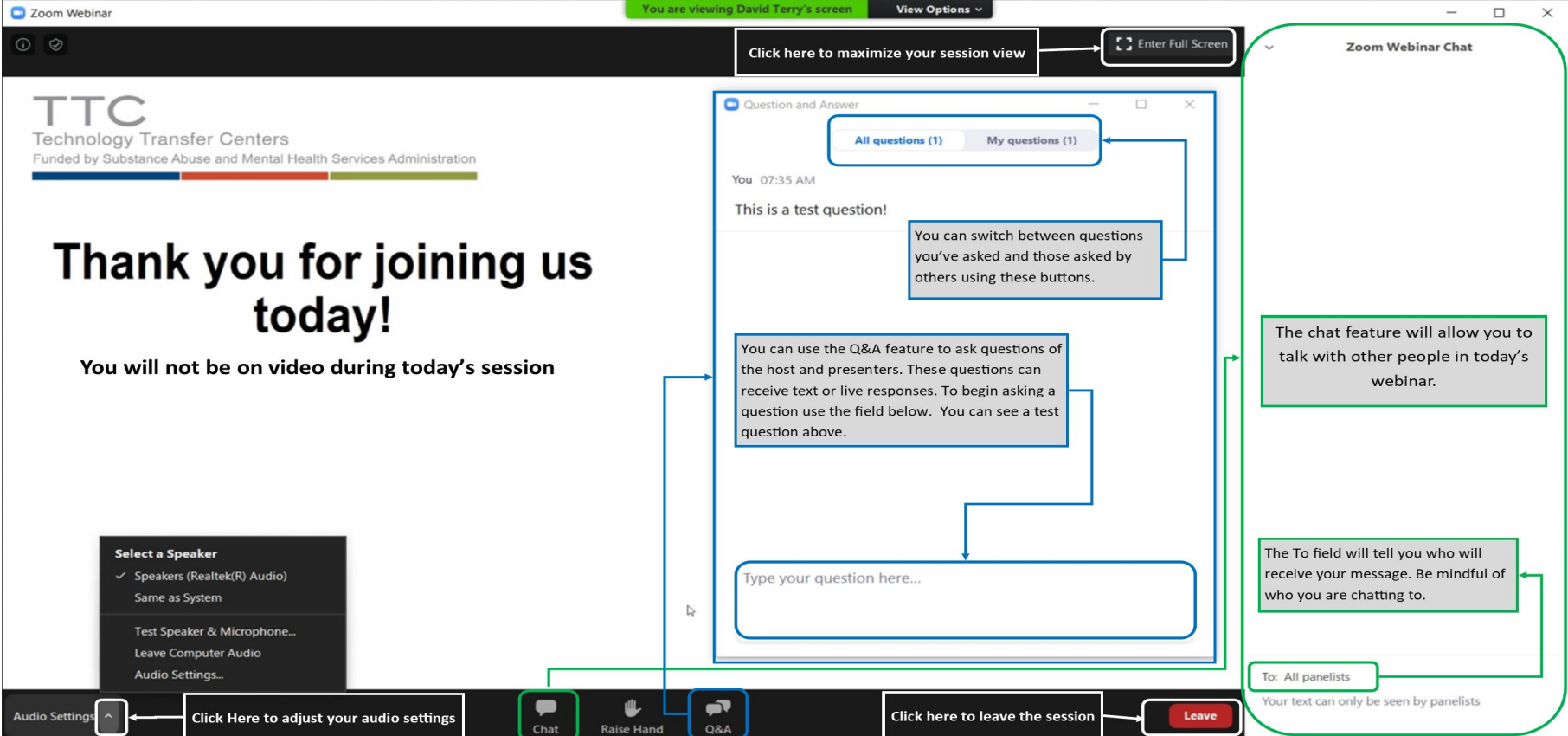


Please Note:

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

Get to know the Zoom Webinar interface



The screenshot shows the Zoom Webinar interface with several key components and annotations:

- Top Bar:** Includes "Zoom Webinar", "You are viewing David Terry's screen", and "View Options".
- Main Content Area:**
 - TTC Technology Transfer Centers:** Funded by Substance Abuse and Mental Health Services Administration.
 - Thank you for joining us today!**
 - You will not be on video during today's session**
- Question and Answer (Q&A) Window:**
 - Buttons for "All questions (1)" and "My questions (1)".
 - Text: "You 07:35 AM This is a test question!"
 - Annotation: "You can switch between questions you've asked and those asked by others using these buttons."
 - Text: "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."
 - Input field: "Type your question here..."
- Zoom Webinar Chat Window:**
 - Annotation: "The chat feature will allow you to talk with other people in today's webinar."
 - Annotation: "The To field will tell you who will receive your message. Be mindful of who you are chatting to."
 - To: All panelists
 - Text: "Your text can only be seen by panelists"
- Bottom Bar:**
 - Audio Settings:** Includes a dropdown menu with options: "Speakers (Realtek(R) Audio)", "Same as System", "Test Speaker & Microphone...", "Leave Computer Audio", and "Audio Settings...".
 - Click Here to adjust your audio settings**
 - Chat:** Represented by a speech bubble icon.
 - Raise Hand:** Represented by a hand icon.
 - Q&A:** Represented by a speech bubble icon with a question mark.
 - Click here to leave the session**
 - Leave:** A red button to exit the session.



 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:

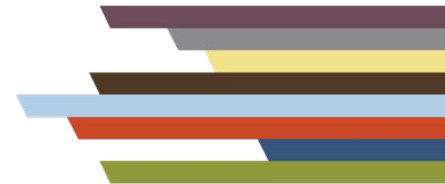
Research Based Interventions in Grief

Friday, November 13, 2020

Kenneth J. Doka, PhD

Professor Emeritus, The College of New Rochelle

Senior Consultant, The Hospice Foundation of America



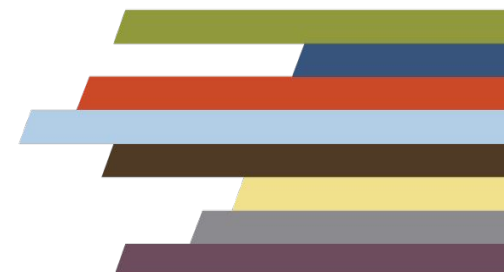
Housekeeping Items

- 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

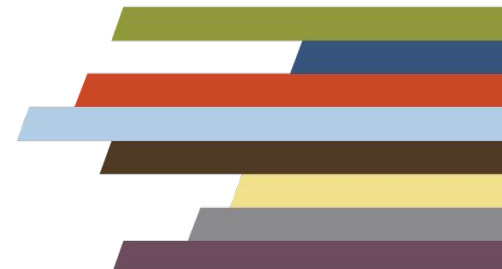
Fact Sheets

- We have 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](#)



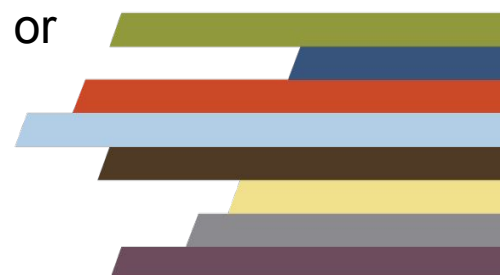
Webpage

- *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



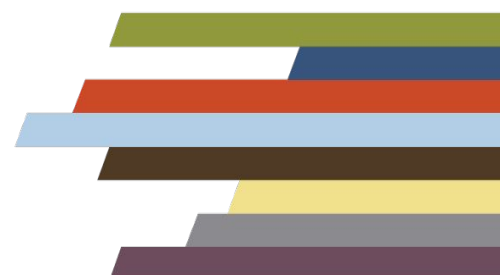


MHTTC

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



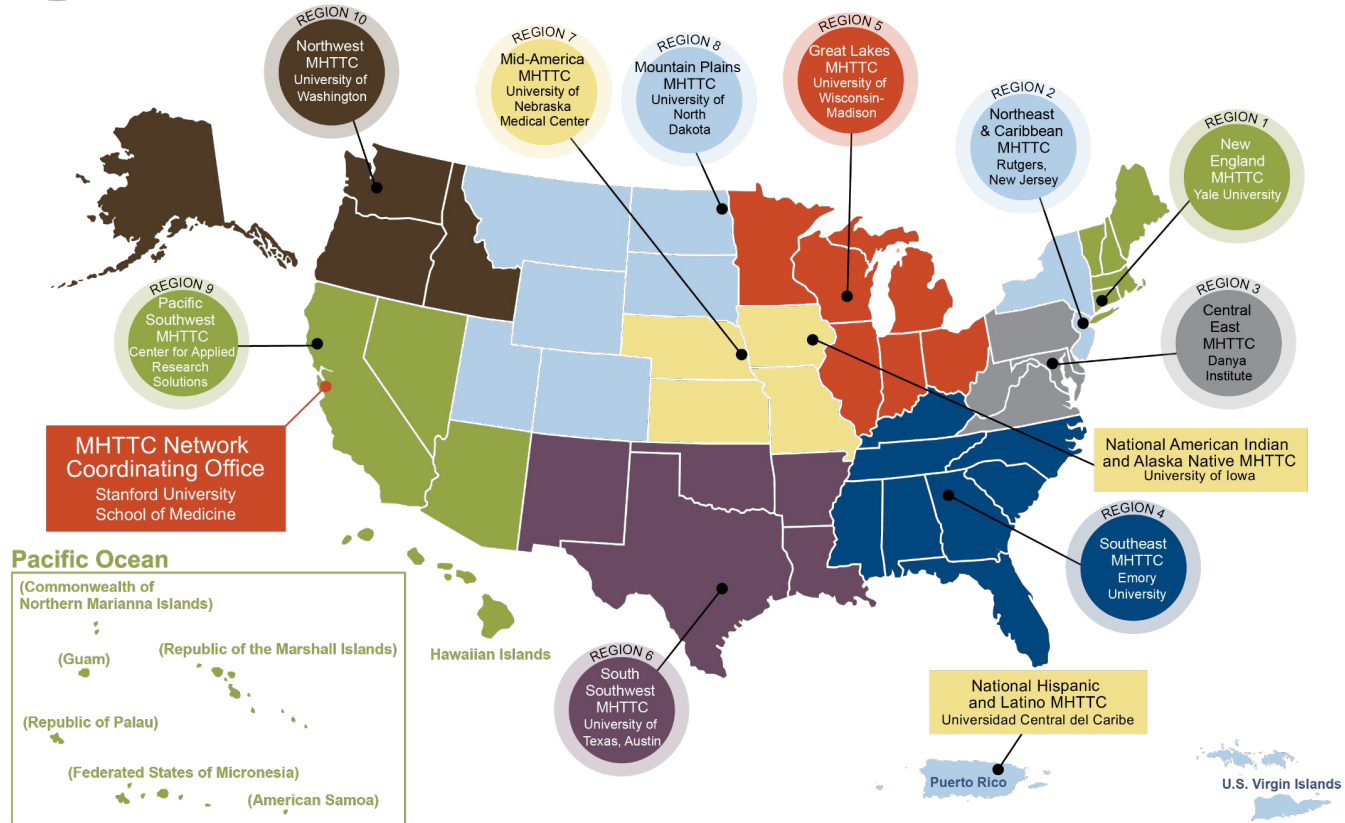
Connect with Your MHTTC at www.mhttcnetwork.org



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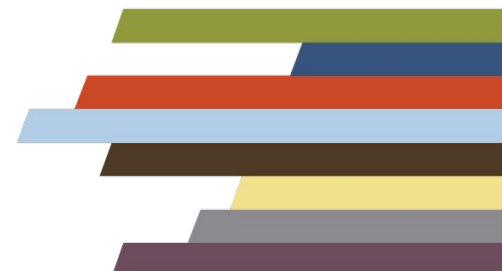


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This work is supported by grants under Funding Opportunity Announcement (FOA) No. SM-18-015 from the DHHS, SAMHSA.





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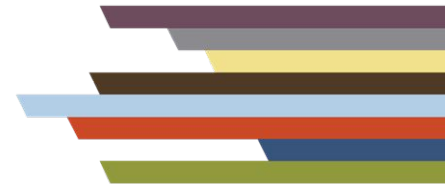
Research Based Interventions in Grief

Friday, November 13, 2020

Kenneth J. Doka, PhD

Professor Emeritus, The College of New Rochelle

Senior Consultant, The Hospice Foundation of America



Presenter:



Dr. Kenneth J. Doka is a Professor Emeritus, The College of New Rochelle and Senior Consultant to the Hospice Foundation of America. Dr. Doka has extensive experience in the area of grief, is a prolific author and speaker, providing keynote addresses internationally. Dr. Doka participates in the annual Hospice Foundation of America Teleconference and has appeared on CNN and Nightline. In addition, he has served as a consultant to medical, nursing, funeral service and hospice organizations as well as businesses and educational and social service agencies. Dr. Doka was elected President of the Association for Death Education and Counseling in 1993. In 1995, he was elected to the Board of Directors of the International Work Group on Dying, Death and Bereavement and served as chair from 1997-1999. The Association for Death Education and Counseling presented him with an Award for Outstanding Contributions in the Field of Death Education in 1998 and Significant Contributions to the Field of Thanatology in 2014. In 2000 Scott and White presented him an award for Outstanding Contributions to Thanatology and Hospice. His Alma Mater Concordia College presented him with their first Distinguished Alumnus Award. He is a recipient of the Caring Hands Award as well as the Dr. Robert Fulton CDEB Founder's Award. In 2006, Dr. Doka was grandfathered in as a Mental Health Counselor under NY State's first licensure of counselors. Dr. Doka is an ordained Lutheran minister.



Research-Based Interventions in Grief

Kenneth J. Doka, PhD

Professor Emeritus, The College of New Rochelle

Senior Consultant, The Hospice Foundation of
America

A Brief Review

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Grief May Be Manifested in Many Ways

- Physically
- Emotionally
- Cognitively
- Spiritually
- Behaviorally

Grief is a very individual reaction

The need to assess

Assessing Grief

- The nature of the relationship
- The nature of the attachment
- Circumstances of the loss
- Personality and history of the individual
- Family and Social support
- Culture and Spirituality – *What do I need to know about your culture/spirituality to work with you effectively?*
- Concurrent stresses
- Health and coping abilities

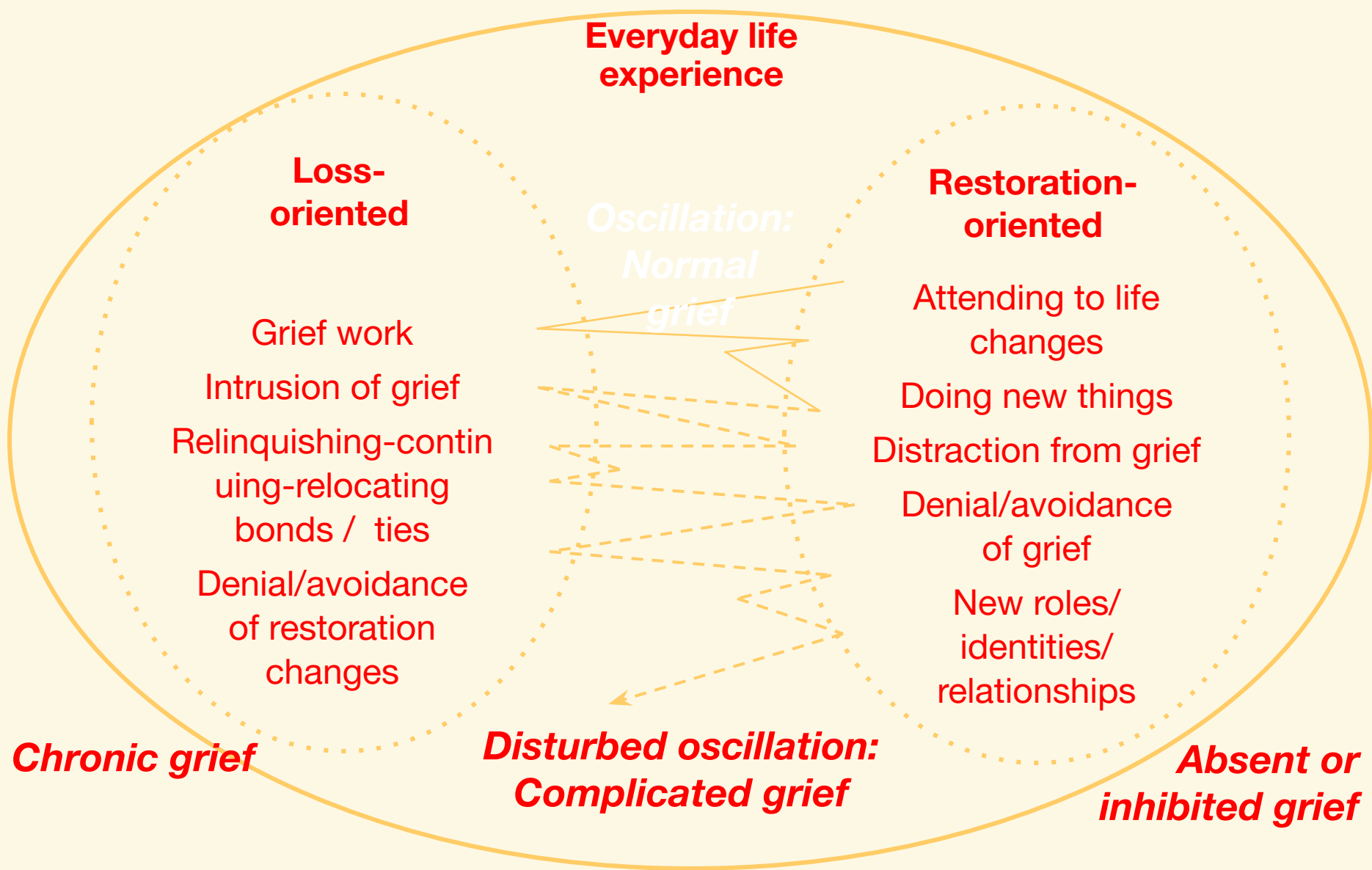


Figure 1

Dual Process Model of Coping with Bereavement: Normal & Complicated Grief

Useful Metaphors for Communicating the Grief Process

A Roller Coaster of Reactions

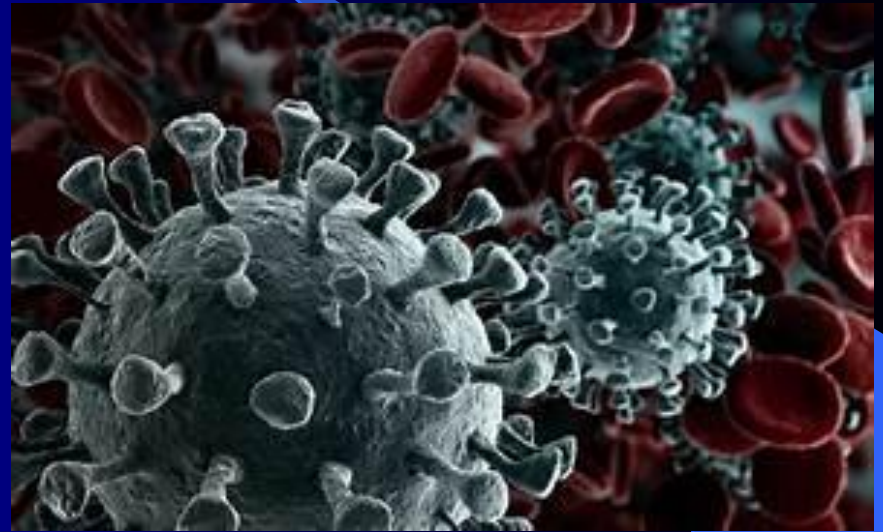


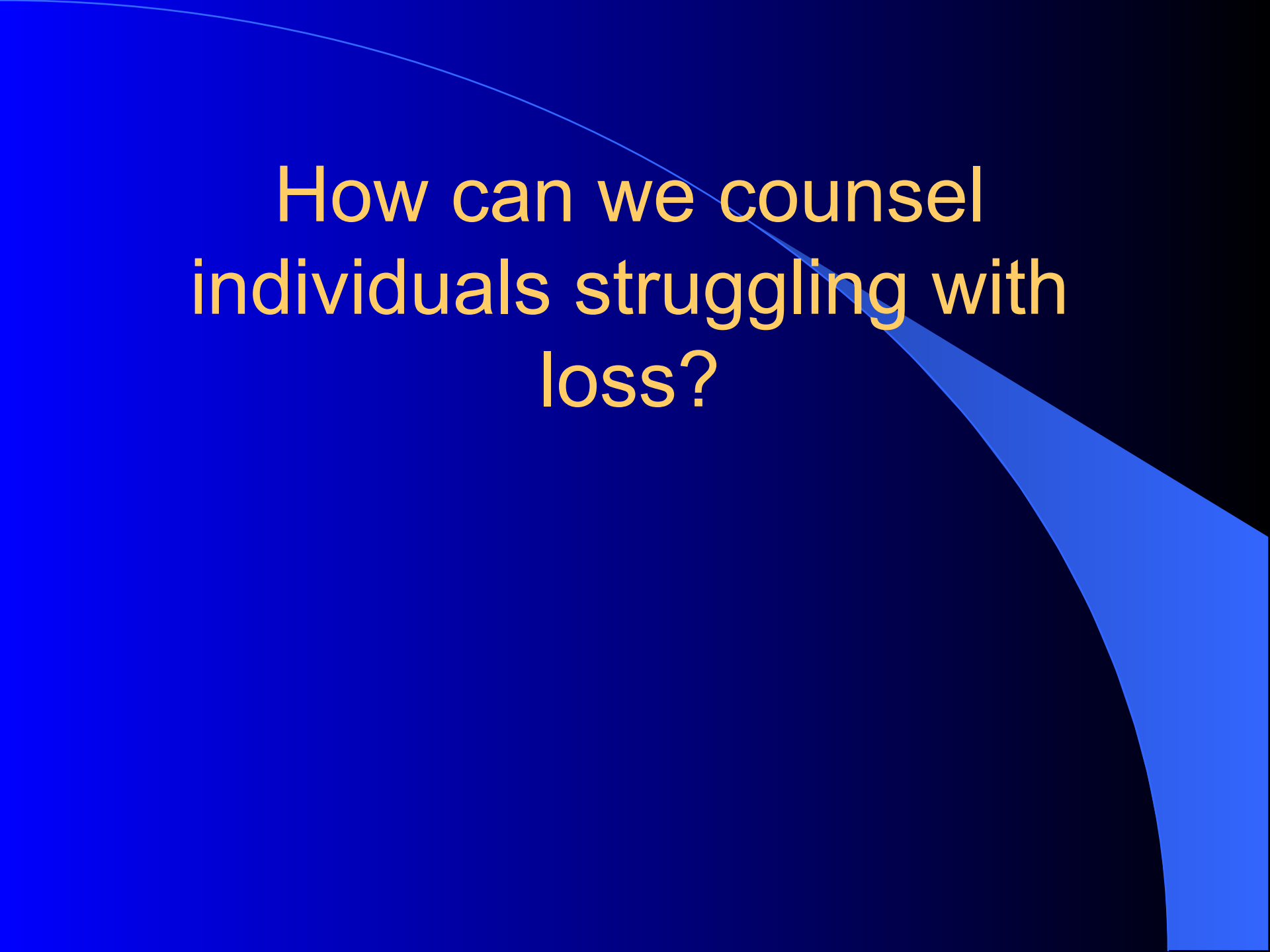
Amelioration

- Intensity of grief reactions diminishes
- Individuals function as well as they did (sometimes better) prior to the loss
- Yet, grief has a developmental effect

COVID as Complicating

- Restrictions on visiting the ill
- Ritual restrictions
- Multiple losses
- Possible disenfranchisement of non-COVID deaths

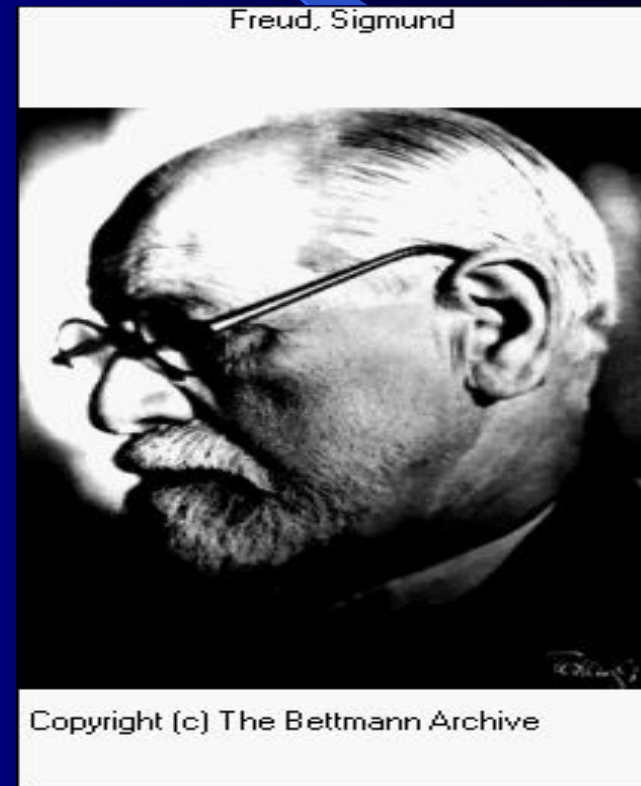


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How can we counsel
individuals struggling with
loss?

Monitor Counter-Transference

- Definition and Freudian Perspective
- Now understood to be the totality of reactions experienced by the therapist – natural, inevitable and appropriate
- Yet still needs to be understood by the therapist so that it does not cloud the therapeutic process – reflective self-awareness



Counter-Transference



- *When is counter-transference likely to be higher?*
- The longer the length of contact with the client
- When the client's characteristics (i.e. age, race, gender, class etc.) are similar to the therapist
- When therapist and clients share issues or experiences such as a similar loss

Expressions of Counter-Transference

- *Projective Identification* – Therapist mirrors client's feelings (hopelessness, rage etc.)
- *Objective Counter-Transference* – normal response to client's behavior or situation (examples – responding negatively to hateful client, sympathy for a dying child)
- *Subjective Counter-Transference* – evoked because of a counselor's personal conflicts, issues and experiences



Counter-Transference



- Counter-Transference feelings can be very raw, upsetting and fully conscious
- They can also be subtle, insidious, and outside of awareness

What Works in Therapy?



Studies indicate that favorable outcomes are a result of:

- Theory and Techniques
- Expectancy (Placebo Effect)
- Therapeutic Relationship
- Extra-Therapeutic Change (changes outside of the therapeutic encounter)
- The most effective therapists are eclectic and intentional in the use of theory and techniques

Effective Counseling *NATO*



*Not
Attached
To
Outcome*

Grief Counseling Builds on Counseling Skills

- Trust and Rapport Building
- The Counseling Contract
- Assessment
 - Manifestations
 - Process
- Goals – including a continuing bond
- Methods and Models
- Termination



Grief Counseling



- Importance for the client to initiate contact
- Knowledge about Grief
- Sensitivity to Loss
- Validation

Using Attachment



- The therapeutic relationship can allow individuals to repair attachment issues that complicate grief
- The counseling relationship can re-establish, in a transitional manner, a secure base

Use Multiple Methods and Approaches

- There is no “silver” bullet – no set protocol or approach
- The individual nature of grief requires individualized treatment
- Be eclectic
- Be prescriptive
- The value of an experimental ethos and evidence-based practice



The Rule of Three



- Empowers clients
- One – “Do this!”
- Two – “Do either this or that”
- Choice and adaptation

Using Metaphors in Grief Counseling

- Explore clients' metaphors of grief
- For example – grief as a journey
- *Where do you rest and get respite on a journey?*
- *Are family members in the same place on this journey?*
- *What is your destination?*
Where do you hope to go?



The Value of Psycho-Education in Grief

- Essential role of validation
- Research on value of brief therapy and bibliotherapy
- Value of using psycho-educational programs along with other modalities



Using Models Effectively



- The Value of a Model
- Models and Reality
- Using the Model – Task Assessment

The Value of a Task Model (Corr)

- Acknowledges that individuals face their own issues in their own way
- Non-linear
- Stresses individual autonomy – persons select tasks
- Counselor as facilitator



The Tasks of Grief

- Acknowledge the loss
- Express manifest and latent emotion
- Adjust to a changed life
- Relocate the loss
- Reconstitute faith and philosophical systems challenged by the loss

Worden (Modified)

The “Fifth Task”



- Worden holds the internal adjustments are covered in the task on adjusting to life as that includes internal and external adjustments – responding to suggestions by Attig, Doka, and Neimeyer
- I believe spirituality is an important and distinct issue
- Ties the tasks in even more strongly to issues of meaning-making (Neimeyer) and the loss of an assumptive world

Utilizing Process and Tasks Models

- Assess problem areas
- Identify barriers
- Structure interventions
- Implications of Process and Task Models for Grief Groups and Curricula



Task: To Acknowledge the Loss

- Mourning rituals
- Avoid euphemisms
- Talking about the event

Retelling the Story



- Retell story for at least 10-15 minutes
- Repeat recounting of “hot spots” at least three times
- Assist client in retelling the narrative

The Tasks of Grief

Acknowledge the Loss

Barriers

- Cognitive understanding
- Adult protectiveness
- Unclear language
- Limited experience

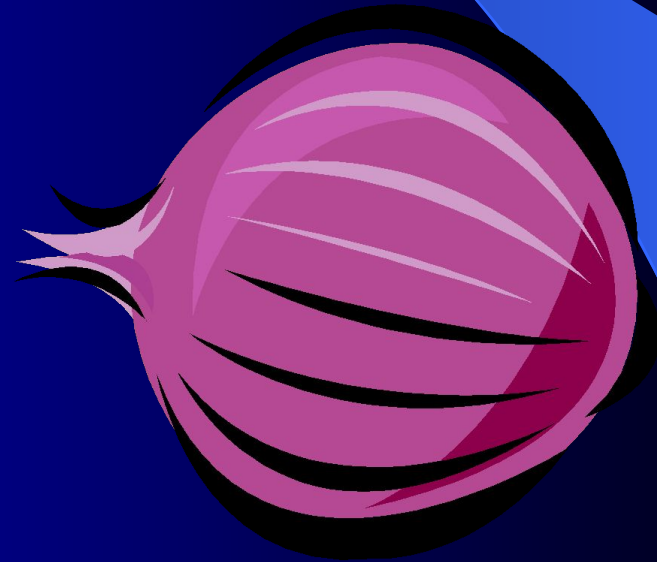
Strategies

- Value of clear language and open communication
- Supported visits (hospitals etc.)
- Presence at rituals
- Drawing or acting out events



Task: To Express Manifest and Latent Feelings

Goal – Decathexis,
gradually peeling
away and exploring
the layers of a
relationship

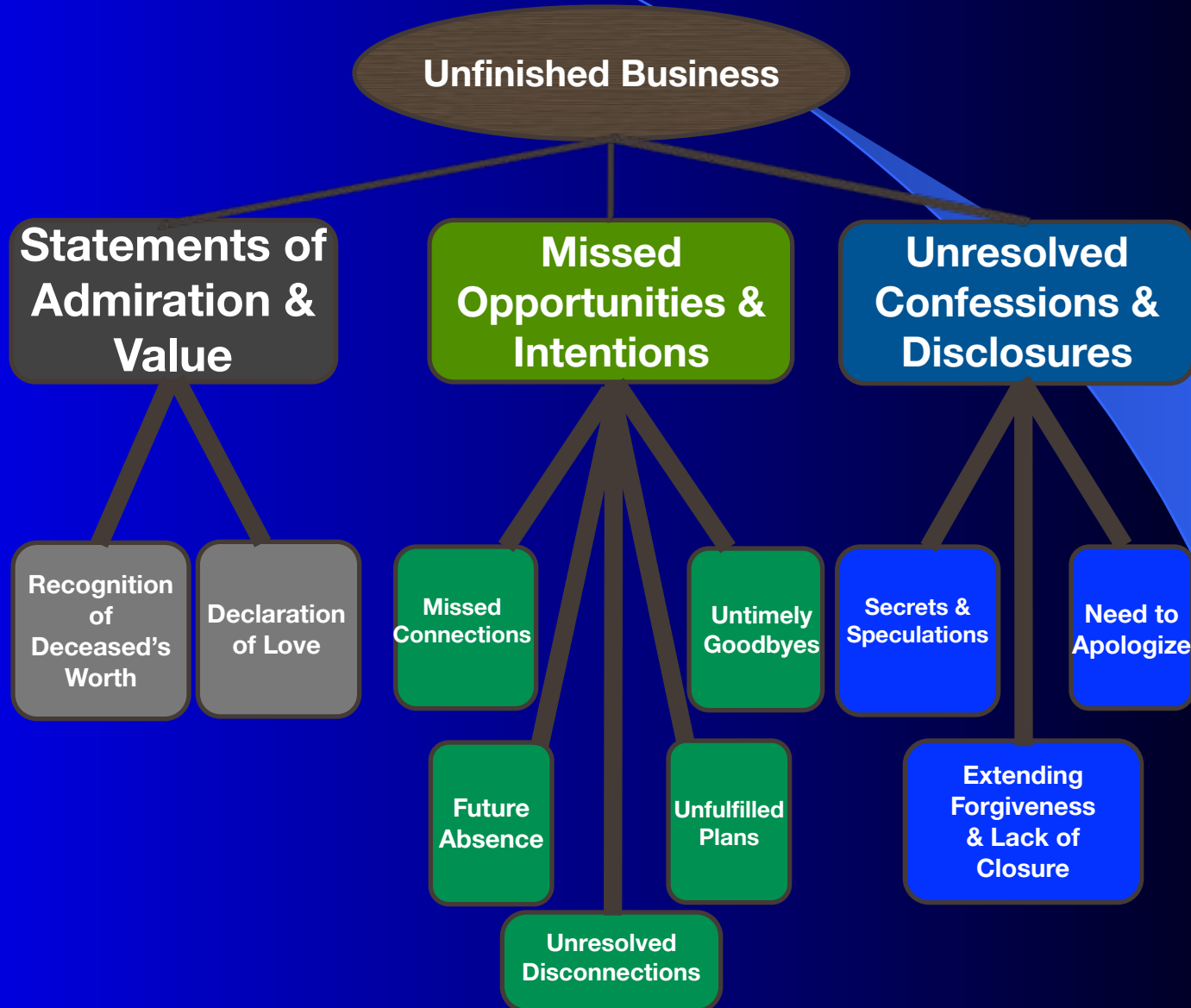


Task: To Express Manifest and Latent Feelings

- Creating a safe, non-judgmental environment
- Validating feelings
- Assessing emotionally difficult events
- Coping with ambivalence
- Coping with unfinished business
- Coping with guilt – Would others find you guilty?
- Assessing Extraordinary Experiences
- The Role of Spirituality – “enlightened ignorance”
- Therapeutic Ritual and Expressive Approaches (Photos etc)

Taxonomy of Unfinished Business

(Holland, Klingspon, Neimeyer & Lichtenthal)



Working with Ambivalence

- Neimeyer (2016) suggests that in highly ambivalent relationships it is worthwhile to split the person
- I.e. *What did you like about Person 1 (the good person)? What do you dislike about Person 2 (the bad side)?*
- How to we reconcile those identities?



Self-Disclosure



- Self-disclosure – Freud’s perspective
- Use in grief counseling
- Doka’s Three Rules
 1. Keep it brief
 2. Be goal-oriented
 3. “Morning-After” Effect

The Tasks of Grief

Express Manifest and Latent Emotion



Barriers

- Short feeling span of young children and limited vocabulary
- Protecting parents
- Adolescent defensiveness

Strategies

- Five faces, feeling games and feeling checks
- Expressive approaches
- Connecting feelings and actions
- Assess self-blame and unrealistic thinking

Task: To Live in a Changed World

- To Worden now includes adjusting to external, internal, and spiritual changes (attempt to respond to criticisms and work of Attig, Doka, and Neimeyer)
- The value of choice
- Plan for difficult events/times
- Assess secondary losses and gains
- Assessing changes and coping styles
- Assessing family strengths over generations
- Exploring successful and unsuccessful adaptations
- Problem solve
- Avoid radical change and isolation from support
- Assessing Support (DLR)
- Analyze and counter empathic failure
- Stress management techniques

Stress Management

The AAAABC's

Assess

Alter it

Avoid it or

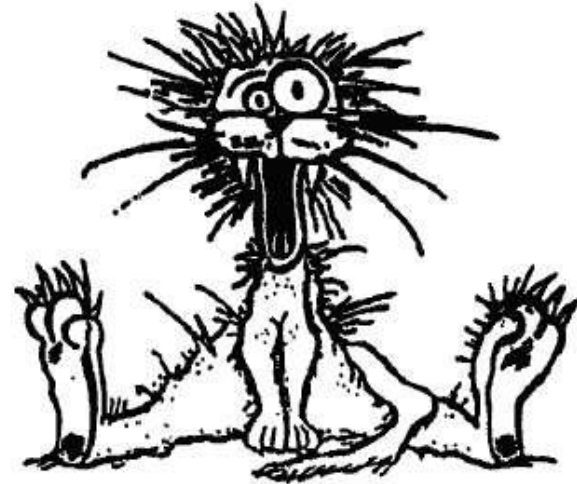
Acept it by

Building our resistance
or

Changing our perception

Possible – add D

Drugs



"STRESS"

THE CONFUSION CREATED WHEN
ONE'S MIND OVERRIDES THE
BODY'S BASIC DESIRE TO CHOKE
THE LIVING DAYLIGHTS OUT OF
SOMEBODY WHO DESPERATELY
NEEDS IT !

Stress Management Strategies

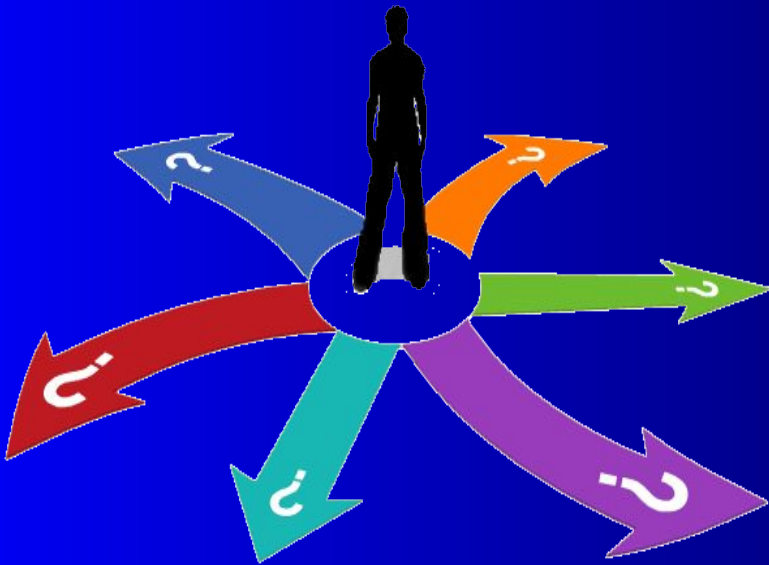


- Breathing
- Meditation and imaging
- Spirituality
- Assessing relaxation and stress reduction approaches previously used
- Assessing self-care

Technique

Alternative Futures

- Ask the client to envision possible futures (e.g. the same as now, much better, worse etc.)
- Ask them to decide the most desirable future
- Plot how the client might get there



The Tasks of Grief

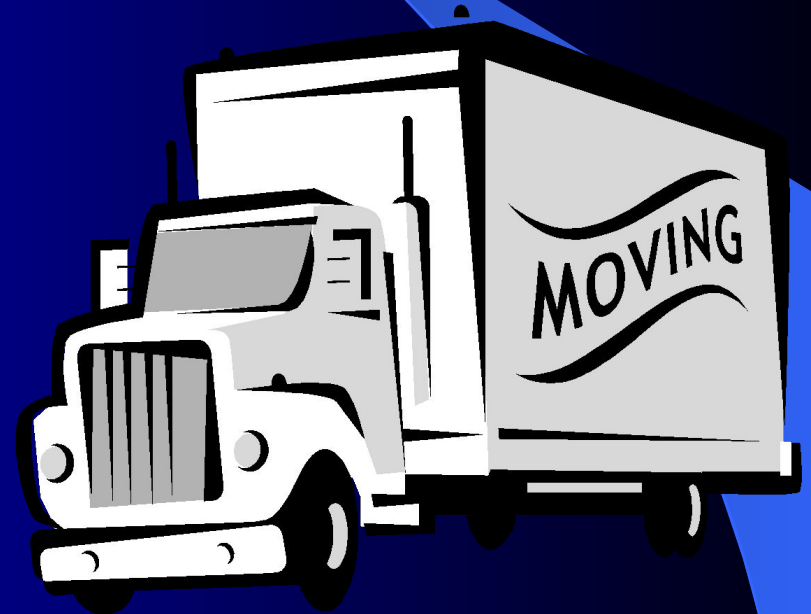
Adjust to a Changed Life

Barriers

- Lack of control over changes
- Cognitive understandings (with young children)

Strategies

- Empower communication between parents and children
- Emphasize the value of true choice
- Draw life before/after loss
- Anticipate difficult days
- A magic wand



The Magic Wand



- An effective way to assess children and adolescent thinking and fantasies
- *If you had a magic wand, what would you change?*
- *How would that make you and your life different?*

Task: Relocate the Deceased

Moving On Yet Staying Connected

- Continuing bonds – how to manage
- How will you remember the person?
- Therapeutic ritual and expressive techniques
- Memory boxes, Photo books etc.
- Benefit Finding ‘ How has the experience changed you?

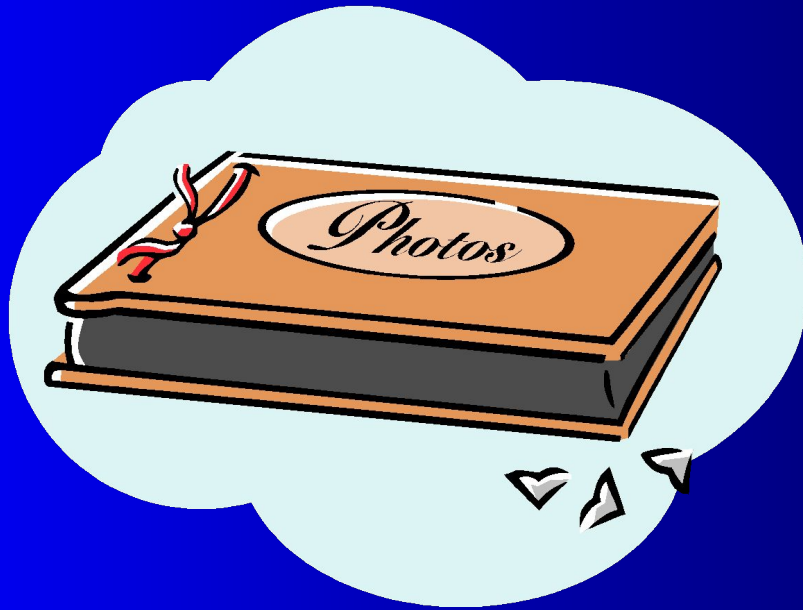
Offering Advice

- Context in task
- Variation of the *Empty Chair*
- Client offers advice about the grief journey to an empty chair



The Tasks of Grief

Relocate the Loss



Barriers

- Short feeling and attention spans of young children
- Protection of parent
- Fragmentary memories (due to young age at death)
- Family rules

Strategies

- Timelines and life histories
- Memory books, albums, and boxes (note social class implications)

The Tasks of Grief

Relocate the Loss

- Another technique – is to draw a picture of *someone in my heart forever*
- This would be the cover of the card – the inside would be a note to the person

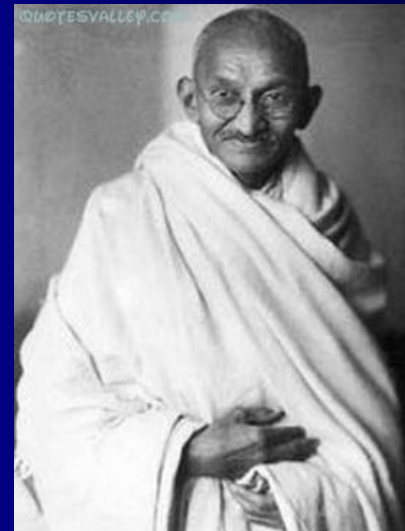


Task: Rebuild faith or Philosophical Systems Challenged by Loss

- Spiritual Assessment
- The role of spiritual exploration (enlightened ignorance)
- How does your faith speak to you?
- Prescriptive bibliotherapy
- Meaning-making
- “A-Team” referrals

Coping with Forgiveness

- Forgiveness is a virtue in many belief systems
- Avoid spiritual counter-transference. Forgiveness should remain the client's issue
- Strategies
 - Forgiveness v. justice
 - Forgiveness v. forgetting
 - Forgiveness and repentance
 - Praying for strength to forgive
 - Holding God to forgive



The weak can never forgive. Forgiveness is the attribute of the strong.
- Mahatma Gandhi

The Tasks of Grief

Reconstitute Faith and Beliefs Challenged by Loss

Barriers

- Children as spiritual pioneers
- Adolescent questioning

Strategies

- Empower parents and other adults to share how their beliefs help them in this loss
- Spiritual stories
- Explore and validate loss of assumptive world (meaning-making strategies)



Working toward Termination

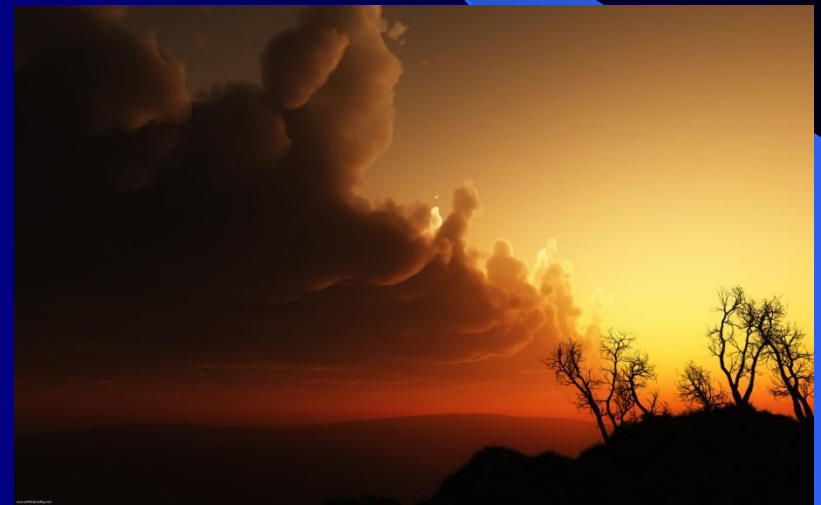
Sanders' 3 Questions

1. *What do you want to take from your old life to your new life?*
2. *What do you want to leave behind?*
3. *What do you need to add?*



Working toward Termination

- Again review likely Surges
- Assist clients in looking toward future – *If I meet you in a year, What will you tell me?*
- Emphasize strengths developed, learned, and employed and insights gained

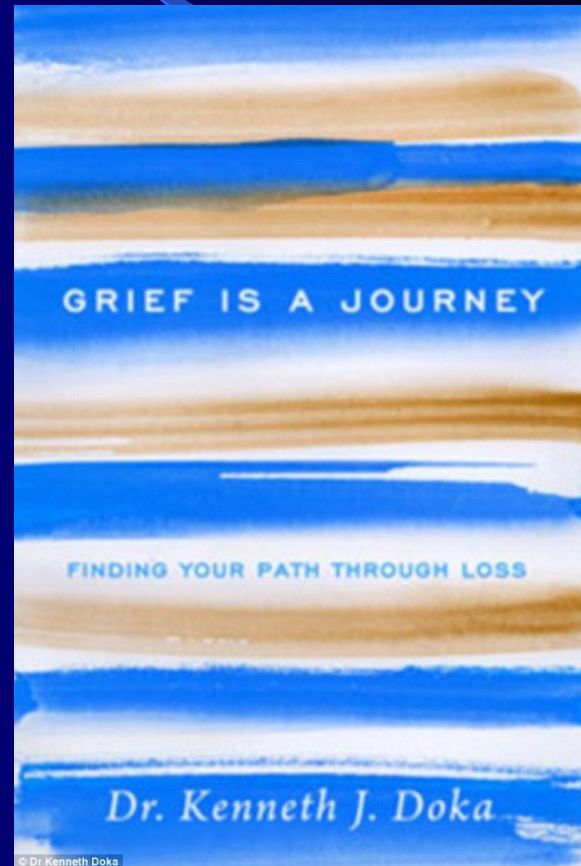


Utilize Innovative and Eclectic Approaches

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The Value of Self-Help Books

- Validation
- Learn Coping Techniques
- Hope
- Bibliotherapy as intervention



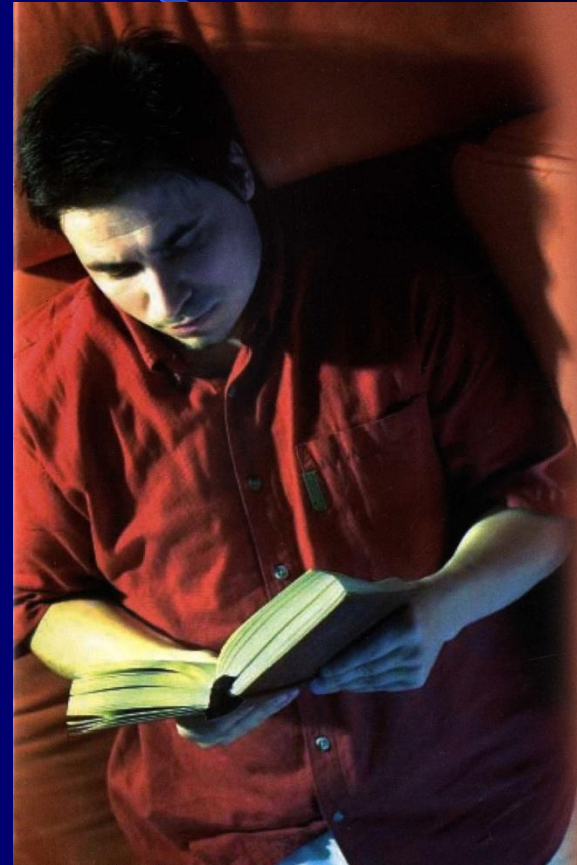
Corr's Guidelines for Bibliotherapy



- Read and evaluate the book
- Select appropriate title for capability and context
- Cope with limitations
- Discuss with client

Resources – Self Help Books

- Centering Corporation
 - www.centering.org
 - 866-218-0101
- Compassion Book Service
 - www.compassionbooks.com
 - 800-970-4220





"Sorry, no water. We're just a support group."

Support Groups

- Validation
- Ventilation
- Respite and Support
- Learn Coping Techniques
- Hope
- Helping Others Is Therapeutic (Benefit Finding) (Lund, 1999)



Support Group Needs



- A sense of *inclusion* – that the person fits in with the group
- A sense that the person has some *control* – that his or her opinions and story matters
- *Affection* – feels liked

Support Groups



- The Value of Need Assessment
- Will it be open-ended or closed? Self-help or therapeutic?
- How many sessions?
- Can people “recycle”?
- Importance of intake process
- Setting rules – confidentiality etc.

Support Groups – Possible Danger

The Danger of Shared
Anguish in a poorly
led group

The Need for an Intake
Process



Support Group Strategies



- *Can our group respect the different types of loss? – Grollman “The worst loss is the one you are experiencing”*
- *Sharing what helped me rather than what would work for you?*
- *Emphasis on not just sharing problems but ways to cope*
- *Using a model – Does our group discussions span all aspects of grief or just affect? Does the group respect different grieving styles?*
- *What are the issues and problems you encounter in the group?*

Other Group Modalities

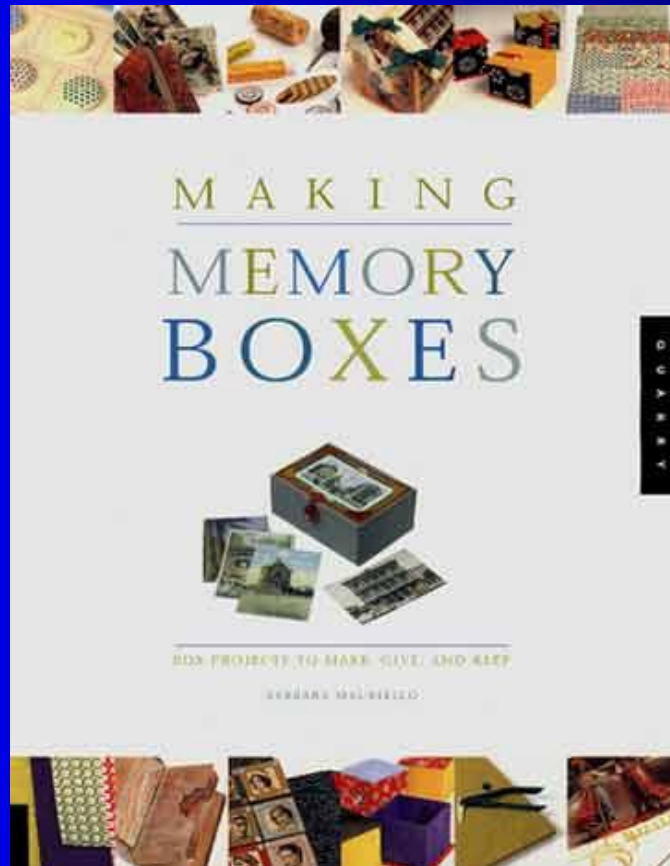
- Adventure-Based Groups
- Discussion and Reading Groups
- Educational Seminars
- Informal Groups (Sharing Wives' Recipes)
- Problem-Solving Groups (Parents without Partners)
- Expressive Art Groups

The Value of Expressive Approaches

- Bridge to culture and spirituality
- Natural
- Reflective
- Cathartic
- Projective



Examples of Expressive Approaches



- Art
- Photo Projects
- Memory Boxes and Books
- Memorial Songs
- Feeling Masks

The Work of Children is Play

(Webb)

- The Value of Expressive Approaches
 - Natural
 - Reflective
 - Cathartic
 - Projective
- Be Prescriptive and Intentional



Interviewing the Internalized Other

- Moules (2010) developed an interesting technique where you interview the deceased person as they are internalized in the survivor
- Among benefits:
 - Reaffirms bond
 - Finishes business
 - Corrects erroneous perceptions (esp. when witnessed by others)



In Heaven



- A guided imagery technique where one envisions he deceased person in heaven or another safe place for dialog, to finish business, and reinforce connections
- Naturally the place chosen should be suggested by the client and compatible with the client's spirituality
- Value of Technique
 - Trauma reduction
 - Emphasize continuing bond
 - Teach self pacification
 - Builds resilience

Promoting Resilience

Factors Associated with Resilience

Family



- Stable and supportive home
- Authoritative parenting style
- Parents involved in education
- Higher educational and SES levels
- Faith and religious affiliation
- Positive family relationship with deceased
- Parental confidence and competence
- Extended family

Promoting Resilience

Factors Associated with Resilience

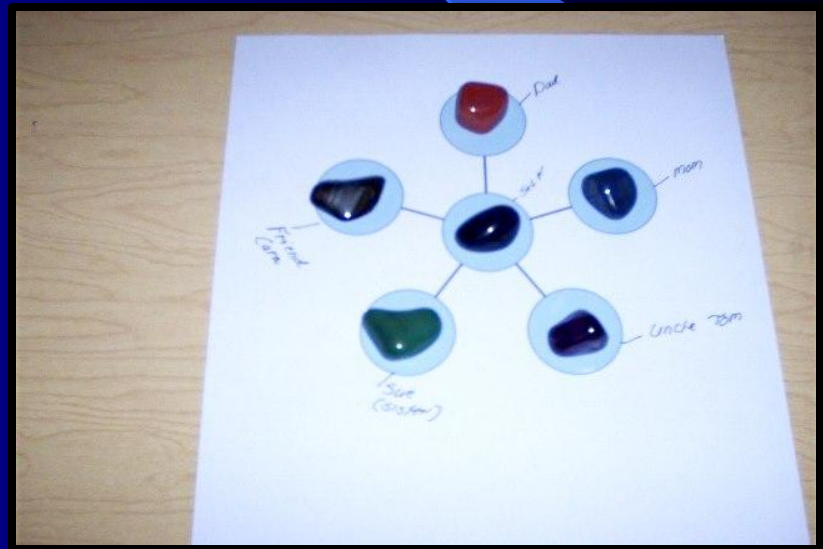
Community

- Safe and resource-full community
- Good, supportive schools
- Accessible services for children including bereavement sources



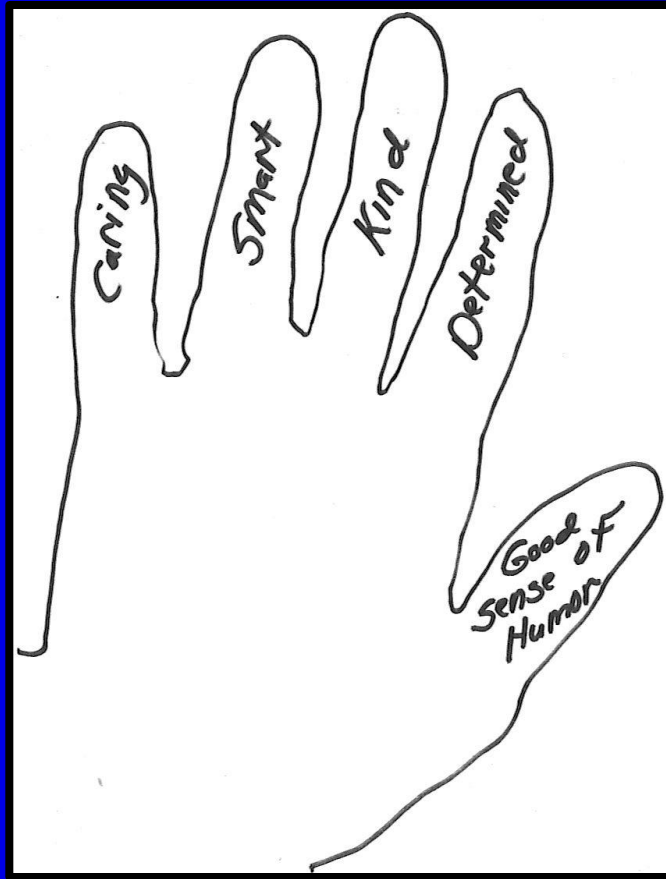
Strength-Based Approaches *Techniques*

- *Rock Solid Support*
 - Have children glue rock on a page with them in the center and their support system
 - Helps children realize not alone
 - Modify with adolescents
 - D/L/R



Strength-Based Approaches

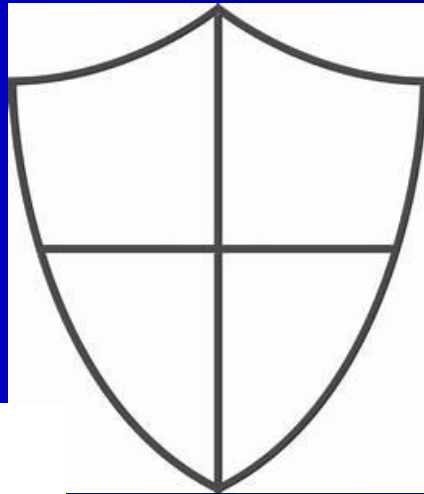
Techniques



- *Give yourself a hand*
 - Trace hand
 - One hand – internal strengths
 - Other hand – external strengths

Strength-Based Approaches

Shields and First Aid Kits



- Use an outline of a shield or first aid kit.
- Have children draw what will help them get through their grief
- People, activities, resources etc.

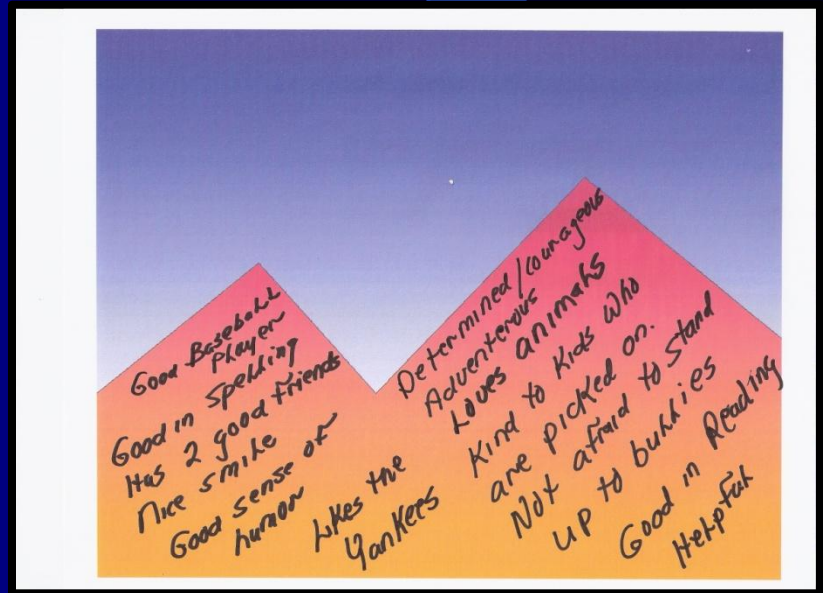


Strength-Based Approaches

Techniques

- *Mountain of Strength*

- Each week add new discoveries about strength to the mountain
- Suggest a celebration with parent once mountain is full



Empower Families

- Children's Grief Takes Place in a Family Context
- Assess Rules and Communication
- Risk Factor – Parental Functioning
- Note Extended Family/ Intimate Networks



The Value of Funerals

- Psychological
 - Confirm reality
 - Allowing “doing” and structure in a disorganized time
 - Allow sharing of memories and Feelings
- Social – Social support and community
- Spiritual – Interpret the death

Making Funeral Rituals Meaningful

- Personalize
- Participatory
- Translation – Cultural, Spiritual, Personal
- Multiple Identities
- Widen the Circle
- The Dual Process – Celebrating and Remembering – and Mourning



Create Therapeutic Ritual

A decorative graphic consisting of a large, light blue arc that starts from the top left and curves towards the bottom right. A smaller, solid blue triangle is positioned at the end of this arc, pointing towards the bottom right corner of the slide.

The Value of Therapeutic Ritual

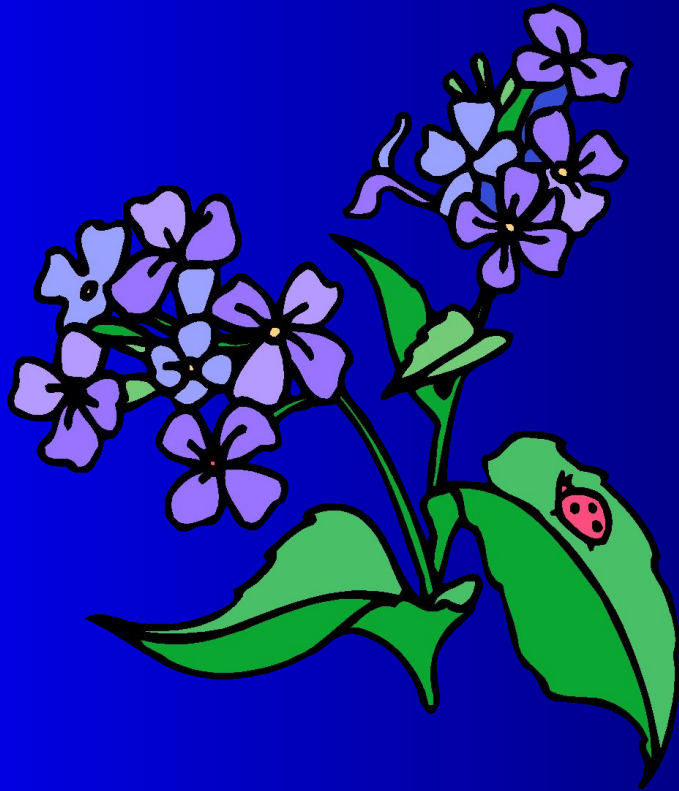
- Liminal
- Bridge to Culture and Spirituality



Therapeutic Ritual

- Continuity
- Transition
- Reconciliation
- Affirmation

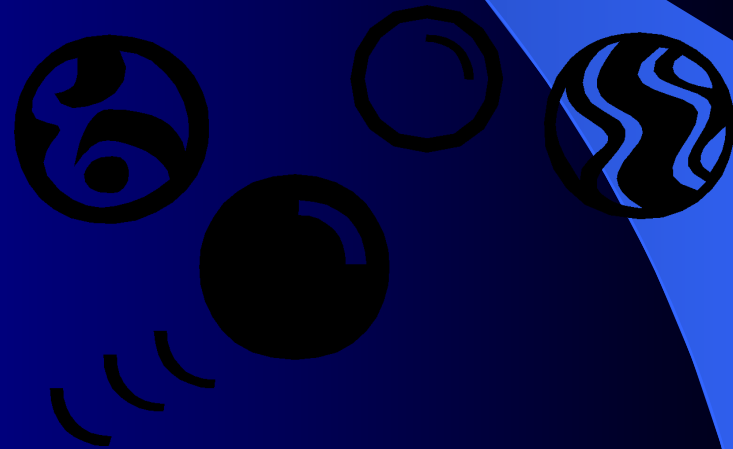
Creating Meaningful Rituals



- Arise from narrative
- Objects are visible and symbolic
- Planned and processed
- Use primal elements (Fry)

The Possibility of Group Ritual

- Arise from collective experience
- Participants allowed to “own “ the ritual



The Role of the Counselor in Schools



- Counselor
- Advocate
- Educator
- Planner and Administrator – Need for Protocols

Where Do You Go From Here?

Planning Crisis Management

- Is there a crises team in place?
- Are there plans and protocols in your school district?
- Assess any plans for comprehensiveness and adequacy?
- Does it address external and internal crises?
- What is the chain of command?
- Who is/should be part of the crises team?
- Are staff aware?

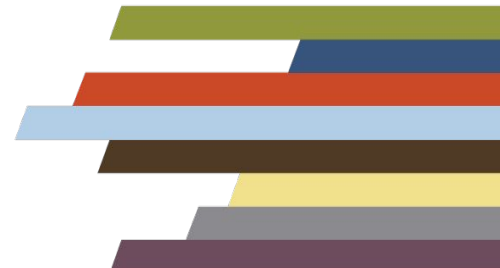


Be Prepared!

- Crises will come – Be pro-active and ready to respond!



Q&A with Presenters

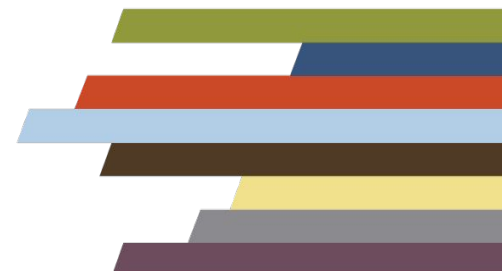


Evaluation Information

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/GSVLIDokaEval>





MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

Next Session

Grief Sensitivity Virtual Learning Institute:

11:15am-12pm PT
12:15-1pm MT
1:15-2pm CT
2:15-3pm ET

Day 1 lunch + break out discussion groups (Optional)		
Grief Sensitivity Break Out Discussions	MHTTC	http://bit.ly/GSVLIgs3 No Passcode Needed
School Mental Health Break Out Discussions	MHTTC	http://bit.ly/GSVLIsmh3 Passcode: GriefC1*
Evidence Based Practices Break Out Discussions	MHTTC	http://bit.ly/GSVLIebp3 No Passcode Needed

