

Special Issue

Improving Implementation Support for School Behavioral Health Systems to Amplify Positive Student and School Outcomes

Message from the Guest Editors

Behavioral health systems in schools that simultaneously promote mental health for all, initiate high-quality early interventions with students when indicated, and provide students and families experiencing significant challenges with accessible intensive individualized support enhance the social, emotional, behavioral, and academic outcomes of all students and school communities. In this open call for a Special Issue of *Behavioral Sciences*, we are seeking quantitative and qualitative research and evaluation papers, as well as conceptual and review papers, that address the critical topic of 'Improving Implementation Support for School Behavioral Health Systems to Amplify Positive Student and School Outcomes'. Submissions focused on diverse implementation support conceptualizations, such as systems coaching, leadership coaching, and internal, external, and peer coaching models for school behavioral health systems, are welcome. Papers may explore topics including, but not limited to, the training, necessary conditions, uses, and effectiveness of coaches and implementation support models in school behavioral health systems.

Guest Editors

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Deadline for manuscript submissions

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About the Journal

Message from the Editor-in-Chief

With warm greetings, it is a pleasure to invite you to contribute a research article or comprehensive review for consideration and publication in *Behavioral Sciences*. *Behavioral Sciences* is an international, scientific, open access journal providing an advanced forum for discussions and research regarding the intersection between psychiatry, neuroscience, psychology, cognitive and behavioral sciences, and behavioral biology. More information are available at: <https://www.mdpi.com/journal/behavsci>. We would be pleased to welcome you as one of our authors and have the opportunity to consider your work for publication.

Editor-in-Chief

Prof. Dr. Jerrell Cassady

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