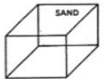








Virtual learning works!

*Building resilience,
supporting leadership
and connecting our field*

BRAIN TEASERS

1.  2. MAN BOARD 3. STAND I
4. |RE|AD|I|NG| 5. WEAR LONG 6. ROAD A D
7.  8. CYCLE CYCLE CYCLE 9. LE VEL 10. 
11. KNEE LIGHT 12.  13. CHAIR
14.  15.  16.  17. MIND MATTER
18. HE'S/HIMSELF 19. ECNALG 20. DEATH LIFE



Northwest (HHS Region 10)

MHTTC

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

LAND & LABOR ACKNOWLEDGEMENT

The Northwest MHTTC acknowledges the Native and Indigenous peoples who are tied to this land through history, legends, and culture since time immemorial, and whose lands were forcibly taken. This acknowledgment is a commitment to show respect, build relationships, learn and remember tribal history and sovereignty, and work for justice in these communities.

We also acknowledge that like most modern-day U.S. institutions, the University of Washington benefits from the unaddressed legacy of stolen labor and slavery, which is at the foundation of this nation and its vast and inequitable wealth. We recognize our debt to exploited workers past and present whose labor was and continues to be stolen through unjust practices.



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



Supporting Psychosis Innovation through
Research, Implementation & Training

UW Medicine
DEPARTMENT OF PSYCHIATRY
AND BEHAVIORAL SCIENCES



CHRISTINA CLAYTON
LICSW, SUDP

She/her

**Co-Director, Northwest
MHTTC, SPIRIT Lab
Clinical Assistant Professor
UW School of Social Work**



AKANSHA VASWANI-BYE
PHD

She/her

**Acting Assistant Professor
SPIRIT Lab**



SARAH FIKRE
BA

She/her

**Research Coordinator
SPIRIT Lab**



WE ARE JUMPING RIGHT IN!



Please bring out your cell phone or other device

No, seriously...we mean it...



GO TO
menti.com

ENTER THE CODE
1818 9215

 0

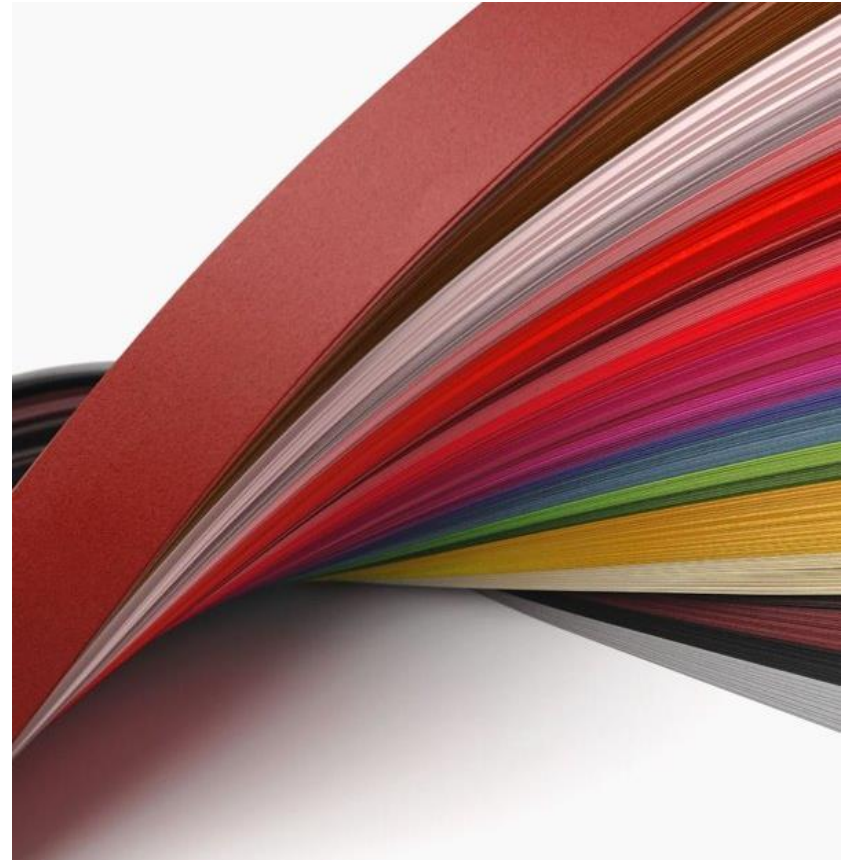


OR go to: bit.ly/WBHCmhttc





INTRODUCTIONS & AIMS



KEY POINTS: *sneak peek!*



START STRONG



GREET WARMLY



SET CLEAR
EXPECTATIONS



ENGAGE EARLY &
OFTEN

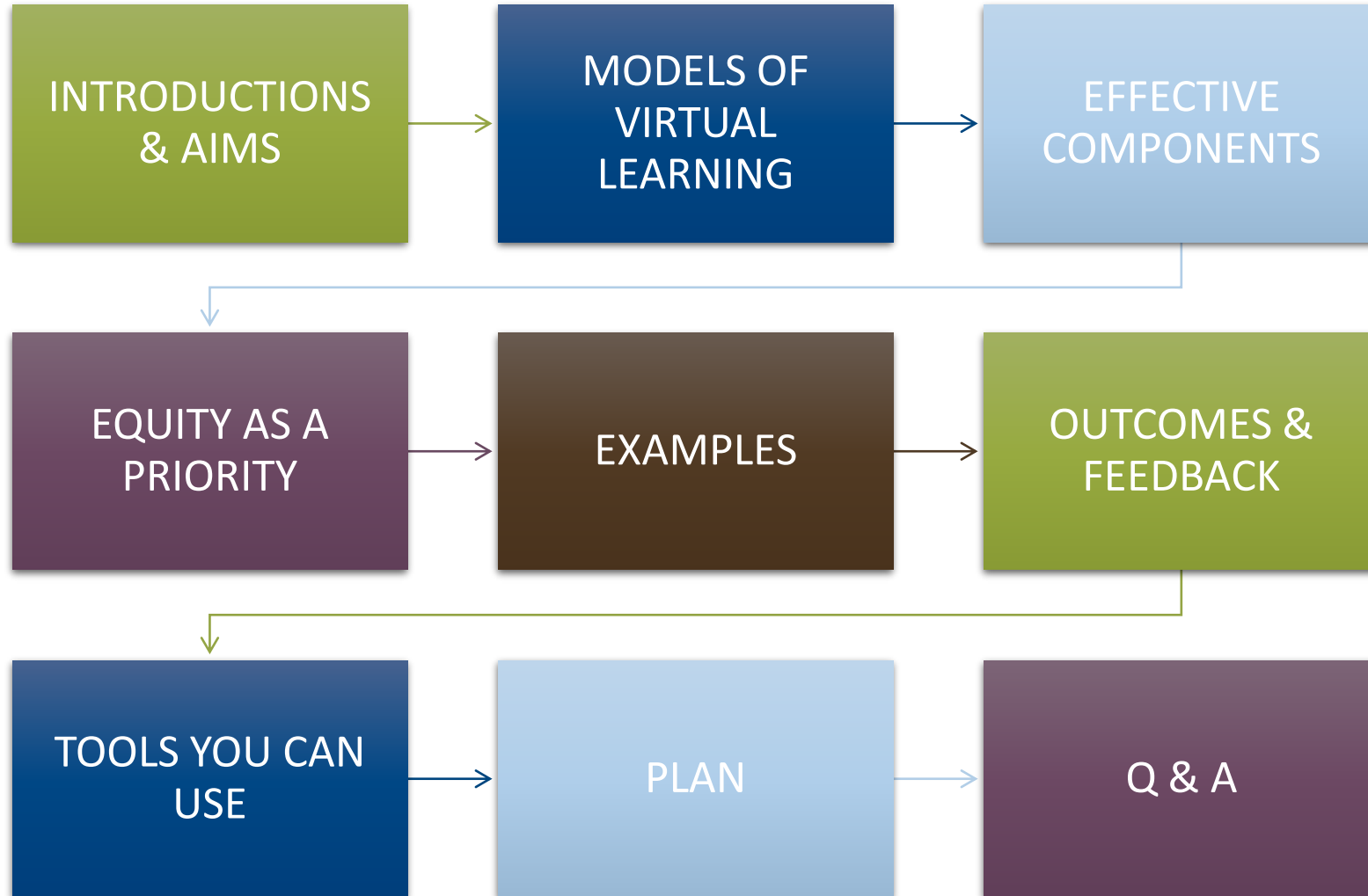


CONNECT
LEARNERS



SUSTAIN
ENGAGEMENT

AGENDA

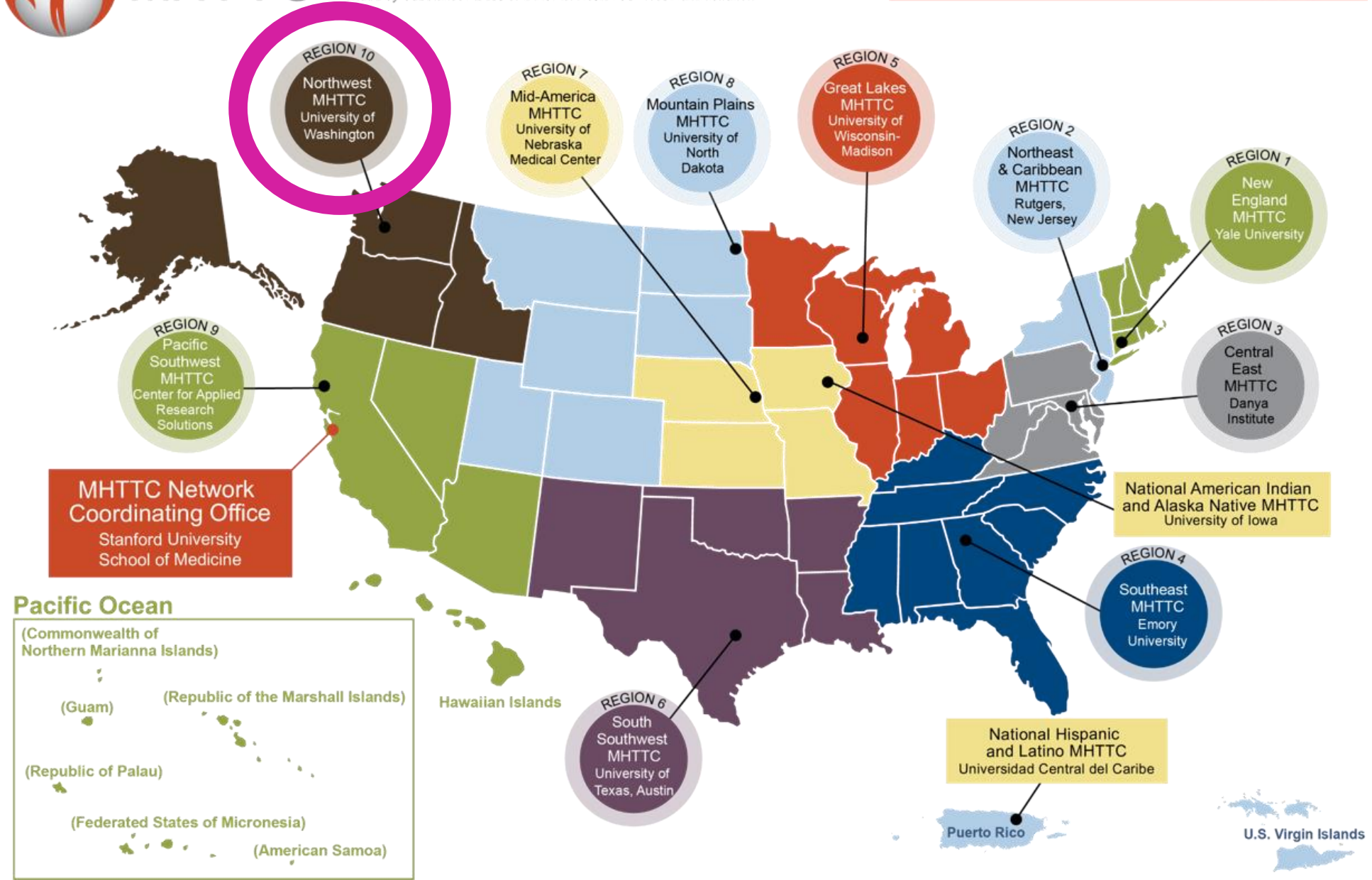




MHTTC

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

MHTTC Network





OUR GOALS



Support mental health-related EBPs and best practices.



Heighten awareness, knowledge, and skills



Foster alliances and address diversity of training needs



Share FREE, publicly available training and TA.



LIVE & RECORDED WEBINARS



VIRTUAL LEARNING COMMUNITIES



ONLINE, SELF-PACED COURSES



NEWSLETTERS & OPPORTUNITIES



RESOURCE LIBRARY



"PUTTING IT TOGETHER" PODCAST

NETWORK AREA OF FOCUS: Evidence-based practices (EBPs) for psychosis

Including CBT for psychosis (CBTp) & Assertive Community Treatment (ACT)

ADDITIONAL TRAINING TOPICS

Integrated Care ~ Peer Support ~ Leadership ~ Co-occurring Substance Use Disorders
Provider Well-being ~ Suicide Prevention ~ Equity & Inclusion ~ Families ~ Trauma-Informed
Addressing Stigma ~ Culturally Responsive ~ Crisis Work ~ Grief & Loss

PRIORITIZING EQUITY, DIVERSITY, INCLUSION & PROVIDER WELL-BEING



LYDIA CHWASTIAK, MD, MPH
PI & CO-DIRECTOR



CHRISTINA CLAYTON, LICSW, SUDP
CO-DIRECTOR



@NorthwestMHTTC
mhttcnetwork.org/northwest





This presentation is supported by the Northwest Mental Health Technology Transfer Center under a cooperative agreement by grant SM 081721 from the Department of Health and Human Services, Substance Abuse and Mental Health Services Administration.

At the time of this presentation, Miriam Delphin-Rittmon served as SAMHSA Assistant Secretary. The opinions expressed herein are the views of the speakers, and do not reflect the official position of the Department of Health and Human Services (DHHS), or SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this presentation is intended or should be inferred.



- Models & components
- Benefits & challenges
- Examples
- Plan an activity
- Practical tools & free resources

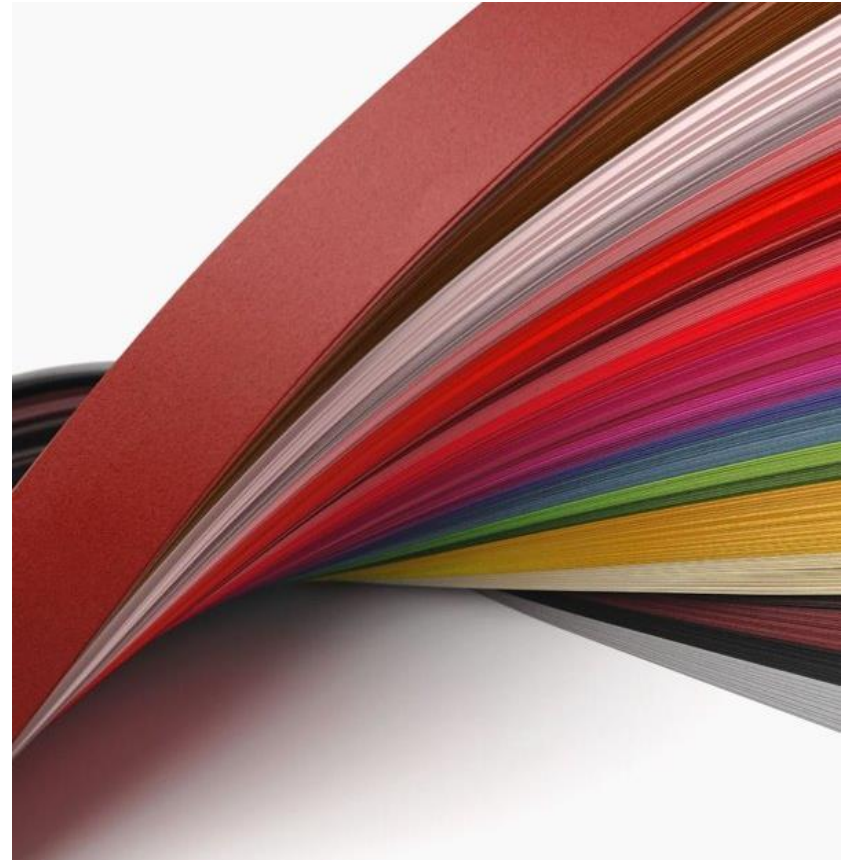


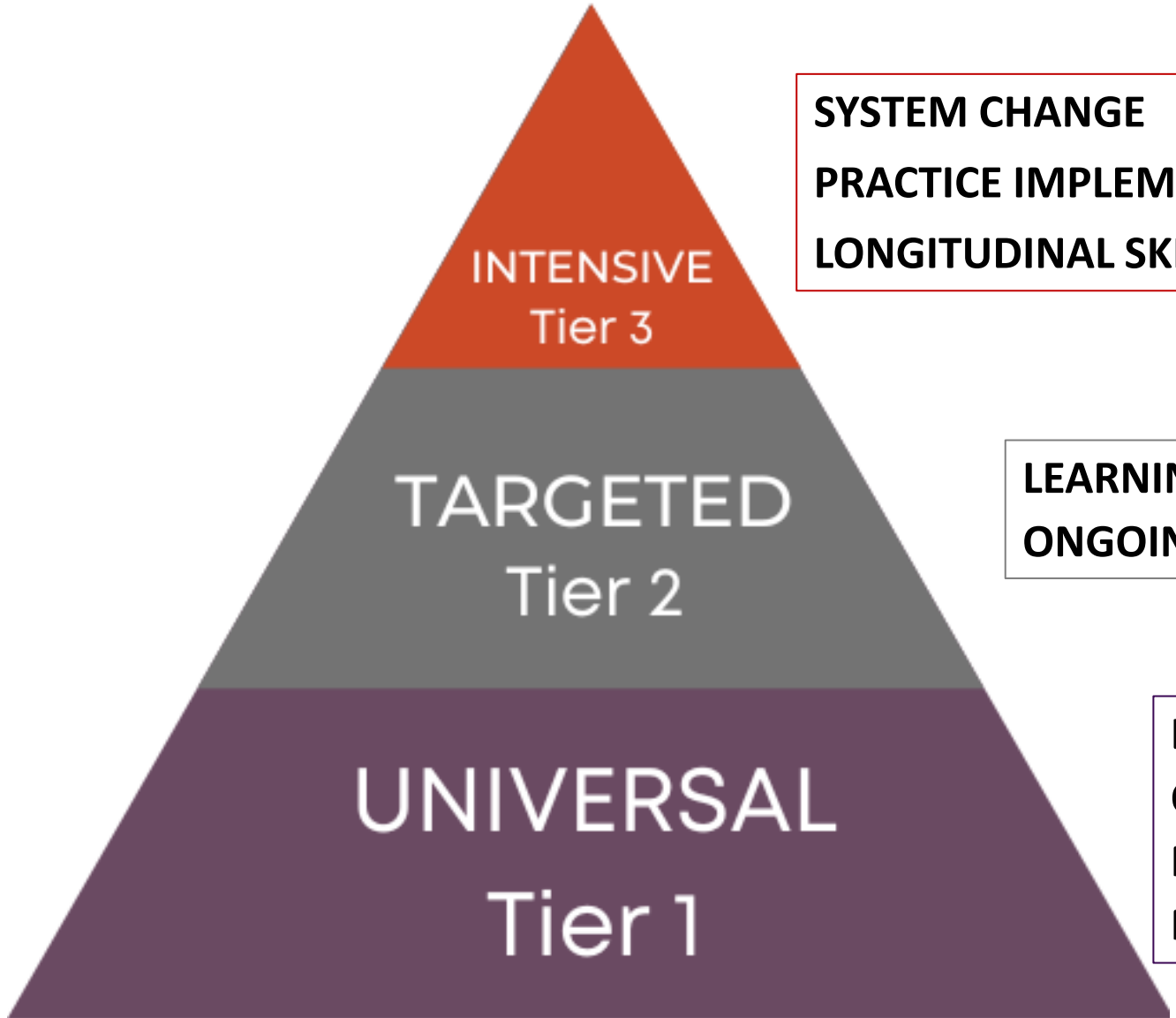
What are your goals for virtual learning?

- *Biggest challenge*
- *Wishes for something different*
- *What do you hope to take away today?*



MODELS OF VIRTUAL LEARNING





SYSTEM CHANGE
PRACTICE IMPLEMENTATION
LONGITUDINAL SKILL-BASED COHORTS

LEARNING COMMUNITIES
ONGOING CONSULT CALLS

LIVE WEBINARS & RECORDINGS
ONLINE COURSES
PUBLICATIONS
PODCASTS

Virtual Training & Technical Assistance Models

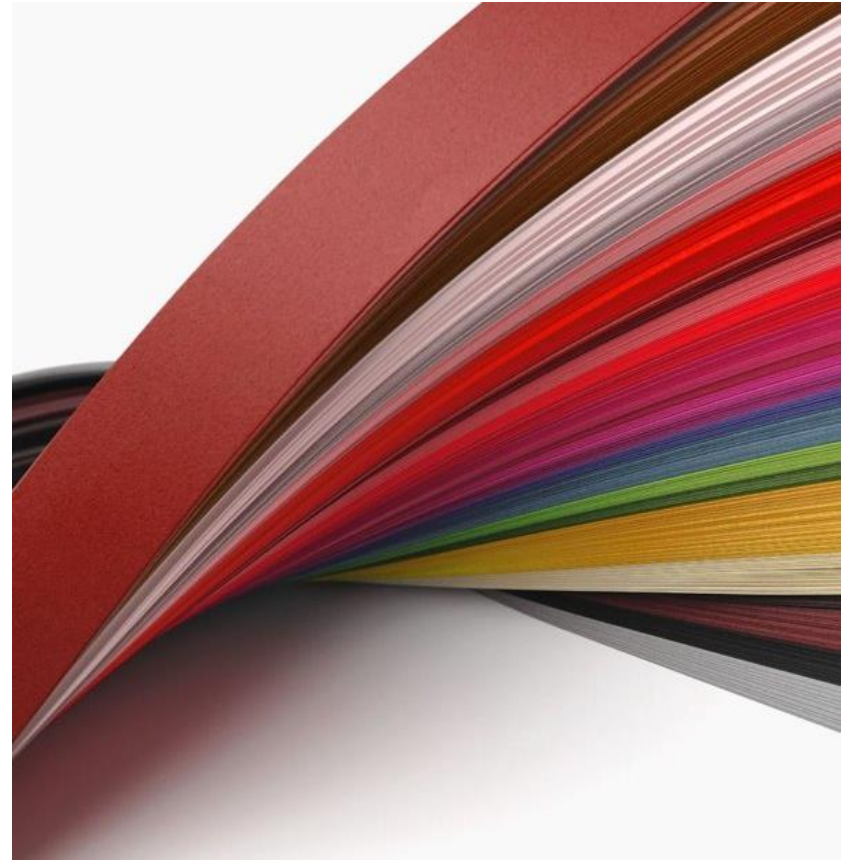
Universal	Pros	Cons	Examples
Webinar	<ul style="list-style-type: none"> Easily accessed & viewed later Often can hold large group 	<ul style="list-style-type: none"> Didactic, less or not-at-all interactive 	<ul style="list-style-type: none"> Queer and Trans Youth Mental Health: <ul style="list-style-type: none"> Trauma-Informed & Anti-Racist Co-Conspiratorship More than a DSM Code: <ul style="list-style-type: none"> Addressing Stigma Experienced by Families
E-Course	<ul style="list-style-type: none"> Self-paced, on demand 	<ul style="list-style-type: none"> Relies on learner to proceed and complete 	<ul style="list-style-type: none"> Introduction to Assertive Community Treatment (ACT) Violence Risk Assessment and Management
Targeted	Pros	Cons	Examples
Learning Community	<ul style="list-style-type: none"> Targets specific needs Cumulative focus 	<ul style="list-style-type: none"> Requires attend most/all to benefit More time commitment but can be short 	<ul style="list-style-type: none"> Examining Bias and Ideologies to Improve Care LGBTQ+ Suicide Awareness & Prevention for Families Vitality for Behavioral Health Care Leadership
Training + Consultation Calls	<ul style="list-style-type: none"> Role plays, skill practice, clinical discussion 	<ul style="list-style-type: none"> Can be hard to attend regularly Aren't usually recorded 	<ul style="list-style-type: none"> When All The Time You Have Is Now: <ul style="list-style-type: none"> Brief Narrative Therapy Practices Skills for Psychological Recovery for direct care staff
ECHO Model	<ul style="list-style-type: none"> Didactic & In-depth clinical case consultation Feedback & recommendations 	<ul style="list-style-type: none"> Takes effort to organize, facilitate Plan for didactic by organizers Participants need to prepare examples 	<ul style="list-style-type: none"> Program for Assertive Community Treatment ECHO First Episode Psychosis ECHO PACC ECHO (Psychiatry & Addictions)
Intensive	Pros	Cons	Examples
Implementation Project	<ul style="list-style-type: none"> Dissemination of EBP/practice Coaching & Feedback over time Truly supports practice change 	<ul style="list-style-type: none"> Requires highest level of commitment from participants, leadership AND organizations Takes most time and financial resources 	<ul style="list-style-type: none"> Cognitive Behavioral Therapy for psychosis STRIDE Integrated Care Group Facilitation New Journeys First Episode Psychosis Role Specific Consultation Calls

What WORKS for you, your teams and agencies for virtual learning?

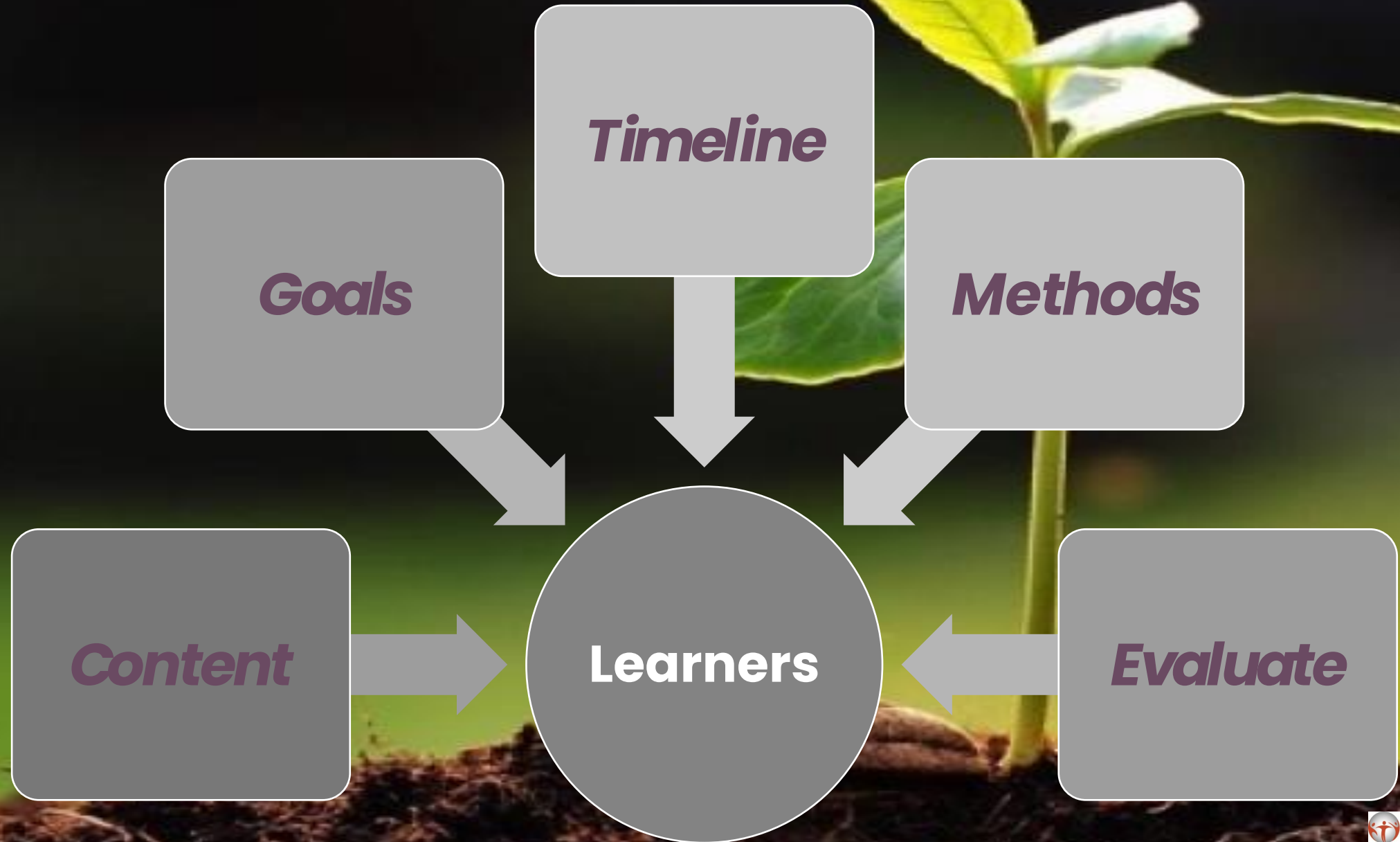
*How does this COMPARE to in-
person learning & training?*



EFFECTIVE COMPONENTS



INTENTION AND IMPACT



Modern Learners are...

Remote

Distracted

Overwhelmed

Overloaded

Unique

Therefore, Virtual Training must be...

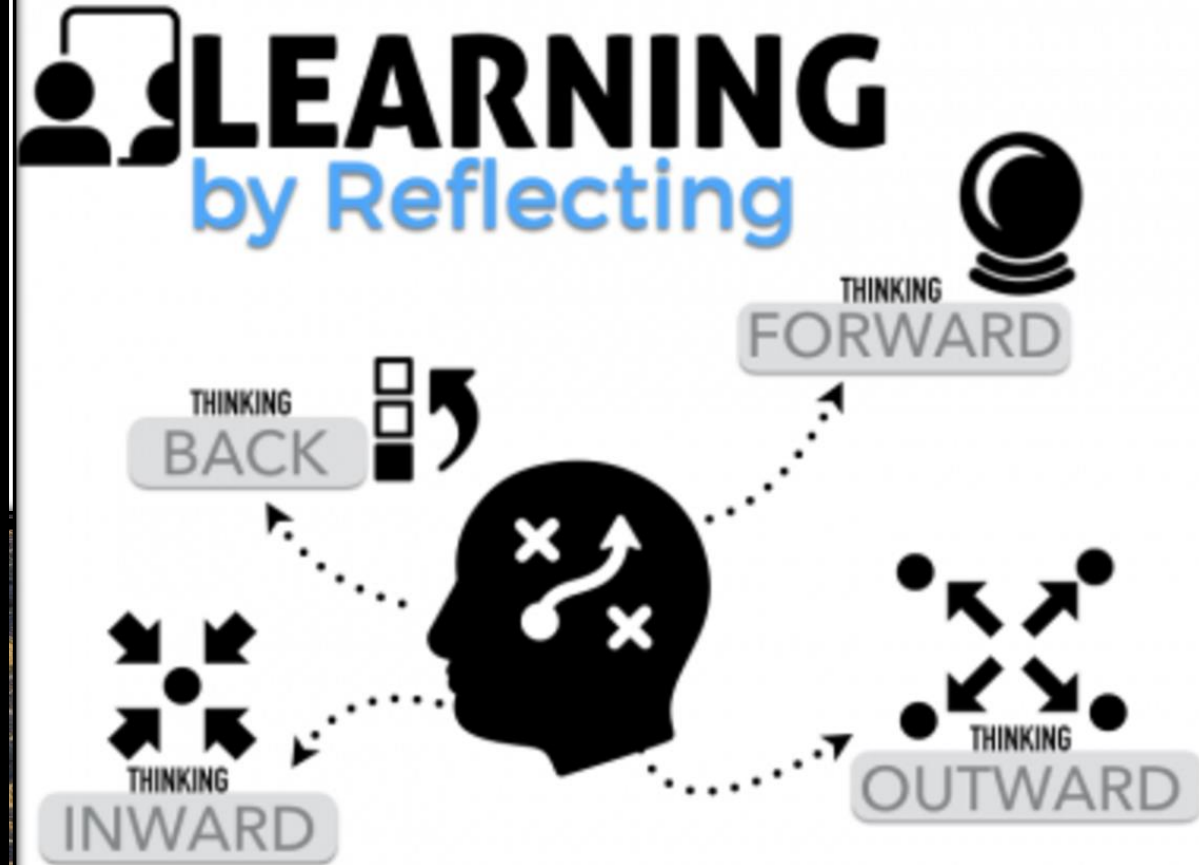
Social

Engaging

Purposefully-
Designed

Simple

Personalized





ADMINISTRATOR
 STUDENT
 PEER
 RESEARCHER
 RECOVERY SPEC
 COMMUNITY WORKER
 COUNSELOR
 C.J./LAW PROF'L
 SOCIAL WORK
 OTHER NURSE
 ADDICTIONS
 EDUCATOR
 PSYCHIATRIST
 HEALTH EDUC
 DENTIST
 PHARMACIST
 PHYS ASST
 PHYSICIAN
 PSYCHOLOGIST
 NURSE PRACT

COMM-BASED ORG
 COMM COALITION
 OTHER
 COMM HEALTH
 SUD TX
 HIGHER ED
 PRIMARY CARE
 MILITARY/VA
 PRIVATE PRACTICE
 MH COMM/TX
 EDUCATION
 TRANSIT/SUPP LIV/GROUP HOME/SNF
 SUD PREV
 PSYCH/GEN/FQHC HOSPITAL
 COMM RECOV SUPP
 CJ/CORRECTIONS



LEARNING PRINCIPLES AND SUGGESTIONS



CONNECTION

- Motivations
- Importance
- Relevance



ENGAGED

- Planned
- Compelling
- Creative



CLARITY

- Expectations
- Process
- Anticipatory



GOALS

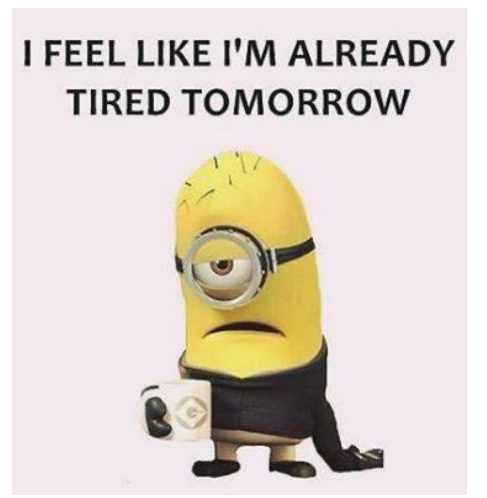
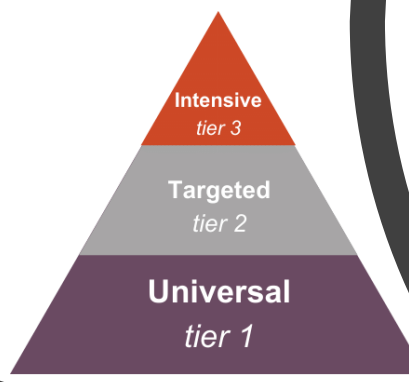
- Defined
- Reviewed
- Recapped



IMPACT

- Measured
- Shared
- Used





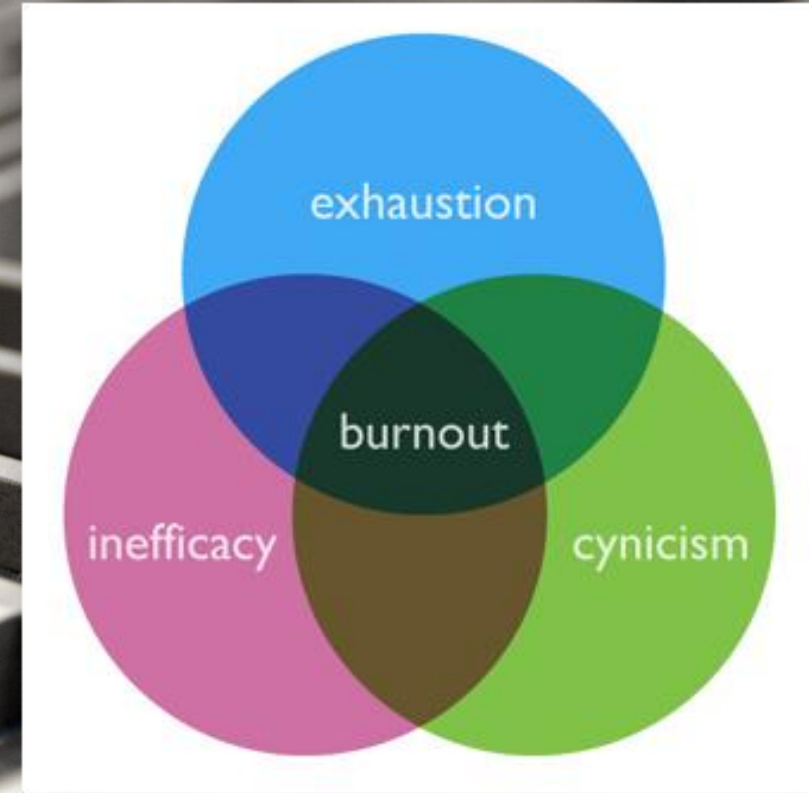
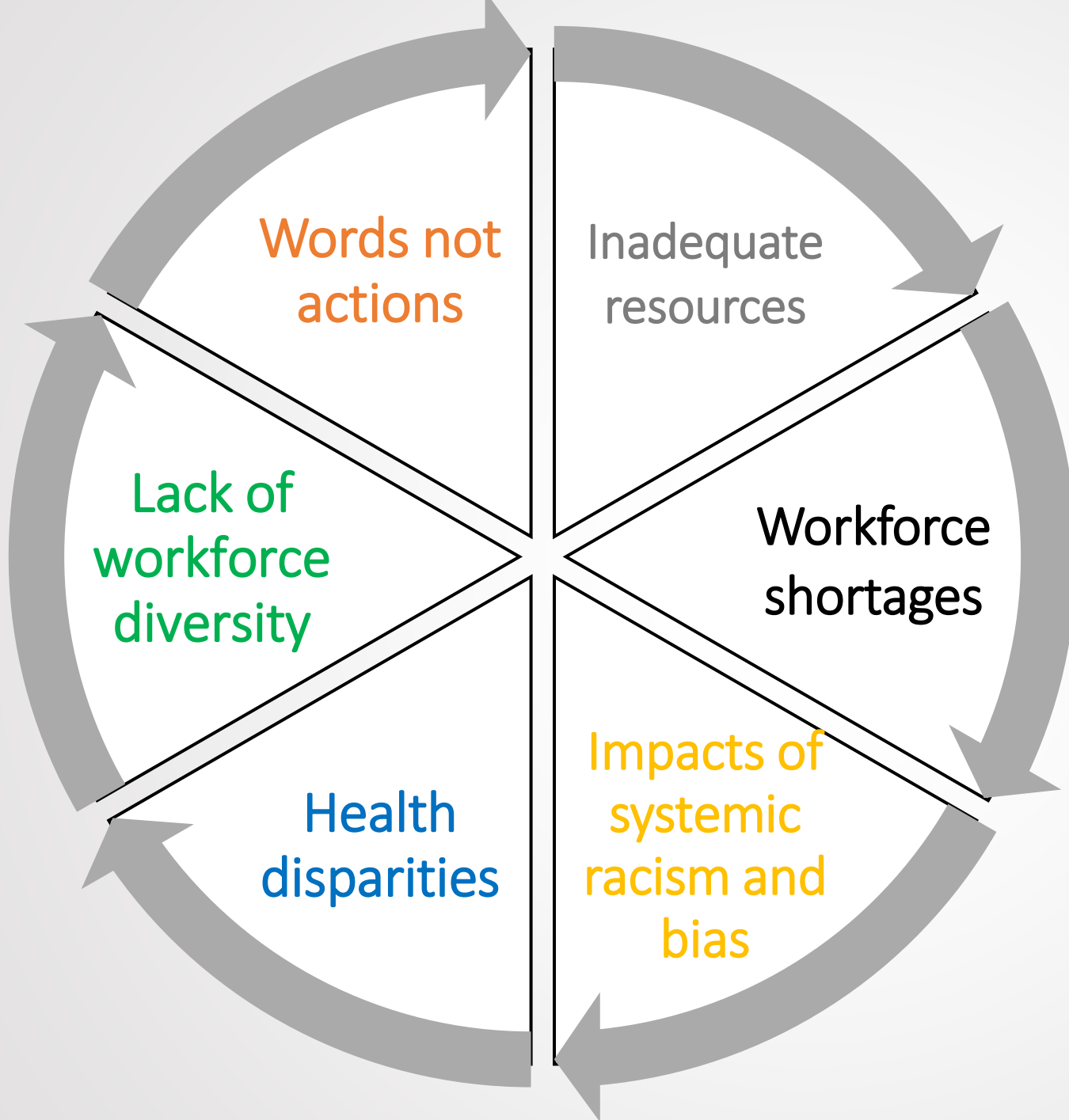
Time Energy Investment Support



COMMON CHALLENGES

- Poorly defined objectives
- Unengaged learners
- Lack of preparation
- Ineffective facilitation
- Technology hiccups
- Distractions



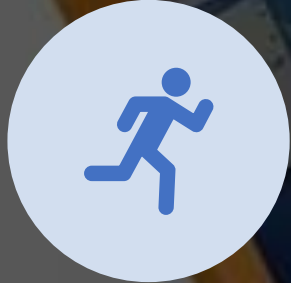




START STRONG:
*create the learning
hook, be relatable*



GREET WARMLY:
*sincere, humble,
enthusiastic*



**SET CLEAR
EXPECTATIONS:**
*relieve anxieties,
anticipate
questions*



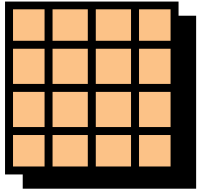
**ENGAGE EARLY AND
OFTEN:** *don't let
time fly, make
space*



CONNECT LEARNERS:
*topic, each other,
consciously include*



**SUSTAIN
ENGAGEMENT:**
*steady, varied, end
actively*



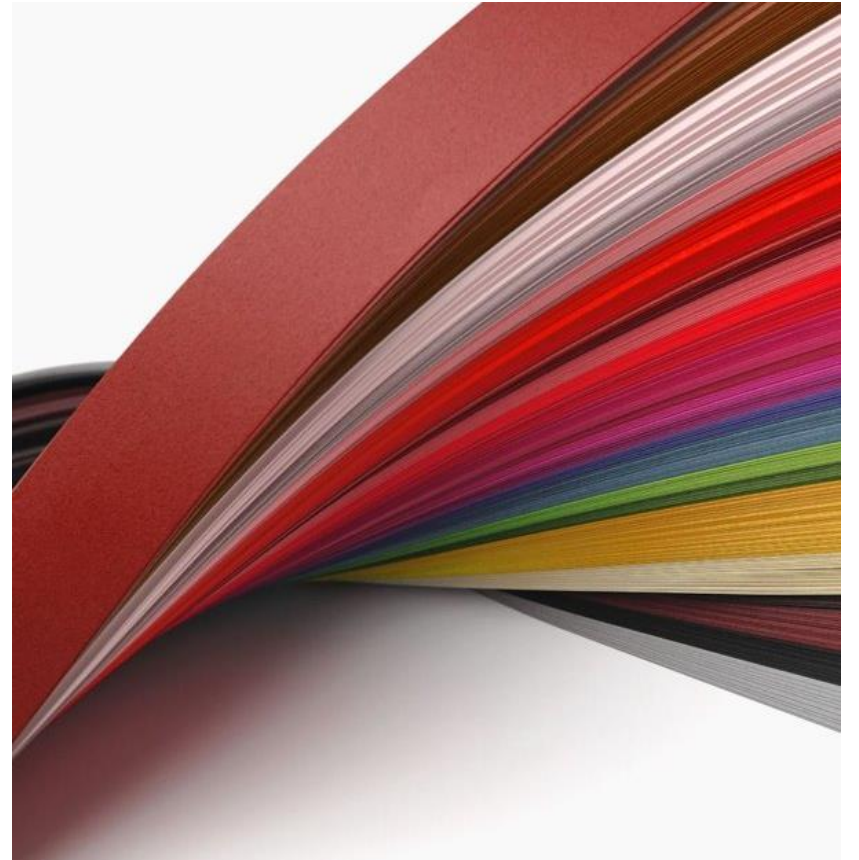
LESSONS LEARNED



- When adapting in-person to virtual, satisfaction can remain high
- Can result in wider reach, more diverse audience
 - *e.g. locales, demographics, roles, education, settings*
- Planning and protocols help ensure consistency
- Support needed varies for presenters based on experience
- Not a perfect sole model, especially if not paired with discussion
- Free is great, and no-shows or non-completes are common



EQUITY AS A PRIORITY



VIRTUAL LEARNING CAN BE MORE EQUITABLE



ACCESSIBLE

SELF-PACED

NO-/LOW-
COST

WIDER
REACH

COMMON VIRTUAL TRAINING EQUITY CHALLENGES

Establishing trust and safe space.

Effective facilitation & moderation for inclusion.

Fear that topic & emotions will derail conversation.

Chat gone sideways. Reading tone.

Comfort with discomfort. Staying engaged.

Having enough time for process. Leaving before closure may occur.

The Mental Health Training Insitute



The Mental Health Training Institute

Intellectual Development Disabilities Track

- People with intellectual and developmental disabilities and mental health needs

Social Justice and Inclusion Track

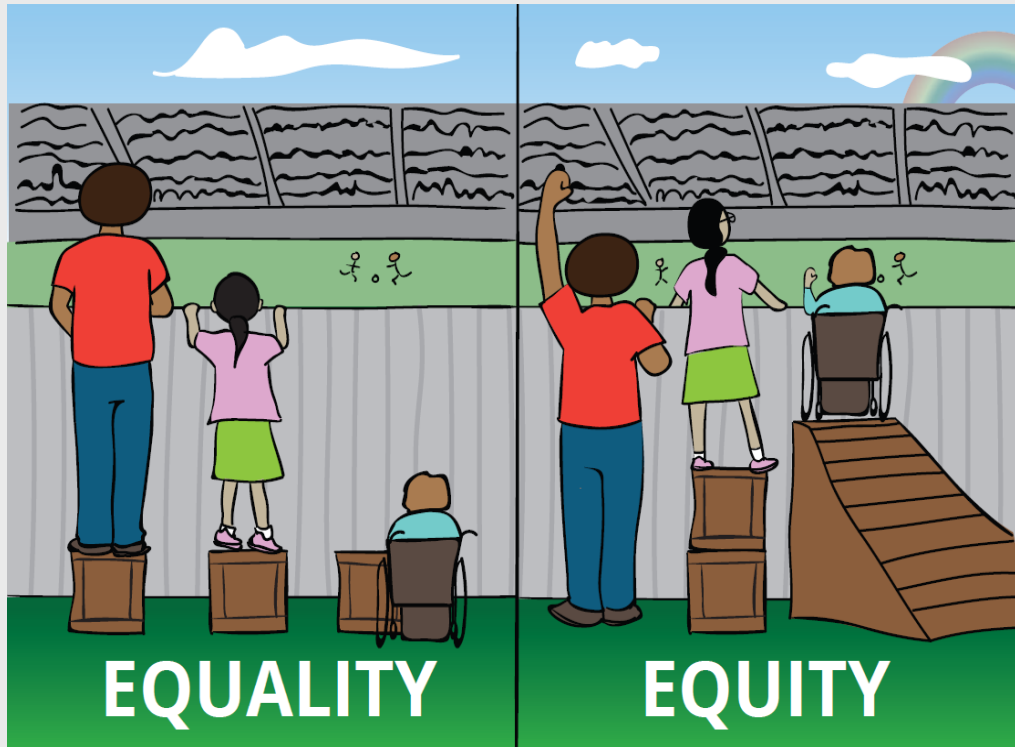
- Underserved populations (e.g., racial/ethnic/gender/sexual minority communities)

Co-occurring Disorders Track

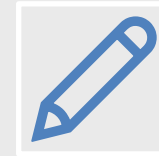
- Individuals managing substance use and mental health challenges

Older Adults Track

Equity as a priority: Mental Health Insitute



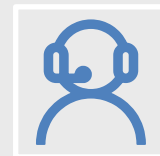
Diversity of topic areas



Collaborative learning environment



Training materials and resources provided



Free trainings



Continuing Education credits offered



Incorporation of novel evidence-informed frameworks

Mental Health Institute Equity Focused Outcome: Attendee Diversity

Intellectual and Developmental Disabilities Track	Co-Occurring Disorders Track	Social Justice and Inclusion Track
<ul style="list-style-type: none"> • 28% BIPOC attendees • 29% LGBTQIA+ Attendees • 75% Metropolitan or Suburban Community • 18% Rural or Frontier Community • 5% Tribal Community 	<ul style="list-style-type: none"> • 29% BIPOC Attendees • 20% LGBTQIA+ Attendees • 81% Metropolitan or Suburban Community • 16% Rural or Frontier Community • 1% Tribal community 	<ul style="list-style-type: none"> • 43% BIPOC Attendees • 34% LGBTQIA+ Attendees • 79% Metropolitan or Suburban Community • 16% Rural or Frontier Community • 3% Tribal community

Impact of Equity Informed Trainings



Facilitated cultural pride and confidence among clinicians



Encouraged open-mindedness and cultural curiosity



Reduced burnout by encouraging therapist creativity and cultural flexibility



Provided models for shared decision making and collaborative practice with clients



Increased feelings of empowerment



Appreciation of community and connection with other providers



Learning from lived experiences and personal stories shared



Increased proficiency and comfort working with underserved communities



Qualitative Interview Story



Clarissa

Impact of Equity Informed Trainings on Clinicians



"...when you feel like you, as a clinician, have all the answers and you have everything-- everything is your responsibility, and the other person's problems are your responsibility... It can be a lot, and especially with the high demand and the **type of problems people come with, it can be very overwhelming.** So it was inspiring in a way that I want to do more of that – I want to **co-create more, and I want to co-design more...because I trust that the people...can bring their own things into session.**"

Impact of Equity Informed Trainings

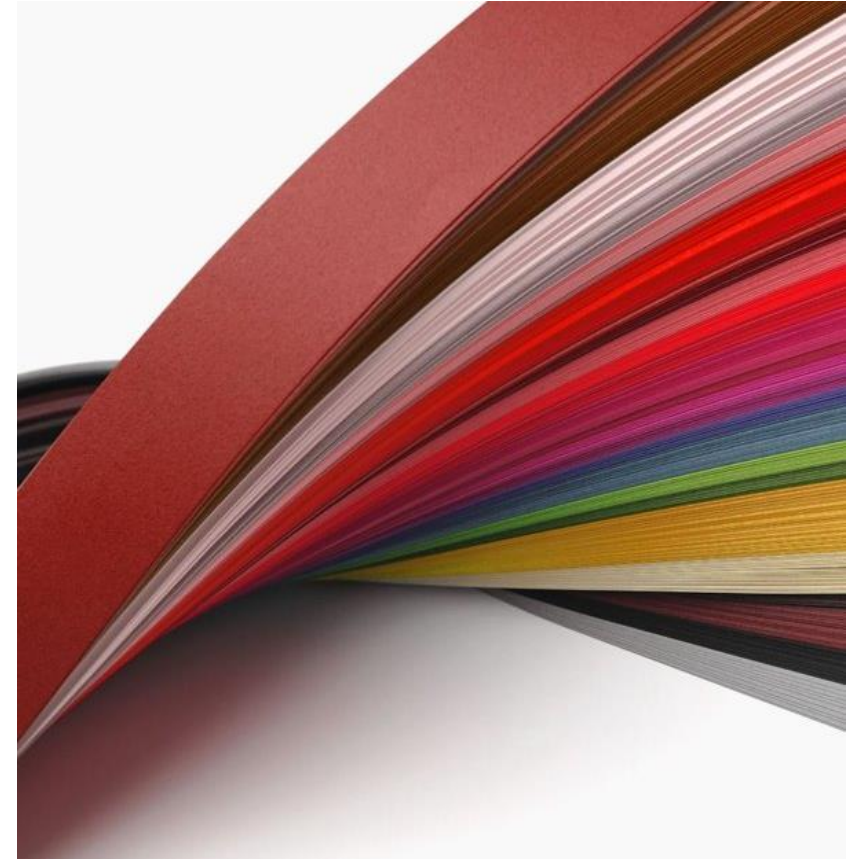
" You invite people to have critical thinking of their own experiences and so they can see themselves not only as victims of what happened to them but also as part of a system that can be criticized and can be changed"

"I think **people trust this process more**. I think **people feel more understood**. They **feel less pathologized...** As a therapist, I feel **more comfortable doing this**. I feel more secure and more comfortable of my own practice and how am I providing services to people... And in relation to clients...I think that has been **impacting how they trust me more and the process more.** "





TRAINING PROJECT EXAMPLES





A FREE WEBINAR
WITH
ASHLEY STEWART, MSW, PHD

DEVELOPING
ANTI-RACISM
STRATEGIES IN
BEHAVIORAL HEALTH
AGENCIES



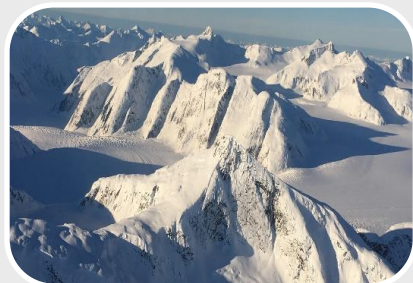
NORTHWEST MHTTC PRESENTS 

A FREE WEBINAR WITH
LUMMI HEALTH

IT TAKES A VILLAGE:
PSYCHIATRIC SERVICES
AT THE LUMMI NATION



**Whole
Person Care
Practices**



**Alaska
Native Rural
Providers**



**Disaster
Response
Skills**



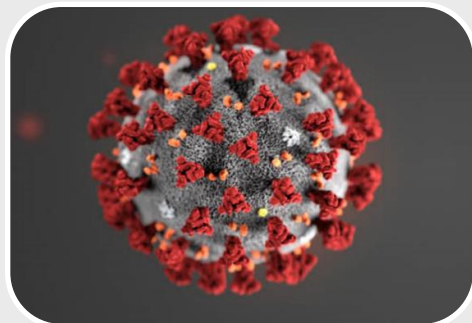
**Trauma-
Informed
Supervision**



**ADAPT &
THRIVE for
Leadership**



**Mindfulness
for LGBTQI2+ &
BBIPOC staff**



**National ACT
Consultation
Calls**



**Stress
response &
resilience**



**Anti-Racism
in Supervision**



**Leadership
Through
Disasters**



BUILDING CONNECTIONS: VIRTUAL LEARNING COMMUNITIES

ENGAGING



STRATEGIES

PRACTICAL



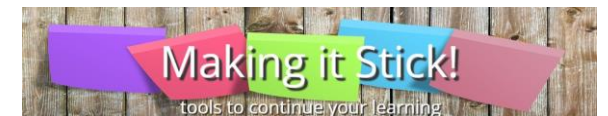
TOOLS

LASTING



CONNECTIONS

- *Before: engagement & welcoming*
- *During: learning between sessions*
- *After: "make it stick" communications*





Examples of Virtual Trainings

Topics

- Evidence-Based Practices for Psychosis
- Integrated Care
- School Mental Health
- Culturally-responsive Practices
- Suicide Prevention
- Peer Support
- Supervision Topics
- Provider Well-Being & Resilience
- Native & Tribal Projects

Products

- Podcast “Putting It Together”
- Recorded Webinars
- Publications

INTENSIVE IMPLEMENTATION PROJECT: COGNITIVE BEHAVIORAL THERAPY FOR PSYCHOSIS



A **partnership** with the Early Assessment and Support Alliance (EASA) of Oregon
(State-wide network of teams doing coordinated psychosis care)



Train practitioners to implement CBTp
for first episode psychosis

CREATE OPTIONS



HealthKnowledge

Home About Get Help How to Use How to Register My Courses

FREE ONLINE LEARNING & LOW-COST CONTINUING EDUCATION FOR HEALTHCARE PROVIDERS

PROVIDERS
FOR HEALTHCARE
CONTINUING EDUCATION
& LOW-COST
FREE ONLINE LEARNING

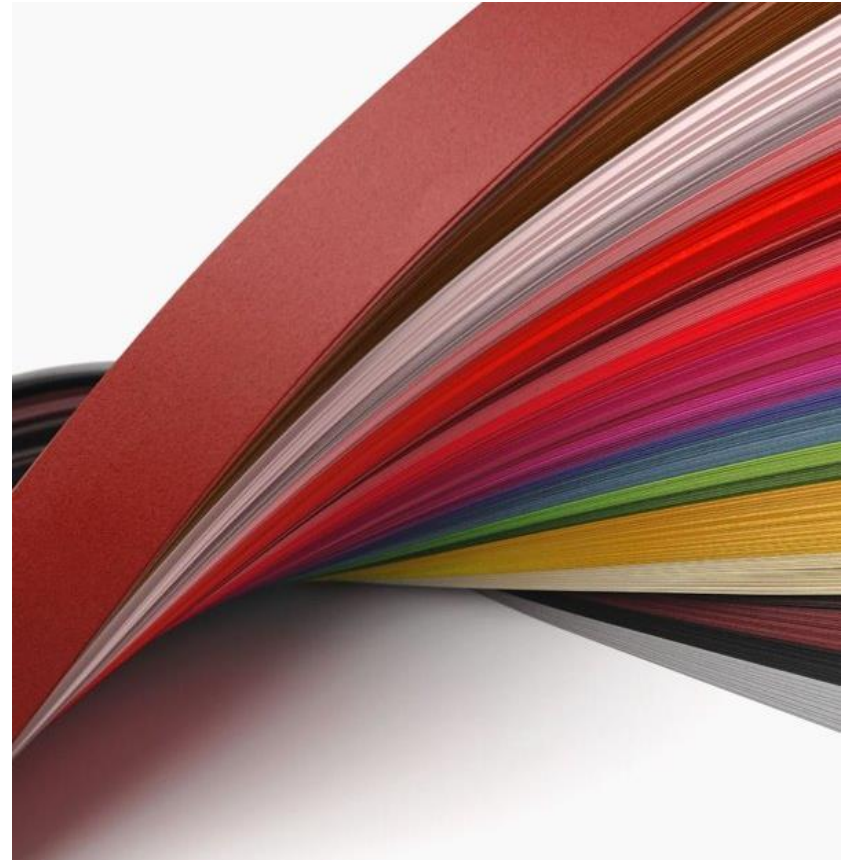
A PODCAST FOR THE MENTAL HEALTH WORKFORCE

PUTTING IT TOGETHER

Northwest (MHS Region 10)
MHTTC
Mental Health Technology Transfer Center Network
Mental Health Research and Practice Center

TOGETHER
PUTTING IT

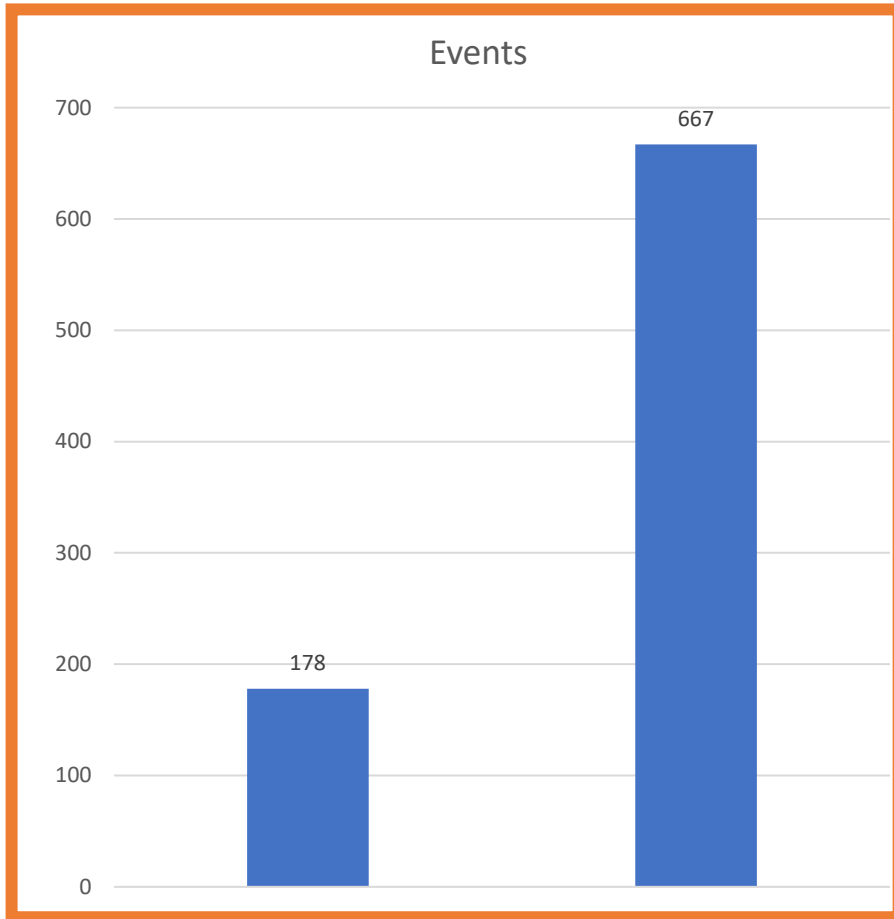
TRAINING OUTCOMES & LEARNER FEEDBACK



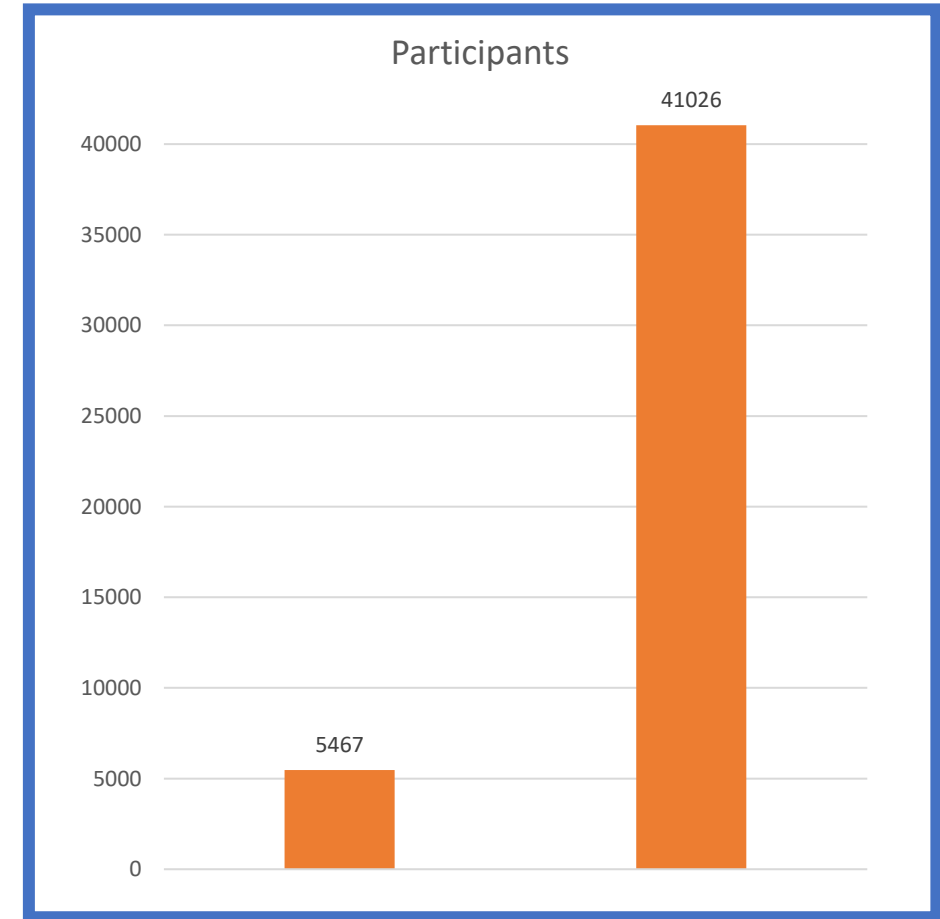
MHTTC targets vs actual: Events & Participants

Goal = 178

Actual = 667

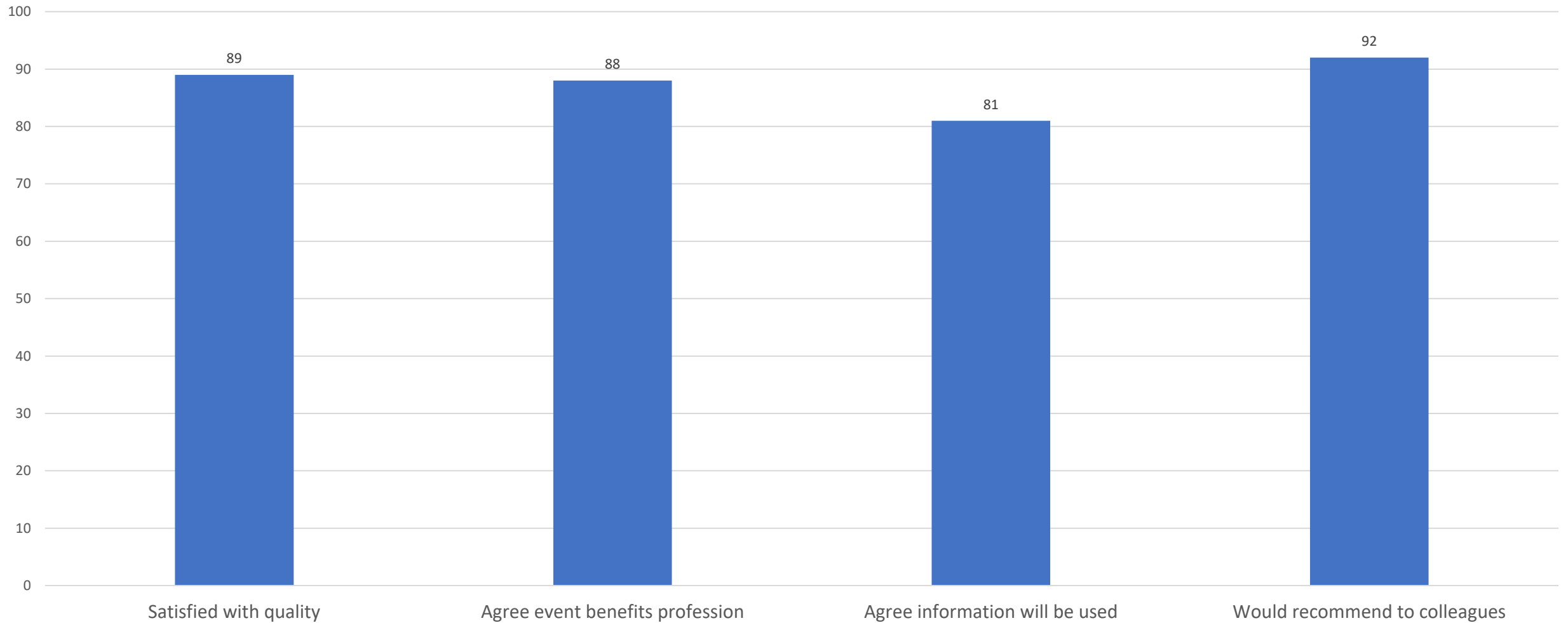


Goal = 5,467 Actual = 41,206



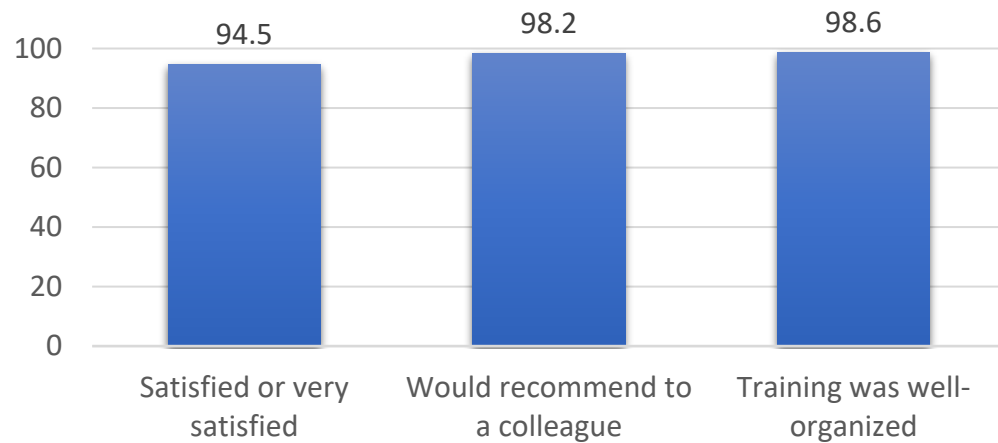
How well have we served learners?

How Learners Rated Experience

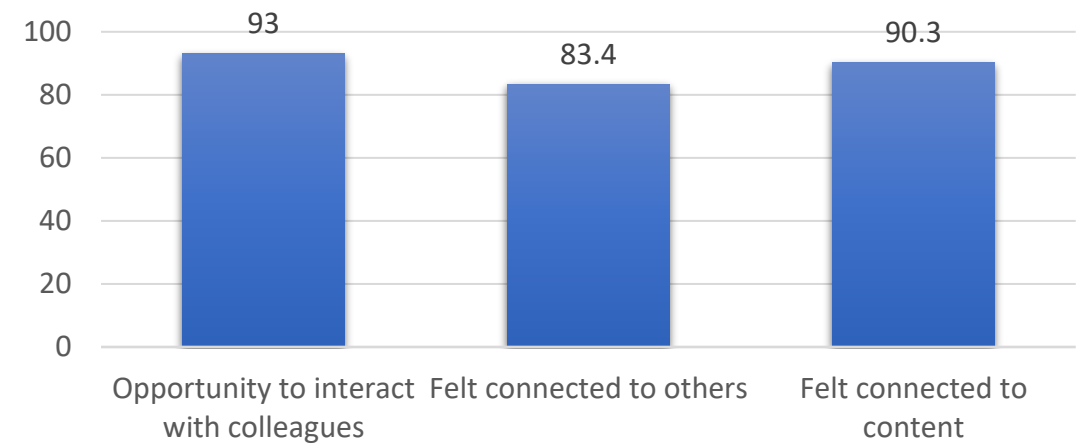


How were online Learning Communities received?

Ratings of overall quality*



Perceptions of connectedness*



Anticipated impact shared by learners:

Quotes from learners

I valued sharing our thoughts and feelings, I felt less alone.

The warmth, relatability and authenticity of the instructor made it so easy to participate.

I felt truly connected with a community that got exactly how I am feeling!

Having experts sharing their experiences always makes webinars more interesting.

I gained insight how this impacts working relationships and ways to talk about this with our supervisors.

Pushing me to see things from various perspectives.

I have seen already the improvement in my client's relationship with their family and with themselves.

WHAT PEOPLE WISHED FOR:

I wish my whole department was here at this training!

A longer training to be able to go deeper on the subject

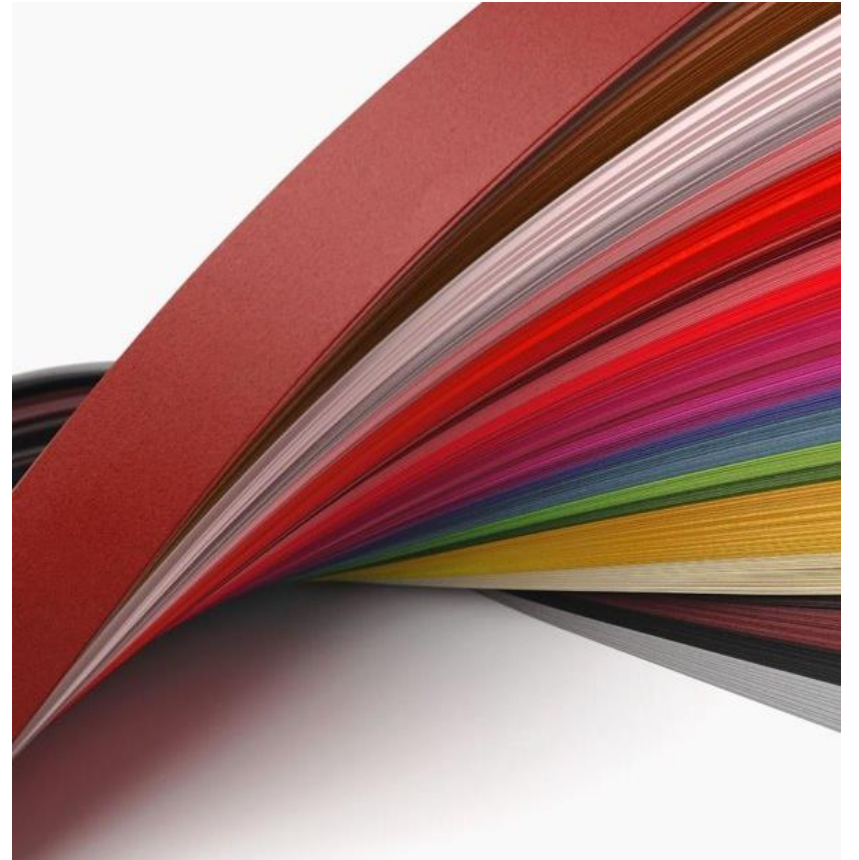
Real hands-on examples for policy and practice change

More concrete ideas on how to create the culture shift we discussed

Specific examples of effective ways to interrupt implicit bias in the clinical setting

More of this! We come together through talking about these issues openly, honestly, and fearlessly.

TOOLS YOU CAN USE



Interactive Ideas for Virtual Sessions

What is the learning goal?

Best strategy to accomplish?

Simple is best

Select a tool / activity

Tools are always updating!

Learning Goals & Activity Options

Ice breakers & who's present

Connecting with audience

Assessing & activating prior knowledge

Brainstorming ideas or sharing associations

Connect audience with each other

Assessing or reviewing the session's learning, emphasizing take-aways

Reactions or responses to shared content

Brain breaks to refresh

Word cloud, comment wall

Chat, emoji reactions, signal your response (camera, hand raise)

Polls, quizzes

Whiteboard, annotating a slide together

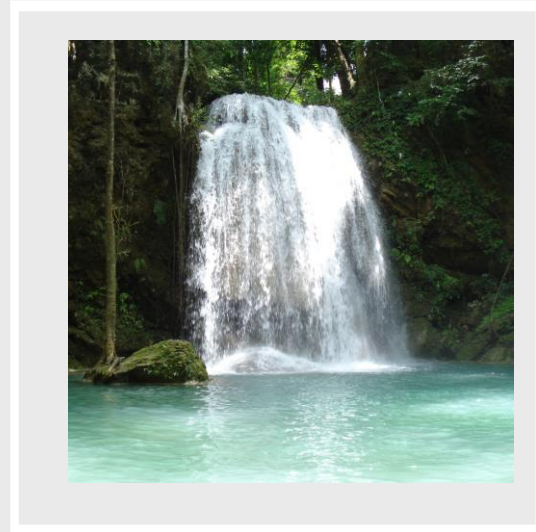
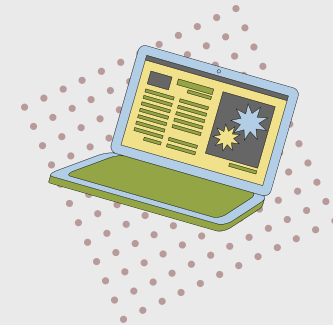
Breakout rooms

Responding to knowledge questions

Pause screentime, riddles, puzzles

BRAIN TEASERS

1. SAND BOARD
2. MAN I
3. STAND
4. |R|E|A|D|I|N|G|
5. WEAR LONG
6. ROAD
A
D
7. T
↓
REG
8. CYCLE
CYCLE
CYCLE
9. LE
VEL
10. O
M.D.
S.A.
P.H.D.
11. KNEE
LIGHT
12. 00
00
00
13. CHAIR
14. 6
6
15. T
↓
ENTER
16. GROUND
T
T
T
17. MIND
MATTER
18. HE'S/HIMSELF
19. ECNALG
20. DEATH LIFE



Tool	Use
Poll	<i>Ask challenging questions</i>
Chat	<i>Encourage dialogue</i>
Raise Hand	<i>Ask yes/no or agree/disagree questions</i>
Screen sharing	<i>Share software programs or websites with participants</i>
Material distribution	<i>Offer handouts and other paper-based resources</i>
Tests	<i>Check for knowledge transfer and comprehension</i>
Audio	<i>Allow verbal responses from participants and encourage open dialogue</i>



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Mental Health Technology Transfer Center Network
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Introduction to Children's System of Care

On December 4th, Rebekah Behan and Tim Marshall introduced Children's System of Care. The system of care (SOC) is a comprehensive spectrum of

MHP RES ACS CJP AC EDU



Advancing Equity in Cancer Care for People with Mental Illness

Patients with serious mental illness (SMI) experience inequities in cancer care that contribute to increased cancer mortality. Comorbid mental

MP MHP RES



Recruitment and Hiring for Youth Peer Support Specialists

Youth peer support is an increasingly popular intervention for youth and young adults with serious mental health conditions. However, many

MHP RES ACS



School-Based Mental Health State Legislation in the Southeast: A Tiered Approach

This resource provides a tiered description of the key policies around the financing and provision of school-based mental health services that

MHP RES PSS ACS EDU



State Policy & School-Based Mental Health in the Southeast

This infographic describes recently enacted and currently considered school-based mental health laws and executive actions.

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Training and Events Calendar

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DEC 04



Culture, Trauma, and Mental Health Services for Hispanic & Latino Students

UPDATE The University of Houston-Clear Lake BSW Program is an approved Continuing Education

DEC 04



Creating Cohesive, Equitable, and Stakeholder-driven School Mental Health Referral Pathways

Times: 9:00am - 4:00pm (check in begins at 8:30am) School mental health referral pathways (SMHRPs)

DEC 04



Webinar #2: Trauma-Informed Skills for Educators (TISE) - Part 2 (of 2): Trauma-Responsive Skills...

The Northwest Mental Health Technology Transfer Center, in partnership with the Treatment and

DEC 04



Introduction to Children's System of Care

The system of care (SOC) is a comprehensive spectrum of mental health, behavioral health, and other

NORTHWEST MHTTC

- [Website](#)
 - Note that anything on the orange bar at the top beyond “your MHTTC” is the NATIONAL centers’ combined info
 - Our info is under the grey navigation menu that expands
- [Areas of Focus](#)
- [Our Publications](#)
- [Our Podcast "Putting It Together"](#)
- [Staff & Faculty Directory](#)
- [Regional Advisory Board members](#)
- [Online Courses](#)
- [Our Learning Communities](#)
- [Archived Webinars](#)
- [School Mental Health](#)

MHTTC NETWORK

- <https://mhttcnetwork.org/>

Other Region 10 TTCs

- [Addiction TTC](#)
- [Prevention TTC](#)
- <https://techtransfercenters.org/landing>
- <https://techtransfercenters.org/events>

HealthKnowledge (free online courses in behavioral health)

- <https://healthknowledge.org/>

UW SPIRIT Lab

<https://uwspiritlab.org/>

University of Washington

[Department of Psychiatry & Behavioral Sciences](#)

[University of Washington Race & Equity Initiative Anti-Racism Resources](#)

SAMHSA TRAINING & OTHER RESOURCES

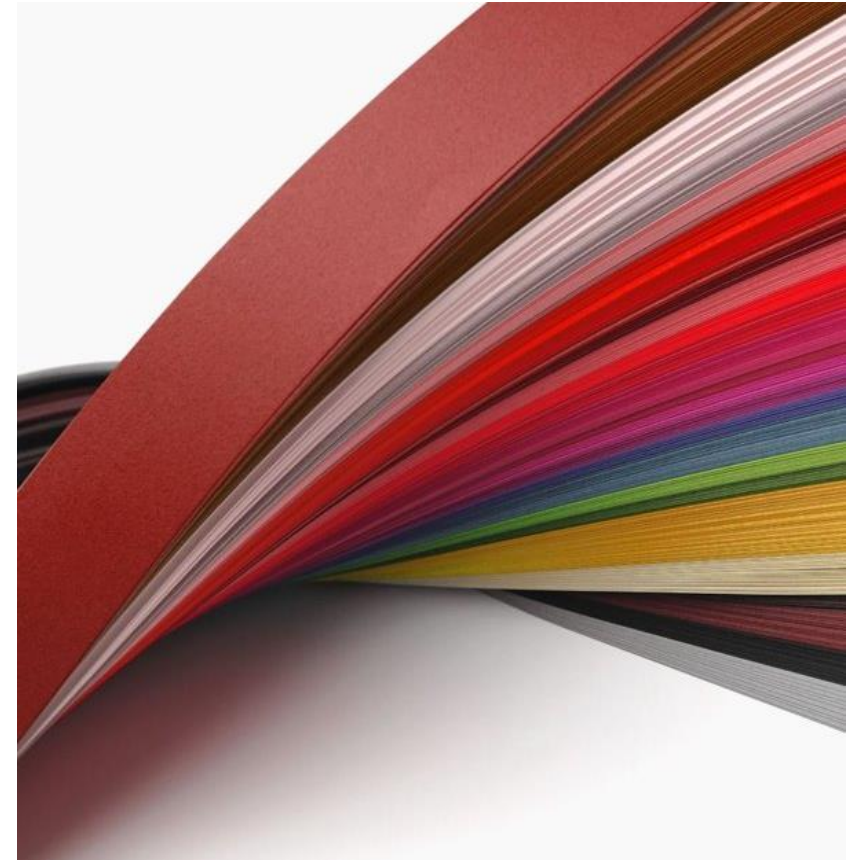
- [Practitioner Training & Centers](#)
- [National Network to Eliminate Disparities in Behavioral Health \(NNED\)](#)
- <https://www.samhsa.gov/behavioral-health-equity>
- [OMH National Standards on Culturally and Linguistically Appropriate Services in Health and Health Care \(National CLAS Standards\)](#)
- [988 Suicide & Crisis Lifeline](#)
- [HHS Think Cultural Health—CLAS Standards](#)
- [Health Equity Guiding Principles for Inclusive Communication](#)
- [EVIDENCE-BASED RESOURCE GUIDE SERIES: Addressing Burnout in the Behavioral Health Workforce Through Organizational Strategies](#)

OTHER WEBSITES & RESOURCES OF INTEREST

- [21 Day Equity Challenge](#)
- [Pronouns Matter](#)
- Region 9 MHTTC publications:
 - ["Assessing Workforce Diversity: A Tool for Mental Health Organizations on the Path to Health Equity"](#)
 - [Integrating Cultural and Linguistic Competence: Leading From Where You Are \(slides\)](#)
 - [Virtual Learning Guide](#)
 - Virtual Learning Study Guide recordings: [Technology practice](#) & [Facilitation practice](#)
- Region 3 MHTTC publication:
 - [Diversity, Equity, & Inclusion: Resources for Organizations and Front Line Staff](#)
- [Liberating Structures](#)
- [Circle Up Conscious Conversations](#)
- [Beginning Courageous Conversations about Race](#)
- [Norms for Facilitating Courageous Conversations—Cultures Connecting](#)
- [NORMS FOR COURAGEOUS CONVERSATIONS](#) handout worksheet—Cultures Connecting
- [Establishing An Equity Team—Cultures Connecting](#)
- [National Equity Project Virtual Facilitation Guidelines & Resources](#)
- [American Psychiatric Association: Mental Health Disparities](#)
- [Project Implicit](#)
- [White Privilege: Unpacking the Invisible Knapsack by Peggy McIntosh \(1989\)](#)



PLAN
SOMETHING!



TRY SOMETHING NEW

GOAL: What do you want to achieve?

PLAN: How should you try it?

SET DUE DATE: When to do it?

DO IT: You never know until you try!

EVALUATE: What happened? Assessment of process & outcomes



WAS SOMETHING USEFUL?

- Models & components
- Benefits & challenges
- Examples
- Plan an activity
- Practical tools & free resources



QUESTIONS?

*We might have answers,
and so might you!*





THANK YOU FOR LEARNING WITH US!



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