

Day Treatment at York Hills Centre for Children, Youth and Families

Agency History

**York Hills Centre for Children, Youth and Families
was incorporated in 2019 as the merger of:**

Blue Hills Child and Family Centre and
The York Centre for Children, Youth and Families



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- ▶ Over 200 staff, over 5000 clients served per year
- ▶ CYMH Services ranging from Walk-In to Residence
- ▶ 3 office locations in Aurora and Richmond Hill

Our DT by the Numbers...

- ▶ 17 classrooms across York Region
- ▶ 12 Elementary, 5 Secondary
- ▶ 9 “stand alone” at Leslie St. building
- ▶ 8 “school-based” in local schools: Keswick, Mount Albert, Kettleby, and Thornhill
- ▶ 4 classrooms with YCDSB, 13 with YRDSB
- ▶ 7 clients per classroom → up to 119 clients total

Staffing

- ▶ Per classroom, one Special Education Teacher and one agency CYW
- ▶ “Float” CYW for every 2 classrooms in schools
- ▶ One FTE Master’s level Child and Family Therapist for every 2 classrooms
- ▶ Coordinators oversee clusters of classrooms, Managers oversee coordinators

Models Used

All Disciplines: Solution-Focused, Trauma-Informed, Attachment-Based, Equity-Focused

CYW's: UMAB transitioning to Therapeutic Crisis Intervention (TCI), Zones of Regulation and Coping Cat (latency), DBT and Cat Program (youth)

CFT's: Emotion-Focused Skills Training (EFST), CBT, DBT, and SFT

Ten Years of Quality Improvement

2009: Built facility on Leslie St. to consolidate 8-day treatment classrooms and develop “stand alone” model

2010: Created ICFS “Team” to support DT referrals

2012: Introduced Zones of Regulation for Children’s Program

2013: Acquired PACE grant from Centre for Excellence to train in Solution-Focused Therapy agency-wide

2014: Shifted to have Clinical Workers dedicated to programs/ classrooms, expectation of weekly sessions

Ten Years of Quality Improvement

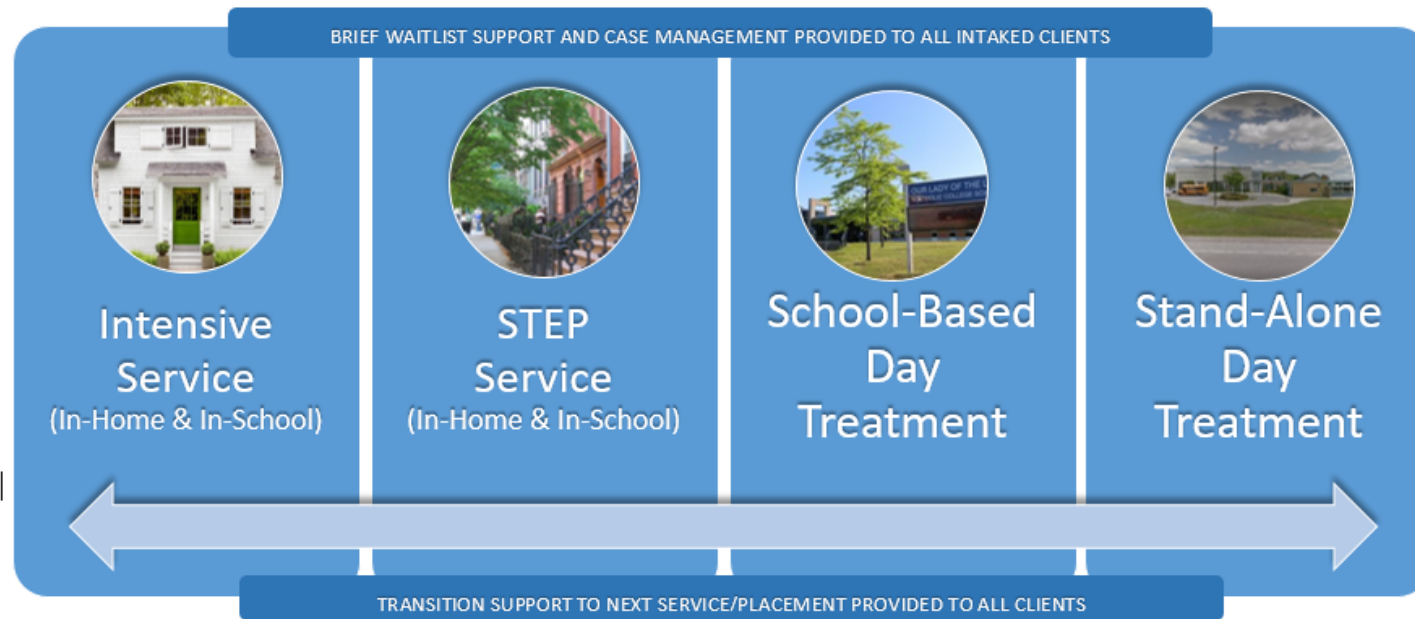
2015: Developed STEP Service to bring day treatment to home-bound youth with severe anxiety & depression

2016: Expansion to Keswick site, formalized “coordinator” role to report to manager

2017: Piloted STEP Classroom for youth at risk of nonattendance, introduced Coping Cat/ Cat Program

2018: Had all staff trained in ASIST model, Clinical Workers trained in DDP

2019: Assigned grade ranges to each classroom, extensive training, including TCI Train the Trainer



- Intensive Workers with flexible schedule to work in home and in school
- Focus on parenting and on child/youth's self-regulation
- Models include CBT, SFT, Graduated Exposure
- Up to 5 months at a time

- For clients with long-term school attendance problems
- STEP Workers with flexible schedule
- STEP Teachers offer academics
- Models include SFT, CBT, MI, Psychoeducation
- Open-ended length of service

- Multiple classrooms for grades 3-12 in York
- Classrooms grouped in pairs, with on-site Coordinator
- Opportunities for integration in school and courses
- Treatment Groups for kids and weekly Family Therapy

- 9 classrooms at Leslie St.
- On-site managers, admin, offices, meeting space, gym
- Recreates school environment/ atmosphere
- Elementary has fixed groupings, Secondary has rotary
- Treatment Groups for kids and weekly Family Therapy

Challenges from Within

- ▶ **Financial Constraints:** limitations to training and adoption of EBP's
- ▶ **Staffing Constraints:** need for experienced CYW's and Clinical Workers for Intensive Service
- ▶ **Family Engagement:** families with complex/ challenging life situations can be inconsistent
- ▶ **Time Constraints:** difficult to train and supervise in DT with limited PD days, competing demands

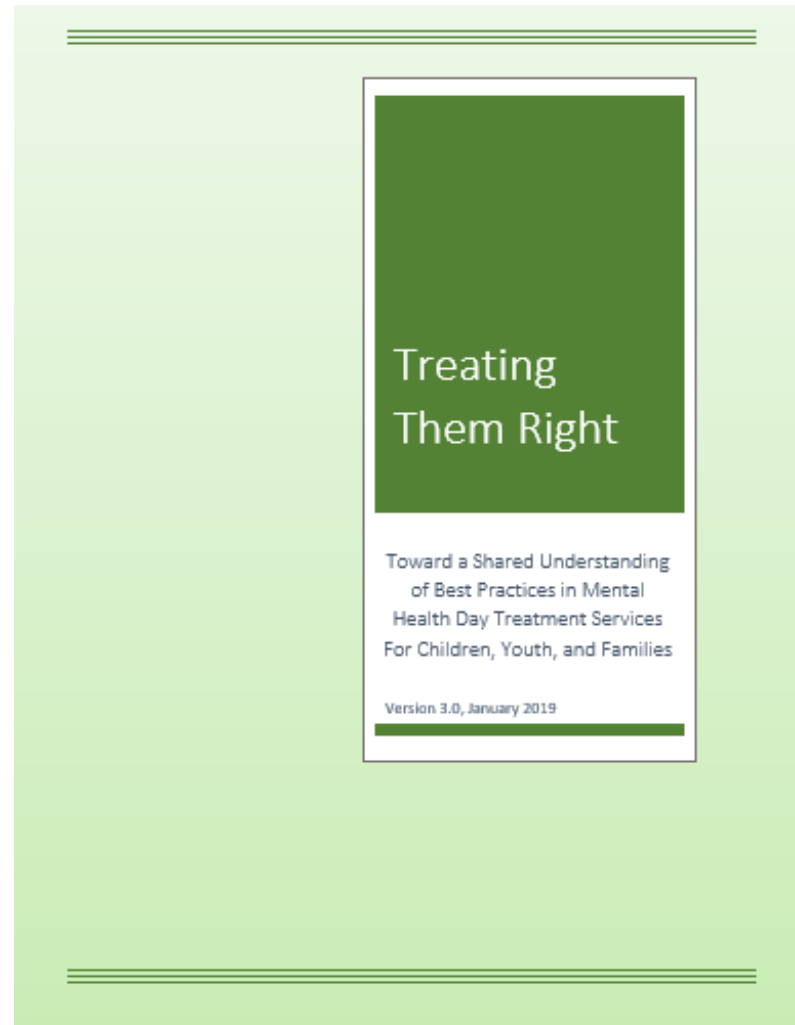
Enablers to Success

- ▶ **Leadership with Day Treatment Experience**
- ▶ **Organizational Culture that Supports**
- ▶ **Hiring Staff with Passion and Commitment**
- ▶ **“Flat” Organizational Structure**
- ▶ **Level Playing Field for Interdisciplinary Team**
- ▶ **York Region Central Intake Committee for Day Treatment (YRCIDT)**
- ▶ **Critical Success Factors**

York Region Central Intake for Day Treatment (YRCIDT)

- ▶ **Centralized referral lists** for tracking all elementary and secondary referrals
- ▶ **Monthly meeting** to review, assign, and decide on final disposition of referrals
- ▶ **Annual Day Treatment Conference** for all DT staff and teachers in the region
- ▶ **Option to re-assign/ transfer referrals** based on need, preference, etc., “warm transfer” protocol

Current Draft



The 12 “Critical Success Factors”

1. **Conducive Culture**
2. **Collaborative Partnerships**
3. **Guided Accessibility**
4. **Comprehensive Assessment**
5. **Engaged Families**
6. **Goal-Oriented Treatment**
7. **Adaptive Programming**
8. **Competent Staffing**
9. **Integrated Academics**
10. **Supportive Supervision**
11. **Formal Monitoring**
12. **Specialized Supports**

Next Steps to Improve Quality

Early 2019: Day Treatment Working Group

Late 2019: Draft of Self-Assessment Tool

Jan-Mar 2020: Pilot of Self-Assessment Tool

June 2020: Final Version of Self-Assessment Tool

**We
Would
Like Your
Input!**

Evidence-Based Practice is using the best research evidence available, along with clinical expertise and client values, to inform decisions about clinical practice. (Sackett 1998, 2000)

Practice-Based Evidence

- is a relatively new concept
- many interventions have limited formal research support
- recognizes the importance of the environment in determining practice recommendations

Thank You!