



ISF Lessons Learned: Pennsylvania Safe Schools Healthy Students State and Local Implementation

The 2017 Advancing School Mental Health Conference

PA Safe Schools & Healthy Students: Presenters

Anne Katona Linn, M.Ed., BCBA, State Project Co-Director

Donna Halpin, M.Ed. CLIU 21 PA PBS Facilitator

Molly Flood, Ed.D Special Education Supervisor

Joe Barnhart, Crawford County Systems of Care/Safe Schools
& Healthy Students Coordinator

Objectives

1. Using the Interconnected Systems Framework- list three strategies to embed evidence-based programs that establish promotion, prevention and intervention in schools and communities within a Multi-Tiered System of Support.
1. List three effective strategies to enable schools to become models for supporting effective collaboration for authentic youth and family engagement.
1. Compare and contrast data, in all aspects of decision-making, to improve quality of programming and overcoming barriers.

Overview of PA SSHS

Our vision is to create a system whereby state and local system partners, education facilities and family and youth partners merge existing frameworks of Positive Behavior Interventions and Support (PBIS) and Systems of Care (SOC) into one integrated continuum of care.

Funding Period: October 1, 2013-September 30, 2017

Population of Focus: Early childhood centers, school districts, families and community at large, ages 3-21.

Overview: The Pennsylvania Safe Schools/Healthy Students Partnership aims to create safe and supportive schools and communities in 3 Local Education Agencies (LEAs) and their partner Systems of Care counties:

Carbon-Lehigh Intermediate Unit 21 (LLAS)/Lehigh County (Expanding to Feeder Schools)

Northeastern School District/York County (Expanding to ALL 17 SDs in County)

PENNCREST School District/Crawford County (Expanded in Year 3 to ALL 4 SD in County), and ultimately *throughout* Pennsylvania.



Seven Guiding Principles of SS/HS

- Cultural and Linguistic Competency
- Serving Vulnerable and At-Risk Populations
- Youth Guided and Family Driven
- Developmentally Appropriate
- Resource Leveraging
- Sustainability
- Evidence-Based Interventions



Five Strategic Approaches Plan, Implement and Sustain Safe Schools/Healthy Students

- **Collaboration and partnership**
- **Technology**
- **Policy change and development**
- **Capacity building**
- **Systemic change and integration**



PA 8 Systems of Care Standards

- Youth Driven
- Family Driven
- Integration of Child Serving Systems
- Natural and Community Supports
- Cultural and Linguistic Competence
- County/State Leadership Teams
- Youth & Family Services & Supports Planning Process
- Evaluation and Continuous Quality Improvement



Key Features of Effective Alignment



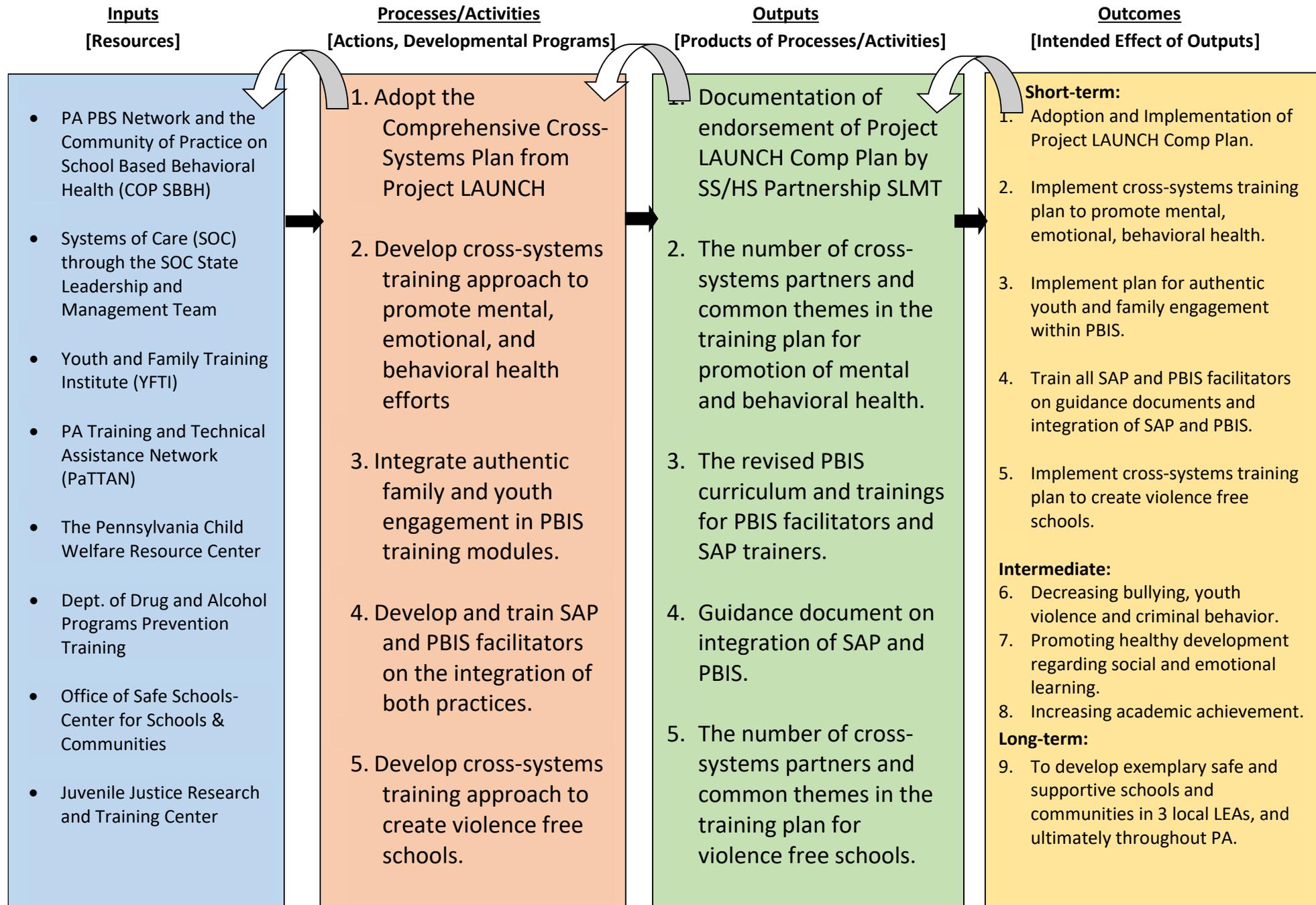
- Align multiple initiatives at the organizational level where a **common budget authority** exists.
- Align multiple initiatives by using a **common outcome measure** to assess effectiveness.
- Build aligned **professional development** by comparing and combining the “**core features**” of multiple initiatives.
 - Compare fundamental assumptions
 - Start with common “core features” and compare the practices used to achieve these features.
 - Determine how to incorporate additional core features with efficiency
 - Build single Professional Development curricula that combine core features.

Goodman & Horner, 2016

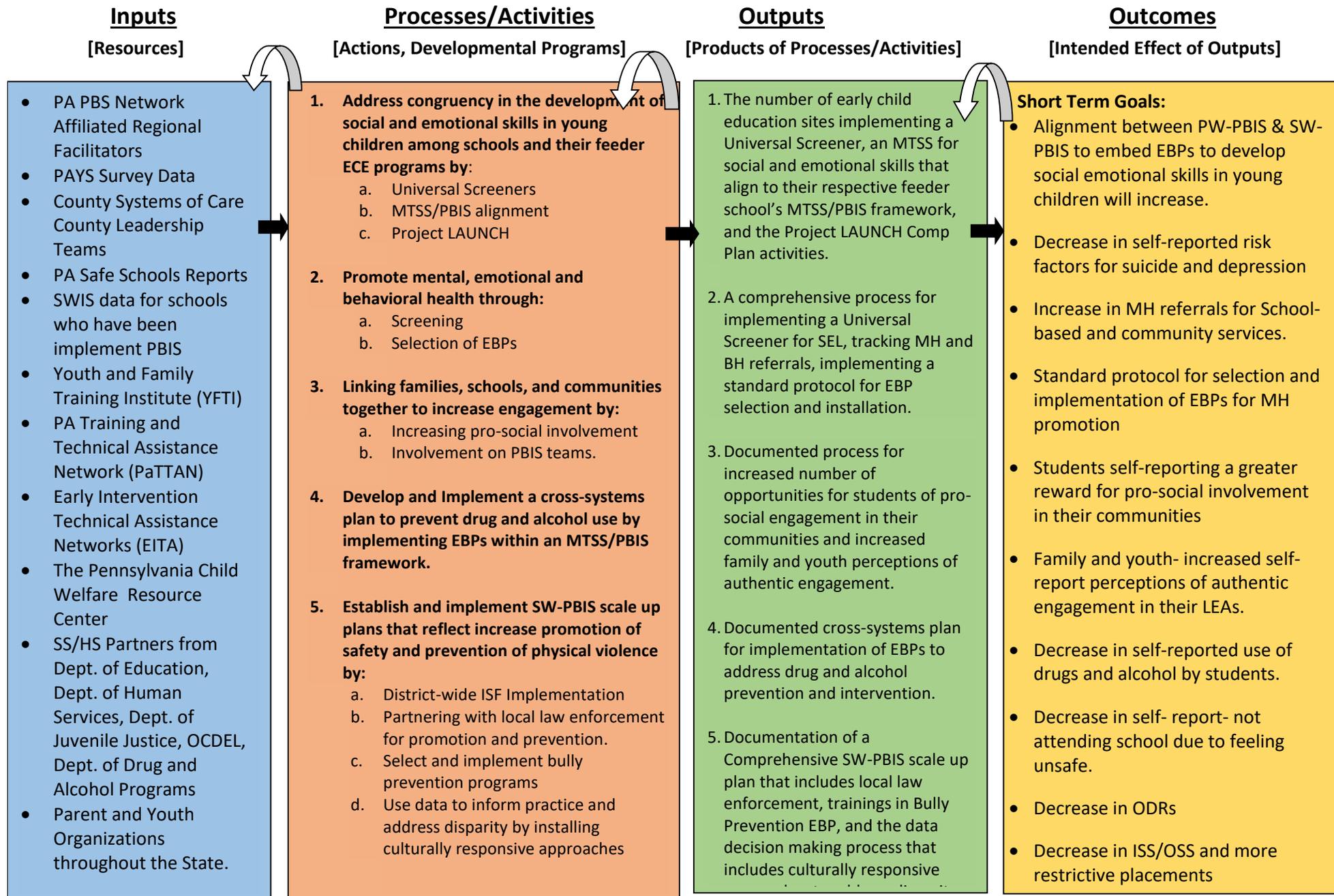
Collaboration, Partnership, Systemic Change & Integration



PA SSHS Logic Model – State Level

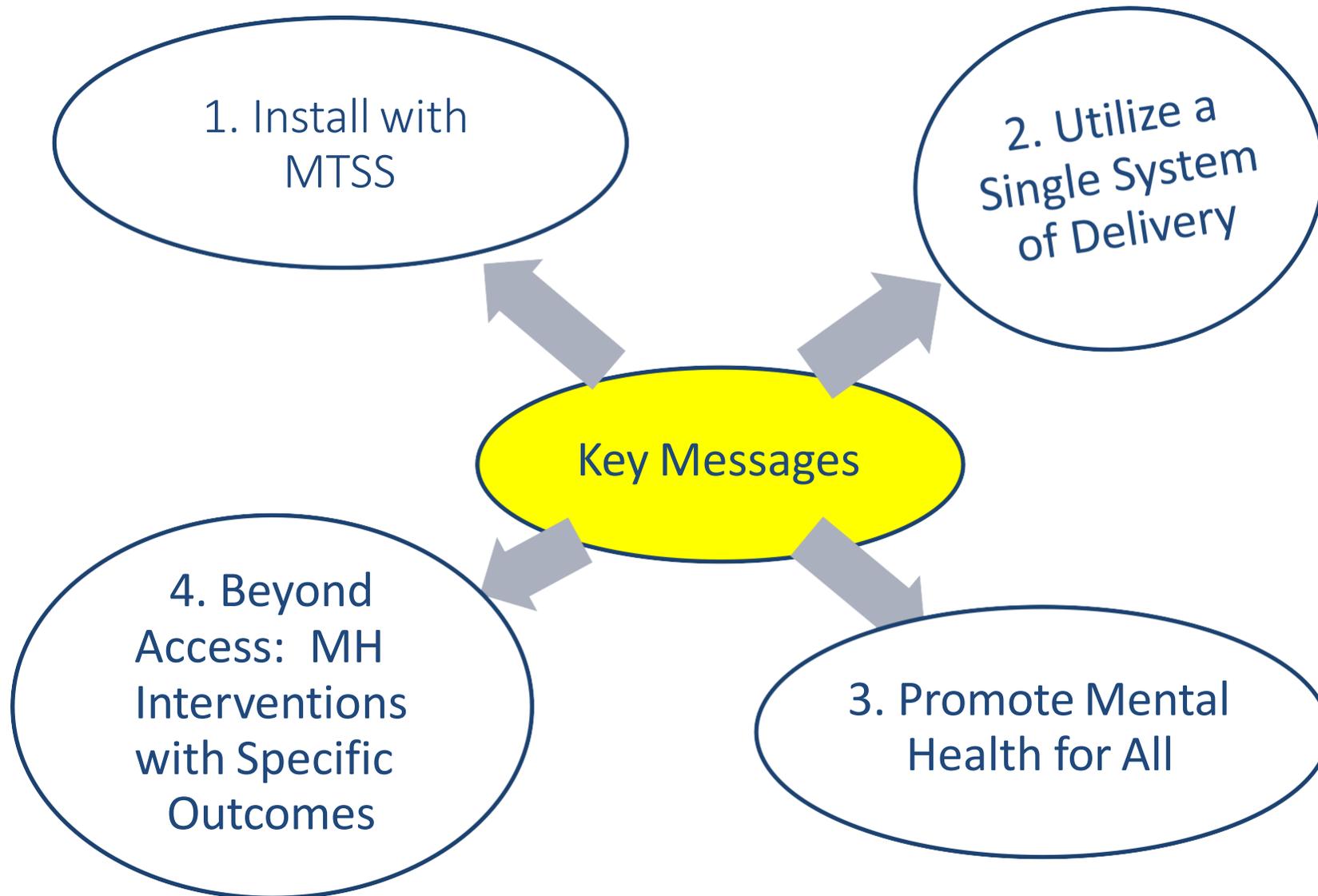


PA SS/HS Logic Model – Local Community Level



An Interconnected Systems Framework (ISF) Defined

- A Structure and process for education and mental health systems to interact in most effective and efficient way.
- Guided by key stakeholders in education and mental health/community systems, youth/family
- That have the authority to reallocate resources, change role and function of staff, and change policy.



ISF (with SSHS components) Enhances MTSS Core Features

- **Effective teams** : community mental health providers, juvenile justice/law enforcement, drug & alcohol, family, youth, community partners, etc.
- **Data**-based decision district, county, and school data beyond ODRs and community data (School Climate, Youth Surveys, Health, etc.)
- (Formal processes for the selection & implementation of **evidence-based practices** (EBP) across tiers with team decision making across the district, buildings, and community.
- **Early access** through use of comprehensive screening, which includes internalizing and externalizing needs across ECE, School-age & Community
- Rigorous **progress-monitoring** for both fidelity & effectiveness of all interventions regardless of who delivers across environments
- Ongoing **coaching** at both the systems & practices level for both school and community employed professionals including cross-systems training plans.

Traditional

MH counselor “sees” student at appointments

Clinicians only do “mental health”

Case management notes

Interconnected System

MH person on teams at all tiers. Interventions are defined (core features, dosage. Frequency, outcomes)

MH is everyone’s job. Clinicians contribute to integrated plan

Fidelity AND outcome data determined before delivery; data monitored continuously by teams

PA Safe Schools & Healthy Students

PA SOC Standards

MH, D/A, JJ, family, youth, County HS, & Community Orgs, etc. on district team across tiers

Child & Youth Mental/Social/Emotional Wellness is everyone’s job. Integrated Plan across tiers including all partners

Integrated and Aligned Fidelity AND outcome data determined before delivery; aggregate & individual data sharing with MOUs, etc.

What Does it Mean to Integrate?

Change in routines and procedures?

(e.g. who needs to be available to participate in team meetings?)

Change in how interventions are selected and monitored?

(e.g. team review of data/research vs individual clinician choice?)

Change in language we use?

(e.g. identifying specific interventions vs generic terms such as “counseling” or “supports”?)

Changes in Roles/functions of staff?

(e.g. clinicians coordinating/overseeing some interventions that non-clinicians deliver?)

Change is Hard...

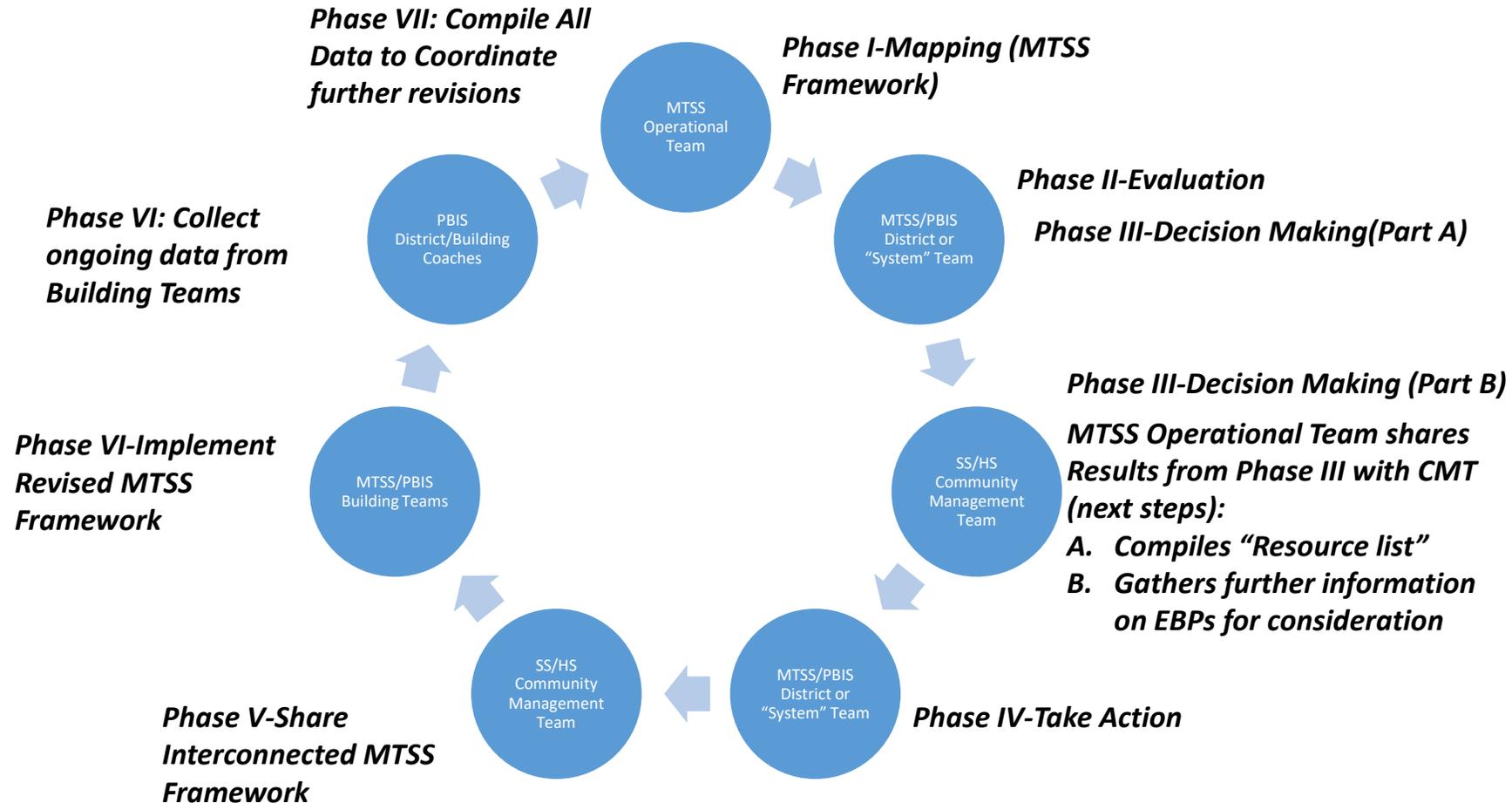
Adopting an integrated framework is a process that will challenge the assumptions and traditional practices of most school faculty, and mental health systems.

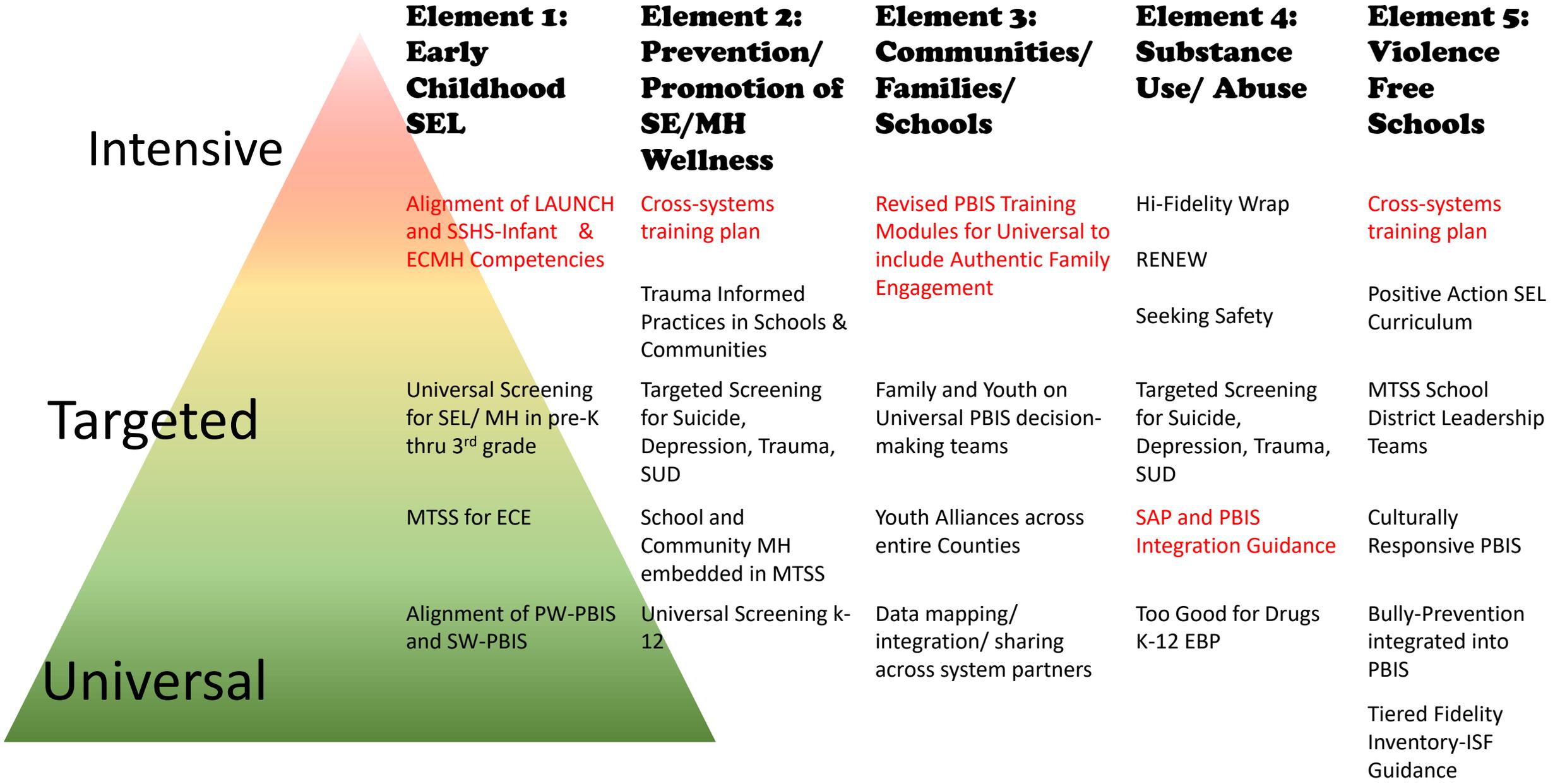
This typically requires the difficult process of abandoning long held patterns of “doing business” and creating new models based on the strengths of the schools/district/community, and the changing needs of students and families.

PA Guidance

Selecting EBPs-Blueprint

Integrating and Aligning SSHS Efforts





Policy Change & Development;
Capacity Building; Technology



Pennsylvania Positive Behavior Support



SAP and PBIS Integration

June

2017

The document is designed to provide guidance on the integration of Student Assistance Program (SAP) and school-wide Positive Behavior Interventions and Supports (PBIS) for SAP Regional Coordinators, SAP Commonwealth Approved Trainers (CATS), SAP Liaisons, and school-wide PBIS Facilitators who will be working with schools that operate both SAP and PBIS Advanced Tier teams.

Practical
Guidance
Document

Pennsylvania

State Policy or Legislation

- Revised **5** PA PBS training modules to incorporate family and youth engagement content
- Created statewide protocol and staff guidance on integrating SAP and PBIS processes and teams in school districts. SAP trainers and PBIS Facilitators

3.2 Practical Ideas for Involving SAP Teams in PBIS

Tier 3 / Tertiary Interventions

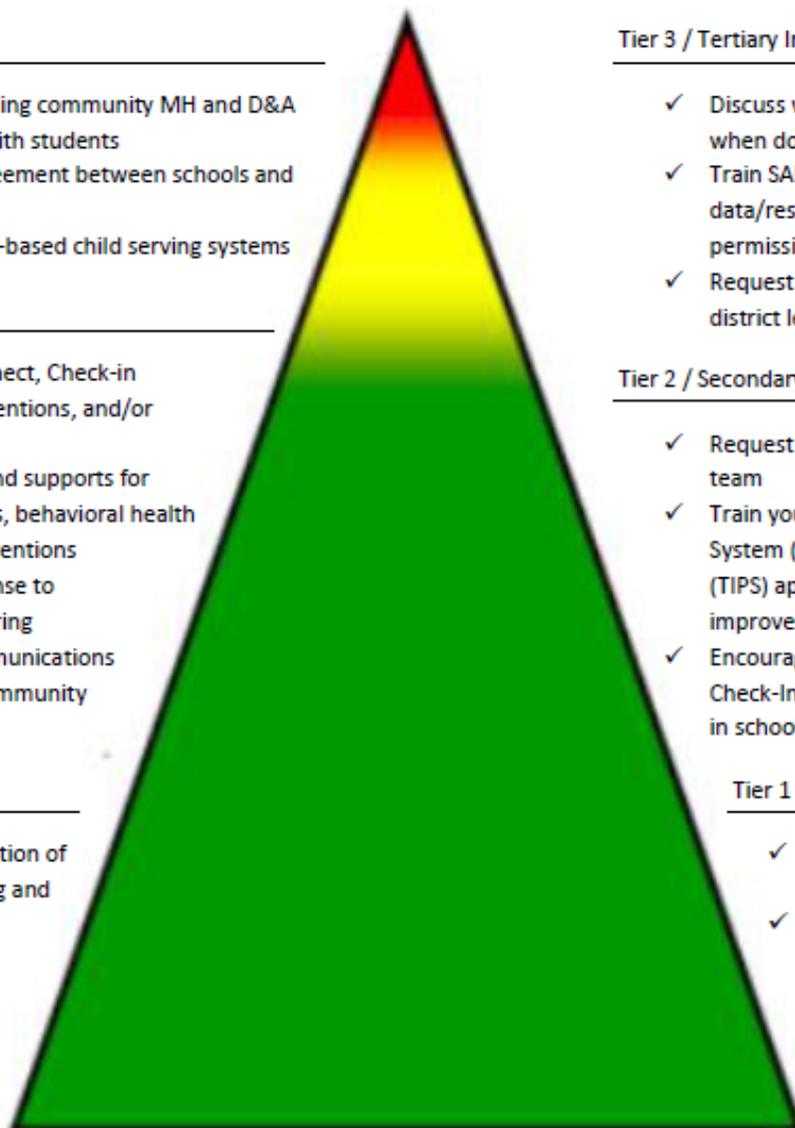
- ✓ Links to Tier 3 supports, including community MH and D&A liaisons and therapists work with students
- ✓ Ensures existing letters of agreement between schools and community agencies
- ✓ Makes referrals to community-based child serving systems

Tier 2 / Secondary Interventions

- ✓ Could support Check and Connect, Check-in Check-Out, small group interventions, and/or mentoring programs
- ✓ Could provide interventions and supports for students in need of social skills, behavioral health and/or substance abuse interventions
- ✓ Could support students response to intervention/progress monitoring
- ✓ Could facilitate on-going communications with students' families and community agencies

Tier 1 / Universal Prevention

- ✓ Identification and implementation of suicide prevention and/or drug and alcohol prevention programs
- ✓ Identify and gather universal screening data



Tier 3 / Tertiary Interventions

- ✓ Discuss with your local SAP liaison about combining efforts when doing assessments/ screening of students
- ✓ Train SAP liaisons to utilize functional behavioral assessment data/results in the screening process, with appropriate permission
- ✓ Request to have a SAP Team member serve on the PBIS district level team

Tier 2 / Secondary Interventions

- ✓ Request to have a SAP team member serve on the Tier 2 team
- ✓ Train your SAP team in utilizing the School Wide Information System (SWIS) data and the Team Initiated Problem-Solving (TIPS) approach when monitoring and evaluating improvement of SAP referred students
- ✓ Encourage the utilization of SAP team members to support Check-In/Check-Out, mentoring, in-school groups and other in school supports

Tier 1 / Universal Prevention

- ✓ Request to have a SAP Team member serve on the PBIS Universal core team
- ✓ Present on SAP and how the program supports PBIS

Section 6: Supporting All Students

PA State ESSA Plan

Promote positive school climate and social-emotional learning:

- Pennsylvania School Climate Survey
- PA Equity and Inclusion Toolkit
- Bullying Prevention Toolkit
- Support students through Multi-Tiered System of Supports (MTSS) and Positive Behavior Interventions and Supports (PBIS)
 - Evidence-based support systems – PBIS and SAP
 - Authentic Family Engagement in Schools

SLMT Engagement and Understanding

CoP: Promote SOC Values across PA through Greater Interaction

Founding Members:
Cross-grant and OMHSAS

Engagement:
Families, youth, other
service systems

Focus:
Sharing/Learning across
issues/Collective Action

Infrastructure:
Convener(s)/Facilitator(s)
Process for regular
interaction
Collaboration site

Practice Groups: Initial Issues that Bring People Together

Data and Evaluation
Connect to existing groups
Explore indicators, Consider
promising approaches:
Qualitative/ROI, more...

Strategic Communication
Cross-sector/State to
Local/Social
Marketing/Consumer
Centered Design

The Relationship between the CoP and the Practice Groups

Acknowledge big
picture **and** specifics

Address system issues
and individual issues

Work with CoP
members **and** other
stakeholders

Focus on practice
change

Videos

Conference Series | May 16-17, 2017 | 47 Videos

Pennsylvania Positive Behavior Support Implementers' Forum (2017)

Sort by:

The Pennsylvania Positive Behavior Support (PAPBS) Network Implementers' Forum is sponsored by the Bureau of Special Education, Pennsylvania Department of Education, with support from the member agencies of Pennsylvania's Community of Practice on School Based Behavioral Health (SBBH). The forum is designed as a venue for stakeholders who are interested in advancing supports and voice for all students, including students with disabilities in the implementation of school or program-wide Positive Behavioral Interventions and Supports (PBIS). The forum serves as a means to provide participants with information about establishing, maintaining, and expanding PBIS through a three-tiered decision making framework that guides the selection, integration, and implementation of evidence-based practices for improving behavior outcomes for all learners.

- | | | | | | |
|---|--|---|--|---|---|
|  | <p>1. Focus on the Moments!
(Opening Keynote)
★★★★★ (0)
0 Comments
Duration: 01:13:12</p> |  | <p>2. Systems to Support
Classroom PBIS
★★★★★ (0)
0 Comments
Duration: 57:24</p> |  | <p>4. Mapping and Action
Planning at Tier 3: The
Outcomes of RENEW
★★★★★ (0)
0 Comments
Duration: 53:00</p> |
|  | <p>6. Implementation of PBIS in
a Preschool Classroom
Through Literacy
★★★★★ (0)
0 Comments
Duration: 51:36</p> |  | <p>8. Check-In, Check-Out
(CICO): Development,
Implementation, and
Troubleshooting
★★★★★ (0)
0 Comments
Duration: 58:05</p> |  | <p>9. PBIS in the Alternative
Setting
★★★★★ (0)
0 Comments
Duration: 36:19</p> |
|  | <p>10. Trustworthiness, Respect,
Responsibility, Fairness,
Caring & Citizenship
(TRRFCC) Implementation
★★★★★ (0)
0 Comments
Duration: 39:14</p> |  | <p>11. Screen to Intervene: A
Trauma-Informed Emotional
and Behavioral Health
Decision-Making Model
★★★★★ (0)
0 Comments
Duration: 41:15</p> |  | <p>12. PBIS: Strengthening Your
Early Childhood Foundation
★★★★★ (0)
0 Comments
Duration: 39:36</p> |
|  | <p>13. A Winning Approach to
Year One SWPBS
Implementation
★★★★★ (0)
0 Comments
Duration: 42:10</p> |  | <p>15. Implementing Data Driven
Universal Support Through
ClassDojo
★★★★★ (0)
0 Comments
Duration: 55:39</p> |  | <p>17. The Long and Winding
Road to...Interconnected
Systems Framework
★★★★★ (0)
0 Comments
Duration: 53:11</p> |

PA Positive Behavior Support Network

Archived videos from PA PBS Implementers Forum

Topics from PW-PBIS, SW-PBIS, Interconnected Systems Framework, Authentic Family and Youth Engagement and many more...

Training Modules for Authentic Family Engagement Universal Training Curriculum



Pennsylvania Positive Behavior Support

PENNSYLVANIA POSITIVE BEHAVIOR SUPPORT

Log-In

Home About Us School-Wide PBIS Program-Wide PBIS Resources Coaches Corner



For additional Materials from Laura Riffel: [Click Here](#)

Pennsylvania

SAVE THE DATE

20th Children's Interagency Conference
April 30-May 3, 2018
Penn Stater Conference Center Hotel
State College, PA

Conference Focus: The 20th Children's Interagency Conference will bring together Pennsylvania's Child and Adolescent Service System Program (CASSP) and System of Care (SOC) partners providing behavioral health services to children, youth, and young adults ages 0-26 and their families.

Target Audiences: Youth, young adults, and families receiving behavioral health services; service providers, supervisors and advocates; program directors, county planners, and behavioral health managed care organizations; and partners from all the child-serving systems: behavioral health, children and youth, developmental disabilities, drug and alcohol, early intervention, education, health, juvenile justice, and vocational rehabilitation.

Areas of Emphasis: Prevention, resilience, and advocacy; preschool intervention; clinical skill development; administrative leadership and policy and program development; workshops for high-schoolers.



*Logo by Matthew Budd
Delaware Valley High School, Pike County, PA*

Coming soon:

Call for presentations; vendor and sponsorship opportunities

For more information:

Contact ra-pwinteragencyconf@pa.gov
Website: pasocpartnership.org

New Technical Assistance Guide

Technical Guide for Alignment of Initiatives, Programs or Practices in School Districts

*Alignment Self-Assessment Action Planning
Tool in Appendix A*

Available at www.pbis.org

Alignment Self Assessment Section 1: Assessment of Current Initiatives

- Step 1:** Coordinate and lead alignment process with an **executive level team**
- Step 2:** Define the **valued outcome(s)** to be achieved
- Step 3:** Develop an **inventory** of the **related initiatives** currently being implemented across the district.
- Step 4:** **Organize** the list of initiatives **per outcomes** (similar/different)?
- Step 5:** **Identify** the **systems, data, practice** features for initiatives with **similar** outcomes.
- Step 6:** **Identify** the systems **features** for initiatives with **different** outcomes
- Step 7:** **Analyze** and **make decisions** for alignment of initiatives
- Step 8:** **Design the plan** for effective alignment including **implementation, evaluation and professional development**

Local Community Implementation Examples





Moving York County Forward



How Well Did We Do?

Objectives for Today - We:

- Examined York County's significant human service challenges.
- Have shared understanding about how these challenges are impacting our community.
- Increased understanding of how some of these challenges are interrelated.
- Identified those in our community with stake in how we address these issues.
- Identified ways we can improve YC's response to some of these challenges.
- Leaving here with commitment to actions to improve YC response to some of these challenges.

5 Sets of Issues:

- *Child Welfare*
- *Domestic Violence/
Human Trafficking/
Rape/Sexual Assault*
- *Substance Use/Abuse*
- *Community Violence/
Gun Violence/
Violence against
Animals*
- *Mental Health/Suicide*



CARBON-LEHIGH INTERMEDIATE UNIT 21/ LEHIGH COUNTY

Local Community Example:



Interconnected System Framework Community & Enhanced Tier II / III Supports



Carbon Lehigh Intermediate Unit #21 Schnecksville Pa.

- CLIU#21 provides services to **14** public school districts, non-public schools and 2 Career and Technical Institutes of the Carbon and Lehigh counties.



- **Lehigh Learning Achievement School**



- **Allentown Learning Achievement School**

Lehigh County Pennsylvania Systems of Care





Health Choices

Integrated Services

D & A Administration

Juvenile Probation

Additional Partners



Allentown PD



D.R.N.



United Way



Head Start



Early Intervention



Youth & Family

Tier I - Universal Interventions & Supports

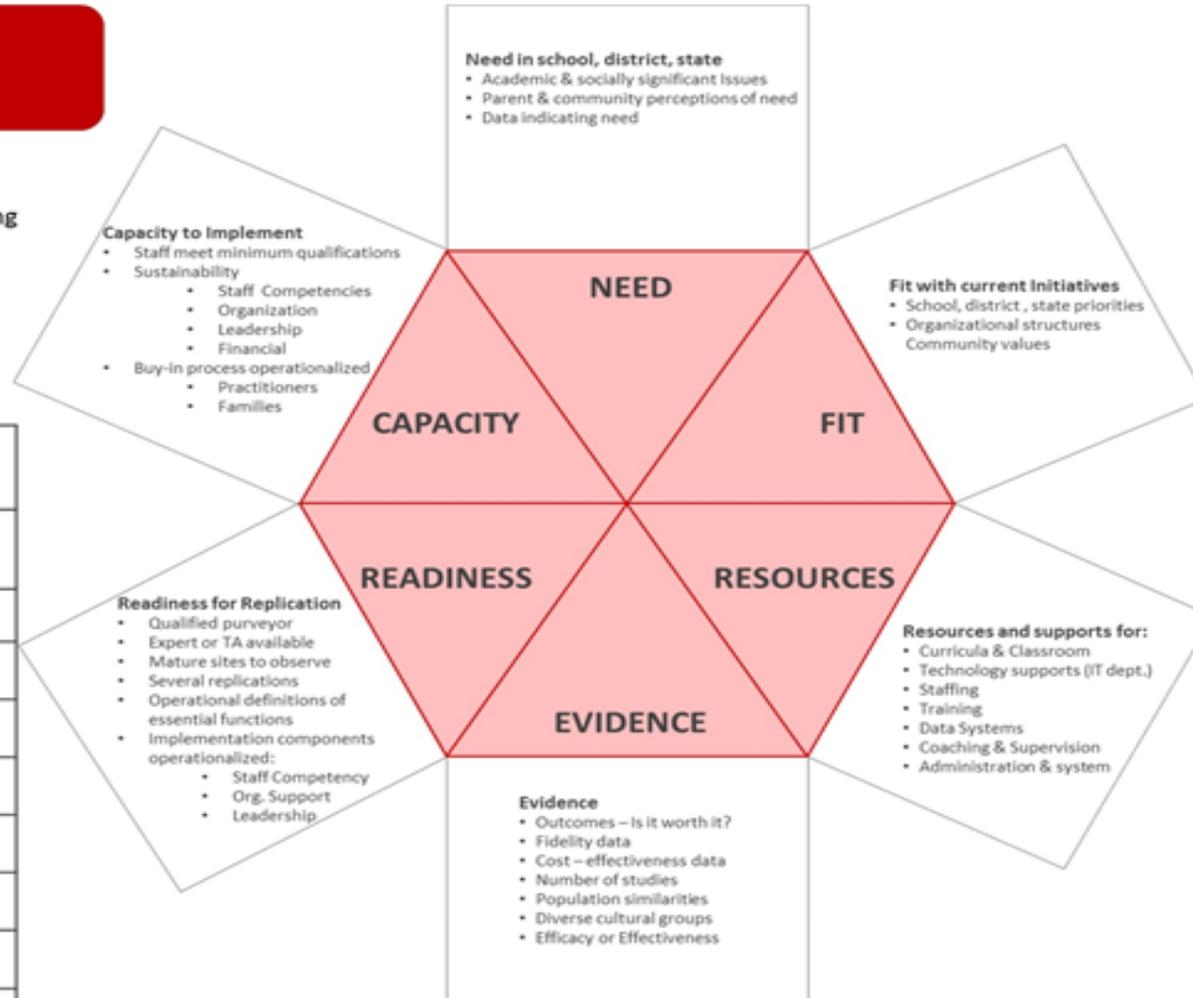
The Hexagon Tool

The Hexagon Tool Exploring Context

The Hexagon Tool can be used as a planning tool to evaluate evidence-based programs and practices during the Exploration Stage of Implementation.

See the Active Implementation Hub Resource Library
<http://implementation.fpg.unc.edu>

EBP:	Curriculum; Screening Tools; Parenting Training Tool		
5 Point Rating Scale: High = 5; Medium = 3; Low = 1. Midpoints can be used and scored as a 2 or 4.			
	High	Med	Low
Need	4	3	2
Fit	4	3	2
Resource Availability	4	3	2
Evidence	4	3	2
Readiness for Replication	4	3	2
Capacity to Implement	4	3	2
Total Score	28		



Universal Screener

Systematic Screening for Behavior Disorders (SSBD)
(Walker & Severson, 1992)

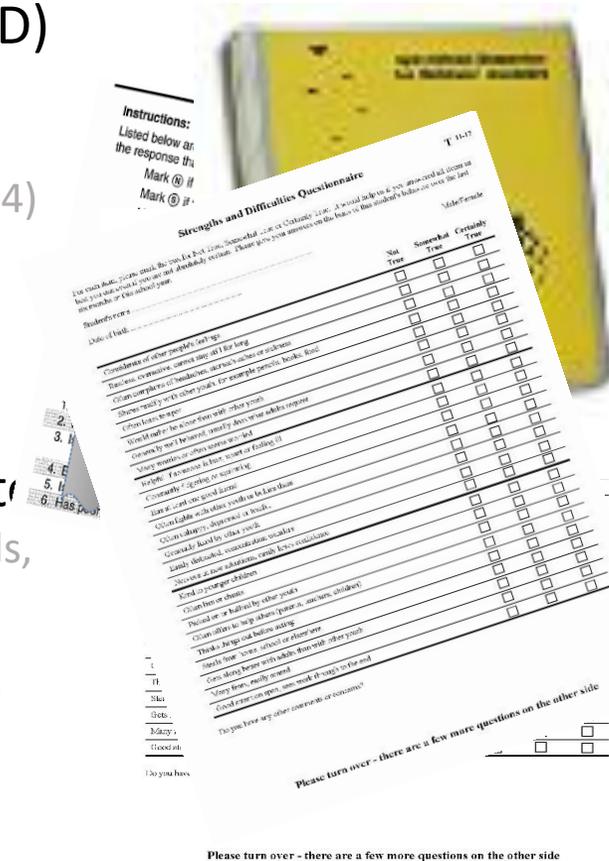
Student Risk Screening Scale (SRSS) (Drummond, 1994)

Strengths and Difficulties Questionnaire (SDQ)
(Goodman, 1997)

BASC™2 - Behavior and Emotional Screening System (BESS)
(Kamphaus & Reynolds, 2007)

Social Skills Improvements System - Performance Screening Guide (SSiS – PSG) (Elliott & Gresham, 2007)

BIMAS™ Behavior Intervention Monitoring Assessment System



Universal Screening Protocol

Pennsylvania Positive Behavior Interventions and Supports Systematic Screening for Behavior Protocol



Readiness	Key Questions	Status
<p>1. The need for systematic screening to identify non-responders to primary prevention has been established and is connected to the mission, priorities and school/program improvement plan.</p>	<ul style="list-style-type: none"> ● What is the current system for identifying at-risk students in need of additional supports? (Team, protocol, supports) ● Is that system effective in identifying at-risk students in need of additional supports (<u>externalizers</u> and <u>internalizers</u>)? ● Are there any groups of students who are not being consistently identified? Who are they? 	<input type="checkbox"/> In Place <input type="checkbox"/> Partially In Place <input type="checkbox"/> Not In Place
<p>2. The person or team who can authorize systematic screening has been identified and approval has been obtained to design and implement the process.</p>	<ul style="list-style-type: none"> ● Is it the district/school superintendent or program administrator? ● School/District/Program Leadership team? ● Building administrator? 	<input type="checkbox"/> In Place <input type="checkbox"/> Partially In Place <input type="checkbox"/> Not In Place
<p>3. A team exists that can support the student and family in determining what response, if any, should be taken for students who are identified as at-risk.</p>	<ul style="list-style-type: none"> ● Who is on the team? ● What is the responsibility of the team? ● Does the team meet regularly? 	<input type="checkbox"/> In Place <input type="checkbox"/> Partially In Place <input type="checkbox"/> Not In Place
<p>4. School/program and community-based supports for responding to students identified have been identified and are adequate to serve the need.</p>	<ul style="list-style-type: none"> ● What supports are available for those students? ● Are they adequate? How do we know? 	<input type="checkbox"/> In Place <input type="checkbox"/> Partially In Place <input type="checkbox"/> Not In Place



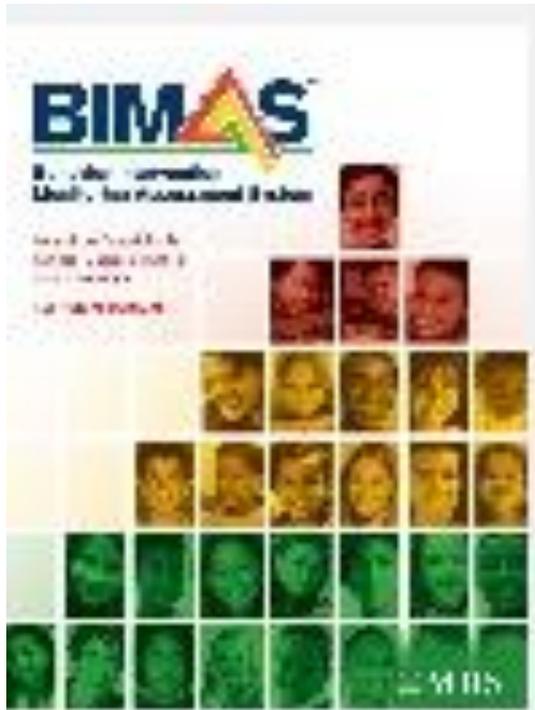
BIMAS™

Behavior Intervention Monitoring Assessment System

James L. McDougal, Psy.D.

Achilles N. Bardos, Ph.D.

Scott T. Meier, Ph.D.



The Behavior Intervention Monitoring Assessment System (BIMAS™) is a measure of social, emotional and behavioral functioning in children and adolescents ages 5 to 18 years.

Objectives:

Universal Screening
Student Monitoring
Program Evaluation

BIMAS Data

BIMAS | Results

Age:

11	12	13	14	15	16	17	18	19	20	21
3%	6%	---	11%	29%	26%	23%	3%	---	---	---

*Majority of students between the ages of 15-17

Race/Ethnicity:

African American	American Indian	Asian	Hispanic	White	Other	Multiple	Unspecified
6%	---	0%	43%	46%	---	6%	---

*Majority of students identified as White

Gender:

Male	Female
77%	23%

*Majority of students are Male

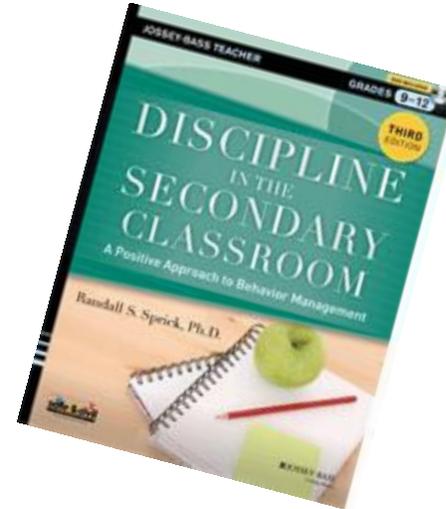
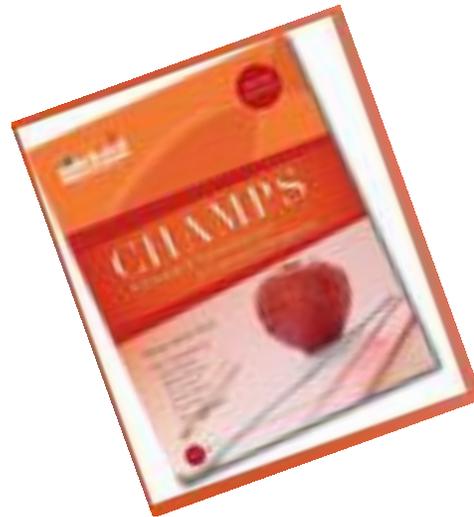
Risk Level Results:

	Conduct	Negative Affect	Cognitive/Attention	Social	Academic
High Risk	31%	43%	29%	60% (concern)	40% (concern)
Some Risk	37%	31%	34%		

Overall Interpretation (please re: p. 2 for a more specific description of the scales) :



CHAMPS – Class Wide Positive Behavior Support (PBS)

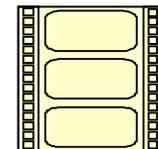


Youth Mental Health First Aid



Mental Health First Aid USA is listed in the Substance Abuse and Mental Health Services Administration's National Registry of Evidence-based Programs and Practices. Mental Health First Aid is an 8-hour course that teaches participants how to help someone who is developing a mental health problem or experiencing a mental health crisis. The training helps participants identify, understand, and respond to signs of mental illnesses and substance use disorders.

<https://www.youtube.com/watch?v=7R2j-gxPePE>





The Positive Action program features scripted lessons that are easy to prepare and teach.

Grades K-12

Pre and Post Assessment

Approximately 15+ minutes instruction 3 days

Classroom Kits- 140 lessons per Kit

<https://www.positiveaction.net/>

School Police Officer

- School Building Safety
 - Crime Prevention Through Environmental Design*
- Security and access to the building
- Promote Positive Relationship with Police
- Member SWPBIS Team
- Aggression Replacement Trainer of Trainer



Tier II/ Secondary

Interventions & Supports

Student Assistance Program

- The Commonwealth of Pennsylvania's Student Assistance Program (SAP), is a systemic process using techniques to mobilize school resources to remove barriers to learning.
- Trained Team Members include School staff and liaisons from community alcohol and drug and mental health agencies..

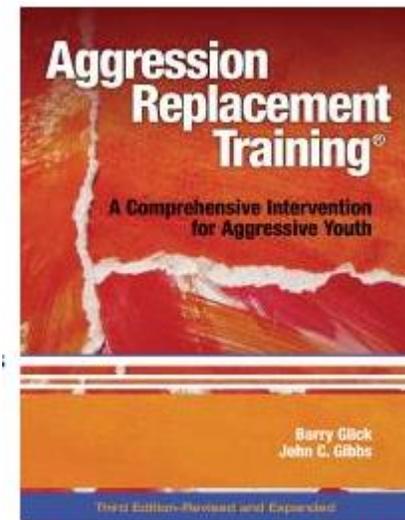


Center for
Humanistic
Change, Inc.

Head, Heart, Hands...
Educating the Whole Person

AGGRESSION REPLACEMENT TRAINING®

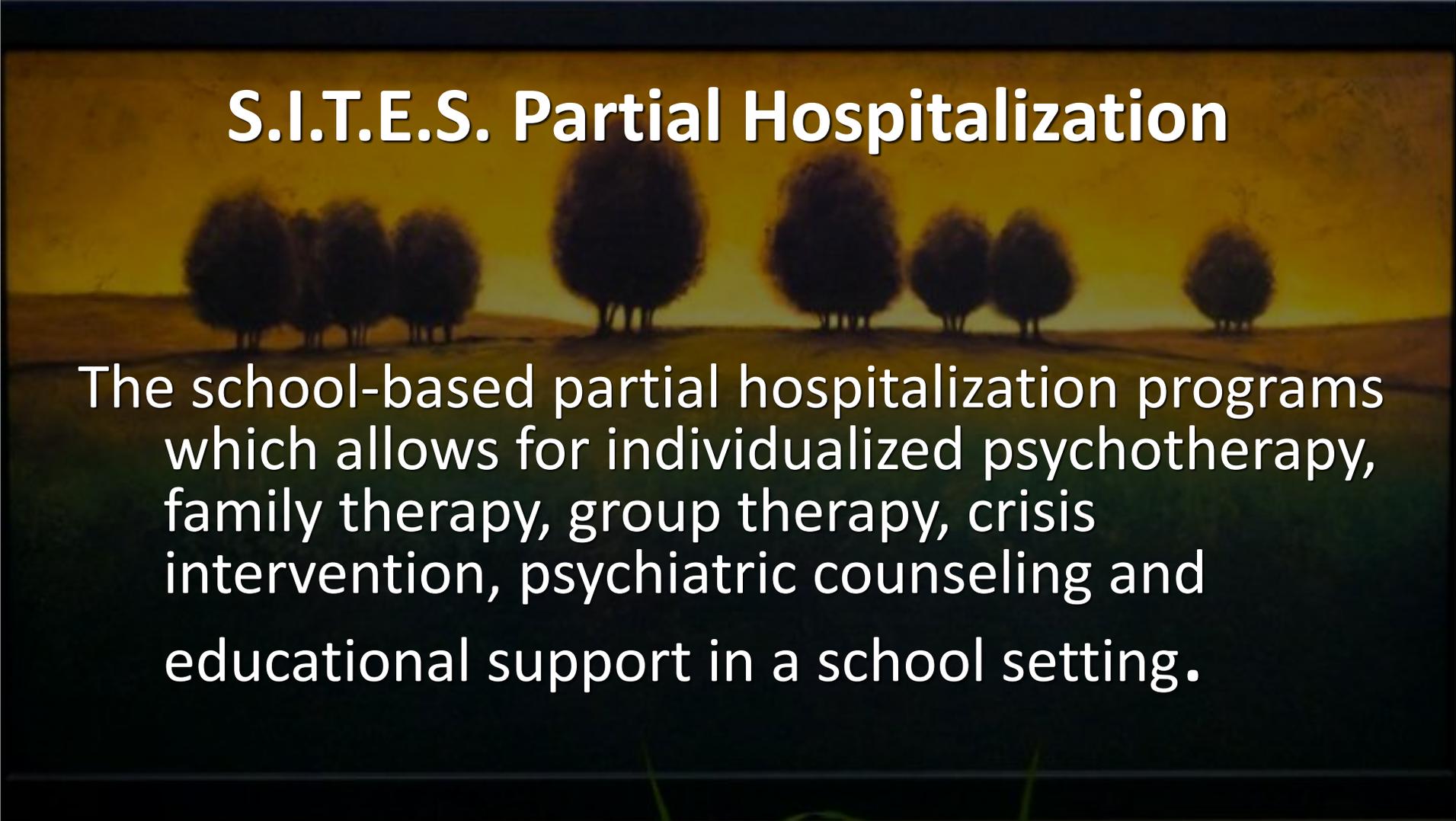
- *Aggression Replacement Training features three coordinated and integrated components:*
 - **Social Skills**
 - **Anger**
 - **Moral Reasoning**



Tier III/ Tertiary

Intervention & Supports

S.I.T.E.S. Partial Hospitalization

A landscape painting featuring a row of dark, rounded trees in the middle ground against a warm, golden-yellow sky. The foreground is a dark, flat expanse, possibly a field or a road. The overall mood is serene and contemplative.

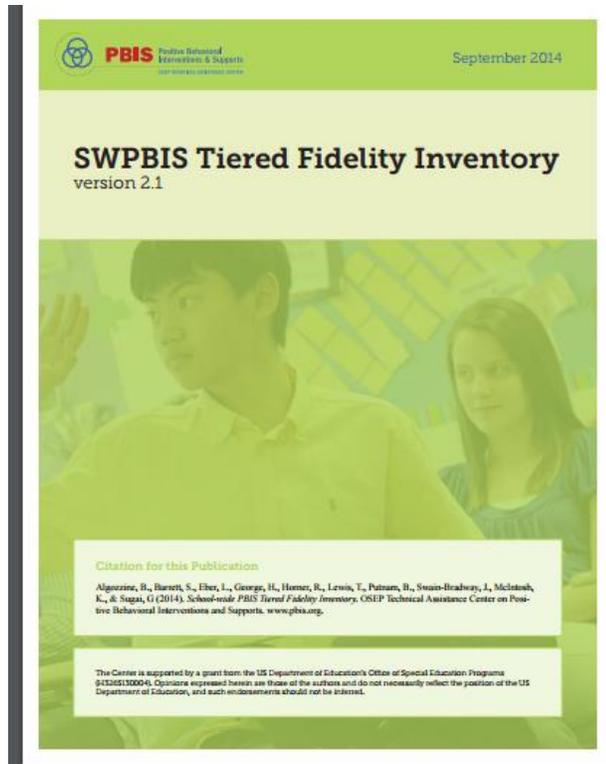
The school-based partial hospitalization programs which allows for individualized psychotherapy, family therapy, group therapy, crisis intervention, psychiatric counseling and educational support in a school setting.



RENEW Rehabilitation for Empowerment,
Natural Supports, Education, & Work

RENEW is a structured school-to-career transition planning and individualized wraparound process for youth with emotional and behavioral challenges.

Tiered Fidelity Inventory



www.pbisapps.org

ALAS Tier I					
Subscale	Item	Current Score	Action(s)	Person(s) Responsible	Timeline
Teams	1.1 Team Composition	2	Staff: Tracy P, Joan L, Barbara H, Lynn K, Rosemary L, Joann L, Courtney F, Heather S Youth Leadership Council: Shane U, Halley V, Haley E, Wilson, Kory Parent Involvement: Halley V. Mom	Molly	August 2016
	1.2 Team Operating Procedures	2	Monthly TIPS facilitator and note taker	Tracy	Monthly
Tier II					
Subscale	Item	Current Score	Action(s)	Person(s) Responsible	Timeline
Teams	2.1 Team Composition	2	SAP: Michelle McWhipney, Mark Lesko, Megan Hess, Pia Houseal, Alpoort, Dr. Mark Simon ART: Officer Frank DeMatto, Jay Gray, Jonathan McDonald	Vinnie	
	2.2 Team Operating Procedures	2	Decision Rules TIP Notes	Tier II Team	
	2.3 Screening		Discussion of measure- BIMAS? Using a new tool?		
Tier III					
Subscale	Item	Current Score	Action(s)	Person(s) Responsible	Timeline
Teams	3.1 Team Composition	2	RENEW- Vinnie Andrews, Jonathan McDonald, Michelle McWhipney, Dr. Molly Flood, Jay Gray SITES- Dr. Matt Gilton, Dr. Mark Simon, Karri Miller,	Vinnie	
	3.2 Team Operating Procedures	2	Decision Rules		
	3.3 Screening	2	RENEW- Statewide Update 11/10/2016	Molly Vinnie	
	3.4 Student Support Team	2	Trained RENEW Facilitators CLIU 21 Mental Health Staff Psychiatrist Dr. Larry Dumont		
Resources	3.5 Staffing	2	The building is under staffed which makes it difficult to be consistent. Social Work Services: Pia Houseal-Alpoort, School Psychologist: Dr. Mark Simon		
	3.6 Student/Family/Community Involvement	2	Career Link, Military Recruiters, Keenan House, PSP, Mark Allen, Fishing trips in Spring Community Service for Friends of Allentown- Trail Cleaning	ESI's	
	3.7 Professional Development	2	2016 Summer Academy, October 2016: Via Presentation Professional development calendar	Molly	
Support Plans	3.8 Quality of Life Indicators	2			

Community Resources



Center for Humanistic Change provides educational and informational programs to prevent substance abuse.



MarsCare-ATP provides comprehensive, person- centered, quality addiction treatment services in a supportive environment, through individual goal driven treatment in a cost-effective manner.

Pyramid Healthcare BH Assessment – Choices – D&A Prevention/ intervention.



Community Resources



- **Valley Youth House-** education and information services are provided in the elementary, middle, high schools and in the community.



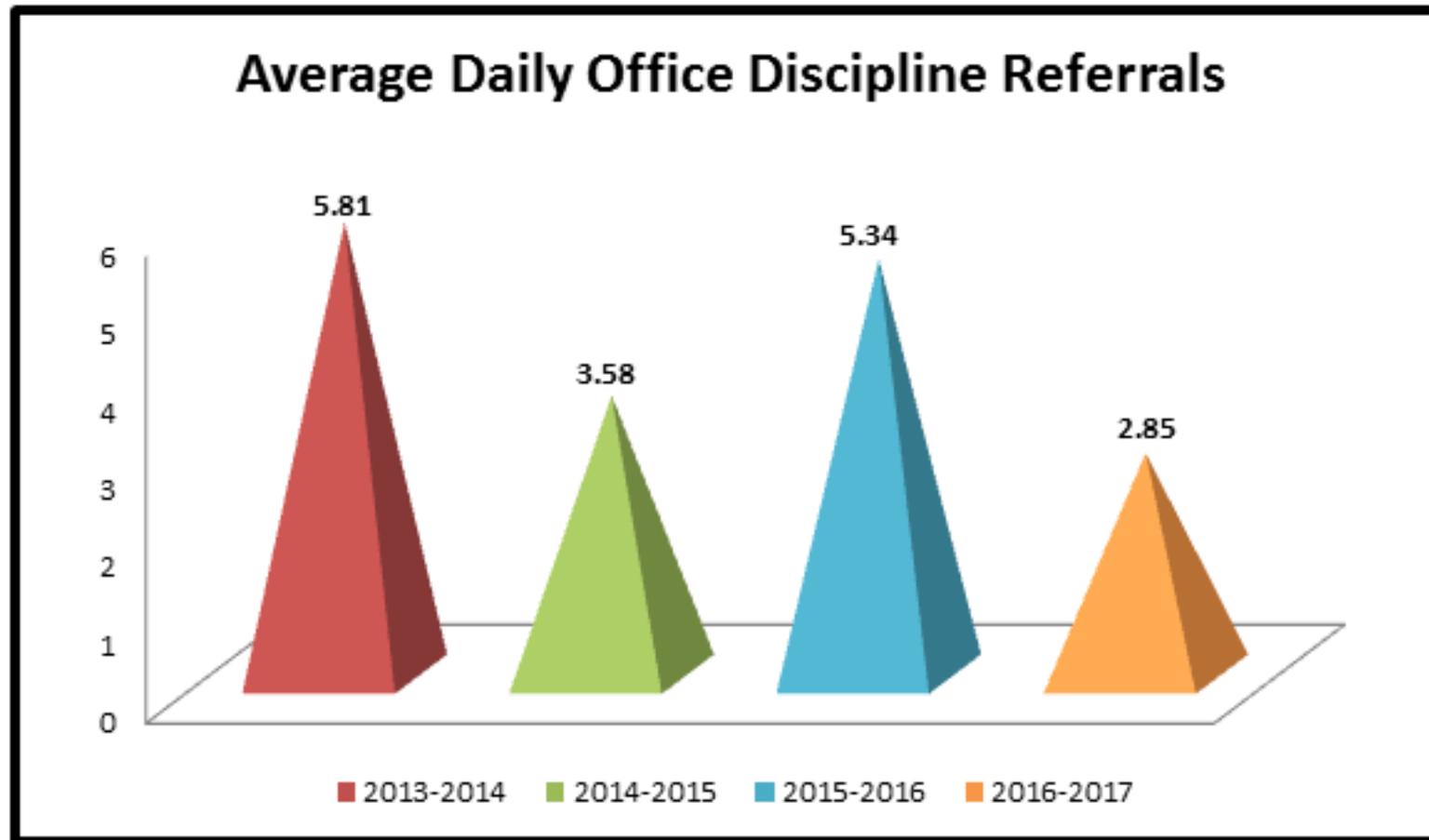
Justice Works Youth Care has provided innovative solutions for **Child Welfare Agencies and Juvenile Courts**. Its mission is to fill in the missing links in existing service systems to improve outcomes for troubled youth and their families, while maximizing public resources and improving communities quality of life.

Student & Family Supports

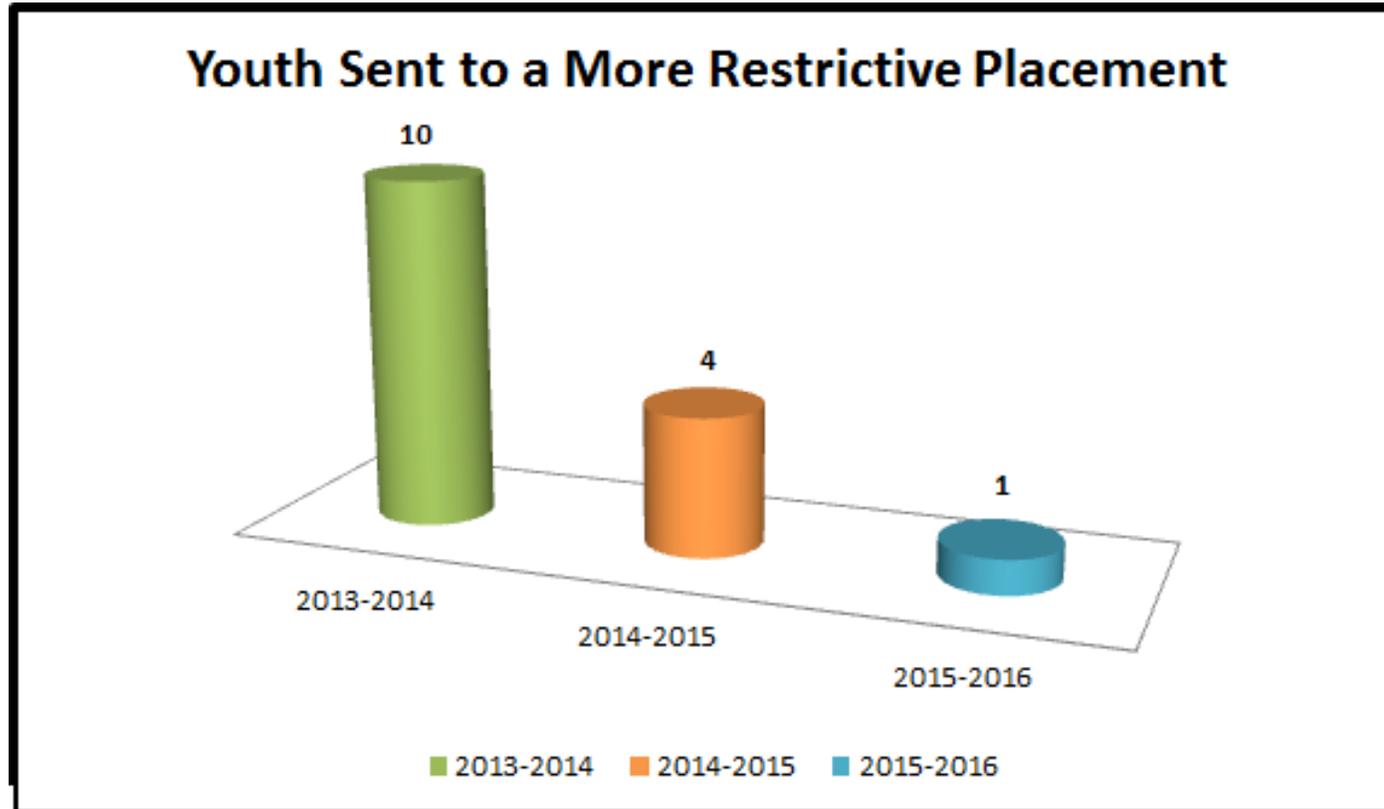
- First Aid and CPR
- Babysitting certificate
- PA Driver Ed
- Lanta Metro Bus Pass
 - Chew St. Landing
 - Office Vocational Rehabilitation / Job Fair
 - Lehigh Valley Center for Independent Living



ODR Data



Placement Data



More Restrictive Placements:

1. Juvenile Detention Center
2. Residential Treatment Facility
3. Psychiatric Hospital
4. Drug & Alcohol Rehabilitation

Identifying Evidence-Based Practices

META-ANALYSIS CLEARINGHOUSE:

<http://nrepp.samhsa.gov/>

<http://www2.ed.gov/admins/lead/safety/exemplary01/exemplary01.pdf>

Intervention Central <http://www.interventioncentral.org/>

Moving Forward

- Trauma Sensitive Classrooms
 - Trauma 101
 - Trauma and the Brain
 - Self Regulation- Sensory Integration

- **A.I.R.**- Trauma Sensitive
- Schools Training Package



CRAWFORD COUNTY YORK COUNTY

Local Community Example:

Authentic Youth, Family & Community Engagement



The Pair of ACEs

Adverse Childhood Experiences



Ellis, W., Dietz, W. (2017) A New Framework for Addressing Adverse Childhood and Community Experiences: The Building Community Resilience (BCR) Model. *Academic Pediatrics*. 17 (2017) pp. 886-893. DOI Information: 10.1016/j.acap.2016.12.011

4th Annual
**Trauma Informed
& Resilient Communities
Conference**

September **27**
2017
Edinboro University of Pennsylvania

Adverse Childhood Experiences and Adverse Community Environments (Pair of ACEs) connect to addiction and other health risks that devastate lives. What can we do to help our loved ones live, those we work with, our communities...ourselves?



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Building Community
Resilience:
Crawford & Erie County

Wendy Ellis, DrPH (c), MPH
The George Washington University
wendye@gwu.edu

Crawford-Trauma Informed Community

System, family, youth partners & agency staff learn about the Adverse Childhood Experiences Study and the lifelong impact of childhood trauma.

Public education trainings. More than 4,100 trained.

Adult & Youth Mental Health First Aid.

School trauma-informed self-assessments and action plans.

Suicide prevention through Garrett Lee Smith Suicide Prevention Program and QPR.

Community members are finding new and innovative ways to connect with one another.



For example....

FLASH-MOB COMMUNITY ACTIVISM

Thankful Thursdays – A collaborative community building initiative to effect real change in our towns by improving public infrastructure through service.

SOCIAL GATHERINGS

Picnic at the Playground
Cops n Kids Bowling Party
Community Happy Hours
Pumpkin Block Party
Winter Fest

The Big Zipper Project



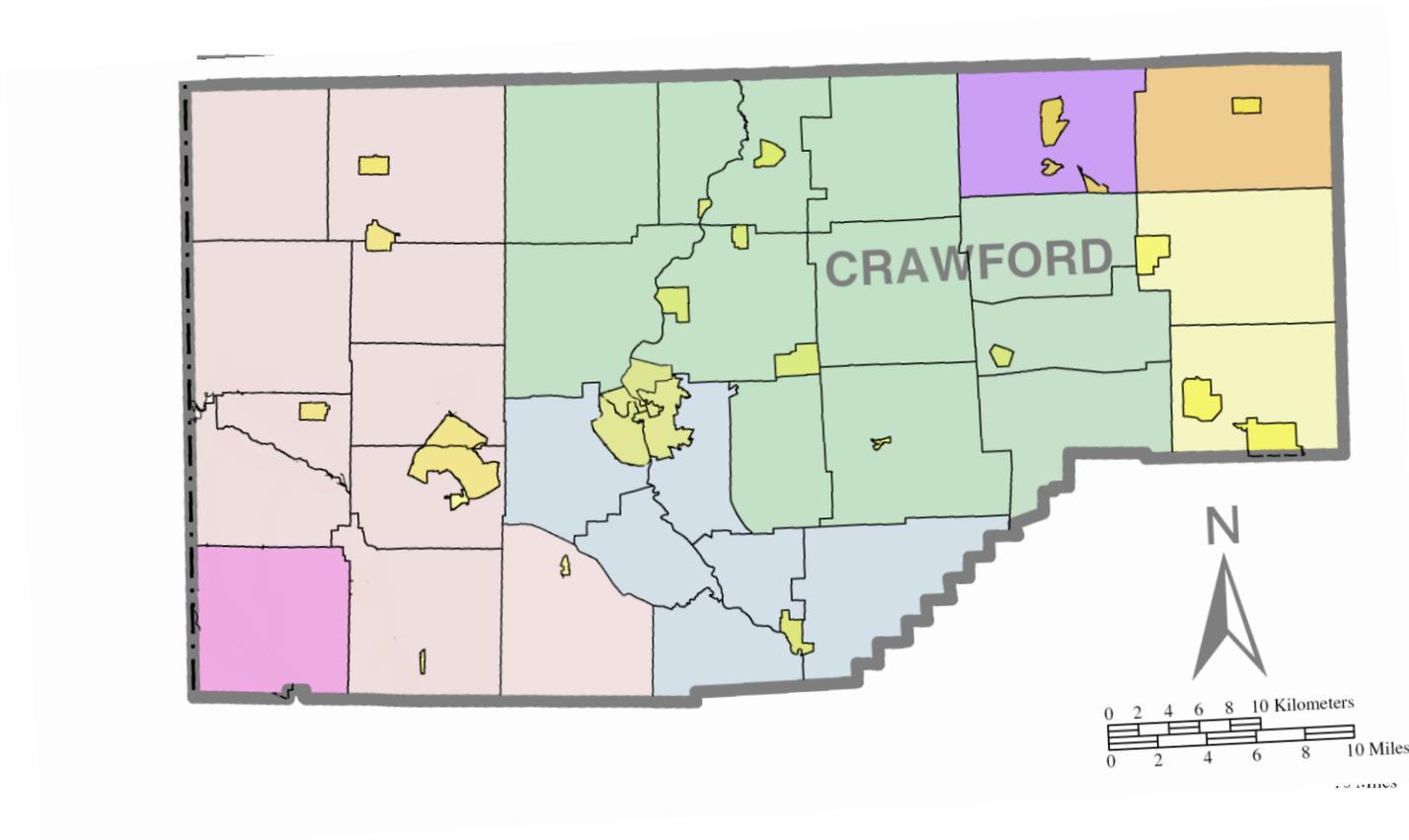
Time Banking

A Time Bank is formed whenever individuals or organizations agree to earn and spend Time Bank Hours to meet the needs of friends, neighbors, and the larger community.



REDEFINING WORK: Building community is real work, Time Dollars recognize and reward that work.

Creating a visual, geographic display of crisis hotspots throughout Crawford County to better serve the community.



One Crawford

- 62 individuals from 37 community-based organizations convened a day-long Summit to bring together agencies, organizations and volunteer groups who are working, broadly, to improve the quality of life of the Crawford community.
- The Summit was born out of the concern of the community's ability to support and sustain initiatives, both financially and without burning out the many volunteers who make this work possible.

Strategic Priorities: Resilient Youth - Economic Opportunities - Healthy Communities

Resilient Youth: Fostering Assets



The Developmental Assets[®] are 40 research-based, positive experiences and qualities that influence young people's development, helping them become caring, responsible, and productive adults.

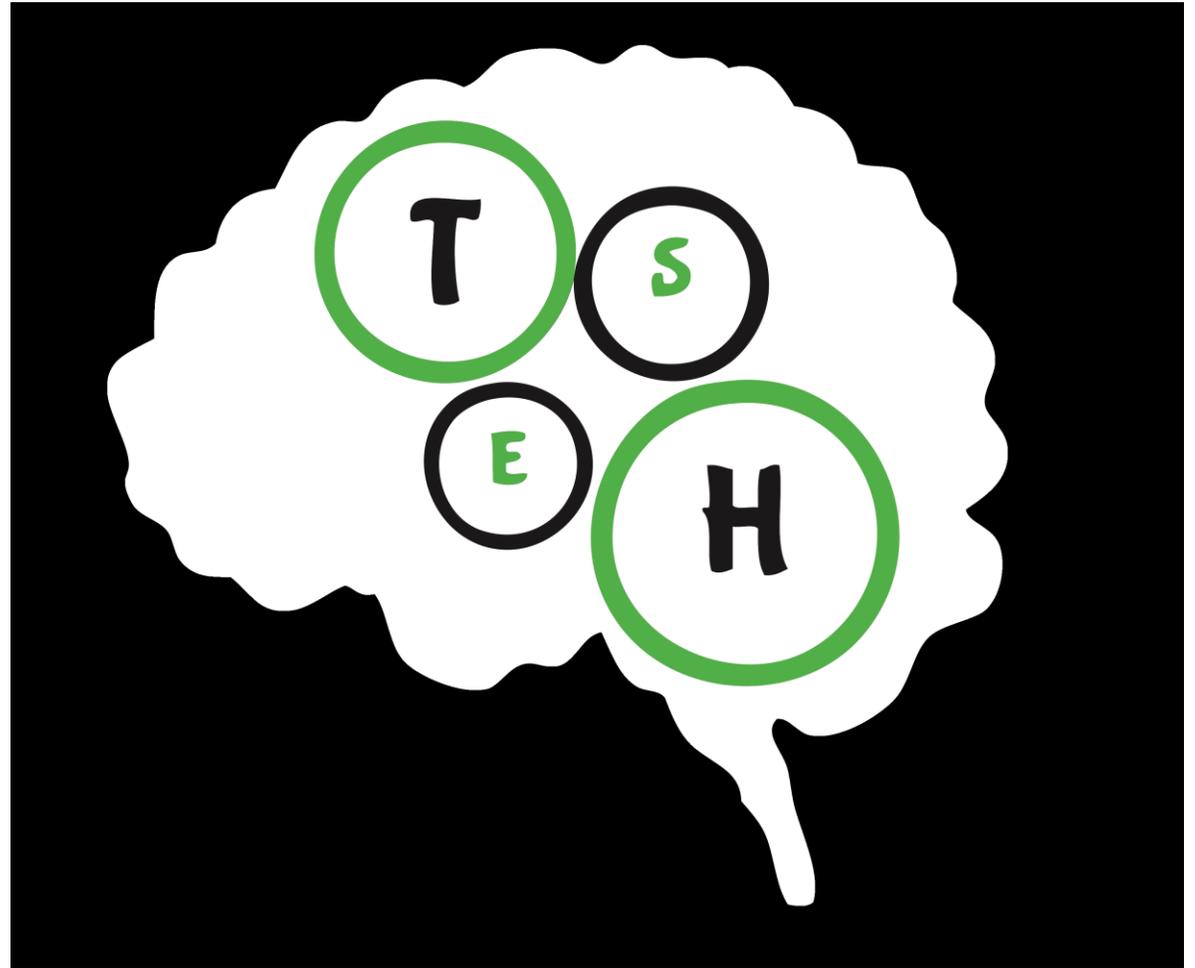
Search Institute

York County Youth Mental Health Alliance

- Initial Goal: School Social Workers from School Districts brought together York County Youth to plan dynamic activities for Mental Health Awareness month in May 2017 to increase awareness of mental health concerns, reduce the stigma surrounding mental health issues and teach ways to support those who are struggling to maintain mental wellness.
- The planning committee invited all 17 school districts to send representatives to the 1st ever meeting of the YORK COUNTY YOUTH MENTAL HEALTH ALLIANCE on September 8, 2016 and we were AMAZED at the response. **The 1st meeting where we completed some needs assessments included 55 youth and 35 adults representing 16/17 school districts.**

YCYMHA- Subcommittees

- May Mental Health Awareness Events
- District-wide Initiative Committee
- Publicity/Marketing
- Education/Outreach
- Awareness/Prevention



YCYMHA-Major Accomplishments

- Youth-led Town Hall with panel of State, County, and Local Leaders answering questions from the youth on topics of interest.
- Awareness kits (i.e. posters, videos, announcements, spirit day ideas, inspirational messages, etc.) for each of the programs within the school districts
- Developed a logo and branding campaign “The Silence Ends Here”
- chosen for the annual Award of Excellence in Pupil Services presented by the PA Association of Pupil Service Administrators.
- May Mental Health Awareness Event: County Wide - 5k Glow Run (‘Light Up The Night’) mental health fair to bring awareness to youth mental health challenges and services-**800 participants in entire event**
- Sept. 8, 2017: One Year Anniversary Event-Youth MH/Trauma Panel Discussion, National and State Youth Presenters

Big Ideas and Lessons Learned

- Complex change is.....complex!
- Ultimately individuals are most concerned about “their” project – requires continuous energy and reinforcement to sustain cooperation
- Alignment of initiatives is an ongoing process and can be overwhelming
- Be flexible and adapt to changing needs/resources
- Involve stakeholders meaningfully
- Develop a shared vision and commitment to obtaining specific goals

Big Ideas and Lessons Learned (continued)

- Formal engagement and cooperation between administrative decision makers and planning teams is essential
- Long-term sustainability planning needs to be integrated into the development process from the very beginning
- Even in a shared leadership structure, clear leadership roles are needed and included in MOUs
- Record and share progress systematically over time
- **DEVELOP A STRATEGIC COMMUNICATION PLAN FROM THE BEGINNING**

Contact Information

Anne Katona Linn,
akatonalinn@gmail.com

Donna Halpin,
dhalpin@pattan.net

Molly Flood, floodm@cliu.org

Joe Barnhart,
jbarnhart@co.crawford.pa.us

