

Adapting a Specialty Clinical Skills Training and Consultation Model for Youth Mobile Crisis Teams in Washington State

Overview

- ❖ Our team and partners
- ❖ Project Background
- ❖ Integrated Training & Consultation (ITC) Pilot Program
- ❖ Asynchronous Caregiver Skills Training

CoLab Team



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THANK YOU to our collaborators & partners

Behavioral health agency leaders and MRSS teams

- Seneca Family of Agencies (Tacoma)
- Frontier Behavioral Health (Spokane)
- Catholic Community Services (CCS) (Olympia)

NAMI Washington

Washington State Community Connectors

The group of caregivers who have gifted us their time, energy and perspective

Health Care Authority (HCA) Partners

- Paul Davis, MS
 - Sherry Wylie, MA, LMHCA, MHP
 - Kari Samuel, MSPH
 - Sonya Wohletz, MA
 - Leigh Anne Olszewski, MS
 - Vashti Langford, BA
- ...and more

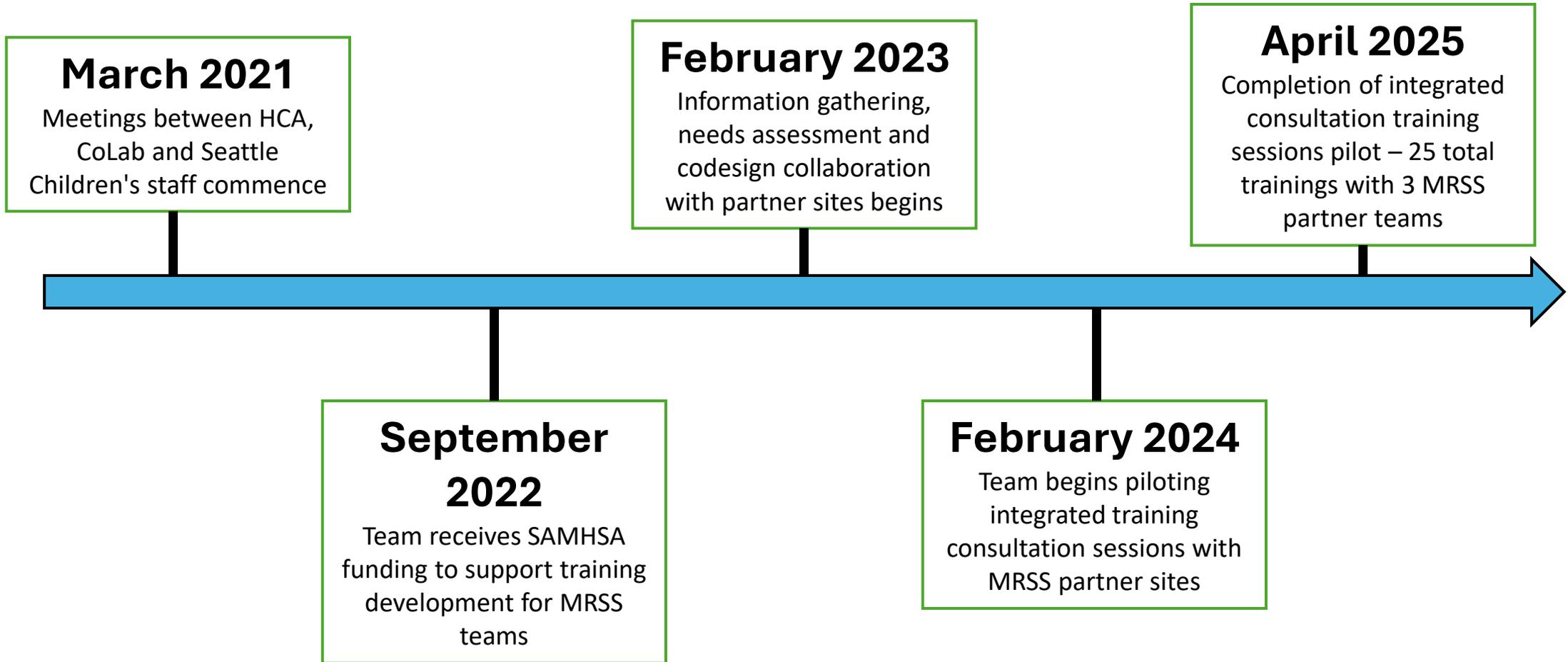
SAMHSA for the funding support

Project Aims



1. Codesign and implement flexible modular skills training consultation model for mobile crisis teams based on evidence based practices to support high risk youth and families
2. Develop an online asynchronous training for caregivers of youth with complex mental health challenges

Program Timeline



Mobile Response and Stabilization Services (MRSS) Model



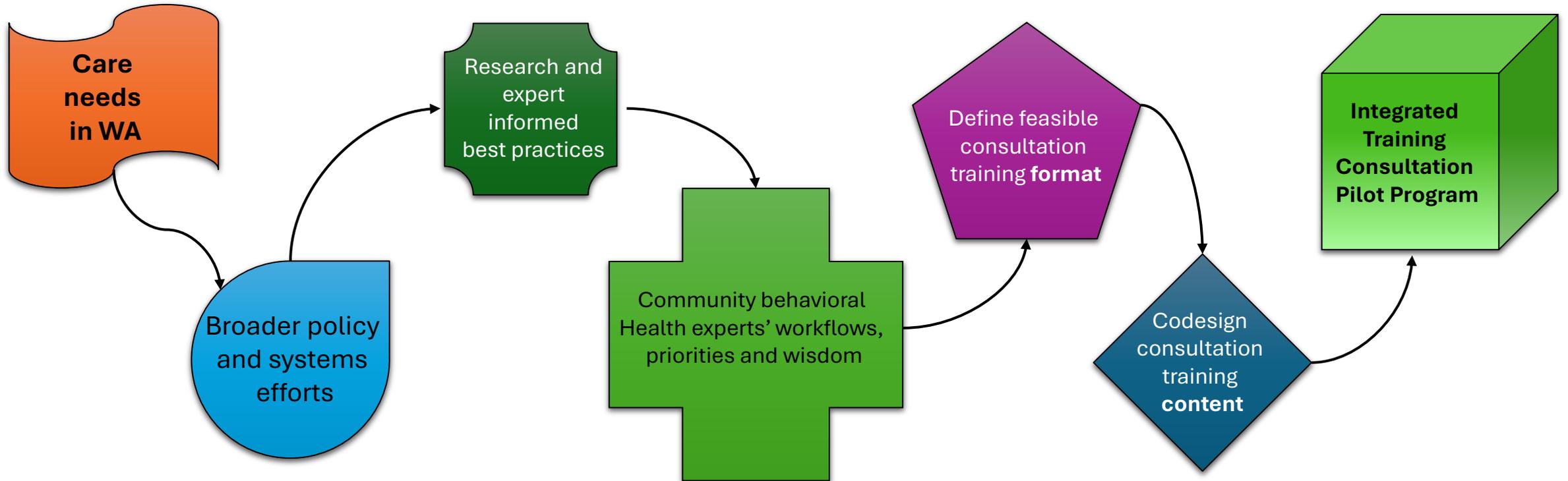
ITC Program Design Approach & Model

- Collaborative codesign approach to developing the consultation training program
- Program Structure:
 - Flexible and modular ongoing training series
 - 9 sessions, 90 minutes each, once a month
 - Blend of EBP training and consultation delivered in a sustainable, digestible, and engaging format
 - Consistent refinement of model based on feedback from MRSS team collaborators

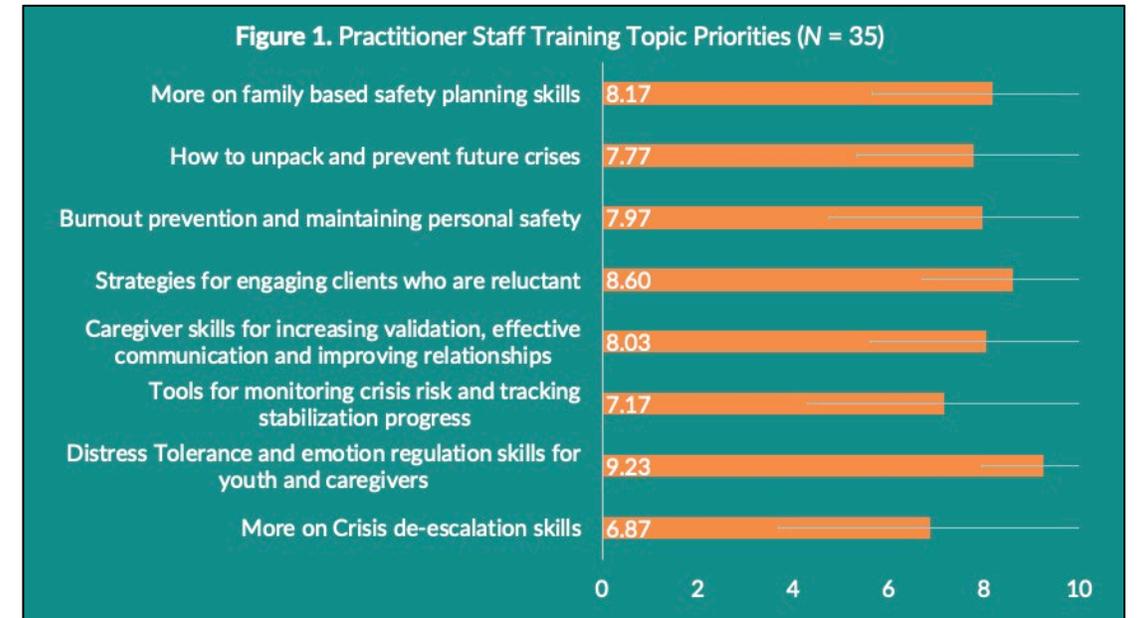


Design Approach

How did we arrive at the pilot program?



Content Design Process with MRSS Staff



Program Content

Emotion Regulation Skills

<p>Wise Mind</p>	<p>A decision making tool. Integrate your logic and reason with your emotion to help you make wise decisions and find an effective path forward.</p>	<p>Problem Solving</p>	<p>Something specific and possibly fixable is causing you misery? Let's figure out how to fix it!</p>
<p>Knowing and Understanding Your Emotions</p>	<p>Learn and stay mindful of why you have emotions, and how they can help you. Learn to better understand and listen to your emotions so you can decide what to do with them</p>	<p>Accumulating Positives</p>	<p>Build good lifestyle habits – regularly do things that are meaningful and help you feel good</p>
<p>Check the Facts</p>	<p>Having extreme or painful thoughts? Double check to make sure your thoughts fit the facts of the situation, and don't let emotion mind take control of how you're thinking or interpreting a situation</p>	<p>Building Mastery</p>	<p>Build good lifestyle habits – regularly do things that make you feel accomplished</p>
<p>Opposite Action</p>	<p>Having strong urges to do something that won't make you feel better, or might make things worse? Figure out what you're feeling and act opposite to emotion urges to feel better and stay effective</p>	<p>PLEASE (Treat Physical Illness, Balance Eating, Avoid Substances, Balance Sleep, Get Exercise)</p>	<p>Build good lifestyle habits – take care of your mind and emotions by taking care of your body</p>

Program Content

Distress Tolerance Skills

STOP	When you are in a crisis, STOP! Don't move a muscle. Give yourself a moment before figuring out how to proceed
Pros & Cons	A decision making tool. Helps you not lose sight of the risks and rewards that come with your choices and actions
TIPP	Hack your body and physiology within seconds to kick in your parasympathetic nervous system and help you get calmer and more regulated
Wise Mind ACCEPTS (Distract)	Distract yourself in any number of ways to help you resist crisis urges, buy time, and avoid making things worse

Self Soothe	Send your mind a message of comfort and calmness through the 5 senses
IMPROVE the moment	Make a painful moment at least a little better by making meaning or going somewhere more pleasant in your mind
Radical Acceptance	Make room for the painful things you cannot change. Gain back freedom and energy by stopping the fight against painful things you can't control

Training Content Examples

Session 1

Session 4

Emotion Regulation

Understanding Emotions & what they do for you

Reducing Vulnerability to Emotion Mind

Changing Unwanted Emotions

Wise Mind

Model of Emotion

Check the Facts

Problem Solving

Op A

AB Skills

Cope Ahead

PLEASE Skills

Regulating Emotions Before They Happen

There are many things that can make us more (or less) vulnerable to **Emotion Mind** and intense emotions. For example, when we are really hungry, didn't sleep well the night before, haven't made time for relaxing pleasant activities, or feel like we can't control anything in our lives, we can be at higher risk of having our emotions set off. These are called emotional *vulnerability factors*. We can use our **ABC PLEASE** skills to decrease our vulnerability to **Emotion Mind**, put "money in the bank" of our emotional reserves and build a happier, healthier and more meaningful life. **Building a habit of using these ABC PLEASE skills regularly, even before emotions happen, is one of the most powerful ways to create positive change and increase your sense of control in your life.**

How to Do Opposite Action, Step by Step

1. **Identify and name the emotion** you want to change (example: Anger).
2. **Describe your action urges** (Example: "I'm having strong urges to yell and argue.")
3. **Ask Wise Mind:** Is acting on this emotion urge going to be effective in this situation? Will it work? Will it get me to my goals (both long and short term)? Or will it be harmful or unhelpful (even if it feels good or "right" in the moment)?
4. **Identify Opposite Actions** to your emotion urge (see table on next page).
5. **ACT OPPOSITE, ALL THE WAY** to your emotion urges.
6. **Repeat acting opposite** to your emotion urges until your emotion goes down.

Put Your Skills and Knowledge into Action
Try these exercises to help you apply skills and concepts.

Schedule Your ABC PLEASE Skills

Activity	Target Time	Actual Time						
		Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Out of bed								
Take Medication								
Go to health appointment								
First contact with another person								
Start school or main activity of the day								
Physical Exercise								
Have dinner								
Homework								

Practicing Problem Solving

Identify a situation that is causing you unwanted emotions. First, check the facts on the emotion and situation. Does the emotion fit the facts? If yes, and you want to change the situation or how you feel about it, try the following steps.

1. Describe the problem:
2. Identify your goal in solving the problem. What needs to happen or change for you to feel OK?
3. Brainstorm solutions that might meet the goal and fix the problem. Try to come up with at least 6 or more solutions. Get help from trusted people to brainstorm more ideas if needed.
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____
 7. _____
 8. _____
4. Choose one solution that you came up with that you think you can try putting into action. How will you do this? What's the first step?
5. Put your solution into **ACTION!**
6. Did your solution work? If not, repeat these steps! Don't give up. It can take a few tries before it helps.

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ITC Pilot Feedback and Takeaways

Overall Content Feedback

- **100%** participants said the content was relevant to supporting crisis and stabilization care for youth and families
- **87%** said the program content addressed a need in their professional practice
- **87%** said they would like to continue participating in the program if given the opportunity

Ratings of Client Experiences

- **24%** said their MRSS clients found the skills to be "amazing!", and **67%** said they worked "pretty well" and they would keep using them

Format Feedback

- Once a month session frequency felt "just right" for most (**74%**)
- 90 minute session length also felt "just right" for most (**78%**)

ITC Next Steps

- ❖ Revise and refine the skills content and materials based on MRSS pilot teams' feedback and ideas
- ❖ Offer next round of modular ITC sessions with aims of increasing access to more teams in WA
- ❖ Explore further collaboration and sustainability efforts like train the trainer model (74% of participants expressed interest)



Asynchronous Caregiver Skills Training

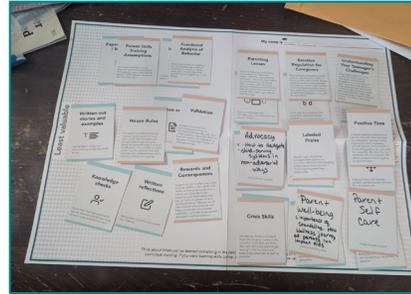


Aim: Develop an asynchronous training for caregivers of youth with complex mental health challenges

Partnership with NAMI WA and closely informed by caregivers with lived experience

Designing with Caregivers

Design Activities



Iterative Feedback and Revision

Did not specify whether they broadly agreed with group scoring
"...I think in a lot of this sums up to what kind of learning styles we have. And so a simple test of some kind in this would really help a lot of parents"

"I'm one of those people that likes a written reflection. I journal. It helps a lot for me. Same with the self assessment they go hand in hand, being able to go back and reflect on all the stuff that I did."



Module 1: Orientation/How to Use This Training

Purpose: Get a sense of what's to come, with a welcome video and overview of the training.

- Personal preference: Indicate whether you prefer to learn by: Text & Handouts, or Video & Audio (note: all formats remain accessible regardless of initial choice, this just sets you default)
- Orientation video
- Parents talking
- Writing out goals for yourself and your teen

Watch a postscript orientation video.

Caregiver Recruitment

Are You Interested in Helping Design a Mental Health Support Resource?

UW CoLab and NAMI WA are inviting caregivers (parents, guardians, family members, etc.) to help us design an online training meant to support the caregivers of teens who have experienced a recent mental health crisis resulting in crisis services and hospital stays.

Starting mid-February to end of May 2025

Do you provide care for a teen who has received mental health services for suicidality, self-harm, and/or harm to others in the last two years? We want your input!

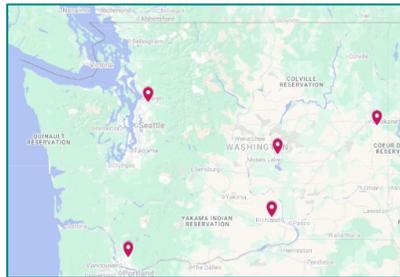
About this opportunity:

- Three 1.5-hour design sessions from Feb - May
- 10 person redesign group
- Up to 7-hour total time commitment across virtual design sessions and activities
- Receive up to \$300 in virtual gift cards

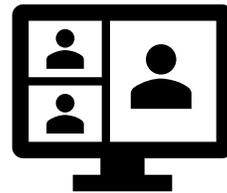
One THING TO REMEMBER: Interest forms are due by 12 PM PT on Monday, February 10th.

*Filling out an interest form does not guarantee your participation in this project.

Questions? Contact uwcolab@uw.edu.



Group Discussion



Training Discussion

- Breakout Room 1:** What did you like about this training approach?
- Breakout Room 2:** What seemed unrealistic or challenging?
- Breakout Room 3:** Any obvious improvements you can suggest?

How Caregiver Feedback Influenced the Training Outline

- High group interest on all potential training topics
- Enabling caregivers to navigate the training based on their preferred learning style
- Making lessons and modules short and digestible
- Emphasizing peer-support elements through infusing lived experiences and quotes from caregivers into the training



Personal preference
Indicate whether you prefer to learn by: Text & Handouts, or Video & Audio
(note: all formats remain accessible regardless of initial choice, this just sets you defaults)



Reflection on assumptions



Parents talking about use of validation

Caregiver Skills Training Content

1. Orientation/How to Use this Training

2. Being a Parent When Things Are Hard

3. Positive Time

4. Understanding Your Teen's Behavior

5. Validation

6. Seeing Both Sides

7. Choosing Your Battles

8. Staying Anchored When Everything
is Storming

9. Keeping Safe in a Crisis

10. Setting Limits

Online Caregiver Training Next Steps

- Currently in development with hopes of launching within the next year



Thank You!

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