



TIC, TCI, RP, MI, Oh My!!

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Our Mission

St. Catherine's Center for Children provides a comprehensive range of human services designed to offer hope, foster growth, and improve the lives of the children, families, and adults we serve.

St. Catherine's is a leading Capital Region human services provider, focusing on the issues of homelessness and stable housing, abuse and neglect, emotional and behavioral health, family reunification, special education, and access to health care. Our staff of social workers, teachers, child care workers, health care professionals, clinicians, and administrative professionals works tirelessly to deliver a wide range of human services to vulnerable populations. Last year, St. Catherine's served 913 children, 106 adults, and 652 families throughout 22 New York counties.

Our **Residential Program** provides treatment for children between the ages of 5 and 13 who have been removed from the care of families or legal guardians and require 24-hour supervised care in a therapeutic environment. Our staff works with other public and private service agencies to reunite these children with their families. In cases where family reunification is not appropriate, our goal is to place children in adoptive or foster care programs.

Our **R & E May** School Special Education program provides education and mental health treatment for elementary school children struggling with behavioral issues that cannot be addressed in a traditional educational setting. Students receive comprehensive services not available at public schools. Master's level clinicians and teachers, with the help of support staff, provide classroom instruction, occupational therapy, speech and language classes, counseling and individualized education plans. The teaching of productive emotional coping skills and social problem solving skills begins by engaging students in carefully structured activities which require skills closely matched to the skill level of the individual student. The Day Treatment Program is structured in a way to provide this type of intentionally tailored experience for each child.

Why consider a Multi-Model Implementation?

Internal Standards of Excellence

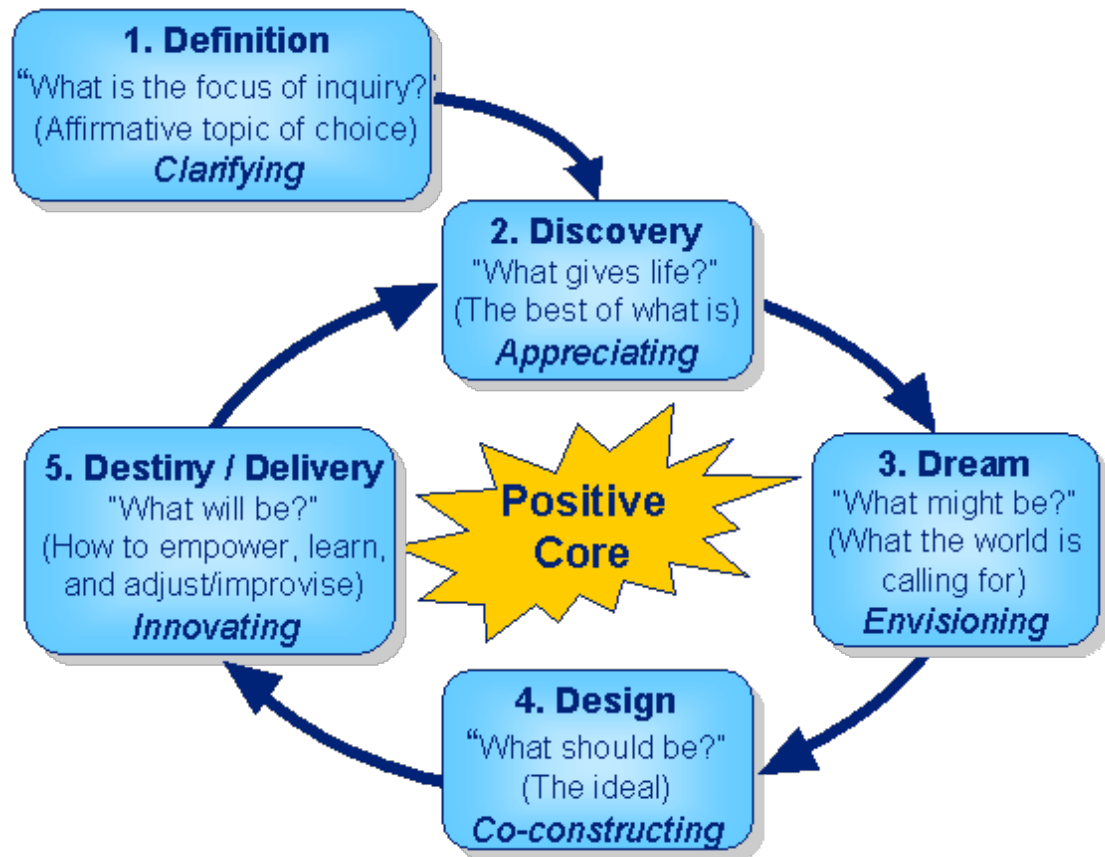
- Continuous Quality Improvement
- Continuity of Care Between Programs

External Demands of

- Accreditation
- Regulatory Bodies
- Referral Sources



HOW CAN AN APPRECIATIVE INQUIRY PROCESS HELP TO CREATE ALIGNMENT?



What is a Multi-Tiered System of Support (MTSS)?

MTSS is a framework which brings together multiple models/approaches and aligns their supports to help serve the whole child.

Research Based Program-Wide Structure

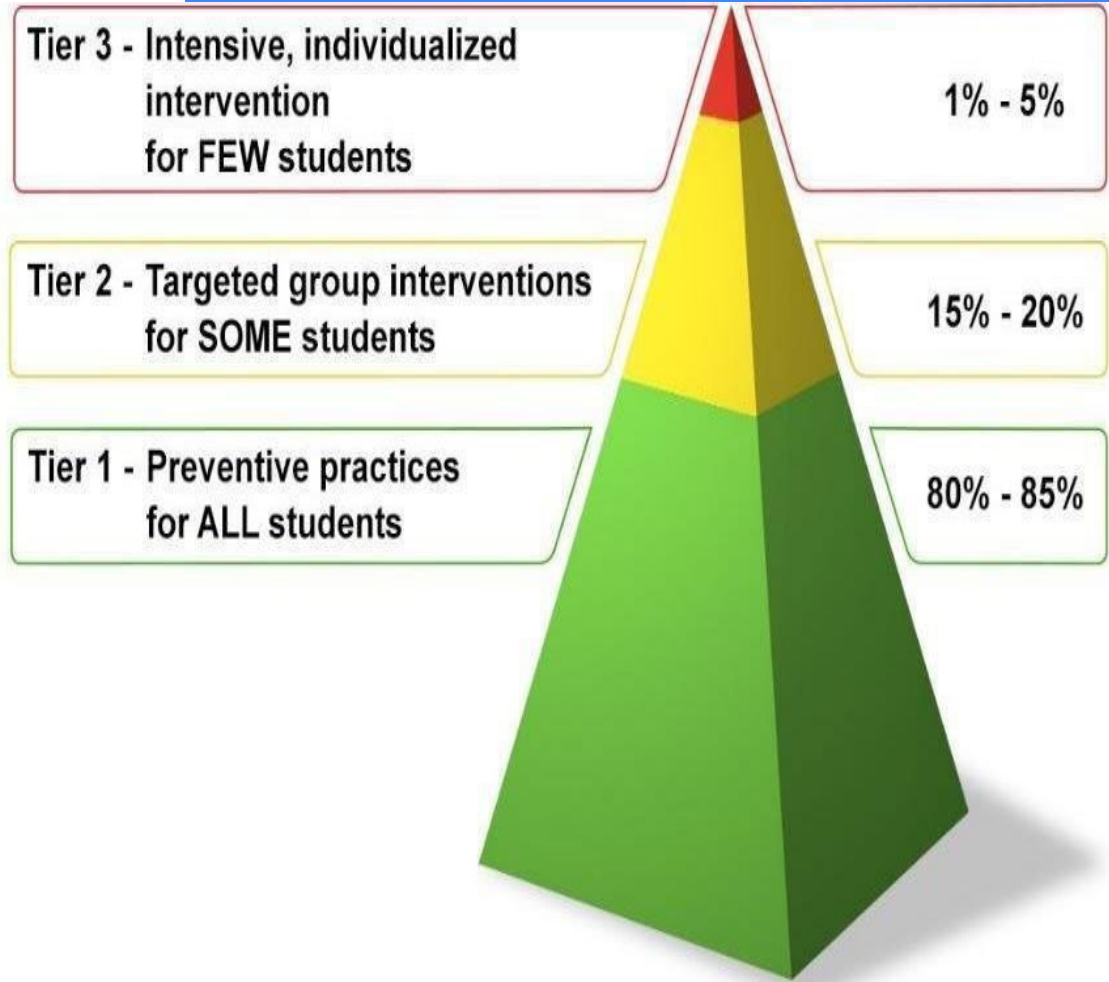
Data collection and analysis is integral to the MTSS process, in order to not only determine which strategies and interventions are necessary for a specific child, but also to qualify their success.

Targeted and Intensive Intervention

Differentiated and Individualized plans help with achieving specific goals and teach prosocial skills to each child.



Multi-Tiered Interventions



St. Catherine's Multi-Model Implementation:

Tier 1

TIC

TCI

RP

MI

Tier 2

TIC

TCI

RP

MI

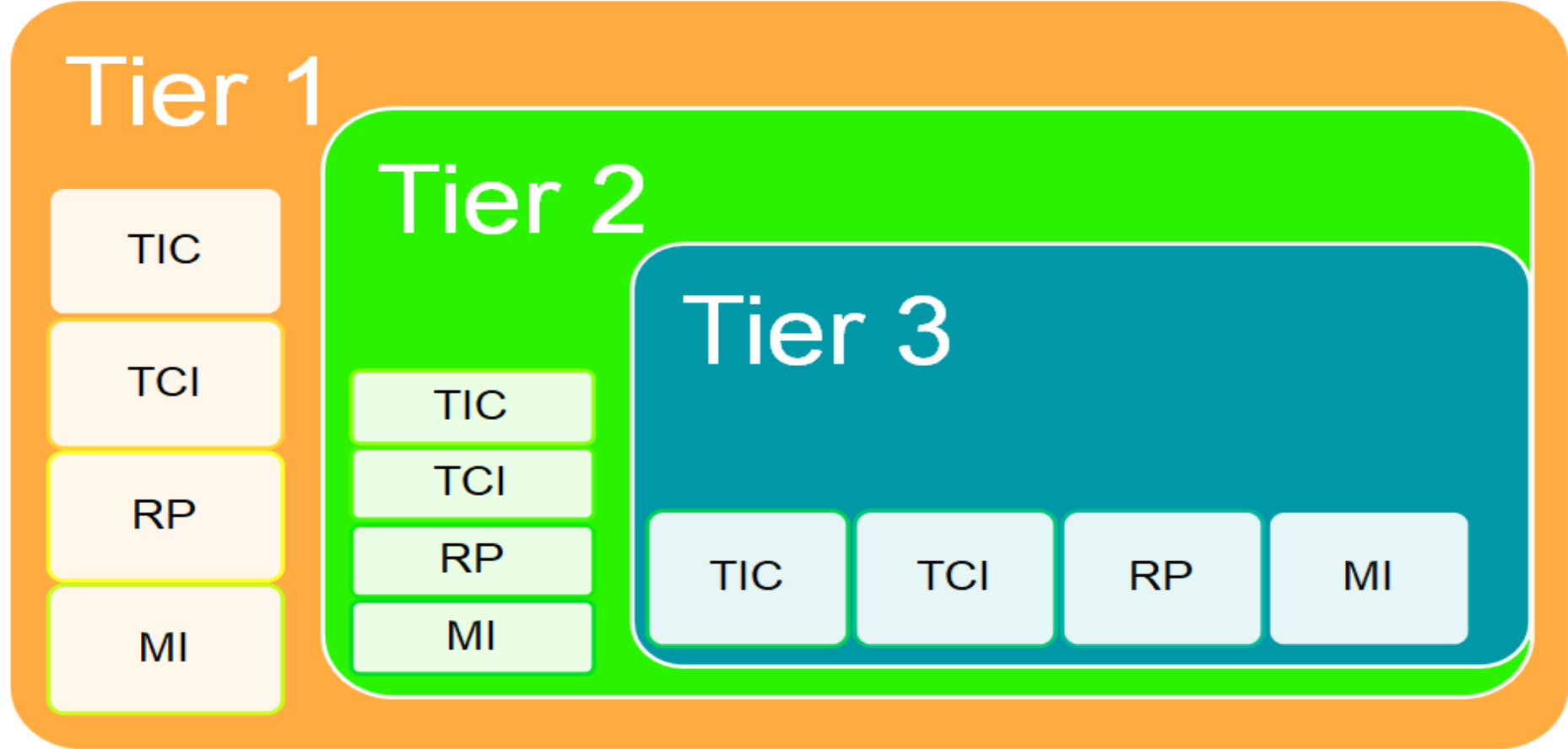
Tier 3

TIC

TCI

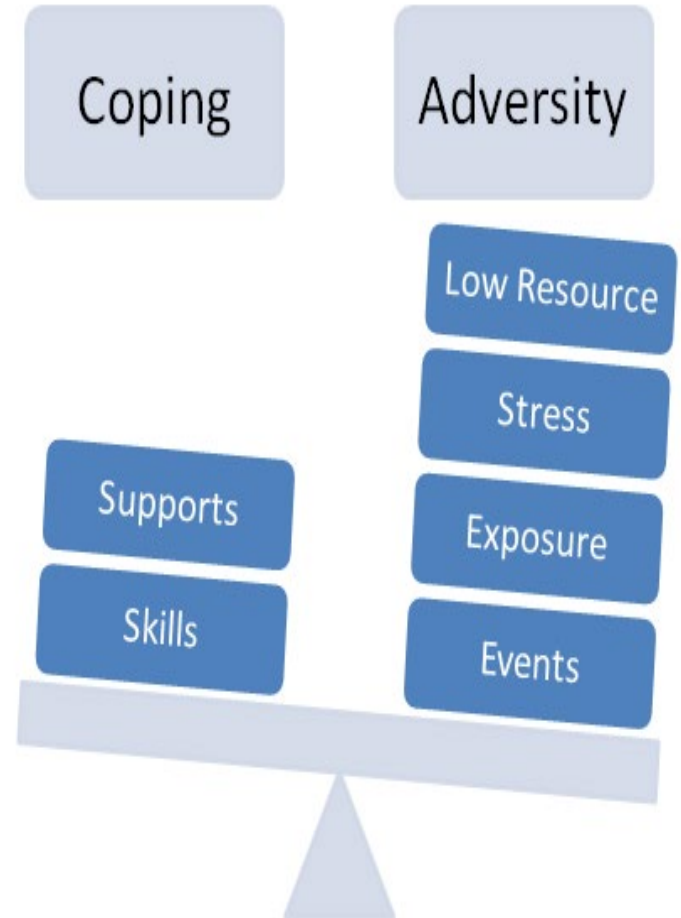
RP

MI

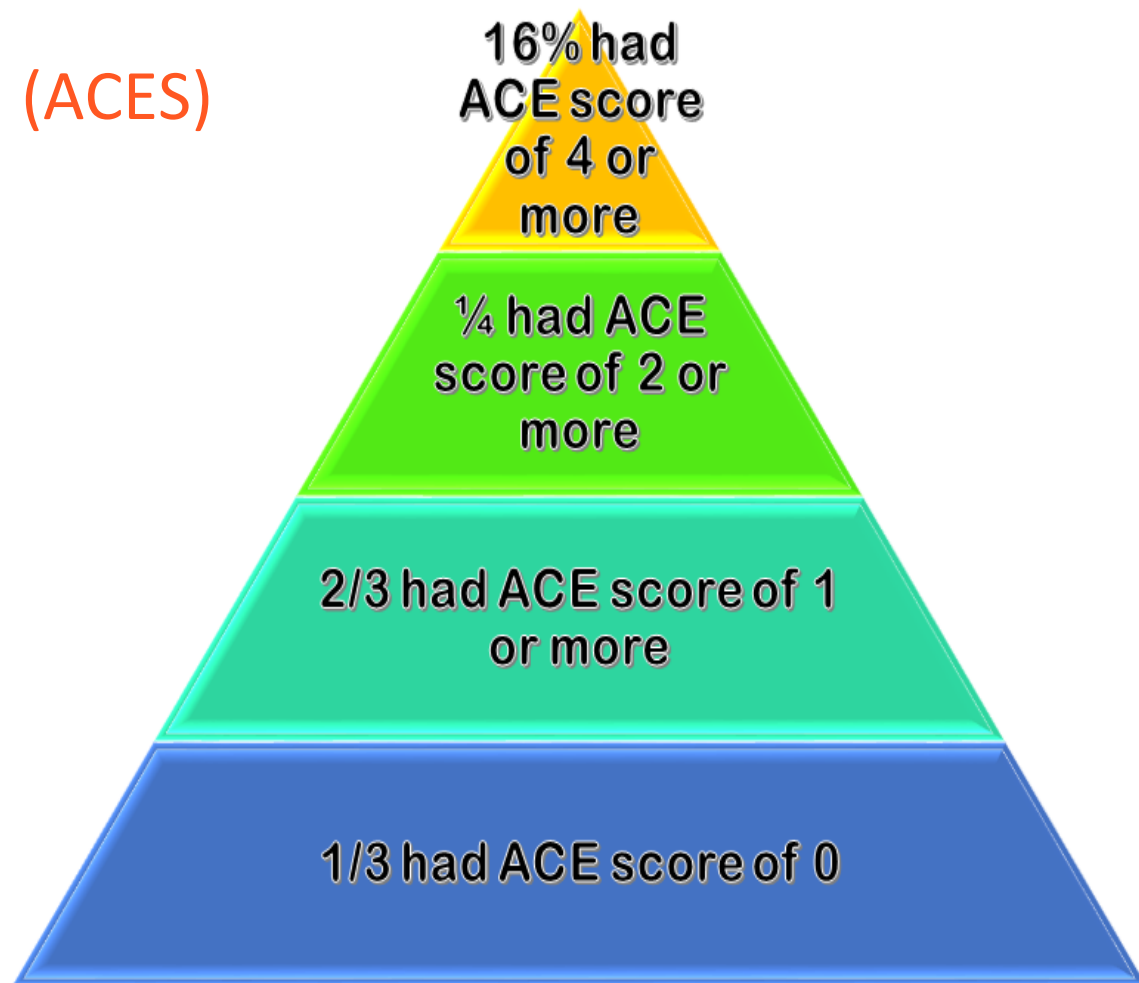


	Trauma Informed Care	Therapeutic Crisis Response	Restorative Practice	Motivational Interviewing
Tier 3	<ul style="list-style-type: none"> • Trauma Specific Treatment <ul style="list-style-type: none"> • TF-CBT • Progressive Counting • EMDR • PBS/Sexual Trauma Therapy 	<ul style="list-style-type: none"> • Time Away (TSS) • Crisis Co-Regulation • Emergency Interventions • Post Crisis Response • Enhanced Supervision 1:1 	<ul style="list-style-type: none"> • Family Conferences/Collaborations • Formal Restorative Conference/Re-Entry Meeting 	<ul style="list-style-type: none"> • Sustain Self-Efficacy • Support Self-Affirmation • Identify and Re-Assess Values
Tier 2	<ul style="list-style-type: none"> • Address Social Determinants of Health • Trauma Assessment • Staff Educated on Client Trauma Hx to Mitigate Re-Traumatization • Skill Building Group • Group Counseling 	<ul style="list-style-type: none"> • Directive Statements • Redirection / Distraction • Proximity • Emotional First Aid 	<ul style="list-style-type: none"> • Peer Mediation • Restorative Problem-Solving Circles • Formal Restorative Conference • Community Service 	<ul style="list-style-type: none"> • Strategically Respond to Change Talk • Reflect Change Talk • Evoke Change Talk • Move Change Talk to Sustained Talk • Make a Plan
Tier 1	<ul style="list-style-type: none"> • Staff Use Trauma Informed Approach <ul style="list-style-type: none"> • Assumption we all experience adversity • Relationship Building • Psycho-education • Social Emotional Learning • Trauma Screening • Self Care • Emotional Regulation • Treatment Planning 	<ul style="list-style-type: none"> • Managing the environment • Hurdle Help • Prompting • Caring Gestures • Life Space Interview • ICSP's 	<ul style="list-style-type: none"> • Community Building Circles • Negotiation Skills Training • Peer Mediation • Restorative Circles • Community Service • Student Circle Keeper Training • Family Engagement • Responsive Policy and Procedure 	<ul style="list-style-type: none"> • Staying in "Equipose" • High Empathy Response • Reflective Listening • Clients Feel Heard and Understood • Roll with Resistance • Explore Ambivalence

Trauma



Adversity is Universal (ACES)



What is Trauma Informed Care (TIC)?

- ❖ TIC is a 'viewpoint' or a mindset with which services providers approach their work with clients who have experienced adverse experiences.
- ❖ TIC is the ability to understand that presenting problems/behaviors are a manifestation of experiencing a history of trauma.
- ❖ What does it mean to say you work for an organization that uses a TIC approach?
 - Approaching your work with an understanding that children who are having social and emotional challenges, likely have a history of traumatic experiences.
 - Designing interventions that are individualized and delivered in a sensitive manner.

Paving a New Road



*We Cannot Hope to Change the
Lives of the people we serve, If
We Cannot Change the
Environments in Which Care
and Intervention Takes Place*

The Road to Trauma-Informed Care (TIC)

Trauma-Informed Care calls for a change in organizational culture, where an emphasis is placed on understanding, respecting and appropriately responding to the effects trauma at all levels.

(Bloom, 2010)



(Fallot & Harris, 2001)

Therapeutic Crisis Intervention

Therapeutic Crisis Intervention (TCI)

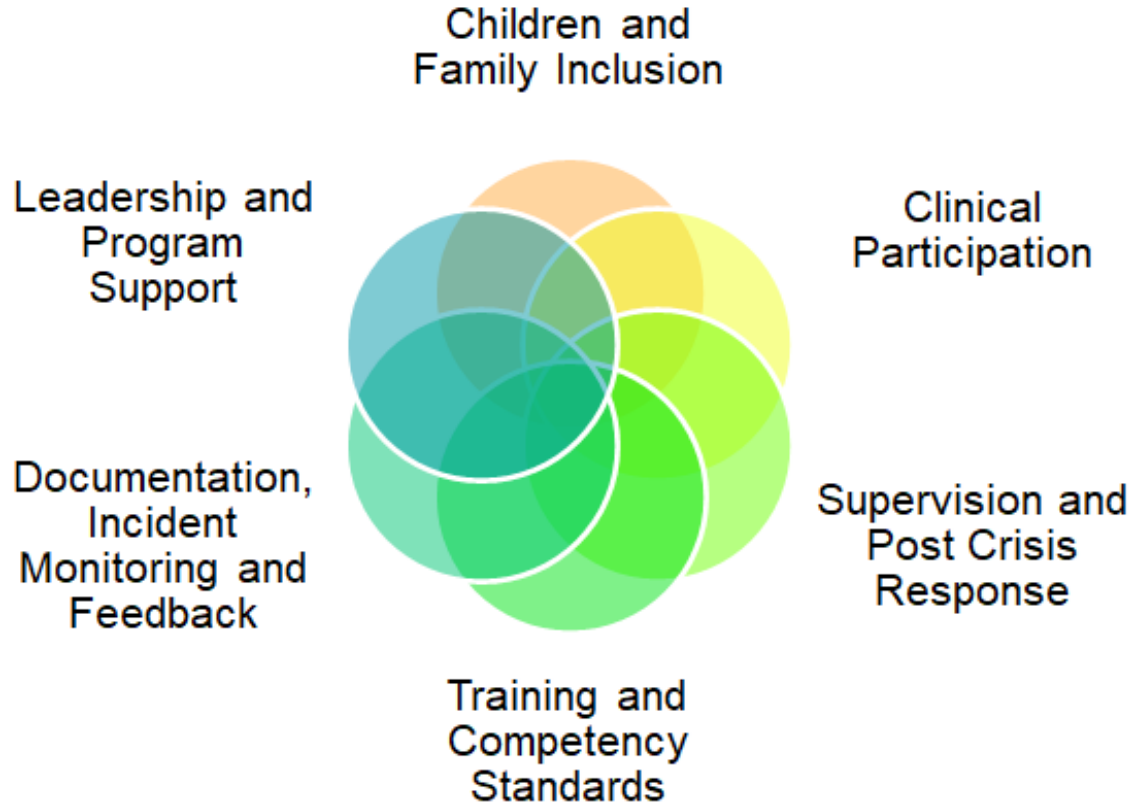
Helps residential child care organizations to:

- ❖ Create a trauma-sensitive environment where children and adults are safe and feel safe
- ❖ Pro-actively prevent and/or de-escalate potential crisis situations with children
- ❖ Manage a crisis situation in a therapeutic manner, and, if necessary, intervene physically in a manner that reduces the risk of harm to children and staff
- ❖ Process the crisis event with children to help improve their coping strategies
- ❖ Effectively deliver in-house TCI training

TCI: Major Concepts



Effective (TCI) Implementation Includes



Therapeutic Crisis Intervention

The importance of emotional competence during the 'brain storm'

- ❖ Trauma and the Triune Brain model:
 - *Rational brain, emotional brain, instinctual brain*
 - *How does trauma impact brain functioning and child responses?*
- ❖ Knowing ourselves:
 - *Exploring the challenges of being uncomfortable during high stress situations*
 - (Non-verbal communication activity)*
- ❖ Knowing the child:
 - *Understanding how trauma history impacts current behavior.*
 - ('Removed' video clip)*

<https://www.youtube.com/watch?v=vbAsUf28eF8>

Restorative Justice begins with a story

- ❖ Indigenous and traditional societies
- ❖ Ancient cultivations and cultures around which we've glimpsed insight from archeological findings
- ❖ Modern society subcultures trying something a little different
- ❖ King Arthur and the Knights of the Round Table



Where Restorative Justice Comes From

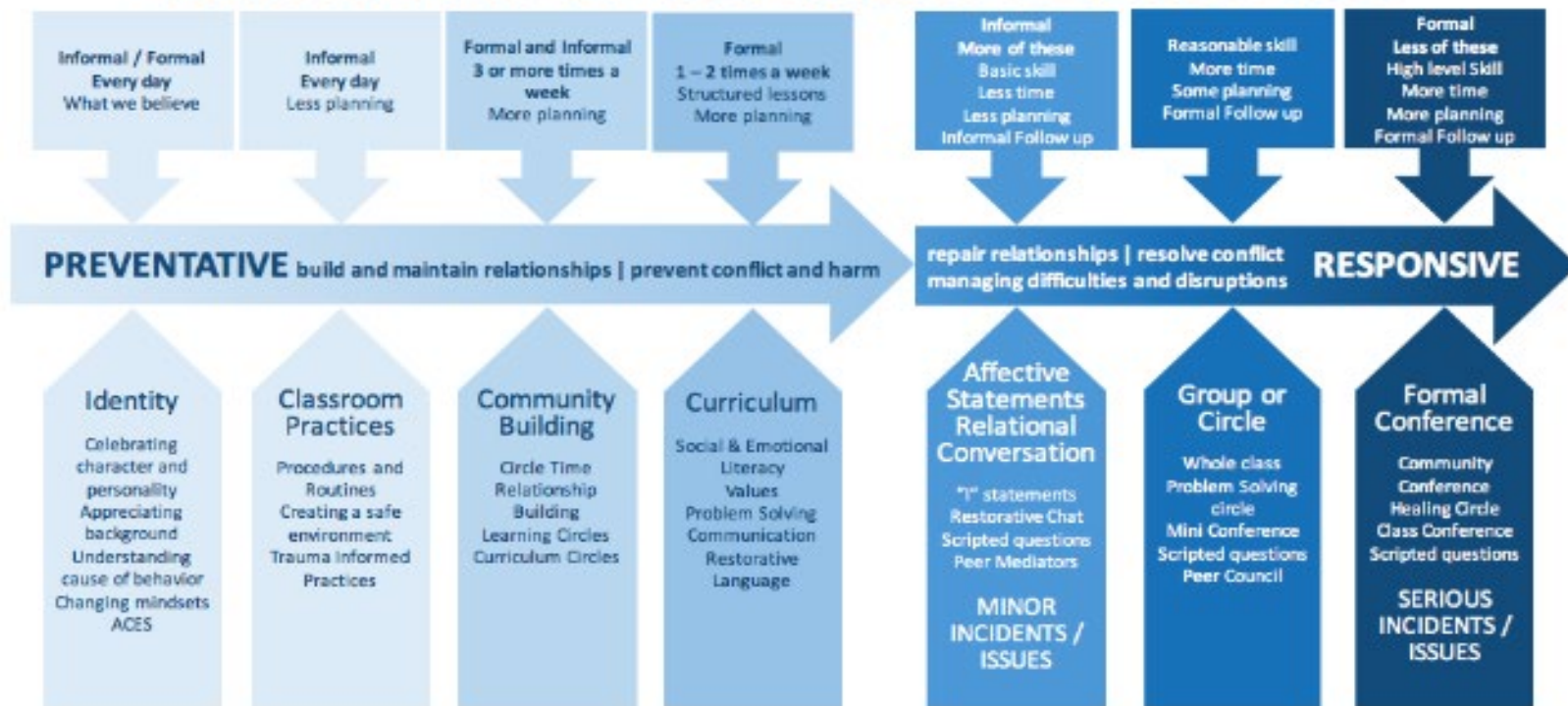
- ❖ A theory of understanding and a theory of practice
- ❖ 7 core assumptions: Rather than saying that the client or whomever doesn't know any better, that they weren't properly prepared for the real world, that they learned bad behavior to cope with their environment...
 1. Everyone's true self is good
 2. The world is profoundly connected
 3. Everyone has a deep desire to be in a good relationship
 4. All humans have gifts and everyone is needed for that gift
 5. You can always find a positive change with what we have right now
 6. Humans are holistic and physical/emotional/spiritual/mental health all affect one another
 7. To live from the core self we need to build the right habits, and to do so we need practices, restorative practices

What Restorative Justice Asserts

- ❖ Everyone has had their own experiences, always trying to make the best of what they're dealing with
- ❖ No one person's experience or way is more correct, or better, than anyone else's
- ❖ If there is a space or setting held, those who are in it will grow to it and develop habits that embody it
- ❖ Coming together as a community helps us find what space we are in, what space we are upholding
- ❖ There is a story of a town of killers, where killing is legal, but murder isn't allowed

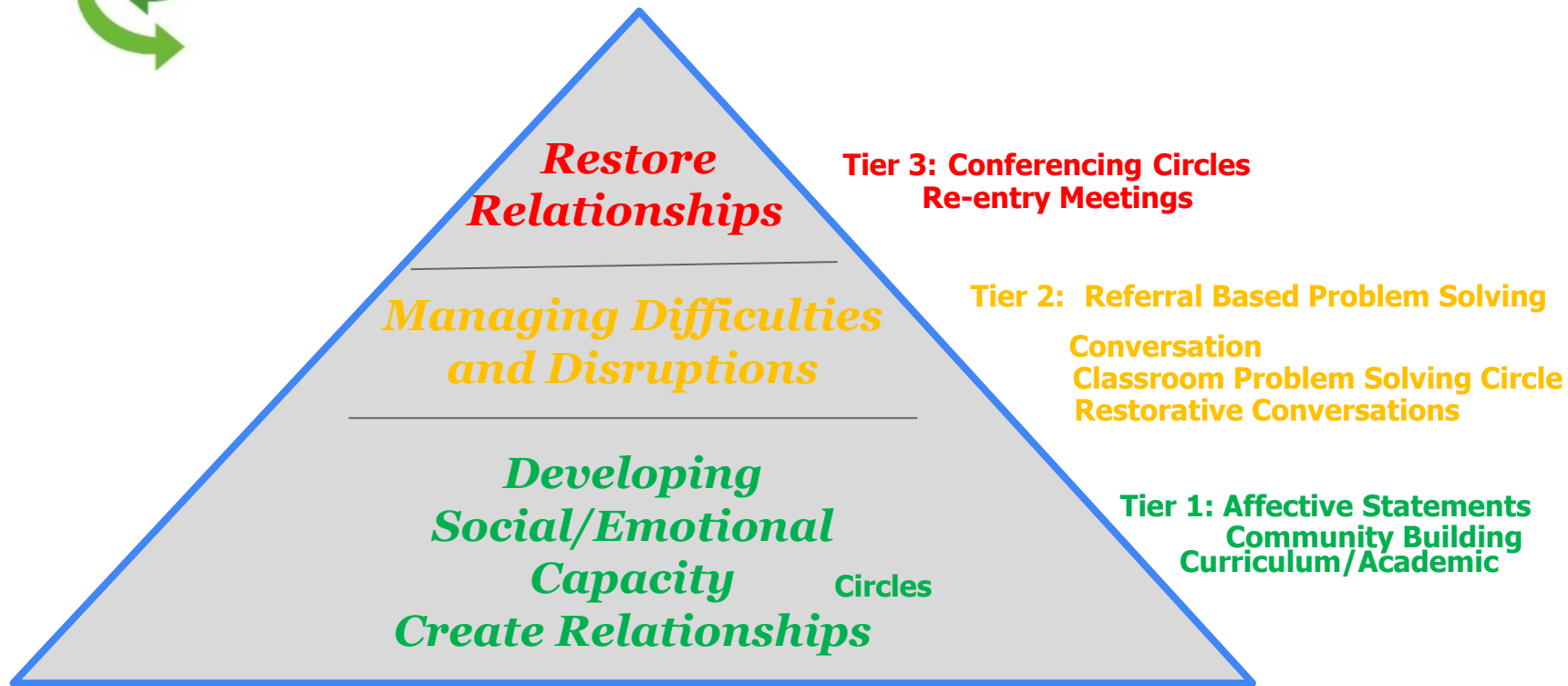
How Can We Build A Restorative Culture and Community?

CONTINUUM OF RESTORATIVE PRACTICES





Restorative Justice



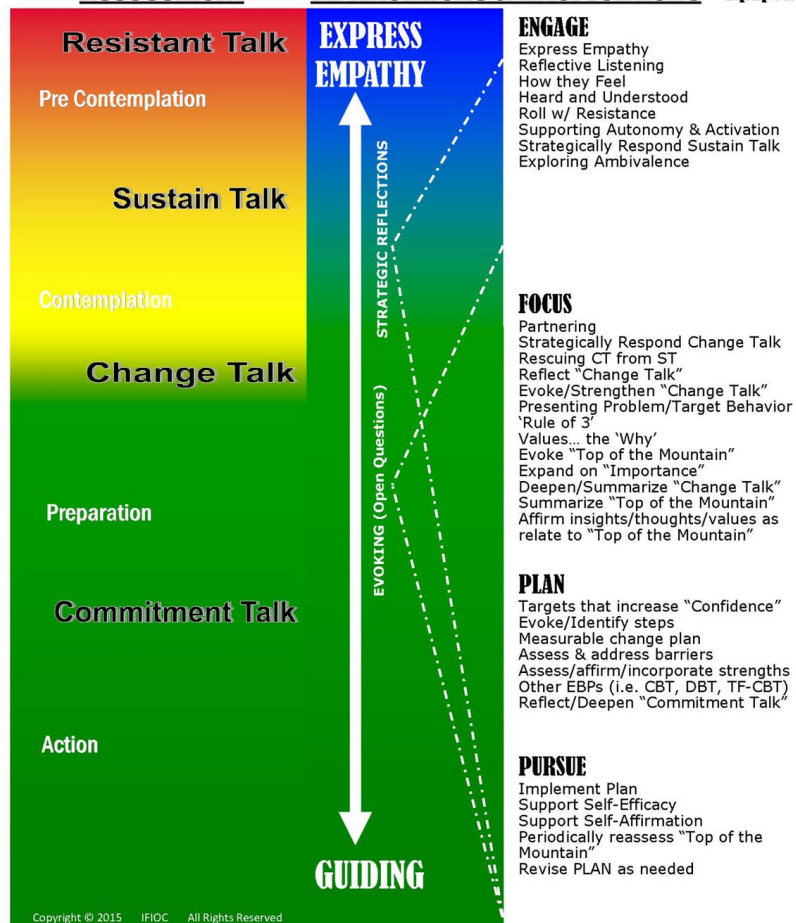
What is Motivational Interviewing (MI)?

- A collaborative relational approach that utilizes a person's internal motivation as it's primary tool for change.
- A style of communication, that sits between following (good listening) and guiding (giving right information at the right time).
- Designed to empower people to change by drawing out their own meaning, importance and capacity for change.
- A respectful and curious way of being with people that facilitates the natural process of change and honors client autonomy.
- It is important to note that MI requires the practitioner to engage

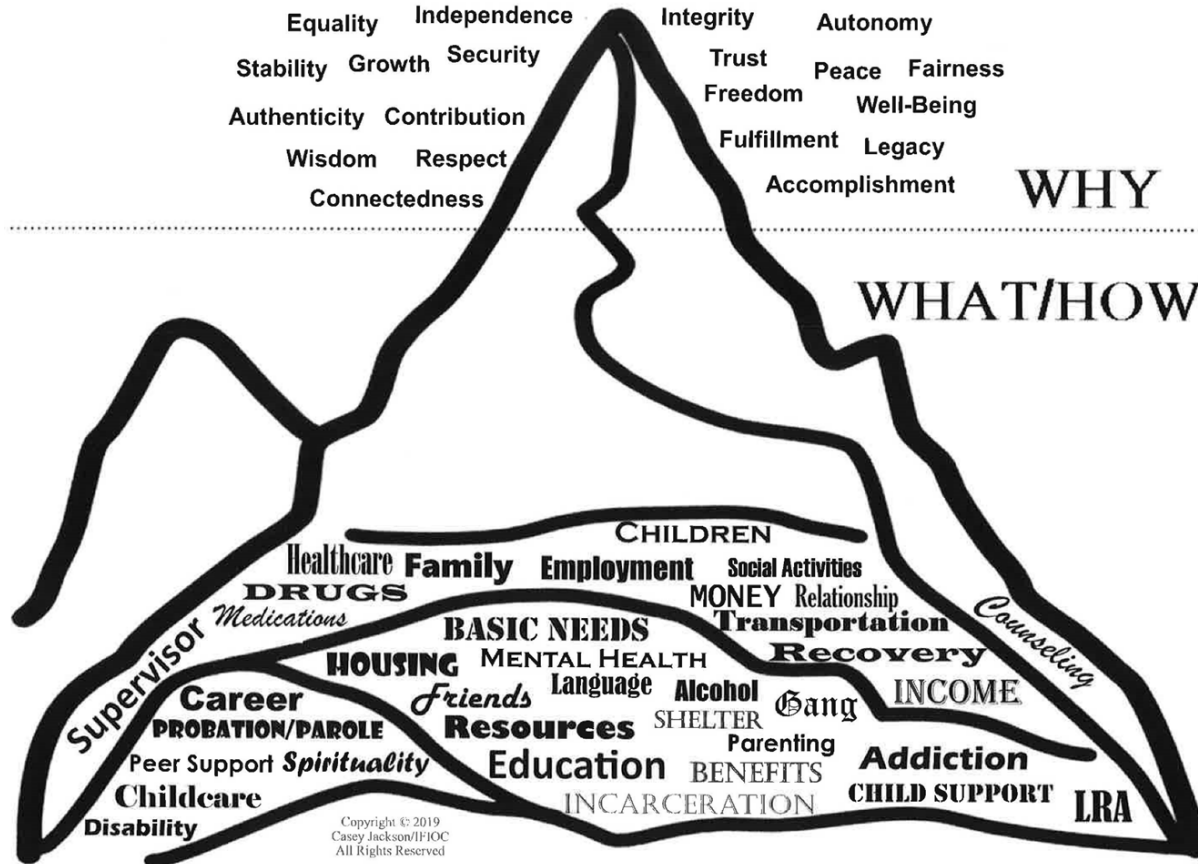
Motivational Interviewing

Assessment

MI Intentions & Interventions - 'Equipoise'



FOCUS MOUNTAIN



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Trauma Informed Care
Therapeutic Crisis
Intervention
Restorative Practice
Motivational Interviewing

Person Centered

Considers Physical
Response to Stress

Relationship
Driven

Focus on Growth
and Change

Holistic Approach

High Value in
Individual Humanity

Strategic Planning for Success

- ❖ Addressing implementation fatigue and Mitigation of Stressors for Staff
- ❖ Potential pitfalls of implementing new treatment models in an already established program:
 - Time and resources to devote to staff preparation
 - Veteran staff resistant to change; 'set in their ways'
 - All staff are 'not on board' with new model
- ❖ How to address resistance:
 - Ensure there is robust training on new model
 - Provide opportunity for staff input/feedback
 - Assign tasks as opportunities for staff to be and active part of the process
- ❖ Addressing limited time and resources:
 - Create cross-program implementation 'team' to help with shared workload and to more efficiently disseminate information.

Relevance / Importance for Future Work

1

Restraint Reduction

- Requires Proactive Responses to Maladaptive Behavior
- Requires Supportive Relationships with Youth
- Continuum of Interventions Required to Mitigate Need for Restraint

2

Transition to Children Medicaid Managed Care

- Requires Trauma Informed Approach
- Requires Intervention Specific Assessment and Treatment Planning
- Requires Discharge Planning from Day 1

3

Family First Prevention Services Act

- Requires Trauma Informed Approach
- Requires Staff Development in Engaging Clients with Trauma Histories
- Requires Evidence Based Practice