

**Students Supporting Students (Triple S):
Adult Advisor Implementation Procedures for
Triple S Downloads**

How to Use This Document

This document outlines the required steps, roles, and timelines for implementing the Students Supporting Students (Triple S) program. It is organized in the chronological order tasks must be completed, from pre-commitment through year-end close-out. Detailed guidance and templates referenced here are located in the [Adult Advisor Guide](#) and [Adult Advisor Lesson Plan](#).

Purpose of Triple S

Train middle and high school students to become part of a peer support team so they have the knowledge to recognize mental health signs and symptoms in their peers, the skills to reduce stigma around asking for help, encourage help-seeking to a trusted adult, and improve school belongingness.

Overview of the Program

The Triple S program is a school-based, peer-led initiative that trains middle and high school students to become part of a peer support team with the help of trusted adult advisors.

In addition to peer team training, all staff—and, in many schools, all students—receive foundational mental health education to promote shared understanding and consistent messaging across the school community. Throughout the year, peer team members and advisors meet regularly to plan and deliver school-wide activities and campaigns aligned with the program’s core goals: **increasing awareness of mental and behavioral health, reducing stigma, strengthening help-seeking behaviors, and increasing school belongingness.**

Triple S is not a clinical or counseling program. Peer team members serve as supportive peers, not therapists, and all safety concerns—including disclosures related to self-harm, harm to others, or abuse/neglect—must be escalated immediately to a trusted adult in accordance with school protocols.

Program Benefits

- Adolescents are already having conversations about mental health and well-being with their peers – this program aims to train students to provide accurate and supportive information when they have these conversations and encourage help-seeking to a trusted adult in the school setting, if applicable.
- All activities implemented throughout the year will be **created BY students FOR students** (with guidance from an adult advisor), providing students with leadership skills.

- Similar programs have found positive impacts on the well-being (e.g., increases in mental health knowledge and self-esteem) of both the students receiving peer support and those serving on the peer team.

Program Goals

10% increase in knowledge of the signs and symptoms of mental health, a 20% reduction in stigma around mental health, a 10% increase in help-seeking behaviors in all students, and a 10% increase in school belongingness.

The Process



PHASE I. READINESS & LOGISTICS

Timing: Summer/semester prior to Triple S implementation

Audience: School administrators, prospective adult advisors

Purpose: The purpose of Phase 1 is to confirm that the school has the capacity, staffing, and administrative readiness to implement the Triple S peer support program with fidelity. This phase ensures shared understanding of program scope, expectations, and required commitments before the school year begins.

Required Roles and Staffing Commitments

School administrators should review the following required roles and confirm feasibility before the beginning of the school year:

- **Adult Advisors**
 - Each school must identify 1-2 adult advisors.
 - Advisors can be any certified/non-certified staff member, and we recommend not recruiting School Mental Health Professionals (SMHP's) unless they have the dedicated time. Adult advisors at

previous Triple S schools have been administrators, teachers, paraprofessionals, and school counseling interns.

- Advisors must be available for and help co-lead:
 - Peer team recruitment
 - Scheduling and attending required trainings
 - Regular peer team meetings (bi-weekly preferred)
 - Ongoing supervision, support, and warm hand-offs
 - Kick-Off Event, campaign, and ongoing review of conversation dashboard
- **Peer Team**
 - Each school must recruit at least 10-15 students to serve on the peer team
 - Peer team members participate in trainings, meetings, kick-off, campaigns, and ongoing peer outreach. For more information on the responsibilities of a peer team member, see *Phase III, “Student Recruitment”*.
 - Peers should be intentionally recruited to reflect the diversity of the student body, with representation across grade levels; gender identities and sexual orientations; racial and ethnic backgrounds; social groups; interests and extracurricular activities (e.g., athletics, arts, STEM); and a range of skills such as writing, design, and public speaking.
 - Students that are involved in other school activities (e.g. sports, clubs, honor society, student council) may be interested in joining the peer team. It is important for the adult advisor to communicate the expectations of being a peer team member with these students as their competing priorities may make it difficult to engage meaningfully in the program.
 - To support recruitment efforts, the *Triple S Adult Advisor Guide* has letters and nomination forms that you can easily edit in *Appendix A: Recruitment Materials*.

** Schools should confirm that advisors have administrative support and protected time to fulfill these responsibilities.*

Time Commitment and Implementation Expectations

Administrators and prospective adult advisors should be aware of expected time commitments, including:

- Participation in required trainings (pp. 15-17 in *Adult Advisor Guide*)
*Note: Training offerings provided through NAMI vary depending on location. Please see *Phase V: Required Trainings* for more information and guidance.*
- Regular peer team meetings throughout the school year (i.e., at least 2x per month)

- Planning and implementation of at least one peer-led campaign (pp. 20, 24-28 in *Adult Advisor Guide*)
- Support for school-wide events (e.g., Kick-Off Event, End-of-Year Celebration) (pp. 22-29 in *Adult Advisor Guide*)
- Ongoing completion of Student Conversation Dashboard (p. 30-31 in *Adult Advisor Guide*)
- Completion of pre- and post-implementation surveys (pp. 31 in *Adult Advisor Guide*)

Data Collection and Evaluation Expectations

Data collection throughout the school year ensures that the Triple S program is achieving its expected outcomes. The following are recommended ways advisors can collect data to inform program success:

Student Conversation Dashboard

- Peer team members document outreach using the Conversation Dashboard- a digital form that asks peer team members to reflect on their supportive conversations with students. **Note: Only peer team members and advisors should have access to the Student Conversation Dashboard.**
- The Conversation Dashboard will track the number of conversations peer team members log throughout the year. These data can be used to demonstrate the effectiveness of the peer team and their impact on the student body.
- See *Phase II, "Creating a Student Conversation Dashboard"* for a dashboard template.

Pre-Survey

- The pre-intervention survey is a brief questionnaire that students and staff complete prior to any training or campaign activities that measures knowledge of mental health, stigma, help-seeking, and school belongingness. **Advisors are encouraged to send the pre-survey out at least two weeks before trainings. Surveys must close on the morning of the first scheduled training.**
- Data are used to:
 - Monitor implementation
 - Support continuous improvement
 - Share outcomes with schools and funders
- For recommendations on how to create a pre-survey for your school, see "*Phase IV: Pre-Survey Administration*" below.

Annual Timeline

Administrators and prospective adult advisors should familiarize themselves with the program arc:

- Late summer/early fall: recruitment, onboarding, surveys, trainings
- Late fall-spring: peer team meetings, kick-off, and campaign implementation
- Late spring: post-surveys, reflection, and end-of-year celebration

** See Appendix A at the end of this document for the full suggested Implementation Timeline.*

Decision Point

Before closing Phase 1, schools interested in the Triple S program should confirm:

- The school understands the program scope and requirements
- The school can identify required roles
- Administrative support is in place

PHASE II. INITIAL SETUP

Timing: Semester prior to Triple S implementation. Phases II and III may run simultaneously.

Audience: Confirmed adult advisors, administrator

Purpose: Establish infrastructure, share materials, prepare for peer team recruitment, and prepare the school for surveys and trainings

Phase II Overview

Phase II begins once a school confirms participation in the Triple S program. The focus of this phase is to ensure that all logistical, administrative, and communication structures are in place so surveys and trainings can occur smoothly and on schedule.

No student or staff trainings may occur until Phase II tasks are completed.

Step 1: Confirm Commitment & Key Contacts

- Confirm the school staff member who will serve as the adult advisor. The school may also choose to appoint a co-advisor to help lead the group.
- Collect the adult advisors' contact information (phone, email address).

Step 2: Access Core Program Materials

Adult advisors have access to digital copies of the *Adult Advisor Guide*, *Advisor Lesson Plan Guide*, and the *Peer Team Member Guide*. These resources include templates for recruiting advisors and peer team members (including letter templates to students, advisors, and parents/caregivers) (pp. 45, & 47-48 of *Adult Advisor Guide*).

Step 3: Review the Adult Advisor Google Drive Folder

Adult advisors are encouraged to create a Triple S folder (in Google Drive or another similar site) to make sure all materials are kept together and easily accessible. Ensure the folder includes:

- Adult Advisor and Peer Team Member Guides
- Adult Advisor Lesson Plan
- Student Conversation Dashboard (Google Survey), see below for instructions on how to create the Conversation Dashboard;
- Conversation Dashboard QR code labels;
- Image file of QR code;
- Templates and tracking tools, as applicable.

Note: It is recommended that adult advisors follow the instructions below on how to create a QR code that links to the Conversation Dashboard that will be used the following school year. QR codes make it easier for students to log their conversations, which can result in a more accurate count of the team's efforts to support their peers.

Adult advisors are encouraged to print QR code labels for peer team members that they can place in an easily accessible location (e.g. their laptops, planners, notebooks).

Advisors can post the QR code and dashboard link on an appropriate digital platform, like Google Classroom, where they can also post meeting updates and materials.

Creating a Student Conversation Dashboard

- Create a Google Form to serve as your Student Conversation Dashboard. The form should give peer team members a simple way to document when they have a conversation with a student, what the conversation addressed, and whether follow-up or referral was needed.
- You may adapt the wording and questions below to fit the nature and needs of your school, however, we suggest that the form include the following:
 1. **Your name** (Short answer)
 2. **Date of conversation** (Date)
 3. **What did your conversation include?** (Select all that apply.)
 - Talked about a mental health concern
 - Talked about general mental health
 - Checked in on general wellbeing
 - Talked about stress, academics, or school pressure
 - Talked about friendships or social concerns
 - Encouraged help-seeking
 - Referred the student to resources in the community

- Referred the student to crisis or urgent supports
- Other: (open-ended)
- 4. **What did you do after the conversation?**
 - a. Recommended that the student talk with a trusted adult (e.g., school social worker, counselor, peer team advisor)
 - b. Shared resources (e.g., school resource sheet, 988, crisis support information)
 - c. Other: (open-ended)
- Include a reminder such as:
 - If there was any mention of self-harm, harm to others, or thoughts of suicide, reach out to your advisor or another trusted adult right away and follow your school's established safety and crisis procedures.
 - Once you have created the form, rename it using a simple, recognizable title (e.g., [SCHOOL NAME] Student Conversation Dashboard”) so peer team members can easily locate it in Google Drive.

Creating Conversation Dashboard QR code labels

- Open the Conversation Dashboard Google Form and click on the “Copy the Responder Link” button at the top right of the screen
- Paste the responder link into the online QR code generator: <https://www.qr-code-generator.com/> and save the QR code image
- Open the [QR Code Label Template](#). Click “File” -> “Create a Copy” before making changes to the template. Paste the image of the generated QR code and replace [SCHOOL NAME] with the name of the school.

Step 4: Peer Team Recruitment

- See Phase III. “Recruitment & Team Formation” below for more information about recruiting students.
- The semester prior to implementation, the adult advisor should recruit 10-15 students to serve as peer team members. It is encouraged that students recruited for the peer team reflect the diversity of the student body with representation across grade levels.
- Ensure that students are aware of the responsibilities of serving on the peer team. See Phase III. “Student Responsibilities” for the expectations that should be communicated with prospective team members.
- Recruitment materials can be found on p. 34-48 of the *Adult Advisor Guide*.
- Note: Recruitment of peer members and scheduling of the trainings (below) will occur simultaneously.

Step 5: Scheduling Trainings

Schools located in Connecticut

Trainings with NAMI should ideally be scheduled at the end of the school year for a September timeframe. However, they can be scheduled at the beginning of the school year (August-September).

- Trainings to schedule:
 - NAMI Ending the Silence for all staff (60 mins)
 - NAMI Ending the Silence for all students (60 mins)
 - NAMI Student Navigator training for peer team (60 mins)
- School districts in Connecticut that want to schedule NAMI trainings should send an email to Valerie Lepoutre (vlepoutre@namict.org) and Kristi Sadowski (ksadowski@namict.org).
- Important to note:
 - If scheduling permits, advisors should try to attend NAMI Student Navigator Training with the peer team.
 - Trainings can be completed on different days, but it is best to schedule them as close together as possible, preferably all in one day.

Schools located outside of Connecticut

Districts outside of Connecticut are encouraged to email their state or local NAMI chapter to learn more about their training offerings. Schools should ask their NAMI chapter if they offer the Ending the Silence training for staff and students and if there is an experiential training offered to students. If your state or local NAMI chapter does not offer these trainings, you can use any mental health literacy trainings you prefer that provide both didactic and experiential instruction. For more information, please refer to *Phase V: Required Trainings*.

PHASE III. RECRUITMENT & TEAM FORMATION

Purpose: Recruit students to join the peer team and staff to serve as adult advisors.

Timing: Semester prior to Triple S implementation. Phases II and III may run simultaneously.

Audience: Confirmed adult advisor(s) and prospective student peer team members.

Recruitment

Staff Recruitment

Adult advisors support the peer team members by facilitating peer team meetings, monitoring data collection measures, including the Conversation Tracker Dashboard, and managing the scheduling and logistics of all events/activities.

- Advisors may choose to have another staff member co-lead the group.
- Staff recruitment should begin the spring semester prior to the beginning of the new school year.
- Staff nomination letters, nomination forms, and acceptance letters are found in the *Adult Advisor Guide* (p. 36-37, 42)

Responsibilities

- Schedule and attend/participate in required trainings
- Facilitate/co-lead regular team meetings to provide emotional and technical support to student peer team members
- Help the peer team organize events, including the kick-off, campaign activities, and End of Year Celebration, by working with administrators and ordering materials
- Ensure peer team's presence is visible at events (i.e., slogan, school and local resources, peer team t-shirts or bracelets, campaign materials)
- Assist in data collection, including sharing surveys and regularly reviewing Conversation Dashboard submissions, to report on the peer team's efforts
 - **Note: If a peer team member reports a conservation around self-harm, harm to others, or abuse/neglect, the adult advisor **must** follow-up with the team member to ensure the student was referred to an appropriate staff member.**

Advisor(s) will need to create a list of school, local, and state behavioral support resources and contacts for the peer team (p. 11 of the *Adult Advisor Guide*).

Advisors should know:

- Who are the go-to behavioral health resources in the school?
- What is the student referral process?
- If a student expresses suicidal thoughts to you, what is the school protocol?
- What is the best way to get in touch with a school counselor? Social worker? Administrator?
- What community organizations (e.g., Youth Service Bureau, School-based health clinic, youth support programs/activities) is the school already connected with?

Note: Similar resources may already exist within the school. Advisors are encouraged to reach out to support staff, like school counselors and school social workers, to see if there is already a resource list that the peer team can use.

Student Recruitment

Advisors will begin recruiting students for the peer team through various means (e.g. teacher and staff nomination, student nomination, self-nomination, word of mouth).

Recruitment materials, including recruitment letters for students and parents, nomination and opt-out forms, and letters for accepted and non-accepted students, are on p. 34-48 of the *Adult Advisor Guide*.

Advisors should explain the purpose and benefits of being on the peer team to prospective members. By participating on the peer team, students will be able to:

- Learn more about mental and behavioral health
- Gain valuable leadership and communication skills that can be included on a resume (e.g., public speaking, motivational interviewing, listening skills)
- Create school-wide events and initiatives for their peers
- Help normalize mental health conversations and accessing supports

Student Responsibilities

Students should be aware of the responsibilities of being a peer team member when they express interest. As previously mentioned under *Phase I, “Peer Team”*, this step is especially important for prospective peer team members that are already involved in other extracurricular activities:

- Complete all required trainings (i.e. NAMI Ending the Silence training and NAMI Student Navigator training for schools in CT, or approved mental health literacy training for schools outside of CT)
- Attend bi-weekly peer team meetings
- Have supportive, structured conversations with peers and maintain confidentiality when appropriate.
- Document peer conversations in the Student Conversation Dashboard.
- Work with fellow peer team members to create school-wide events and campaign activities. Ensure peer team’s slogan, campaign, and resource list are available and visible at all peer team events.
- Attend activities hosted by the peer team (e.g. Kick-Off Event, campaign activities, End of Year Celebration). Though the roles and responsibilities of team members will vary depending on the nature of the event, peer team members may need to deliver presentations or talk in front of large groups.

PHASE IV: PRE-SURVEY ADMINISTRATION

Pre-Survey Administration

Timing: To be completed before any trainings and campaign activities, ideally after recruitment is completed.

Audience: All school staff and students

Purpose: The pre-intervention survey is a **voluntary** survey that students and staff complete prior to any training or campaign activities that measures knowledge of mental

health, stigma, help-seeking, and school belongingness.

- The pre-survey serves as a baseline measure of the knowledge and attitudes surrounding mental and behavioral health among school staff and students, before training and/or activities begin.
- As many students and staff, including peer team members, as possible will need to complete the pre-survey at the beginning of the school year prior to participating in any training. It is recommended that the pre-survey remain open until the morning of the first training.

Recommendations

- For easy and secure data collection and interpretation, it is recommended that you use a digital survey software, like Google Forms or SurveyMonkey, for the pre- and post-survey.
- The pre-survey must be sent out at least two weeks prior to the first scheduled training as what students and staff learn in the trainings may influence their responses to the survey.
- The survey should be distributed to students during a core subject class or during an advisory or connections period. This will help ensure that the survey has been administered to all students. Similarly, the staff survey should be distributed during an all staff meeting or a professional development.
- Advisors are encouraged to track the number of staff and student respondents. If necessary, advisors can send out an additional reminder to complete the survey to get as many responses as possible.
- When possible, schools may connect individual students' pre- and post- survey data by using their de-identified student ID to match responses over time.

Disseminating the Pre-Survey

- First, create a copy of the survey template in Google Drive and rename the new file with your school's name (adjusting any necessary survey questions to fit your school content; for example, grade level options).
- When you are ready to share the survey, click "Publish" on the top-right corner of the page. Ensure that "Anyone with the Link" can respond to the survey. If this is selected already, click "Publish" again for the survey to go live.
- Discuss with administrators when you will have students and staff complete the survey. You may choose to follow the same plan that was used last school year if you believe that it was effective in receiving the most responses. As stated above,

we recommend having the survey completed during a core subject class or advisory period to ensure that all students receive it.

Analyzing the Pre-Survey

- When you are logged in to Google, individuals granted editor access to the form will be able to view the results of the survey. To grant a colleague editing access, click the “Share” button on the top-right corner of the page and enter their email.
- Click “Responses” on the toolbar of the form. Here, you will be able to see both individual and grouped responses to the survey. Under “Summary”, the form automatically will create graphs based on the data set. You may also click “View in Sheets” to see a spreadsheet of the raw data collected from the survey.
- Though the graphs the Google Form creates will help you to understand trends in the data, you may choose to work with a data expert at the school, like a math or statistics teacher, that can help you interpret the dataset.
- If you are using an AI software to analyze survey results, it is crucial that you take appropriate measures to protect the personal information and data that was collected, especially student information. Advisors should discuss how to protect participant data with the school’s IT team and administrators and follow your school/district protocols.
- For more detailed instructions on how to analyze your survey results, please review the “Steps for Analyzing Triple S Pre- and Post-Surveys” document below under *Phase XI: “Analyzing Survey Results”*.

Reminder: The school may not have confirmed a peer team advisor by the time the pre-survey is ready to be sent out. If this happens, an administrator can send it out to staff and students.

PHASE V: REQUIRED TRAININGS

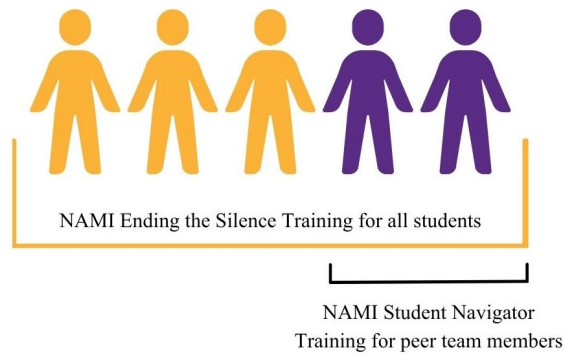
Timing: Beginning of the school year

Audience: All school staff and students

Purpose: The trainings prepare students and staff for the Triple S program by discussing the signs and symptoms of mental health.

Schools located in Connecticut

Training will be conducted by NAMI to provide didactic and experiential instruction on the signs and symptoms of mental health and an overview of the program. If your school is not located in Connecticut, please read the following section.



- **Foundational Trainings (All Students and Staff)**

All students and staff at participating middle and high schools will receive [National Alliance on Mental Illness \(NAMI\) Ending the Silence](#), a free, evidence-based, 60-minute, in-person mental health education program delivered locally by NAMI. Schools receive parallel sessions—one for students and one for staff—each aligned in structure, content, and duration. Sessions include a brief, developmentally appropriate overview of mental health, warning signs, and help-seeking; short videos; and a personal recovery story shared by a young adult with lived experience. The training is designed to reduce stigma, establish shared language across the school community, and ensure that both students and staff understand how to recognize concerns and connect youth to appropriate supports. Time is built in for questions within a safe, structured setting.

- **Additional Required Trainings (Peer Team Members)**

Students selected to serve on the peer team will complete one additional training to prepare them for their role:

- **NAMI: Student Navigator Training Workshop** (60 minutes). The goal of this training is for peer team members to feel knowledgeable and equipped with necessary skills to offer support and resources to classmates who may be struggling, raise awareness about mental health, and create a welcoming environment for everyone to feel empowered to access available supports.

Training covers:

- Overview of mental health and common warning signs
- Coping and emotion-regulation strategies
- How to approach and support a peer who may be struggling, including required escalation/warm handoff to an advisor or trusted adult for safety concerns
- Role-play practice for supportive peer outreach
- Strategies for raising awareness and sharing available resources
- Maintaining healthy boundaries within the peer role

Note: Additional trainings are available that complement the NAMI “Ending the Silence” training. See page 18 of the *Adult Advisor Guide* for more information. Please note that there is a cost associated with some of these trainings.

Schools located outside of Connecticut

The trainings listed above are available through NAMI CT. Some trainings, such as Student Navigator, are unique to the CT chapter and may not be available in your state. Please contact your state or local NAMI chapter to see what trainings are available for your school.

To prepare your peer team and staff members for Triple S, you may choose to explore other mental health literacy trainings that are available in your state. It is important that the training you choose has an option for both student and staff training (didactic instruction) and peer team member role play (experiential instruction). The following trainings are delivered through national organizations and may be available in your state:

- **Emotional CPR (eCPR)**

- Emotional CPR (eCPR) is an evidence-based public health education program designed to teach people to assist others through an emotional crisis by three simple steps: C = Connecting, P = emPowering, and R = Revitalizing. eCPR offers to tailor trainings for school staff, students, or community members. These trainings range in length from 2–12 hours depending on your desired delivery format and content covered. For more information about pricing and how to schedule a training, please visit www.emotional-cpr.org

- **Mental Health Essentials**

- Mental Health Essentials are a series of evidence-based training programs that aim to increase knowledge about mental health, educate about resources for support, and promote positive mental health. Mental Health Essentials are offered for:
 - Educators & School staff
 - Parents & Caregivers
 - Athletic Coaches
 - Middle & High School Students

For more information about pricing and how to schedule a training, please visit www.mentalhealthcollaborative.org

- **Mental Health First Aid (MHFA)**

- Mental Health First Aid (MHFA) is an evidence-based program that teaches people to understand, identify, and reach out to someone who may be struggling with a mental illness or substance use disorder. MHFA offers

a variety of trainings, using in-person and blended formats, geared toward specific groups including:

- Adult MHFA (length: 7.5 hours)
- Youth MHFA for parents, school staff, or other adults who regularly interact with adolescents (length: 6.5 hours)
- Teen MHFA for adolescents (length: 4.5 hours)

For more information about pricing and how to schedule a training, please visit www.mentalhealthfirstaid.org

PHASE VI: PROGRAM LAUNCH & MEETINGS

Timing: Throughout the remainder of the school year, following the set meeting schedule and cadence (i.e. bi-monthly, weekly).

Audience: Adult advisors and peer team members

Purpose: Peer team meetings allow adult advisors and team members to discuss peer conversations, campaign planning and progress, and other important reminders.

Meetings

Peer team meetings should be at least twice a month (i.e., every other week). Peer team meetings can be scheduled during free periods or after school. **Note: Transportation can be a barrier for students serving on the peer team. It is recommended that meetings be scheduled during the school day or on days that provide a late bus to mitigate this challenge.**

Prior to the first meeting, adult advisors should print copies of the *Peer Team Member Guide* for students to follow along with during each meeting. Students are encouraged to write their names on their copies and bring them to every meeting.

Advisor responsibilities before each meeting

- (After the first meeting) Check the Student Conversation Dashboard to note if students are having conversations with peers and completing the tracker correctly. **If a peer team member reports talking to someone about harm/suicide, advisors need to talk to this student ASAP to ensure it was reported to a trusted adult.**
- Review the lesson plan in the *Advisor Lesson Plan Guide* that corresponds to the scheduled meeting.
- Print or display the meeting agenda (or, if easier, the lesson plan from the *Advisor Lesson Plan*) so students can easily follow along. When needed, print out worksheets from the appendix of the *Adult Advisor Guide* for the students to complete when planning activities.
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Structure of first meeting

- Introductions- Students introduce themselves and share why they wanted to be on the peer team.
- Outline components and goals of the program- Have supportive conversations with peers and create a campaign using M.I.N.T. to increase awareness about mental health, reduce mental health stigma, increase help-seeking behaviors, and increase school belongingness.
- Review roles and responsibilities of being a peer team member:
 - Regularly attend meetings
 - Have supportive, structured conversations with peers and maintain confidentiality unless a peer discloses thoughts of suicide or harm to self/others
 - Document conversations in the Student Conversation Dashboard
 - Work with the peer team to create school-wide events and campaign activities
- Begin planning the Kick-Off Event- Use the worksheets in the appendix of the *Adult Advisor Guide* to guide the team's planning.

Structure of following meetings

- Remind students to log conversations in the dashboard- Advisors should use the first 5-10 minutes of the meeting to review and encourage students to log any missing conversations.
- Check-in about conversations the students are having- Was the conversation logged? Was it logged correctly? How are they feeling after the conversation?
- Discuss upcoming activities (e.g. Kick-Off Event, campaign activities, End of Year Celebration, etc.)- Peer team will plan activities and events using the worksheets found in the *Adult Advisor Guide* (p. 60-63).
- Supporting the peer team- Remind students that they are not responsible for providing mental health advice to their peers. Review coping skills and encourage students to go to an advisor for support following a conversation with a peer.

Note: Depending on the frequency of team meetings, advisors may choose to schedule an additional meeting before a large campaign event to review logistics and expectations.

PHASE VII: KICK-OFF & STUDENT-LED CAMPAIGNS

Kick-Off Event

Timing: The Kick-Off Event will ideally be held in October; however, individual school timelines may differ.

Audience: School staff and students

Purpose: The Kick-Off Event is the first event the team will plan and serves as an opportunity to introduce the peer team and the program to the student body.

Reminder: The format of the Kick-Off Event is up to the team, but its content should reach all students (e.g. hosting an assembly, tabling during all lunch periods).

Planning

- The first peer team meetings will be focused on planning the Kick-Off Event.
- Topics to cover (see p. 23 of the *Adult Advisor Guide*):
 - A brief overview of behavioral health
 - Depression, anxiety, and other mental health conditions are real. You cannot willpower a mental health condition away. It is not a character flaw, and these are serious health conditions.
 - If you or someone you know has a mental health concern, there is professional help and support available. You do not have to do it on your own. Reaching out is not a sign of weakness.
 - M.I.N.T. (Mental health is real, Inform about effective supports, Notice and recognize the signs, Tell an adult right away if someone mentions suicide)
 - Overview of the purpose and goals of the program and introduce peer team
 - Purpose: Train middle and high school students to become part of a peer support team so they have the knowledge to recognize mental health signs and symptoms in their peers, the skills to reduce stigma around asking for help, encourage help seeking to a trusted adult, and improve school belongingness.
 - Goals: Increase knowledge, help-seeking, and school belongingness, and decrease stigma.
 - School-wide campaign planning
 - If the peer team has brainstormed or planned any campaign events or initiatives, they can share them.
 - Students will share that in addition to campaign planning, peer team members will also be available to provide individual, informal support to classmates who may be struggling. ***This is NOT meant to be therapy or formal mental health treatment, but rather friendly support to encourage reaching out to an adult who can connect to formal supports or services.**
 - Highlight that conversations with peer team are confidential, but **if there is disclosure of self-harm, harm to others, or abuse/neglect, the peer team member must report it to the advisor right away with no exceptions.**

Campaign

Timing: Throughout the remainder of the school year

Audience: All school staff and students

Purpose: The campaign includes the activities and events that the peer team organizes to engage students and spread their message.

Planning

Though the following sections include examples of campaign activities, peer teams should be creative when considering what activities will effectively share their message. For more information on the components of a campaign listed below, see pp. 24-28 of the *Adult Advisor Guide*.

*Note: Triple S is intended to be **by** students, **for** students. Adult advisors serve as facilitators, and the peer team should be empowered to lead the creation of campaign ideas.*

A strong campaign should include a combination of **content** (activities that educate, create awareness, and share resources) **and promotion** (ways to share about the program, messaging, and upcoming events).

Content

- **All campaigns must include M.I.N.T.** (Mental health is real, Inform about effective supports, Notice and recognize the signs, Tell an adult right away if someone mentions suicide)
- The peer team is encouraged to provide mental health resources at every campaign activity so that if a student decides to reach out, they know where to go.
- Examples: Mental health spirit week, hosting a mental health advocate for an assembly, self-care activity night before final exams.

Slogan

- The slogan helps spread the core messages of the campaign. The slogan should be catchy, if possible, and highlight that it is normal to experience mental health struggles and that help is available.
- Remember to be cautious about the slogan wording and how it may be perceived. It should not make people feel guilty or shameful about their experiences or encourage positive-only mindsets (e.g., “*Just focus on the positives*” or “*Think positively!*”).
- Examples: “*Stigma hurts, awareness helps.*”, “*When in doubt, talk it out.*”, “*It’s okay to not be okay, reach out!*”

Promotional Activities

- Campaign activities increase visibility of the peer team while also sharing information about mental health and reducing the stigma around seeking help.
- All materials created for the campaign must be submitted to the adult advisor(s) for review at least two weeks prior to the scheduled start of program activities.
- All promotional materials for peer team activities should credit the peer team and include their slogan. This will increase the visibility of the peer team and relate the activity to the larger goals of Triple S (increase awareness about mental health, help seeking behaviors, and school belongingness, and reduce mental health stigma). It is also expected that the peer team members wear their team merchandise (e.g. peer team shirts, pins, etc.) and distribute mental health resources at all in-person activities.
- Examples: Social media takeover, morning announcements, posters throughout the school, shirts, bracelets, self-care kits

If the peer team wants to use student testimonials as part of their campaign, the following steps must be followed:

- All activities must be approved by your principal and fall within your school and district guidelines.
- For safety reasons, **if the peer team is collecting student testimonials, it should NOT be anonymous.** Student privacy needs to be protected while also ensuring that all students have access to resources. Peer team members need to protect the privacy of their peers, but if they hear a student talking about, or read something they have written, that indicates severe distress or suicidal thoughts, they must make sure that the student is connected with the school counselor or other trusted adult.
- All participating students, as well as students viewing the video, must be made aware of school resources available. This can be done either verbally or by handing out a list of resources.
- It is the school's responsibility to follow their own risk management protocols to intervene as needed with any student who appears to be at high risk due to mental health concerns.

PHASE VIII: ONGOING IMPLEMENTATION

Student Conversation Dashboard

- Advisors are encouraged to check Conversation Dashboard submissions at least twice per week- once at the beginning of the week and once at the end of the week.

This is to monitor if peer team members are logging conversations correctly and if students are having conversations that warrant a warm handoff to a trusted adult.

- If an adult advisor notices that a peer team member logged a conversation with a student about suicide or harm to self or others, **it is crucial that the adult advisor checks in with the peer team member immediately to ensure appropriate steps were taken (e.g., warm hand-off to trusted adult).**

Success Stories

- Adult advisors are encouraged to keep track of their peer team's progress, milestones, and success stories. Having a running list of the teams' accomplishments will help when communicating the effectiveness of the peer team, promoting the team's work to administrators, and preparing for the End of Year Celebration.

PHASE IX: END-OF-YEAR CELEBRATION & SUSTAINABILITY PLANNING

End of Year Celebration

Timing: End of school year (May) **Note: School timelines may slightly differ.*

Audience: All school staff and students, administrators, families/caregivers, and community members

Purpose: The End of Year Celebration provides an opportunity to share the hard work the peer team has put into their campaign activities throughout the school year.

- Advisors are encouraged to invite administrators, school staff, community partners, and parents/caregivers. Invitation templates for the celebration can be found on pp. 69-71 of the *Adult Advisor Guide*.
- Adult advisors will need to compile relevant data that demonstrate how the peer team met their goals(e.g. number of staff trained, number of students supported by the peer team, conversations logged in the dashboard). The peer team will use these data to create a presentation that summarizes their work and the program's impact.
 - The *Adult Advisor Guide* has information about data gathering for the End of Year Celebration (p. 30) and worksheets that can help the team compile their progress data (pp. 50-55). The worksheets allow the advisors to help students collect both quantitative and qualitative data on the program's effectiveness.

PHASE X: POST-SURVEY ADMINISTRATION

Post-Survey

Timing: End of school year (May) **Note: School timelines may slightly differ.*

Audience: All school staff and students

Purpose: The post-survey is a **voluntary** questionnaire that asks about experiences and perceptions, and measures if there were any changes in knowledge of mental and behavioral health, stigma, help-seeking, and school belongingness in school staff and students following the implementation of Triple S.

Recommendations

- It is recommended that the post-survey is sent out in May. This will allow advisors time to review the post-survey and note any changes that can be attributed to the peer team since the pre-survey. These data can be included in the End of Year Celebration presentation.
- The survey should be distributed to students during a core subject class or during an advisory or connections period. This will help ensure that the survey has been administered to all students. Similarly, the staff survey should be distributed during an all staff meeting or a professional development.
- Advisors are encouraged to track the number of staff and student respondents. If necessary, advisors can send out an additional reminder to complete the survey to get as many responses as possible.

Disseminating the Post-Survey

- First, create a copy of the survey template in Google Drive and rename the new file with your school's name (adjusting any necessary survey questions to fit your school content; for example, grade level options).
- When you are ready to share the survey, click "Publish" on the top-right corner of the page. Ensure that "Anyone with the link" can respond to the survey. If this is selected already, click "Publish" again for the survey to go live.
- Discuss with administrators when you will have students and staff complete the survey. As stated above, we recommend having the survey completed during a core subject class or advisory period to ensure that all students receive it.

Analyzing the Post-Survey

- When you are logged in to Google, individuals granted editor access to the form will be able to view the results of the survey. To grant a colleague editing access, click the "Share" button on the top-right corner of the page and enter their email.

- Click “Responses” on the toolbar of the form. Here, you will be able to see both individual and grouped responses to the survey. Under “Summary”, the form automatically will create graphs based on the data set. You may also click “View in Sheets” to see a spreadsheet of the raw data collected from the survey.
- Though the graphs in the Google Form creates will help you to understand trends in the data, you may choose to work with a data expert at the school, like a math or statistics teacher, that can help you interpret the dataset.
- If you are using an AI software to analyze survey results, it is crucial that you take appropriate measures to protect the personal information and data that was collected, especially student information. Advisors should discuss how to protect participant data with the school’s IT team and administrators and follow your school/district protocols.

PHASE XI: Program Evaluation

Schools implementing Triple S are strongly encouraged to monitor implementation and outcomes throughout the school year. Reviewing data as the program is implemented can help schools identify what is working, address challenges in real time, and reduce the burden of compiling information at the end of the year.

Surveys

At minimum, schools should administer:

- **Pre-surveys** to all staff and students before training and program implementation.
- **Post-surveys** to all staff and students near the end of the school year.

The surveys provided in **Appendices B and C** can be used to assess changes over time. To support meaningful comparisons, schools should administer the pre- and post-surveys to the entire student body and report the number of respondents at each time point. Because surveys are anonymous and respondents may differ, results should be interpreted as school-wide trends rather than changes among individual students or staff.

Schools may use the provided surveys, select other measures that fit their needs, or supplement survey data with additional information. Triple S surveys include measures aligned with the program’s four primary goals:

- **Increase mental health literacy:** Knowledge of mental health and mental illness.
- **Reduce mental health stigma:** Personal attitudes and perceptions of other students’ attitudes toward mental health concerns and treatment.
- **Increase help-seeking:** Willingness to seek help, comfort discussing mental health, and knowledge of available school supports.

- **Increase school belongingness:** Students’ feelings of acceptance, inclusion, connection, and belonging at school.

The student post-survey also includes **program visibility** questions for students who are not peer team members and **reflection questions** for peer team members. These items can help schools understand which activities students noticed, how well students understood the peer team’s role, peer team members’ experiences, and opportunities to strengthen future implementation.

Analyzing Survey Results

If you are utilizing Google Forms to administer surveys, we’ve developed instructions for analyzing results [Steps for Analyzing Triple S Pre- and Post-Surveys](#). Following are the main steps for analyzing student/staff surveys:

1. **Close the survey** in Google Forms so that additional responses are not submitted during analysis.
2. **Review participation**, including the number of students or staff invited, the number who responded, the overall response rate, and the representation of relevant groups, such as grade levels.
3. **Review each survey domain** using the graphs under the Google Forms **Responses–Summary** tab. Raw responses can also be accessed by selecting **View in Sheets**.
4. **Compare pre- and post-survey findings**, looking for changes in response patterns or scores across the Triple S domains. Differences should be interpreted cautiously when the number or characteristics of respondents differ between the pre- and post-surveys.
5. **Identify strengths and areas for improvement**, including items with high levels of positive responses, frequent negative or “I don’t know” responses, and findings that may inform future training or campaign activities.
6. **Summarize the findings** using the Survey Results Summary Template included in the survey analysis document.

Schools do not need advanced statistical analyses to use the results. Google Forms’ automatically generated graphs and response summaries can be used to identify meaningful school-level patterns. Schools with access to staff experienced in data analysis may also calculate survey-domain scores using the scoring guidance provided in the analysis document.

Ongoing Monitoring

Advisors and peer team members should use the **Student Conversation Dashboard** in the school's Google Drive folder throughout the year. Advisors are encouraged to review the dashboard regularly (i.e., weekly) to monitor:

- The number and general topics of supportive conversations.
- Connections to trusted adults or other resources.
- Conversations requiring an immediate warm handoff.
- Whether peer team members are consistently and accurately documenting conversations.

Schools should not enter student names or other identifying information in evaluation tools. Schools may also track implementation indicators such as staff and students trained, peer team meetings held, campaign activities completed, students reached, and brief success stories or lessons learned.

Using the Findings

Advisors should periodically review the available data with the peer team to celebrate progress and guide ongoing improvement. At the end of the year, schools can summarize survey findings, Conversation Dashboard data, implementation activities, and student or advisor reflections to:

- Assess progress toward the four Triple S goals.
- Identify strengths and priorities for improvement.
- Inform planning for the following school year.
- Communicate the program's reach and progress to administrators, staff, students, families, and community partners.

Appendix A: Implementation Timeline

Note: This is a suggested timeline for tasks to complete. School timelines may slightly differ.

Spring prior to implementation

- Send staff recruitment letters
- Pre-survey data collection from school staff
- All staff mental health training – NAMI Ending the Silence
- Identify existing school and local community behavioral health resources

August-September

- Send student and parent recruitment letters at the beginning of the school year
- Review peer team nominations, select and notify students to be on the peer team
- Collect pre-survey data from the peer team during a meeting **PRIOR** to the peer team training
- Adult Advisor reaches out to teachers to coordinate collecting pre-survey data from non-peer team students
- Begin regular (e.g., weekly/bi-weekly) peer team meetings
- Schedule the student NAMI Ending the Silence and peer team Student Navigator training

October

- Peer team creates their campaign proposal for messaging and activities
 - Campaign proposal is reviewed and accepted by adult advisor
- Schedule and hold the Kick-Off Event

November-April

- Peer team develops and implements campaign activities
- Regular (e.g., weekly or bi-weekly) data collection for peer supports provided
- Adult Advisor continues to meet regularly (e.g., weekly) with peer team to check in about progress, roadblocks and provide any needed support

May-June

- Complete post-survey data collection with peer team AND the non-peer team students who completed the pre-survey
- Peer team meets to reflect on their campaign and write a brief “report” on what they did, how it went, and what they learned to present at the end of year celebration
- Adult Advisor reviews and summarizes data results and prepares to share findings
- Adult Advisor and peer team plan and hold an end of year celebration
 - Invite school administrators, staff, students, families, and local youth-serving community organizations to participate
 - Peer team provides a summary of their activities and experiences from the year
 - Adult Advisor shares summary of data results
- Hold a final meeting with peer team to plan for the upcoming school year
- Begin recruitment process with new students and staff

Appendix B: Triple S Student Surveys

TRIPLE S STUDENT PRE-SURVEY

Directions: This survey will ask you about your experiences and includes 40 multiple-choice questions. It should take about 5-10 minutes to complete.

Your participation is **voluntary**. You don't have to answer questions if you don't want to.

Also, this survey is completely **confidential**. Your name will not be connected with your answers. Your answers may be summarized with everyone else's responses but **will never include your name or be linked to you in any way.**

You can stop the survey whenever you want. However, your responses will help us a lot. Please answer what you can. There are no right or wrong answers.

Demographics / About You

What grade are you in?	• 5th • 6th • 7th • 8th • 9th • 10th • 11th • 12th
What is your gender?	Please select all that apply. (Checkboxes) • Girl • Boy • Gender Diverse (Non-Binary, Gender-Fluid, Agender) • Prefer not to answer • Prefer to self-describe: (open-ended)
Which of these groups best describes you?	Please select all that apply. (Checkboxes) • White • Black or African American • American Indian or Alaskan Native • Asian • Native Hawaiian or Pacific Islander • Middle Eastern or North African • Latinx, Hispanic, or Spanish • Mixed Race • Rather not say • Prefer to self-describe: (open-ended)
Are you a member of the peer support team this school year?	• Yes • No

Mental Health Knowledge

UMHL-A Part A

Please read the statements below and indicate to what extent you agree with the following statements, from “Strongly disagree” to “Strongly agree”. If you do not know how to answer, select “I don’t know”.

	Strongly disagree	Disagree	Neither agree, nor disagree	Agree	Strongly agree	I don't know
Talking about my feelings with someone helps to improve my mental health.						
I am comfortable talking to my peers about my feelings.						
How I get along with others affects my mental health.						
If I experienced mental health problems, I would seek help.						
If someone I care about had mental health problems for a long time, I would encourage them to get professional help.						
I am comfortable talking to adults in my life about my feelings.						
If I had a mental disorder, I would speak about it with others.						
I would be willing to continue a friendship with someone who developed a mental health problem.						

UMHL-A Part B

Please read the statements below and indicate to what extent the statements are correct (“Yes”) or incorrect (“No”) from your point of view. If you don’t know how to answer, select “I don’t know”.

	Yes	I don't know	No
Getting along with others is important for mental health.			
Mental illnesses are caused by different things.			
Mental health impacts people’s behavior.			
Mental disorders affect people’s emotions.			
Depression is one of the most common mental illnesses among young people.			
The way people feel over time is a sign of their mental health.			
How people think about things affects their mental health.			
How people get along with others affects how they feel.			
How people think about things affects how they feel.			

Source: Kågström, A., et al. (2023). *Universal Mental Health Literacy Scale for Adolescents (UMHL-A)*.

https://research.vu.nl/files/297569531/Development_and_validation_of_a_universal_mental_health_literacy_scale_for_adolescents_UMHL-A.pdf

Stigma

How much do you agree with the following statements?

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly Agree
Most students are fine being close friends with someone receiving mental health treatment						
Most students feel that getting mental health treatment is a sign of personal failure						
Most students would think less of someone who got mental health treatment						
I am fine being close friends with someone receiving mental health treatment						
I feel that getting mental health treatment is a sign of personal failure						
I would think less of someone who got mental health treatment						

Source: The Healthy Minds Secondary Schools Study (HMS2). <https://healthymindsnetwork.org/wp-content/uploads/2021/08/ALL-MODULES-HMS2-Day-School-Questionnaire-2021-2022-Revised-July-2021.pdf>

Knowledge of School Resources

How much do you agree with the following statements?

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
There is a good support system at my school for students going through difficult times.						
I know where to go at my school if I need help for my mental health.						

Source: The Healthy Minds Secondary Schools Study (HMS2) (Knowledge of School Services). <https://healthymindsnetwork.org/wp-content/uploads/2021/08/ALL-MODULES-HMS2-Day-School-Questionnaire-2021-2022-Revised-July-2021.pdf>

School Belongingness

Please indicate how often each statement is true for you at this school.

	Almost Never	Sometimes	Often	Almost Always
I can really be myself in this school.				
I feel like I don't belong in this school.				
I have close/sincere relationships with my teachers and friends.				
I do not feel involved in the most of the activities at school.				
I feel that I am accepted by other people at school				
I feel excluded in this school.				
I see myself as part of this school.				
In this school, my friends and teachers usually ignore me.				
I think that people care about me in this school.				
I have no close/sincere connections with people in this school.				

Source: Arslan & Duru (2017). School Belongingness Scale (SBS). <https://edstruments.org/instruments/school-belongingness-scale-sbs>

TRIPLE S STUDENT POST-SURVEY

Directions: This survey will ask you about your experiences and perceptions and includes about 55 questions. Most questions are multiple-choice, with a few open-ended questions **The survey should take about 15-20 minutes to complete.** Students who served on the peer team will receive an additional 6 questions about their experience on the peer team.

Your participation is **voluntary**. You don't have to answer questions if you don't want to.

Also, this survey is completely **confidential**. Your name will not be connected with your answers. Your answers may be summarized with everyone else's responses but **will never include your name or be linked to you in any way.**

You can stop the survey whenever you want. However, your responses will help us a lot. Please answer what you can. There are no right or wrong answers.

Demographics / About You

What grade are you in?	• 5th • 6th • 7th • 8th • 9th • 10th • 11th • 12th
What is your gender?	Please select all that apply. (Checkboxes) • Girl • Boy • Gender Diverse (Non-Binary, Gender-Fluid, Agender) • Prefer not to answer • Prefer to self-describe: (open-ended)
Which of these groups best describes you?	Please select all that apply. (Checkboxes) • White • Black or African American • American Indian or Alaskan Native • Asian • Native Hawaiian or Pacific Islander • Middle Eastern or North African • Latinx, Hispanic, or Spanish • Mixed Race • Rather not say • Prefer to self-describe: (open-ended)
Did you attend the Ending the Silence Mental Health Training during the school year?	• Yes • No

Mental Health Knowledge

UMHL-A Part A

Please read the statements below and indicate to what extent you agree with the following statements, from “Strongly disagree” to “Strongly agree”. If you do not know how to answer, select “I don’t know”.

	Strongly disagree	Disagree	Neither agree, nor disagree	Agree	Strongly agree	I don't know
Talking about my feelings with someone helps to improve my mental health.						
I am comfortable talking to my peers about my feelings.						
How I get along with others affects my mental health.						
If I experienced mental health problems, I would seek help.						
If someone I care about had mental health problems for a long time, I would encourage them to get professional help.						
I am comfortable talking to adults in my life about my feelings.						
If I had a mental disorder, I would speak about it with others.						
I would be willing to continue a friendship with someone who developed a mental health problem.						

UMHL-A Part B

Please read the statements below and indicate to what extent the statements are correct (“Yes”) or incorrect (“No”) from your point of view. If you don’t know how to answer, select “I don’t know”.

	Yes	I don't know	No
Getting along with others is important for mental health.			
Mental illnesses are caused by different things.			
Mental health impacts people’s behavior.			
Mental disorders affect people’s emotions.			
Depression is one of the most common mental illnesses among young people.			
The way people feel over time is a sign of their mental health.			
How people think about things affects their mental health.			
How people get along with others affects how they feel.			
How people think about things affects how they feel.			

Source: Kågström, A., et al. (2023). *Universal Mental Health Literacy Scale for Adolescents (UMHL-A)*.

https://research.vu.nl/files/297569531/Development_and_validation_of_a_universal_mental_health_literacy_scale_for_adolescents_UMHL-A.pdf

Stigma

How much do you agree with the following statements?

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly Agree
Most students are fine being close friends with someone receiving mental health treatment						
Most students feel that getting mental health treatment is a sign of personal failure						
Most students would think less of someone who got mental health treatment						
I am fine being close friends with someone receiving mental health treatment						
I feel that getting mental health treatment is a sign of personal failure						
I would think less of someone who got mental health treatment						

Source: The Healthy Minds Secondary Schools Study (HMS2). <https://healthymindsnetwork.org/wp-content/uploads/2021/08/ALL-MODULES-HMS2-Day-School-Questionnaire-2021-2022-Revised-July-2021.pdf>

Knowledge of School Resources

How much do you agree with the following statements?

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
There is a good support system at my school for students going through difficult times.						
I know where to go at my school if I need help for my mental health.						

Source: The Healthy Minds Secondary Schools Study (HMS2) (Knowledge of School Services). <https://healthymindsnetwork.org/wp-content/uploads/2021/08/ALL-MODULES-HMS2-Day-School-Questionnaire-2021-2022-Revised-July-2021.pdf>

School Belongingness

Please indicate how often each statement is true for you at this school.

	Almost Never	Sometimes	Often	Almost Always
I can really be myself in this school.				
I feel like I don't belong in this school.				
I have close/sincere relationships with my teachers and friends.				
I think that I am not involved in most of the activities at school.				
I feel that I am accepted by other people at school				
I feel excluded in this school.				
I see myself as part of this school.				
In this school, my friends and teachers usually ignore me.				
I think that people care about me in this school.				
I have no close/sincere connections with people in this school.				

Source: Arslan & Duru (2017). School Belongingness Scale (SBS). <https://edstruments.org/instruments/school-belongingness-scale-sbs>

Are you a member of the student peer team this school year?	Yes	No
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Program Visibility

During this school year, did you notice a group of students in your school promoting mental health awareness?	Yes	No
What kinds of things did you notice, if any?	Please select all that apply. (Checkboxes) • Posters, flyers, or bulletin boards about mental health • Social media posts about mental health • Videos about mental health • Murals or wall paintings about mental health • Stickers, pens, stress balls, or other small items with mental health messages • Bookmarks, cards, or flyers about mental health resources • Self-care kits or stress-relief bags • T-shirts with mental health messages • Table at lunch with mental health messages • Announcements in school about mental health • Assemblies or classroom presentation about mental health • I didn't notice any of these at my school • Other: _____ (open-ended)	
During this year, did you attend any programs, events, or special classroom presentations on the topic of mental health?	Yes	No
What programs, events, or special presentations did you attend?	Open-ended	
Which of these messages have you seen or heard around your school this year?	Please select all that apply. (Checkboxes) • Mental health is real. You can't just "snap" out of it. • Inform about effective supports. If you have depression or anxiety, professional help is available., • Notice and recognize the signs of mental health. • Tell an adult right away if someone mentions suicide, self-harm, abuse/neglect, or harm to others.	
Based on what you've seen or experienced, how do students at your school view the Peer Team? <i>For example, you can share what students seem to think about the team, how peer mentors are talked about, or how students respond to them.</i>	Open-ended	
What do you think would help the Peer Team better support students at your school?	Open-ended	

Source: Adapted from University of Michigan's P2P Program (original items include 1-4, 6)

Peer Team Reflections

The following questions ask about your experience on the peer team. Please be honest and answer to the best of your ability. There are no right or wrong answers.

Other than the peer team, what other school activities were you involved in this year?	Please select all that apply (checkboxes) • Sports teams (school or intramural) • Clubs (art club, chess club, robotics, book club, anime, culture club, etc.) • Music (band, choir, orchestra) • Drama or theatre • Student council or leadership groups • Academic clubs (math team, science club, debate, etc.) • After-school programs or tutoring • Volunteering or service activities at school • I did not take part in other school activities • Other: (open-ended)
Overall, how would you rate your experience being part of the peer team?	• Poor • Bad • Neutral • Good • Excellent
How helpful was the NAMI Ending the Silence training in learning about mental health? <i>Reminder: this was the assembly presentation where you heard about common signs and symptoms of mental health concerns and learned how to approach a student who may need help.</i>	• Not helpful • A little helpful • Somewhat helpful • Very helpful • Extremely helpful
How helpful was the NAMI Student Navigator training in learning how to have conversations with your peers? <i>Reminder: this was the training that you completed with other members of your peer team, where you practiced having conversations about mental health and role-played scenarios.</i>	• Not helpful • A little helpful • Somewhat helpful • Very helpful • Extremely helpful
How helpful was the CHDI training in learning about being a peer team member? <i>Reminder: this was the small group discussion where you learned about the Triple S program, how to be a peer mentor, and received your binder.</i>	• Not helpful • A little helpful • Somewhat helpful • Very helpful • Extremely helpful
How helpful was the Kick-Off Event to introduce the peer team to the rest of the school?	• Not helpful • A little helpful • Somewhat helpful • Very helpful • Extremely helpful
In your opinion, how well did your peer team work together to plan campaign events, activities, messaging, or your slogan?	• Not well • Somewhat well • Very well • Extremely well
Did you have an end-of-year event?	• No • Yes but we want to do something different next year • Yes and we plan to do something similar next year

Would you recommend being a peer team member to other students?	• No • Yes
How do you think most students at your school feel about the Peer Team?	Open-ended
What is one thing you would like to continue doing next year for the peer team or campaign?	Open-ended
If you could change one thing about the peer support program, what would it be?	Open-ended
What tips would you share with a student who is just starting the peer support program?	Open-ended

Source: CHDI developed

Appendix C: Triple S Staff Surveys

TRIPLE S STAFF PRE-SURVEY

Directions: This survey will ask you about your experiences and includes 25 multiple-choice questions. It should take about 5-7 minutes to complete.

Your participation is **voluntary**, you don't have to answer questions if you don't want to. Also, this survey is **confidential**, your name will not be connected with your answers. Your answers may be summarized with everyone else's responses but **will never include your name or be linked to you in any way.**

You can stop the survey whenever you want. However, your responses help us a lot. Please answer what you can. There are no right or wrong answers.

Demographics / About You

What is your role in the school?	• Administrator • Teacher • Psychologist • Social Worker • Guidance/Counselor • Paraprofessional • Nurse • Security/SRO • Other: (open-ended)
What is your gender?	Please select all that apply. (Checkboxes) • Man • Woman • Gender Diverse (Non-Binary, Gender-Fluid, Agender) • Prefer not to answer • Prefer to self-describe: (open-ended)
Which of these groups describes you?	Please select all that apply. (Checkboxes) • White • Black or African American • American Indian or Alaskan Native • Asian • Native Hawaiian or Pacific Islander • Middle Eastern or North African • Latinx, Hispanic, or Spanish • Mixed Race • Prefer not to answer • Prefer to self-describe: (open-ended)

Mental Health Knowledge

UMHL-A Part A

Please read the statements below and indicate to what extent you agree with the following statements, from “Strongly disagree” to “Strongly agree”. If you do not know how to answer, select “I don’t know”.

	Strongly disagree	Disagree	Neither agree, nor disagree	Agree	Strongly agree	I don’t know
Talking about my feelings with someone helps to improve my mental health.						
I am comfortable talking to my peers or work partners about my feelings.						
Getting along with others is important for mental health						
If I experienced mental health problems, I would seek help.						
If someone I care about had mental health problems for a long time, I would recommend them to get professional help.						
I am comfortable talking to adults in my life about my feelings.						
If I had a mental disorder, I would speak about it with others.						
I would be willing to continue a friendship with someone who developed a mental health problem.						

UMHL-A Part B

Please read the statements below and indicate to what extent the statements are correct (“Yes”) or incorrect (“No”) from your point of view. If you don’t know how to answer, select “I don’t know”.

	Yes	I don’t know	No
How I get along with others affects my mental health.			
Mental illnesses are caused by different things.			
Mental health impacts people’s behavior.			
Mental disorders affect people’s emotions.			
Depression is one of the most common mental illnesses among young people.			
The way people feel over time is a sign of their mental health.			
How people think about things affects their mental health.			
How people get along with others affects how they feel.			
How people think about things affects how they feel.			

Source: Campo-Arias et al. (2025) [UMHL]. Adapted from Kågström et al. (2023) [UMHL-A].

<https://doi.org/10.1155/nrp/5516224>

Stigma

How much do you agree with the following statements?

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly Agree
Most adults are fine being close friends with someone receiving mental health treatment						
Most adults feel that getting mental health treatment is a sign of personal failure						
Most adults would think less of someone who got mental health treatment						
I am fine being close friends with someone receiving mental health treatment.						
I feel that getting mental health treatment is a sign of personal failure.						
I would think less of someone who got mental health treatment.						

Source: The Healthy Minds Secondary Schools Study (HMS2). <https://healthymindsnetwork.org/wp-content/uploads/2021/08/ALL-MODULES-HMS2-Day-School-Questionnaire-2021-2022-Revised-July-2021.pdf>

Knowledge of School Resources

How much do you agree with the following statements?

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
There is a good support system at my school for students going through difficult times.						
There is a good support system at my school for staff going through difficult times.						
I know where to go at my school if I need help for my mental health.						

Source: The Healthy Minds Secondary Schools Study (HMS2) (Knowledge of School Services). <https://healthymindsnetwork.org/wp-content/uploads/2021/08/ALL-MODULES-HMS2-Day-School-Questionnaire-2021-2022-Revised-July-2021.pdf> Note: Question 2 was added by CHDI.

TRIPLE S STAFF POST-SURVEY

Directions: This survey will ask you about your experiences and perceptions and includes 20-30 questions. Most questions are multiple-choice, with a few open-ended questions. **The survey should take staff about 10-15 minutes to complete.** Staff advisors who supported the peer team will receive an additional set of questions about their experience serving on the peer team.

Your participation is **voluntary**, you don't have to answer questions if you don't want to. Also, this survey is **confidential**, your name will not be connected with your answers. Your answers may be summarized with everyone else's responses but **will never include your name or be linked to you in any way.**

You can stop the survey whenever you want. However, your responses help us a lot. Please answer what you can. There are no right or wrong answers—just be honest.

Demographics / About You

What is your role in the school?	• Administrator • Teacher • Psychologist • Social Worker • Guidance/Counselor • Paraprofessional • Nurse • Security/SRO • Other: (open-ended)
What is your gender?	Please select all that apply. (Checkboxes) • Man • Woman • Gender Diverse (Non-Binary, Gender-Fluid, Agender) • Prefer to self-describe: (open-ended)
Which of these groups describes you?	Please select all that apply. (Checkboxes) • White • Black or African American • American Indian or Alaskan Native • Asian • Native Hawaiian or Pacific Islander • Middle Eastern or North African • Latinx, Hispanic, or Spanish • Mixed Race • Rather not say • Prefer to self-describe: (open-ended)
Did you attend the Ending the Silence Mental Health Training for staff during the school year?	• Yes • No
Are you an advisor of the peer support team this school year?	• Yes

	• No
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Mental Health Knowledge

UMHL-A Part A

Please read the statements below and indicate to what extent you agree with the following statements, from “Strongly disagree” to “Strongly agree”. If you do not know how to answer, select “I don’t know”.

	Strongly disagree	Disagree	Neither agree, nor disagree	Agree	Strongly agree	I don’t know
Talking about my feelings with someone helps to improve my mental health.						
I am comfortable talking to my peers or work partners about my feelings.						
Getting along with others is important for mental health						
If I experienced mental health problems, I would seek help.						
If someone I care about had mental health problems for a long time, I would recommend them to get professional help.						
I am comfortable talking to adults in my life about my feelings.						
If I had a mental disorder, I would speak about it with others.						
I would be willing to continue a friendship with someone who developed a mental health problem.						

UMHL-A Part B

Please read the statements below and indicate to what extent the statements are correct (“Yes”) or incorrect (“No”) from your point of view. If you don’t know how to answer, select “I don’t know”.

	Yes	I don’t know	No
How I get along with others affects my mental health.			
Mental illnesses are caused by different things.			
Mental health impacts people’s behavior.			
Mental disorders affect people’s emotions.			
Depression is one of the most common mental illnesses among young people.			
The way people feel over time is a sign of their mental health.			
How people think about things affects their mental health.			
How people get along with others affects how they feel.			
How people think about things affects how they feel.			

Source: Campo-Arias et al. (2025) [UMHL]. Adapted from Kågström et al. (2023) [UMHL-A].
<https://doi.org/10.1155/nrp/5516224>

Stigma

How much do you agree with the following statements?

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly Agree
Most adults are fine being close friends with someone receiving mental health treatment						
Most adults feel that getting mental health treatment is a sign of personal failure						
Most adults would think less of someone who got mental health treatment						
I am fine being close friends with someone receiving mental health treatment.						
I feel that getting mental health treatment is a sign of personal failure.						
I would think less of someone who got mental health treatment.						

Source: The Healthy Minds Secondary Schools Study (HMS2). <https://healthymindsnetwork.org/wp-content/uploads/2021/08/ALL-MODULES-HMS2-Day-School-Questionnaire-2021-2022-Revised-July-2021.pdf>

Knowledge of School Resources

How much do you agree with the following statements?

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly Agree
There is a good support system at my school for students going through difficult times.						
There is a good support system at my school for staff going through difficult times.						
I know where to go at my school if I need help for my mental health.						

Source: The Healthy Minds Secondary Schools Study (HMS2) (Knowledge of School Services). <https://healthymindsnetwork.org/wp-content/uploads/2021/08/ALL-MODULES-HMS2-Day-School-Questionnaire-2021-2022-Revised-July-2021.pdf> Note: Question 2 was added by CHDI.

[Note: only those who responded 'No' to "Are you an advisor to the peer support team this school year?": will receive this section]

Final Section: Program Visibility

During this school year, did you notice a group of students in your school promoting mental health awareness?	Yes	No
What kinds of things did you notice, if any?	Please select all that apply. (Checkboxes) • Posters, flyers, or bulletin boards about mental health • Social media posts about mental health • Videos about mental health • Murals or wall paintings about mental health • Stickers, pens, stress balls, or other small items with mental health messages • Bookmarks, cards, or flyers about mental health resources	

	• Self-care kits or stress-relief bags • T-shirts with mental health messages • Table at lunch with mental health messages • Announcements in school about mental health • Assemblies or classroom presentation about mental health • I didn't notice any of these at my school • Other: ____ (open-ended)
Based on what you've seen, how do you think the Peer Team is viewed within the school? <i>For example, you can share what staff/students seem to think about the team, how peer mentors are talked about, or how staff/students respond to them.</i>	Open-ended
Is there anything else you would like to share about the Peer Team or their role in the school community?	Open-ended

[Note: only those who responded 'Yes' to "Are you an advisor to the peer support team this school year?: will receive this section]

Advisor Reflections

The following questions ask about your experience as an advisor on the peer team. Please be honest and answer to the best of your ability. There are no right or wrong answers.

Overall, how would you rate your experience being part of the peer team?	• Poor • Bad • Neutral • Good • Excellent
How helpful was the CHDI training in learning about being a peer team advisor? <i>Reminder: this was the overview training with CHDI staff in which you received your binder and talked about roles, responsibilities, and expectations.</i>	• Not helpful • A little helpful • Somewhat helpful • Very helpful • Extremely helpful
To what extent did the CHDI advisor training improve your ability or skills to facilitate the Triple S program?	• Not at all • A little • Somewhat • Very • Extremely
How helpful was the NAMI Ending the Silence training in learning about mental health? <i>Reminder: this was the presentation that you attended with other staff members at your school, where you heard about common signs and symptoms of mental health concerns and learned how to approach a student who may need help.</i>	• Not helpful • A little helpful • Somewhat helpful • Very helpful • Extremely helpful
To what extent do you feel you gained knowledge about mental health after participating in the NAMI Ending the Silence training?	• Not at all • A little • Somewhat • Very • Extremely

How helpful was the Kick-Off Event in introducing your peer team to the school?	• We did not have a Kick-Off Event this year • Not helpful and we plan to do a different Kick-Off Event next year • Somewhat helpful • Very helpful
What is your opinion on the balance of campaign activities and meetings throughout the program?	• Not enough campaign activities and meetings • The right amount of campaign activities and meetings • Too many campaign activities and meetings
Did you have an end-of-year event?	• No • Yes but we want to do something different next year • Yes and we plan to do something similar next year
Would you recommend Triple S to other middle schools or high schools?	• Yes • No
Do you intend to continue using Triple S next year?	• Yes • No
What went well this year that you intend to continue doing next year?	Open-ended
What barriers or difficulties did you experience?	Open-ended
What would you change about the peer support program to make the experience more effective?	Open-ended
What is one thing you feel helped you the most throughout the program? (e.g., trainings, ongoing peer team meetings, check-ins with CHDI)	Open-ended
Based on what you've seen, how do you think the Peer Team is viewed within the school?	Open-ended
Is there anything else you would like to share about the Peer Team or their role in the school community?	Open-ended