The Well-Being Series

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

Presented by:

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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.


Questions: Megan Lucy
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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

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

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

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.
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.

Sound Supports LLC
Every Student & Every School
NORTHWEST PBIS
Webinar 1:
Understanding Trauma & Steps To Take Back to Your Staff
Who We Are - Tale of 3 Moms

Lori Lynass
Executive Director of Sound Supports.
- 22 years in education
- Studying to be a Yoga Teacher
- Nerd

Cher Anderton
Therapist & MTSS Coach
- Former Elementary School Counselor
- Co-creator of an online Adult SEL course for educators
- Clean Crafted Wine Distributor

Jessica Swain-Bradway
Executive Director of NW PBIS Network
- Former HS SPED teacher
- Amazing hiker
- Enjoys coffee
Who You Are – Polling Questions

✗ Your Role

✗ Your MTSS Implementation
Things Just Got Messy

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

- **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

- **Systems**
  - ✗ For Ourselves
  - ✗ For Students

- **Flexibility**
  - ✗ 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*
“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

What do you notice about yourself when you feel dysregulated?

- Felt experience?
- 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

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

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
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

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

- Breathe
- Humor
- Stretch
- Connect with a friend
- Connect with a *student*
- *Self talk*
- Pictures/videos that are connecting
- Walk out of the office
- Music
- Adjust the light
- Essential oils

L’s Feel Good Plan

- Breathe
- Meditate
- Listen to music
- Bake
- Watch a candle/fire
- Read
- Go outside
- Call a friend
- Take a bath/shower
- Draw/color
- Text a friend
- Think about happy things (vacations, happy memories)
- Hang out with friends
- Take some alone time
- Talk with mom

Cher’s Feel Good Plan

- Quick Workout/Walk
- Long walk
- Talk to GF’s
- Talk to Jon
- Helpful questions - what is underneath my behavior/feelings? What do I need? What is the story I’m telling myself? What do I want to think instead?
- Write some things down
- Alone time
- Work
- Deep breaths
- Helpful self talk
- Take a nap
- Review purpose, mission and values
- Spend time with kids

Feel good plan!

- Take a shower
- Listen to soundtracks
- FaceTime/hangout with my girlfriend
- Exercise
- Write down what’s bothering me
- Deep breaths and think about things in my life I’m grateful for
Problem Solve and/or Set Boundaries

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

✘ 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

✘ Think “kind” and “firm” when setting boundaries

✘ Utilize evidence-based, best practices for problem solving and setting boundaries

✘ 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.

<table>
<thead>
<tr>
<th>Role</th>
<th>Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Respectful</td>
<td>Calmly enter.</td>
</tr>
<tr>
<td></td>
<td>Be seated before the bell rings.</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>Store Backpack under your desk.</td>
</tr>
<tr>
<td></td>
<td>Start the “do now’ activity.</td>
</tr>
<tr>
<td>Be Safe</td>
<td>Walk</td>
</tr>
<tr>
<td></td>
<td>Hands and feet to yourself.</td>
</tr>
<tr>
<td>Be Prepared</td>
<td>Have books and materials out on your desk.</td>
</tr>
</tbody>
</table>
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

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-Peason, Newcomb, Abbot, Hill, Catalano & Hawkins (2000); Kiem & Connell (2004)
Adapt Scheduling To Facilitate Relationship Building

- Houses or Academies
- Advisories
- Looping
- Transition Support

Quality Relationships Don’t “Just Happen”
5. Systems
Poll 3

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 school-wide 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

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

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

District Systems Fidelity Inventory (DSFI)

Support PD, Feedback, Decision Making = Consistent Adult behavior
School Systems

- Teaming
- Evaluation
- Implementation

Tiered Fidelity Inventory (TFI)
Support PD, Feedback, Decision Making = Consistent Adult behavior
Be ForeWarned

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

- Valued Outcomes = Our Mission
- Everything aligns from this starting point
- Stakeholder voice in the process
What is YOUR Valued Outcome Right now?

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

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

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

• **Part 2:** (May 14th) Re-entry: Planning Ahead for Coming Back Together

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

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

**Registration Link:** bit.ly/NWSchoolLeader

Questions: Megan Lucy  mlucy@uw.edu

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