



MHTTC

Mental Health Technology Transfer Center Network
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Closed Captioning Transcript

SMH Curriculum Always and Now Learning Series: Session 8

Leora (she/hers), Moderator (MHTTC Reg 9): Good morning, good morning to Nevada good morning to New York good morning to Michigan and it is time to get rolling okay lovely let's get officially rolling.

Leora (she/hers), Moderator (MHTTC Reg 9): So again, good morning good afternoon welcome to the MHTTC school mental have best practices, always a now eight part learning series February through may back in February it felt like it was going to be a long journey, and here we are.

Leora (she/hers), Moderator (MHTTC Reg 9): it's already we're already in the last session so incredible are so grateful to all of you who have been with us throughout the whole series.

Leora (she/hers), Moderator (MHTTC Reg 9): All of you who have been with us through some of the series, and all of you who are joining us today wonderful today's session is session eight impact, and it is may 25 2021.

Leora (she/hers), Moderator (MHTTC Reg 9): let's move forward.

Leora (she/hers), Moderator (MHTTC Reg 9): Right, so a couple of housekeeping things, and if this is old hat to you, you can use this time to stretch and get kind of settled in your own house of your body.

Leora (she/hers), Moderator (MHTTC Reg 9): One number one is that this session will be recorded and posted on our website and Jessica can leave yard dropping those on those links in the chat box throughout the session.

Leora (she/hers), Moderator (MHTTC Reg 9): If at any point.

Leora (she/hers), Moderator (MHTTC Reg 9): there's anything that does not seem like it should be happening, we are going to close and end the registration and we'll let you know what's up.

Leora (she/hers), Moderator (MHTTC Reg 9): Your safety is priority, so that is how we're going to handle any interruptions that are not welcome and then do not create a safe landing space.

Leora (she/hers), Moderator (MHTTC Reg 9): A reminder that you are muted and you are off video so you can be walking around during the session.

Leora (she/hers), Moderator (MHTTC Reg 9): and doing whatever you need to do in order to create a learning space for you.

Leora (she/hers), Moderator (MHTTC Reg 9): We, you can see us, and at this point, you should only be seeing me on video and then, when it's time for Elizabeth to come on she'll Come on, when it's time for Dr the feet and amber to come on they will come on.

Leora (she/hers), Moderator (MHTTC Reg 9): If you do have questions for amber and Dr the feet and Elizabeth please put them in the Q amp a box and I just want you to note that.

Leora (she/hers), Moderator (MHTTC Reg 9): Everyone will not be able to see the responses to the questions until they're answered, but we are watching them and we're looking at them and more making sure.

Leora (she/hers), Moderator (MHTTC Reg 9): That you're tracking so if you're feeling like we're not responding to it's not because we're not we're just curating them and so get your questions to the right place and to the right people.

Leora (she/hers), Moderator (MHTTC Reg 9): If you have an audio or tech issue, please private chat the name that says tech support we made sure that the drop down was easily accessible.

Leora (she/hers), Moderator (MHTTC Reg 9): And there is closed captioning available for accessibility, speaking of so you can click on that live CC live transcript button, at the very bottom and and you'll be able to get closed captioning.

Leora (she/hers), Moderator (MHTTC Reg 9): And right after this you'll get an email on how to access certificate of attendance, we know that's really important to you and to all of us so again good morning i'm going to invite JESSICA, to launch the poll, so that we can find out who is in the room.

Leora (she/hers), Moderator (MHTTC Reg 9): So the first question is did you view the precession video for module eight no shame in the game.

Leora (she/hers), Moderator (MHTTC Reg 9): it's just good information for Elizabeth, especially because she'll be covering the first that she'll be covering that module and it's good for her to know.

Leora (she/hers), Moderator (MHTTC Reg 9): And then the second question is what level of mastery or competence, do you have with best practices for school mental health impact, so another way to think about that is.

Leora (she/hers), Moderator (MHTTC Reg 9): When we think about understanding what it means to be a school mental health champion what it means to run school mental health initiatives what it means to run movements.

Leora (she/hers), Moderator (MHTTC Reg 9): Where are you in your own self reflection of how comfortable you feel understanding what impact might mean to you and those who serve when being beginner and 10 is like move on out Laura I could be doing this, I would take over the webinar expert.

Leora (she/hers), Moderator (MHTTC Reg 9): Okay, and i'm going to trust JESSICA, when you are ready to close on where we are at time we can close and publish so we can learn who what kind of knowledge is in the room today.

Leora (she/hers), Moderator (MHTTC Reg 9): No.

Leora (she/hers), Moderator (MHTTC Reg 9): Okay gorgeous, so I am going to i'm going to verbally share out some overall results so we're almost 5050 so 57% of you did see the video.

Leora (she/hers), Moderator (MHTTC Reg 9): And did watch the video on impact good information for Elizabeth and 43% of you said you didn't all good so we're going to do a little bit of a balance, a little bit of a preview and a little bit of a review.

Leora (she/hers), Moderator (MHTTC Reg 9): And we're all over the map, when we are self reflecting in where we are as understanding the power of impact, some of us are complete beginner most of us are in the middle, four or five sixes.

Leora (she/hers), Moderator (MHTTC Reg 9): And one of you consider yourself an expert hopefully that someone on the panel and i'm just getting, hopefully, as the person and those of you who who experienced deep.

Leora (she/hers), Moderator (MHTTC Reg 9): Confidence you'll offer your wisdom in the chat box, as we move forward.

Leora (she/hers), Moderator (MHTTC Reg 9): And I just want to reflect that probably out of all of the modules in this guide.

Leora (she/hers), Moderator (MHTTC Reg 9): Probably out of all the modules this one is the most funky because impact is subjective can mean a lot of things to everyone and not a lot of things to everyone, at the same time, so the way that we understand impact is really important, and reflects.

Leora (she/hers), Moderator (MHTTC Reg 9): our values, our mission our vision and the way that we have been trained in coding and signaling impact so that's part of what we'll be able to talk about today all right let's move on now move forward.

Leora (she/hers), Moderator (MHTTC Reg 9): Okay, so again welcome to our mhc DC network.

Leora (she/hers), Moderator (MHTTC Reg 9): We are in our middle of our third year of existence, we were launched in 20 1810 regional centers and national American Indian Alaska native Center and a national Hispanic and Latino Center and a network cording office.

Leora (she/hers), Moderator (MHTTC Reg 9): which has been incredible I think we can just give like an asset of snaps to the NCO who's really been a backbone of this whole always announced series.

Leora (she/hers), Moderator (MHTTC Reg 9): And we are here for you across the country to develop and disseminate resources on workforce development to provide.

Leora (she/hers), Moderator (MHTTC Reg 9): Local training no cost local training and technical assistance which is like this and we use the word technical assistance to me and training facilitation consultation coaching collaboration.

Leora (she/hers), Moderator (MHTTC Reg 9): And we are dedicated to really supporting those of you who support the mental health workforce and, as you know, there's also a school mental health workforce initiative as a part of the image etc network and that's why we're all here today.

Leora (she/hers), Moderator (MHTTC Reg 9): The very tiny font map, but very important, not because it will help you locate locate your local.

Leora (she/hers), Moderator (MHTTC Reg 9): Your local region again i'm the euro and the school mental health need for that bottom left region region nine here with my colleagues Angela and Ghana and Libya in the chat box.

Leora (she/hers), Moderator (MHTTC Reg 9): And we serve the Pacific Islands Hawaii California Nevada and Arizona, and you can find your own regional your own regional it makes etc across the country, I am just in constant.

Leora (she/hers), Moderator (MHTTC Reg 9): humbled learning of my other of our other mh etc regions across the country I imagine you are to please feel free to put a shout out in the chat box to any learning that you've gotten from your region central east, south south west Northwest.

Leora (she/hers), Moderator (MHTTC Reg 9): And I just want to offer you that if you don't if you haven't been in touch with your region, there is a full open door access, so we will make sure to get you in relationship to your region and we're so happy that you're here okay welcome.

Leora (she/hers), Moderator (MHTTC Reg 9): Okay, so we we are so grateful for the funding from sansa at this time and we just want to make sure that this presentation is reflected of the views and opinions of the presenters only.

Leora (she/hers), Moderator (MHTTC Reg 9): And so the as the disclaimer mentions that will be recording this presentation and posted on our website and we're inviting you to cite it if you're using the presentation, or the content.

Leora (she/hers), Moderator (MHTTC Reg 9): And we also are grateful for the wisdom of our panelists and that they are their opinions and their experiences only.

Leora (she/hers), Moderator (MHTTC Reg 9): All right.

Leora (she/hers), Moderator (MHTTC Reg 9): Okay, almost almost through the other setups.

Leora (she/hers), Moderator (MHTTC Reg 9): If you have not.

Leora (she/hers), Moderator (MHTTC Reg 9): one more sentence, so today this is how this morning will feel or this afternoon will feel we're going to have a 10 minute reorientation to the module on impact and then i'm going to invite two panelists one from Arizona one from Michigan.

Leora (she/hers), Moderator (MHTTC Reg 9): to join us and sharing their own impact journey impact leadership journeys and then we'll have some q&a.

Leora (she/hers), Moderator (MHTTC Reg 9): At the hour is when we invite you to move into your regional breakout sessions, I know we've been leading them for our Pacific Southwest and they've been incredibly rich.

Leora (she/hers), Moderator (MHTTC Reg 9): So please, please, please, please, please join them so that you can debrief and make meaning and have questions and a resource each other, because that's really what this entire network is about it's literally connecting your resourcing to your peers in your region.

Leora (she/hers), Moderator (MHTTC Reg 9): Okay, all that to say.

Leora (she/hers), Moderator (MHTTC Reg 9): All that to say welcome again to the almost 200 of us in the room for session eight impact and This again is the session that wraps up our school mental health.

Leora (she/hers), Moderator (MHTTC Reg 9): Always and now journey, and the reason to remind us that the reason that we say always and now is because we know that these quality these.

Leora (she/hers), Moderator (MHTTC Reg 9): modules that are based on the quality indicators are always important no matter if it was pre 2020 or post 2021 always always whether that was.

Leora (she/hers), Moderator (MHTTC Reg 9): Comprehensive school mental health, whether that was teaming needs assessment, whether that was teaming whether that was.

Leora (she/hers), Moderator (MHTTC Reg 9): tier one tier two and three, whether that was financing and sustainability and kind of going through oh my gosh, how can we forget screening.

Leora (she/hers), Moderator (MHTTC Reg 9): And now to this last module module eight impact so always a now important.

Leora (she/hers), Moderator (MHTTC Reg 9): And, and we get to think about the now the meaning like what is impact look like literally in this moment in the context of the pandemic in the context of the response, or the recovery.

Leora (she/hers), Moderator (MHTTC Reg 9): And some of us also might feel the acuteness of the now of today that it is anniversary of a huge national awakening and shift that many of us are holding today.

Leora (she/hers), Moderator (MHTTC Reg 9): So I just wanted to note that we think about the always as what are the consistent principles of understanding impact and now, what does this mean, especially for this moment and amber Dr let people be bringing that up later in our session today.

Leora (she/hers), Moderator (MHTTC Reg 9): Great So if you are interested in the guidance modules they are no cost we're incredibly grateful for the national Center for school mental health and all the partners that went into developing these modules the summer July.

Leora (she/hers), Moderator (MHTTC Reg 9): And you can click on that link.

Leora (she/hers), Moderator (MHTTC Reg 9): That was just put in the chat and you'll be able to access them both the trainer manual and the participant manual and I do want to encourage you that if you need support to think about how to roll out these modules please contact your regional mh etc.

Leora (she/hers), Moderator (MHTTC Reg 9): Network, so that we can help you and be collaborators in your own design and implementation.

Leora (she/hers), Moderator (MHTTC Reg 9): Without further ado, so grateful to pass it to Dr Elizabeth connors.

Leora (she/hers), Moderator (MHTTC Reg 9): Who will be walking us through this module what is even in this module eight of impact, and that will help us frame the conversation for when Dr defeat and amber join us join us later so i'm going to welcome Dr Elizabeth connors onto video.

Leora (she/hers), Moderator (MHTTC Reg 9): And i'm going to go off video and hand it to you.

Elizabeth Connors, NCSMH Panelist: Thank you Lou or i'm so grateful for it i'm so grateful to be here with everybody and just to see so many kindred spirits, who have signed on.

Elizabeth Connors, NCSMH Panelist: During such an incredibly busy year particularly busy and stressful school year for those of you in schools.

Elizabeth Connors, NCSMH Panelist: To talk about the impact of school mental health, as we already mentioned, this is the final implementation guidance module.

Elizabeth Connors, NCSMH Panelist: In the national school mental health, best practices series so on the next slide there's actually a list of all the other modules there and you'll see that here we are at module eight impact.

Elizabeth Connors, NCSMH Panelist: I saw that at least one participant in the chat says it, they have attended all of these always and now sessions.

Elizabeth Connors, NCSMH Panelist: So far, so we're so excited to have many of you returning and making it all the way through the module a, but please, know that the recordings, for these are posted So if you missed any of them, or you want to go back, please feel free to do so.

Elizabeth Connors, NCSMH Panelist: impact is really an exciting topic because it truly comes down to the why of everything we do, which is to make a difference in the lives of students, their families and our school communities for the better.

Elizabeth Connors, NCSMH Panelist: So we're going to take you through as the artist or is that a little preview and review on the next slide i'll just start with our very brief overview here on impact the beginning of each module starts with an agenda slide which you'll see next.

Elizabeth Connors, NCSMH Panelist: And the module includes really a definition of impact and the value of documenting and sharing information about the impact of your local comprehensive school mental health system or systems.

Elizabeth Connors, NCSMH Panelist: So i'm going to review those components briefly now, as well as the quality indicators and the best practices and show you a couple of resources along the way, and tips that are included in this module that you can find here.

Elizabeth Connors, NCSMH Panelist: So on the next slide we're going to talk for a moment about what is meant by impact in this particular context, so in this module impact really refers to the long term effects or changes.

Elizabeth Connors, NCSMH Panelist: That occur as a result of the programs practices or policies implemented within a comprehensive school mental health system.

Elizabeth Connors, NCSMH Panelist: This can take many forms and functions that are potentially relevant to you and your stakeholders locally, including educational.

Elizabeth Connors, NCSMH Panelist: Social emotional behavioral physical health and well being outcomes for students could also be for staff members and our school personnel.

Elizabeth Connors, NCSMH Panelist: As well as other measurable types of impacts, such as school climate as we think about student connectedness.

Elizabeth Connors, NCSMH Panelist: sense of safety, as well as cost savings and teacher retention so impacting really take many forms and functions in the space of comprehensive school mental health.

Elizabeth Connors, NCSMH Panelist: So the next slide I just want to touch briefly on why we want to document and report out on the impact of our work, so this brings value in so many ways to us.

Elizabeth Connors, NCSMH Panelist: documenting impact alone really allows districts and local schools to describe what's going well and areas for improvement.

Elizabeth Connors, NCSMH Panelist: Information on the process and the outcomes of school mental health services can inform really needed adjustments to services or sometimes adjustments to our implementation supports in real time.

Elizabeth Connors, NCSMH Panelist: And when we go beyond just documenting that impact to really reporting out disseminating and sharing what we know about our school mental health services and supports.

Elizabeth Connors, NCSMH Panelist: To stakeholders like families, schools, district leaders state leaders policymakers and funders there's an opportunity.

Elizabeth Connors, NCSMH Panelist: To show our value and also the cost effectiveness of a comprehensive school mental health system right there's a story here in the power of prevention.

Elizabeth Connors, NCSMH Panelist: In the power of access and engagement that can really help us advocate for needed investments to support our school mental health services and systems.

Elizabeth Connors, NCSMH Panelist: So on the next slide, this is a preview of all of the quality indicators for the impact domain.

Elizabeth Connors, NCSMH Panelist: quality indicators are metrics by which schools or districts can self assess their performance in a particular area and all of the modules include quality indicators as the framework of the module itself.

Elizabeth Connors, NCSMH Panelist: So the impact module is a little different from the others, because the quality indicators include actual numbers of students served.

Elizabeth Connors, NCSMH Panelist: So specifically this module really encourages teams to go after impact data that will help them document, the number of students who are eligible for and received.

Elizabeth Connors, NCSMH Panelist: tier two and three mental health services and support so tier two being those early intervention services and tier three being indicated treatment intervention services.

Elizabeth Connors, NCSMH Panelist: The indicators, you see here really also push districts, to think through how they could track the number of students with documented improvements.

Elizabeth Connors, NCSMH Panelist: In educational, social emotional and behavioral functioning as a result of the services and supports that they receive at school.

Elizabeth Connors, NCSMH Panelist: This module also includes best practices in documenting impact, as well as figuring out how to desegregate your student data based on subpopulation characteristics and also the important work of reporting out and disseminating your findings to get the word out.

Elizabeth Connors, NCSMH Panelist: So on the next slide I really wanted to point out this particular resource which is the school mental health impact quality guide it was developed by the national Center for school mental health.

Elizabeth Connors, NCSMH Panelist: It covers best practices and practical tips from the field in school mental health impact, just like some of us that we're going to hear today.

Elizabeth Connors, NCSMH Panelist: It also includes a number of customizable impact resources, some of which are also featured as resources right in this module and included in the participant guide.

Elizabeth Connors, NCSMH Panelist: So this is probably your most comprehensive go to resource for more detail on how to do everything actually contained in this module so I highly recommend that you check it out.

Elizabeth Connors, NCSMH Panelist: On the next slide there's also a practical example from a district, this is something that's included throughout all of the modules.

Elizabeth Connors, NCSMH Panelist: And it really is here to illustrate how to get this work done in reality sort of when the rubber meets the road.

Elizabeth Connors, NCSMH Panelist: This example illustrates how one world small school district in Kansas, was able to use their existing student information system which happened to be power school.

Elizabeth Connors, NCSMH Panelist: To start collecting more information on students receiving tier two and three mental health services.

Elizabeth Connors, NCSMH Panelist: They actually modeled what they did after how they were using power school to track student progress in tier two and three academic services, so they really just expanded what they knew already from their great.

Elizabeth Connors, NCSMH Panelist: response to intervention practices on the academic side to the mental health side.

Elizabeth Connors, NCSMH Panelist: So this example mentions power school, which some of you may be familiar with.

Elizabeth Connors, NCSMH Panelist: But there's so many other different types of student information systems that you could use and some of those are actually featured directly in the module so just know that those examples are there for you.

Elizabeth Connors, NCSMH Panelist: If you're interested in learning more about other systems that you could access, so the next quality indicators.

Elizabeth Connors, NCSMH Panelist: Really refer to best practices to document the impact of your school mental health systems effectiveness on educational outcomes.

Elizabeth Connors, NCSMH Panelist: And these could be things like grades attendance chronic absence office discipline referrals performance test results you get the idea right.

Elizabeth Connors, NCSMH Panelist: The next slide is actually a parallel indicator about social emotional and behavioral.

Elizabeth Connors, NCSMH Panelist: outcomes, so what you might have noticed for this 57% of you who checked out this module is the best practices actually are parallel here whether you're looking at those educational outcomes of school mental health.

Elizabeth Connors, NCSMH Panelist: or kind of the social emotional behavior outcomes.

Elizabeth Connors, NCSMH Panelist: And so, these back best practices include things like developing a theory of change, so you have some sort of an idea of how your services might even be connected to these outcomes.

Elizabeth Connors, NCSMH Panelist: Make sure you're identifying the existing or potential data that you could use establish a data infrastructure.

Elizabeth Connors, NCSMH Panelist: And most importantly i'd really like to underscore the point of engaging students parents, teachers and other school staff.

Elizabeth Connors, NCSMH Panelist: To provide their feedback about the impact of school mental health.

Elizabeth Connors, NCSMH Panelist: This can be in the form of testimonials anonymous surveys focus groups so let's make sure that sort of the voices of the stakeholders in school mental health are a big part of how we we understand and assess and communicate the impact of our work.

Elizabeth Connors, NCSMH Panelist: On the next slide It shows, one of the helpful tips that I picked out for you all, which I think is great, and it just reminds us.

Elizabeth Connors, NCSMH Panelist: To make sure that we are selecting data that makes sense for you all locally so teams are going to have to make some tough decisions about how they want to.

Elizabeth Connors, NCSMH Panelist: understand the impact of their school mental health systems and that's going to vary a lot depending on kind of what your local context and service array and student population and stakeholders really are.

Elizabeth Connors, NCSMH Panelist: So these local decisions are based on what types of outcomes are likely to be impacted by school mental health services are readily available to you.

Elizabeth Connors, NCSMH Panelist: are important because they're actually useful they're they're actionable for your quality improvements or your leadership decisions.

Elizabeth Connors, NCSMH Panelist: And they can actually be shared externally So these are just some helpful tips to keep in mind when you're thinking through what data, you might want to select and go after.

Elizabeth Connors, NCSMH Panelist: The next slide shows a resource that I really love it's actually another set of online modules also samhsa funded and this shows.

Elizabeth Connors, NCSMH Panelist: A piece of the module that really focuses on a continuum of program evaluation for comprehensive school mental health programs.

Elizabeth Connors, NCSMH Panelist: And what I love about this, is it reminds us that all districts come to this work.

Elizabeth Connors, NCSMH Panelist: Of documenting impact or engaging and program evaluation from really different developmental phases and we saw that I think in the distribution of the pole at the very big beginning.

Elizabeth Connors, NCSMH Panelist: People kind of rate themselves from beginner to advanced along that whole continuum right.

Elizabeth Connors, NCSMH Panelist: So some districts just starting this work they're just starting to establish their systems, their processes in their team to describe the services and supports they offer.

Elizabeth Connors, NCSMH Panelist: demonstrating long term outcomes for students is usually a goal that most districts are really building toward for many years.

Elizabeth Connors, NCSMH Panelist: And and kind of start small and work up incrementally from there, as they really develop the support and the engagement of their stakeholders and personnel implementing the work.

Elizabeth Connors, NCSMH Panelist: So wherever you are starting from, and I hope that we can kind of keep this central and our panel discussion as well, wherever you're starting from is great.

Elizabeth Connors, NCSMH Panelist: because everyone has room to grow and a new stage that's kind of their growing edge for their district when it comes to documenting and reporting impact.

Elizabeth Connors, NCSMH Panelist: The next slide features a best practice really around this aggregation of student mental health services and support data.

Elizabeth Connors, NCSMH Panelist: This can really help your team understand, to what extent there are differences in student access and or student outcomes.

Elizabeth Connors, NCSMH Panelist: Based on subpopulation characteristics of your student body that are very locally relevant to your community.

Elizabeth Connors, NCSMH Panelist: So this can really help a team better understand whether outcomes differ based on gender identity, race, ethnicity age intensity of lead, etc.

Elizabeth Connors, NCSMH Panelist: Again there's best practices here to really guide you through the steps and the next slide features and neat resource that I encourage you to check out.

Elizabeth Connors, NCSMH Panelist: Which is a brief that provides a lot more information on how you can make a plan and work work through this work of reducing disparities and disproportionality by leveraging the power of of your data and also stakeholder feedback.

Elizabeth Connors, NCSMH Panelist: The last best practice and our quick a parade here the impact module.

Elizabeth Connors, NCSMH Panelist: is really in my opinion, one of the most important, and this is about getting the word out about your school mental health system.

Elizabeth Connors, NCSMH Panelist: How do you report on the impact of your comprehensive school mental health system to really be able to generate buy in and support from diverse stakeholders, including policymakers and funders.

Elizabeth Connors, NCSMH Panelist: So, best practices for this indicator actually include a wide variety of different formats and methods that you can use to disseminate what you know.

Elizabeth Connors, NCSMH Panelist: And even what you're learning in real time and get this information out to your stakeholders in a variety of ways, so really thinking about how we get that message out in a way that.

Elizabeth Connors, NCSMH Panelist: Will will reach kind of the hearts and years and minds of folks that we want to know about the value of our work.

Elizabeth Connors, NCSMH Panelist: And there's actually a number of resources in the module that get that you can use as templates for this if it's something that you're still really growing your ability to kind of get the word out.

Elizabeth Connors, NCSMH Panelist: The next slide shows a resource that is just an example template about how to report out your impact to external stakeholders.

Elizabeth Connors, NCSMH Panelist: You can see that it has kind of an infographic style.

Elizabeth Connors, NCSMH Panelist: you've got a visual emphasis on the large font numbers and relevant images with really brief segments of text explained each finding so there's a lot of templates and examples contained in the module that you can check out if this is something that you're really working toward locally.

Elizabeth Connors, NCSMH Panelist: So, in summary, on the next slide I just have a few key takeaways here to just kind of.

Elizabeth Connors, NCSMH Panelist: punctuate what I think are some of the main messages across all of these best practices and resources.

Elizabeth Connors, NCSMH Panelist: The first one is go after data that are really relevant to your stakeholders and figuring out what that is is going to be kind of a local decision for you all.

Elizabeth Connors, NCSMH Panelist: And then also make sure that you're going after data that are actionable in real time, so if you don't know what you would do with the information it's probably not the right kind of information to seek.

Elizabeth Connors, NCSMH Panelist: You also want to share what you're learning make sure that you know you're not just collecting it and holding on to it internally or for a small group of stakeholders, but you're generating engagement and support and advocating for change.

Elizabeth Connors, NCSMH Panelist: So with that i'll hand it back to lead, or so we can get to the panel portion.

Leora (she/hers), Moderator (MHTTC Reg 9): Thank you Elizabeth Thank you Thank you i'm really good questions that are also coming up in the Q amp a so Dr connors I really.

Leora (she/hers), Moderator (MHTTC Reg 9): encourage you to check out the q&a and we can help some of us out, and I think the the beautiful part of what you mentioned, and what I what I heard and i'm going to use this as a time to welcome Dr Liffey and amber on video.

Leora (she/hers), Moderator (MHTTC Reg 9): Is a invitation for all of us to know that we are always learners we are lifelong learners and this experience to think about conceive experience how we.

Leora (she/hers), Moderator (MHTTC Reg 9): How we talk about and feel and celebrate and measure impact and and that, ultimately, this is actually the module that brings it all home and some of the questions are coming up in the chat box that tie the previous modules together, so thank you.

Leora (she/hers), Moderator (MHTTC Reg 9): And I cannot say enough about how excited I am to be in conversation with amber and Dr Liffey.

Leora (she/hers), Moderator (MHTTC Reg 9): i'm not going to read through their bios because you'll have it in their deck, but I do want to first of all say welcome amber and Dr live feed.

Leora (she/hers), Moderator (MHTTC Reg 9): A couple things and then i'm gonna invite you to share what you are most celebratory about in your work right now, as an introduction of who you are.

Leora (she/hers), Moderator (MHTTC Reg 9): And before some prepping them priming you.

Leora (she/hers), Moderator (MHTTC Reg 9): Before as other kind of marinating in that prep question I just I want to say that the reason that we invited these two school mental health champions one in Michigan and one in Arizona.

Leora (she/hers), Moderator (MHTTC Reg 9): into conversation today is because both of them are have really helped the balance of local school mental health championship down from school site to school district to.

Leora (she/hers), Moderator (MHTTC Reg 9): interconnected school districts to networks and then working in initiatives so connected to project aware advancing wellness and resilience in education, which builds off of.

Leora (she/hers), Moderator (MHTTC Reg 9): Safe schools and help the students.

Leora (she/hers), Moderator (MHTTC Reg 9): One of the resources that Elizabeth referenced earlier, so what will here are to school leaders who have one who has led through a five years of project awareness now thinking about what happens afterwards.

Leora (she/hers), Moderator (MHTTC Reg 9): One, who is in the middle of it, and also all the other intersecting initiatives and movements and.

Leora (she/hers), Moderator (MHTTC Reg 9): intersecting movements that influence their leadership so we're going to go Alphabetically so we'll go amber and then Dr defeat who you are and one piece, that you are really proud of of your in your school mental health Championships in this moment.

Amber Fox (she/her), Panelist: Well, good morning good afternoon Thank you again for having me here Laura my name is Amber Fox, I worked for technical services network, which is a.

Amber Fox (she/her), Panelist: cool we do provide the Community school model or the Community school strategy in our county and.

Amber Fox (she/her), Panelist: Grand rapids Michigan really is where we're at we serve the whole county but that's kind of what we're the second largest city in the state of Michigan.

Amber Fox (she/her), Panelist: And as we were mentioned, I was part of our project aware work, which was a we were our ISP which is.

Amber Fox (she/her), Panelist: Our county based work was one of three project aware locations across our State, so we work within our own county and supporting our 20 districts and trying to get them on board with project aware.

Amber Fox (she/her), Panelist: And then also wants to those other two is to try to push things at the State level and I guess your question about what are we.

Amber Fox (she/her), Panelist: Celebrating right now, or what am I celebrating I think is just looking back and seeing where we've been and where we are today, and the fact that we are.

Amber Fox (she/her), Panelist: Seeing so much funding come in at the State level to our local districts and and how we're using that at our county level to continue this work that we started this project, where.

Amber Fox (she/her), Panelist: Project aware, which has really been all around this idea of impact and how do we build a system that moves away from individual sort of that whack a mole approach to.

Amber Fox (she/her), Panelist: You know of getting individuals into services to how do we build a system that changes the cultures in buildings.

Amber Fox (she/her), Panelist: And and really works with that tier one level first and so we're seeing that happen at the state level as it's coming down to our local school district as well.

Amber Fox (she/her), Panelist: But we're starting to use the same language and starting to realize that we don't need to work in silos, we need to work together so a lot to celebrate right now.

Leora (she/hers), Moderator (MHTTC Reg 9): Okay, so it's done before, Dr Lafayette we're seeing we're seeing a shift We understand that our in our championship our impact over all these years is now kind of actually using in.

Leora (she/hers), Moderator (MHTTC Reg 9): In funding that acknowledges and affirms the need for comprehensive school mental health we're seeing.

Leora (she/hers), Moderator (MHTTC Reg 9): we're seeing multiple people on board multiple systems on board so it's not just that one champion, such as that one person is like come to my club, please go into health matters that it's actually just shared culture and that it's part of the body, the fascia.

Leora (she/hers), Moderator (MHTTC Reg 9): of your of your Community Thank you let's hear from Dr the feet, who you are and what are you celebrating in this moment.

Dr. Louis Laffitte, Panelist: So i'm Lewis live feed i'm the assistant superintendent for behavioral health and school safety in glendale elementary school district, where a K eight school district in glendale Arizona, which is in the phoenix metro area just north of phoenix and.

Dr. Louis Laffitte, Panelist: For me, what we're celebrating this just as a district, the work is being embraced in that.

Dr. Louis Laffitte, Panelist: People are engaging people are trying to say how to work as a connected unit to help support our students and families so.

Dr. Louis Laffitte, Panelist: i'll try to keep it brief there.

Leora (she/hers), Moderator (MHTTC Reg 9): Okay well we're probably gonna want to hear about how you got to that connected unit in a second.

Leora (she/hers), Moderator (MHTTC Reg 9): Alright i'm going to invite our team to take down the screen, so that we can Center the voices of our panelists.

Leora (she/hers), Moderator (MHTTC Reg 9): And I, the first question that we wanted to Center is you know, one of and i'm actually i'm so grateful for linda's question in the in the chat box or the noticing.

Leora (she/hers), Moderator (MHTTC Reg 9): That this module impact should be module number one right because it's about the why.

Leora (she/hers), Moderator (MHTTC Reg 9): And it is because it's circuitous it's cyclical part of our module one is defining what comprehensive school mental health means to us, which is essentially about our theory of change.

Leora (she/hers), Moderator (MHTTC Reg 9): And I think the one of the biggest elements in any championship in any theory of change are the adults in the system.

Leora (she/hers), Moderator (MHTTC Reg 9): So we can look at student data and i'm curious knowing both of you.

Leora (she/hers), Moderator (MHTTC Reg 9): If you might share how, how do we understand adult belief system as indicators of impact, and if you could maybe share a story of.

Leora (she/hers), Moderator (MHTTC Reg 9): How you kind of sensed when there was a palpable shift in the communities that you lead and maybe some hypotheses of what what got you there and again we'll start with amber and then go to Dr Liffey.

Amber Fox (she/her), Panelist: sure.

Amber Fox (she/her), Panelist: um I think you know our work with so much around building the system, and for us is this interconnected system framework, and it was.

Amber Fox (she/her), Panelist: You know, at first, we started built bringing in a bunch of Community partners who are all servicing schools in different ways, trying to meet this need.

Amber Fox (she/her), Panelist: And at some point we realized that as an organization, as a group, as a leadership team, we needed to be on the same page and we were still working very much in silos.

Amber Fox (she/her), Panelist: which is what we were trying to get the schools to avoid we were trying to move them towards a comprehensive comprehensive system so.

Amber Fox (she/her), Panelist: Once we started hearing you know each other starts with the way this is the system we have to do this at our level as well.

Amber Fox (she/her), Panelist: That started to change everything our silos started to break down and we started to see that change, then in the district, as well as we were supporting them.

Amber Fox (she/her), Panelist: The other example that I have in a you know a lot of it's the language, and so, as well as we're hiring new staff now we're building a new position we're all using the same language, even though it's cross departmental you know.

Amber Fox (she/her), Panelist: craft departments within we got to be continuing to work on this is that this interconnected systems framework, and how can this equity position support it and how can this special ED position support it in general and.

Amber Fox (she/her), Panelist: You know across the different departments another quick example, are some of the schools were working with as they're moving into wanting to do more trauma informed schools.

Amber Fox (she/her), Panelist: And we're starting to see that same movement from individualized, these are the students with trauma.

Amber Fox (she/her), Panelist: To, how do we change the whole school culture to be one that really supports the needs of all students and we're using that interconnected systems framework and every training we're doing whether it's trauma informed or social emotional learning or.

Amber Fox (she/her), Panelist: equity based work and so we're starting to see again that language shifts then at the local level as well, and kind of get out of our silos.

Dr. Louis Laffitte, Panelist: So So for me.

Dr. Louis Laffitte, Panelist: My background is pretty wide and so because of that i've had some experiences that when I came into this new role.

Dr. Louis Laffitte, Panelist: I came in with that idea that mindset of how do we bring everyone together, so I have a special ED piece now about background i've always seen how special that was excluded.

Dr. Louis Laffitte, Panelist: And so, when I came into this role, it was how do we include everyone in this and how do we make everyone a part of this.

Dr. Louis Laffitte, Panelist: And how do we begin to shift the mindset taking that special at approach, because sometimes teachers would see special ED students as.

Dr. Louis Laffitte, Panelist: Well, as your student that my students, but how do we look at it as their our students So how do we take that approach to the entire system.

Dr. Louis Laffitte, Panelist: And so, how do we look at every student excited to take your turn their amber to look at that equity piece and see how.

Dr. Louis Laffitte, Panelist: How all students, regardless of whatever their difference is how do we say this is the system that we need to build to support all students and what is the data will begin need to begin to look at.

Dr. Louis Laffitte, Panelist: So for me when I came here, our first role, our first thing was we worked on mindset and, as with adults, so the first major PD I did was.

Dr. Louis Laffitte, Panelist: mindset and we and we talked about aces as well, because we wanted the adults to begin to understand that some of the things that they've experienced within them within their lives.

Dr. Louis Laffitte, Panelist: they've shaped who they are, and those same things our students are experiencing and how do we begin to take the students experiences recognize those validate what they've experienced and say now, how do we use that experience to support where we're going as an organization.

Dr. Louis Laffitte, Panelist: For me that's kind of the approach that for it to go back and connectedness there.

Leora (she/hers), Moderator (MHTTC Reg 9): yeah it's always it's so first of all i'm so grateful for you, mentioning and centering special ED because there's so much that we can learn of as mental health champions from special ED champions that are often silo disenfranchised not seen as central but.

Leora (she/hers), Moderator (MHTTC Reg 9): And so I really appreciate that inclusion and i'm curious at the two of you might share also.

Leora (she/hers), Moderator (MHTTC Reg 9): Aside from the way in which you centered adult mindset as an integral piece in your theory of change to school mental health impact, what are other ways software sharp way is that you have noticed an initiative actually.

Leora (she/hers), Moderator (MHTTC Reg 9): impacting student mental hub or a program or an approach actually supporting those who support students mental health comprehensively.

Leora (she/hers), Moderator (MHTTC Reg 9): And I, of course, we can Center the types of services and I know, Dr feet.

Leora (she/hers), Moderator (MHTTC Reg 9): And you have lots of years and thinking about how tears how we even think about what services and programs are in tears, and how that reflects those changes to.

Leora (she/hers), Moderator (MHTTC Reg 9): wanted to open it and, of course, I want to offer anyone listening to offer your own noticing signals of change and impact in your championship in the chat maybe we can start with you and then go to amber.

Dr. Louis Laffitte, Panelist: So so we're fortunate in in my department we've added some roles to try to support those pieces, and so I know I know funding becomes a question that always comes up for people, but to help support that to Center that to open that up we actually have an empty SS principle.

Dr. Louis Laffitte, Panelist: And in my department and what our responsibility is is to work with leaders to guide them through these conversations that we're having now.

Dr. Louis Laffitte, Panelist: figure out where our strengths are our challenges lie and how to support that so it's building that they're at that level and and she does a phenomenal job with with the principal she's assigned to.

Dr. Louis Laffitte, Panelist: We walk in and the approach over just establish the culture, but really it's bigger you know it's it's more to it than that piece.

Dr. Louis Laffitte, Panelist: But I think that's been one way we've been able to support that's one way we've been able to kind of dive into it.

Dr. Louis Laffitte, Panelist: To say this is how we can help make those changes and ground and Center is moving forward, because we have to get people to recognize where they are in the process.

Dr. Louis Laffitte, Panelist: And really from a leadership perspective it's five do it as the principal then i've modeled it support my staff with that, then it tends to to kind of rub off on everyone for lack of a better term hope that answers the question.

Amber Fox (she/her), Panelist: yeah I think it's really interesting it's been interesting this past year, with the pandemic and how.

Amber Fox (she/her), Panelist: Some of these systems that we were the Foundation, we were laying and trying to build and some of our projects are were districts, how they were able to really pick up on the student needs during the pandemic in a more.

Amber Fox (she/her), Panelist: Like a systematic kind of way, and so I look at some of the districts that you know send surveys directly to students about how are you how.

Amber Fox (she/her), Panelist: Are you feeling alone, what are your needs right now, and in some districts, there was a fear of if we put this out there, we might not have enough resources to meet these needs.

Amber Fox (she/her), Panelist: But because we built the system with Community partnership with the school based staff, we were able to you know support those districts and being able to meet all of those needs, and so in a way, youth voice was elevated and and at a time when.

Amber Fox (she/her), Panelist: kind of the crisis created that that youth voice to be elevated and now there's more data to be able to say Okay, what are we going to do this next year with this as far as additional programming and resources that are needed.

Amber Fox (she/her), Panelist: And I think it's just started to shift that mindset, a little bit about the importance of youth voice and going directly to them that they do have answers for.

Amber Fox (she/her), Panelist: For what they're looking for, so I hope to see more of that continue, and I think the other areas really been about educator wellness and it's something we had talked about so much during project aware.

Amber Fox (she/her), Panelist: But we just didn't quite get to it and then this year with a pandemic it kind of pushed that a little bit more, and we have some pilots going on now where we're supporting educators, with coaching with different resources for educators throughout the pandemic.

Amber Fox (she/her), Panelist: To meet their own wellness so that they can support students better.

Leora (she/hers), Moderator (MHTTC Reg 9): Okay, so you said you went you went to one of our questions centrally, because this is the always now series so let's do a little bit even more deep dive into how has this pandemic has Colvin both.

Leora (she/hers), Moderator (MHTTC Reg 9): Both expanded the way that we understand impact and also maybe push or put pressure points on how we understand the impact and I am yeah let's just open it like how what has been like in this moment to understand impact for you as a leader.

Dr. Louis Laffitte, Panelist: So for me, you know it's actually been great because we were able to, we were able to use it as that impetus to say hey because of this, because we know what some of our needs are we just need to do it let's just jump in and do it.

Dr. Louis Laffitte, Panelist: and staff was more accepting and willing to embrace families were more accepting and willing to embrace students were more accepting than willing to embrace just simply because.

Dr. Louis Laffitte, Panelist: Our world has shifted.

Dr. Louis Laffitte, Panelist: And I know there's some we have these unknowns and we have these instabilities with what what Kovac brought and took away, but the school, I trust, and the school leadership has this belief system that these things will support and help so whether it's implementing.

Dr. Louis Laffitte, Panelist: X amount of minutes per day of cell instruction whether specific PD for staff, whether it's certain things that we did with parents, we had some some parent groups, we did virtually some student groups, we did virtually.

Dr. Louis Laffitte, Panelist: So a lot of different things were we were able to just jump in, and so we really didn't have that kind of that that Vice to say.

Dr. Louis Laffitte, Panelist: No i'm not willing to do it, everyone was really, really ready to jump in and see let's make this happen, because we want what's best for our students our school Community community as a whole.

Amber Fox (she/her), Panelist: yeah I would say, you know, in addition to what I already mentioned about really reaching the students directly think our work as like.

Amber Fox (she/her), Panelist: foundational system kind of work kind of came to a halt last year because of code right everyone's like on the ground in the trenches but that allowed us to learn more to I think both.

Amber Fox (she/her), Panelist: Here against and the students here from the families, we did a lot of surveys directly out to family and not surveys is in like collecting information to figure out what to do later, but like what are your needs right now in real time.

Amber Fox (she/her), Panelist: And that gave us but that gives us information moving forward to right, but I also think it created a sense of urgency.

Amber Fox (she/her), Panelist: So I think we've been laying the groundwork for a while mental health is important we there's this need and you know we identified or discovered quite a bit of that through project aware, but this last year I think elevated it even more.

Amber Fox (she/her), Panelist: And so now we're flooded with need request for PD for additional support and that's a good thing, and I think Well now, the funding is coming in to support it, too, so at that kind of you know, district support level that it's there to support more schools individual buildings and district.

Leora (she/hers), Moderator (MHTTC Reg 9): yeah so we let's let's move into a complicated a complicated complicated complicated question and then we'll move to our question and answer, so please, please include them in Q amp a.

Leora (she/hers), Moderator (MHTTC Reg 9): Alright, so I just want to be direct I think the concept of having us a school leaders constantly measure and have to prove ourselves and impact can really be difficult.

Leora (she/hers), Moderator (MHTTC Reg 9): As leaders as individual leaders to prove ourselves to have to tie our sense of worth to external evaluation or internal evaluation to have to potentially.

Leora (she/hers), Moderator (MHTTC Reg 9): tell our story in measurements that might be from external versus the way that we would potentially define impact.

Leora (she/hers), Moderator (MHTTC Reg 9): And so I just want to talk about what are some of the personal leadership challenges that both of you have grappled with and understanding your own the power of your impact a school mental health champions.

Dr. Louis Laffitte, Panelist: You will take that first number.

Amber Fox (she/her), Panelist: Sure i'll be a little vulnerable on going I think that's part of it is just been you know stepping into the vulnerability around that i'm.

Amber Fox (she/her), Panelist: celebrating the when I think is really big because it's so easy to get caught up in perfectionism and and these other tools of a white supremacist culture right and so today is not enough or not.

Amber Fox (she/her), Panelist: it's not going to be valued by you know the different people but celebrating those small wins when they happen and so taking a step back and looking at.

Amber Fox (she/her), Panelist: wow This is where we were pre project where and look at where we are today look at how many districts are partnering with our ISP for mts so that that framework, you know, the foundation of our framework can be there.

Amber Fox (she/her), Panelist: Look at the number of schools that want to hire their own school based mental health providers and work with Community partners because we see the need to work together those celebrating those small wins along the way and not striving for perfection.

Dr. Louis Laffitte, Panelist: I would agree, I would agree with that.

Dr. Louis Laffitte, Panelist: You know it's it's when i'm trying to think of the right way to say that well i'll just i'll just stick with, however, let this I think those small wins or to, I think.

Dr. Louis Laffitte, Panelist: Acknowledging where we've had those successes during these times, but I do think part of it is just consistently for me it's still consistently working on building those relationships with folks so that.

Dr. Louis Laffitte, Panelist: That there's a trust and a belief that everything i'm guiding them with is the right thing, so that, as they do things and they communicate with me.

Dr. Louis Laffitte, Panelist: And I can kind of coach them guide them give them acknowledgement praise for some of what they've done, I think that's I think those have been some great pieces.

Dr. Louis Laffitte, Panelist: We have one school that and we've been in and out of school, so we had to kind of look at the data as a whole, and so, when we looked at just.

Dr. Louis Laffitte, Panelist: During this timeframe of the year we'll look at discipline data as one measure.

Dr. Louis Laffitte, Panelist: We saw that one school went from leading the district to now they're the lowest because they've truly embraced a lot of these components on.

Dr. Louis Laffitte, Panelist: input, the.

Dr. Louis Laffitte, Panelist: Understanding care compassion i'm big on the term compassion, because sometimes empathy is hard for people to say i'm in your shoes, but sometimes it's.

Dr. Louis Laffitte, Panelist: easier to know that's just wrong what's happening or that's right what's happening and so having that level of compassion and I think that.

Dr. Louis Laffitte, Panelist: Port in that particular case that principle and and you know, to give that acknowledgement that hey I see what you've done you've done a great job, and I think those things you know, help us grow as a as an organization and as individuals.

Yesmina L.: yeah.

Leora (she/hers), Moderator (MHTTC Reg 9): I am i'm so grateful that that you're raising this because I think that for many of us when we talk about wellness and compassion and compassion fatigue and our own burnout.

Leora (she/hers), Moderator (MHTTC Reg 9): That oftentimes i'm going to speak for myself it comes from a place of really earnestly wanting to do right for whom we serve.

Leora (she/hers), Moderator (MHTTC Reg 9): and constantly navigating inputs that are sometimes in our control and sometimes out of our control, and so I I am hearing from both of you when Elizabeth mentioned that part of this module invites us to think about our collective theory of change for.

us as individual.

Leora (she/hers), Moderator (MHTTC Reg 9): Incredibly, and i'm going to just pause and ask if all panelists are not speaking can mute themselves that would be helpful and.

Leora (she/hers), Moderator (MHTTC Reg 9): So that sentence, one more time that Elizabeth named that theory of change was essential, as a collective and what i'm hearing from both of you is for our own personal theories of change to also be really grounded.

Leora (she/hers), Moderator (MHTTC Reg 9): Because that's a practice for us in our own way that I might be writing a report to a funder.

Leora (she/hers), Moderator (MHTTC Reg 9): That might have some numbers, but I also might have an experience with a student or staff member that had a small moment of shift.

Leora (she/hers), Moderator (MHTTC Reg 9): Where it was led with compassion and lead with human ization that may never get reflected or seen by the external right and that's so vulnerable so vulnerable okay.

Leora (she/hers), Moderator (MHTTC Reg 9): So last last last last question and then we're I think we'll have time to open it again.

Leora (she/hers), Moderator (MHTTC Reg 9): Which is another tricky one, how do we know a school leaders when we are disrupting harm in our systems.

Leora (she/hers), Moderator (MHTTC Reg 9): What are ways I know, Dr that you just talked about discipline data but i'm actually wondering if we can get back to the ways that adults in the system.

Leora (she/hers), Moderator (MHTTC Reg 9): interact collaborate belief system back to our original question, because ultimately impact is not only about positive, it can also be about interrupting the harm so i'm curious of what are the ways in which we can understand how harm is being disrupted or interrupted in our championships.

Dr. Louis Laffitte, Panelist: Know for me it's it's it's been more it's been truly.

Dr. Louis Laffitte, Panelist: Qualitative it's as I hear stories, as I see instances and occurrences, where you're have a staff member who wants something happens.

Dr. Louis Laffitte, Panelist: They say I didn't know that I didn't know that story I didn't know this or that about that child and it made them look at things, an entirely different way.

Dr. Louis Laffitte, Panelist: When I look at with that child's whether it's their home environment, whether it's.

Dr. Louis Laffitte, Panelist: Some something they've been carrying and i've had the same thing with adults as well, where some things they'd be carrying were triggered by something that happened with the with the child.

Dr. Louis Laffitte, Panelist: And, and it created that moment, but it was the conversation at that point, and I know that's tough for people to.

Dr. Louis Laffitte, Panelist: say I don't have the time, especially in the classroom if you have 30 kids I don't have the time to.

Dr. Louis Laffitte, Panelist: stop and wait and listen and do this and do that but, but I think it's time well spent, when you invest it in people when you invested in understanding when you invest it in knowing people's story, because then.

Dr. Louis Laffitte, Panelist: You can help it kind of answers the question there, they are that, how do you how do you begin to know that, because oftentimes those are those those hidden those hidden gems you know it exists.

Dr. Louis Laffitte, Panelist: It exists, but we don't know, and so we have to be willing to ask questions, and if you ask someone, how are you doing, you have to meet it.

Dr. Louis Laffitte, Panelist: And you have to be willing to sit there you know even as simple as our own personal relationships.

Dr. Louis Laffitte, Panelist: You know, I have to ask my wife, sometimes how she's doing and I have to meet it right, I have to be willing to wait for her to tell me exactly what happened and I can't I can't stop the story, I have to absorb it listen to it gain understanding and bill context to say I get it, I understand.

Dr. Louis Laffitte, Panelist: Thank you.

Amber Fox (she/her), Panelist: yeah kind of building on that I think it's about slowing down, I think, when we slow down individually and collectively, we do less hard.

Amber Fox (she/her), Panelist: it's really hard to hurt somebody when you're going really slow and you think about as you're driving or doing other things, so when we slow down.

Amber Fox (she/her), Panelist: We can make better decisions and cause less harm and be more intentional about who else needs to be here to be part of this conversation whose voices missing.

Amber Fox (she/her), Panelist: And then also, I think it ultimately comes down to I see in the chat and conversation about self care i'm shifting my my way I looked at it as self love now, and the more work we do ourselves on self love.

Amber Fox (she/her), Panelist: The more we recognize the I think the importance to slow down for ourselves, and we can show up more fully for each other.

Amber Fox (she/her), Panelist: Whether it's you know individually with a student or in a meeting with a bunch of people trying to figure out systems.

Amber Fox (she/her), Panelist: We just show up better, and we ask better questions and really we are able to listen more and come up with better better solutions that are centered and compassionate love.

Leora (she/hers), Moderator (MHTTC Reg 9): yeah Thank you.

Leora (she/hers), Moderator (MHTTC Reg 9): So I i'm noting that we're coming to the end of our hour and we're about to move into regional breakouts and I just want to offer that some of the the questions for us all of us.

Leora (she/hers), Moderator (MHTTC Reg 9): to sit with in our own leadership and our school mental championship is what is our own way that we understand that we signal that we receive.

Leora (she/hers), Moderator (MHTTC Reg 9): impact and what are we willing to sit with ever not knowing.

Leora (she/hers), Moderator (MHTTC Reg 9): Right, what are we willing to sit with ever not knowing and what are the small ways that might signal culture shift, you know i'm i'm remembering.

Leora (she/hers), Moderator (MHTTC Reg 9): A time when I was leading a professional development and IDA teachers day wow I never knew that my student was homeless, if I had only known I wouldn't have treated them that way.

Leora (she/hers), Moderator (MHTTC Reg 9): And so the vision for all of us is to get to a place where you would never have to know what someone is holding on to.

Leora (she/hers), Moderator (MHTTC Reg 9): In order to treat them that way as Dr defeat you mentioned with compassion as amber you mentioned, with full support, with full trust.

Leora (she/hers), Moderator (MHTTC Reg 9): or another district that we worked with through project where that shifted from starting to say.

Leora (she/hers), Moderator (MHTTC Reg 9): there's no such thing now is non cognitive anything, everything is kind of everything is social emotional everything is cognitive no more non cognitive so i'm hearing both of you lift up.

Leora (she/hers), Moderator (MHTTC Reg 9): The small that the the leadership inquiry the systems vision as a whole, so from the movement from the eye to the week.

Leora (she/hers), Moderator (MHTTC Reg 9): But also, noting the work that we have to do on ourselves and with ourselves to continue to go through this work.

Leora (she/hers), Moderator (MHTTC Reg 9): So i'm going to pause us i'm going to invite those of you who are listening in the before listening in.

Leora (she/hers), Moderator (MHTTC Reg 9): To potentially share in the chat box your own, how do you understand impact, maybe it's even just reflecting in this last.

Leora (she/hers), Moderator (MHTTC Reg 9): week or even in this last two days, what has been a moment when you have gone Okay, we are doing it, we are doing something that.

Leora (she/hers), Moderator (MHTTC Reg 9): Actually, creates just Cisco Systems and cultures that humanize each other and ourselves and those we work with that moment of humanity right because that's ultimately what comprehensive go into all this about systems and cultures of humanity.

Leora (she/hers), Moderator (MHTTC Reg 9): So i'm going to invite you, in the chat to offer and, of course, please make sure to put in panelists and attendees so that.

Leora (she/hers), Moderator (MHTTC Reg 9): Everyone can learn from each other and bar Dr the feet, thank you for your championship, thank you for being.

Leora (she/hers), Moderator (MHTTC Reg 9): willing to reflect and learn in public and share your vulnerability in public i'm gonna invite you, if you'd like to go off video and i'm going to invite the deck to come back up so that we can talk about next steps.

Leora (she/hers), Moderator (MHTTC Reg 9): Okay, taking a breath, I hope you do too, and please, please, please in the in the chat box offer your moments of impact.

Leora (she/hers), Moderator (MHTTC Reg 9): gorgeous okay i'm going to read, one that just came in and then we'll move forward, building a foundation that allows others to build on top of it that moves further in the direction of equitable equitable behavioral health services for you.

Leora (she/hers), Moderator (MHTTC Reg 9): Okay, that is, one person's theory of impact change beautiful keep them coming.

Leora (she/hers), Moderator (MHTTC Reg 9): Okay, if you'd like to share more if you'd like to discuss what this module means to you could mean to you.

Leora (she/hers), Moderator (MHTTC Reg 9): might mean to you please join the regional breakout sessions, my colleagues across the country will be leading them and so you'll be able to share your stories of celebration your stories of challenge and your own meaning making.

Leora (she/hers), Moderator (MHTTC Reg 9): let's move forward.

Leora (she/hers), Moderator (MHTTC Reg 9): Again, of course, you can always connect with your region.

Leora (she/hers), Moderator (MHTTC Reg 9): So you can find your image, etc, in your region, and you can get to know them and get to know what services they provide, we are all in the middle.

Leora (she/hers), Moderator (MHTTC Reg 9): of planning for our Year for that starts in August, so if you have ideas desires visions for the way that we can support you, please, let us know, we really are hungry for that and we we welcome that.

Leora (she/hers), Moderator (MHTTC Reg 9): I am going to ask us to move ahead okay.

Leora (she/hers), Moderator (MHTTC Reg 9): We are done with our always a now may 25 today and did module eight on impact, all of them are recorded all of the materials are up the deep deep deep resources and all of the collective wisdom that has led us to this moment is recorded.

Leora (she/hers), Moderator (MHTTC Reg 9): So we're so grateful, I hope that you're continuing to read your colleagues notes of stories of impact in the chat box i'm trying not to get distracted because they're so juicy but all the recordings will be up on the website let's move ahead.

Leora (she/hers), Moderator (MHTTC Reg 9): Okay, and again at all of these guidance modules are no cost and as Elizabeth walked us through there's both the guidance modules and then there are tons of resources to help you understand those.

Leora (she/hers), Moderator (MHTTC Reg 9): moments the entry moments of impact that you might take in moving this forward so please, please, please check those out and again know that we're here with you to help you make meaning of them and help you design and then implement.

Leora (she/hers), Moderator (MHTTC Reg 9): Okay, very last but not least, we will like I mentioned earlier, will be sending a feedback request to you and a little bit to let us know how we can support you moving forward, so please help us help you help us help you help us help you and let's move forward.

Leora (she/hers), Moderator (MHTTC Reg 9): And then very last but not least.

Leora (she/hers), Moderator (MHTTC Reg 9): classroom wise wellness in school environments is a free mental health literacy package for teachers and school staff and it's an online course.

Leora (she/hers), Moderator (MHTTC Reg 9): And we're going to be launching it this fall if you're interested interested interested, please sign up for more information, so that you can make sure that it is another resource to create shift in your school or the health, culture don't like amber and Dr defeat we're talking about.

Leora (she/hers), Moderator (MHTTC Reg 9): Okay, last but not least, please let us know how this landed for you what you want more of what you may have wanted less of.

Leora (she/hers), Moderator (MHTTC Reg 9): we're seeing a lot, a lot of your stories of impacting the chat box, which is our own way, speaking of impact both valid balancing our evaluation and your own stories.

Leora (she/hers), Moderator (MHTTC Reg 9): Together, to help us understand how this felt for you and help the how this landed for you.

Leora (she/hers), Moderator (MHTTC Reg 9): And please let us know, I want to do a super big verbal thanks to Jessica and Libya Angela and ariana for helping this session move with.

Leora (she/hers), Moderator (MHTTC Reg 9): With fluidity and with support to Dr Elizabeth connors for guiding us through a 10 minute review preview to Dr levine and amber.

Leora (she/hers), Moderator (MHTTC Reg 9): First, sharing their stories of impact and grappling publicly with us.

Leora (she/hers), Moderator (MHTTC Reg 9): we're so grateful for all of you who are coming please go to your regional breakouts and we are going to stay a little bit to see if you need help getting into your regional breakouts.

Leora (she/hers), Moderator (MHTTC Reg 9): But otherwise have a great time have a great next 30 minutes of your lives, and we hope to see you soon Thank you Thank you everyone.