• All attendee lines are muted
• Today’s session will be recorded and posted on our event page: bit.ly/mhttc-surviving-covid19-p2

Enable audio for speaker and mic. If calling in, dial the number provided in registration confirmation.

Start video if you have a web cam. This is helpful for us to get to know each other but not required.

Auto Captions are available if you would like to follow along with a live transcript.

Reactions signal to facilitators to slow down, pause, etc.

Rename yourself, add pronouns or breakout room selection by hovering your name and selecting “more” on the participant list.
The Mental Health Impacts of Surviving COVID-19: Implications for School Mental Health Systems Leaders and Providers Part II

Special Program!
A Conversation with Survivors and COVID-19 Long-Haulers: Implications for School and Mental Health

Part II: Where Are We Now? Checking in Six Months Later and Looking Ahead to the Holiday Season

Monday, November 22, 2021
3:00 pm – 4:30 pm PT

- If you have questions during the session, please post them in the chat box. We will do our best to address them during the session, but if we are unable to, we will provide follow-up after the session.

- A copy of today’s deck will be available here: bit.ly/mhttc-surviving-covid19-p2

- Please keep your phone/audio lines muted until breakout rooms when participating.

- This session is being recorded. The recording will be available in 4 weeks and can be accessed here. https://mhttcnetwork.org/centers/global-mhttc/products-resources-catalog?center=35&product_type=26

- At the conclusion of the event, a feedback form will be provided. Please share your thoughts as this is important for quality control and funding.

- Technical issues? Email sjimenez@cars-rp.org or private chat anyone with “tech” in their name.
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At the time of this presentation, Tom Coderre served as Acting 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.

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Technology Transfer Centers
Funded by Substance Abuse and Mental Health Services Administration (SAMHSA)
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**

La Red de los Centros de Transferencia de Tecnología sobre Salud Mental (MHTTC, por sus siglas en inglés) utiliza un lenguaje afirmativo, respetuoso y orientado a la recuperación de las personas, en todas sus actividades. Este lenguaje es:

**Motiva a que las personas decidan su camino**

**Centrado en la persona y libre de etiquetas**

**Libre de suposiciones y juicios**

**Respetuoso, claro y comprensible**

**Centrado en la sanación y sensible al trauma**

The Mental Health Impacts of Surviving COVID-19: Implications for School Mental Health Systems Leaders and Providers Part II

Opening & Welcome

Voices of Long Haul COVID Experiences

Integration & Reflection for our Practice

What is Long Haul COVID? Framing

Breakout Groups Discussion, Questions, and Answers

Close
Today’s Essential Question:

Part II: Where Are We Now? Checking in Six Months Later & Looking Ahead to the Holiday Season
What brings us here today?

01 Surface the potential impact on students and school community members who have had COVID-19 or have trauma associated with COVID-19

02 Explore how students might be impacted because their caregiver had COVID and is a long-hauler, or how students might be impacted because their teacher or administrator had COVID and is a long-hauler

03 The anger, hypervigilance, isolation, and feelings of being unseen, unbelieved, dismissed, misunderstood experienced when navigating COVID-19 and now in the long-hauler experience

04 Discuss the need for structural policy response and solutions for COVID-19 survivors

05 Listen and learn to Long-haulers’ reflections and responses to enhance our practice
Who is here today?

- Use the chat box to let us know your organization, role, and location.
- Mentimeter questions
  https://www.menti.com/pwvyfhj67
THE MENTAL HEALTH IMPACTS OF SURVIVING COVID-19: IMPLICATIONS FOR SCHOOL MENTAL HEALTH SYSTEMS LEADERS AND PROVIDERS

MUST HONOR AND TAKE SERIOUSLY

LONG HAUL

- EMOTIONAL
- COGNITIVE
- PHYSICAL
- BEHAVIORAL

WE CAN PROVIDE PERFORMANCE INFORMATION VIA GATHERING NEW WAY PEOPLE PARTICIPATE

9 INGREDIENTS OF RESILIENCE

- CONNECTIONS
- HOPE
- PURPOSE
- FLEXIBILITY AND ADAPTABILITY
- IDENTITY + MOTIVATION ARE DIFFERENT
- RIGHT-SIZE OUR GOALS
- MUST COMMON OUTCOME OF NATURAL DISASTER = RESILIENCE
- WHAT DO YOU NEED?

A PATHWAYS TO RECONNECT

- STUDENTS
- ADULTS

MUST RESPECT AND ACKNOWLEDGE NEW WAYS PEOPLE PARTICIPATE

LACK OF TRUST

- RACIALIZED EXPERIENCE OF NOT BEING BELIEVED
- WEIGHT FATIGUE BREATHE

SANCTUARY TRAUMA

- EXPECTING HEARTBREAKING EXPERIENCES DISENFRANCHISEMENT FROM HOSPITAL
--schools may be associated with trauma

ISOLATION

- FAMILIES HAVE FLED
- LAYERS OF GRIEF AND LOSS
- GUN VIOLENCE

BELIEVE THEM

- STUDENTS OF COLOR MAY FEEL LIKE THEY HAVE TO MINIMIZE GRIEF AND FEAR
- THIS IS MY LIFE NOW

ENTIRE LIFE, IDENTITY + RELATIONSHIP TO SELF CHANGED

- DETERIORATION OF ALL MY BASIC ABILITIES TAKEN AWAY
- LONG HAUL IDENTITY

STUDENTS

- MAY FEEL OTHERED
- LONG HAUL SURVIVORS
- ALLIES: FACILITATE + TEACH OTHERS
- PATHWAYS TO RECONNECT
- INTEREST WITH DISCIPLINE

INTEREST WITH DISCIPLINE

LEADERS MENTAL HEALTH LEADERS: TAKE CARE OF YOURSELF

JUNE 25, 2021

LIVE RECORDING - CENTER OF MENTAL HEALTH SYSTEMS LEADERS AND PROVIDERS SPECIAL EVENT

KIRA MAUSET

MIEKA TENNANT

KARLA MONTERROSO

DEREK CANTY

JESSICA GONZALEZ

**Today’s VOICES OF EXPERIENCE**

**Mieka Tennant** (she/her) is a communications strategist and producer. Her work is focused on accountability, inclusivity and intentional initiatives that build a stronger foundation for her clients to stand on. For over a decade she has been developing and implementing holistic communications strategies for individuals and companies. Her love of storytelling and amplifying the voices of others led her to develop and facilitate a weekly writing group with New Village Girls Academy, where she has volunteered for the past seven years. **Mieka contracted COVID-19 the week of May 19, 2020, and for the following seven months endured the extreme effects of the virus on her body and life.**

**Jessica Gonzalez** (she/hers) is the School Mental Health Coordinator for the Mental Health Technology Transfer Center (MHTTC) Network Coordinating Office (NCO) at Stanford University School of Medicine. Jessica is coordinating the work of 12 centers that provide training and technical assistance to the mental health and school mental health workforce to increase the use of evidence-based mental health prevention, treatment, and recovery support services for students across the United States. Jessica has also worked for numerous high school and college programs in the Bay Area seeking to improve educational outcomes for first-generation, low-income students of color. **Jessica contracted COVID-19 the first week of March 2020 and was hospitalized due to severe symptoms and complications. To this day, Jessica continues managing the effects on her mental health and well-being resulting from the virus.**

**Karla Monterroso** (she/hers) is currently a coach, strategist, and advisor for several organizations and people doing work impacted by the changing dynamics of the demographic shift. Karla has spent two decades focused on growing the people and program functions of rapidly scaling social enterprises driving youth advocacy and leadership. Most recently as the CEO of Code2040 and previously at College Track. Karla got sick with Covid19 on March 13th of 2020, the first day of California’s shelter in place orders. **She experienced two months of acute Covid and has now been navigating Long Haul Covid for over a year. She’s been outspoken and in national press outlets about healthcare inequities in Latinx and Black communities. She is still managing chronic tachycardia, fatigue, and assorted other symptoms due to Long Covid.**

**Derek Canty** (he/him) is the CEO and founder of Winning Edge, Inc., a training and facilitation company based in Las Vegas. Winning Edge provides training, consulting and coaching solutions to help individuals and organizations achieve maximum personal and organizational effectiveness. Derek is also the co-founder of College Summit now PeerForward, Inc., a national social non-profit organization that is based in Washington, DC, with seven regional offices. He has also developed in-school youth development tools for PeerForward that are used in classrooms around the country. **Derek and his entire family of five contracted COVID in July 2020. He was hospitalized for 10 days and continues to manage the after affects on his overall health.**
Dr. Kira Mauseth is a practicing clinical psychologist who sees patients at Snohomish Psychology Associates, teaches as a Senior Instructor at Seattle University and serves as a co-lead for the Behavioral Health Strike Team for the WA State Department of Health. Her work and research interests focus on resilience, trauma and disaster behavioral health. She has worked extensively in Haiti with earthquake survivors, in Jordan with Syrian refugees and with first responders and health care workers throughout Puget Sound the United States. Dr. Mauseth also conducts trainings with organizations and educational groups about disaster preparedness and resilience building within local communities.

What is long haul?

What do we know?

What do we not know?

What are we still learning?
Breakouts!

> Hover cursor/arrow over room number, select “join”

> Re-name yourself with “1, 2, 3, 4, or 5” depending on what room you want to go to

> Let us know in the chat box which room you want to go to and we can help!

**ROOM 1: Resilience, behavioral health & education research:** How might research (e.g., how do we recover from disasters) inform our practice? Led by Dr. Kira Mauseth

**ROOM 2: Compounded experiences:** How might we support those with Long Haul and are COVID survivors who also have lived experience with other forms of loss and grief? Led by Jessica Gonzalez

**ROOM 3: Workplace leadership considerations:** How might we as managers, principals, administrators, and supervisors create trauma informed, long-hauler attuned workplaces? Led by Karla Monterroso

**ROOM 4: Student and family partnerships:** How might we, as school leaders, partner with students and families to hear and listen to their experience with Long Haul and COVID-19 to inform our policies and practices? Led by Derek Canty

**ROOM 5: Self-care and identity:** How might the experience of COVID-19 calibrate with our sense of who we are? Led by Mieka Tennant
Key Takeaway Ideas:
Kira Mauseth
Resilience, behavioral health & education research: How might research (e.g., how do we recover from disasters) inform our practice?

• There are common neurological symptoms that most of us are experiencing right now across areas of function: Emotional, Behavioral, Cognitive, Spiritual and Social.

• We all have a tendency to miss-perceive information (expressions, texts, emails, other people’s behaviors etc) because of how tired our brains are.

• Most people have “covidbrain”; you are not alone if you are having trouble remembering things and focusing and tracking details.

• Taking time or pausing before responding to emails, text messages and other people in person give your brain a chance to regulate the response a little better.

• Remember that for youth, they may have even more trouble regulating their expressions or behaviors than adults do.
Resilience is a Process, Not a Destination

• Active resilience building doesn’t (or shouldn’t) add “more” to your list.

• Find things that work for you. Don’t dismiss outside time, physical movement of any kind, and sensory interventions.

• Active listening really works: **Listen with the intention to understand**, rather than fix or problem solve.

• Even in a disaster cascade, resilience remains the most common behavioral health outcome for most people.

• Develop awareness of your personal physical response to unexpected, negative events; regulation can start with this insight.

• Shift your thinking from “Threat” to “Challenge.”
Key Takeaway Ideas: Jessica Gonzalez
**Compounded Experiences:**
How might we support those with Long Haul who also have lived experience with other forms of loss and grief?

- For survivors of COVID-19 with long-haul symptoms, who _ALSO_ have lived experienced with some form of loss and/or grief (loss of a loved one, a job, a relationship, etc. either due to COVID or other reasons), there is no “return to normal.”

- Grief may be heavier for those who experience the loss of their pre-COVID selves AND the loss of others.

- The social worker/educator/mental health professional in us will want to connect students who have experienced both COVID and other forms of loss to mental health supports - because it’s without a doubt that these life-altering experiences impact one’s mental health. However, especially in early grief, students might not feel ready to accept the support. Continue to check-in without overwhelming, allow them the space and time to open up when they are ready to.

- Some youth may not want to connect with you about their experience with COVID and loss because they feel they won’t be understood by someone who hasn’t gone through it themselves. Acknowledge that you may not have those experiences but are available as a safe space to vent as someone who will not judge them.

- Youth may have even more trouble regulating their expressions or behaviors than adults do. If that is already true for youth who have NOT experienced COVID or other forms of trauma/grief/loss, imagine those who have experienced all of that? Think about what would be helpful to you if you were in their shoes.
Workplace leadership considerations:
How might we as managers, principals, administrators, and supervisors create trauma informed, long-hauler attuned workplaces?

• There is no science that currently tells us that the vaccine protects from Long Covid.
• There is also little wide-spread knowledge about Long Covid, with latest estimates of up to 3 million Americans struggling with the disease.
• The combination of the aforementioned factors may have some of these repercussions:
  – Some staff may be experiencing symptoms that they themselves have not yet identified as Long Covid
  – Long Covid patients may be struggling with PTSD, anxiety, and other mental health conditions upon returning to work
  – Physical symptoms of brain fog and fatigue (among others) may be impacting performance
  – Disability benefits are complex to navigate at any time, they are particularly hard with Long Covid
  – Managers without proper training may be in disbelief at Long Covid limitations and resourcing
Key Takeaway Ideas:

Derek Canty
Student and family partnerships: How might we, as school leaders, partner with students and families to hear and listen to their experience with Long Haul and COVID-19 to inform our policies and practices?

**EMPATHY IS THE CORE**

- Let’s meet ppl were there at:
  - What are your concerns?
  - What do you need from us to support you?
  - What do you know about COVID?
  - Do you know anyone else who had COVID and if so, how did they describe the experience?

- Prioritize care for our students(and families) over compliance
- Let’s model empathy and understanding versus aligning to the same normative expectations regarding **attendance**...such as ‘perfect attendance’ being highlighted as a measure of success for students, staff, and schools
- ‘Schools are the stage where our community dramas play out’...has Covid has shown us that our school system is broken and unable to respond to the needs of our community?
  - What would it look like to actually build a system that starts with the needs of its community first??
Amplify Voices of Students, Parents and Community

• The students are the most untapped natural resource in our schools
  – Create student led peer groups designed to facilitate needed conversations

• Many of our students of color will treat this situation like they have no voice, yet they are at risk live everyone else
  – Student and family surveys to gather feedback and suggestions

• Let’s consider the community demographics. Are there chronic underlined illnesses in the community tied to COVID-19
  – Consider a health and wellness seminar to connect disparities to access to healing

• Shared lives experiences are important
  – Utilize social media or other creative platforms that allow for connection and expression

• In times of crisis, it is important for people to express themselves
  – Create open forum in person or virtual for school community members to express their thoughts
Key Takeaway Ideas:
Mieka Tennant
Self-care and identity: How might the experience of COVID-19 calibrate with our sense of who we are?

• How oneself identifies can be completely dismantled by COVID-19
  – The deterioration of health can deteriorate all areas of one's life forcing there to be massive adjustments and eventually a rebuilding of a new sense of self

• Self-doubt and doubt from others takes a toll on trust in all areas
  – The healthcare systems lack of belief in long hauler and communities misunderstanding can lead to a lack of trust in one's own experience

• Relationships are redefined because of Long Haul COVID-19
  – Long Haulers can experience huge shifts in personal relationships and the effects of what those shifts mean long term

• A redefined reality can lead to a lack of faith in many areas of one's life
  – Faith in self, in health, in the healthcare system, in others can be questioned.

• Re-examining what is possible for the future and how one relates to the future as an idea
  – Hopes and plans can become redefined by a Long Hauler experience, forcing those to reimagine what the future looks like.

• Not erasing a Long Haulers experience once the physical symptoms are no longer visible to one's self or others
  – Understanding the long-term effects and remembering healing is not linear and takes time
3 ideas / important to know that came up in your room

2 questions that still linger

1 appreciation for the learning
Integrating our learning

Back to the mentimeter!

https://www.menti.com/pwvwyfhj67

OR

Go to www.menti.com and use the code 8006 3914

OR
Integration

When prompted in the chat box...

LOOKING INWARD, MEANING-MAKING AND CONNECTING:

WHAT TRANSPRIRED HERE? AND WHY DOES THAT MATTER?

TURNING OUTWARD:

WHAT OF THIS CONVERSATION DO YOU WANT TO BRING BACK TO YOUR OTHER WORLDS?
Thank you for attending!

We need to hear from you to keep bringing you these FREE resources!


The feedback form will appear:

1. on your screen when the event ends, and
2. in the follow-up email sent immediately following the event

Your completion of the survey is very important part of our quality control and to our future funding for this project as it allows us to continue to provide you with resources and training, such as this conversation, at no-cost.

If you could please take a few minutes to let us know your thoughts it would be greatly appreciated.
Accessing Resources and Materials

Visit the event webpage to access resources and materials from this series:

A Certificate of Attendance will be emailed upon request. If you joined through the phone only, please email Livia Rojas (lrojas@cars-rp.org) to report your participation.

*Please allow up to 4 weeks for certificates to be issued.*
Resources: Article and Research about Long Haul COVID-19

- Brain-Fog Treatments: COVID-19 Research Is Getting Better
- COVID-19 long-haulers struggle with persistent mental health issues: brain fog, anxiety, depression and sleep disorders
- For Long-Haulers, Covid-19 Takes a Toll on Mind as Well as Body
- Long-Haulers Are Redefining COVID-19
- How COVID could reshape mental health policy
- 1 in 3 COVID-19 patients are diagnosed with a neuropsychiatric condition in the next six months, large study finds
- 6-month neurological and psychiatric outcomes in 236,379 survivors of COVID-19: a retrospective cohort study using electronic health records
- Children’s Hospitals Grapple With Young Covid ‘Long Haulers’
Mental Health Support Resources

Both Regions
- SAMHSA Helpline (call or text): 800-985-5990
- National Association of Mental Illness (NAMI) Helpline: 800-950-6264 or Text NAMI to 741-741
- National Suicide Prevention Lifeline (Link) Call 800-273-8255 or Chat with Lifeline

Region 9
- Prevent Suicide Hawaii Task Force crisis hotline - Oahu: 832-3100 / Neighbor Islands: 1-800-753-6879
- Crisis Call Line Reno: 775-784-8090

Region 10
- Southwest Washington (Clark, Skamania, Klickitat counties): 1-800-626-8137 | TTY 1-866-835-2755
- Cowlitz County: 360-425-6064
- Wahkiakum County: 1-800-635-5989
Pacific Southwest MHTTC

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@PSMHTTC
Northwest MHTTC

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SAMHSA’s mission is to reduce the impact of substance abuse and mental illness on America’s communities.

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