



Northwest (HHS Region 10)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

**Advanced Topics in Strengthening  
Youth/ Young Adult Peer Support  
*Crisis Planning and Postvention*  
*March 25<sup>th</sup>, 2021***



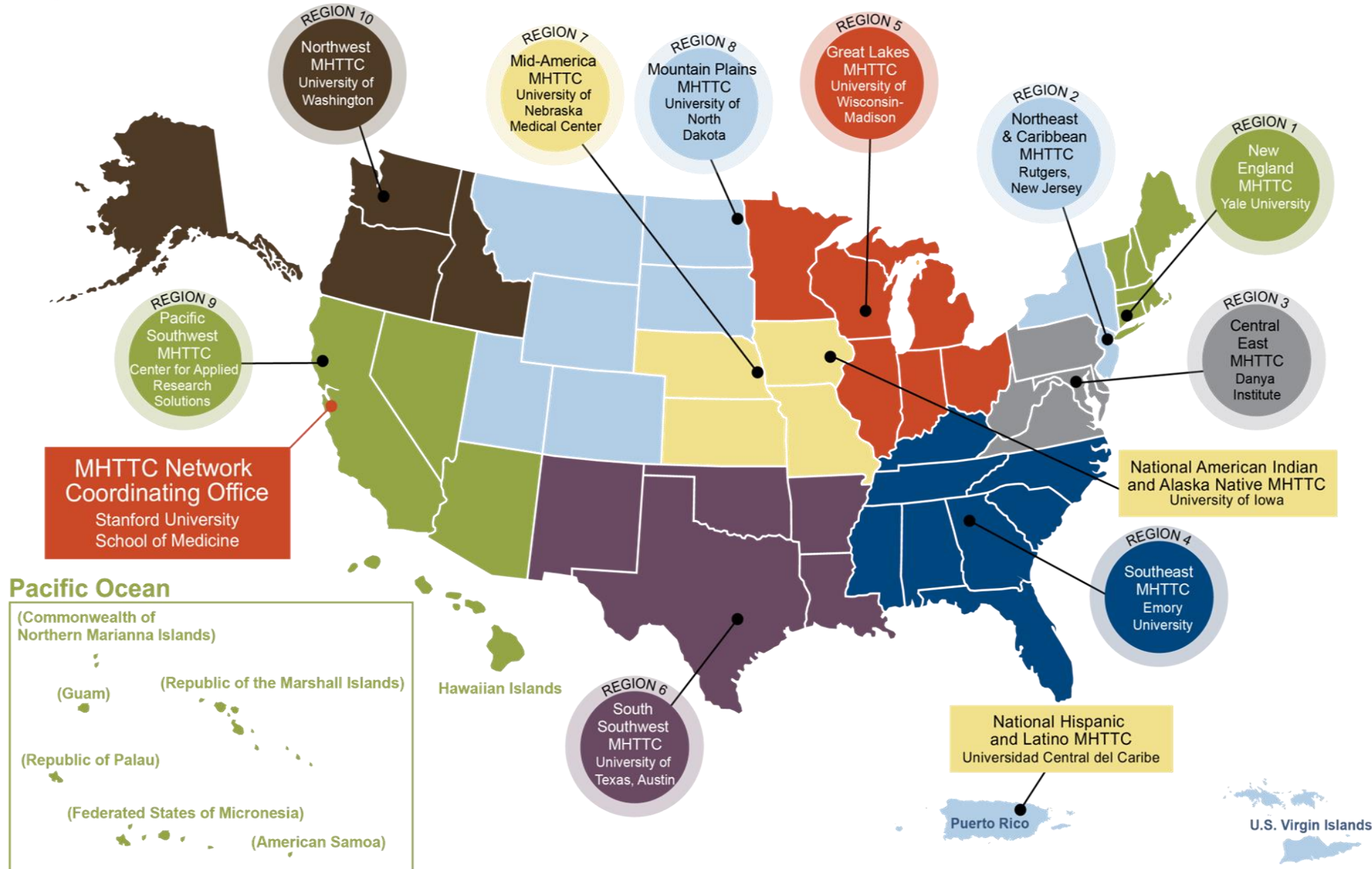


# MHTTC

## Mental Health Technology Transfer Center Network

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# MHTTC Network



# About the Northwest MHTTC



**Lydia Chwastiak, MD, MPH**  
*PI and Co-Director*



**Christina Clayton, LICSW, CDP**  
*Co-Director*

**The Mental Health Technology Transfer Center (MHTTC) Network is about technology transfer.**

*We disseminate and implement evidence-based practices for mental disorders into our field.*

**Our target workforce includes:**

*behavioral health and primary care providers, school and social service staff, and others whose work has the potential to improve behavioral health outcomes for individuals with or at risk of developing serious mental illnesses.*

**PROUDLY SERVING**  
**ALASKA, IDAHO, OREGON & WASHINGTON**



Northwest (HHS Region 10)

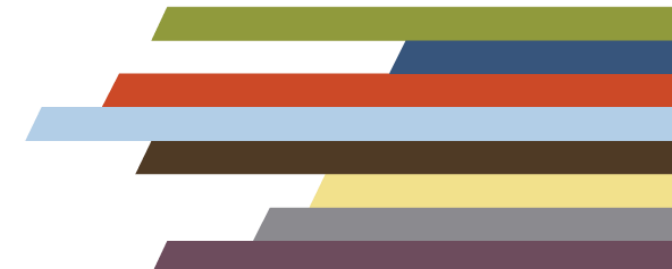
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UNIVERSITY of WASHINGTON  
PSYCHIATRY & BEHAVIORAL SCIENCES  
School of Medicine

**SAMHSA**  
Substance Abuse and Mental Health  
Services Administration



# Northwest Mental Health Technology Transfer Center

## Our Role:

*Provide training and technical assistance (TA) in evidence-based practices (EBPs) to behavioral health and primary care providers, and school and social service staff whose work has the potential to improve behavioral health outcomes for individuals with or at risk of developing serious mental illness in SAMHSA's Region 10 (Alaska, Idaho, Oregon, and Washington).*

## Our Goals:

- Accelerate the adoption and implementation of mental health related evidence-based practices including area of focus (EBPs for serious mental health issues) across Region 10
- Heighten the awareness, knowledge, and skills of the workforce that addresses the needs of individuals with serious mental health issues in Region 10
- Foster alliances among culturally diverse practitioners, researchers, policy makers, family members, and consumers of mental health services
- Ensure the availability and delivery of publicly available, free of charge, training and technical assistance to the mental health workforce in Region 10



The MHTTC Network uses affirming, respectful and recovery-oriented language in all activities. That language is:

STRENGTHS-BASED  
AND HOPEFUL

INCLUSIVE AND  
ACCEPTING OF  
DIVERSE CULTURES,  
GENDERS,  
PERSPECTIVES,  
AND EXPERIENCES

HEALING-CENTERED/  
TRAUMA-RESPONSIVE

INVITING TO INDIVIDUALS  
PARTICIPATING IN THEIR  
OWN JOURNEYS

PERSON-FIRST AND  
FREE OF LABELS

NON-JUDGMENTAL AND  
AVOIDING ASSUMPTIONS

RESPECTFUL, CLEAR  
AND UNDERSTANDABLE

CONSISTENT WITH  
OUR ACTIONS,  
POLICIES, AND PRODUCTS

Adapted from: [https://mhcc.org.au/wp-content/uploads/2019/08/Recovery-Oriented-Language-Guide\\_2019ed\\_v1\\_20190809-Web.pdf](https://mhcc.org.au/wp-content/uploads/2019/08/Recovery-Oriented-Language-Guide_2019ed_v1_20190809-Web.pdf)



# Introductions



Poll: What is  
your role?



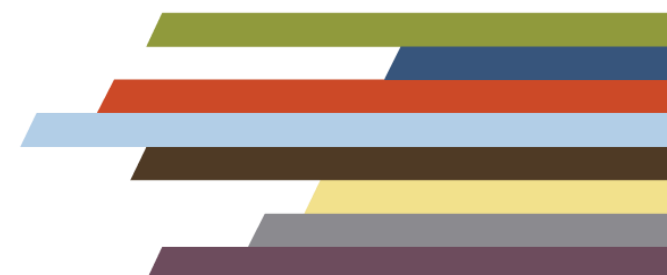
# Learning Objectives

- Proactive safety and support strategies
- How to create safety and self care plans with youth
- A better understanding of provider self care



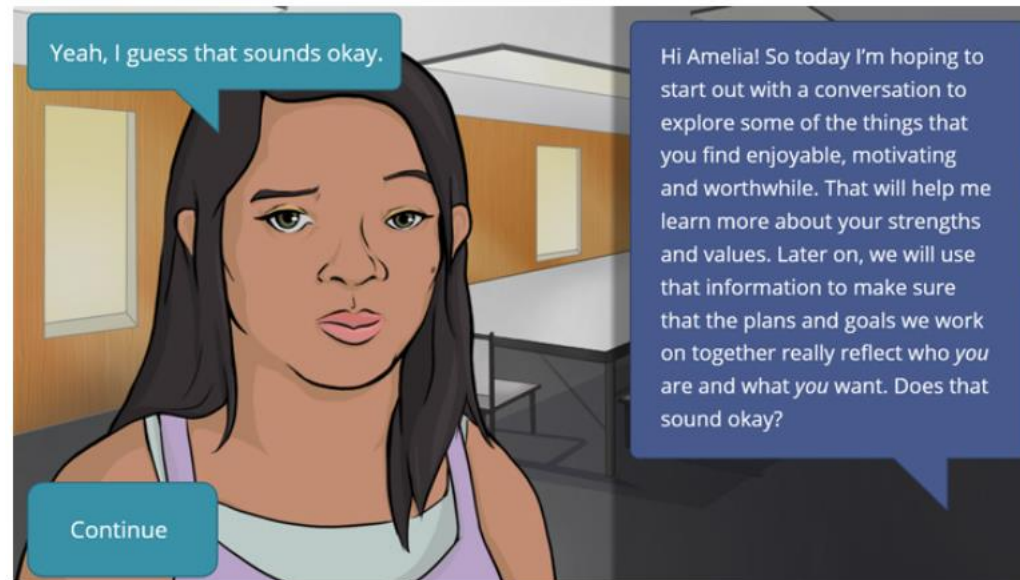
# Discussion

- What are some challenges you've faced when it comes to supporting young people in crisis?
- How have you introduced safety planning to young people in the past?



# Being Proactive Safety and Support

- Learn about the young persons strengths – this includes what their hobbies, motivations, and passions are.



# Being Proactive About Safety and Support

- Help young people to identify natural supports.
  - Natural supports can be anyone that the young person sees as a resource in their life
  - This can include emotional support, tangible support, and informational support.
- What are some ways you help youth identify natural supports in their lives?

# Being Proactive About Safety and Support

- Know the young person's triggers, vulnerabilities and warning signs
  - Certain young people or demographics may be more at risk of crisis, especially during the Covid-19 pandemic
  - Certain times (holidays, closures of services, anniversaries of traumatic events...) could be triggers for crisis
- Support the young person to identify their own warning signs
- Work with your team to identify and support who might need extra support at any given time
- Make sure to check in with young people between team meetings and one-on-ones
  - How are you maintaining contact with youth during Covid-19?

# Introducing Safety and Self-Care

- Even if you are not a youth peer, you can use “peerness” as a technique to introduce safety and self care planning
- Some young people may dislike the term “safety planning” or even “self care,” so consider alternative wording you might use depending on the young person
- If the young person already has a safety plan, take the time to revisit it periodically
  - Consider how it might need to be adjusted as circumstances change (for example, during quarantine, over the holidays, etc.)

# Basics of Safety Planning

- Safety plans can look different, but there are a few basic things you might want to include
  - Triggers/warning signs: how do I know I'm in crisis?
  - Things I can do to distract myself
  - Coping strategies (things I can do alone, and with others)
  - People I can reach out to (natural supports like friends and family as well as paid supports like therapists or peers)
  - Things I want to remind myself when I'm in crisis: what do I value about my life? What is my "reason for living?"
  - Crisis line numbers
- Does the youth want/need to share their plan with anyone? Who? How will they do so?

# Safety Planning

- Safety plans can be creative!
- Ask a youth how they want to document their plan – artwork, journal, poetry, etc.
- Check in with the youth to see who they would like to share their plan with
- See if any adjustments need to be made to safety plans for the pandemic

**MY PERSONAL CRISIS PLAN**

I know I'm triggered when I notice: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Some good ways to distract myself are:  
[ ] [ ] [ ]

Things that help me when I feel this way are:  
[ ]  
[ ]  
[ ]

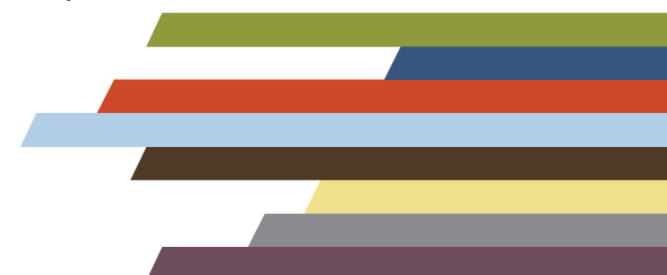
Some safe people I can reach out to are:  
1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_

Ways to keep myself and my space safe:  
• \_\_\_\_\_  
• \_\_\_\_\_  
• \_\_\_\_\_  
• \_\_\_\_\_  
• \_\_\_\_\_

Other resources I can use to get myself care: ②  
① \_\_\_\_\_ ③ CRISIS TEXT LINE:  
text HOME to 741741

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# MY3 - Support Network

MHA-NYC Communication

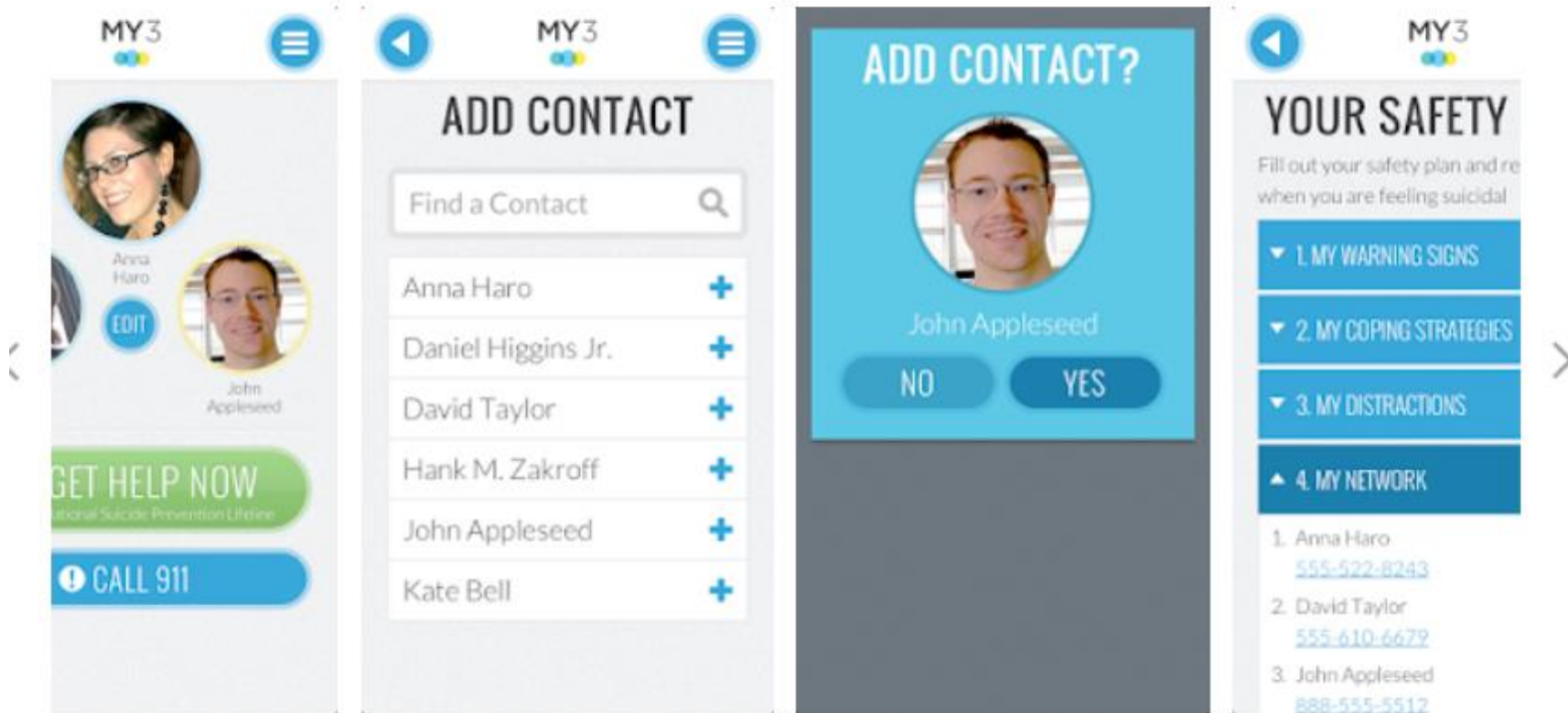
★★★★★ 94

Everyone

This app is compatible with all of your devices.

Add to Wishlist

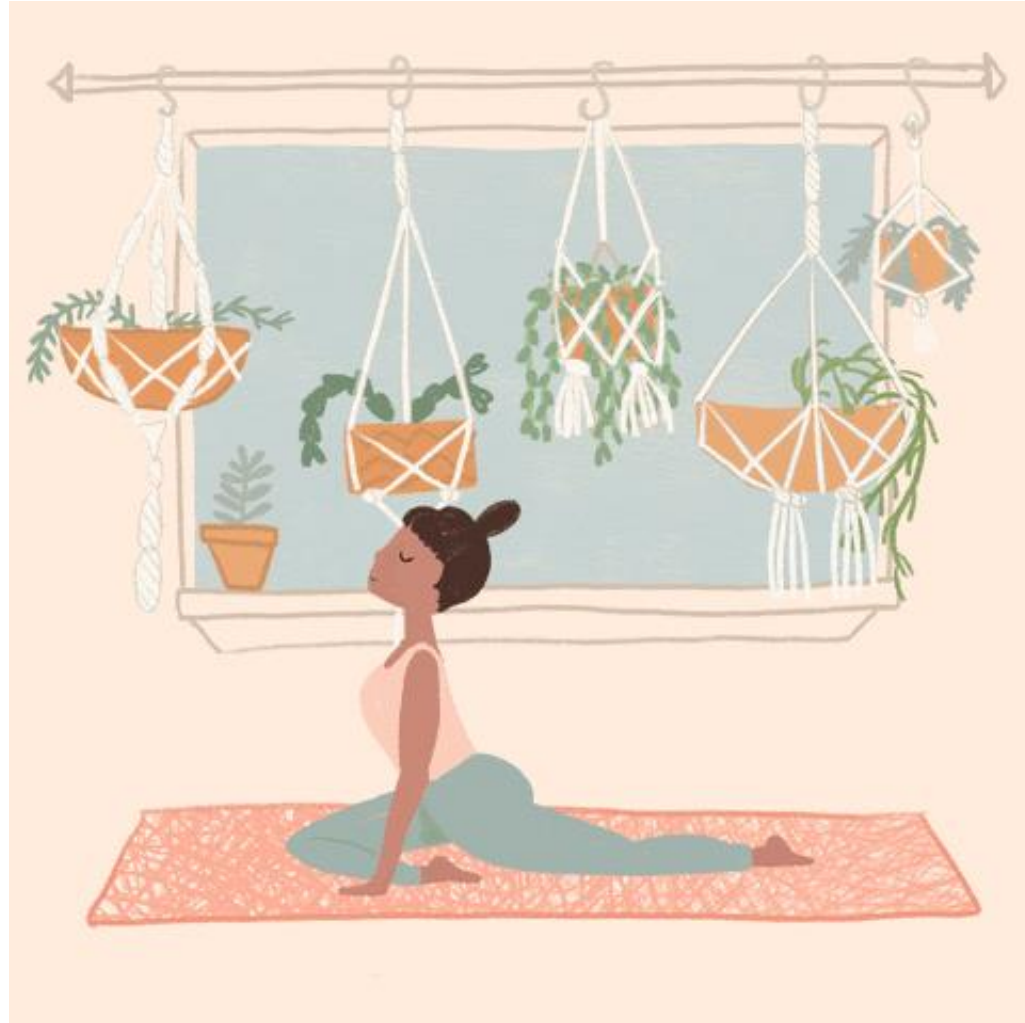
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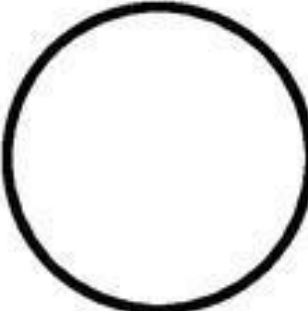
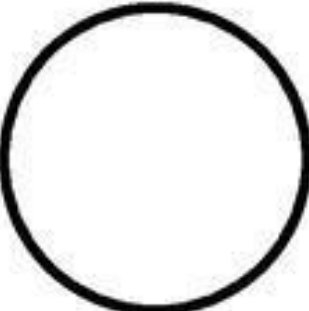
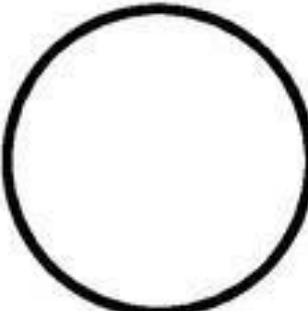
# Talking About Self-Care

- Some young people don't like the term self-care.
- Like safety planning, let the young person be as creative as they want
- Use open-ended questions like:
  - “What are some things you can do daily to be healthy?”
  - “What do you enjoy doing?”
  - “What activities make you feel good?”
  - “What kind of music/art/exercise do you like?”



**MY SELF CARE PLAN**

---

<b>MENTAL</b>	<b>PHYSICAL</b>
	
<b>EMOTIONAL</b>	<b>EXAMPLES</b>
	<p>TAKING DAILY MEDS</p> <p>EATING HEALTHY FOOD</p> <p>READING</p> <p>DO ART</p> <p>SKIN CARE</p>

## Let's make a Coping Skills Toolbox!

### What is it?

A Coping Skills Toolbox is a place for you to keep things that calm you down in periods of distress. If you have everything gathered in one place, it's easier to remember to use your coping skills, rather than using negative behaviors.

### Distraction

(Taking your mind off the problem for a while)

**Examples:**

Puzzles, books, artwork, crafts, knitting, crocheting, sewing, crossword puzzles, sudoku, positive websites, music, movies, etc.

### Opposite Action

(Doing something the opposite of your impulse that's consistent with a more positive emotion)

1. **Affirmations and Inspiration**  
(ex: looking at or drawing motivational statements or images)
2. **Something funny or cheering**  
(ex: funny movies / TV / books)

### Emotional Awareness

(Tools for identifying and expressing your feelings)

**Examples:**

A list or chart of emotions, a journal, writing supplies, drawing / art supplies

### Mindfulness

(Tools for centering and grounding yourself in the present moment)

**Examples:**

Meditation or relaxation recordings, grounding objects (like a rock or paperweight), yoga mat, breathing exercises.

### Crisis Plan

(Contact info of supports and resources, for when coping skills aren't enough.)

Family / Friends  
 Therapist  
 Psychiatrist  
 Hotline  
 Crisis Team / ER  
 911

### Put it all together!

Once you've gathered all of your items, put them together in a box or other container, decorate it to your heart's content, and put it in a place where you'll remember it. Then USE IT!

### BROUGHT TO YOU BY:

*summerofrecovery*  
(aka false-spring-queen)

**Have a kickass recovery day!**

# When Crisis Occurs

- When a young person comes to you with a mental health crisis or expressing suicidal ideation, try not to overreact - remaining calm will help regulate the young person
- Take time to listen and empathize with the young person before jumping into the planning stage
- Use techniques of open-ended questions and reflection to thoroughly explore what is going on
- Follow the youth's safety plan
- Follow up with your supervisor

# Follow-up

- Any safety plan you make with a young person in crisis needs to include a plan for follow up
  - Make sure you include a timeline when you will be following up, and stick to it
  - Additionally make sure to notify any team members, supervisors, etc. who may need to know about the crisis
- Support the young person to identify any supports they want to notify of their safety plan
- If a mandatory report needs to be made, be transparent with the young person about the process and involve them as much as possible

# Supporting Yourself

- Working with a young person in crisis can be emotionally draining
- You may not realize you are experiencing vicarious trauma
- How can you support yourself after doing crisis work with a young person?



# About the Northwest MHTTC

## Online Courses

Northwest (HHS Region 10) MHTTC Mental Health Technology Transfer Center Network  
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YOUR MHTTC TRAINING AND EVENTS RESOURCES PROJECTS COMMUNICATION ABOUT

NORTHWEST MHTTC NAVIGATION (select to expand / collapse menu) Go to Center

### Free online courses by the Northwest MHTTC

**Cognitive Behavioral Therapy for Psychosis (CBTp) ePrimer**  
 This 3-hour self-paced course, led by Dr. Sarah Kopelowich, is open to all types of providers and is designed to serve as a primer in foundational concepts related to Cognitive Behavioral Therapy (CBT) and its application to psychotic symptoms and experiences. [Learn more about the course.](#)

**The Psychiatrist's Guide to Population Management of Diabetes**  
 This 3-hour self-paced course is designed for psychiatric prescribers who treat patients with serious mental illness and aims to increase prescriber knowledge of and confidence in the identification and management of diabetes and other cardiovascular risk factors. [Learn more about the course.](#)

**Violence Risk Assessment & Management in Community Mental Health Settings**  
 This 3-hour self-paced course provides the necessary tools for clinicians to assess, manage, and stabilize threats of violence. [Learn more about the course.](#)

Registration  
 Our online courses are hosted on the HealthKnowledge.org platform. Register for any of these courses by visiting the links above or at HealthKnowledge.org.  
 • [How to register for a course at HealthKnowledge.org](#) and [how to get technical support](#)

## Website with Events, Products & News

### NEWS

**Recovery LIVE! Supporting the Resilience of Black Men: Culturally Affirming and...**  
 Click to add text

### UPCOMING EVENTS

**JUN 09** DBT STEPS-A Online Lesson 10: Distress Tolerance - Radical Acceptance  
 Click here to tune into the DBT STEPS-A YouTube Channel every Tuesday and Thursday morning at 10am

**JUN 11** DBT STEPS-A: Summary Q&A for Students - Putting It All Together & Preparing for Summer  
 Click here to tune into the DBT STEPS-A YouTube Channel every Tuesday and Thursday morning at 10am

**JUN 11** Resources for Supporting the Mental Health and Well-being of Children and Families During COVID-19  
 Resources for Supporting the Mental Health and Well-being of Children and Families During COVID-19

**View All**

### PRODUCTS

**Educator Wellness Webinar #4: Cultivating a Practice of Gratitude and Appreciation in Your School Community**  
 The Northwest Mental Health Technology Transfer Center and the Northwest PBIS Network are collaborating to bring you a FREE, 4-part webinar

**Ambiguous Loss: Grieving in the Time of COVID-19, Followed by Live Q&A Session**  
 About this Resource: Life, as we knew it just a few weeks ago, has been completely turned upside down. That feeling you are feeling but can't

**SMART Center 2020 Virtual Speaker Series - Dan Losen, JD, MEd**  
 The school mental health supplement to the Northwest MHTTC is excited to co-sponsor the UW SMART Center's 2020 Virtual Speaker Series.

**View All**

## Live Training

**Psychological First Aid for Service Providers**  
 1:00pm - May 19, 2020 | Timezone: US/Pacific  
 Hosted By: Northwest MHTTC  
 Registration Deadline: May 18, 2020

**REGISTER** Need more information? Contact us at [mhmttc@uw.edu](mailto:mhmttc@uw.edu)

## Research/Practice Briefs

**Integrated Care for Older Adults with Serious Mental Illness and Medical Comorbidity: Evidence-Based Models and Future Research Directions**  
 Collaborating TTC: Northwest MHTTC  
 Publication Date: May 29, 2019  
 Developed By: Northwest MHTTC

**DOWNLOAD**

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## Archived Webinars

**Our Archived Webinars**

**Series Collections**

- Integrated Care Webinar Series 2019-2020
- Supporting WA State Behavioral Health Providers to Optimize Telehealth in Response to COVID-19
- Behavioral Health Crisis Response Systems Webinar Series
- Psychological First Aid Webinar Series

**Behavioral Therapy/Evidence Based Treatments**

- Clinical Innovations National Series: Telehealth and Cognitive Behavioral Therapy for Psychosis (CBTp)
- Involving Natural Supports in Cognitive Behavioral Therapy for Psychosis
- Basic Behavioral Skills
- Behavioral Activation
- CBT for Anxiety (CBT-A)
- DBT Distress Tolerance Skills

**Cultural Considerations and Equity Topics**

- Culturally and Linguistically Responsive Care for Early Psychosis

**Integrated Medicine**

- Psychosis in Primary Care (PACC-ECHO)
- Assessment of Psychosis and Behavioral Interventions
- Medication Management

**Clinical Care**

- Trauma and Post-Traumatic Stress Disorder with Serious Mental Illness
- Overview of Clinical Epidemiology, Theories, Assessment, Interventions, and Treatments

**Peer Services**

- Peer Delivered Services: A Broad Exploration
- Decision Making in Your Agency: What is Considered When Working with Youth Peers
- The Parallel Process: Trauma Informed Considerations for Individuals and Organizations
- Retaining and Growing the Youth Peer Support Workforce
- Recruitment and Hiring for Youth Peer Support Specialists
- Supervision and Self-care for Youth Peer Support Specialists



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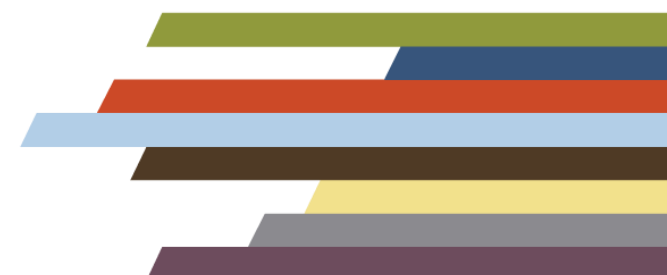
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## **After today's session, please complete the evaluation survey**

- Will be shared in the chat box
- Helps our team plan future sessions as well as evaluate today's session

➤ *There will NOT be certificates or CEUs offered for today's session*

[www.mhttcnetwork.org/northwest](http://www.mhttcnetwork.org/northwest)



# Your Feedback is Important:

## Post-event surveys are *critical* to our work!

- Please complete the confidential evaluation by following the link that will be emailed to you.
- Evaluation data is necessary for continued funding to offer programs

*Your feedback helps us to improve and develop future programming.*

*We greatly appreciate your feedback!*

Please complete the survey below.

Thank you!

Page 1 of 3

Participants - Please Write Your Unique Personal Code Here as Follows:

1) First Letter of Mother's First Name  
2) First Letter of Mother's Maiden Name  
3) First Digit of Social Security Number  
4) Last Digit of Social Security Number  
*\* must provide value*

Please select the date of the meeting you attended.

*\* must provide value*

What U.S. state or territory do you live in?

*\* must provide value*

Burden Statement: This information is being collected to assist the Substance Abuse and Mental Health Services Administration (SAMHSA) for the purpose of program monitoring of the Technology Transfer Centers (TTC) Network Program. This voluntary information collected will be used at an aggregate level to determine the reach, consistency, and quality of the TTC Program. Under the Privacy Act of 1974 any personally identifying information obtained will be kept private to the extent of the law. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid Office of Management and Budget (OMB) control number. The OMB control number for this project is 0930-0383. Public reporting burden for this collection of information is estimated to average less than 10 minutes per encounter, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to SAMHSA Reports Clearance Officer, 5600 Fishers Ln, Room 15 E57B, Rockville, MD 20857.

What is your gender?

Female  
 Male  
 Transgender  
 None of these

reset

What is your race? (Select one or more):

American Indian or Alaska Native  
 Asian  
 Black or African American  
 Hispanic or Latino  
 Native Hawaiian or Other Pacific Islander  
 White



# Keep in touch with the Northwest MHTTC

Upcoming training

New online training

Resources & Research Updates



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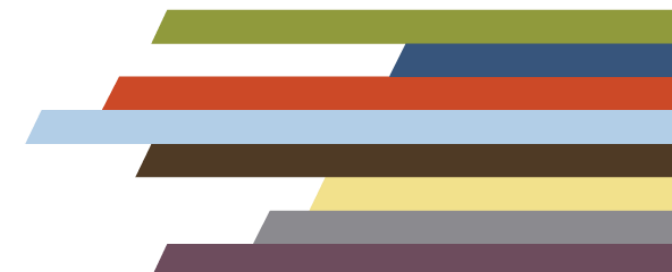
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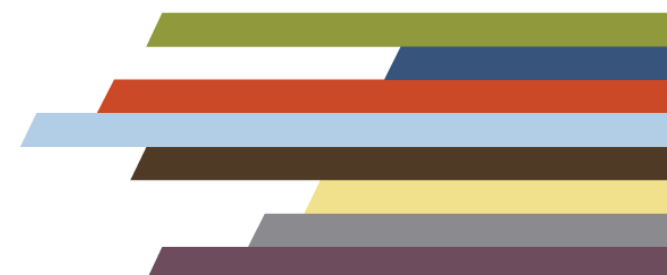
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## Support and Disclaimer

This work is supported by grant SM 081721 from the Department of Health and Human Services, Substance Abuse and Mental Health Services Administration.



# Thank You!



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