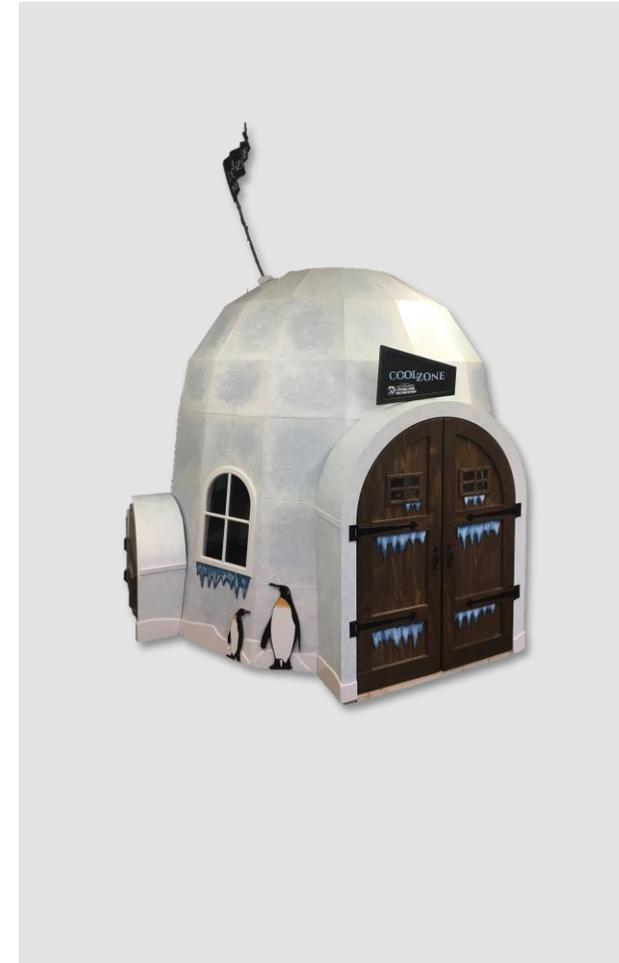




at Matilda Theiss Early Childhood Behavioral Health



Who We Are

- ***Kate Nicholson, M.S.***
Clinical Manager, Children's Services Team
Community Care Behavioral Health Organization
- ***Patrick McKelvey, M.S., LPC, NCC***
Clinical Program Manager
Matilda Theiss Early Childhood Behavioral Health
and Trauma Treatment Center
Western Psychiatric Institute and Clinic of UPMC



Concept

- **Children Overcoming Obstacles and Limits (COOL) Zone** is a model of intervention developed through a partnership between Matilda Theiss Early Childhood Behavioral Health and the Pittsburgh Penguin's Foundation in 2016.
- The COOL Zone is a set of interventions and settings that create a therapeutic framework that engages children and families in comprehensive behavioral health treatments that are family-focused, multiculturally-sensitive, strengths-based and trauma informed.



Concept

- The COOL Zone is built above the 4 main tenants of keeping children **COOL, CALM, CHILL** and **SAFE**. The overall goal of the COOL Zone is to provide high quality, evidenced-based services to children and their families through non-stigmatizing settings and interventions. The CSBBH Team's COOL ZONE provides a variety of services to best service children and families.



Goal

- The primary goal of the COOL Zone is to provide high quality behavioral health treatment to young children by developing family partnerships, fostering resiliency, providing individualized and targeted skills to children and facilitating access to community resources.
- Destigmatize behavioral health treatment for families through child-friendly environments and programming.
- Address gaps in behavioral health services for young children.



Demographics

- The COOL Zone currently serves children 5-12 years of age experiencing a range of behavioral and emotional disruptions such as:
 - aggression, anxiety, depression, withdrawal, family disruption, emotional difficulties, traumatic responses, and etc.
- Children admitted to the COOL Zone will be those who are able, with support from the program, to continue to function in their community, family, and school but require comprehensive, multidisciplinary, and individualized intensive treatment for emotional or behavioral difficulties.



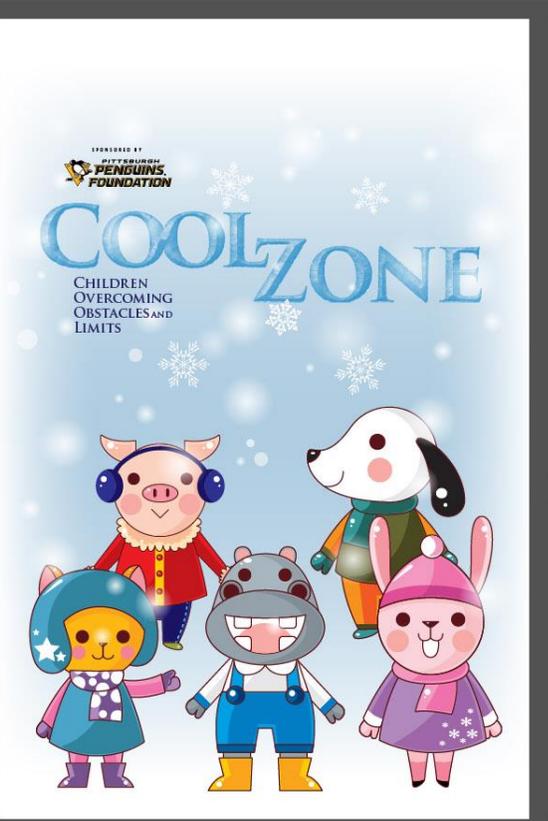
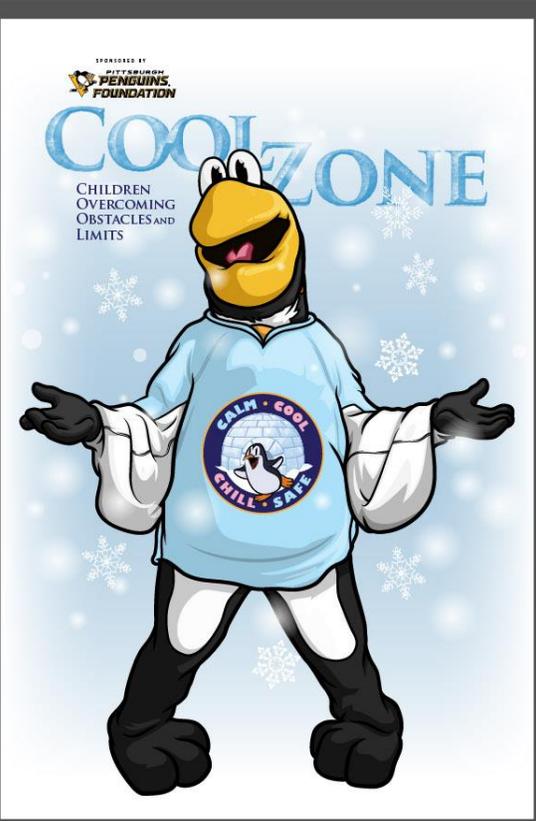
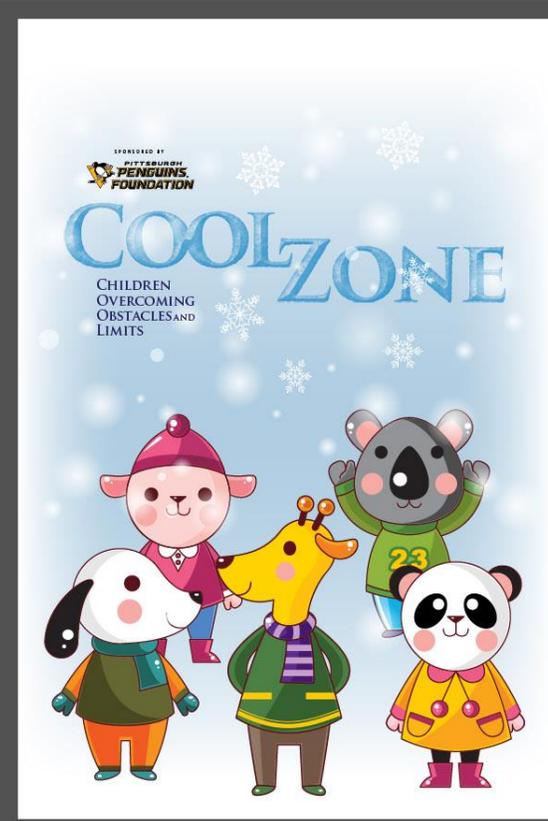
Main Features: The Igloo



The Igloo is the designated therapy space in the COOL Zone. In this area, children and clinician's can hold safe and private sessions based on a child's treatment needs. The space was designed to be non-threatening and child friendly in order for children to more comfortably engage.



Main Features: Family Friendly Environments



Main Features: Penguin's Patches



Penguin's Patches is an internally developed individualized curriculum program wherein children earn patches for the therapeutic skills they have earned.

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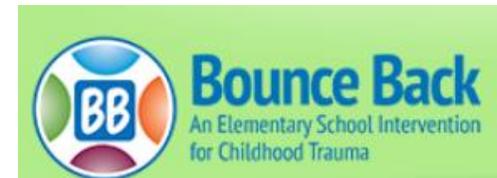


Main Features: Evidenced-Based Treatments



Evidenced-Based Treatment (EBT) is at the core of all COOL Zone programming, many of which address the significant effects of trauma on children and their families.

Depending on the COOL Zone site EBTs include: Child-Parent Psychotherapy, Incredible Years, Parent-Child Interaction Therapy, Attachment Regulation & Competency, Bounce Back and Trauma-Focused Cognitive Behavioral Therapy.



Programmatic Components

- **Individual Therapy Sessions:** Each student receives weekly individual therapy with both Masters and Bachelors level clinicians. They will work with you and the child's caregivers to develop goals and interventions that best suit the specific needs of the child. Additionally, if needed our Masters clinicians utilize trauma-informed treatments (TF-CBT, CPP) to address any traumatic incidents that occur.
- **Group Therapy Sessions:** Students will be selected at various points in their treatment process to participate in weekly group therapy with peers. The CSBBH team utilizes the *Incredible Years Small Group Dina Program*, an evidenced-based treatment program for young children.
- **Check-In/Check-Out (CICO):** Each morning a team member will work to establish daily goals, evaluate the student's overall emotional state and set reinforcement for positive behaviors. These items will be reviewed at the end of each day.



Programmatic Components

- **Supporting Our Colony:** CICO is linked to our group reinforcement system (“Supporting Our Pack”) to develop accountability and a community of success for students. Each student has 2 opportunities a day to earn a snowball for individual goals and 6 opportunities for group goals including being a **Positive Leader, Kind Helper** and **Caring Citizen**. Once the group fills the “pack basket,” the group earns a prize.
- **Pack Passes:** A Penguin Pass is a positive reinforcement system implemented by teachers to acknowledge a student’s positive choices and excelling on their goals. This allows a student to visit the room, generally, for either 15 or 30 minutes to engage in a preferred activity with a clinician.
- **PENguin Pals:** PENguin Pals is a therapeutic letter writing program where students are able to share with Patches the Penguin topics such as social skills, self-regulation, personal exploration, etc. Patches responds each week with advice on ways students can progress through their treatment.



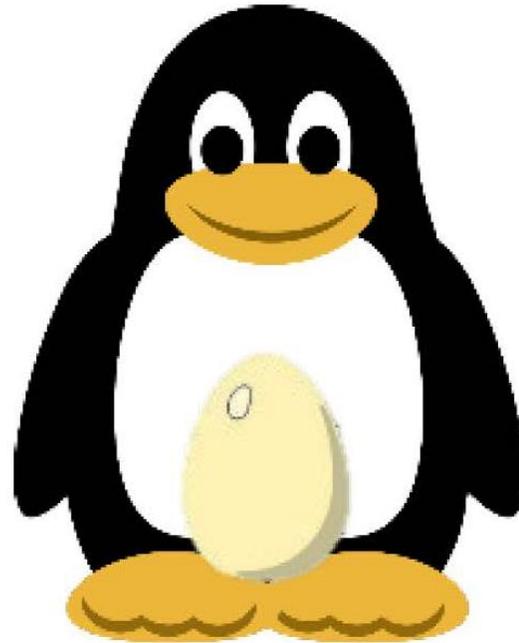
Programmatic Components

- **Family Kudos:** Each week the staff send home a Kudos for caregivers to review which summarizes a child's overall goals and successes in regards to the treatment process for the week.
- **Think Sheets:** After most incidents that may occur, clinicians will work with each student to process the behavioral and emotional components using a standardized think sheet.



Intervention Examples

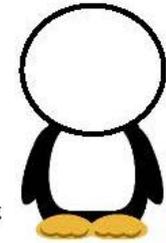
I Can Support My Colony by:



- Being a Positive Leader
 - Using My Coping Skills
 - Showing Friends How to Follow Directions
- Being a Kind Helper
 - Helping Your Teacher
 - Helping a Friend
- Being a Caring Citizen
 - Helping a Friend Use Coping Skills
 - Keeping My School Clean and Safe
- Earning Extra Penguin Patches



Intervention Examples



My Daily Check-In

Today I am feeling _____

I will do this by _____

Last night for dinner I ate _____

Last night, I slept _____



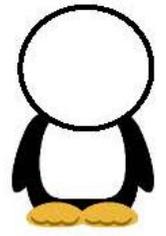
Date: _____

Day of the Week: **M** **T** **W** **Th** **F**

My Individual Egg Goals

Yummy!

My Daily Check-Out



Now I am feeling _____

How did I do today?

1. _____



Still working on it



Sometimes



Always

2. _____



Still working on it



Sometimes

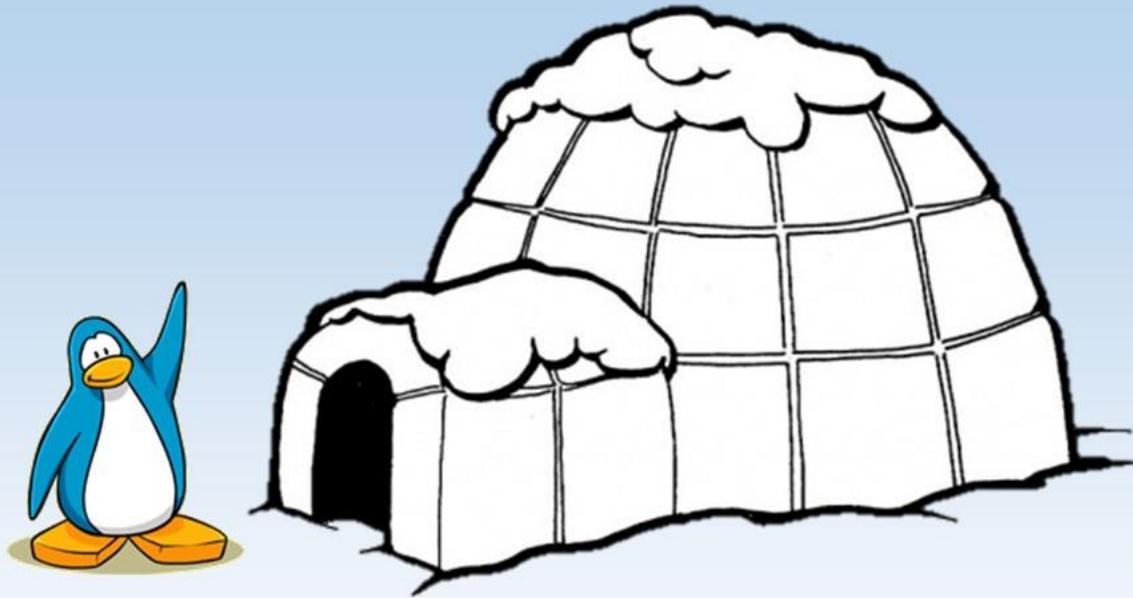


Always

Comment: _____



Intervention Examples



Welcome to the COOL Zone

A Cool Story About Starting Therapy

Matilda Theiss Early Childhood Behavioral Health, WPIC, UPMC. 2018.



Intervention Examples



Mr. Bobby



Mr. James



Ms. Sara



Ms. Shante



Ms. Brittney



Mr. Patrick

The COOL Zone has nice people that will help me do better in school and at home.

Matilda Theiss Child Development Center, WPIC, UPMC. 2016.



Intervention Examples



Think Sheet

Name: _____

Date: _____

1. I had trouble with:

My Words	My Body	My Friends	Following Directions	Completing Work	Staying in My Space

2. What I did:

Did it make me feel better or different? Yes

No

Cried	Broke Things	Ran Away/Hid	Hit/Fought	Yelled	Other

3. Where it happened:

Classroom	Restroom	Cafeteria	Arrival/Dismissal	Hallway	Recess

4. I had trouble with this person:

Myself	Teacher/Staff	Friends/Others	Family

5. I felt:

Happy	Sad	Mad/Frustrated	Embarrassed	Confused	Scared

6. What can I do the same or differently next time (Draw a picture or write):

Pilot COOL Zone

- Edgewood Primary School (Woodland Hills School District) – Launched in September 2015
- K-3 Students
- Partnership through Community Care Behavioral Health Organization, Community and School-Based Behavioral Health Team model
- 5-Person, Full-Time Behavioral Health Staff
 - 2 Master’s Level Mental Health Professionals
 - 3 Bachelor’s Level Mental Health Professionals



Edgewood Primary School: COOL Zone Pilot

- **Woodland Hills School District**
 - 70% near or below the poverty line
 - 17% family incarceration
 - 22% children have a learning disability
 - Average intellectual age for Kindergarten is 3.5 years old
 - 50% involvement with Child Welfare or County Agency
- **Edgewood Primary School CSBBH Team**
 - 100% children referred for behavioral health support screened positive for at least 1 traumatic experience, many having 2+.



Support at Work

- Penguin's Foundation Grant: \$40,000
 - Much needed remodeling of the classroom/treatment room including new walls, paint and flooring
 - Production of the "Igloo" – a therapeutic structure. Only one of it's kind
 - Supplies, books and materials for therapy
 - Furniture

Support allowed our program to achieve a greater impact in the 1st year by allowing the team to have to needed supplies to develop and implement innovative, creative and targeted approaches to treatment.



Pilot 1st Year Outcomes

Program initiation on September 28, 2015

- **24** Unique Children Served
- **695 Hours** of Direct Therapeutic Intervention, including individual, group, family, home and community since September 2015.
- **18 Hours** of Case Management/Service Coordination Support since January 2016.
- **99 Hours** of Phone Contact with Families (Positive Reports, Case Updates, etc.) since January 2016.
- **50 Hours** of training, consultation, crisis intervention (for non-clients) and collaborations to teachers, staff, administrators and community partners since September 2015.
- **200 Hours** of Masters Level Internship placement completed since January 2016.



Pilot 1st Year Outcomes – Discipline Referrals

- Overall, clients saw a **23.1%** reduction in the number disciplinary referrals in the areas of **Administrative Conferences, SAP Referrals, Individualized Designed Interventions, Peer Mediation, Suspended Bus Privileges, Detentions** and **Out of School Suspensions** following authorization with the program as well as a **drop in the frequency** of discipline occurrences for many clients.
- Most Significant reduction in the area of Out of School Suspensions which reduced by **50%**

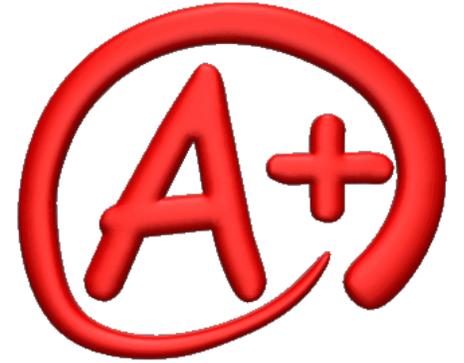


Pilot 1st Year Outcomes – Discipline Referrals

Discipline Type	Prior to CSBBH Authorizations	Post CSBBH Authorizations	Change	%
AC	46	20	-26	-56.5
SAR	4	0	-4	100
IDI	2	0	-2	100
PM/CR	1	0	-1	100
RES	47	60	+13	27.7
SBP	19	13	-6	-31.6
DET	5	2	-3	-60
ISS	0	1	+1	--
OSS	54	37	-17	-50
Other	4	7	+3	47.9
Total	182	140	-42	-23.1



Pilot 1st Year Outcomes - Academics



- Overall, the program saw academic improvements for program students in **Meeting** or **Exceeding** benchmark standards between the 3rd and 4th quarters following authorizations.

Kindergarten			1 st Grade			2 nd Grade			3 rd Grade			Overall		
3 rd	4 th	+/-	3 rd	4 th	+/-	3 rd	4 th	+/-	3 rd	4 th	+/-	3 rd	4 th	+/-
35.9%	49.5%	13.6	33.4%	41.8%	8.4	25%	22%	-3	18.5%	19.0%	.5	23.8%	33.1%	9.3



Pilot 1st Year Outcomes – Behavioral Functioning

- Preliminary scores in the Behavioral Assessment System for Children (BASC) for **9 clients** during 6-month reassessment period show improvements in behavioral functioning on average of **9 out of 18 areas** at home and **11 areas out of 20 areas** at school, with some of the biggest impacts in the areas of **Hyperactivity, Aggression** and **Conduct Problems**.
- For Parent Relationship Questionnaire (PRQ) scores, improvements have been seen in an average of **3 out of 7 areas** of family functioning with the biggest impacts in the areas of **Relational Frustration, Communication** and **Attachment** as well as improvements in **Satisfaction with School** and **Discipline Practices** for many families.



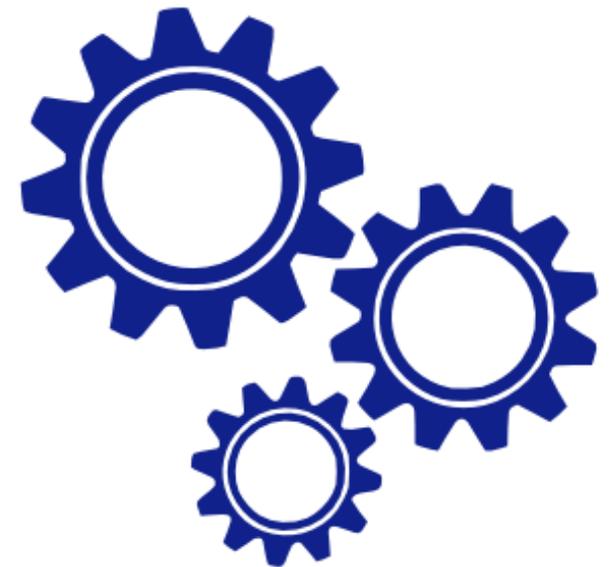
Pilot 1st Year Outcomes – Trauma Symptoms

- Scores on the Trauma Symptom Checklist for Young Children showed reductions in trauma-specific symptoms in the areas of **Anxiety**, **Depression**, **Anger**, **Dissociation** and **PTSD**.



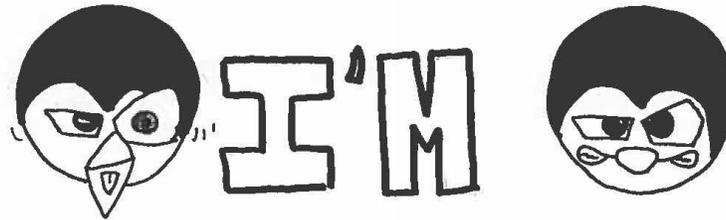
Mechanisms at Work and Lessons Learned

- Comprehensive **“Whole Child”** Supports
- **Strengths-Based/Positive** Interventions
- **Collaboration** and School Culture **Integration**
- **Family-Friendly** and **Inviting** Environments/Interventions
- **Cohesive** and **Engaging** Programming at Various Levels
- **Ongoing** Training and Professional Development
- **Quality** not Quantity
- Focus on **Process** not Content
- Community **Partnerships**
- Program Staff **Buy-In and Engagement**
- **Creativity** and **Innovation**
- **Believing It!**



Staff at Work

WHEN



MAD

BY: _____

Sometimes I get really mad and:

also _____.

DRAW YOUR MAD FACE BELOW:



Media Coverage

- In August 2016, **WPXI** did a news story entitled, **“New Behavioral Class in Some Schools Helps Kids in Big Way”** stating that, *“the Igloo got its name when The Pittsburgh Penguins Foundation donated money to renovate, furnish and supply the room, and build a giant igloo. The program hasn't just worked for the kids, the teachers are much happier too. Last year, 11 teachers reported being physically assaulted by students. Their union filed two grievances and the principal was removed. Second grade Teacher Allison Borts said there's been a huge, positive change from last year to now. “We just have more support so that more kids can get the services they need to make it a better classroom, a happier classroom and a safer classroom,” Borts said.”*
- In December 2016 **Pittsburgh Magazine** showcased a feature with the Pittsburgh Penguins Foundation and the COOL Zone. *During the piece an engaged family stated that, “This program should be in every school,” due to the impact it has had on her children.*
- On March 5, 2017 **ROOT Sports: Pittsburgh** featured the COOL Zone as one of two charities of choice benefiting from the Pittsburgh Penguin’s Foundation.



COOL Zone Impact

- “I think our partnership has really grown and matured from where we started and you've really become a part of that 'fabric' at Edgewood.”
- Mr. Alan Johnson, WHSD Superintendent
- “We could not be prouder of our program at Edgewood and the Igloo in particular. This has been a transformational undertaking and the Penguin Foundation gets a lot of the credit for that for their support.”
- Mr. Alan Johnson, WHSD Superintendent
- It’s great work you do so young to help avoid these children becoming lost causes.
- You are freaking awesome. You have helped [support] my personal life and I know that’s not what you are here for, but you kind of help me with therapy. You honestly help the teachers more than you may need to, and it is nice. Basically to sum up what I am trying to say within this school you guys are like a life raft when I feel like I am sinking. So thank you.
- We just have more support so that more kids can get the services they need to make it a better classroom, a happier classroom and a safer classroom.
- This program should be in every school.



Positive Impact from the Community

- The most helpful part of this program has been being able to help get my family furniture.
- We just have more support so that more kids can get the services they need to make it a better classroom, a happier classroom and a safer classroom.
- I am happy I don't get calls from the school anymore.
- The flexibility and advice. Also, the one on one help with my child in and outside of school.
- The help and the resources provided to our family.
- The home sessions are helpful including talking to each other, learning how to ask my child to do something instead of telling him, playing games together and taking turns.
- Coming to son's med appointment and being available to talk when I need to.
- Working with my son and getting him authorized for your service.
- Happy with the support to get our lives in order and help me seek services for myself and family.
- Helping my children and taking a load off of my mind as one less problem I have.



COOL Zone Pilot Development Contributors

- Dr. Kimberly Blair, PhD
- Mr. Patrick McKelvey, MS, LPC, NCC
- Robert Ryan, MS, LPC, NCC
- Shante Talley, BS
- Sara Wessel, BS
- Carolyn Passen, BA
- Pittsburgh Penguins Foundation

