

Our Vision

Where help for life's challenges is openly sought and compassionately given.

Our Mission

To provide mental health and addiction services that touch, teach, and heal.

Our Values

Compassion, Integrity, Respect, Excellence, Teamwork

Mental Health Services in Schools

Many children and families lack transportation and other resources to be able to come to SBHI's main location for needed mental health services. To respond to this challenge SBHI and its school partners placed therapists at a number of schools where children were identified as being in need of counseling services. The school therapists assist students, parents and teachers in addressing behavioral and mental health issues that interfere with the child's ability to succeed in school. The most common issues are those related to disruptive behaviors, aggression, attention problems and difficulty interacting with others. For older children, depression and anxiety have also been identified as frequent problems. Along with counseling services, the therapists provide consultation services to teachers and other school personnel.

The need for school based treatment continues to increase. Many children would be unable to maintain in a school setting without a trained mental health professional to provide interventions. The most common request for services by the school and parents is for interventions with children experiencing symptoms associated with Attention Deficit Disorder or Attention Deficit Hyperactivity Disorder (ADHD), Oppositional Defiant Disorder, Adjustment Disorders, Conduct Disorders and Bi-Polar Disorders. According to the National Institutes of Health, ADHD is the most common behavioral disorder among children. Children with ADHD have problems staying focused and often have learning and behavioral problems as a result of overactive and/or impulsive behaviors. The behaviors related to ADHD make it very difficult for children to be compliant in a structured environment with rules, expectations, norms and social standards.

Our school treatment team is located in eleven (11) Dayton Public Schools, five (5) Dayton Charter Schools, five (5) Miamisburg Schools, six (6) Vandalia Butler Schools and two (2) Miami Valley Career Technology Center Schools.

Samaritan Behavioral Health is partially funded by the Alcohol, Drug Addiction and Mental Health Services Board for Montgomery County and the Preble County Mental Health and Recovery Board.



Helping Children with Attention Deficit Hyperactivity Disorder (ADHD)

Many children with ADHD have similar symptoms and behavioral challenges. Some common symptoms of ADHD include difficulty maintaining attention, poor organizational skills, becoming easily distracted, losing things, and failing to complete tasks. These symptoms often have a significant impact on the child both at home and at school. Below are some helpful tips for parents and educators to utilize with a child with ADHD:

- 1) Assist the child in trying to identify and practice organizational strategies that work for him/her. Try different ways of using folders, binders, etc. until the child finds something that works.
- 2) Utilize visual aids. Post pictures of where things belong in the classroom or in their room at home so that they can keep track of where items belong and have a visual cue to assist them when organizing, cleaning or trying to find something.
- 3) Give one direction at a time. Often, giving multi-step directions means that the child will forget or become distracted before reaching the end steps. Slowly work up to giving more than one direction at a time.
- 4) Understand that the child may need several reminders. Try mixing up the reminders and instead of just giving verbal reminders, utilize visual cues or tactile cues. If a child is distracted from his/her task, lightly touch their shoulder and redirect them back to what they need to be doing.
- 5) Provide a routine with consistency. For example, set a homework time in which you model and assist the child in how to get started, and then provide them with support and redirection so they will learn these skills and develop these habits themselves. Make sure the child has an area free from distractions and realize that they may need frequent breaks. Limit the length of the break times so that the child doesn't get too off track of their tasks.

(over)

Community Based Mental Health Services

Like schools, many human service agencies provide services to individuals and families who have mental health needs, but who can't easily access counseling services. To reduce barriers to mental health care and to improve coordination and treatment effectiveness, SBHI places therapists in requesting agencies in the community. These partnerships allow SBHI to assist children, adults and families in settings that are accessible and supportive. At all locations the SBHI therapists may provide mental health assessments, individual, group and family counseling, and case management. Currently, SBHI therapists are co-located at United Rehabilitation Services, CARE House, and the Children's Services Department of Montgomery County Job and Family Services, to name a few.

School & Community Client Satisfaction

- Satisfied with timeliness of appointments = 97%
- Satisfied with helpfulness of services = 100 %
- Satisfied with staff's respect of their cultural background = 100%
- Satisfied with the treatment plan and goal setting = 98%
- Clients report overall satisfaction with services = 100%
- Clients report they would recommend services to others= 98%

"I like the school based services. It helps in school and out of school."

Samaritan Family Home

A unique service of SBHI is The Samaritan Family Home. The Samaritan Family Home offers an individual with a mental illness the opportunity to remain in his own home with recovery support from Samaritan Behavioral Health staff 24 hours per day. For more information contact Colleen Smith at 734-4340.

School and Community Services provided 5,758 hours of service to 655 children and adults in the past year. The need for school and community services continues to increase. In 2009, services were provided at ten (10) community locations and schools, and as of August 2011 services are being provided at thirty one (31) sites in the community.

Teacher Tips for a Successful Classroom Environment

Many of the following tips are likely to already be known by teachers, but review is always good and non-educators can learn from them as well!

- ✓ **It's Easier To Get Easier:** Start the school year out with a clear discipline plan. Students quickly assess each classroom teacher and realize which misbehaviors they can get away with. It is easier to become more lenient as the year progresses and after classroom management is well-established.
- ✓ **Fairness:** Treating all students fairly gains their trust and respect.
- ✓ **Deal With Disruptions With As Little Interruption As Possible:** If students are disrupting the class, use tools that keep the class momentum moving forward. For example, if students are talking among themselves during a class discussion, ask a question on the topic being discussed to bring them back into the class discussion without scolding them.
- ✓ **Avoid An Audience:** When discipline issues arise discuss them privately with the student(s) involved and not in front of peers.
- ✓ **Use Humor:** It may take a good laugh to get things back on track in a classroom. Humor can be used positively and to quickly defuse a situation.
- ✓ **Maintain High Expectations In The Class:** Expect students will behave. Remind students of your expectations often.
- ✓ **Overplan:** When you have too much to cover you will never run out of material to teach. Free time should be avoided as much as possible.
- ✓ **Be Consistent:** Enforce your rules consistently everyday. Do not ignore misbehaviors one day and then pay attention to them the next. Students will lose respect for you.
- ✓ **Make Rules Understandable:** Be selective and limit the number of classroom rules. Make the consequences for breaking your rules clear and known beforehand.
- ✓ **Start Fresh Everyday:** Start each day with the expectation that your students will behave. Leave misbehaviors from the previous day at the door.