

School-Based Continuum of Care for Children & Families

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Learning Objectives

- Introduce Edgewood Center for Children & Families.
- Share Edgewood's different models for entering into partnerships with schools.
- Describe Edgewood's services available and the primary, secondary, and tertiary levels.
- Describe Edgewood's tools for evaluating and measuring outcomes.

Who is Edgewood?

- The leading provider of mental health and social services for children and families in the San Francisco Bay Area.
- Mission is to strengthen children, youth, families and their communities through service, training, advocacy, and research.
- Provide a continuum of care ranging from early intervention and prevention to intensive residential treatment.

Entering Schools – Old Model

- Work of mouth – “one program leads to another”.
- Traditional Mental Health Contracts – clinic and on-site services
- Partnership Program – Special Education/SFUSD
- Mental Health Consultations
- PIP – State grant-driven / SFUSD
- Schools “needing a clinician”

Core Values

- Community-based and accessible.
- Programmatically strength-based.
- Family and culturally centered.
- Collaborative Framework

Community-based and Accessible

- Location of Facility
 - Near our families
 - Familiar neighborhood
- Visibility
 - Events
 - Funding/Fundraising
 - On-site programs
 - In the community
- Provide Services:
 - At Schools
 - In the community
 - In the home
 - Day care centers
 - After-school programs
 - Community centers
 - Wherever we can find the family.

Programmatically Strength-based

- Build on and enhance the capabilities, knowledge, skills and assets of the child and family.
- Holistic care planning – includes interests, skills, resources, etc., not just problems and diagnosis.
- Areas of competence are used as stepping stones for addressing areas of concern.
- Everyone needs and deserves a healthy, internal feeling of power and control.
- Establish clear goals and reasonable expectations, and provide consistent mentoring and feedback.

Family and Culturally Centered

- What is “family and culturally centered”?
 - Beliefs, Values, and Attitudes of employees. Employees hired based on life experiences and/or education.
 - Practiced throughout our work, not just our direct services
 - Broad definition of Cultural – Individual, Family, Ethnicity, Sexual Orientation, etc.
 - Respect for, and build upon, the values, preferences, beliefs, culture, and identity of the child, youth, family and their community.

Family and Culturally Centered

- Goal is to eliminate the need for our services – family empowerment.
- Consent to Treatment used as an introduction to services a means of engaging the family effectively.
- Freedom of Choice
 - Believe in Self-determination
 - Switching of providers/therapists
 - Language or cultural choices
 - Pace or readiness to change

Collaborative Framework

- In-house collaboration –
 - All workers in the same building working together
 - Cross-departmental consultations
 - Onsite/Offsite Support from supervisors
 - PDM – Participatory Decision Making
 - Full participation, Mutual Understanding, Inclusive Solutions, Shared Responsibility

Collaborative Framework

- Outside collaboration –
 - Expectation to have on-going contact with other provides throughout the year.
 - Working with clients (*individual, families, schools, community*) to determine how we can work together.

Wraparound Principles and Practices

- Family voice and choice
- Team-based
- Natural supports
- Collaboration
- Community-based
- Culturally competent
- Individualized
- Strength-based
- Persistence
- Outcome-based

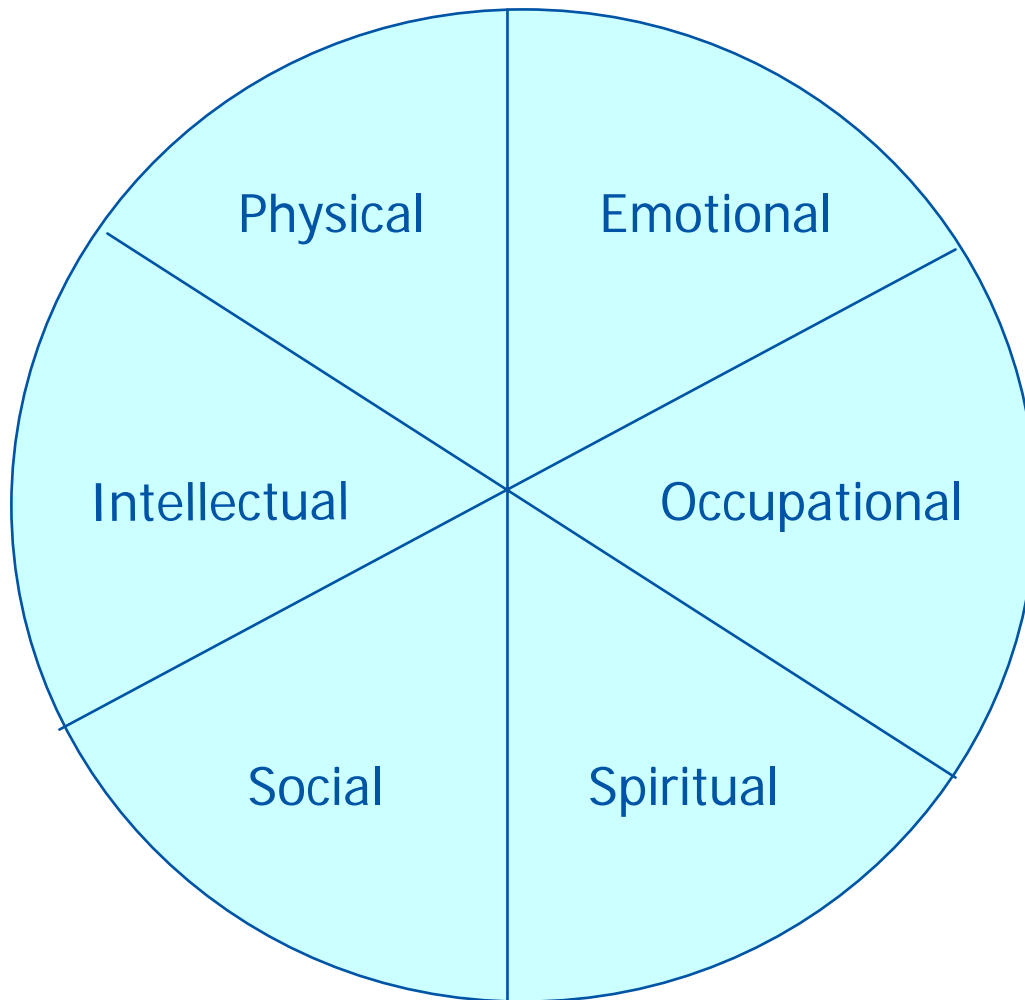
Entering Schools – Old Model

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Entering Schools – New Model

- Whole school “needs assessment”.
- Allows services at all levels: students, teachers, staff & families.
- Assess on Systematic, programmatic, and individual levels.
- Holistic approach, more than just therapy.

Entering Schools – New Model



Systematic

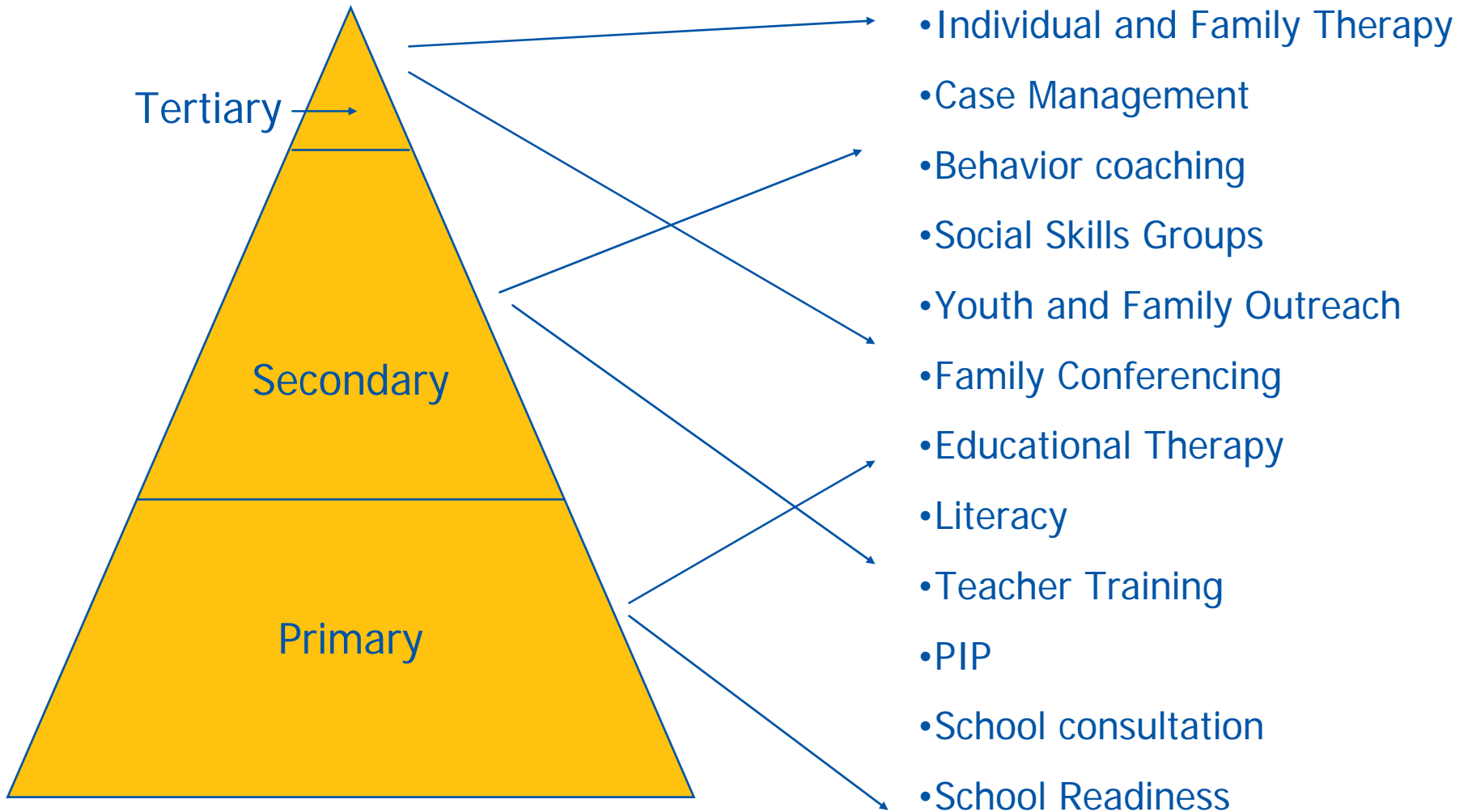


Programmatic



Individual

Continuum of Services Offered



Evaluation

- Attempt to make program goals and strategies that are tied to observable or measurable indicators of success; monitor progress in terms of these indicators, and revise the programs accordingly.
- Adoption of program practices are guided by Edgewood's research and outcomes department.

Evaluation

- WMS – Walker-McConnell Survey
 - Social Competence and School Adjustment
- Teacher Efficacy
- Family Self-Efficacy Scale
- Literacy Assessments
- Family Conference Assessments
- Student, teacher, principal, and parent surveys

II. Rating Instructions

Please read each item below carefully and rate the student's behavioral status in relation to it. If you have not observed the student displaying a particular skill or behavioral competency defined by an item, your answer would be a 1 indicating Never. If the student exhibits the skill at a high rate of occurrence your answer would be a 5, indicating Frequently. If the student's frequency is in between these two extremes, your answer would be 2, 3, or 4 indicating your best estimate of the rate of occurrence. RECORD YOUR ANSWER FOR EACH ITEM IN THE BLANK BOX UNDER THE CORRESPONDING SUBSCALE COLUMN.

Please answer each item. YOU NEED NOT MARK OR CHECK THE NUMBERS IN THE RATING FORMAT SECTION.

III. Items and Rating Formats

Item	Rating Format					Subscale				
	Never	Sometimes	Frequently	1	2	3	4			
1. Relates well to the opposite sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
2. Changes activities with peers to permit continued interaction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
3. Displays self-control in difficult situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
4. Shares laughter with peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
5. Takes pride in her/his appearance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
6. Makes friends easily with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
7. Has good work habits (e.g., is organized, makes efficient use of class time, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
8. Asks questions that request information about someone or something.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
9. Compromises with peers when situation calls for it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
10. Responds to teasing or name calling by ignoring, changing the subject, or some other constructive means.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
11. Does what he/she agrees to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
12. Accepts constructive criticism from peers without becoming angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
13. Participates or talks with peers for extended periods of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
14. Voluntarily provides assistance to peers who require it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
15. Accepts the consequences of his/her actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
16. Has a sense of humor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
17. Initiates conversation(s) with peers in informal situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
18. Expresses anger appropriately (e.g., reacts to situation without becoming violent or destructive).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

II. Rating Instructions

Please read each item below carefully and rate the student's behavioral status in relation to it. If you have not observed the student displaying a particular skill or behavioral competency defined by an item, your answer would be a 1 indicating Never. If the student exhibits the skill at a high rate of occurrence your answer would be a 5, indicating Frequently. If the student's frequency is in between these two extremes, your answer would be 2, 3, or 4 indicating your best estimate of the rate of occurrence. RECORD YOUR ANSWER FOR EACH ITEM IN THE BLANK BOX UNDER THE CORRESPONDING SUBSCALE COLUMN.

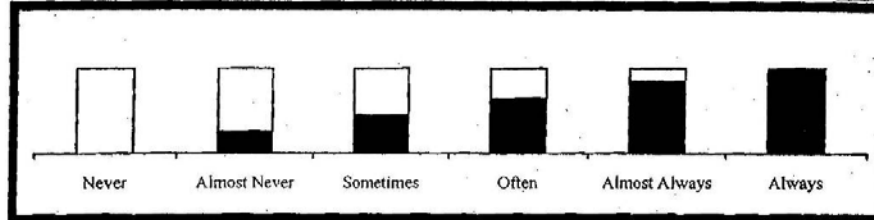
Please answer each item. YOU NEED NOT MARK OR CHECK THE NUMBERS IN THE RATING FORMAT SECTION.

III. Items and Rating Formats

Item	Rating Format					Subscale		
	Never	Sometimes	Frequently			1	2	3
1. Other children seek child out to involve her/him in activities.	1	2	3	4	5			
2. Changes activities with peers to permit continued interaction.	1	2	3	4	5			
3. Uses free time appropriately.	1	2	3	4	5			
4. Shares laughter with peers.	1	2	3	4	5			
5. Shows sympathy for others.	1	2	3	4	5			
6. Makes friends easily with other children.	1	2	3	4	5			
7. Has good work habits (e.g., is organized, makes efficient use of class time, etc.).	1	2	3	4	5			
8. Asks questions that request information about someone or something.	1	2	3	4	5			
9. Compromises with peers when situation calls for it.	1	2	3	4	5			
10. Responds to teasing or name calling by ignoring, changing the subject, or some other constructive means.	1	2	3	4	5			
11. Spends recess and free time interacting with peers.	1	2	3	4	5			
12. Accepts constructive criticism from peers without becoming angry.	1	2	3	4	5			
13. Plays or talks with peers for extended periods of time.	1	2	3	4	5			
14. Voluntarily provides assistance to peers who require it.	1	2	3	4	5			
15. Assumes leadership role in peer activities.	1	2	3	4	5			

EDGEWOOD CENTER for CHILDREN and FAMILIES
Family Needs Scale

Family Name: _____ KSN I.D.#: _____ Type of Interview: Intake
 Graduation
 Worker Name: _____ Date: _____ Closing
 Other



How frequently do you need:	Never	Almost Never	Sometimes	Often	Almost Always	Always	Notes: Use other sheet if needed
1. Extra money to buy necessities and pay bills.	1	2	3	4	5	6	
2. Help budgeting money	1	2	3	4	5	6	
3. Legal assistance.	1	2	3	4	5	6	
4. Help getting enough food daily for two meals for your family.	1	2	3	4	5	6	
5. Help learning to cook nutritious meals for your family.	1	2	3	4	5	6	
6. Having a telephone or access to one.	1	2	3	4	5	6	
7. Help getting a place to live.	1	2	3	4	5	6	
8. Plumbing, lighting, or heat.	1	2	3	4	5	6	
9. Help getting furniture, clothes, toys.	1	2	3	4	5	6	
10. Help completing chores, repairs, home improvements.	1	2	3	4	5	6	
11. Help adapting your house to meet your child's needs.	1	2	3	4	5	6	
12. Help getting a job.	1	2	3	4	5	6	
13. Help getting places you need to go for yourself.	1	2	3	4	5	6	
14. Help transporting my child places, including appointments.	1	2	3	4	5	6	
15. Travel equipment for your child's needs (e.g a baby seat).	1	2	3	4	5	6	

Teacher Training Assessment

Organization & Structure

1) How confident are you in identifying the steps needed to address those times of the day when students are more likely to misbehave?

1	2	3	4	5	6	7	8	9	10	N/A
Not confident at all			Not too confident			Pretty confident			Very confident	

2) How confident are you taking the steps needed to address those times of the day when students are more likely to misbehave?

1	2	3	4	5	6	7	8	9	10	N/A
Not confident at all			Not too confident			Pretty confident			Very confident	

3) How confident are you in arranging your classroom to reflect the level of structure your students require?

1	2	3	4	5	6	7	8	9	10	N/A
Not confident at all			Not too confident			Pretty confident			Very confident	

4) How confident are you in teaching your attention signal to get the quickest response from your students?

1	2	3	4	5	6	7	8	9	10	N/A
Not confident at all			Not too confident			Pretty confident			Very confident	



Questions?

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