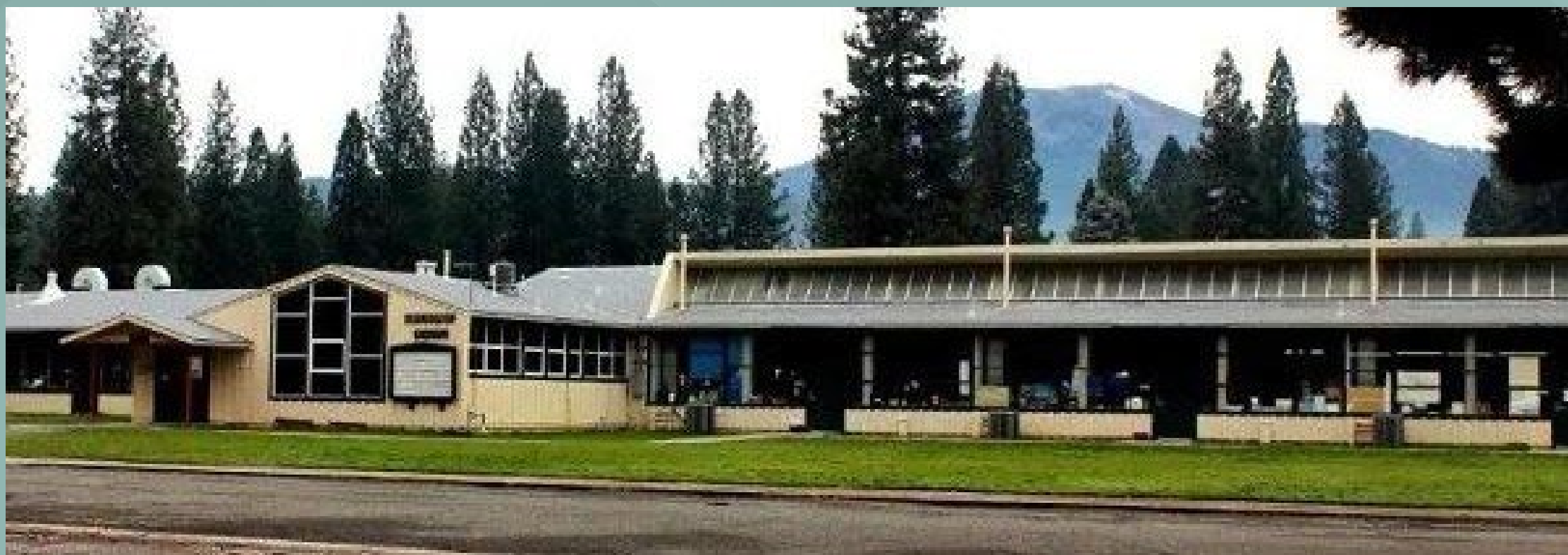


# FINDING THE HERO



# Sarah Clark



# WHY

## ARE THESE KIDS SO BAD?

- Fun
- Freedom
- Power
- Love/Belonging
- Survival/Security



# DISCIPLINE

- Administered by teachers
- Reactive
- Confrontive
- Distancing



# BEHAVIOR EDUCATION

- Administered by behavior educator
- Proactive
- Collaborative
- Presence



# FINDING THE HERO-- THE PROGRAM



Ready.... Set....

- Permission from parent and teacher
- Teacher input form (page 6)



Go to Work!

The question: Has the student's behavior been acceptable to you in the preceding period?

WHY?

YES

- Document 3 positive behaviors
- Student selects choices

WHY?

NO

- Document 1 negative behavior
- Student works with behavior educator to discover replacement behaviors (page 8)

WHY?



## Recording the Work!

- Weekly report (page 7)
- Monthly report (page 9)

WHY?

- Monthly team meeting

WHY?



# OTHER STUFF

- Self Evaluation (page 10)
- Tantrums and regression
- Start young -- don't stop
- Relationship is everything
- Cultural fluency
- Keep learning... thanks Glenn, Albert, and Bill
- Extras that add a lot, Far Out Club and lessons



# WHY “HEROES”?



The program is called “Finding the Hero” because some of the students in it have suffered from sad inequities in our society. It is hoped that they will become productive citizens, “heroes” who will correct some of those inequities in their own homes, communities, and the culture at large.



# FINDING THE HERO

- Why does this program take so long, ideally six years?
- Why don't you help children during class?
- Why spend all this money on high risk kids?



# PROGRAM PLAN

INNOVATION (INN)

**PROJECT NUMBER/NAME:** Finding the Hero

☐

**CONTINUED FROM PRIOR YEAR PLAN OR UPDATE**

**X NEW**

- A. Expected start and end dates of this INN Project: September 1, 2023  
B. The total time frame (duration) of this INN Project: 3 years

## 1. PROJECT OVERVIEW

### A. Primary Problem

Provide a narrative summary of the challenge or problem identified and why it is important to solve for the community. Describe what led to the development of the idea for this INN Project and the reasons this project has been prioritized over alternative challenges identified during the Community Program Planning Process.

Why do some kids repeatedly do things like, lie, steal, interrupt, argue, verbal and physical violence of all kinds. Psychiatrist, William Glasser developed a view of human behavior called "Choice Theory." Choice Theory suggests that everything we do is purposeful, and motivated by five basic needs: fun, freedom, love / belonging, power, and survival. Behaviors we use repeatedly, the ones that become part of our identify, are those we find most need satisfying. Why do some students misbehave so much? Because those behaviors are the best way, they have found to meet their needs.

It's hard to help when the misbehavior is the student's solution. The tried-and-true way she / he has found to meet the needs. This solution, of course, creates quite a problem for everyone else in the vicinity. The teacher has a problem for sure. Classmates often have a problem if they are getting bullied, distracted from the work, etc. . Interestingly, however, classmates often enjoy the one who misbehaves, especially when it offers a distraction from a less than interesting assignment. Many times, they will even join in. This of course, makes thing more challenging for the teacher.

Finding the Hero is a behavior education program tailored to the needs of behavior disorder students, their teachers, and classmates, which had proven quite effective at an elementary site in Burney, CA. Burney, CA is a small rural community of 3,767 people. A former educator and dedicated woman, Sarah Clark, has developed this service over the past few decades. The goal of this program is to expand services to those in need in the Burney community to improve outcomes for children and youth.

### B. Project Description

Students with serious behavior problems are referred to the program by teachers and enrolled only with parent consent. From then on, a behavior specialist meets with the student at a recess two to four times a week. The behavior specialist comes to the classroom right before a recess and asks the teacher for an update on the child's behavior, "has this student's behavior been acceptable to you in the preceding period?" If the teacher says yes, the worker will ask him/her to provide an example of something the student did that was acceptable. "He sat quietly at carpet time." Two more examples will be collected from the student him/ herself and/or classmates. "I finished my math." "He gave me

a pencil.” These will be recorded on a monthly calendar. This careful, consistent documentation of positive behavior is critical, as it brings to the student’s mind existing prosocial behaviors that will eventually grow effective enough to replace the current misbehavior. The other significant factor here is the community. The student is usually so troublesome that teachers and peers come to expect the negative behavior, i.e., “That’s just the way she /he is. He’s a bully,” etc ... It will be helpful to the child if the community expectation can change as she / he does. Speaking out and recording the positive behaviors help with the transition.

- 1) Provide a narrative overview description of the Project, how the Project is being/will be implemented, the relevant participants/roles within the project, what participants typically experience, and any other key activities associated with Project development and implementation.

Challenge/Problem	Potential Solution
Child, client	
Teacher	
Family	
Beavhiorist	

- 2) Identify which of the three INN project General Requirements the project is/will be implementing.

- ☒ Introduces a new practice or approach to the overall mental health system, including, but not limited to, prevention and early intervention
- ☐ Makes a change to an existing practice in the field of mental health, including but not limited to, application to a different population
- ☒ Applies a promising community driven practice or approach that has been successful in a non-mental health context or setting to the mental health system.

- 3) Briefly explain how the selected approach has been determined to be appropriate.

Punishment can bring change, but it will be temporary, and the student will likely identify the punisher as the “bad guy,” further justifying, even increasing, the misbehavior. High risk children’s misbehaviors are well rehearsed by the time they are in the first grade. The program wants that same amount of time, six years, to lead the child to CHOOSE new behaviors that will bring him / her success in the school; becoming “behaviorally bicultural” successful at home and at school. There is not just one quick fix for behavior change. It needs time and commitment for lasting change.

- 4) If applicable, estimate the total number of individuals expected to be served annually, cost per person and how these estimates were developed.

# of individuals to be Served (estimate)	Cost per Person
8 to 12 youth	\$3,100 to \$2,083

5) If applicable, describe the population(s) to be served by the project, e.g., age group, gender identity, orientation, language spoken and other important demographics/characteristics.

Age Group	# of individuals	Race	# of individuals	Sexual Orientation	# of individuals	Gender Identity	# of individuals	Language Spoken	# of individuals		
0-15 yrs.	12	White	7	Lesbian or Gay		Female		English			
16-25 yrs.	0	African American or Black	1	Heterosexual		Male		Spanish			
26-59 yrs.	0	Asian		Bisexual		Transgender woman		Vietnamese			
60 & older	0	Native Hawaiian or Other Pacific Islander		Queer, pansexual, and/or questioning		Transgender man		Cantonese			
		Alaska Native or Native American	1			Genderqueer		Mandarin			
		Other				Other		Other			
		More Than One Race				Declined to Answer		Declined to Answer			
		Declined to Answer				Disability			# of individuals	Cambodian	
Veteran	# of individuals	Ethnicity	# of individuals	Communication	# of individuals	Mental (not SMI)		Hmong			
				Seeing		Physical/Mobility		Russian			
Yes		Hispanic	3	Hearing or Having Speech Understood		Chronic Health Condition		Farsi			
No		Non-Hispanic						Arabic			
Declined to Answer		More Than One Ethnicity		Other (specify)		Other (specify)		Other			
								None		Declined to Answer	
Total Estimated Number of Individuals to Be Served:					12						

## 2. LEARNING GOALS/PROJECT AIMS

A. Describe the Project's learning goals/specific aims and what potential contributions will be made to the expansion of effective practices.

Goal of this service is to decrease behavioral outbursts for children in the school setting which aims to improve educational, emotional and community functioning. By decreasing behavioral outbursts and improving overall functioning we can decrease youth becoming involved in the criminal justice system saving \$106,131 per prisoner per year.

- B. What does the County want to learn or better understand over the course of the INN Project, and why have these goals been prioritized?

Shasta County is invested in serving the rural areas of the community and invested in increasing services in this remote area. By using this behavioral intervention Shasta County is hoping to decrease school absences, increase academic performance and community functioning.

- C. How do the learning goals relate to the key elements/approaches that are new, changed or adapted in this Project?

In Shasta County, this project is new as it is initiated by a former educator who has used the Change Theory framework to improve the emotional function of elementary school children with a behavior change model. Often programs like this, are developed by behavioral health organizations. In this case, years of teaching young children, brought this educator to think outside the box in hopes of improving outcomes for the children of the community where she lives and taught. Behavior educator exploration and practice exercise to develop new prosocial behaviors.

- D. For continuing projects, include any modifications to the project learning goals/specific aims in response to lessons learned during project implementation. **N/A**

### 3. ADDITIONAL INFORMATION

- A. Explain how the Project is consistent with the priorities identified in the Community Program Planning Process.

With the town of Burney being located 58 miles from the county seat of Redding, Burney experiences issues many rural counties do. Restricted access to services is just one of them. The rural location of Burney creates barrier for the underserved children and families simply due to the geographic location in the mountains. The racial composition of this community is White 85.6%, followed by two+ non-Hispanic 41.7%, White Hispanic 3.72%, American Indian and Alaska Native (Non-Hispanic) 2.58% and other Hispanic 1.97%

- B. Provide a description of how the current/proposed project relates to the General Standards of the MHSA.

- Community Collaboration:
- Cultural Competence:
- Client and Family Driven:
- Wellness, recovery, and resilience focused:
- Integrated service experiences for clients and their families, i.e., the client, and when appropriate the client's family, accesses a full range of services provided by multiple agencies, programs, and funding sources in a comprehensive manner:

- C. Explain how the Project evaluation is/will be culturally competent and includes/will include meaningful stakeholder participation.

- D. Describe how community stakeholders are meaningfully involved in all phases of INN projects, including evaluation of INN projects and decision-making regarding whether to continue INN projects.

Project presented to the MHSA Stakeholders meeting on June xx, 2023

- E. If individuals with serious mental illness receive/will receive services from the continued/proposed project, describe the County's plan to protect and provide continuity of care for these individuals upon project completion.