

L1 - Allowing Youth Voice to Inform Mental Wellness Efforts

11:30am-12:45pm

Ami Flammini, Midwest PBIS Network (IL); Kelcey Schmitz, University of Washington SMART Center

Content Facilitator: Patti Hershfeldt, Center for Social Behavior Supports, Old Dominion University (VA)

Topic: Mental Health/Social-Emotional Well-Being
Key words: Youth Voice, Social Relationships, Community



Virtual PBIS Leadership Forum | #PBISForum

October 26-28, 2021

SESSION DESCRIPTION & LEARNING OBJECTIVES

The voices of our students are critical as schools navigate necessary changes to practices and policies which include mental wellness.

This session will highlight different ways students have become involved in supporting other students as well as informing adults of changes they feel are necessary to influence mental wellness for all.

- Participants will learn about different levels of student involvement
- Participants will hear about examples of student voice and mental health from the Northwest Region
- Participants will be able to identify next steps for incorporating student voice in mental health efforts in their settings



Virtual Forum Expectations

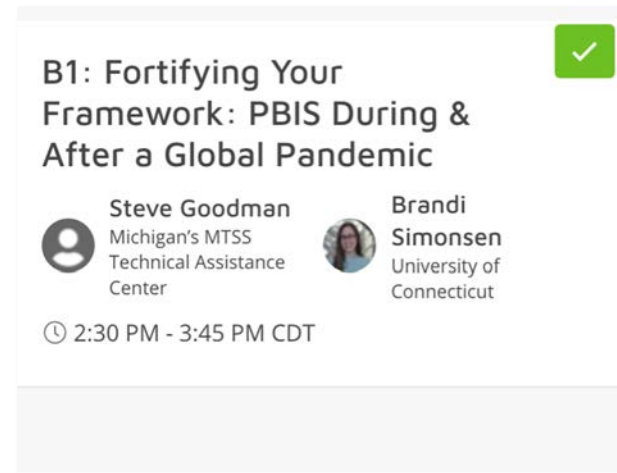
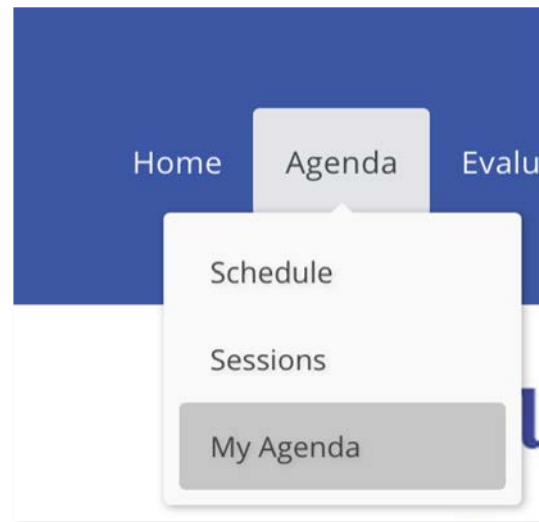
EXPECTATION	OVERALL Event	CHAT Tab	POLLS Tab (+Q&A)
BE RESPONSIBLE	<ul style="list-style-type: none"> Use a shared action plan for your team Complete session evaluations 	<ul style="list-style-type: none"> Post positive on-topic comments Questions for the presenters go in the POLLS tab ⇨ 	<ul style="list-style-type: none"> Add questions before and/or during session
BE RESPECTFUL	<ul style="list-style-type: none"> Limit distractions Follow up on your assigned action items 	<ul style="list-style-type: none"> Use inclusive language 	<ul style="list-style-type: none"> Use sincere phrasing Complete additional polls when prompted
BE SAFE	<ul style="list-style-type: none"> Take movement breaks Be aware of your stress level 	<ul style="list-style-type: none"> Engage in productive dialogue 	<ul style="list-style-type: none"> Ask solution-oriented questions
<i>For Presenters</i>	<ul style="list-style-type: none"> <i>Ensure Files Tab has current materials and related weblinks</i> 	<ul style="list-style-type: none"> <i>Monitor and remove inappropriate comments</i> 	<ul style="list-style-type: none"> <i>Identify common Qs to address in final 15 minutes</i>



Finding Your Registered Sessions in Pathable

Your Personalized Schedule (My Agenda)

Locate the Agenda Menu, Select “My Agenda” from the drop-down, and you will see the sessions for which you are registered. A green check mark in the upper right corner indicates you are registered.



Navigating the Session Page

1. **Session Details** (Title, Presenters, Date & Time, Description, Keywords)
2. **Join Session**
3. **Interact through Chat, Polls, & Uploaded Files**

The screenshot shows a web interface for a virtual session. At the top is a navigation bar with links: Home, Schedule, Agenda-At-A-Glance, People, Session Evals, Overall Eval, Materials, SCTG, Social Media, and Help Desk. Below the navigation bar is a header with the PBIS logo and an 'Account' dropdown. The main content area is titled 'AGENDA' and features a session entry for 'DRESS REHEARSAL'.

1. Orientation for Tech Assistants and Content Facilitators (OPTIONAL for Presenters)

2. JOIN MEETING (SPEAKER ONLY: join the live meeting now)

3. Chat (Polls, People, Files)

yes!

Diane LaMaster (2 minutes ago): I had to open zoom to hear

The session details include presenters Jennifer Norton (Midwest PBIS Network Project Coordinator) and Brian Meyer (Midwest PBIS Network (IL) Co-Director), and a time slot of 2:00 PM - 4:00 PM CDT on Friday, September 18. A description at the bottom states: 'This session is an orientation for tech assistants and content facilitators on the Pathable Portal. This Orientation is OPTIONAL for Presenters. This Orientation will be'.



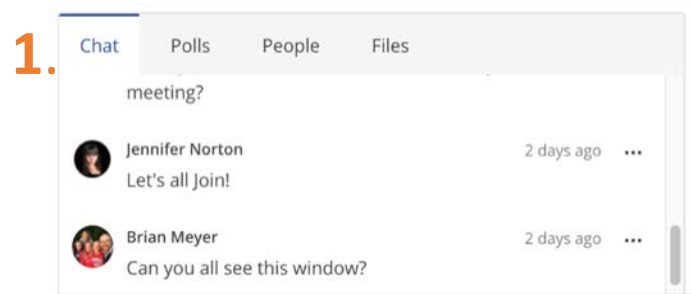
Tips for Participants

Chat, Polls, and Q&A

1. Use **Chat** for engaging with other participants around the session topic.

Presenters may use chat differently in specific sessions.

Follow overall Forum expectations for *responsible, respectful, and safe* chatting

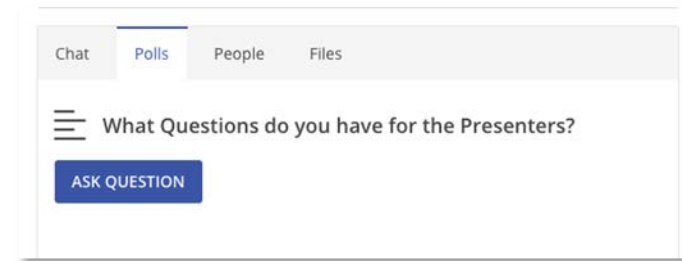


2. Find the **Q&A** under **Polls**.
Questions for presenters go there.

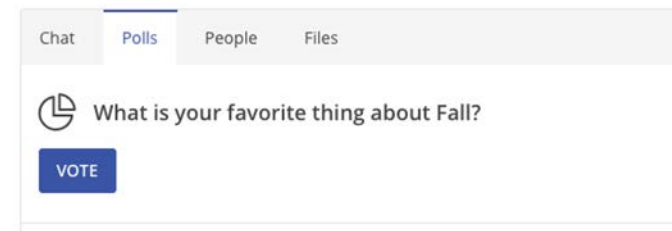
3. Some sessions have other **Polls** or more **Specific Questions**.

Complete those when prompted

2.



3.



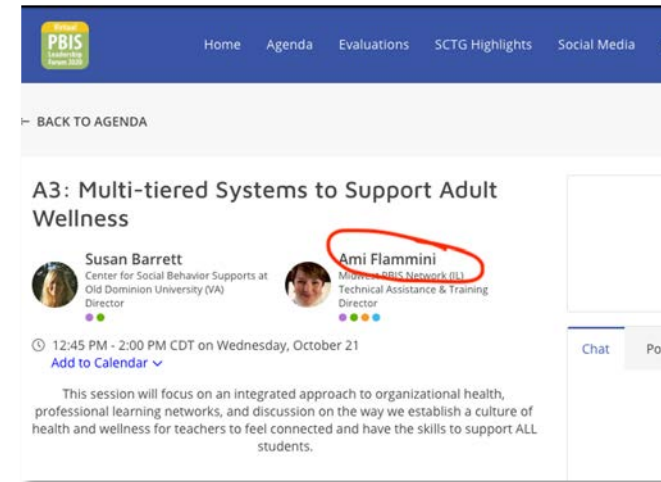
Be careful of accidentally navigating away

While participating in a live Session...Be Present!

- If you navigate away from the live Session you will need to press the “Join Meeting” button to get back in.
- What does **navigating away** look like? Here are some examples:
 1. Clicking on any area of the navigation menu
 2. Clicking on a Person’s name



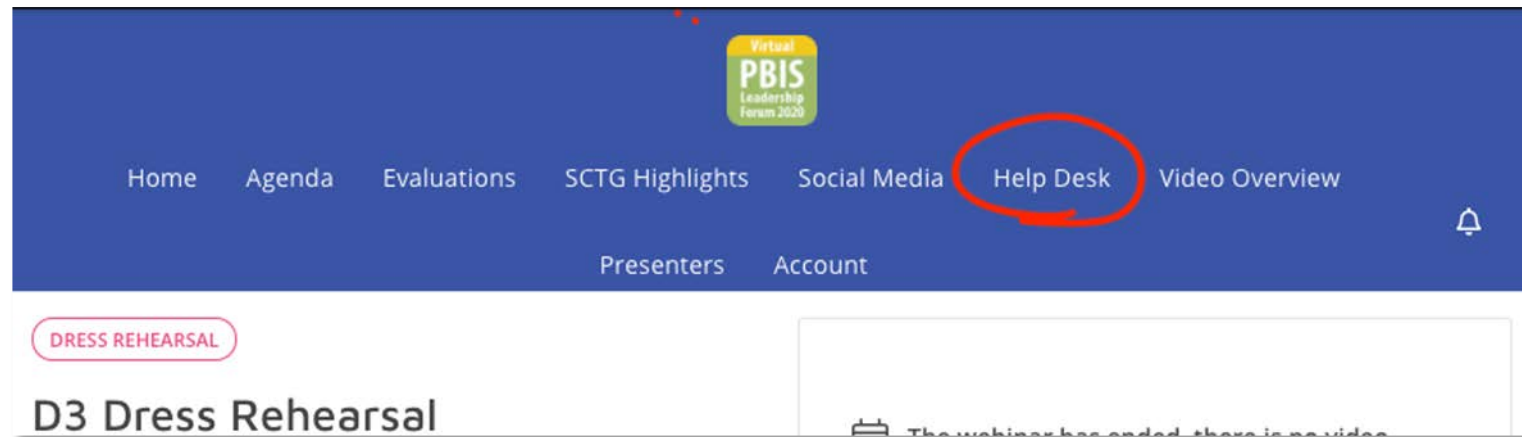
2.



Tips for Participants

Support is Available

If at any time you need support as a participant, use the **Help Desk**:



When Working In Your Team

Consider 5 Questions

- How does this compare to our priorities?
- What team would oversee this work?
- What should we stop doing to make room for this work?
- How will we assess whether it's (a) implemented well and (b) working?



FACING SCHOOLS TODAY

CHALLENGE

MEANINGFUL STUDENT INVOLVEMENT

<https://soundout.org/2016/04/01/the-guide-to-meaningful-student-involvement/>

What do you think of when you hear the words “Student Engagement”?

Giving feedback about school-wide

PLEASE SHARE IN THE CHAT BOX WHAT COMES TO MIND FOR YOU

Sitting on the PBIS Team **Designing the school logo**

Helping decide prices for the valentines dance?

Organizing the homecoming dance

Expanding our Vision

LEAVE IT TO THE PROFESSIONALS



Expanding our Vision

1. Curriculum
2. Time in school
3. Scheduling
4. Out of school time
5. Class and School Size
6. Teacher quality
7. Special Education
8. School Funding

The definitions

Student engagement:

“the excitement and investment a young person feels towards learning”

The definitions

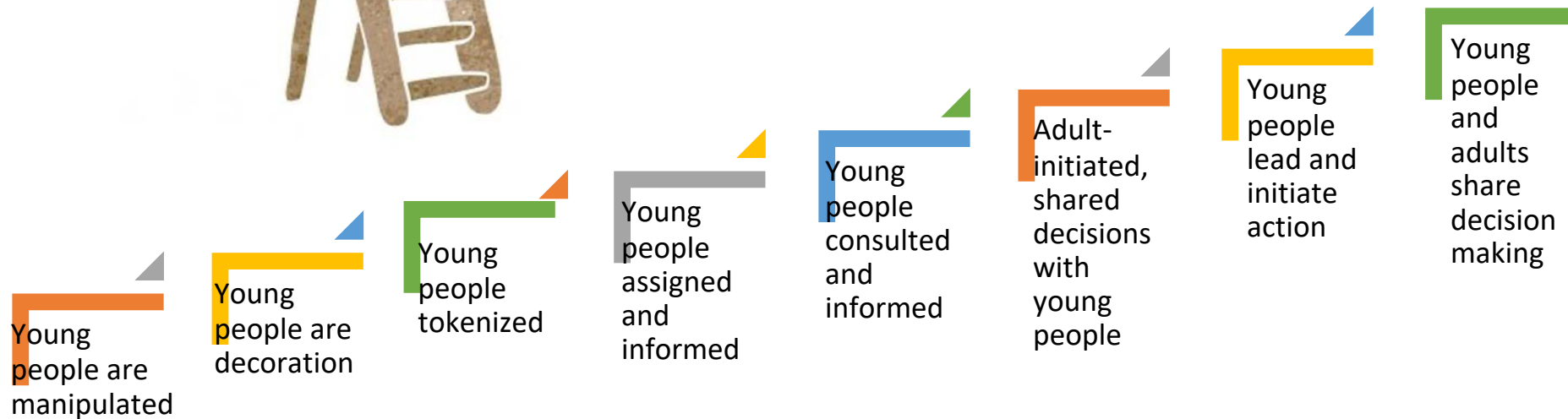
Meaningful student involvement, which is a process for engaging students as partners in school improvement for the sake of education, community, and democracy.

Pupil consultation, which is a systematic process for listening to students' opinions about school.

Student participation, which is a self-determined act of students committing to something in school.



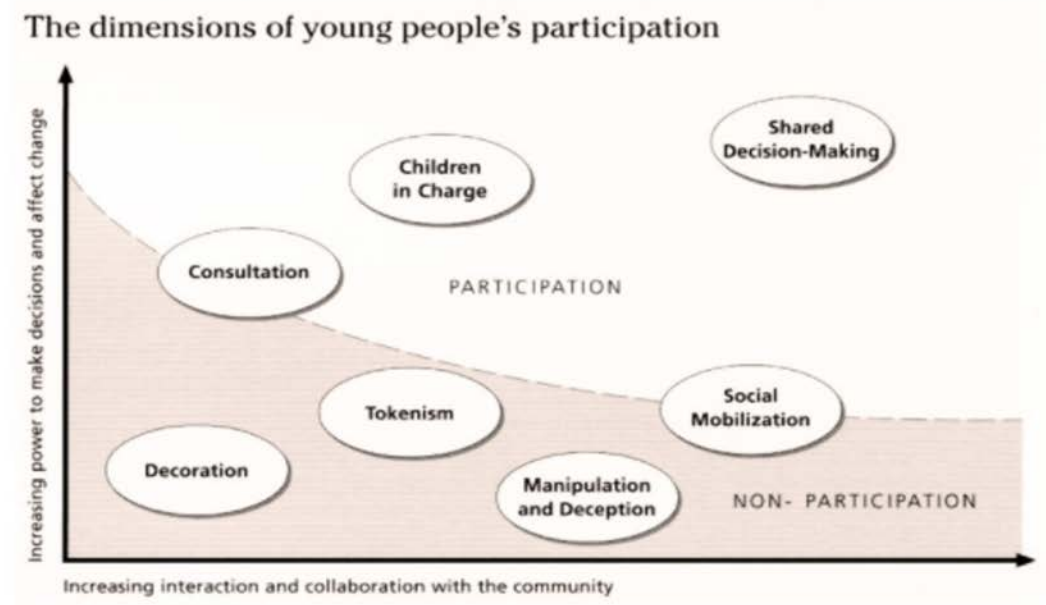
Hart's Ladder



Page 4

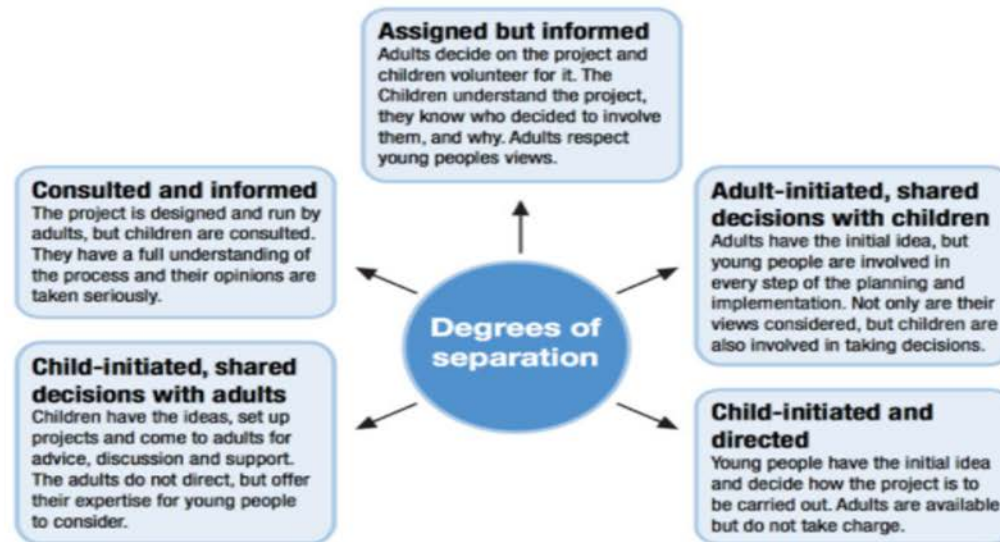
Hart, R. A. (1992). *Children's participation: From tokenism to citizenship*. Florence, Italy: United Nations Children's Fund International Child Development Centre.

Variations of Hart's ladder



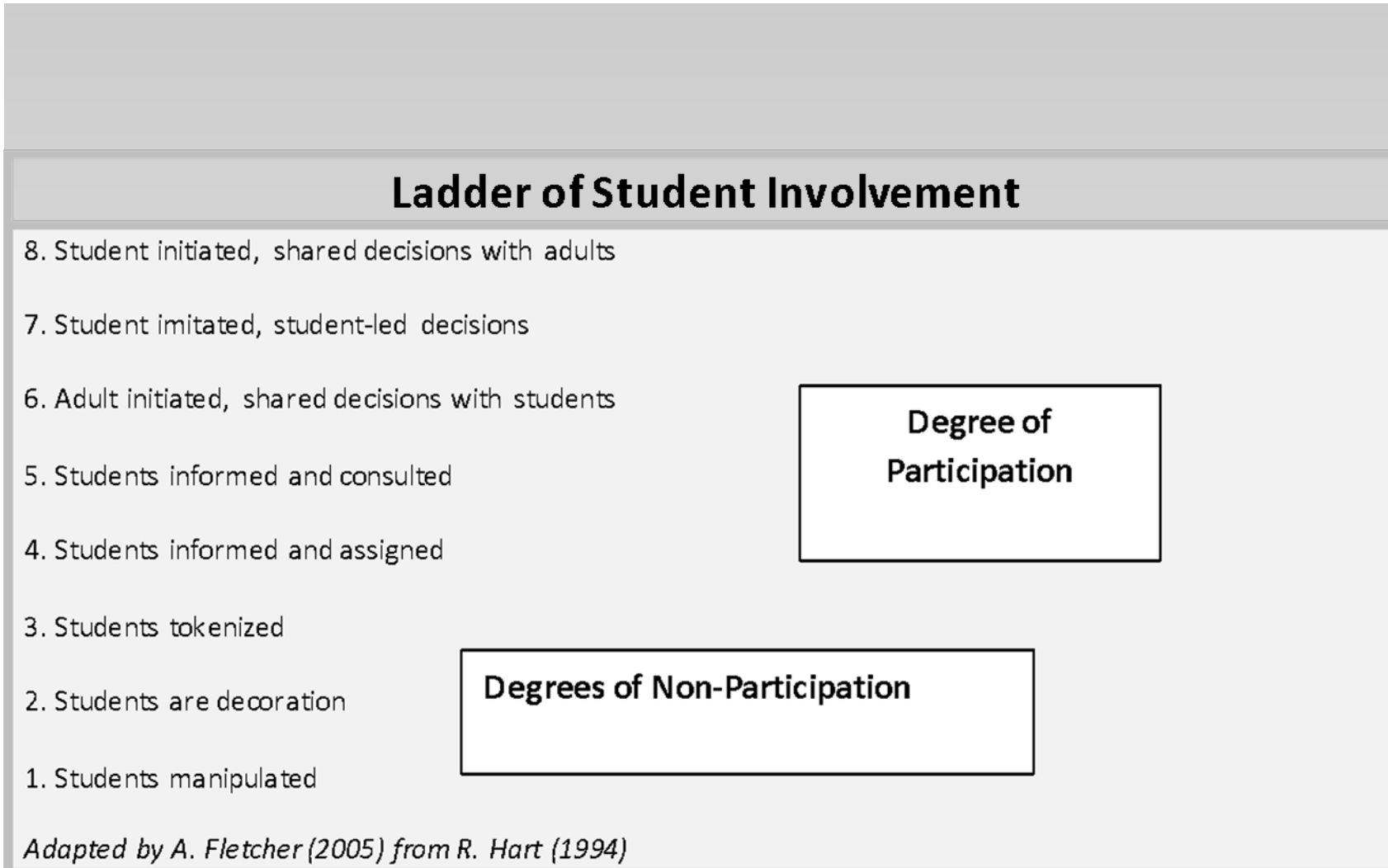
In [*Creating Better Cities with Children and Youth: A Manual for Participation*](#) (2001), David Driskell proposed another reconceptualization of Roger Hart's Ladder of Children's Participation called the Dimensions of Young People's Participation. The reconceived presentation places the eight rungs of Hart's Ladder on an X-Y axis. The vertical dimension illustrates increasing power to make decisions and change, while the horizontal dimension illustrates increasing levels of interaction and collaboration. Image source: *Creating Better Cities with Children and Youth: A Manual for Participation*.

Variations of Hart's ladder



In Empowering Children and Young People: Promoting Involvement in Decision-Making (1997), Phil Treseder refashioned Roger Hart's Ladder of Children's Participation into a hub-and-spoke configuration to avoid common criticisms of the ladder metaphor: in real-world settings, participation does not unfold in an ordered sequence from higher to lower, and forms of participation that appear on lower rungs of the ladder are not intrinsically worse than higher levels—in fact, they may be appropriate in certain circumstances, such as when children and youth need adult support and guidance to fully participate in a leadership or decision-making process. Image source: [Empowering Young People](#), Carnegie UK Trust, January 2008.

Variations of Hart's ladder



Considerations Incorporating Student Voice

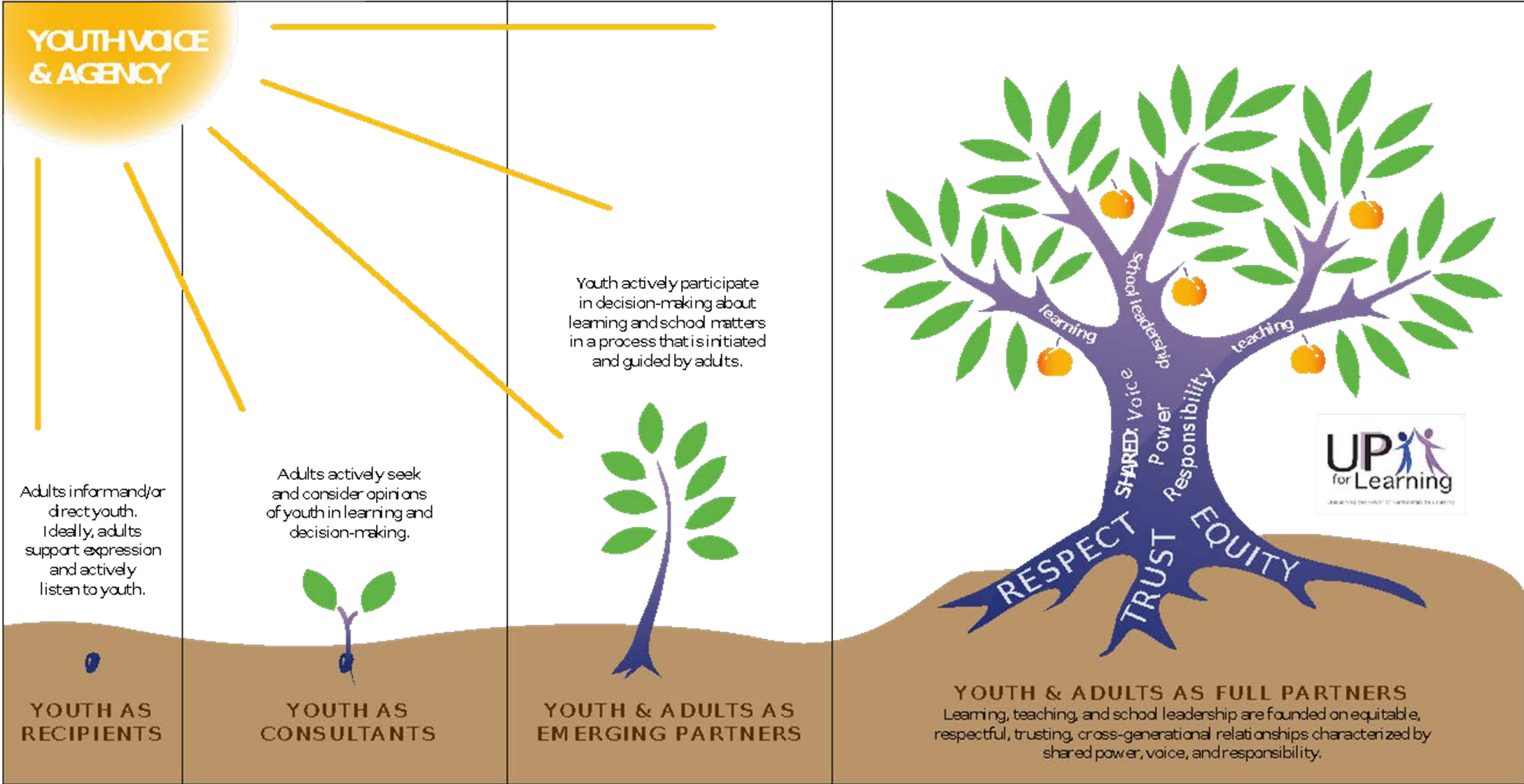
TFI Sub-Scale: Team	
TFI 1.1	Team Composition
TFI 1.2	Team Operating Procedures

TFI Sub-Scale: Implementation	
TFI 1.3	Behavioral Expectations
TFI 1.4	Teaching Expectations
TFI 1.5	Problem Behavior Definitions
TFI 1.6	Discipline Policies
TFI 1.7	Professional Development
TFI 1.8	Classroom Procedures
TFI 1.9	Feedback and Acknowledgement
TFI 1.10	Faculty Involvement
TFI 1.11	Student/Family/Community Involvement

TFI Sub-Scale: Evaluation	
TFI 1.12	Discipline Data
TFI 1.13	Data-based Decision Making
TFI 1.14	Fidelity Data
TFI 1.15	Annual Evaluation



Considerations Incorporating Student Voice



PLEASE SHARE IN CHAT



WHERE ARE YOU IN THE SEED TO TREE CYCLE?

WHAT IS ONE STEP YOU CAN TAKE TO WATER THE TREE?



Kelcey Schmitz, MEd
University of
Washington SMART
Center

Allowing Youth Voice to Inform Mental Wellness Efforts: Examples from the Northwest

Northwest MHTTC School Mental Health Center (NWSMH)



PROUDLY SERVING THE SCHOOL MENTAL HEALTH WORKFORCE IN ALASKA, IDAHO, OREGON & WASHINGTON



<https://bit.ly/NWSMH>



nwsmh@uw.edu



<https://bit.ly/NWSMHsignup>

Our goals:

Provide direct training and TA on the implementation of mental health services in schools

Build infrastructure and create learning communities

Support educational leaders to promote mental health for ALL

Foster regional alliances

Join us on social media!



[@NorthwestMHTTC](https://twitter.com/NorthwestMHTTC)



[Northwest MHTTC](https://www.facebook.com/NorthwestMHTTC)



SMART
School Mental Health Assessment
Research & Training Center



Overview of Examples

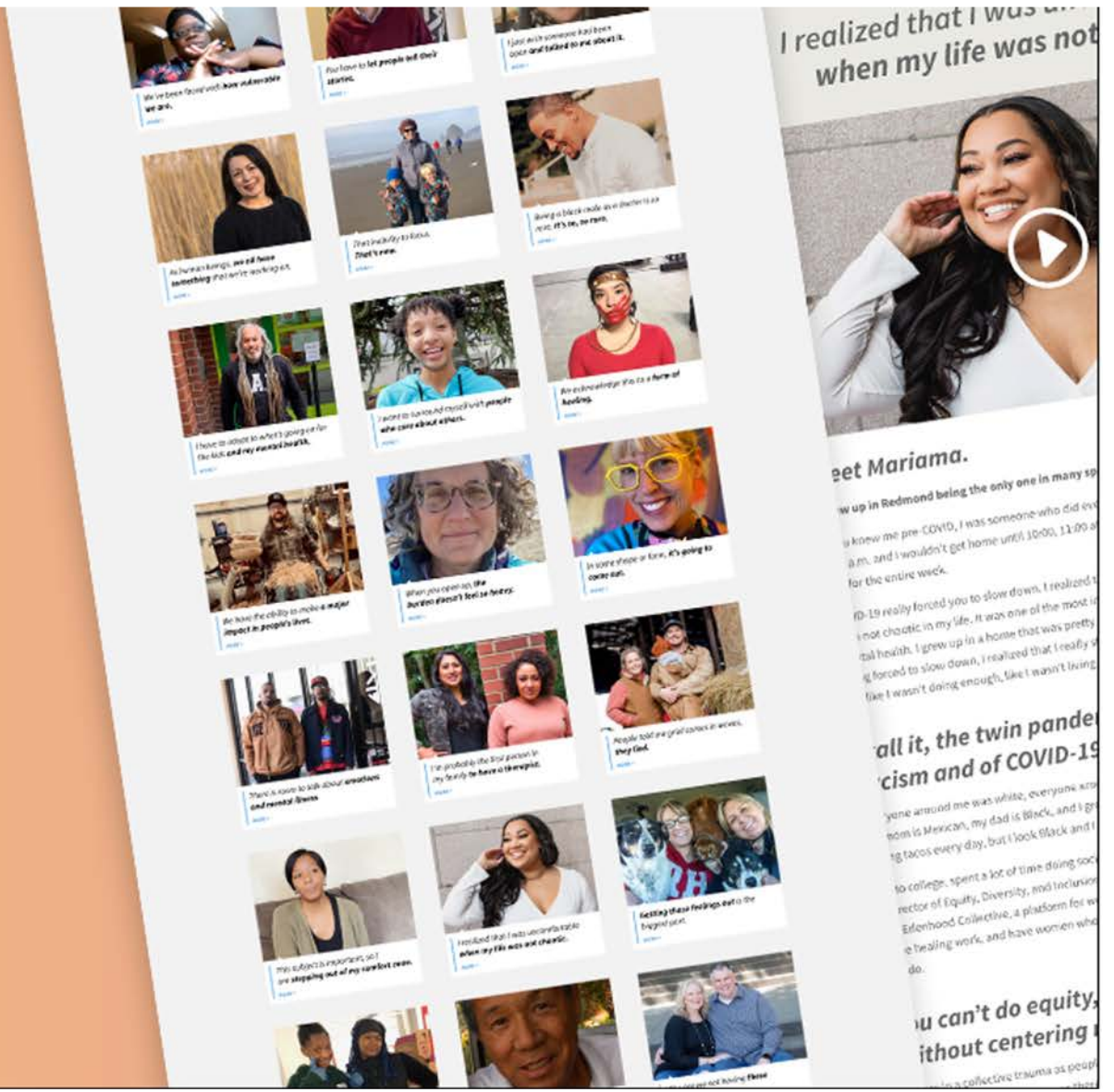
- A Mindful State's Connections We Need - Washington Statewide Mental Health and Wellness Campaign Youth Voice Event
- Youth Aware
- Seeds of Peace: Youth Led PD and Advocacy
- Ingraham High School: Youth Voice on MTSS Team
- This is Me: Video Journaling
- Resources

How are we really doing?

Listen to brave people opening up about the impact of the pandemic on their mental health:

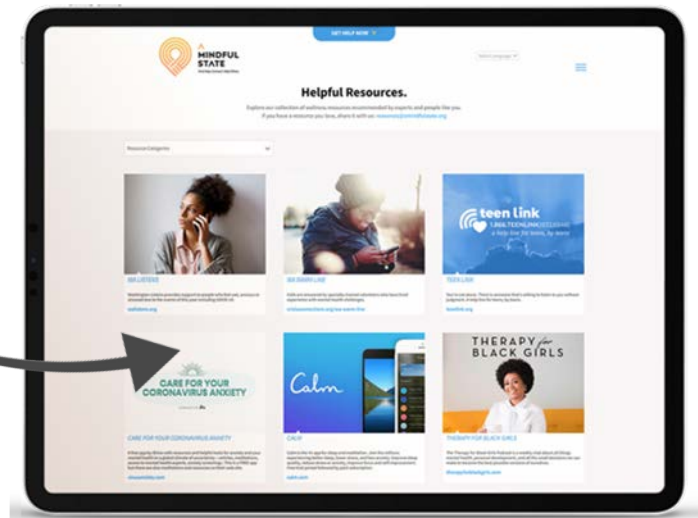
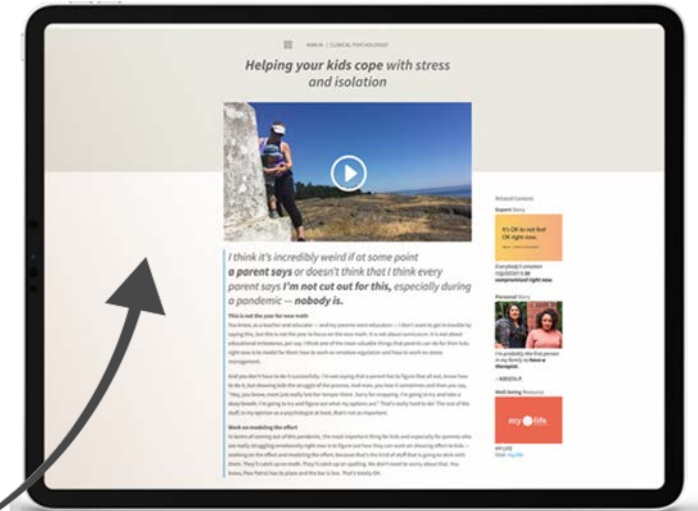
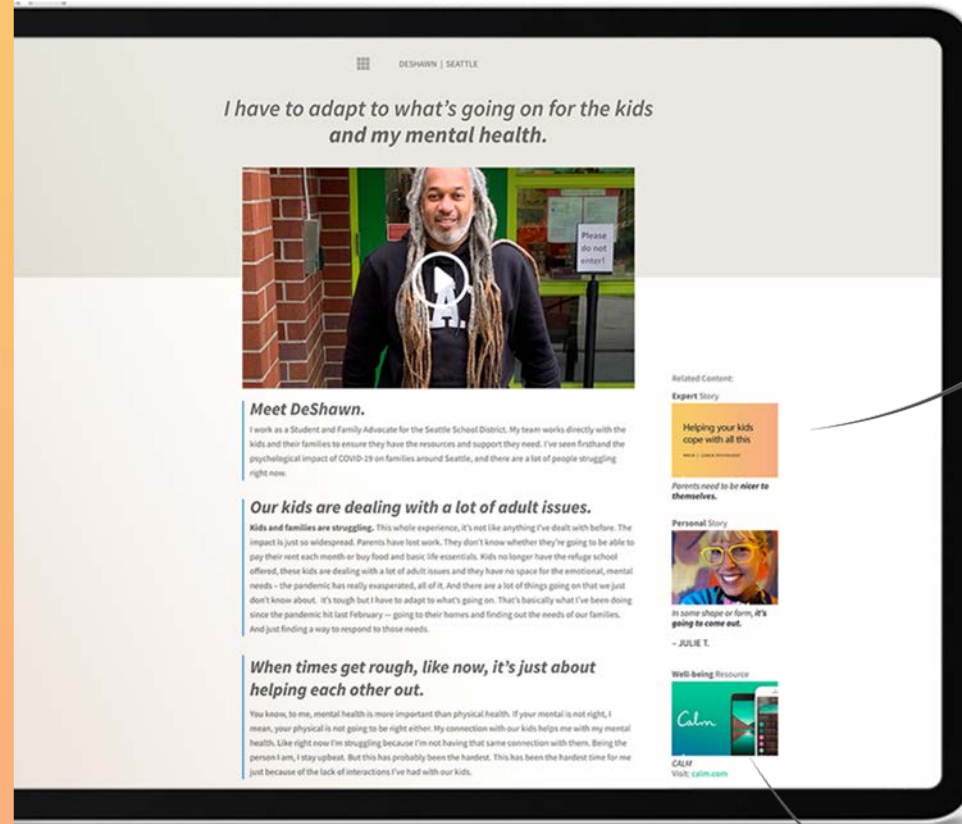
AMindfulState.org

#mentalhealthactionday





The Manifestation



<https://amindfulstate.org/>





How it's going

- 250 billboards and poster around the state (Tacoma, Seattle, translated in Spanish)
- Ads on Sounder Trains and buses moving up and down through communities
- Social Media
- Radio/TV press
- Connections We Need Event – Elevating Youth Voice
- Summer PD for Out of School Time Providers - Youth-led

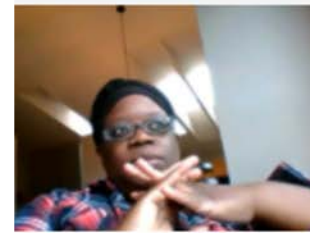
<https://mindfulstate.com/>

[Facebook](#)

[Twitter](#)

[Instagram](#)

Find Help. Connect. Help Others.



We've been faced with how vulnerable we are.

[MORE >](#)



You have to let people tell their stories.

[MORE >](#)



I just wish someone had been open and talked to me about it.

[MORE >](#)



As human beings, we all have something that we're working on.

[MORE >](#)



That inability to focus. That's new.

[MORE >](#)



Being a black male as a doctor is so rare. It's so, so rare.

[MORE >](#)



I have to adapt to what's going on for the kids and my mental health.

[MORE >](#)



I want to surround myself with people who care about others.

[MORE >](#)



We acknowledge this as a form of healing.

[MORE >](#)



We have the ability to make a major impact in people's lives.

[MORE >](#)



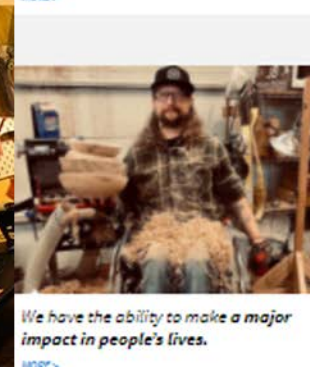
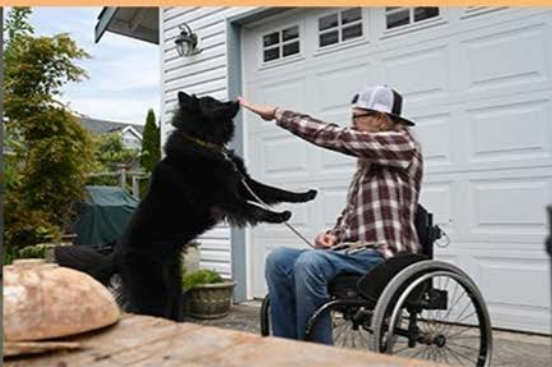
When you open up, the burden doesn't feel so heavy.

[MORE >](#)



In some shape or form, it's going to come out.

[MORE >](#)



Connections We Need Event

- April 16, 2021
- Engage School Staff and After School Staff
- Collaborative effort among several organizations alongside Youth who are part of Seeds of Peace
- Heard from four youth in Washington State

JOIN US | FOR A ZOOM
CONVERSATION APRIL 16TH

Connections We Need

*Supporting the Resiliency
of Youth and Young Adults*

A MINDFUL STATE

THE WASHINGTON WELLNESS PROJECT



Youth Speakers

- Bryan, Senior
- Hope, 10th grade
- Sourdsey, 11th grade
- Mehr, 8th grade

View the entire event here:
<https://mhttcnetwork.org/connections-we-need>



“Ignoring race is the problem.” - Hope



“Being able to set aside the normal curriculum and be able to have space to talk and discuss about the events that were happening around us really helped.” Brian



“The collateral damage of this pandemic is the great toll that it has taken on us teens.” - Mehr



“I know for my classmates they were struggling because their family life isn't as good as mine and they don't have as good as support systems as I do and it's hard to see what they are going through.” - Sourdsey



Themes

Equity & access for all

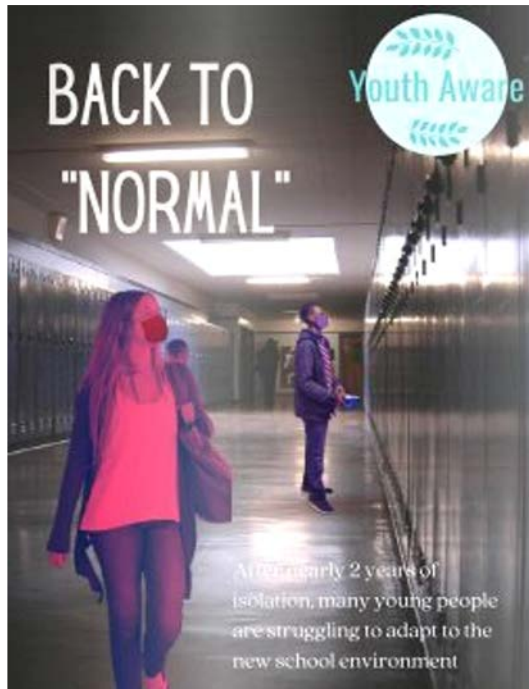
Youth need safe spaces for conversation

Youth need skills to provide peer supports

Grown ups need to create space to listen to youth



Mehr Grewal



Teen Café:
Online chat
every other
week during
the Pandemic



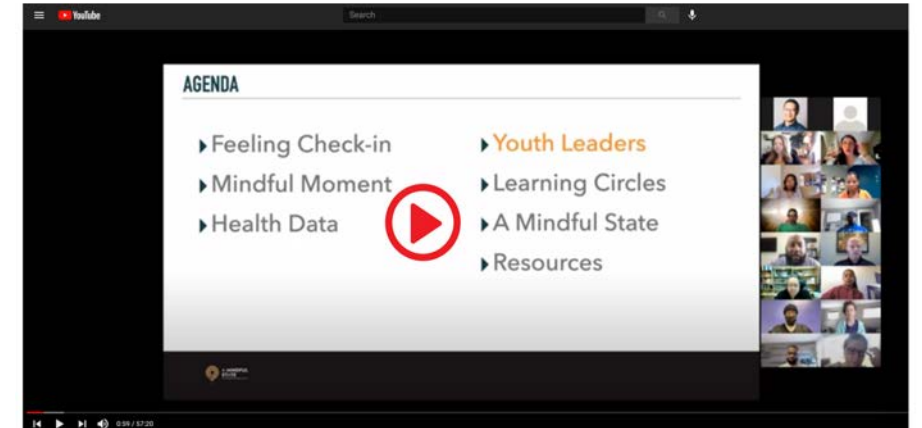
[Youth Aware Magazine - About](#)

<https://www.youthawaremagazine.com/youth-engagement-forum/teen-cafes>

<https://www.youthawaremagazine.com/community-initiatives/worth-a-shot>

Twitter: @WorthAShot7
Facebook: @worthashot01

What participants had to say ...



- “This training will impact my work by advocating strongly for the inclusion of student voice in program development and evaluation.”
- "Today's event spurs me on to have important conversations and to create community bridges for better connections."
- "I will share the recording with my staff so that they can hear from the young people and experience what a fully supportive interaction and embracing of social-emotional wellbeing looks and feels like."
- "It's helpful to hear from the students what their concerns were, what has been helpful for coping, and what is still needed."

Seeds of Peace – Youth Summit



- Greentrike - Out of school time intermediary (OSTI)
- Youth-Led Advocacy
- Founded in 2011
- Fahren Johnson, Director of Strategic Initiatives

Connect:

<https://www.facebook.com/SeedsOfPc>

Fahren Johnson fjohnson@playtacoma.org





SEEDS OF PEACE

Healthy Minds Matter- Expanded Learning Opportunities- Youth Led PD Series

Facilitate by:

Isha Hussein- Lincoln HS Senior

Heaven Galvan- SAMI HS Senior

August 26th!



**MINDFUL
STATE**

Find Help. Connect. Help Others.



greentrike

OSTI

*Out-of-School
Time Intermediary*

For registration information contact Venalin Aguilar at vaguilar@playtacoma.org

Project TAT: Teens Across Tacoma


-Bring **Awareness** by distributing information to 500 Tacoma residents and youth peers

-**Outreach** to at least 5% of teens experiencing housing insecurity and unaccompanied teens, providing them with resources that can connect them to ie: clothing, food, shelter and transportation, health/mental health supports

-Increase social, emotional and mental health, self-esteem, wellbeing and identity by coordinating “safe space zones” in every school, where youth can go if they need time to process, needs support of a peer or caring adult, in the space will be an intake form, where students can sign in anonymously by their initials, there will be SEL items and strategies available like emotions checks

-Engagement to encourage student leadership and community involvement in Tacoma high schools by organizing educational campaigns to raise awareness of the project.

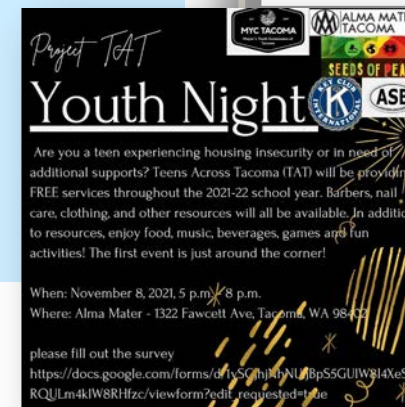
Seeds of Peace Presents:
Project "TAT"- Teens Across Tacoma



Seed of Peace presents Project TAT (Teens across Tacoma)

Project TAT is a district wide, school year effort to address teen homeless in Tacoma schools. It is powered and led by youth leaders from Mayor's Youth Council, Key Clubs, ASB clubs and infinity group with the aim to:

1. Bring Awareness by distributing information to 500 Tacoma residents and youth peers
 - a. Youth Night Campaign Kick off at Alma Mater- November 8th (5-8pm)
 - b. This will be done through a series of youth led PD offerings to adults who support teens: Students leaders will present in schools, advisory class, staff meetings, Expanded Learning Opportunities space, summits, conferences events and games.
2. Outreach to at least 5% of teens experiencing housing insecurity and unaccompanied teens, providing them with resources that can connect them to ie: clothing, food, shelter and transportation, health/mental health supports by coordinating:
6-month Campaign project ideas:
 3. Adopt A Family
 4. Cut's & Styles
 5. Beauty Bar
 6. Thrift Exchange
 7. Safe Space Zones (school site space that is manned by a youth peer leader, counselor and caring adult support and resources)
 8. Community Resource Center
 9. Youth Led- PD to school staff (Teen Homelessness and Mental Health)
 10. Care Kits (Winter, Spring, Summer)
 11. Youth Nights
3. Improvement to increase 10% of homeless teens, social, emotional and mental health, self-esteem, wellbeing and identity by:
 - a. Coordinating "safe space zones" in every school, where youth can go if they need time to process, needs support of a peer or caring adult, in the space will be an intake form, where students can sign in anonymously by their initials, there will be SEL items and strategies available like emotions checks: [Emotion Check In!](#)



Project TAT
ALMA MATER TACOMA
SEEDS OF PEACE
YOUTH NIGHT
Are you a teen experiencing housing insecurity or in need of additional supports? Teens Across Tacoma (TAT) will be providing FREE services throughout the 2021-22 school year. Barbers, nail care, clothing, and other resources will all be available. In addition to resources, enjoy food, music, beverages, games and fun activities! The first event is just around the corner!

When: November 8, 2021, 5 p.m. - 8 p.m.
Where: Alma Mater - 1322 Fawcett Ave, Tacoma, WA 98403

please fill out the survey
https://docs.google.com/forms/d/1VSC7h1k4NU1BpSSGUiW814XeSeRQULn4kiW8RHzc/viewform?edit_requested=true

Ingraham High School - Seattle, WA

Student Voice Example

- School Climate Transformation Grant Site
- Implementing Interconnected Systems Framework
- Co-designing system WITH students



Students Recruiting Students to Join MTSS Team

“A group of admin has reached out to students to invite them to be part of their organization called MTSS, multi-tiered systems of support, and their main goal is to improve problems at Ingraham that students have pointed out, like microaggressions in classrooms/inequality in history curriculum, racial equality, inclusivity in the IB program and diversifying IB classes. We are looking for students to join this group, especially students of color who will bring better perspectives to the different issues we want to address, whether that means coming to every meeting or reaching out to other students about it or giving us suggestions to then bring to admin. This is not a club, and we do want to emphasize that this isn't something to join because you want to put it on college apps or your resume; instead, we're looking for people who want to help change Ingraham for the better. Also, we are primarily looking for juniors and underclassmen so we can keep this group going next year and beyond!” –Clara Fee, Senior 2022



MTSS Leads: John Houston, AP, & Jim Walters, SCTG Coach

This is Me

A Student Led Social and Emotional
Learning Program in Schools

<https://Thisismevideojournaling.org>

temporary link

<https://Thisisme.org>

permanent link (not available yet)



A Project of the Human Library Initiative (a 501c3 organization) and
the University of Washington

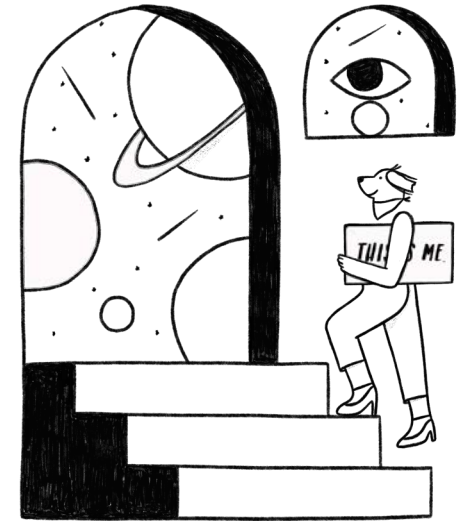
*THIS IS ME*TM

*We own nothing
more valuable
than our own
story.*

*Discovering it is
our gift to
ourselves and
our gift to the
world.*

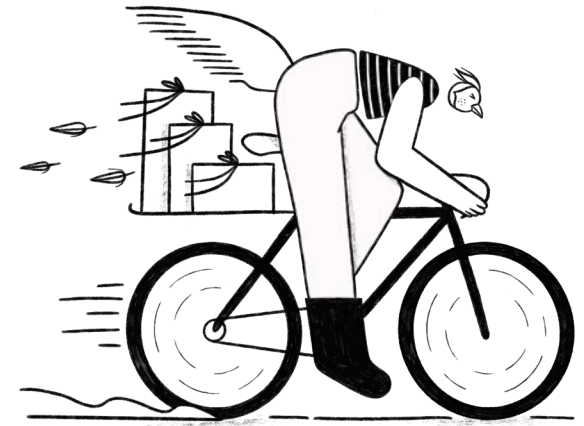
History of This is Me

- Launched during the pandemic
- Almost 100 students participated in the pilot
- More than 500 students are enrolled in the 2021-2022 school year
- Students and teachers are giving This is Me high marks
- Research grants to collect effectiveness and efficacy data are submitted



How Does it Work?

- The StoryQ app supports students in completing three guided, verbal, video, journaling sessions
- Students consider key life questions choosing an interviewer they are comfortable with
- Classroom sessions build coping skills
- Private verbal journal sessions provide the raw footage for student directed short-films to share in a global forum



What Does It look like in a School?

1. Schools sign-up at www.thisisme.com to unlock DIY webapp and curriculum
2. Cost is \$25 per student
3. Students complete 3 guided, verbal, video sessions (27 questions in total) in private
4. Teachers are supported in leading ten, 40 minute, interactive classroom sessions
5. Any health, humanities teacher, or advisor can use *This is Me*
6. Classroom sessions promote SEL benchmarks
7. Students can participate in the *This is Me* Film Festival





<https://thisismevideojournaling.org/films>

Cities Rise *Youth Rise*

<https://cities-rise.org/youthrise/>

HOME

APPROACH

ABOUT US

MHFC

NEWS

CONTACT

Young People and Youth Leadership By focusing on young people and youth leadership, we are creating awareness of mental health from an early stage, mobilizing youth to be leaders in the field, addressing large-scale stigma, and preventing mental health challenges before they become chronic or disabling.



YOUTHRISE



What is your next step?

Share presentation materials with team members

Develop action plans to incorporate student voice and co-design mental health prevention, promotion and supports with students and families

Review resources shared

Tweet one takeaway!

Reach out today to students

#THINGS2CONSIDER

Community Youth Resource Mapping

Community youth resource mapping is a process that identifies what resources and opportunities are available to youth in a community. Mapping also identifies current community needs. This can be done by canvassing resources within the community at local agencies, organizations, businesses, and other establishments to determine what is offered and at what capacity. When community resource mapping is youth-driven, the resulting map reflects both the resources available and the resources that youth choose to access and utilize.

YOUTH PARTICIPATION

Youth need to be a meaningful part of the process. Youth participation can be encouraged in a variety of ways: 1) Partnering with a youth-driven program. 2) Soliciting youth ideas and feedback during planning and implementation. 3) Ensuring youth are educated about the mapping process. 4) Offering an incentive or stipend to show the value of youth's time. 5) Investing in building youth's skill sets.

JUST ASK YOUTH!

The easiest way to determine where to start in your resource mapping is with youth who have firsthand knowledge, an understanding of issues in their communities, and are a resource for identifying strategies to improve services and supports. Youth are able to give valuable insight into what is needed to guide change.

- Questions to ask youth about resources:
- Which resources in the community do youth use?
 - What do youth use each resource for?
 - How do youth find out about these resources?

- What changes or improvements are needed?
- What resources do youth in the community still need? What is missing?

In partnership with supportive adults, the direction for a community youth resource mapping project that reflects the needs of youth in the community can be determined.

WHAT ARE RESOURCES?

Community resource mapping captures a wide variety of community assets, including:

- Formal services (mental health counseling, housing assistance, physical health care services).
- Community supports (wellness centers, performance arts space).
- Community activities (spoken-word events, wellness walks, after-school clubs).
- And more! What do youth in your community access?

THE MAPPING PROCESS

There are several steps to resource mapping, and youth can lead the way in each stage.

1. Define the community/neighborhood area.
2. Define the scope of resources to be included.
3. Identify needs within the community.
4. Craft survey questions.
5. Map the community.
6. Support data entry and analysis.
7. Design the layout or format in which resources are presented.
8. Input discovered resources into existing resource directories.
9. Present and disseminate findings.
10. Advocate for increased supports to meet youths' needs.

Engagement in community resource mapping provides youth with opportunities to develop skills in leadership, effective communication, problem solving, and exploration of cultural diversity.

Youth mapping results in a valuable resource for your community, created by youth and for youth. This will improve linkages of youth to formal services, community programs, employment, educational services, and recreational activities. Youth mapping gives adults the chance to see youth as assets and community builders. This partnership between youth and adults builds long-term relationships that are mutually beneficial for us all.

RESOURCES TO SUPPORT YOUR MAPPING EFFORTS

Promising Youth Development Strategies: Community Youth Mapping, from the U.S. Agency for International Development (USAID)
https://pdf.usaid.gov/pdf_docs/pnadi225.pdf

Community YouthMapping, from FHI 360
<https://www.fhi360.org/expertise/community-youthmapping>

Community YouthMapping: Are You on the Map? From the National Center on Secondary Education and Transition (NCSET)
http://www.ncset.org/teleconferences/transcripts/2004_02.asp



words by
VERLESE PENDER



https://youthmovenational.org/wp-content/uploads/2019/05/T2C_5-Community-Mapping.pdf

#THINGS2CONSIDER

Stipending Youth & Young Adults

April 2016

WORKING WITH YOUTH ADVOCATES?

- ★ Show your appreciation.
- ★ Acknowledge youth skills and expertise.
- ★ Value the role of youth voice in systems change.

We provide payment — often in the form of a stipend, honorarium, or gift card — to youth to show we value and appreciate their experience and contributions, just like we pay other professionals for their time and expertise at meetings. However, there isn't one formalized way to calculate an appropriate rate or type of compensation. Instead, there are many things to think about! Recognize that each community, each partnership and each youth will have varying values and desires for compensation.

INCORPORATE YOUTH IN THE DECISION

Each community, organization partner and individual youth will have a different idea of appropriate compensation and stipend rates. **Incorporate both youth and adult partners in developing stipend and compensation policies to ensure that stipends are adequate, valuable and sustainable.**

Organizations providing stipends must engage youth in the creation of stipend policies and ask for youth feedback about their thoughts on appropriate compensation. For example, sometimes youth prefer to be compensated with movie

passes, bowling passes, event tickets, video games, gas cards, gift cards or onsite childcare while they are participating in a community/organizational event, meeting, conference or presentation. You won't know if you don't ask!

Compensation doesn't always have to be in the form of money! Get creative!



LONG TERM SUSTAINABILITY

An important thing to consider when developing stipend policies and rates is long-term sustainability. How will your community or organization sustain the stipend rate or other financial compensation in the future? This is especially important when using grant funds. Don't forget — youth should have an understanding of the budget that pays for their compensation. This understanding will help them to recognize the direct impact of how grant-funds are being spent. It is not uncommon for youth to forgo stipends or take a lesser stipend in order to save funds to allow for more youth programming to occur instead. Don't ask youth to make a decision about a stipend policy in the dark. They must know how this decision will impact overall programming opportunities.

Remember to budget for honorariums in your budgets and when writing proposals for new funding!

TYPE AND DURATION OF THE MEETING, EVENT, OR PRESENTATION

Compensation rates may vary based on the type and duration of the meeting, event or presentation that youth are participating in. Stipends can range from \$10- \$150, depending on the engagement. Regular participation in committee and board meetings often have a lower, regular compensation, while youth sharing their personal story in a public presentation or as a keynote receive higher compensation.

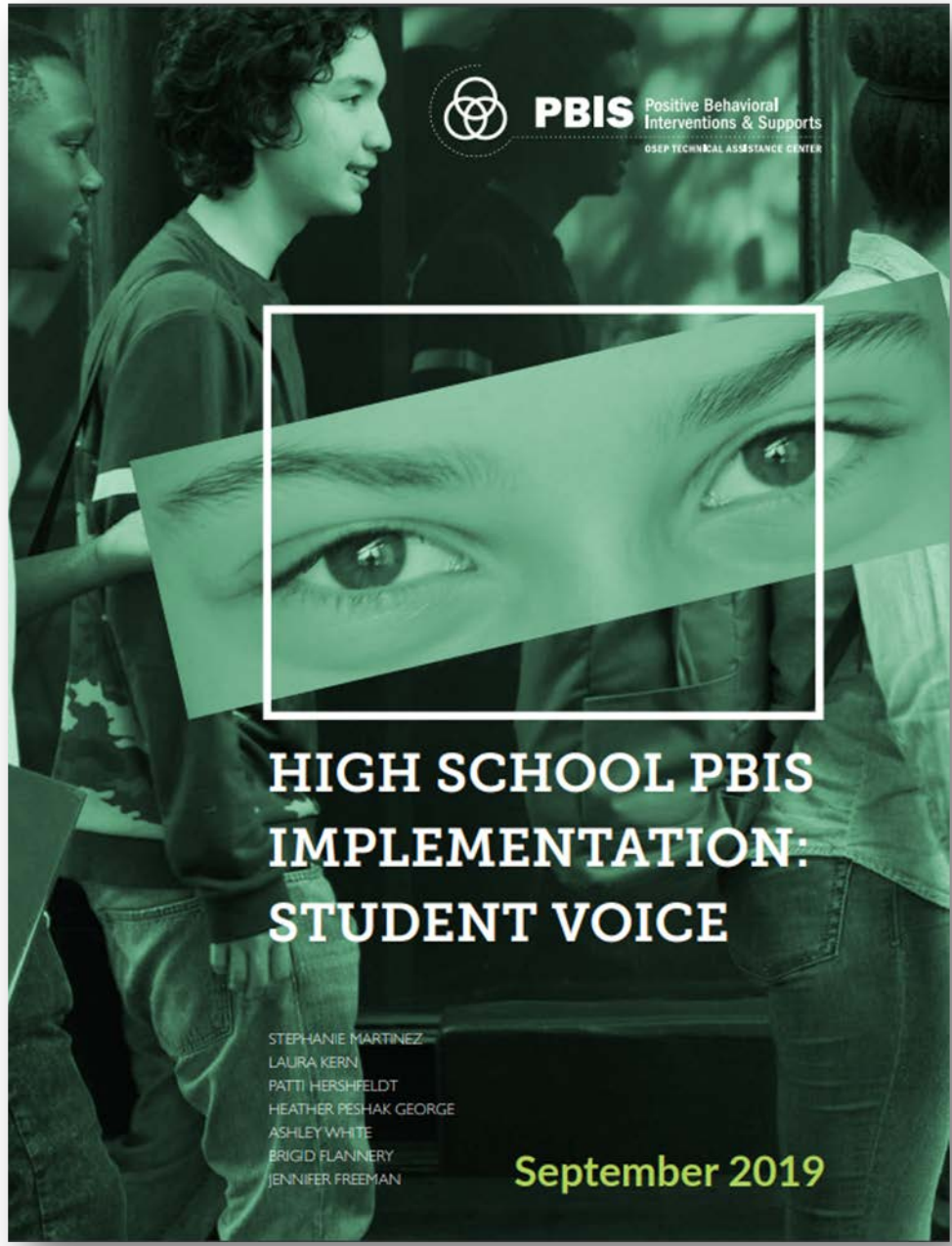
Recognizing that each individual community/organizational partner and each individual young person will have a different idea of appropriate compensation and stipending rates and working to incorporate both youth and adult partners in coming up with a more thoughtful, standardized process for offering compensation for youth participation will help ensure that stipends are adequate, valuable, and sustainable.



words by
HANNAH RAICHE

<https://youthmovenational.org/>

https://youthmovenational.org/wp-content/uploads/2019/05/T2C_1-Stipending-Youth.pdf



PBIS Positive Behavioral Interventions & Supports
OSEP TECHNICAL ASSISTANCE CENTER

HIGH SCHOOL PBIS IMPLEMENTATION: STUDENT VOICE

STEPHANIE MARTINEZ
LAURA KERN
PATTI HERSHFELDT
HEATHER PESHAK GEORGE
ASHLEY WHITE
BRIGID FLANNERY
JENNIFER FREEMAN

September 2019



<https://www.pbis.org/resource/high-school-pbis-implementation-student-voice>

SPEAK
OUT,

LISTEN UP!

**Tools for Bringing
Student Ideas into
School Change**



<https://www.washoeschools.net/cms/lib/NV01912265/Centricity/Domain/647/Comprehensive%20Toolkit.pdf>

Save the dates and join us in January!

CO-CREATING EQUITABLE & INCLUSIVE
SYSTEMS AND PRACTICES

LEADING WITH YOUTH VOICE

A WEBINAR SERIES FOR HONORING AND AMPLIFYING
ALL YOUTH



Kristin Thorp (she/her/hers), Youth
Program Director | Youth Move National



Northwest 2015 Region
MHTTC

Mental Health Technology Transfer Center Network
Funding: Substance Abuse and Mental Health Services Administration

PART 1 YOUTH VOICE FOUNDATIONS

JANUARY 10, 2022 | 3:30-5:00 PM PST

PART 2 BEST PRACTICES FOR YOUTH ENGAGEMENT

JANUARY 14, 2022 | 3:30-5:00 PM PST



Northwest (HHS Region 10)

MHTTC

Mental Health Technology Transfer Center Network



Please Complete this Session's Evaluation

L1 - Allowing Youth Voice to Inform Mental Wellness Efforts

1. In the Event

Platform/App:

- In “Files” tab,
- In “Evaluations” in the navigation menu
- In “Chat”

OR

2. QR Code



**AFTER YOU SUBMIT EACH
SESSION EVALUATION,
CLICK THE LINK TO ENTER
THE GIFT CARD RAFFLE**

*Evaluations are
anonymous! We send
reminder emails to all
participants.*