



# MHTTC

Mental Health Technology Transfer Center Network  
Funded by Substance Abuse and Mental Health Services Administration

## Get to know the Zoom Webinar interface

### Please Note:

- All attendees are muted
- Today's session will be recorded

The screenshot shows a Zoom Webinar interface with several key elements and annotations:

- Zoom Webinar Header:** Includes "Zoom Webinar", "You are viewing David Terry's screen", and "View Options".
- Maximize Session View:** A button labeled "Click here to maximize your session view" points to the "Enter Full Screen" button.
- Q&A Feature:** A "Question and Answer" window is open, showing a test question: "This is a test question!". Annotations explain:
  - You can switch between questions you've asked and those asked by others using the "All questions (1)" and "My questions (1)" buttons.
  - You can use the Q&A feature to ask questions of the host and presenters. These questions can receive text or live responses. To begin asking a question use the field below. You can see a test question above.
- Zoom Webinar Chat:** A chat window is open on the right. Annotations explain:
  - The chat feature will allow you to talk with other people in today's webinar.
  - The To field will tell you who will receive your message. Be mindful of who you are chatting to.
  - The "To: All panelists" field is selected, with a note: "Your text can only be seen by panelists".
- Audio Settings:** A "Select a Speaker" menu is open, showing options like "Speakers (Realtek(R) Audio)", "Same as System", "Test Speaker & Microphone...", "Leave Computer Audio", and "Audio Settings...". A button labeled "Click Here to adjust your audio settings" points to the "Audio Settings..." option.
- Bottom Control Bar:** Includes "Chat", "Raise Hand", "Q&A", and "Leave" buttons. A button labeled "Click here to leave the session" points to the "Leave" button.
- Main Content Area:** Displays the TTC logo and the text: "Thank you for joining us today!" and "You will not be on video during today's session".



# Making a Good Connection: Engaging Students and Families in School Tele-Mental Health

*Strategies for Addressing Trauma, Crises and Grief Through Tele-Mental Health*

Friday June 5, 2020

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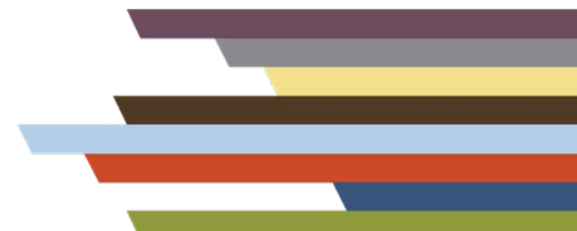
Presented by:

**Angela Castellanos, LCSW**, Pacific Southwest MHTTC



**Kazique Prince, Ph.D.**, Jelani Consulting, LLC

**Paul Reinert, LICSW**, Center for Trauma Care in Schools

**PJ Wenger, LPC, MFT, M.Ed., MA, Ed.S.**, Northeast and Caribbean MHTTC



# Housekeeping Items

- We have made every attempt to make today's presentation secure. If we need to end the presentation unexpectedly, we will follow-up using your registration information.
- All attendees are muted and cannot share video.
- Have a question for the presenters? Use the Q&A
- Have a comment or link for all attendees? Use the Chat
- You will receive an email following the presentation on how to access a certificate of attendance
- Follow us on social media:   @MHTTCNetwork

**Please Note:**  
**The session recording and slide deck will be posted on our website within a few days.**



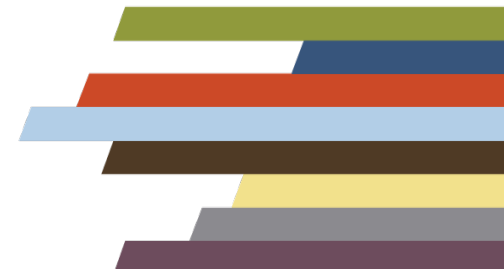


MHTTC

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- The MHTTC Network accelerates the adoption and implementation of mental health related evidence-based practices across the nation
  - Develops and disseminates resources
  - Provides free local and regional training and technical assistance
  - Heightens the awareness, knowledge, and skills of the mental health workforce
- 10 Regional Centers, a National American Indian & Alaska Native Center, a National Hispanic & Latino Center, and a Network Coordinating Office
- [www.mhttcnetwork.org](http://www.mhttcnetwork.org)



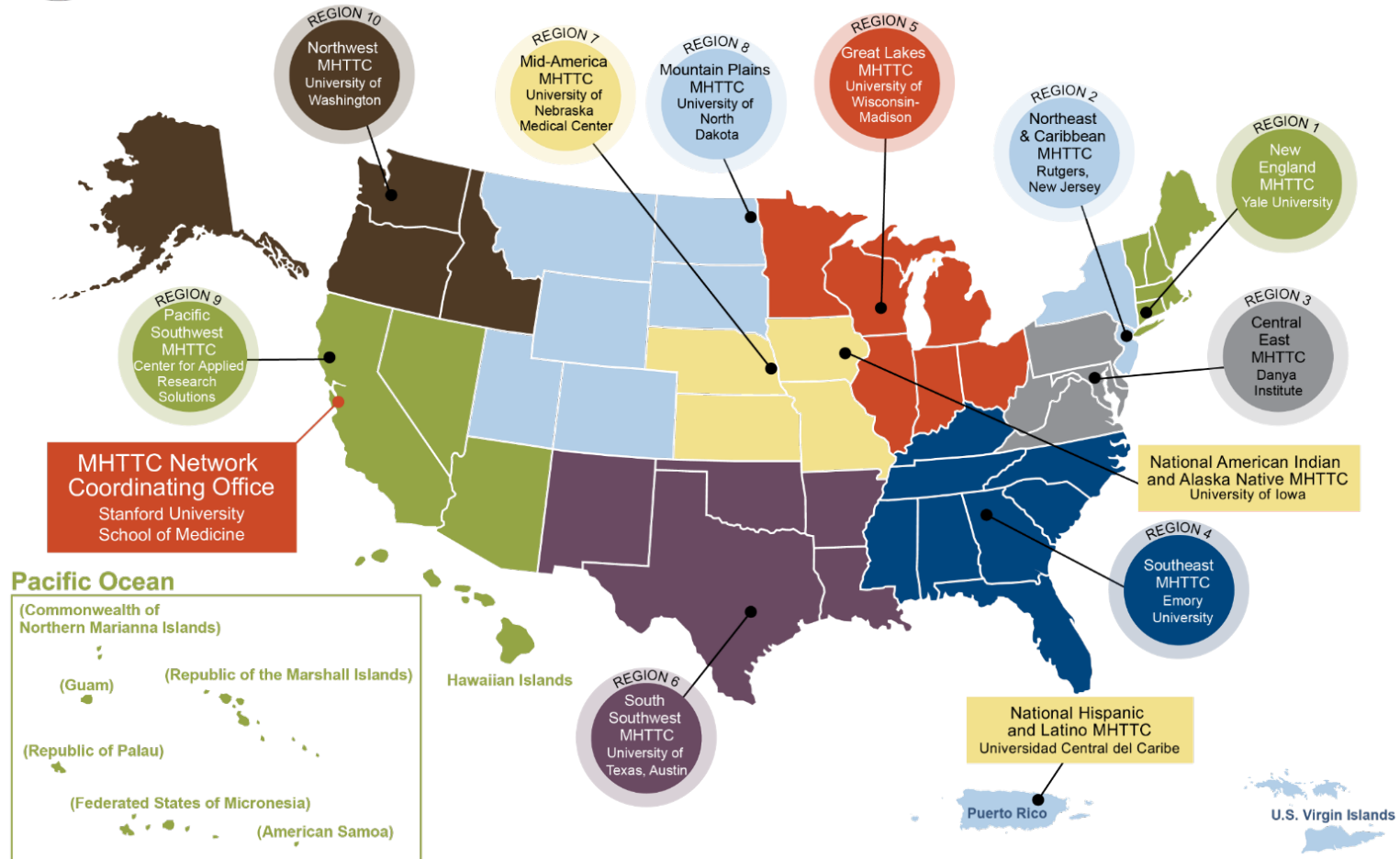
# Connect with Your MHTTC at [www.mhttcnetwork.org](http://www.mhttcnetwork.org)



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**MHTTC Network**



# School Mental Health Initiative

- Supplemental funding
- Expand training and TA on implementation of school-based mental health services

## Crisis Readiness, Response, and Recovery Webinar Series: Supporting Grieving Students During a Pandemic

3:00pm - May 28, 2020

Hosted By: **Pacific Southwest MHTTC**

## Engaging and Honoring Families as Partners in Supporting Student Mental Health

1:00pm - September 24, 2019 | Timezone: US/Central

Hosted By: **Mid-America MHTTC**

Holiday Inn Des Moines Airport Conference Center

## Suicide Prevention Forum for Families and School Students

6:30pm - April 2, 2019

Hosted By: **Central East MHTTC**

Severna Park High School




### A Compassionate School Response to Mental Illness Guide

Collaborating TTC: New England MHTTC  
Publication Date: April 17, 2020  
Developed By: **New England MHTTC**



### Supporting Student Mental Health: Resources to Prepare Educators

Collaborating TTC: Global MHTTC  
Publication Date: January 14, 2020  
Developed By: **MHTTC Network Coordinating Office**




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### After a School Tragedy...Readiness, Response, Recovery, & Resources

Acts of violence, suicide, and other tragedies affect many school communities. In 2018, there were 82 school shootings, the highest number since 1970 (CHDS, 2019). Death by suicide is currently the 2<sup>nd</sup> leading cause of death among teenagers, next to [car] accidents (CDC, 2018). In 2017, 2 out of every 100 teenagers made suicide attempts serious enough to require medical treatment; 7 out of 100 attempted suicide (CDC, 2019).

These tragedies have a wide-ranging impact on the school community that extends far beyond the events of the day. Secondary trauma and complicated grief affect students, families, and school staff in ways that may appear immediately following a school tragedy or weeks, months, or years later. Stoneman Douglas High School in Parkland, Florida is facing another wave of painful challenges after death by suicide of two student survivors of the March 14<sup>th</sup>, 2018, school shooting that resulted in 17 student and teacher deaths.

This resource is designed to help schools better support students and families in the aftermath of violence and trauma. We provide strategies to assist schools with readiness, response, and recovery to help a school community support resilience in the event of a tragedy. We offer places to turn for more resources. We discuss terminology and concepts related to suicide and grief. Finally, we highlight the importance of providing culturally responsive services, with example cultural considerations for schools to help Hispanic/Latino students struggling with grief and trauma.



## WEBINAR SERIES ---

# Making a Good Connection: Engaging Students and Families in School Tele-Mental Health

12-1 p.m. CST May 22 | May 29 | June 5

<https://bit.ly/SMHTelehealth20>



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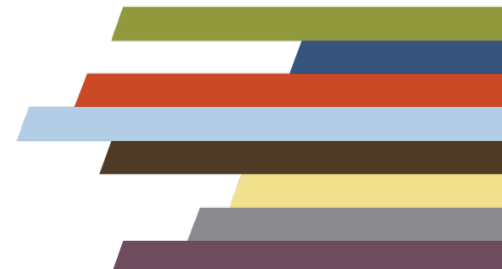
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At the time of this presentation, Elinore F. McCance-Katz served as SAMHSA Assistant Secretary. The opinions expressed herein are the views of Angela Castellanos, LCSW, and Kazique Prince, Ph.D., Paul Reinert, LICSW, and PJ Wenger, LPC, MFT, M.Ed., MA, Ed.S., and do not reflect the official position of the Department of Health and Human Services (DHHS), or SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this presentation is intended or should be inferred.

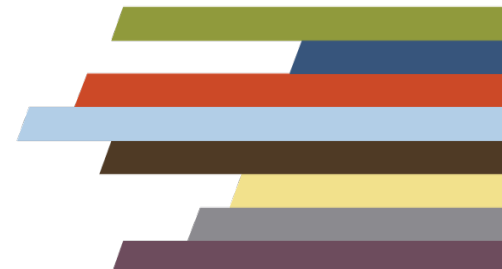




# Evaluation Information

The MHTTC Network is funded through SAMHSA to provide this training. As part of receiving this funding we are required to submit data related to the quality of this event.

At the end of today's training please take a moment to complete a **brief** survey about today's training.





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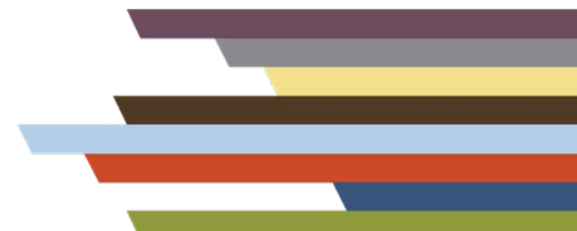
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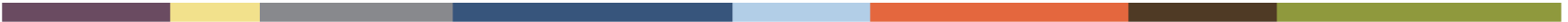
# Presenters



**Angela Castellanos, LCSW**, is an experienced mental health consultant and administrator with 25+ years of diverse and progressive expertise in the mental health care industry and school settings. As a licensed clinical social worker, she specializes in administering school mental health programs, mentoring industry professionals (local, state, and federal), developing and teaching best practices.



As founder and chief executive officer of Jelani Consulting LLC, **Dr. Kazique J. Prince, PhD** (pronounced ka-ZEE-kay) provides executive consultation and coaching services focused on cultural competency for individuals, teams, and organizations. Based in Austin, Texas, Dr. Prince also serves as the senior policy advisor and education coordinator for City of Austin Mayor Steve Adler focused on education, public safety, and equitable economic development.



# Presenters



**Paul Reinert, LICSW**, has worked in the Boston area with children, families, and schools for over 30 years. He currently works at The Center for Trauma Care in Schools (CTCS). Paul is a trainer in Cognitive Behavioral Intervention for Trauma in Schools (CBITS) and Supporting Transition Resilience Of Newcomer Groups (STRONG), two group treatment models to treat traumatic stress.



**PJ Wenger, LPC, MFT, M.Ed., MA, Ed.S.**, is the Senior Training and Consultation Specialist with the Northeast and Caribbean MHTTC at Rutgers University and has 29 years of experience working in the field of mental health. She has spent considerable time in a variety of settings including psychiatric emergency centers, adult and children inpatient treatment facilities, in-home counseling for mental health, residential treatment, schools, and private practice. In addition, PJ has been a Trauma Responder at the local, state and national levels. If you have questions for PJ after the presentation, she invites you to reach out: [pjw101@shp.rutgers.edu](mailto:pjw101@shp.rutgers.edu)



# Cultural Considerations

- Recent events related to police violence, racial disparities and COVID-19 highlight racialized trauma
- **Clean Pain** – Through integrity, choose to navigate and stand in fear moving towards the unknown. Listening, reflecting, engaging towards healing
- **Dirty Pain** - Respond to fear and conflict from our wounded parts increasing pain for ourselves and others. Avoidance, deflection, gaslighting, projecting
- *My Grandmother's Hands* – Resmaa Menakem
- Free [E-course](#)

# Cultural Considerations

- A monkey and a fish were caught in a terrible flood and were being swept downstream amidst torrents of water and debris. The monkey spied a branch from an overhanging tree and pulled himself to safety from the swirling water. Then, wanting to HELP his friend, the fish, he reached into the water and pulled the fish from the water to the branch.



# Cultural Considerations

- When considering culture in responding to crisis, it is equally important to remember that each individual has a personality, and individual and regional variation always exists within a particular culture.



# Cultural Considerations

- Be mindful of your own values and prejudices
- Training in cultural competence helps facilitate awareness
- Gather information on and respect cultural norms of the community you are providing services to
- Help individuals maintain or reestablish customs, traditions, rituals and social bonds
- If unsure, ask questions or seek assistance



# Traumatic Affects on Students

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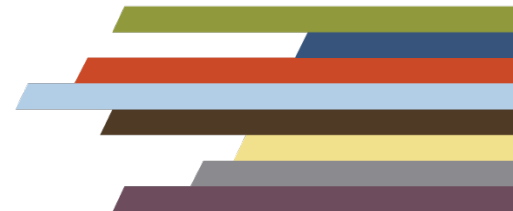
- Safety and Lack of Basic Necessities
- Physical Health Concerns
- Emotional Difficulties
- Grief and Loss
- Disruption of Relationships & Social Supports
- Disruption of Roles, Routines, & Responsibilities



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# General Guidelines for Supporting Students

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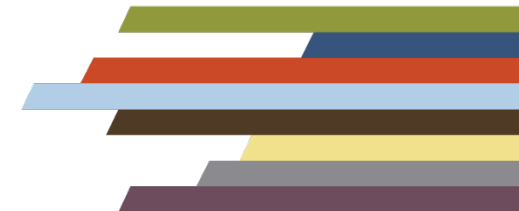
- Be Technologically Fluent
- Be Knowledgeable
  - About Stress, Trauma, and Covid-19
- Be Resourceful
- Be Engaged with Students
  - Logistics and Presence
  - Check-ins and Stabilization
  - Scheduling and Screen Fatigue
- Be Hopeful



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# Helping Students to Manage Stress

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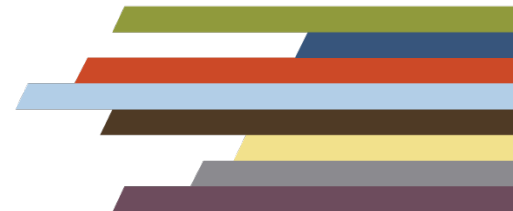
- Psychoeducation
  - Common Reactions to Stress
  - Feelings Vocabulary
  - Body Mapping
- Self-Regulation Strategies
  - Diaphragmic Breathing
  - Progressive Muscle Relaxation
  - Body Scan
  - Physical Activation
- Thought Restructuring
  - Thinking-Feeling-Doing Triangle
  - Identifying Helpful Thoughts



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# Relationships and Social Supports

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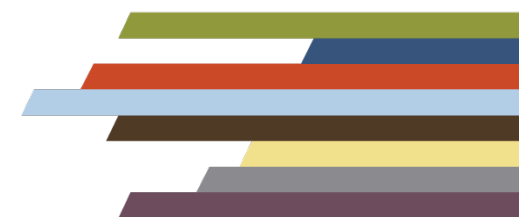
- Be Mindful of Important Student Losses
- Acknowledge the Loss of Social Supports
- Engage Families
- Engage Teachers and School Staff
- Consider Online Groups



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# Professional Resilience

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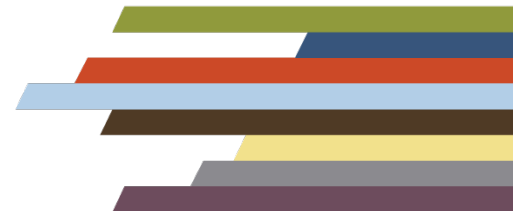
- Nurture and Protect Your Capacity to Help Others
- Be Aware of Signs and Symptoms of STS
- Incorporate Self-care Practices Into Your Daily Routines
- Understand How Your Organization Supports Resilience of Staff
- Get Additional Help if Needed



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# Handling the Crisis Via Telehealth

- Start every session with finding out the student's location (Address, apt number)
- Make sure you have emergency contact information
- Develop a contact plan in the case of call/video interruptions
- Secure privacy on both sides during the session
- Assess client's crisis situation
- Develop a plan prior to contact for how to stay in touch with client should EMS be needed

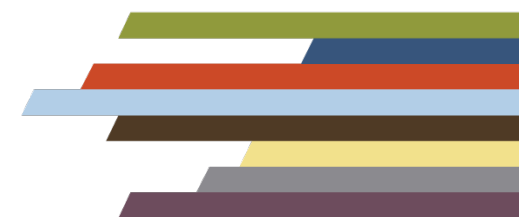
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# Assess for Suicide

- **ASK:** “Are you thinking about killing yourself?”
- **KEEP THEM SAFE:** asking if the at-risk person has a plan and removing or disabling the lethal means can make a difference.
- **BE THERE:** Listen carefully and learn what the individual is thinking and feeling.
- **HELP THEM CONNECT:** Save the National Suicide Prevention Lifeline’s (**1-800-273-TALK (8255)**) and the Crisis Text Line’s number (**741741**) in your phone, so it’s there when you need it.
- **STAY CONNECTED:** Research shows the number of suicide deaths goes down when someone follows up with the at-risk person.

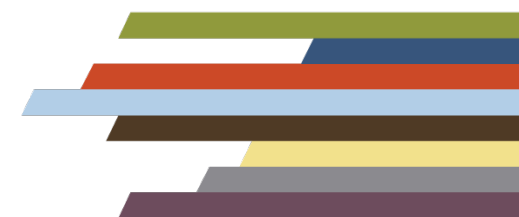
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# Suicide Assessments

## Screening Tools

### Columbia Suicide Severity Rating Scale- Screening Version

SUICIDE IDEATION DEFINITIONS AND PROMPTS	Since Last Contact	
	YES	NO
<b>Ask questions that are bold and underlined</b>		
<b>Ask Questions 1 and 2</b>		
1) <b><u>Have you wished you were dead or wished you could go to sleep and not wake up?</u></b>		
1) <b><u>Have you actually had any thoughts of killing yourself?</u></b>		
<b>If YES to 2, ask questions 3, 4, 5, and 6. If NO to 2, go directly to question 6</b>		
3) <b><u>Have you been thinking about how you might do this?</u></b> E.g. "I thought about taking an overdose but I never made a specific plan as to when where or how I would actually do it....and I would never go through with it."		
4) <b><u>Have you had these thoughts and had some intention of acting on them?</u></b> As opposed to "I have the thoughts but I definitely will not do anything about them."		
5) <b><u>Have you started to work out or worked out the details of how to kill yourself? Do you intend to carry out this plan?</u></b>		
6) <b><u>Have you done anything, started to do anything, or prepared to do anything to end your life?</u></b> Examples: Collected pills, obtained a gun, gave away valuables, wrote a will or suicide note, took out pills but didn't swallow any, held a gun but changed your mind or it was grabbed from your hand, went to the roof but didn't jump; or actually took pills, tried to shoot yourself, cut yourself, tried to hang yourself, etc.		

NIMH TOOLKIT


**Suicide Risk Screening Tool**

**Ask Suicide-Screening Questions**

**Ask the patient:**

- In the past few weeks, have you wished you were dead?  Yes  No
- In the past few weeks, have you felt that you or your family would be better off if you were dead?  Yes  No
- In the past week, have you been having thoughts about killing yourself?  Yes  No
- Have you ever tried to kill yourself?  Yes  No  
If yes, how? \_\_\_\_\_  
When? \_\_\_\_\_

If the patient answers **Yes** to any of the above, ask the following acuity question:


5. **Are you having thoughts of killing yourself right now?**  Yes  No  
If yes, please describe: \_\_\_\_\_

**Next steps:**

- If patient answers "No" to all questions 1 through 4, screening is complete (not necessary to ask question #5). No intervention is necessary (\*Note: Clinical judgment can always override a negative screen).
- If patient answers "Yes" to any of questions 1 through 4, or refuses to answer, they are considered a **positive screen**. Ask question #5 to assess acuity:
  - "Yes" to question #5 = **acute positive screen** (imminent risk identified)
    - Patient requires a **STAT** safety/full mental health evaluation.
    - Patient cannot leave until evaluated for safety.
    - Keep patient in sight. Remove all dangerous objects from room. Alert physician or clinician responsible for patient's care.
  - "No" to question #5 = **non-acute positive screen** (potential risk identified)
    - Patient requires a **brief** suicide safety assessment to determine if a **full** mental health evaluation is needed. Patient cannot leave until evaluated for safety.
    - Alert physician or clinician responsible for patient's care.

**Provide resources to all patients**

- 24/7 National Suicide Prevention Lifeline 1-800-273-TALK (8255) En Español: 1-888-628-9454
- 24/7 Crisis Text Line: Text "HOME" to 741-741

asQ Suicide Risk Screening Toolkit NATIONAL INSTITUTE OF MENTAL HEALTH (NIMH) 



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# Crisis Hotlines/Resources

- SAMHSA's Disaster Distress Helpline

Call 800-985-5990

Text **TalkWithUs** or **Hablanos(Spanish)** to 66746

- National Suicide Prevention Lifeline-**800-273-8255**

- [Ayuda En Español](#): Llame a [1-888-628-9454](#)

- The Trevor Project: Lifeline **866-488-7386**

Text **START** to **678678**

Trevor Chat- <https://www.thetrevorproject.org/get-help-now/>

- Trans Lifeline-1-877-565-8860

- Crisis Text Line- Text **HOME** to 741741

- APPS-Suicide Safety Plan/Be Safe/Am I? My Safety Plan



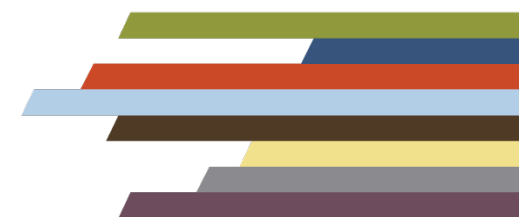
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# Goals of Intervention around Grief for Students

- Decrease the isolation
- Support them in their academic functioning
- Increase likelihood they will talk to their family
- Increase likelihood of talk and support among peers.
- Identify problems in the family.
- Connect with students on something of immense importance.

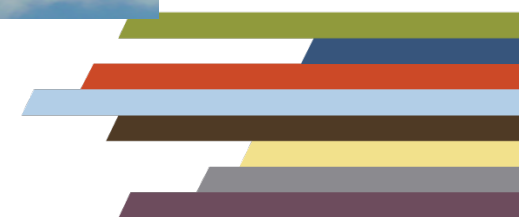
*Grief is the price we pay for love.  
- Queen Elizabeth II*



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# Do's for working with students grieving.

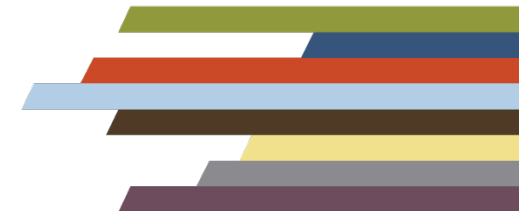
- Be present and authentic
- Listen more, talk less
- Avoid trying to “cheer up” students or their families
- Allow emotional expression
- Demonstrate empathy
- Stop harmful reactions when safety is a concern



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# Checking our Verbiage

## What Not to Say

- I know exactly what you are going through
- You must be incredibly angry

## What to Say

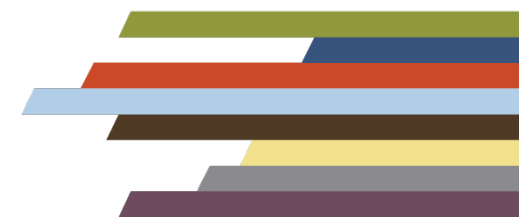
- I can only imagine how difficult this must be for you//I wonder what this is like for you
- I wonder what kind of feelings you're having about this.
- Most people have strong feelings when something like this happens in their lives. Has this been true for you?
- What have the last few days been like for you?



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# Checking our Verbiage

## What Not to Say

- I know this must be difficult, but it's important to remember the good things in life as well.
- Both of my parents died when I was your age.

## What to Say

- Tell me about this person so I can know them through your eyes



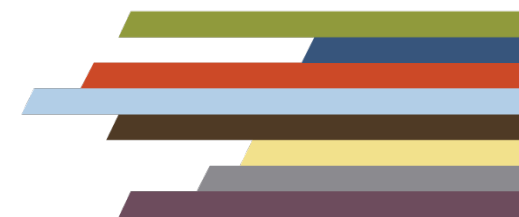
Avoid talking about your self and your experiences. Stay focused on the student and their feelings



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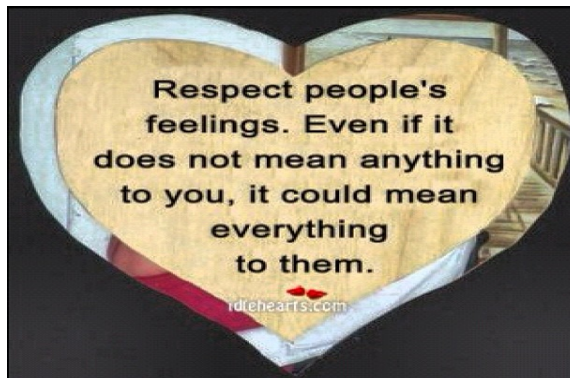
# Checking our Verbiage

## What Not to Say

- You'll need to be strong now for your family. It's important to get a grip on your feelings.
- My Aunt died last week and I feel very sad to.

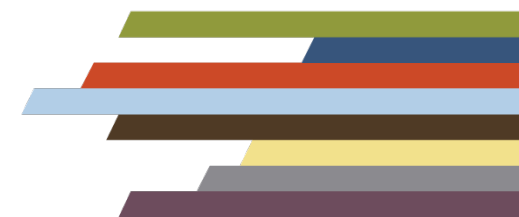
## What to Say

- Encourage them to express their feelings. Give permission for all feelings, anger, tears, sadness, etc.
- Don't compare losses. Keep focus on student and their experience.



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# Resources to Investigate

## Trauma Resources

### Center for Pediatric Traumatic Stress

- <https://www.chop.edu/centers-programs/center-pediatric-traumatic-stress>
- 1-800-879-2467
- Provides the Pediatric Medical Traumatic Stress Toolkit for Health Care Providers, with practical tools, information, brief screening and intervention guidelines and patient handouts.
- Provides parent tip sheets and child activity sheets for patients and families who may be at risk for traumatic stress.

### Aledade

- <https://www.aledade.com/thank-you-covid-19-telehealth-toolkit>
- Provides a toolkit for telehealth during COVID-19. This includes requirements, payers & billing, technology, as well as scheduling & implementation.

### Trauma Sensitive Schools

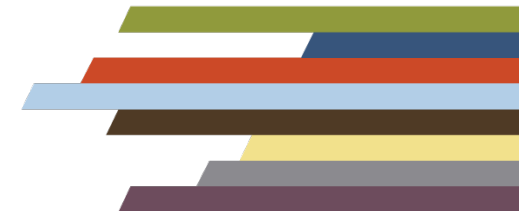
- <https://traumasensitiveschools.org>



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## Trauma Resources

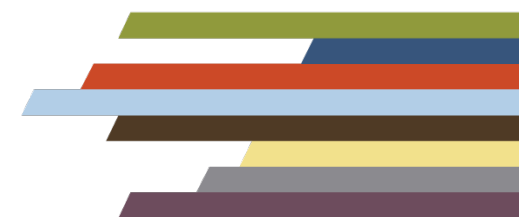
- Telehealth Guidelines for School Mental Health Professionals: Strategies for Engaging Students and Building Resilience, Paul Reinert, 2020.  
Available at <https://aipinc.org/wp-content/uploads/2020/06/Telehealth-for-Mental-Health-V-1.0.pdf>
- Child Trauma Toolkit for Educators, NCTSN, 2009.  
Available at <https://www.nctsn.org/resources/child-trauma-toolkit-educators>
- CBITS Online Live, an adaptation of CBITS for synchronous online groups  
Available at [https://cbitsprogram.org/static/cbits/uploads/files//revised\\_virtual\\_delivery\\_guidance\\_2.0.pdf](https://cbitsprogram.org/static/cbits/uploads/files//revised_virtual_delivery_guidance_2.0.pdf)
- Secondary Traumatic Stress: A Fact Sheet for Child-Serving Professionals, NCTSN, 2011.  
Available at <https://www.nctsn.org/resources/secondary-traumatic-stress-fact-sheet-child-serving-professionals>



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# Resources to Investigate

## Crisis Resources

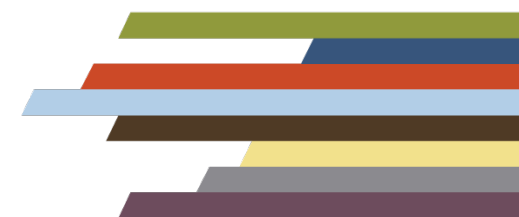
- MHTTC's Clinical Innovation in Telehealth Learning Series
- Safety Planning Resource [http://www.suicidesafetyplan.com/Home\\_Page.html](http://www.suicidesafetyplan.com/Home_Page.html)
- Suicide Prevention Resource Center (SPRC)
  - <http://www.sprc.org/settings/schools>
  - <http://www.sprc.org/resources-programs>
- Zero Suicide Institute
- Center for Practice Innovations at Columbia Psychiatry, New York State Psychiatric Institutes.
  - [Suicide Prevention-Training, Implementation and Evaluation program \(SP-TIE\)](#)
  - <https://childadolescentpsych.cumc.columbia.edu/articles/suicide-prevention-tips-youth-young-adults>
  - <https://childadolescentpsych.cumc.columbia.edu/articles/suicide-prevention-things-know>
- Preventing Suicide: A toolkit for high schools
  - <http://store.samhsa.gov/shin/content//SMA12-4669/SMA12-4669.pdf>



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# Resources to Investigate

## Grief Resources

- [www.dougy.org](http://www.dougy.org)
- <https://childbereavement.org/resources/helpful-links.html>
- <https://childrengrieve.org>
- <https://grievingstudents.org>
- <http://thealcove.org>
- <https://www.compassionbooks.com>
- <https://www.wiseoldsayings.com/grieving-support-guide/>
- <https://sesamestreetincommunities.org/topics/grief/>

## Games

*The goodbye game.* Available at [www.childswork.com](http://www.childswork.com)

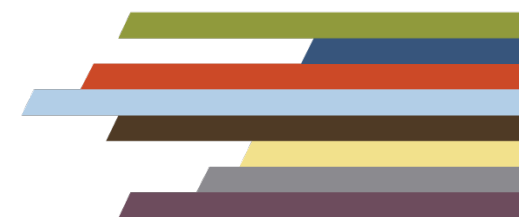
*The Grief Game.* (1996). London: Jessica Kingsley ([www.jkp.com](http://www.jkp.com))



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# References

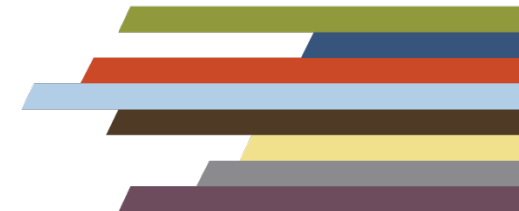
- <https://www.nimh.nih.gov/research-conducted-at-nimh/asq-toolkit-materials/asq-to>
- <https://www.nimh.nih.gov/health/topics/suicide-prevention/index.shtml>
- <https://www.sprc.org>
- <http://zerosuicide.edc.org>
- [http://www.suicidesafetyplan.com/About\\_Safety\\_Planning.html](http://www.suicidesafetyplan.com/About_Safety_Planning.html)
- [https://cssrs.columbia.edu/wp-content/uploads/C-SSRS\\_Pediatric-SLC\\_11.14.16.pdf](https://cssrs.columbia.edu/wp-content/uploads/C-SSRS_Pediatric-SLC_11.14.16.pdf)
- <https://www.nimh.nih.gov/research/research-conducted-at-nimh/asq-toolkit-materials/index.shtml>
- Schonfeld, D. J. & Quackenbush, M. (2010) *The grieving student: A teachers guide*. Baltimore Md: Paul H. Brookes Publishing Co.
- Cohen, J.A., Mannarino, A.P., Deblinger, E. (2017) *Treating trauma and traumatic grief in children and adolescents*. New York: The Guilford Press.



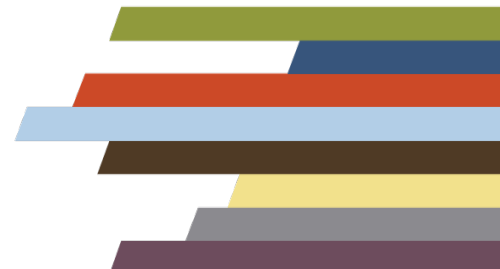
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# Q&A with Presenters





## Join us again!

We're excited to share that we will pick up this series again late Summer / early Fall 2020.



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# Evaluation Information

The MHTTC Network is funded through SAMHSA to provide this training. As part of receiving this funding we are required to submit data related to the quality of this event.

Please take a moment to complete a **brief** survey about today's training.

