

2024 SPEAKER SERIES



HOSTED BY NORTHWEST
MHTTC & CO-SPONSORED
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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.



VIRTUAL | LEARNING

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

CLYNTA 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 CIRIOBANO
SINGLE ORLEO 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 REESE, 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

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*Northwest Mental Health Technology Transfer
Center Network (NWMHTTC)*

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

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.

Thank You for Joining us for Session 5: 2024 Speaker Series

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 question for the presenter? *Use the Q&A feature.*
- Need technical help? *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.

Thank You for Joining us for Session 5: 2024 Speaker Series
A FEW REMINDERS ABOUT TODAY'S SESSION...

PLEASE NOTE:

The recording and slide deck will be posted on our [event page](#) as soon as possible.

NATIONAL MHTTC NETWORK

GOALS OF MHTTC NETWORK:

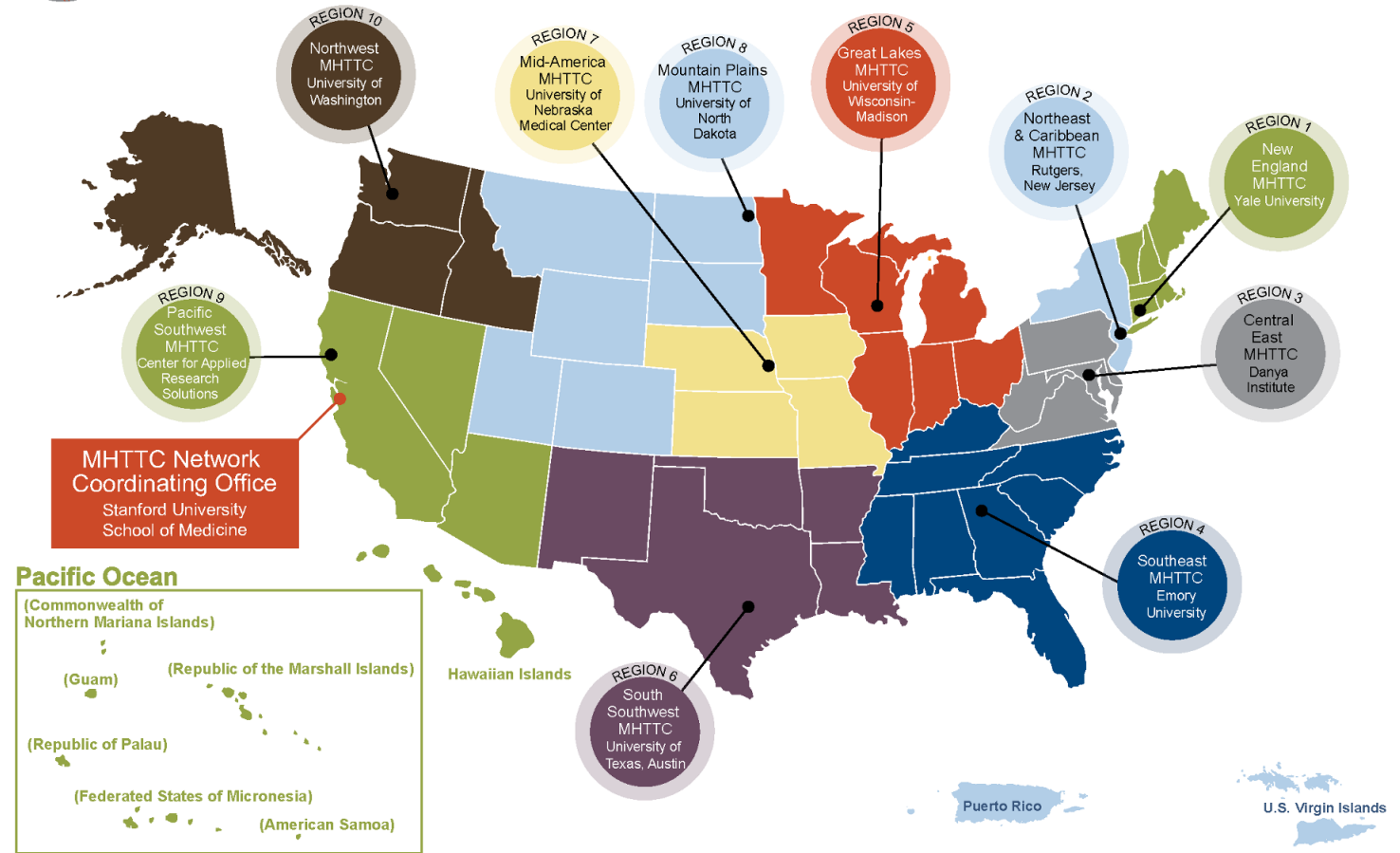
- **ACCELERATE**
Adoption and implementation of evidence-based practices and use implementation science to inform training and TA strategies
- **HEIGHTEN**
Awareness, knowledge, and skills of the workforce
- **FOSTER**
Regional and national alliances
- **ENSURE**
Availability and delivery of publicly available, free of charge, training and technical assistance



MHTTC

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

MHTTC Network



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



2024
SPEAKER
SERIES



HOSTED BY NORTHWEST MHTTC
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BULLYING PREVENTION IN ELEMENTARY AND MIDDLE SCHOOLS: FOUNDATIONS AND STUDENT OWNERSHIP



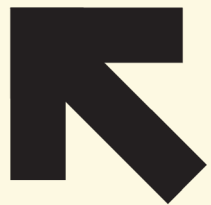
VIRTUAL LEARNING | WEDNESDAY, MARCH 20, 2024

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



RHONDA NEASE, Ph.D.

ASSISTANT PROFESSOR, DEPARTMENT OF SPECIAL EDUCATION
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AND COMMUNITY SUPPORTS AFFILIATE FACULTY, PREVENTION
SCIENCE PROGRAM
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Bullying Prevention in Elementary and Middle Schools: Foundations and Student Ownership

**Rhonda Nese, PhD
University of Oregon**

Hosted by Northwest MHTTC and The University of Washington SMART Center

**2024 Speaker Series
March 20th, 2024**



Learning Objectives

Core features of bullying prevention

1

Increasing student buy-in and ownership

2

Examples of student ownership from exemplar districts

3

Q & A

4



Women's History Month



Click on the image to play video.



Before we begin...

In the Chat Box, please share:

A woman who changed your life for the better

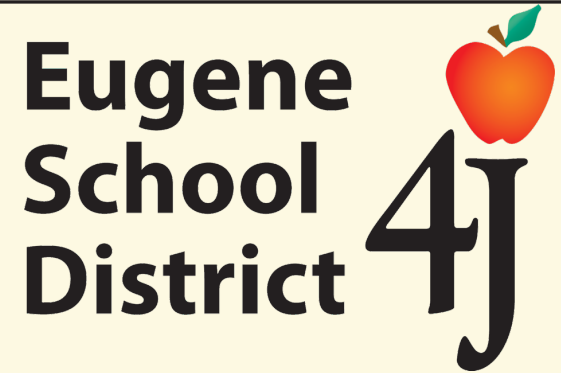
By the end of today, please:

Send her a text, voice message, note, phone call, or thought telling her thank you. Whether she's on this earth or has passed away, putting goodness into the universe is nurturing for the soul.



A big thank you to my partners!

- Brianna Stiller
- Rob Horner
- Celeste Rosetto Dickey
- Anne Tomlanovich
- Scott Ross
- Sara McDaniel
- Our Data Collectors
- The Students & Staff





What is bullying?

- ABA (Anti-Bullying Alliance) defines bullying as:
- The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power
- Bullying can be physical, verbal or psychological
- It can happen face-to-face or through phones/online





Scope of the Issue

- 30% of youth in the United States are estimated to be involved in bullying as either a perpetrator or a recipient.
- Most prevalent in middle school, and during points of transition (e.g. hallways, classrooms).
- Staff are likely to underestimate the extent of harassment and bullying. One study showed:
 - **58% of students perceived** teasing, spreading lies or rumors, or saying mean things to be problematic.
 - **Only 25% of teachers perceived** these behaviors to be problematic.



Impact of Bullying

Somatic symptoms

(Gini & Pozzoli, 2013; Hunter et al., 2014)

Symptoms of depression

(Ttofi et al., 2011)

Anxiety and self-harming behavior

(Kidger et al., 2015; Klomek et al., 2009; 2015)

Suicidal ideation

(Patchin, 2006; Ybarra et al., 2006)

Alcohol and drug abuse

(Radliff et al., 2012)

Aggression

(Reijntjes et al., 2011)

Truancy and delinquency


(Reijntjes et al., 2011)

Lower grades and standardized test scores

(Espelage et al., 2013; Nakamoto & Schwartz, 2010)

These Symptoms can Last for Years (Bowes et al., 2015)



A decorative graphic featuring a green line that starts from the left, curves down, and then continues horizontally. A blue line starts from the bottom, curves up, and then continues horizontally, overlapping the green line. A red line starts from the top right and curves down. An orange circle is positioned on the left side. Two small black dots are placed on the green line: one on the upper curve and one on the horizontal segment.

Why invest in school-wide bullying prevention?



Concerns with typical practice

- Many bullying prevention programs focus on the bully and the victim
 - **Problem #1:** Inadvertent “teaching of bullying”
 - **Problem #2:** Blame the bully
 - **Problem #3:** Ignore role of “bystander/upstander”
 - **Problem #4:** Expensive with little evidence
 - **Problem #5:** Initial effects without sustained impact
- Many bully prevention programs are either ineffective, only show change in verbal behavior, or inadvertently result in increases in relational aggression and bullying.



Bully Prevention: The Foundation

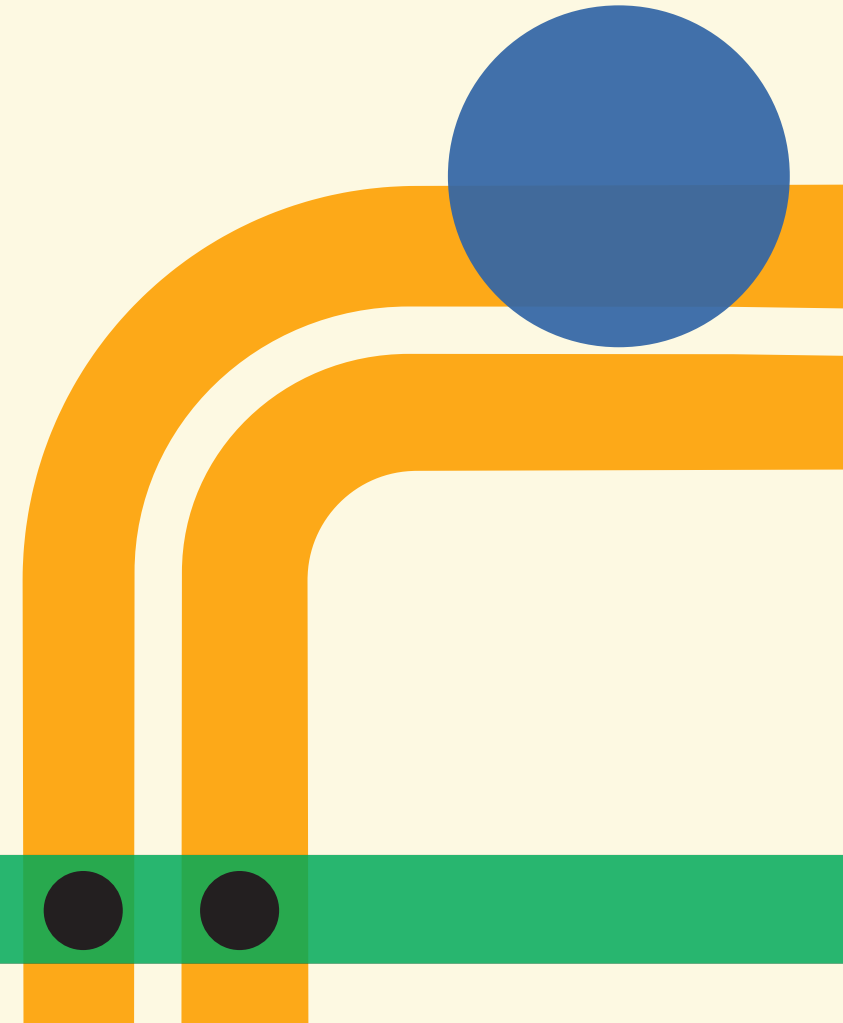
- **What rewards Bullying Behavior?**
 - Likely many different rewards are effective
 - Most common are:
 - **Attention and reaction from bystanders**
 - **Attention and reaction from the recipient**



Bullying Prevention: The Foundation

Build on what you already do well, PBIS Tier 1 Practices:

- Emphasize praise, attention, recognition for **respectful behavior**.
- Remove the praise, attention, recognition that follows **disrespectful behavior**.
- Teach students how to interrupt disrespectful behavior.
- Do this without (a) teaching bullying, or (b) denigrating children who engage in bullying behaviors.



Research on Bullying Prevention within PBIS

Nese, R. N. T., Horner, R. H., Rossetto Dickey, C., Stiller, B., & Tomlanovich, A. (2014). Decreasing bullying behavior in middle school: Expect respect. *School Psychology Quarterly, 29*, 272-286.

Bullying and Harassment Prevention in Positive Behavior Support: Expect Respect

Brianna C. Stiller, Rhonda N.T. Nese, Anne K. Tomlanovich, Robert H. Horner, Scott W. Ross



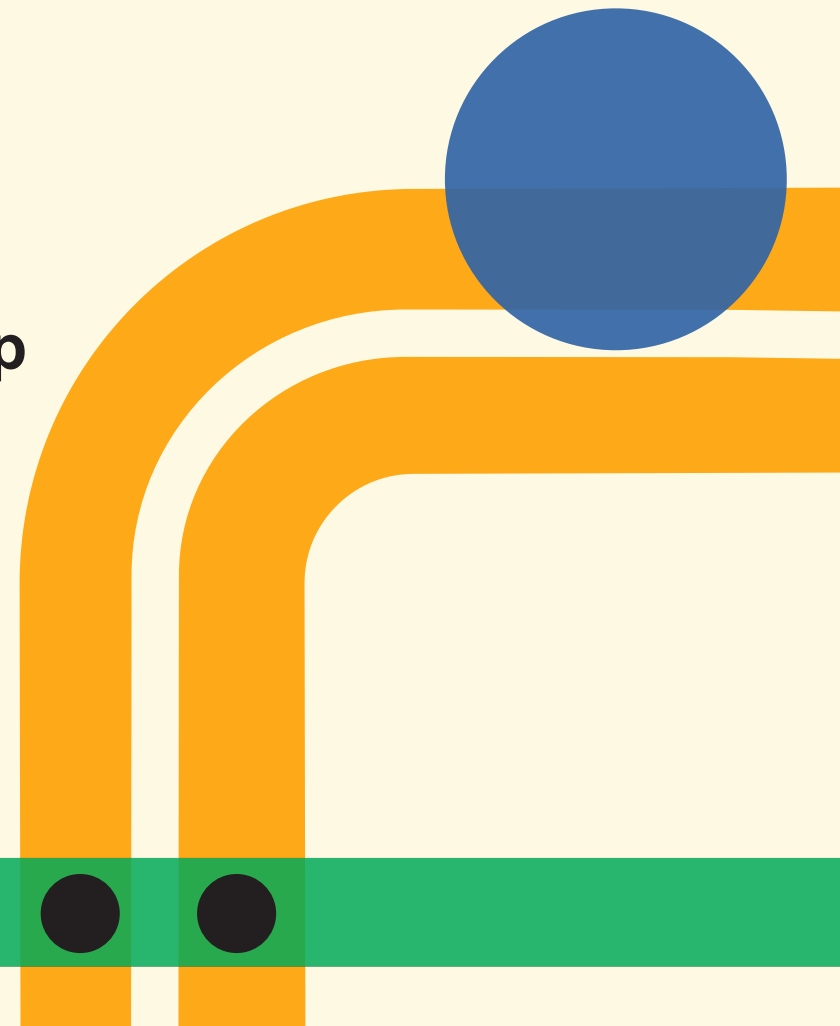
UNIVERSITY OF OREGON

Available at www.pbis.org



Our job as staff members:

- 1. Teach and reinforce respectful behaviors**
- 2. Interrupt disrespectful behaviors**
- 3. Provide support to students who need help**





Skills taught within Expect Respect

**Stop
Strategy**

**Stopping
Strategy**

**Seeking
Support
Strategy**

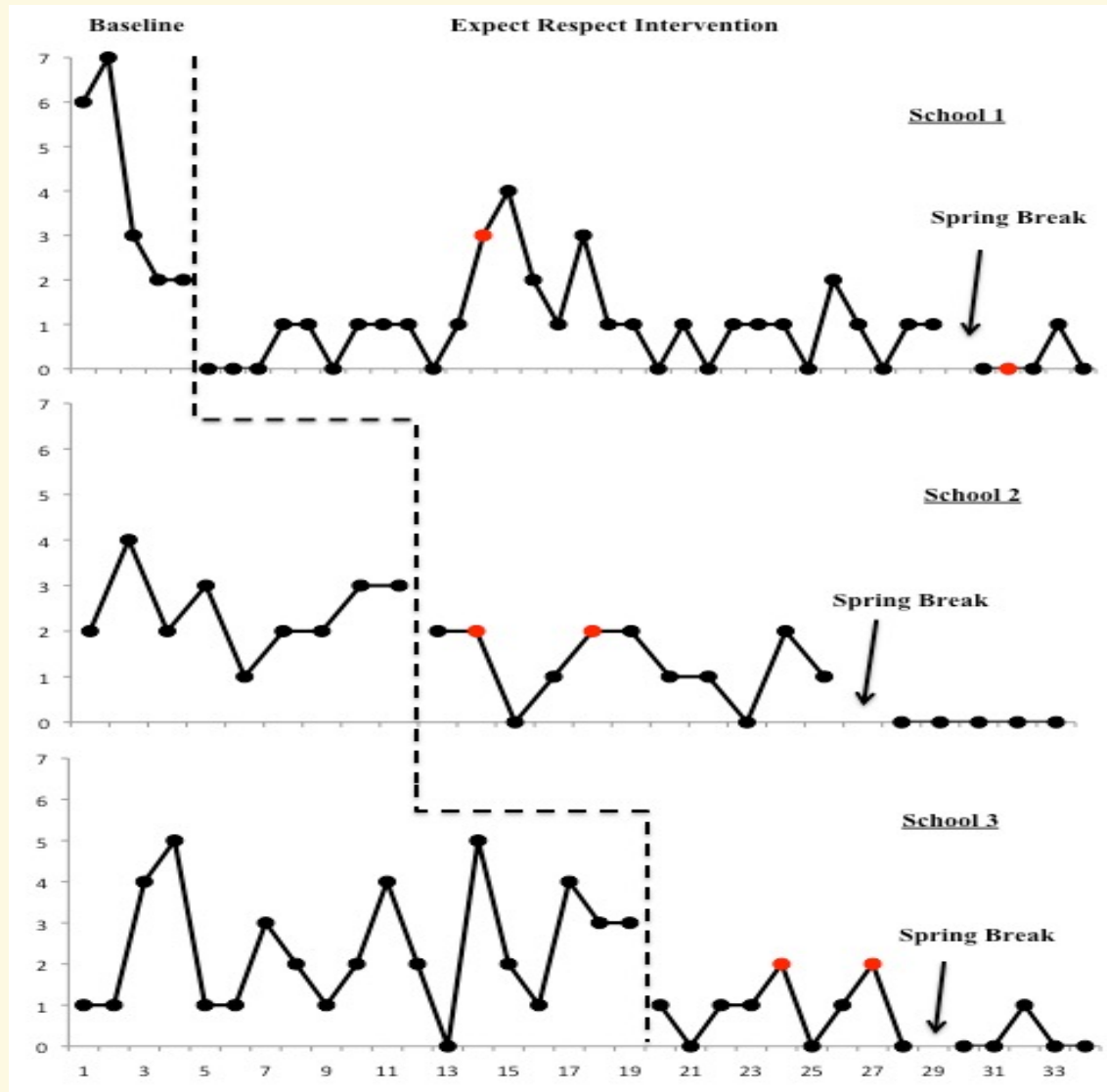
**Bystander
Strategy**



Expect Respect: Main Components

- **Readiness Checklist**
- **Staff Orientation**
- **Student Advisory Committee**
- **3-4 Formal Lessons**
- **Repeat and Repair**
- **Fidelity Checklists and Student Survey**

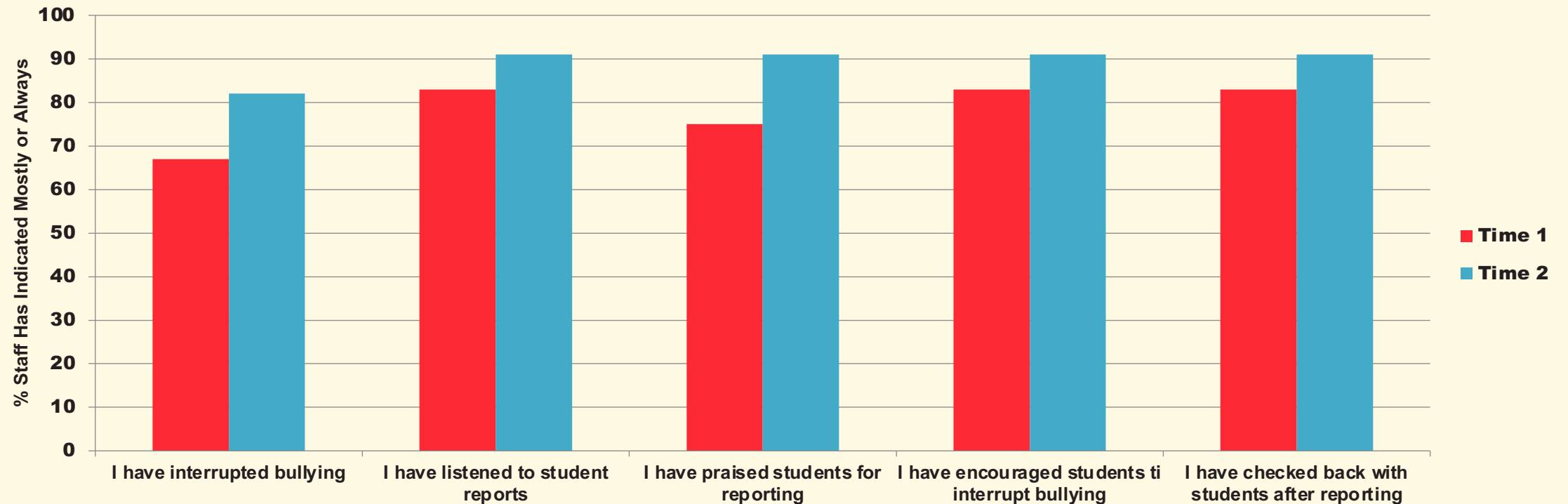
Student Behaviors





Staff Fidelity of ER

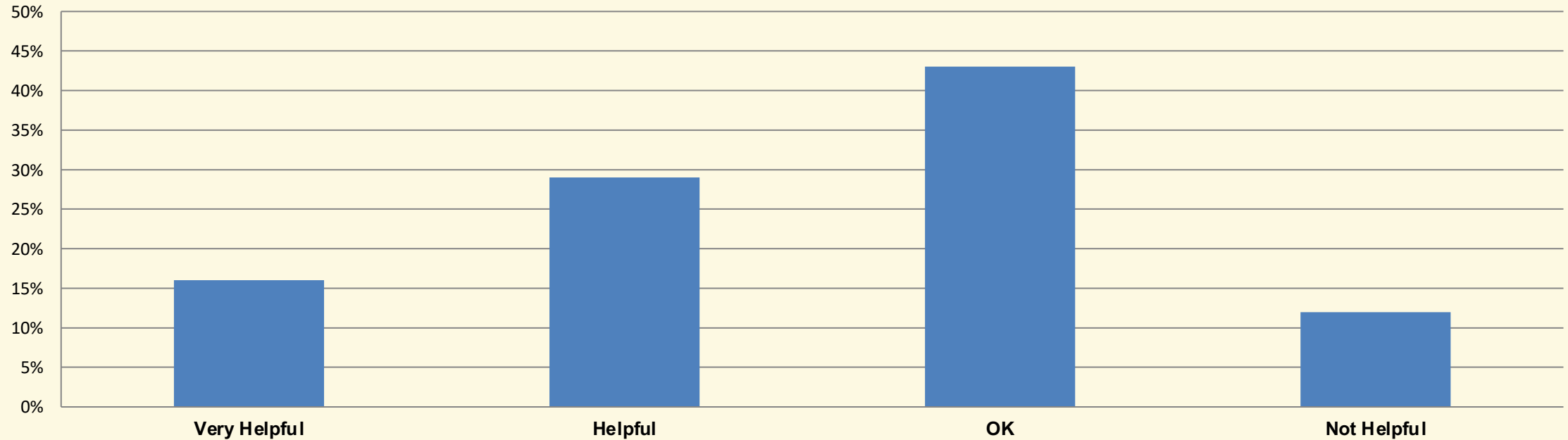
School 2 Staff Fidelity Checklist Expect Respect Program





Student perceptions of ER

Was Expect Respect Helpful for You and Your School?
School 1 Post Student Survey
May 2012

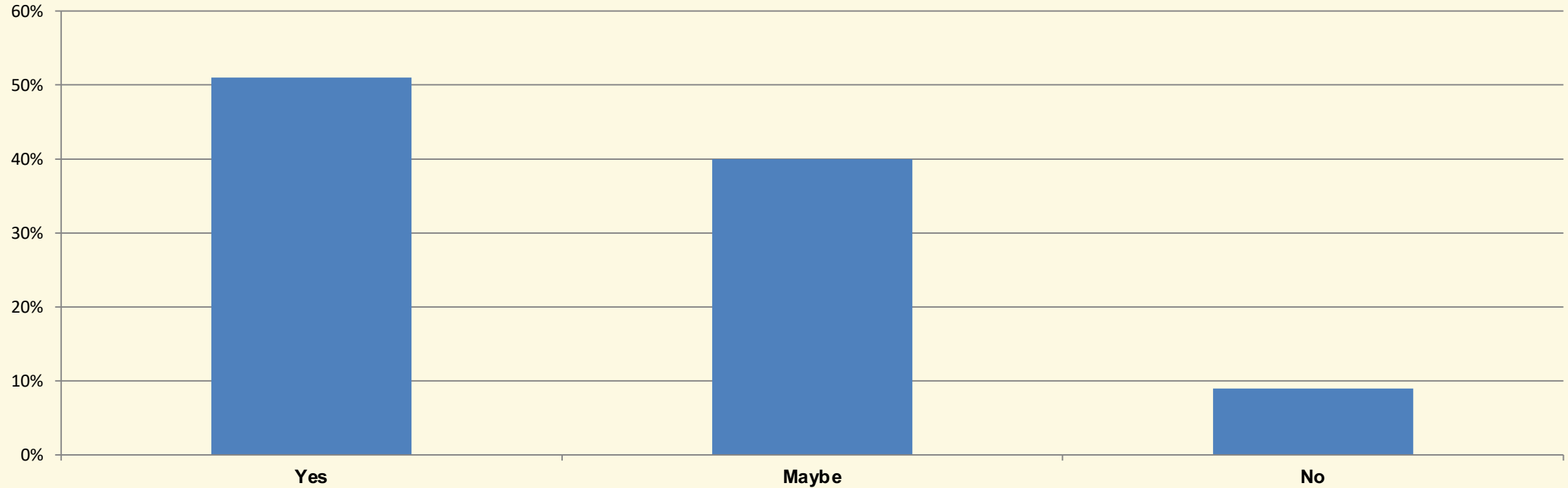




Student perceptions of ER

Should Your School Teach Expect Respect Next Year?

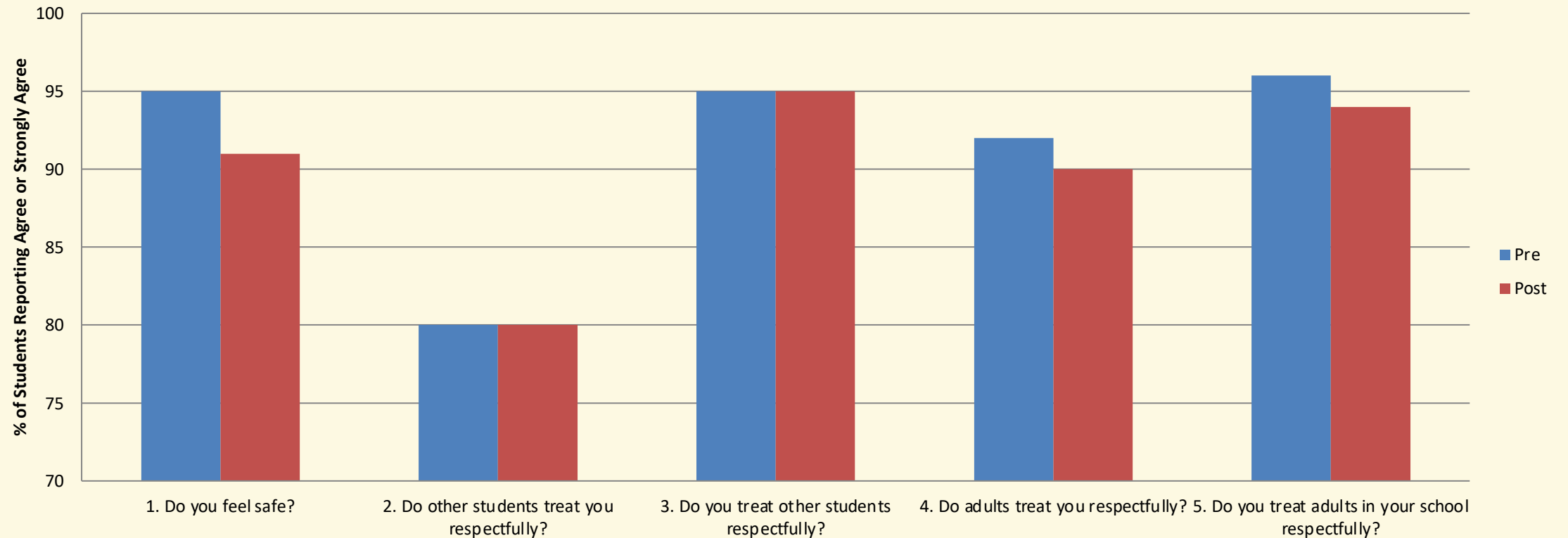
May 2012





Student perceptions of Climate

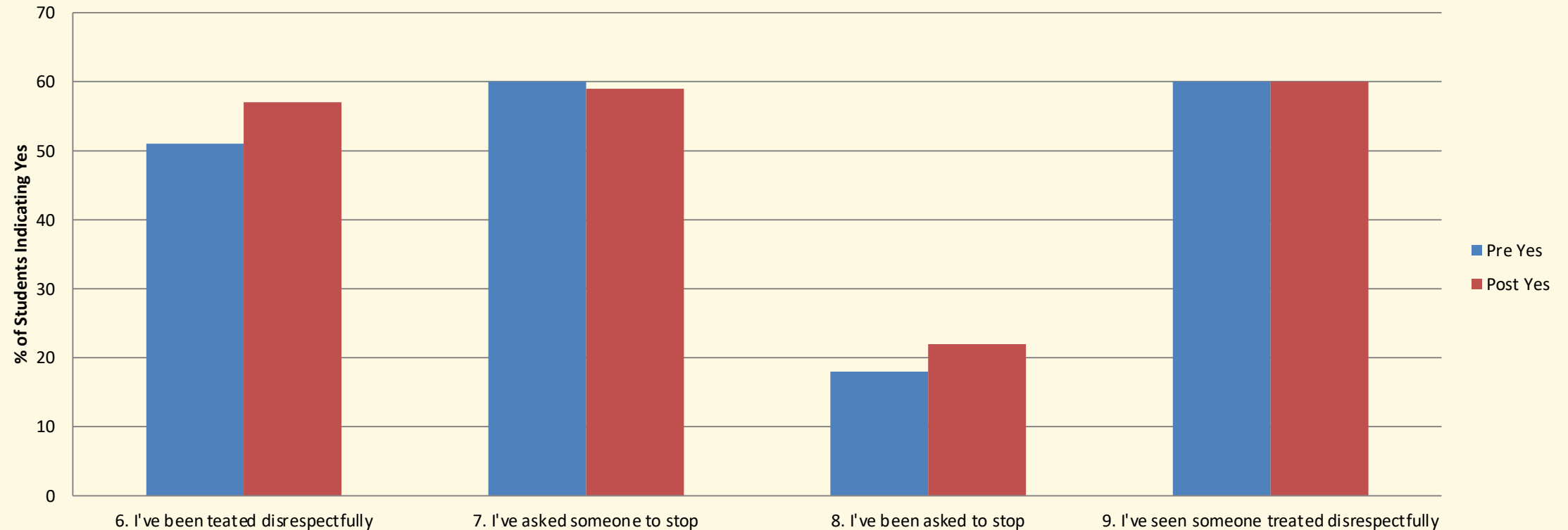
School 1 Student Survey Expect Respect





Student perceptions of Climate

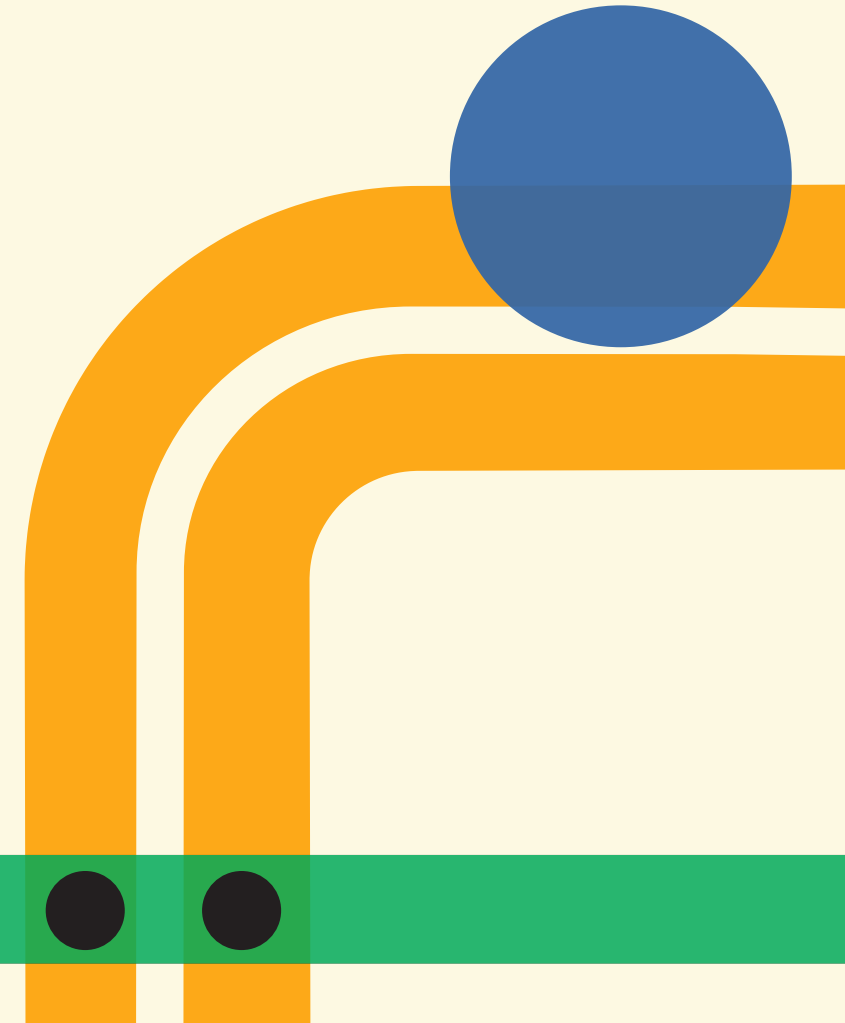
School 1 Student Survey Expect Respect





What we learned

- When taught explicit strategies, behavior change can be observed.
- It takes behavior change a long time to get actual changes in perception.
- **Students' involvement in the program = CRITICAL for school climate sustainability**



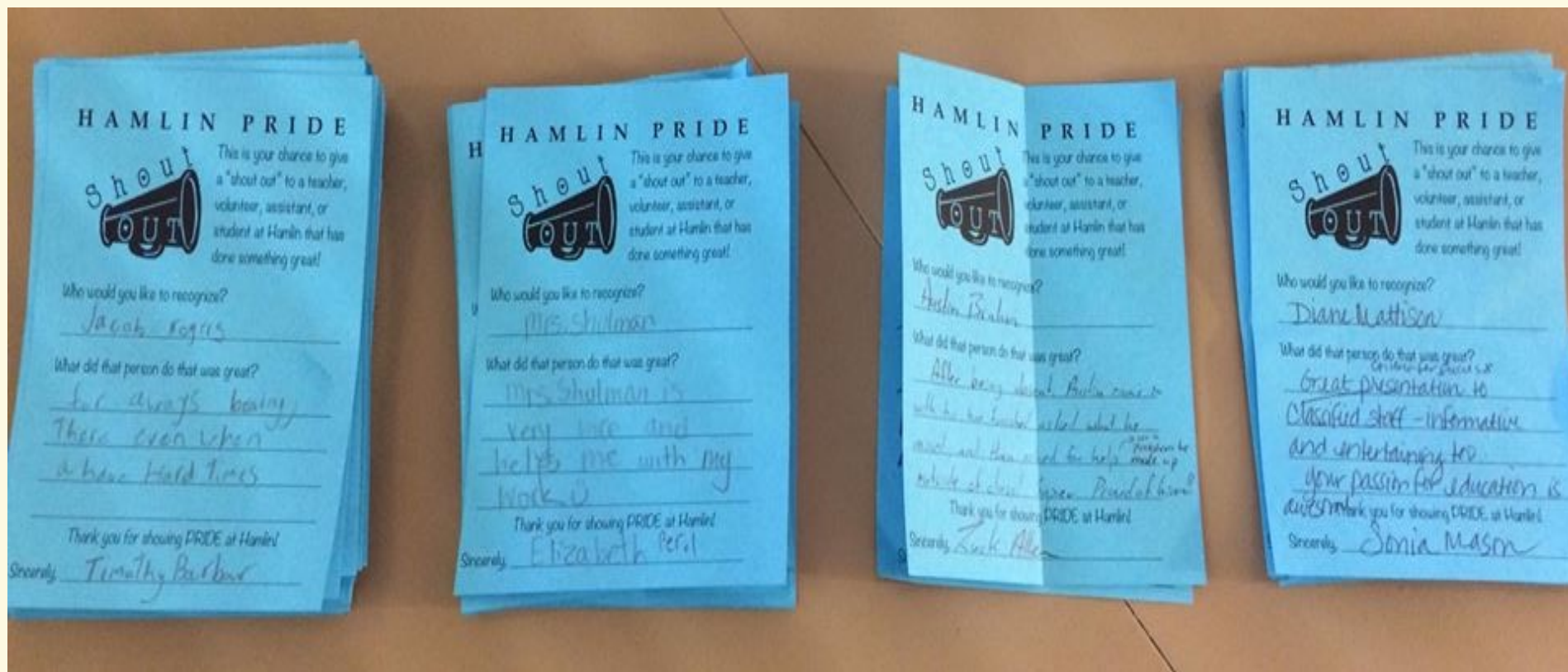


It's more than just the lessons!



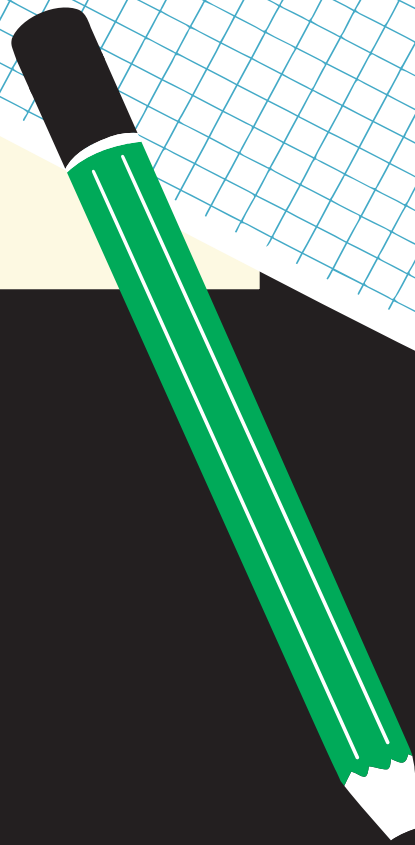


Shout Outs!





EXPECT RESPECT STRATFORD MIDDLE SCHOOL

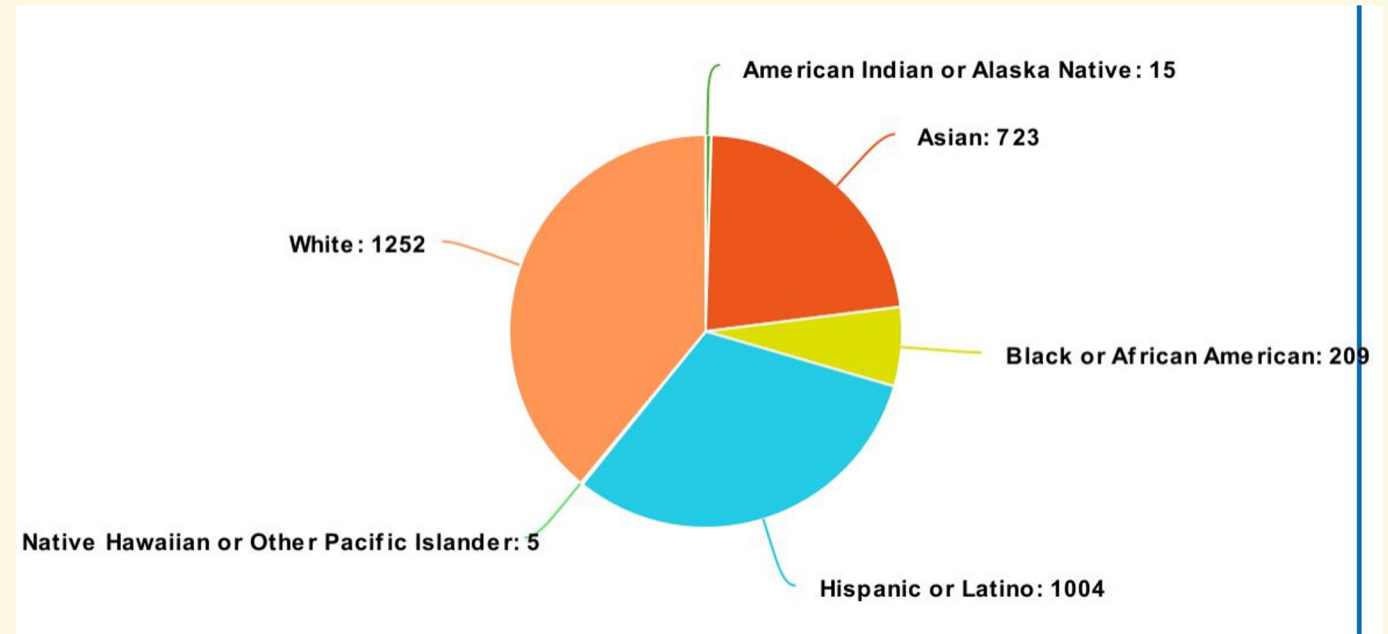


District Demographics

Bloomington, Carol Stream, and Hanover Park, IL

ECC, 6 Elementary Schools and 2 Middle Schools

District Enrollment: 3264
Economically Disadvantaged: 35%
Languages Spoken: 44



STRATFORD STALLIONS



Bullying/Harassment Prevention in Positive Behavior Support: *Expect Respect* Readiness Checklist

This readiness checklist is designed for use by school and district administrators considering implementing bullying prevention efforts in their school. Schools that have these five features in place are more likely to be successful in their implementation of *Expect Respect*.

Our school is ready to adopt *Expect Respect* when...

Item	Data Source	Scoring Rubric	Score (circle)
<i>School Need</i>			
1. Bullying is identified by our faculty and administration as an issue in need of intervention.	* Office discipline referral (ODR) data * Survey data * Comments from teachers, students, and parents * Staff vote	Yes = Data indicate a level of need No = Data does not indicate a level of need	Yes No
<i>Team Support</i>			
2. We have a team that can follow through with implementation and adaptation of <i>Expect Respect</i> .	* School-wide system already implemented * Team established * Team vote	Yes = Data indicate team readiness No = Data does not indicate team readiness	Yes No
3. The team has time to (a) receive training, (b) adapt <i>Expect Respect</i> to fit their school, (c) deliver the <i>Expect Respect</i> lessons, and (d) meet at least monthly to manage on-going improvement.			Yes No
<i>District & School Support</i>			
4. We have access to district coaching that will work with the school team to adapt and implement <i>Expect Respect</i> after training.	* Contact information for district coaches * School-wide data system being used * Staff vote	Yes = Data indicate availability of district and school support No = Data do not indicate availability of district and school support	Yes No
5. We have a data system that will help us determine if we are implementing <i>Expect Respect</i> with fidelity and that it is having a meaningful impact on student behavior.	* Part of school improvement plan for next year		Yes No

Expect Respect Club

2023-2024

2 Teachers

**28 Middle
Schoolers (6-8
grade)**

**1 District PBIS
Coach**

What is the Expect Respect Club?

A club welcome to all students and all grade levels

Goal:

- ★ Spread positivity and kindness throughout the school
- ★ Teach students anti-bullying strategies
- ★ Spread awareness of disrespect towards classmates
- ★ Make students feel comfortable in school

What do they do?

- ★ Develop lessons for the school and community
- ★ Create videos and posters to spread the word
- ★ Post-it notes on lockers to spread kindness



STUDENT INTEREST

28 student members during the 2023-2024 school year

- ★ Students were recommended by teachers. ***A note about this***
- ★ Each student then got an email inviting them to join the Expect Respect Club.
- ★ Students who saw the fliers and were interested were also allowed to join the club.

How do they know what to do?

They use student and staff input to tackle problems occurring in our school.

Students are...

- ★ Brainstorming at Expect Respect Club meetings
- ★ Google Form for students to share concerns anonymously
- ★ Survey students to get their input

Staff are...

- ★ Brainstorming at PBIS Tier 1 meetings
- ★ Collaborating with Tier 1 team to gather common concerns from different grade levels
- ★ Share back with Expect Respect Club

What do you think of when you hear the word bully or bullying?



Common Themes

- ★ Making fun of others
- ★ Being rude
- ★ Abusing others
- ★ Mean words that could affect someone's mental health resulting in zero confidence and bad behavior



Student Quote

“People that may be saying or doing **unkind** things to someone.”

“Someone that **puts others down** to make themselves feel better.”

What does bullying look like in our school?



Common Themes

Some common themes in this topic were examples of physical, verbal, and social bullying.

- ★ Name Calling
- ★ Pushing and Shoving
- ★ Teasing or Taunting
- ★ Harassing
- ★ Gossiping



Student Quote

“Bullying looks like someone antagonizing another person to **intimidate them.**”

“**Posting** rude things on **social media.**”

“Spreading **lies/rumors** about people.”

“Saying offensive and rude slurs to others.”

When you see someone being bullied how do you react? Why?



Common Themes

Step into action instead of watching.

- ★ Tell the bully to stop
- ★ Ask the victim if they are okay
- ★ Talk to a teacher or a trusted adult



Student Quote

“I would ask the victim if they are ok, and then I may go tell a trusted adult.”

“When I see someone being bullied, I quickly react by asking them if they are okay and comforting them. I’d tell the bully to stop. I also would tell a teacher if the bullying gets very intense.”

What can we do to stop bullying at our school?



Common Themes

Our Strategies:

- ★ Stop, Breathe, & Leave
- ★ Stop, Walk, & Talk
- ★ Stand up to kids that are being disrespectful
- ★ Tell a trusted adult or other students to try to help stop the disrespect
- ★ Be an Upstander- spread kindness



Student Quote

“Inform others about the negative consequences of bullying”

“Inform people why it’s not okay using posters and videos”

CLUB Goal for 2023-2024



- ★ Their PBIS goal is to have more student voice on the Tier 1 team.
- ★ Their Expect Respect goals are to...
 - Teach peers how to stand up to disrespect
 - Encourage peers to stop disrespect
 - Make staff aware of disrespect

Our Strategies/Background/Modeling

SBL

UPSTANDER

S- Stop

Stop what you are doing at the moment

B- Breathe

Take a deep breath

L-Leave

Leave the situation (premises)



S- Stop

W- Walk away

A- And

T- Talk to a trusted adult if the dilemma continues

SWAT

- ★ An upstander is someone who speaks up in support of a person being disrespected.
- ★ Upstanders intervene in situations and act on behalf of a person being disrespected
- ★ Upstanders help the victim when they witness the disrespect.

If you're not being treated with respect:

Tell the person to



STOP

Then



WALK
AND

If the problem continues



TALK

To an adult immediately

If you are asked to stop:



Stop

the behavior

123

No big deal!



Breathe

and count to 3



Lease

the area

Click on image to play video.





You're cool
& a great person!
Have a spectacular
day :-)

Have
a wonderful
day ☺





eliminating racism
empowering women
ywca



ALEXIAN BROTHERS
MEDICAL GROUP



Community

Coalition

Luncheon



Carol Stream Concert in the Park



Carol Stream Mayor

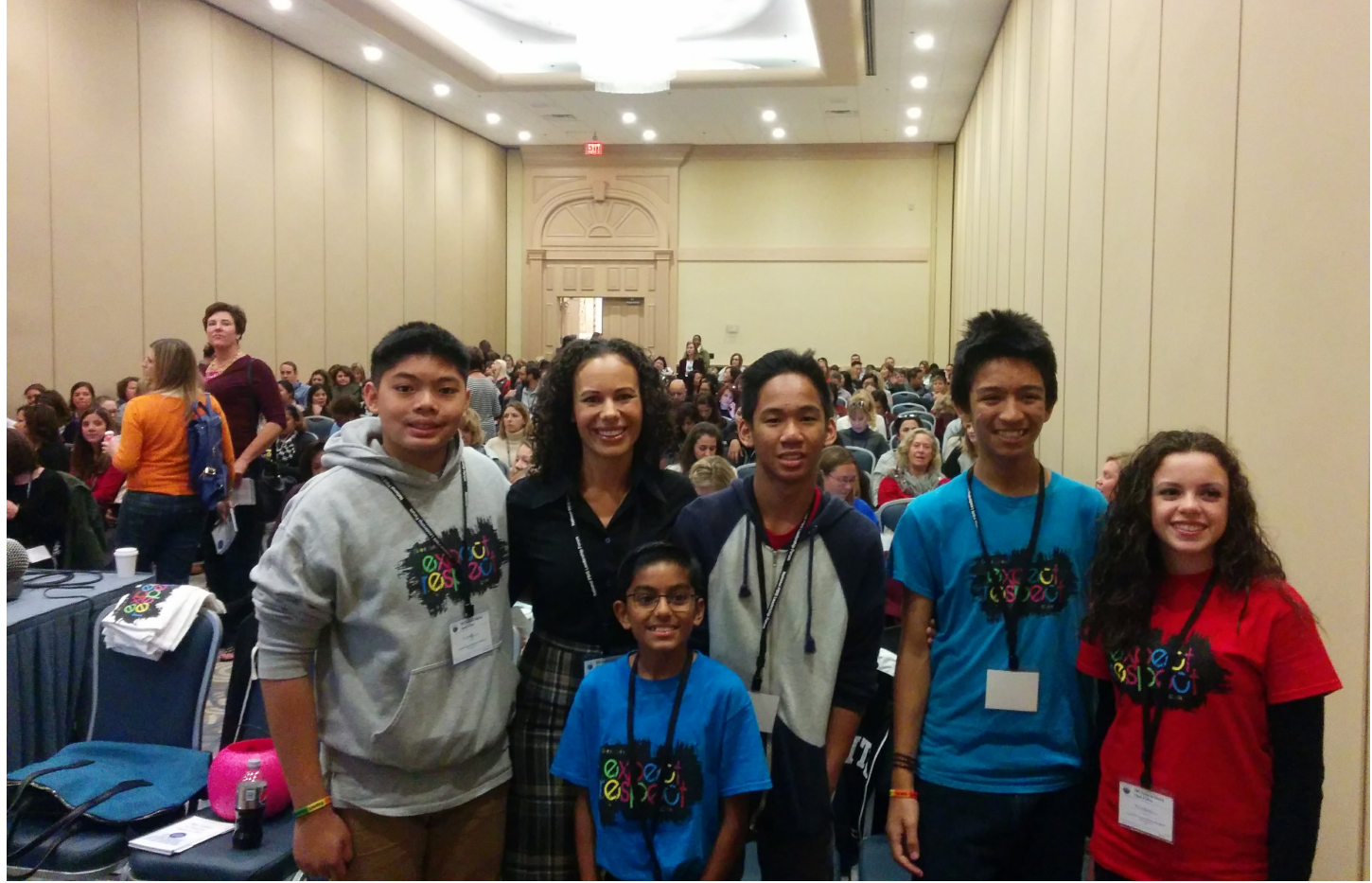


Windsor Park Senior Living Technology Support



Student Expect Respect Clubs in all Schools Across the District











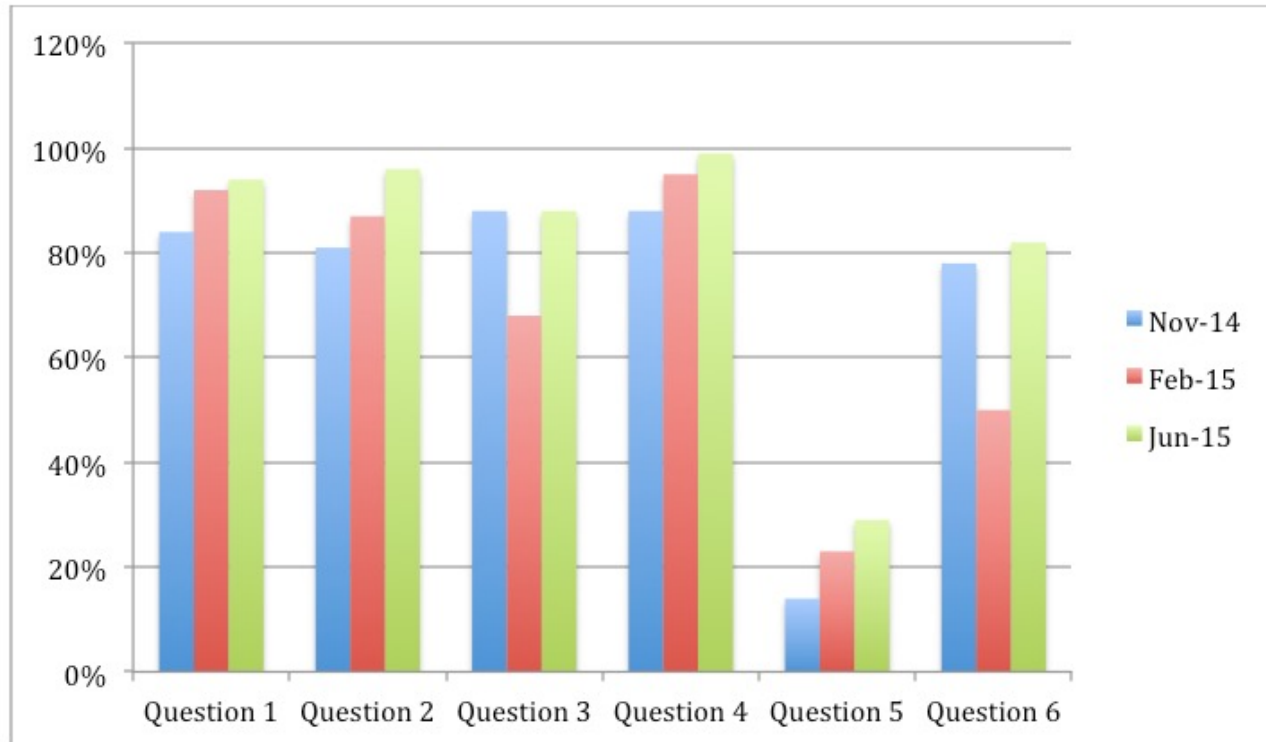


END OF THE YEAR CELEBRATION



RANDOM SAMPLING DATA

Stratford Middle School



Question 1:

What do you do if someone is being disrespectful towards you?

Question 2:

If you tell them to stop and they don't what do you do next?

Question 3:

What do you do if you see someone being treated disrespectfully?

Question 4:

What do you do if someone asks you to stop?

Question 5:

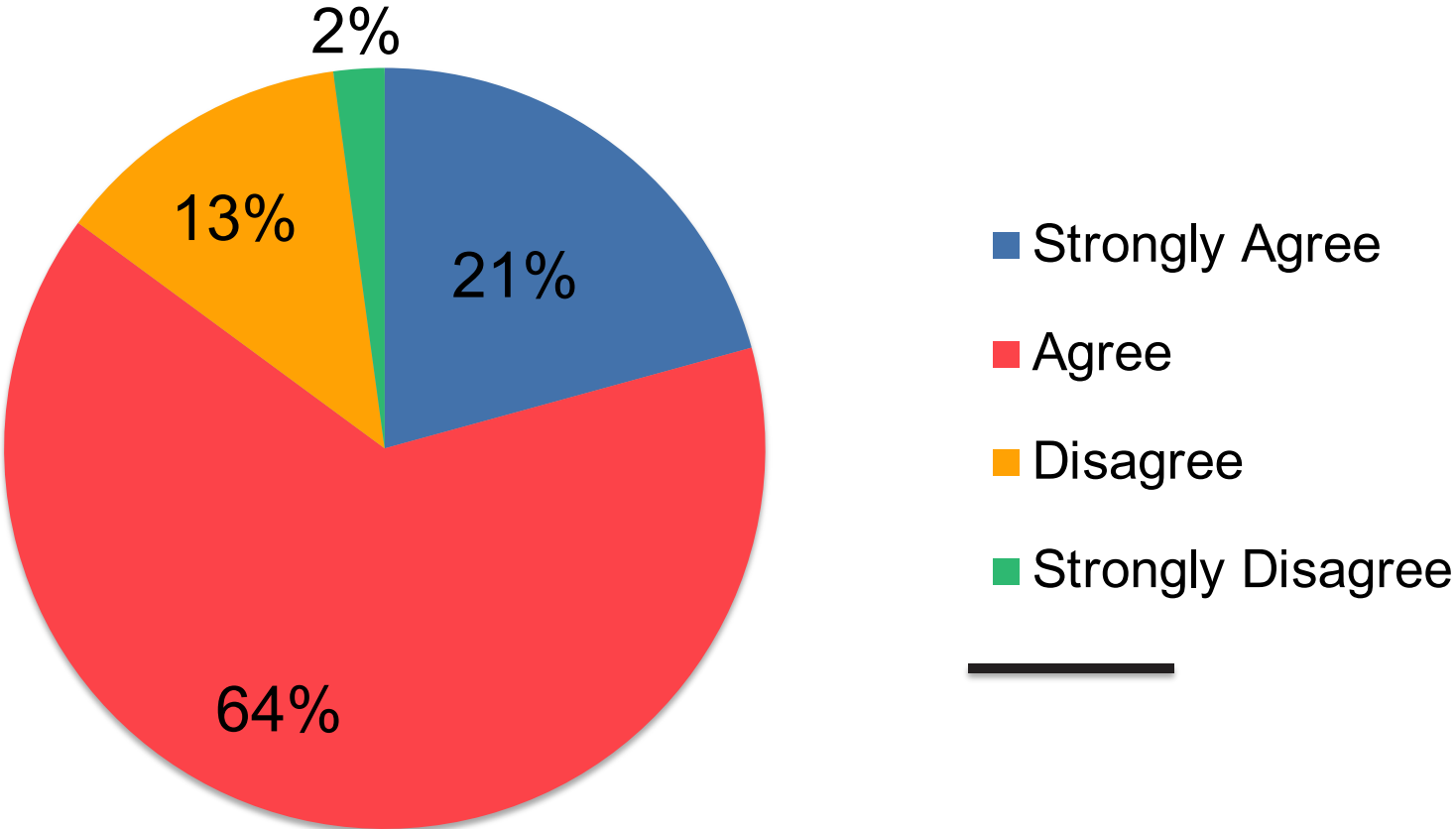
Have you ever used Stop Walk and Talk?

Question 6:

If you used SWAT, did it stop the disrespectful behavior?

Google Survey - All Students

Prompt: Other students treat me with respect.



Roosevelt Middle School



Click on image to play video.

The background features abstract, thick, rounded lines in red and orange. A vertical orange line runs down the left side, with a black dot at its intersection with a horizontal red line. Another horizontal red line is positioned above it. On the right side, a vertical red line descends, with a black dot near the top and a large green circle at the bottom. The text is centered in the white space between these lines.

Thank you & Questions

Rhonda Nese

www.neselab.org



YOUR FEEDBACK IS IMPORTANT



EVAL* LINK | <https://ttc-gpra.org/P?s=737220>

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BULLYING PREVENTION IN ELEMENTARY AND MIDDLE SCHOOLS: LEVERAGING EXPERTS IN YOUR BUILDING



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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



VIRTUAL LEARNING | APRIL, 17, 2024

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



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- 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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