

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

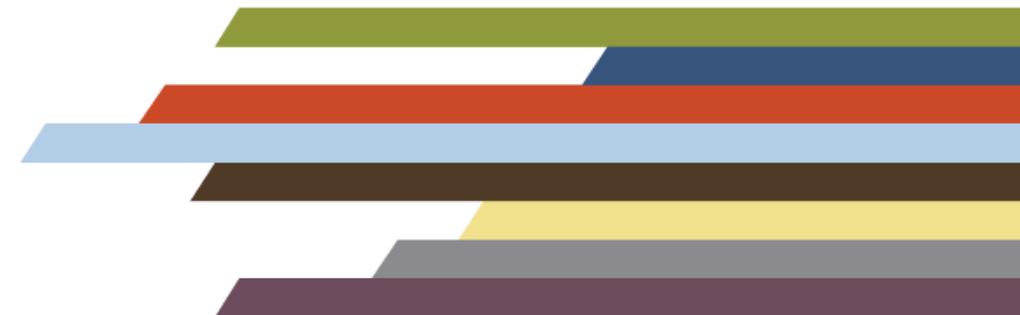
Prevention Technology Transfer Center Network

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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.



Northwest (HHS Region 10)

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W SCHOOL OF SOCIAL WORK
UNIVERSITY of WASHINGTON



Prevention Science
Graduate Program

WASHINGTON STATE UNIVERSITY

CASAT
Center for the Application of
Substance Abuse Technologies
University of Nevada, Reno



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



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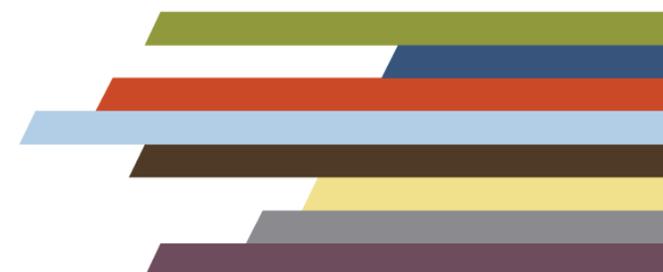
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Our Role:

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.



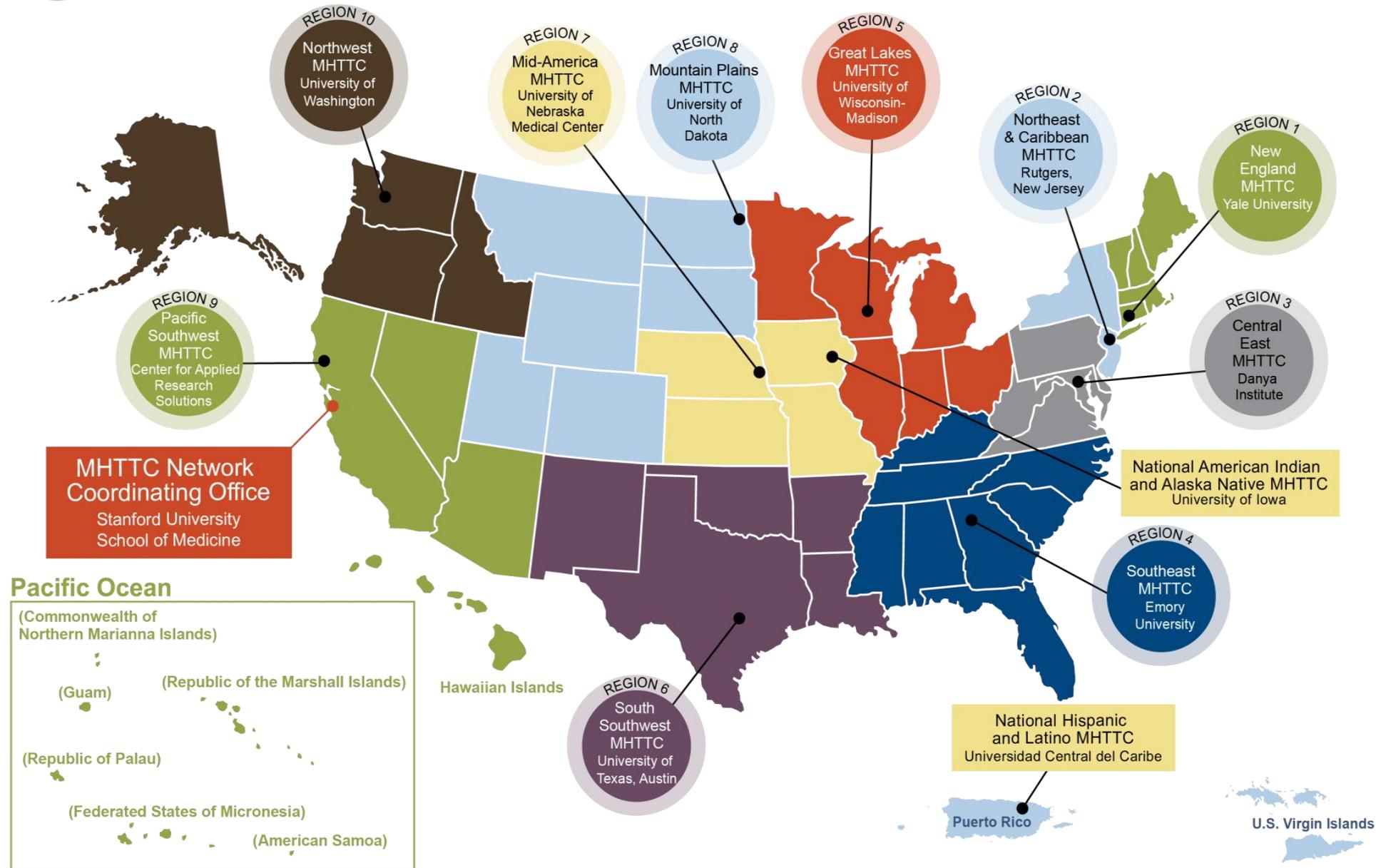


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MHTTC Network





Lydia Chwastiak, MD, MPH
PI and Co-Director



Maria Monroe-DeVita, PhD
Co-Director



Christina Clayton, LICSW, CDP
Program Manager

About the Northwest MHTTC

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

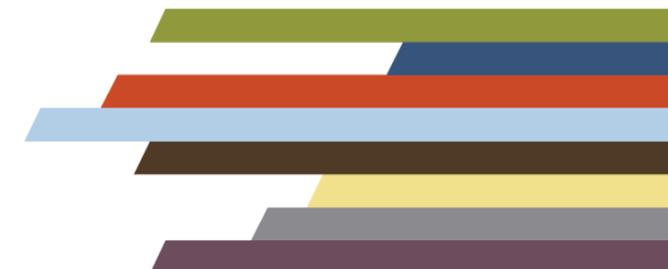
We disseminate and implement evidence-based practices for mental disorders into our field.

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



About the Northwest MHTTC

Online Courses

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

YOUR MHTTC TRAINING AND EVENTS RESOURCES PROJECTS COMMUNICATION ABOUT

NORTHWEST MHTTC NAVIGATION (select to expand / collapse menu) Go to Center

Free online courses by the Northwest MHTTC

Cognitive Behavioral Therapy for Psychosis (CBTp) ePrimer
 This 3-hour self-paced course, led by Dr. Sarah Kopelowich, is open to all types of providers and is designed to serve as a primer in foundational concepts related to Cognitive Behavioral Therapy (CBT) and its application to psychotic symptoms and experiences. [Learn more about the course.](#)

The Psychiatrist's Guide to Population Management of Diabetes
 This 3-hour self-paced course is designed for psychiatric prescribers who treat patients with serious mental illness and aims to increase prescriber knowledge of and confidence in the identification and management of diabetes and other cardiovascular risk factors. [Learn more about the course.](#)

Violence Risk Assessment & Management in Community Mental Health Settings
 This 3-hour self-paced course provides the necessary tools for clinicians to assess, manage, and stabilize threats of violence. [Learn more about the course.](#)

Registration
 Our online courses are hosted on the HealthKnowledge.org platform. Register for any of these courses by visiting the links above or at HealthKnowledge.org.
 • [How to register for a course at HealthKnowledge.org and how to get technical support.](#)

Research/Practice Briefs

Integrated Care for Older Adults with Serious Mental Illness and Medical Comorbidity: Evidence-Based Models and Future Research Directions

Collaborating TTC: Northwest MHTTC
 Publication Date: May 29, 2019
 Developed By: Northwest MHTTC

Download

MHP RES ACS EDU

Website with Events, Products & News

NEWS

Recovery LIVE! Supporting the Resilience of Black Men: Culturally Affirming and...

UPCOMING EVENTS

JUN 09 DBT STEPS-A Online Lesson 10: Distress Tolerance - Radical Acceptance
 Click here to tune into the DBT STEPS-A YouTube Channel every Tuesday and Thursday morning at 10am

JUN 11 DBT STEPS-A: Summary Q&A for Students - Putting It All Together & Preparing for Summer
 Click here to tune into the DBT STEPS-A YouTube Channel every Tuesday and Thursday morning at 10am

JUN 11 Resources for Supporting the Mental Health and Well-being of Children and Families During COVID-19
 Resources for Supporting the Mental Health and Well-being of Children and Families During COVID-19

Click to add text

PRODUCTS

Educator Wellness Webinar #4: Cultivating a Practice of Gratitude and Appreciation in Your School Community
 The Northwest Mental Health Technology Transfer Center and the Northwest PBIS Network are collaborating to bring you a FREE, 4-part webinar

Ambiguous Loss: Grieving in the Time of COVID-19, Followed by Live Q&A Session
 About this Resource: Life, as we knew it just a few weeks ago, has been completely turned upside down. That feeling you are feeling but can't

SMART Center 2020 Virtual Speaker Series - Dan Losen, JD, MEd
 The school mental health supplement to the Northwest MHTTC is excited to co-sponsor the UW SMART Center's 2020 Virtual Speaker Series.

Live Training

Psychological First Aid for Service Providers
 1:00pm - May 19, 2020 | Timezone: US/Pacific
 Hosted By: Northwest MHTTC

Registration Deadline: May 18, 2020

REGISTER Need more information? Contact us at nwmhttc@uw.edu

Archived Webinars

Our Archived Webinars

Series Collections

- Integrated Care Webinar Series 2019-2020
- Supporting Wa State Behavioral Health Providers to Optimize Telehealth in Response to COVID-19
- Behavioral Health Crisis Response Systems Webinar Series
- Psychological First Aid Webinar Series

Behavioral Therapy/Evidence Based Treatments

- Clinical Innovations National Series: Telehealth and Cognitive Behavioral Therapy for Psychosis (CBTp)
- Involving Natural Supports in Cognitive Behavioral Therapy for Psychosis
- Basic Behavioral Skills
- Behavioral Activation
- CBT for Anxiety (CBT-A)
- DBT Distress Tolerance Skills

Cultural Considerations and Equity Topics

- Culturally and Linguistically Responsive Care for Early Psychosis

Integrated Medicine

- Psychosis in Primary Care (PACC-ECHO)
- Assessment of Psychosis and Behavioral Interventions
- Medication Management

Clinical Care

- Trauma and Post-Traumatic Stress Disorder with Serious Mental Illness
- Overview of Group Solidarity Therapies, Assessment, Interventions, and Treatments

Peer Services

- Peer Delivered Services: A Broad Exploration
- Decision Making in Your Agency: What to Consider When Working with Youth Peers
- The Parallel Process: Trauma-Informed Considerations for Individuals and Organizations
- Recruiting and Growing the Youth Peer Support Workforce
- Recruitment and Hiring for Youth Peer Support Specialists
- Supervision and Self-care for Youth Peer Support Specialists



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UNIVERSITY of WASHINGTON
 PSYCHIATRY & BEHAVIORAL SCIENCES
 School of Medicine

SAMHSA
 Substance Abuse and Mental Health Services Administration

The use of affirming language inspires hope and advances recovery.

LANGUAGE MATTERS.

Words have power.

PEOPLE FIRST.

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, MEd
School Mental Health Lead

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

Websites:

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



Megan Lucy, BA
Program Coordinator

Sign up for our Newsletter!

<https://tinyurl.com/smh-news>

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 @NorthwestMHTTC  Northwest MHTTC



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



SMART
School Mental Health Assessment
Research & Training Center

SAMHSA
Substance Abuse and Mental Health
Services Administration



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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.



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

- 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



Keep in touch with the Northwest MHTTC

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Resources

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northwest@mhttcnetwork.org



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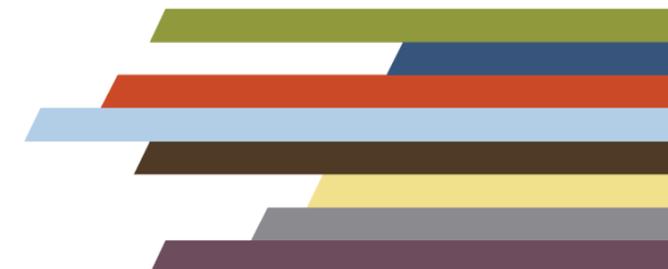
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School of Medicine



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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



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

Authors: Jessica Dym Bartlett, Jessica Griffin, Dana Thomson

Publication Date: March 19, 2020

Topic: COVID-19



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



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



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





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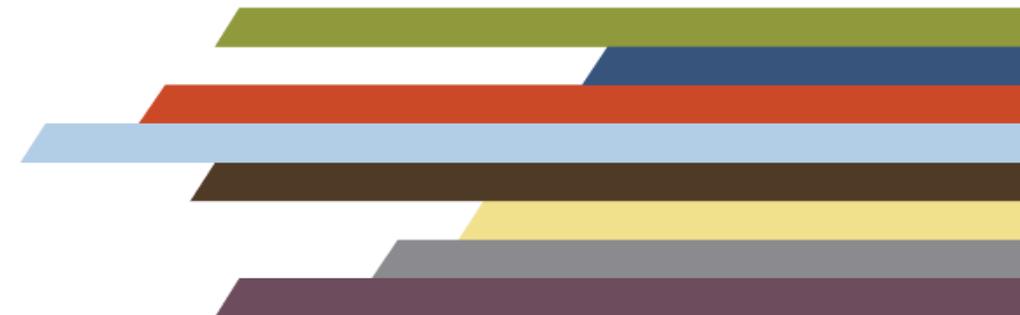


- Seek professional help if children show signs of trauma that do not resolve relatively quickly
- Emphasize strengths, hope, and positivity



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

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

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Protective factor #2:

- Meeting basic needs

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Protective factor #3:

- Emotional support for children

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Protective factor #4:

- Support for caregiver well-being

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Protective factor #5:

- Social connectedness

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



COVID-19's forgotten children

Author: Carol Emig

Publication Date: March 30, 2020

Topic: COVID-19



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



Childhood adversity screenings are just one part of an effective policy response to childhood trauma

David Murphey and Jessica Dym Bartlett

- 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



Childhood adversity screenings are just one part of an effective policy response to childhood trauma

David Murphey and Jessica Dym Bartlett

- 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](#))

- 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

COVID-19 recovery presents an opportunity to fill critical gaps in knowledge about equipping schools to address trauma

Authors: Emily Fulks, Brandon Stratford

Publication Date: May 21, 2020

Topic: COVID-19

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



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

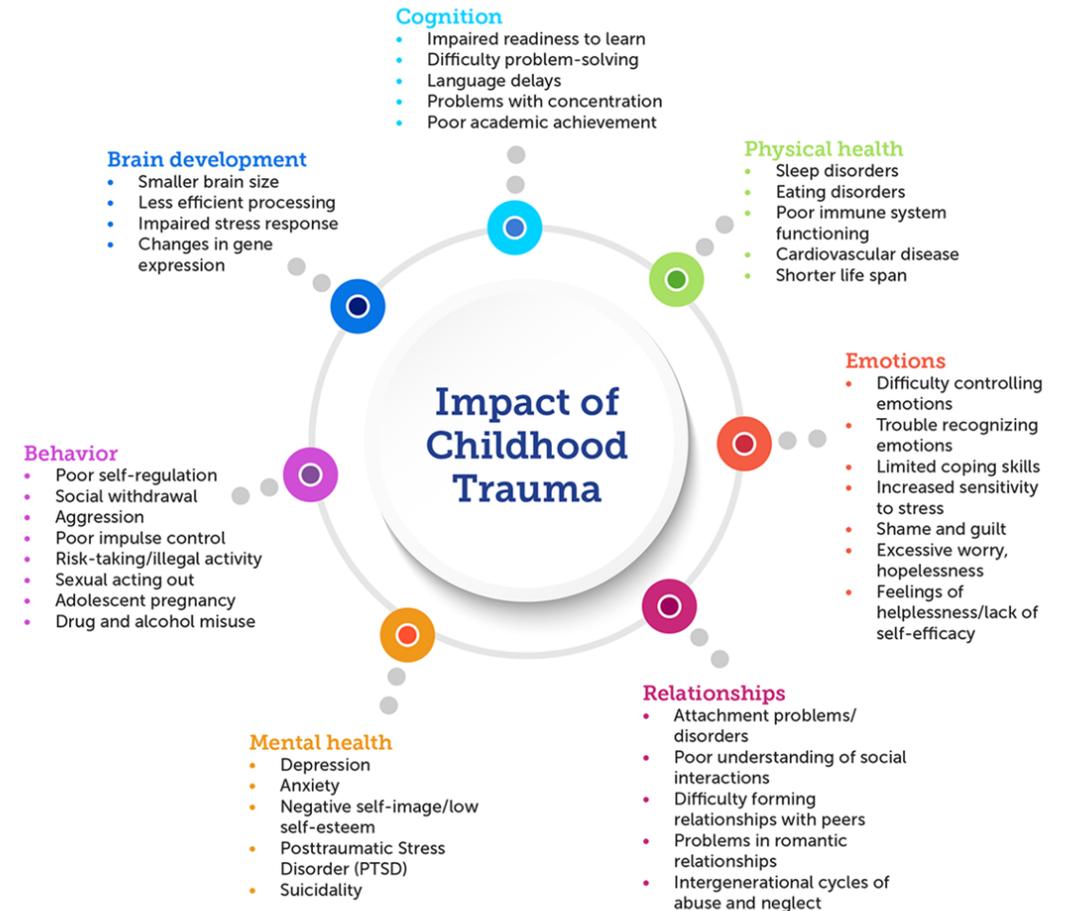
Topic: COVID-19



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>

Impact of Childhood Trauma



Resources on Equity, Inclusion, Racism

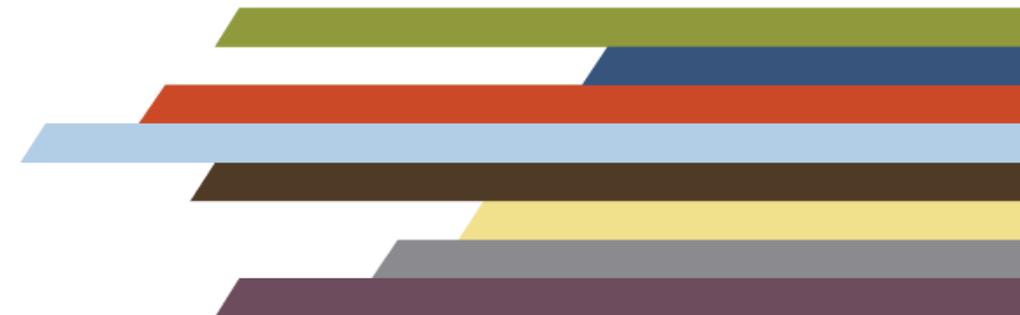
Child Trends stands with our nation's Black communities in outrage and grief over the murders of George Floyd, Ahmaud Arbery, Breonna Taylor, and other victims of racist violence by police and others.

- [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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Shnorhakalutun
Shokriya
Ngiyabonga
Dziekuję
Shokrun
Spaas
Mul
Ači
Gamsahapnida
Te°ekür
Dekuju/Dekujeme
Hvala
Cam
Dziekuję
Shokrun
Spaas
Mul
Ači
Dank
Gamsahapnida
Takk
Dakujem
Waad
Daw
Dhanyavaadaalu
Kop
Salamat
Merci
Gra
or
Dhanyavaad
Xie
Dankie
Go
Grazie
Faleminderit
Krap
Dhanyavad
Khopjai
Kruithagnathalu
Arigatou
Faleminderit
Tack
Grazi raibh
Gracias
Nandree
Blagodariya
Gomapsupnida
Kun
Shukriya
or
ederim
Hain
Dhan
Asante
daa
Fyrir
Terima
Enkosi
Danke
dank
Euxaristo
Kun

Questions?

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