

# The SMART Center 2022 Speaker Series

Get to know the Zoom Webinar interface

- Please Note:**
- All attendees are muted
  - Today's session will be recorded and posted on our event page: [bit.ly/2022SMARTSpeakerSeries](https://bit.ly/2022SMARTSpeakerSeries)

The screenshot shows a Zoom webinar interface. At the top left, there are icons for help and mute. A button says "Click here to maximize your session view" with an arrow pointing to a "Enter Full Screen" button. The main content area displays the TTC logo (Technology Transfer Centers, funded by Substance Abuse and Mental Health Services Administration) and a large "Thank you for joining us today!" message. Below this, it states "You will not be on video during today's session" and lists five speakers: Kimberly Arnold, Brian Boyd, Patricia (Tish) Jennings, Walter Gilliam, and Tunette Powell. A "Select a Speaker" menu is open, showing "Speakers (Realtek(R) Audio)" selected. At the bottom, there are buttons for "Audio Settings", "Click Here to adjust your audio settings", "Chat", "Raise Hand", "Q&A", "Click here to leave the session", and a red "Leave" button. A "Question and Answer" window is open, showing a test question and a text input field. A "Zoom Webinar Chat" window is also open, showing a "To: All panelists" field. Callouts with arrows point to various elements: "All questions (1)" and "My questions (1)" buttons; a text box explaining the Q&A feature; a text box explaining the chat feature; a text box explaining the "To" field; and a text box explaining that chat messages are only visible to panelists.

# 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



Brought to you  
in part by  
**U.S. Department of  
Education's  
Institute of  
Education Sciences**

Grant number  
R305A170021

(PI: Bruns)

and

the **Northwest  
Mental Health  
Technology  
Transfer Center  
Network**

Brian Boyd



**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

Walter Gilliam



**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

**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



Patricia (Tish) Jennings

# 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



<https://smartcenter.uw.edu/>



[uwsmart@uw.edu](mailto:uwsmart@uw.edu)



@SMARTCtr

UW Medicine

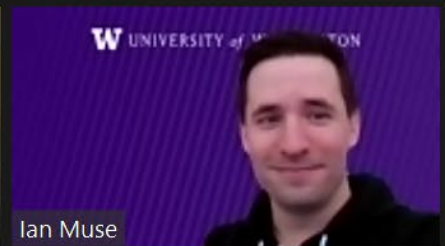
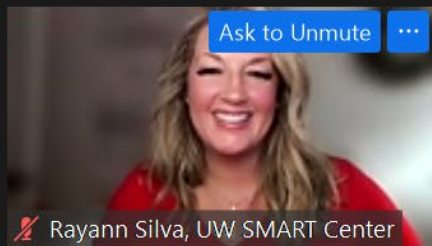
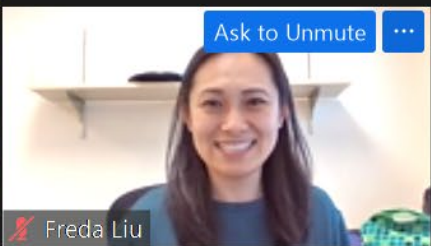


## SCHOOL MENTAL HEALTH ASSESSMENT, RESEARCH, & TRAINING CENTER

**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.





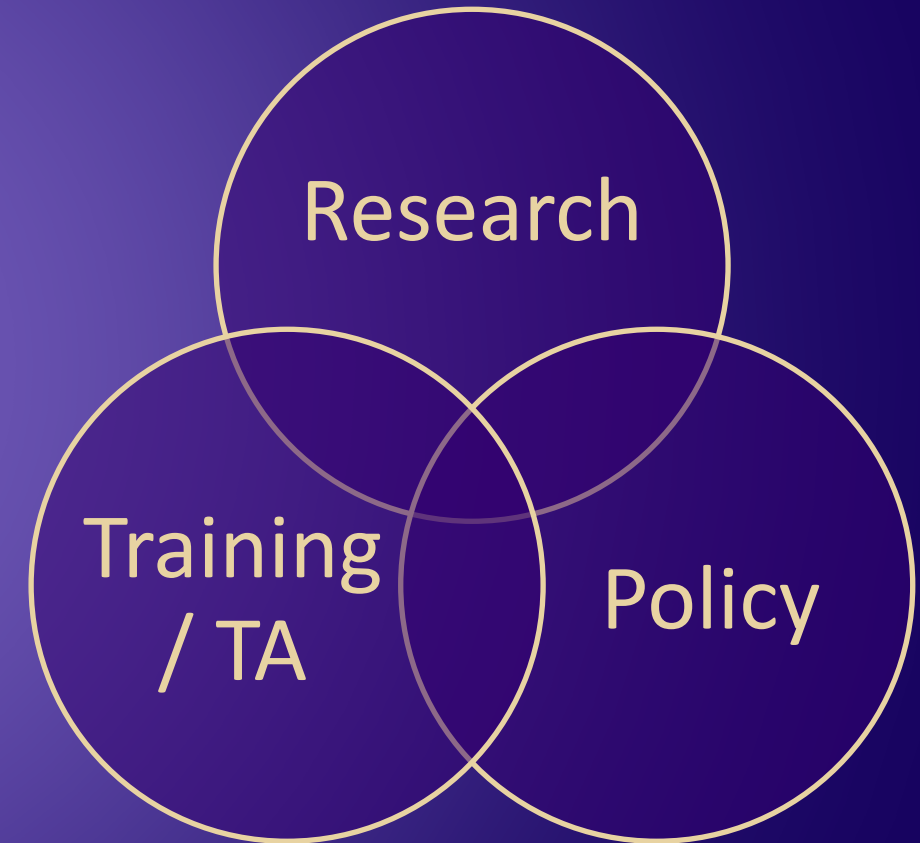


## Role of the SMART Center

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- > **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](https://bit.ly/SMARTCenterTeam)



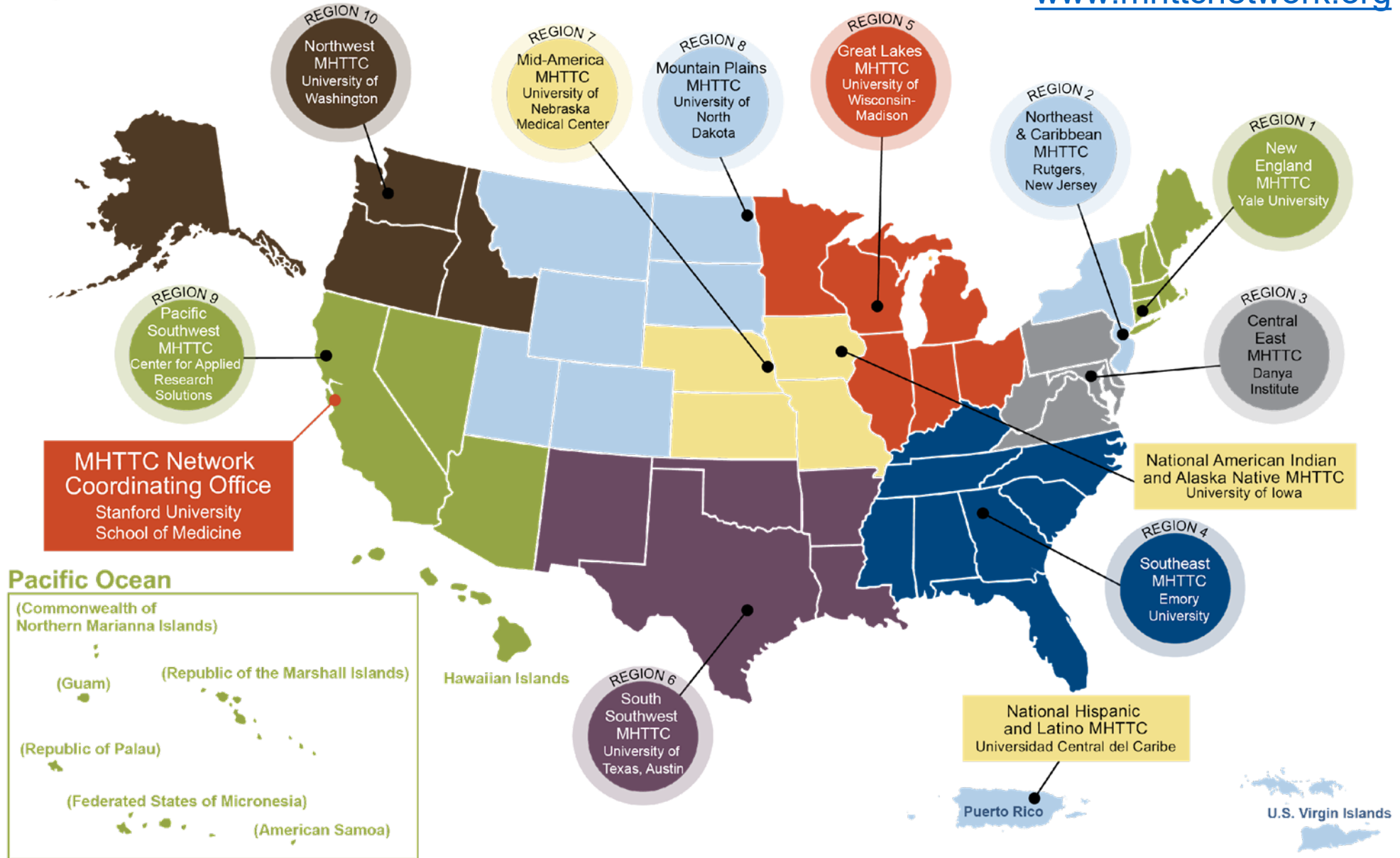
MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

MHTTC Network

[www.mhttcnetwork.org](http://www.mhttcnetwork.org)



# 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](mailto:nwsmh@uw.edu)



<https://bit.ly/NWSMHsignup>

## Follow us on social media!



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Northwest MHTTC



Northwest (HHS Region 10)

MHTTC

Mental Health Technology Transfer Center Network



SMART

School Mental Health Assessment  
Research & Training Center



# DISCLAIMER

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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.





**Walter Gilliam**



**Tunette Powell**



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

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**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



R E M E M B E R I N G

George Floyd



PostEverything

# My son has been suspended five times. He's 3.

Black families fight entrenched prejudices to get fair discipline for their children in schools.



Tunette Powell's sons, JJ (left) and Joah, have been suspended from school eight times combined. (Tunette Powell)

By Tunette Powell



Tunette Powell is a motivational speaker and author. She is co-founder of The Truth Heals, a nonprofit for individuals and families affected by fatherlessness.

July 24, 2014

I received a call from my sons' school in March telling me that my oldest needed to be picked up early. He had been given a one-day suspension because he had thrown a chair.



Dr. Tunette Powell













# Early Expulsions, Suspensions, and Other Exclusions

## Harm children now...

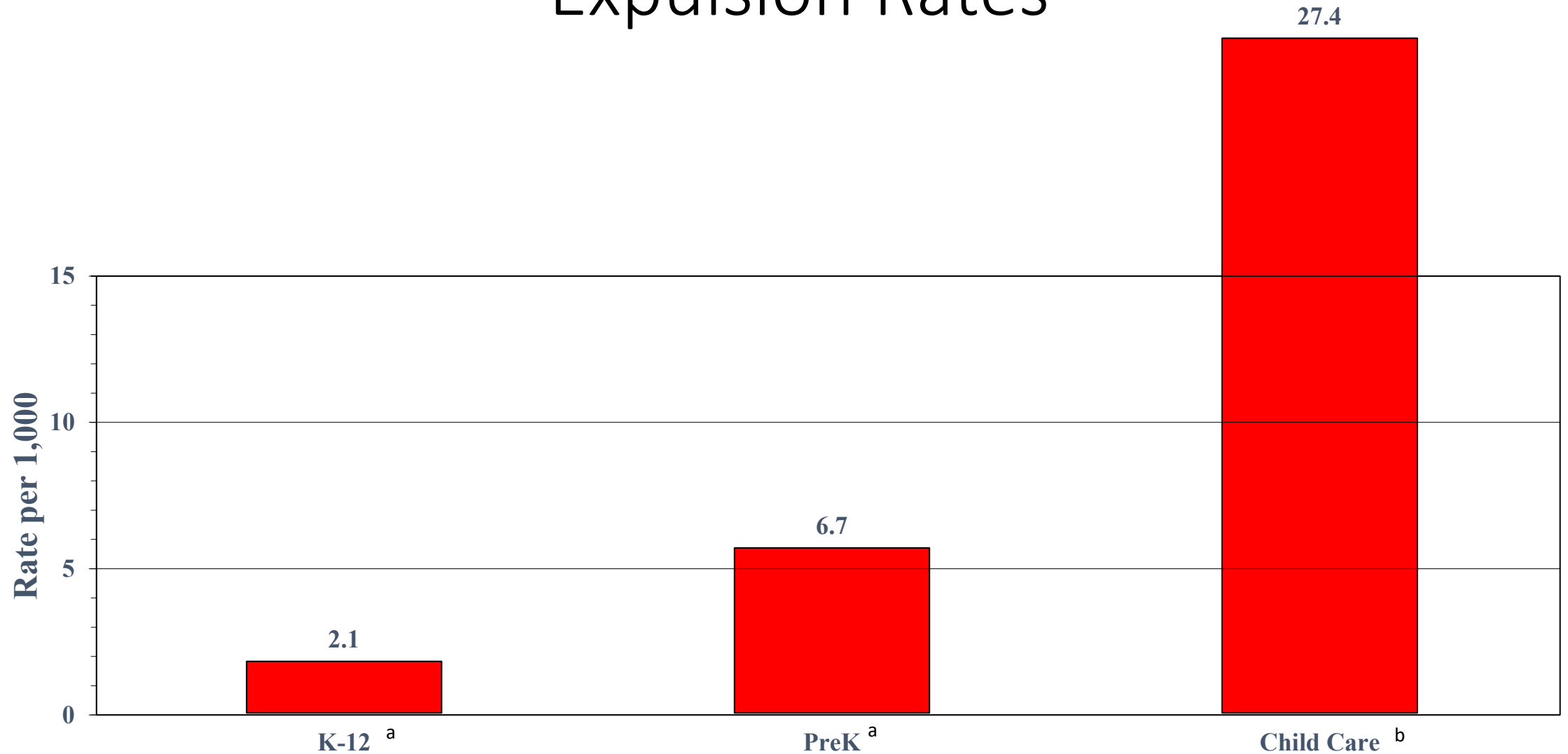
- Denies access to early education
- Undermines child/family relationship with schools/education
- Obscures root causes that should be addressed
- Further calcifies biases regarding whom we serve and whom we exclude

## Harm children later...

- Academic failure and disengagement
- School dropout
- Increased rates of law enforcement contact and later incarceration



# Expulsion Rates



a. Gilliam, WS (2005). Prekindergarteners left behind: Expulsion Rates in state prekindergarten programs. *FCD Policy Brief, Series No. 3*. Available: [www.ziglercenter.yale.edu/publications/briefs.html](http://www.ziglercenter.yale.edu/publications/briefs.html)

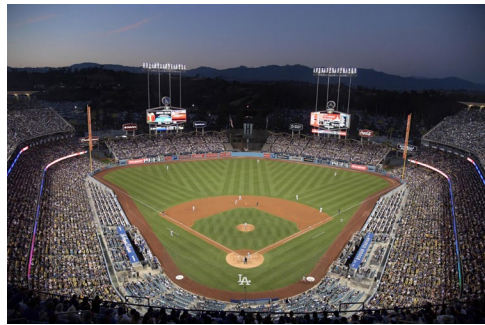
b. Gilliam, WS & Shahr, G (2006). Preschool and child care expulsion and suspension: Rates and predictors in one state. *Infants and Young Children, 19*, 228-245.

# National Rates per Year

Preschool Suspension	2.0%	~174,309
Preschool Expulsion	0.2%	~ 17,248
<b>TOTAL</b>		<b>~191,557</b>



Angel Stadium  
LA Angels  
45,517



Dodger Stadium  
LA Dodgers  
56,000



Oakland Coliseum  
Oakland A's  
46,847



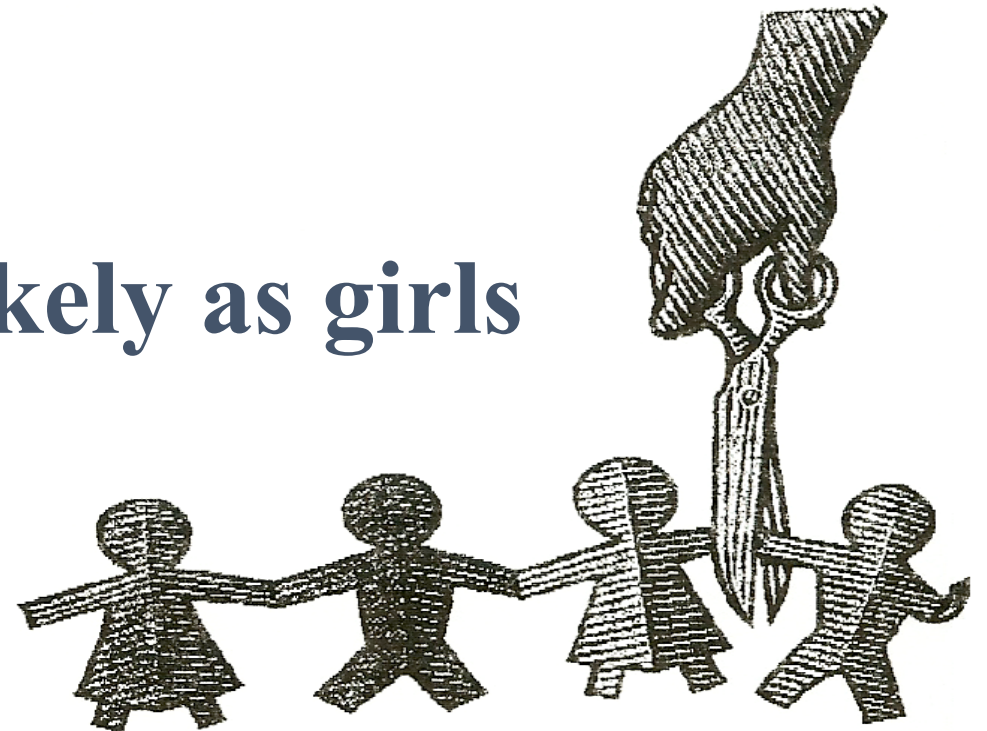
Oracle Park  
SF Giants  
41,915



Petco Park  
SD Padres  
40,209

# Who Gets Expelled?

- **4-year-olds 50% more likely than 3's**
- **Black preschoolers more than 2 times as likely as white preschoolers**
- **Boys more than 4 times as likely as girls**

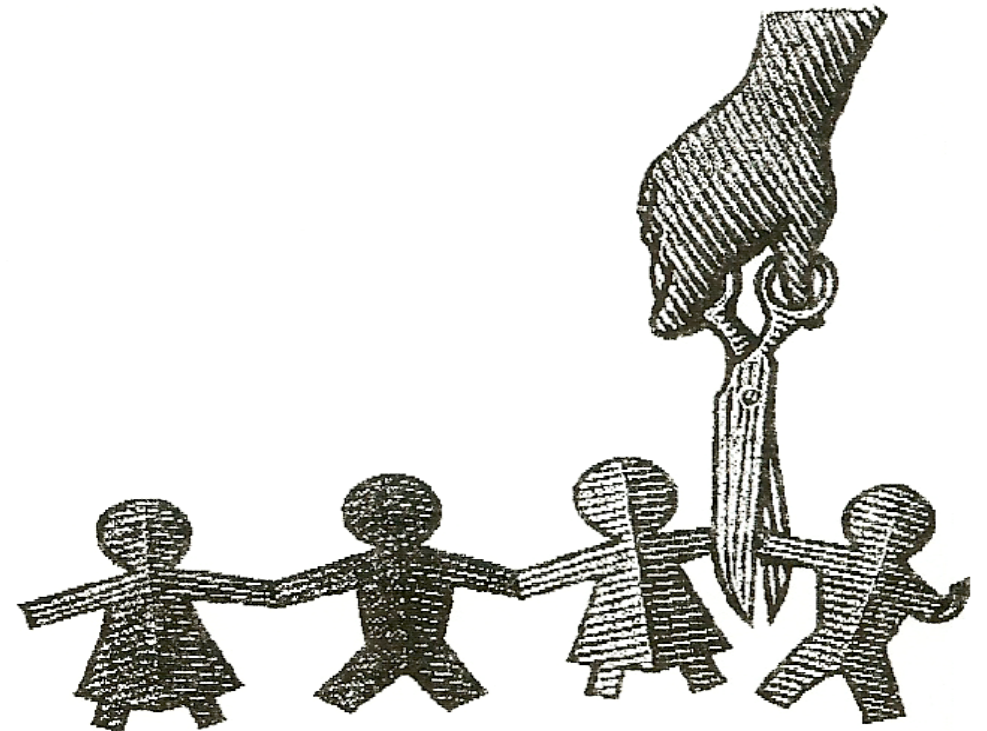


# The 3 B's of Expulsion Risk

➤ **BIG**

➤ **BLACK**

➤ **BOY**





# US Department of Education Office of Civil Rights (2014, 2016)



U.S. Department of Education Office for Civil Rights

## CIVIL RIGHTS DATA COLLECTION

Data Snapshot: Early Childhood Education

Issue Brief No. 2 (March 2014)

For other data snapshots in the series, visit the CRDC at: <http://ocrdata.ed.gov>

### INSIDE THIS SNAPSHOT: Early Childhood Education Highlights

- Public preschool access not yet a reality for much of the nation: About 40% of school districts do not offer preschool programs.
- Part-day preschool is offered in preschool programs offer only part-day preschool programs explicitly.
- Limited universal access to preschool programs explicitly.
- Kindergarten retention disparity: Native-Alaskan kindergarten students. Boys represent 61% of students.
- Suspension of preschool children: preschool enrollment, but 48% of three out of four out-of-school pre

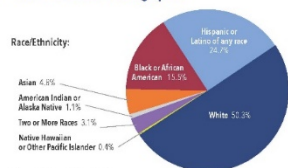


The 2013-14 Civil Rights Data Collection (CRDC) is a survey of all public schools and school districts in the United States. The CRDC measures student access to courses, programs, instructional and other staff, and resources – as well as school climate factors, such as student discipline and bullying and harassment – that impact education equity and opportunity for students. The U.S. Department of Education (ED) will release additional data highlights later in 2016 on key topics such as student discipline, early learning access, teacher and staffing equity, access to courses and programs that foster college and career readiness, and chronic student absenteeism. The full CRDC data file may be downloaded now, please visit [ocrdata.ed.gov](http://ocrdata.ed.gov) for more information. In Fall 2016, the public will be able to look up 2013-14 CRDC data for individual schools, school districts, and states by visiting the CRDC website at [ocrdata.ed.gov](http://ocrdata.ed.gov).

#### Who's in the 2013-14 CRDC?

Number of school districts: 16,758 (99.2% of all school districts)  
Number of schools: 95,507 (99.5% of all public schools)  
Total number of students: 50,035,744

#### Nationwide Student Demographics:



Boys: 51.4% Girls: 48.6%

English Learners: 9.9%

Students with Disabilities: 14.0%

(Includes students receiving services under IDEA under Section 504 of the Rehabilitation Act)

#### WHAT'S INSIDE

About the CRDC	2
School Discipline	3
Restraint and Seclusion	5
Early Learning	5
College and Career Readiness	6
Chronic Student Absenteeism	7
Education in Justice Facilities	8
Teacher and Staffing Equity	9
CRDC Endnotes and Definitions	10

#### Newly Published Data

In this document, data highlights marked as **NEW** indicate that the CRDC collected new information on the topic for the first time in the 2013-14 CRDC.

<http://ocrdata.ed.gov>

## • March 2014 (2011-2012 data)

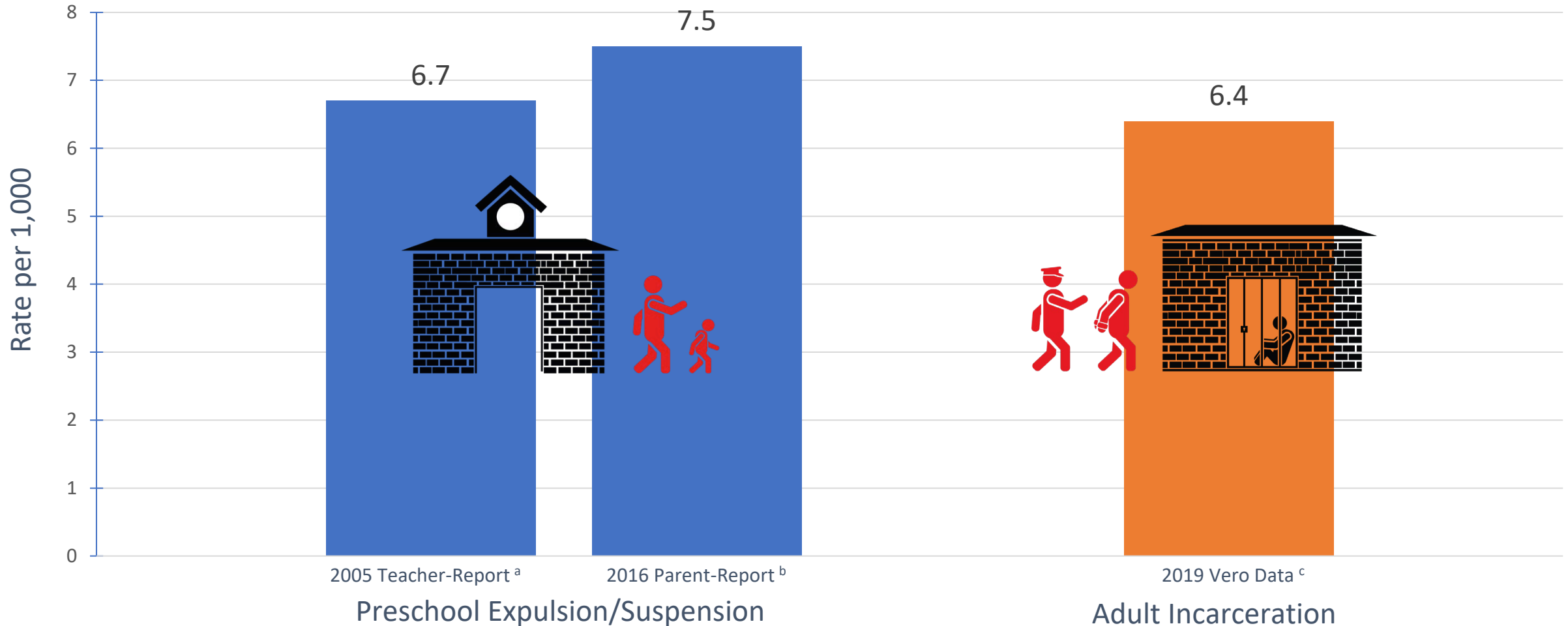
- “Black children make up 18% of preschool enrollment, but 48% of preschool children suspended more than once.”
- “Boys receive more than three out of four out-of-school preschool suspensions.”

## • June 2016 (2013-2014 data)

- Black preschoolers 3.6 times as likely to be suspended as white preschoolers
- Blacks represent 19% of preschoolers, but 47% of suspensions
- Boys represent 54% of preschoolers, but 78% of suspensions

U.S. Department of Education Office for Civil Rights  
Civil Rights Data Collection: Data Snapshot (Issue Brief No. 2, 2014)

# Preschool Expulsion & Adult Incarceration Rates

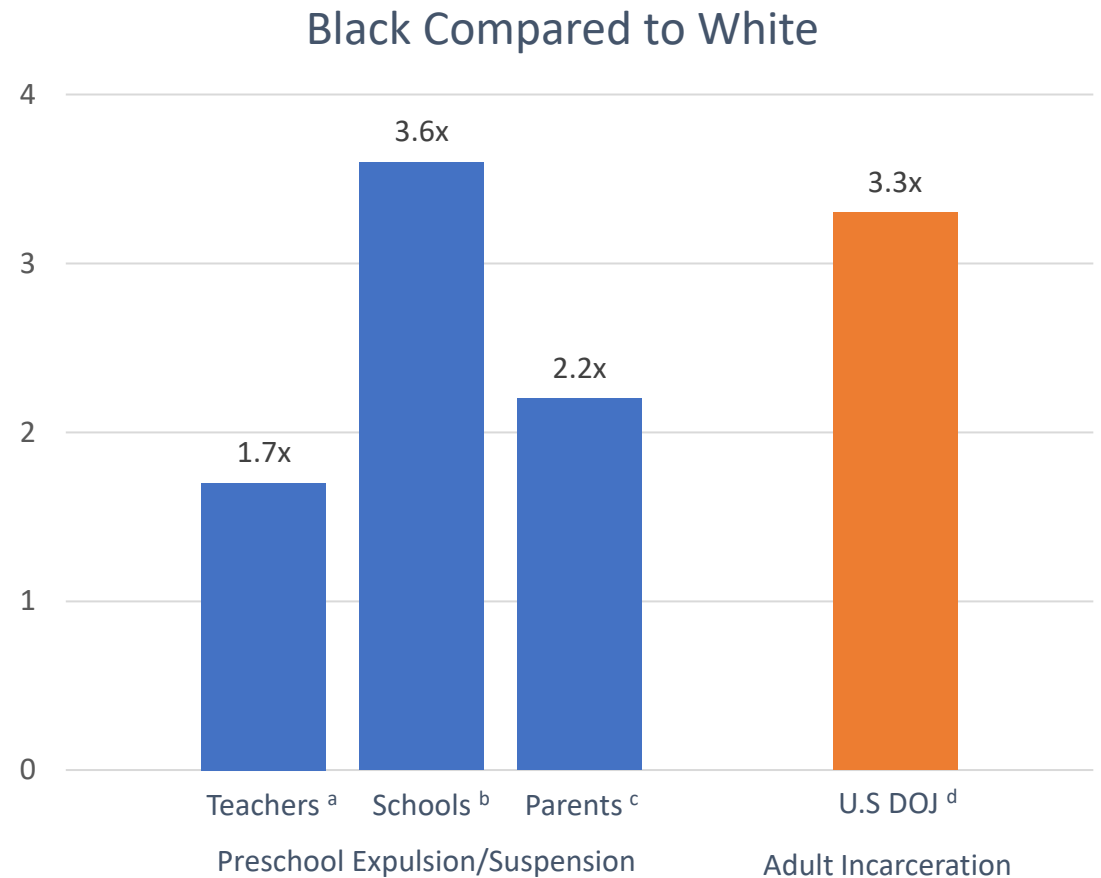
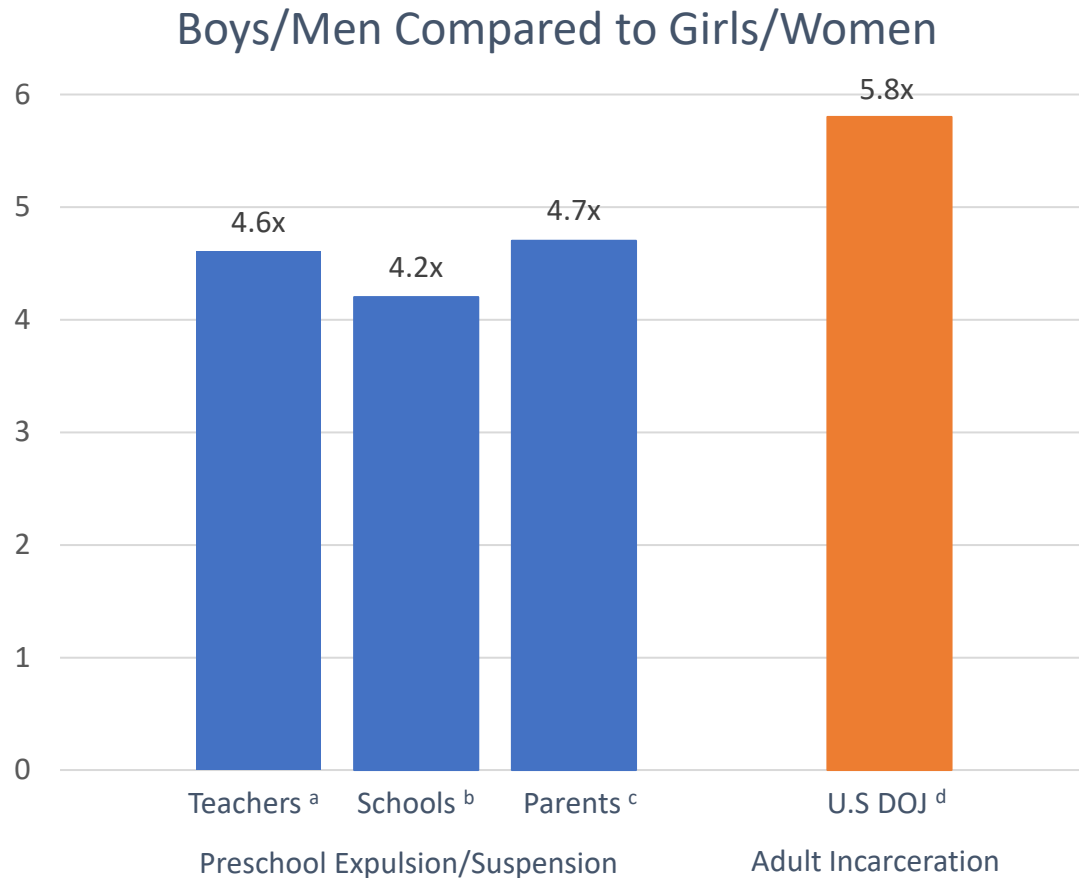


a. Gilliam (2005). *Prekindergarteners left behind: Expulsion rates in state prekindergarten systems*. New Haven, CT: Yale University.

b. Zeng et al. (2019). Adverse childhood experiences and preschool suspension expulsion: A population study. *Child Abuse & Neglect*, 97, 104149.

c. Kang-Brown et al. (2021). *People in jail and prison in 2020*. Brooklyn, NY: Vera Institute of Justice.

# Gender & Race Disparities from Preschool to Prison



a. Gilliam (2005). *Prekindergarteners left behind: Expulsion rates in state prekindergarten systems*. New Haven, CT: Yale University.

b. U.S. Department of Education, Office for Civil Rights. (2016). *2013-2014 civil rights data collection: Key data highlights on equity and opportunity gaps in our nation's public schools*. Washington, DC: Author.

c. Zeng et al. (2019). Adverse childhood experiences and preschool suspension/expulsion: A population study. *Child Abuse & Neglect*, 97, 104149.

d. Zeng & Minton (2021). *Jail inmates in 2019* (Report NCJ 255608). Washington, DC: U.S. Department of Justice, Bureau of Justice Statistics.





# Early Expulsion/Suspension Predict:

1. Negative school attitudes
2. Academic failure and grade retention
3. Later expulsion and suspension
4. High school drop-out (10x)
5. Incarceration (8x)

American Psychological Association. (2008). *Zero Tolerance Task Force report: An evidentiary review and recommendations*. Washington, DC: Author.

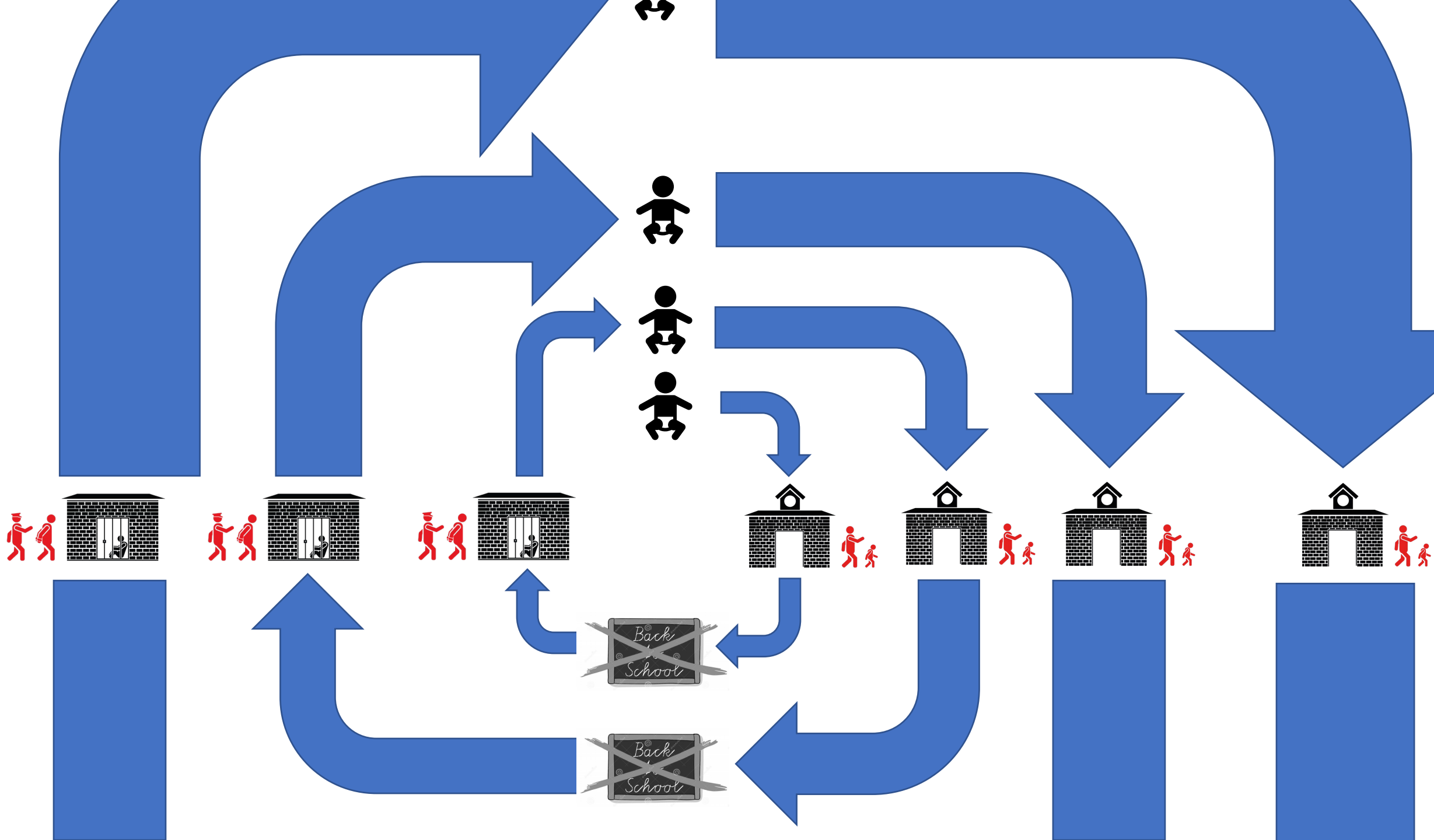
Council on School Health. (2013). Out-of-school suspension and expulsion. *Pediatrics*, 131(3):e1000-e1007.

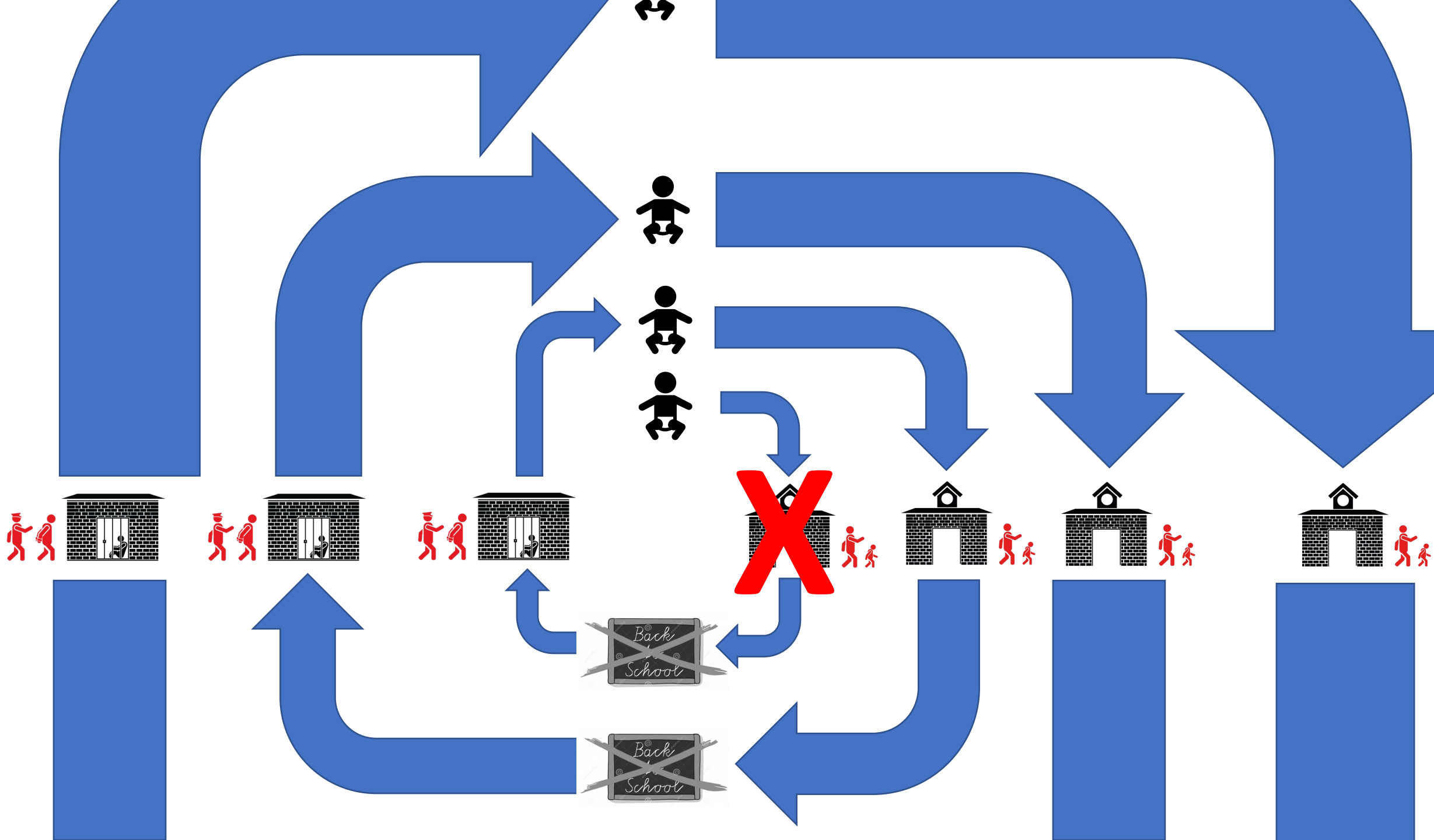
Petras et al. (2011). Who is most at risk for school removal? A multilevel discrete-time survival analysis of individual- and context-level influences. *Journal of Educational Psychology*, 103:223–237.



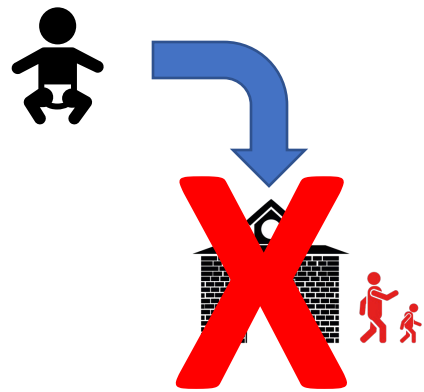
Children of incarcerated parents are at 3 times greater risk of being expelled from preschool.

Zeng et al. (2019). Adverse childhood experiences and preschool suspension expulsion: A population study. *Child Abuse & Neglect*, 97, 104149.





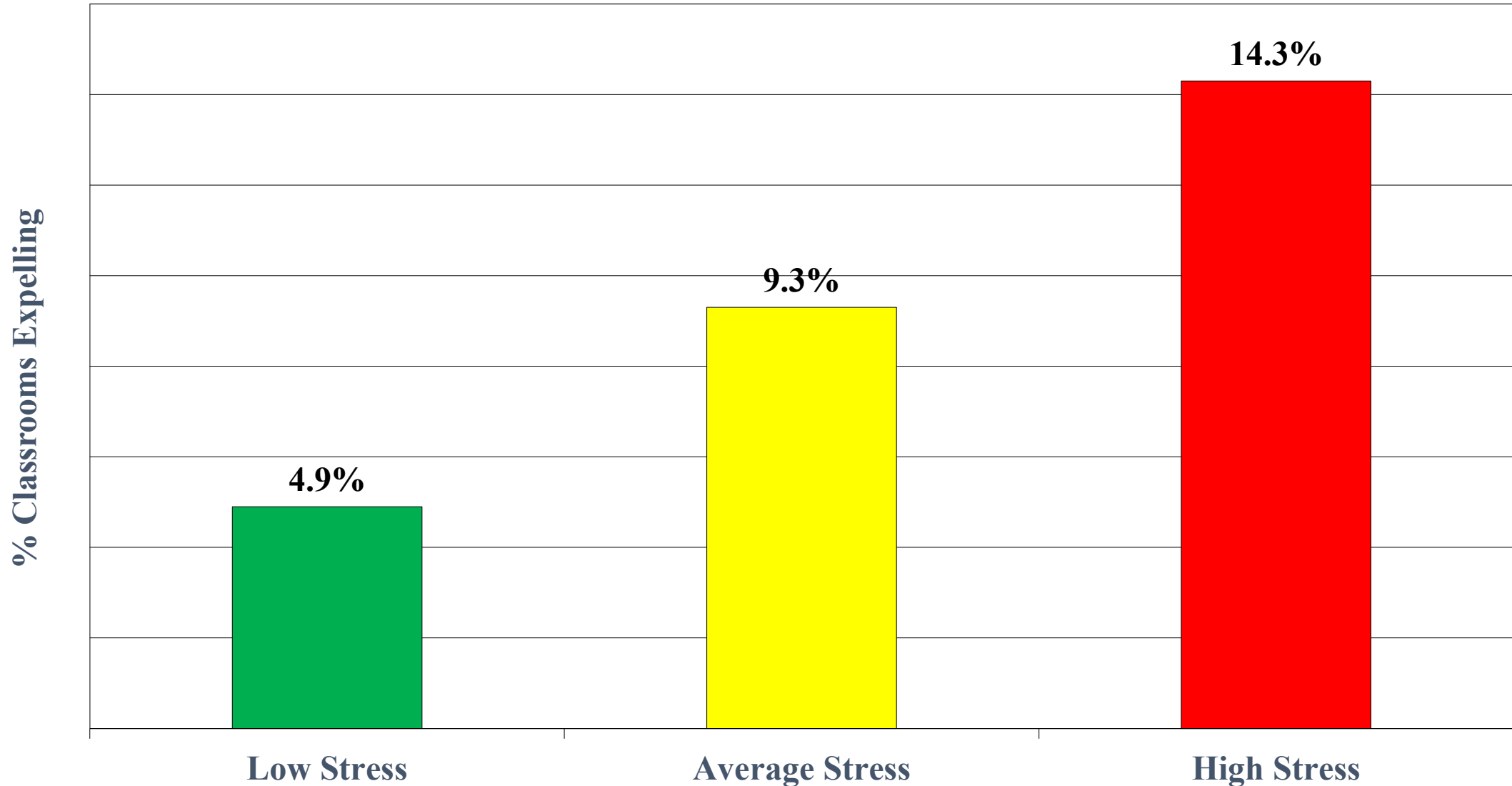




# ACEs & Preschool Expulsion/Suspension

Domestic Violence	OR = 10.6, $p < .001$
Family Mental Illness	OR = 9.8, $p < .001$
Adult Substance Abuse	OR = 4.8, $p < .001$
Victim/Witness of Violence	OR = 4.5, $p < .01$
Poverty	OR = 3.9, $p < .001$
Parental Divorce	OR = 3.3, $p < .001$
Parental Incarceration	OR = 3.0, $p < .01$

# Teacher Stress & Expulsion





# Impact of COVID-19 on Early Educators (Aug 2021)

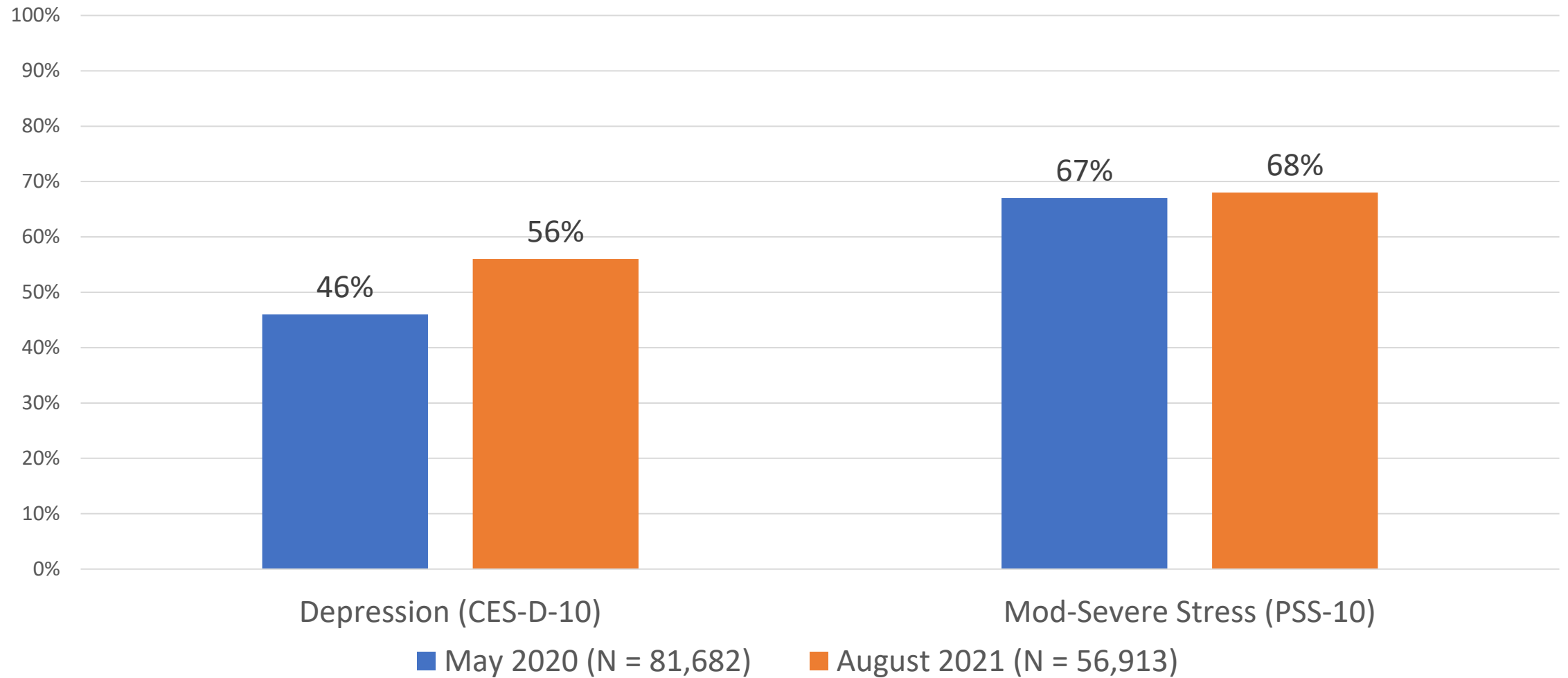
## • Illness & Loss

- Tested Positive for COVID-19 21%
- Hospitalized for COVID-19 3% (ICU = 53%; Intubated = 55%)
- House member hospitalized 2% (House member died = 1%)

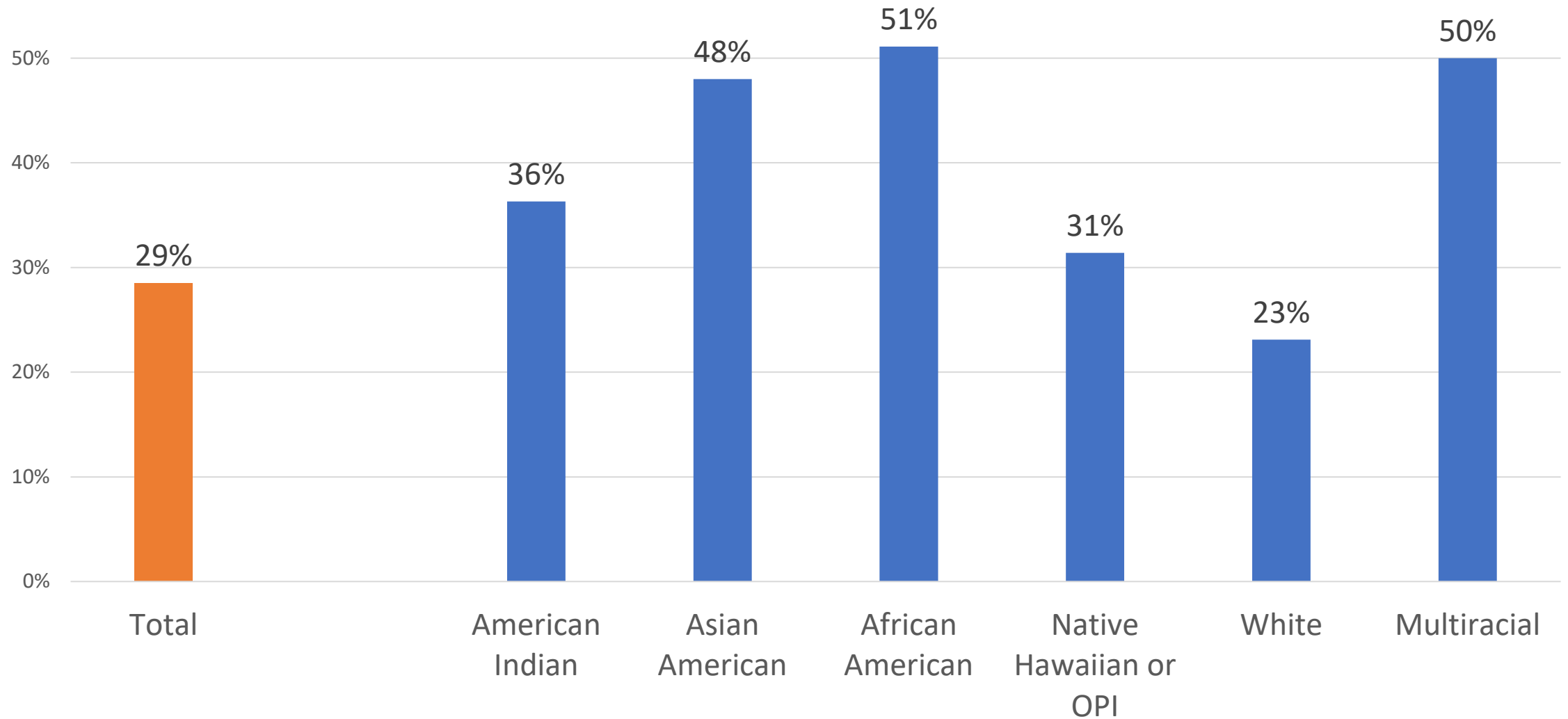
## • Economic Stress

- Unemployed 3 months into Pandemic 35%
- Program Closed at some time (May 2020-Aug 2021) 54%

# Depression and Stress



# Exposure to Racial Aggression (Verbal or Physical)



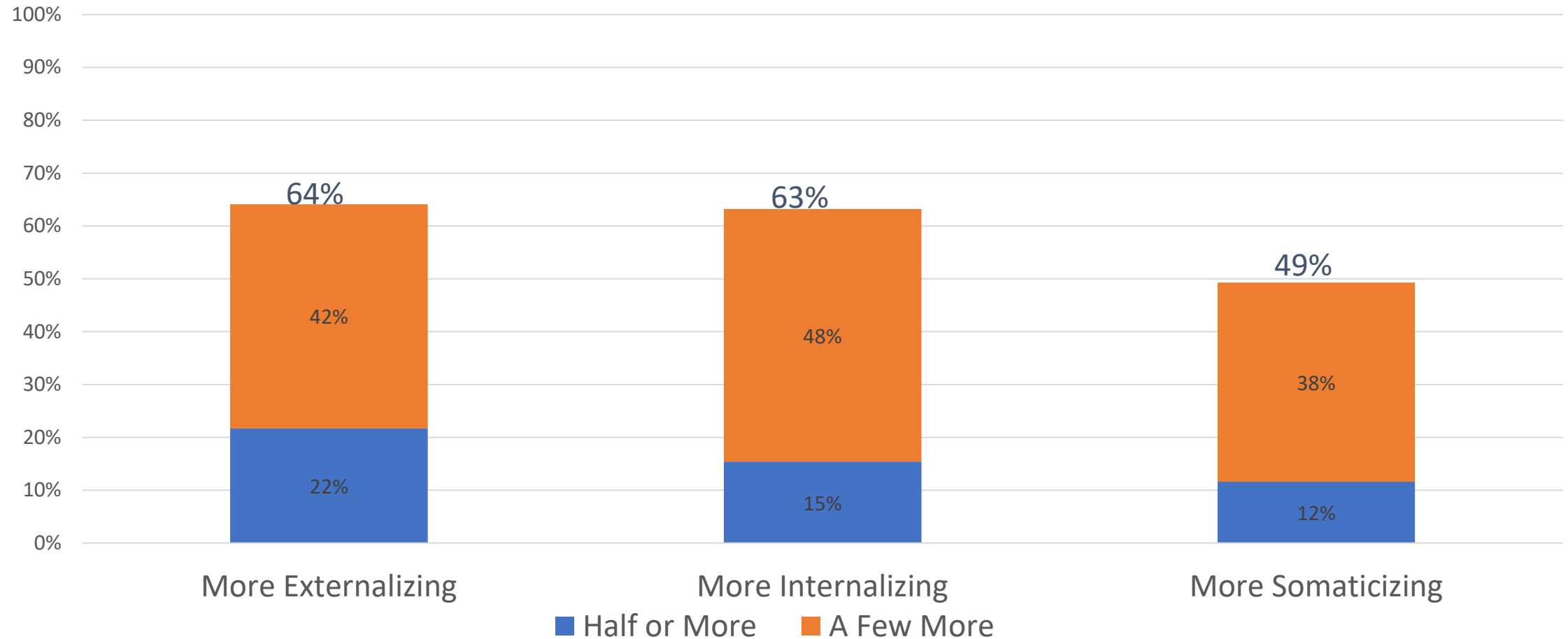


# Impact of COVID-19 on Young Children (PRELIM!)



- **Children with Family Member Hospitalized with COVID-19 (by June 2021)**
  - **1 or more children in program** 24%
  - **5 or more children in program** 18%
- **Children with Family Member Dead of COVID-19 (by June 2021)**
  - **1 or more children in program** 12%
  - **5 or more children in program** 7%

# COVID-19 – Children with Greater Mental Health Needs



August 2021; N = 56,913



**Child/Family Stress x Teacher Stress = Expulsions**

**Child/Family Stress<sup>2</sup> x Teacher Stress<sup>2</sup> = Expulsions<sup>4</sup>**



**Then add racial bias...**

# Implicit Bias in Preschool

Jan 2015 – Funding  
(Thanks, W.K. Kellogg Foundation!)

Nov 2015 – Collected Data

Sep 2016 – Released Report



A RESEARCH STUDY BRIEF<sup>1</sup>

Do Early Educators' Implicit Biases Regarding Sex and Race Relate to Behavior Expectations and Recommendations of Preschool Expulsions and Suspensions?

Walter S. Gilliam, PhD  
Angela N. Maupin, PhD  
Chin R. Reyes, PhD  
Maria Accavitti, BS  
Frederick Shic, PhD

Yale University Child Study Center // September 28, 2016

<sup>1</sup> This is a research brief providing basic information regarding the methods, findings and implications from the described study, for presentation at the U.S. Administration for Children and Families (ACF) 2016 State and Territory Administrators Meeting in Alexandria, Virginia on September 28, 2016. More detailed information may be provided upon request.

Acknowledgements: This work was completed through a generous grant from the W.K. Kellogg Foundation. All photos of children are presented with permission of their parents. The authors also wish to acknowledge Amalia Londono Tobon, MD and Sarah Grossman-Kahn for their assistance in collecting the data and preparing the videos for analysis; Dan Huber for filming the videos used in this study; and useful comments from Joelle Jude Fontaine, Craig Holloway, and Dr. Howard Stevenson.







CONNECTICUT POST

Please wait for sound check to begin





BG1

BB1

WB1

WG1

Block Area



**A**



**B**

Please remember the letter  
of the child who you believe  
required the most of your attention.



**C**



**D**



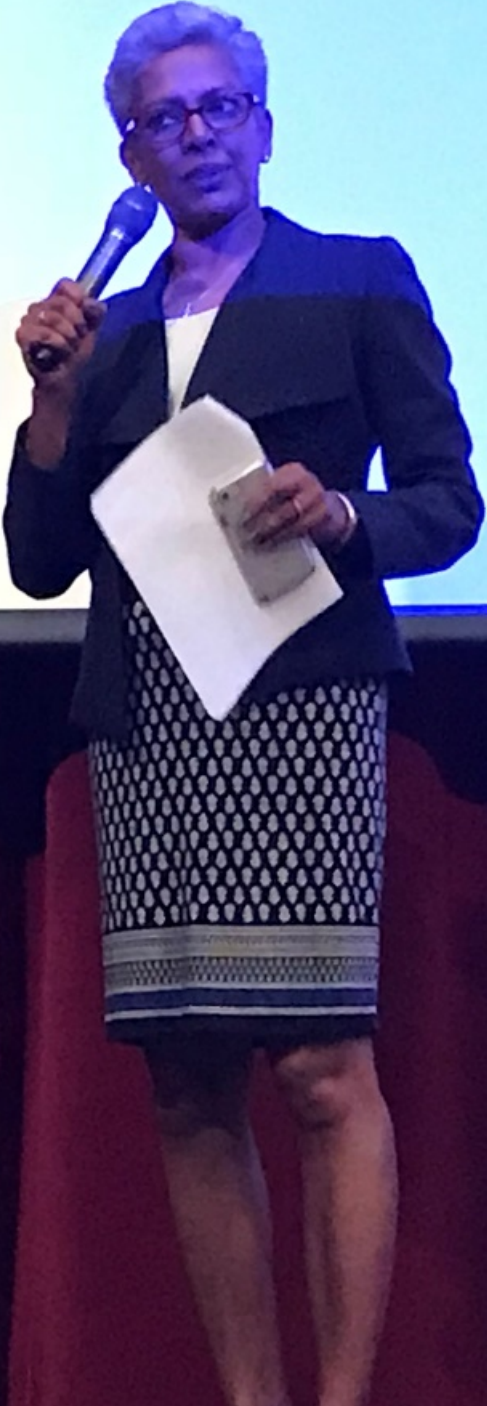
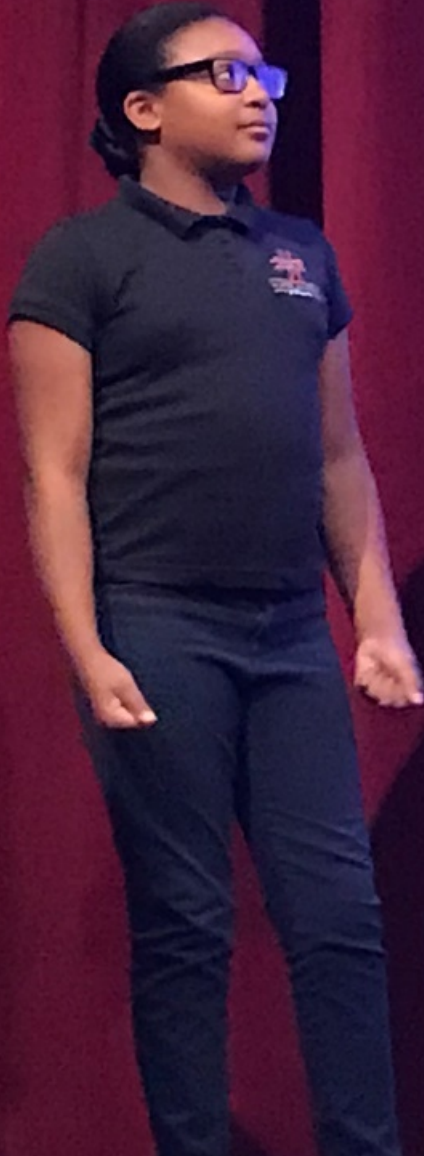
Video available at:  
<https://www.youtube.com/watch?app=desktop&v=ucEAcIMkS0c>



Video Courtesy of NPR



Las Vegas, Nevada – Feb 1, 2018





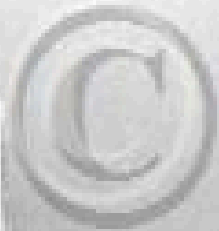


**Social Justice  
& Civil Rights  
Are Often Matters of  
Access**





COLLIERIE'S



WATERBURY  
1910

WATERBURY  
1910

ROLL  
DONUT

Now

WATERBURY  
1910

WATERBURY  
1910

OLD  
FASHIONED  
POUND





YOU HAVE  
the  
FREEDOM  
to  
VOTE











# Where do we go from here?

- Humanizing children
- Humanizing parents and families
- Humanizing early educators

THANK YOU!

 Twitter: @TunettePowell; @WalterGilliam



# YOUR FEEDBACK IS IMPORTANT



[EVAL LINK HERE](#)

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



# 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

Brian Boyd



**March 23, 2022**

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## 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

Patricia (Tish) Jennings



**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

**May 25, 2022**

8:30 - 9:45am (PT)

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<https://bit.ly/WGilliamTPowell>

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

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**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

Tunette Powell



Walter Gilliam



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Education's  
Institute of  
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Grant number  
R305A170021

(PI: Bruns)

and  
the **Northwest  
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