

The Zoom Interface

The screenshot displays the Zoom Webinar interface. At the top, a status bar indicates "You are viewing David Terry's screen" and provides a "View Options" dropdown. Below this, a black header bar contains a "Click here to maximize your session view" button and an "Enter Full Screen" button. The main content area shows a presentation slide from "TTC Technology Transfer Centers" with the text "Thank you for joining us today!" and "You will not be on video during today's session". A "Select a Speaker" menu is open on the left, showing "Speakers (Realtek(R) Audio)" as the selected option. A "Question and Answer" window is open in the center, displaying a test question and a text input field. A "Zoom Webinar Chat" window is open on the right, showing a chat history and a text input field. The bottom toolbar includes buttons for "Audio Settings", "Chat", "Raise Hand", "Q&A", and "Leave".

Annotations:

- Click here to maximize your session view**: A button in the top header bar.
- Enter Full Screen**: A button in the top header bar.
- Question and Answer**: A window for asking and answering questions. It includes tabs for "All questions (1)" and "My questions (1)". A text input field is labeled "Type your question here...".
- Zoom Webinar Chat**: A window for chatting with other participants. It includes a "To: All panelists" dropdown and a text input field.
- Select a Speaker**: A menu for selecting the audio source. It includes options like "Speakers (Realtek(R) Audio)", "Same as System", "Test Speaker & Microphone...", "Leave Computer Audio", and "Audio Settings...".
- Audio Settings**: A button in the bottom toolbar.
- Click Here to adjust your audio settings**: A button in the bottom toolbar.
- Chat**: A button in the bottom toolbar.
- Raise Hand**: A button in the bottom toolbar.
- Q&A**: A button in the bottom toolbar.
- Click here to leave the session**: A button in the bottom toolbar.
- Leave**: A red button in the bottom toolbar.

All attendees are muted. Today's session will be recorded.

School Mental Health Summit

Emerging Stronger and More Resilient: Learning from the COVID-19 Crisis



2-Day Virtual Conference
August 31 – September 1, 2021



Northeast and Caribbean (HHS Region 2)

MHTTC

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

Day 2: Session 1

9:00 am- 10:15 am EST

The Secret Sauce for Building Successful Home School Partnerships

Today's Sessions

Session 1 9:00 am– 10:15 am EST

The Secret Sauce for Building Successful Home School Partnerships

Session 2: 10:30 am – 11:45 am EST

New Resources! Classroom WISE and Self-Regulation and Positive Outcomes With Emotion Regulation: The Power Program

Session 3: 12:15 pm – 1:30 pm EST

Teaching Through Transition: Back to School and Back to Basics

Today's Sessions

Session 4: 1:45 pm – 3:00 pm EST

Helping My Grieving Student: When COVID Loss Comes Into the School

The full schedule and individual Zoom links can be found on our conference website.

Please visit:

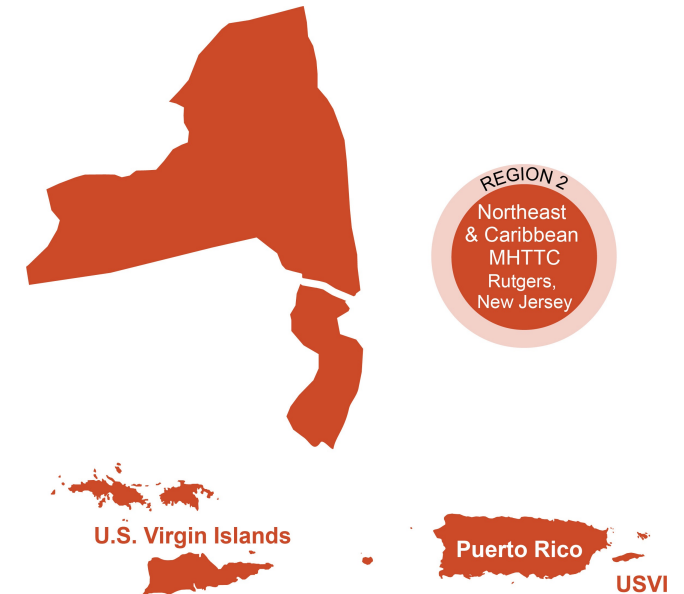
<https://mhtcschoolmentalsummit.rutgers.edu>

About Us

Northeast and Caribbean Mental Health Technology Transfer Center (MHTTC):

- 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, etc.) to provide effective services to people with mental illnesses.

Special focus on enhancing student mental health in schools.



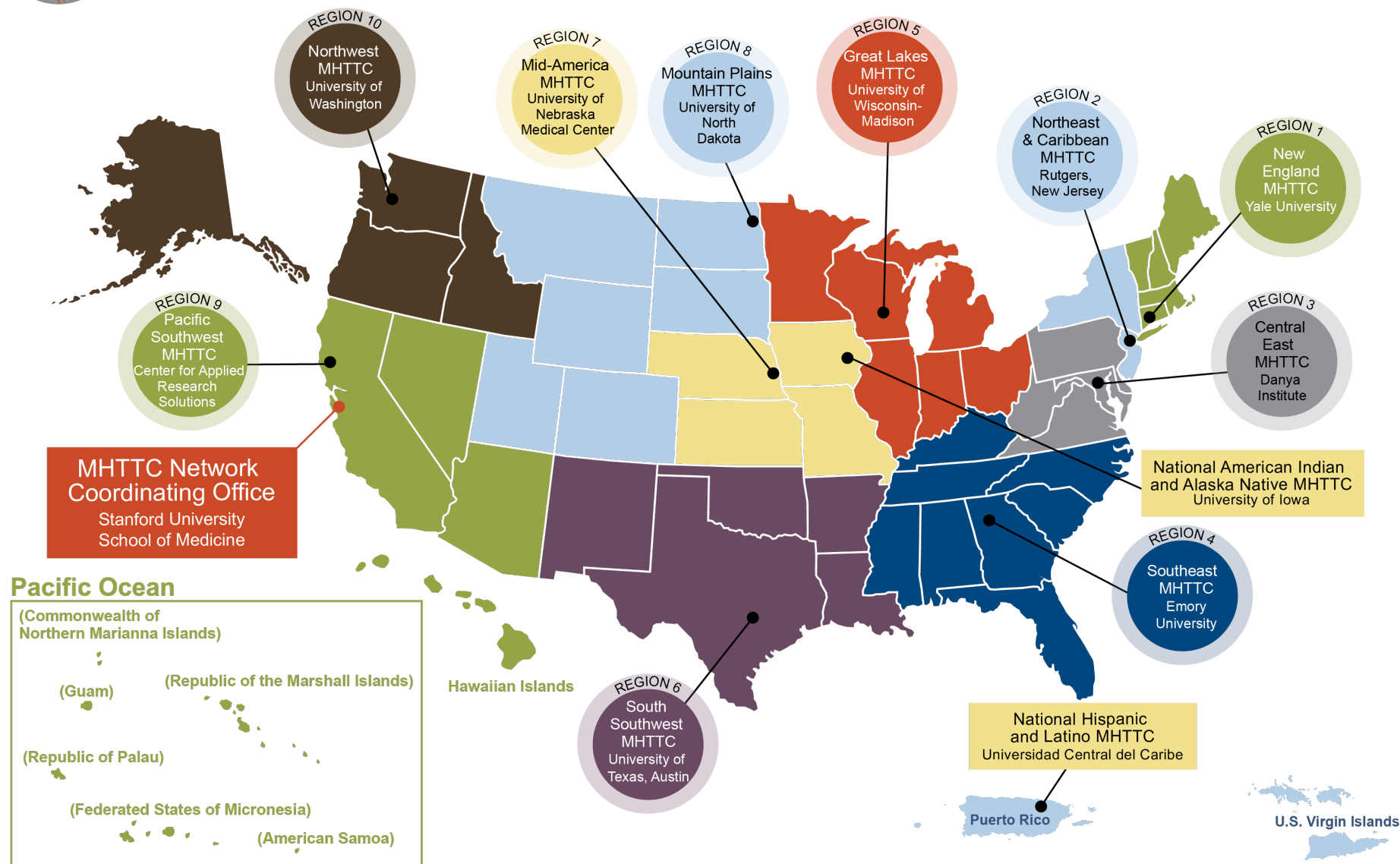


MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

MHTTC Network



School Mental Health Supplement

Supplemental funding was awarded to provide training and TA to teachers and school staff regarding student mental health (2018-2021)

Focus on:

- Importance of mental health supports in schools
- Capacity to recognize and identify mental health concerns in students
- Best models of school-based mental health services
- Linking, as needed, to community-based services



Trainings

- Youth Mental Health First Aid
- Trauma Informed Schools
- Cultivating Resiliency
- Suicide Prevention
- Social Emotional Learning
- Crisis Interventions
- School Refusal and Anxiety
- Self-Care

Technical Assistance

- Individualized plans with schools
- Implementation of SMH
- Resource Mapping
- Needs Assessment
- Teaming
- Assessment
- Tiered Supports
- Funding



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<https://bit.ly/2mpmpMb>

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 future trainings that are relevant to your professional needs. Therefore, your feedback counts!

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.

Disclaimer

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

This work is supported by grant H79SM081783 from the DHHS, SAMHSA.

Your Interactions With Us

- Question and Answers
 - Q & A will occur at the end of the presentation.
 - Type your questions in the Q & A feature in Zoom located on the task bar (hover over task bar).
 - Note: 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.

The MHTTC Network uses affirming, respectful and recovery-oriented language in all activities. That language is:

STRENGTHS-BASED
AND HOPEFUL

INCLUSIVE AND
ACCEPTING OF
DIVERSE CULTURES,
GENDERS,
PERSPECTIVES,
AND EXPERIENCES

HEALING-CENTERED AND
TRAUMA-RESPONSIVE

INVITING TO INDIVIDUALS
PARTICIPATING IN THEIR
OWN JOURNEYS

PERSON-FIRST AND
FREE OF LABELS

NON-JUDGMENTAL AND
AVOIDING ASSUMPTIONS

RESPECTFUL, CLEAR
AND UNDERSTANDABLE

CONSISTENT WITH
OUR ACTIONS,
POLICIES, AND PRODUCTS

Our Presenter



Sherri Wilson

A composite image featuring a space shuttle launch. The top half shows the shuttle ascending into a blue sky with white clouds, with a service tower visible to the left. The bottom half shows the shuttle on the launch pad, with a massive, bright orange and white plume of smoke and fire at the base. A semi-transparent dark rectangle is centered over the image, containing the title and author's name. Faint, white, circular and linear graphic elements are overlaid on the left side of the image.

STRENGTHENING HOME SCHOOL PARTNERSHIPS

SHERRI WILSON, NAFSCE

ALL ABOUT ME!

**AL PIRC DIRECTOR
NATIONAL PTA
SCHOLASTIC
NAFSCE
2 KIDS
1 MINI**



TODAY'S OUTCOMES

1

Examine why family engagement is an important instructional strategy.

2

Discuss the importance of trusting respectful relationships


3

Explore strategies that help build the capacity of families to support student learning.

Why this Matters!

Children are awake for about 6,000 hours a year, and only about 1,000 of those hours are spent in school. If we are to tackle the achievement gap and the inequities that contribute to it, we must pay attention not only to schools, but also to the places where children spend the rest of those 5,000 hours. --

H. Weiss, M. Elena Lopez and Margaret Caspe, Carnegie Challenge Paper: Joining Together to Create a Bold Vision for Next Generation Family Engagement, Global Family Research Project, 2018.



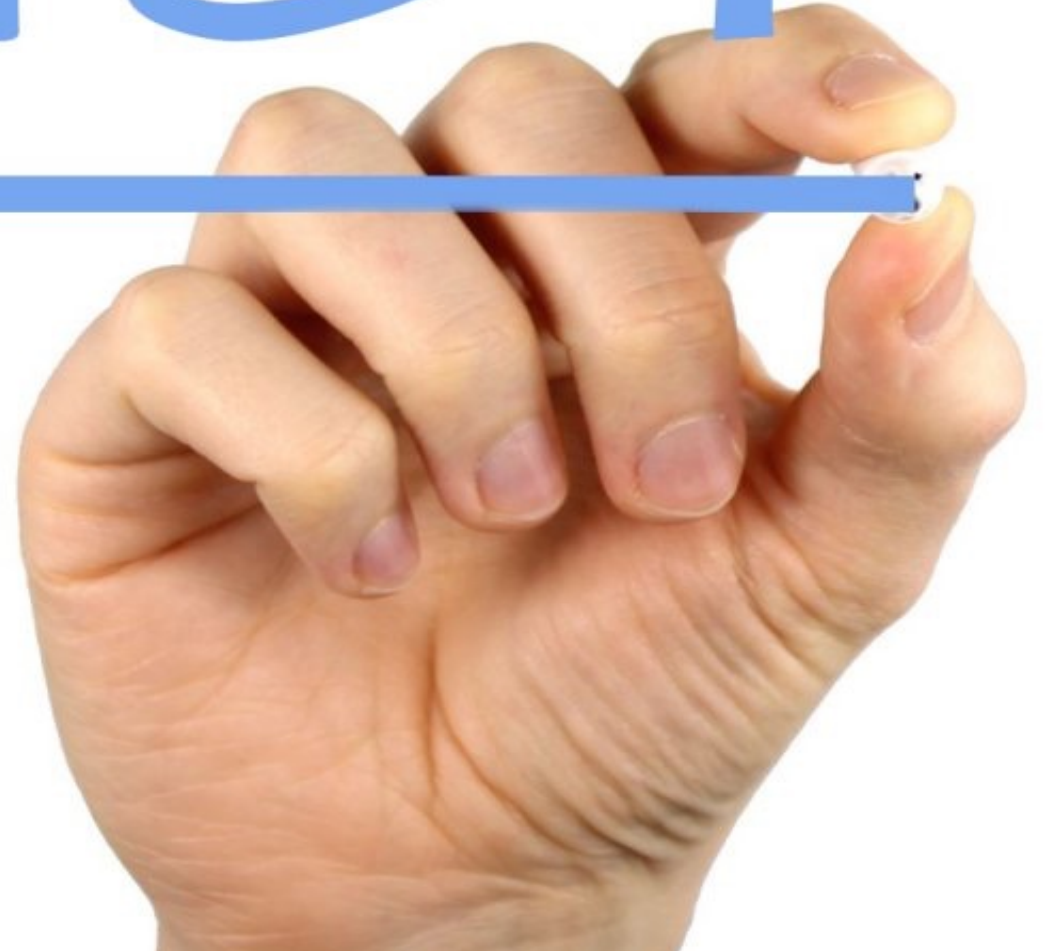
1
Prioritize
relationship building
between families
and school staff

2
Incorporate family
engagement as an essential
instructional strategy

3
Strengthen educator
and family capacity
to partner around
student learning


TRUST

**Relational trust is
the foundation of
family
engagement.**



HOW DO WE (RE)BUILD TRUSTING RELATIONSHIPS?





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Strengthen educator
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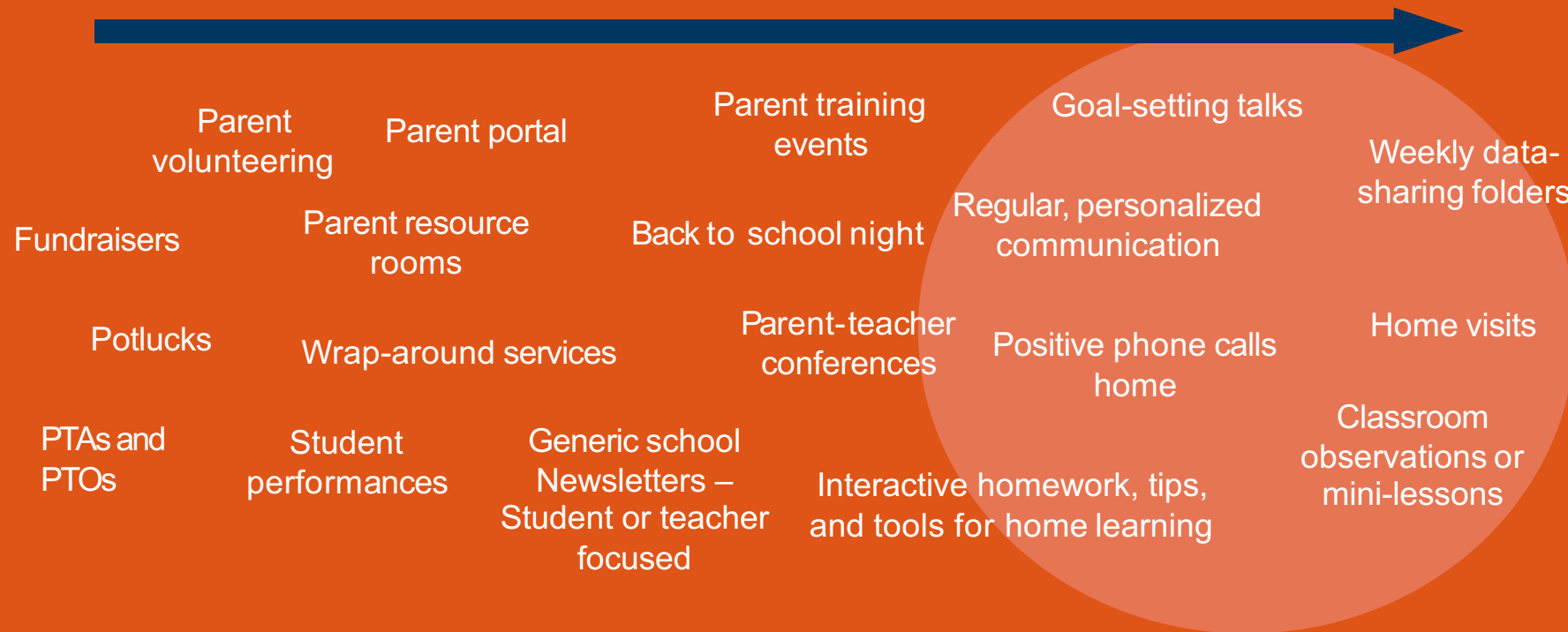
When home-school partnerships are used as a **school improvement strategy** there is a clear impact on students, families, school staff, and the school as a whole.



WHILE SCHOOLS USE A VARIETY OF STRATEGIES TO ENGAGE FAMILIES, THERE ARE A SUBSET OF STRATEGIES THAT ARE MORE LIKELY TO IMPACT STUDENT ACHIEVEMENT

Lower Impact

Higher Impact




Adapted from TNTP

Integrating Family Engagement

- What can families do at home each week to support the learning?
- How can families support, monitor, and advocate on behalf of their child's learning?
- How can you use ALL your communication channels (website, social media, education apps, parent portal, text messaging, flyers, newsletters, face-to-face, etc.) to convey this information?





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BUILD EDUCATOR CAPACITY

- Provide professional learning on adult learning strategies and best practices in implementing home school partnerships
- Incorporate home school partnership strategies during PLC meetings
- Showcase and highlight exemplars of model practice
- Create your own exemplars – vignettes, videos, tip sheets, etc.
- Take advantage of free webinars and courses on elevating family engagement practices
- Coach teachers on quality interactions rather than supervising compliance

BUILD FAMILY CAPACITY

- Make positive phone calls home early in the year to start to build relationships with families.
- Ensure that all family engagement events and activities are linked to learning.
- Teachers should decide what families could do to support student learning and share those ideas with them.
- Share questions families can ask their child about the learning each week.
- Create vignettes, videos, tip sheets, etc. so families can better understand what they can do to support the learning.
- Use data like a flashlight!

LEVERAGING EXISTING STRUCTURES TO MAXIMIZE FAMILY ENGAGEMENT BEST PRACTICES

Lesson Planning

PLCs

Instructional
Coaching

Written and Virtual
Communication
(i.e. Newsletters,
Email, Website)

Homework

Existing Events



Keep in Touch!

Sherri Wilson

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Question and Answer



Please enter any questions for presenters using the Q&A feature in the toolbar.

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.



We Want to Hear From You!

- Guide our educational, training, and technical assistance efforts
- Tell us your training needs
- Responses are anonymous
- Use the QR code or link in follow-up email



**TRAINING NEEDS
ASSESSMENT**

Resources

- Helplines and Support
- National Suicide Hotline - 1-800-273-8255
- NAMI - 1-800-950-NAMI (6264) or info@nami.org
- Mental Health America- 1-800-273-TALK (8255), text MHA to 741741
- SAMHSA's National Helpline - referral and information - 1-800-662-HELP (4357)
- SAMHSA's Disaster Distress Helpline 1-800-985-5990 or text TalkWithUs to 66746

Next Session:

**New Resources! Classroom WISE and
Self-Regulation and Positive Outcomes With
Emotion Regulation: The Power Program**

10:30 am- 11:45 am EST

Connect With Us

- Phone: (908) 889-2552
- Email: northeastcaribbean@mhttcnetwork.org
- Website:
<https://mhttcnetwork.org/centers/northeast-caribbean-mhttc/home>
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- Twitter: @necmhttc
- LinkedIn: @Northeast and Caribbean MHTTC

