What does it take to create RY community support?

Creating Community Readiness—Steps to Take!

Strong partnerships are required when schools seek to implement best practice model programs with fidelity. Cultivating and involving all constituencies (e.g., school faculty & staff, youth, parents, community partners [crisis center, community mental health centers, substance abuse clinics, youth service providers, faith communities]) in the process of adopting a program is critical to successful transfer from research to practice. Taking these steps early in the process of program selection and start-up portends success.

Directions: Use the *Administrative Worksheet* below to accomplish the important steps of information dissemination, infrastructure development, and building school-community partnerships.

Administrative Worksheet

Developing Community Readiness for RY Implementation					
Task	Responsibility	Name	Due Date	Details	Complete
➢ Develop a partnership with parents, students, teachers, counselors, health care staff and community agencies to gain school community support for implementation of RY as designed	Administrator				
➢ Collaborate with counseling and/or health-care staff as well as relevant community agencies	Administrator & RY Coordinator				
• Facilitate collaboration between RY, school staff and community agencies	Administrator				
• Include relevant community members in planning meetings and RY training	Administrator				
➢ Provide reliable information about RY for community presentations by obtaining brochures, handouts for presentations and RY PowerPoint slide show addressing "What is RY? Why implement it in our community"? (e.g., download and print the Developer's RY brochure; access SAMHSA's Model Program Web site description of RY)	RY Coordinator				

Developing Community Readiness for RY Implementation (cont.)

Task	Role	Name	Date	Details	Complete
• Rehearse presentations (prepare various versions— 5, 10, 15, and 30 min options); know your audience and your subject; anticipate questions and develop persuasive, succinct responses	Administrator & RY Coordinator				
➢ Conduct/support RY informational presentations to key stakeholders; involve them in supporting RY	Administrator & RY Coordinator				
• School and District administration; School Board					
• Community leaders/social service providers					
• Teachers, parents and school personnel at each potential high school					
➢ Recruit/select participating high schools; obtain written agreements to implement RY as designed; then,	Administrator				
• Meet with key personnel to determine the timing of RY during the school day, provide a course description, and ensure RY is placed on the school schedule (See: Scheduling, Space & Materials Worksheet for details.)	RY Coordinator				
• Implement the RY procedure for identification of RY participants	RY Coordinator				
• Arrange for access to student records (transcripts, disciplinary actions) with school district data manager to: create the RY 'pool' of potential students and measure school indicators (grades, credits earned, attendance for 2 semesters prior to, during and subsequent to the RY class participation)	Administrator & RY Coordinator				
➢ Support and guarantee the implementation of RY as designed re: policies & procedures, support, and fidelity	Administrator RY Coordinator & RY Team				
• Implement required RY policies and procedures related to the 3 program goals	RY Coordinator & RY Team				

Developing Community Readiness for RY Implementation (cont.)

Task	Role	Name	Date	Details	Complete
• Ensure a school crisis response plan is in place (do in collaboration with school counseling and/or health care staff)	RY Coordinator & RY Team				
• Ensure that class size, scheduling and space requirements meet RY requirements;	RY Coordinator				
• Ensure the RY student selection criteria and invitation process is followed.	RY Coordinator				
• Implement the RY Leader selection criteria	Administrator				
• Provide Training and ongoing support for RY Leaders/Coordinator and Administrators/principals	Administrator & RY Coordinator				
• Ensure the RY program is implemented as designed.	RY Coordinator				
➤ Seek information and technical assistance available to RY clients.	Administrator & RY Coordinator				
• Explore the RY Web site as directed under "Is RY for You?"	Administrator & RY Coordinator				
• Contact the developers to arrange for training and consultation related to any of the above	RY Coordinator				

Getting Started—RY Coordinator Selection, Training & Support!

Setting the Stage for RY Success—Steps to Take!

Implementing RY with fidelity requires RY Leader support in the form of the right RY Coordinator in the context of a strong administrative infrastructure. The RY Coordinator must be invited, not assigned, to the position. Key to this position is a strong desire to provide the necessary supervision and support as well as the interpersonal competencies essential for team building, establishing consensus and problem solving. Successful recruitment of the right RY Coordinator employs the RY Coordinator selection model. Supporting RY implementation fidelity requires that the RY Coordinator participate in a developer-sponsored training (RY Leader Training plus Coordinator Advanced Training) in preparation for participation as part of a network of RY-specific administrative support.

Directions: Use the *RY Coordinator Selection, Training & Support Worksheet* to initiate preliminary steps to RY implementation fidelity.

RY Coordinator Selection, Training & Support Worksheet

Implementing the RY Coordinator Selection & Support Model					
Task	Responsibility	Name	Date	Details	Complete
➢ Ensure adherence to the RY Leader Selection Model					

• Solicit nominations from other administrators, faculty, pupil services personnel and staff for individuals who:
   – Have strong leadership, team building, and supervisory skills
   – Evidence a desire to facilitate the RY infrastructure and supervise the delivery of RY Classes
	Administrator				

• Gather information from nominated individuals to determine if they:
   – Report evidence of leadership, team building and supervisory skill (self-assessment with examples)
   – Evidence a healthy sense of self-esteem
   – Express a strong desire to create a supportive infrastructure for RY and provide leader supervision
	Administrator				

Implementing the CAST Leader Selection Model (cont.)

Task	Role	Name	Date	Details	Complete
– Verify experience in prevention programming and skill and comfort in working with at-risk youth – Express a willingness and ability to attend RY Training for Leaders and Coordinators – Commit to conducting RY supervision bi-weekly (over the course of each semester/trimester when RY is being conducted) – Conduct weekly classroom observation of each RY Leader supervised – Agree to review and code one videotape of an RY session/week/leader and conduct a review of this tape as a part of supervision	Administrator				
➤ Ensure the RY Coordinator completes a developer-approved RY Leader and Coordinator Advanced Training	Administrator				
➤ Collaborate with the RY Coordinator to promote and support RY infrastructure development (e.g., purchase required materials, provide necessary FTE, integrate RY responsibilities into job description, ensure institution of Crisis Response Plan, establish School Support Team)	Administrator				
➤ Actively seek information and express understanding of the rationale of RY program model, curriculum design and guiding principles	Administrator				
• Pave the way through school culture prior to, during and following key planning, start-up and implementation events	Administrator				
➤ Support RY model and program staff in meeting the RY program goals with selected students; provide support, encouragement and consultation to the RY leader/ and Coordinator.	School Support Team				

Reconnecting Youth

Getting Started—RY Leader Selection Model!
Setting the Stage for RY Success—Leader Selection, Training & Support!

The RY Leader is critical to the success of the RY program. First and foremost, the RY Leader must be invited not assigned to the position. Recruitment of the successful RY Leader includes selecting someone who has a strong desire for working with at-risk teens: an aptitude for such work, and a willingness to participate in training for RY Leaders. To ensure RY implementation fidelity the RY Leader participates in ongoing supervision by a trained RY Coordinator.

Directions: Use the *RY Leader Selection, Training & Support Worksheet* to initiate preliminary steps to RY implementation fidelity.

RY Leader Selection, Training & Support Worksheet

Implementing the RY Leader Selection, Training & Support Model					
Task	Responsibility	Name	Date	Details	Complete
➢ Provide oversight of and ensure adherence to the RY Leader Selection Model	Administrator				

• Solicit nominations from the principal, other administrators, faculty peers, and high-risk youth for individuals who are:
   – Seen as effective with students identified as potential dropouts and
   – Evidence a desire to work with youth who are emotionally distressed (depressed and/or may be thinking about suicide)
	RY Coordinator				

• Gather information from nominated individuals to determine if they:
   – Report working effectively with high-risk/distressed students (self-assessment with examples)
   – Evidence a healthy sense of self-esteem
   – Express a strong desire to teach RY Class following a thorough review of the RY Web site
	RY Coordinator				

Implementing the CAST Leader Selection Model (cont.)

Task	Role	Name	Date	Details	Complete
— Express a willingness and ability to attend an RY Training for Leaders — Commit to attending RY supervision sessions (every other week over the course of each semester/trimester when teaching RY) — Agree to provide the RY Coordinator with one videotape of an RY session/week and participate in a review of this tape as a part of supervision — Commit to weekly classroom observation by the coordinator	RY Coordinator				
➢ Ensure the RY Leader completes a developer-approved RY Training.	RY Coordinator				
➢ Promote and support RY being taught as designated by RY Training, the RY Curriculum, and as detailed in the RY Participant Guide and Student Workbook.	Administrator				
➢ Actively seek information and express understanding of the rationale of RY program model, curriculum design and guiding principles.	Administrator, RY Coordinator				
• Pave the way through school culture prior to, during and following key planning, start-up and implementation events	Administrator				
➢ Support RY model and program staff in meeting the RY program goals with selected students; provide support, encouragement and consultation to the RY leader and program coordinator.	School Support Team				

What Does It Take To Ensure RY School Readiness?

Creating an RY School Culture—Reconciliation of Policies and Procedures!

To deliver RY with fidelity, differences between district/school policy and RY policies and procedures need to be reconciled. Policies and procedures related to School Performance, Drug Involvement, Depression & Suicidal Behaviors, and Anger/Aggression must be in place prior to implementation of RY.

Directions: Use the following worksheet to guide your dialogue with key school personnel. Initiate all activities necessary to provide clear guidelines for RY Leaders and Coordinators that are consistent with both agency and RY Program policy.

Ensuring RY Readiness— Worksheet Creating a Culture of Support

Reconciling School and District's Policies and Procedures with RY Policies and Procedures					
Task	Responsibility	Who	Date	Details	Complete
1. Related to School Performance, use RY Curriculum policies and procedures—resolve differences between school and RY policies and procedures.					
• Negotiate/support on-campus suspension as a school policy	RY Coordinator				
• Seek alternatives to off-campus suspensions that would support the RY program goals to increase school attendance and achievement	Administrator & RY Support Team				
• Negotiate and establish policies and procedures for RY students to attend RY classes during on- or off-campus suspensions	RY Coordinator				
• Use the RY classroom management and discipline model guiding principles to increase attendance	RY Leader				
• Identify and mobilize support services for enhancing RY student achievement	RY Support Team				
• Ensure access to RY students' transcripts and school records	RY Coordinator				

Reconciling School and District's Policies and Procedures with RY Policies and Procedures (cont.)					
Task	Responsibility	Who	Date	Details	Complete
2. Related to Drug Involvement, use RY Curriculum policies and procedures—resolve differences between school and RY policies and procedures.					
• Negotiate the use of RY confidentiality and discipline rules concerning discussions in RY of drug use among the students consistent with the RY Model—RY cannot function as a prevention program without these rules.	Administrator, RY Coordinator & RY Leader				
• Negotiate exclusion from RY classes of students known to be dealing drugs. Screen such students out during the selection process and negotiate policies and procedures for how such students are to be removed from RY and referred for appropriate assessment and intervention.	Administrator & RY Coordinator				
• Confidentiality does not apply if it is discovered that a student is dealing drugs once in RY or use escalates requiring treatment—establish a policy and procedure that defines how such youth are removed from group and referred for assessment and intervention.	Administrator & RY Coordinator				
3. Related to Depression & Suicidal Behaviors, use RY Curriculum policies and procedures & develop/implement school crisis response plan					
• Establish/review prevention and reporting regarding suicidal risk behaviors	Administrator & RY Support Team				
• Obtain copies of the school district's crisis response plan and compare with the Reconnecting Youth (RY) School Crisis Response Checklist (See RY Getting Started Unit)	RY Coordinator				
• Review and use the RY Crisis Response Checklist and support materials—i.e., sample educational session, general guidelines for teachers, identifying & helping a suicidal youth	RY Coordinator & RY Support Team				
• Resolve any key differences between present school district policies and procedures and RY Crisis Response Checklist such that RY can be implemented as designed to prevent suicidal-risk behaviors	Administrator & RY Support Team				

Reconciling School and District's Policies and Procedures with RY Policies and Procedures (cont.)					
Task	Responsibility	Who	Date	Details	Complete
4. Related to Anger/Aggression, use RY Curriculum policies and procedures—resolve differences between school and RY procedures					
• Negotiate reconciliation of /establishRY policies and procedures with the school's policies and procedures so that RY procedures can be implemented as designed to prevent anger/aggressive behaviors.	Administrator & RY Support Team				
• Use the RY classroom management and discipline model guiding principles to teach anger control strategies and manage behaviors in group	RY Leader				
5. Abuse—physical and emotional & illegal activities					
• Follow school district, state-level and federal policies for reporting any abuse or illegal activities	RY Leader & RY Coordinator				
• Provide RY students with continued support during the reporting and investigation of abuse or illegal activities	RY Leader & RY Coordinator				
6. Provide RY Leaders/Coordinator with lists of available referral resources					
• In school resources (e.g., counselors, health care staff, tutors, etc.) for issues related to 1 – 5 above	RY Support Team				
• Community resources for issues related to 1 – 5 above	RY Support Team				

Getting Started—Scheduling, Space & Materials!
Setting the Stage for RY Success—Steps to Take!

Implementing RY with fidelity requires careful preparation. The RY scheduling, space and materials must be consistent with the demands of the program and support the efforts of the RY Leader and participating students.

Directions: Use the *Scheduling, Space & Materials Worksheet* below to ensure an optimal RY environment.

Scheduling, Space & Materials Worksheet

Scheduling the RY Class—Right Time/Right Place/Right Stuff!					
Task	Role	Name	Date	Details	Complete
➢ Schedule RY Classes	RY Coordinator				
• Consider optimum time in the school day—goal to select the best period(s) for helping students achieve three RY program goals (e.g. morning may be better as these students sometimes have difficulty going to afternoon classes; meeting just before or right after lunch creates the possibility of the group meeting on campus for lunch thus limiting potential skipping)	RY Coordinator & RY Team				
• Ensure that RY is listed as a class on the school's course schedule	RY Coordinator				
• Provide a description of the course content including the limitation in class size (10 – 12 students meeting specific selection criteria)	RY Coordinator				
• Ensure that the class provides at least 4,000 minutes of instruction (e.g., 80 days for 50 minutes/day)—consultation is available from the RY Co.™ for adjusting the RY Curriculum for implementation with block and trimester scheduling	RY Coordinator				

Scheduling the RY Class—Right Time/Right Place (cont.)

Task	Role	Name	Date	Details	Complete
• RY student enrollment is complete after the second week of class (preferably after the first week); no "rolling" enrollment.	RY Coordinator				
• Consider the match between RY Leader time and the criteria above when scheduling. Remember that the RY Leader needs to be specially selected by RY & school staff and participate in certified training	Administrator				
• Assign no more than 2 RY Classes at a time to a single RY Leader (approx. .4-.6 FTE depending on case management load left to Leader vs. Coordinator)	Administrator				
➢ Identify and enforce assignment of an RY classroom and authorize procurement of essential program materials	Administrator & RY Coordinator				
• Designate a classroom for RY that is suitable for small group work and confidential discussions. Space must provide physical security (i.e., privacy of sight and sound) during the scheduled periods and for the students' RY work left in the space overnight. The RY class space should not rotate—the same space must be available for all classes.	Administrator				
• Ensure the RY Leader has a workspace with secure storage—RY Agendas, Student Workbooks, flip chart, snacks etc.	RY Coordinator				
• Order RY Student Workbooks well in advance of the planned start date.	RY Coordinator				
• Specify the mechanism for budgeting/accessing materials (e.g., pencils, Post-it© notes, pens, flipchart paper, flipchart stand)	Administrator				
• Provide a budget for incentives and activities (e.g., stickers, snacks, Ropes/challenge courses): ~$300/class	Administrator				

Getting Started—RY Student Selection Model!

Setting the Stage for RY Success—Student Identification, Recruitment & Suicide Risk Screening & Assessment!

Ensuring an optimal environment and adherence to the RY selection model, identifying and recruiting students for whom the program was designed, is critical to achieving desired program outcomes. Consider time, space and materials and assure that the student invitation process is consistent with the RY Model—rehearse strategies for working with RY students prior to initiating recruitment.

Directions: Use the *Recruitment & Screening Worksheet* below to implement the RY selection Model.

Important Note: RY is an indicated prevention program for students at high-risk for school dropout. Below we detail procedures for identifying this population in participating schools. We also know that 25% – 35% of these potential high school dropouts also report elevations in depressed mood and/or direct suicide risk behaviors. It is recommended that you use a screening and assessment procedure to determine which students report depressed mood and/or suicide-risk behaviors providing further support and referral as necessary. At a minimum RY Leaders and RY Coordinators, with the help of the Support Team, need to be prepared to screen and assess any student, who in the course of participation in RY may disclose information regarding depressed mood and/or suicide risk behaviors. The items detailed below describe identification and recruitment of potential high school dropouts as well as screening and assessment procedures. Should you choose to implement RY without systematically screening all participants to determine suicide-risk status—the detailed procedures described below regarding screening and assessment are applicable on a case-by-case basis.

Recruitment and Suicide Risk Screening & Assessment Worksheet

A. Identifying and Recruiting Intended Students

Task	Responsibility	Name	Date	Details	Complete
➢ Implement procedure to identify and select RY students	RY Coordinator				
• Create potential student 'pool' from total school enrollment using RY selection criteria for potential high school dropouts: – Behind in credits for grade level, in top 25th percentile for absences, and GPA less than 2.3 or recent precipitous drop of $\geq$ .7 OR – Referred by school personnel and meeting 1 of the above criteria OR – Prior dropout	RY Coordinator & RY Team				

A. Identifying and Recruiting Intended Students (cont.)

Task	Role	Name	Date	Details	Complete
• Remove from the above created pool any students in special education, diagnosed as severely emotionally or behaviorally disturbed, and students in need of drug treatment or known to be dealing drugs	RY Coordinator & RY Team				
• Randomly select eligible students from screened pool for invitation to join RY	RY Coordinator				
➢ Recruit RY Students by *Invitation*—invite (never assign) randomly selected students to join RY:	RY Coordinator & RY Leader				
• Meet students at school and conduct individual face-to-face invitations—provide written material for student and parent	RY Coordinator & RY Leader				
• Invite using established RY Invitation Questions and an informed consent approach; anticipate likely questions	RY Coordinator & RY Leader				
• Discuss the RY policy on confidentiality and the RY consent form	RY Coordinator & RY Leader				
• Notify parents of students who accepted the invitation—speak with parents by phone, explain the program, allow opportunity for questions and encourage the parent to talk with their teen about the program and review written materials together.	RY Coordinator & RY Leader				
• Assure that the invitation process is consistent with the RY Model—review and rehearse strategies for approaching and working with RY students	RY Coordinator & RY Leader				
• Invitation outcome should produce a richly diverse group of both sexes, in grades 9 – 12, with varying levels of risk for potential dropout as well as varying degrees of emotional distress. *Assigning all the riskiest/neediest youth is outside the RY model: do not consider.*	RY Coordinators				

B. Implementing the Suicide Risk Screening and Assessment Components

Task	Role	Name	Date	Details	Complete
➢ Select appropriate and valid screening and assessment tools • Review list of screening instruments, visit Web sites, discuss and decide on the most appropriate tool for your circumstance • Review list of brief assessment interviews, visit Web site, discuss and decide on the most appropriate assessment strategy for your circumstance	Administrator, RY Coordinator & RY Team				
➢ Develop polices and procedures consistent with: • Selected screening tool • Selected assessment strategy	RY Coordinator & RY Team				
➢ Identify staff members with essential skills to conduct screening and assessment activities. Determine time constraints, work assignment adjustments and the need for supplemental staff. Create a pool from which screening and assessment personnel can to drawn.	Administrator, RY Coordinator, & RY Team				
• Select and train key personnel in administration and scoring of the screening tool. Selected personnel should express interest in the task, enjoy working with youth one-on-one and in small groups, be organized and attentive to detail.	RY Coordinator & RY Team				
• Select and train key personnel in the conduct of the follow-up assessment. Selected personnel should express interest in the assignment; enjoy and have the specialized skills to conduct brief suicide-risk assessment.	RY Coordinator & RY Team				
➢ Develop the policies and procedures defining the social connection and school bonding components of the assessment follow-up	RY Coordinator & RY Team				
• Ensure a social connection to support resources and encourage school bonding following each assessment	RY Coordinator				

B. Implementing the Suicide Risk Screening and Assessment Components (cont.)

Task	Role	Name	Date	Details	Complete
• Ensure assessment follow-up telephone contact with parent/guardian	RY Coordinator				

• Prepare and obtain written resources for students and parents
  – Card with local and national 24 hour crisis line number
  – Watch for the Signs brochure
  – School-based resource list
  – Community-based resource list
	RY Coordinator & RY Team				

• Provide all youth with resource materials, provide parent/guardian with verbal resources, follow-up with mailed resources	RY Coordinator & RY Team				