



National American Indian and Alaska Native

**MHTTC**

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

# Native Youth Telehealth Initiative

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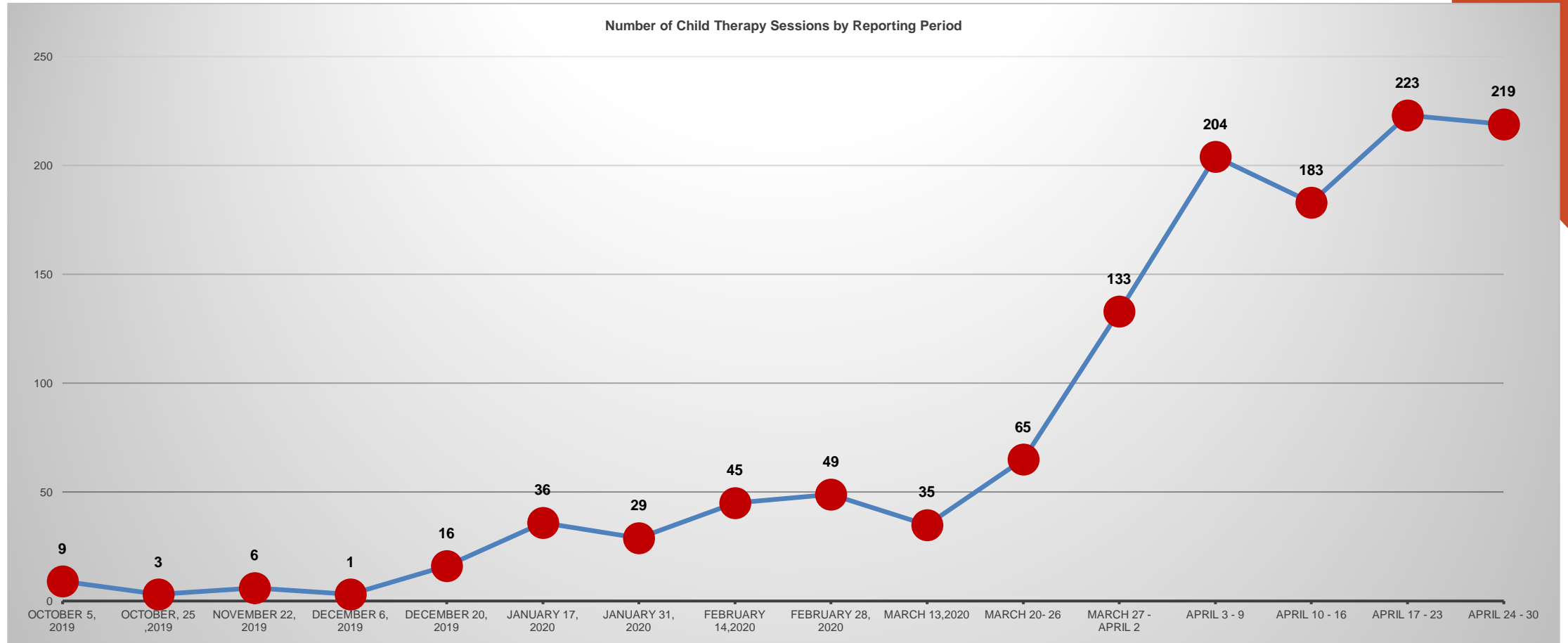
# Introduction

## Dr. George Baston, BSW, MHRD, Ed.D CTE

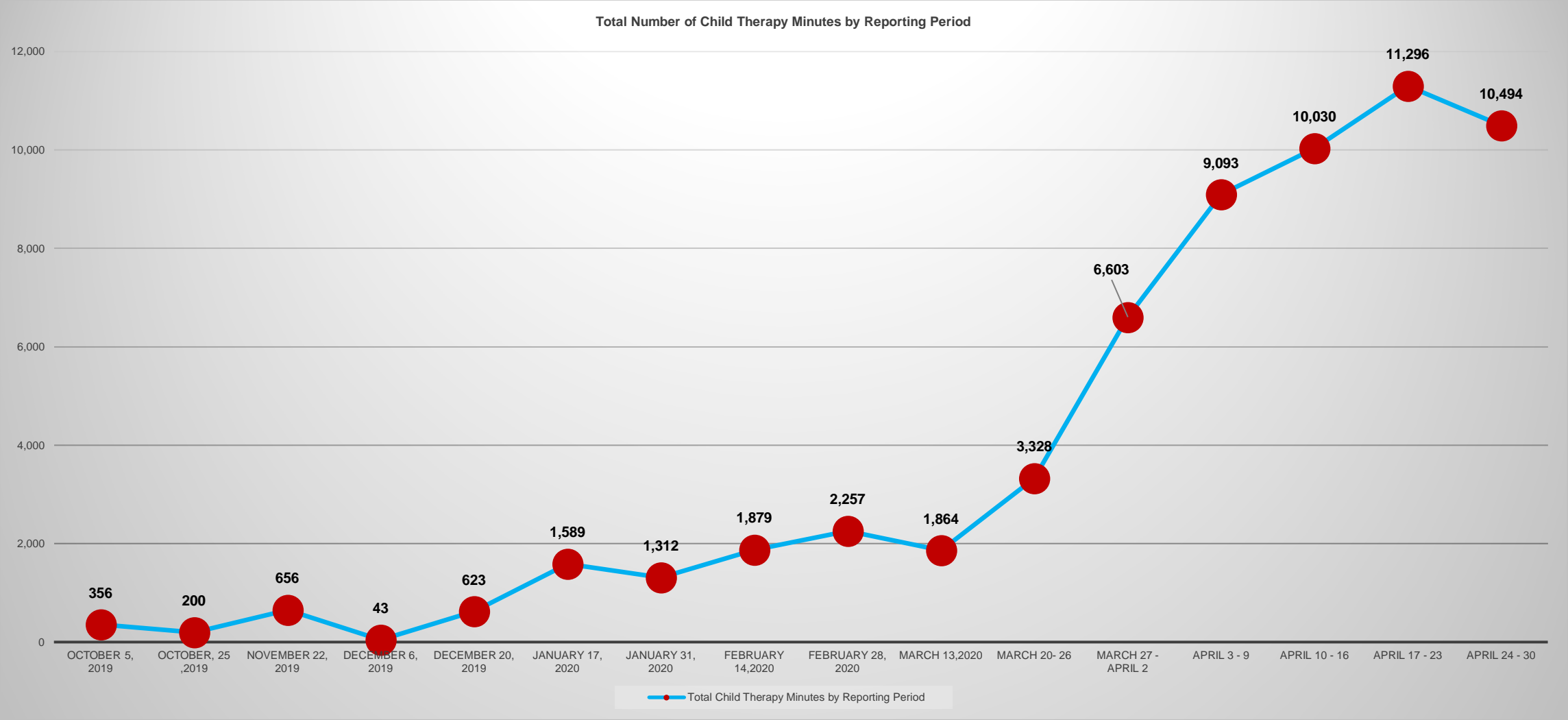
*Dr. Baston has worked in the health and human services field for 35 years starting out with Boys & Girls Clubs of America and eventually co-founding Solutions of Substance. Dr. Baston subsequently spent 20 years utilizing technology to deliver education, training, and interventions, including telehealth, to a variety of workforces and clients such as: community-based organizations, charter vocational schools (primary in rural communities); jails and other criminal justice settings; state addiction services provider associations; Addiction Technology Transfer Centers (ATTCs); certification boards; and telehealth implementations in schools and community based organizations. Dr. Baston has over 18 years experience as a Principal Investigator (PI) for Rural Utilities Distant Learning and Telehealth Grantees; Drug Free Communities Grantees (DFC), Housing Opportunities for Persons with HIV/AIDS (HOPWA), Prevention and Partnership Grants (PPG) and a wide variety of SAMSHA program evaluations . Other experience includes Continuous Quality Improvement (CQI) implementation to utilize data for program improvement, primarily through facilitation of Plan Do Study Act (PDSA) cycles.*



# Total Child Therapy Sessions 10/1 – 4/30

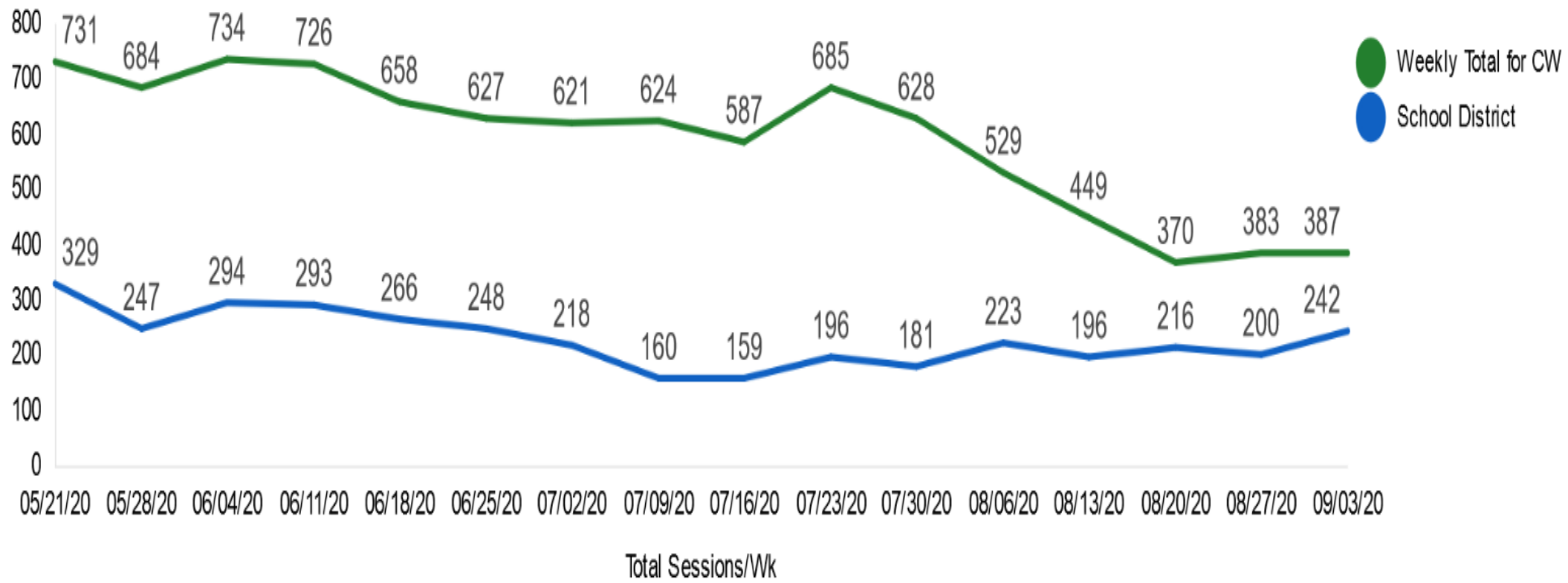


# Child Therapy Session Minutes 10/5 – 4/30



# Child Therapy Sessions 5/20 – 9/03

## Session Trends



# Participant Survey Show of Hands

## Your Job

Parent

Guidance counselors in schools

Administrators

Teachers

Behavioral health providers

## New COVID-19 School Modality

All on-line

Blended/Hybrid

All face to face



# Participant Survey Show of Hands

What kinds of Platforms are you using to deliver virtual services?

Skype, Google, Facetime, Go to Meeting/Webx Any Learning Management systems in addition to the video?

Are you comfortable with what you are using?

Do you feel like you need additional training?

Have you established any policies around virtual crisis events?

Are you using the virtual platforms for IEP plans, school safety or delivery of behavioral health services?





# Learning Objectives

1. Demonstrate how to provide school counseling, mental health counseling, parent teacher conferences, doctor appointment etc. via telehealth
2. Discuss how telehealth can be used in the 3 learning models: Hybrid, online, or at school
3. Discuss how to engage with parents effectively using telehealth
4. Ensure that your students have access to quality care





# Learning Objective #1

Discuss how to provide school counseling, mental health counseling, parent teacher conferences, doctor appointment etc. via telehealth.



# General Telehealth Info

- Telemedicine is often used when referring to remote medical diagnosis, treatment and monitoring practices.
- Telehealth crosses most health disciplines including counseling, dentistry, physical therapy and home health.
- Telehealth also refers to both remote clinical and non-clinical services which can include services such as provider training, administrative meetings and consumer education.



# Devices Needed for Telehealth Sessions

## Meeting Host

- *Laptop*
- *Desktop (will require an external camera and microphone or headset)*

## Student/Parent/Client

- *Smartphone*
- *Laptop*
- *Desktop (will require an external camera and microphone or headset)*



# Physical Location Telebehavioral Space

- The room **should** be large enough for at least one to two adults to attend and be included on screen.
- Both the distant site and originating site **should** announce all parties who are present in their respective rooms, regardless of who is on camera.
- The room **should** allow the child to move around, both for the child's comfort and to allow an appropriate examination of his/her skill, particularly for younger children whose motor skills and exploratory abilities may be compromised.
- The choice of room **should** also be accessible to youth with mobility challenges.
- Room choice **should** consider the presence and placement of windows, generally giving preference to rooms without windows and with horizontal lighting.
- Lighting **should** allow full appreciation of the youth's facial features or expressions.



# Functionality of HIPAA Compliant Telehealth – Example: “SecureVideo”

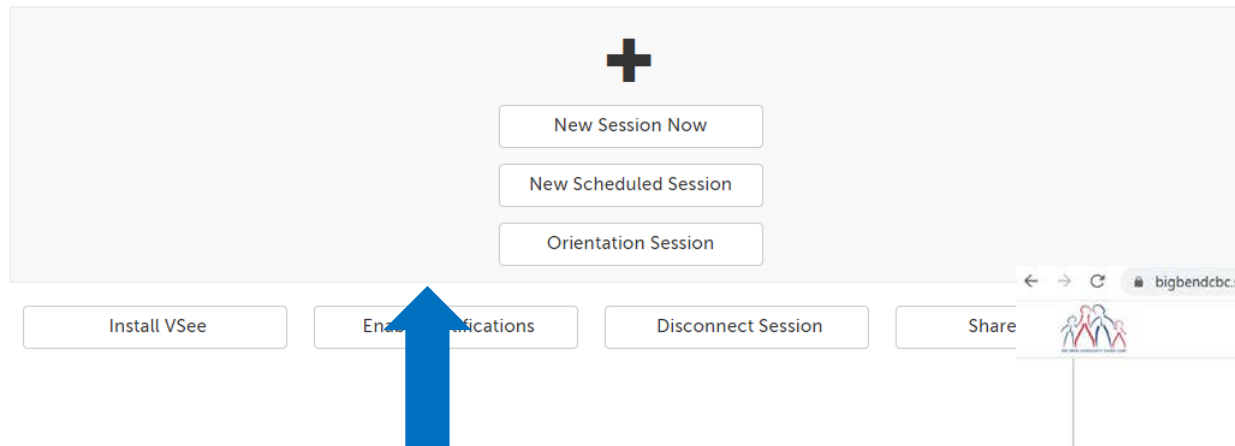
## How does it work?

- Navigating the dashboard
- Scheduling Sessions
- Screen Sharing
- E- Documents
- Secure Chats and File Transfers
- SOAP Notes

# Navigating Your Dashboard

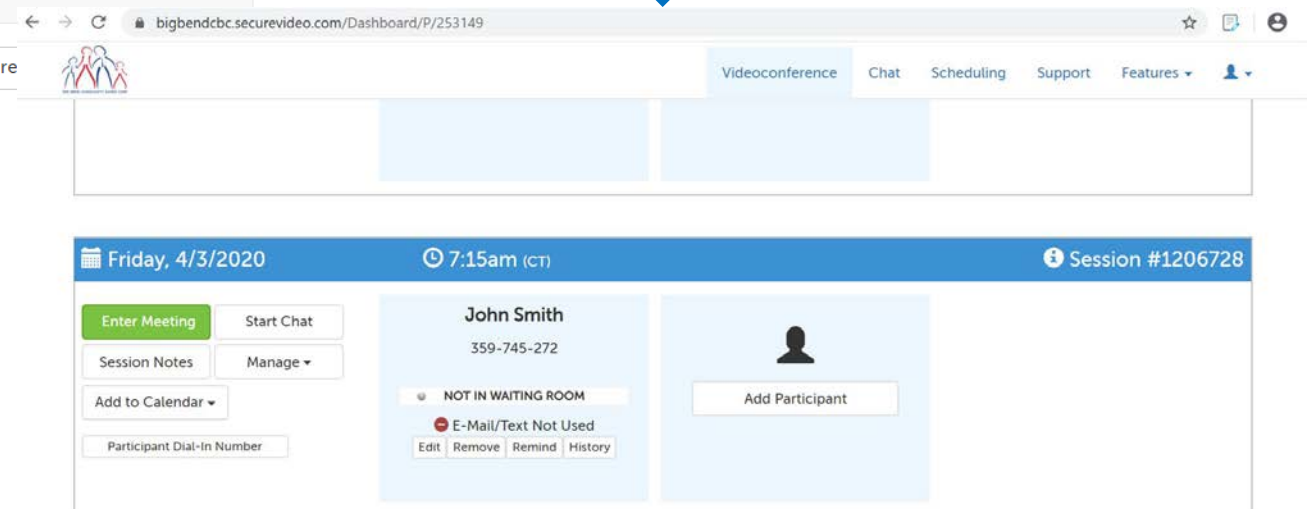


## Iam Demo - Dashboard

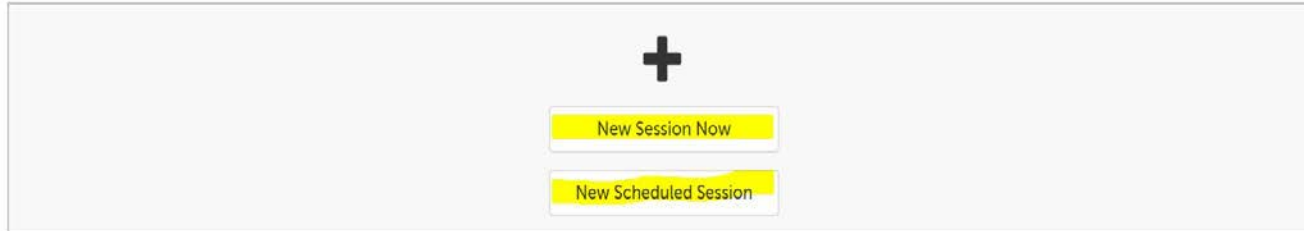


Dashboard with no meetings scheduled

Dashboard with meetings scheduled



# Scheduling a Session



❖ New Session Now: Immediate Session

❖ New Scheduled Session: Scheduled for future date/time

Jade Hatcher - New Scheduled Session ×

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### Schedule Session

Date •

Time (CT) •

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# Scheduling a Session

Choose how you would like the student/client to receive the meeting invitation here



Add Participant to Session 1212295

Participant Name or Initials •

John Smith

Session Invite and Reminders •

☒ System should e-mail invite

☐ System should text message invite

☐ System should not send invite

Participant E-Mail Address •

jsmith@gmail.com

Participant Time Zone •

Central Time (America/Chicago)

Show Participant Documents •

No Documents

Service •

Child Focused Therapy

Payment Required (\$)

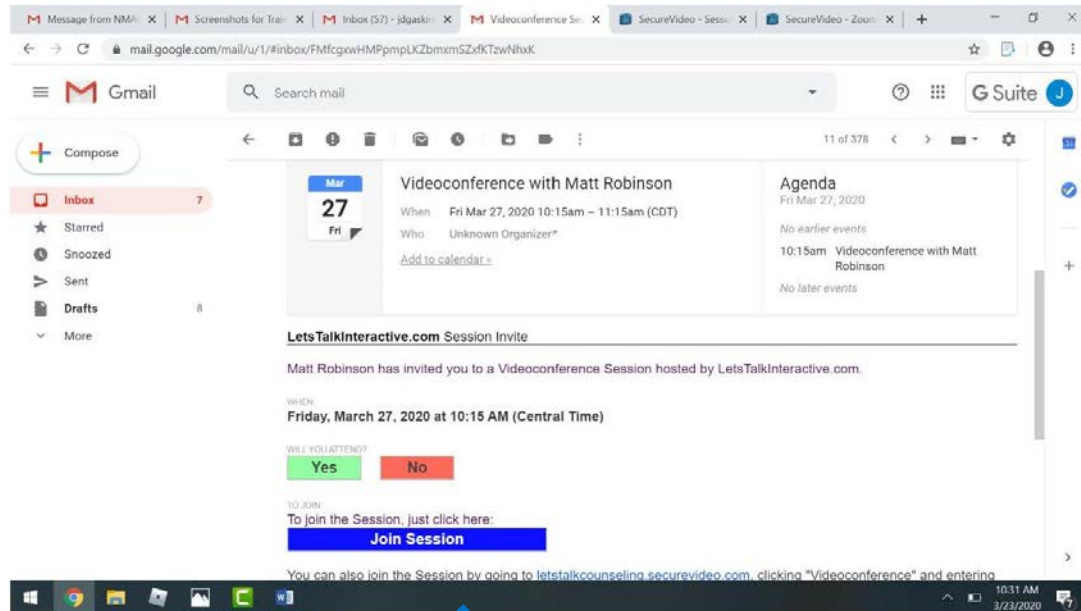
0.00

Make sure to select the correct service type



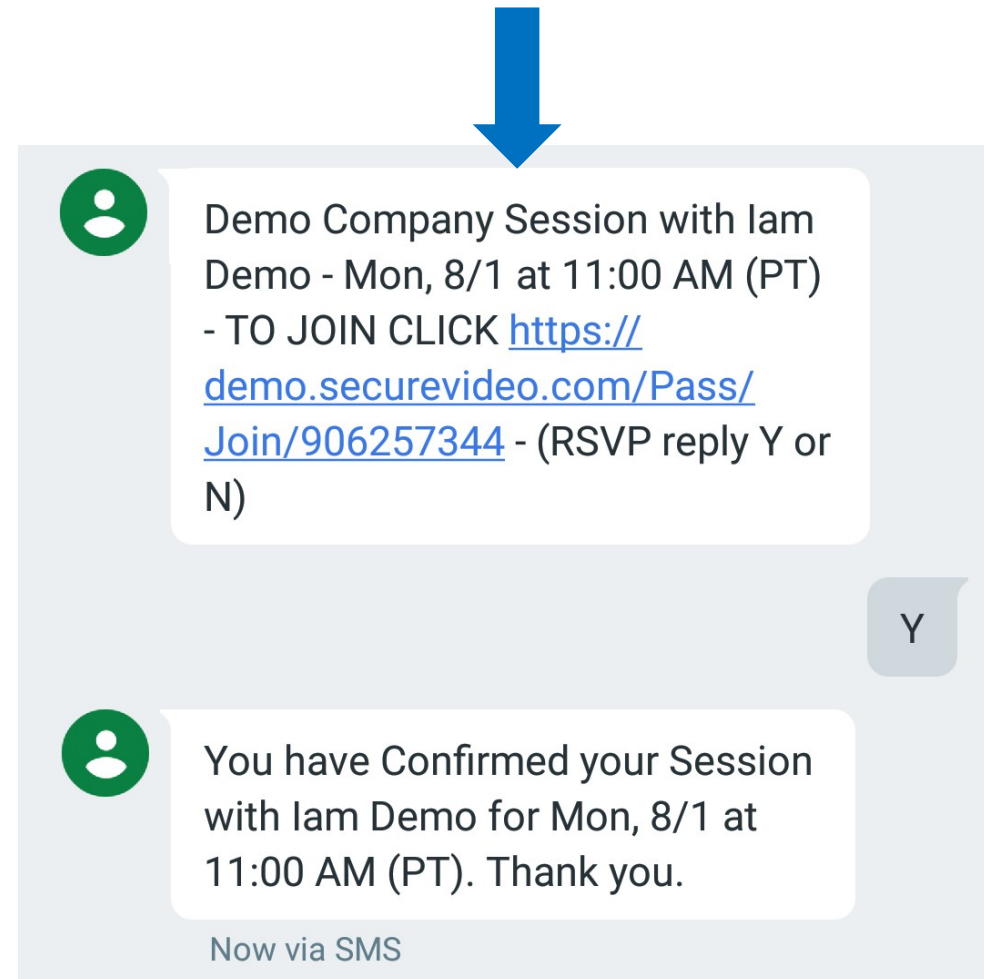


# Session Invite Types

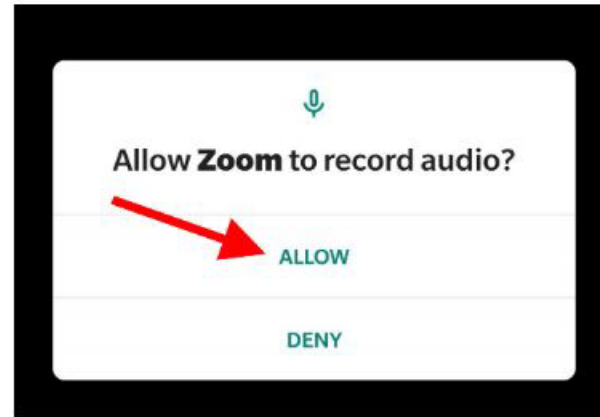
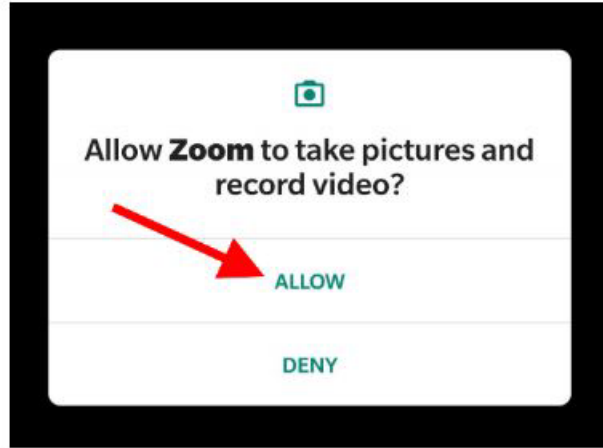


Email Invite

Text Message Invite

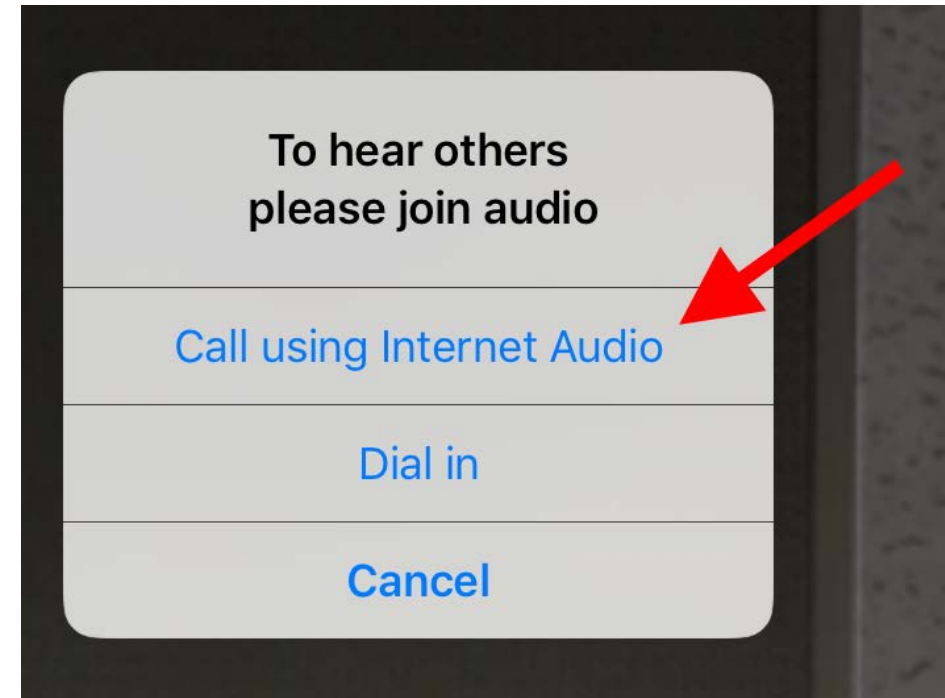


# Clients Connecting with Smartphone



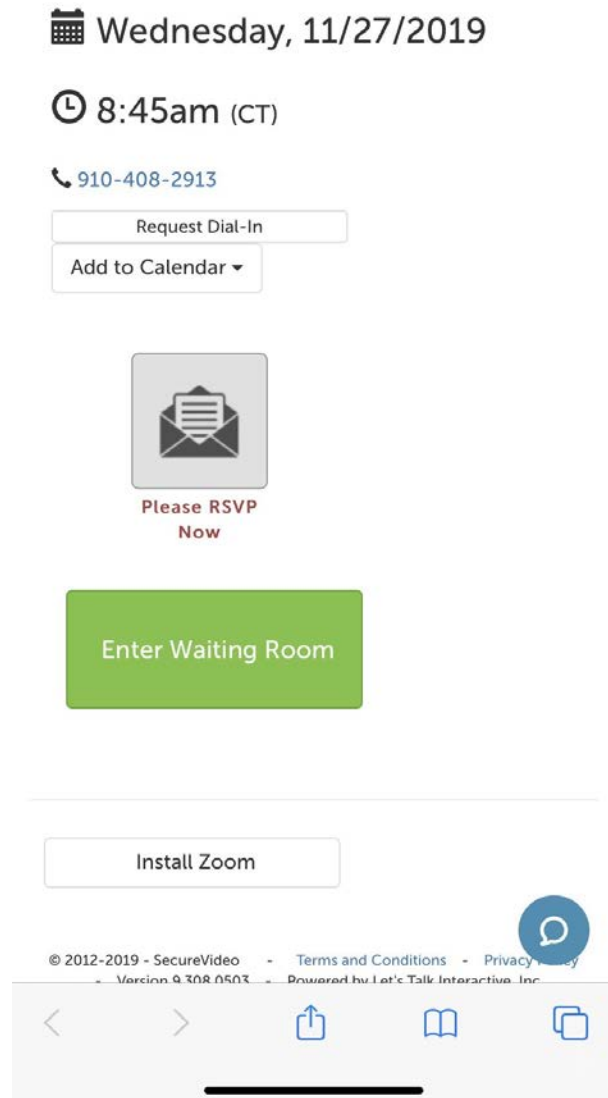
Prompts on an Android

Prompts on an iPhone

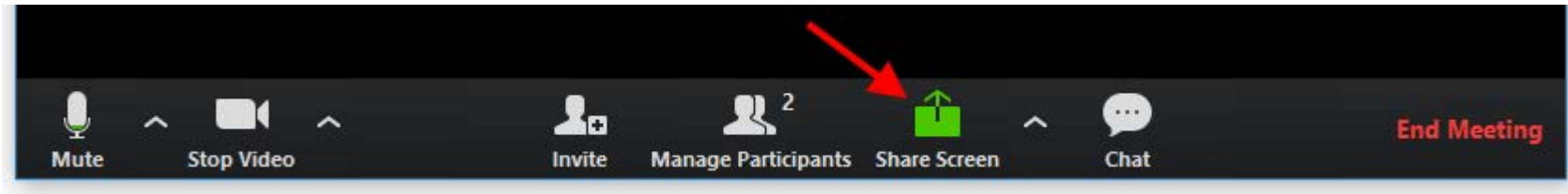


# Entering the Waiting Room for Clients

This is the screen that clients will see when they click on the link to join the meeting

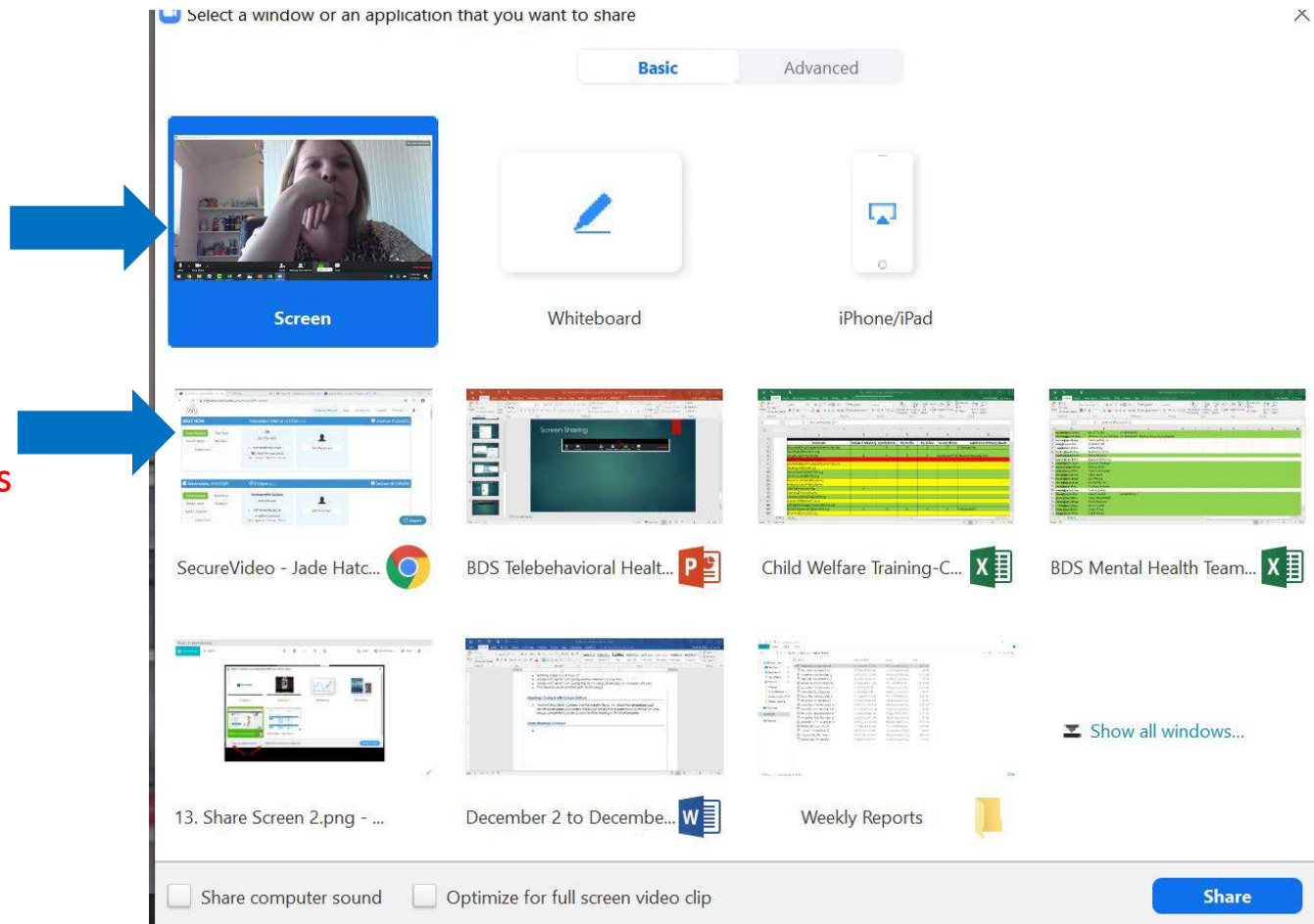


# Screen Sharing



When sharing your screen, clients will be able to see everything that you see.

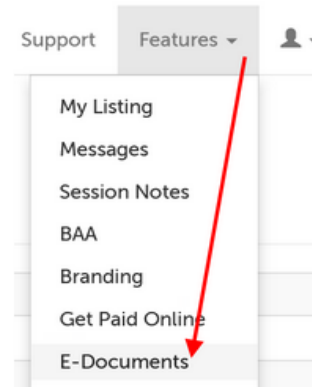
You can choose to only show them certain items by just click on which item you want to be displayed.



# Creating E- Documents

## Create a New Document

1. Click on the "Features" tab and select "E-Documents" from the drop-down menu.



2. On the next page, use the "New Template" button in the lower left-hand corner.

New Template

Learn How [↗](#)

- If you have already received E-Documents before, click on the "Edit Templates" button in the lower left-hand corner first, and then the "New Template" button on the next page.

Edit Templates

Learn How [↗](#)

3. When you have filled out the document fields and entered your content, use the "Save and Preview" button in the lower left hand corner to save your changes and create your document. Check the preview for any design errors.

Save and Preview

< Back to Templates

Learn How [↗](#)

# Types of Fillable Fields

- [Textbox](#): *single-line text answer*
- [Text Area](#): *multi-line text answer*
- [Radio Buttons](#): *multiple choice, all choices visible, only one answer*
- [Checkbox](#): *multiple choice, multiple answers possible*
- [Date](#): *checks for a valid date*
- [Dropdown](#): *multiple choice, only one choice visible, only one answer (useful to place in-line with other text)*

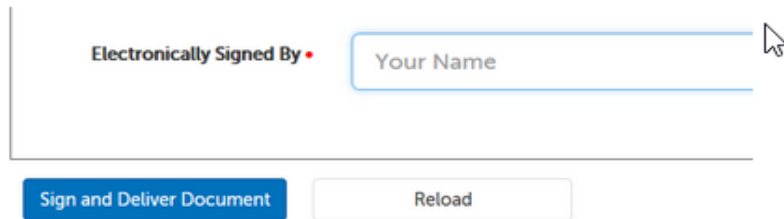


# Two Options for Signature

## Require Clients to Draw their Signature with a mouse or finger

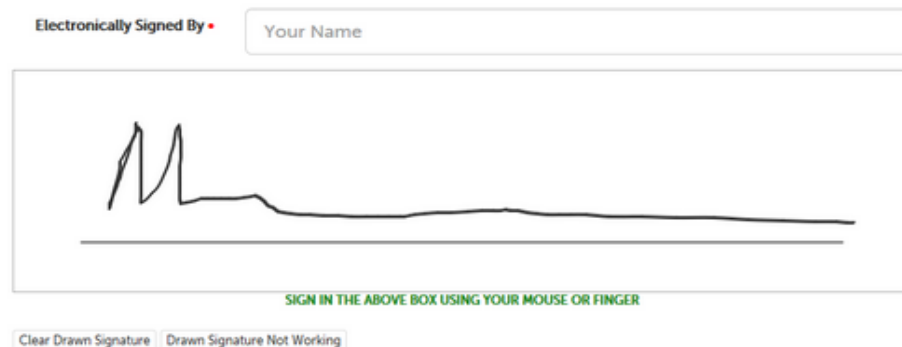
This field determines what type of signature field your participant will see.

- **No:** A normal electronic signature field will appear where your participant can type in their name.



The screenshot shows a form titled "Electronically Signed By" with a red dot. Next to it is a text input field containing "Your Name". Below the input field are two buttons: "Sign and Deliver Document" (blue) and "Reload" (white with a grey border). A mouse cursor is hovering over the "Your Name" input field.

- **Yes:** A box appears where the participant can use their mouse (or if they are on a device with a touch screen, their finger) to create an image signature. (Your participant will still have to enter their name in the normal electronic signature field, like a "print signature" section on a physical document.)
  - Note: The drawn signature option is only presented to the original signer. Additional signatures will be typed.
  - *Clear Drawn Signature:* Gives the participant the option to clear what they've drawn and re-do.
  - *Drawn Signature Not Working:* If the field is not working with their touch screen device, they can dismiss the drawn image field and type their name into the regular signature box.



The screenshot shows a form titled "Electronically Signed By" with a red dot. Next to it is a text input field containing "Your Name". Below the input field is a large rectangular box containing a handwritten signature. Below the signature box is a green text label: "SIGN IN THE ABOVE BOX USING YOUR MOUSE OR FINGER". At the bottom of the form are two buttons: "Clear Drawn Signature" and "Drawn Signature Not Working".

# Learning Objective #2

Identify how telehealth can be used in the 3 learning models: Hybrid, online, or at school





# Be A Learning Hero

(Link to Website)

According to our national research, there's a big gap between what parents think about their child's grade level progress vs. how their child is doing. We're focused on helping you get the accurate picture you need and deserve so you can best support learning at home.

**MISSION:** To inform and equip parents to best support their children's educational and developmental success

**VISION:** With parent as their children's learning hero's, children excel in school, leading lives of opportunity.



# MY CHILD'S LEARNING GOALS

(Link to Learning Heroes Parent Teacher Planning Tool)

If my child is learning at home (in the case of virtual models), how will you make sure they continue to learn?

*(The following slides are sections from the plan.)*

Describe to parents how you will assess their child during the distance/hybrid learning period. Assure families that you will be able to periodically measure their child's progress and use this information to adjust instruction.

Tell parents how you will share this information with them so they can continue to partner with you to ensure their child's progress



# How will school support my child's life skill (social/emotional) development?

- Our primary concern is the health and safety of your child. We are also very focused on developing the social/emotional skills they need to be successful and navigate all the changes happening due to new school models.
- Share with parents what you are doing to help children develop social/emotional skills. For example: (provide a concrete strategy you use such as morning meetings to build positive relationships among peers and talk about any issues, etc.)



Let parents know about the social/emotional supports available through the school or community-based organizations.

Be prepared to answer questions like:

- » Should they contact you?
- » Can they call the school counselor or nurse?
- » What is the best way to contact these support staff?
- » What kinds of support services can the school connect the parent with? (e.g., afterschool or enrichment programs, mental health support, counseling, a doctor, etc.)



# COMMUNICATION WITH THE TEACHER

How can I reach you when I have a problem with my child?

- Provide the parent with at least 2 ways to reach you if they have a concern. It's also important to ask families the best way and time to reach them and accommodate this as much as possible.

»Note: Providing parents with a cell phone they can use to contact you is very helpful. If you are not comfortable sharing your personal cell number, ask your school administrator if it is ok to use a Google Voice number. Google Voice is a free service available to you if you have a Gmail account. You can make phone calls via the Voice app on your phone or through your web browser.



# Learning Objective #3

Discuss how to engage with parents effectively using telehealth.



# What actions can you take to increase parent engagement in school health?

*Parent Engagement: Strategies for Involving Parents in School Health*  
([www.cdc.gov/healthyyouth/AdolescentHealth/pdf/parent\\_engagement\\_strategies.pdf](http://www.cdc.gov/healthyyouth/AdolescentHealth/pdf/parent_engagement_strategies.pdf))

describes strategies for increasing parent engagement in school health.

To increase parent engagement in school health, schools must

- 1) make a positive **connection** with parents;
- 2) provide a variety of activities and frequent opportunities to fully **engage** parents; and
- 3) work with parents to **sustain** their engagement by addressing the common challenges to getting and keeping them engaged.



# Why is it important for parents to be engaged in their child's school?

[CDC Promoting Parent Engagement Resource Link:](#)

Parent engagement in schools contributes to students' health and learning. Studies have shown that students who have parents engaged in their school lives are more likely to have:

- Higher grades and test scores.
- Better student behavior.
- Enhanced social skills.





# Parents 2020 | Driving Questions

(Link to Presentation Learning Heroes)

**With a focus on parents and guardians who have been historically underserved, this research explores:**

- How has remote schooling impacted parents' perceptions of
- their children's achievement?
- What keeps parents up at night?
- How are schools/teachers interacting with parents and their
- children during school closures?
- How will parents' behaviors change as a result of this time?



**Parents 2020** was conducted April 14-May 6, 2020, by Edge Research among a nationwide sample of 3,645 parents and guardians with children in public K-12 schools.

**FINDINGS:**

**Parents 2020: COVID-19 Closures – A Redefining Moment for Students, Parents and Schools** shows that children are spending an average of 4.2 hours per day or 46% of their waking time on remote learning, with parents dedicating an average of 2.5 hours per day in support of their children's schooling at home.

Now, with more of a front row seat, roughly 7 out of 10 parents said they plan to get a better understanding of what their children are expected to learn in the new grade level, find more time to communicate with their children about their daily assignments, and seek a better understanding of where their child stands academically. Another 64 percent of parents said they plan to talk with the teacher about what they noticed about their children's schoolwork during school closures.



# Findings Continued

- “What we are hearing from families right now is that even as challenging as school closures have been for them, they are looking to next year as an opportunity to engage even more deeply with their children’s teachers and schools,” said **Bibb Hubbard, Founder & President of Learning Heroes**. “This is a moment to establish clear expectations for parent-teacher relationships grounded in trust and a shared understanding of the child’s progress and academic achievement.”
- “Parents have the highest hopes for their kids. It is clear from this research they are eager to actively engage with their children’s schools in this next school year as partners in education,” said **Marc H. Morial, President and CEO, NaFonl Urban League**. “Schools must act to harness and welcome this energy. Together, we must work to identify the high quality supports and resources needed to ensure that our students are able to not only overcome any setbacks faced during the pandemic, but also to thrive and excel!”



# Findings Continued

Despite parents' concerns, the educational aspirations and expectations parents have for their children have only risen during the COVID-19 crisis, the survey found. "It's heartening to see continued hope and optimism from parents amid this pandemic despite the enormous pressures," said **Janet Murguia, President and CEO, UnidosUS**. "At the same to me, it's alarming that while 83% of Hispanic parents find email an effective way to communicate with teachers, 41% of these parents are missing a device or reliable internet access. The digital divide deepens already existing inequities in our education system, and it is an area our leaders must address as we rebuild and recover."

Seventy percent of parents said they want to know what material their child is missing at the end of the year and how their school plans to make it up. "While the deeper connection parents currently feel to their children's day-to-day learning is positive, this research shows there is still work to be done for truly effective family-school partnerships," said **Leslie Boggs, president of NaFonl PTA**. "It is important that schools are responsive to the concerns parents expressed in this survey, and it is critical that investments are made in family engagement to strengthen family-school partnerships and improve outcomes for all children."



# Additional Resources from Learning Heroes

Learning Heroes has free, bilingual and mobile-friendly tools available to parents to help them get a more accurate picture of their child's progress and achievement. **Keep Calm, Learning is On** is an interactive roadmap with videos and resources to help parents support social, emotional, and academic development at home. The first step is the **Readiness Check**, a game-like tool that shows parents how their child has progressed with key math and reading skills needed for success in the next grade. At the end, parents get free and fun activities for children to learn and practice these skills over the summer. They can also share the results with their child's new teacher in the fall.





# 2020–2021 Parent/Teacher Planning Tool (Elementary)

(Link to Learning Hero Planning tools.)

**LEARNING  
HEROES**

## 2020–2021 Parent/Teacher Planning Tool (Elementary)

Student's Name  
GRADE  
Teacher's Name

**Dear Parents:** Our partnership will be key this year. New hybrid learning models and possible school closures are a new reality for parents and teachers. By sharing what you've noticed about your child's learning experience at home, you're helping me best connect with your child. You know what excites them about

learning and where they might need more help. Teachers and parents stepped up in the spring but missed time in the classroom may mean there was unfinished learning. Knowing where your child needs help at the beginning of the year allows us to partner so that we can make sure they are on track academically and that we are meeting their social and emotional needs.

Below are the results of your child's beginning of year 'benchmarks' in reading and math which we will talk through. Please take a few minutes to share your experience by completing the **"Parent Input"** sections and have your child contribute to the **"Student Input"** sections. We'll use this form to create a plan and will revisit it at the end of each quarter.

Please share this form with **(insert teacher name)** before your parent-teacher conference scheduled on:

**(Insert Date)** \_\_\_\_\_ .

Together, let's use the 3 steps below to make a personalized learning plan for your child.

# Learning Objective #4

Discuss how telehealth can ensure that your students have access to quality care.



# Access to Quality Care = Quality of Life

- Access to Primary care
- Access to Behavioral Health
- Access to Education
- Access to School Social Workers
- Access to School/Guidance Counselors
- Access to Crisis Response Teams
- Access to Community Stakeholders





# CDC Tribal Communities COVID-19

(Link to CDC Site)

COMMUNITY, WORK & SCHOOL

## Tribal Communities

Plan, Prepare, and Respond

Updated Aug. 1, 2020

Languages ▾

Print



The United States federal government maintains a government-to-government relationship with federally recognized American Indian tribes and Alaska Native (AI/AN) entities. The "government-to-government" relationship is based in the U.S. Constitution, treaties, Federal statutes, court decisions, and Executive Branch policies, as well as moral and ethical considerations.

### CDC – Partnering with Tribes to Respond to COVID-19


**Tribal Communities**  
Plan, Prepare, and Respond

**CDC – Partnering with Tribes to Respond to COVID-19**


**What Does CDC's COVID-19 Tribal Support Unit Do?**

**Technical assistance in following areas:**

- Contact tracing
- Community mitigation
- Data Collection & Analysis
- Epidemiology and surveillance support
- Infection prevention and control



- Mapping
- Water, sanitation, and hygiene support
- Health and risk communications
- Response management



**How Can CDC Partner with Tribes?**

[Learn more](#)



**National Consortium of  
Telehealth Resource Centers**

## **COVID-19 Telehealth Toolkit**

### [COVID-19 Telehealth Toolkit](#)

(Link to Tool Kit)

## How Can Telehealth Be Used in Response to COVID-19?

- Monitoring Symptoms
- Providing Healthcare Remotely

# New Telehealth Technical-Assistance Opportunity through MHTTC K-12 Program:

- We can provide free training and resources (platform, equipment, etc.).
- Please reach out to MHTTC K-12 Program Manager, Teresa Brewington, if you are interested in learning more!

Email: [Teresa-Brewington@uiowa.edu](mailto:Teresa-Brewington@uiowa.edu)

