

Step 5

Measuring Effectiveness and Ensuring Sustainability



Contents

Measuring Effectiveness of CIT for Youth	123
Why Is Measuring Effectiveness Important?	123
Who Is Involved in Measuring Effectiveness?	124
How Do We Measure the Effectiveness of CIT for Youth?	125
Case Study: Measuring Effectiveness of CIT for Youth in Chicago	130
Ensuring Sustainability of CIT for Youth	132
Why Is Sustainability Important?	132
Who Is Involved in Ensuring Sustainability?	132
How Do We Ensure the Sustainability of CIT for Youth?	133
Step 5 Key Messages	136
Supporting Documents	137

Measuring Effectiveness of CIT for Youth

Measuring effectiveness is incredibly beneficial to the sustainability and expansion of your CIT for Youth program. Measuring effectiveness of your program can be completed in various ways, including collecting data and compiling personal stories from community partners involved with the program, especially families.

The data and personal stories you collect can help you make the case for funding, promote the program to new community partners and leaders, expand the program to other communities and advocate for additional services and supports. Most importantly, the information you learn from measuring the effectiveness of your program will help you understand how your program works in the real world and how it may need to be adapted to better meet the needs of your community.



Why Is Measuring Effectiveness Important?

“The outcome that is most important is that a kid has the opportunity to change their story from horror, despair, abuse and predictable swirling down the drain to realizing who he or she is and that they can live a much more powerful and positive way in the world—that’s a hell of an outcome, an outcome measured one person at a time.”

- John Williams, director of youth services, Oak Park and River Forest Townships

One very important reason to measure the effectiveness of your CIT for Youth program is to learn whether it is serving the needs of youth and their families. There are a number of facts that you may want to know.

- Are fewer youth getting discipline referrals in school?
- Are there fewer arrests and fewer youth entering the juvenile justice system to access services and supports?
- Are more youth getting referred to community mental health services and supports?
- Are crisis situations involving youth being resolved more safely and effectively?
- Do youth who encounter CIT for Youth officers ultimately experience improved behavioral and academic performance in school?

The other important reason to measure effectiveness is to ensure that CIT for Youth is meeting the needs of your community partners.

- Are law enforcement officers learning how to safely de-escalate a crisis and refer youth to services and supports? Do officers feel more prepared to effectively address mental health crises?

- Are schools seeing a reduction in discipline referrals and disruptions in the hallways and classrooms? Are they seeing an overall improvement in school climate?
- Are more youth with mental health needs being connected to and using mental services and supports?

In addition, measuring effectiveness is important for:

- **Ongoing planning.** The steering committee should periodically review all feedback to identify concerns and areas for improvement. The steering committee may want to review the questions in Step 3 of this manual, starting on page 85, along with any agreements or contracts developed by the steering committee, to determine whether the program is working as planned.
- **Sustaining partnerships.** You will need to get buy-in when leadership changes among your community partners. Having evidence that your program works will quickly help to win over a new principal or police chief.
- **Securing funding.** Although funding may not be essential to starting CIT for Youth, if you use grants to fund your program, the funders will likely require that you evaluate the effectiveness of the program and show positive outcomes. Other funders may require proof that your program is effective *before* they offer their support.
- **Expanding the program.** Having evidence that the program works will open the door for expansion to more schools and neighboring communities.

Who Is Involved in Measuring Effectiveness?

The steering committee has the ultimate responsibility for designing and implementing an evaluation to measure the effectiveness of the program. In doing so, there are groups that should be consulted from the beginning to ensure that any data collection system will work in the real world. The steering committee should have an opportunity to weigh in about what needs to be measured to ensure the program is effective.

Since most data collection falls on law enforcement officers, the steering committee should consult with law enforcement leaders to help identify existing sources of information, new information that should be collected and the best way to integrate data collection about CIT for Youth calls into existing reporting systems. The steering committee should also consult with CIT for Youth officers to ensure that any data collection is practical and easy for them to incorporate into their existing reporting practices. The steering committee should also work with law enforcement leaders to make sure they recognize the value of data collection and make data collection a requirement for officers.

The steering committee should also talk to families and youth to determine the best feedback mechanisms to capture personal stories and adequately measure any challenges youth and families experience in accessing services and supports (e.g., language or transportation barriers,

insurance coverage or lack of accessible providers). Narrative accounts of the positive effects of the program on the lives of youth can be extremely powerful to help make the case for the program and should be captured.

Finally, the steering committee may find that local researchers can be a great resource for helping to create a rigorous evaluation. Local college or university departments of psychology, psychiatry, social sciences and criminology can help you design an evaluation protocol and analyze results. In many communities these experts may be willing to consult for free or a nominal fee as part of their commitment to community service. In addition, working with the CIT for Youth program can be a valuable learning experience for a college or graduate student as part of an internship or work-study program. To identify scholars in your area, contact your local university or visit George Mason University's E-Consortium of University Centers and Researchers for Partnership with Justice Practitioners at <http://gmuconsortium.org>.

How Do We Measure the Effectiveness of CIT for Youth?

For many communities, conducting an evaluation of CIT for Youth presents some challenges. Community leaders may feel they do not have the time, money and/or expertise to design a successful evaluation. In addition, communities may struggle to find good pathways for tracking outcomes—law enforcement officers do not have time to fill out extra paperwork, families and youth may be difficult to contact about their experiences and all community partners may be unsure about how to get useful information.

While these challenges can be daunting, the benefits and value of evaluation are clear, as discussed in the previous section. Fortunately, there are a variety of ways to measure the effectiveness of your program, some of which require little specialized expertise, time or money. The table, *Measuring the Effectiveness of CIT for Youth*, starting on page 127, includes a variety of approaches for how to measure the effectiveness of your program. Also, the case study, *Measuring Effectiveness of CIT for Youth in Chicago*, starting on page 130, provides a helpful example of how one community measured the effectiveness of their program and why it was important for them to do so.

While you are reviewing the table, consider the following issues that may influence the type of evaluation you choose.

- Are officers already collecting data that can be reviewed in a new way (*e.g.*, outcome or disposition of calls for service, length of time spent on call, use of force during calls for service)? In some jurisdictions, officers must file paperwork related to every call for service but in other jurisdictions reporting is not required for issues that are resolved on the scene. Do officers report on the outcomes of calls through a computer system or on paper?
- Can data that is already being collected be used as a baseline? Can you collect some baseline data for a few months while the training is in the planning stages? Baseline data is very helpful when measuring the outcomes of law enforcement encounters with youth. Without a baseline, it is difficult to show that the program is making a positive difference.

- Is there data available from other community partners that can help establish the effectiveness of the CIT for Youth program (*e.g.*, does provider data show that youth are being linked with community mental health centers or does school data show trends in discipline referrals related to mental health issues)?
- Is the data easy to collect? Are officers or others responsible for collecting data going to find it too time-consuming?
- Do you have a funder (or potential funder) with specific requirements about the data that should be collected? Funders may require that specific data be reported but may be flexible about how the data is collected.
- Who will help you develop new data collection methods, if necessary? Who will analyze the data and how long will the analysis take? Often, communities partner with local colleges and universities to accomplish this.

Measuring the Effectiveness of CIT for Youth

Outcomes Measured	Benefits	How to Do It	Tools and Resources
<ul style="list-style-type: none"> Officer skills, knowledge and experience 	<ul style="list-style-type: none"> Learn whether the CIT for Youth training is teaching necessary skills and knowledge. Determine whether officers are satisfied with what they learned in the training and its practical application. Identify topics needing additional training. Learn whether officers are satisfied with procedures for referrals and sharing information with parents and school personnel (e.g., are providers willing to accept youth, are there time delays in transferring youth to providers and do officers feel confident addressing family dynamics?). 	<ul style="list-style-type: none"> Evaluate officers' skills and knowledge immediately before and after CIT for Youth training (pre/post evaluation). Ask officers to evaluate each section of the training course to identify the strengths and weaknesses of each segment. Evaluate officers' responses to real-life situations by using role play scenarios during training. Survey officers six months to a year after their initial CIT for Youth training. Conduct a focus group of officers while planning for and adapting trainings. 	<p>Template: Training Pre/Post-test on page 139</p> <p>Template: Training Evaluation on page 141</p> <p>Template: Core Community Partner Surveys or Focus Group Questions on page 143</p> <p>A Focus Group Report: A Conversation with CIT Trained School Resource Officers (includes a list of questions that can be used for an officer focus group) at www.nami.org/citforyouth</p> <p>SurveyMonkey (a free online survey tool) at www.surveymonkey.com</p>

Measuring the Effectiveness of CIT for Youth (continued)

Outcomes Measured	Benefits	How to Do It	Tools and Resources
<p>Outcomes of CIT for Youth encounters</p>	<ul style="list-style-type: none"> Track the success of officers' crisis de-escalation skills. Determine how many youth are being referred for mental health care, are arrested or have other outcomes. Identify youth who have repeated encounters with law enforcement. Identify trends in use of force during encounters with youth. Identify trends in officer wait times during transports for mental health services and supports, which can result in cost savings. Determine whether effective crisis de-escalation used by CIT-trained officers impacts discipline referrals, classroom and hallway disruptions, school climate and other issues. 	<ul style="list-style-type: none"> Require CIT for Youth officers to keep a weekly log of encounters and their outcomes. Integrate information about health and educational status (general or special education) into existing computer-based or paper reporting systems. Survey school leaders and staff about how CIT for Youth is impacting discipline referrals, school climate and linking students with mental health needs to services. 	<p>Template: Weekly Incident Log on page 146</p> <p>Template: Core Community Partner Surveys or Focus Group Questions on page 143</p>

Measuring the Effectiveness of CIT for Youth (continued)

Outcomes Measured	Benefits	How to Do It	Tools and Resources
<p>Youth and family outcomes</p>	<ul style="list-style-type: none"> Determine whether youth and families find CIT for Youth effective. Determine whether referral systems are effective in linking youth with mental health services and supports. Determine how much and what kind of services and supports youth and families need and receive. Identify gaps and barriers to accessing services and supports. Create a bank of positive personal stories, which will be incredibly valuable in sustaining and promoting the program in the future. 	<ul style="list-style-type: none"> Have officers follow up with youth and families in the weeks or months after a crisis call. Have mental health providers follow up with youth and families in the weeks or months after a crisis call. Create a feedback loop with families and youth involved with CIT for Youth (e.g., paper or web-based survey or a dedicated feedback email address). Survey mental health providers about their experiences with CIT for Youth. 	<p>Case Study: Measuring Effectiveness of CIT for Youth in Chicago on page 130</p> <p>Template: Core Community Partner Surveys or Focus Group Questions on page 143</p>

Case Study: Measuring Effectiveness of CIT for Youth in Chicago

By Lt. Jeff Murphy (ret.), former CIT coordinator and Officer Kurt Gawrisch, Chicago Police Department

We are thrilled with the progress we have made so far with the CIT for Youth program in Chicago, Ill. In 2010 we conducted five law enforcement trainings. The first training was funded by the Chicago Police Department and the last four trainings were grant funded through the American Reinvestment and Recovery Act of 2009 (ARRA) Edward Byrne Memorial Justice Assistance Grant (JAG) Program. We received this funding through the Illinois Criminal Justice Information Authority. We have targeted our trainings to six high schools that were identified as part of Chicago's Culture of Calm project. Culture of Calm is a city wide initiative to address the recent spate of violence in or near Chicago Public Schools.



In addition to training CIT for Youth officers to work in the schools, we did four one-week trainings for teachers, administrators and support staff at the schools as part of the Culture of Calm. We have also been working with the school system's crisis unit. Clinicians with this unit have been very receptive to working with students that have been identified by law enforcement as needing mental health evaluations.

We plan to do eight trainings in 2011, four for CIT for Youth and four for Culture of Calm. Culture of Calm will have eight new schools participating.

We have been tracking mental health referrals coming out of the Culture of Calm schools with CIT for Youth and we have found that in the year before the project started, there were zero mental health referrals. In the year since, there have been about 200 referrals. To us, this means that we have done a good job of working with school staff—they know they can trust officers to provide assistance to students, not just arrest students. Our success with these six schools means that we can move forward with the second phase of the project, targeting 38 schools that were identified as the second tier in the Culture of Calm project.

We are fortunate to have grant funding for our CIT for Youth program under the ARRA. These grants require that some of the money be used for job creation so we have created four graduate level clinician interns. The interns were identified through partnerships with four local universities. The interns are stationed at Chicago's four juvenile intake facilities. The interns work with parents and get permission to follow-up with kids identified as needing a mental health assessment. The interns will follow up with families several times over the course of 18 months to see whether kids are receiving the services they need. We recently got the

interns in place, so it is too early to report results, but we are very excited about the potential of this system.

We know that once the grant period ends, we will need evidence to convince the city to maintain funding for the program. As leadership changes in the police department and in the city, we will need to build relationships with the new mayor and police commissioner. We are very hopeful that by tracking referrals and following up with students and families about their experiences, we can show that CIT for Youth is an invaluable part of Culture of Calm and critical to getting Chicago students the services and supports they need.

For more information about Chicago's CIT for Youth efforts, contact Officer Gawrisch at (312) 745-5745 or kurt.gawrisch@chicagopolice.org or Lt. Murphy at jeffmurphymh@gmail.com.

Ensuring Sustainability of CIT for Youth

Measuring effectiveness is closely tied to the sustainability of CIT for Youth. It helps advocate for funding and additional services and supports that are needed to sustain the program. Measuring effectiveness also helps inform the growth and expansion of CIT for Youth in your community as well as in other communities. You should continuously promote your program's successes and triumphs. This will keep your community engaged with the program so it remains supported and thrives even during difficult times.

Your steering committee will need to continue to engage in conversations about how best to serve youth in your community and ensure the sustainability of CIT for Youth. CIT for Youth training should be ongoing so new law enforcement officers are properly trained and already trained officers receive important updates. You may also want to consider training other community partners, including school personnel.



Why Is Sustainability Important?

As this manual describes, CIT for Youth is more than just a training or a one-time event. It is an ongoing community partnership that must be sustained to remain effective. Sustainability ensures your program continues to meet the needs of youth in your community and continues to support your community partners in addressing these needs. It allows you to expand and reach a broader youth population.

As the needs of your community change, your community partners will help you respond to these changes and adapt your program accordingly. As officers retire or are re-assigned or changes occur in the community mental health system, in the mental health needs of youth, in the demographics of your community or in school culture and leadership, your CIT for Youth program will need to adapt to these changes to be effective. Your program should grow with the needs of your community.

The success of CIT for Youth in one community is likely to lead to surrounding communities becoming interested in the program and opportunities for broader expansion.

Who Is Involved in Ensuring Sustainability?

The best way to sustain the program is to keep your core community partners involved in the steering committee. Once CIT for Youth is implemented, you may not need to meet as frequently, but you should still plan regular meetings to discuss feedback on the program, to recognize your successes, to review and evaluate data you have collected and to discuss any changes in your community that may require you to adapt your CIT for Youth program. In

addition, you will need to be aware of any changes in laws or procedures that affect your program and to advocate for changes that help the program better meet its goals. Finally, you should regularly discuss funding opportunities and opportunities to continue to promote and expand the program.

How frequently the steering committee continues to meet depends on many factors, including the size of your community, the frequency of trainings needed and any incidents or tragedies that your community partners would like to address together.

How Do We Ensure the Sustainability of CIT for Youth?

In order to sustain CIT for Youth, you will need to consider how to keep all of your community partners engaged and build the support of your community. How will you acknowledge and promote the success of the program and the individuals involved? How can you continue to meet the needs of core partners? How will you engage new community partners and make the case for CIT for Youth as leadership changes with existing community partners? How can you ensure that you have the resources you need to continue offering trainings?

The table, Ensuring Sustainability of CIT for Youth, starting on page 134, offers strategies on how to sustain and promote your CIT for Youth program.

Ensuring Sustainability of CIT for Youth

Strategies	How to Do It	Benefits	Tools and Resources
<p>Recognize contributions from partners</p>	<ul style="list-style-type: none"> Host an annual awards banquet and offer awards for the CIT for Youth Officer of the Year and Child and Adolescent Mental Health Provider of the Year. Invite a broad stakeholder group, including state and local officials to attend. Take photos of honorees and other attendees to include in local newsletters and other promotional materials. Encourage families that have a positive experience with the program to do the following: <ol style="list-style-type: none"> Write a letter of thanks to the law enforcement agency to include in the officer's file; Write a letter to the school principal with a copy to the superintendent and school board, thanking the school for supporting the program; and/or Write a letter thanking an outstanding provider. 	<ul style="list-style-type: none"> Acknowledging CIT for Youth officers, school leaders and providers keeps individuals motivated and invested in the program and helps to demonstrate to community leaders and officials that the program is successful, effective and important to the community. 	<p>Template: Letter of Appreciation on page 147</p>
<p>Engage core partners in new ways</p>	<ul style="list-style-type: none"> NAMI can invite partners to participate in events like NAMI Walks or a fundraising gala. Plan periodic cross-training events, during which one partner shadows another in a typical work day, or plan for school personnel to receive training alongside CIT officers. Consider new initiatives that partners can work on together (e.g., expanding CIT for Youth to serve new schools, providing assistance to other communities that are interested in CIT for Youth or advocating for more youth services and supports). 	<ul style="list-style-type: none"> Partnerships will remain strong despite changes in leadership and staff at partner organizations. School staff, officers and others working together on the ground will build better relationships and improve understanding of the challenges of other partners. The partnership will have “legs” by growing to provide greater benefits to the community. 	

Ensuring Sustainability of CIT for Youth (continued)

Strategies	How to Do It	Benefits	Tools and Resources
Publicize success stories	<ul style="list-style-type: none"> • Compile personal stories and pitch them to local journalists to tell the story of how CIT for Youth helps families, youth, law enforcement and schools. • Maintain a list of family contacts as well as leaders in law enforcement, schools, NAMI and provider organizations interested in talking with the media. • Draft a promotional article about CIT for Youth and ask your police chief or sheriff to submit it to the state law enforcement newsletter under his or her name. • Draft an op-ed or guest article for a school leader to send to the editor or editorial board of a local newspaper that describes changes in the school since the implementation of CIT for Youth. • Write a promotional article about the CIT for Youth program for inclusion in school newsletters and NAMI newsletters. 	<ul style="list-style-type: none"> • Build community support of the program and increase the likelihood of sustainability and expansion. • Build relationships with law enforcement and school leaders in other communities, making your program an indispensable model for your region. 	<p>Template: School Principal Op-ed on page 148</p> <p>Template: Police Chief Promotional Article on page 150</p> <p>NAMI's Public Relations 101 Tool Kit at www.nami.org/publicrelations101 (use your member ID to log-in to access this information)</p>



Step 5 **Key Messages**

- There are numerous benefits to measuring the effectiveness of your CIT for Youth program. At the top of the list is ensuring your program is effectively supporting youth with mental health needs and their families. Measuring effectiveness is also important to maintain momentum for the program, meet the needs of community partners and secure funding to expand the program.
- Your steering committee and a broader stakeholder group, including research experts from local colleges or universities, can help with measuring the effectiveness of CIT for Youth. The information you collect will be invaluable for future planning and sustainability since it will allow you to identify any needed changes or adaptations to your CIT for Youth program. Data will also help you sustain the program by helping you promote its success and expand to other communities.
- There are several strategies for measuring the effectiveness of your CIT for Youth program, including collecting data and personal stories. You can sustain and expand the program by engaging community leaders and promoting success stories.

Supporting Documents

Templates

Training Pre/Post-test

Test officers immediately before and after the training to measure changes in officer knowledge about addressing youth with mental health needs.

Training Evaluation

Evaluate portions of your CIT for Youth training.

Core Community Partner Survey or Focus Group Questions

Get feedback from the core community partners on the effectiveness of CIT for Youth.

Weekly Incident Log

Track the outcome of calls made to law enforcement officers before and after CIT for Youth training.

Letter of Appreciation

Send a letter of appreciation to the police chief when a CIT for Youth officer provides excellent service.

School Principal Op-ed

Send an op-ed to a local newspaper to promote CIT for Youth.

Police Chief Promotional Article

Write an article to submit for publication in your state's law enforcement association or chiefs' association newsletter.

Additional Resources

(Available online at www.nami.org/citforyouth)

- *A Focus Group Report: A Conversation with CIT Trained School Resource Officers*
- SurveyMonkey: A free web-based survey tool
- NAMI's *Public Relations 101 Tool Kit*
- George Mason University's E-Consortium of University Centers and Researchers for Partnership with Justice Practitioners

Template: Training Pre/Post-test

Directions: Test officers immediately before and after the training to measure changes in officer knowledge about addressing youth with mental health needs. The questions on this test should be adapted to ensure that you are measuring the specific content of your CIT for Youth training.

1. True or False: With early identification and intervention, youth with mental illness can live full and productive lives.
2. True or False: Young people engage in self-harm just to get attention.
3. If a student in your school needs to be transported for mental health treatment, which three individuals or organizations do you need to communicate with?

4. List three typical warning signs of emerging mental illness in children and adolescents.

5. True or False: When a youth talks about suicide it should always be taken seriously.
6. True or False: Mental illness in youth presents with symptoms that are the same as for adults.
7. True or False: schizophrenia, Down syndrome and bipolar disorder are all examples of a mental illness.
8. True of False: 70 percent of youth involved in the juvenile justice system live with a mental illness.
9. In [jurisdiction name], law enforcement can access emergency psychiatric services for youth any time during the day or night. How is this help accessed?

10. List three strategies for communicating with families of youth with mental health needs:

Answer Key:

1. True.
2. False. Youth self-harm for a variety of reasons, including to cope with or relieve negative feelings, communicate feelings of depression, hopelessness or worthlessness or exert control over their lives. It is not usually used to get attention, but rather as a call for help. It is important to note that self-harm is not necessarily a suicide attempt.
3. This will vary somewhat by jurisdiction. Typically, a parent/guardian, a school administrator and the provider organization.
4. There are many possibilities, including withdrawal from peers, falling grades, truancy, increased frustration or aggression.
5. True.
6. False. Youth experience mental illness differently than adults and thus may show various symptoms that are not typically seen in adults.
7. False. Down syndrome is a not a mental illness.
8. True.
9. This will vary by jurisdiction. Officers should identify the appropriate health care provider as well as the legal requirements for an emergency psychiatric evaluation.
10. Parents know their children best and should be viewed as a resource for officers and providers. However, sometimes families resist the notion that their child has a mental illness. Instead of talking about a diagnosis, officers should:
 - Recognize that parents and caregivers know their children best and should be viewed in that light.
 - Recognize that families may resist the idea that their child has a mental health need.
 - Focus on the behaviors of the child and talk about services and supports that help the child cope with behavioral, social or academic difficulties. Families should always be informed of what is going on with their child.

Template: Training Evaluation*

Directions: Use this form to evaluate portions of your CIT for Youth training. Use the feedback you receive to decide what information is most important for future trainings, evaluate the effectiveness of instructors and get officer feedback about the course content.

Instructor(s): _____

Class Topic: _____ Date: _____

In an effort to improve this course, we would appreciate your candid comments. Your cooperation and honesty are greatly appreciated.

1. How would you rate the content of this class in terms of its value to you?

Little Value		Average			Valuable	
1	2	3	4	5	6	7

2. Do you believe the objectives of this class were met by the instructor(s)?

Yes	No	Partially
-----	----	-----------

Comments: _____

3. What topical area was of most benefit to you?

4. What were the strong points of the class?

*Adapted with permission from the Lake Charles Police Department.

5. What do you feel should be added to or deleted from the class?

6. How would you rate the overall performance of the instructor(s) during the class?

Poor		Average			Excellent	
1	2	3	4	5	6	7

7. Was the instructor prepared and did he or she provide adequate materials and follow the lesson plan?

Yes No Partially

Comments (use an extra sheet of paper, if needed): _____

8. What were the strong points of the instructor?

9. Can you offer any suggestions to help the instructor improve?

10. Please offer any other comments or suggestions you think can improve the quality of the class.

Template: Core Community Partner Surveys or Focus Group Questions

Directions: Incorporate these questions into a web-based or paper survey for each core community partner to fill out once CIT for Youth has been implemented. These questions can also be the basis for a short focus group conversation with each community partner. A focus group can be very informal and brief (one hour). It can be held in a school classroom during summer vacation.

Questions for Law Enforcement Officers

Law enforcement officers should be asked about the CIT for Youth training at least six months after their training and the questions should be timed to allow their feedback to be incorporated into the next training.

1. Has the CIT for Youth training sufficiently prepared you to respond effectively to youth experiencing a mental health crisis? Please explain.
2. Since receiving the CIT for Youth training, have you used verbal de-escalation techniques to resolve crises with youth with mental health needs? Please explain.
3. When you encounter a student with mental health needs in a school, are you able to effectively refer the student to appropriate mental health services and supports in or outside of the school? Please explain.
4. When you encounter a youth with mental health needs in the community, are you able to effectively refer the student to appropriate mental health services and supports? Please explain.
5. Do you have appropriate resources and information to share with parents and caregivers when you encounter youth in a mental health crisis? Please explain.
6. Do you have any additional recommendations or thoughts about the CIT for Youth program?

Questions for Families and Youth

Families and youth should respond to these questions after interacting with CIT for Youth officers. Officers or school personnel can distribute a copy of the survey (or link to a web-based survey) to families three months after an encounter with law enforcement.

1. How did CIT for Youth officers respond to your child when he or she was experiencing a mental health crisis?
2. As a result of the CIT for Youth program, has your child been linked with and received

mental health services and supports? Did these services and supports help your child get along better at school and at home and help prevent further crises?

3. As a result of the CIT for Youth program, is your family receiving additional services and supports? Are these services effective?
4. Has your child's behavior and academic performance in school changed since he or she interacted with the CIT for Youth program?
5. Do you have the resources and information you need to help your child cope with his or her mental health needs?
6. What positive changes can be made in the interaction between law enforcement officers and school personnel to effectively address the needs of youth and their families?
7. What positive changes can be made in the training of law enforcement officers to help them effectively address the needs of youth with mental health needs and their families? Are there topics you believe officers should learn about?
8. Are you willing to share your family's story to promote the CIT for Youth program? If so, please share your contact information.
9. Do you have any additional recommendations or suggestions about the CIT for Youth program?

Questions for Mental Health Providers

Providers should respond to these questions at least six months after CIT for Youth has been implemented.

1. What is your impression of the CIT for Youth program?
2. Have you had an increase in the number of referrals from CIT for Youth officers and/or schools?
3. Do you feel that the youth referred to you through the CIT for Youth program and/or schools are referred appropriately?
4. Does your clinic or agency have adequate resources to address the mental health needs of youth in your community? Please explain.
5. Are there additional resources, services and supports needed in your community to help youth with mental health needs and their families?

6. Do you have any additional recommendations or thoughts about the CIT for Youth program?

Questions for School Personnel

School personnel should respond to these questions at least six months after CIT for Youth has been implemented.

1. Do CIT for Youth officers respond to your requests for assistance in a timely and appropriate manner?
2. Are you able to identify students with mental health needs? If not, why not?
3. Are you able to provide resources, services and support to students with mental health need and their families?
4. Have you seen changes in the behavior and academic performance of students who have been connected with a CIT for Youth officer?
5. Have you noticed a change in the school climate as a result of the CIT for Youth program?
6. Do you have any additional recommendations or thoughts about the CIT for Youth program?

Template: Weekly Incident Log*

Directions: Use an incident log like this to track calls made to law enforcement officers before and after CIT for Youth training. This can help you evaluate the impact the program has had. At the end of a week or month collect all the data and look for patterns. For example, if there are incidents happening in the same classroom frequently, this may suggest the need to provide greater support or education to particular school professionals on positive behavioral interventions and supports.

Officer Name: _____

Week of: _____

Date and School	Student Name	M/F	Age	Race	Criminal Code Violation	Outcome	Special or General Ed. Student	Mental Health Diagnosis	Location	Injury?	Time Spent on Incident
3/14/11 Central High	Jane Walters	F	16	White	14:35 Simple Battery (Fighting)	Arrested	General. Ed.	None identified	2nd floor hallway	Second student cleared by school nurse for contusions on arm	75 minutes
3/15/11 Central Middle School	Jose Marquez	F	14	Latino	14:103.A Disturbing The Peace	Resolved on the scene. Referred for in-school services.	General. Ed.	None identified	Mr. Smith's classroom	None	60 minutes

*Adapted with permission from the St. Martin's Parish Sheriff's Office.

Template: Letter of Appreciation

Directions: Families who have had positive experiences with the CIT for Youth program can send a letter of appreciation describing their child's mental health crisis and thanking the responding officer. Families may also wish to thank school leaders or outstanding mental health providers for participating in the program.

Chief Martha Montgomery
Central Police Department
123 Main Street
Anytown, USA

Dear Chief Montgomery,

We are writing to express our family's appreciation for the excellent service that Officer Williams provided to our son Aidan on June 13, 2011. Officer Williams is the officer assigned to our son's school. He was called because Aidan was threatening suicide in the schoolyard.

Officer Williams responded with compassion, managed to calm Aidan down and contacted us immediately. He transported Aidan to the crisis stabilization unit and then talked with us about the resources available to our family through the local NAMI Affiliate. He also gave us information about local mental health providers who take our insurance. He said that an officer from the city's CIT for Youth program would follow up with us in six months to see how Aidan is doing.

I cannot adequately express my gratitude for Officer Williams' actions. He may have saved my son's life and certainly saved our family a great deal of heartache.

Please accept our thanks to Officer Williams and to you for supporting the CIT for Youth program.

Sincerely,

Christine and Charles McRay

Template: School Principal Op-ed

Directions: Use this template to draft an op-ed or guest article for the school principal to send to the editor or editorial board of a local newspaper. The op-ed should share the success of CIT for Youth, promote the school's role in the program and build community support for it.

Hope for Addressing the Mental Health Needs of Youth in School

A year ago, Central Middle School made a very wise decision. In partnership with the Central Police Department, NAMI Central and Children's Health Center, we introduced CIT for Youth, a program designed to effectively respond to children with mental health needs and to get them the care and services they need.



We know from talking to school resource officers, teachers and parents that many young people with mental health needs have suicidal thoughts, engage in self-harm and use substances to quiet the troubling symptoms they are experiencing. We know these youth face tremendous challenges in their academic and behavioral functioning at school and others drop out of school or become entangled with the police instead of getting the support they need.

Our decision to bring CIT for Youth to our school has paid off in dividends. Many more students are referred for and are receiving mental health services and supports, which has dramatically improved their school performance. We are working with parents in getting youth much-needed help. One parent told me, "This is the first time anyone has listened to us. We knew our son needed help, but we didn't know where we could go and how we could afford it."

The program works like this: together, with our partner organizations, we have created a resource directory that identifies the mental health services and supports available in our community. We have created a referral system for families. We have made sure that police and school staff have the training they need to know when a student is in a mental health crisis and how to defuse it. Once a crisis is resolved, we work together to find the best services and supports for the child to avoid a crisis from happening again. We also work with families to develop a crisis plan so that everyone knows their responsibilities if and when a crisis occurs.

The program is not just helping students and their families. Teachers are saying that it makes their jobs easier. One of my teachers told me, “I was putting the same student in detention over and over again, and it didn’t seem to do any good. Now I have taken the time to understand his mental health needs and I know who to call when he needs help!” CIT for Youth officers are enormously helpful to the school because they really know the kids, they know how to link them with services and they are willing to help any time day or night.

We are thrilled that NAMI Central and other community partners introduced us to this program and that we have been able to work with NAMI Central, Central Police Department and Children’s Health Services. With their help, Central Middle School hopes to be a model for other schools in addressing students with mental health needs.

Principal John Smith
Central Middle School

Template: Police Chief Promotional Article

Directions: Use this template to draft an article, authored by your police chief or sheriff, to submit for publication in your state's law enforcement association or chiefs' association newsletters. The article should promote the success of CIT to recruit other law enforcement officers to participate in CIT for Youth and to build community support for the program.

Crisis Training Makes a Difference

by Chief Martha Montgomery, Central Police Department

Since 2004, Central Police Department has made a commitment to improving responses to individuals with mental health needs by adopting the Crisis Intervention Team (CIT) approach. Recently, under the leadership of CIT Coordinator Lt. Hiromi Yoshida, we have expanded our service to the community by making our responses to youth in mental health crises a priority. I am proud of the CIT for Youth program, which has already improved our policing in schools.



CIT for Youth has included a commitment by Central Police Department to provide the very best training available for our officers. At the same time, we have worked with our partners in schools, mental health and NAMI Central to better plan for the needs of youth with mental health needs.

I recently had the opportunity to hear from 20 CIT for Youth trained school resource officers (SROs) from Central Police Department about how their training is increasing their awareness of children's needs in schools.

What the officers revealed was striking. They reported that for the first time, they are no longer seen as the "heavy" hand that comes in to take away problem students. Instead, the officers are proactively involved in crisis planning. Instead of being called to deal with the same "problem" kids over and over again, they are now referring students to the services and supports they need so future confrontations can be avoided. Schools are offering more on-site mental health services and better linkages to services and supports in the community as well as better teacher training on mental health.

These services mean that schools are safer and can focus on educating students.

I have also heard from members of the community, including parents whose child has interacted with a trained officer. These families are grateful for police involvement because for the first time, they are getting the help their child needs to get better.

For my department, this is true community policing. We are preventing youth with mental health needs from being arrested and helping them avoid a lifetime of trouble with the law.

For those interested in more information, contact Central Police Department's Lt. Yoshida at h.yoshida@centralpd.com. We will be sending invitations to neighboring police departments to attend our CIT for Youth training coming up in June, so stay tuned!



National Alliance on Mental Illness

Find Help. Find Hope.

3803 N. Fairfax Dr., Suite 100

Arlington, VA 22203

NAMI HelpLine: 1 (800) 950-6264

Twitter: NAMICommunicate

Facebook: www.facebook.com/officialNAMI

www.nami.org