

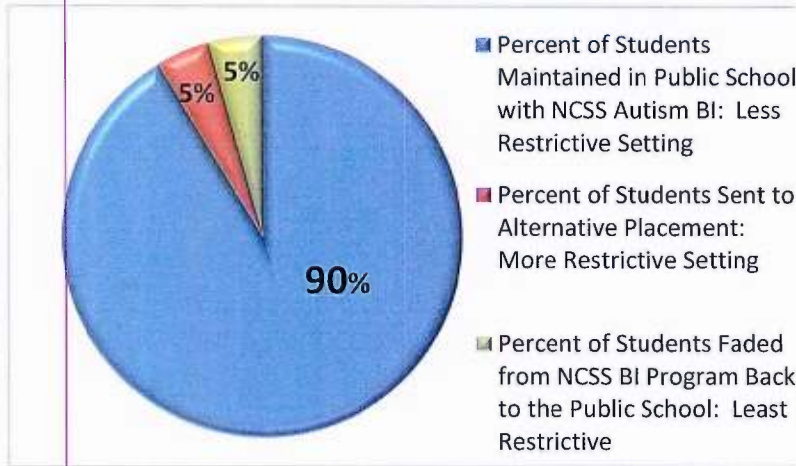
CHILDREN, YOUTH & FAMILY DIVISION: SCHOOL BASED AUTISM PROGRAM

Served in FY15 - 21

OUTCOME STATEMENT: CHILDREN WILL BE SUCCESSFUL IN THEIR PUBLIC SCHOOL

INDICATOR: CHILDREN WILL ACHIEVE THEIR BEHAVIORAL GOALS AND ACQUIRE SKILLS/KNOWLEDGE

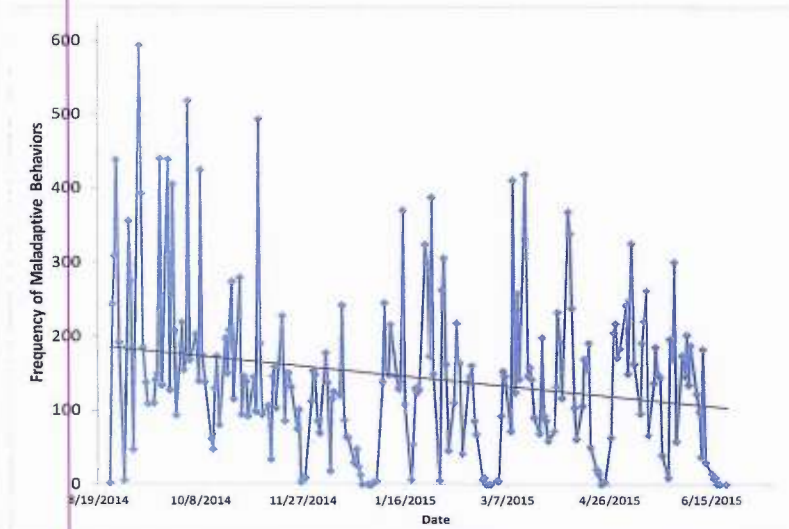
Headline Measures – Is anyone better off?



Story Behind the Baseline Performance:

Every community partner/public school differs in the ultimate goal of the School Based Autism Program. The student’s functioning level plays a part to our service delivery goals for each student. Some schools are looking for our Program to support students for their entire academic career to help develop and implement a behavior plan to decrease maladaptive behaviors (i.e. aggression, noncompliance, tantrums, property destruction, bolting, flopping, etc.) and/or needs alternative programming such as life skills on a continuous basis. Other schools and/or a higher functioning child may look for skills teaching socially and/or behaviorally. The School Based Autism Program will then build on the school’s capacity to support the student towards a goal of returning the student to mainstream supports.

Aggregate Maladaptive Behaviors of All Students Served: Aggression, Noncompliance, & Property Destruction



What Works:

Our Team helps schools to provide effective, strengths based interventions with individualized programming for students diagnosed with Autism Spectrum Disorder, Intellectual and Developmental Disabilities, Genetic Disorders, and/or Down Syndrome. The program supports schools, students, and their families by providing a trained Behavior Interventionist to work one on one with identified children, with Behavior Analysts and Autism Specialists developing all behavior programming and providing supervision and ongoing training. Additionally, Behavior Analysts and Autism Specialists provide support to schools through a consultative model. The program tenets are based on Applied Behavior Analysis (ABA), along with other evidence based practices, to assure teams and students are provided with the treatment and support they need. Typical students in this program have behavioral, social, communication, academic and/or daily living challenges. We believe that students, regardless of their abilities, belong in their local community schools. Our services are student centered where the child and ongoing collected data drive programmatic decisions.

The top chart denotes that students served were maintained within their public schools/least restrictive environment. The addition of a 1:1 Behavioral Interventionist and Behavior Consultation were the two primary services provided to the student, family, and educational team. The bottom graph denotes aggregate data of maladaptive behaviors of aggression, property destruction, and noncompliance frequency of occurrence from all students served (21). Typical referrals strive to decrease aggressive behaviors so students can remain in public school, access their education and learn coping skills. In FY15, the School Based Autism Program served 21 students in 11 public schools.

Community Partners:

The School Based Autism Program (SBAP) has partnerships with 50% of area public schools; and works with 80% of the supervisory unions.

Proposal to Improve Performance:

- Enhance Team’s expertise in Applied Behavioral Analysis, environmental modifications, and broaden clinical expertise to better serve a more diagnostically diverse student population.
- Educate the community as to the scope of services provided beyond students diagnosed with Autism.

Action Plan:

- Continue to support staff with Board Certification in Behavior Analysis (BCBA) supervision to increase skilled staffing.
- Educate the community via media and other sources to outreach to more people on our target populations.

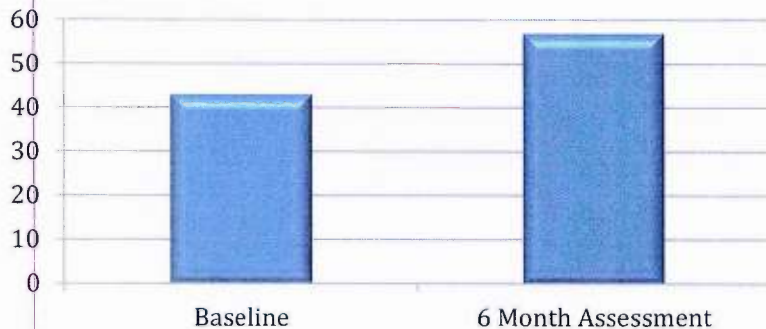
CHILDREN, YOUTH & FAMILY DIVISION: AUTISM: APPLIED BEHAVIOR SERVICES TEAM

OUTCOME STATEMENT: TO HELP CHILDREN GAIN THE SKILLS NECESSARY TO LEAD MORE INDEPENDENT AND PRODUCTIVE LIVES WITHIN OUR COMMUNITY

INDICATOR: CHILDREN WILL ACQUIRE AND RETAIN NEW SKILLS UTILIZING THE VB-MAPP

Headline Measures: Is anyone better off?

Average VB-MAPP Score



Data was collected for 34% of children being served by the Applied Behavior Services team. These children have been receiving Applied Behavior Analysis (ABA) services for 6 months. Programming consists of communication, social, imitative, and play skills based off of the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP).

The total score possible on the VB-MAPP is 170. The average baseline score for children that were assessed using the VB-MAPP was 43 and increased to an average score of 57, **an improvement of 33% over baseline**, after 6 months of intensive teaching strategies based in ABA techniques.

Story Behind the Baseline Performance:

The Applied Behavior Services team began in November of 2014. Since November the team has grown and is made up of 7 Behavior Specialists, 2 Behavior Consultants, and a Team Leader. Three staff on the team have recently completed their Master's in ABA and are working toward becoming Board Certified Behavior Analysts.

Since November of 2014 the Applied Behavior Services team has expanded to serving 35 children within the home and community settings in Franklin and Grand Isle Counties.

What Works:

Research supports the effectiveness of Applied Behavior Analysis for children diagnosed with Autism Spectrum Disorder and other developmental disabilities. Further research supports that ABA techniques can produce improvements in communication, social relationships, self-care, and play skills. Studies have shown intensive early ABA intervention can significantly help children improve skills and independence in those areas leading to improved functioning in school, home, and community settings.

Since the team began we have worked to provide services to children in home, community, and here at NCSS. Providing transportation for clients to receive ABA services has been successful in allowing services to take place within the environment that works best for each family. Staff have worked to provide parent trainings in home regarding principals of ABA and how to apply them within the home settings to help promote generalization of skills being taught.

The ABS team continues to work to provide more service hours of ABA to clients and families that have seen success with programming.

Community Partners:

- Local Schools
- Franklin County Home Health Agency
- Children's Integrated Services
- Local Child Care Providers
- Mousetrap Pediatrics and Local Physicians
- Vermont Child Development Clinic

Proposal to Improve Performance:

- Enhance our team's overall expertise in ABA.
- Continue to bring awareness of ABA to the community.
- Continue to track both individual outcomes and group outcomes through data collection.

Action Plan:

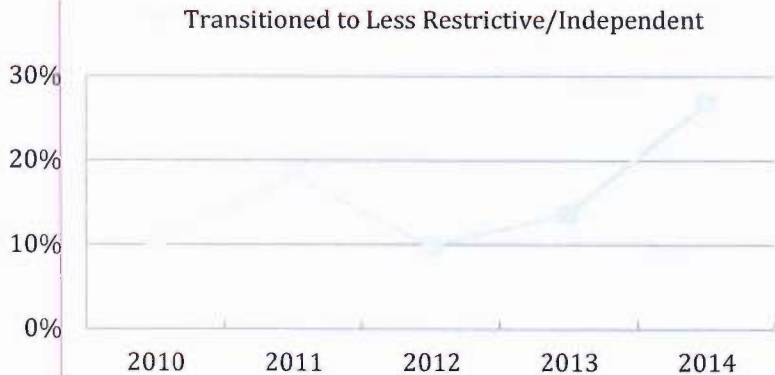
- Increase ABA knowledge through frequent trainings and review of recent research in the field of ABA.
- Four team members are currently working toward BCBA certification.
- Develop a parent training group to help bring awareness to ABA within our community.
- Develop a more streamlined data system to report overall team outcomes.

CHILDREN, YOUTH & FAMILY SERVICES: COLLABORATIVE ACHIEVEMENT TEAM

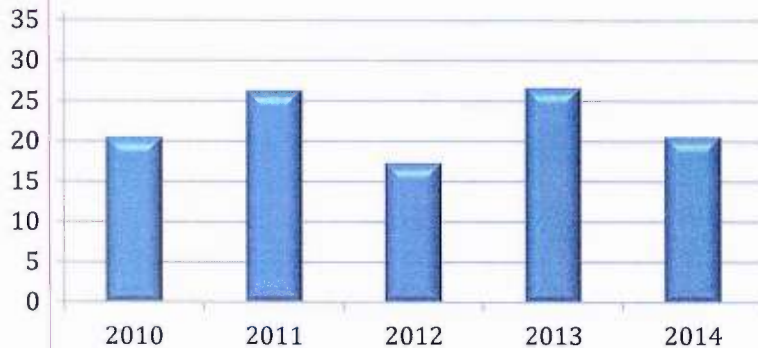
OUTCOME STATEMENT: CHILDREN WILL SUCCESSFULLY ACCESS THEIR PUBLIC SCHOOL EDUCATION

PROGRAM INDICATOR: CHILDREN WILL ACQUIRE SKILLS/KNOWLEDGE AND ACHIEVE THE BEHAVIORAL GOALS

Headline Measures: Is anyone better off?



Average Months in Program: Positive Transition



During the 2014-2015 school year the CAT program served 26 students in 15 different local schools, providing over 20,000 hours of individualized supports. Four students were successfully transitioned to be independently accessing their education with another three transitioned to a less intensive intervention. Those students had engaged in CAT supports for a range of 15-29 months.

Story Behind the Baseline Performance:

Team Leader, Amy Irish, passed the Behavior Analysis Certification Board Exam and is now a Board Certified Behavior Analyst (BCBA). Behavior Consultants Meghan Sweeney and Julia Callan are currently completing their supervision hours and plan to sit for the examination in the fall of 2016.

Behavior Interventionists (BIs) are trained to meet the Department of Mental Health & Department of Education Minimum Standards for Behavioral Interventionist. Beyond that, BI's are trained in the Attachment, Self-Regulation via the Competency (ARC) Framework and a 12 week graduate course to be certified in Life Space Crisis Intervention© in order to enhance the ability to provide trauma informed care. Beyond that, 71% of the CAT Behavior Interventionists have completed or are actively enrolled in Applied Behavior Analysis I (ABA) with many of them pursuing further ABA graduate work.

What Works:

The Collaborative Achievement Team provides one-on-one behavioral supports to students who struggle to regulate their emotions and behaviors in the classroom and broader community. Using practices grounded in Applied Behavior Analysis, we work with students, their families, and schools to identify the circumstances in which children tend to engage in challenging behaviors. Behavior change interventions are individualized to fit each child's needs and include a strength based positive approach. We provide daily behavioral support and skill instruction to teach students and the adults who work with them specific inventions that will support and maximize student functioning. It is the goal of the program to provide the child with direct intensive support to achieve skills and behaviors necessary for self-sufficiency and success within their prospective school setting.

Community Partners:

- In the Past Year, the Collaborative Achievement Team has partnered with 68% of the area public schools.
- The Collaborative Achievement Team actively partners with the Department of Children and Families and the Northeastern Family Institute to provide comprehensive care to the students we support.

Proposal to Improve Performance:

- Continue to enhance our team's overall expertise in Applied Behavioral Analysis
- Support schools in educating their staff on Applied Behavioral Analysis and how they can use that evidence based practice to better support children's behavioral needs.

Action Plan:

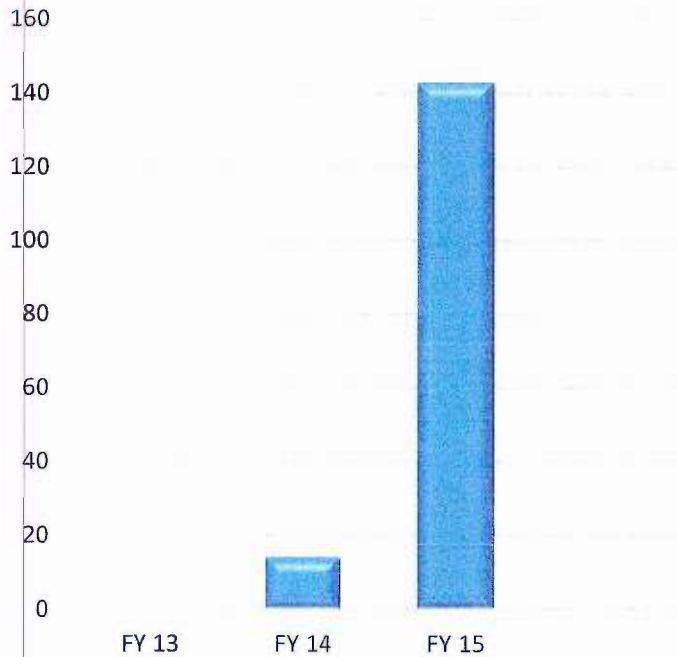
- We have begun a new PBiS School Based Consultation model in one local school; we will look to enhance this is offer this level of support to other schools.
- 8 Staff are currently enrolled in graduate level ABA coursework.
- We added an additional Senior Behavior Interventionist and are transitioning in an additional Behavior Consultant to the team

OUTCOME STATEMENT: Strengthen our community by increasing awareness and understanding of mental challenges facing youth. To increase knowledge of and access to available treatments to connect young people with care and to reduce stigma within our community through education, compassion, and understanding.

INDICATOR: Increase community awareness of mental health challenges facing youth, which increases the ability to accept, appropriately support, and refer youth struggling with mental illnesses.

Headline Measures – How much are we doing?

of People Trained in YMHFA Since 2012



Story Behind the Baseline Performance:

Northwestern Counseling & Support Services is a leader in the Youth Mental Health First Aid (YMHFA) initiative within the State of Vermont, training more individuals in YMHFA in FY15 than any other designated agency in the state.

What Works: Raising awareness of the YMHFA program has increased NCSS' presence in the community through outreach, education, and increasing knowledge of services available to youth. YMHFA trainings have allowed us to hear our community's needs and have lead to various community outreach opportunities including community health events, student YMHFA trainings in schools, and numerous mental health presentations at area schools and with community partners.

Community Partners:

- | | | |
|--------------------------------------|---------------------------|--------------------------------------|
| Franklin Northwest Supervisory Union | Abanaki Tribal Council | St. Albans Recreation Department |
| Northwestern Technical Center | Cold Hollow Career Center | Franklin Northeast Supervisory Union |

Proposal to Improve Performance: We will focus on broadening our community partnerships, specifically the engagement of youth serving agencies, supervisory unions, and community leaders to broaden the scope and long term sustainability of the Youth Mental Health First Aid program within our community.

Action Plan: YMFHA outreach and training in FY 2015 largely focused on engaging individual community members. Future outreach will focus on increasing engagement with youth serving agencies including schools, law enforcement, and the Department of Children and Families. In our effort to broaden early intervention and community outreach, NCSS collaborated with Vermont Care Network to co-write a three year SAMHSA grant that will build a statewide YMHFA infrastructure to provide no cost trainings to educators, emergency responders, and community members. This project is modeled directly upon the success that NCSS has experienced with YMHFA programming within Franklin and Grand Isle Counties. SAMHSA is expected to notify award recipients in September 2015.

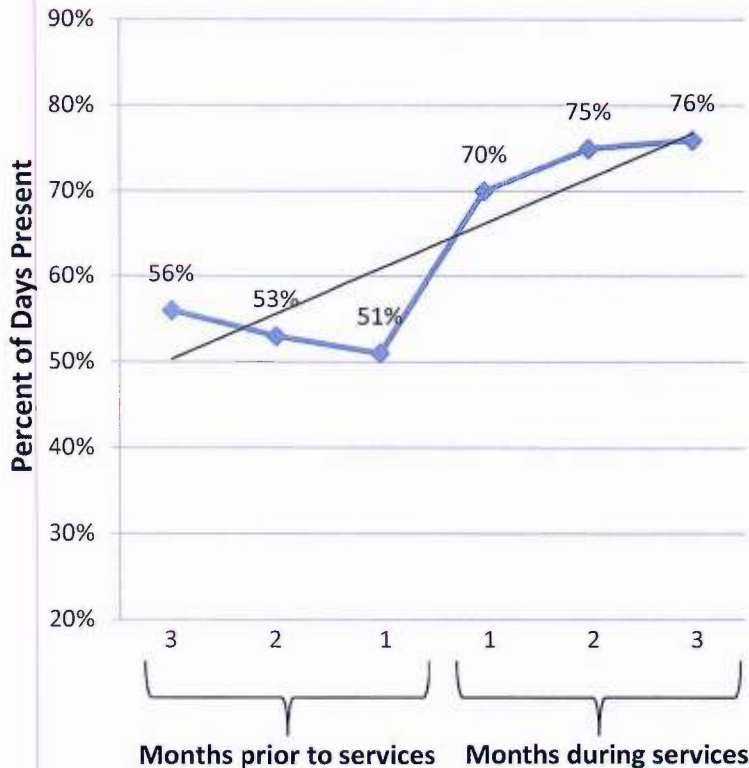
CHILDREN, YOUTH & FAMILY DIVISION: Truancy Specialist

OUTCOME STATEMENT: Promote social-emotional well-being through education for children & families served.

INDICATOR: Children will demonstrate increased school engagement and attendance as outlined in Individual Plans of Care.

Headline Measures – How much are we doing?

School Attendance



Story Behind the Baseline Performance:

The current Truancy Specialist (TS) began working to support individuals and families in January of 2015. Thus far in 2015, TS services have supported individuals in increasing their attendance by 19% within the first month of service and by 25% at 3 months. More than half of the individuals served had reached 20 absences prior to services; by focusing future services on individuals beginning at 15 absences, the TS predicts even better outcomes.

What Works:

The Truancy Specialist (TS) works to support children who have missed 15 or more school days in a year. The TS works with children and caregivers to develop individual plans of care that meet both the individuals' needs and strengths. Through targeted interventions in the community, home and school, the TS works to address the multiple risk areas contributing to the individual's poor school engagement and attendance. The TS works with community partners to establish consistent truancy protocol, attain referrals, track outcomes, coordinate services and plan transitions to ensure continued success for clients and families.

Frameworks used are but not limited to:

- Motivational Interviewing
- Solution Focused
- Cognitive Behavioral Therapy
- ARC

Community Partners:

- Public Schools and Supervisory Unions
- Department for Children and Families
- Franklin Grand Isle Restorative Justice Center
- Franklin County Truancy Intervention Panel

Proposal to Improve Performance:

- Work in collaboration with community partners to develop consistent truancy response protocol through a tiered approach.
- Develop a clear process to: 1) assess risk areas contributing to truancy, and 2) target interventions based on those identified risk areas.
- Identify trainings for staff that continue to build staff expertise and ability to meet the community's needs.

Action Plan:

- Continue to track outcomes of clients served and further analyze these outcomes to inform services.
- Work with supervisory union and school staff around implementation of consistent, easy-to-follow protocol. This will lead to an increase in referrals for Truancy Specialist services.

That New Protocol...

We listened to the needs of and feedback from the schools and created this new, updated protocol. Has your school implemented the new protocol?

Each Absence

Call made to parent/guardian by child's teacher or school staff when unexcused.

5 Days

School calls all contacts and emergency contact to speak with someone on the line when truancy is perceived as an issue, at the discretion of identified staff person.

10 Days

School sends letter to all. School holds CSP or Attendance Meeting with staff and parent/guardian when truancy is perceived as an issue, at the discretion of school staff person.

15 Days

School contact contacts Truancy Intervention Panel representative to submit a referral for Truancy Specialist services.

83%

of Students Chronically Absent in Kindergarten & 1st Grade Are Unable to Read On-Level by 3rd Grade

Absences Lead to Dropouts

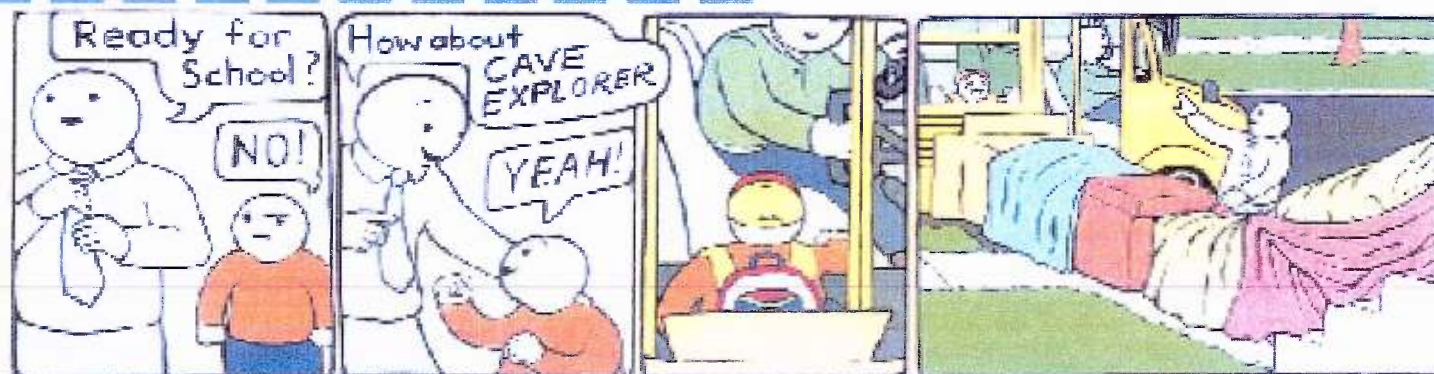
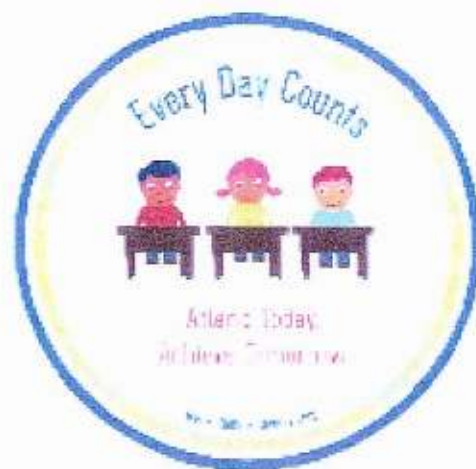
Students Who Cannot Read On-Level in 3rd Grade Are **4X** More Likely to Drop Out Than Kids Who Can

What's Next?

- Addressing High School Truancy: Lindsey Tomlinson from the Franklin Grand Isle Restorative Justice Center will soon be working with high schoolers. Stay Tuned!
- Next TIP meeting 12/10: Get any referrals to your representative. The Truancy Specialist has room for more students on her caseload!

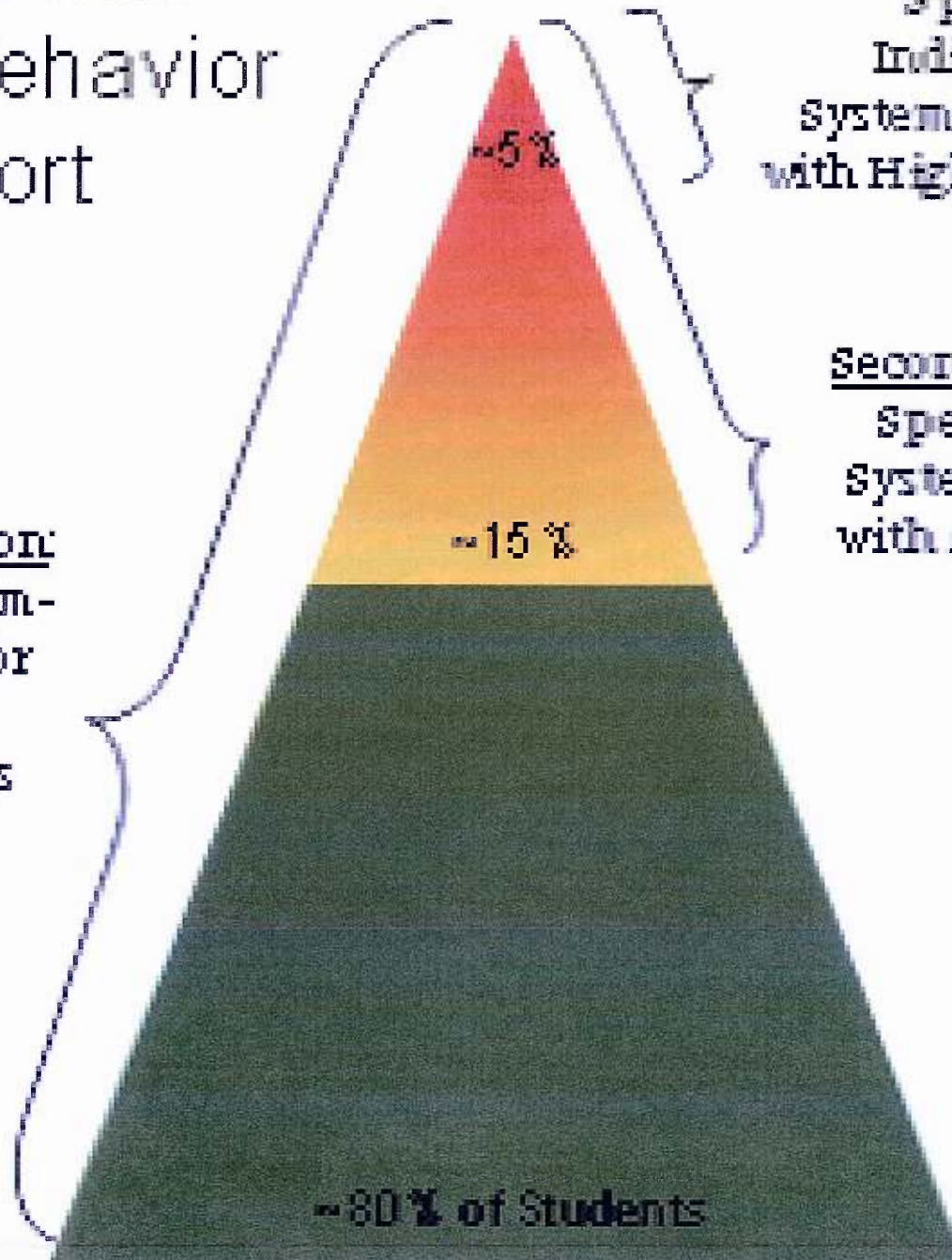
Who's Who on the TIP?

Jeff Benay, Director of Indian Education (FNWSU)
Laurel Chen, Truancy Specialist; Sam Thomas, Children's Initial Response Team Leader; and Hillary Holmes, Family Support Team Leader
Nina Curtiss, Director; and Lindsey Tomlinson, Pre-Trial Services (Franklin Grand Isle Restorative Justice Center)
Jen Harris, Asst. District Director (DCF Family Services)
Jim Hughes, District Attorney
Erik Remmers, Enosburg High principal (FNESU)
Joanne Wells, Asst. Director of Special Ed. (FCSU)



School-Wide Positive Behavior Support

Primary Prevention:
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings



Tertiary Prevention:
Specialized
Individualized
Systems for Students
with High-Risk Behavior

Secondary Prevention:
Specialized Group
Systems for Students
with At-Risk Behavior