



MASON THURSTON SYSTEM OF CARE PARTNERSHIP

A REGIONAL FAMILY YOUTH SYSTEM ROUND TABLE PARTNERSHIP

DECEMBER 16TH, 2022 SUMMARY MEETING NOTES

A System Co-Tri-lead started the meeting and made the following requests for participants to:

- mute their device when not speaking;
- avoid over-talking by waiting for others to finish speaking;
- use chat or raise a hand if using video or say your name before speaking if not using video, when you want to make a comment;
- stay on topic as we move through the agenda;
- feel free to share a question or comment after each agenda item.

Then the System Co-Tri-lead read the vision, mission and eight-part comfort agreement, followed by the listening statement. This statement lets participants know they are listened to as we also focus on what the group has voted for as our area of focus and reminds the group that Tri-lead contact information is on every agenda.

The System Co-Tri-lead continued and read the goals for the day.

- Wraparound with Intensive Services (WISe) Data
- Area of Focus
 - Brainstorm Review & Vote
 - Collection of Stories – Next Steps
- Share Time

The System Co-Tri-lead then let the group know that program directors from Community Youth Services (CYS) would be sharing data and information about the Transition Age Youth (TAY) Wraparound with Intensive Services (WISe) Program and the Multisystemic Therapy (MST) Program.

- Both directors shared a Power Point with WISe data (see below) that they developed together. They explained that they are co-located in Olympia and Shelton and offer co-occurring treatment (mental health and substance use disorder) for youth. They emphasized having a conversation about the programs. Here are some highlights



- Here are some highlights and information from the conversation about MST:
 - The age range (12-17) and behaviors discussed for the MST program:
 - Youth typically struggling with school, home and community.
 - Grades and involvement in the discipline system.
 - Oppositional at home with lots of conflict.
 - Juvenile Justice involvement if behavior doesn't improve.
 - Caregiver involved and engaged. A trusted, caring adult and doesn't need to be bio-family.
 - Youth may not see how their behaviors are affecting their home and life.
 - Not a good fit for youth living on their own.
 - Question from parent about whether MST enforces drug screens.
 - The MST director answered that they can help with substance use disorders and can bring UI tests to families so they (families) can use them to find out if their youth is clean. This helps families with applying consequences.
 - MST red flags – youth has ongoing psychiatric needs such as psychosis, suicidal thoughts, need for stabilization with a need for hospitalization. When these needs are identified then we wrap around the youth and family to see how we can support them.
 - Note: Youth with these needs that have been referred but not yet started MST, would typically be referred to the TAY program or if younger, the Catholic Community Services WISe program.
- Here are some highlights and information from the conversation about TAY:
 - A question about age range was asked and answered with the starting age of 14.5 until the 21st birthday. Typically it is more youth age 15 and TAY works very closely with the WISe Coordinator on referrals.

A Co-Family Tri-lead let the group know that we worked through the list of ideas from the November meeting to identify which items were actionable and to get more information. We tried to place similar ideas and comments into categories. The Co-System Tri-lead explained that we want to identify goal areas with actionable needs that we can work on and that we are not just pushing onto other systems. The following are highlights with additional clarification by facilitators and comments from parents/system participants:

- Additional clarifications:
 - Some items we would like schools to do and we as group can work on.
 - Some items are for clarifications with how they would be accomplished, i.e. do we have the ability to make it happen? Some may be accomplished with one-on-one conversations or at school board meetings or items that may already be worked on.

- We want to know if you think this makes sense. We want to make sure we can accomplish these and if we ask the schools to accomplish them, then how we can help schools to do what we're asking.
- There was a question about whether we could get through the whole list and that was answered by a facilitator letting the group know that we could try for going through items A through G.
- There was a request to send out the list and a response from the convener letting them know that it would be sent.
- The group started discussing the first item.
 - A. Opportunities for youth to volunteer with other kids to help – everyone learns and this provides mentorship opportunities for kids. Matching kids based on strengths and needs – pairing a youth with great ability to manage their energy, for example, with a youth who needs additional skills in this area. Students to be able to mentor students at other schools. Comments as follows:
 - Lots of great ideas in there and lots of hoops to jump through to make it happen.
 - A school participant said they would need time to talk with their school social work team.
 - The way it is worded sounds like it is up to the school to make it happen. How do we think this could happen? Maybe we want some in the SOCP, perhaps parents to find out what is going on in schools around mentorship?
 - A parent commented that it needs to be a student driven and led initiative.
 - Another parent 'I'm sitting here listen and reading it but I need time to process what is being read and what needs to be done. I need a few minutes to process each one.
 - One of the facilitators asked who was present from schools and asked if they could think of how we can do this or what mentoring programs are already in place.
 - The school participant said that they have a mentor coordinator and went on to say "if this group was putting together a committee maybe they could talk directly to our coordinator and find out what is going on." Educational Service District 113 has the education advocate program and they have access to mentor programs. The ones in the community are far and few between. Big Brothers and Sisters has a big wait list. Targeting the mentor piece may help and some of these things could be done. Maybe putting these together and have committees and put them in touch with specific people in a school district. Each district and building are going to have their own unique perspective on this and how much they follow district guidelines.
 - The group was asked if anyone had an idea about how to narrow the idea down to a manageable goal or if there are other ideas related to mentoring. We are trying to identify strategies. Any ideas about what this group can do to spread mentorship throughout the community. Maybe develop a subgroup. We are looking for ideas that work.

- The facilitators said that we need to turn these items into something we can work on, asking people to ask questions. We need to focus on what we can do and be more specific.
 - The Behavioral Health Advocate said that as far as domestic violence, this group could find out what is being offered and already done, then use what's available to provide to schools. SOCP could make a document and get it out to schools.
 - A parent said that they support the social media idea and to coordinate with schools.
- Here are the fifth and sixth items followed by comments:
 - E. Teaching modules about safe and loving relationships – early dating, friends, understanding good vs bad signs in relationships – early intervention and skills training for prevention.
 - F. Short seminars to create shared understanding around domestic violence and mental health – BLOOM (Texas) Motivational speakers in the schools around mental health – one suggestion is Erin Jones, <https://www.athenaplace.com/erin-jones>
 - The facilitators commented that we could do these ourselves and to leave them as ideas but take them out of the voting.
 - The school participant said they could only speak for their district (Olympia) but imagine other districts are offering health classes with modules about consent and they are started in elementary school.
 - A parent said that they don't feel it (health classes) covers it (E & F) and the school participant answered that they weren't going to be able to cover all the curriculum.
 - Another parent commented that these are touch subjects and we have different opinions on how this should be managed. This could be something to work on for quite awhile.
- This is the last item:
 - G. Collaborate with social – emotional learning coordinator for Oly Schools. Adult social-emotional learning is important too (invite to SOCP?).
 - An agency provider asked if the Social Emotional Coordinator at Olympia School District could be part of our team and the answer was 'yes'.

The System Co-Tri-lead let the group know that these items will be sent in a message for participants to look over and prepare for a vote in January.

The Family Co-Tri-lead brought up the next agenda item, 'Collection of Stories' with a reminder that the purpose is to help others know that they are not alone. Also, that we have a parent who has offered to assist with technical support. She let the group know that the Tri-leads decided that stories needed to be vetted by a Tri-lead and a workgroup. Following are comments and clarifications:

- A Tri-lead explained that the workgroup needs to make sure about use of someone's story and permissions, personal identifiers, breaking confidentiality and boundaries before stories are released.

- A parent voiced concerns about the workgroup taking away the effect of the story and the family relaying it. Also, that reading it is okay but they don't want to see anyone's story changed.
- Another Tri-lead clarified the need for a workgroup because it is important that no one person makes decisions about the stories. This helps put other eyes on the stories and though we would like to have a point person, the workgroup helps to make sure the responsibility doesn't fall on only one person. We are looking for youth, family and system participant so there are different perspectives. Please contact a Tri-lead if you are interested in the workgroup.

A Co-Family Tri-lead introduced share time and explained that it is time set aside for anyone in the group to talk about successes, challenges, questions, comments, information, updates or anything else you would like to share that brings joy to your life. This is also a time when questions or comments about today's goals/agenda are welcome.

- A dad announced that the Family Alliance support group for dads is starting back up in Shelton on second Saturdays at 6 pm and asked for help to get the word out. Details are on the website: www.familyallianceformentalhealth.com
- The Olympia schools participant said that items like this are very tangible and there is a process for fliers for approval. She also mentioned that North Thurston Public Schools is the largest district and they could be contacted.
- There was a question about whether the group accepts really young, teenage dads and the answer was yes.
- The Behavioral Health Advocate said they will be putting together some forms and would like input from youth rather than all agency participation. Contact: 360-489-7505 or donna@obhadvocacy.org

A Co-Family Tri-lead let the group know that anyone can contact a Tri-lead with concerns or questions any time and their contact information is on the agenda. The Tri-lead then thanked everyone for their participation. He then announced that the next meeting will be held on January 27th and adjourned the meeting.