



MHTTC

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

## JOIN THE CONVERSATION: Culturally Responsive Evidence-Based and Community- Defined Practices for Mental Health

### We will begin soon!

- This **webinar is being recorded** and will be posted with slides to our website within a few weeks. You will receive notification by email.
- **Participants are muted** with video off.
- Take note of the Zoom toolbox at the bottom of your screen.
  - Use Chat for tech issues
  - Use Q&A feature to ask questions
- **Certificates of attendance** will be available for those who attend.
- We are **not able to offer CEUs** for this webinar.
- We will be using **Poll Everywhere** today.
  - You can either go to <https://pollev.com/nwmhttc>;
  - Download the app and use your phone to participate;
  - Or you can send a text to **22333** with **nwmhttc** in the body of the message.

# JOIN THE CONVERSATION: Culturally Responsive Evidence-Based and Community-Defined Practices for Mental Health

**A listening series led by the  
MHTTC Cultural Responsiveness Working Group (CRWG)**

Session 6: Preventing Long-term Anger and Aggression in Youth (PLAAY)

August 5, 2021



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# 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 Pod, our co-chair is managing the pod and will address questions throughout the session!
- Have an audio or tech issue? Use the Chat Box
- You will receive an email following the presentation on how to access a certificate of attendance
- Closed captioning is available!
- Follow us on social media:   @MHTTCNetwork
- Series webpage: <http://bit.ly/join-the-convo>

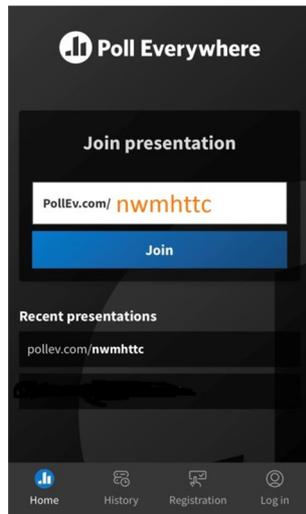
Please Note:  
The session recording will be posted on our website within a week!



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## USING POLL EVERYWHERE



**Join in with Poll Everywhere!**  
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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

# Visit our website at [www.mhttcnetwork.org](http://www.mhttcnetwork.org)

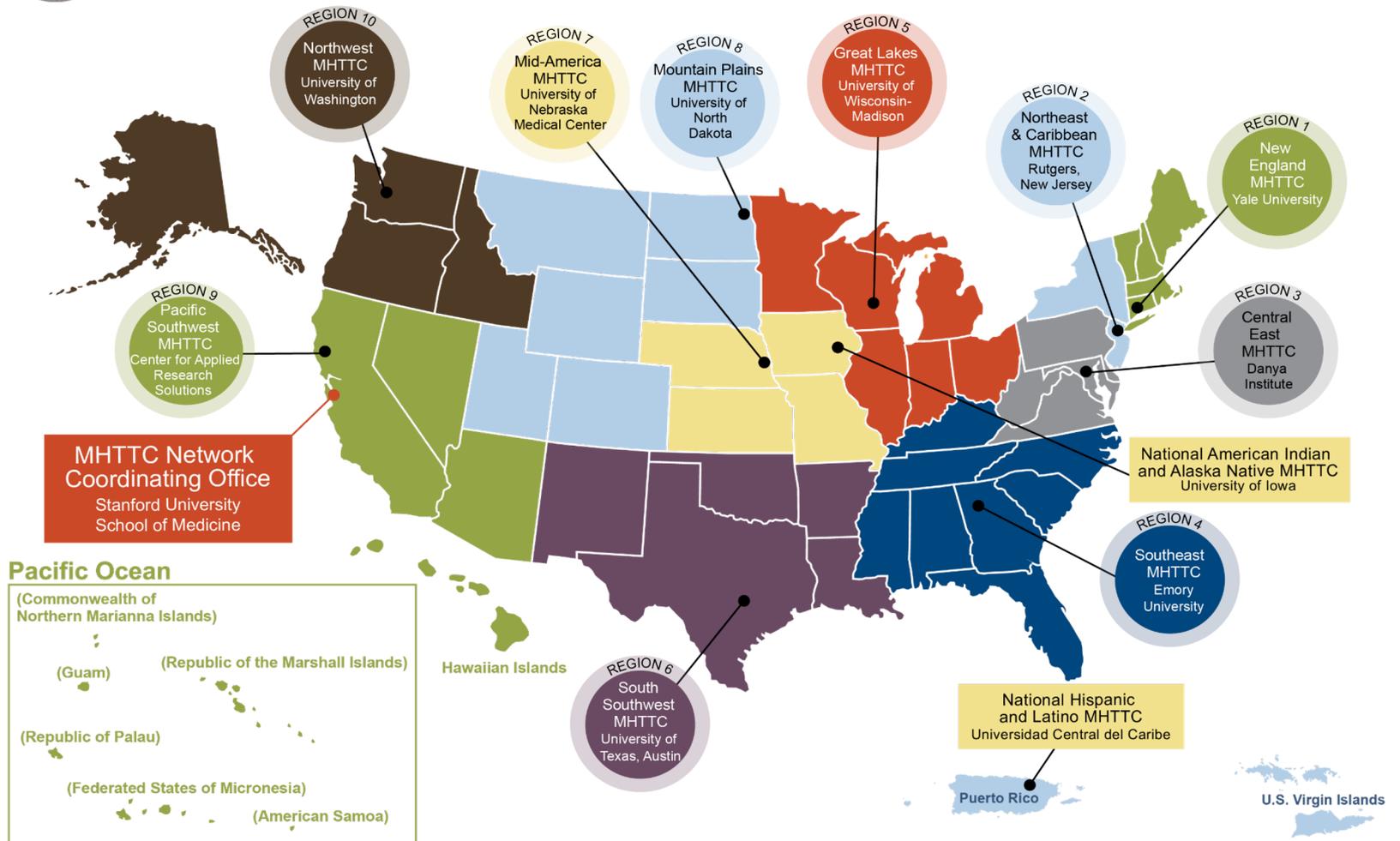


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At the time of this presentation, Dr. Miriam E. Delphin-Rittmon served as SAMHSA Assistant Secretary. The opinions expressed herein are the views of the moderator and panelists and do not reflect the official position of the Department of Health and 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.

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 AND  
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

# Evaluation Information

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# The MHTTC Cultural Responsiveness Working Group

The Cultural Responsiveness Working Group (CRWG) aims to disseminate culturally appropriate information and provide technical assistance for the mental health field to improve access to culturally responsive mental health services.

Recognizing the importance of Evidence-Based Practices (EBPs) in the work across the MHTTC Network, the CRWG began exploring how to adapt the principles of EBPs for diverse and underserved communities.

Through this work, the CRWG discovered the importance of also acknowledging and promoting additional culturally inclusive mental health practices that exist in the mental health field.

Therefore, the CRWG is conducting a 6-part series of 90-minute listening sessions to...

# Listening Series Goals

- Engage constituents in an interactive conversation about culturally inclusive mental health practices, including Evidence-Based Practices (EBPs) and Community-Defined Practices
- Explore strengths and barriers of Community-Defined Practices and elevate them as Culturally and Linguistically Appropriate Services (CLAS) Standards
- Identify ways to increase promotion of EBPs and Community-Defined Practices in technical assistance and trainings offered by the MHTTC Network



## Session 6 – Agenda

- Overview of Preventing Long-term Anger and Aggression in Youth (PLAAY)
  - Discuss how PLAAY may be implemented with various cultural groups
  - Culturally responsive PLAAY practices
  - Conversation Starters (polls)
- Examples and lessons learned during the implementation of PLAAY ( i.e. Balancing PLAAY and the cultural needs of the people served).
  - Fidelity considerations
  - Conversation Starters (polls)
- Q&A
- Wrap up

# Welcome our Panelists



**Brendan Turner, LMSW** is a Certified Master Level PLAAY Trainer and the PLAAY at CfR Program Coordinator at the Center for Resilience (CfR), a therapeutic day treatment center that works with children with significant emotional and behavioral challenges. Additionally, Brendan is a Racial Literacy Trainer with the Lion's Story, an organization that supports nonprofits, small and large businesses, government entities and community organizations across the nation to learn, develop and use the skills to have productive conversations about race. He began his work in PLAAY (Preventing Long Term Anger and Aggression in Youth) at the Racial Empowerment Collaborative (REC) 2017 workshop with Dr. Howard Stevenson at the University of Pennsylvania. Brendan went on to facilitate PLAAY groups for children and train CfR staff for the past four years as the Senior Counselor at CfR. Brendan recognized the children's positive emotional and behavioral response to PLAAY and spearheaded the effort to create PLAAY at CfR in 2019, the sister organization to Dr. Stevenson's REC and Lion's Story. PLAAY at CfR's mission is to maximize opportunities for the youth of the New Orleans region to experience PLAAY and to add to Dr. Stevenson's existing base of evidence in support of PLAAY.



**PLAYAY**@CfR  
CENTER FOR RESILIENCE  
NEW ORLEANS, LA

# PLAYAY

Preventing Long term Anger and  
Aggression in Youth



# Dr. Howard Stevenson

- Constance Clayton Professor of Urban Education at the University of Pennsylvania
- Human Development and Quantitative Methods Division
- Professor of Africana Studies
- Director, Racial Empowerment Collaborative
- Founder, The Lion's Story
- Founder, PLAAY



# The Dehumanization of the Children We Serve

- Black boys are viewed as older and less innocent than White boys (Goff et al., 2014)
- 5 Year old Black boys trigger thoughts of guns and violence (Todd et al., 2016)
- We can predict Black adult sleep patterns from adolescent experiences of discrimination (Adam et al., 2014)
- The rate of suspension for Black students is three times the rate for students of other races
- In fights involving White and Black students, longer suspensions were given to Black students
- In 2017, 937 children between the ages of 10 and 16 were arrested in New Orleans; 303 were detained in the Youth Study Center.
  - Of those detained, 96% were African American children.

Courtesy of the Racial Empowerment Collaborative

Barret et al., 2017; The New Orleans Youth Index, 2016

# Teacher-Student Relationships Make a Huge Difference in Child Outcomes!

- students who have had negative or poor quality experiences with adults in the past have more **difficulty trusting** school personnel
- children from **low-income or under-resourced backgrounds** are most likely to have poor relationships with their teachers
- positive teacher-student relationships are associated with **greater attendance/less absenteeism and drop out**
- strong teacher-student relationships are more likely to lead to **intrinsic motivation** (therefore decreasing the need for punitive practices, costly incentive programs, etc)
- positive school-based relationships are associated with **increased child self-regulation** skills children
- high quality teacher-student relationships are predictors of **classroom adjustment, social skills and reading performance** especially for at-risk youth
- There is **NO EVIDENCE** that suspension, expulsion, and other punitive measures deter juvenile delinquency but there is evidence that these ***practices and policies lead to an increased risk of JJ involvement***

**Calculate**  
**Locate**  
**Communicate**  
**Breathe and**  
**Exhale**

Self Regulation  
through Relaxation  
Skills

Reduce Stress  
Discover Choice

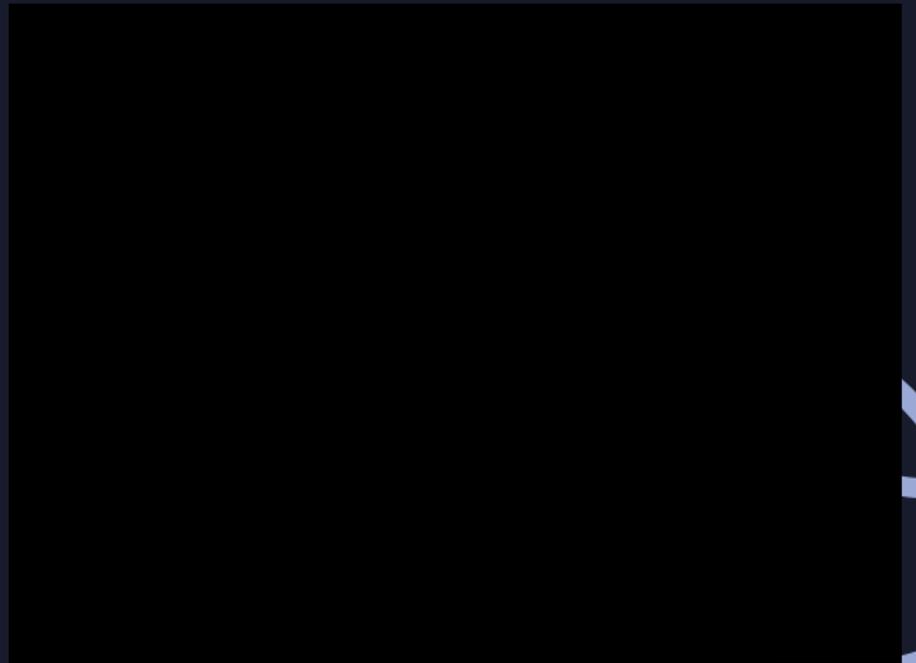


# Racial Literacy Skills

Read Recast Resolve

- Storytelling
- Journaling
- Debate
- Role Play

Practice, Practice, Practice



# Dr. Stevenson's Research

Dr. Stevenson's research has led to evidence that in a randomly assigned control group study of 102 boys at a discipline school setting, the group assigned to the PLAAY program exhibited:

- Increased attendance
- Increased homework completion rate
- Increased school engagement
- Reduced in school assault rate
- Reduced referrals to the office



Stevenson, H. C. (Ed.) (2003). *Playing with Anger: Teaching coping skills to African American boys through athletics and culture*. Praeger Publishers

- Strength Based and Healing Centered
- Let us meet you where you are comfortable
- Basketball court, Football Field, Video Games, Connect 4
- Focus on the content is on the strengths within self, family and community
  - Style, movement, trash talk and comeback lines



- Confidence
- Resilience
- Advocacy
- Emotional Awareness
- Self Regulation
- Problem Solving
- Commitment
- Apart Of
- Joy

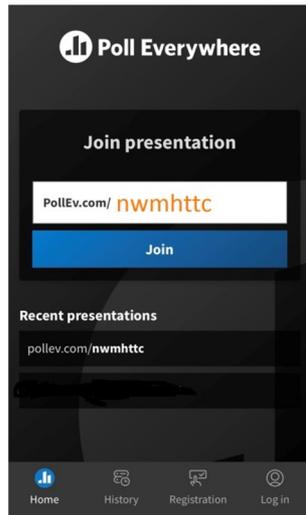


# Internalized skills across settings

- Reduce stress and increase capacity to challenge racial and gender stereotypes
- Develop interpersonal and school achievement skills
- Strengthen individual and family stress management and racial assertiveness
- Build positive self identity, and reduce intrapersonal conflict and stress
- Build racial coping efficacy and racial assertiveness
- Process and resolve long-term racial stress and trauma increasing positive physical and emotional health outcomes

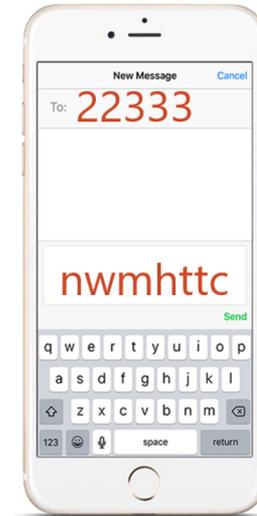


# Get ready to participate via Poll Everywhere!



Join in with Poll Everywhere!  
Pick your preferred way:

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3. Text **nwmhttc** to **22333**



When poll is active, respond at [pollev.com/nwmhttc](https://pollev.com/nwmhttc)

Text **NWMHTTC** to **22333** once to join



**On a scale of 1 to 10, how prepared are you to engage in a difficult conversation about race with a child or a colleague? (Scale of 1 to 10, 0=not prepared at all, 10=very prepared)**



**Fall in love  
with Your  
Own  
Narrative**

Sittin on a ball to the  
Touchdown Dance



# PLAAY Group Structure



- 20 Sessions over ten weeks
  - 2 additional weeks for pre and post data collection
  - 2 to 4 Sessions include parents
- 60 to 90 minutes sessions
- 20 minutes culturally responsive group therapy
- 40 minutes basketball
- 12 to 15 children
- 2 Facilitators

## REQS

- Group Room
- Journals and pens
- Basketball Court
- Manual
- Pre and Post Measures
- Snacks/transportation/child care for parent sessions

# Community Model



Program  
Evaluation

Community  
Based  
Organization  
s

PLAAY at  
CfR  
Provides  
Training  
and  
Groups

Triage

PLAAY at  
CfR  
Provides  
ongoing  
Supervisi  
o  
n



# Community Based Organizations

Phoenix PALS



Community Centers



Phili Hockey CBO



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# What are the barriers around implementing PLAAY in your community or organization?





## PLAAY Workshop

- Earn PLAAY Facilitator Certification

## PLAAY Group

- PLAAY at CfR facilitates a PLAAY Group at Your Organization

## Train the Trainer

- Earn PLAAY Trainer Certification

<https://www.cfria.org/plaayatcfr>

# This wraps up our Listening Series!

**Access all resources from this series here:**

<http://bit.ly/join-the-convo>

# Connect with the MHTTC in your region

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[YOUR MHTTC](#) [TRAINING AND EVENTS](#) [RESOURCES](#) [PROJECTS](#) [COMMUNICATION](#)

## Find Your Center

To jump to a specific center, click the center's name. To save a center as your default center, select the center by clicking the photo, then click the Save button at the bottom of the page

### Centers Across The Network

 <p><b>National American Indian and Alaska Native MHTTC</b></p> <p>University of Iowa College of Public Health 145 N Riverside Dr Iowa City, IA 52246 United States 319-335-5564 native@mhttcnetwork.org</p>	 <p><b>National Hispanic and Latino MHTTC</b></p> <p>Universidad Central del Caribe Laurel, Av. Sta. Juanita Bayamon, PR 00960 United States 787-785-5220 hispaniclatino@mhttcnetwork.org</p>	 <p><b>HHS Region 1</b> <b>New England MHTTC</b></p> <p>PRCH 319 Peck Street New Haven, CT 06513 United States 617.467.6014 newengland@mhttcnetwork.org States Served CT, ME, MA, NH, RI, VT</p>
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<https://mhttcnetwork.org/centers/selection>

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## Internal Agenda for Session 6 – 90 min (this slide will be removed before the live session)

- **Introduction (Maria/Dave, 20 min)**

- Present intro slides which include housekeeping items, MHTTC overview and listening series overview
- Then present the following:

Session Agenda

*Poll Everywhere Question #1: How familiar are you with PLAAY? (Scale of 0-5 – not familiar at all to very familiar); this should be placed before introducing speakers)*

Introduce speakers

- **Overview of PLAAY (Brendan, 30 min for content, 15 min for polls)**

- **Live Q&A portion of the session (Dave and Brendan, 20 min)**

- Speakers will respond to a few questions from the audience submitted via the Q&A pod in Zoom (**Christina** will get these questions ready for Dave to ask of the speakers)

- **Wrap up (Maria/Dave, 5 min)**

- Reminder for the attendees: FAQ and Resources Document will be put together to address any questions audience submitted via Q&A pod that were not addressed; will add any resources mentioned during the session / any resources we think would be helpful for participants
- This is our last session in this series! Thank you for joining us!
- Evaluation reminder