

SAN MATEO COUNTY PROBATION DEPARTMENT

ACKNOWLEDGE ALLIANCE
ANNUAL EVALUATION

2020 - 2021



About the Researcher

Applied Survey Research (ASR) is a nonprofit social research firm dedicated to helping people build better communities by collecting meaningful data, facilitating information-based planning, and developing custom strategies. The firm was founded on the principle that community improvement, initiative sustainability, and program success are closely tied to assessment needs, evaluation of community goals, and development of appropriate responses.

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Program Description

Acknowledge Alliance is a community-based mental health provider located in the city of Mountain View, California. One of the missions of Acknowledge Alliance is to help children and adolescents develop their capacity to rebound from hardship and adversity and grow into well-functioning adults. Acknowledge Alliance fosters resilience and creates trusting relationships, thereby empowering youths to realize their fullest potential.

San Mateo County Probation Department (Probation) funds Acknowledge Alliance's Collaborative Counseling Program (CCP) through the Juvenile Justice Crime Prevention Act (JJCPA), which includes:

- The Court and Community School Counseling (CCSC) Program
- The Transition Program

Many youths attending San Mateo County Court and Community Schools must participate in counseling as part of their diversion contract or formal probation terms. Throughout the academic year, the CCSC Program provides onsite mental health counseling to these youths. Completion of this program fulfills the counseling requirement for youths on diversion or formal probation. The CCSC's goals for program participants are to:

- make positive choices and actions
- relieve stress
- develop a trusting relationship with their counselor
- show an increase in self-awareness and self-esteem
- increase student ability to express emotions constructively
- improve anger management skills
- prevent delinquency
- improve school attendance
- reduce recidivism

The CCSC Program is structured to provide specialized individual and group counseling sessions held weekly. They provide opportunities for students to explore experiences, relationships, and feelings in a safe and confidential setting. This helps students gain insight into identified self-destructive behaviors, learn more effective forms of self-advocacy, and develop techniques to address and cope with traumas and pressures in their lives, thus creating the necessary resiliency skills for lasting change. Sessions are led by graduate student interns in clinical psychology who participate in weekly clinical trainings and are regularly supervised by licensed, experienced therapists as well as clinicians employed by Acknowledge Alliance. Similar to the CCSC Program, the Transition Program provides a continuation of counseling services to students who are returning to district high schools from CCSC. In fiscal year (FY) 2011-12, Acknowledge Alliance operated successful

transition programs in two public schools. They added two more schools in FY 2013-14 and now serve students in five Sequoia Union High School District high schools (SUHSD). These include Redwood High, Carmont High, Menlo-Atherton High, Sequoia High, and Woodside High. The program provides direct handoffs from therapists at CCSC to SUHSD staff and fellow CCP clinicians providing individual and group therapy in the district high schools. Additionally, pre-enrollment into parent meetings at the district high schools and close collaboration between Acknowledge Alliance counselors and district high school staff ensure that youths experience a smooth and successful transition.

Although not inclusive of probation-funded services, Acknowledge Alliance also provides counseling to 9th and 10th-grade students in the Aspirations program who have been identified as students at high risk of failure in their transition to high school, as well as counseling to students with alternatives to suspension and expulsion contracts. For the past two years, Acknowledge Alliance has placed a staff clinician in the Boys and Girls Club of the Peninsula in Redwood City to provide the same mental health services to teens from SUHSD high schools who attend the afterschool program there. Many of these teens are involved in the juvenile justice system as well.

Programmatic Challenges

Several programmatic challenges emerged during FY 2020-21 that impacted Acknowledge Alliance's outcomes. In the current fiscal year, COVID-19 and an extremely low census at juvenile hall prevented Acknowledge Alliance from providing mental health services to youths at Gateway and Hillcrest.

Several challenges arose throughout transitioning to distance learning and telehealth. Chief among these was student general disengagement from school and everything associated with it (including counseling), difficulty reaching students once they were staying at home, and students having problems finding a private, confidential space in their homes to take counseling calls or video conferences. Many students that were served did not have cell phones, and many did not have Wi-Fi access at home, which posed significant challenges to outreach. For some, contact was impossible to establish, let alone maintain. An increased incidence of no-shows for scheduled phone or online meetings also arose during this time and posed additional challenges to service delivery. Clinicians expressed difficulty providing counseling over the phone, as physical cues in body language and facial expressions could not be read, limiting clinicians' ability to connect with and respond to clients' needs. Clients, too, were deprived of the ability to read non-verbal cues and experienced the clinical relationship in less-than-ideal circumstances. Thus, maintaining a sense of connectedness and trust was significantly hindered by the stay-at-home dynamics. Many students' families struggled with job loss and increased stresses associated with financial strain and lack of basic needs. Financial struggles also led to many students declining or missing services as they had to find jobs or take care of their younger siblings to support their families. Family members staying-at-home all together in often cramped housing situations added to the strain and raised concerns clinicians had about existing family violence issues, students' exposure to community violence, and student anxiety, depression, and self-medicating behaviors. Clinicians could assist families by referring them to resources and helping them access needed goods and services but noted the lack of structure that staying-at-home created was highly unsettling for many students who lean on consistent routines to focus on their schoolwork. Without that structure, past traumas were often triggered, and students were left feeling untethered and anxious.

Clinicians maintained close communication with the schools and organizations where they were co-located, letting them know their availability to provide student support in any way needed. All clinicians reached out to their clients each week to provide, as one clinician described it, "a heartbeat of connection, letting the client know that the therapist is thinking of them and if and when they are ready, the therapist is available". Providing this consistent presence was important, regardless of whether clients responded to these attempts to reach out. Clinicians helped

students create their own new routines at home and instituted regular phone check-in meetings with their students.

As clinicians developed routines and strategies with the schools and organizations within which they provide mental health services to youth, CCP clinicians were able to see more students this year than last year and develop ways to collect data that they could not do last year. As students began returning to schools and the Boys and Girls Club of the Peninsula (BGCP), the vaccinated clinicians started to resume in-person therapy for those students who wanted it.

One clinician noted an unexpected positive outcome of the pandemic—that CCP clinical staff were able to “pursue professional development including virtual seminars and workshops to keep up-to-date with legal, ethical, and practice issues around telehealth, as well as enriching clinical practice methods and knowledge”. This included learning about new approaches to suicide prevention, new discoveries in neuropsychiatry and applications to treatment, continued growth and understanding in the field of cultural humility, and treatment of culturally diverse clients, to name a few.

Evaluation Methods

Programs provided by Acknowledge Alliance are funded by San Mateo County Probation's (Probation) Juvenile Justice Crime Prevention Act (JJCPA).

Acknowledge Alliance monitors their programs and reports client, service, and outcome data to Probation and its evaluator, Applied Survey Research (ASR). The methods and tools used to collect these data are:

Participants and Services: Grantee programs collected demographic data (e.g., race/ethnicity, gender, etc.) and service data (e.g., type of services, hours of services, etc.) for individual participants. Program staff entered these data elements into their own data systems prior to transferring the data to ASR for analysis.

Risk Factors: Grantee programs used two assessments, the Juvenile Assessment and Intervention System (**JAIS**) and the Child Adolescent Needs and Strengths (**CANS**) assessment, to provide a standard measure of risk, life functioning, and areas of strength and need for youths:

- **JAIS:** Grantee programs used the Juvenile Assessment and Intervention System (JAIS) to provide a standard measure of risk for youths. This individualized assessment is a widely used criminogenic risk, strengths, and needs assessment tool that assists in the effective and efficient supervision of youths, both in institutional settings and in the community. It has been validated across ethnic and gender groups. The JAIS consists of a brief initial assessment followed by full assessment and reassessment components (JAIS Full Assessment and JAIS Reassessment). The JAIS assessment has two unique form options based on the youth's gender. Probation has elected to administer the JAIS to all youths receiving services in community programs for at-risk and juvenile justice involved youth. The JAIS Girls Risk consists of eight items, and the JAIS Boys Risk consists of ten items. Each assessment yields an overall risk level of 'low,' 'moderate,' or 'high.'
- **CANS:** This is a multi-purpose tool developed for children's services to support decision-making in determining level of care and service planning, to facilitate quality improvement initiatives, and to allow outcome monitoring. The CANS consists of items scored on a four-point scale of 0-3, with a score of two or three indicating an actionable need. The assessment groups items into several core modules, including Youth Strengths, Risk Behaviors, Behavioral/Emotional Needs, Life Functioning, Caregiver Strengths and Needs, and Acculturation. Secondary modules that can be triggered by answers to specific core module items include School, Trauma, Substance Use, and Juvenile Justice.

Outcomes: Like all JJCPA funded programs, Acknowledge Alliance collects data for several justice-related outcomes for program participants. Probation has elected to report these outcomes at 180 days post entry. The reference or comparison group reflects the past year's cohort of program participants to interpret FY 2020-21 outcomes. In FY 2020-21, Acknowledge Alliance collected the following outcome measures:

- arrests
- detentions
- probation violations
- court-ordered restitution completion
- court-ordered community service completion

In addition to the required justice-related outcomes, Acknowledge Alliance also collected two program-specific outcome measures to track progress toward helping participants express their emotions constructively and make positive choices for themselves. Acknowledge Alliance also administers The Children’s Global Assessment Functioning (GAF) pre- and post-tests to measure its clients’ psychological, social, and school functioning.

Evidence-Based Practices: JJCPA-funded programs are encouraged to follow evidence-based practices. To augment Probation’s knowledge of which programs are being implemented by funded partners, each funded program has provided a catalog of its practices since the FY 2017-18 evaluation period. After receiving this information, ASR runs any new cataloged practices reported through several clearinghouses to determine whether the practices were:¹

- evidence-based theory or premise
- evidence-based model, shown by multiple experimental or quasi-experimental studies to be effective
- evidence-based practices, or modalities shown to promote positive outcomes
- evidence-based tools, or instruments that have been validated (concurrent and predictive)

¹ For the full list of evidence-based practice clearinghouses used to evaluate programs, please see the JJCPA/JPCF Comprehensive Report for fiscal year 2020-21.

Evaluation Findings

Fiscal Year 2020-21 Highlights

- Acknowledge Alliance served 265 youths this year, 15% less than the last fiscal year. Average hours spent with youths increased 49% from FY 2019-20.
- Acknowledge Alliance served youths across the risk spectrum: 80% scored 'low' and 20% scored 'moderate' on the JAIS Boys or Girls Risk assessment.
- Acknowledge Alliance assessed one-half (49%) of youths they served using the CANS. Results for the 130 youths with baseline assessments indicated 59% had three or more actionable needs when they entered the program. The number of youths with needs at follow-up decreased when compared to baseline in three areas: behavior and emotion, life functioning, and trauma symptoms.
- The percentage of youths entering the program who had an alcohol or other drug problem, an attendance problem, or had been suspended/expelled decreased from the prior fiscal year.
- Participants showed improvements in scores on the GAF scale.

Profile of Youths Served

In FY 2020-21, Acknowledge Alliance served 265 youths, with race/ethnicity and age data available for 98% of youths. Sixty-five percent of youths were female, and 2% were transgender/other, with an average age of 17.5 years. Nearly three-quarters (74%) identified as Hispanic/Latino, 7% identified as White/Caucasian and Asian/Pacific Islander, 5% as Black/African American, and 5% as Multi-Racial/Ethnic.

The 265 youths served over FY 2020-21 spent an average of 4.7 months in the program and received 20.6 hours of services (Table 1). Thirty-seven percent (37%) of services rendered were for individual counseling, 37% for case management, 18% for consultations, 5% for crisis intervention, 3% for professional development/staff consultations, and less than 1% for group counseling.

Table 1. Youth Services

YOUTH SERVICES	FY 16-17	FY 17-18	FY 18-19	FY 19-20	FY 20-21
Number of Youths Served	162	172	249	312	265
Average Number of Hours Served	8.9	11.8	8.8	13.8	20.6
Average Time in the Program (Months)	4.3	3.6	3.7	4.1	4.7

Acknowledge Alliance evaluated specific risk indicators upon entry, including if the youths had an alcohol or other drug problem or a school attendance problem, and whether they had been suspended or expelled from school in the past year. In FY 2020-21, 7% of youths had an alcohol or drug problem at entry, a slight decrease from FY 2019-20. Those youths entering with an attendance problem decreased from 42% to 40% in FY 2020-21, while those suspended or expelled in the past year substantially decreased from 58% to 1% in FY 2020-21 (Table 2).

Table 2. Youth Risk Indicators at Program Entry

RISK INDICATORS	FY 16-17	FY 17-18	FY 18-19	FY 19-20	FY 20-21
Alcohol or Other Drug Problem	17%	28%	28%	8%	7%
Attendance Problem	48%	58%	49%	42%	40%
Suspension/Expulsion in Past Year	48%	53%	62%	58%	1%

FY 2020-21 n=95-114.

Risk Indicators

In FY 2020-21, Acknowledge Alliance served youths who scored 'low' and 'moderate' risk on the criminogenic risk spectrum (Table 3). Of the 10 youths assessed with the JAIS Boys Risk or JAIS Girls Risk, 80% scored 'low' risk, and 20% scored as 'moderate' risk.

Table 3. JAIS Risk Levels

JAIS RISK LEVELS	FY 16-17	FY 17-18	FY 18-19	FY 19-20	FY 20-21
Low	62%	58%	63%	61%	80%
Moderate	24%	27%	27%	39%	20%
High	14%	15%	10%	0%	0%

FY 2020-21 n=10.

When disaggregated by gender (Figure 1), male youths scored as 'low' and 'moderate' risk, with 67% scoring as 'low' risk. All four female youths scored 'low' risk.

Figure 1. Criminogenic Risk Level by Gender



All Youths n=10, Female n=4, Male n=6. Note: Percentages may not total to 100 due to rounding.

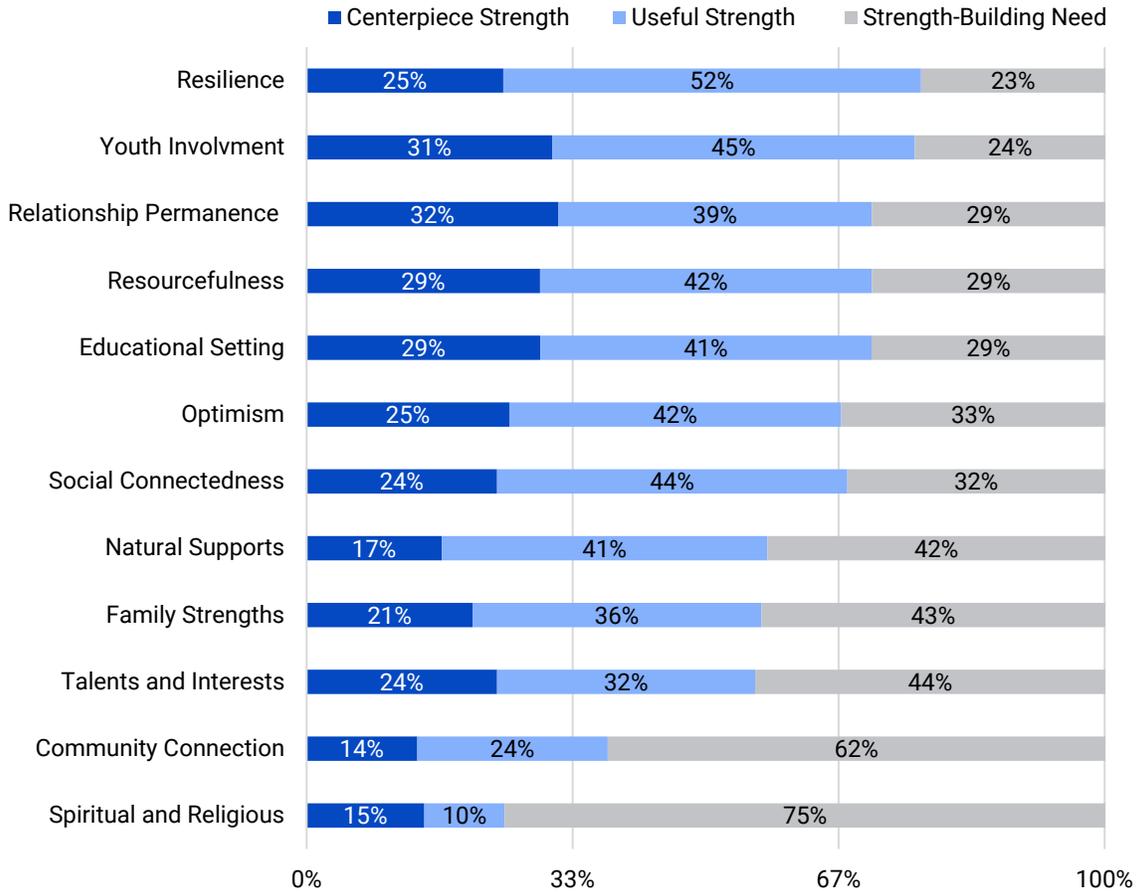
Youth Strengths and Service Needs

In FY 2020-21, Acknowledge Alliance gathered CANS assessment data at baseline and/or follow-up from 130 youths, 49% of the 265 youths served. A total of 130 youths had a baseline assessment and 87 youths had both a baseline and follow-up assessment within the fiscal year.

Baseline Assessment

The average number of centerpiece or therapeutically useful strengths identified at baseline per youth was 7.3 out of 12, with nearly all (98%) youths identified with at least one strength and 75% with at least one centerpiece strength. Youths accessing Acknowledge Alliance services scored above the average number of strengths compared to the other three programs funded by San Mateo Probation completing CANS assessments, which averaged 6.2 strengths per youth and 89% of youths possessing at least one strength. Acknowledge Alliance youths were more often rated as having resilience (77%) as a strength and less often identified as having family as a strength (57%) compared to other San Mateo Probation programs. Strengths shared among funded programs include Youth Involvement (76%), having a stable family unit (Relationship Permanence, 71%), resourcefulness as a quality (71%), and a supportive educational setting (70%). However, strength-building needs were the same as for other San Mateo Probation-funded programs and included community connection (62%) and spiritual or religious (73%) strengths (Figure 2).

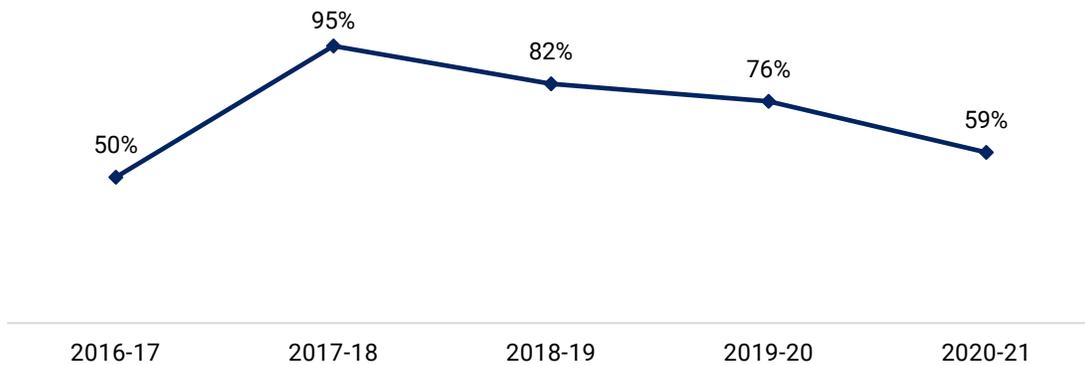
Figure 2. Percentage of Youths with Each Strength at Baseline



n=130. Percentages may not total to 100 due to rounding.

Three out of five (59%) youths had actionable needs on three or more items, continuing a decreasing trend over the past four fiscal years.

Figure 3. Percentage of Youths with Three or More Actionable Needs at Baseline

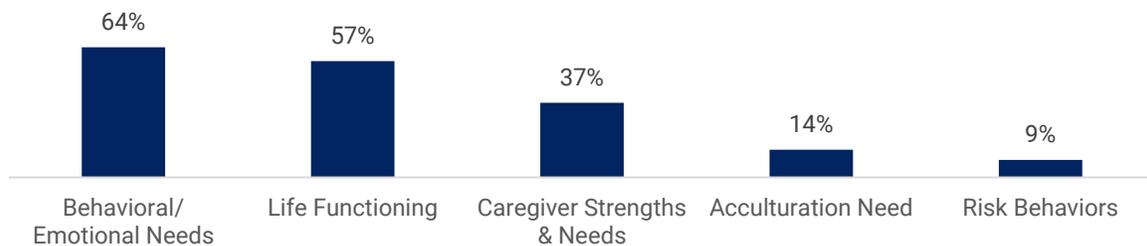


FY 2020-21 n=130.

Figure 4 presents the percentage of youths administered a baseline CANS assessment having at least one actionable need in that module. A high number of youths had actionable needs across many of the CANS core domains.

The Behavioral and Emotional Needs module, which indicates the need for follow-up action to address depression, anxiety and symptoms of trauma and strengthen healthy behaviors and emotional health in youths, was indicated as a need for 64% of youths assessed at program start. This need area was followed closely by the Life Functioning module, which assesses how youths function across individual, family, peer, school, and community realms (57%). Over one-third of youths had caregivers in need of support to be more involved, knowledgeable, and to decrease family stress to be stronger assets for youths (37%). The identified needs are aptly aligned with the school-based services provided by this organization.

Figure 4. Percentage of Youths with at Least One Moderate or Significant Need Per CANS Module at Baseline



N=130 except for Caregiver Strengths & Needs (n=82).

Change Over Time

Of the 130 youths with baseline assessments, 87 youths with both baseline and follow-up assessments were analyzed to reflect most accurately the change in the number of youths with actionable needs over time.

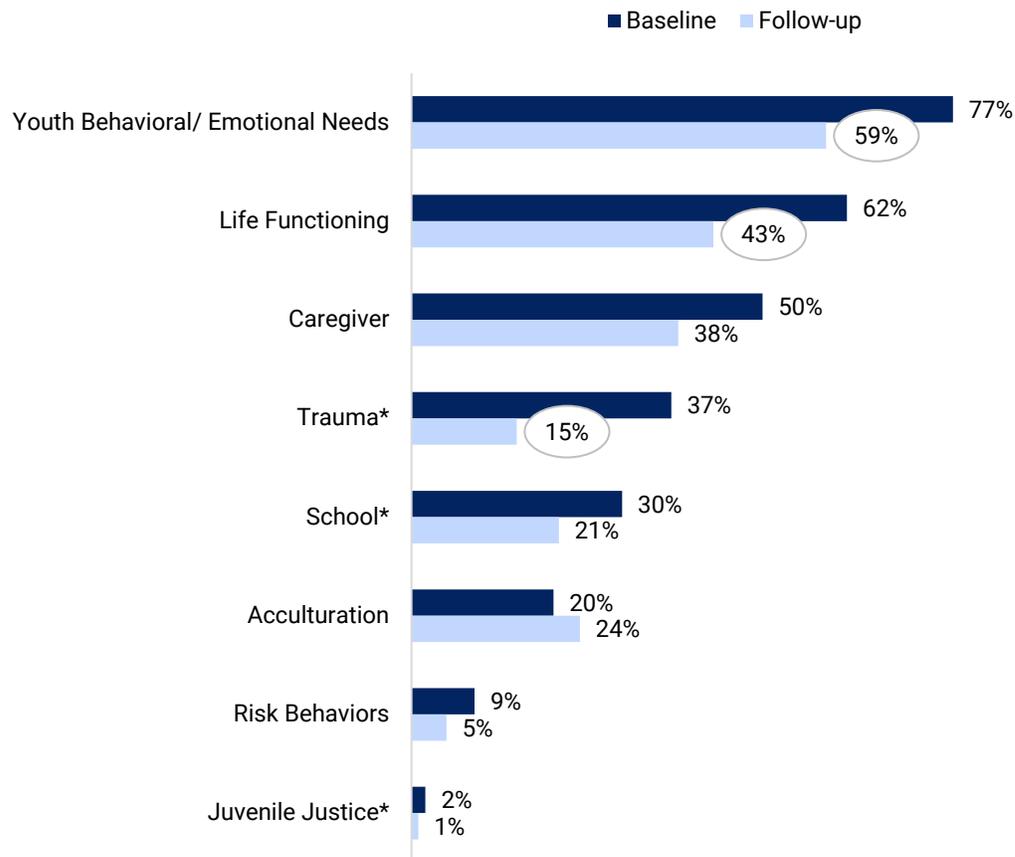
The number of centerpiece strengths identified for youths served by Acknowledge Alliance significantly increased over time, from 74% to 79%.² This suggests that the program may have helped cultivate new centerpiece strengths among youths.

Figure 5 shows the percentage of youths with at least one actionable need at baseline and follow-up. The results show an 18-percentage point decrease in youths with behavioral/emotional needs, including reducing the number of youths with actionable needs around trauma by over one-half (37% at baseline to 15% at follow-up). There was also a 19-percentage point decrease in youths with life functioning

²Paired T-test, $p < .01$.

needs which included school-related needs. There were no significant changes in the remaining need categories.

Figure 5. Decrease in Percentage of Youths with CANS Actionable Needs Over Time



*N= 87 except for Caregiver (Strengths and Needs, n=46). Note: Circles indicate statistically significant decreases from baseline to follow-up assessment using paired T-tests, p < .05. *Results include needs identified on core items or secondary modules.*

Although the results of the follow-up CANS indicate that many youths still needed support in most need areas, the noticeable decreases in the number of youths with these needs indicates that some youths experienced a resolution of specific needs during their participation in Acknowledge Alliance programs. This was especially true in their establishment of strengths, life skills and functioning, improved behavioral or emotional symptoms, and decreases in trauma symptoms.

In the prior fiscal year, matching baseline and follow-up assessment data were available for 78% of Acknowledge Alliance youths. This past year, the program had CANS assessments for half (49%) of youths which represents a significant decrease. To effectively address the needs of all youths served and to help inform the stakeholders of the strengths and needs of youths, continued attention should

be paid to ensuring all youths are assessed with fidelity, and that data are entered into the data entry platform.

Justice Outcomes

In Table 4, all data are suppressed for youths served by Acknowledge Alliance in FY 2020-21 due to an extremely small sample size (n=4).

Table 4. Justice Outcomes (Six Months After Entry)

JUSTICE OUTCOMES	FY 16-17	FY 17-18	FY 18-19	FY 19-20	FY 20-21
Youths Arrested for a New Law Violation	N/A	13%	16%	*	*
Youths with Detentions	26%	28%	22%	*	*
Youths with Probation Violations	N/A	9%	14%	*	*
Completion of Restitution	*	*	*	*	*
Completion of Community Service	*	30%	29%	*	*

*FY 2020-21 Youths Arrested for a New Law Violation n=4, Youths with Detentions n=4, Youths with Probation Violations n=3, Completion of Restitution n=0, Completion of Community Service n=0. *Indicates that no youths were in that category in the fiscal year or data were suppressed due to a sample size below five.*

Program-Specific Outcomes

The Acknowledge Alliance performance target for CANS completion rate for the youth participants was 95%. They fell short of that goal, at 49% (Table 5). The second CANS related data collection measure was to have all Acknowledge Alliance CANS users and trainers maintain current certification, but they fell short of meeting that goal at 67% certified.

Table 5. Program-Specific Outcomes

CANS DATA COLLECTION	FY 20-21 TARGET	FY 20-21 RESULTS
CANS Completion Rate	95%	49%
CANS Users/Trainers Current with (Re)Certification	100%	67%

In addition to the CANS assessment, Acknowledge Alliance staff and interns measured progress made by each youth using the Global Assessment of Functioning (GAF) scale. The GAF is a 100-point scale used by mental health clinicians to measure psychological, social, and school functioning for children ages six to 17. The children’s version of the GAF was adapted from the Adult Global Assessment of Functioning Scale and is a valid and reliable tool for rating a child’s

general level of functioning on a health-to-illness continuum. GAF scores at pre- and post-test were collected for youths who had been seen more than three times.

The GAF was administered to youths in the Transition Program only since Acknowledge Alliance did not provide services in CCSC. As seen in Table 6, the youths had a 14.6% increase in GAF scores from pre- to post-test overall.

Table 6. Transition Program GAF Pre- and Post-Test Scores by School

GAF SCORE	PRE-TEST MEAN GAF SCORES	POST-TEST MEAN GAF SCORES	PERCENT CHANGE FROM PRE- TO POST-TEST
TRANSITION PROGRAM	52.6	60.3	14.6%

In addition to measuring youths' progress with GAF scores for the Transition Program, Acknowledge Alliance set two program goals for its CCSC Program and Transition Program over the course of the fiscal year: 1) improvement in expressing emotions constructively, and 2) increase in youths making positive choices for themselves. However, since no services were provided in the CCSC Program this year, these data are not available. Data from The Transition Program indicate that they fell short of both of these goals (Table 7).

Table 7. Performance Measures

PERFORMANCE MEASURE	FY 18-19	FY 19-20	FY 20-21 TARGET	FY 20-21 RESULTS
Court and Community Schools Program				
Percent of youth who report that counseling helped them to express their emotions constructively	89%	67%	90%	N/A*
Percent of youth who report that counseling helped them to make positive choices for themselves	73%	44%	75%	N/A*
Transition Program				
Percent of youth who report that counseling helped them to express their emotions constructively	89%	80%	90%	71%**
Percent of youth who report that counseling helped them to make positive choices for themselves	78%	80%	75%	67%***

*No services were provided FY 2020-21 to Court and Community Schools Program. **Based on responses to "I am more aware of my feelings (anger, excitement, grief, sadness) since I started counseling."***Based on responses to "Counseling has helped me to deal with things that make me mad or frustrate me in life (school, work, home)."

Evidence-Based Practices

In FY 2020-21, funded programs were asked to provide the practices and curricula employed in their programs. ASR then determined whether they were evidence-based or promising practices through a thorough search of evidence-based practice clearinghouses. Table 8 details the practices that Acknowledge Alliance reported and the evidence base for each practice.

Table 8. Evidence-Based Practices

PRACTICE	PRACTICE IMPLEMENTATION	RATING
Psychodynamic Psychotherapy	Weekly hour-long individual and group therapy sessions (no time limit – clients may attend as long as needed).	Evidence-based practice according to empirical evidence. ³
Trauma-Informed Practice	Therapists are trained in understanding the impact of complex trauma on the youth and effective ways to address this as an integral part of the therapy.	Evidence-based practice according to SAMHSA. ⁴
Cultural Sensitivity	Therapists are trained to explore and factor in cultural influences and norms in their work with clients.	Although cultural sensitivity is not recognized as an evidence-based or promising practice on its own, it is recognized as an important factor for social-emotional learning in school-age environments. ⁵

Client Story

Each year, staff at funded programs provide a client story to help illustrate the effect of services on their clients. The following story is provided by Acknowledge Alliance for FY 2020-21 to help illustrate an example of gains made in weekly therapy.

Name of Client	Magdalena
Age and Gender	17, female

³ Shedler, J. (2010). *American Psychological Association 0003-066X/10/*. Vol. 65, No. 2, 98 –109 DOI: 10.1037/a0018378. <https://www.apa.org/pubs/journals/releases/amp-65-2-98.pdf>.

⁴ SAMHSA's *Concept of Trauma and Guidance for a Trauma-Informed Approach* (2014), p10. Pub ID#: SMA14-4884.) <https://store.samhsa.gov/shin/content/SMA14-4884/SMA14-4884.pdf>

⁵ Barnes, T.; McCallops, K. (2018). *The Importance of Cultural Competence in Teaching Social and Emotional Skills*. Retrieved from <http://rwjf-newconnections.org/blog/importance-of-cultural-competence-in-teaching-social-and-emotional-skills/>

<p>Reason for Referral</p>	<p>Magdalena was referred by a staff member in May of last year. The staff member found her crying in the bathroom. She said she couldn't stop crying. The staff member worked with Magdalena from May 2020 until June 2021, meeting weekly through Zoom.</p>
<p>Client's Behavior, Affect, and Appearance When They First Started in the Program</p>	<p>Magdalena is a petite young woman who is extremely attentive to her physical appearance. She presented as sad and shut down. She wasn't sure what to talk about. She said she was not sleeping, and she cried all the time. She had done well in school until this year then it all seemed to fall apart. Now she is failing most of her classes. She used to have good friends, but now she does not feel like talking to anyone. She lives with her mother and two younger brothers.</p> <p>She has very little contact with her father who left the family when she was seven due to pervasive domestic violence issues. Magdalena remembers the police getting called on a few occasions and times when she tried to protect her mother from her father.</p>
<p>Activity Engagement and Consistency</p>	<p>Due to COVID-19 restrictions, Magdalena spent most of her time at home in the room she shared with her two younger brothers. She frequently takes care of her brothers while her mom is working.</p>
<p>Client's Behavior, Affect, and Appearance Toward the End of the Program</p>	<p>By the end of their work together over the year, Magdalena was sleeping normally and no longer feeling pervasively sad. She cries less frequently. She has reconnected with a few old friends and made a new best friend with whom she talks frequently and has recently begun getting together with. By mid-year she had re-engaged in her schoolwork and was reaching out to a teacher to make up some of her lost work. She is back on track to graduate in 2022.</p>
<p>What the Client Learned as a Result of the Program</p>	<p>She learned how to trust the therapist and the process of therapy in order to begin to explore where her deep sadness was coming from. She learned that she was not responsible for the trauma that she incurred as a child (sexual and physical abuse). She learned that she has value and how to look for people who will treat her well and have her best interests at heart and that she deserves that.</p>
<p>What the Client is Doing Differently in Their Life Now as a Result of the Program</p>	<p>She is reaching out to trusted adults (e.g., teacher at school, therapist, and her mom when appropriate). She is setting boundaries with her friends and family that honor what she needs. She is doing her schoolwork and looking forward to her high school graduation next year.</p>

**The Value of
the Program in
the Client's
Words**

“My therapist really cares about me and helped me to see that I am a good person, and I don't have to stay with people who treat me bad.”