

THE GEORGE
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WASHINGTON, DC



D.C. School Behavioral Health Community of Practice (CoP) Chat

**Wednesday, April 15, 2020
3:00 PM – 4:15 PM**

Housekeeping

- This chat will be recorded
- All participants are muted on entry
- You can unmute your phone/computer by clicking on the mic icon
- Please keep your phone or microphone on mute if you are not speaking
- Use the chat box to ask questions and share your ideas
- Contact DCCOP@crpcorp.com or call 202-486-0110 if you need technical support

Please Share...

Please share one wellness strategy that you have applied in your life or work



Agenda

1. Welcome - Olga Acosta Price & Mariola Rosser, CHHCS/GWU
2. Tele-play Therapy - Maureen O'Keefe, LICSW
3. Breakout Discussions
4. Wrap up & Follow up

CoP Chats are informal opportunities to:

- Gather ideas and tips
- Apply new skills
- Practice team building tools and strategies and
- Share your challenges and successes with colleagues!



Today we want to ...

- Explore how to support children and families during the COVID-19 pandemic through the telehealth platform.
- Review how to structure play therapy sessions, provide intervention ideas and resources, and provide guidance on how to use ZOOM to engage participants in interactive distance therapy.
- Connect with each other, share strategies and build a support system through the CoP chats.

D.C. CoP Resources

Conducting Effective Telehealth Sessions - Tips for the DC CoP Community

1. About Telehealth and Current Services
2. Making New Referrals and Initiating Telehealth Services
3. Deciding on a Platform for Delivering Telehealth Services
4. Preparing Students and Families for Telehealth
5. Engaging Students and Families
6. Providing Services to Groups or Specific Populations
7. Supporting Caregivers during the Telehealth Process
8. Preparing and Supporting Telehealth Providers
9. Making Referrals to Other Partners as Needed
10. Preparing for Next Steps

Questions From COP

1. How can play therapy be adapted to work with adolescents?
2. What are strategies for use with early childhood?
3. How can I be creative with limited resources at home?
4. How do you interact with the student if you do not have a set of play therapy toys in your home?
5. How long should sessions be for 5 year old's?
6. How to use tele-play therapy in groups-- suggested group interventions?
7. What supplies should we be using for tele-play therapy?

How can clinicians support students who have participated in art-, play-, or movement-based therapies?

- The website and mobile app [Cosmic Kids](#) provides movement-based and yoga videos for children.
- The [Creative Play Therapist](#) website and the online guide, [Creative Intervention for Online Therapy with Children](#) offer play and other creative therapies that can be delivered virtually.

Tele-Play Therapy

Maureen O'Keefe, LICSW

Clinical supervisor & School Based Mental Health Therapist

Mary's Center/Bruce Monroe Elementary School

Tele-Play Therapy During COVID19

Maureen O'Keefe, LICSW

Mary's Center School Based Clinician and Supervisor



Mary's Center

Teaching Points:

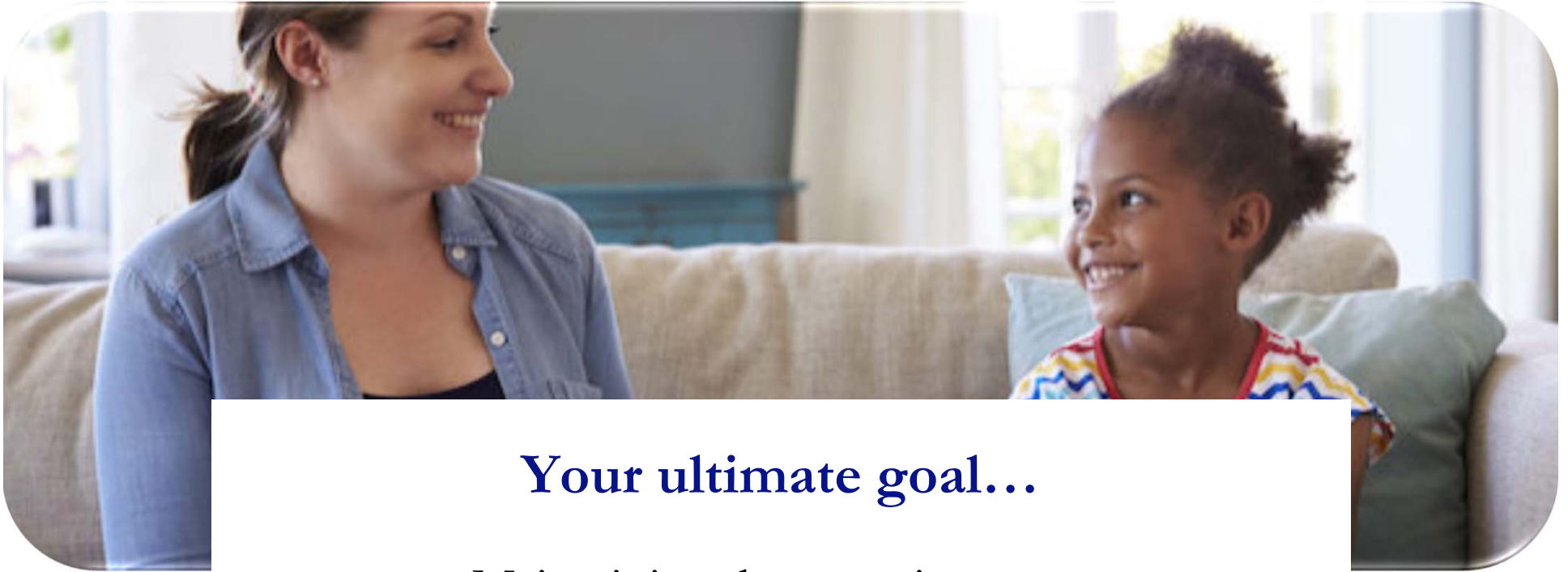
1. Zoom platform to engage in tele-play therapy
2. Session structure example
3. Directive and non-directive play therapy interventions



This is new... for all of us!

- We are all learning together
- This is temporary
- Re-adjust your expectations
- Prioritize self-care
- Fast forward and imagine schools are re-opening next week
 - What new interventions do you want to have in your toolbox?
 - Zoom as a barrier breaking tool with parents





Your ultimate goal...

- Maintaining therapeutic rapport
 - Validation
 - Holding space
 - Safety/resources



Zoom for Tele-Play Therapy

- Benefits of Zoom
- Be mindful of how you present zoom
- Sample:
 - “I’m so excited we can continue to work together during these closures. For our sessions, there is a free app that we can use that is HIPPA complaint which means it is private and secure. There are a ton of cool tools we can use that can make our sessions feel almost normal! All you have to do it download the app. I will send you an invite at our session time and you just need to click the link and it will open. If you have any trouble doing it I can call you and walk you through the process.”



Zoom Features

- Screen sharing
- Whiteboard
- Annotate
- Remote control
- Changing backgrounds
- Chat



Start a meeting...

1. Log on
2. New meeting/host meeting
3. Manage participants- invite-
4. By email: Email to the family
5. By cell phone: Copy and paste the invite or default email it to yourself-
6. Copy and paste the invite from your email and text the invite to the family



Session Structure:

1. Attunement and virtually connecting
2. Feelings check in
3. Grounding exercise
4. Core Intervention
 - i. *Non-directive:* Tracking, describing, praising
 - ii. *Directive:* Art, bibliotherapy, and movement
5. Grounding exercise
6. Closing activity
7. Schedule next session
8. Check in with parent

* Tip: Bookmark interventions



Attunement and Virtually Connecting



Attunement and Virtually Connecting

- Verbalize and demonstrate your excitement
- Let them feel seen
- Mirroring activity
- Simon Says





Feelings Check In



Ninja Turtles Feelings



- Identify and normalize feelings
- Monitor feeling shifts
- Tools:
 - Feeling charts and scales, Inside Out, Zones of Regulation
- Engagement Tips:
 - Whiteboard
 - Chat features
 - Annotate
 - Change your zoom background



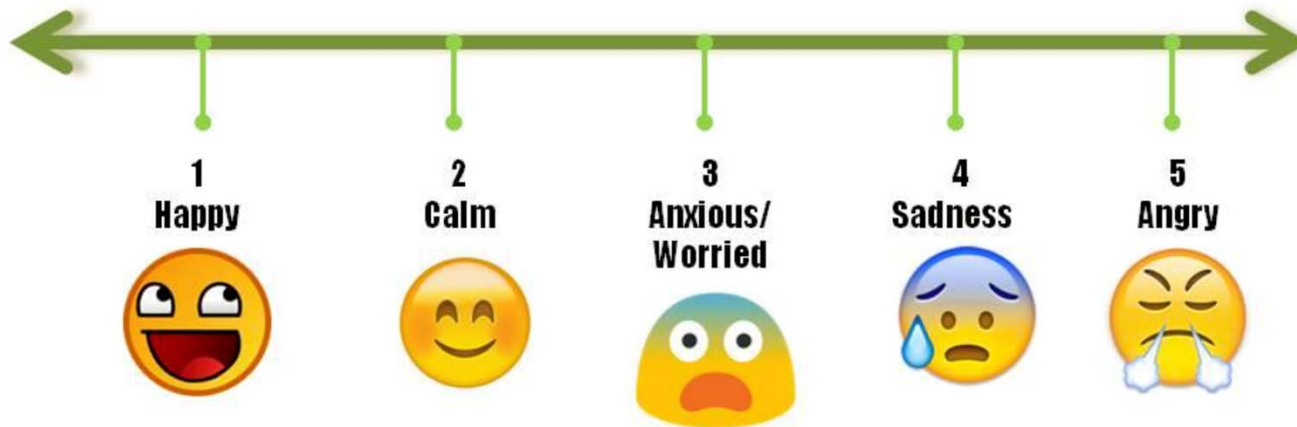
How Do I Feel Right Now?

© 2014 www.spiritandhope.org.au


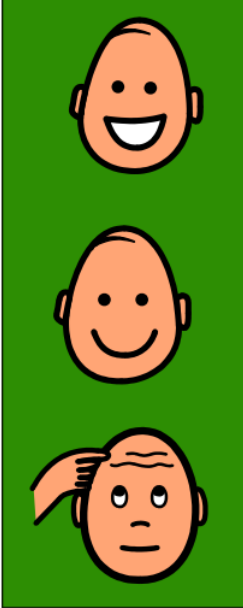
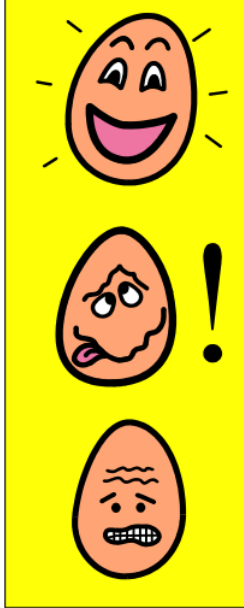
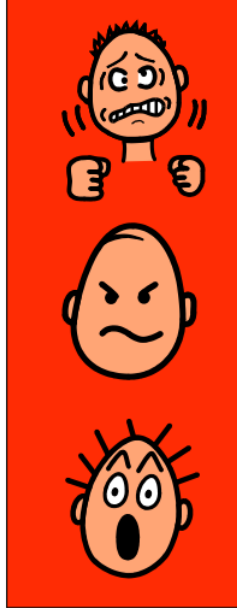
1.	2.	3.	4.	5.
Calm Relaxed Content Happy Peaceful Positive Settled	Nervous Worried Concerned Anxious Fidgety Jittery Unsure	Tense Insecure Confused Lost Upset Sad Impatient	Overwhelmed Uncomfortable Agitated Frustrated Irritated Discouraged Cross	Angry Panicked Out of Control Rage Powerless Frightened Despair
				
				



What are you feeling today?

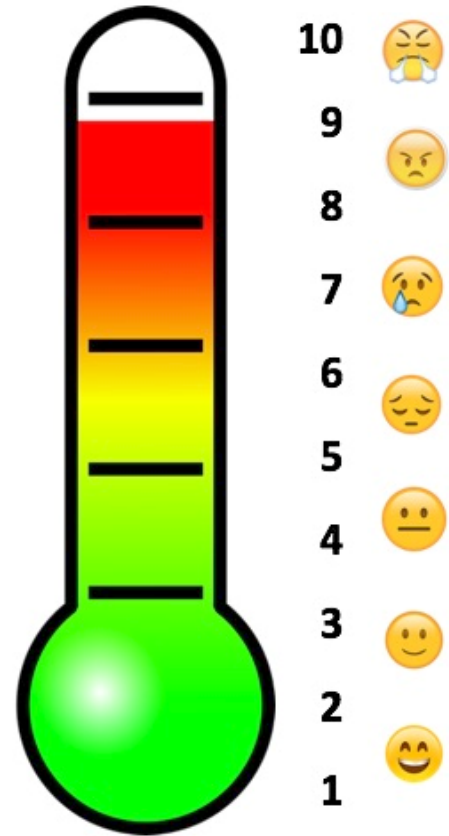


The Zones of Regulation

			
Blue Zone sad tired sick moving tired slowly	Green Zone happy calm feeling ok focused ready to learn	Yellow Zone frustrated worried silly/wiggly excited loss of some control	Red Zone mad/angry terrified yelling/hitting elated out of control



FEELINGS THERMOMETER



5	<p><u>Out of Control</u> The Hulk</p> <p>I feel like I am about to explode! I feel completely overwhelmed and may become unsafe.</p>	
4	<p><u>Starting to Lose It</u> The Thing</p> <p>I'm getting very angry and I may start to say things I don't mean.</p>	
3	<p><u>Anxious/Worried/Excited</u> The Flash</p> <p>I feel like I need to run away as fast as I possibly can.</p>	
2	<p><u>I Think I Can Handle It</u> Spiderman</p> <p>I am going to push myself to try my very best even if it is hard. I will feel proud when I get through it.</p>	
1	<p><u>Just Right</u> Superman</p> <p>Nothing can bring me down! I am a man of steel and feel on top of the world!</p>	





Grounding and Relaxation Exercises





- Continue to strengthen mindfulness, relaxation and regulation
- **Tools:**
 - YouTube for yoga videos, progressive muscle relaxation and guided meditations
 - Box and belly breathing
- **Engagement Tips:**
 - Share your screen and play a video
 - Model the skill
 - Change your zoom background to an ocean, garden, or what the child may identify as a safe place





[Cosmic Kids Yoga](#)

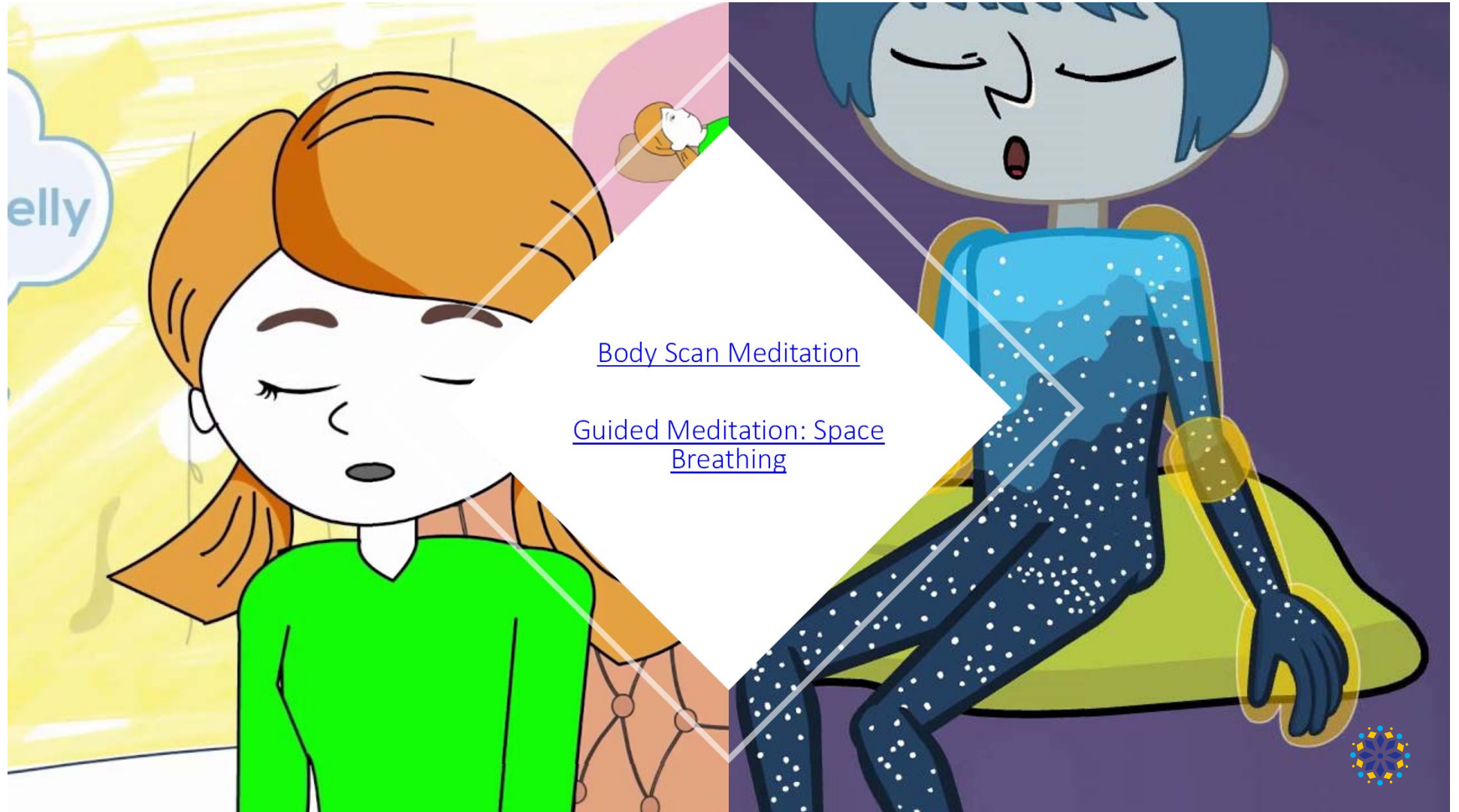




Deep Breathing Fish

Hoberman Ball Breathing





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[Body Scan Meditation](#)

[Guided Meditation: Space Breathing](#)

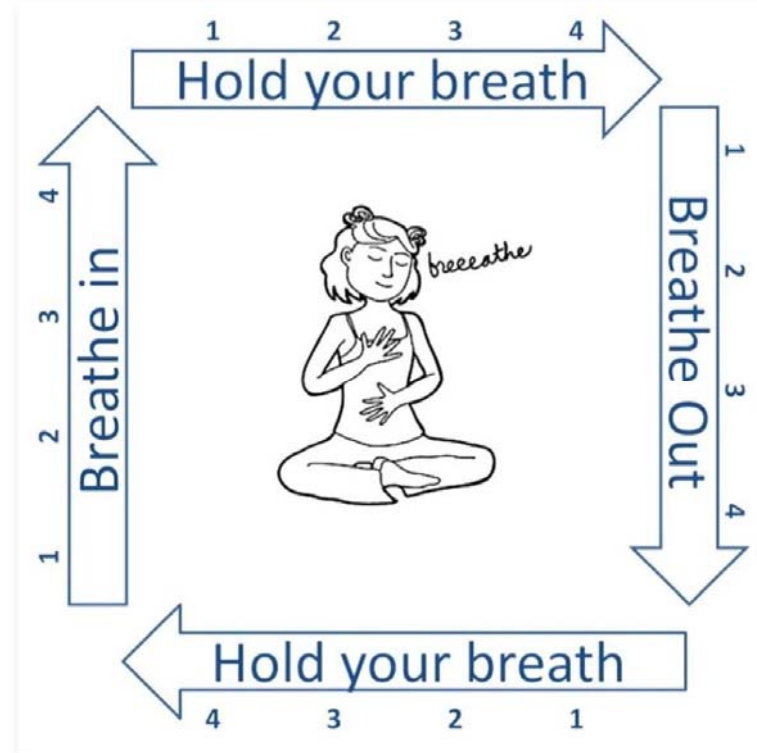


5-4-3-2-1 Grounding



FIND

- 5 things you can see
- 4 things you can touch
- 3 things you can hear
- 2 things you can taste
- 1 thing you can smell





Core Intervention:
Non-Directive





- Ask the child to show you their toys and play in front of you
- Techniques:
 - Track/Describe their behavior (like a sports announcer)
 - “You’re putting the blue Lego on top now”
 - “You are holding the baby in your arms”
 - Reflect their words (like a parrot)
 - Child: “The car is going fast”
 - Therapist: “Yes! The car is going fast!”
 - Praise their efforts
 - “Wow you are building such a big tower! You are so creative! You didn’t give up!”
 - Great job... (insert behaviors you want to strengthen “having a calm body”)



Core Intervention: Directive



Art and Story Packets

- Use the zoom tools to make the directive core interventions as engaging and interactive as possible
- Use the below tools here to virtually engage the child
 - Share screen
 - Use the annotate tool to allow them to draw directly on the packet
 - Save what was created and text the image to them
- Art therapy packets:
 - [COVID19 Time Capsule](#)
 - [The Oyster and The Butterfly](#)
 - [Thriving at Home Packet](#)
- Virtual coloring sheets
 - [Disney Coloring Pages](#)
 - [Virtual Mandala Coloring](#)
 - Annotate to draw directly on the website
 - Give remote control to use the websites coloring tools (only between computers)



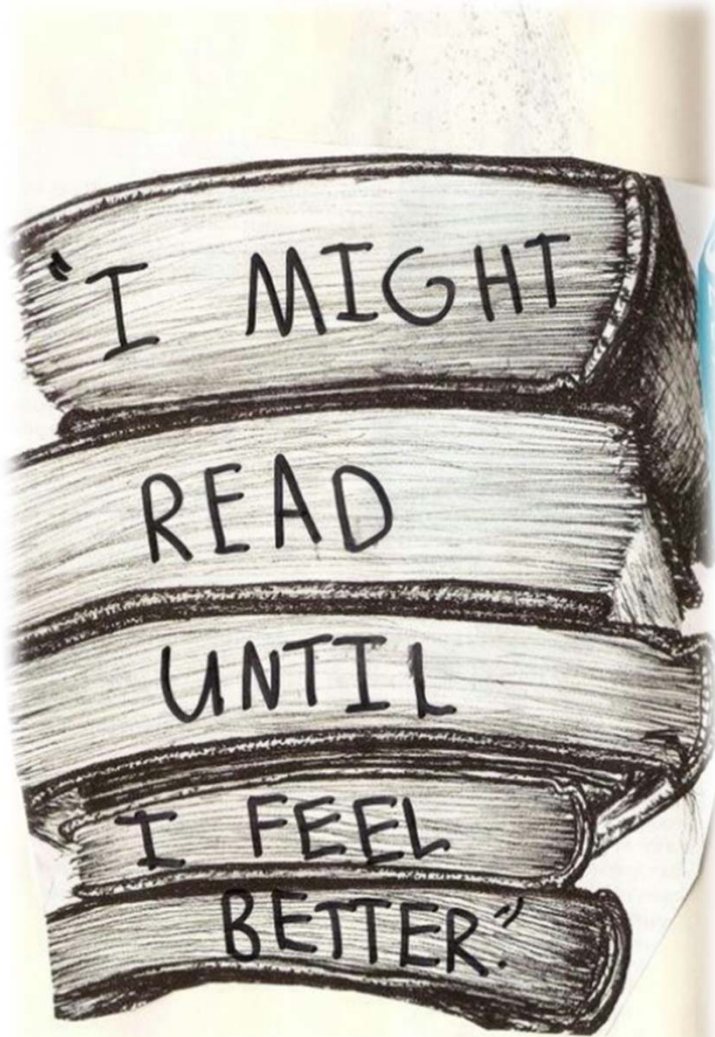


- Limited resources? Ask the child to gather whatever art materials available to them and engage them in prompts
- Art prompts using materials or whiteboard:
 - Draw your heart and identify emotions
 - Draw yourself as a superhero
 - Draw your safe space
 - Draw the faces of your family, how are they feeling now?
 - Draw a comic about what your life is like right now
 - Just scribble! Release tension and emotion
- Send them on a scavenger hunt to find reusable materials
 - Shoe box or cardboard box to create a coping skills box
 - Kleenex box to create a worry box
 - Paper towel rolls to create a telescope to see their future dreams
 - Paper plate and string to create a dream catcher



Bibliotherapy

- Anxiety/Fear identification and management
 - [Thundercake on youtube](#)
- Maintaining connections
 - [The Invisible String on youtube](#)
- Coping skills
 - [B is for Breathe](#)
- Instilling hope
 - [What To Do With A Chance on youtube](#)
- Managing change
 - [Fortunately on youtube](#)
- Feeling identification
 - [Grumpy Monkey on youtube](#)
 - [Howard B Wigglebottom- Anger and Feelings](#)
- Trauma/feelings
 - [Once I Was Very Very Scared YouTube English](#)
- COVID19
 - [The Oyster and The Butterfly on YouTube](#)



Movement

- Share your screen and complete exercise videos together
 - [9 Minute Exercise For Kids](#)
 - [5 minutes Go Noodle Exercises](#)
 - [4 min Exercise Brain Break](#)
- Grab dice or use [Virtual Dice](#)
 - Assign a movement to each number, engage them in thinking of the movements as well
- Engage students in movement games that you used to do in the therapy room. Did you play basketball? Grab a trash can and ball up some old newspaper and start playing!





Wrapping Up





Ending the Session

- End the session with mindfulness
- Spend the last 5 minutes engaging in a closing activity
- [Uno Online](#)
- Hold consistent weekly sessions as best as possible.
- Important:
 - Touch base with the caregiver before ending the call
 - Conduct a needs assessment
 - Complete linkages to resources
 - Provide recommendations for activities



Thank You!

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Mary's Center

Breakout Discussions

- Breakout 1: Chioma Oruh, Maureen O’Keefe, Olga Acosta Price, Aliya Al-Sadi
- Breakout 2: Alex Vann, Lisa Shaw, Linda Sheriff, Mariola Rosser
- Breakout 3: Taleisha Ellerbe, Adrienne Smith, Rachel Sadlon, Gregory Maxson

Discussion Questions (3:40 – 4:05)

1. How have you been engaging students who only use whatsapp/facetime or just a regular phone call (there aren't the same interactive possibilities like there are in zoom)?
2. How have you been managing the issue of privacy for their sessions?
3. How have you been engaging in family or sibling work?
4. How are you engaging in holding groups? Tips/tricks?
5. How have you been managing safety concerns (in cases of suicidal ideation, self-harming, safety planning)?

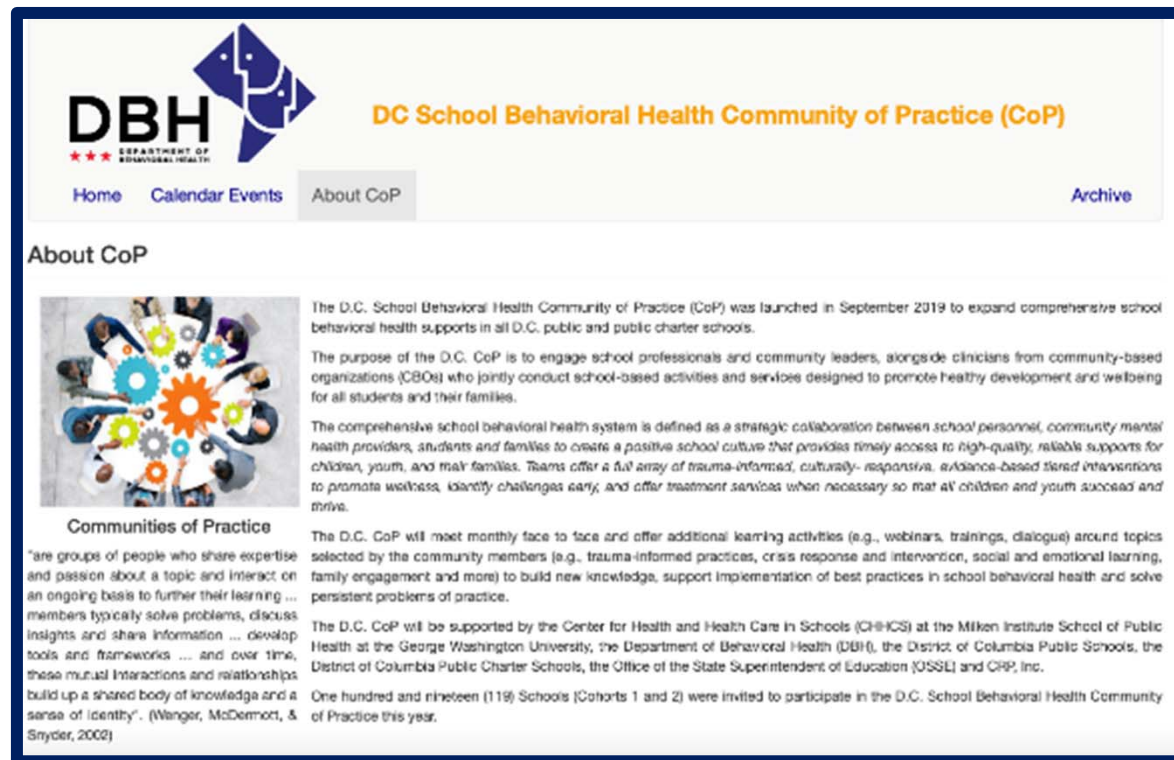
Highlights from Breakout Discussions

Future CoP Meetings and Chats

- April 22 – D.C. CoP Virtual Meeting (School Climate and SEL)
- April 29 – A High Functioning Wellness Team
- May 6 – Telemental Health (FAQ)
- May 13 – The Ecology of Wellness



Contact us at DCCOP@crpcorp.com




DBH DEPARTMENT OF BEHAVIORAL HEALTH

DC School Behavioral Health Community of Practice (CoP)

Home Calendar Events About CoP Archive

About CoP



The D.C. School Behavioral Health Community of Practice (CoP) was launched in September 2019 to expand comprehensive school behavioral health supports in all D.C. public and public charter schools.

The purpose of the D.C. CoP is to engage school professionals and community leaders, alongside clinicians from community-based organizations (CBOs) who jointly conduct school-based activities and services designed to promote healthy development and wellbeing for all students and their families.

The comprehensive school behavioral health system is defined as a strategic collaboration between school personnel, community mental health providers, students and families to create a positive school culture that provides timely access to high-quality, reliable supports for children, youth, and their families. Teams offer a full array of trauma-informed, culturally-responsive, evidence-based tiered interventions to promote wellness, identify challenges early, and offer treatment services when necessary so that all children and youth succeed and thrive.

Communities of Practice

"are groups of people who share expertise and passion about a topic and interact on an ongoing basis to further their learning ... members typically solve problems, discuss insights and share information ... develop tools and frameworks ... and over time, these mutual interactions and relationships build up a shared body of knowledge and a sense of identity". (Wenger, McDermott, & Snyder, 2002)

The D.C. CoP will meet monthly face to face and offer additional learning activities (e.g., webinars, trainings, dialogue) around topics selected by the community members (e.g., trauma-informed practices, crisis response and intervention, social and emotional learning, family engagement and more) to build new knowledge, support implementation of best practices in school behavioral health and solve persistent problems of practice.

The D.C. CoP will be supported by the Center for Health and Health Care in Schools (CH@HCS) at the Milken Institute School of Public Health at the George Washington University, the Department of Behavioral Health (DBH), the District of Columbia Public Schools, the District of Columbia Public Charter Schools, the Office of the State Superintendent of Education (OSSE) and CRP, Inc.

One hundred and nineteen (119) Schools (Cohorts 1 and 2) were invited to participate in the D.C. School Behavioral Health Community of Practice this year.

<https://dbh.dc.gov/service/school-behavioral-health-program>

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