



Pacific Southwest (HHS Region 9)

Northwest (HHS Region 10)

**MHTTC**

Mental Health Technology Transfer Center Network  
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## Please Note:

- All attendees are muted
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## Get to know the Zoom Webinar interface

The screenshot shows the Zoom Webinar interface with several key components and annotations:

- Top Bar:** Includes "Zoom Webinar", "You are viewing David Terry's screen", and "View Options".
- Main Content Area:** Displays the "TTC Technology Transfer Centers" logo and a large "Thank you for joining us today!" message. Below this, it states "You will not be on video during today's session" and shows a graphic of interlocking gears.
- Audio Settings Panel:** Located at the bottom left, it includes options like "Select a Speaker", "Speakers (Realtek(R) Audio)", "Same as System", "Test Speaker & Microphone...", "Leave Computer Audio", and "Audio Settings...".
- Question and Answer Panel:** A central panel with tabs for "All questions (1)" and "My questions (1)". It shows a test question: "This is a test question!". Below the question is a text input field labeled "Type your question here...". Annotations explain that users can switch between questions and use the Q&A feature to ask questions of the host and presenters.
- Zoom Webinar Chat:** A panel on the right side for chat. It shows a "To: All panelists" field and a note that "Your text can only be seen by panelists". An annotation explains that the chat feature allows users to talk with other people in the webinar.
- Bottom Bar:** Contains icons for "Audio Settings", "Chat", "Raise Hand", "Q&A", and a "Leave" button. Annotations point to these icons, explaining their functions.



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# Secondary Traumatic Stress and Educator Well Being

October 22, 2020

***Presented by:***

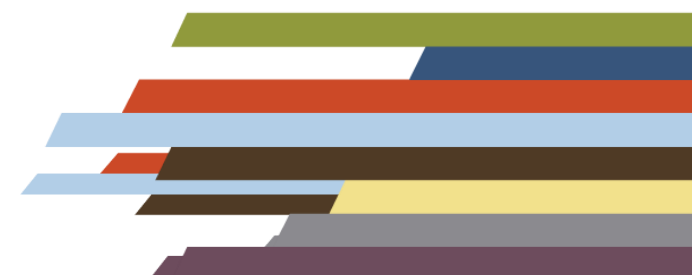
*Stephen Hydon, PhD*

*Disclaimer: The views, opinions, and content expressed in this presentation 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).*

# Housekeeping Items

- We have made every attempt to make today's presentation secure. If we need to end the presentation unexpectedly, we will follow-up using your registration information.
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- We will leave a few minutes at the end to make sure you have all the links and resources you need and to allow time for an evaluation.

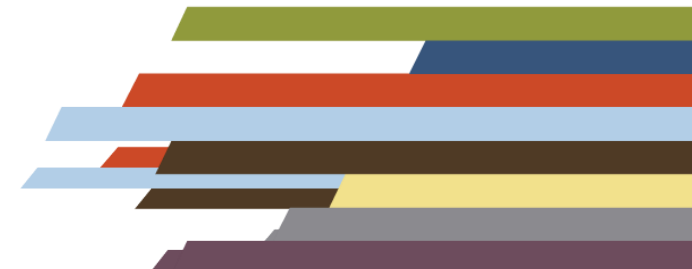
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At the time of this presentation, Elinore F. McCance-Katz served as SAMHSA Assistant Secretary. The opinions expressed herein are the views of the speakers, and do not reflect the official position of the Department of Health and Human Services (DHHS), or SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this presentation is intended or should be inferred.



# Land Acknowledgement

The University of Washington SMART Center and Northwest MHTTC acknowledge that we learn, live, and work on the ancestral lands of the Coast Salish people who walked here before us, and those who still walk here. We are grateful to respectfully live and work as guests on these lands with the Coast Salish and Native people who call this home.

The Pacific Southwest MHTTC is led by the Center for Applied Research Solutions, which has offices across California in Sacramento (the land of the Nisenan people), Santa Rosa (land of eight Cahuilla Bands) and Los Angeles, (land of the Tongva peoples); CARS acknowledges the belonging of this land to the Indigenous people named and the unrecognized tribes and peoples as well.



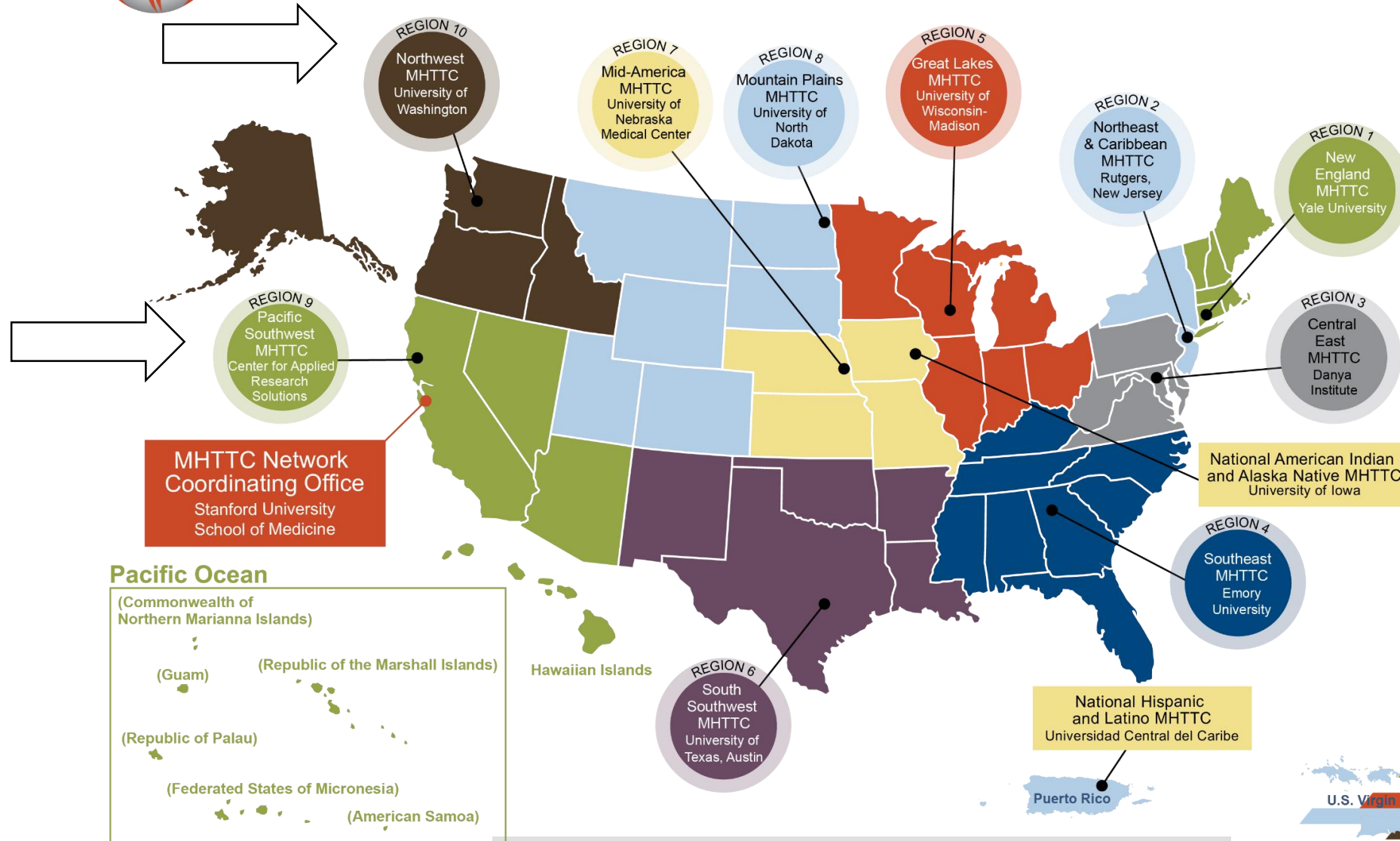
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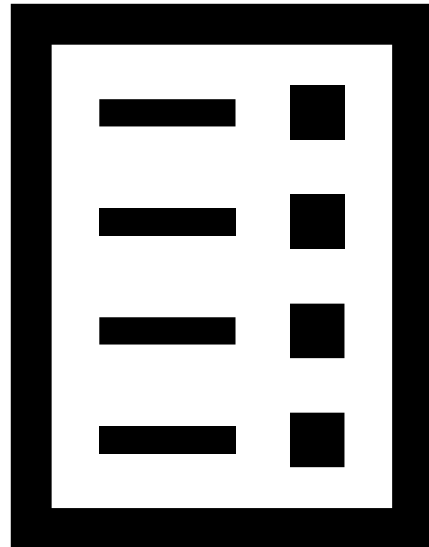
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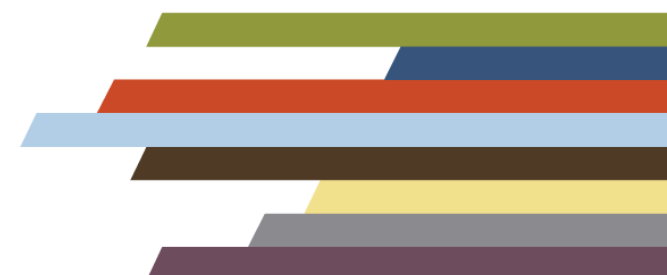


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# Event Survey

- Required by our funder
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- Voluntary and anonymous
- Very important! *We will end a few minutes early and ask that you please take a few moments to complete.*



# Quick Review

## Interconnected Systems Framework: Fact Sheets and Webinars

[bit.ly/ISFwebinars](http://bit.ly/ISFwebinars)

Fact Sheets Created by the Pacific Southwest MHTTC

Pacific Southwest (HHS Region 9)  
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## Fact Sheet

### INTERCONNECTED SYSTEMS FRAMEWORK 101: AN INTRODUCTION

BY SUSAN BARRETT, LUCILLE EBER, KELLY PERALES AND KATIE POHLMAN  
OSEP TECHNICAL ASSISTANCE CENTER ON PBIS

In the United States, over 40% of students will have experienced a mental health problem, such as anxiety or depression, by the time they reach seventh grade (SAMHSA, 2016). Suicide is the second leading cause of death among 10-34 year olds (NIMH, 2018) and according to the National Survey of Children's Health (2016), 46% of children have experienced at least one Adverse Childhood Experience (ACE). The newest statistics on suicide from the Centers for Disease Control (CDC), along with current rates of substance use, opioid abuse, and electronic aggression are alarming. This public health crisis requires a whole population response. Education and mental health leaders are keenly aware of the need to align structures and establish one comprehensive system of social/emotional behavioral (SEB) supports in schools.

The Interconnected System Framework (ISF) is an emerging approach for building a single system of SEB supports in schools. Integrating Positive Behavioral Interventions and Supports (PBIS) and school mental health, the ISF also brings community partners and families into one multi-tiered structure.

The Pacific Southwest Mental Health Technology Transfer Center (MHTTC), in collaboration with the OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS), has developed a three-part series of fact sheets to deepen knowledge and understanding of the ISF. All three documents provide case examples that highlight the local context in which data-based decision making occurs and reflect the diversity of school communities in the region.

- **Interconnected Systems Framework 101** provides an introduction to Interconnected Systems Framework, including a definition and a review of the benefits.
- **Interconnected Systems Framework 201** describes what will be different for educators and mental health providers when school mental health is integrated into a Multi-Tiered System of Support (MTSS).
- **Interconnected Systems Framework 301** describes how to use school and community data to determine what interventions to select and implement to meet the diverse needs of all students.

**PBIS** Positive Behavioral Interventions & Supports  
www.pbis.org

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## Fact Sheet

### INTERCONNECTED SYSTEMS FRAMEWORK 201: WHEN SCHOOL MENTAL HEALTH IS INTEGRATED WITHIN A MULTI-TIERED SYSTEM OF SUPPORT: WHAT'S DIFFERENT

BY SUSAN BARRETT, LUCILLE EBER, KELLY PERALES AND KATIE POHLMAN  
OSEP TECHNICAL ASSISTANCE CENTER ON PBIS

This is the second of a series of three Fact Sheets on the Interconnected Systems Framework (ISF) developed through a collaboration between the Pacific Southwest Mental Health Technology Transfer Center (MHTTC) and the OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS). The Interconnected Systems Framework (ISF) is an implementation framework developed by national leaders in the fields of PBIS and School Mental Health to advance a more effective and efficient system of social emotional and behavioral health in schools. Recognizing the shared contributions and value of both PBIS and SMH, the interconnected approach is a process guided by key stakeholders with authority to develop a unified response that specifically addresses the needs of the population they serve. Leaders engaged in the integrated process are guided by the core features of a multi-tiered system of support. The purpose of this series to deepen knowledge and understanding of the ISF by highlighting key features illustrated by case examples that reflect the diversity of school communities in the region and demonstrate how data-based decision making occurs in a local context. This fact sheet will focus on the core features of an ISF approach.

ISF Applies the Core Features of MTSS  
The ISF enhances the multi-tiered system of support (MTSS) core features to intentionally include and integrate mental health and wellness. This is accomplished through the inclusion of a broader range of partners, a wider scope of data, and the expansion of interventions to address internalizing mental health issues such as anxiety, depression and trauma. Applying the MTSS features systematically to the expanded continuum of interventions is a deliberate and defining aspect of the ISF process. The following brief provides a short description of how each MTSS feature is enhanced and positioned within the ISF and considerations for getting started.

1. An Integrated Team Process  
Leadership teams are key to implementation of evidence-based practices (EBPs) in school systems. But too many teams can decrease the system's ability to work efficiently. Since social/emotional health is a critical part of reaching academic outcomes, one of the key elements of effective implementation is to establish one set of integrated teams.

Within an integrated approach, the District and Community/Leadership Team makes funding and personnel decisions and explicitly describes the roles and function of teams in a Memorandum of Understanding or service agreement. This allows financial support and district commitment for school and community providers to operate as one team.

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## Fact Sheet

### INTERCONNECTED SYSTEMS FRAMEWORK 301: INSTALLING AN INTEGRATED APPROACH

BY SUSAN BARRETT, LUCILLE EBER, KELLY PERALES AND KATIE POHLMAN  
OSEP TECHNICAL ASSISTANCE CENTER ON PBIS

This is the third of a series of three Fact Sheets on the Interconnected Systems Framework (ISF) developed through a collaboration between the Pacific Southwest Mental Health Technology Transfer Center (MHTTC) and the OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS). The ISF is offered as an option to address the inefficiencies of co-located systems and social, emotional, behavioral programs working in isolation. Building on the success of PBIS, the ISF applies the core features of MTSS to deliberately integrate mental health, community, school, and family partners through a single system of support. The purpose of this series to deepen knowledge and understanding of the ISF by highlighting key features illustrated by case examples that reflect the diversity of school communities in the region and demonstrate how data-based decision making occurs in a local context. This fact sheet will focus on the steps to installing an integrated approach at the District/Community Level.

**Installation Process:**  
District and Community Leadership  
Adopting and installing an interconnected system ideally involves layered implementation from the state to the local level. This layered implementation happens simultaneously across both state and districts, with school staff providing feedback to district level staff and districts providing input and guidance to state level staff.

- State systems model and support district level alignment efforts
- Districts organize the partnerships and administrative components needed to guide effective integration at each school building

Many states also use regional or county structures for providing support to districts engaged in the integration of PBIS and mental health. State, district, and school teams benefit from this symmetry across organizational levels as consistent policy, funding, systems alignment, and workforce structures support a solid foundation for sustainable change. Because the unit of implementation of an ISF is most transformative at the local level, we will detail the installation process at the district/community and school levels. Implementers who have a role at the regional or state level can extrapolate the concepts presented for district/community leaders and apply the logic and the tools within their systems.

The purpose of the installation phase is to allocate or reallocate resources to initiate innovation. People who have the authority to allocate resources are identified; awareness activities are taking place; and roles, functions, and overall organizational structure are carefully analyzed.

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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
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### **Module 3: ISF + Tiers 2 & 3**

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

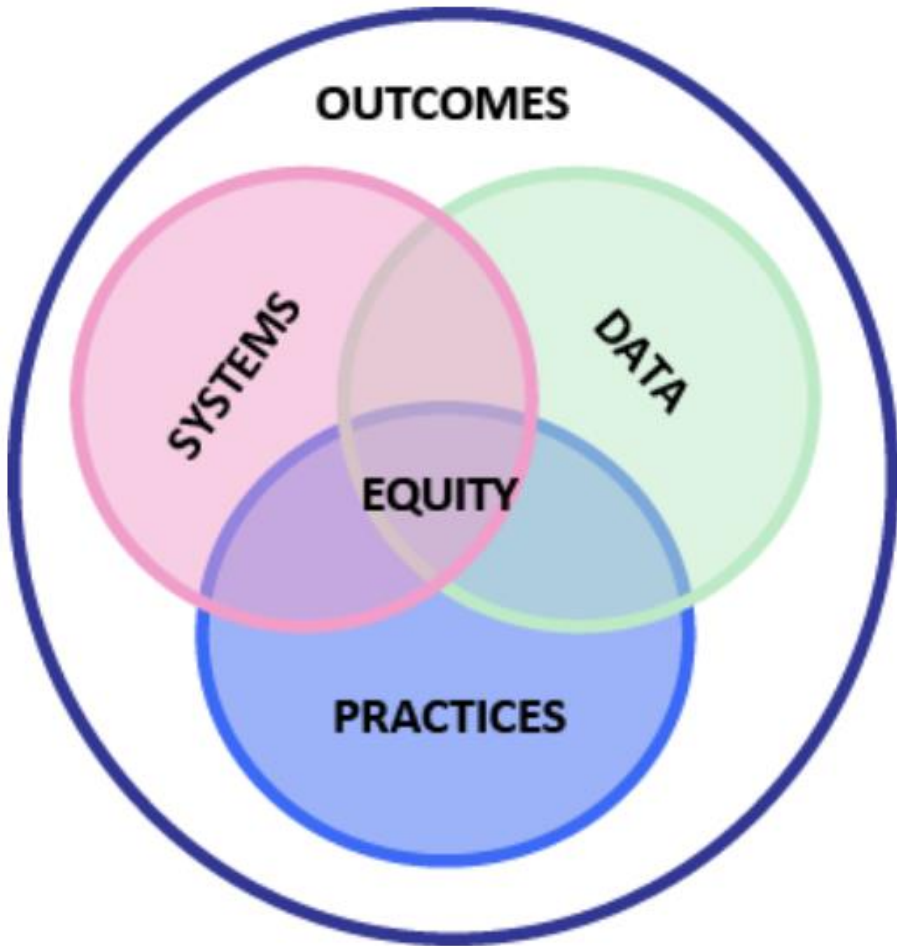
### **Module 4: ISF & Equity**

- 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**

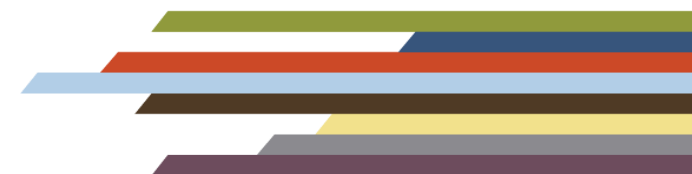
- 1/26/21 - ISF systems & practices in this moment with Susan Barrett & USC Faculty

<https://bit.ly/ISF2021>



## Problem Solving Framework, This is a **TEAM Sport!!**

- **Outcomes:** How will installing a trauma informed approach impact students, families and staff?
- **Data:** What data will you use to inform strength and needs of your current system?
- **Practices:** What are the evidenced based strategies you will embed across all classrooms?
- **Systems:** How will you support everyone to implement with fidelity?
- **Equity:** How will you put equity at the center of everything you do?



1

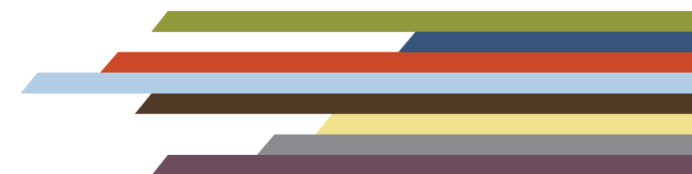
# Today's Session

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**Steve Hydon, MSW, EdD**, is a clinical professor in field education and serves as chair of the Pupil Personnel Services Credential program. His interests are in child welfare, secondary traumatic stress and social work practice in schools. Hydon developed a secondary traumatic stress survey for teachers and mental health practitioners in schools and is a consultant to the U.S. Department of Education as an educator resilience facilitator. He has trained nationwide on secondary traumatic stress, compassion fatigue, educator resilience and the Psychological First Aid - Listen, Protect, Connect, Model, and Teach curriculum for school personnel. He is a member of the National Child Traumatic Stress Network and the Trauma and Services Adaptation Center for Resiliency, Hope and Wellness in Schools. He also serves as the liaison to the NCTSN's Terrorism and Disaster Center and sits on the board of the American Council on School Social Work. Previously, he served as a board member of the School Social Work.



# Secondary Traumatic Stress: Causality, Impact and the Importance of Self-Care

Dr. Stephen P. Hydon

# PRESENTATION OVERVIEW

---

- I. Understanding of Secondary Traumatic Stress**
- II. Resiliency**
- III. Secondary Traumatic Stress Risk Factors**
- IV. Signs of Secondary Trauma**
- V. Impact of Secondary Traumatic Stress**
- VI. Self-Care/Five Pillars of Thriving**



# UNDERSTANDING OF SECONDARY TRAUMATIC STRESS



“Forget your perfect offering. There is a crack in everything. That’s how the light gets in...”

-Leonard Cohen



# UNDERSTANDING OF SECONDARY TRAUMATIC STRESS

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- **Secondary Traumatic Stress**

- Work intimately and closely with individuals that have experiences with trauma or hardship or devastation
- Feel what they are actually experiencing (e.g., depression, avoidance, loss of appetite, substance abuse etc.)

- **Compassion Satisfaction**



# RESILIENCY

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- **Resilience**

*Nature v. Nurture*

- **Post-traumatic growth**

*Improved outlook*



# SECONDARY TRAUMATIC STRESS RISK FACTORS

- **Counter transference**
- **Personal experience with a traumatic event (s)**
- **Direct contact with children's stories**
- **Helping others/neglecting yourself**
- **Empathy vs. Sympathy**



# SIGNS OF TRAUMATIC STRESS

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- **Connection to those you help**
- **Irritable**
- **Too hard on yourself**
- **Self-esteem**
- **Lack of focus**
- **PTSD reactions**



# IMPACT OF SECONDARY TRAUMATIC STRESS

Impact	Description
<b>Emotional</b>	Feeling numb or detached; living in denial
<b>Physical</b>	Having low energy or feeling fatigued
<b>Behavioral</b>	When STS impact our behavior, we often change our routine of things...
<b>Professional</b>	STS impacts your work effort or creates low performance of job tasks and responsibilities



# IMPACT OF SECONDARY TRAUMATIC STRESS (CONT'D)

Impact	Description
<b>Cognitive</b>	Confusion, diminished concentration, difficulty with decision making
<b>Spiritual</b>	You may question the meaning of life
<b>Interpersonal</b>	Physical withdrawal or emotionally unavailable to your co-workers or your family



# SELF CARE DOMAINS

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# SELF CARE BARRIERS AND SUCCESSES

## Barriers

**Guilt**

**Motivation**

**Time**

## Successes

**Contract**

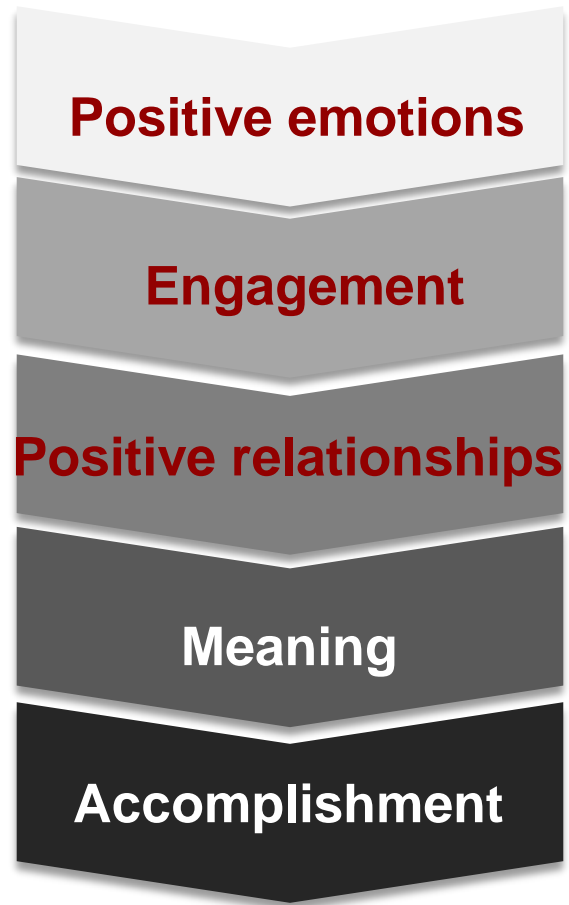
**Significant others**

**Group-work**

**Measurable and  
manageable**



# FIVE PILLARS OF THRIVING





Support for Teachers Affected by Trauma

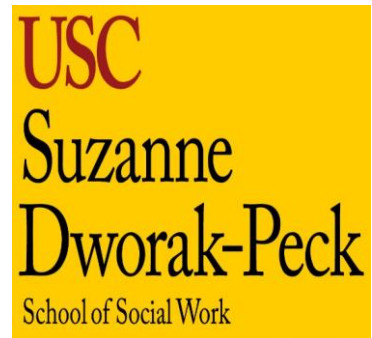
Five Modules of On-Line Learning, primarily for Tk-  
12 Grade Educators

Preliminary Feedback

[www.statprogram.org](http://www.statprogram.org)



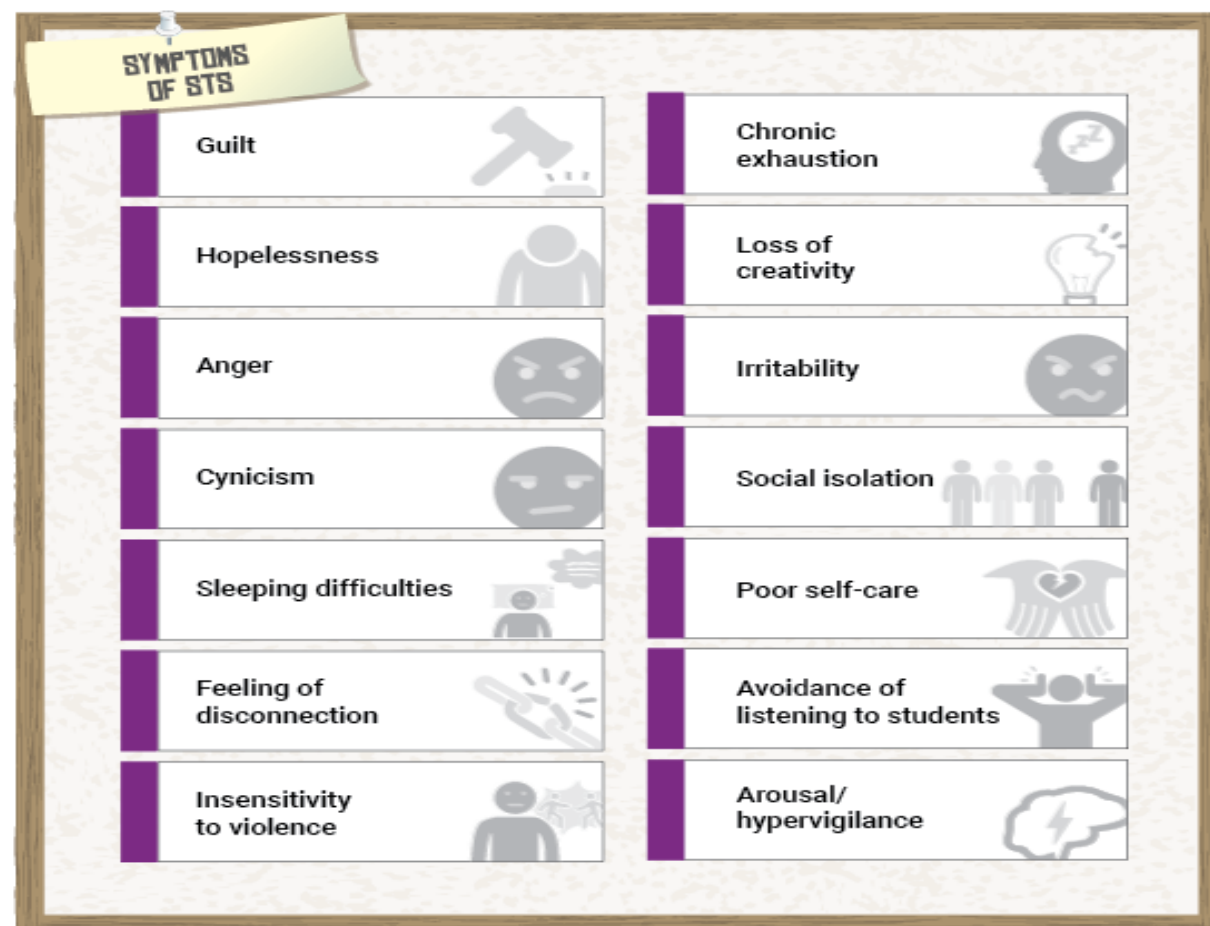
**Treatment and Services Adaptation Center**  
for Resiliency, Hope, and Wellness in Schools





## Module 1

# Overview of Secondary Traumatic Stress

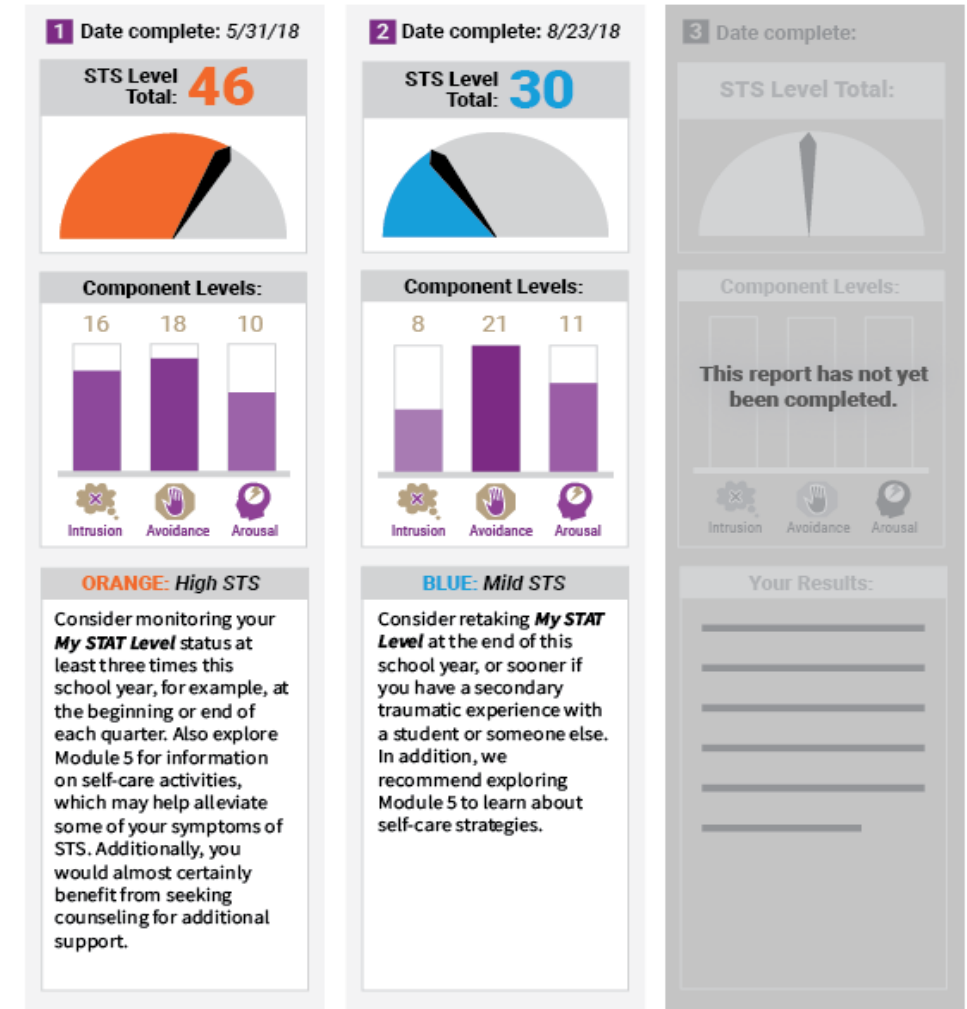


# Module 2 – Risk Factors for STS

- Student Populations
- Personal Characteristic Traits
- School Environment

# Module 3

## Assessment of Secondary Traumatic Stress




# Module 4


## Impact of Secondary Traumatic Stress





# Module 5

## Self-Care


 **MODULE 5**  
Self-Care




 **MY SELF-CARE PLAN**

**Specific**


*Is your goal specific?*

**Measurable**


*Can you measure your progress toward meeting your goal?*

**Achievable**

*Can you achieve your goal? Are the barriers to reaching your goal surmountable?*

**Realistic**

*Is your goal realistic?*

**Timely**

*What is the timeframe for your goal?*

Support for Teachers Affected by Trauma

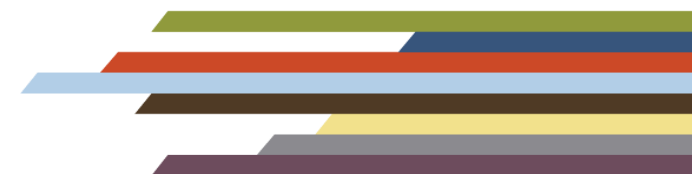
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# THOUGHTS, REFLECTIONS, QUESTIONS

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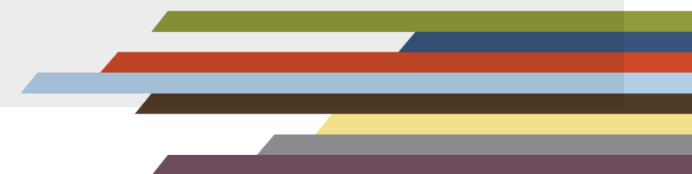


# Closing & Looking Ahead



## **How to maximize impact**

- Join as a team.
- Make a plan to have a follow up meeting after webinar to discuss your data and next steps.
- Take a deeper dive with ISF Volume 2.



## Organizational Resilience: Reducing the Impact of Secondary Trauma on Front Line Human Services Staff

By Meagan O'Malley, PhD, and Yolo Akili Robinson with Steve Hydon, EdD, James Caringi, PhD, and Maria Hu, MSW  
Edited by Leora Wolf-Prusan, EdD

Many people experience a traumatic event in their lifetime. In most cases, a person will return to his or her normal functioning by relying on natural support systems and without substantial disruption to their lives.<sup>1</sup> But for people in some professions, exposure to traumatic events can occur regularly, even daily. The experience of prolonged exposure to traumatic events can erode the natural buffers that typically propel people to resilience. When we think of professions for whom trauma exposure might occur regularly, emergency response personnel typically come to mind: emergency medical technicians, fire fighters, and police officers. The public increasingly recognizes that these individuals may be exposed to threats that can cause harm to their physical and psychological well-being. There is increasing recognition of the need to support first responders by preventing, interrupting, and responding effectively to the impacts of traumatic stress.

What is less often acknowledged, however, are the tens of thousands of individuals working on the front lines of the helping professions—teachers, social workers, health care workers, clergy, and the staff that support them—whose day-to-day experiences may be punctuated by stories of violence, victimization, and deprivation experienced by members of their communities. Such persistent exposure to the stories of others' suffering can cause physical, emotional, and psychological harm to these individuals serving on the front line. This ReCAST Issue Brief describes the phenomenon of secondary traumatic stress (STS) and provides practical strategies for organizations committed to preventing the onset and/or progression of STS among members of their communities serving on the front lines of human services.

### What Is Secondary Traumatic Stress?

Secondary traumatic stress (STS) refers to the emotional strain or tension that one feels as a result of exposure to the trauma that another individual, group, or community, has experienced. One's susceptibility or vulnerability to STS depends upon his or her life experiences and

STS after exposure to a single instance of secondary trauma, or following chronic exposure to cumulative instances of secondary trauma. Similarly, a person may be predisposed to experiencing STS in response to only one form of trauma, or many. Although the term "STS" is used here, complementary terms have been used to describe similar phenomena (Figure 1).

#### The Impacts of STS on Individuals and Organizations

Prolonged exposure to workplace stress has a number of grave consequences for individuals and organizations. Indeed, prolonged stress has been implicated in many chronic and life-threatening diseases<sup>9-15</sup>:

- lowered immune response
- high blood pressure, cardiovascular disease, and stroke
- insomnia
- chronic fatigue
- cancer
- obesity
- Type II diabetes
- headaches
- irritable bowel syndrome
- arthritis
- depression and mood disorders
- anxiety disorders
- smoking and alcohol misuse
- poor nutrition

When their employees—the most valuable assets in human services fields—are suffering from these physical and mental health-related illnesses, organizations pay high costs, in terms of both psychic and material resources<sup>9-15</sup>:

- increased employee absences and related sick leave and disability-related costs
- increased employee turnover and related onboarding and training costs
- increased employee conflict
- decreased employee satisfaction
- reduced productivity

# Resource!

## Organizational Resilience: Reducing the Impact of Secondary Trauma on Front Line Human Services Staff

**(SAMHSA, 2017)**



# West Coast ISF Webinar Series

All sessions 3:00 – 4:30 pm PT

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

<https://mhhttcnetwork.org/centers/pacific-southwest-mhhttc/isf-west-coast-party-systems-structures-leadership-data-practices>



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**Interconnected Systems Framework  
West Coast Party Continues!**



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# Pacific Southwest MHTTC

## Contact Info

**Email:** [pacificsouthwest@mhttcnetwork.org](mailto:pacificsouthwest@mhttcnetwork.org)

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# Northwest MHTTC

## Contact Info

**Email:** [nwsmh@uw.edu](mailto:nwsmh@uw.edu)

**Phone:** (206) 221-3054

**Website:** <https://bit.ly/NWSMH>

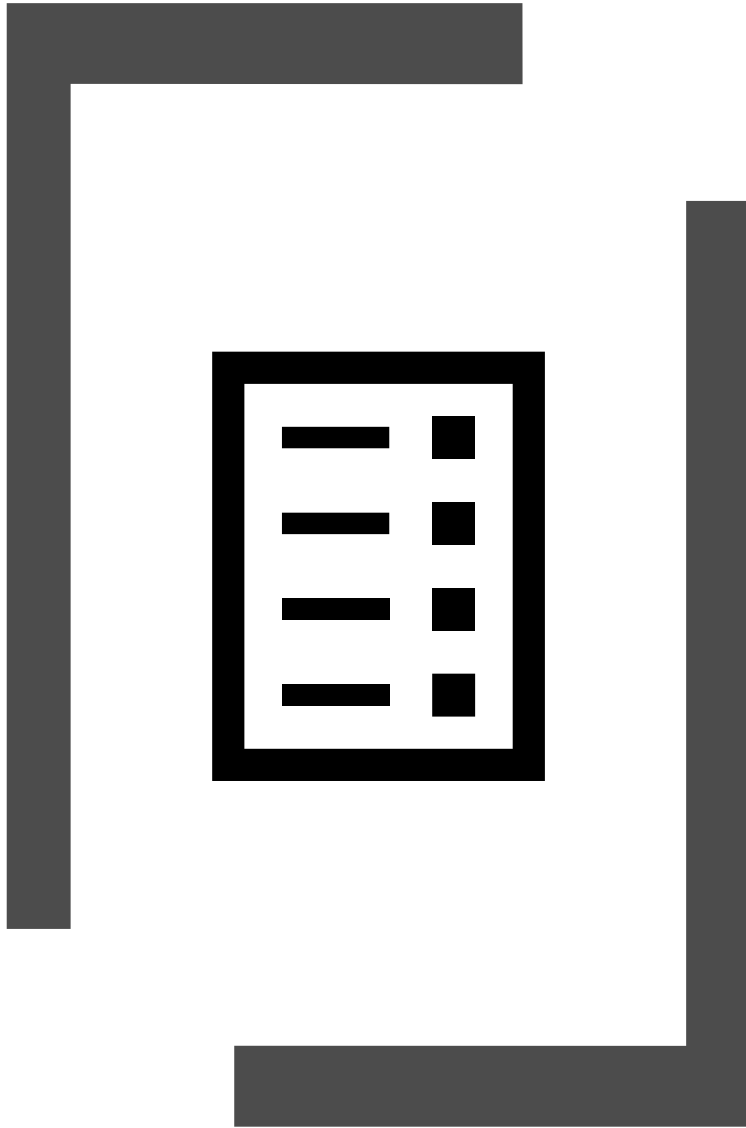
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Health Newsletter!

<https://bit.ly/NWSMHsignup>

**CONNECT WITH US ON SOCIAL MEDIA:**

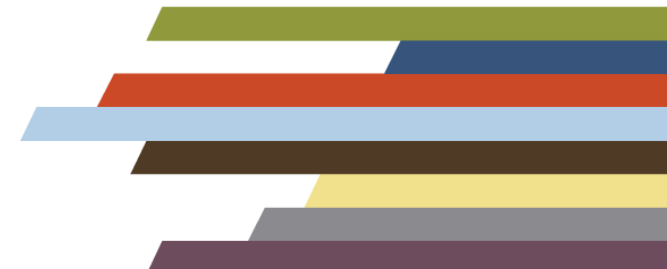
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# Thank you!

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- 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>