

NFSTAC PRESENTS

# Family Engagement in School Mental Health

---

**Lachelle Freeman**

Project Manager

NFSTAC [lwfreeman@ffcmh.org](mailto:lwfreeman@ffcmh.org)

**Dana Asby**

Director of National Certification, NFF  
Project Specialist, NFSTAC

[dasby@ffcmh.org](mailto:dasby@ffcmh.org)

**Dr. Samantha Reeves**

Assistant Professor, National Center  
for School Mental Health

[sreaves@som.umaryland.edu](mailto:sreaves@som.umaryland.edu)

**Jessica Gonzalez, MSW**

Associate Director, Mental Health  
Technology Transfer Center

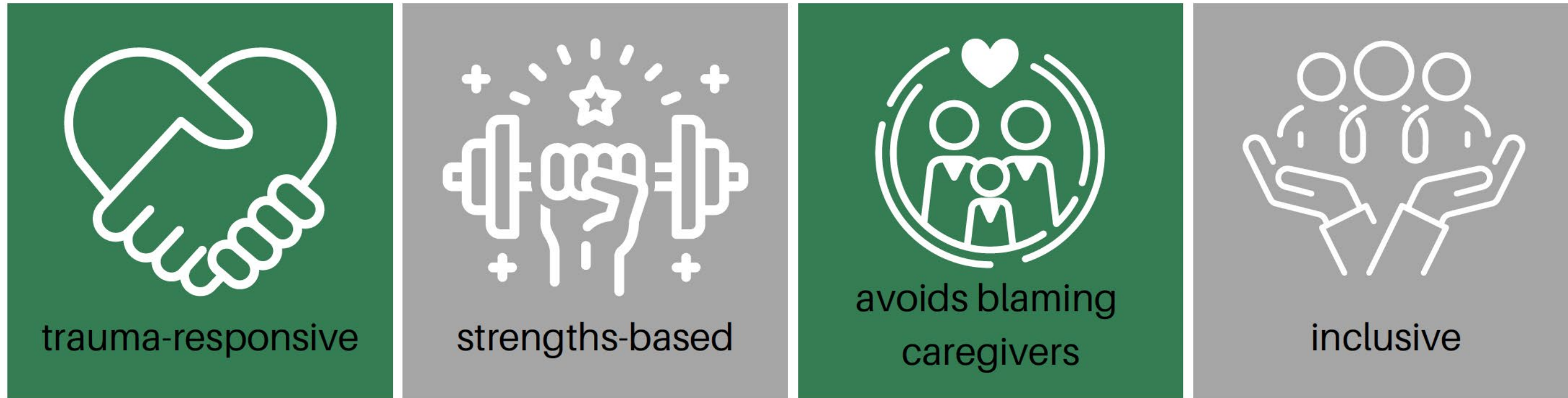
[jegonzalez@stanford.edu](mailto:jegonzalez@stanford.edu)

September 20, 2023  
2-3:30pm ET

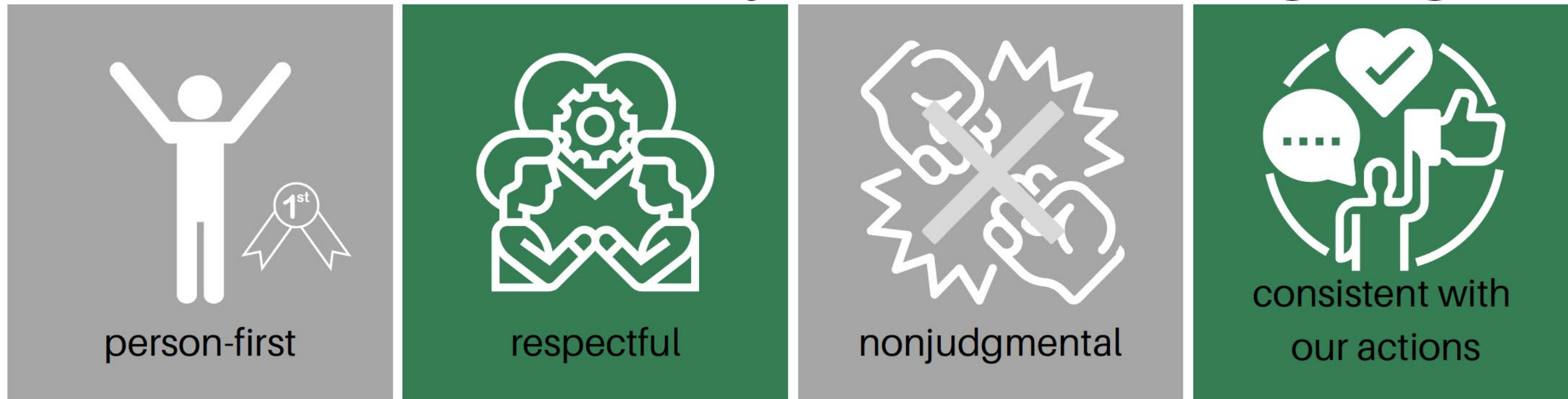
# Disclaimer

The National Family Support Technical Assistance Center of Excellence (COE) Grant #1H79F6000160-Fam-CoE is supported by SAMHSA of the U.S. Department of Health and Human Services (HHS) as part of a financial assistance award with 100% funding by SAMHSA/HHS.

The contents herein are those of the author(s) and do not necessarily represent the official views, nor are an endorsement of, SAMHSA/HHS or the U.S. government. The National Federation of Families and the National Family Support Technical Assistance Center do not endorse any product presented.



# NFSTAC uses family-centered language!



# Parenting

**Born April 3, 2001....25 weeks....1lb 10 oz.**



# Early School Days



# Systems in various states

- Dilworth
- Snowdrop Academy



- Rockburn Elementary



- Grier Middle School
- Gaston Christian School
- Ashbrook High School

# High School to College



# Let's Discuss College





# Covid, Trauma & College



# JCSU 2023



# Relationship



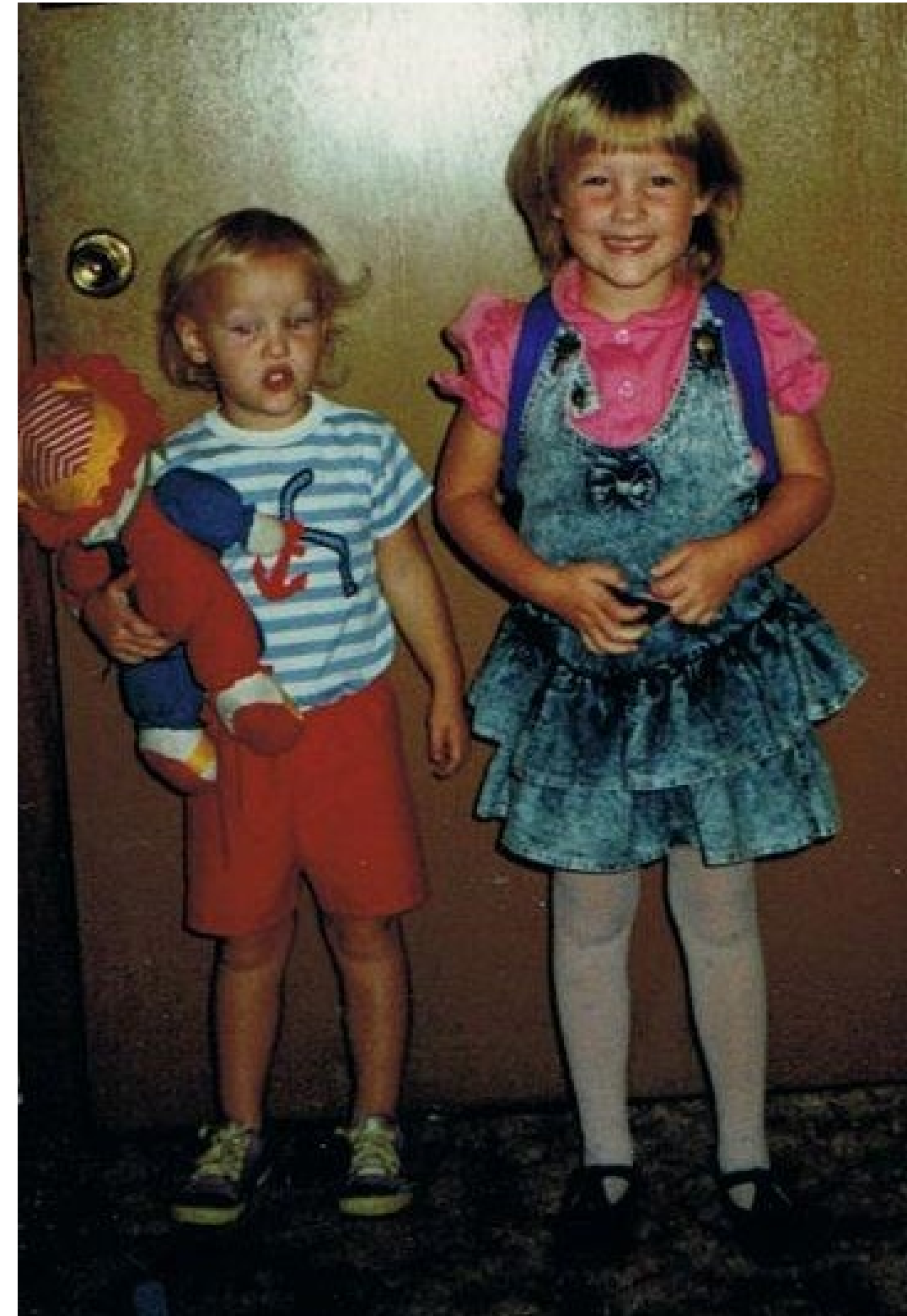
# Pa-Rent-Ing



# Playing Teacher

## Lifetime dream of being a teacher...

- Career Day visit to elementary school
- Practicum in high school
- Elementary Education degree
- Preschool teaching in MO (and GA)
- Teaching toddlers to high schoolers in Japan
- Masters in Educational Psychology
- 2<sup>nd</sup> grade SPED inclusion class in GA elementary school
- Kindergarten class in NYC charter school



# Back to School...What's going on?

**Optimism**

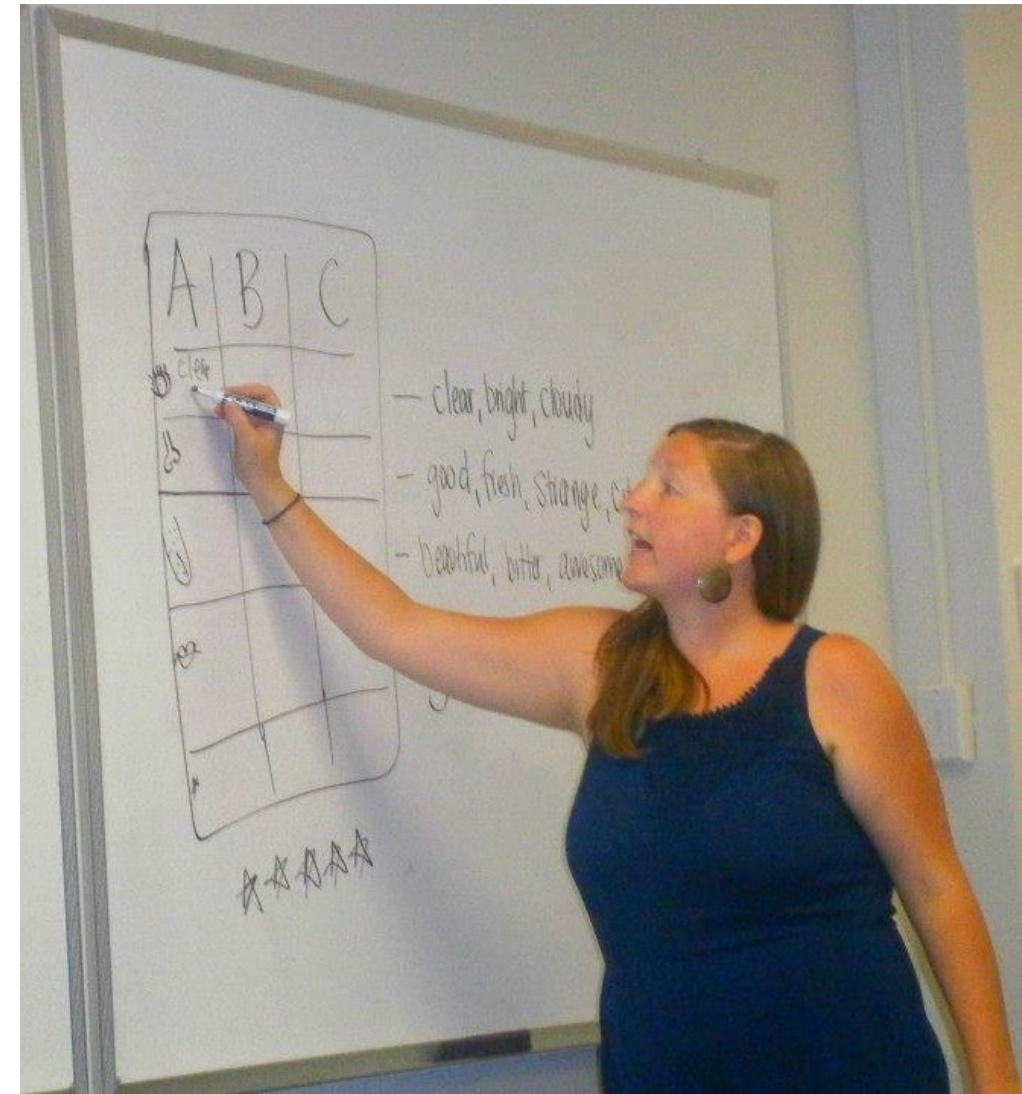
**Frustration**

**Fear**

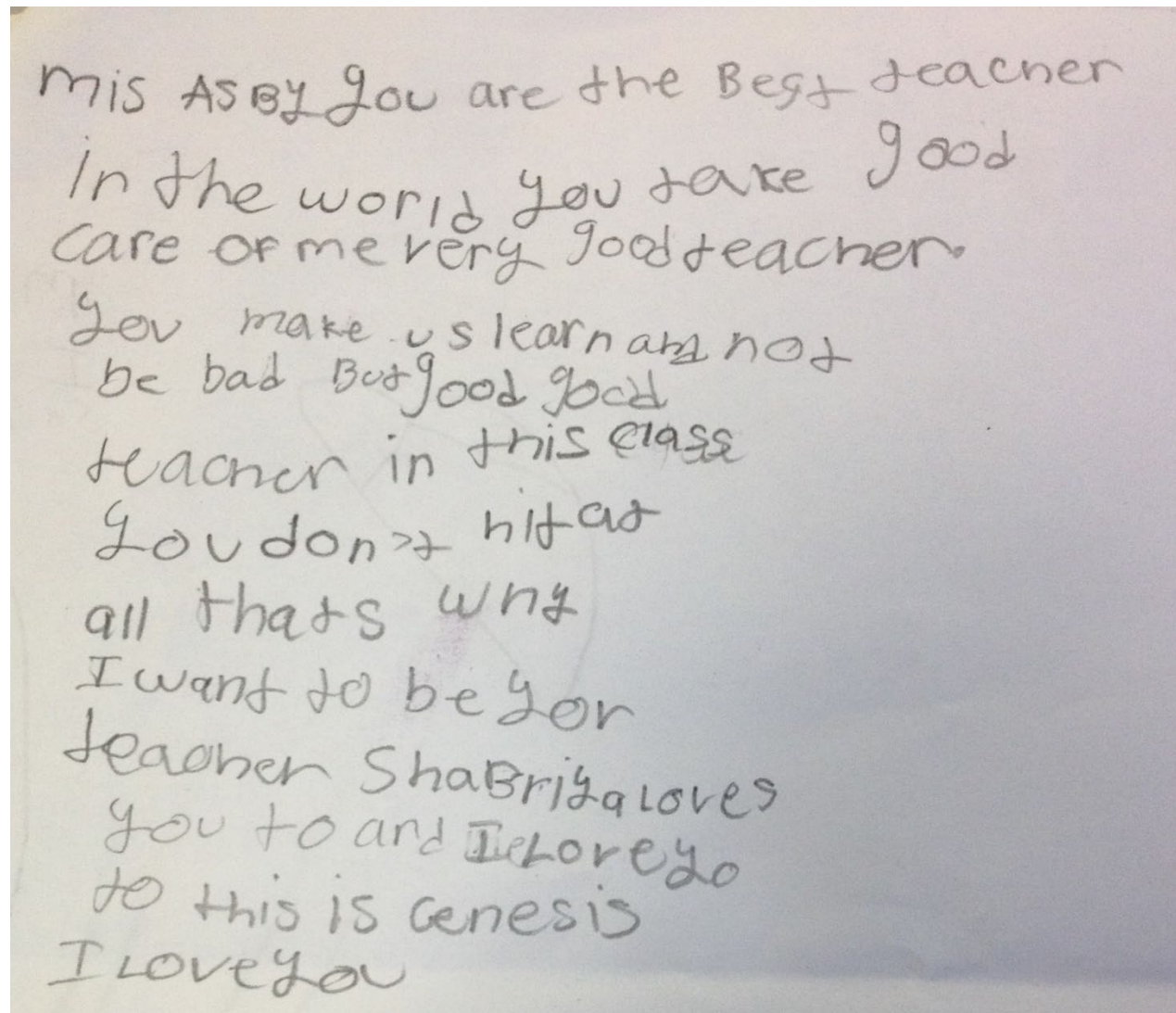
**Overwhelm**

**Despondency**

**Burn Out**



# Another Good Teacher Leaves the Field



## A breaking point...

leaving teaching to make a difference in education policy through developmental psychology research!



# Applying Research to Address Trauma in Schools and Bring Families into the Conversation



## Teaching Skills, Facilitating Reflection, Sharing Experiences

- *5 min:* Opening mindfulness practice
- *10 min:* Strategies to address mental health alongside school staff
- *15 min:* Reflective questions
- *15 min:* Sharing challenges
- *15 min:* Sharing solutions and successes



New England (HHS Region 1)

MHTTC

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

## Family Compassionate Conversations: Fostering Connection

### Activities to Increase Connection

#### Feeling Connected as a Family

*Understand the importance of connection and what it looks like.*

- Humans are hardwired to desire connection with one another. Our brains send signals that mimic those of physical pain when we experience isolation and loneliness. Being together in harmony has been integral to our survival as a species.
- When families feel a sense of connection—that they care for one another, will support one another, understand each other, and are on the same team—a bond of love can increase while conflict reduces.

*Self-assess. How are your connections?*

- To create a culture of belonging, family members can start with themselves. Ask yourself some of these questions:
  - Do I have strong connections with peers at work?
  - Do I have strong connections with those I manage or mentor?
  - Do I have strong connections with my partner and/or children?
  - Do I have strong connections with other family members, friends, or neighbors?
- If you do have strong connections with others, think about the steps you took to build and deepen those connections. It will be most genuine if you start forging new relationships or deepening existing ones using the tools and strategies that come naturally to you.
- If you do not have strong connections with others, consider first connecting with yourself using mindfulness techniques to increase self-compassion and compassion for others.
  - The Loving Kindness Meditation can help us increase our love for self and others.



# Family Peer Specialists: Liaisons and Supports for Navigating SMH

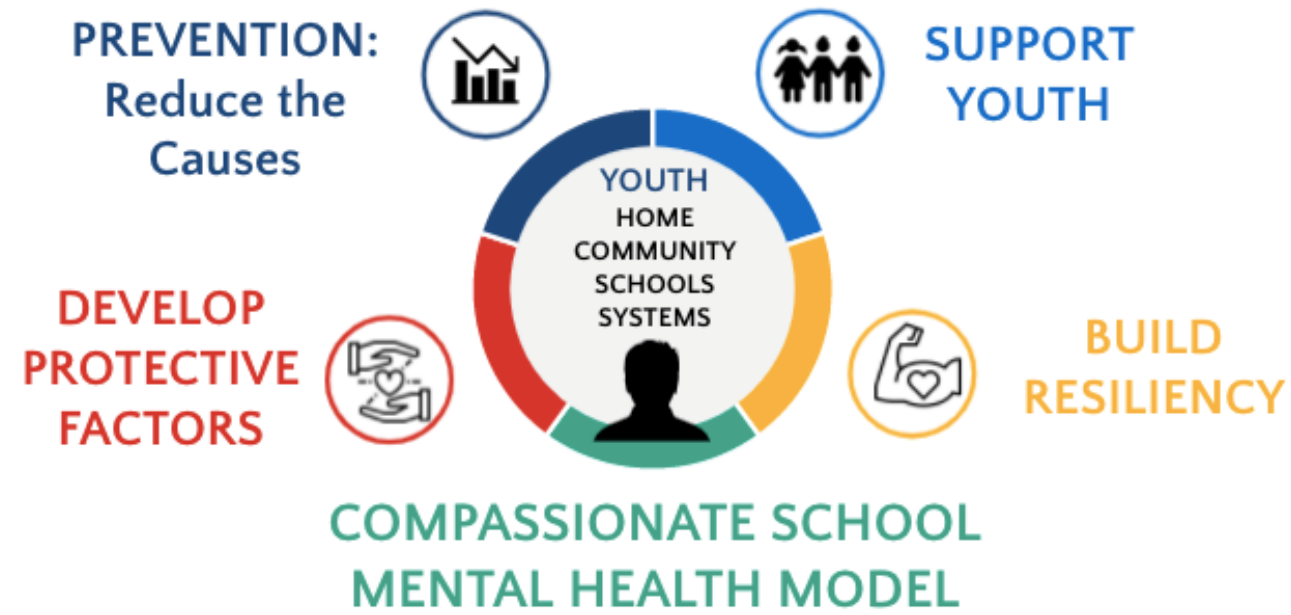


*Family Peer Specialists have four central roles:*

- 1) Offering **peer support** to family members,
- 2) **Mentoring families to become confident advocates** for their children's desired supports and family-driven systems,
- 3) Helping families **navigate multiple systems**, and
- 4) **Teaching skills** to maintain personal and family **well-being**.

“ I would really appreciate more of a **breakdown** specifically of our area in Northwest Georgia. **These are the programs. These are the acronyms.** I want a breakdown of day-to-day, **these are the people, and these are the roles.** You can tell me that you're a manager of whatever title, but I don't understand what that means. That's not telling me what your job is. I understand what Ms. Hope and Angela's duties are. I've seen evidence of what [they] do, but there's still things I'm learning every time we [interact]. **Everything is so vast and it's like a never-ending story, because there's so many things going on.** Don't hand me a pamphlet about ADHD. We can get ADHD information everywhere. **I need to know what is right here, right now that I have access to.** I want to know about the therapy group, which I wouldn't have known about if it wasn't for Angela. **Having those parent groups has been a tremendous help.** I wouldn't have known that if we didn't get referred to [this program]. **I wouldn't have known that had the school not finally had somebody in there saying, 'Hey, look, this is available to you.'** ”

# Take HEART!



Healthcare workers and Educators Addressing and Reducing Trauma

**HEART**  
COLLECTIVE

[www.heartcollective.info](http://www.heartcollective.info)

### 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.

**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.

**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

# NFF Definition

Family engagement is a **collaborative and strengths-based process** through which professionals, families, and children build positive and goal-oriented relationships.

It is a **shared responsibility** of families and staff at all levels that requires mutual respect for the roles and strengths each has to offer.

# Effective Practices in Education



- 1. Shared decision making**
- 2. Value families as partners and leaders**
- 3. Bidirectional**
- 4. Culturally responsive**

# Effective Practices in Mental Health

- 1. Psychoeducation**
- 2. Accessibility**
- 3. Understanding of family view on mental health**
- 4. Culturally responsive**

# How do we monitor and improve family engagement in school mental health?

## 2 Domains

Activities for caregivers

Quality of services and supports

## Input

Analysis of SMHQA

Feedback from Caregivers – FREDLA

Feedback from School-Based Mental Health

## Instructions

15-20 minutes

Never (1), Rarely (2), Sometimes (3), Often (4), Almost Always (5), Always (6)

## Results

Strategic Planning Guide

Continuous Quality Improvement

Quality Guide

# Comprehensive School Mental Health Systems

- Provide a full array of supports and services that promote positive school climate, social emotional learning, mental health and well-being, while reducing the prevalence and severity of mental illness
- Built on a strong foundation of district and school professionals, including administrators and educators, specialized instructional support personnel (e.g., school psychologists, school social workers, school counselors, school nurses, other school health professionals) in strategic partnership with students, families and community health and mental health partners
- Assess and address the social and environmental factors that impact health and mental health



# DOMAINS

## Teaming



- Have multidisciplinary team
- Use best practices for meetings, role delineation, and data sharing
- Avoid duplication and promote efficiency
- Make mental health referrals to school-based and community-based services
- Meaningfully involve youth and families
- Facilitate effective school-community partnerships
- Address each tier of the multi-tiered system of support
- Use data to determine service needs

## Needs Assessment/ Resource Mapping



- Assess student mental health needs
- Assess student mental health strengths
- Use needs assessment to determine appropriate services and supports
- Conduct or access current resource mapping
- Use current resource map to inform decisions about services and supports
- Align existing mental health services and supports

## Mental Health Promotion Services & Supports

TIER 1

- Allocate time for staff to deliver needed Tier 1 evidence-informed services
- Determine evidence to support Tier 1 services
- Ensure Tier 1 services match unique school considerations
- Support training and monitor fidelity for Tier 1 services
- Assess and improve school climate and staff well-being
- Determine and implement school-wide positive behavior expectations
- Reduce exclusionary discipline practices
- Proactively build healthy relationships and community
- Promote mental health literacy
- Support social & emotional learning

## Early Intervention and Treatment Services & Supports

TIER 2&3

- Determine evidence to support Tiers 2 & 3 services
- Ensure Tiers 2 & 3 services match unique school considerations
- Support training for Tiers 2 & 3 services
- Monitor fidelity of Tiers 2 & 3 services
- Monitor individual student progress across tiers
- Implement systematic protocol for crisis response
- Create SMART intervention goals
- Place staff with allocated time to deliver needed Tier 2 evidence-informed services
- Place staff with allocated time to deliver needed Tier 3 evidence-informed services

## Screening



- Screen for student distress and well-being to identify and refer students for additional supports.

## Impact



- Document and report the impact of your comprehensive school mental health system on educational, social/emotional/behavioral and services outcomes to a wide range of stakeholders

## Funding and Sustainability



- Use multiple and diverse funding and resources
- Leverage funding and resources to attract potential contributors
- Have strategies to retain staff
- Maximize expertise and resources of all stakeholders
- Monitor federal, state, and local policies that impact funding
- Support funding and resources at each tier
- Maximize opportunities to bill for eligible services

For a full copy of the school mental health national quality assessment, visit [www.theSHAPESystem.com](http://www.theSHAPESystem.com)

# How do we monitor and improve family engagement in school mental health?

## 2 Domains

Activities for caregivers

Quality of services and supports

## Input

Analysis of SMHQA

Feedback from Caregivers – FREDLA

Feedback from School-Based Mental Health

## Instructions

15-20 minutes

Never (1), Rarely (2), Sometimes (3), Often (4), Almost Always (5), Always (6)

## Results

Strategic Planning Guide

Continuous Quality Improvement

Quality Guide

1	Never	2	Rarely	3	Sometimes	4	Often	5	Almost Always	6	Always
---	-------	---	--------	---	-----------	---	-------	---	---------------	---	--------

# How often does my school...

## Share information

- provide information about different ways that caregivers can be engaged in school mental health

## Invite to caregiver to school teams

- invite caregivers to participate in school mental health teams related to planning and implementation

## Hold accessible meetings

- hold meetings at days/times/locations that are accessible for parents to attend

## Provide alternatives

- provide alternative options for parents to be engaged in decision-making if they cannot attend meetings

## Assess perspectives

- assess caregiver perspectives and priorities related to student mental health strengths, needs, and services

## Inform policies and procedures

- invite families to learn about and inform mental health screening policies and procedures

1	Never	2	Rarely	3	Sometimes	4	Often	5	Almost Always	6	Always
---	-------	---	--------	---	-----------	---	-------	---	---------------	---	--------

# How often does my school...

## Invest time

- invest time and resources into building positive relationships with caregivers

## Establish communication

- establish and maintain bidirectional communication with caregivers

## Maintain proactive and positive communication

- establish and maintain proactive and positive communication with caregivers

## Be culturally responsive

- use culturally responsive approaches in building relationships with caregivers

1	Never	2	Rarely	3	Sometimes	4	Often	5	Almost Always	6	Always
---	-------	---	--------	---	-----------	---	-------	---	---------------	---	--------

# How often does my school...

## Evaluate Fit

- involve caregivers to evaluate the fit of interventions with respect to the strengths, needs, and cultural/linguistic considerations of students, families, and communities

## Build consistency between home-school environments

- share and receive information from caregivers to encourage consistency between home-school environments

## Invite to trainings

- invite caregivers to trainings and events related to mental health, behavior, and well-being

## Seek and incorporate input

- seek and incorporate caregiver input about mental health trainings for i) staff; ii) caregivers; iii) students

## Co-Lead Trainings

- seek family partnership in leading trainings about mental health, behavior, and well-being (e.g., leading SEL lesson, contributing expertise to school professional development training, presenting to the school board)

1	Never	2	Rarely	3	Sometimes	4	Often	5	Almost Always	6	Always
---	-------	---	--------	---	-----------	---	-------	---	---------------	---	--------

# How often does my school...

## Share data

- share data with families related to student use of mental health services

## Involve in dissemination

- involve caregivers in dissemination of mental health information to youth and families

## Review data on outcomes

- partner with families to review data on school mental health system outcomes to inform ongoing mental health programming

## Partner for fundraising

- partner with families to plan fundraising events that support school mental health programs

## Secure funding

- engage caregivers to collaborate on pursuing and securing funding (e.g., applying to grants; speaking to funders and collaborators)

## Inform use of funding

- partner with families to prioritize how to best use funding for school mental health services/supports

# Calculate Score for First domain

1	Never	2	Rarely	3	Sometimes	4	Often	5	Almost Always	6	Always
---	-------	---	--------	---	-----------	---	-------	---	---------------	---	--------

# How often does my school...

## Provide training for school staff

- Provide trainings on student mental health for school staff, including knowledge about signs and symptoms of child psychopathology, support strategies, promoting positive mental health, and culturally responsive strategies for diverse students/families.

## Provide training for caregivers

- Provide trainings on youth mental health and related topics for caregivers (e.g., promoting positive mental health, signs and symptoms of concern, routine setting for homework, behavior management at home)

## Provide training for students

- Provide training for students on how to support their peers with mental health and behavioral difficulties

## Share information on referral processes

- Provide information about available school mental health supports and the referral process to students and families

## Implement evidence-based interventions

- Implement evidence-based school mental health programs and supports



1	Never	2	Rarely	3	Sometimes	4	Often	5	Almost Always	6	Always
---	-------	---	--------	---	-----------	---	-------	---	---------------	---	--------

# How often does my school...

## Incorporate SEL

- incorporate social emotional learning into daily school activities

## Sponsor wellness events

- sponsor mental health and wellness events for students (e.g., mental health fairs, book fairs on youth mental health)

## Check in on wellbeing

- check in with students about their wellbeing regularly

1	Never	2	Rarely	3	Sometimes	4	Often	5	Almost Always	6	Always
---	-------	---	--------	---	-----------	---	-------	---	---------------	---	--------

# How often does my school...

## Have mental health professionals

- have mental health professionals readily available to support students and families

## Maintain regular contact

- have mental health professionals who are in regular contact with caregivers regarding services and supports for their students

## Seek input on strategies

- seek input from caregivers about their child's strengths, challenges, and what strategies work best for the student and family

## Be culturally responsive

- provide mental health services appropriate for the children's cultures, languages, and values

## Use accommodations

- use accommodations successfully to support student's mental health strengths and needs

1	Never	2	Rarely	3	Sometimes	4	Often	5	Almost Always	6	Always
---	-------	---	--------	---	-----------	---	-------	---	---------------	---	--------

# How often does my school...

## Monitor implementation

- monitor how well staff and teachers are implementing programs and share information with caregivers

## Monitor outcomes

- monitor how students are responding to programming and share information with caregivers

## Communicate with transparency

- communicate transparency in its evaluation procedures and interpretation of any assessments about student mental health

## Collaborate

- collaborate with community organizations and partners to host fundraising events that support school and community mental health programs

## Secure Funding

- secure funding and develop community partnerships to ensure adequate mental health coverage (e.g., school-employed and community-partnered) and services/supports.

# Calculate Score for **Second** domain

# Did your scores match your expectations?

**Emerging** – Domains where contributors reported the practices within the domain do not exist yet within the school or they are observed infrequently. The overall mean falls between 1.0-2.9.

**Progressing** – Domains where contributors reported the practices within the domain exist and they are carried out at least some of the time but they are not standard within the school. The overall mean falls between 3.0-4.9

**Established** – Domains where contributors reported of the practices within the domain are part of the every-day practice and happening almost always. The overall mean falls between 5.0-6.0.

# Action Planning

**How are we creating space for families in our policies and procedures?**



Sharing decision-making



Collaborating on trainings



Gaining input



Disseminating resources

**How inviting is the environment we are asking them to join?**



Training staff, families, and students



Checking in on student wellbeing



Monitoring quality



Adequate funding

# How do I want to be involved?

*We hope the practices provide ideas for caregivers too!*

- Participate on teams
- Share expertise
- Attend trainings
- Co-lead trainings
- Support fundraising
- Review and select screeners and interventions
- Communicate with my child's therapist

# What can caregivers do?

Connect with local, district, and state resources to support family engagement!

- Review school, district, and/or state education websites
- Connect with parent organizations
- Statewide Family Engagement Centers



# About the MHTTC Network

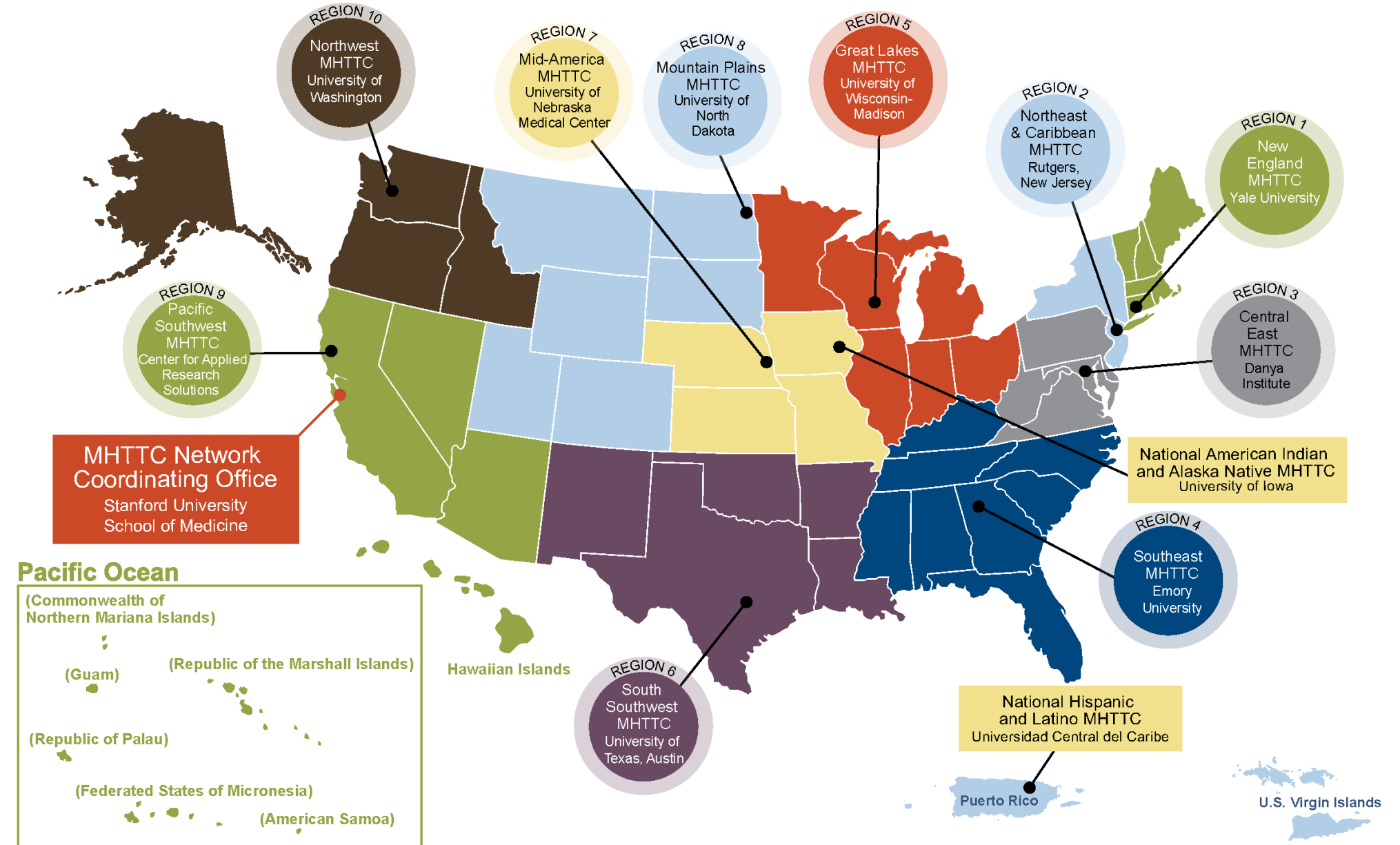


**MHTTC**

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

**MHTTC Network**

- Accelerate the adoption and implementation of mental health related evidence-based practices across the nation
  - Develop and disseminate resources,
  - Provide training and technical assistance,
  - Deliver workforce development opportunities for the mental health field



<https://mhttcnetwork.org/>

# MHTTC School Mental Health Initiative



Bringing awareness, disseminating information, and providing technical assistance and training on the implementation of mental health services in schools and school systems



## Supporting the Mental Health Needs of Students Attending Tribal Colleges

Publication Date: November 6, 2021

Developed By: **Mid-America MHTTC**

## Supporting the Mental Health of Autistic Students

Publication Date: August 9, 2022

Developed By: **Southeast MHTTC**



## Well-Being Wednesdays Taking Care of Teachers Who Take Care of Kids

## Helping Families Navigate Therapy

Publication Date: January 26, 2021

Developed By: **New England MHTTC**



## Supporting Student Mental Health: Resources to Prepare Educators

Collaborating TTC: Global MHTTC  
Publication Date: January 14, 2020



## Social Influencers of Health and Suicide in Black Youth

12:00pm - March 1, 2023 | Timezone: US/Eastern

Collaborating TTC: Central East MHTTC

Registration Deadline: March 1, 2023

**REGISTER**

Need more information?  
Contact us at [webinars@danyainstitute.org](mailto:webinars@danyainstitute.org)

# Classroom WISE: Well-Being Information & Strategies for Educators


**Classroom WISE**  
Well-Being Information and Strategies for Educators


Video Library + Resource Collection

Online Course

Website

Presented by:

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

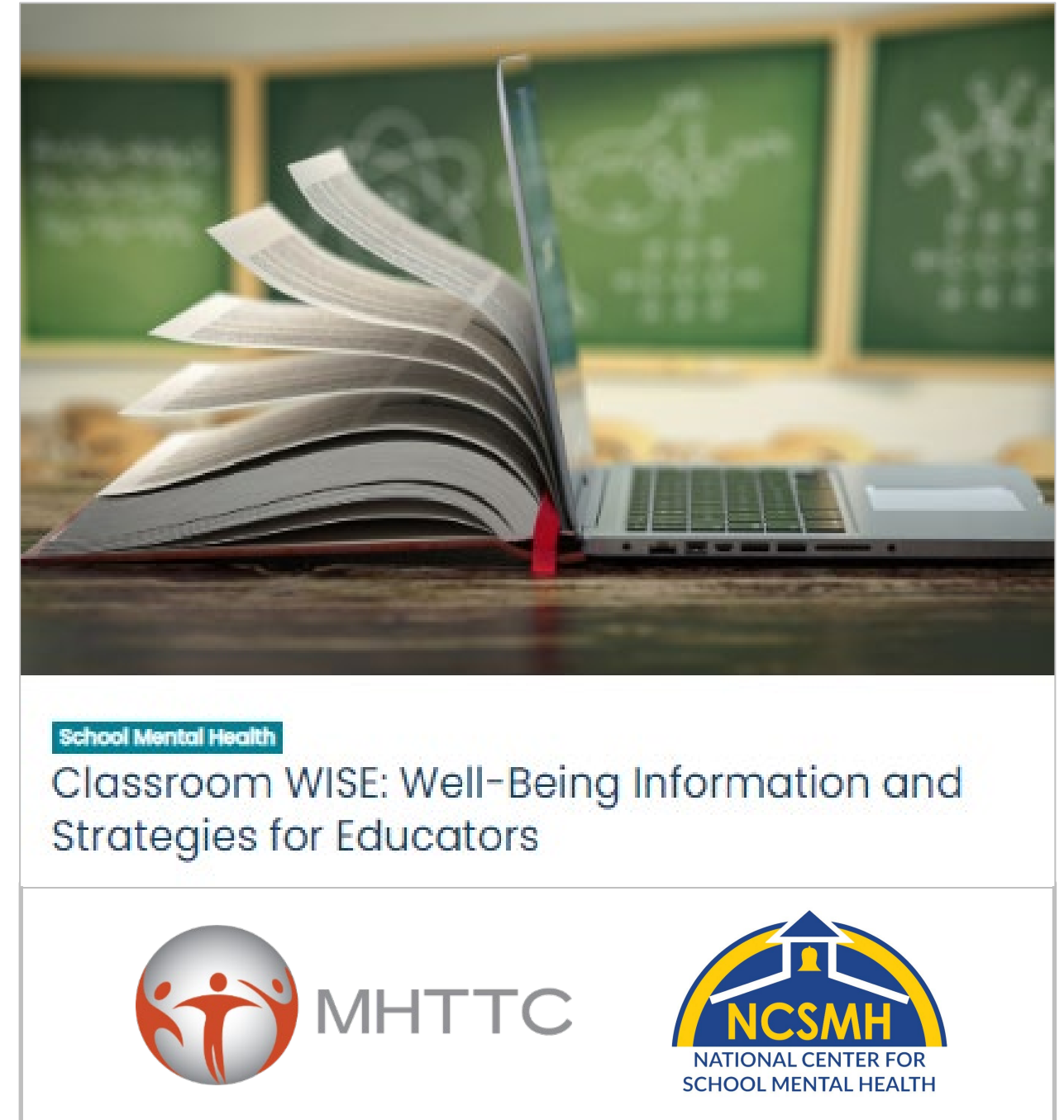
 **NCSMH**  
NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

**Free 3 Part Training Package**  
[www.classroomwise.org](http://www.classroomwise.org)



# Classroom WISE Online Course

- Self-paced online course with a 5 contact hour certificate of completion
- Includes evidence-based strategies to promote student mental health and support students with mental health challenges
- Skills are based on the scientific literature on school climate, mental health literacy, social emotional learning, and school-based interventions for mental health problems.



# Classroom WISE Video Library



## How Teachers Can Show Interest

Teachers can help keep students engaged by showing interest. In this video, students of various ages describe ways that teachers have shown interest in them and their lives.

1min 10sec



## Supporting Students in Distress

Teachers can be great sources of support for students in distress. In this video, teachers describe how they initiate a conversation, listen non-judgmentally, provide reassurance, and come up with plans to support students.

1min 33sec



## Letting Students Know You Are a Safe and Supportive Person

Students often look to teachers when they are experiencing distress. In this video, teachers describe how they let students know they are a safe and supportive person.

3min 21sec

Available at <https://www.classroomwise.org/video-library>

# Classroom WISE Resource Collection



Module 1: Creating Safe and Supportive Classrooms



Module 2: Teaching Mental Health Literacy and Reducing Stigma



Module 3: Fostering Social Emotional Competencies and Well-Being



Module 4: Understanding and Supporting Students Experiencing Adversity and Distress



Module 5: The Impact of Trauma and Adversity on Learning and Behavior



Module 6: Classroom Strategies to Support Students Experiencing Distress

Available at <https://www.classroomwise.org/resource-collection>

# Cultural Inclusiveness and Equity WISE



- A companion training to Classroom WISE
- Educators learn:
  - How inequities in education impact student mental health
  - How implicit bias influences our perceptions and responses
  - Culturally inclusive classroom strategies to support student mental health



Module 1: Understanding How Social Injustices Impact Student Mental Health



Module 2: Understanding How Educator Bias Impacts Student Mental Health



Module 3: Engaging in Culturally Inclusive Classroom Actions to Promote Student Mental Health



Module 4: The Impact of Trauma and Adversity on Learning and Behavior

# Access all MHTTC Events & Resources

Visit our Training and Events Calendar and Products and Resources Catalog on our MHTTC website

## Training and Events Calendar

UPCOMING EVENTS

ONGOING EVENTS

PAST EVENTS

Keyword Search

Filter by Event Type

Keyword Search

Filter by Type

Select Date Range

And

Start date

End date

Center

Any Center

Apply

OCT  
14



**Safe at Home: Domestic Violence Awareness Series Part 1**

In honor of Domestic Violence Awareness Month in October, we are hosting this series to help

OCT  
14



**Assessment and Treatment Strategies for Mood and Anxiety Disorders**

Assessment and Treatment Strategies for Mood and Anxiety Disorders October 14, 2020 1:00pm - 2:30pm

OCT  
14



**Clinical Application of Cultural Elements for the Hispanic and Latino Populations Module III and VI**

FREE CEU TRAINING SPONSORED BY OPRE The State of New Mexico Office of Peer Recovery and Engagement

## Products & Resources Catalog

Search

Search for text...

Product Type

- Any -

Center

Any Center

Target Audience

- Any -

Keywords

- Any -

Apply



### Guiding Principles: Resiliency and Recovery

The New England MHTTC has as its overarching aim to use evidence-based means to disseminate evidence-based practices, and promote resilience and



### Children's Mental Health Initiative | Needs Assessment

In 2020, the New England Mental Health Technology Transfer Center (New England MHTTC) engaged stakeholders from across the region in



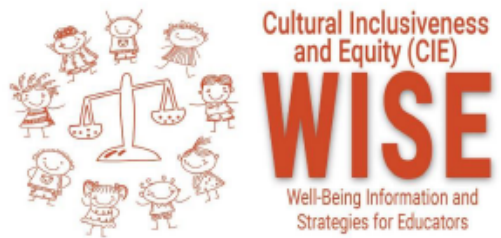
### Great Lakes MHTTC Year 2 in Review

Great Lakes MHTTC Year 2 in Review provides an overview of the regional center's activities, accomplishments and challenges. Download the full





# MHTTC Family Engagement Resources



**Guide for Engaging Families**

Educators can increase youth and family engagement in school and in the classroom by reaching out to establish positive relationships with youth and families, demonstrating respect for diversity, and identifying ways to engage students and families in ways that are meaningful to fostering positive relationships and promoting student success and well-being.

**SPECIFIC ENGAGEMENT STRATEGIES**

**Build relationships**

- Facilitate activities, involving sharing about hobbies, interests, goals
- Send positive messages home
- Use multiple modes of communication

**Show respect for diversity**


- Encourage sharing about culture, including holidays, artwork, languages, etc.
- Acknowledge diverse culture in communications
- Foster a culturally-relevant classroom

**Promote school participation**

- Provide opportunities for families to provide input and students to share ideas in class
- Reward attendance and participation
- Invite caregivers to volunteer, teach or read in class

**Build Relationships with Families and Students:**

- Use "All About Me" activities, where families, students, and teachers share their hobbies, interests, and goals.
- Send positive messages home.
- Communicate often and use multiple methods of communication, including phone calls, written notes, text messages, links to recorded video messages, etc.



**School MH Best Practices 'Always and Now' Learning Series: Teaming**

Collaborating TTC: Global MHTTC, National American Indian and Alaska Native MHTTC, South Southwest MHTTC  
 Publication Date: February 24, 2021

[VIEW RESOURCE](#)



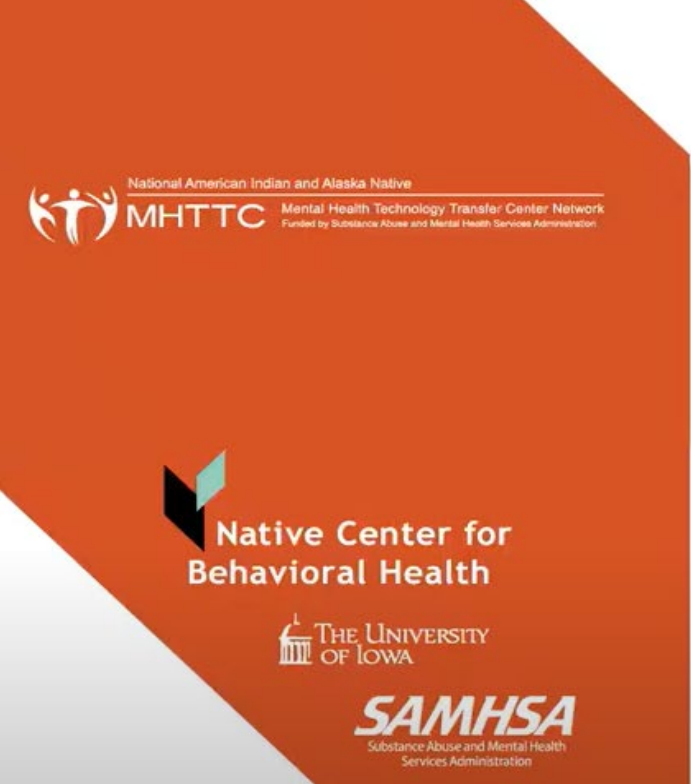
**More than a DSM Code: Addressing Stigma Experienced by Families | Podcast**

Publication Date: June 5, 2023

Developed By: **Northwest MHTTC**

MP MHP

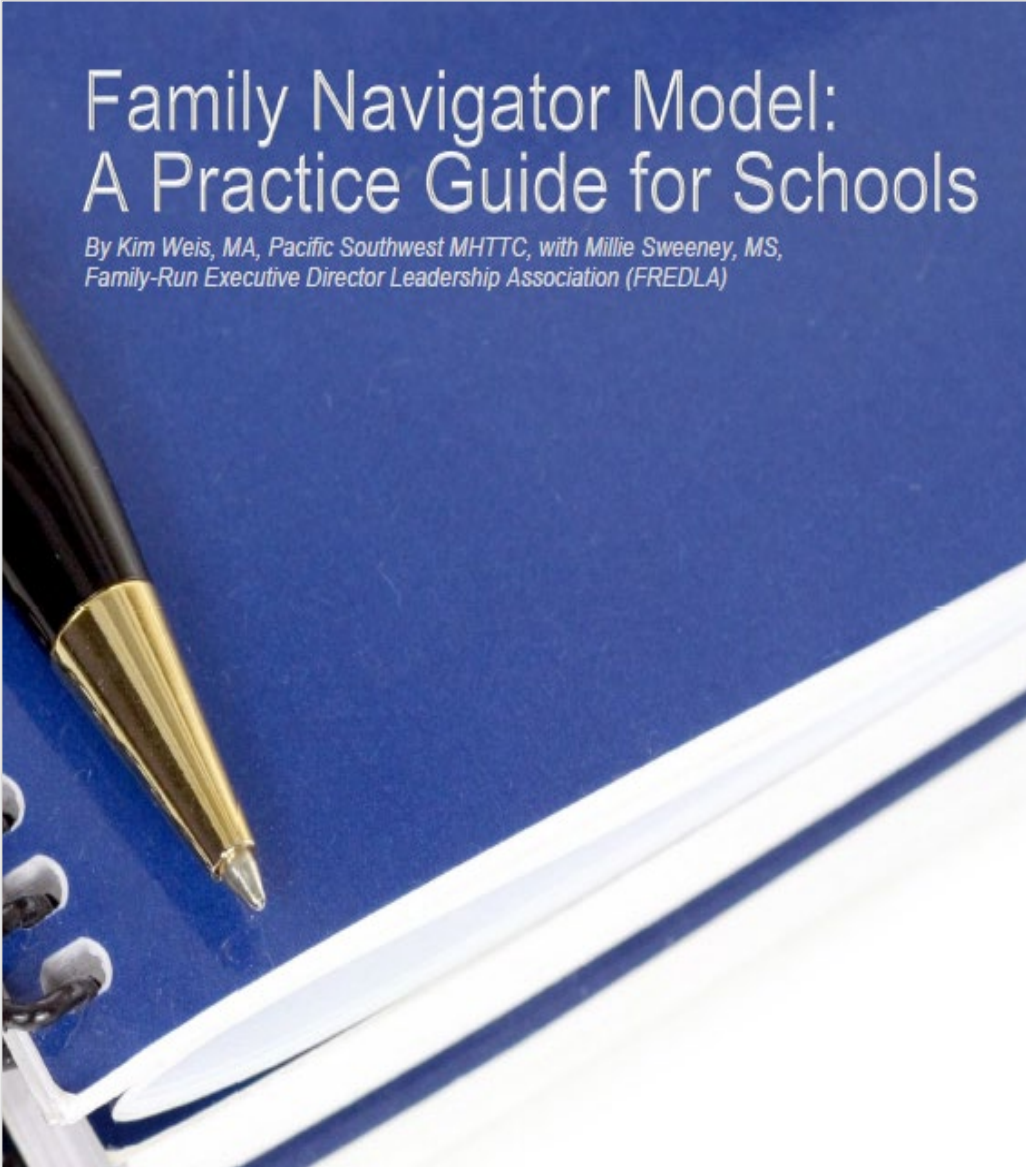
# MHTTC Family Engagement Resources



**From Longhouse to Schoolhouse: AI/AN School Communities Coming Together**

Collaborating and Communicating Effectively with Parents

Hosted by: Teresa Brewington, Coharie, Lumbee, MBA, M.Ed.



**Family Navigator Model: A Practice Guide for Schools**

By Kim Weis, MA, Pacific Southwest MHTTC, with Millie Sweeney, MS, Family-Run Executive Director Leadership Association (FREDLA)



**Learning From and With Students, Caregivers, Advocates and Systems Leaders**

Publication Date: July 31, 2020

Developed By: **Southeast MHTTC**

[VIEW RESOURCE](#)

# MHTTC Family Engagement Resources



New England (HHS Region 1)

**MHTTC**

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

## Mental Health and Children: Perspectives from Families on Screening, Diagnosis, and Support



## Providing Culturally Relevant Services to Families of LGBTQ+ Youth

Leah Love, MSSA, LISW  
(She/Her)

Consultant to National SOGIE Center

Angela Weeks, DBA (She/Her)



# Stay in touch with the MHTTC Network!



Visit the MHTTC website!

[www.MHTTCnetwork.org](http://www.MHTTCnetwork.org)

  @MHTTCNetwork

For questions about the MHTTC School Mental Health Initiative, contact Jessica Gonzalez [jegonzalez@stanford.edu](mailto:jegonzalez@stanford.edu)

[Subscribe to our monthly e-newsletter](#) to learn about our latest FREE trainings and resources available to you!

# Follow Up and Next Steps

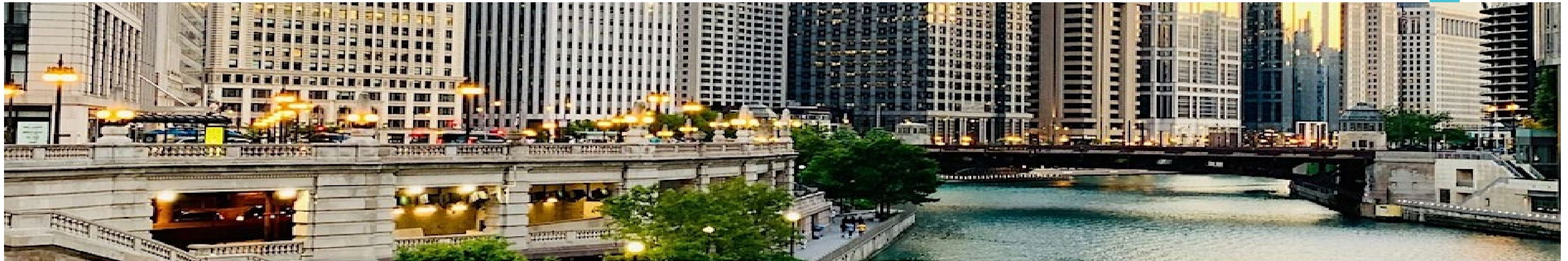
**In our follow up email, within 3-5 business days, look for:**

- A link to the recording of today's presentation
- Today's presentation slides
- Invitations to upcoming events
- Additional resources
- Ways to stay connected with us
- A letter of participation emailed to you

[www.nfstac.org](http://www.nfstac.org)



# Upcoming event announcement



## PRE-CONFERENCE TRAINING SESSION

NOVEMBER 8TH 2023, CHICAGO, IL

CUTTING-EDGE PRACTICE SKILLS FOR THE FAMILY PEER WORKFORCE

**Cutting-Edge Practice Skills for the Family Peer Workforce Presented  
by Gail Comier and Lachelle Freeman**

# Feedback Survey



**Thank you for joining us!**

Please complete the SAMHSA-required Feedback Survey you will be directed to when the webinar ends.

# CONTACT INFORMATION



Lyn da Garg an, P rincip al Inve stig ator, NFSTAC

[lgargan@ffcmh.org](mailto:lgargan@ffcmh.org) | [www.nfstac.org](http://www.nfstac.org)

Ga il Co rm ier, P roj ect Dire ctor, NFSTAC

[info@nfstac.org](mailto:info@nfstac.org) | [www.nfstac.org](http://www.nfstac.org)

Lache lle Wade-Fre em an, P roj ect M an ager, NFSTAC

[lvfreeman@ffcmh.org](mailto:lvfreeman@ffcmh.org) | [www.nfstac.org](http://www.nfstac.org)

Thank you for joining us!