

2016-2017 Year End Report

CASSY @ Moreland School District



CASSY began our partnership with The Moreland School District in March 2014. This year we continued our partnership at Payne, Baker, Anderson, and Country Lane Elementary schools where we embedded a therapist at each elementary campus two to three days per week. Our comprehensive mental health program includes direct counseling, prevention-focused classroom lessons, crisis intervention, and parent and staff consultation.

On-Campus Counseling - Services & Demographics

CASSY provides **3,500** hours annually of on-campus support to the elementary schools. This year, our therapists served over **160** students, providing **370** parent consultations, **1,180** staff consultations, **1,350** individual and group therapy sessions, and presenting **150** classroom lessons.

Gender	Ethnicity	Primary Focus of Treatment
Male (60%) Female (40%)	Latino (50%) White (30%) Asian (10%) Mixed Race (6%) African American (3%) Native American (1%)	Classroom Behaviors (19%) Social Skills/Peer Relationships (16%) Anxiety (15%) Family Challenges (9%) Depression (8%)

Program Highlights

Moreland schools experienced increased student need on each of the campuses regarding trauma, family-related concerns, and behavioral problems. CASSY Therapists responded to this need by increasing their individual caseloads and providing trauma-informed services to students and families. The CASSY team also enhanced services by implementing Tier 1 and Tier 2 level interventions aimed at increasing prevention and resiliency and serving more students on each of the campuses. Specifically, CASSY Therapists provided two rounds of eight-week groups on building positive social skills and emotion regulation. CASSY therapists provided classroom lessons for grades K-3 on full-body listening and understanding emotions. In looking forward to next school year, CASSY therapists will expand classroom lessons to include grades 4 and 5 and will continue to provide several rounds of time-limited groups. CASSY will also be discussing the need for crisis intervention training for school staff on the campuses.

Program Impacts

CASSY uses a variety of data to show the outcomes of the individual students and the impact of the work on the school system. These metrics include the Children’s Global Assessment Scale, attendance data, disciplinary information, and treatment goals achieved.

The Children’s Global Assessment Scale (CGAS) is a tool used to assess the global level of functioning and severity of mental illness in children and adolescents. The CGAS uses various scales that assess a child’s psychological, social and occupational functioning. The scoring on the scales ranges from positive mental health to severe psychopathology. Using a number system from 1 to 100, the CGAS assesses daily functioning and behaviors such as personal hygiene habits, sleep patterns and risk for suicide. CASSY therapists assess students at the beginning and end of treatment, with the results compiled at the end. Our goal is to help students maintain or increase positive functioning in their daily life.

Description	Result
<p>Described in the Diagnostic Statistical Manual and measured by the therapist, each student is given a CGAS score based on his or her overall level of functioning.</p> <p>Our goal is to help at least 85% of students maintain or increase positive functioning in their daily life.</p>	<p>96% increased or stabilized</p>
<p>Studies show a link between students with mental health concerns, attendance rates, and ongoing disciplinary concerns.</p> <p>We anticipate that students who work directly with CASSY therapists will show an increase in their attendance rate and/or show a reduction in disciplinary referrals, if these concerns are present.</p>	<p>50% resolved their disciplinary concerns</p>
<p>Treatment goals are the building blocks of a student’s treatment plan. Goals are developed with the student and are designed to be specific, realistic, and tailored to the needs of each individual youth.</p>	<p>90% met at least one of their treatment goals</p>

Feedback from Students and Parents

CASSY surveys students and their parents at the end of treatment to provide qualitative feedback on our services. Here are some of the comments and feedback from the Moreland community.

100% of students, parents, and school principals said CASSY met their needs and would recommend CASSY services to their peers, other parents, and other schools.

Our daughter’s CASSY Therapist taught her some great coping skills. I love that she was willing to meet with my husband and I to discuss my daughter’s progress and make sure we were all working together to get her through this tough time. - **Country Lane Parent**

My CASSY Therapist is good at teaching me how to be a good friend, how to be nice to myself, and how to be kind to others. She’s a good friend and is very nice! - **Anderson Student**

My child’s CASSY Therapist is great at relating to my son and finding new ways to help him grow and learn. She has been an integral part of my son’s time at Baker. She has a heart for her kids and it shows! She is amazing! - **Baker Parent**