

**SERVICE NARRATIVE – Counseling/Guidance
Youth Service Bureau Services**

A. Program Name/Service Standard & Intake/Referral Process

The program name is Perry Central Youth Service Bureau. There is a referral form available for any student or staff member to use to refer a student for mental health services. The form includes the date of referral. The forms are submitted to the elementary or high school offices, and then forwarded to school social workers. Social workers must respond to all referrals within 5 school days of receipt unless the referral source has indicated that it is an emergency, in which case response time will be 24 hours. In addition, through our partnership with Core Management Team members, we have an established referral process for other professionals in the community, the juvenile justice system, probation, and other community agencies that serve youth. School social workers use an intake process that they were trained to use by our local mental health agency (Southern Hills Counseling Center), and they create a plan based on intake data. The plan outlines the number and duration of sessions to be provided initially, and this plan is reviewed on a quarterly basis.

School-based mental health services can be prevention or intervention, depending on the situation. We also encourage school social workers to refer youth and families to outside mental health providers when these arrangements can be made. When we refer to outside counseling, we encourage families to use release of information forms so that we can collaborate with outside counseling organizations to meet the needs of the child. Often in cases of referral, we continue to provide school-based counseling sessions to support the child.

B. Practice Model

We will utilize evidence-based and best practice models in our program. Our school social workers are appropriately licensed and credentialed (both have MSW degrees; one is a licensed clinical social worker). Additionally, they have had extensive training in multiple SAMHSA model programs, including Project Success, a group counseling program. The following chart outlines the strategies that will be used and the research base that supports these strategies.

Strategy	Description	Research Base
School-Based Mental Health Services	School-based mental health services will be provided by school social workers—one per school. Social workers will provide case management (home visits, referrals), and individual, group and family counseling to students/families. Utilizing systems theory, services in school, home, and community will reduce risks (behavioral, emotional, academic,	School social work literature supports the efficacy of services in reducing behavior problems and absenteeism and improving coping skills (Early & Vonk, 2001). Diehl (2003) evaluated this model reporting improvements in behaviors (decreased aggression, increased attention, improved

	<p>social) by building protective factors (positive coping skills). Social workers will conduct individual assessments using the Child and Adolescent Needs and Strengths Assessment tool (CANS) and will facilitate referral to other services based on identified needs. Social workers at the high school level will be responsible for implementation of SAMHSA model program Project Success as well. As part of the intake process, social workers will develop a plan with students that outlines an initial service deliver plan which includes the number and duration of sessions (typically 45 minute sessions, one time per week, for a period of 8 to 12 weeks, with reassessment at the end to determine whether continued services are needed).</p>	<p>academic performance) from baseline, 3 and 6 months, indicated by parent and teacher observations.</p>
Project Success	<p>SAMHSA Model Program Project SUCCESS is designed to prevent and reduce substance abuse among students ages 12-18. While the program was originally designed for use in an alternative school setting, in recent years it has been used in traditional schools for a broader range of high-risk students. It includes 4 components: An 8-session prevention education series conducted by Project SUCCESS counselors, school-wide activities and promotional materials, a parent program which includes informational meetings, parent education, and a parent advisory committee, and individual/group counseling.</p>	<p>Self-reports showed a 37% decrease in ATOD use among Project SUCCESS participants relative to students in the comparison group who did not participate in the program. Of the students using ATOD at pretest, 23% of those in Project SUCCESS reportedly stopped ATOD use, compared to only 5% of the group not completing the program. In a 21-month post-intervention study, regular secondary school students involved in Project SUCCESS were less likely than students in the control group to report ever having used marijuana, having smoked in the past month, and having ever used any other substance alone. (Data source: NREPP at http://nrepp.samhsa.gov)</p>

C. Program Evaluation and Reporting

The following outcomes have been established by YSB related to Counseling/Guidance Services:

- 80% of youth will not be arrested during the time they are in individual counseling or in the group counseling with Project Success.
- 80% of participants will make progress toward or achieve the outcome of the YSB's program.
- 80% of participants will continue enrollment and to meet eligibility requirements.
- 80% of participants will successfully complete all sessions or required tools of the program.
- 90% of clients will rate the services satisfactory or above on a satisfaction survey.

Outcomes specific to Perry Central Youth Service Bureau School-Based Mental Health include the following:

- At least 100 students will participate in individual counseling sessions with a school social worker two or more times during the school year.
- At least 50 students will complete the 8-session Project Success program with a school social worker during the school year. (Multiple groups will be convened; a maximum of 12 students will be enrolled per group.)
- At least 80% of the students served will demonstrate improved behavior, attendance, and academic achievement, as measured by classroom discipline records, attendance records, and grades.

SERVICE NARRATIVE – Tutoring Youth Service Bureau Services

A. Program Name/Service Standard & Intake/Referral Process

The program name is Perry Central Youth Service Bureau. Referral to tutoring can be initiated by a student, parent, teacher, or other staff member. *Services will be provided per session.* Dated referral forms will be submitted to either the elementary or junior-senior high school office, and then forwarded the RTI Coordinator. The RTI Coordinator must respond to all referrals within 5 school days of receipt unless the referral source has indicated that it is an emergency, in which case response time will be 24 hours. In addition, through our school-wide RTI (Response to Instruction) process, we have regular monthly meetings that include teachers, school counselors/social workers, administrators, and support staff in order to ensure that we are providing appropriate services to support student achievement. Tutors will use an intake process that includes analyzing student achievement data (available through our student information system), surveying the student's current teachers, and interviewing the student and parent. Tutors will then establish a service plan that includes the number and duration of tutoring sessions. This plan will be reviewed on a quarterly basis. Tutoring services can be prevention or intervention, depending on the situation.

B. Practice Model

We will utilize best practice and evidence-based models in our tutoring program. The tutoring materials that we utilize will all be research-based materials. (For example, we may utilize Scholastic Read 180, a reading remediation program that is evidence-based.) Our tutors will be appropriately credentialed (i.e. a bachelor's degree or higher in education or the content area targeted). Tutoring will be done individually, or in a group of two to four students. Tutoring sessions will last for one hour. We will utilize the school media center, which is open and available for use before and after school. We may also utilize a large study hall room if the demand for services necessitates additional space.

C. Program Evaluation and Reporting

The following outcomes have been established by YSB related to Counseling/Guidance Services:

- 80% of participants will make progress toward or achieve the outcome of the YSB's program.
- 80% of participants will continue enrollment and to meet eligibility requirements.
- 80% of participants will successfully complete all sessions or required tools of the program.
- 90% of clients will rate the services satisfactory or above on a satisfaction survey.

Outcomes specific to Perry Central Youth Service Bureau Tutoring include the following:

- At least 70 students will participate in individual counseling sessions with a school social worker two or more times during the school year.
- At least 195 tutoring sessions (one hour each) will be provided during the school year.
- At least 80% of the students served will demonstrate improved academic achievement, as measured by grades in their core classes.
- At least 75% of the students tutored for reading/writing will pass ISTEP English Language Arts assessment.
- At least 75% of the students tutored for mathematics will pass the ISTEP Mathematics assessment.
- At least 75% of the third grade students tutored in reading will pass the IREAD-3 assessment.