

PRESENTER DISCLOSURES

GREG COX

**NO PERSONAL FINANCIAL RELATIONSHIPS
TO DISCLOSE**



ASSESSMENT AND IMPLEMENTATION OF COMMUNITY BASED WRAP- AROUND MENTAL HEALTH SERVICES

Annual Conference on Advancing School Mental Health
November 7, 2019



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We make a dramatic difference!

Greg Cox
Chief Operating Office

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We make a dramatic difference!



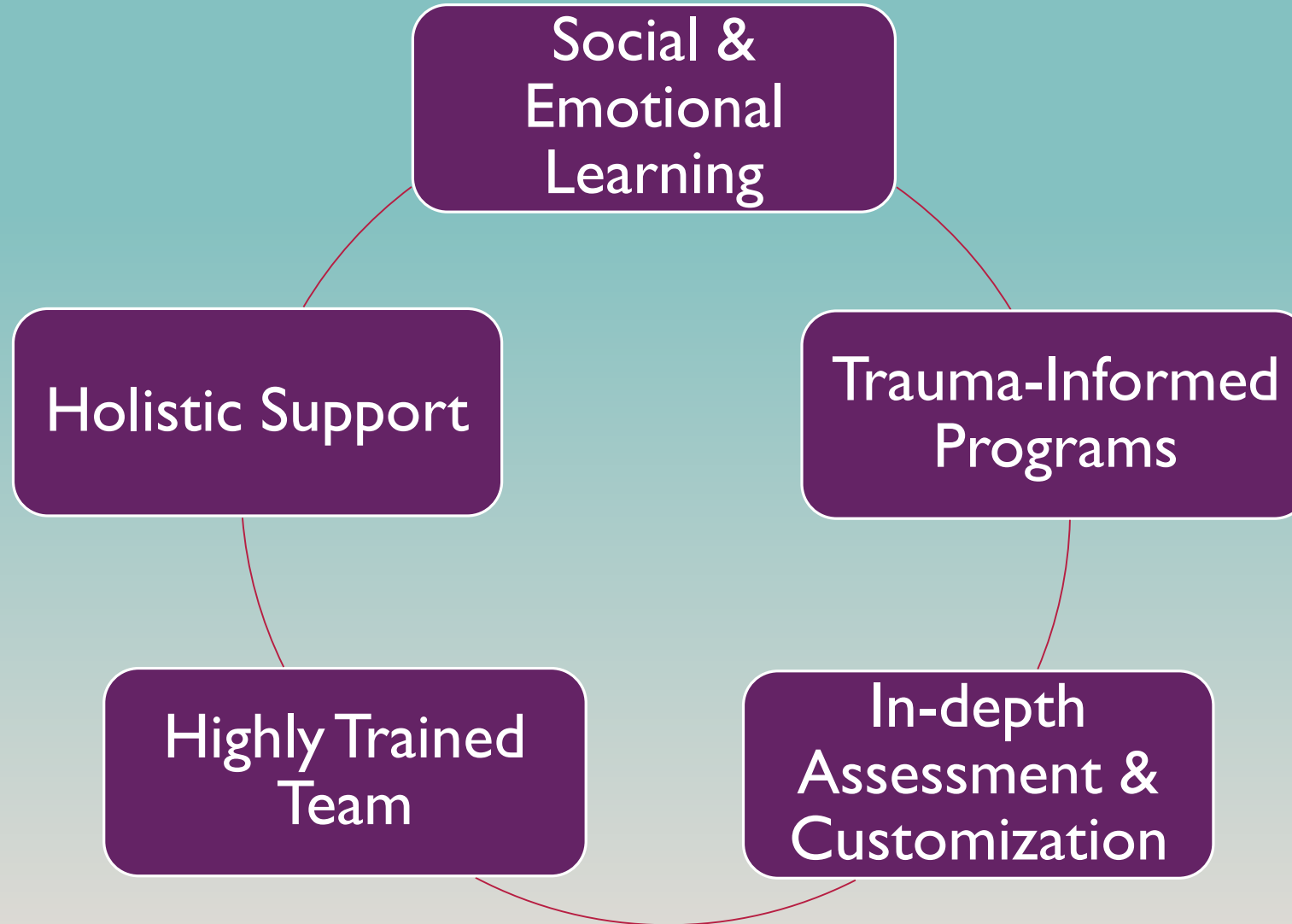
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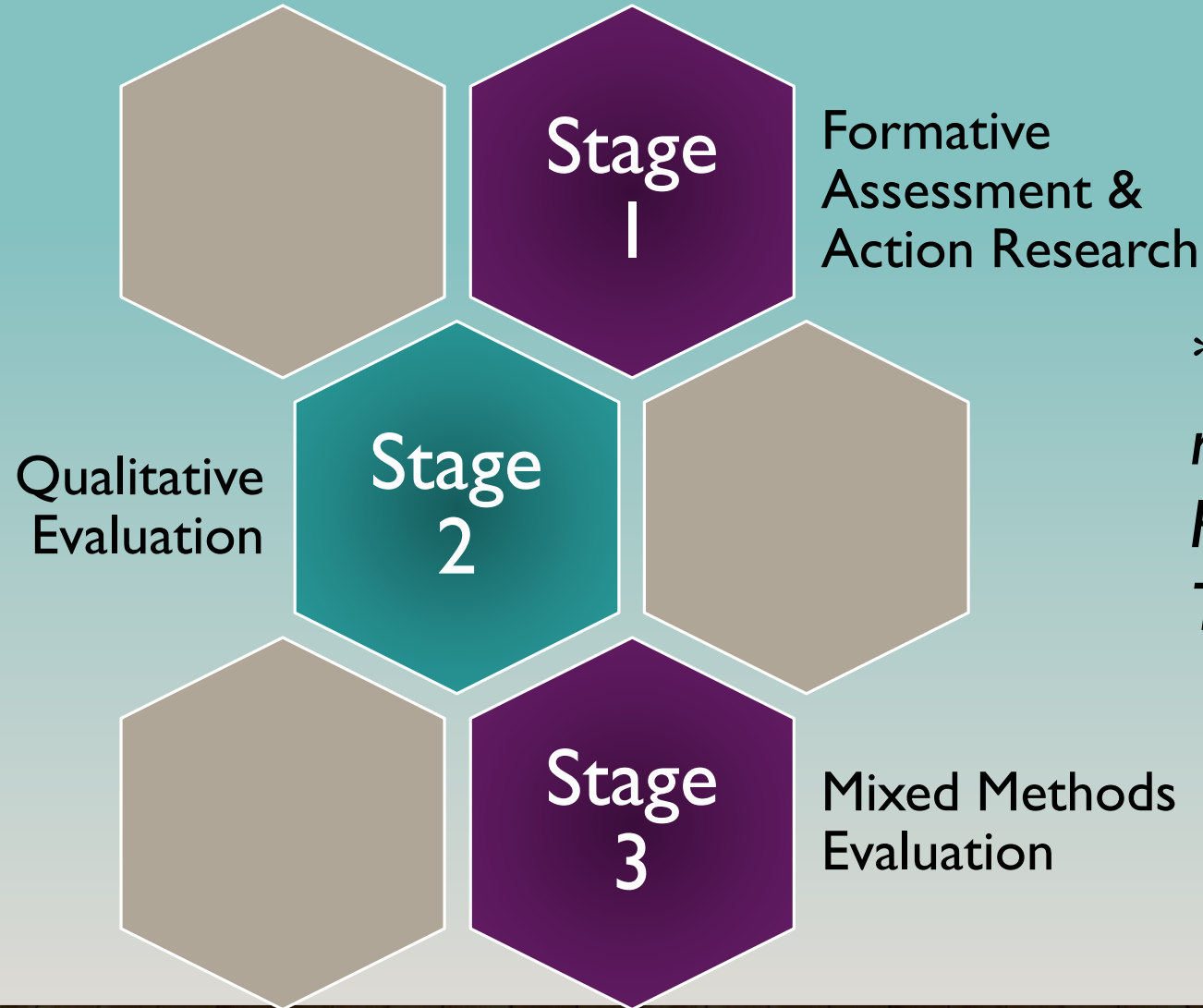
Mission:

ENACT uses the power of effective interactive theater and drama therapy to increase every student's social and emotional skills for success in school and life.

What We Do Best:



ENACT Programmatic Assessment Overview:



**Need for continued research including a Randomized Control Trial (RCT)*

Basic Components of Partnerships:

- Embedded Services/Staff
- In-School and After School services (full year)
- Parent and Family Outreach
- Staff Professional Development
- Long Term, goal oriented theater project
- Data recording

Multi Tiered Support:

Tier 1 – School Wide Services

Adding to Culture of School & Partnering with CBOs embedded in school
Open door office of Site Director
Sharing of resources to student body
Attending Parent/Teacher Nights and other events
Participation in Attendance meetings/support
Face time in Hallways

Tier 2 – Group Targeted Programs

Enact Classroom Push in
After School Program

Tier 3 – Individualized Support

Individual therapy
Small/Targeted group therapy
Small case load (involving connecting with other school providers/families)

What does that look like?



FOCUS AREAS



THRIVE BY FIVE
Pre-Natal to Pre-K



STUDENTS ACHIEVE
Kindergarten to 8th Grade



YOUNG ADULTS SUCCEED
9th to 12th Grade/College & Career



**FAMILY & COMMUNITY
ENGAGEMENT**

PS 171 and PS 126	Long Island City HS	Parents and Staff
In-school Workshops	In-school Workshops	Parent & Family workshops for caregivers at each school
After-school Sessions	<i>Show UP!</i> Performance	
In-school Performance	Achieve Now Cohort	Professional Development, including improved community engagement
	Small group therapy focused on mental health and wellness	

Chain of Support:

School Based:

Site Director embedded in school providing daily services to students

Site Director has relationship with school admin and other partner programs/important school roles to meet common goals

Site Director has relationship with Partner program staff for joint efforts, referrals, and cross pollination of services

Partner Program:

Programming staff in schools

Support staff (in contact with ENACT staff in school and ENACT support staff)

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Support staff for programming

Additional Teaching Artist for workshop implementation

Clinical Supervisor who guides Site Director



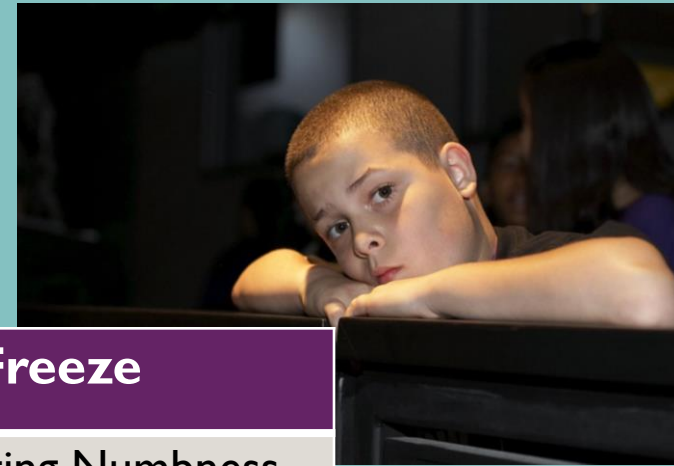
Mission
Alignment



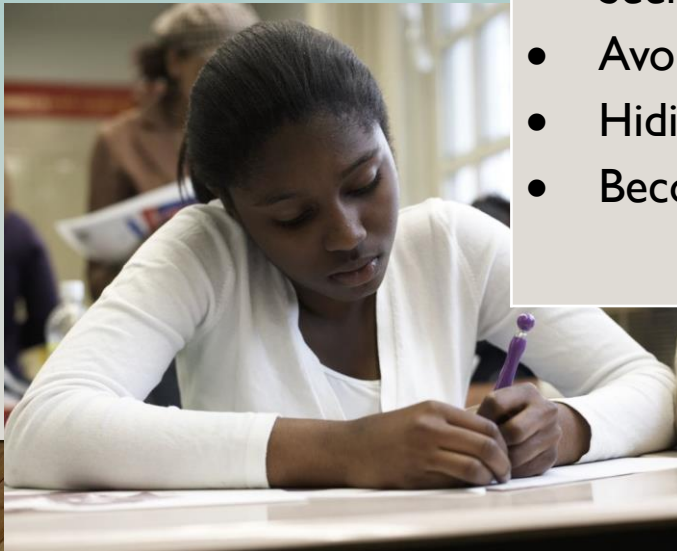
Possibility for Impact

Condition	Indicator
Administrative Support	Provision of adequate workshop & office space
	Site Director has positive & regular communication with principal and parents
	School values are aligned with programme
Effective teacher collaboration	Teacher actively engages in workshop activities
	Teacher encourages students to participate
	Understands facilitators' process and goals
	Models honesty and opens in discussions
Engendering sense of inclusion	Facilitator greets each student
	Unfailingly positive, supportive, and encouraging of students
	Equally attentive to students who participate and to students who are reluctant
Facilitator 'reading' group	Redirecting negative comments or behaviors toward constructive activities
	Finding alternative options for reluctant student participation
Personal Connection	Students cite specific personal feelings, behaviors or experiences that relate to workshop activity
	Students express their feelings and how they relate to workshop activity

Responses to Trauma:



Flight	Fight	Freeze
<ul style="list-style-type: none">• Withdrawing• Fleeing the classroom• Skipping class• Daydreaming• Seeming to sleep• Avoiding others• Hiding or wandering• Becoming disengaged	<ul style="list-style-type: none">• Acting out• Behaving aggressively• Acting silly• Exhibiting defiance• Being hyperactive• Arguing• Screaming/Yelling	<ul style="list-style-type: none">• Exhibiting Numbness• Refusing to answer• Refusing to get needs met• Giving a blank look• Feeling unable to move or act



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