



MHTTC

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

Please Note:

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

Get to know the Zoom Webinar interface

The screenshot shows a Zoom Webinar interface with the following elements and annotations:

- Header:** "Zoom Webinar" title bar, "You are viewing David Terry's screen", and "View Options" dropdown.
- Main Content:** "TTC Technology Transfer Centers" logo and "Thank you for joining us today!" message. A note states: "You will not be on video during today's session".
- Q&A Window:** A "Question and Answer" window is open, showing a test question: "This is a test question!". It includes buttons for "All questions (1)" and "My questions (1)". A text box contains: "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." Below this is a text input field: "Type your question here...".
- Chat Window:** A "Zoom Webinar Chat" window is open on the right. It contains a message: "The chat feature will allow you to talk with other people in today's webinar." Below this is a "To:" field with "All panelists" selected and a note: "The To field will tell you who will receive your message. Be mindful of who you are chatting to." At the bottom of the chat window, it says: "Your text can only be seen by panelists".
- Bottom Bar:** Contains "Audio Settings" (with a note: "Click Here to adjust your audio settings"), "Chat", "Raise Hand", "Q&A", "Click here to leave the session", and a red "Leave" button.
- Other Annotations:** A "Click here to maximize your session view" button and an "Enter Full Screen" button are located at the top right.



 MHTTC
*Grief Sensitivity
Virtual Learning Institute*

A two-part series for those supporting individuals experiencing grief and loss during COVID-19 and beyond

 bit.ly/mhttc-grief-sensitivity-training

Recordings for each session will be made available on our website:

<https://bit.ly/mhttc-grief-sensitivity-training>



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Grief Sensitivity Virtual Learning Institute: Preparing the School Mental Health Workforce to be Ready for Stress and Loss

Friday, September 11, 2020

Lisa Wobbe-Veit

Kerry Doyle

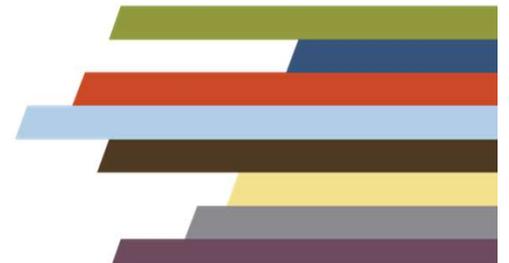
University of Southern California



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
- At the end of today's training please complete a **brief** survey about today's training.
- You will receive an email on how to access a certificate of attendance; must attend at least half of the session.
- This event is closed captioned! 
- Follow us on social media:   @MHTTCNetwork

Please Note:
Session recording and slide deck will be posted on our website within a week.



Additional Information on Grief

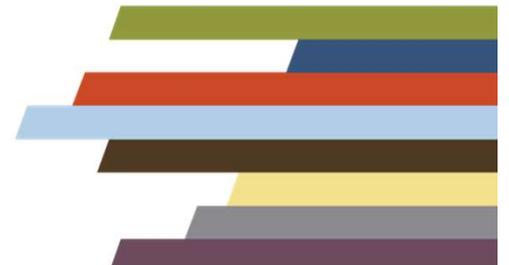
Fact Sheets

- Just released a series of fact sheets focused on addressing various grief-related topics
 - [Defining Grief](#)
 - [Responses to Grief Across the Lifespan](#)
 - [Preventive Strategies and Protective Factors](#)
 - [Cultural Responsiveness](#)
 - [Evidence-Based Treatments for Grief](#)



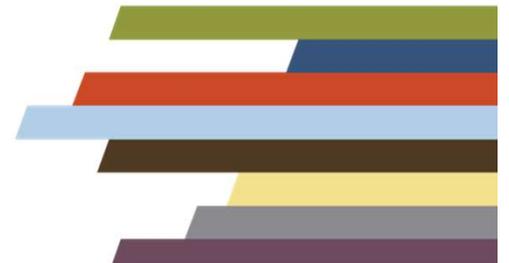
Webpage

- *Responding to COVID-19: Grief, Loss, and Bereavement* - visit our webpage for events and resources
- <https://mhttcnetwork.org/centers/global-mhttc/responding-covid-19-grief-loss-and-bereavement>



Grief and Self-Care

- Be sensitive to your own grief and reactions throughout the Learning Institute. Take breaks, stretch, drink lots of water...
- **Helplines and Support**
 - **National Suicide Hotline** - 1-800-273-8255
 - **NAMI** - 1-800-950-NAMI (6264) or info@nami.org
 - **Mental Health America**- 1-800-273-TALK (8255), text MHA to 741741
 - **SAMHSA's National Helpline** - referral and information - 1-800-662-HELP (4357)
 - **SAMHSA's Disaster Distress Helpline** - 1-800-985-5990 or text TalkWithUs to 66746



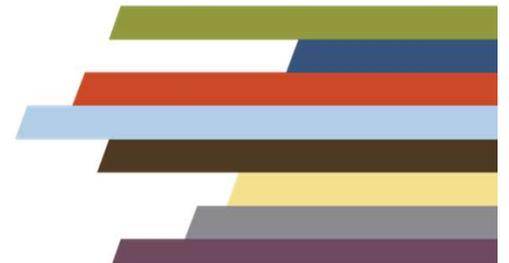


MHTTC

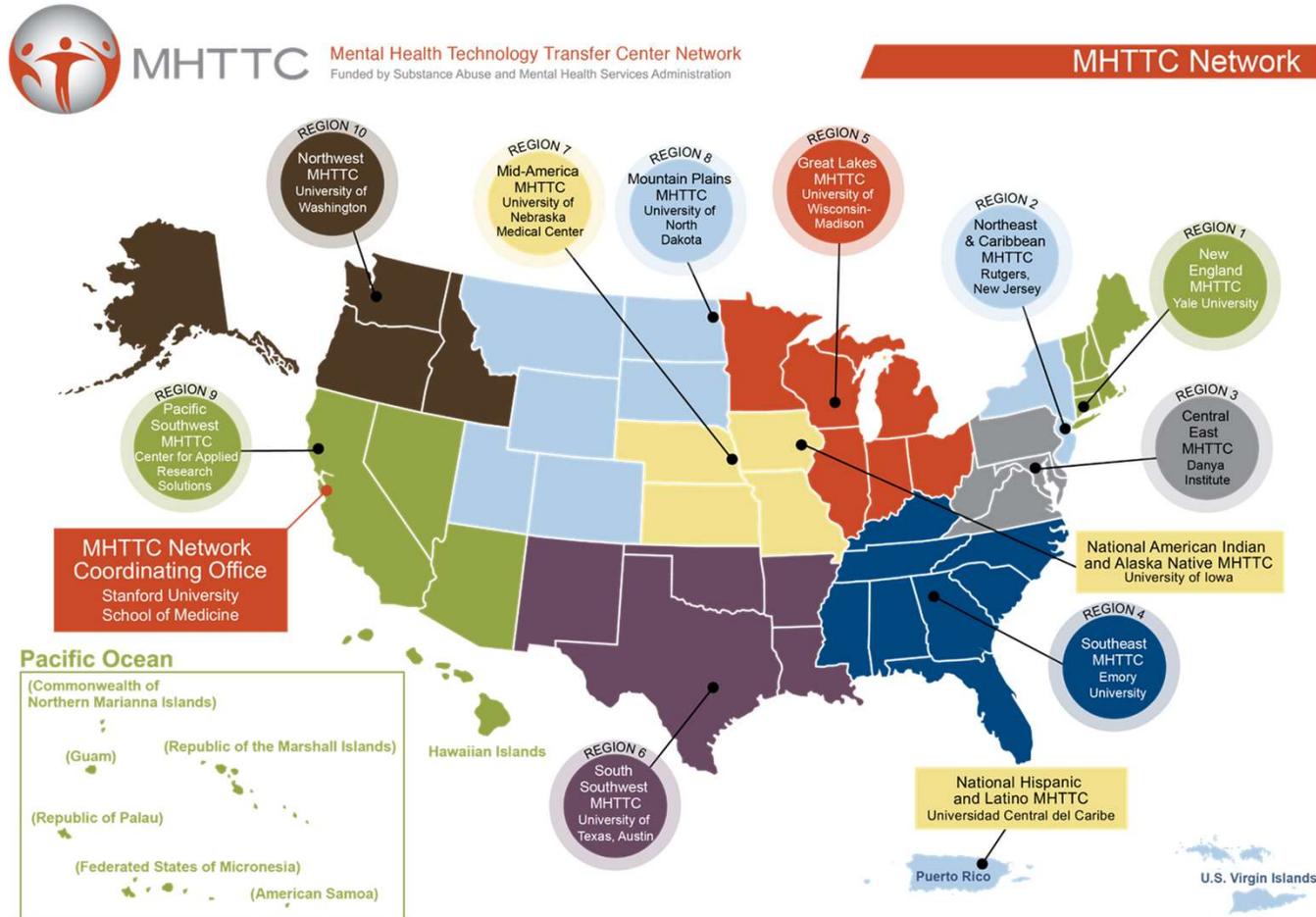
Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

- 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



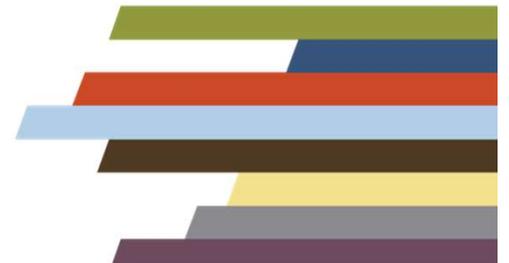
Connect with Your MHTTC at www.mhttcnetwork.org



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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 the speakers, 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.





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Grief Sensitivity Virtual Learning Institute: Preparing the School Mental Health Workforce to be Ready for Stress and Loss

Friday, September 11, 2020

Lisa Wobbe-Veit

Kerry Doyle

University of Southern California



Presenters



Lisa Wobbe-Veit is a Clinical Associate Professor at the University of Southern California (USC) Suzanne Dworak-Peck School of Social Work. Wobbe-Veit's more than two decades of experience covers a wide range of needs, including individual, family and group therapy in school, hospital and outpatient settings. Her passion for working with trauma exposed youth led to clinical services roles as a Medical Social Worker, Outpatient Therapist, School Social Worker, Behavioral Specialist and School Based Consultant. Wobbe-Veit has participated in trauma response work within her various positions. As a Parkland resident, she serves as a Broward County Public Schools recovery consultant following the tragic mass shooting at Marjory Stoneman Douglas High School.



Kerry Doyle, LICSW, RYT-200 is a Clinical Associate Professor at the University of Southern California Suzanne Dworak-Peck School of Social Work. Her practice experience includes mental health clinical social work in the K-12 school and private practice settings. She co-developed a School Social Work Field Training (SSWFT) program with a trauma focus lens that trains school social work students on topics such as trauma-informed schools, trauma sensitive mindfulness, supporting the grieving student, and working with communities around trauma and grief.





Preparing the School Mental Health Workforce to be Ready for Stress and Loss

Lisa Wobbe-Veit
Kerry Doyle



USC Suzanne Dworak-Peck
School of Social Work

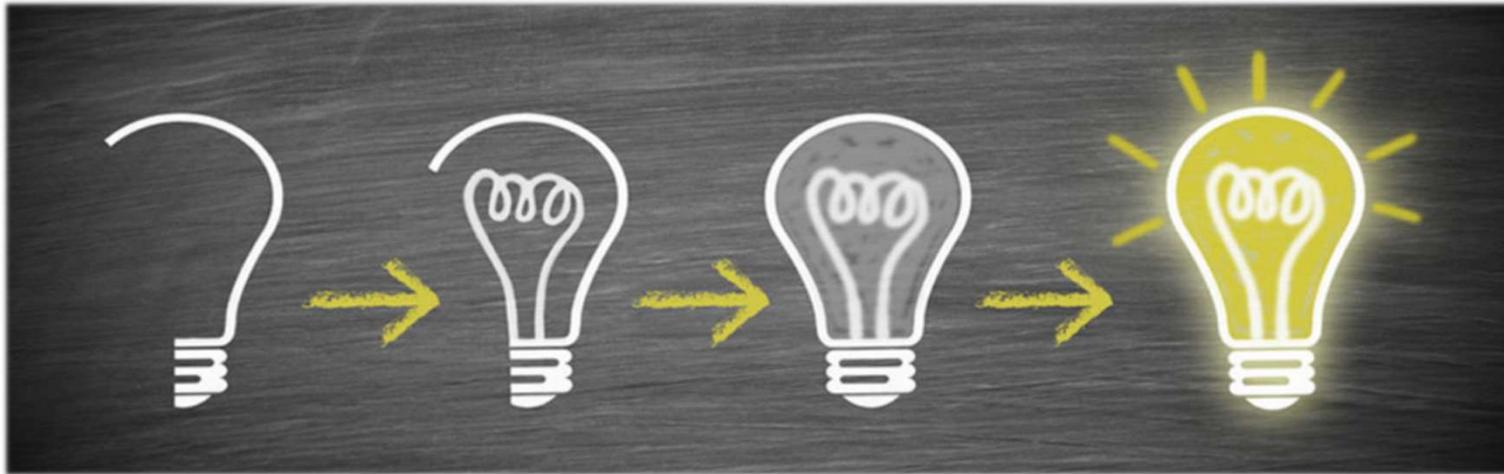
University of Southern California



Today's Discussion

- Impact of COVID on a school landscape already overwhelmed by psychosocial need and limited resources.
- Importance of a trauma/grief sensitive approach by school mental health professionals
- Capacity Building

Lessons Learned from Field



- Communication
 - Content & Skill Building
 - Creativity

Current School Landscape



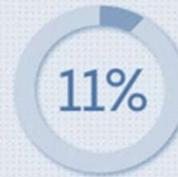
School Populations are Diverse in More Ways than Typical Demographics

Mental Health Facts CHILDREN & TEENS

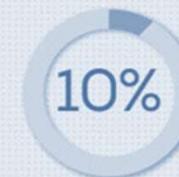
Fact: 1 in 5 children ages 13-18 have, or will have a serious mental illness.¹



20% of youth ages 13-18 live with a mental health condition¹



11% of youth have a mood disorder¹



10% of youth have a behavior or conduct disorder¹



8% of youth have an anxiety disorder¹

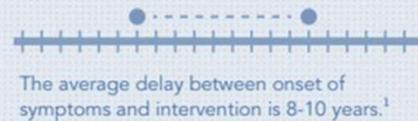
Impact



50%

50% of all lifetime cases of mental illness begin by age 14 and 75% by age 24.¹

10 yrs



50%



Approximately 50% of students age 14 and older with a mental illness drop out of high school.¹

70%



70% of youth in state and local juvenile justice systems have a mental illness.¹

Suicide

3rd



Suicide is the 3rd leading cause of death in youth ages 10 - 24.¹



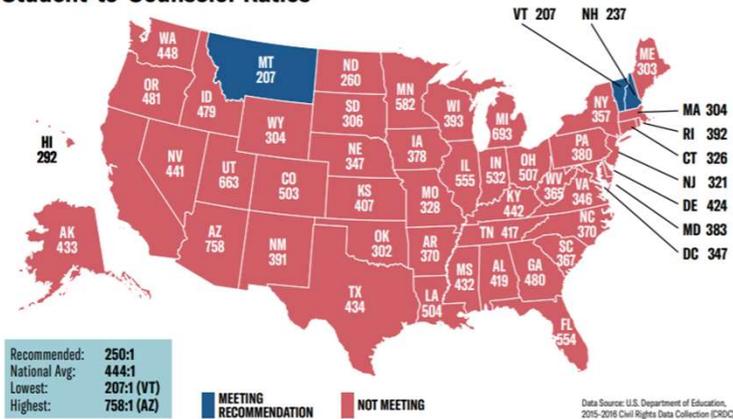
90%

90% of those who died by suicide had an underlying mental illness.¹

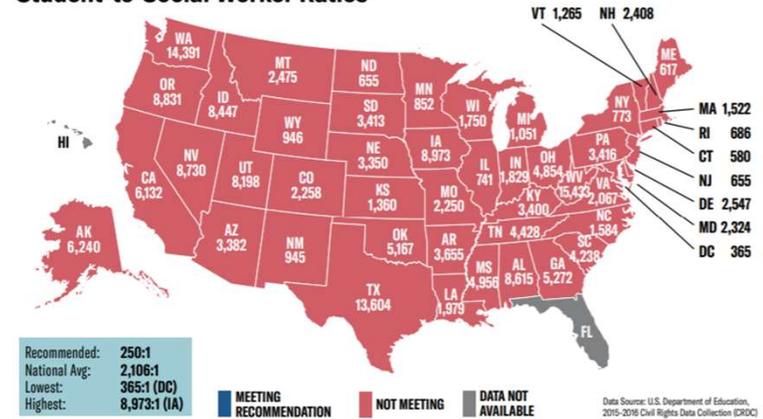
Source: National Alliance on Mental Illness www.nami.org

Workforce Statistics

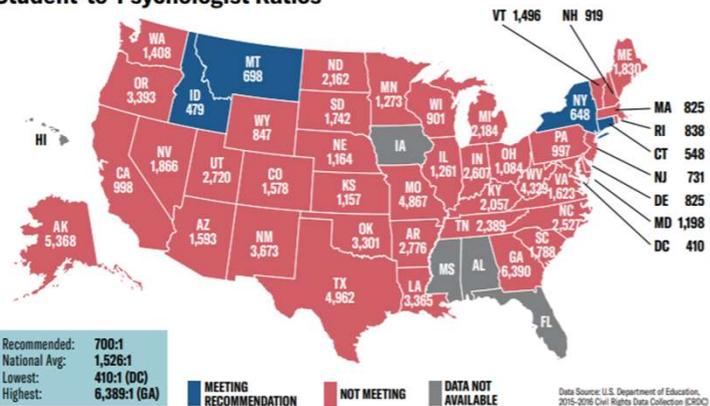
MAP A
Student-to-Counselor Ratios



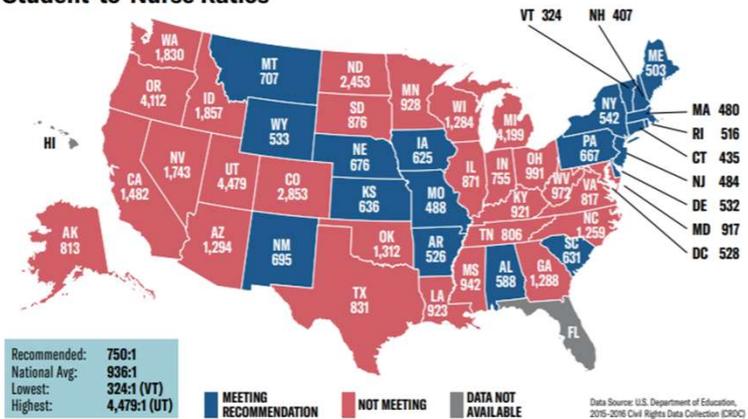
MAP B
Student-to-Social Worker Ratios



MAP C
Student-to-Psychologist Ratios



MAP D
Student-to-Nurse Ratios





Coronavirus: Preconditions for Trauma

- Immobility
- Uncertainty
- Risk to Safety
- Lack of Purpose
- Routine Change
- Isolation

(van der Kolk, 2020)



Trauma



Psychological trauma is damage to the mind that occurs as a result of a distressing event. Trauma is often the result of an overwhelming amount of stress that exceeds one's ability to cope, or integrate the emotions involved with that experience.



SAMHSA, 2014



Grief & Loss in Schools

- Death of Loved One
- Death of Teacher, Staff, or Classmate
- Illness of Loved One, Teacher, or Classmate
- Divorce/Separation
- Death of Pet
- School Violence – Loss of Safety
- COVID related Losses



When Trauma & Grief Intersect



- Mood changes
- Anxiety
- Behavior Changes
- Academic Performance
- Attention Issues

Impact of COVID?



Image from the University of Oxford



WHY WORKFORCE DEVELOPMENT?

Training Inspired By:



- EcoBioDevelopmental Framework
- Attachment, Regulation & Competency (ARC) Framework
 - <https://arcframework.org/what-is-arc/>
- Trauma Informed – the 4 R's Approach

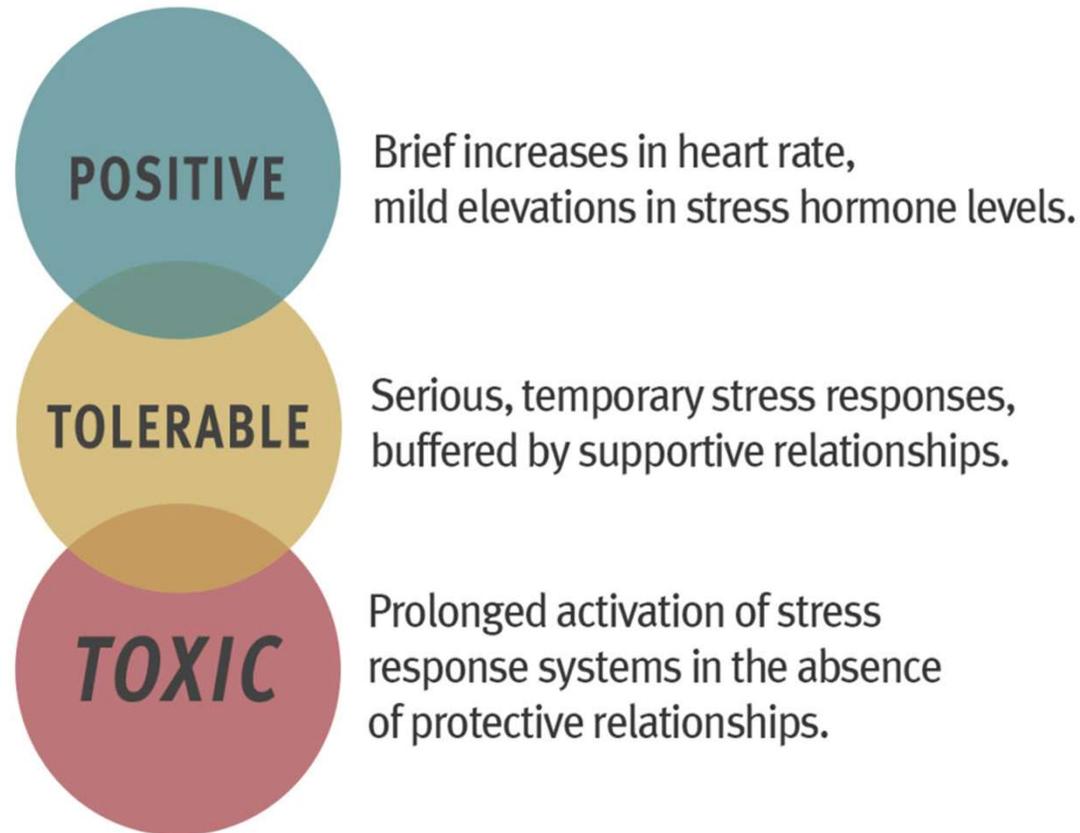
EcoBioDevelopmental



Early social and environmental experiences (the ecology) and the genetic predispositions (the biology) influence the development of adaptive behaviors, learning capacities, lifelong physical and mental health, and future economic productivity. The new integrated approach is referred to as the ecobiodevelopmental framework.

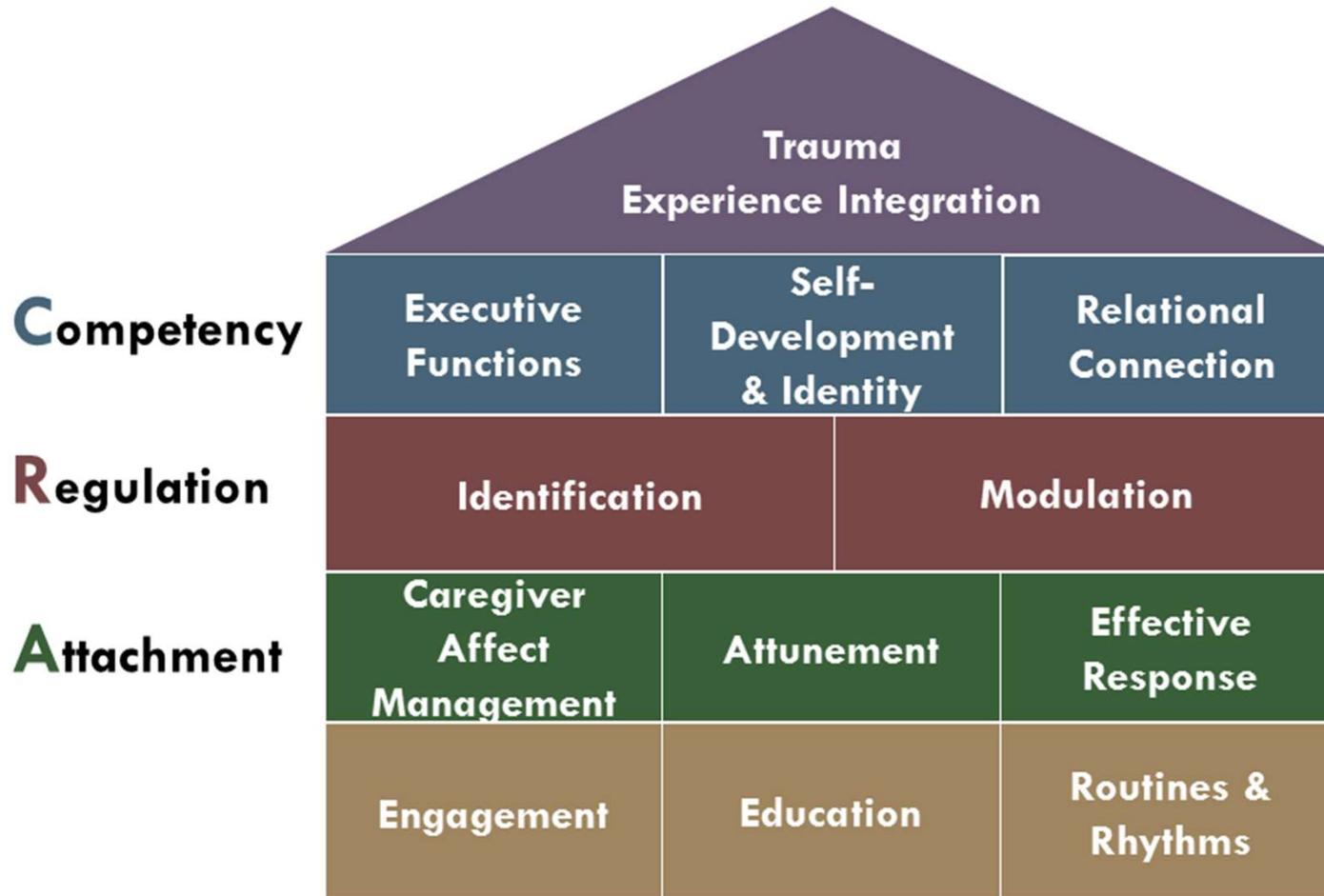
American Academic of Pediatrics

What is Toxic Stress?



Center on the Developing Child, Harvard University

ARC Framework



Graphic by Jeremy Karpen, 2017; Adapted from: **ARC**, Blaustein & Kinniburgh, 2010; Kinniburgh & Blaustein, 2005

Reactionary to Responsive



Realizes

- Realizes widespread impact of trauma and understands potential paths for recovery

Recognizes

- Recognizes signs and symptoms of trauma in clients, families, staff, and others involved with the system

Responds

- Responds by fully integrating knowledge about trauma into policies, procedures, and practices

Resists

- Seeks to actively resist retraumatization

SAMHSA 2014

Training Helping Professionals



Multi-week trauma/grief focused training focused on training school social work MSW students micro and macro interventions supporting schools, families and communities.

Sample Topics

- Secondary Traumatic Stress
- Psychological First Aid for Schools
- The Grieving Child
- Trauma 101
- Trauma Sensitive Mindfulness

Training Examples



Psychoeducation:



Treatment and Services Adaptation Center
for Resiliency, Hope, and Wellness in Schools

**The Center for Safe and Resilient
Schools and Workplaces, Inc.**

NCTSN



The National Child
Traumatic Stress Network



**NATIONAL CENTER
FOR SCHOOL CRISIS
AND BEREAVEMENT**

Self-Care and Secondary Traumatic Stress



Support for Teachers Affected by Trauma

Five online modules explore the concepts of secondary trauma, risk factors associated with susceptibility to STS, the impact of STS across multiple life domains, and tangible self-care skills.

<http://statprogram.org/>

Self-Care Strategies



Exercise



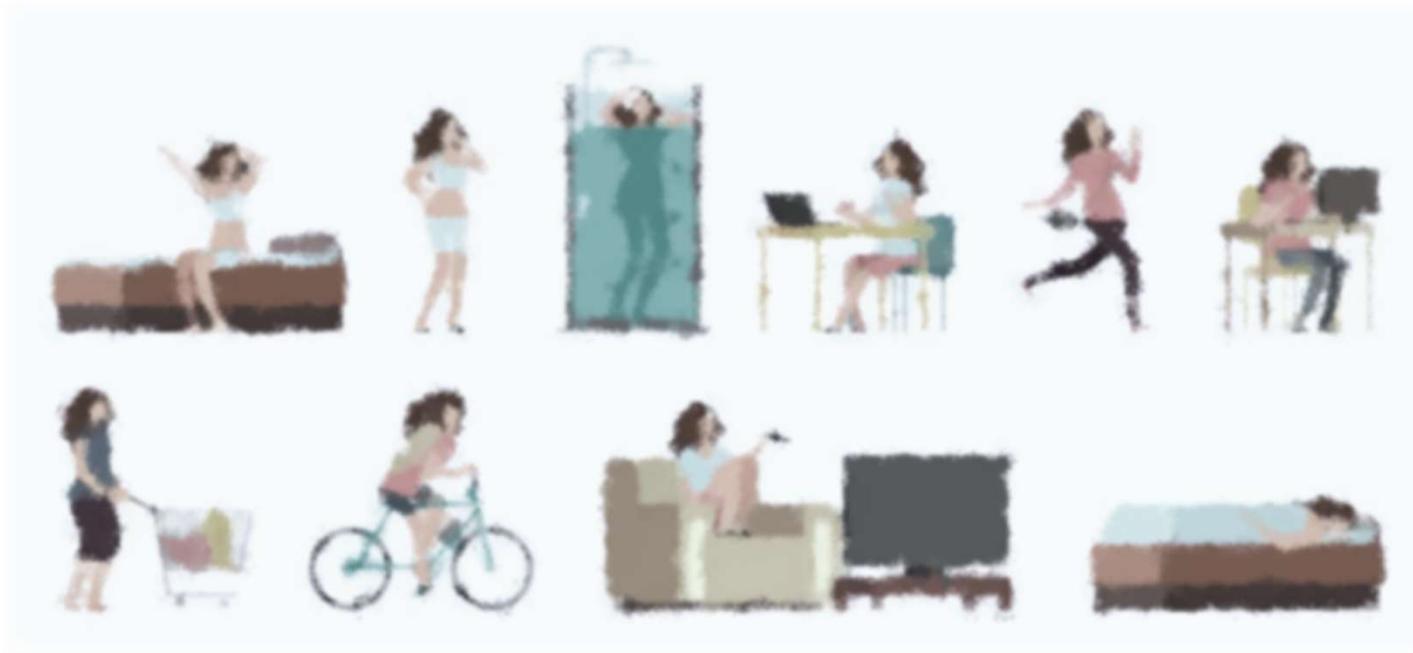
Nutrition & Sleep



“Social” Strategies



Creating a “new” COVID daily routine





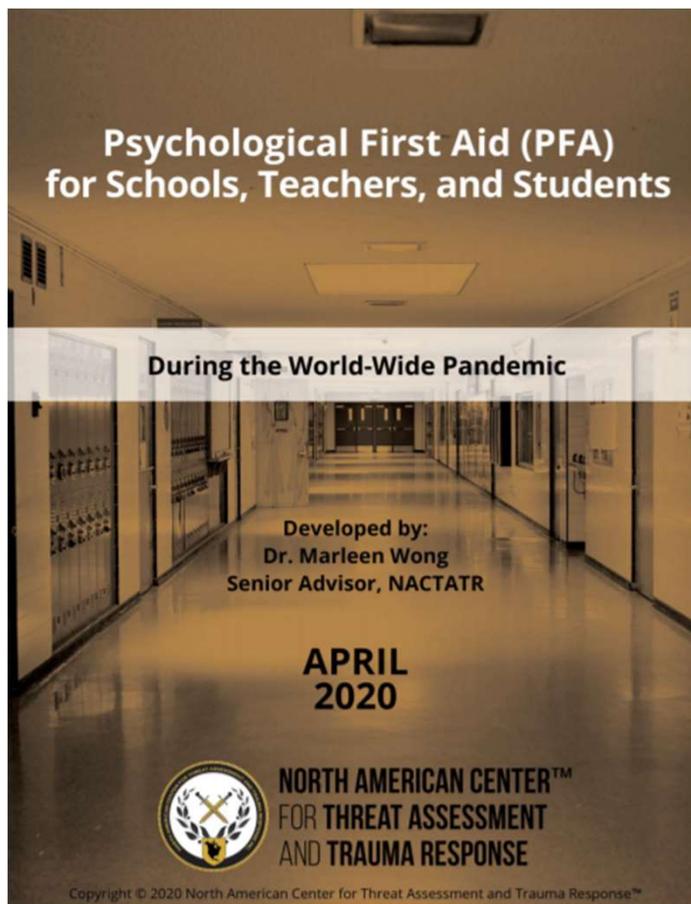
Psychological First Aid for Schools

Listen, Protect, Connect, Model & Teach



<https://www.youtube.com/watch?v=YKXiP4Imk8s>

USC/RAND/UCLA Trauma Services Adaptation Center for Resilience,
Hope and Wellness in Schools and Communities, NCTSN



- Create a Sense of Safety
- Create Calm
- Create Self and Collective Efficacy
- Create Connection
- Create Hope



The Grieving Child During COVID

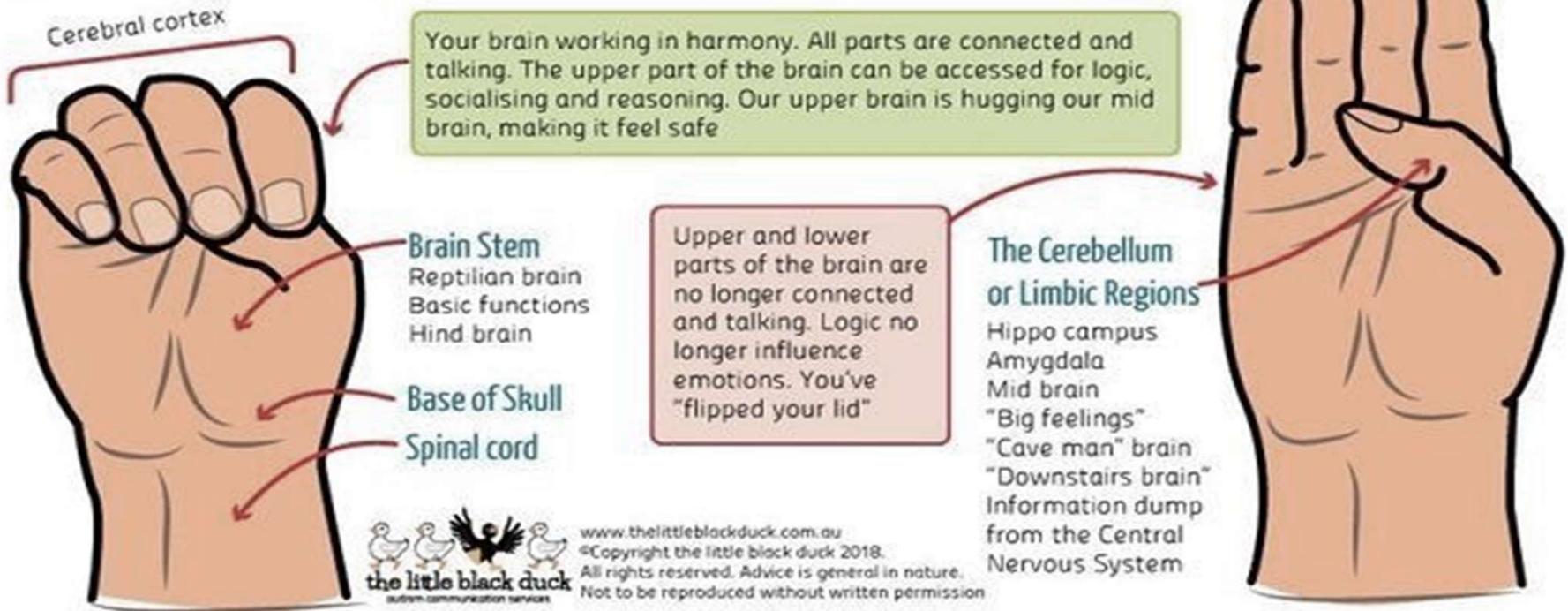
- Secondary & cumulative losses
- Quarantine impacting grieving process
- Overwhelmed parents/caregivers



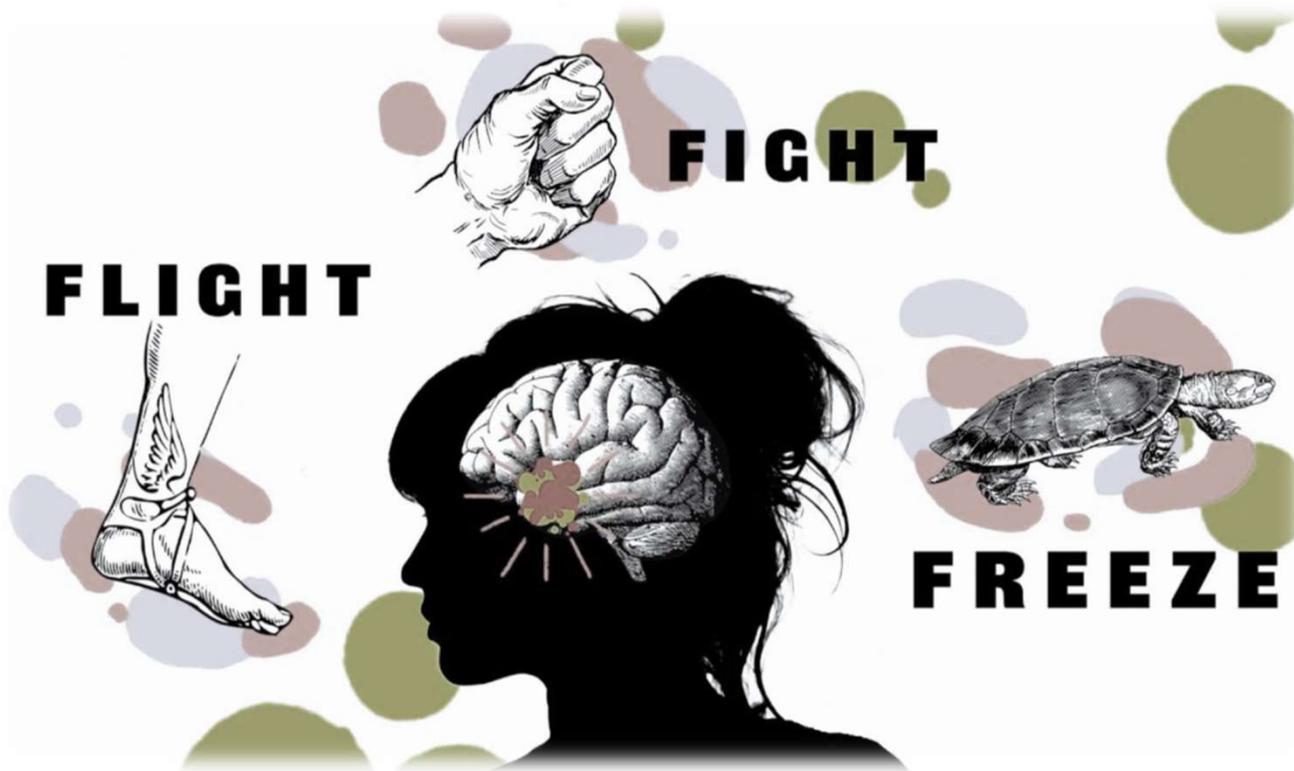
The Hand Model of the Brain

What happens when we “flip our lid”

When our brain is working efficiently both the upper and mid brain are communicating effectively. Information comes in and is processed logically. Sometimes too much information is coming in for the Upper brain to process and it disconnects. We “flip our lid” and can no longer access the functions provided by the upper brain



Mindfulness



Calming the Nervous System

Mindfulness- Elementary

Calm Down with Take 5 Breathing



1. Stretch your hand out like a star.
2. Get your pointer finger ready to trace your fingers up and down.
3. Slide up each finger slowly—slide down the other side.
4. Breathe in through your nose—out through your mouth.
5. Put it together and breathe in as you slide up and breathe out as you slide down. Keep going until you trace your hand.



Mindfulness- Adolescents

Grounding Exercise



Look Around You. Identify + Name



5 things you SEE



4 things you FEEL



3 things you HEAR



2 things you SMELL



1 thing you TASTE

An Empowered Mindset



What I Can't Control

- How long COVID-19 or Shelter at Home Orders Will Last
- Predicting What Will Happen
- Grocery Store Stocks
- If Others Follow Social Distancing

What I Can Control

- Following CDC Social Distancing Guidelines
- Limit Social Media & the News
- Focusing on my families
- Making Self-Care Choices to Manage Anxiety & Stress



"Hope is both the earliest and the most indispensable virtue inherent in the state of being alive....."

If life is to be sustained hope must remain, even where confidence is wounded, trust impaired. "

(Erickson, 1964)

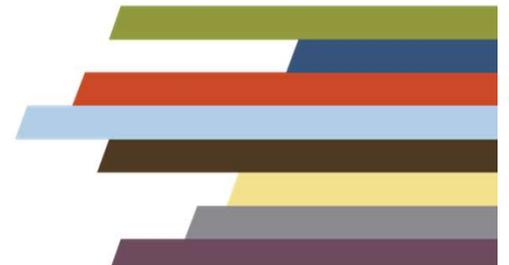


Resources



- Treatment and Services Adaptation Center, Resiliency, Hope, and Wellness in Schools
 - <https://traumaawareschools.org/>
 - <http://statprogram.org/>
 - <https://www.nactatr.com/files/2020NACTATR-PFA.pdf>
- National Center for School Crisis & Bereavement
 - www.schoolcrisiscenter.org
- Mental Health Resources
 - <https://www.nctsn.org/>
 - www.nami.org
- School Social Work Association of America (SSWAA)
 - <https://www.sswaa.org/covid-19-resources>
- National Association of School Psychologists
 - www.nasponline.org
- Trauma Sensitive Mindfulness
 - Mindful Schools – www.mindfulschools.org
 - David Treleaven – www.davidtreleaven.com

Q&A with Presenters



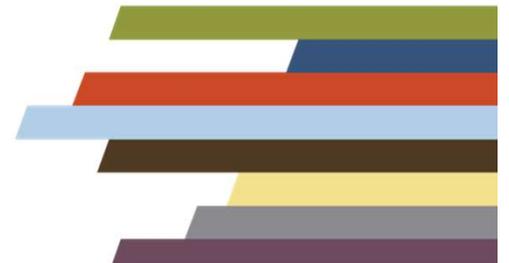
Evaluation Information

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.

<http://bit.ly/GSVLI-Wobbe-Veit-Eva>

1





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Next Session
Grief Sensitivity Virtual Learning Institute:
Listening and Loving- A Conversation with Youth Leaders
About Grief & Healing

Friday, September 11, 2020

Latrinity Gulley

Monica Tello

Carizma Hughes

<https://bit.ly/GSVLI-Closing>

