2024 SPEAKER SERIES

HOSTED BY NORTHWEST MHTTC & CO-SPONSORED BY UW SMART CENTER

SAMHSA
Substance Abuse and Mental Health Services Administration

Northwest (HHS Region 10)
MHTTC

SMART
School Mental Health Assessment Research & Training Center

UNIVERSITY of WASHINGTON

VIRTUAL | LEARNING

PROMOTING A POSITIVE SCHOOL CLIMATE FOR STUDENT MENTAL HEALTH: EFFECTIVE DATA, SYSTEMS AND PRACTICES

OCTOBER 9 ▸ **NOVEMBER 29** ▸ **JANUARY 17** ▸ **MARCH 20** ▸ **APRIL 17**

10AM - 11:15AM AKT   11AM - 12:15PM PT   12PM - 1:15PM MT

LAND ACKNOWLEDGEMENT

The UW 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 aim to respectfully live and work on these lands with the Coast Salish and Native people who call this home.

On **Indigenous Peoples' Day**, we honor the sovereignty, resilience, and immense contributions that Native Americans have made to the world.

There are several ways to celebrate, honor, or observe. You may consider learning more about the land you live on, searching for events to attend in your area, supporting local Native businesses, and accessing or sharing resources:

- The Tribal Training and Technical Assistance (TTA) Center offers TTA on mental and substance use disorders, suicide prevention, and mental health promotion using the Strategic Cultural Framework.

- Mental Health Resources for Native & Indigenous Peoples

- Sacred Trust: Assessment and Diagnosis Through Indigenous Lens

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PROMOTING A POSITIVE SCHOOL CLIMATE FOR STUDENT MENTAL HEALTH: EFFECTIVE DATA, SYSTEMS AND PRACTICES

The Northwest Mental Health Technology Transfer Center and the UW SMART Center are pleased to present the 2024 Virtual Speaker Series to the school mental health workforce. The six-session series features discussions on ways to create a positive school climate for students and staff. Through this series, we are spotlighting evidenced-based strategies to address universal screening, staff retention, and bullying and its intersection with youth mental health and violence.

ALL SESSIONS 10AM - 11:15AM AKT, 11AM - 12:15PM PT, 12PM - 1:15PM MT
Certificates of completion and Washington State clock hours available for attendees of the live sessions.

This resource sheet provides the links to each session. You may also learn more about the full series here: https://bit.ly/2024VirtualSpeakerSeries or by scanning the QR codes below.

SESSION 1 ▶ OCTOBER 9
SCHOOL MENTAL HEALTH THROUGH A MULTI-TIERED SYSTEM FRAMEWORK
CLYNITA GRAFENREED, Ph.D.
SCHOOL MENTAL HEALTH TRAINING AND TECHNICAL ASSISTANCE COORDINATOR
NORTHWEST MHTTC/UW SMART CENTER

SESSION 2 ▶ NOVEMBER 29
COMPREHENSIVE UNIVERSAL SCREENING: A STATEWIDE APPROACH
MARI MEADOR, M.Ed.
IMPLEMENTATION COACH
NORTHWEST MHTTC/UW SMART CENTER

RAYANN SILVA, M.Ed.
SCHOOL MENTAL HEALTH TRAINING AND TECHNICAL ASSISTANCE COORDINATOR AND TRAINING UNIT COORDINATOR
NORTHWEST MHTTC/UW SMART CENTER

KRISTI GREENAWAY CINISOMO
WHOLE CHILD COORDINATOR
TACOMA PUBLIC SCHOOLS

SESSION 3 ▶ JANUARY 17
FOSTERING BELONGING IN STAFF RECRUITMENT AND RETENTION
NIKOLE Y. HOLLINS-SIMS, Ed.D.
EDUCATIONAL STRATEGIST/CONSULTANT
HOLLINS-SIMS CONSULTATION

SESSION 4 ▶ FEBRUARY 8
BECOMING - THE JOURNEY OF A CHANGE AGENT
NIKOLE Y. HOLLINS-SIMS, Ed.D.
EDUCATIONAL STRATEGIST/CONSULTANT
HOLLINS-SIMS CONSULTATION

SESSION 5 ▶ MARCH 20
BULLYING PREVENTION IN ELEMENTARY AND MIDDLE SCHOOLS: FOUNDATIONS AND STUDENT OWNERSHIP
RHONDA NESE, Ph.D.
ASSISTANT PROFESSOR, DEPARTMENT OF SPECIAL EDUCATION AND CLINICAL SCIENCES PRINCIPAL INVESTIGATOR, EDUCATIONAL AND COMMUNITY SUPPORTS
AFFILIATE FACULTY, PREVENTION SCIENCE PROGRAM
UNIVERSITY OF OREGON

SESSION 6 ▶ APRIL 17
BULLYING PREVENTION IN ELEMENTARY AND MIDDLE SCHOOLS: LEVERAGING EXPERTS IN YOUR BUILDING
SARA McDANIEL, Ph.D.
PROFESSOR OF SPECIAL EDUCATION IN THE DEPARTMENT OF SPECIAL EDUCATION AND MULTIPLE ABILITIES AND DIRECTOR OF THE CENTER FOR INTERCONNECTED BEHAVIORAL AND MENTAL HEALTH SYSTEMS
UNIVERSITY OF ALABAMA

Be sure to sign up for our mailing list to receive notifications about the next series. Please contact nwmhttc@uw.edu if you have any questions.

SAMHSA Substance Abuse and Mental Health Services Administration

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Brought to you by:

Northwest Mental Health Technology Transfer Center Network (NWMHTTC)

University of Washington School Mental Health Assessment Research & Training Center (UW SMART CENTER)

A FEW REMINDERS ABOUT TODAY'S SESSION...

- 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 videos are turned off.

- Have a <u>question for the presenter</u>?   *Use the Q&A feature.*

- Need <u>technical help</u>?   *Use the chat to message panelists.*

- 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.

- Certificates of attendance and Washington in-service forms will be provided after you complete the evaluation.

PLEASE NOTE:

The recording and slide deck will be posted on our <u>event page</u> as soon as possible.

# NATIONAL **MHTTC** NETWORK

GOALS OF MHTTC NETWORK:

- **ACCELERATE**
  Adoption and implementation of evidence-based practices and use implementation science to inform training and TA strategies

- **HEIGHTEN**
  Awareness, knowledge, and skills of the workforce

- **FOSTER**
  Regional and national alliances

- **ENSURE**
  Availability and delivery of publicly available, free of charge, training and technical assistance
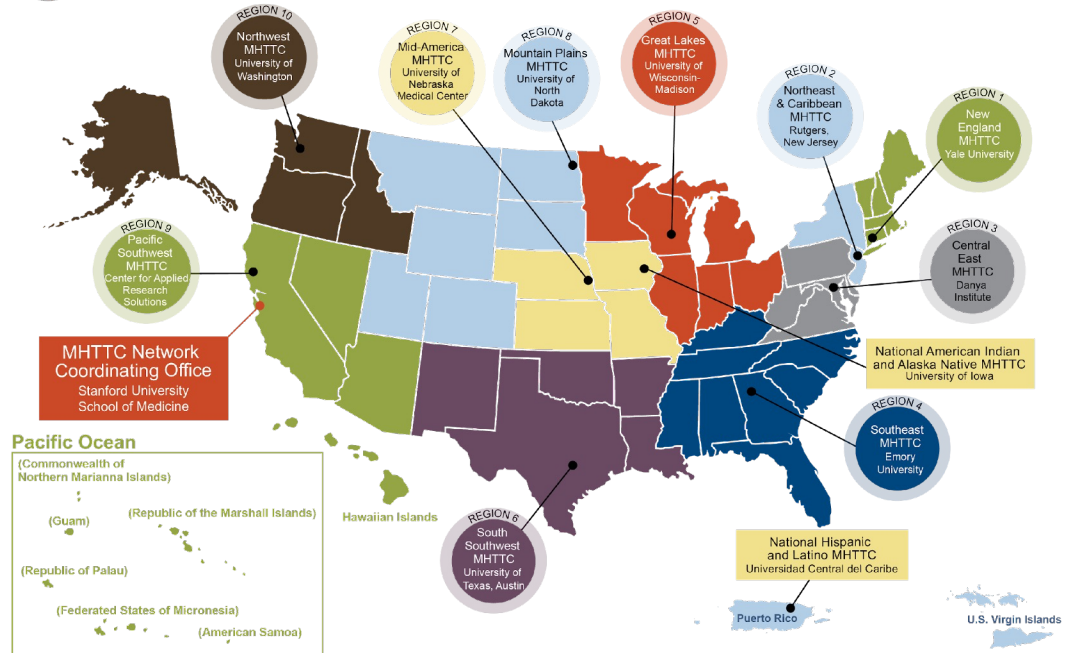
VISIT THE MHTTC WEBSITE
https://mhttcnetwork.org/

ABOUT NORTHWEST MHTTC

The Northwest MHTTC partners with the University of Washington School Mental Health Assessment, Research and Training (SMART) Center, a national leader in developing and supporting implementation of evidence-based practices in schools, including prevention, early intervention and intensive supports.

- Building a Multi-Tiered System of Supports
- Training the Workforce
- Advancing the Research Base

ABOUT THE UW SMART CENTER

A national leader in developing and supporting implementation of evidence-based practices (EBPs) in schools, including prevention, early intervention, and intensive supports.

- Research & Evaluation
- Training and Technical Assistance
- Community Partnering and Outreach

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SESSION DESCRIPTION

This session will provide participants with an overview of the Interconnected Systems Framework (ISF) and how it supports the implementation of School Mental Health.

OBJECTIVES

Participants will develop an understanding of the Interconnected Systems Framework (ISF) and the importance of a single system of delivery.

Secretary Miguel Cardona ✓
@SecCardona

In the past, student access to structured mental health services in schools hasn't been implemented in a functional way. It's been ancillary & after the fact. We have the opportunity now to redesign schools & make sure that mental health services are a core part of school's DNA.

11:11 AM · Mar 27, 2021

💬 75   ⟲ 423   ♡ 1,700   🔖 7   ⬆

PROVIDING MENTAL HEALTH SUPPORTS

PAST PRACTICE	CURRENT THINKING	THE DIFFERENCE
Only certain kids need to receive social emotional behavioral skills.	**Mental Health is for ALL.**	Mental health wellness is a protective factor and should be addressed with same attention as academic skills. As a result, social emotional skills should be taught by all staff, in all settings and to all students.

Source | *Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide PBIS*

PROVIDING MENTAL HEALTH SUPPORTS

PAST PRACTICE	CURRENT THINKING	THE DIFFERENCE
School mental health programs have been considered effective by measuring the number of students referred for services.	**Access is NOT enough.**	We must measure effectiveness through the identification of measurable goals, progress monitoring, *intervention fidelity and student outcome data* across tiers.

Source | *Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide PBIS*

PROVIDING MENTAL HEALTH SUPPORTS

PAST PRACTICE	CURRENT THINKING	THE DIFFERENCE
School Mental Health can be done as a stand alone.	**MTSS is essential to install school mental mental health.**	Imperative that we use MTSS features that include using an *integrated team process*, expanding our *use of data*, having *a formal process for selecting evidenced based practices*, using *comprehensive screening* for early identification, *tracking intervention fidelity and intervention impact*, and providing *professional development* as we integrate school mental health across the tiers.

Source | *Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide PBIS*

THE EVOLUTION OF TIERED STUDENT SUPPORT FRAMEWORKS

RTI, PBIS, MTSS, ISF, SINGLE SYSTEM OF DELIVERY

RESPONSE TO INTERVENTION (RTI)

Uncovering strengths and needs in academic skills

Use of evidence-based curricula

Explicit instruction

Increase intensity of supports (i.e., does & frequency) based on need

Teams make decisions about what and how to implement to support need (e.g., grade-level)

Academics

Social, Emotional, Behavioral

Academics and Behavior
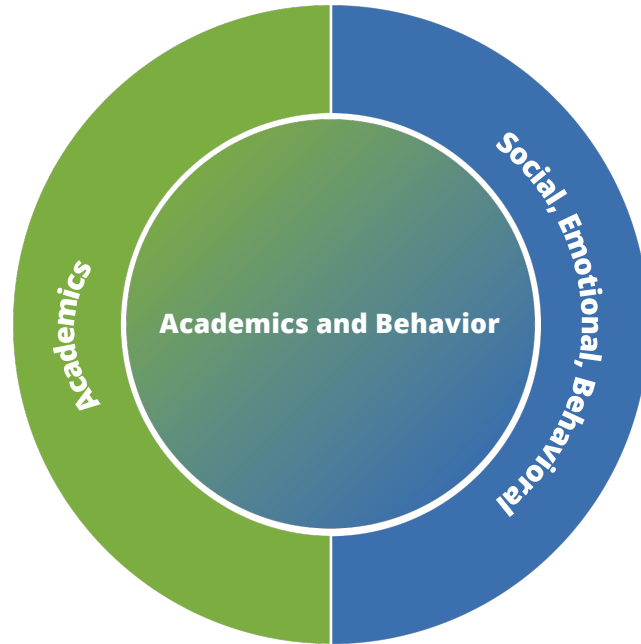
POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS (PBIS)
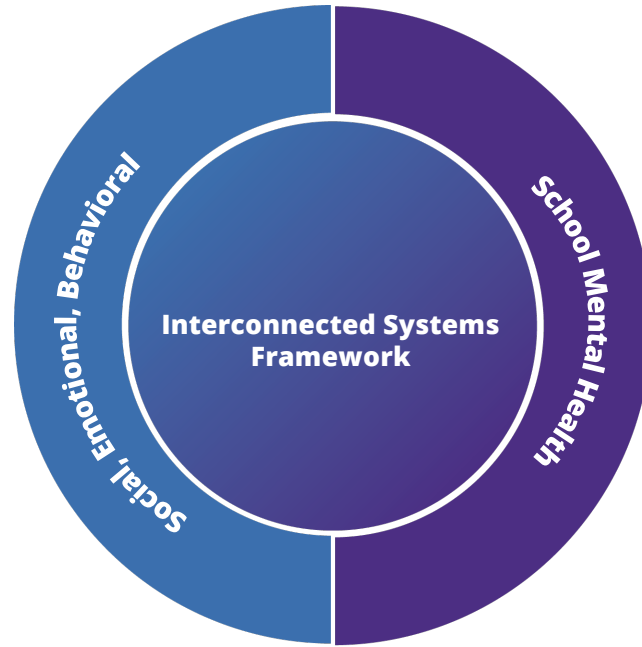
Uncovering strengths and needs in **social emotional behavioral** skills

Use of evidence-based curricula

Explicit instruction **as prevention**

Increase intensity of supports (i.e. does & frequency) based **on strength** and need

Teams make decisions about what and how to implement to support need

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

Academics and Behavior

Uncovering strengths and needs **in academic and social emotional behavioral** skills

Use of evidence-based curricula

Explicit instruction **as prevention**

Increase intensity of supports (i.e. does & frequency) based **on strength and need**

Teams make decisions about what and how to implement to support need

POSITIVE BEHAVIORAL INTERVENTIONs & SUPPORTS (PBIS)

Uncovering strengths and needs in **social emotional behavioral** skills

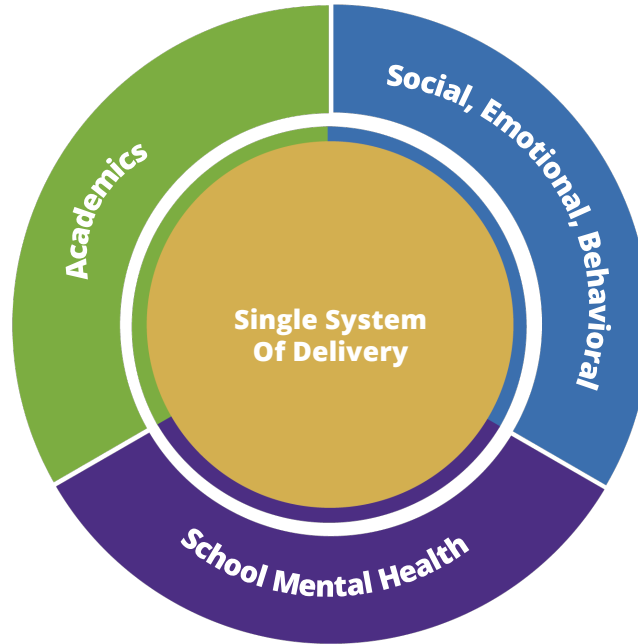Use of evidence-based curricula

Explicit instruction **as prevention**

Increase intensity of supports (i.e. does & frequency) based on **strength** and need

Teams make decisions about what and how to implement to support need

SCHOOL MENTAL HEALTH (SMH)

Uncovering strengths and needs in **mental health** skills

Use of evidence-based **mental health** curricula

Explicit instruction– **wellness is a skill too!**

Increase intensity of supports (i.e. does & frequency) based on strength and need

Expanded team includes youth, family and clinicians making decision about what how to implement to support need across all tiers

Social, Emotional, Behavioral | **School Mental Health**

Interconnected Systems Framework

Interconnected Systems Framework

Uncovering strengths and needs **in mental health** skills

Use of evidence-based **mental health** curricula

Explicit instruction– **wellness is a skill too!**

Increase intensity of supports (i.e., does & frequency) based on strength and need

Expanded team includes youth, family and clinicians make decisions about what and how to implement to support needs across all tiers

RESPONSE TO INTERVENTION (RTI)

Uncovering strengths and needs in academic skills

Use of evidence-based curricula

Explicit instruction

Increase intensity of supports (i.e., does & frequency) based on need

Teams make decisions about what and how to implement to support need (e.g., grade-level)

POSTIVE BEHAVIORAL INTERVENTIONS & SUPPORTS (PBIS)

Uncovering strengths and needs in **social emotional behavioral** skills

Use of evidence-based curricula

Explicit instruction **as prevention**

Increase intensity of supports (i.e. does & frequency) based **on strength** and need

Teams make decisions about what and how to implement to support need

SCHOOL MENTAL HEALTH (SMH)

Uncovering strengths and needs in **mental health** skills

Use of evidence-based **mental health** curricula

Explicit instruction– **wellness is a skill too!**

Increase intensity of supports (i.e. does & frequency) based on strength and need

Expanded team includes youth, family and clinicians making decision about what how to implement to support need across all tiers

(Central diagram)
Academics
Social, Emotional, Behavioral
School Mental Health
Single System Of Delivery

CENTER ON **PBIS** Positive Behavioral Interventions & Supports

Northwest (HHS Region 10) **MHTTC** Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

SMART School Mental Health Assessment Research & Training Center
W UNIVERSITY of WASHINGTON

Single System Of Delivery

CORE FEATURES

PBIS — CENTER ON — Positive Behavioral Interventions & Supports

Effective teams *co-design effort with youth, family and community members*

Data-based decision making that include school data and *community data*

Formal processes for the selection & implementation of **evidence-based** practices (EBP) across tiers with team decision making *(team-based decision)*
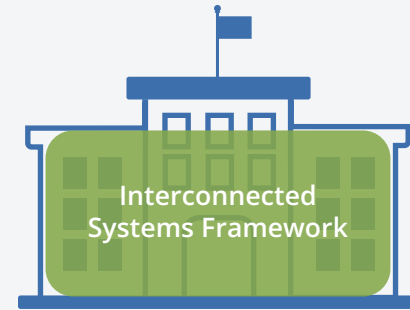
Early access through use of comprehensive screening, *which includes internalizing and externalizing needs*

Rigorous **progress-monitoring** for both fidelity & effectiveness of all interventions *regardless of who delivers*

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THE BIG IDEA

PBIS · School-Based Mental Health → Interconnected Systems Framework

Moving away from co-located, siloed model... ...to a fully integrated system.

A SINGLE OPERATING SYSTEM FOR ALL

PRACTICES, PROGRAMS AND INITIAIVES

Organize your Resources.
- Convene teams
- Initiative inventory & Resource Mapping

So Kids get help early.
- Screening & progress monitoring

Do things that are likely to work.
- Evidence-based practices & formal routines for selecting/ deselecting EBPs

Provide support for staff to do things right.
- Fidelity

Invest in staff so they can support all students.
- Culture of wellness
- Time, space, training, coaching plans & performance feedback

Focus on whole school supports.
- Make sure we are implanting well
- Don't assign student blame when we aren't holding adults accountable to high fidelity

Continuously adjust– Plan, Do, Study, Act.

CENTER ON
PBIS
Positive Behavioral
Interventions & Supports

Using an Interconnected Approach….

….MTSS becomes a community effort, not just something a school is doing.

ADDRESSING LIMITIATION OF
PBIS AND SMH

- PBIS offers a solid foundation, but more is needed as schools struggle to implement effective interventions at Tiers 2 and 3.

- Many systems have challenges aligning multiple social, emotional, and behavioral initiatives.

- Youth with "internalizing" issues may go undetected.

- Not enough staff and resources.

- Although there have been success with efforts to improve social climate and discipline, broader community data and mental health prevention are often not addressed.

There is a need for interconnected systems.

Schools can't do it alone!

Need for community partners to be integrated into school teams;

- Need for funding/support for partners to function at Tier 1 and 2 vs. only "co-located" at Tier 3

- Need for systematic MOUs to clarify roles and functions of integrated teams/work

IMPROVED STUDENT OUTCOMES

Academic achievement
Angus & Nelson, 2021; Horner et al., 2009; Lassen et al., 2006; Nelson et al., 2002

Pro-Social behavior
Metzler et al., 2001; Nelson et al., 2002

Attendance
Flannery et al., 2020; Freeman et al., 2015**

Emotional regulation
Bradshaw, Waasdorp, & Leaf, 2012

Reduced bullying behaviors
Ross & Horner, 2009; Waasdorp, Bradshaw, & Leaf, 2012

Decreased rates of drug/alcohol use
Bastable et al., 2015; Bradshaw et al., 2012**

Social & academic outcomes for SWDs
Lewis, 2017; Tobin, Horner, Vincent, & Swain-Bradway, 2012

REDUCED EXCLUSIONARY DISCIPLINE

Office discipline referrals
Bradshaw, Mitchell, & Leaf, 2010; Bradshaw et al., 2012; Bradshaw et al., 2021 Elrod et al., 2022*; Flannery et al., 2014*; Freeman et al., 2015*; Horner et al., 2005; Horner et al., 2009; Metzler et al., 2001; Nelson et al., 2002; Solomon et al., 2012*

Suspensions
Bradshaw, Mitchell, & Leaf, 2010; Freeman et al., 2015; *Gage et al., 2018; Gage et al., 2019; Nelson, 1996; Nelson et al., 2002; Solomon et al., 2012*

Restraint and seclusion
Reynolds et al., 2016; Simonsen, Britton, & Young, 2010

Racial inequities
Fox et al., 2021; Gion et al., 2022; McIntosh et al., 2018; McIntosh et al., 2021a; McIntosh et al., 2021b; Muldrew & Miller, 2021; Payno-Simmons, 2021; Swain-Bradway et al., 2019

IMPROVED TEACHER OUTCOMES

Teacher efficacy & well-being
Kelm & McIntosh, 2012; Ross & Horner, 2006; Ross, Romer, & Horner, 2012

Teacher-student relationships
Condliffe et al., 2022

Student engagement & instructional time
*Algozzine & Algozzine, 2007; Condliffe et al., 2022; Flannery et al., 2020**

School culture & organizational health
Bradshaw et al., 2008; Bradshaw et al., 2009; McIntosh et al., 2021; Meng et al., 2016

Climate & safety
Elrod et al., 2022; Horner et al., 2009; McIntosh et al., 2021*

PBIS CENTER ON Positive Behavioral Interventions & Supports

WHEN IMPLEMENTING POSITIVE BEHAVIOR INTERVENIONS & SUPPORTS (PBIS) W/FIDELITY

WHAT ARE THE WAYS WE ARE EXPANDING PBIS?

WE'RE EXPANDING BY…

- Effective teams that include youth, family and community mental health providers *(importantly, expanding opportunity and access for members who historically have been excluded)*

- Data-based decision making that include school data beyond ODRs and community data

- Formal processes for the selection & implementation of evidence-based practices (EBP) across tiers with team decision making and customized to fit culture/context/strengths/needs of community

WE'RE EXPANDING BY...

- Early access through use of comprehensive and equitable approach to screening, which includes uncovering strengths, story & internalizing and externalizing needs

- Rigorous progress-monitoring for both fidelity & effectiveness of all interventions regardless of who delivers

- Ongoing coaching at both the systems & practices level for both school and community employed professionals *(e.g., continuously examining the "health" of the system and the strengths and needs of the helpers)*

COMPARING TRADITIONAL SMH & INTERCONNECTED SYSTEMS

TRADITIONAL SILOED SMH APPROACH	INTERCONNECTED SYSTEMS W/in MTSS
Each school has their own plan with MH or other service agency.	A clear plan is developed at the district for integrating MH and other services at all buildings based on school AND community data.
A clinician is placed in a school one or more days to provide services to students.	Teams at all three tiers include a MH professional and teachers are aware of what students are working on to incorporate skill building as part of Tier 1.
School personnel work in isolation attempting to do school mental health alone.	A blended team of school and community providers work collaboratively.
No data are used or available to select or progress monitor interventions. Only data collected is number of students who access MH services.	Move from access to outcomes. Team process is used to select MH interventions and progress monitoring approach is applied to all interventions regardless of who is delivering the intervention.

Adapted From | *Bradshaw, C. P., Williamson, S. K., Kendziora, K., Jones, W., & Cole, S. (2019). Multitiered Approaches to School-Based Mental Health, Wellness, and Trauma. Keeping Students Safe and Helping Them Thrive: A Collaborative Handbook on School Safety, Mental Health, and Wellness, 85*

THE MOVES HAVE BEEN SCRIPTED FOR YOU!

Advancing Education Effectiveness:
Interconnecting School Mental Health and School-Wide PBIS

Volume 2: An Implementation Guide

By: Lucille Eber
Susan Barrett
Kelly Perales
Jennifer Jeffrey-Pearsall
Katie Pohlman
Robert Putnam
Joni Splett
Mark D. Weist

CENTER ON **PBIS** Positive Behavioral Interventions & Supports

CHAPTER 1: Context & Structure for Volume

CHAPTER 2: Defining ISF: Origins, Critical Features & Key Messages

CHAPTER 3: Exploration & Adoption

CHAPTER 4: Installing ISF at the District & Community Level

CHAPTER 5: Installing ISF at the Building Level

CHAPTER 6: Full Implementation & Sustainability

Source | https://www.pbis.org/resource/interconnecting-school-mental-health-and-pbis-volume-2

THANK YOU!

DR. CLYNITA GRAFENREED

School Mental Health Training and Technical Assistance Coordinator at Northwest MHTTC and University of Washington SMART Center

✉ clynita@uw.edu

WITH DR. CLYNITA GRAFENREED

YOUR FEEDBACK IS IMPORTANT

EVAL LINK | https://ttc-gpra.org/P?s=520537

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2024
SPEAKER
SERIES

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of Washington SMART Center

**Promoting A Positive School Climate
For Student Mental Health: Effective
Data, Systems and Practices**

DISCLAIMER

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- At the time of this presentation, Miriam Delphin-Rittmon served as SAMHSA Assistant Secretary. The opinions expressed herein are the views of the speakers, and do not reflect the official position of the Department of Health and Human Services (DHHS), or SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this presentation is intended or should be inferred.

- This work is supported by grant SM 081721 from the Department of Health and Human Services, Substance Abuse and Mental Health Services Administration.

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