

Welcome back to the
RTI²-B Summer Summit

Mentoring Session



Today's Schedule



1:15 - 1:30	Tier II Intervention Key Elements for Mentoring	Tara Axelroth
1:30 - 2:15	STARS Nashville	Jenna Monforte
2:15 - 3:00	YMCA Reach and Rise	Beth Hannon-Penny
3:00 - 3:20	Q & A	Afternoon Presenters
3:20 - 3:30	Wrap-Up	Tara Axelroth

Student Assistance Program: Building the Bridge Between Schools, Families and Communities



Presented by: Jenna Monforte, LMSW





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innovative. proven. compassionate.



S T U D E N T
A S S I S T A N C E
P R O G R A M

NREPP

Included in SAMHAS's
National Registry of
Evidence-based
Programs and Practices



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STARS Student Assistance Program Implementation History

- Since 1984, the STARS Nashville SAP has been implemented at 120 sites in the Nashville/Middle Tennessee area and 95 sites in southeast Tennessee.
- Over 25,000 schools and school districts across the United States use portions of the STARS Nashville SAP model and materials.
- STARS Nashville has provided student assistance services to over 1 million students since 1984.

STARS SAP: Evidence Based Practice

In May of 2012, the Student Assistance Program of STARS Nashville was recognized by the Substance Abuse & Mental Health Services Association's (SAMHSA) National Registry of Evidence Based Programs and Practice (NREPP) as one of three evidence-based practices to address intervention services for youth ages 6 to 17.

Our Student Assistance Program received one of the highest scores for fidelity and effectiveness to promote positive change. Most especially in the outcome areas of:

- Substance Use & Abuse
- Attitudes Towards Drugs
- School Values
- Social Attitudes & Social Bonding
- Rebellious & Violent Attitudes

Definition of Student Assistance

A school-based systematic professional process including early identification, screening, referral, and support for all students with identified needs which can affect school performance and full development of the young person.



STARS Student Assistance Program (SAP)

★ Scope expanded to include a continuum of care:

- Prevention
- Intervention
- Support of students

★ Shift in focus to address all barriers to learning including:

- Mental health
- Violence
- Substance Abuse

What is a Comprehensive SAP?

- ★SAP's utilize a comprehensive systems approach of effective practices, principles and strategies to respond to K-12 student challenges.
- ★SAP's in partnership with schools, parents, students, community agencies and others seek to remove non-academic barriers that impede student success.
- ★SAP's are designed to reduce risk factors, promote protective factors, increase asset development and foster resilience
- ★SAP's provide school-based prevention, intervention and aftercare support services to staff, students and families.

Prevention Strategies

- ★ **Universal** – Addresses the entire school population (student body, staff, grade level, etc.) Includes policies, procedures, messages & programs aimed at building wellness and positive socio-emotional skills while preventing or delaying the onset of problems behaviors.
- ★ **Selective** – Focused intervention with subsets of population that are at greater risk (areas with fewer resources, familial risk factors, neighborhoods with high crime or substance use rates).
- ★ **Indicated** – Focus is on individual students who demonstrate early warning signs that may lead to substance use, violence, teen pregnancy or delinquency. Targeted approach frequently involving connections with community services beyond the realm of the school.

The Risk Triangle

- Individual counseling and small group services in middle and high schools and alternative learning centers
- Referral to community-based organizations and mental health providers

- *Small group and individual counseling* (all Groups using researched-based curricula and approved)
- Referral to community agencies
- Special Education/General Education partnerships in school systems
- Coordination with assistance Principals for disciplinary referrals
- Juvenile Court Alcohol and Tobacco Court Referrals

- Prevention Education
- Personal abstinence commitment
- Pregnancy Prevention Programs
- Classroom education (Youth Development)
- Student Leadership Teams in Schools

Highest Risk:
Genetic (5%)

Chronic Problems
Abuse & Neglect (5%)

Problems in childhood,
but not as adults (10%)

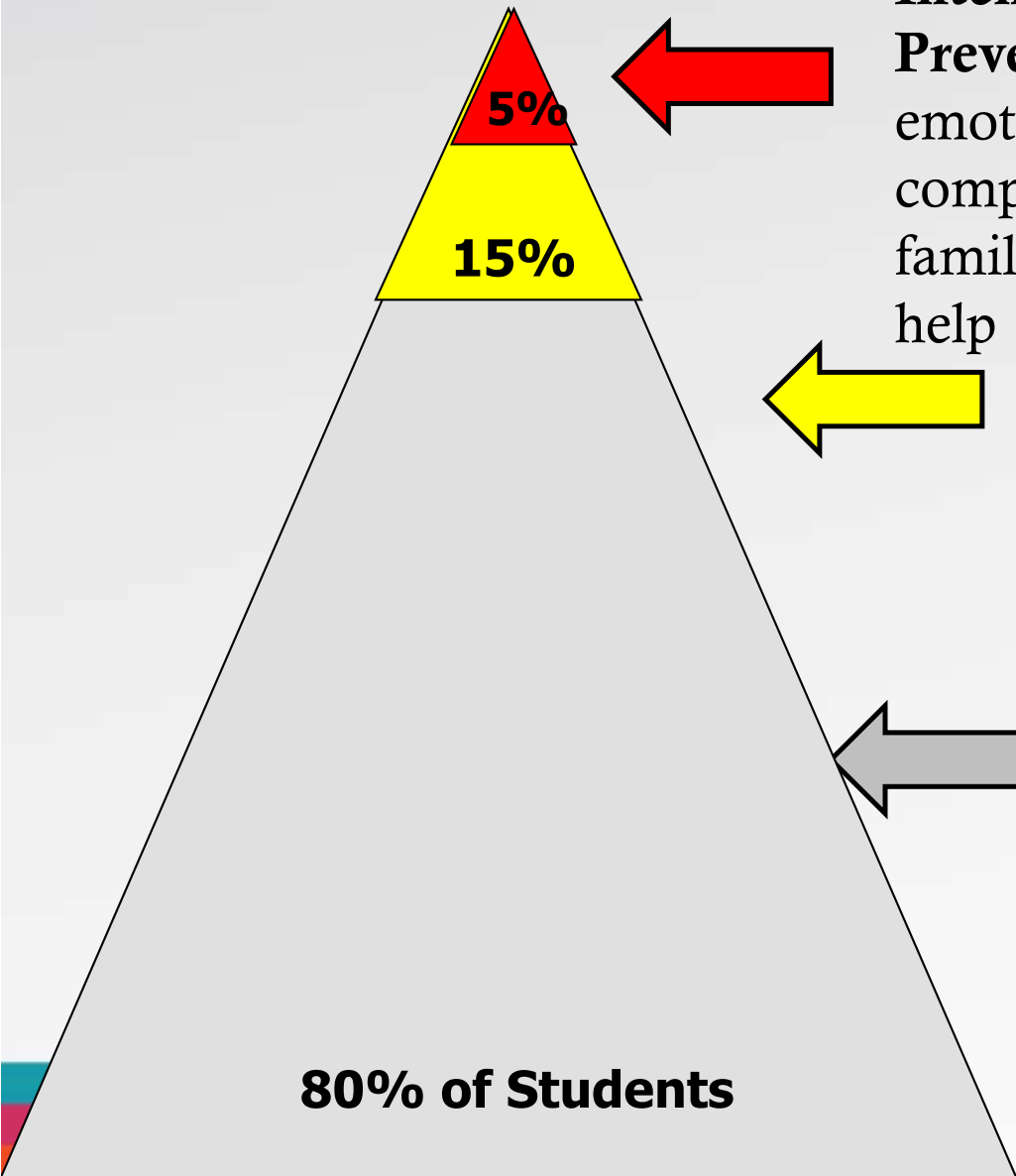
High Risk but Resilient (10%)

Lowest Risk Most Protective Factors & developmental assets
(65-70%)

- Parent Education (Examples):
- *Parenting for Prevention* workshops and Lunch n Learns
- *Strengthening Families* Skill Building Programs (ages 6-10 and 11-14)
- *Incredible Years* Skill Building Program

- Substance Abuse and Violence Prevention Training for school and community personnel
- Student Assistance Training
- Core Team Development and Core Team Training

Three-level Prevention/Intervention Services



Intensive Intervention/Indicated

Prevention: Interventions for emotionally disabled-intense, comprehensive, coordinated, interagency family focused, high quality, sustained help

Early intervention/Selective

Prevention: Providing academic & emotional support & remedial help to students placed at-risk

Universal prevention: Promotion of academic & mental-emotional wellness for all students through school climate, social skills, teacher training, individualized instruction, team support





Mental Health Counseling Services

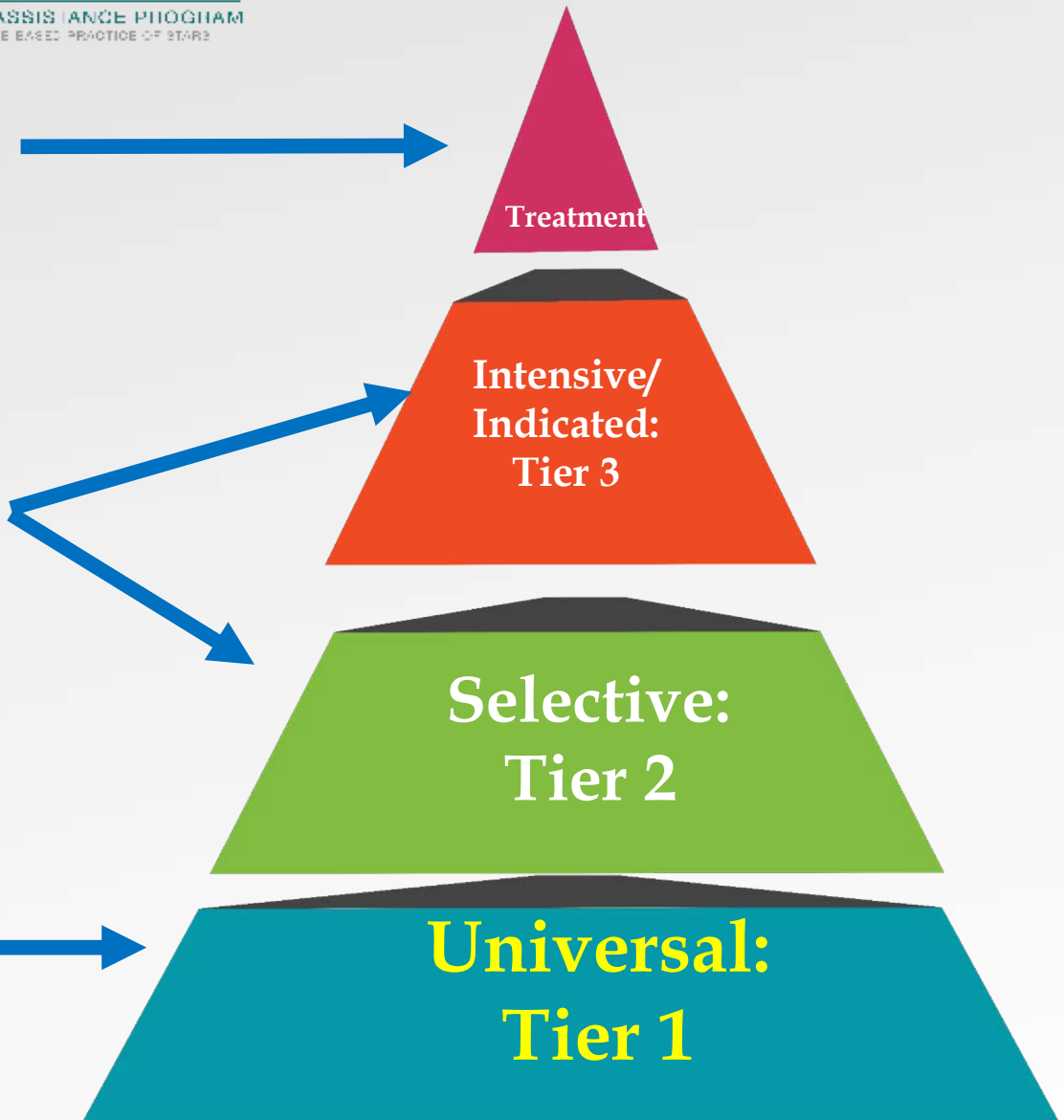
- Intensive Individual Counseling (with formal signed consents, assessments, and treatment plans etc.)

SAP Selective and Indicated Services:

- Small Groups and Individual Counseling
- Crisis Management

Universal :

- School-wide prevention













Universal Prevention



Selective and Indicated Services

- Individual counseling
- Mentoring
- Small Group Counseling
- Peer Leadership

Trauma Informed Care/ ACES

ABUSE	NEGLECT	HOUSEHOLD DYSFUNCTION	
 Physical	 Physical	 Mental Illness	 Incarcerated Relative
 Emotional	 Emotional	 Mother treated violently	 Substance Abuse
 Sexual		 Divorce	

VIDEO:
<https://www.youtube.com/watch?v=XHgLYI9KZ-A>

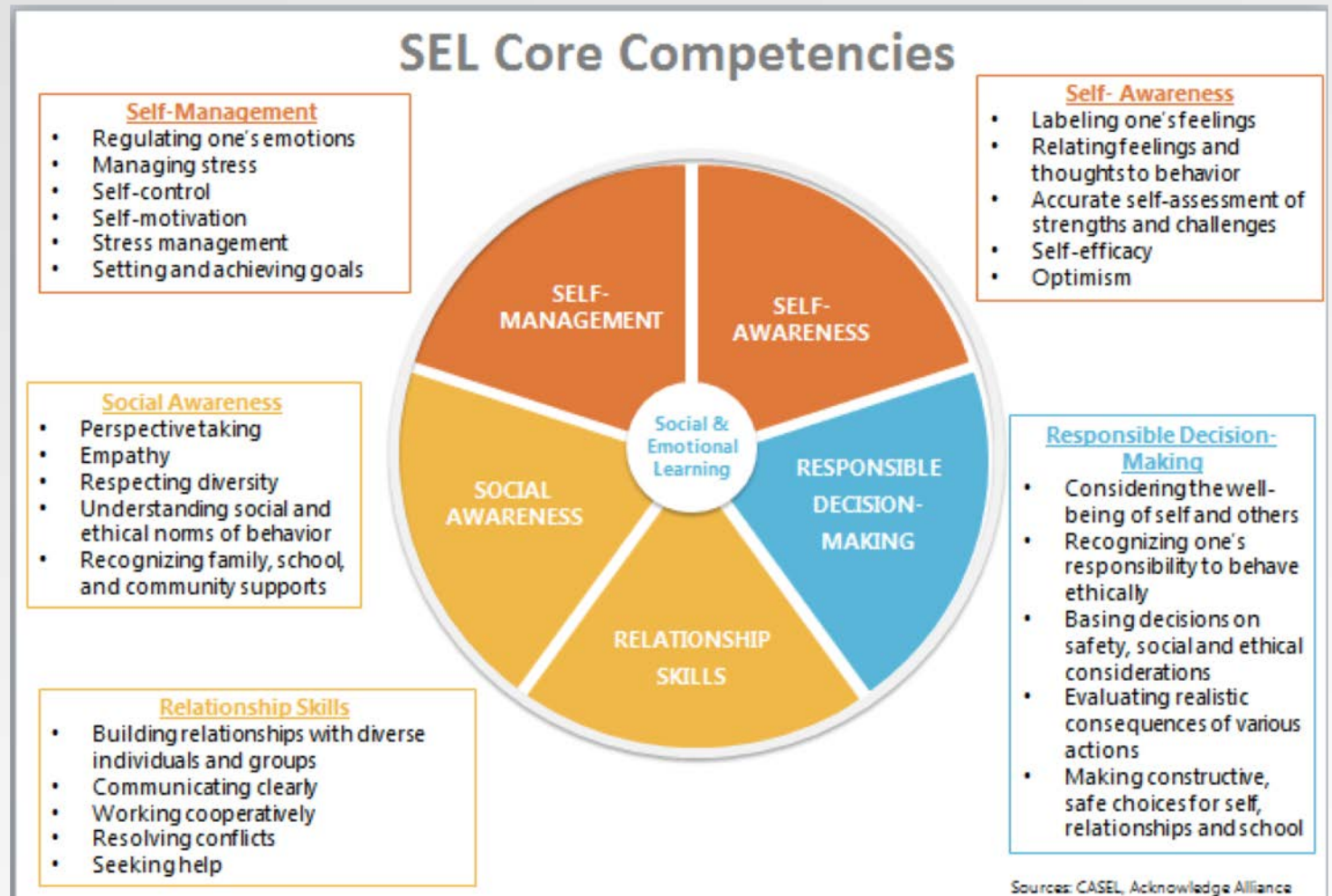
How Trauma Affects Learning

- Traumatic stress from ACEs can undermine the ability to form relationships, regulate emotions, and impair cognitive functions.
- Hyper arousal may interfere with processing of verbal/nonverbal and written information.
- Ability to organize material sequentially may be inhibited due to coming from a chaotic environment.
- Difficulty with classroom transitions.
- Difficulties problem solving from a different point of view, inferring ideas, or working in group/exhibiting empathy.

Social and Emotional Learning

VIDEO:

<https://www.youtube.com/watch?v=ikehX9o1JbI>





Peer Leadership & Mentoring



Thanks!

STARS Nashville

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References

- https://www.ocde.us/HealthyMinds/Documents/Resource%20Page/Understanding_Responding%20to%20Child%20Trauma%20in%20School_Wellness%20Conf_July%202015%20Final.pdf
- <https://casel.org/core-competencies/>
- <https://www.tn.gov/tccy/advocate-collaborate/tccy-ecwb.html>



**FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY**

YMCA OF MIDDLE TENNESSEE YOUTH MENTORING

DAVIDSON COUNTY, TN

July 18, 2018

Building better futures through positive
adult relationships.

BUILDING POSITIVE ADULT RELATIONSHIPS IN THE OUT OF SCHOOL TIME

YMCA K-12 YOUTH OUTREACH PROGRAMS

Reach and Rise Mentoring

Literacy intervention with
mentoring

Positive Beginnings

After school Mentoring

Career and College Mentors




REACH AND RISE MENTORING

GROUP MENTORING

- Evidence-based, CBT model
- Age 6-17
- Form groups of 6 youth, 2 adult mentors
- 16 week sessions, 1 day per week
- Serving MNPS schools in 2018-2019 school year
- Mentors receive 15 hours in training
- Curriculum focuses on SEL and peer relationships





Think about the your day today.
What color best describes the way
you feel?

REACH AND RISE MENTORING

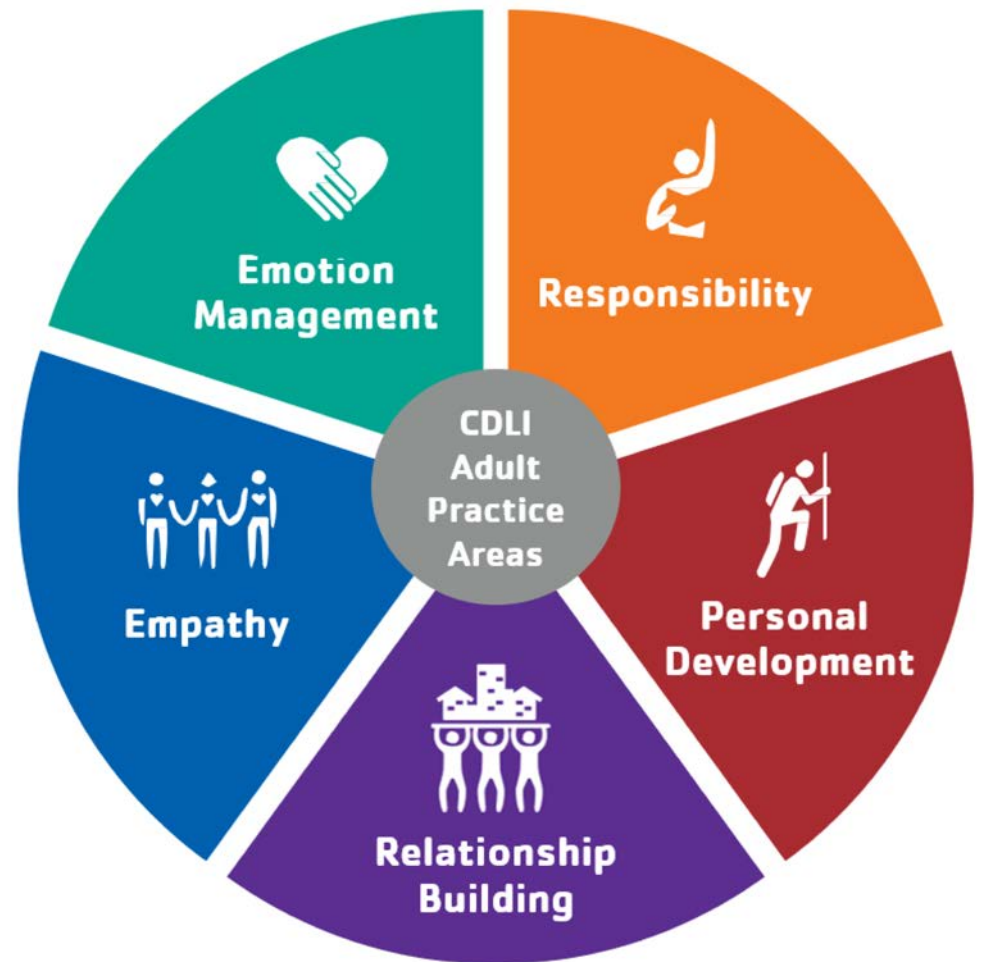


INDIVIDUAL MENTORING

- Evidence-based, CBT model
- Traditional 1:1 matches
- 12 month matches
- Tentative: serving MNPS schools in 2018-2019 school year
- Mentors receive 16 hours in training
- Supported through monthly monitoring

K-12 YOUTH
DEVELOPMENT IN
THE OUT OF
SCHOOL TIME:

BUILDING ON OUR
CORE VALUES



How do adults help youth thrive?

EARLY LEARNING: Y-Literacy Program

Grades K-4

- Evidence-based intervention for youth not on grade level
- 5-16 week tutoring at schools or Y facilities
- 1:1 literacy activities (word play, free read, writing, comprehension)
- Mentoring built into hour session (reflection, relationship building)

MIDDLE SCHOOL

PREVENTION

- Afterschool programming in SEL, 21st Century skills, healthy living, global learning
- Enhancement partners SEL, mindfulness, art therapy
- Staff and volunteers trained in trauma informed care, SEL, positive behavior reinforcement
- 12 hours/week
- Serving MNPS schools in 2018-2019 school year

GRADES 5-8

INTERVENTION

- Referrals only, based on presenting behaviors
- Individualized goals and case management
- School, family engagement
- SEL, 21st Century skills, healthy living, global learning, service learning
- 12 hours/week
- Serving MNPS schools in 2018-2019 school year

HIGH SCHOOL & BEYOND: Grades 9-12+ Black Achievers and Latino Achievers

- Career Mentoring
- Career Speakers
- Workshops
- World of Work Tours
- Alumni events
- Weekly clubs and social events





THANK YOU

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Q & A



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STARS

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