

Stakeholder Voice, Engagement, and Advocacy to Enhance Collaborative School-Based Mental Health Services

4/21/2022, 4:00 p.m.



New England (HHS Region 1)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

SAMHSA #1H79SM081775-01

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School Mental Health Initiative

New England MHTTC

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Mind Out Loud (CA)

Disclaimer

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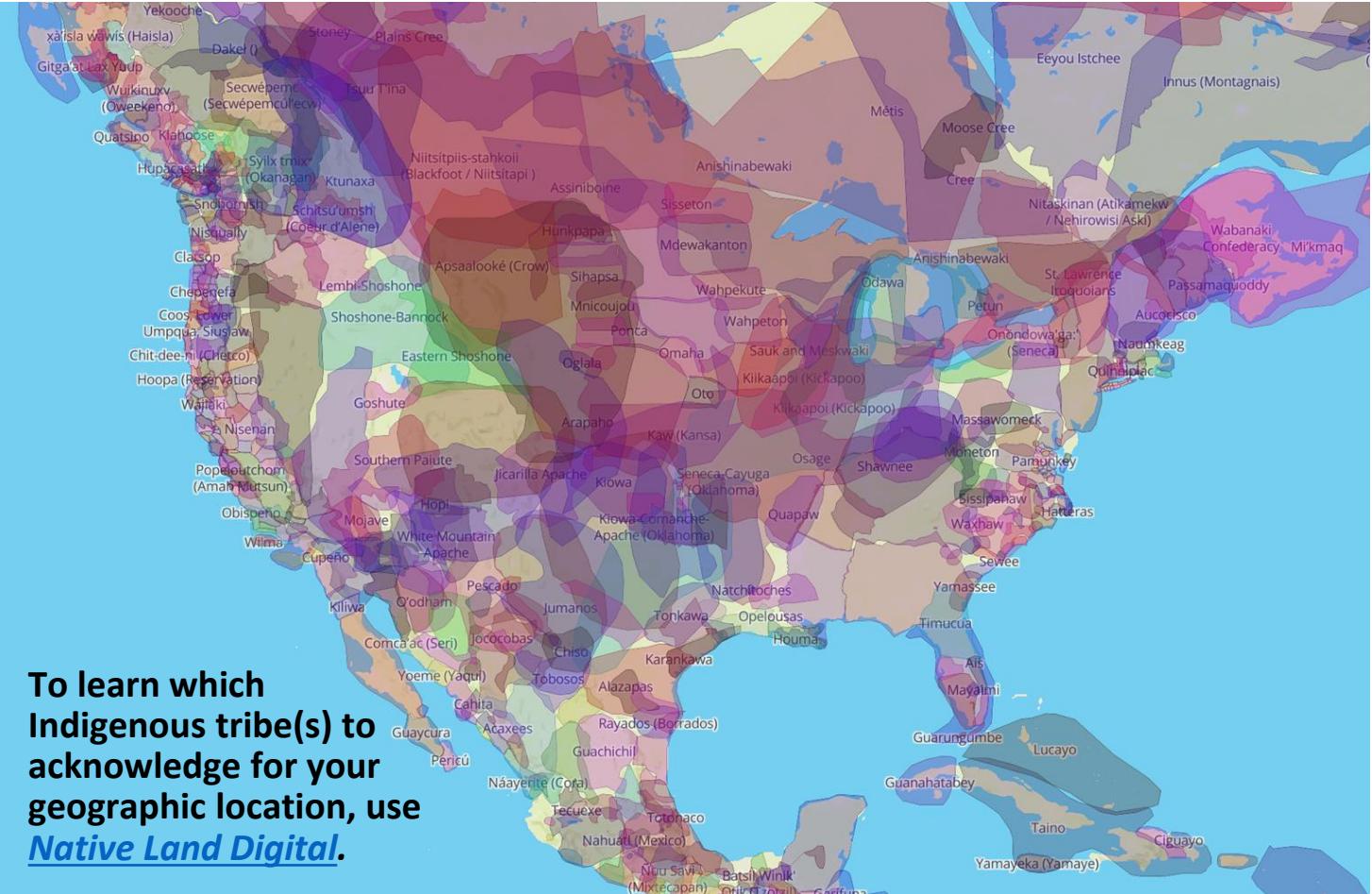
This work is supported by grant **#1H79SM081775** from the DHHS, SAMHSA.

Land Acknowledgement

We acknowledge and pay respect to the Indigenous Nations whose traditional, ancestral, unceded homelands were forcibly taken over and inhabited.

Past and present, we honor the land and the people who have stewarded it throughout the generations.

This calls us to commit to forever learn how to be better stewards of these lands through action, advocacy, support, and education.



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
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**RESPECTFUL, CLEAR
AND UNDERSTANDABLE**

**CONSISTENT WITH
OUR ACTIONS,
POLICIES, AND PRODUCTS**



*Stakeholder Voice,
Engagement, and
Advocacy to Enhance
Collaborative School-
Based Mental Health
Services*

Presentation Date:
Thu., 4/21/2022
4:00 p.m.

Take HEART: Enhancing Effective Collaborations on School Mental Health
Taylor Bryan Turner

AFCAMP: Engaging Families in Mental Health Decision-Making
Wisdom from Ann Smith

**Youth MOVE: The Importance of Lived Experience, Autonomy, and
Shared Decision-Making**
Maxx LaBrie

Mind Out Loud: Youth Inclusivity in Mental Health Conversations
Ashmita Annamalai and Crystal Widado

**New England PTTC: Including Prevention Professionals and Community-
Based Organizations in School Mental Health Services and Supports**
Sarah Johnson

Panelist Conversation
Martha Staeheli

Audience Questions & Answers

School Mental Health Resources & Upcoming Events

Take HEART: Enhancing Effective Collaborations on School Mental Health



Tips for Advocating for School Mental Health Needs

Before the COVID-19 pandemic, youth mental health was a burgeoning public health crisis, with the number of youth experiencing serious mental health challenges, substance misuse, and suicidal ideation rising exponentially year after year (Twenge et al., 2019). The global pandemic of coronavirus disease has exacerbated this problem, shedding light on the multiple factors responsible for this crisis, while increasing pressure on governmental, public, and community groups to respond. We developed this tip sheet to help jumpstart your own advocacy efforts to improve mental health services for youth. We address the basics—how, where, who—and give practical, targeted, and effective recommendations to help you explain why there is an urgent need to increase school mental health services.

How to Advocate

- Make a list and check it twice**

Compile a list of policymakers, policy drivers, leaders in education, and influencers you'd like to contact. First, **focus on the contacts who represent your community and state**. Collect their [contact information](#)—name, phone number, email address—and list the representatives you plan to contact.
- Follow recommendations from the National Association of School Psychologists (2020)**

Ready to Learn, Empowered to Teach promotes these seven guiding principles for maintaining a high-quality public education system:

 - **Review, evaluate, and reconstruct or replace existing school structures, policies, and procedures that lead to inequitable outcomes.**
 - **Combine high expectations for all students with high-quality instruction** across a well-rounded and culturally responsive curriculum for general and special education students.
 - **Create positive school climates that balance physical and psychological safety** for all students.
 - **Provide access to comprehensive school-based mental and behavioral health services and ensure adequate staffing levels** of appropriately trained school-employed mental health professionals.
 - **Increase family and community engagement** to support student success.
 - **Create systems that support the recruitment and retention of properly trained and prepared professionals that reflect the diversity of the school community.**
 - **Create accountability systems that use a broad set of measures to inform specific actions that improve school quality** and provide an understanding of how specific outcomes were achieved.
- Know with whom you are speaking**

Analyze your audience. **Research the viewpoints, voting records, and careers** of the stakeholders you meet. Weave this information into your pitch.

Come to the meeting with an understanding of the staff member's power to affect change directly or indirectly with their higher-ups. **Tailor your message** to their interests, attitudes, and level of understanding.

Adapt your message to fit each individual with whom you meet.

TIPS FOR ADVOCATING FOR SCHOOL MENTAL HEALTH NEEDS

1



Healthcare workers and Educators Addressing and Reducing Trauma

HEART
COLLECTIVE

Visit our **HEART Collective website** for resources like this one and more!

AFCAMP: Engaging Families in Mental Health Decision-Making

Wisdom from Ann Smith

Bringing Families into the School Mental Health Village



“ There are many dimensions and many [youth-serving] systems. The challenge is for them all to work together and for us to have all of the pieces. We sometimes find that there are missing pieces...and the challenge is to make sure the pieces fit and are working well together...In addressing the needs of each child, [the key players are] the child, the parent, and the teacher...The reality is that the parent who is the child’s first teacher and it is the parent and the family caregivers who are important stakeholders whose value is not always recognized... The parent and the teachers need to communicate, and the child needs to have communication with [all of these] adults. ”

View the full recording from Ann’s listening session with us,
It Takes A Village: Optimizing Systems for Optimal Child Well-Being!

Youth MOVE: The Importance of Lived Experience, Autonomy, and Shared Decision-Making

Maxx LaBrie

Youth Autonomy & Shared Decision-Making



Access to Non-Clinical Supports





YOUTH MOVE NATIONAL™

For more information on Youth MOVE,
Visit www.youthmovenational.org
or
Email info@youthmovenational.org

Final Thoughts



THANK YOU!

Maxx LaBrie (they/he)
Vice President, Youth MOVE National (IA)
Mentor & Mentor Coordinator, GSA Link, Inc (MA)
maxxlabrie@outlook.com





YOUTH INCLUSIVITY IN MENTAL HEALTH CONVERSATIONS

by Mind Out Loud Student Representatives
Ashmita Annamalai & Crystal Widado

MEET OUR PRESENTERS:



**CRYSTAL
WIDADO
(SHE/HER)**

<https://www.linkedin.com/in/crystal-widado-a628851b6/>

Crystal Widado (she/her/hers) is a student journalist, public speaker, and high school junior. Crystal has served as the social media facilitator for Mind Out Loud for the past two years, helping create graphics to promote events and speak at multiple webinars to represent the organization. Outside of Mind Out Loud, Crystal also serves as the co-president of her schools' NAMI on Campus chapter, the Writing Director of Each Mind, and is a part of the Student Mental Health Policy Workgroup at the California Department of Education.



**ASHMITA
ANNAMALAI
(SHE/HER)**

<https://www.linkedin.com/in/ashmita-a/>

Ashmita Annamalai (she/her/hers) is a mental health/suicide prevention advocate and a high school sophomore. Ashmita is a Mind Out Loud student representative and serves as the Programming Facilitator, educating other student representatives and the youth on various mental health topics. Ashmita also serves on the California Youth Empowerment Network's Transitional-Age Youth Advisory Board at Mental Health America, she is an ambassador for Robbie's Hope, and is an ambassador and part-time writer at Each Mind.

WHAT IS MIND OUT LOUD?

- A student mental health movement that inspires students across the world to live authentic lives
- Use social media and host events to spread awareness regarding mental health
- Put together a grand annual event that brings together mental health advocates and sparks conversation

4 PILLARS:

1. Personal Wellness
2. Suicide Prevention
3. Support for Marginalized Communities
4. Awareness & Advocacy

CHECK THE CHAT FOR OUR MENTI POLL!

**WHY YOUTH (ESPECIALLY YOUTH
FROM MARGINALIZED
COMMUNITIES) NEED TO BE AT THE
CENTER OF THESE CONVERSATIONS**

YOUTH FROM MARGINALIZED COMMUNITIES:

Statistics:

- Thirty-one percent of white children and youth receive mental health services compared to thirteen percent of children of color (youth.gov).
- Black and Latinx children were about 14 percent less likely than white youth to receive treatment for their depression overall (SAMHSA).
- A 2016 suggests that lesbian, gay, and bisexual youth consider suicide at nearly three times the rate of heterosexual youth (CDC).

These youth are:

- **Historically (intentionally) excluded**
- **Facing generational trauma**
- **Equipped with lived experiences**

OVERALL YOUTH:

Youth mental health statistics:

- 1 in 6 U.S. children aged 2–8 years (17.4%) had a diagnosed mental, behavioral, or developmental disorder (CDC).
- Among 8000+ teens surveyed, 27% reported feeling anxiety and 15% depression in the last seven days (Unicef).
- Teenage emergency room visits for suicide attempts increased significantly 50% in cases for females and 4% increase in males (CDC).

Youth today are:

- **Dedicated**
- **Mature**
- **Conscious**
- **Inspiring**

**HOW MIND OUT LOUD
EMPOWERS AND PREPARES THIS
GENERATION'S MENTAL HEALTH
ADVOCATES:**

4TH PILLAR: AWARENESS & ADVOCACY



EMPOWERING YOUTH



**OPPORTUNITIES FOR
YOUTH ADVOCACY**



CONNECTING YOUTH



CONSULTING YOUTH



LED BY YOUTH

CHECK THE CHAT FOR OUR MENTI POLL!

MORE MIND OUT LOUD

In the chat, we'll be dropping links to our:

- *Linktree*
- *Website*
- *YouTube*
- *Instagram*
- Our Student-Run Podcast:
Talking Out Loud
- Thinking of a perfect
student for MOL? Have our
student Rep Interest Form

QUESTIONS?

**OUR CONTACT INFO
(FOR QUESTIONS/CONCERNS) :**

Ashmita: ashmitaannamalai@gmail.com

Crystal: crystalwidado@gmail.com

New England Prevention Technology Transfer Center: Including Prevention Professionals and Community-Based Organizations in School Mental Health Services and Supports

Sarah Johnson

New England Prevention Technology Transfer Center

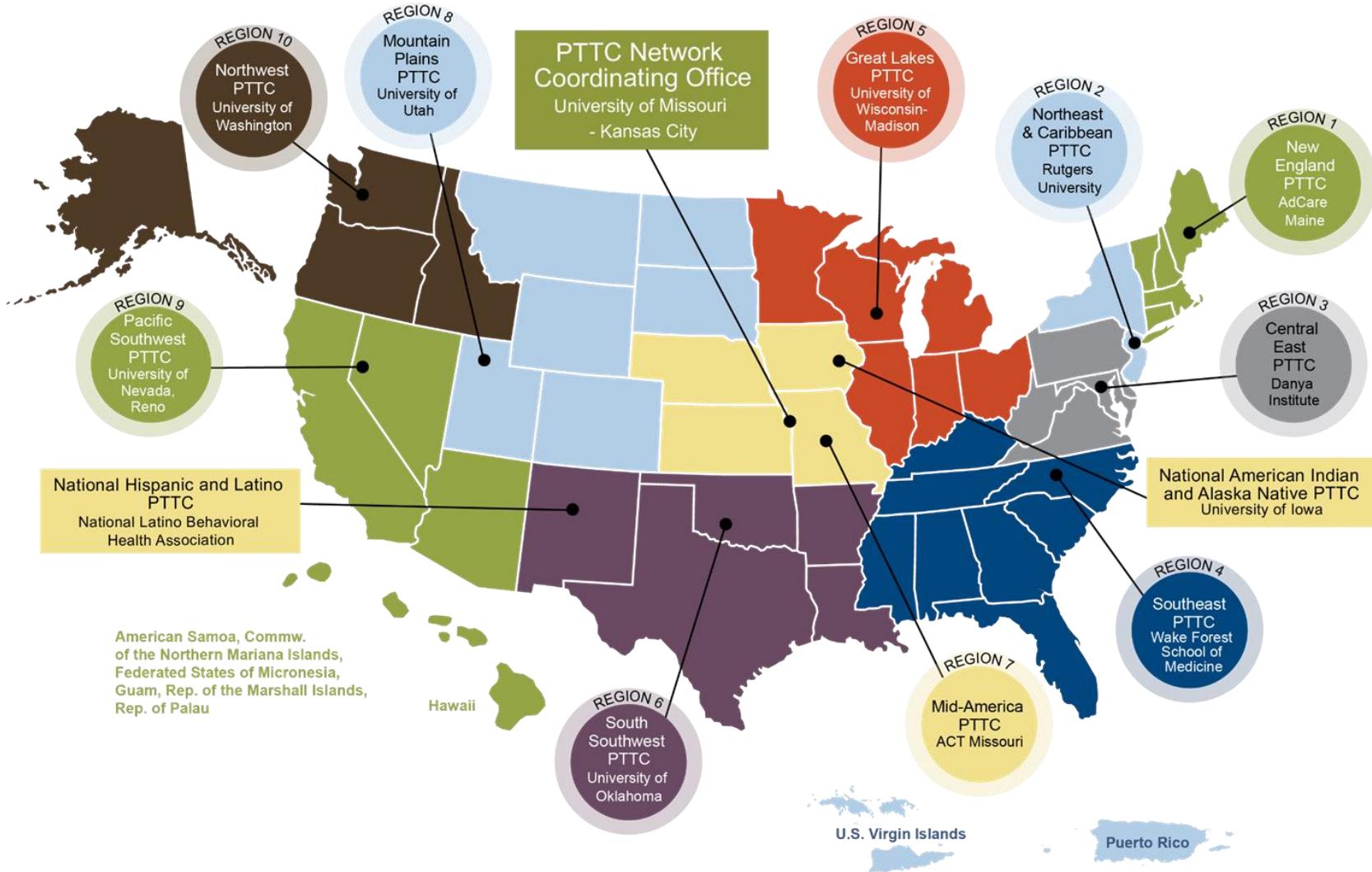


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New England Prevention Technology Transfer Center



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X NEW ENGLAND PTTC NAVIGATION (Select to expand / collapse menu) [Go to Center](#) 



OMH Announces 2022 theme for National Minority Health Month
minorityhealth.hhs.gov

NATIONAL MINORITY HEALTH MONTH

Give Your Community A Boost! | April 2022



New England PTTC

The New England Prevention Technology Transfer Center, administered by AdCare Educational Institute of Maine, Inc., provides training and technical assistance services to the professional and volunteer prevention workforce within the New England states. The New England PTTC is developing a diverse program with multiple modes of training and information dissemination. This includes collaboration with states to hold live, in person trainings featuring the latest prevention science, but also multiple opportunities for distance learning to maximize the reach of technical assistance in the region. The New England PTTC also puts a focus on workforce development initiatives. to

AdCare Maine
6 East Chestnut Street
Suite 101
Augusta, ME 04330
United States

JOIN OUR MAILING LIST!

Stay up to date on New England PTTC news, trainings, products, and resources!

[JOIN NOW](#) 

The use of affirming language inspires hope.

LANGUAGE MATTERS.

Words have power.

PEOPLE FIRST.

The PTTC Network uses affirming language to promote the application of evidence-based and culturally informed practices.

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/ 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

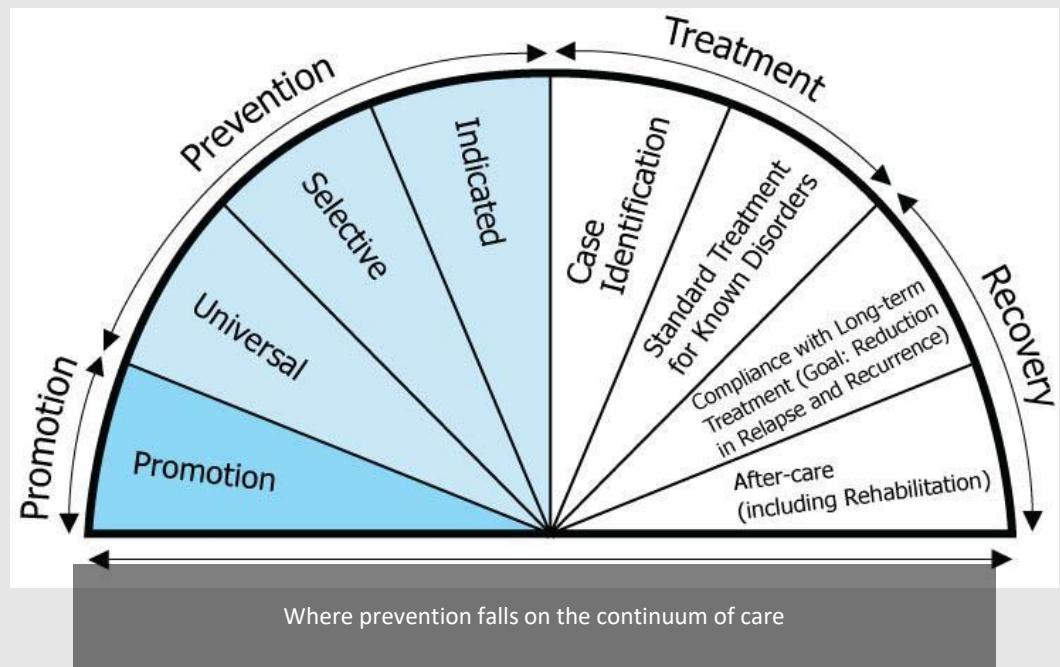
CONSISTENT WITH OUR ACTIONS, POLICIES, AND PRODUCTS

Adapted from: https://mhttcnetwork.org/content/uploads/2018/03/Recovery_Oriented_Language_Guide_MHTTC_2018.pdf

The words we use to describe mental illnesses and substance use disorders (addiction to alcohol and other legal and illegal drugs) can impact the likelihood that people will seek help and the quality of the help they receive.

Volkow, N.D., Gordon, J.A. & Koob, G.F. Choosing appropriate language to reduce the stigma around mental illness and substance use disorders. *Neuropsychopharmacol.* **46**, 2230–2232 (2021). <https://doi.org/10.1038/s41386-021-01069-4>

Prevention Frameworks



IC & RC Prevention tasks

- Demonstrate knowledge of current issues of mental, emotional, and behavioral health
- Advocate for health promotion across the life span
- Identify a diverse group of stakeholders to include in prevention programming activities
- Participate in creating and sustaining community-based coalitions
- Develop collaborative agreements with other service providers within the community
- Participate in public awareness campaigns and projects relating to health promotion across the continuum of care
- Serve as a resource to community members and organizations regarding prevention strategies and best practices
- Identify gaps in resources based on the assessment of community conditions
- Advocate for healthy and safe communities
- Collaborate with various community groups to develop and strengthen effective policy
- Identify factors that provide protection or resilience for the target audience
- Incorporate cultural responsiveness into all planning and evaluation activities



How can preventionists support connecting mental health, communities, and schools

- Evidence based programs that support mental health and substance misuse prevention
- Universal strategies that touch on mental health and substance misuse prevention
- Community liaison who can support connection between sectors
- Support education on cooccurring disorders and how practice upstream approaches



Drug Free Communities Coalition Model - CADCA

Getting youth involved – letting youth lead

Preventionists often have strategies and goals around getting youth involved in their work.

Supporting youth in the development and pursuit of their interests is positive youth development – positive youth development supports both substance use disorder and mental health



Sarah Johnson
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Questions and Answers



Mental Health Technology Transfer Center School Mental Health Resources



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NCSMH
NATIONAL CENTER FOR
SCHOOL MENTAL HEALTH

National School Mental Health Best Practices: Implementation Guidance Modules for States, Districts, and Schools

Trainer Manual



Classroom WISE

Well-Being Information and Strategies for Educators

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Childhood-Trauma Learning Collaborative (C-TLC) Topical Resource Directory

August 2021

JOIN US

Seminal Resources
[A Compassionate School Response to Mental Illness Guide](#)

[Back to School After COVID-19: Supporting Student and Staff Mental Health Toolkit](#) | [Webinar](#) | [Interactive Slideshow](#)

[Neurobiology and Executive Functioning Webinar](#)

Additional Resources (topical listings are presented in alpha order)

Building Confidence and Positivity

Blogs
[Life is Good Playmakers: Spreading Optimism, Joy, and Hope Through Compassionate Connection](#)

[Back to School After COVID-19 Part III: Open up with Optimism and Connection](#)

[Well-being, Future Orientation, Risk, and Self-...](#)

Bullying Prevention

Blogs
[Cyberbullying in the Information Age](#)

[Learning from Tragedy: How A Bullying-Related Teen Suicide Led to SEL Reform in Massachusetts](#)

[Part I: Understanding the Trauma of the School Shootings Epidemic—Whv?](#)

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Schools this Year: Supporting Student and Staff Mental Health

Whether you are returning to school in-person, virtually, or in a hybrid format, apply a trauma-informed, equitable, and compassionate lens to providing mental health supports to every member of the school community. Because we will all return to school as different people than when we left, our suite of resources is designed to help school staff understand the need for and nature of becoming more trauma-sensitive and considerations for working with trauma-impacted communities.

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A Compassionate School Response to Mental Illness

A Childhood-Trauma Learning Collaborative Resource Guide

Christine Mason, PhD
Meghan Wenzel, MS
Dana Asby, MA, MEd
Martha Staeheli, PhD



ACCESS FREE TRAINING RESOURCES

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

Health eKnowledge Online Course

 New England (HHS Region 1)
MHTTC Mental Health Technology Transfer Center Network
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**Cultivating
Compassionate
School
Communities
that Respond to
Trauma
Effectively**



Sign up for this course!

- 12 ~1-hour modules, with **12 hours of CE credits** available
- Self-directed with **implementation guides for district and school use** over the course of the school year or semester
- **Appropriate for all school staff**, including leadership, classroom and specials teachers, school mental health professionals, agency-based mental health professionals working with schools, and other stakeholders invested in school-based mental health



Upcoming Events: School Mental Health

Join our complimentary online events
designed to strengthen mental health supports that address the needs of children who have experienced/are at risk of experiencing significant trauma.

Mental health resources, networking opportunities, and peer support to the workforce supporting student and staff mental health and well-being

Upcoming Events



Perspectives on Youth Suicide Prevention Equity-based Options from the Field

Mon., April 25 @ 3:00 p.m. EST

Our panel of New England and national experts will provide a variety of perspectives on successful prevention of youth suicide. We will also showcase best practices for youth suicide prevention for LGBTQ+ youth and present a robust Q&A opportunity to allow audience members to ask any questions they have about preventing youth suicide.

[**Register**](#) for our events today!



Healthcare workers and
Educators Addressing
and Reducing Trauma

HEART
COLLECTIVE

Collaborative Approaches to Comprehensive School Mental Health Systems

Final Session: Thur., May 5 @ 4:00 p.m. EST

Our panel of New England and national experts serve as local experts who disseminate trauma-skilled, child-centered resources that improve resilience, learning, and achievement for children who have experienced/are at risk of experiencing trauma. C-TLC Fellows and Ambassadors help school staff to vision, plan, and monitor the implementation of compassionate practices. Learn about their efforts to bring comprehensive school mental health services to their schools and districts.



Complete Our Evaluation

Scan the QR Code or follow the link below:

<https://ttc-gpra.org/P?s=907543>

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*Thank
you*



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