



Northwest (HHS Region 10)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

# The Well-Being Series

Connections During COVID-19:  
Mental Wellness Webinars for Families & Educators

*Presented by:*



**W** FOREFRONT  
SUICIDE PREVENTION



*Disclaimer: The views, opinions, and content expressed in this presentation do not necessarily reflect the views, opinions, or policies of the Center for Mental Health Services (CMHS), the Substance Abuse and Mental Health Services Administration (SAMHSA), or the U.S. Department of Health and Human Services (HHS)*



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## 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.



**Website (Registration, Materials, Recordings):**  
<https://bit.ly/well-beingNW>

**Questions:** Megan Lucy  
[mlucy@uw.edu](mailto:mlucy@uw.edu)

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

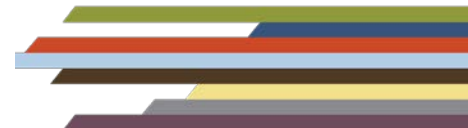
#### Upcoming Events

- Educator Wellness Webinar Series
- School Leader Webinar Series
- DBT in Schools Lessons for Parents and Live Q&A with Drs. Jim and Lizz Mazza
- Ambiguous Loss: Grieving in the Time of COVID-19
- Psychological First Aid

**SAMHSA**

Substance Abuse and Mental Health  
Services Administration

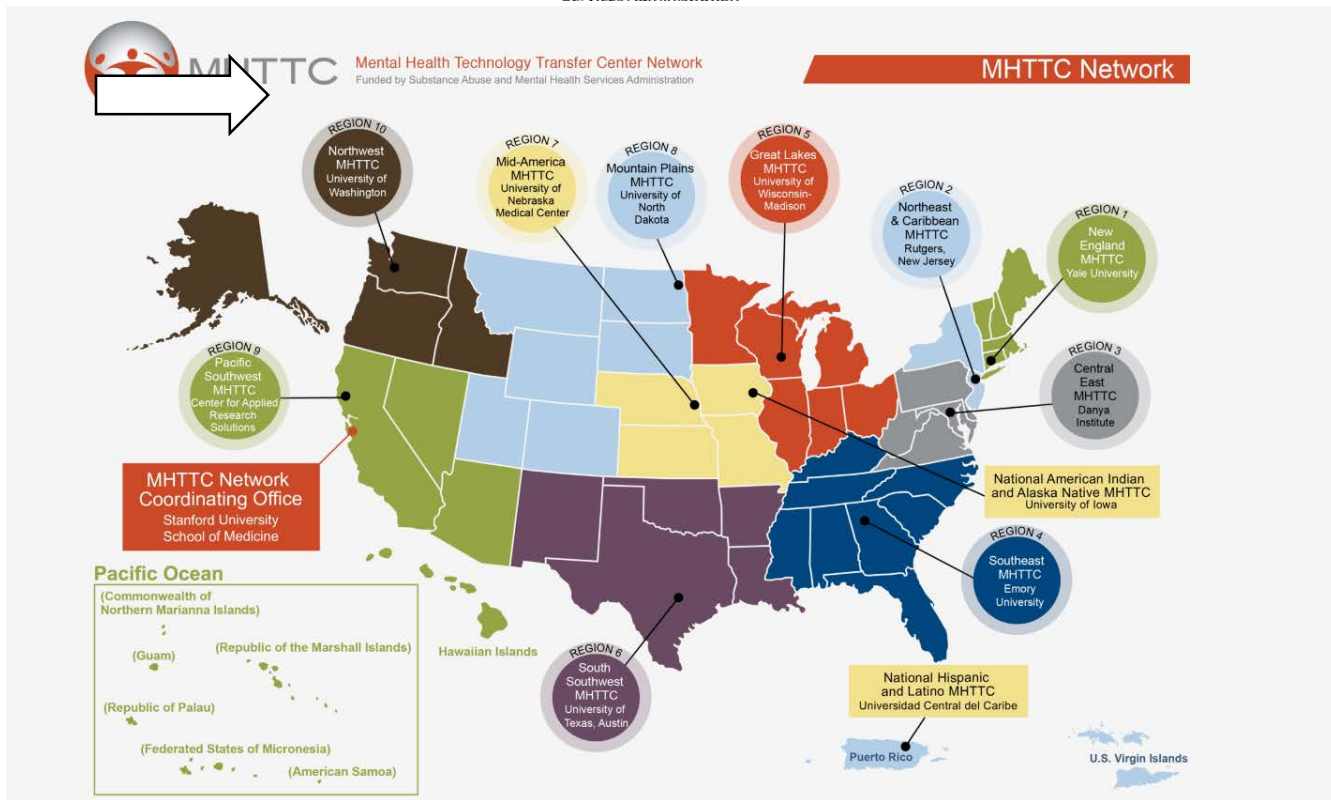
*This work is supported by grant SM 081721  
from the Department of Health and Human  
Services, Substance Abuse and Mental Health  
Services Administration*



# Mental Health Technology Transfer Center (MHTTC) Network

## ***SAMHSA***

Substance Abuse and Mental Health  
Services Administration



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



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## SMART

School Mental Health Assessment  
Research & Training Center



## Get in touch!

Email: [kelcey1@uw.edu](mailto:kelcey1@uw.edu) and [mlucy@uw.edu](mailto:mlucy@uw.edu)

Websites:

- MHTTC: <https://tinyurl.com/nwsmh>
- UW SMART Center:  
<https://depts.washington.edu/uwsmart/>

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## Sign up for our Newsletter!

<https://tinyurl.com/smh-news>



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## Follow us on social media!



@NorthwestMHTTC

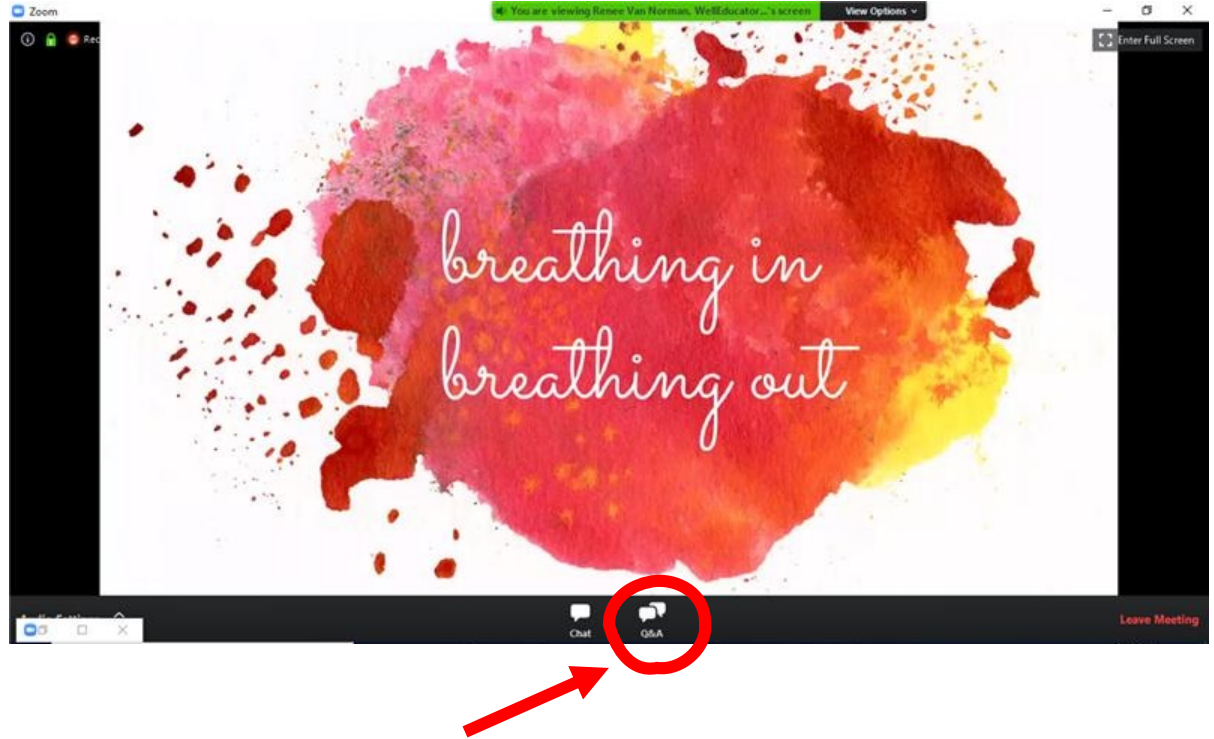


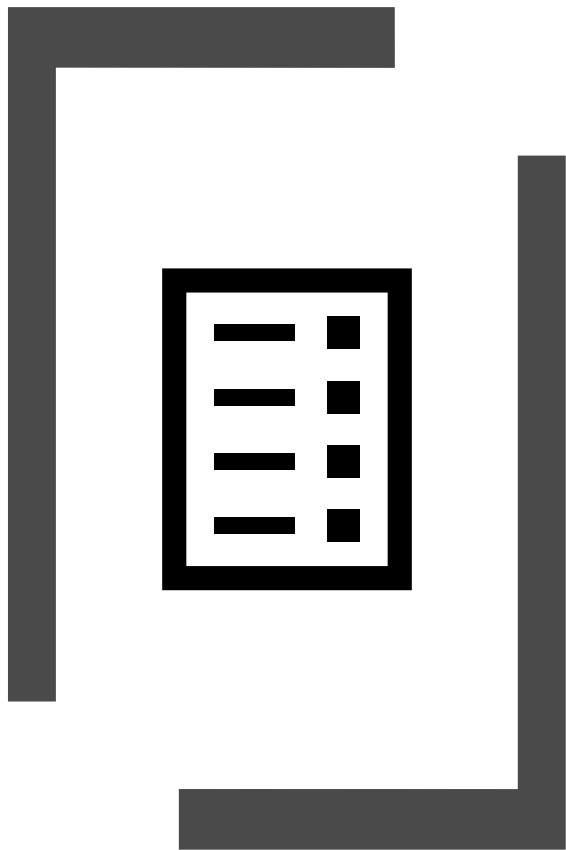
Northwest MHTTC





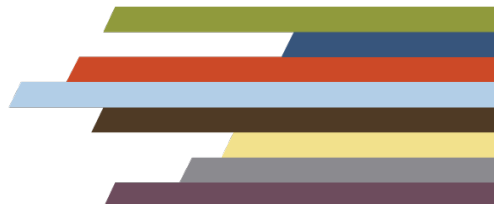
- This webinar is being recorded.
- Participants are muted with videos off.
- Use Q & A feature to ask questions.
- Chat feature only allows you to discuss with presenters.





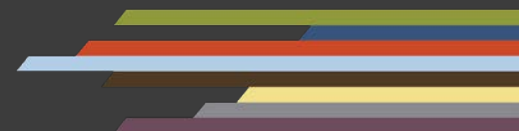
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- Required by our funder
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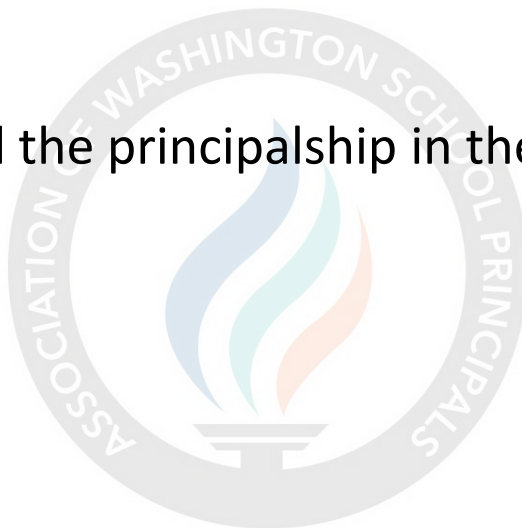


Kurt Hatch,  
M.Ed.



# AWSP's Mission

To support principals and the principalship in the education of **all** students.





# AWSP's Mission

## Goal 1: Equity

- a. Lead on diversity & equity issues for historically underserved populations.
- b. B. Use an equity lens to best serve all members.

[AWSP.ORG](https://www.awsp.org)

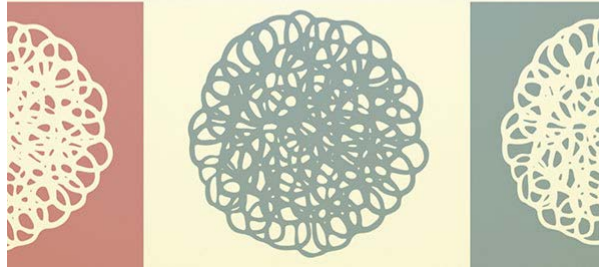
## Goal 2: Principal Support

- a. Work to create longer principal tenures within their buildings.
- b. Shape the role and responsibilities of the principal. Make the job as fulfilling and sustainable as possible.

# Learning to Improve

How America's Schools Can  
Get Better at Getting Better

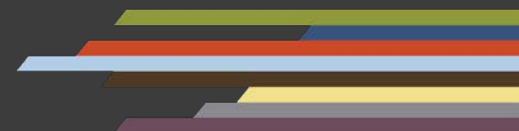
Anthony S. Bryk  
Louis M. Gomez  
Alicia Grunow  
Paul G. LeMahieu





## Today's Presenters

- Lori Lynass, PhD, Sound Supports
- Cher Anderton, MSW
- Jessica Swain-Bradway, PhD, Northwest PBIS Network



# Building Protective Factors for Yourself and the School Community: The Administrators' Series

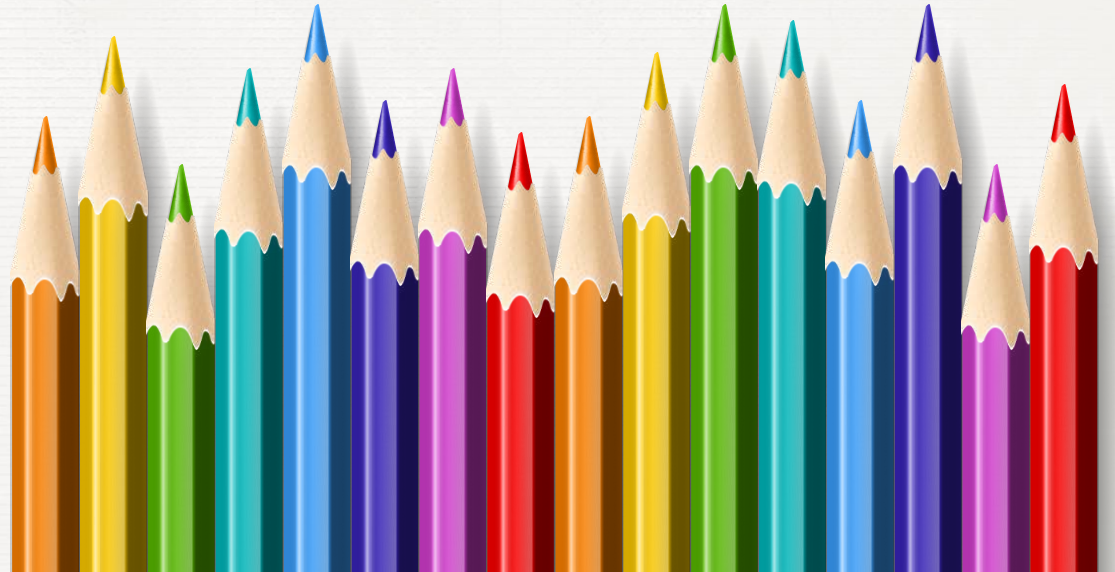
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Cher Anderton, MSW, LSWAIC  
Jessica SwainBradway, Ph.D.  
Lori Lynass, Ed.D.

Sound Supports LLC



# Webinar 1: Understanding Trauma & Steps To Take Back to Your Staff





# Who We Are - Tale of 3 Moms

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## Lori Lynass

Executive Director of  
Sound Supports.

- x 22 years in education
- x Studying to be a Yoga Teacher
- x Nerd

## Cher Anderton

Therapist & MTSS  
Coach

- x Former Elementary School Counselor
- x Co-creator of an online Adult SEL course for educators
- x Clean Crafted Wine Distributor

## Jessica Swain-Bradway

Executive Director of  
NWPBIS Network

- x Former HS SPED teacher
- x Amazing hiker
- x Enjoys coffee





# Who You Are – Polling Questions

- x Your Role
- x Your MTSS Implementation



# Things Just Got Messy

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The need for the systems and structures of MTSS has never been more important than it is right now.





shonda rhimes   
@shondarhimes



Been homeschooling a 6-year old and 8-year old for one hour and 11 minutes. Teachers deserve to make a billion dollars a year. Or a week.

♡ 601K 5:12 PM - Mar 16, 2020



Johnny Blaze  
@MrSilkySmooth24



Homeschool day 1: wondering how I can get this kid transferred out my class

♡ 121 5:10 PM - Mar 17, 2020



# We need to build or strengthen:

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## Trauma Responsiveness

- X More than trauma informed
- X Emotional Safety

## SEL Skills & Emotional Safety

- X For Ourselves
- X For Students

## School Connectedness

- X Relationships
- X Psychosocial Climate

## Predictability & Consistency

- X Expectations & Routines
- X Acknowledgement

## Systems

- X For Ourselves
- X For Students

## Flexibility

- X Maximize Core Features



# 1. Trauma Responsiveness





# What Is Toxic Stress?

“A toxic stress response can occur when a child experiences strong, frequent, and/or prolonged adversity without adequate adult support.”

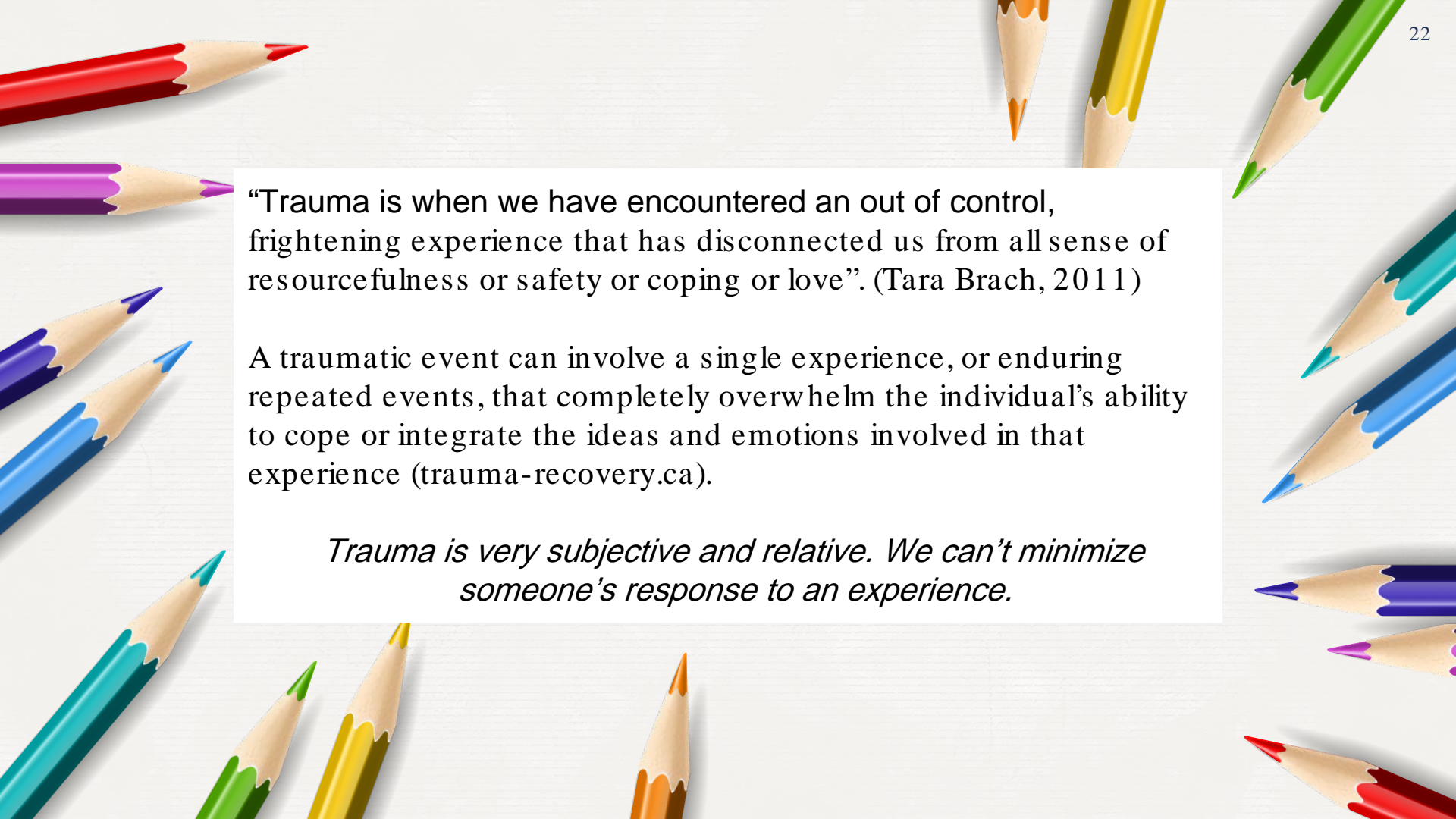
## Stress Responses

**Positive** - Brief increases in heart rate, mild elevations in stress hormones

**Tolerable** - Serious, temporary stress responses, buffered by supportive relationships

**Toxic** - Prolonged activation of stress response systems in the absence of protective relationships

*Center on the Developing Child at Harvard University*

A decorative background featuring several sharpened colored pencils in various colors (red, purple, blue, teal, green, yellow, orange) scattered around the edges of the page. The pencils are arranged in a way that they appear to be framing the central text area.

“Trauma is when we have encountered an out of control, frightening experience that has disconnected us from all sense of resourcefulness or safety or coping or love”. (Tara Brach, 2011)

A traumatic event can involve a single experience, or enduring repeated events, that completely overwhelm the individual's ability to cope or integrate the ideas and emotions involved in that experience (trauma-recovery.ca).

*Trauma is very subjective and relative. We can't minimize someone's response to an experience.*

# The Latest ACES Study

---

Nationally representative CDC survey  
of 214,000 adults:

62% reported at least 1 ACE

**25% reported 3 or more ACEs**

Significantly more ACEs:

Poor

Black, Hispanic or multiracial

LGBTQ+ Community

*Not just students - affects all of us*

“Children’s exposure to  
Adverse Childhood  
Experiences is the greatest  
unaddressed public health  
threat of our time.” - Dr. Block,  
American Academy of  
Pediatrics



# What You Might Notice

---

## In students and colleagues

**Dysregulation** - Behaviors associated with the flight, fight, freeze and fawn responses (exhaustion, sadness, anxiety, irritation, confusion, flat affect, etc.)

**Disconnection** - From self and others

**Lower Capacity** - For basic life tasks or anything above and beyond basic life tasks including academic learning/instruction



# Chat Pod Question

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What do you notice about yourself when you feel dysregulated?

- x Felt experience?
- x What is your capacity on a scale of 0-5 to
  - Be patient?
  - Learn New Things?
  - Self-regulate?



## **Resilience:**

The process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress— such as family and relationship problems, serious health problems, or workplace and financial stressors. As much as resilience involves "bouncing back" from these difficult experiences, it can also involve profound personal growth. - *American Psychological Association*

## **Can Be Developed**

Through social connection, wellness of the mind and body, asking for help, building emotional intelligence, finding purpose, etc.



# Neuroplasticity

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The brain's ability to reorganize itself by forming new neural connections throughout life. Neuroplasticity allows the neurons (nerve cells) in the brain to compensate for injury and disease and to adjust their activities in response to new situations or to changes in their environment.



# The Components of Trauma Responsiveness -

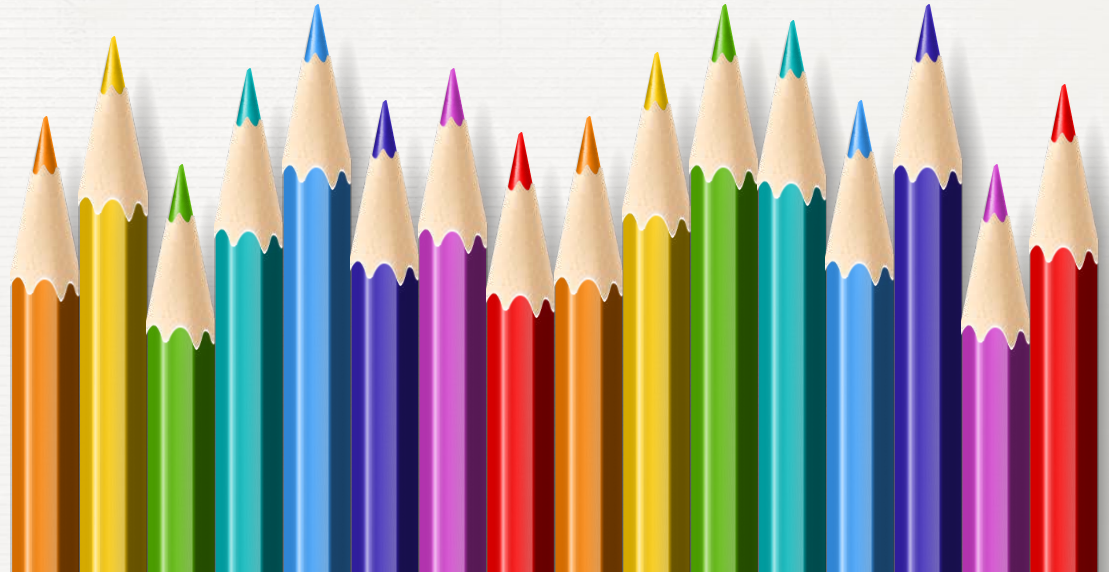
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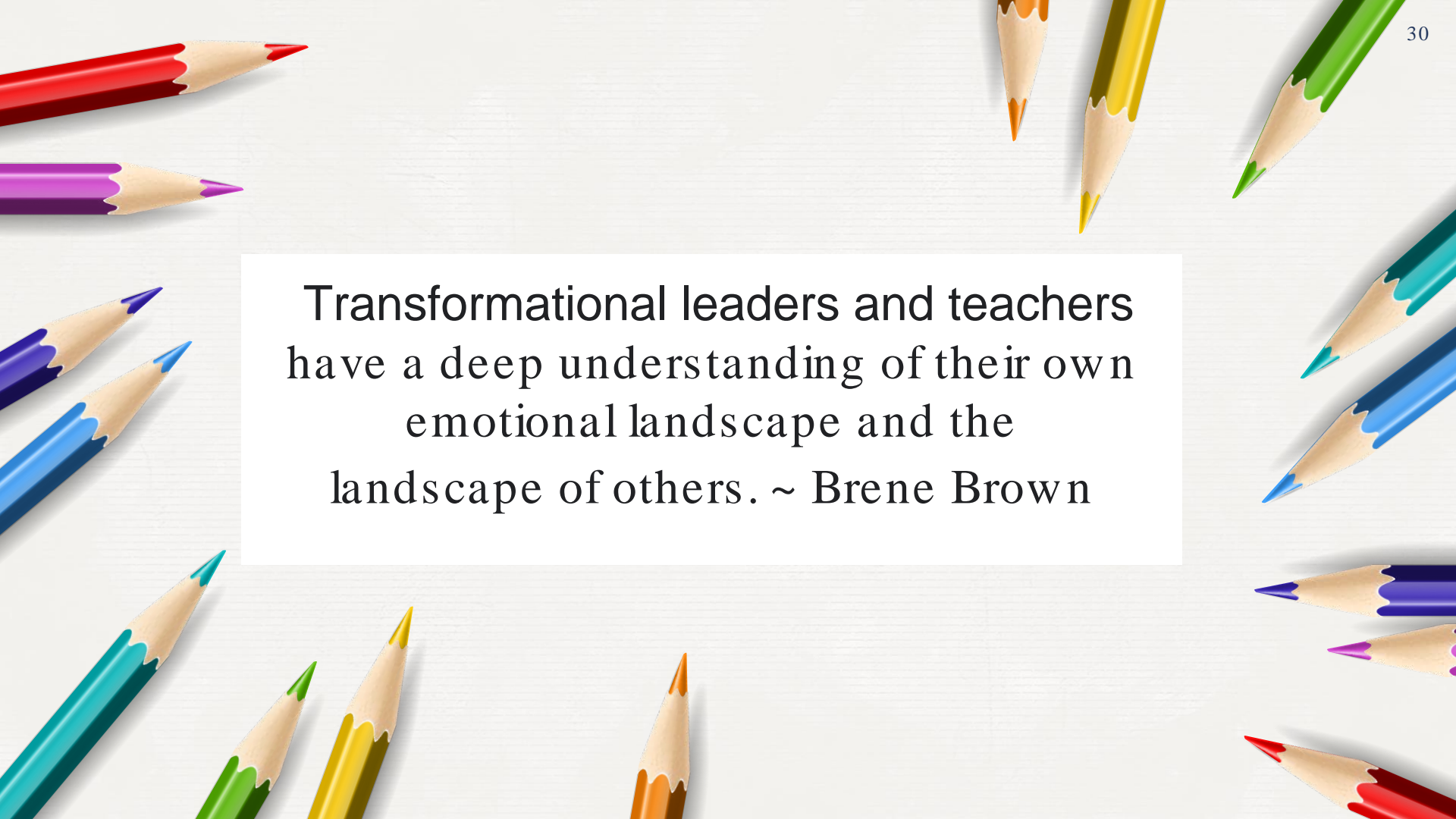
- 1. A Safe, Predictable & Positive Environment
- 1. Support for the Development of Self-Regulation
- 1. Positive Relationships

*(BTW, it's what we ALL need)*



## 2. Social -Emotional Learning & Emotional Safety



The background of the slide is a light gray surface with a fine, grid-like texture. Scattered around the central text box are numerous sharpened colored pencils in various colors, including red, purple, blue, teal, green, yellow, and orange. The pencils are oriented in different directions, some pointing towards the center and others away from it, creating a dynamic and artistic frame for the text.

Transformational leaders and teachers  
have a deep understanding of their own  
emotional landscape and the  
landscape of others. ~ Brene Brown

# Steps for Healthy Emotion Processing

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Pause and Check In  
Name it to Tame it  
Feel Good Plan  
THEN Problem Solve  
and/or Set Boundaries



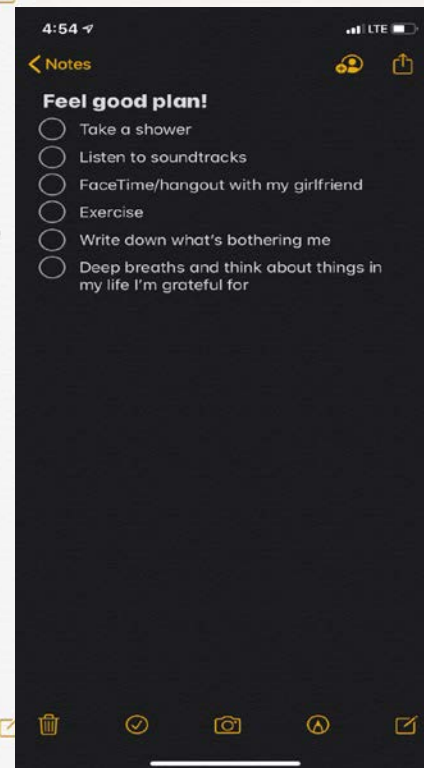
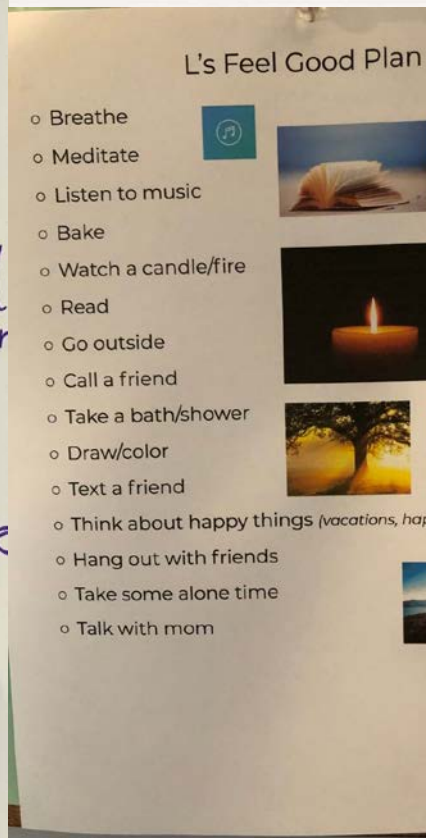
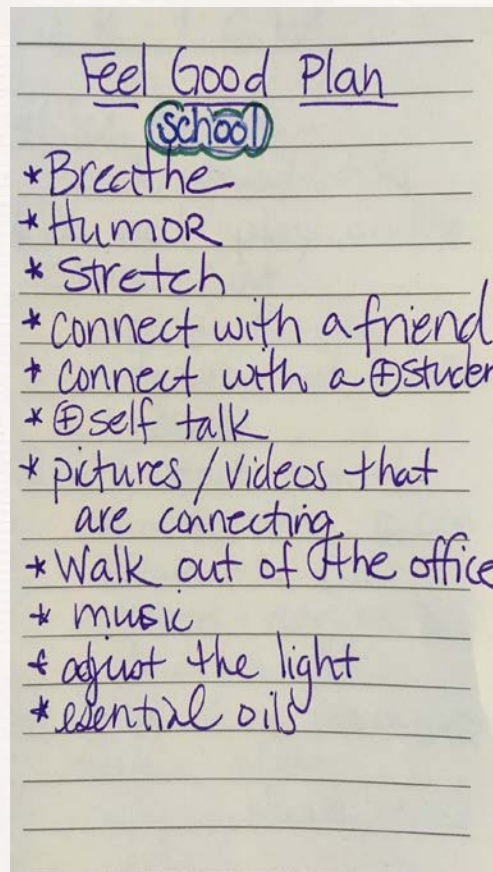


# Feelings Chart Example


How do you feel today?

 LOVED	 HAPPY	 CONTENT	 SLEEPY	 SAD	 HEARTBROKEN	 STRESSED	 WORRIED	 ANGRY
 ESTATIC	 WARM	 AFFECTIONATE	 SHOCKED	 ANXIOUS	 HESITANT	 CONFUSED	 DEPRESSED	 BETRAYED
 INTELLIGENT	 LUCKY	 CONFIDENT	 SKEPTICAL	 SCARED	 HELPLESS	 DISAPPOINTED	 IRRITATED	 EXPLOSIVE
 ACCEPTED	 HOPEFUL	 PLAYFUL	 HOPELESS	 INVISIBLE	 FRUSTRATED	 POWERLESS	 DISGUSTED	 VIOLENT
 STRONG	 SILLY	 GOOD	 UNSURE	 EMPTY	 WORTHLESS	 GAURDED	 SNEAKY	 RAGE
 UNBREAKABLE	 EXCITED	 ABANDONED	 LOST	 ALONE	 REJECTED	 TOXIC	 HURT	 OVERWHELMED

# Feel Good Plan/Bliss List Examples



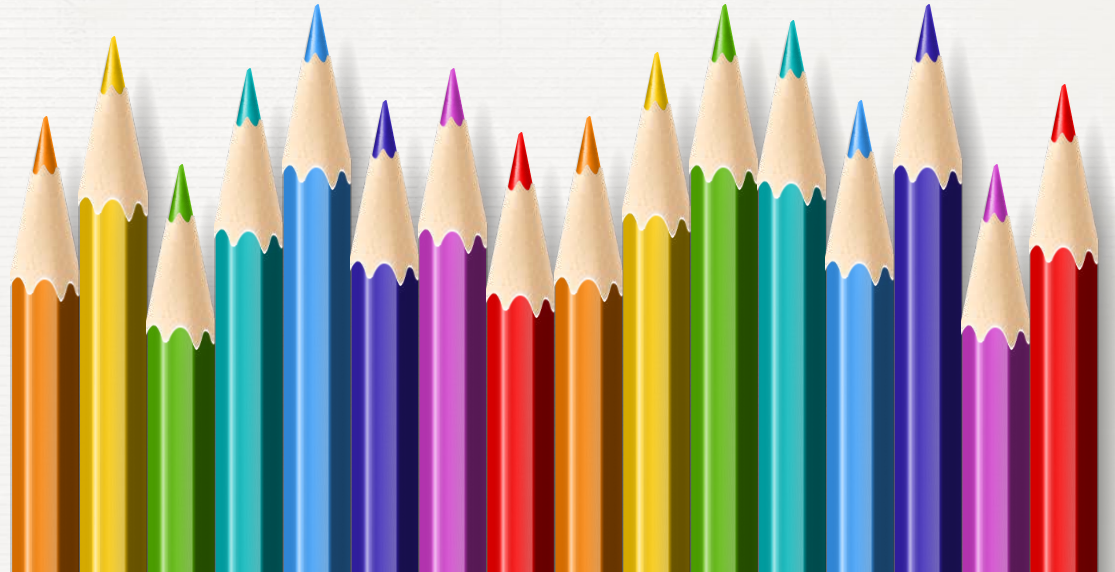
# Problem Solve and/or Set Boundaries




Keep in mind the following when it comes to problem solving and boundary setting:

- X We have never experienced something like this and won't know the effects on adults and kids for a long time- be thoughtful and patient with yourselves and kids
- X Think “kind” and “firm” when setting boundaries
- X Utilize evidence-based, best practices for problem solving and setting boundaries
- X Validate experiences, allow platforms for all voices,

# 3. Predictability and Consistency



# Creating Consistency for Students



Daily systems of academic and behavioral routines and expectations help to create the psychosocial safety and needed consistency for both staff and students.

Be Respectful	Calmly enter.  Be seated before the bell rings.
Be Responsible	Store Backpack under your desk.  Start the “do now” activity.
Be Safe	Walk  Hands and feet to yourself.
Be Prepared	Have books and materials out on your desk.



# Expectations for Students

Behavioral errors in schools are often the results of a lack of clear expectations and the corresponding social and emotional learning skills to meet them.

- Expectations should be posted, taught, and practiced throughout the year.
- Embed the expectations into curricula.
- High rates of reinforcement that can be faded across time helps build fluency.
- Self-monitoring and praise should be integrated in learning routines.



# Expectations for Adults

What are the expectations of the adults that:

- Model the skills we want students to demonstrate?
- Assist students in meeting the expectations?
- Demonstrate that the expectations are important?



## Chat Pod Question

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What are some ways you intentionally create consistency for **staff**?


What are some ways you intentionally create consistency for **students**?



# 5. School Connectedness




# Strengthen Connections With Staff


- 
- Make relationship building with staff a key focus right now.
  - Reach out to staff in a variety of ways and encourage them to be connecting with you and others. Connect individually or in small teams with staff.
  - Staff need reassurance from administrators now more than ever. This is both at the district and building level.
  - Have fun – coffee chats, bake off competitions, online trivia, online play along games.
  - Use restorative community circle prompts and hold virtual circles.



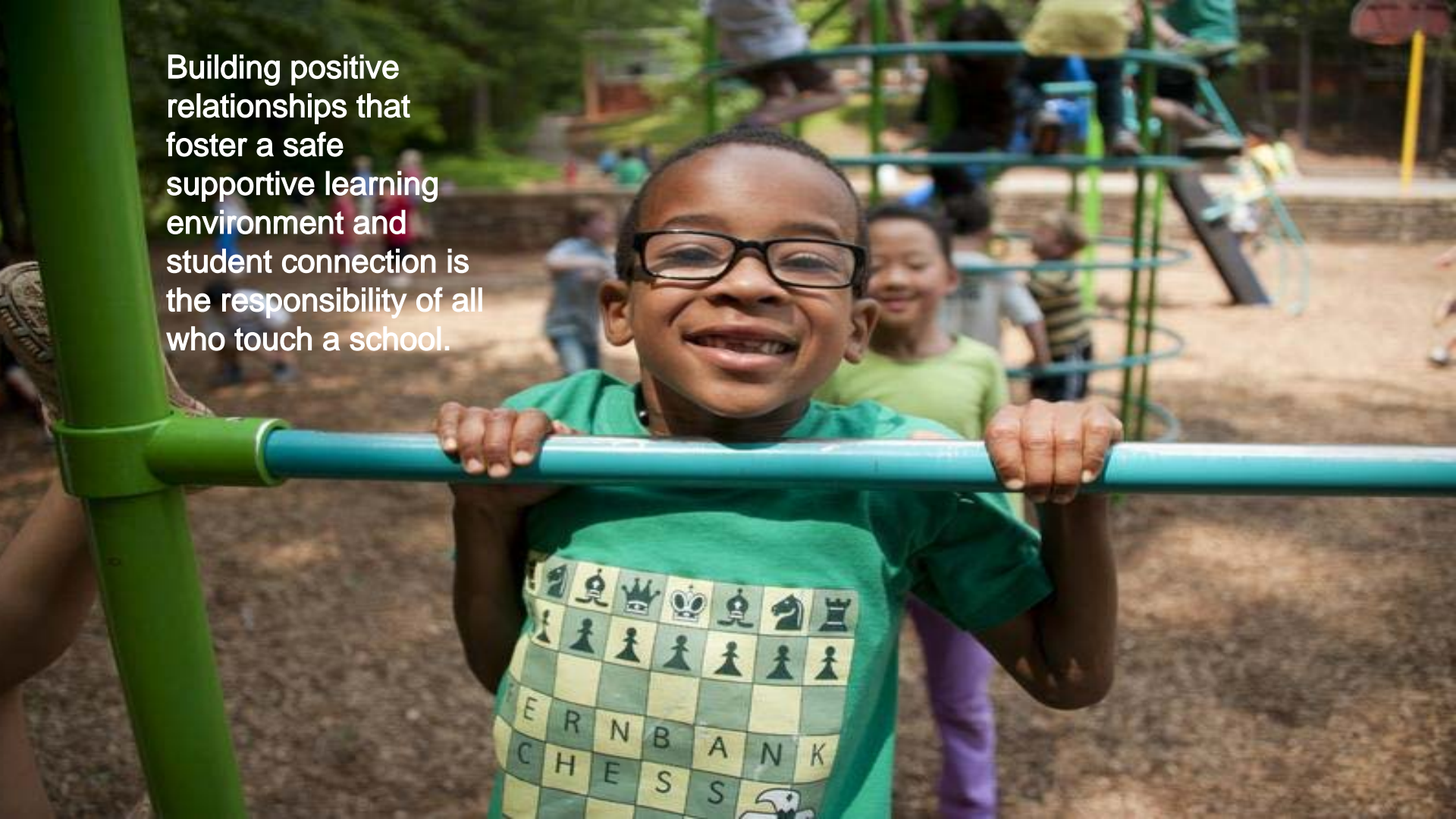
# Use This Time to Focus on School Connectedness for the Students

- 
- Revisit Your Schools Mission– has Covid changed anything?
  - Talk about ways to have a strong start for students when school returns.
  - Launch a family outreach initiative.
  - Examine current discipline policies and practices. Do these build up or break down school connectedness?

# Online Connection Ideas

- 
- Picture Scavenger Hunt
  - Zoom Costume Party
  - Coffee Party Online
  - Group Movement
  - Teach a Skill - Baking/Cooking, Art, Sewing etc.
  - Play Us The Song You Last Listened To
  - Show and Tell
  - Group Mindfulness Exercise
  - Staff Self Care Bingo
  - Trivia Night Online
  - Online Community Games via Jackbox.TV

Building positive relationships that foster a safe supportive learning environment and student connection is the responsibility of all who touch a school.



# Why School Connectedness Matters

Research has demonstrated a strong relationship between school connectedness and educational outcomes such as attendance, staying in school longer, higher grades and classroom test scores.

Sinking staff morale can easily lead to sinking student morale. We need to take care of the staff so they can take care of the students.

McNeely 20093); Baitlin-Pearson, Newcomb, Abbot, Hill, Catalano & Hawkins (2000); Kiem & Connell (2004)



# Adapt Scheduling To Facilitate Relationship Building

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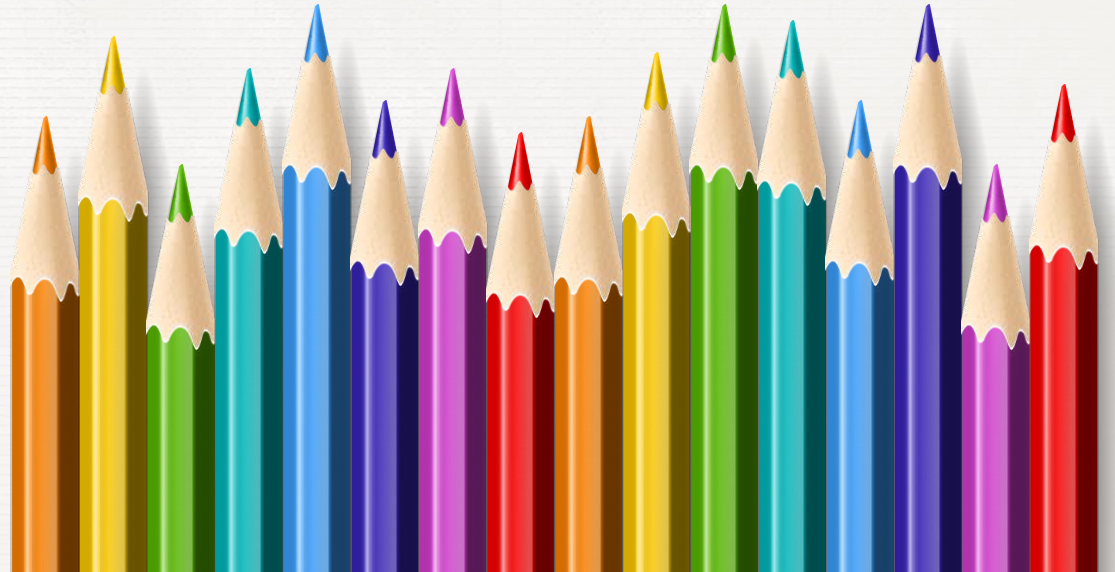
- X Houses or Academies
- X Advisories
- X Looping
- X Transition Support

Quality Relationships Don't "Just Happen"





# 5. Systems



## Poll 3

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How familiar are you with the core features of MTSS/PBIS?

1. I can rattle them off easily
2. I think I know them but am not ready for a quiz
3. Not really sure but I know where to find helpful resources
4. Not sure at all!



# Strength of Systems

---

- Systems guide us as a schoolwide team: Support consistent adult behaviors.
- Allow us to intentionally prevent, be flexible and responsive.
- *As a note, systems can replicate and reinforce our implicit bias as well...another webinar topic and worth mentioning.*



# Strength of Systems

---

- We create systems for our adults
- So the adults in our charge can create systems for students
- PBIS and MTSS are about ADULT BEHAVIORS
- We are all operating within systems.
- Investing in systems = investing in working easier



# Strength of Systems

- Investing in systems = investing in working easier
- Move *AWAY* from reliance on a hero(s) to a system where all of us function in concert.





# Core MTSS/PBIS Systems

---

- x Effective Leadership Teams
- x Data based decision-making (collection, organization, sharing)
- x Comprehensive screening
- x A process for selection and implementation of Evidence-based practices (EPBs)
- x Policies
- x Professional Support (training, coaching, feedback)
- x Communication



# District Systems

---

- x Leadership Team
- x Data Driven Decision Making
- x Communication
- x Workforce Development

District Systems Fidelity Inventory (DSFI)

Support PD, Feedback, Decision Making =  
Consistent Adult behavior



# School Systems

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- x Teaming
- x Evaluation
- x Implementation

Tiered Fidelity Inventory (TFI)

Support PD, Feedback, Decision Making =  
Consistent Adult behavior



# Be ForeWarned

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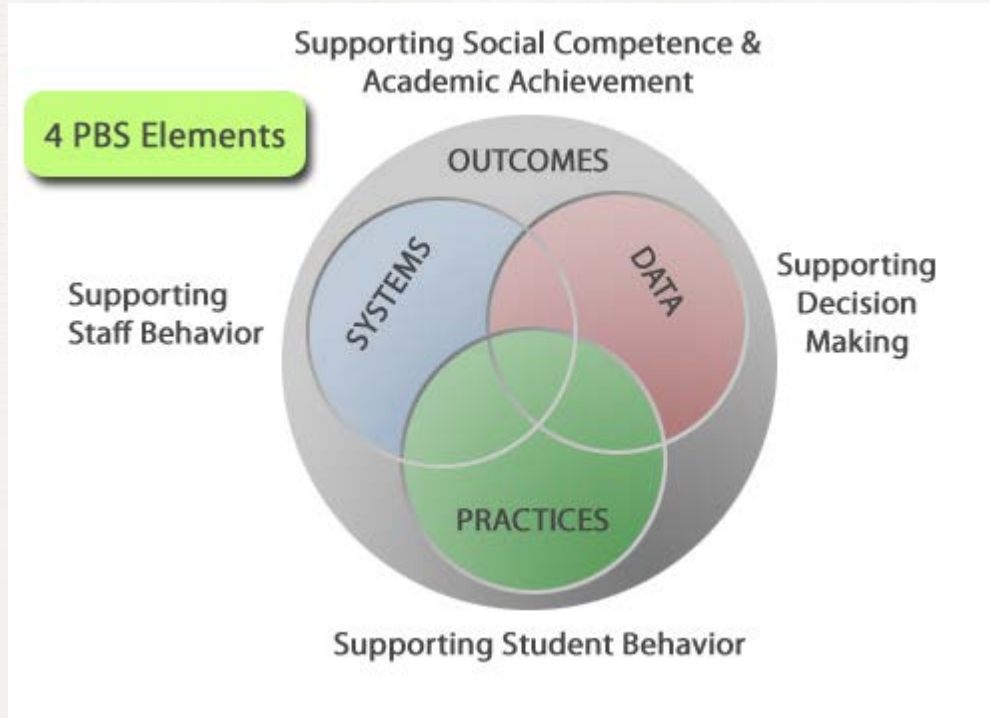
Doing the Same Thing: Gets you the Same Results

Systems have also been used to:

- Marginalize
- Oppress
- Force/Coerce us to act outside of our values



# Mission Statements



- X Valued Outcomes = Our Mission
- X Everything aligns from this starting point
- X Stakeholder voice in the process



# What is YOUR Valued Outcome Right now?

---

- x ID your Valued Outcomes related to stress, well-being, connection (Self and others)
- x Are the systems (you have control of) supporting living according to your values?
- x How do you FOCUS the work? Think depth not breadth.
  - *We are giving you permission to create boundaries*
- x Remember, our current capacity for learning new things, is very limited




## 6. Flexibility



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Strong Systems allow us to  
Prevent and FLEX

# Lessons From Sustainability:

- 
- Priority: Clear direction and priority from leadership
  - Capacity: Multiple people to do the same job
  - Active Support:
    - Creating, teaching & reminding of shared expectations
    - Feedback
  - Sustainability: Documentation & Accountability to guide and remind
  - Choice within the framework

# Choice & Flexibility Within MTSS/PBIS

---

How can you build in choice & flexibility for:

- Yourself?
- Teachers?

✕ For example:

- Establish “shared” office hours by grade level and give people a choice for scheduling.
- Ensure teachers can “tag out” (have a back up)
- Re-use the same activities with different examples by grade/developmental level
- Create both non negotiables and negotiables for assignments, meetings, etc.
- Invest in documentation and shared work





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## Building Protective Factors for Yourself and the School Community: The School Leader Series

Part 2: (May 14th) Re-entry: Planning Ahead for  
Coming Back Together **THE SIX WEEK PLAN**

Part 3: (June 4th) Discussion - LIVE Q & A with  
series presenters and guest school leaders

A decorative border of various colored pencils (red, purple, blue, teal, green, yellow, orange) is arranged around the central text, pointing towards the center.

Questions or Comments?

Remember to please bring your  
questions to the Office Hours  
Session June 4th.

# Extra Resources





# Thanks!

[lynassl@gmail.com](mailto:lynassl@gmail.com)

[jessica@pbisnetwork.org](mailto:jessica@pbisnetwork.org)

[cher@cheranderton.com](mailto:cher@cheranderton.com)



## Join us for the next two sessions in this series...

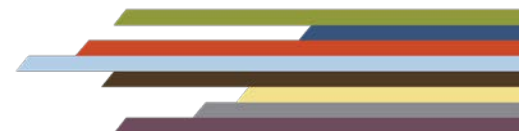
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- **Part 2:** (May 14th) Re-entry: Planning Ahead for Coming Back Together
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***\*All webinars are from 1 - 2:30PM (PST)***

**Registration Link:** [bit.ly/NWSchoolLeader](https://bit.ly/NWSchoolLeader)

Questions: Megan Lucy [mlucy@uw.edu](mailto:mlucy@uw.edu)







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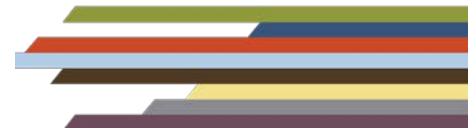
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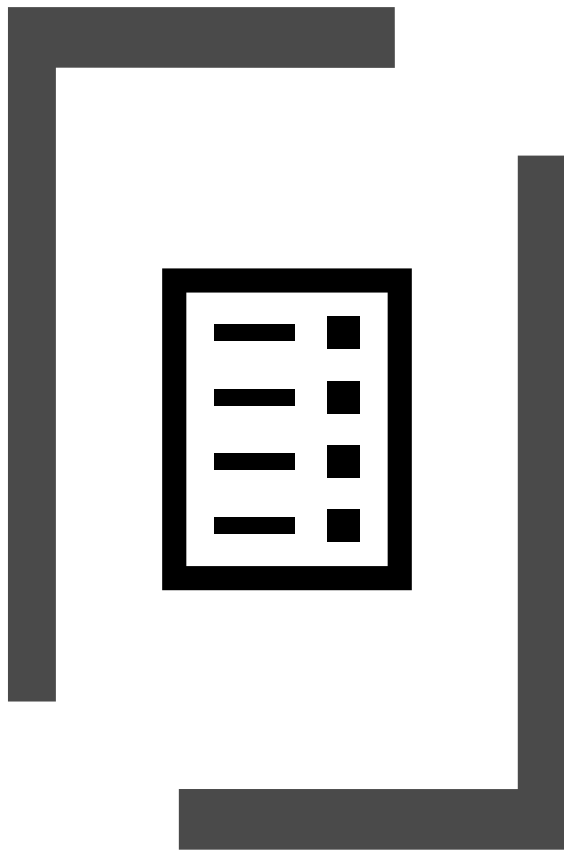
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