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Northwest (HHS Region 10)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration



January 2021 Northwest School Mental Health Newsletter

Greetings,

Welcome to the New Year! We hope you all enjoyed some quality time with your communities over the holidays and are looking forward to the brighter days ahead. We're already seeing promising signs of spring here in the Pacific Northwest and each extra minute of sunshine is a gentle reminder that better, brighter days are just right around the corner.

The new year also brings new resources and training opportunities! In this month's newsletter, we're particularly excited to share the upcoming **Northwest PBIS Network Annual "Virtual" Conference** and a **FREE 8-Part Learning Series on the National School Mental Health Curriculum**, as well as a wealth of newly released recordings, resources, and articles on a range of school mental health topics. Be sure to read more in our newsletter below!

Stay safe and well,
The Northwest MHTTC SMH Team

Visit our websites:

Sign up for the Northwest School Mental Health Mailing List

Northwest PBIS Network Annual "Virtual" Conference
Centering Students and Supporting Educators
February 24-26, 2021



The Northwest MHTTC is once again sponsoring several school mental health sessions at this annual regional PBIS conference. Dr. Naomi Brahim and Dr. Terry Scott will keynote the conference this year.

Come learn about these topics and more!

- Interconnected Systems Framework
- PBIS for Parents of Color
- Universal Screening for Behavior
- Culturally Responsive School Interventions
- Trauma Responsive Classrooms
- Equity in School Discipline
- The Role of the Clinician in MTSS
- School Leaders and PBIS
- Educator Wellbeing

Register for the Northwest PBIS Conference

**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 2021

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.

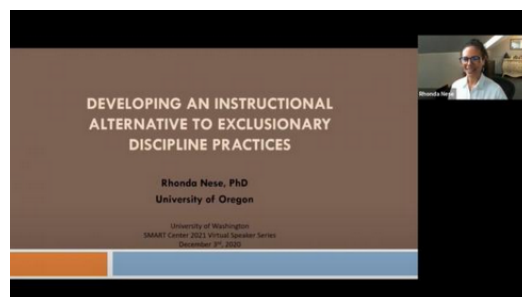
All 60-minute Live Sessions take place the 2nd and 4th Tuesdays of each month at 10 a.m. PT / 11 a.m. MT / 12 p.m. CT / 1 p.m. ET, and will be immediately followed by 30-minute Regional Breakout Sessions. The first session is **February 19, 2021**.

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

New Recordings Posted!

Developing an Instructional Alternative to Exclusionary Discipline Practices with Q&A

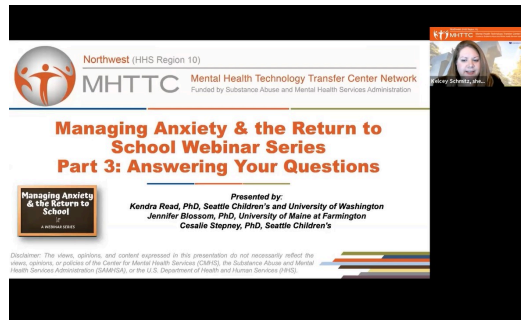
Click [here](#) to watch



Managing Anxiety and the Return to Schools Webinar Series:

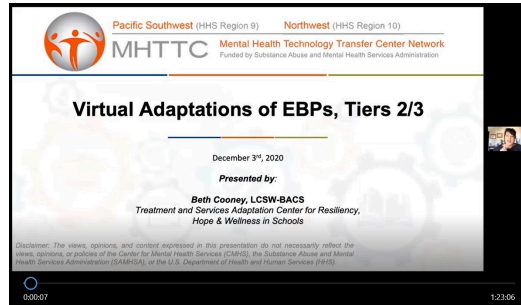
Part 3 - Interactive Q&A

Click [here](#) to watch



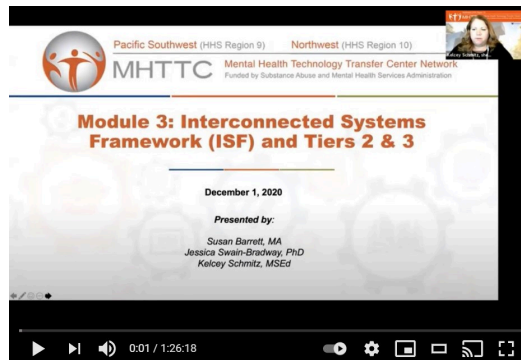
Virtual Adaptations of Evidenced Based Practices, Tiers 2/3

Click [here](#) to watch



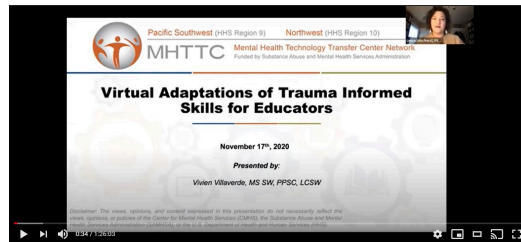
Interconnected Systems Framework (ISF) and Tiers 2 and 3

Click [here](#) to watch



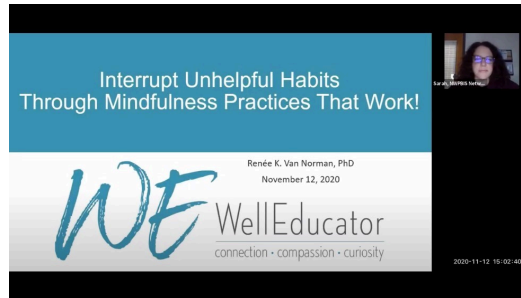
Virtual Adaptations of Trauma Informed Skills for Educators

Click [here](#) to watch



Interrupt Unhelpful Habits Through Mindfulness Practices that Work!

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

That's a Wrap!
Enhancing MTSS - Integrating Student Mental Health and Wellness through Systems, Data, and Practices



Pacific Southwest (HHS Region 9)

Northwest (HHS Region 10)

MHTTC

Mental Health Technology Transfer Center Network

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ISF West Coast Party Webinars:

Enhancing MTSS- Integrating Student Mental Health and Wellness through Systems, Data, and Practices

Module 1: ISF in Virtual Conditions

- 10/20/20 - ISF Systems in Virtual Conditions
- 10/22/20 - Secondary Traumatic Stress and Educator Well Being

Module 2: ISF + Trauma Informed Approaches

- 10/27/20 - ISF Systems & Trauma-Informed Approaches
- 11/5/20 - Virtual Adaptations of Psychological First Aid
- 11/17/20 - Virtual Adaptations of Trauma Informed Skills for Educators

Module 3: ISF + Tiers 2 & 3

- 12/1/20 - ISF Systems and Tiers 2 & 3
- 12/3/20 - Virtual adaptations of SSET/Bounce Back

Module 4: ISF & Equity

- 1/12/21 - Secondary Traumatic Stress & BIPOC Educator Well Being
- 1/19/21 - ISF Systems & Equity
- 1/21/21 - Racial Violence and Trauma and Schools

ISF West Coast Town Hall

- 1/26/21 - ISF systems & practices in this moment with Susan Barrett & USC Faculty

<https://bit.ly/ISF2021>

We wrapped up this series this week and will soon have all the recordings and materials posted for all sessions. We are grateful to our faculty and our team members at the Pacific Southwest and

Northwest MHTTC's for producing and delivering such a great series. Stay tuned for next steps for our West Coast ISF party!

Series Webpage with Recordings and Materials

Managing Anxiety and the Return to the School Webinar Series and Toolkit Development



**Managing Anxiety
& the Return to
School**

A WEBINAR SERIES

Parts 1-3 Now Recorded and Posted!

As we continue to navigate life during a pandemic, it is no surprise that anxiety and uncertainty are rising. This is true for youth, their families, and educators. This series is designed to highlight what anxiety looks like and walk through evidence-based interventions for anxiety in educational settings.

>> **Part #1 Identifying Anxiety and What To Do About It | Recording and Materials Posted [Here](#)**

>> **Part #2: Managing Anxiety during COVID | Recording and Materials Posted [Here](#)**

>> **Part #3: Interactive Q & A | Recording and Materials Posted [Here](#)**

A toolkit is under construction and once released we will host the final webinar in this series in late Spring 2021. Please email us with any suggestions you have for format, content, or resources to include! nwsmh@uw.edu

Series Webpage

Northwest MHTTC Featured in MHTTC's Implementing Change (MIC) Story



MHTTCs Implementing Change



The Need

In many schools in the Pacific Northwest, as is the case across the country, school mental health (when available) is often parallel or siloed from existing social, emotional, and behavioral initiatives, creating inefficiencies and inequities, as well as disconnections and delays for students receiving support. The Interconnected Systems Framework (ISF) is a structure and process that maximizes effectiveness and efficiency by blending the strengths of school and community mental health with strengths of the multi-tiered framework of Positive Behavioral Interventions and Supports (PBIS; Barrett, Eber, & Weist, 2017).

Goals

The Northwest ISF Demonstration Project aims to impact student achievement and attainment, increase identification and impact on students with internalizing behaviors, improve wellness, and reduce rates of student discipline problems and related impact of trauma, opioid and substance misuse, suicide prevention, depression, and/or anxiety. The project goals are to increase the capacity of districts to install and sustain effective systems that support the mental wellness of all students at the school level including:

- Enhanced provision of school-wide mental health promotion and prevention programs;
- Enhanced connection of students to interventions for full range of mental health needs;
- Decreased time between problem identification and delivery of effective intervention;
- Improved selection and implementation of evidence-based school mental health across tiers;
- Improved coordination and communication between school and mental health staff;
- Increased proportion of children with mental health problems and their families receiving effective interventions;
- Improved communication and collaboration between families, school, and mental health staff;
- Improved academic and social/emotional/behavioral functioning of students

[continue reading >>>](#)

[Read the Entire Article Here](#)

New School Mental Health Resources, Articles, and Information

[How WA schools can support students struggling with mental health](#)

Forefront Suicide Prevention

[A National Agenda for Children's Mental Health](#)

Child Trends

[What Happens When Training Goes Virtual? Adapting Training and Technical Assistance for the School Mental Health Workforce in Response to COVID-19](#)

School Mental Health Journal

[Oregon Department of Education's New Mental Health and Well-Being Page](#)

[Behavioral Health Weekly Situation Reports, Monthly Forecasts, & Resources](#)

Washington Department of Health

[Trauma-Informed School Strategies During COVID-19](#)

National Child Traumatic Stress Network

[Effective Instruction as a Protective Factor for Student Wellness](#)

Center on PBIS

[Systematic Screening for Behavior in Current K-12 Instructional Settings](#)

Center on PBIS

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 (Sanchez 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 (Duong, 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

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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

New Publication! What Happens When Training Goes Virtual?

What Happens When Training Goes Virtual? Adapting Training and Technical Assistance for the School Mental Health Workforce in Response to COVID-19

The Northwest School Mental Health Team recently published an article in *School Mental Health: A Multidisciplinary Research and Practice Journal* detailing how our transition to an all virtual training format due to COVID-19 led to greater reach and impact. Access [here](#).

Abstract:

The Northwest Mental Health Technology Transfer Center (MHTTC) provides workforce training and technical assistance (TA) to support evidence-based school mental health practices. Historically, this support targeted school professionals through in-person and online trainings, workshops, and coaching. However, in response to COVID-19 restrictions, all support moved to online formats, and the Center introduced trainings for families and caregivers. The purpose of this article is to present preliminary process and outcome data that compare the reach and impact of support before and following COVID-19-related restrictions. Results suggest that transition to online support resulted in a wider reach and a more diverse audience, with no decrease in trainee satisfaction and perceived impact. Furthermore, families and caregivers reported positive gains in knowledge and behaviors following participation in a virtual youth suicide prevention training. Together, these findings suggest that online training and TA can provide tangible benefits to professionals and family members who support student mental health.

Key Findings:

- The transition to online training and technical assistance resulted in a large increase in the number of participants per event;
- We reached a more diverse audience following the move to online training, with larger percentages of individuals from racial/ethnic minority groups and more diversity in participants' academic training;
- Web analytics for online resources indicate significant growth in web traffic and page views following the onset of Governor-mandated restrictions to large gatherings in response to COVID-19;
- Despite the above-mentioned changes, participant perceptions of the quality of trainings were more positive than ratings of pre-COVID-19 events;

- A training that targeted families and caregivers rather than mental health professionals was well-received and was associated with the adoption of several specific youth suicide prevention behaviors.

Citation: Olson, J. R., Lucy, M., Kellogg, M. A., Schmitz, K., Berntson, T., Stuber, J., & Bruns, E. J. What happens when training goes virtual? Adapting training and technical assistance for the school mental health workforce in response to COVID-19. *School Mental Health* (2021).

Upcoming Virtual Professional Learning Opportunities

[Trauma-Informed SEL in Tiered Systems of Support](#)

February 2, 2021

[Alaska School Counselors Conference \(Virtual\)](#)

February 3-6, 2021

[Alaska Virtual School Health and Wellness Institute](#)

February 17-24, 2021

[Oregon's Response to Instruction and Intervention's Annual Conference](#)

February 17, March 31, April 28, 2021

[2021 Northwest PBIS Network Conference: Centering Students and Supporting Educators](#)

February 24-26, 2021

[Washington School Counselor Association Conference](#)

February 24-26, 2021

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

March 17 -29, 2021

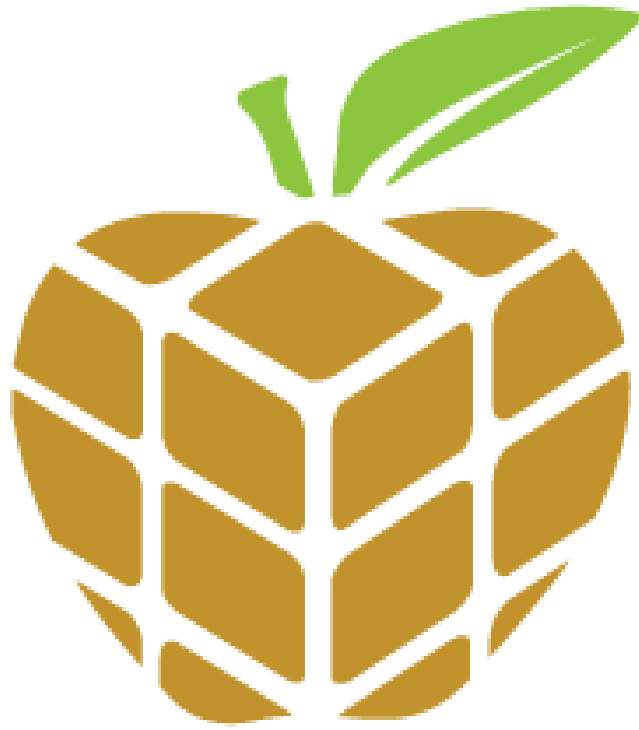
[School Climate Transformation Grant Webinar Series](#)

January - June, 2021

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](#).



SMART

School Mental Health Assessment Research & Training Center

The overarching mission of the 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 contexts.

The [UW SMART Center](#) is a national leader in developing and supporting implementation of evidence-based practices (EBPs) in schools, including prevention, early intervention, and intensive supports.

We acknowledge the original inhabitants of this place past and present and honor with gratitude the lands and Tribes.



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take  care

Disclaimer: The views, opinions, and content expressed in this newsletter do not necessarily reflect the views, opinions, or policies of the Center for Mental Health Services (CMHS), the Substance Abuse and Mental Health Services Administration (SAMHSA), or the U.S. Department of Health and Human Services (HHS).

SAMHSA

Substance Abuse and Mental Health
Services Administration

