

Biopsychosocial Assessment – refers to a series of questions asked at the beginning of treatment of an individual that obtain information about the major physical (bio), psychological, and social issues of the individual. This approach is called holistic because it posits that separate issues are often inter-related. The course of a physical illness could influence social interaction or psychological function, or a social and familial background might have an impact on a biological or psychological problem. By asking a series of questions that may establish the most important elements in each of these spheres, a better individual treatment plan may be derived to insure the case management plan is effective.

Youth Level of Service/Case Management Inventory (YLS/CMI) - is a risk/needs assessment and a case management tool combined into one convenient system derived from the Level of Service Inventory. It helps identify the major needs, strengths, barriers, and incentives; support selection of the most appropriate goals for youth; and produces an effective case management plan for tracking outcomes and making appropriate changes when necessary.

Motivational Interviewing (MI) - is an evidence-based treatment that addresses ambivalence to change. MI is a conversational approach designed to help people with the following:

- Discover their own interest in considering and/or making a change in their life (e.g., diet, exercise, managing symptoms of physical or mental illness, reducing and eliminating the use of alcohol, tobacco, and other drugs)
- Express in their own words their desire for change (i.e., "change-talk")
- Examine their ambivalence about the change
- Plan for and begin the process of change
- Elicit and strengthen change-talk
- Enhance their confidence in taking action and noticing that even small, incremental changes are important
- Strengthen their commitment to change
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Aggression Replacement Training (ART) - concentrates on development of individual competencies to address various emotional and social aspects that contribute to aggressive behavior. The main goal is to reduce aggression and violence among youth by providing them with opportunities to learn pro-social skills in place of aggressive behavior.

Check In/Check Out (CICO) – a Tier II, group-orientated intervention, designed especially for students whose problem behaviors (a) are unresponsive to Tier I practices and systems, (b) do not require more immediate individualized interventions, and (c) are observed across multiple settings or contexts.

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CURRICULUM'S OFFERED**

Girl's Circle – a structured support group for girls from 9-18 years, integrates relational theory, resiliency practices, and skills training in a specific format designed to increase positive connection, personal and collective strengths, and competence in girls.

Forward Thinking Interactive Journaling (FT) - A cognitive-behavioral series that uses evidence based strategies to assist youth in making positive changes in their thoughts, feelings, and behaviors. Applying the information presented in the Interactive Journals to their own lives helps participants achieve their goals of responsible living.

Educational Diversion and Goals to Endeavor (E.D.G.E.) at Kern Valley State Prison - a community outreach program designed to discourage juvenile delinquency, gang involvement, and other antisocial behaviors. This program is currently being offered to youth at-risk of gang involvement throughout Kern County.

My Journey (Grief Group) – designed to walk children through the stages of grief and celebrate their progress. My journey is designed to be completed in 8-10 weeks and covers the following topics: feelings, beliefs, My Story, changes, balance, connections and memories.

Parent Project - a 10-week parent skill-building program designed specifically for parents of strong-willed or out-of-control adolescents. The curriculum teaches concrete strategies for the most destructive of adolescent behaviors (poor school attendance and performance, alcohol and other drug use, gang involvement, runaways, and violent teens).

Parent Project – Loving Solutions - a parent-training program designed specifically for parents raising difficult younger children, ages 5-10 years. Also known as "Parent Project®, Jr.," this program utilizes the same principles found successful in Parent Project® Sr., adapted to the needs of younger children.

Parenting Partners – Parenting Partners workshops combine parenting and leadership skills that empower parents to become vital contributors to their children's academic success. This skill building curriculum had a focus on three outcomes:

- Positive parent engagement
- Improved students academics
- Strong home learning environment

Parents on a Mission (POM) – a curriculum that gives community practitioners the practical tools to empower parents to prevent their child from joining gangs even in the midst of a gang-infested environment. This training is specifically designed for local public school personnel, law enforcement/SROs, community-based practitioners, pastors and church leaders dealing with gangs, gang members, and their families.

KERN COUNTY SUPERINTENDENT OF SCHOOLS – PROJECT180
CURRICULUM'S OFFERED

Brief Externalizing and Internalizing Screener for Youth (BEISY) – A simple and quick-to-complete universal screener of externalizing and internalizing problems among students. This assessment tests external elements of a youth's behavior such as disruptive behavior, aggressive behavior, and defiant or oppositional behaviors. It also tests for internal behaviors like being withdrawn, negative or pessimistic speech, and emotional problems.

Positive Behavioral Interventions and Supports (PBIS) – is a framework based on a multi-tiered system of support (MTSS) approach for establishing the social culture and behavioral supports needed for schools to be effective learning environments for all students.

Restorative Practices/Restorative Justice – A framework for a broad range of restorative justice approaches that proactively build a school community based on cooperation, mutual understanding, trust and respect.

Safe School Ambassadors – A peer helping program designed to address bullying, teasing and other forms of student-to-student mistreatment by training 25-40 key students that are influential in the school from all cliques, groups, ethnicities to help positively shape school climate. SSA has shown strong evidence in reduction of fights, suspensions, and bullying.

Youth Mental Health First Aid Training (YMHFA) – Training for all key staff to provide awareness of how to recognize common mental health and substance use issues faced by young people and appropriately refer them for support.

Social Emotional Learning – Camp Make Believe – a social and emotional learning (SEL) curriculum that uses an interlocking system of educational tools as well as an innovative blending of imaginative storytelling, art, drama, activities, music, and intimate discussions to create an organic learning experience for children kindergarten through 5th grade.

Social Emotional Learning – Step Up (Strategies and Tools to Embrace Prevention with Upstream Programs) – a social and emotional learning (SEL) curriculum for middle school students, ages 11-14, aimed at promoting positive mental health, building emotional competence, and creating a safe school climate.