

# R.E.A.C.H.

## RAISING EXPECTATIONS AND CHILDREN'S HOPES





# RATIONALE:

- **IMPROVE ACCESS** – 70% OF STUDENTS WITH A MENTAL HEALTH DISORDER DO NOT RECEIVE ADEQUATE TREATMENT
- **EARLY INTERVENTION** – HALF OF MENTAL HEALTH DISORDERS BEGIN BEFORE THE AGE OF 14 AND THREE QUARTER OF PEOPLE WITH DISORDERS MANIFEST SYMPTOMS BEFORE THE AGE OF 24
- **MENTAL HEALTH DISORDERS** – COULD IMPACT ACADEMICS, ATTENDANCE, DISCIPLINE, SOCIAL AND EMOTIONAL WELL-BEING, AND RELATIONSHIPS WITH PEERS AND ADULTS
- **TREATMENT HELPS** - 81% OF TEENS WITH ANXIETY AND 71% OF TEENS WITH DEPRESSION SEE IMPROVEMENTS IN SYMPTOMS AS A RESULT OF EVIDENCE-BASED TREATMENT.



# OVERVIEW:

**INTENSIVE THERAPEUTIC MENTAL HEALTH SERVICES FOR STUDENTS THAT PROVIDES ACCESS TO THIS LEVEL OF CARE WITHIN THE SCHOOL SETTING, USING A PROACTIVE AND EVIDENCE-BASED APPROACH.**

## **R.E.A.C.H. PROVIDES:**

**DAILY GROUP THERAPY INFORMED BY EVIDENCE-BASED PRACTICES, SUCH AS DIALECTICAL  
BEHAVIORAL THERAPY AND COGNITIVE BEHAVIORAL THERAPY  
INDIVIDUAL COUNSELING (WEEKLY/BIWEEKLY) TO ADDRESS SYMPTOM MANAGEMENT, STRESS  
REDUCTION/TOLERANCE, RELATIONSHIP BUILDING, ACADEMIC AND PERSONAL SUCCESS  
SYSTEM COLLABORATION WITH FAMILIES, SCHOOL PROFESSIONALS, OUTSIDE MEDICAL AND  
MENTAL HEALTH PROVIDERS  
PHONE ACCESS FOR AFTER-HOUR SUPPORT – 24/7 CRISIS SERVICES  
FAMILY THERAPY (AS NEEDED)**

# **PARTNERSHIP:**

**SPRINGFIELD PSYCHOLOGICAL, IN PARTNERSHIP WITH METHACTON SCHOOL DISTRICT, IMPLEMENTED R.E.A.C.H. AT ARCOLA INTERMEDIATE SCHOOL DURING THE 2018-2019 SCHOOL YEAR AS PART OF A TWO-YEAR PILOT PROGRAM.**

## **SERVICES PROVIDED INCLUDED:**

- TWO DOCTORAL LEVEL MENTAL HEALTH CLINICIANS
- A CLINICAL COORDINATOR TO SUPERVISE THE CLINICAL STAFF AND PROVIDE ADMINISTRATIVE SUPPORT
- ON-SITE SUPPORT FOR STAFF AT ARCOLA INTERMEDIATE SCHOOL
- PROFESSIONAL DEVELOPMENT FOR DISTRICT STAFF
- COLLABORATION WITH ADMINISTRATION THROUGHOUT THE YEAR



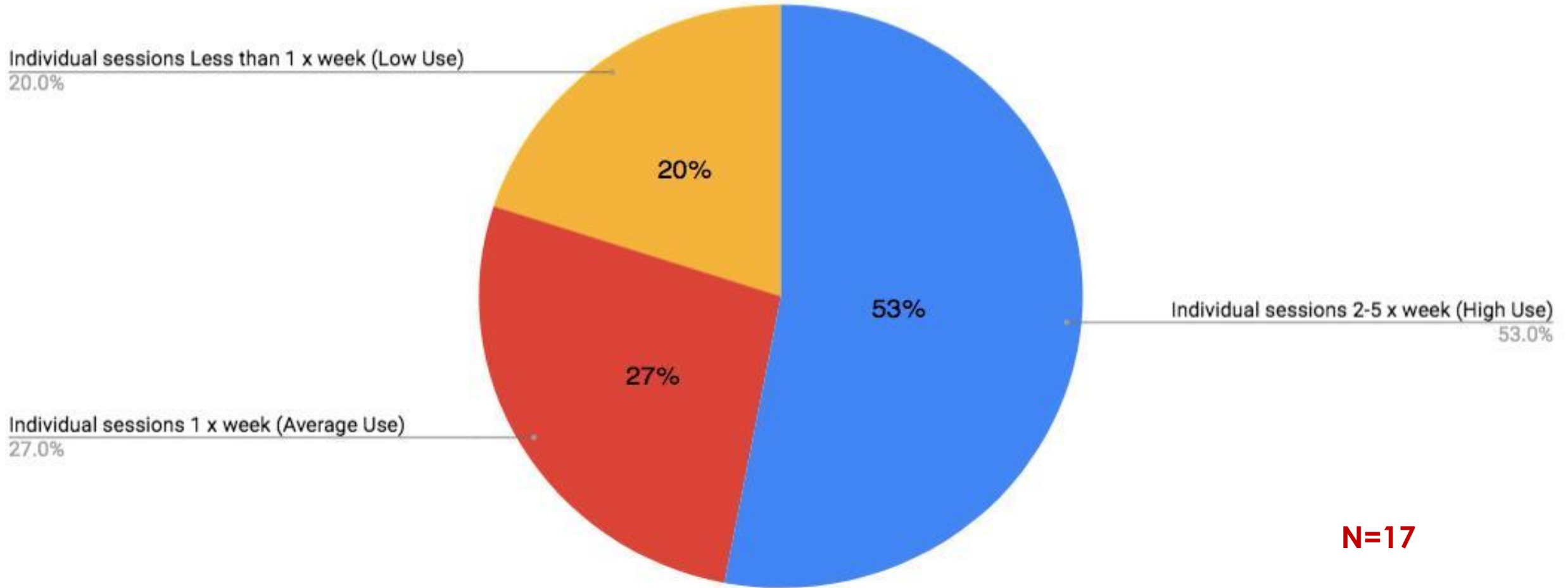
# MORE INTERVENTIONS:

*IN ADDITION TO PROVIDING DAILY GROUP AND INDIVIDUAL THERAPY SESSIONS UTILIZING EVIDENCE-BASED PRACTICES, REACH THERAPISTS ALSO:*

- MEET WITH SCHOOL TREATMENT TEAMS OFTEN TO:
  - DEBRIEF ON STUDENTS' PROGRESS AND REVIEW ANY CHANGES IN BEHAVIOR
  - DISCUSS STUDENTS' STRENGTHS AND DE-STIGMATIZE MENTAL HEALTH DISORDERS
  - IMPLEMENT STRATEGIES IN THE CLASSROOM AND REVIEW THEIR EFFECTIVENESS
- MEET REGULARLY WITH SCHOOL COUNSELORS TO COLLABORATE ON TREATMENT PLANS, PROVIDE SUPPORT WITH BEHAVIORAL INTERVENTIONS AND MONITOR STUDENTS' PROGRESS
- IDENTIFY AND REFER STUDENTS TO COMMUNITY-BASED SUPPORTS AND OUTSIDE TREATMENT MODALITIES
- COLLABORATE WITH STUDENTS' COMMUNITY-BASED SERVICE PROVIDERS TO INCREASE CONTINUITY OF CARE
- REMAIN IN CLOSE CONTACT WITH PARENTS VIA MEETINGS, PHONE CALLS AND EMAILS
- MEET FOR BI-WEEKLY SUPERVISION TO REVIEW CASELOAD, DISCUSS TREATMENT EFFECTIVENESS AND MAKE ADJUSTMENTS TO INTERVENTIONS AS CLINICALLY NEEDED

# REACH Arcola Program Utilization

## Clinical/Use Therapy Session







# STUDENT QUOTES:

I Love Being Here :)

A SAFE place!

They Always Listened!

They were always available.

I always knew they were there to talk to me.

Got into less trouble!

It's a place to come when I feel sad.

Helped me talked to my teachers about my grades.

Checking in throughout the day made me feel supported!

Found Confidentiality and Talking to be Very Useful!



# STUDENT FEEDBACK:

STUDENTS PARTICIPATING IN REACH WERE ASKED TO COMPLETE A LIKERT-SCALE SURVEY.

1 = STRONGLY DISAGREE -- 5 = STRONGLY AGREE (NOTE: MEAN SCORES (N=17))

- THE REACH PROGRAM WAS HELPFUL FOR ME: **4.0**
- THERAPISTS IN THE REACH PROGRAM UNDERSTOOD HOW TO SUPPORT ME: **4.1**
- I FELT LIKE THE PROGRAM MET MY EXPECTATIONS: **4.1**
- I WOULD RECOMMEND THE REACH PROGRAM TO SOMEONE I KNEW WHO WAS IN NEED OF SUPPORT: **4.9**

# STUDENT FEEDBACK- GROUP THERAPY SPECIFIC

- GROUP TOPICS WERE RELEVANT TO MY NEEDS: **4.0**
- I FELT LIKE THE THERAPISTS HELPED GROUP MEMBERS FEEL SUPPORTED: **4.4**
- THE GROUP ROOM WAS COMFORTABLE AND FELT LIKE A SAFE SPACE: **4.9**
- I FOUND THE GROUP TO BE A USEFUL PART OF MY SUPPORT DURING THE DAY: **4.5**

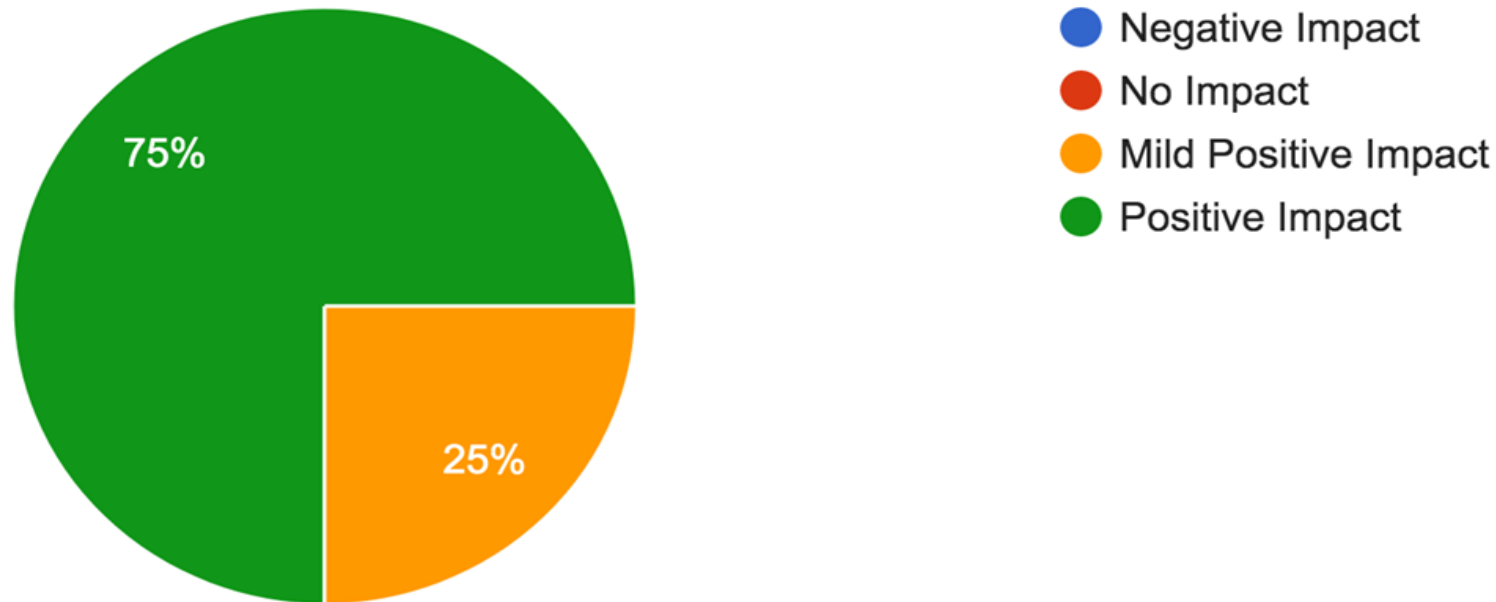




# TEACHER AND COUNSELOR FEEDBACK (Anonymous)

REACH has made the following impact on my students

16 responses

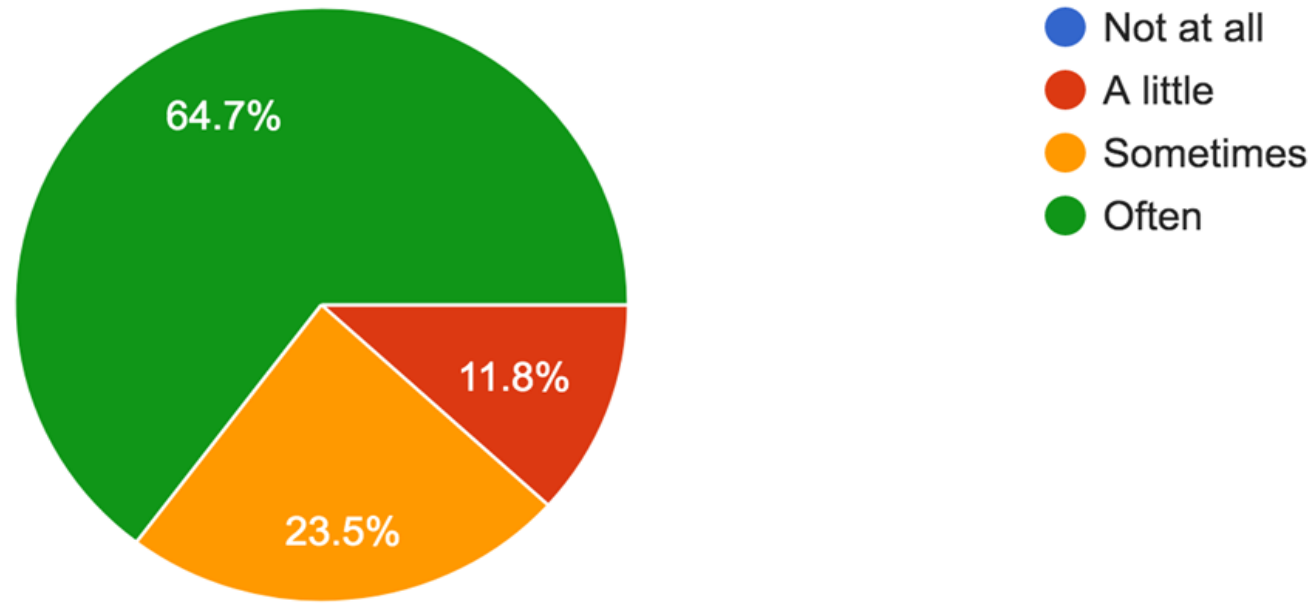




## TEACHER AND COUNSELOR FEEDBACK (ANONYMOUS)

REACH was available to me if I had questions pertaining to my student(s) (student that is in the REACH Program).

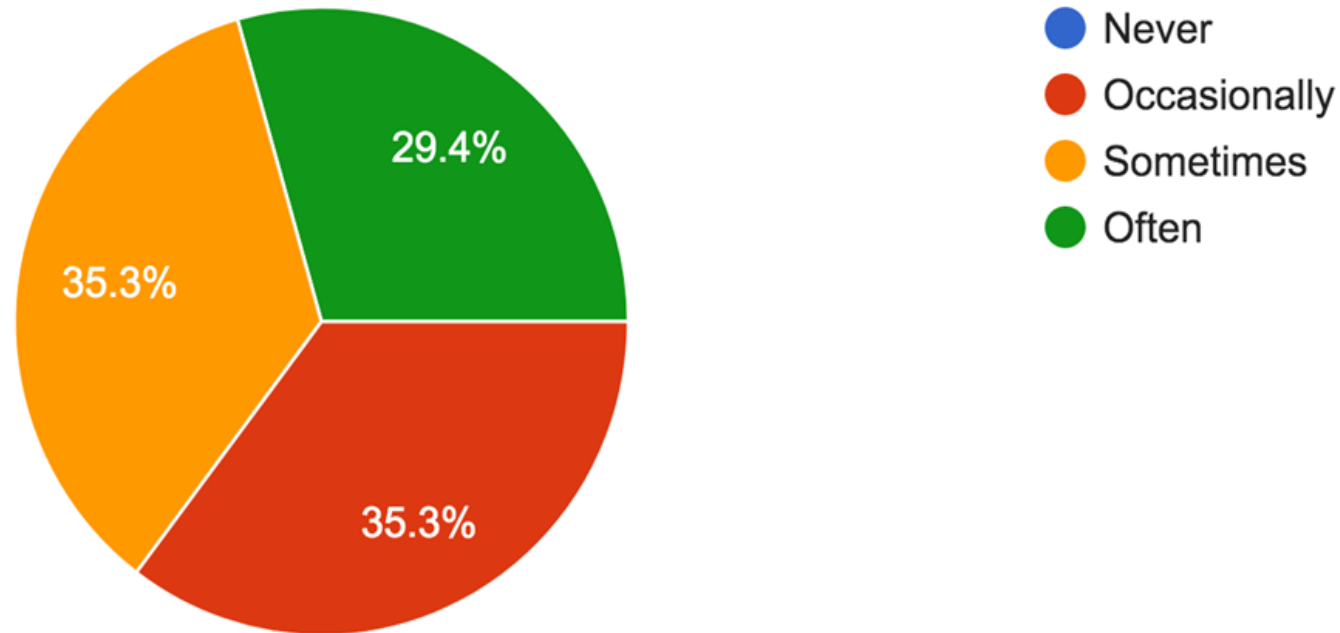
17 responses



# TEACHER AND COUNSELOR FEEDBACK (Anonymous)

I have spoken to REACH counselors about a student

17 responses

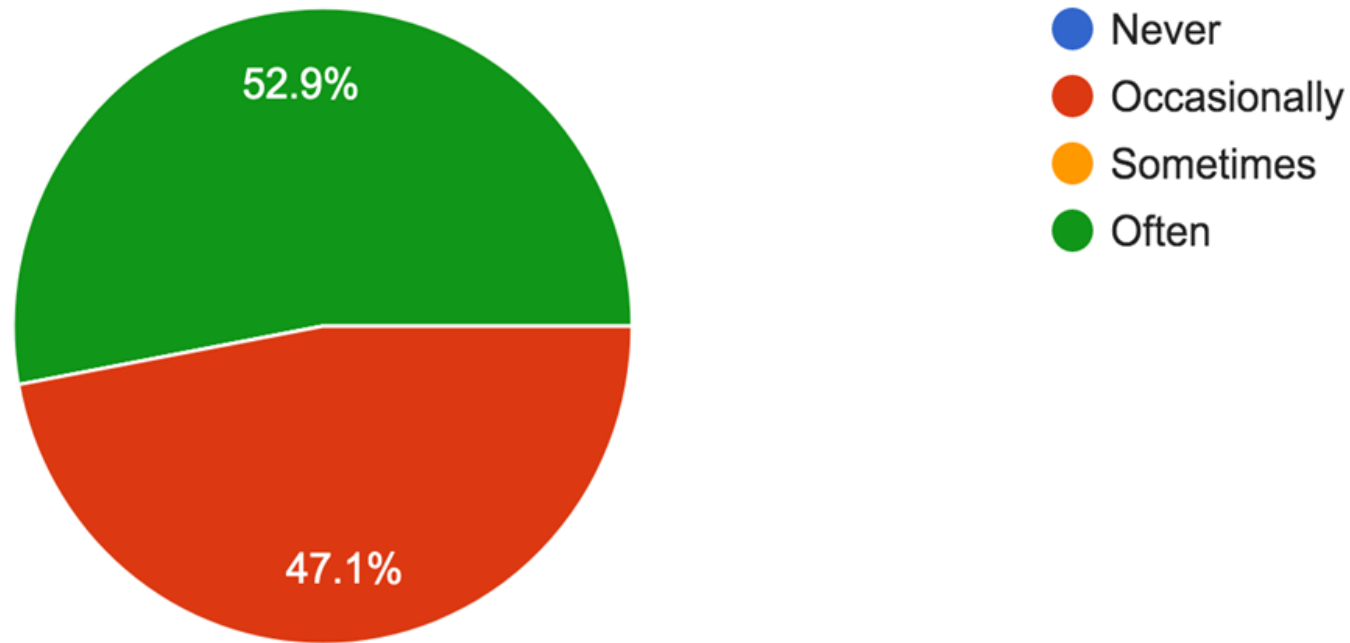




# TEACHER AND COUNSELOR FEEDBACK (Anonymous)

REACH has been helpful to me with regards to helping my student(s)

17 responses







# REACH PROGRAM GOALS:

- **DECREASE SYMPTOMS RELATED TO EMOTIONAL DIFFICULTIES**

IMPROVE SOCIAL SKILLS, COMMUNICATION SKILLS AND COOPERATION

STRENGTHEN GOAL SETTING AND PROBLEM-SOLVING SKILLS

- **INCREASE ATTENDANCE**

- **INCREASE OR MAINTAIN GRADES**

INCREASE HOMEWORK AND ASSIGNMENT COMPLETION

INCREASE ON-TASK LEARNING BEHAVIOR

IMPROVE TIME MANAGEMENT ABILITIES

- **REDUCE DISCIPLINARY INFRACTIONS**

- **REDUCE NEED FOR ALTERNATIVE PLACEMENTS BY SUPPORTING STUDENTS IN THEIR HOME SCHOOL**

# GOAL 1: DECREASE MENTAL HEALTH SYMPTOMS

## DATA MEASURES & RESULTS:

**SCARED (YOUTH ANXIETY SCALE):** # OF STUDENTS WHO EXPERIENCED A DECREASE IN

TOTAL ANXIETY SCORES — 9 OUT OF 17

GENERALIZED ANXIETY SCORES - 12 OUT OF 17

SOCIAL ANXIETY SCORES - 10 OUT OF 17

SCHOOL AVOIDANCE SCORES - 3 OUT OF 17 (NOT AN AREA OF CONCERN FOR ALL STUDENTS)

**CES-DC (DEPRESSION SCALE FOR CHILDREN):**

DEMONSTRATED IMPROVEMENT IN DEPRESSION SYMPTOMS - 4 STUDENTS



# GOAL 2: INCREASE ATTENDANCE

- **8 STUDENTS** INCREASED THEIR DAYS OF ATTENDANCE COMPARED TO LAST YEAR
- **5 STUDENTS** DECREASED THE NUMBER OF DAYS TARDY FROM LAST YEAR TO THIS YEAR
- **3 STUDENTS** RECEIVING REACH SUPPORT DECREASED THEIR OVERALL ABSENCES AND THE NUMBER OF DAYS THEY WERE LATE OR HAD EARLY DISMISSALS.

# GOAL 3: INCREASE/MAINTAIN GRADES

- INCREASED GRADE IN AT LEAST ONE SUBJECT: 15 STUDENTS
- INCREASED GRADES IN 2 OR MORE SUBJECTS: 8 STUDENTS
- MAINTAINED THEIR CURRENT GRADES: 2 STUDENTS

*NOTE: THE INTAKE PROCESS STARTED IN NOVEMBER 2018. DATA IS BASED ON MARKING PERIOD 2 TO MARKING PERIOD 3*



# GOAL 4: REDUCE DISCIPLINARY INFRACTIONS

## REDUCED DISCIPLINARY REFERRALS & SUSPENSIONS:

STUDENTS HAVE THE OPTION OF REQUESTING TO SPEAK WITH A REACH COUNSELOR BEFORE THEY MEET WITH AN ADMINISTRATOR TO DISCUSS DISCIPLINARY MATTER.

REACH COUNSELORS HAVE ALSO MET WITH REACH STUDENTS AND THE ASSISTANT PRINCIPAL ON MULTIPLE OCCASIONS TO PROVIDE SUPPORT AND DE-ESCALATION

ADMINISTRATION HAS UTILIZED REACH SUPPORT EITHER PRIOR TO, DURING OR AFTER STUDENT DISCIPLINARY ACTIONS ON AVERAGE OF 1-2 TIMES PER WEEK

MOST OF THE STUDENTS REALIZED A DECREASE IN THE SEVERITY (FROM ISS TO VERBAL REPRIMAND)\*  
THIS CAN BE RELATED, IN PART, TO REACH INTERFACING WITH THE BUILDING ADMINISTRATION.



## GOAL 5: REDUCE NEED FOR ALTERNATIVE PLACEMENTS BY SUPPORTING STUDENTS IN THEIR HOME SCHOOL

THE STUDENTS PARTICIPATING IN THE REACH PROGRAM ARE ALL MAKING PROGRESS TOWARD THEIR THERAPEUTIC GOALS IN THE LEAST RESTRICTIVE ENVIRONMENT SO THERE HAS NOT BEEN A NEED TO REFER STUDENTS TO ALTERNATIVE PLACEMENTS AT THIS TIME.

(NOTE: PROGRESS AND PLACEMENT CONSIDERATIONS ARE DISCUSSED ON A WEEKLY BASIS TO ENSURE THE STUDENT'S MENTAL HEALTH NEEDS ARE BEING APPROPRIATELY TARGETED AND ADDRESSED.)

**2017-2018:** A TOTAL OF **9 STUDENTS** WERE REFERRED TO ALTERNATIVE PLACEMENTS SO THEY COULD RECEIVE THERAPEUTIC SUPPORT FOR THEIR MENTAL HEALTH NEEDS.





## NEXT STEPS:

- CONTINUE TO DEVELOP AND EVALUATE THE EFFECTIVENESS OF THE R.E.A.C.H. PILOT PROGRAM AT ARCOLA INTERMEDIATE SCHOOL DURING THE 2019-2020 SCHOOL YEAR
- PROVIDE OPPORTUNITIES FOR SPRINGFIELD PSYCHOLOGICAL TO CONDUCT MENTAL HEALTH TRAININGS FOR DISTRICT STAFF THROUGHOUT THE 2019-2020 SCHOOL YEAR
- WORK WITH SPRINGFIELD PSYCHOLOGICAL TO ANALYZE AND DISCUSS THE POSSIBLE EXPANSION OF THE R.E.A.C.H. PROGRAM AT SKYVIEW UPPER ELEMENTARY SCHOOL SO THIS INFORMATION IS READILY AVAILABLE PRIOR TO DEVELOPING THE BUDGET FOR THE 2020-2021 SCHOOL YEAR









MEMBER	1	2	3	4	5	6	7
Quinn	Allyson 1	Allyson 2	Tina 1	Allyson 3	Plan	Land	
Yost	Allyson 4	Allyson 5		Allyson 6	Plan	Land	
Conley	Allyson 7	Plan		Allyson 8	Plan	Land	
Ward	Allyson 9	Allyson 10		Allyson 11	Plan	Land	
Kelly	Allyson 12	Plan		Allyson 13	Plan	Land	
Cortez	Plan (1st)	Plan (2nd)	Plan (3rd)	Plan (4th)	Plan (5th)	Plan (6th)	Plan (7th)
Perez	Plan (8th)	Plan (9th)	Plan (10th)	Plan (11th)	Plan (12th)	Plan (13th)	Plan (14th)
Serrano	Plan (15th)	Plan (16th)	Plan (17th)	Plan (18th)	Plan (19th)	Plan (20th)	Plan (21st)
Coffman	Plan (22nd)	Plan (23rd)	Plan (24th)	Plan (25th)	Plan (26th)	Plan (27th)	Plan (28th)
Chapman	Plan (29th)	Plan (30th)	Plan (31st)	Plan (32nd)	Plan (33rd)	Plan (34th)	Plan (35th)

AB CODE

6/10/10  
10/10/10  
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