TELEHEALTH LEARNING AND CONSULTATION (TLC) TUESDAYS

April 21: Practical Strategies for Navigating Telehealth with Children and Adolescents

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Presenters

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Erika Franta, PhD, LP
Dr. Franta is a Licensed Psychologist and Assistant Professor the Psychology department at Munroe-Meyer Institute at UNMC. She is the School Mental Health Program Director for the Mid-America Mental Health Technology Transfer Center. Dr. Franta provides training in school-based psychological services and serves as a consultant on a juvenile justice multidisciplinary team.
Presenters

Jennifer Cox, LCSW-C
Jennifer Cox is the Program Director of the University of Maryland School Mental Health Program. She is a licensed clinical social worker who has been leading telehealth efforts connected with the National Center for School Mental Health.

JK Costello, MD, MPH is a physician/consultant who develops population health models for substance use disorder. He works with publicly-funded health care and public health systems to improve addiction prevention, treatment and recovery. He helps expand medication-assisted treatment (MAT) in Colorado jails, develops value-based payments for MAT for Medicaid health plans, and, improves recovery options in rural Colorado. He is an expert on the payment and regulatory landscape for substance use disorder treatment.
Telehealth Service Delivery with Children and Adolescents
Transitioning to Telehealth Service Delivery

- Integrated Primary Care
- School-based mental health
- Potential Reframe
  - Services are being provided in a more naturalistic setting
- Importance of maintaining relationships
  - With families
  - With school personnel
Telehealth Tips: Working with Young Children & Parents

Set the stage for what to expect prior to the session

• Provide tips and strategies to help the session run smoothly
  • Have parent prepare materials that can occupy the child’s focus and attention
  • Seek support from other caregivers if possible
Telehealth Tips: Working with Young Children & Parents

Introduce skill to parent and provide opportunities for parent to practice with child

• Position camera so both parent and child are in view (e.g., moving camera to floor if parent and child are playing on floor)
• If parent has access to blue tooth headphones, consider these for providing in vivo coaching
Telehealth Tips: Working with Young Children & Parents

Share your screen with the parent so parent can see written steps as well as your verbal teaching
  • Consider use of video modeling

Examples of therapies that have been adapted for telehealth:
  • Parent-Child Interaction Therapy: [PCIT Telehealth Resources; Internet-Based PCIT Webinar](#)
Telehealth Tips: Working with Older Children & Adolescents

Set specific parameters for parent involvement and outline expectations up front

- Examples:
  - Require parent be available to touch base at end of session
  - Obtain consent
  - Outline parameters of confidentiality with adolescent and parent together
Telehealth Tips: Working with Older Children & Adolescents

Brainstorm quiet space for adolescent to spend individualized time with therapist

Consider use of sharing your screen as you are introducing new skills and ideas to the teen
Considerations for Risk Assessments

Be familiar with...

- Current resources available for patient support during crises
- Reporting guidelines for concern related to child abuse and neglect in your state
- Procedures for hospitalizations/patients who may require inpatient services
  - Communicate procedures with families
Considerations for Risk Assessments

• Complete as you typically would in a clinic setting
• If expectations for parent involvement are agreed upon prior to initiating services, parent should be joining the end of session
  • This is beneficial for safety planning or for next steps with referral for more intensive services
• Provider should have accessibility to phone for emergency purposes
Talking with Kids and Teens about COVID-19

<table>
<thead>
<tr>
<th>Listen</th>
<th>Listen and give accurate, developmentally appropriate information</th>
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<tr>
<td>Provide</td>
<td>Provide a Safe Space: reassurance, routines, regulation</td>
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<tr>
<td>Understand</td>
<td>Show Understanding: validate and help cope</td>
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<td></td>
<td>- <a href="#">COVID-19: Supporting Teens</a></td>
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Technology Tips for Kids

Mood: Daylio

Rewards: iReward Chart

Mindfulness/Anxiety: Calm; Stop, Breathe, Think; Mindshift

Crisis Test Line: Text HOME to 741741; Your Life Your Voice text VOICE to 20120

Calling: Doximity (linked to a provider); GoogleVoice; Microsoft Teams
Considerations for School-Based Providers
Privacy and Confidentiality

• FERPA – schools that rely on federal funds
• HIPAA – students who are being billed through insurance for services OR private schools
• [HIPAA - FERPA Infographic](#)
• Use professional accounts – email, phone
  • These are most likely to be HIPAA and FERPA compliant
  • Note that student email accounts are likely linked to their educational record
Telehealth Tips: Supporting Learning

Help caregivers to create a new realistic routine

• Consider including *sleep* and *eating* habits
• Schedule in breaks
• Schedule in pleasant activities
# Telehealth Tips: Supporting Learning

## Breakdown

Help breakdown or "chunk" school assignments into doable units

## Reinforce

**Work with kids and caregivers to create a reinforcement plan for work time**
- Consider breaks, movement, and preferred toys or games
- Include Fun [activities](#)(NCTSN, 2020)
Telehealth Tips: Supporting Learning

Discuss with caregiver the importance of limiting demands to help with challenging behaviors

• All demands are now placed at home – schoolwork, housework, etc.
• Determine which demands are necessary and reinforce follow through
Students with Disabilities: IEP & 504 Plans

Can this student benefit from distance mental health services?

• If no – make an individualized plan for compensatory services
• If yes – Create an individualized plan for providing mental health services from a distance
  • Confirm with case-manager
  • Use *district approved* modality

Follow district guidelines and procedures for continuing or making changes to a student's plan
Creative Strategies for Providing Mental Health Supports

Jennifer Cox, LCSW-C
Nancy Lever, PhD
National Center for School Mental Health

MISSION:

Strengthen policies and programs in school mental health to improve learning and promote success for America’s youth

• Focus on advancing school mental health policy, research, practice, and training
• Shared family-schools-community mental health agenda

Directors: Drs. Nancy Lever & Sharon Hoover

Faculty: Jill Bohnenkamp, Ph.D., Elizabeth Connors, Ph.D, Britt Patterson, Ph.D., Kris Scardamalia, Ph.D., & Cindy Schaeffer, Ph.D.
COVID-19 Resources

COVID-19, the disease caused by the coronavirus, is a global pandemic that has shut down much of society, including many schools. The stress associated with this virus may understandably increase worry and anxiety in our students, staff, families, and communities. At the National Center for School Mental Health, we want to support you as you protect your health and the health of those around you. To that end, we have accumulated resources and tips for you to use and share with others in your networks. We will continue to update these resources as we learn more.

- Crisis Response
- Early Childhood Mental Health
- General Resources
- Guidance for School Staff & Administrators
- Stress Management & Self Care
- Students & Families
- Technology to Support School Mental Health

Hosted on the NCSMH website: schoolmentalhealth.org
Comprehensive School Mental Health

Tier 3
Targeted interventions for students with serious concerns that impact daily functioning

Tier 2
Supports and early intervention for students identified through needs assessments as at-risk for mental health concerns

Tier 1
Promotion of positive social, emotional, and behavioral skills and overall wellness for all students

Professional development and support for a healthy school workforce

Family-School-Community partnerships
Tier 2/3 Strategies

- Maintain routines where can from in-person therapy
- Consider how to best adapt structure
- Web-platform interactive features
- Confidentiality
Lessons

MY CHILD/STUDENTS NEED TO WORK ON...

Being a better listener

Follow your heart and do your best

How to deal with bullying

Making the most of things

Managing anger

Howard B. Wigglebottom Learns to Listen

Be a better listener (with captions)
Tier 1 Strategies

- Wellness Newsletters for school staff and families
- Integrating SEL curriculum into online classes
- Create or find SEL related videos that can be used in a clinical session
- Holding office hours for school staff
- Using other school platforms to connecting with families
- Training/Informing Staff of new referral mechanisms
Establishing a Routine and Schedule

- Schedules and routines need to be taught
- Visual cues for young children can help to teach the routine
- Disruptions to the schedule should be reflected whenever possible in advance of the change
- Choice should be provided whenever possible to foster greater engagement (when, what, and how)
- Students know how to seek help
Tier 1 in the Classroom

• Many online SEL platforms are currently free to educators, including
  • Closegap
  • EVERFI
  • PATHS
  • RethinkEd

• WeDoListen.org – Lessons, books, videos on SEL skills

• Teaching Tolerance to students [https://www.tolerance.org/classroom-resources/film-kits](https://www.tolerance.org/classroom-resources/film-kits)

• Be creative! Colorado school psychologist Adam Parker uploads videos to his YouTube channel with engaging SEL stories and songs for children.
Students do a daily emotional check-in

Teachers and Parents get Info in Real Time

Students connect with an adult or participate in self-guided activities
Teacher Well-being and Support

- Headspace (available free to educators) is committed to addressing needs of educators such as reducing stress, increasing resilience and improving sleep. [https://www.headspace.com/educators](https://www.headspace.com/educators)

- **MHTTC Tools for Educators During a Public Health Crisis**
  - Taking care of yourself
  - Staying informed without stressing out
  - What stress looks like
  - Strategies for teaching during Covid-19

- **WISE Teacher Well-Being Workbook** – Georgetown University and NCSMH
  - Workbook for teachers to assess and enhance own well-being
Guidance, Scripts, Strategies & Resources for Supporting Students and Educators

1. Connect with Students
   - Identify a developmentally appropriate and safe platform to connect with your students. [Link]

2. Listen and Reflect
   - During the connecting activity, listening and reflecting on feedback will help decrease student stress load as it increases connection and feelings of safety. [Link]

3. Provide Reassurance
   - As students share their feelings, they may also ask questions. Here is a link to guiding statements for helping reassure them if they have fears, anxiety, sadness, and for some, grief. [Link]

4. Coping/Managing Stress Load
   - Because these feelings will likely be ongoing, helping students identify self-regulation activities that manage their stress load and help them feel calm and alert will be important. Activities linked here: [Link]

5. Additional Support if Needed
   - If a student or family needs additional support because of mental health needs or a crisis, use this link for more guidance: [Link]
ADDITIONAL TELEHEALTH RESOURCES

• SAMHSA - Telebehavioral Health Training and Technical Assistance
• American Telemedicine Association – Practical Guidelines for Video-based Online Mental Health Services
• American Medical Association – Telemedicine: Connect to Specialists and Facilitate Better Access to Care for Your Patients
• National Consortium of TeleHealth Research Centers – COVID-19 Telehealth Toolkit
• National Telehealth Technology Assessment Resource Center - Home Telehealth
• National Telehealth Technology Assessment Resource Center - Clinician’s Guide to Video Platforms
• American Psychological Association - Guidelines for the Practice of Telepsychology
• Hazelden Betty Ford Foundation - Using Telehealth for Addiction Treatment
National Center for School Mental Health
http://www.schoolmentalhealth.org
Email: ncsmh@som.umaryland.edu
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Trusted Resource Lists

• National Center for School Mental Health: COVID-19 Resources for School Personnel Related to Policy, Skills, and Technology
• National Association of School Psychologists: Supporting Student Learning and Well-being during COVID-19
• CDC: COVID-19 Resources for Mental and Physical Health
• American School Counseling Association: COVID-19 Response and Ethical Considerations for Virtual Counseling
• National Child Traumatic Stress Network: Supporting Children and Families
Resources

Special Populations:
Free Resources for Autism Assessment and Care amid COVID-19 Pandemic (Vanderbilt, 2020)
National Hispanic and Latino MHTTC
National American Indian and Alaska Native MHTTC
Resources for Implementing TF-CBT via Telehealth for Spanish Speaking Populations

Adapting to Telehealth:
PCIT Telehealth Resources (UCDavis, 2020)
Internet-Based PCIT Webinar (Auburn, 2020)
COVID-19: Supporting Teens (Child Mind Institute, 2020)
Simple Activities for Children and Adolescents (NCTSN, 2020)

Privacy:
HIPAA - FERPA Infographic (CDC, 2018)

Apps and Text Lines:
Daylio
iReward Chart
Calm
Stop, Breathe, Think
Mindshift
Crisis Test Line Text HOME to 741741
Your Life Your Voice Text VOICE to 20120
Doximity (linked to a provider)
GoogleVoice
Microsoft Teams
Q&A With Presenters

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