



Pacific Southwest (HHS Region 9)

Northwest (HHS Region 10)

**MHTTC**

**Mental Health Technology Transfer Center Network**

Funded by Substance Abuse and Mental Health Services Administration

# Secondary Traumatic Stress & Black, Indigenous and People of Color Educator Well Being

February 25, 2021

Presented by:

**Steve Hydon, EdD**

*Treatment and Services Adaptation Center for Resiliency, Hope & Wellness in Schools*

**With Candice Valenzuela, MA**

**Katrina Traylor Rice, MA**

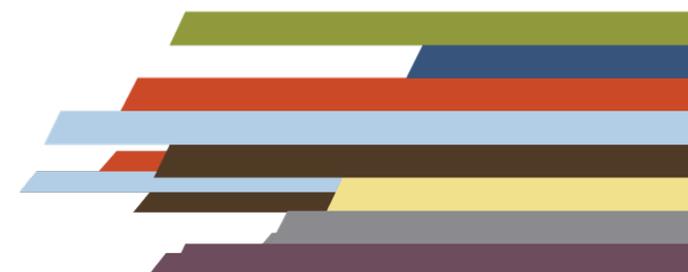
**and Alan Green, PhD**

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- 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 cannot share video.
- Have a question for the presenter? Use the Q&A
- Have a comment or resource for all attendees? Use the Chat
- 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.

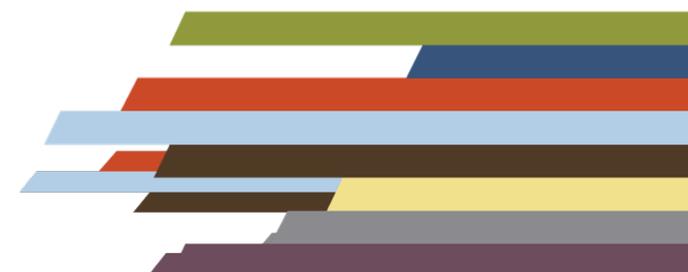
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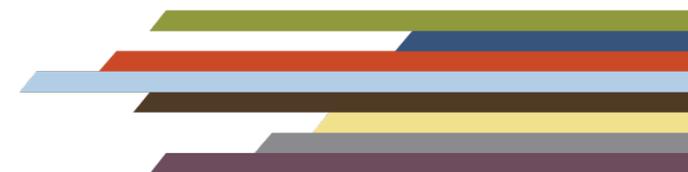
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# Land Acknowledgement

The University of Washington 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 respectfully live and work as guests on these lands with the Coast Salish and Native people who call this home.

The Pacific Southwest MHTTC is led by the Center for Applied Research Solutions, which has offices across California in Sacramento (the land of the Nisenan people), Santa Rosa (land of eight Cahuilla Bands) and Los Angeles, (land of the Tongva peoples); CARS acknowledges the belonging of this land to the Indigenous people named and the unrecognized tribes and peoples as well.



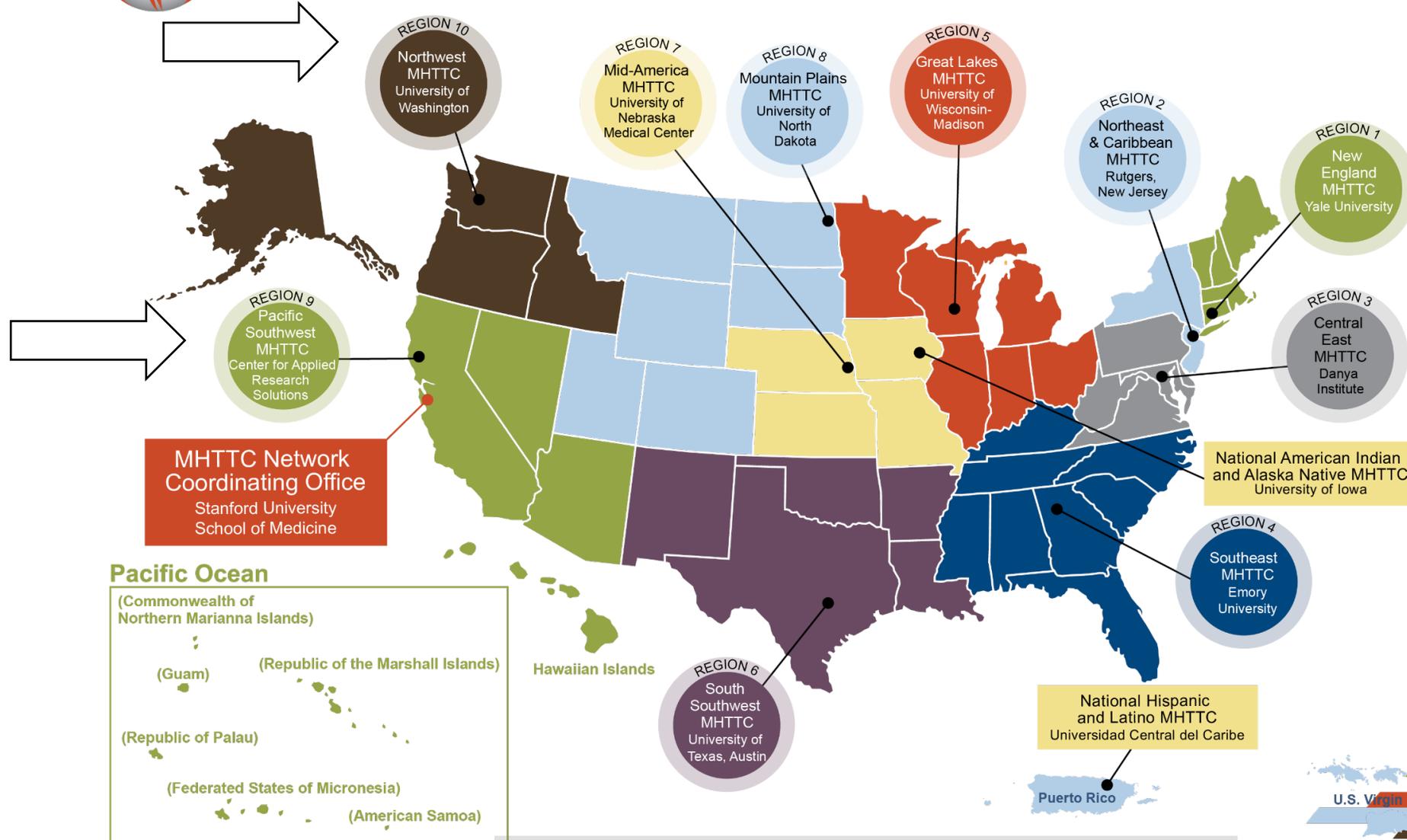
# Mental Health Technology Transfer Center (MHTTC) Network



**MHTTC**

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

**MHTTC Network**



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

The MHTTC Network uses affirming, respectful and recovery-oriented language in all activities. That language is:

STRENGTHS-BASED  
AND HOPEFUL

INCLUSIVE AND  
ACCEPTING OF  
DIVERSE CULTURES,  
GENDERS,  
PERSPECTIVES,  
AND EXPERIENCES

HEALING-CENTERED/  
TRAUMA-RESPONSIVE

INVITING TO INDIVIDUALS  
PARTICIPATING IN THEIR  
OWN JOURNEYS

PERSON-FIRST AND  
FREE OF LABELS

NON-JUDGMENTAL AND  
AVOIDING ASSUMPTIONS

RESPECTFUL, CLEAR  
AND UNDERSTANDABLE

CONSISTENT WITH  
OUR ACTIONS,  
POLICIES, AND PRODUCTS

# Quick Review

## Interconnected Systems Framework: Fact Sheets and Webinars

[bit.ly/ISFwebinars](http://bit.ly/ISFwebinars)

Fact Sheets Created by the Pacific Southwest MHTTC

Pacific Southwest (HHS Region 9)  
**MHTTC** Mental Health Technology Transfer Center Network  
 Funded by Substance Abuse and Mental Health Services Administration

### Fact Sheet

INTERCONNECTED SYSTEMS FRAMEWORK 101:  
 AN INTRODUCTION

BY SUSAN BARRETT, LUCILLE EBER, KELLY PERALES AND KATIE POHLMAN  
 OSEP TECHNICAL ASSISTANCE CENTER ON PBIS

In the United States, over 40% of students will have experienced a mental health problem, such as anxiety or depression, by the time they reach seventh grade (SAMHSA, 2016). Suicide is the second leading cause of death among 10-34 year olds (NIMH, 2018) and according to the National Survey of Children's Health (2016), 46% of children have experienced at least one Adverse Childhood Experience (ACE). The newest statistics on suicide from the Centers for Disease Control (CDC), along with current rates of substance use, opioid abuse, and electronic aggression are alarming. This public health crisis requires a whole population response. Education and mental health leaders are keenly aware of the need to align structures and establish one comprehensive system of social/emotional behavioral (SEB) supports in schools.

The Interconnected System Framework (ISF) is an emerging approach for building a single system of SEB supports in schools. Integrating Positive Behavioral Interventions and Supports (PBIS) and school mental health, the ISF also brings community partners and families into one multi-tiered structure.

The Pacific Southwest Mental Health Technology Transfer Center (MHTTC), in collaboration with the OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS), has developed a three-part series of fact sheets to deepen knowledge and understanding of the ISF. All three documents provide case examples that highlight the local context in which data-based decision making occurs and reflect the diversity of school communities in the region.

- Interconnected Systems Framework 101** provides an introduction to Interconnected Systems Framework, including a definition and a review of the benefits.
- Interconnected Systems Framework 201** describes what will be different for educators and mental health providers when school mental health is integrated into a Multi-Tiered System of Support (MTSS).
- Interconnected Systems Framework 301** describes how to use school and community data to determine what interventions to select and implement to meet the diverse needs of all students.

**PBIS** Positive Behavioral Interventions & Supports  
[www.pbis.org](http://www.pbis.org)

[pacificsouthwest@mhttnetwork.org](http://pacificsouthwest@mhttnetwork.org) | (844) 856-1749 | [www.MHTTCnetwork.org](http://www.MHTTCnetwork.org)

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### Fact Sheet

INTERCONNECTED SYSTEMS FRAMEWORK 201:  
 WHEN SCHOOL MENTAL HEALTH IS INTEGRATED WITHIN A MULTI-TIERED SYSTEM OF SUPPORT: WHAT'S DIFFERENT

BY SUSAN BARRETT, LUCILLE EBER, KELLY PERALES AND KATIE POHLMAN  
 OSEP TECHNICAL ASSISTANCE CENTER ON PBIS

This is the second of a series of three Fact Sheets on the Interconnected Systems Framework (ISF) developed through a collaboration between the Pacific Southwest Mental Health Technology Transfer Center (MHTTC) and the OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS). The Interconnected Systems Framework (ISF) is an implementation framework developed by national leaders in the fields of PBIS and School Mental Health to advance a more effective and efficient system of social emotional and behavioral health in schools. Recognizing the shared contributions and values of both PBIS and SMH, the interconnected approach is a process guided by key stakeholders with authority to develop a unified response that specifically addresses the needs of the population they serve. Leaders engaged in the integrated process are guided by the core features of a multi-tiered system of support. The purpose of this series to deepen knowledge and understanding of the ISF by highlighting key features illustrated by case examples that reflect the diversity of school communities in the region and demonstrate how data-based decision making occurs in a local context. This fact sheet will focus on the core features of an ISF approach.

ISF Applies the Core Features of MTSS  
 The ISF enhances the multi-tiered system of support (MTSS) core features to intentionally include and integrate mental health and wellness. This is accomplished through the inclusion of a broader range of partners, a wider scope of data, and the expansion of interventions to address internalizing mental health issues such as anxiety, depression and trauma. Applying the MTSS features systematically to the expanded continuum of interventions is a deliberate and defining aspect of the ISF process. The following brief provides a short description of how each MTSS feature is enhanced and positioned within the ISF and considerations for getting started.

- An Integrated Team Process**  
 Leadership teams are key to implementation of evidence-based practices (EBPs) in school systems. But too many teams can decrease the system's ability to work efficiently. Since social/emotional health is critical part of reaching academic outcomes, one of the key elements of effective implementation is to establish one set of integrated teams.

Within an integrated approach, the District and Community/Leadership Team makes funding and personnel decisions and explicitly describes the roles and function of teams in a Memorandum of Understanding or service agreement. This allows financial support and district commitment for school and community providers to operate as one team.

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### Fact Sheet

INTERCONNECTED SYSTEMS FRAMEWORK 301:  
 INSTALLING AN INTEGRATED APPROACH

BY SUSAN BARRETT, LUCILLE EBER, KELLY PERALES AND KATIE POHLMAN  
 OSEP TECHNICAL ASSISTANCE CENTER ON PBIS

This is the third of a series of three Fact Sheets on the Interconnected Systems Framework (ISF) developed through a collaboration between the Pacific Southwest Mental Health Technology Transfer Center (MHTTC) and the OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS). The ISF is offered as an option to address the inefficiencies of co-located systems and social, emotional, behavioral programs working in isolation. Building on the success of PBIS, the ISF applies the core features of MTSS to deliberately integrate mental health, community, school, and family partners through a single system of support. The purpose of this series to deepen knowledge and understanding of the ISF by highlighting key features illustrated by case examples that reflect the diversity of school communities in the region and demonstrate how data-based decision making occurs in a local context. This fact sheet will focus on the steps to installing an integrated approach at the District Community Level.

**Installation Process:**  
 District and Community Leadership  
 Adopting and installing an interconnected system ideally involves layered implementation from the state to the local level. This layered implementation happens simultaneously across both state and districts, with school staff providing feedback to district level staff and districts providing input and guidance to state level staff.

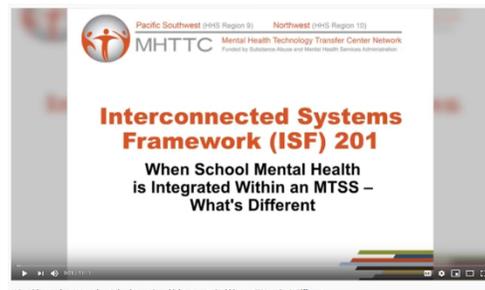
- State systems model and support district level alignment efforts
- Districts organize the partnerships and administrative components needed to guide effective integration at each school building

Many states also use regional or county structures for providing support to districts engaged in the integration of PBIS and mental health. State, district, and school teams benefit from this symmetry across organizational levels as consistent policy, funding, systems alignment, and workforce structures support a solid foundation for sustainable change. Because the unit of implementation of an ISF is most transformative at the local level, we will detail the installation process at the district/community and school levels. Implementers who have a role at the regional or state level can extrapolate the concepts presented for district/community leaders and apply the logic and the tools within their systems.

The purpose of the installation phase is to allocate or reallocate resources to initiate innovation. People who have the authority to allocate resources are identified, awareness activities are taking place and roles, functions, and overall organizational structure are carefully analyzed.

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

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ISF Webinar Series #201: When School Mental Health is Integrated Within an MTSS - What's Different

Interconnected Systems Framework (ISF) 301: Installing an Integrated Approach



## ISF West Coast Party Webinars:

### Enhancing MTSS- Integrating Student Mental Health and Wellness through Systems, Data, and Practices

#### Module 1: ISF in Virtual Conditions

- ~~• 10/20/20 ISF Systems in Virtual Conditions~~
- ~~• 10/22/20 Secondary Traumatic Stress and Educator Well Being~~

#### Module 2: ISF + Trauma Informed Approaches

- ~~• 10/27/20 ISF Systems & Trauma Informed Approaches~~
- ~~• 11/5/20 Virtual Adaptations of Psychological First Aid~~
- ~~• 11/17/20 Virtual Adaptations of Trauma Informed Skills for Educators~~

#### Module 3: ISF + Tiers 2 & 3

- ~~• 12/1/20 ISF Systems and Tiers 2 & 3~~
- ~~• 12/3/20 Virtual adaptations of CBITs, SSET/Bounce Back~~

#### Module 4: ISF & Equity

- 1/12/21 - Secondary Traumatic Stress & BIPOC Educator Well Being (back on today!)
- ~~• 1/19/21 ISF Systems & Equity~~
- ~~• 1/21/21 Racial Violence and Trauma and Schools~~

#### ISF West Coast Town Hall

- 1/26/21 - ISF systems & practices in this moment with Susan Barrett & USC Faculty

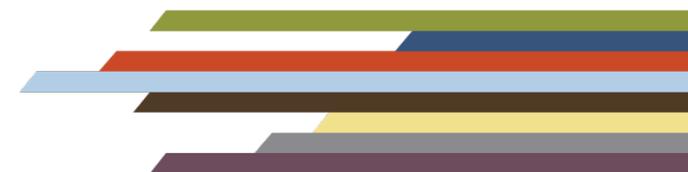
<https://bit.ly/ISF2021>

(It's at the center of everything we do)



## Problem Solving Framework: This is a TEAM Sport!

- **Outcomes:** How will embodying a trauma informed approach impact students, families and staff?
- **Data:** What data will you use to inform strength and needs of your current system?
- **Practices:** What are the evidenced based strategies you will embed across all classrooms?
- **Systems:** How will you support everyone to implement with fidelity?
- **Equity:** How will you put equity at the center of everything you do?

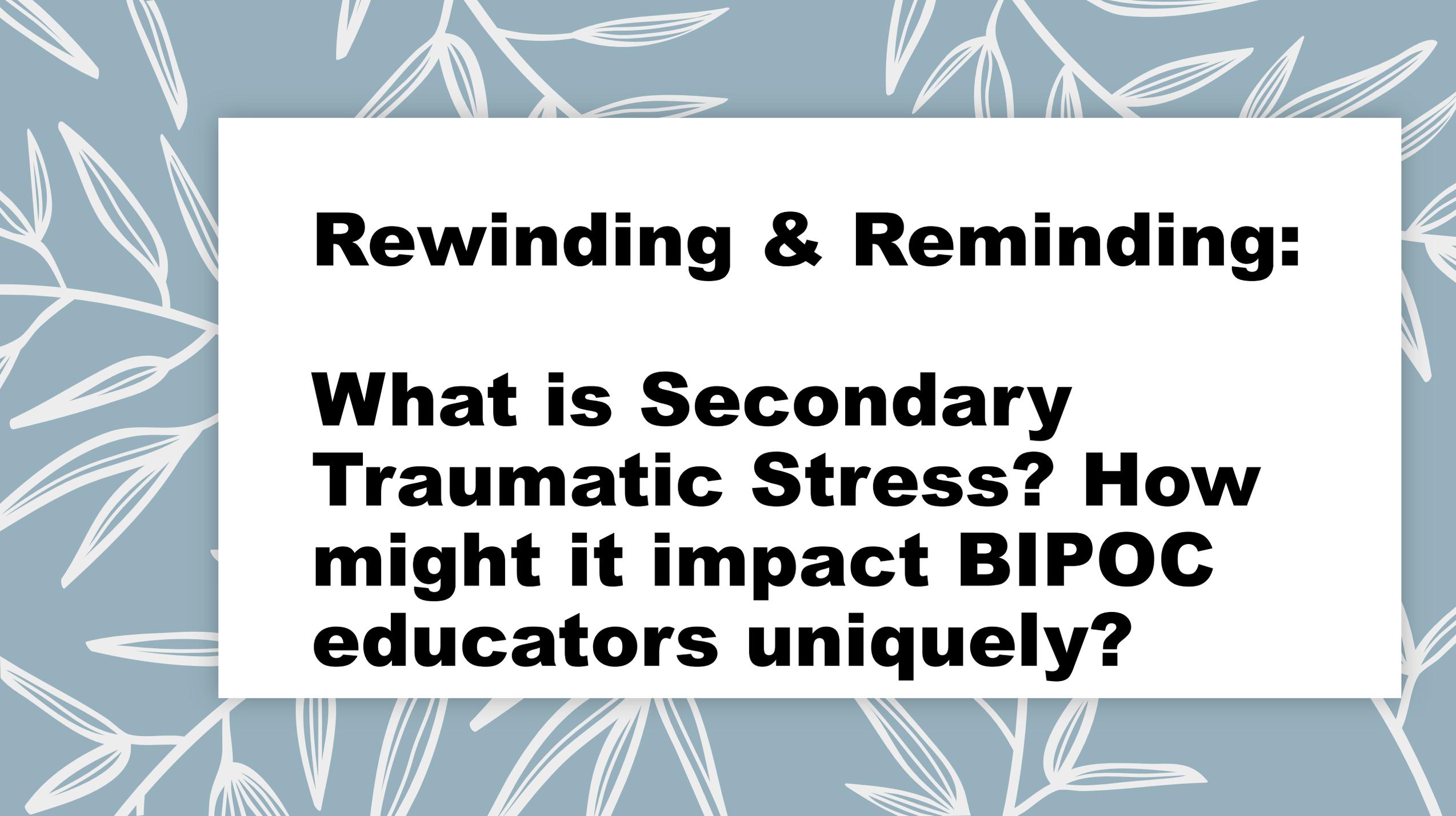




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# SETTLING IN: ECOSYSTEM META

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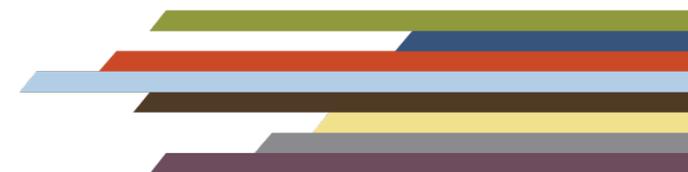
# **Rewinding & Reminding:**

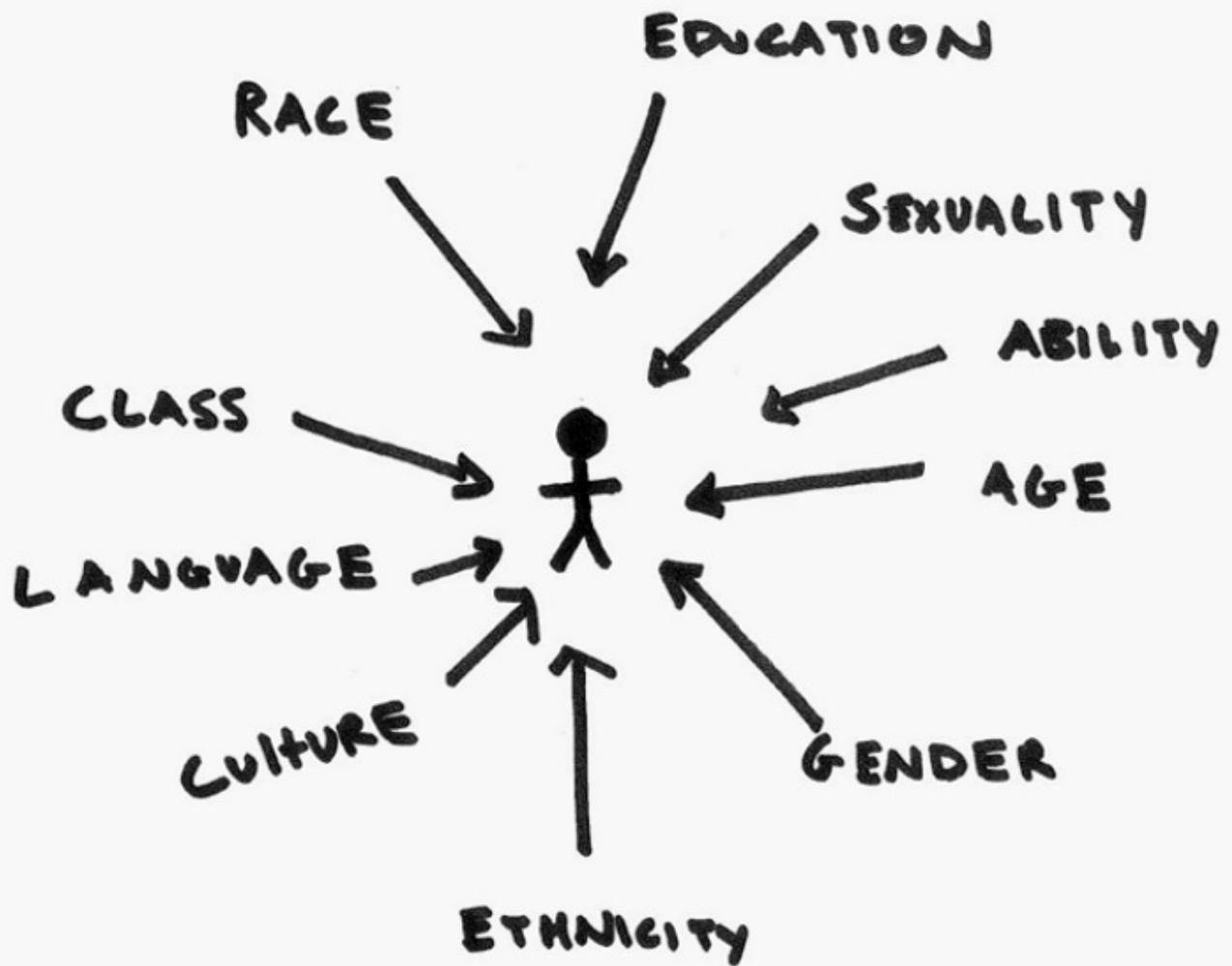
**What is Secondary  
Traumatic Stress? How  
might it impact BIPOC  
educators uniquely?**

# Why this title of this program?

## *Solidarity vs Flattening ... Intentions & Impact*

- The term *BIPOC* can be used to “build authentic and lasting solidarity among Black, Indigenous and People of Color (BIPOC), in order to undo Native invisibility, anti-Blackness, dismantle white supremacy and advance racial justice.” – The BIPOC Project
- The term is not meant to flatten all experiences of all educators who aren't White together. Opposite! It is meant to center Black and Indigenous voices and experiences.
- No matter what term you use, naming and self-naming to have voice and choice is the most important (e.g. person-first language).





**The compounded trauma of being BIPOC in spaces that center Whiteness and the dominant culture (power)**

+

o

**When  
Compassion  
Hurts:  
Defining  
Secondary  
Traumatic  
Stress**

•

Counter transference

Personal experience with a traumatic event(s)

Direct contact with children's stories

Helping others vs neglecting yourself

Empathy vs. sympathy

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# SIGNS OF TRAUMATIC STRESS

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Connection to those you help

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Irritable

---

Too hard on yourself

---

Self esteem

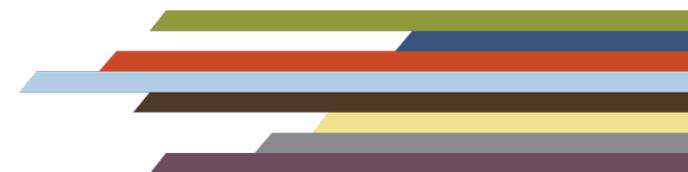
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Lack of focus

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PTSD reactions

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## **Secondary Traumatic Stress Impacts Every Realm of Our Lives**

- Emotional: Feeling numb or detached; living in denial
- Physical: Having low energy or feeling fatigued
- Behavioral: When STS impacts our behavior, we often change our routine of things...
- Professional: STS impact your work effort or create low performance of job tasks and responsibilities.
- Cognitive: Confusion, diminished concentration, difficulty with decision making
- Spiritual: You may question the meaning of life
- Interpersonal: Physical withdrawal or emotionally unavailable to your co-workers or your family

Self care is not enough.  
We need a collective  
care that is bold  
enough to seek justice  
and big enough to hold  
all of us.





**Listening In**

***Voices from Scholarship  
& Experience***



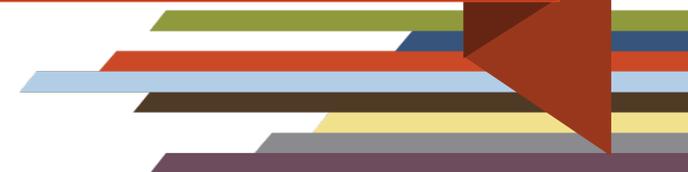
Dr. Alan Green



Candice Valenzuela



Katrina Traylor Rice



- What are the ways leaders can resource and support BIPOC teachers, and how does this look different than traditional models of teacher support? How is BIPOC teacher support related to equity in schools?
- What are systemic challenges to stress regulation for BIPOC staff in schools, and how can leaders address them?
- How might we draw the link between educator wellness and student wellness- deep connection to communities of color?
- What are the correlations between student and adult stress levels, especially within communities of color? How might it impact the educational experience of students?
- What are some cultural strengths within BIPOC communities that can serve to counter the harsh and heavy impact of working within White institutions? Working to support young people that reflect your own community in under resourced settings?
- What are some tangible strategies BIPOC educators can employ within their school settings to support their own wellness?

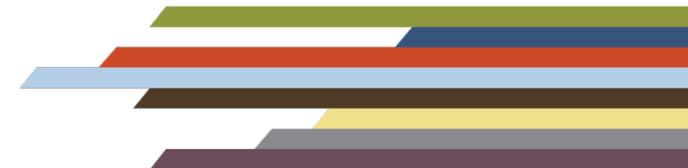
# **Discussions & Reflections**

Questions & Answers for our Guest Panelists

Integration:

- After today's session what is one walkaway?
- What might you need to continue your learning?

# Closing & Looking Ahead





# How to maximize impact

- Make a plan to have a follow up meeting after the webinar to discuss next steps.
  - What resonated?
  - What needs more inquiry?
  - How might further TA support you?
- Take a deeper dive! *Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide PBIS, Volume 2: An Implementation Guide* is now available:  
<http://www.midwestpbis.org/interconnected-systems-framework/v2>
- Check out the Treatment & Services Adaptation Center for more!  
<https://traumaawareschools.org/>

# MHTTC School Mental Health Curriculum *Always and Now*

**Register** to attend this 8-part Learning Series!

<https://mhttcnetwork.org/centers/global-mhttc/school-mental-health-curriculum-always-and-now-learning-series>

SAVE THE DATES

## MHTTC School Mental Health Curriculum *Always and Now* 8-Part Learning Series



### SESSIONS

60-minute Live Sessions take place the 2nd and 4th Tuesdays of each month at 10 a.m. PT / 11 a.m. MT / 12 p.m. CT / 1 p.m. ET, and will be immediately followed by 30-minute Regional Breakout Sessions

Registration & more coming January 2021!

#### Module 1: Foundations of School Mental Health

Tuesday, February 9, 2021

#### Module 2: Teaming

Tuesday, February 23, 2021

#### Module 3: Needs Assessment and Resource Mapping

Tuesday, March 9, 2021

#### Module 4: Screening

Tuesday, March 23, 2021

#### Module 5: Mental Health Promotion for All (Tier 1)

Tuesday, April 13, 2021

#### Module 6: Early Intervention and Treatment (Tiers 2 and 3)

Tuesday, April 27, 2021

#### Module 7: Funding and Sustainability

Tuesday, May 11, 2021

#### Module 8: Impact

Tuesday, May 25, 2021

### OVERVIEW

The MHTTC Network is hosting an 8-part training series using the *National School Mental Health Curriculum: Guidance and Best Practices for States, Districts, and Schools*. Each session will include a pre-session video, live panel session, and post-session regional breakout. The Curriculum was developed by the MHTTC Network in partnership with the [National Center for School Mental Health](#) (NCSMH). It is intended to help states, districts and schools advance comprehensive school mental health and engage in a planning process for implementation. We will contextualize the content to utilize 'always and now,' considering the current pandemic and its impact on school mental health.

[Learn more about the curriculum](#)

Questions? Email [jegonzalez@stanford.edu](mailto:jegonzalez@stanford.edu)



# Healing School Communities in the Context of Racial Violence

— *Where do we go from here?* —

Thursday, Feb. 25 | Thursday, March 4



## Session 2

**Thursday, March 4, 2021 at 11am PT / 2pm ET |**

<https://mhttcnetwork.org/centers/global-mhttc/healing-school-communities-context-racial-violence-where-do-we-go-here>

**Interconnected  
Systems Framework  
West Coast District  
Leadership Institute**

*A Region 9 x Region  
10 collaboration*

Open to district teams  
who participated in  
any of the ISF Series  
October 2020-  
February 2021

**Coming to  
you soon!**

***June 2021***

# Webinars Recordings

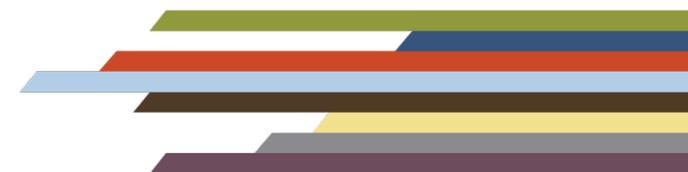
**Did you miss a previous webinar  
or just want to watch one again?**

**Access all of our recorded webinars!**

The recording of this webinar will be made available in the Pacific Southwest Products & Resources Catalog on our website. To view this and all previously recorded webinars that are currently available go to the link below. Check back often as new additions are always being added.

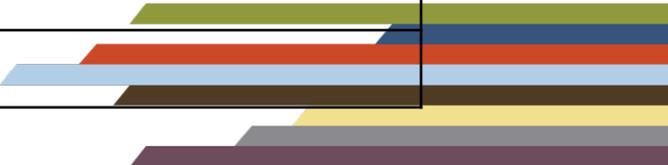
<https://mhttcnetwork.org/centers/global-mhttc/products-resources-catalog?center=35>

*\*Please allow 7-10 business days for all recordings to be made available.*



# Acronyms & Abbreviations

Acronym/Abbreviation	Meaning
CICO	Check-in/Check-Out
EBP	Evidence-Based Practice
FBA-BIP	Functional Behavior Assessment – Behavior Intervention Plan
ISF	Interconnected Systems Framework
MHTTC	Mental Health Technology Transfer Center
MTSS	Multi-Tiered System of Supports
PBIS	Positive Behavioral Interventions and Supports
PD	Professional Development
SAIG	Social/Academic Instructional Group
SEB	Social Emotional Behavioral
SEL	Social Emotional Learning
SMH	School Mental Health
TFI	Tiered Fidelity Inventory
VDP	Vulnerable Decision Points



# Pacific Southwest MHTTC

## Contact Info

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**Website:** <https://mhttcnetwork.org/pacificsouthwest>

Join the Pacific Southwest MHTTC Newsletter!

<https://tinyurl.com/pacsw-mh-news>

**CONNECT WITH US ON SOCIAL MEDIA:**

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# Northwest MHTTC

## Contact Info

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**Phone:** (206) 221-3054

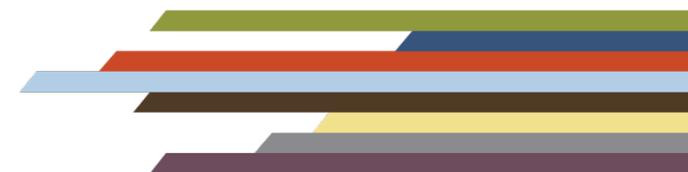
**Website:** <https://bit.ly/NWSMH>

Join the NW MHTTC School Mental  
Health Newsletter!

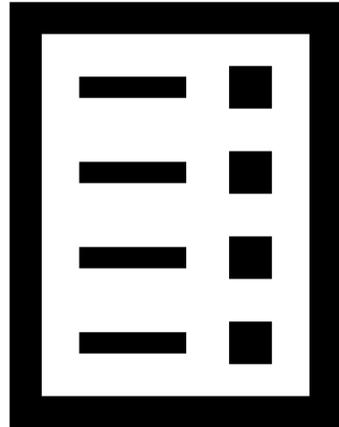
<https://bit.ly/NWSMHsignup>

**CONNECT WITH US ON SOCIAL MEDIA:**

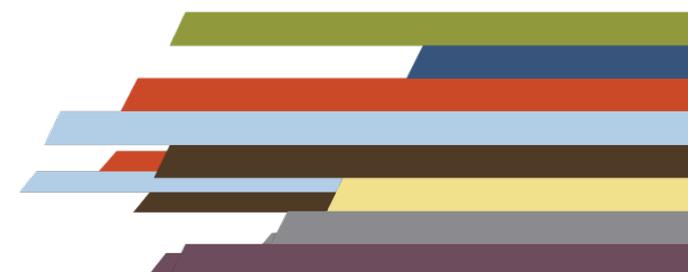
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# Event Survey



- Required by our funder
- Used to inform, refine, & enhance future events/activities
- Helps communicate the need for this type of support
- Voluntary and anonymous



# Thank you!

## Module 1: ISF in Virtual Conditions

- 10/20/20 - ISF Systems in Virtual Conditions
- 10/22/20 - Secondary Traumatic Stress and Educator Well Being

## Module 2: ISF + Trauma Informed Approaches

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- 1/21/21 - Racial Violence and Trauma and Schools

## ISF West Coast Town Hall

- 1/26/21 - ISF systems & practices in this moment with Susan Barrett & USC Faculty

<https://bit.ly/ISF2021>