

Bluum Together: Episode 1- A Systematic Approach to Supporting Youth Mental Health with Katie Azevedo

Intro

Welcome to *Bluum Together*. The Podcast where we cultivate education leadership innovation and impact one conversation at a time. Join us as we learn from visionary leaders who share inspiring stories and uncovered strategies to drive meaningful change in K 12 education.

Mike Caldwell:

Greetings and good day podcast listeners, This is Mike Caldwell and you are listening to another episode of *Bluum Together*. Today we are in Boise Idaho at the Bluum office. And joining me today is Katie Azevedo. I should have clarified. Is that accurate?

Katie Azevedo:

That's perfect. Yep.

Mike Caldwell:

Azevedo, Okay. This is our first podcast episode on our series that we are just starting called; Supporting Youth Mental Health in Idaho schools. So Katie is an Idaho native and has worked in education for nearly 20 years. Holds a, holding a variety of positions including classroom teacher, instructional coach, professional development facilitator, research assistant, adjunct professor. and state level director. It exhausts me just thinking about all those positions. You've done a lot.

Katie Azevedo:

I know, I feel so young.

Mike Caldwell:

And You look! So young through all that. And her focus is to promote positive learning environments for students, academics and behavior strategies that increase the learning and achievement for all students. So that's a lot right there. What would you expand on that? Maybe share a little about your experiences and your background beyond that.

Katie Azevedo:

Well as you mentioned, I was a classroom teacher so, I come from a long line of teachers. My parents are both retired. I always joke that my sister attempted to be a banker but she's also a classroom teacher now. So I'm always in for a conversation About how to promote success for

students and educators. And, we really can't do that without talking about this big topic of students' & staff mental health. I'm so happy to be here today.

Mike Caldwell:

Yeah, that's such an important topic. You can't really go anywhere in our education work without this topic becoming an essential focus it seems. Especially more recently. So I'm glad we're doing this series. Hopefully not just bring attention to it, cause I think there's already attention to it, but bringing hopefully some ideas on solutions and best practices and ways that we can help school that are trying to figure out how to support students and and their staff and I'm glad you mentioned staff, because they are a huge part of this and they are not immune to the challenges, and how we can help them. So, let's get into it. So, you have a lot of experience and this is a very complicated issue. If you will, an aspect of education today. And I'm glad we're taking off the series and around mental health cause it is a high priority topic and it is very complex. Just start with kind of opening up to how you think about your experiences and working with schools. What do you think about more of a systematic approach to supporting youth mental health? What do you see as that system approach?

Katie Azevedo:

Well, I think you hit the nail on the head there. There has to be a systems approach to Mental health. You can turn on, you know, any new station and there's gonna be some mention of it and it's an important topic. It's a hot topic. But um, it's one that I think needs a comprehensive integrated effort. I'll kinda go back to my classroom days. I was successful as a classroom teacher because I was able to build relationships, but there were times where I knew one of my students was struggling with mental health concerns and I didn't know what to do about it. And so that systems approach is so vital cause if I would have been teaching within an organization that had more of a systems focus, I would've known you know, I'm not a trained psychologist or counselor, but I know someone who is and I can help to connect this student. Maybe even the family to those really vital important services and support mechanisms. So thinking about that and then thinking also about my time as an instructional coach. I was in a unique position where I was an instructional coach, K through 12 and I really thought that I would spend most of my time on instructional delivery and bringing in resources and 99% of my time was really helping staff and students build relationships and also that element of behavior management. So, if we're talking about mental health we're talking about behavioral health we're talking about social, emotional competencies we're talking about behavior management we're talking about wellbeing. These things are all connected. And so knowing that this is such a big issue. We have to look at it I think, from a different lense. That really kind of brings me to approaching student mental health with six areas of focus and you could call this a systemic approach. You could call it an integrated approach, but really thinking about your system

whether you're at a large district or a small district or a rural or school or you're in an after-school program, really anything that touches the lives of kids. How are we organizing our systems and our tools to work most effectively and efficiently? and so boiling that down to really six elements of a comprehensive system. I really think you know, element number one is that common language. So are we all talking about the same thing in the same way you know how we define mental health? How are we defining mental illness because those are two very different things? How are we defining mental health supports or services again, as a classroom teacher? I wasn't a trained clinician. However, I definitely had a role in the wellbeing of my students and so we all have our role in just kinda defining what that is. I think starting with that common knowledge based in common languages is key. The second one is and and we've already talked about it. And like I think we're gonna keep talking about it. Is this system's approach and so we need to create a sustainable system for all of our efforts to be housed in and we'll talk a little bit more later on about *MTSS* and *PBIS* positive behaviors and supports and also *ISF* the interconnected systems framework. So we want all of our efforts to stick around. I always like to quote doctor Horner where he says "don't. do anything new unless it's worth doing for at least 10 years".

Mike Caldwell:

That's good advice and as educators we fail that oftentimes.

Katie Azevedo:

Yeah, and a lot of it, you know, is taught down and a lot of it. It's just us trying to be in survival mode and do what we think is best, but to really build something that's gonna last the test of time and make it system dependent not person dependent. So I would say you know, if this whole group, this leadership team or this individual wins the lottery and moves out of this position. Will these efforts last?

Mike Caldwell:

And I think what you said first in terms of the six elements having common language and common definitions of things is really important from a system standpoint and it's, not it's it's, not held behind a fault that just the administrators or school counselors or support staff know, and understand it's it's throughout we all understand what these different words or systems mean and and how they're applied in those types of things and that's really important for that sustainability so that it's not locked up and taken away with one person if they leave it's it's part of your system as as a school I'm so I'm glad you said that and I think there's there's some complexity in the jargon that is used with and we're gonna get into you know, a little bit later into this acronym soup that is so common it's so common in education period, but specifically in the in this area when you talk about *MTSS* and *PBIS* and all these, you know, these different

things not everybody understands what all those are and how they apply and and things like that so I'm glad we're gonna kinda unpack that for our audience. So what else. So you have common language is really important. You have systems that we're gonna dive deeper into at a later time. It's kind of element number two where would you go from there?

Katie Azevedo:

Right. Probably my favorite one, which is positive relationships. So you know, If we're thinking about education, if we're thinking about accomplishing something in the business world, It all boils down to relationships and it's not something that we often slow down and really talk about you know, what does it mean what are the elements of a developmental relationship? The search institute does a great job with that, but different dynamics as well. I think they are really important. So when we're thinking about relationships we're thinking about what are the staff to staff relationships. What are the staff to student relationships? What are the student to student relationships and what are the staff to family relationships and we've all worked in organizations that some are really good in areas and you know some of those dynamics could use some work and so just being mindful of it and also having those conversations with all the stakeholders involved. There's really no priority, not one that's more important than the other, but one thing that you know, we should all take away is those staff the staff relations? Those adult interactions, those are really setting the client and culture of our school. What's acceptable? What's not acceptable? So we need to be intentional with what we're modeling for our students.

Mike Caldwell:

Absolutely. Yeah, my biggest question is why wasn't that mentioned as number 1. I don't know if these are in any order, but I'm huge on the relationship side and I say that tongue and cheek, but relationships are so core and critical in what schools do.

Katie Azevedo:

Right. Yeah, I mean, they're they're, everything.

Mike Caldwell:

Yeah, so we have a common language. We have sustainable systems. We have relationships. What else? where the other key elements?

Katie Azevedo:

I really think that within schools we need to look at what environment we are providing. And so I would say the 4th element is really that safe environment. I'd like to kind of add on to that. So, it's really my goal with my work. My why is to help organizations create environments that are

positive and consistent. Predictable, safe, and equitable and we can see where those are they're not the same, they're very complimentary of one another. So we've gotta be really consistent as adults to make an environment that's predictable that'll lead to safety. We also wanna be positive. We wanna be proactive. Not just reactive too you know, issues that arise as we go. So once we have those elements in place, we see great things happen and we always have to go back and revisit how we created those environments, something I do wanna mention, with a safe environment. It's not just about the physical environment. Even though that is so important. You know, we can walk into someone's home and we know right away if we feel comfortable, or not. It's the same with the school. It's the same with the classroom. So really thinking about not just our perception, but students, perception of safety and also families perception of safety, we may be dealing with some parents who didn't have the greatest experience at a school. So how can we be cognizant of that right Mike.

Mike Caldwell:

Yup, absolutely.

Katie Azevedo:

Um, but I also want us to think about students today and a lot of their interactions, a lot of their communication is done through the digital world. So how are we setting kids up for success to effectively, efficiently even looking at safety, communicate and interact with each other in a digital world and also foster interactions face to face?

Mike Caldwell:

Yes, yes, that digital citizenship and you know the changes in our lives with social media and access to technology and things like that certainly has changed the landscape of what. We're dealing with you know, education, K 12 education has always been in You know, super complicated and I think in the last whatever 20 years, it is certainly got more complicated with

Katie Azevedo:

Absolutely.

Mike Caldwell:

With technology, now don't get me wrong, there's some benefits to it. But there's also some insignificant challenges that are added to our work as educators with the introduction of technology.

Katie Azevedo:

Yeah, and technology, it's a tricky topic, scary to some. But, it's not really good or bad, it's how we use it. I think of schools and you know a lot of times we can talk about. We could do a totally different series on bullying behavior and cyber bullying, but a lot of times some of these negative interactions happened totally off campus, but guess what they end up on campus or the results of those interactions. And so we have to be mindful of it and I just really wanna think about how we are intentionally setting kids up for success in all the realms of their life.

Mike Caldwell:

Yep. Yep, absolutely. So safe environments, going backwards was number four positive relationships, talked about the systems that we have. And then common language. So those four elements, would you add to that?

Katie Azevedo:

I'd add to that, what are we doing? So what are our practices and those practices very much need to be evidence based. So in schools, we have a history of doing kind of what we've always done, because we've always done it, and really, kind of shining a spotlight or magnifying glass on what we are doing? And why are we doing it? And is there evidence that it actually works? And so thinking about evidence based practices specific to supporting student mental health, we need to really think about how we are explicitly teaching those social and emotional learning behavior skills just as explicitly as we are academic content, this gets back to that whole comprehensive and integrated system. You know, I'll hear things like, well, that's, you know, the parents' role or they're in high school, they should know how to behave by now. Well, guess what they don't. And they're not always going home to an environment that's rich in teaching some of those compatible skills. So they're coming. A lot of students are coming to us with behavior that is totally inappropriate for school, but it's effective and efficient for them elsewhere, especially at home, so they may not have the replacement behavior that they need. So it's our job to teach that. So thinking through those evidence based practices of what do we know? What has research proved that is tried and true? Looking at the social and emotional learning curriculum, which I know, you know, is kind of a hot topic in our state right now. But that's just really talking about how we are setting up kids for success, for problem solving, for interacting with others, for setting goals. Another evidence-based practice that I think is so crucial in any realm is trauma informed care. So how are we looking at students and staff and maybe doing away with judgment as to what's wrong with you and moving towards what's happened to you? And how has that impacted the way you see the world, the way you react to the world? In looking at, you know, not just students and staff? But how are policies, trauma informed? And what can we do to reach out to the community?

Mike Caldwell:

Yeah, Let's go back to the and both of those are huge aspects of the big picture that we're talking about the social emotional learning and support for students in trauma informed care. Going back to social emotional learning, why do you think that that has become so politicized I guess, recently, and I don't want to give it too much, I guess, emphasis because I feel like we've from the beginning of education, as we know it in K 12 education, there's always been elements of of teaching students, you know, how to behave socially, within a school environment and those types of things. So I don't feel like this is new ground necessarily, but all of a sudden, it's, it's become for some a politicized conversation. Why do you think that is?

Katie Azevedo:

I think it goes back to our element number one of lacking a common language. And so a lot of times, I think we're having conversations. And we may feel that those sitting around the table are having the same conversations, but we're actually defining those key terms differently. And so the conversation, we're not all in the same boat rowing in the same direction, if that makes sense.

Mike Caldwell:

Yeah. Absolutely. Thank you for clarifying that. And there's a number six, what would you say the last element of the healthy system is?

Katie Azevedo:

And this is the one and I probably shouldn't put it as the last one, these are in no order, but to really think, you know, back to those relationships, and the adults modeling what's appropriate and what's not appropriate, we also need a model self care. And so I just had this conversation with a different organization earlier this morning. And staff wellness is a huge issue. And a lot of times, we'll talk about self care, like joining a walking group or you know, think about your nutrition. But I think we need to look at it from a bigger level or lens. And that's really organizational wellness. Because, you know, if you're practicing all of those things that are leading to individual wellness, but you're going to work every day in a broken system, it's really difficult to carry that out. So we really want to think about how we are modeling staff wellness, mindfulness, how we are disrupting indirect trauma at the individual level? And then also at the organizational level?

Mike Caldwell:

Can you give an example of what self care looks like in a school setting?

Katie Azevedo:

Yeah, I could give probably more non examples. But thinking back to my own experience, I felt like I was most effective when I was, I had the necessary resources, the necessary time, I had a collaborative group to lean on where we were all, you know, after the same objective. And so I think those items are really, really important. Also down to the individual level, I know that I am less triggered when I'm rested. So how can we provide an atmosphere for staff where they are coming to us, they're healthy, they're rested, if there is a disturbance, which there always is going to be? There's a mechanism of support for the staff as well.

Mike Caldwell:

Yep. And you hit on a couple things that I was thinking about time as a big one is having you know, I tried to do this as a principal, is having some built in time for the individual to do the work that they need to do, because teaching and and all the things that we do in education is really complex and takes time and thought and you need that individual time. But then also that collaboration, time away, time and structure so that whatever my job is; teaching, or counseling, or whatever it might be, I have opportunity to work with my peers and collaborate and learn from them and to work on some problem solving together so you're not isolated and and so sometimes you think of self care as just what do you have to do to be by yourself or to take that time for yourself, which is definitely part of it. But sometimes that an important part of self care is being able to access and be around people that you need to be successful in what you're, what you're doing.

Katie Azevedo:

Absolutely. I think you know, something that I have a lot of conversations around with educators and clinicians. Is that sense of belongingness for kids? And I think we need that for staff as well.

Mike Caldwell:

Absolutely, absolutely. So if those are the key ingredients for a successful system, and thank you for walking through those. And just to review, we talked about common language, we talked about systems, and we're going to come back to that in more detail, positive relationships, safe environments, evidence based practices. And that's when we talked about social emotional learning and trauma informed care, as some examples, and then self care. So those six elements are critical as part of ingredients for a successful system. What do you see as the biggest gaps that schools are often trying to fill within those systems?

Katie Azevedo:

I think the biggest hurdle we have is that, typically, we're reacting. And so there's very little time or space or even resources for us to set up that system. And of course, we can get into the

missing ingredients within the systems, but really looking at how can we create something kind of do our due diligence at the beginning of the process, rather than having to put out fires throughout the school year?

Mike Caldwell:

And why is that? I mean, is that just because there's this change in leadership? Or is it an inconsistency in approaches? Is it... why, why is that a problem?

Katie Azevedo:

I think we can always depend on change. We're always going to have new staff, administrators, we're going to have new families, students. And so how are we setting up that back to systems? So we're ready for change? How are we onboarding new students mid-year, we're gonna get kids all year long, I always tease especially during testing season, right? That's when we see an influx. So how are we setting up this system? How are we writing it down, I always say if it's not written down, it doesn't exist. So again, being system dependent versus person dependent. That's the key. And that's not easy to do. And it takes time. So if we look at the research behind setting up, you know, a multi-tiered system of support or positive behavior support for that, just that foundational level for what we're doing for all kids and staff, that takes three to five years. And we always feel like we're already behind. So I've seen schools that have attempted to implement or create that framework or structure. And you know, they get a little bit down the road, they say this doesn't work. Well, it takes time. And the tough part about that is, you know, building it from the ground level, starting at that you're universal strategies, you still have kids that need a little bit more, and you still have kids that need a whole lot more. So how do you go about your, you know, your routines and daily life building, while also supporting kids with some pretty intense needs.

Mike Caldwell:

With that, let's say I'm a school administrator, and I've listened to this podcast, I'm hearing these six things. And I feel like I'm just kind of reaching for the help I need to get, you know, all these things in place. But I don't know where to start. And or we can't get there fast enough, because I'm feeling really desperate as an administrator to put all these things in place, or would you recommend they start?

Katie Azevedo:

Well, I, you know, I'm a true believer in *PBIS*. So I've even been called the *PBIS* lady at the grocery store. And I realized when I'm thinking about positive behavior, interventions and support, it's just a framework of how to be better organized, effective and efficient with what we do. organization wide. That's, you know, at the district level, the school level, the classroom

level, to really impact kids. I believe in it, because I've experienced it when I was a classroom teacher, I was doing a lot of those things. I just didn't have a name for it. So I'll visit schools all the time. They're like, No, we haven't done *PBIS*. But they're using evidence-based practices. They're looking at it from a multi-tiered approach. And yes, they are doing it, they're just not labeling it that. So really thinking about, Okay, what, what do we want behavior to be like for all. All meaning all. All kids, all staff? What are our core values? And then how are we explicitly going to teach those? That's kind of the beginning of it, and then you build from there.

Mike Caldwell:

Awesome. Thank you. I think that's helpful. You know, as we talked about complex, I think it is complex, but there's a lot to it. And sometimes you get paralysis by analysis, like all these different things I need to put in place, where do I go? And I think having a starting place where it is zero, and I think *PBIS* I think is a great example of where you can start. So thank you for that. So as part of this podcast, we're trying to identify successes and examples where schools and systems are doing things really well. You work a lot of schools and districts, you know, mostly in the state, maybe beyond I'm not sure. What are some examples? you would point out that perhaps others can learn from some, some areas of success that you've seen?

Katie Azevedo:

Well, I always go back to my magic-wand scenario. And that's the Idaho AWARE Project, which we may talk about a little bit later as well. But the Idaho AWARE Project was funded, it was written in the spring of 2020. So we all know there was a lot going on during that time.

Mike Caldwell:

Was there? Something?

Katie Azevedo:

Yeah.

Mike Caldwell:

it's all a blur.

Katie Azevedo:

Yeah, it was funded in, I believe, September/October of 2020. And so that is the Idaho AWARE Project is funded through *SAMSA*. And it's really focusing on student wellness.

Mike Caldwell:

SAMSA is... just for our listeners.

Katie Azevedo:

Oh, you're really testing me here?

Mike Caldwell:

You don't need to know the acronym. But what in general is *SAMSA*?

Katie Azevedo:

Yeah, So *SAMSA* says the substance abuse, mental health kind of leg of the federal government where they're looking at providing support and funding. So yeah, but the Idaho AWARE Project was written by the Idaho State Department of Education, and I was lucky enough to be a part of that team. And so we could look at all of the other projects that had taken place nationwide and in the state of Idaho, because we are unique, and what works and what do we need, rather than we're going to try to buy a program or a package and make it work from there. And so it's very comprehensive, the focus is on rural school districts, because when we look at the research, they're typically done in these huge urban districts. And that does not look like a lot of places in Idaho. And so the three districts participating in the Idaho AWARE Project again, that's a Idaho State Department of Education Project, our Marsing School District, Glens Ferry School District, and Kimberly School District. We've been working, we're on year four of the five year project. And they're all very similar and very, very different. And so each came into the project at different levels of implementation of evidence based practices. They had different resources within their community or lacked resources within their communities. And they are doing really, really great things. Again, I mentioned that we could kind of build everything we needed in. So those three rural school districts, they each have a district level executive leadership team. So, what are we doing as a district, when we look at, you know, the implementation blueprints, we really need to do it from a district perspective, and then it boils down to leadership teams at the school level. And so they have all of those in place, they've received multiple trainings at different levels, not everyone needs to go to every training. And so their school leadership teams and executive leadership teams have received tier one of *PBIS* training, tier two of *PBIS* training. And we'll go through tier three of *PBIS* training in the summer, they've also received training for all staff within each of the districts on trauma informed care, and really boiling that down to what are some classroom practices that we could use, because we all know it's an issue, we all know the theory. But what are some things that we can actually put to use when we see kids, you know, next Monday or Tuesday. They've also received sources of strength training, I was new to sources of strength. I went into it thinking it was a suicide prevention program, it's so much more, it's all about staff and student wellness, and creating that sense of belonging. So they've received all of this support, they've also attended some regional and national conferences. And one of the most unique elements of that AWARE

Project is that we are able to place a mental health clinician within each of those school districts. And so we're really trying to move away from co-located, I think back to my teaching days, it was very much co-located if we had one at all, to integrate it. And so that clinician is actually integrated into the district. They are there all day. So typically, if a clinician or someone from that field is coming in, or we're coming in to put out a fire, well, in this approach, we want them built into the climate and culture. So we're trying to decrease the stigma of mental health support. We are trying to make them a safe person, that clinician is also a part of the leadership teams. So yeah, a lot of the work they do is at that tier three individualized level, but they have great ideas for tier two and tier one. And so building them into the project from the base level, and then building up from there.

Mike Caldwell:

Wow, that's awesome. So those three districts were Glens Ferry, Kimberly, and Marsing. And I have some time set aside, I'm going to go out and talk to Norm Stewart and his team out in Marsing. So it'll be good to dovetail off of this conversation and actually go in and talk to that district and learn about what they're doing with the Idaho AWARE Project as well as kind of their whole community school model. It's a really fun conversation to have. So with the Idaho AWARE Project you mentioned those three schools are those the only Three schools in Idaho. And is there an opportunity out there for other schools to be part of this in some way?

Katie Azevedo:

Let me come back to that Mike. Because one thing I want to mention is a barrier. Because we can't just talk about, you know, this magic wand scenario without also talking about brick walls we've hit. And one of those is a lack of clinicians in the state of Idaho. So, for one of my first experiences, having the funding, having you know a well written plan - we're not building a plane in flight. We know exactly what we are after. I didn't think, or, I didn't expect it to be so difficult to find those trained licensed clinicians to place in the schools. And so now we have the money, we have the funding, but we don't have the individuals, or we don't have the right individuals. So we want clinicians that are trained to work with kids. We want them to have a rich background in Trauma-Informed-Care. I just want to mention that great things are happening, but it's not without struggles as well.

Mike Caldwell:

Sure, yeah, yeah. I think that, well, I have some other conversations down that road that kinda talk a little more about that. One in particular, hopefully with Jackie Yarbrough at the Blue Cross of Idaho Foundation, done some work in that area. To kind of identify some of those challenges and things like that. So that will be a good part of it. But I think That's the reality of it and maybe something we have to be aware of, is, in the state of Idaho with our ruralness, there's

some significant barriers that we do face that are unique to our geography or our state that we need to be aware of. But also keep pursuing gearing up how we unlock or break down those barriers at the same time. So, good stuff to think about. Thank you for that.

Katie Azevedo:

Yeah, Can I go back to your original question?

Mike Caldwell:

Yeah.

Katie Azevedo:

Right, can I go back to your question before we start talking about barriers? Cause you brought up Jackie Yarbrough from Blue Cross of Idaho Foundation for health and she is on an advisory board for the Idaho AWARE Project. So, she's very aware of the work that's being done. The Impact, the outcomes from that work. And so Blue Cross of Idaho Foundation for Health has actually funded a cohort of schools. That's very much modeled after the Idaho AWARE Project. So my goal with the Idaho AWARE Project, I know it's only 3 districts. And there's 100+ districts in the state of Idaho. But if we can create some examples, some places where you can actually walk through the doors and see it being done. See how it's being done. I think it's so powerful. And so Blue Cross has replicated, kind of at a smaller scale, very intentional, very much for pulling the research for implementation blueprint and has identified and is working and I'm providing the training for Parma school district, Notus school district, Cascade school districts starting from the ground up, and we're building our Tier one systems for *MTSS*, *PBIS*, and then eventually adding in those mental health supports where we get into that interconnected systems framework.

Mike Caldwell:

Awesome. And that's. Those examples are really what we are looking for in saying, Here's where it's working really well. How do we replicate and expand that to other schools? And, exactly what you're talking about. So, good for you. And for those schools, maybe throughout their trying to figure out, what to do, and how, what this might look like in their own district. We mentioned these schools that you just mentioned, you know?

Katie Azevedo:

Mhmm, and they are very friendly.

Mike Caldwell:

Yeah. Maybe for an opportunity for a little field trip. If you're listening and maybe trying to figure out what this might look like in your district. Gas up the vehicle, and take a drive to either Kimberly, Marsing, or Glens Ferry. I hope those districts are okay with that.

Katie Azevedo:
I'm sure they are.

Mike Caldwell:
Alright Katie, anything else? I know we're going to come back to some other parts of this conversation, specifically with *MTSS and PBIS*. Anything else that you'd like to share at this time that maybe we didn't touch on?

Katie Azevedo:
Just that I think that, you know, student mental health, behavior wellbeing are all connected. That's kind of everyone's responsibility. And so, how can we come together as an organization, stakeholder groups, to, you know. Kind of all be on the same effort to build the same thing that's sturdy and sustainable.

Mike Caldwell:
Yeah, well said. And I think it summarizes this conversation really well. And also creates kind of a nice jumping off point for a lot of other conversations that we are going to have as part of this series on supporting youth mental health in Idaho schools. So, those that are listening, thank you, and tune in for our future episodes around this topic. Once again, thanks Katie for your expertise and your time on this topic.

Katie Azevedo:
Thanks for having me.

Outro

Thank you for joining us to explore, education, leadership, and impact on *Bluum Together*. We encourage you to continue these dialogues in your communities, classrooms, and organizations. Be sure to visit [Bluum.org/together](https://bluum.org/together) where you can discover more episodes. Or click join conversation, if you would like to be a guest. Until next time, keep learning, keep building, and keep making an impact one conversation at a time.