

Partnering with Families to Support Student Mental Health

Video Discussion Guide

Link to Video: <https://www.youtube.com/watch?v=LdjoYQN1Dmk> (29 min)

Purpose: You can use this guide to accompany the recorded presentation for schools/organizations on Partnering with Families to Support Student Mental Health. It contains discussion questions to talk through as a team related to each of the family quotes shared in the presentation.

Time: 10 minutes per family quote discussed

Recommended Discussion Group Size: 3-4 participants

Discussion Plan:

1. Watch the [video](#) (Whole Video: 29 min; Or watch 1 strategy segment: 3-5 min)
2. At the end of the video, divide into discussion groups if needed. Select 2-3 quotes from the list below to use for the discussion. The quotes are from Ohio families on our State Advisory Council. We asked them for examples of how they use each strategy at home.
3. Present the first quote to the group. Each participant will take a moment to think about how this quote relates to their current work with students and their families. What stands out? What assets does this family bring to the table? How might this quote relate to or impact your current work?
4. Each participant, in turn, gives their preliminary thinking on the question, prefaced with their point of view:
 - a. “From the point of view of a [teacher, parent, administrator, program staff member, etc.] I think...”
5. Then there is a second round, where each person has the option to reflect upon what they heard from the other participants:
 - a. “Having heard all of the other points of view, I now think...”
6. Repeat this procedure with each quote you decide to talk about.

Quotes to Select From:

1. “When kids hear or see the stress in the household; they take the stress in whether you want them to or not; Let the child see that you are making mistakes by taking responsibility, talking through it, and apologizing, sharing what you could have done instead. Being okay to say I screwed up but I will get through this.”
2. “With my older child one thing I have learned to do (he is 16), I’ve been talking to him, not like a peer, but starting to let him know that I experience things just like him, but in my own way. Saying things like “I have a presentation today, and I am

nervous.” Or, “I did not have a good day today.” It gives him the power to love back on me.”

3. “Let the teacher know what you work on at home...For example, we are all working on self-regulation together. I’m working on self-regulation with my daughter, her mom is working on self-regulation too at home, and the teacher is too in school.”
4. “Relationship, relationship, relationship. Relationships can break barriers. Do I trust this person with my child? The way you get to trust is through communication. Building relationships is key.”
5. “Sunday nights are family nights. I just got a Teen bible devotion to connect them with us. That’s usually the night we don’t have anything going on.”
6. “I have 2 autistic boys, and they thrive off of routine. We work on good communication with the schools about routine. If we had an issue at home, I’m always in contact with the paraprofessionals/aides. If the school has an assembly, we talk about how we can work it into the visual schedules. Help them get through their day without meltdowns.”
7. “I have a daughter with health care needs. She has an oxygen tank with her all of the time. We decorated her oxygen tank with her, with a Cat in the Hat theme. Her classmates loved it! They complimented her, and thought it was fun, and so she feels better about it. Another time, she asked for us to cover it with white paper so her classmates and friends could sign it.”
8. “I am a White parent of a Black son, and we lived in a predominantly White community. My son would come crying when he was feeling excluded. We talked with him, coaching him through different instances when he felt he did and did not fit in for several years. Now he’s in college and he navigates different groups of peers well and is able to find friend groups that build him up. It took years to learn those strategies.”
9. “My son is not able to say “I’m very overwhelmed”, “I need a break.” I’ve really advocated for him with his teachers, to help them get on the same page about how they can notice these things with him and help him take a break if he seems dysregulated.”
10. “I didn’t have any experience with this as a parent of my child, the mental health issues. I’ve really started fresh here as a grandparent. Joining lots of groups to learn as much as I possibly can.”