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.

Northwest (HHS Region 10) MHTTC

SMART School Mental Health Assessment Research & Training Center

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
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 CRISENAMO
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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UNIVERSITY of WASHINGTON

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.

Thank You for Joining us for Session 3: 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

SAMHSA
Substance Abuse and Mental Health Services Administration
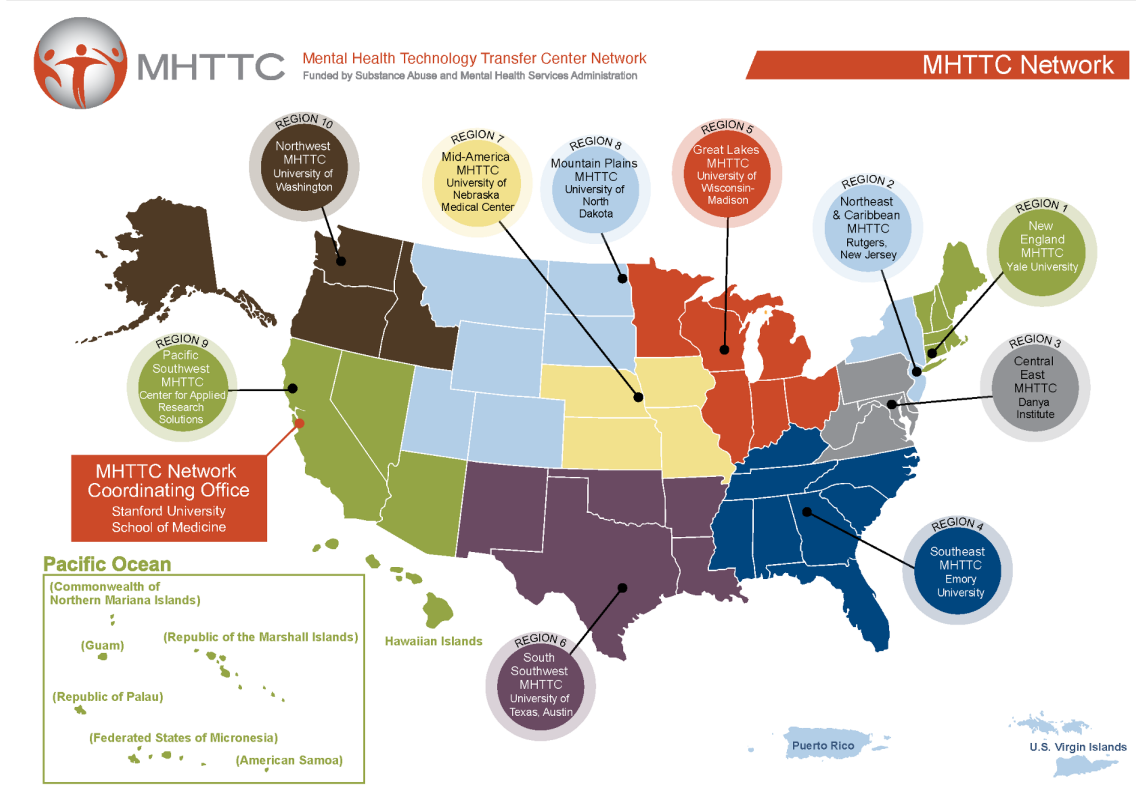
VISIT THE MHTTC WEBSITE
https://mhttcnetwork.org/

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
CO-SPONSORED BY UW SMART CENTER

BECOMING – THE JOURNEY OF A CHANGE AGENT

VIRTUAL LEARNING | THURSDAY, FEBRUARY 8, 2024

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

NIKOLE Y. HOLLINS-SIMS, Ed.D.
EDUCATIONAL STRATEGIST/CONSULTANT
HOLLINS-SIMS CONSULTATION

Northwest (HHS Region 10)
MHTTC

SMART
School Mental Health Assessment
Research & Training Center

Becoming

The Journey of a Change Agent

Dr. Nikole Hollins-Sims
February 8, 2024

Welcome!

Who am I?

- Educational Consultant/Strategist – Hollins-Sims Consultation, LLC.

- Author

- PA School Psychologist of the Year (2021)

- Wife to Ron

- Mommy to CJ

- Puppy Parent to Biscuit

- IUP & Millersville University Alumnae

- Who did I want to be when I grew up: Janet Jackson

- Disney Fanatic

Education Change Agents

Dr. Mary Mcleod-Bethune

Ruby Bridges

Pat Cameron

Toni Shughart

Dr. Tae Woo

Sheri Leymeister

Dr. Alexis Wertz

Tiffany Brown

Dr. Danielle Martin

Dr. Amira Hill-Yancy

Dr. Erika McDowell

Dr. Amber Sessoms

Dr. Dana Milakovic

Dr. Clynita Grafenreed

Dr. Jessica Swain-Bradway

Dr. Christine Herring

Dr. Brandi Simonsen

Susan Barrett

Dr. Kimberly Yanek

Dr. Chanda Telleen

Dr. Eva Allen

Dr. Tamika LaSalle

Dr. Natalie Romer

Dr. Ambra Green

Dr. Erica Kaurudar

Dr. Debora Carrera

Description

In Part II of the series, participants will describe the value of belonging in their own self-awareness journey to creating transformative educational systems.

What role will they play in the work of creating belonging for every learner?

How will they create spaces in their roles to disrupt disproportionate outcomes for students and improve school climate?
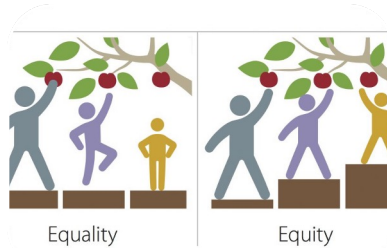
Ultimately, how can we create and support change agents in education?

Picture it...2005
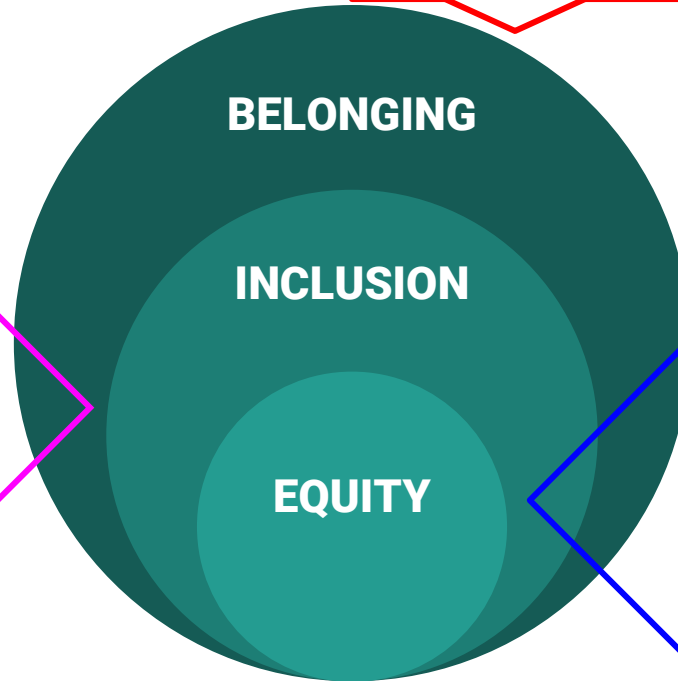
H.E.L.P. Framework

History

Equality v. Equity

Love

Pedagogy & Practices

Five Essentials for Workplace Mental Health & Well-Being

Protection from Harm
- Safety
- Security

Opportunity for Growth
- Learning
- Accomplishment

Connection & Community
- Social Support
- Belonging

Centered on
Worker Voice and Equity

Mattering at Work
- Dignity
- Meaning

Work-Life Harmony
- Autonomy
- Flexibility
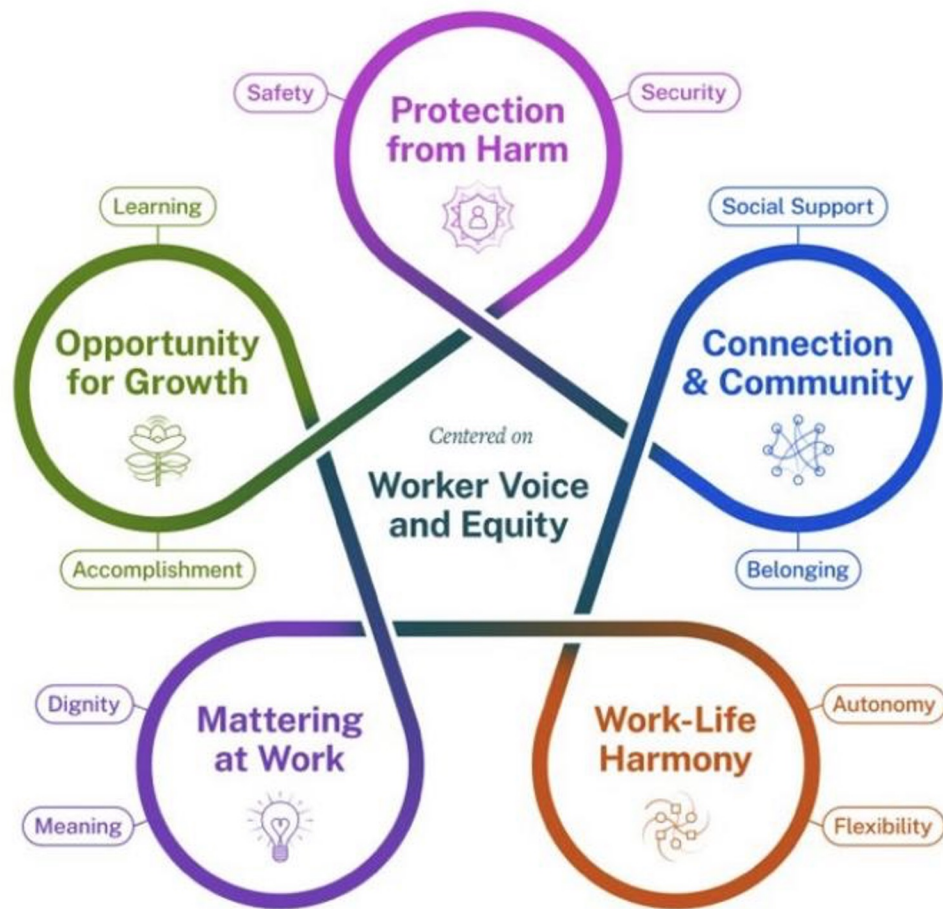
Office *of the* **U.S. Surgeon General**

Belonging – specifically.......

"Belonging is the feeling that we're part of a larger group that values, respects, and cares for us – and to which we feel we have something to contribute."

"The word 'belong' literally means 'to go with,' and our species has evolved to journey through life with each other."

-Cohen, G.L. (2022)

Self & System Awareness

What is self & system awareness?

Self-awareness is the ability to have a reflective consciousness of how you understand the impact of your implicit thoughts, feelings, and behaviors (Eurich, 2018).
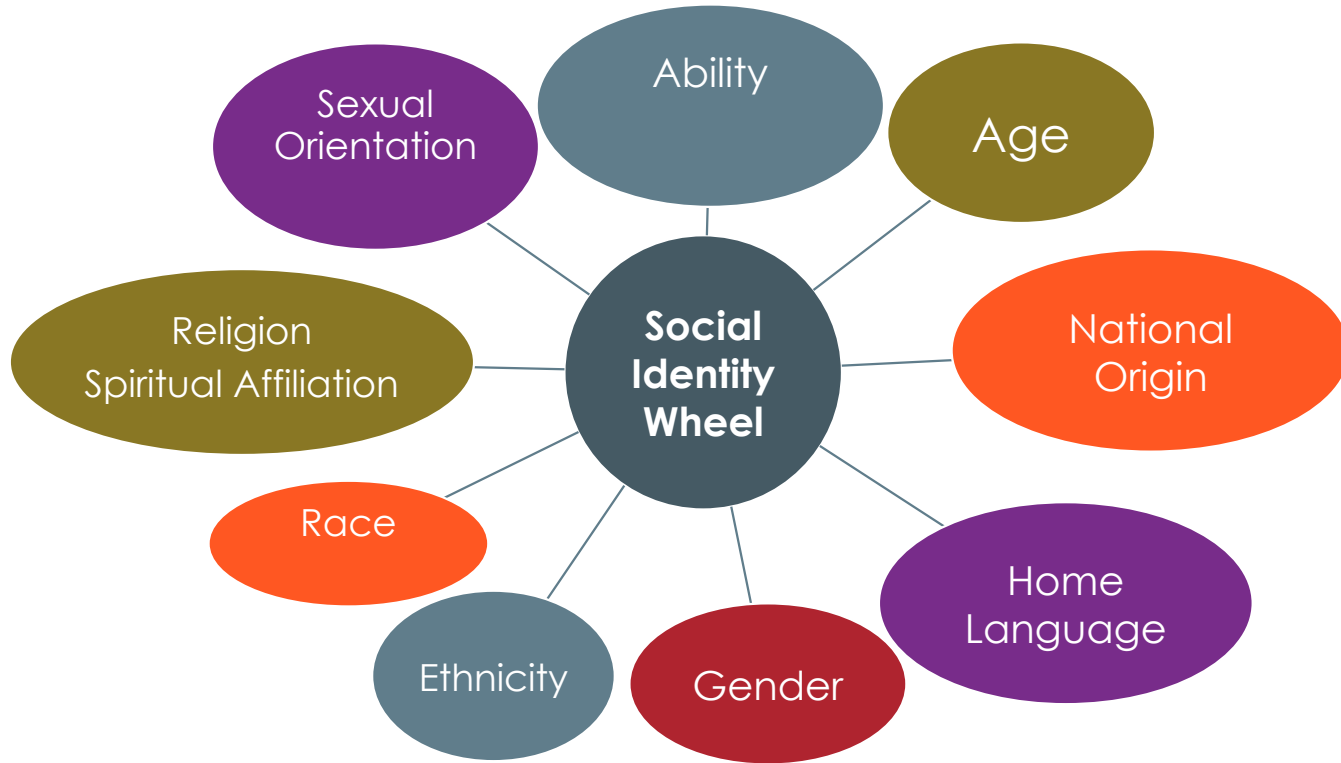
System-awareness - taking the reflective approach described through the self-awareness process when considering impact and expanding to the evaluation of the system as it relates to intended outcomes.

Becoming Self-Aware

- Knowing how our culture has shaped who we are and where we fit in society is the first step toward understanding the profound impact of our values and assumptions on the students we serve.

- Becoming self-aware means that individuals recognize that we bring our race, culture, language, religion, ability status, etc. to every teaching and learning interaction and relationship.

Center for Great Public Schools, 2008

Social Cultural Identities and Self-Knowledge

Social Identity Wheel

- Ability
- Age
- National Origin
- Home Language
- Gender
- Ethnicity
- Race
- Religion Spiritual Affiliation
- Sexual Orientation

University of Michigan, 2021

Three processes of Social Identity Theory

Social Categorization

Sorting people by similar qualities into categories

Social Identification

How do I identify?
Self-Esteem is connected the group identity.

Social Comparison

Creates "us vs. them"
Leads to biases

Adapted from: Tajfel, H., Turner, J. C., Austin, W. G., & Worchel, S. (1979). An integrative theory of intergroup conflict. *Organizational identity: A reader*.

What is implicit bias?

Definition

Implicit bias has commonly been defined as the "attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner" (The Kirwan Institute, 2021, para. 1).

In many cases, we, as humans, are unaware that these biases are influencing our thoughts and may even experience dissonance upon realizing bias was instrumental in our decision making and action planning (Hollins-Sims, Kaurudar & Runge, 2023).

Implicit Bias leads to.......

○ **<u>Ambiguous judgments</u>** (e.g., deciding between two job applicants who have roughly equivalent qualifications)

○ **<u>Snap decisions</u>** or those for which there is little time or motivation to gather and consider better information (e.g., which stranger should I sit next to on the bus?)

○ **<u>Unconscious behaviors</u>** in socially-sensitive situations (e.g., body language in inter-racial interviews)

> Where do you see implicit bias impacting decisions for students?

Adapted from Kent McIntosh, et al., 2014

PAUSE Method
(Ross, 2015)

- **P**aying attention to your reaction
- **A**cknowledging your assumptions
- **U**nderstanding your own perspective
- **S**eeking the perspective of others
- **E**xamining options for moving forward and taking action

Source: Parker, A. (2023). The Inclusive Leadership Journal

Pay Attention

Observe the situation and identify what you saw and what you may have overlooked.

Consider your thoughts, emotions and physical states (nervous, etc).

Acknowledging your assumption

What stories am I telling myself?

Understanding your own perspective

Reflect on past experiences and memories that are relevant to the situation.

Consider how your own identity influences you in this situation.

Seeking the perspective of others

Consider other perspectives and ask others for their opinions and thoughts on your assumptions.

Examining options for moving forward and taking action

Determine any necessary actions, such as apologizing or changing your behavior or habits.

Basic Strategies to Respond to Bias

1. Interrupt

2. Question

3. Educate

4. Echo

System Awareness

Equity Traps and Tropes	Description
Doing Equity	Treating equity as a series of tools, strategies, compliance tasks versus a whole-person, whole-system change process linked to culture, identity and healing.
Siloing Equity	Locating equity work in a separate and siloed policy, team, or body.
The Equity Warrior	Nesting equity with a single champion and holder of the vision.
Spray & Pray Equity	Engaging "equity experts" to drop in for a training with no ongoing plan for learning or capacity building.
Navel-Gazing Equity	Keeping the equity work at the level of self-reflection and failing to penetrate the instructional core and school systems and structures.
Structural Equity	Redesigning systems and structures without investing in the deeper personal, interpersonal and cultural shifts.
Blanket Equity	Investing in a program or curriculum rather than building the capacity of your people to address equity challenges as complex and ongoing places of inquiry.
Tokenizing Equity	Asking leaders of color to hold, drive, and symbolically represent equity without providing support and resources, nor engaging the entire staff in the work.
Boomerang Equity	Investing time and resources to understand your equity challenges, but then reverting back to recycled, status quo solutions.

Let's revisit DIGNITY

Where does it fit in system & self awareness?

Essential Elements of Dignity
(Hicks, 2018)

Acceptance of Identity: Support expression of people's authentic selves without judgment.	**Safety:** Put people at ease, physically and psychologically.
Recognition: Validate people.	**Independence:** Enable agency.
Acknowledgement: Respond to concerns.	**Understanding:** Listen to perspectives.
Inclusion: Welcome and issue invitations	**Benefit of the Doubt:** Extend trust.
Fairness: Treat people with equity.	**Accountability:** Apologize for causing harm.

Source: *Belonging through a Culture of Dignity,* Cobb & Krownapple, 2019

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Temptations to Violate Elements of Dignity
(Hicks, 2018)

Take the Bait: Letting the bad behavior of others determine your own for the purpose of getting even.	**Avoid Conflict:** Allowing someone to violate your dignity without speaking up for yourself.
Save Face: Lying to cover up or deceive others to prevent looking bad in the eyes of others.	**Play the Victim:** Claiming innocence in failed relationships.
Shirk Responsibility: Refusing to admit it when you have made a mistake and shifting that blame onto someone else.	**Resist Feedback:** Deflecting feedback about your blind spots that others can see and you cannot.
Seek False Dignity: Gaining one's sense of self-worth from external sources only instead of relying on one's inherent self-worth.	**Blame or Shame Others to Deflect Your Guilt:** Not being able to tolerate when being exposed of a wrongdoing; instead, placing the blame on others.
Seek False Security: Remaining in a relationship in which your dignity is routinely violated.	**Gossip:** Talking about others in a negative way in order to connect with others.

Source: *Belonging through a Culture of Dignity,* Cobb & Krownapple, 2017

Indicators of Othering

Otherized: Viewed, treated, and made to seem *different* in a way that ostracizes, denigrates, reduces, and dehumanizes (labels, objectifies, animalizes, etc.)	**Mistreated:** Dealt with in a way that is unfair, unjust, biased due to perceptions about your identity, group membership, conditions, circumstances, or cultural practices/norms.
Marginalized: Rejected and pushed to the edge of a group(s); put or kept in a position of limited significance, influence, and power; only able to gain access and belonging by changing or hiding important aspects of one's self.	**Dismissed:** Having your lived experience or expertise questioned, invalidated, and/or deemed insufficient.

Challenge by Choice: Describe a time when you experienced any of the above....what feelings did you have? If you prefer, feel free to describe the experience of you've witnessed occur to another.

How do these concepts influence our decision making?

Dignity

"When we look through the lens of dignity, equity comes into clearer focus. Dignity answers the questions:

○ Why are we doing this work?

○ On what foundation are we building?

○ What/Who are we working for?"

HOLLINS-SIMS

Example

"….when students are treated with dignity, they feel safe to 'be wrong' because everyone sees themselves as equally vulnerable individuals working on becoming their authentic selves: 'That is the value of using the lens of dignity in education.'

Student response to a teacher who used dignity as part of her history course.

Source: Leading with Dignity, Hicks, 2018.

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What if I have caused harm?

- Take ownership and be the first to acknowledge what you said or did

- Apologize authentically – avoid "if I hurt your feelings" or "if you were offended

- Determine how you'll improve - do you internal work

- "Add time to your calendar to consistently take action" (daily, weekly reminders)

- Use an accountability partner to check-in on your progress

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Where will your journey lead you?

What can you do today to become a change agent?

Questions?

Connect:

𝕏 @HS_Consultation and/or @DrNikoleHSims

in Dr. Nikole Hollins-Sims

Website: www.hollinssimsconsult.com

Email: info@hollinssimsconsult.com

CREATING EQUITABLE PRACTICES IN PBIS
Growing a Positive School Climate for Sustainable Outcomes

Nikole Y. Hollins-Sims, Erica J. Kaurudar, and Timothy J. Runge

An Eye On Education Book
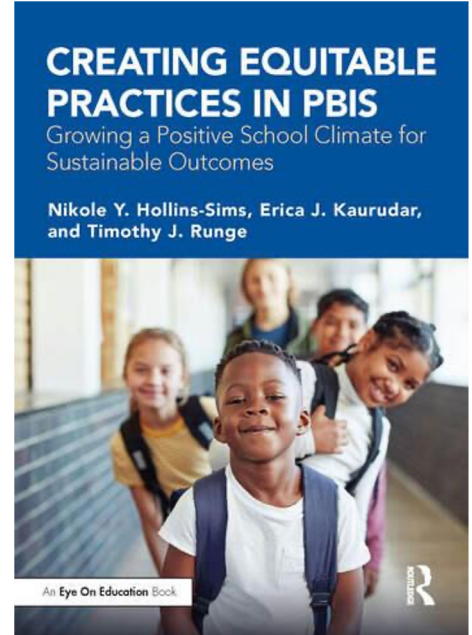
Available Now!

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YOUR FEEDBACK IS IMPORTANT

EVAL* LINK |

Certificates of attendance and Washington in-service forms can be accessed after completing the evaluation.

*One lucky person who completes this evaluation will win Dr. Hollins-Sims book!

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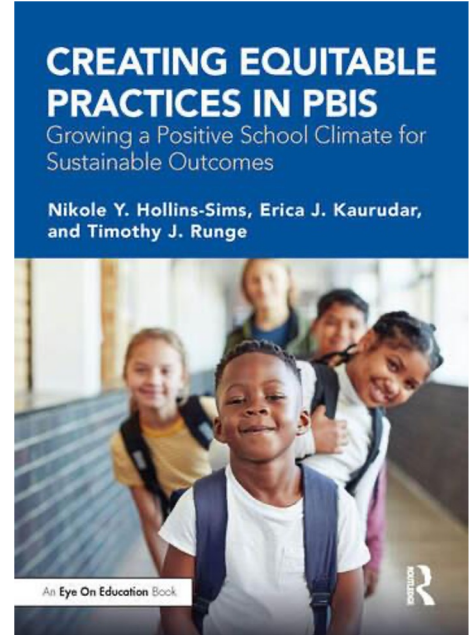
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BULLYING PREVENTION IN ELEMENTARY AND MIDDLE SCHOOLS: FOUNDATIONS AND STUDENT OWNERSHIP

VIRTUAL LEARNING | WEDNESDAY, MARCH 20, 2024

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

RHONDA NESE, Ph.D.
ASSISTANT PROFESSOR, DEPARTMENT OF SPECIAL EDUCATION AND CLINICAL SCIENCES PRINCIPAL INVESTIGATOR, EDUCATIONAL AND COMMUNITY SUPPORTS AFFILIATE FACULTY, PREVENTION SCIENCE PROGRAM
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YOUR FEEDBACK IS IMPORTANT

EVAL* LINK | https://ttc-gpra.org/P?s=785602

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CREATING EQUITABLE PRACTICES IN PBIS
Growing a Positive School Climate for Sustainable Outcomes

Nikole Y. Hollins-Sims, Erica J. Kaurudar, and Timothy J. Runge

An Eye On Education Book

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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.

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