MARCH 1, 2024 SEATTLE, WA

SCHOOL MENTAL HEALTH:
What Works, and What Works to Get "What Works" Done

CHILD/ADOLESCENT PSYCHIATRY GRAND ROUNDS

Kelcey Schmitz, MSEd., Jennifer Stuber, Ph.D., Aaron Lyon, Ph.D., Eric J. Bruns, Ph.D.

University of Washington School of Medicine
UW School Mental Health, Assessment, Research, and Training Center

SMART School Mental Health Assessment Research & Training Center

UW Medicine
DEPARTMENT OF PSYCHIATRY AND BEHAVIORAL SCIENCES

HOME ABOUT US TECHNICAL ASSISTANCE RESEARCH RESOURCES CONTACT

STRENGTHENING THE WORKFORCE • PROMOTING STUDENT WELL-BEING •

10TH Anniversary

SMART
School Mental Health Assessment Research & Training Center

UW SCHOOL MENTAL HEALTH ASSESSMENT RESEARCH, & TRAINING CENTER

https://smartcenter.uw.edu

IN THE NEWS

Participate in UW College of Education's ibestt tool study to receive free training and ongoing support related to individualized behavior interventions, and free access to a collaboration app designed by educators and researchers.

READ MORE

PROJECT HIGHLIGHTS

The Preparing Teachers and Paraeducators for the Successful Inclusion of Autistic Children project is currently underway and now recruiting school districts. Learn more about the status of this research project and others here.

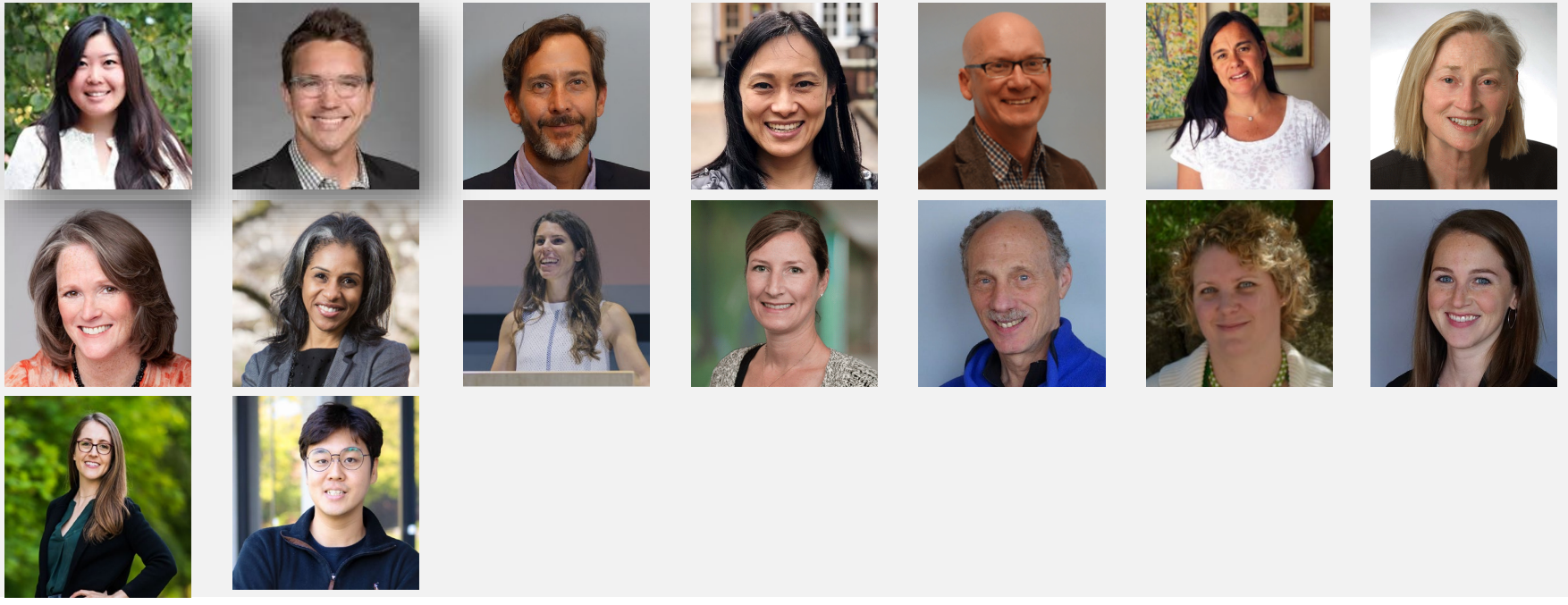
READ MORE

RECENT PUBLICATIONS

SMART has confirmed via a meta-analysis that schools are where the highest rate of youth get their mental health services. Come check out this publication and others by SMART center faculty!

READ MORE

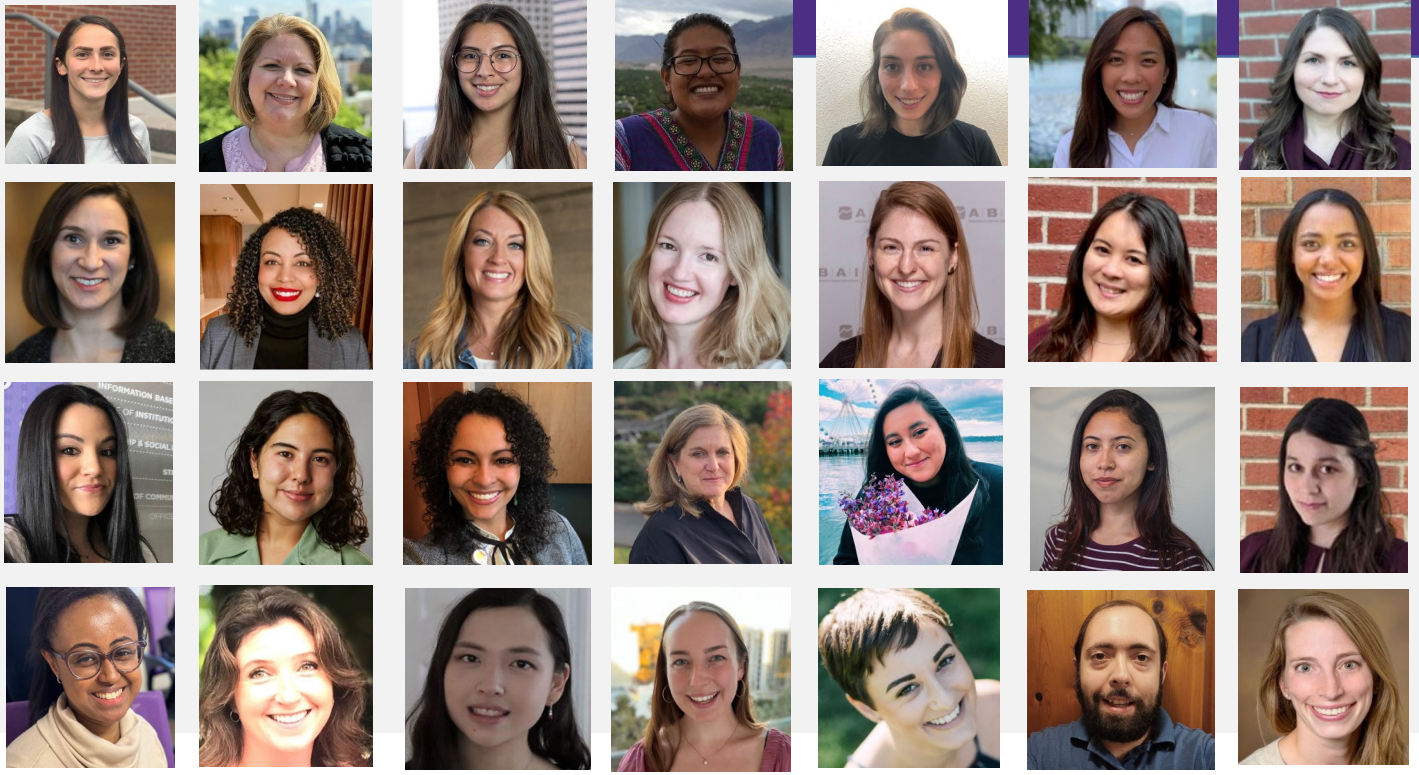
FACULTY



https://smartcenter.uw.edu/profiles/?bio-type=faculty

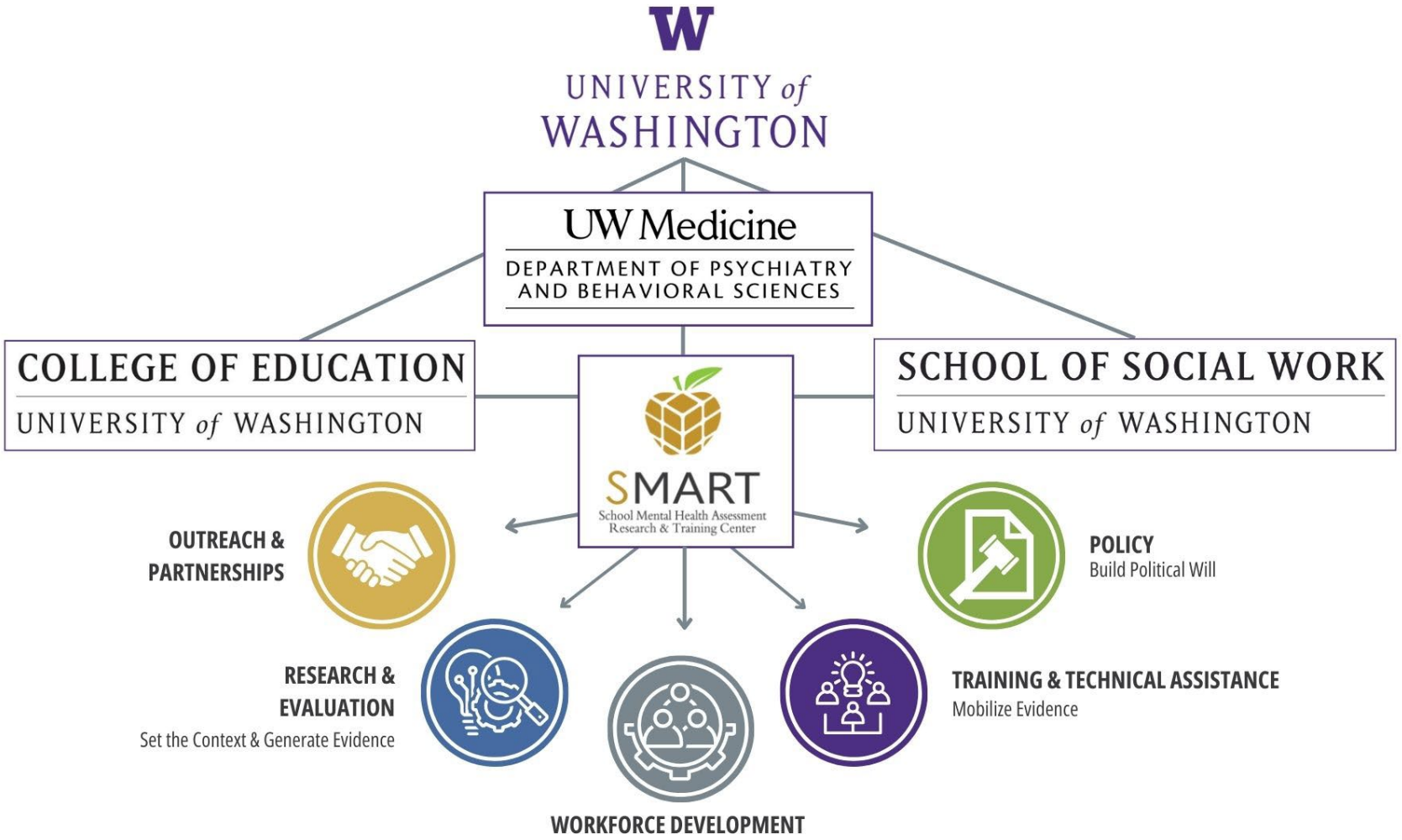
SMART
School Mental Health Assessment
Research & Training Center

STAFF



https://smartcenter.uw.edu/profiles/?bio-type=staff

SMART
School Mental Health Assessment
Research & Training Center


UNIVERSITY of WASHINGTON
UW Medicine
DEPARTMENT OF PSYCHIATRY AND BEHAVIORAL SCIENCES
COLLEGE OF EDUCATION
UNIVERSITY of WASHINGTON
SCHOOL OF SOCIAL WORK
UNIVERSITY of WASHINGTON
SMART
School Mental Health Assessment Research & Training Center
OUTREACH & PARTNERSHIPS
POLICY
Build Political Will
RESEARCH & EVALUATION
Set the Context & Generate Evidence
TRAINING & TECHNICAL ASSISTANCE
Mobilize Evidence
WORKFORCE DEVELOPMENT

THE UW SMART CENTER'S MISSION

To promote high-quality, culturally-responsive programs, practices, and policies to meet the full range of social, emotional, and behavioral (SEB) needs of students in both general and special education contexts.

LEARNING OBJECTIVES

1. Learn characteristics of a fully functioning and interconnected school/community mental health system of care.

2. Understand that data and systems are needed in effective, comprehensive school MH (not just programs).

3. Learn how a local UW/SCH/ Center focused on SMH conducts its work.

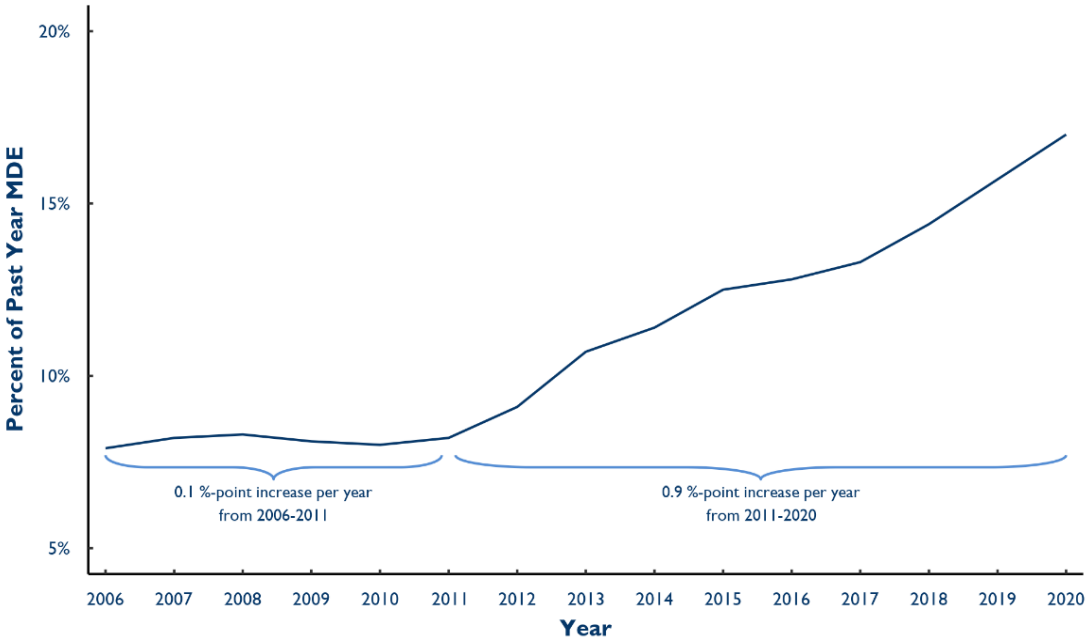
4. Know what type of role you may be able to play as an effective partner in an effective, comprehensive SMH system.

WHY SCHOOL MENTAL HEALTH?

ADOLESCENT DEPRESSION

Rates have **more than doubled** since 2011.

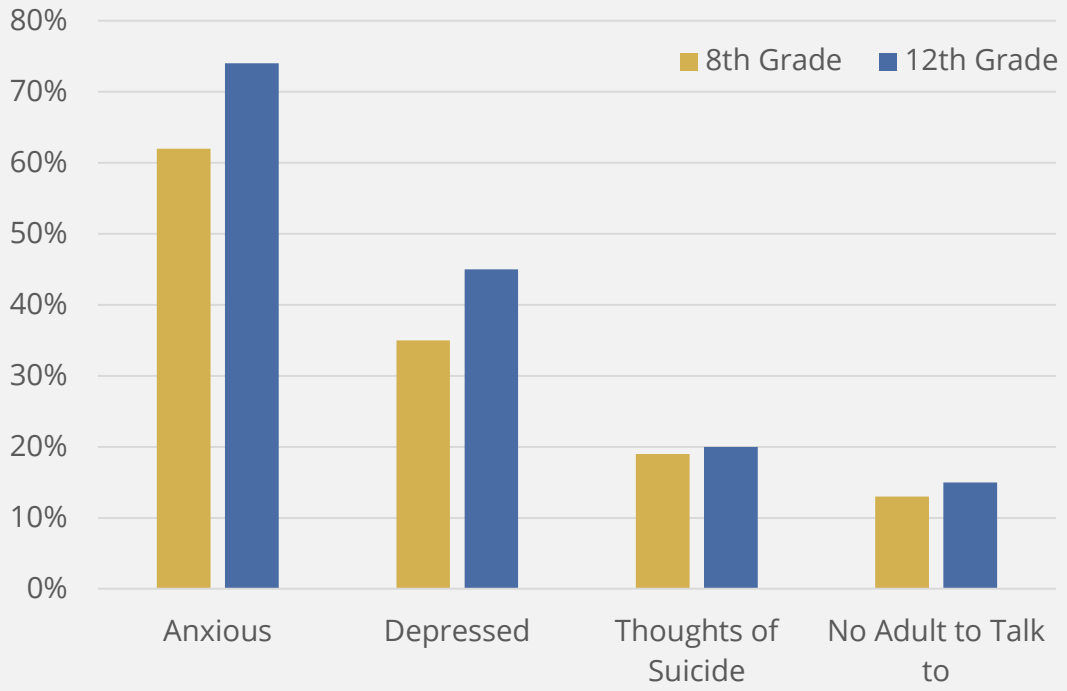
Figure 1. Adolescent Past Year Major Depressive Episode, 2006-2020



Based on data from the NSDUH Detailed Tables.
Percent of adolescents 12-17 who reported symptoms of a past-year major depressive episode (MDE).

HEALTHY YOUTH SURVEY (2021) WASHINGTON STATE

Students Experiencing Significant Behavioral Health Issues:



NEED IS INCREASING. ACCESS CONTINUES TO BE SEVERELY LACKING.

- Few trained clinicians
- Scarce appointments
- Long wait lists
- Inadequate insurance coverage
- Lack of transportation
- Limited information among families
- Insufficient time for appointments
- Social stigma & medical racism
- Distrust of clinical settings
- Low availability of effective treatments

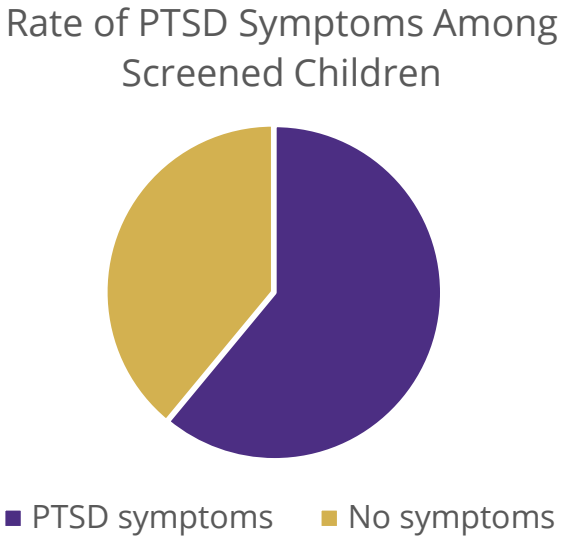
80%

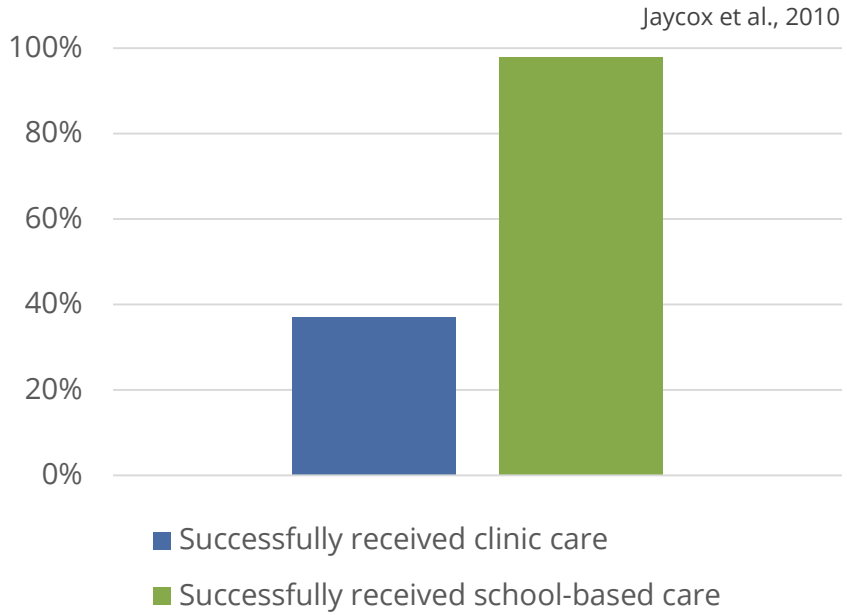
of youth lack access to care

WHEN ADULTS NEED TO ACT

How do we get youth the Mental Health help they need?

TRAUMA-FOCUSED INTERVENTIONS POST-KATRINA:
Schools Got Kids the Help they Needed.





SMART School Mental Health Assessment Research & Training Center

UNIVERSITY of WASHINGTON

Rates of Mental Health Service Utilization by Children and Youth Across Service Settings: A Meta-Analysis

Mylien T. Duong
Committee for Children

Eric J. Bruns
Kristine Lee
Shanon Cox
Jessica Coifman
Aaron R. Lyon
University of Washington School of Medicine

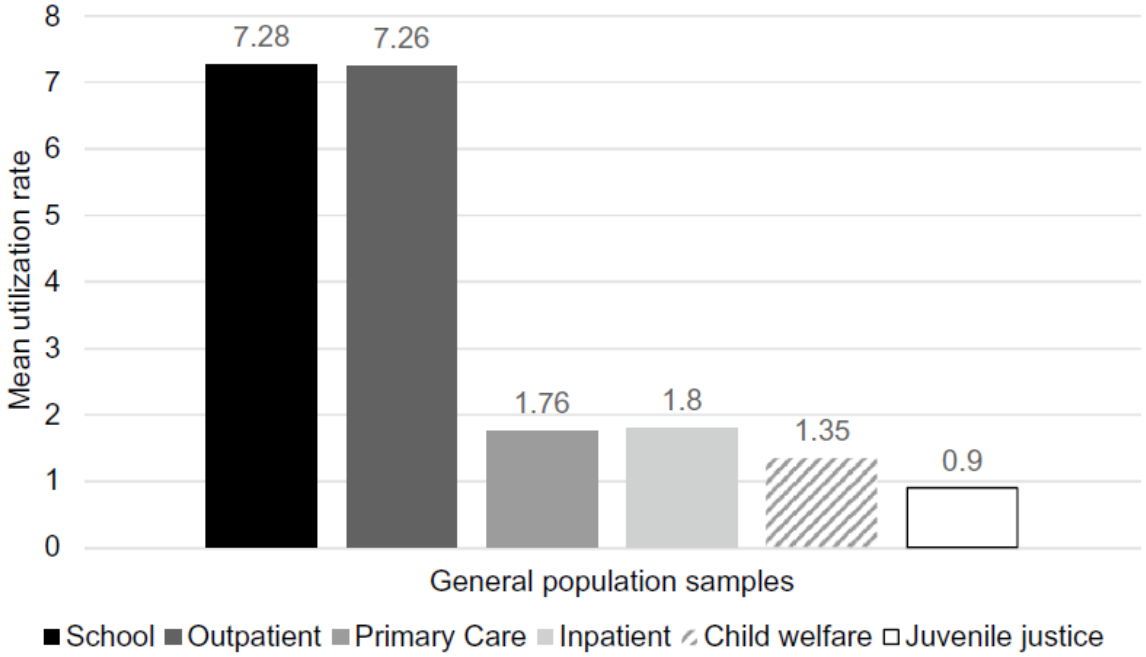
Seattle, WA

RESULTS: General Population Youth Receive MH Care in Both School and Outpatient Settings

Proportions of youth receiving MH services across care settings from 9 general population samples.

(151,360 YOUTH TOTAL)

Duong, Bruns, et al., 2020

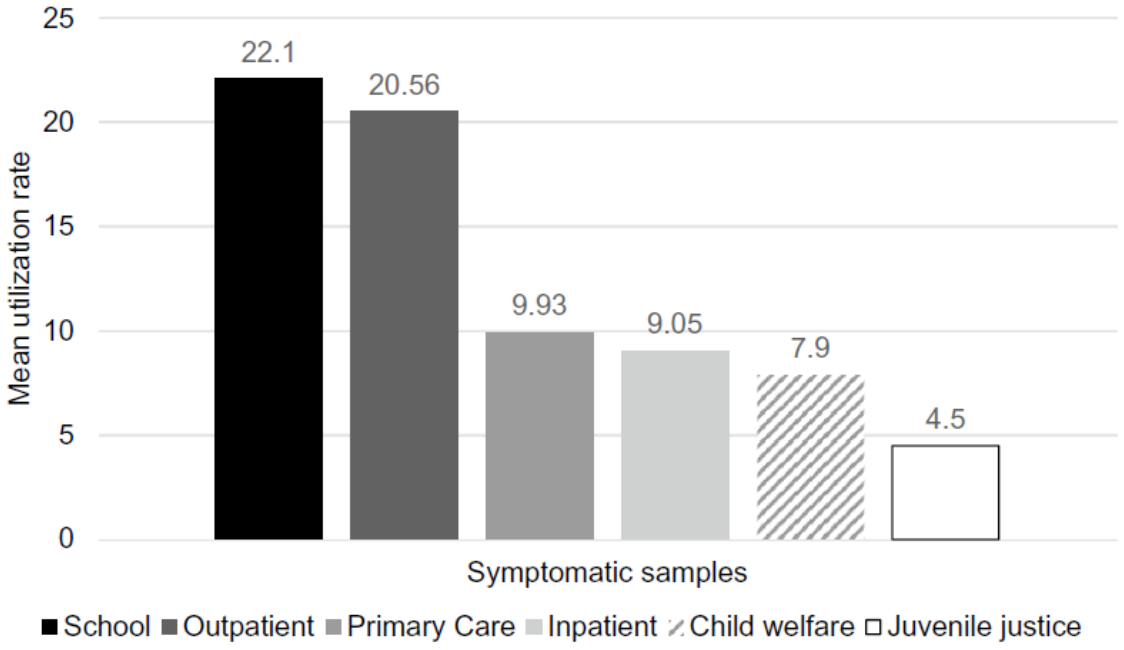


Symptomatic Youth Are Also Most Likely to Receive Care in Schools (followed closely by Outpatient Settings).

Proportions of youth receiving MH services across care settings from 14 samples of symptomatic youth.

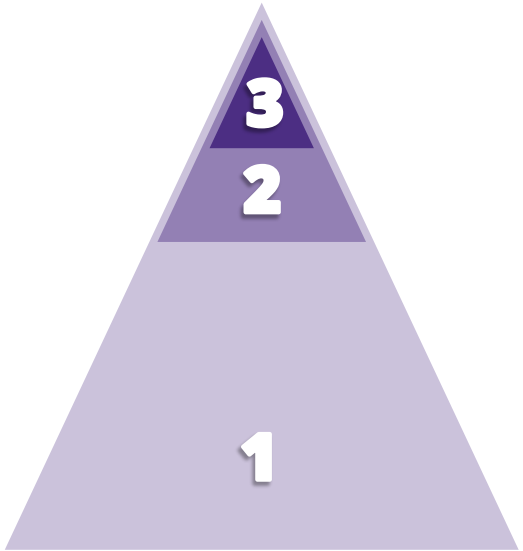
(18,614 YOUTH TOTAL)

Duong, Bruns, et al., 2020

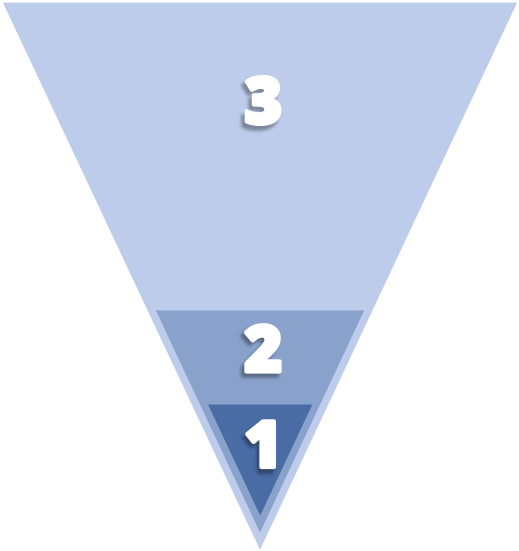


High-Quality, Multi-Tiered SMH is more likely to happen when schools and communities are in partnership.

SCHOOL PROVIDERS



COMMUNITY PROVIDERS



RESPONDING TO THE NEED VIA EFFECTIVE, MULTI-TIERED SCHOOL MENTAL HEALTH

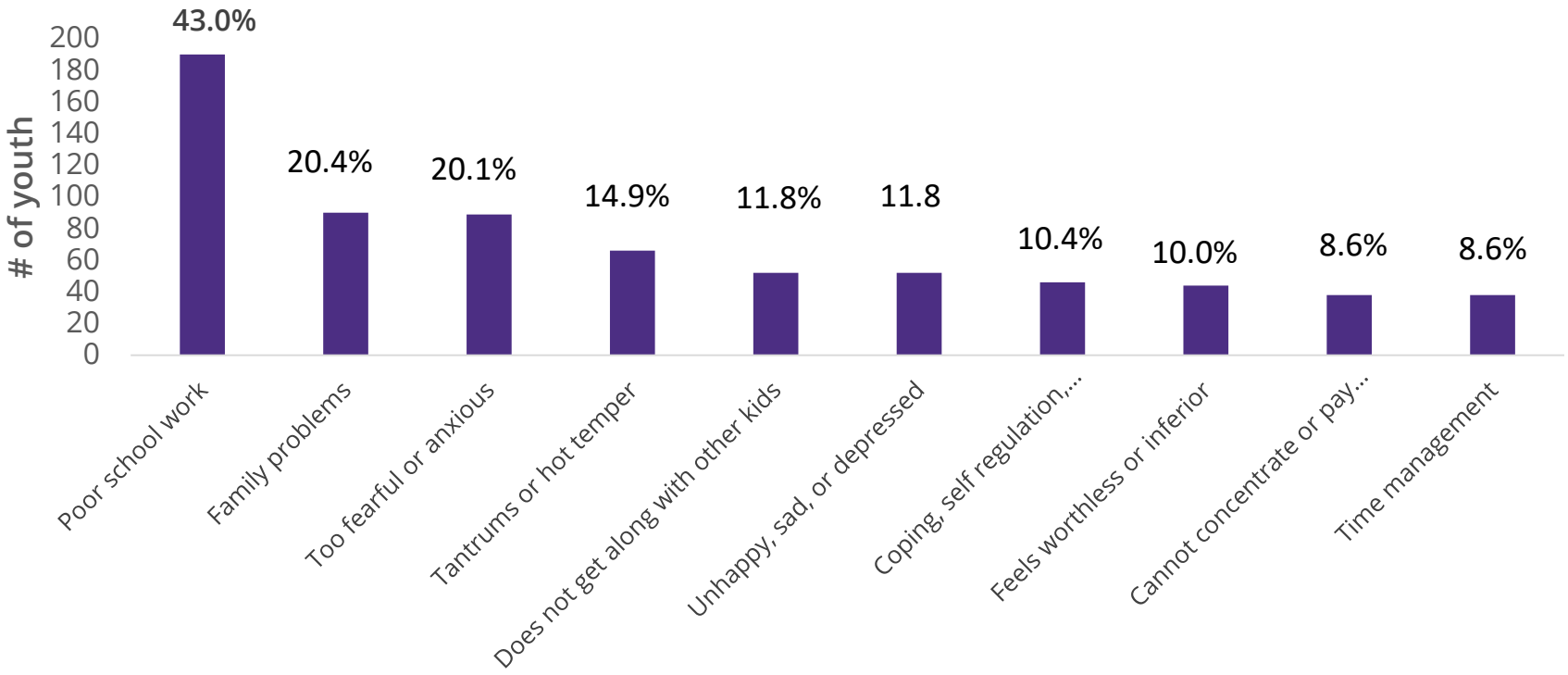
Effective Response Requires Identifying and Intervening Early…
So Stress Does Not Become Distress.

STRESS AND DYSREGULATION	ANXIETY, DEPRESSION, BIG BEHAVIORS	SUICIDALITY	UNCLEAR NAVIGATION
• Academic stress • Family problems • Political & climate stress • Social media-driven loneliness, social comparison, body dissatisfaction	• 80% of youth lack access to care and are left to cope on their own • Those who help may not use effective practices • Schools are <u>not</u> MH providers – not their job to develop comprehensive treatment plans	• Suicide is second leading cause of death among teens. • Adults (parents, family) and peers are not well-equipped to talk about and prevent suicide	• Students and parents must navigate a costly and complex maze of treatment, medication, hospitalization, outpatient providers, crisis services.

With thanks to Elizabeth Koschmann, TRAILS to Wellness

High School Students (N=451) Seeking SMH Services: **Top Problems (N=1,214) Are School and Family Issues**

Bruns, Lee, Pullmann, Liu, Reyes, Chandler, Jones, & McCauley (in revision)

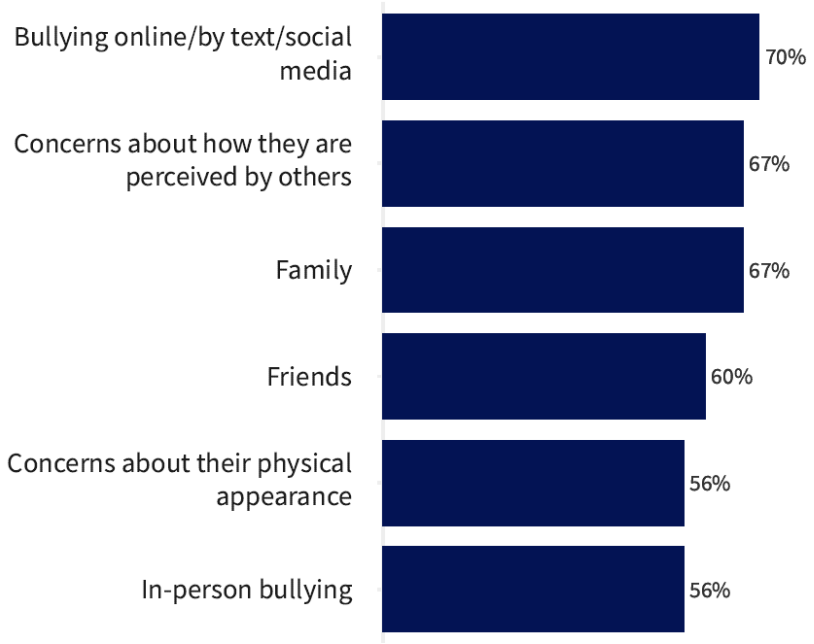


WHAT IS CAUSING STRESS AND DYSREGULATION?

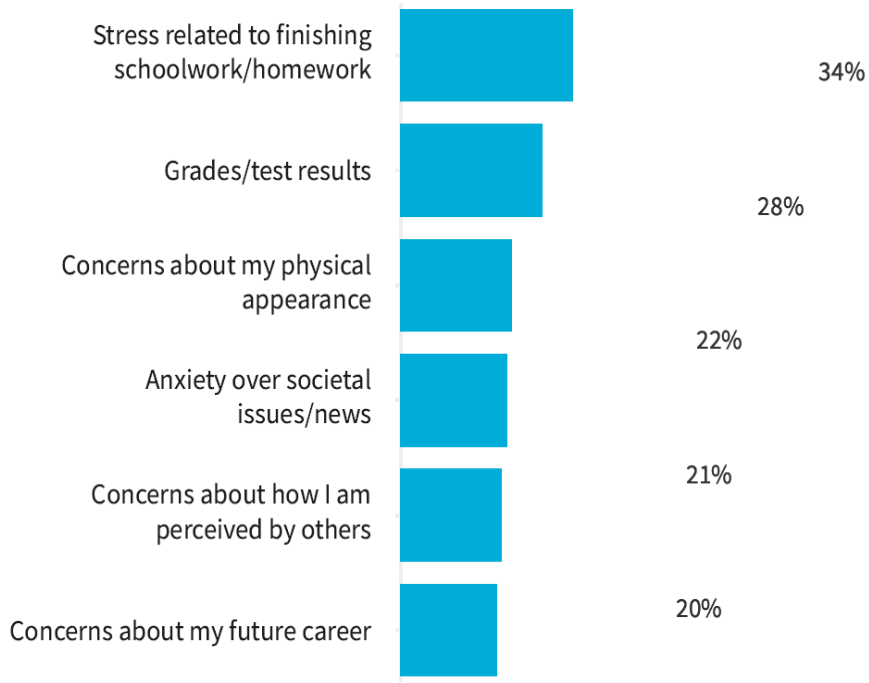
Teachers and Students Don't Agree...

(Prothero, 2023; EdWeek)

Teachers and School Staff



High School Students



What does the SMART Center do to **disrupt the cycle**…**and promote student wellness**?

How do we address the youth MH crisis?

What practices should we select and use?

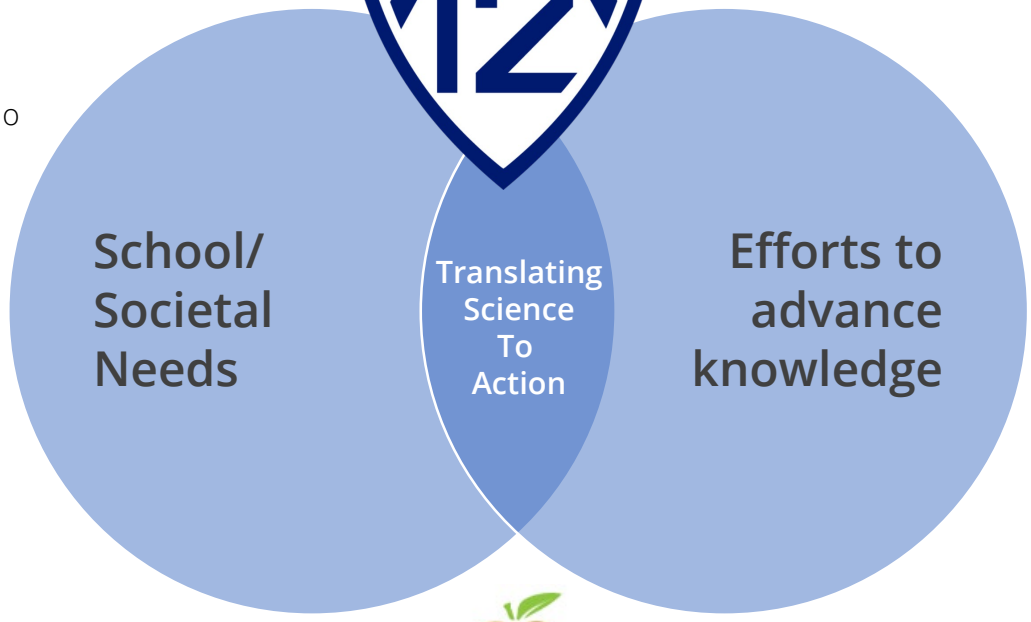
What data and instruments do we need?

How can we best "do prevention" and promote wellness?

How can we prevent crises (suicide, violence)?

What systems, teams, and partners do we need?

How do we do it all in alignment with our mission?



SMART
School Mental Health Assessment Research & Training Center

Where do youth receive MH support?

What School Mental Health (SMH) programs "work"?

What does it take to get SMH EBP implemented?

How do we motivate and train the workforce?

How can we increase SMH equity?

How do we improve usability of SMH interventions?

RESPONDING to the Need Via Effective, Integrated School-Community Mental Health

- School-wide Positive Behavior Supports
- Effective Social-emotional learning programs
- Skills to bolster teacher-student connection, empathic listening
- Organizing Family-School-Community Teams to “own” the problem (& solutions)

- Universal Screening
- Tiered strategies based on need
- School and community helpers working together

- Suicide prevention
- Safety planning provided in schools
- Clear pathways to help for those who need it
- Communication and collaboration between schools and health/ MH care providers.

Schools and local providers must work in integrated fashion to support students

RESPONDING to the Need Via Effective, Integrated School-Community Mental Health

STRESS AND DYSREGULATION

- School-wide Positive Behavior Supports
- Effective Social-emotional learning programs
- Skills to help [illegible] student connection, empathic listening
- Organizing Family-School-Community Teams to “own” the problem (& solutions)

ANXIETY, DEPRESSION, BIG BEHAVIORS

- Universal Screening
- Tiered strategies based on need
- School and community [illegible]

SUICIDALITY

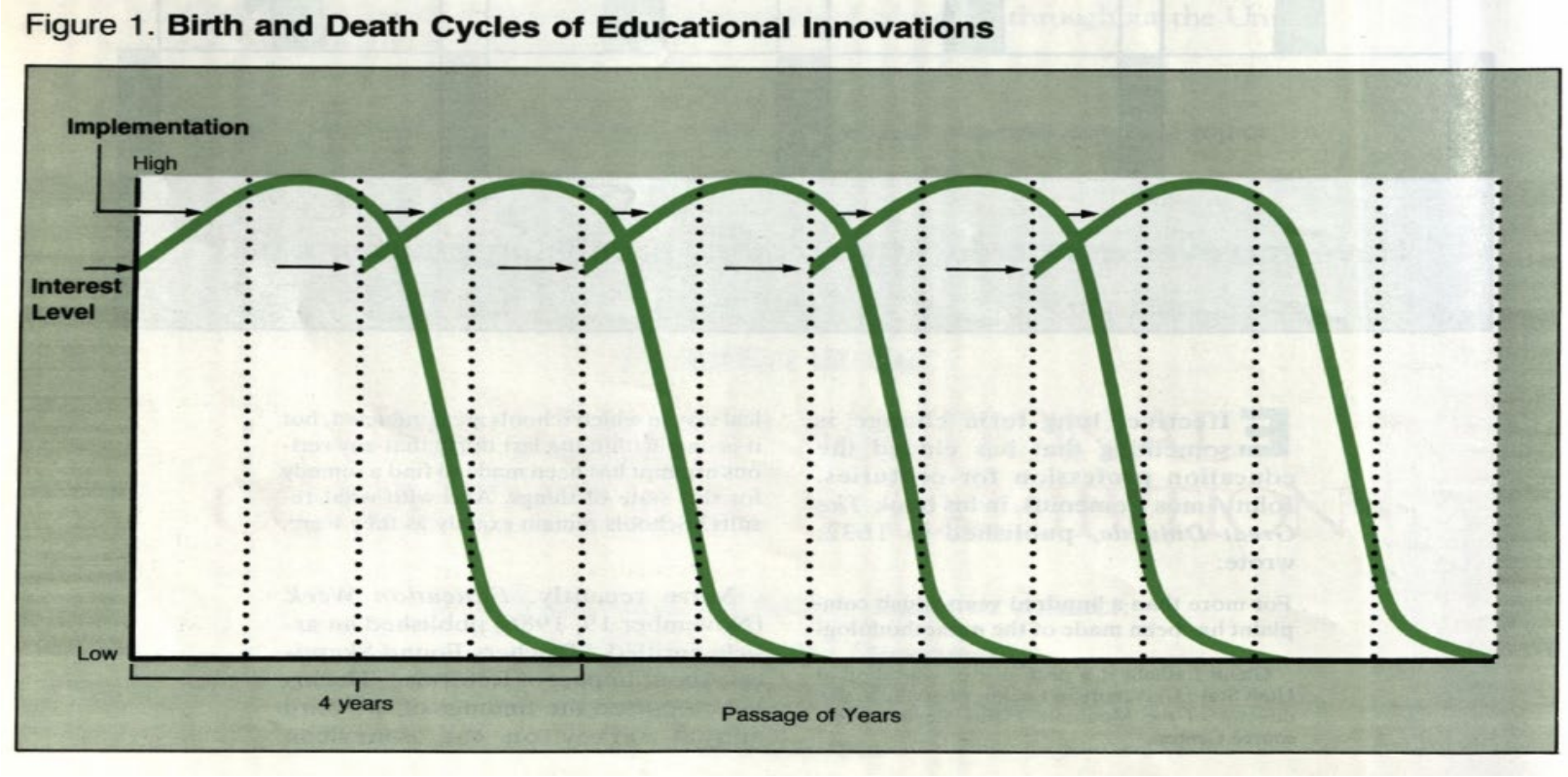
- Suicide prevention
- Safety planning provided in schools
- Clear pathways to help for [illegible]
- Communication and collaboration between schools and health/ MH care providers.

UNCLEAR NAVIGATION

- Schools and local providers must work in integrated fashion to support [illegible]

PLAN AND ORGANIZE USING A SYSTEMS APPROACH

AVOID the impulse to “Add More Programs.”

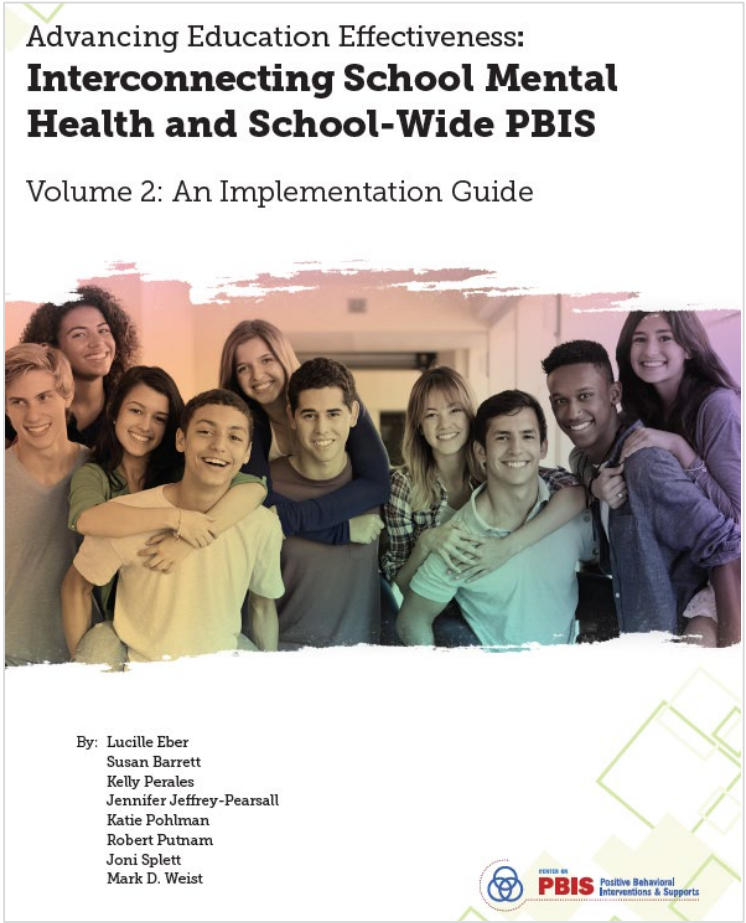


Initiative Overload is **REAL**

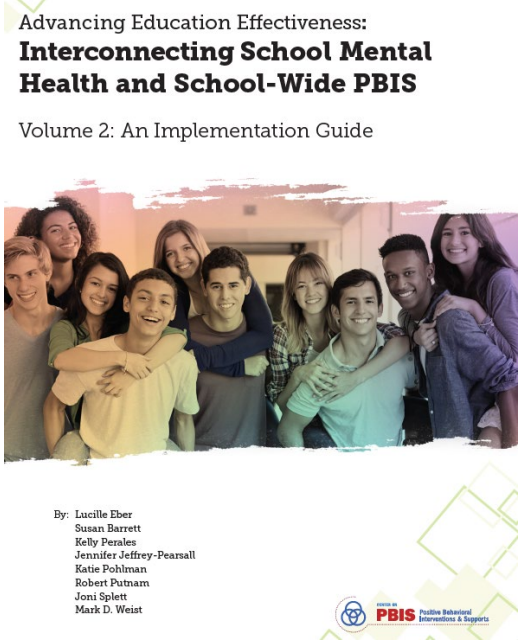
The typical school operates 14 different prevention activities concurrently, and the typical activity is implemented with poor quality.
(Gottfredson et al., 2010)

As an Alternative, Interconnected School Mental Health Focuses on Teamwork, Data, and Systems:

- Establish District & School-community teams
- Inventory and strategically de-implement current initiatives
- Select, implement EBP across tiers
- Comprehensive screening of youth MH
- Data-based decision making
- Ongoing coaching at systems and practice level for school and community employed professionals



Interconnected School Mental Health Schools Show Better Team Functioning



GREATER TEAM PARTICIPATION

BY principals, school counselors, school psychologists, and school mental health clinicians

MORE TIER 1 PROBLEM-SOLVING DISCUSSIONS

Using data to address issues discussed

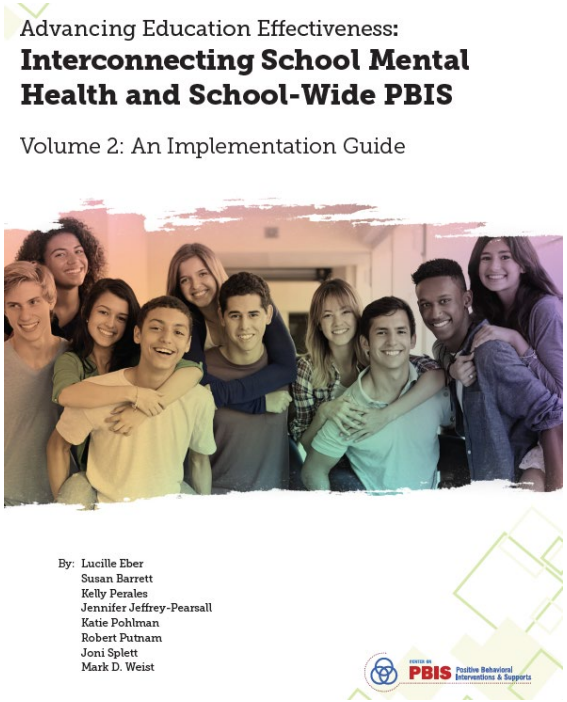
GREATER COMMITMENT TO TEAM MEETINGS

3.7 times more team meetings per quarter (w/more productivity!);

25 minutes longer

Source: Splett, Perales, Miller, Halliday-Boykins, & Weist, 2019

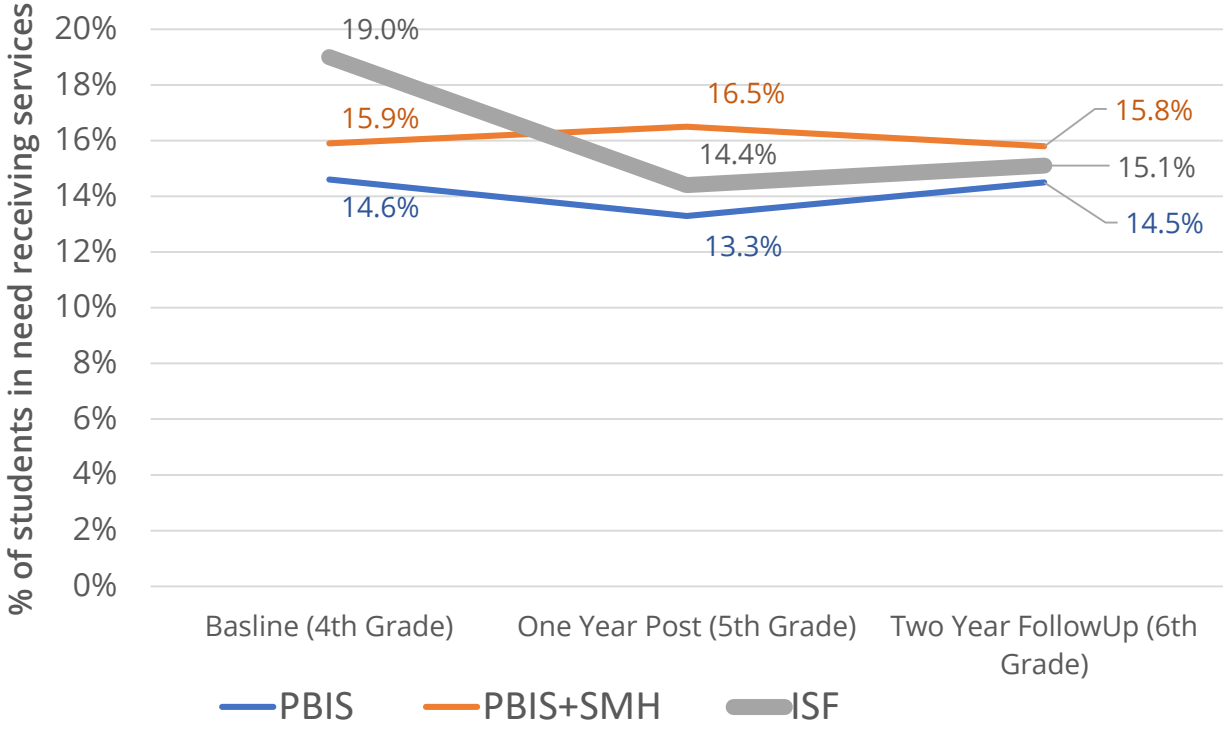
Greater Percentage of Students Receive Needed Treatment



Students at risk for or presenting MH *problems (as rated by teachers)* received more services in the ISF condition.

Source: Splett, Perales, Miller, Halliday-Boykins, & Weist, 2019

Greater Reduction in Symptoms Among Students in Need



SMART-TAC Takes Cohorts of School Building Staff Through A Professional Learning Series Focused on Comprehensive SMH Systems

SEPTEMBER 29, 2023

Building Team Orientation to ISF & Assessing Current Status

NOVEMBER 13, 2023

Fortifying Tier 1: Strengthening the Foundation for School Mental Health and MTSS

JANUARY 30, 2024

Establishing Tier 2 & 3 Systems Part 1: Universal Screening

MARCH 26, 2024

Establishing Tier 2 & 3 Systems Part 2: Systems and Structures

Task Completion, Fluency Building & Coaching Support

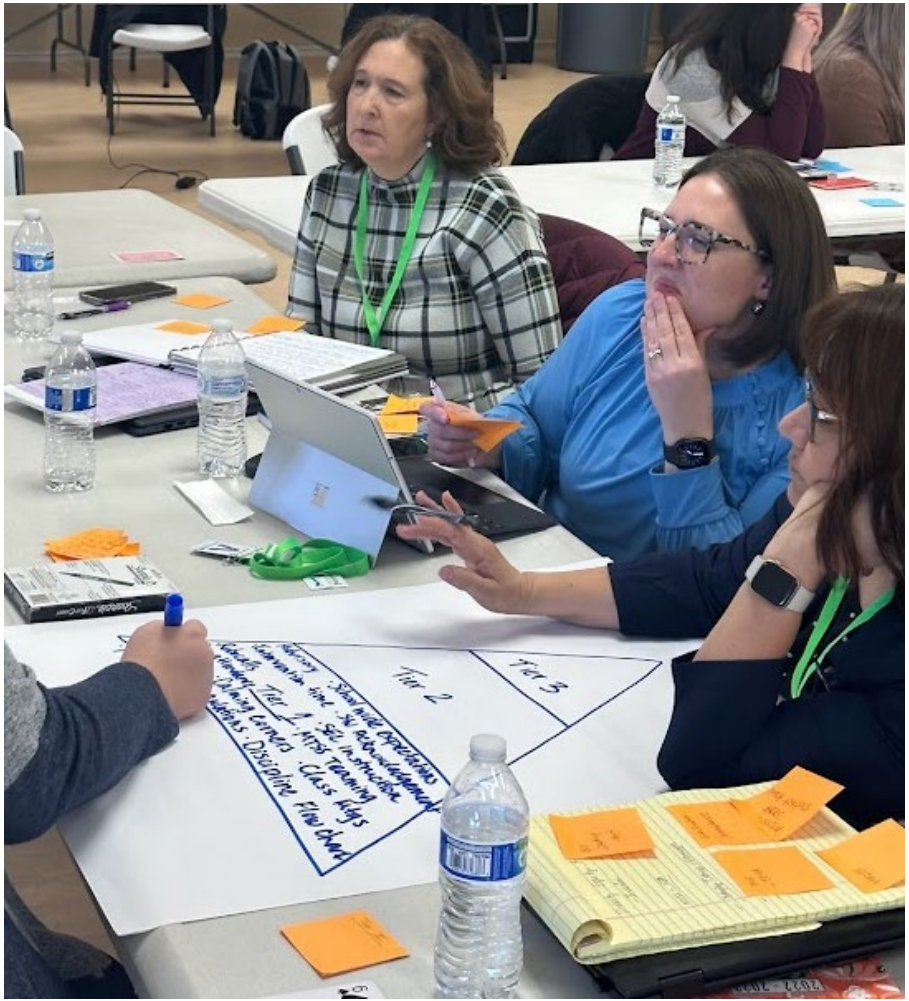
Task Completion, Fluency Building & Coaching Support

Task Completion, Fluency Building & Coaching Support

Contribution of ALL Voices | Norms for
Create a Sense of Belonging
MHTTC

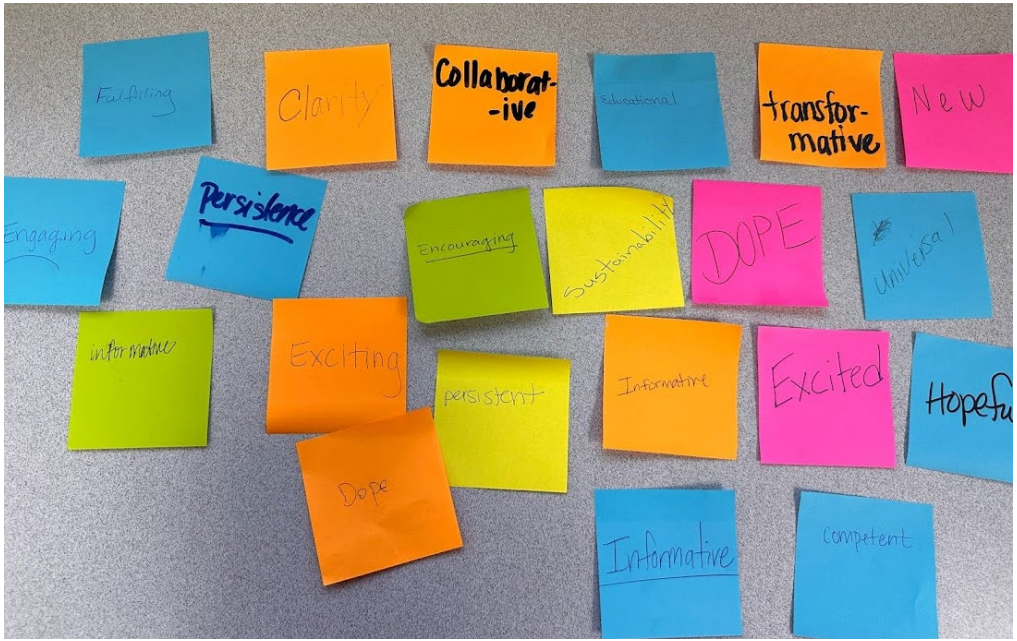
Wellness & Learning Commitments

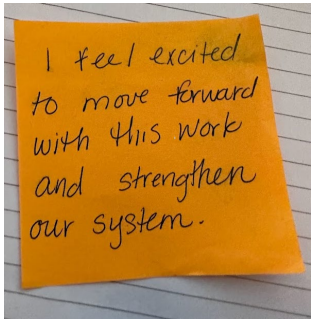
BRAIN WARM UP

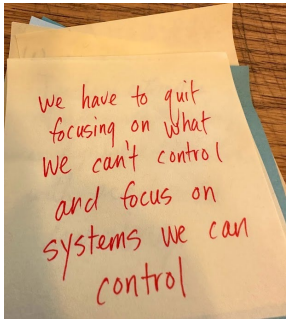

Tier 3
Tier 2

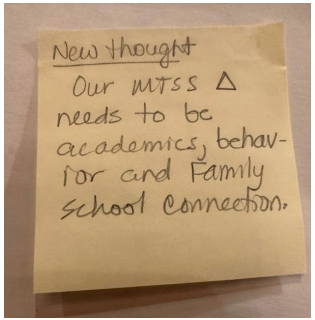
School
Leadership

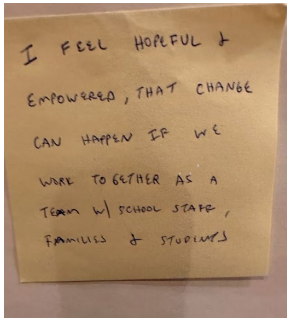
What "sticks" with training participants?







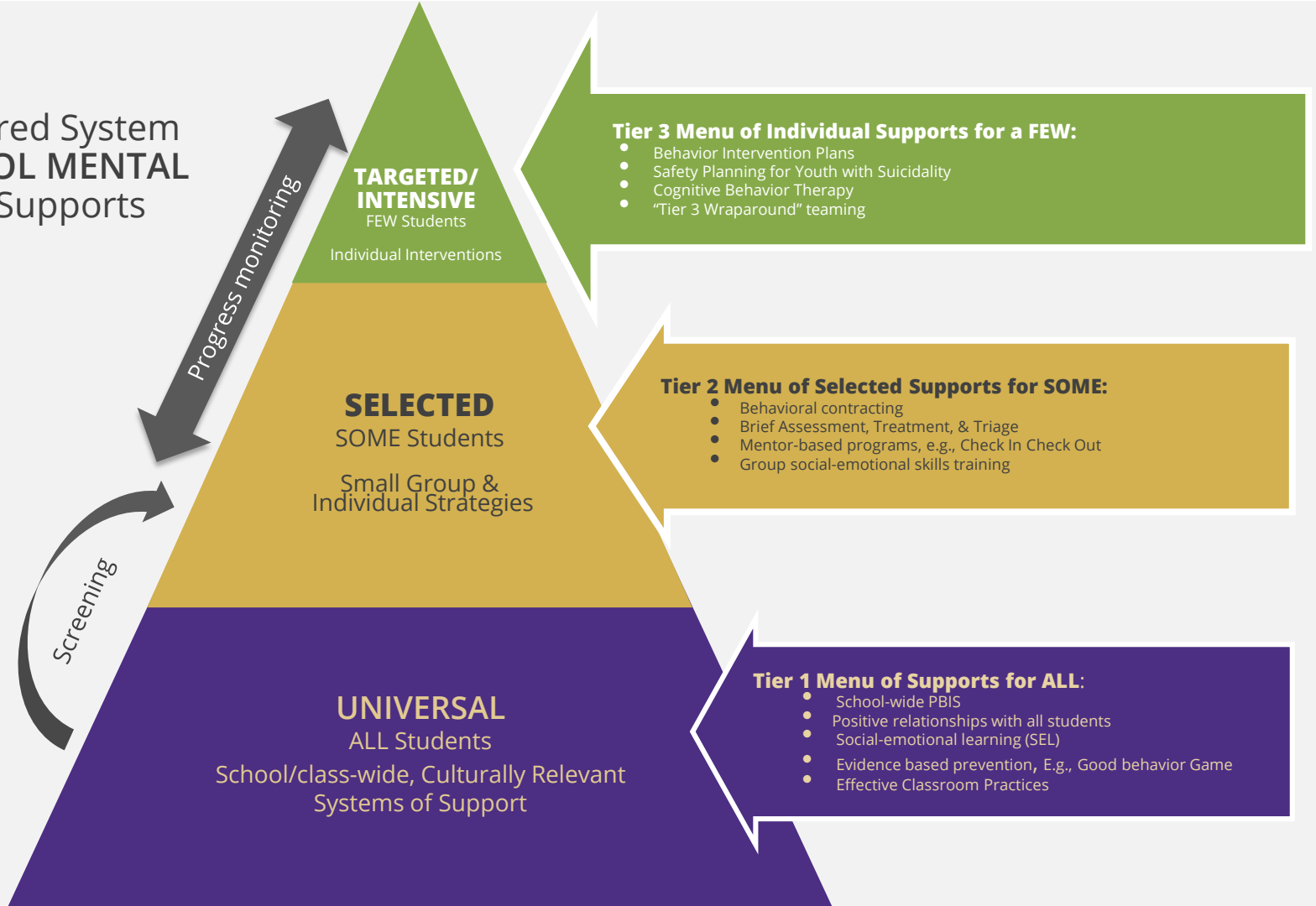




What does the SMART Center do to disrupt the cycle…and promote student wellness?

STRESS AND DYSREGULATION → ANXIETY, DEPRESSION, BIG BEHAVIORS → SUICIDALITY

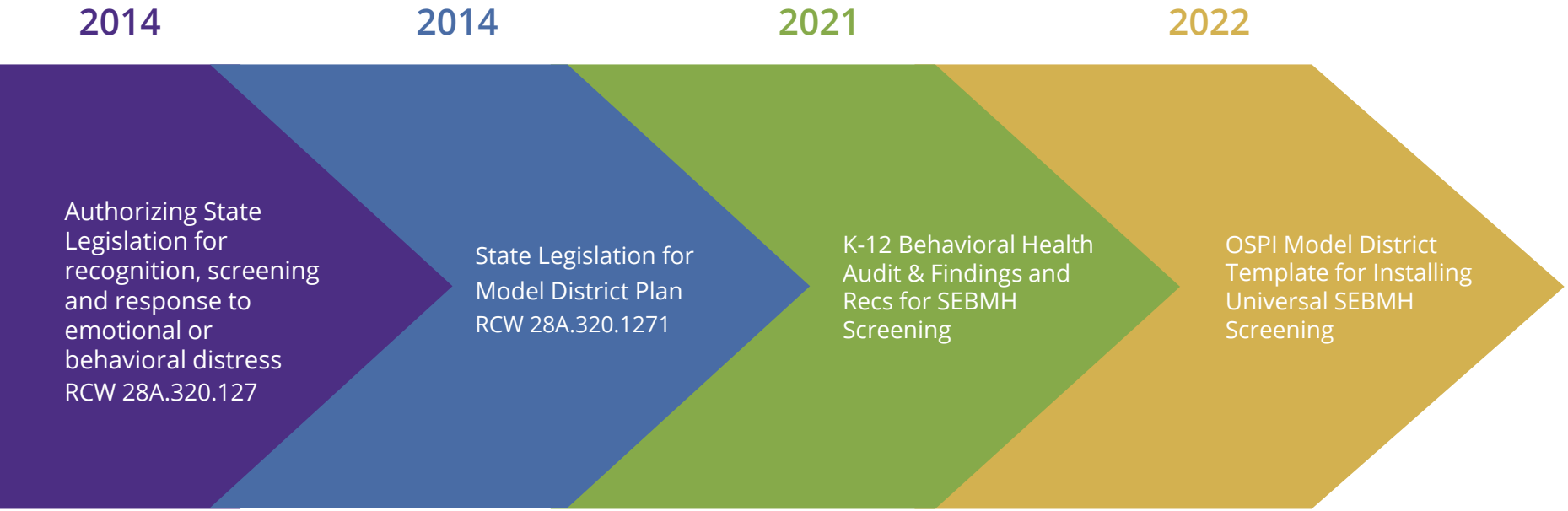
Multi-Tiered System of **SCHOOL MENTAL HEALTH** Supports (MTSS)



SMART Center Training & TA Spans the Multi-tiered supports needed for Comprehensive School MH

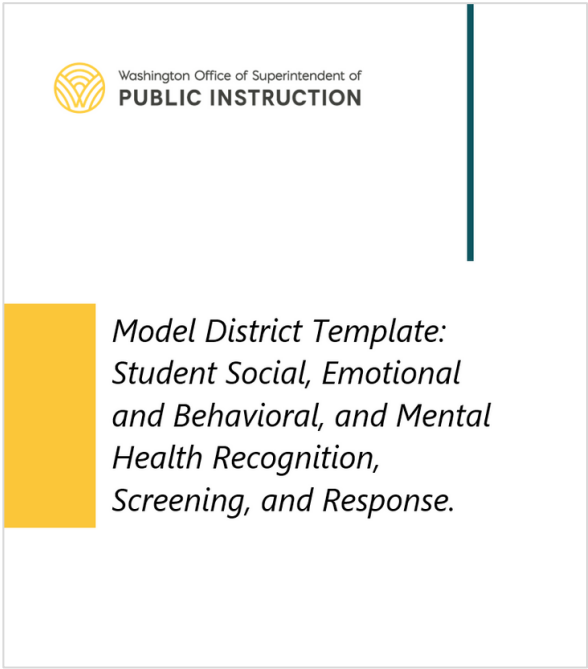
- Screening, identification, and referral
- Select and implement Social-emotional learning programs
- School-wide Positive Behavior Supports to reduce negative discipline
- Building Teachers' listening skills, empathic connectedness to students
- Tier 2 school-based mental health interventions
- Suicide prevention and safety planning
- Leadership training for principals and other school leaders

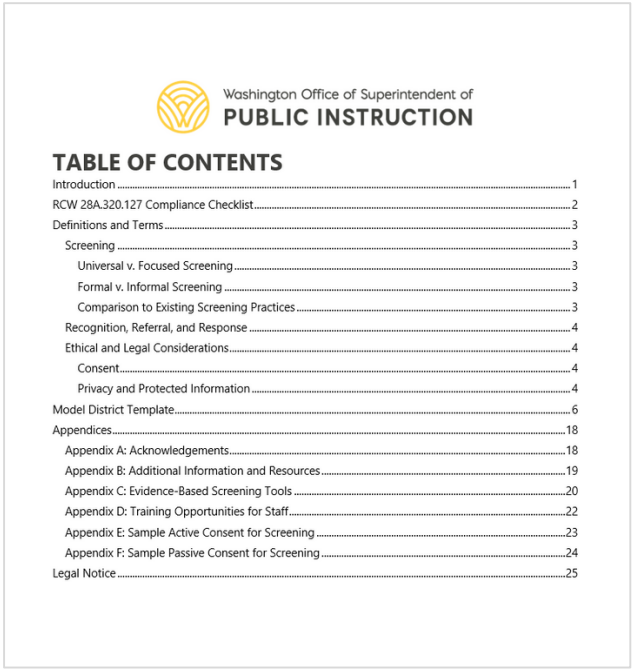
SEBMH Screening in Washington | **A TIMELINE**

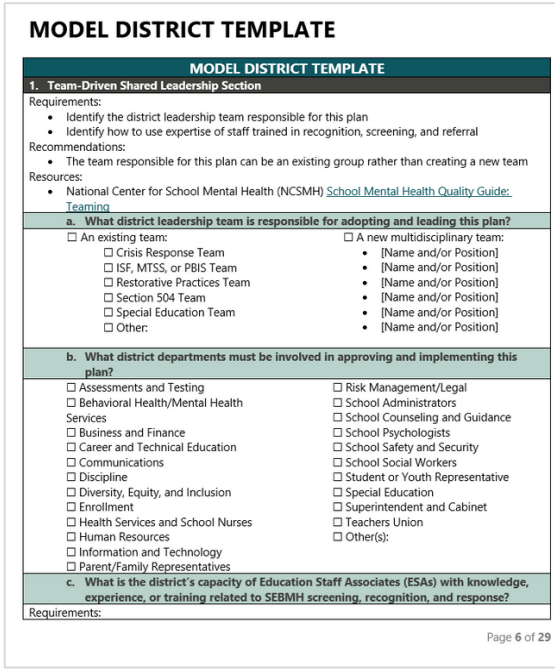


WASHINGTON STATE Model District Screening Template:

Student Social, Emotional, Behavioral, and Mental Health (SEBMH) Recognition, Screening and Response



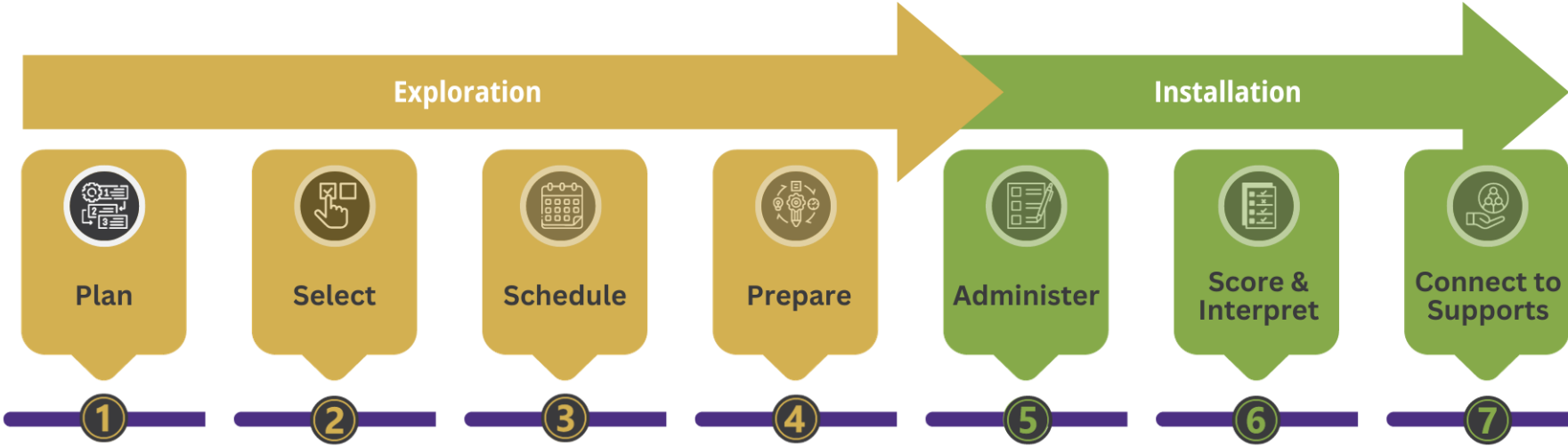




https://www.k12.wa.us/student-success/health-safety/mental-social-behavioral-health/youth-suicide-prevention-intervention-postvention

FOREFRONT SUICIDE PREVENTION

SMART School Mental Health Assessment Research & Training Center



1) Assemble a team (district & school levels)
2) Get clear on purpose and ensure everyone is aware
3) Determine resources
4) Create a plan for communicating process with all stakeholders (e.g. District Community Leadership Team, Families, School Personnel, etc.)

1) Explore and select a screening tool

1) Establish screening windows for all timepoints
2) Create assessment schedule or add screening dates to existing assessment schedule

1) Ensure data security, consent and assent procedures and address privacy and confidentiality
2) Develop clear procedures and protocols
3) Establish data decision rules
4) Create intervention menus (description, entry/exit criteria, progress monitoring) and process for rapid access to supports.

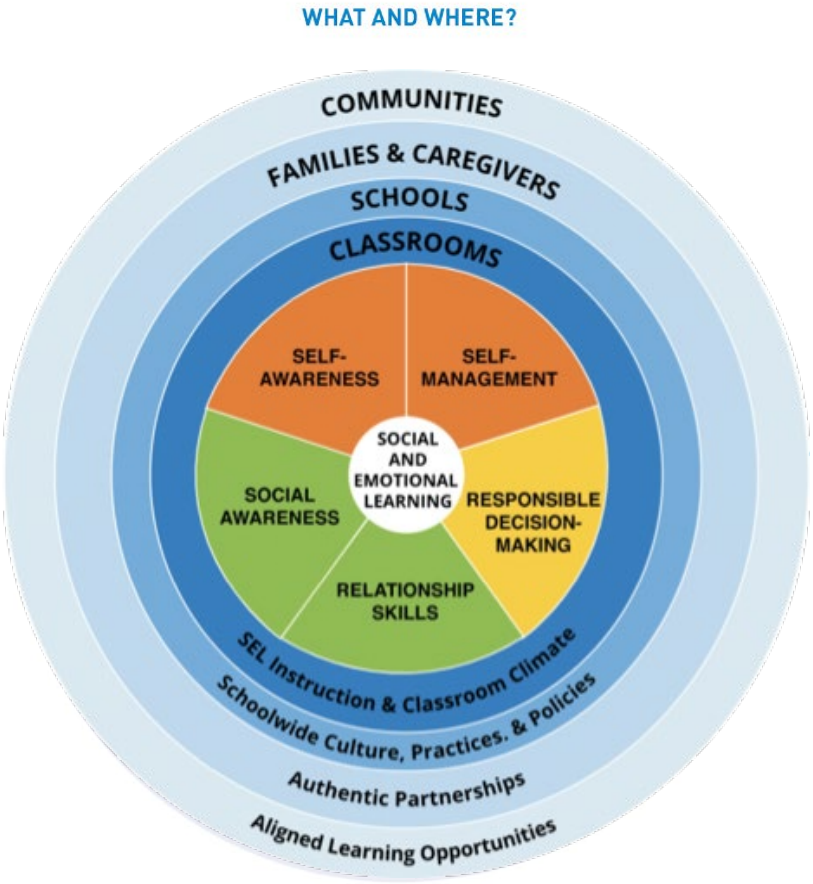
1) Provide professional learning
2) Implement screening tool in common space with all teachers or provide assistance for teachers to complete on their own
3) Provide resources if completing the tool creates emotional responses

1) Graph & Share results
2) Examine data at school, class, and student levels
3) Adjust tier 1 as needed

1) Use multiple data sources and menu of interventions to connect students to supports

Adapted From: Oakes, Wendy & Lane, Kathleen & Cox, Meredith & Messenger, Mallory. (2014). Logistics of Behavior Screenings: How and Why Do We Conduct Behavior Screenings at Our School?. Preventing School Failure: Alternative Education for Children and Youth. 58. 159-170. 10.1080/1045988X.2014.895572.

SOCIAL-EMOTIONAL LEARNING
based on Research-Based Frameworks



BOOSTING
Student-Teacher Relationships

Social, Emotional & Behavioral Health

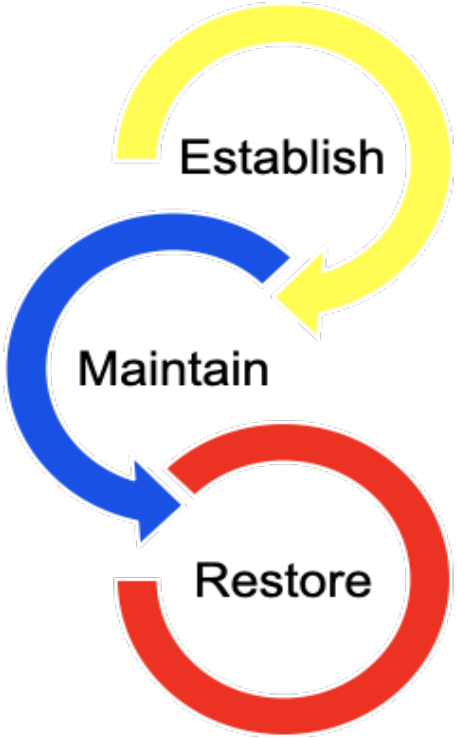
School Engagement

Academic Achievement

School Belonging

ESTABLISH - MAINTAIN - RESTORE (EMR)
Classroom Intervention

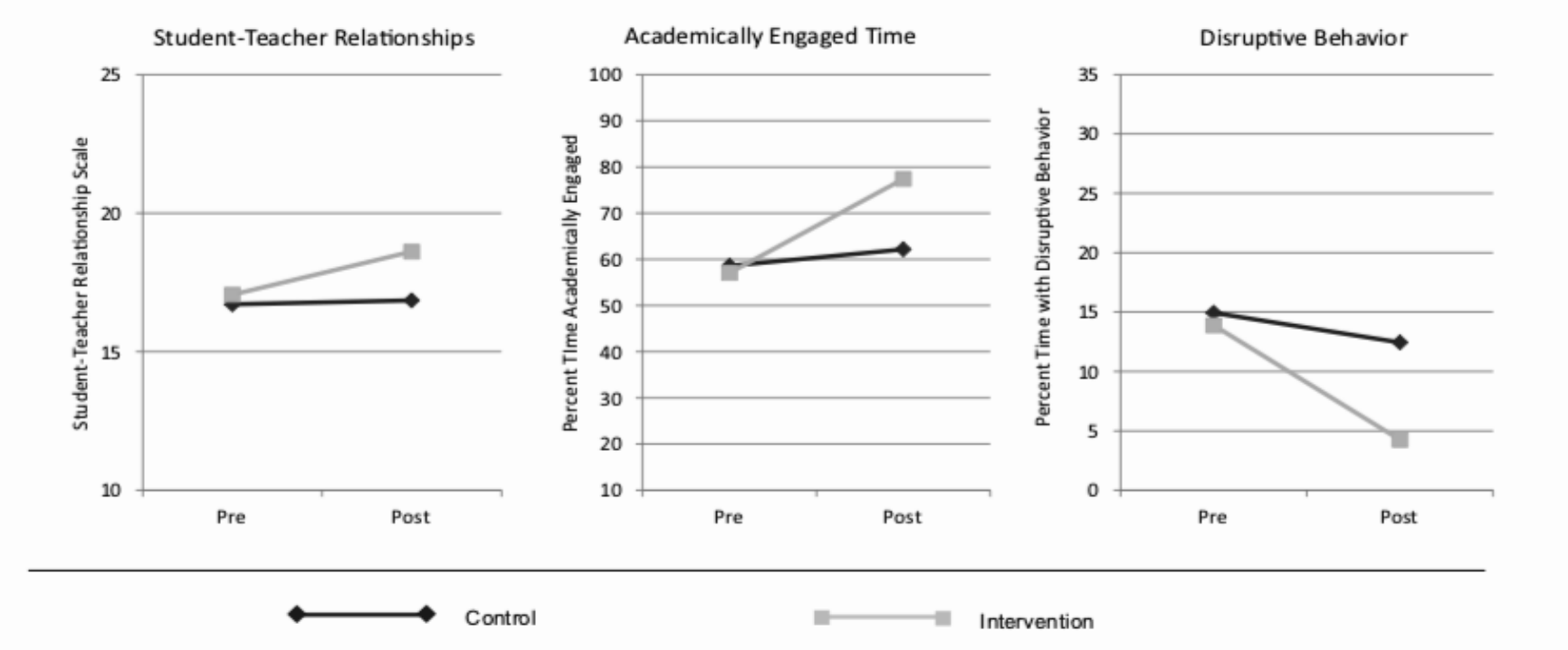
ONGOING efforts to keep positive relationships intact.



MAKE SURE no child falls through the relational cracks.

REPAIR relationships following negative interactions.

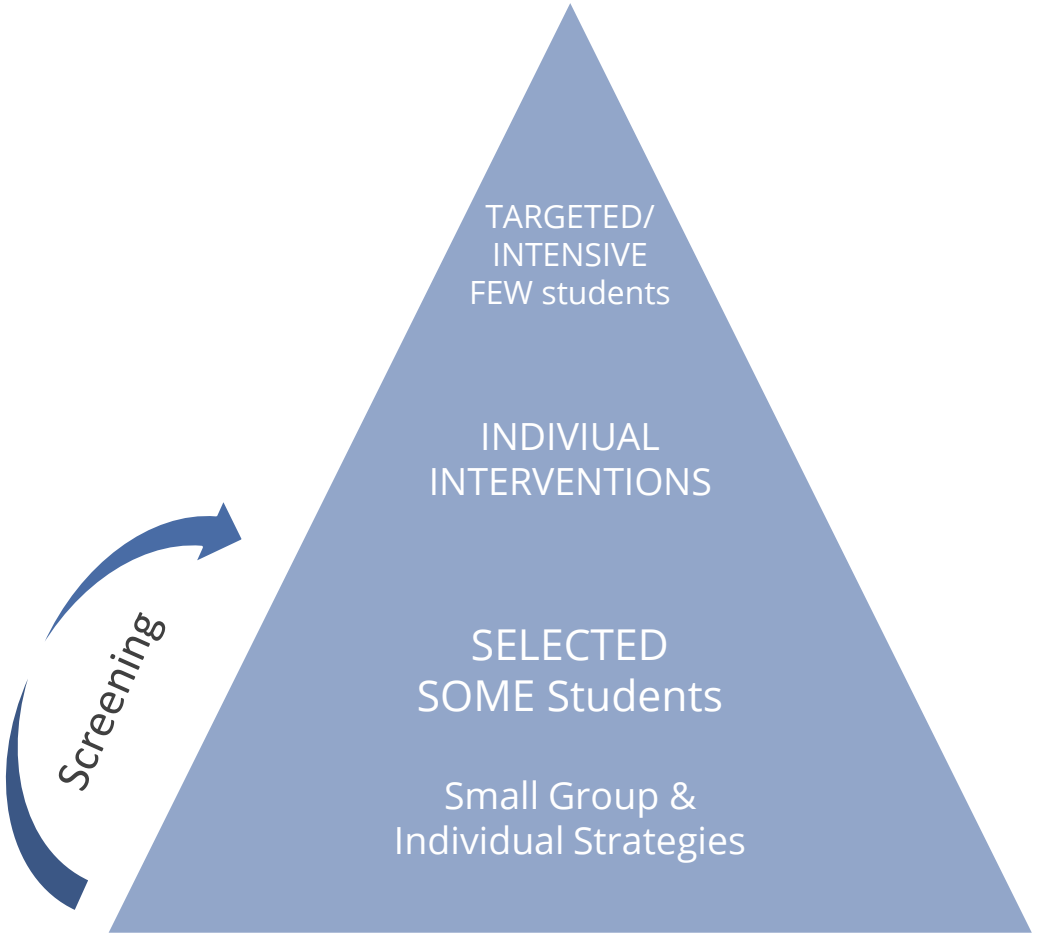
EMR improves relationships, Academic engagement, and Behavior



ANXIETY, DEPRESSION,
BIG BEHAVIORS

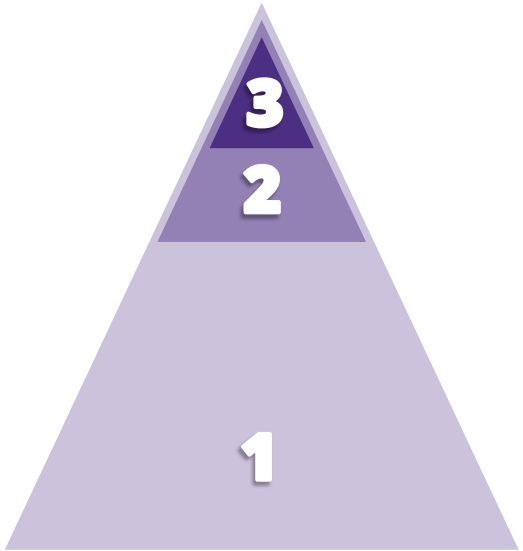
MOVING UP THE TIERS –

How do we meet needs of the increasing number of youth with identified problems?

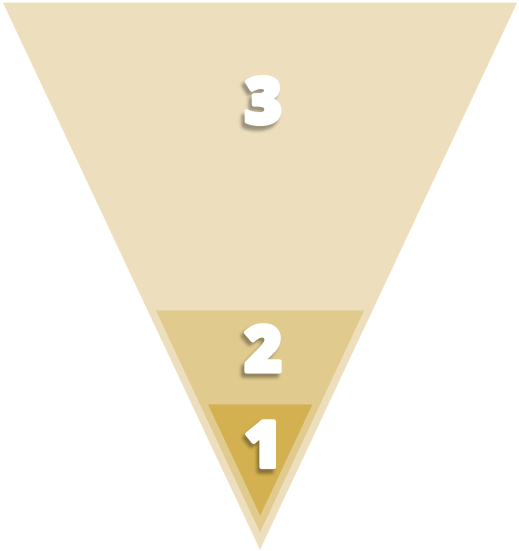


High-Quality, Multi-Tiered SMH is More Likely to Happen When Schools and Communities are in Partnership.

SCHOOL PROVIDERS



COMMUNITY PROVIDERS



BRISC

BRIEF INTERVENTION FOR SCHOOL CLINICIANS

SESSION 1
Engagement, Informal Assessment and Problem Identification

SESSION 2
Problem Solving

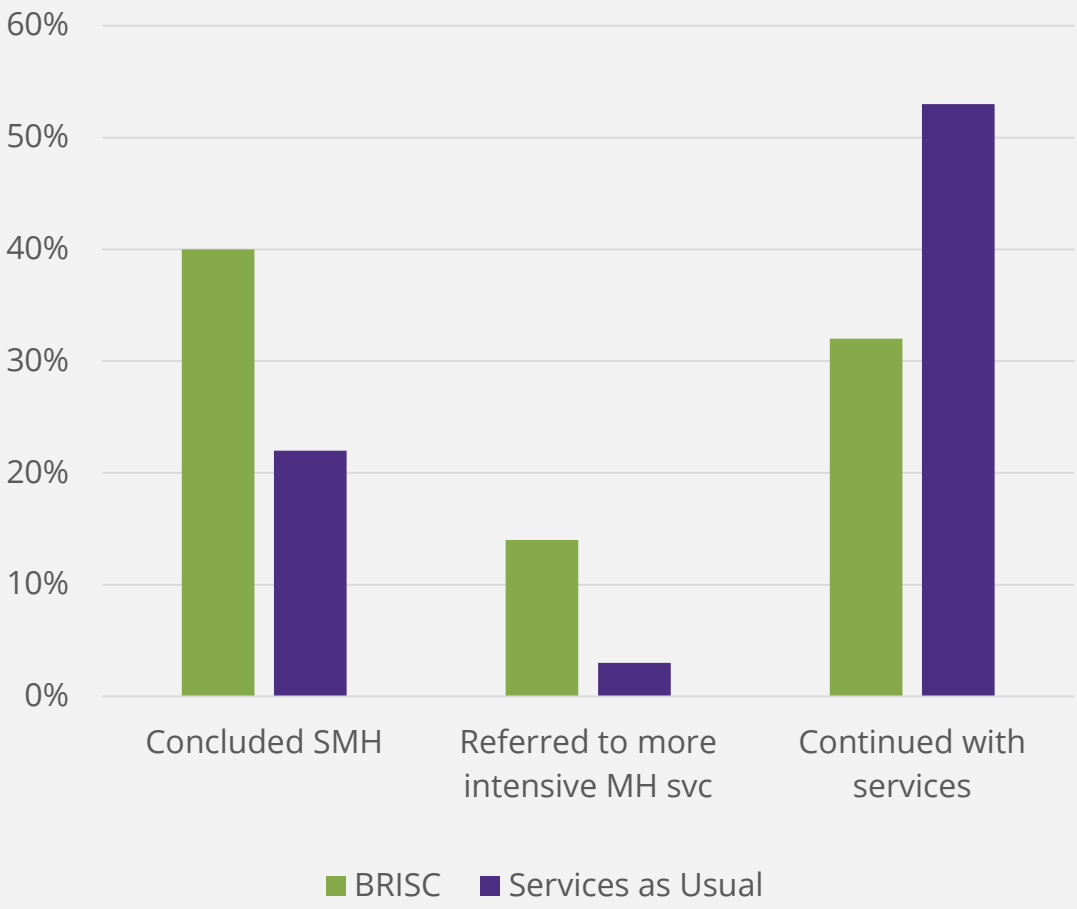
Session 3
Continued problem solving – teaching skills as needed:

- Stress and Mood Management
- Realistic Thinking
- Communication Skills

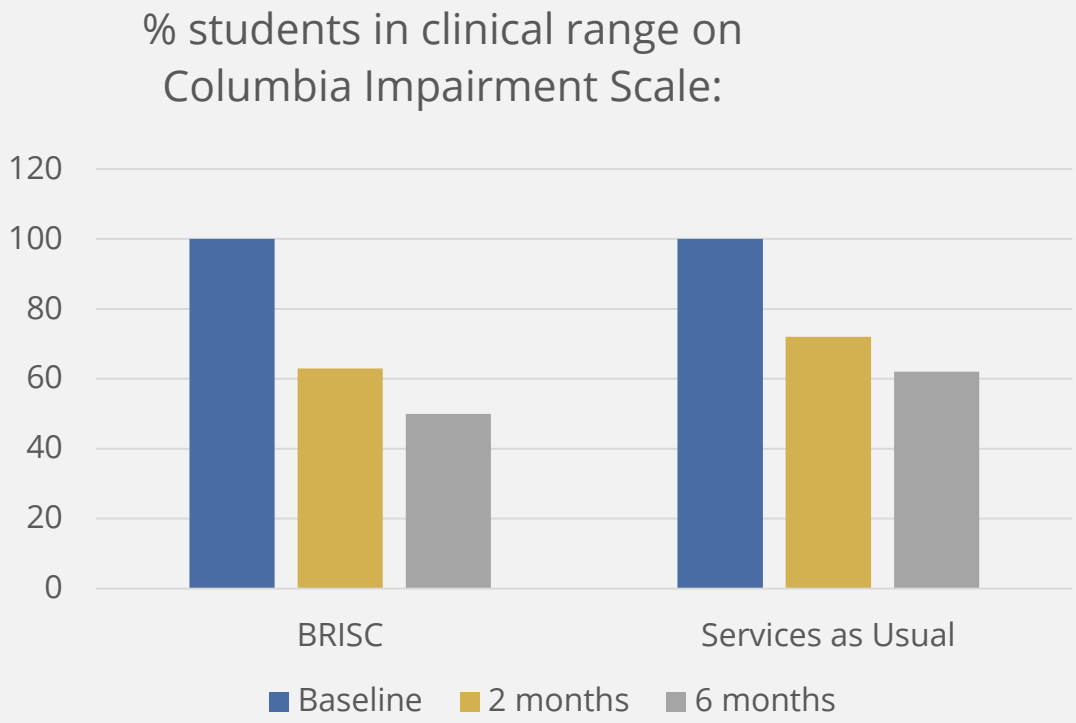
Session 4
Review student's needs & progress to triage to next steps

Brief Intervention for School Clinicians and Counselors (Bruns & McCauley, 2022)

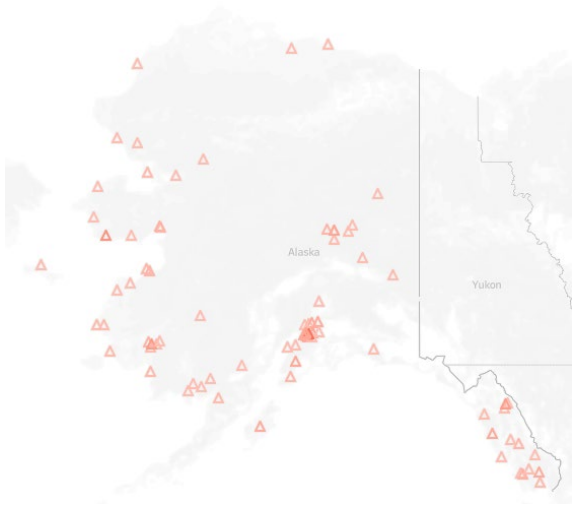
BRISC PROMOTES
efficiency, data-informed triage.

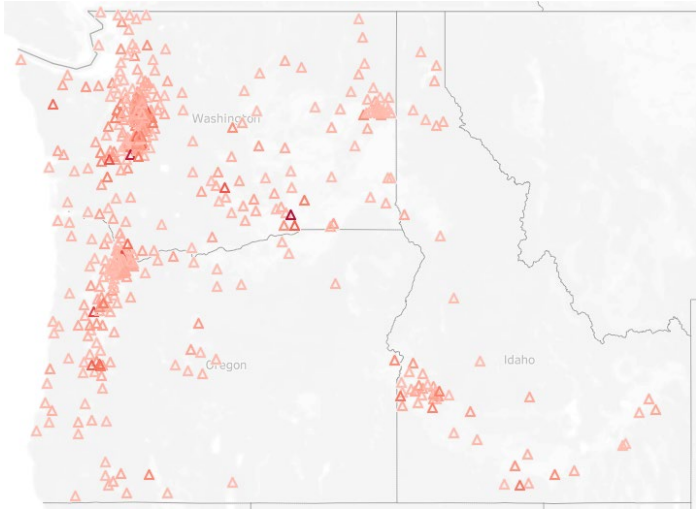


Among students with clinical levels of impairment, **FEWER BRISC STUDENTS IN CLINICAL RANGE.**



SMART-TAC's NW-School MH Tech Transfer Center Does this Work in **SAMHSA Region 10**

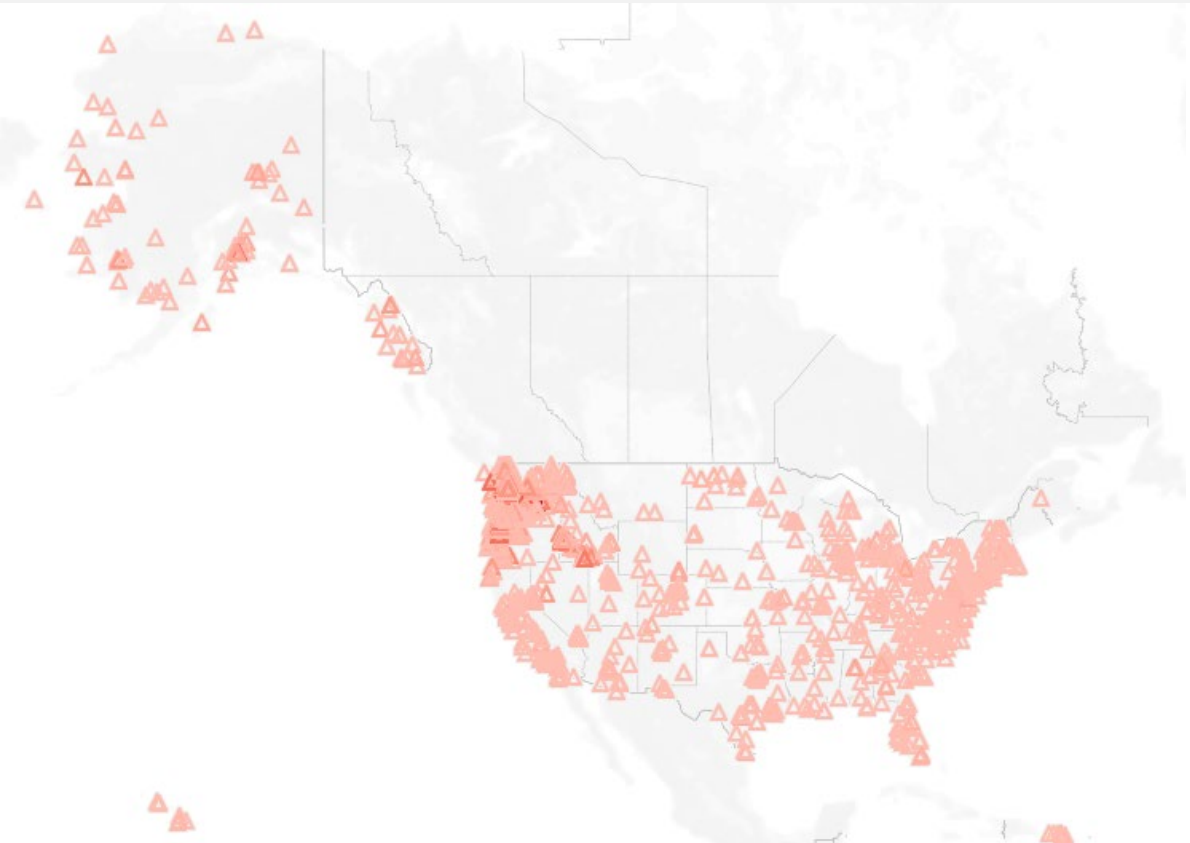




Total N
1 64

STATES	AK	ID	OR	WA	REGION 10 TOTAL	OTHER STATES
ZIP CODES	83	52	140	301	576	848
PARTICIPANTS	305	320	687	2,266	3,578	1,356

SMART-TAC's NW-School MH Tech Transfer Center Engages Schools and Districts Across the U.S.



OUR GOALS

- Provide direct training and TA on the implementation of mental health services in schools
- Build infrastructure and create learning communities
- Support educational leaders to promote mental health for ALL
- Foster regional alliances

2019-2024

SAMHSA-FUNDED REGIONAL SCHOOL MENTAL HEALTH INITIATIVE

SCHOOL MENTAL HEALTH SUPPLEMENT OVERVIEW YEARS 1–5 2019-2023

1. School Mental Health Training & Technical Assistance in schools & school systems.
2. Build infrastructure and create learning communities.
3. Support educational leaders to promote mental health for ALL.
4. Foster regional alliances and collaboration efforts.

23,620 Participants

235 Events

175 Products

94% Satisfaction Rating

35,191 Website Page Views

8,639 Subscribers

Check out the Years 1- 5 Infographic here

NWMHTTC YEAR 5: By the Numbers (August 2022-September 2023)

8,432
WEBSITE PAGE VIEWS

37
EVENTS

17
ANNOUNCEMENTS

5
PRODUCTS

2,186
Participants

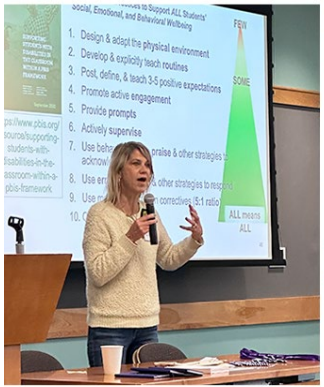
94%
Were statisfied with the trainings

94%
Would recommend trainings to others

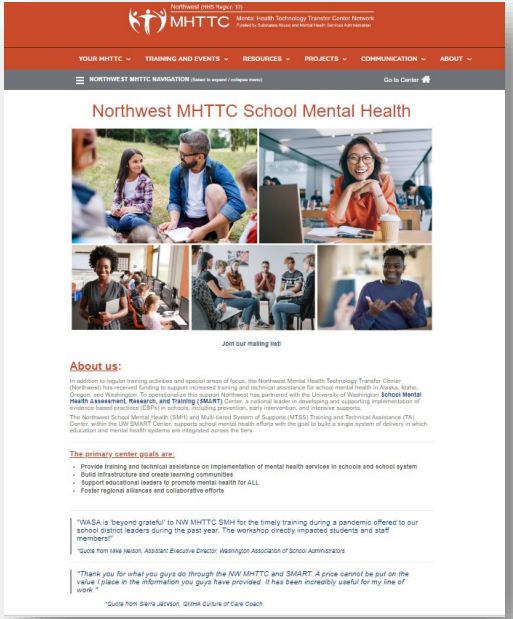
91%
Intent to use what was learned

88%
Had shared what they learned with others

Check out the Year 5 Infographic here.



GET CONNECTED WITH OUR CENTER

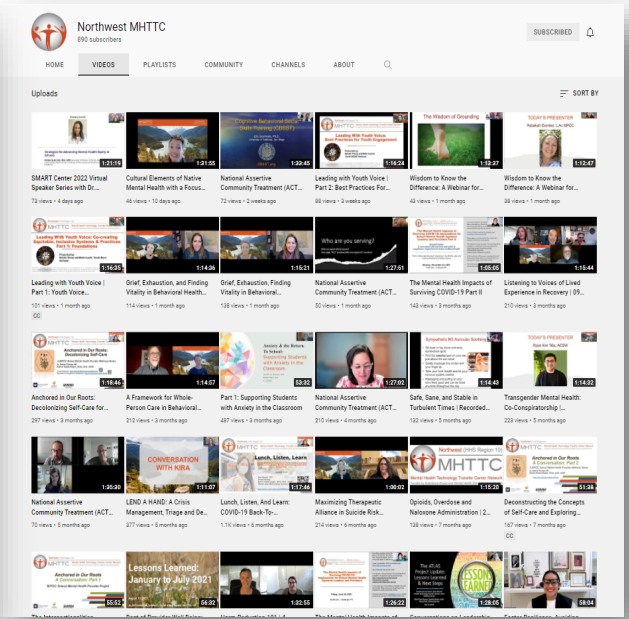


Website

https://bit.ly/NWSMH

Newsletters, Training and Resource Announcements

https://bit.ly/NWSMHsignup



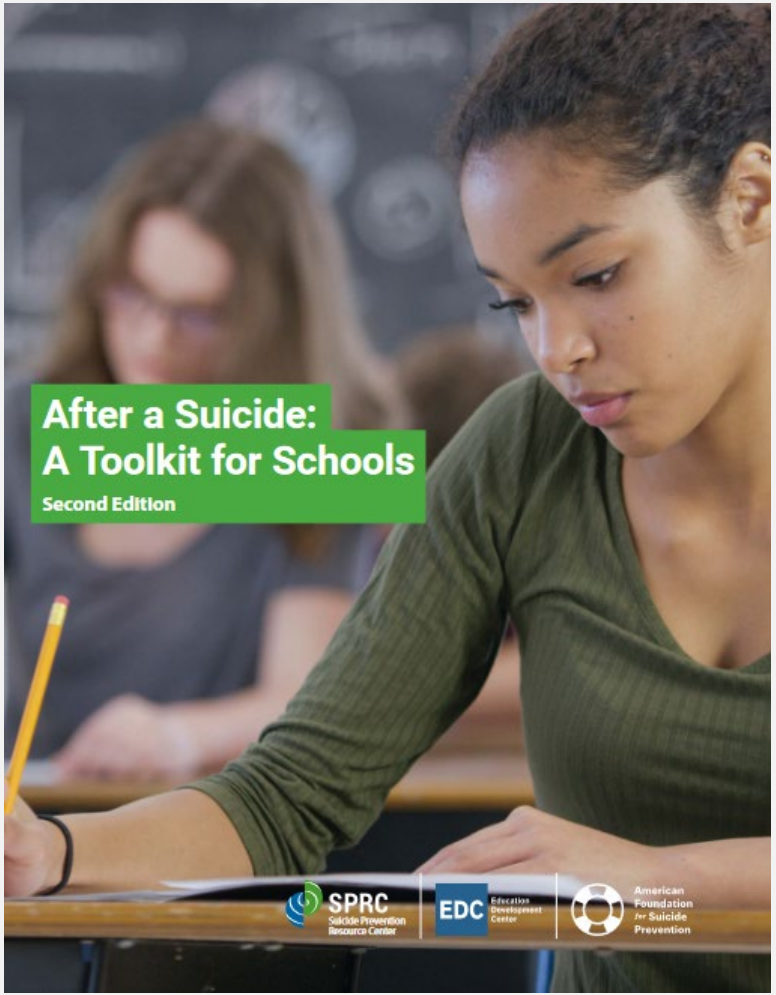
Northwest MHTTC YouTube Channel

https://bit.ly/NWMHTTC-YouTube

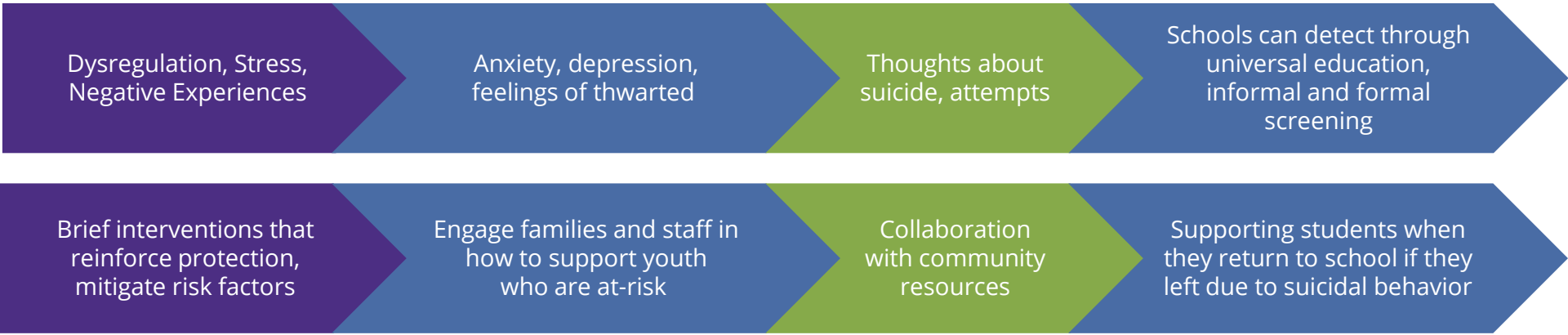
Youth Suicide Must be on Every District's Radar.

- Approximately **2000 high schools nationwide** experience the death of a student by suicide
- **Youth are vulnerable** to suicide contagion following peer, staff, and celebrity suicide deaths
- An **unknown number of schools** experience suicide attempts of youth
- Peers, teachers, staff bring concerns about students to ESA staff and far to frequently the **response is to send students to the emergency room**

What can we do better???



Schools Have an Important Role to Play in **PREVENTING YOUTH SUICIDE.**



Tier 1 and 2 SEL supports that prevent and mitigate suicide ideation

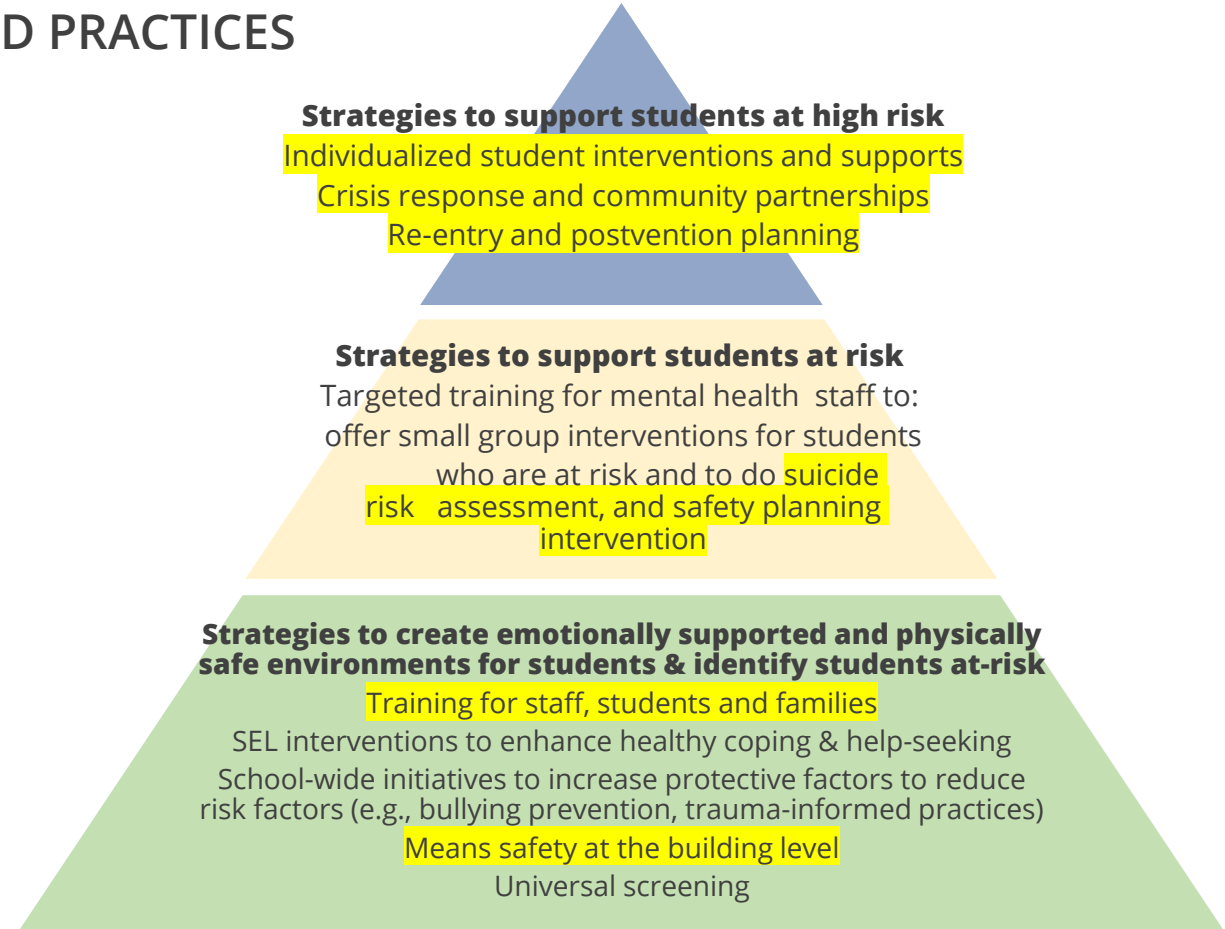
Comprehensive School- and Community Based Suicide Prevention

PROGRAMS AND PRACTICES

RE-ENTRY, POSTVENTION

INTERVENTION

PREVENTION



asking is caring

look

many youth are in pain. We need to know what to look for.

listen

Remember you don't have to fix things, just listen and try not to pass judgment.

ask

Asking about suicide doesn't put the idea in their head; ask directly, and stay calm.

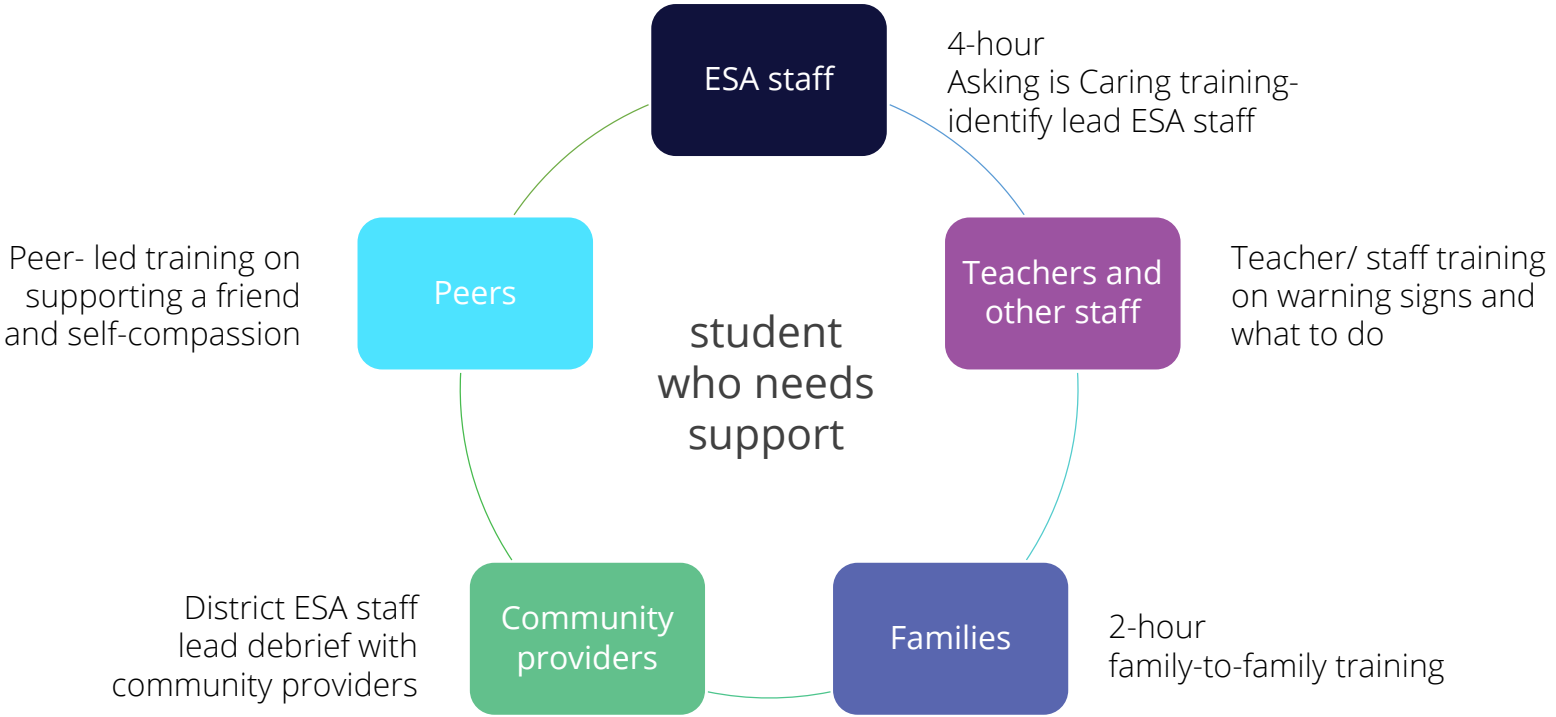
act

Follow protocol s.
Offer brief interventions.
Support families.

connect

Activate protective factors. Connect with community resources.

Everyone has a role to play in suicide prevention...



asking is caring

A Community Conversation about Youth Mental Health and Suicide Prevention led by Parents and Caregivers.

- **Tier 1 strategy** delivered by trained parents/caregivers in partnership with the school district.
- **Two-hour program** focused on identifying warning signs how to ask about suicide empathic listening, safety practices (medications, firearms), awareness of district and community resources.
- **Trained to share** their unique stories in the context of a highly collaborative curriculum.
- **Cover critical topics** such as how to recognize when youth are struggling, how to build greater protection and safety in your home.

In partnership with:

SMART School Mental Health Assessment Research & Training Center

UNIVERSITY of WASHINGTON

Medical Lake School District

RICHLAND School District

United Healthcare

Walla Walla Public Schools
Developing Washington's Most Sought-After Graduates

GRANDMOTHERS Against Gun Violence

Sherwood Trust
Founded by Donald & Virginia Sherwood

asking is caring

A Training on Suicide Risk Screening and Brief Interventions to Mitigate Risk and Build Protective Factors.

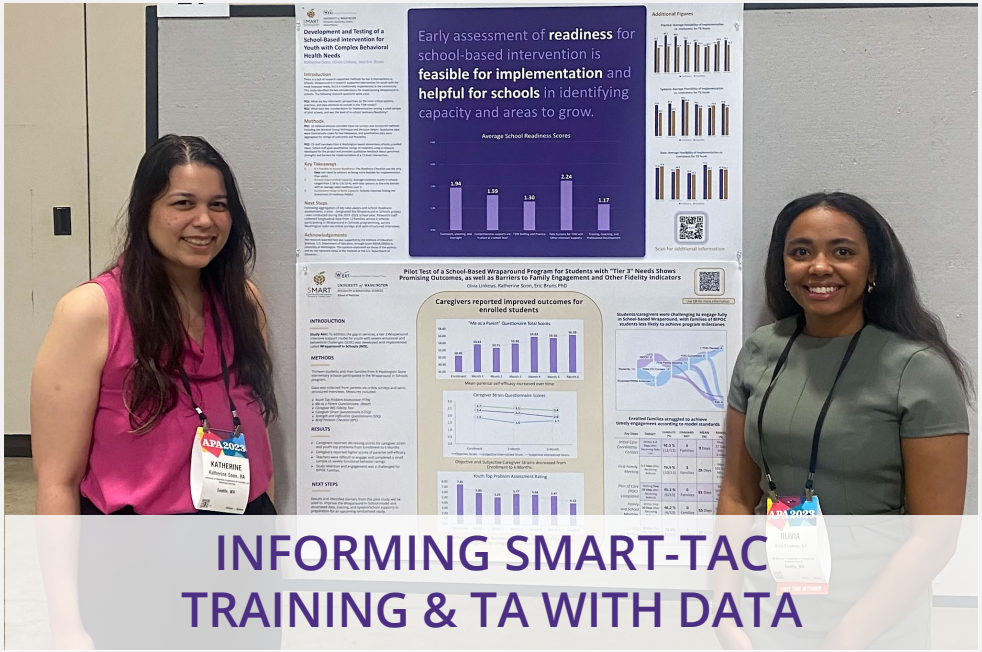
- **Three-hour training for ESA professionals** inclusive of customized protocols, forms for use by staff, and resource guide for parents.
- **Covers critical topics** including, how to recognize students who are struggling, how to build connection and ask about suicide.
- **Trains** ESA staff in the brief CSSR-S and in the safety planning intervention inclusive of follow-up strategies.
- **Helps** ESA staff know how to work collaboratively with administrators, school staff, families and community-based providers.
- **Supports** ESAs in supporting students who are returning to school after a mental health leave of absence.

In partnership with:

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

Medical Lake School District

United Healthcare

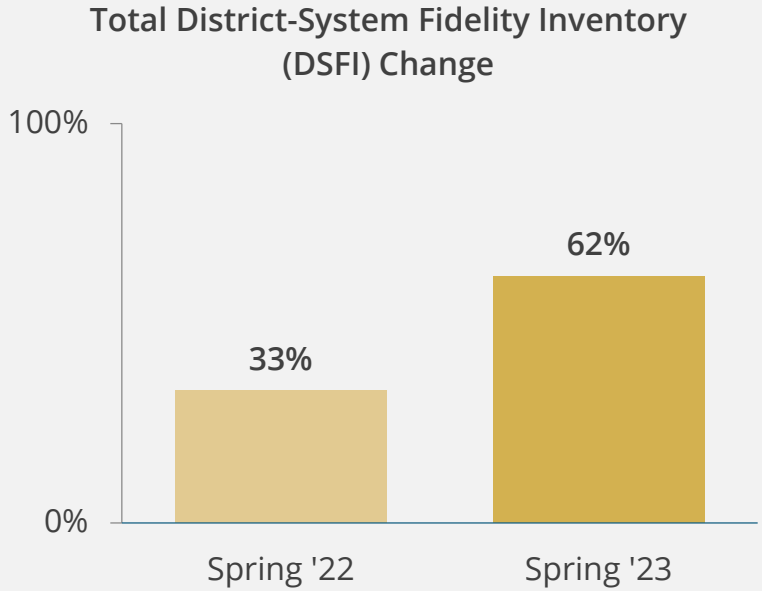


INFORMING SMART-TAC TRAINING & TA WITH DATA

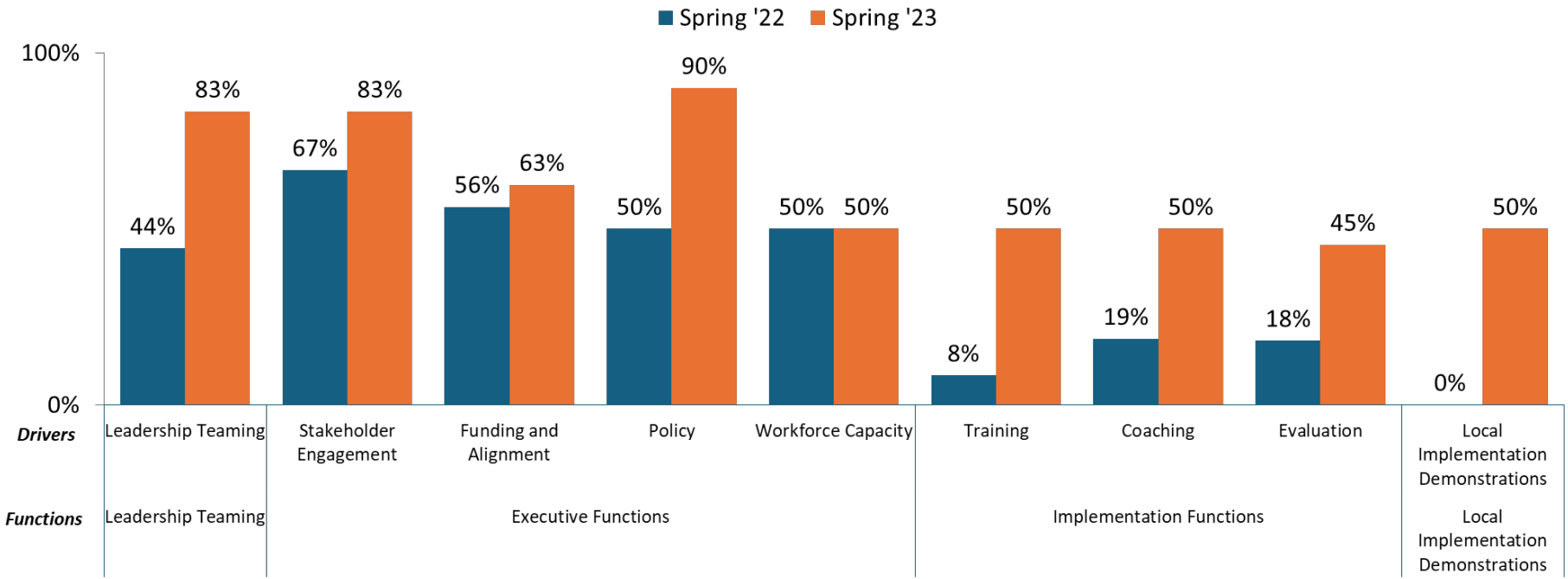
SCHOOL DISTRICT IMPACT

Standardized Assessment Shows
Overall Improvement in System Capacity to Implement School Mental Health.

Nearly doubled their fidelity score,
District MTSS practices in place.



Changes to DSFI Implementation Drivers and Functions

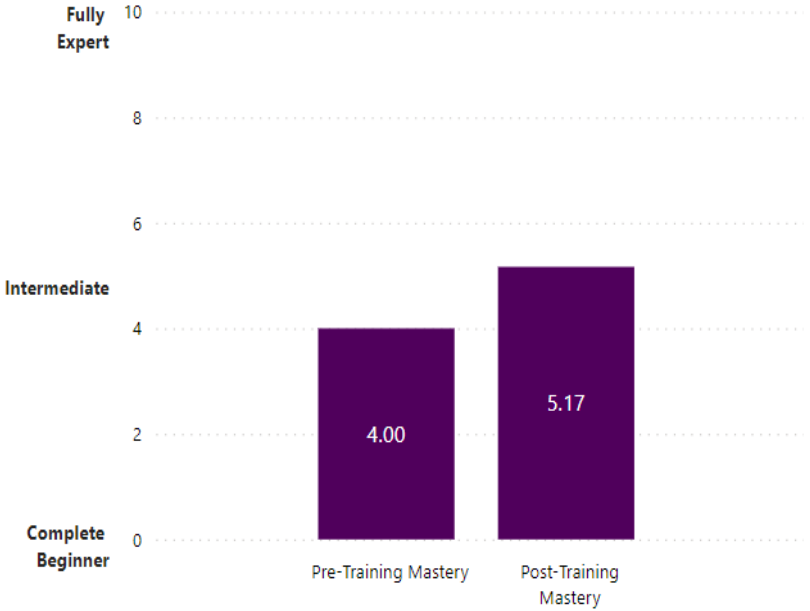


WORKFORCE IMPACT

Documented Using a Standardized Measure (the IOTTA)

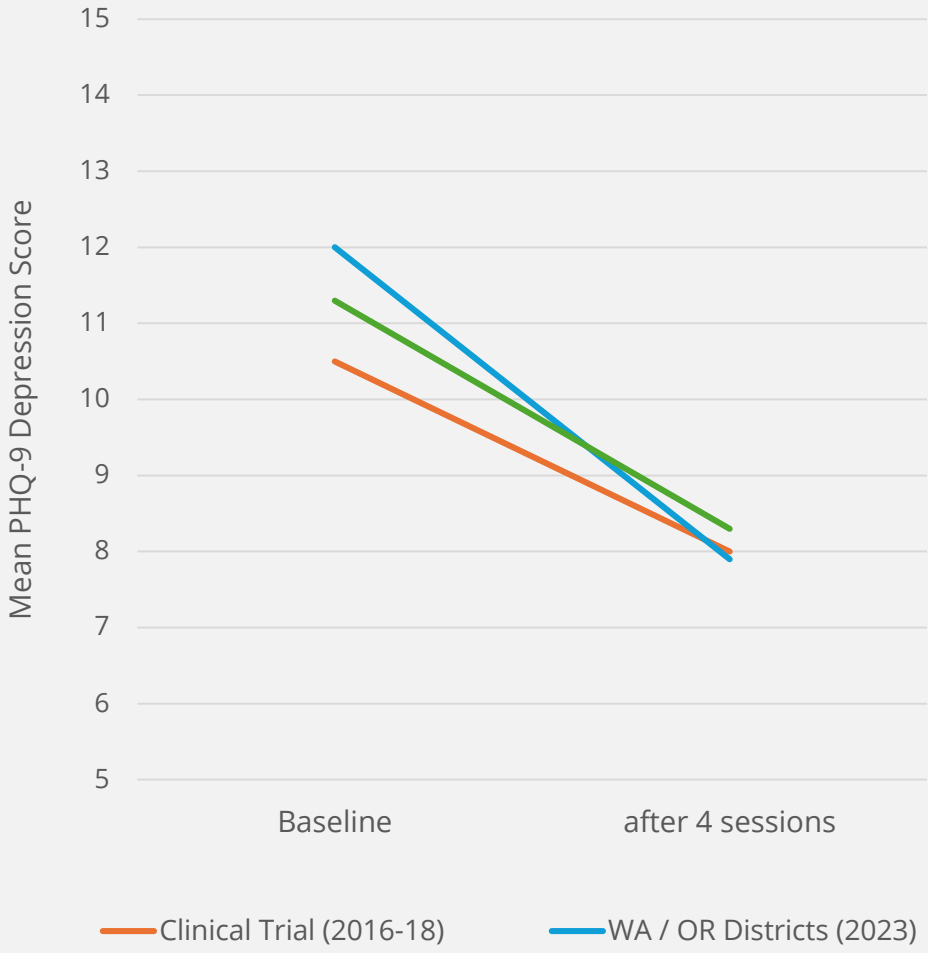
Brief Intervention for School Clinicians –
Full Day Training + Follow-Up Consult

Motivational Interviewing –
One Hour Web-based Training

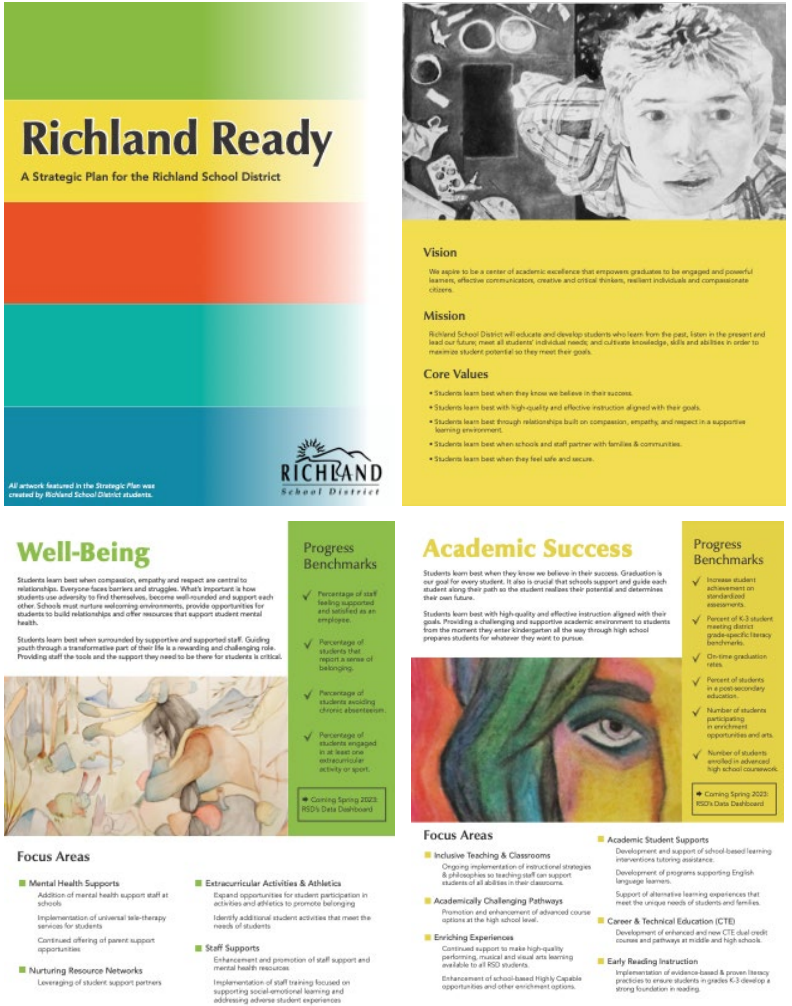


STUDENT IMPACT

Symptom Improvement Greater than for our Clinical Trial after Training and TA Provided via SMART-TAC.



The SMART Center Promotes Overhauls of District Priorities.



Richland Ready

A Strategic Plan for the Richland School District

All artwork featured in the Strategic Plan was created by Richland School District students.

RICHLAND School District

Vision

We aspire to be a center of academic excellence that empowers graduates to be engaged and powerful learners, effective communicators, creative and critical thinkers, resilient individuals and compassionate citizens.

Mission

Richland School District will educate and develop students who learn from the past, listen in the present and lead our future; meet all students' individual needs; and cultivate knowledge, skills and abilities in order to maximize student potential so they meet their goals.

Core Values

- Students learn best when they know we believe in their success.
- Students learn best with high-quality and effective instruction aligned with their goals.
- Students learn best through relationships built on compassion, empathy, and respect in a supportive learning environment.
- Students learn best when schools and staff partner with families & communities.
- Students learn best when they feel safe and secure.

Well-Being

Students learn best when compassion, empathy and respect are central to relationships. Everyone faces barriers and struggles. What's important is how students use adversity to find themselves, become well-rounded and support each other. Schools must nurture welcoming environments, provide opportunities for students to build relationships and offer resources that support student mental health.

Students learn best when surrounded by supportive and supported staff. Guiding youth through a transformative part of their life is a rewarding and challenging role. Providing staff the tools and the support they need to be there for students is critical.

Progress Benchmarks

- Percentage of staff feeling supported and satisfied as an employee.
- Percentage of students that report a sense of belonging.
- Percentage of students avoiding chronic absenteeism.
- Percentage of students engaged in at least one extracurricular activity or sport.

➔ Coming Spring 2023: RSD's Data Dashboard

Focus Areas

- Mental Health Supports
  - Addition of mental health support staff at schools
  - Implementation of universal tele-therapy services for students
  - Continued offering of parent support opportunities
- Nurturing Resource Networks
  - Leveraging of student support partners
- Extracurricular Activities & Athletics
  - Expand opportunities for student participation in activities and athletics to promote belonging
  - Identify additional student activities that meet the needs of students
- Staff Supports
  - Enhancement and promotion of staff support and mental health resources
  - Implementation of staff training focused on supporting social-emotional learning and addressing adverse student experiences

Academic Success

Students learn best when they know we believe in their success. Graduation is our goal for every student. It also is crucial that schools support and guide each student along their path so the student realizes their potential and determines their own future.

Students learn best with high-quality and effective instruction aligned with their goals. Providing a challenging and supportive academic environment to students from the moment they enter kindergarten all the way through high school prepares students for whatever they want to pursue.

Progress Benchmarks

- Increase student achievement on standardized assessments.
- Percent of K-3 student meeting district grade-specific literacy benchmarks.
- On-time graduation rates.
- Percent of students in a post-secondary education.
- Number of students participating in enrichment opportunities and arts.
- Number of students enrolled in advanced high school coursework.

➔ Coming Spring 2023: RSD's Data Dashboard

Focus Areas

- Inclusive Teaching & Classrooms
  - Ongoing implementation of instructional strategies & philosophies so teaching staff can support students of all abilities in their classrooms.
- Academically Challenging Pathways
  - Promotion and enhancement of advanced course options at the high school level.
- Enriching Experiences
  - Continued support to make high-quality performing, musical and visual arts learning available to all RSD students.
  - Enhancement of school-based Highly Capable opportunities and other enrichment options.
- Academic Student Supports
  - Development and support of school-based learning interventions tutoring assistance.
  - Development of programs supporting English language learners.
  - Support of alternative learning experiences that meet the unique needs of students and families.
- Career & Technical Education (CTE)
  - Development of enhanced and new CTE dual-credit courses and pathways at middle and high schools.
- Early Reading Instruction
  - Implementation of evidence-based & proven literacy practices to ensure students in grades K-3 develop a strong foundation in reading.

Well-Being

Students learn best when empathy is central to relationships. Everyone faces barriers and struggles. What's important is how students use adversity to find themselves, become well-rounded and support each other.

Students learn best when surrounded by supported staff. Guiding youth through a transformative part of their life is also challenging for our school-based staff.

Ensuring students and staff have the support and resources they need sets everyone up for success.

Focus Areas

Mental Health Supports

- Addition of mental health support staff at schools
- Implementation of universal tele-therapy services for students and staff
- Ongoing support for Asking Is Caring parent program

DRAFT

“We had a meeting with another school district about the work we’re doing. Their Principal asked, **”since you’ve implemented this program, what has that changed for you as a principal?”**

Our principal replied, **”Before we implemented this comprehensive system, I was everything to everybody– my office was full, I had 20 kid always in my office, and I didn’t really have time to be a principal– I was the mental health counselor, I was the psychologist, I was the other parent. I didn’t have time to look at being a leader in the building.”**

It was awesome to hear this principal say to the other, this is how this system has changed work, what I can focus on, and change the system overall.

~ Eastern Washington District Model Demonstration Partner”

Working Smarter, Not Harder…

"I'd say one of the biggest strengths that I see out of the ISF work is a common framework for new initiatives. I think we've talked about it a lot when new initiatives or new projects come into our district, our go-to has been to create different committees which naturally lends itself to the siloed work. So we had a lot of different committees going on, and often times, a lot of people going to several different meetings with different committees, talking about similar work. To me, it's efficiency in how we work together. We are working smarter, not harder, truly. "

- District Community Leadership Team Member

“Partnering and sharing strategies with a like-minded district under the UW SMART Center leadership was extremely useful- it helps us work smarter, not harder.

~ District-level ISF Learning Series Participant

I've been teaching for 32 years, and this is the best training I've ever been to.”

“The ISF book study was a deep dive into vulnerability, a boost of optimism, an easy to lean into how-to-model, an incredible burst of community creation, and a dash of magic (because why not add that to every experience?). Before the ISF book study we were siloed and chirping. Post book study we are a collective ROAR.

~ Piper Sangston, School Social Worker, Bellevue School District

The UW SMART Center people are magical, they are wonderful, talented educators and leaders in the field, and I cannot say enough positive things about the group that you have. The SMART Center has a lot of credibility. So, we are bought into them, too. So, that's been a really wonderful piece as well.”

“I don't want to live in a world without the SMART Center.”

~District Leader

Helping Students and Families Navigate Systems

Perspectives from SCH Partners

Schools and local providers must work in integrated fashion to support students.

STRENGTHENING THE WORKFORCE • PROMOTING STUDENT WELL-BEING •

10TH Anniversary

SMART

School Mental Health Assessment
Research & Training Center

Thank you!

CONNECT WITH US

VIA OUR WEBSITE, EMAIL OR SOCIAL

uwsmart@uw.edu

https://smartcenter.uw.edu/

@SMARTCtr

facebook.com/UWSMARTcenter

linkedin.com/company/uw-smart-center

ERIC BRUNS, PhD
Associate Director, SMART Center
Professor, University of Washington Psychiatry & Behavioral Sciences, Childrens Division

EMAIL: ebruns@uw.edu
X: @ericjbruns

JENNIFER STUBER, PHD
Associate Professor, University of Washington School of Social Work, Co-Founder Forefront Suicide Prevention

EMAIL: jstuber@uw.edu

University of Washington SMART Center