

Pacific Southwest Mental Health Technology Transfer Center Intensive Learning Experiences



Pacific Southwest (HHS Region 9)

MHTTC

Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

We are pleased to offer state-of-the-art intensive learning experiences through the Pacific Southwest Mental Health Technology Transfer Center (MHTTC). Guided by SAMHSA's priorities, we serve the states and islands of the Pacific Southwest, or Region 9: Arizona, California, Hawaii, Nevada, American Samoa, Guam, Marshall Islands, Federated States of Micronesia, Northern Mariana Islands, and Palau.

Regionally, we provide training, technical assistance (TTA), and resource dissemination to the Pacific Southwest mental health workforce, including the school-based mental health workforce. The collaborative MHTTC Network model is designed to support adoption and effective implementation of evidence-based practices (EBPs) across the mental health continuum of care, as well as increase workforce leadership and capacity in each region.

Nationally, the Pacific Southwest MHTTC provides intensive learning experiences that build workforce capacity to outreach, engage, and retain youth and young adults of transition age in effective mental health services.

Host a Pacific Southwest MHTTC Intensive Learning Experience

Our intensive learning experiences are provided at NO COST to groups that meet the minimum number of participants.*

- **Workshops:** 60-90 minutes
- **Trainings:** half-, full-, or multi-day depending on learning outcomes
- **Institutes:** multi-day series of trainings

Through our intensive learning experiences, we offer the following services and resources subject to availability:

- No-cost workshops, trainings, or institutes in accessible locations across the Pacific Southwest
- State-of-the-science curricula developed by leading experts in the behavioral, mental, and school mental health fields. Curricula focus on workforce development and systems-based capacity building
- Continuing Education Hours (CEHs) are available in the state of California; availability of CEHs in other places is in development
- Access to technical assistance (distance learning, coaching, or consulting) for workshop participants, provided by the presenter or MHTTC staff

The following menu of intensive learning experiences features current professional development opportunities. Customized learning experiences may be accessed through individual contact with our team.*

Please note:

- ***All opportunities are subject to review and approval of the Center and may not be available at the time of request.**
- All general mental health intensive learning experiences can be adapted for school-based contexts and vice-versa.
- Opportunities offered through partners are subject to change. New opportunities will be added to the menu on a continual basis. [See the Center website](#) for a complete list of current options.



For more information or to inquire about hosting a training, please contact the Pacific Southwest MHTTC:

Phone: (844) 856 1749

Email: pacificsouthwest@mhttcnetwork.org

Website: <https://mhttcnetwork.org/centers/pacific-southwest-mhttc/home>



General: Mental and Behavioral Health Intensive Learning Offerings

Title	Description	Outcomes	Audience
Leadership, Management, Policy [re]Development, and Infrastructure			
Adaptive Leadership for Early Career Professionals	This adaptive leadership training advances the capabilities of young adults serving in new or early career professional roles in the mental and behavioral health system (e.g., engagement, peer support, advocacy). Participants will identify individual capacity to lead and develop a sense of their personal leadership style. Participants will develop strategies to apply personal leadership potential to their current role.	<ul style="list-style-type: none"> • Understand how personal values, culture, and lived experiences shapes one’s approach to leadership and ability to connect with others. • Identify individual strengths and how to apply those strengths in leadership roles. • Recognize the strengths others have and how to build on those to develop meaningful partnerships. • Understand what it means to be an effective leader and identify resources and supports needed to be become an effective leader. 	<ul style="list-style-type: none"> • Youth peer providers • Lived-experience mental health workforce (inclusive of all peer support roles and others working in behavioral health who have lived experience, whether their position calls for it or not) • Young adults of transition age (future lived-experience workforce)
Leading from the Balcony and from Among the Trees	Almost all mental health service-providing organizations within the U.S are addressing workforce diversity to ensure that their services are relevant and appropriate for the populations they wish to serve. As the mental health workforce diversifies, the culture of these organizations can be infused with new values, behaviors, attitudes, and practices. Leaders and managers have opportunities to incorporate diverse cultural perspectives into staff roles and responsibilities. However, all too often, organizational leaders and managers do not understand the consequences of embracing and institutionalizing diverse perspectives. This workshop will focus on the adaptive work that leadership staff need to undertake to bring diverse perspectives to the table to address the challenging issues of current-day organizations.	<ul style="list-style-type: none"> • Identify aspects of diversity and culture that influence diverse perspectives in the workplace and how they impact leadership. • Identify when adaptive challenges occur and what is needed to address these challenges. • Define the different tasks of adaptive leaders. • Determine when to apply the different tasks of adaptive leadership. 	<ul style="list-style-type: none"> • Policy makers • Mental health leaders • Service providers • Human resource officers • Community partners • Mental health advocates

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<p>Integrating Cultural and Linguistic Competence: Lead from Where You Are</p>	<p>The integration of cultural and linguistic competence (CLC) is adaptive work that requires shifts in values, beliefs, attitudes, and behaviors around diversity and cultural groups. The capacity and desire to lead a change process must be present to integrate CLC. Leaders are also required to possess Knowledge, Skills, and Awareness/Attitudes (KSAs) to make substantial changes to policy development, infrastructure development, workforce development, community engagement, and programs and services.</p> <p>Join this training to obtain a conceptual foundation of CLC (including definitions, frameworks, and concepts), participate in a self-assessment, and examine CLC as a change process. We will assess the leadership required to motivate and manage the change to integrate CLC into systems and service delivery.</p>	<ul style="list-style-type: none"> • Identify the elements of CLC integration. • Distinguish CLC as a strategy to address behavioral health disparities. • Identify the adaptive work needed to integrate CLC. • Explore the change and collaborative approach needed to sustain CLC integration. 	<ul style="list-style-type: none"> • Policy makers • Mental health leaders • Service providers • Human resource officers • Community partners • Mental health advocates
<p>Emotionally Intelligent Leadership Training</p>	<p>This training aims to support advocates, educators, administrators, executives, and other leaders in managing stress and trauma in their organizations. Participants will learn to adopt the necessary tools to incorporate emotional justice, equity, and wellness into their approach to leadership, as well as their organization’s practices and processes.</p> <p><i>This training is provided by our partners at the Black Emotional & Mental Health Collective (BEAM).</i></p>	<ul style="list-style-type: none"> • Understand emotional justice, equity, and wellness. • Discover tools for implementing emotionally intelligent leadership. • Identify strategies to promote emotionally intelligent organizational practice. 	<ul style="list-style-type: none"> • System leaders • Mental health service providers • Mental health advocates • Educators • Administrators • Executives

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Title	Description	Outcomes	Audience
Social Justice-Informed Mental Health Literacy (SJM)	<p>This training is a one-day intensive learning experience for staff at community-based organizations. The session focuses on improving mental health outcomes, alleviating stigma, and providing tools and skills in social-justice informed peer support for marginalized communities. Participants are provided with a broad overview of mental health diagnoses, therapy, and counseling skills. Participants are educated in the psychological impacts of transphobia, racism, misogynoir, and homophobia.</p> <p><i>This training is provided by our partners at the Black Emotional & Mental Health Collective (BEAM).</i></p>	<ul style="list-style-type: none"> Gain foundational knowledge of mental health issues in Black communities. Receive tools and skills to offer healing justice-informed, first responder peer support. 	<ul style="list-style-type: none"> Community-based organization staff Service providers
Leading Trauma-informed Organizations	<p>This learning session is focused on building leadership skills and capacities to apply trauma-informed system principles to leading self, others, and organizations. We will explore how to approach and grapple with the logistical considerations, tensions, and implementation questions that inevitably arise when trying to build a trauma-informed system.</p> <p><i>This training is provided by our partners at Trauma Transformed, a program of the East Bay Agency for Children.</i></p>	<ul style="list-style-type: none"> Understand how trauma impacts organizations. Identify key approaches for mitigating the effects of trauma. Increase personal leadership capacity and resources to lead and grow people, policies, and programmatic activities aligned to trauma-informed care. 	<ul style="list-style-type: none"> System leaders Mental health service providers Mental health advocates Educators Administrators Executives
Trauma-Informed Systems 101	<p>This training is designed to help us understand how stress and trauma impact individuals, communities, organizations and systems. We will bring a cross-section of our workforce together (janitors, counselors, administrative supports, clinical staff, leadership, etc.) to develop shared language and understanding of what it means to be a trauma-informed organization. Together we will learn to apply common practices to help our communities and organizations build resilience and heal.</p> <p><i>This training is provided by our partners at Trauma Transformed, a program of the East Bay Agency for Children.</i></p>	<ul style="list-style-type: none"> Understand effects of stress and trauma on individual, community, and organizational level. Learn six core principles of trauma-informed care and simple strategies for applying these principles in practice. Identify strategies to develop organizational resilience and trauma-informed, equity-centered responses. Explore self-and co-regulation strategies and tools to apply in practice settings. 	<ul style="list-style-type: none"> Open to all audiences Organizational leaders and employees at every level Mental health service providers Educators and school mental health staff Community stakeholders



Title	Description	Outcomes	Audience
Workforce Recruitment and Retention			
Building a Diverse Workforce from the Ground Up	The Pacific Southwest MHTTC is focusing on workforce diversity to support improving access to health and health care for communities of color. The PS MHTTC has developed “Assessing Workforce Diversity: A Tool for Mental Health Organizations on the Path to Health Equity,” a self-assessment instrument designed to help mental health organizations explore their implementation of workforce diversity strategies. It addresses six areas: Leadership and Governance; Recruitment; Orientation, Onboarding, and Ongoing Training; Retention and Professional Development; Communication; and Partnership and Community Goals. The workshop will outline the purpose of these areas in strengthening workforce diversity and explore the different aspects of each area.	<ul style="list-style-type: none"> • Explore the importance of a diverse workforce in effectively addressing mental health disparities for community populations. • Describe the critical components needed to assess the successes and challenges for mental health organizations in building a diverse workforce. • Identify areas in which organizations excel and also areas in which they may want to focus attention. • Plan action steps to address areas where organizations are more limited and incorporate these action steps into an existing organizational plan (e.g., strategic, cultural competency, or diversity plan). 	<ul style="list-style-type: none"> • Policy makers • Administrators • Organizational and system leaders • Human Resources personnel
Exploring Implicit Bias and its Impact in the Mental Health Service Space	Implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. Everyone has them, and becoming mindful of how implicit and explicit biases impact our work with others is important. This training provides an avenue for initiating conversations around implicit bias. It also offers opportunities to think about what we bring to the work of supporting mental health and wellness among the diverse populations we serve.	<ul style="list-style-type: none"> • Develop a shared understanding of implicit bias. • Experientially grapple with the concepts of prejudice, bias, stereotypes, and attitudes. • Recognize the role bias plays in responding to the mental health concerns. • Learn ways to become self-aware regarding our own biases. 	<ul style="list-style-type: none"> • Open to all audiences • Organizational leaders and administrators • Service providers • Employees at every organizational level • Educators and school staff • Community stakeholders
Effective/Evidence-Based Approaches to Mental Health			
Effective Interventions for Diverse Communities: Taking a Community-Led	This training focuses on celebrating culture and communities, and explores what communities do to implement programs and practices that work. The training explores how we collectively approach the concept of evidence, effectiveness of practices, and the role of communities in achieving positive outcomes for	<ul style="list-style-type: none"> • Recognize evidence on a spectrum. • Describe the value of community-defined evidence. • Determine how to establish high-quality community/culturally-defined evidence. • Establish criteria for evaluating community- 	<ul style="list-style-type: none"> • The session supports those who want to learn more about community- and culture-defined evidence of effectiveness, and the role of community-defined effective

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Title	Description	Outcomes	Audience
Approach	individuals experiencing mental health conditions. The discussion is intended to be helpful for a variety of different audiences, including clinicians, mental health program providers, and evaluators.	defined evidence in order to identify effective mental health practices within the cultural context.	practices for mental health and wellness.
Serving Pacific Islanders from a Pacific Perspective: Incorporating Cultural Practices and Understanding into our Work	<p>This training is designed to serve practitioners and service providers who want to better understand Pacific Islanders. We discuss Pacific Competence, the islands of Fiji, Hawaii, Samoa, and Tonga, and how these individuals understand their health. We will incorporate culturally appropriate language about mental health and ways to work with Pacific Islanders.</p> <p><i>This training is provided by our partners at Taulama for Tongans.</i></p>	<ul style="list-style-type: none"> • Deepen understanding of who Pacific Islanders are and variation among Pacific Islanders. • Develop increased awareness of cultural practices among Pacific Islanders and how they view mental health. • Build confidence to serve Pacific Islanders. • Identify available and appropriate local trainers. 	<ul style="list-style-type: none"> • Practitioners and providers who work with Pacific Islander communities • Open to all audiences
Black Mental Health and Healing Justice	<p>This training is a two-day, mental health literacy and healing justice training for educators, clinicians, and community members who work with, live in, and support Black communities. Participants will learn the legacy of Black people’s experiences with the medical industrial complex as well as common disorders, diagnoses, myths, and unique strategies and community-defined interventions to address mental health challenges. Participants are educated in the psychological impacts of transphobia, racism, misogynoir, and homophobia, and are equipped with tools and skills to offer healing justice-informed peer support.</p> <p><i>This training is provided by our partners at the Black Emotional & Mental Health Collective (BEAM).</i></p>	<ul style="list-style-type: none"> • Gain foundational knowledge of mental health issues, myths, and challenges in Black communities. • Receive tools and skills to offer healing justice-informed peer support. 	<ul style="list-style-type: none"> • Educators • Clinicians • Community members



Title	Description	Outcomes	Audience
Outreach, Engagement, and Retention of Youth and Young Adults of Transition Age in Effective Mental Health Services			
Building the Foundation for Youth Peer Support	<p>Youth peer support is a quickly developing service across the nation. Youth and young adult peer support is built on a rich history of peer support provided to and by adults, veterans, and parents. Youth peer support is a particularly appealing service for young adults of transition age. While the youth peer provider workforce is growing, the service is not yet available in all communities.</p> <p>This training is provided to jumpstart the development of youth peer support in your jurisdiction. Throughout the training, instructors will offer clear lessons learned from the early implementation of youth peer support. This interactive training will cover the core components of youth peer support program development including: defining services, the continuum of helping relationships, agency culture, selecting or developing curricula, support for the youth peer support workforce, and early financing considerations (including Medicaid). Through focusing and defining the ideal service for your area, effective implementation can follow.</p>	<ul style="list-style-type: none"> • Build the urgency for youth peer support services for young adults of transition age. • Develop shared understanding of national trends and experiences to guide local implementation. • Address key components of selecting or developing youth peer support curriculum. • Analyze financing opportunities for youth peer support. 	<ul style="list-style-type: none"> • Jurisdictions (state, county, grantee community) in the <u>early stages</u> of developing youth peer support; teams from the same jurisdiction are welcome • Agency leadership from future hiring entity for youth peers • Youth-run organization staff • State Medicaid staff • State and/or county behavioral health department staff • Youth peers and/or youth leaders • Additional system partners
From Risk to Resiliency	<p>This session is designed to provide an overview of the resilience approach to prevention practice. Whether referred to as positive youth development, empowerment, strengths-based approach, asset-building, or resilience, this paradigm shifts the focus in prevention from risk factors, damage, deficits, and <i>youth as problem</i>, to protective factors, strengths, assets, and <i>YOUTH AS RESOURCE</i>. Resilience is a developmental approach empowering youth-serving professionals and other youth advocates to promote the healthy development of young people – even those already experiencing challenges.</p>	<ul style="list-style-type: none"> • Define resilience. • Understand the interplay between risk and protective factors. • Define strength-based approaches. • Identify key elements that foster resiliency in developmental contexts. • Recognize the impact of assets on risky behaviors and attitudes. 	<ul style="list-style-type: none"> • Agencies serving youth • Educators and school staff/partners



School Mental Health: Mental and Behavioral Health Intensive Learning Offerings

Title	Description	Outcomes	Audience
Integrated Student Support Services			
An Introduction to an Interconnected Systems Framework for Integrated Student Supports	<p>This session provides an introduction to the Interconnected Systems Framework (ISF), a framework designed to merge school mental health and multi-tiered systems of support (MTSS) approaches.</p> <p><i>This training is provided by our partners at the Center for Social Behavior Support (CSBS).</i></p>	<ul style="list-style-type: none"> Gain an overview of the Interconnected Systems Framework. Review the history, context, and need for ISF. Explore the benefits of the framework and how integrated student support services benefit the whole student and whole school. 	<ul style="list-style-type: none"> School mental health workforce (state systems leaders, agency directors, district leadership, local education agencies [LEAs], and community-based organizations)
When School Mental Health is Integrated within a Multi-Tiered System of Support: What's Different	<p>This session builds on the Introduction to the Interconnected Systems Framework (ISF). We examine ways in which school leadership can integrate school mental health into their existing MTSS systems to ensure a single system of delivery and to move beyond access to outcomes.</p> <p><i>This training is provided by our partners at the Center for Social Behavior Support (CSBS).</i></p>	<ul style="list-style-type: none"> Explore the core features of MTSS and school mental health. Understand how these features are enhanced and expanded in a single system of student supports delivery. Identify key student mental health outcomes that are held up through integrated student supports. 	
Leveraging an Enhanced MTSS to Effectively Use Data to Identify Need and Select, Implement, and Monitor Interventions	<p>This session is the advanced training for schools and their leaders who have a strong MTSS in place and would like a facilitated opportunity to dive deeper into core features such as expanded data; universal screening for internalizing and externalizing needs; and selecting, implementing, and monitoring interventions.</p> <p><i>This training is provided by our partners at the Center for Social Behavior Support (CSBS).</i></p>	<ul style="list-style-type: none"> Explore protocols for selecting and implementing interventions and for monitoring fidelity and outcomes. Review data-driven school mental health leadership decision making. 	
Trauma and Resilience			
Supporting Children, Staff, and Schools at Times of Crisis and Loss	<p>Crisis and loss are common in the lives of students, whether due to a death or crisis involving a student's individual family or one that affects the entire community. These experiences can have a significant impact on children's capacity to learn in the classroom setting and a</p>	<ul style="list-style-type: none"> Understand how to initiate conversations with students in the aftermath of a crisis or after the death of a family member or friend. Be able to provide practical advice on issues such as funeral attendance of children and 	<ul style="list-style-type: none"> Pre-service teachers Teachers School site leadership District and state administrative



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	<p>long-term impact on their social and emotional development. Classroom educators and other school professionals play a vital role in providing important support to students. Yet most educators and other school professionals have had limited to no professional training in how to support students in the aftermath of crisis and loss.</p> <p>This training helps classroom educators and other school professionals learn skills in how to talk with and support individual students or the entire class/school as they struggle to understand and cope with a crisis or loss in their lives. Together, we consider the common symptoms of adjustment reactions in children and adolescents that may occur in response to a crisis; the timeline for adjustment for children and teens after a crisis event; issues of professional self-care when supporting children who are grieving or adjusting to a crisis event; and more.</p> <p><i>This training is provided by our partners at the National Center for School Crisis and Bereavement.</i></p>	<p>appreciate the importance of long-term follow-up after a significant loss or crisis.</p> <ul style="list-style-type: none"> Describe grief and trauma triggers and advise on how to minimize their impact in a school or community setting, as well as other academic and socio-emotional accommodations. Discuss the benefits and challenges of different means of commemoration and memorialization and outline considerations for commemoration in a school setting. Identify the unique challenges of leadership in the aftermath of a crisis event. 	<p>leadership</p> <ul style="list-style-type: none"> School counselors and psychologists (in-service and pre-service) Social workers (in-service and pre-service) School nurses (in-service and pre-service)
<p>Supporting Children, Families, and Ourselves at Times of Crisis</p>	<p>Crises have the potential to cause short- and long-term effects on the psychological functioning, emotional adjustment, health, and developmental trajectory of children. This session will provide practical suggestions on how to identify common adjustment difficulties in children at times of crisis and to promote effective coping strategies. Crisis events often impact providers/adults to at least the same degree they impact children. In addition, being with children and families who are in distress can be distressing for providers. The importance of professional self-care and strategies to address this need will be included.</p> <p><i>This training is provided by our partners at the National Center for School Crisis and Bereavement.</i></p>	<ul style="list-style-type: none"> Understand the importance of psychological first aid and basic supportive services to promote adjustment after a crisis. Outline the common symptoms of adjustment reactions in children and adolescents that may occur in response to a crisis. Describe the timeline for adjustment for children after a crisis event. Appreciate the importance of professional self-care. 	<ul style="list-style-type: none"> Pre-service teachers Teachers School site leadership District and state administrative leadership School counselors and psychologists (in-service and pre-service) Social workers (in-service and pre-service) School nurses (in-service and pre-service)



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<p>Supporting the Grieving Student and Family</p>	<p>Virtually all children experience the death of a friend or family member at some point in their childhood. Even though bereavement is a normative experience, a loss can have a significant impact on children’s psychological adjustment, academic achievement, and personal development. This presentation will provide insight into how children come to understand and adjust to a loss. It will offer practical suggestions on how adults can talk with children and provide needed support.</p> <p><i>This training is provided by our partners at the National Center for School Crisis and Bereavement.</i></p>	<ul style="list-style-type: none"> • Be able to initiate conversations with children and their families related to deaths of family members and friends. • Understand the role of guilt in impacting adjustment to a loss. • Provide practical advice on issues such as funeral attendance of children and appreciate the importance of long-term follow-up after a significant loss. 	<ul style="list-style-type: none"> • Pre-service teachers • Teachers • School site leadership • District and state administrative leadership • School counselors and psychologists (in-service and pre-service) • Social workers (in-service and pre-service) • School nurses (in-service and pre-service)
<p>Compassionate and Trauma-Informed Policy: Design, Create, and Implement</p> <p><i>*Can be adapted for non-school based audiences</i></p>	<p>Want to figure out how to create and develop policies that contribute to trauma-informed school environments? Tasked with ensuring trauma-informed work is sustainable and scalable at your school, district office, agency, department, or organization?</p> <p>Together we’ll explore the four choice points leaders face, and discuss tips for successful policy development and implementation. We will explore examples of current policy at the local, district, state, and federal levels from which you can choose and use for your own work.</p> <p>This intensive learning experience is built on the <i>Creating Trauma-Informed Policies: A Practice Guide for School and Mental Health Leaders</i> (2019).</p>	<ul style="list-style-type: none"> • Explore current school-based policies, resolutions, and legislations. • Workshop, edit, and reimagine school-based policies that can become trauma informed. • Identify resources and partnerships to promote policies that increase the sustainability and capacity building of leadership implementing trauma-informed programs and practices. 	<ul style="list-style-type: none"> • Teacher-leaders • Student-leaders • District administration • Mental health leadership • State education system leadership • Policy-makers
Mental Health and Student Learning Outcomes			
<p>Student Wellness for Student Success: Mental Health Literacy for Educators</p>	<p>Serious emotional disturbances affect 5-9 percent of American children and adolescents each year. That means, on average, that one or more students in every classroom experience less than optimal mental health. The impact of children's mental health on schools—teachers, classrooms, students, and staff—can be</p>	<ul style="list-style-type: none"> • Increase knowledge of student mental health, including risk and protective factors. • Develop strategies to help students who need additional support. • Learn ways to promote a safe and healthy learning environment through instructional 	<ul style="list-style-type: none"> • Adult allies at state, county, district, or campuses who serve school-age children but are not mental/behavioral



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	<p>significant. School practices that promote mental health and wellbeing can also make a difference.</p> <p>This training provides administrators, teachers, and staff with tools to make a difference in the lives of their students and in the learning climate of the classroom and campus. Additional modules may include: Student Mental Health; Social-Emotional Development, Mental Health, and Learning; and Making Wellness Accessible to Students and Families.</p> <p>Note: The content is designed to increase awareness and inform actions of individuals who support youth but who do not have a mental or behavioral health background. School or district teams who attend may, however, want to include their school counselor or psychologist in order to build shared understanding and to workshop school mental health and wellness plans.</p>	<p>techniques that take into account individual styles of learning and classroom climate.</p> <ul style="list-style-type: none"> Identify school and community resources and partnerships to promote youth mental health. 	<p>health professionals</p> <ul style="list-style-type: none"> The training is designed primarily for secondary school administrators, teachers, staff, and partners; however, educators and school staff from elementary through higher education may benefit from the training as well.
School-Based Mental Health Services			
<p>Creating Cohesive, Equitable, and Stakeholder-driven School Mental Health Referral Pathways: 101</p>	<p>In this dynamic, hands-on learning experience, we investigate how school mental health referral pathways (SMHRPs) improve coordination and collaboration – both <i>within</i> schools and <i>between</i> schools and other youth-serving agencies. Participants will gain tools to assess their readiness for implementation. We will learn key strategies and principles to build effective SMHRPs, such as how to define roles and responsibilities for partnerships, information-sharing procedures, and how to make intervention decisions collaboratively through a youth-engaged and equity lens.</p> <p>Please note that after completing the 101 session, the following advanced and customized modules are available:</p> <ul style="list-style-type: none"> Population specific: students with developmental 	<ul style="list-style-type: none"> Investigate how SMHRPs improve collaboration both within schools and with community-based organizations. Assess implementation readiness. Create a culturally competent mental health approach to SMHRPs. 	<ul style="list-style-type: none"> Teachers and administrators School counselors and psychologists Licensed mental health clinicians Superintendents/district leadership School Board members Classified and support staff



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	<p>disabilities, students who identify as LGBTQI, students who identify as undocumented/mixed documentation, and students with co-occurring and/or serious mental illness challenges</p> <ul style="list-style-type: none"> • Stakeholder engagement: creating student-driven SMHRPs, family/parent partnerships 		
Stakeholder Engagement			
<p>School District and State System Leadership on Creating Systems for School Employee Sustainability and Wellness</p>	<p>This training tackles the complexity and opportunity of leading with a sustainability lens. We start with the personal sustainability of school site leaders and district personnel. We provide tools, dialogue, and resources for leaders to hone their well-being in authentic leadership. We will explore new lenses for approaching the reality of leading in high-trauma, under-resourced environments, along with navigating the challenging adult dynamics this context can create for on-site and district level leaders. The training explores the impact of our natural stress responses, and how to navigate while creating healthy boundaries that support sustainability for self and others.</p> <p><i>This training is provided by our partners at The Teaching Well.</i></p>	<ul style="list-style-type: none"> • Explore the relationship between personal sustainability and professional sustainability. • Learn how school administrators and district personnel can lead and manage sustainably in their respective roles. • Learn best practices and practical strategies for integrating a wellness focus into school policy. • Learn practical, mindful tools to increase stress resilience, emotional regulation, and professional clarity for self and others. • Engage in challenging conversations with colleagues and stakeholders. 	<ul style="list-style-type: none"> • School sites • School Boards of Directors • District leadership
<p>Whole Staff Wellness Professional Development</p>	<p>Through seven professional development modules, you and your staff will explore what sustainability means in your organization. Through research-based mindfulness strategies, trauma-informed care, and neuroscience, the sessions provide concrete tools to help you make informed choices, cultivate energy, and stay connected to colleagues throughout the work year. Modules include stress resilience, managing transferred trauma, and healthy communication.</p> <p><i>This training is provided by our partners at The Teaching Well.</i></p>	<ul style="list-style-type: none"> • Discover ways to honestly and clearly communicate your needs to your colleagues, as well as students and families. • Learn more about the biology of stress through the lens of teaching. • Identify how to successfully teach academic content while managing student emotions. • Reflect on roles as leaders. • Identify concrete strategies to make well-being and sustainability a priority. 	<ul style="list-style-type: none"> • Open to all audiences • Educators • School mental health professionals • School staff • School site and district leadership

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About Our Partners

Black Emotional & Mental Health Collective (BEAM): BEAM envisions a world where there are no barriers to Black healing. Our mission is to remove the barriers that Black people experience getting access to or staying connected with emotional health care and healing. We do this through education, training, advocacy, and the creative arts. <http://www.beam.community/trainings>



Center for Social Behavior Support (CSBS): CSBS is a consortium of regional PBIS Networks. This collaborative training partnership between the Midwest PBIS Network at the School Association for Special Education in DuPage County (SASED), and the West PBIS Network and Mid-Atlantic PBIS Network at Old Dominion University Research Foundation (ODURF), represents the largest and most effective Positive Behavioral Interventions and Supports (PBIS) implementation structures in the U.S., with 16 years of experience in training for implementation and sustainability at all three tiers of PBIS. CSBS partners are the lead developers of the Interconnected Systems Framework (ISF), a structured process for integrating mental health interventions into the School-wide PBIS (SWPBIS) framework. Dr. Lucille Eber and Mrs. Susan Barrett serve as the co-directors of CSBS and are Technical Assistance Directors with the OSEP Technical Assistance Center on PBIS. In collaboration with the National PBIS Technical Assistance Center, CSBS works with state, county, and district level teams to establish and evaluate model demonstrations of PBIS implementation, such as the integration of mental health, social emotional competencies, and trauma-informed approaches into the PBIS framework. www.pbis.org



National Center for School Crisis and Bereavement: David J Schonfeld, MD, FAAP is the Director of the National Center for School Crisis and Bereavement at the Suzanne Dworak-Peck School of Social Work and Professor of the Practice in Social Work and Pediatrics at the University of Southern California and Children's Hospital Los Angeles. Prior faculty positions have been in the Department of Pediatrics at Yale University School of Medicine; Head of the Section of Developmental and Behavioral Pediatrics at Cincinnati Children's Hospital Medical Center; and Pediatrician-in-Chief at St. Christopher's Hospital for Children and Chair of Pediatrics at Drexel University School of Medicine. For over 30 years, he has provided consultation and training to schools on supporting students and staff at times of crisis and loss in the aftermath of numerous school crisis events and disasters within the United States and abroad, including school and community shootings and stabbings and natural disasters. The NCSCB coordinates the Coalition to Support Grieving Students which has developed a widely endorsed, comprehensive set of video-based and print training materials (www.grievingstudents.org) on how to support grieving students. <https://www.schoolcrisiscenter.org>



Taulama for Tongans: Taulama for Tongans is a nonprofit in San Mateo County serving Tongans since 2001 and expanded to all Pacific Islanders in 2016. We have an extensive history in providing culturally responsive health interventions and education. We know that the most vital intervention is one that serves the entire family and extended family, no matter their location. We provide translation services in both the medical and education sectors to



Pacific Southwest Mental Health Technology Transfer Center *Intensive Learning Experiences*

help our community understand the Western systems they have to operate in. We are dedicated to improving the health of our community, bridging the health gaps in the Pacific Islander community, and advocating for policies to include Tongans and Pacific Islanders. taulamafortongans.wixsite.com/tongans

The Teaching Well: works in partnership with schools to more effectively support, retain, and leverage the brilliance of their educators. Together, we heal adult culture and create thriving school ecosystems by providing tools for healthy dialogue, emotional regulation, and mindful stress resilience. <http://www.theteachingwell.org>



Trauma Transformed, a Program of the East Bay Agency for Children is the only regional center and clearinghouse in the San Francisco Bay Area that promotes a trauma-informed system by providing trainings and policy guidance to systems of care professionals and organizations. Our mission is to work together to change the way we understand, respond to, and heal trauma. <https://traumatransformed.org>



Youth MOVE National is a youth-driven, chapter-based organization dedicated to uniting the voices of youth nationwide. Founded in 2007 and officially registered as an independent 501(c)(3) organization in 2013, we've grown to more than 60 chapters all around the country. You want to include authentic youth voice in your organization or youth-serving system, and we want to help you get there. Whether new to collaborating with youth or needing support on an upcoming project, we'll work with you to specialize consulting packages, provide coaching, and develop trainings. We believe strongly that youth are the leaders of today, not tomorrow; all youth should be equal partners in the process of change; and youth can motivate others through their voices of experience. <https://www.youthmovenational.org>

