Building the Right Cross-Systems Team to Support your Diversion: The Responder Model

Jacqui Greene, National Center for Mental Health and Juvenile Justice

February 9, 2016

Please take this time to answer the polling questions that appear in the bottom corner of your web browser
A recording and slides from this webinar will be posted to www.ncmhjj.com by February 11, 2016 as well as to https://schooljusticepartnership.org/

A question & answer session will be held at the end of the webinar. You may use the ‘chat’ function (please select chat with ‘all panelists’) to submit questions.

If you have logistical challenges or questions during this webinar, please notify us by using the ‘chat’ function (select chat with ‘all panelists’).
School-Justice Partnership National Resource Center

- Supported by the Office of Juvenile Justice and Delinquency Prevention

- Led by the National Council of Juvenile and Family Court Judges, with four core partners:
  - National Center for Mental Health and Juvenile Justice (NCMHJJ)
  - International Association of Chiefs of Police
  - National Association of State Boards of Education
  - The National Child Traumatic Stress Network
Webinar Series: Developing Effective School-Based Diversion Programs that Identify and Address Behavioral Health Needs

Webinar 1: Implementing School-Based Diversion for Youth With Behavioral Health Needs

Recording at ncmhjj.com/jjtpa/resources/archived-webinars

- Focused on the Ohio & Connecticut responder models as successful school-based diversion initiatives shown to reduce youth contact with law enforcement & keep kids with behavioral health needs in school while directing them to appropriate services.
How can you get law enforcement, families, schools and providers around the same table?

Strategies and messages that work

Critical for a solid foundation on which to build your diversion initiative
Part 3: Identifying youth with behavioral health needs who are appropriate for school-based diversion and connecting them to services

Part 4: Systematizing diversion initiatives through MOA’s, policies, procedures, and training
Kevin J. Bethel

Stoneleigh Foundation Fellow

Senior Policy Advisor, Juvenile Justice Research Reform Lab, Department of Psychology, Drexel University

Retired Deputy Police Commissioner in the Philadelphia Police Department, former Commander of Patrol operations
KEY ELEMENTS IN BUILDING POLICE/SCHOOL COLLABORATION: THE PHILADELPHIA DIVERSION PROGRAM

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Opinions or points of view expressed are those of the authors and do not necessarily reflect views of the Stoneleigh Foundation.
STAKEHOLDER BENEFITS

TRAUMA INFORMED APPROACH
ADDRESSING THE ROOT CAUSES OF THE BEHAVIOR

HELP FAMILIES ADDRESS NEEDS AT HOME

FREEING OFFICERS UP TO RESPOND TO HIGH-LEVEL OFFENSES

REDUCE RACIAL AND ETHNIC DISPARITIES
KEY MESSAGES AND OUTCOMES

- ECONOMIC BENEFITS
- REDUCING RECIDIVISM
- “NO STICK”-APPROACH ABLE TO MAINTAIN THE INTEGRITY OF THE PROGRAM
- GREATER IMPACT WHEN ALL PARTNERS SHARE IN THE DEVELOPMENT AND OUTCOMES

School District of Philadelphia

134,000 students

51% African American

800 arrests

80% African American

1,600 arrests

134,000 students

80%

School District of Philadelphia

ECONOMIC BENEFITS

REDUCING RECIDIVISM

“NO STICK”-APPROACH ABLE TO MAINTAIN THE INTEGRITY OF THE PROGRAM

GREATER IMPACT WHEN ALL PARTNERS SHARE IN THE DEVELOPMENT AND OUTCOMES

Drexel University
STRATEGIES FOR ENGAGING STAKEHOLDERS

USE OF DATA
- To demonstrate magnitude of problem
- Track outcomes
- See impact of collaboration

UTILIZE EXISTING COLLABORATIVES
- Example: Juvenile Detention Alternatives Initiative (JDAI)

STRONG COMMUNICATION
- Throughout the entire process
STRATEGIES FOR ENGAGING STAKEHOLDERS

SYSTEM PARTNERS-HIGH LEVEL INVOLVEMENT

MEMORANDUM OF UNDERSTANDING

KEEP IT SIMPLE AND STRAIGHT FORWARD STARTING OUT
- INCREMENTAL STEPS-ALLOWING GROWTH
STRATEGY STAYAWAYS

POOR COMMUNICATION

ALIENATING SYSTEM PARTNERS

NOT HAVING A MEMORANDUM OF UNDERSTANDING ESTABLISHED

FAILING TO EVALUATE STRATEGY/PROGRAM
THANK YOU!
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Masters in Social Work and Women’s Studies
Former municipal police officer, youth detective, & Student Resource Officer
Participant, Connecticut Network of Care Transformation (CONNECT) System Initiative
Contributor, Network of Care – Agents of Transformation Family Leadership Curriculum, development & implementation
Parent to two young adults with behavioral health challenges
FAMILY ENGAGEMENT

BUILDING THE RIGHT CROSS-SYSTEMS TEAM TO SUPPORT YOUR DIVERSION: THE RESPONDER MODEL

SUSAN GRAHAM, MSW, MA
FAMILY ENGAGEMENT SPECIALIST
OUTLINE

• Family Engagement – At the Core
• “Business as Usual” Challenge
• Strategies and Tips
  • Engaging stakeholder group
  • Stakeholder Messages
  • Implementation and Meaningful outcomes
  • Family and Youth Engagement Strategies
The Change Process

Community Wide Strategy

Implementation Plan

THEN A MIRACLE OCCURS

Self-sufficiency, "good citizens" healthy community

GOOD WORK, BUT I THINK WE NEED JUST A LITTLE MORE DETAIL RIGHT HERE!
FAMILY ENGAGEMENT PARTNERSHIP CONTINUUM

**Professional Centered**
- Adversarial
- Families don’t care
- Parent is the problem

**Family Involved**
- Families are helpers
- Caregiver is one down
- Professional is the expert

**Family Engaged Team Centered**
- Parents know best
- Professional’s support families
- Child/Family Team Model
- Team makes decisions
- Team includes family, provider, child, and others
1. Begin with the mindset that ALL families want what is best for their children
2. Belief that families are valued partners
3. Parents have the capacity to learn and grow
4. All partners are EQUAL and have value
5. Leadership willingness to partner with family team members

Flexibility to adapt and meet families “where they are”
RE-SHAPING BELIEFS

- “Dysfunctional” families
- Professionals know BEST
- The family doesn’t care
- Families don’t want to be involved

- ALL families deserve to be treated with dignity and respect.
- A strength-based approach is used instead of a deficit-based model.
- All families have strengths.
- Families can make well-informed decisions about their children.
- Families can “actively assist” in planning and decision-making.
- Outcomes will improve when families are involved in the decision making process.
FAMILIES & YOUTH AS EXPERTS

- Families & Youth have information that can be invaluable
  - History (school, medical, mental health, substance abuse, trauma)
  - Treatment and Interventions
  - Triggers
  - Motivators
  - Strengths
  - Community Culture & Environment
MY “BUSINESS AS USUAL” CHALLENGE

• Visionary individual and/or leadership team develop project idea, develop logic model, secure funding, begin implementation.

• Leadership team and steering committee and/or advisory group

• Select a couple of “family member” representatives for the group

• Family members attend advisory – often share their individual experiences

• Project leadership team continues with project implementation and evaluation

• Family voice is “present” – Lacks IMPACT
CHALLENGE #1
FAMILY STAKEHOLDERS

• Who are the Family Stakeholders?
  • Cast a wide net
    • Parents (biological, foster, adoptive, kin), Grandparents, Brothers, Sisters, Aunts, Uncles, Youth, Young Adults, any individual with lived experience
  • Equal representation (gold standard – 51% families)
FAMILY ENGAGEMENT TEAM BUILDING STRATEGY

• Identify a small cohort group of key family stakeholders

• Brief the family stakeholder group on the project
  • Consider your willingness to course correct if families have not been involved in the design
    • Vision – Keep it Short and Simple – KISS method (MESSAGING)
    • Program Design – tangible implementation steps (FAMILY ENGAGEMENT)
    • Desired Outcomes – are these meaningful to families? (ONGOING COMMUNICATION LOOP)

• Brainstorm with key family partners to identify additional partners

• Ask family stakeholders to identify others to become part of the team or able to inform the process

• Map the network and communication loop strategy to engage a larger network of families & youth

• Continue to value and strengthen the developing relationships. Include and partner with families throughout every phase of the project including evaluation.
CHALLENGE #2
STAKEHOLDER MESSAGING STRATEGY

• Short and Simple Message
  • Tag line – begins the conversation
  • Example: HELP instead of ARREST
• Vision should inform the messaging
  • Expand on the “tag line” to develop elevator speech
  • Family stories can inform the speech
• Avoid jargon and vague concepts - Make it tangible for families
  • Can all families relate?
    • Ask them
      • Value of the communication loop and network
• Include families in message development – listen to them and make adjustments
CHALLENGE #3
ALIGNING THE PROJECT TO MEET FAMILY EXPECTATION STRATEGY

• ASK the FAMILIES
  • Focus groups / Community Conversations
    • Informal – have a conversation
    • Go to the families – meet families where they are
  • Ask Families
    • What is working well?
    • What is not working well?
    • Recommendations
  • Include families in the entire process leading the conversations, collecting the data, data analysis and reporting the findings to the family groups
CHALLENGE #4

ENGAGEMENT STRATEGY

• Create the opportunity for larger networked communication
  • Utilizing the family team partners design a communication loop plan
    • Create a process where information and updates flow from the cross system team to the family groups and family voice flows back to the team
      • Identified team member liaison
      • Standing agenda items
      • Simple communication form to document interaction
      • In-person meetings and updates
RECAP AND REVIEW

• Examine your core beliefs
• Identify your “business as usual” practices
• PARTNER with families with lived experience
• KISS – keep messaging sort and simple
• Create expectation which meet family needs
• Utilize an effective communication loop
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David Gollsneider

6th year degree in Education Administration

Supervisor at Venture Academy, an alternative education program for high school students in Meriden, CT

Involved with school participation in Connecticut’s School Diversion Initiative (SBDI) & Families with Service Needs (FWSN) diversion program & school focus on PBIS & Restorative Justice practices
Building the Right Cross-Systems Team to Support your Diversion

- David Gollsneider: Supervisor of Venture Academy
  - 28 years as a Connecticut Public Educator
  - 25 years in the classroom as a Special Education Teacher
  - Taught Pre-K through Grade 12
  - 3 years in Administration
  - Venture Academy is a Meriden Board of Education funded program for high school special education students
Why Do I Do This Work?

- Value the importance of building trusting relationships
- Be part of the solution
- Effect change
- Every kid, every day motto
- If a student could, they would mentality
- Bottom line: Traditional discipline no longer works!
Why Be Part of a Diversion Process?

- Connecticut School-Based Diversion Initiative (SBDI) had three major goals:
  - Reduce the frequency of expulsions, out-of-school suspensions, and discretionary school-based arrests
  - Link youth who are at risk of arrest to appropriate school- and community-based services and supports
  - Build knowledge and skills among teachers, school staff, and school resource officers to recognize and manage behavioral health crisis in the school, and access needed community services
How Do You Get A School On Board?

- Develop a vision and plan in collaboration with members of your school community
- Communicate your vision and plan
- Allow time for your staff to understand the vision and plan
- On-going Professional Development
- Continuous monitoring of the vision and adjusting the plan as appropriate
Vision and Plan

- U.S Department of Education (2014) identified the following guiding principles for improving school climate:
  - Create positive climates and focus on prevention
  - Develop clear, appropriate, and consistent expectations and consequences to address disruptive student behaviors; and
  - Ensure fairness, equity, and continuous improvement.
Traditional Versus Restorative Approach to Discipline

- **Traditional Approach**
  - Schools and rules are violated
  - Justice focuses on establishing guilt
  - Accountability is defined as punishment
  - Justice is directed at the offender; the victim is ignored
  - Rules and intent outweigh the outcome
  - No opportunity is offered for the offender to express remorse or make amends

- **Restorative Approach**
  - People and relationships are violated
  - Justice identifies needs and obligations
  - Accountability is defined as understanding the effects of the offense and repairing any harm
  - The offender, victim, and school all have direct roles in the justice process
  - Offenders are held responsible for their behavior, repairing any harm they’ve caused and working toward a positive outcome
  - Opportunities are offered for offenders to express remorse or make amends
Communicating Your Vision and Plan

- Clearly established policies and procedures in a written format
- Distribute your vision and plan using as many methods as possible
- Hold discussion groups with critical members of the educational community
- Be task-specific and solution oriented
- Make the vision and plan part of the routine of school communication
The Importance of Time

- Change takes time and careful/deliberate planning
- School teams must acknowledge and understand that things can get worse before they get better
- Model and encourage life-long learners
- Administrators must build time for teachers in their normal day.
  - Professional Learning Communities (PLC)
Ongoing Professional Development

- Connect school goals with the professional goals of your teaching staff
  - This will develop a sense of togetherness
  - Teachers will feel empowered and not like they have one more thing to do
- PD should be designed so that teachers feel like they are invited to learn. This develops:
  - Trust
  - Respect
  - Optimism
  - Intentionality
Four Teacher Types

- Intentionally Uninviting
  - Dismissive
  - Alienating
  - Harsh
  - Vindictive
- Unintentionally Uninviting
  - Negative
  - Low expectations
  - Low sense of efficacy
  - Pessimistic
- Intentionally Inviting
  - Consistently positive
  - Growth mindset
  - Purposeful
  - Sensitive to student needs and take appropriate action
- Unintentionally Inviting
  - Energetic but unaware
  - Enthusiastic but naïve
  - Positive but inconsistent
  - Laissez-faire attitude
Continuous Monitoring of Plan & Adjusting the Plan as Appropriate

- Use technology calendar tools to ensure sacred time is dedicated to review plan
- Collect and analyze data
- Let data drive your decisions
- Don’t be afraid to try something new
- Think outside the box
- Inspire and Challenge
- Delegate, delegate, delegate!
Build Relationships Outside of your School

• “It takes a village to raise a child!”
• Meet to discuss children in general as well as specific situations
• Important relationships to build:
  ◦ Parents
  ◦ School Based Diversion Initiative
  ◦ Department of Children and Families
  ◦ Juvenile Probation
  ◦ 211/EMPS
  ◦ Police
Dr. Joanne Malloy, Ph.D., MSW

Clinical Assistant Professor, Institute on Disability, University of New Hampshire

Creator, RENEW (Rehabilitation, Empowerment, Natural Supports, Education, and Work) training

PBIS & Dropout Prevention Specialist
Collaboration between Community Mental Health Centers and Schools: the NH Experience

JoAnne Malloy
STAGES of IMPLEMENTATION  
(Fixsen, Blasé, 2005)

- **Exploration/Adoption**: Should we do this?
- **Installation**: Put resources and systems in place
- **Initial Implementation**: Initial pilots and assess results
- **Full Implementation**: The practice was successful, adopt system-wide
- **Innovation**: Adopt variations of the practice and assess results
- **Sustainability**: Make this the way of doing business
RENEW: A Tier 3 Intervention

Facilitators Provide:
1. Personal futures planning including choice-making and problem-solving.
2. Individualized team development and facilitation.
3. Personally relevant school-to-career development, support, and progress monitoring.

2 Shorter-Term Improvements In:
- Self-Determination Capacity & Opportunity
- Student Engagement and Self-efficacy Behavioral, Cognitive, & Affective
- More effective formal and natural supports Source & Type

 Longer-Term Improvements in:
- Emotional & behavioral functioning
- Educational outcomes
- Employment

Context: Youth with who are:
- Disengaged from home, school community
- Youth who are involved in jj system
- Experiencing failure in school, home or community

Source & Type
renew.unh.edu
Common Need: High School Students with Emotional and Behavior Disorders

• School Perspective: Disengaged students
• Mental Health Perspective: Disengaged clients
The School Perspective

• To build more responsive and effective systems to **connect mental health and schools**.

• Both systems had previous training in RENEW. This project reflects a “**shared agenda**” with purposeful collaboration to serve youth and families.

• Emphasis on **data-based decision making** and on implementation of an evidence–informed intervention.

• Strong training, coaching and implementation support.

• Represents **system structures** to provide interventions and progress monitoring features.

• **Community partners** helped reinforced to staff that disengagement was not just about lack of interest, motivation, family issues that there was something.

• Better able to **support** students and youth back in the community.
Data-Based Decision Making

Early Warning Signs

- OSS
- Class Failures
- Unexcused absences

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<th>OSS</th>
<th>Class Failures</th>
<th>Unexcused absences</th>
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<tr>
<td>1</td>
<td>35%</td>
<td></td>
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<tr>
<td>2</td>
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<td>71%</td>
<td>93%</td>
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9/21/2016
Mental Health Perspective: Traditional Engagement with High School

• Working “in a vacuum"

• School lacked knowledgeable of mental health agency’s practices and expectations and agency not knowledgeable about school practices and expectations.

• Everyone was disconnected and working towards different goals

• Difficulty accessing school information and students

• Everyone utilizing different practices or interventions
New Approach

- A more cohesive partnership
- Greater awareness of each other’s practices and system
- Working towards the same goals & utilizing the same practices to achieve the goals
- Client can see that everyone is on the same page and working for their benefit
- Readily access school information
- Provide school with relevant client information
- Provide “bigger picture” of who client is both in and out of school
- Provide an opportunity to access RENEW through the school for clients who do not qualify for SMHC
- Increased youth engagement
## Research to Practice Gap: Implementation of Effective Practices with and without an Implementation Support Team

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<th>Implementation Team</th>
<th>No Implementation Team</th>
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<tr>
<td>Percent of Implementation</td>
<td>80%</td>
<td>14%</td>
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<tr>
<td>Time</td>
<td>3 Years</td>
<td>17 years</td>
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Balas & Boren, 2000; Fixsen, Blase, Timbers, & Wolf, 2001
RENEW Systems Feature: Implementation Team

- Identifies pool of youth who need RENEW services
- Chooses/recruits RENEW facilitators and schedules and support facilitator training
- Ensure delivery of the RENEW model, with fidelity
- Monitors outcomes
The role of a mental health specialist on the implementation team

• More efficient access to needed information.
• Earlier access to the RENEW intervention.
• Effective cross-team structure promotes better communication & coordination of services.
• Able to streamline the process.
• Cross-team leadership promotes common language & approach to address needs of the school & community.
• Greater ability to focus on the organizational structures of both systems.
• Able to provide school staff with insight into beneficial RENEW practices and helpful tools.
Who are the RENEW Facilitators?

Roles of RENEW Facilitators

- Paraprofessional: 16%
- Special Ed Teacher: 12%
- Teacher: 12%
- School Counselor: 8%
- Social Worker: 4%
- Community MH: 4%
- Out of District Liaison: 8%
- Admin Level: 28%

Total = 25
Renew Youth Employment, Internships, and Goals

- Employed
- Internships
- 1+ Futures Goals Met

- Prior (N=29)
- Enrolled (N=29)
- 1 After (N=29)
- 2 After (N=21)
- 3 After (N=13)
- 4 After (N=10)
- 5 After (N=9)
Renew Youth Avg. Discipline Outcomes

- Prior (N=28)
- Enrolled (N=28)
- 1 Semester Post (N=17-19)
- 2 Semesters Post (N=9)

- Avg. ODR
- Avg. ISS
- Avg. OSS
Next Steps to Consider in Moving towards a more Blended System

• Streamlined referral process
• Increased collaboration
• Increased ability to identify students that may or may not be on each other’s radar
• Continue to collaborate in a cohesive and honest manner
• Cross system problem-solving & leadership on all 3 tiers
• Continued coaching, training & implementation support
• Continued emphasis on data-based decision making
• Dedicated funding support
• Team develops clear role & functions for all
• Plan for sustainability
Choosing a Targeted Group Intervention

• The team used a process:
  – Identified a need based on functional characteristics of the students
  – Identified an evidence-based practice that was matched to need
  – The guide would have helped to prepare for thinking about implementing Coping Cat in the school context
  – Identified an evidence-based pre- and post- intervention assessment
Thank you!

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Resources

- School-Justice Partnership National Resource Center
  [https://schooljusticepartnership.org/](https://schooljusticepartnership.org/)

- Mental Health and Juvenile Justice Collaborative for Change
Questions ?????

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