L1 - Allowing Youth Voice to Inform Mental Wellness Efforts

11:30am-12:45pm

Ami Flammini, Midwest PBIS Network (IL); Kelcey Schmitz, University of Washington SMART Center

Content Facilitator: Patti Hershfeldt, Center for Social Behavior Supports, Old Dominion University (VA)

Topic: Mental Health/Social-Emotional Well-Being
Key words: Youth Voice, Social Relationships, Community
SESSION DESCRIPTION & LEARNING OBJECTIVES

The voices of our students are critical as schools navigate necessary changes to practices and policies which include mental wellness.

This session will highlight different ways students have become involved in supporting other students as well as informing adults of changes they feel are necessary to influence mental wellness for all.

• Participants will learn about different levels of student involvement
• Participants will hear about examples of student voice and mental health from the Northwest Region
• Participants will be able to identify next steps for incorporating student voice in mental health efforts in their settings
# Virtual Forum Expectations

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>OVERALL Event</th>
<th>CHAT Tab</th>
<th>POLLS Tab (+Q&amp;A)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td>✧ Use a shared action plan for your team ✧ Complete session evaluations</td>
<td>✧ Post positive on-topic comments ✧ Questions for the presenters go in the POLLS tab</td>
<td>✧ Add questions before and/or during session</td>
</tr>
<tr>
<td><strong>BE RESPECTFUL</strong></td>
<td>✧ Limit distractions ✧ Follow up on your assigned action items</td>
<td>✧ Use inclusive language</td>
<td>✧ Use sincere phrasing ✧ Complete additional polls when prompted</td>
</tr>
<tr>
<td><strong>BE SAFE</strong></td>
<td>✧ Take movement breaks ✧ Be aware of your stress level</td>
<td>✧ Engage in productive dialogue</td>
<td>✧ Ask solution-oriented questions</td>
</tr>
<tr>
<td>For Presenters</td>
<td>✧ Ensure Files Tab has current materials and related weblinks</td>
<td>✧ Monitor and remove inappropriate comments</td>
<td>✧ Identify common Qs to address in final 15 minutes</td>
</tr>
</tbody>
</table>
Tips for Participants

Finding Your Registered Sessions in Pathable

Your Personalized Schedule (My Agenda)

Locate the Agenda Menu, Select “My Agenda” from the drop-down, and you will see the sessions for which you are registered. A green check mark in the upper right corner indicates you are registered.
Tips for Participants

Navigating the Session Page

1. **Session Details** (Title, Presenters, Date & Time, Description, Keywords)
2. Join Session
3. Interact through Chat, Polls, & Uploaded Files

![Session Page Screenshot]

1. **Orientation for Tech Assistants and Content Facilitators (OPTIONAL for Presenters)**
2. **Join Meeting** *SPEAKER ONLY: join the live meeting now*
3. **Chat**
   - Diane LaMaster: 2 minutes ago
     - I had to even room to their
Tips for Participants

Chat, Polls, and Q&A

1. Use Chat for engaging with other participants around the session topic.

   *Presenters may use chat differently in specific sessions.*

   Follow overall Forum expectations for responsible, respectful, and safe chatting.

2. Find the Q&A under Polls.
   Questions for presenters go there.

3. Some sessions have other Polls or more Specific Questions.
   Complete those when prompted.
Tips for Participants

Be careful of accidently navigating away

While participating in a live Session…Be Present!

• If you navigate away from the live Session you will need to press the “Join Meeting” button to get back in.

• What does navigating away look like? Here are some examples:
  1. Clicking on any area of the navigation menu
  2. Clicking on a Person’s name

1. 

2.
Tips for Participants

Support is Available

If at any time you need support as a participant, use the Help Desk:
When Working In Your Team

Consider 5 Questions

- How does this compare to our priorities?
- What team would oversee this work?
- What should we stop doing to make room for this work?
- How will we assess whether it’s (a) implemented well and (b) working?
FACING SCHOOLS TODAY

MEANINGFUL STUDENT INVOLVEMENT

https://soundout.org/2016/04/01/the-guide-to-meaningful-student-involvement/
What do you think of when you hear the words “Student Engagement”?

**Giving feedback about school-wide**

**PLEASE SHARE IN THE CHAT BOX WHAT COMES TO MIND FOR YOU**

**Sitting on the PBIS Team**

**Redesigning the school logo**

**Helping decide prices for the valentines dance?**

**Organizing the homecoming dance**
Expanding our Vision

LEAVE IT TO THE PROFESSIONALS

Adam Fletcher The Guide to Meaningful Student Involvement
Expanding our Vision

1. Curriculum
2. Time in school
3. Scheduling
4. Out of school time
5. Class and School Size
6. Teacher quality
7. Special Education
8. School Funding
The definitions

Student engagement:
“the excitement and investment a young person feels towards learning”

Adam Fletcher The Guide to Meaningful Student Involvement
The definitions

Meaningful student involvement, which is a process for engaging students as partners in school improvement for the sake of education, community, and democracy.

Pupil consultation, which is a systematic process for listening to students’ opinions about school.

Student participation, which is a self-determined act of students committing to something in school.
Young people are manipulated

Young people are decoration

Young people tokenized

Young people assigned and informed

Young people consulted and informed

Adult-initiated, shared decisions with young people

Young people lead and initiate action

Young people and adults share decision making

Hart’s Ladder

Goal is to increase degrees of participation

Variations of Hart’s ladder

In *Creating Better Cities with Children and Youth: A Manual for Participation* (2001), David Driskell proposed another reconceptualization of Roger Hart’s Ladder of Children’s Participation called the Dimensions of Young People’s Participation. The reconceived presentation places the eight rungs of Hart’s Ladder on an X-Y axis. The vertical dimension illustrates increasing power to make decisions and change, while the horizontal dimension illustrates increasing levels of interaction and collaboration.

Variations of Hart’s ladder

In Empowering Children and Young People: Promoting Involvement in Decision-Making (1997), Phil Treseder refashioned Roger Hart’s Ladder of Children’s Participation into a hub-and-spoke configuration to avoid common criticisms of the ladder metaphor: in real-world settings, participation does not unfold in an ordered sequence from higher to lower, and forms of participation that appear on lower rungs of the ladder are not intrinsically worse than higher levels—in fact, they may be appropriate in certain circumstances, such as when children and youth need adult support and guidance to fully participate in a leadership or decision-making process. Image source: Empowering Young People, Carnegie UK Trust, January 2008.
Variations of Hart’s ladder

**Ladder of Student Involvement**

8. Student initiated, shared decisions with adults
7. Student initiated, student-led decisions
6. Adult initiated, shared decisions with students
5. Students informed and consulted
4. Students informed and assigned
3. Students tokenized
2. Students are decoration
1. Students manipulated

*Adapted by A. Fletcher (2005) from R. Hart (1994)*
## Considerations

### Incorporating Student Voice

#### TFI Sub-Scale: Team
<table>
<thead>
<tr>
<th>TFI 1.1</th>
<th>Team Composition</th>
</tr>
</thead>
<tbody>
<tr>
<td>TFI 1.2</td>
<td>Team Operating Procedures</td>
</tr>
</tbody>
</table>

#### TFI Sub-Scale: Implementation
<table>
<thead>
<tr>
<th>TFI 1.3</th>
<th>Behavioral Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>TFI 1.4</td>
<td>Teaching Expectations</td>
</tr>
<tr>
<td>TFI 1.5</td>
<td>Problem Behavior Definitions</td>
</tr>
<tr>
<td>TFI 1.6</td>
<td>Discipline Policies</td>
</tr>
<tr>
<td>TFI 1.7</td>
<td>Professional Development</td>
</tr>
<tr>
<td>TFI 1.8</td>
<td>Classroom Procedures</td>
</tr>
<tr>
<td>TFI 1.9</td>
<td>Feedback and Acknowledgement</td>
</tr>
<tr>
<td>TFI 1.10</td>
<td>Faculty Involvement</td>
</tr>
<tr>
<td>TFI 1.11</td>
<td>Student/Family/Community Involvement</td>
</tr>
</tbody>
</table>

#### TFI Sub-Scale: Evaluation
<table>
<thead>
<tr>
<th>TFI 1.12</th>
<th>Discipline Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>TFI 1.13</td>
<td>Data-based Decision Making</td>
</tr>
<tr>
<td>TFI 1.14</td>
<td>Fidelity Data</td>
</tr>
<tr>
<td>TFI 1.15</td>
<td>Annual Evaluation</td>
</tr>
</tbody>
</table>
Considerations
Incorporating Student Voice

YOUTH VOICE & AGENCY

Adults inform and/or direct youth. Ideally, adults support expression and actively listen to youth.

Youth actively participate in decision-making about learning and school matters in a process that is initiated and guided by adults.

YOUTH AS RECIPIENTS

Adults actively seek and consider opinions of youth in learning and decision-making.

YOUTH AS CONSULTANTS

Youth & Adults as Full Partners

Learning, teaching, and school leadership are founded on equitable, respectful, trusting, cross-generational relationships characterized by shared power, voice, and responsibility.

YOUTH & ADULTS AS EMERGING PARTNERS
WHERE ARE YOU IN THE SEED TO TREE CYCLE?
WHAT IS ONE STEP YOU CAN TAKE TO WATER THE TREE?
Allowing Youth Voice to Inform Mental Wellness Efforts: Examples from the Northwest

Kelcey Schmitz, MSEd
University of Washington SMART Center
Northwest MHTTC School Mental Health Center (NWSMH)

PROUDLY SERVING THE SCHOOL MENTAL HEALTH WORKFORCE IN ALASKA, IDAHO, OREGON & WASHINGTON

nwsmh@uw.edu

Join us on social media!
@NorthwestMHTTC
Northwest MHTTC

Our goals:

Provide direct training and TA on the implementation of mental health services in schools
Build infrastructure and create learning communities
Support educational leaders to promote mental health for ALL
Foster regional alliances
Overview of Examples

• A Mindful State’s Connections We Need - Washington Statewide Mental Health and Wellness Campaign Youth Voice Event
• Youth Aware
• Seeds of Peace: Youth Led PD and Advocacy
• Ingraham High School: Youth Voice on MTSS Team
• This is Me: Video Journaling
• Resources
How are we really doing?

Listen to brave people opening up about the impact of the pandemic on their mental health:

AMindfulState.org

#mentalhealthactionday
The Manifestation

https://amindfulstate.org/
How it’s going

• 250 billboards and poster around the state (Tacoma, Seattle, translated in Spanish)
• Ads on Sounder Trains and buses moving up and down through communities
• Social Media
• Radio/TV press
• Connections We Need Event – Elevating Youth Voice
• Summer PD for Out of School Time Providers - Youth-led

https://mindfulstate.com/
Facebook
Twitter
Instagram

Connections We Need Event

- April 16, 2021
- Engage School Staff and After School Staff
- Collaborative effort among several organizations alongside Youth who are part of Seeds of Peace
- Heard from four youth in Washington State
Youth Speakers

- Bryan, Senior
- Hope, 10th grade
- Sourdsey, 11th grade
- Mehr, 8th grade

View the entire event here: https://mhttcnetwork.org/centers/northwest-mhttc/connections-we-need

“Ignoring race is the problem.” - Hope

“I know for my classmates they were struggling because their family life isn’t as good as mine and they don’t have as good as support systems as I do and it’s hard to see what they are going through.” - Sourdsey

“The collateral damage of this pandemic is the great toll that it has taken on us teens.” - Mehr

“Being able to set aside the normal curriculum and be able to have space to talk and discuss about the events that were happening around us really helped.” - Brian
<table>
<thead>
<tr>
<th>Themes</th>
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</thead>
<tbody>
<tr>
<td>Equity &amp; access for all</td>
</tr>
<tr>
<td>Youth need safe spaces for conversation</td>
</tr>
<tr>
<td>Youth need skills to provide peer supports</td>
</tr>
<tr>
<td>Grown ups need to create space to listen to youth</td>
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</tbody>
</table>
Mehr Grewal

Teen Café: Online chat every other week during the Pandemic

https://www.youthawaremagazine.com/community-initiatives/worth-a-shot
Twitter: @WorthAShot7
Facebook: @worthashot01

Youth Aware Magazine - About
https://www.youthawaremagazine.com/youth-engagement-forum/teen-cafes
What participants had to say ...

• “This training will impact my work by advocating strongly for the inclusion of student voice in program development and evaluation.”

• "Today's event spurs me on to have important conversations and to create community bridges for better connections."

• "I will share the recording with my staff so that they can hear from the young people and experience what a fully supportive interaction and embracing of social-emotional wellbeing looks and feels like."

• "It's helpful to hear from the students what their concerns were, what has been helpful for coping, and what is still needed.”
Seeds of Peace – Youth Summit

• Greentrike - Out of school time intermediary (OSTI)
• Youth-Led Advocacy
• Founded in 2011
• Fahren Johnson, Director of Strategic Initiatives

Connect:
https://www.facebook.com/SeedsOfPc
Fahren Johnson fjohnson@playtacoma.org
Healthy Minds Matter- Expanded Learning Opportunities- Youth Led PD Series

Facilitate by:
Isha Hussein- Lincoln HS Senior
Heaven Galvan- SAMI HS Senior
August 26th!

For registration information contact Venalin Aguilar at vaguilar@playtacoma.org
Project TAT: Teens Across Tacoma

- Bring **Awareness** by distributing information to 500 Tacoma residents and youth peers

- **Outreach** to at least 5% of teens experiencing housing insecurity and unaccompanied teens, providing them with resources that can connect them to clothing, food, shelter, transportation, health/mental health supports

- Increase social, emotional and mental health, self-esteem, wellbeing and identity by coordinating “safe space zones” in every school, where youth can go if they need time to process, needs support of a peer or caring adult in the space, where students can sign in anonymously by their initials, there will be SEL items and strategies available like emotions checks

- Engagement to encourage student leadership and community involvement in Tacoma high schools by organizing educational campaigns to raise awareness of the project.
Ingraham High School - Seattle, WA
Student Voice Example

• School Climate Transformation Grant Site
• Implementing Interconnected Systems Framework
• Co-designing system WITH students

Students Recruiting Students to Join MTSS Team
“A group of admin has reached out to students to invite them to be part of their organization called MTSS, multi-tiered systems of support, and their main goal is to improve problems at Ingraham that students have pointed out, like microaggressions in classrooms/inequality in history curriculum, racial equality, inclusivity in the IB program and diversifying IB classes. We are looking for students to join this group, especially students of color who will bring better perspectives to the different issues we want to address, whether that means coming to every meeting or reaching out to other students about it or giving us suggestions to then bring to admin. This is not a club, and we do want to emphasize that this isn’t something to join because you want to put it on college apps or your resume; instead, we’re looking for people who want to help change Ingraham for the better. Also, we are primarily looking for juniors and underclassmen so we can keep this group going next year and beyond!” –Clara Fee, Senior 2022

MTSS Leads: John Houston, AP, & Jim Walters, SCTG Coach
This is Me
A Student Led Social and Emotional Learning Program in Schools

https://Thisismevideojournaling.org
temporary link

https://Thisisme.org
permanent link (not available yet)

A Project of the Human Library Initiative (a 501c3 organization) and the University of Washington
We own nothing more valuable than our own story. Discovering it is our gift to ourselves and our gift to the world.
History of This is Me

- Launched during the pandemic
- Almost 100 students participated in the pilot
- More than 500 students are enrolled in the 2021-2022 school year
- Students and teachers are giving This is Me high marks
- Research grants to collect effectiveness and efficacy data are submitted
How Does it Work?

- The StoryQ app supports students in completing three guided, verbal, video, journaling sessions
- Students consider key life questions choosing an interviewer they are comfortable with
- Classroom sessions build coping skills
- Private verbal journal sessions provide the raw footage for student directed short-films to share in a global forum
What Does It look like in a School?

1. Schools sign-up at www.thisisme.com to unlock DIY webapp and curriculum
2. Cost is $25 per student
3. Students complete 3 guided, verbal, video sessions (27 questions in total) in private
4. Teachers are supported in leading ten, 40 minute, interactive classroom sessions
5. Any health, humanities teacher, or advisor can use This is Me
6. Classroom sessions promote SEL benchmarks
7. Students can participate in the This is Me Film Festival
I want to have a positive impact

https://thisismevideojournaling.org/films
Cities Rise
Youth Rise

https://cities-rise.org/youthrise/

Young People and Youth Leadership
By focusing on young people and youth leadership, we are creating awareness of mental health from an early stage, mobilizing youth to be leaders in the field, addressing large-scale stigma, and preventing mental health challenges before they become chronic or disabling.
What is your next step?

Share presentation materials with team members
Develop action plans to incorporate student voice and co-design mental health prevention, promotion and supports with students and families
Review resources shared
Tweet one takeaway!
Reach out today to students
COMMUNITY YOUTH RESOURCE MAPPING

Community youth resource mapping is a process that identifies existing resources and opportunities in the community. This mapping also identifies current community needs. This can be done by reviewing resources within the community, engaging with community organizations, businesses, and other entities to determine what is being offered and what capacity exists. When community resource mapping is youth-driven, the resulting map reflects both the resources available and the resources that youth choose to access and utilize.

YOUTH PARTICIPATION

Youth need to be a meaningful part of the process. Youth participation can be encouraged in a variety of ways: 1) Partnering with a youth-driven program, 2) Soliciting youth ideas and feedback during planning and implementation, 3) Ensuring youth are educated about the mapping process, 4) Offering an incentive (e.g., stipend), and 5) Investing in building youth’s skill sets.

JUST ASK YOUTH!

The easiest way to determine where to start in your resource mapping is with youth who have the most knowledge, an understanding of issues in their community, and a desire to identify strategies to improve services and resources. Youth can also identify resources that they use and can provide valuable insight into what is needed to provide guidance.

Questions to ask youth about resources:

What are the resources in your community?
What services do these resources offer?
How do you find out about these resources?

Verlese Pender


HIGH SCHOOL PBIS IMPLEMENTATION: STUDENT VOICE

September 2019

https://www.pbis.org/resource/high-school-pbis-implementation-student-voice
Save the dates and join us in January!
Please Complete this Session’s Evaluation

L1 - Allowing Youth Voice to Inform Mental Wellness Efforts

1. In the Event Platform/App:
   • In “Files” tab,
   • In “Evaluations” in the navigation menu
   • In “Chat”

OR

2. QR Code

AFTER YOU SUBMIT EACH SESSION EVALUATION, CLICK THE LINK TO ENTER THE GIFT CARD RAFFLE

Evaluations are anonymous! We send reminder emails to all participants.