



10 YEARS OF SMART IMPACT ON SCHOOL MENTAL HEALTH

2013 - 2023

RESEARCH | TRAINING | WORKFORCE | POLICY



SMART
School Mental Health Assessment
Research & Training Center

UNIVERSITY of
WASHINGTON



The SMART Center turns 10!

Founded in 2013, the mission of the University of Washington (UW) School Mental Health Assessment, Research and Training (SMART) Center is 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.

Over the past decade, the SMART Center has grown and developed into a hub for transdisciplinary collaboration among faculty that generates research on the implementation of mental health interventions and supports in schools while directly promoting transformation of school mental health systems, strategies and the workforce.

This report summarizes the SMART Center's work during its first 10 years.



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Dean Rutz / Photo courtesy of The Seattle Times

FROM OUR DIRECTOR Aaron Lyon, PhD

Ten years ago, the School Mental Health Assessment, Research, and Training (SMART) Center was founded by faculty members from the University of Washington's Department of Psychiatry and Behavioral Sciences and College of Education as an interdisciplinary initiative dedicated to improving the social, emotional, and behavioral supports for all students. We were motivated by research findings consistently documenting that schools are the most common setting in which youth receive mental health care, and that school-based services reduce disparities in access for historically marginalized and under-served families.

From the beginning, we conceptualized our work as spanning the prevention-intervention spectrum and as organized by the multiple tiers of school support, from school-wide universal strategies to early

identification and intervention to more intensive treatment.

We also wanted to support a wide variety of school-based professionals—including teachers, counselors, mental health clinicians, nurses, and others—to adopt and deliver practices that have been shown to be effective at promoting student well-being.

SMART began as an applied research center. Funded mainly by the Institute of Education Sciences and National Institute of Mental Health, we sought to develop and test interventions and implementation strategies to ensure that effective interventions get used in real-world schools. Over the past ten years, our research portfolio has continued to expand, solidifying SMART as the nation's most prominent research center focused

on application of implementation science to school mental health and Autism services.

In addition, the SMART Center is now an established, well-connected, and highly effective provider of school mental health training, technical assistance, and evaluation for school districts and education agencies across Washington and the Northwest. Mobilizing results from its own research and the broader prevention, education, mental health, and implementation research base, the SMART Center currently holds many contracts and grants from private foundations as well as federal, state, and local education agencies. One of our current goals is to quickly expand our work beyond the production of generalizable scientific findings to improve service system capacity and impact.

UW SMART works with leaders and practitioners in school districts and communities to transform how they approach mental health, youth suicide prevention, needs of Autistic students, and promotion of school safety. In 2023 alone, UW SMART trained 7,800 school and mental health personnel through over 100 events, webinars, and presentations. Over the past 10 years, we have had active research, training, and technical assistance projects in 720 school districts (approximately 3,600 school buildings) in 20 states.

The work of the SMART Center and its partners is needed more than ever. In the wake of the pandemic, new light was cast on old problems: Most children and youth who need mental health care don't get it, even when they are experiencing serious issues such as depression or suicidality. By investing in school mental health, we can also help teachers and school staff to identify students early, build students' healthy connections to peers and adults, and teach skills that

prevent problems like anxiety, aggression, or depression in the first place.

We are incredibly proud of the work that SMART has done to improve service accessibility and quality and, through it, the mental health and educational success of students in Washington state, the Pacific Northwest, and across the nation. In the coming years, we will continue to strive to transform our school and community service systems to be more effective, by

1. Continuing to conduct rigorous research on how best to promote effective and efficient school mental health;
2. Mobilizing effective, research-informed implementation strategies via our training and technical assistance work to further enhance impact;
3. Building an effective workforce, including school-based practitioners and school mental health researchers; and
4. Informing policy and funding strategies at local, state, and federal levels.

We invite you to read this report detailing the UW SMART Center's successes in all four of these areas, and to join us in our quest to increase our impact in the next 10 years.

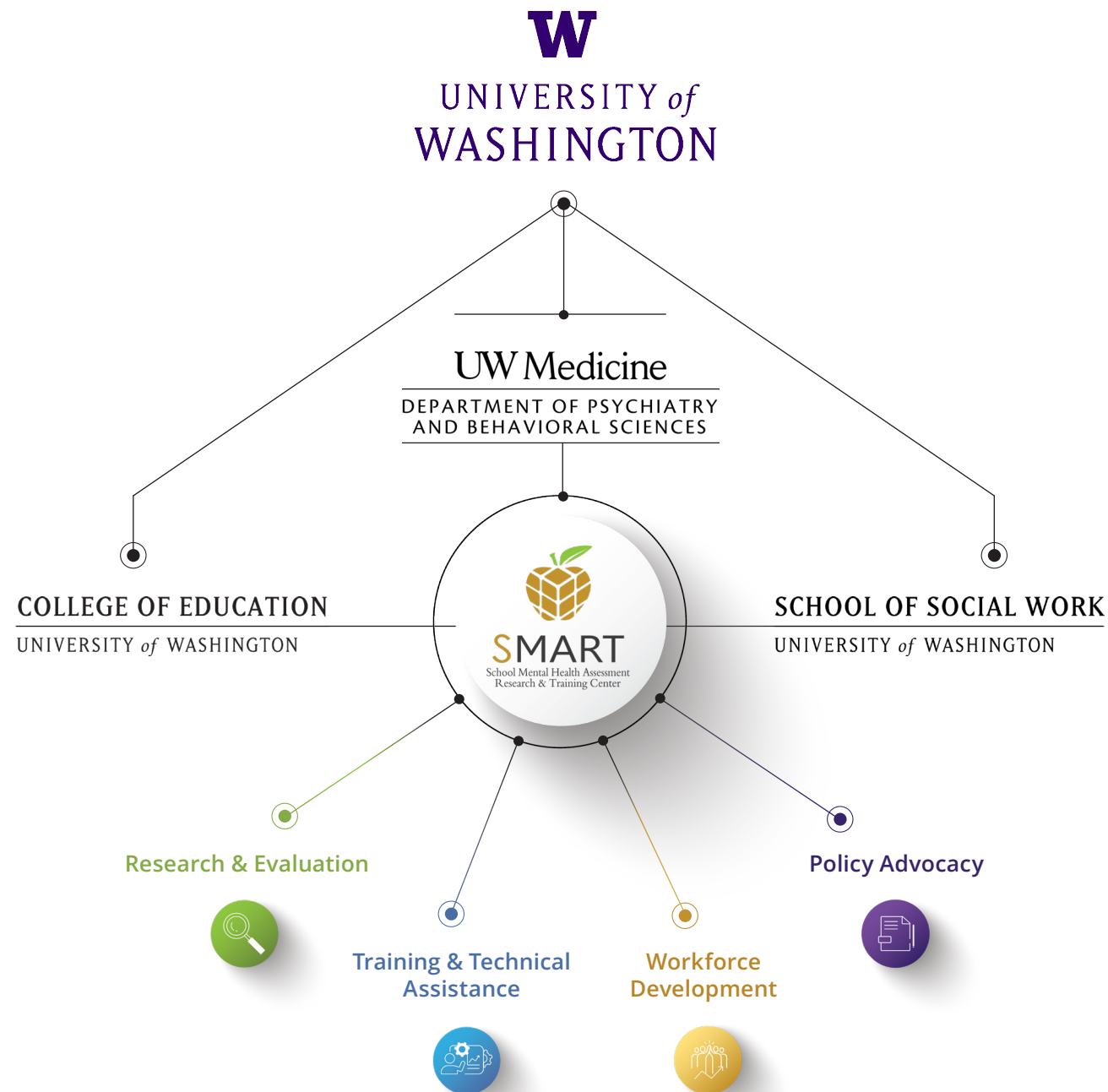
In gratitude,

Aaron R. Lyon, PhD
Director
University of Washington SMART Center



Who is the SMART Center?

The SMART Center is a transdisciplinary group comprising core faculty from the University of Washington College of Education, School of Medicine, and School of Social Work, as well as post-doctoral fellows, research staff and program coordinators, and collaborators from dozens of entities across Washington and nationally.



Our true north is to conduct research, provide training and technical assistance (TA), shape the workforce, and inform policy, emphasizing outreach and partnerships, that improve child and youth well-being through more effective school-based mental health.

2023 Core Faculty



UW COLLEGE OF EDUCATION
(In order from left to right)

Carol Davis, EdD, Professor of Education and Associate Dean for Research and **Janine Jones**, PhD, Professor of School Psychology and Associate Dean for Academic Affairs

UW SCHOOL OF SOCIAL WORK

Jennifer Stuber, PhD, Associate Professor and Founder of UW Forefront Suicide Prevention



UW SCHOOL OF MEDICINE, DEPARTMENT OF PSYCHIATRY & BEHAVIORAL SCIENCES
(In order from left to right)

Aaron R. Lyon, PhD, Professor and Director, UW SMART Center, Eric J. Bruns, PhD, Professor and Associate Director, UW SMART Center, **Freda Liu**, PhD, Associate Professor, UW SMART Center, **Jill Locke**, PhD, Associate Professor and UW SMART Center Director Emeritus, **Michael Pullmann**, PhD, Professor, UW SMART Center, **Elizabeth McCauley**, PhD, Professor, UW/Seattle Children's Hospital, **Kelcey Schmitz**, MEd, Director of Training and Technical Assistance, UW SMART Center, **Margaret Sibley**, PhD, Professor, UW/Seattle Children's Hospital, **Kurt Hatch**, EdD, Faculty Director and Professor of Educational Administration, UW-Tacoma, and **Catherine Corbin**, PhD, Assistant Professor, University of Florida

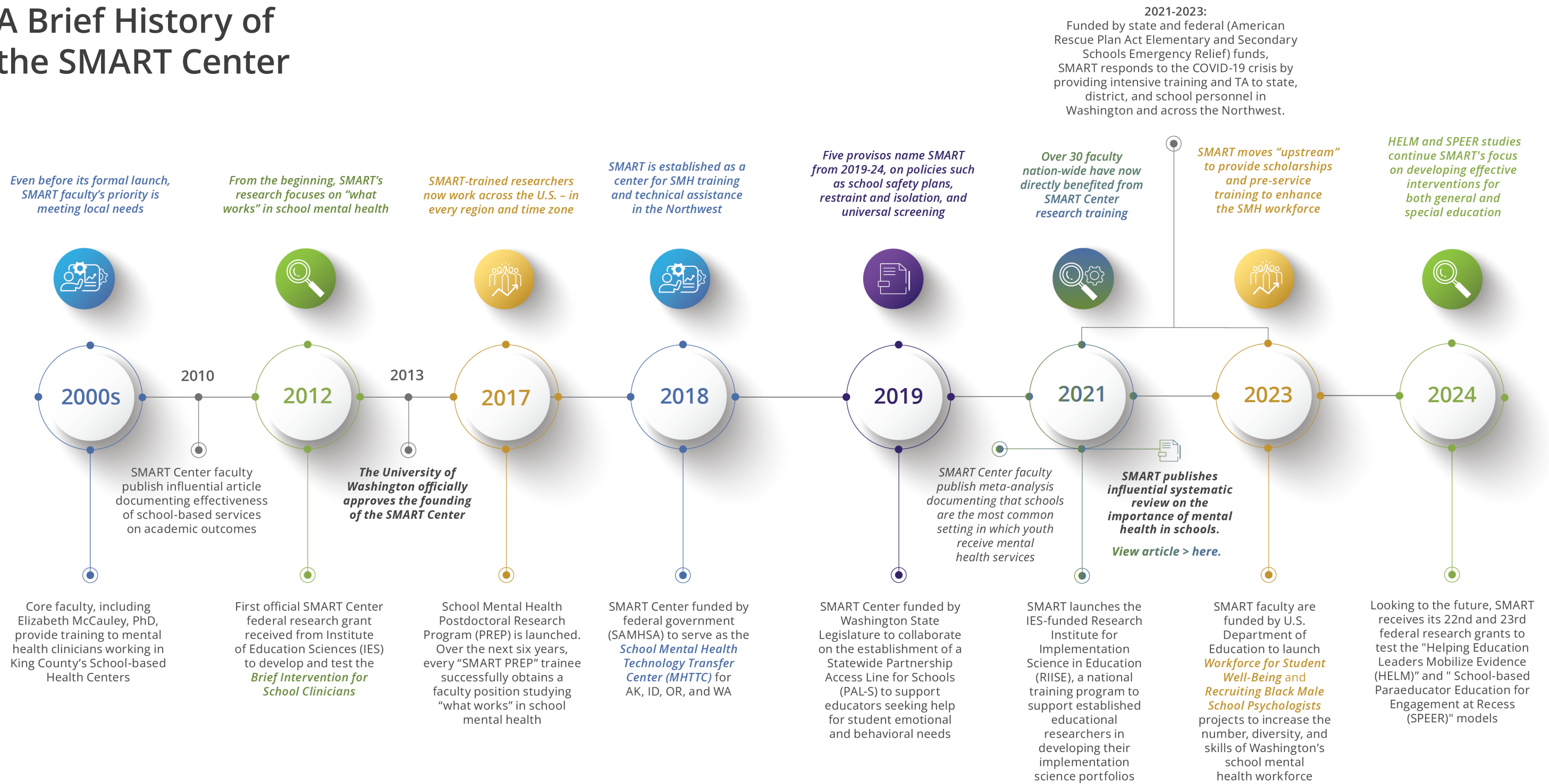
2023 Affiliate Faculty



(In order from left to right)

Molly Adrian, PhD, Associate Professor, UW, **Megan Frye**, PhD, Co-Director of Training and Lead of Consultation in School-Based Behavioral Health, Lead Attending Psychologist, Seattle Children's Hospital, **Larissa Gaias**, PhD, Assistant Professor, Psychology, University of Massachusetts-Lowell, **Maria Hugh**, PhD, Assistant Professor of Special Education, University of Kansas **James Lee**, PhD, Assistant Professor, UW, **Kira Mauseth**, PhD, Teaching Professor, Seattle University and Owner, Astrum Health, LLC, **Tona McGuire**, PhD, UW Professor Emeritus, **Elizabeth Sanders**, PhD, Associate Professor, UW College of Education, **Ann Vander Stoep**, PhD, Professor, UW Department of Epidemiology Professor, Psychiatry & Behavioral Sciences, **Kelly Whitaker**, PhD, MPA, Senior Research Associate, School-Based Health & Wellness, Education, Training, & Research Division Education, Training, & Research (ETR) Associates, **Lawrence Wissow**, MD, Professor and Director, UW Division of Child and Adolescent Psychiatry, and **Courtney Zulauf-McCurdy**, PhD, UW Acting Assistant Professor, Psychiatry & Behavioral Sciences and Division of General Pediatrics

A Brief History of the SMART Center



The University of Washington's School Mental Health Assessment, Research, and Training (SMART) Center was established to enhance the quality of school-based mental and behavioral health services. It represents a collaboration between the College of Education and the

Department of Psychiatry and Behavioral Sciences. The SMART Center focuses on promoting evidence-based practices to support the social, emotional, and academic development of students. By integrating research, training, and technical assistance, the center aims to create

more effective and equitable mental health interventions in schools.

Over the past decade, the SMART Center has expanded its reach, impacting numerous schools and districts nationwide. Its ongoing commitment

to innovation and excellence continues to drive positive change in the field of school mental health. Looking ahead, the Center is dedicated to furthering its mission by exploring new frontiers in mental health research and practice.





SMART Research

"We need to figure out the best channels to get information into the hands of teachers, so that more students have teachers who are using the most effective, evidence-based methods."

– Mark Schneider, Director, Institute of Education Sciences

UW SMART Center Research on School Mental Health

The SMART Center focuses its research on how best to improve the effectiveness of school-based programs and strategies, so schools can be nurturing spaces where all students thrive – and where youth who need help can easily access effective services.

SMART research projects focus on the many factors and levels that influence the effectiveness of such programming. For example, recognizing the importance of organizational supports for scale-up of effective practices, a series of SMART research projects (see projects 1-4 to the right) study how to help adults, such as school leaders, mental health providers, teachers, and school staff, implement practices that promote student well-being.



23

Number of federal research grants focused on school mental health received by SMART Center core faculty since 2013



\$78,654,998

Total federal research grant dollars received by the SMART Center



71,238

Number of citations of research papers by SMART Center core and affiliate faculty



Selected UW SMART Center Research Projects at the Organizational Level

1. HELM: Helping Educational Leadership Mobilize Evidence

Aims to develop and test an organization-focused intervention to improve school principals' use of strategic implementation leadership to support use of effective social, emotional, and behavioral programs.

PIs: Aaron Lyon and Jill Locke. Funder: Institute of Education Sciences.

2. IOA: Impact of Inter-Organizational Alignment on Implementation Outcomes

This project aims to assess the unique and combined influences of community-based health organization and school contexts on school-based mental health practitioners' use of evidence-based practices.

PI: Aaron Lyon. Funder: National Institute of Mental Health.

3. OASIS: The Organizational Assessment for Strategic Implementation in Schools: A Measurement Suite to Support Educator Adoption of Evidence-Based Practices

This research involved conducting three studies to adapt and validate the Implementation Citizenship Behavior Scale (ICBS; Ehrhart, Aarons, & Farahnak, 2015) and Evidence-Based Practice Attitude Scale (EBPAS; Aarons, 2004) for use in schools.

PI: Aaron Lyon. Funder: Institute of Education Sciences.

4. iBESTT: Integrating Behavior Supports and Team Technology

iBESTT is a software application that guides early childhood and K-12 behavior support teams (e.g., coaches, teachers, related school personnel) in the development and implementation of individualized (Tier 3) supports in the classroom. iBESTT was developed to address the common barriers to effective implementation of individualized behavior plan in the classroom such as time to plan and communicate, collaboration between teacher and coach, and missed steps in plan development.

PI: Carol Davis. Funder: Institute of Education Sciences.

Selected UW SMART Center Research Projects at the Individual Level

These projects aim to improve the skills, motivation, coordination, and equity focus of teachers and front-line professionals implementing school-based mental health.

5. **BOLT: Brief Online Training for Routine Outcome Monitoring: A Low-Cost & Scalable Minimal Intervention Necessary for Change in School Mental Health**

BOLT is focused on designing and testing an online training platform and post-training consultation procedures to support measurement-based care/ routine outcome monitoring among school-based mental health providers. Both the platform and the training were iteratively developed using best practices from the field of user-centered design.

PIs: Aaron Lyon & Elizabeth McCauley. Funder: National Institute of Mental Health.

6. **BASIS: Beliefs and Attitudes for Successful Implementation in Schools**

We have developed and tested the BASIS implementation strategy. With different versions for teachers and school-based clinicians, BASIS is a theoretically-driven, intervention-agnostic, and individually-focused implementation strategy designed to increase motivation and engagement prior to – and immediately following – initial training in evidence-based practices.

PIs: Aaron Lyon & Maria Hugh. Funder: National Institute of Mental Health and Institute of Education Sciences.

7. **T3W: Development and Testing of a Tier 3 Wraparound Model for Schools**

Through this project, SMART researchers and school-based collaborators are adapting an effective, community-based wraparound care coordination model for youth with complex behavioral health needs to the school context and testing its feasibility and effectiveness.

PI: Eric Bruns. Funder: Institute of Education Sciences.

8. **BRISC: Brief Intervention for School Clinicians**

Via a series of studies, SMART researchers developed and iteratively tested a four-session engagement, assessment, brief intervention, and triage strategy that could be used by any type of school practitioner. A randomized study in 15 districts across the U.S. found BRISC was more efficient while also better meeting students' identified needs.

PI: Eric Bruns & Elizabeth McCauley. Funder: Institute of Education Sciences.

9. **VIBRANT: Virtual Implicit Bias Reduction & Neutralization Training**

Healthcare professionals' implicit bias has been implicated as a major contributor to inequitable mental health treatment and outcomes for youth. Using human centered design methodology, we iteratively developed a fully interactive, self-paced, brief e-learning module known as VIBRANT for school mental health professionals as an efficient and scalable implementation strategy to improve the equitable adoption and delivery of high quality, evidence-based mental healthcare, to ultimately improving mental health outcomes for historically marginalized youth. VIBRANT is being evaluated in a randomized controlled pilot feasibility study that is a Hybrid-Type 3 Effectiveness Implementation Trial. Results are expected toward the end of 2025.

PIs: Freda Liu & Aaron Lyon. Funder: National Institute of Mental Health.

10. **MEnDR: The Seattle Minority Engagement and Disproportionality Reduction Research Collaborative**

This research partnership with Seattle Public Schools (SPS) sought to improve SPS's capacity to identify causes of disproportionality in discipline and engage in collaborative efforts to reduce disproportionality in discipline via an assessment-to-intervention process.

PI: Michael Pullmann. Funder: Institute of Education Sciences.

11. **RELATE: Relationships to Enhance Learners' Adjustment to Transitions and Engagement**

This project will iteratively develop and pilot a brief professional development training to enhance teachers' skills in establishing, maintaining, and restoring relationships with high school students, particularly those from marginalized racial/ethnic groups.

PI: Mylien Duong. Funder: Institute of Education Sciences.

12. **USABILITY: Usability of Social-emotional and Behavioral Interventions: Links to Implementation and Translation to Youth Outcomes**

In this project, SMART researchers are assessing the usability of an array of social-emotional learning (SEL) programs and asking how usability of these complex programs influences outcomes such as adoption, fidelity, and impact on student SEL skills and well-being.

PIs: Eric Bruns and Aaron Lyon. Funder: Institute of Education Sciences.

13. **STRIPES: Students Taking Responsibility and Initiative through Peer-Enhanced Support**

Support through a series of funded studies, the research team developed, implemented, and evaluated STRIPES, a peer-delivered, low intensity intervention that targets organization, time management, and planning as well as motivation deficits in high school students with ADHD and related impairments.

PI: Margaret Sibley. Funder: Institute of Education Sciences.





Ranked 13th in the World!

Congratulations to Dr. Jill Locke! We are proud to share that our core faculty member Dr. Jill Locke has been recognized as one of the 25 most prominent autism researchers in the world.

Her groundbreaking work focuses on developing and implementing social interventions for autistic students in elementary schools. This recognition highlights her dedication and significant contributions to the field of autism research.

Dr. Locke's innovative approaches have not only enhanced the educational experiences of countless students but have also set new standards in autism research. We are honored to have her as part of our team and look forward to her continued impact in the field.

Research on Autism Services and Practices

At the nexus of general and special education, the SMART Center's Autism Services and Practices Implementation Research in Education (ASPIRE) team uses implementation science and human-centered design to understand and facilitate the implementation of evidence-based practices for autistic individuals in public schools.

ASPIRE collaborates with public school partners and organizations to better understand the determinants of evidence-based practice use to support inclusion of autistic students in general education settings.

ASPIRE also has focused on developing and testing implementation strategies to support evidence-based practice use in the K-12 system in both general and special education settings.

ACT SMARTS | Systemic Redesign of an Autism Community Implementation Toolkit for Schools

This two-state (Washington and California) study will optimize an Autism Community Implementation Toolkit for middle and high school providers who serve autistic adolescents and iteratively test and refine to ensure usability, feasibility, acceptability, and appropriateness for schools.

PIs: Jill Locke and Kelsey Dickson. Funder: National Institute of Mental Health.

AIR-B | Autism Intervention Network on Behavioral Health

The purpose of this multi-site study between University of California, Los Angeles (Connie Kasari); University of California, Davis (Aubyn Stahmer); University of Pennsylvania (David Mandell); University of Kansas (Brian Boyd); University of North Carolina (Brian Boyd); Drexel University (Elizabeth Hassrick); University of Rochester (Suzannah Iadarola); and University of Washington (Jill Locke) is to develop and evaluate a multi-phase implementation and sustainment strategy to support evidence-based practice use across different settings, ages, and interventions for autistic individuals.

Site PI: Jill Locke. Funder: Health Resources Services Administration.

ASDPrep | Preparing Teachers and Paraprofessionals for the Successful Inclusion of Children with Autism Spectrum Disorder

This study aims to identify what evidence-based practices (EBPs) teachers and paraeducators use to more meaningfully include and retain autistic students in general education settings and the malleable individual and organizational characteristics that increase EBP use.

PI: Jill Locke. Funder: Institute of Education Sciences.

RUBIES | RUBI for use in Educational Settings

This study will test the effectiveness of the newly-redesigned paraeducator-delivered RUBI for use in Educational Settings (RUBIES) intervention compared to usual care training in reducing disruptive behavior in 80 elementary-school children with ASD.

PIs: Jill Locke and Karen Bearss. Funder: National Institute of Mental Health.



A Deeper Dive Into Selected UW SMART Center Findings and Publications

Confirming schools as the most common venue for youth mental health services

After decades of speculation that schools are the place where youth most frequently receive mental health services, the SMART Center conducted a rigorous study of the question. Executed by Mylien Duong, PhD, Eric Bruns, PhD, and other SMART faculty and staff, this meta-analysis found over 20 studies that compared the rate of mental health services receipt in schools compared to other settings. Averaging across all the studies, more youth received mental health care in schools than any other service venue, confirming that schools are a critical access point and further elevating the need for research and development focused on school mental health.



For access to this article, go to:
<https://link.springer.com/article/10.1007/s10488-020-01080-9>

Supporting educators to use research-based behavioral interventions in schools for autistic students

Teachers often report concerns about behavior challenges in their autistic students within the school setting. Oftentimes, they report that they do not have adequate training in how to manage these challenging behaviors effectively. The Research Units in Behavioral Intervention (RUBI) program is an intervention initially developed for parents of autistic children and co-occurring challenging behavior in clinic settings. Led by Jill Locke, PhD, and Karen Bearss, PhD, this project used school staff input to systematically redesign RUBI to be used with educators in schools. Data was collected during the iterative redesign process and found that RUBIES (RUBI in Education Settings) was viewed as appropriate, possible, likeable, and usable. The redesigned RUBIES manual is now being used to give educators the tools they need to manage challenging behaviors.



For access to this article, go to:
<https://pubmed.ncbi.nlm.nih.gov/34991353/>

Improving school engagement via a culturally responsive intervention for African-American students

School engagement has emerged as a significant predictor of positive academic and vocational outcomes. This study, led by Janine Jones, PhD, Professor of School Psychology and Associate Dean for Academic Affairs, investigated the effects of a culturally responsive group intervention developed for African-American youth that aimed to promote positive ethnic identity, academic beliefs, and personal and community empowerment. Compared to the girls in the control group, the culturally responsive intervention participants

were 2.4 times more likely to be rated by their teachers as highly engaged in school at the end of the intervention—a significant effect. The intervention group participants were also more than twice as likely to rate themselves as engaged at school. The study demonstrated the potential power of culturally responsive group interventions on improving school engagement.



Two papers describing this effort include:
<https://doi.org/10.1080/01933922.2020.1716285>
<https://doi.org/10.1002/pits.22087>

Developing a broadly applicable, accessible set of implementation strategies for educators

Schools, like other service sectors, are confronted with an implementation gap, with the slow adoption and uneven implementation of EPBs and intervention practices for student mental health. Implementation strategies are methods used to enhance the adoption, implementation, and sustainment of a new program or practice. Aaron Lyon, PhD, Clayton Cook, PhD, and Jill Locke, PhD partnered with national colleagues to build on prior work in healthcare to articulate and categorize a compilation of 75 discrete implementation strategies for use in schools. The resulting, prioritized compilation has broad applicability across implementation efforts and is a freely available resource.



Two papers describing this effort include:
<https://doi.org/10.1016/j.jsp.2019.07.014>
<https://doi.org/10.1007/s11121-019-01017-1>

Implementation science and practice in the education sector

When new social, emotional, and behavioral programs or practices are adopted in schools, only 25-50% are likely to be implemented with sufficient fidelity (i.e., quality) to bring about their intended intervention effects. Only one in three efforts to install new programs is successful. Widespread recognition of this longstanding gap between research and practice has given rise to a rapidly maturing field of implementation. Implementation science can help project leaders maximize efforts to improve classroom functioning and student outcomes by providing strategies to ensure that implemented programs have a greater likelihood of success. This brief is written for education agency leadership, school administrators, and school mental health staff who are involved in driving the implementation of EBPs and innovative practices. The purpose is to improve the understanding of implementation principles and processes, and how they fit into your school mental health efforts.



For access to this brief, go to:
<https://bit.ly/Brief-ImpliSci-Practice-EducationSector>





SMART Training & Technical Assistance

"It's time our schools reflect the needs of our students, and that we provide whatever mental health support our students need."

*- Secretary Miguel Cardona
U.S. Department of Education*

Training the Next Generation of School Mental Health Practitioners and Educators

Making a Difference for Schools and Students Through Training and Technical Assistance

In 2018, the SMART Center received a federal contract from SAMHSA to serve as the school mental health technology transfer center for the Northwest region, formally giving rise to our Training and Technical Assistance Core (TAC). Through TAC, we support dozens of states and regions, hundreds of districts and schools, and thousands of educators, policymakers and school mental health professionals to develop, deliver, and evaluate effective school mental health practices across the multiple tiers of school and community support.

Currently, the SMART Center TAC team consists of staff and consulting partners with various educational and mental health backgrounds and experiences. The team includes former and

current school leaders, school social workers, school counselors, classroom teachers, school psychologists, special educators, district administrators, family members, and behavior specialists to form a multi/interdisciplinary team of implementation support practitioners. Having an array of team members that mirror district, school and community roles allows our team to better understand and support complexities related to implementation from different perspectives. We work with our partners to co-design a scope and sequence of training, technical assistance, consultation, facilitation, and evaluation to meet their needs.



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

Enhancing School Mental Health Across the Northwest

While our training and TA work pre-dates the SMART Center, the infusion of significant funding and expertise in 2018 elevated it to one of the primary focus areas of the Center.

2018-2023



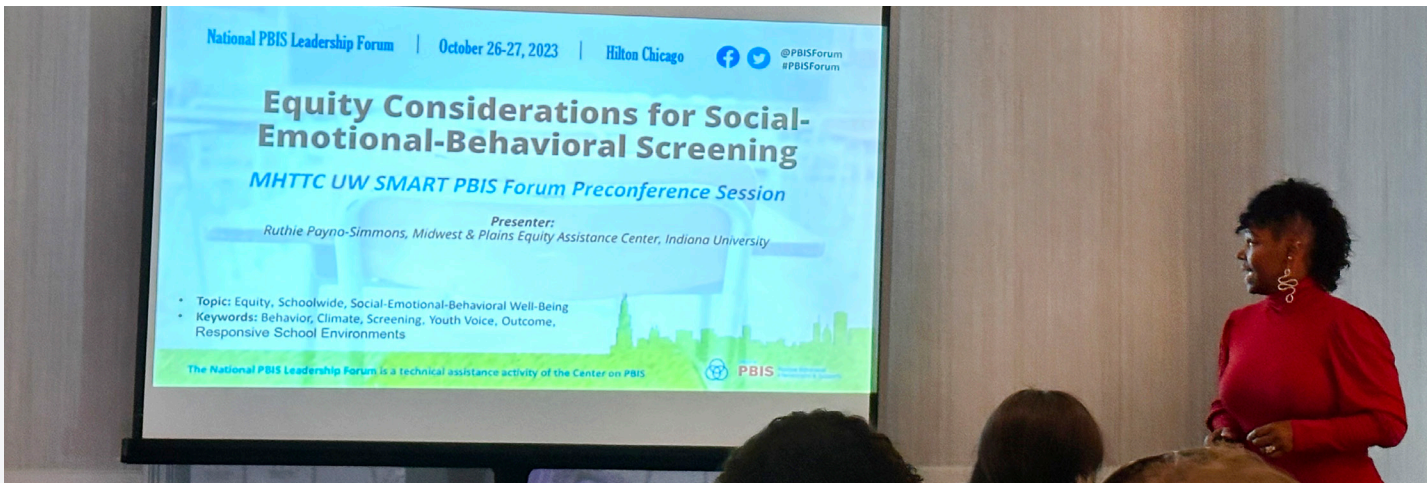
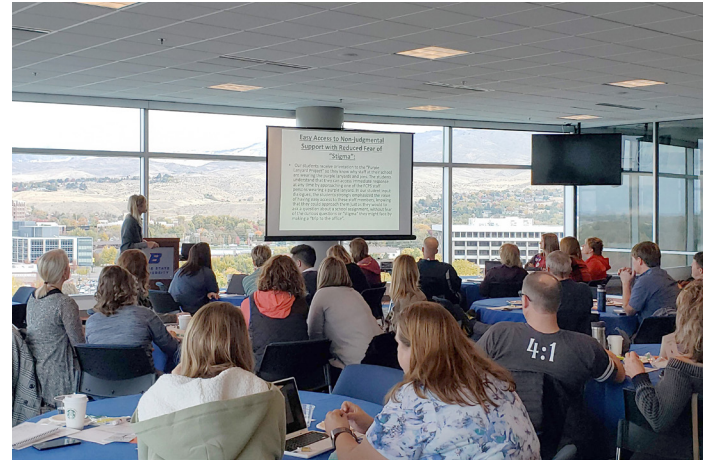
By The Numbers

<p>32,986 PARTICIPANTS in TAC events</p>	<p>\$7,882,794 FUNDING received from federal, state, and local TAC contracts</p>
<p>+1,170 EVENTS that TAC training organized and led</p>	<p>124 SCHOOL DISTRICTS that received targeted or intensive training/TA</p>
<p>4.5 / 5 RATING of trainee/participant satisfaction from TAC training and TA</p>	<p>6 STATEWIDE INITIATIVES that received targeted or intensive training/TA</p>



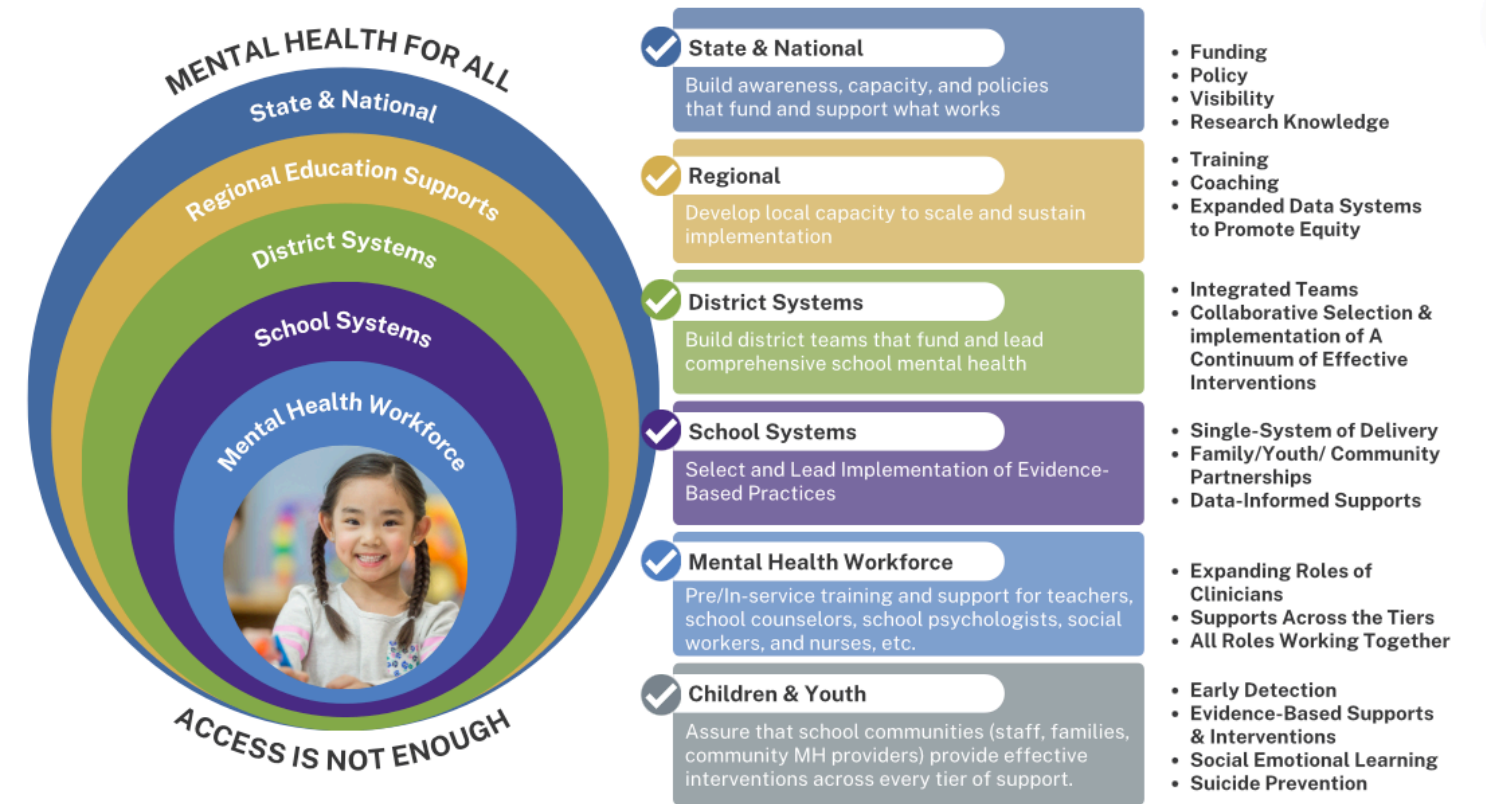
Being in a public school district, mental health is at the forefront of the work I do. Northwest Mental Health Technology Transfer Center (NWMHTTC) provides training that has allowed me to expand my mental health knowledge. This forum has allowed me to easily access information from experts across the state, gain ideas, resources, and participate in a community that is implementing evidence-based practices.

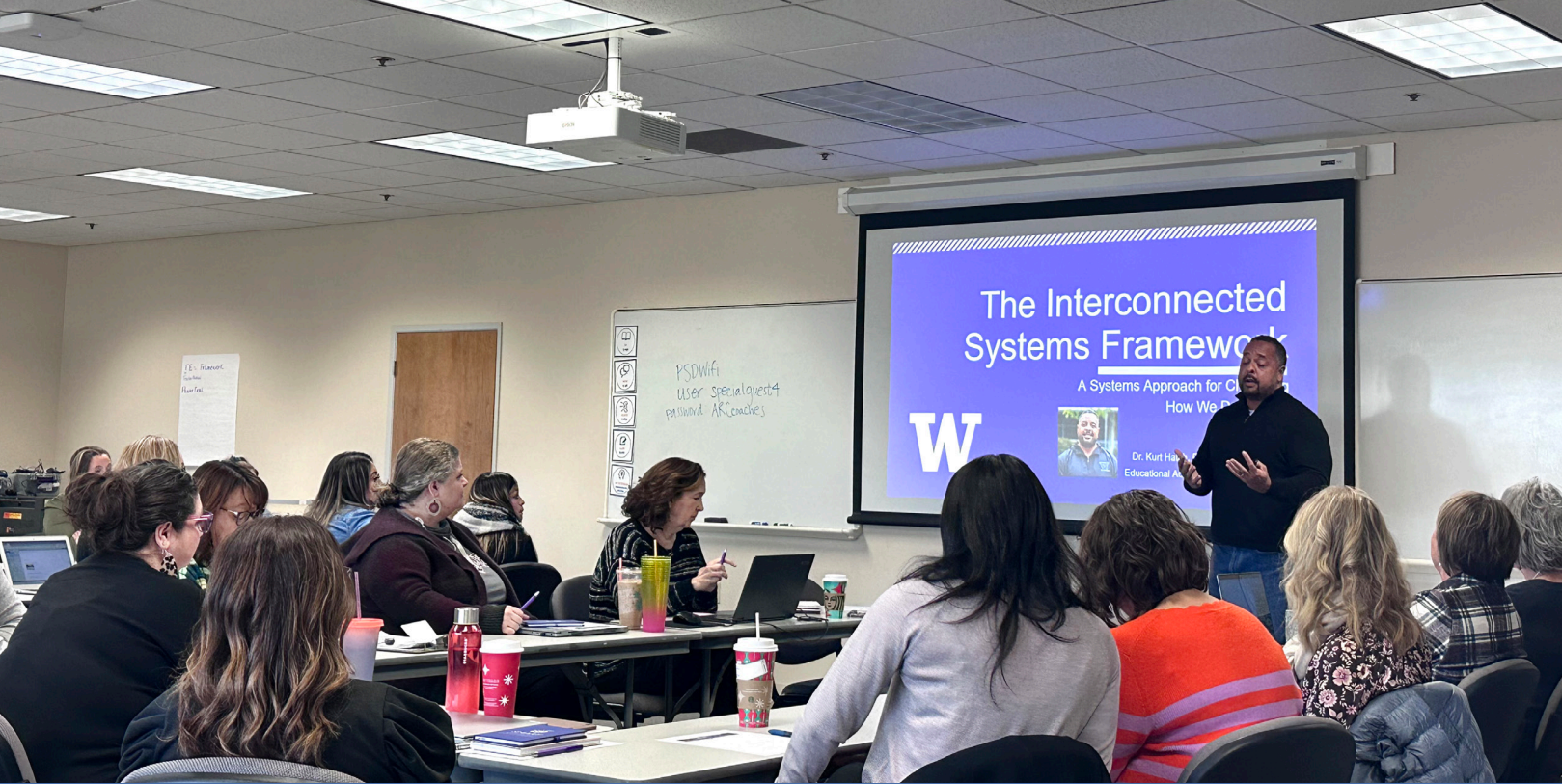
– Kara Lamb, MTSS-SEB District Coach Pasco School District



Understanding the Implementation Cascade and Key Elements of Effective School-Based Mental Health Efforts

The graphic below illustrates the Implementation Cascade as described by Blase, K., Fixsen, D., and Jackson, K. (2015) in their Cascading Logic Model from the National Implementation Research Network at the University of North Carolina at Chapel Hill. It provides a comprehensive view of how multi-layered approaches and key elements are essential for the effective implementation and sustainability of mental health services in educational settings. We've adapted this model for our work.





UW SMART Center’s Training and Technical Assistance Focuses on Providing Mental Health Supports and Interventions that Improve the Well-being of All Students.

In school communities, we prioritize the holistic development of every student. By integrating social-emotional learning and fostering a supportive environment, we ensure that students are equipped with essential skills and resources. Below are the key components of our approach:

- Teachers and school staff infuse social-emotional learning principles into the flow of their everyday academic instruction, helping equip students of all ages with relational, emotion regulation, and decision-making skills.
- All students and school staff understand and embrace a set of community agreements about behavioral expectations – an approach proven by research to reduce discipline events by over 50%.
- Students and teachers alike use compassionate and user-friendly approaches to identify students’ strengths and needs so help can be provided early and effectively.
- Teachers and school staff are trained to identify and refer students who are struggling in school and in life.
- Students in need are provided resources, services, and supports that foster strengths and address challenges, both inside and outside of the building at the first sign of need.
- Students, parents, and school staff work together to inspire innovative approaches to *prevent* mental health challenges, suicidal ideation, or aggression, and provide needed services from universal to targeted.
- Families receive training and support from peers about how to connect with their children across developmental phases, recognize signs of distress, and activate supports to keep their children, homes, and schools safer.
- Every child and young person knows they are being raised in an inclusive and caring community. Students thrive even in the face of adversity because they have the very real sense that adults in their lives and community have their backs.

UW SMART Training and Technical Assistance helps educators create a positive school environment and support students’ mental health through various levels of training, research, and policy work.

Effective Mental Health for All



Selected Smart Center Training and TA Projects

Northwest Mental Health Technology Transfer Center (NWMHTTC) School Mental Health Supplement (2018–2024)

The School Mental Health Supplement to the Northwest Mental Health Technology Transfer Center (NWMHTTC) received funding from the Substance Abuse and Mental Health Services Administration (SAMHSA) to enhance training and technical assistance for the school mental health workforce in Alaska, Idaho, Oregon, and Washington. This initiative aims to integrate education and mental health systems across a continuum of supports, creating a unified delivery system.

Initially a one-year contract, the project was extended for an additional five years. The NWMHTTC focused on four primary goals:

- 1. School Mental Health Training & Technical Assistance**
Providing comprehensive training and support to schools and school systems.
- 2. Building Infrastructure and Creating Learning Communities**
Establishing robust frameworks and fostering collaborative learning environments.
- 3. Supporting Educational Leaders**
Empowering leaders to promote mental health for all students.
- 4. Fostering Regional Alliances and Collaboration**
Encouraging partnerships and cooperative efforts across the region.

Housed within the SMART Center, TAC spearheads the NWMHTTC. Their goal is to build a cohesive system where education and mental health services are seamlessly integrated across all tiers of support.

For more information, visit the NWMHTTC section of our website:
<https://smartcenter.uw.edu>



The NWMHTTC provided invaluable training for school districts in southeast Alaska (Sitka venue), south-central Alaska (Anchorage venue), and western Alaska (Nome venue). All of these regions have distinct needs, which require customizing training. It was impressive how the NWMHTTC could assess each region's needs, make onsite changes, and focus the training to support school and regional behavioral health staff needs. We hope to collaborate further with the NWMHTTC in Alaska.

— Lyon Johnson, MA, NCSP, BCBA, LBA
Special Education Service Agency
Anchorage, Alaska



The following projects describe the array of TAC's training and technical assistance activities that include federal, state, regional, district, and donor-funded school mental health and Multi-Tiered System of Support (MTSS) efforts.

Public Health – Seattle King County (PHSKC) (2013–present)

UW SMART provides evaluation, training, and consultation to PHSKC to continually improve the delivery of school-based mental health supports in King County's 50+ school-based health centers (SBHC). The goal is to use SBHCs to assure students can easily access effective, efficient mental health services in a multi-tiered system.

District-funded School Mental Health Supports and MTSS (2015–present)

Multiple Washington school districts contract with the UW SMART Center to provide an array of support ranging from school mental health and MTSS framework development, training and technical assistance, Social-Emotional Learning curriculum adoption, universal screening selection and installation, district and building-level coaching, needs assessment and resource mapping with community partners. The following Washington school districts have been supported through intensive, customized training and TA during the 2018-2023 timeframe: Seattle Public Schools, Lake Washington School District, Richland School District, Renton School District, Pasco School District, Medical Lake School District and seven districts throughout Skagit County.

Systematic Review of Mental Health Literacy Programs (2020–present)

In partnership with [Chad's Legacy Project](#), TAC reviews mental health literacy programs and crosswalks them with mental health literacy standards and the Washington state physical and health standards. An implementation guide and resources were also developed to support districts and schools.

Website: <https://www.mentalhealthinstruction.org/implementation-resources/>

Washington Office of Superintendent of Public Instruction (OSPI) Elementary and Secondary School Emergency Relief (ESSER) School Mental Health and MTSS (2021–2022)

Across 18 months, TAC offered intensive training and coaching support to four eastern Washington school districts and one central/eastern Washington Educational Service District to begin exploration and initial installation of the Interconnected Systems Framework (ISF). State Educational Staff Association's Behavior Health Coalition received training that included a book study and culminating co-presentation of a four-part series on ISF. A newly developed universal screening training package, an ISF logic model and state evaluation plan rounded out the project.



Visit the [UW SMART Center website](#) for more information on these and our many other projects and resources.

BRISC Training Cohorts (2021–present)

A successful clinical trial showed that the Brief Intervention for School Clinicians (BRISC) promotes efficiency and effectiveness as a Tier II intervention within the MTSS framework. As a result, the model has been listed in several federal guidance documents and other inventories. The TAC team now disseminates a web-based e-learning for potential BRISC practitioners and provides follow-on training/rehearsal and consultation to multiple states across the U.S. BRISC has also been adopted in Ontario, Canada province-wide with SMART Center support.

Washington Association of Educational Service Districts (AESD) Behavioral Health Student Assistance Program (BH-SAP) (2021–2024)

Originally funded by federal COVID relief funds, the AESD BH-SAP aims to expand availability to school-based behavioral health services statewide. Across Washington state's nine Educational Service Districts (ESDs), this initiative expands behavioral health support systems (including mental health and substance use) through a Multi-Tiered System of Support (MTSS) framework by increasing staffing capacity at regional and local levels. TAC has supported this project through regional capacity building as well as by serving as the lead evaluator. Capacity building activities included providing consultation on selection of practice models to be used by Student Assistance Professionals (SAPs) and professional learning opportunities for SAPs. Evaluation efforts include overseeing collection of student, school, and district outcome data, analyzing data, and producing reports to inform continuous improvement of the BH-SAP initiative.

Washington State Model District Template Plan for Screening (2021–2022)

The UW SMART Center in partnership with OSPI and Forefront Suicide Prevention revised the Model District Template for Student Social, Emotional and Behavioral, and Mental Health Recognition, Screening and Response in accordance with [Revised Code of Washington \(RCW\) 28A.320.127](#) that requires that all K-12 school districts adopt a plan for recognition, initial screening, and response to emotional or behavioral distress in students, including but not limited to indicators of possible substance abuse, violence, youth suicide, and sexual abuse.

OSPI Model District Template: <https://ospi.k12.wa.us/sites/default/files/2023-08/modeld1.DOC>





Visit the [UW SMART Center website](#) for more information on these and our many other projects and resources.

UnitedHealthcare Empowering Health Suicide Prevention (2022–2024)

Through the Empowering Health program, UnitedHealthcare funded the UW SMART Center to work intensively with Richland School District and Medical Lake School District to develop suicide prevention programs, policies, and practices and strengthen their Interconnected Systems Framework. Each district builds capacity with parents/families to provide training through a SMART-developed program called Asking IS Caring.

School-based programs and strategies are another focus of SMART research projects. Some have focused on the efficiency of school-based services, so helpers can serve as many students as possible, while others seek to improve the design and usability of the complex interventions that schools use. Still others ask how parents and students can lead school-based interventions, such as the Asking IS Caring youth suicide prevention program.

Asking IS Caring (2022–present)

This project is evaluating the feasibility and effectiveness of Asking IS Caring (AIC), a parent-to-parent youth suicide prevention training that provides families with a unique and safe space to share their lived experiences and connect with one another.

An Asking is Caring Suicide prevention toolkit is coming soon for school districts who want to integrate suicide prevention programming for students, ESA professionals, teachers/ staff, as well as for family members. There are key innovations in upstream suicide prevention for students coming soon as well as model policies/ procedures and forms for use by school districts.

PI: Jennifer Stuber. Funders: UnitedHealthcare, Grandmothers Against Gun Violence.

Crisis Response Legislative Workgroup Facilitation (Restraint and Isolation) (2022–2023)

The UW SMART Center applied for and was awarded the facilitation of the Crisis Response Legislative workgroup authorized by the Washington State 2022 Supplemental Operating Budget (Senate Bill [SB (Senate Bill)] 5693 Section 501[3][h][i]). The workgroup met nine times from August through December to discuss topics impacting isolation and restraint in Washington state. The workgroup discussed required and expanded topics based on lived experiences of self-advocates, families, and educators. Meeting topics included, but were not limited to, discussion on the current state of isolation and restraint in Washington and nationally; the impact

of isolation and restraint on students, educators, and families; crisis intervention programs; evidence-based practices; tracking and reporting data; avenues of recourse; self-advocate experiences; the need for funding and training for educators; and intersectionality in discipline.

Crisis Response Workgroup Legislative Report: <https://ospi.k12.wa.us/sites/default/files/2023-10/01-23-crisis-response-workgroup-legislative-report.pdf>

Collaborations in School Behavioral Health – Federal Earmark Project (2022–2024)

Understanding and addressing the social emotional and mental health needs of children and youth continues to be a primary focus for families, school staff, and policy makers. In partnership with schools and communities across Washington state, this project is developing a set of online professional learning modules for building positive classrooms and maintaining youth wellness. Additionally, together with two school districts in the Pacific Northwest, we are documenting their stories of building collaborative community resources to support student and family wellness.

PI: Carol Davis. Funder: Congressionally Directed Spending courtesy of Senator Patty Murray (D-WA).

ESD 105 Universal Screening Capacity Building (2023–2024)

The Educational Service District 105 in central Washington contracted with the UW SMART Center to build capacity in their region for training and technical assistance for universal mental health screening in alignment with [Revised Code of Washington \(RCW\) 28A.320.127](#).

State Implementation and Scaling-up of Evidence-based Practices (SISEP): Microcredentialling Program (2022–2027)

The National Implementation Research Network (NIRN) at University of North Carolina leads the U.S. Department of Education-funded SISEP Center, which builds implementation capacity for evidence-based practices benefiting students with disabilities. UW SMART is working with NIRN to develop a microcredentialling program, an interactive, multi-level, online training program to help education leaders serve as implementation support practitioners (ISPs) in their states and districts.



The UW SMART Center people are magical; they are wonderful, talented educators and leaders in the field...The SMART Center has a lot of credibility.

— Dr. Alice Amaya, Pasco School District





SMART Research To Practice

“Teaching is more than imparting knowledge; it is inspiring change. Learning is more than absorbing facts; it is acquiring understanding.”

*– William Arthur Ward
Motivational writer and speaker*

Training the Next Generation of School Mental Health Researchers

At the nexus of research, training, and workforce development, the SMART Center has also run several high-profile research training programs for educational scholars. Our hope is to cultivate a cadre of researchers who will focus their work at the core of education and implementation science. The ultimate goal is to bring more effective practices to more students, bolstering the wellness of our nation's young people.



Thank you for making this a cohort approach. That made such a difference for me. It feels like we are in it together and that we can grow in our knowledge and skills together and over time. It helps that there will be regular touch points with mentors and fellows. This makes it really different than other trainings I have done which felt more like a 'one time thing.'

— 2023 RIISE Fellow

SMART PREP | The SMART Center Post-doctoral Research Program

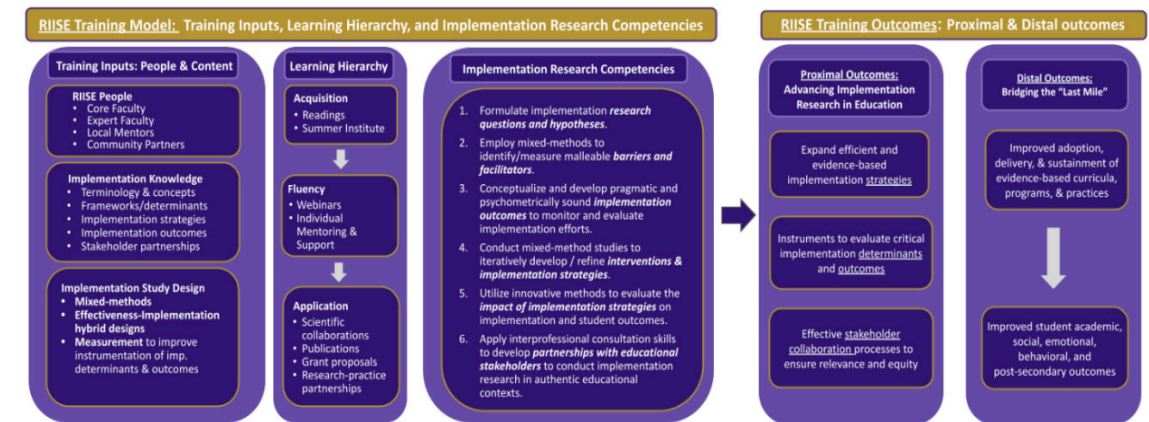
PREP is a federally-funded fellowship focused on training scholars to become national experts in conducting research on school behavioral health strategies and policies, implementation science, educational equity, clinical research methodology, and understanding and reducing ethnic and racial disparities.

PI: Eric Bruns. Funder: Institute of Education Sciences.

RIISE | The University of Washington Research Institute for Implementation Science in Education

RIISE is the first of its kind and reflects a collaborative, innovative effort to develop the implementation research workforce in education and improve educational and related outcomes for students. Led by a group of core faculty with extensive experience conducting implementation research in schools, the annual RIISE Institute provides training and mentorship to over 20 established education scholars (Fellows) to increase their expertise in conceptualizing, designing, and executing implementation research studies.

PI: Aaron Lyon. Funder: Institute of Education Sciences.



View/Enlarge image in the link below:
<https://smartcenter.uw.edu/programs-services/the-riise-model/>





SMART Workforce Development

*"I never saw myself as someone who had
the potential to make a real difference
until now."*

*– 2023-2024 cohort participant
UW SMART Center Workforce for
Student Well-Being Initiative*

Building the Pipeline | SMART's Workforce Development Initiatives

As confirmed by a meta-analysis by the UW SMART Center, schools are the most common venue in which children and youth receive mental health care. And yet, there is a lack of well-trained school mental health practitioners, and many posted positions go unfilled. A 2022 Kaiser Family Foundation Workforce Study found that 84% of schools across the nation say it will be somewhat or very difficult to fill mental health positions in schools. Diversity of the workforce is also a problem: Approximately 80% of the mental health workforce in Washington is white compared to only 49% of K-12 students.

In response, in 2023, the UW SMART Center applied for and was awarded two federal grants from the U.S. Department of Education focused on building the school mental health workforce.

Workforce for Student Well-being (WSW) Initiative

A \$6 million grant from the U.S. Department of Education, awarded to co-Principal Investigators Eric Bruns (UW School of Medicine) and Jennifer Stuber (UW School of Social Work) is now creating a pipeline from Washington state's five accredited Master's in Social Work training programs to Washington's K-12 schools. WSW will award 100 aspiring school social workers conditional scholarships based on their financial need, ensuring that the cost of education is not a barrier to obtaining an advanced degree. Recipients of this award must commit to working in high-need public or tribal schools.

WSW Social Workers also receive pre-service training in the form of a 40-hour "Community of Practice" with peers across the state, attend a statewide professional networking retreat with peers and mentors, earn their Educational Staff Associate (ESA) certificate, and receive career placement support to take a leadership role in a high-need public school after graduation.

View WSW's concept model at: <https://wswinitiative.org/about-the-initiative-2/>

Goals for the Workforce for Student Well-Being Initiative: To increase the number, diversity, and skills of the school mental health workforce.



To learn more about WSW, including how to apply to be a WSW-funded school social worker, go to www.wswinitiative.org



I cannot even begin to describe the impact that CoP and WSW has had on my work currently and the impact it will have on my work moving forward. It has a lit a fire inside of me, on a level I didn't know existed. As social workers, we often have that fire within us to fight for change, for justice, for humans. I have always been drawn to work with adolescents/teenagers. I never saw myself as someone who had the potential to make a real difference on a system level until now. My thoughts are realistic, I know that change does not happen quickly and it is often an uphill battle. But I feel inspired to start that journey uphill and know that I have the tools and support from this incredible professional group to do so. I really am so grateful.

— 2023–2024 WSW School Social Work Cohort Member



UW/Seattle Public Schools (SPS) Black School Psychologist Fellowship Program

The College of Education's School Psychology program was also awarded a grant by the U.S. Department of Education Office of Elementary and Secondary Education for 2023-2028.

This \$1.6 million grant, under PI Janine Jones, PhD, aims to diversify the workforce of School Psychologists via a partnership with Seattle Public Schools (SPS) to recruit, prepare, mentor and employ Black male school psychologists. Eight Black male school psychology students have already been admitted into the Educational Specialist degree program with another four men to be admitted in 2025.

A total of 12 men will receive full funding from the grant to complete our three-year, fee-based EdS program, and they are guaranteed employment in Seattle Public Schools upon graduation.



This program is disrupting traditional patterns and biases. It will offer a tremendous value to children, schools and communities related to mental health and wellness.

—Janine Jones, PhD
UW College of Education, Associate Dean for Academic Affairs

The UW/SPS Partnership has 5 objectives:

1. Recruit three cohorts of 4 Black male students to the School Psychology Program (12 total);
2. Prepare culturally-responsive school psychologists;
3. Work to dismantle systemic injustices in SPS through a racial equity framework;
4. Enable culturally-responsive environments in SPS; and
5. Build a racially-diverse MHSP workforce at SPS



To read more about this grant project, see: <https://education.washington.edu/news/feature/diversifying-school-based-mental-health-workforce>





SMART
Policy Advocacy

"A bad system will trump a good program every time."

*- Patrick McCarthy, CEO
Annie E. Casey Foundation*

Promoting “SMART” Policy-Making: Building Systems That Support Effective School Mental Health

Much of UW SMART’s research and training efforts focus on developing, testing, and implementing effective programming. And yet, we recognize that systems, policy, and funding issues will eclipse a good program anytime. To facilitate adoption of effective practices, the SMART Center spends considerable time and effort to influence the policy landscape that determines how mental health supports are provided in schools.

SMART policy work spans local, state, national, and international levels. Below are just a few selected examples:

LOCAL

- Faculty from UW SMART have served on the City of Seattle’s Families and Education Levy Oversight Committee and King County’s Best Starts for Kids advisory committee, advising how to identify and implement effective programs in Seattle Public Schools (SPS) and across King County.
- UW SMART worked with SPS to launch the The Seattle Minority Engagement and Disproportionality Reduction Research Collaborative (MENDR) Initiative, aiming to fit effective strategies to individual schools’ needs.
- UW SMART faculty train clinicians working in King County’s School-based Health Centers and advise development and refinement of the practice model.



SMART faculty, Kelcey Schmitz and Eric Bruns at State Capitol, in Olympia, Washington, 2020.

STATE

- The Washington State Legislature has called upon UW SMART on multiple occasions to oversee implementation of legislation. Examples include convening and overseeing a Crisis Response Legislative Workgroup to reduce use of restraint and isolation in schools; implementing the Partnership Access Line for Schools, a telehealth delivered mental health consultation service for schools; and developing a Washington state Model District Template Plan for Screening.
- During the COVID-19 pandemic, federal dollars from the Elementary and Secondary School Emergency Relief (ESSER) Fund were passed from Washington state to the SMART Center to oversee a range of initiatives, including provision of policy and workforce support to school districts and Educational Service Districts to effectively screen, triage, and treat students for mental health concerns.
- UW SMART has been a prominent member of many Washington state legislative advisory committees, such as the School Behavioral Health and Suicide Prevention Subcommittee and the School Safety and Student Well-Being Committee. UW SMART has also served on many committees and task forces for our State Education Agency, including the Office of the Superintendent for Public Instruction Multi-Tiered System of Support (MTSS) and Social Emotional Learning (SEL) Committees.



NATIONAL

- In 2022, UW SMART supported the convening of a national gathering of experts, researchers, and policymakers to develop a guide to building more resilient systems of care for our nation's youth in the wake of the COVID pandemic, entitled [*A Pathway to Recovery and Resilience for our Children and Youth*](#).
- The SMART Center's innovations are frequently listed in federal guidance. For example, a Centers for Disease Control and Prevention (CDC) resource, [*Promoting Mental Health and Well-Being in Schools: An Action Guide for School and District Leaders*](#), provides schools with actionable strategies to help improve the mental health of students, including Brief Intervention for School Clinicians (BRISC), developed, tested, and disseminated by the SMART Center. As another example, the U.S. Department of Education resource on [*Supporting Child and Student Social, Emotional, Behavioral and Mental Health*](#) spotlights the UW SMART Center-led Northwest School Mental Health Technology Transfer Center.
- The UW SMART Center has a presence on countless federal and national workgroups, such as the National Center for School Mental Health Research Advisory Committee, the Association of Positive Behavior Supports Equity Committee, National Center on PBIS Equity Workgroup, National Center on PBIS Crisis and Recovery Workgroup, and Institute of Education Sciences Social and Behavioral grant review committee, just to name a few.

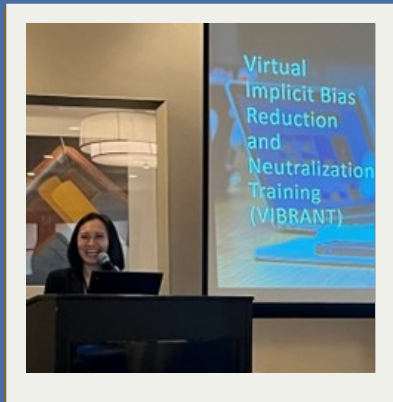
INTERNATIONAL

- UW SMART co-founded the School Mental Health International Leadership Exchange (SMHILE), which promotes effective school mental health internationally by bringing together leaders from over 30 countries across the world to share knowledge, co-create dissemination and leadership strategies, as well as communicate best practices in research, policy, and future directions for the school mental health field. See more at www.smhile.org.
- UW SMART innovations have been adopted by countries and jurisdictions across the world. As just one example, Ontario, Canada has adopted [*Brief Intervention for School Clinicians \(BRISC\)*](#) province-wide in its schools, with the strategy listed in a Policy and Program Memorandum from the Ontario provincial government.



The SMART Center Participated in the following National and State Workgroups/Committees:

- Washington State OSPI MTSS Advisory Committee (2016-2020)
- Washington State OSPI MTSS Fest Conference Planning Committee (2019-2021)
- School Based Behavioral Health and Suicide Prevention Subcommittee (2020-2024)
- A Mindful State (2020-2022)
- Idaho Project AWARE (Advancing Wellness and Resiliency in Education) Advisory Board (2020-2024)
- Washington OSPI SEL Committee (2018-2024)
- Washington School Safety and Student Well-Being Committee (2018-2024)
- Association for Positive Behavior Support Equity Committee
- National Center on PBIS (Positive Behavioral Interventions and Supports) Equity Workgroup
- National Center on PBIS Interconnected Systems Framework Workgroup
- National Center on PBIS Crisis Response and Recovery Workgroup
- Oregon Department of Education SEL Committee





THANK YOU

"The responsibility does not lie with the maples alone. The other half belongs to us: we participate in its transformation. It is our work, and our gratitude, that distills the sweetness."

*– Robin Wall Kimmerer
Braiding Sweetgrass: Indigenous Wisdom,
Scientific Knowledge and the Teachings
of Plants*

SMARTies Past & Present

SMART's impact and growth over the past 10 years is a direct result of the hard work of our faculty and staff members both past and present. We are proud to acknowledge each individual for their commitment and contributions to the field of school mental health and celebrate our collective impact on student wellness. We offer a special thank you to the UW students who also contributed to the SMART Center's mission over the years as they completed their studies.

**Denotes current SMARTies*

*Dr. Molly Adrian	Lindsey Frederick	*Dr. Elizabeth McCauley
Dr. Kaitlyn Ahlers	Maddie Freeman	*Dr. Tona McGuire
*Jade Richards	*Dr. Megan Frye	Erin McRee
Alya Azman	Kendall Fujioka	Dr. Alana McVey
*Rachel Barrett	*Dr. Larissa Gaias	*Mari Meador
Dr. Karen Bearss	*Roger Goosey	Olivia Michael
Kate Benjamin	*Aislyn Gordon	Ian Muse
Philip Benjamin	*Dr. Clynita Grafenreed	Lia Musumeci
Taylor Berntson	Kelsey Hamilton	Nancy Namkung
Dr. Alice Bravo	Shawna Harbin	Semret Nicodimos
Dr. Stephanie Brewer	Jaya Harrell	Lillian Nguyen
*Dr. Eric Bruns	Ethan Hendrix	Dr. Jonathan Olson
*Kathryn Bruzios	Alyssa Hernandez	Elissa Picozzi
*Jodie Buntain-Ricklefs	Romina Hernandez Sanchez	Hunter Pluckebaum
Gabbie Canning	*Dr. Maria Hugh	Dr. Mike Pullmann
*Casey Chandler	*Dr. Keith Hullenaar	*Sofia Redondo
Dr. Doug Cheney	Jed Jacobsen	*Caitlin Renteria
*Priyanka Ghosh Choudhuri	*Dr. Jess Jeness	*Rose Reyes
Hailey Chu	*Dr. Janine Jones	Cristian Rivera Nales
*Jennifer Cohen	*Mahima Joshi	Taylor Ryan
Jess Coifman	*Bethlehem Kebede	*Dr. Elizabeth Sanders
*Vaughan Collins	Marianne Kellogg	*Kelcey Schmitz
Lauren Conley	Sharon Kiche	*Dr. Maggie Sibley
Dr. Clayton Cook	*Emily Kim	*Rayann Silva
Heather Cook	*Yuanchen Kuo	Katherine Soon
*Dr. Cathy Corbin	*Yasmin Landa	*Dr. Aksheya Sridhar
Shanon Cox	*Dr. James Lee	*Dr. Jenn Stuber
*Dr. Carol Davis	Kristine Lee	*Marissa Thirion
Chay Davis	Amy Li	Kelly Thompson
Glen Dawson	Olivia Linkous	*Taylor Ullrich
Shannon Dorsey	*Dr. Freda Liu	*Dr. Ann Vander Stoep
*Adora Du	*Dr. Jill Locke	*Kristin Vick
Dr. Mylien Duong	*Megan Lickhalter	Stephanie Violante
*Dr. Chris Espeland	Megan Lucy	*Dr. Kelly Whitaker
*Elsa Ferguson	*Dr. Kristy Ludwig	*Dr. Larry Wissow
Dr. Angel Fettig	*Dr. Aaron Lyon	*Kendra Wolf
Nathaly Florez	*Dr. Kira Mauseth	*Dr. Courtney Zulauf-McCurdy

Every effort was made to ensure a complete list of SMARTies past and present. If we have inadvertently omitted a name, please let us know so we may correct our error. We are grateful to all employees of the SMART Center for helping us reach this significant milestone.

Thank you to our SMART Center Partners

Thank you to our many partners for their collaboration in training, technical assistance, studies and other projects over the past 10 years. We are lucky to be able to claim there are just too many to name them all. Please accept our heartfelt thanks for your contributions to the SMART Center's many successes.

SCHOOL OF SOCIAL WORK
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OF MEDICINE

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Make A Gift

Honor the SMART Center's 10th Anniversary by making a gift in support of strengthening the school mental health workforce and promoting student well-being.

Your contribution will help launch SMART into the next decade of our work.





Click > [*here*](#) to join our SMART Center mailing list!
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