

Julie Wayman - English Transcripts

Thank you, Rickey. Thank you for inviting me, Tracy, all the rest of you all on this team to this marvelous event today. It was just a pleasure and a joy to get to see the mariachi band over lunch.

So I was thrilled to get to log in early to see the students at work and being mentally well and sharing their gifts and talents with everyone in the state. It's one of the beauties of what school can do when we're engaging students in holistically-positive activities, and that's one great way to ensure mental health and wellness for our children, to keep them engaged in beautiful activities like that.

OK, so I admit, I am not bilingual. We'll work on that because I'd like to see eventually at one of these sessions that you have a bilingual person up here that can present to you for mental health and wellness. So being vulnerable is one thing we all need to do for our own mental health and wellness and just kind of admit where we are and where we are not, what our limitations might be. So right out of the gate, I'm letting you know that makes me feel a bit vulnerable, and I am very grateful that all of the families that are here are here at this important event today and that you're being patient with me well while I work through sharing this information, so thank you.

And I don't know when I'm supposed to stop and if I'm supposed to stop for interpreting or exactly how this works. But I believe there are people in the background working with--

You're doing great.

[INTERPOSING VOICES]

And so I will just kind of keep on going. So here we are today, and what I'd really like to do is move to the next slide on 66 and say-- and Xochitl, there you are. Oh, I'm so glad to see you there, Miss Rocha. And thank you for welcoming me and making me feel a part of this event.

I had the honor of getting to be here last year and share, and I've been following through this division's work over time. And just heartfelt of the deep care and concern of all of the collective team here at Region 20, at TEA on supporting children's education, all of our children's education, our bilingual education programs, all of the great wonderful things that are happening here.

And mental health and wellness is just a part of who we are, who we want to be. As we're working on college and career or military readiness, the research is just becoming way more clear to us at the agency, to all of the research organizations that we are whole beings. The child is a whole child, and mental health, wellness are social, emotional, behavioral, the way we present into the world is just as important as our physical health.

Now the CDC has written quite a bit on this and linked to a lot of research articles. And so talking about mental health and wellness is something that we're all working to get more comfortable with at the agency and in schools because mental health and physical health go together. So as I talk about some of the tips, I'm going to talk about some tips today that are both you might think of as mental as well as physical, so we'll do that together.

We're going to have a reflection minute in just a second. Then I'm going to go over some mental health and wellness tips. And there's so many people here, but I'd like to engage with you just a little bit in the chat. And I'm going to share some parent resources and some links, and I believe Tracy and the team, everybody here sharing out some resource links. If I have any additional ones, we can drop those in the

chat or if anybody else has anything to share. And we'll do some questions and discussion, but I like to integrate a little discussion kind of along the way.

All right, it's after lunch, so I know this is a difficult session, so we'll try to keep awake together. I'm drinking my water because water is important to be well. I'm also working on some weight loss. I'm having some success with it, and water is important part of it. Whether you have a weight issue, if you don't have a weight issue, you must stay hydrated, so please take this opportunity while I'm talking to take care of yourself. Be well and do what you need to do during this session.

We've been through a couple of difficult years together. Each of us at different places. We've each had different pieces of grief and loss, some trauma, some sadness, some disruption at the very least in our routines.

So it's just important to sit back and reflect about where we are, where we've been. We finished the '21 school year here. We're really now in the '22 school year, '21/'22 deeply ending it in a minute. But what is one word, I guess, that describes how you're feeling as a parent, a guardian, a caregiver? Well, I guess let's just say during this current school year.

Can you please put that in the chat. Where are you at now? How are you feeling as a parent at this time coming out of the pandemic? And maybe Rickey or someone can help me interpret some of the Spanish and read some of this out.

So Alberto said that he's relieved. We have Miss Hernandez saying that she's a little bit stressed, I think. I know personally, I feel a little bit fearful. It still feels like there's a lot going on. [NON-ENGLISH].

Yeah, and tired, yeah.

Miss [? Munis ?] says she's calm. We have someone who's talking about confronting the consequences of the last few years, vulnerable. Going day by day, just trying to survive day by day.

Absolutely, absolutely. I know some of us would like to feel that this is just all over and we can just all forget it ever happened. And it's not still happening and there are not lingering effects, and we're still all in so many different places. Responsible, that's an interesting word to put out there as well. We feel responsible to support our children, our families. Our educators are certainly working very hard and feeling very responsible to try to pick up our learning loss, support our mental health and our wellness in schools. So there's a lot of mixed feelings happening.

We have a lot of parents are talking about still learning day to day, still trying to be a good parent and wanting to reach that goal and keep learning, but it's a lot of work. We have some worried parents. Some parents I see supported, so luckily some of those parents are feeling that support, whether from family or the community, so I do like to see that. Happy and content. Love that.

Good. You know, and thank you so much, everyone, for sharing your feelings because learning to share our feelings, whether we're feeling happy and content, or at the moment, I'm frustrated, I'm tired.

Whatever they are, sharing our feelings, being vulnerable in that way actually does some really super good for your brain and helps you when we're honest and we can relate to another person how we're feeling. And then when we can listen to each other, just listen non-judgmentally is a mental health and wellness strategy that we learned to do for each other. And we can all bring each other along in the community together-- in the learning community, in the home, in the larger community.

So that gentleness is an important skill and that non-judgmental-- the empathy that we've all heard of to practice just listening to each other. Because as you can see from the chat, we're all in a very different place, and all of that's OK.

Now we're thinking about your child now. And I've heard from so many parents over this past few years, all the way up until just earlier today, what is as a parent, a guardian, a caregiver, a teacher even here with us, what is your biggest concern related to the emotional well-being of your child or yourself? Please put that in the chat. What's your biggest concern?

We're kind of going forward, where we're at, but what's a concern? If not your biggest, what is a concern? Is anyone concerned about any of our children's well-being? What might be impacting it, what might be happening with our children?

Well, I think this is wonderful-- social media. Thank you for sharing that. Social media has such a profound impact on our children. I don't know if we've had a chance to do any sessions on that, but I'm glad you brought that up. Bullying.

We have someone who's worried about how her children are learning, just the overall health of their family. Whether or not their children can handle the stress, they're worried about that.

Yeah. Yeah, there's a lot of stress in the world right now swirling around all of us. That there's enough communication with my children. That's really, really great. I'm acknowledging how important communication is from parents, from other caregivers, from the school.

Difficulties to integrate because of the language barrier. And all we can do is listen. I'm feeling the language barrier right now as well, but I can just absolutely hear you. That's why this convening is so important and everything that this initiative does. Bullying from classmates, staff, and professors. Wow. So we have a couple of people saying that they're worried because their kids are going to go to a new school or that sometimes technology has really alienated them from their children. There's that gap between the parents and the children because of technology.

I hear that. Most of US adults kind of hear that no matter where we are or what kind of an age as an adult because technology is evolving so fast, isn't it? Just even in our own workplace, Xochitl, Rickey, and I, we're always having to work to keep up with the technology. So and as an adult if this is difficult, it's going to be difficult-- in the workplace, it's going to be difficult in the home.

Our students are struggling. This bullying issue, the social media, and the cyber bullying is something we all want to really take notice of and be careful of and warn our children about. What we post on social media can live and follow them forever and each other. So having some skills and learning more about that and how we can support our students would be certainly resources that we want to share. Thank you.

This last comment-- I apologize-- was that wanting more information about depression, anxiety, and suicide, but that sometimes children can misinterpret that information about those topics and use it negatively. All information is not necessarily good information.

What a weight that is on you as a parent to need to think about that, right? How do I give the child just the right amount of information in the right way that they can hear it? Overwhelming your child with information is a concern for parents. Thank you for sharing that.

Everyone wants to do the best we can, and is there a harder job anywhere than being a parent? I don't think so. I've raised two boys, and I'll tell you, I worked a lot of jobs. I worked in mental health and residential treatment and psychiatric hospitals with young people over many years. I've worked in juvenile court, in treatment centers with children related to court involvement.

Many, many, many places with difficult children that I've worked with in that therapeutic role. But raising your own children has just got to be, no matter what, the most difficult of all and the most place where our

heart rate lives right there for your child that you're launching into the world. So we honor you, parents, for what you're doing and your commitment to be at this event today to learn more about caring for your children's education and well-being.

You know, this unpredictability that we've had, it's not stopping yet because all of us at schools are still even figuring things out. The educators are working very hard to deal with each child where each child is at, with all kinds of catching up on our learning loss, right? Identifying and doing the diagnostic work, trying to help figure out what does your child need after having been out of the classroom for so long. What might be your child's gifts and talents and all of this?

And so schools are working hard and dealing with mental health and wellness issues. And there can be a lot of unpredictability still with this COVID. That's not done. And how it's impacted our schools and our homes and our families.

So what we do is we try to make our days as predictable as they can. Having a predictable set of routines helps us. It helps comfort us. It gives us some stability for our day. We know what we're getting into. We know how our day will go.

So anything that you can do in the home to have routines. Wake up times, breakfast times, meal times, play times, homework times, bed times. The routines really are helpful to children, even though they may push back on those from time to time. Know that when we establish those routines and we lovingly implement those with our children, they're very, very helpful. Time to read. Someone had some comments about routines. Sharon, maybe you can help me out whenever anything comes up.

So Sandra is saying that she asked for advice at school. And up until now, she hasn't heard anything back, only that they're in a waiting list. So I imagine she's talking about mental health services for her for her child.

OK.

She believes that there's a gap in what is available for students and for families, and they need that help. So definitely advocating for more mental health resources across the state of Texas.

Wow, well, thank you for that and thank you for sharing that. This is really, really great. I'm kind of going through these parent tips, and this is really wonderful because I am going to give you some mental health resources as well and a resource guide and so forth. And in terms of working with your school, this is so great that you're here because you can also voice your needs and what you're seeing with parents and other parents if you would like to have some more community and school partnerships in that way.

One thing we've noticed and we've talked about in the division I work in, Safe and Supportive Schools, is oftentimes there's providers and mental health services out in the community, but we haven't quite yet in all of our schools been able to just partner up so that we know what all the resources are and how we can share those with families. And that's one thing on our plate that we're working on really, really hard this year.

As a matter of fact, we have a new resource database we're launching for school districts this month. May is Mental Health Awareness Month. Did you all know that? I'll just throw that in there too it's a tip.

So May happens to be Mental Health Awareness Month. We just have been going through several activities with children and with parents on mental health all this month, and we'll continue to. And schools will be getting more information from us this month. Also, I mentioned a new resource database where all of our education service centers in the state have mapped-- we call it mapping or identifying-- all of their community resources around them.

And that includes a lot that some of us need to get more comfortable with or not. I've learned it to get more comfortable with actually telehealth visits with my doctor. I don't know if any of you have. But telehealth visits at first for me were, oh my goodness, really, I'm going to see my doctor by phone? But over time, that's become comfortable. There are tele-mental health resources available as well, which may be really helpful for some families and children, we're finding, when resources are scarce or far away or hard to access. And many of those are available in a bilingual format as well, which is helpful for families. So I'll share that, and we'll be sharing resource links for our schools and with Sharon-- Tracy, to be able to share, Shannon, Tracy, Rickey, everyone, because we'd like to get mental health resources page connected to your family page where you all gather.

Miss Wayman, that actually fits in very nicely with one of the comments from the Zoom because Miss Ramos is saying that there seems to be a gap in between getting those resources from TEA, the state, all the way to the parents. That may be how the information is being shared through the schools doesn't always make it there. So definitely Mr. Santellana and I will make sure to get something on that portal to bring that information to the forefront.

That would be so helpful because we need to link up. We want to get our links together, and I really appreciate that. The more we can share, the better.

Another thing is someone talked about information overload even, and sometimes people get just overloaded. I don't know if we're aware of how much information goes out to schools, but an awful lot of information goes out to schools in an effort to help schools and all of the counselors and the other providers within the school, the educators to know what's there.

And so it's kind of like a process of constantly sharing and resharing and creating awareness, so I really appreciate you mentioning this. We do have-- and this is only in English right now-- but there's a schoolmentalhealthtexas.org website that we've created. And I guess I do want to share that with you and make sure that we know that there's family resources on there.

Now, many of these resources are in English only still. All of this is going to take some time, but there are some resources that are in both English and Spanish that we're going to want to make sure that you get access to that Tracy has and others. And so we'll make sure to just keep this going.

Listening to you and me being able to take this back to my leadership is very helpful. How can we figure out better ways to communicate? Chase is saying and Shannon is saying, let's link up. Let's sync up.

Now, look, we still have to keep learning about prevention tips because nothing is more important than also preventing, and preventing has to happen all the way through with what we're doing. And I'm telling you, even if you're having mental health challenges, anxiety, you're feeling any depression yourself or your child is, this idea of sleep is just so critical. And this is where the physical and the mental sync up big time.

Research used to think that if we had a mental health struggle, I'm having anxiety, I'm having depression so I can't sleep because 60% of the people with depression say they can't sleep. Well, really what it is the research is showing us that sleep and sleep deprivation is promoting mental health challenges and struggles in people. People and Americans are just flat out not getting enough sleep, so that's why I started with sleep.

Children need 9 to 12 hours-- 9 to 11, excuse me, hours of sleep every night. And so we need to-- that's hard to achieve for a lot of families and for a lot of kids. But what happens while we're sleeping, if you look

at the sleep research, is that our brains are healing, our memories are forming. The information we've even learned in school is syncing between all of our synapses and all of those things.

And so a lot of the reboot, like computers when they refresh when they're turned off for a little while and they can heal and all the files can connect, sleep helps our bodies do that physically and mentally. So you need sleep for yourself, and as a parent, please make sure that you are also getting enough sleep.

Adults, friends, relatives, just share the importance of sleep with each other. Adults are going to need that-- your seven or eight hours of sleep too. So you can go to sleepeducation.org and read a whole lot more about sleep and how it affects our mental health and our mental being.

All right, this idea of relationships, positive relationships, maintaining healthy social connections for your family and yourself. During COVID, this was a tough issue for us. We had to work really, really hard at trying to see how we could see each other. And so let's try to see what kind of things that you're doing now-- if you want to type any comments in-- what are you doing to try to strengthen those positive family relationships? Maintain healthy social connections.

Is there anything that you do during this critical time right now to help your school-age children have more opportunities to connect with their classmates, their friends every day if possible? Is there anything anyone is doing to strengthen positive relationships for your children or for your family?

Knowing how important those were. Many of us realize when we lost that, especially during the intensity part of the lockdowns we had. It's like many of us really missed that, and maybe we didn't even realize that we'd missed that, but it has had an impact on us.

Is there anybody that's kind of making an effort at doing something extra to connect your child with any social other people or friends and classmates? How about getting them involved in after-school activities and things like the mariachi band that we just heard and extra practice or any clubs or play dates for our young children, soccer. Sports is big for people, absolutely.

Music, sports, chess, games, especially interactive games that aren't on screen time. Limiting screen time when we can and building our social and emotional competencies together face-to-face where we can practice our skills of listening, empathy, being kind, feeding off of each other in a positive and healthy way.

We have domino clubs, board games, just being at home with their kids and disconnecting from screens. Always difficult but necessary.

Thank you for keeping that intentional focus. Appreciate that. OK, let's go to the next slide. So to help ourselves and help your family, we want to build a toolbox of safe and effective coping skills to use in the times of mental and emotional stress.

So like we talked about at the beginning, many people want to think, because we want to, we're coming out of this pandemic, and everything we're all just going to be fine. And you know what, we will. We're going to heal over time, but the pandemic is not the only stressor that we all have in our lives. It's one piece of the stressor. I want you to know that many people were struggling with mental health and wellness before the pandemic. It's just that the pandemic increased it, enhanced it, and made us more aware of it on many levels.

One in five children struggle with a mental health challenge. So be aware that this is a normal problem that people might have, and that's why we need to keep reducing stigma of thinking about the mental health being something we don't talk about to talking about it a little more so we can have coping skills.

Because we're all going to be stressed, and mental health, kind of like everything else, goes in a continuum of wellness to illness, and that's a fact of life that we're all working toward.

So if the first thing we can do is really think about how our bodies, if we stay physically active and we keep our blood and our brain flowing together, that that can help it release endorphins and all kinds of great chemicals inside of our body that can be good-- it is good for our mind. And so be physically active, make time for play, and we've already talked about trying to make that play be physical play whenever you can and getting off the screen time. That's going to make your mental mind work better if you can be physically active, at least for a bit of time every day.

Food-- learning about healthy food choices is so important that we have-- kids want to eat whatever they want to eat, right? We know that. We all know that. We all even as adults want to grab that quick something to eat sometimes, that quick bite.

And even though we know we know more than the children know, let's keep teaching our kids about making healthy food choices. Help your family select nutritious foods. Many parents engage their children in selecting those foods as you're teaching them along the way. Another good life skill for them to learn. Anybody discover any new healthy food choices during the pandemic while we've all been on some downtime here and in our homes a little more? Eating out a little less, people cooking at home a little more. Anybody discover any new interest in any new nutritious food or new recipe or any of your children discover anything new that they might want to like and try? If so, we're always interested in sharing healthy foods with each other. And this is a multicultural group, so we have all kinds of food that we can learn from each other, which is always a great thing to do.

We have someone saying that getting help in the kitchen from their family and just kind of sharing that time together has been great.

Isn't that wonderful? Taking that chore and turning it into a time together. One thing with mental health and wellness, I want to say, it's a shift in your mind that happens first, you have to make, and then you can shift your behavior a little bit to these healthy behaviors. Working together in the kitchen, making that an activity of time together, not just a chore. So how you flip that script, I really appreciate hearing.

We like cooking at home because it's a little bit more-- it's a little bit cheaper, and our kids can help out with the weekly menu.

Wonderful family activities, and these help children feel secure and valued and heard. And when children feel secure and valued and heard and seen by their loved ones, by their caretaker, especially by your primary parent or guardian or loved one, that makes children more grounded emotionally, and then they're going to be more socially well and mentally well when you spend that time with them. So thank you for that.

This idea of downtime-- coping skill number three-- in our harried, pressured world, we all moved so fast. I know that even now when-- or we're working in the office or even when I'm working in the office or when I'm back working on Zoom or back and forth, no matter what, I feel that there is this pressure that's constantly on many of us and all of us. Educators are certainly feeling this in schools.

How many of you parents are just feeling like time moves fast for us. Your children might come home from school, we got homework, we got snacks, we got dinner. Sometimes we feel harried, and when we can reframe those things as time together, that's always great, like cooking, like we talked about.

But you still want some downtime, like we're just be able to rest, relax, read. Some people like to do calming and breathing activities. Some people like to do yoga or dance. Some people like to just kind of sit and dream for a few minutes.

But we need that downtime, that mental downtime, that disengagement where we're not thinking about something real hard. Just to kind of open up, drop your shoulders, and maybe just sit and breathe. Drop your jaw and do some kind of activities where you're not tensed up in some kind of a way. We got some ideas in here people are doing. I would just love to hear those.

And they are beautiful. One, Miss Juliette said to go take a blanket into the backyard or into the garden and look at the clouds and just imagine pretty things. Making sure that kids take that nap to get that extra sleep. Going to Zumba classes.

Great.

Yeah, great ideas.

Look at all that. So you all are onto this. You know these things, and this is good. And so we're kind of just reinforcing it together so we could keep these things top of mind. Keep doing that and know that you're doing good for you, for your child mentally and physically. So thank you for that.

OK, so kids are going to come to you, coping number skill four. You want to listen and help your child cope with their big thoughts and concerns. For adults, you want to seek some peer support to process through your thoughts and concerns. So when children are worried, when children are concerned, when children are anxious, this is that idea of really taking a breath and listening to what's concerning them so you can respond and answer in a way that is giving them accurate information or maybe just reflecting back the feeling.

Yes, Rickey, I hear you. I understand you that you, that you're concerned about x, y, and z. So we don't immediately judge our child, but we listen, and we process before we respond. I think that's one of the most helpful parenting tips that many parents have said that they've learned. Just to take a breath, just hear the child out for a minute, and listen to what they have to say, and then maybe ask some questions back.

Oh, that's interesting. I'm wondering, where do you think that thought might come from or that feeling? What do you think that that's about? And maybe just engaging with them in some conversation while you're processing your own feelings or concern about what they might be saying.

Now obviously if it's an emergency situation, you're not just going to sit on it and process it and things like that. But we want to listen to our children and what their thoughts that are very important to them, and then we want to help them process it through. We do not want to reject them because then they won't come to us with their thoughts and their concerns.

So we want to be very careful how we treat this, and we want to listen, and then direct and redirect them to the right sources. And if our child needs help, we want to seek some help for our child. It's not always an emergency, but we need to make it OK and safe for them to be able to talk to someone else, like their school counselor, like another person, a teacher when they're having thoughts. To a pastor, to a trusted person in the community, to a counselor, whatever is important to you and your family. And it may just be something with you that you can work through.

So whatever it is, listen to their thoughts. And you as an adult, if you have concerns about their thoughts, you can seek help from your peers or also from other professionals in how to help process with your child.

School counselors are often very helpful for parents and parent liaisons at the school and other teachers to help you process through so we can help our children with that well-being.

OK, next we have-- so learning to listen. And then we have, we're developing a safety plan for yourself and your family. So this is a coping skill because you never know when things are going to get bad. You know everybody knows that we have some kind of a tornado process, a place we go in our home. Or we have a fire drill, and we know where our fire extinguisher is, and we know where we're going to go, and we know where we're going to meet.

Thinking about your family, make sure you have a safety plan for your family that if you start seeing a child emerge with some mental health concerns, such as some anxiety, some depression, making it safe to recognize what that might be and seeking some help for your child. Now we've dropped some links into the chat, and we're going to drop some more links into the chat on some resources-- or actually not into the chat. Tracy already has them in the background.

But every community has a local mental health authority, for example. And these local mental health authorities-- and you're going to have a link to that, and there's a link on that website that I shared-- they're there expressly for your county to support families. They have English, they have bilingual, they have all kinds of different counselors, and they can hear you out and develop a plan. There's also many private counselors, and there's hospitals, and there's doctors.

One thing that's happening more and more that I want parents to know, your pediatrician, your child's doctor, integrated health and mental health is becoming a thing in your child's doctor's office. Your doctor often is doing mental health screenings with your child and can do them in the office. Your doctor has access to mental health support and backup and consultation available in Texas through initiatives that have been brought into our state.

I would think that one place you might want to start is with your own child's pediatrician or your family doctor with sharing your concerns and your requests. So that often, for many families, is one of the most comfortable ways to start thinking about mental health, as you think about the connection with physical health. Feel free to talk to your family doctor about your child's needs and what you're experiencing, and your family doctor can help make you good referrals as well.

I have these numbers posted. So when I thought about family plans, when we think about family plans, make sure you have these numbers available. You have phone numbers available for all of these emergency contacts. So this mental health support line that was developed by the Texas Health and Human Services Commission during COVID-19 is one that I really like to promote. Because oftentimes, even for children or parents, it's really helpful to just call a support line first.

I'm hearing a concern. So in fact, thinking about that safety plan, right? Maybe the first thing I want to do is talk anonymously to someone. I just have this on my mind. My child came to me with this big thought, concern. I don't quite know what to do with it.

I would call this a support line like this because they have professionals on these lines for free that are just here to listen to you with your concerns. They don't know who you are until you tell them who you are, but they are there to listen. And I'm telling you, they've received thousands and thousands of calls from Texas during COVID-19. They still are receiving calls.

It is available in Spanish, this helpline, and that's why I really want to promote it as well. I don't know, honestly, if there are other lines, but I did give some SAMHSA numbers and some other lines where there

are other languages. And there are some other places with other languages, but this one could even probably tell us that.

And so I want to encourage every parent here to know that it's OK to ask for help. I want you to let your child know, it's always OK to ask for help. There's never anything you can't ask me that I'm going to reject you for. I'm here to help you and I'm here to support you and we will find together. We're going to get through this.

And health lines are the safe way to start for many people, and I encourage them. There's other counselor locator services that Tracy will have. And I told you that schools, we're releasing in May Mental Health Awareness Month. They're going to have a whole database available to them for school counselors and mental health professionals who might work in schools to be able to give you more resources, so that's going to be really, really great.

And I think once we start talking about it and sharing this information that it's safe to do, then we realize we have different people available to help us and that that's safe and OK and there's no stigma about it. And always start with that family doctor if there's ever any concern. Next slide.

So a couple other ones that I want to make sure you have in your safety kit for your safety plan. I know our students in grades 6 to 12 will have these on their student IDs, on the back of them printed. Because we just never know. We have had dealt this year, these past couple of years with many concerns, many near concerns, many actual completed suicides. We never want to see that.

So always, any time there's a need, here's this number and have it. You can also reach out to the website for more information on suicide warning signs and others. They're certainly training available for parents. There's training available for school staff, of course, and they all take training in this. And you can take training as well, if you want to go to suicidepreventionlifeline.org and find more information. There's also mental health first aid classes and things like that can learn more about online with the resources that we've linked for you.

And I just want to say a word about domestic violence. That if we have violence in our homes, violence is never good for our mental health. It's not good for your child to witness. Children who witness violence by and large are going to have mental health problems. They're going to have adverse childhood experiences.

You don't want to set your child up witnessing domestic violence, and you don't want to be witnessing it or experiencing it either. And so please get help and reach out and get help if you know-- and there's no shame in getting help and treatment for any partner who may be so stressed that they're acting in some kind of a violent way or so stressed that they haven't gotten help and they've let violence go on. So either way, if this is affecting you or your family, please reach out for help, and just take that step to take care of your own mental health and wellness and your child's.

And the same thing with any child abuse. No one should be abusing anyone. We don't want any child hurt ever. And so feel free to talk to anybody or make any kind of report that you might think needs to be a concern to be shared or be investigated. Those are things that TEA always promotes to our schools as well as to our parents just to know that we're all here as a large community to keep each other well and safe and to get help when we need it and support.

There are many other family resources that any of these lines can hook you up with, depending on any needs, any prevention groups, any parent education groups. And we just want to make you feel safe to reach out and get that help and to tell your child to reach out to you first whenever they can. But you know

what, if they don't feel safe or they feel ashamed or something about reaching out to you first, don't worry if they reach out to the teacher first or the school counselor first. That's OK too. That's safe, and make that be safe, and the school will work with you.

OK, and now we have all the translation, and I think I've ended here or just about. And oh, another resource, multilingual, all these languages for COVID-19. This is great, the Parent Center for parent information and resources. You might want to look at this link. You've got the links.

Just know that there's so many places for you to go. Feel free to go there. Next slide. We're about done.

Oh my gosh, did I go over?

Rickey, I needed to know. I'm sorry. So I'm done. Learn mental health and warning signs, seek help for yourself when someone's struggling. That's it. That's all I've got.

Thank you for sharing. I went two minutes over. Oh my goodness. I get so excited when I talk to you all.

Have a great rest of your conference, and thank you for everything that you do for your own mental health and wellness and for your family and child.