

Local Leadership Group Notes

May 5, 2021

1:00pm-2:00pm

Zoom Virtual Meeting

Present: Melea Belton, Deanna Curry, Melissa Threadgould, Michelle Nicholson, LaSean Thompson, Rebecca Meszaros, Holly Smego, Kathy Kelly, Effie Alofoje-Carr, Jennifer Cronkite, Jessica Baker, Quintin Baptiste, Kae Dubai, Lisa Chambers, Jasmine Tucker, Kelly Uhlmann, Regine Cherry

1. Welcome/Introductions

Would you rather be able to teleport anywhere or read minds?

2. April Meeting Recap

April notes were reviewed and updated with comments. Updated notes were approved.

3. CQI Updates

CQI Team meets monthly. We are making good progress on PDSA cycle 1. The goal for PDSA Cycle 1 is to help families in the community be knowledgeable in all the home visiting services in Ingham County. Our LLG parent leaders conducted interviews with families to determine their baseline knowledge of home visiting services. They then discussed the talking points the CQI team developed to give information on all the home visiting services. Parent leaders then conducted the interview again to measure growth in knowledge. We are in the process of conducting/collection the second interviews.

4. Great Parents Great Start

Have completed the interviews for the new parent educators. Before making offers, looking for clarification on whether this funding can be spread across all the existing parent educators and not just the new positions. This will help prevent burn-out of staff and also keep unity in the program.

5. Socio-Emotional Health: Self-Regulation

Jessica Baker, Parent Liaison Ingham Great Start Family Coalition

-Shared the updated 5 protective factors infographic.

-Zero to Three Defines social-emotional competence as the developing capacity to experience and regulate emotions, form secure relationships, and explore and learn all in the context of the child's family, community and cultural background.

-This is the only protective factor that directly addresses issues with children. The others focus on how the parents can strengthen their families.

-Need to give your child the words to help them express themselves.

-These skills are essential so kids can learn how to handle their emotions appropriately. The sooner kids are taught and learn these skills, the easier it will be as they become adults.

6. Parent Voice

Have you discussed self-regulation with your home visitor?

What information did they provide that was helpful?

-Parent #1: Mom did not specifically ask for these resources but home visitor provided them. Mom was given the emotional charts and wheels. Mom would use them with her husband as well and that helped to teach her daughter.

- Parent #2: Mom needed and specifically asked for help with this. Her son was having some behavioral struggles and mom was really working to help give him the words to verbally express how he was feeling. Home visitor was very helpful in helping mom teach these skills to her son.
- Supervisor: It's important to talk with families about appropriate expectations. Sometimes social-emotional skills come up naturally in these conversations. These are skills that need to be taught like every other skill.
- Social emotional skills do happen in a round-about way in everyday actions/activities. These are skills that can continue to be taught along the way.

7. Spotlight

Jennifer Cronkite, Community Mental Health

- Regularly expanding services
- Something that is being asked/discussed, "What is covid doing to our mental health?"
 - Risk factors have been identified with specific individuals and populations
 - Best Practice:
 - Prevention
 - Post-vention: Will continue to discuss the impacts of covid for a long time
 - Resilience: How can we best protect ourselves from this trauma?
- High Risk populations have been identified and the younger populations have among those. Younger children are worried that this traumatic event will happen again, and since it's not ended yet, that is compounding that fear. They also fear losing family members and being separated from loved ones.
 - Working to help kids find healthy ways to express these feelings and best support them
 - Really looking at prevention: Teaching these skills before the behavioral issues.
- What can we do now?
 - Adapting to the circumstances to continue to provide services.
 - We're still here! Need to focus on provided services and really focus on the prevention piece.
 - Increased suicide prevention efforts
 - Connecting
- Common diagnosed mental disorders in children:
 - ADHD 9.4%
 - Anxiety 7.1%
 - Depression 3.2%
 - How will anxiety and depression continue to impact our younger children?
- Actively teaching coping skills
- Tech options for mindfulness and coping skills:
 - Aura
 - Calm
 - Headspace
 - Insight Timer
 - Stop, Breathe & Think
 - Smiling Minds
- Resilience: Everything we know about resilience still applies. Need support from family, friends, school and the community
- Resources:
 - Michigan Associations for Children's Mental Health: www.acmh-mi.org
 - The Listening Ear: 517-337-1717
 - National Alliance on Mental Illness-Lansing: www.namilansing.org
 - National Suicide Prevention Lifeline: 800-273-TALK

- Crisis Text Line: Text HELLO to 741741
- The Trevor Project Lifeline: 800-488-7386 or text START to 678678
- Trans Lifeline: 877-565-8860
- Contact Jennifer for more information: 517-346-8202, cronkite@ceicmh.org
- TriCounty LifeSavers Youth Suicide Prevention Coalition
 - First Friday of the month
 - Next meeting, May 7th 9-11am
 - Contact Jennifer to be added to the list
- Do not need to be Medicaid eligible to receive crisis services through CMH**

8. Updates and Announcements

- Save the Date for the Parent Panel will be sent out soon. Tentatively scheduled for July 28th
- Expecting Parents event through the Davies Project is May 11th 4-5pm
- Lots of opportunities for fathers through Strong Start Healthy Start. Fatherhood conference is coming up. Contact Quintin for more information: qbaptiste@ingham.org
- Effie shared lots of information on upcoming events. Please see her email for all the flyers.