



MHTTCs provide technical assistance across mental health prevention, treatment, and recovery supports. In addition, each Center has an Area of Focus for which they serve as experts, develop national products, and host a webpage. This summary highlights our Area of Focus throughout this grant cycle.

The Great Lakes MHTTC provides high-value training and technical assistance targeted to local needs in HHS Region 5. We are housed at the Center for Health Enhancement Systems Studies at the University of Wisconsin-Madison.

The goals of the Great Lakes MHTTC are to:

- Accelerate the adoption and implementation of evidence-based practices.
- Heighten the awareness, knowledge, and skills of the workforce.
- Develop strategies for delivering culturally informed care with diverse practitioners, researchers, policy makers, family members and consumers of mental health services.
- Increase access to publicly available, free of charge, training and technical assistance to the mental health field.

## PROCESS IMPROVEMENT

Process improvement can be defined as “changing the way that work is performed so it is more efficient and effective.” Initially geared toward manufacturing, process improvement is now widely recognized as a powerful tool for making positive change in any setting. Behavioral health organizations use process improvement to:

- Identify and address problems in their work processes
- Speed up and sustain the adoption of evidence-based practices
- Reduce barriers to access to and retention in treatment

The Great Lakes MHTTC specializes in the NIATx model of process improvement: a set of tools for addressing problematic processes in the work system. The NIATx model was designed specifically for the behavioral health field. It began in 2003 as a demonstration project supported by the Robert Wood Johnson Foundation and the Substance Abuse and Mental Health Services Administration. Originally, "NIATx" was the acronym for The Network for the Improvement of Addiction Treatment. Today, it is known simply as NIATx to reflect its expansion into mental health, criminal justice, child welfare, education, and other settings. For more information, visit the Great Lakes MHTTC page, [Process Improvement for Behavioral Health](#).

## WHAT WE'VE DONE

The Great Lakes MHTTC has offered the NIATx Change Leader Academy in a virtual format to accommodate a wider audience and diverse settings. The following are a few examples of how our we have adapted the NIATx process improvement model to meet a variety of needs.

### [Cultural Competency-NIATx Virtual Change Leader Academy](#)

The Cultural Competency-NIATx Change Leader Academy (CC-CLA) trains teams to use the NIATx model to make organizational changes that focus on cultural competency. Attendees learn how to select a culturally focused change project, set a project aim, engage senior leaders and staff in the change process, and achieve measurable, sustainable improvements.

### [NIATx Virtual Change Leader Academy](#)

The NIATx Virtual Change Leader Academy is the web-based version of the popular NIATx Change Leader Academy (CLA). The CLA has given thousands of behavioral health organizations the tools to make real changes that improve their systems of care. This interactive, expert-led program includes four weekly 90-minute learning sessions. An optional follow-up series consists of four monthly individual and group coaching sessions.

### [Building Capacity for Effective School-based Suicide Prevention Learning Collaborative](#)

The School-Based Suicide Prevention Learning Collaborative (LC) helps school districts apply process improvement principles to their current suicide prevention policies with the goal of enhancing their comprehensive suicide plan districtwide. The LC includes 12 weekly collaborative learning sessions focused on the key components of an effective school-based suicide prevention plan, followed by a NIATx Virtual CLA.

## WHAT WE'VE DONE (CONTINUED)

### Building Well-being; A Leadership Learning Collaborative

Leaders today face the difficult task of leading their “business” while continuing to care for their staffs’ emotional well-being. This learning collaborative applies the NIATx model with other organizational tools to help leaders cultivate well-being practices within their organizations.

Building Well-being is an experiential multi-session learning collaborative that focuses on building well-being within organizations through six unique sessions. Each session identifies areas of growth and offers suggestions on how to implement well-being strategies.

### COMING SOON:

### **Recruit-Hire-Retain-Promote Tools for Building a Culture of Engagement**

Co-sponsored by The Great Lakes MHTTC, ATTC, and PTTC

## OUTCOMES

- The Great Lakes MHTTC has offered 16 NIATx events serving 241 participants across our region.
- NIATx as an Evidence-based Practice: The NIATx model was originally piloted in 2003. Today more than 70 peer-reviewed publications support the effectiveness of the NIATx model.
- The NIATx model can be adapted for any population or need to help create process improvement and implement evidence-based practice.



PERCENTAGE  
THE AREA OF  
FOCUS RANKS  
IN NEEDS  
ASSESSMENT

16 NIATX EVENTS  
OFFERED BY  
THE GREAT  
LAKES MHTTC.  
ADDITIONAL  
EVENTS ARE  
OFFERED UNDER  
ATTC AND PTTC.



## VOICES FROM THE FIELD

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“The results surpassed my expectations. We were able to show the county board that using the NIATx approach was so effective that they gave us funding for another full-time crisis staff person who will provide outreach in tandem with law enforcement in our community.”

“Direct service behavioral health providers don’t get a lot of training on the value of data to their work, NIATx offers an approachable way for a behavioral healthcare provider to make decisions based on data versus perception.”

“We’ve got lots of ideas about future change projects, once you go through a NIATx project, you realize that everything can become a change project. It’s not unusual to overhear staff saying, “We should NIATx that!””

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### QUESTIONS?

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**SAMHSA**  
Substance Abuse and Mental Health  
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- Accelerate the adoption and implementation of evidence-based practices.
- Heighten the awareness, knowledge, and skills of the workforce.
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## AREA OF FOCUS: EVIDENCE-BASED PRACTICES

A primary goal of the Great Lakes Mental Health Technology Transfer Center (MHTTC) is to help providers in our region adopt and implement evidence-based practices for preventing and treating mental health and co-occurring disorders.

Our School-Based Mental Health Supplement works to help schools in our region adopt and implement evidence-based practices that have proven effective in school settings.

We support implementation of evidence-based practices through training and technical assistance targeted to local needs.

## WHAT WE'VE DONE:

The Great Lakes MHTTC offers training in a variety of evidence-based practices. Our goal is to not only offer training on evidence-based practices, but to facilitate implementation of the practice. Ongoing opportunities we offer include Motivational Interviewing (MI) and Dialectical Behavioral Therapy (DBT). The Great Lakes MHTTC also partners with state liaisons or "nodes" to offer additional learning opportunities. For example, our Wisconsin node, Wisconsin Association of Family and Children's Agency (WAFCA), offers DBT trainings focused on school settings. The Great Lakes MHTTC school-based mental health supplement also offers training in Youth and Teen Mental Health First Aid—two school-based evidence-based practices. Our trainings include:

### [Motivational Interviewing: Relational Skills](#) [Motivational Interviewing: Technical Skills](#)

Motivational interviewing is an evidence-based practice used to help people overcome their ambivalence about change. In these interactive, skills-based workshop, participants learn about and practice the spirit of MI, MI relational skills, and MI technical skills.

The Great Lakes MHTTC offers our MI Series each year on rotation with the Great Lakes ATTC and PTTC.

### [Being a Super Supervisor: Motivational Interviewing Learning Collaborative for Supervisors: Planning for Change](#)

The Great Lakes MHTTC and PTTC hosted a series of interactive calls for people who want to broaden their use of MI skills in their supervisory roles. This training provided a no-cost, easy to access opportunity for supervisors to build their practices and skills to fidelity. All sessions were designed for multiple levels of learning.

## WHAT WE'VE DONE (CONTINUED)

### **Integrating Motivational Interviewing and Logotherapy to Help Clients with Co-Occurring Disorders Recover**

One of the tenets of motivational interviewing is that people change when there is a discrepancy between a current behavior and a goal. Some clients with co-occurring disorders report not having the opportunity to focus on life goals for years. Others lack hope that recovery is possible. This presentation focused on the integration of Motivational Interviewing and Logotherapy, developed by the renowned psychiatrist and Holocaust survivor Viktor Frankl to help clients turn life pain into life purpose.

### **Balancing Change and Acceptance in Youth Work: Applying DBT Principles**

DBT has been adapted for use with adolescents in outpatient, inpatient, and school settings and is known to be effective in reducing a wide range of psychiatric problems. This workshop provides participants with a foundational understanding of the DBT philosophical principles and framework for approaching work with youth presenting with multiple challenging issues.

Participants will practice the core philosophy of balancing change and acceptance while also learning the foundational goals of teaching each of the four skill sets of DBT.

### **Dialectical Behavioral Therapy (DBT) Series**

The Great Lakes MHTTC offered the DBT Series in Year 3, in response to an interest identified in our regional needs assessment. The training consists of multiple four-hour sessions led by DBT experts. Due to the overwhelmingly positive response to the series, with high registration and attendance rates, the Great Lakes MHTTC also offered the series in Year 4. Descriptions of the modules in the series follow.

### **Dialectical Behavioral Therapy Series:**

#### **Intro to Dialectical Behavioral Therapy (DBT)**

Introduction to DBT introduces the basic concepts of DBT, including the five areas of dysregulation, the etiology and biosocial theory of emotion dysregulation, epidemiology, and prevalence of borderline personality disorder. It also covers the structure and components of DBT: individual therapy, skills training, telephone consultation, and the use of a consultation team.

#### **DBT: Core Mindfulness Skills**

This session reviews the three steps in learning a skill and includes homework to strengthen the skills learned. This session also introduces ways to use Mindfulness 101 and the goals for Core Mindfulness.

#### **DBT: Interpersonal Effectiveness Skills**

This module provides goals for interpersonal effectiveness and obtaining objectives skillfully in relationships.

#### **DBT: Distress Tolerance Skills**

This module includes crisis survival skills, building distress tolerance, and teaching reality acceptance skills.

#### **DBT: Emotional Regulation Skills**

This module covers understanding, naming and changing emotions, reducing vulnerability to emotion mind, and managing really difficult emotions.

#### **DBT: Adolescent Adaptation Part I and**

#### **DBT: Adolescent Adaptation Part II**

These modules demonstrate how to adapt the DBT model to an adolescent population, discuss the inclusion of caregivers, and applying biosocial theory to adolescents and their families.

#### **DBT: SUD**

This module explores how DBT-SUD can help individuals with substance use disorders who have co-occurring borderline personality disorder, emotion dysregulation, or a history of relapse. Topics covered include the incidence of co-occurring BPD and SUD, suicide risk when BPD and SUD co-occur, common therapy-interfering behaviors and how to use the DBT-SUD model to distinguish these behaviors.

## WHAT WE'VE DONE (CONTINUED)

### Teen Mental Health First Aid Preparation and Learning Collaborative

The Teen Mental Health First Aid (tMHFA) Preparation and Learning Collaborative aims to increase capacity of schools and youth-serving organizations to teach young people how to identify, understand, and respond to signs and symptoms of mental health challenges in their friends and peers. The Great Lakes MHTTC offers the tMHFA Preparation and Learning Collaborative to provide selected sites with technical support, strategic planning, and to facilitate conversations with stakeholders.

### **UPCOMING:**

Motivational Interviewing 2023

Co-sponsored with Great Lakes ATTC

## OUTCOMES

- In the first four years, the Great Lakes MHTTC trained more than 4,800 participants through 54 events focused on Motivational Interviewing, Dialectical Behavioral Therapy, and Youth and Teen Mental Health First Aid.
- Our relationships with state entities have created additional opportunities. Following the Year Three series on DBT, the Wisconsin Department of Health Services fully funded a yearlong intensive TA to support Wisconsin practitioners in implementing DBT to fidelity.
- Please also see this Great Lakes MHTTC product: Encouraging Change Podcast: Using Motivational Interviewing in Peer Support

OVER 54 EVENTS  
HAVE BEEN OFFERED  
BY THE GREAT LAKES  
MHTTC IN THE LAST 4  
YEARS IN MI, DBT, AND  
YOUTH/TEEN MHFA



## VOICES FROM THE FIELD

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**"I found the entire training beneficial. I have learned about MI through school briefly but having it explained in-depth and provided examples really gave me a better understanding of the process."**

**"Each of the presenters that you chose for the 8 trainings was wonderful. I have learned so much. DBT has finally clicked in my brain and I plan to attend more trainings. My supervisor is trained and we've started a small consultation group and are discussing adapting a skills group into our high school based setting. Thank you again."**

**"The resources given, taught, and the networking with other educators."**

**"Perspective of the differences between youth and adult care."**

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### QUESTIONS?

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## AREA OF FOCUS: CULTURALLY-INFORMED CARE

A primary goal of the Great Lakes MHTTC is to develop strategies for delivering culturally-informed care with diverse practitioners, researchers, policymakers, family members, and consumers of mental health services. The growing list of racial equity and cultural diversity trainings and resources available from the Great Lakes MHTTC and our Network partners includes:

- [Great Lakes MHTTC Racial Equity and Cultural Diversity Resources](#)
- [MHTTC Network Racial Equity and Cultural Diversity](#)
- [Great Lakes ATTC Culturally Competent Service Delivery](#)
- Great Lakes Current YouTube Channel: [Regional Health Equity and Cultural Competence](#)
- [National Minority Mental Health Awareness Resources](#)

For more information on related training and technical assistance available from the Great Lakes MHTTC, please contact:  
Alfredo Cerrato, Senior Cultural and Workforce Development Officer  
Great Lakes ATTC, MHTTC, and PTTC  
[alfredo.cerrato@wisc.edu](mailto:alfredo.cerrato@wisc.edu)

## WHAT WE'VE DONE:

The Great Lakes MHTTC has focused on racial equity, cultural diversity, and minority mental health awareness in a variety of ways. We disseminate information and offer trainings that tackle a variety of topics and address needs within our region. We also partner with other organizations, such as the National Hispanic and Latino MHTTC. Alfredo Cerrato, Senior Cultural and Workforce Development Officer for the Great Lakes MHTTC, ATTC, and PTTC, provides project management for our culturally-informed training and technical assistance and keeps our center poised to respond to additional needs and perspectives. The Great Lakes MHTTC recognizes the importance of building diversity, equity, and inclusion into all of our trainings. Below are a few of our highlights from Year Four:

### [Navigating Behavioral Health Complexities in Midwest Latinx Communities Conference, Bloomington, MN, May 5-6, 2022](#)

This conference co-sponsored by Great Lakes MHTTC, National Hispanic and Latino MHTTC, and El Consorcio (MN) focused on cultural considerations for addressing mental health issues in the Latinx population.

### [Crisis Response for LGBTQ+ Populations](#)

This webinar addresses the critical need for the crisis continuum to respond to the unique needs of the at-risk LGBTQ+ population. The training focuses on crisis services for the LGBTQ+ population, understanding identity, and other key issues.

### [Addressing Implicit Bias: Exploring Strategies for Success](#)

Implicit biases can influence communication, decision-making, and perceptions and beliefs about others. They can also influence efforts to promote an inclusive and diverse environment. This workshop explores approaches for increasing awareness of implicit biases and their impact on others.

## WHAT WE'VE DONE (CONTINUED)

### [Supporting Resiliency: Culturally Sensitive & Developmentally Appropriate Assessment & Interventions from Infancy to Adolescence, Part I- Foundations of Resilience: Working with Children and Teens](#)

Part 1 of 9 of the [Supporting Resilience in Children & Youth Learning Series](#).

This 2-hour workshop is the first in the Supporting Resilience for Children and Youth series. This presentation will discuss what resilience is (and is not), how we can work with children and adolescents to build resilience skills, and how brain development at different developmental stages provides different opportunities to build resiliency skills. Our discussions will be grounded in the Diversity-Informed Tenets for Work with Infants, Children, and Families (established by the Irving Harris Foundation), which outline a set of strategies and tools focused on diversity, inclusion, and equity principles.

### [Applying a Trauma- Informed Lens to Embrace Diversity, Equity and Inclusion](#)

This 2-hour workshop is the fourth of a Trauma-Informed/Resiliency Series developed for leaders and organizations interested in cultivating and sustaining a trauma-informed culture. Becoming a trauma-informed organization requires committing to a culture of diversity, equity, and inclusion. Due to the widespread impact of trauma and racism experienced by children and families, especially underrepresented communities, a deeper understanding of Adverse Childhood Experiences (ACEs) is imperative. The emerging C-ACEs will be discussed as well as the ADDRESSING Cultural Framework.

This workshop is intended to take an honest look at the many forms of racism, socio-cultural events, and their impact on health equity. Presenters will review key elements of diversity, equity, inclusion, and belonging. Using the trauma-informed lens will help create an equitable future and mitigate further familial, generational, systemic racism and trauma.

## OUTCOMES

- Outcomes are often hard to quantify as we aim to interweave the topics throughout all of our trainings. Specific events that focused on diversity, equity and inclusion topics in Year 4 alone included over 18 events with over 1,900 participants.
- Please also see the product developed for the Great Lakes MHTTC: [Desk Guide: Building Your Toolkit to Serve the LGBTQ Community](#)

### THE GREAT LAKES MHTTC OFFERED 18 DEI EVENTS IN YEAR 4



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"I really appreciate the information about family, cultural context, marianismo, and protective factors. Really all the content was very helpful."

"Latinx statistics were alarming- I had no idea!"

## VOICES FROM THE FIELD

"As a former EC parent educator, this resonated with me. Now, as I work in the community, it will help me as my coalition begins its needs assessment. One area that I'd like to be mindful of is providing supports to families."

"Thankful for the free opportunity. Presenter shared evidence-based general information along with practical application, the best kind of event!"

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### QUESTIONS?

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