Zoom, Zoom Helping Your Virtual Sessions Take Off!

Presenter: David Rosengren
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DAVID B. ROSENGREN: I love the option that I can leave the meeting at this point. Sorry. I'm out of here.

ANN: Hey, everybody. We're going to get started in just a minute. We'll give you some time to get in and get settled.

OK, I think we're going to get started. Welcome, everyone to our webinar today, Zoom, Zoom-- Helping your Virtual Sessions Take Off! It is presented by David Rosengren, president and CEO of Prevention Research Institute. It is also brought to you today by the Great Lakes MHTTC and SAMHSA. The Great Lakes MHTTC and ATTC and PTTC are all funded under the following cooperative agreements.

This presentation today was prepared for the Great Lakes MHTTC under that cooperative agreement, and the opinions expressed in this webinar are the views of the speaker and do not necessarily reflect the official position of DHHS or SAMHSA. MHTTC believes that words matter. The MHTTC network uses affirming, respectful, and recovery oriented language in all of its activities.

We have some housekeeping details for you today. If you are having technical issues, please individually message either Kristina Spannbauer or Stephanie Behlman in the chat section at the bottom of your screen, and they'll be happy to assist you. Please put any questions that you have in the Q&A section also at the bottom of the screen, and we will respond to those following the presentation. Our presentation is 90 minutes today, so if you need to take a short break during the training, please do so.

You will be directed to a link at the end of the presentation to a very short survey. We would really appreciate it if you fill it out. It takes about three minutes. We will be recording this webinar, and it along with the slides will be available on our website. Certificates of attendance will also be sent to all of those who attend the full session. They take about 10 days, and we should have everything posted on our website within a week to 10 days as well.

If you would like to see what other things that are going on with the Great Lakes ATTC, MHTTC, or PTTC, please follow us on social media. And again, I am excited to introduce our presenter today, David Rosengren, and I will turn it over to you, David.

DAVID B. ROSENGREN: All right, great. Thank you, Ann, and thank you-- I'm not even sure I can say all those, the Prevention ATTC, the Mental Health ATCC, and the addictions. It's confusing all those TTCs, thank you all. So I'm glad to be here, and it looks like you've disabled my sharing, so if you can let me share my screen, Kristina or Stephanie, that would be fabulous.

PRESENTER: You're good to go now. Sorry about that.

DAVID B. ROSENGREN: That's OK. We'll make this work. So hello, everybody. I would imagine that as we go to talk here, this is a session you came for because you had some things of interest that you were hoping to get out of today's meeting, and I'd like to find out a little bit about what those things are. So in just a moment, I'm going to ask you to put some things in the chat box here, and some of you have already begun doing that with regards to the chat box. I'd like you to put in where you're joining from, what you're looking forward to this holiday season, and what would make this session feel productive for you.

So if you would go ahead and put those things in there, that would be great, and while you're doing that, let me just give you a little background on who I am since I'm sure many of you have never heard of me before and wondering who this guy is. So I work for an organization that's headquartered in Lexington, Kentucky called Prevention Research Institute, and we create drug and alcohol prevention and treatment curriculum and then train people to use those things. We are a private nonprofit, which means we're about the mission not about the money, but we do need to do things to keep the lights on and the doors open.

So one of the things that we'll be looking at a little bit later today is part of a treatment program that we've developed called Prime Solutions. I'm just going to use that as an example to show you some of the things that we're talking about and how those might get applied in a particular treatment setting. So normally, I would say we're going to train today the same way that we would do the session. We are going to do some elements like we would do a session, but it's a little bit hard when we have a webinar of up to potentially 400 people here, who are going to be joining us, so a little bit hard to have breakouts and those kinds of things.

So as we're looking through here the list, I see lots of people join in from all over kind of the Great Lakes region there, effectively engaging people I am hearing, how to use Zoom, engaging people, appreciating, boosting confidence, all those things. OK, great goals. So we'll try to keep those things in mind as we go along here.

And I want to begin with some things that you actually might begin your group with. So first thing I want to do is help you all just kind of come into the room now. I know that it's a busy time of the year. There's a lot of things going on. There's many demands on people's schedules. Taking time out to join

something like this requires you to shift activities. So I want us to just take a moment to breathe here for a minute.

And you're welcome to close your eyes or to leave them open as we're doing this, and we're only going to spend a minute or so. So it's not a long period of time. I would encourage you to just put your feet flat on the floor. You can allow your hands to just drop into your lap, and I want you to just breathe in, noticing the breath coming in through your mouth. And then breathing out through your nose and mouth and just notice that breath coming in and going out. Coming in and going out. And now taking the breath in a little bit deeper into your lungs, feeling the breath come in, the breath go out, feeling it come into your lungs, breathing in and the breath going out, and now feeling it all the way down in your belly, feeling your belly rise and fall as breath comes in and out.

And as you're doing that, you may have some thoughts pass through your head, and I want you to just focus and allow these to pass through, continuing to breathe, saying to yourself may I be well, may I be happy, may I be peaceful, may I be loved. Again, may I be well, may I be happy, may I be peaceful, may I be loved. And continuing to allow those thoughts to pass through your head as you're breathing in and out, in and out. May I be well, may I be happy, may I be peaceful, may I be loved.

And then you can open your eyes. Come back to this time and place and keep those feelings with you, whatever they were. And now I'm going to ask you to do something a little quickly here, and we'll talk a little bit about it afterwards. But I want you to think about someone in your life that you feel gratitude to, or thankful for. And I want you to take a moment and just pull your phone out and send a quick text to this person right now. So just send a quick text to this person that you feel grateful to or feel gratitude for.

All right. Now if you would in the chat box, I'd just be curious as to what happened in that opening that we just did for you. What was your experience of that as we did the breathing exercise and you sent this message out into the world?

Yeah, I'm feeling joy, relaxation, calm, relaxing, peace, peaceful, very relaxing, peaceful, recentered me from a hectic morning, feel lighter. Yeah. For some people, a little less. Yeah.

OK, so as those messages continue to come in here, I want to just point out that for many of you, it was a very centering, kind of relaxing, peaceful, calming experience as you were coming into something that presumably had reasonably low demand, but in some ways, comes in the midst of a very busy time. But that isn't everyone's experience, and I think it's important to be mindful of that.

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And at the same time, think about this in terms of how are we entering people into our groups. What are the emotions that we're asking them to bring in with them? And today, we're talking particularly around young people and what happens with them. So let's just keep that in mind as we move forward, and I'm going to start with the basic premise here, and that is great groups don't just happen.

In fact, this doesn't mean that every group is going to be a great group. But there are things that we can do that increase the likelihood of this being a great group in this particular group session being a great group session. And one of the things we can do is really think about what our expectations for that group. We'll talk about setting, theirs and ours, and what's a particular form of things we could do to help set that stuff up. But thinking about how we start groups really matters.

But I want to start with a little discussion about the groups that we're really targeting today, and that is young people, and I haven't defined a particular age range because my guess is that you're working across sort of a range of from teens to young adults and all the rest here, so we'll just refer to those folks as young people. And I think one of the things that's really important for all of us to keep in mind, as you know, is that brain development plays a big part of what's going on at this point in people's lives, and particularly for those teens and into early adulthood and for boys versus girls, we see different rates of brain development, and in particular, we see the limbic system and the other sort of emotional centers in the brain taking on more adult kind of reactivity to things, so we experience the strong emotions of adulthood, but we don't have that prefrontal cortex kind of fully regulating all of that, as well as the life experience to help us know that some of these things are temporary and that we're going to pass through them.

So it's that intensity and combined without some of the things that those of us who've been around the block a time or two longer have experienced that help us moderate those things out. So I think that part of the equation is important for us to remember and that for many young people, they like to have strong emotional experiences. It fits within their wheelhouse for that reason.

The second part of this is that we've got age-appropriate desires for young people, and those include things like moving away from family and being more engaged with friends, exploring new freedoms as they become more capable to operate within their environment, and then this sort of broad exploration of identity that happens across a number of domains, particularly as people move towards 18 and potentially moving outside of the house and all the rest.

And then we have these basic psychological needs that the self-determination theory folks would tell us are important for all people and are particularly important for young people, and that is we need to have an experience of

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confidence, that we need to feel capable and like we can impact our environment. We all need that. Teens, youth, young adults all need that as well.

We need to feel related. We need to feel connected to the people around us, like they matter to us and we matter to them. And of course, for youth, there's a lot of sphere's that people operate within. And then there's autonomy, and this is the one that often gets confusing for folks. They associate autonomy with independence around choice, and it's not the same thing. Autonomy is really about making decisions that are consistent with our values and the things that are most important to us, some of which we have free choice about and some of which we don't along the way.

And then we add on top of all those things I just talked about the pandemic, which has required youth and young adults to be spending time at home in ways that they might not typically have done and then having to do things like school on Zoom and doing it all day long and not being able to see their friends, not being able to engage with them. And so they're really tired of Zoom and the different activities that are required of them, and so when we talk about coming to a treatment program and having to do Zoom, there may be less enthusiasm about that than if there weren't all these things going on.

And then finally, the thing I would say we need to keep in mind is that these are folks who are device natives. So unlike people of my generation who didn't grow up with devices, my 16-year-old is at home, as well as the ones who are a little bit older, grew up with devices. They know how to operate. When my middle son was 13, I was having some trouble with the internet, and he grabbed his laptop, and said, here, I can fix that, and he went in, and he reset the router from his laptop. And I said, how did you figure out how to do that? And he said, I don't know, I just kind of messed around and figured it out. And it was right then that I knew that all my parental safeguards that I had put on the system were totally ineffective. He was way ahead of me.

And so I think it's important to remember that as we try to navigate this new system using Zoom and all the rest, that these are folks who are probably better at it than we are. And I'm going to come back to that as we go along because one of the principles that I operate with in a variety of settings are use all the brains in the room. When you run into trouble, use all the brains. And so if you have a problem with Zoom, allowing your young people to assist you in problem solving that can not only be really helpful, but it meets some of those basic psychological needs that I was just talking about around competence and relatedness and all the rest.

OK, keeping those things in mind here, some expectations that I like to communicate to folks around groups, and we've spent a lot of time at PRI training people, and that's how Laura and I and the folks here at the Great Lakes ATTC came together was, how do we do some of these things in group settings. And we've been doing a lot of this at PRI, helping people make the

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transition. And one of the things we say are really important is figuring out what your expectations are and making sure you're going to communicate those to folks.

So if you go into the pool in the belly flop form, you're likely to get one kind of reaction versus another. So one of the things that we created early on was a Netiquette form that we just send to everybody before the first group, so everybody gets it. They know what the expectations are, and since we're working around drug and alcohol things, we set clear expectations around not using substances, including vaping, while people are in our groups.

We also have a clear expectation that cameras will be on, that that's a requirement, that in order for us to be able to do our jobs, we need to be able to see people, see what's going on. And so we really set that as an expectation, and if for some reason it can't be done, we need to have a discussion about all that. We've also found that even though for many young people, they're far more likely to be working on tablets or phones, that computers can be preferable when you're having to do things that involve images or some of the other things where people are having to switch back and forth between programs. Now, tablets may work a little bit better. Phones are not great around that stuff. And so we really encourage people to use computers if they can.

And the next one on our list there, not driving, seems like a no brainer. But it's really surprising how often that comes up. And so we're just really clear when we force people to have cameras on, we can tell when they're driving, and we ask them to pull over and not drive while they're doing that.

One of those orders of business things, we talk with folks about what happens you become disconnected, and we also talk about what happens if I, as the group leader, become disconnected. We typically-- if I'm the only person in the group leading the group, I'll assign one other group member to be a co-host. So if the group goes down, then I let them know that the group will continue, and they should continue the discussion. I'll hop back in.

And then the last thing about expectations is we make the obvious obvious, and that is that we're working in environments and meeting in environments that none of us have ever used before, and we're using Zoom, which is new to many of us. And so we note that things are going to come up. Dogs and cats are going to show up. We have coworkers at home in terms of siblings for young people, as well as parents and those kinds of things, and we as providers have all those things going on as well. So we'll talk about settings in a little bit, but when something comes up, we just comment on it. When the dog starts barking in the background, we just comment on it and then let it go.

OK. All right, so let's talk about settings here, theirs and ours. So in terms of theirs, this is one of those things where when people were coming into our spaces, young people, it was much easier to create a private safe place for

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people than it is now in a Zoom environment. So one of the things we want to make sure is that they can find a private place where their conversations are not being overheard and those kinds of things. And that's more difficult with everybody stuck at home.

Now, I know this varies by location and rural versus urban and what's going on, but I think it's important to just bear in mind that these things have shifted, and particularly for adolescents, they may have less control over their ability to choose places in their environment. So we want to do things like suggest they use earbuds or headphones or those kinds of things to create privacy for other people who are part of a conversation, as much as possible, to be able to close the door and be on their own, and for us to kind of check in and make sure they're on their own and feel safe. And getting back to that whole thing around autonomy, allowing them as much choice around those things as we can and operate in a way that feels consistent with who they are.

In terms of our setting, I want you to think about what does your situation look like to the clients? When the camera looks out at me, it's also looking at everything that's going on behind me. So what do I have going on behind me? Do I have a bunch of clutter, or those kinds of things? Do I have messages on pictures or those kinds of things? Are these the elements that I want to be conveying to the participants in my group? And allowing both myself as well as my clients to do things like virtual backgrounds if that makes people feel more comfortable, more safe, they're not having to reveal things about themselves that they don't want to do.

I do encourage you to think about decluttering as much as you can. Now, this is a home office. It's a workplace. I need to be able to have some of my things around, so there's a limit to how much stuff I can get rid of. But keep in mind what you've got behind you and are there things you can clear out. Think about attire. What's the attire you would wear to the office? You may want to choose the same sort of attire for the groups that you're doing here. And it's one of those things we all laugh about, people working in their pajama bottoms and all the rest, and that's one of those things that I think you have to figure out what is right for you, but just bear in mind that this is a professional circumstance and that oftentimes, if we dress professionally, it impacts how we feel in that circumstance.

All right, last two things I want to talk about. One are rules for the household when you're on a session. This is really important to figure out about when can people come into your space. On my door, I have a sign that indicates, yes, you can come in or stop, only come in if the house is on fire or someone is bleeding, you can't stop the bleeding. Otherwise, don't interrupt me. And we kind of have as a family have gone over those rules about when you can come in or not. If you have young children in the home, that can be a little harder. You got dogs and cats, that's more of an issue.

I would say with regards to adolescents, as well as young adults, that grounding and things like that can be really important, and pets can be important. So allowing folks to bring in their pets and to have them be a part of your groups with you is something that you might want to consider. You also need to think about in terms of their setting, are you OK with things like them being on their bed. Some folks don't like that idea at all. Personally, I'm a little more relaxed around all of that. I'd just as soon have them be present in a setting that feels comfortable, but I do have expectation that they're going to have clothes on and all that kind of stuff. So just that kind of stuff that you need to be clear about.

All right. Third thing I want to talk about here around expectations is that if you are starting a new closed group or if you have a group that's been ongoing, and you're wanting to move it to an online setting, it can be helpful to do something like a meet and greet session where you bring folks together for a relatively brief period of time before the treatment actually begins. And I would schedule this as a separate session typically and set the timing for this to be about 30 minutes, maybe up to 45, but not a full hour. I want to keep it short, make it fun, and the purpose of this is for folks to come in, meet each other, learn the different functions in this environment. Again, with digital native folks, it may be less of an issue but things like how do they mute themselves quickly, how do they turn the camera off if they need to do that, all of those kinds of things.

And then having people share an object, for example, as a focus around all of this is something that I will do, have them bring something in that isn't necessarily related to their family, but something that's important to them because what we don't want is the picture of the family, which a lot of people will choose, but instead something that's really meaningful that they can share. And then we set time limits, three minutes, have them do that. You're going to do all those good therapy skills that you would normally use around listening, asking open questions, but keeping it brief and focused and begin linking your group members together.

The most important things here are no treatment in reviewing the expectations, and then the next time you get together, the focus would be on treatment. So meet and greet. Open groups, question came up yesterday when we were talking about this. You could do this with open groups, particularly if you're bringing people in and a scheduled sort of way, but it may not be quite as necessary. All right.

So let's talk about the mechanics of the session here. And that really begins with before people arrive, and I want you to think about scheduling wisely, meaning it's really hard to go back to back in virtual environments because of the energy that the virtual environments require from us as the group facilitator. So it's better if we have a little longer break so we're able to clear our head, do the things we need to do, and come back into the break or back

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into the next group with having more than 10 minutes or 15 minutes between a group. It's just really difficult otherwise.

Second thing is jumping on early, making sure that you're on, you're connected, you've got all your materials up and available, things are working for you. I tend to like to do an email reminder for folks, even if they've got it on their calendar, so if for some reason they don't, they're on a different device, they can find that link easily and get on there. I like to test my sound and those kinds of things as part of all this, so make sure that I'm able to stream sound, all of that.

And then finally, if you have someone else who's a co-therapist or someone like that, talk to them ahead of time during this preparation time. We at PRI call these folks wing persons, and so we say talk to your winger beforehand, and just be clear about what the expectations are, who's going to be doing what, who's covering the chat box, who's doing different elements of the session if you're sharing things, all the rest.

All right, so that's before people arrive. Then as people begin to arrive, one of the things that we encourage people to do is use a waiting room. So folks don't necessarily come directly into the session. They can log on when they're ready to do that. It places them in a waiting room. In Zoom, you can personalize that waiting room. You could put a photo in there. You could put a photo of your waiting area at the office or your group room if folks have been coming to your group room before. You can also put a message in there. We'll be with you in a few minutes, looking forward to our time together today, whatever it is.

And then you can also, again, within Zoom, I'm a little less clear about some of the other like Webex, to what degree you can do this, but you can send chat messages to people in the waiting room as the time is coming closer. So if you know folks have jumped on really early, you can send them a message, say, hey, folks, I know you're here early. We'll let you in a couple of minutes before the hour, just so you know.

And then I tend to bring people in before the session time. So if we're going to begin on the hour, I'll bring them in about three or four minutes before the hour, and I greet everybody personally, and in the process of doing that, I'm doing a sound check, making sure they can hear me, and I can hear them, and we can troubleshoot any difficulties that are going on. So it's welcoming people in, and it also allows me to address the issue of cameras. If folks don't have the camera on, I will ask directly, say, your camera's not on, Bob, is it not working today? And we'll just sort of hear from him or her about what's going on. So I just make the expectation that that's what's going to happen, and I check in when it doesn't occur.

OK, and then now that we've got people into the room, we've done the sound check in, and all the rest, I want to start intentionally, meaning I don't want to

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just sort of roll into the group without having given it any thought. So like today, we did that moment of breath, which can be a really helpful thing to kind of bring people into the room, get them settled and calm, but it's got to fit you. If it doesn't fit you, that's OK. And as I saw one participant say, it was triggering for this person to have that experience then. If you know that's the case for your people in there, talk with them about what that's about, and are there things that you could do that would make that better or do you just need to skip that activity?

We train our folks for our programs to begin all of their sessions with a positive present focus question, something either that happened in the recent past or is happening right now, or something that they're looking forward to or anticipating. and the reason why we do that is because, for many people, particularly now, this is a difficult time and they tend to come to our groups with negative emotions, particularly if they've been sent there by someone else.

So I'll just say this to you. For a number of years, I worked with adolescent boys, and I did a lot of individual therapy in that setting, and for all of the years I was doing that, I never had a single one who came in because he wanted to be there. They always were there because somebody else thought that they should be there. And so there was always some degree of negative emotion that people would have, particularly early on in the treatment process. After we had built some rapport, done some engaging, that would begin to shift over time, but even then, folks would come in after a tough day, and they would have negative emotions.

And part of what the research from positive psychology tells us are that negative emotions tend to focus very narrowly on the problem area. They really stress hormones and all of those kinds of things at a time which is already quite stressful for people. So if we begin to shift that focus to a more positive focus, we actually begin to change that hormonal balance going on in the person, what kind of hormones are being released. We literally open up their visual field, and we get them to begin considering the possibility of other options.

So if you think back to the things that I had you do there, in the chat box, I asked you where you were checking in from, what you were looking forward to this holiday season, and what would make this session today useful for you or productive for you. Those were positive, present focused questions, and the one was kind of anticipating a positive thing.

Using the chat box can be a great way to begin and transition people into the room. There are many other ways to do it as well. You can ask people. That's always great. But I like the chat box because it kind of allows people to engage without having to do a whole lot to begin with.

And then for our programs, we ask people to check in on whatever takeaway they had from the session before, and we do that in a particular way. We ask people to inquire about the take away in a manner that includes everybody in the group. So I want you to think about this with regards to open groups. So if I am a new person coming into a group where I have not met all of these people, this is an anxiety provoking experience, and the first question that gets asked of me is one that's positive, present focused, it allows me to answer. I don't have to have been a part of this group before to answer that question.

If it's a question, and it's focused on addiction, since that's one of the areas that many of you work in, if it's focused on did you have a slip or a lapse or that kind of thing this week, it focuses on negative emotions, and if I'm new to the group, I'm not sure I want to talk about that stuff yet. It doesn't feel safe to me around all those things, and then we move from that into a discussion about homework that I wasn't exposed to. I can't really participate in any of those beginning elements of the group. And so I'm not yet a member of this process.

But if I start with a positive present focused question, and then I present or I ask people to talk about the take away from the last time in a way they could use, then I might begin drawing them in. And so the way we do that is we say this. Someone remind the group about what it was that we were working on this week. What was the takeaway that you all were working on? And have the group members do it, rather than you. Someone will typically do that.

And then ask the question, OK, what happened with that? We know that some of you got out there and were able to get it done. Some of you intended to get out there, and it didn't happen. Some of you might not have been so sure that it was going to be useful. And for some of you, this is the first time hearing about that. Regardless of which of those categories you're in, what do you think would have happened had you done that? Or if you did do it, what did happen? Now we've invited all the members of the group to participate there. Now if somebody is consistently not doing the takeaways, that will be a discussion point, but it's probably a discussion point best handled in an individual session and not necessarily in the context of this group.

All right, which brings us to the meat of the session, and somehow having turkey seems like a good sort of reference point since we just got through Thanksgiving here. So we have all these other things around it, the side dishes. But the meat of the session are really the things that we're hoping to deliver or have happen as a part of this time together with these young people. And I want you to think about the same good group skills that you've been using when you're in person apply here, and they may apply even more.

So eye contact remains important, and part of what you want to do is be able to look into the camera when you're talking, as well as look at your participants. And so having people up not in presenter mode, where one

person appears at a time, but in gallery mode, where you can see everyone is really important. And then you want to watch the whole group and see how people react and respond and notice those things. Talk about those things.

When Steven said this, Tanya, I noticed that you seem to have a reaction to that. So you're trying to draw people in in the same way you would in person. And then your listening skills really matter, those strong listening skills. And I don't just mean nodding and being affirming and going ahuh and things like that but really using reflective listening statements and not just staying at the surface level but going below the surface and doing reflections that connect group members together, recognizing common themes. So you're using your reflections to help create that group experience, so it feels like this is the group's group, this is not your group.

If you're going to show materials to your groups, like using brief videos, I really do encourage you to keep them brief. There is some research out there that suggests that videos online are optimally about two to three minutes long, and maybe the second best is three to five minutes. So if you're showing a 10-minute video, you're likely starting to lose some people along the way. So think shorter rather than longer. If it's a long video, and you want to show all of it, break it up. Have some discussion and then watch more of it.

And that really leads me to the next point there, and that is change the focal length. Now this is really important with young people, but it's important in general when working online, that simply doing the same thing for 60 minutes, kind of like what we're doing right now, where I'm talking a lot, really wears groups out, that what you want to do is talk for a little bit, have some discussion together, have people do an activity, partner them up, have them talk as individuals, put them in a breakout, show a movie, come back, have some discussion. Moving people back and forth. So change that focal length.

And then the last thing is thinking about finishing strong. Where is the finish line, and are you keeping track of that? Don't just arrive at the 29th minute when you're ending at 30, and say, oh, I guess we're out of time here and then sending people out of the door. Think about how am I going to bring these things together. How much time do you need? How do you tell when it's time? What are your methods for doing that?

And what do you say? Do you do this summary? Do you have the group members do the summary? Do you ask them what's your takeaway from this session today? And then do you assign takeaways? Now, I want you to notice that in our program, we talk about these as takeaways. We don't talk about homework because, first of all, if we're working with young people, they don't want to do any more homework. Second of all, most people don't want to do homework. That's just kind of a natural reaction for folks.

And what we really want to begin doing is getting them to think about the things that we're doing in therapy or in treatment are not meant to stay in

treatment, but they're meant to be applied out there in the world. And so we want to consciously help them begin taking away those things and doing them out there.

All right, so this would be the time normally we would take a little break. I want to give you just a moment if you need to stand up and stretch or move around a little bit, we'll let you do that real quickly. And then we're going to move on. So why don't you take just a second to do what you need to do to recalibrate yourself.

Earlier before you all joined, we were talking about wouldn't it be nice if we could all just have graham crackers and a nap, like we did when we were young and in kindergarten or in daycare or that kind of thing to sort of help just kind of take the edge off on the roughness of the world. Might be some real value there.

OK, so let's talk about equipment for a little bit here because equipment really matters. I want you to think about this as investing in your tools, the tools of your trade here, and we're going to start with the most important one if you're working virtually, and that is your connection to the internet. Your upload rate matters. Your download rate doesn't matter nearly as much as your upload rate.

So the fact that you can stream Netflix without a glitch is great, but what really matters is how well does your computer lift things up to the internet, and the goal that our IT people talk about is if you can get it in the 12 megahertz range, 12 to 15, that's about where you want to be. Now my system kind of hangs around 11, but it does reasonably well. If you're down around the two or the three, you're going to have some trouble, and you might want to talk with your internet provider about what you can do to increase that.

Lights matter. I want to show you what I mean about all of that stuff here, that lights matter. So here's with the lights on. Here's with the lights off. It's a very different experience. You can't really see my face when that happens, and especially if there's a window behind me, and I become backlit, you can't tell what's going on. So what I encourage is that you make sure that you have a light shining on your face so people can see you and can see you adequately. If you don't have one that works well for that purpose, they are for sale out there on the internet. You can get some that can clip to your computer. You can put them up by the camera so you just have those shining on your face, so people can see you.

I would also encourage your young people to put a light on as well because they'll often be in dark spots, and you really can't see them, and I think you just be straightforward around this and say I want to be able to see your face, and I can't do that if it's so dark there. So even though I know you might want it a little more kind of dark, I'd really appreciate if you turn that light on. Now I know I saw in the Q&A box that some folks are asking about what happens if

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the school district won't allow you to do that, and that's another challenge, and why don't we come back to that at the end.

Sound also really matters. I want to talk about earbuds and those kinds of things that are Bluetooth connected. Bluetooth tends to work great, and it drops out periodically. So I'm not a huge fan of using like AirPods or those kinds of things to connect to your computer with. I'd much rather have a hard line connection around those things. I purchased a microphone, looks like this, got it off of Amazon. You can find them other places you know from 50 to $70. You can find a good quality mic that has sound dampening for other things around you, so it's just picking up your voice and not all those other things around you, plugs into a USB on your computer.

And camera is also important. High definition camera is great, but think of it this way, is it also uses a lot of bandwidth. And so you'd like to have a sharp picture, but if I have to choose between a little fuzzier picture but better sound and better-- in a more stable platform when I'm working, I would choose to have the better sound more stable platform, but a nice camera. Again, if your laptop doesn't have one-- most of the newer ones do-- you can purchase one that can be plugged into your system.

And this is the other thing that I think is absolutely critical, and that is a second monitor. If you're going to be doing web based treatment, you want to have a second screen to be able to handle looking at all your people, and if you're showing materials, or you've got things you're going to be moving back and forth on, to be able to have those things up and to be able to see them. And the best way to have that real estate is to simply have a second monitor, and most computers that are 10 years old or less have the capacity to do that. You simply go out, and you can buy even a TV, flat screen TV that's smaller, and you could use that as a second monitor and hook it up potentially with an HTML cable.

And then make sure you keep your software updated. Whatever platform you're using, whether it's Zoom or Webex or GoToMeeting or Doxy or whatever you're using, make sure that you keep that up to date and particularly around security patches. OK, so that's a lot of information that I have ridden through relatively quickly. What I want to do with you now is a little poll. I want to check in with you for just a minute here. So let's do this.

OK, for this next part, we're going to do a little poll, and we're going to have you use your phones or your tablets to do this. So I want you to get your phone out or your tablet out, and you're going to go to this website, the one you're seeing hopefully on screen here, menti.com, M-E-N-T-I, dot com, you're going to enter this code, 7212415. And I want you to put in what's your biggest concern about telehealth, and as you do that, we should see the screen beginning to change here. So let's kind of see what you're thinking.

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All right, kind of moving around, translating activities, engaging clients. Looks like most of you are feeling relatively comfortable with the technology. Of course, these were the folks who answered early, so they may be feeling more comfortable with the technology than the folks who are little later responders. OK. Yeah, engaging clients seems to be heading down the back stretch here.

OK, so I want you to notice something. This is important information for me to know about what's going on with all of you. I could have asked you this question at the beginning of our presentation today. But notice when I ask you the question, what is your biggest concern about telehealth, I'm asking you to jump into that negative emotion pool, and that will start us off on a different path than if we started the program in the way that we did.

Now, one of the things that the research shows around all of this is that if you begin a program or an interaction with the client with a focus on strength-based things, areas that are going well, positive emotions, that it tends to inoculate them to dealing with some of the more difficult things that they may need to talk about along the way. They feel more able to do that. And so asking you this question now has a different impact than if I had asked you it straight out of the blocks would be the thing I would have you notice here.

So let's do another one of these. I'm just going to escape here. Looks like things kind of evened out a little bit, but engaging clients still about the same. And let's go to this one. You're going to use the same location, and you're going to respond to this question. How are you feeling about being here right now in this training event? And you can put in a word or two, and we'll see those pop up. How are you feeling about being here right now? Grateful, positive, fine, at ease, better, content, assured, hopeful, interested, encouraged, stable, hopeful, I can do this, appreciative, all right, intimidated.

All right, great. And it's kind of fun to watch that thing grow and change as people enter those things in here. People refer to this as a word cloud. You can set up a free account on this through mentimeter.com to be able to do these things. And so here's one of those little interactions that doing with your young people can be really useful, where you're going through your program and say, OK, let me just do a check in a little bit, how are you guys feeling right now, and have them do a word cloud. Pretty straightforward. You can have those things ready to, programs. You can program in questions. You can do some brainstorming. And as you saw, it's pretty easy, and with young people being digitally native, it makes it pretty easy for them to get out there and do that stuff.

So great word cloud here, and it also gives you a chance to see what some of the other emotions might be that people are experiencing. Like if I look at this here, I can notice that for the most part, things are feeling pretty positive for folks, but there's a few folks feeling anxious, and that kind of thing here,

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stressed, so it's important to know that, and a few people feeling sleepy . And so maybe it's time to move on. All right, so let's go back to sharing.

And I want to go to a slightly different spot now. I want to share with you a treatment session from Prime Solutions right now, and as I said before, Prime Solutions is a program that we developed and provide for people, and it gets used with young people as well as adults. It does use images kind of PowerPoint sort of things and has a number of different activities, focal length. It uses motivational interviewing as the clinical glue that holds everything together. It uses the stages of change as a way to understand the change process. And then it has a number of cognitive behavioral elements to it, as well as relapse prevention and some of those things along the way. So that's just a little bit of background on what that is. Let me pull this up here. Stop that.

OK, so this is who I am, this particular session is about values and how they fit into people's lives. And I want you to pay attention to how the things we've been talking about might come into play here, and I'm just going to-- at times, I'll use the language I would use with clients, and other times, I'll just speak to you as providers around all of this stuff. So we start out with an image here about this is who I am, and then we move into the checking in process here. And so we would begin with the positive present focus question, and given the time of year, and if I was dealing with young people that were in school, I'd say so what are you looking forward to about the holiday break that's coming up? What are you anticipating you're going to do with that that you're going to enjoy? And so there's my positive present focused question.

Then I would ask the takeaway about so what happened with those things that we provided last time. I know some of you probably got it done, some maybe didn't. And if you had a chance to get it done, what-- if you didn't get a chance to get it done, then what do you think would have happened, and find out from the group there about that. And then we move into the meat of the session, which is all about values and how values influence choices and how we can move away from those values through the different choices that we make at times.

But what I don't want to do is lecture at people because I know that that's not particularly helpful for them engaging in the session. So when this picture comes up, I might ask them, so when you see that word values or think about the word values, what comes to mind for you? And have the group tell me about what comes into their head, and then I might ask them and what do you see as the relationship between values and choices? How do those things fit together?

And so in the process of doing that, I am helping draw the attention of the group towards particular elements that we want to cover, but the group is the entity making the arguments around these different things. They are the ones who are talking about them not me. And then I use my reflective listening

skills to respond, to shape, to draw attention to, to link people together, so it becomes a really active component of what it is I'm doing in an online environment just like it would be if we were in person. And then I move from that discussion about values and behaviors and how they fit together to talk about a person, say, so now we have a video of a person who kind of moved away from the things that were most important to him in his life, and that doesn't typically happen in one fell swoop. It often will happen by a series of choices.

And so it's not something that somebody consciously makes, a choice that someone consciously makes. So I want you to just watch this video here, have that in the back of your head, and I want you to notice what our Billy's values? What seems to matter to Billy here? OK, and I'm going to go ahead and play this video, so you get a chance to see this.

[VIDEO PLAYBACK]

ANN: He's got four prior DUIs. This will be his fourth if he's convicted. He hasn't had a driver's license since 1980. Mr. Garrett, legal limit in the state of Tennessee 0.10. You measured at 0.13.

- On Friday when I get off work, I feel like I deserve a few beers. And if a few beers make me DUI to these people right here, then that's their opinion.

- It's more than opinion. It's evidence, evidence likely to be used against Garrett in this, his fourth DUI charge in three years. While Garrett lost his license 14 years ago, that didn't stop him from driving tonight, and he says it won't stop him when he gets out either.

- As soon as I get out on bond, I'll have a car right there, and I'll be driving to work. If they can catch me, more power to them.

[END PLAYBACK]

DAVID B. ROSENGREN: So because we're dealing with young people, particularly if they're adolescents, Billy's a little bit older, I'd say. So Billy's in a little different position than you are in terms of age and all the rest, but as you look at Billy, what seems to be important to him? What are the values that you think Billy has? And ask the group and have them tell me, and if they offer some things that aren't necessarily values, like they might say partying, I'd say OK, so when you think about partying, what do you think's underneath all of that? Is it about relaxation? Or is it about rewarding himself? What do you think's going on there for him?

Notice I'm not asking about them. I'm asking about Billy, which makes it easier for people to talk and engage and talk about themselves at the same time? The follow-up video here then after we've had a discussion about what Billy values, we move into say, so Billy gets an opportunity to see himself, and I

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want you to pay attention to his language. What does he say? How does that impact him? And then we watch the second video here.

[VIDEO PLAYBACK]

- I'll have that car right there, and I'll be driving to work. If they can catch me, more power to them.

- That was Billy Garrett in October.

- Hey, Michael.

- This is Billy Garrett now. These days, he's walking, not driving, and he's not drinking.

[END PLAYBACK]

DAVID B. ROSENGREN: OK, and we're not going to watch all of that right now, but again, just want you to know that this is a stimulus to generate a discussion and to have people sort of recognize what's going on with Billy and how he had an opportunity to see himself and think about his values and thinking about how his choices relate to those things.

And then we move into a discussion with the group and say, so Billy had an opportunity to think about these things. It would be nice for all of us to have an opportunity to think about that as well. So I'm going to have you grab your workbook, and we have a workbook that looks like this. And in the back of that workbook for all of our clients, each one of them gets it, are some values, and we have them tear those values and then do a values card sort, where they put those values into not important and very important with five or so of the very important. And then we ask them to answer some questions about that in conversation with a peer.

So after they've gone through and put those values into the different piles, then we move them into that individual work. Now this is one of those places where you can allow people and even encourage people to kind of take control of their environment a little bit and say, so if you want to move around in your space, get to a place that's a little more comfortable to do this sorting, go ahead. You want to sit on the floor, fabulous. That's entirely up to you. You just do what's comfortable for you, however you want to do this sorting activity.

So let them make that choice. Then they go through it. They have a conversation individually. We bring them back as a group. We have a large group discussion, and those discussions use the questions to help orient the person to particular areas to think about. We move from that activity. They can do some writing in the book. Then we move into another video, which I'm not going to show you now, and then we move into a take away.

And the take away, there's one written for this particular session, but we also encourage people to be flexible and to use a take away that seems to fit for their group, and one of the ones that I really like is to have people use someone else to sort their values. Now, when they do that, I make it really clear and say something like this. You know, one of the things that Billy found really helpful is that he was able to see himself through someone else's eyes, and that can be really useful information.

I know I did this with my son and had him do it for me, and it was really interesting to see what he thought about my values. I would like to have you do the same thing with someone you trust. So it's important that this be someone you trust. It could be a friend, could be a sibling. Maybe it's a parent. Maybe it's not. But somebody you trust and have them sort what they think your five most important values are, and I don't want you to argue with them about those are the wrong values, or they've misunderstood you, but instead just listen and hear what they have to say. What do they think is important for you? And then next time, we'll bring that in, and we'll talk about it. Now, if that feels like it's too much for your people or that has the potential to be triggering, then you can always use the regular take away from in here, but that's sort of part of the making it fit for young people is that kind of determination. All right, so let me switch back here.

So that's only one particular method. You may have other things that you're using. Let's just-- at this point, what I'd like to do is just talk about some tips and tricks, and I'd like to invite our panel. To jump in and join me and have them offer their ideas as well, and then we'll see what questions you have and see what we can answer here along the way. So some tips that I would share are when you're looking at the gallery view of your folks, notice people's spaces and be curious and offer positive comments about those things. You know, like if there's an interesting piece of art on the wall, or there's something that they seem to be interested in, notice that and point that out.

I also think it's really important to notice your energy. What does your energy look like? The group is going to feed off of what you bring to it. So if you're really sort of quiet and don't bring much energy, that's how the group is going to feel. So think about yourself as sort of the initial sort of impetus to what happens in the group and really think about your face and what people are seeing there.

All right, be playful, and I think this is especially important with adolescents, that this is serious business oftentimes that you're dealing with, but it doesn't mean that everything has to be serious. And one of the things that I love with adolescents, I love listening to music, and at times with adolescents, we would have-- it's your session to play music, and my only requirement around all of this is that it isn't blasting so that all of us are having our ears bleeding when we get done, which means you have to be comfortable with some of the things that people say in their music, so just being aware of that provides an insight into who they are and what they're listening to, what's going on for

them. Sometimes, they'll want to shock you, you know, they drop a few F bombs, that's the way it goes, and if you're dealing with adolescents, just being ready for that, I think is important.

All right, a couple other things. Be patient. For all of us, it's hard when we ask a question and no one responds. It's even harder with adolescents who have learned, been trained, that if they don't respond, the adults in the room will fill in the space. So it definitely requires us to be willing to wait. You need to be thoughtful about your questions, how you ask them, and all the rest, but then be patient with what you're asking for. And then keep the finish line focus in mind, where do you want to get to and are you leaving yourself enough time. So enough from me. Let's hear from the panel. What do you guys have for tips and tricks?

KRISTINA: This is Kristina. One thing that as I've worked more in the virtual environment that I think is really helpful and useful is to become really familiar with the different features that are available to you and whatever platform you're using and making sure that you kind of keep rechecking that as versions of the platform update to see what new things have been added because, especially in our current situation, they're updating a lot of these applications and platforms really frequently, and so sometimes something will be enabled or will become available that you can use, and it will help you get a little bit more creative or be able to be more interactive with your groups.

DAVID B. ROSENGREN: All right, thanks, Kristina. How about other folks?

LAURA: And along those lines, so being willing to try those new things and know that they might not be perfect the first time, having somebody who might be there to catch your back. If I just have a buddy on this call, like David was calling the wingman, wing person, the winger, like is there somebody here who can help if something gets stuck. I was telling the tech team I had a group that I was leading, and we were using a different platform that I'm not particularly savvy in using, and we put people in the groups. I remembered how to do that, and then I forgot how to get them out of the groups, and she forgot, too.

And so she was off kind of googling how do we get people out of groups when we're using Bb Collaborate, and I was desperately trying to get my group back. So stuff happens and just try stuff. Same thing with the things that you used to do, the things that you did with your groups of young people are going to need some adaptations. If you're used to doing them face to face, there's probably a way you can do them in this platform and what directions are people going to need, what adjustments need. And then actually, the other thing that I learned is that there are some things that I did for years and years and years in face-to-face settings that I've had to give up that just-- there was a better or different way to teach that or represent that concept virtually that I just needed to find a different way, and I was flexible with that.

DAVID B. ROSENGREN: Yeah. And did you find there were particular ways that were helpful in terms of thinking about it, like coming up with a different way, like what are the underlying principles you're trying to communicate?

LAURA: Yeah, exactly, like what was the message? Is the right message being conveyed to the group when this exercise is being used virtually? And sometimes that's what I was discovering was that the message was-- there was a disconnect when it was a virtual kind of thing. I'm finding one thing that's really not working is like rhetorical questions. Rhetorical questions do not work virtually. Like there's just something that just, for whatever reason, it doesn't work, so I stop doing them. I just stop asking rhetorical questions.

So yeah. So take the feedback from the group. Are they getting out of the exercise or the activity that you have planned, are they getting the message that you want? Is it moving your group in the direction that you want? And if it's not, what adjustments could you make? And if those adjustments just aren't enough, then just say, oh, maybe I'll try something different to get that message across in this new environment?

DAVID B. ROSENGREN: Yeah.

STEPHANIE: Something to piggyback off of that-- this is Stephanie-- off of Laura's comment of just support and know who to go if there's questions about the platform or the expertise. So for example on this webinar today, we have five to six people in the back kind of helping out David as he is presenting and then also providing some feedback and comments and help throughout the questions and answers in chat. So just knowing who you can look to and just know that we are all in this new virtual environment. So it's good to debrief, so like Laura was saying, debrief what worked well, what can you change, and just finding that new creative way of interacting, engaging people's thoughts and feelings and how we can all be together in this virtual environment.

DAVID B. ROSENGREN: Great. That's great. Thank you. And it does bring up something that I think is really important, and I didn't emphasize it yesterday and didn't emphasize enough today, and that is growth mindset around all this. And since I know you're working with young people, this is something that's very familiar to you all, that really-- this is an area where we can slip into a fixed mindset around how we do things and are we good or not good at something, and I think we need to transfer that growth mindset to this environment as well and say some of us are more comfortable than others, but we all have the capacity to learn and develop our skills if we're willing to try and not have it perfect.

And so I'm constantly willing to try, and if something works, great. If it doesn't work, it's like OK, that didn't work the way I wanted it to. I either need to modify it or do something else if it's not the right thing. And so each time through it, learn something, get better at it.

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And I know there are lots of questions coming through. Ann, did you want to review some of those with us?

ANN: I would love to. We have a question that says can you speak about research that's proven that too much device usage, such as phones and computers and video games, decreases social skills and can cause depression or anxiety?

DAVID B. ROSENGREN: You know, this is not an area where I claim to have expertise. So I'm not even going to try. But what I have seen are, I've seen research going both ways around this. And so it ends up kind of being how is-- is it the overall volume, or is it how the technology is being used seemed to be the critical element to me as I was looking at those things, but I have not done a thorough review. So I'm not sure I can provide a coherent answer to that question. It's a really great question and certainly makes sense.

And I know in terms of my own children that I've tried to limit device activity, particularly around like social media and those kinds of things, where there's a fair amount of gathering evidence that always engaging with that can be pretty hard on self-esteem and increase those disorders of despair, depression, anxiety, suicidality, that kind of thing.

ANN: Thank you. A practical question is what's included on the Netiquette form?

DAVID B. ROSENGREN: That is a really great question. I'm wondering if I can pull it up really quick here. So let me see if I can find mine, and I will show you what that looks like. And I'm, in fact, happy to send it all your way, and you can--

ANN: That would be great. We could post it on the website with the recording and the slides. So I think that would be very helpful for people.

DAVID B. ROSENGREN: Let me just share-- so this is what ours looks like, simple stuff. Now, can I say something about the eating off camera? There's actually some research out there that suggests for organizations that are having to work in a distanced way, like my organization does, that getting together and having group lunches where people actually eat on camera is quite helpful. So once again, going back to the prior question, context sometimes matters around all that. But in terms of treatment, we tend to ask people not to be eating during that. But if somebody needs to, we're not going to make a fuss out of it.

ANN: Great. Thank you again. This is helpful, and again, we'll post that for people. When providing SUD or other behavioral health services, do you have clients sign agreements about how to manage and maintain confidentiality of the other group members? And if not, how do you account for confidentiality?

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DAVID B. ROSENGREN: Yeah, boy, it's a hard one isn't it around all of that, and you can certainly have people sign an agreement. The issue is the agreement is only as good as their relationship is with you. And it's the same sort of finding we see around suicide contracts and all the rest, that unless there's some degree of connection or relationship with you, it doesn't feel particularly binding to them. It's simply a hoop that you're jumping through. So I know it probably presents some legal covering of bases, so you may want to do it that way, but I think it's much more important to have a real good discussion around these things with the group and then have the group reiterate them, and if you want to have a forum to reinforce those things, that's great, but I don't feel like that's nearly as important as the relationship and the discussion that goes with it.

I do know that for new clients coming in and all the rest that that can be-- you know, how do you get forms out and have people sign it, and there's secure programs to get those things done, Docusign and Doxy has something and all the rest to get those things accomplished, but I'd be much less concerned about the logistics than I am about having the conversation about why it matters.

ANN: Great. Thanks. We have a couple of versions of this question, and we talked a little bit about it. You can't force students to turn on their cameras during-- per school district rules. Do you or students who you ask repeatedly to put on their cameras, do you have strategies for how to deal with this or how to deal with students that you're unable to see?

DAVID B. ROSENGREN: Yeah. First of all, you have to operate within whatever the policy is of the organization or the agency that you're working with. So we'll just take that as a given around all of this stuff, and we don't want to force anybody to do something because we know that if we do that, we're just engendering pushback. I'd much rather have a conversation about why is this important, why does this matter around doing these things, and that is that-- and just sharing with the students that there's a few things that happen. One is I know when I don't have my camera on, I tend to get distracted and start doing other things. And my observation is that's what happens with other students as well, and so we really want to have you fully present here.

The second thing is when I can't see you, it makes it difficult for me to connect with you, and it makes it difficult with the other members to connect with each other. And part of what we're trying to do here is to get to a place where we feel comfortable with each other. So this helps us along the way. So I'm presenting some information, but then I'm really engaging with them around a motivational interviewing sort of way, saying so that's the information I'm thinking, what are you thinking about cameras? What are your thoughts about having it on? And find out what's going on with him or her. So it's less about my convincing them and more about having a conversation about it.

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ANN: Great. Thank you. Since we're in a virtual setting, does anybody have any idea how to take the value sort and make it-- how would you make that virtual?

DAVID B. ROSENGREN: You know, there's some been some really creative ways, and I'd be curious about the rest of the panelists to hear about this. So Laura and I are part of the MI network of trainers out there, and there's a bunch of people who've been out there doing really creative things using different kinds of programs, and there are some programs that you can use to do that. So you could create in a virtual environment, and I kind of like the tactile thing of interacting with the cards. So if at all possible, I'd like to just send the things to folks, have them cut them up and do them.

LAURA: That's exactly what I do, David. I send them, I say, and then I even actually wonder if the act of physically cutting them yourself and having them and then doing the activities, if there's not something to that. So yeah, I have not come up with an electronic way to do it. I just use-- yeah, I mean, if they have access to a printer, they can print them themselves. They print out an 8 and 1/2 by 11 piece of paper, cut them out, do the sorting.

DAVID B. ROSENGREN: And there are programs you can use where you do a drop and drag sort of thing. They get more involved than all the rest, and you could send them to those sites. So they are out there. I just tend not to use those. I'd just as soon have the-- kind of that old school way that involves them using their hands a little bit because, again, I think for adolescents, if we're trying to move them away from the screens and all the rest, this is a way we can do that in a concrete manner.

ANN: Thank you. Someone asked what are the advantages to Zoom versus Google Meets versus Microsoft Teams? The second two are free, but Zoom sometimes makes you pay for the account.

DAVID B. ROSENGREN: OK, I'm going to show my big bias around all of this stuff, OK? For many years, our organization used Webex, and it's a secure platform, and around HIPAA compliance, it was much better suited than Zoom was early on and all of this time to be using it. But here's the thing, whenever we used Webex, somebody always had problems with their video, somebody always had problems with their microphone.

And so it was funny because in January of this year, we did a thorough review, and we made a decision we were going to move toward Zoom not knowing all of that, what was going to happen. So we moved in February over to Zoom, and then the rest of the world came in March around all this stuff. So I have a clear preference for Zoom, even though it costs some money, because of the ease of access. People getting on is much easier than the other ones.

I haven't used Google Hangouts or Meet as much. So I'm just not as familiar. I've met in a few meetings with that, and it seems to go reasonably well. When folks have shared in that, it seems a little more clunky. Part of what I like about Zoom is the ability to share is easy. It does have some features that I like. I have to say this. I am not great with the white board in Zoom. I have tried. I never quite get it right when I'm doing it, so many out there I'm sure are really good at that and use that all the time. I tend not to use it. If I want people to add things, I go other routes. You could use Google Docs or something like that. But just to put that out there.

ANN: And in case people missed it, too, Kristina's suggestion about maybe using the polling in Zoom for the values. People could choose them might also be a way. And then I'm just really conscious of our time today, and I want to let people know that we will put all of the resources on our Great Lakes MHTTC website. Again, it should probably take us about a week to 10 days to get everything up on the website, so you can look there. I want to thank David for his fantastic presentation, as well as everyone on the panel, and all of you who signed in for us. So thank you for your time, all of you.

DAVID B. ROSENGREN: Thank you all.