

# HEALING CIRCLES

## TIPS & TOOLS

## FOR SBHCS



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# TIPS & TOOLS FOR SBHCS

## FIRST STEPS – THINK ABOUT IT...

### Things to consider:

#### Is my School Site ready?:

- Administrative support? Open teachers who will identify and support student referral and participation? How can this support existing School policies, processes (PBIS, Restorative Justice, Mindful Schools, etc). What data supports the need? (see PBIS or CHKS data, etc)
- Is there sufficient follow-up support during and after the group?

#### Do I have students that can benefit?

- All students can benefit, but some are more ready, willing and able to participate. You know your school and what is true for you.

#### Do I have access to experienced facilitators reflective of the culture and gender of the group and do we need a new curriculum?

- In house? CBO or campus Partner? Contact out? Resources to purchase curriculums or write/complied new one? What funding source will support this?

#### Do I have the staff to support logistics?

- Outreach, permission slips, facility support, food, materials, etc (look for interns 😊) Do we have a confidential space to use?

# TIPS & TOOLS FOR SBHCS

## PLANNING A HEALING CIRCLE:

### Things to consider

**Get SBHC staff and School Admin Support First!!!**

**Establish the Goal:** Why are you doing this? This will inform everything!

- Social Emotional healing; Restorative Justice; Youth Development; Pregnancy prevention; Social support; Trauma Healing; Etiquette & Manners; increase SBHC Visits, etc.

**Identify Facilitator:** Who will run groups?

- Are they in house such as IBHC, Health Educator, Medical Provider? Is it in scope?
- Will you need to Partner with other school staff or community partners?
- Contract out to CBO or Community Member? Do you have funds?

**Identify Curriculum** – all depends on the goal!

- Purchase? Create? Compile from other sources? does it need to evidence based?

**Follow up & Wraparound support** – What is next?

- identify systems for crisis intervention, referrals, follow up and opportunities to maintain relationships after group has ended

**Logistics:**

- Are these ongoing, one session; monthly, weekly? What are the other campus happenings?
- Use safe space Confidential location? Windows to courtyard, high-traffic hall, etc?
- Be Consistent with schedule and location – same period or rotating pullout?

# TIPS & TOOLS FOR SBHCS

## RECRUITMENT FOR HEALING CIRCLES:

### Things to consider:

**Size of Campus and Target group:** What is the capacity & Need? How many students are on campus

- Can you serve all? High Risk? Dx based?

### SBHC Enrollment:

- Do they need to be/are they already registered patients? Is this a clinic outreach strategy?

### Consent Process: SBHC Consent sufficient?

- If permission slips are generally hard to get back from parents, use and “opt out Permissions slip”

**Incentives:** Sometimes healing, bonding, food and fun are not enough-

- offer stipends, gift cards, experiential fieldtrips for participation, T-Shirts, water bottles, etc
- Do you funds for this? What can you get donated?

### Group Composition:

- Be aware of the dynamics of the group and historical relationships, tensions, familial ties, etc

### Pull from existing Campus Groups:

- Black Student Union, Chicana Student Union, La Raza Unidas, etc. and/or Sports teams, afterschool clubs or elective classes (Ethnic Studies class, etc)

# TIPS & TOOLS FOR SBHCS SUSTAINABILITY:

## THINGS TO CONSIDER:

**Billing:** What is our SBHCs billing infrastructure and staffing? Who is actually doing the service?

- **Behavioral Health Visits:** Possibly use DSM codes (ex Anxiety 300.00) or Medical Dx (ex: Obesity 278.00). *Need to understand allowable frequency of Dx codes (biweekly? Once/30 days)*
- **Health Educator Visits:** Group Visits billable to FPact, (with limits)
- **NP/MD visits:** HE or Behavioral Health Clinician can deliver content and do pullout visits with individual students for 8 minute brief visit periodically (this model is being explored and is not confirmed). *Be aware of interrupting group dynamics with provider pullouts.*

**Grant Funded:** Who is funding this kind of work??????

- Funders are funding youth development, obesity prevention, social emotional support, conflict mediation/restorative justice, social action projects, etc. Use these deliverables to create cultural-based gender specific group to fulfill them and be open about your approach.

# TIPS & TOOLS FOR SBHCS

## EVALUATION & DOCUMENTATION:

### THINGS TO CONSIDER:

**IRB/ CHR Approval required?** Depending on what you want to do with the data (we are still working this out 😊) **Program Improvement?** To develop evidence base?

**Dissemination plans?**

### Surveys:

- Do pre/post survey outside of groups maintain momentum and cohesion. (Do pull outs or when permission slip are returned).
- Keep surveys short-Try to gather data from students that only they know- don't bog down survey with questions you may be able to get from other resources such as student records, discipline data, EHR, etc

### Interviews:

- Done throughout program. Can do at regular 1-on-1 check-ins or of whole group. Unobtrusively document; Have students conduct the interviews themselves!

### Student Reflections and Journal writing:

- Pull qualitative analysis from existing activities such as journals entries, projects, photo voice, etc.

**Academic Records & Discipline Date** – See impact on behavior change in school setting

**Parent Surveys/ Assessments** - See impact on behavior change in home setting

**Photos & Video:** Use respectfully and always ask permission first, Highlight via social media (only if students are ok with this)

# TIPS & TOOLS FOR SBHCS

## CELEBRATION OF HEALING CIRCLES:

### Things to consider:

#### Ritualize it!

- Let the celebration serve as a bench mark to their development rites of Passage Ceremony)

#### Food:

- Always have food ☺ that models healthy living (My Plate, etc) and is reflective of cultural group, and that broadens the pallet !

#### Family, Friends & Faculty

- Let students decide what kind of participation their friend and family, as well as other campus staff may have in culminating events so as to respect confidentiality and safety of group

#### Social action projects:

- Develop culminating project that lets group put into action the concepts they have learned. Should be student led and ally supported, big or small. Can Spring into other groups such as Peer Mediator /Educators, BSUs, CSUs, etc.)

#### Presentations:

- Let students share their creations: journals, posters, masks, video, dance, song, poem, vision board, etc. to the group or to the school, community, etc.

#### Recognition

- Develop equitable way to honor of growth and development through awards, stipends, incentives. Can also be student led.

# TIPS & TOOLS FOR SBHCS

## CURRICULUM RESOURCES

Focus on Youth: An HIV Prevention Program for African-American Youth <http://recapp.etr.org/recapp/index.cfm?fuseaction=pages.ebpDetail&PageID=125>

Aban Aya Youth Project <http://recapp.etr.org/recapp/index.cfm?fuseaction=pages.ebpDetail&PageID=593&PageTypeID=2>

*iCuidate!* (Take Care of Yourself) is a small-group, culturally based intervention to reduce HIV sexual risk among Latino youth <http://recapp.etr.org/recapp/index.cfm?fuseaction=pages.ebpDetail&PageID=577&PageTypeID=2>

*Sister To Sister* HIV Risk Reduction Intervention Project <http://www.selectmedia.org/programs/sister-to-sister.html>

*"Sisters Saving Sisters"* <http://www.selectmedia.org/programs/sisters.html>

Sister To Sister TEEN HIV Risk Reduction Intervention Project <http://www.selectmedia.org/programs/teen.html>

Teen Pregnancy Prevention—A collection of 39 promising teen pregnancy and STI/HIV/AIDS prevention programs. <http://www.socio.com/pasha.php>

IT HAS A NAME: RELATIONAL AGGRESSION -Shaping healthy peer relationships for today's girls and young women <http://www.opheliaproject.org/GirlsRA/GirlsMS.pdf>

Free to be me Curriculum Sampler & order form <http://www.socialbutterfliesinc.org/PDF/FreeToBeMeSampler.pdf>

It's a Girl Thang; A Manual for creating Girls Groups [http://mcs.bc.ca/pdf/its\\_a\\_girl\\_thang.pdf](http://mcs.bc.ca/pdf/its_a_girl_thang.pdf)

Lets Get Real – Curriculum guide: Lessons & Activities to Address Name-Calling & Bullying [http://groundspark.org/download/LGR\\_guide.pdf](http://groundspark.org/download/LGR_guide.pdf)

Girl Power Self-Esteem Group Curriculum for 5th Grade Girls <http://www.csus.edu/indiv/b/brocks/Workshops/CASP/Girl%20Power.08.pdf>

Girl Talk Curriculum Two- supporting Incarcerated Girls and Young Women [http://chicagogirltalk.files.wordpress.com/2012/05/girl\\_talk\\_curriculum2-revised-5-1-20121.pdf](http://chicagogirltalk.files.wordpress.com/2012/05/girl_talk_curriculum2-revised-5-1-20121.pdf)

Girls Respect Groups <http://www.girlsrespectgroups.com/>



# TIPS & TOOLS FOR SBHCS

## CURRICULUM RESOURCES, CONT.

**Behavioral Health: An Adolescents Providers Toolkit from the Adolescent Health Working Group**

[http://www.ahwg.net/uploads/3/2/5/9/3259766/behavioral\\_health.pdf](http://www.ahwg.net/uploads/3/2/5/9/3259766/behavioral_health.pdf)

**Trauma & Resilience: An Adolescents Providers Toolkit from the Adolescent Health Working Group**

<http://www.ahwg.net/uploads/3/2/5/9/3259766/traumaresbooklet-web.pdf>

**School Connectedness: Strategies For Increasing Protective Factors Among Youth** <http://www.cdc.gov/healthyouth/protective/pdf/connectedness.pdf>

**Selected Materials In Group Psychotherapy** <http://www.group-psychotherapy.com/bibliography.htm>

**Search Institute Publications** <http://www.search-institute.org/publications>

**THRIVE: Toolkit For Health & Resilience In Vulnerable Environments -Executive Summary**

[file:///C:/Users/Roosevelt/Downloads/THRIVE\\_execu%20summ\\_040511.pdf](file:///C:/Users/Roosevelt/Downloads/THRIVE_execu%20summ_040511.pdf)

**Practice Notes: About Motivation** <http://smhp.psych.ucla.edu/pdfdocs/practicenotes/motivation.pdf>

**Practice Notes: Natural Opportunities to Promote Social-Emotional Learning and MH**

<http://smhp.psych.ucla.edu/pdfdocs/practicenotes/naturalopportunities.pdf>

**The four "I"'s of Oppression** <http://www.grassrootsfundraising.org/wp-content/uploads/2012/10/THE-FOUR-IS-OF-OPPRESSION-1.pdf>

And on and on and on .....

# QUESTIONS & COMMENTS?

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***GIVE THANKS!***

