

MHTTC School Mental Health Initiative Year End Highlights

2022-2023



MHTTC

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



ABOUT THE SCHOOL MENTAL HEALTH INITIATIVE

The MHTTC Network provides training and technical assistance (TA), creates and disseminates resources, and supports workforce development for the mental health field. Through our [School Mental Health Initiative](#), our Network focuses on the implementation of mental health services in schools and school systems.

In the last year, we provided training and TA to the school mental health workforce across a variety of emerging needs and topics, including school violence; grief, loss, and bereavement; staff and educator retention, recruitment, and wellness; mental health support and positive mental health promotion for BIPOC and LGBTQ+ students and students with disabilities; suicide prevention, intervention and postvention; and more! In addition, we continue strengthening existing collaborations and establishing new ones with SAMHSA-funded Centers and other national organizations that advance student mental health.

This summary provides a snapshot of the various activities and collaborations led through the MHTTC School Mental Initiative in 2022-2023.



327 events



16,104 attendees



146 products



3,646 course completions

PROJECT AWARE TA PARTNERSHIP



Since 2021, the MHTTC Network has led a [TA partnership](#) with SAMHSA-funded Project AWARE (Advancing Wellness and Resiliency in Education), to support the school mental health-related training and TA needs of over 90 AWARE grantees. In the last year, our Network released 68 products and resources and hosted 93 events for AWARE grantees. We continue to publish our monthly *MHTTC-AWARE School Mental Health Bulletin* and recently launched the MHTTC-AWARE Groupsite, a shared space that supports collaboration and connection with AWARE grantees via discussion forums, resource sharing, and group announcements.

BEHAVIORAL THREAT ASSESSMENT



In 2022, SAMHSA asked the MHTTC Network Coordinating Office to develop a report on behavioral threat assessment (BTA) and its intersection with youth mental health. Our report, [Behavioral Threat Assessment in Schools: Evidence, Fit, and Appropriateness](#), synthesizes the results of a scoping review on outcome measurement in BTA literature, a roundtable that examined concerns and considerations for BTA in schools, and a brief review of the extant literature on BTA.

In 2023-24, we will develop activities to disseminate this report and further work in this area.

DISSEMINATION AND IMPLEMENTATION OF CLASSROOM WISE



During the 2022-23 school year, the MHTTC Network partnered with the [National Center for School Mental Health](#) to assist 15 schools and school districts in adopting Classroom WISE, our 3-part mental health literacy training package for school staff. We provided technical assistance (i.e., orientation session, [written guide](#), pre-implementation support, and virtual sharing sessions) and updated our [implementation resources](#) based on feedback from the participating schools and school districts.

VIOLENCE IN SCHOOL COMMUNITIES



The MHTTC Network conducted an environmental scan and gap analysis of resources available in the public domain that address school violence from prevention to postvention. As a result of this work, we aim to address the gaps identified by developing new training, TA, and/or resource(s) related to school violence and student mental health in early 2024. Our Network plans to publish a summary of the environmental scan and gap analysis findings, as well as a school violence resource collection, on our website soon!

Snapshot of School Mental Health Activities Across the MHTTC Network

2022-2023

NEW ENGLAND MHTTC

The **Healthcare workers and Educators Addressing and Reducing Trauma (HEART) Collective's Ambassador Program** helped educators and healthcare workers create and sustain compassionate school communities that foster respect, promote equity, and improve the resilience of students and staff so that they can lead more productive and healthier lives.

SOUTHEAST MHTTC

Understanding and Supporting the Executive Functioning of Autistic Students was a two-part series that provided information about executive functioning differences that are common in autistic students and how these challenges relate to and are distinct from ADHD.

MID-AMERICA MHTTC

The **School Mental Health Provider Learning Community** was held for school-based mental health providers and community-based mental health providers providing services in schools. Peer learning sessions focused on topics such as comprehensive systems to support school mental health; strategies to engage in school teams; and approaches to managing school crises.

NORTHWEST MHTTC

The **Equity-Centered MTSS and Implications for School Mental Health** was a three-session series that featured national leaders discussing the importance of implementing a Multi-Tiered System of Supports (MTSS) in schools, with an equity focus. The series spotlighted evidence-based strategies for developing equitable learning environments for all students.

NORTHEAST & CARIBBEAN MHTTC

Leveraging Behavioral Health Funding in Schools was a webinar where participants learned more about current and federal funding utilized in New York and identified needs, gaps, and opportunities to garner buy-in and leverage existing funding to implement and sustain school behavioral health efforts.

GREAT LAKES MHTTC

Created with Wisconsin PATCH, **In Their Own Words: Teens' Tips for Partnering with Youth** highlights responses from teens who were asked to describe the best ways adults can partner with youth and what motivates young people to get involved with organizations like PATCH.

MOUNTAIN PLAINS MHTTC

Confronting Implicit Bias in Society and Ourselves was a 4-part interactive workshop series designed to support educators and school mental health professionals in recognizing and redressing patterns of bias and inequity in their institutions, their peer networks, and themselves.

NATIONAL HISPANIC AND LATINO MHTTC

Latino Youth Gangs Prevention in the School System is a curriculum that aims to help educators and school mental health clinicians working with Latino youth understand the historical context and social determinants of health associated with Latino youth gang involvement. Evidence-based prevention and intervention strategies are also discussed.

CENTRAL EAST MHTTC

The four-month **School Well-Being Learning Community**, hosted with the National Center for School Mental Health, provided support and facilitates knowledge acquisition, skill attainment, and implementation support related to helping school systems meet the well-being needs of educators and school systems.

SOUTH SOUTHWEST MHTTC

Communities In Schools: Building a Mental and Behavioral Health Foundation for All Staff offered an overview of the Communities In Schools (CIS) model and descriptions of how different local Texas affiliates have partnered with schools and community organizations to address student and staff mental health needs.

PACIFIC SOUTHWEST MHTTC

Dreams, Dilemmas and Dialogues is a 4-part podcast that explores thought-provoking discussions between educators and school mental health providers. Themes covered range from fostering a positive school culture that empowers both students and educators, to the importance of centering compassion and empathy in the classroom.

NATIONAL AMERICAN INDIAN AND ALASKA NATIVE MHTTC

Walking with Tribal Youth on Their Sacred Journey was a 4-part virtual webinar series that focused on the needs of Native LGBTQ+ and Two-Spirit youth. Sessions included lived experience perspectives on what has helped, what has harmed, and what providers need to know. Best practices for supporting this youth population were also shared.

To access additional MHTTC activities and resources, visit the [Training and Events Calendar](#) and [Products and Resources Catalog](#) on the MHTTC website. Highlights related to the main MHTTC project are available [here](#).

VOICES FROM THE FIELD

“What was most useful about the training was listening to the member of the LGBTQ+ community with their lived experience.”

It was very helpful to get condensed, common-language explanations for HIPAA and FERPA laws/regulations. The law is confusing and made more difficult with state-specific differences!

The teachers who participated in the technical assistance project felt that Classroom WISE was easy to implement and beneficial.


Classroom WISE was very informative and gave me a new perspective on how to engage with all students and people in general.”

QUESTIONS?


Contact your Regional Center
Visit www.MHTTCnetwork.org and click on 'Your MHTTC'

You may also contact the MHTTC Network Coordinating Office at networkoffice@mhttcnetwork.org

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