Implementation Science-Based Technical Assistance: The Mental Health Technology Transfer Center Network

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Stanford University School of Medicine
Who is in the room?

Text MHTTC to 22333 to participate in our poll!
What state are you from?
What is your role?

Teacher
Student instructional support personnel
Counselor
Administrator
Health/mental health practitioner
Researcher
Student
Other
Have you previously heard of the MHTTC Network?
What is Technology Transfer?

The purpose of the MHTTC Network is technology transfer - disseminating and implementing evidence-based practices for mental disorders into the field.

Journal of Substance Abuse Treatment, 2011
MHTTC Network

• The MHTTC Network accelerates the adoption and implementation of mental health prevention, treatment, and recovery support evidence-based practices

• Funding for this 5-year project began on August 15, 2018
  • Regional Centers - $750K/yr + $500K/yr for School Mental Health Supplement
  • National Focus Area Centers - $500K/yr + $500K/yr for School Mental Health Supplement
  • Network Coordinating Office - $600K/yr + $300K/yr for School Mental Health Supplement
How We Provide Training and TA

• The TTCs develop yearly workplans through needs assessments, advisory boards, and input from key stakeholders including state MH commissioners and SAMHSA Regional Administrators

• Centers consider:
  • Spread of services across the region/population
  • Intensity of services: universal, targeted, and intensive
  • Flexibility to respond to emerging needs

• Implementation science informs our strategies
  • Consider the context - what is really needed to move an evidence-based practice forward?
    • Organizational development, systems work, policy, training, technical assistance
  • Use implementation strategies specific to the need
  • Maximize impact on service delivery systems
MHTTC Online Courses

www.HealtheKnowledge.org - under Mental Health Services

Courses in Development

- ABCs of cultural & linguistic competence
- School MH referral pathways
- Orientation to MH for skilled nursing home direct care staff
- Primary care providers working with people with mental illness
- CBT for psychosis

Building Capacity of School Personnel to Promote Positive Mental Health in Children and Youth (Self-Paced)

Violence Risk Assessment and Management

The Psychiatrist’s Guide to Population Management of Diabetes
School Mental Health Initiative

• Two-year supplement
• Topics include: assessment, intervention, referral, trauma-informed care, cultural competence, mental health awareness, financing, etc.

• National School Mental Health Curriculum
  • 8 modules following national school mental health quality indicators
  • Trainer & participant manuals, slide decks, 5 virtual sessions
  • Available on the website
Using Implementation Science to Plan Effective Training and Technical Assistance: Replicating Effective Programs Plus Framework

**Pre-Conditions**
- Identification of needs for new intervention
- Identification of effective intervention that fits local settings
- Packaging intervention for training and assessment

**Pre-Implementation**
- Orientation
  - Explain core elements
- Logistics Planning
- Staff Training
- Technical Assistance

**Implementation**
- Ongoing support of and partnership with community organizations
- Booster training
- Process evaluation
- Feedback and refinement of intervention package and training

**Maintenance and Evolution**
- Organizational and financial changes to sustain intervention
- Prepare package for national dissemination
- Re-customize delivery as need arises

How to Reach Us

- Visit our website!  
  www.MHTTCnetwork.org

- @MHTTCNetwork

- Subscribe to our eNewsletter  
  MHTTC Pathways
Pacific Southwest
Mental Health Technology Transfer Center
School Mental Health Initiative

Leora Wolf-Prusan, EdD, School Mental Health Lead
Pacific Southwest MHTTC
Guiding Questions:

• What supports school mental health practitioners to adopt evidence-based practices?

• In what ways is the region expanding evidence-based practices to include community defined evidence?

• What are the region’s resources, existing practices, policies and programs, and leadership actions that can be adopted and adapted in other areas?
Pacific Southwest Mental Health Technology Transfer Center (MHTTC)
Pacific Southwest Mental Health Technology Transfer Center (MHTTC)

Our Role
We offer a collaborative MHTTC model in order to provide training, technical assistance (TTA), and resource dissemination that supports the mental health workforce to adopt and effectively implement evidence-based practices (EBPs) across the mental health continuum of care.

Our Goal
To promote evidence-based, culturally appropriate mental health prevention, treatment, and recovery strategies so that providers and practitioners can start, strengthen, and sustain them effectively.
What does this look like?

Services available

- No-cost training, technical assistance, and resources
- Webinars & virtual learning
- Monthly newsletters
- Products (issue briefs, guides, etc)
- Regional Trainings & Forums (professional development, conferences, school mental health Train the Trainers)
- Individual coaching & consultation

School Mental Health Feature
Fall School Mental Health Webinar Series

Our Fall School Mental Health Webinar Series will begin in September. Have a topic request? Email Leora (leora@casprep.org) with topic ideas, presenters, or requests for a repeat from this year’s series.

Webinar topics must focus on: school mental health evidence-based practice; school mental health literacy; school violence prevention and crisis response; or trauma-informed school policy, practices, or programs.

Join Us!
School Mental Health Learning Collaborative

Pacific Southwest School Mental Health Learning Collaborative

Along with our fellow MHCCs, we are pleased to announce an opportunity to join our Pacific Southwest School Mental Health Learning Collaborative!

This year, the National Center for School Mental Health (NCSMH) and the National MHCC Network collaborated to create a national curriculum for school mental health, including a train-the-trainer for school district leadership. The Curriculum is now available (learn more below).

The Pacific Southwest School Mental Health Learning Collaborative is an opportunity to bring this exciting new Curriculum to schools in our region.

Want to learn more about joining our regional Collaborative and getting trained in the new Curriculum for becoming a trainer? Register for one of the following 30-minute information sessions:

- August 15 | 2 p.m. ET / 11 a.m. PT / 8 a.m. HT | Register
- August 16 | 4 p.m. ET / 1 p.m. PT / 10 a.m. HT | Register
- August 23 | 12 p.m. ET / 9 a.m. PT / 6 a.m. HT | Register

Example from the July 2019 SMH Newsletter Feature
Ethical Considerations and Strategies for Improving Shared Decision Making in Civil Commitment and Involuntary Hospitalization

Tuesday, May 28 | 6:00-7:15 p.m. ET / 3:00-4:15 p.m. PT / 12:00-1:15 p.m. HT

Register

This webinar will explore civil commitment law through the lens of civil liberties for young adults of transition age. We will consider the ethical tensions between a provider or family member’s desire to help a young person experiencing serious mental illness and the young person’s autonomy. Presenters will discuss the importance of shared decision making and provide strategies for improving the process for youth and their families. Learn more about the webinar and presenters.

Register

Understanding and Advancing Mental Health Equity for Young Adults

Tuesday, July 9 | 6:00-7:15 p.m. ET / 3:00-4:15 p.m. PT / 12:00-1:15 p.m. HT

Register

Young adults of transition age have elevated rates of mental health challenges, yet they often do not receive services. This puts young adults of transition age at greater risk for homelessness, justice involvement, and education and employment challenges. This webinar will focus on strategic practices that health departments and mental health agencies can take to advance mental health equity. Learn more about the webinar and presenter.

Register
2019-2020 Focus: School Mental Health

• School mental health programs, policies & practices
  * Evidence based practice implementation support (trauma informed & resilience oriented programs, policies and practices, school mental health referral pathways)
  * School mental health literacy and leadership development

• School violence prevention, intervention & postvention
  * Suicidal ideation and response
  * Crisis readiness, response, recovery (including school shootings & community based violence)

• Key partner: The National Center for School Crisis and Bereavement
Practices:
- TIRO,
- Language Cohesion,
- ISF,
- SMHRPs

Policies:
- State,
- Districts,
- LEAs,
- Schools,
- Classrooms

Partners:
- Cross Sector
- Role
- Paradigm
- Collaboration

Philosophy:
- Equity,
- Person-centered,
- Co-construction
Implementing for Impact

*Our Guiding Questions*

1. What do we need to **interrupt/disrupt** that contributes to crisis and harm?

2. What do we want to **reconceive/reimagine prevent/avoid crisis and harm**?

3. What do we need to **generate/create** to achieve optimized function?
Example: Supporting School Mental Health Leadership Development

All products, archived webinars, newsletters and more can be found on our website.
Example:
Learning Institutes

All products, archived webinars, newsletters and more can be found on our [website](#).
Successes

Quick, responsive resourcing:

Response to the Terrorist Attacks in New Zealand

Diversified Learning Opportunities - Issue Brief + Infographic + Webinar + Trainings: Creating Trauma-Informed Policies

A Practice Guide for School & Mental Health Leadership (1624 downloads; 105 webinar participants; 28 intensive learning participants)
Grief Sensitive Schools/Leading through Loss (149 participants on Supporting Students through Crisis & Loss webinar; 164 Grief Sensitive Schools for School Counselors training in Nevada; 81 participants in Supporting Children, Staff, and Schools at Times of Crisis and Loss training in California)

Partnering & Collaborating

NCO, Northwest ISF Party in Y2, National Center for School Crisis & Bereavement, BEAM, etc
Lessons Learning

- Equitable outreach & engagement
- Culturally competent technical assistance
- Intersecting with broader mental health fields & our focal area, youth of transition age
- On-going, repetitive learning vs on—offs
Contact the Pacific Southwest MHTTC

Email: pacificsouthwest@mhttcnetwork.org
Phone: (844) 856-1749
Website: www.MHTTCnetwork.org

Join the PS MHTTC Newsletter!
https://tinyurl.com/pacsw-mh-news

Let us know about your TTA needs and topic interests.
www.surveymonkey.com/r/MHTTCneedsassessment
National Hispanic and Latino Mental Health Technology Transfer Center
School Mental Health Initiative

Christine Miranda, Ph.D., MPHE
Training & Content Specialist
National Hispanic and Latino MHTTC
What is the National Hispanic and Latino Mental Health Technology Transfer Center and what do we related to school mental health?
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  • Logistic and External Affairs Liaison
Cindy Lou Negrón-Matos, MA
  • Web and Social Media Content Publisher
Role of the National Hispanic and Latino MHTTC

• Serve as a key subject matter expert and resource for school mental health workforce across the U.S. and its territories to ensure:
  • High-quality services;
  • Effective mental health treatment;
  • Recovery support services; and
  • Implementation of evidence-based and promising practices

Help reduce health disparities among Hispanic and Latino youths experiencing mental disorders.
SCHOOL-BASED MENTAL HEALTH SERVICES (SBMH)
School-Based Mental Health Project Goals

Awareness on the importance of school-based mental health services that are culturally appropriate and when not possible, adequate linkage services.

Strategies on how to effectively implement mental health services culturally responsive to Latino culture.

Presentation of best models and approaches available in the provision of services along with core element consideration for implementation or adoption.
SERVICE DELIVERY MODEL

Contact the organization and explore their interest in receiving technical assistance

Conduct Assessment of Needs

Selection of main mental health topics

Delivery of Technical Assistance events and products

Assessment of satisfaction of the quality of the Technical Assistance provided
## Technical Assistance Modules

### Module 1: CULTURAL ELEMENTS
- Serious Emotional Disturbance among Hispanic and Latino youths
- Risk and protective factors
- Cultural values and idioms of distress
- The impact of acculturation and the role of family
- The need of culturally informed mental health services in the school setting

### Module 2: CLINICAL APPLICATIONS
- Cultural Case Formulation and the use of the Cultural Formulation Interview
- Considering culture in diagnosis
- Developing culturally centered interventions
- Cultural values in different phases of treatment

### Module 3: PROMISING AND EVIDENCE BASED PRACTICES
- Promising/Evidence-Based Practices (P/EBPs) in school-based settings
- Best practices for Hispanic and Latino populations
- Selecting, adapting and implementing P/EBP

### Module 4: SPECIFIC TOPIC OF INTEREST
- Family Therapy for Substance Use in Hispanic and Latino Adolescents
- Bullying: Impact and Management among Hispanic and Latino Students
- Among others

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School-Based Mental Health Services for Hispanic and Latino Children and Youth

Training, technical assistance and capacity building assistance for school personnel on effective service provision.

Why School-Based Mental Health?

School Based Mental Health programs are ideal for Hispanic and Latino students because they reduce barriers to access due to:

- Stigma
- Lack of transportation
- Scheduling
- Parental work schedules
- Lack of health insurance

School-Based Mental Health Programs (SBMH) work specifically with schools, organizations and professionals to strengthen their capacity for providing culturally and linguistically responsive mental health information and services to Hispanic and Latino children, youth and their families through training, technical assistance, and capacity building assistance. Our goal is to:

- Increase awareness on SBMH services that are culturally appropriate.
- Promote the use of promising and evidence-based practices for children, youth, families and communities.
- Discuss how information on effective strategies and implementation of mental health services reserved within a cultural context.

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Know the Facts

Hispanic and Latino communities constitute the largest ethnic minority population in the U.S. at 39 million. While Latino children are the largest ethnic minority group at close to 15 million, special considerations are needed to understand the diverse cultural, socioeconomic, environmental, and political factors that may impact the lives of Hispanic children and youth. These include:

- Social determinants of health include a lack of access to quality health and mental healthcare, food insecurity, housing instability, exposure to interpersonal violence, difficulty accessing affordable transportation and a toxic-free environment.
- Adverse childhood events include separation from parents, country and/or language, threats of deportation, discrimination and exposure to interpersonal and community violence.

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https://www.linkedin.com/company/kilmitic

Training, technical assistance and capacity building assistance for school personnel on effective service provision Hispanic and Latino children, youth and their families.
School as client: Mental Health Services for Diverse Population in the School Culture

CHALLENGING FACTS
Children are more vulnerable to the effects of stress originated from multiple adverse childhood experiences, including the family and school environment. These factors are deepened for Hispanic and Latino youth who may also experience:

- Isolation
- Discrimination
- Acculturation Stress

EFFECTS OF HEALTH CARE DISPARITIES IN ACCESS TO CARE

- 26% of children currently in the US are Latino. This will grow to 33.2% by 2050.
- 88% of Hispanic and Latino children are not receiving mental health services, and are not being treated due to limited access to quality care.
- 44% of Hispanic and Latino youth are threatened by deportation policies.

- Hispanic and Latino adults reported feeling sad and hopeless in greater proportions than Whites.
- Hispanic and Latino adolescents reported suicidal ideation and suicide attempts in greater proportions than Whites.

- Prevalence of depressive symptoms among Hispanic and Latino adolescents is higher than for any minority group besides Native American youth.

STRESSORS IN THE HISPANIC AND LATINO COMMUNITY

One of the main stress factors that affect the mental health of Hispanic and Latinos is the dimension of acculturation stress. This process involves:

1. LACK OF HEALTH INSURANCE AND MEDICAL CONDITIONS
   - About 43.5% of the Hispanic and Latino population were not covered by health insurance in 2015. Most of the leading causes of death among these are preventable.

2. FINANCIAL STRUGGLES
   - About 22.6% of Hispanics and Latinos were living below the poverty level. Most Hispanics struggle to pay utilities bills and to pay the mortgage or rent due to higher rates of unemployment, unstable work conditions, and unfair treatment.

3. DEPORTATION
   - Hispanic and Latino adults who fear to be deported can be a risk factor for stress and other mental health conditions. The rate of depression among children living in immigrant families ranges between 23% and 39% due to fear of parental deportations.

4. PERCEIVED DISCRIMINATION
   - Hispanic and Latino might have been the target of social or ethnic discrimination that often leads to depressive symptoms.

Complicated Grief: Cultural Considerations When Working with Loss in Hispanic and Latino Students and Their Families

About a quarter of Latinos (26%) say someone has discriminated against them. 22% say someone has criticized them for speaking Spanish. 20% have been told to go back to their home country, and 16% have been called offensive names.
Key issues in providing school mental health services for Hispanic and Latino populations
The role of educators and school professionals in the process of identifying need for intervention and referral

A multidimensional approach to culturally responsive interventions for mental health in school settings is the ideal practice to ensure the unique needs of Hispanic and Latino youths are being addressed.

This approach:

- Increases cultural awareness
- Advocates for the use culturally appropriate assessment tools
- Increases engagement with Hispanic and Latino students and families
- Connects students with culturally relevant mental health resources in the community.
The role of educators and school professionals in the process of identifying need for intervention and referral

School strategic planning should:

• Include an analysis of demographic trends and shifts in school district and community;
• Assess key educator and staff knowledge of cultural awareness;
• Support educational and professional training protocols to increase cultural awareness;
The role of educators and school professionals in the process of identifying need for intervention and referral

- Incorporate best-practices and research-informed assessment and intervention tools;
- Develop strategic partnerships for mental health service providers in the community; and
- Support intervention and school-wide referral protocol that engages educators, school personnel, students, and families in formal and informal networks of care.
For more information, please contact us:
http://www.mhttcnetwork.org/hispaniclatino/
hispaniclatino@mhttcnetwork.org
787-785-5220

Follow Us

Twitter: @hilamhttc
Facebook: MHTTC
South Southwest Mental Health Technology Transfer Center
School Mental Health Initiative

Molly Lopez, PhD, Co-Director
South Southwest MHTTC
South Southwest MHTTC
How Do We Work?

Advisory Board
- Single state agency representatives
- Representatives of the workforce
- Advocacy organizations
- Subject matter experts

Regional Needs Assessment
- Advisory board and SAMHSA Regional Administrator
- Interviews and focus groups

Annual Work Plan
Goals in the Plan

• Support the development of critical infrastructure within states and regions to increase awareness and implementation of best practices.

• Increase the number of educational leaders and school professionals who are aware of and trained in best practice frameworks, models, and tools to support school-based mental health.

• Increase the number of school professionals and mental health professionals implementing EBPs to intervene early, prevent suicide, and effectively treat students with mental health challenges.
Region by the Numbers

School districts

- Arkansas 260
- Louisiana 166
- New Mexico 89
- Oklahoma 512
- Texas 1,200 (ranked 1)

- 5 out of 5 states have higher reports of suicide attempts in high school than national average (YRBS)
- Texas has highest percentage of uninsured children (11%)
Regional Context

• Differing responsibility for school mental health
• Local rule is the “law of the land”
• Extent of school mental health varies greatly
• Significant stigma and “push back”
• Severe mental health workforce shortages are common
• Trauma experiences are common
• Political will for school mental health varies (but growing)
• Use federal grant opportunities to advance systems
Strengthening State Infrastructure

Supporting State Resources

• Comprehensive School Mental Health
• School Mental Health Needs Assessment
• School Climate Tools
• Selecting Evidence-based Practices
• Defining Evidence-based Practices
• SHAPE Quality Assessment
• AWARE Peer Learning Calls
School Mental Health Partnerships

Webinar Series

• Comprehensive School Mental Health
• State of the State
• Understanding School Culture
• Overcoming Challenges to Partnerships
• Making the Case for School Mental Health
• Best Practices in School Mental Health Partnerships
Tier 2 Practices

Collaborative and Proactive Solutions
• Non-punitive approach to behavioral challenges
• Reframes “bad behavior”
• Assessment of Lagging Skills and Unsolved Problems
• Takes collaborative approach to solutions

Implementation Supports
• Workshop training and manual
• Expert coaching for campus champions
Tier 2 Practices

Cognitive Behavioral Intervention for Trauma in Schools

- Group approach to traumatic distress
- 10 group sessions / 6-8 children
- 1-3 individual session(s) for exposure
- Parent and teacher educational sessions

Implementation Supports

- Workshop training and manual
- Expert coaching calls
Trauma Sensitive Schools

Department of Education TSS Curriculum
• Leaders training for buy-in
• Trauma awareness training
• Local coaching to implementation team

Implementation Supports
• Trainer manuals and resource tools
• Train-the-trainer workshop
• Community of practice
We hope you will keep in touch!

https://mhttcnetwork.org/southsouthwest

Email: southsouthwest@mhttcnetwork.org
Facebook: @southsouthwestmhttc
YouTube: South Southwest MHTTC
Twitter: @sswmhttc
Mid-America Mental Health Technology Transfer Center: Meeting School Mental Health Needs in Urban and Rural Communities

Brandy Clarke, PhD, LP
Co-Project Director
Mid-America MHTTC
Brandy Clarke, PhD, LP

- Co-Project Director of Mid-America MHTTC
- Associate Professor in Psychology, MMI
- Associate Clinical Director, BHECN

I, Brandy, attest that we have no financial, personal, or professional conflicts of interest in this training [Mid-America MHTTC: Meeting School Mental Health Needs in Urban and Rural Communities].
Mid-America MHTTC Team

Joe Evans: Project Director
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Lauren Robinson: Communications
Shelbie Johnson: Grant Manager
School Mental Health Program

Supported by the National Center for School Mental Health (NCSMH)

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Britt Liebsack: Faculty Trainer

Sharon Hoover: NCSMH Co-Director
Nancy Lever: NCSMH Co-Director
Kris Scardamalia NCSMH Faculty
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</tbody>
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School Mental Health Impact

School Mental Health *Matters*

- Students who participate in social emotional learning programs do better *academically* and *socially*.
- 3/4 of youth who receive mental health services access them in schools.
- Youth are *6x more likely* to complete mental health treatments in schools than in other community settings.
- Positive school climate integrated with social emotional learning *improves school safety* and decreases bullying.

NCSMH, 2019
The National School Mental Health Curriculum was co-developed by the Mental Health Technology Transfer Center (MHTTC) Network and the National Center for School Mental Health (NCSMH) with financial support from SAMHSA.
Curriculum Overview

- Mod 1: Foundations of Comprehensive School Mental Health
- Mod 2: Teaming
- Mod 3: Needs Assessment & Resource Mapping
- Mod 4: Screening
- Mod 5: Mental Health Promotion for All (Tier 1)
- Mod 6: Early Intervention and Treatment (Tiers 2/3)
- Mod 7: Funding and Sustainability
- Mod 8: Impact
Multi-Tiered System of Supports (MTSS)

Targeted interventions for students with serious concerns impacting functioning

Tier 3
Supports & early intervention for students identified as at-risk for mental health concerns

Tier 2
Promotion of positive social, emotional, and behavioral skills and overall wellness for all students

Tier 1
Professional development and support for a healthy school workforce

Family-School-Community partnerships
“Pre-Conditions” Phase

- 8 Conference presentations (n = 1,294)
  - Iowa Western Community College: Navigating Through Mental Health Conference (April, 2019) Council Bluffs, IA
  - Midwest School Mental Health Conference (August, 2019) Des Moines, IA
  - NeMTSS Summit (September, 2019) Kearney, NE

- School Mental Health Virtual Learning Series (n = 193)
  - 1: Foundations of School Mental Health
  - 2: Implementing Multi-tiered Systems of School Mental Health Support
  - 3: Using Data in School Mental Health
  - Funding and Sustaining School Mental Health
“Pre-Implementation” Phase

- Intensive Workshops (n = 95)
  - Leadership Preconference: Iowa School Mental Health Alliance (August, 2019) Des Moines, IA
  - Implementing School Mental Health Programming, NeMTSS Summit (September, 2019) Kearney, NE

- Millard Public Schools Professional Development Series: Behavior/Mental Health Coaching (n = 155)
  - Roles and Competencies (September, 2019)
  - Teaming and Collaboration (November, 2019)
  - Data-based Decision-Making (January, 2020)
  - Tiered Problem-Solving (March, 2020)

- 2–day Training of Trainers: National SMH Curriculum (n = 50)
  - June, 2019, La Vista, NE
Extending Our Reach in School Mental Health

Trainees vs Events

Mid-America (HHS Region 7)
MHTTC Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration
“Implementation” Phase

Regional School Mental Health Learning Community Series

• **Focus:** Improve state and district capacity to implement effective multi-tiered systems of school mental health support.

• **Goals:** Support region’s districts and states to **implement best practices and policies that support comprehensive school mental health**

• Co-facilitated by the Region 7 MHTTC and the NCSMH

• **6-month participation** (January – June 2020)

• In-person and virtual **learning sessions, technical assistance and coaching**, and the development of **tailored strategic improvement plans**
Next Steps
Join our mailing list!
SCAN OR TEXT

Contact Us:
Email: midamerica@mhttcnetwork.org
Phone: 402-552-7697

TEXT: MIDAMERICAMHTTC to 22828 to get started
*Message and data rates may apply
Questions?