

From Evidence to Impact: What Does Research Tell Us About School Mental Health?

Washington Association of School Administrators
Lake Chelan, WA September 2021

Eric J. Bruns & Kelcey Schmitz

University of Washington School of Medicine

UW School Mental Health, Assessment, and Training (SMART) Center



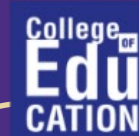
<http://smartcenter.uw.edu>



UNIVERSITY of WASHINGTON



University of Washington School Mental Health Assessment, Research and Training (SMART) Center



OUR MISSION

To promote high-quality, culturally-responsive programs, practices, and policies to meet the full range of social, emotional, and behavioral (SEB) needs of students in both general and special education contexts.





SCHOOL MENTAL HEALTH ASSESSMENT, RESEARCH, & TRAINING CENTER



IN THE NEWS

Now accepting applications for our SMART Center Postdoctoral Research Training Program in School Mental Health. Click here for additional information.

[READ MORE](#)

PROJECT HIGHLIGHTS

Data analysis for the Organizational Assessment for Strategic Implementation in Schools (OASIS): A Measurement Suite to Support Educator Adoption of Evidence-Based Practices project is underway. Learn more about the status of this research project and others here.

[READ MORE](#)

RECENT PUBLICATIONS

Two new publications in Implementation Science and Prevention Science from our BASIS and SISTER project teams!

[READ MORE](#)

<https://smartcenter.uw.edu>

Eric Bruns
ebruns@uw.edu



[@ericjbruns](#)



[@SMARTCtr](#)

Session Overview

- > The importance of school mental health
- > Research on “what works”
 - Specific models and interventions
 - Ways to make it work at system and building levels
- > Where can you go to get help as you do this work?

Presenter Disclosure

- This presentation was prepared under a cooperative agreement through Funding Opportunity Announcement (FOA) No. SM-18-015 from the Substance Abuse and Mental Health Services Administration (SAMHSA). This work does not reflect the official position of the Department of Health and Human Services (DHHS), or SAMHSA. No official support or endorsement of DHHS, SAMHSA, for findings described in this presentation are intended or should be inferred.

Presenter Disclosure



Why School Mental Health?



UNIVERSITY *of* WASHINGTON

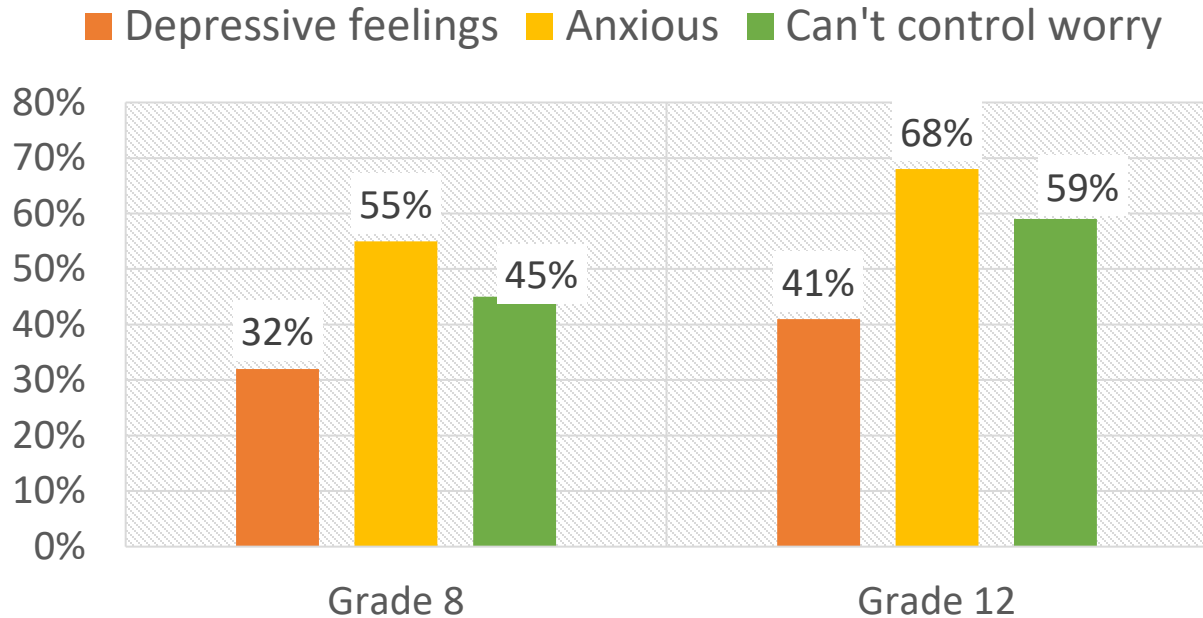




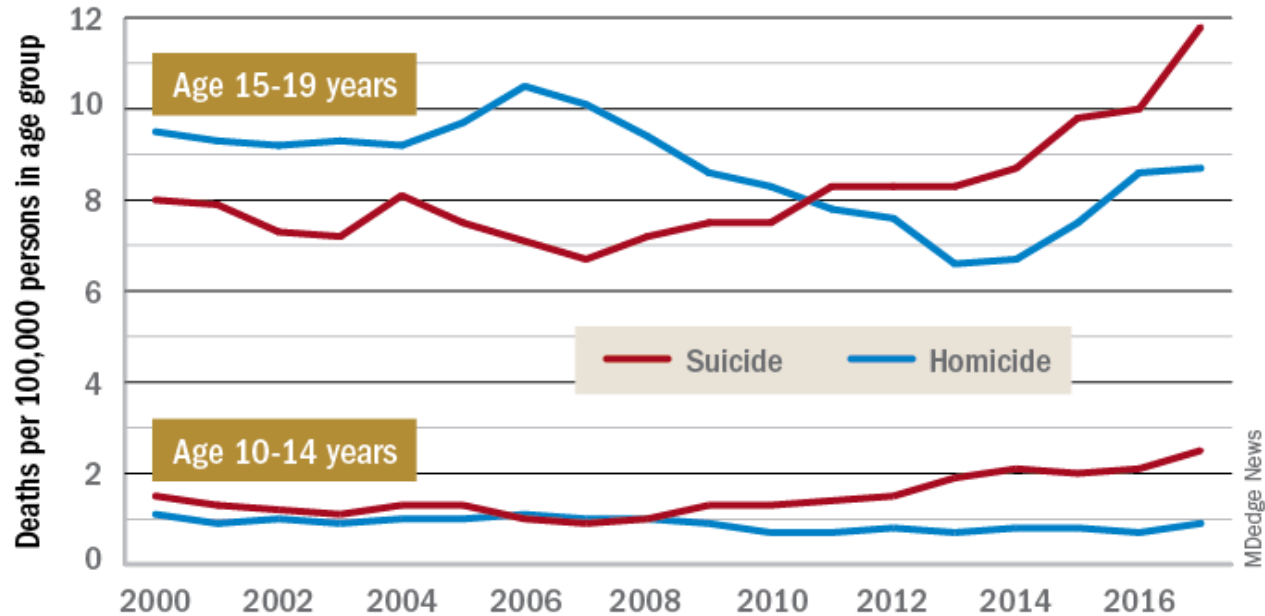
Healthy Youth Survey (2018) Washington State

Students Experiencing Significant Behavioral Health Issues:

Depression & Anxiety



Suicide and homicide death rates in young people, 2000-2017



Note: Based on data from the National Vital Statistics System.

Source: National Center for Health Statistics

Reactions and Behavioral Health Symptoms in Disasters

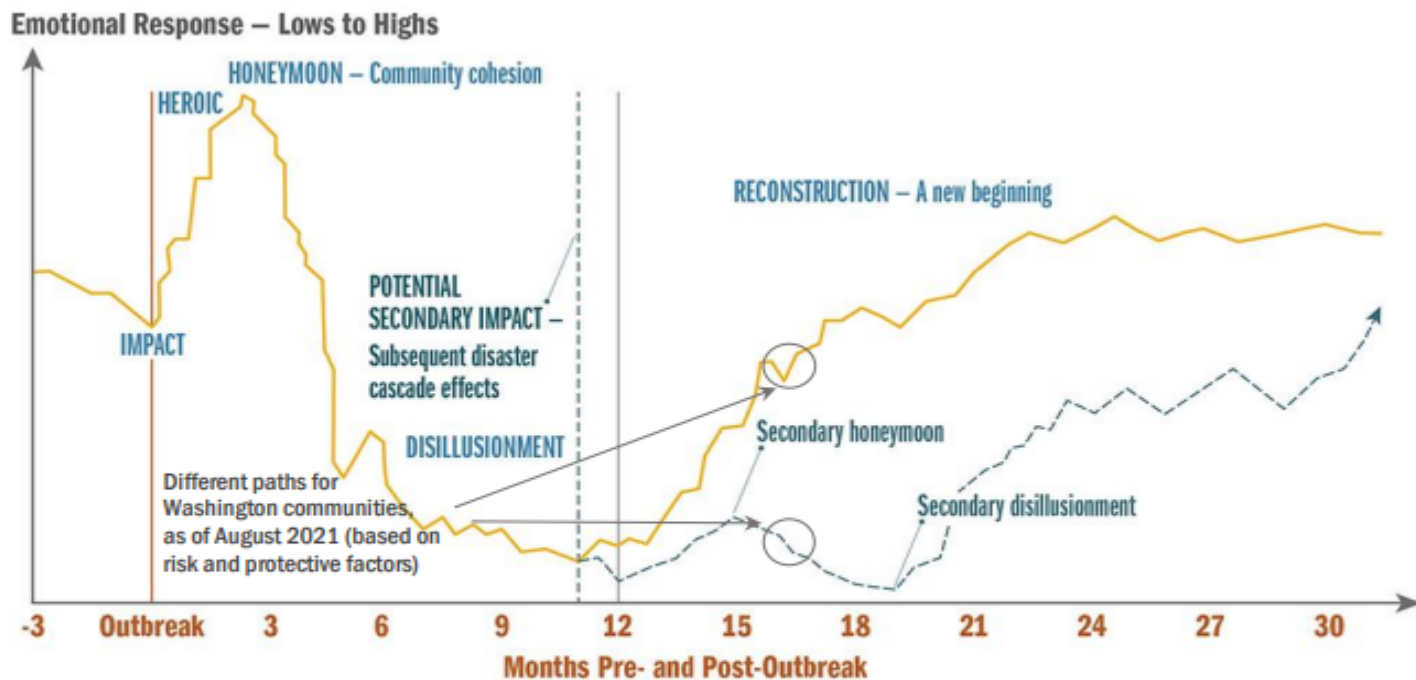
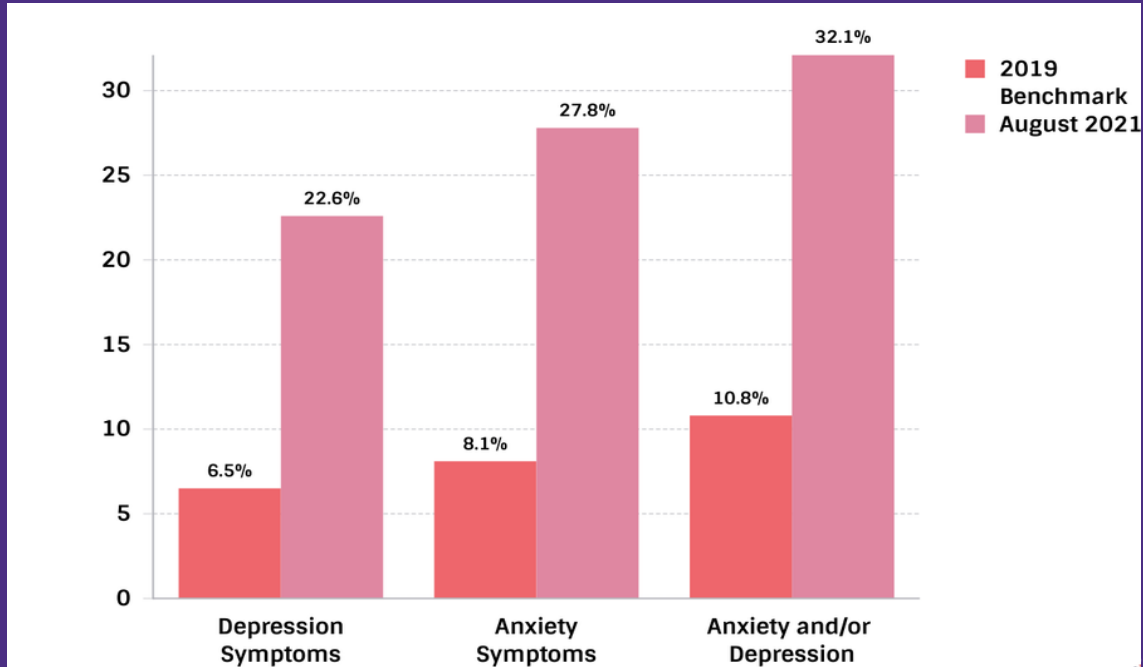


Figure 1: Phases of reactions and behavioral health symptoms in disasters. The dotted graph line represents the response and recovery pattern that may occur if the full force of a disaster cascade is experienced by a majority of the population (i.e., the disaster cascade pathway). Protective factors are characteristics, conditions, or behaviors that reduce the effects of stressful life events. They also increase a person's ability to avoid risks or hazards, recover, and grow stronger. Adapted from the Substance Abuse and Mental Health Services Administration (SAMHSA).⁷

The Pandemic's toll on mental health



Source: U.S. Census Bureau Household Pulse Survey

Schools play a major role in promoting the emotional wellness of our children & youth



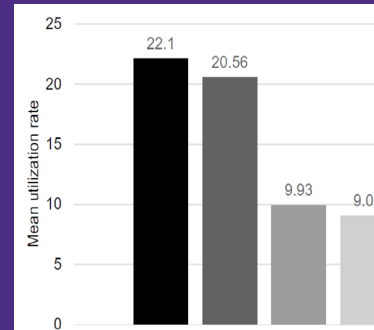
Only 20% of youth who require mental health services receive them



Social-emotional learning programs improve achievement by 13% on average



Positive school climate protects youth from external risk factors



Youth are more likely to receive MH in schools than any other setting. SMH improves access to care for underserved youths

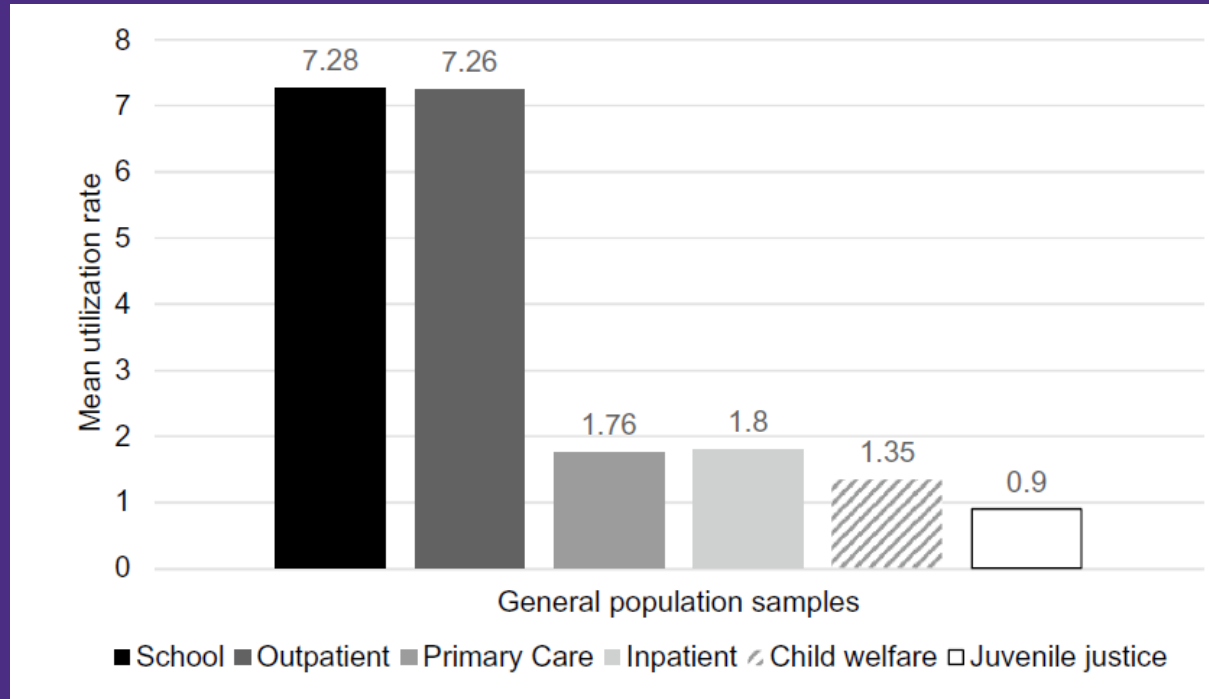
What Role Does Research Play?

- > **Set the context**
 - Basic research on SMH
- > **Generate evidence**
 - Develop and test models that “work” in the MTSS framework
- > **Mobilize evidence**
 - Implementation science-based training and TA
 - Implementation research on SMH strategies
- > **Build political will**
 - Disseminate information broadly
 - “Be at the table” with funders and policy-makers



Basic research: Where Do Youth Receive Care?

- Proportions of youth receiving MH services across care settings from 9 general population samples (151,360 youth total)

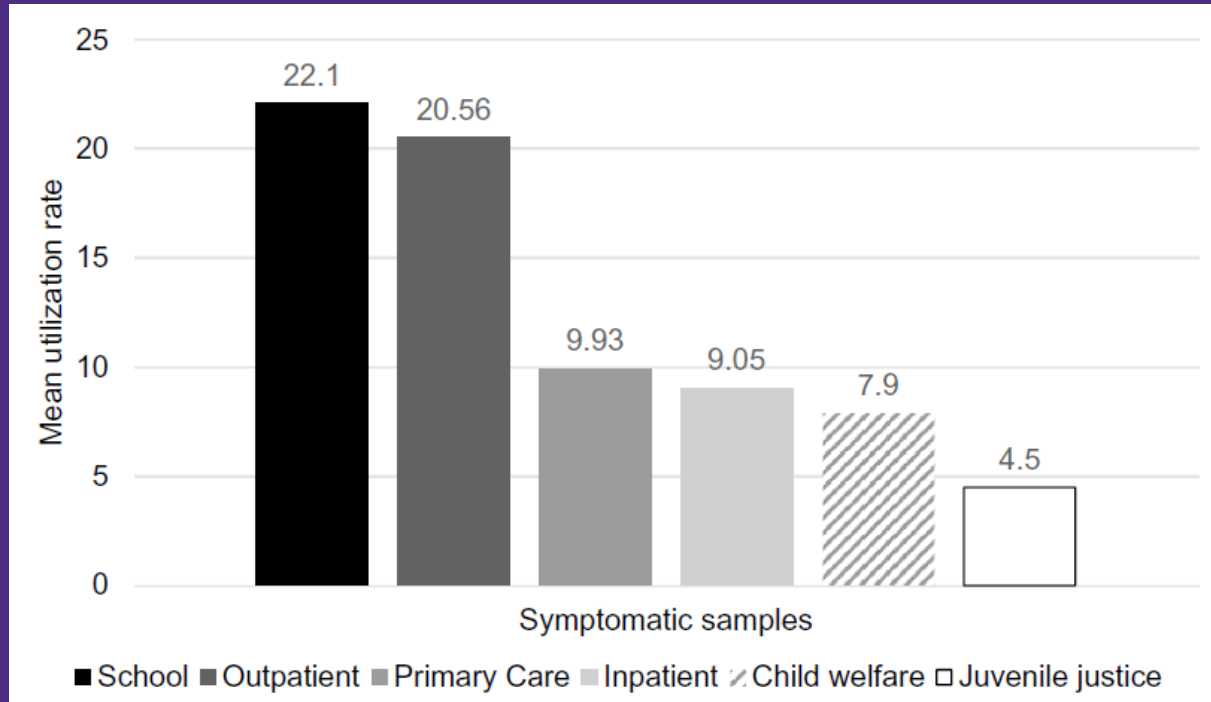


Duong,
Bruns, et al.,
2020

WASHINGTON

Basic research: Where Do Youth Receive Care?

- Proportions of youth receiving MH services across care settings from 14 samples of symptomatic youth (18,614 youth total)



Duong,
Bruns, et al.,
2020

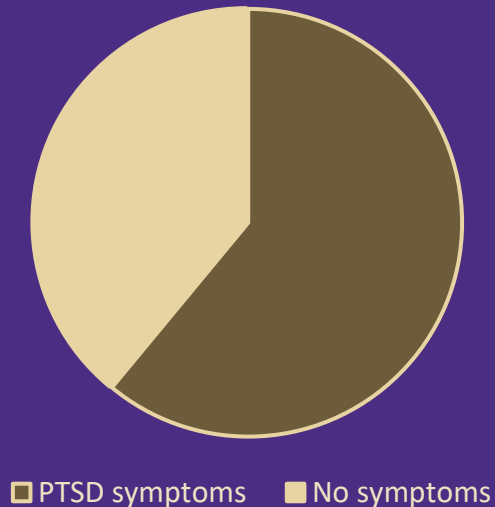
WASHINGTON

When Adults Need to Act: Where Can Kids Best Get Help they Need?

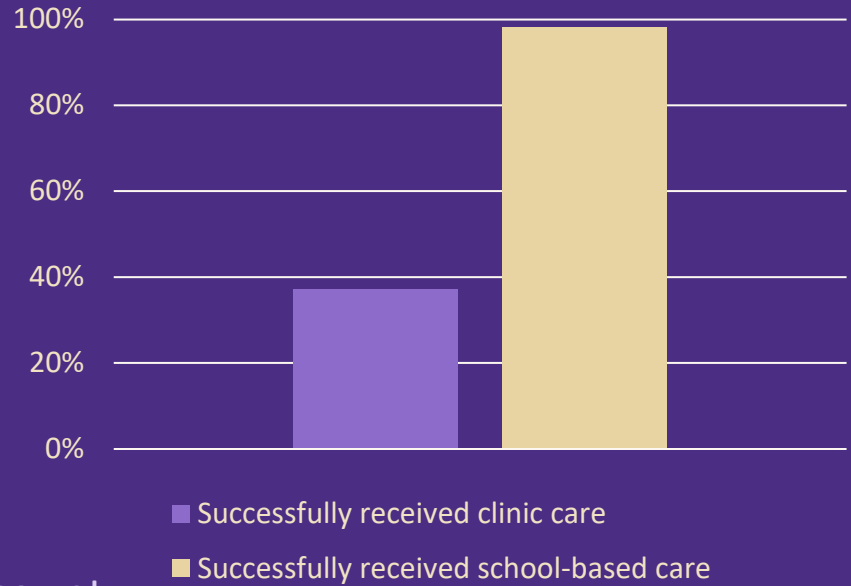


Trauma-Focused Interventions Post-Katrina: Only Schools Got Kids the Help they Needed

Rate of PTSD Among Screened Children



Jaycox et al., 2010



UNIVERSITY of WASHINGTON

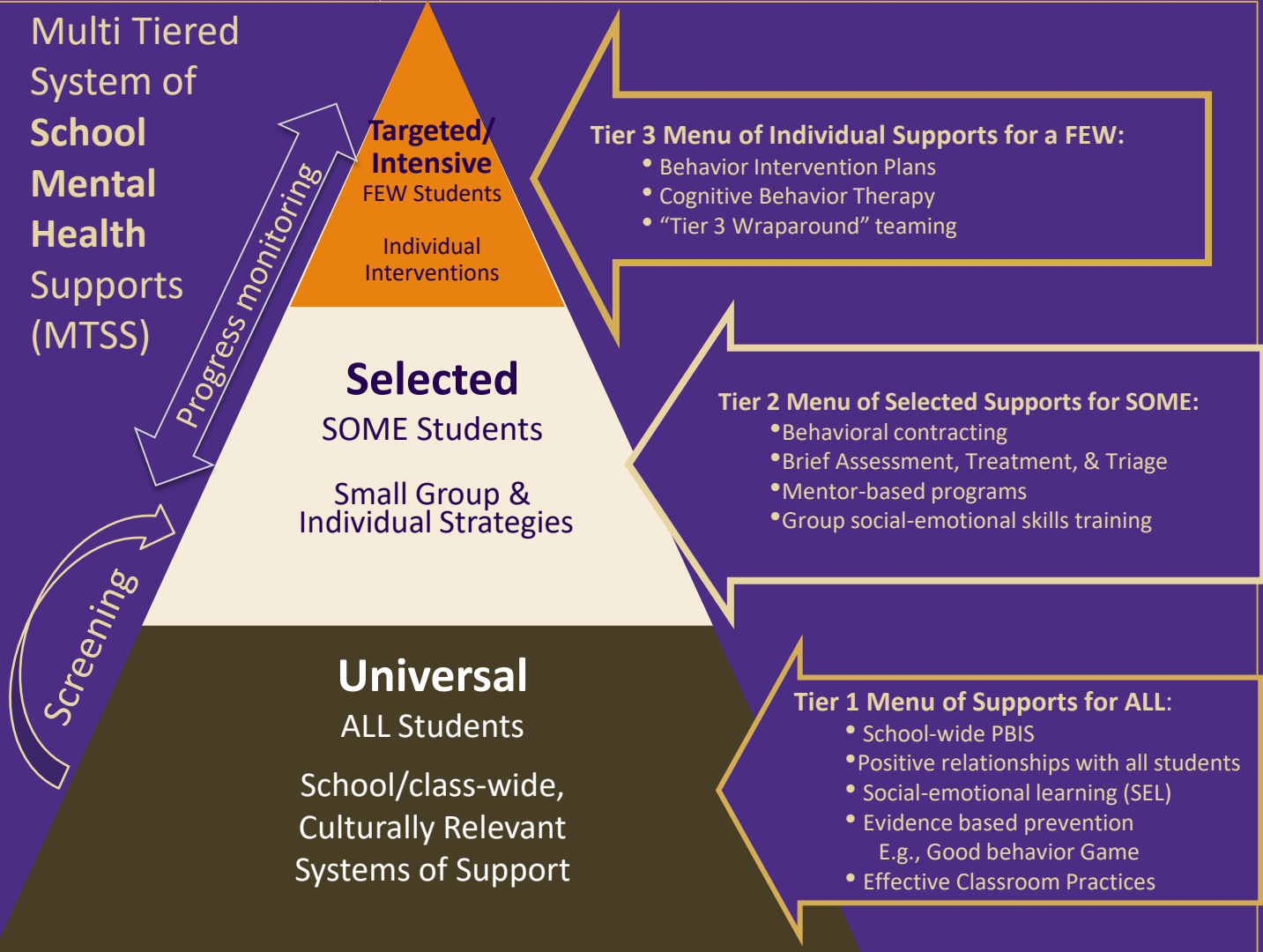
What Works?



UNIVERSITY *of* WASHINGTON



Multi Tiered System of School Mental Health Supports (MTSS)



Science Links SEL to Student Gains:

Study documented multiple benefits of SEL

2011 meta-analysis of 213 studies involving school-based, universal SEL programs including over 270,000 students in K-12 revealed:

Science Links SEL to Student Gains:

- ✓ Social-emotional skills
- ✓ Improved attitudes about self, others, and school
- ✓ Positive classroom behavior
- ✓ 11 percentile-point gain on standardized achievement tests

Reduced Risks for Failure:

- Conduct problems
- Emotional distress



Source: Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K. (2011) *The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. Child Development: 82 (1), 405-432.*

Principals value SEL

Social and emotional skills are
teachable in a school setting.

Definitely teachable 74%

Probably
teachable
25%

99%

I am very/fairly committed to
developing students' social and
emotional skills in my school.

Very committed 69%

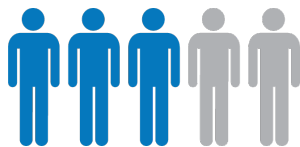
Fairly
committed
26%

95%



believe students from all types of
background would benefit from SEL

Parents value SEL

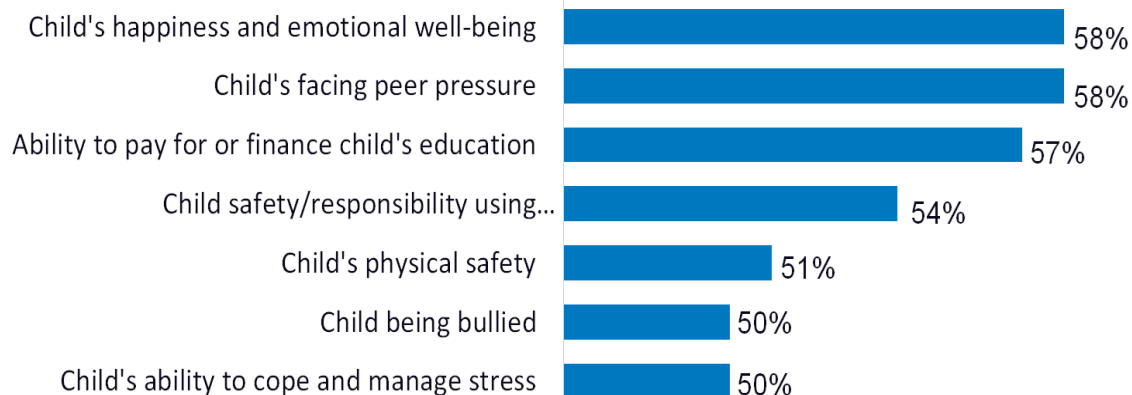


3 out of 5 parents

say “being happy/not overly stressed”
is more important than academics.

**The research says this is a false choice: social and emotional well-being contributes to academic success, among other benefits.*

Proportions saying they worry a lot or some about this aspect of raising their child



Source: Learning Heroes, 2017

Benefits of SEL: Strong return on investment

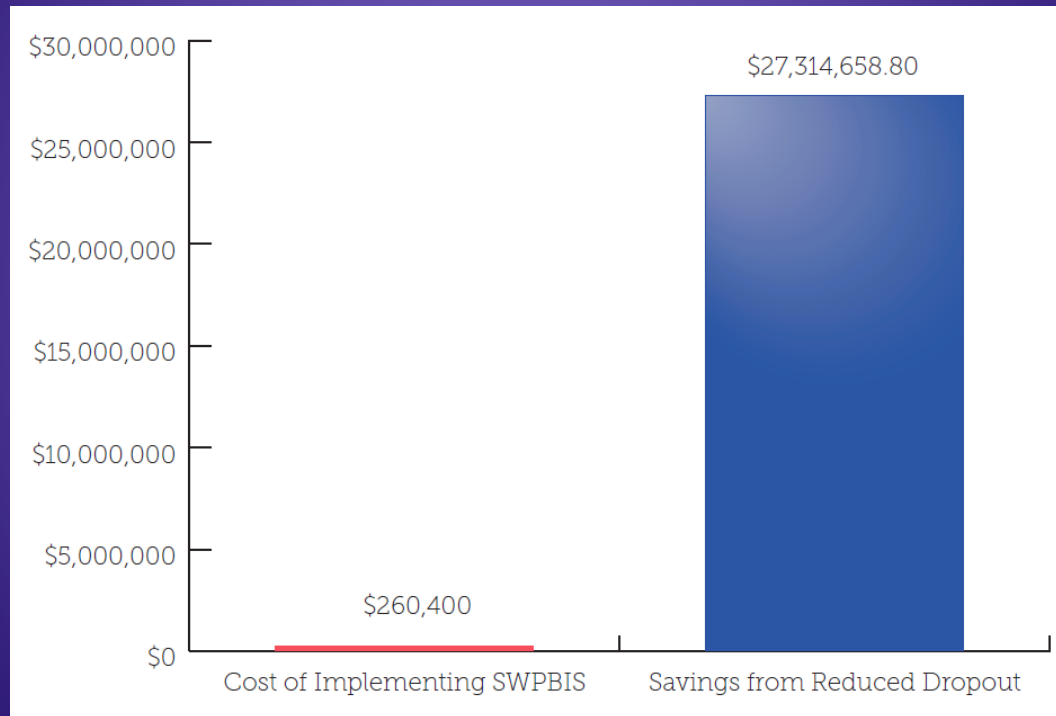
Wise financial investment according to cost-benefit research. The **average return on investment** for six evidence-based programs is:

11 to 1



meaning for every dollar invested there is an \$11 return, savings from costs not incurred for intervention

Costs and Savings of Implementing High-Quality School-wide Positive Behavior Interventions and Supports (PBIS)



Source: Swain-Bradway, Lindstrom Johnson, Bradshaw, & McIntosh, 2017

Mobilizing Student-Teacher Relationships



Social,
Emotional &
Behavioral
Health



School
Engagement



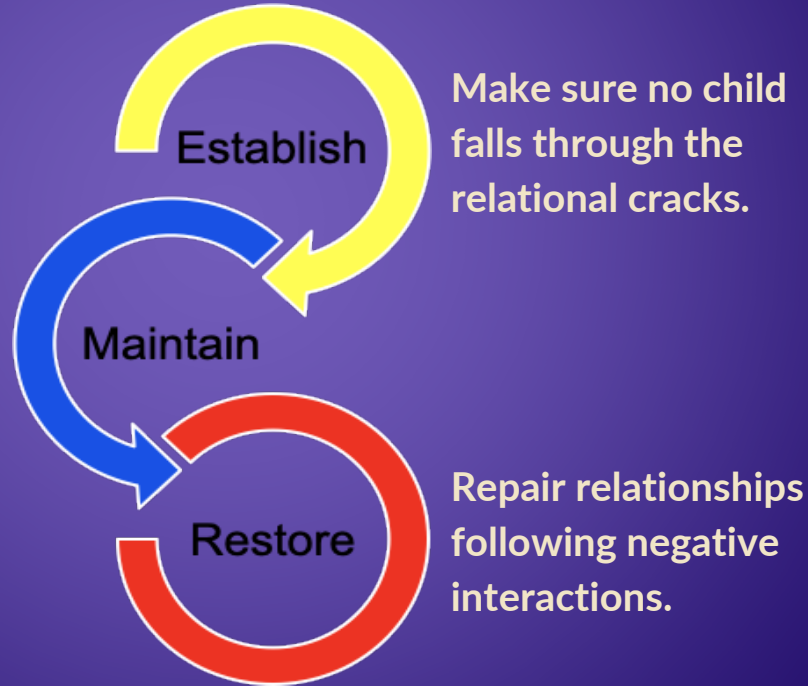
Academic
Achievement



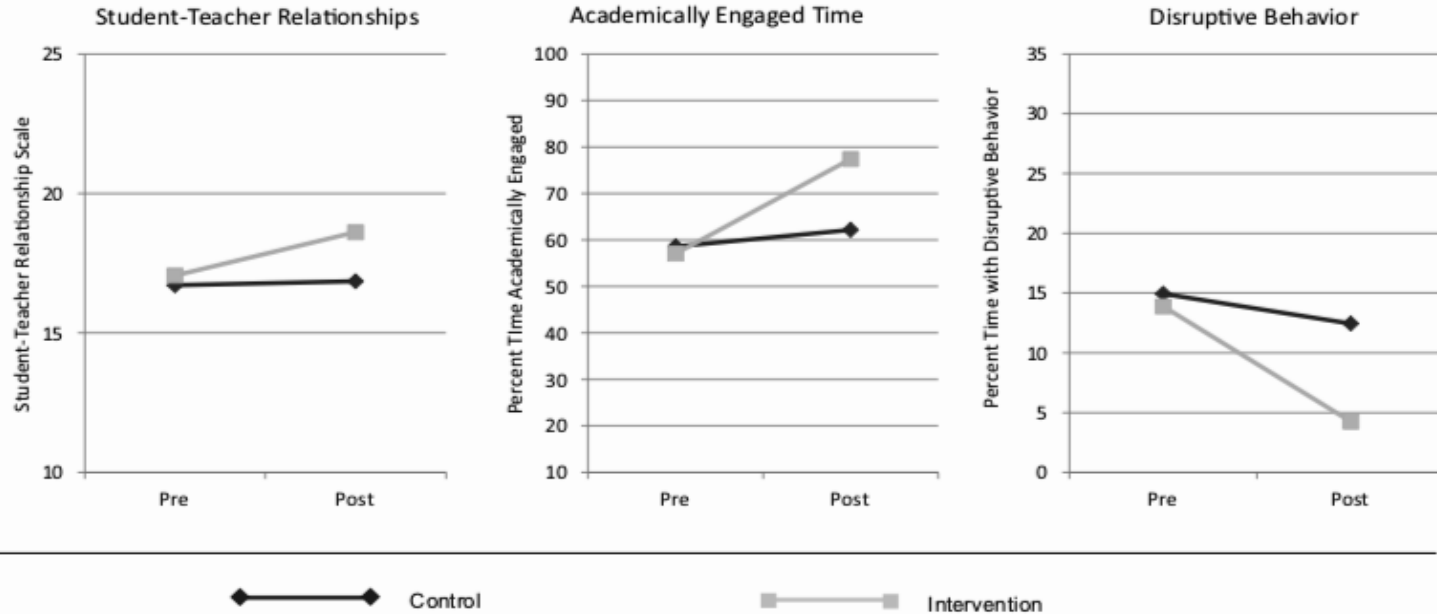
School
Belonging

Establish - Maintain - Restore (EMR) Classroom intervention

Ongoing efforts to
keep positive
relationships intact.



EMR improves relationships, academic engagement, behavior



Moving Up the Tiers: What Works for Identified Students?

- > Targeted Cognitive-Behavioral Group and Individual Interventions are effective for depression, anxiety, and impacts of trauma
- > Evidence is limited on the effectiveness of school-based interventions designed to prevent suicide and self-harm
 - However, safety planning holds promise as a strategy for students at risk
- > The impact of depression and anxiety interventions and violence prevention interventions tends to be stronger when they are targeted at young people with elevated but subclinical symptoms
 - This requires **EFFECTIVE SCREENING AND IDENTIFICATION**
 - and **EARLY INTERVENTION**

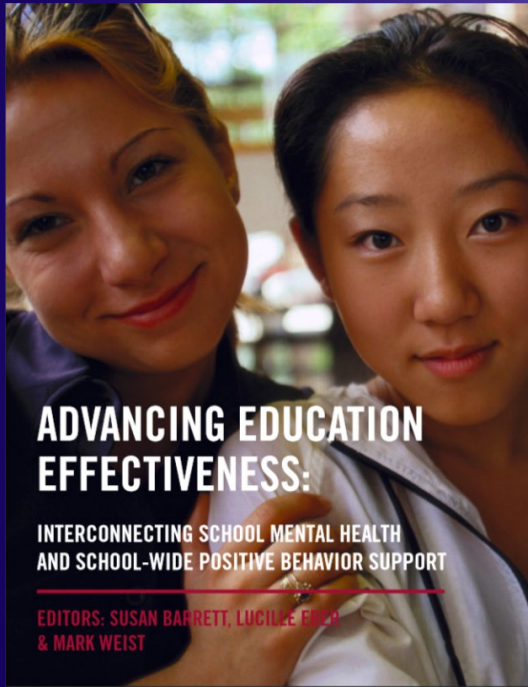


Importance of Systematic Screening

- > **Splett et al. (2018): Comparison of universal screening to traditional school identification**
 - 3744 student
 - 180% greater rate of identification with screener
 - 3 times more likely to identify students with internalizing disorders
 - > Traditional approach: Identified students much more likely to be male and acting out

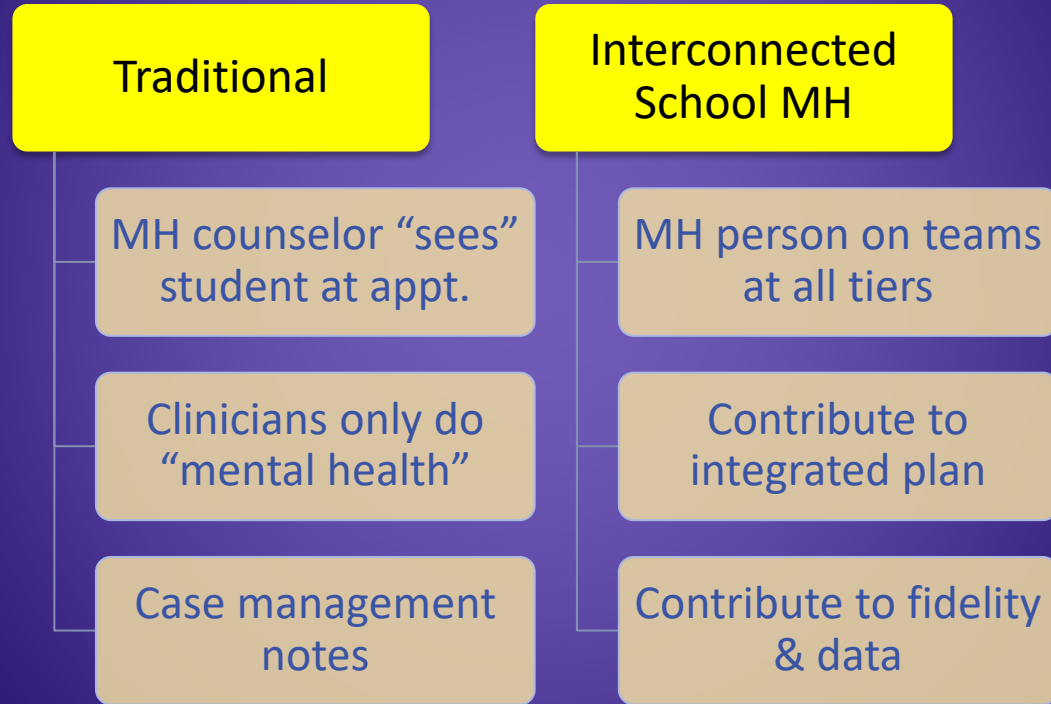
How Do We Make It All Work Together?

Interconnected School Mental Health (Splett et al., 2019)



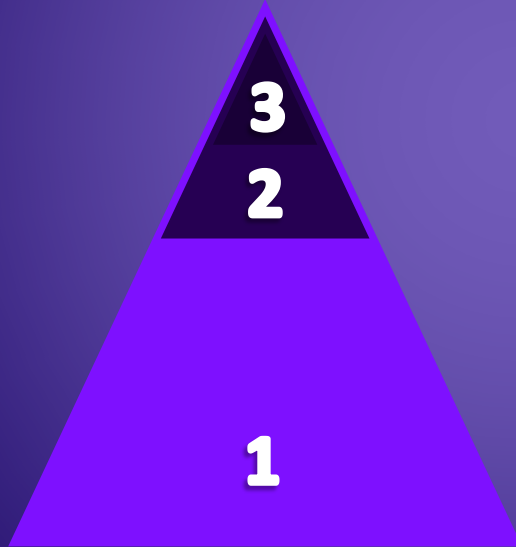
- Effective teams with community mental health providers
- Data-based decision making
- Team-based processes for selecting and implementing evidence-based practices (EBP) across tiers
- Comprehensive screening of youth MH needs
- Progress monitoring of fidelity and effectiveness of interventions
- Ongoing coaching at systems and practice level for both school and community employed professionals

High Quality, Interconnected School MH Requires Teamwork

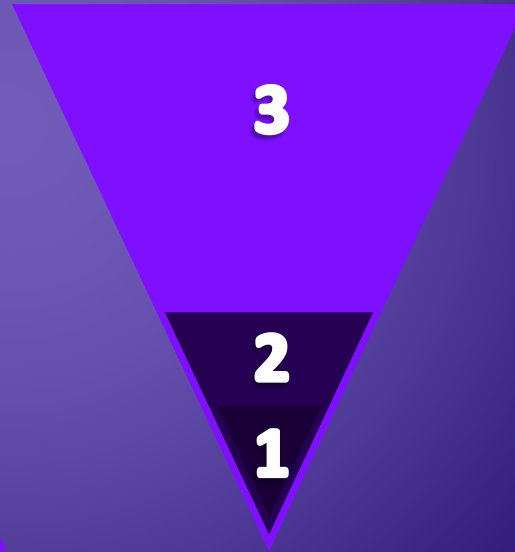


High-Quality, Multi-Tiered SMH is More Likely to Happen When Schools and Communities are in Partnership

**SCHOOL
PROVIDERS**



**COMMUNITY
PROVIDERS**



Community-School Memoranda of Understanding Can Help The Cause of Effective SMH

- > Enables common expectations and move toward standardization in evidence-based assessment and practice
- > Providing “one door” for community mental health and other systems to come through
- > Creates opportunities for system collaboration, braided funding, and growth in funding to enable other system involvement in Tiers 1, 2 and 3

Interconnected School Mental Health Schools Show Better Team Functioning

Greater team participation

by principals, school counselors, school psychologists, and school mental health clinicians

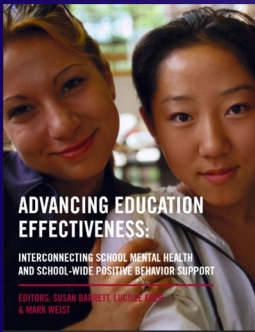


More Tier 1 problem-solving discussions

- Using data to address issues discussed

Greater commitment to team meetings

- 3.7 times more team meetings per quarter (w/more productivity!);
- 25 minutes longer

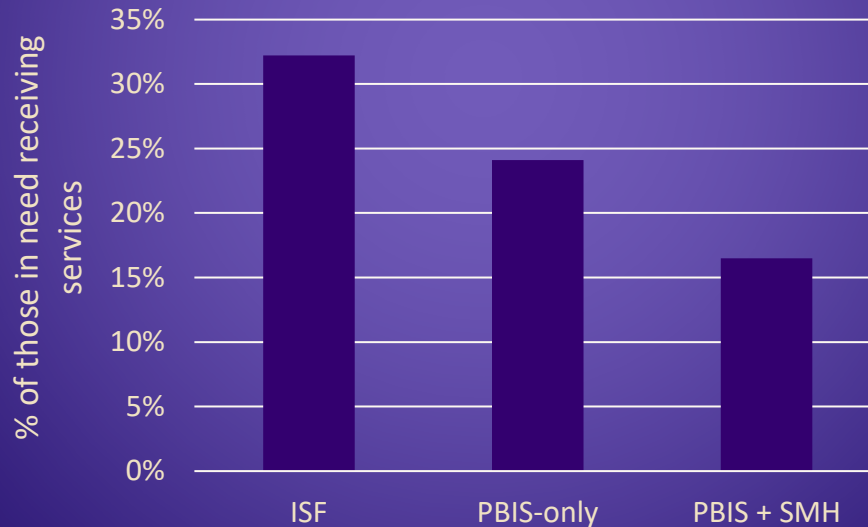


Source: Splett, Perales, Miller, Halliday-Boykins, & Weist, 2019

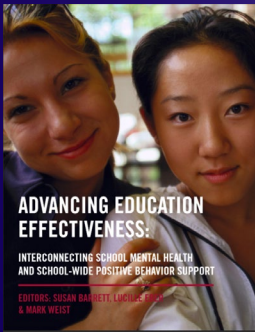


Greater Percentage of Students Receive Needed Treatment

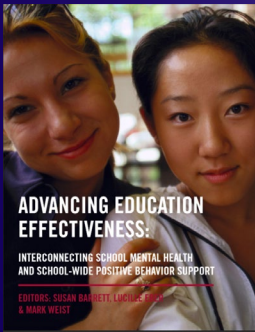
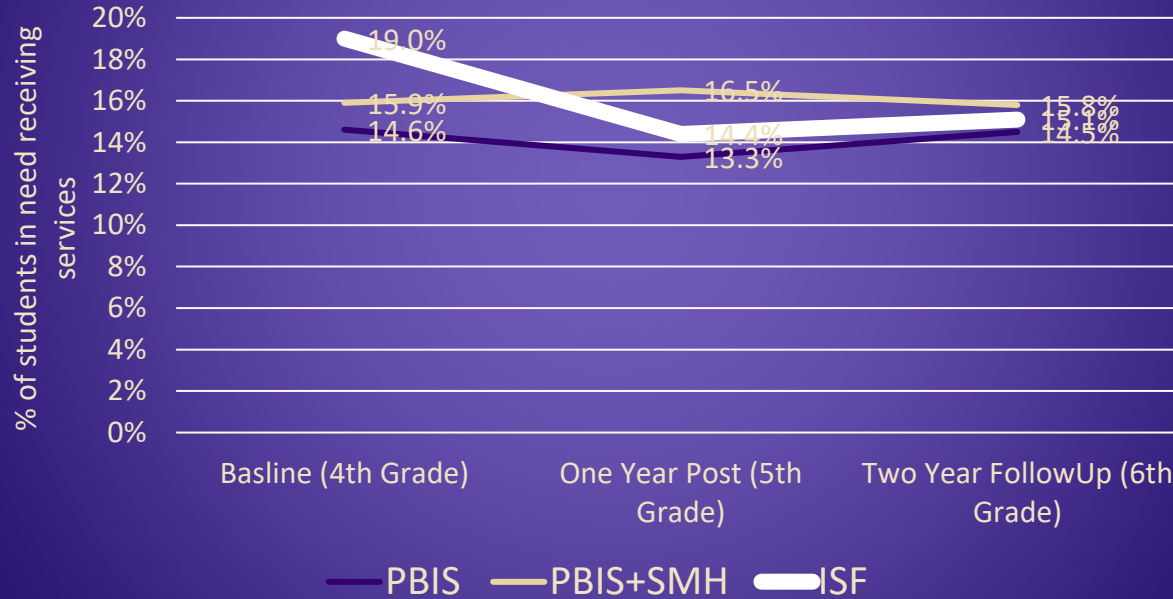
Students at risk for or presenting EB problems (as rated by teachers) received more services in the ISF condition compared to the PBIS-only and PBIS+SMH conditions during the first year of intervention



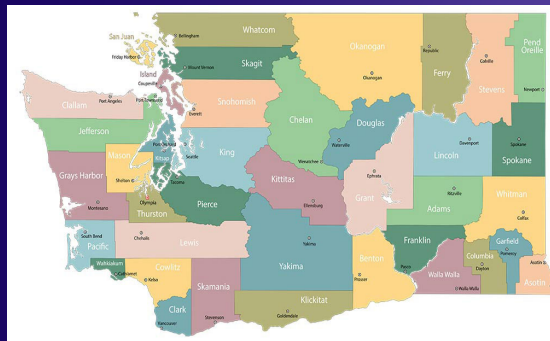
Source: Splett, Perales, Miller, Halliday-Boykins, & Weist, 2019



Greater reduction in symptoms among students in need



PRIORITIES FOR WASHINGTON STATE



- **FUND SCHOOL MENTAL HEALTH**
- **SUPPORT A SYSTEM** of high-quality School Mental Health
- Provide **HIGH QUALITY TRAINING, COACHING, AND CONSULTATION** on how to do it... and how to fund it!



You are here

Translating Research to Practice: Training and Technical Assistance

Kelcey Schmitz, MSEd

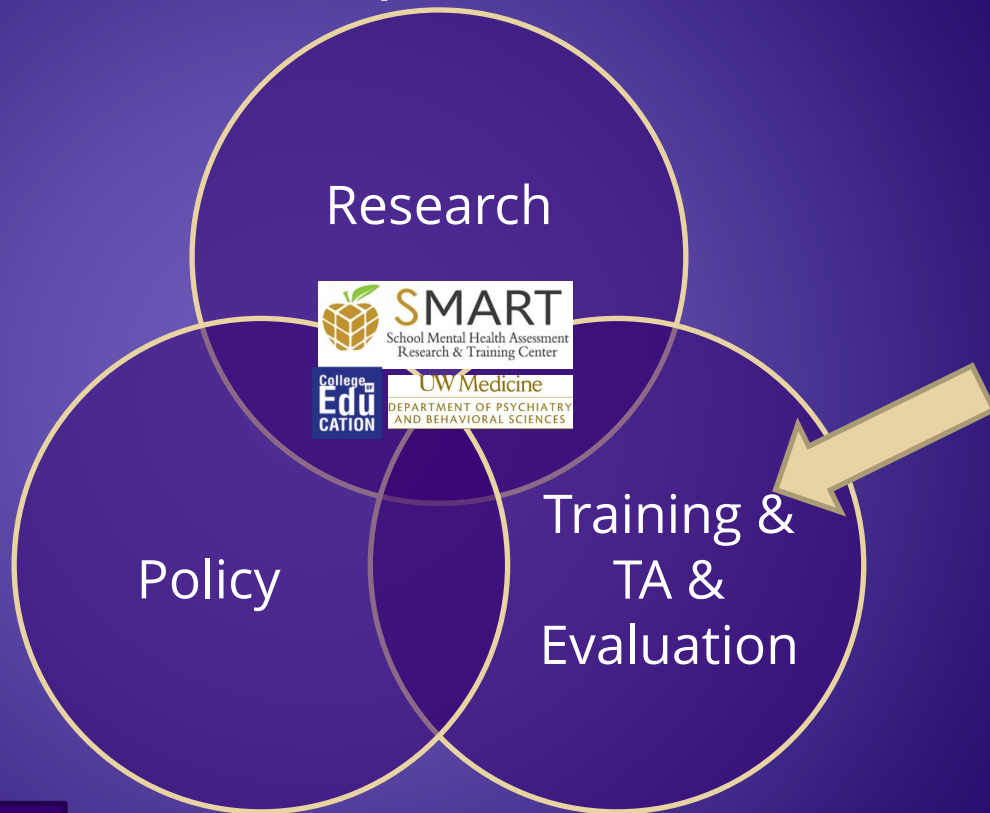
Assistant Director of Training and TA, UW SMART
School Mental Health Director, Northwest MHTTC



Overview

- UW SMART Approach to Training and TA
- SAMHSA-funded National and Regional School Mental Health Workforce Training and TA—*MHTTC Network & NW MHTTC*
- Available (Free) resources you can use now
- Where to find School Mental Health and MTSS training in Washington

University of Washington School Mental Health Assessment, Research and Training (SMART) Center



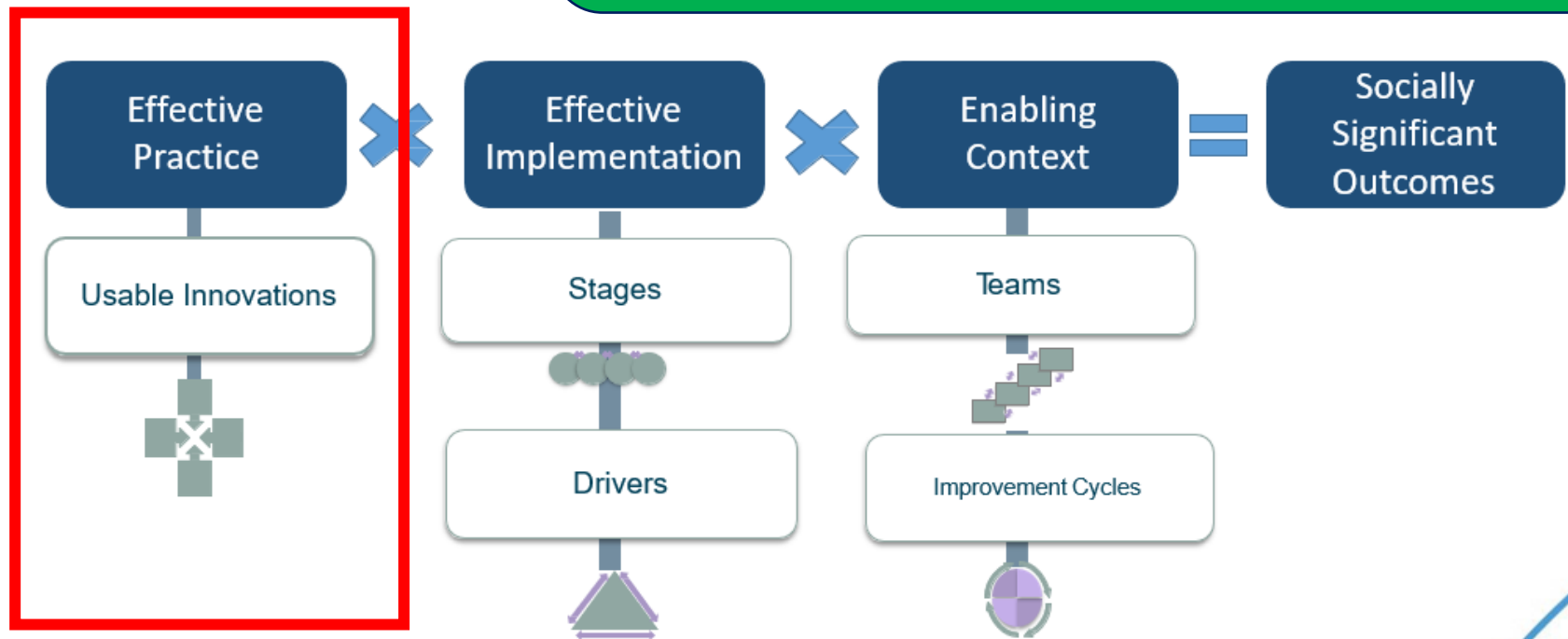
Website:
<https://depts.washington.edu/uwsmart>
Email: uwsmart@uw.edu
Twitter: @SMARTCtr

UNIVERSITY of WASHINGTON

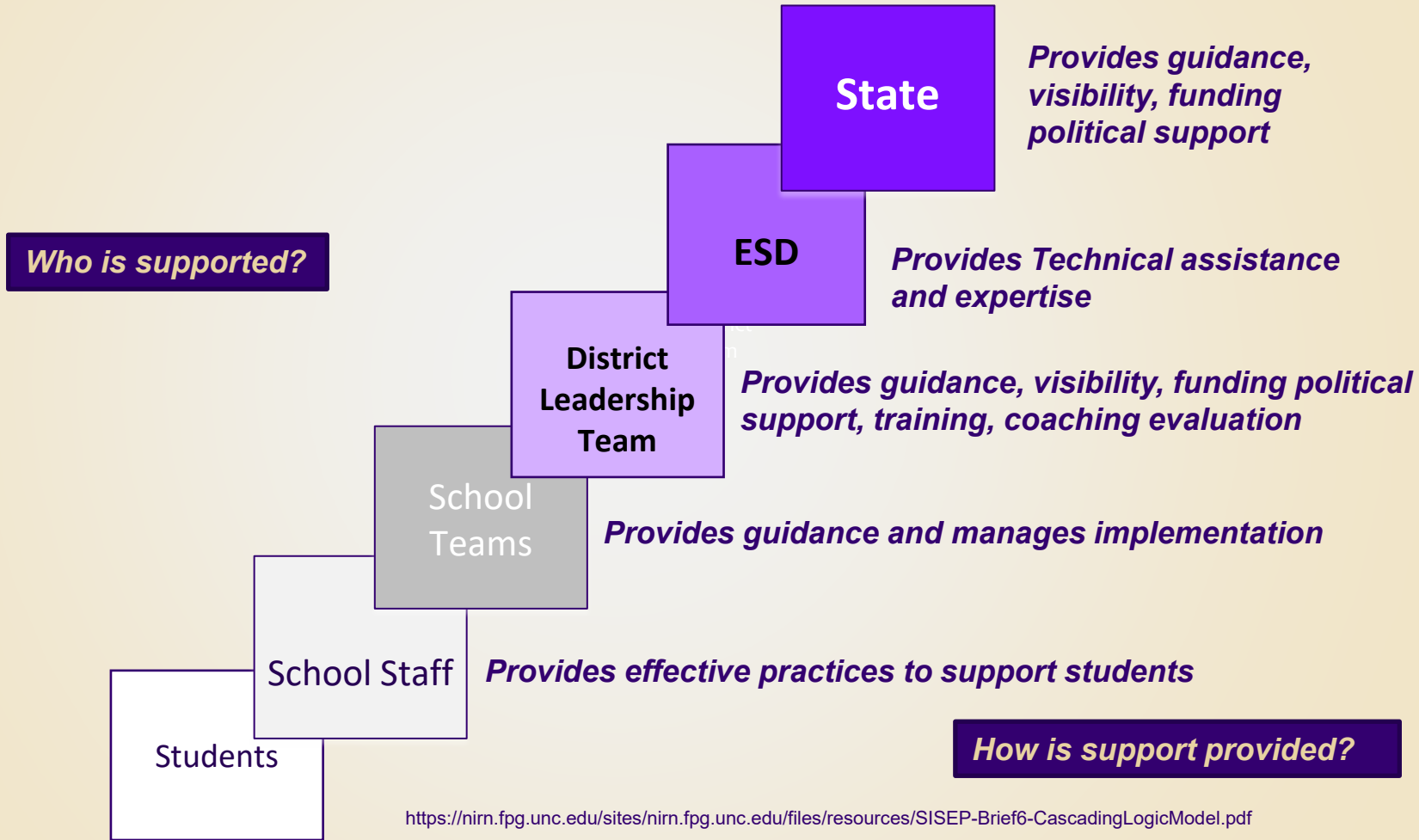
Implementation Science

“The use of effective interventions without implementation strategies is like serum without a syringe; the cure is available, but the delivery system is not.”

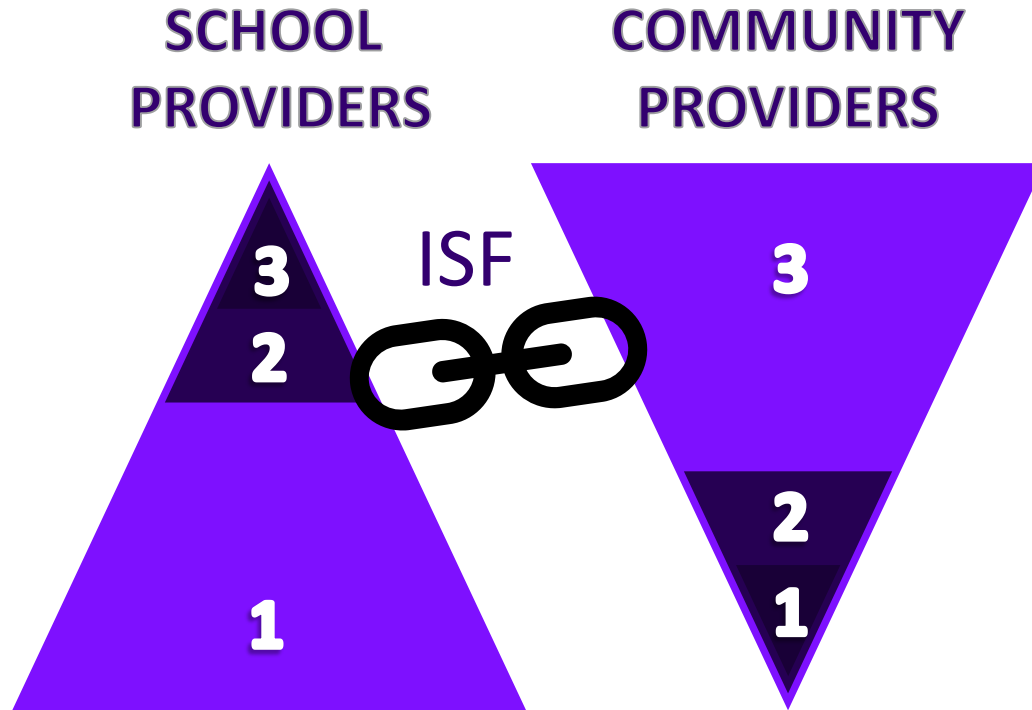
-Fixsen, Blasé, Duda, Naoom, & Van Dyke, 2010



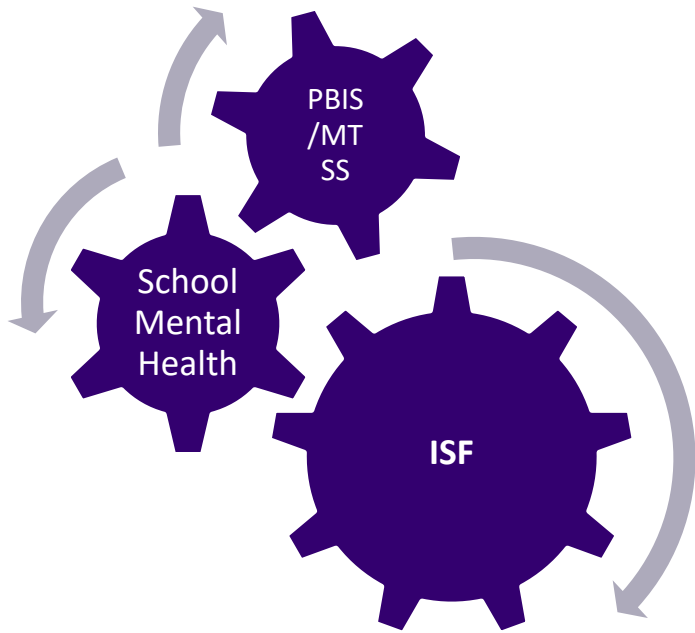
Single System of Supports Across the Cascade



MTSS MODEL IS MORE LIKELY TO HAPPEN WHEN SCHOOLS AND COMMUNITIES ARE IN PARTNERSHIP



COMPREHENSIVE SCHOOL MENTAL HEALTH SYSTEM: INTERCONNECTED SYSTEMS FRAMEWORK



- Deliberate application of the multi-tiered PBIS Framework for all social-emotional-behavioral (SEB) interventions *(e.g. Mental Health, Social Emotional Instruction, Trauma-Informed Practices, Bully Prevention, etc.)*
- Aligning all SEB related initiatives through **one system** at the **state/regional, district and school level**
- Active participation of **Family** and **Youth** as a central feature

Examples of Customized Training, TA & Evaluation from UW SMART

State

- **OSPI – Interconnected Systems Framework (ISF) Capacity Building**

- OSPI MTSS Team
- ESD MTSS Regional Implementation Specialists & other ESD Staff
- Behavioral Health ESA Organizations
- ISF Evaluation and Universal Screening Training Materials
- Two Cohorts of Intensive ISF Training and TA for 5-8 Districts



Washington Office of Superintendent of
PUBLIC INSTRUCTION

ESD

- **AESD**

- ISF Systems Capacity Building across all 9 ESDs
- Evaluation



District

- **Districts**

- Installation of School Mental Health through MTSS - District Implementation Teams
- EBP training for SMH providers
- Assessing MTSS, PBIS, ISF Status (DCA, DSFI, etc)
- Needs assessment/Resource Mapping
- Universal Screening Installation & Implementation
- Action Planning
- SEL Programming Adoption



FEDERAL WAY
PUBLIC SCHOOLS



SAMHSA Funded (2019)

Training & Technical Assistance for the Mental Health Workforce



National MHTTC Network

(10 regional centers, 1 national coordinating office and 2 focus centers)



Northwest MHTTC School Mental Health Supplement

*(Region 10 – Alaska, Idaho,
Oregon, and Washington)*



National MHTTC Network



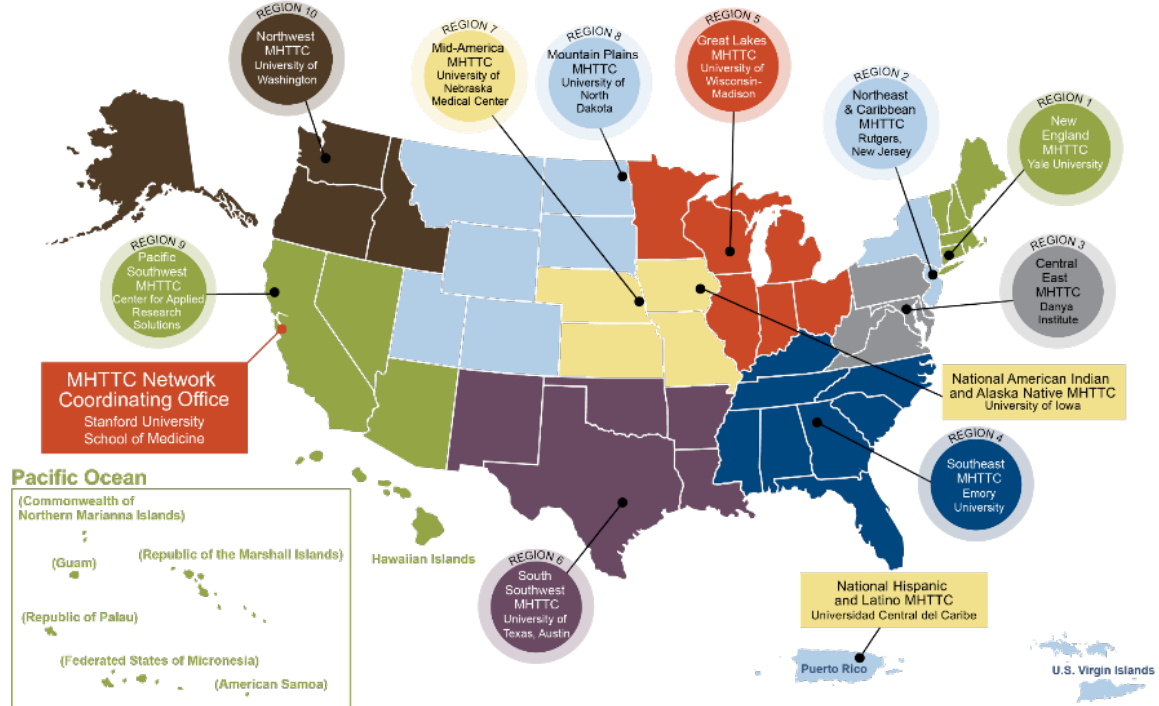
- Delivered over **2,200** training and TA events in the past 3 years to over **207,000** mental health professionals and others
- Developed over **1600** enduring products for the field
- **601,390** website users
- **2,902,277** website page views
- **203** countries represented by website users



MHTTC

Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

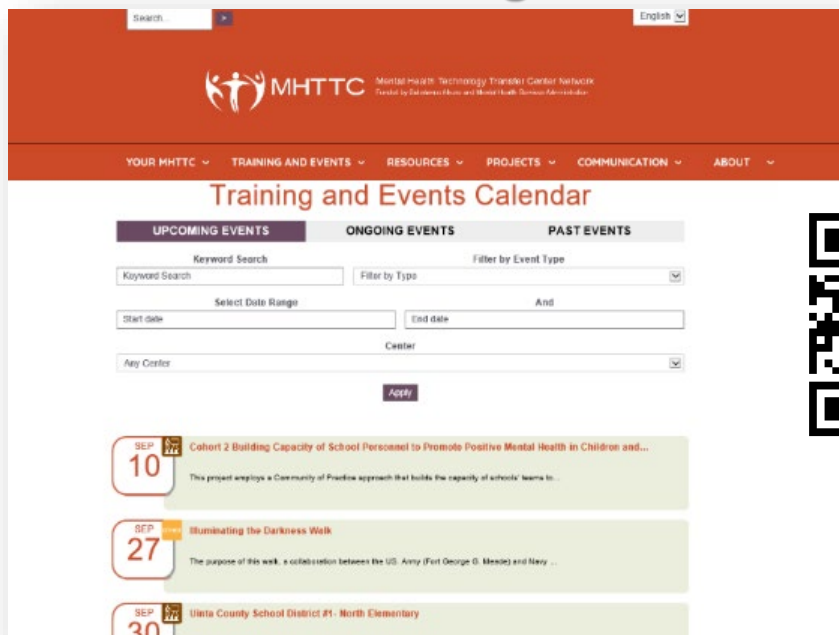
MHTTC Network



Visit the MHTTC website at <https://mhttcnetwork.org/>

Search across the MHTTC Network for Training, Events, Products and Resources

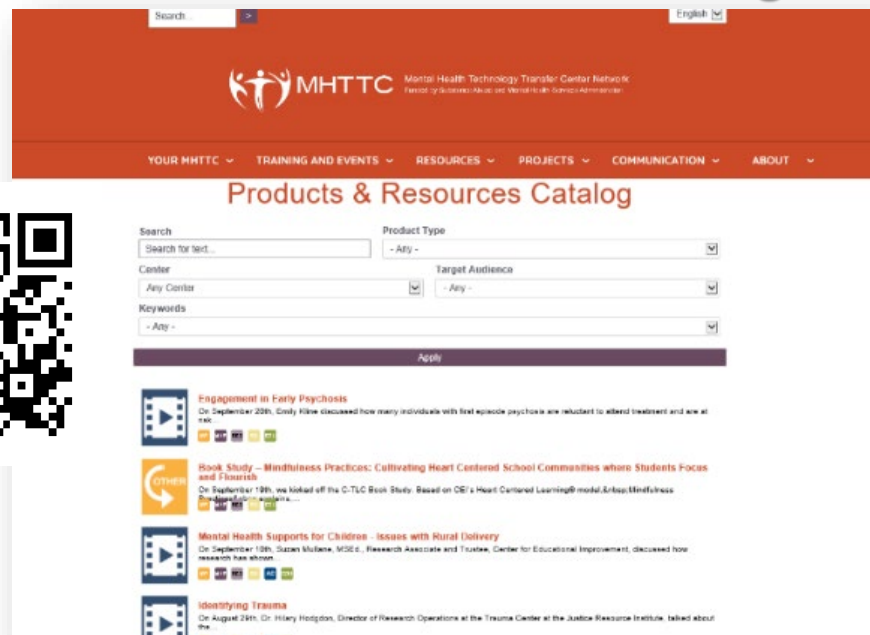
Database of Training and Events



The screenshot shows the MHTTC website's 'Training and Events Calendar' section. At the top, there is a search bar and a language dropdown set to 'English'. Below the header, a navigation menu includes 'YOUR MHTTC', 'TRAINING AND EVENTS', 'RESOURCES', 'PROJECTS', 'COMMUNICATION', and 'ABOUT'. The main heading is 'Training and Events Calendar'. Below this, there are three tabs: 'UPCOMING EVENTS', 'ONGOING EVENTS', and 'PAST EVENTS'. The 'UPCOMING EVENTS' tab is active. It features a 'Keyword Search' field, a 'Filter by Event Type' dropdown, and a 'Select Date Range' section with 'Start date' and 'End date' fields. There is also a 'Center' dropdown menu. An 'Apply' button is at the bottom of the filters. Below the filters, three event cards are visible, each with a date badge (SEP 10, SEP 27, SEP 30) and a title. The first event is 'Cohort 2 Building Capacity of School Personnel to Promote Positive Mental Health in Children and...'. The second is 'Illuminating the Darkness Walk'. The third is 'Uleita County School District #1: North Elementary'.

<https://mhttcnetwork.org/trainingsandevents>

Products and Resources Catalog

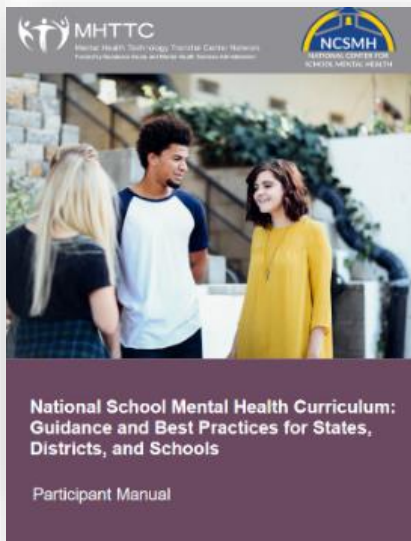


The screenshot shows the MHTTC website's 'Products & Resources Catalog' section. It has a similar header and navigation menu to the training page. The main heading is 'Products & Resources Catalog'. Below the header, there is a search bar and a 'Product Type' dropdown menu. There is also a 'Target Audience' dropdown menu. Below these, there are 'Keywords' and 'Center' dropdown menus. An 'Apply' button is at the bottom of the filters. Below the filters, four product cards are visible, each with a play button icon and a title. The first is 'Engagement in Early Psychosis'. The second is 'Book Study - Mindfulness Practices: Cultivating Heart-Centered School Communities where Students Focus and Flourish'. The third is 'Mental Health Supports for Children - Issues with Rural Delivery'. The fourth is 'Identifying Trauma'.

<https://mhttcnetwork.org/centers/global-mhttc/products-resources-catalog>



National School Mental Health Implementation Guidance Modules



- Mod 1 Foundations of Comprehensive School Mental Health
- Mod 2 Teaming
- Mod 3 Needs Assessment & Resource Mapping
- Mod 4 Screening
- Mod 5 Mental Health Promotion for All (Tier 1)
- Mod 6 Early Intervention and Treatment (Tiers 2/3)
- Mod 7 Funding and Sustainability
- Mod 8 Impact

<https://bit.ly/NationalSMHModules>

Classroom WISE: Well-being Information and Strategies for Educators



[About Classroom WISE](#) [About the Developers](#) [Video Library](#) [Resource Collection](#) [Contact Us](#)



[Launch Course](#)



Available at www.classroomwise.org

- FREE 3-part training package for K-12 educators and school personnel on mental health literacy
- Development process included input from educators, students, and school mental health leaders
- Classroom WISE offers evidence-based strategies to promote student mental health and support students with mental health challenges.
- Skills are based on the scientific literature on school climate, mental health literacy, social emotional learning, and school-based interventions for mental health problems.



Northwest MHTTC School Mental Health Center (NWSMH)



**PROUDLY SERVING THE SCHOOL MENTAL
HEALTH WORKFORCE IN** ALASKA, IDAHO,
OREGON & WASHINGTON



Our goals:

Provide direct training and TA on the implementation of mental health services in schools

Build infrastructure and create learning communities

Support educational leaders to promote mental health for ALL



<https://bit.ly/NWSMH>



nwsmh@uw.edu



<https://bit.ly/NWSMHsignup>

Follow us on social media!



@NorthwestMHTTC



Northwest
MHTTC



Northwest (HHS Region 10)
MHTTC
Mental Health Technology Transfer Center Network



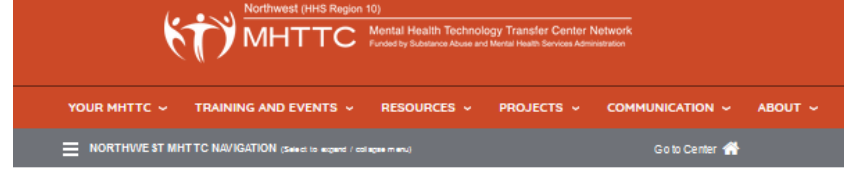
SMART
School Mental Health Assessment
Research & Training Center





Northwest MHTTC School Mental Health Supplement Website

<https://bit.ly/NWSMH>



Current Events:

Idaho's ISCA-ISPA-SSWAI- 2021 Superconference "Stronger Together": Uniting our Strengths for all Students - October 7, 2021 - [NEW](#)

COVID's Disproportionate Impact on Youth Now and Tomorrow - October 7 - 8, 2021 - [NEW](#)

Washington OSPI MTSS PLC - October 2021 - May 2022 - [NEW](#)

WASA Fall Conference 2021 *Permission To Feel... Permission To Lead* - September 26 - 28, 2021 - [NEW](#)

Anchored in Our Roots: Supporting BIPOC School Mental Health Providers in Region 10 (Alaska, Idaho, Oregon, Washington) - [NEW](#)

Classroom WISE: A Mental Health Literacy Course for Teachers and School Staff - Now Available!

Past Events:

2021-2022 School Year

Lunch, Listen, and Learn: COVID-19 Back-to-Classroom THINK Toolbox and New Resources - September 10, 2021

2020-2021 School Year

Summer Institute 2021 - Renew, Restore, Restart: Adapting Tiered Supports for the New Now - August 9, 2021

Washington MTSS Fest - August 12, 2021

The Mental Health Impacts of Surviving COVID-19: Implications for School Mental Health - June 25, 2021

Virtual AWSP & WASA Summer Conference 2021 - June 2021

Washington MTSS PLC - January - June 2021

MHTTC National School Mental Health Best Practices - Always and Now 8-Part Learning Series - February - May 2021

SMART Center 2021 Virtual Speaker Series - March 3, April 7, May 5, June 2, 2021

Connections We Need: Supporting the Resiliency of Youth and Young Adults - April 16, 2021

Optum Idaho Virtual Conference - April 13 - 14, 2021

The 18th International Virtual Conference on Positive Behavior Support - March 17 - March 19, 2021

Healing School Communities in the Context of Racial Violence: Where do we go from here? - February 25 & March 4, 2021

19th Annual NWPBIS Network Conference - February 24 - 26, 2021

WSCA Virtual Annual Conference - February 24 - 26, 2021

Alaska Autism Resource Center's 2020 Online Autism Conference - November 9-11, 2020 (Online)

Leading Our School Systems & Communities Through and After Wildfire - September 30, 2020 (Online)

2019 - 2020 School Year

Events from August 2019 - August 2020

Northwest PBIS Summer Institute - August 13, 2020 (Online)

Supporting School Mental Health in the Context of Racial Violence - July 31 & August 7th, 2020 (Online)

News:

Tier 1 School-Based Mental Health Literacy Library - [NEW](#)

Announcing the Launch of 'A Mindful State'

News Article: Washington students are facing a mental health crisis. Here's why schools are on the front lines - The Seattle Times

The Case for School Mental Health Brief

Journal Publication: Rates for Mental Health Service Utilization

Journal Publication: What Happens When Training Goes Virtual?



Newsletters, Training and Resource Announcements



<http://bit.ly/NWSMHNewsArchive>

<https://bit.ly/NWSMHsignup>



NW MHTTC YouTube Channel

<https://www.youtube.com/channel/UC5YfSJ3JZGNxRMLthSqBE0w/videos>



Northwest MHTTC
535 subscribers

SUBSCRIBED

HOME VIDEOS PLAYLISTS CHANNELS DISCUSSION ABOUT

Uploads PLAY ALL

SORT BY

Grid of video thumbnails and titles from the Northwest MHTTC YouTube channel:

- Anchored in Our Roots: A Conversation: Part 1** (51:33) - 12 views • 2 days ago
- The Intersectionalities, Resiliency, and Strength of...** (35:52) - 22 views • 2 days ago
- Lessons Learned: January to July 2021** (56:32) - 12 views • 4 days ago
- Harm Reduction 101 | 4 August 2021** (1:32:55) - 35 views • 1 week ago
- The Mental Health Impacts of Surviving COVID-19...** (1:26:22) - 110 views • 2 weeks ago
- Conversations on Leadership and Supervision...** (1:28:08) - 35 views • 3 weeks ago
- Foster Resilience, Avoiding Burnout: Provider-Well...** (58:94) - 50 views • 3 weeks ago
- Family Led Crisis Planning | 20 July 2021** (1:54:50) - 35 views • 3 weeks ago
- The Journey to Use Meds Optimally to Support...** (1:27:15) - 23 views • 4 weeks ago
- Motivational Interviewing-Informed Supervision** (1:13:56) - 55 views • 1 month ago
- Oral Health and the Peer-Supported Recovery...** (59:22) - 19 views • 1 month ago
- SMART Center 2021 Virtual Speaker Series with Janine...** (1:12:32) - 66 views • 1 month ago
- SMART Center 2021 Virtual Speaker Series with Dr. Il...** (1:10:13) - 242 views • 1 month ago
- Diversity and Difference | 16 June 2021** (1:00:32) - 48 views • 1 month ago
- Developing Anti-Racism Strategies in Behavioral...** (1:16:15) - 89 views • 1 month ago
- Family Partner Orientation | 9 June 2021** (1:51:59) - 81 views • 2 months ago
- Family-Led Crisis Planning | 8 June 2021** (1:30:59) - 80 views • 2 months ago
- SMART Center 2021 Virtual Speaker Series with Dr. Il...** (58:17) - 20 views • 2 months ago
- Skills Module: Resilience for Healthcare Professionals |...** (50:37) - 32 views • 2 months ago
- Stigma, Shame, & Self | 19 May 2021** (59:23) - 69 views • 2 months ago
- Skills Module: Resilience for Healthcare Professionals |...** (44:48) - 59 views • 2 months ago
- SMART Center 2021 Virtual Speaker Series with Dr...** (59:23) - 60 views • 2 months ago
- Equity, Recovery, & Resilience | 12 May 2021** (1:10:41) - 74 views • 2 months ago
- The Journey to Use Meds Optimally to Support...** (1:28:06) - 93 views • 3 months ago

SMH Playlist



Northwest (HHS Region 10)

MHTTC

Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration



Anchored in Our Roots A Conversation: Part 1

A BIPOC School Mental Health Provider Wellness Series

Dr. Sabine Thomas, ND
Katrice Thabet-Chapin, M.Ed., Ed.S., NCSP

<https://bit.ly/AnchoredInOurRoots>



The Intersectionalities, Resiliency, and Strength of Being a BIPOC School Mental Health Provider

YouTube playlist interface for "School Mental Health" (Northwest MHTTC - 1 / 67):

- 1. The Intersectionalities, Resiliency, and Strength of... (56:52)
- 2. The Mental Health Impacts of Surviving COVID-19... (1:28:22)
- 3. SMART Center 2021 Virtual Speaker Series with Janine... (1:12:32)
- 4. SMART Center 2021 Virtual Speaker Series with Dr. Em... (1:10:13)
- 5. SMART Center 2021 Virtual Speaker Series with Dr. Ann... (1:00:32)
- 6. Conversations on Leadership and Supervision in ACT... (1:28:08)
- 7. Foster Resilience, Avoiding Burnout: Provider-Well Being... (58:04)

Just released: Recorded Session on New School Mental Health & MTSS Resources



Northwest (HHS Region 10)

MHTTC Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration





Lunch, Listen, Learn

COVID-19 Back-to-Classroom THINK Toolbox and New Resources for School Mental Health for the 2021-2022 School Year



September 10, 2021

Kira Mauseth, PhD
Korbett Mosesly
Katrice Thabet-Chapin, M.Ed., Ed.S., NCSP
Rayann Silva, MEd & Kelcey Schmitz, MSED



<https://bit.ly/LunchListenLearnBTSResources>



<https://bit.ly/LunchListenLearnBTSResources>



Enhancing MTSS - Integrating Student Mental Health and Wellness through Systems, Data, & Practices:

Interconnected Systems Framework (ISF)

Series Resource Guide

- Foundational Material
- Fact Sheets
- Recorded Learning Sessions
- Assessment Tools
- Key Readings
- Practice Guides
- Implementation Examples

All in ONE document for easy access to the information you and your team need!

<https://bit.ly/ISFSeriesResource21>



Pacific Southwest (HHS Region 9) • Northwest (HHS Region 10)

MHTTC

Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Enhancing MTSS - Integrating Student Mental Health and Wellness through Systems, Data and Practices

What is the Interconnected Systems Framework?

The Interconnected Systems Framework (ISF) promotes using a single system of delivery for educational and mental health support in schools. ISF offers a solution to the challenge of meeting the needs of the whole child. ISF is a structure and process that maximizes effectiveness and efficiency by blending the strengths of school and community mental health with strengths of the multi-tiered framework of PBIS (Barrett, Eber, Weist, 2013).

General ISF Videos & Foundational Resources

- [An Introduction to the Interconnected Systems Framework](#)
- [Introducing the Interconnected Systems Framework Monograph](#)
- [Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide PBIS, Volume 1](#)
- [Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide PBIS, Volume 2: An Implementation Guide](#)

The Northwest and Pacific Southwest MHTTC provided a series that explores the ISF framework by examining and redesigning systems (structures and leadership) that are equitable by using data to support practices (services and supports) needed to promote wellness for all.

MHTTC Region 9's ISF Factsheets

ISF 101: An Introduction | This factsheet introduces ISF and its positive impact on schools; offers strategies to align Positive Behavioral Interventions and Supports (PBIS) and Multi-Tiered Systems of Support (MTSS); provides guidance on how to engage appropriate community partners; and outlines the initial steps for implementing the ISF approach.

ISF 201: When School Mental Health Is Integrated Within a MTSS – What's Different | This factsheet provides strategies to develop an integrated ISF leadership team; details the foundation steps to establish ISF at the school or district level; defines the process of evaluating potential evidence-based practices for inclusion in schools; and discusses implementation challenges, solutions, and innovations with ISF practitioners.

ISF 301: Installing an Integrated Approach | This factsheet defines appropriate roles, functions, and mission of a District/Community Leadership Team (DCLT); discusses strategies to conduct a robust assessment of existing mental health and MTSS resources; explores the process through which the DCLT selects interventions and monitors outcomes; and identifies installation challenges, solutions, and innovations.



mhttcnetwork.org/centers/northwest • mhttcnetwork.org/pacificsouthwest • [f](#) [@](#) [@](#)

BEHAVIORAL HEALTH IMPACTS DURING & AFTER COVID-19



OVERVIEW

After over a year of the global pandemic and with the availability of vaccines, schools are now returning to hybrid learning or all in-person learning.

This document is an update by the University of Washington School Mental Health Assessment, Research, and Training (SMART) Center, Seattle Children's Hospital, and the Center on Positive Behavioral Interventions & Supports (PBIS) to an initial checklist that was provided to Washington's State Education Agency in June 2020. This update includes new information gleaned about the youth mental health crisis, as well as additional recommendations and considerations to keep in mind as schools bring students back into the school building in a way that prioritizes everyone's mental health and wellness.

This document presents information on (1) what has happened in the last year, (2) what to expect as students return to school, and (3) ways to prepare at the staff, building, and district levels. This document is not intended to be an exhaustive list of all school mental health strategies or used in the place of direct consultation with mental health providers. Instead, it should help guide you and your school and district teams to consider an array of strategies and supports for students, families and staff.

If you or others in your school, district, or jurisdiction have specific questions about the guidance in this document, your return to school plans, and/or your long-term approach to supporting the social-emotional needs of students please free to contact the SMART Center's Training and Technical Assistance team at smarttac@uw.edu.

Table of Contents

TOPIC	PAGE
What is Happening	3
What to Expect	4-5
Recommendations for Preparing for Return to School	
<i>Staff & Building Level</i>	6
<i>District Level</i>	7-9
Resources	10
Where to Find Training & TA	11



<https://bit.ly/BehavioralHealthAndRTS>





Responding to COVID-19



THE WELL-BEING SERIES Connections During COVID-19: Mental Wellness Webinars For Families & Educators

- ★ All sessions are FREE and being recorded.
- ★ Additional supports for parents, educators, and kids to be announced shortly.

A collaboration between the Forefront Suicide Prevention Center, Northwest MHTTC, University of Washington SMART Center, DBT in Schools, NWPBIS Network, and WellEducator.



LEARN MORE ABOUT THE FULL SERIES HERE: [BIT.LY/WELL-BEINGNW](https://bit.ly/WellBeingNW)

Teachers, Paraeducators, School Mental Health Clinicians, Parents, Administrators, Community MH Providers

Special Events in Response to COVID-19

The Back-to-School Series

- Considerations for Systematic Screening PK-12: Universal Screening for Internalizing and Externalizing Behaviors in the COVID-19 Era - August 12, 2020
- Managing Anxiety & Return to School Webinar Series - September - December, 2020
- Self Care and Compassion for the Educator Webinar Series - October - December, 2020
- The ISF West Coast Party Webinars: Enhancing MTSS - Integrating Student Mental Health and Wellness through Systems, Data, and Practices - October 2020 - February 2021



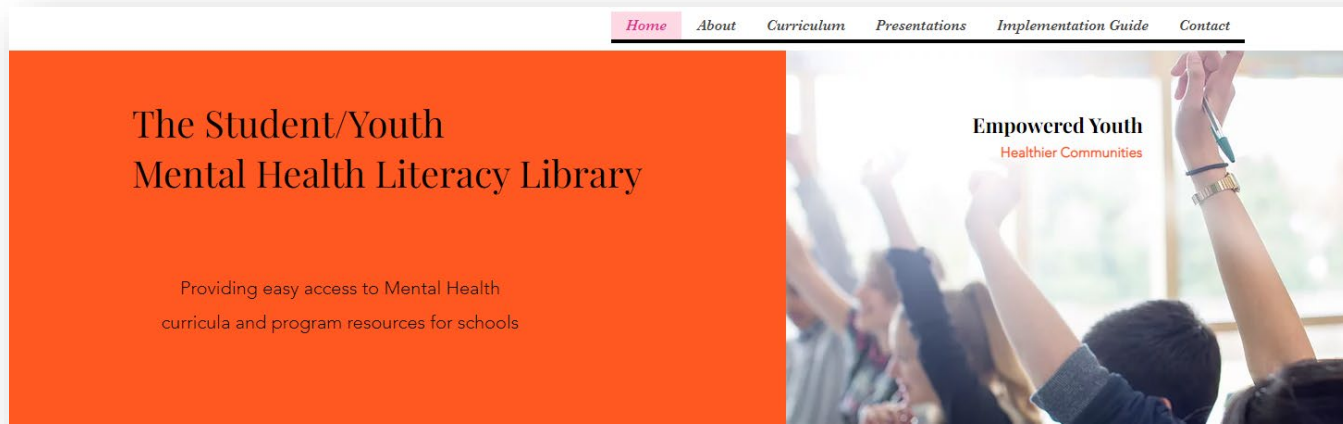
<https://bit.ly/BackToSchoolSeries>

The Well-Being Series

- LEARN® Saves Lives Suicide Prevention Training for Parents/Caregivers, followed by Q&A Session with Suicide Prevention Experts - April 2, 2020
- Be Our Lunch Date? A "Think Tank" Time: A Gathering of School Mental Health Practitioners to Surface School Mental Telehealth Needs and Resources - April 10, 2020
- Educator Wellness Webinars - April - June, 2020
- Psychological First Aid – Listen Protect Connect/Model and Teach - May 13, 2020
- Building Protective Factors for Yourself and the School Community: The School Leader Series - April - June, 2020
- Student Life Skills to Survive & Thrive During COVID-19 & Beyond - Live Q&A Sessions May 19 & June 16, 2020
- Ambiguous Loss: Grieving in the Time of COVID-19, Followed by Live Q&A Session - May 27, 2020
- Resources for Supporting the Mental Health and Well-being of Children and Families During COVID-19 - June 11, 2020
- Hope & Cope 2020: A free webinar for youth age 14 - 21 - June 17, 2020



<https://bit.ly/WellBeingSeriesNW>



<https://www.mentalhealthinstruction.org/>

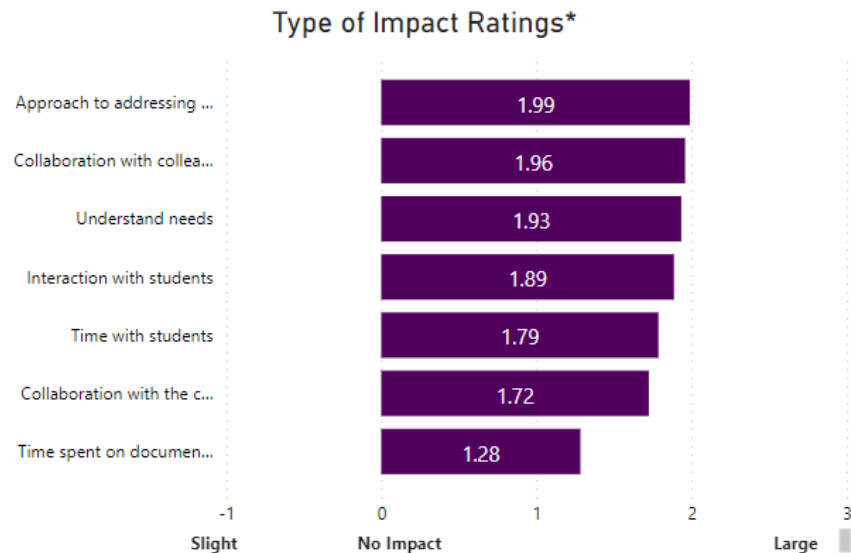
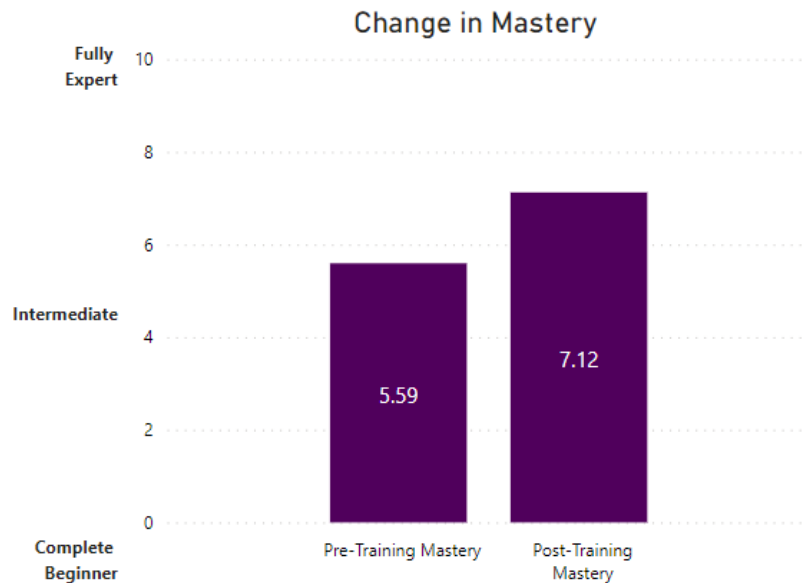


- A Chad's Legacy Project and UW SMART Center collaboration
- Systematic review of Mental Health Literacy curricula and programs
- Compare programs across mental health literacy components, implementation features, and Washington State Learning Standards
- Implementation Guide



Training impacts

Participants: 11,177 Surveys: 5295



School Mental Health Training and TA in Washington:

- [Northwest Mental Health Technology Transfer Center](#) - *School Mental Health Supplement*
 - Email: nwsmh@uw.edu
- [UW SMART Training, Technical Assistance & Consultation Center](#)
 - Email: smarttac@uw.edu
- [ESD MTSS Regional Implementation Specialists](#)
 - Email: Justyn.Poulos@k12.wa.us
- [ESD Behavioral Health Navigators](#)
 - Email: ann.gray@k12.wa.us
- [UW Forefront Suicide Prevention Center](#)
 - Email: cseaberg@uw.edu
- [Northwest PBIS Network](#)
 - Email: info@pbisnetwork.org
- [Sound Supports](#)
 - Email: lynassl@gmail.com

Contact Information

Eric Bruns – ebruns@uw.edu

Kelcey Schmitz – kelcey1@uw.edu

Rayann Silva – rsilva83@uw.edu