



Central East (HHS Region 3)

MHTTC

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

School Mental Health Virtual Learning Series

January through September 2023



Seeing Ourselves Alongside (not Beyond) Our LGBTQ+ Students: Self-Aware Frameworks for Inclusivity

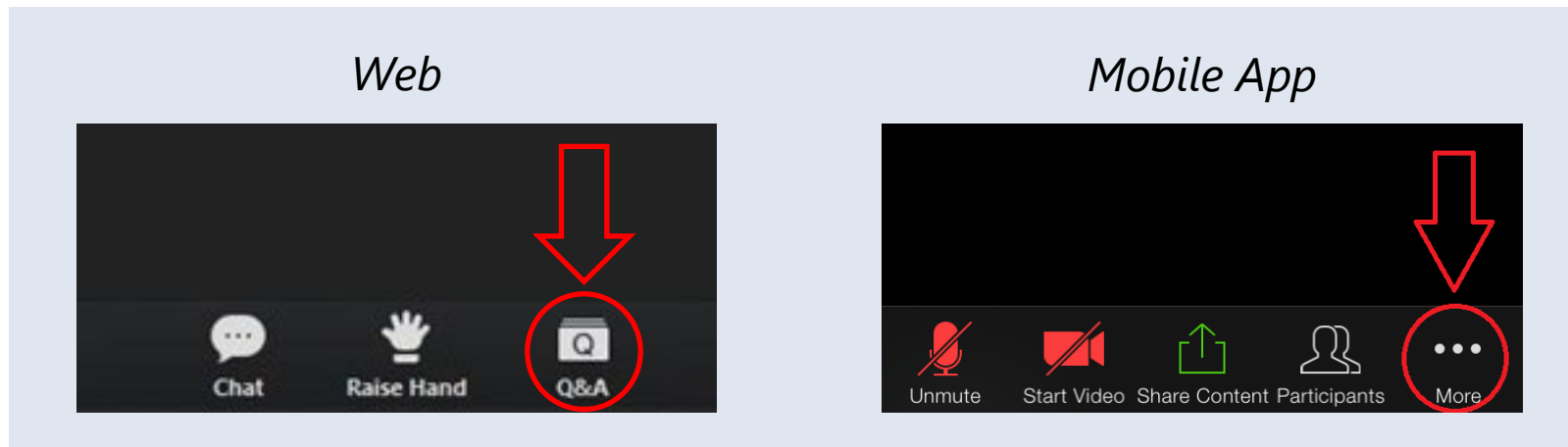


July 11, 2023



Technology Support

- **Slides will be posted** on the NCSMH website: www.schoolmentalhealth.org
- Please type questions for the presenters into the **Q&A box**:



- Use **chat box** for sharing resources, comments, and responding to speakers

* CE credits not available for this series



Certificates of Attendance

Process:

1. Complete GPRA Post-Event Evaluation
2. Redirected to a *Certificate Request* form
3. Submit name and email address
4. Expect to receive Certificate within 30-45 days from webinar

Notes:

- You must attend **at least 50%** of webinar *in real time*
- Your Zoom name **must match** name on registration form
- **If you are calling in**, email csheedy@som.umaryland.edu & confirm your phone number
- To access evaluation, use **any code** you are comfortable with & will easily remember:

Provide the last 3 digits of your personal zipcode; last 4 digits of your phone number; 2 digit birth year; first 3 letters of preferred name.

Personal Code (please use uppercase letters): Ex. 734036172BRI

Last 3 digits of your personal zipcode:

Last 4 digits of your phone number:

2 digit birth year:

First 3 letters of preferred name



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Please Introduce Yourself

Type your responses in the chat box:

- Name, Role, Location
- Why is this topic– *Seeing Ourselves Alongside (not Beyond) Our LGBTQ+ Students: Self-Aware Frameworks for Inclusivity*– important to you?



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THE DANYA INSTITUTE



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Oscar Morgan
Executive Director
MHTTC Project Director



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NCSMH Co-Director



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NCSMH Faculty



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NCSMH Research Coordinator



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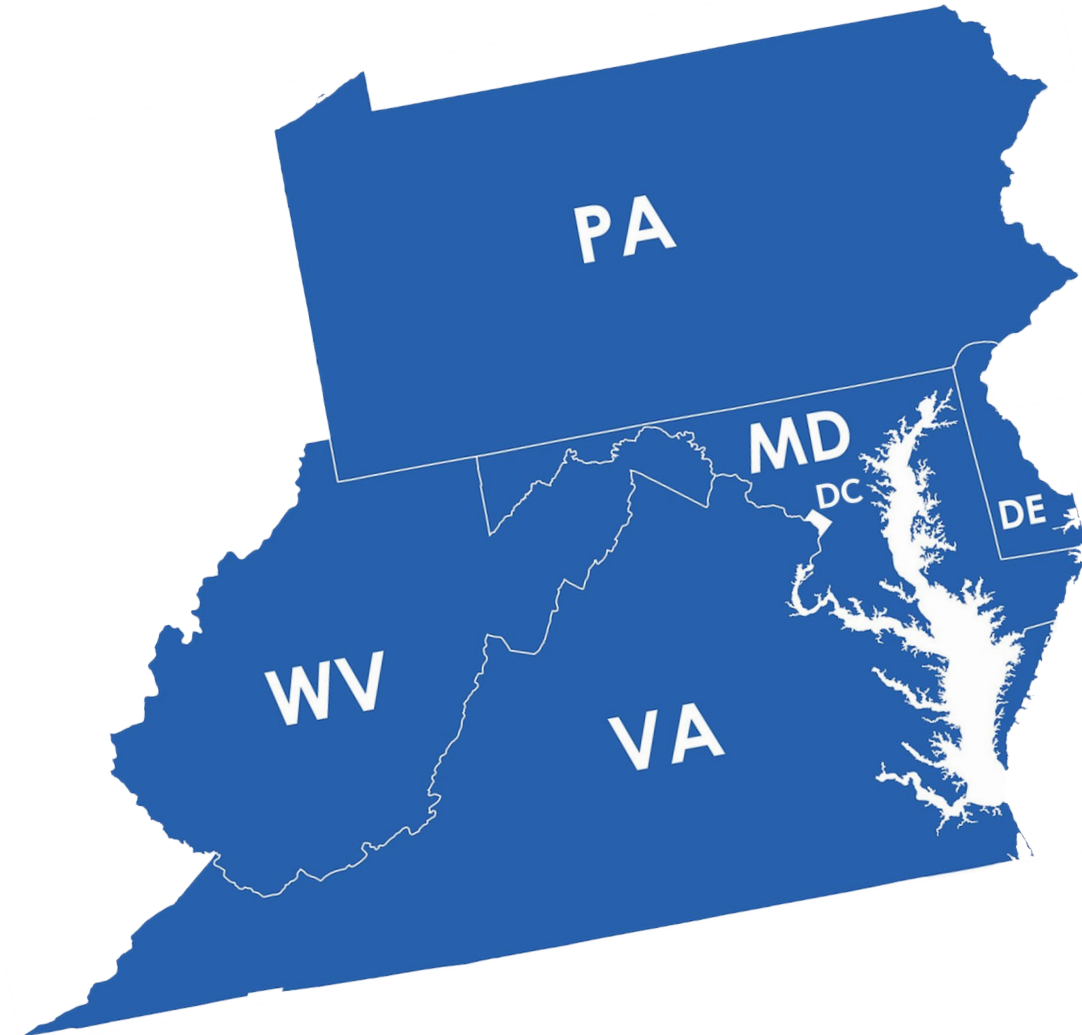
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Central East Geographical Area of Focus

HHS REGION 3

- Delaware
- District of Columbia
- Maryland
- Pennsylvania
- Virginia
- West Virginia





What Does Central East MHTTC Do?

Actions

- **Accelerate** the adoption and implementation of evidence-based and promising treatment and recovery-oriented practices and services
- **Strengthen** the awareness, knowledge, and skills of the behavioral and mental health and prevention workforce, and other stakeholders, that address the needs of people with behavioral health disorders
- **Foster** regional and national alliances among culturally diverse practitioners, researchers, policy makers, funders, and the recovery community
- **Ensure** the availability and delivery of publicly available, free of charge, training and technical assistance to the behavioral and mental health field



National Center for School Mental Health

MISSION:

Strengthen policies and programs in school mental health to improve learning and promote success for America's youth

- Focus on advancing school mental health policy, research, practice, and training
- Shared family-schools-community mental health agenda

Directors: Drs. Nancy Lever & Sharon Hoover

Faculty: Tiffany Beason, *Ph.D.*, Jill Bohnenkamp, *Ph.D.*, Elizabeth Connors, *Ph.D.*, Britt Patterson, *Ph.D.*, Sam Reaves, *Ph.D.*, Kris Scardamalia, *Ph.D.*, Cindy Schaeffer, *Ph.D.*





**BLACK
LIVES
MATTER**

Commitment

- Racial and social justice lens
- Cultural responsiveness and equity
- Developing and modeling equitable and anti-racist policies and practices
- Learn, heal, grow together



School Mental Health Virtual Learning Series

Objectives

- **Gain increased awareness of school well-being** within a multi-tiered system of school mental health supports and services
- **Support trauma-informed systems** in schools
- **Increase understanding of strength-based practices** that promote student academic and social-emotional-behavioral success
- **Learn to provide more culturally responsive and equitable** services and supports
- **Hear perspectives on school mental health** from school, district and state levels
- **Obtain insight into how youth, families, schools and communities can best work together** to address student mental health needs



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The 2023 Annual Conference on Advancing School Mental Health

Building Hopeful Futures for All Youth

December 5-7, 2023 · New Orleans, LA



**Share and learn about
national best practices
in school mental health!**

- 100+ conference sessions
- 9 conference tracks focused on building effective multi-tiered systems of support (MTSS)
- Poster and networking reception
- School mental health awards

**Register and reserve your
hotel room today!**



www.SchoolMentalHealth.org



2023 CONFERENCE

Meet Our Presenter



Shanéa Thomas

Ed.D., LICSW

My Roles

- **Assistant Clinical Professor,**
University of Maryland School of Public Health
- **LGBTQ+ Training Specialist,**
University of Maryland Prevention Research Center
- **Owner/Therapist,**
Thomas Consulting and Therapeutic Services

My Lens

- he/she/Dr.
- Black
- Queer
- Non-binary
- Mother
- Middle Class
- Southern Baptist Raised



Seeing Ourselves Along (not Beyond) Our LGBTQ+ Students: Self-Aware Frameworks for Inclusivity

Dr. Shanéa Thomas, LICSW (he/she/Dr.)

Thomas Consulting and Therapeutic Services

University of Maryland, College Park, Prevention Research Center

We must prepare to go for broke.

“Let’s begin by saying that we are living through a very dangerous time. Everyone in this room is in one way or another aware of that. We are in a revolutionary situation, no matter how unpopular that word has become in this country. ...To any citizen of this country who figures himself as responsible – and particularly those of you who deal with the minds and hearts of young people – must be prepared to “go for broke.”

–James Baldwin



Group/Room Agreements

- We are trauma-focused and intersectional first.
- Vegas Rule: “What said in here, stays in here.”
- Move up, move back.
- We ground ourselves in abundance: There is enough room for all experiences, and all experiences are worthy.



Who am I vs. Who am I (to my student/client) vs. Who am I (to my organization)

- What are morals? Values? Ethics?
- For you, where do these come from?
- How are these three ideas different between the three entities?
- What process do you go through to “split” yourself up during the day/night?

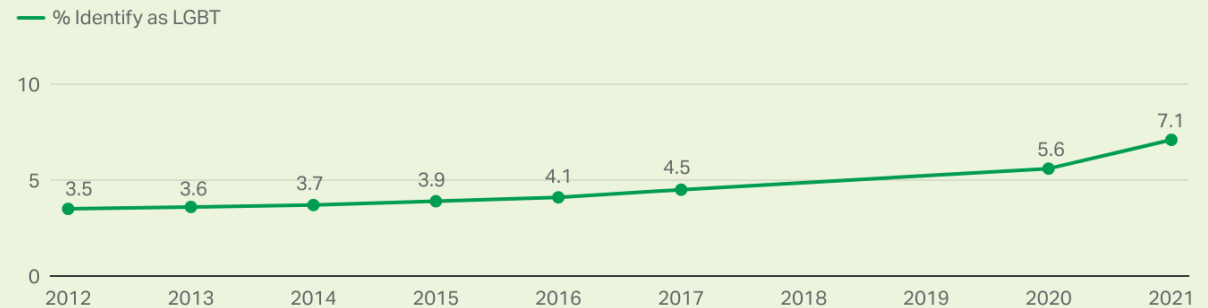
I AM WHO I AM TODAY
BECAUSE OF THE
CHOICES
I MADE YESTERDAY
-ELEANOR ROOSEVELT-

We Have Always Been Here: Readjusting Our Understanding of LGBTQ+ People

- Updating Recent Statistics
- Minority Stress Theory
- “The personal is political.”
- The meaning of allyship during hard times
- What were some of your first memories, interactions, understandings of queerness before you were 18 years old?
- How has that shaped your understanding of sex and gender?
- What are some lessons you received that haven't been useful to your current practice?

Americans' Self-Identification as Lesbian, Gay, Bisexual, Transgender or Something Other Than Heterosexual

Which of the following do you consider yourself to be? You can select as many as apply. Straight or heterosexual; Lesbian; Gay; Bisexual; Transgender



--Respondents who volunteer another identity (e.g., queer, same-gender-loving; pansexual) are recorded as "Other LGBT" by interviewers. These responses are included in the LGBT estimate.

--Data not collected in 2018 and 2019.

--2012-2013 wording: Do you, personally, identify as lesbian, gay, bisexual or transgender?

GALLUP

Creating Our Own Framework: Tools Needed to Formulate Affirming Practices

- Centering Self-Care by Becoming a Humbly Self-Aware Practitioner
- Investing in Culturally and Historically Grounded Education
- Evolving in Social Responsibility

Centering Self-Care by Becoming a Humbly Self-Aware Practitioner

- Setting yourself up to **learn**, setting yourself up to **fail**.
- Examining our **need** to get it right
- Safety planning for when we get it **wrong**

Centering Self-Care by Becoming a Humbly Self-Aware Practitioner

Guiding Reflection Questions

1. How do you define self-care?
2. What are some obstacles that get in the way of you being able to practice self-care?
3. What is an example of an external way of giving self-care, and one internal way of receiving self-care?

Investing in Culturally and Historically Grounded Education

- **Question your education.** What do your theorist/practitioners/influencers/family members believe? Who was their research based on? How does it apply to your work today?
- **Use social media (intentionally!)**
 - Who are the new theorists/practitioners/influencers in your field? Who influences you in your area of expertise? In parenting? In life?

Example:

Prejudices Have a Function (We ALL have them)... Where Did They Come From?

- Prejudices are an element of culture: “What ought to be”
- Displacement of Aggression
- Protection of Self-Esteem
- Reduction of Uncertainty



Investing in Culturally and Historically Grounded Education

Guiding Reflection Questions

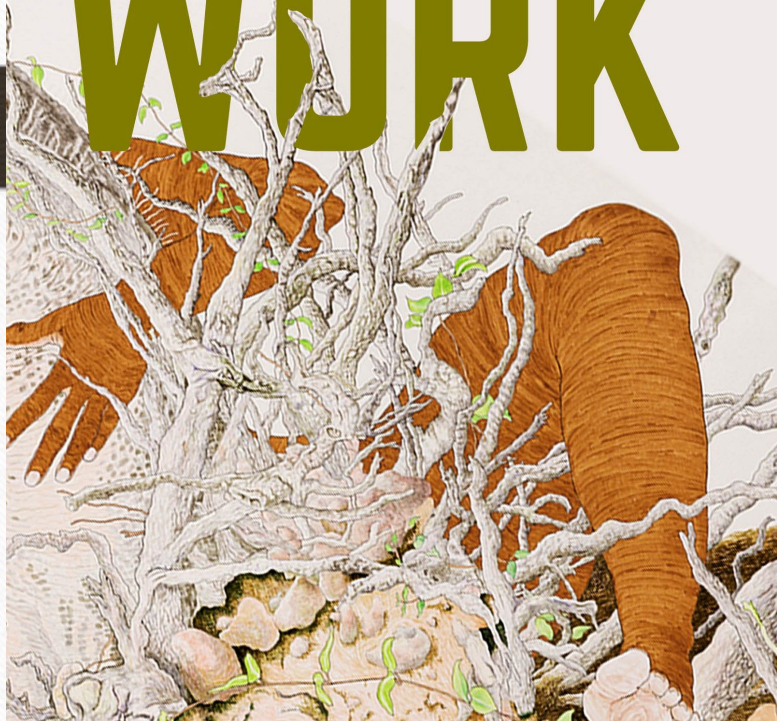
1. How do you know when something is true?
2. How do you integrate new information into your thought and action process after learning?
3. When you are receiving information from a culture you are not familiar with, how do you make sure you are integrating that information correctly in how you practice?

Evolving in Social Responsibility

- Starts with us, ends with us: Accountability through practice
- None of us are exempt from the harms we may oppose on others in an oppressive system
- The goal is to continue to shift individually, and evolve into intentional community members

LEAH LAKSHMI PIEPZNA-SAMARASINHA

CARE DREAMING DISABILITY JUSTICE WORK



Example:

Grounding and Centering
Disability
and Transformative Justice as a Systems
Perspective

Evolving in Social Responsibility

Guiding Reflection Questions

1. How are you involved with your community through your work?
2. Does your involvement in the community reflect your educational/practitioner/life practice?
3. How do you know your words/actions/treatment is systematically affective in being inclusive with LGBTQ+ people?

Questions? Comments? Epiphanies?



Thank you!

“Everyone has the right to love and be loved, without pain or persecution.”

Dr. Shanéa Thomas, LICSW



Thomas Consulting and Therapeutic Services

Focus: Human sexuality studies, clinical social work, social work education and training, grief, loss, and mourning, Strategic Planning, DEI Initiatives (centering historical context)

drshaneapthomas@gmail.com

Resources

1. University of Maryland Prevention Research Center
2. Care Work: Dreaming Disability Justice, Leah Lakshmi Piepzna-Samarasinha
3. Intersections of Disability Justice and Transformative Justice, Barnard Center for Research on Women
4. Trans Student Educational Resources
5. Students and Gender Identity: A Toolkit for Schools, USC Rossier School of Education
6. Supporting Transgender & Gender Diverse Students and Staff: Resource Guide, NCSMH
7. NCSMH SMH Webinar Series





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Upcoming Webinars

August 8, 3pm-4pm EST: Understanding and Responding to Policies that Impact LGBTQ+ Youth Mental Health

September 12, 3pm-4pm EST: From Assessment to Action: Enhancing Organizational Well-Being in Schools

Register at: schoolmentalhealth.org/webinars



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Please Share Your Feedback!

Evaluation



Thank you!