



MHTTC

Mental Health Technology Transfer Center Network
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Closed Captioning Transcript

SMH Curriculum Always and Now Learning Series: Session 5

Kelcey Schmitz, she/hers, Northwest MHTTC: A little after the top of the hour and we have some amazing folks as usual that have joined us today for our session I think we'll go ahead and get started so Chris if you want to take us to the next slide.

Kelcey Schmitz, she/hers, Northwest MHTTC: Now, my name is kelsey schmitz i'm the school mental health lead for the Northwest mental health, technology transfer Center and i'm joining you today.

Kelcey Schmitz, she/hers, Northwest MHTTC: From Olympia Washington i'm very excited to be able to moderate today's session, I want to thank you all for joining us for session five of our eight part learning series mental health m http school mental health always and now.

Kelcey Schmitz, she/hers, Northwest MHTTC: On the next slide just a few housekeeping items again we've made every attempt to make today's presentation, secure and if we need to end the presentation unexpectedly, we will use your registration information to follow up.

Kelcey Schmitz, she/hers, Northwest MHTTC: Though to ensure the quality for the duration of this meeting we've muted mics for all participants, except for the speakers, if you have audio or technical issues during the session the chat box is open for you to communicate with our team, so that they can assist you.

Kelcey Schmitz, she/hers, Northwest MHTTC: We want you to take a moment to locate the Q amp a pod and that should be near the bottom of your screen.

Kelcey Schmitz, she/hers, Northwest MHTTC: And we have TEAM members that are monitoring the Q amp a pod and will ensure that the facilitators receive your questions.

Kelcey Schmitz, she/hers, Northwest MHTTC: To open that Q amp a pod you just hover hover your cursor over the zoom toolbar at the bottom and click on the Q amp a function we've scheduled a full time today for Q amp a with our guests.

Kelcey Schmitz, she/hers, Northwest MHTTC: That will happen, towards the end of the meeting, but we want you to feel free to enter your question at any time.

Kelcey Schmitz, she/hers, Northwest MHTTC: So the session recording and the slide deck will be posted on our website, within a few days, and again I remember reminder that captions are available for today's session.

Kelcey Schmitz, she/hers, Northwest MHTTC: And if you want to enable or disable those you can click the CC button on the bottom of your zoom platforms if you're not already following us on social media, and we encourage you to do that.

Kelcey Schmitz, she/hers, Northwest MHTTC: All right.

Kelcey Schmitz, she/hers, Northwest MHTTC: So, again welcome we're glad you're all here with us today, it looks like we have a little over 300 people joining us.

Kelcey Schmitz, she/hers, Northwest MHTTC: If you're new to us this eight part series is a collaborative effort of the mental health, technology transfer centers known as the htc.

Kelcey Schmitz, she/hers, Northwest MHTTC: were a network that's funded by the substance abuse and mental health services administration.

Kelcey Schmitz, she/hers, Northwest MHTTC: And the image etc network includes 10 regional centers a national American Indian and Alaska native Center.

Kelcey Schmitz, she/hers, Northwest MHTTC: and national Hispanic and Latino Center who happened to be our co host along with the Northwest and AC DC today and a network Coordinating Office.

Kelcey Schmitz, she/hers, Northwest MHTTC: Our collaborative network supports resource development and dissemination training and technical assistance and workforce development for the mental health field.

Kelcey Schmitz, she/hers, Northwest MHTTC: After today's session we would encourage you to visit our website, and if you haven't already found your regional Center and we would encourage you to connect with them and stay in touch for more resources and training opportunities.

Kelcey Schmitz, she/hers, Northwest MHTTC: So on the next slide just a real quick quick disclaimer that this presentation was prepared for the mh ttc network under cooperative agreement.

Kelcey Schmitz, she/hers, Northwest MHTTC: From the substance abuse and mental health services administration or samhsa the opinions that are expressed in this learning session are the views of our moderator and panelists and do not reflect the official position at the Department of Health and human services or Samsung.

Kelcey Schmitz, she/hers, Northwest MHTTC: And then on the next slide and if you've been with us before, and this will not be news to you.

Kelcey Schmitz, she/hers, Northwest MHTTC: And we will provide an evaluation leap towards the end of our session and as part of our stance of funding are required to submit data.

Kelcey Schmitz, she/hers, Northwest MHTTC: related to the quality of this event and and just would encourage you to please take just a few moments and complete this brief survey, and it should automatically pop up on your browser window and after closing today's webinar.

Kelcey Schmitz, she/hers, Northwest MHTTC: So here is a reminder, and that we have an opportunity for you after today's session and to join regional breakout sessions and so that you.

Kelcey Schmitz, she/hers, Northwest MHTTC: can ask questions about the content that we covered today and discuss with others in your region and in more of an informal moderated discussion.

Kelcey Schmitz, she/hers, Northwest MHTTC: With each of our school mental health leads that's contextualize to your specific region, the breakout sessions happen, right after the webinar and and to participate and in the 30 minute breakout sessions, for your region, we will provide you the links that you need.

Kelcey Schmitz, she/hers, Northwest MHTTC: To get to those breakout sessions.

Kelcey Schmitz, she/hers, Northwest MHTTC: Alright, so again, and if you are just now joining us, you are here for session five which is mental health promotion for all tier one and i'm kelsey schmitz and.

Kelcey Schmitz, she/hers, Northwest MHTTC: i'm the school mental health lead for the Northwest mental health, technology transfer Center and i'm excited to be with you today.

Kelcey Schmitz, she/hers, Northwest MHTTC: So, as many of you know, this eight part training series uses the national school mental health curriculum guidance and best practices for states districts and schools this curriculum was developed by our network partnership with the national Center for school mental health in.

Kelcey Schmitz, she/hers, Northwest MHTTC: And it's intended to help states districts and schools advance comprehensive school mental health and engage in a planning process for implementation.

Kelcey Schmitz, she/hers, Northwest MHTTC: And it includes a trainer manual a participant manual eight sets of slide decks for each module representing the core features of comprehensive school mental health and additional resources.

Kelcey Schmitz, she/hers, Northwest MHTTC: Before I continue, I want to let everyone know that, based on the feedback we have gotten from our participants, and we have made a title change to this resource.

Kelcey Schmitz, she/hers, Northwest MHTTC: Our network in partnership with the national school for mental health recently decided to remove the word curriculum from the title of this resource and this resource will now be referred to as national school mental health.

Kelcey Schmitz, she/hers, Northwest MHTTC: Best Practices implementation guidance models for states districts and schools.

Kelcey Schmitz, she/hers, Northwest MHTTC: we've made the necessary updates to the resource materials and our website and today's live session will consist of a discussion and with a small panel.

Kelcey Schmitz, she/hers, Northwest MHTTC: of education and mental health leaders who will provide an always a now application of the school mental health practices implementation guidance modules.

Kelcey Schmitz, she/hers, Northwest MHTTC: While the modules are a great resource to utilize in normal school settings and it's also especially relevant in the current context.

Kelcey Schmitz, she/hers, Northwest MHTTC: With the coven 19 pandemic and its impact on the provision of school mental health services.

Kelcey Schmitz, she/hers, Northwest MHTTC: So our panelists will share with us their experience, using the implementation guidance modules and innovative ways for implementation in our current context.

Kelcey Schmitz, she/hers, Northwest MHTTC: And so, you should see a poll that has popped up and it looks like you all, are doing an excellent job in answering the two questions and i'll give just a couple more seconds seconds if anybody else would like to participate in the poll and and.

Kelcey Schmitz, she/hers, Northwest MHTTC: I think we've got about 65% completed JESSICA so.

Kelcey Schmitz, she/hers, Northwest MHTTC: When you're ready, I think we can share those results with everyone, so it looks like we're split today about half have watched the video and half habit.

Kelcey Schmitz, she/hers, Northwest MHTTC: And then, in terms of the level of mastery or competence with school mental health promotion and pretty pretty even split it looks like we've got folks just kind of right right in the middle.

Kelcey Schmitz, she/hers, Northwest MHTTC: So thank you for participating in our poll.

Kelcey Schmitz, she/hers, Northwest MHTTC: And just a range of experiences that we have joining us today and really great information for our panelists who will be introduced a bit later in the presentation.

Kelcey Schmitz, she/hers, Northwest MHTTC: So for those who did not have a chance to watch the precession video or and you're like me, these days, and could really use a refresher you're in luck and we have.

Kelcey Schmitz, she/hers, Northwest MHTTC: Our PR guest Chris with us today to provide a recap, of the module and serve as one of our panelists for the second part of our session.

Kelcey Schmitz, she/hers, Northwest MHTTC: And so, at this point i'd like to ask.

Kelcey Schmitz, she/hers, Northwest MHTTC: Chris scarred amelia to come on video and want to welcome Chris she is an assistant professor at the University of Maryland school of medicine.

Kelcey Schmitz, she/hers, Northwest MHTTC: National Center for school mental health and we're really excited to have her with us today, and at this point i'm going to pass it off to Chris.

Kris Scardamalia (sher/her): Great Thank you kelsey so much for the introduction and just the invitation to be here today and.

Kris Scardamalia (sher/her): i'm going to start here just just as a heads up if you have watched the module know this is a jam pack module there is a ton of information.

Kris Scardamalia (sher/her): In this one, so today we're going to go pretty rapidly and the intention is this to be just a refresher reminder of the highlights if you didn't have an opportunity to watch the module then maybe this will pique your interest in doing so.

Kris Scardamalia (sher/her): But because today is tier one universal a lot of what we talked about touches almost every aspect of supplemental health, we can think of.

Kris Scardamalia (sher/her): So what you see here on the slide is this is just the overview of the of all the offerings across the modules and we wanted to put this in here in particular today just to give her a reminder that.

Kris Scardamalia (sher/her): There are things are going to come up today that you have questions about I can think about things like funding or maybe teaming and we may say you know it's a great question, I would really direct you to.

Kris Scardamalia (sher/her): module two that has a lot of information about that and that's not to try to not respond to questions.

Kris Scardamalia (sher/her): But because there are areas of the yeah we've got tons more resources there and just to be aware of how each of these modules can be used standalone but then they also all coordinate with each other.

Kris Scardamalia (sher/her): So you'll see the flow of the program where we start off with you know what are the foundations, what is this, why do we even want to be thinking about school mental health.

Kris Scardamalia (sher/her): To teaming to how do I know what I need and what resources do I have to accomplish that to screening two tier one universal support so just where we are today and then an upcoming sessions will be.

Kris Scardamalia (sher/her): conversations around early intervention treatment what we think about is two years, two and three funding and sustainability and then Last, but not in any way least the impact and how do we report out and gather data on what our outcomes are.

Kris Scardamalia (sher/her): So, again today we're focused on mental health promotion for all tier one we of course have our disclaimers here that these opinions.

Kris Scardamalia (sher/her): Are the views of the mental health, technology transfer Center network and the national Center for mental health and we do not.

Kris Scardamalia (sher/her): reflect any official positions of department, health and human services or samhsa all material is in the public domain and you'll see our recommended citation there at the bottom of this slide.

Kris Scardamalia (sher/her): Every module starts off with an agenda and it's it's very much a similar format and what are we talking about how are we defining that, why are we talking about it, what is the value, how do I know that i'm doing it well.

Kris Scardamalia (sher/her): And what sort of things do I need to start thinking about to start planning for my state my district or my school.

Kris Scardamalia (sher/her): So where this module starts is a little bit around what is mental health promotion and then you'll see a little bit on value of mental health promotion, that this is something that you really need.

Kris Scardamalia (sher/her): More information about or you really need to be able to sell this to some of your stakeholders that's where you want to go back to module one tons of information in there about how school mental health can improve outcomes.

Kris Scardamalia (sher/her): Across the board right, not just mental health and well being, which is of course important, but academic outcomes, as well as things like our tuition reads and attendance rates.

Kris Scardamalia (sher/her): Within here this particular module right we start off with some of the most common tier one services and supports this is not an exhaustive list.

Kris Scardamalia (sher/her): But certainly the ones we hear talked about most frequently school climate teacher and school staff well being I will point out that this sits in module.

Kris Scardamalia (sher/her): Five and positive behaviors and relationships positive discipline practices mental health literacy and social emotional learning.

Kris Scardamalia (sher/her): And then from there we're going to talk about you know how would I choose a program, what are the things I should be considering how I know something as evidence informed.

Kris Scardamalia (sher/her): What about the cultural, linguistic needs of my community and then some information around implementation ongoing support and how to again you get how do I know that i'm doing this well.

Kris Scardamalia (sher/her): So here's the list I just gave you me start off with school climate, we have organized the school climate section around.

Kris Scardamalia (sher/her): These areas if this looks familiar to you, it is because this is the way that the Federal school climate survey is organized the eds CLS.

Kris Scardamalia (sher/her): There are then some best practices and assessing school climate and a couple tools that are highlighted for you, if you don't already have something in existence, here are some things to look for.

Kris Scardamalia (sher/her): An embedded throughout this module or a couple different district examples that give you information on how a district actually did put this in place what they found and what seemed to be particularly interesting for that district.

Kris Scardamalia (sher/her): And how do you know that you are doing this correctly again there's a couple reflection questions and bedded through out so if you're working with a team, this would be a point to kind of sit with your team ago okay So what do we know at this point.

Kris Scardamalia (sher/her): And we've assessed school climate now we'd like to improve our school climate, so we now drop into some best practices around interventions for school climate you'll see here there's a series of supports and guides that we point you toward and, at the end of this module and all modules.

Kris Scardamalia (sher/her): For this module four or five slides that are just list of resources with links to them, so any resource that you see here that you're interested in there are links directly from the modules to get to those resources.

Kris Scardamalia (sher/her): And so, other climate and pregnant resources and interventions, this is where then staff wellbeing comes online I do want to point out that, as we talk about staff well being in this module.

Kris Scardamalia (sher/her): And there are certainly some information on self care and why that's important, but we have also given at least equal attention to organizational.

Kris Scardamalia (sher/her): Implementation and needs for the organization to be attending to well being as well as as and strategies for individuals right so.

Kris Scardamalia (sher/her): How do we know if we need to work around well being and how our teachers and staff during here are some things we would think about and best practices for assessing.

Kris Scardamalia (sher/her): Here our guidance on some tools that are there, that you might look to and again we've assessed, now we know we want to do something, what might that look like so best practices around improving teacher and staff well being and some programs to.

Kris Scardamalia (sher/her): help you get started or get give you some ideas.

Kris Scardamalia (sher/her): Now we talked about school wide expectations about positive behaviors right setting those.

Kris Scardamalia (sher/her): Setting those expectations we first cannot talk about positive behaviors without talking about PD is certainly one of them is look to resources here.

Kris Scardamalia (sher/her): So we start here with some information some links to get more information in your district is not currently using PD if you want to learn a little more.

Kris Scardamalia (sher/her): than some best practices around implementing positive reinforcement systems PD is or not, whatever strategies you're using these are the best practices that you're going to want to keep in mind.

Kris Scardamalia (sher/her): And then some additional tools around, how do I implement.

Kris Scardamalia (sher/her): One of the questions that we frequently get across the nation is so we've been doing PT is for a while we're coming online with more school mental health stuff.

Kris Scardamalia (sher/her): we're super confused about how this plays together and it's feeling a little bit like.

Kris Scardamalia (sher/her): We have to do all this new stuff or you know I don't really understand how this connects so you'll see here and on the next slide there's some guidance around interconnected systems framework.

Kris Scardamalia (she/her): which helps understand how all of these things play together because they do, and they all intersect in fact quite nicely, this is a web series that digs a little more into the why what and how integrated systems brain works.

Kris Scardamalia (she/her): Alright, so, then we move on to building healthy relationships sense of community right we.

Kris Scardamalia (she/her): are coming to understand more and more how much our relationships really impact our climate eventually academic outcomes our well being it's really pervasive in our systems.

Kris Scardamalia (she/her): We talk about relationships we of course often talk about restorative practices some certainly a practice that is steeped.

Kris Scardamalia (she/her): In the relationship and relationship building So if you want to learn a little more there's a couple resources here about.

Kris Scardamalia (she/her): What are restorative practices what all does it involve.

Kris Scardamalia (she/her): And then, in general, promoting using discipline practices that reduces exclusionary discipline responses right so anytime out of class out of class suspension out school suspensions expulsions.

Kris Scardamalia (she/her): referrals on to other systems that would then take the kid out of the classroom so I want to reduce my suspensions where can I look to for some resources, this is going to be extremely helpful to you.

Kris Scardamalia (she/her): here's some additional briefs and training, information around restorative practices and how this intersects specifically with will discipline and school mental health.

Kris Scardamalia (she/her): As we talk about mental health and what can we do to promote and all these various strategies right some of the foundational things to think about.

Kris Scardamalia (she/her): And our how we call it mental health literacy right, so how much do our adults enter kids understand about mental health.

Kris Scardamalia (she/her): Is oftentimes where you might want to start just thinking about you know what do we all know about it, what are the thoughts out there, this is often a good place to start addressing stick them.

Kris Scardamalia (she/her): Right, so if I want to increase the mental health literacy for my students and staff, here are some best practices and again we're going to see some helpful tips.

Kris Scardamalia (she/her): And some programming that may be helpful to you if you were kind of dipping your toe into these waters and figuring out what direction you would like to go.

Kris Scardamalia (she/her): It brings us to social emotional learning, something that we are hearing a lot about this past year, much to my delight I'm really glad to see this taking a.

Kris Scardamalia (she/her): Very forward position and school mental health.

Kris Scardamalia (she/her): But let's start into that, what are the practices that support social emotional learning skill development for all students again you'll see some best practices here to keep in mind.

Kris Scardamalia (she/her): Much like PBS and positive behavior can't really talk about sex without talking about consent in the classroom we'll certainly have somebody who has been a leader.

Kris Scardamalia (she/her): In this area, and I do want also note that Castle has a lot of information now extending this wheel and talking about how we would embed cultural responsiveness and appropriateness into these materials.

Kris Scardamalia (she/her): Here are some program guides to help give you a place to start and a district example of a district that started to implement as well as what their experiences for and what positive outcomes they experienced.

Kris Scardamalia (she/her): So that first part is all about kind of digging a little more into what are the types of services and supports, we might think about under tier one.

Kris Scardamalia (she/her): The remainder of the module is about Okay, how do we actually make this work, so we start with implementation and fidelity indicator.

Kris Scardamalia (she/her): I do want to let you know that some of this material is then duplicated in the next module tier two tier three so that you have that information there all you want to be looking at is module five is here if.

Kris Scardamalia (she/her): You're really focused on tiers two to three, this information will also be embedded in that module.

Kris Scardamalia (she/her): So how do I know, things are evidence informed and why do I want things or evidence and for.

Kris Scardamalia (she/her): Multiple resources and best practices here around thinking through evidence informed and.

Kris Scardamalia (sher/her): What I might be looking at and what else I might need to consider it's one thing to ask is there a research, based on what outcomes look like, but an extension of that is to ask who was this research base developed with.

Kris Scardamalia (sher/her): Who, who was served, what does that population look like does that reflect my community and do I feel like this particular intervention is going to fit.

Kris Scardamalia (sher/her): The needs of my Community it some information here on sources of evidence places that you might go to start digging through the overwhelming at times amount of information out there about evidence based practices and recommended programs.

Kris Scardamalia (sher/her): And this again speaking to okay there's some evidence base, but what are the unique strengths needs and cultural linguistics consideration of my Community right my students of my family.

Kris Scardamalia (sher/her): How to start thinking through gather information and get feedback on that aspect of programming and then some worksheets and resources on selecting evidence based programs you'll see this slide and in fact the next are around selecting implementing i'm preparing.

Kris Scardamalia (sher/her): Right, we have decided we're going to do this programming, we have done our research on what we want to do, but we need adequate resource capacity to implement right.

Kris Scardamalia (sher/her): lovely best plans, but if I don't have the resources to actually make this happen that i'm not going to get the outcomes that I was hoping to get so this is the next space that we explore there's an intervention planning forums here.

Kris Scardamalia (sher/her): and other guides around this is from healthy, safe children.

Kris Scardamalia (sher/her): How do I implement this in a school settings checklist to be thinking about ahead of time and some best practices around supporting training and professional development.

Kris Scardamalia (sher/her): I think we're all pretty clear at this point that the the one off hoping train just isn't.

Kris Scardamalia (sher/her): isn't as effective as we would like our interventions to be again if you're having to push and sell this to somebody you know why should we pay for consultation to continue to come back.

Kris Scardamalia (sher/her): After the initial training, give me some great resources for you here.

Kris Scardamalia (sher/her): And what does research say about training, why we do need ongoing support and how do I know that i'm implementing in the way that the intervention was intended in with fidelity with my.

Kris Scardamalia (sher/her): With my population so you'll see some best practices here what is fidelity monitoring checklist for fidelity monitoring.

Kris Scardamalia (sher/her): And some helpful tips one thing we really like to to just make sure people take away is you know fidelity monitoring is all about.

Kris Scardamalia (sher/her): Or at least in part about helping you figure out if you're not getting outcomes that should have come from their programs you're selecting.

Kris Scardamalia (sher/her): figuring out where is it going wrong, and there can be a lot of nuances and how things are implemented a lot of reasons why things are hitting or not hitting.

Kris Scardamalia (sher/her): But we don't want to abandon our program if, in fact, there were a couple tweaks to implementation or to our support that we could have done.

Kris Scardamalia (sher/her): That, in fact, would have improved outcomes for us again you'll see a district example here and some reflection questions to guide your thinking with your team around these issues.

Kris Scardamalia (sher/her): And then, this final slide which is.

Kris Scardamalia (sher/her): very similar in each of the modules you've got all this great information, what is this actually going to look like, for us, where do we start with our strategic planning starting to outline some goals and potential action steps.

Kris Scardamalia (sher/her): So that is the very brief, I hope, around 10 minute.

Kris Scardamalia (sher/her): overview of this module again the goal is not to really give you a lot of information here, but at least to give you the roadmap to this is what you can find in the module.

Kris Scardamalia (sher/her): And, and this is where you might want to go look it's just a last reminder, you know, there are the seven other modules that are going to cover things like how do I fund this.

Kris Scardamalia (sher/her): Who should I breed working with in my community, how do I know what I need like I know I have a broad need i'm really not sure about my specific need.

Kris Scardamalia (sher/her): that's all module three about needs assessment resource mapping and then, of course, additional information off two years, two and three and.

Kris Scardamalia (she/her): How to track your progress and report back out multiple multiple slides here with resources citations a really great stuff to look through, and that is my part, and thank you very much, we are going to turn now to our panelists.

Kelcey Schmitz, she/hers, Northwest MHTTC: wow I feel like if we were all in a room, we would just like have some loud applause for for the way that you marched through all of that material and, as you mentioned, there is a lot to be covered in in this module and what a wonderful job you did of recapping that so thank you.

Kelcey Schmitz, she/hers, Northwest MHTTC: So much for doing that.

Kelcey Schmitz, she/hers, Northwest MHTTC: So now we're going to move on to our next portion of our session and i'm really excited to invite our panelists to come on.

Kelcey Schmitz, she/hers, Northwest MHTTC: And just share a bit about them and be able to turn it over to them to share some information and so today we have with us.

Kelcey Schmitz, she/hers, Northwest MHTTC: Susan Barrett and who's the director of the Center for social behavioral supports and at old dominion university.

Kelcey Schmitz, she/hers, Northwest MHTTC: She is also an implement her partner with the US national technical assistance Center on PBS.

Kelcey Schmitz, she/hers, Northwest MHTTC: And she also co leads the development of the interconnected systems framework that Chris referred to in her and in her recap so i'm excited to have Susan with us today.

Kelcey Schmitz, she/hers, Northwest MHTTC: We also have Sarah how with us and Sarah has a school social worker at last america's newcomer school in Houston and manages the social work department.

Kelcey Schmitz, she/hers, Northwest MHTTC: At Houston Houston revision and is the founder of star, which is survivors of torture of sally's in refugees counseling and consultation.

Kelcey Schmitz, she/hers, Northwest MHTTC: And, and also pursuing her doctorate in clinical social work at the University of Pennsylvania and and then.

Kelcey Schmitz, she/hers, Northwest MHTTC: Finally, we have Dr Jennifer who vista and Dr krista is joining us from central school district in Oregon where she is the superintendent there so i'm just super pleased to have all these amazing folks that have joined us today for our panel and.

Kelcey Schmitz, she/hers, Northwest MHTTC: To get this kicked off, we have some questions for our panelists and our first question is to have them tell us a little bit more about who they are.

Kelcey Schmitz, she/hers, Northwest MHTTC: and their role and how tier one mental health promotion plays out in their work and and we're going to go in this order and we're going to start with Susan and then go to Sarah and then Jennifer.

Susan Barrett (she/her/hers) Center on PBIS: Wonderful Thank you kelsey and thanks to everyone who's participating today it's really an honor to be with you again, my name is Susan Barrett and I work at the Center on PDS.

Susan Barrett (she/her/hers) Center on PBIS: I have worked there for about 20 years and the first thing you need to know if you're not familiar with PD is is that it is a very iterative process we have learned a lot over the last 20 years, it is the most scaled up of all the human services.

Susan Barrett (she/her/hers) Center on PBIS: And and we're really proud to be connected with the school mental health, we have an iterative process that you've been learning about called the interconnected systems framework.

Susan Barrett (she/her/hers) Center on PBIS: And we worked with Dr Nancy leave our Dr Sharon Stephen and Dr mark waste on the development of the interconnected system framework.

Susan Barrett (she/her/hers) Center on PBIS: Which is really the deliberate application and integration of pulling in the Community mental health system into the education arena and really scripting the moves in a step by step format for being able to to do.

Susan Barrett (she/her/hers) Center on PBIS: A complete systems change and and kind of systems reform, if you will, so just to tell you a little bit more about myself i've been in education.

Susan Barrett (she/her/hers) Center on PBIS: For for many, many years I started out as a volunteer substitute teacher a classroom teacher a school counselor crisis response team Member and, finally, an administrator so i've played so many different roles within the school system that that really has informed.

Susan Barrett (she/her/hers) Center on PBIS: I think.

Susan Barrett (she/her/hers) Center on PBIS: My ability to to kind of pull in kinda kind of the common threads.

Susan Barrett (she/her/hers) Center on PBIS: So I see tier one as being such an important part of this because in in all of our work, I think we get caught in this label and diagnose and and focus on one student at a time.

Susan Barrett (she/her/hers) Center on PBIS: And I think one of the ways that the public health framework helps us in making sure that we're working much more effectively and efficiently, is that.

Susan Barrett (she/her/hers) Center on PBIS: The first thing we need to look at us to make sure that the, the majority of our students, their families and our staff are thriving in the ecosystem in the environment, before we start to think about ways that we.

Susan Barrett (she/her/hers) Center on PBIS: Create advanced here support, so I think framing and using the public health framework is a really great.

Susan Barrett (she/her/hers) Center on PBIS: tool that allows us not only to kind of reframe how we think of mental health.

Susan Barrett (she/her/hers) Center on PBIS: In that it's such a there's such a continuum there and we all have a role to play in that so whether that's greeting students at the door.

Susan Barrett (she/her/hers) Center on PBIS: or getting access to services and supports within an office space those all kind of expand our notion of what what mental health is so it's really the shifting away from labeling and diagnosing so sorry my dog is barking in the background.

Susan Barrett (she/her/hers) Center on PBIS: she's just saying hello to everyone it's really that shifting from thinking about one step at a time.

Susan Barrett (she/her/hers) Center on PBIS: to making sure that student is going adequately support it, but then, when they go back in the classroom when they go back in the school.

Susan Barrett (she/her/hers) Center on PBIS: or in an ecosystem that's positive that's nurturing that's caring and that supporting their individual elements into the natural contacts.

Susan Barrett (she/her/hers) Center on PBIS: The other thing about the public health system framework that I love, is that it helps us organize the hour.

Susan Barrett (she/her/hers) Center on PBIS: We are drinking from a fire hose right now there is so much to kind of come through so much to kind of understand we're we're seeing a lot of splintering effects as a result of.

Susan Barrett (she/her/hers) Center on PBIS: Of the attention that we have in the mental health space we're hearing a lot about trauma informed we're hearing a lot about swimming we're hearing a lot of these.

Susan Barrett (she/her/hers) Center on PBIS: These things kind of getting thrown at us, and so what I think really helps us is that public health framework helps us organize and say what is it that we're going to do for all.

Susan Barrett (she/her/hers) Center on PBIS: What is it that we're going to do for some and was it that we're going to do for few.

Susan Barrett (she/her/hers) Center on PBIS: The other thing I think it really helps us do is bring in the Community partners into the space of school schools are not going to be able to do this alone, and we need our critical friends in the Community.

Susan Barrett (she/her/hers) Center on PBIS: To come in and engage in a common way of work and really shift our thinking from having our Community providers just be situated at those upper tiers but really situated in them and helping us define and build a pro social community.

Susan Barrett (she/her/hers) Center on PBIS: And, and so I think that there's a lot a lot on the horizon to be excited about I think the potential is there for us to create a healthier way forward.

Susan Barrett (she/her/hers) Center on PBIS: it's time to disrupt the status quo, it was never working before coven we had a crisis on our hands before coven.

Susan Barrett (she/her/hers) Center on PBIS: And I think this year is really, let us know that if we're really going to be effective, we have to give equal priority for social emotional behavioral mental health right alongside academic achievement.

Susan Barrett (she/her/hers) Center on PBIS: And we have this potential right to reverse trends and create a healthier way forward.

Susan Barrett (she/her/hers) Center on PBIS: And by leaning into this notion of the public health framework this tiered logic this tier one promotion and prevention.

Susan Barrett (she/her/hers) Center on PBIS: We actually can can help mitigate the need for advanced tears if we're really focused on people's environments that are more nurturing and so we're really relying again on this prevention, science and the work of Tony big one, and others that that are helping us achieve that way forward.

Susan Barrett (she/her/hers) Center on PBIS: So i'm going to pause there and let the other panelists kind of talk about their their role in.

Susan Barrett (she/her/hers) Center on PBIS: And their stories in in figuring out how to kind of create a healing movement and really pulling in that tier one promotion and prevention effort in their work so i'll turn it over I think jennifer's going next kelsey.

there.

Sarah K. Howell (she/her/ella): Thank you, my name is Sarah, how will, I am on my campus right now and kids keep popping in the closed door doesn't really mean much so, excuse me, as a wave kids out.

Sarah K. Howell (she/her/ella): During the school day during a typical age of five I am school social worker at las Americas newcomer school.

Sarah K. Howell (she/her/ella): Where a special newcomer campus and he said independent school district and Houston Texas, so we only have the newest of the new kiddos.

Sarah K. Howell (she/her/ella): And I describe our student population is force migrants so traditionally it was more resettled refugees and with the wave of unaccompanied kids we are about 90% 93% Central American right now.

Sarah K. Howell (she/her/ella): So tier one looks really different on our campus when I my background was immigrant mental health before coming in here and schools as a second I never learn always trauma and.

Sarah K. Howell (she/her/ella): The immigrant community but trying to figure out how to fit that in a school has been a little bit an interesting.

Sarah K. Howell (she/her/ella): process so on my campus I am a campus based social worker there's very few of us in the district most go through other agencies.

Sarah K. Howell (she/her/ella): But in my campus I fulfill both intimate administrator role and the social worker role.

Sarah K. Howell (she/her/ella): So I get to have a foot in both worlds, which means I get to really influence programming.

Sarah K. Howell (she/her/ella): We have, over the past couple of years we've brought in restorative practices, working with newcomers but trying to tweak what that looks like with the newcomer population with.

Sarah K. Howell (she/her/ella): Virtually no English and purposes, when when I say force migrants, we specialize in kids that have never been to school before or had very interrupted education, so it is.

Sarah K. Howell (she/her/ella): We don't get to just talk about circles, we have to act it out and he's a lot of.

Sarah K. Howell (she/her/ella): visuals so everything we do we have to look through a an enhanced limbs, so we do restorative practices.

Sarah K. Howell (she/her/ella): I brought in a couple other interventions that I have designed like horticultural therapy with our garden.

Sarah K. Howell (she/her/ella): Animal assisted work that all kids have access to, and then we can do some higher levels of intervention, but something that everybody does on the tier one side.

Sarah K. Howell (she/her/ella): And then my baby over the last couple years has been creating my own social emotional curriculum that really.

Sarah K. Howell (she/her/ella): hits the needs of what our kids experience and so it's kind of evolved over the years, but it plays out in a class now with coping and pandemic things have been a little wonky but pre covert and in the beginning of this year it looked like.

Sarah K. Howell (she/her/ella): A 30 to 40 minute class at every student gets every single day that's just social learning.

Sarah K. Howell (she/her/ella): And trauma informed all sorts of just hitting on all of the concepts, but considering.

Sarah K. Howell (she/her/ella): We have grades four through eight and we're giving kiddos.

Sarah K. Howell (she/her/ella): Every single social skill that you would need plus mental health trying to adapt life in the United States, there were social emotional so it's been it's fun, but it's a very different experience and we place a very high priority on social emotional work and.

Sarah K. Howell (she/her/ella): How to reach everybody.

Kelcey Schmitz, she/hers, Northwest MHTTC: Thank you, Sarah Thank you so much for the very important work that you're doing and the commitment that you have to your students i'm.

Kelcey Schmitz, she/hers, Northwest MHTTC: Just so thrilled that you could join us and that we could elevate the work and that's happening at your school and and the work that you're leading, so thank you for being here.

Kelcey Schmitz, she/hers, Northwest MHTTC: Jennifer.

Jennifer Kubista (she,her,hers) OR: Good morning, all my name is Dr Jennifer cubist I am the superintendent of central school district.

Jennifer Kubista (she,her,hers) OR: Just to give you a geographically where we're located i'm about 10 miles southwest of Salem Oregon, which is our capital, we are considered rural.

Jennifer Kubista (she,her,hers) OR: School district i'm about a population of 3100 students, but I have a school district, that is, rural that is a majority students of color.

Jennifer Kubista (she,her,hers) OR: That actually happened this past year I i've been here for years and, as I took over I knew that that would be moving in that direction, which was exciting, for me, as a superintendent we have a large lot next student population, we also have our in a migrant area within Oregon.

Jennifer Kubista (she,her,hers) OR: Within that population about 17% of our students are emerging bilingual and we take great pride in that that we see that as an asset.

Jennifer Kubista (she,her,hers) OR: Many people don't see that as an asset we're trying to change that language, not only here in Oregon, but I think that's what we need to do across this country, as well as we continue to support our.

Jennifer Kubista (she,her,hers) OR: students and the and our communities and the cultures that we serve within our communities.

Jennifer Kubista (she,her,hers) OR: i'm going to tell you a little bit about my philosophy, I am non traditionally trained so and I start with that because I think it's really important, because a lot of the questions I have asked over the years.

Jennifer Kubista (she,her,hers) OR: is really looking at what the public education system is and how we need to at times.

Jennifer Kubista (she,her,hers) OR: make changes in it, I believe that our job is to develop the whole child.

Jennifer Kubista (she,her,hers) OR: Which means that they're not only academically successful but they're behaviorally physically socially emotionally healthy, safe engage supported and challenged in their learnings each and every day.

Jennifer Kubista (she,her,hers) OR: That philosophy also includes my staff, so we will talk a lot about whole child whole educator whole community, so our whole kit educator is a big part of our.

Jennifer Kubista (she,her,hers) OR: Our learning and our mantra here in our school district where our educators are learning growing living and when we mean living that they're both happy and healthy and that's physically and mentally healthy.

Jennifer Kubista (she,her,hers) OR: That we are working constantly to support our students in each other and that we're leading because everyone within our school district is a leader in their positions that they hold.

Jennifer Kubista (she,her,hers) OR: And so again that's that's we have that at the forefront as we engage in our processes here in.

Jennifer Kubista (she,her,hers) OR: Oregon I did come from just to give an idea I did come from the second largest school district in Washington, where.

Jennifer Kubista (she,her,hers) OR: I had the opportunity, even to work with kelsey and I still get the opportunity to work with her these days.

Jennifer Kubista (she,her,hers) OR: As we developed what's called the whole child initiative, really, how do you embed that social emotional learning.

Jennifer Kubista (she,her,hers) OR: With academics and then obviously since i've been here in Oregon now we're adding in the mental health, a part of that.

Jennifer Kubista (she,her,hers) OR: Within our framework i'm going to go back to what Susan said to talk a little bit about tier one I think it's imperative.

Jennifer Kubista (she,her,hers) OR: Especially those of you that are in public education, and I know we may have some charter schools and and other independent schools in here, but as we talk about education holistically.

Jennifer Kubista (she,her,hers) OR: It is really important that we are looking at both public health and public education and how we can at times collectively work together and not silo.

Jennifer Kubista (she,her,hers) OR: I think that Aha for me about seven years ago when we were doing our implementation at it with the whole child and then what we've continued to do down here in Oregon I think is really important for us as educators and leaders in these fields to to continue to have those conversations.

Jennifer Kubista (she,her,hers) OR: I am a big believer in tier one, I think, and actually people get tired of me, even as a superintendent and in my previous job of saying.

Jennifer Kubista (she,her,hers) OR: I always go back to tier one tier one always has to be the focus, because if you're not doing tier one and there's a potential that majority or larger amounts of your students and staff may need tier two and tier three.

Jennifer Kubista (she,her,hers) OR: Or have tier two and tier three needs were, which is when they're That was where we have to implement and resources there, so I think it's really important as we talked about this that.

Jennifer Kubista (she,her,hers) OR: You know my staff at times gets tired of saying Jen you've talked about this 100 times, I will continue to talk about it 100 times because that's how imperative it is you must be successful at your tier one approaches.

Jennifer Kubista (she,her,hers) OR: It will it will allow you because, again, those are the areas where I like to say they're good programs that that are not very expensive that you can do on a daily basis.

Jennifer Kubista (she,her,hers) OR: as easy as greeting students at the door and relationship relationship relationship relationship doesn't cost anything it costs time.

Jennifer Kubista (she,her,hers) OR: And it's time well spent, to be able to then work through what you may need to work with with additional needs with our with students.

Jennifer Kubista (she,her,hers) OR: Your staff and then the families within the Community, a part of my other job that I have the opportunity to be a part of i'm also a part of the Executive Council, I know that was was in my bio a little bit here, but we have coordinated care.

Jennifer Kubista (she,her,hers) OR: systems of care here in Oregon and it's actually done by our counties, and so we get the opportunity I.

Jennifer Kubista (she,her,hers) OR: sit in polk county and we partner with Marion county that work two counties next to each other to really have an Executive Council that is a mix of mental health providers.

Jennifer Kubista (she,her,hers) OR: As well as educators, as well as university supports that we meet and really focused on how do we do this, you know works work smarter not harder.

Jennifer Kubista (she,her,hers) OR: How do you build those partnerships together to make sure that we're doing what's right.

Jennifer Kubista (she,her,hers) OR: And just for students and families within our communities and I just want to talk about just a couple things that we focus on what with our core values.

Jennifer Kubista (she,her,hers) OR: I think it's really important that, as we do this work that it's not only your youth that we're at the at the forefront, but what our.

Jennifer Kubista (she,her,hers) OR: families need because, again, a lot of times when we know we're looking at potential needs of students it's not students and it can also be involved with family.

Jennifer Kubista (she,her,hers) OR: I think there has to have a Community based part of that I talk a lot about that and build partnerships that is one of the things that I think is crucial in this work that we do together and again, even in the tier one area, you can have partners to help do that.

Jennifer Kubista (she,her,hers) OR: it's really important from an equity lens and we one of our key pieces is that is culturally and linguistically competent.

Jennifer Kubista (she,her,hers) OR: We have made major shifts here since i've been here in our school district, and what we continue to do within the Community to honor the cultures and the diversity.

Jennifer Kubista (she,her,hers) OR: within our Community and supporting our students in that way, and our families and then, how do you, coordinate and collaborate because that's a huge part of that that takes time.

Jennifer Kubista (she,her,hers) OR: I want to be be clear about that that takes time and it can be painful at times to get that going, but it is well worth the time of that resource because you're not going to with building that time with a collaborative.

Jennifer Kubista (she,her,hers) OR: Your resources you're not funding all larger programs that can be very expensive.

Jennifer Kubista (she,her,hers) OR: Because you've done the work on on the ground and then, how do you make sure that you're really looking at.

Jennifer Kubista (she,her,hers) OR: A strengths based I think that's a key important that's really important as we do this work of focusing on strengths first.

Jennifer Kubista (she,her,hers) OR: And working through that and then last piece, I will say is you know, just as you think about this, and within our school district part of the reason I am here is.

Jennifer Kubista (she,her,hers) OR: We are actually a trauma informed school district we actually have a trauma informed policy that drives our work, and I know i'll put it in the chat here in a minute.

Jennifer Kubista (she,her,hers) OR: But I think that's a huge part of how and why we do our work.

Jennifer Kubista (she,her,hers) OR: I think that's an important piece, that we are continuing to build on within our school district and really helping to support all of these approaches.

Jennifer Kubista (she,her,hers) OR: And i'll talk a little bit more about frameworks in the actual tier one that we do within our school district, but really excited to be able to just share.

Jennifer Kubista (she,her,hers) OR: and learn, you know again part of this is also a learning opportunity to learn from Sarah and Susan as we go through this process so thanks for allowing me to be here today.

Kelcey Schmitz, she/hers, Northwest MHTTC: Thank you back to vista and it's always a pleasure to hear from you and the amazing work that you and your team are leading.

Kelcey Schmitz, she/hers, Northwest MHTTC: In Oregon, and so I think now we're going to move to talking a little bit about challenges of tier one, and this question is going to be for Sarah and Jennifer so, can you talk a little bit about.

Kelcey Schmitz, she/hers, Northwest MHTTC: Some challenges of tier one and some recommendations and we're running a little bit behind on time so.

Kelcey Schmitz, she/hers, Northwest MHTTC: Just some brief things around what your challenges have been and what recommendations, you might have for others there you want to go.

Sarah K. Howell (she/her/ella): Sure um I it's kind of speaks to what i've already mentioned finding things that are appropriate for our kiddos I have except grades four through eight.

Sarah K. Howell (she/her/ella): Our kids have had extremely adult experiences and virtually no socialization and so trying to find things that don't seem babyish that hit on the.

Sarah K. Howell (she/her/ella): Correct developmental stages, but also like hitting the needs so and then.

Sarah K. Howell (she/her/ella): applicable to different cultures so it's applicable applicable to a brand new watermelon migrant to just press the border it's a very different than what's necessary for a Mexican American looking young man who's born and raised here.

Sarah K. Howell (she/her/ella): Like Why is my Afghan girls and my Congolese kids just have different needs and so figuring out.

Sarah K. Howell (she/her/ella): There are certain themes so bullying everybody needs to be addressed but.

Sarah K. Howell (she/her/ella): There, it needs to everyone can.

Sarah K. Howell (she/her/ella): benefit from some conversations about, but how to have those conversations and how to make it seem important relevant politically sensitive has probably been the biggest challenge so i'd say.

Sarah K. Howell (she/her/ella): asking what people need observing and then using your professional knowledge to integrate everything that I do I use through the lens of my social work therapy knowledge.

Sarah K. Howell (she/her/ella): Knowledge of trauma knowledge of how people know the stages of change and then, of course, like academics so it's just pulling all together, not it hasn't ever worked for me to take something off the shelf knowing how to knowing what your community needs and tweaking.

Jennifer Kubista (she,her,hers) OR: Go ahead kelsey.

Kelcey Schmitz, she/hers, Northwest MHTTC: You go ahead.

Jennifer Kubista (she,her,hers) OR: So i'm going to take a little i'm going to take us up a little bit, because I, as I saw people introducing themselves, I know we have a mix of i'm going to call implemented and then also high level policy.

Jennifer Kubista (she,her,hers) OR: leaders on this webinar today, so a couple things i'm going to talk about is first some of the challenges, you have to have buy in.

Jennifer Kubista (she,her,hers) OR: I think that is a first, the first part of that and i'm going to my next statement is, and I say this, my staff, when we prepare for whether one of us is going to share.

Jennifer Kubista (she,her,hers) OR: The end they always remind me that I need to publicly say this every time that we have an opportunity to share and one of the things that they say always say is.

Jennifer Kubista (she,her,hers) OR: To me, is why we are being successful is that that we have buy in and that buying a supported by not only the district leadership, but the building leadership administration, all the way down.

Jennifer Kubista (she,her,hers) OR: Within our system so that we are all walking and talking this talk about the supports of how imperative it is to have tier one and mental health supports within those.

Jennifer Kubista (she,her,hers) OR: buildings and moving forward with that so again, I think that can be big challenges that you may you may run into.

Jennifer Kubista (she,her,hers) OR: Again, for many of you, if your superintendent doesn't talk that talk or your chance or doesn't talk that talk that can be barriers in that.

Jennifer Kubista (she,her,hers) OR: implementation phases, I think that is a very important piece that don't people do not talk enough about as we look at shifting our systems to not only supporting academically but again from that mental health, social emotional culture climate within the within the schools.

Jennifer Kubista (she,her,hers) OR: At times fundings funding at that high level can be a barrier.

Jennifer Kubista (she,her,hers) OR: I think that that is a huge part of that I think in Oregon we I feel lucky in 2019 our state legislature passed what's called the student success act.

Jennifer Kubista (she,her,hers) OR: And this is a actually in collaboration between educators and the business world, where the business is.

Jennifer Kubista (she,her,hers) OR: Taking a tax to support what we are trying to build because our businesses in our state said, you know, we need to make some shifts that.

Jennifer Kubista (she,her,hers) OR: Students are not coming out that workforce or college ready, and so they are working with us and have have embedded and financially or supporting that.

Jennifer Kubista (she,her,hers) OR: Because of that, I have been able to embed mental health providers with a collaborative partnership with our county.

Jennifer Kubista (she,her,hers) OR: So I have a mental health provider in every one of our schools that's on top of counselor so that is it's not just that it's our mental health providers are in there.

Jennifer Kubista (she,her,hers) OR: I was able to hire a whole child coordinator that whole child coordinator, has a mental health background, I think that was very important to me as we move forward in into this.

Jennifer Kubista (she,her,hers) OR: You know into Oregon and what we are trying to accomplish with with those pieces so again, I think, funding can be at a high level, and I think you have to be strategic and working with.

Jennifer Kubista (she,her,hers) OR: Your school leaders your district leaders again your charter leaders, depending on what area, you are talking through.

Jennifer Kubista (she,her,hers) OR: Because those can be some beginning challenges that again once you get those out of the way I do also think.

Jennifer Kubista (she,her,hers) OR: tier one as we've said greeting students out the door building relationships that there's not a price tag on that that's just price tag of time, and so I do think that, how do you start with some basic things that everyone can buy into and that you're continuously doing.

Jennifer Kubista (she,her,hers) OR: And I think that's a big part of it i'm a superintendent that walks buildings so kids know me.

Jennifer Kubista (she,her,hers) OR: I think that relationship that even being able to do that both with our staff helps to build that tier one as we look at that those pieces so again.

Jennifer Kubista (she,her,hers) OR: The other piece that I would say, and last thing is just that, as you do these approaches academics behavior social emotional mental health, they are not separate.

Jennifer Kubista (she,her,hers) OR: They need to be braided and blended together in the school day they are not separate of initiatives.

Jennifer Kubista (she,her,hers) OR: We may train at times separately but we work to how does this, and what does this look like daily within or what does that look like daily within our system, so I think that is one of the challenges of how do you help.

Jennifer Kubista (she,her,hers) OR: Staff and students really build that into to your school day moving forward.

Kelcey Schmitz, she/hers, Northwest MHTTC: awesome again I know we're running short on time, but such a rich discussion and such great work that you all, are doing i'm wondering Sarah or Jennifer and maybe if one of you could speak to.

Kelcey Schmitz, she/hers, Northwest MHTTC: How we may ensure equitable and anti racist practices in here one before we wrap up.

Jennifer Kubista (she,her,hers) OR: So here's here's what i'll share to start, so this is how to be part of your, at least in my opinion.

Jennifer Kubista (she,her,hers) OR: It needs to be part of your mission and vision within your district or within your organization.

Jennifer Kubista (she,her,hers) OR: i'm going to say within our strategic plan we have district attend strategic objectives.

Jennifer Kubista (she,her,hers) OR: And one of those is that our decision processes is with an equitable lens to ensure that our students have supported learning environments, I also think our Oregon Department of Education, they are very clear and continue with in our mission of this state that equity is at the forefront.

Jennifer Kubista (she,her,hers) OR: So that is a big part of our conversation, are we culturally with with our students and with our staff.

Jennifer Kubista (she,her,hers) OR: and diversifying our staff, which is part of that process of how we how we do that, I think the other piece when you talk about this is, as you have buy in.

Jennifer Kubista (she,her,hers) OR: Your my board is a big part of this, so we have equity presentations at every board meeting it's a part of our process to make sure that we are moving in that direction.

Jennifer Kubista (she,her,hers) OR: Where we're being able to show what's happening in our schools in that tier one with an equity lens.

Jennifer Kubista (she,her,hers) OR: tied to that, I think the other piece is you need to be talking about anti racist practices and having your staff and including myself.

Jennifer Kubista (she,her,hers) OR: You know the training and professional learning right now we as a school district our district equity team, that is, which includes me, we are going through some anti racism and universal design for learning professional learning right now, so we can continue to embed those into our practices.

Jennifer Kubista (she,her,hers) OR: It is also a piece where equity and this comes from my whole child coordinator.

Jennifer Kubista (she,her,hers) OR: We talked about this a lot that equity is is not, it cannot be separated from the work of mental health that we again that we braid and blend that together.

Jennifer Kubista (she,her,hers) OR: As part of that process and again tier one is the most important part, as my my whole job coordinator, I say it's, the most important mental health work that needs to happen.

Jennifer Kubista (she,her,hers) OR: And that it needs to be done in safe spaces, that we honor all voices and experiences as we do that work, and those are huge part of some of the practices we are using to really make sure they're equitable and that, though they are anti racist practices in tier one.

Kelcey Schmitz, she/hers, Northwest MHTTC: Thank you Jennifer and I know we're at the end of our time and we have one question that i'm going to ask Susan To sum up, this is her challenge.

Kelcey Schmitz, she/hers, Northwest MHTTC: And Susan 15 to 20 seconds, what are specific role talk just a moment about specific roles for Community behavioral health and providers at tier one promotion and.

Susan Barrett (she/her/hers) Center on PBIS: yeah so really quickly, we absolutely need our Community providers to and the team's role at tier one is to actively uncover the needs of students before they come into our schools.

Susan Barrett (she/her/hers) Center on PBIS: And so what the Community providers offer us is that that data set.

Susan Barrett (she/her/hers) Center on PBIS: that's out in the Community that informs us about what the needs are so that we can fortify and strengthen what we offer a tier one so nobody has an opportunity to fail.

Susan Barrett (she/her/hers) Center on PBIS: Too often we kind of wait for folks to fail, before we kick it up a notch, and so this is really a way to.

Susan Barrett (she/her/hers) Center on PBIS: Get in front of it, and again make sure that we're preventing the likelihood of anybody failing and that everybody's thriving in terms of funding.

Susan Barrett (she/her/hers) Center on PBIS: We need to work at the district level there specific things that the State and district can do that remove barriers for implementation at the school.

Susan Barrett (she/her/hers) Center on PBIS: And so we've offered volume two of our interconnected systems framework which really scripts the move at the district, and at the school level to install some of these key implementation components.

Susan Barrett (she/her/hers) Center on PBIS: And really gives you, step by step guidance on how to make this happen in your system.

Susan Barrett (she/her/hers) Center on PBIS: And so the district really needs to remove that barrier of funding to allow our mental health providers to be situated across all tiers of support.

Susan Barrett (she/her/hers) Center on PBIS: so that they can not only provide that data, but they can also consult with us on what to do to fortify and strengthen our tier one implementation effort.

Kelcey Schmitz, she/hers, Northwest MHTTC: I know you could do it Susan.

Kelcey Schmitz, she/hers, Northwest MHTTC: I was awesome, and so we are going to first of all thank you, thank you, thank you to our amazing panelists and speakers and now we're going to transition to the regional breakouts.

Kelcey Schmitz, she/hers, Northwest MHTTC: For 30 minutes you can gain access to those breakout sessions by clicking on the link that we just put in the chat box.

Kelcey Schmitz, she/hers, Northwest MHTTC: And you'll see the link takes you to a document that lists are 10 breakout sessions and one is for each of your regions and we'll just need you to click on the zoom link provided for each region as we wrap up here.

Kelcey Schmitz, she/hers, Northwest MHTTC: And just a reminder to connect with the M http and your region so that's on the next slide there Chris and and.

Kelcey Schmitz, she/hers, Northwest MHTTC: We are, we will be completing the last three learning sessions our next one is on April 27 on early intervention and treatment, two years, two and three, and so just a reminder for you to get registered for those sessions.

Kelcey Schmitz, she/hers, Northwest MHTTC: And there is a link there to access the national school mental health, best practices implementation guide modules on the M http web site.

Kelcey Schmitz, she/hers, Northwest MHTTC: And last but certainly not least, before you happen to those regional sessions just take a couple moments to complete the evaluation and we look forward to continuing the conversation in our regional breakout Thank you so much for everyone's time today.