

The SMART Center 2022 Speaker Series

Kimberly Arnold



February 23, 2022

8:30 - 9:45am (PT)

RSVP here:

<https://bit.ly/KimberlyArnold>

Strategies for Advancing Mental Health Equity in Schools

Kimberly Arnold, PhD, MPH Assistant Professor of Family Medicine and Community Health at the University of Pennsylvania Perelman School of Medicine

Tunette Powell



March 23, 2022

8:30 - 9:45am (PT)

RSVP here:

<https://bit.ly/BrianBoyd>

Exploring the Consequences of Bias and Structural Racism on Service Disparities in Autism

Brian Boyd, PhD Professor and Director of the Juniper Gardens Children's Project at the University of Kansas

Brian Boyd



April 27, 2022

8:30 - 9:45am (PT)

RSVP here:

<https://bit.ly/PatriciaJennings>



Mindfulness for Teachers During Difficult Times: Building Resilience with Compassionate Teaching

Patricia (Tish) Jennings, PhD, MEd Professor of Education at the School of Education and Human Development at the University of Virginia

Walter Gilliam



Patricia (Tish) Jennings



May 25, 2022

8:30 - 9:45am (PT)

RSVP here:

<https://bit.ly/WGilliamTPowell>

What's Going On: Choosing Understanding over Escalating and Punishing

Tunette Powell, PhD Director of Equity, Inclusion and Community at the Mirman School in Los Angeles

Walter Gilliam, PhD Elizabeth Mears & House Jameson Professor of Child Psychiatry and Psychology at the Yale University Child Study Center, Director of the Edward Zigler Center in Child Development and Social Policy

A few reminders about today's session...

- We have made every attempt to make today's presentation secure. If we need to end the presentation unexpectedly, we will follow-up using your registration information.
- All attendees are muted and videos are turned off.
- Have a question for the presenter? Use the Q&A feature.
- Need technical help? Use the chat to message panelists.
- We will leave a few minutes at the end to make sure you have all the links and resources you need and to allow time for an evaluation.
- Certificates of attendance and Washington in-service forms will be provided after you complete the evaluation.

Please Note:
The recording and slide deck will be posted on our
event page as soon as possible.

Land Acknowledgement

The UW SMART Center and Northwest MHTTC acknowledge that we learn, live, and work on the ancestral lands of the Coast Salish people who walked here before us, and those who still walk here. We are grateful to aim to respectfully live and work on these lands with the Coast Salish and Native people who call this home.

About the UW SMART Center

A national leader in developing and supporting implementation of evidence-based practices (EBPs) in schools, including prevention, early intervention, and intensive supports.

- Research & Evaluation
- Training and Technical Assistance
- Community Partnering and Outreach



SCHOOL MENTAL HEALTH ASSESSMENT,
RESEARCH, & TRAINING CENTER

W COLLEGE OF EDUCATION
UNIVERSITY of WASHINGTON

W UNIVERSITY of WASHINGTON
PSYCHIATRY & BEHAVIORAL SCIENCES

The overarching mission of the School Mental Health Assessment, Research, and Training (SMART) Center is 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.

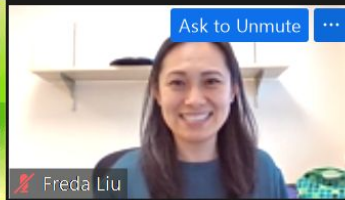




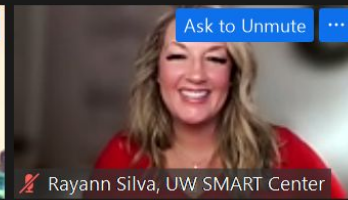
Jill J Locke



Megan Lucy



Freda Liu



Rayann Silva, UW SMART Center



Aaron R Lyon (he/him)



Michael Pullmann



Kelsey Hamilton (she/her)



Jodie Buntain-Ricklefs



Cathy Corbin (she/they)



Kelcey Schmitz



ebruns



Ian Muse



Jessica Coifman



Kendall Fujioka



Alyssa M Hernandez



Gabriella Liwahag Canning



Mahima Joshi



Rose Reyes



Casey Chandler (she/her)



Role of the SMART Center



- > **Set the context**
 - Basic research on SMH
- > **Generate evidence**
 - Develop and test models that “work”
- > **Mobilize evidence**
 - Provide research-based training and TA
 - Conduct research on implementation and technical assistance strategies
- > **Build political will**
 - Disseminate information broadly
 - “Be at the table” with funders and policy-makers



UW SMART Center Post-Doctoral Fellows



Catherine M Corbin
PhD



Maria Hugh
PhD, BCBA



Alana McVey
PhD



Courtney Zulauf-McCurdy
PhD

Learn more about our SMART Center team here: bit.ly/SMARTCenterTeam



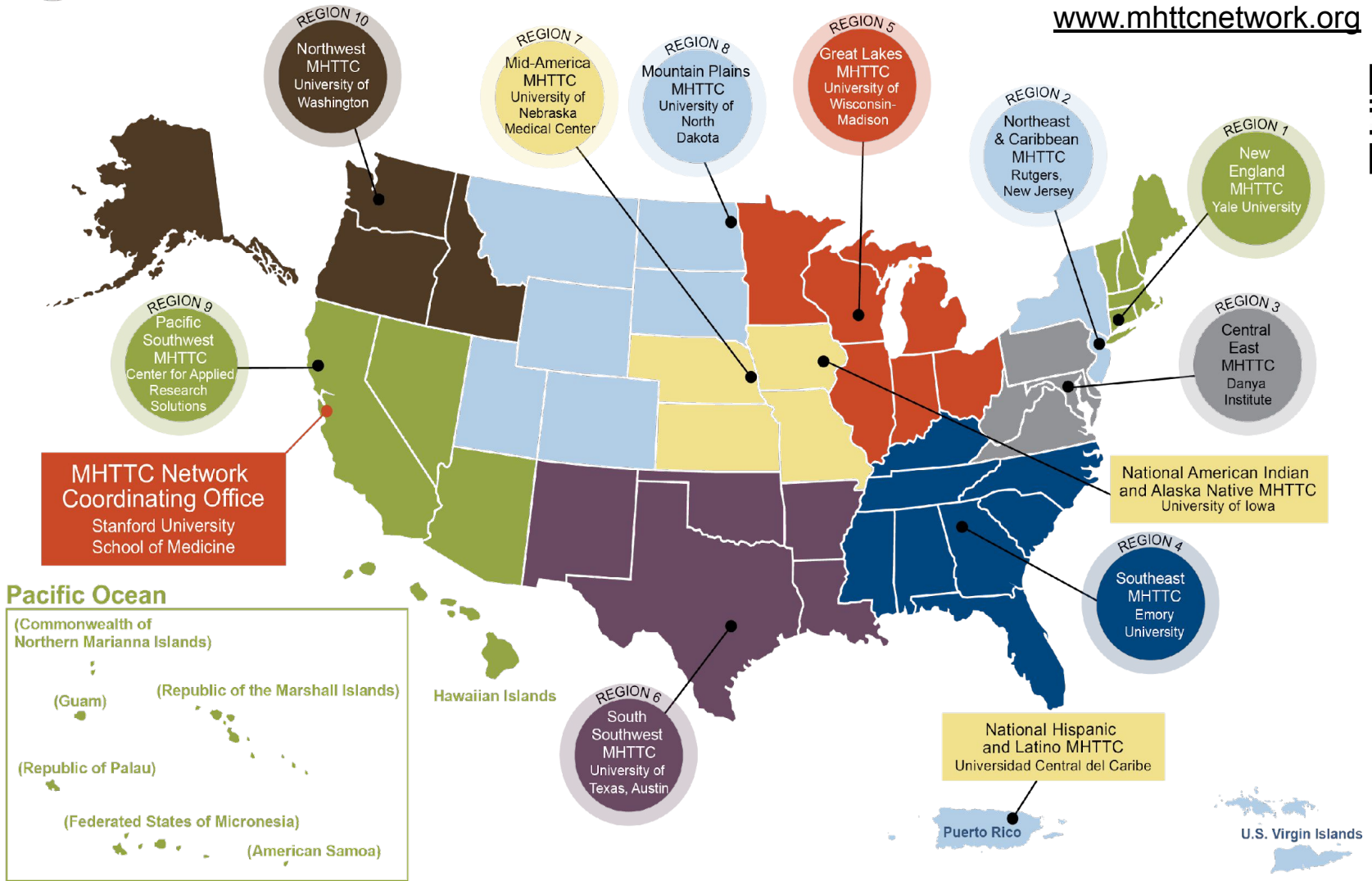
MHTTC

Mental Health Technology Transfer Center Network

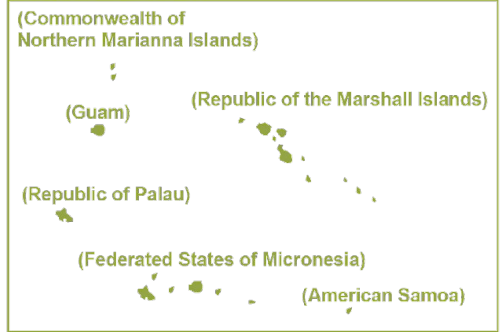
Funded by Substance Abuse and Mental Health Services Administration

MHTTC Network

www.mhttcnetwork.org



Pacific Ocean



Northwest MHTTC School Mental Health Center (NWSMH)



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



<https://bit.ly/NWSMH>



nwsmh@uw.edu



<https://bit.ly/NWSMHsignup>

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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



SMART
School Mental Health Assessment
Research & Training Center



DISCLAIMER

- This presentation was prepared for the Northwest Mental Health Technology Transfer Center under a cooperative agreement from the Substance Abuse and Mental Health Services Administration (SAMHSA).
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- At the time of this presentation, Miriam Delphin-Rittmon served as SAMHSA Assistant Secretary. The opinions expressed herein are the views of the speakers, and do 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 the opinions described in this presentation is intended or should be inferred.
- This work is supported by grant SM 081721 from the Department of Health and Human Services, Substance Abuse and Mental Health Services Administration.

Patricia (Tish) Jennings



Mindfulness for Teachers During Difficult Times: Building Resilience with Compassionate Teaching

Patricia (Tish) Jennings, PhD, MEd Professor of Education at the School of Education and Human Development at the University of Virginia



Professor of Education



UNIVERSITY
of VIRGINIA

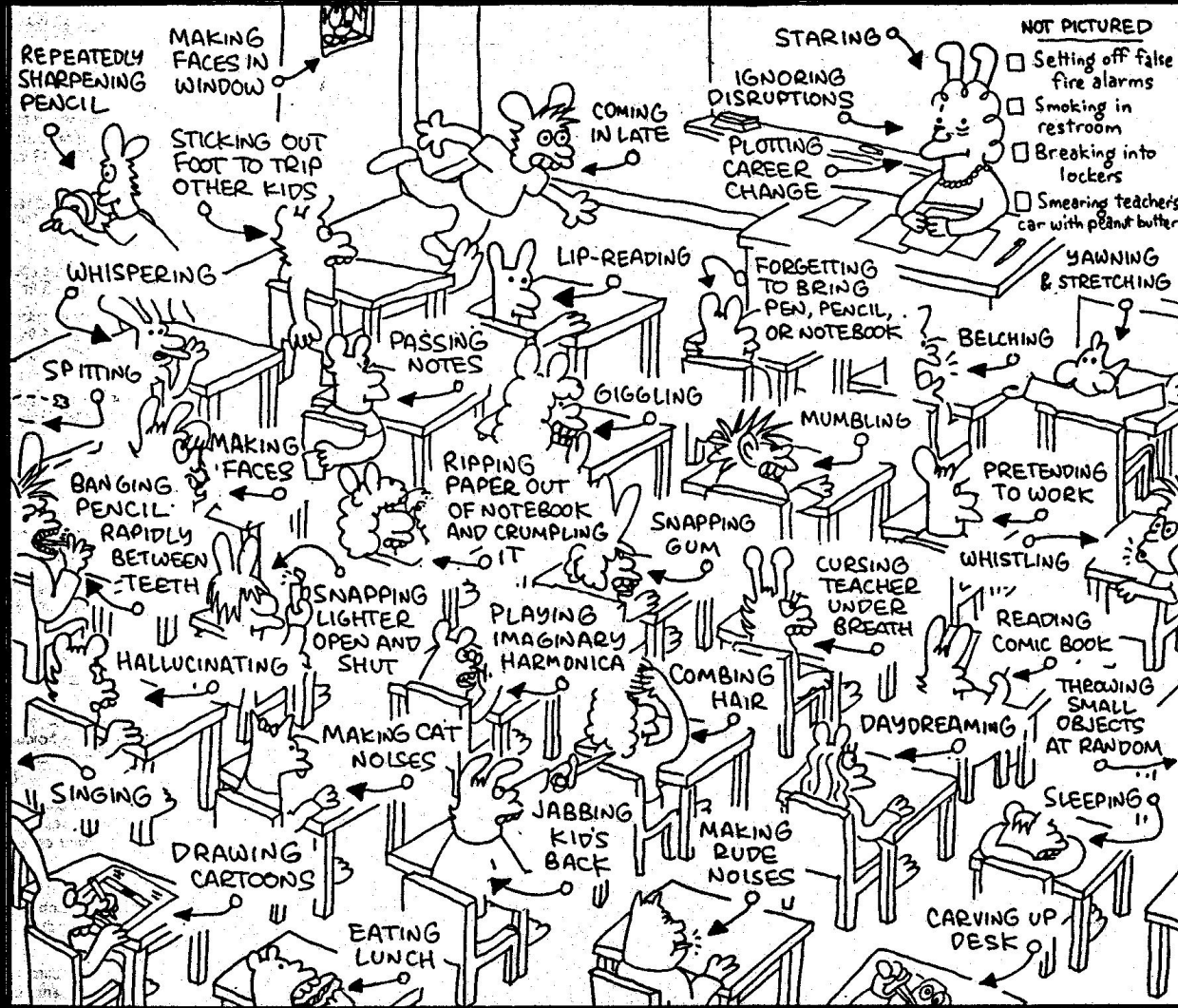
SCHOOL *of* EDUCATION
and HUMAN DEVELOPMENT

Roadmap

- Giving ourselves space
- Mindfulness
- Survival systems
- Stress, emotions & the brain
- Empathy-based stress
- Compassion
- Q & A



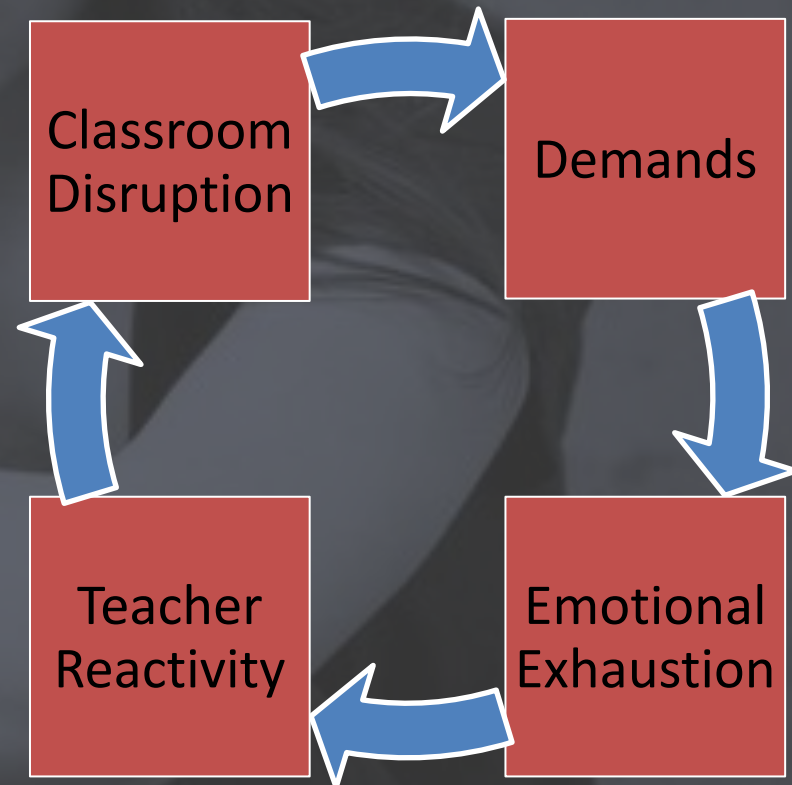
Cognitive & Emotional Demands



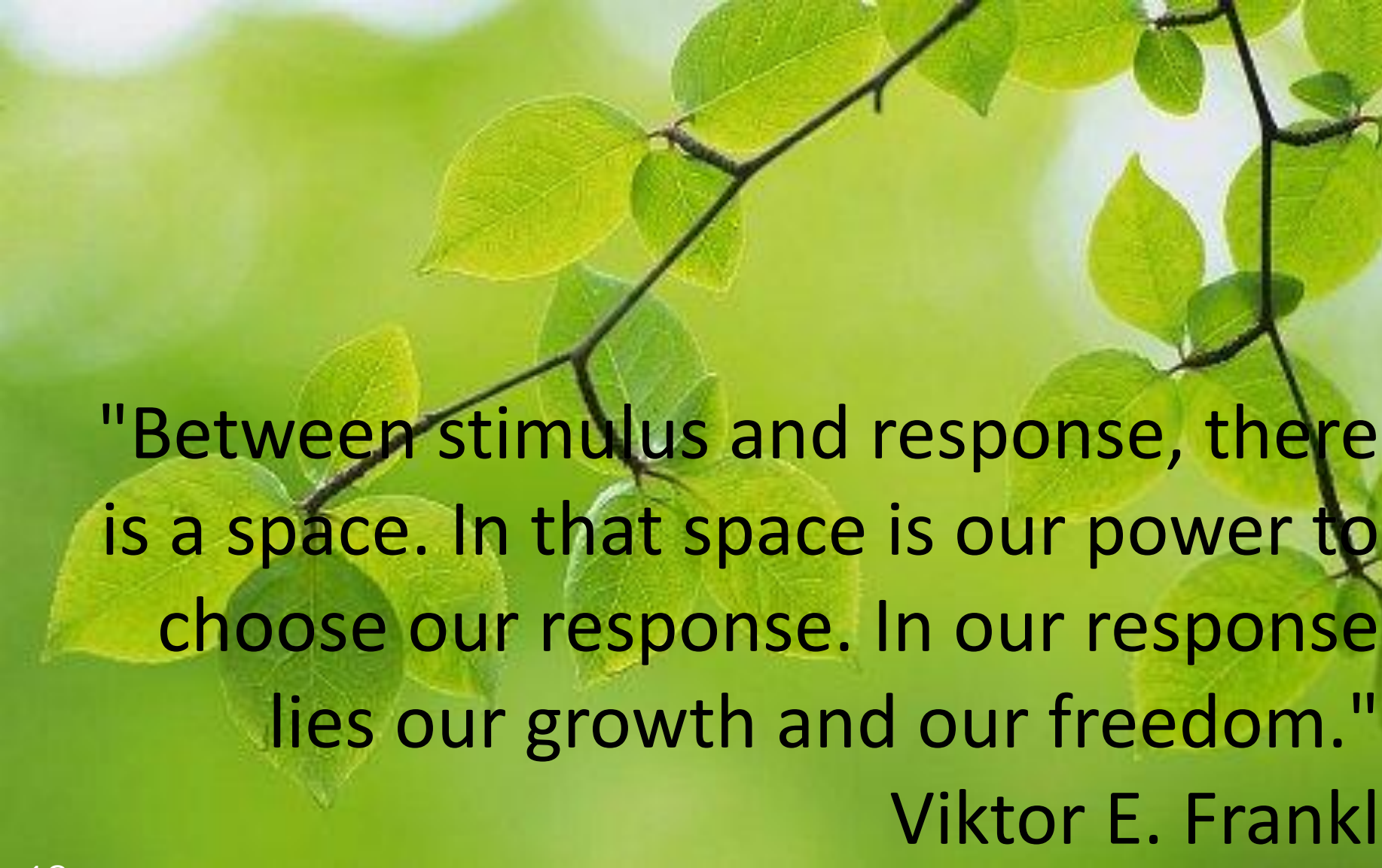
Physical vs Psychological Threat



The Burnout Cascade



Giving Ourselves Space

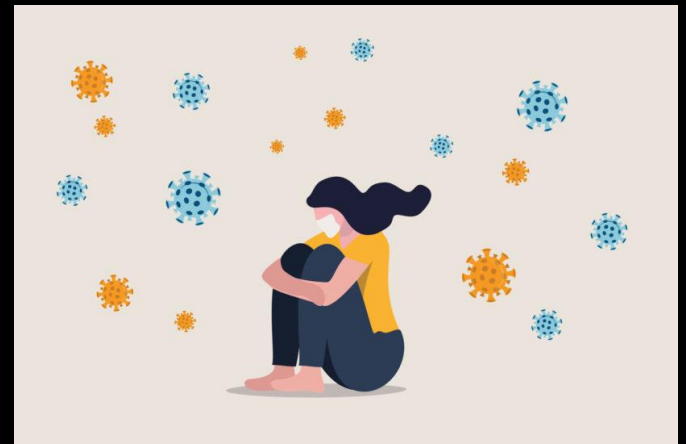


"Between stimulus and response, there is a space. In that space is our power to choose our response. In our response lies our growth and our freedom."

Viktor E. Frankl

Accepting How Things Are Now

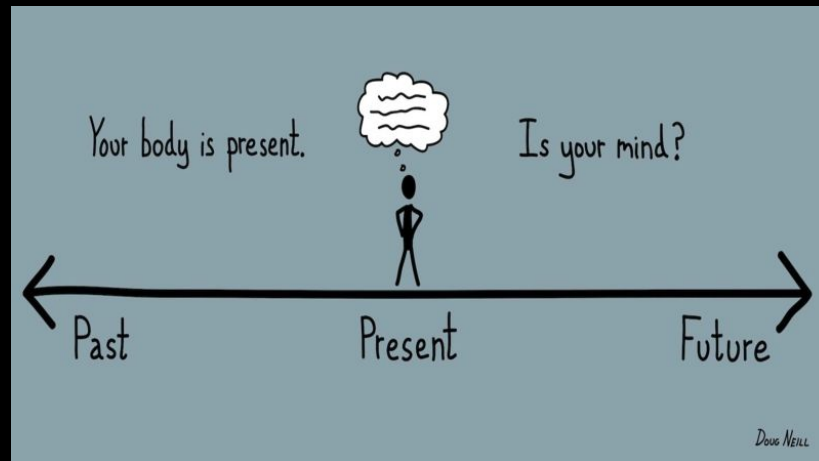
- Realities of COVID
 - Living with uncertainty
 - Huge stressor for everyone
 - Especially difficult time for school leaders, teachers, students and their families
 - Facing the realities of the disparity in access to resources
 - In US 6 in 10 say that they've experienced strong negative emotions
 - Anxiety
 - Depression
 - Loneliness
 - Hopelessness
- (NORC @University of Chicago)



Accepting How Things Are Now

- Mindfulness

- A state of mind, personal trait, practice
- Directing attention to the present moment
- Cultivating an attitude of acceptance and curiosity
- Being with difficult feelings

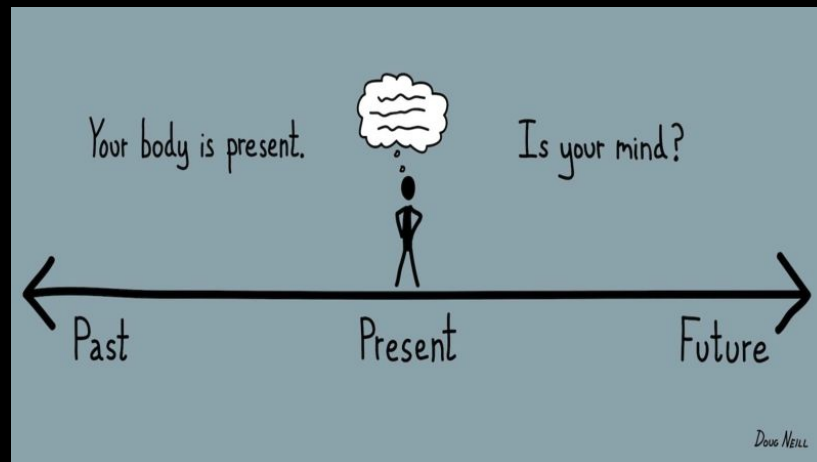


Breath Awareness Practice



Reflection

- How was that?
- Were you able to focus your attention on your breath?
- Did you notice when you became distracted?
- Did the experience change over time? If so, how?

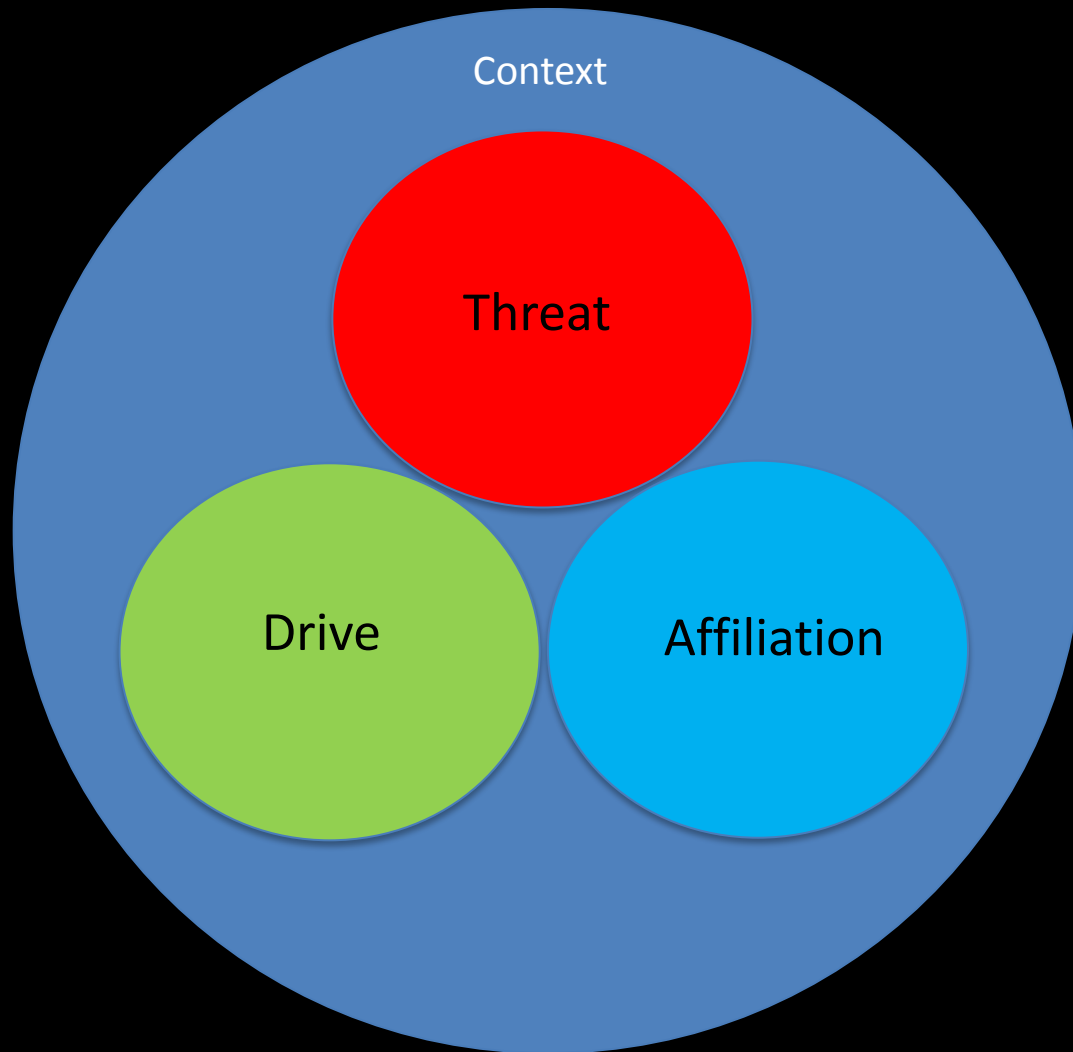


Resilience

- The ability to
 - Flourish in the face of adversity, ambiguity, and rapid change
 - Creatively respond to challenges
 - Grow and learn to adapt quickly
 - Recognize the constantly changing nature of reality



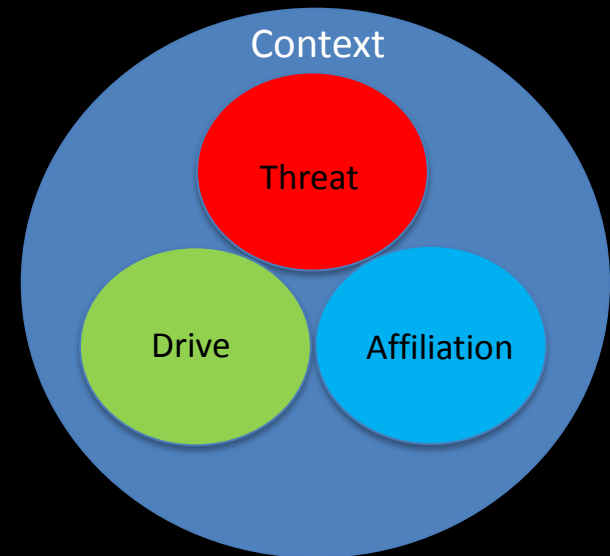
3 Survival Systems



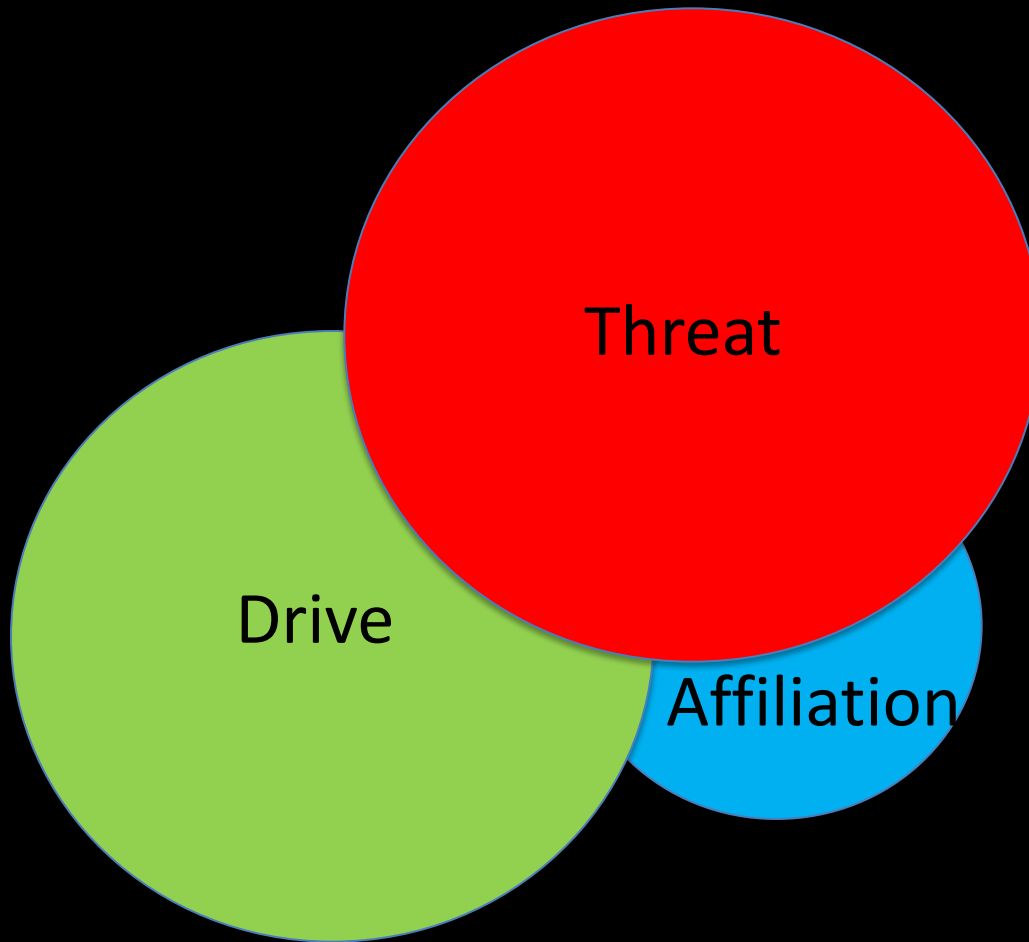
3 Survival Systems

- **Threat**
 - Fight, flight, or freeze
- **Drive**
 - Competition or achievement
- **Affiliation**
 - Attachment, compassion, soothing

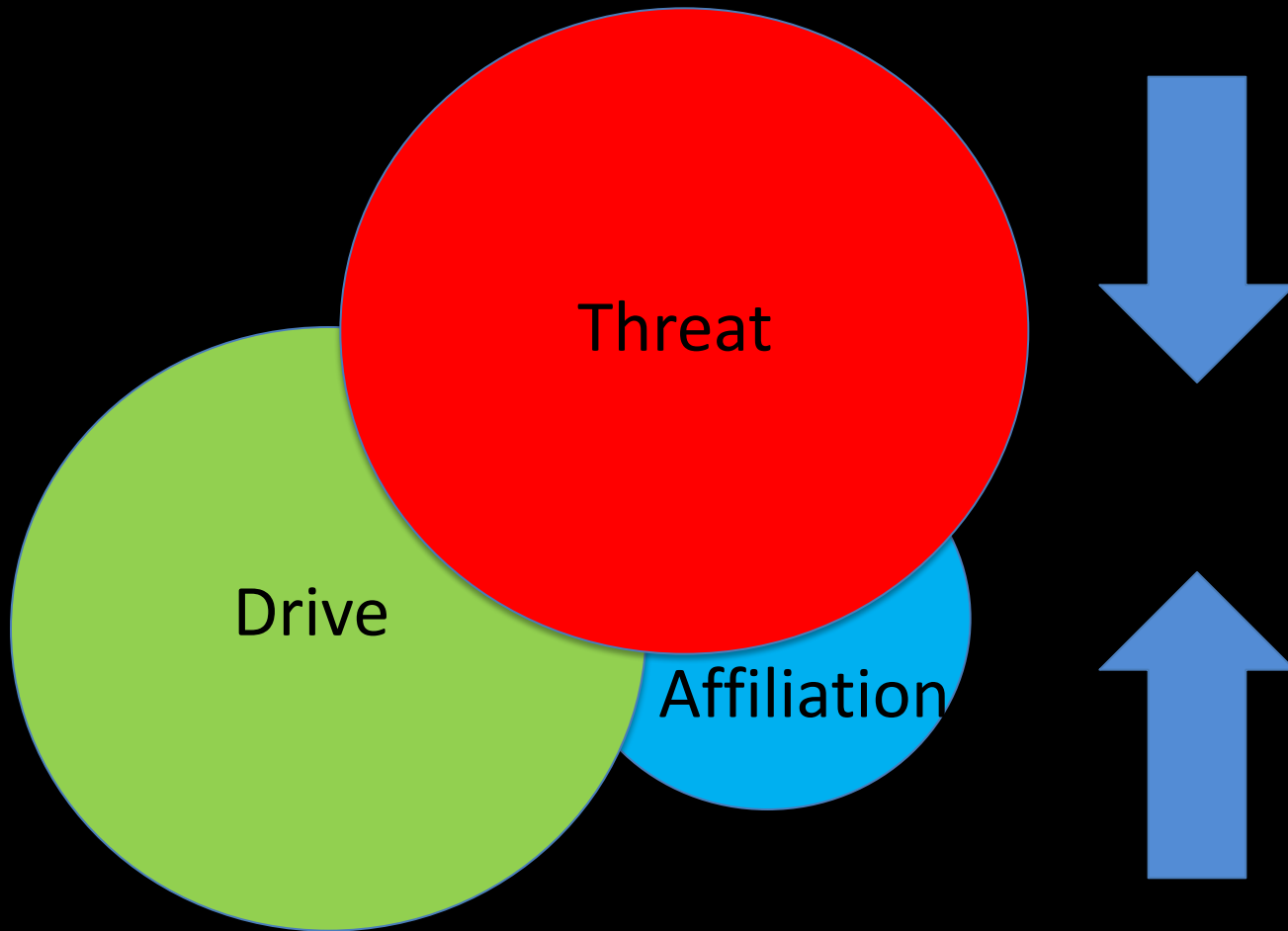
(Gilbert, 2015)



3 Survival Systems

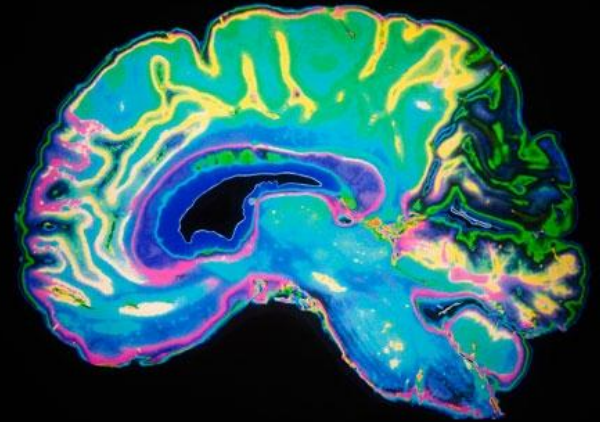


3 Survival Systems



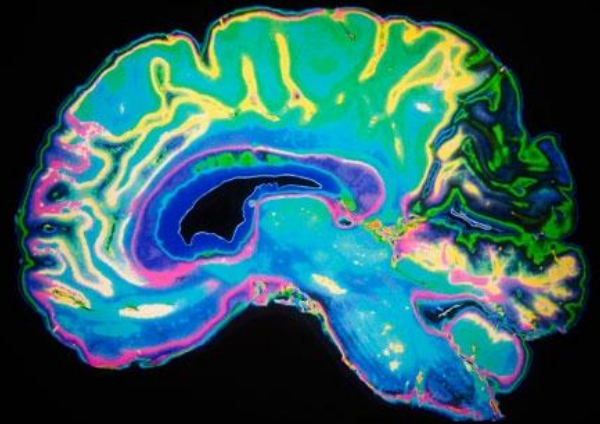
Pre-Frontal Cortex Functions

- Regulates
 - Inhibits, focuses, modulates attention
- Executive
 - Planning & goal setting (working memory)
- Social
 - Ability to integrate emotion and reason for social decision-making



Stress and Learning

- May impair the development of self-regulation
- Interferes with learning
- Over time may cause learning and behavior problems
- Especially for those exposed to risk factors
- Social support may be protective
- Teacher stress affects students



Emotions & the Brain

- Emotions are adaptive functions that engage biological, cognitive and behavioral processes designed to promote survival



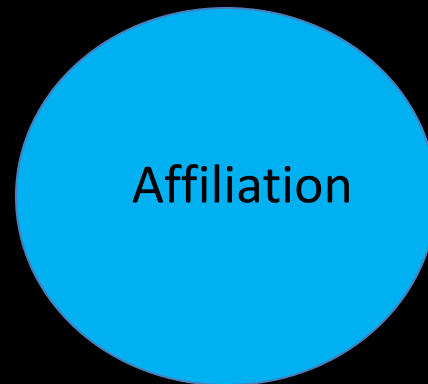
Function of Emotions

- “Negative,” unpleasant or uncomfortable
 - Involved in the stress response (anger, fear)
 - Narrow focus
 - Reinforce negative perception with thoughts
 - Limited, conditioned reactivity



Function of Emotions

- “Positive,” pleasant or comfortable
 - Involved in the affiliation system (happiness, love, gratitude)
 - Undo affects of “negative” emotions
 - Build resources (relationships, resilience)
 - Broaden focus
 - Openness, awareness of others’ perspectives and context
 - Creative responses



Negativity Bias and Survival



Cultivating & Savoring Positivity

- Positive emotions “undo” the effects of negative emotions
- By savoring moments of love, joy, inspiration, gratitude, awe, and other positive emotional states we build resilience.



What is “Toxic” Positivity?

- Pretending that everything is ok when it’s not
- Pushing away difficult feelings
- Dismissing suffering as “it’s not that bad”



Avoiding “Toxic” Positivity

- Accepting all feelings as natural and normal
- Applying mindfulness to listening
- Practicing compassion for self and other
 - Recognizing suffering
 - Shifting from empathetic distress to compassion
 - The motivation to relieve suffering



Empathy-Based Stress

- “Experience of adverse psychological and/or physical reactions to trauma exposure at work, resulting from empathetic engagement following trauma exposure

(Rauvola, Vega & Lavigne, 2019, p. 300)



Empathy, Empathetic Distress & Compassion

Empathy, Empathic Distress, and Compassion



Empathy

Compassion

- Other-related emotion
- Positive feelings: love
- Good health
- Prosocial motivation

Empathic distress

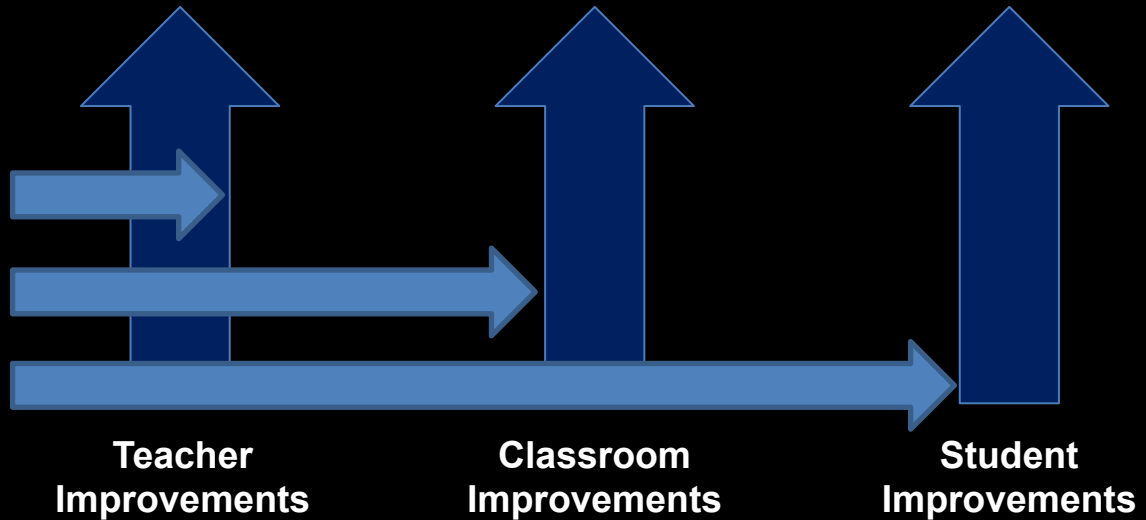
- Self-related emotion
- Negative feelings: stress
- Poor health, burnout
- Withdrawal



See also: Singer & Klimecki (2014). *Current Biology*.

Compassion: Kindling a Warm Heart





Jennings et al., 2017; 2019
Brown et al., 2017

Questions?



THE **TRAUMA-INFORMED
CLASSROOM**



BUILDING **RESILIENCE** WITH
COMPASSIONATE TEACHING

PATRICIA A. JENNINGS

The
Mindful
School

Transforming School Culture
through Mindfulness and
Compassion



edited by Patricia A. Jennings
associate editors: Anthony A. DeMauro and Polina P. Mischenko

PATRICIA A. JENNINGS

TEACHER
BURNOUT
TURNAROUND



STRATEGIES FOR
EMPOWERED EDUCATORS

Mindfulness in the
PreK – 5 Classroom



HELPING STUDENTS STRESS LESS AND LEARN MORE

Patricia A. Jennings

Patricia (Tish) Jennings, M.Ed., Ph.D.
tishjennings@virginia.edu



YOUR FEEDBACK IS IMPORTANT



EVALUATION LINK

Certificates of attendance and Washington in-service forms can be accessed after completing the evaluation.

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