

## POLARIS

In 2018, Boscoville and McGill University's Center for Research on Children and Families joined forces to promote the implementation of trauma informed care practices in various CISSS and CIUSSS units across the province of Quebec who provide care for 6-12 year olds. In response to strong demand, Boscoville has extended extend the Penguin program (6-12 years) to adolescent clients (12-18 years) of the CISSS and CIUSSS. This program, Polaris, uses the same structure and theoretical principles as the Penguin program, and includes adaptations relevant to the differing developmental needs of adolescence. The project support teams of educators in the development of practices sensitive to complex trauma, based mainly on the A.R.C. model (Attachment, Regulation and Skills) and on PBIS methodology (Positive Behavioural Interventions and Supports). Below is an overview of 3 year training program.

### Year 1 training:

1. Autumn: **Sensitization to Complex Trauma.** Exploring the impacts of complex trauma and using this knowledge to better understand the behaviours and internal states of youth.
2. Autumn: **Routines, Rhythms and behavioural expectations.** Understanding how to establish structure and predictability to promote a climate of emotional security.
3. Winter: **Positive Reinforcement and Worker Affect Management.** Establishing positive reinforcement mechanisms (reward system) and understanding the impact of adult emotional management on the quality of service provided to the youth.
4. Spring-summer: **Attunement and Behaviour Management.** Developing strategies for reading needs and identifying effective interventions and those to avoid when dealing with adolescents with sequelae linked to complex trauma.

### Year 2 training:

5. Fall: **Emotional Regulation.** Exploring the different emotional management profiles of youth and determining strategies for identifying and modulating emotions to be integrated into programming and daily interventions.
6. Winter: **Competency.** Exploring the challenges related to communication, executive function and identity development in young people with sequelae linked to complex trauma and determining strategies to overcome these challenges.
7. Spring-summer: **The Explorer.** Integrating a data collection tool into the team's observation practices in order to improve the interventions and organization of the environment.

### Year 3 training:

8. Fall: **Case studies and Targeted Intervention Planning.** Setting up a case study process for young people who demonstrate consistent difficulty, despite exposure to universally applied practices.

### Implementation structure

In addition to the seven trainings that are conducted with staff teams, Polaris requires an implementation structure that allows the program to thrive under the best possible conditions. To achieve this, it is recommended to set up a support team made up of the department head, a 'champion' educator(s) and / or a clinical manager (eg: psychoeducator, clinical advisor). The latter will be mainly responsible for planning, development and monitoring actions with the teams throughout the project. Below is an overview of the non-training actions that are offered as part of the Polaris program.

#### **Pre-intervention evaluation:**

At the start of the project, each full-time educator, the clinical manager and the department head meet the Boscoville agent to discuss the structure of the organisation, its needs, the practices to be maintained and those to be reviewed. This is an opportunity to express hopes and concerns relating to project implementation.

#### **Annual planner:**

Once a year, the implementation team meets to plan all training and follow up actions. (3hrs).

#### **Pre-training:**

Prior to each training the implementation team meets to prepare for the arrival of new practices in the organisation. This is an opportunity for the team to scan the content before it is shared with the entire staff, to identify potential issues and to co-create culturally relevant content and animation styles geared to the organisation's needs. (1.5 - 3hrs).

#### **Development planning:**

After each training, the implementation team meets to plan the schedule for developing tools and sharing roles and responsibilities between team members. (2hrs).

#### **Development of tools:**

Depending on the training, development tasks will be required. These tasks will be shared among the staff team. An estimate of 7 to 21 hours of work is expected after each training depending on the number of team members involved. Some trainings have more development tasks than others.

#### **Implementation committees:**

From the second year onward, the implementation team and the Boscoville agent lead a minimum of 3 implementation committees of 1.5 hours with the team of educators. The objective is to assess implementation fidelity and to seek solutions to any obstacles encountered. This is also an opportunity to celebrate the successes along the way together.

#### **Provincial coordination:**

Three times a year, the implementation team is invited to Boscoville to share their implementation experiences with the support committees of the CISSS and CIUSSS from other administrative regions. Continuing training is also offered by experts during these days. (7hrs).

#### **Fidelity assessment grid:**

Once a year, the Boscoville agent will organize a complete assessment of the fidelity of the program with the support committee. (7hrs).

#### **Case studies:**

From the third year, the implementation committee and the Boscoville agent lead at least three two-hour case studies with the educational team in order to identify more targeted intervention strategies.

#### **Joint committees:**

Once a year, the management of Boscoville and the target organisation, CISSS or CIUSSS meet to evaluate the partnership. (3hrs)

*For further information on the training and implementation of the Polaris program contact us at : [info@boscoville.ca](mailto:info@boscoville.ca)*