



VERMONT
CARE
PARTNERS

Vermont Care Partners' Council of Therapeutic Schools

—
A primer

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You Know Us!

Vermont Care Partners' 16 community-based agencies provide statewide leadership for an integrated, high quality system of comprehensive services and supports for all Vermonters.

We support children, youth, families, and adults with

- Mental Health Issues
- Substance Use Disorders
- Developmental Disabilities

School

An overview

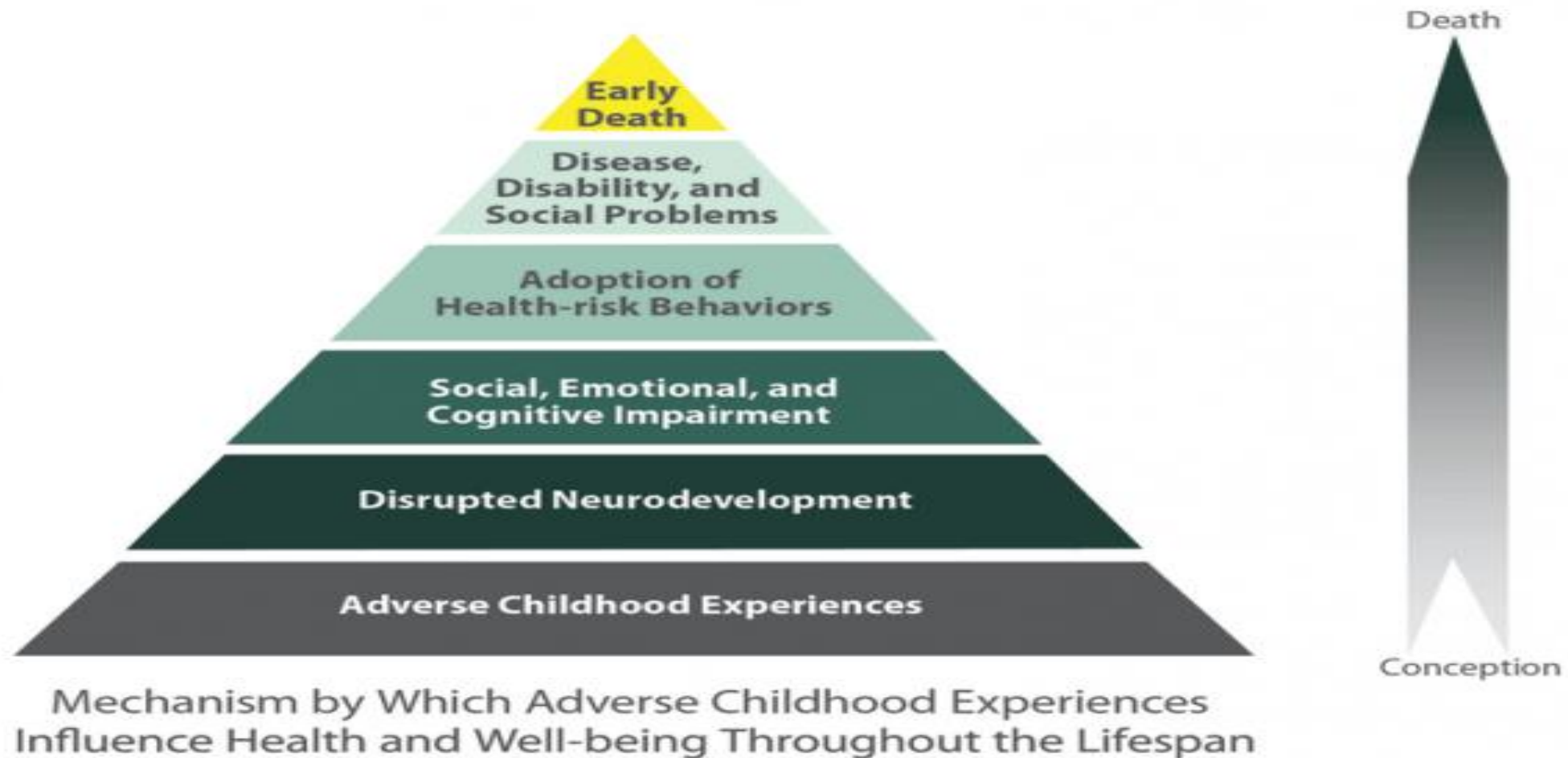
Meet our students

This is where they
start...

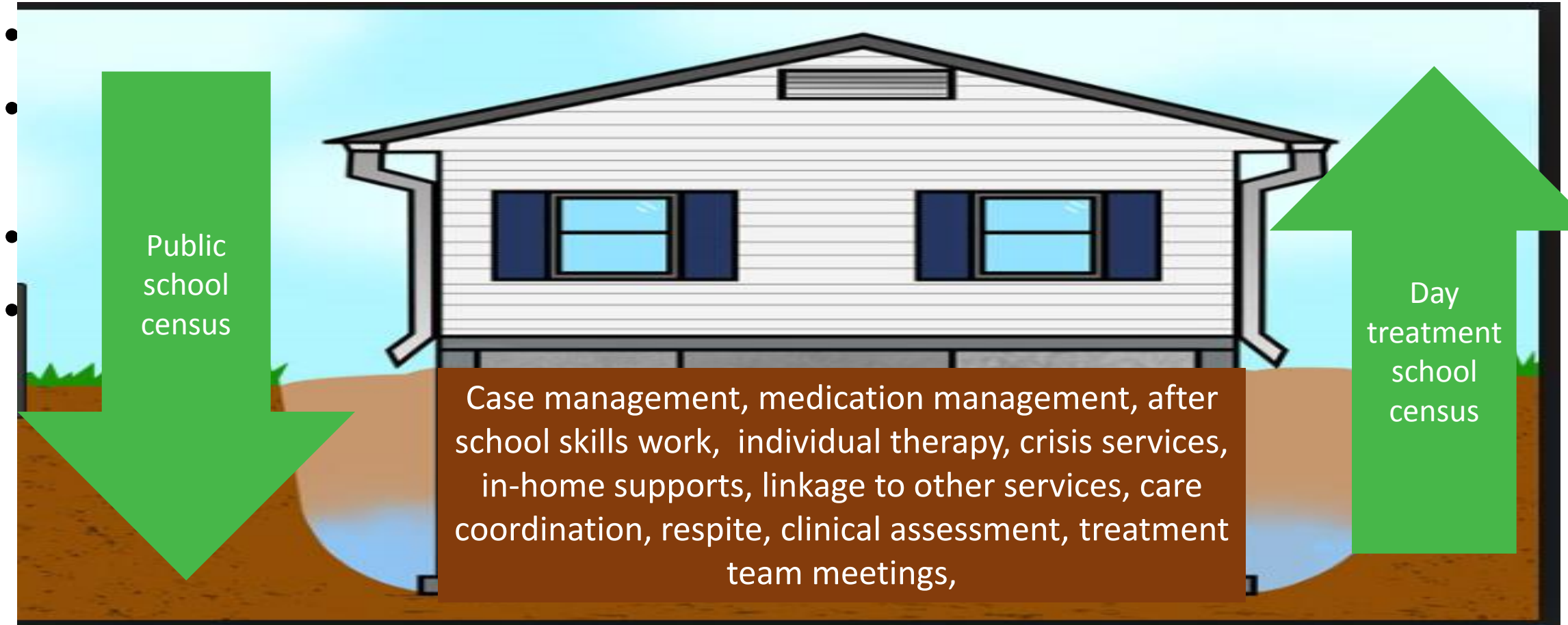
A young boy with short brown hair, wearing a red shirt, is holding up his right hand palm facing forward. The word "STOP" is written in black marker on the palm of his hand. He has a serious expression and is looking slightly to the right of the camera. The background is a plain, light-colored wall.

STOP

What kinds of students do we serve?



Who are we?



How Do Independent Therapeutic Differ?

- Children typically referred through IEP process or EST
 - Students are not enrolled by parents
 - Students are placed by sending public schools
- Sending schools have exhausted capacity and resources to serve students
- Provide both academic and therapeutic supports simultaneously altering intensity of support based on need
- Our goal is to provide the necessary supports and services so students can return to their sending schools

What do we do? Provide intensive, therapeutic, evidenced-based practices including...

Fostering deep and meaningful relationships to mitigate the impact of developmental trauma

- Eye Movement Desensitization and Processing (EMDR)
- Neuro-sequential Model of Therapeutics (NMT)
- Attachment, Co-Regulation and Competency (ARC)
- Sensorimotor, body-based therapy
- Cognitive Behavioral Therapy (CBT)
- Trauma-informed/responsive interventions
- Dialectical Behavioral Therapy (DBT)
- Positive Behavior Intervention and Supports (PBIS)
- Multi-Tiered System of Supports (MTSS)

What do we do? Provide intensive academic supports and life skills including...

- IEP services
- Targeted Specialized and Differentiated Special Education
- Speech/Language + Occupational Therapy Services (when indicated)
- Personalized Learning Plans
- Project Based Learning
- Proficiency Based Learning and Graduation Requirements
- One-to-one and Small Group Instruction
- Social Skills Instruction



Meet our students...

**WHERE THEY
CAN GO....**



Continuum: From referral to transition

Referral

Many absences from school
Dysregulation and conflict across settings
Lack of engagement in academics
History of disciplinary actions by school
History of involvement with law enforcement
Little to no social skills curriculum
No engagement with psychiatry services
No engagement with individual and family therapy
Substance related disorders

Midpoint of enrollment

Absenteeism issues mitigated
Co-regulation and regulation skills taught
Increase in coping skill use
Increase in engagement in academics
Psychosocial curriculum
Engagement with psychiatry services- medication stabilization
Engaged in individual and family therapy
Engagement in substance use counseling

Transition/Graduation

Student fully engaged in their education and treatment
Students graduate!
Self regulation
Reduction in stressors
Coping skill use
Plan for transition includes job placement secondary education or continued supports through DA or SSA
Family system stabilized or improved
Family system accessing supports
Plan of care around substance use disorders

Our challenges

- We serve the most vulnerable population who need the most intensive supports
- Increased acuity of need and challenges/behaviors
- Poor salaries contribute to high staff turnover
- Freeze on special education funding for independent schools (we are not all alike).
- Staff are impacted by vicarious trauma
- Ineligibility for recent round of safety grants
- Designated and Specialized Service funding streams differ creating inequitable access to necessary dollars
- Success Beyond Six funding under increased scrutiny
- Public schools being asked to level fund

Two potential paths for kids at risk



How do we know what we do works?

Some Outcomes from NFI's Schools Include:

Average increase of 2.4 reading level as measured by F&P

Increase in reaching behavioral goals from 60 – 80%

Honor roll increase from 38 – 67%

Average percent of student successfully returning to sending school =
30.5% per year

Average length of stay = 2.5 years



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