



From Policy to Practice and Beyond:

*A systematic school-based approach to
meeting the needs of substance using youth*

Who am I?

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Centerpoint provides a full array of treatment & educational services to teens and their families faced with emotional, behavioral, mental health, substance abuse, or special learning needs.

Centerpoint clients receive a comprehensive plan of services that may include:



- *psychiatric and mental health evaluation*
- *substance abuse screening and assessment*
- *integrated special education and mental health day treatment services through the Centerpoint School*
- *outpatient counseling for mental health and substance abuse concerns*
- *family counseling and parent support*
- *group therapy*
- *intensive outpatient (IOP) treatment*
- *gender-specific treatment services*
- *school-based substance abuse and mental health services*
- *case management and community support*
- *services for youth involved through juvenile justice and the legal system*
- *counseling services for the college and transition-aged student*
- *drug testing*
- *training and consultation*



Centerpoint Adolescent Treatment Services are provided throughout Northwestern Vermont, with central locations in Chittenden County:

81 West Canal Street
Winooski, VT 05404

1025 Airport Drive
South Burlington, VT 05403

94 West Canal Street
Winooski, VT 05404

You can reach Centerpoint by phone at 488-7711, by fax at 488-7732, or on the web at www.centerpointservices.org



A System of Care...



Who are you?

...and what has you in the room?

Today's Conversation

How do we understand...

A look at systems practice...

A look at clinical practice...

Some 'real world' logistics and considerations...

But first... a question...

WHY DO students get high...do drugs...drink...smoke pot...
snort...trip...take pills....shoot...get drunk...get toasted?

<p>Peer pressure / friends / all the cool kids are doing it</p> <p>Act against poorly placed interventions</p> <p>Fun! Celebrate Relax Go to sleep</p> <p>Rebellion</p> <p>Experiment</p> <p>Self Medication</p> <p>Creativity (Inspiration)</p> <p>Physiological Changes (Dependence)</p> <p>Depression</p> <p>Socially Desirable</p> <p>Shirk responsibility</p>	<p>Hopelessness (fuck-its)</p> <p>Cure hangover</p> <p>Hallucinate</p> <p>Increase intimacy</p> <p>Revenge</p> <p>Genetics</p> <p>Physical Craving</p> <p>Guilt/Shame</p> <p>"Feels Good"</p> <p>"Life is Hard"</p> <p>Insecurity</p> <p>Press Money</p>	<p>Wine/Beer Afficionado</p> <p>Developed tolerance (Prescription = Addiction)</p> <p>Social Acceptance</p> <p>Feel Attractive</p> <p>Avoid discomfort</p> <p>Be Productive As prescribed</p> <p>Sex! (decrease inhibition last longer)</p> <p>Manage Pain</p> <p>Reward</p> <p>Forced Addiction (relationships human trafficking)</p> <p>Maintain normalcy/homeostasis</p> <p>Religious ceremonies to feel powerful</p> <p>Boredom (zzzz)</p> <p>Curiosity</p> <p>Role Models do it / modeled for you</p> <p>Abate loneliness</p> <p>Stay Awake</p> <p>Anger Management / Regulate emotions</p>
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To feel good... to stop feeling bad...

Helping students to feel good...*

*And to stop feeling bad***



- * helping our students expand their array of adaptive coping strategies, prosocial skills, and positive experiences that will result in healthy endorphin, serotonin, and dopamine production and lead to improved interpersonal functioning and environmental success
- ** To ameliorate the co-occurring mood, anxiety, personality, and trauma-based social, emotional, and mental health disorders, and to immunize against the contributing psychosocial and environmental stressors that compromise a student's well being and environmental functioning

And what are we trying to achieve through our work in schools?

In addition, to the academic content of 'knowing' and the decision-making and problem-solving processes of 'learning'...

*To feel good and to stop feeling bad...
(to achieve, succeed, establish healthy lives...)*

Emotional regulation and behavioral self-control

Relationship skills and communication skills

Stress reduction, distress tolerance, and coping skills

Affiliation, attachment, and a sense of belonging

Competence, confidence, and a sense of mastery

Identity development, empowerment, and a sense of independence

Responsibility, community connection, and a sense of generosity

To begin...

Some Foundations

functional significance

a little bit of drug talk

a dynamic model of change

a system of care

vertical integration

Severity of Substance Use in the Lives of our Clients:

- DSM IV TR Diagnosis:

Abuse
Dependence
Induced
Intoxication
Related NOS

- DSM V Diagnosis:

Use Disorder (Mild, Moderate, Severe)
Induced
Intoxication
Related NOS

Severity of Substance Use in the Lives of our Clients:

- Functional Significance:



For many, substance misuse disorders are concurrent with other social, emotional, behavioral, or mental health challenges:

including:

Mood disorders

Anxiety disorders

Thought disorders

Personality disorders

Developmental disorders

Trauma-Based Disorders

Adjustment, Social, and Behavioral disorders
(serious/severe emotional disturbance)

For many, substance misuse disorders are concurrent with other social, emotional, behavioral, or mental health challenges:

which may manifest as (functional significance):

Defensiveness

Opposition

Behavioral non-compliance

Distractibility or attentional issues

Verbal or physical aggression

Passivity or avoidance

Emotional outbursts

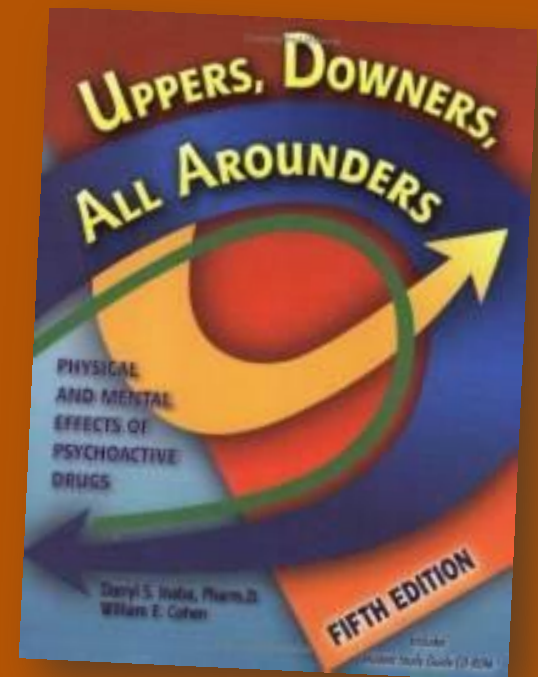
Seemingly irrational thoughts or behaviors

A little bit of the Drug Talk before we go further...

Classes and Categories

- **Alcohol:** wine, beer, liquor/distilled spirits, alcopops, coolers,... <http://www.cdc.gov/vitalsigns/BingeDrinking/index.html>
- **Cannabis:** marijuana, hash, blunts...
- **Synthetic Cannabinoids:** Spice, K2,...
- **Opiates:** heroin, morphine, oxycodone, hydrocodone,... <http://www.cdc.gov/vitalsigns/PainkillerOverdoses/index.html>
- **Stimulants:** Cocaine, Speed, Crystal Meth, Ritalin,...
- **Sedatives:** barbiturates, qualudes, benozdiazepines, valium, Rohypnol, GHB,...
- **Inhalants:** nitrous, whip-its, glade, glue, gas, solvents,...
- **Hallucinogens:** LSD, psilocybin mushrooms, DMT, Ketamine (anesthetic)...
- **Cathinones:** Khat, Mephedrone, 'Bath Salts',...
- **Entactogens:** Ecstasy, MDMA,...
- **Anabolic Steroids:** testosterone, Equipoise, ...
- **Nicotine:** cigarettes, cigars, chew, snuff,...

Substances of Abuse: one step ahead... or one step behind...





www.erowid.com



www.thefix.com



nida.teens.gov

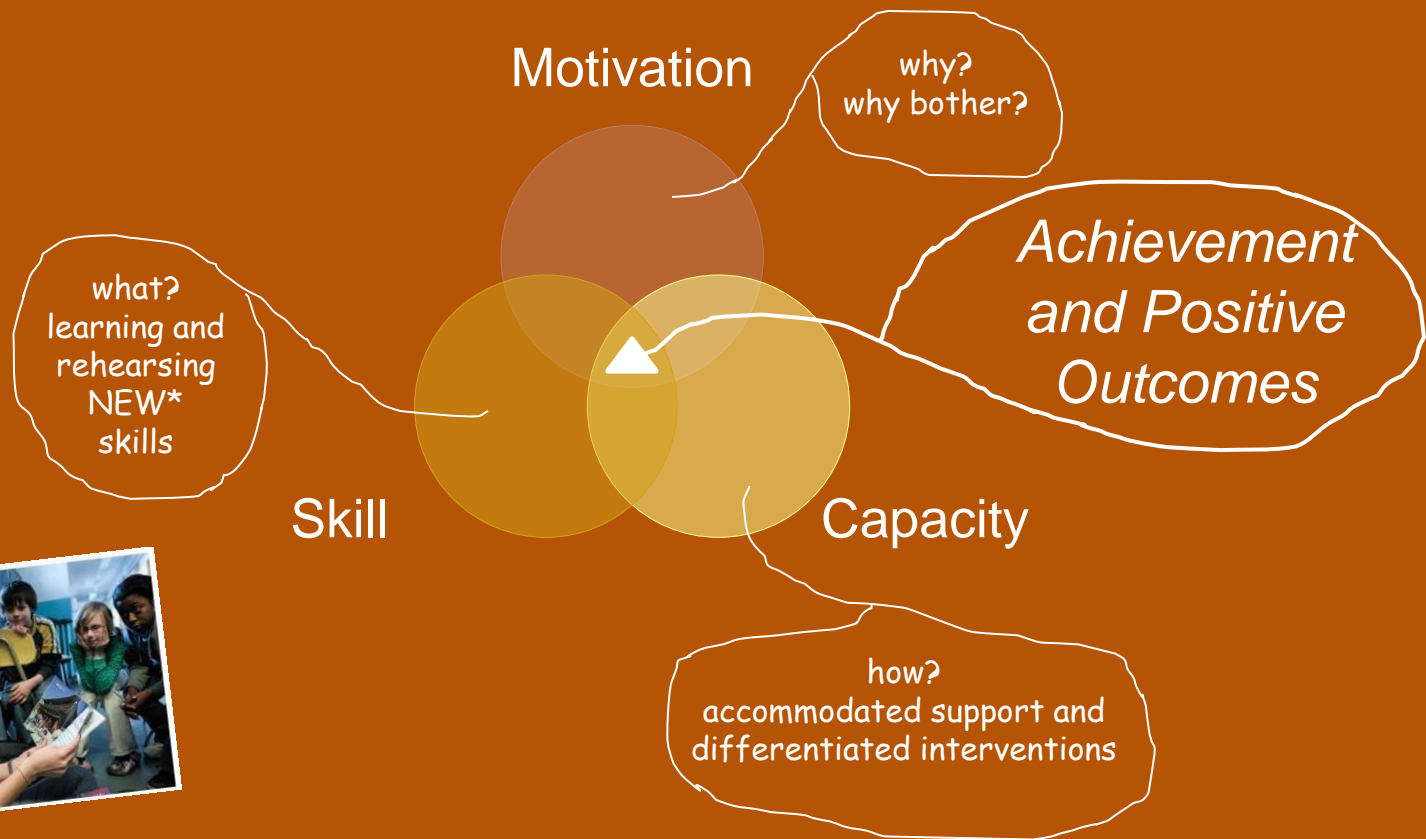
Stage of Change?

Readiness for Change?

Essential Elements for Change?

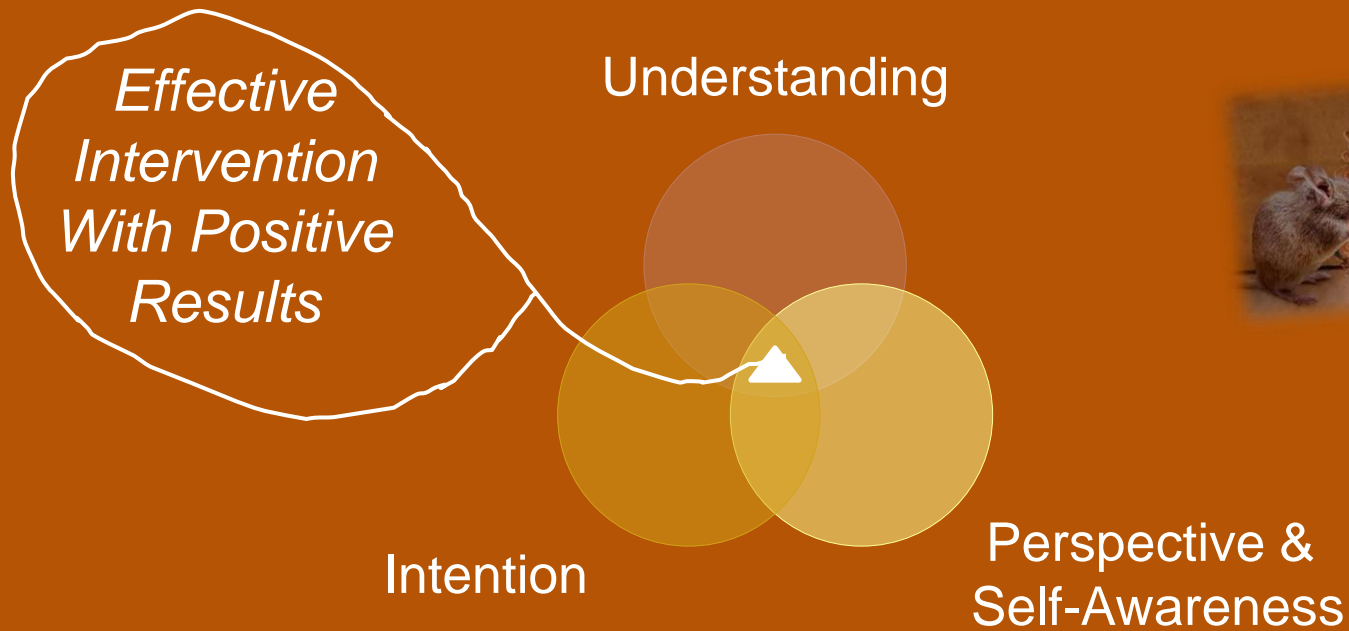
An Interactive Process of Change for Students and Families...

Readiness for Change



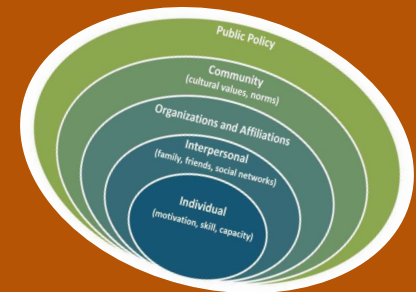
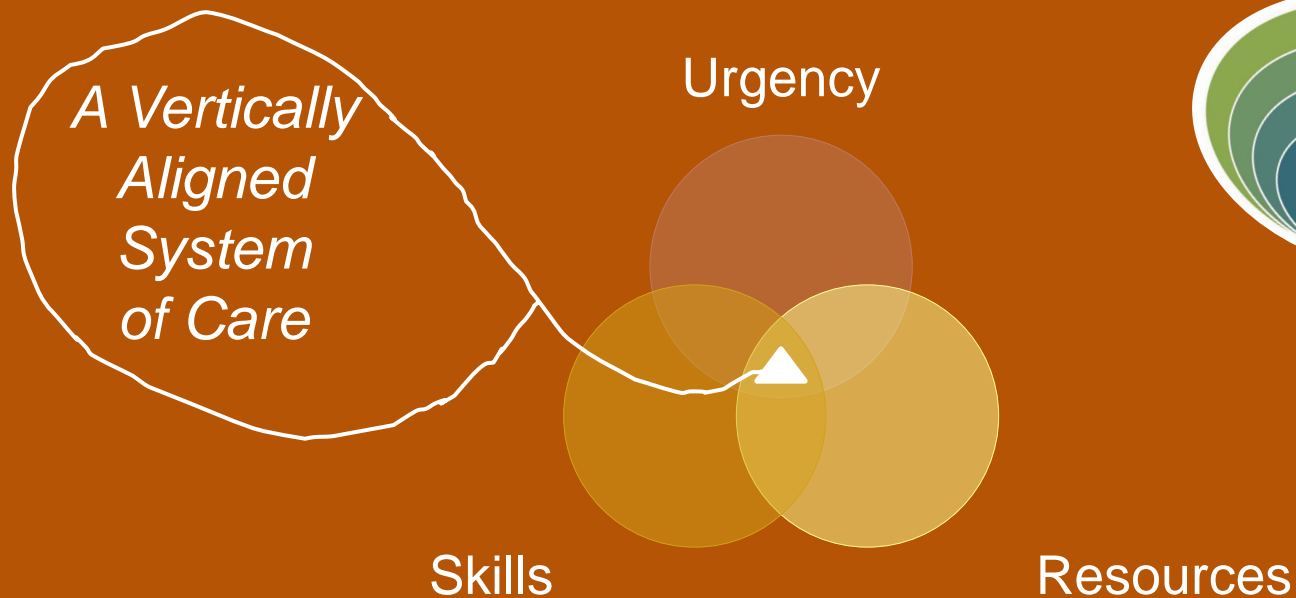
Improving Outcomes on the Practice level...

Readiness for Change



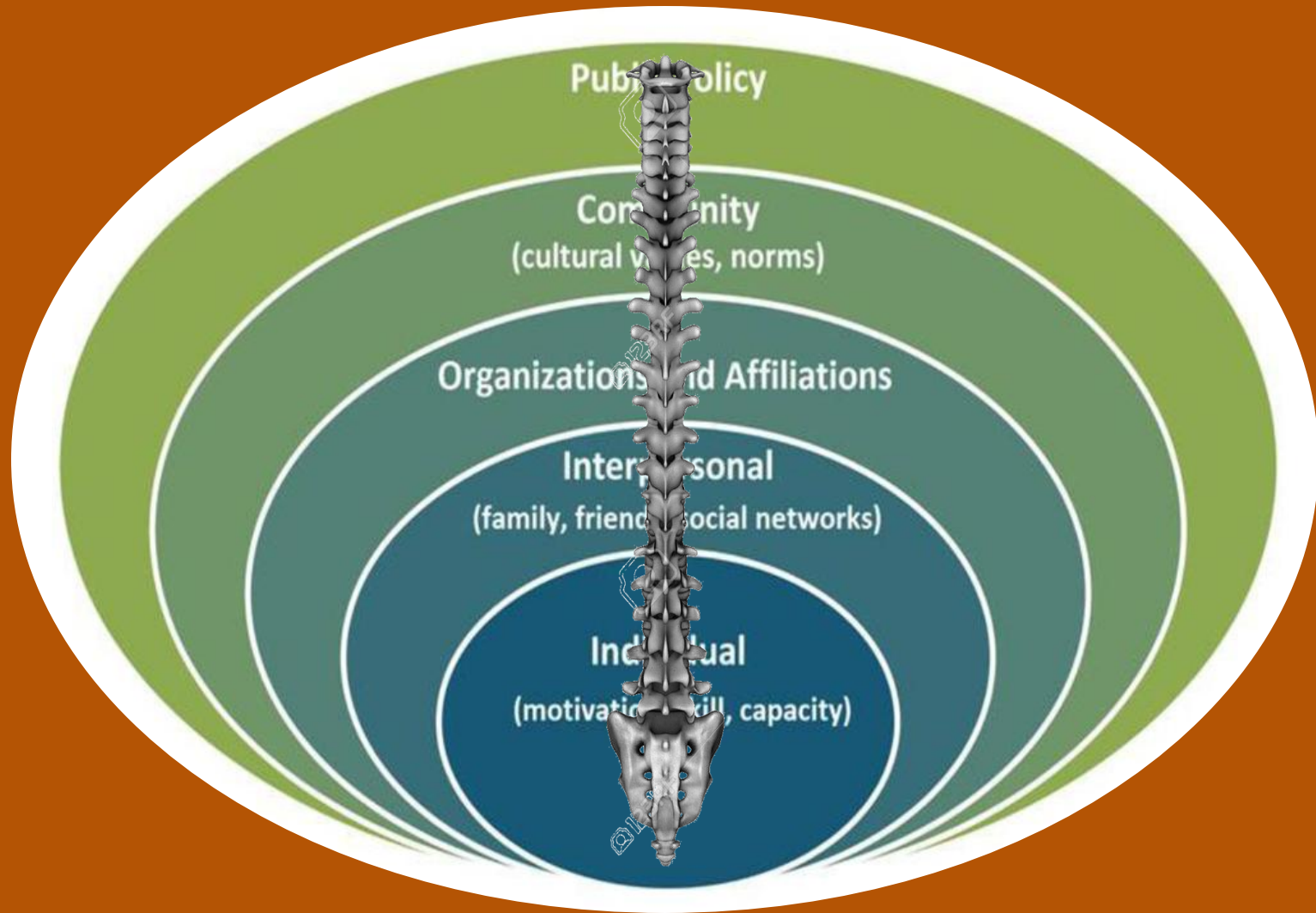
Creating and Sustaining Systemic Change...

A 'Community's' Readiness for Change



Creating and Sustaining Systemic Change...

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Creating and Sustaining Systemic Change...

A 'Community's' Readiness for Change



Community Readiness for Change Brief Screener

This tool is intended to provide a snapshot of your community's readiness for change to improve and enhance policy & practice related to truancy.

ADMINISTERING THE MEASURE

This survey is intended to be a guide in determining your school's readiness to institute the identified new initiative (policy and program). The survey can be completed by a single respondent, though has increased accuracy and effectiveness with multiple responses representing multiple stakeholder groups.

Please rate the questions below for each identified stakeholder group using the following scale:
5 = Very High 4 = High 3 = Moderate 2 = Low 1 = Very Low

- 1) To what degree do you see **urgency** in these stakeholders to make change related to this issue?

	Rating
A. Parents	
B. Students	
C. Teachers	
D. Community	
E. School Administration	
F. School Board	
G.	
H.	

- 2) To what degree do you see these stakeholders as having the **necessary skills** to make change related to this issue?

	Rating
A. Parents	
B. Students	
C. Teachers	
D. Community	
E. School Administration	
F. School Board	
G.	
H.	

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802-488-7711 www.CenterpointServices.org

Please rate the questions below for each identified stakeholder group using the following scale:

5 = Very High 4 = High 3 = Moderate 2 = Low 1 = Very Low

- 3) To what degree do the stakeholders identified below have the **necessary resources** to make change related to this issue?

	Rating
A. Parents	
B. Students	
C. Teachers	
D. Community	
E. School Administration	
F. School Board	
G.	
H.	

SCORING THE MEASURE

Aggregate the score for each item within each question and plot to the corresponding box below. For a total MSC Readiness score, add boxes 1, 2 and 3 together.

1) Motivation = 2) Skill = 3) Capacity =

Total MSC =

Aggregate the score for each stakeholder group across questions and plot to the corresponding box below.

A. = E. =
B. = F. =
C. = G. =
D. = H. =

Thresholds:

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One Story of Vertical Alignment:

“We didn’t get the grant...”

And maybe another...

“a little mindfulness..”

School Policies, Procedures, and Norms: An interplay between home and school...



What *pulls* the student *into* the classroom?

What *pushes* the student *out* of the classroom?

What *pulls* the student *out* of the classroom?

What *pushes* the student *into* the classroom?



"I wanted to thank you for [your work. It is] a reminder of student and family needs and the services available. But more than that it's a focus on the root of issues instead of the sometimes emergency level symptom which we (schools, parents, etc.) base decisions. You've caused me to reflect on what we ask students to do daily in the areas of curriculum, instruction and assessment. Are the things we ask of students respectful, relevant and engaging? Are we asking our teachers to think about learning in these ways? Thank you for taking the time to engage with the learning community."

– Director of Curriculum and Instruction for a local public school district

A System of Care...





Wellness Advisories

Curricula Handbook for Advisors

Volu



Wellness Curricula: Foundations

Welcome to Project Checkpoint! Checkpoint includes Screening, Brief Intervention and Referral to Treatment services (SBIRT) along with an Administrative Policy & Enforcement response for students struggling with issues related to drug or alcohol use. Checkpoint also offers services for the broad student population, including Prevention and Education programming to help prevent drug and alcohol use and to promote health, wellness, and personal resiliency.



This Wellness Curricula is designed as an integrative, interactive, multimodal approach to exploring important concepts of health and well-being. Using a Teacher Advisory model of delivery, Checkpoint Wellness includes brief, dynamic video presentations followed by facilitated and guided group dialogue as supported by an identified question set. This multimodal approach allows for adaptation and accommodation for varying learning styles and abilities. Video detail and hyperlinks can be found in this manual, along with Guide Sheets for each of the 9 advisory topics included in Wellness Advisories - Volume 1.

A Model of Wellness

The foundational information below is helpful in preparing facilitating the Wellness Media and utilizing the Guide. While wellness may be conceptualized through any number of models or approaches, this 8 domain model allows for 'easy access and translation' with adolescents and young adults, and supports the application of skills in making and problem connected domains.



Wellness Media & Activity Sheets

Below is a series of media that relate to the subject of wellness, including videos around specific dimensions as well as overall stress management, and activity sheets for each media item with a list of discussion questions for the group. (Please note to choose media that best meets the needs and interests of their group, as some subjects may be triggering for some students; these are marked with *) Remember to enforce that the 8 Dimensions of Wellness are an integrated system and it's important to focus on all of areas!

Media Curricula:

Author: The Happy Secret to Better Work by Shawn Achor

tin
ptiness, humor, positive psychology
All dimensions of wellness
<https://www.youtube.com/watch?v=7b0fJd0eZ80>

Author: Depression Too is A Type of Fire by Taylor Mall*

n
uppression/suicide, poetry, 9/11
nc: Emotional/Mental Well-being, Social-Recreational,
Physical Health Well-being
<https://www.youtube.com/watch?v=50wNjBk3dM>

Author: Hiroshima by Sarah Kay*

with
Hiroshima, rebirth, connection, poetry
nc: Spiritual, Social-Recreational, Community Belonging
<https://www.youtube.com/watch?v=Wd3H7W3k3dM>

Author: What Makes a Hero? by Matthew Winkler

4:56min
nc: Heroes, seeking your adventure
nc: Vocational/Occupational, Education-Training
<https://www.youtube.com/watch?v=2Dk4t0AA0CA>

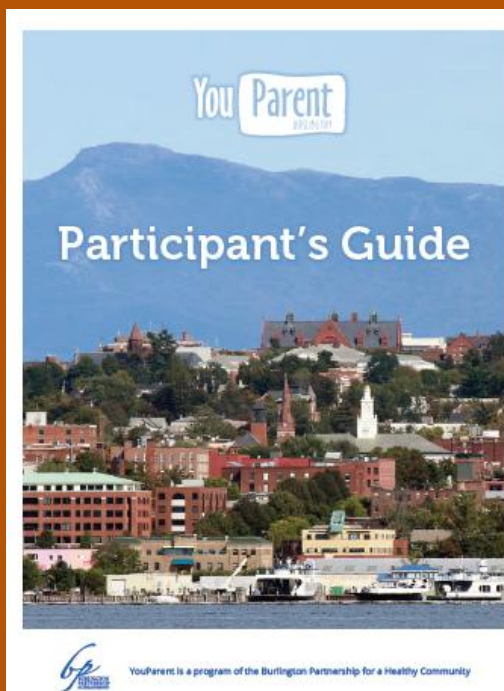



Depression Too Is a Kind of Fire Discussion Topics & Questions




1. Did you find Taylor's method of communicating his story effective? Why or why not?
2. What does the title mean to you? What does 'depression' mean to you?
3. What did Taylor and his wife disagree about?
4. What does Taylor's wife's exercise and smoking habits tell us about her? What does it do for our understanding of his wife and their relationship?
5. How do we recognize signs of depression in ourselves and others? And what can we do to feel better?
6. How does understanding depression (and other signs of mental health) help us achieve wellness?
7. Other thoughts?







Support for Winooski Parents and Families



At Centerpoint, we work with many parents and caregivers who are facing their own difficulties as they try to raise their kids. We meet with parents who feel alone, at a loss, not sure where to turn or what to do.


Through our Parent and Family Support Services, we recognize that a teen's challenges affect the whole family. We also recognize that when parents and families struggle, the children and teens within the family may be the most affected.

And in our work with young people, we see some of the greatest success when we are able to assist and support the whole family.

Centerpoint's parent and family services come in many forms:

- **Parent Skills Training** is provided to those who are interested in learning new skills and strategies for parenting their teens. This is also helpful for parents with differing 'styles' as they work to develop a shared approach to raising their teen.
- **Parent and Family Support** helps to increase parent confidence during the difficult times and decrease the stress and anxiety experienced by many parents. Through Centerpoint's highly popular Parent Support Groups, parents experience a 'support network' that builds connections and reduces the sense of isolation felt by so many.
- **Centerpoint's Family Therapy** is a solution-oriented approach to helping whole families overcome obstacles, build new skills, address underlying issues, and take the steps toward improved family functioning and well-being.
- **Parent Information Nights and Special Programs** include speaker nights, self-care events, and special topics for community groups and parent associations.


And



Centerpoint's Real Parenting Support programming is specially designed to help parents of middle-school students become best prepared for parenting through the 'high school years' - with a focus on the changing parent-child relationship, healthy roles and boundaries, and the most effective ways to monitor and support your growing teenagers.

Like to learn more about Centerpoint's services for Winooski families, or any of Centerpoint's Counseling and Support Services for Winooski students?

Contact Danielle Jatiow, LIC-SW, Student Support Program Coordinator, at 383-6093 or DanielleJ@CenterpointServices.org



For other services, contact Centerpoint's SAMH Admissions Coordinator Michael Hunter by calling 488-7714 or via email at MichaelH@CenterpointServices.org

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Real. Parenting. Support.

brought to you by
Burlington Partnership
for a Healthy Community

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They will grow up
in the blink of an eye.

Calling all Burlington middle school parents!

YouParent teaches effective parenting strategies and provides support in person and online. Prepare for parenting a high schooler before they get to high school. Standing.



12 Fans



0 Followers



2 Subscribers

It's hard to know what to say and do during the challenging years of middle and high school.

YouParent is here to help. Sign up today!

Select Language

Powered by Google Translate

Upcoming Events

8:00 am Prevention World Mtg

News



Always On? Raising Media Savvy Kids in our Digital Age

Resources



Help reduce underage drinking in Vermont.

More

Parent Up

YouParent's Adolescent Services Program helps kids and teens.

SBIRT

Screening,
Brief or Interim Intervention,
and
Referral to Services and Support

Techniques derived from...

...Motivational Enhancement Therapy

...Cognitive-Behavioral Therapy

...Dialectical Behavioral Therapy

SBIRT in schools



Substance Abuse and Mental Health Services Administration
SAMHSA
www.samhsa.gov 1-877-SAMHSA (1-877-684-6742)

Prevention Training and Technical Assistance

Home | CRAFT Main Page | Prevention Practice | Resources | Grantees | News and Events | About SAMHSA

▼ GRANT PROGRAMS

- 10-Step Prevention Framework State Incentive Grant
- Partnerships for Success
- Substance Abuse Prevention and Treatment Block Grant
- Epidemiological Investigations
- Service to Science Initiative

Service to Science Initiative



SAMHSA's Service to Science (STS) Initiative is a national initiative designed to enhance the evaluation capacity of innovative programs and practices that address critical substance abuse prevention or mental health needs. STS provides customized technical

*What are we hoping to achieve
through early intervention?*

Identify

Engage

Intervene

Motivate

Prepare

Access additional supports and services, as indicated

Welcome to
Project Checkpoint-Colchester!

Welcome to Project Checkpoint-Colchester!

Checkpoint is a "screening and brief intervention" program designed for students found in violation of the school's substance use policy. Checkpoint is an option for students to fulfill school policy requirements while also:

- Building skills

- Building skills
- Learning new strategies
- Becoming more informed
- Increasing self-awareness of their thoughts, feelings, and behaviors
- Increasing their motivation, develop new skills, and increase their capacity to make

Through Checkpoint, students find the...
healthier choices and engage in more successful and productive...
...ing interview, followed by 3 weekly group session

Checkpoint begins with a Screening
address a variety of topics, including:

- Decision Making & Problem Solving
- Stress Reduction & Coping Skills
- Power, Self-Control, Accountability, and Responsibility
- Personal Assets Inventory, Resiliency Skills, and Healthy Sup
- Planning for Set-Backs, Unhealthy Influence, and High-Risk

- Power, Control, and Coercion
- Personal Assets Inventory, Resilience, and High-Risk
- Planning for Set-Backs, Unhealthy Influence, and High-Risk

Group sessions focus on practical application and rehearsal of new skills to use in real-life situations. Checkpoint also includes take-home activities to reinforce learning.

How do we know if it's working? Designed as an intervention alternative to consequence and sanction (such as school expulsion), Checkpoint also includes skills in real-life situations. Checkpoint also includes an intervention alternative to consequence and sanction (such as school expulsion). Checkpoint also includes an intervention alternative to consequence and sanction (such as school expulsion).

And what comes next? Through completion of Project Checkpoint, students with recommendations for any ongoing support that may be indicated, Checkpoint is sufficient to address their needs. Others receive ongoing participation in co-curricular and youth development activities, or com with greater need have access to the broad range of treatment services mental health agencies.

Project Checkpoint-Colchester is a collaboration between Centerpoint Adolescent School. Through this partnership, Colchester students have access to a broad range of health services, including counseling, testing, and referrals to community resources to promote personal health & well-being, and to address life-interfering substance use issues.

For more information, contact:
Katie Dearth, Center

for more information, contact:
 Kate Dearth, Centerpoint Community Support Counselor, 343-
 Tim Emery, Colchester High School Assistant Principal, 264-57-
 Justin Brown, Colchester High School Assistant Principal, 264-57-

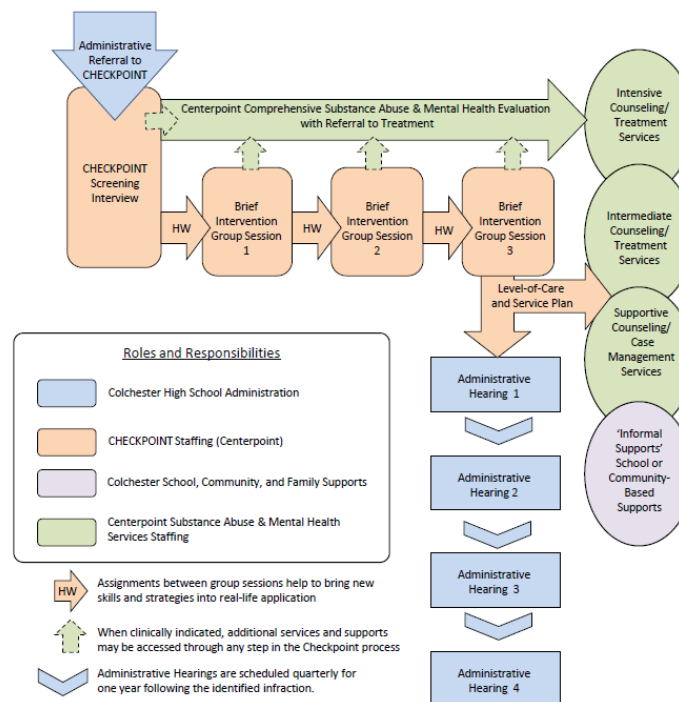
CHECKPOINT REVIEW

Curriculum Outline

a. Intake/Orientation:

1. Motivational Interview (MET 1)
2. Review of program goals, expectations, and opportunities
3. Review student's referral

Project Checkpoint-Colchester: Service and Program Flow



REASON FOR JOINING CHECKPOINT

CHECKPOINT REVIEW:

for dealing with things and understanding what we do things.

Supports and Services Available to Students and Families
Involved in Court due to Truancy

You may be in court today because of issues of school truancy. School attendance is a legal issue, and more importantly, successful school attendance helps set a student – and family – to be better prepared for a more successful life ahead.

There are lots of reasons for truancy –

We understand that you may be struggling with truancy for many reasons. We often see families in which school attendance problems are 'symptoms' of harder things going on at home or within the family:

- Sometimes these struggles are financial or related to other resources...
- Sometimes they are the result of emotional or mental health issues with the student or within the family...
- They may be related to behavioral problems...
- Or they may be related to special learning needs...
- Sometimes they may be the result of substance use in the family...
- Or are connected to issues of safety...

Whatever the reason, Centerpoint can help. With a Centerpoint Case Manager, or Community Support Counselor, or Family Therapist, Centerpoint offers services through the Truancy Court to assist young people and families in many ways: to address the challenges that are interfering with school attendance, experience success within and beyond the school, and get on track toward a life of success.

A referral from court...

Staff within the court, including the Attorneys and the Judge, can help explain what Centerpoint can offer. They may also recommend a specific service or support for you. And in some situations, a judge may require students or families to access services and get help.

Learn more for yourself...

You can learn more for yourself by calling Kate Dearth, Community Support Counselor, at 343-3958 or Michael Hunter, Intake Coordinator, at 488-7714. You can also learn more about what Centerpoint has to offer by visiting our website at www.CenterpointServices.org.

We're here to help, and we want to see you succeed!



Some Helpful Faces and Supports from Centerpoint...

Your Attorney, the States Attorney, the Judge or someone else may have already talked to you about the services that Centerpoint can offer to you and your family. These kinds of services will not only help to resolve the truancy issue, but can also help with all those other struggles that interfere with school success – and life success.

Meet Kate –



Kate Dearth is a Community Support Counselor at Centerpoint. She works with students to build new skills with decision making and problem solving, manage emotions and behaviors, and cope with stress and difficult situations. Kate also helps students to connect – or reconnect – with positive opportunities in the community. And, Kate supports students to find their 'spark' – helping them to get excited about these new skills and opportunities.

Reach Kate at 343-3958, by email at KateD@CenterpointServices.org, or by calling Centerpoint's main phone number at 488-7711.

Meet Michael –



Michael Hunter is our Intake Coordinator at Centerpoint. Michael may offer an assessment to help determine what will be most helpful for you and your family. Michael can also help you get connected to all of the services at Centerpoint, (or at other agencies, programs, and community resources) that may be best for you and your situation.

Reach Michael at 488-7711, by email at MichaelH@CenterpointServices.org, or by calling Centerpoint's main phone number at 488-7711.

Meet Kim and Danielle –



Kim Burgess (to the left) and Danielle Jatlow (to the right) are family counselors at Centerpoint. Kim and Danielle offer parent support, assistance with new and helpful parenting skills, and family therapy for those who want to work through some of the harder family challenges.



Reach Kim at 488-7712 or by email at KimB@CenterpointServices.org.
Reach Danielle at 488-7727 or by email at DanielleJ@CenterpointServices.org.
And you can always call Centerpoint's main phone number at 488-7711.

We're here to help, and we want to see you succeed!



Chittenden County Truancy Intervention Project Priority Service Screening

Centerpoint Adolescent Treatment Services
1025 Airport Dr. So. Burlington, VT 05403
802-488-7711

Chittenden County State's Attorney
32 Cherry St. Burlington, VT 05401
802-651-1709

Chittenden County Court Diversion
184 King St. Burlington, VT 05401
802-864-2642

to be completed with Referral Cover Sheet and Affidavit

Student's Name _____ DOB _____
Student's School _____ Grade _____
Referral Source - Your Name _____
Contact Info: Your Phone _____ Your Email _____
What is your role/title within the school? _____
Today's Date _____ Number of School Days Missed _____ Total School Days to-date _____
Parent/Guardian Name(s) _____

To what degree do you believe this student's truancy is related to...

Not at all Mildly Moderately Considerably Substantially

- 1) substance use by this student or family? ☐ ☐ ☐ ☐ ☐
- 2) mental health issues for this student or within her/his family? ☐ ☐ ☐ ☐ ☐
- 3) issues of child safety or child protection within the family? ☐ ☐ ☐ ☐ ☐
- 4) issues of child health or medical concerns? ☐ ☐ ☐ ☐ ☐
- 5) this student's aggression or violence within the home? ☐ ☐ ☐ ☐ ☐
- 6) unwillingness or inability to take advantage of services and supports? ☐ ☐ ☐ ☐ ☐
- 7) this student being bullied or harassed within the school setting? ☐ ☐ ☐ ☐ ☐
- 8) conflicts between the family and the school or school administration? ☐ ☐ ☐ ☐ ☐
- 9) Are you aware of any history of significant truancy within this family, including with the student's siblings or parents? ☐ YES ☐ NO
- 10) Are there other services or supports currently in place that are designed or intended to meet this student's or family's needs (e.g. school social work, IFBS, CBS)? ☐ YES ☐ NO

Please complete the service and strategy inventory on the other side of this form

Rev. 05/15

What services or strategies have been used to support this student?

Lower Level (Tier 1) Strategies	Offered	Accepted	Refused
5-, 10-, and 15-day letters			
Phone calls with family			
Meetings with student			
Meetings with parent(s)/guardian(s)			
Mentor support (in-school or community based)			
In-school academic support			
Incentive-based plan			
After-school academic support (e.g., homework club)			
After-school social support (e.g., activities, clubs, sports)			
Guidance/Student Assistance Counselor involvement			
School Social worker involvement			
School Resource Officer involvement			
Summer Support Services (e.g., summer school)			
Medical documentation requested			
Educational Support Team involvement			
Other:			

Mid-Level (Tier 2) Strategies	Offered	Accepted	Refused
Home visit by school or support personnel			
Schedule changes and accommodations			
Individualized tutoring, in school			
Functional Behavioral Assessment			
Referral for special education assessment			
Referral for substance abuse assessment			
Referral for mental health assessment			
Referral for individual and/or family counseling			
Other:			

Higher Level (Tier 3) Strategies	Offered	Accepted	Refused
Referral for/placement in on-site alternative school program			
Referral for/placement in off-site alternative school program			
Individualized tutoring, off-site or in home			
Referral to Child Protection and Family Support Team			
Family group conferencing			
Participation in Act 264 process			
First Call access			
DCF access			
Referral for intensive family or wraparound service (e.g., IFBS, CBS, IOP)			
Other:			



RECLAIMING FUTURES • VERMONT

Communities helping teens overcome drugs, alcohol & crime

"I wanted to thank you all, and everyone else at Centerpoint, for... everything you do for [our daughter] each day. We are so proud of her for how she handled today and know that it would have been very challenging for her without all of you. I was teary eyed listening to her success and how confident and proud she is of herself. For the FIRST time in [her] life she feels that "everyone likes me"! Thank you, thank you, thank you!"

– parents of a young woman enrolled at Centerpoint School







Responsive Services: What's Needed, When It's Needed, with Ease of Access

Through Centerpoint, VYTEP initiatives are focused on:

- Improving access to care, with expanded community-based and co-located services
- Reducing obstacles to care, with services that offer immediate response
- Enhancing existing services and adding options for care, with new models of evidence-based practice
- Strengthening current partnerships and developing new collaborative relationships



1 We decided to open up and talk honestly about ourselves and about alcohol and other drugs.

2 We looked at what we liked about alcohol and other drugs, and why we were using them.

3 We looked at our use of alcohol and other drugs to see if it had caused harm, or could cause harm.

4 We looked at our responsibility and the responsibility of others for our problems.

5 We thought about where we seemed to be headed, where we wanted to go, and what we wanted to accomplish.

6 We made thoughtful decisions about our lives and about our use of alcohol and other drugs.

7 We followed through on our decisions about our lives and drug use. If we saw problems, we went back to earlier challenges and mastered them.

The Seven Challenges

Challenging ourselves to make wise decisions about alcohol and other drugs

7
CHALLENGES





THE SEVEN CHALLENGES® *Working Sessions*

WORK = AWARENESS + ACTION

AWARENESS

- Pay attention to what's happening in your life
- Notice what is going well
- Notice things that are not going as well as they could go: These are your issues

ACTION

- Open up and honestly discuss your issues
- Listen to challenging and supportive feedback
- Solve problems, make decisions, and learn skills
- Participate in structured activities

In The Seven Challenges Program....


- You take charge of your life
- You discuss the issues that matter most to you
- You make your own decisions
- You do the work

**WHAT DO
YOU WANT
TO WORK
ON TODAY?**



- 1** We decided to open up and talk honestly about ourselves and about alcohol and other drugs.
- 2** We looked at what we liked about alcohol and other drugs, and why we were using them.
- 3** We looked at our use of alcohol and other drugs to see if it had caused harm, or could cause harm.
- 4** We looked at our responsibility and the responsibility of others for our problems.
- 5** We thought about where we seemed to be headed, where we wanted to go, and what we wanted to accomplish.
- 6** We made thoughtful decisions about our lives and about our use of alcohol and other drugs.
- 7** We followed through on our decisions about our lives and drug use. If we saw problems, we went back to earlier challenges and mastered them.

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CENTERPOINT

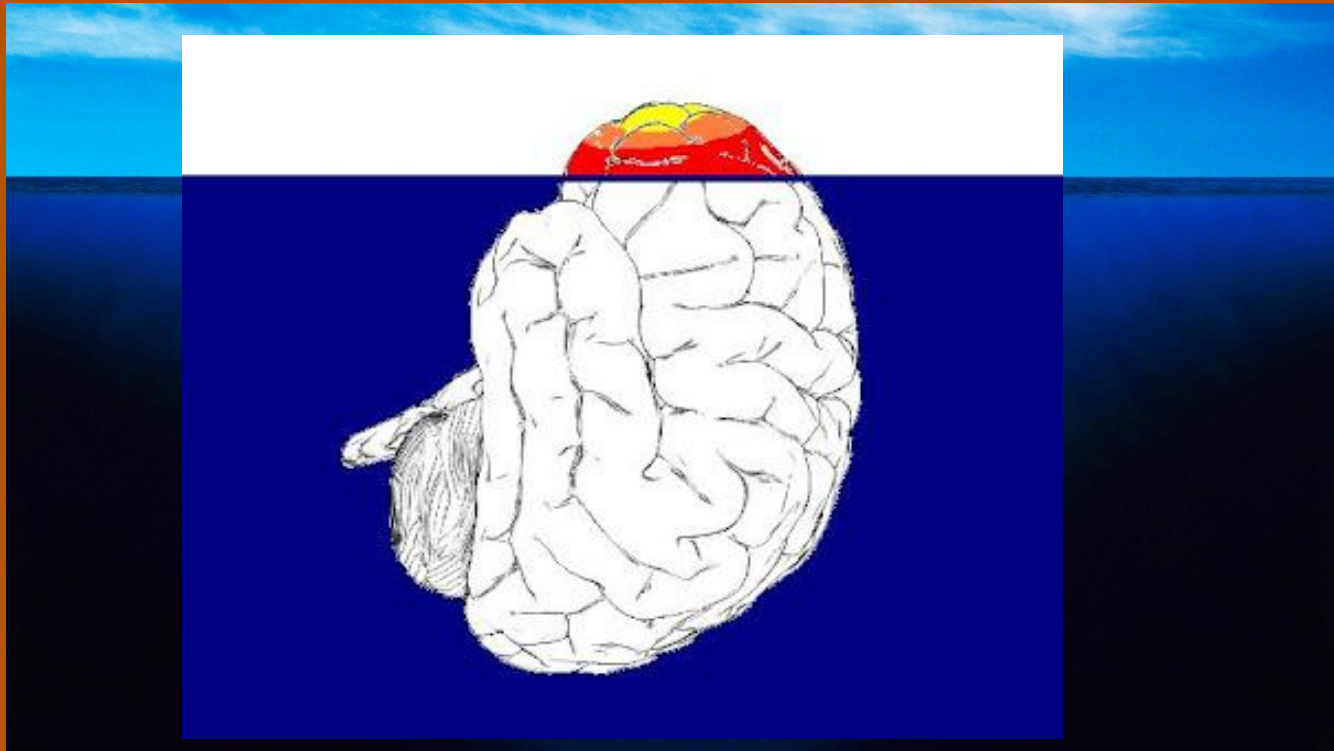
THE SEVEN CHALLENGES

The Seven Challenges
Challenging ourselves to make wise decisions

Seven Challenges for Systems Evaluation and Improvement

- 1** We take an intentional and reflective look at our organization and agree to honestly share our self-assessment with others.
- 2** We look at our current practices and services, consider why we're doing what we're doing, and celebrate how our services are working well.
- 3** We look at our current practices and services, and reflect on how they are not as helpful or effective as they could and should be.
- 4** We look at what is within our control – or influence – to change, and what is beyond our influence.
- 5** We reflect on where our organization is headed, where we want it to go, and what we want to accomplish and achieve.
- 6** We establish an organizational change plan... utilizing a change model that is consistent with our vision and mission and that matches our strengths and resources.
- 7** We follow-through on our organizational change plan. If we experience struggles that interfere with our progress, we revisit earlier Challenges to address the new or unresolved struggles.

Working with the Whole Student



Ready to take the next step toward a well life? Creative Expressions

...is an Art Therapy group for
teens coping with issues that
are impacting their social and
emotional well-being.

Is this you?
or someone you know?

Come discover your
strengths and the
healing power of creating
art with others.
No art experience
necessary, but do be
prepared for things
to get better.



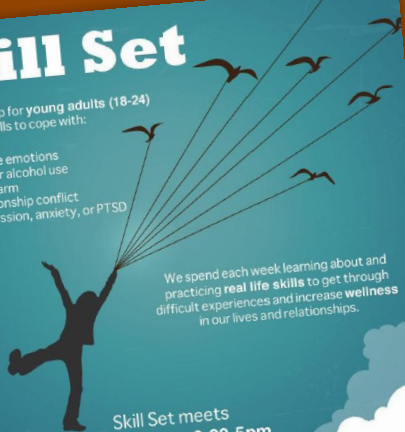
To learn more about Creative Expressions,
please contact Art Therapist Sarah at 488-7717. Sarah@CenterpointServices.org.
For enrollment in this group or any of Centerpoint's counseling services,
please contact Michael at 488-7714. Michael@CenterpointServices.org.
Centerpoint Adolescent Treatment Services
1025 Airport Drive, South Burlington, VT 05403 802-488-7711 www.CenterpointServices.org



Skill Set

A weekly group for young adults (18-24)
developing skills to cope with:

- Intense emotions
- Drug or alcohol use
- Self-harm
- Relationship conflict
- Depression, anxiety, or PTSD



We spend each week learning about
and practicing **real life skills** to get through
difficult experiences and increase **wellness**
in our lives and relationships.

Skill Set meets
Fridays from 3:30-5pm



To join this group or for more information please contact Centerpoint SAMH Clinician
Olivia Sanders, MSW, NCC, 488-7718 or at Olivia@CenterpointServices.org
To learn more about Centerpoint's range of counseling services and supports please contact
Substance Abuse & Mental Health Services Admissions Coordinator
Michael Hunter, LCMHC LADC, 488-7714 or at Michael@CenterpointServices.org



Centerpoint's Substance Abuse & Mental Health Services provide a full array of counseling supports for teenagers,
young adults, and families struggling with the broad range of social, emotional, mental health and substance abuse concerns.
www.CenterpointServices.org

CENTERPOINT

Centerpoint's Substance Abuse & Mental Health Services offers Group Therapy and Counseling for teens, young adults, and parents

Centerpoint provides a full array of services for families and teens struggling with the broad range of
substance abuse and mental health concerns. Centerpoint's clinical services include comprehensive evaluation
and a variety of outpatient and intensive outpatient treatment options within our centers and community sites.

Centerpoint's Group Treatment has been demonstrated to be an effective approach for counseling teens.
Skilled use of peer influence and group dynamics allows change to occur more quickly and sets the stage
for longer-lasting progress through the development of critical skills and peer-based supports. Specialty groups
are developed based on emerging needs and trends, with the following clinic-based groups currently offered:

- **CHANGES:** Monday, 3:30-5:00
Core changes to increase awareness for change and teach core skills of decision-making, problem-solving, and
prevent relapse skills. "Facing the Seven Challenges" model, this group also offers opportunities for sharing and
receiving additional skills, such as identifying and self-regulating emotions, effective communication skills, and
managing anxiety or depression.
- **Parent Support Groups:** Wednesday, 5:30-7:30 or Thursday, 5:30-7:30
Providing skills, strategies, and support for parents and families struggling with a young person's substance use. Group
participants include parents with teens in treatment, parents whose teens have completed treatment but experience the
continued support, and parents whose teens are still in need of help but are not yet taking advantage of counseling.
- **Anger Management and Emotional Regulation:** Tuesday, 3:30-5:00
Helping teens to recognize the signs of anger and disruptive emotional outbursts, with a focus on prevention,
self-regulation, healthy emotional expression, self-care, regarding the emotional vocabulary, and emotional safety.
- **Creative Expressions:** Tuesday, 4:00-5:30 or Thursday, 4:00-5:30
As an Art Therapy group for young people who are developing the skills to understand, cope, and express the thoughts
and feelings that are impacting their social and emotional well-being.
- **Young Women's Wellness/Young Men's Wellness:** Wednesday, 3:30-5:30
These gender-specific groups address underlying emotional issues while developing healthy skills and strategies for
preventing relapse, managing and coping with these life concerns that are unavoidable.
- **Relapse Prevention:** Friday, 3:00-5:30
This group provides young people who are establishing abstinence with the skills to identify high-risk situations,
strategies to avoid relapse, and an understanding to attend and healthy recovery support.
- **Skill Set:** Friday, 3:30-5:00
Designed for young adults (18-24), this group teaches and practices real-life skills to cope with intense emotions,
intense use, self-harm, relationship challenges, and traumatic experiences.
- **Recovery Support:** Monday, 3:30-5:00
A supportive group for young people who have established social situations, achieved, and healthy thoughts &
behavior, and are developing the skills and supports to sustain these healthy choices.

Centerpoint's Substance Abuse & Mental Health Services receive referrals from families, schools, other
service providers, residential treatment programs and hospitals, juvenile correctional and state social services,
and from youth themselves. For more information about group therapy, or to make a referral, please contact:

Centerpoint Adolescent Treatment Services
1025 Airport Drive, South Burlington, VT 05403 802-488-7711
www.CenterpointServices.org

CENTERPOINT

IN-MOTION SELF EXPRESSION THROUGH MOVEMENT

A Movement Therapy
support group for students who
may be coping with issues that
are impacting their social and
emotional well-being.



To join this group or for more information,
you can contact Centerpoint Clinician
Beth Morelli, MA AAP, at 488-7713 or
at BethM@CenterpointServices.org



DANCE ENABLES YOU TO FIND YOURSELF AND LOSE YOURSELF AT THE SAME TIME!

Centerpoint's Substance Abuse & Mental Health Services provide a full array of counseling supports for teenagers, young adults, and families struggling with
a broad range of social, emotional, mental health, and substance abuse concerns. To learn more, visit www.CenterpointServices.org or call 802-488-7711.

VENTURE... Into healthy living

Recovering from substance abuse, self-harm,
anxiety, or unhealthy relationships?
Venture Group helps you
with just what you need!



Through Venture, we...

- become self-empowered □ increase our support from and to others
- establish and maintain healthy boundaries □ build a positive sense-of-self

This group is active, experiential, and engaged in the community to help you
build the skills and connections you need to stay on the path of Healthy Living



To learn more about Venture group, call Abby
at 488-7725 or AbbyM@CenterpointServices.org

For enrollment in this group or any of Centerpoint's counseling services,
be in touch with Michael at 488-7714, Michael@CenterpointServices.org



www.CenterpointServices.org

Overwhelmed?
Uncomfortable in your own skin?
Wish you could relax and enjoy life?

JUST BREATHE

Beginner Yoga and Mindfulness Skills for Teen Girls

4 Week Series on Tuesdays

March 24, March 31, April 7, April 14

94 West Canal Street, Winooski

5:30-6:30pm

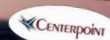


Yoga Mats Provided • Comfortable Clothing Recommended • Open Hearts Encouraged
Just Breathe is a gender-specific, beginner yoga and mindfulness skills workshop series to help address
symptoms of anxiety, depression, physical & emotional dysregulation, and normative adolescent struggles.

To join this workshop series contact Centerpoint SAMH Clinician
Beth Morelli, MA AAP E-RYT, at 488-7713 or BethM@CenterpointServices.org

To learn more about Centerpoint's range of counseling services contact
Substance Abuse & Mental Health Services Admissions Coordinator
Michael Hunter, LCMHC LADC, 488-7714 or Michael@CenterpointServices.org

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www.CenterpointServices.org



Growing from the success of... Centerpoint is now offering the CHANGES program
on-site at Colchester High School.

As a screening and brief intervention program, **PROJECT CHECKPOINT** has been helpful for students identified
with challenges related to drug or alcohol use, and other emotional and social issues, and now...
...through weekly group and individualized counseling services, **CHANGES** offers ongoing support for any student
who is struggling with alcohol or drug use, and all of the life stressors related to their substance use.
CHANGES helps students to make healthier decisions and address the challenges in their lives by:

- Increasing their awareness of their thoughts, feelings, and behaviors
- Building new skills and strategies for managing life's stressors
- Becoming more informed and active in their own decision making process

CHANGES is led by Michael Hunter, LCMHC LADC. Michael is a skilled and
talented mental health clinician and substance abuse counselor, with long-
standing connections to the Colchester High School community and special
expertise in working with teens and families.



CHANGES includes the Seven Challenges® model, a well-proven program designed specifically for teens with
substance use and related social, emotional, and mental health issues. The program helps motivate the
decision and commitment to change - and supports success in implementing the desired changes. Seven
Challenges® is listed in the SAMHSA National Registry of Evidence-Based Programs and Practices.

For those with commercial insurances or Medicaid, many of the **CHANGES** services are covered by your
Enhancement Program, with no out-of-pocket expense to families and at no cost to the school. This
program also includes an evaluation component that helps to demonstrate the effectiveness
of these services. (Note: This program evaluation activity does not share any identifiable information
and keeps all information absolutely confidential.)

How do I get involved? Many students seek out support for themselves to help with the stress in their lives or to
address issues that are feeling too complicated to figure out on their own. Some students access services
based on their family's concerns. And still more are referred by school staff based on needs or issues that
become apparent within a student's school day.

If you'd like help with these issues, to access support through the **CHANGES** program, or for more info...
You can contact Michael Hunter directly by calling 488-7714
or by email at Michael@CenterpointServices.org
You can also speak with Assistant Principals Tim Emery and
Justin Brown, or with your guidance counselor.



You can make **CHANGES!** And we'll help you get there.
www.CenterpointServices.org

Practical Considerations...

- Leveraged Funding Options and Models
- Contracts and MOUs
- Communication and Confidentiality
- Collaboration & Interagency Teaming
- Referral and Case Management
- Incentives, Reinforcers, Rewards, & Sanctions
- Scheduling & Other Logistics
- Training & Workforce Development
-
-
-

Walking the Talk

Case Examples and Unanswered Questions

And a reminder...

The 'obvious' isn't always so...

'Common Sense' isn't that common...

If you think this is 'too simple,' its not...

If you think this is 'too complicated,' its not...





Mitchell Barron, LICSW LADC

802-488-7721

www.CenterpointServices.org

MitchB@CenterpointServices.org



*Some final thoughts from
a panel of local experts...*



Ms. Benjamin's 3rd grade class at JFK Elementary School