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:

SAMHSA
Substance Abuse and Mental Health Services Administration

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.

LEARN MORE ABOUT THE FULL SERIES HERE: 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

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

Questions: Megan Lucy
mlucy@uw.edu

SAMHSA
Substance Abuse and Mental Health Services Administration

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Mental Health Technology Transfer Center (MHTTC) Network

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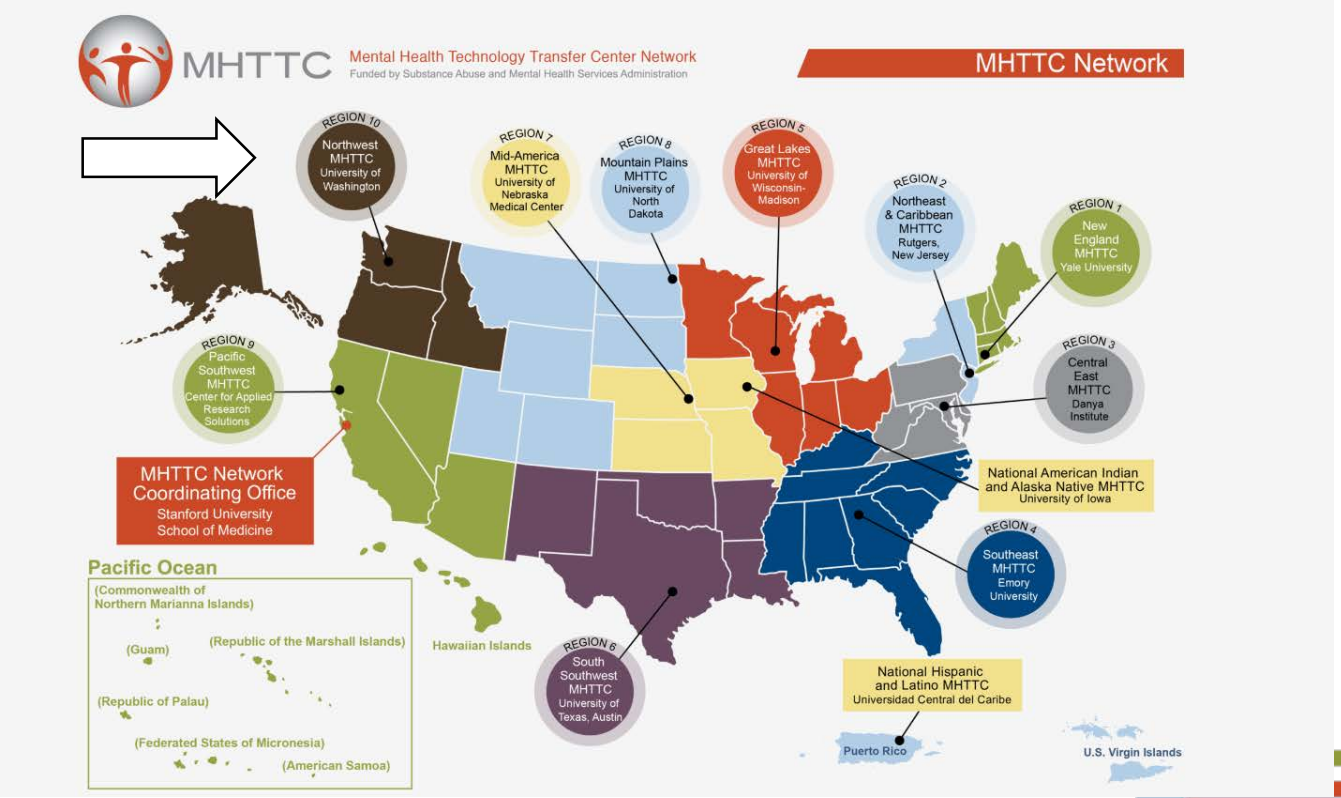

Visit the MHTTC website at https://mhttcnetwork.org/

Northwest (HHS Region 10)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

REGION 10 Northwest MHTTC University of Washington

SMART School Mental Health Assessment Research & Training Center

Get in touch!

Email: kelcey1@uw.edu and mlucy@uw.edu

Websites:

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

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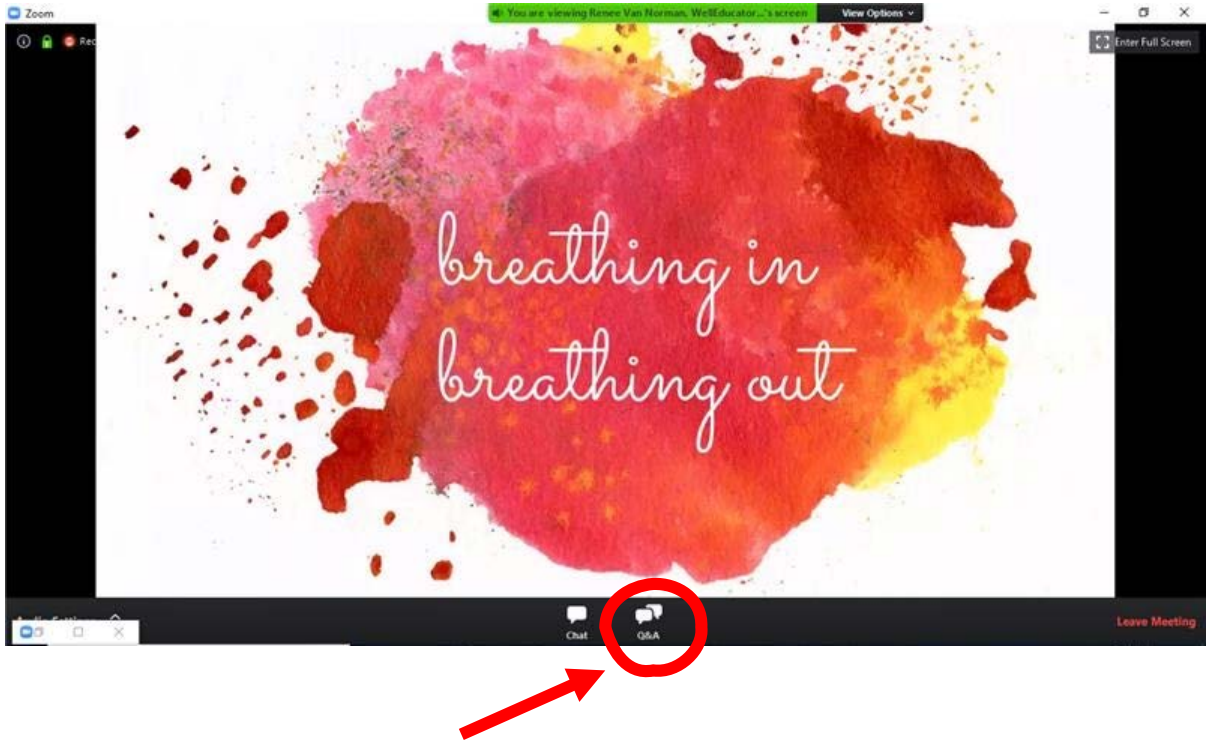
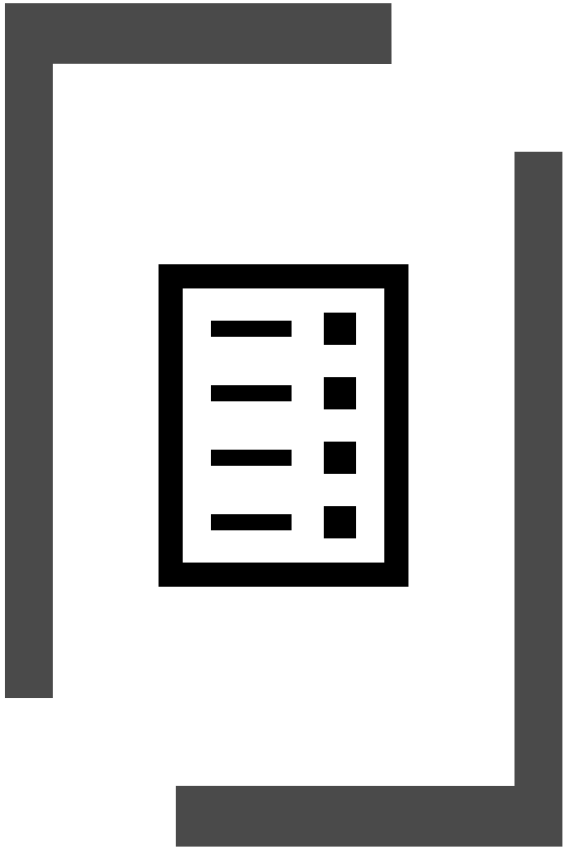
@NorthwestMHTTC Northwest MHTTC

- 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.





Evaluations

- Required by our funder
- Used to inform, refine, & enhance future events/activities
- Helps communicate the need for this type of support
- Voluntary and anonymous
- Very important! *We will end a few minutes early and ask that you please take a few moments to complete.*

Kurt Hatch, M.Ed.

AWSP's Mission

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

AWSP
ASSOCIATION OF WASHINGTON SCHOOL PRINCIPALS

AWSP's Mission

Goal 1: Equity

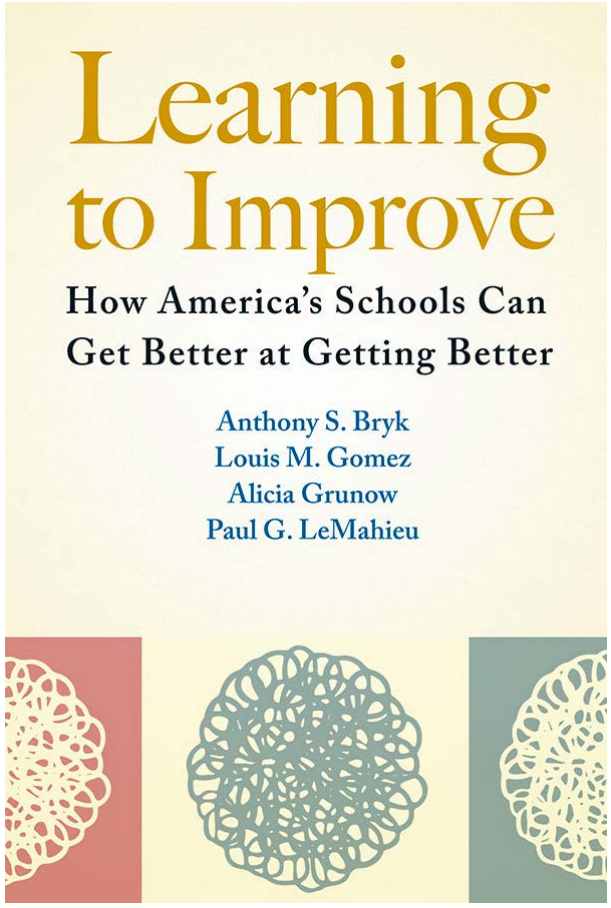
a. Lead on diversity & equity issues for historically underserved populations.
b. Use an equity lens to best serve all members.

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.

AWSP
ASSOCIATION OF WASHINGTON SCHOOL PRINCIPALS


Learning
to Improve
How America's Schools Can
Get Better at Getting Better
Anthony S. Bryk
Louis M. Gomez
Alicia Grunow
Paul G. LeMahieu

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

Webinar 1 Here and Now: Understanding Trauma and Steps to Take Today with your Staff

- 415 registrants, and 268 attendees

AWSP.ORG

Webinar 2 Planning Ahead for Coming Back Together

- 500 Registrants
- 34 States, D.C. & Puerto Rico!

Last webinar, June 4th, 1:00 pm PT LIVE Q & A with series presenters and guest school leaders

AWSP
ASSOCIATION OF WASHINGTON SCHOOL PRINCIPALS

The Power of Collaboration

360° of Expertise: Research & experience in psychology, education, special education, mental health, social work, equity, & awesomeness

Trustworthiness: We will rely on evidence-based and promising practices.

Collaboration leads to more effective capacity building: We can accomplish a lot more, by aligning our work, leveraging our efforts & resources

AWSP
ASSOCIATION OF WASHINGTON SCHOOL PRINCIPALS

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

Cher Anderton, MSW, LSWAIC
Jessica Swain-Bradway, Ph.D.
Lori Lynass, Ed.D.

RE-ENTRY:
Planning Ahead for Coming Back Together
Webinar #2

Who We Are – Tale of 3 Multi -talented Moms

Lori Lynass

Executive Director of Sound Supports.

- Former MS/HS SPED teacher
- Can say every line from the movie "Pretty in Pink"
- Loves 80's Rock

Cher Anderton

Therapist & MTSS-B Coach

- Former Elementary School Counselor
- Recently renovated her bathroom for fun
- Can hear the first notes of a song and name it, even from her childhood

Jessica Swain- Bradway

Executive Director of NW PBIS Network

- Former HS SPED teacher
- Star Wars expert
- Big fan of bees

Who You Are?

Poll Question #1

What is Your Role in the District and/or School?

Did you attend Webinar #1 in this series?

Poll Question #2

Did you join us for the first webinar in this admin series?

- ✗ Heck Yes, I did!
- ✗ No, Sorry I missed it!

Which Hogwarts House?

Poll Question #3

1. Gryffindor
2. Hufflepuff
3. Ravenclaw
4. Slytherin
5. I don’t know but tell me how to figure this out?!
6. #StarWarsFan

https://www.wizardingworld.com

Our Multi -Tiered Frame...

- Like your computer's operating system: everything gets pushed through the OS *(thank you Catherine Bradshaw)*

We need to build or strengthen:

Trauma Responsiveness

- ✗ More than trauma informed
- ✗ Emotional Safety

SEL Skills & Emotional Safety

- ✗ For Ourselves
- ✗ For Students

School Connectedness

- ✗ Relationships
- ✗ Psychosocial Climate

Predictability & Consistency

- ✗ Expectations & Routines
- ✗ Acknowledgement

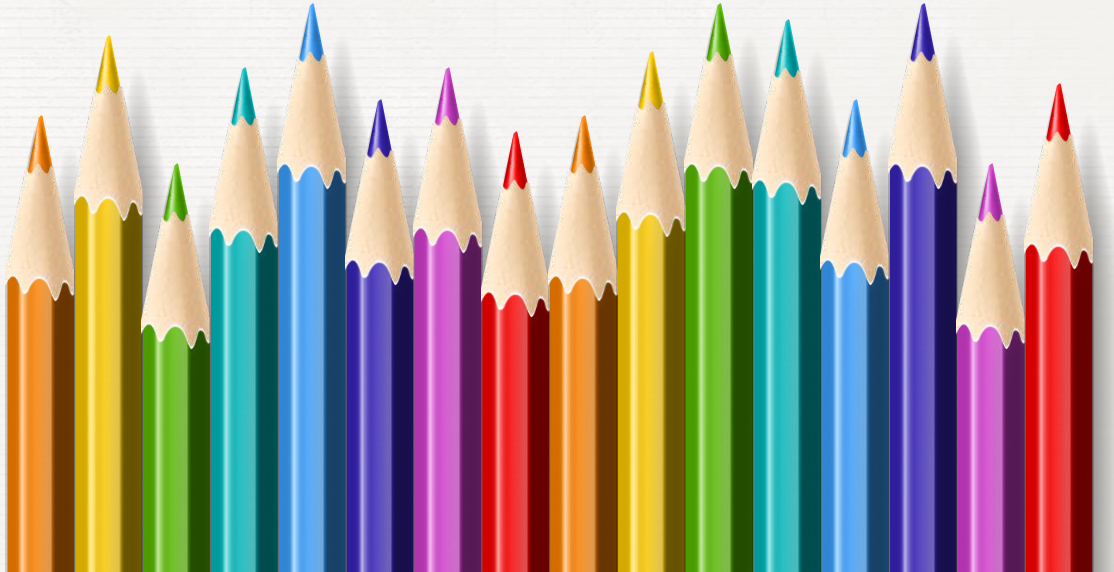
Flexibility

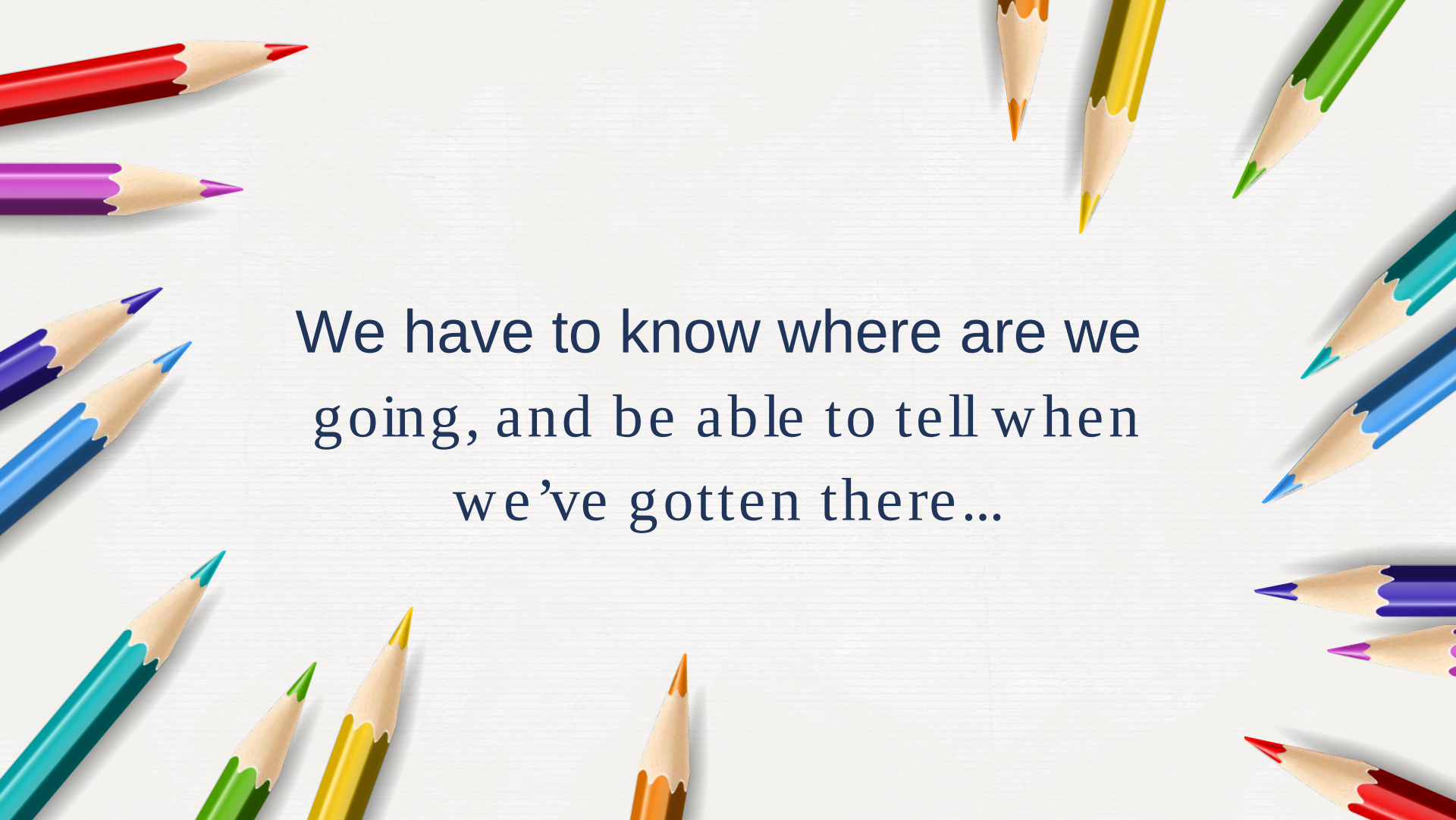
- ✗ Maximize Core Features

Systems

- ✗ For Ourselves
- ✗ For Students

Assessment




We have to know where are we going, and be able to tell when we've gotten there...

Familiarity with MTSS?

Poll Question #4

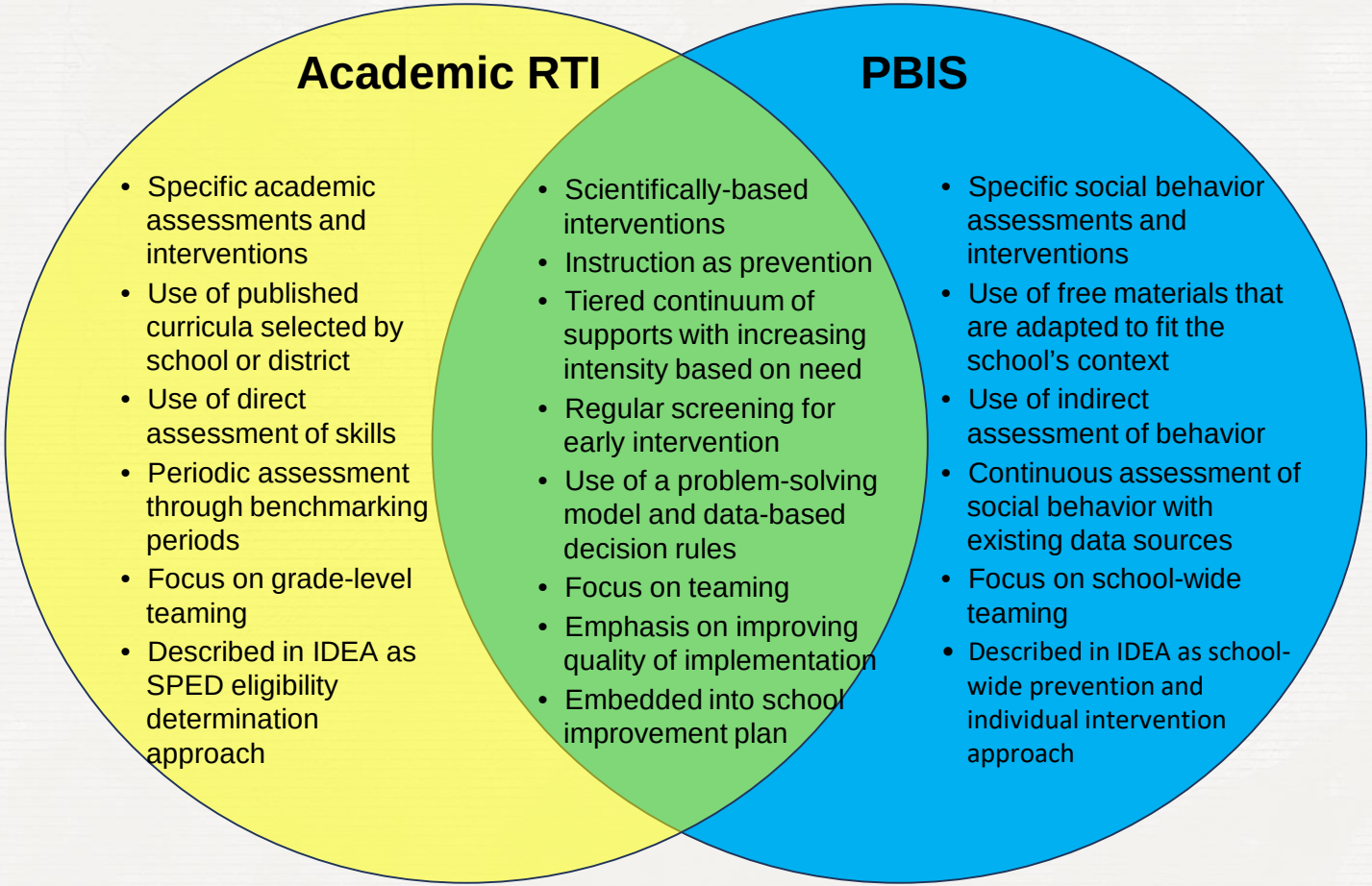
1. Hold My Tier, I’ve got this! (Expert)
2. Could probably fake it in a discussion
3. Just getting started
4. Barely keeping up with the acronyms (Brand New)

Core MTSS/PBIS Systems

- Effective District Leadership Team
  - Problem Solving Protocols
- Policies
- Data based decision-making
  - Collection, Organizing, Sharing)
- Comprehensive screening
- A process for selection and implementation of Evidence-based practices (EPBs)
- Professional Support
  - Training, Coaching, Feedback)

Features of MTSS

(McIntosh & Goodman, 2016)



Implementation Stages

- Implementation is a process, not an event. The process is marked by implementation stages that have been identified in practice.
- To use innovations and Active Implementation in practice takes time and effort.
- Exploration, Installation, Initial Implementation, and Full Implementation Stages guide organization and system investments in innovations supported by implementation best practices. NIRN
- https://www.activeimplementation.org/

Implementation Stages

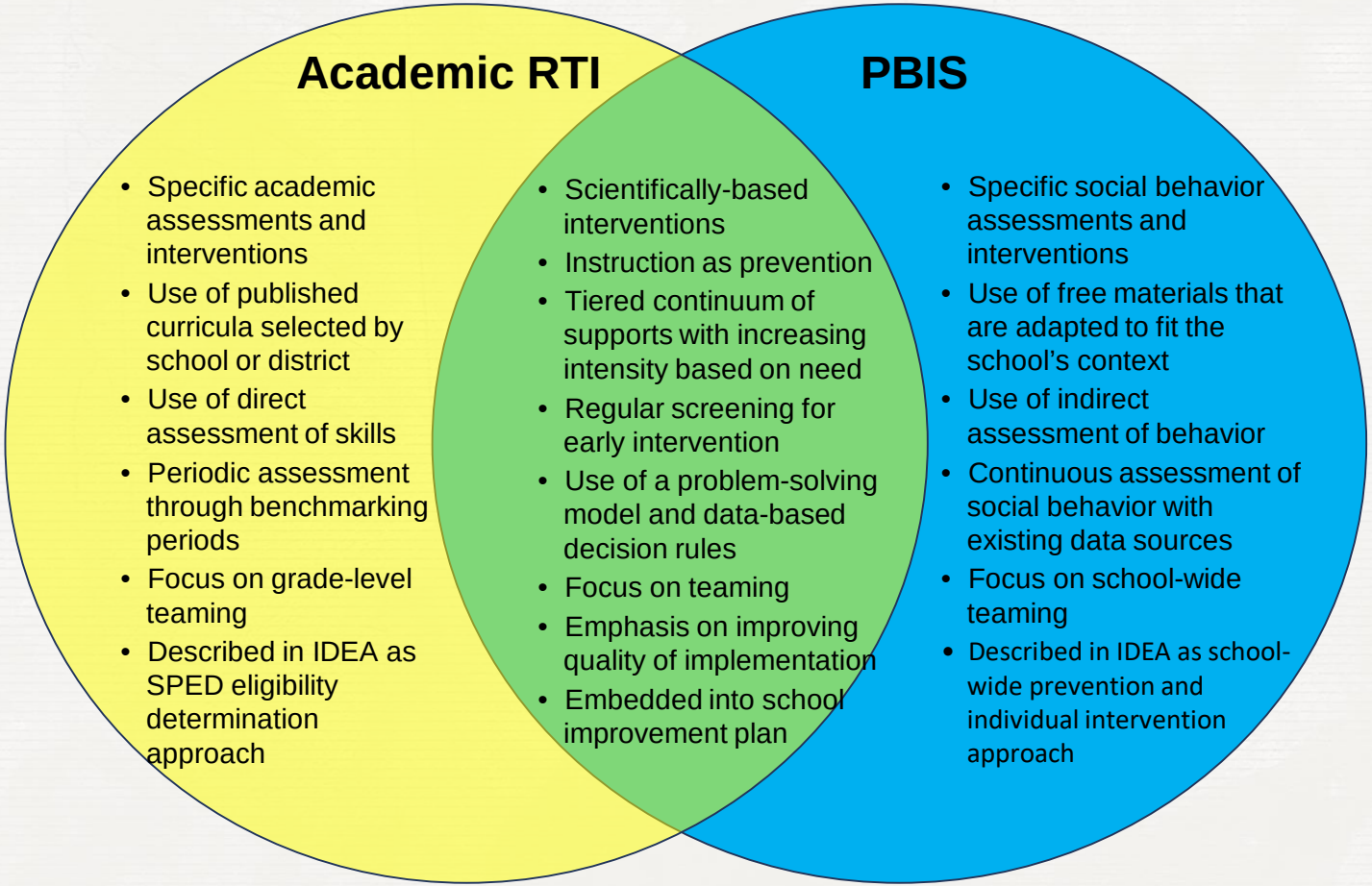
- ✗ Exploration
- ✗ Installation
- ✗ Initial Implementation
- ✗ Full Implementation

Different tasks, assessments, action planning based on your stage of implementation. NIRN

https://www.activeimplementation.org/

Features of MTSS

(McIntosh & Goodman, 2016)



Trauma Informed MTSS

- ✗ Effective District Leadership Team
  - *Representative team: family, students, mental health, community*
- ✗ Documented in Policy
  - *Reflects your values and mission to address the impact of toxic stress & Trauma*
- ✗ Evidence-Based Practices
  - *Audit current practices Promote MH, Mitigate Trauma, and respond to stress*
  - *Integrate & align additional practices*
- ✗ Professional Development and Feedback
  - *Promote MH, Mitigate Trauma, and respond to stress*
- ✗ Action Plan
- ✗ Evaluation: Fidelity and Impact

What Needs To Shift?

We can use our FIDELITY and OUTCOME Measures to determine WHERE we put our effort first

- ✗ Rethink our mission statement?
- ✗ Expand your DLT?
- ✗ Professional development and Coaching?
- ✗ How will we shift our evaluation plan?
- ✗ *This changes based on Stage Of Implementation (#wecan'tdoitallatonce)*
- ✗ *We use our research-based assessments to prioritize*

Steps You Can Take Now

Assess

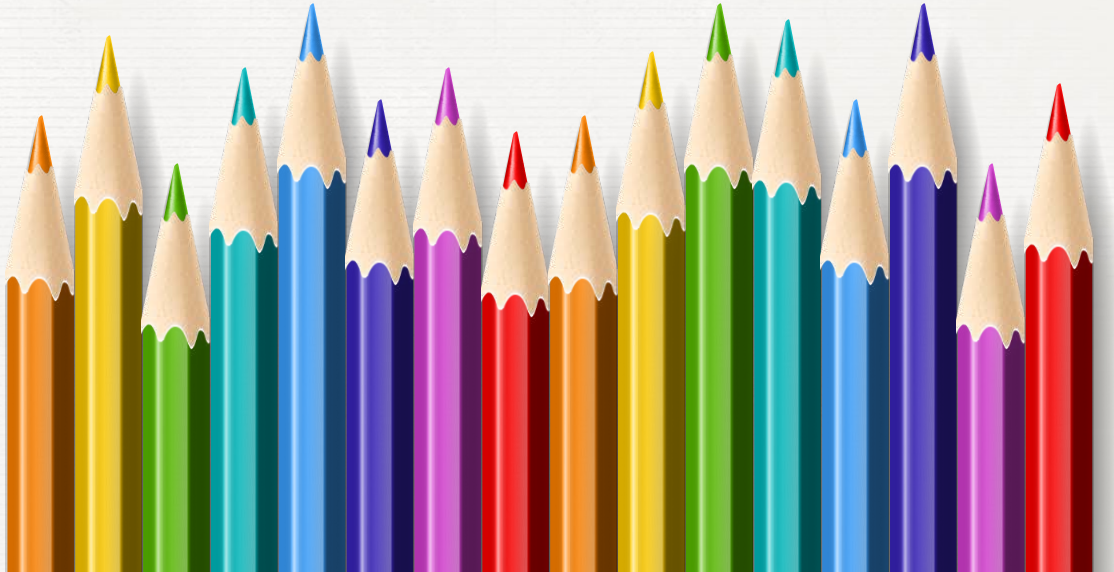
Prioritize

Action Plan

Do

Assess

Action Planning



Action Planning for the End of the Year

- Bus Route Parade
- Virtual Talent Show
- Virtual Class Party
- Virtual Field Day
- Baby Picture Slide Show
- Yard Signs
- *We'd like to hear your ideas! Please share in the chat or in the survey we will be sending out.*

Six Week Practices Plan

Example Practices schools might use to create classrooms that focuses:

- Relationships
- Connection
- Community

Take a deep breath, this is an example of FULL Implementation.

Week 1	Week 2	Week 3
• Getting to know names, strengths and needs. • Schoolwide & Classroom Expectations • Class Charters • Community Circles • Mindfulness/Calming • School & Classroom Community Activities • Recess Games • Academic Goals	• Getting to know names, strengths and needs. • Schoolwide & Classroom Expectations • Peer and Class Problem Solving • Classroom Community Activities • Feel Good Plans • Zones of Regulation • Diagnostic Academic Work	• Getting to know names, strengths and needs. • Schoolwide & Classroom Expectations • Formal SEL Lessons • Diagnostic Academic Work • Bystanders Program • Academic Routines & Transitions • Interactive Structures

Week 4	Week 5	Week 6
•Build on Weeks 1 -3 •2 x 10 relationship building if needed •Whole class project •Circle Keepers •Begin focused academic content •Independent Reflections •Empathy Building •SEL/Character Trait of the Week	•Build on weeks 1 -4 •Increase Self-Monitoring & Independence •School Climate Survey •Emotional Regulation •Increase Academic Stamina •Begin Class Rotations for Math & Specialties •SEL/Character Trait of the Week	•Build on weeks 1 -5 •Universal Screening •Increase Self-Monitoring & Independence •Increase Academic Stamina •Schoolwide Expectations Video Challenge •Fall Spirit Week •SEL/Character Trait of the Week

In This Six Week Plan, Can You See:

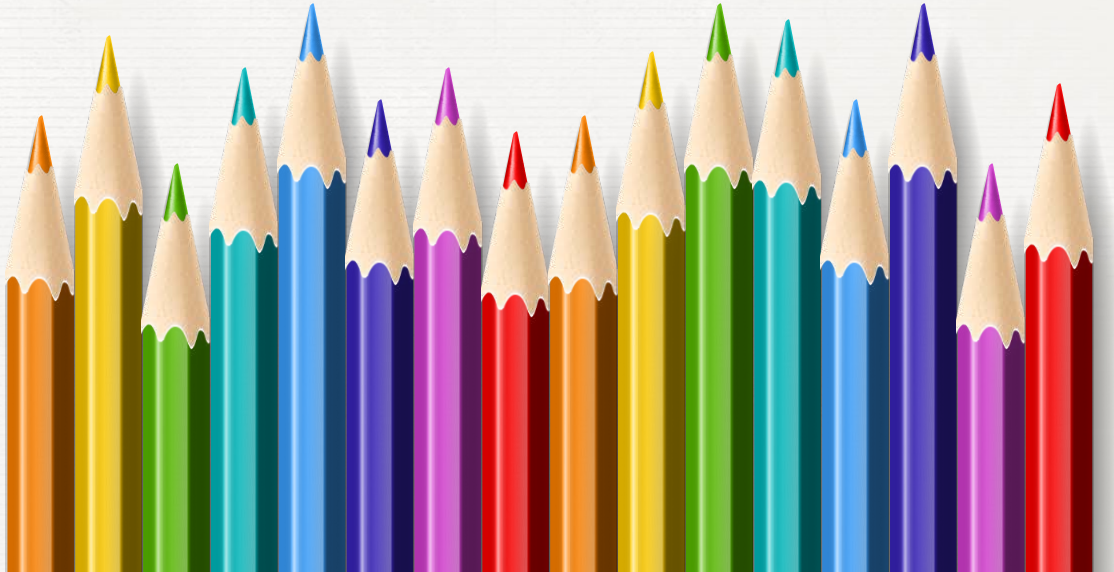
- ✗ Trauma Informed Practices?
- ✗ SEL?
- ✗ School Connectedness?
- ✗ Predictability and Consistency?

Can you see how systems need to be built or refined for each of these?

Reflect: Systems Focus for You?

For your school/district: which systems do you already know need to be built or refined for each of these?

Trauma Responsiveness



Components of Trauma Responsiveness -

1. A Safe, Predictable & Positive Environment

2. Support for the Development of Self - Regulation

3. Positive Relationships

(BTW, it's what we ALL need)

> If we are assigning grades right now, what we are grading is PRIVILEGE. Without the equalizing force of the school building and its services, limited as they are, we are grading on access to technology, wifi, food, housing, security, and ableism. ~Sim Kern.

Example of Trauma Responsiveness

GRADING During the Pandemic

[How Do We Grade During the Shutdown? "Do No Harm" is the Answer.]

- District Team Decision: Expanded Team- representative of MH, family, students,
- Documented in Policy: Reflect your values and mission
- Evidence-Based Implementation: DO NO HARM
- Professional Development and Feedback
- Translates into an Action Plan
- Evaluation: Fidelity and Impact

Steps You Can Take Now

Assess

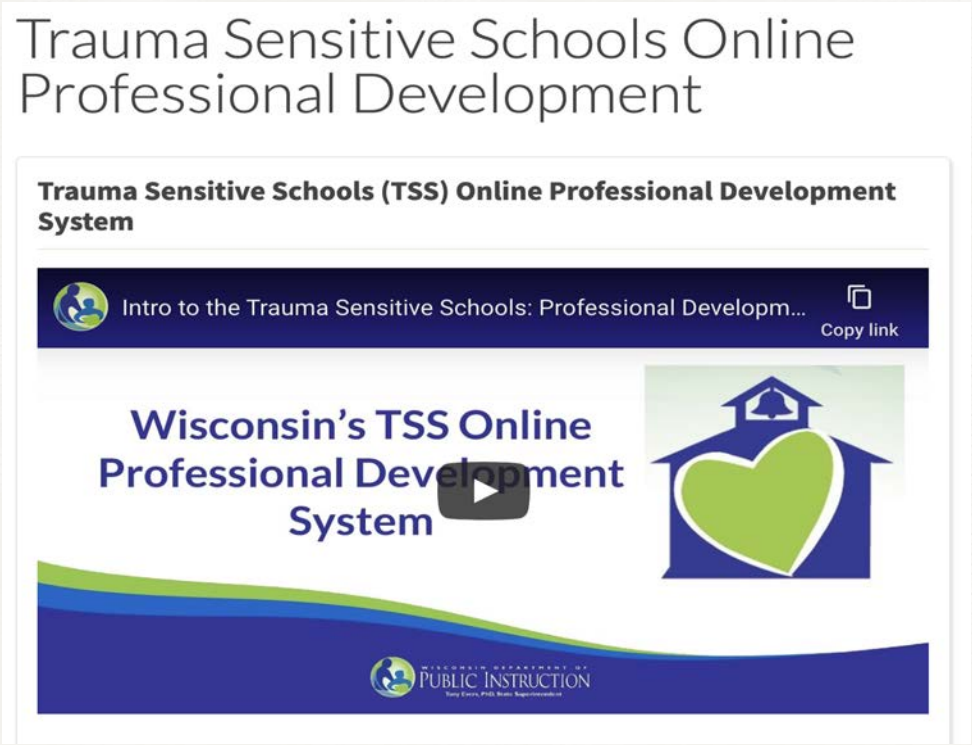
Prioritize

Action Plan

Do

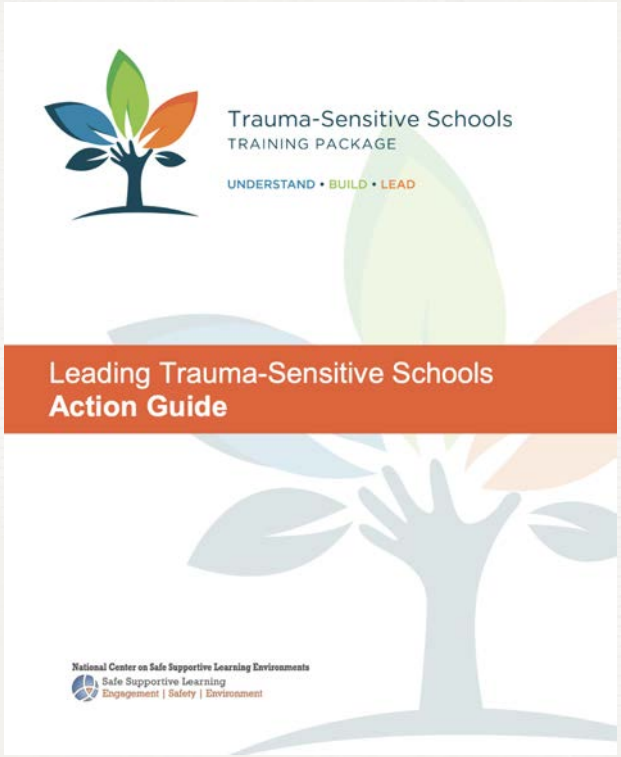
Assess

Wisconsin Dept of Public Instruction



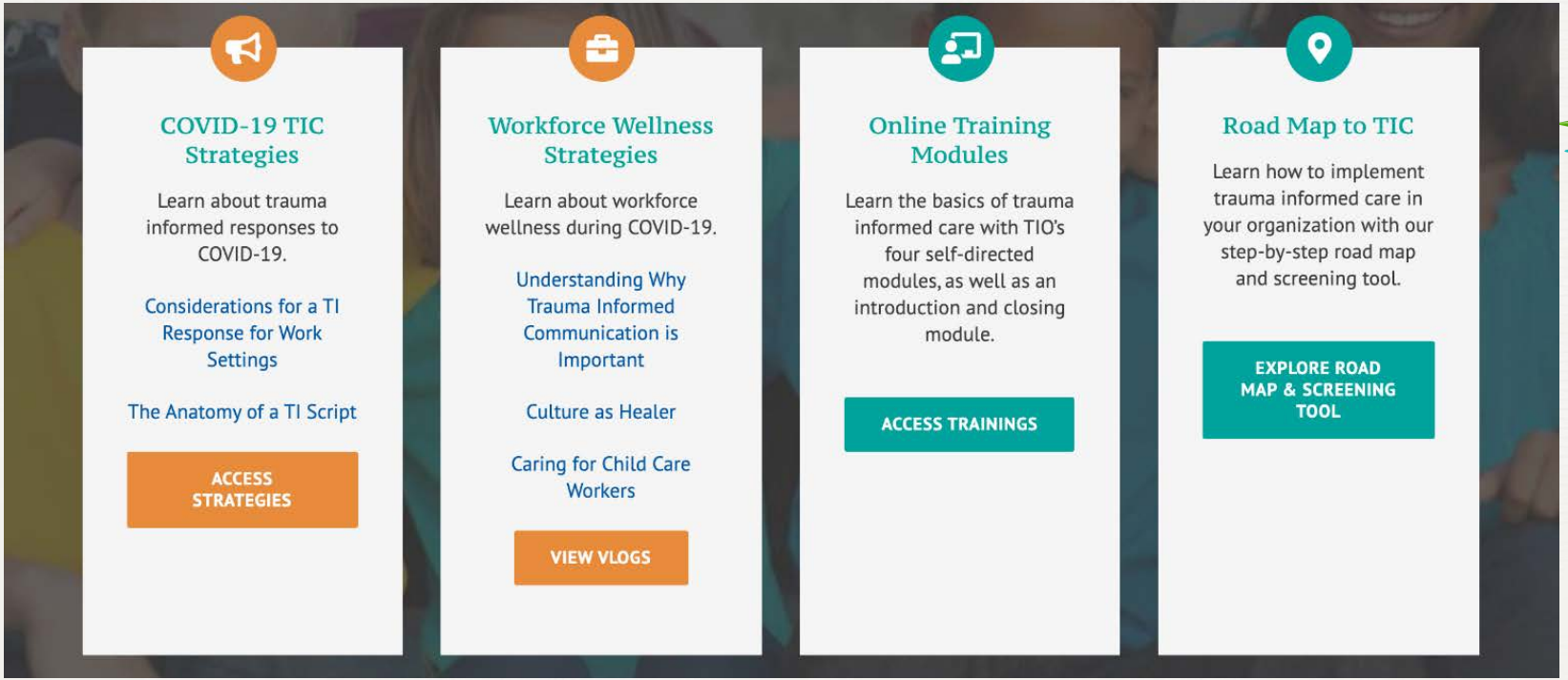
https://dpi.wi.gov/sspw/mental-health/trauma/modules

National Center on Safe and Supportive Learning Environments



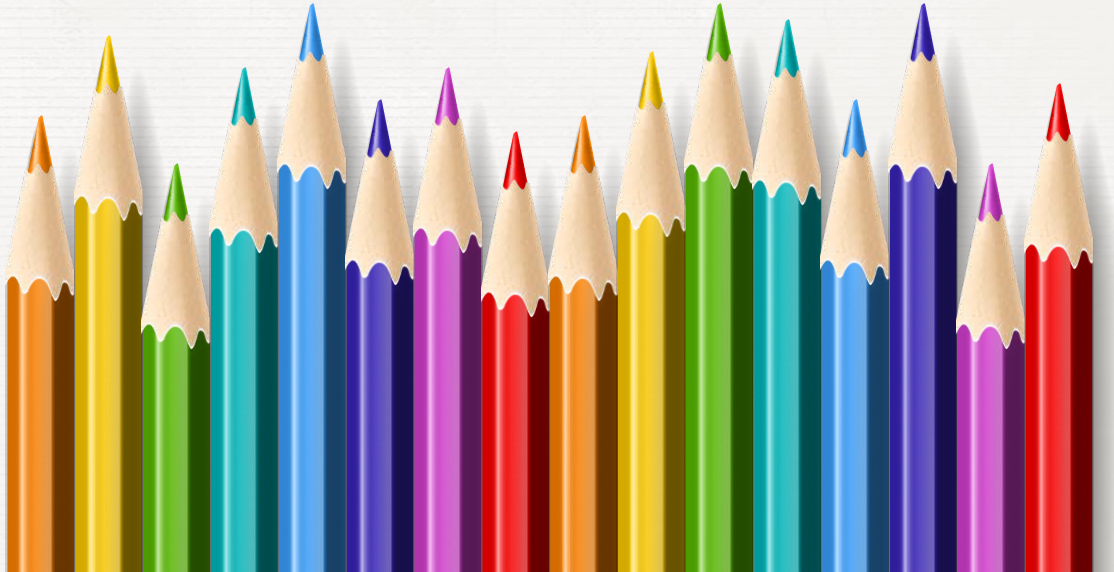
https://safesupportivelearning.ed.gov/

Trauma -Informed Oregon



https://traumainformedoregon.org/

Social Emotional Learning



Steps You Can Take Now

Assess

Prioritize

Action Plan

Do

Assess

Social and Emotional Learning

Can take place in just a few minutes per day

Should not be siloed - Integrate it throughout the day

Make EVERYTHING social and emotional learning

See Carol Frodge's SEL/Academics Training at the Sound Supports/NWPBIS Summer Institute

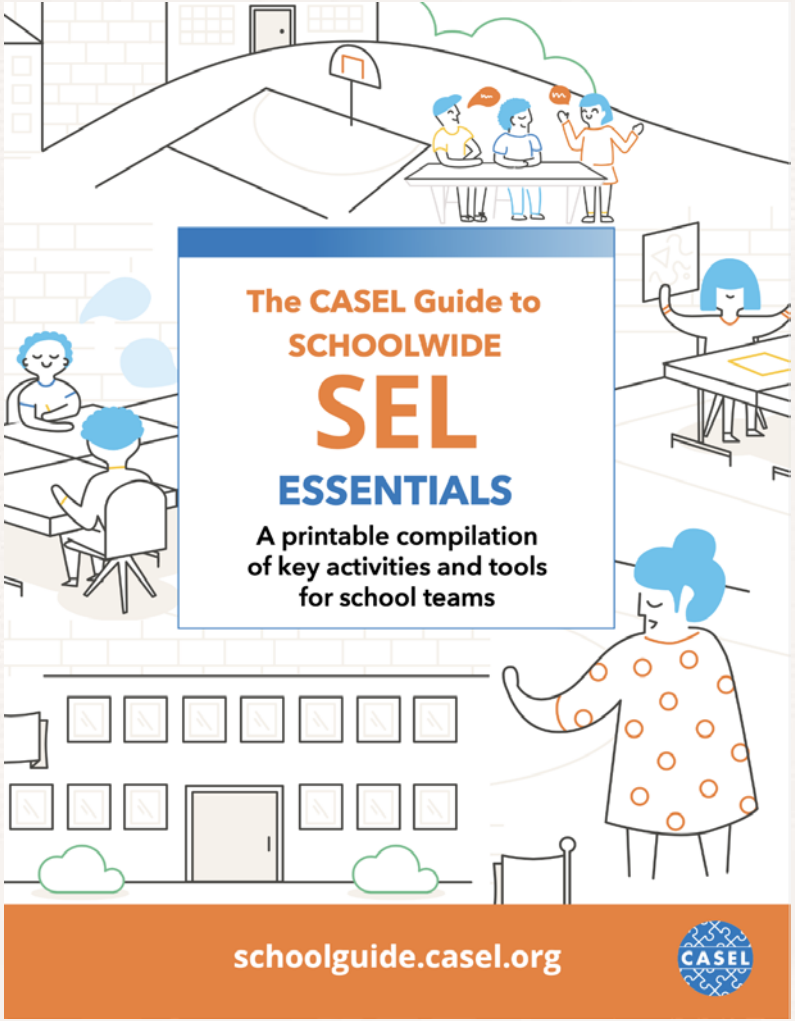
Examine SEL Levels for Resilience

- ✗ Build Adult Resilience (Staff and Families)
  - Self Care for the Staff (i.e. www.anchoredsel.com)
  - Self Care for the Families (online parent education)
- ✗ Build Student Resilience
- ✗ Build Awareness About the Impacts of Trauma
- ✗ Plan First 6 Weeks

Support the Adults So They Can Support the Kids

- Become a champion of this work
- Gather data (i.e. The Professional Quality of Life Measure https://proqol.org/ProQol_Test.html , staff attendance, engagement and turnover rates)

schoolguide.casel.org

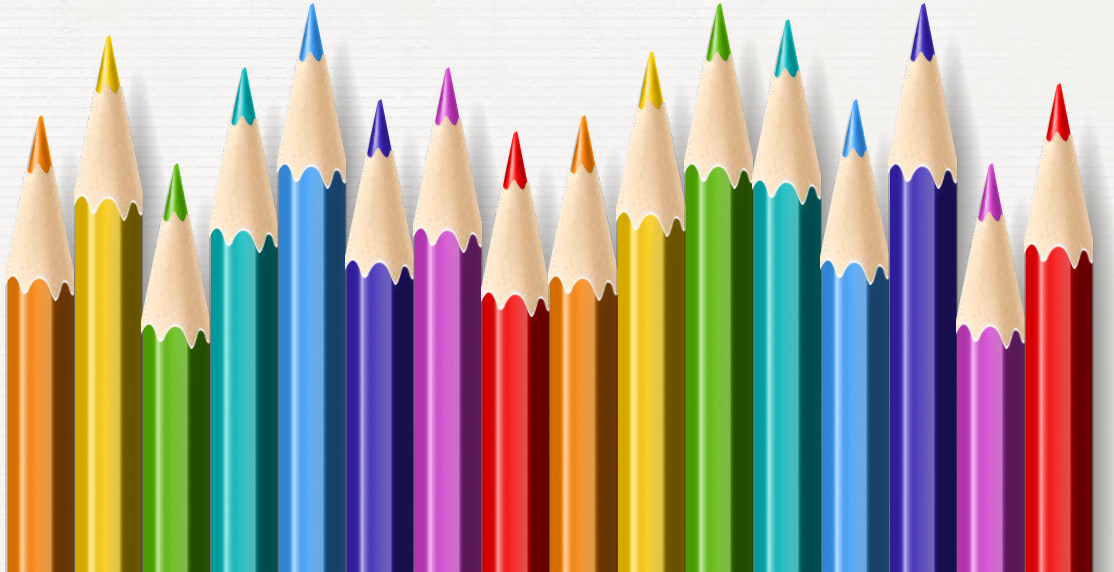


Reflection Moment

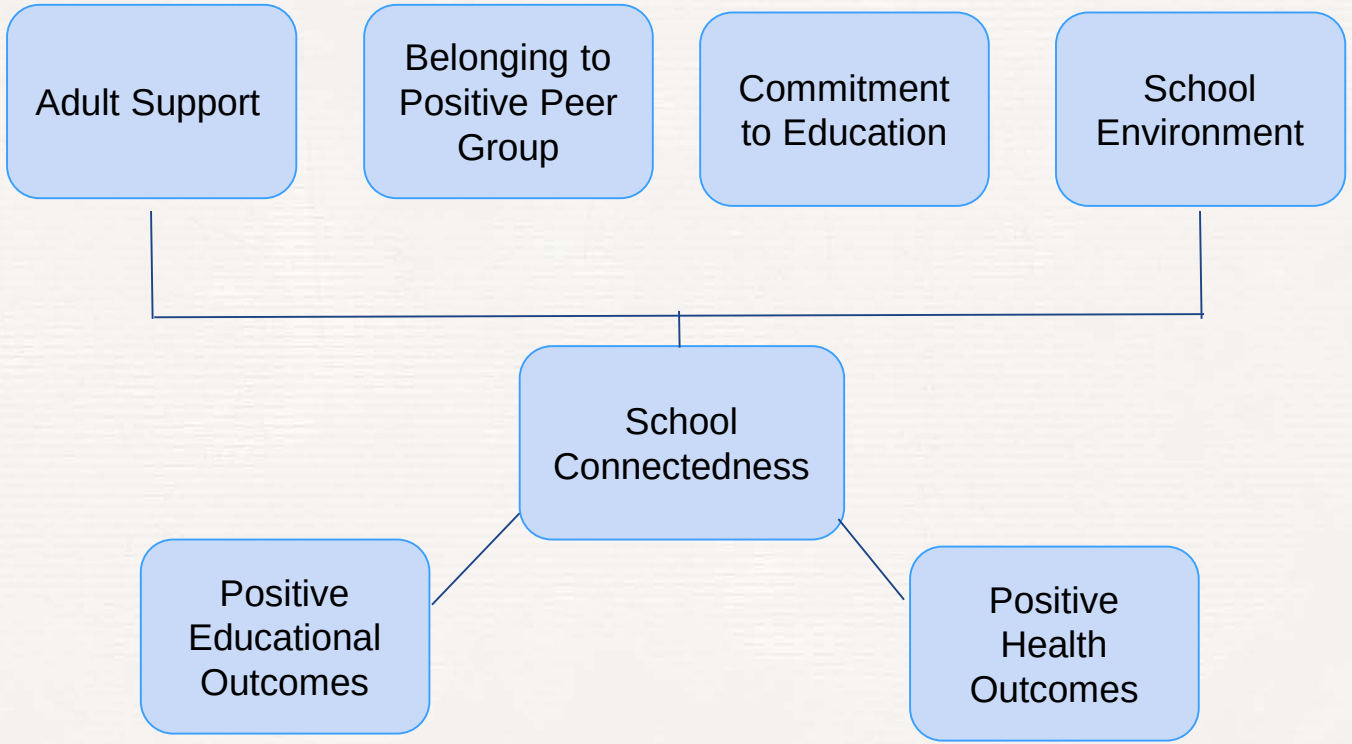
What notes and action items do you want to capture about Trauma Responsiveness and SEL?

How might you assess and prioritize this work?

School Connectedness

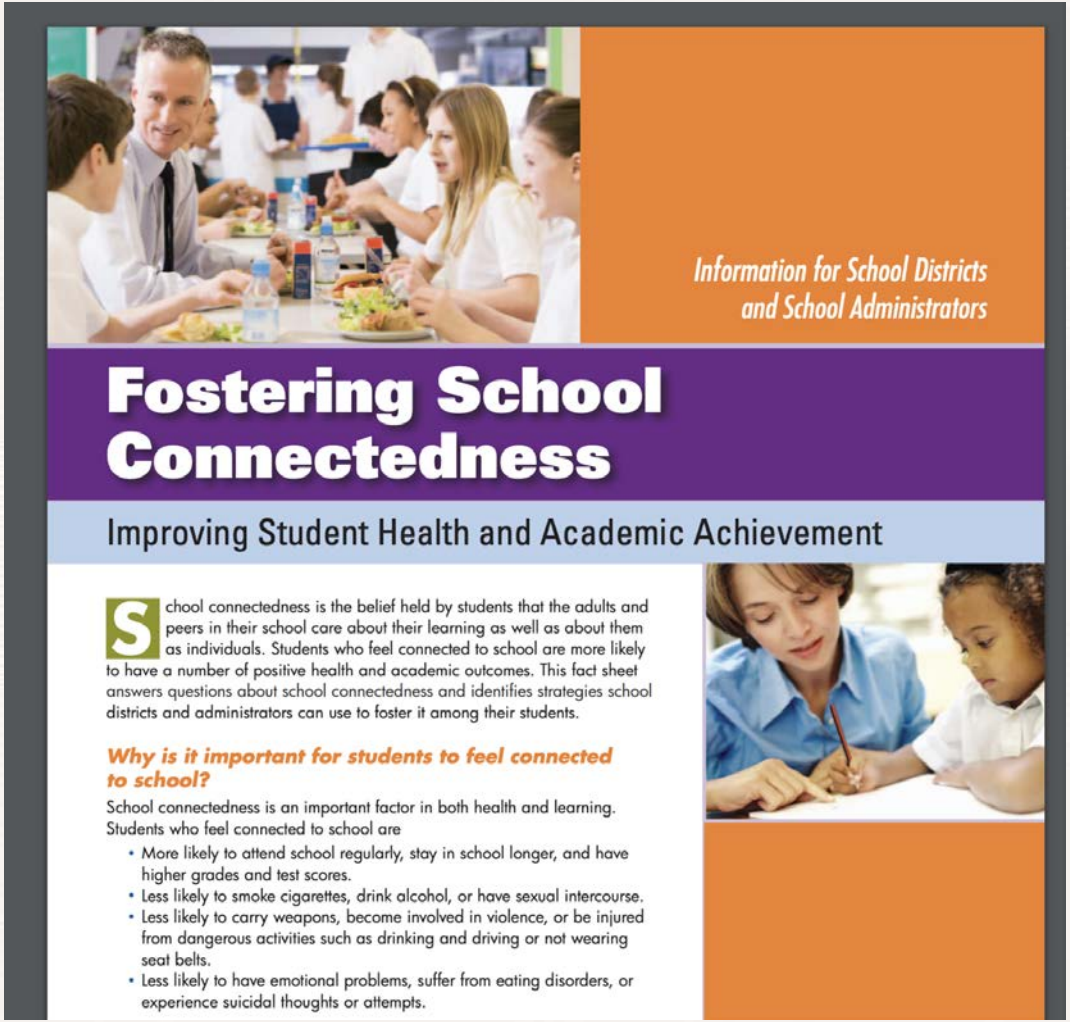


School Connectedness



Centers for Disease Control and Prevention. School Connectedness: Strategies for Increasing Protective Factors Among Youth. 2009.

www.cdc.gov



Information for School Districts and School Administrators

Fostering School Connectedness

Improving Student Health and Academic Achievement

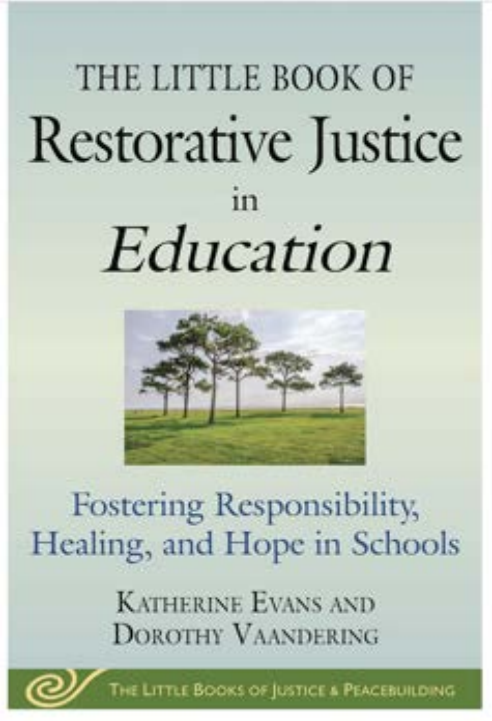
School connectedness is the belief held by students that the adults and peers in their school care about their learning as well as about them as individuals. Students who feel connected to school are more likely to have a number of positive health and academic outcomes. This fact sheet answers questions about school connectedness and identifies strategies school districts and administrators can use to foster it among their students.

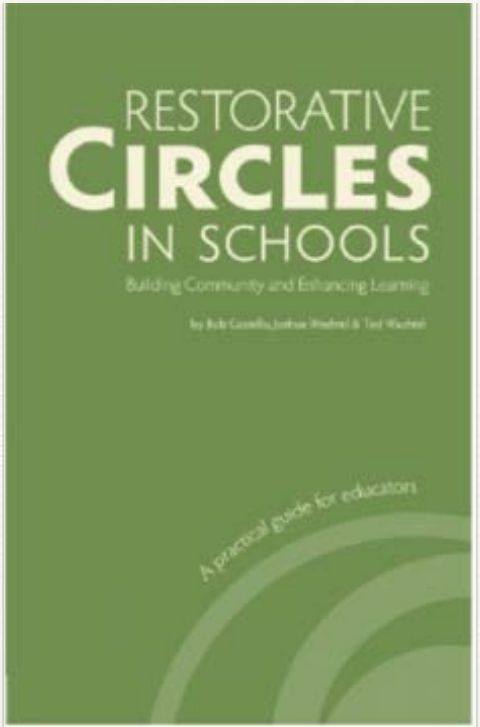
Why is it important for students to feel connected to school?

School connectedness is an important factor in both health and learning. Students who feel connected to school are

- More likely to attend school regularly, stay in school longer, and have higher grades and test scores.
- Less likely to smoke cigarettes, drink alcohol, or have sexual intercourse.
- Less likely to carry weapons, become involved in violence, or be injured from dangerous activities such as drinking and driving or not wearing seat belts.
- Less likely to have emotional problems, suffer from eating disorders, or experience suicidal thoughts or attempts.

Restorative Practices and School Connectedness





Steps You Can Take Now

Assess

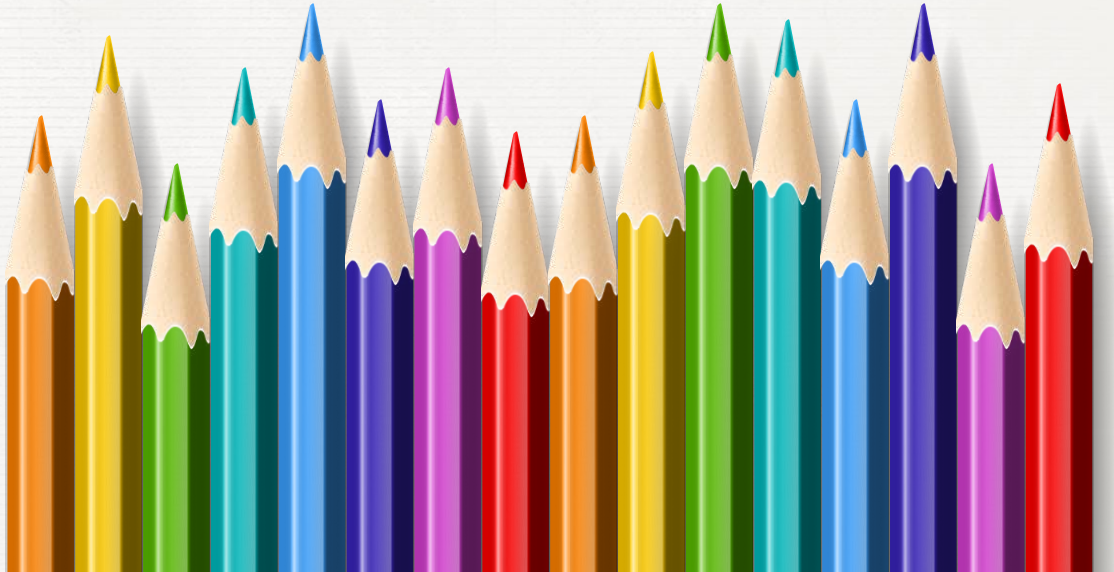
Prioritize

Action Plan

Do

Assess

Increased Structure & Predicatibility



Maximize Predictability

- Establish and Explicitly Teach Expectations
- Maximize Student to Teacher Proximity
- Use Active Supervision (Move, Scan, Interact & Praise)

What Are The Adult Expectations That Support Student Expectations?

STAFF MODEL MATRIX

	Responsibility	Kindness	Safety
Arrival	• Pick up class at playground line on time • Give students directions at the door of what to do (or have routine in place)	• Smile and/or greet others with a kind word	• Model using walking feet • Take attendance promptly
Dismissal	• Have a transportation checklist by your door • Carry checklist and check off each student • Bring remaining students to the office by 2:15pm • Double check with office about transportation changes • Classroom teachers will walk students all the way to their destination	• Say, "thank you" "good bye" "Have a good afternoon" • Acknowledge students following expectations • Check in with the adult picking up the child	• Release each group (cottage, bus, walk) at staggered times • K-2 groups are led by adult • Exit from designated door and go to designated area • Release after bell • Wait with students until all have been picked up are released by "pick-up crew"
Bus and Bus Stop	• Be on time for duty • Check students' names • Make sure bus lines are sent on time	• Greet bus drivers • Acknowledge and encourage appropriate behavior	• Make sure student patrols are present • Stay with the bus line • Stay until bus is gone
Playground	• Know game rules and enforce consistently • Stay in designated area to fully supervise playground • Help students to problem solve	• Play with the kids • Greet students from other classes • Greet your peers	• Have an adult in each section of the playground • Know what to do in an emergency • Enforce safety rules
Bathrooms	• Teach a bathroom sign in/out system • Teach accountability at communal spaces • Teach appropriate/idea times to use the bathroom (transitions, recess, etc) • Report any problems shared by students to custodian or office promptly	• Teach signal to exit quietly • Teach environmental compassion ("only 3, save a tree," prevent overuse of paper towels) • Be respectful of students' privacy	• Reinforce hand washing • Only allow one student to each bathroom at a time • Keep track of how long a student has been out of class using the bathroom sign in/out system
Lunchroom	• Teach students the rules that apply in classroom, apply in lunchroom • Bring students to lunch on time • Provide lunch number and allow time to practice • Have routine in place so students remember their lunches • Excuse students to recess on time	• Teach empathy/kindness/patience while waiting in line • Greet the adults in the lunchroom • Teach inclusion of students within lunch tables	• Explain WHY students can only eat their own food • Teach WHY students must walk down the stairs to recess • Know which students have severe allergies and plans of action
Computer Lab	• Help students log into computers • Monitor students • Unlock/lock door; return key • Monitor headphones	• Speak respectfully • Clean up before you leave • Help students	• Model computer care • Teach internet safety

	Classroom 214 Rules	Welcome	Group Work	Online	When you feel upset…	How to Transition
Be Responsible	• Stay on task • Offer to help • Apologize for mistakes	▪ Turn in homework ▪ Put materials in desk ▪ Begin work	▪ Do your fair share ▪ Manage time carefully	▪ Double check sources before I post ▪ Think before I forward	▪ Stop and take a few deep breaths ▪ Recognize what you're feeling "I feel…"	▪ Clean up your area
Be Respectful	• Raise hand • Track the speaker • Follow directions	▪ Say "good morning" to teacher and classmates ▪ Talk in soft voices	▪ Listen to your peers ▪ Take turns speaking ▪ Say "I like that idea, AND…"	▪ Consider feelings of others before I post ▪ Upstanders speak for others	▪ Ask for a break if you need a moment ▪ Express your feelings appropriately	▪ Stand and Push in your Chair, OR ▪ Listen for direction to next activity
Be Safe	• Walk quietly • Keep hands and feet to self	▪ Put personal belongings in designated areas ▪ Take your seat	▪ Clean up area when time is up	▪ Turn on privacy controls	▪ Talk to someone if you need help ▪ Talk to someone if it will make you feel better	▪ Eyes on me ▪ Wait to be called
Teacher's Role (Conditions for Learning)	*Supervise all areas of classroom*	*Greet Students warmly* *Bell to bell activity posted*	*Actively supervise small group activities*	*Teach & practice routine monthly*	*Use Active Supervision to predict triggers*	*Teach, practice, reinforce transitions*

Steps You Can Take Now

Assess

Prioritize

Action Plan

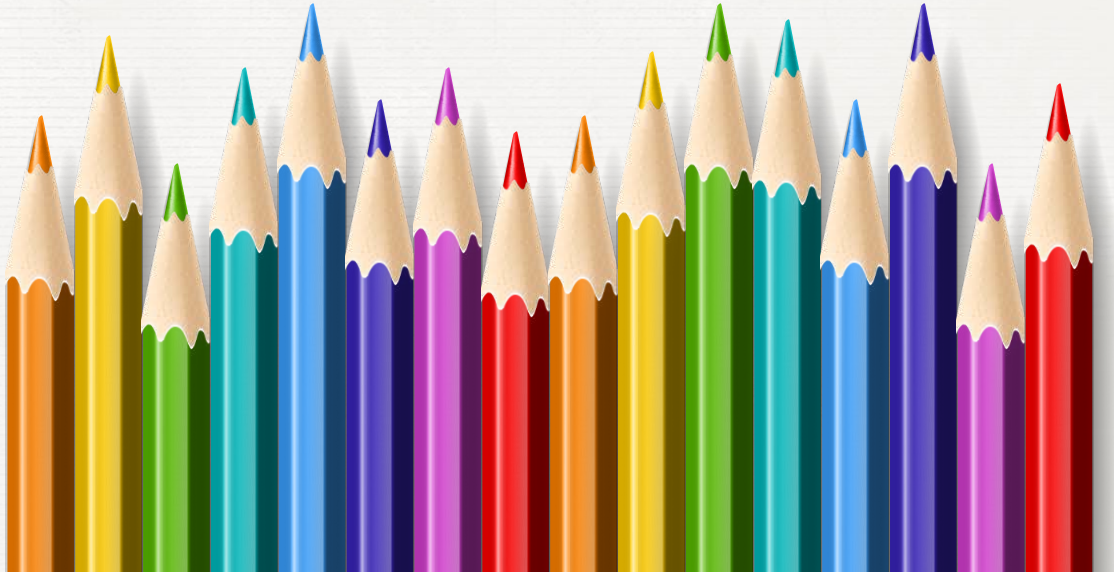
Do

Assess

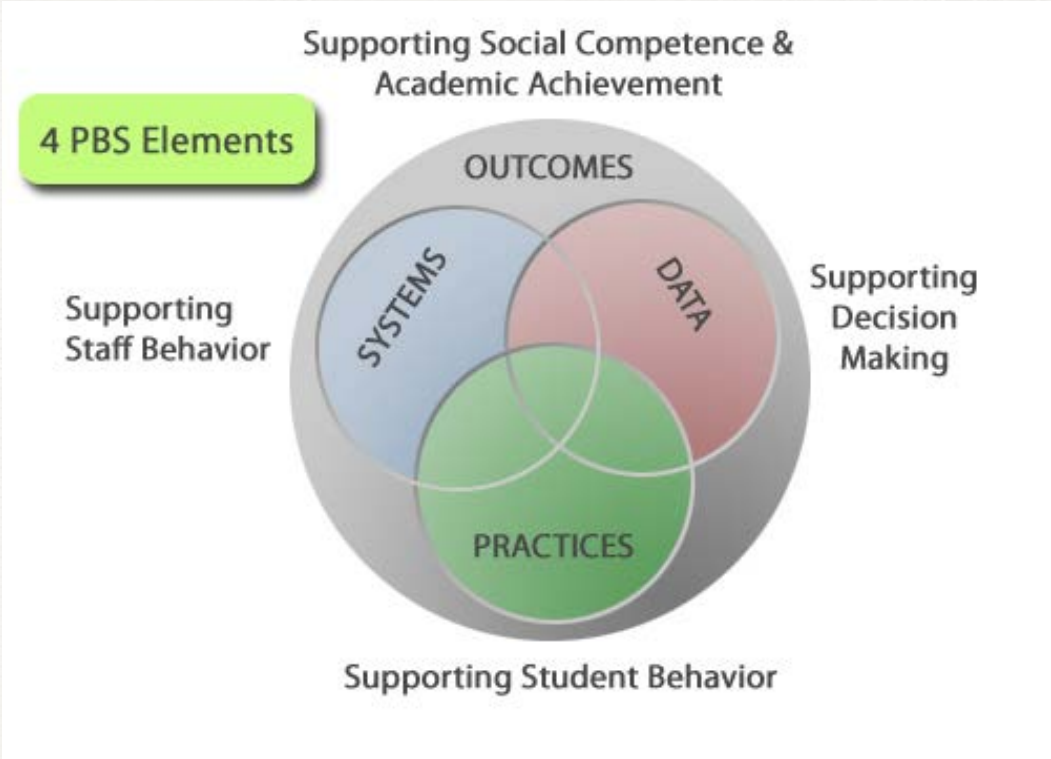
Reflection Moment

What notes and action items do you want to capture about School Connectedness and Predictability? How might you assess and prioritize this work?

Evaluation



Outcomes, Systems, Data, Practices



What Needs To Shift?

We can use our FIDELITY and OUTCOME Measures to determine WHERE we put our effort first

- ✗ Rethink our mission statement?
- ✗ Expand your DLT?
- ✗ Professional development and Coaching?
- ✗ How will we shift our evaluation plan?
- ✗ *This changes based on Stage Of Implementation (#wecan'tdoitallatonce)*
- ✗ *We use our research-based assessments to prioritize*

Two Essential Questions

1. Are we doing what we said we were going to do?

1. Is it having the intended impact?

Assessment Tools: Fidelity

- ✗ Use Fidelity Tools, Perception, and Outcome data

Fidelity

- District PBIS Self-Assessment www.pbis.org
- District Systems Fidelity Inventory www.pbis.org
- School: Tiered Fidelity Inventory www.pbsapps.org
- Classroom observation tools www.midwestpbis.org

Assessment Tools

- Use Fidelity Tools, Perception, and Outcome data

Perception data

- Self Assessment Surevy (SAS www.pbis.org)
- Staff Perceptions of Discipline and Behavior Survey (www.spdbsupport.com)
- Personal Assessment of SEL Competencies for Staff (casel.org)
- The Professional Quality of Life Measure (https://proqol.org/ProQol_Test.html)
- Classroom observation tools www.midwestpbis.org

Assessment Tools

- ✗ Use Fidelity Tools, Perception, and Outcome data

Outcomes Data:

- The Professional Quality of Life Measure
- Classroom observation tools www.midwestpbis.org
- School Climate Data www.pbsapps.org
- Student Data:
  - Absentee Data,
  - Log on Data,
  - Nurses' visits
  - Time out of Class logs
  - Feelings of belonging
  - Morning meeting Check in Scale (1-3)
  - Academic Data

Steps You Can Take Now

- ✗ Identify the assessment tools you already have in place (fidelity & outcome).
- ✗ Determine if you can rely on those data?
  - Are they being collected and re
  - Are they being used?
- ✗ In an Action Plan, identify what c
  (making sure you use data as mu
  your work).
  - Low Hanging Fruit?
  - Capacity?
  - Make the biggest impact?

You cannot do it all.
Focus on 1 area of systems improvement that supports your 1 area of practice improvement….

Resources

Need more?

- Check out our Resource PDF
- Talk it out with your team
- Reach out for more guidance

Professional Development

- Sounds Supports K12
  - lynassl@gmail.com
- Northwest PBIS Network, Inc.
  - info@pbisnetwork.org
- Adult Social and Emotional Learning (Anchored: Creating Adult Social & Emotional Fluency in Education)
  - @www.anchoredsel.com

On a scale of 1 -3, how helpful was today's information?

Poll Question #5

1 - Not Helpful

2 - Somewhat Helpful

3 - Very Helpful

What Additional Topics Would Be Helpful?

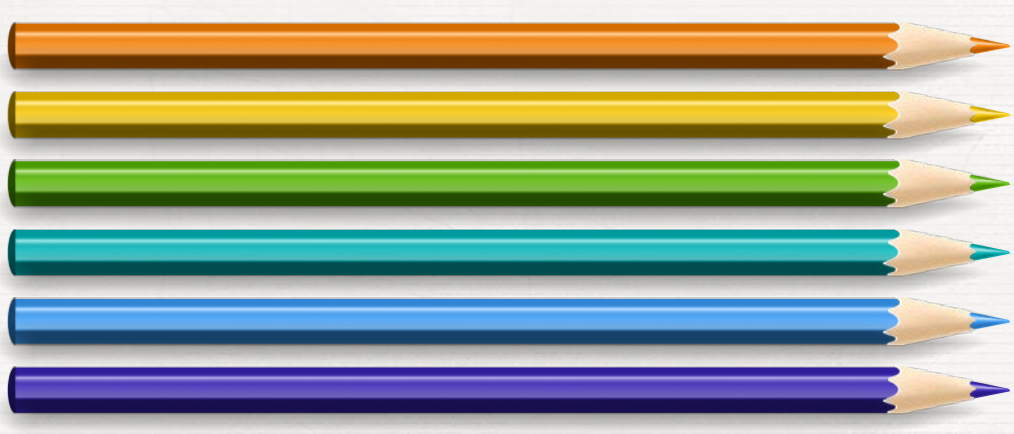
Poll Question #6

1. Assessment
2. Action Planning
3. Getting Started in MTSS/PBIS
4. Integrating Mental Health
5. Adult SEL
6. Other?

Questions or Comments?

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

Helpful Websites



www.soundsupportsk12.com

www.pbisnetwork.org

mhttcnetwork.org

www.pbis.org

safesupportivelearning.ed.gov

www.protective schools.org

RETURNING, REBUILDING, RENEWING: ADAPTING TIERED SUPPORTS FOR THE NEW NOW
AUG 13TH, 2020

Presented by Inua Group, NWPBIS Network & Sound Supports

HALF DAY SKILL BUILDING MTSS WEBINARS

MENTAL HEALTH IN SCHOOLS
RELAUNCHING TO SCHOOLS AFTER COVID-19
EMBEDDING SEL IN ACADEMICS: IN PERSON OR VIRTUALLY
TRAUMA INFORMED PBIS IN CLASSROOMS
ACADEMIC SEMINAR - TIER 2 INTERVENTION FOR MIDDLE AND HIGH SCHOOLS

Thank You!

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cher@soundsupportsk12.com

Join us for the Q& A session in this series...

Part 3: (June 4th) Discussion - LIVE Q & A with Series Presenters and Guest School Leaders

**All webinars are from 1 - 2:30PM (PST)*

Submit Questions for the Live Session:
https://tinyurl.com/school-leader-questions

Registration Link: bit.ly/NWSchoolLeader

For more information: Megan Lucy mlucy@uw.edu

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

- 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

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

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

Questions: Megan Lucy
mlucy@uw.edu

SAMHSA
Substance Abuse and Mental Health Services Administration

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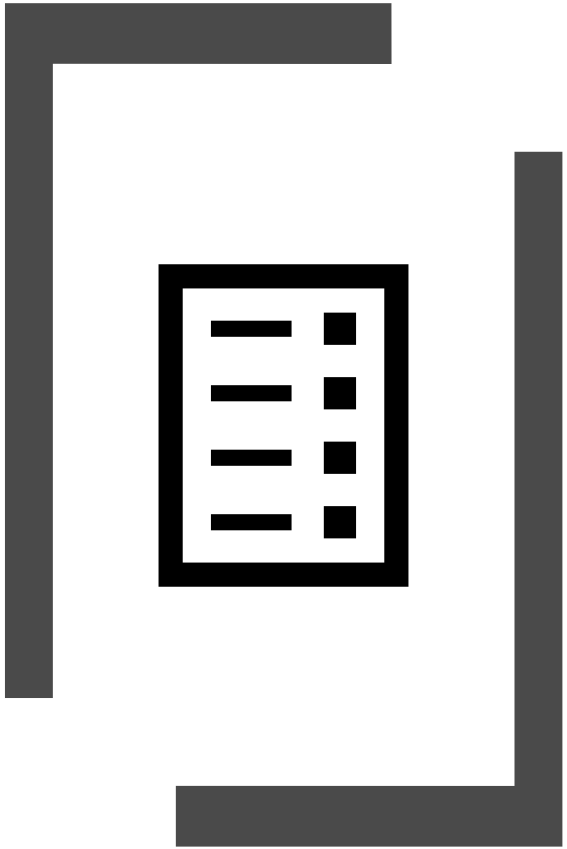

Evaluations

- Required by our funder
- Used to inform, refine, & enhance future events/activities
- Helps communicate the need for this type of support
- Voluntary and anonymous
- Very important! *We will end a few minutes early and ask that you please take a few moments to complete.*