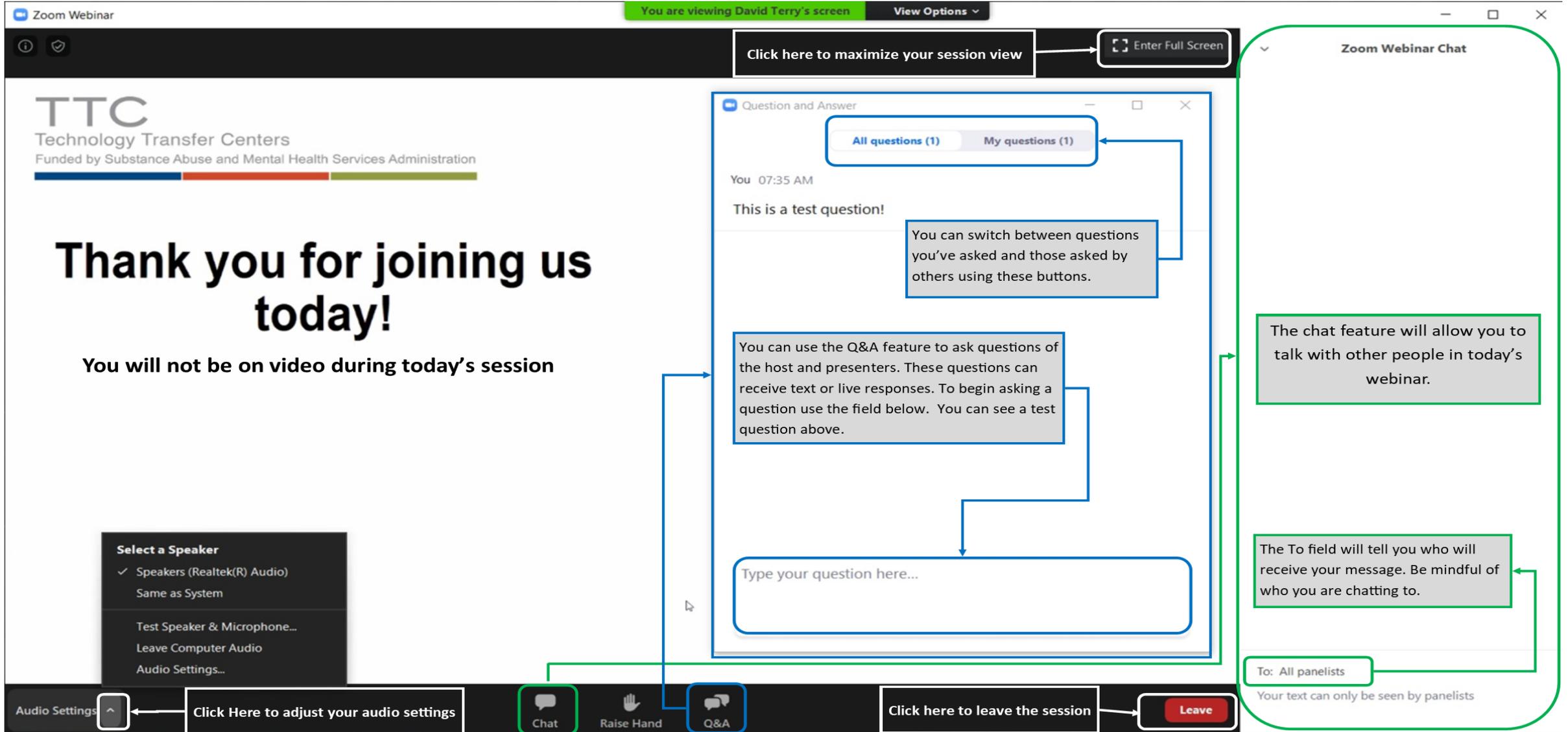


Please Note:

- 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 several key components and annotations:

- Zoom Webinar Header:** Includes "Zoom Webinar", "You are viewing David Terry's screen", and "View Options".
- Session Controls:** A button labeled "Click here to maximize your session view" points to the "Enter Full Screen" button.
- Main Content Area:**
 - Logo for TTC (Technology Transfer Centers) and funding information.
 - Large text: "Thank you for joining us today!"
 - Text: "You will not be on video during today's session".
- Q&A Window:**
 - Buttons for "All questions (1)" and "My questions (1)".
 - Text: "You can switch between questions you've asked and those asked by others using these buttons."
 - Text: "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."
 - Text: "This is a test question!"
 - Input field: "Type your question here..."
- Zoom Webinar Chat:**
 - Text: "The chat feature will allow you to talk with other people in today's webinar."
 - Text: "The To field will tell you who will receive your message. Be mindful of who you are chatting to."
 - Text: "To: All panelists"
 - Text: "Your text can only be seen by panelists"
- Audio Settings:**
 - Dropdown menu: "Select a Speaker" with options: "Speakers (Realtek(R) Audio)", "Same as System", "Test Speaker & Microphone...", "Leave Computer Audio", "Audio Settings..."
 - Button: "Click Here to adjust your audio settings" pointing to the "Audio Settings" button.
- Bottom Toolbar:**
 - Buttons: "Audio Settings", "Chat", "Raise Hand", "Q&A", "Click here to leave the session", "Leave".
 - Text: "Click here to leave the session" pointing to the "Leave" button.



MHTTTC

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

SAMHSA
Substance Abuse and Mental Health
Services Administration



Building Telehealth
CAPACITY

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

*Enhancing Family-School Partnerships
Through Tele-Mental Health*

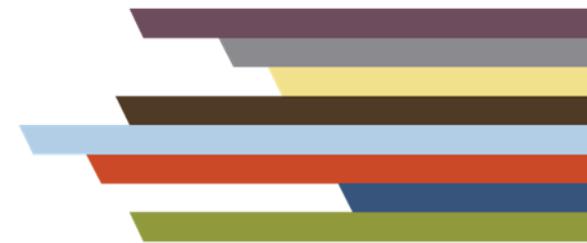
Friday, May 29, 2020

Presented by:

Angela Castellanos, LCSW, Pacific Southwest MHTTTC

Brandy Clarke, Ph.D., LP, Mid America MHTTTC

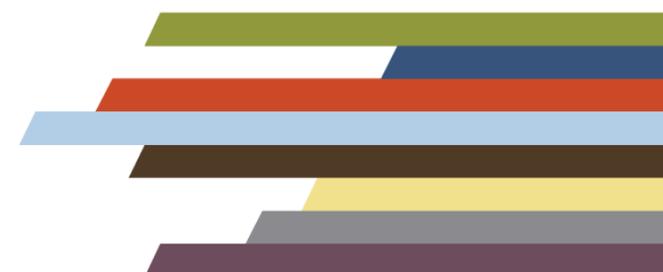
Kazique Prince, Ph.D., Jelani Consulting, LLC



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.



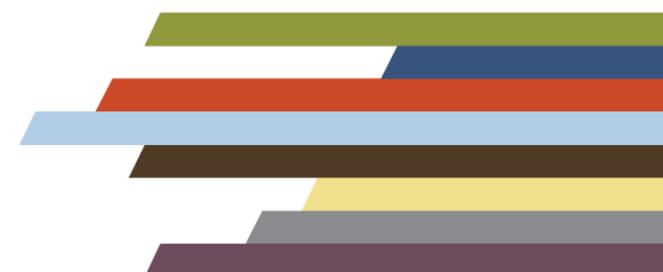


MHTTC

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

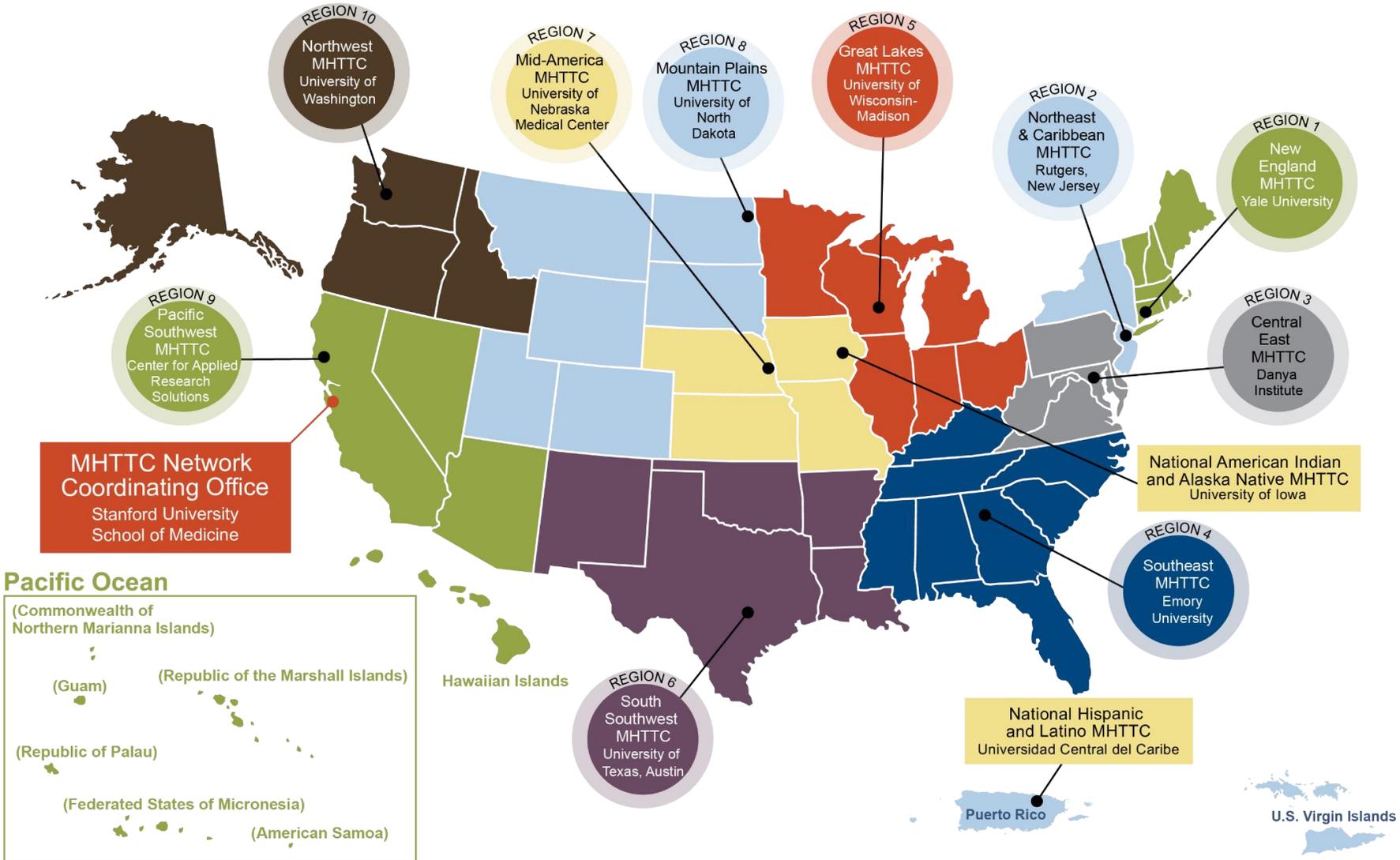


MHTTC

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

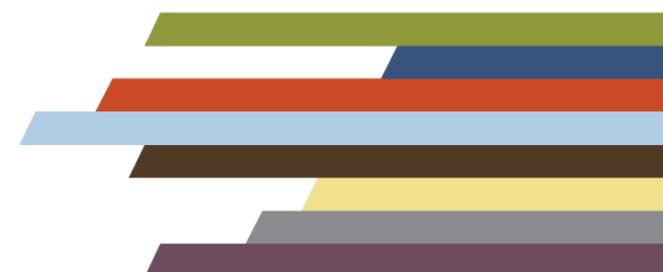
Mental Health Technology Transfer Center Network
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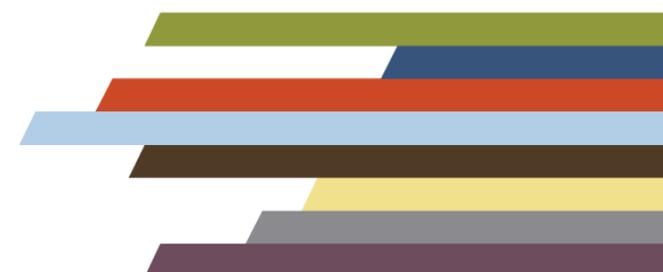
At the time of this presentation, Elinore F. McCance-Katz served as SAMHSA Assistant Secretary. The opinions expressed herein are the views of Angela Castellanos, LCSW, Brandy Clarke, Ph.D., LP, and Kazique Prince, Ph.D., and do not reflect the official position of the Department of Health and Human 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

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





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

Enhancing Family-School Partnerships Through Tele-Mental Health

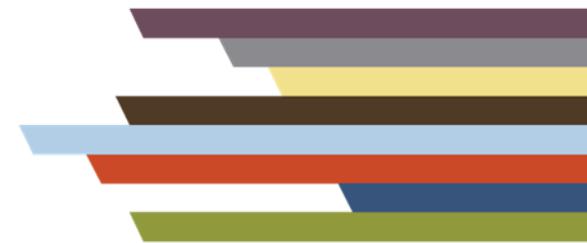
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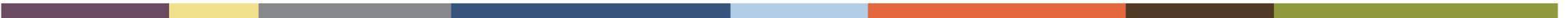
Presenters



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.



Impact on School Closures on Families

- 1 in 3 parents do not have health insurance, while most of their children do have coverage.
- 1 in 3 parents do not have email addresses
- More than a quarter of parents do not know if their student is turning in schoolwork.
- While many students are receiving equipment necessary to participate in online classes, 21% did not.

Creative Measures for Family Engagement

● EDUCATORS

- Train Staff to develop tools on effectively connecting with families
- Providing consistent outreach to families through 1:1 check-in and consistent communication
- Communication should be in the language family is most comfortable with

● SKILL BUILDING FOR FAMILIES

- Provide technical training to parents, digital literacy
- Ensure access to technology

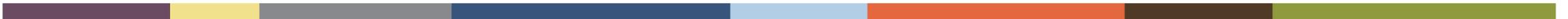
● RESOURCES

- Health resources
- Inform families of resources available accessible to all families (resources to immigrant families); reinforce schools continue to be a safe place for families
- Collaborate with community agencies that offer support to (immigrant families, LGBTQ, foster, students experiencing homelessness)
- Begin to have discussions about transition to summer break and resources available

Presenters



Dr. Brandy Clarke is the Project Director for the Mid-America Mental Health Technology Transfer Center and an Associate Professor and Licensed Psychologist in the Department of Psychology at the Munroe-Meyer Institute (MMI) for Genetics and Rehabilitation at the University of Nebraska Medical Center. She received her doctorate in pediatric school psychology in 2007 from the University of Nebraska-Lincoln. Dr. Clarke has over 15 years of experience conducting research and providing training and services related to mental and behavioral health for children of all ages in various settings including schools, childcare settings, and integrated pediatric behavioral health clinics.



Engaging Families as Partners in Supporting Student Mental Health: Now and Always

Brandy L. Clarke, PhD, LP

Project Director, Mid-America MHTTC

Munroe-Meyer Institute, University of Nebraska Medical Center

Why We Engage Families as Partners

Protective Familial Factors for Youth Mental Health

- Supportive family relationships
- Clear expectations for behaviors and values
- Household structure, predictability, limit-setting, monitoring

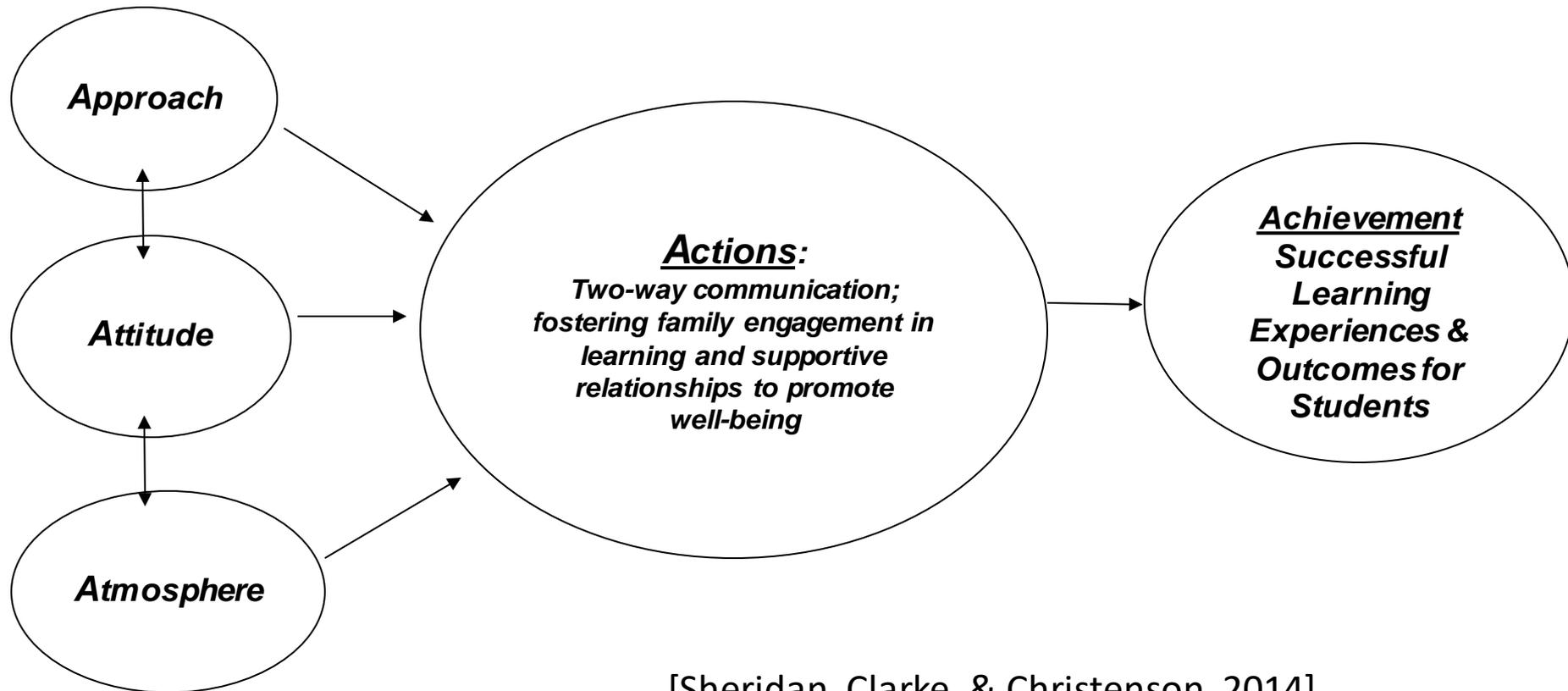
➤ [Youth Mental Health: Protective and Risk Factors](#)



The 5 A's:

Developing Pathways to Partnerships

Prerequisite Conditions:
These "3 A's" must be in place for
Actions to be accepted and effective



[Sheridan, Clarke, & Christenson, 2014]

Parenting Stress and COVID-19

- Parents report significantly higher levels of stress related to COVID than non-parents
- Over 70% of parents report distance learning for children is a source of stress
- Additional significant sources of stress for parents include basic needs, health care services and missing major milestones
- People of color are also significantly more likely to experience stress related to COVID

APA (2020)



How We Engage Families Now



Focus on 3 "Rs"

- Routines
- Relationships
- Regulation

The 3 R's

Routines

- Create a flexible yet scheduled routine that is easy to manage – write it down!
- Set clear expectations
- Focus on healthy sleeping and eating habits

Relationships

- Schedule time for [fun family activities](#)
- Engage in safe social activities with others (video chats, phone calls, emails, letters)
- [Teach social distancing expectations](#)

Regulation

- Practice relaxation (deep breathing 5-3-10)
- Praise often and enthusiastically
- Create a [behavior chart](#) with privileges or rewards earned for following routines/expectations

Providing Family Support

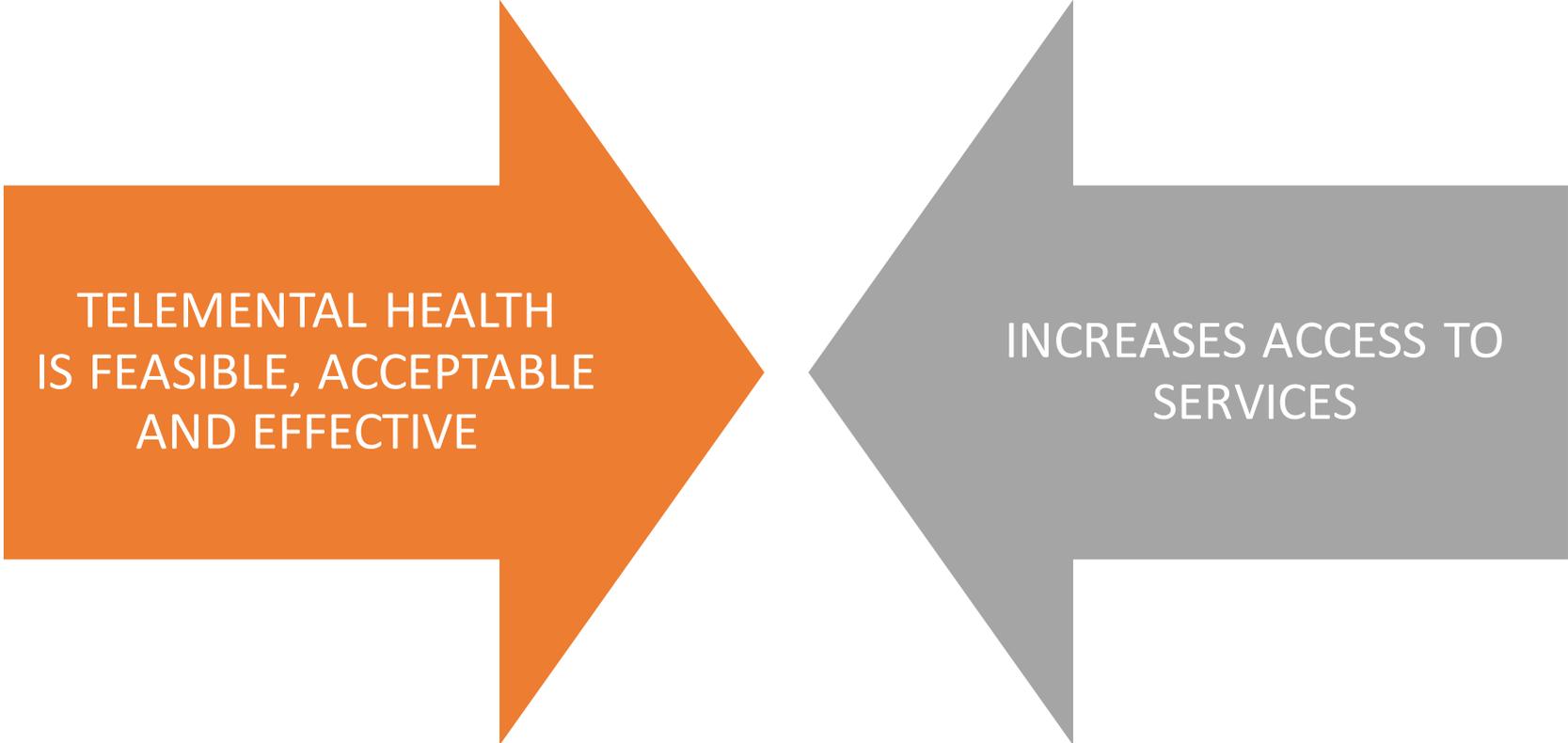
Set up two-way communication

- Set “office” hours
- Email/phone/online contacts
- Resources for parents in native language

Provide community resources for support

- Summer student therapy services
- Food banks
- Adult counseling services
- Financial Assistance
- Emergency services if needed

Telemental Health in Schools



TELEMENTAL HEALTH
IS FEASIBLE, ACCEPTABLE
AND EFFECTIVE

INCREASES ACCESS TO
SERVICES

Set Expectations *with* Families

Consent and
privacy

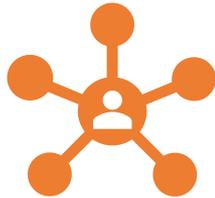
Roles and time

Set up the
room

Prepare
materials

Family time
and individual
time

How We Engage Families Always



Learning from this experience

What worked, what didn't

[Lessons learned from others](#)

What is needed to support partnerships with families in coming year



Fostering a partnership approach

[Self-reflection tool](#)

[School Mental Health Quality Guide: Teaming](#)

Sustaining Telemental Health



Distance Technology as a
Permanent Solution

Families may be more likely to participate
Decreases disruption to work day
Allows for regular
communication/support



Be prepared

Engage families in making plans

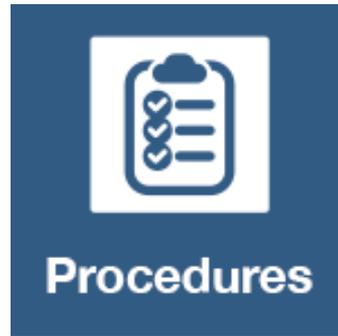
That All Sounds Nice
But...



Challenges to Partnerships



~~STIGMA~~



Jargon

(noun) specialist vocabulary for a particular subject or profession.



Reaching the “Difficult to Reach”



Is the partnership being utilized to its potential?



Building trust takes time and persistence



Vary approaches to meet family needs



Partnerships are a team effort



Attend to family culture and customs

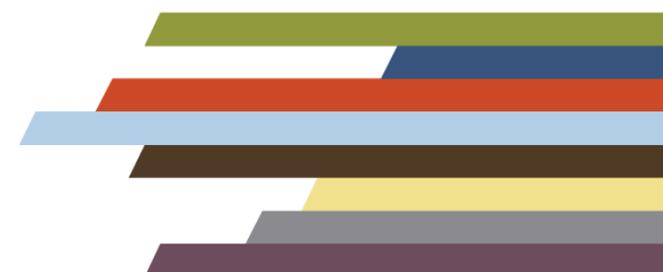
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Resources

- [National Association of School Psychologists \(NASP\): Helping children Cope with Changes Resulting From Covid-19](#)
- [National Association for Family, School and Community Engagement: Response to Covid-19 Pandemic](#)
- [American Psychological Association \(APA\): Parenting During the Covid-19 Pandemic](#)
- [World Health Organization \(WHO\): Parenting in the Time of Covid-19](#)
 - 6 one-page tips for parents cover planning one-on-one time, staying positive, creating a daily routine, avoiding bad behavior, managing stress, and talking about Covid-19)
- [The National Child Traumatic Stress Network: Simple Activities for Children and Adolescents](#)

Q&A with Presenters





Upcoming Session:

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



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

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