The Well-Being Series

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

Presented by:

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).

Questions: Megan Lucy
mlucy@uw.edu

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
Mental Health Technology Transfer Center (MHTTC) Network

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

Sign up for our Newsletter!
https://tinyurl.com/smh-news

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.
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.
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.
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

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
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
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.
x Former MS/HS SPED teacher
x Can say every line from the movie “Pretty in Pink”
x Loves 80’s Rock

Cher Anderton
Therapist & MTSS-B Coach
x Former Elementary School Counselor
x Recently renovated her bathroom for fun
x Can hear the first notes of a song and name it, even from her childhood

Jessica Swain- Bradway
Executive Director of NW PBIS Network
x Former HS SPED teacher
x Star Wars expert
x 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:

<table>
<thead>
<tr>
<th>Trauma Responsiveness</th>
<th>SEL Skills &amp; Emotional Safety</th>
<th>School Connectedness</th>
</tr>
</thead>
<tbody>
<tr>
<td>× More than trauma informed</td>
<td>× For Ourselves</td>
<td>× Relationships</td>
</tr>
<tr>
<td>× Emotional Safety</td>
<td>× For Students</td>
<td>× Psychosocial Climate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Predictability &amp; Consistency</th>
<th>Flexibility</th>
<th>Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>× Expectations &amp; Routines</td>
<td>× Maximize Core Features</td>
<td>× For Ourselves</td>
</tr>
<tr>
<td>× Acknowledgement</td>
<td></td>
<td>× For Students</td>
</tr>
</tbody>
</table>
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)
Academic RTI

- Specific academic assessments and interventions
- Use of published curricula selected by school or district
- Use of direct assessment of skills
- Periodic assessment through benchmarking periods
- Focus on grade-level teaming
- Described in IDEA as SPED eligibility determination approach

PBIS

- Scientifically-based interventions
- Instruction as prevention
- Tiered continuum of supports with increasing intensity based on need
- Regular screening for early intervention
- Use of a problem-solving model and data-based decision rules
- Focus on teaming
- Emphasis on improving quality of implementation
- Embedded into school improvement plan

- Specific social behavior assessments and interventions
- Use of free materials that are adapted to fit the school’s context
- Use of indirect assessment of behavior
- Continuous assessment of social behavior with existing data sources
- Focus on school-wide teaming
- Described in IDEA as school-wide prevention and individual intervention approach

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)

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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
Six Week Practices Plan

Examples Practices schools might use to create classrooms that focuses:

- Relationships
- Connection
- Community

Take a deep breath, this is an example of FULL Implementation.
<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Getting to know names, strengths and needs.</td>
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</tr>
<tr>
<td>• Schoolwide &amp; Classroom Expectations</td>
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</tr>
<tr>
<td>• Class Charters</td>
<td>• Peer and Class Problem Solving</td>
<td>• Formal SEL Lessons</td>
</tr>
<tr>
<td>• Community Circles</td>
<td>• Classroom Community Activities</td>
<td>• Diagnostic Academic Work</td>
</tr>
<tr>
<td>• Mindfulness/Calming</td>
<td>• Feel Good Plans</td>
<td>• Bystanders Program</td>
</tr>
<tr>
<td>• School &amp; Classroom Community Activities</td>
<td>• Zones of Regulation</td>
<td>• Academic Routines &amp; Transitions</td>
</tr>
<tr>
<td>• Recess Games</td>
<td>• Diagnostic Academic Work</td>
<td>• Interactive Structures</td>
</tr>
<tr>
<td>• Academic Goals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Week 5</td>
<td>Week 6</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>------------------------------------------------------------</td>
<td>------------------------------------------------------------</td>
</tr>
<tr>
<td>• Build on Weeks 1 - 3</td>
<td>• Build on weeks 1 - 4</td>
<td>• Build on weeks 1 - 5</td>
</tr>
<tr>
<td>• 2 x 10 relationship building if needed</td>
<td>• Increase Self-Monitoring &amp; Independence</td>
<td>• Universal Screening</td>
</tr>
<tr>
<td>• Whole class project</td>
<td>• School Climate Survey</td>
<td>• Increase Self-Monitoring &amp; Independence</td>
</tr>
<tr>
<td>• Circle Keepers</td>
<td>• Emotional Regulation</td>
<td>• Increase Academic Stamina</td>
</tr>
<tr>
<td>• Begin focused academic content</td>
<td>• Increase Academic Stamina</td>
<td>• Schoolwide Expectations Video Challenge</td>
</tr>
<tr>
<td>• Independent Reflections</td>
<td>• Begin Class Rotations for Math &amp; Specialties</td>
<td>• Fall Spirit Week</td>
</tr>
<tr>
<td>• Empathy Building</td>
<td>• SEL/Character Trait of the Week</td>
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</table>
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

1. Support for the Development of Self-Regulation

1. 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

✘ 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

Trauma Sensitive Schools Online Professional Development

https://dpi.wi.gov/sspw/mental-health/trauma/modules
National Center on Safe and Supportive Learning Environments

https://safesupportivelearning.ed.gov/
Trauma-Informed Oregon

COVID-19 TIC Strategies
Learn about trauma-informed responses to COVID-19.
Considerations for a TIC Response for Work Settings
The Anatomy of a TIC Script

Workforce Wellness Strategies
Learn about workforce wellness during COVID-19.
Understanding Why Trauma Informed Communication is Important
Culture as Healer
Caring for Child Care Workers

Online Training Modules
Learn the basics of trauma-informed care with TIO's four self-directed modules, as well as an introduction and closing module.

Road Map to TIC
Learn how to implement trauma-informed care in your organization with our step-by-step road map and screening tool.

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 in 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](https://proqol.org/ProQol_Test.html), staff attendance, engagement and turnover rates)
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

- Adult Support
- Belonging to Positive Peer Group
- Commitment to Education
- School Environment

- School Connectedness
  - Positive Educational Outcomes
  - Positive Health Outcomes

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 & Predictability
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

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Kindness</th>
<th>Safety</th>
</tr>
</thead>
</table>
| **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 reecess 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 |
<table>
<thead>
<tr>
<th>Classroom Rules</th>
<th>Welcome</th>
<th>Group Work</th>
<th>Online</th>
<th>When you feel upset...</th>
<th>How to Transition</th>
</tr>
</thead>
</table>
| **Be Responsible** |  • Stay on task  
  • Offer to help  
  • Apologize for mistakes  |  • Turn in homework  
  • Manage time carefully  |  • Do your fair share  
  • Think before I post  |  • Stop and take a few deep breaths  
  • Recognize what you’re feeling “I feel…”  |  • Clean up your area  |
|  • Raise hand  
  • Track the speaker  
  • Follow directions  |  • Say “good morning” to teacher and classmates  
  • Say “I like that idea, AND…”  |  • Listen to your peers  
  • Consider feelings of others before I post  |  • 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 Respectful** |  • 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](http://www.pbis.org)
- District Systems Fidelity Inventory [www.pbis.org](http://www.pbis.org)
- School: Tiered Fidelity Inventory [www.pbsapps.org](http://www.pbsapps.org)
- Classroom observation tools [www.midwestpbis.org](http://www.midwestpbis.org)
Assessment Tools

✘ Use Fidelity Tools, Perception, and Outcome data

Perception data

● Self Assessment Survey (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](http://www.midwestpbis.org)
- School Climate Data [www.pbsapps.org](http://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 reported with integrity?
  - Are they being used?

✗ In an Action Plan, identify what can be tackled now (making sure you use data as much as possible to guide 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.schoools.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

$39.00 per Webinar
Clock Hours Provided
Register at www.pbisnetwork.org
Thank You!

jessica@pbisnetwork.org
lori@soundsupportsk12.com
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)*

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

Questions: Megan Lucy mlucy@uw.edu

Questions: Megan Lucy mlucy@uw.edu

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- School Leader Webinar Series
- DBT in Schools Lessons for Parents and Live Q&A with Drs. Jim and Lizz Mazza
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- Psychological First Aid

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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.*