

SOCIAL EMOTIONAL LEARNING

A Resource Guide to Behavioral Health





ABOUT ALIGNMENT NASHVILLE

Alignment Nashville is a unique and scalable framework for developing community schools. The mission is to bring community organizations and resources into alignment so that their coordinated support of Nashville's youth has a positive impact on public school success, children's health, and the success of our community as a whole.

In the past, over 175 nonprofit organizations worked in the schools and community individually, without direction or coordination. While each organization provided much-needed services, the problems facing public education and our children are far too complex for any single organization to address in isolation.

Alignment Nashville has developed processes for collaboration that align the resources of these organizations to the Metro Nashville Public Schools strategic plan and to community strategic plans, aligning the city's resources toward common goals.

AN was developed to ensure all the services children need are provided to them in an effective and efficient way that complements their education, health and well-being, as well as the goals of the public schools. Through community-wide collaboration among schools, non-profits, businesses, and the public sector, AN creates the synergy

necessary for sustained improvement in public education and children's health. This collaboration provides the following advantages:

- **Greater returns on investment**—by working together toward common goals, resources are leveraged, duplication is avoided, and efficiency is greatly increased.
- **Higher-quality services**—utilizing expertise from multiple organizations guarantees a broader perspective and a wiser approach.
- **Enhanced capacity**—very few organizations have the capacity to have community-wide impact. A collective effort enhances the impact of each of organization, while generating a much greater overall impact.
- **Leverage of local funding**—AN programs have demonstrated they can attract large national funding, increasing the impact of the local funding that played a role in building the pilot programs.



www.alignmentnashville.org

A LETTER FROM THE COMMITTEE

SEL COMMITTEE MEMBERS:

Denise Rollins, Committee Chair - Metro Nashville Public Schools, Kathy Gracey, Committee Co Vice-Chair - Vanderbilt University, Marcy Melvin, Committee Co Vice-Chair - Centerstone, Tim Adgent - Juvenile Court, Tony Artates - Healthways, Rhonda Ashley-Dixon - Vanderbilt Psychiatric Hospital, Shirley Berry-Yates - Vanderbilt University, Lisa Bilton - Metro Nashville Public Schools, Reb Buxton - Lifecare Family Services, Monica Causey - TN Voices for Children/TPIRC, Beth Cruz - Public Defender's Office, Ann Cumbie - Metro Nashville Public Schools, Erin Daunic - STARS Nashville, Stephanie Davis - Metro Nashville Public Schools, Rodger Dinwiddie - Center for Youth Issues/STARS, Sonya Dobbs - Metro Nashville Public Schools, Natalie Embry - HCA Healthcare, Vickie Fleming - Metro Nashville Public Schools, Eulonda Ford - Metro Nashville Public Schools, Tracy Glascoe - Vanderbilt, Diane Gramann - Mental Health Association of Middle Tennessee, Lorraine Greene - Metro Nashville Police Department, Trish Hayes - Public Defender's Office, Eric Johnson - STARS Nashville, Michael Kirshner - Mental Health Cooperative, Inc., Rachel Kraus - TennCare Select, Susan Lyle - Metro Nashville Public Schools, Debra McAdams - Metro Nashville Public Schools, Michael McSurdy - Family and Children's Services of Nashville, Keshia Moore - Metro Nashville Public Schools, Maury Nation - Vanderbilt University, Kelly Noser - Metro Nashville Public Schools - Kelly Noser Consulting, Gretta Requierme - Nashville Public Television, Scott Ridgway - Tennessee Suicide Prevention Network, Melanie Scott - Kids on the Block of STARS Nashville, Per Thomas - Department of Children Services, Angie Thompson - Metro Public Health Department, Neely Williams - IMF/Peniel Initiative

DEAR READER,

Welcome to the new Behavioral Health Resource Guide created by the dedicated individuals and organizations working together on the Alignment Nashville Behavioral Health Committee.

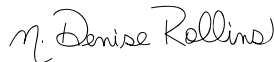
We are very excited about the wide array of agencies and organizations providing mental health services in our schools. This guide will be a tool for educators in school counseling, school social work, exceptional education, and school psychology as they connect more families and students with services that address mental health challenges. Each of these connections will help our students become more successful in all areas of their lives.

Since 2007, Alignment Nashville's Behavioral Health Committee has worked to ensure that Nashville's children and youth are mentally well by uniting school personnel from different disciplines and providing them access to more than 20 community agencies working for youth development, prevention, mental health, and advocacy.

As part of that commitment, our committee has developed several trainings to focus on the social and emotional needs of ALL students along with a new Support Team (S-Team) district policy.

On behalf of each member of the Behavioral Health Committee, thank you to all the community organizations that are committed and dedicated to the success of every student in Metro Nashville Public Schools.

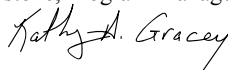
Sincerely,



M. Denise Rollins, Behavioral Health Committee Chair
MNPS Director of Social and Emotional Learning



Marcy Melvin, Behavioral Health Committee Vice-Chair
Centerstone, Program Manager - School Based Services



Kathy Gracey, Behavioral Health Committee Vice-Chair
Vanderbilt University, Director of Programs

HOW TO USE THIS GUIDE

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HOW TO USE THIS GUIDE

Welcome to the first edition of SOCIAL EMOTIONAL LEARNING, a resource guide devoted to SEL and Behavioral Health. This comprehensive handbook includes helpful descriptions of social and emotional learning, along with a list of behavioral health resources available to school staff of MNPS schools.

The information in this guide has been compiled through a rigorous process conducted by the Alignment Nashville Behavioral Health Committee. Using community input, the committee members have combined their extensive knowledge and expertise to provide accurate background information and the most up-to-date services available at the time of printing.

If you have any questions or need further explanations on how to best use these resources for your school, please contact:

Denise Rollins - Director, Social and Emotional Learning
Metro Nashville Public Schools
(615) 259-8704
Denise.rollins@mnps.org

This Behavioral Health Resource Guide has been written in order to inform MNPS school staff regarding access to information about behavioral health resources and services available to school staff. While every effort is made to ensure the accuracy of the information, the inclusion of an organization or service does not imply an endorsement of that organization or service. All organizations listed in this guide are required to follow all applicable MNPS policy and procedures.

Under no circumstances shall Alignment Nashville, its employees or members of the Alignment Nashville Behavioral Health Committee be liable for any direct, indirect, incidental, special, punitive, or consequential damages which may result from the use of information included in the Behavioral Health Resource Guide





SOCIAL EMOTIONAL LEARNING

The Behavioral Health Committee has used the research and teachings of CASEL (Collaborative for Academic, Social and Emotional Learning) for much of this publication. CASEL is globally recognized as the leading organization in SEL research and education, so please refer to www.casel.org for additional information.

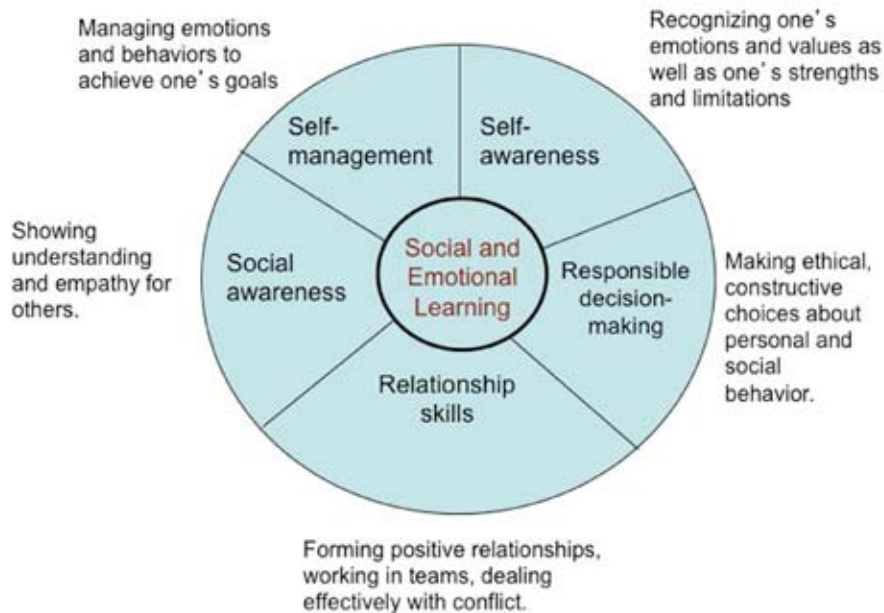
WHAT IS SEL?

Social and Emotional Learning (SEL) is the process through which children learn to recognize and manage emotions. It allows them to understand and interact with others and to make good decisions. The best social and emotional learning programs engage not only children, but also their teachers, administrators and parents/families in providing children with the information and skills that help them make ethical and sensible decisions – to avoid bullying, for instance, or to resist pressures to engage in destructive or risky behavior such as substance abuse. Such programs have consistently achieved these goals, turning out students who are good citizens committed to serving their communities and cooperating with others.

There are five key areas of SEL competency that CASEL has identified as important for effective functioning.

The 5 Competency Areas of SEL

defined by CASEL: Collaborative for Academic, Social and Emotional Learning



SEL is more than a program. SEL is a framework for school improvement that focuses on teaching social and emotional skills while creating and maintaining a safe, caring learning environment. Within that caring community, there are respectful, supportive relationships among students, teachers and families. Students have opportunities to help and collaborate with others, as well as to experience autonomy and influence, and there is a sense of shared purpose and ideals among all members of the community. (Schaps, Battistih, and Solomon, 2004; Watson, 2003)

SEL & ACADEMIC PERFORMANCE

Research clearly demonstrates that social and emotional factors are integral, rather than incidental, to learning (Zins, Weissberg, Want and Walberg, 2004). Recent research has highlighted:

- Learning and healthy neurological development of infants occurs through social interactions with their caregivers.
- Young children learned through exploratory play with other children and adults.

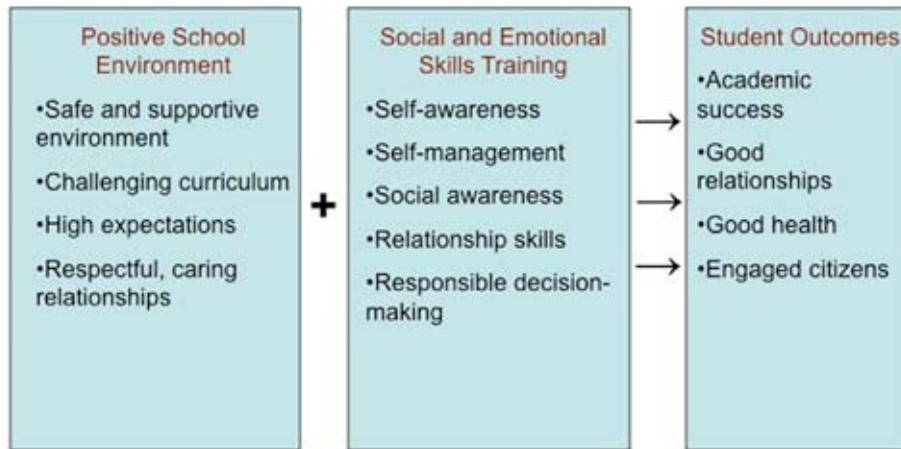
• Children who succeed in school are:

- Engaged in active social and intellectual interactions with their peers and teachers;
- Active participants in learning rather than passive recipients of knowledge;
- Able to communicate effectively and ask for help when needed; and
- Able to work well in cooperative learning groups.

Improving the social and emotional competence of students and the climate of schools advances, rather than diverts, schools from their primary academic mission. SEL also ensures that schools will address a broader mission of educating students to be good problem-solvers and caring, responsible, engaged citizens. SEL learning fortifies students with the basic skills they need to be successful, not just in school but in their personal and professional lives as adults.

SEL programs, many of which have a prevention focus, decrease the prevalence of high-risk behaviors that interfere with and detract from learning.

How SEL Creates Greater Student Success in School and in Life



Above diagram from CASEL: Collaborative for Academic, Social and Emotional Learning: Sustainable Schools and Social and Emotional Learning

SCHOOL CLIMATE AND MENTAL HEALTH

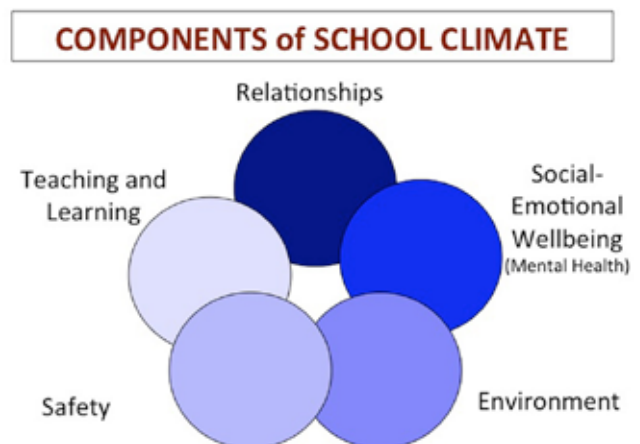
One key area which greatly affects a child's ability to learn is the school climate. A positive school climate is essential to students for a number of reasons. Just a few of those reasons are:

- School connectedness refers to the belief by students that adults in school really do care about them.
- When young people feel connected to their school it increases the likelihood of academic success
- The sense of connectedness also reduces fighting, truancy and drop-out rates.
- Increased school connectedness is related to educational motivation, classroom engagement and decreased rates of disruptive behavior.
- Students who feel connected experience less emotional distress.

There are many ingredients that contribute to a positive school climate. The diagram to the right illustrates the interconnectedness of these ingredients.

NOTE:

For nearly one-half of the children with serious emotional disturbances who receive any mental health services at all, the school system has been the sole provider.



DID YOU KNOW...

1 in 5 children and adolescents has a mental health disorder.

1 in 10 children and adolescents has a serious disturbance that impacts daily functioning.

90% of people who develop a mental health disorder show warning signs during their teen years.

Only one-sixth to one-third of youth with diagnosable disorders receives any treatment.

TENNESSEE MENTAL HEALTH STATISTICS

According to a 2007 Tennessee High School Youth Risk Behavior Survey (Tennessee Department of Education)...

- 26.8% of all high school respondents felt so sad or hopeless almost every day for two or more weeks in a row and that they have stopped doing some usual activities during the past 12 months.

- 14.1% of the high school respondents seriously considered suicide in the past 12 months

THEN...in 2008 the same survey was given to middle school students. The results of this survey are startling. (Tennessee Department of Education)

- 19.5% of all Tennessee middle school respondents reported that they had seriously considered killing themselves.

That's almost 20% of our middle school students!

FACTORS THAT IMPACT MENTAL HEALTH

Mental health can be a result of a single factor or a combination of factors like common life stressors, extreme life stressors, and also physical conditions. Mental illness is a real condition and can affect a student just like any other medical condition such as diabetes, obesity, heart disease and asthma. It's also treatable, but left untreated can greatly damage a young person's present and future life.

There are 3 types of stress factors:

• Common Stress Factors

Such as Divorce, Blended families, Birth of siblings, Death of parent, friend or relative, Debt stressors, Deadlines, Frustrations, Friendship relationship changes or Constant change

• Extreme Stress Factors

Such as Community violence, Gangs, Homelessness, Refugee and immigrant, Domestic Violence, Physical/Sexual abuse, Natural disasters, Parents' absence (military, imprisonment) or Living in poverty

• Physical Conditions

Such as Chronic or life-threatening illness of the child, a parent, or care giver, Asthma, Diabetes, or Bullying

PROMOTING MENTAL WELLNESS

There are three strong ways to promote mental wellness:

Caring Relationships

Caring relationships encourage relationship building. Young people need many supportive long term relationships to help them navigate their adolescence. They need guidance from caring adults as well as emotional and practical support from their peers.

- Supportive connections to others
- Someone who is "there"
- Someone who listens non-judgmentally

High expectations

High expectations can be defined by teachers and parents believing and communicating consistent messages that students can and will succeed.

Teachers should remember that students have the ability to bounce back from difficult situations and educate our students on the resources that are available to them. Examples are school counselors, social workers, STARS, Centerstone, Vanderbilt, etc.

- Consistent communication of messages that the student can and will succeed
- Students have the ability to bounce back from difficult situations
- Youth-centered resources
- Strengths focused

Meaningful Participation

Schools constitute one of the most significant spaces in which young people learn about and experience participation in decision-making. In their rush towards independence young people look for opportunities to demonstrate their knowledge and abilities in more meaningful ways. Meaningful participation requires that adults build relationships of trust and familiarity and respect with students.

- Involvement of students in relevant, engaging and interesting activities
- Opportunities for responsibility and contribution

NOTICE, TALK, ACT

Teachers and school staff are the critical link to student mental health in our schools, by being the “eyes and ears” in the classroom.

- Teachers are “on the front lines.” Teachers see all kinds of problems students are experiencing. These problems can be so many different things facing the students lives such as problems at home or problems in the community.
- Teachers are a big influence on students.

There are three steps a teacher can take in assisting students with mental wellness:

NOTICE...

if you are seeing signs in a student that are bothering you, you may want to share those feelings with other teachers to confirm they are seeing the same signs.

Some possible signs that you should look for in students:

- Withdrawn
- Isolation
- Anxiety
- Depression/sad mood
- Somatic complaints (physical complaints)
- Poor appetite or over eating
(severe weight gain or loss)
- Insomnia or hypersomnia (sleep disruptions)
- Hopelessness or worthlessness
- Diminished interest/pleasure in activities
- Fatigue/loss of energy nearly every day
- Diminished ability to think/concentrate
- Rejection by peers
- Extremely disorganized (as compared to peers)
- Disrespectful
- Breaking the rules
- Inattentive
- Aggressive
- Stealing
- Frequent temper outbursts
- Excessive stubbornness
- School truancy
- School refusal
- Substance abuse
- Self-injurious behavior
- Trauma reenactment

TALK...

with the student. Ask how he or she is doing. Suggest that they talk with someone or offer to take them to the appropriate resource. You can focus on observable behaviors or actions you’ve noticed. Remember..you are not making any kind of diagnosis.

Why talk? Because research has shown that students consider teachers some of the most influential people in their lives. So even a brief conversation with you will let them know that someone cares, and it might make them more open to getting help from counselors. There’s still a lot of misunderstanding, misinformation and stigmas about mental health problems.

ACT...

by sharing what you’ve noticed with the school counselor, social worker, school psychologist, STARS or mental health staff. This will put the student on their radar screen and get them connected to help.

Internal School Supports

- School Psychologist
- School Counselor
- School Social Worker
- Behavior Specialist
- Compliance Facilitator
- Student Support Teams

External School Supports

- Know what’s available in your school
- Know what’s available in your community
- Know what’s in place currently.

This is where this Behavioral Health Resource Guide can be an important tool for you to use. On the next pages you will find resources in the community available to MNPS school teachers and staff in helping students be more successful. We’ve divided these resources into 3 main areas of mental wellness:

- Promotion and Prevention
- Intervention
- Crisis Intervention.

You will find a brief explanation of each area at the beginning of its section.

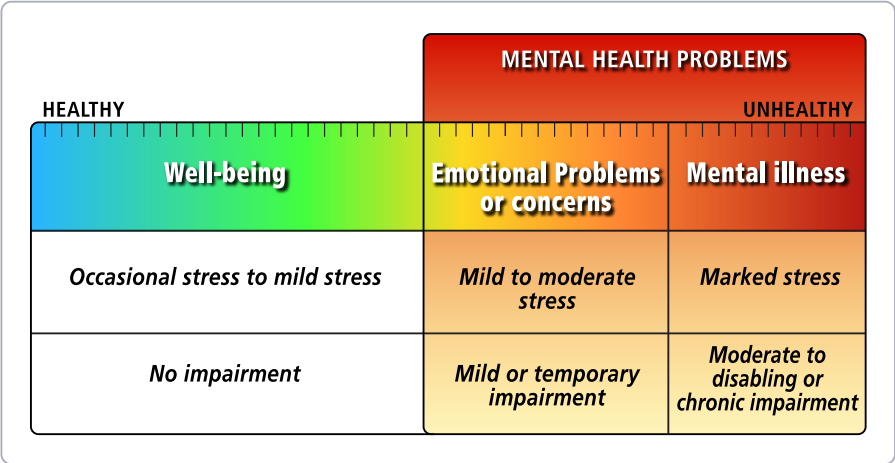
THE MENTAL HEALTH CONTINUUM

It’s important to recognize that mental health falls along a continuum, from healthy well-being to chronic problems that significantly affect everyday activities. Temporary emotional distress doesn’t mean a person has mental illness.

At any given time, a variety of life events or other stressful situations can influence our position on the continuum. At hectic periods in our lives, such as when we lose a loved one, a close relationship or a job, we may slide closer to the red zones on the right. But if we get support or learn coping skills, we can move back into a state of well-being.

Remember: Everyone falls somewhere on this continuum as a result of both external and internal factors.

Mental Health Continuum



*illustrated by Mark Woodie.



Kids on the Block - STARS Nashville

Prevention: As a complement to mental health treatment, prevention techniques can reduce mental, emotional, and behavioral disorders in the healthy development of children and young people.

SECTION I.

Promotion and Prevention are the foundational components of providing mental well-being for our students. Both work complementary of each other in building resiliency and coping skills of children, young people and families; raising community awareness; improving capacity for early identification and making referrals to appropriate services.

Promotion itself is about creating community and school awareness about mental health and also in providing professional development for teachers and staff so that they are better able to realize the early signs of mental illness and then knowing how to best work with a student with mental illness and their families.

Prevention is about addressing physical and mental health through effective efforts that promote healthy environments, norms, and behaviors rather than waiting for the development of full-blown acute or chronic disorders.

CENTERSTONE

www.centerstone.org

Centerstone, a not-for-profit organization, has provided a wide range of mental health and addiction services to people of all ages for more than 50 years. We serve more than 50,000 children, adolescents, adults and seniors each year. Centerstone is accredited by The Commission on Accreditation of Rehabilitation Facilities (CARF).

Violence and Bullying Prevention Program

Ages: Third, Fourth and Fifth Grade Students

As a school-based grant-funded prevention program, PEER Power uses a research-based model of violence prevention. Staff train and partner with teachers to teach skills of empathy, impulse control, problem-solving and anger management.

Locations: Serving select schools in Davidson County

Project REAL (Get REAL, Get Tested!)

Ages: 12-17

Project REAL is a grant-funded prevention program for youth ages 12-17 primarily of African American and Hispanic/Latino descent, at risk for substance abuse and HIV/AIDS. Comprehensive, culturally sensitive, evidence-based services are designed to prevent and reduce the onset of substance abuse and the transmission of HIV/AIDS. The project combines two evidence-based multi-cultural curricula, Keepin' It REAL and Be Proud! Be Responsible! Staff members facilitate curricula within local community centers, schools and other venues.

Locations: Davidson County

For more information about Centerstone, please call 888-291-4357.

METRO PUBLIC HEALTH DEPT.

www.health.nashville.org

Question Persuade Prefer (QPR) Suicide Prevention Gatekeeper Training. This training is intended for teachers and teaches warning signs and how to talk with a student if the adult has concerns based on observation of warning signs. QPR is designed to be taught to non-mental health professionals. Training takes approximately 2 hours.

No fee.

ANITA WILSON

(615) 340-2192

anita.wilson@nashville.org

METRO NASHVILLE POLICE DEPT.

www.police.nashville.gov/bureaus/chief/victim_intervention.asp

The mission of the Victim Intervention Program of the Nashville Metropolitan Police Department is to provide mental health services and criminal justice system advocacy whenever individuals, families and/or the community are affected by violent crime.

No fee.

AMY TAYLOR

(615) 862-7887

amy.griffith@nashville.gov

NASHVILLE YFC

www.nashvilleyfc.org

After-school clubs (Campus Life) provide an outlet for students to develop socially & emotionally, assistance with tutoring, life skills development and health.

No fee.

JEFFREY SHICKS

(239) 560-6913

jeff@nashvilleyfc.org

PROMOTION & PREVENTION

OASIS CENTER

www.oasiscenter.org

Oasis Center provides prevention services in selected MNPS middle and high schools.

Additionally, Oasis prevention staff work with juvenile court to address issues of decreased minority confinement and decreased re-offense. Oasis utilizes the Teen Outreach Program Model, which is evidenced based and recognized by HHS, OJJDP, and pending with SAMHSA. The Program is proven effective to increase attendance, increase academic performance, decrease early sexual activity and unplanned pregnancies, decrease substance use, and decrease perpetration of crime and violence.

Oasis Center also offers counseling services and supports through outpatient services at its Charlotte Ave. location.

Additionally, Oasis is able to provide family and individual crisis intervention and stabilization which includes shelter stay and family systems work for youth at risk of running away (or who have run) or becoming homeless (or who are homeless), or youth at risk of entering the child welfare system, juvenile court involvement, or other risks.

Oasis is funded by both the United Way, and the state and federal government for its work described above. Oasis has always met its output AND outcomes requirements for these funders. Oasis in-school programs have a success rate over the schools' averages for educational advancement for the youth served (these same youth are identified as the most at-risk meeting eligibility requirements).
No fee.

JUDY FREUDENTHAL

(615) 327-4455

jfreudenthal@oasiscenter.org

PLANNED PARENTHOOD OF EAST & MIDDLE TENNESSEE

www.plannedparenthood.org

Planned Parenthood of Middle & East TN offers periodic training sessions for professionals throughout the year. In addition, we also offer in-service training, one-on-one consultations and workshops on sexuality education skills such as:

- Handling controversial topics
- Up-to-date knowledge on a variety of sexuality topics
- Creative activities to engage participants
- Sensitivity to diversity
- Enhancing comfort in teaching sexuality in a group

Some of our most requested workshops are listed below. If you don't see a program listed, call us to develop a workshop to meet your specific needs. The following list of professional development trainings are intended for teachers and behavioral staff.

Crazy in Love

Equips professionals with tools to lead dialogue around healthy and unhealthy relationships.

Beyond the Pictures

addresses updated information and strategies for teaching sexually transmitted infections including HIV.

Teaching Contraception 101

identifies updated methods and tactics for teaching about contraception.

That's So Gay

explores issues surrounding sexual orientation, stereotypes, and the role that language plays in promoting acceptance and understanding.

The Facts of Life

prepares professionals to teach about adolescent development including topics such as reproductive anatomy

and puberty.

Gender Bending

cultivates knowledge around gender, gender identity, and gender roles within the context of our society.

Tech Savvy

provides participants with information and skills to examine the influence of new technology and media on sexuality, decision-making, and relationships.

Teaching Dramatically, Learning Thematically encourages the use of different art forms as a vehicle for sexuality education. This includes visual arts, skits, poetry, and music.

Fees for educational programs and trainings are based on a sliding fee scale and may be negotiable. Please call the Education and Training Department for pricing information.

KAYCE MATTHEWS
(615) 345-0952
kaycem@ppmet.org



RECONCILIATION

www.reconciliation84.org

Most experts agree that an unintended consequence of incarceration is the increased risk faced by prisoner's children of offending and facing incarceration themselves. Most estimate that between 70 and 85% of these children will be incarcerated as adults. Reconciliation has addressed these problems for the last twenty-five years. Located in West Nashville, Reconciliation Family Resource Center is open for all families to obtain information on incarceration and demystification of the visitation process. We believe that children who maintain close relationships with incarcerated family members are less likely to offend than those who do not. We offer support for families and youth, and education to those who are interested in learning more about the effects of parental incarceration on children. No fee.

ANN CHARVAT
(615) 292-6371
reconciliation84@gmail.com

SEXUAL ASSAULT CENTER

www.sacenter.org

The SAC's Safe@Last personal safety curriculum has an emphasis on primary prevention (personal safety, phone & internet safety, home-alone safety, gun safety, bullying, etc.). MNPS school counselors have been trained to teach the K-6 curriculum. It has been used by MNPS for over 10 years. "Be" is the middle school and high school curriculum promoting healthy relationships. It addresses bullying, texting, internet safety, healthy relationships, peer pressure, self image, bystander intervention, and TN laws on rape and coercion. The "Be" program is taught by MNPS school counselors, health and English teachers who are trained in the curriculum.

PROMOTION & PREVENTION

SAC also offers teen peer discussions called Psycho-ed Groups. Tailor made for middle school students, the groups are separated by gender to allow greater comfort and freedom of expression. The groups are designed to meet six times and discussion topics may include respect, bullying, sexual harassment vs. flirting, media and influences, bystander intervention, and TN laws on rape and coercion.
Fees Vary.

24 Hour Crisis Line: 1-800-879-1999

*SHARON L. TRAVIS, Education Manager
P. (615) 259-9055 ext. 333
F. (615) 259-9056
stravis@sacenter.org*

STARS NASHVILLE

www.starsnashville.org

Kids on the Block of STARS Nashville provides educational puppetry programs for children kindergarten through the 6th grade. These programs are designed to be an enhancement tool for a guidance counselor's curriculum. The topics covered are Bullying Prevention, Child Abuse Prevention, Disability Awareness, Prejudice Prevention, Combating Childhood Obesity, Teen Pregnancy Prevention, HIV/AIDS Prevention and Substance Abuse Prevention. With each program, the students are able to ask the puppets questions. At this point the students relate to the puppets as peers and ask questions accordingly. Materials are given to students to reinforce the message.
Travel Fee: \$50

*MELANIE SCOTT
(615) 279-0058
mscott@starsnashville.org*

TENNESSEE SUICIDE PREVENTION NETWORK

www.tspn.org

TSPN provides suicide prevention education and awareness services to school systems across the state, resources for school staff and students, and assistance with postventions following suicide incidents.
No fee.

*SCOTT RIDGWAY
(615) 297-1077
tspn@tspn.org*



VANDERBILT KENNEDY CENTER

www.familypathfinder.org

Two of our affiliated programs offer prevention supports for educational professionals:

1) Center on the Social and Emotional Foundations for Early Learning (CSEFEL)

<http://www.vanderbilt.edu/csefel/>

The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) is focused on promoting the social emotional development and school readiness of young children birth to age 5. CSEFEL is a national resource center funded by the Office of Head Start and Child Care Bureau for disseminating research and evidence-based practices to early childhood programs across the country.

2) Britt Henderson Training Series

<http://kc.vanderbilt.edu/site/training/community/page.aspx?id=73>

This annual series of workshops provides school teams that include both general and special educators. Workshops focus on innovative evidence-based practices to improve the quality of education for students with diverse learning needs.

Fee varies according to service provided, age and insurance coverage.

LYNNETTE HENDERSON

(615) 936-0448

lynnette.henderson@vanderbilt.edu



RECOGNITION & INTERVENTION

“Left untreated, mental health disorders in children and adolescents lead to higher rates of suicide, violence, school dropout, family dysfunction, juvenile incarcerations, alcohol and other drug use, and unintentional injuries. The early recognition and intervention provided by schools play a vital role in creating safe, nurturing school environments and providing care to students with emotional or behavioral problems.”

-National Center for Chronic Disease Prevention and Health Promotion

SECTION II.

By changing common influences in the development of children and adolescents, we can help them function well during life's challenges and remain free of cognitive, emotional, and behavioral problems that would impair their activities. Efforts to enhance developmentally appropriate tasks (developmental competence), a positive sense of self-esteem, mastery, well-being, and social inclusion can all strengthen children's ability to cope with adversity.

In the following list of resources you will find activities, programs, and services that outline what to do when there is a concern about a student's mental health. This requires the recognition that there is a need and the ability to intervene or make a referral for intervention (i.e. school-based counseling/case management services).

ASK-PEP

ASK-PEP Program incorporates pre- and post-tests for youth and parents who participate in a fifteen (15) week program offered two days a week and two hours per session. The ASK-PEP Program serves young men and women ages 13-17, along with their parents and siblings. Both groups meet for one hour focusing on ATOD (alcohol, tobacco, and other drugs) topics, positive behavioral changing skill development and patient information designed to improve family communication.

No fee.

GLEN FLEMING
(615) 262-1601
gfleming1@comcast.net

CAMELOT

www.camelotcare.com

Camelot staff can provide case management, individual therapy, group therapy, family therapy and intensive in-home services to clients who have TennCare insurance. These services can be provided at the school or in the client's home depending on the level of service needed. In group therapy we are able to address substance abuse, emotional intelligence, and positive choices. All services we provide are centered around strength-based strategies to assist clients in their personal growth and we strive to highlight their successes along the way. We have the ability to be flexible with our capacity to provide these services, and will be able to work to meet the needs of any referrals for services received. \$15/group session for non-TennCare clients. TennCare clients are served for co-pay amount or free of charge depending on their individual plan.

ANDREA JONES
(615) 370-4228
acjones@camelotcare.com

CATHOLIC CHARITIES

www.cctenn.org

Children who have been affected by violent crimes such as neighborhood violence, murder, and domestic assault may be traumatized by the event.

As a result, these children may have traumatic reactions that are initially expressed as physical behaviors because they are unable to put their thoughts into words. For example, a traumatized child may exhibit the following behaviors:

- Irritability, aggressiveness, acting tough, provoking fights
 - Difficulty concentrating
 - Developing headaches, stomach problems, fatigue
 - Forgetting recently acquired skills
 - Being easily startled
 - Returning to behaviors they previously stopped
 - Withdrawing
 - Having trouble sleeping
 - Losing resilience to overcome additional difficulties
 - Becoming accident prone, taking risks, putting themselves in life-threatening situations, re-enacting the event as a victim or hero
- No fee.

MARIE GILLAND
(615) 352-9520 x 230
mgilland@cctenn.org

CENTERSTONE

www.centerstone.org

Centerstone, a not-for-profit organization, has provided a wide range of mental health and addiction services to people of all ages for more than 50 years. We serve more than 50,000 children, adolescents, adults and seniors each year. Centerstone is accredited by The Commission on Accreditation of Rehabilitation Facilities (CARF).

RECOGNITION & INTERVENTION

Outpatient Counseling Services

Ages: All

Professional staff members provide individual, family, couples and group counseling, therapy services, Psychiatric Services, Substance Abuse Services as well as Case Management services to aid in addressing, but not limited to: impulsivity, depression, stress, anxiety, divorce, anger management, grief, etc.

Intensive In-Home Treatment

Ages: 3-17 years old and their families Intensive In-Home Treatment provides high-intensity (10 sessions/month), time-limited (typically 90 days or more) therapeutic services for children and adolescents at imminent risk of out-of-home placement (acute psychiatric hospitalization, residential treatment, DCS custody) due to serious emotional illness which cannot be successfully treated in less intensive settings. Services are provided in the home and community and focus on short-term stabilization, with the ultimate goal being long-term stability for the member and family. In-home specialists are available 24/7 to respond to crises. In addition to the individual and family counseling component of the program, other services that may be provided include parenting training, behavior management, communication and relationship-building, self-management of moods and behavior and school interventions.

School-Based Counseling

Ages: 17 and younger

On-site counselors help students cope with problems. The program combines individual and group counseling with parent and teacher consultations. Priority is given to students in special education classes and severe or moderate behavioral intervention classes, or those at risk of entering those classes.

Locations: Select schools in Davidson County

Therapeutic Preschool

Ages: 30 months – 5 years

For over 20 years, Centerstone's innovative Therapeutic Preschool program has provided comprehensive evaluation and intensive treatment for children, ages 30 months to five years old. This program is appropriate for children who have been victims of or are at high-risk of: neglect; emotional, physical or sexual abuse; have witnessed traumatic events; and/or display atypical emotions and behaviors. This program helps break the cycle of abuse, overcome developmental delays, restructure the family and physical environments and improve parenting skills.

Locations: Participating Metro Nashville Preschools

For more information about Centerstone, please call 888-291-4357 or visit www.centerstone.org

THE ESTUARY

www.theestuary.org

The Estuary offers integrative counseling for early recognition and intervention services. Our agency helps children and adolescents with mild to moderate self-esteem, depression body image, and trauma issues. The Estuary's holistic focus includes helping the esteem of adolescents with ADD, mild to moderate Learning Disorders, or sexual orientation issues.

Coping skills for the healthy processing of emotions are taught, such as journaling and art-making. An eclectic blend of cognitive-behavioral, experiential, play, art and narrative therapies, as well as EMDR, are used in sessions.

For family issues which stress children and adolescents, we provide marriage, family, couples, group, and individual therapies.

\$60-\$145 varies by therapist

JENNA LONGMIRE
(615) 467-6462
jenna@theestuary.org

KAREN HARPER, LCSW

Individual and family therapy for children and adolescents age six and up. Therapy is helpful for children who are at risk for mental health issues such as depression or anxiety, or for students or families who have experienced a crisis (such as the May flood), trauma, or unexpected loss.

Insurance co-pays or a sliding scale according to income.

KAREN HARPER LCSW
(615) 376-5915
kharpelcsw@yahoo.com

JEWISH FAMILY SERVICE OF NASHVILLE & MIDDLE TN, INC.

www.jfsnashville.org

Jewish Family Service was established in 1853 and has been responding to and supporting individuals and families through life's transitions since that time.

Counseling is provided by two full-time licensed clinical social workers to children of all ages as well as adults. The agency offers individual, couples and family counseling.

Jewish Family Service social workers will work collaboratively with MNPS professionals to assure that referrals are handled in a timely manner. If appropriate, and with written consent of parents, the social worker can provide feedback and suggestions to MNPS staff so that the child will experience the benefit of a team approach to his/her behavioral and/or emotional issues. Fees are covered by insurance and private pay. A sliding fee scale is available for those unable to pay the full fee.

JANET PARR
(615) 356-4234
info@jfsnashville.org

LIFECARE FAMILY SERVICES

www.lifecarefamily.org

LifeCare Family Services is a faith-based community mental health clinic that provides services covering the lifespan of the individual.

Intake and Assessment Services:

Upon contacting LifeCare for an initial appointment, you will be scheduled with a specifically trained mental health or counseling professional. During this initial visit, the level of care and services will be determined



RECOGNITION & INTERVENTION

in conjunction with your assigned professional caregiver. The services referred may include Counseling, Case Management, Nursing, and/or Psychiatric Intervention depending on the severity of the issues. LifeCare offers both individual and group counseling and case management services customized to fit the needs of the individual, couple, single parent, or traditional family who is experiencing any on-going issues in their life and need professional help or assistance.

Counseling Services:

LifeCare has both licensed and non-licensed (Ph.D., Masters level) therapists. We offer healing support for both children and adults. We help those faced with pre-marital issues, on-going marital concerns, divorce, grief/loss, depression, and other specialized recovery issues such as eating disorders, sexual addictions, sexual identity concerns, and other alcohol and drug issues.

Specialized CTT Child/Adolescent Services:

The CTT (Continuous Treatment Team) Case Management Program is recognized as one of the most intensive programs to assist chronically mentally ill, juvenile-offending children and adolescents throughout the state of Tennessee. This program offers In Home and Community Based comprehensive care for at-risk children, adolescents, and their families. Eligibility for our CTT program is that the youth must be diagnosed as SED (Severely Emotionally Disturbed)/or meet the criterion established by the TennCare partners program.

Adult, Child, and Family Preservation Community Case Management Services:

This service provides case management to children and adults with a traditional minimum of three face-to-face visits per month within the community setting. The Case Manager will offer assistance in locating much-needed resources in order to strengthen and empower the child, adult, or family to live a more successful, healthy and interdependent home life. In addition, this

program may include psychiatric care and medication monitoring.

Psychological Testing Services:

We offer our expert psychological testing services that include partial or full psychological testing and assessments.

Psychiatric and Nursing Services:

We are staffed with Licensed Psychiatrists and Psychiatric Nurse Practitioners who assist with medical treatment of psychiatric disorders in children, adolescents, and adults. Our medical staff is available to prescribe and monitor psychiatric medications as well as assist with confirmation of psychiatric diagnosis.

Family Preservation Program:

This program is a short-term, highly intensive, home-based service designed to protect, treat and support families with at least one child at imminent risk of placement in state custody. The scope of services may include but are not limited to therapeutic counseling services, in-home alcohol and drug case management & assessments, adult readiness, parent assessments and training, and psychological assessment services.

Fees: Present Insurance Panels Accepted: TennCare, Magellan (Advocare), Blue Cross Blue Shield, Aetna, Medicare, Cigna, Value Options, United Behavioral Health, Signature Health Alliance and others. Please contact the office for verification.

SEAN MCPHEARSON

(615) 781-0013

sean.mcphearson@lifecarefs.org

MEHARRY MEDICAL COLLEGE

www.mmc.edu

Rainbow Services (Pregnant Women with Substance Abuse Issues) Women Co-occurring Services (Substance Abuse and Mental Health) Men Co-occurring Services (Substance Abuse and Mental Health) De-toxification Services Adolescent Intensive Outpatient Program, Adolescent Family and Individual Program, Adult Intensive Outpatient Program (Co-occurring and/or Substance Abuse) HIV Outreach Program Support Outreach Program for Minority Women (Mental Health Clinic specialties include ADHD and Suboxone) Forensics Services.
Sliding fee.

RAHN BAILEY
(615) 327-6704
rkbailey@mmc.edu

MENTAL HEALTH ASSOCIATION

www.mhamt.org

Providing age-appropriate curriculum for elementary, middle, and high school students on topics such as bullying, stress & worry, anger, having a bad day, grief & loss, body image, depression, and general mental health & wellness. We also take mental health calls at our main office, offering information and referral for any type of mental health services in Middle Tennessee. No fee.

TOM STARLING
(615) 312-3114
tstarling@mhamt.org

MENTAL HEALTH COOPERATIVE

www.mhc-tn.org

MNPS professionals rely on MHC because our approach works. We have a full array of specialized services specifically designed for children, adolescents, and families. Since every child is different, we take the time to get to know the child and their family before customizing a treatment plan. Most children benefit from a combination of these services.

Child or Adolescent Intake Assessment

A comprehensive intake assessment is offered at no charge to eligible children. Typical wait for an appointment is 2-3 days. If a family cannot wait, a walk-in assessment will be arranged.

Child & Family Case Management

Assist family in accessing needed services:

- In home behavior management assistance
- Transportation assistance to school meetings and other necessary appointments
- Eligibility benefits, financial supports & budgeting
- Juvenile court assistance
- School consultation

Child & Family Counseling

Weekly child & family counseling available. Counselors recently trained in evidence based treatments:

- Child Trauma Focused CBT, EMDR
- Goal Directed Play Therapy, ADHD

Child Psychiatry

Child psychiatric provider helps determine root causes of behaviors and makes recommendations for treatment including medications if needed.

MHC is a TennCare provider.

*Two locations: Metro Center & Antioch

MICHAEL KIRSHNER
Referrals (615) 743-1555
743-1623 (office)
mkirshner@mhc-tn.org

RECOGNITION & INTERVENTION

METRO PUBLIC HEALTH DEPT.

www.health.nashville.org

Question Persuade Prefer (QPR) Suicide Prevention Gatekeeper Training.

This training is intended for teachers and teaches warning signs and how to talk with a student if the adult has concerns based on observation of warning signs. QPR is designed to be taught to non-mental health professionals. Training takes approximately 2 hours.

No fee.

ANITA WILSON

(615) 340-2192

anita.wilson@nashville.org

METRO NASHVILLE POLICE DEPT.

www.police.nashville.gov/bureaus/chief/victim_intervention.asp

The mission of the Victim Intervention Program of the Nashville Metropolitan Police Department is to provide mental health services and criminal justice system advocacy whenever individuals, families and/or the community are affected by violent crime.

No fee.

AMY TAYLOR

(615) 862-7887

amy.griffith@nashville.gov

NASHVILLE YFC

www.nashvilleyfc.org

Mentoring boys & Teen moms/chosen ones programs offer behavioral skills and life skills development. Some happen during school day vs after school programming.

No fee.

JEFFREY SHICKS

(239) 560-6913 cell

jeff@nashvilleyfc.org

OASIS CENTER

www.oasiscenter.org

Oasis Center provides prevention services in selected MNPS middle and high schools.

Additionally, Oasis prevention staff work with juvenile court to address issues of decreased minority confinement and decreased re-offense. Oasis utilizes the Teen Outreach Program Model, which is evidenced based and recognized by HHS, OJJDP, and pending with SAMHSA. The Program is proven effective to increase attendance, increase academic performance, decrease early sexual activity and unplanned pregnancies, decrease substance use, and decrease perpetration of crime and violence.

Oasis Center also offers counseling services and supports through outpatient services at its Charlotte Ave. location.

Additionally, Oasis is able to provide family and individual crisis intervention and stabilization which includes shelter stay and family systems work for youth at risk of running away (or who have run) or becoming homeless (or who are homeless), or youth at risk of entering the child welfare system, juvenile court involvement, or other risks.

Oasis is funded by both the United Way and the state and federal government for its work described above. Oasis has always met its output AND outcomes requirement for these funders. Oasis in school programs have a success rate over the schools' averages for educational advancement for the youth served (these same youth are identified as the most at-risk meeting eligibility requirements).

No fee.

JUDY FREUDENTHAL

(615) 327-4455

jfreudenthal@oasiscenter.org

RECONCILIATION

www.reconciliation84.org

Most experts agree that an unintended consequence of incarceration is the increased risk faced by prisoner's children of offending and facing incarceration themselves. Most estimate that between 70 and 85% of these children will be incarcerated as adults. Reconciliation has addressed these problems for the last twenty-five years. Located in West Nashville, Reconciliation Family Resource Center is open for all families to obtain information on incarceration and demystification of the visitation process. We believe that children who maintain close relationships with incarcerated family members are less likely to offend than those who do not. We offer support for families and youth, and education to those who are interested in learning more about the effects of parental incarceration on children. No fee.

ANN CHARVAT
(615) 292-6371
reconciliation84@gmail.com



SEXUAL ASSAULT CENTER

www.sacenter.org

SAC regularly works to train MNPS school counselors and social workers on signs and symptoms of childhood and youth sexual assault, prevention and intervention, reporting, and victim resources.

Fees Vary.

24 Hour Crisis Line: 1-800-879-1999

SHARON L. TRAVIS, Education Manager
P. (615) 259-9055 ext. 333
F. (615) 259-9056
stravis@sacenter.org

STARS NASHVILLE

www.starsnashville.org

Our Student Assistance Program (SAP) is a prevention/intervention framework focused specifically in three different prevention methods. The first strategy is Universal Prevention which targets the entire population, for example school-wide assemblies. The second strategy is Selective Prevention which targets those students deemed to be at-risk of substance abuse by virtue of their membership of a particular population, for example, children of adult alcoholics, drop-outs or students who are failing academically. The third strategy is Indicated Prevention which targets individuals who are showing early danger signs such as failing grades and consumption of alcohol and other drugs. Universal Prevention is accomplished through school-wide assemblies and classroom presentations on topics such as the dangers of tobacco and other drug use, violence and bullying. Selective and Indicative Prevention is accomplished through individual and group counseling. Our STARS Specialists serve as a loving presence within the students' lives and provide them the tools

RECOGNITION & INTERVENTION

they need.
No fee.

ERIC JOHNSON
(615) 279-0058
ejohnson@starsnashville.org

TENNESSEE SUICIDE PREVENTION NETWORK

www.tspn.org

TSPN provides suicide prevention education and awareness services to school systems across the state, resources for school staff and students, and assistance with postventions following suicide incidents.
No fee.

SCOTT RIDGWAY
(615) 297-1077
tspn@tspn.org

TINA ALSTON

www.tinaalston.com

Psychotherapy: Individual, Group or Family Pre-marital counseling (for marriage license fee reduction)

Areas: Depression, Attention Problems, Substance Abuse Recovery (for the addicted & family members), Grief and Career.
\$80 (1st session); \$75 regular (sliding scale fees available).

TINA ALSTON
(615) 975-9781
tinamaria44@yahoo.com

VANDERBILT KENNEDY CENTER

www.familypathfinder.org

Early recognition and Intervention Resources at the Vanderbilt Kennedy Center Include:

Behavior Analysis Clinic

<http://kc.vanderbilt.edu/site/services/disabilityservices/BehaviorAnalysisClinic.aspx> The Behavior Analysis Clinic assesses behavioral problems and individually tailors intervention plans to meet the needs of families and care providers.

Behavioral Health and Intellectual Disability Clinic at Vanderbilt (BHID-V)

<http://kc.vanderbilt.edu/site/ucedd/functions/page.aspx?id=476>

The Behavioral Health and Intellectual Disability Clinic helps persons with intellectual disabilities, ages 17 and above, cope with behavioral and mental health challenges that can inhibit successful adult life in the after-school years. Often these challenges extend into later adulthood. The Clinic staff aid individuals in improving self-worth, their relationships with others, and their overall life satisfaction.

Fee varies according to service provided, age and insurance coverage.

LYNNETTE HENDERSON
(615) 936-0448
lynnette.henderson@vanderbilt.edu

VANDERBILT PSYCHIATRY

www.vanderbiltpsychiatrichospital.com

Vanderbilt Psychiatry provides a vast array of behavioral health services including evaluation, diagnosis, treatment, and consultation.

Vanderbilt Psychiatry provides outpatient services and school-based services throughout the Middle Tennessee region. We operate two clinics along with twenty-five school based clinics within Metro Nashville Public School system. We also provide counseling and consultation services to Exceptional Education students and teachers. Additionally, we have a clinic that provides services for individuals with intellectual and developmental disabilities and co-occurring mental health issues, particularly early intervention and those in transition from school to adulthood.

Vanderbilt Psychiatry works with most major Commercial Insurers, TennCare, and Medicare.

KATHY GRACEY

(615) 936-3555

kathy.gracey@Vanderbilt.edu

YOU HAVE THE POWER

www.yhtp.org

You Have The Power is available to provide education to students in middle and high school on a variety of topics including domestic violence, child sex abuse, acquaintance rape, internet dangers, 'sexting' and methamphetamine abuse. Class sessions may be tailored to run in class time, 50 or 90 minute time frames are often used. The instructors, together, have several decades of experience dealing with these issues and educating the public. Classes frequently include topical documentaries as well as interactive discussion and distribution of subject-specific resource guides.

Our mission is to advocate for victims and educate the community to prevent violent crime. We conduct educational programs, create training videos, and produce resource guidebooks on topics such as domestic violence, elder abuse, methamphetamine abuse, and child sexual abuse. Our DVDs are distributed nationwide to law enforcement, universities, domestic violence shelters, congregations, and many others to educate professionals and the general public. We also facilitate victim impact classes for inmates at several Nashville area prisons. Our founder and staff members have received many commendations for their work, including the National Crime Victim Service Award (2008), the Tenn. Assoc. of Chiefs of Police President's Award (2003 & 2005), the Tenn. Assoc. for Marriage & Family Therapy Distinguished Service to Families Award (2010) and the Tennessee Board of Parole and Probation Statewide Victim Advocate Award (2010).

VALERIE CRAIG

(615) 292-7027

valerie.craig@yhtp.org



CRISIS INTERVENTION

Crisis Intervention: This is the immediate, short-term intensive help for individuals who experience an event that produces emotional, mental, physical, and behavioral distress or problems.

SECTION III.

Crisis intervention has several purposes. It aims to reduce the intensity of an individual's emotional, mental, physical and behavioral reactions to a situation. It also helps individuals return to their level of functioning before the crisis. In fact, functioning may be improved above and beyond previous levels by developing new coping skills and eliminating ineffective ways of coping, such as withdrawal, isolation and substance abuse. In addition, crisis intervention can help individuals recover from the crisis without the development of serious long-term problems.

In the following list of resources you will find activities, programs, and services that recognize, address, and manage situations that require immediate or urgent mental health services, such as when a student demonstrates severely aggressive, disturbing, or threatening behavior; talks about wanting to die or hurt oneself; or witnesses violence at home, on the school grounds, or in the community.

CENTERSTONE

www.centerstone.org

Centerstone, a not-for-profit organization, has provided a wide range of mental health and addiction services to people of all ages for more than 50 years. We serve more than 50,000 children, adolescents, adults and seniors each year. Centerstone is accredited by The Commission on Accreditation of Rehabilitation Facilities (CARF).

Customer Care and Crisis Call Center

Ages: All

The Customer Care and Crisis Call Center assists individuals in locating and obtaining needed behavioral health services, by selecting resources most appropriate for their needs. All initial appointments are set through the Customer Care staff. Additionally, the team serves as a resource for the public through provision of information regarding behavioral health services.

*For more information about Centerstone, please call 888-291-4357 or visit www.centerstone.org.
Crisis: 800-681-7444*

METRO NASHVILLE POLICE DEPT.

www.police.nashville.gov/bureaus/chief/victim_intervention.asp

The mission of the Victim Intervention Program of the Nashville Metropolitan Police Department is to provide mental health services and criminal justice system advocacy whenever individuals, families and/or the community are affected by violent crime.
No fee.

AMY TAYLOR
(615) 862-7887
amy.griffith@nashville.gov

OASIS CENTER

www.oasiscenter.org

Oasis Center provides prevention services in selected MNPS middle and high schools.

Additionally, Oasis prevention staff work with juvenile court to address issues of decreased minority confinement and decreased re-offense. Oasis utilizes the Teen Outreach Program Model, which is evidenced based and recognized by HHS, OJJDP, and pending with SAMHSA. The Program is proven effective to increase attendance, increase academic performance, decrease early sexual activity and unplanned pregnancies, decrease substance use, and decrease perpetration of crime and violence.

Oasis Center also offers counseling services and supports through outpatient services at its Charlotte Ave. location.

Additionally, Oasis is able to provide family and individual crisis intervention and stabilization which includes shelter stay and family systems work for youth at risk of running away (or who have run) or becoming homeless (or who are homeless), or youth at risk of entering the child welfare system, juvenile court involvement, or other risks.

Oasis is funded by both the United Way and the state and federal government for its work described above. Oasis has always met its output AND outcomes requirement for these funders. Oasis in school programs have a success rate over the schools' averages for educational advancement for the youth served (these same youth are identified as the most at-risk meeting eligibility requirements).
No fee.

JUDY FREUDENTHAL
(615) 327-4455
jfreudenthal@oasiscenter.org

CRISIS INTERVENTION

ROLLING HILLS

www.rollinghillshospital.org

Rolling Hills Hospital is an 80-bed acute psychiatric and chemical dependency facility in Franklin. There are four programs serving adolescent (18 beds), adults (27 beds), adult dual diagnosis (12 beds) and older adults (23 beds). Rolling Hills Hospital Respond, 1-800-832-0388, provides 24 hour, 7 days a week, free confidential comprehensive assessments and referral assistance for psychiatric and chemical dependency problems.

Accept insurance and self-pay.

KELLI BEARD

(615) 628-5744

kelli.beard@psysolutions.com

VANDERBILT PSYCHIATRY

www.vanderbiltpsychiatrichospital.com

Vanderbilt Psychiatry provides crisis assessment and inpatient treatment services at Vanderbilt Psychiatric Hospital, an 88-bed full service hospital. The assessment and admissions service operates twenty-four hours a day, seven days a week. Our various inpatient and partial hospitalization programs” other specialized evaluation and treatment services while providing therapeutic support and education for families. We have programs specifically designed for children, adolescents and adults.

Vanderbilt Psychiatry works with most major Commercial Insurers, TennCare, and Medicare.

RHONDA ASHLEY-DIXON

(615) 327-7000

Rhonda.Ashley-Dixon@Vanderbilt.edu



YOUTH VILLAGES

www.youthvillages.org

Youth Villages SCS program provides emergency intervention and assessment of children 17 years old and younger who are experiencing a psychiatric emergency and need immediate assessment to determine appropriate resources, referrals and/or placement in a hospital setting for stabilization.

No fee.

DAWN PUSTER

(615) 250-7273

Dawn.Puster@youthvillages.org



ONE NASHVILLE is a community initiative created by the Nashville Area Chamber of Commerce to support our Nashville Public Schools. It's a way the community can become engaged by **volunteering, donating, or advocating**. For example, you can become a tutor, landscape volunteer, reading partner, office volunteer, and many more. To donate, you may write a check of any amount and designate to the school and educational program of your choice. All donations are tax deductible. To advocate, you may become a Friend of Metro Schools, meaning you can contact your elected official to be a voice so that every student has access to a high quality public education. **The more people get involved with helping our kids, the better the results.**

Please go to our website at www.onenashville.org. Parent resources and contact information are available on the website.

Like us on Facebook at www.Facebook.com/onenash
Check us out on twitter at www.twitter.com/onenashville

Send in an inspirational story or news item dealing with Metro Schools for a chance to have it featured in our Community Spotlight section.

For more information, contact Rita McDonald at 615-743-3152 or rmcdonald@nashvillechamber.com.

Our Community Partners Include





PROFESSIONAL DEVELOPMENT

Kyle Harris, AES Coordinator - Brick Church Middle School

If you are interested in providing any of the following professional developments for your school's staff, please contact:

DENISE ROLLINS,
Director of Social and Emotional Learning
(615) 259-8704
Denise.Rollins@mnps.org

1. CRISIS TRAINING: PROPER PROTOCOL AND INTERVENTION FOR DEATH/ LOSS IN SCHOOLS

A full-day training that pulls a school team together to develop a Proper Protocol and Intervention if a death or loss occurs in their school.

2. MENTAL HEALTH 101: THE OTHER SIDE OF THE REPORT CARD

A 45-minute overview to provide all MNPS staff with information to help NOTICE, TALK, and ACT if students are struggling with mental health issues.

3. MENTAL HEALTH & SCHOOLS

The goal of this workshop is for all participants to leave with an understanding that for most children with mental health disorders, bad behavior is not a choice but the result of differences in brain chemistry and function. The participants learn that making efforts to build positive relationships with challenging students will pay off in improved behavior. While learning strategies for helping children improve conflict resolution and problem-solving skills, they also learn how to recognize and deal with the impact of teacher burnout on their ability to manage behavior and utilize strategies. This workshop consists of the following topics;

- Impact of Student Mental Health Needs on Schools
- Relationship Between Child Development and Mental Health
- Risk and Protective Factors
- Impact of Various Mental Health Disorders and Stress on the Human Brain
- Brief Review of Common Mental Health Disorders/ Mental Health Disorders 101
- Treatment Options, Including Psychotropic Medications
- What you can do: Multiple Strategies for Teachers in Working with Students Experiencing Emotional and/or Behavioral Challenges.

4. MENTAL HEALTH & SCHOOLS II

This is a follow-up to “Mental Health & Schools” and will delve into how students and teachers can successfully navigate the waters of student mental health. Special attention will be paid to practicing strategies for responding to challenging mental health needs and behaviors.

5. OLWEUS BULLYING PREVENTION PROGRAM

This program is designed to improve peer relations and make schools safer, more positive places for students to learn and develop. Goals of the program include:

- Reducing existing bullying problems among students
- Preventing new bullying problems
- Achieving better peer relations at school

Schools across the country and around the world have experienced positive results from the Olweus Bullying Prevention Program backed by thirty-five years of research and successful, worldwide implementation. The Olweus Bullying Prevention Program is a long-term, system-wide program for change involving program components at four levels:

- School-Level Components
- Individual-Level Components
- Classroom-Level Components
- Community-Level Components

6. SUPPORT TEAM

This workshop is a review of the new MNPS Policy and Procedures for Support Teams. The new support team forms will also be reviewed.

7. SURVIVING THE COMMUTE

A training for MNPS bus drivers and bus monitors with the goal of helping them become more strategic in dealing with MNPS students. The workshop consists of the following segments:

- What is Social Emotional Learning and Why Is It Important
- Why Kids Behave the Way They Do
- The Complicated Kids
- What You Can Do To Help
- What About When You Need To Call In the Experts

8. UNDERSTANDING THE IMPORTANCE OF CHILDHOOD TRAUMA

This workshop is designed to support behavior consultants in serving MNPS students when dealing with trauma, signs of trauma, signs of developing trauma, developing & planning safety plans for students that struggle with behaviors that sometimes occur from struggling from mental health issues and understanding STARS referral process. The overall goal is to promote social & emotional well-being for all MNPS students.



SUPPORT TEAMS

Did you know...anyone can call a Support Team? A counselor, a parent, a teacher, or even a student!

SUPPORT TEAMS

Because some students need greater supports and services, the SEL environment can be enhanced by creating more intensive services for any child with behavioral, emotional and social difficulties. Integrating universal SEL programming with more targeted programs for students at higher risk or who are diagnosed with mental disorders can provide a continuum of care that is more effective than targeted programs alone. The goal for creating a continuum of programs is to ensure:

- Similar messages and skills are taught to all students.
- All students receive a common foundation of supports, while students with special needs receive complementary targeted services.
- Efforts are not duplicated due to lack of communication or fragmentation.

Coordination with Student Support Services and S-Teams is an important way to create this continuum as you integrate SEL throughout the school community. By building on existing S-Teams, you can link student support services and ensure every child receives appropriate support. The diagram to the right illustrates the flow of the MNPS S-Teams.

HOW SUPPORT TEAMS WORK

STEP 1: PRE-REFERRAL TO THE SUPPORT TEAM

- A parent/teacher conference to discuss areas of concern.
- Develop interventions.
- Complete **Form 100-Part A**.
- Proceed to Step 2 if interventions are not effective.



STEP 2: GRADE LEVEL OR TEAM LEVEL CONFERENCE

- Team of teachers and parent meets to discuss concerns.
- Develop interventions using **Form 11-Part B**.
- Monitor Interventions.
- If data indicates need for additional interventions, proceed to Step 3.



STEP 3: SUPPORT TEAM REFERRAL

- Submit completed **Form 100 (A & B)** to support team chair.
- Support Team chair reviews **Form 100** and ensures that vision and hearing screening documentation is complete.
- Support team distributes yellow folder containing **Forms 101-A**
 - *Support Team Referral Teacher/Agency*
 - *Teacher Observation Checklist (Teacher has 10 days to complete Support Team paperwork)*
- Support team chair documents status on **Support Team Tracking Sheet (Form 102)**.



STEP 4: SCHEDULE INITIAL SUPPORT TEAM MEETING.

- Contact Parent. Send **Form 103** and **101-B** to parent
- Student interview completed (**Form 101-C**) by someone other than referring adult.
- Teacher assembles relevant data (e.g. cumulative record, work samples, attendance/discipline record) prior to meeting.



STEP 5: INITIAL SUPPORT TEAM MEETING

- Use an agenda
- Review Relevant data.
- Complete Support Team intervention plan (**Form 104**).
- Assign a Recorder and Monitor.
- Schedule follow-up meeting.



STEP 6: FOLLOW UP MEETING(S)

- Send invitation letter (**Form 103**) to parent 10 days prior to meeting.
- Gather data to support the effectiveness of interventions.
- Evaluate student progress using data.



- If the student is improving with Initial Support Team Plan, then continue to implement the plan.
- Complete the Support Team Outcomes (**Form 105**).



- If the student is not improving, revisit the Initial Support Team Plan and make appropriate adjustments or add additional interventions.
- Monitor interventions, collect data, and schedule a follow-up Support Team meeting.



- Revisit the Support Team Plan.
- Monitor interventions, collect data, reconvene Support Team meeting. If team determines no further interventions are needed complete **Form 105**.



- Revisit the Support Team Plan.
- If data indicates the student is not improving and a disability is suspected, then the appropriate assessment specialist is invited to the meeting.
- Complete **Form 105**.



If IDEA Disability is suspected, then follow the IDEA Process.



If 504 Eligibility is suspected, then follow the 504 Process.



FAMILY RESOURCE CENTERS

COMMUNITY BASED FRCs:

- **Bethlehem**
- **Edgehill**
- **Martha O'Bryan**
- **McGruder**
- **Northeast Salvation Army**
- **South Nashville**
- **St. Luke's**

SCHOOL BASED FRCs:

- **Bordeaux/Northwest**
- **Cole**
- **Fall Hamilton**
- **Glenclyff**
- **Lead Academy**
- **Maplewood**
- **Napier**
- **Park Avenue**
- **Pearl-Cohn**
- **Stratford**
- **Tusculum**

FRCS

Family Resource Centers are committed to increasing the well-being of children and their families. Each Family Resource Center is a partnership of health and social service providers, residents, schools, businesses and faith-based organizations all working together to build on the strengths and address the needs of the neighborhood. By locating services close to home, Family Resource Centers make help more accessible. By offering a coordinated and holistic approach to providing services and support, and by focusing on the strengths and assets of the people who live, work and go to school in the neighborhood, Family Resource Centers help build community.

Family Resource Centers are funded through United Way.

**BETHLEHEM CENTERS
OF NASHVILLE**
1417 Charlotte Avenue
Nashville, TN 37203

SERVICES:

- Life Skills Training
- Youth Development
- Academic Enrichment
- Childcare
- Nutrition Instruction
- Family Literacy Programs
- Senior Outreach Services
- Business Training for Youth
- Mental Health Services
- Tutoring
- Emergency Food Assistance
- Adult Education

LEAD AGENCY: Bethlehem Centers of Nashville

STEVE FLEMING
steve_fleming@bcnash.org
(615) 329-3386 ex.119

**BORDEAUX ENHANCED
OPTIONS ELEMENTARY**
1910 South Hamilton Rd.
Nashville, TN 37218

SERVICES:

- Tutoring
- Youth Development
- Emergency food boxes
- Mental Health Services
- Parenting Education

LEAD AGENCY: Bordeaux Enhanced Option Elementary School

LATOI SPEARS
latoi.spears@mnps.org
P. (615) 291-6355 ex.104
F. (615) 214-8092

C. E. MCGRUDER
2013 25th Avenue North
Nashville, TN 37208

SERVICES:

- Early Intervention
- Family Outreach
- Case Management
- Youth Development
- Mental Health Services
- Financial Education
- Basic Computer Skills
- Nutrition Education
- Adult Education

LEAD AGENCY: Matthew Walker Comprehensive Health Center

TRACYE HENDERSON
tracye.henderson@mwchc.org

COLE ELEMENTARY
5060 Colemont Drive
Antioch, TN 37013

LEAD AGENCY: Conexion Americas

DORIS PALOMINO
doris@conamericas.com
(615) 333-5043 ex.1515

EDGEHILL
1001 Edgehill Ave.
Nashville, TN 37203

LEAD AGENCY: Organized Neighbors of Edgehill (O.N.E.)

BRENDA MORRO
Edgehill2@bellsouth.net
(615) 256-4717

**FALL-HAMILTON
ELEMENTARY**
510 Hamilton Avenue
Nashville, TN 37203

SERVICES:

- Clothing Closet
 - Health Education
 - Mental Health Services
 - Student Health Services
 - Basic Computer Skills
 - Parenting Education LEAD
- AGENCY: United Neighborhood Health Services

KATHERINE ROSS
kross@unitedneighborhood.org
(615) 291-6380 ex.8

**GLENCLIFF HIGH
SCHOOL**
160 Antioch Pike
Nashville, TN 37211

LEAD AGENCY: MNPS

GORGINA IYAMU
gorgina.iyamu@mnps.org
(615) 333-5070

LEAD ACADEMY
1015 Davidson Dr.
Nashville, TN 37205

LEAD AGENCY: MNPS

MICHELLE DILLER
michele.diller@mnps.org
(615) 352-1253

MAPLEWOOD HIGH SCHOOL

401 Maplewood Lane
Nashville, TN 37216

SERVICES:

- Career Training and Counseling
- Pre-and Post-natal Services
- Birthing Services
- Academic Tutoring
- Counseling
- After-school Activities
- Nutrition and Cooking Classes
- Parenting Classes
- Computer and GED Classes
- Youth Leadership Development
- Teen Parenting Support and Education
- Substance Abuse Counseling
- Youth Development Through the Arts
- Reading and Literacy
- After-school Snack Program
- Clothing Bank
- Food Assistance
- Primary Health Care

LEAD AGENCY: Maplewood High School/MNPS

JOY PILLOW-JONES

joy.pillow-jones@mnps.org
(615) 259-5575

MARTHA O'BRYAN CENTER

711 South Seventh Street
Nashville, TN 37206

Monday-Friday, 6:30am - 5:30pm

SERVICES:

- Before and After-school care
- Infant/toddler pre-school

- Adult Education
- Job Search
- ABE/GED instruction
- Emergency clothing and Food Boxes
- Adult Mentoring
- Voter Registration
- Emergency Financial Assistance
- Senior self-sufficiency
- Health Checks
- Parenting Strategies
- Budgeting Skills
- Nutrition Counseling
- Community Computer Lab
- Tutoring
- Academic Enrichment
- Youth Development
- Mental Health Services

LEAD AGENCY: Martha O'Bryan Center

KAWEMA KINLEY

kawema@marthaobryan.org
P. (615) 254-1791 ex.213
F. (615) 242-3411

NAPIER ELEMENTARY SCHOOL

60 Fairfield Avenue
Nashville, TN 37210

SERVICES:

- Tutoring
- Family and Group Counseling For Parents & Students
- Individual and Family Trauma Counseling
- Domestic Violence Support Groups
- Health Screenings and Referrals
- Clothing Bank
- Parenting Education
- Senior Services

- Youth Character Development

LEAD AGENCY: Family and Children's Services

DENNIS WILLIAMS

dennis.williams@fcsnashville.org
(615) 327-0833

PARK AVENUE ELEMENTARY

3703 Park Avenue
Nashville, TN 37209

LEAD AGENCY: MNPS

MICHELLE DILLER

michele.diller@mnps.org
(615) 298-8412

PEARL-COHN HIGH SCHOOL

904 26th Avenue North
Nashville, TN 37208

SERVICES:

- After School Tutoring
- Academic Enrichment
- Individual and Family Counseling
- Grief and Loss Support
- Teen Pregnancy Prevention
- Mentoring
- College Scholarship Program
- Prenatal Care
- Childcare
- Parenting Education
- Substance Abuse and Violence Prevention
- Job Training and Placement
- Leadership Training

LEAD AGENCY: Vanderbilt University Imagine College

MAXCIA LIZARRAGA
maxcia@comcast.net
(615) 321-8361

SALVATION ARMY/ MAGNESS POTTER CENTER

**611 Stockell Street
Nashville, TN 37207**

SERVICES:

- Life Skills Training
- Youth Development Through Sports and the Arts
- Academic Enrichment and Tutoring
- Childcare Center
- Nutrition Education
- Family Literacy Programs
- Transitional shelter for homeless families
- Senior Center
- Business Training for Youth
- Neighborhood Building Projects
- Food Assistance
- Emergency Financial Assistance
- Financial Education
- Service Learning for Youth
- Counseling
- Parenting Education

LEAD AGENCY: The Salvation Army

AMY SKY
amy_sky@uss.salvationarmy.org
(615) 255-0554

SOUTH NASHVILLE

**2949 Nolensville Pike
Nashville, TN 37211**

SERVICES:

- Adult Education
- Adult Literacy
- Counseling
- Housing Assistance
- Emergency Financial Assistance
- Food Assistance
- Job Training and Placement
- Neighborhood Building Project
- Senior Services
- Tutoring
- Immigrant and Refugee Services

LEAD AGENCY: Vanderbilt Center for Health Services

LESLIE HAYES
leslie.c.hayes@vanderbilt.edu
(615) 479-2106

ST. LUKE'S COMMUNITY HOUSE

**5601 New York Avenue
Nashville, TN 37209**

SERVICES:

- Pre-school Programs
- Before and After-school Programs
- Summer Day Camps
- Mobile Meals
- Senior Friends
- Tax Assistance
- Home Repair and Yard Work
- Christmas Toy Store
- Emergency Assistance
- Family and Child Counseling
- Family Literacy

- Adult Education

LEAD AGENCY: St. Luke's Community House

ANGELA BRYAN
angela.bryan@stlukescommunity-house.org
(615) 350-1131

TUSCULUM ELEMENTARY

**4917 Nolensville Pike
Nashville, TN 37211**

LEAD AGENCY: MNPS

CLAUDIA AVILA-LOPEZ
claudia.avilalopez@mnps.org
(615) 333-5179

FOR MORE INFORMATION ABOUT UNITED WAY FRC'S CONTACT:

JOHN MICHAEL FORD
johnmichael.ford@unitedway-nashville.org
p. (615) 780-2447
f. (615) 780-2426



MNPS BULLYING POLICY

Date Published - February 2011

Revision History

November 2010

June 2010

April 2009

August 2008

January 2006

Review

Annually

POLICY

The Administration of the Metropolitan Nashville Public Schools is committed to providing all students a learning environment free from discrimination/harassment based on race, color, religion, national origin, handicap/disability, sexual orientation, ancestry, or gender, including gender identity, expression and appearance. A safe learning environment in school is necessary for students to learn and achieve high academic standards.

This policy addresses conduct that takes place on school grounds, at any school sponsored activity, on school-sponsored transportation, at any official school bus stop immediately before boarding and immediately after leaving school transportation of any kind. Bullying that begins off-campus can be considered school related if it interferes with school activities, causes a disruption at school or interferes with the rights of students. Any incidents that occur in an after-school program will be referred to the after-school program provider for discipline.

It will be the responsibility of the Assistant Superintendent for Student Services to ensure that this policy is being implemented. Information about disciplinary consequences will be published annually in the Student Code of Conduct.

Definition(s)

A. Bullying is behavior that may reasonably be perceived by the target or bystander observing the behavior as:

1. Based on a real or perceived characteristic such as race; color; religion; ancestry; national origin; gender; socioeconomic status; academic status; gender identity/expression; physical appearance; sexual orientation; physical, mental, developmental, or sensory disability; creed; political belief; age; linguistic or language difference; height; weight; marital status parental status; or
2. Because of an association with a person who has or is perceived to have one or more of these characteristics.

Bullying typically occurs in a context where there is a real or perceived imbalance of power, physical or social, between the bully and the target. It may occur for both known and unknown reasons.

B. Bullying as used in this policy and the MNPS Student Code of Conduct means a physical act or gesture or a verbal, written, or electronically communicated expression directed at one or more persons that:

1. Creates an actual and reasonable expectation that the conduct will:
 - a. Cause physical harm or emotional distress to a person or damage his or her property; or
 - b. Place a person in reasonable fear of physical harm, emotional distress, or damage to his or her property; or
2. Creates or is certain to create an intimidating, hostile educational environment for the person at whom the conduct is directed, such that it substantially interferes with or impairs the student's educational performance.

C. Hazing is defined as :

1. An intentional or reckless act on or off MNPS property;
2. By one (1) student acting alone or with others;
3. Directed against any other student; and
4. That endangers the mental or physical health or safety of that student or that induces or coerces a student to endanger that student's mental or physical health or safety.

"Hazing" does not include customary athletic events or similar contests or competitions and is limited to those actions taken and situations created in connection with initiation into or affiliation with any organization.

D. Intimidation is defined as:

1. Intentional behavior on or off MNPS property;
2. Which would cause a person of ordinary sensibilities to fear harm or injury.

E. Harassment is conduct that actually or is intended to substantially interfere with a student's educational opportunity, creates an intimidating, hostile or offensive school environment, or otherwise affects a student's educational opportunities.

F. Examples of Bullying Behavior (Note: These examples are not intended to be an exhaustive list of conduct that may be considered as bullying)

1. Physical Bullying- making obscene gestures, pushing, shoving, kicking, spitting, taking or damaging personal property (including money), hair pulling, blocking or impeding student movement, or other unwelcomed physical conduct that creates an intimidating and hostile environment.

2. Verbal or Written Bullying

- a. Calling others by hurtful names, making false accusations, engaging in malicious teasing, or using insulting, intimidating, or threatening language;
- b. Defaming or spreading false rumors about other persons to cause them to be disliked, humiliated, or disrespected by their peers;
- c. Persuading, encouraging or leading other persons to exclude or socially isolate the target in order to cause emotional harm;
- d. Extorting money, property, or services from another person;
- e. Making derogatory, demeaning or hostile comments, including, but not limited to comments about another person based on his or her race; color; religion; ancestry; national origin; gender; socioeconomic status; academic status; gender identity/expression; physical appearance; sexual orientation; physical, mental, developmental, or sensory disability; creed; political beliefs; age; linguistic or language difference; height; weight; marital status; parental status; or because of an association with a person who has or is perceived to have one or more of these characteristics; or
- f. Writing notes or letters that contain bullying or harassing language; writing bullying or harassing statements on bathroom stalls, walls, books, desks, or other school property, or writing bullying or harassing statements in or on the personal property of another which includes, but is not limited to, items such as notebooks, clothing, yearbooks, or books.

3. Cyber Bullying- the use of information and communication technologies, including, but not limited to email, cell phone and pager voice, text, still photograph or video messages, instant messaging, defamatory personal websites, and online personal or public web sites or journals, to

- a. Post slurs, rumors, or other disparaging remarks about a student;
- b. Send email or instant messages that communicate types of expression described in the above

Verbal or Written Bullying section;

- c. Take or send obscene or embarrassing photographs of students or other persons;
- d. Post misleading or fake photographs of students or other persons on web sites; or
- e. Engage in other conduct that constitutes bullying behavior.

Additional Forms of Harassment, Intimidation, Bullying, and/or Hazing

Sexual harassment will not be tolerated under this policy. Sexual harassment may include but is not limited to: sexual advances, subtle pressure of sexual activity, touching of a sexual nature including inappropriate patting or pinching, intentional brushing against another person's body without his/her consent, demands for sexual favors, graffiti, posters, cartoons, caricatures and jokes of a sexual nature, playing sexually explicit audio/video tapes, and inappropriate rumors about or rating another person's sexual activity or performance. Harassment based upon the failure to conform to gender, racial, or other socially-dictated stereotypes will not be tolerated.

False Claims of Bullying, Harassment or Intimidation

A student will not slander/libel (make an untruthful oral [spoken] or written statement about a person that harms the person's reputation in the community) any teacher, administrator, school district employee or other person acting in an official capacity at the school by making false claims of harassment, including sexual harassment, or other inappropriate behavior. Additionally, students will not create an intimidating, hostile or offensive work environment. Claims found to have been falsely alleged will also be investigated. False claims submitted knowingly are subject to disciplinary consequences as determined by the building principal.

Reporting Instances of Intimidation, Hazing, or Bullying

Any persons observing or subjected to bullying behavior

ior or with reliable information that a student, employee, or other person on MNPS property has been the target of bullying shall report the event to an authority at the school or worksite. Intimidation, hazing, or bullying that is reported to any staff member must be reported to the principal. Anonymous reporting is also permitted under this policy. An anonymous report of bullying or harassment shall not be construed to permit formal discipline based solely on an anonymous report. The principal must take immediate action to prevent further harm and to initiate an investigation into the incident. Procedures for reporting instances of intimidation, hazing, or bullying are outlined in SPp 6.100 Reporting and Investigating Bullying, Harassment, and Intimidation.



Visit <http://policy.mnps.org> for a complete listing of MNPS Policies and Procedures.

Prohibition of Retaliation

School employees, students or volunteers are prohibited from retaliating against witnesses or victims who report such acts. School administrators, faculty, staff, students, and volunteers should be commended for demonstrating appropriate behavior treating others with civility and respect, and refusing to tolerate harassment, intimidation, hazing, or bullying in any form.

References/Authority

TCA 49-6-3109
TCA 49-6-1014
TCA 49-6-1016
TCA 49-2-120
TCA 39-17-309
TCA 39-17- 309 (a)
TCA 39-17-309 (b)
TCA 37-1-403 (1)(1)
TCA 37-1-605 (d))(1)

MNPS Student Code of Conduct

SPp 6.100 Reporting and Investigating Bullying, Harassment, and Intimidation
SP 6.107 Student Use of Personal Technology (MNPS Policy)
IM 4.160 Student Technology Acceptable Use Policy (MNPS Policy)

LATINO FAMILY HEALTH RESOURCES

For people with limited English proficiency.

HEALTHCARE SERVICES

Bridges to Care

Jossie Lange
(615) 760-2799
http://btc.nashville.gov/espanol_main.htm

Cayce Centro Familiar de Salud

(615) 226-1695
617 South 8 St.
Nashville 37206
* Luisa Araque- Programa para Diabetes.

Center for Disease Control

1-800-344-7432
www.ashastd.org/nah/sida

Dalewood Clinic

(615) 467-3665
1460 McGavock Pike
Nashville, TN 37216

Maplewood High School Clinic

(615) 467-3665
401 Maplewood Ln.
Nashville, Tn 37216

Meharry Medical College

Vicente Samaniego
(615) 327-5997
Family and Community Medicine
1005 Dr DB Todd Jr Blvd
Nashville 37208
<http://nupace.mmc.edu>

Nashville Health Corps.

625 Benton Ave., #118
Nashville, Tn 37204
(615) 880-2155

Nuestros Niños Latino Clinic

Adriana Bialostozky
(615) 865-7224
330 Wallace Road Suite 109
Nashville 37211

Nueva Vida: St. Thomas Health Center

• Health Center South:
(615) 467-1413
394 Harding Pl., #102
Nashville, Tn 37211

• Health Center West:
(615) 222-8226
5201 Charlotte Ave.
Nashville, TN 37209
www.stthomas.org

**Planned Parenthood of Middle
and East Tennessee**

Monica or Emi
(615) 345-0952 or (615) 321-7216
50 Vantage Way #102
Nashville 37228
URL: www.ppmet.org

**Sam Levy/McFerrin Park
Community Clinic**

(615) 255-8226
222 Grace Street
Nashville, TN 37207

Siloam Family Health Center

(615) 298-5406
820 Gale Lane
Nashville 37204

St. Thomas Family Health Center

• South
Marlene Santana
(615) 222-1400
4928 Edmondson Pk
Nashville 37211

• West
Marlene Santana
(615) 222-1901
5201 Charlotte Avenue
Nashville 37209

TennCare Spanish Advocacy Line

Hotline: 1-800-254-7568
Leyde Hernandez
(615) 227-7568
P.O. Box 40136
Nashville 37204
www.tennreadvocacy.org

**Tennessee Department of Health
Office of Minority Health**

Carmencita Espada
(615) 741-9444
Cordell Hull Building 3rd
Floor, 425 5th Avenue North
Nashville 37247

Vine Hill Community Clinic

Iris Padilla
(615) 292-9770
601 Benton Avenue, 2nd floor
Nashville 37204

**Waverly-Belmont Family Health
Center**

(615) 269-3461
1501 12th Ave., South
Nashville, TN 37203

**MENTAL HEALTH
RESOURCES**

**Alix Weiss Sharp Center for the
Family**

(615) 297-6808
2323 21st Ave. S.
Nashville, TN 37212

Cayce Family Health Center

(Counseling)
Victoria Cook
(615) 226-1695
617 South 8 Street
Nashville 37206

Centerstone

(615) 463-6600
There are various locations in
Davidson County
www.centerstone.org

**Centro Comunitario Puertas
Abiertas**

Eduardo A. Lelli
(615) 497-9733
153 Antioch Pike
Nashville 37211

Dr. Georgina Abisellan

(615) 889-0200
2918 Lebanon Road
Donelson, TN

Elam Mental Health Center

(615) 327-6609
1005 David B. Todd Boulevard
Elam Center 2
Nashville, TN 37208

Frank Cardona, PhD.

(615) 329-4182
1233 17th Ave. S.
Nashville, TN 37212

Life Cycles Counseling Services
Susan Hammonds-White
615-386-0313
2416 21st Avenue South Suite 204
Nashville 37212

**Mental Health Association
of Middle Tennessee**

Luisa Hough
615-269-5355
2416 21st Avenue South Suite 201
Nashville 37212
www.ichope.com

Mental Health Cooperative
615-726-3340 (for local calls)
888-844-2005
24-hour crisis center:
615-726-0125
275 Cumberland Bend Drive
Nashville, Tennessee 37228
615-726-3340

Nashville Child Advocacy Center
327-9958
1808 West End, #709
Nashville, TN 37203

**SUBSTANCE ABUSE
SERVICES**

**Centro Comunitario Puertas Abi-
ertas (Primera Iglesia Nazarena
Hispana de Nashville)**
Eduardo A. Lelli
615-497-9733
153 Antioch Pike
Nashville 37211

**Samaritan Recovery
Community, Inc.
(Wade Prince & Assoc.)**
Gerardo Solis
615-627-4762 Ext 102
1100 Kermit Drive
Nashville 37217

Elam Mental Health Center
(615) 327-6609
1005 David B. Todd Boulevard
Elam Center 2
Nashville, TN 37208

Buffalo Valley
(800) 447-2766
501 Park Avenue South
Hohenwald, Tennessee 38462
<http://www.buffalovalley.org/>

FAMILY SERVICES

**Alix Weiss Sharp Center
for the Family**
(615) 297-6808
2323 21st Ave. S.
Nashville, TN 37212

**Child Support Services of
Tennessee**
(615) 726-0530
222 2nd Avenue North Suite 600
Nashville 37201

Exchange Club
Hernan Barenboim
(615) 333-2644 Ext 18
139 Thompson Lane
Nashville 37211
www.xcfc.org

First Steps
Rosario Langlois
(615) 834-7570 Ext 245
3004 Tuggle Avenue
Nashville 37211

MIHOW
Tonia Elkins
(615) 333-2644 ext.25
222 Oriel Avenue
Nashville

**Metropolitan Social Services,
Central Office**

Luz Belleza
615-862-6413
523 A Mainstream Dr
Nashville 37228

Nashville Children's Alliance
Carmen Santiago, Family Advocate
615-327-9958
1264 Foster Avenue
Nashville 37210

Prevent Child Abuse
Leticia Gonzalez
615-383-0994
www.pcat.org
Hotline: 1-800-356-6767
1120 Glendale Lane
Nashville 37204

**Regional Intervention
Program (RIP), Nashville**
Dalmys Sanchez
615- 963-1177
3411 Belmont Boulevard
Nashville 37215
[http://www.ripnetwork.org/espan/
index.htm](http://www.ripnetwork.org/espan/index.htm)

**Tennessee Disability Pathfinder
--Hispanic Outreach Project**

Claudia Avila-Lopez
(615) 322-8529 ext.11
1114 17th Ave South Ste 105
Nashville 37212
www.familypathfinder.org
• Centro Comunitario de
Woodbine:
Carolina Meyerson
(615) 400-4422

**TN Children's Special
Services (CSS)**

Viviana Grice
(615) 340-2189
Lentz Health Center Room 119,
311 23rd Avenue North
Nashville 37203

**Tennessee Early Intervention
Systems (TEIS)**

Deborah Diaz
(615) 936-1817
2611 West End Avenue Suite 305
Nashville 37203

YMCA, Harding Place

Brad Major
(615) 834-1300 Ext 22
411 Metroplex Drive
Nashville 37211
www.ymcamidtn.org/harding/ha-espanol.shtml

Youth Villages

Dulce Quintero
615- 250-7211
3310 Perimeter Hill Drive
Nashville, TN 37211
www.youthvillages.org

**OTHER LATINO
RESOURCES**

**Catholic Charities
– Hispanic Services**

[http://www.cctenn.org/services/
hispanic-services](http://www.cctenn.org/services/hispanic-services)

Conexion Americas

www.conamericas.com

**Hispanic Organization for Prog-
ress and Education - Clarksville**

<http://www.latinohope.com/>

**Nashville Police Department
– El Protector Program**

[http://www.police.nashville.org/
safety/el_protector.asp](http://www.police.nashville.org/safety/el_protector.asp)

**Tennessee Immigrant and Refu-
gee Rights Committee**

<http://www.tnimmigrant.org/>

**Vanderbilt's Kennedy Center:
Tennessee Disability Pathfinder**

[http://kc.vanderbilt.edu/tennessee-
pathfinder/page.aspx?id=1893](http://kc.vanderbilt.edu/tennessee-pathfinder/page.aspx?id=1893)

YMCA Latino Achievers

[http://www.ymcamidtn.org/hard-
ing_place/latino-achievers®](http://www.ymcamidtn.org/hard-ing_place/latino-achievers®)

NASHVILLE YOUTH COALITION



ORIGINS

In March 2009 Nashville's youth-serving community leveraged several years' worth of work by the YMCA's Center for Asset Development (via a Healthy Communities/Healthy Youth grant) and by Oasis Center (via Quality Counts) in order to create a shared vision of what our young people will experience as they grow up. Coalition membership is open to any organization, coalition, or constituency group that is in a position to directly or indirectly impact Nashville's youth.

MISSION

In order to create a community that values youth and supports their journey toward meaningful and productive adulthood, the Nashville Youth Coalition will promote the adoption of the 5 principles of Positive Youth Development throughout Nashville.

VISION

All of Nashville's young people will consistently experience the 5 principles of Positive Youth Development.

THE FIVE PRINCIPLES

1. PROMOTE A SENSE OF PHYSICAL, SOCIAL AND EMOTIONAL SAFETY.

Youth must feel as though the adults in this setting will protect them from harm. They also must feel they are valued and accepted by the group.

2. ENCOURAGE RELATIONSHIP BUILDING.

Young people need many supportive long-term relationships to help them navigate their adolescence. They need guidance from caring adults as well as emotional and practical support from their peers.

3. FOSTER MEANINGFUL YOUTH PARTICIPATION.

Youth must have an active role, voice and choice in shaping their experiences. They must have the opportunity to practice and develop leadership skills, and they must know their contributions are valuable.

4. PROVIDE OPPORTUNITIES FOR BUILDING PURPOSE.

Young people must live purposefully and contribute in meaningful ways. Creating opportunities for youth to become involved in the community and for community members to interact with youth is a powerful way to foster

a sense of purpose and develop positive values.

5. ENGAGE YOUTH IN LEARNING EXPERIENCES THAT BUILD LIFE SKILLS.

Young people need opportunities for experiential learning that will help them build skills needed to succeed in every area of life.

ACCOMPLISHMENTS

A set of Shared Principles of Positive Youth Development in Nashville were developed by representatives of 30 community-based providers and 8 Metro agencies and adopted on April 30, 2009. These principles have already been incorporated into the Nashville After Zone Alliance's Standards and Indicators of Program Quality and into the Requests of Proposal for Metro's Community Enhancement Funds and for MDHA's summer youth programs. They are a foundation of the Mayor's Youth Master Planning process during 2010.





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ATTENTION COMMUNITY ORGANIZATIONS:

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