Dr. Erika Franta (she/her): So welcome everyone it looks like we got a big influx here in last minute and thank you so much for your interest in me htc school mental health always and now learning series we're going to get started here.

Dr. Erika Franta (she/her): In a second but today's session is being recorded everyone it all attendees are muted we're going to start out with some housekeeping items that please share with us in the chat who you are and where you're from and we're so happy that you joined us today.

Dr. Erika Franta (she/her): We can move to the next slide.

Dr. Erika Franta (she/her): Welcome everyone, my name is Dr Erica frantic she hers I am the school mental health program director at the MID America mental health, technology transfer Center.

Dr. Erika Franta (she/her): We serve the four state region of iowa Kansas nebraska Missouri.

Dr. Erika Franta (she/her): And our Center station out of the minor minor institute at the university nebraska medical Center in omaha, but I am joining you all today.

Dr. Erika Franta (she/her): from St Louis Missouri i'm so excited to moderate today's session, thank you for joining us for session six of our eight part learning series.

Dr. Erika Franta (she/her): And made she etc school mental health always and now today we're going to be focusing on module six early intervention and treatment tiers two three.

Dr. Erika Franta (she/her): i'm going to move into some housekeeping items, before we begin as i'm doing housekeeping.

Dr. Erika Franta (she/her): We are going to launch a poll for you all momentarily just to help us learn about our audience and learn a little bit about you, so please complete the poll as i'm making my way through some housekeeping items.

Dr. Erika Franta (she/her): As we have all been adjusting to working from home i'm sure many of you have become pretty comfortable with zoom.

Dr. Erika Franta (she/her): Video meetings but we wanted to share a few reminders regarding the technical logistics for today.

Dr. Erika Franta (she/her): So, to ensure the best audio quality for the duration of this meeting, we have muted mics for all participants, except for our speakers.

Dr. Erika Franta (she/her): And, and if you do have an audio or technical issue, the chat box is the perfect place for you to ask questions about that and get those issues addressed.

Dr. Erika Franta (she/her): And if you have a link to resources that you would like to share with other attendees or any questions for the speakers, the presenters or panelists please put those thing those items in the Q amp a pod we have TEAM members monitoring monitoring the Q amp a pod.

Dr. Erika Franta (she/her): For those items and we will also and they will also help us ensure that your questions, get answered by our panelists here at the end to open the Q amp a pod hover your cursor over the zoom tutorial toolbar at the bottom of your window and click on the Q amp a function.

Dr. Erika Franta (she/her): We have scheduled time for the Q amp a for a q&a with our guests here at the end, but please feel free to answer your question at any time, and we have folks monitoring that to answer it in the moment or save it for the end.

Dr. Erika Franta (she/her): We have made every attempt to make today's presentation secure, however, if we do need to end the presentation unexpectedly will follow up with you, using your registration information.

Dr. Erika Franta (she/her): The session recording and the slide deck will be posted to our website and just a few days for you to see that and share it with others.

Dr. Erika Franta (she/her): And just a reminder that captions are available for today's session, if you would like to enable or disable closed captioning.

Dr. Erika Franta (she/her): There is a CC button, also at the bottom of your screen on your zoom panel, and you can either activate that captioning or deactivate it from there, and if you don't already please follow us on social media and stay in touch.

Dr. Erika Franta (she/her): So, again welcome if you're new to us this eight part series is a collaborative effort of the mental health, technology transfer centers are ma TT sees.

Dr. Erika Franta (she/her): We are a network funded by the substance abuse and mental health services administration or samhsa.

Dr. Erika Franta (she/her): that I made to the DC network includes 10 regional centers a national American Indian Alaska native Center a national Hispanic and Latino Center.

Dr. Erika Franta (she/her): And a network Coordinating Office our collaborative network supports resource development and dissemination training and technical assistance and workforce development for the mental health field.

Dr. Erika Franta (she/her): After today's session we strongly suggest you visit our website find a regional Center sign up to get on their mailing list and keep in touch with them for resources and training opportunities.

Dr. Erika Franta (she/her): Really quick disclaimer this presentation was prepared for the mh gtc network under cooperative agreement.

Dr. Erika Franta (she/her): From samhsa so the opinions expressed during this learning session are the views of our moderator and our panelists they do not reflect the official position of the Department of Health and human services or samhsa.

Dr. Erika Franta (she/her): Lastly, we ask that you please take a moment to complete our brief survey at the end of today's session this this survey should automatically pop up.

Dr. Erika Franta (she/her): In your browser window once you've closed out of the zoom webinar I will, but we will also be sharing with you the link at the end of our session and.

Dr. Erika Franta (she/her): The qr code that you can use on the tablet or mobile devices as well, again, thank you all so much for joining us, I encourage you.

Dr. Erika Franta (she/her): to join your regional breakout session here at the end, as well as a quick reminder part of this learning series is host is, including those regional breakout sessions.

Dr. Erika Franta (she/her): Really, this is just a time for all of us in our region to get together asked questions talk with one another and and really contextualize the content that we're covering today within our region and.

Dr. Erika Franta (she/her): Something that's really exciting is that our panelists will be joining their regions, and so, if you have questions for them will be able to address those at that time.

Dr. Erika Franta (she/her): The breakout sessions will commence immediately after today's webinar and we will share the link to those.

Dr. Erika Franta (she/her): To a document with those rooms, at the end of the session so just we just want you to be thinking about it as we're going through today, so thank you all so much for your attention during this quick intro I think we can get started.

Dr. Erika Franta (she/her): 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.

Dr. Erika Franta (she/her): Before I continue, I would really like to alert everyone that we have had a title change.

Dr. Erika Franta (she/her): That we made to this resource, very recently, our network in partnership with the national Center for school mental health decided to remove the word curriculum.

Dr. Erika Franta (she/her): From the title of this resource really just based on feedback from you all, are our constituents.

Dr. Erika Franta (she/her): So this resource will now be referred to as the national school mental health, best practices.

Dr. Erika Franta (she/her): Implementation guidance modules for states districts and schools we've made the necessary updates to all of our resource materials on our website, but just wanted to alert you all to that change and this resource was developed by.

Dr. Erika Franta (she/her): Our network or I makes etc network in partnership with the national Center for school mental health that in.

Dr. Erika Franta (she/her): And the the intended purpose for this resource is really to help states districts and schools advanced comprehensive comprehensive school mental health and to engage in planning process.

Dr. Erika Franta (she/her): For implementation around creating and implementing comprehensive school mental health systems.

Dr. Erika Franta (she/her): So this resource includes both a trainer and a participant manual eight sets of slide decks for each one for each module representing those core features of comprehensive school mental health.

Dr. Erika Franta (she/her): And lots and lots of resources for you to have access to so today's live session will consist of a discussion with a small panel of school mental health leaders.

Dr. Erika Franta (she/her): Who will provide really an always in now application of the school mental health, best practices implementation guides and modules.

Dr. Erika Franta (she/her): While the modules are a great resource to utilize and you know typical normal school years if you will it's especially relevant right now.

Dr. Erika Franta (she/her): With the context of coven 19 the pandemic and its impact on our provision of school mental health services, so our panelists but who i'm so excited you're going to hear from will share with us their experience using these implementation guidance and best practices.

Dr. Erika Franta (she/her): And their innovative ideas and successes and challenges that they have overcome and utilizing these and applying these in this context.

Dr. Erika Franta (she/her): So let's pause for just one second and let's take a look at the results of our poll, so we can see where we are super evenly split here and those of you that were able to view the module ahead of time and those of you that were not, and then we also see that we really have a range.

Dr. Erika Franta (she/her): of experience with this module too, so this is going to make for a really great discussion for you all today.

Dr. Erika Franta (she/her): And for those of you, you know that weren't able to watch the module ahead of time.

Dr. Erika Franta (she/her): Or, if you could use a refresher I know I can always use a refresher on this content on your luck, we are so excited to have Dr Dana Cunningham with us today.

Dr. Erika Franta (she/her): To provide a recap of module six and she is going to be one of our panelists she'll be on with us on the call through the remainder of this session.

Dr. Erika Franta (she/her): So, Dr Dana Cunningham as a faculty consultant at the University of Maryland school of medicine in the department of psychiatry.

Dr. Erika Franta (she/her): Her role with the national Center for school mental health and in her role as the national school mental health consultant, she has served as the director of Prince george's school mental health initiative since 2006.

Dr. Erika Franta (she/her): The PG sm H Ai is designed to provide intensive will base counseling and support services to students in special education in Prince george's county school public school district.

Dr. Erika Franta (she/her): So, Dr Cunningham has extensive experience providing direct clinical services in urban school districts and she often provides training technical assistance and consultation to local and state level education and mental health agencies.

Dr. Erika Franta (she/her): Her clinical and research interests include trauma resilience children of incarcerated parents and directly supported treatment for black youth.

Dr. Erika Franta (she/her): Thank you so much for being with us today, Dr Cunningham we're excited for you to give us a really great recap of module six so i'm just going to pass it off to you.

Dana Cunningham: All right, Hello everyone Thank you so much for having me and for the invitation to join For those of you that did view the video I look very familiar, I was in the video that you watch that gave the overview of this particular module so you can go to the next slide so today will be.

Dana Cunningham: kind of a recap of very high level recap of that module and before I get started, I just want to remind everyone today we'll be talking really about.

Dana Cunningham: module six early intervention and treatment tiers two and three, but this module is one of many if you're just joining us.

Dana Cunningham: We have lots of modules that are really focused on honing down on what those key concepts and tools and quality indicators and best practices are.

Dana Cunningham: As you think about implementing and improving your skills to help program so so definitely if you haven't had an opportunity to check out those other modules please do so go to next slide.

Dana Cunningham: All right, we've already shared our disclaimer so we can move forward.

Dana Cunningham: Okay, so as part of the modules.

Dana Cunningham: Similar across the modules you'll see they kind of have a similar structure but we're start off with kind of a definition why the this particular module or concept is important.

Dana Cunningham: And we'll go over some quality indicators and best practices, give you lots of resources and also think about how to help you think about how you can implement this within your school or district.

Dana Cunningham: Okay, so we think about mental health early intervention, what are we thinking about so we think about tier two those are those students who are maybe exhibiting some mild distress or or functional impairment, it might be at risk for a particular problem.

Dana Cunningham: All right, we know that there's great value in providing that early those early intervention services.

Dana Cunningham: And we think about treatment we're thinking about those students at tier three that top level who are having very significant impairment and distress, so those students would typically get individualized services individual therapy group therapy very specific to their needs.

Dana Cunningham: Right, we know that mental health treatment in schools is incredibly valuable that's why all of you are here, but we know there's lots of outcome research to support the value of mental health and school.

Next slide.

Dana Cunningham: there's been lots of research to show really the differences in completion and engagement and services when they're provided in schools, as compared to community.

Dana Cunningham: based services, and this is just a nice indicator of how that happens and and how important it is to provide those services in schools excellent.

Dana Cunningham: All right, there are lots of resources to help you along your way for thinking about planning implementing supplemental health services, this is one of them definitely encourage you to check that out, if you have an opportunity to view this curriculum yet.

Dana Cunningham: Right when we think about quality indicators, here they are listed here on the screen and we will go over these quality indicators as we move forward with this particular tier.

Dana Cunningham: Alright, so one of the first quality indicators is thinking about other students who needed those supports how many actually received them that is we're thinking about the tier two services so as you identify those students at tier two, that is one of the first indicators.

Dana Cunningham: All right, and then to we also want to think about not only are the students receiving services, but are they receiving services that are evidence informed and so we'll talk about that as well.

Dana Cunningham: Alright, and so the breast is one example of a tier two intervention encourage you to check that out and learn more about risk if you're interested.

Dana Cunningham: And are at tier three similar to tier two, we also want to think about those students who needed services if they were actually able to receive them at tier three so that's the next quality indicator.

Dana Cunningham: And we have an example here from a particular district.

Dana Cunningham: And then similar to tier two, we also want to think about it tier three, how do we know that those services that we're providing our evidence informed so that's the next quality indicator.

Dana Cunningham: Okay, and see if it is a great example of a mental health intervention, it can be implemented at unity there's two or three actually.

Dana Cunningham: spray intervention for students have been impacted by trauma so encourage you to learn more about that it's free the lots of great resources with them and see if it's programmed at org website.

Dana Cunningham: Next Okay, and so the next quality indicators, we think about.

Dana Cunningham: Best practice is is to what degree or how will we figure out if our services and supports or evidence informed, and so we think about best practices related to that.

Dana Cunningham: There are some tips here thinking about how we're going to make those decisions how we're going to review those services and supports that are implemented.

Dana Cunningham: Okay, and one way, you can do that is by looking at many other resources that are available out there, so there are some registries you can honestly look at the research.

Dana Cunningham: Look at schools and talk to schools are implementing that particular intervention or practice.

Dana Cunningham: This is again another really great module that is on the healthy, safe children.org website, it looks helps you kind of think through a little bit more about how you may determine which services and supports our evidence based.

Dana Cunningham: All right, and we think about the quality indicators here the next one is ensuring that the services that are being provided are meeting the cultural.

Dana Cunningham: and linguistic needs of your students and families, which is really important, we know that.

Dana Cunningham: Every curriculum every intervention that's developed may not adequately fit the needs of your school and community, so you might need to make some adaptations and so it's good to be aware of what the limitations are of those programs that you identify.

Dana Cunningham: And so, another resources is a great one to take a look at this the want to have quality guide to help provide some guidance about implementation and sustainability.

Dana Cunningham: And we also have some worksheets that you can reference to help you determine whether or not the program that you're looking at is evidence base and kind of a good way some good things to kind of consider as you're determining which programs or practices, you may want to implement.

Dana Cunningham: Another really great resource there's a three part webinar series on selecting implementing and preparing to implement evidence based programs and schools so encourage you to check that out as well.

Dana Cunningham: And we think about best practices again.

Dana Cunningham: We want it, we often think about resources you identified them you want to make sure that you have adequate resource capacity to implement, so we.

Dana Cunningham: can get very excited about a program or practice but want to make sure actually able to implement it and implement it well, so we think about staffing about cost about how we're actually going to implement So these are the quality indicators here.

Dana Cunningham: And this is a guide is available for you to help you think about some of those factors as you're planning through thinking about your interventions that you may want to implement.

Dana Cunningham: There is a great checklist you can reference as well, these resources will be all linked about things to consider, as you are thinking about implementing a BP.

Dana Cunningham: And we've also provided districts, as you can see examples throughout from schools and districts that are doing this work, so we encourage you to learn more about what's happening across the nation.

Dana Cunningham: Alright, so the next quality indicator is thinking about those interventions and supports you identified it to your student three what sort of additional support and coaching might be needed for your school or district teams.

Dana Cunningham: We know how important it is to provide that ongoing interactive training, as we gear up to implement new interventions.

Dana Cunningham: Okay, and we know research we've experienced this as well, we need more than those one shot trainings, we need to have you know more models that are more sustainable that can help with skill building and development.

Dana Cunningham: All right, and there's another district example that you can learn more about in terms of how they navigated that.

Dana Cunningham: Alright, so we think about best practices, another quality indicator is thinking about how we're going to monitor fidelity of implementation, so we know there might.

Dana Cunningham: And when we think about fidelity we're thinking about is this program or practice and being implemented, the way it was intended.

Dana Cunningham: Are we getting the outcomes that we expected and, if not you're going through a process to think about what might be getting in the way or if there were changes that happen.

Dana Cunningham: Did that change the intervention to such a degree that we might need to make some more modifications if we're not getting those outcomes so some best practices here to guide you through those steps.

Dana Cunningham: So again, what was what is fidelity monitoring just went over that so you know where you're making sure that what you're implementing is giving you the outcomes that you intent.

Dana Cunningham: And there is a resource here that's listed to provide you with a checklist to go over how you can kind of monitor fidelity a little bit more that can be really helpful.

Dana Cunningham: Again, some helpful tips here about things to consider, as you are thinking about monitoring fidelity and how important it is to get that feedback from other members of your team.

Dana Cunningham: All right, and so as you're thinking about those interventions, here are some guiding questions you can consider if you're meeting with your school or district teams about the interventions and thinking about fidelity.

Dana Cunningham: Okay, and when we think about two years, two and three from a clinical perspective, as are providing interventions, want to have some goals, so we can.

Dana Cunningham: Again kind of reflect on the progress that is being made with that particular intervention or you want those goals to be smart, so we know whether or not we've made progress, and when they're smart we know there's specific, measurable achievable relevant and time bound.

Dana Cunningham: Right, this is a great worksheet that can be utilized to help you develop smart goals so encourage you to check that out.

Dana Cunningham: This is also really neat tool for mental health providers a treatment planning guide that provides some suggested smart goals that you can look at sometimes we get stuck and thinking about goals, this can be a helpful tool.

Dana Cunningham: And then another quality indicators thinking about how are we going to measure progress across two years we provide an intervention that we're really excited about how do we know that students are making progress.

Dana Cunningham: And here hasn't best practices and we can get information from multiple sources multiple reporters using validated assessment tools and making sure we have an ongoing feedback loop so we're not just.

Dana Cunningham: holding on to all the information but we're figuring out a good way to share that with family teachers and school staff.

Dana Cunningham: And the students.

Dana Cunningham: Right and some other tips here about about how to monitor student progress and provide that feedback.

Dana Cunningham: and shape if you're not familiar with shape I would definitely encourage you to check it out go to the shape system.com and has a wealth of resources on there, one of which is a screening and assessment library, it has tons of.

Dana Cunningham: Free or low cost screening and assessment measures that you can utilize you can filter them by what you're looking for it's a really great tool.

Dana Cunningham: Right we've also developed this student information systems data brief a lot of schools and districts are kind of curious about which are systems they may want to use to track student information, so you can review that data brief is that something you have more interested.

Dana Cunningham: And here's a district example of that we encourage you to learn more about from oakland California.

Dana Cunningham: And then another quality indicator is thinking about how schools and districts will respond to crises, we know that is something that a lot of schools.

Dana Cunningham: have to respond to, but we want to make sure you have a plan in place and can be proactive, as you think about how you're going to respond to those crises, so we have some best practices listed there.

Dana Cunningham: and also some helpful tips, as you think about developing your protocol and processes for responding to student crises some things to consider.

Dana Cunningham: Right, this is an example from a school that didn't have any admins all clinician on certain days so.

Dana Cunningham: A lot of times, the responsibility for crises falls on a mental health condition, but what do you do when that person is not there, so this is a good resource to check out if you are in that position to kind of think about how you may want to consider your actions in those cases.

Dana Cunningham: Right and another example there's lots of resources here from San Francisco we've linked their school crisis response manual.

Dana Cunningham: And from the Virginia Department of Education, this one is also linked as well, their crisis guy yep lots of resources, you can go to the next one.

Dana Cunningham: And Nea is also provided a resource as well, and we know Suicide Prevention and post mention are really important topics for schools to consider, and so we have links and resources to share with you as well, to help if you need additional guidance around those areas.

Dana Cunningham: Now what mental health is obviously we many schools have been doing that this year.

Dana Cunningham: Providing tell mental health services it's a great way to provide access increase access to services, so we have some resources, linked as well about effective ways to deliver and provide tell them all services.

Dana Cunningham: right again more resources if you're interested in learning more about wrap around our Community schools, these are great ways to provide additional support.

Dana Cunningham: And you'll end this module with some guidance really for your team some questions to consider, as you think about how you can implement in your school or district.

Dana Cunningham: And there's lots of those resources that I mentioned are linked here as well.

Dana Cunningham: So thank you, and it was a whirlwind again, hopefully, if you hadn't had a chance to view the videos you'll have an opportunity to go back and do those on when you have more time, but again, please put any questions or comments in the chat box and I will turn it back over to Erica.

Dana Cunningham: will introduce our panelists.

Dr. Erika Franta (she/her): Thank you very much, Dr Cunningham, we appreciate that wonderful quick, as you said, whirlwind of a recap.

Dr. Erika Franta (she/her): Of module six of the school mental health, best practices implementation guidance so as Dr Cunningham said lots of resources, so please everyone, I hope, you're able to open the slides check those out live links, as you can get to those.

Dr. Erika Franta (she/her): So we are going to move in to the panel discussion next portion of our session today so today we have with us and so excited to introduce Angela Castellanos and Dr mindy Chad well.

Dr. Erika Franta (she/her): Angela is an experience mental health consultant and administrator with over 25 years of diverse and progressive experience in the mental health care industry, as well as in school settings.

Dr. Erika Franta (she/her): She is a licensed clinical social worker and she specializes in administering school mental health programs monitoring industry professionals.

Dr. Erika Franta (she/her): Developing and teaching best practices in the area of trauma Suicide Prevention crisis response and recovery and school mental health.

Dr. Erika Franta (she/her): i'm Angela serves as a school mental health training specialist for the Pacific Northwest and htc and she'll be joining their breakout later.

Dr. Erika Franta (she/her): And then we also have Dr mindy Chad ball, she is an assistant Professor licensed psychologist and a board certified behavior analyst and the psychology department.

Dr. Erika Franta (she/her): At the minor minor institute at unc where she also serves as the school mental health coordinator specializing in really establishing successful school mental health partnerships.

Dr. Erika Franta (she/her): Dr Chad wall provides services and training in comprehensive school based mental health and evidence based interventions to masters level trainees pre doctoral interns postdoctoral fellows.

Dr. Erika Franta (she/her): And she is also a faculty trainer for the mid America i'm htc thank you both so much for joining us today.

Dr. Erika Franta (she/her): let's just kick this panel off by learning a little bit about both of you Angela and Dr Chad well, could you just introduce yourself, give us an overview of your background and just kind of a taste of what your engagement with this module has been so far.

Angela Castellanos, PS MHTTC: All right, oh, you want to go first let me go ahead.

Mindy Chadwell: Sure, thank you, thank you, thank you so much, Dr for into and Dr Cunningham, for the module overview and thank you for inviting me to be here today, I get so excited to talk about school mental health, so I will try to tone it down a little bit.

Mindy Chadwell: Last week, and I was so inspired by caring about the work that she's doing i'm excited to share with you today as well as learn from you in the regional breakouts.

Mindy Chadwell: My experiences in school mental health began in college, I think, when I had a service learning opportunity working in a day treatment school for children participating in a residential treatment Program.

Mindy Chadwell: In this experience, I was able to co facilitate a variety of groups and observe implementation of.

Mindy Chadwell: Really systematic daily behavior report cards that were used across the school and residential treatment settings and it just really inspired me.

Mindy Chadwell: And it was a powerful experience that influenced my interest, then in pediatric mental health and wellness and later influenced my decision to apply to school psychology graduate programs I know there's some school psychologist out there, so Hello.

Mindy Chadwell: I am trained as a school psychologist with intensive clinical training, also in primary integrated care um I obtained that experience during my pre doctoral internship and postdoctoral fellowship.

Mindy Chadwell: And then, in recent years i've had the rewarding opportunity to return to providing school based services.

Mindy Chadwell: In a variety of capacities, so in my current role I team with a local school district and providing comprehensive school mental health services, with a focus on tier two and tier three supports.

Mindy Chadwell: I also provide training and technical assistance and comprehensive school mental health.

Mindy Chadwell: As a school mental health trainer for the mid America and mm hmm etc, and as part of the mental health professional partnership which is providing training and support to rural school districts in nebraska.

Mindy Chadwell: And then within my current role, I really engaged with this module frequently in my direct clinical service delivery, as well as the training and ta that our team provides to partnering school districts, so I will turn it over to Angela to introduce yourself.

Angela Castellanos, PS MHTTC: Thank you mandy and actually marry in the chat said, do not turn it down so let's.

Angela Castellanos, PS MHTTC: have fun right now let's just get.

Angela Castellanos, PS MHTTC: started right, so thank you so much for having me here today, I also get really excited I had an opportunity to meet with mindy and also learn about the work that she's doing as well.

Angela Castellanos, PS MHTTC: And so i'm Angela is the analysts and the school man has specialist at the Pacific Southwest I am actually here in California long beach I know sunny California.

Angela Castellanos, PS MHTTC: And so I like to say that my experience actually began in high school I won't tell you how long ago that was but.

Angela Castellanos, PS MHTTC: For those that are familiar with la county or Los Angeles my house my house my house is actually based in Los Angeles, too, but my high school is actually based in South central.

Angela Castellanos, PS MHTTC: And we know that violence and gangs are part of the environment there and in ninth grade I was actually able to be chosen as the lead Community organizer for some group project that we had.

Angela Castellanos, PS MHTTC: And you know at 14 I didn't really have I really have an understanding of mental health, but I was doing the actual work and I didn't consider social work or mental health at the time.

Angela Castellanos, PS MHTTC: But I really we really got an opportunity to see what teenagers were facing at the time, and that you know fast forward now I can actually see that as a tier two intervention right.

Angela Castellanos, PS MHTTC: And I remember, Mrs do ma'am is pretty serious our teachers really creating that opportunity for us to enhance our strengths and our skills.

Angela Castellanos, PS MHTTC: and protected us right from all those different environments or situations that were going on in our environment.

Angela Castellanos, PS MHTTC: which really helped me to just kind of dive into the aspect of either I was kind of like tittering between law and social work, and so I decided to go into the social work arena.

Angela Castellanos, PS MHTTC: And again, I will say fast forward but fast forward to now i've been in school many hotter about over 20 years I would say, you know I have experienced in child welfare trauma.

Angela Castellanos, PS MHTTC: I worked in corrections also help you to develop some school base in the camps in the juvenile hall jails.

Angela Castellanos, PS MHTTC: In school mental health and, again, you know, like I said, my personal experience has been you know can be considered a tier two.

Angela Castellanos, PS MHTTC: intervention, but also within the professional capacity i've actually had the opportunity to create systems.

Angela Castellanos, PS MHTTC: In a variety of different school districts, as a direct practitioner, I was a school social worker for a really long time.

Angela Castellanos, PS MHTTC: And then also I was the admin administrators, I was an administrator as well, and I have administrative credentials to work in a school system.

Angela Castellanos, PS MHTTC: as well, and then you know, looking at the module I am trained and certified as a trainer trainer trainers in a variety of evidence based practices, including see bits.

Angela Castellanos, PS MHTTC: And also have like I mentioned earlier, I have a direct experience in working as a school social worker and school administrator to increase.

Angela Castellanos, PS MHTTC: Mental health services to various sites so it's been such an honor and find to kind of just experience, all of the different opportunities that i've had so you know welcome, and thank you for being here today.

Dr. Erika Franta (she/her): Thank you, both, so much so, as everyone can see, we have a wealth of knowledge and experience.

Dr. Erika Franta (she/her): In our panelists here today to share with us how they have really been implementing these comprehensive systems with school mental health, so thank you both again for being here.

Dr. Erika Franta (she/her): i'd like to direct this question at both of you share with us some successes or some innovative innovative strategies or maybe even just some highlights from your efforts to support early mental health and intervention in your schools.

Angela Castellanos, PS MHTTC: I can take this one start off to the sun.

Angela Castellanos, PS MHTTC: You know, one of the things that I, as I was kind of thinking about these questions, I think all of my experiences have been very fascinating.

Angela Castellanos, PS MHTTC: Because i've had such a great administrative support, but as I kind of go back memory lane and kind of thinking about what are the most innovative or successful experience i've had.

Angela Castellanos, PS MHTTC: it's one, where I was engaged as a school social worker in high school and the Los Angeles area not la unified.

Angela Castellanos, PS MHTTC: On but generally during that time California was looking at decreasing the capacity or the school student.

Angela Castellanos, PS MHTTC: caseload for school counselors at the time, so they created some funding under assembly bill at know to a beach in or two.

Angela Castellanos, PS MHTTC: And so the schools were actually provided with the funding and they said, you know you can be as creative as you want to be able to create.

Angela Castellanos, PS MHTTC: decrease the systems, a decrease your caseload and create systems that are more adaptable to support the caseload.

Angela Castellanos, PS MHTTC: And so, this particular school high school actually was very innovative.

Angela Castellanos, PS MHTTC: What they did is they actually looked at data to determine the role and kind of just the capacity of what they were looking for so to think that they weren't they looked at one was.

Angela Castellanos, PS MHTTC: They actually saw or they had highs case laws they didn't have the time to really address some of the high needs students, but they also noticed that.

Angela Castellanos, PS MHTTC: There was a lot of risk assessment that were being conducted and then also students were not connecting to.

Angela Castellanos, PS MHTTC: Resources once they were provided a referral I really like that slider Dr Cunningham showed us earlier about the connection for the importance of.

Angela Castellanos, PS MHTTC: You know, outlining and supporting students within the campus so that they're able to access the services.

Angela Castellanos, PS MHTTC: And so, because I do have a variety of different school credentials, I was able to be hired as a counselor and special assignments.

Angela Castellanos, PS MHTTC: And, which really allowed me the freedom to begin implementation of a referral process with them evolved throughout the years and then we have have a couple of minutes to.

Angela Castellanos, PS MHTTC: go over that experience, but I think one of the biggest pieces, for that is that the administration really provided the support.

Angela Castellanos, PS MHTTC: Fast forward a few years later, the school actually received recognition from the California school board associations golden bill Award for the school mental health Program.

Angela Castellanos, PS MHTTC: And i'm highlighting the school because the the team actually was very innovative the administration was very supportive in this process.

Angela Castellanos, PS MHTTC: and also the school staff, they were able to provide all of these wonderful you were able to open up and open you did these opportunities for students that were free for.

Angela Castellanos, PS MHTTC: For that particular community they provided a space for us, you know I know in schools space what you know, I was looking I was getting a.

Angela Castellanos, PS MHTTC: closet right to see students but they actually opened up a classroom the readjusted everything and it was a confidential space, so that students can be seen.

Angela Castellanos, PS MHTTC: Anything that I would ask us for us, I curriculum like hey, we need to do see bits are like How much is it going to cost and we said okay that's fine you know, so it was a lot of really creative opportunity because I had that support.

Angela Castellanos, PS MHTTC: and also the other schools in the school district started to notice what's going on over there, why are the you know that what's the data showing you know why is this happening there, or how do we get one of you over here.

Angela Castellanos, PS MHTTC: So the district began to just kind of be creative as well, and they started to utilize funding to replicate the services at the other schools.

Angela Castellanos, PS MHTTC: And I was able to move over to the district office was promoted at the time and then fast forward as of today, every school in that particular every high school in that school district has a school social worker, and they also have two full time.

Angela Castellanos, PS MHTTC: program specialist at the site, but you know, one of the biggest pieces that I love to highlight is be that success was really about the support from the administration and they they put their their funding where it needed to be.

Mindy Chadwell: That is so amazing I love hearing that story.

Mindy Chadwell: that's incredible I would just like to highlight to two things in my experience, both related to the integration of tier two and tier three services within districts.

Mindy Chadwell: The first is the integration of clinical services within one of our local suburban school districts.

Mindy Chadwell: We piloted integration of tier two and three services within one middle school to start in the district.

Mindy Chadwell: And then within only a few months, the school building team and district administration we're seeing significant benefits of the work.

Mindy Chadwell: We maintain data on services provided satisfaction from multiple stakeholders so our students parents our school leadership teams.

Mindy Chadwell: As well as services that were supportive of tier one work, really, ranging from consulting with the leadership to school leadership teams.

Mindy Chadwell: Completing shape assessments like was talked about previously with Dr Cunningham, as well as consulting with teachers and the district partners enthusiastically asked for more.

Mindy Chadwell: We are now providing services within three of the buildings with plans to eventually serve all buildings.

Mindy Chadwell: Once we can get enough providers trained and we're currently working on that, through our internship and fellowship training programs.

Mindy Chadwell: And something that was really integral to that integration um comes from the teaming module actually and not that I want to go backtrack to teaming as I know, that was already covered, but I do think it's really important.

Mindy Chadwell: it's really important to to work hard to develop positive relationships and partnerships.

Mindy Chadwell: This is both within the core school team, as well as outside of the team with Community partners on the schools that i'm so fortunate to work with.

Mindy Chadwell: have really welcome Dr Emma my team as part of their team, and it has led to much success, so I encourage everyone to reference content from the teeming module as well.

Mindy Chadwell: The other part that I would like to highlight comes from the integration of tier two and tier three services in our rural school districts, as part of what we call that mental health professional partnership.

Mindy Chadwell: Our team of trainers at Monroe Meyer instituted am htc have worked to train graduate level providers in providing comprehensive school mental health services.

Mindy Chadwell: And we've received such valuable feedback from trainees and partnering school district on this program which has truly serve to increase access to care in in really high needs areas.

Mindy Chadwell: In fact, three of our four trainees in our first year of implementation have been hired to provide school mental health services, ongoing and subsequent years.

Mindy Chadwell: And one of the four was not yet eligible so eventually so we're noticing that students and families school staff school leadership.

Mindy Chadwell: And really the Community are seeing benefits of the program and during code 19 which we all know, has been such a significant challenge and a challenging year.

Dr. Erika Franta (she/her): Wonderful thank you both so much for sharing i'm sure many, many folks were here on here we're able to learn from the successes that you've all had.

Dr. Erika Franta (she/her): and see how these successes as Angela mentioned can really create some momentum and change when others around you start noticing how how your programming.

Dr. Erika Franta (she/her): has been really impacting your students.

Dr. Erika Franta (she/her): This question this next question here is for Angela you highlighted a little bit some of those challenges and barriers have a talk to us about how you were able to overcome any challenges or barriers related to supporting those tier two three mental health services.

Angela Castellanos, PS MHTTC: yeah Thank you Erica you know i've been so fortunate working in.

Angela Castellanos, PS MHTTC: For four different school districts in Los Angeles, and have been consulting with a variety of other school districts and Cardio opposite of education.

Angela Castellanos, PS MHTTC: One of the things that are consistent in in education is that the structures are very unique right there's a variety of different stakeholders had to have a lot of opinions lots of recommendations right.

Angela Castellanos, PS MHTTC: So it's really about, you know, creating the process for them to feel like they're being part of the process right so.

Angela Castellanos, PS MHTTC: I think two things that i've actually encountered that's been pretty consistent is one that was talked about earlier, which is the building capacity and then also buy in right.

Angela Castellanos, PS MHTTC: What we know is that you know school support staff, which are the school counselors are school, social workers your psychologist.

Angela Castellanos, PS MHTTC: Where they're all busy they have busy schedules and case loads are you know high, and also the demands for just a variety of different things are happening.

Angela Castellanos, PS MHTTC: And then, also the need for mental health increases each school year and even now, you know you talked about that earlier in regards to you know.

Angela Castellanos, PS MHTTC: pivoting right, you know that's a big word that's a word that we've been using this entire year kind of call it like a whiplash like you're in school you're not in school your school your school.

Angela Castellanos, PS MHTTC: Right so it's really about.

Angela Castellanos, PS MHTTC: I looked at some of the pieces were staff, I wanted to create a competency and also confidence in the work that they were doing, because a lot of times they may not have been.

Angela Castellanos, PS MHTTC: within their their their scope or they were not practicing enough where they didn't feel comfortable conducting a risk assessment.

Angela Castellanos, PS MHTTC: So the initial pieces that I did is I trained staff.

Angela Castellanos, PS MHTTC: and increasing numbers of supports available through building a tier system of support, so the first piece was about creating that training.

Angela Castellanos, PS MHTTC: Developing that risk assessment process for them, they were spending a number, a number of hours we know risk assessments can take a really long time.

Angela Castellanos, PS MHTTC: And also just kind of developing those those partnerships within the Community, to be able to assist and support the students.

Angela Castellanos, PS MHTTC: But that was one of the areas that I did, and so, because I am trained and certified in a variety of different evidence based practices.

Angela Castellanos, PS MHTTC: And I also collaborated with agencies that were able to bring in free training for staff, but I also connected again with my local universities.

Angela Castellanos, PS MHTTC: And we partner up like if the university in the school district did not have any internship interns were able to just kind of develop that partnership with started off with like one or two universities.

Angela Castellanos, PS MHTTC: And then we increased you know, we were able to once with district, I was able to partner up with 12 universities within the area to increase capacity and develop that system of support for students.

Angela Castellanos, PS MHTTC: local agencies as a big part of it as well is really connecting with those agencies that are so excited and eager to provide some support.

Angela Castellanos, PS MHTTC: But also there's also a connection that need that needs to be built with them as well.

Angela Castellanos, PS MHTTC: And I was able to to have that opportunity to create those systems with those partners, develop and will use Memorandum of Understanding.

Angela Castellanos, PS MHTTC: Free free services i'll, you know as well as you know, contracted services, I spent in one of the district he actually spent about a couple of years really defining what that means.

Angela Castellanos, PS MHTTC: And re establishing that Community networking approach with about 25 partners in the Community, so it was just that's how I was able to address that build the capacity component.

Angela Castellanos, PS MHTTC: The other piece, too, is buying you know within the school system, there were several.

Angela Castellanos, PS MHTTC: There are certain individuals that may feel like that's not within their scope of work or they're used to not used to a new system.

Angela Castellanos, PS MHTTC: But that buying was really crucial when I had the data, so I always say connect and collect Those are my two different things, when I integrate into a school system or any job that I go to it's like connect with those individuals who do I need to know.

Angela Castellanos, PS MHTTC: Who do I need to connect with and collect I need to collected for me show me permission, whether it's data anecdotal data.

Angela Castellanos, PS MHTTC: Because that's really going to speak louder to not only the funders but also whenever I had presentations to do to the board of supervisors, I had information.

Angela Castellanos, PS MHTTC: This is what students are saying, these are what teachers are saying administrators are saying this.

Angela Castellanos, PS MHTTC: So you know surveys are fantastic but also just that connection, and having those focus groups with your stakeholders are really, really important.

Angela Castellanos, PS MHTTC: to initiate you know teachers felt support it administrators had guidelines and they could follow you know very specific processes so that there is everybody's involved in that continuum of support for students.

Angela Castellanos, PS MHTTC: Including the custodians you know it's part of the conversation that we had so you know I can talk keep talking but I know that we have to cut the the answer short so i'll stop there.

Dr. Erika Franta (she/her): Thank you so much Angela I really appreciate your emphasis on those creating those strong partnership, but then also with those realistic strategies of how you're able to do that I love connecting collect now i'm going to i'm going to use that in the future as well.

Dr. Erika Franta (she/her): Thank you so much, so next i'm going to target this question over here to mindy.

Dr. Erika Franta (she/her): What sort of has you know, while you've been in buildings, what has changed and how your schools have been supporting those tier two three mental health services now because of the pandemic, what have you maybe had to adopt or change was no.

Mindy Chadwell: I was just going to comment on that to Eric I love that phrase connect and collect actually i'm gonna borrow.

Mindy Chadwell: And it's so true so true.

Mindy Chadwell: So Erica, thank you for this question, so we we really had to modify service delivery pretty significantly, as I know you know everyone on this call really did with the onset of covert 19 I was very fortunate to have already had experience with providing Tele health services.

Mindy Chadwell: As well as providing services within a district that already had experience with remote learning so they the district that I serve previously trialed remote learning for snow days.

Mindy Chadwell: And so they you know we took a week about a week after spring break to really do some planning for Tele health lunch, as well as for the district to do their planning for remote learning and then we move over to that.

Mindy Chadwell: The school counselors also transition to using zoom meetings to check in with students from really in March of 2020 until we resumed in person learning in August of 2020.

Mindy Chadwell: And when we resumed in August, we were able to offer a hybrid approach, so we really just followed what the district plans were for.

Mindy Chadwell: In person mental health services or remote mental health services and the district was doing a hybrid approach so.

Mindy Chadwell: For our services or for our students who continued remote learning, we were able to offer telehealth services for tier two and tier three mental health services.

Mindy Chadwell: And then, for our students who were in person we're able to meet with them in person with safety precautions, of course.

Mindy Chadwell: We were also able to run groups using a classroom Angela commented on space previously, so we were very fortunate that the buildings we were are working in they opened up space classrooms to be able to hold groups so that we could space out accordingly.

Mindy Chadwell: Another thing that we we adapt it is we developed a coven response it's called a thrive group, which is an act group.

Mindy Chadwell: And it's a brief for session group aimed at helping students cope with stress and it was developed as a coven response, but what we found was.

Mindy Chadwell: We piloted it in a couple of our buildings at each grade level and we found some significant improvement in coping which is really the goal of the group.

Mindy Chadwell: But because of that we've really changed our service delivery to start the school year off, we know that referrals tend to be lower at the start of the school year so we're starting the school year off offering a group at each grade level.

Mindy Chadwell: as just another way to support the system until those referrals do start coming in, but that's you know, in such an unfortunate.

Mindy Chadwell: circumstance, you know something positive that came from is you know we're able to offer this new service and have some really, really great data to support the benefits that it's providing.

Dr. Erika Franta (she/her): that's wonderful Thank you so much for sharing and it's so nice to hear that some of the changes and adaptations you've made you've also learned, you know that positive impact could maybe be.

Dr. Erika Franta (she/her): long standing or even programming that might stick around for a little bit longer to, and so one last question before before we jump into the Q amp a.

Dr. Erika Franta (she/her): let's just limit it to one what is one recommendation, you would both make for schools, who are just starting out or maybe in that initial phase of using the early intervention module.

Angela Castellanos, PS MHTTC: i'm just going to repeat what I said earlier, connect and collect.

Mindy Chadwell: yeah.

Mindy Chadwell: Absolutely, I would actually agree 100% agree with that, I think you know, working on developing those relationships and it really goes both ways so for a district to.

Mindy Chadwell: be working with or seeking Community based partners that really.

Mindy Chadwell: have genuine curiosity about understanding the system that they have in place, and you know through that understanding really working to integrate and develop those.

Mindy Chadwell: Partnerships, and yes, I love the the data collection is such a powerful tool and one that can be used to inform what tier two and tier three services are needed and then what how those services are you know, creating an impact.

Dr. Erika Franta (she/her): sort of in that same on that same note, Dr Chad, well, we did have a question in the Q amp a pod about how you are tracking evidence in the school, you know who does it and then, how does the data kind of speak across the tears have any advice or thoughts to share on that.

Mindy Chadwell: For sure, so what So there are a couple of ways that data being collected so as a community based provider i'm collecting data on with each student that we're working within an individual or family therapy capacity we're keeping data each session on.

Mindy Chadwell: Top concerns, so we identify goals within our first meeting, and then we track how big of a concern is that so from baseline and then at each each time each session we're assessing how they're doing with those top concerns are those top those top goals.

Mindy Chadwell: We also do some screening tools when we're starting off with our tier three or individual and family therapy so we're looking at symptoms of depression.

Mindy Chadwell: Using the cabs and then we use the gad seven for looking at symptoms of anxiety and we depending on the nature of the concern will track those throughout as well to monitor progress with services.

Mindy Chadwell: And then.

Mindy Chadwell: We also could do a cgi rating so from the first time that this student came in to see us how How are they doing you know from you know very much worse to very much better and because we do have releases signed.

Mindy Chadwell: Yes, cgi clinical global improvement scale i'm sorry I saw the chat come up.

Mindy Chadwell: And then so so we're keeping our own data pieces and because we released signed and we talk with families in advance and get that permission to be able to coordinate services with the school were able to share that information and really work together as part of that team.

Angela Castellanos, PS MHTTC: And i'll just add quickly for some of the school districts that I worked in.

Angela Castellanos, PS MHTTC: For the behavior tracking attendance and discipline and account academics we're tracking the coordination of services team were actually check that information whenever there was a.

Angela Castellanos, PS MHTTC: pathway to mental health services and then also any type of winter providers were are in school providers were providing any kind of support we actually contracted with an outside vendor to.

Angela Castellanos, PS MHTTC: I helped to create a.

Angela Castellanos, PS MHTTC: Educational health record keeping system so that we can track, and there was no there was no diagnosis, or anything connected, but we just wanted to really track how many groups were providing how many students, because there was about.

Angela Castellanos, PS MHTTC: 32 schools, and so it was too hard to do like little sticks like I used to before.

Angela Castellanos, PS MHTTC: You.

Angela Castellanos, PS MHTTC: know I had to get with it, you know with technology and being able to just run a report within seconds to be able to track that information and then within other programs, who also did have a couple of different screeners that we use with you know permission from the parents.

Dr. Erika Franta (she/her): To be able to.

Angela Castellanos, PS MHTTC: track some of those pieces pre and post intervention so.

Dr. Erika Franta (she/her): Great thank you both for sharing that i'm just going to ask this last question if it can be a quick response, Dr Chad well one person just.

Dr. Erika Franta (she/her): wanted to know how you were able to fit those four weeks sessions like upon re entry in the fall Maybe you can type A response to them as we're wrapping up or, if you have a quick kind of response we can jump into that.

Mindy Chadwell: Yes, I can work on a response to that, so I will.

Mindy Chadwell: Just quickly the we launched the groups throughout this this school year, so we will be trialing it in the fall within will probably.

Mindy Chadwell: Get referrals within the first two weeks of school so we'll have you know just a little bit of time because, as you know, it takes a little bit of time for.

Mindy Chadwell: School staff, you know it's and students to get to know each other so we'll start that probably about two weeks after the start of the school year.

Dr. Erika Franta (she/her): Thank you so much for sharing that I think there was another question for you in the chat to share the cgi or cgi form with us if you're able to.

Dr. Erika Franta (she/her): so well, Dr Chad bells looking for that we can kind of move into our wrap up thank you both Angela and mindy for chatting with us today really appreciate you sharing your successes how you've overcome barriers.

Dr. Erika Franta (she/her): I love really the emphasis on kind of the how both this module and the TV model module really go together and are really important for one another, so I really hope that you're that our participants are able to review that module as well if you weren't able to join us for that session.

Dr. Erika Franta (she/her): So we can go to the next slide.

Dr. Erika Franta (she/her): I just wanted to reiterate next is our regional breakout session so again these sessions are really just intended for you to connect with folks in your region who are doing this work.

Dr. Erika Franta (she/her): As well as with your image ttc school mental health leads and team, so we will be posting in the chat a link to the zoom rooms for you to go, and so you will go into another zoom room to join that discussion.

Dr. Erika Franta (she/her): And so just just click on that link join that room, you will have to this session will end, of course, if you open a new zoom room so have that accessible for you to jump into.

Dr. Erika Franta (she/her): And just want you all to know that you can connect with your regional your local image, etc, we have links in the slides for you to do that.

Dr. Erika Franta (she/her): We will have our next session on may 11 where we're going to be talking about funding and sustainability, and then on may 25 where we will be talking about impact.

Dr. Erika Franta (she/her): And again, a link to the trainer and participant manuals and modules for you to review or look at, if anything, stood out to you that are cutting em or Angela or Dr Chad well mentioned.

Dr. Erika Franta (she/her): Please refer back to that the module and and catch those live links and, last but certainly not least, we just really hope that you can take a moment.

Dr. Erika Franta (she/her): To complete our brief survey it's about today's training it'll automatically pop up into your web browser once you close out of this zoom room as you're entering into your regional breakout.

Dr. Erika Franta (she/her): But, if not, you can also just take a quick photo of it on your smartphone or tablet and it should pull up the link automatically, and thank you again so much for joining us please join your regional breakout sessions take care of yourselves and have a wonderful day.