

Responding to Youth with Mental Health Needs

A CIT for Youth
Implementation
Manual



National Alliance on Mental Illness

Find Help. Find Hope.



National Alliance on Mental Illness

Find Help. Find Hope.

Responding to Youth with Mental Health Needs: A CIT for Youth Implementation Manual

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NAMI, the National Alliance on Mental Illness, is the nation's largest grassroots mental health organization dedicated to building better lives for the millions of Americans affected by mental illness. NAMI advocates for access to services, treatment, supports and research and is steadfast in its commitment to raising awareness and building a community of hope for all of those in need.

To access this publication, visit www.nami.org/citforyouth.

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Responding to Youth with Mental Health Needs

A CIT for Youth Implementation Manual

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Preface

I was fortunate to be part of the first Crisis Intervention Team (CIT) program in Memphis in 1988 and I am proud of how CIT has grown. It has spread to communities across the country and has expanded to address youth with mental health needs. This guide is designed to provide a step-by-step approach to implementing CIT for Youth.

The strength of CIT is in relationships—community partnerships backed up by a real commitment to work together to improve the lives of individuals with mental health needs and their families.

Partnerships allow us to think big and to hope for more than a temporary solution to community challenges. In this spirit of hope, NAMI has been working with communities in target states to expand and deepen the scope of CIT to focus on youth with mental health needs and their families. This manual provides the opportunity to replicate these efforts across the country.

CIT for Youth provides an opportunity to prevent the tragic consequences of undiagnosed and untreated mental health issues. By including school personnel, school-based law enforcement officers, child and adolescent mental health providers, parents and youth in the CIT partnership, we can identify youth with mental health needs before they become entangled with the juvenile justice system, before they fail or drop out of school or before they develop a more difficult-to-treat, chronic condition. It only takes one person to make a positive difference in a child's life and to redirect them down a brighter path. In short, we can help youth with mental health needs create a better future for themselves.

I am proud to be part of this effort and to support NAMI and its partner organizations in spreading the message about CIT for Youth.

Sincerely,

Maj. Charles S. “Sam” Cochran (ret.)
Founder and coordinator, Memphis CIT Program
Coordinator, University of Memphis CIT Center
Co-chairman of the CIT International Board
NAMI CIT Consultant

Editor's Note: Maj. Cochran has worked with police departments and NAMI State Organizations and NAMI Affiliates across the country on implementing CIT.

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For the information and resources they provided for this manual, we would like to express our gratitude to Andy Beck of the School and Main Institute, Curt Lavarello of the School Safety Advocacy Council, Terri Mabrito of San Antonio’s Children’s Crisis Intervention Training and Louise Pyers of the CT Alliance to Benefit Law Enforcement and NAMI Connecticut.

This manual would not have been possible without the dedication and help of the following individuals who have allowed us to learn from them as they implemented CIT for Youth in their states:

<p>Illinois Officer Kurt Gawrisch Bureau of Patrol, Special Functions Group, Unit 141 Crisis Intervention Team Chicago Police Department</p> <p>Deputy Chief Mike Geiger (ret.) Former CIT Coordinator Springfield Police Department</p> <p>Tom Johnson CIT Coordinator Madison County, Ill.</p> <p>Lt. Jeffrey Murphy (ret.) Former CIT Coordinator Chicago Police Department</p> <p>Lora Thomas Executive Director NAMI Illinois</p>	<p>John Williams Director of Youth Services Oak Park and River Forest Townships</p> <p>Jennifer Wooldridge Manager of Operations Illinois Law Enforcement Training and Standards Board</p> <p>Louisiana Lt. David Anders CIT Coordinator Lake Charles Police Department</p> <p>Maj. Virginia “Ginny” Higgins Special Services Bureau Chief St. Martin Parish Sheriff’s Office</p> <p>Jennifer Jantz Executive Director NAMI Louisiana</p>	<p>Clarice Raichel Executive Director NAMI Southwest Louisiana</p> <p>Utah Tammer Attallah Associate Director of Children’s Community-based Services Valley Mental Health</p> <p>Det. Ron Bruno CIT Utah Program Director Salt Lake City Police Department</p> <p>Delia Rochon Director of Mental Health Programs Intermountain Healthcare</p> <p>Sherri Wittwer Executive Director NAMI Utah</p>
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How to Use this Manual

Target Audience: Community leaders, including law enforcement officers, NAMI leaders, school personnel and mental health providers, interested in CIT and CIT for Youth.

Target Communities: If possible, communities considering implementing CIT for Youth should have a CIT program in place. The communities that we worked with in the three target states all had an existing CIT program. These communities found that an existing CIT program served as an important starting point for CIT for Youth. Leaders in communities without CIT should be willing to dedicate significant time and energy to building relationships with community partners, planning and coordinating and providing a minimum of 40 hours of CIT training. To learn more about CIT implementation, visit NAMI's CIT Resource Center at www.nami.org/cit.

Purpose and Structure: This manual is designed to provide step-by-step guidance on implementing CIT for Youth. It includes the common, critical steps that diverse communities across the country have taken to successfully implement CIT for Youth programs. As much as possible, we illustrate these steps with real-life case studies and materials, including worksheets and templates, from these communities. The steps to implementation include:

1. building community partnerships;
2. conducting asset mapping;
3. planning and coordinating;
4. planning a CIT for Youth training; and
5. measuring effectiveness and ensuring sustainability.

As you read the manual, there are a few things to look out for. At the beginning of each step, index tabs lay out a mini table of contents. Key Messages, at the end of each step, provide a summary of the step's content. Steps are supplemented by a real-world case study and a Supporting Documents section, which may include worksheets, templates and additional resources. Links to supporting documents and additional resources referenced in this manual are available online at www.nami.org/citforyouth.

Important Note

This manual is a suggested approach to implementing CIT for Youth. It is comprehensive because we recognize that communities are likely at varying stages of program implementation. In order for CIT for Youth to be effective, it needs to be adapted to the community it is serving; in that spirit, we invite you to use the resources in this manual in ways that work best for your community. A CIT for Youth program that is home grown—paying careful attention to the needs, capacities and demographics of your community—will be more successful than one that is developed by the book.

Questions? Check out the Frequently Asked Questions on NAMI's CIT for Youth Resource Center website at www.nami.org/citforyouth.

Introduction

What are Crisis Intervention Teams (CIT)?

The Crisis Intervention Team (CIT) model is designed to improve the outcomes of interactions between law enforcement officers and individuals living with mental illness. When individuals living with mental illness are experiencing a mental health crisis or are acting out as a result of a mental illness, CIT works by diverting them to appropriate mental health services and supports rather than to the criminal justice system. CIT provides 40 hours of specialized training to law enforcement officers on preventing mental health crises and deescalating crises when they occur, while reducing the need for use of physical force.

However, CIT is not just a training program. CIT programs are only effective when law enforcement officers, mental health providers, individuals living with mental illness and their families and other community leaders collaborate to help ensure that when officers divert an individual away from the criminal justice system, the treatment system is willing and able to provide services and supports. These partners review the services and supports available in their community, agree on strategies for meeting any resource needs and organize training for law enforcement officers. These partners also determine the best way to transfer individuals living with mental illness from police custody to the community mental health system and ensure that there are adequate services to do this effectively.

Finally, CIT programs are effective because people living with mental illness and their families have a strong voice in the decision-making, coordinating trainings and leading portions of the training.

The first CIT program was established in Memphis, Tenn., in 1988 after a police officer shot and killed a man who lived with mental illness. This tragedy prompted a collaborative effort between the police, NAMI Memphis, the University of Tennessee Medical School and the University of Memphis to improve police training and procedures in response to calls involving individuals with mental illness.

The Memphis CIT program has achieved remarkable success, in large part because it has remained a true community partnership. Today, the “Memphis Model” CIT program has been adopted by approximately 1,500 communities in nearly all states and is being implemented statewide in several states. Although the program grew out of a crisis, it has become much more than a way to respond to a crisis. CIT officers build relationships with people living with mental illness and their families in their communities, allowing them to identify and assist individuals before a crisis occurs. As a result of the remarkable success of CIT with adults, many communities have expanded the program to address the specific needs of youth.

Why do We Need CIT for Youth?

An alarming number of youth with mental health needs struggle in school and at home with undiagnosed and untreated conditions. Increasingly, these youth enter the juvenile justice system. We now know that 70 percent of youth in the juvenile justice system have one or more psychiatric disorders and at least 20 percent of these youth live with a serious mental illness that significantly interferes with their day-to-day functioning. To learn more about this problem, see the fact sheet, *Youth with Mental Health Needs in the Juvenile Justice System*, on page 40.



There are many complex, multi-system breakdowns that have led to the criminalization of youth with mental health needs. One reason youth become unnecessarily entangled with the juvenile justice system is a lack of crisis intervention services in schools and communities.

For some youth, contact with law enforcement is their first call for help and may be the first time they have the opportunity to get the help they need. For others, it is the last resort after exhausting all other options to accessing care.

Many schools have proven to be a pipeline into the juvenile justice system with school personnel contacting law enforcement officers when students engage in disruptive behaviors, including cases involving a mental health crisis. All too often, the opportunity for communities to intervene with these youth is lost—resulting in poor outcomes for everyone involved, including schools, law enforcement, youth and their families.

Fortunately, there is another way. With effective community partnerships and coordination, communities can responsibly support youth with mental health needs and their families—an outcome that benefits everyone involved.

Recognizing this, communities across the country have begun to take action by expanding their CIT programs to address the specific needs of youth. CIT for Youth provides training to law enforcement officers to help prevent mental health crises and to help de-escalate crises when they occur. It is also a dynamic collaboration between law enforcement, families and youth, schools, community mental health centers and child-serving agencies committed to ensuring that youth in a mental health crisis are identified and referred to appropriate mental health services and supports rather than thrust into the courts and juvenile justice system.

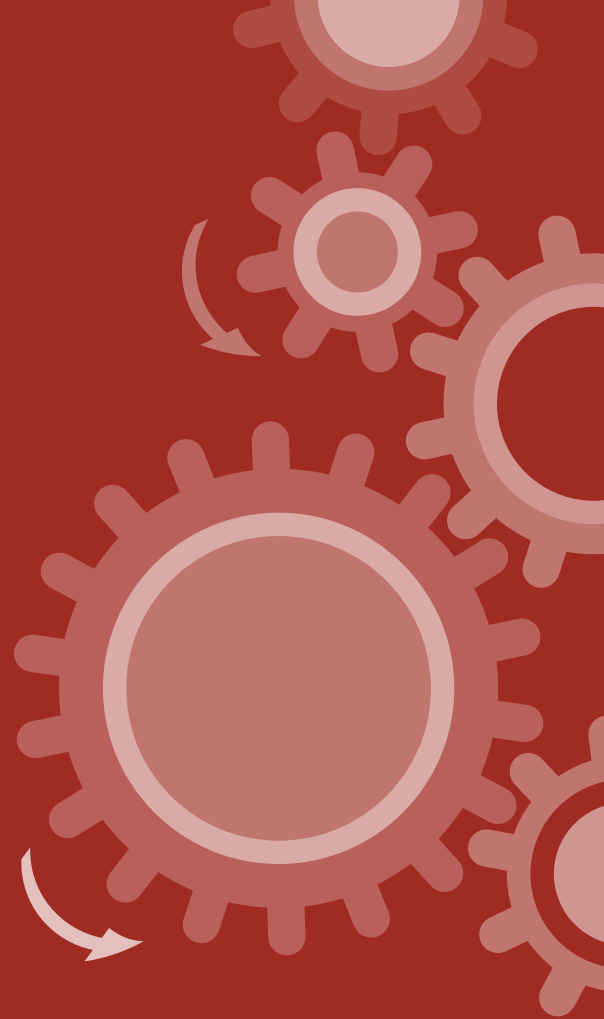
These partnerships often lead to more than just an effective response to youth in crisis. They also help identify youth with mental health needs before a crisis occurs, provide support to youth with ongoing mental health needs and implement additional services and supports for youth. CIT for Youth allows community partners, particularly law enforcement officers, to

connect with youth in new and helpful ways since CIT for Youth training allows them to better understand the needs of youth who are struggling and how best to support them during these times.

CIT for Youth provides an important opportunity for communities to come together to ensure the safety and well-being of all youth, including those with mental health needs. It promises to improve the lives of youth and to support communities struggling to meet the needs of youth with mental health needs.

Step 1

Building Community Partnerships



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Building Community Partnerships

Communities that have implemented CIT for Youth have emphasized the critical role community partnerships play in the success of CIT for Youth. This manual begins with building community partnerships because they truly form the foundation of a successful CIT for Youth program for every community.

What Are Community Partnerships?

Community partnerships are relationships between organizations that are working in good faith toward a shared interest or common goal to produce positive change. Community partnerships are ongoing, collaborative relationships. True community partnerships take time to build since they rely on trust, understanding and respect. In a successful partnership, partners will give to and benefit from the partnership.



Why Are Community Partnerships Important?

“CIT for Youth is more than just training officers on children’s mental health issues. It is building partnerships that will work with our trained law enforcement officers to find solutions and resolutions. We were afraid that if we trained our officers without proper supports in place by the partners, they would feel the CIT for Youth program was just more police training without addressing the real concerns.”

- Det. Ron Bruno, CIT Utah program director, Salt Lake City Police Department

Address the Underlying Problem

Community partnerships are critical to address the fact that too many youth with mental health needs do not access services and supports they need to succeed at home and in school and to stay out of the juvenile justice system. With effective community partnerships, this problem can be alleviated and each partner can responsibly support youth with mental health needs and their families—an outcome that benefits everyone involved.

CIT for Youth provides an important opportunity for families, youth, school personnel, law enforcement officers, mental health providers and other community leaders to come together to ensure the safety and well-being of all youth, including those with mental health needs. Secure community partnerships promise to improve the outcomes of youth with mental health needs, produce cost savings and support the organizations and individuals struggling to meet the needs of these youth.

Pool Funding and Resources

Many CIT for Youth programs rely on volunteer staff time and in-kind donations to provide training materials, facilities for meetings and trainings, honoraria for law enforcement officers who participate in trainings and training instructors. These needs can also be met through pooled funding.

Grants

Strong community partnerships are also valuable in getting funding from private and government grants. Grant-makers look for collaborative efforts that focus on creating systems change. In addition, community partners are often eligible for different funding streams. For example, law enforcement agencies may be able to apply for a community policing grant while mental health providers are eligible to apply for grants to improve crisis stabilization services. Partnerships give your CIT for Youth program greater flexibility to pursue a variety of strategies for securing resources. For more information about applying for grants, visit NAMI's CIT Advocacy Toolkit at www.nami.org/cittoolkit.

Encourage Accountability

Community partners involved with CIT for Youth will have a responsibility to others in the partnership and to youth impacted by the program. Community partners will have to answer to each other if something goes wrong. This accountability increases the likelihood that community partners will stay involved and uphold their end of the bargain so the program succeeds. Building a strong, working relationship between each community partner is the key to productively resolving challenges that may arise in the future for your CIT for Youth program.

Ensure Long-term Sustainability

A CIT for Youth program built on community partnerships is more likely to endure with the active participation of multiple organizations than a program sustained by a single organization. Effective community partnerships are built when each partner feels ownership over CIT for Youth and has a vested interest in the success of the program. Basically, each community partner should have a stake in whether CIT for Youth succeeds. This investment in the program will help ensure its long-term sustainability.

Who Is Involved in Community Partnerships?

There are four core community partners who should be involved with CIT for Youth. Anyone can initiate the call for CIT for Youth, but these partners are needed to see it through. When identifying key partners, be sure to find people who represent the demographics of your community to ensure that your CIT for Youth program embeds diverse perspectives from the start.

Important Note

You may already have some of these core community partners in place because of an existing CIT program. However, you will still want to invite *new additions* to your partnership for CIT for Youth.

- 1. Law Enforcement Officers** help coordinate CIT for Youth efforts in the law enforcement community and share the experiences of officers to inform program development. Law enforcement officers are usually the first to see the positive outcomes of CIT for Youth so they often become the program's greatest promoters.

New additions: School-based officers, including school resource officers who are either employed by law enforcement agencies or schools. School district police units (popular in Florida and Texas), which are created and employed by school districts, should also be included. You should also consider including judges and other court personnel since they often have direct contact with youth involved with the juvenile justice system.

- 2. Families and Youth** bring the family and youth lived experience and voice to decision making and developing the training. They can share compelling personal stories to make the case for CIT for Youth. As an added benefit, family organizations often work with a wide range of partners, participate in various coalitions and have advocacy experience—all of which can be huge assets to implementing and sustaining CIT for Youth.

New additions: Parents, caregivers and youth involved with NAMI and other mental health advocacy organizations.

- 3. School Personnel.** Schools are in a unique position to identify youth with mental health needs early. School personnel can work with CIT for Youth officers to link students with mental health needs to the follow-up services and supports they need.

New additions: School board members, superintendents, principals, school counselors, teachers, school-based mental health providers, other school staff and parent/teacher groups from traditional and nontraditional schools, including alternative schools.

- 4. Community Mental Health Providers** share information about the mental health services and supports that exist in your community. This is valuable in assessing where youth should be diverted when they are identified with mental health needs or become involved with law enforcement.

New additions: Child and adolescent mental health care providers, including psychiatrists, psychologists, therapists, school-based providers, substance abuse and addiction counselors and neuropsychologists.

These core partners are the critical players to ensuring youth with mental health needs who become entangled with law enforcement are successfully diverted to home and community-based services and supports and away from the juvenile justice system.

Once these essential community partners are connected and “sold” on the need for CIT for Youth, you can work together to identify and reach out to additional community partners when their involvement is needed.

How Do We Build Community Partnerships?

“With all the partners—families, schools, law enforcement and mental health—it is important to take a step back and respect the different cultures. Recognize that it is not what you are used to and it is not the timetable you are used to. Have respect for that. It is a push and pull thing. You are driving systems change, but driving it respectfully.”

– Sherri Wittwer, executive director, NAMI Utah

Community partnerships take time, trust and respect to build. It is a marathon, not a sprint. The table, Effectively Building Community Partnerships, starting on the next page, describes a comprehensive process for how to build community partnerships and strategies to consider during this process. It also connects you with tools to assist you along the way. The case study, Working with Law Enforcement in Connecticut, starting on page 18, provides a real-world example of how one community leader built relationships with law enforcement officers to implement CIT for Youth.

Important Note

You may already have some community partners together as a result of an existing CIT program. A CIT program provides the perfect structure and starting point for building relationships for CIT for Youth. You may also already have a strong network of partners in place because of existing coalitions, task forces and other collaborative activities. Consider leveraging what already exists as you move forward in building partnerships.

Effectively Building Community Partnerships

Actions	Strategies	Helpful Tools	✓ When Action is Taken
<p>Find Your Partners. Begin by brainstorming representatives from each of the four core community partners—law enforcement officers, families and youth, school personnel and mental health providers—to contact. Consider having a few different representatives from each community partner.</p>	<ul style="list-style-type: none"> Consider existing CIT programs, coalitions, task forces and collaborative activities and family organizations as sources of information for who you should bring to the table for CIT for Youth. Brainstorm the best representative you need from each community partner. This could be the person with the most power or influence or someone with a personal connection to mental illness who can get you through the door with a community partner. Review the U.S. Census Bureau data from your community and work to engage community leaders representing your community's various cultures. It is important to include them to bring credibility to the process. 	<p>Worksheet: Finding Your Core Community Partners on page 27</p> <p>Resources at www.nami.org/citforyouth:</p> <ul style="list-style-type: none"> Multicultural Engagement and Inclusion Tips <i>Multicultural Engagement and Inclusion Planning Guide</i> U.S. Census Bureau State and County QuickFacts 	
<p>Get in the Door. Once you have identified potential community partners, think strategically about how to make the first contact with each of them.</p>	<ul style="list-style-type: none"> Have someone who has a strong relationship with the organization or is in the same profession make the initial contact for you—this can add credibility. Send an introductory email or make a call requesting a meeting to discuss how you can be of use to a potential partner. Identify who you are and what you do when you first meet with potential partners. Avoid talking about CIT for Youth right away. Instead focus on getting to know them. Listen to the potential partner's perspective. Keep records of your attempts to contact each potential partner and the rates of success for specific communication modes, days, times, etc. Persistence and different attempts at contact are important but avoid being overbearing. 	<p>Template: First Contact Email on page 37</p>	

Effectively Building Community Partnerships (continued)

Actions	Strategies	Helpful Tools	✓ When Action is Taken
<p>Build the Relationship. Often, relationships are built through a “give and take” process. Before you make your “ask,” focus on building trust and respect—which are the cornerstone for any strong, working relationship. Being responsive to requests will help in building great relationships with partners.</p>	<ul style="list-style-type: none"> • Offer to be a resource to potential partners when you meet with them. Spell out how you can be of use to each other. • Respond to any needs and requests community partners have before you ask them to join CIT for Youth. • Take time to educate and provide resources to community partners about mental health issues and how addressing these issues benefits everyone. • Promote positive experiences with community partners who do the “right thing” when it comes to addressing the needs of youth with mental health needs. This may include sending letters of recognition to the media about outstanding service by community partners. 	<p>NAMI’s Child and Adolescent Action Center at www.nami.org/caac.</p>	
<p>Step into Their Shoes. Take time to understand the challenges community partners face in addressing the needs of youth with mental health needs.</p>	<ul style="list-style-type: none"> • Spend time with community partners to understand their perspectives, values and culture. Listen to what they have to say. • Ask to participate in a “ride-along” with police officers, shadow school professionals for a day or have a Q&A session with mental health providers. • Talk with an approachable individual (one who has an interest in children’s mental health or a family connection to mental illness) within the organization to learn about your potential partner’s common challenges and concerns. 	<p>Worksheet: Meeting the Needs of Community Partners on page 28</p> <p>Case Study: Working with Law Enforcement in Connecticut on page 18</p>	

Effectively Building Community Partnerships (continued)

Actions	Strategies	Helpful Tools	✓ When Action is Taken
<p>Ask Them to Join You. Once you have connected with community partners and done your homework, ask them each to join your CIT for Youth effort.</p> <p>“You always have to speak to them in terms of their interests and help them recognize they are already dealing with these kids. Let them know you are bringing tools and resources to them. Help them feel like they are not alone in addressing these issues. There is a community solution to the difficult challenges they face.”</p> <p>- Sherri Wittwer, executive director, NAMI Utah</p>	<ul style="list-style-type: none"> • Introduce CIT for Youth as an effective approach to the challenges community partners have shared. • Acknowledge the struggles community partners face every day as well as their successes. Speak from a place of understanding and respect. If you speak to their needs and concerns, they are more likely to respond. • Share with community partners the benefits of participating in CIT for Youth and the value of their participation, especially to youth with mental health needs. • Anticipate the concerns community partners may have and plan how you will proactively address them when you bring up CIT for Youth. • Avoid using this time to vent frustrations with community partners—this will likely put them on the defense. • Leave behind a promotional brochure for community partners to review and digest. 	<p>Worksheet: Meeting the Needs of Community Partners on page 28</p> <p>Template: Talking about CIT for Youth on page 38</p> <p>Template: Fact Sheet on Youth with Mental Health Needs in the Juvenile Justice System on page 40</p> <p>Resources at www.nami.org/citforyouth:</p> <ul style="list-style-type: none"> • CIT for Youth Promotional Brochure 	

Tips for Overcoming Resistance

“Sometimes people throw up barriers and you think...this should not be a barrier. This is something that will help you.”

- Det. Ron Bruno, CIT Utah program director, Salt Lake City Police Department

Although there may be a great need for CIT for Youth, some community partners may not be ready to change the way they do business—even if it is for the better. There can be resistance from potential community partners to what seems like a win-win for everyone. Communities that have successfully implemented CIT for Youth have shared the following strategies for overcoming resistance.

- 1. Enlist a CIT for Youth Champion.** To combat naysayers and get community partners on board, it is helpful to identify a champion who will rally behind the program and convince potential community partners that it is a valuable cause. Champions can be found anywhere. Judges, police officers, advocacy leaders, policymakers and high-visibility community figures can all make great CIT for Youth champions and are worth approaching. Champions should be credible, respected and charismatic community leaders who are passionate about the need for CIT for Youth. Their commitment and drive will be needed to help overcome barriers.

“We need big players to initiate partnerships.”

- Sherri Wittwer, executive director, NAMI Utah

- 2. Try, Try and Try Again.** Don't give up on community partners that reject the idea the first time. Research shows that after hearing a request three times, people are likely to say yes. Keep inviting them to the table and keep the lines of communication open so they come to understand the benefits of participating in CIT for Youth. Sometimes it takes skeptics time to understand where you are coming from and how CIT for Youth can change things for the better. Make sure they know you genuinely value and want their participation by spending quality, face-to-face time with them and getting to know their concerns.

“You have to put in face time. It may mean drinking lots of coffee. Invite them over and over again. It takes time for people to do something new. Keep saying how CIT for Youth would be better if they were in the partnership. Remind them you are here.”

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

- 3. Play the Waiting Game.** No matter how well you sell it, your community may simply not be ready for change. Sometimes new leadership can bring new opportunities for CIT for Youth. Unfortunately, communities often are not motivated to change until a

tragedy occurs that highlights the need for immediate change. Community members become outraged when law enforcement officers unnecessarily injure or kill an individual who is acting out because of untreated mental health issues. In fact, the first CIT program was established in Memphis in 1988 after the tragic shooting by a police officer of a man with mental health needs. As difficult as this is for communities, a tragedy can serve as a catalyst for CIT for Youth. However, it is always preferable to adopt CIT for Youth before a tragedy happens.

“Sometimes you have to put your timetable aside and go with the speed of the community. This is the challenge with building community partnerships but in the end it is very much worth it.”

- Sherri Wittwer, executive director, NAMI Utah

Case Study: Working with Law Enforcement in Connecticut

By Louise Pyers, statewide CIT program coordinator, executive director of the CT Alliance to Benefit Law Enforcement (CABLE) and criminal justice project director at NAMI Connecticut

One way to begin the process of understanding law enforcement culture is to attend a Citizen's Police Academy if one is offered in your community. That's where I started after founding CABLE. I asked a lot of questions about police work. I also did a huge amount of listening to officers' thoughts and concerns about their jobs. I even learned how to shoot a gun! Before entering a serious dialogue about people living with mental illness, I wanted to understand officers' culture, jobs and how they were trained. This proved to be incredibly valuable since it helped me to talk with them in an informed way.



I learned very quickly to suspend judgment regarding police interactions with individuals living with mental illness and to listen to their perspective. It took a while to cultivate trusting relationships with some very special law enforcement officers, but it was worth the time and effort. I asked them what kind of training they had and asked for their advice on how I might proceed with bringing some additional information to officers regarding mental illness. All this was done before I even had a plan as to how I would bring the educational component to light. I was so fortunate that Capt. Ken Edwards, New London Police Department, who had already implemented CIT in his department, came forward. Having a law enforcement “champion” and partner who was willing to lead the CIT trainings like Capt. Edwards was essential to CIT's success in Connecticut.

I continued my process by doing a lot of research on the internet and contacting people who have done studies on interactions between police and individuals living with mental illness. My research was around the phenomenon of “suicide by cop.” It put me in touch with some great people in law enforcement who could further educate me about police culture. Sgt. Barry Perrou, Psy.D (ret.) of the LA County Sheriff's Department was one of these people. Constable Rick Parent of the Delta, British Columbia Police Department sent me five pounds worth of his doctoral thesis on suicide by cop, which was also extremely helpful. Perhaps the most pivotal person was Capt. Edwards, who initially contacted me about my research since it was published in the FBI National Academy's magazine. He was looking for more information on suicide by cop too. That is when he told me about this great program he had brought from Memphis to New London: CIT.

If you wish to bring police to the table with families, mental health providers and other community leaders ask your local police department to provide some education about police

work. This is not the time to air concerns or grievances about how individuals may have been mistreated during an encounter with police. This will create a barrier that will make it harder for you to get your main message across when asking them to collaborate with you.

Some police agencies may be able to provide an interactive training, such as “Shoot, Don’t Shoot.” I have done this training. It was very revealing to me how difficult a police officer’s job is. Also, if your local police department permits this, you can ask to go on a “ride-along” with one of their officers. This is also a valuable way to learn more about their culture.

It takes a while for police officers to trust others. They are used to being criticized and Monday morning quarterbacked at every turn. They are wary of well-meaning people who come with a special gift of “education” to give them. They are very concerned about public safety and their safety—as they should be—and they have a hard time taking information from well-meaning folks who may not understand these safety issues. Even though we can say, “this training will help your officers be safer,” they will still be cautious. They will begin to trust you as long as you are genuinely interested in them and how they perceive the world. It’s a lot different than the way we see it!

For more information on Connecticut’s CIT efforts, contact Louise at lcp@cablweb.org or criminaljustice@namict.org.

Forming a Steering Committee

Once you have your core community partners on board, it is time to formalize your partnership by creating a CIT for Youth steering committee. You may be able to expand an existing CIT steering committee to include CIT for Youth or you may want to create a whole new one. It depends on what makes the most sense for your community.

What Is a Steering Committee?

A CIT for Youth steering committee is a planning group that sets the priorities, provides guidance on key issues and makes the important decisions for the implementation of CIT for Youth. The committee reviews, monitors and launches the program.



Why Is a Steering Committee Important?

The steering committee serves as the driving force and decision maker behind CIT for Youth implementation. The CIT for Youth steering committee has several important responsibilities, listed below.

Conducting Asset Mapping

- Reaching out to a broader stakeholder group for their resources, expertise and knowledge.
- Creating a map of the services and supports available to youth with mental health needs.
- Identifying resource gaps, strengths and opportunities for collaboration and coordination.

Planning and Coordinating

- Appointing a CIT for Youth coordinator or working with an existing CIT coordinator. The coordinator will be responsible for coordinating police trainings. This person can be a representative from any of the community partners and is overseen by the steering committee.
- Providing in-kind donations (e.g., training materials, facilities, honoraria, training instructors and staff time) and applying for grant funding, if necessary.
- Discussing current policies and procedures related to youth in a mental health crisis. If necessary, working with community partners to create or amend policies to eliminate barriers to CIT for Youth implementation.
- Strategizing on overcoming any barriers to CIT for Youth.
- Coordinating with advocacy groups to advocate for a broader, more effective array of children's mental health services and supports, if necessary.
- Determining how to measure the effectiveness of CIT for Youth in order to improve and sustain the program.

Training

- Assessing CIT for Youth training curriculum options and supporting the coordinator in planning CIT for Youth training events.
- Providing instructors for the training.
- Creating a mechanism for feedback and evaluation of the CIT for Youth training. Analyzing feedback and making changes, as necessary

These responsibilities are explained in greater detail throughout this manual. Your steering committee should meet regularly to address and fulfill these responsibilities.

Who Is Involved in the Steering Committee?

Representatives from your core community partners should form the basis of your CIT for Youth steering committee. You will work together to carry out the responsibilities outlined above. In the course of your work, you may decide you need to include additional partners who can bring a unique perspective, skill set or an array of resources and connections to the table that can contribute to the success of CIT for Youth.

How Do We Form a Steering Committee?

Invite each of the core community partners to a get-to-know you meeting where everyone can meet each other, you can discuss the role of the steering committee and, together, develop working agreements for the steering committee.

Before the Meeting:

- Develop and email an agenda to community partners.
- Share the responsibilities of the steering committee listed previously.
- Create a sign-in sheet to get the contact information of the representatives participating on the steering committee.
- Review the templates, Working Agreement and Model Committee Form, on page 43 and 46. Adapt the templates to meet your needs and make copies available for each community partner.

During the Meeting

- Ensure each community partner signs in.
- Introduce yourself. Reiterate the benefits CIT for Youth can bring to the community and the valuable role each community partner plays in its implementation.
- Allow everyone to introduce themselves and share what they hope CIT for Youth will accomplish.

- Discuss the responsibilities of the steering committee. Take time to address any concerns and questions about the role of the steering committee.
- Have community partners review the Working Agreement. Complete this worksheet together to develop guidelines for the steering committee. Although it may seem like everyone is on the same page, often this is not actually the case. It is important to get all agreements in writing to make them as clear and concise as possible and to have something to turn to if an agreement is ignored.
- Have community partners review, complete and sign the Model Commitment Form.
- Discuss next steps and delegate any tasks.
- Schedule regular steering committee meetings.

Some of these tasks may be completed over several meetings.

Important Note

Make sure that at every meeting, every community partner has a chance to talk and voice any concerns. This will help ensure that all needs are addressed and promote a sense of ownership over the program. Once the program is implemented, the steering committee should still meet to address how the program is working or not working in the community.



Step 1 Key Messages

- Community partnerships—relationships between organizations that are working in good faith toward a shared interest or common goal to produce positive change—are critical to addressing the underlying issue that CIT for Youth aims to solve, which is that too many youth with mental health needs are encountering law enforcement officers that are not trained to respond effectively to a mental health crisis and as a result, youth in crisis often do not get to the services and supports they need. Without community partnerships, CIT for Youth will become “just a training” that is incapable of changing how communities address the needs of youth.
- There are four core community partners who are essential to CIT for Youth and who may be new additions to an existing CIT partnership: School-based police officers, including school resource officers (SROs), families and youth, school personnel and child and adolescent mental health providers. You will want to ensure your community partners reflect the diverse cultures of your community. These core community partners will serve as the foundation for your steering committee, which is responsible for driving the implementation of CIT for Youth. Other organizations may be included in the steering committee to lend their knowledge, expertise and resources as needed.
- Building community partnerships often requires persistence and patience. It is a “give and take” process. Remember to do your homework so you can speak to the needs of your community partners.

Supporting Documents

Worksheets

Finding Your Core Community Partners

Identify existing partners and resources and brainstorm representatives for the core community partners.

Meeting the Needs of Community Partners

Inform yourself about community partners and plan how you will discuss CIT for Youth with each of them.

Templates

First Contact Email

Make the first contact with community partners.

Talking about CIT for Youth

Plan how you will invite community partners to join your CIT for Youth partnership.

Fact Sheet on Youth with Mental Health Needs in the Juvenile Justice System

Use this fact sheet to make the case to your potential partners about the need for CIT for Youth. If possible, adapt it with facts from your state or community.

Working Agreement

Complete with your CIT for Youth steering committee to set guidelines and responsibilities.

Model Commitment Form

Commit community partners to the steering committee responsibilities.

Additional Resources

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

- *CIT Advocacy Toolkit*
- NAMI Child and Adolescent Action Center
- Multicultural Engagement and Inclusion Tips
- *Multicultural Engagement and Inclusion Guide*
- U.S. Census Bureau State and County QuickFacts

Worksheet: Finding Your Core Community Partners

Directions: Use this worksheet to identify partners and resources and to brainstorm the best representatives to reach out to from each potential community partner. Usually, the best representative is a person with a personal connection to mental illness or someone who has power and influence within the organization or agency.

Existing CIT Partners^{**}

Existing Coalitions, Task Forces and Collaborative Efforts

Law Enforcement Officers and Court Personnel

School-based officers, including school resource officers, school district police units, community law enforcement agencies, judges and other court personnel.

School Personnel

School board members, superintendents, principals, school counselors, school-based mental health providers, other school staff and parent/teacher groups from traditional and nontraditional schools, including alternative schools.

Family and Youth

Parents, caregivers and youth involved with state and local mental health advocacy organizations, including NAMI.

Mental Health Providers

Child and adolescent mental health care providers, including psychiatrists, psychologists, therapists, neuropsychologists and substance abuse and addiction counselors.

^{**}Communities with existing CIT programs should build on existing partnerships. In some cases, a CIT for Youth program will include the same organizations or agencies, but will focus on different individuals within the organization.

Worksheet: Meeting the Needs of Community Partners

Directions: Use these talking points to plan how you will discuss CIT for Youth with each community partner—law enforcement officers, families and youth, school personnel and mental health providers.

Meeting the Needs of Law Enforcement Officers

Challenges	CIT for Youth Benefits	Potential Objections	Responses to Objections
<ul style="list-style-type: none"> Officers feel they are often used as the “big stick” in schools and communities when responding to youth with mental health needs. They get stuck with the role of “enforcer” rather than “supporter.” Officers have to ensure their own safety and well-being of the whole community. They need to respond assertively to mental health crises that could lead to injuries or community tragedies. 	<ul style="list-style-type: none"> Teaches police officers skills to effectively prevent or de-escalate a crisis situation, effectively communicate with youth and work in the school environment. Reduces the need for the use of force in a crisis and reduces the trauma experienced by police officers who injure youth. Improves the safety of police officers and others. Uses a community policing approach that includes a proactive approach to preventing community tragedies. 	<p>We have no time or funding to train our officers in CIT for Youth...</p> <p>CIT for Youth is too touchy-feely for what we need to do to keep our officers safe...</p>	<p>CIT for Youth is cost-effective and saves law enforcement officers time by providing a proactive approach to reducing and preventing crises. It also reduces the number of youth who are “frequent flyers”⁺⁺ by ensuring they receive the mental health services and supports they need.</p> <p>CIT reduces officer injuries. After the introduction of CIT in Memphis, officer injuries sustained during responses to “mental disturbance” calls dropped 80 percent.</p>

⁺⁺The term “frequent flyer” is often used to describe youth who have not been linked to the mental health services and supports they need, resulting in repeated confrontations that lead to unnecessary, costly involvement of these youth in the juvenile justice system and more difficult-to-treat mental illness.

Meeting the Needs of Law Enforcement Officers (continued)

Challenges	CIT for Youth Benefits	Potential Objections	Responses to Objections
<ul style="list-style-type: none"> Officers see that youth are not receiving the mental health services and supports they need, leading them down the wrong path well into their adult lives but feel there is nothing they can do about it. Officers feel they are forced to arrest and detain a student after school personnel escalate a crisis situation, leading the student to eventually violate the law. They repeatedly come into contact with “frequent flyers.” School-based officers want to do more to safely support and help these youth, since they see them every day, but often lack the infrastructure and community partners to refer youth to effective mental health services. 	<ul style="list-style-type: none"> Involves mental health providers, schools and families to increase the chances that youth are referred to mental health services and supports. Helps reduce or eliminate future encounters with law enforcement. 	<p>We need to be in charge and take control of situations, not try and help people who are committing a crime...</p> <p>We already have a process for addressing these issues...</p>	<p>Getting individuals the help they need is the best way to control unstable situations since it reduces repeated interactions that result from a lack of mental health services.</p> <p>CIT for Youth provides a proactive, collaborative process for schools and communities to follow so officers are not left alone to address these issues.</p>

Meeting the Needs of Families and Youth

Challenges	CIT for Youth Benefits	Potential Objections	Responses to Objections
<ul style="list-style-type: none"> Families are often forced to involve police when their child is experiencing a mental health crisis because other alternatives do not exist. Police are available and obligated to respond 24/7 while mental health services and supports are usually only available during standard work hours. Many parents find it difficult to obtain mental health services and supports for their child. Locating mental health providers, long waits for appointments and high out-of-pocket costs are frequent barriers. 	<ul style="list-style-type: none"> Links youth with mental health services in school and/or the community, reducing the need for treatment in more costly and restrictive settings. Often, services and supports are built around CIT for Youth so more options exist for families (e.g., triage centers, mobile crisis units, etc.). Increases the likelihood that youth will stay out of the juvenile justice system and remain in school and in the community. Ensures the safety of everyone involved in a mental health crisis, including the child. 	<p>I don't want my child labeled with a mental illness...</p> <p>Mental illness is not real...</p>	<p>Mental health treatment isn't about labeling the child, rather it is about addressing the behaviors or symptoms that are impacting a child's health and well-being. A diagnosis can help you access the services and supports your child needs to succeed at home, in school and in the community. Conversely, children living with unidentified or untreated mental illness often get labeled, "crazy," "lazy," "bad" or "dumb."</p> <p>Scientific advances are allowing us to see brain differences between children with mental illness and those without. More is becoming known as research progresses. Mental illness should be addressed just like any other health condition.</p>

Meeting the Needs of Families and Youth (continued)

Challenges	CIT for Youth Benefits	Potential Objections	Responses to Objections
<ul style="list-style-type: none"> Parents become frustrated with the inability to access effective services to help their child. They feel their child will need to commit a crime to access these services. 	<ul style="list-style-type: none"> Gets youth the help they need so they do not experience the negative outcomes associated with untreated mental illness. 	<p>My child is fine and does not need help...</p>	<p>As a parent, you are the primary expert about your child. However, other people in your child's life may be able to observe problems that are not yet apparent at home. For example, with children in the classroom for the majority of their day, school personnel may be the first to notice changes in a student's class attendance, interaction with peers or staff and academic achievement. Unidentified or untreated mental health issues can lead to devastating consequences for youth, including major challenges at school, acting out at home, a loss of friends, loss of critical developmental years, increased risk for substance abuse, involvement with the juvenile justice system and suicide.</p>

Meeting the Needs of Families and Youth (continued)

Challenges	CIT for Youth Benefits	Potential Objections	Responses to Objections
<ul style="list-style-type: none"> Parents must ensure the safety of their child and family members during a mental health crisis. Some parents may not recognize their child's mental health needs or believe that their child will grow out of the concerns. 		<p>My child's mental health is no one's business...</p> <p>I do not want the police involved with my child...</p>	<p>Your child's health is a personal matter. Working with trusted and effectively trained professionals will help get your child's life on track. CIT for Youth helps everyone to understand how to link a student with mental health services and supports.</p> <p>CIT for Youth reduces repeated interactions with law enforcement officers and helps officers to understand effective and humane ways to respond to a mental health crisis. It also helps divert youth to home and community-based services and away from the juvenile justice system.</p>

Meeting the Needs of School Personnel

Challenges	CIT for Youth Benefits	Potential Objections	Responses to Objections
<ul style="list-style-type: none"> School personnel often lack appropriate resources and training to address mental health crises or disruptive behaviors. This may lead to school personnel inadvertently escalating a situation. They feel the only recourse they have is to call the police. 	<ul style="list-style-type: none"> Provides a proactive approach to preventing crises in schools. Increases school safety and creates a more positive school climate. Reduces the trauma experienced by school personnel and students who witness or participate in a mental health crisis that results in a traumatic, physical altercation. 	<p>We don't have the time to address the mental health needs of students...</p>	<p>CIT for Youth will save time by providing a proactive approach to preventing and reducing disruptive behaviors and mental health crises in schools—often a challenge for school personnel. It also provides an efficient process for schools and communities to address crises.</p>
<ul style="list-style-type: none"> Although they can often recognize students with mental health issues, schools struggle with the appropriate action to take with limited time, funding and expertise available. 	<ul style="list-style-type: none"> Increases the likelihood that students with mental health needs will remain in school and improve their academic and functional performance. Ensures consistency in a school's approach to responding to mental health crises. 	<p>If we identify students with mental health needs, we need to provide services and supports we don't have...</p>	<p>CIT for Youth increases community collaboration, which enhances the tools and resources available to schools to address the needs of youth with mental health needs. CIT for Youth supports schools in addressing the needs of these students since it engages multiple community partners.</p>

Meeting the Needs of School Personnel (continued)

Challenges	CIT for Youth Benefits	Potential Objections	Responses to Objections
<ul style="list-style-type: none"> School personnel may be overwhelmed with students who act out in the classroom, which often leads to high staff turnover. 	<ul style="list-style-type: none"> Addresses the school to prison pipeline by ensuring students living with mental illness are linked to effective services and supports. 	<p>It is not our job to worry about mental health...</p>	<p>Children with unmet mental health needs fail more classes, earn lower grade point averages, miss more days of school and are retained at grade level more often than other students with disabilities. Approximately 50 percent of students with a mental disorder age 14 and older drop out of high school—the highest dropout rate of any disability group. Mental health is essential to a student’s ability to learn and stay in school. The academic performance and behavioral functioning of students significantly improves when their mental health needs are effectively addressed.</p>

Meeting the Needs of School Personnel (continued)

Challenges	CIT for Youth Benefits	Potential Objections	Responses to Objections
<ul style="list-style-type: none"> Schools must ensure the safety and well-being of all students while meeting high academic standards. With these responsibilities mounting, they may believe that they cannot adequately address the needs of students living with mental illness. 	<ul style="list-style-type: none"> Increases community collaboration, which enhances the tools and resources available to schools to address the needs of youth with mental health needs. 	<p>CIT for Youth does not concern us...</p>	<p>Many schools have proven to be a pipeline into the juvenile justice system with school personnel contacting law enforcement when students engage in disruptive behaviors, including cases involving mental health crises. Schools are in a unique position to ensure students living with mental illness are identified early and effectively linked with services.</p>

Meeting the Needs of Community Mental Health Providers

Challenges	CIT for Youth Benefits	Potential Objections	Responses to Objections
<ul style="list-style-type: none"> Providers often do not have enough resources or staff to meet the needs of all youth with mental health needs. This is especially true in rural and frontier communities. There are complex funding barriers that prevent or limit providers from getting reimbursed for their services, ultimately impacting how they can serve youth. In some communities, community mental health centers respond to youth from multiple jurisdictions—creating an unmanageable workload for providers and long waiting lists for families. 	<ul style="list-style-type: none"> Identifies youth with mental health needs so providers can intervene early and effectively to potentially prevent the development of a more difficult-to-treat, chronic condition. Trains officers to better identify youth who may have mental health needs so that the limited resources of community mental health centers are available to youth who need them. Coordinates care among providers and creates a more effective referral system so communities can work together to better distribute the workload. Helps communities better understand the policies and procedures that impact families' access to mental health care. 	<p>We have a workforce shortage. There are not enough providers to meet the needs of these youth...</p> <p>Community mental health centers are already overcrowded with youth who need mental health services and supports...</p>	<p>CIT for Youth can help you identify how to do more with limited community resources. CIT for Youth can also help make the case for increased mental health providers and services.</p> <p>Early identification and intervention of youth with mental health needs promises to reduce the need for more costly and intensive services. CIT for Youth also helps to identify home and community-based services that can complement community mental health centers and improve outcomes.</p>

Template: First Contact Email

Directions: Use this email as a template for making the first contact with a community partner.

Superintendent Miller

From: John Hawk [jhawk@cit.org]
Sent: Monday, July 5, 2011 2:30 p.m.
To: superintendentmiller@email.com
Subject: CIT for Youth

Dear Superintendent Miller,

My name is John Hawk. Jane Foster, who works in the Central School District recommended that I reach out to you. She shared that you are interested in doing more to support the academic and functional achievement of students in your school.

I am the statewide crisis intervention teams (CIT) coordinator. CIT is dedicated to improving the lives of individuals with mental health needs and their families and works with law enforcement, mental health providers, families and individuals to improve the outcome of law enforcement interactions with these individuals. Our goal is to help individuals with mental health needs get the support and treatment they need. We firmly believe that schools also have a key role to play in this process.

I would like to meet with you to discuss the resources, programs and tools that we have available and other potential partners who are interested in addressing the needs of students. I know how important student achievement and school climate are to your district. It is in this spirit that I reach out to request a meeting to discuss the opportunity to collaborate.

I know you are very busy, and I appreciate your consideration.

I look forward to hearing from you. Thank you.

Sincerely,

John Hawk
CIT Coordinator
1 (800) 555-5555
jhawk@cit.org

Template: Talking about CIT for Youth

Directions: Use this sample script as a starting point on how you may wish to invite community partners to join your CIT for Youth partnership, once you have formed a relationship with them. It is helpful to have talking points in place before you approach a community partner about CIT for Youth.

Principal John Smith: Hello, Ms. Garcia. Welcome back to Central High.

NAMI State Leader Juanita Garcia: Hello. Thank you so much for meeting with me today.

Principal Smith: My pleasure. By the way, thanks so much for the resources you shared with my teachers. Several told me this week that they have really learned a lot about how to communicate with parents about mental health concerns.

Ms. Garcia: You're welcome. I'm glad the information was helpful.

Principal Smith: So, what can I do for you today?

Ms. Garcia: I came to talk about a program that would be very beneficial to Central High. I have been working with the Central Police Department and they are interested in expanding their Crisis Intervention Team (CIT) program to help school resource officers better respond to students in a mental health crisis in school.

Principal Smith: What's CIT?

Ms. Garcia: CIT is a partnership between NAMI Central, Central Police Department and Central Community Mental Health Center. We work together to ensure that individuals in a mental health crisis get referred to treatment instead of going to jail. We want to expand CIT to address the specific mental health needs of youth. We would like to bring Central High into our partnership because we are confident this will help students who act out or are in mental health crises in school get they help they need. It will also be extremely beneficial to school personnel who are already struggling to address these issues.

Principal Smith: Well, we already have our hands full. We really do not have time or money to work on something like this.

Ms. Garcia: This program promises to save you time and money in the long run. In talking with your school staff, I got a pretty clear sense that some teachers may not know what to do with students who are acting out or experiencing a crisis as a result

of a mental illness. They shared that they feel ill-equipped to address these situations sometimes causing the problem to escalate and to involve police officers. This is common in many schools in our state. I think you would agree, this is not a good use of classroom time and resources. I think CIT for Youth could be really helpful in addressing these issues and in supporting staff.

Principal Smith: I do want to support my teachers but I think police should focus on keeping the school safe. That is a priority of mine.

Ms. Garcia: CIT for Youth trains officers on how to effectively defuse a crisis situation before it escalates. This helps to create a more safe and calm school environment.

Principal Smith: That's fine. They could do their training then. I don't think we need to be involved though.

Ms. Garcia: CIT for Youth relies on community partnerships to be successful, including schools like Central High. We can train law enforcement officers to resolve a crisis, but we need your help in making sure that students get referred to the right services and supports, whether in school or in the community. Early identification and intervention is key because students with mental illness fail more classes, earn lower grade point averages, miss more days of school and are retained at grade level more often than students with other disabilities. However, when they are linked with effective services, their academic and functional achievement improves.

Principal Smith: You make some good points, but I think I need some more information.

Ms. Garcia: I completely understand. I think there would be real value in having you meet the other community partners involved with developing CIT for Youth. I'd be happy to arrange a meeting at the school if that works best for you.

Principal Smith: I suppose I could do that, but I am not committing myself to anything.

Ms. Garcia: In the meantime, I will leave you with this packet of information about CIT for Youth. You are a key community partner for this program, it cannot succeed without you.

Principal Smith: Thank you, Ms. Garcia. As always, it is a pleasure to see you.

Ms. Garcia: Thank you for taking time out of your busy schedule to meet with me. I will be in touch later this week to schedule a follow-up meeting.

Template: Fact Sheet on Youth with Mental Health Needs in the Juvenile Justice System

Directions: Use this fact sheet to make the case to your potential partners about the need for CIT for Youth. If possible, adapt it with facts from your state or community.

Youth with Mental Health Needs in the Juvenile Justice System

Serious mental illness impacts large numbers of our nation's youth. Recent research indicates that 13 percent of youth aged 8-15 live with mental illness severe enough to cause significant impairment in their day-to-day lives.¹ This figure jumps to 21 percent in youth aged 13-18.² Mental illness begins early in life and interferes with development and functioning. It can affect youth of any gender, race/ethnicity, religion or socio-economic status. Half of all lifetime cases of mental illness begin by age 14 and three quarters by age 24.³



Despite the availability of effective treatment, there are average delays of 8 to 10 years between the onset of symptoms and intervention—critical developmental years in the life of a child.⁴ In the United States, only about 20 percent of youth living with mental illness receive treatment.⁵ Only 13 percent of children living with mental illness from diverse racial and ethnic backgrounds receive mental health services and supports due to barriers in access to quality care.⁶

Instead of receiving help, far too many youth with mental health needs are landing in the juvenile justice system.

Research shows that 70 percent of youth in the juvenile justice system have one or more psychiatric disorders, with 20 percent of these youth having a serious mental illness that significantly interferes with their day-to-day functioning.⁷ These youth may be experiencing suicidal ideation or psychosis while being locked up. Numerous national and state studies have also shown that minority youth are disproportionately involved with the juvenile justice system.

Many of these youth are incarcerated for minor, non-violent offenses, while others have not been charged with a crime at all. These youth are entering the juvenile justice system solely to access mental health services and supports or because of disruptive or inappropriate behaviors that are often symptoms of an unidentified, untreated or ineffectively treated mental illness.

At the same time, the U.S. Department of Justice has found that juvenile facilities fail to adequately address mental illness. Unidentified and untreated mental illness can lead to devastating consequences, including:

- Approximately 50 percent of students aged 14 and older living with mental illness drop out of high school—the highest dropout rate of any disability group.⁸ Seventy-three percent of those who drop out are arrested within five years.⁹
- Children living with mental illness fail more classes, earn lower grade point averages, miss more days of school and are retained at grade level more often than students living with other disabilities.¹⁰
- Children may miss as many as 22 days during a school year and experience reduced potential for education, employment and income.¹¹
- Suspension and expulsion rates for these youth are three times higher than their peers.¹² Among all students, African Americans are more likely to be suspended or expelled than their Caucasian peers.¹³
- Children living with mental illness are three times more likely to be arrested before leaving school than other students.¹⁴
- Youth living with mental illness are twice as likely to be living in a correctional facility, halfway house, drug treatment center or on the street after leaving school compared to students with other disabilities.¹⁵
- Suicide is the third leading cause of death for youth aged 15-24; more youth and young adults die from suicide than from all natural causes *combined*.¹⁶ Latina teens and American Indian/Alaska Native youth in particular have high rates of suicide attempts and completed suicides. Ninety percent of those who die by suicide have a mental illness.¹⁷

There are many complex, multi-system problems that have led to the criminalization of youth with mental health needs. Far too many youth are becoming unnecessarily entangled with the juvenile justice system because they are not receiving effective mental health treatment.

CIT for Youth Saves Lives

Fortunately, the way communities do business does not need to be this way. With effective community partnerships and coordination, communities can responsibly support youth living with mental health needs and their families—an outcome that benefits everyone involved.

CIT for Youth is a dynamic collaboration of families, school personnel, law enforcement officers, mental health providers and other community organizations committed to ensuring youth with mental health needs are referred to mental health services and supports rather than thrust into the juvenile justice system. CIT for Youth also provides training to law enforcement officers on preventing a mental health crisis and de-escalating a crisis when it occurs.

CIT for Youth provides a natural place for everyone to come together to ensure the safety and well-being of all youth, including those with mental health needs. It promises to improve the lives of youth living with mental health needs and produce cost savings and support for communities struggling to meet the needs of these youth.

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- ²Merikangas K.R., He J., Burstein M., Swanson S.A., Avenevoli S., Cui L., Benjet C., Georgiades K., & Swendsen J. (2010). Lifetime prevalence of mental disorders in U.S. adolescents: Results from the national comorbidity study. *Journal of the American Academy of Child and Adolescent Psychiatry*, 49(10), 980-989.
- ³Kessler, R., Berglund, P., Demler, O., Jin, R., Merikangas, & Walters, E., Lifetime prevalence and age-of-onset distributions of DSM-IV disorders in the National Co-morbidity Survey Replication (NCS-R). *General Psychiatry*, 62, June 2005, 593-602.
- ⁴Wang, P., Berglund, P., *et al.* Failure and delay in initial treatment contact after first onset of mental disorders in the National Co-morbidity Survey Replication (NCS-R). *General Psychiatry*, 62, June 2005, 603-613.
- ⁵U.S. Department of Health and Human Services (1999). *Mental health: A report of the surgeon general*. Rockville, MD: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Mental Health Services, National Institutes of Health, National Institute of Mental Health.
- ⁶Ringel, J. S.; Sturm, R. 2001. National Estimates of Mental Health Utilization and Expenditures for Children in 1998. *Journal of Behavioral Health Services & Research*, 28(3): 319-333.
- ⁷Skowrya K. & Coccozza, J. (2007). *Blueprint for change: A comprehensive model for the identification and treatment of youth with mental health needs in contact with the juvenile justice system*. Accessed at www.ncmhjj.com.
- ⁸U.S. Department of Education (2006). Twenty-third annual report to Congress on the implementation of the Individuals with Disabilities Act. Washington, D.C.
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- ¹⁰Wagner, M., Blackorby, J., & Hebbeler, K. (1993). Beyond the report card: The multiple dimensions of secondary school performance of students with disabilities. Menlo Park, Calif.: SRI International.
- ¹¹Blackorby, J.; Cameto, R. 2004. Changes in School Engagement and Academic Performance of Students with Disabilities. In Wave 1 Wave 2 Overview (SEELS). Menlo Park, Calif.: SRI International.
- ¹²*Ibid.*
- ¹³*Ibid.*
- ¹⁴Wagner, M. (1995). Outcomes for youths with serious emotional disturbance in secondary school and early adulthood. *The Future of Children: Critical Issues for Children and Youth*, 5(4), 90-112.
- ¹⁵*Ibid.*
- ¹⁶Centers for Disease Control, National Center for Injury Prevention and Control (2006). Accessed at www.cdc.gov.
- ¹⁷U.S. Department of Health and Human Services (1999). *Mental health: A report of the surgeon general*. Rockville, MD: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Mental Health Services, National Institutes of Health, National Institute of Mental Health.

Template: Working Agreement

Directions: Fill in the table below with your steering committee to form the basis of a working agreement for the CIT for Youth steering committee.

Name of Committee
Overarching Goal What is the primary overarching goal of the committee?
Value of the Committee What unique value does the committee bring to the stated goal?
Key Priorities What are the committee's key priorities for achieving the stated goal?
Guiding Principles What principles or values related to the goal will guide committee priorities and activities? (e.g., we focus on priorities that meet the shared interests of our members or we seek new solutions to challenging issues).
Members What other individuals/groups would be valuable to include as additional members?

Processes
What type of decision-making process will be used for important decisions regarding CIT for Youth? (e.g., will decisions require all members to participate, those present at a meeting, a simple majority, etc.?).
Who will draft agendas? Who will draft minutes?
How will communications within the group be handled? How will communications with the public, elected officials and other stakeholders be handled?
How and how often will the group assess progress toward its priorities?
Roles and Functions
What responsibilities will be expected of each steering committee member?
Authority
Which members will be authorized to speak on behalf of the group?

Operations	
Meeting dates and times:	
Meeting Location:	
Copies:	
Conference Calls:	
Facilitative materials (flip charts, markers, sticky dots, etc.):	
Formal printed materials from group:	
Other Agreements	

Template: Model Commitment Form

Directions: Use this form to commit community partners to the steering committee responsibilities.

Name of Steering Committee: [From Working Agreement]

Overarching Goal: [From Working Agreement]

Key Priorities: [From Working Agreement]

1.

2.

3.

Guiding Principles: [From Working Agreement]

Responsibilities: [From Working Agreement]

Organizational Statement of Commitment:

Our organization is committed to be an active member of the CIT for Youth steering committee. As a member, we attest that the goal, key priorities, responsibilities and guiding principles of the steering committee are in alignment with our organizational goals and policies. We agree to abide by agreed-upon decision-making processes and to support steering committee decisions. We agree to notify the steering committee, in writing, in the event our organization experiences a conflict of interest or is no longer able to support steering committee goals and priorities.

As evidence of our commitment to the steering committee, our organization agrees to do the following:

- Appoint** a designated representative and a backup person to attend steering committee meetings and conference calls.

Name of Representative:

Name of Backup Representative:

Authorize our representative to make decisions on issues or actions as follows:

- After obtaining formal organizational approval
- Without formal organizational approval (has decision-making authority)

Authorize our representative to make decisions regarding financial contributions as follows:

- After obtaining formal organizational approval
- Without formal organizational approval (has decision-making authority)

- Actively assist** with steering committee activities.
- Supply** the steering committee with our organizational name and/or logo.
- Disseminate** steering committee materials to our members or other stakeholders

Our organization further agrees to commit the following resources to the steering committee:

- Financial contribution** of \$ _____ per year/month/one-time
- In-kind donation (s)** of:
- Volunteers** for steering committee responsibilities of:

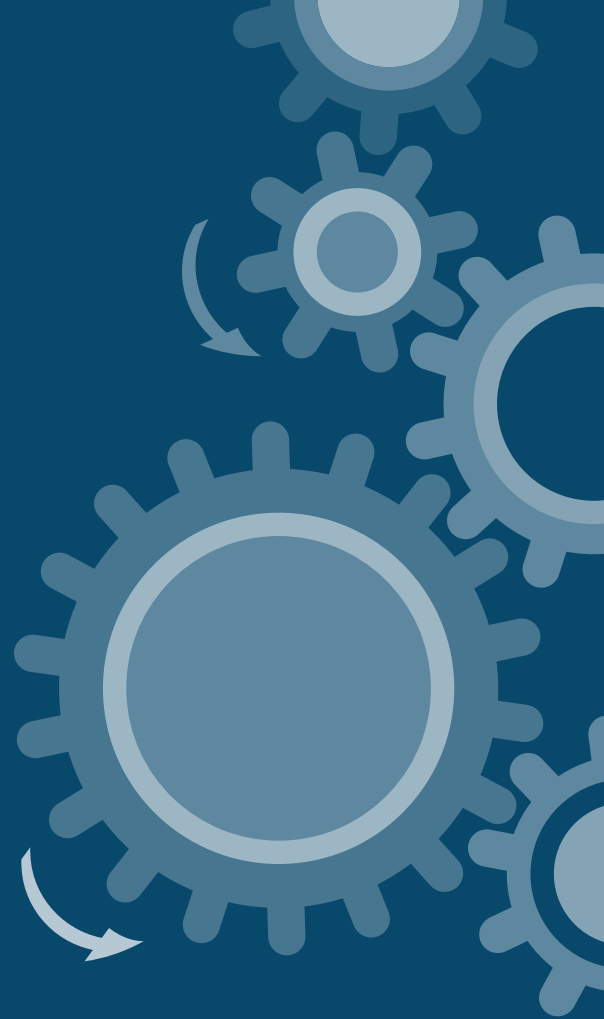
Signature and Title

Date

Organization

Step 2

Conducting Asset Mapping



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Conducting Asset Mapping

This section includes a step-by-step exercise for conducting asset mapping. You may wish to adapt the process to the unique needs of your community.

What Is Asset Mapping?

Asset mapping is a collaborative exercise that helps you create a “map” of the resources available in your community. It focuses on creating a complete picture of a community’s strengths and needs when it comes to serving youth with mental health needs. The asset map template on page 76 provides a model for collecting this information.



Asset mapping will help you create a number of valuable documents for CIT for Youth, including:

- a rough map of youth and family services in your community, including intersections with the juvenile justice system;
- a list of resources available in your community;
- a list of resource needs, challenges, barriers and gaps;
- a list of potential areas for collaboration and coordination among community partners and broader stakeholders; and
- raw data that may be used to create a database or directory of resources.**

Asset mapping is not just about these end products though. Equally important, it allows you to have a dialogue about your community’s resources in a safe, structured environment with others invested in seeing youth succeed.

Why Is Asset Mapping Important?

Creating an asset map with your community partners and a broader stakeholder group will help you achieve several important goals, including:

- identifying community assets that can benefit CIT for Youth;
- identifying resource issues, including overlaps, gaps, bottlenecks, “hidden” resources and barriers that can impact the implementation of CIT for Youth;
- identifying potential areas where coordination and collaboration would benefit CIT for Youth;
- getting to know your community partners and organizations and setting the stage for lasting working relationships; and
- getting to know the local mental health services and supports that are available for youth and their families.

**Before deciding to create a resource directory, investigate to see whether such a directory already exists in your community and whether it is being used effectively. You may want to update an existing directory or brainstorm about how to better use it rather than create a new one.

All of these outcomes help set the stage for effectively planning and coordinating your CIT for Youth program.

Who Is Involved in Asset Mapping?

“Cast the widest net of stakeholders and let them have input on all the issues.”

- Lt. Jeffry Murphy (ret.), former CIT coordinator, Chicago Police Department

Your CIT for Youth steering committee should lead and plan the asset mapping session. However, you should include a broader group of stakeholders who provide services and supports to youth in your community. Each will bring a unique perspective, skill set and an array of resources and connections to the table that can contribute to the success of the asset mapping and ultimately, CIT for Youth.

Take time to think about organizations in your community that play a key role in the lives of youth. To help you get started, see the worksheet, Identifying a Broad Stakeholder Group, starting on page 61. This list may look different for each community but it is a strong starting point as you brainstorm about your outreach.

To get a snapshot of the resources that exist in your community, visit Find Youth Info at www.findyouthinfo.org. This website allows you to locate some of the programs available in your community for youth. You may want to invite the leaders of these programs to the mapping session.

You should plan to involve 15-25 stakeholders from your community. If a larger group expresses interest, consider planning two sessions to make the group discussion manageable.

How Do We Conduct Asset Mapping?

To conduct an asset mapping session, your steering committee should host one five and a half-hour mapping session or multiple sessions that are two hours or three hours long with a broad stakeholder group. The table, Conducting Asset Mapping, starting on page 52, provides an overview on how to plan for an asset mapping session. The template, Facilitator Instructions for Asset Mapping, starting on page 68, includes in-depth instructions on key steps to hosting an asset mapping session. The Supporting Documents section of this step, starting on page 59, also includes a variety of templates and worksheets to help with this process.

During the mapping session, participants should complete three tasks:

- The broad stakeholder group should share information about the resources, services and supports they provide, the populations they serve or interact with, their service capacity and the areas they see as opportunities for collaboration and coordination.
- Once all of this information is gathered, a mapping facilitator should help the group identify resource challenges—gaps, bottlenecks, overlaps, hidden resources and barriers—that may

hinder the implementation of CIT for Youth and brainstorm ways to resolve these challenges.

- Finally, all the participants should make a commitment to action in which they agree on the steps they can take to address resource challenges.

Important Note

Many communities move forward with CIT for Youth with a less formal process for assessing their resources and needs. For example, some community partners have hosted focus groups with various stakeholders instead of an asset mapping session. The case study, Identifying Resource Needs in Louisiana, starting on page 55, describes one community's experience conducting a focus group with law enforcement officers to identify their resource needs. We suggest asset mapping because it is a structured way to engage your community partners and a broad stakeholder group in planning and coordinating for an effective CIT for Youth program. However you accomplish your goals, the key is to have a good sense of the resources in your community and to work with your community partners to resolve any resource challenges.

Conducting Asset Mapping

Actions	Helpful Tools	Timeframe	Person Responsible	When Action is Taken
<p>Select the elements of your asset map. In other words, what information do you want or need to know about your community?</p> <p>Develop an organizational profile for participating organizations to fill out that will provide this information.</p>	<p>Template: Organizational Profile on page 65</p> <p>Template: Asset Map on page 76</p>	<p>3 months in advance</p>	<p>Steering committee</p>	
<p>Decide who should be invited to the mapping session. This should be a broad stakeholder group.</p>	<p>Worksheet: Identifying a Broad Stakeholder Group on page 61</p> <p>Find Youth Info at www.findyouthinfo.org</p>	<p>2 months in advance</p>	<p>Steering committee</p>	
<p>Identify a facilitator to lead the mapping session. This person should be neutral but engaging. Share the Facilitator Instructions with him or her.</p>	<p>Template: Facilitator Instructions for Mapping Session on page 68</p> <p>Resources at www.nami.org/ciforyouth:</p> <ul style="list-style-type: none"> Let's Talk: A Dialogue for NAMI State Organizations and NAMI Affiliates 	<p>2 months in advance</p>	<p>Steering committee</p>	
<p>Set a date for the asset mapping session.</p>		<p>2 months in advance</p>	<p>Steering committee</p>	
<p>Find a venue with sufficient space for participants to form groups of 3-5 and wall space for charts.</p>		<p>2 months in advance</p>	<p>Steering committee</p>	

Conducting Asset Mapping (continued)

Actions	Helpful Tools	Timeframe	Person Responsible	✓ When Action is Taken
Send invitations. Include the organizational profile with the invitation for participants to complete prior to the mapping session.	Template: Invitation to a Mapping Session on page 64 Template: Organizational Profile on page 65	6 weeks in advance	Steering committee	
Select an assistant to the facilitator to help take notes, answer questions and set up the space for the mapping session. Share the Facilitator Instructions with him or her.	Template: Facilitator Instructions for Mapping Session on page 68	4 weeks in advance	Facilitator	
Purchase or request in-kind donations of materials, including a flip chart, butcher paper, markers and 4"x6" Post-it notes.		4 weeks in advance	Facilitator	
Create an outline of the asset map using flip chart pages or butcher paper to fill in during the mapping session. You will also want to create an agenda and handouts for the session.	Template: Asset Mapping Agenda on page 67 Template: Strategies for Coordinating and Leveraging Resources on page 79 Template: Strengths and Needs Analysis Handout on page 78	4 weeks in advance	Facilitator	

Conducting Asset Mapping (continued)

Actions	Helpful Tools	Timeframe	Person Responsible	✓ When Action is Taken
Fill out and return organizational profiles.		2 weeks in advance	Broad stakeholder group	
Populate a sign-in sheet with participants' names, organizations and contact information.	Template: Mapping Session Sign-in Sheet on page 77	2 weeks in advance	Steering committee	
Photocopy the handouts, agenda and completed organizational profiles.		1 week in advance	Facilitator	
Order refreshments (optional). <i>Ask a local restaurant to donate refreshments and include a thank you on the mapping session agenda or alternatively, prepare your own refreshments.</i>		1 week in advance	Steering committee	
Send each participant a packet with a thank you note, a summary of the group's findings and planned action steps, the participant list with contact information, an updated packet of organizational profiles and information about any actions that the CIT for Youth steering committee will be taking (e.g., creating a resource guide).		1-3 weeks after the mapping session	Steering committee	

Case Study: Identifying Resource Needs in Louisiana

by Lt. David Anders, CIT coordinator, Lake Charles Police Department, La.

In June 2008, I offered CIT training to school resource officers (SROs) in Lake Charles, La., that included a limited focus on children and adolescents. I partnered with McNeese State University in developing and delivering the CIT training. Other CIT community partners included the Lake Charles Memorial Hospital, the State of Louisiana Region V Office of Mental Health, NAMI Southwest Louisiana and the Calcasieu Parish Sheriff's Office.



Before developing a more focused CIT for Youth training for Lake Charles, I decided to allow NAMI to host a focus group with the school resource officers (SROs) who received the June CIT training. We wanted them to comment on the training they received and to share their thoughts on areas in which additional information would be helpful as they addressed the needs of students with mental health needs. NAMI asked them a wide range of questions about their experiences in schools and with students with mental health needs. NAMI also asked them what they would like to see in a CIT for Youth training.

The responses SROs provided to the questions alerted me and my community partners to several resource issues and needs in our community. The SROs were able to easily identify the gaps in our community-based services and supports that made it hard to get youth the help they needed. Here are just a few of the recommendations SROs made on what needed to be available in communities and schools to effectively address youth with mental health needs:

- suicide prevention programs;
- case management for families;
- training for school personnel on mental illness;
- increased and improved school-based mental health services and supports;
- public education and awareness of mental illness;
- cross training for school personnel and community mental health providers on how to effectively work together;
- involvement of the faith-based community;
- transportation services to help youth and their families access mental health care;
- crisis services for children and adolescents; and
- assistance from Child Protective Services and other community agencies.

The focus group was truly an eye-opening experience. It helped us identify important resource issues in our community that we had to address before implementing CIT for Youth. The SROs provided many creative solutions to the problems they identified, so I had a great roadmap

to follow in moving forward with CIT for Youth. I know that with the inside information and insights we gleaned from the SROs, we will be able to better serve youth in our community.

The feedback we got from the SROs also informed the development of an expanded CIT for Youth training. We were able to develop a training that directly addressed their needs and provided them with the information, resources and support they needed to do their job more effectively.

To see our complete focus group report, visit *A Focus Group Report: A Conversation with CIT Trained School Resource Officers* at www.nami.org/citforyouth.

To learn more about Louisiana's CIT for Youth efforts, contact Lt. Anders at danders@cityoflc.us.



Step 2 Key Messages

- Asset mapping is a collaborative exercise that helps you create a “map” of the resources available in your community. It provides a structure to engage your core community partners and a broad stakeholder group in planning for an effective CIT for Youth program. The mapping session will allow you to get to know the resources that exist in your community, identify areas for collaboration and coordination and set the stage for CIT for Youth.
- Your steering committee should bring together a broad stakeholder group to conduct an asset mapping session. After the mapping session, your steering committee should focus on the resources, issues and concerns identified by this broad stakeholder group.
- Many communities have moved forward with CIT for Youth without completing a formal asset mapping. There are many ways to accomplish your goals, but you should strive to develop a good sense of the needs and resources in your community and engage a broad stakeholder group in doing this.

Supporting Documents

Worksheets

Identifying a Broad Stakeholder Group

Brainstorm a broad stakeholder group to include in your asset mapping session and keep track of their contact information.

Templates

Invitation to a Mapping Session

Invite key stakeholders to the asset mapping session.

Organizational Profile

Collect information from mapping session participants prior to the mapping session.

Asset Mapping Agenda

Create an agenda for the asset mapping session.

Facilitator Instructions for Asset Mapping

Use this table for detailed guidance on hosting an asset mapping session.

Asset Map

Use to create an asset map for participants to populate during the mapping session.

Asset Mapping Sign-in Sheet

Create a sign-in sheet to confirm the contact information of mapping session participants.

Strengths and Needs Analysis Handout

Identify strengths and needs during your mapping session.

Strategies for Coordinating and Leveraging Resources

Review examples of resource concerns and the approaches communities can take to improve or resolve resource needs during your mapping session.

Additional Resources

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

- *Community Resource Mapping: Knowing Your Youth Services Landscape*
- FindYouthInfo.gov
- *Improving Secondary Education and Transition for Youth With Disabilities: Community Resources Mapping*
- *Let's Talk: A Dialogue for NAMI State Organizations and NAMI Affiliates*
- The Asset-Based Community Development Institute
- *A Focus Group Report: A Conversation with CIT Trained School Resource Officers*

Worksheet: Identifying a Broad Stakeholder Group

Directions: Brainstorm a broad stakeholder group to include in your asset mapping session. This group should include those outside of your core community partners. The list below will help you think about who to engage in the mapping process.

Provider Organizations

You can contact these national associations or visit their websites to get contact information for your state chapter or to find providers in your state who would be valuable participants in your broad stakeholder group.

- American Academy of Pediatrics
- American Academy of Child and Adolescent Psychiatry
- American Psychological Association
- American Mental Health Counselors Association
- American School Counselors Association
- National Association of School Psychologists
- National Association of Social Workers
- National Council for Community Behavioral Healthcare

State and Local Departments and Service Providers

- Child Welfare System
- Children's hospitals
- Department of Child and Family Services
- Department of Health and Human Services
- Department of Mental Health
- Public Housing Agency
- Residential treatment facilities
- Substance abuse and addiction treatment centers

Community-based Services and Supports

You may or may not have these programs available in your community but if you do, they can be great to have represented at your mapping session.

- Assertive Community Treatment (ACT)
- Community residential rehabilitation centers
- Independent living programs
- Mentoring programs
- Mobile crisis units or other crisis stabilization services
- Multisystemic Therapy
- Treatment foster care
- One-Stop Career Centers
- Wrap-around services and case management

Juvenile Justice System and Courts

- Juvenile court judges and court staff
- Juvenile probation and parole staff
- Juvenile detention facilities
- Guardian *ad litem*s

Military Family Organizations

- Exceptional Family Member Program
- Military installations
- National Guard reserve centers

Community Organizations

- Big Brothers Big Sisters
- Clubhouses
- Faith-based organizations
- Family Voices
- Gay, Lesbian and Straight Education Network

- National Association for the Advancement of Colored People
- National Council of La Raza
- Neighborhood Watch groups
- Parent centers
- Parents, Families and Friends of Lesbians and Gays
- Protection and Advocacy and Client Assistance Programs
- Youth groups and community centers

Coalitions and State Agencies

- State Mental Health Authority
- State Law Enforcement Standards and Training Board
- Peace Officer Standards and Training Board
- Coalitions, task forces and other collaborative efforts

Worksheet: Identifying a Broad Stakeholder Group

Directions: Use this table to keep track of the contact information of your broad stakeholder group. You can also use it to keep notes on when you send them an invitation to the mapping session and receive a response and any additional information.

Organization	Contact Person	Phone	Email	Address	Notes

Template: Invitation to a Mapping Session

Directions: Use this letter to invite key stakeholders to the asset mapping session.*

Dear:

Our community has wonderful opportunities, programs, services and supports available to youth with mental health needs. We also have some important gaps and needs we should address. NAMI Central, in partnership with [partner organization names] is hosting an asset mapping session to better understand the landscape in our community, including how youth with mental health needs access services and supports and may become involved in the juvenile justice system.

This mapping session is the first step in an effort to implement Crisis Intervention Teams (CIT) for Youth, a program designed to improve interactions between youth with mental health needs and law enforcement and link these youth with services and supports they may need in school, at home or in the community. We hope to accomplish this by increasing collaboration and coordination of community-based services and supports.

During the mapping session, we will look at how organizations and agencies serve and interact with youth. Our agenda includes:

- creating an asset map;
- identifying resource issues such as gaps, overlaps, bottlenecks, hidden resources and barriers;
- identifying opportunities for collaboration and coordination; and
- developing a plan to address resource needs.

The mapping session will be held on [date, time] at [location]. Given your organization's key role in interacting with youth in the community, we would greatly appreciate your expertise at the mapping session to help us complete this important project.

Please RSVP by phone at [phone number] or email at [address] by [deadline].

Prior to the meeting, please take a few minutes to complete the enclosed Organizational Profile and return it to us by [date]. In order to promote information-sharing, we plan to make copies of all Organizational Profiles available to participants at the mapping session.

Thank you for your continued support of youth in our community. If you have questions or need additional information, contact me at [phone number].

Sincerely,
[Name, Title]

Enclosure: Organizational Profile

*Adapted with permission from School and Main Institute: www.schoolandmain.org.

Template: Organizational Profile

Directions: Use this form to collect information from mapping session participants before the mapping session. These profiles should be photocopied and distributed to all participants during the mapping session so they are aware of the resources that exist in their community.

Organizational Profile

Organization name: _____

Contact person: _____

Contact information: _____

Mission or purpose: _____

Geographic area served: _____

Populations served (e.g., age range, socioeconomic status, religion or cultural group, etc):

Programs, services and activities offered: _____

1. In what setting(s) do you serve youth and their families (e.g., home, community, school, residential and inpatient treatment and/or juvenile placement and other detention)? What types of services and supports do you provide? (e.g., mental health promotion and education, services and supports for youth with early mental health concerns, ongoing services and supports for youth with mental health needs, crisis intervention services, post-crisis services and supports or others)?

2. What outcomes would you like to see as a result of implementing a CIT for Youth program (e.g., linking youth with services and supports, reducing officer injuries, increasing coordination of services or others)?

3. What opportunities for collaboration should the CIT for Youth steering committee focus on?

4. What do others need to know about your organization's culture, values and priorities?

5. What are the key responsibilities and obligations you have to children with early mental health concerns or ongoing mental health needs?

6. What unmet needs do you see in the families of children with mental health needs?

7. What do you think your organization does best? What are your greatest strengths?

8. What other organizations in the community do you admire for their effective work with youth with mental health needs and their families? Why?

Template: Asset Mapping Agenda*

Directions: Use this template to create an agenda for your asset mapping session.

<p style="text-align: center;">AGENDA Asset Mapping for CIT for Youth [Date, Time]</p> <p>Welcome, Introductions and Orientation</p> <p>Activity One: Asset Mapping</p> <p>Break</p> <p>Activity Two: Strengths and Needs Analysis</p> <p>Activity Three: Commitment to Action, Part 1</p> <p>Lunch On Your Own</p> <p>Activity Three: Commitment to Action, Part 2</p> <p>Wrap-Up and Thank You</p> <p style="text-align: center;"><i>A special thank you to Good Eats Catering for providing complimentary refreshments for today's meeting. Their support of this initiative is greatly appreciated.</i></p>
--

*Adapted with permission from School and Main Institute: www.schoolandmain.org.

Template: Facilitator Instructions for Asset Mapping*

Directions: Use the facilitator instructions to guide your asset mapping session. They include the activities, key points and preparations the facilitator should complete for the session. The Asset Map template, and other materials referenced in this chart, are also included in the Supporting Documents starting on page 59.

Facilitator Instructions for Asset Mapping			
Total Time: 5 hours		Goal: Create a general overview of the types of services and supports available to children with mental health needs, brainstorm possible solutions to resource issues and create a plan of action.	
Time	Objective	Activity	Key Points
35 minutes	Orient participants to the day Introductions	Welcome, Introduction and Orientation	<ul style="list-style-type: none"> Open the day with one representative from the steering committee welcoming participants and speaking for three minutes about the objective of CIT for Youth and the benefits of participating in asset mapping. Have the representative introduce you as the facilitator and turn the day over to you. The steering committee members are now participants and should let you take control. Briefly introduce yourself. Review the agenda (it should also be placed on tables for participants). Share an overview of the three activities participants will be doing today: <ol style="list-style-type: none"> creating a map of services in the community for youth with mental health needs and their families; analyzing strengths and needs based on the map; and coming up with an action plan.
			<ul style="list-style-type: none"> Recreate the Asset Map, on page 76, in the front of the room by attaching large flip chart pages or butcher paper to the wall for everyone to see. The map should be labeled with the column and row headers from the template. Have flip charts, markers, masking tape, pens and a complete set of handouts at every table. Lay out refreshments (optional).

*Adapted with permission from School and Main Institute: www.schoolandmain.org.

Facilitator Instructions for Asset Mapping (continued)

Time	Objective	Activity	Key Points	Preparation and Notes
			<ul style="list-style-type: none"> Emphasize that the day is primarily about thinking together as a group, not creating a detailed resource guide. There will be several products from the session. The steering committee will follow up by sharing organizational profiles, notes from the mapping session (including a visual of the map), an action plan and a resource guide (only if applicable). Emphasize that this is about more than your community responding to a mental health crisis; it is about how the community can intervene early and prevent a crisis. Emphasize that participants should be candid about challenges and limitations. Every community has capacity issues, but by working together openly we can improve the system for everyone. State that the meeting should last about five hours and remind participants to sign in if they have not already done so. Invite participant questions. Ask participants to introduce themselves in 60 seconds or less. They should share their name, organization and one thing that makes them proud of their organization's response to children with mental health needs. Model a very brief introduction, "Hi, my name is Jane Smith. I am the guidance counselor at Central High School. I'm proud of the students I mentor as part of our peer counseling program." 	<ul style="list-style-type: none"> Place a sign-in sheet at the doorway. Use the Mapping Session Sign-in Sheet on page 77 as an example. Bring several blank copies of the Organizational Profile handout, adapted from the template on page 65, for any participants who may not have filled it out in advance. Keep time during introductions. Politely cut people off when they go over time. Allot 20 minutes for introductions.

Facilitator Instructions for Asset Mapping (continued)

Time	Objective	Activity	Key Points	Preparation and Notes
60 minutes	Create a visual of the resources and needs in the community	Asset Mapping	<ul style="list-style-type: none"> <li data-bbox="320 579 1391 1253">Orient participants to the wall mounted asset map. Use the template on page 76 as a reference. Explain that it's organized by two dimensions: <ol style="list-style-type: none"> <li data-bbox="320 579 1391 1253">1. What services and supports do you provide for youth? (e.g., mental health promotion and education, services and supports for youth with early mental health concerns, ongoing services and supports for youth with mental health needs, crisis intervention services and/or post-crisis services and supports). <li data-bbox="320 579 1391 1253">2. Where or in what setting does your organization encounter youth? (e.g., school, home, community, residential and inpatient treatment and/or juvenile placement and detention). <li data-bbox="320 579 1391 1253">Have participants take a moment to figure out what services and supports they offer to youth with mental health needs and where. <li data-bbox="320 579 1391 1253">Provide two examples of interventions and where they would be located on the asset map. Ask for one or two examples from the group. Confirm that everyone understands where they should place their services and supports on the map. 	<ul style="list-style-type: none"> <li data-bbox="320 195 1391 579">Have on hand examples of where several services and supports would be placed on the asset map. For example, a school counselor might counsel a student who has a mental illness. This counseling would fit in the “ongoing services and supports for youth with mental health needs” column, in the “school” row.

Facilitator Instructions for Asset Mapping (continued)

Time	Objective	Activity	Key Points	Preparation and Notes
			<ul style="list-style-type: none"> Instruct participants to take a few minutes to write the name of the key service(s) they offer in <i>one short word or phrase</i> on a Post-it note, with their organization's name in one corner. The Post-it notes should <i>not</i> be detailed and should reflect reality (rather than the best-case scenario). Next, let participants decide where their Post-it notes should be placed on the asset map. Ask participants to line up, a table at a time, and quickly stick their Post-it notes to the asset map, reading their notes aloud as they do so. There should be no long explanations, just a short word or phrase. Next, instruct participants to look at the chart and identify any key challenges their organization faces on the asset map. Offer one or two examples of a challenge, such as “when a child experiences a crisis in the home, outside of regular business hours, there are no interventions available.” Repeat the previous exercise by having participants put significant challenges on Post-it notes and sticking their notes to the asset map. 	

Facilitator Instructions for Asset Mapping (continued)				
Time	Objective	Activity	Key Points	Preparation and Notes
15 minutes		Break	<ul style="list-style-type: none"> Invite participants to have refreshments (if available). Ask participants to reconvene in 15 minutes. 	<ul style="list-style-type: none"> Break may be shortened or lengthened to accommodate the day's schedule.
60 minutes	Identify areas of concern	Strengths and Needs Analysis	<ul style="list-style-type: none"> Instruct participants to work in small groups to analyze the asset map to identify resource issues, including bottlenecks, gaps, overlaps, hidden resources and barriers. Encourage dialogue with participants of prominent cultural communities to understand their views, strengths and needs. They may be aware of barriers to accessing mental health services and supports that impact specific cultural groups. Let groups know they should prepare to report back the following to the full group: <ol style="list-style-type: none"> The biggest strength they see in the community; The biggest opportunity for collaboration and coordination; and A question or problem for the large group to consider. Instruct each group to choose a recorder, a time keeper and a spokesperson. The recorder will take notes and will prompt the group to make sure that there is an answer for each question by the end of the hour. The time keeper will give regular updates to the group on time. The spokesperson will present the group's finding to the larger group. 	

Facilitator Instructions for Asset Mapping (continued)

Time	Objective	Activity	Key Points	Preparation and Notes
25 minutes	To develop three lists: <ol style="list-style-type: none"> Strengths; Opportunities for collaboration; and Questions or concerns for the group. 	Commitment to Action, Part 1	<ul style="list-style-type: none"> Let participants know they have several resources to get them started: <ol style="list-style-type: none"> The Strengths and Needs Analysis handout, which gives them space to write down their answers to the three questions. The Strategies for Coordinating and Leveraging Resources handout, to help them think about the types of concerns that might be present in the community and some strategic approaches for responding to them. They can use the asset map in the front of the room to get an overview of what's available in the community. They can review organizational profiles for information about other community organizations and identify opportunities for collaboration. Each group has 2-3 minutes to report their findings to the larger group. After each report, ask, "Did we accurately capture your key points on the flip chart?" 	<ul style="list-style-type: none"> Make sure all participants have a copy of the handouts adapted from the following templates: <ul style="list-style-type: none"> Template: Strength and Needs Analysis on page 78; Template: Strategies for Coordinating and Leveraging Resources on page 79; and All the organizational profiles collected using the Template: Organizational Profiles on page 65 Take notes on three large flip chart pages (one each for strengths, opportunities for collaboration and questions or concerns for the group). Keep time. Alert the speaker when 3 minutes is up. Give 1-2 additional minutes to wrap up if necessary.

Facilitator Instructions for Asset Mapping (continued)				
Time	Objective	Activity	Key Points	Preparation and Notes
60 minutes		Lunch on Your Own	<ul style="list-style-type: none"> • Invite participants to have refreshments (if available). • Ask participants to reconvene in 60 minutes. 	<ul style="list-style-type: none"> • Lunch may be shortened or lengthened to accommodate the day's schedule. • If more room is needed at the front of the room, use the break to rearrange so that there is space for several more blank flip chart pages.
70 minutes	Develop plans of action for the top three priority issues.	Commitment to Action, Part 2	<ul style="list-style-type: none"> • Assist the group in prioritizing issues that have been identified. Ask them the following questions, "What most urgently needs to change for CIT for Youth to be effective?" "What change will have the biggest impact?" and "How can we build on our strengths to be more effective?" • Help the group identify the top three issues (15 minutes). • Brainstorm solutions to the priority issues (35 minutes). • Ask participants if they are willing and able to commit to making changes that will address the issues (20 minutes). Record commitments on a blank flip chart page. • Ask the group if there are any lingering issues or concerns that the steering committee should address. 	<ul style="list-style-type: none"> • Take notes on flip chart pages for: <ul style="list-style-type: none"> • three priority issues; • solutions; and • commitments to action. • Keep a blank "parking lot" sheet to record issues that can't be addressed today, but that participants nevertheless feel are important.

Facilitator Instructions for Asset Mapping (continued)

Time	Objective	Activity	Key Points	Preparation and Notes
20 minutes		Thank You and Wrap Up	<ul style="list-style-type: none"> Have the steering committee thank participants and give them a brief summary of follow-up steps that the steering committee will take (e.g., following up with those who committed to action, sharing notes from the mapping session [including a visual of the map itself], compiling a resource guide or making decisions about whether policy changes or advocacy are needed) Ask participants if there is anything else they want captured from this meeting that would be valuable for their organizations to have. Be sure to collect completed copies of the Strengths and Needs Analysis handouts and remind participants to sign-in if they have not already done so. 	<ul style="list-style-type: none"> If time permits, consider taking a group photo to include in newsletters, program updates or promotional materials. After the session is complete, take photographs of the asset map and other charts and transcribe the information into notes for participants.

Template: Asset Map

Directions: Use this template and large flip chart pages or butcher paper to create a large asset map for your mapping session. Post it at the front of the room for participants to see and populate during the session.

	Mental Health Promotion and Education		Services and Supports for Youth with Early Mental Health Concerns		Ongoing Services and Supports for Youth with Mental Health Needs		Crisis Interventions		Post-crisis Services and Supports	
	Services	Challenges	Services	Challenges	Services	Challenges	Services	Challenges	Services	Challenges
Home										
Community										
School										
Residential and Inpatient Treatment										
Juvenile Placement and Detention										

Template: Mapping Session Sign-in Sheet

Directions: Use this sign-in sheet to confirm the contact information of mapping session participants. Populate it before the mapping session to save time.

Name Organization	Address	Email/Phone	Present?	Is your information correct?	May we share your information with other participants?
Suzie Jackson NAMI Anytown	123 Main Street Anytown, VA 01234	suzie.jackson@yahoo.com (802) 555-1212	✓	Yes	Yes

Template: Strengths and Needs Analysis

Directions: Adapt and share this handout with participants when they divide up into groups during the Strengths and Needs Analysis exercise of the mapping session. This will help you identify the strengths and needs of your community.

Your Group's Report:

1. What is the biggest strength you see in the community's response to children and youth with mental health needs?
2. What is the biggest opportunity you see for collaboration and change to respond to children and youth with mental health needs?
3. What is one question or problem you would like the large group to consider?

Some questions to get you started:

What themes do you see in the asset map? (*e.g.*, there are plenty of crisis intervention services but no follow-up care).

What are the points of intersection between groups?

Where do you see gaps in services? Overlaps? Bottlenecks? Hidden resources? Barriers?

What is the best way to address these concerns? (See Strategies for Coordinating and Leveraging Resources on page 79 for some examples).

How can we use our strengths and resources to intervene earlier to prevent a crisis?

Template: Strategies for Coordinating and Leveraging Resources

Directions: This template provides examples of the types of resource concerns you may encounter during the Strengths and Needs Analysis exercise of your mapping session and the approaches your community can take to improve or resolve these concerns.

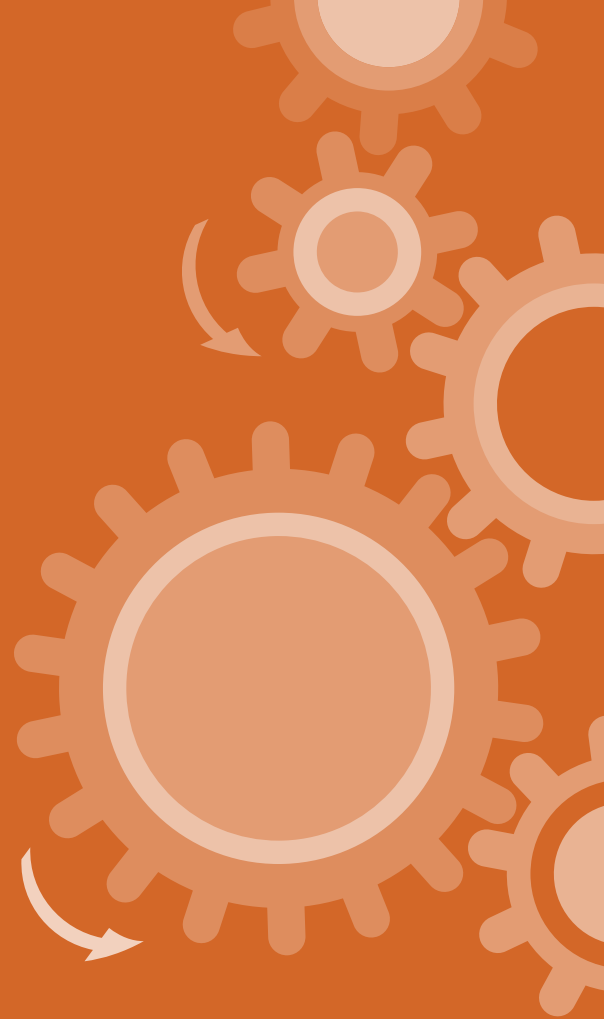
Type of Concern	Issue Description	Strategic Approaches	Action Steps
Gap	There are no youth crisis stabilization services available in your community. Youth needing these services must travel 50 miles.	<ul style="list-style-type: none"> Advocate for funding to increase availability of this service. Reduce the need for crisis services by focusing on earlier identification and intervention. Use NAMI programs (such as Parents and Teachers as Allies and/or NAMI Basics) and trained volunteers to help support families and to help child-serving providers work more effectively with youth and families. Use braided or blended funding (e.g., funding that involves having multiple systems contribute to a common fund for resource development) to increase availability of these services locally. Work with neighboring communities, sharing costs and services. 	<ul style="list-style-type: none"> The steering committee will advocate for funding for a crisis stabilization unit and mobile crisis units. In the meantime, several service providers will commit to pooling their resources to increase treatment options in the community.
Overlap	There are five youth mentoring programs in the community. Some have a waitlist of interested youth, while others are underused.	<ul style="list-style-type: none"> Create or improve upon a centralized referral system to better distribute the workload to existing mentoring programs. Repurpose existing mentoring programs. Specialize the mentoring programs so they serve different populations. 	<ul style="list-style-type: none"> The mentoring programs will work together to create a centralized referral system to better meet the needs of all youth needing mentors. The mentoring programs will also each specialize their services to meet the needs of different groups of youth.

Type of Concern	Issue Description	Strategic Approaches	Action Steps
Bottleneck	<p>At Central High School, all students identified with mental health concerns are referred to the school counselor. There is a 2-3 week waiting period for a meeting and then students are often referred for outside services and face another long waiting period.</p>	<ul style="list-style-type: none"> • Train additional professionals to do work that will help alleviate the bottleneck. • Reallocate responsibilities to other community partners. • Create a stronger link between schools and community resources. • Create a satellite mental health clinic in schools. 	<ul style="list-style-type: none"> • Empower and train other school-based personnel (e.g., SROs and school nurses) to refer students to outside services. • Improve the triage system by making a commitment that the school counselor will meet with students and their families within 48 hours of being referred. • Join with community partners to advocate for funding to increase the school-based mental health services and supports available to students and their families.
Hidden Resources	<p>A local synagogue offers respite care for families who have a child living with a serious illness, but few families are aware of and take advantage of this service. Families coping with mental health concerns do not know that they are eligible.</p>	<ul style="list-style-type: none"> • Create a resource directory to help schools, SROs and others provide more comprehensive referrals. • Designate one community partner to provide case management services to help families navigate resources like this one. • Increase outreach efforts to the families most likely to benefit from respite care. 	<ul style="list-style-type: none"> • Include the synagogue's respite services in a comprehensive directory of resources to distribute to youth and families. • Educate case managers about services available from faith organizations, including the local synagogue. • Use NAMI Affiliate networks to publicize the respite service.

Type of Concern	Issue Description	Strategic Approaches	Action Steps
<p>Barriers</p>	<p>There are not enough providers who are available to offer services and supports to youth who are Medicaid eligible.</p>	<ul style="list-style-type: none"> Hire family facilitators to help families navigate the mental health system to access services and overcome barriers. Engage with local advocacy groups to influence implementation of health care reform and mental health parity. Support legislation that addresses workforce shortages in communities. Encourage the broad use of telemedicine and telepsychiatry, especially in rural and frontier communities. Encourage colocation and collaborative care models involving primary care and specialty mental health services in your community to stretch the capacity of mental health services and to address the critical shortage of children's mental health providers. 	<ul style="list-style-type: none"> Use the NAMI State Organization to train and hire family facilitators. Work with the NAMI State Organization to advocate for changes that will benefit families.

Step 3

Planning and Coordinating



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Planning and Coordinating

After dedicating time to building partnerships and collecting resource information from your asset mapping session, your CIT for Youth steering committee is now equipped with the knowledge and tools needed to begin planning and coordinating CIT for Youth.

What Is Planning and Coordinating?

Planning and coordinating is figuring out the “nuts and bolts” of CIT for Youth implementation and developing written guidance on how the CIT for Youth program will play out in the real world. The purpose of planning and coordinating is to answer the “who, what, where, when and how” and to address any challenges to CIT for Youth implementation.



Why Is Planning and Coordinating Important?

Since CIT for Youth is a community program, it is important to ensure your community partners are all on the same page and understand their roles and responsibilities. Planning and coordinating allows you to work with your steering committee to determine how CIT for Youth will function and how each community partner will be involved in its implementation.

Equally important, planning and coordinating is needed to figure out where, when and how youth identified through CIT for Youth as needing mental health treatment will receive services: Who will facilitate this process? Where will youth access services and supports? When will youth be directed to mental health services and supports? How will families be involved in this process? The answers to these questions may vary depending on the mental health needs you are addressing and the youth being served. Depending on your community’s demographics, you may want to account for the needs of youth who do not have insurance or are under-insured, youth in military families, youth in rural and frontier communities or other youth with unique needs.

Fortunately, the information gathered during the asset mapping will help inform the planning and coordinating process. The information you collected and the partnerships you formed will help you address these questions and others and overcome implementation challenges.

Simply put, planning and coordinating helps prepare the CIT for Youth program for the various issues that often arise in the real world setting.

Who Is Involved in Planning and Coordinating?

The steering committee will be responsible for the planning and coordinating of CIT for Youth. A CIT for Youth coordinator should be designated by the steering committee to take the lead in

facilitating this process and all activities moving forward. The CIT for Youth coordinator can be someone from any of the community partners in the steering committee. The steering committee can also consult with other stakeholders identified during the asset mapping.

How Do We Plan and Coordinate for CIT for Youth?

The information gathered during asset mapping will help inform the planning and coordinating process. During this process, the steering committee should address any issues raised during the asset mapping and decide what CIT for Youth will look like in your community.

The table, Planning and Coordinating CIT for Youth, starting on the next page includes issues and questions you may want to address during the planning and coordinating of CIT for Youth. It also includes helpful tools to assist you throughout this process. The case study, Planning and Coordinating in Utah, starting on page 92, provides an in-depth look at how one community successfully planned and coordinated their CIT for Youth program.

Important Note

This manual focuses on just one component of a much larger picture. CIT for Youth does not provide direct services, but instead provides an infrastructure that supports community collaboration and provides schools and communities with a process for responding to youth with mental health needs. Part of the planning and coordinating process is to consider the availability of direct services and how they can be used with CIT for Youth.

Complementary Mental Health Services and Supports to CIT for Youth

Ideally, schools and communities should be developing and implementing an array of services and supports that help to prevent crises by identifying children with mental health needs early and ensuring services and supports are provided. There are many programs and services available that complement CIT for youth, including educational programs for school professionals and families, a wide array of effective home and community-based services, positive behavioral interventions and supports (PBIS) and mental health curricula that reduce stigma and may increase help-seeking behavior among youth. You may want to learn more about these resources as you plan and coordinate for CIT for Youth. Additionally, police officers in communities with CIT for Youth have shared the value of having SROS serve as mentors to youth in school.

In implementing CIT for Youth, Utah developed a menu of a wide array of services and supports to support their community partners and complement CIT for Youth. This list provided the Utah CIT for Youth steering committee with a description of additional resources to implement and advocate for in conjunction with CIT for Youth. This helped them create a full spectrum of home and community-based services and supports for youth and their families.

Planning and Coordinating CIT for Youth

Issues	Questions to Ask	Helpful Tools and Resources
<p>Roles and Responsibilities</p> <p>You should get in writing the roles and responsibilities of each community partner when it comes to addressing youth with mental health needs. This is different than the working agreement and commitment forms you created earlier using the Working Agreement template on page 43 and the Template: Commitment Form on page 46, since this will focus more on the roles of each partner once CIT for Youth is implemented.</p>	<ul style="list-style-type: none"> • What will be the roles and responsibilities of the four core community partners when CIT for Youth is implemented? What does each community partner need to commit to in order for CIT for Youth to be successful? • When should families, community members and schools contact CIT for Youth officers? • What will the role of each community partner be when a youth is experiencing a mental health crisis? What about when a youth is exhibiting early signs of a mental health need? • How will the community partners coordinate with each other to ensure youth with mental health needs receive the services and supports they need? How will they work together to follow-up with these youth and their families? • If a community partner is not fulfilling a commitment, how will this be addressed? 	<p>Template: Utah's Memorandum of Agreement on page 97</p> <p>Template: Utah's Community Behavioral Contract on page 101</p> <p>Case Study: Planning and Coordinating in Utah on page 92</p>

Planning and Coordinating CIT for Youth (continued)

Issues	Questions to Ask	Helpful Tools and Resources
<p>Policies and Procedures</p> <p>There may be policies and procedures that impact the implementation of CIT for Youth. Community partners need to be aware of these issues and discuss ways to adapt policies and procedures that create a barrier to CIT for Youth implementation.</p>	<ul style="list-style-type: none"> Are there any school, law enforcement or mental health policies and procedures that may hinder or impact the implementation of CIT for Youth? How will these be addressed? How will privacy and confidentiality concerns be addressed (e.g., do FERPA and HIPAA place restrictions on how information can be shared). Community partners should be aware that these laws are not as restrictive as often assumed. Appendix H of the Virginia Tech Review Panel Report provides a helpful summary of the FERPA and HIPAA privacy laws. 	<p>Your asset map from Step 2 of this manual.</p> <p>Resources at www.nami.org/citforyouth:</p> <ul style="list-style-type: none"> Appendix H Summary of <i>Information Privacy Laws and Guidance</i> from U.S. Department of Education
<p>Resources for Families</p> <p>Use the information from the asset mapping to develop resources for youth and families on available mental health services and supports</p>	<ul style="list-style-type: none"> What resources should community partners develop and provide to families? Resources could include information on support groups, education programs, health care providers, available mental health services and supports and funding options. What information do families need to successfully navigate the mental health system? Are there any existing resource guides or should one be developed? 	<p>Family Resources</p> <ul style="list-style-type: none"> NAMI Basics (an education program for parents and caregivers) at www.nami.org/basics NAMI Child and Adolescent Action Center at www.nami.org/caac <p>Resources at www.nami.org/citforyouth:</p> <p>Sample Family Resource Guides</p> <ul style="list-style-type: none"> <i>Mercer County Children’s Resource Guide</i> (New Jersey) <i>Keeping Families Together Resource Guide</i> (Minnesota)

Planning and Coordinating CIT for Youth (continued)

Issues	Questions to Ask	Helpful Tools and Resources
<p>Resources for Community Partners</p> <p>In order to adequately address the needs of youth and families, community partners may need additional resources, training and/or education.</p>	<ul style="list-style-type: none"> • What do community partners need to effectively coordinate with each other? Make sure that each community partner knows who to contact at the schools, mental health centers, family organizations and law enforcement agencies involved with CIT for Youth. • What resources do law enforcement officers in schools and in communities need to help youth with mental health needs and their families? • Do school personnel need any education, training or resources on mental illness? • What resources would help community partners prevent mental health crises and behavioral issues in school and at home? 	<p>Resources at www.nami.org/citforyouth:</p> <p>Sample Resources for Law Enforcement Officers:</p> <ul style="list-style-type: none"> • <i>Louisiana Pocket Guide</i> • Utah Prescription Sheet • Manual: <i>Responding to Children and Youth with Mental Health Needs</i> • Police Pocket Guide: <i>Responding to Youth with Mental Health Needs</i> <p>Resources for School Personnel</p> <ul style="list-style-type: none"> • Positive Behavioral Interventions and Supports • NAMI Parents and Teachers as Allies

Planning and Coordinating CIT for Youth (continued)

Issues	Questions to Ask	Helpful Tools and Resources
<p>Mental Health Services and Supports</p> <p>The asset mapping session should equip you with knowledge of available mental health services and supports. This information will help guide the creation of a referral process for community partners to use.</p>	<ul style="list-style-type: none"> • What mental health services exist for youth? (You may want to address this question for youth in military families, low-income youth, gay, lesbian, bisexual and transgender (GLBT) youth, youth of cultural and religious affinity groups, youth with dual diagnoses, youth in rural and frontier communities or other youth who are represented in your community). • How will community partners use these services and supports to help youth? • Are their nontraditional services and supports community partners can use to meet the needs of youth with mental health needs? (e.g., complementary and alternative medicine, life skills training, religious-based interventions, etc.). • What additional services and supports can be implemented to complement CIT for Youth? • Who will help families access available mental health services and supports? Often, the advocacy organizations in the steering committee can help support families in accessing care. 	<p>Your asset map from the Conducting Asset Mapping step starting on page 49.</p>

Planning and Coordinating CIT for Youth (continued)

Issues	Questions to Ask	Helpful Tools and Resources
<p>Referrals It's important to figure out where youth with mental health needs will go once they are identified and what the referral process will look like.</p>	<ul style="list-style-type: none"> • Where will youth in a mental health crisis or with mental health needs be referred? Who will refer them and when? • How will this referral information be compiled for easy access by community partners, especially law enforcement officers who are on duty? • What will the referral process look like (e.g. will it be written, computerized, verbal, etc.)? Under what circumstances will officers transport a youth to a mental health treatment center? Who will contact families and when? • Who will follow up with referrals? Who will report on outcomes of referrals? 	<p>Your asset map from Step 2 of this manual.</p>

Planning and Coordinating CIT for Youth (continued)

Issues	Questions to Ask	Helpful Tools and Resources
<p>Advocacy Most likely it will be necessary to advocate for additional mental health services and supports that are necessary to meet the needs of youth with mental health needs and their families.</p>	<ul style="list-style-type: none"> • Are there mental health services and supports currently unavailable in your community that are needed before CIT for Youth is implemented? • What advocacy efforts will be needed to make these mental health services and supports accessible to youth and their families? • What advocacy will be needed to successfully implement CIT for Youth? • If necessary, how can you coordinate with local advocacy groups to advocate for a more effective, broader array of children’s mental health services and supports or for CIT for Youth? 	<p>Advocacy Tips on page 91</p> <p>NAMI’s State Advocacy website at www.nami.org/stateadvocacy</p> <p>Resources at www.nami.org/citforyouth:</p> <ul style="list-style-type: none"> • Family Advocacy: Crisis Intervention Programs for Youth: Strengthening Schools and Communities • Law Enforcement Advocacy: Promoting Crisis Intervention Programs for Youth in Schools and Communities
<p>Measuring Effectiveness You will want to create feedback loops and data collection methods to monitor the success of CIT for Youth.</p>	<ul style="list-style-type: none"> • How will feedback and data from community partners be gathered? Who will gather it? • How will baseline data be collected to measure the effectiveness of CIT for Youth? • How will the success of CIT for Youth be measured? What outcomes should be measured? Who will be responsible for measuring this? 	<p>Step Five of this manual starting on page 123</p>

Advocacy Tips

As a result of conducting asset mapping, your steering committee may determine that there are critical resources missing from your community that will make CIT for Youth challenging to implement. Advocacy can help to bring these services and supports to your community. If your steering committee feels that advocacy is outside of the scope of their efforts, you may want to consult with local advocacy groups. On the other hand, if your steering committee is willing and able to tackle advocacy, review the advocacy resources listed in the table, Planning and Coordinating CIT for Youth, on page 85. In addition, communities that have implemented CIT for Youth shared these advocacy tips:

- CIT for Youth can be a catalyst for change. Publicize the success of CIT for Youth to make the case for additional valuable services and supports that are needed. For example, in San Antonio the CIT for Youth program led to plans to expand the availability of mobile crisis units and related services identified during the implementation process.
- Enlist the support of a CIT champion. Judges are especially powerful catalysts for change because they often see youth with mental health needs cycling in and out of their courts and they are aware of the lack of services.
- When advocating for increasing mental health services and supports, enlist the help of law enforcement leaders—sheriffs and chiefs of police—to make a powerful case that serving children with mental health needs reduces burdens on the courts and juvenile justice system. Law enforcement officers are highly respected in communities and can be your greatest promoters of the program.
- Reach out to parent and youth organizations, such as parent/teacher groups and mental health advocacy groups, or graduates from NAMI's programs, including the NAMI Basics education program. These individuals can provide “boots on the ground” when you need to do a letter writing campaign, contact the media or meet with community officials.
- Apply for grants as a temporary source of cash to fund needed demonstration projects of community-based services and supports. Keep in mind that it can be difficult to sustain grant-funded programs once the money runs out. Your long-term goal should be a dedicated funding stream from state or local governments. See NAMI's CIT Advocacy Toolkit at www.nami.org/cittoolkit for more information about applying for grants.
- Collect data on the value of CIT for Youth programs to show the cost savings and social benefits of the program. Use compelling personal stories from youth and their families to help make the case for expansion of mental health services and supports.
- Develop a “wish list” of resources that you'd like to see available for youth and families in your community. Keep this long-term vision in mind. You may not accomplish everything at once, but keep your eyes on the prize.

Case Study: Planning and Coordinating in Utah

By Det. Ron Bruno, CIT Utah program director, Salt Lake City Police Department

Our CIT for Youth steering committee in Salt Lake City includes the Salt Lake City School District, Valley Mental Health, Inc., Salt Lake City Police Department and NAMI Utah. We worked closely together to plan and coordinate the implementation of CIT for Youth. We had a very successful CIT program in Salt Lake City, which made structuring CIT for Youth easier. However, we still had to spend quality time with our new community partner, the Salt Lake City School District, to get them on board and ready to be a partner. The school district is able to reach out to all the schools in Salt Lake City to promote CIT for Youth. It's been a huge help having them involved in our steering committee.



The first step we took as a steering committee was to develop a Memorandum of Agreement (MOA) that described what each community partner would bring to the table to help implement CIT for Youth. It also included mutual promises, terms and conditions. A very important component of this MOA is that each community partner identifies personnel to be the primary contact person. The contact person for each community partner works with the others to form a “team” that addresses behavioral issues of identified youth within each school.

Once we had the MOA, we proceeded to develop a Community Behavioral Contract (CBC). This document is very similar to a crisis plan. It outlines what should happen with a student in a mental health crisis or with a behavioral issue and what is expected of each community partner. However, unlike most crisis plans, it is signed by all entities and representatives of the community partners involved in the wraparound services of the child. A copy of the CBC is maintained at the school while another is maintained by the police department dispatch unit. By maintaining copies in these strategic locations, the information can be accessed at any time the youth is struggling with their behavioral issues regardless of whether they are in or out of school at the time.

If you want to learn more about Utah's CIT for Youth efforts, contact Det. Ron Bruno at ron.bruno@slcgov.com. You can review the MOA on page 97 and the CBC on page 101.



Step 3 Key Messages

- It is absolutely necessary to determine the “who, what, where, when and how” of CIT for Youth. The biggest challenge may be ensuring that there are mental health services and supports available to youth with mental health needs identified through your CIT for Youth program. This can be particularly difficult when addressing the needs of traditionally underserved youth. Advocacy may be required to get what you need in your community to ensure CIT for Youth is successful and adequately addresses the needs of these youth.
- Your CIT for Youth steering committee should use what they learned from the asset mapping session to successfully plan and coordinate CIT for Youth. It is also important to consider the implementation of additional services and supports that can complement CIT for Youth. These efforts may require the involvement of additional stakeholders.
- Planning and coordinating CIT for Youth requires a team effort. It is important for the steering committee to develop agreements that set up a clear, practical process for CIT for Youth implementation.

Supporting Documents

Templates

Utah's Memorandum of Agreement

A sample agreement from Utah's CIT for Youth program that describes the roles and responsibilities of partner organizations.

Utah's Community Behavioral Contract

A sample contract from Utah's CIT for Youth program that creates a plan to respond to individual youth who have been identified through the CIT for Youth program.

Additional Resources

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

- Appendix H of the Virginia Tech Report: *A Summary of Information Privacy Laws and Guidance from U.S. Department of Education*
- NAMI Basics, an education program for parents and caregivers
- NAMI Child and Adolescent Action Center
- *Keeping Families Together Resource Guide* (Minnesota)
- *Mercer County Children's Resource Guide* (New Jersey)
- *Louisiana Pocket Guide*
- Utah Prescription Sheet
- Manual: *Responding to Children and Youth with Mental Health Needs*
- Police Pocket Guide: *Responding to Youth with Mental Health Needs*
- Positive Behavioral Interventions and Supports
- NAMI Parents and Teachers as Allies
- NAMI's State Advocacy website
- Family Advocacy: Crisis Intervention Programs for Youth: Strengthening Schools and Communities
- Law Enforcement Advocacy: Promoting Crisis Intervention Programs for Youth in Schools and Communities

Template: Utah's Memorandum of Agreement

CRISIS INTERVENTION TEAM (CIT) FOR YOUTH

MEMORANDUM OF AGREEMENT

by and between

SALT LAKE CITY SCHOOL DISTRICT,
VALLEY MENTAL HEALTH, INC.,
SALT LAKE CITY POLICE DEPARTMENT,
and
NAMI UTAH

This MEMORANDUM OF AGREEMENT is made and entered into as of the _____ of _____, 2011, by and between the SALT LAKE CITY SCHOOL DISTRICT, a Utah educational institution, hereinafter referred to as "SCHOOL DISTRICT;" and VALLEY MENTAL HEALTH, INC., a nonprofit corporation of the State of Utah, hereinafter referred to as "VMH;" and the SALT LAKE CITY POLICE DEPARTMENT, hereinafter referred to as "SLCPD;" and the NATIONAL ALLIANCE ON MENTAL ILLNESS UTAH, a nonprofit organization, hereinafter referred to as "NAMI Utah."

WITNESSETH:

WHEREAS, mental illness is a serious medical condition that affects children and adolescents; and

WHEREAS, a child or adolescent in a mental health crisis is usually behavioral in nature; and

WHEREAS, it is the goals and in the joint interest of the parties hereto that a child or adolescent with a mental illness receives early identification and access to treatment to prevent involvement in the criminal justice system and improve their psychosocial functioning; and

WHEREAS, it is understood that to best achieve these goals that each party will work together and in partnership to provide wraparound support for the child or adolescent.

NOW THEREFORE, in consideration of the following mutual promises, terms and conditions, the parties hereto agree as follows:

1. TERM OF THIS AGREEMENT:

This Agreement is effective as of the date noted above and will be in effect at the will of any party. Any party may terminate this Agreement upon giving (30) days prior written notice to the other parties.

2. The SCHOOL DISTRICT shall:

- A. Inform the administration of each school within the Salt Lake City School District of this Agreement and encourage the administration of each school within the Salt Lake City School District to support the goals of this Agreement by working in partnership with identified personnel of all parties.
- B. Encourage the administration of each school within the Salt Lake City School District to identify a member of their staff as the main contact person to work in partnership with the contact person identified by each of the other parties.

3. VMH shall:

- A. Provide each school within the Salt Lake City School District access to a mental health professional to act as a consultant and be the main contact person to work in partnership with the contact person identified by each of the other parties.

4. SLCPD shall:

- A. Provide each school within the Salt Lake City School District access to a Salt Lake City Police Department School Resource Officer, who will be certified by the Utah Department of Human Services, Division of Substance Abuse and Mental Health as a CIT Officer with additional training in CIT for Youth, to be the main contact person to work in partnership with the contact person identified by each of the other parties.

5. NAMI Utah shall:

- A. Provide each school within the Salt Lake City School District access to a NAMI Utah staff member to act as a consultant and be the main contact person to work in partnership with the contact person identified by each of the other parties.
- B. Offer at no cost to any student of the Salt Lake City School District, any family

member of a student of the Salt Lake City School District, or any staff member of the Salt Lake City School District participation in any of the following programs:

Progression: support and education for youth aged 15-21.

NAMI Basics: education for parents and caregivers of children and youth living with a mental illness.

NAMI Mentoring: program for youth and their families to get support and information on resources in their community.

Hope for Tomorrow: school- based program for middle school and high school youth, their parents, and teachers to raise awareness about mood disorders, eating disorders, and substance abuse disorders.

Parents and Teachers as Allies: in-service program for teachers to provide insight on the early signs of mental illness and information on how parents and teachers can best work together as well as assist teachers understand the “lived experience” of mental illness.

6. COLLABORATIVE EFFORT:

The basis of this agreement is to form partnerships by these parties with the focus of early identification of mental illness of a youth or adolescent within the Salt Lake City School District who may become involved in the criminal justice system due to their illness.

By identifying and supporting the contact person of their respective party, the contact persons of the parties can form a “team” to best address the mental health and behavioral issues of the identified youth or adolescent and to assist with access to treatment and support of the youth or adolescent and their family members.

This Agreement is not intended to disregard privacy laws or issues. However, with the understanding that each contact person brings unique resources and a perspective to assist with the wraparound support for a child or adolescent, any available means to share information should be explored and utilized including parental consent.

Additionally, if a crisis/safety plan is deemed to be appropriate, consideration should be given to the utilization of a Community Behavioral Contract (CBC) that

will include the input and signature of each person or representative of each agency involved in support of the child or adolescent. A copy of the CBC should be provided to each entity that may be requested to intervene or take action including the school and SLCPD which will provide support as directed by the CBC including times that the child or adolescent is not in school.

7. LIABILITY:

Each party shall be responsible for its own wrongful acts or negligence, and shall indemnify and hold harmless the other parties for any claims or actions arising from the performance of this Agreement brought against the other parties.

IN WITNESS WHEREOF, the parties have executed this agreement as of the date set forth above.

SALT LAKE CITY SCHOOL DISTRICT

By: _____ DATE: _____

Name and Title_____

By: _____ DATE: _____

Name and Title_____

VALLEY MENTAL HEALTH, INC.

By: _____ DATE: _____

Name and Title_____

SALT LAKE CITY POLICE DEPARTMENT

By: _____ DATE: _____

Name and Title_____

NAMI UTAH

By: _____ DATE: _____

Name and Title_____

Template: Utah's Community Behavioral Contract



COMMUNITY BEHAVIORAL CONTRACT

Home – School – Community

Child's/Youth's Name		Start Date		Last Updated	
----------------------	--	------------	--	--------------	--

1. Need for a Plan
2. Goal of this Plan
3. Definitions of Unsafe Behavior
4. Definitions of Safe Behavior
5. School Rules Related to this Plan
6. Home Rules Related to this Plan
7. Community Rules Related to this Plan
8. Plan for Maintaining Safety 24 Hours a Day

9. Crisis Back-up to this Plan
10. Additional Information or Comments Regarding this Plan

Family Team Signatures			
_____	_____	_____	_____
Child's/Youth's Signature	Date	Wraparound Facilitator's Signature	Date
_____	_____	_____	_____
Parent's/Guardian's Signature	Date	Parent's/Guardian's Signature	Date
_____	_____	_____	_____
Family Team Member's Signature	Date	Relationship or Agency	
_____	_____	_____	
Family Team Member's Signature	Date	Relationship or Agency	
_____	_____	_____	
Family Team Member's Signature	Date	Relationship or Agency	
_____	_____	_____	
Family Team Member's Signature	Date	Relationship or Agency	
_____	_____	_____	
Family Team Member's Signature	Date	Relationship or Agency	

Notes:

Step 4

Planning a CIT for Youth Training



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Planning a CIT for Youth Training

Once you have coordinated efforts with your community partners and have a plan in place for CIT for Youth implementation, the next step is to plan a CIT for Youth training and select and adapt a curriculum that meets the needs of your community. This step provides curriculum options and an overview of the logistics and tasks associated with planning a CIT for Youth training.

Just like CIT training, CIT for Youth training should include instruction on topics important to your community, interactive components to engage participants and a significant amount of time dedicated to role-playing and practicing the skills participants learn during the training. CIT for Youth training should focus on the specific issues impacting youth with mental health needs and role playing should reflect scenarios law enforcement officers experience in the real world with youth.



Why Is CIT for Youth Training Important?

“The training that most police academies across the nation provide does not prepare officers to work within the school environment or with special populations, like youth with mental health needs.”

- Curt Lavarello, executive director, School Safety Advocacy Council

There are many reasons why a community would want to expand their CIT training to include CIT for Youth. CIT for Youth focuses on the specific and unique needs of children, adolescents and young adults with mental health needs and their families. It offers specialized training to law enforcement officers so they can effectively address the needs of these youth in the community and school settings.

Many CIT trainings focus on the adult population and do not include information, role plays or resources that reflect the needs of youth and the unique risks and issues associated with this population. There are several critical issues relevant to youth that are not addressed in a typical CIT curriculum. These issues include:

- The developmental and cognitive capabilities of youth are different than adults. A person’s brain is not fully developed until age 25. As such, youth act and react differently than adults. Thus, law enforcement officers need to learn different strategies for successfully relating to youth.

- Suicide and self-injury are prevalent issues in youth and may not get the attention they need in a typical CIT training.
- Family and peer involvement is very important when it comes to supporting youth with mental health needs. Law enforcement officers need to know how to effectively work with them to effectively support youth.
- The school setting presents unique challenges for law enforcement officers trying to address the needs of youth since school policies and procedures are often complex. Law enforcement officers need specific information on strategies to work effectively within the school system.
- Laws relating to minors often impact the treatment interventions that are available during a crisis.
- There are significant differences between the juvenile justice and criminal justice systems.
- Community-based mental health services and supports and medications that are effective for youth are different than those effective for adults.
- Early identification and intervention are critical to help prevent the development of a chronic and more serious mental illness.

These are just a few reasons why it's valuable to have a CIT for Youth training in addition to a standard CIT training.

Who Is Involved in CIT for Youth Training?

“Law enforcement officers are such a unique and oftentimes close-knit group. I have witnessed that training seems to flow best when it is one of their peers teaching.”

- Curt Lavarello, executive director, School Safety Advocacy Council

The steering committee should take the lead in choosing a curriculum, organizing the training and providing the training.

Important Note

Law enforcement officers should be integrally involved with this process for the training to be effective.

Your steering committee may choose to work with an existing CIT coordinator or appoint a CIT for Youth coordinator to be in charge of training logistics. The coordinator may be from any community partner. He or she typically takes on the role of planning trainings, gathering informal feedback on the effectiveness of trainings, evaluating the CIT for Youth program and working with trained officers on an ongoing basis to improve the training.

All of the community partners in the steering committee should contribute instructors for the CIT for Youth training.

- **Family and Youth:** They can provide the family and youth perspective and provide compelling personal stories during the training that illustrate the importance of CIT for Youth. Additionally, families and youth may want to participate in role plays.
- **Law Enforcement Officers:** They should have a major role in the training since they have the respect and ears of officers participating in the training and can add credibility to the training. They can teach crisis de-escalation techniques, officer safety and legal issues and lead the role-playing scenarios. Officers often learn best from each other since they have trust, respect and understanding for each other. They can also promote the training and recruit law enforcement officers who would benefit from the CIT for Youth training.
- **School Personnel:** They can provide an inside look at policies and procedures within their school and resources they have available.
- **Mental Health Providers:** They can provide information on child and adolescent development and mental illness, effective treatment interventions and community-based services and supports.

Important Note

It's important to choose instructors who are engaging, knowledgeable and also understand the dynamics of adult learners. For more information on adult learners, visit 14 Adult Learning Principles To Combat The Conference Learning Crisis, accessible at www.nami.org/citforyouth. It is also best for instructors to develop their own presentations based on their subject interest and expertise rather than teach someone else's material.

How Do We Plan CIT for Youth Training?

CIT for Youth training requires the leadership of the CIT for Youth coordinator (or CIT coordinator if you are using the same person for the CIT and CIT for Youth trainings) and the involvement of all of the community partners. Use the table, Planning CIT for Youth Training, starting on page 106, to review the tasks that should be completed to host a CIT for Youth training. These tasks should be delegated to community partners on the steering committee.

Planning CIT for Youth Training

Actions	Helpful Tools	Timeframe	Person Responsible**	✓ When Action is Taken
<p>Select a curriculum and adapt it to your community's needs.</p> <p><i>Be sure to include interactive components in the curriculum and ensure the curriculum appeals to adult learners.</i></p>	<p>Case Study: Selecting a CIT for Youth Training Curriculum in Illinois on page 119</p> <p>Comparison of CIT for Youth Curriculum Models on page 111</p> <p>Interactive Components of CIT for Youth Training on page 116</p> <p>Resources at www.nami.org/citforyouth:</p> <ul style="list-style-type: none"> 14 Adult Learning Principles To Combat The Conference Learning Crisis 	<p>3-6 months in advance</p>	<p>Steering committee</p>	
<p>Select a date.</p> <p><i>School-based law enforcement officers have restricted schedules so aim for school vacations, summer vacation or teacher in-service days.</i></p>		<p>3-6 months in advance</p>	<p>Steering committee</p>	
<p>Find a venue.</p> <p><i>Possible venues include a large classroom or an auditorium at a school or university or the law enforcement training academy.</i></p>		<p>3-6 months in advance</p>	<p>Steering committee</p>	

**When the steering committee is responsible for tasks, the committee may wish to delegate some tasks to individual committee members or to the CIT for Youth Coordinator.

Planning CIT for Youth Training (continued)

Actions	Helpful Tools	Timeframe	Person Responsible	✓ When Action is Taken
<p>Investigate whether your CIT for Youth training can provide Continuing Education Units (CEUs) for law enforcement officers.</p> <p><i>CEUs may provide a great incentive for law enforcement officers to participate in the training.</i></p>		3-6 months in advance	Steering committee	
<p>Determine whether you want your CIT for Youth training to be certified and approved by your state's training and standards board (often called the Peace Officer Standards and Training Board or POST). If so, contact the board as soon as possible; certification may not be available immediately, but is extremely valuable in the long term.</p>		3-6 months in advance	Steering committee	
<p>Promote the training to law enforcement officers.</p>		3-6 months in advance	Steering committee	

Planning CIT for Youth Training (continued)

Actions	Helpful Tools	Timeframe	Person Responsible	✓ When Action is Taken
<p>Recruit instructors for the training. <i>Your instructors will likely come from your community partners.</i></p>	<p>Who Is Involved in CIT for Youth Training on page 104</p>	<p>3-4 months in advance</p>	<p>Steering committee</p>	
<p>Develop materials (e.g., PowerPoint presentations, class handouts, videos, etc.) to accompany the training.</p>	<p>NAMI's CIT for Youth Resource Center at www.nami.org/citforyouth</p>	<p>3 months in advance</p>	<p>Instructors</p>	
<p>Develop any additional materials you want law enforcement officers to have (e.g. resource guides, pocket guides, referral lists, etc.).</p>	<p>NAMI's CIT for Youth Resource Center at www.nami.org/citforyouth</p>	<p>3 months in advance</p>	<p>Steering committee</p>	
<p>Develop pre/post assessments for law enforcement officers to complete before and after the training. This will allow you to gauge the effectiveness of the training.</p>	<p>Step Five of this manual</p>	<p>1-2 months in advance</p>	<p>Instructors</p>	
<p>Arrange travel for any law enforcement officers or instructors who are traveling to the training.</p>		<p>1-2 months in advance</p>	<p>Steering committee</p>	

Planning CIT for Youth Training (continued)

Actions	Helpful Tools	Timeframe	Person Responsible	✓ When Action is Taken
Practice the training with the instructors and finalize all materials.		1 months in advance	Instructors and steering committee	
Print and assemble course binders for law enforcement officers with a full set of all of the course materials, pens and notebooks. <i>These binders should include any PowerPoint presentations, class handouts, community resources and any additional materials you choose to develop.</i>		2 weeks in advance	Steering committee	
Order refreshments and lunch (if applicable).		1 week in advance	Steering committee	

Selecting a CIT for Youth Training Curriculum

There is no need to reinvent the wheel when it comes to developing your CIT for Youth training curriculum. Communities across the country have developed a wide range of CIT for Youth curriculum options that can be adapted to meet the needs of your community.

This step provides an overview of the various curriculum options that exist and how you should go about selecting the curriculum that is right for you.

What CIT for Youth Training Curricula Exist?

Consult the table, Comparison of CIT for Youth Curriculum Models, starting on the next page, for an overview of available curriculum options. To access contact information for curriculum developers, visit NAMI's CIT for Youth Resource Center at www.nami.org/citforyouth. These curricula and related materials should be used as guidelines for instructors to develop their own presentations for the training.

Existing CIT for Youth curricula vary in three important ways:

- **Audience.** The audience for CIT for Youth can be officers who have already been trained through an existing 40-hour CIT program focused on adults or not. Training can also be targeted to school-based law enforcement officers, including school resource officers, community law enforcement or both. You will want to determine who your target audience is to inform your training decisions.

Important Note

Some communities have found it extremely valuable to invite school leaders and staff, such as principals, vice principals, teachers and guidance counselors to participate in the training as well. Others have even adapted their CIT for Youth program to specifically target the needs of school personnel.

- **Length of training.** Depending on your audience and available resources, you may choose to offer anything from a full 40-hour CIT training with a youth focus, a short in-service of 8 or 16 hours to follow up a CIT training or an advanced CIT for Youth training (40 hours of CIT for Youth in addition to 40 hours of CIT). *If the officers have no training, you will have to start from scratch with at least 40 hours of training to have an effective CIT for Youth program.*
- **Curriculum topics.** All CIT for Youth programs offer basic information about child and adolescent mental illness, urgent issues prevalent in their communities (e.g., suicide, self injury, eating disorders, school violence), de-escalation strategies, legal issues, family and youth perspectives and connections to community mental health resources. The time and resources available, the audience of officers being taught, the population you serve and the urgent issues in your community will determine the final content of your curriculum.

Comparison of CIT for Youth Curriculum Models

To access contact information for up-to-date information and these curricula, visit NAMI's CIT for Youth Resource Center at www.nami.org/citforyouth. This chart is not an exhaustive list of CIT for Youth programs.

Community	Training Hours and Description	Audience	Curriculum Topics
Utah	Eight hours In-Service	CIT-trained community law enforcement officers and school resource officers (SROs). These officers have already received 40 hours of CIT training before this eight-hour, in-service.	<ul style="list-style-type: none"> • Introduction • Child and Adolescent Development • Child and Adolescent Psychiatric Disorders • Suicide/Self Injurious Behavior Assessment and Intervention • Juvenile Civil Commitment Laws/Legal Issues • Intervention Strategies • Working with Supports and Resources
Lake Charles, La.	40 hours CIT training that includes a youth-focused portion	SROs who have not previously received CIT training.	<ul style="list-style-type: none"> • Introduction to Clinical Issues Relating to Mental Health • Understanding Psychopharmacology • Co-occurring Disorders in Adolescents • What Law Enforcement Needs to Know about Families and Consumers • Suicide Intervention • Basic Primer: Axis II Diagnoses • Basic Primer: Axis I Diagnoses • Less Lethal Devices: Their Capabilities and Shortcomings • Non-Violent Crisis Intervention • Post Traumatic Stress Disorder • Listening and Responding in Crisis Intervention • Legal Issues for Law Enforcement Officers • Drug Assessment: Indications of Intoxication, Overdose, and Withdrawal • Special Problems of Childhood and Adolescence

Comparison of CIT for Youth Curriculum Models (continued)

Community	Training Hours and Description	Audience	Curriculum Topics
Madison County, Ill.	Eight hours In-Service	CIT-trained, youth assigned community law enforcement officers and SROs. These officers have already received 40 hours of CIT training before this 8-hour, in-service.	<ul style="list-style-type: none"> • Introduction • Power Intimacy Competency • Most Common Mental Health Disorders • What's Different About Youth Mental Illness Diagnoses • Child and Adolescent Brain Development • Adverse Childhood Experience Study (ACE) • Post-traumatic Stress Disorder • Suicide • Self-harm (e.g., cutting, burning, eating disorders, etc.) • Substance Abuse • School Violence • Bullying • Power of Body Language, Tone of Voice and Words • Reflective Listening • Engaging the Community: Parents and Teachers as Allies
Models for Change ⁺⁺	Eight hours In-service	CIT-trained law enforcement officers. These officers have already received 40 hours of CIT training before this 8-hour, in-service.	<ul style="list-style-type: none"> • Introduction/Welcome/Overview • Adolescent Development • Adolescent Psychiatric Disorders and Treatment • Crisis Intervention and De-escalation • The Family Experience • Legal Issues • Connecting to Resources • Evaluation/Conclusion

⁺⁺The Models for Change CIT for Youth curriculum is currently only available in communities in select states. For more information, visit www.modelsforchange.org.

Comparison of CIT for Youth Curriculum Models (continued)

Community	Training Hours and Description	Audience	Curriculum Topics
Chicago, Ill.	40 hours Advanced CIT for Youth training.	<p>Sworn school patrol officers for CIT for Youth and the Culture of Calm and school personnel (<i>i.e.</i> teachers, administration, security and support staff).</p> <p>Officers must complete the 40-hour state certified basic CIT training prior to taking the advanced CIT for Youth. Upon completion officers have received 80 hours of mental health training.</p>	<ul style="list-style-type: none"> • Child and Adolescent Overview • Child and Adolescent Brain Development • Mental Illness: Signs and Symptoms • Medical and Developmental Disabilities • Parents and Teachers as Allies (NAMI signature education program) • IEP, 504, Behavioral Plans and Mental Illness • Risk Assessment and Crisis Intervention Skills • Violence, Urban Trauma and Mental Illness • Suicide and Self-Injurious Behaviors • Eating Disorders • Substance Abuse and Co-occurring Disorders • Psychotropic Medications • Juvenile Legal Issues • Department Procedures and Special Circumstances • Family Perspectives and Consumer Panel • Seamless Integration with Schools (Chicago Public Schools) • Community Resource Panel • Youth Investigators, Juvenile Justice and JICS Project • FBI School Violence and School Shooters • Crisis Intervention Role Play

Comparison of CIT for Youth Curriculum Models (continued)

Community	Training Hours and Description	Audience	Curriculum Topics
<p>San Antonio, Texas</p>	<p>40 hours CIT for Youth training</p> <p>Approved by the Texas Commission on Law Enforcement Officer Standards and Education.</p> <p>Provides Continuing Education Units (CEUs) to law enforcement officers.</p>	<p>SROs who have not previously received any CIT training.</p>	<ul style="list-style-type: none"> • Introduction to Crisis Intervention • Officer Tactics and Safety • Active Listening and De-escalation Techniques • Mental Illness in Children • Legal Issues and Emergency Detention • Child Abuse and Neglect and Duty to Report • Brain Development and Developmental Disorders • Informed Consent • Suicide Intervention • Learning Disabilities • Family and Child Perspective • Cultural Competency and Diversity • School Policies • Community Resources • Psychotropic Medications

How Do We Adapt a Curriculum to Our Community?

It is important to adapt whatever curriculum you select to the specific needs of your community by identifying the issues that are most critical to your community partners and understanding your community's demographics. The case study, *Selecting a CIT for Youth Training Curriculum in Illinois*, starting on page 119, provides a real-world example of how one community developed a CIT for Youth curriculum that best met their needs.

Important Note

To understand the needs of your community, it may be worthwhile to hold a focus group with law enforcement officers and other community partners to understand the situations and issues they experience when addressing the needs of youth with mental health needs in the community and in school. Louisiana and Utah both conducted focus groups with their law enforcement officers. The information they gathered helped inform the CIT for Youth curricula they developed. To review *A Conversation with CIT Trained School Resource Officers*, the focus group report NAMI created after hosting a focus group with Louisiana's SROs, visit www.nami.org/citforyouth.

There are some questions to consider when adapting a CIT for Youth curriculum to meet the needs of your community. They include:

- What are the characteristics of your community (e.g., socio-economic, race, gang activity, military status, sexual orientation, etc.)?
- Are there state, local or school policies, procedures and legal issues that officers should understand?
- What problems do officers report encountering most when responding to youth with mental health needs (e.g., suicide, self injury, violence, trauma, etc.)?
- What concerns do school personnel have about the mental health needs of students?
- What concerns do families and youth have about mental health?
- Do you want to focus your efforts on high schools, middle schools or elementary schools? You may want to consider which schools in your community need the most support (e.g., alternative schools, schools with high rates of juvenile justice referrals or schools with high dropout and suspension rates)?
- Which law enforcement agencies serve your schools and communities? Which agencies do you want to train? *Some communities have a police department, sheriff's department and/or a school law enforcement agency. Additionally, some school resource officers are employed by law enforcement agencies while some are employed by schools. This may impact the content of your training.*

Important Note

It is absolutely necessary to work with your community partners to identify the curriculum topics that are most important to them.

You will also want to incorporate interactive media, presentations and role playing into your curriculum. This will engage law enforcement officers throughout the training and appeal to various learning styles. See the Interactive Components of CIT for Youth Training below.

Interactive Components of CIT for Youth Training

Incorporating interactive components into your CIT for Youth training is critical to keeping the training session engaging and appealing to the various learning styles of adult learners. This list includes several components you may wish to include in your training. These resources can be found at www.nami.org/citforyouth.

Media

Using short video clips or other media can be very powerful for illustrating concepts or scenarios and engaging training participants. It is not appropriate to use media to substitute for large portions of instruction or to take the place of role-playing.

Ask the Doctor video clips. NAMI's Medical Director, Dr. Ken Duckworth, answers a few of the most commonly asked questions by parents and other caregivers of youth living with mental illness.

How to Incorporate into Training: You can use these brief clips throughout the training to help expand on key points about child and adolescent mental health issues.

"I Have Schizophrenia." This episode of MTV's *True Life* tells the stories of three teenagers living with schizophrenia.

How to Incorporate into Training: You can use this TV show to provide examples of how schizophrenia impacts the lives of young adults. It provides great insight into their lived experiences.

"Inside the Teenage Brain." This episode of PBS' *Frontline* reviews the science behind the changes in the brain and behavior in the teenage years. The website also includes resources and information for parents.

How to Incorporate into Training: This video can be used to illustrate concepts about child and adolescent brain development and how it influences the behaviors of youth.

Janssen’s MINDSTORM. This simulation provides a realistic example of the experience of visual and auditory hallucinations.

How to Incorporate into Training: You can use this interactive simulation to help law enforcement officers understand the lived experience of mental illness.

NAMI Education Programs

NAMI offers a variety of education and support programs that are valuable resources to people living with mental illness and their families and to child-serving professionals. The programs listed below, either in their entirety or in segments, may be incorporated into a CIT for Youth training. To learn more, contact your local NAMI Affiliate at www.nami.org/local.

Parents and Teachers as Allies (PTasA) is a two-hour, in-service program to help school professionals identify the early warning signs of mental health needs in youth. It focuses on the specific, age-related symptoms of mental illness in youth and how best to intervene and shares the lived experiences of youth and their families.

- This program can be adapted for use with law enforcement.
- This program can be used during CIT for Youth classes that include school personnel.

How to Incorporate into Training: Use this program to provide an overview of mental illness and the lived experience of parents and youth. This program can be used as an introduction to the training, especially if school leaders are participating in the training. PTasA has been included in several existing CIT for Youth programs.

In Our Own Voice (IOOV) is a unique public education program developed by NAMI in which two trained speakers share compelling personal stories about living with mental illness and achieving recovery.

- This program provides a structured way for officers to have face-to-face interactions with people living with mental illness.
- IOOV speakers can be youth or young adults.

How to Incorporate into Training: Use this program to allow training participants to interact with and hear from individuals living with mental illness about their experiences.

Role Playing

Role playing is an important part of CIT for Youth training and should be included in any curriculum.

Those who have implemented CIT for Youth recommend that at least 25 percent of the total training time be dedicated to role playing exercises so law enforcement officers can practice the de-escalation skills they learn. Role playing allows law enforcement officers to see how the concepts they are learning can be applied to real-life situations they experience and to

interactions they have with youth in school or in the community.

Some CIT for Youth programs have hired acting students at a local university to help with the role plays. Role players do not need to be professional actors. They can include already-trained law enforcement officers, mental health providers, individuals living with mental illness, family members and school professionals.

Scenarios for role plays should be drawn from the common experiences of parents, youth, school-based law enforcement officers, school personnel and mental health providers in your community. After practicing role play scenarios, the officers, actors and instructors should discuss officers' responses and offer guidance and suggestions on how to improve the interactions.

Case Study: Selecting a CIT for Youth Training Curriculum in Illinois

by John Williams, director of youth services, Oak Park and River Forest Townships, Ill.

When it came time to select a training curriculum for our CIT for Youth program, we first thought about who would be our target audience. We decided to train CIT-trained school resource officers (SROs) and community law enforcement officers since both officers often encounter kids (SROs in school and community law enforcement in homes and community settings). We also found out that some SROs are employed by our law enforcement agencies while some are employed by schools. We decided it was important to target all of these officers, regardless of their place of employment.



Since we have such a strong CIT program and most of our officers have already received training, we had to decide what was absolutely necessary to include in a follow-up CIT for Youth training. We had to determine what topics were already covered in the CIT program that we did not need to duplicate and what topics were not already covered that should be.

In Illinois, we have huge resource issues so it was important for us to keep the CIT for Youth training short. We worked on condensing the curriculum down to see what we could cover in 24 hours, 16 hours and eight hours.

When narrowing down what information we would include in the CIT for Youth training, we really listened to law enforcement officers and focused on the practical information they need when they answer a call from a home or school. We found that their needs lined up well with the focus group report that NAMI sent us.** We learned that our law enforcement officers needed more information on how to respond to self-injury, suicide and substance abuse. We also broke down the skills that law enforcement officers need to support a family in getting help and getting healthy.

We also listened to officers' frustrations. They get frustrated when they do everything right, but the child still does not get the help they need. It is important for us to teach them how to overcome challenges in real-life situations rather than talk about theoretical situations so it was helpful to hear directly from them about the challenges that they face.

**A *Conversation with CIT Trained School Resource Officers*, the focus group report NAMI created, is available online at www.nami.org/citforyouth.

We do not have control over how much time law enforcement officers will be able to spare in these economic times. Law enforcement agencies have to cover the shifts of the officers who participate in training, which usually means paying another officer overtime. We thought a lot about how we can “cheat time” with the training. One idea we had was to post the pre/post training assessment and feedback form online so law enforcement officers can complete them in their spare time.

You can teach a lot in a short period of time if the law enforcement officers have the right background information. We are using the web to post a short introduction and overview of what the officers have already learned in CIT training. Law enforcement officers can review this information before the training so they can come to the training with this information fresh in their minds.

We have been playing around with a variety of techniques to keep the training conversational and very interactive, including using video clips to say a lot in a short time and using role playing. We have been having excellent feedback in using short video clips of young spoken word artists performing original pieces related to Adverse Childhood Experiences (ACES) to say a great deal in a short period of time in an engaging manner. It also helps to have law enforcement officers—SROs, shift leaders, detectives or negotiators—on hand to talk about the de-escalation techniques. This gives the training more credibility since it comes from people the officers admire and it is in a language that is familiar to them.

Finally, above all, we have tried to be flexible in our training. We have created several possible role-playing scenarios, knowing that we may be able to only go through one or two. We want to leave room in the training for instructors to meet the needs of the law enforcement officers in the room. We also want to leave time for law enforcement officers to talk about their experiences with mental illness and to ask questions.

For more information on Illinois’ CIT for Youth efforts, contact John Williams at jwilliams@oakparktownship.org.



Step 4 Key Messages

- There is no need to re-invent the wheel when it comes to developing a CIT for Youth training curriculum. There are several curricula that have been developed by communities across the country. They serve as a great starting point, but you should still identify the most important topics to your community partners in order to adapt a curriculum to meet your community's specific needs. Additionally, your curriculum should include interactive components that appeal to adult learners and role playing.
- Planning a CIT for Youth training requires the involvement of the community partners on your steering committee. They will be responsible for providing training instructors and for delegating and completing the various steps associated with planning a CIT for Youth training.
- Remember, training is an important part of a CIT for Youth program, but it is not the first step. If you've skipped to this step of the manual, it is best to return to the beginning and read the sections on Building Community Partnerships, Conducting Asset Mapping and Planning and Coordinating.

Step 5

Measuring Effectiveness and Ensuring Sustainability



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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
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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
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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