Lobby Poll

How many years of work experience do you have supporting children's mental health?

a. 1 year or less
b. 2-5 years
c. 6-10 years
d. 11-15 years
e. 16+ years

Northwest (HHS Region 10)

MHTTC Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

Northwest (HHS Region 10)

PTTC Prevention Technology Transfer Center Network

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Child Trends: Resources for Supporting the Mental Health and Well-Being of Children and Families During COVID-19

Jessica Dym Bartlett, M.S.W., Ph.D.

June 11, 2020

Disclaimer

The views expressed in this webinar do not necessarily represent the views, policies, and positions of the Substance Abuse and Mental Health Services Administration or the U.S. Department of Health and Human Services.

This webinar is being recorded and archived, and will be available for viewing after the webinar. Please contact the webinar facilitator if you have any concerns or questions.

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SDRG

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Upcoming Webinar – Save the Date!

Northwest Prevention Technology Transfer Center Presents:

Lessons Learned from Implementing EBPs in a Virtual Environment

July 16, 2020; 11:00 AM – 12:30 PM Pacific

Northwest (HHS Region 10)

MHTTC Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

Our Role:

Provide training and technical assistance (TA) in evidence-based practices (EBP) to behavioral health and primary care providers, and school and social service staff whose work has the potential to improve behavioral health outcomes for individuals with or at risk of developing serious mental illness in SAMHSA's Region 10 (Alaska, Idaho, Oregon, and Washington).

Our Goals:

- Ensure availability and delivery of free, publicly-available training and TA to Region 10 providers.
- Heighten awareness, knowledge, and skills of the workforce addressing the needs of individuals with mental illness.
- Accelerate adoption and implementation of mental health-related EBPs across Region 10.
- Foster alliances among culturally diverse mental health providers, policy makers, family members, and clients.

MHTTC Network

MHTTC
Mental Health Technology Transfer Center Network
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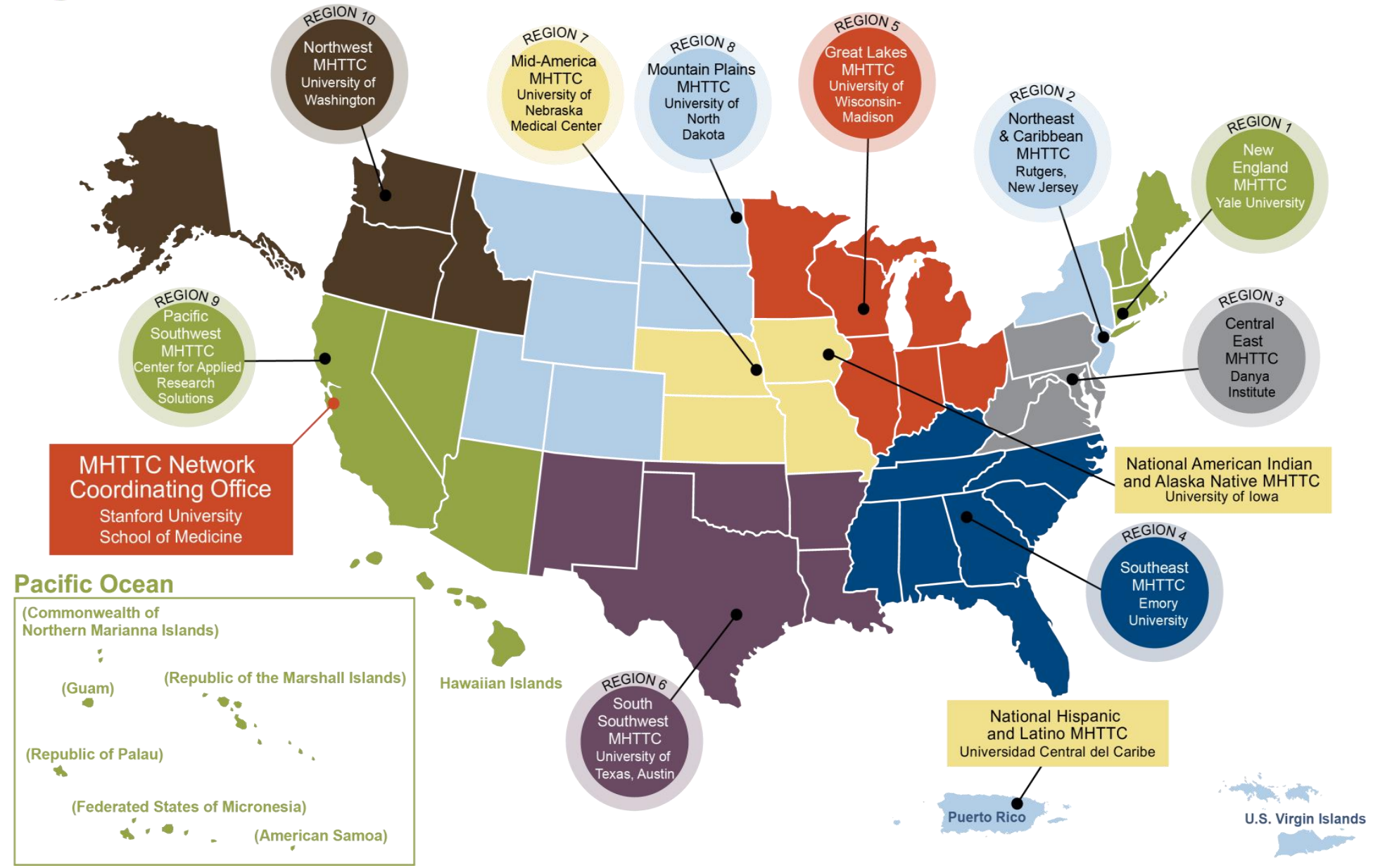

SAMHSA
Substance Abuse and Mental Health Services Administration

About the Northwest MHTTC

Lydia Chwastiak, MD, MPH
PI and Co-Director

Maria Monroe-DeVita, PhD
Co-Director

Christina Clayton, LICSW, CDP
Program Manager

The Mental Health Technology Transfer Center (MHTTC) Network is about technology transfer.

We disseminate and implement evidence-based practices for mental disorders into our field.

Our target workforce includes:

behavioral health and primary care providers, school and social service staff, and others whose work has the potential to improve behavioral health outcomes for individuals with or at risk of developing serious mental illnesses.

PROUDLY SERVING since 2018

ALASKA, IDAHO, OREGON & WASHINGTON

Northwest (HHS Region 10) MHTTC
Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

UNIVERSITY of WASHINGTON
PSYCHIATRY & BEHAVIORAL SCIENCES
School of Medicine

SAMHSA
Substance Abuse and Mental Health Services Administration

About the Northwest MHTTC

Online Courses

Research/Practice Briefs

Website with Events, Products & News

Live Training

Archived Webinars

The MHTTC uses affirming language to promote the promises of recovery by advancing evidence-based and culturally informed practices.

Northwest MHTTC
School Mental Health Supplement

Kelcey Schmitz, MSEd
School Mental Health Lead

Megan Lucy, BA
Program Coordinator

Eric Bruns, PhD
Professor and PI, NW-MHTTC
School MH Supplement

Email: kelcey1@uw.edu and mlucy@uw.edu

Websites:

- **MHTTC:** https://tinyurl.com/nwsmh
- **UW SMART:** https://depts.washington.edu/uwsmart/

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SMART
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Services Administration

Northwest (HHS Region 10)

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THE WELL-BEING SERIES

Connections During COVID-19: Mental Wellness Webinars For Families & Educators

- All sessions are FREE and being recorded.
- Additional supports for parents, educators, and kids to be announced shortly.

A collaboration between the Forefront Suicide Prevention Center, Northwest MHTTC, University of Washington SMART Center, DBT in Schools, NWPBIS Network, and WellEducator.

- Educator Wellness Webinar Series
- School Leader Webinar Series
- DBT in Schools Lessons for Parents and Live Q&A with Drs. Jim and Lizz Mazza
- Ambiguous Loss: Grieving in the Time of COVID-19
- Psychological First Aid
- Child Trends Resources for Supporting the Mental Health and Well-being of Children and Families During COVID-19

Website *(Registration, Materials, Recordings):*
*https://*bit.ly/Well-beingNW

Questions: Megan Lucy
mlucy@uw.edu

SAMHSA
Substance Abuse and Mental Health Services Administration

This work is supported by grant SM 081721 from the Department of Health and Human Services, Substance Abuse and Mental Health Services Administration

Keep in touch with the Northwest MHTTC

Upcoming Training *Archived Webinars* *Resources* *Research Updates*

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Support and Disclaimer

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Presenter

Jessica Dym Bartlett, M.S.W., Ph.D., is Program Director of Early Childhood Research at Child Trends. She conducts evaluation and applied research on interventions to promote the emotional and relational well-being of children and families exposed to trauma and adversity, including child abuse and neglect, child and parent mental health problems, and natural disasters, with a focus on prevention and the promotion of resilience. Dr. Bartlett is Principal Investigator (PI) of a randomized controlled trial (RCT) on the impact of the Newborn Behavioral Observations on maternal mental health and mother-infant relationships at Harvard Medical School, lead evaluator for the Child Trauma Training Center at the University of Massachusetts Medical School, and developer of a toolkit to mitigate childhood trauma in the face of disasters and pandemics. Dr. Bartlett serves on the Steering Committee of SAMHSA's National Child Traumatic Stress Network (NCTSN) and as the Co-Chair of the NCTSN Evaluation Community of Practice.

Learning Objectives

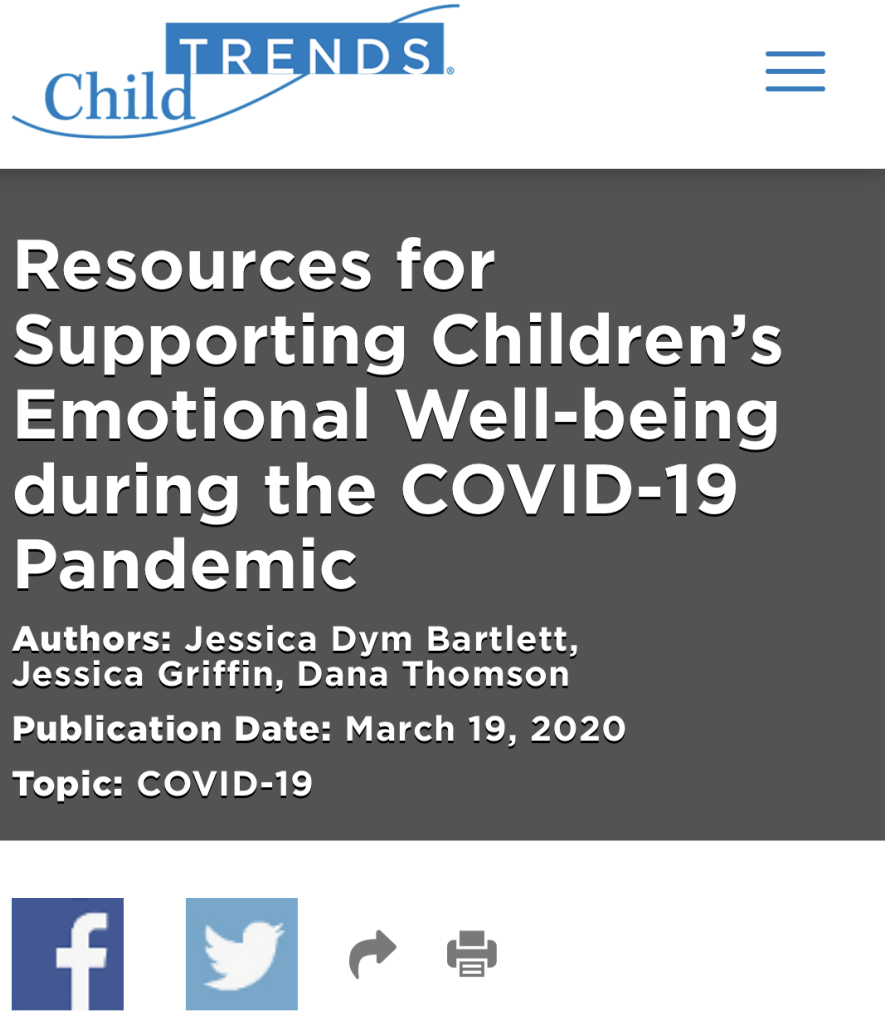
1. Learn about Child Trends' resources on supporting the mental health and well-being of children and families during the COVID-19 pandemic

2. Understand how these resources can be applied to direct service work and program leadership

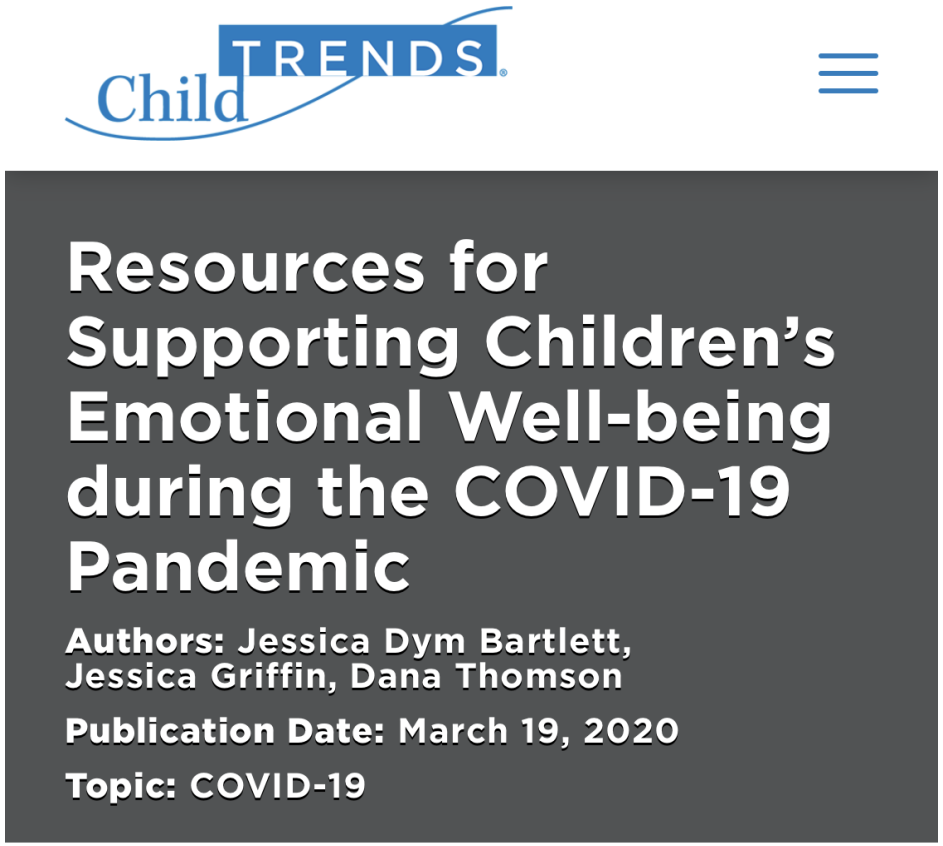
3. Become familiar with additional Child Trends resources designed to support the well-being of children and families

Resources for Supporting Children's Emotional Well-being during the COVID-19 Pandemic

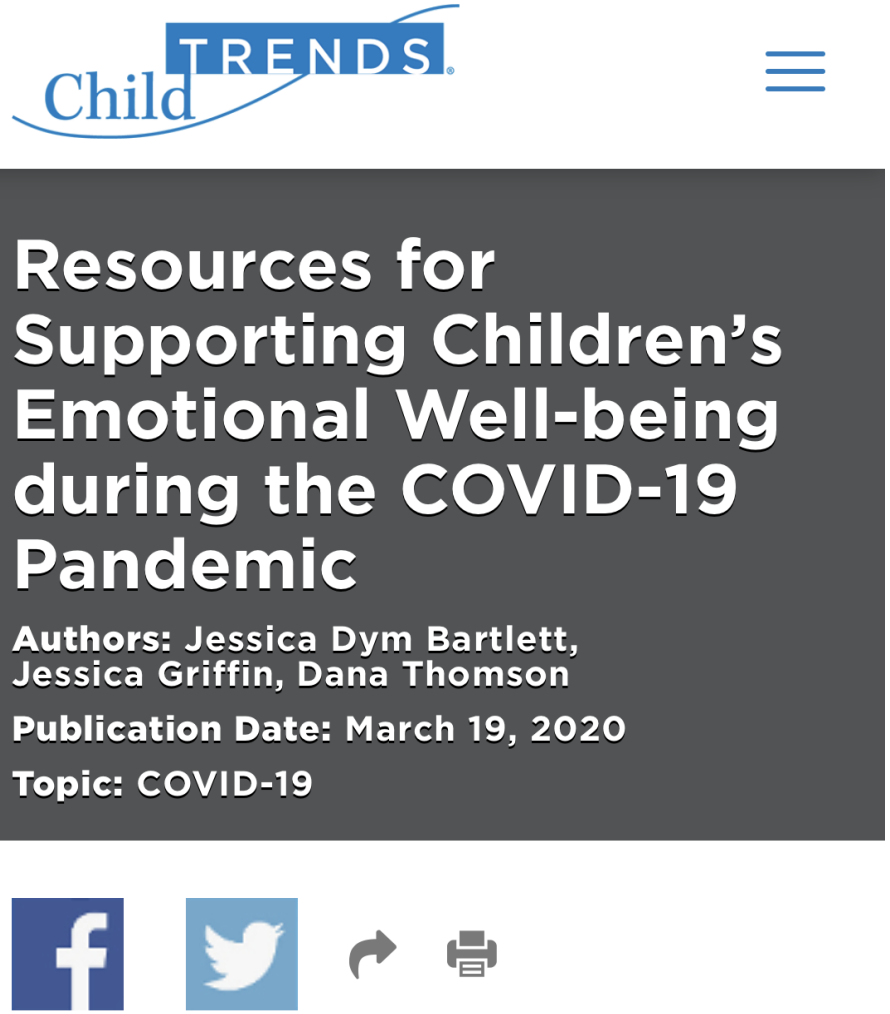
Child TRENDS



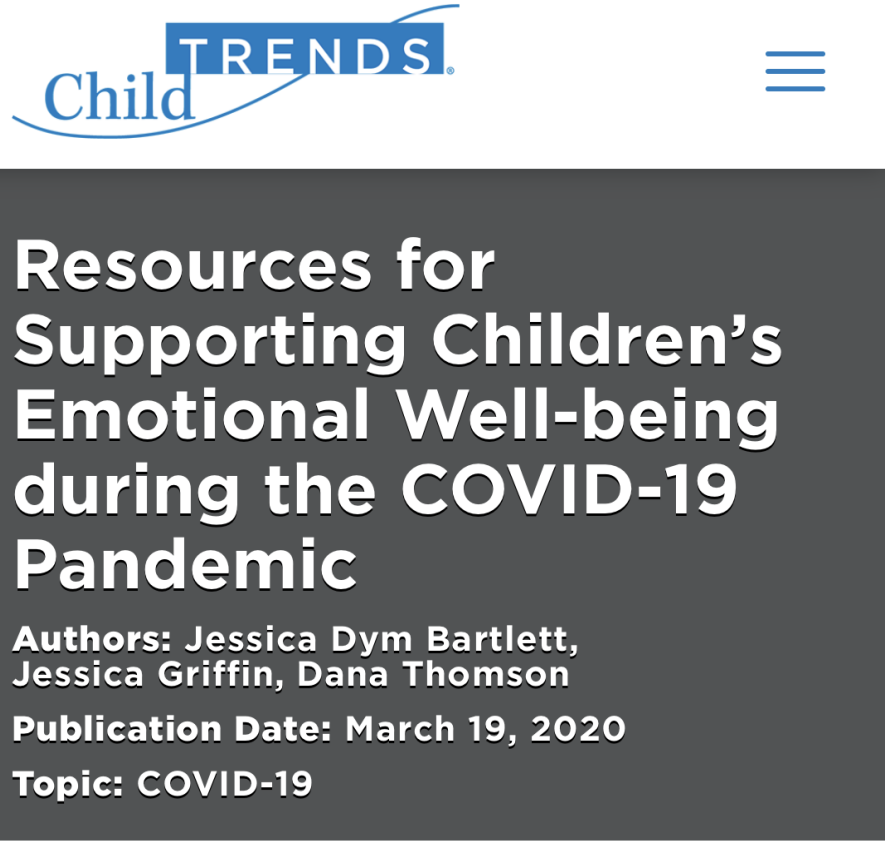
- Understand that reactions to the pandemic may vary
- Ensure the presence of a sensitive and responsive caregiver
- Social distancing should not mean social isolation



- Provide age-appropriate information
- Create a safe physical and emotional environment by practicing the 3 R's:
  - Reassurance
  - Routines
  - Regulation



- Keep children busy
- Increase children's self-efficacy
- Create opportunities for caregivers (which may mean yourself!) to take care of themselves



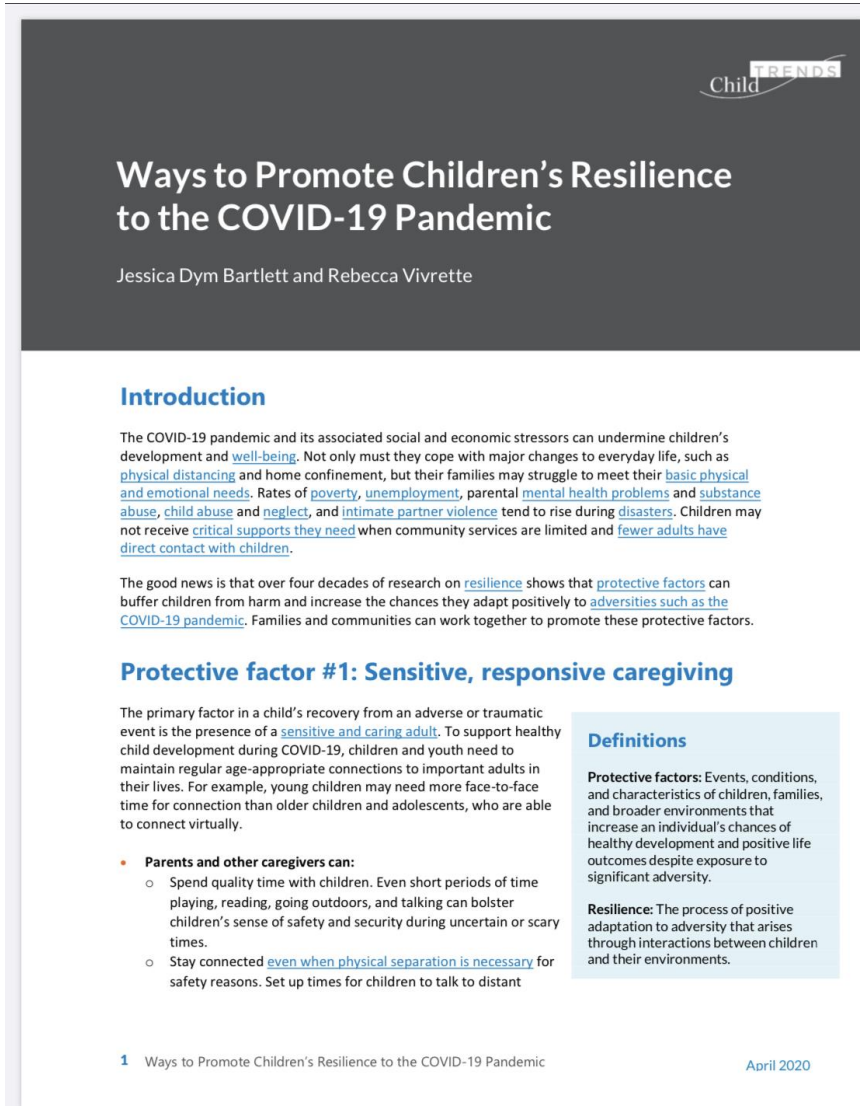
- Seek professional help if children show signs of trauma that do not resolve relatively quickly
- Emphasize strengths, hope, and positivity

What resources have you found to be most helpful in your work to support children's mental health during COVID-19?

(please enter your answers in the chat)

Ways to Promote Children's Resilience to the COVID-19 Pandemic

Child TRENDS



Child TRENDS

Ways to Promote Children's Resilience to the COVID-19 Pandemic

Jessica Dym Bartlett and Rebecca Vivrette

Introduction

The COVID-19 pandemic and its associated social and economic stressors can undermine children's development and well-being. Not only must they cope with major changes to everyday life, such as physical distancing and home confinement, but their families may struggle to meet their basic physical and emotional needs. Rates of poverty, unemployment, parental mental health problems and substance abuse, child abuse and neglect, and intimate partner violence tend to rise during disasters. Children may not receive critical supports they need when community services are limited and fewer adults have direct contact with children.

The good news is that over four decades of research on resilience shows that protective factors can buffer children from harm and increase the chances they adapt positively to adversities such as the COVID-19 pandemic. Families and communities can work together to promote these protective factors.

Protective factor #1: Sensitive, responsive caregiving

The primary factor in a child's recovery from an adverse or traumatic event is the presence of a sensitive and caring adult. To support healthy child development during COVID-19, children and youth need to maintain regular age-appropriate connections to important adults in their lives. For example, young children may need more face-to-face time for connection than older children and adolescents, who are able to connect virtually.

- **Parents and other caregivers can:**
  - Spend quality time with children. Even short periods of time playing, reading, going outdoors, and talking can bolster children's sense of safety and security during uncertain or scary times.
  - Stay connected even when physical separation is necessary for safety reasons. Set up times for children to talk to distant

Definitions

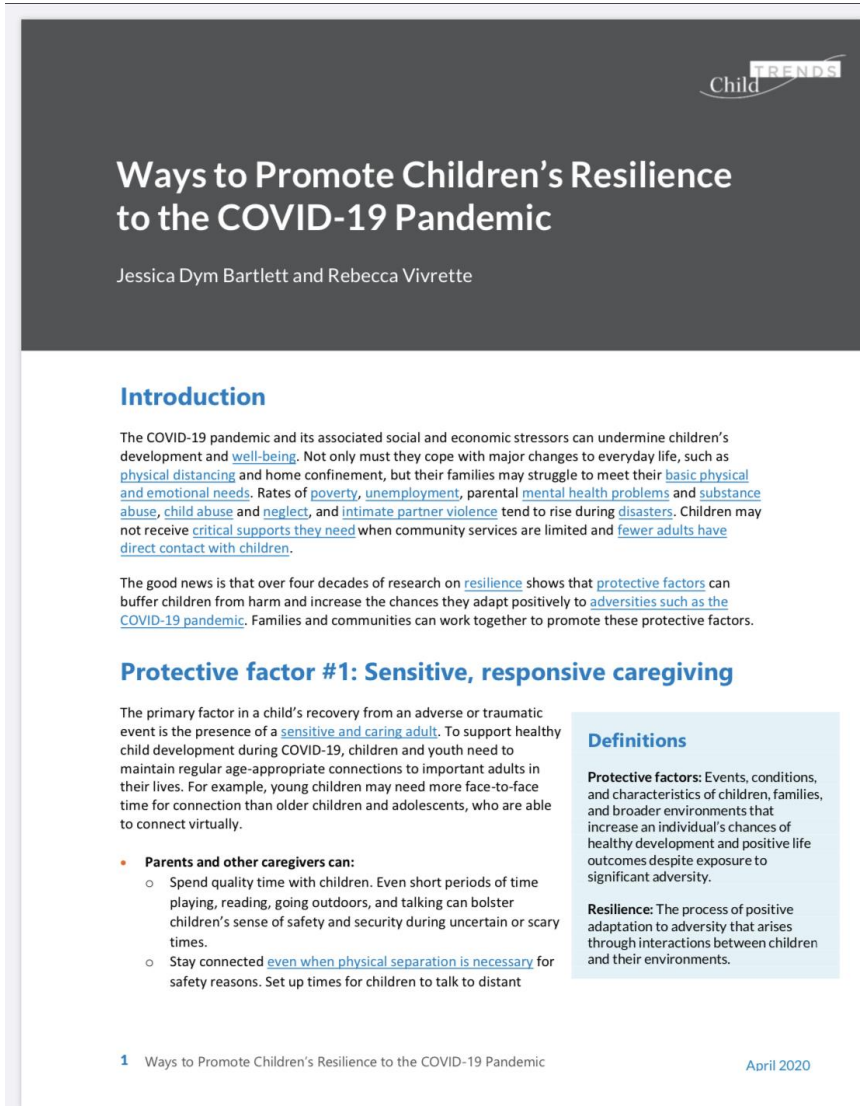
Protective factors: Events, conditions, and characteristics of children, families, and broader environments that increase an individual's chances of healthy development and positive life outcomes despite exposure to significant adversity.

Resilience: The process of positive adaptation to adversity that arises through interactions between children and their environments.

Protective factor #1:

- Sensitive, responsive caregiving

Child TRENDS



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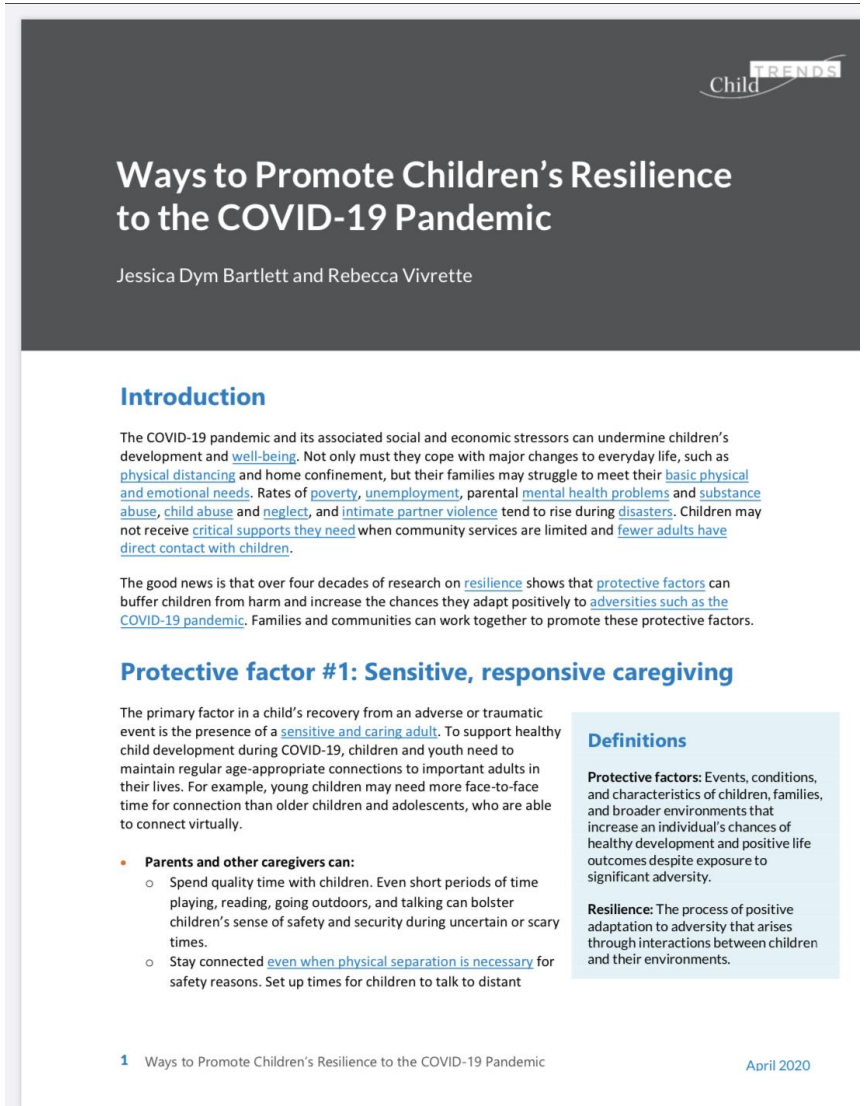
Protective factor #2:

- Meeting basic needs

Child TRENDS



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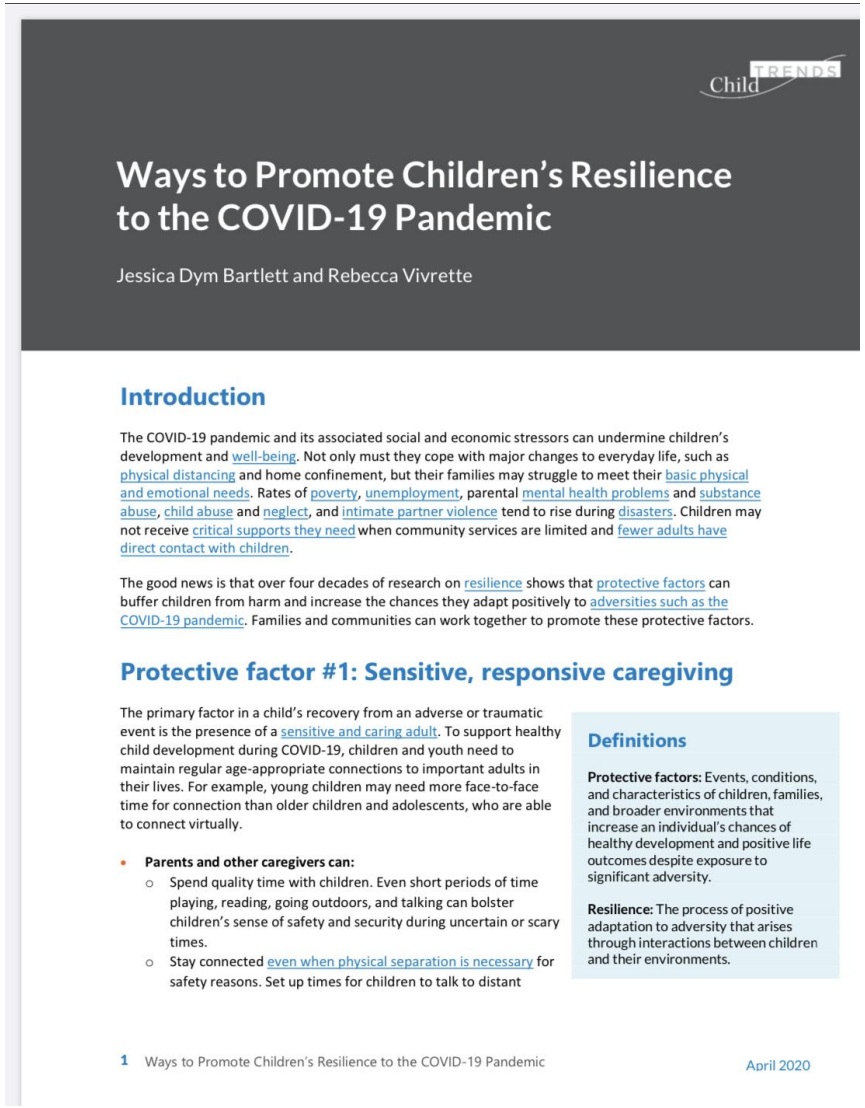
Protective factor #3:

- Emotional support for children

Child TRENDS



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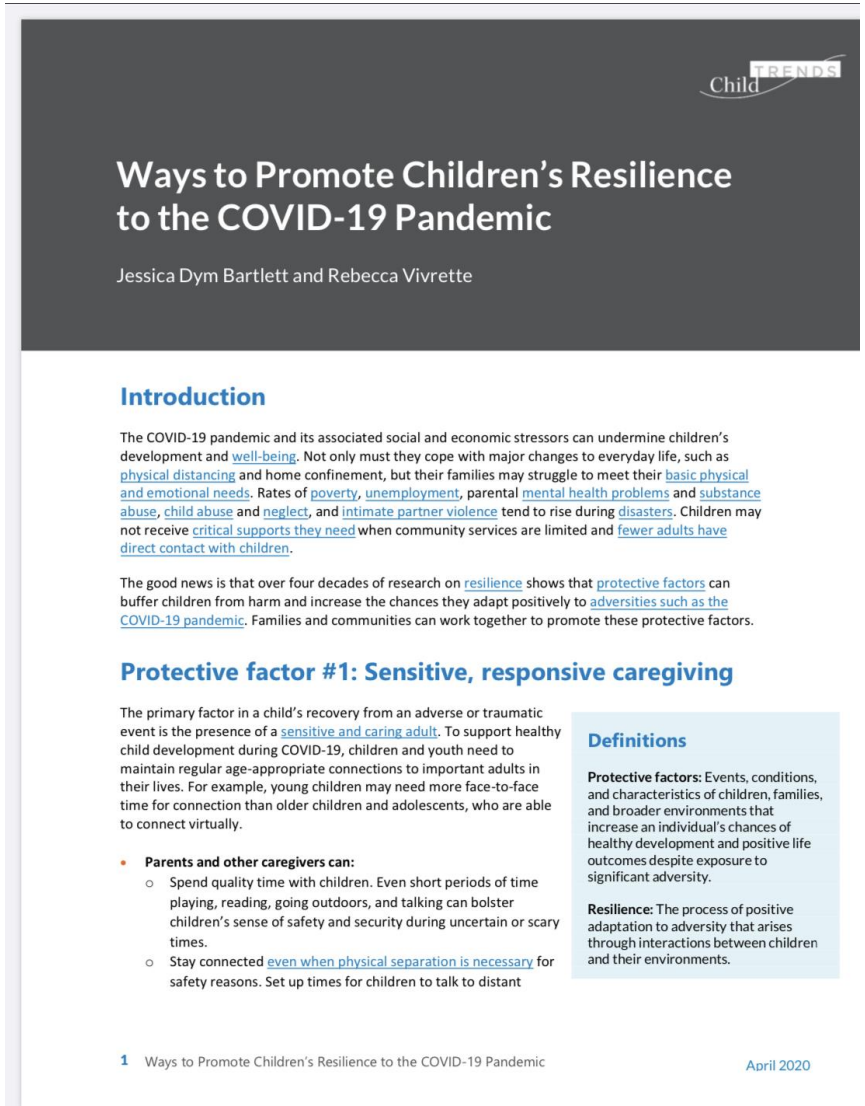
1 Ways to Promote Children's Resilience to the COVID-19 Pandemic April 2020

Protective factor #4:

- Support for caregiver well-being

Child TRENDS



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1 Ways to Promote Children's Resilience to the COVID-19 Pandemic April 2020

Protective factor #5:

- Social connectedness

Child TRENDS

COVID'S Forgotten Children

- Disproportionately affecting children of color
- 7 million infants, toddlers, and children with disabilities
- 2.8 million children living in the care of grandparents
- 437,000 children currently in foster homes

Child TRENDS

Poll

How much do you know about trauma screening?

a. Not much, this is a relatively new topic to me
b. A little bit, I have some familiarity with this topic
c. I know a fair amount about this topic
d. I consider myself an expert in this topic

Childhood Adversity Screenings are Just One Part of an Effective Policy Response to Childhood Trauma

Child TRENDS

- Train service providers across child and family service systems in trauma-informed care (TIC)
- Promote adversity screening only as one component of a comprehensive, trauma-informed, strengths-based approach to addressing childhood adversity
- Support research to develop more sensitive tools for assessing adversity exposure in young children

Child TRENDS

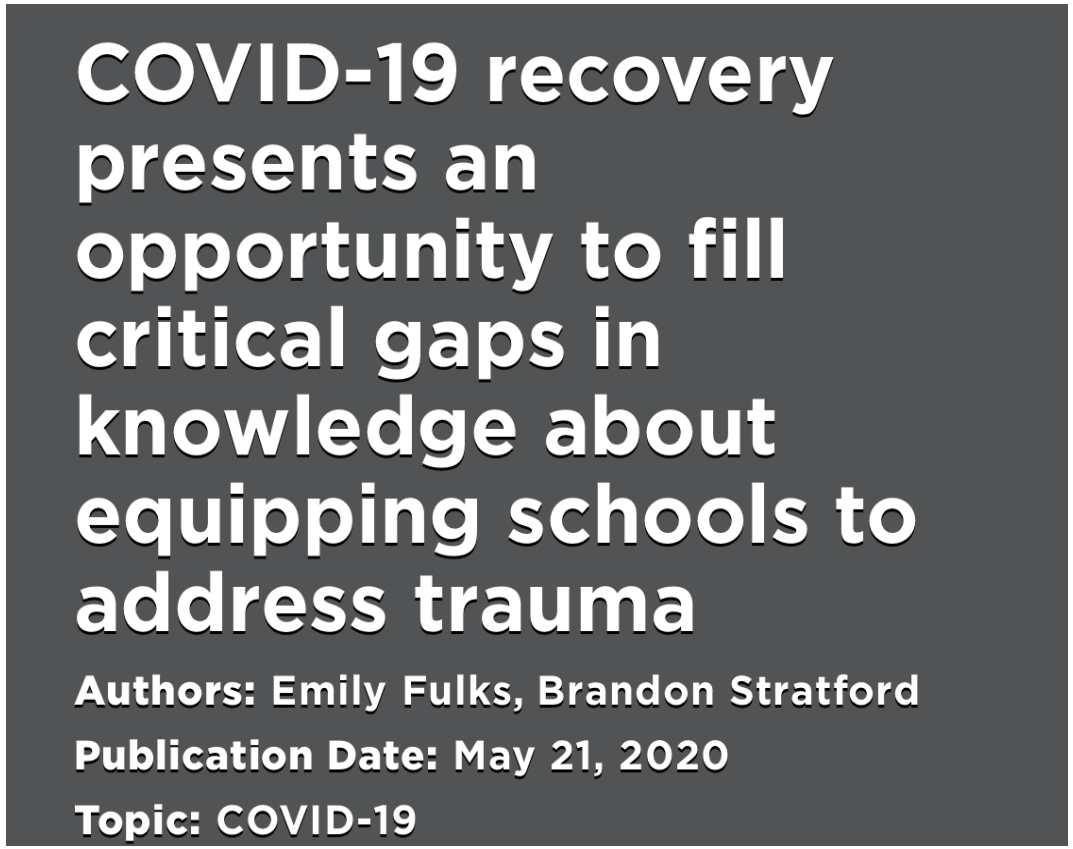
- Increase the availability and accessibility of evidence-based therapies

- Implement preventive strategies that reduce the likelihood of early adversity and its harmful effects on children and promote resilience in development

- Peer-reviewed: Bartlett (2020) in *Adversity and Resilience Science* Screening for Childhood Adversity: Contemporary Challenges and Recommendations (open access)

Child TRENDS

- Nearly 60% of schools did not offer ANY mental health treatment services before COVID-19
  - Stratford et al. (2020), *Journal of School Mental Health* (open access)
- Little evidence of what works to address trauma in schools



- COVID-19 is also an opportunity to focus on how schools can effectively address trauma and mental health effectively

Child TRENDS

Child TRENDS

Strategies to Support the Administration of Direct Service Provision during the COVID-19 Pandemic

Authors: Sara Shaw, Chrishana M. Lloyd, Nichelle Holder

Publication Date: May 11, 2020

Topic: COVID-19

Child TRENDS

During the COVID-19 pandemic, telehealth can help connect home visiting services to families

Authors: Lauren Supplee, Sarah Shea Crowne

Publication Date: March 26, 2020

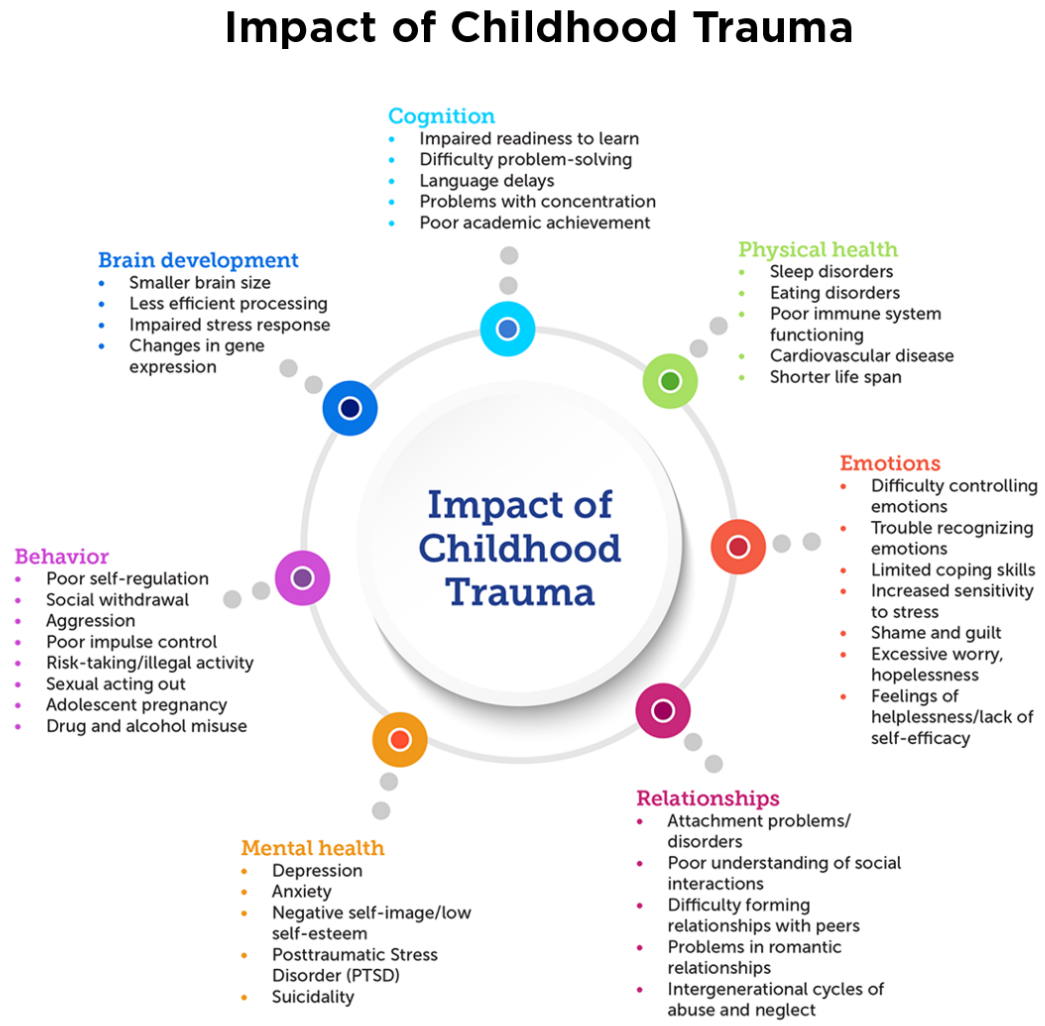
Topic: COVID-19

Trauma Resources

- **Adverse Childhood Experiences are Different than Child Trauma, and It's Critical to Understand Why** (Bartlett & Sacks, 2019) https://www.childtrends.org/adverse-childhood-experiences-different-than-child-trauma-critical-to-understand-why

- **How to Implement Trauma-informed Care to Build Resilience to Childhood Trauma** (Bartlett & Steber, 2019) https://www.childtrends.org/publications/how-to-implement-trauma-informed-care-to-build-resilience-to-childhood-trauma

- **Helping Young Children Who Have Experienced Trauma: Policies and Strategies for Early Care and Education** (Bartlett, Smith, & Bringewatt, 2017) https://www.childtrends.org/publications/ecetrauma



Resources on Equity, Inclusion, Racism

Child Trends stands with our nation's Black communities in outrage and grief over the murders of George Floyd, Ahmaud Arbery, Breonna Taylor, and other victims of racist violence by police and others.

- Statement from Child Trends on Fighting Racism
- Embedding a Racial Equity Perspective in the Positive Youth Development Approach
- Five Guiding Principles for Integrating Racial and Ethnic Equity in Research
- Equitable Research Communication Guidelines
- Underway: How to Talk to Children about Racial Trauma

What resources have you found to be most helpful in your work to address racism?

(please enter your answers in the chat)

Child Trends Website

- Go to childtrends.org

- To sign up for alerts, enter your email address into the “Stay Connected” box at the top of the landing page

- To search the site, click the magnifying glass at the top right of the landing page, or click on the relevant dropdown list:

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Questions?

Contact Information:

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Child TRENDS