



EVIDENCE BASED PRACTICES

Positive Behavioral Interventions and Supports

Positive Behavioral Support (PBS) is a proactive systems approach for creating and maintaining safe and effective learning environments in schools, and ensuring that all students have the social/emotional skills needed to ensure their success at school and beyond.

PBS is comprised of:

- 1) interventions that consider the contexts within which the behavior occurs
- 2) interventions that address the functionality of the problem behavior
- 3) interventions that can be justified by the outcomes
- 4) outcomes that are acceptable to the individual, the family and the supportive community

Positive Management Tool Kit- (PMTO)

This model is an evidenced-based structured intervention program to empower parents and caregivers, as the primary treatment agents, manage the behavior of the children they are responsible for. It is designed to promote social skills and cooperation and prevent, reduce and reverse the development of moderate to severe conduct problems in children. This model trains parents to manage their child's behavioral problems by applying social learning techniques to parent-child interactions for measurable and durable results.

The core components of PMTO:

- 1) Encouragement of positive behavior
- 2) Systemic, mild consequences for negative behavior
- 3) Monitoring
- 4) Problem-solving
- 5) Positive involvement

EXPANDED PROMISING PRACTICES

Developmental Pediatrics

Links pediatric and behavioral services and expands availability of skilled medication monitoring services.

School Linked Psychiatry

Allows the psychiatrist to have the ability to directly and simultaneously work with the child, parents, primary clinician and school staff to better evaluate the effectiveness and side effects of medication by having a psychiatrist on site at the school.

Sensory Integration

Training, screening, evaluation, assessment and treatment will be contractually required and monitored.

The goals of Sensory Integration Therapy are:

- 1) To provide the child with sensory information which helps organize the central nervous system.
- 2) To assist the child in inhibiting and/or modulating sensory information.
- 3) To assist the child in processing a more organized response to sensory stimuli.

NEW/EXPANDED PROMISING PRACTICES

Integrative Co-Occurring Treatment for Youth with Substance Abuse and Mental Health Disorders

An integrated treatment approach, which utilizes an intensive home-based service delivery model that, serves youth with the co-occurring conditions of substance abuse and serious emotional disability. The key components are:

- 1) System of care service philosophy
- 2) Home-based service delivery model
- 3) Integrated service (MH and SA)
- 4) Stage-wise treatment (Interventions are stage-wise and based on the youth's and family's readiness and capacity to change Engagement, Persuasion, Active Treatment & Relapse Prevention)
- 5) Motivational Interviewing
- 6) Resilience focus
- 7) Comprehensive service array matched to need

Wraparound

The Wraparound process provides an opportunity for families to bring the people who know them best, together, to work on developing a plan to meet their needs and achieve their goals. The team consists of both professionals and the family's natural supports (i.e. neighbors, friends, relatives...). The focus is on strengths and the entire family is involved. Wraparound is a parent driven, strengths based, needs driven, culturally responsive, individualized, family centered *process*, which includes both natural and informal supports.

Kalamazoo County uses the Wraparound process to:

- 1) Work with committed families to achieve their goals.
- 2) Help families identify their strengths, which will provide the foundation for future success.
- 3) Foster positive working relationships between service providers and families.
- 4) Provide barrier busting at the systems level through the Community Resource Team.
- 5) Celebrate successes the families achieve toward reaching their goals.

Directive Supervision Model

This model was designed to create a method for supervisors and their staff to work together on learning the skills necessary to implement practices with families that reflect the values of the agency. The key components of the model are:

- 1) Values based communication that ties staff expectations and specific job duties to the value base of the organization.
- 2) Behavioral Coaching model which is positively based and requires supervisors to set behaviorally specific expectations and to use an action oriented coaching model when correcting staff behavior.
- 3) Data gathering and analysis completed by the supervisor that reviews information from at least three different perspectives/sources (employee, supervisor and end user/customer).