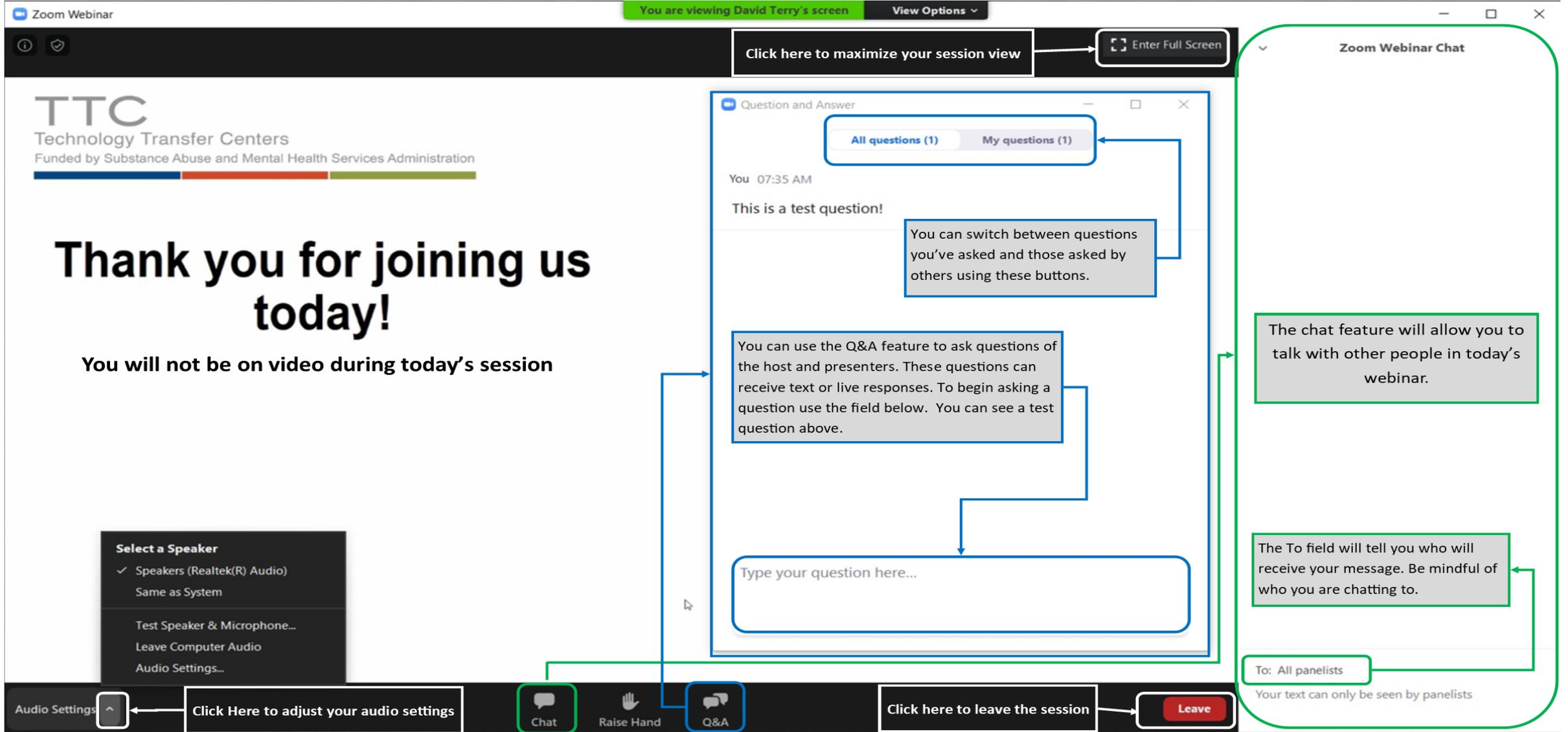


Please Note:

- All attendees are muted
- Today's session will be recorded

Get to know the Zoom Webinar interface



The screenshot shows a Zoom Webinar interface with the following elements and annotations:

- Zoom Webinar Header:** Includes "Zoom Webinar", "You are viewing David Terry's screen", and "View Options".
- Session Controls:**
 - "Click here to maximize your session view" points to the "Enter Full Screen" button.
 - "Click Here to adjust your audio settings" points to the "Audio Settings" button in the bottom toolbar.
 - "Click here to leave the session" points to the "Leave" button in the bottom toolbar.
- Main Content Area:**
 - Logo for "TTC Technology Transfer Centers" with the text "Funded by Substance Abuse and Mental Health Services Administration".
 - Large text: "Thank you for joining us today!"
 - Text: "You will not be on video during today's session".
- Question and Answer (Q&A) Window:**
 - Buttons: "All questions (1)" and "My questions (1)".
 - Text: "You 07:35 AM", "This is a test question!".
 - Text box: "Type your question here...".
 - Annotation: "You can use the Q&A feature to ask questions of the host and presenters. These questions can receive text or live responses. To begin asking a question use the field below. You can see a test question above." points to the text box.
 - Annotation: "You can switch between questions you've asked and those asked by others using these buttons." points to the "All questions" and "My questions" buttons.
- Zoom Webinar Chat Window:**
 - Text: "The chat feature will allow you to talk with other people in today's webinar." points to the chat area.
 - Text: "The To field will tell you who will receive your message. Be mindful of who you are chatting to." points to the "To: All panelists" field.
 - Text: "Your text can only be seen by panelists" is located at the bottom of the chat window.
- Bottom Toolbar:** Includes "Audio Settings", "Chat", "Raise Hand", "Q&A", and "Leave".



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



Making a Good Connection: Engaging Students and Families in School Tele-Mental Health

Best Practices for Student Engagement Through Tele-Mental Health

Friday, May 22, 2020

Presented by:

Angela Castellanos, LCSW, Pacific Southwest MHTTTC

Kay Connors, LCSW-C, University of Maryland School of Medicine

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

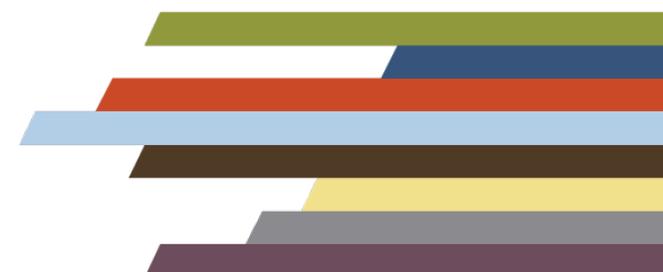
Kazique Prince, Ph.D., Jelani Consulting, LLC



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.
- All attendees are muted and cannot share video.
- Have a question for the presenters? Use the Q&A
- Have a comment or link for all attendees? Use the Chat
- You will receive an email following the presentation on how to access a certificate of attendance
- Follow us on social media:   @MHTTCNetwork

Please Note:
The session recording and slide deck will be posted on our website within a few days.



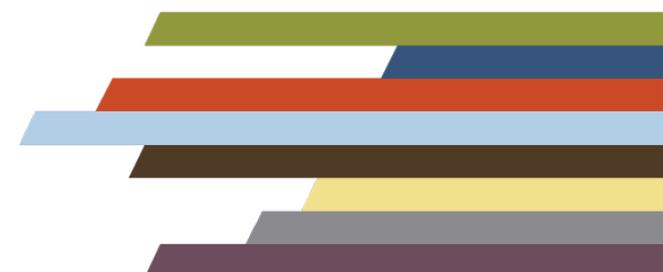


MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

- The MHTTC Network accelerates the adoption and implementation of mental health related evidence-based practices across the nation
 - Develops and disseminates resources
 - Provides free local and regional training and technical assistance
 - Heightens the awareness, knowledge, and skills of the mental health workforce
- 10 Regional Centers, a National American Indian & Alaska Native Center, a National Hispanic & Latino Center, and a Network Coordinating Office
- www.mhttcnetwork.org



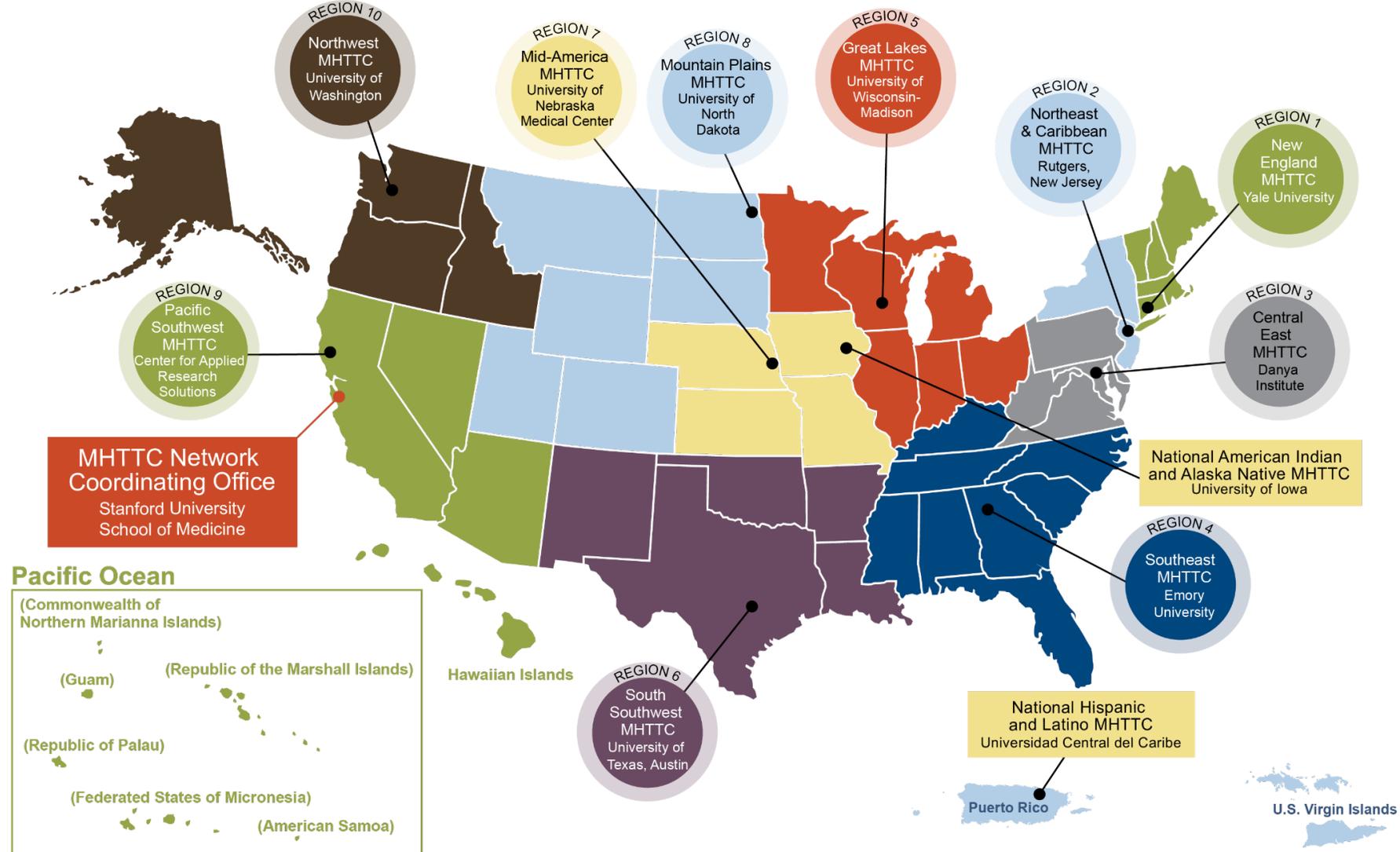
Connect with Your MHTTC at www.mhttcnetwork.org



MHTTC

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

MHTTC Network



School Mental Health Initiative

- Supplemental funding
- Expand training and TA on implementation of school-based mental health services

Crisis Readiness, Response, and Recovery Webinar Series: Supporting Grieving Students During a Pandemic

3:00pm - May 28, 2020

Hosted By: **Pacific Southwest MHTTC**

Engaging and Honoring Families as Partners in Supporting Student Mental Health

1:00pm - September 24, 2019 | Timezone: US/Central

Hosted By: **Mid-America MHTTC**

Holiday Inn Des Moines Airport Conference Center

Suicide Prevention Forum for Families and School Students

6:30pm - April 2, 2019

Hosted By: **Central East MHTTC**

Severna Park High School



A Compassionate School Response to Mental Illness Guide

Collaborating TTC: New England MHTTC
Publication Date: April 17, 2020

Developed By: **New England MHTTC**



Supporting Student Mental Health: Resources to Prepare Educators

Collaborating TTC: Global MHTTC
Publication Date: January 14, 2020

Developed By: **MHTTC Network Coordinating Office**



MHTTC

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

After a School Tragedy...Readiness, Response, Recovery, & Resources

Acts of violence, suicide, and other tragedies affect many school communities. In 2018, there were 82 school shootings, the highest number since 1970 (CHDS, 2019). Death by suicide is currently the 2nd leading cause of death among teenagers, next to [car] accidents (CDC, 2018). In 2017, 2 out of every 100 teenagers made suicide attempts serious enough to require medical treatment; 7 out of 100 attempted suicide (CDC, 2019).

These tragedies have a wide-ranging impact on the school community that extends far beyond the events of the day. Secondary trauma and complicated grief affect students, families, and school staff in ways that may appear immediately following a school tragedy or weeks, months, or years later. Stoneman Douglas High School in Parkland, Florida is facing another wave of painful challenges after death by suicide of two student survivors of the March 14th, 2018, school shooting that resulted in 17 student and teacher deaths.

This resource is designed to help schools better support students and families in the aftermath of violence and trauma. We provide strategies to assist schools with readiness, response, and recovery to help a school community support resilience in the event of a tragedy. We offer places to turn for more resources. We discuss terminology and concepts related to suicide and grief. Finally, we highlight the importance of providing culturally responsive services, with example cultural considerations for schools to help Hispanic/Latino students struggling with grief and trauma.



WEBINAR SERIES

Making a Good Connection: Engaging Students and Families in School Tele-Mental Health

12-1 p.m. CST May 22 | May 29 | June 5

<https://bit.ly/SMHTelehealth20>



MHTTC

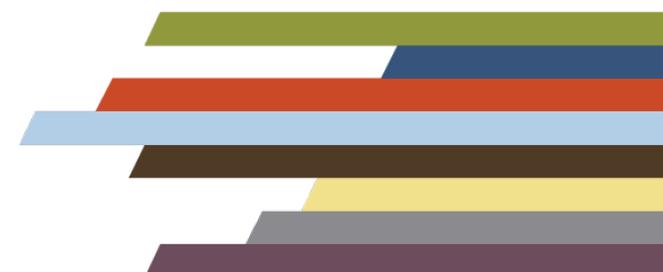
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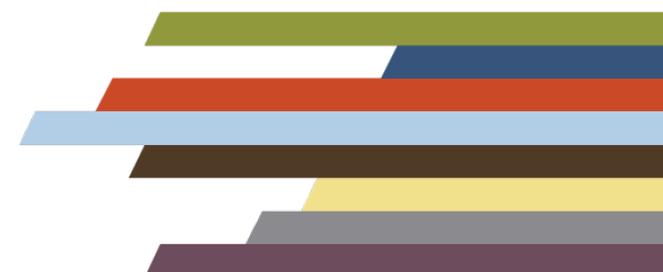
At the time of this presentation, Elinore F. McCance-Katz served as SAMHSA Assistant Secretary. The opinions expressed herein are the views of Jennifer Cox, LCSW-C, Kay Connors, LCSW-C, Angela Castellanos, LCSW, and Kazique Prince, Ph.D., and do not reflect the official position of the Department of 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.



Evaluation Information

The MHTTC Network is funded through SAMHSA to provide this training. As part of receiving this funding we are required to submit data related to the quality of this event.

At the end of today's training please take a moment to complete a **brief** survey about today's training.





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Presenters

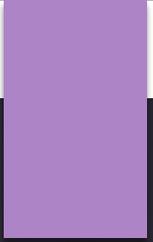


Angela Castellanos, LCSW, is an experienced mental health consultant and administrator with 25+ years of diverse and progressive expertise in the mental health care industry and school settings. As a licensed clinical social worker, she specializes in administering school mental health programs, mentoring industry professionals (local, state, and federal), developing and teaching best practices.



As founder and chief executive officer of Jelani Consulting LLC, **Dr. Kazique J. Prince** (pronounced ka-ZEE-kay) provides executive consultation and coaching services focused on cultural competency for individuals, teams, and organizations. Based in Austin, Texas, Dr. Prince also serves as the senior policy advisor and education coordinator for City of Austin Mayor Steve Adler focused on education, public safety, and equitable economic development.





Are ALL the kids all right?

SOLVING CHALLENGES FROM AN EQUITY PERSPECTIVE

KAZIQUE J. PRINCE, PH.D. &
ANGELA CASTELLANOS, LCSW

Challenges in the Pandemic

- ▶ Institutional racism is still alive; racial disparities manifest and maybe exaggerated during the pandemic
- ▶ Kids at risk for mental/physical health challenges (collective trauma)
- ▶ Clinical vs admin work and staff workloads complicated
- ▶ Gatekeepers to services and opportunities
- ▶ Online learning, communication, and engagement styles
- ▶ Digital divide (Wi-Fi, computers, space, rural spaces)
- ▶ Access to TeleMH resources (public vs private providers)
- ▶ Infusing SEL into TeleMH work

DEI Focus

- ▶ What disaggregate information is available? Who's utilizing TeleMH services? What are the barriers? Do we really know what's doing on?
- ▶ How do our decisions impact racial/economic equity?
- ▶ What other "informal" resources are people using?
- ▶ How are student/parent influencers being used?
- ▶ How are we accessing partnerships (schools, city, county, state, nonprofits, business, faith) to accomplish goals?
- ▶ Are we attending to staff burn out and trauma (ego fatigue)

Potential Solutions

- ▶ Identify research/conduct surveys to learn what is going on with our students/families
- ▶ Survey and attend to our staff needs
- ▶ Identify your student/family influencers; get them involved
- ▶ Access partnerships and avoid bureaucracies that slow the process down too much (faith, nonprofits, business, government)
- ▶ Stack resources
- ▶ Use small accountability and restorative circles to better understand the talents and challenges

Possible Solutions

- ▶ Create linguistic and culturally responsive practices to address barriers that prevent developing effective parent and student engagement.
- ▶ Create and promote guidance and guidelines for teachers utilizing healing centered practices
- ▶ Develop a process by which schools and teachers track and maintain the connection with students and families now and through a transition “back to school” in the language spoken by the parents
- ▶ Provide technical assistance to parents in the language spoken by parents

Presenters



Jennifer Cox, LCSW-C, is the program director of the University of Maryland School Mental Health Program (SMHP). The SMHP provides a full continuum of mental health services to students in 22 Baltimore City Public Schools. Jennifer has been leading tele-mental health efforts in the SMHP for over five years, and she quickly and effectively helped to convert the clinical program to tele-mental health during the COVID-19 pandemic.



Kay Connors, LCSW-C, is the director of the Maryland Center of Excellence for Infant and Early Childhood Mental Health at the University of Maryland School of Medicine. She is the executive director of Secure Starts, an outpatient mental health program providing clinical services to children up to age 6 and their families. Kay has been instrumental in addressing tele-mental health considerations for young children.





School Telemental Health for K-12 Students

Jennifer Cox, LCSW-C
Nancy Lever, PhD
Sharon Hoover, Ph.D.



National Center for School Mental Health

MISSION:

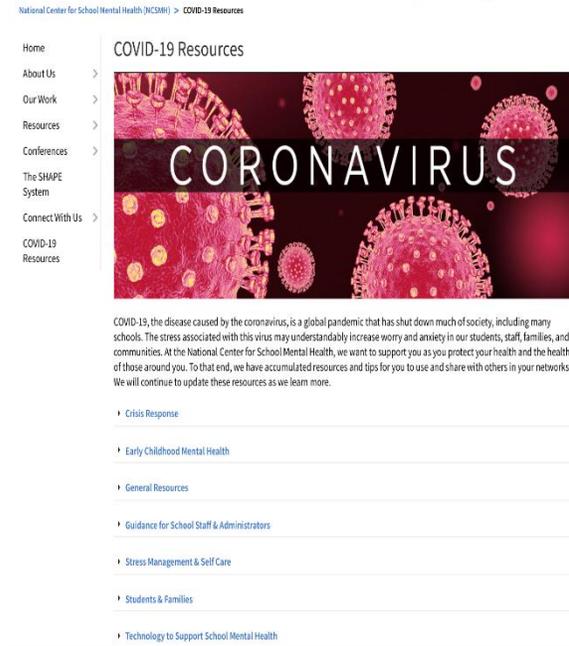
Strengthen policies and programs in school mental health to improve learning and promote success for America's youth

- 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.

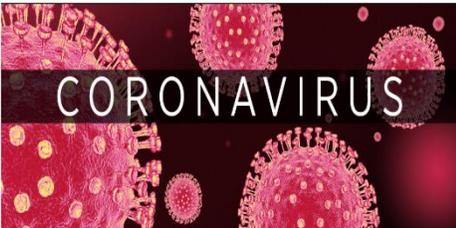
National Center for School Mental Health (NCSMH)



National Center for School Mental Health (NCSMH) > COVID-19 Resources

Home
About Us >
Our Work >
Resources >
Conferences >
The SHAPE System
Connect With Us >
COVID-19 Resources

COVID-19 Resources



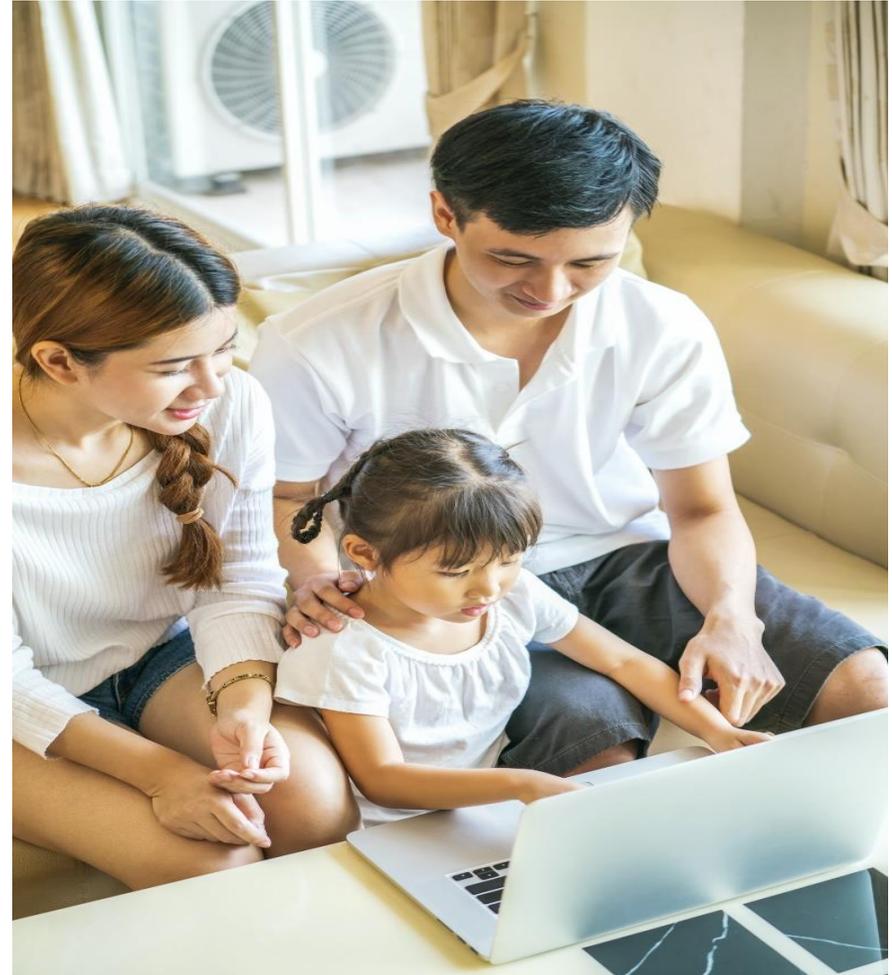
CORONAVIRUS

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

Introducing Telemental Health

- Explain what teletherapy is and how it works
- Describe benefits of teletherapy
 - Access to services
 - Students --as satisfied or more satisfied with tele compared to in-person
- Be confident, with no anxiety when explaining teletherapy
- Ask if teletherapy is a strategy caregiver/guardian a student will agree to



Informed Consent and Confidentiality

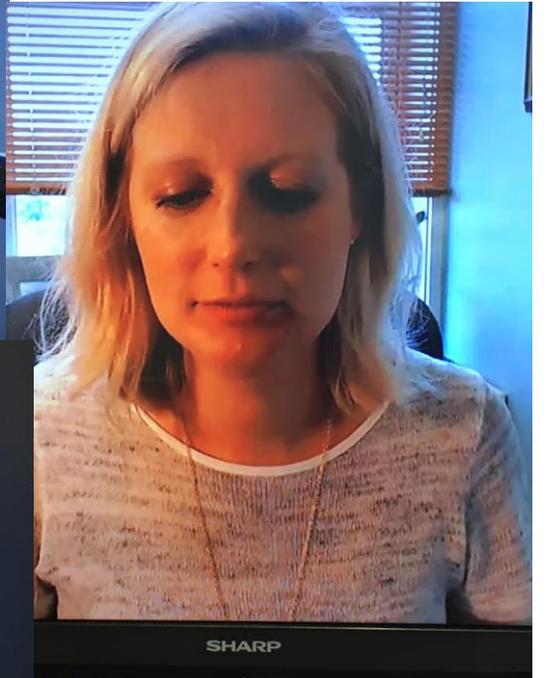
- Discuss confidentiality, limits, and how maintained
- Discuss potential risks, benefits, and limitations of teletherapy
- Cover the student's/caregiver's rights to refuse or withdraw
- Determine 1-2 emergency contacts and create a plan in case of emergencies
- Discuss alternatives if there are technology issues
- Obtain and document assent and consent

Staging Matters



- Background objects and colors
- Frame participants
- Participant arrangement
- Apparent eye contact
- Lighting
- Sound
- Eliminate distractions
- Plug into network whenever possible

Staging Matters



Self-Monitor, Use Nonverbal Gestures More Intentionally & More Often



Rapport, particularly the therapist's "affective availability," may require greater animation than during in-person care

Be 110% of yourself

- ✓ Virtual high fives
- ✓ Give a tour of your "office"
- ✓ Share artwork
- ✓ Check frequently for understanding

Avoid “Technique Face”



Tips for the Therapist: Before the Session:

- Turn off all smart devices
- Close all other browsers
- Use wired or wireless headphones
- Have a phone ready as a backup
- Plug directly into the internet if possible
- Set up space and use routines that are familiar to students who have had in-person sessions
- Use the same space each time (if possible)
- Have websites, resources or tools available
- Plan for participation of caregiver

Tips for the Therapist: During the Session

- Playful greeting with student (high five/dance)
- Quick tour of your space
- Establish private space and a signal
- Use names as much as possible
- Explain where to look. Eye contact is not as obvious.
- Use time checks
- Use screen share to convey messages and share resources/tools.
- Interactive activities (charades/tic tac toe/drawing/coloring/video)
- Allow student to create a bin or pile of things they may want to show you (similar to parking lot)

Student Safety

- Emergency information
 - emergency contacts (email/phone)
 - At least 2 contacts recommend
- Develop a safety plan
 - Review existing plan (if applicable)—adapt accordingly
 - Create a new plan if needed
 - Identify local hotlines/emergency resources
 - Refer to ER/Police
- Build toolbox of coping strategies and supports for student and caregivers

Ending the Session

- Make sure to leave time to transition
- Include caregiver to discuss actions/plan recommended
- Ask for feedback for next time
 - What did they like/not like?
 - How can it be improved?
- Plan for next time
 - When is your next session?
 - What materials do you need?
 - Who will attend next time?
- End on a positive activity or statement!

Resources

Tier 1 Strategies



Wellness Newsletters for school staff and families



Integrating SEL curriculum into classrooms and small groups



Setting up a warm line for families to call for needed mental health support



Promoting student and staff wellness through mindfulness and stress reduction strategies



Connect with families through platforms the school is using (e.g., Class Dojo, school Instagram/Facebook with mental health messaging)



Training/Informing staff of how to best identify, support, and refer students with mental health needs



Tier 1 in the Classroom

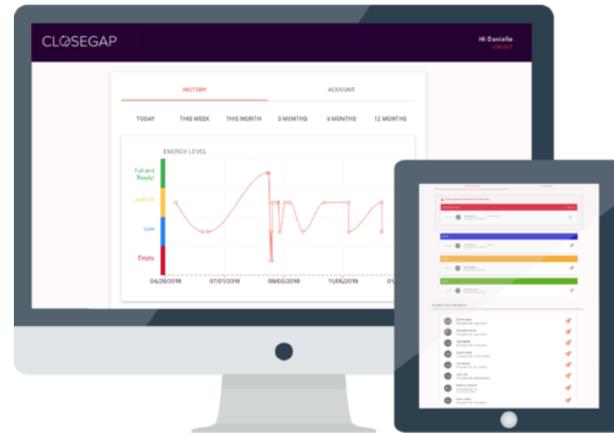
- Many online SEL platforms are currently free to educators, including
 - [Closegap](#)
 - [EVERFI](#)
 - [PATHS](#)
 - [RethinkEd](#)
- WeDoListen.org – Lessons, books, videos on SEL skills
- Teaching Tolerance to students <https://www.tolerance.org/classroom-resources/film-kits>
- Be creative! Colorado school psychologist Adam Parker [uploads videos to his YouTube channel](#) with engaging SEL stories and songs for children.

Closegap: Daily Check-ins (Closegap.org)

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



Guidance, Scripts, Strategies & Resources for Supporting Students and Educators

Guidance, Scripts, Strategies, & Resources for Supporting Students and Educators During COVID-19



Managing Your Stress Load and Caring for Yourself

Managing your stress load and caring for yourself during COVID-19 is essential to your health and ability to support others. Use this link to review the source of your stress load and create your own self-regulation plan. [Link](#)

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 feelings 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](#)



Home

Lessons

About US

Books/Songs
Animations

Fun Stuff

Shop

Contact Us

Lessons

<https://wedolisten.org/Lessons>

MY CHILD/STUDENTS NEED TO WORK ON...

Being a better listener

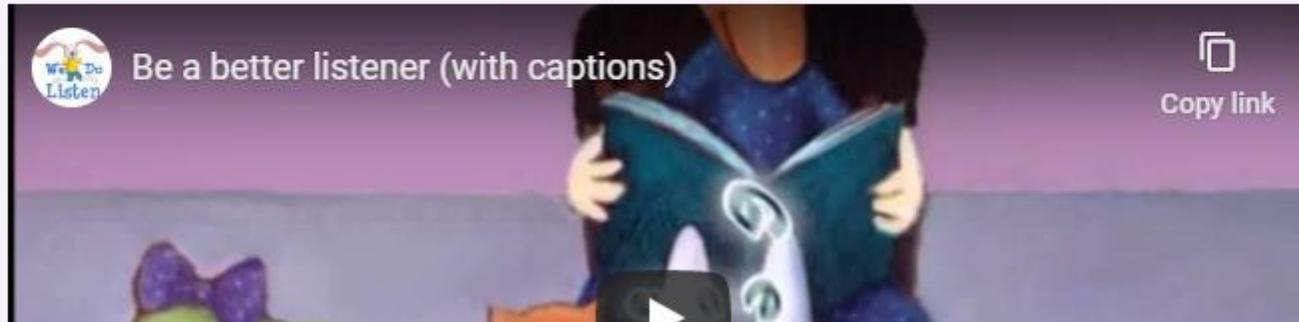
Follow your heart and do your best

How to deal with bullying

Making the most of things

Managing anger

Howard B. Wigglebottom Learns to Listen



IECMH and Telehealth: Can it work?

Kay Connors, LCSW-C,
Taghi Modarressi Center for Infant Study,

Center of Excellence for Infant and Early Childhood Mental Health
Child and Adolescent Psychiatry,
University of Maryland School of Medicine



Tips for Successful Video Visits

Make it a social, interactive experience.

Use props

Be the “hands and heart” of the the person on-screen

Explain any technical difficulties

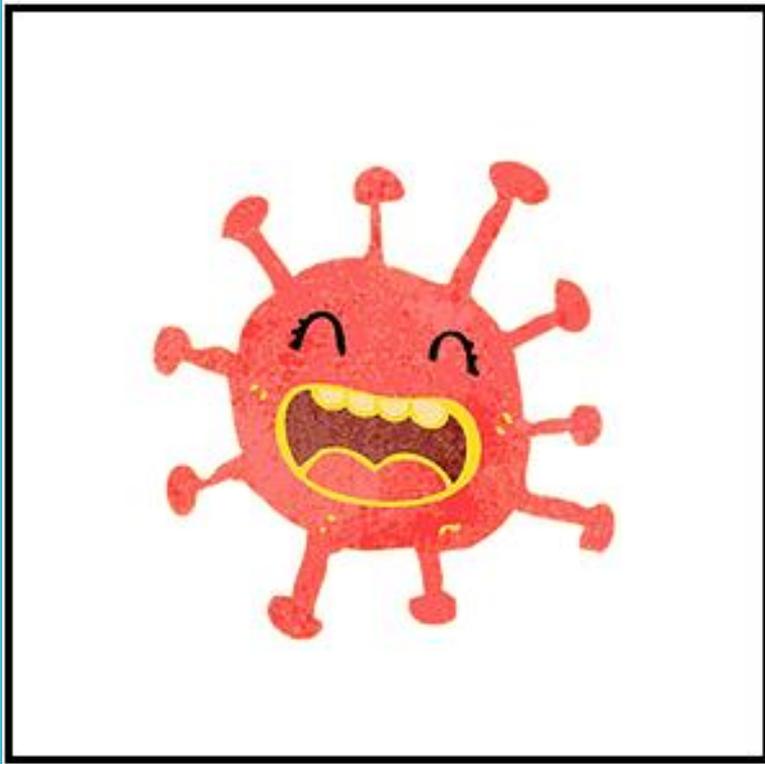
Let children take the lead with the technology as they grow

<https://www.zerotothree.org/resources/2535-five-tips-to-make-the-most-of-video-chats>

Kids Say the Darndest Things

"When they said fighting the coronavirus, I thought they were literally fighting the coronavirus." "Like punching the sky."

<https://www.facebook.com/watch/?v=657233868167839>



SUPPORTING AND REASSURING
CHILDREN AROUND THE WORLD



CORONAVIRUS: CLEAR ANSWERS FOR ALL KIDS

Telehealth Stories to Create Meaning during COVID Outbreak

adapted from Alicia
Lieberman
Child Parent
Psychotherapy



Fear of pain



Fear of loss (separation anxiety)



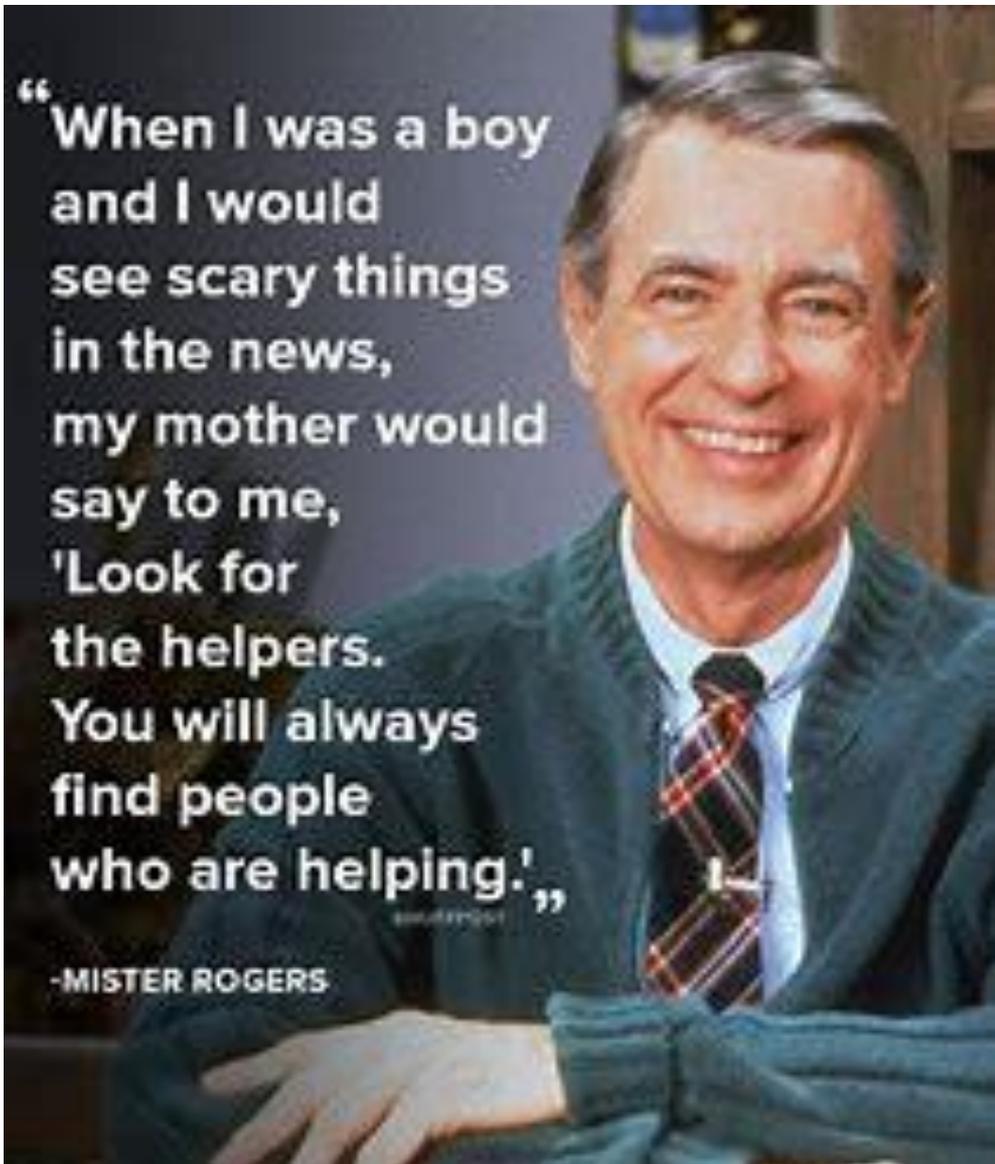
Fear of losing love and approval



Fear of body damage



Fear of being bad/social
disapproval

A photograph of Fred Rogers, the host of the children's television show "Mister Rogers' Neighborhood". He is shown from the chest up, wearing his signature green cardigan over a white collared shirt and a patterned tie. He has a warm, friendly smile and is looking directly at the camera. The background is slightly blurred, showing what appears to be a studio setting.

“When I was a boy
and I would
see scary things
in the news,
my mother would
say to me,
'Look for
the helpers.
You will always
find people
who are helping!.,”

-MISTER ROGERS

Coping

“If it is mentionable it is manageable” -Fred Rogers

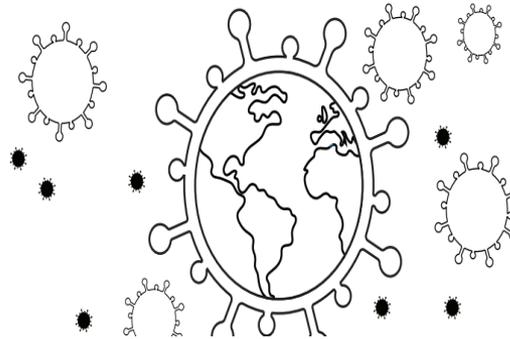
Talk with children and explain why things are different. Be sure not to scare and let them know that many people are helping out and that they can be helpers, too, by washing their hands, adhering to social distancing rules and following all the health and safety rules.

**Dave the Dog
is worried about
coronavirus**
a nurse Dotty book



[DAVE THE DOG IS WORRIED ABOUT
CORONAVIRUS](#)

MY 2020 COVID-19 TIME CAPSULE



[MY 2020 COVID-19 TIME
CAPSULE](#)

Trinka and Sam Fighting the Big Virus:

Trinka, Sam, and Littletown Work Together



[TRINKA AND SAM FIGHTING
THE BIG VIRUS](#)

What is Working?

Increased access

Buffers impact of isolation

Invitation into families' homes and daily lives

In vivo opportunities to see what may be hard to see to enhance assessment and intervention

Lifeline for parents

Linking the past to present and reflecting what is to come in recovery

Opportunities to bring caregiver or collateral providers into sessions (e.g. separated parents, foster and adoptive, and foster and reunifying parents)

Creative ways to play,, use e-books, and talk about COVID and feelings



What is unseeable?

Concerns for protecting
vulnerable children and
families

Evidence based resources to help parents talk with children about COVID-19 Outbreak

NATIONAL CHILD TRAUMATIC STRESS
NETWORK

<https://www.nctsn.org/resources/parent-caregiver-guide-to-helping-families-cope-with-the-coronavirus-disease-2019>

ZERO TO THREE

<https://www.zerotothree.org/resources/3210-tips-for-families-coronavirus>



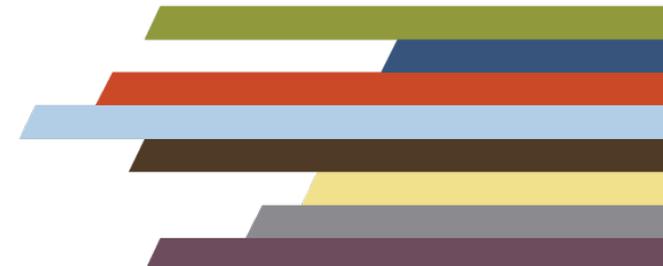
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Center of Excellence on Facebook and Twitter Facebook page is

www.facebook.com/iECMHMaryland

and @InfantMd Twitter

Q&A with Presenters





Upcoming Sessions:

May 29: Enhancing Family-School Partnerships Through Tele-Mental Health

June 5: Strategies for Addressing Trauma, Crises and Grief Through Tele-Mental Health



Register here: <https://bit.ly/SMHTelehealth20>



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