

# **Partnering for Success**

## **Butte County Behavioral Health Prevention Programs and Services Addressing AOD Prevention, Mental & Emotional Health and Academic Achievement**

**Presented by:**

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Prevention Unit**

**Planning for Prevention Across Systems - Regional Forums**

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# Agenda

- What is the benefit? What gives us the highest return?
- Butte County Behavioral Health Prevention Unit – Successful partnerships across systems
  - COMMITTED/FNL – Chapters
  - Impact Mentoring
  - Athlete Committed
  - MHSA The Live Spot - Strengthening Families
  - MHSA TAY Youth Employment
- Questions

# The Relationship of Mental Health, Substance Use and Academic Achievement

## •Mental Health and Learning

•**Children's mental health is strongly related to their academic achievement. Collaboration among agencies is essential to support the academic achievement and health social-emotional development of children.** Adelman, H. S., and L. Taylor. 2006. *The school leader's guide to student learning supports: New directions for addressing barriers to learning*. Thousand Oaks, CA: Corwin Press.

## •Stress and Grades

•**Students experiencing high levels of psychosocial stress tend to do poorly in school.** Alatorre, A.S. and R. De Los Reyes. 1999. Psychosocial stress, internalized symptoms, and the academic achievement of Hispanic adolescents. *Journal of Adolescent Research* 143:343-358.

## •Depression and Grades

•**High depression scores are associated with low academic achievement, high scholastic anxiety and poor peer and teacher relationships.** Fosterlin, F., and M.M. Binser. 2002. Depression, school performance and the veridicality of perceived grades and causal attribution. *Personality and Social Psychology Bulletin* 28(10): 1441-1449.

## •Anxiety and Grades

•**Anxiety disorders are associated with drug use and dependence, suicidal behavior and a reduced likelihood of attending college.** Marmorstein, N.R., and W.G. Iacono. 2001. An investigation of female adolescent twins with both major depression and conduct disorder. *Journal of the American Academy of Child and Adolescent Psychiatry* 40(3):299-306.

## •Suicide Attempts and School Performance

•**In a study of adopted teens, investigators found that those who made a suicide attempt in the previous twelve months showed significantly lower levels of school performance and school connectedness than non-attempters.** Slap, G., E. Goodman, and B. Huang. 2001. Adopted as a risk factor for attempted suicide during adolescence. *Pediatrics*. 108(2):E30.

- **Alcohol and Drug Use and Test Scores**
- **Moderate substance use and/or violence/delinquency were associated with test scores a full level below scores of groups of students not involved in these behaviors. These finding took into account important factors such as gender, race-ethnicity, and poverty.** Washington Kids Count Human Services Policy Center. May, 2002. The impact of substance use and violence/delinquency on academic achievement for groups of middle and high school students in Washington. University of Washington.
- **Further Research Linking Mental Health to Academic Achievement**
- **Failure to improve mental health of children and adolescents can lead to school failure and dropout as early as transition to middle school.** Gonzalez, N.A., L.E. Dumka, and J. Deaerdorff. 2004. Preventing poor mental health and school dropout of Mexican American adolescents following the transition to junior high school. *Journal of Adolescent Research*, 19(1):113-131.
- **Less than 25 percent of children with emotional or behavioral disorders graduate from high school.** California Little Hoover Commission. September, 2001. Young hearts and minds: making a commitment to children's mental health.
- Retrieved September 6, 2007 from <http://lhc.ca.gov/lhcdir/report161.html>
- **Exposure to violence is associated with higher suspension and expulsion rates and lower school attendance and grades.** Wong, M. 2006. Building partnerships between schools and academic partners to achieve a health-related research agenda. *Ethnicity and Disease*, 16-1:149-153.
- **School-based mental health services programs related to fewer course failures.** Jennings, J., G. Pearson, and M. Harris. 2000. Implementing and maintaining school-based mental health services in large, urban school district. *Journal of School Health*, (70)5: 201-206.
- **Providing early mental health interventions in schools reduces dropout rates and transfers to alternative schools.** Wilson, D. B., D. C. Gottfredson, and S. S. Najaka. 2001. School-based prevention of problem behaviors: A meta-analysis. *Journal of Quantitative Criminology* 17: 247-272.
- **Brief school-based interventions for students exposed to high levels of violence and crime can improve symptoms of Post-Traumatic Stress Disorder (PTSD) and depression, with grade point averages improving as trauma symptoms diminish.** Stein, B.D., L.H. Jaycox, S.H. Kataoka, M. Wong, W. Tu, M.N. Elliott, and A. Fink. 2003. A Mental Health Intervention for School Children Exposed to Violence, *Journal of the American Medical Association* 29-6:603-611; Kataoka, S., 2007. School-based Treatment of Children Exposed to Violence. *Office of Safe and Drug-Free Schools 2007 National Conference*.

- Addressing mental health needs of students in family centers in Texas reduced disruptive behaviors and discipline referrals.** Hall, S. 2000. Final report youth and family centers program: 1999-2000. Dallas, TX: Dallas Public Schools Division of Evaluation, Accountability, and Information Systems.
- Satisfying the social and emotional needs of students prepares them to learn, increases their capacity to learn, and increases their motivation to learn. It also improves attendance, graduation rates, and reduces suspension, expulsion, and grade retention.** Collaborative for Academic, Social, and Emotional Learning. 2003. Safe and Sound: An Educational Leader's Guide to Evidence-Based Social and Emotional Learning Programs. Chicago, IL.
- Students who receive social-emotional and mental health support achieve better academically.** School-Based Mental Health Services and School Psychologists. 2006. National Association of School Psychologists.
- Students who had interventions designed to strengthen their social, emotion and decision-making skills had higher standardized test scores and grades.** Fleming, C.B., K.P. Haggerty, R.F. Catalano., T. W. Harachi, J. J. Mazza., and D. H. Gruman. 2005. Do social and behavioral characteristics targeted by preventive interventions predict standardized test scores and grades? *Journal of School Health* 75: 342-349.
- School-wide positive behavior interventions and supports show, not only less behavior problems, but also improved academic performance.** Nelson, J., R. Martella, and N. Marchand-Martella. 2002. Maximizing student learning: The effects of a comprehensive school-based program for preventing problem behaviors. *Journal of Emotional and Behavior Disorders* 10:136-148.
- School wide prevention programs improve academic performance and attendance as well as lower dropout rates.** Wilson, D. B., D. C. Gottfredson and S. S. Najaka. 2001. School-based prevention of problem behaviors: A meta-analysis. *Journal of Quantitative Criminology*, 17:247-272.
- Improving the psychosocial environment of schools can result in higher academic achievement, a safer environment, and truancy reduction.** Center for School Mental Health Assistance. 2003. Outcomes of expanded school mental health programs. Retrieved September 5, 2007 from [http://csmha.umaryland.edu/resources.html/resource\\_packets/download\\_files/outcomes](http://csmha.umaryland.edu/resources.html/resource_packets/download_files/outcomes)

# Committed/FNL-CL Program Model

- Core group of youth
- A trained staff member to support Committed chapter
- Officer meetings
- Chapter meetings
- A weekly session with curriculum guide
- EP Project
- School Climate Project
- Community Service Project
- All project implementation based on data
- Parent, Merchant and Athlete Committed

# Committed Program Outcomes

- Youth change perception of harm related to ATODV.
- Youth reduce ATODV use.
- Youth experience ATODV free environments rich in youth development standards of practice.
- Change community norms/policy regarding ATOD.
- Youth increase protective factors.
- Youth have a strong commitment to academic achievement.
- Increase skill in leadership and advocacy.
- Decrease youth exposure and access to ATOD.
- Increase mental/emotional health and well being.
- Increase positive school bonding and school climate.



# Partnerships for Success

- Behavioral Health – Prevention (co-facilitate & support youth in project implementation)
- Behavioral Health – Treatment (referrals)
- School District & Administration (support, buy in, use of facilities, etc.)
- Youth
- Other –campus clubs, organizations, local merchants, etc.
- Service groups (scholarships, parent convenings, etc.)



# Committed Program Participant Survey

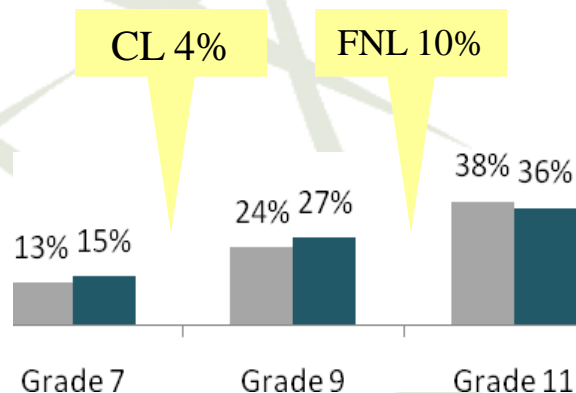
- The Committed Program survey is administered at the end of the program year. This survey measures basic demographic characteristics of the program participants (age, gender, ethnicity/cultural background, socioeconomic status), program participation intensity and frequency, how long youth have participated in the program, how youth experience youth development principals, leadership/advocacy, public speaking, conflict resolution, facilitation, leadership in school, leadership in community, identify self as a leader, strong peer relationships, strong adult relationships, “tolerant” of others’ diversity, accepting of own diversity, connectedness to school, connectedness to community, commitment to academic achievement, productive use of afterschool time, contribution to creating change/impact in community, feel safe in program, feel empowered in program, perception of harm related to ATODV, reduce ATODV use, knowledge regarding community ATODV factors/environmental prevention, skills regarding ATODV factors (environmental prevention), access to ATODV, commitment to not use ATODV, and mental/emotional health and well being.

Because I have been in this program...	Participated Multiple Times Per Week	Participated Once Per Week or Less
I care about my school.	86%	55%
I try to improve my grades at school.	84%	63%
I participate in class activities.	84%	56%
I am interested in going to school.	80%	44%
I do well in school.	79%	56%
I try hard in school.	79%	59%
I spend time doing my homework.	71%	46%

# County and Statewide CHKS Indicators

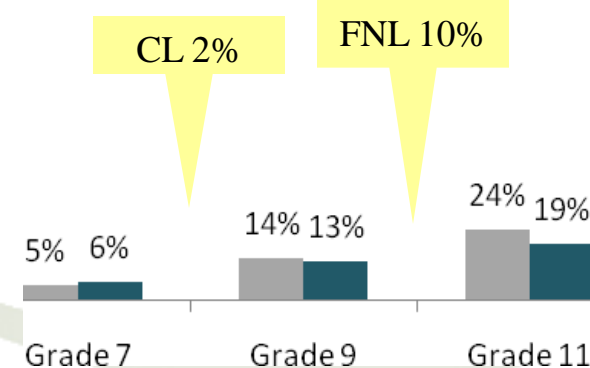
## Past 30 Day Alcohol Use

Club Live and Friday Night Live participants were **less likely to report using alcohol during the past 30 days** compared to students across Butte County and California (see below).



## Past 30 Day Marijuana Use

Club Live and Friday Night Live participants were **less likely to report using marijuana during the past 30 days** compared to students across Butte County and California (see below).



■ = Butte County CHKS Findings (2009-2010)

■ = California CHKS Findings (2007-2009)

■ = Club Live and Friday Night Live Post Survey Findings (2010-2011)

# Mental & Emotional Health

- **Mental/Emotional Health:** At the end of the program year, 96% of the Friday Night Live participants said:
  - they feel they have more control over things that happen to them,
  - they can make more of a difference,
  - they learned that they can do things they didn't think they could do before,
  - they feel better about their future

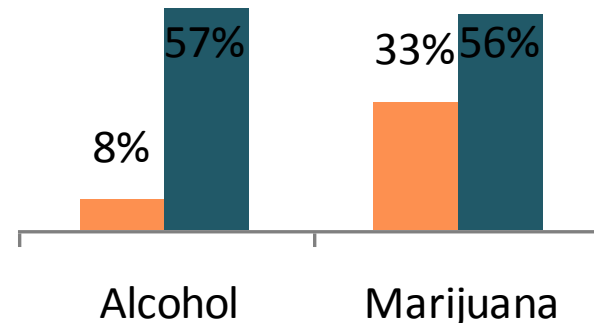
In addition, 95% indicated that they feel they are better at handling whatever comes their way and 91% said they feel better about themselves.

## Spotlight on Alternative Sites



- Ninety percent (90%) of alternative site participants said that because they have involved with Friday Night Live they care more about their school, try to improve grades more, are able to work with authority figures more to establish new and/or community policies, and spend more time volunteering or helping others in their community.
- At the end of the program, 100% of the participants at alternative sites indicated that they believe they have more control over things that happen to them, can make more of a difference, learned that they can do things they didn't think they could do before, feel better about their future, and are better at handling whatever comes their way.

Friday Night Live participants at alternative sites were **less likely to report using alcohol or marijuana during the past 30 days** than students at non-traditional school settings Countywide (see figure).



- = FNL alternative site participants Post Survey findings (2010-2011)
- = Butte County CHKS findings for non-traditional students (2009-2010)



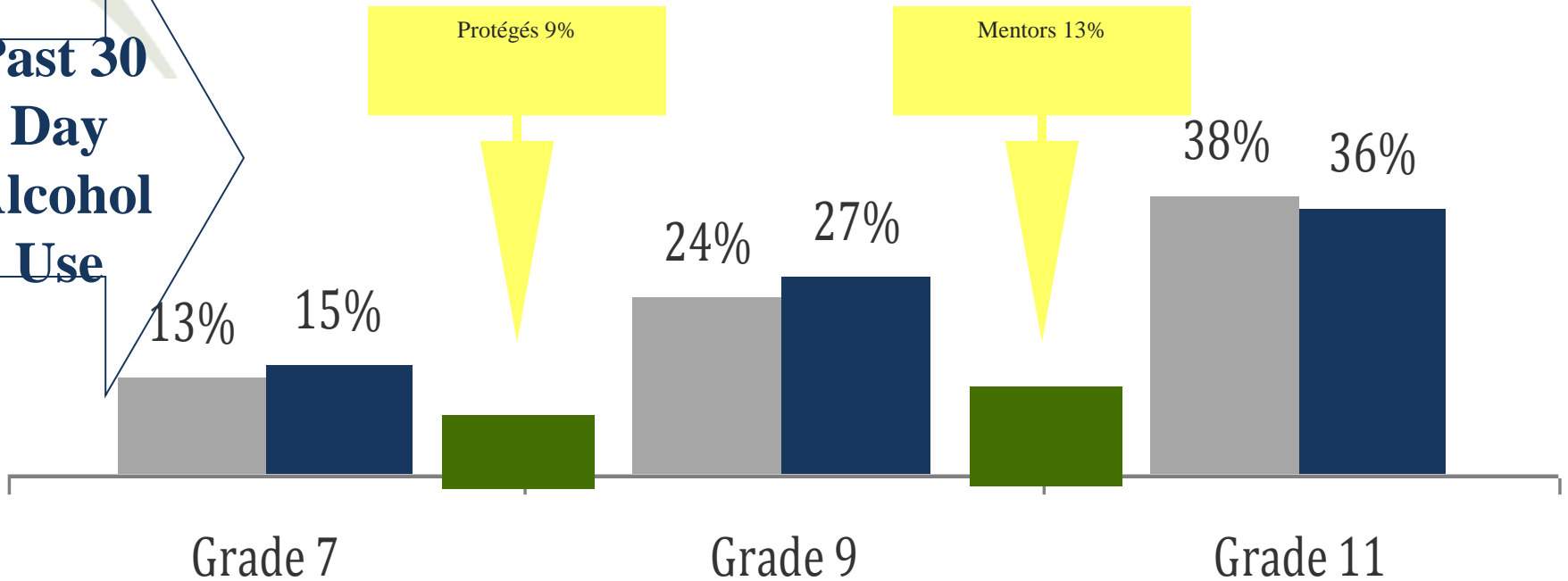
**Impact Mentoring matches high school role models with junior high school protégés in a cross-age mentoring experience. Mentors and Protégés meet weekly in a supervised and structured mentoring session.**

# Partnerships for Success

- Behavioral Health – Prevention (facilitate)
- Behavioral Health – Treatment (protégé referrals)
- School District & Administration (referrals, support, buy in, use of facilities, etc.)
- Youth – mentors
- School Counselors (protégé referrals)
- Service groups (scholarships, etc.)
- Parents (family homework)
- Teachers (Solution Focused Goal sign off)

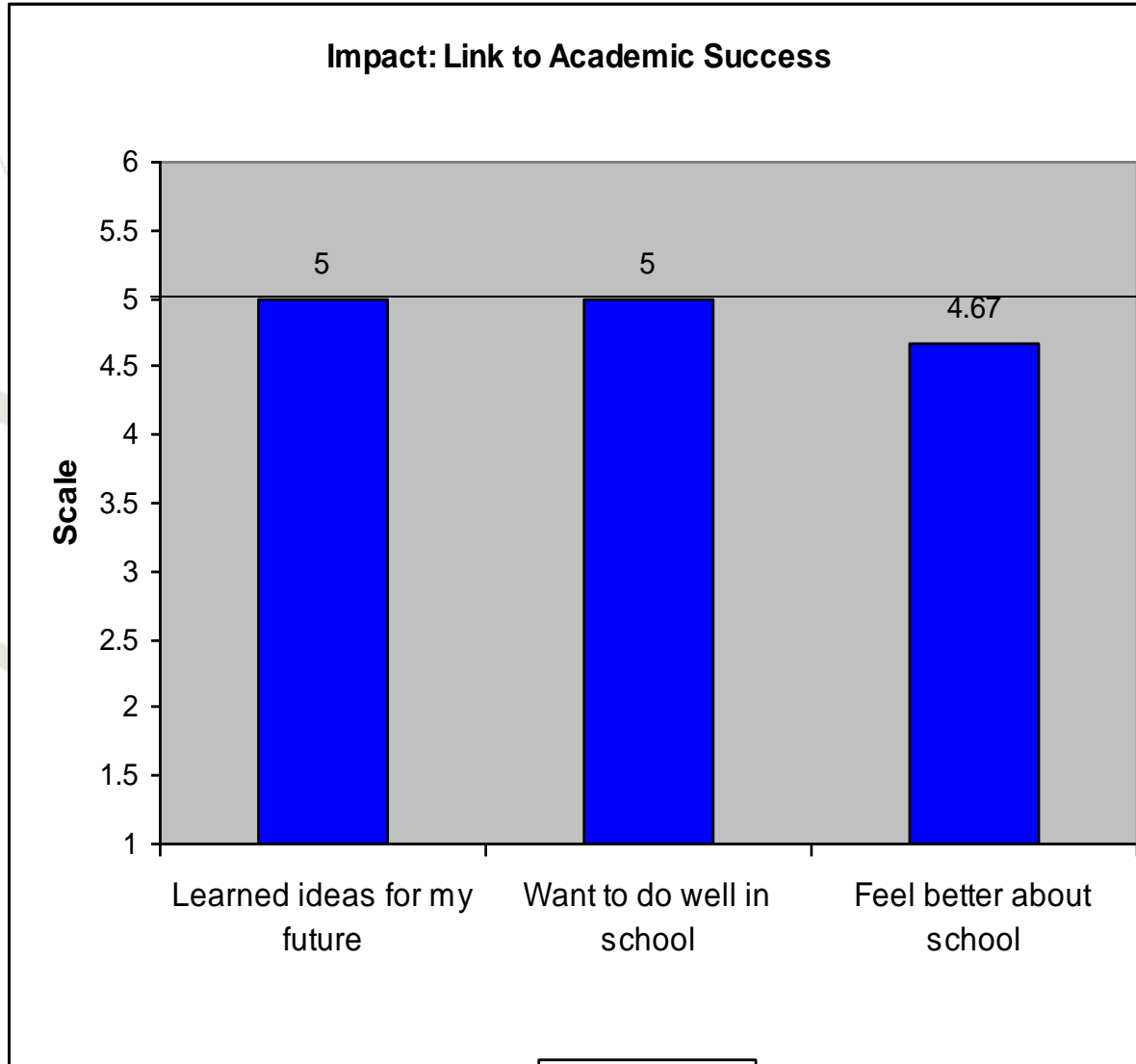


**Past 30  
Day  
Alcohol  
Use**



- = Butte County Students (CHKS, 2009-2010)
- = California Students (CHKS, 2007-2009)
- X** = Impact Mentoring Participants (Post Survey, 2010-2011)

# Protégés: Link to Academic Success



# Because I have been in this program...

	<b>Protégés</b>	<b>Mentors</b>
<b>I try to improve my grades at school</b>	<b>78%</b>	<b>52%</b>
<b>I try hard in school</b>	<b>76%</b>	<b>52%</b>
<b>I participate in class activities</b>	<b>67%</b>	<b>49%</b>
<b>I am interested in going to school</b>	<b>66%</b>	<b>40%</b>
<b>I do well in school</b>	<b>66%</b>	<b>51%</b>
<b>I spend time doing my homework.</b>	<b>66%</b>	<b>34%</b>



## Mental & Emotional Health

- At the end of the program year, over 90% of the protégés and mentors said:
  - that they feel they have more control over things that happen to them,
  - can make more of a difference,
  - learned that they can do things they didn't think they could do before,
  - feel better about their future and at handling whatever comes their way, and
  - feel better about themselves.

# Promising Findings - continued

- Scott D. Miller, Ph.D. – client informed feedback
  - Outcome Rating Scale (personal, family, school, everything)
  - Session Rating Scale (this scale is about the effectiveness of the staff member/mentor - felt heard, respected, worked on what I wanted to work on, good fit)
  - Group Session Rating Scale (relationship, goals, approach, overall)
  - Protégé scores double during the program participation

# Athlete Committed

- Schools focused on providing support to coaches, athletes and their parents implement the Athlete Committed campaign. This initiative focuses on creating athlete, parent and coach commitments to creating positive, supporting environments free of bullying, harassment and substance use. It not only focuses on individual accountability, it incorporates principals to address “bystander” behaviors. Athlete Committed urges athletes to renew their commitment to excellence and commit to personal responsibility, team expectations and collective responsibility to never lose their focus or compromise their values.

# Partnerships for Success

- Behavioral Health – Prevention
- School District & Administration (support, buy in, use of facilities, required training, release time, enforcement of code, etc.)
- School Board (code approval and support)
- Sports Boosters
- Coaches
- Athletes
- Pediatricians
- Local Businesses
- Parents



# ATHLETE COMMITTED

NOTION  
CHOOSE  
NOT

## TO STOPPING UNDERAGE DRINKING

### ABOUT THIS PROGRAM

The biggest reason athletes do not reach their full athletic potential is because they give up what they want most for what they want at the moment.

It is not just that you put on a uniform, or show up every day at practice or the games...You are an athlete all the time, on and off the field. You represent your family, your community, your school, your teammates, your coach and yourself.

- Today, nearly 10.8 million youth, ages 12-20, drink alcohol. 60% of high school athletes use alcohol.
- 54.8% of athletes who drink alcohol suffer from an injury - compared to 23.8% of non-drinkers.

What are you willing to give? What are you willing to give up? All things of value come at a price...Are you willing to pay the price to BE YOUR BEST?



### NOTICE BE AWARE OF THE FACTS

Remember...when you are not training...that somewhere someone else is training...and when you meet them...they will beat you.

- Consumption of alcohol directly relates to decreased athletic performance - decreased speed, endurance, agility, strength, and concentration; all key factors in the success of an athlete. One night of drinking can erase 2 weeks of athletic training...14 days of lost training effect...train for two weeks just to throw it all away - Don't waste your time!
- The residual effect of alcohol or a hangover has been shown to reduce performance by an average of 11.4% in elite athlete performance.
- Time is one of the most important aspects in a young athlete's life. Athletes will not always have their "athletic ability". Eventually, it will diminish with age. Athletes must NEVER LOSE FOCUS - Every Workout, Every Competition, Every Day!
- 40% of children who start drinking before the age of 15 will become alcoholics at some point in their lives.

The ATHLETE COMMITTED campaign is about providing support to athletes, coaches and parents. This campaign urges athletes to renew their commitment to excellence! This is a commitment of personal responsibility, shared expectations and collective responsibility - To never lose their focus and to never compromise on their

### CHOOSE Make The Best Choice - Choose Excellence!

On the field or off the field...it is a personal choice and a team choice - choose personal responsibility, shared expectations and collective responsibility where are we going? How will we get there? What do we agree to? Athletes must share expectations within teams and across teams about what is appropriate behavior. Shared team goals - Shared expectations - Shared responsibility What have you agreed to?

If you choose to become an athlete, you should live the life of an athlete, to wake up every day with a purpose of working toward your goal, to train your mind, your body and your spirit, so that when your finest day comes, you can know that you have done all that is possible to prepare and be at your BEST.

Think about what you are doing off the field...That will ruin what you do on the field...

You can't pick and choose from the things great champions do, you have to do ALL they do and sometimes MORE.

#### CHOOSE YOUR DESTINY - Take Ownership

- How important is your athletic career? Are you focused? Are you doing anything that prevents you from achieving your goals?
- Choose your destiny - A destiny of excellence the more you think about it, talk about it and write about it, the more you increase the chance of it happening.
- Dedication really is worth its weight in Gold (Silver and Bronze too).
- Surround yourself with positive people, places and things. Refuse to associate with any person, place or thing that keeps you from your goals. There is more of a chance you will drink or smoke because you are hanging out with people who are drinking and smoking.

#### BOTTOM LINE: MAKE IT YOUR CHOICE

Do not let other people choose if or when you will drink alcohol. Make that choice for yourself. Choose a life of excellence and a life of peak performance - don't let alcohol keep you from reaching your full potential. Your team is behind you, your school is behind you and your community is behind you! If athletes and teams do not unite to eliminate underage drinking, the result may be lost dreams, lost futures, lost hope and lost lives. The success of your entire athletic career will depend on it...What have you agreed to?



The goal of this program is to reduce underage drinking and promote athletic excellence.



**NOTICE  
CHOOSE  
ACT**

I WILL  
COMPETE  
WITH  
EXCELLENCE  
ON AND OFF  
THE FIELD

**ATHLETE  
COMMITTED**  
TO STOPPING UNDERAGE DRINKING

I have made a COMMITMENT - a commitment to **NOT DRINK ALCOHOL OR USE ANY DRUGS**. I know this commitment will not only **HELP ME REACH** my athletic goals - it will **SHAPE MY FUTURE**.

**ATHLETE  
COMMITTED**  
TO STOPPING UNDERAGE DRINKING

I am a **TEAMMATE** and a **LEADER** **LONG AFTER** THE GAME IS OVER. I have made a **COMMITMENT** to **NOT BE AROUND** others who are **DRINKING** or using **DRUGS**. I am an **ATHLETE COMMITTED**.

Buffy Youth Hosts • Friday Night Live • Club Live • IMPACT Mentoring  
Youth Meets • The Live Spell • Chico Unified School District  
Drug Free Communities Grant • Safe and Drug Free Schools & Communities  
[www.buffeyouthnow.org](http://www.buffeyouthnow.org)  
On call (530) 891-0291

**NOTICE  
CHOOSE  
ACT**

I WILL  
COMPETE  
WITH  
EXCELLENCE  
ON AND OFF  
THE FIELD

# Promising Findings

- Athletes reporting that their peers are drinking less as a result of the program
- Athletes report they are attending less parties where youth are drinking alcohol
- Athletes are changing their eating, sleeping and training recovery habits
- All parents and athletes are trained on the same information creating consistency and common expectations
- Principals report less expulsions, expulsions and disciplinary actions among athletes

# The Live Spot - MHSA

## Prevention & Early Intervention

- Live Spot Oroville & Gridley
  - After School Youth Center
  - Daily/Weekly Classes
  - COMMITTED FNL/CL Chapters
  - Impact Mentoring
  - Strengthening Families
  - Weekly Juvenile Hall Sessions
  - Court Ordered Community Service Hours
  - Strengthening Families



# Prevention – Treatment – Wellness & Recovery

- Oroville Live Spot
- Over 80 “young people in common” – receiving Live Spot services and showing up in our clinical record system
- 60+ of those are now “closed” to treatment services – Live Spot services are the “Wellness & Recovery” support
- 20+ are still “open” – Live Spot services and counseling services
- Live Spot PEI staff provide support - bill for rehab services

# Live Spot

## Strengthening Families Program

- 16-Week family skills training program found to significantly reduce problem behaviors, delinquency, and alcohol and drug abuse in children and to improve social competencies and school performance

# Partnerships for Success

- Behavioral Health – Prevention (referrals, facilitate sessions)
- Behavioral Health – Treatment (referrals)
- Probation (co-facilitate and referrals/condition of probation)
- Social Services (referrals)
- Other – churches, organizations, etc. (donations, referrals)



# Prevention –Treatment Cross System Support

- Treatment referral – build into treatment plan
- Re-visit goals during weekly counseling session
- Support weekly family homework
- De-brief and prepare
- Celebrate success

# Promising Findings

- Outcomes include increased family strengths and resilience and reduced risk factors for problem behaviors in high risk children, including behavioral problems, emotional, academic and social problems
- Scott D. Miller, Ph.D. – client informed feedback
  - Outcome Rating Scale (personal, family, school, everything)
  - Session Rating Scale (this is about the staff member/therapist - felt heard, respected, worked on what I wanted to work on, good fit)
  - Group Session Rating Scale (relationship, goals, approach, overall)
  - Youth, Parent and Family scores double during the 16 weeks

# **MHSA – TAY Youth Employment**

- Hire youth who are current “clients”
- One year supported employment opportunity
- Employed in Prevention Unit – not in the treatment center
- Gain valuable employment skills
- Reduce/eliminate treatment services
- Transition into Prevention Unit services as wellness and recovery support

# Questions...Comments...

- Questions.....Comments.....

# THANK YOU

*“Don’t do easy things first or hard things first or urgent things first. Do first things first – the activities that give you the highest return.”*

John Maxwell, from the book Thinking For A Change