

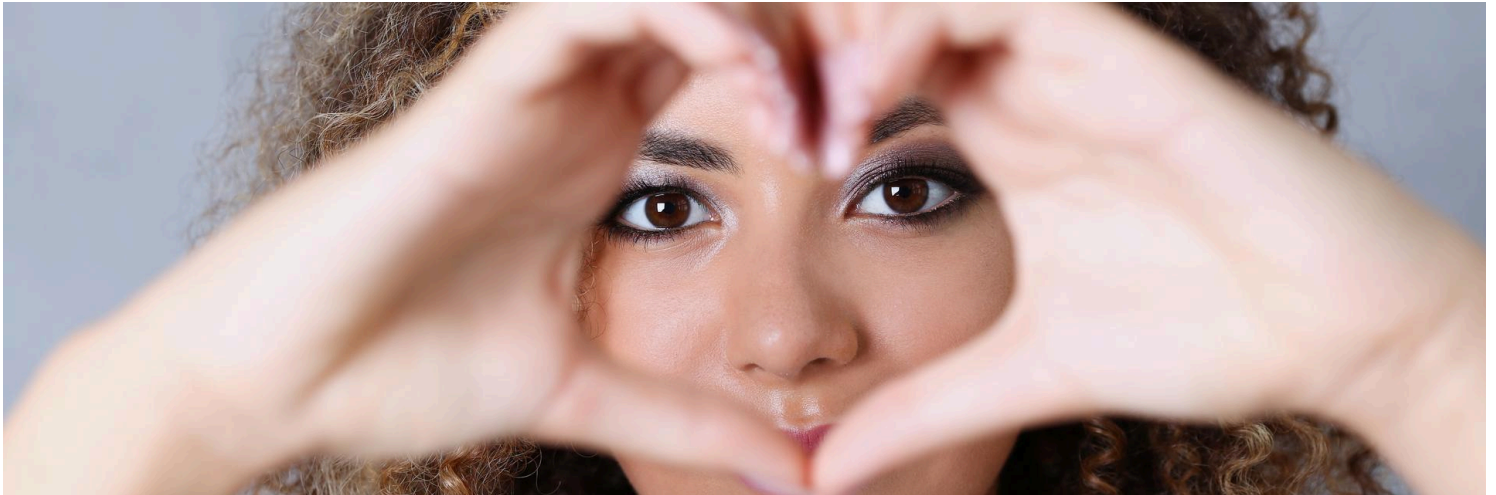


Northwest (HHS Region 10)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration



## February 2021 Northwest School Mental Health Newsletter

Greetings,

Valentine's Day may have been a few weeks ago, but it's still (and always) a great time to express our affection for those we care about. As we near the one-year mark of COVID-19 in the Northwest Region, we hope you all take some extra time to check in with those around you.

In this month's newsletter, we want to highlight the recently announced **Healing School Communities Impacted by Racial Violence Two-Part Series**, which begins this Thursday February 25 and is a follow-up to this past summer's series on Supporting School Mental Health in the Context of Racial Violence. Be sure to check out our newsletter below for all the details.

We also want to highlight that February is **Black History Month**. While we all have an ongoing commitment to center, celebrate, and elevate BIPOC voices, Black History Month serves as an important reminder to learn more about the history and contributions of Black communities throughout our daily lives. Mental Health America's [Black History Month webpage](#) and the University of Washington's [recent Black History Month blog post](#) are great places to start.

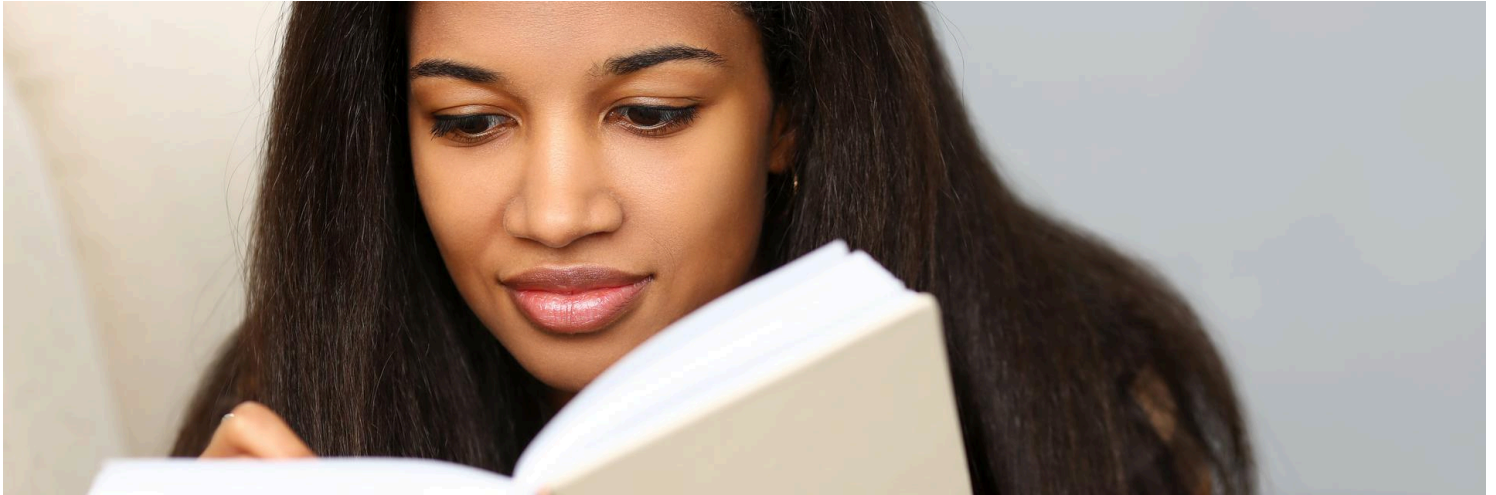
Stay safe and well,  
The Northwest MHTTC SMH Team

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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## Honoring Black History and Supporting Mental Health and Well-Being of Black Lives



Black History Month was originally proposed by Black educators and students at Kent State University in 1969 and is one of many opportunities to elevate equity through our work. We've shared the resources below to help promote the mental health and well-being of Black students, educators, and school communities each and every day.

### [Black and African American Mental Health Resources](#)

Mental Health America

### [Racial Equity and Cultural Diversity](#)

MHTTC Network

### [Black Emotional and Mental Health Collective](#)

BEAM

### [Secondary Traumatic Stress & BIPOC Educator Well Being](#)

Pacific Southwest & Northwest MHTTC

### [Being Black is Not a Risk Factor: A Strengths-Based Look at the State of the Black Child](#)

National Black Child Development Institute

### [APA's Apology to Black, Indigenous and People of Color for Its Support of Structural Racism in Psychiatry](#)

### [Understanding Racial Injustice and Its Impact on Mental Health](#)

National Hispanic and Latino MHTTC, Northeast & Caribbean MHTTC

### [PBIS, Black Lives Matter & Just & Equitable Learning Environments](#)

Tamika La Salle, University of Connecticut and George Sugai, Center on PBIS

### [Social Justice and COVID-19](#)

[Social Justice and COVID-19](#)

New England MHTTC

[Sharing Hope: An African American Guide to Mental Health](#)

NAMI

[Racial Equity Resource Packet](#)

Mid-America MHTTC

[Black History Month Resources for Providers and Clients](#)

Northwest MHTTC

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*ISF West Coast Party: Postponed Session Rescheduled for February 25*  
Secondary Traumatic Stress & BIPOC Educator Well Being with Steve Hydon & Guests



### About the Session

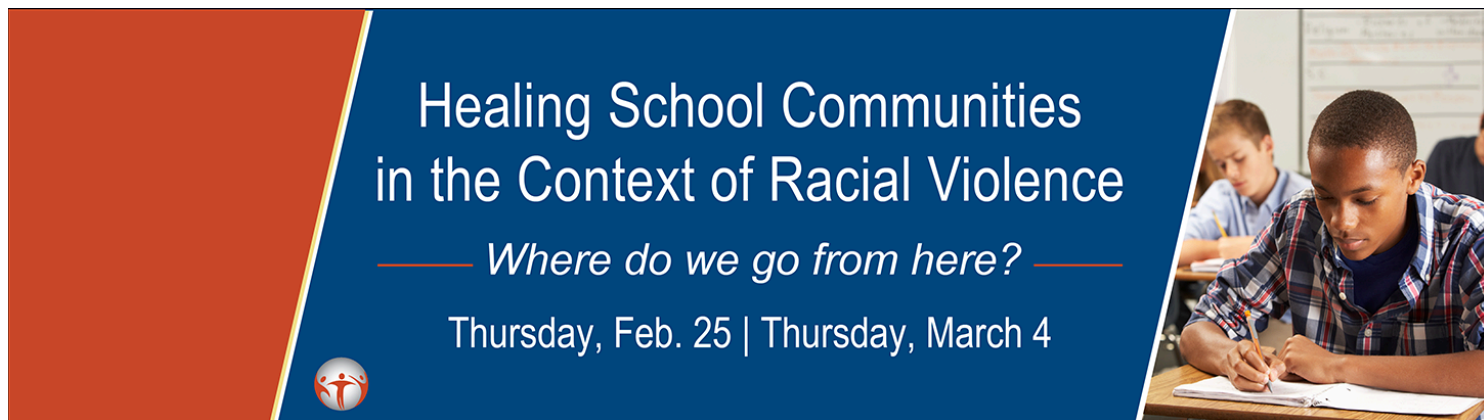
Committing to equity means committing to disrupting harm interpersonally as well as institutionally. This session centers the experience and wellness needs of BIPOC Educators and highlights the connection between radical self-care, cultural humility, collective and systemic care and secondary traumatic stress intervention in our school systems.

### Learning Outcomes

1. Participants will be able to define what Secondary Traumatic Stress looks, feels and sounds like in schools as well as identify common symptoms and risk factors unique to BIPOC educators.
2. Participants will explore the ways in which Secondary Traumatic Stress impacts BIPOC educators across life domains.
3. Participants will be able to identify personal, organizational and communal protective factors to improve institutional safety and wellness for BIPOC school staff.
4. Participants will locate collective wisdom and cultural strengths within BIPOC educators when navigating spaces of crisis/traumatic systems.

[Register Here](#)

## Healing School Communities Impacted by Racial Violence: A 2-Part Series



**Healing School Communities  
in the Context of Racial Violence**

*Where do we go from here?*

Thursday, Feb. 25 | Thursday, March 4

### About the Learning Series:

Healing School Communities in the Context of Racial Violence: Where do we go from here? is a two-part learning series intended for students, families, educators and school mental health professionals who are navigating the ongoing impact of racial violence in all forms on student mental health.

Each 1.5 hour learning session will feature a moderator who will engage advocates, leaders and the school mental health workforce in a conversation that focuses on:

1. **Navigating** discussions which are grounded in advancing racial equity and inclusion both in and out of school;
2. **Elevating** strategies for communicating and engaging in the ongoing work to support the mental health of students and school mental health professionals which are grounded in community wisdom and build upon protective factors, both in and out of school;
3. **Developing** spaces which engender opportunities for the field to improve its commitment to fostering a workforce ready, able and willing to hold racial violence as a mental health issue in a way that is founded in community strengths and wisdom while supporting and building protective factors.

Learn More and Register Here

## National School Mental Health Always & Now 8-Part Learning Series - Registration OPEN



**REGISTRATION OPEN!**

**MHTTC School Mental Health Curriculum  
*Always and Now* 8-Part Learning Series**

FEBRUARY - MAY 2024



Presented by the MHTTC Network  
and National Center for School Mental Health

## About the Learning Series

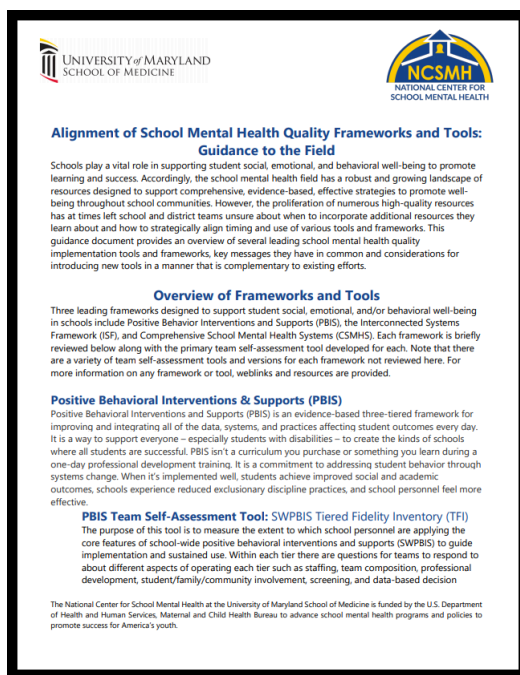
The MHTTC Network is hosting an 8-part training series using the National School Mental Health Curriculum: Guidance and Best Practices for States, Districts, and Schools. The Curriculum was developed by the MHTTC Network in partnership with the [National Center for School Mental Health \(NCSMH\)](#). It is intended to help states, districts and schools advance comprehensive school mental health and engage in a planning process for implementation.

Each learning session will include a pre-session video, live panel session, and post-session regional breakout.

All 60-minute Live Sessions take place the 2nd and 4th Tuesdays of each month at 10 a.m. PT / 11 a.m. MT / 12 p.m. CT / 1 p.m. ET, and will be immediately followed by 30-minute Regional Breakout Sessions.

[Read More and Register for the National SMH Curriculum Learning Series](#)

## Alignment of School Mental Health Quality Frameworks and Tools Guidance Document



This guidance document released by the [National Center for School Mental Health](#) provides helpful information about the key messages of Positive Behavioral Interventions and Supports (PBIS), Interconnected Systems Framework (ISF) and Comprehensive School Mental Health Systems (CSMHS).

(CSMHS) and now these leading frameworks for social, emotional, and/or behavioral well-being in schools intersect with one another and add value to existing efforts.

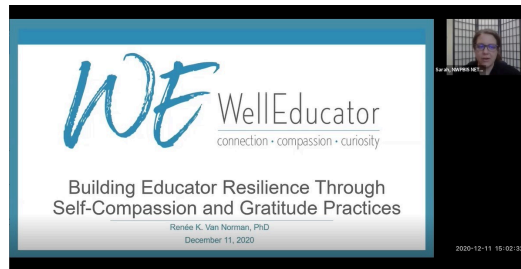
Each quality framework is also represented in [The National School Mental Health Curriculum](#).

Download the Alignment Guidance Document Here

### New Recordings Posted!

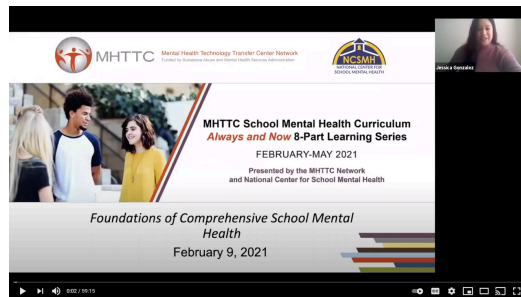
## Building Educator Resilience Through Self-Compassion and Gratitude Practices

Click [here](#) to watch



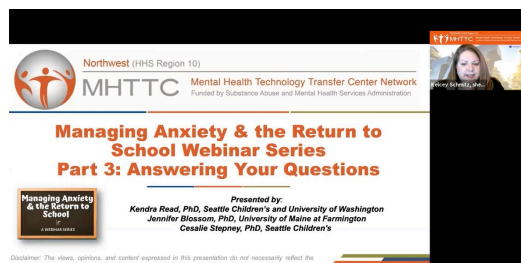
## Module 1: Foundations of Comprehensive School Mental Health

Click [here](#) to watch



## Managing Anxiety & the Return to School: Answering your Questions

Click [here](#) to watch



Coming Soon!

Classroom WISE: Free Mental Health Literacy for Educators Online Course



# Classroom WISE

Well-Being Information and  
Strategies for Educators

**Coming in Spring 2021: Classroom WISE**  
**A mental health literacy course for teachers and school staff**

Educators and school personnel play a vital role in promoting mental health and well-being and identifying and responding to emerging mental illness in children and adolescents. However, they often have not received the education, training, and/or ongoing support needed to respond in the classroom.

To address this need, the MHTTC Network, in partnership with the [National Center for School Mental Health](#) at the University of Maryland School of Medicine, will release a free online course and website focused on educator mental health literacy. The course, Classroom WISE (Well-Being Information and Strategies for Educators), is launching in Spring 2021 and is being informed by and co-developed with educators from across the nation.

These resources will present concrete, universal approaches to promoting student mental health and creating safe and supportive classroom environments, describe student behaviors that may indicate a mental health concern, and provide specific skills and strategies to engage and support students with mental health concerns.

[Classroom WISE Home Page](#)

The SMART Center 2021 Speaker Series

The University of Washington

School Mental Health Assessment, Research, & Training (SMART) Center Presents

## The SMART Center 2021 Speaker Series

Rhonda Nese



Anne Gregory



Ilene Schwartz



Ginger Kwan



Emma Elliott-Groves



Janine Jones



The school mental health supplement to the Northwest MHTTC is excited to co-sponsor the [University of Washington SMART Center's](#) 2021 Virtual Speaker Series. Originally a series of in-person events, we have moved these presentations to a virtual format due to COVID-19.

**March 3, 2020:** Dr. Anne Gregory: "Strengthening relationships and repairing harm: A paradigm shift in school discipline practice and research"

**April 7, 2021:** Dr. Ilene Schwartz & Ginger Kwan: "Using a Racial Equity Theory of Change (RETOC) to Facilitate Collaboration Between University Researchers and a Community Based Organization"

**May 5, 2021:** Dr. Emma Elliott-Groves: "Indigenous Systems of Relationality: Designing for Transformative Agency in Indigenous Community Psychology"

**June 2, 2021:** Dr. Janine Jones: "Culturally Responsive School Mental Health Interventions"

[Register Here](#)

[Download Event Flyer](#)

## New School Mental Health Resources, Articles, and Information

[Installing an Interconnected Systems Framework at the School Level: Recommendations and Examples to Guide School Leadership Teams, Practitioners and Coaches](#)  
Center on PBIS

[Installing an Interconnected Systems Framework at the District/Community Level: Recommendations and Strategies for Coaches and District Leaders](#)  
Center on PBIS



[Mental Health Literacy Podcast](#)

Chad's Legacy Project

[The Surgeon General's Call to Action to Implement the National Strategy for Suicide Prevention](#)[Supporting Students Experiencing Trauma: Blog Post](#)

Sound Supports

[Best Practices and Considerations for Student Mental Health Screening in Schools](#)

Journal of Adolescent Health

[Improving Student and Staff Well-Being During COVID-19 and Beyond: Connecting Social Emotional Learning with Anti-Racism and Equity](#)

Child Health and Development Institute

## New School Mental Health Brief

**The Case for School Mental Health**



**Rates of youth mental health problems are at historically high rates and rising.**

- One in five children and adolescents have a diagnosable mental health disorder, such as depression, anxiety, or attention deficit disorder (NAMI, 2015).
- National data show that 30% of adolescents have felt so sad or hopeless that they stopped doing usual activities. 33% more Washington students report feeling hopeless in 2018 than in 2008 (HYS, 2018).
- Suicidal thoughts among Washington students have increased 35% from 2008 to 2018 and the number of youth planning suicide has increased by 39% (HYS, 2018).

**The COVID-19 pandemic has only increased the crisis in children's mental health.** Over 50% of young people say COVID-19 has negatively impacted their mental health, due to decreased social connections, missed rituals of childhood and adolescence, economic stress on families, and the strains of virtual learning. These impacts are likely to endure long after current COVID-19 restrictions are lifted (Am. Society for Suicide Prevention, 2020).



**Providing comprehensive mental health services is critical to student academic success, school safety, and the well-being of our young people.**

**School mental health is associated with positive mental health outcomes for children and youth.** A review of 43 studies found that school-based services are effective at decreasing mental health problems, with targeted services (for individual students with mental health needs) showing particularly strong effects (Ganchez et al., 2017).

**School-based mental health services promote positive academic outcomes.**

- A review of hundreds of studies found that school-wide social-emotional learning (SEL) programs improve academic progress among students by 13% on average (Durlak et al., 2011).
- Positive Behavioral Interventions and Supports (PBIS) has been shown to return \$14 in savings from reduced school dropout for every dollar spent (Washington State Inst. on Public Policy, 2019).

**School mental health services are essential to creating and sustaining safe schools.** Increased access to mental health services and supports in schools is vital to improving the physical and psychological safety of our students and schools, as well as academic performance and problem-solving skills. Availability of comprehensive school mental health promotes a school culture in which students feel safe to report safety concerns, which is proven to be among the most effective school safety strategies.



*Research shows that schools are the most common place for young people to receive MH services.*

Children and youth receive mental health care in schools more frequently than any other setting, including doctors' offices or mental health clinics (Dung, Bruns et al., 2020). Research also suggests school mental health can close gaps in access for historically underserved populations, such as youth of color (Lyon et al., 2013).





## The Case for School Mental Health

School mental health services are essential to creating and sustaining safe schools. Increased access to mental health services and supports in schools is vital to improving the physical and psychological safety of our students and schools, as well as academic performance and problem-solving skills. Availability of comprehensive school mental health promotes a school culture in which students feel safe to report safety concerns, which is proven to be among the most effective school safety strategies.

Read this **new brief** that provides key statistics on the need for and benefits of school mental health, important policies, and a wealth of references and resources.

The Case for School Mental Health Brief

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## Upcoming Virtual Professional Learning Opportunities

[California PBIS Coalition's Virtual Spring Conference](#)

March 2, 2021

[18th International "Virtual" Conference on Positive Behavior Support: The Expanding World of PBS: Science, Values, And Vision](#)

March 17 -29, 2021

[School Climate Transformation Grant Webinar Series](#)

January - June, 2021

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Did you miss a newsletter? Catch up by looking through the archives!

[Newsletter Archive Page](#)

*Did you know you that in addition to the school-mental health-focused (SMH) newsletter you can also sign up for newsletters from the main Northwest MHTTC? Sign up [HERE](#).*

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