence-Based Clearinghouse for Child Welfare (CEBC)	http://www.cebc4cw.org	California Department of Social Services (CDSS) Office of Child Abuse Prevention	Programs for use by professionals who interact with children and families in the child welfare system.	Provides an Overall Scientific Rating (range: 1 = Well-Supported by Research Evidence, 2 = Supported, 3 = Promising, 4 = Fails to Demonstrate Effect, 5 = Concerning Practice; to Be Rated) Program profile includes: • Description of the intervention, its goals, and major • Summary of target population • Description of the evaluation studies that assessed effectiveness (Relevant Published, Peer-Reviewed • Education and training resources • Relevance of program to child welfare system (High, Low)
CASEL Guide: Effective Social and Emotional Learning Programs— Preschool and Elementary School Edition Middle and High School Edition	http://www.casel.org/preschool-and-_____ ____ _____ _____ _____			

Registry/ database name	Website	Professional organization maintaining registry	Focus of registry	Features of registry
Evidence-Based Practice Summaries				