



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

What is the Interconnected Systems Framework?

The Interconnected Systems Framework (ISF) promotes using a single system of delivery for educational and mental health support in schools. ISF offers a solution to the challenge of meeting the needs of the whole child. ISF is a structure and process that maximizes effectiveness and efficiency by blending the strengths of school and community mental health with strengths of the multi-tiered framework of PBIS (Barrett, Eber, Weist, 2013).

General ISF Videos & Foundational Resources

- [An Introduction to the Interconnected Systems Framework](#)
- [Introducing the Interconnected Systems Framework Monograph](#)
- [Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide PBIS, Volume I](#)
- [Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide PBIS, Volume 2: An Implementation Guide](#)

The Northwest and Pacific Southwest MHTTC provided a series that explores the ISF framework by examining and redesigning systems (structures and leadership) that are equitable by using data to support practices (services and supports) needed to promote wellness for all.

MHTTC Region 9's ISF Factsheets

ISF 101: An Introduction | *This factsheet introduces ISF and its positive impact on schools; offers strategies to align Positive Behavioral Interventions and Supports (PBIS) and Multi-Tiered Systems of Support (MTSS); provides guidance on how to engage appropriate community partners; and outlines the initial steps for implementing the ISF approach.*

ISF 201: When School Mental Health Is Integrated Within a MTSS – What's Different | *This factsheet provides strategies to develop an integrated ISF leadership team; details the foundation steps to establish ISF at the school or district level; defines the process of evaluating potential evidence-based practices for inclusion in schools; and discusses implementation challenges, solutions, and innovations with ISF practitioners.*

ISF 301: Installing an Integrated Approach | *This factsheet defines appropriate roles, functions, and mission of a District/Community Leadership Team (DCLT); discusses strategies to conduct a robust assessment of existing mental health and MTSS resources; explores the process through which the DCLT selects interventions and monitors outcomes; and identifies installation challenges, solutions, and innovations.*



MHTTC Region 9 & Region 10's ISF Introductory Learning Series (2019)

ISF 101: An Introduction

Presented by Susan Barrett, MA, and facilitated by the school mental health leads of the Northwest MHTTC (Kelcey Schmitz) and the Pacific Southwest MHTTC (Leora Wolf-Prusan)

The Interconnected Systems Framework (ISF) is a strategy to align all social-emotional-behavioral interventions through one system at the state or regional, district, and school level. ISF builds on the success of social service platforms and provides specific steps for integration and alignment to create healthier schools.

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

Presented by Susan Barrett, MA, and joined by school district- and system-based ISF practitioners from the Northwest and Pacific Southwest regions

This is part two of a three- part distance learning series that focuses on the three topics of the newly released ISF Fact Sheet Series (see the ISF 201 Fact Sheet). ISF enhances Multi-Tiered Systems of Support (MTSS) by integrating student mental health and wellness into the existing structures. It engages a broader range of partners, involves a wider scope of data, and expands interventions to address mental health. Presenters share their ISF implementation challenges, celebrations, and lessons learned.

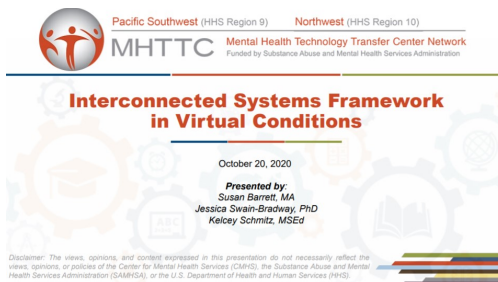
ISF 301: Installing an Integrated Approach

Presented by Susan Barrett, MA, and joined by school district- and system-based ISF practitioners from the Northwest and Pacific Southwest regions

ISF is most transformative at the local level. This webinar details the installation process at the district, community, and school level that results in a comprehensive ISF action plan.

Region 9 & Region 10's Enhancing MTSS - Integrating Student Mental and Wellness through Systems, Data, and Practices Recorded Learning Series (2020-21)

MODULE 1: ISF IN VIRTUAL CONDITIONS



and purpose for this work. Thank you for connecting the existing crisis to the current. I appreciate the work of your team very much and look forward to continuing the series."

ISF in Virtual Conditions with Susan Barrett

Recorded October 2020

Returning to school after an abrupt interruption amplifies the need for a social-emotional well-being, trauma informed and 'mental health for all' approach. This session highlights how the Interconnected Systems Framework (ISF) focuses on a whole system response.

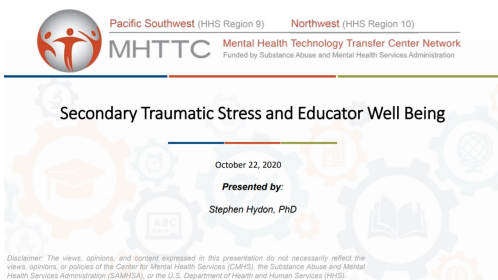
Session Participant Learning Quote: "I am grateful for the "why?" That was presented at the beginning of the presentation to set the urgency

Secondary Traumatic Stress and Educator Well Being with Steve Hydon


Recorded October 2020

This session addresses the impact of traumatic stress on educators. Designed to teach educators and other school staff about signs and symptoms of burnout, compassion fatigue, and secondary traumatic stress (STS).

Session Participant Learning Quote: "It was a good reminder of the importance of taking care of ourselves. Loved the self-care plan as well with the domains of self-care"



MODULE 2: ISF + TRAUMA INFORMED APPROACHES



Interconnected Systems Framework (ISF) and Trauma Informed Approaches

October 27, 2020

Presented by:
Susan Barrett, MA


SEB skills into the matrix, love the checklist for getting to know students, and I love the idea of building predictability around circles or similar (also great place to practice the skills!).”

ISF + Trauma Informed Approaches with Susan Barrett

Recorded October 2020

This session describes how district and school leaders can incorporate trauma-informed practices within a PBIS framework to ensure efficiency and effectiveness with multi-tiered practices to support students impacted by trauma.

Session Participant Learning Quote: “Great training. I need time to wrap my mind around it, but a few takeaways: love the integration of the



Virtual Adaptations of Psychological First Aid

November 5th 2020

Presented by:
Pamela Vona, MA, MPH
Treatment and Services Adaptation Center for Resiliency, Hope & Wellness in Schools

Disclaimer: The views, opinions, and content expressed in this presentation do not necessarily reflect the views, opinions, or policies of the Center for Mental Health Services (CMHS), the Substance Abuse and Mental Health Services Administration (SAMHSA), or the U.S. Department of Health and Human Services (HHS).


another tier I approach to respond and support student behavior through a trauma-informed lens - thank you.”

Virtual Adaptations of Psychological First Aid with Pamela Vona

Recorded November 2020

Virtual adaptation to the Psychological First Aid - Listen, Protect, Connect (PFA - LPC) is addressed in this session. With the intent to guide teachers and staff members in helping traumatized students deal with the aftermath of senseless violence.

Session Participant Learning Quote “This training has left me with



Virtual Adaptations of Trauma Informed Skills for Educators

November 17th, 2020

Presented by:
Vivien Villaverde, MS SW, PPSC, LCSW

Disclaimer: The views, opinions, and content expressed in this presentation do not necessarily reflect the views, opinions, or policies of the Center for Mental Health Services (CMHS), the Substance Abuse and Mental Health Services Administration (SAMHSA), or the U.S. Department of Health and Human Services (HHS).


Session Participant Learning Quote: “Learning about trauma-responsive strategies, which I can utilize when working with my youth and young adults. Connecting the principles with the strategies added beneficial context and a foundation for my work.”

Virtual Adaptations of Trauma Informed Skills with Vivien Villaverde

Recorded November 2020

This session will be an overview of the Trauma-informed Skills for Educators (TISE) Curriculum. The TISE intervention is designed to enhance educators’ knowledge about trauma and its impact on students, as well as enhance educators’ ability to engage with youth who’ve been exposed to trauma.

MODULE 3: ISF & TIERS 2&3



Module 3: Interconnected Systems Framework (ISF) and Tiers 2 & 3

December 1, 2020

Presented by:
Susan Barrett, MA
Jessica Swain-Bradway, PhD
Kelcey Schmitz, MSEd

ISF Systems and Tiers 2 & 3 with Susan Barrett and Jessica Swain-Bradway

Recorded December 2020

Teaming is a key component in the MTSS framework. In this session we discuss what an expanded school-based teaming process looks like in advanced tiers and important routines and procedures teams should use.

Session Participant Learning Quote: *"I enjoyed learning more about strengthening Tier 1 interventions and differentiating Tier 2 interventions and chunking the screening intervention data into buckets."*



Virtual Adaptations of EBPs, Tiers 2/3

December 3rd, 2020

Presented by:

Beth Cooney, LCSW-BACS
Treatment and Services Adaptation Center for Resiliency,
Hope & Wellness in Schools

Disclaimer: The views, opinions, and content expressed in this presentation do not necessarily reflect the views, opinions, or policies of the Center for Mental Health Services (CMHS), the Substance Abuse and Mental Health Services Administration (SAMHSA), or the U.S. Department of Health and Human Services (HHS).

strategies for engaging students more for these groups and providing more info on which programs are suitable to different age groups."

Virtual Adaptations of SSET/Bounce Back with Beth Cooney

Recorded in December 2020

This webinar provides general guidance for providers implementing any kind of tier 2 (and in some instances tier 3) trauma interventions virtually. Though the webinar will focus on CBITS, Bounce Back and SSET the content can be generalized to other trauma-focused interventions due to the overlap in approach when using CBT.

Session Participant Learning Quote: *"I loved that we found more*

MODULE 4: ISF & EQUITY



Module 4 Leadership, ISF & Equity: Do our Systems Harm or Help?

January 19, 2021

Presented by:

Kurt Hatch, M.Ed.
Jessica Swain-Bradway, PhD
Susan Barrett, MA
Kelcey Schmitz, MSEd

Session Participant Learning Quote: *"I did not know about the historical background for the stanford-binet iq tests. Thank you. Also thinking of how our "helpful" systems/interventions can actually be harmful and how much of my assumptions need to be re-examined."*

Leadership ISF, and Equity: Do Our Systems Harm or Help? With Kurt Hatch, Jessica Swain-Bradway, and Susan Barrett

Recorded in January 2021

This session provides opportunities for participants to think about ways school systems help or harm students, families, and staff, and how the Interconnected Systems Framework promotes wellness, healing, and equitable mental health supports in schools. Committing to equity means committing to disrupting harm interpersonally as well as institutionally.



Understanding Racial Stress and Trauma and Schools: Responding by Addressing and Affirming Race

January 21st, 2021

Presented by:

Farzana Saleem, PhD
Treatment and Services Adaptation Center for Resiliency,
Hope & Wellness in Schools

Disclaimer: The views, opinions, and content expressed in this presentation do not necessarily reflect the views, opinions, or policies of the Center for Mental Health Services (CMHS), the Substance Abuse and Mental Health Services Administration (SAMHSA), or the U.S. Department of Health and Human Services (HHS).

Session Participant Learning Quote: *"Finding out how comfortable some people are about talking about race puts into perspective the resistance to the topic and helps me rethink how to introduce the topic in order to create change at work and school sites."*

Understanding Racial Stress and Trauma and Schools: Responding by Addressing and Affirming Race with Farzana Saleem

Recorded in January 2021

This webinar provides an overview of racial stress and trauma (RST) and its consequences for students of color, with a focus on African American and Latinx adolescents. The presentation will highlight methods that teachers, school counselors, and school leadership can use to discuss race, promote resilience in the face of RST, and implement a school wide approach to address RST.



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

February 25, 2021

Presented by:

Steve Hydon, EdD
Treatment and Services Adaptation Center for Resiliency, Hope & Wellness in Schools

With **Candice Valenzuela, MA**
Katrina Taylor Rice, MA
and **Alan Green, PhD**

Disclaimer: The views, opinions, and content expressed in this presentation do not necessarily reflect the views, opinions, or policies of the Center for Mental Health Services (CMHS), the Substance Abuse and Mental Health Services Administration (SAMHSA), or the U.S. Department of Health and Human Services (HHS).

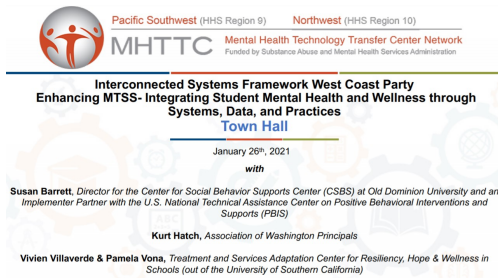
Secondary Traumatic Stress and BIPOC Educator Well Being with Dr. Steve Hydon, Oriana Ides, Candice Valenzuela, Katrina Taylor Rice, and Alan Green

Recorded February 2021

Committing to equity means committing to disrupting harm interpersonally as well as institutionally. This session centers the experience and wellness needs of BIPOC Educators and highlights the connection between radical self-care, cultural humility, collective and systemic care and secondary traumatic stress intervention in our school systems.

Session Participant Learning Quote: “The most valuable and useful information is the trauma informed skill set for BIPOC educators.”

ISF TOWN HALL



ISF Systems & Practices in This Moment

Recorded January 2021

Faculty who have participated in the series before are back for extended conversations on all the topics covered throughout the series.

Session Participant Learning Quote: “Thank you, I greatly appreciated this! Awesome information that can be utilized immediately!”

Resources to Extend Your ISF Learning and Leading

1. [ISF District Installation Guide](#)
 - Step-by-step process for installing ISF at the district level
2. [Installing an Interconnected Systems Framework at the District Community Level: Recommendations and Strategies for Coaches and District Leaders](#)
 - Description of how district/community leaders can embed mental health supports within the PBIS framework
3. [ISF School Installation Guide](#)
 - Step-by-step process for installing ISF at the school level
4. [Installing an Interconnected Systems Framework at the School Level: Recommendations and Examples to Guide School Leadership Teams, Practitioners, and Coaches](#)
 - Description of how school leaders can embed mental health supports within the PBIS framework
5. [Alignment of School Mental Health Quality Frameworks and Tools: Guidance to the Field](#)
 - Description of the alignment of the three leading frameworks of Positive Behavioral Interventions and Support (PBIS), ISF, and Comprehensive School Mental Health Systems (CSMHS)
6. [Building a Culture of Staff Wellness through MTSS](#)
 - Recommendations to district and school leadership teams on how components of PBIS can be used to prioritize staff health and wellbeing
7. [Integrating a Trauma-Informed Approach within a PBIS Framework](#)
 - A how-to guide on integrated trauma and PBIS including strategies and tools
8. [Returning to School During and After a Crisis](#)
 - A guide to supporting states, districts, schools, educators, and students through an MTSS framework
9. [ISF Implementation Inventory](#)
 - Procedural manual for a valid and reliable tool measuring the extent to which core features are being applied
10. [ISF Action Planning Companion Guide to the SW-PBIS TFI](#)
 - An action planning tool for ISF enhancement considerations for each item of the SW-PBIS TFI
11. [Integrated SWPBIS TFI \(Mental Health & Equity\)](#)
 - An action planning tool on cultural responsiveness and support for mental health and wellness within the PBIS framework

Acknowledgments

The ISF series that started in 2019 and continues in 2021 would not have been possible without the thought leadership and vision stewarded by the Pacific Southwest and Northwest MHTTCs, the Center on PBIS and the National ISF Leadership Team.

Questions? Contact your MHTTC Center

Northwest MHTTC

Email: nwsmh@uw.edu
Phone: 206-744-9327

Pacific Southwest MHTTC

Email: pacificsouthwest@mhttcnetwork.org
Phone: 844-856-1749



Pacific Southwest (HHS Region 9)

Northwest (HHS Region 10)

MHTTC

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

SAMHSA

**Substance Abuse and Mental Health
Services Administration**

Funding for this publication was made possible (in part) by SAMHSA. The views expressed in written conference materials or publications and by speakers and moderators do not necessarily reflect the official policies of the Department of Health and Human Services, nor does the mention of trade names, commercial practices, or organizations imply endorsement by the U.S. Government.

This event is supported by SAMHSA of the U.S. Department of Health and Human Services (HHS) as part of a financial assistance award for both Region 9 and 10 totaling \$5,427,270 over four years (2019-2023) with 100 percent funded by SAMHSA/HHS. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by SAMHSA/HHS, or the U.S. Government.