

Moving Public Systems from a Focus on More to Focus on Different

Bryan Samuels, Executive Director

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ChapinHall at the University of Chicago
Policy research that benefits children, families, and their communities

Leadership Experience

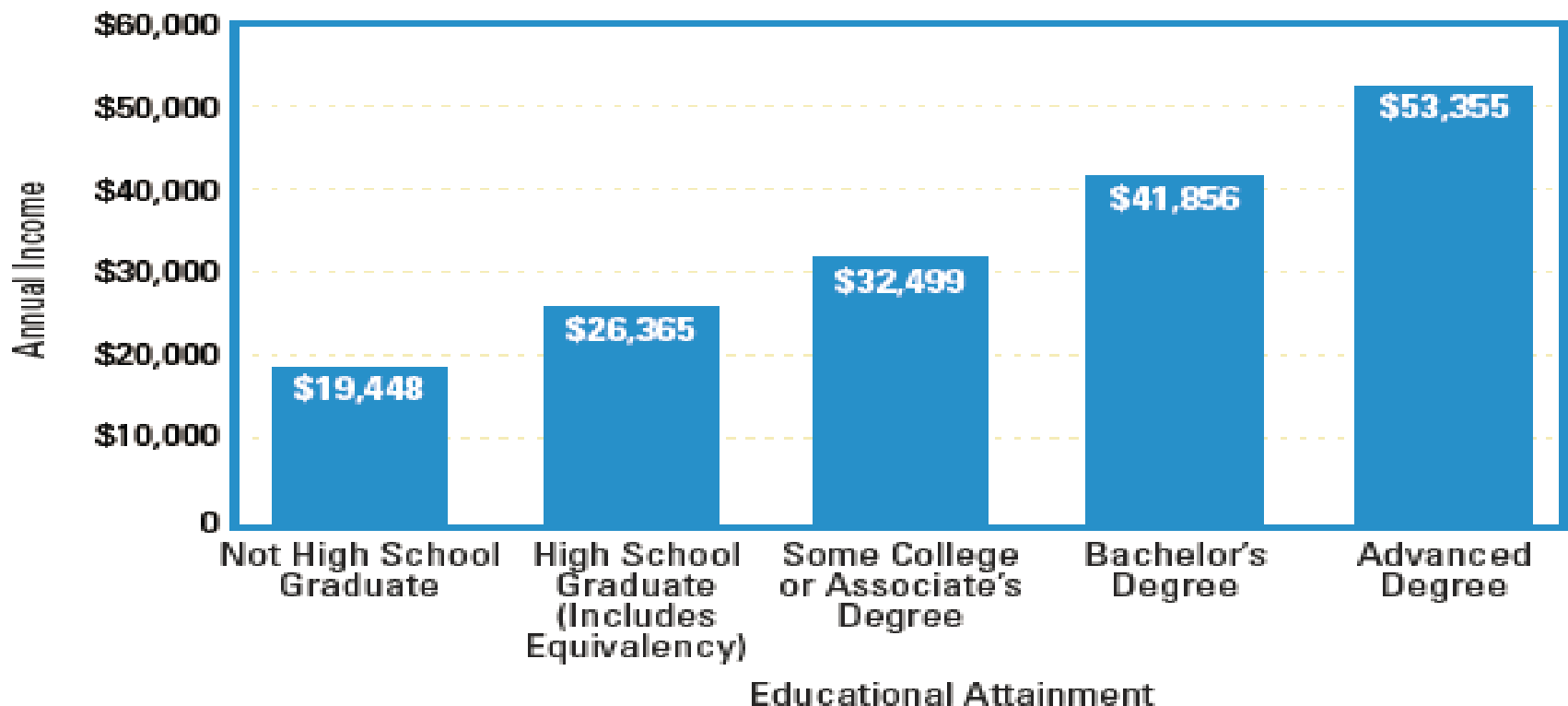
1. ED, Chapin Hall at U of Chicago
2. Commissioner, HHS & ACYF
3. Chief of Staff, Chicago Public Schools
4. Director of Child Welfare, DCFS
5. Deputy Director, Nebraska DSS
6. Assistant to Governor for Human Services, State of Illinois

If Portland-area schools were to cut the dropout rate in half, in an average year these “new graduates” would:

- Earn \$38 million in additional wages
- Contribute an additional \$4 million in state and local taxes

Source: Alliance for Excellent Education.

Median Annual Earnings by Educational Attainment (Multnomah County 2008)



Source: 2008 American Community Survey.

KEY FINDINGS OF THE NEW CONNECTED BY 25 REPORT

- A student who drops out in Multnomah County will earn \$19,448 a year – less than half the income of someone with a bachelor's degree; over a lifetime the difference in income is more than \$1 million.
- Nearly 30% of dropouts in Multnomah County live below the poverty level.
- In 2008, 42% of Multnomah County students failed to graduate with their peers.
- Youth of color will soon make up a majority of all students in the county, yet African American, Hispanic, and Native American youth consistently fare worse in school, with graduation rates as much as 23 percentage points lower than white students.
- On any given day, in the Portland community, there are roughly 3,000 high school-aged youth disconnected from school.

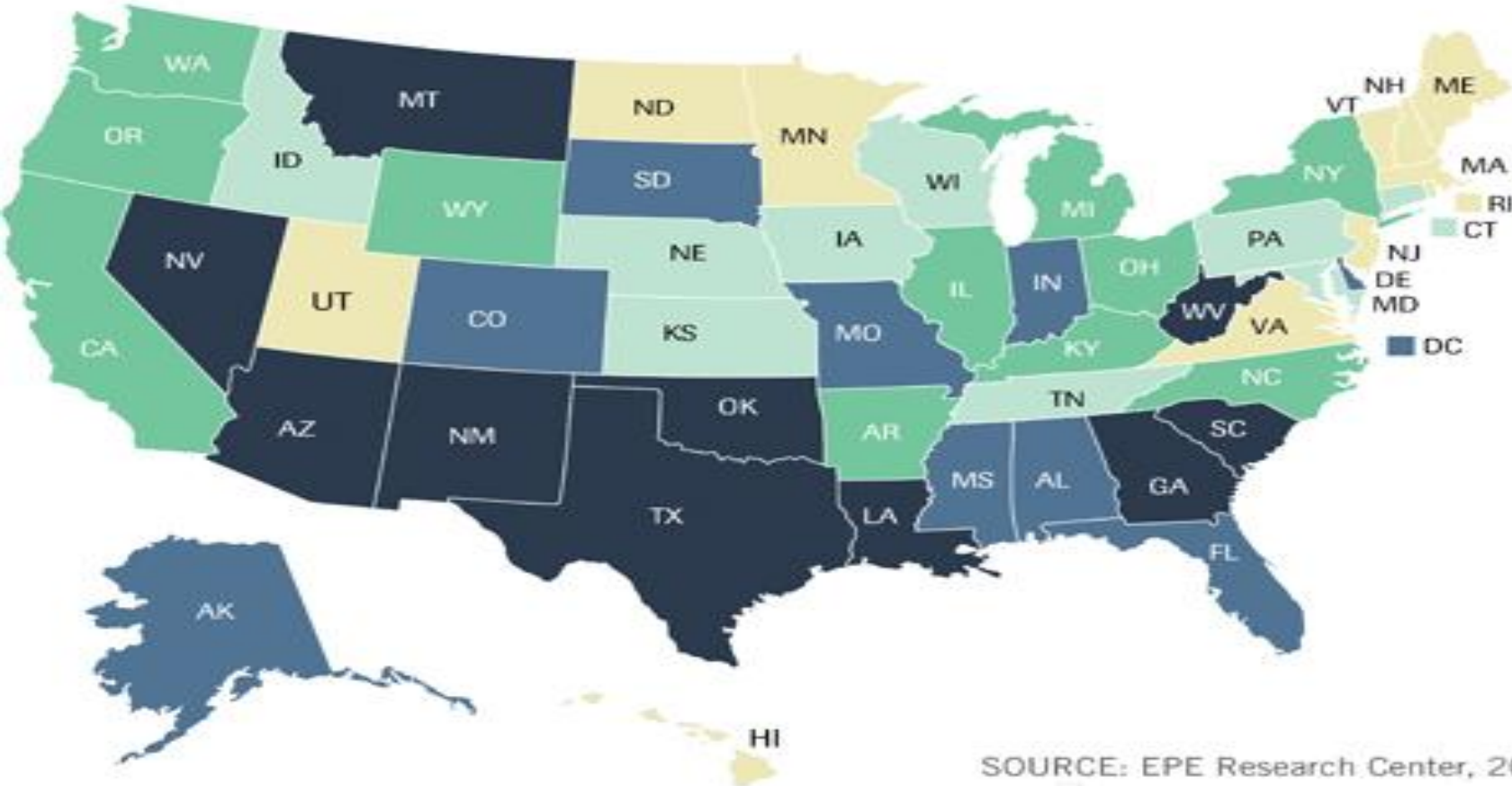


Disconnect Youth Is a National Challenge

According to one survey, 6% to 6.9% of youth ages 16-21 have no diploma and are not enrolled in school in Oregon.

Percent of Recoverable Youths
(Ages 16-21)

- Less than 5% (11)
- 5 to 5.9% (9)
- 6 to 6.9% (11)
- 7 to 7.9% (10)
- 8% or more (10)



SOURCE: EPE Research Center, 2013

Range of Different Approaches Are Needed

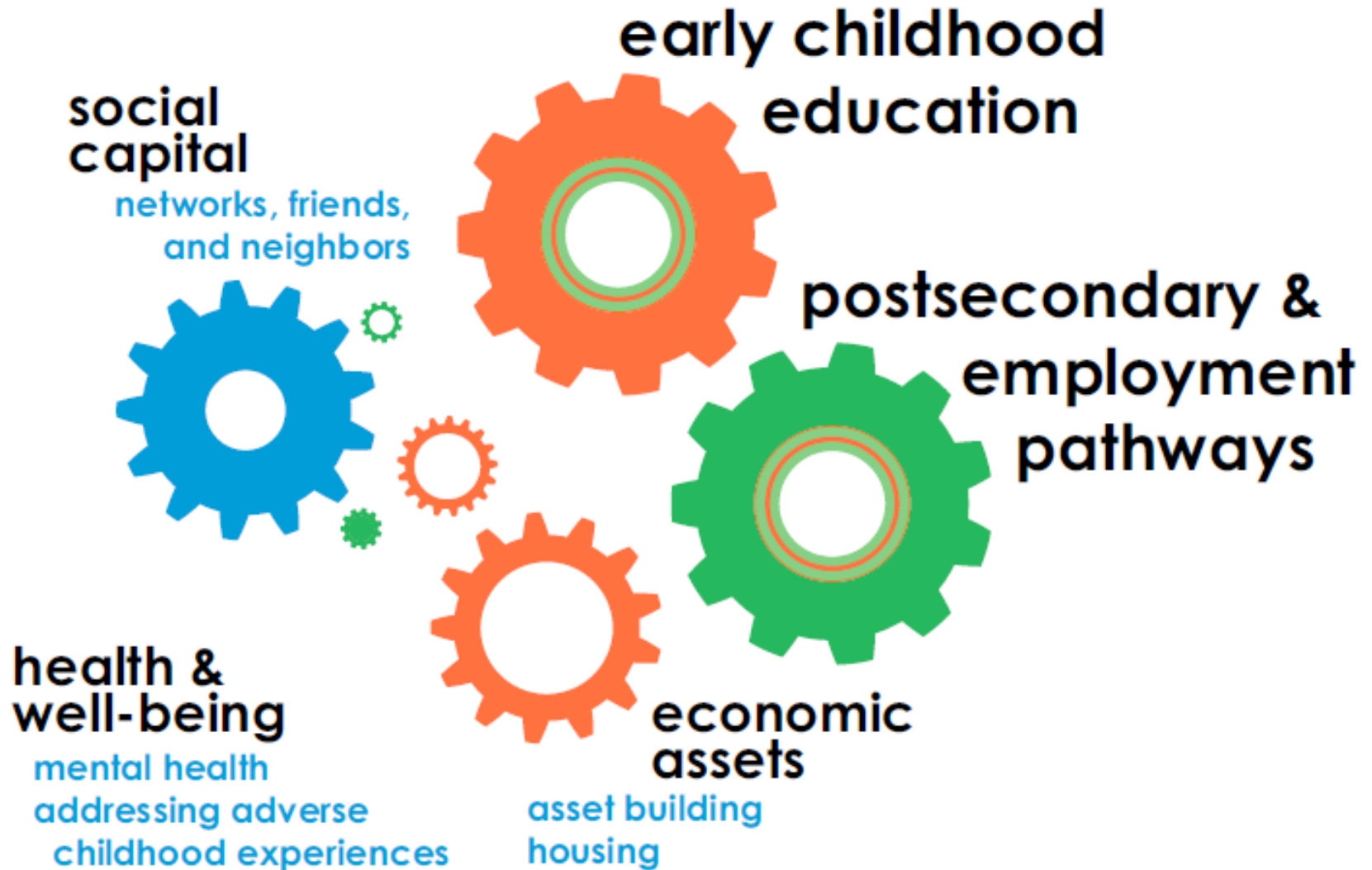
*“Nationally, more than **one in four** high school freshmen does not graduate in four years; in the 50 largest U.S. cities, the dropout rate is closer to **50 percent**. Although many of these young people eventually seek to continue their education, a sizable number of dropouts (and many high school graduates) become **seriously disconnected** from both school and work. The long-term prospects for these young people are **extremely poor**. The population of disconnected youth is diverse, meaning that a range of **different approaches** is needed to **reengage** this group of young people.”*

Different Approach: Two Generation Strategies to Policy and Practice

*“Policymakers can take steps now to move two-generation strategies forward and measurably improve outcomes for both children and their parents. Unless they rise to this challenge, the next generation will be at further risk — for developmental delays, academic struggles, and, ultimately, the same challenges facing their parents for economic stability. Our long-term economic prosperity will also be at risk as children and parents struggle to achieve educational and economic success. **Two-generation policies offer policymakers the chance to break the intergenerational cycle of poverty and replace it with opportunity.**”*

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Two Generation Approach to Policy & Practice



Understanding Role of Toxic Stress

*“According to a report from the Centers for Disease Control and Prevention, several types of childhood toxic stress contribute to this risk, including **experiencing traumatic events, physical, sexual or emotional abuse, and growing up in low socioeconomic conditions.** Likewise, recent evidence suggests that risky family dynamics characterized as **neglectful or harsh parenting and chaotic home life** can also influence adult health outcomes. Importantly, **the most toxic childhood stressors are those that occur in the absence of emotional support from a caregiver.**”*

Three Levels of Stress

Positive

Brief increases in heart rate,
mild elevations in stress hormone levels.

Tolerable

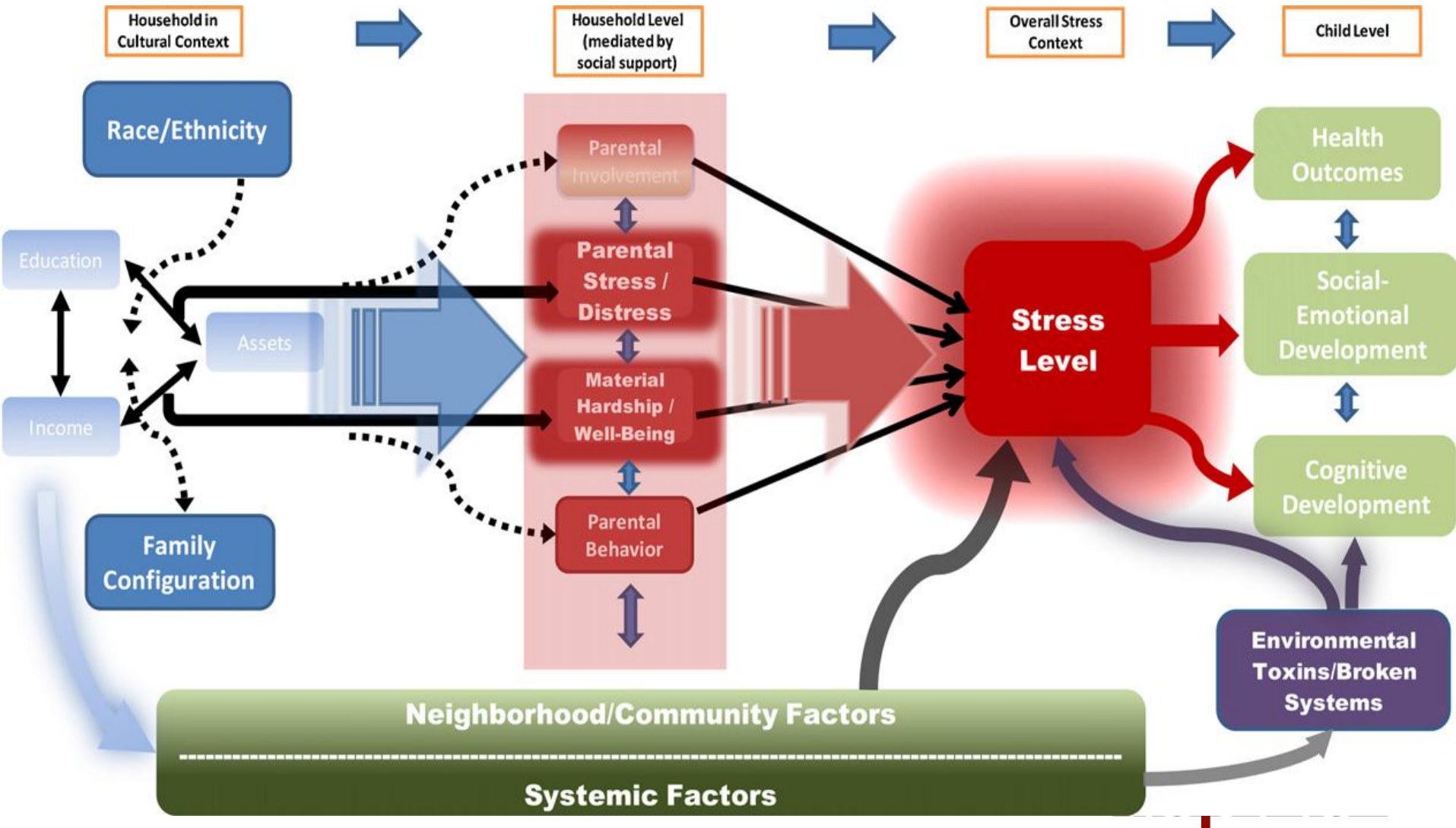
Serious, temporary stress responses,
buffered by supportive relationships.

Toxic

Prolonged activation of stress response systems
in the absence of protective relationships.



Toxic Stress in Households & Communities



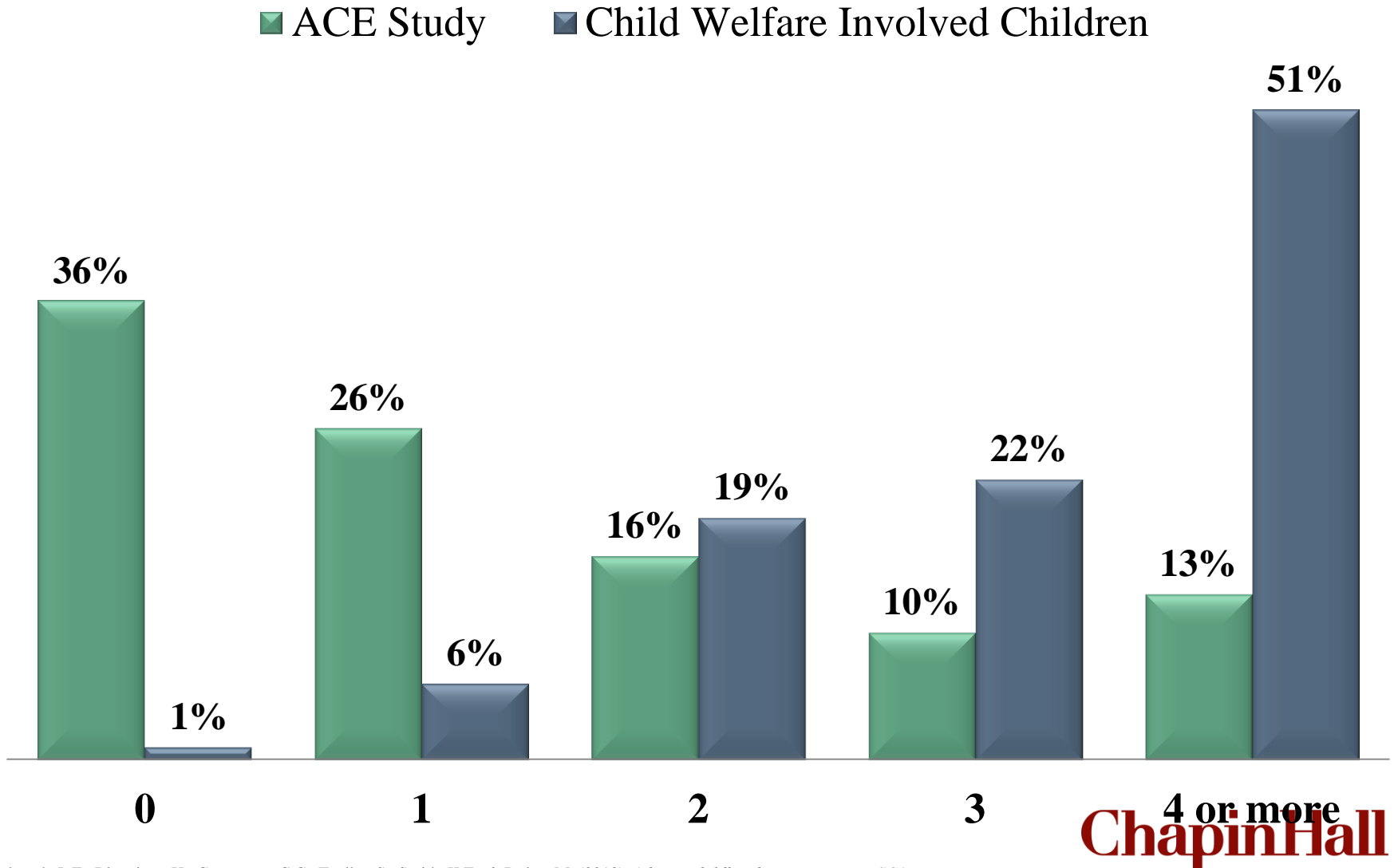
Living with Persistent Poverty is Toxic

- Poverty-related stress was directly related to **anxious/depressed symptoms** and social problems and interacted with prior symptoms, contributing to worsening symptoms for **delinquency, attention problems, somatic complaints, and anxious/depressed symptoms.**
- Community-level stressors including high poverty rates, low levels of education, high unemployment rates, and high residential mobility in the community are chronic and affect all members of a given community.
- Data show that **parents are not the only family members** who are affected by stress from living in poverty. SES, neighborhood disadvantage and poverty-related stress take a toll on **children, adolescents, and adults.**
- Understanding how poverty translates to psychopathology for children and adults is critical for **developing effective intervention and advocating for sound policy.**

Adverse Childhood Experience & Adult Outcomes

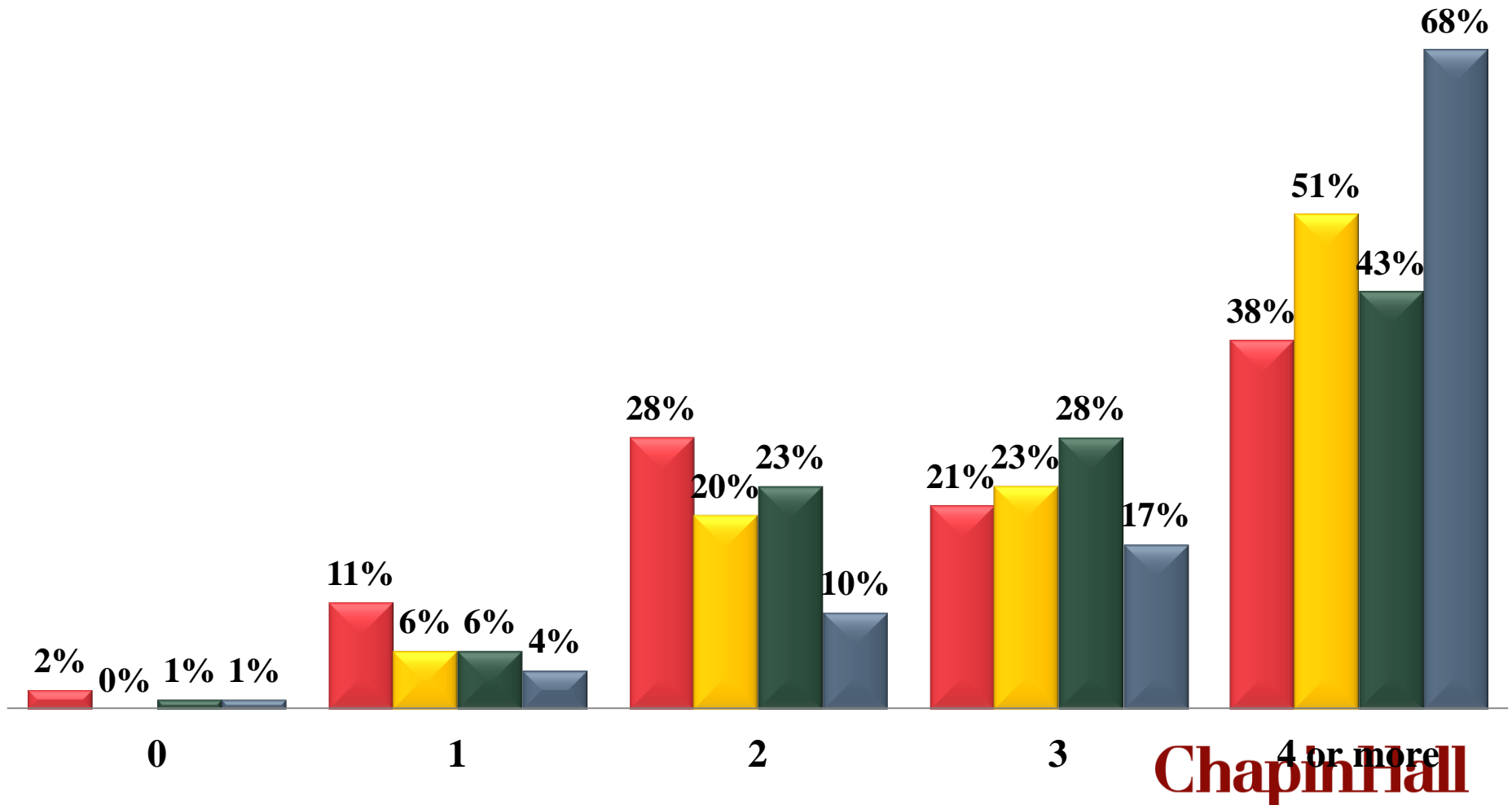
“We found a graded relationship between the number of categories of childhood exposure and each of the adult health risk behaviors and diseases. Persons who had experienced four or more categories of childhood exposure, compared to those who had experienced none, had 4- to 12-fold increased health risks for **alcoholism, drug abuse, depression, and suicide attempt**; a 2- to 4-fold increase in **smoking, poor self-rated health, ≥50 sexual intercourse partners, and sexually transmitted disease**; and a 1.4- to 1.6-fold increase in **physical inactivity and severe obesity**. The number of categories of adverse childhood exposures showed a graded relationship to the presence of adult diseases including ischemic **heart disease, cancer, chronic lung disease, skeletal fractures, and liver disease.**”

Adverse Childhood Experience & Adult Outcomes



Changing How We Intervene: Understanding ACEs for Child Welfare

■ Ages 0 to 2
 ■ Ages 3 to 5
 ■ Ages 6 to 10
 ■ Ages 11 to 17

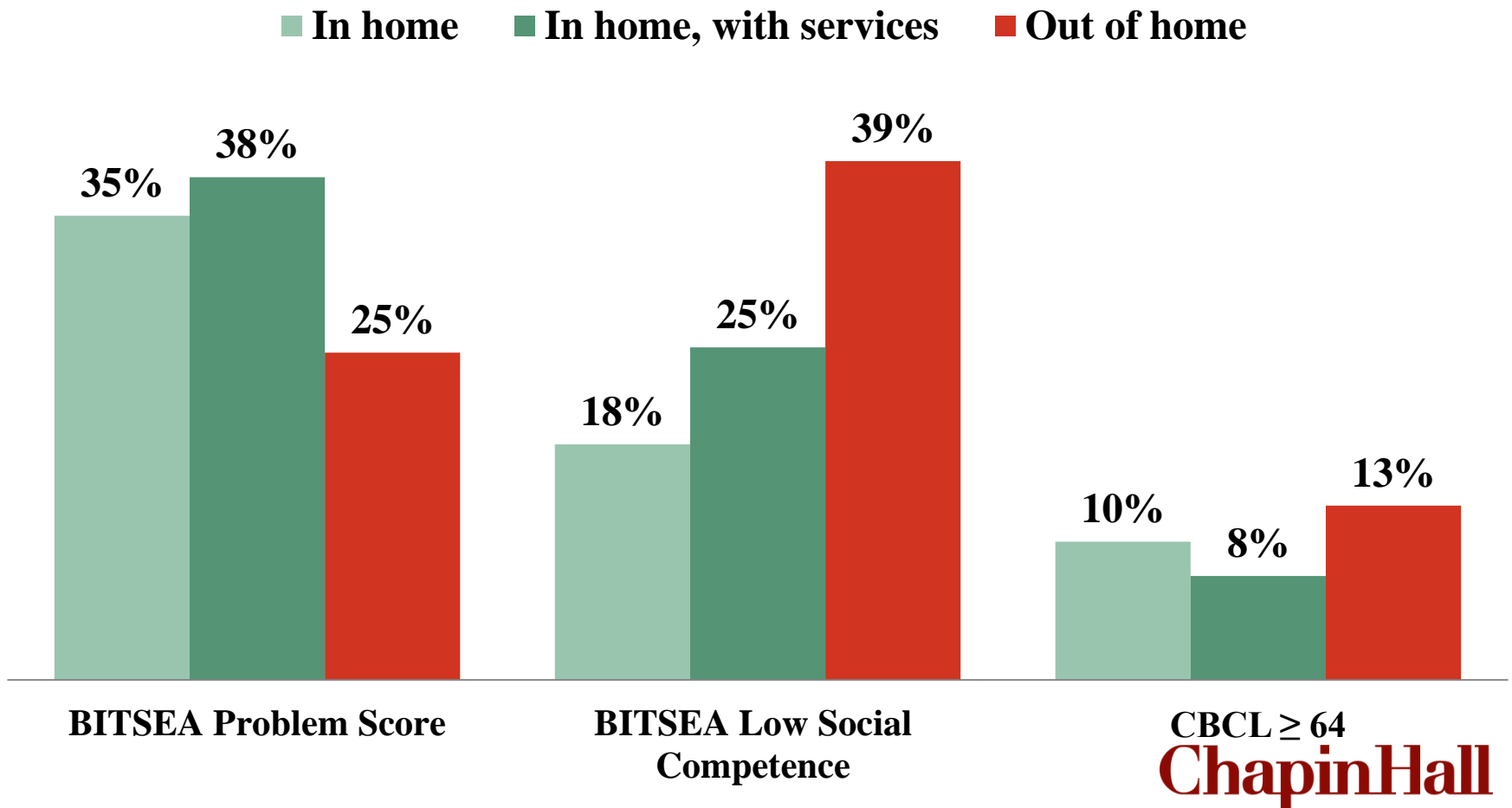


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Understanding Behaviors Associated with Toxic Stress in Youth

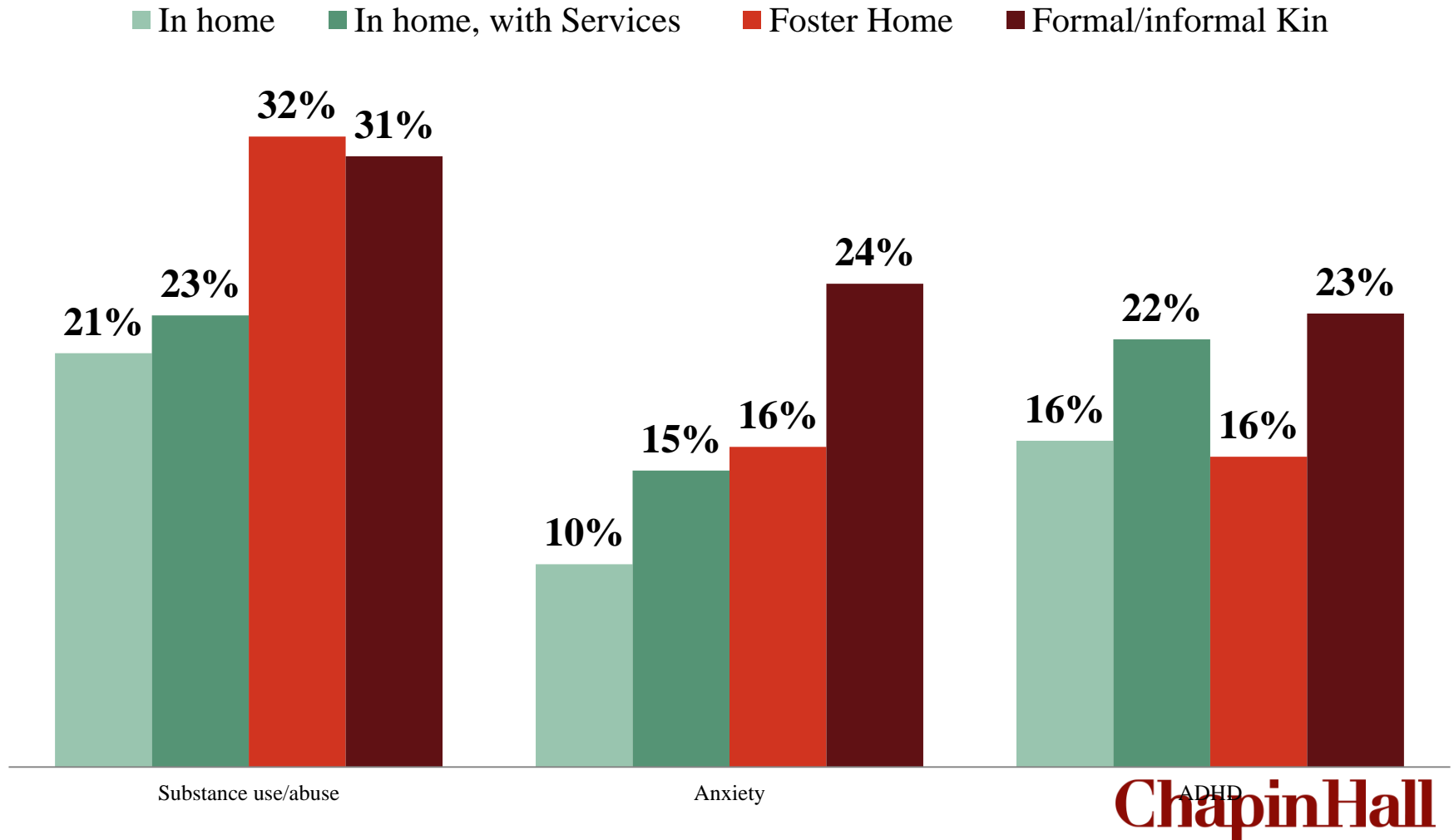
*“Toxic stress programs the predictive adaptive response by altering neural systems related to stress responding, enhancing anticipation of threat, **generating greater emotional and physiological arousal to actual threat, and reducing the ability of the system to shut off the stress response.** This programming may also have long-term health costs. We posited that such demands lead to a state of chronic dysregulation across multiple systems. Our findings suggest that this may indeed be a pathway to disease, with effects occurring across regulatory systems.”*

Mental Health Problems for Young Children in NSCAW



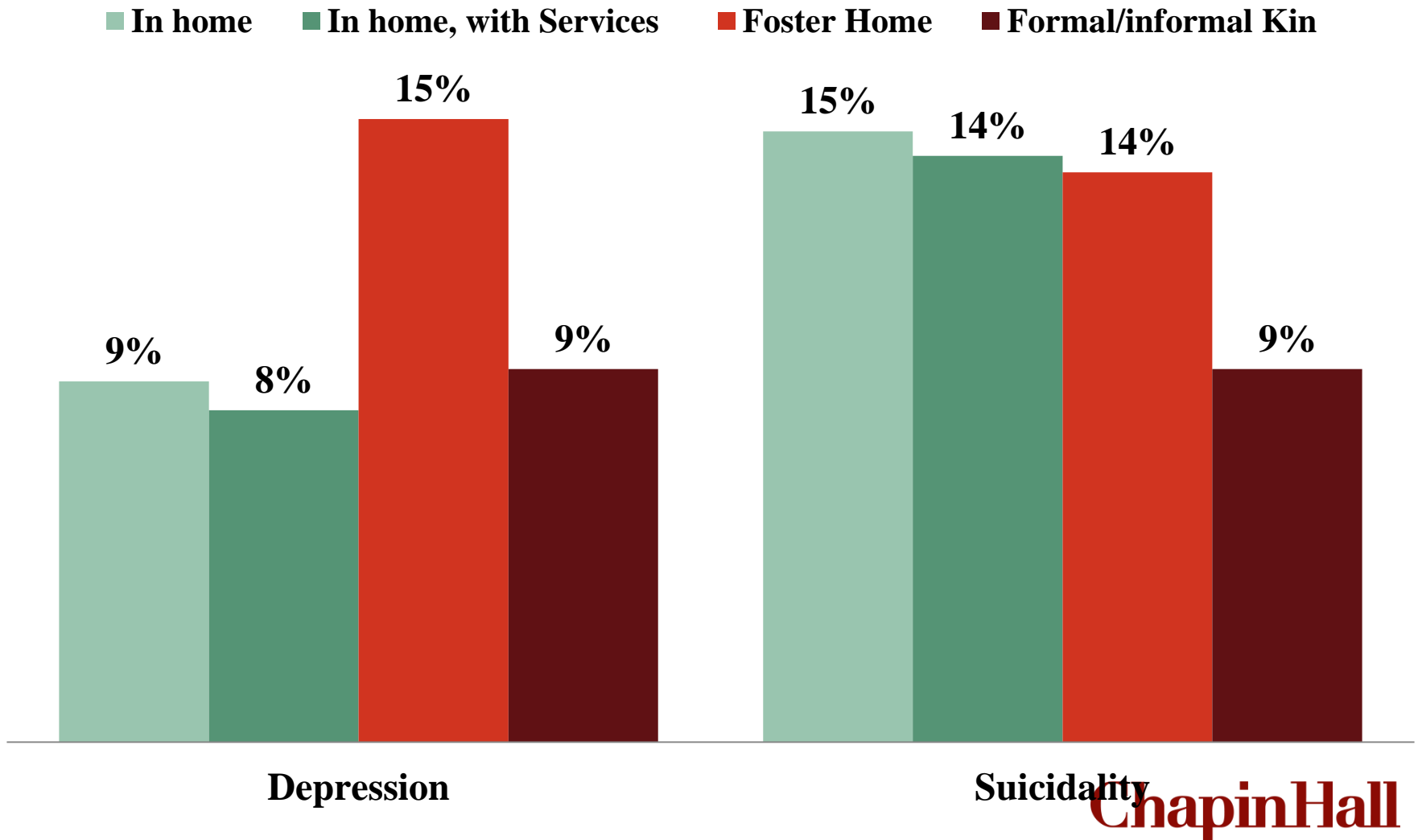
Clinical level Problems for Youth 12-18

NSCAW



Clinical level Problems for Youth 12-18

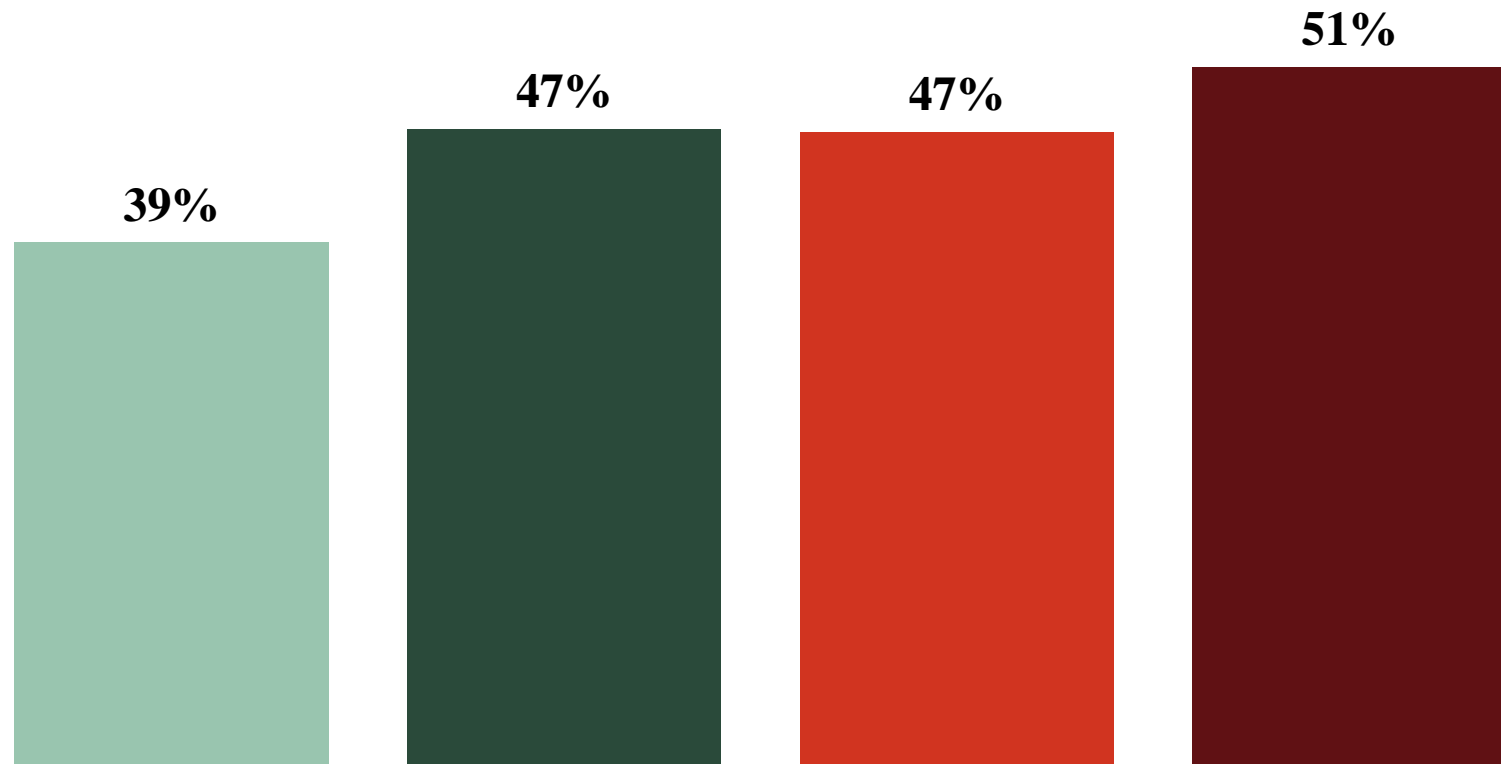
NSCAW



Clinical level Problems for Youth 12-18

NSCAW

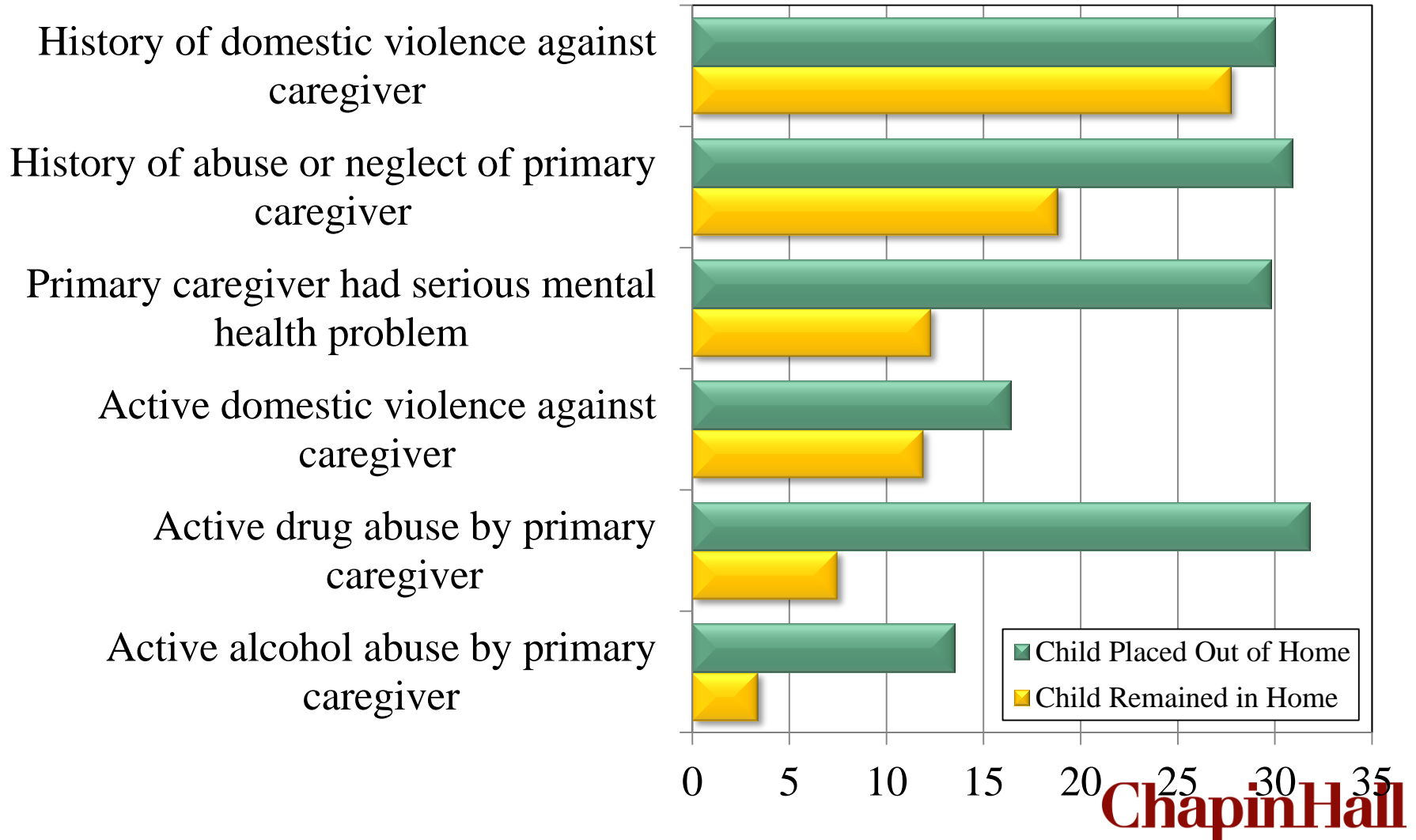
■ In home ■ In home, with Services ■ Foster Home ■ Formal/informal Kin



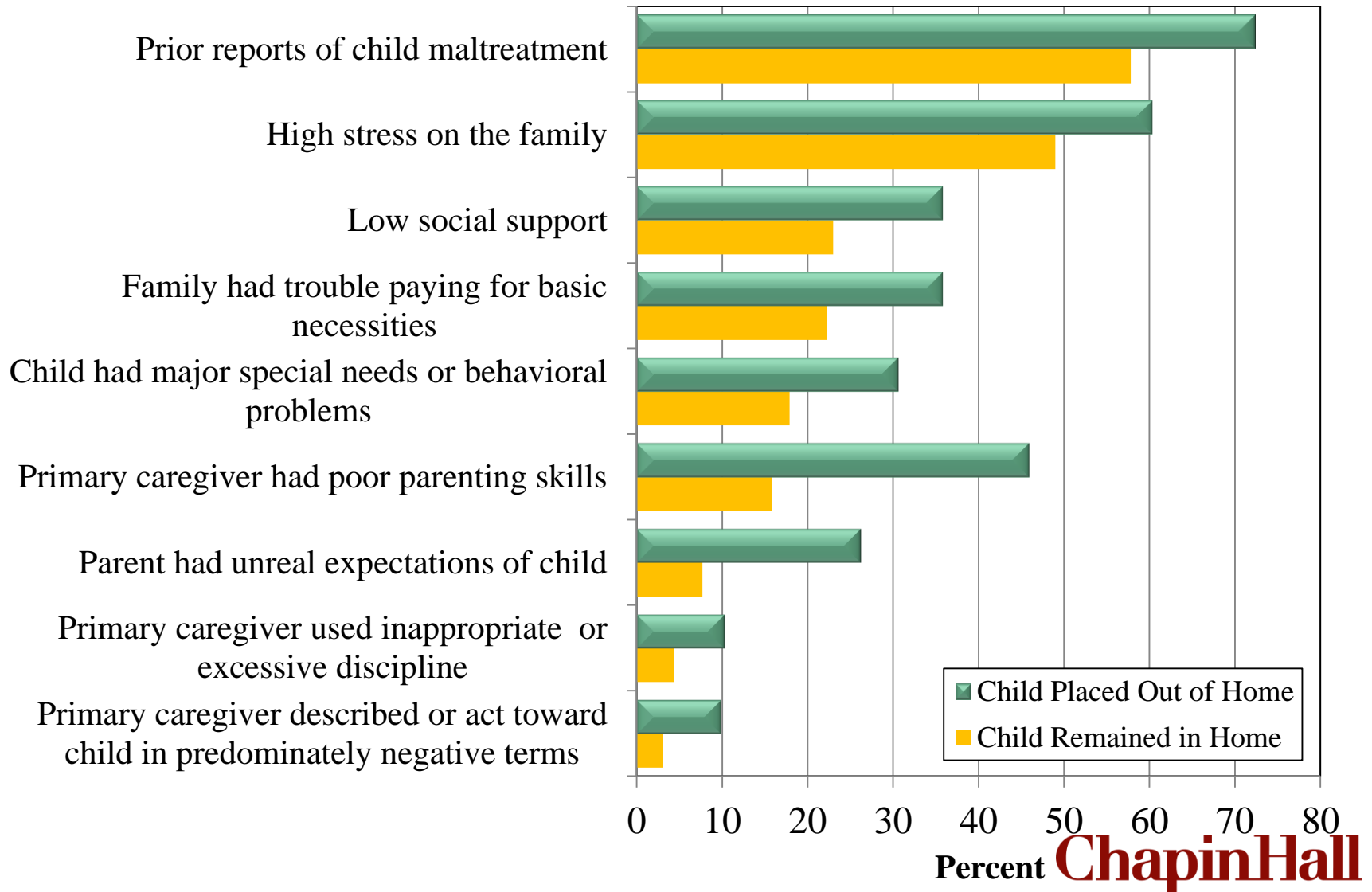
Any of the 5 Problems

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Toxic Stress at Home



Toxic Stress at Home



Coping is a complex process

“Coping behaviors are mechanisms to decrease or alter sources of stress and distressing emotions when encountering stress. Broadly, coping has been most often defined as the repertoire of responses people employ when faced with problems that threaten to impinge upon their physical or emotional equilibrium”

Examples of Evidence-Based Interventions

Diagnosis/Concern/Activity	Evidence-Based Interventions (Examples)	Age
<i>Screening Activities</i>		
Identification of Mental Health & Behavioral Health Issues	<div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); border-right: 1px dashed black; padding-right: 5px; margin-right: 10px;">SCREENING TOOLS</div> <ul style="list-style-type: none"> • Child & Adolescent Needs & Strengths—Trauma (CANS) • Pediatric Symptom Checklist (PSC) • Strengths and Difficulties Questionnaire (SDQ) • Child Behavior Checklist (CBCL) </div>	0-18 4-16 4-17 4-18
<i>Most Common Mental Health Diagnoses for Children in Foster Care (bold red text indicates parent or caregiver component)</i>		
Conduct Disorder/Oppositional Defiant Disorder	<ul style="list-style-type: none"> • Parent-Child Interaction Therapy (PCIT) • Strengthening Families Program (SFP) • Early Risers – Skills for Success • Brief Strategic Family Therapy (BSFT) • Multisystemic Therapy (MST) • Familias Unidas • Multidimensional Treatment Foster Care (MTFC) 	2-7 3-16 6-12 6-17 9-17 12-17 12-17
Attention Deficit Hyperactivity Disorder	<ul style="list-style-type: none"> • Parent–Child Interaction Therapy (PCIT) • Triple P • Children’s Summer Treatment Program (STP) 	2-7 0-16 6-12
Major Depression	<ul style="list-style-type: none"> • Adolescents Coping with Depression (CWD-A) • Cognitive Behavioral Therapy (CBT) for Adolescent Depression • Alternative for Families-Cognitive Behavioral Therapy (AF-CBT) 	13-17 13-25 4-16

Examples of Evidence-Based Interventions

Diagnosis/Concern/Activity	Evidence-Based Interventions (Examples)	Age
Trauma		
Actionable Trauma Symptoms → <i>Posttraumatic Stress Disorder</i>	<ul style="list-style-type: none"> • Child-Parent Psychotherapy (CPP) • Parent-Child Interaction Therapy (PCIT) • Combined Parent-Child Cognitive Behavioral Therapy for Families at Risk for Child Physical Abuse (CPC-CBT) • Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) • Alternatives for Families/Abuse Focused Cognitive Behavioral Therapy (AF-CBT) • Cognitive Behavioral Intervention for Trauma in Schools (CBITS) • Trauma Affect Regulation: Guide for Education and Therapy (TARGET-A) • Structured Psychotherapy for Adolescents Responding to Chronic Stress (SPARCS) • Prolonged Exposure (PE) Therapy for Youth 18-25 	0-6 2-17 3-17 4-55 5-17 6-12 10-55 13-21 18-25
Behavioral Concerns		
Internalizing/Externalizing Behaviors → <i>Behavioral Problems and Relational Concerns</i>	<ul style="list-style-type: none"> • Child Parent Psychotherapy (CPP) • Promoting Alternative Thinking Strategies (PATHS) • Incredible Years • Triple P • Parenting Wisely • Nurturing Parenting Programs (NPP) • Brief Strategic Family Therapy (BSFT) • Fostering Healthy Futures (FHF) – mentoring + skills training • Functional Family Therapy (FFT) 	0-6 0-12 0-12 0-16 0-17 6-12 6-17 9-11 10-18

Defining Positive Outcomes for Youth

“Broadly, well-being refers to the *way a person **thinks and feels about themselves*** and others. It includes *being able to adapt and deal with **daily challenges*** (resilience and coping skills) while leading a fulfilling life. Hence, there is an emphasis on the ***behavioural and emotional strengths*** of children, as well as how they *respond to adversity*. Many of the characteristics or attributes of social and emotional well-being follow a ***developmental pathway***, and ***age-appropriateness*** is therefore a ***key factor in measurement.***”

Broad Support for Two Generation Approach to Policy & Practice

*“According to a new 2014 survey, 70 percent of Americans believe that if we want to make sure low-income children are successful in their early learning, then we also have to invest in their parent’s economic well-being. They support programs with a two-generation approach, and that support is gaining strength. **Today 89 percent favor such a program as a means to raise families out of poverty. Moreover, 70 percent favor the approach, even if their own taxes were increased to introduce such programs, including majorities of voters across partisan lines. Support for the specific policies that comprise a two-generation approach is both broad and deep. Americans support creating partnerships that build upon existing policies as well as new policy innovations.**”*

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Developing Strategy for Achieving Positive Outcomes for Youth

Building the case for changing child welfare

- Understanding the current policy/practice context
- Demonstrating what could be achieved by change
- Developing an accurate estimate of the cost of implementing change
- Gaining buy-in and creating momentum

Creating capacity and structures

- Attracting professionals with the right skills to move the agenda
- Fostering cooperation among those with shared interests
- Testing/piloting change and demonstrating outcomes
- Introducing change to larger systems

Making change a part of everything

- Embedding change in measurement/accountability systems
- Ensuring continuous support and resources
- Anticipating problems
- Changing “down stream” business processes
- Documenting success