



Northwest (HHS Region 10)

**MHTTC**

**Mental Health Technology Transfer Center Network**

Funded by Substance Abuse and Mental Health Services Administration



## Northwest School Mental Health Newsletter October 2019

Greetings!

Welcome to our second newsletter. *If you missed our first newsletter, you can read it [here](#).*

The School Mental Health (SMH) Supplement to the Northwest Mental Health Technology Transfer Center (MHTTC) at the University of Washington SMART Center has wrapped up the first year of providing a multitude of supports to the SMH workforce in Alaska, Oregon, Idaho, and Washington. Over 1000 professionals across the Northwest Region participated in professional learning opportunities which included over 35 workshops, seminars, and conference sessions.

Year two of the SMH supplement will include activities such as:

- Blending SMH and Positive Behavioral Interventions and Supports (Interconnected Systems Framework) Webinars, Online Modules, Training and Technical Assistance
- School Mental Health Sessions at Conferences in all Four States

- 2019 - 2020 Creating Trauma-Responsive Schools Webinar Series
- Cognitive Behavioral Interventions in Schools (CBITS), Bounce Back, and Supporting Students Experiencing Trauma (SSET) Trainings and Follow-on Support in Idaho
- Learning Communities for District MTSS and School Mental Health Leaders
- Training on the National School Mental Health Curriculum and SHAPE System
- Regular Newsletters and Training and Resource Alerts
- Suicide Prevention Training and Consultation

You can get involved by attending any of our sponsored events, checking out our resources, and signing up for our mailing list. We also encourage you to reach out to us so we can help connect you to other supports and resources through the national MHTTC Network and our other Northwest region partners. Another way to get involved is to share these newsletters, resources, and opportunities with your professional learning network.

Finally, we would like to welcome Megan Lucy to our team! Megan joined us in September as a Program Assistant and will be focused on tracking our activities, communication, marketing, event planning, and many other tasks to ensure we are developing and delivering high quality school mental health professional learning opportunities and resources. Reach out to Megan at [mlucy@uw.edu](mailto:mlucy@uw.edu) if you'd like to learn more about the Northwest MHTTC and the SMART Center.

We look forward to supporting your school mental health efforts this year!

Sincerely,  
Kelcey Schmitz, Eric Bruns, and Megan Lucy

Visit our websites:  
[Northwest MHTTC School Mental Health](#)  
[University of Washington SMART Center](#)

Sign up for the Northwest School Mental Health Mailing List

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Just released from our Center!  
School Mental Health Practice Brief:  
*Effective Programs to Address Trauma in Schools*



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**Practice Brief: Effective Programs to Address  
Trauma in Schools**

Prepared by Pamela Vona, MA, MPH, USC Suzanne Dworak-Peck School of Social Work, Treatment and Services Adaptation Center for Resilience, Hope and Wellness in Schools, and University of Washington School Mental Health Assessment, Research & Training (SMART) Center

## The Issue

In the United States, children and adolescents are exposed to violence and other traumatic events at alarming rates. A comprehensive survey of violence exposure found that one in three youth reported having experienced physical violence in the past year, with some experiencing multiple events.<sup>1</sup> Rates of violence exposure are notably higher in under-resourced, ethnic minority communities.<sup>2</sup> A study of sixth grade students in a large urban school district found that 94% of students reported exposure to violence and 40% reported exposure that included a deadly weapon.<sup>3</sup> What's more, large-scale global and national trends including the opioid epidemic, climate change, mass migration, and growing homelessness are likely to increase rates of trauma exposure.

Numerous studies have documented the short-and long-term consequences of exposure to violence and other traumatic events on children and adolescents. Exposure to trauma has been linked to increased rates of PTSD, anxiety, and depression in children and adolescents.<sup>4,5</sup> Additionally, exposure to trauma has been linked to lower academic success including lower grade point average and IQ,<sup>6</sup> as well as deficits in memory and attention.<sup>7</sup> Students exposed to trauma are significantly less likely to graduate high school.

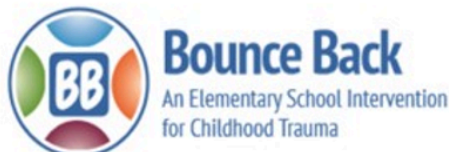
Despite these negative consequences, few children and adolescents receive appropriate care. This is particularly true for low-income, ethnical minority youth. Barriers to care include limited resources, language difficulties, and stigma. Strategies to reduce these barriers are needed.

### Key Points:

- Current rates of child trauma are staggering and likely to increase.
- School-based interventions are essential to providing youth with necessary support to address trauma.
- Early interventions have been shown to ameliorate symptoms of trauma in students
- Skills are reinforced when school systems share a trauma-responsive framework.

This Practice Brief describes three of the most commonly used effective school-based interventions for trauma and the importance of creating a “trauma-informed” school community in order to optimize these interventions.

Learn more about **Cognitive Behavioral Interventions in Schools (CBITS)**, **Bounce Back**, and **Supporting Students Experiencing Trauma (SSET)** in the newly released School Mental Health Practice Brief from the Northwest MHTTC.





Click here for the Practice Brief

## Interconnected Systems Framework (ISF) Fact Sheets and Webinar Series

**What is ISF?** The Interconnected System Framework (ISF) is an emerging approach for building a single system of social, emotional, and behavioral supports in schools. Integrating Positive Behavioral Interventions and Supports (PBIS) and school mental health, the ISF also brings community partners and families into one multi-tiered structure. Learn more about ISF from the newly released fact sheets below.

**ISF Webinar Series:** The Northwest MHTTC and Pacific Southwest MHTTC are excited to partner on an upcoming "West Coast ISF Party"! Our three-part distance learning series will focus on the three topics of the newly released Interconnected Systems Framework (ISF) Fact Sheet Series created by the Pacific Southwest MHTTC.

Read more about the ISF three-part distance learning series and register [here](#).

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**MHTTC** Mental Health Technology Transfer Center Network  
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# Fact Sheet

## INTERCONNECTED SYSTEMS FRAMEWORK 101: AN INTRODUCTION

BY SUSAN BARRETT, LUCILLE EBER, KELLY PERALES AND KATIE POHLMAN  
OSEP TECHNICAL ASSISTANCE CENTER ON PBIS

In the United States, over 40% of students will have experienced a mental health problem, such as anxiety or depression, by the time they reach seventh grade (SAMHSA, 2016). Suicide is the second leading cause of death among 10-34 year olds (NIMH, 2018) and according to the National Survey of Children's Health (2016), 46% of children have experienced at least one Adverse Childhood Experience (ACE). The newest statistics on suicide from the Centers for Disease Control (CDC), along with current rates of substance use, opioid abuse, and electronic aggression

The Pacific Southwest Mental Health Technology Transfer Center (MHTTC), in collaboration with the OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS), has developed a three-part series of fact sheets to deepen knowledge and understanding of the ISF. All three documents provide case examples that highlight the local context in which data-based decision making occurs and reflect the diversity of school communities in the region.

use, cyber abuse, and electronic aggression are alarming. This public health crisis requires a whole population response. Education and mental health leaders are keenly aware of the need to align structures and establish one comprehensive system of social/emotional/behavioral (SEB) supports in schools.

The Interconnected System Framework (ISF) is an emerging approach for building a single system of SEB supports in schools. Integrating Positive Behavioral Interventions and Supports (PBIS) and school mental health, the ISF also brings community partners and families into one multi-tiered structure.

- **Interconnected Systems Framework 101** provides an introduction to Interconnected Systems Framework, including a definition and a review of the benefits.
- **Interconnected Systems Framework 201** describes what will be different for educators and mental health providers when school mental health is integrated into a Multi-Tiered System of Support. (MTSS)
- **Interconnected Systems Framework 301** describes how to use school and community data to determine what interventions to select and implement to meet the diverse needs of all students.



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# Fact Sheet

## INTERCONNECTED SYSTEMS FRAMEWORK 201: WHEN SCHOOL MENTAL HEALTH IS INTEGRATED WITHIN A MULTI-TIERED SYSTEM OF SUPPORT: WHAT'S DIFFERENT

BY SUSAN BARRETT, LUCILLE EBER, KELLY PERALES AND KATIE POHLMAN

OSEP TECHNICAL ASSISTANCE CENTER ON PBIS

This is the second of a series of three Fact Sheets on the Interconnected Systems Framework (ISF) developed through a collaboration between the Pacific Southwest Mental Health Technology Transfer Center (MHTTC) and the OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS). The Interconnected Systems Framework (ISF) is an implementation framework developed by national leaders in the fields of PBIS and School Mental Health to advance a more effective and efficient system of social emotional and behavioral health in schools. Recognizing the shared contributions and value of both PBIS and SMH, the interconnected approach is a process guided by key stakeholders with authority to develop a unified response that specifically addresses the

include and integrate mental health and wellness. This is accomplished through the inclusion of a broader range of partners, a wider scope of data, and the expansion of interventions to address internalizing mental health issues such as anxiety, depression and trauma. Applying the MTSS features systematically to the expanded continuum of interventions is a deliberate and defining aspect of the ISF process. The following brief provides a short description of how each MTSS feature is enhanced and positioned within the ISF and considerations for getting started:

### 1. An Integrated Team Process

Leadership teams are key to implementation of evidence-based practices (EBPs) in school



needs of the population they serve. Leaders engaged in this integrated process are guided by the core features of a multi-tiered system of support. The purpose of this series to deepen knowledge and understanding of the ISF by highlighting key features illustrated by case examples that reflect the diversity of school communities in the region and demonstrate how data-based decision making occurs in a local context. This fact sheet will focus on the core features of an ISF approach.

### ISF Applies the Core Features of MTSS

The ISF enhances the multi-tiered system of support (MTSS) core features to intentionally

systems. But too many teams can decrease the system's ability to work efficiently. Since social/emotional health is a critical part of reaching academic outcomes, one of the key elements of effective implementation is to establish one set of integrated teams.

Within an integrated approach, the District and Community Leadership Team makes funding and personnel decisions and explicitly describes the roles and function of teams in a Memorandum of Understanding or service agreement. This allows financial support and district commitment for school and community providers to operate as one team.



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# Fact Sheet

## INTERCONNECTED SYSTEMS FRAMEWORK 301: INSTALLING AN INTEGRATED APPROACH

BY SUSAN BARRETT, LUCILLE EBER, KELLY PERALES AND KATIE POHLMAN  
OSEP TECHNICAL ASSISTANCE CENTER ON PBIS

This is the third of a series of three Fact Sheets on the Interconnected Systems Framework (ISF) developed through a collaboration between the Pacific Southwest Mental Health Technology Transfer Center (MHTTC) and the OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS). The ISF is offered as an option to address the inefficiencies of co-located systems and social, emotional, behavioral programs working in isolation. Building on the success of PBIS, the ISF applies the core features of MTSS to deliberately integrate mental health, community, school, and family partners through a single system of support. The purpose of this series to deepen knowledge and understanding of the ISF by highlighting key features illustrated by case examples that reflect the diversity of school communities in the region and demonstrate how data-based decision making occurs in a local context. This fact sheet

- State systems model and support district level alignment efforts
- Districts organize the partnerships and administrative components needed to guide effective integration at each school building

Many states also use regional or county structures for providing support to districts engaged in the integration of PBIS and mental health. State, district, and school teams benefit from this symmetry across organizational levels as consistent policy, funding, systems alignment, and workforce structures support a solid foundation for sustainable change. Because the unit of implementation of an ISF is most transformative at the local level, we will detail the installation process at the district/community and school levels. Implementers who have a role at the regional or state level can extrapolate the concepts presented

will focus on the steps to installing an integrated approach at the District Community Level.

for district/community leaders and apply the logic and the tools within their systems.

**Installation Process:  
District and Community Leadership**

Adopting and installing an interconnected system ideally involves layered implementation from the state to the local level. This layered implementation happens simultaneously across both state and districts, with school staff providing feedback to district level staff and districts providing input and guidance to state level staff.

The purpose of the installation phase is to allocate or reallocate resources to initiate innovation. People who have the authority to allocate resources are identified; awareness activities are taking place; and roles, functions, and overall organizational structure are carefully analyzed.



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[ISF 101: An Introduction](#)

[ISF 201: School Mental Health and MTSS](#)

[ISF 301: Installing an Integrated Approach](#)

**Webinar Dates and Topics**  
Register [here](#)

October 22, 2019 - ISF 101: An Introduction (recording will be sent out soon and posted on our website)

December 10, 2019 - ISF 201: School Mental Health and MTSS

January 21, 2020 - ISF 301: Installing an Integrated Approach

**2019 - 2020 Northwest MHTTC  
Trauma-Responsive Schools Webinar Series**

