Invo Multidisciplinary Program to Address Childhood Trauma (IMPACT)
INVO Multidisciplinary Program to Address Childhood Trauma (IMPACT) Teams

Adverse Childhood Experiences (ACEs) as defined by the Center for Disease Control (CDC)

**Abuse:** physical, sexual, psychological
**Neglect:** emotional, physical
**Household Dysfunction:** substance abuse, divorce, mental illness, witness to domestic violence and household incarceration

### Probability of Outcomes

<table>
<thead>
<tr>
<th>Number of ACEs</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 ACEs</td>
<td>1 in 16 smokes</td>
</tr>
<tr>
<td>1-3 ACEs</td>
<td>1 in 9 smokes</td>
</tr>
<tr>
<td>4-8 ACEs</td>
<td>1 in 6 smokes</td>
</tr>
</tbody>
</table>

- 33 No ACEs
- 51 1-3 ACEs
- 16 4-8 ACEs

### Why IMPACT?

**URGENCY** - The ramifications of NOT addressing ACEs, specifically when present at a high level in a given child can be catastrophic

**CAPACITY** - Targeting and supporting Tier 3 students = school and district staff to reallocate needed support and focus to the other students at each site

**CUSTOMIZED** - Wide service delivery reach focuses on students ages 5 – 18 and specific district needs

**VALIDATED** - Research 1 University program development and review

**RESULTS** - Treating the root of behaviors = Improves overall student outcomes
Of incarcerated youth in Florida, 50% have 4+ ACEs where the CDC study found 12.5% of the sample population; 2% have zero ACEs while the CDC Study had 35%
### Standard Team Structure & ACEs

<table>
<thead>
<tr>
<th>ACE Indicator/Intervention</th>
<th>LCSW</th>
<th>LMHC/SAC</th>
<th>BCBA</th>
<th>RBT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Abuse</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Abuse</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Sexual Abuse</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Neglect</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Separated Parents/Divorce</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Witness to Domestic Violence</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Family Illness (Mental and Medical)</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incarceration</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Death</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Substance/Alcohol Abuse</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Program In Action

- Completing treatment plan reviews every eight weeks
- Review progress with identified school personnel
- Create discharge report explaining progress and goal completion, as well as reviewing skills to ensure continued success.

Eligibility & Planning

- Referral from the school administration (IMPACT Screener can also be applied)

Assessment & Intake

- Review of referral
- Contact child/family within three work days
- Multidiscipline assessments within 10 days of contact (inclusive of ACE Assessment) to determine team members most appropriate to address youths needs

Treatment Plans & Roll Out

- Compose treatment plans for youth, including behavioral focus along with any mental health issues, trauma and/or substance abuse
- Assign Tier 1 - 3
- Team Meeting

Evaluation & Transition

- Group & Individual Sessions
- Parent Empowerment Sessions
- Team Meetings & Youth Reviews
- Classroom Functional Assessment
- Collect and analyze data
- Utilizing evidenced based practices related to substance abuse, mental illness and behavioral concerns, addressing each of the youth’s individualized goal.
- Coordinate outside resources, as needed (i.e psychiatrist, tutoring, additional wraparound services)
IMPACT and School Safety

• The State of Florida, after the tragic shooting at Marjory Stoneman Douglas High School in Parkland, Florida, passed SB7026 which mandated and funded the delivery of “evidence based mental health care treatment” inclusive of:
  – Provision of mental health assessment, diagnosis, intervention, treatment, and recovery services to students with one more mental health or substance abuse diagnosis and students at high risk for such diagnosis
  – Coordination of services with primary care provider and other mental health providers involved in the students’ care
IMPACT and School Safety (cont.)

- IMPACT has been selected as the program of choice for over 85,000 youth throughout 10 counties (many of the largest) students in the State of Florida
  - Services include:
    - Early Warning Indicator Screening
    - Mental Health and Substance Abuse Assessments
    - Mental Health and Substance Abuse Treatment Planning
    - Treatment Plan Reviews
    - Psychological and Behavioral Interventions in Individual and Group Sessions
IMPACT Implementations

• In addition to the supports to FL SB7026, IMPACT has also been selected as the psychological and behavioral intervention for:
  – Nine (9) circuits throughout the Florida Department of Juvenile Justice (including 5 of the 6 largest in the state) for youth on probation or community supervision
  – Chronically low performing schools in Community District 300 in Illinois
  – Jefferson County Public Schools, FL
  – Duval County Public Schools, FL
  – Select schools in Henderson, NV
INDIVIDUAL CHILD DATA
Reason for Referral:
Verbal aggression (threats to kill teachers and students)
Physical aggression (assaulting teachers and students)
Suicidal Ideations
Lack of academic engagement and work completion

Trauma History:
ACE Score: 7
Separation of parents
Father’s incarceration and inconsistent presence in his life
Extended loss of family members to death and homicide
2 siblings that struggle with behavioral and mental health issues
History of emotional abuse
Potential history of physical abuse (not confirmed)
Mom works 2 jobs to financially support the family

Current Diagnosis:
Disruptive Mood Dysregulation Disorder
- Work completion throughout the duration of intervention increased from 15% to 55% (an increase of 267%)
- Time in the general education classroom increased from 10% to 85% (an increase of 750%)

- The chart shows the amount of time KW spends in the general education setting on a daily basis (300 total available minutes)
- Time not spent in GE includes indoor suspension, assistant principal intervention, referral to IMPACT staff in lieu of suspension, etc.
- He is now spending the entire day in his class without the need for isolation or referral for behavior intervention
- A follow up two months later demonstrated that the skills and outcomes are maintained in the general education setting without additional intervention
Individual Child
KW – 3\textsuperscript{rd} Grade (con’t)

The reduction of threats per day ranged from 15 – 40, and are now consistently down to 0. A follow up two months later demonstrated that the skills and outcomes are maintained in the general education setting without additional intervention.

This graph shows a measurement of how long it took KW to start following directions after the first direction is given. The dark line represents the data from our 1:1 instruction. The dotted line represents his progression which is now comparable working with his one on one, which is now comparable to his typical peers.
Individual Child
KC – 5th Grade

Reason for Referral:
Difficulty with concentration and task completion social skills
Lack of academic work completion in classroom
Consistent truancy referrals for poor attendance
One hospitalizations in the past five months for behavior
Prescribed powerful psychotropic medications

Trauma History:
ACE Score: 6
Father’s arrest, incarceration, and is a registered sex offender
Witnessing the slow death of his mother due to illness
Victim of sexual abuse
Poverty
Now lives with his grandmother, who has dementia

Current Diagnoses:
Disruptive mood dysregulation disorder (DMDD)
Individual Student
KC – 5th Grade

19970 School Attendance

19970 Bx: Academic Engagement

Before IV

IV Implementation

Percentage of School Days Attended

Baseline

Session (1/2 day)

# of minutes compliant per session

0 5 10 15 20 25

0 6 11 16 21 26 31 36 41 46 51 56 61 66

C4 12(min)
C3 15(min)
C2 18(min)
C1 11(min)
CR6 20(min)
DRH
TI
Individual Child
MS – 3rd Grade

Reason for Referral:
Difficulty with concentration and task completion
Poor impulse control
Marked difficulty in socializing with others
Lack of academic work completion in classroom
History of behavioral and emotional difficulties
History of self harm
History of being bullied by others at school

Trauma History:
ACE Score: 5
Birth mother not involved in life- substance abuse and incarcerations
Father has a history of substance abuse and anger control issues
Separation from biological siblings and family members
Taking medications “inconsistently”
Family resides with paternal grandmother
Unstable emotional state of caregivers in the home

Current Diagnoses:
ADHD- Primarily Inattentive
DMDD
Specific Learning Disorder with Impairment in written expression, math, and reading
Individual Child
MS – 3rd Grade (cont.)

**Academic Engagement**
- August 14, 2017-January 29, 2018: 51%
- January 30, 2018-March 9, 2018: 90%

**Behavior Related Incidents**
- Baseline: Aug 15 - Jan 29
- IMPACT Intervention: Jan 30 - March 9

- Physical aggression: 3 vs. 1
- Scream tantrums: 4 vs. 1
- Throwing objects: 3 vs. 1
- Noncompliance: 8 vs. 1
Individual Child
TW – KG

**Reason for Referral:**
Problem with transitions
Sleep disruptions
Lack of academic engagement and work completion
Excels in reading but not in math
Aggressive-wants to be “in charge”
Taking medications (Adderall and Melatonin)

**Trauma History:**
**ACE Score:** 5
Separation of biological parents
Relocation with mother and step-father (recent marriage)
2 siblings that struggle with behavioral and mental health issues
History of emotional abuse

**Current Diagnoses:**
ADHD with mixed and disruption in conduct
Sleep disturbances (rule out night terrors)
Individual Child
TW – KG (cont.)

**Academic Engagement**
- August 14, 2017-January 29, 2018: 43%
- January 30, 2018-March 9, 2018: 60%

**Behavior Related Incidents**
- Refusal to complete academic tasks:
  - Baseline: Aug 15 - Jan 29: 34
  - IMPACT Intervention: Jan 30 - March 9: 10
- Refusal to attend to task:
  - Baseline: 24
  - IMPACT Intervention: 2
Individual Child
AH – 10th Grade

Reason for Referral:
History of violent behaviors and anger problems
Verbal threats and aggression when angry toward peers
Inappropriate engagement with female peers
History of several Baker Acts due to violent behaviors
Not taking psychotropic medications

Trauma History:
ACES Score: 8
Separation of biological parents
Father’s deceased
Father abusive to all family members
Resides with maternal grandmother
Distant and strained relations among mother, stepfather, and student

Current Diagnosis:
Oppositional Defiant disorder
Intermittent explosive disorder
ASD (Asperger’s disorder)
Individual Student
AH – 10th Grade

Academic Engagement
- August 14, 2017-January 29, 2018: 67%
- January 30, 2018-March 9, 2018: 83%

Behavior Related Incidents
- Verbal threats (toward others): Baseline Aug 15 - Jan 29 = 15, IMPACT Intervention Jan 30 - March 9 = 8
- Baker Acts: Baseline Aug 15 - Jan 29 = 3, IMPACT Intervention Jan 30 - March 9 = 0
- Physical aggression: Baseline Aug 15 - Jan 29 = 4, IMPACT Intervention Jan 30 - March 9 = 12
- Verbal threats (self harm): Baseline Aug 15 - Jan 29 = 2, IMPACT Intervention Jan 30 - March 9 = 0
Individual Child
A.C. – 7th Grade

Start of Intervention

- Disruption of Setting
- Non Compliance with Adults Request
- Agression Toward People
Individual Child
TB – 6th Grade

Start of Intervention

Instances of Behavior

Dates of Observation

Disruption of Setting
Aggression Toward People
Non Compliance with Adults Request
Elopement
Individual Child
KH – 6th Grade

Start of Intervention

- Disruption of Setting
- Aggression Toward People
- Non Compliance with Adults Request
OUTCOME DATA
Academic Outcomes
Growth in Reading Proficiency

Percent of Students Meeting or Exceeding 1.5 Years Growth via I-Ready Reading (Grades 1 - 5)

<table>
<thead>
<tr>
<th>Category</th>
<th>Percent</th>
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<tbody>
<tr>
<td>IMPACT</td>
<td>52</td>
</tr>
<tr>
<td>PES (Elementary School)</td>
<td>40</td>
</tr>
<tr>
<td>District</td>
<td>38</td>
</tr>
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