

The Zoom Interface

The screenshot shows a Zoom Webinar window with the following elements and callouts:

- Header:** "Zoom Webinar", "You are viewing David Terry's screen", "View Options", "Click here to maximize your session view", and "Enter Full Screen".
- Main Content:** "TTC Technology Transfer Centers", "Funded by Substance Abuse and Mental Health Services Administration", "Thank you for joining us today!", and "You will not be on video during today's session".
- Q&A Window:** "Question and Answer" window with "All questions (1)" and "My questions (1)" tabs. It shows a test question: "This is a test question!". Callouts explain: "You can switch between questions you've asked and those asked by others using these buttons.", "You can use the Q&A feature to ask questions of the host and presenters. These questions can receive text or live responses. To begin asking a question use the field below. You can see a test question above.", and "Type your question here...".
- Chat Window:** "Zoom Webinar Chat" window. Callouts explain: "The chat feature will allow you to talk with other people in today's webinar.", "The To field will tell you who will receive your message. Be mindful of who you are chatting to.", and "To: All panelists". A note at the bottom says "Your text can only be seen by panelists".
- Bottom Bar:** "Audio Settings", "Click Here to adjust your audio settings", "Chat", "Raise Hand", "Q&A", "Click here to leave the session", and "Leave".
- Audio Settings Menu:** "Select a Speaker" with options: "Speakers (Realtek(R) Audio)", "Same as System", "Test Speaker & Microphone...", "Leave Computer Audio", and "Audio Settings...".

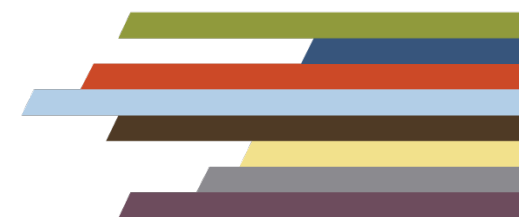
**All attendees are muted. Today's session will be recorded.
A link to the presentation slides and a recording of the webinar will be emailed.
Certificates of Attendance will be emailed.**



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Creating Resilience in Children that will Foster their Potential and Increase their Success in the World

PJ Wenger, LPC, NBCC, MFT, Ed.S., MA, M.Ed.
School Mental Health Lead
Senior Training and Consultation Specialist



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About Us ...

The Northeast and Caribbean MHTTC provides 5 years (2018 – 2023) of funding to:

- Enhance capacity of behavioral health workforce to deliver evidence-based and promising practices to individuals with mental illnesses.
- Address full continuum of services spanning mental illness prevention, treatment, and recovery supports.
- Train related workforces (police/first responders, primary care providers, vocational services, etc.) to provide effective services to people with mental illnesses.

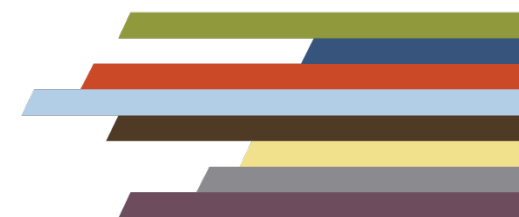
Supplemental funding to work with school teachers and staff to address student mental health.



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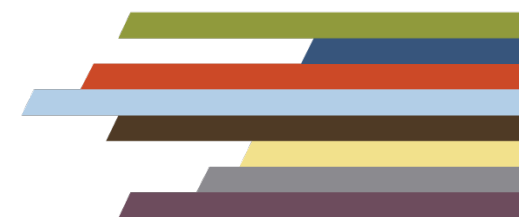
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We Want Your Feedback!

Our funding comes from the Substance Abuse and Mental Health Services Administration (SAMHSA), which requires us to evaluate our services. We appreciate your honest, ANONYMOUS feedback about this event, which will provide information to SAMHSA, AND assist us in planning future meetings and programs.

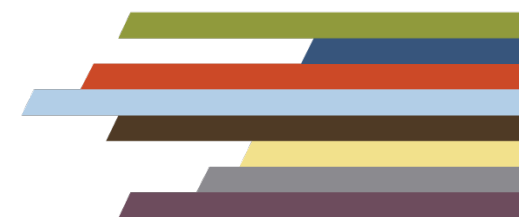
Feedback about this training will assist us in developing trainings that are relevant to your current professional needs. Therefore, your feedback counts!



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Video Recording Information

Please Note:

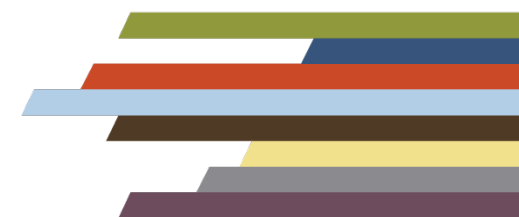
We will be recording this webinar and posting it to our website along with the presentation slides and any relevant resources.



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Your Interactions With Us

Question and Answers

- Q & A will occur at the end of the call.
- Type your questions in the Q & A feature in Zoom located on the task bar (hover over task bar).
- Be aware: your question is visible to all participants.

Chat and Polls

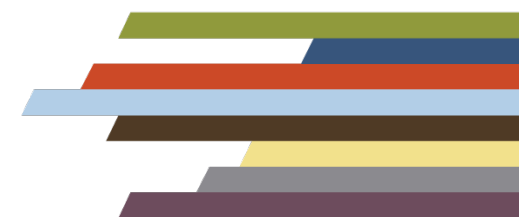
- Throughout the webinar, we will be asking for your input.
- Use the Chat or Poll features in Zoom located on the task bar.
- You can control who can see your chat comments.



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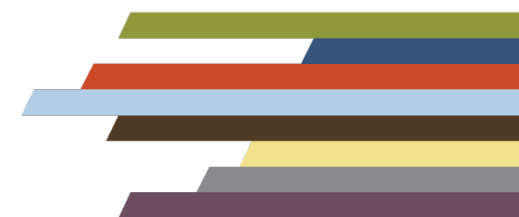
This presentation will be recorded and posted on our website. The opinions expressed herein are the views of the presenters, and do not reflect the official position of the Department of Health and Human Services (DHHS), or SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this presentation is intended or should be inferred.



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Our Presenter:



PJ Wenger has 29 years of experience working in the field of mental health. These settings include psychiatric emergency, inpatient treatment with both adults and children, in home counseling for mental health issues, residential treatment, schools and private practice. In the school setting, PJ Wenger has worked at the Elementary level, the Middle School level and the High School level. In addition to this experience, PJ has been a Trauma Responder at the Local, State and National Level. She has responded to large events like 9/11 and Hurricane Sandy as well as traumatic events that effect schools such as suicides, traumatic deaths of staff/students and homicides.

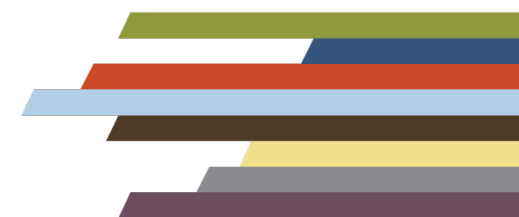
PJ is licensed by the NJ State Board of Family and Health Practitioners and is a certified member of the National Board of Certified Counselors. She has a Masters in Counseling and an Ed.S. in Marriage and Family Therapy.

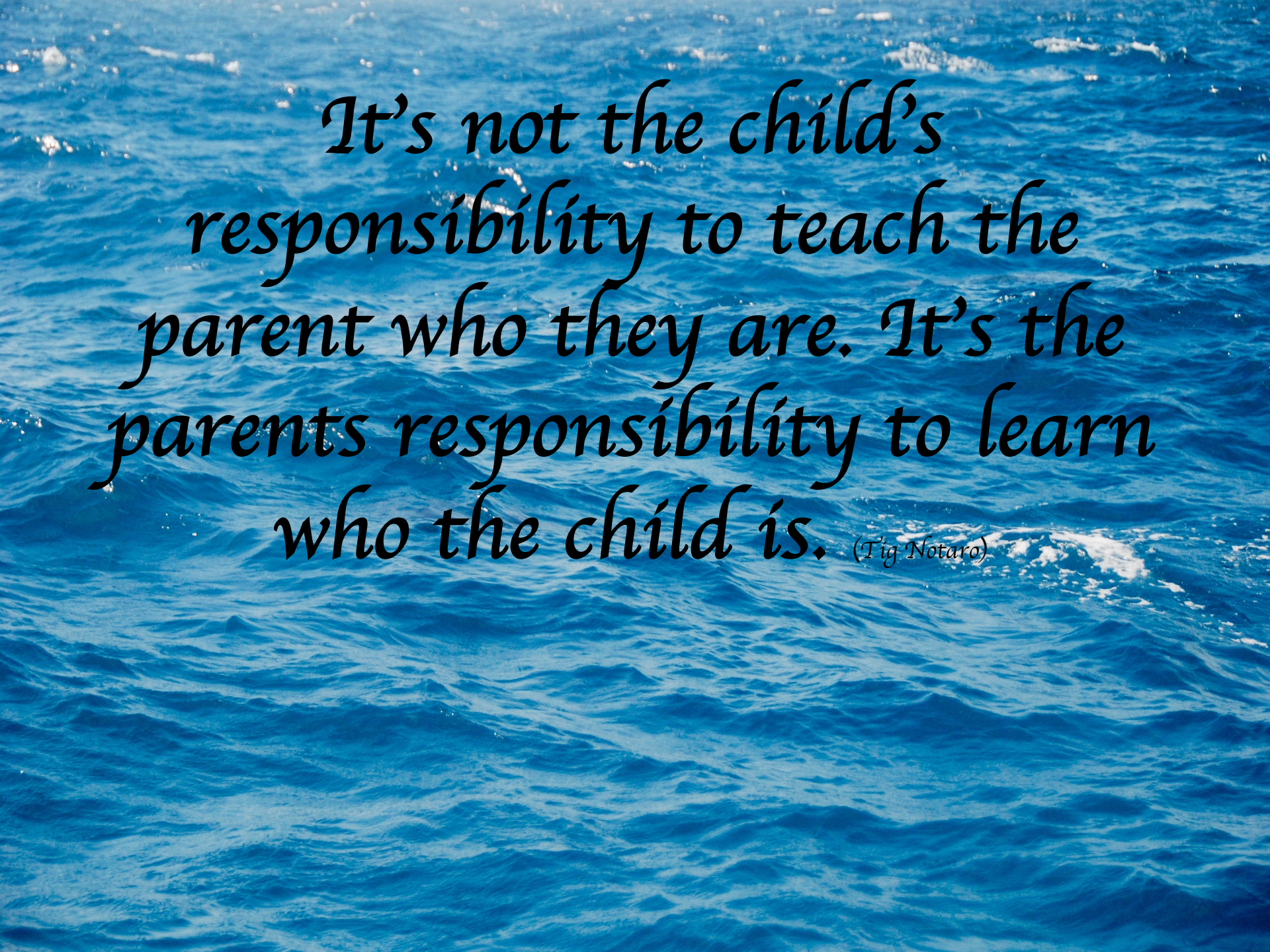


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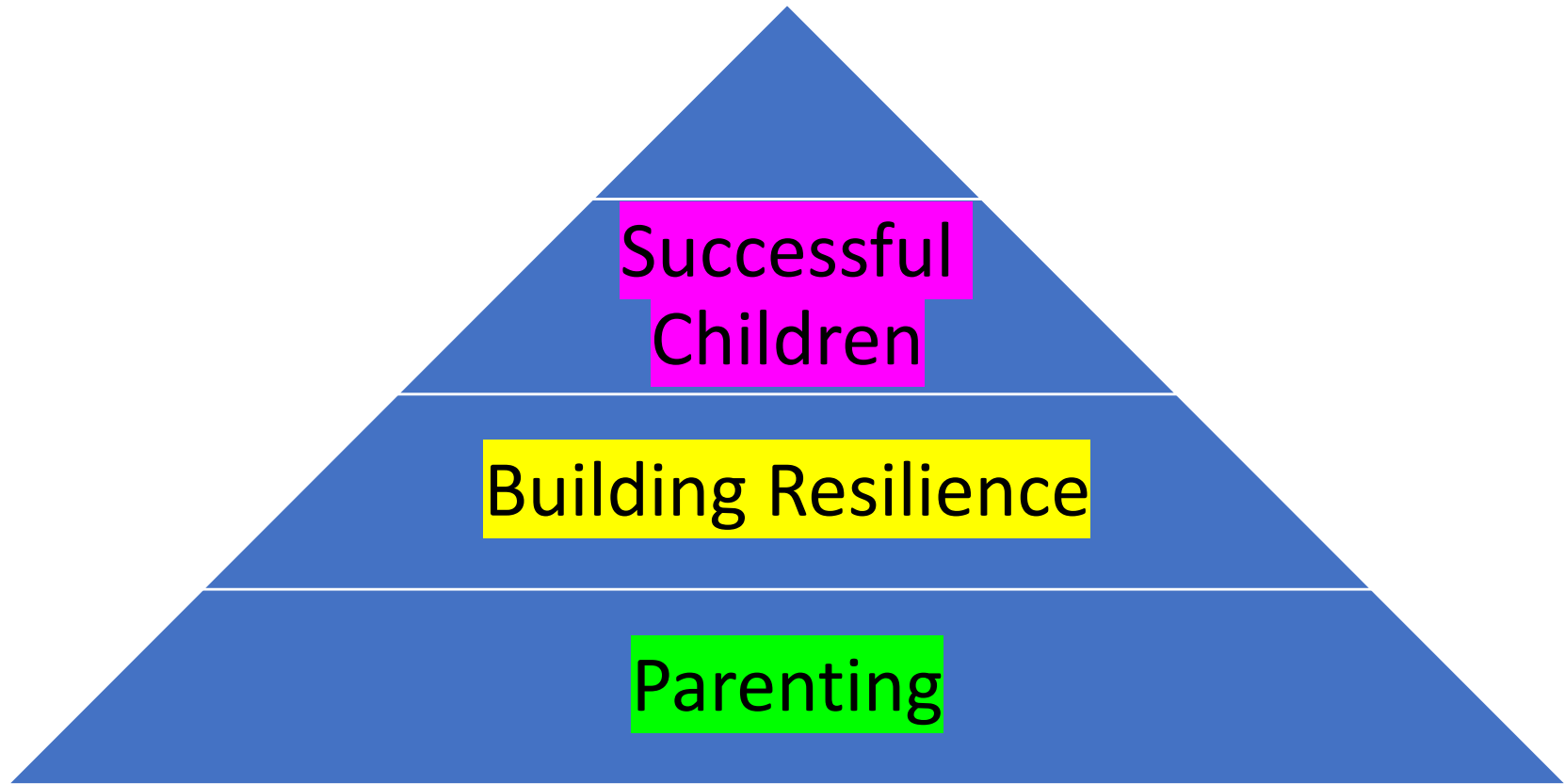
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*It's not the child's
responsibility to teach the
parent who they are. It's the
parents responsibility to learn
who the child is. (Tig Notaro)*

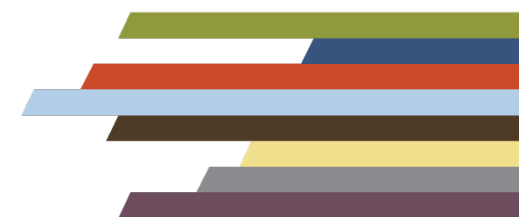
The Journey of Parenting



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7 Crucial C's

- **C**ompetence
- **C**onfidence
- **C**onnection
- **C**haracter
- **C**ontribution
- **C**oping
- **C**ontrol



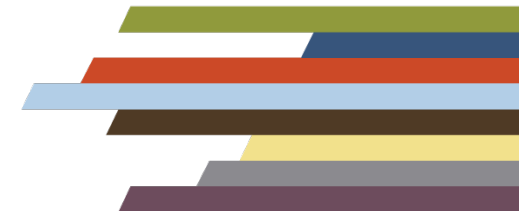
(Ginsburg, 2011)



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What does *Competence* look like?

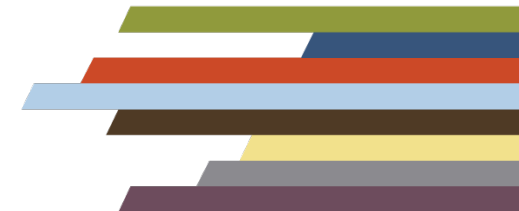
- Strength Building
- Avoid Mistake Focusing
- Recognize strengths
- Building skills
- Let them fall
- Over-protection
- No comparisons



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What does *Confidence* look like?

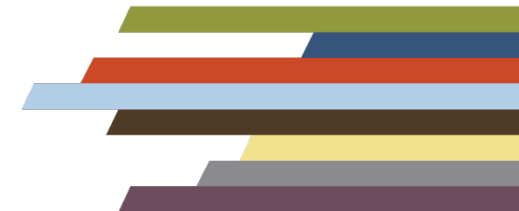
- Best or worse
- Best qualities vs. achievements
- Praise
- Catch them being good
- Stretching
- Pushing, encouraging
- Criticism or correction
- Avoid Shaming



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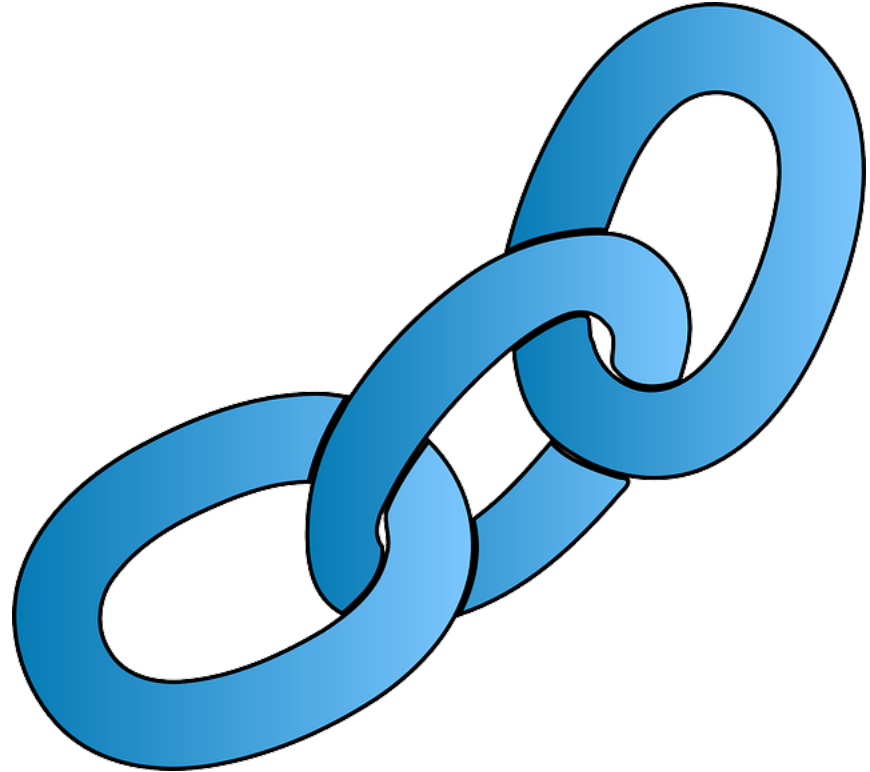
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What does *Connection* look like?

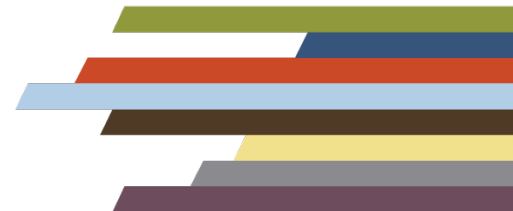
- Safety
- Emotional expression
- Addressing conflict
- Family time
- Pride in culture
- Jealous of others
- Protection



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What does *Character* look like?

- How do I affect others
- Recognize my caring self
- Clarifying values
- Right/wrong
- Community
- Racial or ethnic biases
- Considerations

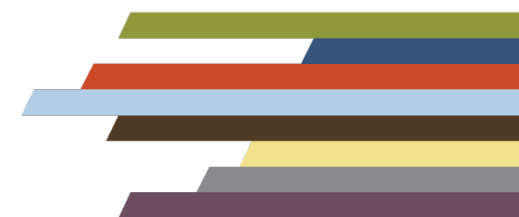
Self-Control
Honesty
Excellence
Respect
Responsibility
Courteous



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What does *Contribution* look like?

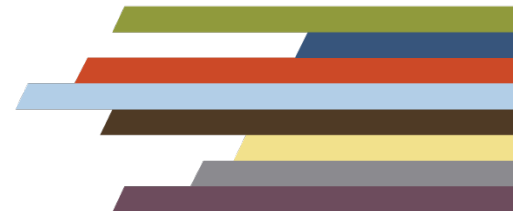
- World Inequity
- Service
- Change the world
- Opportunities
- Exemplars



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What does *Coping* look like?

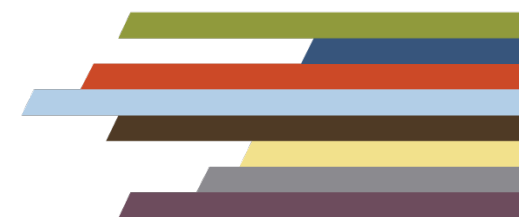
- Crisis vs. Emergency
- Modeling
- Play
- Coping strategies
- Just stop
- Handling negative behaviors
- Caring for self



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What does *Control* look like?

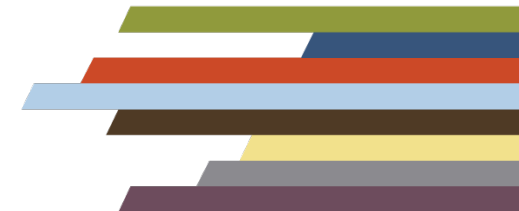
- Random vs. actions
- Responsibility
- Future 1 step at a time
- Control the world
- Discipline-teaching or punishing
- Reward responsibility



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Talking to our Children

- Listen
- Validate
- Trust
- Stop dictating
- Praise
- Control your emotions
- Do things together
- Be observant



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Resilient Children = Positive Mental Health

- Emotional connection
- Healthy risk-taking
- Resist fixing/saving
- Teach problem solving
- Address emotions
- Teach/demo coping
- Embrace mistakes
- MODEL, MODEL

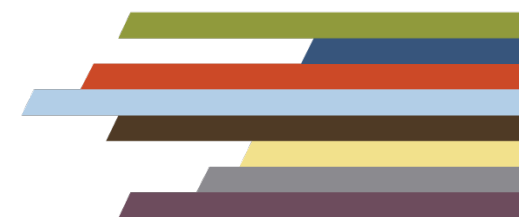


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Building emotional connection

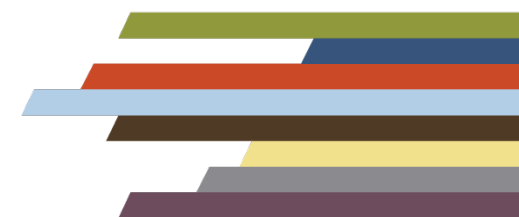
- Friend vs parent
- Family time vs Individual time
- Device epidemic
- LISTEN-get quiet



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FAMILY FUN PLAN WORKSHEET

Adapted from Maurice J. Elias, Ph.D., Rutgers University

Fun Recall: List some times when you have had the most fun as a family.

Lined writing area for Fun Recall.

Fun Things: List something that different family members find to be the funniest.

Lined writing area for Fun Things.

Fun Centers: List where in the house you have the most fun as a family.

Lined writing area for Fun Centers.

Fun Time: When during the week can you schedule some family fun? For how long?

Lined writing area for Fun Time.



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Lined writing area for Fun Time.



Promote health risk-taking

- How we can help
- Try something new
- Talk to a shy person
- Out of the safety zone
- Engage in activities



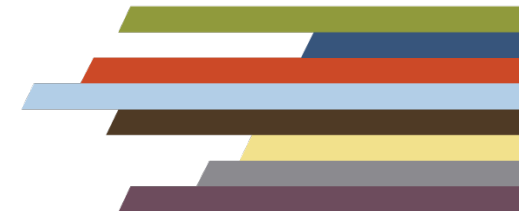
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Stop Fixing/Saving

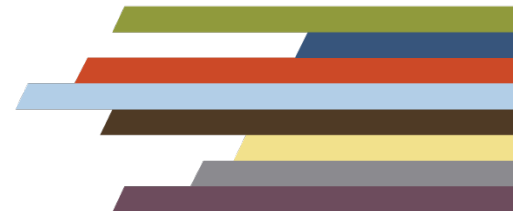
- Help children learn problem solving
- Pro-Con Lists
- Goals-What do they want?
- Solution wish list
- Who can help?



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Address Emotions

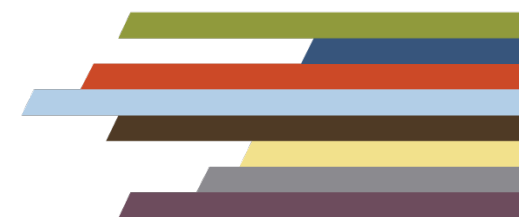
- Not the Bad Guy
- Tell it like it is
- Affirm emotions
- What to do with them
- MODEL
- MODEL
- MODEL



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Embrace Mistakes

MISTAKES=Learning

- Do as I say not as I do
- Focus on process not results
- Identify learning
- Avoid Good/bad
- MODEL
- MODEL
- MODEL

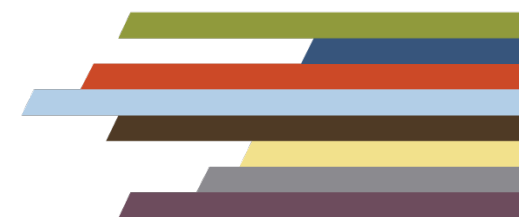
miStAkEs
are proof
that you are
TRYING



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Promote the “Illumination”

- Optimism vs. Pessimism
- Re-frame our perception
- Looking through another lens
- Not “Happy Happy Joy Joy”

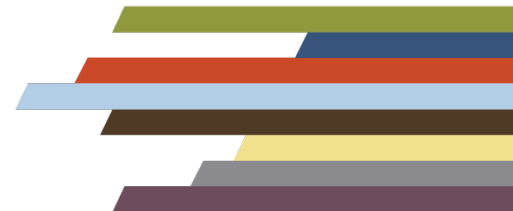


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PARENT'S GUIDE TO A GROWTH MINDSET

*Your brain is like a muscle. When you learn, your brain grows.
The feeling of it being hard is the feeling of your brain growing!*



PRAISE



FOR:

EFFORT
STRATEGIES
PROGRESS
HARD WORK
PERSISTENCE
RISING TO A CHALLENGE
LEARNING FROM A MISTAKE

NOT FOR

TALENT
BEING SMART
BORN GIFTED
FIXED ABILITIES
NOT MAKING MISTAKES

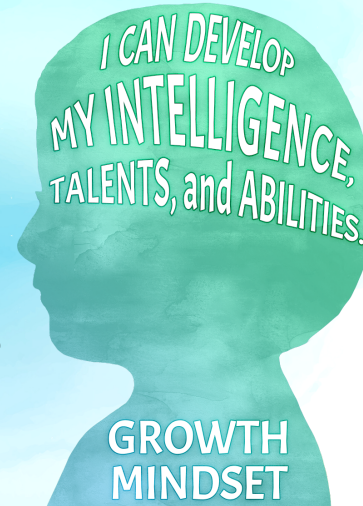
THE POWER OF "YET" SAY

"YOU CAN'T DO IT **YET**."
"YOU DON'T KNOW IT **YET**."
"IF YOU LEARN AND PRACTICE, YOU WILL!"

BRAINS can GROW



VS



FAILURES AND MISTAKES = LEARNING

SAY

"MISTAKES HELP YOU IMPROVE."
"YOU CAN LEARN FROM YOUR MISTAKES."
"LET'S SEE WHAT OTHER STRATEGIES YOU CAN TRY."

RECOGNIZE YOUR OWN MINDSET

BE MINDFUL OF YOUR OWN THINKING AND THE MESSAGES YOU SEND WITH YOUR WORDS AND ACTIONS.



ASK

"WHAT DID YOU DO TODAY THAT MADE YOU THINK HARD?"
"WHAT NEW STRATEGIES DID YOU TRY?"
"WHAT MISTAKE DID YOU MAKE THAT TAUGHT YOU SOMETHING?"
"WHAT DID YOU TRY THAT WAS HARD TODAY?"

123

SESAME STREET

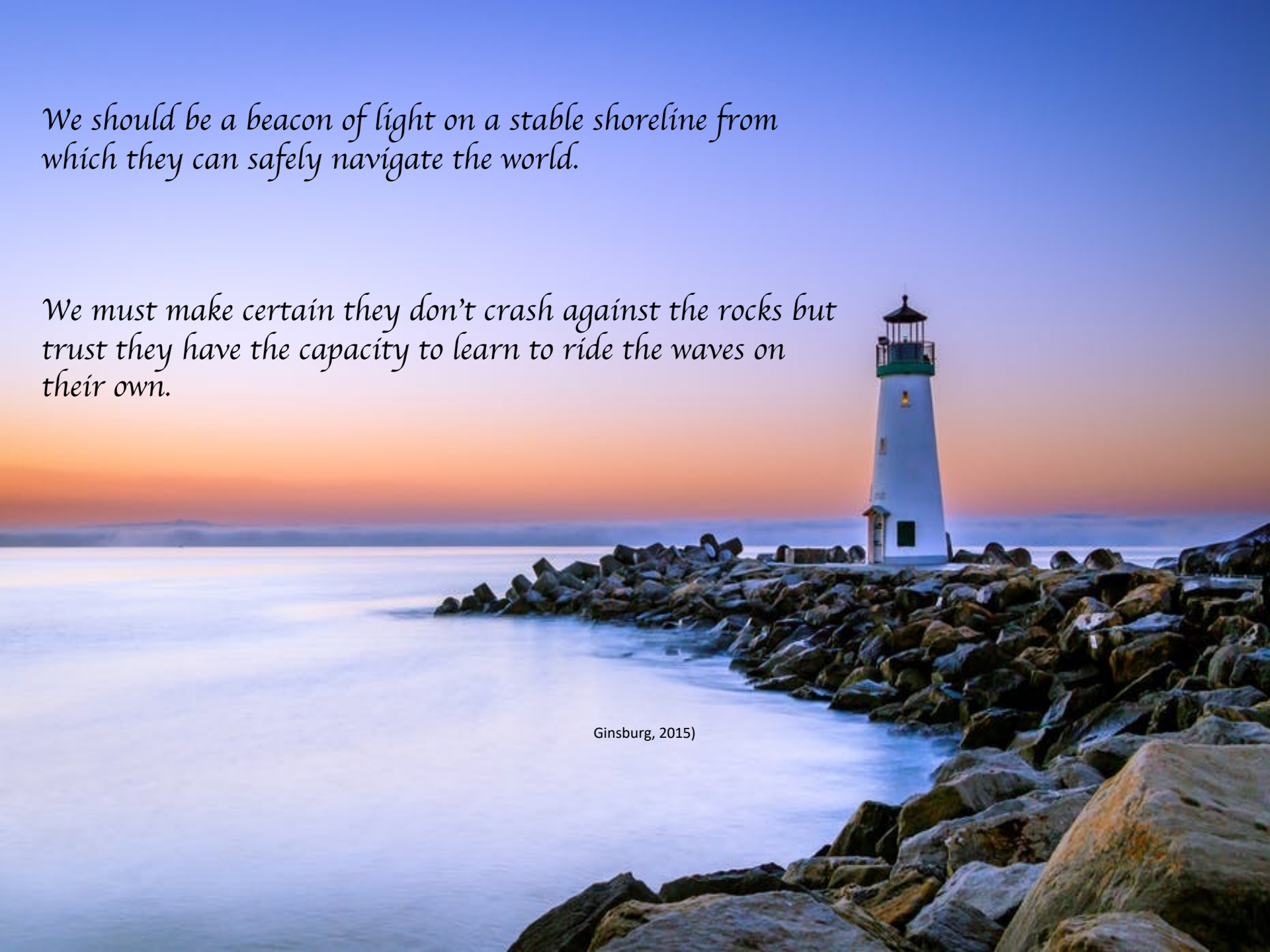


PARENT MOMENT

We should be a beacon of light on a stable shoreline from which they can safely navigate the world.

We must make certain they don't crash against the rocks but trust they have the capacity to learn to ride the waves on their own.

Ginsburg, 2015)



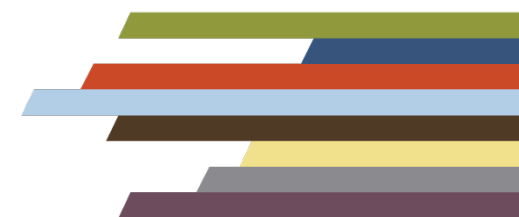
Q and A



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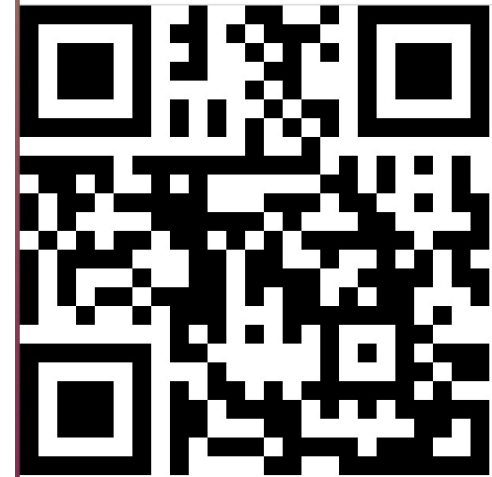
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Evaluation Information

The MHTTC Network is funded through SAMHSA to provide this training. As part of receiving this funding we are required to submit data related to the quality of this event.

At the end of today's training please take a moment to complete a **brief** survey about today's training.



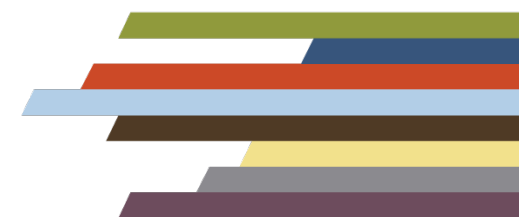
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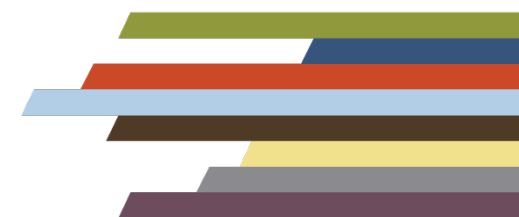
- Elias, M.J., Tobias, S.E., Friedlander, B.S., & Goleman, D. (2000). *Emotionally intelligent parenting: how to raise a self-disciplined, responsible, socially skilled child*. Three Rivers Press.
- Ginsburg, K.R. (2015). *Building resilience in children and teens*. American Academy of Pediatrics.
- Siegel, D.J. & Bryson, T.P. (2014) *No-drama discipline*. Bantam Books
- <https://padlet.com/pjwenger22/39ha2ihht5447wig>



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Connect With Us!

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Website:

<https://mhttcnetwork.org/centers/northeast-caribbean-mhttc/home>

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LinkedIn: @Northeast and Caribbean MHTTC



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