

E.T.H.O.S. Leadership Group

Empowerment Through Healing Ourselves

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Mission

- The E.T.H.O.S. Leadership Group seeks to motivate and encourage our youth to achieve overall mental wellness and social functioning.
- We believe in using supportive therapeutic treatment programs that offer high quality, engaging, innovative and evidenced based mental health interventions for youth, and their family, who have or are at risk for serious emotional, mood, anxiety and personality disorders.
- We view ourselves as partners with individuals and families to facilitate their empowerment.



Values

- ▶ Once empowered, even the biggest obstacles can become small.
- ▶ Engaging in partnerships will foster trust and resilience.
- ▶ Lives can be changed when help is sought and given.
- ▶ Optimizing personal skills can create positive life outcomes.
- ▶ High self-efficacy can facilitate dreams into action.

Why ETHOS Group?

- We believe the ETHOS Project leadership team is scientifically grounded and clinically amenable to facilitate growth and change.
 - Nurse research clinician
 - Engaging and astute mentor/facilitator
 - Our vast experience is in alignment with the needs of students in the Hampton City Schools who may be struggling with behavioral and emotional challenges



BOYS & GIRLS CLUB

HAMPTON VA



Penn
Nursing Science

Care to change the world.™

UNIVERSITY of PENNSYLVANIA
SCHOOL of NURSING



Making Dreams Happen...

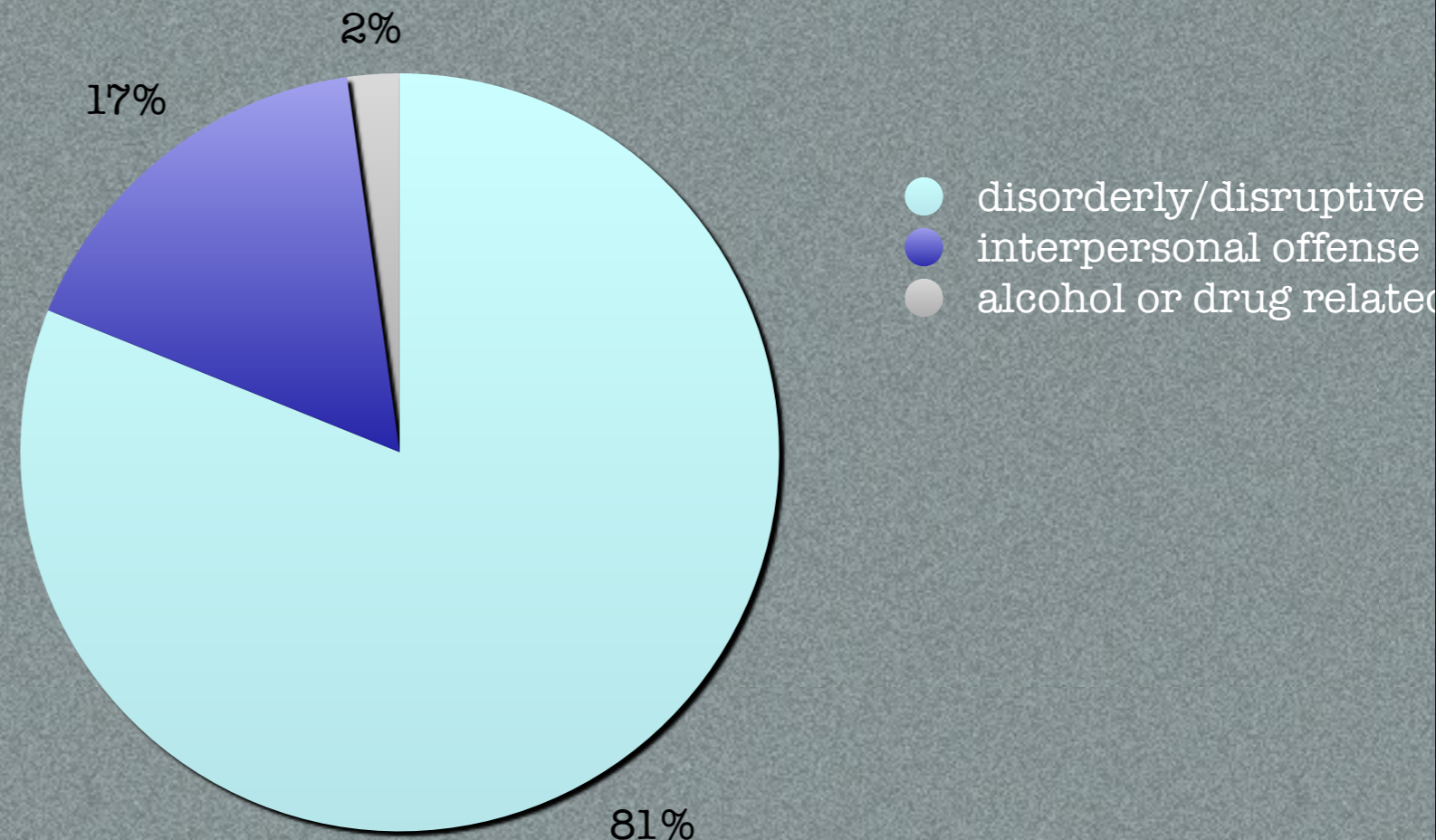
Excerpt taken & adapted from:

Smallwood, D. (2003). Defusing Violent Behavior in Young Children: An Ounce of Prevention. NASP, Behavior Problems.

Scope of the Problem

In the academic year 2011-2012, Hampton City Schools (HCS) serviced almost 22,000 students (Virginia Department of Education, 2013).

School Division-School Safety Report (2013) indicated 8,140 total offenses which, were considered to be within state reporting guidelines as a school safety offense.



While serving to rectify the immediate disruption, suspension does not involve any course corrective behavior.

Students are allowed to return to the academic environment without having undergone a standardized assessment or behavioral intervention program.



We may be missing the mark....

Temporary removal eliminates **disruption**

impacting the **learning**
environment...But

Suspension may very well further perpetuate risk for youth removed due to:

- Inability to maintain adequate school performance
- Removal from positive interpersonal relationships---especially in the face of frequent and lengthy suspensions (Losen & Skiba, 2012).



Behavior & Emotional
Problems...symptoms of a
wider issue?

Social Determinants of Health

- Poverty---low SES is strongest predictor of behavioral & emotional problems
- Violence--- witnessing, experiencing, knowing all impact emotional health
- Parent's skill set--- how do they handle problems?
- Access to mental health resources--- do they want it or feel like they need it? Can they gain access to it?

Mental Health of Youth

- 15% of parents of children aged 4-17 years have reported to a school or healthcare provider concern about their child's emotional or behavior difficulties.
- In 2009, almost 3 million (12%) adolescents ages 12-17, reported emotional or behavioral problems.
- 50% of mental illness begins by age 14.



Falling Through the Cracks...

- 13% of U.S. youth ages 8-15 have a diagnosable mental health condition (DMHC).
- 50% of youth with DMHC received treatment within the past year.
- 50% of youth with DMHC & functional impairment did not receive treatment.
- 21% of 13-18 year olds have a severe debilitating mental disorder.
- only 40% remained in treatment post their initial diagnosis

Youth with externalizing behaviors are more likely to have:

- impaired judgement
- poor problem solving
- poor academic performance
- poor interpersonal relationships
- increased risk taking behaviors

Why should we care?

There exists a poor prognosis for youth with untreated psychopathology who face subsequent school failure, teen pregnancy, relationship instability and violence

There is a translational need.

Use of Services:

- Mental health services --- (1.5%)
specialized health (5.5%), educational services (5%)
- Behavioral problems = presentation of learning difficulties



It's not about being
punitive...it's about being
Corrective.

Empowerment Strategies

- Youth who have the opportunity to participate in trajectory correcting course strategies can be directed to healthier behaviors.
- Programs should seek to target individual needs using empowerment based strategies tailored to personal desires for success.-----**EARLY AND SUSTAINED INTERVENTION IS CRITICAL!!**





The E.T.H.O.S. Project

What does E.T.H.O.S. do?

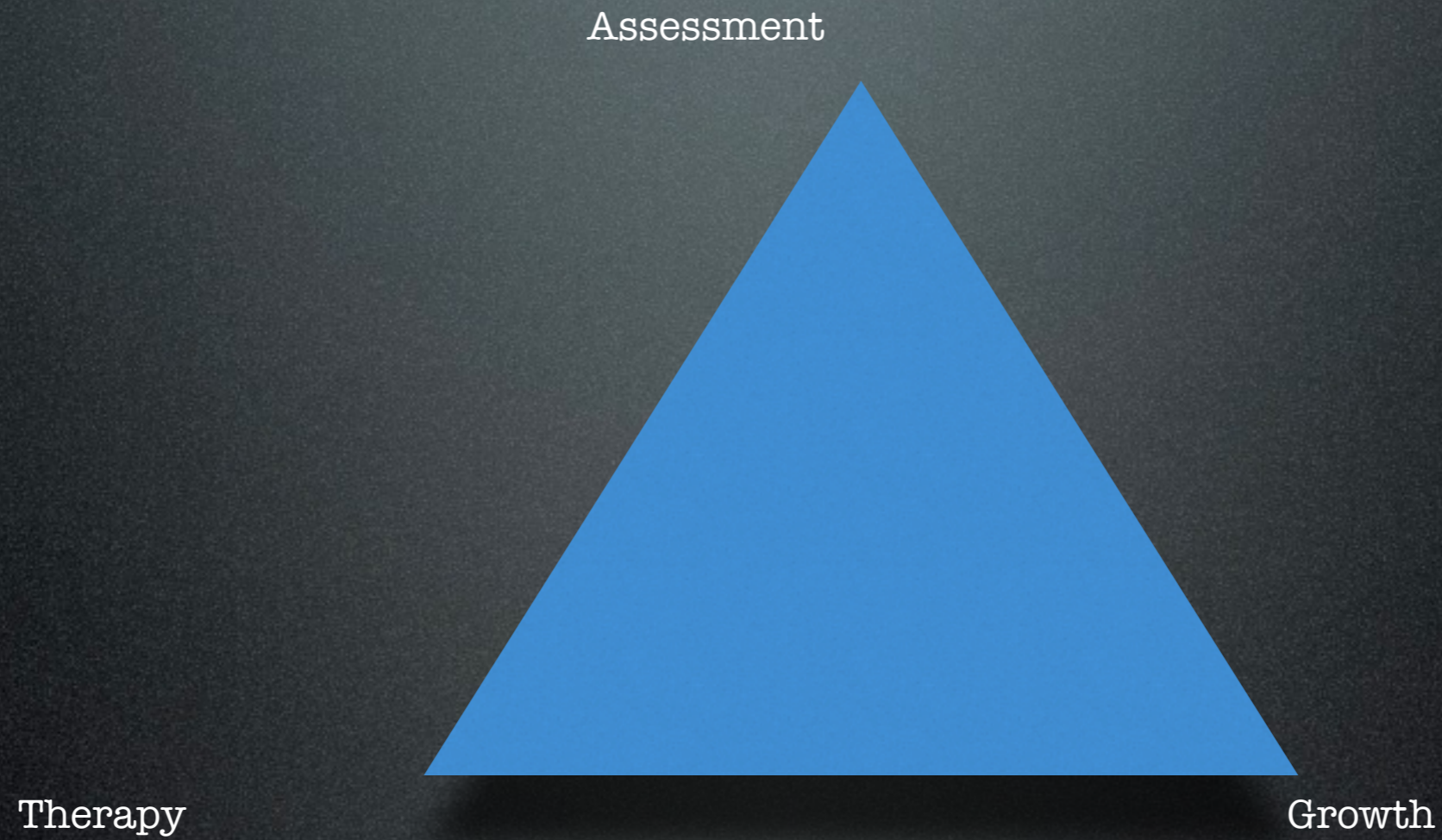
- Restructure behaviors, build self-efficacy and allowing youth to practice & enhance social skills in a safe, therapeutic environment.
- Promote growth by developing, fostering, and strengthening positive relationships within families and communities.

ETHOS Programming is for youth who are....

- Experiencing difficulty maintaining normal interpersonal relationships
- At risk due to conflict within the school or family environment.

The first stages of the pilot program will be offered to youth in grades 5th through 8th in order to provide early demonstration of program effectiveness; subsequent enrollment will occur using a tiered stage approach.

E.T.H.O.S. Triangle



Services offered

- Offer youth the opportunity to maintain their academic requirements during the time of suspension---60 minute block each day.
- Upon enrollment into the ETHOS Project, communication will be initiated with the HCS to identify course requirements that will be missed during the suspension time through email and/or telephone communication with an identified HCS counselor liaison.

Our Proposed Alternative Programming

A **direct approach** to ETHOS enrollment via HCS rather than a voluntary enrollment ...provides a more immediate connection with the needs of the troubled youth

1. moves beyond the hope that parents will accept enrollment into the program for their youth to one which establishes linear access to youth

2. Addresses behavior challenges as they emerge,
before they become ingrained into behavior patterns and repeat offenses

Services offered

- The ETHOS Project operates year round for five days per week, during the formative hours of 7:30 am until 2:00pm.
- Using both an individual and group format, we seek to avert escalation of problems through the provision of a highly structured environment centered on the needs and safety of youth.

Assessment

1. initial assessment to determine eligibility will be done within 24 hours of recommendation/referral to the ETHOS Project.
2. At this time, brief-screening tools will be used to screen for depression, anxiety, and risk for violence. Findings will be used to elucidate the youth's immediate health, and safety needs.
3. Upon verification of eligibility and acceptance into the program, the youth's Empowerment q will be assessed using the ETHOS triangle to inform the development of the youth directed plan of action

Tracking Progress

- Treatment can range from one to ten days.
- A change in functioning will be assessed using diagnostic tools, behavioral assessments and the youth's ability to achieve goals.
- All youth will be assessed with diagnostic tools at (baseline) day 1, day 5, day 10 (as indicated by treatment time), and 1-month follow-up (paper or call); subsequent follow up will occur at 3, 6, 9, and 12 month duration.



Daily Empowerment Plan
Youth Ages 8 -13
The E.T.H.O.S. Project

Time	Day 1	Day 2	Day 3	Day 4	*Day 5	Day 6	Day 7	Day 8	Day 9	*Day 10
7:00 am-7:30 am	Assessment	Team meeting								
7:30 am - 8:00 am		Welcome	Welcome	Welcome	Welcome	Welcome	Welcome	Welcome	Welcome	Welcome
8:25 am		Daily Empowerment message	Daily Empowerment message	Daily Empowerment message	Daily Empowerment message	Daily Empowerment message	Daily Empowerment message	Daily Empowerment message	Daily Empowerment message	Daily Empowerment message
8:30 am- 8:40 am		Review Eq	Review Eq	Review Eq	Review Eq	Review Eq	Review Eq	Review Eq	Review Eq	Review Eq
8:45 am- 9:45 am		Building self esteem & self efficacy through fostering educational skills	Building self esteem & self efficacy through fostering educational skills	Building self esteem & self efficacy through fostering educational skills	Building self esteem & self efficacy through fostering educational skills	Building self esteem & self efficacy through fostering educational skills	Building self esteem & self efficacy through fostering educational skills	Building self esteem & self efficacy through fostering educational skills	Building self esteem & self efficacy through fostering educational skills	Building self esteem & self efficacy through fostering educational skills
9:45- 9:55 am		Morning Break	Morning Break	Morning Break	Morning Break	Morning Break	Morning Break	Morning Break	Morning Break	Morning Break
10:00 - 10:55 pm		Biological: Mental health in adolescence (Building mental health knowledge)	Psychological :Developing Insight (Understanding how actions impact others)	Social: Developing your ETHOS footprint (Fusing mental health knowledge, social skills & insight)	Biological: Mental health in adolescence (Building mental health knowledge)	Psychological :Developing Insight (Understanding how actions impact others)	Social: Developing your ETHOS footprint (Fusing mental health knowledge, social skills & insight)	Biological: Mental health in adolescence (Building mental health knowledge)	Psychological :Developing Insight (Understanding how actions impact others)	Social: Developing your ETHOS footprint (Fusing mental health knowledge, social skills & insight)
11:00 - 11:30 pm		Group lunch	Group lunch	Group lunch	Group lunch	Group lunch	Group lunch	Group lunch	Group lunch	Group lunch
11:30 - 12:30 pm		Group therapy	Group therapy	Group therapy	Group therapy	Group therapy	Group therapy	Group therapy	Group therapy	Group therapy
12:35 - 1:35 pm		Psychosocial skill building Clubhouse	Psychosocial skill building Clubhouse	Psychosocial skill building Clubhouse	Psychosocial skill building Clubhouse	Psychosocial skill building Clubhouse	Psychosocial skill building Clubhouse	Psychosocial skill building Clubhouse	Psychosocial skill building Clubhouse	Psychosocial skill building Clubhouse
1:40 - 2:00 pm		Wrap up: ETHOS Triangle reinforcement	Wrap up: ETHOS Triangle reinforcement	Wrap up: ETHOS Triangle reinforcement	Wrap up: ETHOS Triangle reinforcement	Wrap up: ETHOS Triangle reinforcement	Wrap up: ETHOS Triangle reinforcement	Wrap up: ETHOS Triangle reinforcement	Wrap up: ETHOS Triangle reinforcement	Wrap up: ETHOS Triangle reinforcement

* Crisis assessment activities completed on a personalized schedule. Baseline assessments will be completed once stabilized; repeat assessments will be done on day 5, 10 and follow-up

A day at Ethos....

Time	Activity
7:00 am – 7:30 am	Team meeting
7:30 am – 8:00 am	Welcome Youth
8:25 am - 8:30 am	Daily Empowerment Message
8:30 am – 8:40 am	Review Empowerment Quotient
8:45 am – 9:45 am	*Building esteem & efficacy through education/ Individual Therapy
9:45 am – 9:55 am	Break
10:00 am – 10:55 pm	Session I: Building Biopsychosocial knowledge/practicing psychosocial skill development/Developing your Ethos footprint
11:00 pm – 11:30 pm	Group lunch
11:30 pm – 12:30 pm	Group Therapy—working it out together
12:35 pm – 1:35 pm	Session II: Building Biopsychosocial knowledge /practicing psychosocial skill development —The Clubhouse
1:40 pm – 2:00 pm	Wrap up: ETHOS Triangle Reinforcement

Ethos Pledge

- At Ethos, I will learn to take full responsibility for my health, my happiness, my success and failures. I will not blame others for my problems.
- At Ethos, I will learn to turn negatives into positives, allowing me to become the person I am meant to be.
- At Ethos, I will learn to do things I am afraid to do....sometimes this will require my asking for help to do which I cannot do by myself.
- At Ethos, I will learn to face rejection and failure with courage and perseverance.

Daily Empowerment Message

"I have only just a minute,
Only sixty seconds in it
Forced upon me, can't refuse it,
Didn't seek it,
Didn't choose it
But it's up to me to use it
I must suffer if I lose it
Give account if I abuse it
Just a tiny little minute
But an eternity is in it!"

-Dr. Benjamin Mays



Empowering Therapy

Programming will offer a three-cycle theme.

All students will receive core content addressing the following themes....

Empowerment is for me!

There is positive peer power in empowerment.
(Empower one, empower all)

Empowering me empowers my community! (Helping me helps you too!)

Ethos Core curriculum

Empowerment is for me!

Talk up, Build up—-What I believe influences what I do

Who's choice is it by the way? understanding influence and power
Developing Ethos...stabilizing self control, avoiding disrespectful behavior
Standing up & standing out—-how not to follow the crowd

Empower one, empower all.

Using Problem Solving Skills

Attitude and Anger—Risk Factors for Acting Out
Diffusing Anger—Fighting stereotypes and expected responses
Blow ups and Show ups—-How to manage emotions
Are my relationships healthy?

Helping me helps you too!

Developing Empathy

Improving Communication—-do you hear me?
Who can I turn to?
The power in positive peer interactions



*we will use didactic content, demonstration, application exercises, games, group discussion, role-play, multimedia demonstration

A look at the numbers...

A snapshot of HCS data from 11/26/12 until 12/5/12, indicated there were 119 students who were serving a short-term suspension within that ten-day period.

The suspension days ranged from 1 to 5 days

The average suspension time was 2 days and the total amount of suspension days for all youth during that time frame was 230.



Demonstrated change

A School District in Ocala, Florida saw a reduction in repeated 1 to 10 days school suspensions just one year into their program and have since **increased enrollment** from **559 to 899** thereby creating a healthier environment for all students in the school.

- 60.8% increase in the use of this alternative program over the course of 2011
- 85% of the youth who did not attend the program ended up committing an offense which required repeat suspension
- 50% of the youth who attended the program did not require a repeat suspension

E.T.H.O.S.+HCS = Partnership

Support + Collaboration with Response:

- ▶ Notification of suspension to ETHOS, call us with referral.
- ▶ * * Educate parents on ETHOS option
 - ▶ Beginning of school year (next academic year)
 - ▶ At point of suspension
 - ▶ PTA meetings?
- ▶ Hand out release of information forms

The E.T.H.O.S. Project
Empowerment Through Healing Our Selves
Client Screening Form

Date of contact _____

Name of child: _____ Parent/Guardian Name:

Address: _____ Telephone number:

Age: _____ Gender: _____

Reason why the individual is requesting services:

Disposition of the individual:

Is this client a good fit for the program and require admission? Yes _____
No _____

If no, do they require referral to other services for assessment? Yes _____
No _____

Is there availability at ETHOS? Yes _____ No _____

If no, have they been placed on a waiting list for service? Yes _____ No _____

If no, have they been referred to alternative service? Yes _____ No _____

What service have they been referred to?

CRISIS ASSESSMENT

THERAPY

BEHAVIOR
MODIFICATION SKILLS
TRAINING

MEDICATION MANAGEMENT



Please do not label me. Listen
to me. I want to
be heard.

When you are feeling confused and need
someone to talk to, it's good to know we
are here. We will listen and help you find
your way. **To arrange for a consultation
please call (757) 320-4483.**

*Ethos is a mental health organization serving
children, adolescents, and adults.*

*self pay and insurance accepted

Empowerment Through Healing OurSelves

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