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

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

Webinar 2: Planning Ahead for Coming Back Together

Webinar 3: LIVE Q&A with series presenters and guest school leaders
THE WELL-BEING SERIES
Connections During COVID-19:
Mental Wellness Webinars For Families & Educators

Website (Registration, Materials, Recordings):

Questions: Megan Lucy
mlucy@uw.edu

- 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
- Child Trends Resources for Supporting the Mental Health and Well-being of Children and Families During COVID-19 – June 11th 11 am – 12:30 pm

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/

MHTTC Network

Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration
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
Participant Information

- This webinar is being recorded and will be posted.
- Participants are muted with videos off.
- Take note of the toolbox located at the top or bottom of your screen.
- Use Q & A feature to ask questions. Questions will be answered at the end of the presentation.
- 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.
Building Protective Factors for Yourself and the School Community: The School Leader Series

Webinars 1 & 2:
● 915 registrants
● 34 States, D.C. & Puerto Rico!

For Today: 500 Registrants!
● Overview
● Responses to submitted questions
● Moderation of live questions
Today’s Presenters

- Lori Lynass, PhD, Sound Supports
- Cher Anderton, MSW
- Jessica Swain-Bradway, PhD, Northwest PBIS Network
MTSS is Grounded in Equity

ANY system can be implemented through implicit bias.

✗ Equity begins with MTSS
✗ Data Integrity
✗ Systems to help Address Vulnerable Decision Points
## Who We Are - Tale of 3 Passionate Advocates

<table>
<thead>
<tr>
<th>Lori Lynass</th>
<th>Cher Anderton</th>
<th>Jessica Swain- Bradway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director of Sound Supports</td>
<td>Therapist &amp; MTSS-B Coach</td>
<td>Executive Director of NWPBIS Network</td>
</tr>
<tr>
<td>x Former slurpee chef</td>
<td>x Former Hostess with the Mostess</td>
<td>x Former Lifeguard</td>
</tr>
<tr>
<td>x Makes a perfect mojito</td>
<td>x Cat Mom</td>
<td>x Dog Mom to a HUGE dog named Stella</td>
</tr>
<tr>
<td>x Is a “Cliff Clavin” of random facts</td>
<td>x Virtually a Chopped Champion</td>
<td>x Killin’ it at Jazzercise</td>
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Who You Are?

Poll Question #1

What is Your Role in the District and/or School?
First Time Caller, Long time Listener?

Poll Question #2

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

✘ Heck Yes I did!
✘ No, Sorry I missed it!
Overview
Building Protective Factors for Yourself and the School Community: The School Leader Series

1. Understanding Trauma and Steps to Take Today with your Staff
2. Planning Ahead for Coming Back Together
3. LIVE Q&A with series presenters and guest school leaders
Our focus has been on building or strengthen:

<table>
<thead>
<tr>
<th>Trauma Responsiveness</th>
<th>SEL Skills &amp; Emotional Safety</th>
<th>School Connectedness</th>
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<tr>
<td>× More than trauma informed</td>
<td>× For Ourselves</td>
<td>× Relationships</td>
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<tr>
<td>× Emotional Safety</td>
<td>× For Students</td>
<td>× Psychosocial Climate</td>
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<table>
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<tr>
<th>Predictability &amp; Consistency</th>
<th>Flexibility</th>
<th>Systems</th>
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<tr>
<td>× Expectations &amp; Routines</td>
<td>× Maximize Core Features</td>
<td>× For Ourselves</td>
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<tr>
<td>× Acknowledgement</td>
<td></td>
<td>× For Students</td>
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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
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)
Assessment Tools: 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: Perception

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

- 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
Your Questions
Unanswered Questions from Webinar #2

1. Examples of MTSS during shutdown?
   - Examples for Quarantine Model

2. If your school does not have an MTSS and you are not an Administrator, what should you do?
   - BOOST Those Classroom Practices:
     - Midwest PBIS Network Classroom Page
     - Jefferson Co. Classroom Modules
Unanswered Questions from Webinar #2

1. How to help with teacher buy-in?
   - Evidence, Policies, Professional Development

2. Which places offer certificates for School Leaders (not degrees, something short)?
   - Portland State University
   - Scope out the topics you need to become fluent in and look around: recordings online, local and virtual trainings
   - Link it ALL to your MTSS Framework...how do you X, Y, and Z within MTSS.
Unanswered Questions from Webinar #2

1. What does a comprehensive PD plan look like for staff in learning these strategies and processes?
   - Iterative, on-going, leadership lead
   - Use your data to determine your strengths and needs
   - Redundancy builds fluency
   - You can’t build fluency unless you are fluent. Make a commitment to get district level staff trained. Then make a commitment to give them FTE designated for this work.
Strategies for Supporting Staff

1. Ideas for supporting staff wellness.
   - Staff Wellness: WellEducator Webinar Series
   - NW MHTTC Event Calendar
   - Systems that support them!

2. What are some specific activities and support that we can provide to teachers when starting the 2020-2021 school year?
   - Predictability
   - Relationships
   - Narrow focus on supporting them to build SEL/coping skills in students
Strategies for Supporting Staff

1. For return to school, if you had to choose one practice to implement that would have the most positive impact on educators, what would that be?
   - BOOST Those Classroom Practices:
   - Midwest PBIS Network Classroom Page
   - Jefferson Co. Classroom Modules
Strategies for Supporting Staff

1. At our school we have a whole day committed to SEL training for teachers on one of our pre-duty days.
   ○ What are some KEY THINGS you think would be beneficial to focus on with the staff?
   ○ Is there a specific way you would go about doing this?

✘ We won’t get good at SEL unless we treat it like a content area
✘ Redundancy builds fluency
<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
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<tbody>
<tr>
<td>• Getting to know names, strengths and needs.</td>
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<td>• Schoolwide &amp; Classroom Expectations</td>
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<td>• Class Charters</td>
<td>• Peer and Class Problem Solving</td>
<td>• Formal SEL Lessons</td>
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<td>• Community Circles</td>
<td>• Classroom Community Activities</td>
<td>• Diagnostic Academic Work</td>
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<tr>
<td>• Mindfulness/Calming</td>
<td>• Feel Good Plans</td>
<td>• Bystanders Program</td>
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<tr>
<td>• School &amp; Classroom Community Activities</td>
<td>• Zones of Regulation</td>
<td>• Academic Routines &amp; Transitions</td>
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<td>• Recess Games</td>
<td>• Diagnostic Academic Work</td>
<td>• Interactive Structures</td>
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<tr>
<td>• Academic Goals</td>
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<tr>
<td>Week 4</td>
<td>Week 5</td>
<td>Week 6</td>
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<tr>
<td>• Build on Weeks 1-3</td>
<td>• Build on weeks 1-4</td>
<td>• Build on weeks 1-5</td>
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<tr>
<td>• 2 x 10 relationship building if needed</td>
<td>• Increase Self-Monitoring &amp; Independence</td>
<td>• Universal Screening</td>
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<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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✘ Breathe and Reflect
✘ Jot down a note or two
✘ Put a question in the Q& A pod
Strategies for Supporting Students

1. What is the potential impact on students / children for missing “special” benchmarks:
   ○ Graduation
   ○ Prom
   ○ Move up Day, etc.
Strategies for Supporting Students

1. For return to school, if you had to choose one practice to implement that would have the most positive impact on students, what would that be?
   - BOOST Those Classroom Practices:
   - Midwest PBIS Network Classroom Page
   - Jefferson Co. Classroom Modules
Strategies for Supporting Students

1. What are some specific activities and support that we can provide to students when starting the 2020-2021 school year?

✗ Start with School-Wide expectations and rules on how your school community...
   - Treats themselves
   - Treats one another
   - Asks for help
   - What to do when scared, angry, etc.
   - *ASK YOUR students and families to define /refine these!*
Wisconsin Dept of Public Instruction

Trauma Sensitive Schools Online Professional Development

Wisconsin’s TSS Online Professional Development System

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

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

ACCESS STRATEGIES

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

VIEW VLOGS

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.

ACCESS TRAININGS

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

EXPLORE ROAD MAP & SCREENING TOOL

https://traumainformedoregon.org/
Washington State Dept. of Ed. Resources

- Washington State Social Emotional Learning Implementation Guide
- Washington State SOCIAL EMOTIONAL LEARNING STANDARDS, BENCHMARKS, AND INDICATORS
✘ Breathe and Reflect
✘ Jot down a note or two
✘ Put a question in the Q&A pod
Exemplar School Leader:
Kelli DeMonte, Jefferson Lincoln Elementary School Principal
Centralia, Washington

Life before and after COVID-19
Planning for Re-opening
✘ Breathe and Reflect
✘ Jot down a note or two
✘ Put a question in the Q&A pod
Re-Entry

1. How would you package or message the 6 weeks back to school chart for a HS audience? We always hear from our secondary schools that what we share is too primary.
   - Plop HS language into the 6-week plan.
     - EX: Self-management, academic rigor, executive functioning
1. I am looking for more specific lessons or activities I can provide to teachers that can use with their students.

• BIG Idea: Your school-wide universal (expectations, reinforcement system, and instructional based discipline) has to be explicitly linked to the lessons...
  - Strong Kids, Strong Teens
  - Second Step
  - California Institute for Behavioral Health Solutions,
  - CASEL
  - What Works Clearinghouse (WWC) for evidence-based practices
Adapting to Remote/Distance Learning

1. Are there Tier 2 and 3 ideas that can be used in remote learning that can benefit students and families?
   - Boost best teaching practices
   - Boost relationship building practice/ opportunities
   - Have a concrete plan for “dosing up” when kiddos and families need more.

2. What ideas/advances have been made in administering psychoeducational assessments remotely in this new virtual world?
Adapting to Remote/Distance Learning

1. Do you have thoughts on a hybrid remote/brick-and-mortar experience for students?
   - Boost best teaching practices
   - Boost relationship building practice/ opportunities
   - Have a concrete plan for “dosing up” when kiddos and families need more.

2. What ideas/advances have been made in administering psychoeducational assessments remotely in this new virtual world?
   - This is all VERY new. We might want to think more along the lines of Curriculum Based Measures (CBM) and responding to foundational supports
✘ Breathe and Reflect
✘ Jot down a note or two
✘ Put a question in the Q&A pod
Concrete Actions for Equity

- Key Elements of Policies to Address Discipline Disproportionality: A Guide for District and School Teams
- Using Discipline Data within SWPBIS to Identify and Address Disproportionality: A Guide for School Teams
- PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches
Concrete Actions for Equity

✗ Maintaining a Positive Learning Climate in the Aftermath of Tragedy: Lessons Learned in the Ferguson-Florissant School District

✗ Do Wisconsin Schools Implementing an Integrated Academic and Behavior Support Framework Improve Equity in Academic and School Discipline Outcomes?

✗ Culturally Responsive Teaching: A Guide to Evidence-Based Practices for Teaching All Students Equitably
Moderation of LIVE Questions
Wrap Up and Thank you!
Resources
Helpful Websites

www.soundsupports.k12.com: Sounds Supports

www.pbisnetwork.org: NWPBIS Network

www.pbis.org: National PBIS TA Center

www.mhttcnetwork.org: Main MHTTC Website - with links to events from all 10 centers

www.safesupportivelearning.ed.gov
Follow Up & Professional Development

✖ Sounds Supports K12
  - lynassl@soundsupportsk12.com
  - cher@soundsupportsk12.com

✖ Northwest PBIS Network, Inc.
  - info@pbisnetwork.org

✖ 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 #3

1 - Not Helpful
2 - Somewhat Helpful
3 - Very Helpful
Thank You!
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.

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