



New England (HHS Region 1)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

New England Mental Health Technology Transfer Center (New England MHTTC)

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Yale Program for Recovery and Community Health
in partnership with
C4 Innovations,
Harvard University Department of Psychiatry, and the
Center for Educational Improvement

HEART Webinar: Effective Collaborations for School-Based Mental Health Services

January 6, 2022 @ 4:00 p.m.

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At the time of this presentation, Dr. Miriam E. Delphin-Rittmon served as SAMHSA Assistant Secretary. The opinions expressed herein are the views of the moderator and panelists 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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Housekeeping Information



Participant microphones will be muted at entry – you will be able to unmute during the discussion portion of our webinar.



Closed captioning is available for this event. Click on the closed captioning (CC) icon at the bottom of your Zoom screen to select a transcription option.



This session is being recorded and it will be available on the MHTTC website within 24 hours of the close of this presentation.



Information about CEUs and/or Certificates of Attendance will be sent in a follow-up e-mail.



If you have questions during the webinar, please use the chat or use the “raise hand” feature during discussion to have your microphone unmuted.



If you have questions after this session, please e-mail: newengland@mhttcnetwork.org.

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



**HEART Webinar:
Effective Collaborations for
School-Based Mental Health
Services**

January 6, 4:00 p.m.

- Introduction to the HEART Collective Webinar Series and Community of Practice
- Developing Positive Listening Practices
- Using Person-Centered Language
- An Effective Collaboration with Boston's Comprehensive Behavioral Health Model
- The Importance of Relationship-Building
- Setting Roles and Responsibilities
- Questions and Answers

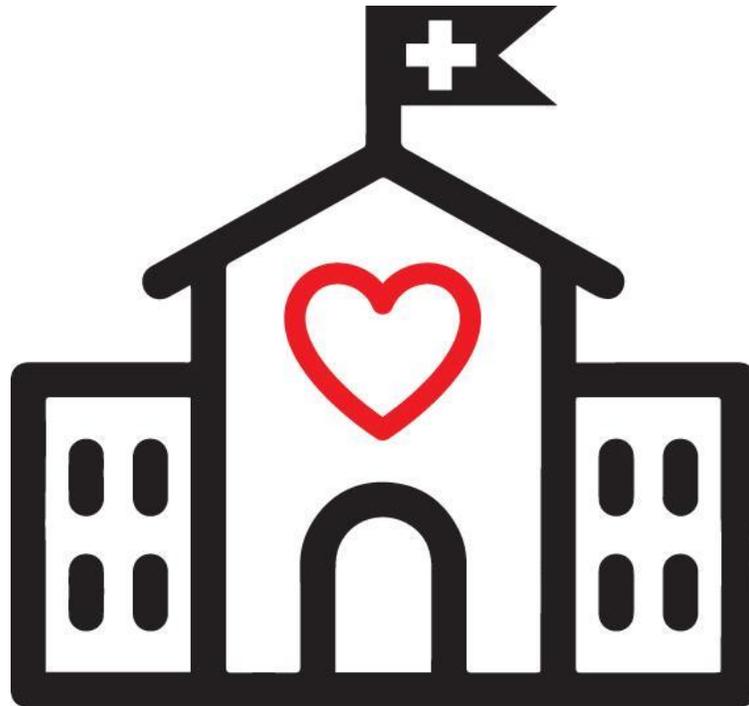
Introduction to the HEART Collective Webinar Series and Community of Practice



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Mental Health Technology Transfer Center Network
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Healthcare workers and
Educators Addressing
and Reducing Trauma

HEART
COLLECTIVE



New England (HHS Region 1)

ATTC

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



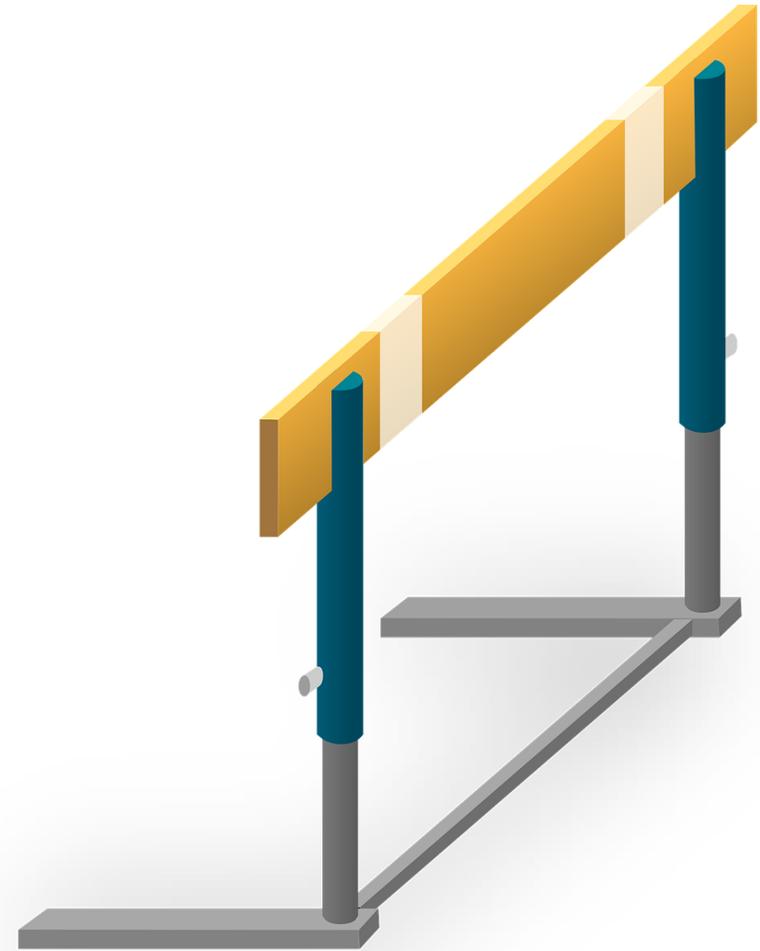
New England (HHS Region 1)

PTTC

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

Common Barriers to Collaboration Identified by the HEART Collective

- Mission mismatch
- Role confusion
- Difficulty integrating potential collaborators' systems, policies, or culture
- Confusion about funding streams
- Tension between productivity and referral targets vs needs of students
- Difficulty moving beyond episodic care
- Lack of staff time to coordinate
- Lack of physical space in building
- Lack of support from leaders
- Lack of existing relationships between potential collaborators
- Focus solely on individual student vs family and social context
- Lack of peer and educator support



PREVENTION: Reduce the Causes

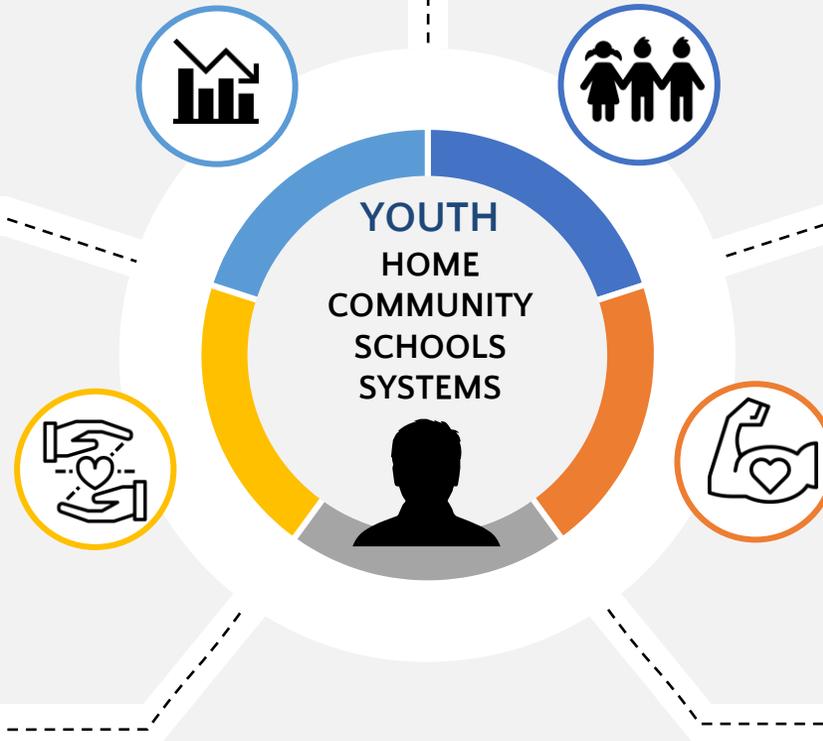
- Evaluate systems & hold them accountable
- Advocate for systems change
- Provide necessary resources equitably
- Educate
- Promote holistic wellness

SUPPORT YOUTH

- Identify those in need
- Connect with resources
- Deliver schoolwide programming
- Create opportunity

DEVELOP PROTECTIVE FACTORS

- Foster nurturing adults
- Build compassionate and equitable environments
- Cultivate sense of community



BUILD RESILIENCY

- Increase sense of agency
- Increase SEL skill set
- Empower and lift voices of families and students

COMPASSIONATE SCHOOL MENTAL HEALTH MODEL
For Youth-Serving Systems, Schools, Communities, and Homes

HEART Webinar Series & Community of Practice

Date/Time	Format	Topic
1/6 @ 4 p.m.	Webinar	Effective Collaborations for School-Based Mental Health Services
1/20 @ 4 p.m.	Community of Practice	Where Do We Start?
2/3 @ 4 p.m.	Webinar	Funding & Logistics for Collaborative, Comprehensive School Mental Health Systems
2/17 @ 4 p.m.	Community of Practice	What Funding and Logistics Considerations Have Worked for Others?
3/3 @ 4 p.m.	Webinar	Stakeholder Voice, Engagement, and Advocacy to Enhance Collaborative School-Based Mental Health Services
3/17 @ 4 p.m.	Community of Practice	How Do We Engage Stakeholders?
4/7 @ 4 p.m.	Webinar	Equity Considerations for Collaborative, Comprehensive School-Based Mental Health Systems
4/21 @ 4 p.m.	Community of Practice	A Courageous Conversation about Equity in School Mental Health
5/5 @ 4 p.m.	Webinar	Collaborations to Build and Maintain Comprehensive School Mental Health Systems

Developing Positive Listening Practices

Determine Whose Voice Needs to Be Heard

Who is your audience?

- Students, esp students with mental health challenges
- Students' families
- Administrators
- School mental health providers
- Teachers
- Paraprofessionals
- Anyone else?



Collect Stakeholder Opinions in a Variety of Ways



- Online and in-person surveys
- Social media posts with comments turned on
- Virtual and in-person town halls
- Focus groups
- One-on-one conversations
- Reflections on past interactions, conversations, challenges, successes
- Any other ideas?

Teach Staff Positive Listening and Conflict Resolution Skills

S.T.O.P.

1. Stop: Pause what you're doing
2. Take a breath
3. Observe what's going on in your body and environment
4. Proceed Skillfully

Reflectively Listen

1. Use eye contact
2. Confirm with paraphrasing
3. Validate emotions
4. Inquire



De-Escalate

- Ask open-ended questions
- Pause
- Be aware of tone, volume, word choice, and body language
- Be authentic

Emotion Coach

1. Use eye contact
2. Validate emotions
3. Brainstorm solutions
4. Make amends

Using Person-Centered Language

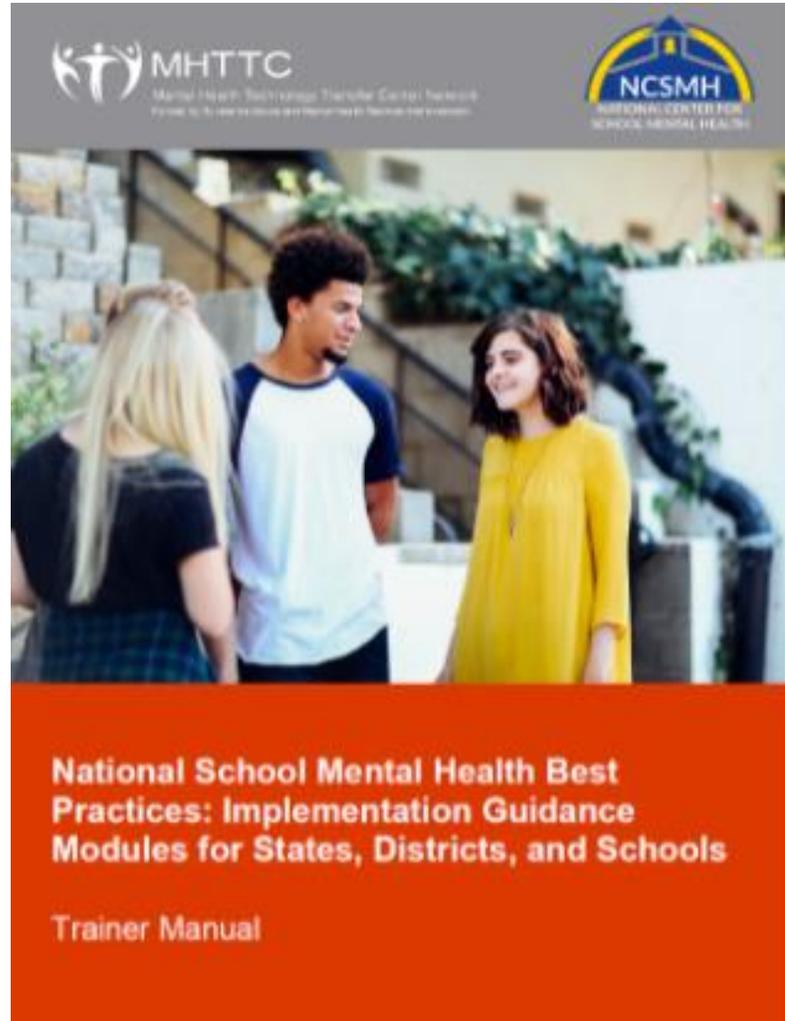
Use Person-First and Strengths-Based Communication

- Use person- first language: “student with depression” instead of “depressed student.”
- Understand, affirm, and communicate that a mental health challenge is only one part of who the student is. Students are NOT diagnoses.
- Be aware of stigmatizing language, and don’t use words like “crazy”, “mentally ill”, or “committed suicide.”
- Educate yourself about how students want to be identified.
- Consider the multiple (and sometimes invisible) identities of your students, and how you can respect, and honor those identities in your words and actions.



Mental Health Technology Transfer Center School Mental Health Resources

Resources from the MHTTC Network



Classroom
WISE
Well-Being Information and
Strategies for Educators

ACCESS FREE TRAINING RESOURCES

Supporting Student and Staff Mental Health and Well-Being Training Library

C-TLC Virtual Training Library

Choose a learning track in our **Virtual Training Library** and begin your journey toward compassionate school mental health practices that support school staff, students, parents, and the wider school community, including:



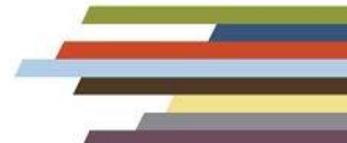
COMPASSIONATE SCHOOL MENTAL HEALTH



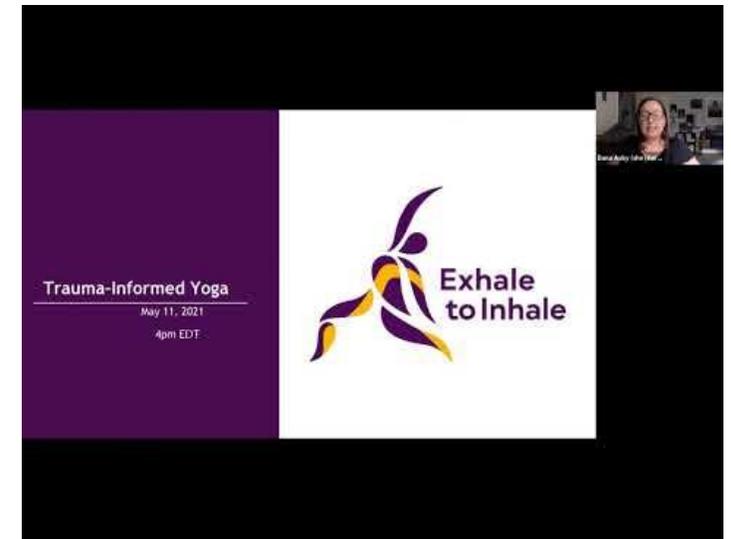
Psychosocial Deprivation & Neurocognitive Functioning: Long-term effects on cognition, the brain, and mental health

Sonya Troller-Renfree, PhD
Teachers College, Columbia University

Presentation Date:
January 14, 2020



NEUROSCIENCE & TRAUMA/TOXIC STRESS



TRAUMA-RESPONSIVE PRACTICES

C-TLC Resource Directory



**Back to School After
COVID-19**



**Cyberbullying in the
Information Age**



**Collaborating on Compassionate,
Comprehensive School Mental Health**



Equity in Education



**Re-imagining Education in
the Era of COVID-19**



**Using Mindfulness Techniques to
Bolster Mental Health in Schools**

Upcoming Events



Cultivating Compassionate School Communities... A Community of Practice *Multiple dates and times*

Next Session: Thur., January 13 @ 10:00 a.m., EST

In our upcoming session, participants will learn how to convince their district or state leaders that SEL and mental health supports are essential. We will also provide strategies to address these needs as a compassionate school community—regardless of leadership buy-in.



Connecting with Disengaged Youth: Exploring Educator Vulnerability

Date/Time: Thur., January 27, 2022
@ 4:00 p.m., EST

Join us to learn strategies for re-framing vulnerability as a weakness and designating it as an asset that can be embraced and used to your advantage in the classroom, generally, and as you work to connect with disengaged youth, specifically during these uncertain times.

Upcoming Events



Healthcare workers and
Educators Addressing
and Reducing Trauma

HEART
COLLECTIVE

HEART Webinar Series and Community of Practice

Multiple dates and times

Next Session: Thur., January 20, 2022
@ 4:00 p.m., EST

Register now: Community of Practice: Where Do We Start?

As a part of this session, members of the community of practice are invited to share their own experiences around this month's topic and ask questions about specific challenges.



Complete Our Evaluation
Scan the QR Code or
follow the link below:

<https://ttc-gpra.org/GPRAOnline/GPRASurvey.aspx?id=478070&type=PostEvent>

Sign up for our e-newsletter!

<https://tinyurl.com/y9s9s7d4>

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Contact Us

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*Thank
you*