



MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

Closed Captioning Transcript

SMH Curriculum Always and Now Learning Series: Session 3

PJ Wenger: Welcome, everyone will be starting at the top of the hour.

PJ Wenger: like to welcome everybody we're going to be starting at the top of the hour, in the meantime we'd love for you to enter your name and where you are joining us from so that we can gain a sense of our Community that is with us today.

PJ Wenger: So if you can just put in the chat box where you're joining us from that would be great.

PJ Wenger: Just joining us welcome we'll be starting at the top of the hour, we would love for you to put your name and where you're joining us from in the chat box, while we're waiting to begin.

PJ Wenger: It is really good to see people from all over the country joining us today so we're very happy that you're here.

PJ Wenger: Hello everyone, thank you for your interest in our image ttc school mental health curriculum, always a now learning series, we will get we're going to begin.

PJ Wenger: A reminder that all attendees are muted and today's session is being recorded in the meantime, we have a slide on the screen to help you get comfortable with the zoom webinar interface.

PJ Wenger: Please utilize the chat box for questions and requests for help regarding audio and technical issues, please make your comments two panelists and attendees and be aware that all comments in the chat are open to public viewing.

PJ Wenger: If you have any questions you can put them in the Q amp a we will try and get to as many questions as we can, during the Q amp a period.

PJ Wenger: Closed caption is also available for those who would like to enable or disable it click on the closed caption icon on the bottom of the zoom platform and select the arrows for options to display enter hide captions.

PJ Wenger: repeat for new For those of you who have not joined us if you have entered the room, we thank you for being with us here today, we will get started.

PJ Wenger: My name is pj wanger I am the senior training and consultation specialist school mental health lead with the Northeast and Caribbean mental health, technology transfer Center.

PJ Wenger: i'm excited to moderate today's session, thank you for joining us for session three of our eight part learning series mental health.

PJ Wenger: technology transfer Center school mental health curriculum always and now a couple housekeeping items, before we begin.

PJ Wenger: we're going to be launching a quick poll for all participants momentarily we really want to learn more about our audience, so please complete the poll, as I share a few few housekeeping items with you.

PJ Wenger: As we are all adjusting to working from home i'm sure that many of you have become very comfortable with the zoom video meetings.

PJ Wenger: In any case, I want to share with you a few reminders regarding the technology logistics of today's meeting.

PJ Wenger: To ensure the best audio quality for the duration of this meeting, we have muted mics and for all participants, except for the speakers.

PJ Wenger: If you have audio or technical issues during this session, the chat box is open for you to communicate with our team, so they can assist you.

PJ Wenger: If you have a link to resources and you'd like to share with other attendees or questions for the presenters please enter those in the question and answer pod.

PJ Wenger: We have TEAM members monitoring the Q amp a pod and they will ensure the facilitators receive your questions.

PJ Wenger: To open the Q amp a pod just hover your cursor over the zoom toolbar at the bottom of your window and click on the Q amp a function.

PJ Wenger: We have scheduled ample time for Q amp a with our guests toward the end of the meeting, but please feel free to enter your question at any time.

PJ Wenger: we've made every attempt to make today's presentation secure if need be.

PJ Wenger: That we end the presentation unexpectedly, we will follow up using your registration information, you will receive an email following the presentation on how to access a certificate of attendance.

PJ Wenger: The session recording and slide deck will be posted on our website, within a few days as a reminder that captions are available for today's session.

PJ Wenger: And if you don't already please follow us on social media and stay in touch with us so again welcome if you are new to us this eight part series is a collaborative effort of the mental health, technology transfer centers, also known as the.

PJ Wenger: We are a network funded by the substance abuse and mental health services administration or samhsa.

PJ Wenger: The the image ttc network includes 10 regional centers a national American Indian Alaska native Center a national Hispanic and Latino Center and then networking Coordinating Office.

PJ Wenger: Our collaborative network supports resource development and dissemination training and technical assistance and work force development for the mental health field.

PJ Wenger: After today's session we suggest you visit our website and find your regional Center to keep in touch with us for more resources and training opportunities.

PJ Wenger: A really quick disclaimer this presentation was prepared for the image ttc network under a cooperative agreement from the substance abuse and mental health services administration samhsa.

PJ Wenger: The opinions expressed in this learning session or the views of our moderator and panelists and do not reflect the official position of the Department of mental health and human services.

PJ Wenger: As part of receiving samhsa funding, we are required to submit data related to the quality of this event.

PJ Wenger: At the end of today's training, we ask that you please take a moment to complete a brief survey about today's session the survey should automatically pop up on your browser window upon closing today's webinar.

PJ Wenger: A quick reminder as part of this learning series, we are hosting regional breakout sessions.

PJ Wenger: These breakout sessions are intended to provide an opportunity for you our participants to ask questions about the content will cover today.

PJ Wenger: And time to discuss and apply today's learning and an informal moderated discussion with our staff contextualize for your specific region and, including people from your particular region.

PJ Wenger: The breakout sessions commence immediately following today's webinar to participate in the 30 minute breakout discussion for your region, we will provide you access at the end of this webinar so stay tuned.

PJ Wenger: Okay, thank you for your attention during that quick intro introduction, I think we can get started now.

PJ Wenger: So, as many of you know, this eight part training series uses the national school mental health curriculum guidance and best practices for states districts and schools, the curriculum was developed by our network in partnership with the national Center for school mental health in.

PJ Wenger: It is intended to help states districts and schools advanced comprehensive school mental health and engage in a planning process for implementation.

PJ Wenger: and includes a trainer and participant manual eight set of slide decks for each module representing the core features of comprehensive school mental health and additional resources.

PJ Wenger: today's live session will consist of a discussion with a small panel of education and mental health leaders who will provide and always a now application of the curriculum.

PJ Wenger: We want to let it be known that the national school mental health curriculum is a great resource to utilize in normal school settings.

PJ Wenger: But also, in this current context, with the code 19 pandemic and its impact on provision of school mental health services.

PJ Wenger: So our panelists will share with us their experience, using the curriculum and innovative ideas for implementation in the current context, so let's pause a minute and look at the results of our poll.

PJ Wenger: So we can see that about half of us did view the video of the module three needs assessment and resources prior to joining us and also.

PJ Wenger: That we see that there are a good range of people who are familiar with the school mental health needs and assessment and resource mapping and some who are unfamiliar so our.

PJ Wenger: session today should be very informative For those of you who are new to this.

PJ Wenger: So to start our session today we are excited to have Dr Chris scarred Amalia providing a recap, of the module and serving as one of our panelists for the second part of the session

PJ Wenger: Dr scarred medallia is an assistant professor at the University of Maryland of medicine national national Center for school mental health.

PJ Wenger: She has extensive experience working with high need use and their families as a school psychologist in both the public schools and juvenile services.

PJ Wenger: Her research focuses on the intersection of the education juvenile justice and mental health systems such as investigating district wide strategies to reduce exclusionary discipline practices.

PJ Wenger: In addition, she provides training and technical assistance to state and school districts on developing and improving comprehensive school mental health, she leads the national.

PJ Wenger: Council of school mental health, training and technical assistance efforts related to staff well being and cultural responsiveness and equity, thank you for being with us, Dr scared of molly I pass it off to you now.

Kristin Scardamalia: hi Thank you so much for that lovely introduction and i'm excited to be here today to talk to you about this curriculum.

Kristin Scardamalia: And, as mentioned, this is going to be a brief overview, so if you had the opportunity to watch the module ahead of time, this will hopefully just hit the high points parts of memory.

Kristin Scardamalia: And if you didn't have an opportunity, then I hope this engages your curiosity and makes you want to learn more about it, so what we're talking about today is needs assessment and resource mapping so let's look at needs assessment first what is that.

Kristin Scardamalia: it's a needs assessment is simply taking a snapshot of your system and understanding, where your needs are seems fairly straightforward.

Kristin Scardamalia: But some of the things that get in the way of this or reasons why we might need to engage in this if we haven't really systematically taken a look at what we have.

Kristin Scardamalia: it's easy to go years and the things to evolve and all of a sudden realize we're not meeting the needs that we thought we were.

Kristin Scardamalia: And there may also be pockets or groups within our district within our schools, who his needs are not being met in a way that might surprise us so we want to gather all of this information, what are our strengths and what do we have.

Kristin Scardamalia: What are the, what are the needs of our group right, this is going to help us clarify our priorities where do we need to spend our time and money.

Kristin Scardamalia: And I have yet to talk to a school district or state is like well actually we just sort of have an abundance of time and money and and we don't really need to prioritize right, but only got a little bit where do I put it.

Kristin Scardamalia: Maybe I have some services, but they need to be improved and that's going to come out in the needs assessment.

Kristin Scardamalia: And then some in fact advanced action planning right so we've got some basic stuff going on, who want to go to the next level what would that look like.

Kristin Scardamalia: And so you'll see on the following slide here right, why do this so helps identify and address.

Kristin Scardamalia: What mental health needs your most pressing, I think this year um this question has a slightly different flavor to it right.

Kristin Scardamalia: As it go year to year we generally have a sense of what needs are, but with the destruction and kogut over the past school year and entering into next school year, this is a pretty pressing question on a lot of folks minds what are the needs.

Kristin Scardamalia: What are the expectations that we should have for staff and students returning to our buildings if they've been mostly virtual.

Kristin Scardamalia: understanding our our existing services meeting needs, how can we leverage our strengths and what do our priorities.

Kristin Scardamalia: What are appraised currently look like is that actually meeting where our populations are right now.

Kristin Scardamalia: So a companion to needs assessment is this resource mapping process right, so a needs assessment is going to tell us.

Kristin Scardamalia: What do I, what are the current needs out there are we meeting them, we can go to the to the next slide for that one there we go.

Kristin Scardamalia: Right what resource mapping is going to tell us is how do we meet those needs, do we have what we need to get there, so resource mapping as a process of identifying visually representing and sharing information.

Kristin Scardamalia: And so you can actually create a literal virtual resource map and it's really helps us visualize what is out there.

Kristin Scardamalia: The reason why this is important and the value of these resource maps, is it really helps us to start to see those gaps and potentially duplications right.

Kristin Scardamalia: Are there local resources that we're missing that are available to us that we're not engaging and.

Kristin Scardamalia: Maybe it's simply a matter of, we need to improve awareness, we need to improve access.

Kristin Scardamalia: And this whole process of just reaching out finding out what are the resources that are out there, what do we tapping into what we're not tapping into.

Kristin Scardamalia: gives you a lot of opportunity to communicate collaborate with groups in your community that maybe you haven't.

Kristin Scardamalia: engaged in this kind of structured conversation before sometimes this can even happen within a school district right departments that are.

Kristin Scardamalia: everybody's running fast and furious doing their thing and two departments haven't really talked to each other, yet this comes up sometimes when we talked about.

Kristin Scardamalia: The research and evaluation section and school districts, or even HR or business management that there's issues that that HR is aware of and ways that things need to be done within our business office knows.

Kristin Scardamalia: And we're not regularly communicating with them, so this is going to help bring everything together into one sort of clear package.

Kristin Scardamalia: right on this next slide we see how did he said together right and a very simple way needs assessment tells us what do we need to develop what's working well and resource tells us resource mapping tells us.

Kristin Scardamalia: How we actually meet that need and do we have what we need to do that.

Kristin Scardamalia: When we think about this process and needs assessment and resource mapping want some quality indicators right what are what tells us that we're doing a good job with this that we're on target with this.

Kristin Scardamalia: So this list here and we'll go through each one briefly, but this gives you a sense of what Should I be watching for to gauge is this quality.

Kristin Scardamalia: Or do I need to do something a little different with it.

Kristin Scardamalia: So the first area is assessing student mental health needs, and again I think it are correct context of this might be the number one question on everybody's mind, what do my students need right now so best practices around this and we can go to that next slide.

Kristin Scardamalia: Is when you're assessing needs you really want a diverse needs assessment team, we want to be thinking broadly and deeply right so.

Kristin Scardamalia: A lot of times will send out surveys and the same folks return our surveys and we really start looking at the who's informing our processes, it may be.

Kristin Scardamalia: A particular group in school or a portion of our schools students families teachers that maybe not everybody So are we doing a comprehensive look.

Kristin Scardamalia: What did we already have what data is existing that can be looked at that we're not utilizing right now and we don't need to reinvent the wheel if we've got that data sitting out there somewhere.

Kristin Scardamalia: Making sure that we're using sound processes and tools.

Kristin Scardamalia: And with nearly everything that we talked about implementing you want to start small right so pilot your needs assessment first so that we can get a sense of did this process where logistically is this going to work.

Kristin Scardamalia: Did it give us the data and the feedback that we thought it was going to give us, we want to start small make sure that that process is good that we're getting the information we need, and then we can scale up.

Kristin Scardamalia: That companion to this is not just thinking about student needs, but what are our students strengths, we know that perfect protective factors are incredibly important when it comes to mental growth and well being.

Kristin Scardamalia: There are some reasons why districts may be.

Kristin Scardamalia: concerned about engaging in needs assessment or that just might not feel like a good place to start, starting with strengths, is a great way to go, what are the strengths, that we can leverage their current students have.

Kristin Scardamalia: That our students currently have.

Kristin Scardamalia: So you see a lot of the same considerations here right reviewing what data, do you have what data is there and we haven't bought look at before making sure that your processes are second mentally sound.

Kristin Scardamalia: Culturally relevant right, really, really important to think about the assessment that I have that I want to yours.

Kristin Scardamalia: Is this culturally relevant for my students and for my Community maybe an absolute rock star tool, but it just doesn't really align well.

Kristin Scardamalia: With your Community again piloting before we go wide.

Kristin Scardamalia: And then determining how current supports and services can be leveraged to address these gaps and students strengths years a lot of research.

Kristin Scardamalia: Growing on research that says bolstering students strength is every bit as important as addressing student needs alright so what's our next indicator.

Kristin Scardamalia: Did you use or needs assessment, this is a kind of pretty straightforward right we put all this time and effort into conducting this needs assessment, did we actually use it to inform our decisions.

Kristin Scardamalia: About you guys but i've seen this disconnect before right one group is doing this process and collecting this information and another group is deciding how to implement.

Kristin Scardamalia: And when you really align the two you're like oh one's not really feeding the other want to make sure that this process that we're doing informs the decisions we make.

Kristin Scardamalia: And this can help, not just big decisions but prioritizing within some of these areas.

Kristin Scardamalia: All right, and then next there we go and to what extent did our district or school conduct resource mapping.

Kristin Scardamalia: Or have access to an updated resource map, one of the things that I would advise here is do your resource mapping, in a way that it can be continuously updated.

Kristin Scardamalia: This can take a lot of time when you're doing it from scratch, I can feel a little bit like an overwhelming ask, but once you get the process down it works well.

Kristin Scardamalia: You don't want to have to go redo all of that every couple years to get an updated sense of what's going on.

Kristin Scardamalia: So, however, you decide to do this, whether it's an existing team and a live Google docs something that you can do that is routinely and on some sort of regular schedule.

Kristin Scardamalia: updated so we can figure out maybe there's resources that just aren't there anymore, there may be Community mental health centers that we were.

Kristin Scardamalia: Coordinating with, and they have changed or no longer exist, so if you've got a continuous update it really helps us future years, not have to undertake the same the same amount of process right.

Kristin Scardamalia: All right, and yeah so they were regular establishing one of the examples that we have here is a midwestern high school somewhat large 1700 kids right and they do this resource mapping process.

Kristin Scardamalia: And what they found is that there were a lot of supports available in the school.

Kristin Scardamalia: But student families and even staff were often unaware, if you think about your you're looking at an.

Kristin Scardamalia: Excuse me you're looking at services you're looking at outcomes and you need he thinking you were doing all this tier one stuff and I don't think this tier one programming.

Kristin Scardamalia: is very good or his quality is not seeing the outcomes, I thought I was going to see.

Kristin Scardamalia: If the issue is that your students dailies and staff don't know about those then it's not the quality of the Program.

Kristin Scardamalia: it's more getting the information out there and making sure people are aware of it, making sure people know how to access it with referral stream looks like.

Kristin Scardamalia: So this change the way the school district or this high school.

Kristin Scardamalia: is going to approach these are no longer looking at reducing their tier one programming they know they just need to open access to it or get the word out better than what they had all right.

Kristin Scardamalia: Next beck's best practice.

Kristin Scardamalia: And this gets a just using that updated resource map to guide decision, so we want to be continuously updating, making sure we've got the best lay of the land out there and identifying areas and needs it or not adequately addressed.

Kristin Scardamalia: You know this is another area where we want to make sure the big picture is important broad picture is important we also want to be looking closely to make sure that.

Kristin Scardamalia: All groups within our district have adequate resources and that it's not just sort of like yeah we got 70% of the students.

Kristin Scardamalia: That are doing well and accessing things but they're watching to the small groups particular groups tend to be more marginalized in our schools, did they have resources available to them and accessible to them.

Kristin Scardamalia: One note here about reducing her abandoning this isn't something we often think about we add a lot.

Kristin Scardamalia: Right it's like this cool new thing and that whole new thing, but how many times have you been in a school and you asked about a service or research, and so, so why why that, why are we doing that.

Kristin Scardamalia: Because that's what we've always done, I don't know it was just here when I got here and sort of way we've always done things so one thing that we recommend is don't be afraid to strategically abandon.

Kristin Scardamalia: programs or resources that just aren't working for you anymore, and again we want to be efficient, with our time and our resources we don't need to be putting those into areas if they're not.

Kristin Scardamalia: they're not ultimately helpful to us, I next best practice is aligning the services and support site so as you're mapping everything, and you have this big picture, we really want to make sure that everything is covered.

Kristin Scardamalia: And we don't have a lot of duplication going on your there are times when we sit down and look it's like wow actually three different agencies are offering the same exact resource and the amount that's available actually exceeds what we know.

Kristin Scardamalia: We don't need is for we can diversify some folks can be doing other things right, we don't have a lot of resource or time to waste, so we don't want to be duplicating services.

Kristin Scardamalia: And then finding those gaps hey where's the misalignment where things not working well and again we want to be okay about reducing our abandoning.

Kristin Scardamalia: Our reliance on programs and resources and just start working for us anymore, or just start giving us the table outcome, or maybe as much of an outcome isn't would like to see.

Kristin Scardamalia: Developing a team based process can be really an important.

Kristin Scardamalia: Point for sustainability and we really think about where this knowledge is living at this is a very hard thing for one person to stay on top of.

Kristin Scardamalia: For one person to stay updated for one person to really hold all that knowledge even maybe two or three people, but a team based process ensures and they spread of.

Kristin Scardamalia: folks who are putting time and energy into it, and it also means that if you have somebody who moves into a different position or leaves the district, all together, they don't take all of that knowledge.

Kristin Scardamalia: With them, we have the rest of the teams like no we we know where we were going we know there's all these little informal conversations and it helps continuity.

Kristin Scardamalia: All right, that is really the very quick overview and needs assessment and resource mapping hopefully this sparked your curiosity, if this is the first time that you're engaging in it and you kind of see how this might.

Kristin Scardamalia: really benefit your district or school your state whatever level you're working at to really think through what do I want our school mental health resources to look like and are recovering everybody who has a need out there all right, thank you guys.

PJ Wenger: Thank you very much, Dr start Amalia We appreciate you, providing that lovely recap of our module three of the school mental health curriculum.

PJ Wenger: And we're going to start our next portion of our session, which is our panel discussion, so we have with us today, Dr Ray.

PJ Wenger: Dr grey is a choctaw cherokee research associate professor and associate director of indigenous programs at the Center for rural health at the University of North Dakota school of medicine and health sciences.

PJ Wenger: We also have Dr Romero, who is the CEO and owner of jr Romero and associates a training and consulting company he started almost 21 years ago that focuses on behavioral health evaluation consultation and specialized training.

PJ Wenger: Thank you so much, both of you for being here today, so let's get started.

PJ Wenger: let's start by having you both tell us a little bit more about yourself your role and how school mental health needs assessment and resource mapping plays out in your work.

Jacque Gray: Thank you pj this is Jackie Gray, and for me I started working.

Jacque Gray: gosh over 30 years ago with schools and a lot of that was getting to know what it was that they needed and there were variations from one school to another, I worked with 23 rural school districts.

Jacque Gray: So there there wasn't just a one size fits all for those there were lots of different resources that were in were not available in each one, and so, helping to identify what was available from for each site and where they get access the resources they need was a big part of that.

PJ Wenger: Thank you, Dr grey Dr Romero.

J Rocky Romero : Yes, thank you pj and and thank you, Dr grey for for those those experiences we also offer my perspective, have have some experiences that.

J Rocky Romero : You know, lend itself to I usually joke that I started working with teams, when I was a teen so right out of right out of high school 1920 as a camp counselor.

J Rocky Romero : And I i've seen those needs grow over time, so I really felt it from my role as an intern actually working within a school system.

J Rocky Romero : All the way to then overseeing Community health programs through a school based mental health Center has has been my evolution over the last 20 plus years, and you know I really have seen.

J Rocky Romero : Growth in the mental health areas in school systems, but, as you can imagine they're still pockets of rural communities and underserved communities that we'll get more into discussion today about.

J Rocky Romero : In terms of how we address some of those needs, and some of my most recent experience with with 26 different clinics scattered across Northern new Mexico, so thank you to to the mh tpc folks and all of our host today for welcoming us.

PJ Wenger: So we have some specific questions for you, our first question is going to go to Dr grey what are some of the positive outcomes and successful results that have come out of your effort through utilizing the needs assessment and resource mapping.

Jacque Gray: When I was working with the health department in Oklahoma we did.

Jacque Gray: What we call wellness checks with students, we would go out and set up with the school we go through the survey with them and then.

Jacque Gray: Having staff from the health department to go over the responses to that, but then the school would get a summary of those responses and from that I could work with.

Jacque Gray: The counselors of administration to do some planning of what are the target areas that they needed like, especially with middle school students identifying early on.

Jacque Gray: or parents were going through a divorce and the kids were having a hard time that they could get some groups going at the first of the school year not wait until those students were identified late in the school year to get something going for them and really help process that.

PJ Wenger: Thank you, Dr grey our next question i'm going to address to Dr America what are some of the challenges that you have encountered around needs assessment and resource mapping and what are your recommendations for overcoming these challenges.

J Rocky Romero : Yes, thank you tj for the question I think a few things that I would know that I want to put a little bit of meat to.

J Rocky Romero : The skeleton that we covered in terms of the needs assessment and Community Matthew module I think one thing that we really have to be careful of as a pitfall is.

J Rocky Romero : making decisions about diverse populations, without those diverse populations being involved in the decision making.

J Rocky Romero : And I think with That said, we have to be very considerate whether that's our student population latinx populations of people experiencing immigration or indigenous communities which in new Mexico, you know we're surrounded by 18.

J Rocky Romero : pueblos and a reservation with the Navajo nation as well, and we have to be very considerate of those on.

J Rocky Romero : Cultural appropriate misc when it comes to involvement and the second thing that I would, I would say is that you always have to have a plan.

J Rocky Romero : of having those individuals from those diverse populations that I mentioned, be involved in any planning.

J Rocky Romero : be involved in any direction and feedback and and then Secondly, I would say, in order to to alleviate any potential challenges is to always consider your dissemination.

J Rocky Romero : On never going into a Community and taking from that Community without having an appropriate protocol for how you're going to go back and disseminate the information.

J Rocky Romero : They can better serve that Community whether you're going in as a higher education, you know department or school or college or a Community based agency and then Secondly, I would add.

J Rocky Romero : One last piece is that any efforts always have to have a cultural appropriateness attached to it, and I think.

J Rocky Romero : You know, for us at the national Hispanic and Latino mm hmm etc our basic cultural elements about respect, though, and about family and respect.

J Rocky Romero : come in, really, really uniquely and I think align themselves really well with module three is specifically when we kind of look at what are some of the challenges on this, the last thing that I would add in this is the.

J Rocky Romero : Just accessibility and having a a small team available right, especially when you're going into rural communities, it really does take a team to get this done and I think identifying your team in advance of who can be champions of these needs assessment Community mapping is key in strategy.

PJ Wenger: Thank you for that response, Dr America certainly things to consider when you're doing this work this question goes out to both of you.

PJ Wenger: What has been your experience in adapting your needs assessment and resource mapping strategies to diverse populations and what considerations, do we need to be aware of, and I know, Dr Mary you touched on that, but maybe you can expand on that with this question.

J Rocky Romero : For absolutely Thank you I would definitely.

J Rocky Romero : insert here, the need for again involving those individuals that you are attempting to.

J Rocky Romero : Help or support or identify needs that they may have involve them in that process, and I think that's the number one.

J Rocky Romero : Appropriate and respectful and culturally respectful thing that you can do, I think, secondly, is really making sure that you have accessibility to get a good sample of information, typically we access groups of people that.

J Rocky Romero : Are fluent are more connected to schools where we may be missing individuals that aren't connected and that may be a great need that that assessment.

J Rocky Romero : Really identifies for us right is that there's a gap in communication, maybe providing access in the language of the.

J Rocky Romero : You know the students and families that you're serving and then the last thing that I would say is just including a strategy for how are you going to adapt the specific tools that you have to be culturally appropriate, and when I say that you know as as.

J Rocky Romero : christy mentioned really adapting the tools, because instruments are typically designed in certain with certain parameters and certain populations right when we look at certain instruments.

J Rocky Romero : So with that being those instruments and not being afraid to really adapt some of the questions that uses appropriate language, looking at the class standards really helps when we look at culturally bostick standards can really help guide and help schools in that effort.

PJ Wenger: Dr grey would you like to comment on this question.

Jacque Gray: yeah I would echo a lot of the things that Dr where marrow has said, you know working in rural and tribal communities, one thing that we know is you know they're not alike.

Jacque Gray: And with different cultures, different resources available to them, and everything you have to look at as far as looking at what the.

Jacque Gray: The resources are that you have how you can make that work to meet the needs in your community, how can you get creative with that.

Jacque Gray: And you know, making sure that you're utilizing those cultural factors and those other supports with with the rural youth, maybe it's ffa and fha.

Jacque Gray: And, or maybe it's a boys and girls clubs in the tribal communities and things like that, but you make use of all of those resources that may be available to you, even if they're on a more informal level.

PJ Wenger: Thank you, Dr grey and Dr Romero, our next question again goes out to both of you what is changed, and how needs assessment and resource mapping occur now because of the pandemic and what have you had to adopt or change to learn to do it differently.

J Rocky Romero : off the grave you want to take that first.

Jacque Gray: I was going to let you but you know I think our biggest thing is switching from face to face to working on on zoom and other video platforms.

Jacque Gray: it's just not the same, where we might be able to go before and have a handshake or a hug or you know really greet one another and share with one another in a very personal way it's, how do you do that, across a video platform and that that's a real challenge that we've had for the pandemic.

Jacque Gray: i'll let you shoot the doctor Romero.

J Rocky Romero : Oh sure Thank you Thank you so much, I would echo that and I think that a couple of things come up with this when when when we were planning for this panel discussion as one.

J Rocky Romero : Always recognizing accessibility and accessibility, on a number of levels, not only when we're talking about language access and having the appropriate documents and tools in.

J Rocky Romero : The appropriate language so if that takes time to work with someone who can translate those documents into appropriate language, I think that that needs to be done.

J Rocky Romero : The other thing that we're seeing is we're really with bandwidth right and technology and the lack of access and some of our rural and indigenous communities where.

J Rocky Romero : We may have to drive out to those communities more regularly now.

J Rocky Romero : um I think the embracing of technology, which in some of the Communities i've worked in you know we're talking about metropolitan areas in areas that are you know.

J Rocky Romero : affluent with technology and in many respects, on a lot of times we assume that that.

J Rocky Romero : means all of our communities are affluent and and have access and know how to utilize technology, which we know is not the case on and even if we do have, or they do know.

J Rocky Romero : They use technology, sometimes it's the accessibility of the platforms in order to use that technology.

J Rocky Romero : On, so I think what be that i've heard from school personnel also now in a presentation, I did last week is really how they've had to use on platforms that students are more apt to using like text messaging like.

J Rocky Romero : sending out messages through instagram and Twitter and other social media platforms in order to get education and access.

J Rocky Romero : Opportunities out to smaller and more rural communities and then I think the last thing that i'll say here is really researching and looking at other application or Apps platforms, that you can utilize we recently adopted one here in mckinley county in the.

J Rocky Romero : Really in the one of our most underserved socio economically.

J Rocky Romero : Areas of our state, we started to go to a choice recovery APP that is able to help individuals to track their progress.

J Rocky Romero : Through this APP in terms of the groups that they attend it even has a GPS coordinate so you can locate them in their community on so there's different ways, now, and let me just say this, I always say we always have to be aware of the.

J Rocky Romero : What can I say this ambivalence or skepticism or fear that some of our rural or indigenous communities may have or that next communities may have with using those platforms so building trust and reassuring that that you'll be there to support them, I think, is cute.

PJ Wenger: Thank you very much, Dr Ryan, Dr America and Dr Mayer, I would encourage you to put the name of that APP in the chat box because i'm thinking that some people are going to be asking for that.

PJ Wenger: Our final question to both of you what are some recommendations, you would make for schools and communities who are just starting out or who are utilizing the needs assessment and resource mapping best practices that are within the school mental health curriculum.

J Rocky Romero : yeah i'll jump in here, Dr grey if that's okay with you.

J Rocky Romero : I think we were a couple of things here and I really feel.

J Rocky Romero : That, starting with you know some of us, I know a lot of the attendees maybe come from counseling in social work different sort of backgrounds of that nature.

J Rocky Romero : So really when you look at the Eco mapping process of developing strategies it's very similar when we talk about Community mapping.

J Rocky Romero : Right we're now just kind of taking that to a systems approach, and I think with the corridors of social work and i'll speak for my frame of reference being genuine and.

J Rocky Romero : doing what you say and saying what you do and sort of this Community building effort really helps build build relationship and collaborative efforts.

J Rocky Romero : I think the other things that we've seen is really through Apollo threaded pedagogy of the oppressed approach, where we really also seek experts from the Community.

J Rocky Romero : As able to teach us things rather than always going to higher ED or to.

J Rocky Romero : sort of these these governmental agencies, we have a lot to offer in our communities that we can then bring them in.

J Rocky Romero : order to really help with that relationship building at the initial stage, and I think building that healthy framework is important I'll leave you with two references if that's Okay, and then I'll put these in the in the.

J Rocky Romero : chat room as well, one is Carol cool tall, and I hope I'm saying that right, but she she has a process which is the search information process.

J Rocky Romero : which really is a process that helps you work through with a number of Community agencies, looking at short and long term goals.

J Rocky Romero : And then, through a group dynamic process widdle in those goals down to then help you develop a Community mapping strategy.

J Rocky Romero : and adding in the that kind of model really does help, I think, with a when folks are a little lost in terms of what what to do next kind of process.

J Rocky Romero : And then the second one that I used in my reference here for Community mapping in action uncovering resources resources and assets for young children and their families is from Jason in mid.

J Rocky Romero : 2012 and I'll and I'll put this in the chat as well, but this would really looks and evolves I think the three tiers that.

J Rocky Romero : Christine mentioned in the introduction right it really puts that into practice in my mind and.

J Rocky Romero : The last thing that I'll say about this is don't be afraid to be creative and innovative I think sometimes we we tend to kind of do the same things over and over again and I'm.

J Rocky Romero : I'm from old school right I I've been around a little while now, but I still think that being innovative and creative on the basis of some of these models, as our framework can really help us to to gain.

J Rocky Romero : A lot of success in our mapping and really needs assessment portion of.

J Rocky Romero : School development.

Jacque Gray: And I agree with all with all of that that you'd mentioned Dr Romero I'd also I've been working with the American Indian Alaska native.

Jacque Gray: technology transfer centers in developing resiliency teams in tribal communities, and with that you know, again I.

Jacque Gray: Leaving it to each community we're there to offer some help and guidance and feedback and help you to find resources to address some of those needs, but what he did on each community that make this resilience team what you need it to be.

Jacque Gray: And that way it is it's different everywhere, but it's helping them to know that they can take these resources and apply them in so many different ways, and so they have to figure out what's the best way to apply it in their community and recognizing that flexibility.

PJ Wenger: Thank you, Dr grey and Dr Mayer also and thank you, Dr scarred Amalia we really appreciate you guys sharing your expertise with us today, we have several questions in the Q amp a pod.

PJ Wenger: pod and I want to be mindful, the time and try to get to as many questions as possible, so i'm going to introduce my colleague amanda Ashley from Great Lakes and mm hmm etc, and she will lead the QA amanda.

Amanda Koshollek: Thanks pj so we've been monitoring the questions and answers that you guys have been entering and so we do want to take some time to get to some of those questions today.

Amanda Koshollek: The first question that we have, I know, Dr grey touched on this a little bit, but maybe we can expand that as well.

Amanda Koshollek: Is a question about some of our rural communities, it comes from, Maria wondering about how to navigate supportive services service areas within limited X when there's limited access to Community resources or.

Amanda Koshollek: They might have Community resources but they're the burnt out Community mental health agency so when there's limited resources, what can schools do to help.

Jacque Gray: And that's always a struggle in our rural and remote areas and one of one of the things that.

Jacque Gray: When I was working with the Suicide Prevention resource Center that developing it may be, whether it's video zoom or but linking different Community mental health providers together to provide support for one another.

Jacque Gray: can really help that less than that feeling of being alone and burning out and so trying to think again creatively on how you can.

Jacque Gray: Get the supports that those providers and resources need in order to keep going and providing you with with those wonderful resources it's close to your communities, you can get.

Amanda Koshollek: Dr America, do you have anything to add.

J Rocky Romero : yellow to that and I did see a couple of questions or requests for sources so I did put those in the chat.

J Rocky Romero : But I think I think I think like Dr grey mentioned, I think it's really trying to establish again those relationships, but.

J Rocky Romero : You know, taking it a step further in terms of I know some of the difficulty, right now, especially in rural communities with coven and some of the restrictions.

J Rocky Romero : is having to do a lot of our work via via zoom and other platforms, so I think being being aware of that process being difficult and.

J Rocky Romero : Especially when we talk about indigenous in my in my case, you know latinx communities, we have to be able and willing to spend the time.

J Rocky Romero : On and and sometimes we you know whether we're under grant pressures are deadlines for grant applications, or whatever the case.

J Rocky Romero : I hope that we don't reflect that pressure on to our communities and feel like we have to rush them through that process, because I think that can be detrimental to to the long term success.

J Rocky Romero : I would also say that you know really we've worked through a collaborative effort and really building in we've built over the last, and so, when I talk about time.

J Rocky Romero : This took us about six years to re establish a behavioral health collaborative in our Community that is looking at all continuum of care, relative to latinx communities so adolescent as well as adults and in our elders obviously.

J Rocky Romero : And with that it took a six years to build it into took a lot of collaboration partnering on grants together really establishing mo use or emily's so that everybody is clear and what you're doing and there's a commitment to that.

J Rocky Romero : And then now even started to establish those through resolutions at our local county Commission City Council meetings in really establishing a partnership with not only indigenous latinx but also, obviously, I mean sleep populations as well in we've seen some success with that also.

Amanda Koshollek: Thank you, both for your thoughts on that very helpful our next question comes from Sarah speaking of zoom platform, so what is the most effective way to conduct visual resource mapping with diverse groups of district stakeholders when done remotely thoughts on that.

J Rocky Romero : yeah I can share just a little bit Dr grey if you don't mind me jumping in here.

J Rocky Romero : We have the we have that example that I just shared a motor roxanne me and Guadalupe counties local collaborative for is a behavioral health collaborative.

J Rocky Romero : That was established actually several years ago up under funding through legislative funding.

J Rocky Romero : And what we've done is we've had to hold a number of our meetings now over the last year, obviously over zoom So what we did is.

J Rocky Romero : On through our presentations and keeping people vested in that we actually brought in different stakeholders to present on their different area in the Community and continue on.

J Rocky Romero : On through presentation and bringing different resources that are available to to the participants and their and their constituents in that sense and.

J Rocky Romero : we've done that, through a number of different sub working groups where through zoom we created and there's there's ways to zoom that you can do breakout rooms, which is, I think.

J Rocky Romero : It really does fit with the information search process that I referenced where you can break out do breakout rooms and each room is Kathleen different portions of the needs assessment or of the.

J Rocky Romero : mapping that you're doing so what I always say is there's always a core group that's always really very active.

J Rocky Romero : But what I think is important is to engage other Community Members to be a part of these subgroups, but you can then task those subgroups with different tasks and then you bring it back to the bigger collaborative.

J Rocky Romero : And and through that sort of Community learning, I would say it's a Community learning platform in most cases and sharing and dissemination of information has been key for us as well.

Jacque Gray: I think we found the first time that I set up a Community team that you know we invited all of the logical.

Jacque Gray: And apparent.

Jacque Gray: Resources, the first time.

Jacque Gray: And then, after that we had all of these others like foster parents and ministerial alliance and and other groups that came to us and said, we want to be included.

Jacque Gray: That we hadn't thought about but we're also Community resources that we could bring in and as they became more aware of what we were doing we had more.

Jacque Gray: Groups that wanted to be part of the solution within the Community.

Amanda Koshollek: Thank you for your thoughts on and collaboration is so key um let's see a question from Alexandra who is looking for.

Amanda Koshollek: Their district is very interested in district wide social emotional learning programs next year and there's so many to choose from, and many are cost prohibitive.

Amanda Koshollek: wondering if there's suggestions or recommendations that any of you all have for district districts that are looking at some new curriculums to help support their school mental health programs.

Jacque Gray: Go ahead, Dr Romero.

J Rocky Romero : yeah I would say that.

J Rocky Romero : Let me, let me just speak there, I would say don't always look for the magic the magic model.

J Rocky Romero : Right or the one model it's just going to kind of be meet all your needs, because a lot of times and I would say 99% of the cases if a model that you feel is successful.

J Rocky Romero : or other communities and you seem that that Community looks or feels or you know, has similar beliefs as yours do or yours does, I would say to.

J Rocky Romero : Look at that in more depth and then reach out to one of your mental health, technology transfer centers there's a lot of technical assistance opportunities that can help you.

J Rocky Romero : to adapt that model that you feel is appropriate to be culturally relevant and appropriate, but to also consider your population and, as you pilot it may be, and that's what I would always suggest before you.

J Rocky Romero : invest them the money, the time and effort and and kind of person power into a model.

J Rocky Romero : I would, I would definitely suggest that you do some research and that you also maybe consider piloting it for 30 days 60 days on with with you know, whatever level of intervention or prevention effort you're looking at, but.

J Rocky Romero : Pilot it before you put all the time and effort.

J Rocky Romero : In person power into a certain model and then like I said before, reach out to your local Center in your region and or set the mental health, technology transfer Center for Latinos and Hispanics and we can definitely help you adapt models that you would.

J Rocky Romero : want to consider on depending on what you are looking at doing I think there's a number of different models that we could recommend if it's suicide.

J Rocky Romero : And Suicide Prevention there's obviously models that we would look at specific to that, so I think that wouldn't be where I would just ask for more information and.

J Rocky Romero : i'll share my email for with everybody in the chat i'm more than willing to follow up with folks as they have no further questions beyond this.

Jacque Gray: And I think a couple that are listed in the chat our sources of strength and sanford harmony.

Jacque Gray: As possible seo programs.

Kristin Scardamalia: I can't I just want to jump in real quick and absolutely everything both our panelists have said about this and then, when you're piloting, make sure you're getting feedback from the students that you're using it.

Kristin Scardamalia: and make sure that when you're piloting at you're selecting groups of students that are diverse and representative of the whole student body.

Kristin Scardamalia: And because it's great of all the adults in the world, I think it's a great program and the websites that and it's you know all of that, but if it's not engaging with your students and your students aren't aren't getting into it and.

Kristin Scardamalia: it's just not going to be a good it's not gonna be a good fit so make sure that the end user right your students, maybe your parents depending on them on the module or the model that you're using or that you're getting feedback from them also.

Amanda Koshollek: Thank you, Chris for jumping into, and I do see that there's a lot of chat sharing of resources going on in the chat for different.

Amanda Koshollek: I see all programs that people are recommending the great point about piloting the programs and making sure that that's fitting in engaging for the wide diverse group of students, that we all work with as well.

Amanda Koshollek: It looks like we I want to be mindful of our time here and we're getting close towards the end of the hour, so i'm going to give it back to pj who has some important announcements that she's going to share.

PJ Wenger: Thank you amanda Thank you Dr grey Thank you Dr Mera and Kristen for all of that input so coming up next is our regional breakout sessions, and these breakout sessions are intended to provide you an opportunity.

PJ Wenger: To ask questions about the content we covered today and to discuss and apply today's learning with staff from your specific region.

PJ Wenger: So to participate in those breakout sessions, for your region.

PJ Wenger: which are taking place immediately following this live session, you can click the link, we are providing in the chat box and the link will take you to a document that lists are 10 breakout sessions, and you can just click the zoom for the region that you are in.

PJ Wenger: So for more information about local state and regional school mental health technology.

PJ Wenger: And system and activities, including the national school mental health curriculum access access your mental health, technology transfer Center regional Center on our website.

PJ Wenger: We are at the top of the hour, so thank you everyone for joining us today it has been our pleasure, bringing this session to all of you, we thank our speakers and all of our participants.

PJ Wenger: today's presentation slides and recording will be sent to everyone in a follow up email over the next few days, we will also make these materials available on the M htc website.

PJ Wenger: A reminder that this is the third learning series of eight in the M htc school mental health curriculum always in now series.

PJ Wenger: We have our next session on march 23 at the same time as today, and we will focus on the fourth module of the school mental health curriculum.

PJ Wenger: Which is screening information on how to register for the remaining sessions will be included in the follow up email coming your way in the next couple days.

PJ Wenger: So please access the national school mental health curriculum trainer and participant manual slide decks for each module and additional resources on the M htc website.

PJ Wenger: And lastly, we ask that you please take a moment to complete a brief survey about today's training survey will automatically pop up on your browser window upon closing today's webinar.

PJ Wenger: will also be sending you the survey link and our follow up email and again, thank you for joining us today, I encourage you to join our regional breakout sessions, thank you to our speakers, thank you to all our participants and take care of yourselves and have a lovely rest of your day.