
Presenters: Cindy Hayford, Bert Klavens, Mitch Barron, Holly Morehouse, Matt Wolf, Beth Keister, Tracey Mongeon, Catherine Antley

Staff: Jolinda LaClair, Rosi Gowdey, Eleanor Springer

Welcome, introductions: Stephanie Thompson, committee chair

Director’s Report: Jolinda LaClair

- Goal: a school and community-based prevention initiative in every city
- Connecting law enforcement to social service and other organizations: a union necessary to make impact
- Iceland model: presentation today, and again at CommSTAT in Burlington on 8/30, conferencing in the experts from the Iceland program
  - Iceland model contains many elements that resonate with activities in communities around the state

Writers in Recovery Clip: Bess O’Brien, Kingdom County Productions

- A series of 90-second podcasts in association with VTDigger. “This clip is feisty and real.”
- Caitlin Furland, “Dear Addiction”. Hear others at www.writersforrecovery.org

Panel: School Age and Young Adult Prevention: The Power of Youth Engagement – school and community-based models.

Moderator: Mitch Barron, Executive Director, Centerpoint Adolescent Treatment Services

- Nice cross-section of the state geographically, but also a cross-section of services, supports, panels, and approaches
- We took time to distill our beliefs and find some shared principles and practices
  - Multi-tiered systems of support
  - Prevention should never be in competition with recovery; primary care should never be in competition with the Emergency Room. These systems are complementary, and ideally seamlessly integrated in a continuum
  - Celebrating adolescents: self-advocacy, identity-building

Refer to Slides:

Tracey Mongeon, Dept. of Mental Health, Children’s MH Clinical Care Coordinator, Grant Manager for Success Beyond Six

- Allow schools to provide Medicaid-funded mental health services to meet kids’ social-emotional needs
School-based clinicians, school-based social workers, behavioral interventionists, autism services

- Positive Behavioral Intervention and Supports (PBIS) (Laurel Omland). Multi-tiered framework to promote social-emotional learning
- Provide incentives to schools to become PBIS schools

Beth Keister, Agency of Education, Education Programs Coordinator

- A transformative model where the youth is also the expert, helping develop kids who are able to cope with challenges and be healthy and informed
- The goal is that we’re integrating these ideals into policy and practice
- Taking into account that learning happens in every part of life

Matt Wolf, Vermont Federation of Families for Children’s Mental Health, Youth in Transition Program

- Currently 9 sites around the state, developed with youth input
- 4 Key strategies
  - Strength-based youth empowerment approach to case management. Youth are the experts and drivers in their own lives, we guide and support along the way
  - Inter-agency community teaming across the children’s and adults support system
  - Leadership development program
    - Peer support
    - Supporting community-activism
- Adolescents feel things 3-5 times more strongly than adults
- Connection and personal agency lead us to wellness. Feeling like you cannot manage life leads to unwellness
- Strength-based models shows what tools you have to move into the future
- Kids exist in three spaces: Family, School, and Everywhere Else
  - Everywhere else is where the social learning happens. The development

Holly Morehouse, Executive Director, Vermont Afterschool, Inc.

- Up to 80% of waking hours happen outside of school hours for youth
- In Finland, one of their outcome indicators is that every youth has a hobby
- 3 – 6 p.m. are most likely hours for youth to engage in bad or risky behaviors (not 8 – 10 p.m.)
- Kids who do not engage in structured activities are 3x more likely to engage in risky behaviors, skip school, etc.
  - Youth in Vermont that participate in activities for over 20 hours per week have different outcomes in terms of resiliency to risk factors/behaviors
- A really strong after school program is connecting to both school and community, it fits across spaces
- 2 gaps to access:
  - Geographic, there are entire communities in which there is nothing for kids to do after school
  - Income, what you can participate in is what your family can afford
    - In VT, families with higher educated families spend average $9,000 per year on extracurricular activities

Mitch Barron, Centerpoint, Director
- Not about returning to prior state of wellness, but about (perhaps for the first time) finding a state of wellness, habilitating (not rehabilitating) and building primary skills
  - Learning to drive: not about learning right on red, it’s about problem-solving and decision making
  - Learning to drive is access to more affordable housing, higher paying jobs, etc.
- Number of grandparents caring for youth (services for grandparents, who are dealing with “I thought I was done”, parenting because their parents are caught in opioid use, not knowing what is happening in teenagers’ lives, etc.)
- Within safe, stable, and consistent relationships our clients are more able to risk, explore, and do more than self-preservation behaviors

Bert Klavens, Washington County Youth Services Bureau, Director of Healthy Youth Program

- Bringing services to where the people are, co-locating services in the school and community
- Being proactive led to an almost 100 percent increase in utilization of services and programs

Tim Trevithick, Student Assistance Program Counselor, CVUHS

- 90 percent of job is direct student services, talking to students
- 10 percent out getting face to face time, working with other programs, student athletics
- Prevention is everything, we have no idea what the impact of one action could be
- “My job is connection”
- “Ultimately, what we do is provide hope”
- As a society, our value system, and what we model seems to be substances – a microbrewery in every town. So as adults, we need to check our values

Cindy Hayford, Deerfield Valley Community Prevention, Director

- Our primary focus is primary prevention. Preventing drug use in the first place
- We get called into other community needs – if there’s a community-wide suicide concern, we coordinate the response
- Root causes are different at community level, for instance retailers weren’t educated or trained so were selling cigarettes, etc.
- Collaboration and connection across domains, needed to implement strategies across them all
- Vermont Prevention Model: Affecting all levels...
- Toughest part is funding – differences in funding mean staffing is different even year to year
- Culture shift over ten years