



MHTTC

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

## National School Mental Health Curriculum 'Always and Now' Learning Series Module 2: Teaming

### Presenters:

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### Participant Question & Presenter Response

**Q1** *Could you share some resources specifically for mental health support for staff to address secondary trauma?*

**A1** [Resources for Secondary Traumatic Stress & BIPOC Educator Well Being](#), MHTTC Regions 9 and 10 bring together critical resources to address secondary trauma and support staff.

[Educator Resilience and Trauma-Informed Self-Care](#)

This handout created by the Center for Great Teachers and Leaders at AIR, includes a self-care self-assessment with key strategies for fostering resilience and a self-care planning tool to assist educators in identifying areas of strength and growth related to self-care and developing self-care plans.

[TEND](#)

TEND offers resources and training to address the complex needs of high stress, trauma-exposed workplaces. Free resources are available on this webpage and include information, multi-media and articles on compassion fatigue, vicarious trauma and organizational health and resilience.

[Compassion Resilience Toolkit](#)

This toolkit offers information, activities, and resources for school leadership and staff to understand, recognize, and minimize the experience of compassion fatigue and to increase compassion resilience. The authors of the toolkit are a collaborative team made up of classroom teachers, student services personnel, administrative leaders, and community mental health practitioners.

**Q2** *Are there any trauma-informed resources for addressing cultural competency, closing gaps and creating a space where all students have the support they need to be successful?*





A2

[Cultural Responsiveness to Racial Trauma](#), The National Child Traumatic Stress Network. This resource offers mental health providers information on understanding cultural responsiveness to racial trauma, why it matters, and what to do.

[Cultural Responsiveness & Equity](#), The National Center for School Mental Health provides a webpage with resources for schools, mental health providers, communities, families, and students on cultural responsiveness and equity in school mental health.

[Becoming an Anti-Racist Educator](#), Wheaton College. This resource is an action-oriented guide that does not claim to be exhaustive. It is meant to engage all educators in becoming anti-racist. It will direct you to resources produced by communities of educators across the US.

[Diversity & Social Justice](#), National Association of School Psychologists. This website provides handouts, discussion guides, podcasts, and more to advance social justice in your school and community.

Q3

***What are some suggestions for parent engagement and how can we frame parent engagement in a strengths-based way?***

A3

At UCSF, we have included parent liaisons who are staff/employed in that role. With parents/students on teams, confidentiality is a significant consideration. There is more to learn here, as we agree with the recommendation, but have only seen it work when parents are in a specific role and bound by confidentiality.

[Framework of Six Types of Involvement](#), Joyce Epstein. This framework describes six essential dimensions of youth, family, and community engagement and partnership in schools.

[Strategies for Equitable Family Engagement](#), State Support Network, Partnering for School Improvement. This resource provides an overview of evidence-based strategies that schools and districts may use to promote equitable family engagement practices. This resource includes summaries of the research on equitable family engagement as well as examples of school and district practices across the country, linking to publicly available information where possible.





[Aligning and Integrating Family Engagement in Positive Behavioral Interventions and Supports \(PBIS\): Concepts and Strategies for Families and Schools in Key Contexts](#). This e-book, supported by the Technical Assistance Center for PBIS funded by the Office of Special Education Programs comprehensively reviews reasons for and ways to significantly enhance family engagement in schools, toward improved tiered systems involving promotion/ prevention, early intervention, and intervention for students, contributing to removed and reduced academic and non-academic barriers to learning, and improved academic, social, emotional, behavioral, and occupational out- comes for them.

### **Additional Resources on Mental Health & Academic Achievement:**

- [The Connection between School Mental Health & Academic Achievement](#): This handout summarizes the research that links student mental health to academic outcomes. This research brief charts the effects of untreated mental health challenges on academic achievement, GPA, test scores, attendance, and graduation.
- [Mental Health and Academic Achievement](#): Now Is The Time Technical Assistance Center (NITTA) Issue Brief on Mental Health and Academic Achievement.
- Research on Psychological Distress and COVID-19: [A Longitudinal Study of Psychological Distress in the United States Before and During the COVID-19 Pandemic](#), Preventive Medicine, Volume 143 (February 2021).

### **Additional Resources Supporting Teaming:**

- McIntosh, K., Predy, L., Upreti, G., Hume, A. E. & Mathews, S. (2014). Perceptions of contextual features related to implementation and sustainability of School-wide Positive Behavior Support. *Journal of Positive behavior Interventions*, 16, 29-41.
- McIntosh, Kent & Mercer, Sterett & Hume, Amanda & Frank, Jennifer & Turri, Mary & Mathews, Susanna. (2012). Factors Related to Sustained Implementation of School-wide Positive Behavior Support. *Exceptional children*. 79.
- [CASEL SEL Framework](#): This resource from CASEL highlights the potential and urgency of leveraging SEL to promote educational equity and excellence.
- [Coordination of Services Team Guide](#): A publication of the Center for Healthy Schools and Communities, Alameda County Health Care Services Agency. This guide serves as an overview and roadmap for school staff and partners interested in improving the coordination of student support services in an elementary, middle, or high school setting.





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