

Performance & Quality Improvement Newsletter

September 2017

LaSalle School
Albany, NY

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Upcoming Topics:

- ◆ Case Record Reviews
- ◆ Student Survey Results
- ◆ Strategic Plan
- ◆ SED Program Review

Performance and Quality Improvement (PQI) activities assist with achieving program and service area outcomes, and contribute to efforts to improve organizational climate and culture and staff and client satisfaction. PQI encourages the use of data and staff and stakeholder involvement to identify, establish and implement improvement practices that contribute to desired outcomes. This occasional newsletter will be one avenue to encourage staff involvement in PQI.

Strategic Plan Update

Our strategic plan helps set and monitor progress on our key goals, strengthen operations, improve outcomes, and align agency direction in response to changing environments. Our mission and vision is supported by five broad goal areas, each with its own set of goals, objectives and measures. The five broad areas include, 1, Programs & Services 2, Workforce 3, Administration & Support, 4, Leadership (including Board) and 5, LaSallian roots. This article provides an update on Program & Services - LaSalle will collaborate and partner with public and private agencies so that clients will be served in integrated systems of evidence informed and evidence based programs & services to progress toward stability and well-being. This goal area is essential to our mission and vision.

Objectives	Assessment of Progress	Looking ahead
LaSalle will be as well positioned as possible for the NYS Medicaid Managed Care transformation	Our status as a dually-licensed counseling center and Children's Health Home Care Management Agency has positioned us as a qualified behavioral health facility	Agency leadership will continue to identify and develop avenues to provide services to the local community and beyond that support our mission and vision
Pursue opportunities to increase community based programming, including aftercare, clinical services and collaboration with other organizations for evening and education related services	We have increased our capacity to be recipients of innovative programming through the MARC grant, FAIS and RED efforts through Albany County and related DCJS funding, and CHHUNY service provider	We will continue to rigorously pursue opportunities that support our mission and vision such as the HEARTS initiative which works to influence policy and through grant and RFPs for aftercare programming
Each program & service will have will have a comprehensive plan commensurate with its size and scope to help realize its goals	All of our programs have benchmarks and outcome statements that are reviewed annually.	Our annual goals, objectives and metrics will be reviewed annually for relevance and desirability to ensure we are striving in the right direction and toward the desired outcomes
Continue to research, develop and implement state of the art and evidence informed and evidence based practices	Several evidence based practices have been implemented into our agency-wide treatment and service philosophy, often with state and national experts	Leadership in all departments continues to identify best practice approaches and secure resources and strategies for staff development

LaSalle's Alphabet Soup

A guide to the acronyms used on campus-School Testing Edition

BASC-3: The Behavior Assessment System for Children: A tool we used in conjunction with SOAR (research) in order to compare characteristics of our kids with national representation. We administer it to youth and caregiver several times to assess change (improvement) during a youth's stay in program.

KTEA-3: Kaufman Test of Educational Achievement: Individually administered battery that provides in-depth assessment of key academic skills. Special education teachers, school psychologists, educational diagnosticians, and other professionals use this tool to help:

- Evaluate academic skills in reading, math, written language, and oral language
- Measure progress or response to intervention and adjust instruction based on performance
- Identify learning disabilities on a core level

WAIS-VI: Wechsler Adult Intelligence Scale: Individually administered test that measures cognitive ability using a core battery of 10 unique subtests. The subtests focus on four specific domains of intelligence: verbal comprehension, perceptual reasoning, working memory, and processing speed. This test can be administered to people aged 16-90.

WISC-V: Wechsler Intelligence Scale for Children: Individually administered intelligence test for children between the ages of 6 and 16. It generates a Full Scale IQ (formerly known as an intelligence quotient or IQ score) that represents a child's general intellectual ability. It also provides five primary index scores: Verbal Comprehension Index, Visual Spatial Index, Fluid Reasoning Index, Working Memory Index, and Processing Speed Index.



PBIS Updates

The PBIS Committee has continued to work on updating the PBIS system and structure and revamping the school store and the incentive system. We have also been working to update the matrix, to make sure it reflects our current population. If you have any questions, feel free to contact Marilyn, Mark S., or Cam.

Harvest Fest– This year's harvest Fest is on October 27th. If you would like to volunteer to help facilitate an event, contact Tom Mueller. It is shaping up to be a great day to practice being Safe, Respectful, and Responsible.

Just a reminder, if you need Fast Cash, it's available from: Ed Carroll, Deb Fisher, Jim Meyer, and Mark Silverbush.



Busy Summer for Counseling Center at LaSalle

Over the summer, NYS OASAS conducted a Comprehensive Site Visit as well as a Program Review. The following items were identified during these processes:

- *Strong Governance and Quality & Improvement (QA) Mechanisms*
- *Attractive environment and well-maintained facilities*
- *Well-trained clinical staff with quality, comprehensive services*
- *Various required items lacking in the clinical case record, including health and communicable disease risk assessments prior to admission, and timeliness of required case activities and documentation*
- *A few policies and procedures such as Medications Assisted Treatment policy (how we address medication supported recovery) were identified as lacking or incomplete*

We also submitted application for an integrated outpatient license. An integrated license will be invaluable as we promote services across our multiple licenses and levels of care. The integrated OMH/OASAS license will bring us into alignment with state efforts to promote and achieve integrated behavioral health; allow us to optimize our work with local children with complex treatment needs, complex trauma and problematic sexual behavior (PSB); will optimize our burgeoning work as a Children's Health Home Care Management Agency in partnership with the Children's Health Home of Upstate New

York (CHHUNY); and would assist us to further "tear down the wall" between our existing community-based program areas and better enable us to provide and further expand community access to our services in the following ways:

- Comprehensive, child centered/family focused, evaluation and treatment,
- Trauma informed child, adolescent, and family counseling,
- Multi-family and parent support group services,
- Psychiatric (MD, NPP) evaluation and medication management,
- 24/7 mental health crisis response services,
- Integrated mental health and substance abuse screening, evaluation, and treatment services,
- Child and adolescent sexual abuse evaluation, risk assessment, and treatment (perpetrator and victim),
- Collaborative opportunities between local child welfare/ juvenile justice and on site mental health, and educational services,
- Enhanced detention diversion programming and preventive services
- Improved partnerships with local primary health care providers (hospitals and pediatric practices)
- Referrals to and collaboration with local Children's Health Home Care Management

SOAR Corner– Data Informed Practice Process Overview

The Data Informed Practice Process (DIPP) began in February/March 2011 after months of development in consultation with the University at Albany. The overarching goal of this process is to create a culture of inquiry within the agencies. In contrast to traditional research studies conducted in highly controlled, researcher-directed "laboratory" settings, with careful selection of participants, standardized interventions, and collection of data over a specified time period, SOAR uses an action research framework where all decisions (e.g., what to measure, when, and how) are made collaboratively between researchers and practitioners. The implementation of DIPP will provide practitioners with direct knowledge of how their work affects clients' intermediate and longer term outcomes on a regular basis by examining the clinical data routinely recorded about each youth and family.

DIPP involves incorporating into routine practice a way to measure the staff program model, including the youth characteristics, family variables, treatment services and treatment outcomes to help program managers and practitioners assess what works for which clients. The measures (which include a standardized behavioral rating scale, the BASC-3, as well as several scales created by SOAR staff and assessed for reliability and validity in the residential pilot study) for this process were identified. These measures were incorporated into surveys to be administered to staff, youths, and caregivers at admission, every 90 days thereafter, and just prior to discharge. Each agency's implementation team (which includes managers, clinicians, intake coordinators, school staff, and residential workers, one or more representatives from SOAR, and a facilitator) meets regularly throughout the implementation process to identify how to best use agency resources to implement this process. As part of this process, we created detailed measures, instructions, and face sheets (which included information about the persons administering and completing each measure, etc.) for each data collection period. These documents were refined based on feedback from the implementation teams. In addition, the caregiver surveys were translated into Spanish for those who felt more comfortable responding in that language.

In addition, a critical aspect of DIPP is the inclusion of information from routine record keeping practices and making changes to provide accurate and meaningful information to help provide a more complete picture of the youths, caregivers, and the treatment process. To this end, SOAR researchers examined the agencies' current record keeping practices and identified which data were useable as is and which needed to be modified (in terms of clarity and suitability for data analysis). The process for updating the records is ongoing, and record keeping will need to be reexamined on a routine basis.

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Education Program Review

Representatives from the regional office of NY SED have been on campus on several occasions to work with our leadership team in preparation for the robust and comprehensive review of our Educational and related services. The review will cover what literally is hundreds of pages of regulations, and all aspects of our services related to our school and related services will be audited for compliance with Federal and State Laws and regulations. Many of the regulations are covered in the Part 200 and Part 201 regulations that cover educational programming for students with disabilities and the procedural safeguards for students with disabilities who may be subject to discipline and various interventions and supports. Clients and staff will be interviewed. The review tools and processes are specifically designed for students in schools like LaSalle, and referred to as Day and Residential Comprehensive Review of 853 schools. The on-campus portion of the review process begins in mid-November. The following is a small sample of items to be reviewed:

- Delivery of Programs & Services, including operations
- Behavioral & Emergency Interventions, discipline, etc
- Parental Awareness of Services and Progress
- Justice Center Regs, Health & Safety & Incident data
- Student Record Review, evaluations, IEP, BIPs & FBAs
- Finance, HR, hiring, supervision & professional develop

Incident Management System

The Incident Review Committee is among the many components of LaSalle's comprehensive Incident Management System. The IRC meets monthly to review high level incidents; discuss investigation design when assigned investigation responsibility by a SOA; ensure that report, notification and documentation mechanisms are in place; and monitor trends related to high risk and critical incidents, reportable Incidents, and other high-level concerns. The following items were reviewed during the quarter.

Reviewed our trend data on "Use of Community Emergency Resources" (police, EMS, Mobile Crisis contacts). The IRC will further talk with APD about the use of resources related to behavioral crisis. A slight increase in the use of Community Resources was noted. Reviewed weapon possession related incidents, hospitalizations and other high-level events

The IRC reviewed and discussed a draft of our Emergency Response (Preparedness) Plan, and reviewed the following key areas of the plan:

- Emergency Response Plan using the template developed by the SED School Safety Improvement Team
- Discussed plans for introducing the required 4 lock-down drills, and the desire to make them low-key drills; also discussed the 8 evacuation drills (12 drills total) each year. While not required by regulation, the IRC discussed lock-out and shelter-in

place drill procedures

- Annual drills that will include practice and use of the alert and warning procedures, including fire alarms when appropriate, as well as communication systems and protocols, staff responsibilities, early dismissal, evacuation and sheltering procedures and other procedures appropriate to the type of drill being performed. The following items were discussed and related documented reviewed:

- Safe Evacuation
 - Designation of Response Teams
 - Procedures for Emergency Responder Access to Building Plans and Road Maps
 - Communication during Emergencies
 - Definition of the chain of Chain of Command Consistent with NIMS/ICS
 - Coordinated Plan for Disaster Mental Health Services
 - Procedures for Annual Review
 - Procedures for the Conduct of Drills
 - Procedures for Restricting Access to Crime Scenes
- Mandated Reporter Training Update were also discussed, including plans to ensure staff are fully informed and trained. Training was recently delivered during the quarter at the Professional Development Day, Clinic Meeting and during TCI.