



ProjectTEACH
TRAINING AND EDUCATION FOR THE ADVANCEMENT OF CHILDREN'S HEALTH

PCP VIRTUAL DROP-INS

Surviving and thriving: from
managing risks to developing a
life worth living

OBJECTIVES



1. Practice managing stress through self-care exercises and group support.

2. Discuss difficult cases and strategize how to manage risk and elicit life worth living goals.

3. Take-away tools and resources for helping youth find resilience in the face of school and pandemic stress.

Wild Geese

Mary Oliver

You do not have to be good.
You do not have to walk on your knees
for a hundred miles through the desert, repenting.
You only have to let the soft animal of your body
love what it loves.
Tell me about despair, yours, and I will tell you mine.
Meanwhile the world goes on.
Meanwhile the sun and the clear pebbles of the rain
are moving across the landscapes,
over the prairies and the deep trees,
the mountains and the rivers.
Meanwhile the wild geese, high in the clean blue air,
are heading home again.
Whoever you are, no matter how lonely,
the world offers itself to your imagination,
calls to you like the wild geese, harsh and exciting—
over and over announcing your place
in the family of things.



MANAGING RISK

- **Assess risk, risk stratification**
- **Build hope and reasons for living**
- **Connect, strengthen connections with protective adults**
- **Develop safety plan**



<https://services.aap.org/en/patient-care/mental-health-minute/suicide/>

ASSESS RISK

➤ Assessments

➤ Phq9s

➤ CSSRS

➤ ASQ

Risks:

- Previous attempt
- Family h/o suicide attempt
- Access to firearms
- Traumatic stress
- Untreated mental health problems & substance use

ASQ

NIMH: Youth ASQ Toolkit

Some pearls:

- ❖ Praise patient for positive screen. "These are hard things to talk about..."
- ❖ Assess suicidal thoughts in more depth.
- ❖ Interview with patient alone and then together with parent/guardian.
- ❖ Safety plan.

BUILD HOPE & REASONS FOR LIVING

- ❖ Developing life worth living goals.
- ❖ Use these goals to motivate youth towards healthy steps forward.

- ❖ *What makes your life worth living?*
- ❖ *What is really important to you?*
- ❖ *What is one goal that you are working towards?*

CONNECT

- Connect to protective adults.
 - Who is one adult you can turn to when feeling distressed?
- Can we practice how you might discuss SI together?
 - How might your parent respond if you were to express SI?

Example: Using 0-5 scale to monitor.

0 - no SI.

1 - passive SI.

2 - passive, more distressing SI.

3 - active plans, no intent.

4 - active plan, more intense.

5 - active plan & intent.

SAFETY PLAN

- Warning signs
- What I can do to stay safe.
- Who can I reach out to.
- Include resources.

Parent response.

Example:

- 5: emergency room
- 4: safety sweep kid's room and check in frequently.

<https://projectteachny.org/covid/>

DISTRESS TOLERANCE SKILL

TIP from DBT



T – Temperature

Change your body temperature using cold water or ice.



I – Intense exercise

Walk quickly. Climb the stairs. Jump up and down. Run on the spot.



P – Paced breathing

Breathe in to the count of 5, hold then breath out to the count of 7.



P – Paired muscle relaxation

Tense your muscles when breathing in and relax them when breathing out.

SELF-COMPASSION BREAK

This is a moment of suffering. This hurts. Ouch.

Everyone is suffering. I'm not alone.

May I be kind to myself. Or what do I need to hear right now to express kindness to myself?

~Dr. Kristin Neff

<https://self-compassion.org/exercise-2-self-compassion-break/>

REFERENCES & RESOURCES

1. AAP Mental Health Minute: <https://services.aap.org/en/patient-care/mental-health-minute/>
2. ASQ: <https://www.nimh.nih.gov/research/research-conducted-at-nimh/asq-toolkit-materials/index.shtml>
3. Self compassion break: <https://self-compassion.org/exercise-2-self-compassion-break/>