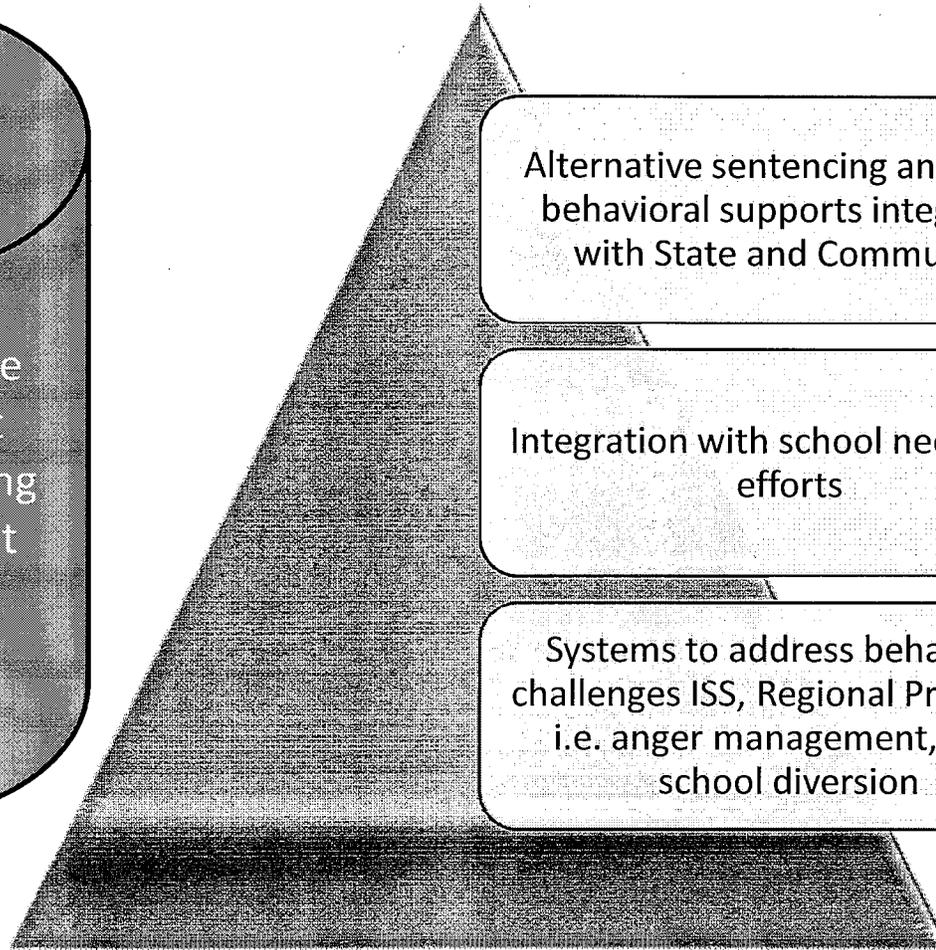


# Sullivan County At Risk Youth Spectrum of Focus

Need: Develop local continua of care and implement proper screening and assessment tools at key decision points.



Alternative sentencing and other behavioral supports integrated with State and Community

Integration with school needs, and efforts

Systems to address behavioral challenges ISS, Regional Programs, i.e. anger management, after school diversion

Most of the youth involved with police or courts

Have a mental illness or have suffered from abuse

Most mental illness can be treated without the need of an inpatient bed

Is identified through a community process

To treat and prevent mental illness there must be opportunities to identify youth at risk and incentives, or overcome the barriers to get the help that is needed.

Understand who can identify and who and how can intervention occur



December 2012

**Chair: Dr. Middleton K. McGoodwin, Superintendent of Schools, SAU 6**

### Membership

- Communities United Regional Network
- Claremont School District
- Newport School District
- Fall Mountain School District
- Sullivan County Department of Corrections
- Community Alliance Human Services
- UNH Cooperative Extension
- Good Beginnings
- Turning Points Network
- West Central Be-

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## Strengths Weaknesses and Analysis Team: Who Are We? What Are We Doing?

Volume 2, Issue 1

In November 2011, leaders throughout Sullivan County and representing the state came together to look at policies, programs, and effectiveness of enforcement and judicial systems for both youth and adults who become involved in the judicial system. They initially found both strengths and opportunities for growth:

### Strengths

- ⇒ Diversion works, saves money and reduces recidivism
- ⇒ School referrals to programming at Community Alliance
- ⇒ Mentoring at Stevens High and Riverside Middle School (need more funding)
- ⇒ Strengthening Families Program in Claremont (need more trainers)

- ⇒ Strong collaboration amongst partners
- ⇒ Increased awareness
- ⇒ Family integration at House of Corrections
- ⇒ Health Rocks / UNH
- ⇒ Newport School District prevention strategies identifying high risk youth

### Opportunities for Growth

- ⇒ Healing/merging fractured systems
- ⇒ Student Assistant Professionals
- ⇒ Early intervention- early identification- (trained personnel in schools)
- ⇒ Resources for party dispersal (policy-ordinance)
- ⇒ How we use resources can be improved- let go of egos and ownership
- ⇒ How we collaborate can be improved
- ⇒ Make better use of what programs we have



At risk youth impact communities

- ⇒ Gap of DCYF involvement
- ⇒ Lack of medical-school collaboration
- ⇒ Too many silos
- ⇒ Not enough teeth in juvenile consequences (although some disagreed with this)
- ⇒ Involve businesses to allow parents time to assist their own kids.

### Action Step:

Formation of this sub-committee (the SWAT Team) to identify current programs, duplications and gaps.

## Goal Established by SWAT....

Develop integrated systems for at risk youth. This includes changed policies, and integration of resources toward measurable near and long term reduction of school and community youth behavioral incidence, and a plan for continued development of effective collaboration.

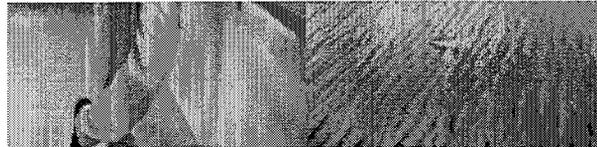
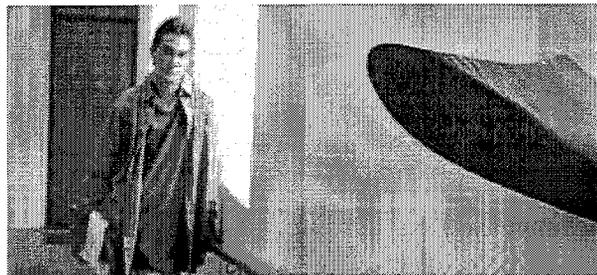
Since the conference, the SWAT has worked toward:

- 1) Understanding core causes, and key contributing factors.
- 2) Integration of community resources and ways to integrate support, and to continue integration of what is needed to overcome barriers.
- 3) Identification of top priorities.

## SWAT Focus on Common Gaps and Barriers

- ◆ Gaps due to loss of CHINS
  - School needs
  - Parent needs
  - What JPPO involvement can offer now versus what is desired
  - What pieces are missing for courts for meaningful sentencing approaches and alternatives
- ◆ At time of crises – unclear who is point of contact when reaching out to multiple entities
- ◆ Challenged families—lack of known resources or incentive to repair home environment
- ◆ Substance abuse—lack of known resources or requirement to seek help
- ◆ Homelessness-lack of supervision or stability
- ◆ Lack of aspiration – Hopelessness or lack of opportunity to belong to something

Where do we go?



## Challenges

Identified need to overcome ....

1. Mental Illness
2. Need for Safe and Supportive Environment
3. Abuse
4. Lack of Adult Guidance
5. Hunger



## **Goals for 2013:**

### **Mentoring and Adult Role Models**

*Finding a variety of ways for adults to volunteer*

*Reaching businesses—getting them involved in a variety of ways*

*Finding ways to work together—pooling resources and sharing opportunities*

### **Systems Improvement**

*Systems improvement as developed and recommended by Resource and Collaboration Council, FRAMEWORKS: (DCYF and Juvenile probation representatives)*

*Capture status of current efforts toward positive behavioral intervention*

*Measuring the success of initiatives*

*Defining categories of success*

*Systems approaches to Tier II or similar negative behaviors*

*For example, anger, communication issues, self-esteem, need for counseling*

*Are there other behaviors we need systems approaches for?*

### **Improving Collaboration Between Schools and the Community**

*Create process for the community to provide resources/for schools to reach out when resources are needed*

*When, why and how does this occur?*

*How can we build on what exists/create new systems?*

### **Connecting Individuals with Resources**

*Targeted information sheets by subject*

*What's available to help*

*How can I help—talk with kids, help for AOTD issues, mental health supports*

*How can your organization help with this?*

*Casting the net to find families who need help and get them information*

*Cast the net to have people get involved—schools need to develop opportunities*



## Possible supports or needs to incorporate into goals

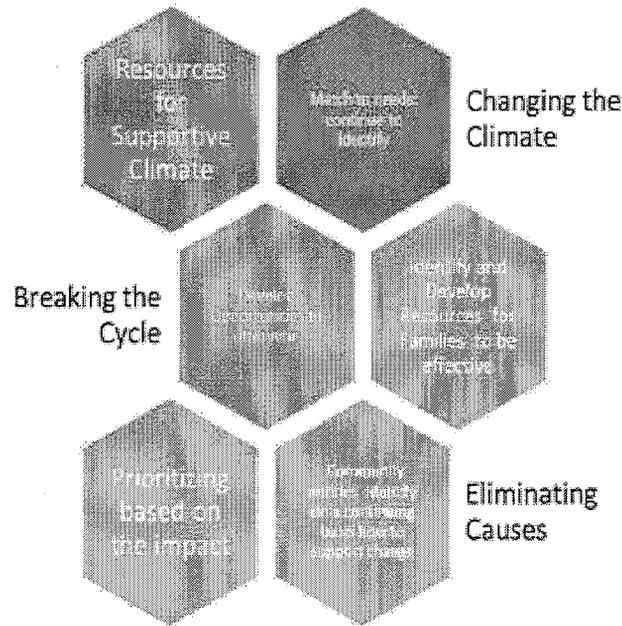
- ⇒ Early Intervention Team
- ⇒ Mental Health Counseling
- ⇒ Substance Abuse Counseling
- ⇒ Stable Environment
- ⇒ Parenting Skills
- ⇒ Employment
- ⇒ Life Skills
- ⇒ Standardized Value
- ⇒ Reduced Trauma in Families
- ⇒ Conflict Resolution
- ⇒ Opportunity to belong to something
- ⇒ Ensuring academic success
- ⇒ Better relationships with other people
- ⇒ Adult expectations
- ⇒ Models for behavior outside of the norm
- ⇒ Change feeling of hopelessness with opportunity to belong to something
- ⇒ Change trauma in homes
- ⇒ Reduce inconsistency of response with established tool kit and procedures
- ⇒ Expectations of youth – I can be successful
- ⇒ Developing core values
- ⇒ Set of Community Based Systems
- \* Less punishment; more restorative
- \* In School
- \* In Community
- \* Do Students feel valued?

### Examples of resources available for student supports and regional approaches

Boxing Club  
 Diversion  
 CASA  
 JR ROTC program  
 Police Cadet Programs  
 Student Support Teams  
 Parenting Wisely  
 Alcoholics Anonymous  
 Parent Support Groups  
 Recreation Departments  
 JPPO  
 DCYF  
 School Sports  
 Afterschool Programs

Youth vision NH Employment  
 And WIA  
 Positive Behavioral Interventions (PBIS)  
 Student Support Teams  
 Truancy Support - Individual reaching to homes  
 Response to Intervention  
 Big Brothers and Big Sisters  
 Tiger Treatment Center including mental health services from WCBH

# These Systems Are Connected



Systems that have an impact overcome identified barriers:



## Impacting youth behavior involves three areas of focus:

- 1) **Changing the climate** that is having a negative impact on behavior, or is not supporting positive behavior
- 2) **Breaking the cycle of behaviors** through opportunities to intervene and
- 3) **Eliminating causes or conditions** that need to be remedied in order to restore ability to function in a positive manner. By looking at the data and continued challenges toward remedying behavior, priorities can be established

# The Next Steps

Develop Guidance and tools to reduce volatile behaviors and meet school needs

Identify Consequences—With involvement of key groups across the community

Programming—Regional suspension tools and approaches for behavior modification at all levels. Focus on a systems approach to identify and intervene as an established process both in school and community

Instruction developed that will assist both adults and youth

Shared information—What would be most effective to share or develop

Supports—Integration of school/community resources and other processes and initiatives in the region. Talk with those who are involved and identify challenges & lessons learned. Tackle as separate sub-groups. (i.e. schools).

Identify what we tackle as separate subgroups

**See [www.Preventionworksnh.org](http://www.Preventionworksnh.org)**

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**More integrated systems  
for at risk and behavioral  
challenged youth in  
greater Sullivan County**

