

Professional Development Group Offerings

Bradley Learning Exchange

The Bradley Learning Exchange, a department of Bradley Hospital, provides a variety of opportunities for professionals to enhance their knowledge of mental health related topics and learn skills to support youth and adults. The Exchange is composed of seven distinct but synergistic programs: **Behavioral Health Workforce and Professional Development, Bradley Conference, Bradley Hasbro Consultation, Bradley Online Learning, Center for Evidence Based Practice, Mental Health First Aid, and The Autism Project Annex.** This curriculum offers a variety of learning experiences across the many disciplines that touch children, adolescents, and adults with special behavioral health needs. We are confident that the exchange of creative ideas, leading-edge research, passion, and experiences results in enhanced services to our most vulnerable populations.



Bradley Hospital

Lifespan. Delivering health with care.®

Professional Development Group Offerings

Updated February 2024

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To schedule a training please email: BLETraining@lifespan.org





Education

American Heart Association (AHA) Basic Life Support (BLS)

Duration: 150 minutes

The AHA's BLS course trains participants to promptly recognize several life-threatening emergencies, give high-quality chest compressions, deliver appropriate ventilations, and provide early use of an AED. This training reflects science and education from the American Heart Association Guidelines Update for Cardiopulmonary Resuscitation (CPR) and Emergency Cardiovascular Care (ECC).

Learning Objectives:

- Demonstrate High-quality CPR for adults, children, and infants.
- Explain the AHA Chain of Survival, specifically the BLS components.
- Recognize important early use of an AED.
- Practice effective ventilations using a barrier device.
- Recognize the importance of teams in multi-rescuer resuscitation and performance as an effective team member during multi-rescuer CPR.
- Relief of foreign-body airway obstruction (choking) for adults and infants.

American Heart Association (AHA) Heartsaver® First Aid CPR AED Training

Duration: 120-150minutes

The AHA's Heartsaver First Aid CPR AED course trains participants to provide first aid, CPR, and use an automated external defibrillator (AED) in a safe, timely, and effective manner. Reflects science and education from the *American Heart Association Guidelines Update for CPR and Emergency Cardiovascular Care (ECC)*.

The AHA Heartsaver First Aid Course is designed for anyone with limited or no medical training who needs a course completion card in first aid to meet job, regulatory, or other requirements.

Learning Objectives:

- First Aid basics
- Medical emergencies
- Injury emergencies
- Environmental emergencies
- Preventing illness and injury





Autism in Early Childhood: A Deep Dive

Duration 120-180 minutes

This presentation is designed to provide participants with up-to-date information on the neurodevelopmental characteristics of autism. This workshop is appropriate for those who are new to autism, as well as for those with decades of experience. Topics are broken down into the following categories: diagnostic criteria, coexisting medical conditions, social communication, sensory processing, and cognition. Participants will leave this workshop with a deeper understanding of the unique influence of neurodevelopment on each autistic individual. *Autism in Early Childhood: A Deep Dive* celebrates autistic people while discussing the unique characteristics that require a supportive and empathetic environment.

Learning Objectives:

- Recognize the characteristics of an autism spectrum disorder diagnosis and the impact on a **person's thought processes, responses to others, and subsequent actions.**
- Design a system of support for a person based on an understanding of autism's neurodevelopmental components.
- Define elopement and propose strategies to prevent it.

Best Practice: Informative Strategies in Violence Prevention in Schools

Duration 90 minutes

Youth violence is a leading cause of death and nonfatal injuries in the United States impacting youth in all communities. This training provides participants with an understanding of the impact of violence on youth. A discussion of signs will help individuals better identify and support students at risk.

Learning Objectives:

- Develop an understanding of the prevalence of youth violence.
- Recognize early and imminent warning signs of youth violence.
- Identify at least five considerations in assessing threats.
- Identify four components of successful youth violence prevention programs.





Connecting the Dots: Utilizing Universal Screening to Inform a Multi-Tiered System of Supports Model (MTSS)

Duration: 120 minutes

In the United States approximately one in five youth experience social, emotional, and behavioral problems severe enough to meet diagnostic criteria for a psychological disorder. Universal screening provides an opportunity for early identification of students at-risk of developing mental health challenges who may benefit from early intervention. This training will help school staff to develop universal screening protocols based on best practices. Participants will also gain a better understand of mental health supports provided to students within the Multi-Tiered System of Supports model.

Learning Objectives:

- Identify supports provided within a Multi-Tiered System of Supports framework.
- Define universal screening.
- Identify at least three mental health supports for students within MTSS.
- Describe ways to support the development of universal screening process and procedures.

Coaching Children Through Big Emotions

Duration: 90 minutes

This course is designed to provide skills for early childcare professionals who encounter children who struggle with emotional regulation. Participants will explore methods to effectively communicate with young children, link social and emotion development during times of emotional upset, and manage challenging behaviors.

Learning Objectives:

- Identify social emotion milestones.
- Demonstrate how to support a child during times of emotional upset.
- Describe the use of visual supports to enhance self-regulation and verbalization of emotional communication.
- List six proactive strategies to help early childcare professionals maintain a sense of calm when facing challenging behavior.





Creating a Calming Corner

Duration: 60 minutes

Educators strive to create environments that support learning and this task takes on even greater importance in a trauma sensitive climate. To better meet the needs of all students, schools are working to build a trauma sensitive environment for students to feel safe and supported.

This presentation will provide educators with the step-by-step process to create and implement a calming corner within their classroom. A calming corner provides a space for students to regulate and reset all while remaining in the classroom. Children learn best when they feel safe, and a calming corner provides students the opportunity to seamlessly transition from a dysregulated state to ready to learn.

Learning Objectives:

- Explain the impact of trauma on the emotional regulation and learning.
- Name the four steps to introduce a calming corner to students.
- Identify 3 sensory tools to **help student's develop skills** in emotional regulation.
- Propose methods to incorporate visual supports to increase student independence in accessing the calming corner.

Creating a Compassionate School Culture

Duration: 90 minutes

School climate has the biggest impact on whether bullying will thrive, survive, or diminish. This course provides educators and school administrators with a variety of strategies to create a compassionate school culture. Participants will learn simple strategies which can be incorporated into their classroom environment to improve collaboration, inclusion, and restorative practices among students. In addition, problem-solving and peer conflict resolution strategies will help support participants' move to a primary prevention approach to bullying.

Learning Objectives:

- Explain the effect of extrinsic and intrinsic motivation on **students'** everyday behavior.
- Identify at least three strategies to build compassion among students in the classroom.
- Discuss how to use peer-to-peer conflict to cultivate problem solving skills and self-efficacy in youth.
- Identify at least three practices to build a more compassionate school culture.





Creating a Softer Classroom

Duration: 90 minutes

Educators strive to create environments to support learning. Sometimes, despite best efforts, the space provided creates a challenge to meet the needs of all students. This presentation provides a variety of strategies educators can implement within their classrooms to help meet the needs of their students. Participants will build an understanding of the importance of personal relationships, room set-up, and the use of sensory integration within the classroom.

Learning Objectives:

- Formulate a better understanding of the connection between positive relationships and learning in the classroom.
- Identify three brain break strategies to implement within the classroom.
- Demonstrate an understanding of the importance of sensory integration.
- Explain how visual supports can create a softer classroom environment.

De-Escalation in a School Setting

Duration: 120 minutes

This training is designed to focus in the behavioral challenges educators face on a regular basis. Concepts such as trauma informed approach and vicarious trauma are presented to create a lens through which participants can view challenging student, parent, or colleague behaviors. Strategies to recognize and respond to the potential for escalated behaviors and to de-escalate an upset student are discussed. The use of checking-in, active listening, reinforcement, environmental management, and visual supports are presented. Participants will have the opportunity to discuss the connection between personal beliefs and triggers that impact how staff may respond to challenging behavior.

Learning Objectives:

- Explain the effects of trauma on the developing brain.
- Identify early signals of challenging behaviors.
- Name at least four steps to better assist during times of escalation.
- Explain the benefits of implementing visual supports within a school setting.





De-escalation Playbook

Duration: 90 minutes

This interactive training highlights common triggers and signals for challenging behaviors often seen in a variety of settings. The instructor guides participants through techniques to intervene and better support individuals during times of emotional escalation. Using case studies participants will gain a better understanding of how to implement strategies in a real-life setting.

Learning Objectives:

- Define de-escalation.
- Identify at least four steps to better assist during times of escalation.
- Recognize early signals of challenging behaviors.
- Identify four techniques of effective de-escalation.

Introduction to Structured Teaching to Support Children with ASD

Duration: 120

Participants will learn about Structured Teaching and how to incorporate strategies across the day to support children with Autism Spectrum Disorder (ASD). The identified strategies are appropriate across the school day, at home, in a vocational setting, and in the community.

Learning Objectives:

- Appraise the benefits of implementing visual supports across all settings.
- Identify different types of visual schedules and how to determine which style best fits an individual.
- Differentiate between open-ended and close-ended tasks and how to close-end an activity using visual supports.
- Explain how to visually support the passing of time and how to use a countdown timer to facilitate transitions.





Introduction to Trauma-Informed Care

Duration: 180 minutes

This training explores the consequences exposure to trauma and adverse childhood experiences has on the lives of individuals and families. The presentation focuses on identifying types of trauma/adversities; understanding common reactions to trauma; learning about the impact of trauma on brain development; and the influence of culture on trauma. Helpful strategies to utilize when working with and interacting with individuals who have been impacted by trauma will be explored. Attention will also be given to the importance of self-care for professionals.

This training can be adapted to meet the needs of a variety of audiences (i.e., primary, and secondary education, higher education, healthcare, faith community, mental health organizations, etc.).

Learning Objectives:

- Define the concept of Trauma Informed Care.
- Identify 3 ways early childhood trauma can impact child development.
- **Describe how the body responds to stress and the impact it has on a person's ability to self-regulate.**
- Identify 3 self-regulation skills that can be utilized in times of trauma stress response.
- Identify 3 ways caregivers can be impacted by vicarious trauma.

Managing Transitions

Duration: 90 minutes

Navigating changes throughout the day can be challenging for many children and adolescents. Participants will gain an understanding of how difficult transitions manifest. Strategies presented will help professionals create a routine around transitions to better support youth of all ages. Resources will include approaches to accommodate children and adolescents with special needs.

Learning Objectives:

- Define types of transitions and understand their importance.
- Describe why youth with attention deficit hyperactivity disorder, anxiety, autism, and sensory processing issues, find transitions particularly difficult.
- Discuss a five-step approach to making transitions more meaningful and less stressful.





Mental Health First Aid (MHFA) gives people the skill to help someone who is developing a mental health challenge or experiencing a mental health crisis. The evidence behind the program demonstrates that it builds mental health literacy, helping the public identify, understand, and respond to signs of mental illness.

Just as CPR training helps a person with no clinical training assist an individual following a heart attack, Mental Health First Aid training helps a person assist someone experiencing a mental health crisis such as contemplating suicide. In both situations the goal is to help support an individual until appropriate professional help arrives.

This training is designed for those without advanced behavioral health experience.

Mental Health First Aid for Adults

MHFA for Higher Education

MHFA for Veterans, Military Members, and their Families

teen Mental Health First Aid

Youth Mental Health First Aid

Youth Mental Health First Aid for Tribal Communities and Indigenous Peoples

For full descriptions and learning objectives, please refer to the Mental Health First Aid section starting on page 26.

Mindful Check-in: Stop, Breathe, Engage

Duration: 90 minutes

This interactive training allows individuals the opportunity to understand how their thoughts and feelings impact their response to challenging situations. Whether it is the stress of deadlines or an upset individual, simply understanding how one is feeling will allow professionals to respond to challenges more effectively. Participants will gain skills to improve self-care and prevent burnout.

Learning Objectives:

- Recognize **one's** emotional triggers.
- Appraise how thoughts impact responses to challenging behavior.
- Identify three proactive strategies to prevent burnout.





Mindfulness in the Classroom

Duration: 90 minutes

Mindfulness has been practiced for thousands of years and research has demonstrated its many benefits for people of all ages. In this training participants will learn the science behind mindfulness and ways to incorporate practices into a structured setting for youth such as a classroom or afterschool program. Participants will also learn mindfulness practices such as breathing techniques and hands on activities that can be incorporated into daily routines.

Learning objectives:

- Acquire a knowledge and history of mindfulness.
- Recognize the benefits of practicing mindfulness.
- Implement strategies to implement mindfulness into their daily structure and routine.
- Develop a list of mindfulness activities to use in their programs.

Screening for Depression, Anxiety, and Suicide Ideation in Youth: Patient Health Questionnaire (PHQ-9), Generalized Anxiety Disorder-7 (GAD-7), Columbia Suicide Severity Rating Lifetime Clinical Version (C-SSRS)

Duration: 180 minutes

Licensed behavioral health providers will learn the signs and symptoms of depression and anxiety in youth and explore how these conditions manifest themselves in both home and classroom settings. School clinical staff will learn to utilize the PHQ9 and GAD7 to assess youth who may be struggling with mental health challenges, specifically depression and anxiety. The Columbia Suicide Severity Screener along with Clinical Assessment (C-SSRS) will provide participants with the ability to screen for suicide related thoughts and behaviors.

Learning Objectives:

- Define Major Depressive Disorder and Anxiety in youth.
- Explain how to administer the PHQ-9 and the GAD-7.
- Practice using the C-SSRS.
- Review the **Kids'** Link RI protocol.





Self-Care & A Self-Care Experiential

Duration: 90 minutes

This interactive presentation will explore the five domains of self-care and the benefits of implementing self-care strategies within our daily routine. Diving deeper into the concept of self-compassion, participants gain a better understanding of their personal self-compassion skills by completing an evidence-based assessment. Participants engage in several self-care and mindfulness techniques which can be used throughout the day across multiple settings.

Learning Objectives:

- Recognize the benefits of self-care.
- Identify strategies across the five self-care domains.
- Differentiate between self-care and self-compassion.
- Compare five techniques for basic self-care.

Sensing Our World: How the Eight Sensory Systems Impact Regulation

Duration: 120 minutes

Most autistic people experience the world in an atypical way. Some may be hypersensitive to input. Others are hyposensitive. Most are a combination of these two sensory responses. Participants will discuss the sensory systems, the impact of atypical modulation on the experience of sensory input, and strategies to assist with regulation.

Learning Objectives:

- Define **"self-regulation"** and discover some of the components that may influence self-regulation (i.e., sensory processing and integration).
- Discuss how challenges with regulation may impact people with autism spectrum disorder.
- Discuss tools to support self-regulation in a classroom setting.





Shifting the Lens on Bullying Prevention

Duration: 90 minutes

Bullying is a complex and widespread public health issue that affects individuals of all ages. Interventions for bullying often address the youth who engages in bullying behavior or the victim of bullying. The course will provide participants with a deep dive into the harmful effects of bullying for all individuals connected to these acts, including those who witness bullying. The strategies discussed within the training will provide professionals with the skills to intervene while creating opportunities for youth to learn new skills and advocate for themselves and others.

Learning Objectives:

- Name at least three ways bullying impacts individuals.
- Assess how to evaluate the effectiveness of current bullying prevention programs.
- Identify three prevention strategies when engaging with youth who display bullying behaviors.

Substance Use Disorders

Duration: 90 minutes

This training is designed to provide participants with a brief introduction to the complexities of substance use and overuse. Participants will review concepts such as addiction, dependence, and general signs and symptoms of substance use. Learners will have the opportunity to review the four most frequently misused substances, signs of overdose, and useful evidence-based interventions. This training will conclude with sharing information on the stigma and barriers associated with substance use.

Learning Objectives:

- List signs and symptoms of substance use disorders.
- Formulate the connection between substance use disorders and the brain.
- Recognize overdose and intervention strategies.
- Name three ways to help stop the stigma of substance use disorders.





Suicide: Screening, Prevention and Response Columbia-Suicide Severity Rating Scale (C-SSRS)

Full Version

Screen Version

Screen Version—*Refresher*

For full descriptions and learning objectives, please refer to the Suicide Prevention, Screening, and Response section starting on page 30.

Understanding Characteristics of Autism Spectrum Disorder (ASD)

Duration: 120 minutes

This training allows participants to gain a better understanding of how to support and engage with individuals with ASD, developmental disabilities, and other executive functioning challenges at school, home, and in the community. Participants will learn about the specific characteristics and underlying skills deficits associated with ASD, along with strategies to support people during a meltdown.

Participants will build an awareness of one's own emotional triggers and the impact those triggers have on a response to a situation.

Learning Objectives:

- Explain understand the characteristics of Autism Spectrum Disorder (ASD) and the impacts these **characteristics have on a person's thought processes, responses to others, and subsequent actions.**
- Design a system of support for a person on the autism spectrum based on their unique needs.
- Recognize the importance of identifying lagging skills and how to teach them.





Understanding Self-Injurious Behavior

Duration: 90 minutes

Self-injury refers to deliberate, self-inflicted harm to the body. Professionals have noted an increase in young people who are involved with self injury. This workshop will assist participants in understanding the causes and experiences of those who self-injure and provide information on encouraging young people to seek support.

Learning Outcomes:

- Define self injury.
- List at least five examples of self injury.
- Identify at least three reasons why people self injury.
- Name at least three resources available for people engaging in self injury.

Visual Supports in Practice

Duration: 120-180 minutes

This training provides an understanding on how to create and use visuals to better support individuals with autism and related developmental disabilities (DD) by increasing independence, promoting communication, and reducing challenging behaviors in the classroom and at home. Participants will learn how to teach, wait, help and how to ask for a break using visual supports. They will also learn about social narratives and other strategies used to explain and navigate various situations. Participants will learn how to use a countdown timer for successful transitions.

Learning Objectives:

- Explain the benefits of implementing visual supports across all settings (school, home, community, etc.).
- Differentiate between a variety of visual schedules and how to determine which style best fits an individual.
- Compare the difference between open-ended and close-ended tasks and practice how to close-end an activity using visual supports.
- Describe how to visually support the passing of time and how to use a countdown timer to facilitate transitions.
- Demonstrate a better understanding of how to incorporate breaks through the day to support better emotional regulation.





Youth Mental Health: Depression and Anxiety Overview

Duration: 90 minutes

This presentation will review the prevalence of anxiety and depression in young children and adolescents. Participants will learn signs and symptoms youth may demonstrate when struggling with mental health challenges. Resources and supports will be discussed to help professionals feel confident when talking with youth and their caregivers.

Learning Objectives:

- Define a mental health challenge and mental disorder.
- Interpret the prevalence rates of anxiety and depression among youth nationally and in Rhode Island.
- Describe the impact of stigma on mental health.
- Identify at least five signs and symptoms of anxiety and depression in youth.
- Name at least three risk factors for anxiety and depression.





Healthcare and Human Services

Coaching Children Through Big Emotions

Duration: 90 minutes

This course is designed to provide skills for early childcare professionals who encounter children who struggle with emotional regulation. Participants will explore methods to effectively communicate with young children, link social and emotion development during times of emotional upset, and manage challenging behaviors.

Learning Objectives:

- Identify social emotion milestones.
- Demonstrate how to support a child during times of emotional upset.
- Describe the use of visual supports to enhance self-regulation and verbalization of emotional communication.
- List six proactive strategies to help early childcare professionals maintain a sense of calm when facing challenging behavior.

De-Escalation, Self-Protection, and Vicarious Traumatization in a Healthcare Setting

Duration: 180 minutes

This training is designed to focus on the behavioral challenges healthcare providers face on a regular basis. Concepts such as a trauma informed approach and vicarious trauma are presented to create a lens through which participants can view challenging patient, colleague, or visitor behaviors. Strategies to recognize and respond to the potential for escalated behaviors and to de-escalate an upset patient or visitor are discussed, and the opportunity to practice these techniques is provided in a safe environment.

Instructors will demonstrate basic self-protection techniques to be used in times when patients become physically aggressive. Participants will have the opportunity to practice these techniques.

Learning Objectives:

- Identify three ways the body responds to stress.
- Identify three aspects of personal safety to be utilized at all times.
- Identify six de-escalation strategies that can be implemented in times of escalation.
- Identify a minimum of five symptoms of vicarious trauma.





Fostering Resilience in Youth

Duration: 90 minutes

Learn to promote resilience in children utilizing **the "7 C's" developed by Dr. Ken Ginsburg**. Participants will discover how to incorporate these concepts into interaction with youth, thereby helping young people to withstand adversity and bounce back from **life's** challenges. Participants will learn concrete strategies that can be used to teach and build this important life skill.

Learning Objectives:

- Define resilience.
- Recognize the importance of resilience.
- Describe the **"7 C's"** of resilience.
- Name at least seven strategies to build resilience by using the **"7 C's"**.

The Hidden Message: Understanding Challenging Behavior

Duration: 90 minutes

Behavior is a form of communication. This training discusses potential underlying causes of challenging behavior. Participants will gain an understanding of how trauma, culture, and development through the lifespan can influence challenging behavior. Discussion of self-awareness and communication helps participants to better understand the connection between personal beliefs and experiences and their response to challenging behavior.

Learning Objectives:

- Recognize at least three ways in which trauma, culture, and experience influence behavior.
- Discuss how sensory challenges can impact an **individual's** behavior.
- Identify the five core principles of trauma informed care.
- Name core strategies for effective communication.





Introduction to Trauma-Informed Care

Duration: 180 minutes

This training explores the consequences that exposure to trauma and adverse childhood experiences has on the lives of individuals and families. The presentation focuses on identifying different types of trauma/adversities; understanding common reactions to trauma; learning about the impact of trauma on brain development; and the influence of culture on trauma. Helpful strategies to utilize when working with and interacting with individuals who have been impacted by trauma will be explored. Attention will also be given to the importance of self-care for professionals.

This training can be adapted to meet the needs of a variety of audiences (i.e., primary, and secondary education, higher education, healthcare, faith community, mental health organizations, etc.).

Learning Objectives:

- Define the concept of Trauma-Informed Care.
- Identify 3 ways early childhood trauma can impact child development.
- **Describe how the body responds to stress and the impact it has on a person's ability to self-regulate.**
- Identify 3 self-regulation skills that can be utilized in times of trauma stress response.
- Identify 3 ways caregivers can be impacted by vicarious trauma.





Mental Health First Aid (MHFA) gives people the skill to help someone who is developing a mental health challenge or experiencing a mental health crisis. The evidence behind the program demonstrates that it builds mental health literacy, helping the public identify, understand, and respond to signs of mental illness.

Just as CPR training helps a person with no clinical training assist an individual following a heart attack, Mental Health First Aid training helps a person assist someone experiencing a mental health crisis such as contemplating suicide. In both situations the goal is to help support an individual until appropriate professional help arrives.

This training is designed for those without advanced behavioral health experience.

Mental Health First Aid for Adults

MHFA for Older Adults

MHFA for Veterans, Military Members, and their Families

teen Mental Health First Aid

Youth Mental Health First Aid

For full descriptions and learning objectives, please refer to the Mental Health First Aid section starting on page 26.

Mindful Check-in: Stop, Breathe, Engage

Duration: 90 minutes

This interactive training will allow individuals the opportunity to understand how their thoughts and feelings impact their response to challenging situations. Whether it is the stress of deadlines or an upset individual, simply understanding how one is feeling will allow professionals to respond to challenges more effectively. Participants will gain skills to improve self-care and prevent burnout.

Learning Objectives:

- Recognize **one's** emotional triggers.
- Appraise how thoughts impact responses to challenging behavior.
- Identify three proactive strategies to prevent burnout.





Safer Approach

Duration: 6 hours

A Safer Approach is a course designed for staff members who encounter clients who present at higher risk for verbally or physically challenging behaviors than the typical patient. A Safer Approach is Bradley created trauma informed evidence-based training, (but does not provide a certification).

During this training, participants learn how to assess potential safety risks and learn proactive techniques to help them maintain a therapeutic and safe environment. Basic de-escalation strategies, proactive engagement and self-protection skills are presented. Participants are provided the opportunity to practice these skills in a safe, controlled environment. Lastly, the signs and symptoms of vicarious trauma and where to obtain support are discussed.

Learning Objectives:

- Identify 3 benefits of building rapport.
- Identify the impact of culture on healthcare.
- Define challenging behavior.
- Identify 3 techniques to de-escalate challenging behavior.
- Describe the importance of environmental awareness in maintaining personal safety.

Screening for Depression, Anxiety, and Suicide Ideation in Youth: Patient Health Questionnaire (PHQ-9) the Generalized Anxiety Disorder-7 (GAD-7), Columbia Suicide Severity Rating Lifetime Clinical Version (C-SSRS)

Duration: 180 minutes

Licensed behavioral health providers will learn the signs and symptoms of depression and anxiety in youth and explore how these conditions manifest themselves in both the home and classroom settings. School clinical staff will learn to utilize the PHQ9 and GAD7 to assess youth who may be struggling with mental health challenges, specifically depression and anxiety. The Columbia Suicide Severity Screener along with Clinical Assessment (C-SSRS) will provide participants with the ability to screen for suicide related thoughts and behaviors.

Learning Objectives:

- Define Major Depressive Disorder and Anxiety in youth.
- Explain how to administer the PHQ-9 and GAD-7.
- Practice using the Columbia Suicide Severity Rating Lifetime Clinical Version.
- Review the **Kids'** Link RI protocol.





Self-Care & A Self-Care Experiential

Duration: 90 minutes

This interactive presentation will explore the five domains of self-care and the benefits of implementing self-care strategies within our daily routine. Diving deeper into the concept of self-compassion, participants gain a better understanding of their personal self-compassion skills by completing an evidence-based assessment. Participants engage in several self-care and mindfulness techniques which can be used throughout the day across multiple settings.

Learning Objectives:

- Recognize the benefits of self-care.
- Identify strategies across the five self-care domains.
- Differentiate between self-care and self-compassion.
- Compare five techniques for basic self-care.

Substance Use Disorders

Duration: 90 minutes

This training is designed to provide participants with a brief introduction to the complexities of substance use and overuse. Participants will review concepts such as addiction, dependence, and general signs and symptoms of substance use. Learners will have the opportunity to review the four most frequently misused substances, signs of overdose, and useful evidence-based interventions. This training will conclude with sharing information on the stigma and barriers associated with substance use.

Learning Objectives:

- List signs and symptoms of substance use disorders.
- Formulate the connection between substance use disorders and the brain.
- Recognize overdose and intervention strategies.
- Name three ways to help stop the stigma of substance use disorders.





Triaging Psychological Trauma

Duration: 60 minutes

An individual's traumatic experiences can have lasting psychological affects that are often misunderstood. The impact of psychological trauma can make even the most routine activities challenging for the individual and the care provider working to support them. In this session we will explore the impact psychological trauma has on the individual in all areas of their life. The inability to **regulate one's emotions and behaviors, recall information and** communicate basic needs are just a few of the areas that will be discussed. Attendees will learn effective and practical tools for intervening with individuals struggling with their traumatic experiences.

Learning Objectives:

- Define psychological trauma.
- Identify three ways Adverse Childhood Experiences (ACEs) could impact an **individual's** mental and physical well-being.
- Name three strategies to support individuals presenting with trauma related challenges.

Understanding Self-Injurious Behavior

Duration: 90 minutes

Self-injury refers to deliberate, self-inflicted harm to the body. Professionals have noted an increase in young people who are involved with self-injury. This workshop will assist participants in understanding the causes and experiences of those who self-injure and provide information on encouraging young people to seek support.

Learning Outcomes:

- Define self injury.
- List at least five examples of self injury.
- Identify at least three reasons why people self injury.
- Name at least three resources available for people engaging in self injury.





Youth Mental Health: Depression and Anxiety Overview

Duration: 90 minutes

This presentation will review the prevalence of anxiety and depression in young children and adolescents. Participants will learn signs and symptoms youth may demonstrate when struggling with mental health challenges. Resources and supports will be discussed to help professionals feel confident when talking with youth and their caregivers.

Learning Objectives:

- Define a mental health challenge and mental disorder.
- Interpret the prevalence rates of anxiety and depression among youth nationally and in Rhode Island.
- Describe the impact of stigma on mental health.
- Identify at least five signs and symptoms of anxiety and depression in youth.
- Name at least three risk factors for anxiety and depression.

Suicide: Screening, Prevention and Response Columbia-Suicide Severity Rating Scale (C-SSRS)

Full Version

Screen Version

Screen Version—*Refresher*

For full descriptions and learning objectives, please refer to the Suicide Prevention, Screening, and Response section starting on page 30.





Mental Health First Aid

Mental Health First Aid (MHFA) gives people the skill to help someone who is developing a mental health challenge or experiencing a mental health crisis. The evidence behind the program demonstrates that it builds mental health literacy, helping the public identify, understand, and respond to signs of mental illness.

Just as CPR training helps a person with no clinical training assist an individual following a heart attack, Mental Health First Aid training helps a person assist someone experiencing a mental health crisis such as contemplating suicide. In both situations the goal is to help support an individual until appropriate professional help arrives.

This training is designed for those without advanced behavioral health experience.

Mental Health First Aid for Adults

Mental Health First Aid for Adults is designed for participants who interact primarily with adults. Trainees are taught how to apply the five-step action plan in a variety of situations such as helping someone through a panic attack, engaging with someone who may be suicidal, or assisting an individual who has overdosed. An important component of the Mental Health First Aid course is the opportunity to practice the intervention strategy rather than to just learn about it. This simple experience can make it easier to apply the knowledge in a real-life situation.

Learning Objectives:

- Recognize common signs and symptoms of mental health challenges.
- Recognize common signs and symptoms of substance use challenges.
- Learn how to interact with a person in crisis.
- Learn how to connect a person with help.
- Understand trauma, substance use and self-care.





teen Mental Health First Aid

This is a 4.5-hour course delivered over six 45 minute or three 90 minute sessions.

teen Mental Health First Aid (tMHFA) teaches youth in grades 10-12, or ages 15-18, how to identify, understand and respond to signs of mental health and substance use challenges in their friends and peers. The course covers common signs and symptoms of mental health and substance use challenges; signs and symptoms of a mental health crisis, particularly suicide; the impact of school violence and bullying on mental health; how to open the conversation about mental illnesses and substance use with friends; how to seek the help of a responsible and trusted adult.

tMHFA is available in partnership with high schools, organizations partnering with high schools, and youth-serving organizations.

Learning Objectives:

- Recognize common signs and symptoms of mental health and substance use challenges.
- Recognize common signs and symptoms of a mental health crisis, particularly suicide.
- Learn how to open the conversation about mental illnesses and substance use with friends.
- Understand the impact of school violence and bullying on mental health.
- Learn how to seek the help of a responsible and trusted adult.

Youth Mental Health First Aid

Youth Mental Health First Aid is a course designed to give members of the public key skills to help a youth who is experiencing a mental health challenge or a mental health crisis. The course covers a range of common challenges and potential crises such as helping a young person who is having a panic attack, is contemplating suicide, or is struggling with substance use.

Learning Objectives:

- Recognize Common signs and symptoms of mental health challenges in this age group.
- Discuss a five-step action plan to help a young person in crisis connect with appropriate professional help.
- Understand strategies to support mental health and decrease stigma empowering individuals to access resources and supports.
- Understand content on trauma, substance use, self-care and the impact of social media and bullying.





Available Mental Health First Aid Specialty Modules

MHFA for Fire/EMS

Mental Health First Aid for Fire/EMS teaches participants to identify, understand and respond to signs of mental illnesses and substance use disorders. This training provides you the skills to reach out and provide initial support to someone who may be developing a mental health or substance use problem and help connect them to the appropriate care. Training focuses on the unique experiences and needs of firefighters and EMS personnel and is a valuable resource that can make a difference in **participants' lives, their coworkers' and families' lives, and the communities they serve.**

MHFA for Higher Education

Mental Health First Aid for Higher Education is designed for the unique culture of colleges and universities. Training students, faculty, and others in higher education settings how to recognize the symptoms of emerging mental illnesses or to assist young adults in a mental health crisis can help lessen the severity and impact of mental illnesses.

MHFA for Older Adults

Mental Health First Aid for Older Adults helps participants to identify, understand and respond to signs of mental illnesses and substance use disorders. This training — which focuses on the unique experiences and needs of adults over the age of 65 — gives participants the skills to reach out and provide initial support to someone who may be developing a mental health or substance use problem and help connect them to the appropriate resources.

MHFA for Public Safety

The course is intended for police, first responders, corrections officers, 911 dispatch staff and other public safety audiences around the country. Mental Health First Aid for Public Safety provides officers with more response options to deescalate incidents, a better understanding of mental illnesses and helping public safety staff to appropriately respond to mental health related calls without compromising safety.

MHFA for Veterans, Military Members, and their Families

Family members and personnel working with military and families are often not aware of how to engage veterans with mental illnesses and addictions. In addition to the impact of military service on the veteran, each has a circle of family (significant others, children, parents, siblings, etc.) and friends who are also impacted by their military service. Mental Health First Aid offers a simple, proven combination of information and techniques for effective interventions. A tailored module builds upon the effectiveness of the standard Mental Health First Aid curriculum by focusing on the unique experiences and needs of the military, veteran, and family population.





Youth Mental Health First Aid for Tribal Communities and Indigenous Peoples

Confidently recognize and respond to an Indigenous adolescent ages 12-18 who may be experiencing a mental health or substance use challenge or crisis.

Adolescence is a time of critical change and development, and a time when mental health challenges often emerge. Provide a strong cultural connection and early intervention with a culturally appropriate course designed to acknowledge and honor Tribal Communities' and Indigenous Peoples' practices.





Suicide Prevention, Screening and Response

Suicide: Screening, Prevention and Response Columbia-Suicide Severity Rating Scale Full Clinical Version

Duration: 180 minutes

This training is designed for licensed behavioral health providers who are interested in learning suicide assessment competencies. Current national and local suicide statistics and trends will be reviewed and discussed. The evidenced-based suicide assessment tool, the Columbia Suicide Severity Rating Scale Lifetime recent Clinical Version (C-SSRS), will then be introduced. Participants will have the opportunity to learn the C-SSRS at a pace that allows for discussion and a question-and-answer period. The content will be enhanced using video demonstrations. Finally, all participants will have the opportunity to practice using the C-SSRS in a safe and supportive environment.

Learning Objectives:

- Identify risk factors and warning signs for people at risk for suicide.
- Recognize a functional understanding of the Columbia Suicide Severity Rating Scale (C-SSRS) Full Clinical version.
- Practice using the Columbia Suicide Severity Rating Scale (C-SSRS) Full Clinical version.





Suicide: Screening, Prevention and Response Columbia-Suicide Severity Rating Scale Screen Version

Duration: 120-180 minutes

Every 11 minutes, someone in the United States dies by suicide. Suicide is a preventable public health problem and prevention depends in large part on appropriate screening and response. For school districts to meet the guidelines set forth within the Nathan Bruno and Jason Flatt Act, The Bradley Learning Exchange has developed the Suicide: Prevention, Screening and Response training specifically geared towards educational settings for individuals who do not have a background in behavioral health. Suicide: Prevention, Screening and Response is offered to anyone in the community who may wish to learn more about suicide prevention. Public safety personnel, family members, healthcare workers, faith leaders, transportation workers, food service employees, community members; in fact, anyone who interacts with youth or adults will benefit.

Learning Objectives:

- Recognize suicide risk factors & warning signs.
- Practice the six questions of the Columbia-Suicide Severity Rating Scale (C-SSRS) Screen Version.
- Demonstrate appropriate response to the needs of the individual based on answers to the questions.

Suicide: Screening, Prevention and Response Columbia-Suicide Severity Rating Scale Screen Version—*Refresher*

Duration: 60 minutes

Every 11 minutes, someone in the United States dies by suicide. Suicide is a preventable public health problem and prevention depends in large part on appropriate screening and response. The clinicians at Bradley Hospital designed a refresher training program, specifically for individuals who have previously been trained in the Columbia-Suicide Severity Rating Scale Screen Version. Suicide: Prevention, Screening and Response is offered to anyone in the community who may wish to learn more about suicide prevention. Public safety personnel, family members, healthcare workers, faith leaders, transportation workers, food service employees, community members; in fact, anyone who interacts with youth or adults will benefit.

Learning Objectives:

- Review updated statistics and trends regarding suicide.
- Practice the Columbia-Suicide Severity Rating Scale (C-SSRS) Screen Version.
- Review available resources.
- Identify at least three community-based resources to help support patients at risk for suicide.





Workforce Development

De-escalation Playbook

Duration: 90 minutes

This interactive training highlights common triggers and signals for challenging behaviors often seen in a variety of settings. The instructor guides participants through techniques to intervene and better support individuals during times of emotional or behavioral escalation. Using case studies participants will gain a better understanding of how to implement strategies in a real-life setting.

Learning Objectives:

- Define de-escalation.
- Identify at least four steps to better assist during times of escalation.
- Recognize early signals of challenging behaviors.
- Identify four techniques of effective de-escalation.

Fostering Resilience in Youth

Duration: 90 minutes

Learn to promote resilience in children utilizing **the "7 C's" developed by Dr. Ken Ginsburg**. Participants will discover how to incorporate these concepts into interaction with youth, thereby helping young people to withstand adversity and bounce back from **life's** challenges. Participants will learn concrete strategies that can be used to teach and build this important life skill.

Learning Objectives:

- Define resilience.
- Recognize the importance of resilience.
- Describe the **"7 C's"** of resilience.
- Name at least seven strategies to build resilience by using the **"7 C's"**.





The Hidden Message: Understanding Challenging Behavior

Duration: 90 minutes

Behavior is a form of communication. This training discusses potential underlying causes of challenging behavior. Participants will gain an understanding of how trauma, culture, and development through the lifespan can influence challenging behavior. Discussion of self-awareness and communication helps participants to better understand the connection between personal beliefs and experiences and their response to challenging behavior.

Learning Objectives:

- Recognize at least three ways in which trauma, culture, and past experience influence behavior.
- Discuss how sensory challenges can impact an **individual's** behavior.
- Identify the five core principles of trauma informed care.
- Name core strategies for effective communication.

Introduction to Trauma-Informed Care

Duration: 180 minutes

This training explores the consequences that exposure to trauma and adverse childhood experiences has on the lives of individuals and families. The presentation focuses on identifying different types of trauma/adversities; understanding common reactions to trauma; learning about the impact of trauma on brain development; and the influence of culture on trauma. Helpful strategies to utilize when working with and interacting with individuals who have been impacted by trauma will be explored. Attention will also be given to the importance of self-care for professionals.

This training can be adapted to meet the needs of a variety of audiences (i.e., Primary, and secondary education, higher education, healthcare, faith community, mental health organizations, etc.).

Learning Objectives:

- Define the concept of Trauma-Informed Care.
- Identify 3 ways early childhood trauma can impact child development.
- **Describe how the body responds to stress and the impact it has on a person's ability to self-regulate.**
- Identify 3 self-regulation skills that can be utilized in times of trauma stress response.
- Identify 3 ways caregivers can be impacted by vicarious trauma.





Mindful Check-in: Stop, Breathe, Engage

Duration: 90 minutes

This interactive training allows individuals the opportunity to understand how their thoughts and feelings impact their response to challenging situations. Whether it is the stress of deadlines or an upset individual, simply understanding how one is feeling will allow professionals to respond to challenges more effectively. Participants will gain skills to improve self-care and prevent burnout.

Learning Objectives:

- Recognize **one's** emotional triggers.
- Appraise how thoughts impact responses to challenging behavior.
- Identify three proactive strategies to prevent burnout.

Mental Health First Aid (MHFA) gives people the skill to help someone who is developing a mental health challenge or experiencing a mental health crisis. The evidence behind the program demonstrates that it builds mental health literacy, helping the public identify, understand, and respond to signs of mental illness.

Just as CPR training helps a person with no clinical training assist an individual following a heart attack, Mental Health First Aid training helps a person assist someone experiencing a mental health crisis such as contemplating suicide. In both situations the goal is to help support an individual until appropriate professional help arrives.

This training is designed for those without advanced behavioral health experience.

Mental Health First Aid for Adults

MHFA for Fire/EMS

MHFA for Older Adults

MHFA for Public Safety

MHFA for Veterans, Military Members, and their Families

teen Mental Health First Aid

Youth Mental Health First Aid

Youth Mental Health First Aid for Tribal Communities and Indigenous Peoples

For full descriptions and learning objectives, please refer to the Mental Health First Aid section starting on page 26.





Screening for Depression, Anxiety, and Suicide Ideation in Youth: Patient Health Questionnaire (PHQ-9) the Generalized Anxiety Disorder-7 (GAD-7), Columbia Suicide Severity Rating Lifetime Clinical Version (C-SSRS)

Duration: 180 minutes

Licensed behavioral health providers will learn the signs and symptoms of depression and anxiety in youth and explore how these conditions manifest themselves in both the home and classroom settings.

School clinical staff will learn to utilize the PHQ9 and GAD7 to assess youth who may be struggling with mental health challenges, specifically depression and anxiety. The Columbia Suicide Severity Screener along with Clinical Assessment (C-SSRS) will provide participants with the ability to screen for suicide related thoughts and behaviors.

Learning Objectives:

- Define Major Depressive Disorder and Anxiety in youth.
- Explain how to administer the PHQ-9 and GAD-7.
- Practice using the C-SSRS.
- Review the **Kids'** Link RI protocol.

Self-Care & A Self-Care Experiential

Duration: 90 minutes

This interactive presentation will explore the five domains of self-care and the benefits of implementing self-care strategies within our daily routine. Diving deeper into the concept of self-compassion, participants gain a better understanding of their personal self-compassion skills by completing an evidence-based assessment. Participants engage in several self-care and mindfulness techniques which can be used throughout the day across multiple settings.

Learning Objectives:

- Recognize the benefits of self-care.
- Identify strategies across the five self-care domains.
- Differentiate between self-care and self-compassion.
- Compare five techniques for basic self-care.





Suicide: Screening, Prevention and Response Columbia-Suicide Severity Rating Scale (C-SSRS)

Full Version

Screen Version

Screen Version—*Refresher*

For full descriptions and learning objectives, please refer to the Suicide Prevention, Screening, and Response section starting on page 30.

Understanding Self Injurious Behavior

Duration: 90 minutes

Self-injury refers to deliberate, self-inflicted harm to the body. Professionals have noted an increase in young people who are involved with self-injury. This workshop will assist participants in understanding the causes and experiences of those who self-injure and provide information on encouraging young people to seek support.

Learning Outcomes:

- Define self-injury.
- List at least five examples of self-injury.
- Identify at least three reasons why people self-injure.
- Name at least three resources available for people engaging in self-injury.





Youth Mental Health: Depression and Anxiety Overview

Duration: 90 minutes

This presentation will review the prevalence of anxiety and depression in young children and adolescents. Participants will learn signs and symptoms youth may demonstrate when struggling with mental health challenges. Resources and supports will be discussed to help professionals feel confident when talking with youth and their caregivers.

Learning Objectives:

- Define a mental health challenge and mental disorder.
- Interpret the prevalence rates of anxiety and depression among youth nationally and in Rhode Island.
- Describe the impact of stigma on mental health.
- Identify at least five signs and symptoms of anxiety and depression in youth.
- Name at least three risk factors for anxiety and depression.





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