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Sanctuary and Supports for Girls in Crisis

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Says SAMHSA about this section of 'Girls Matter' . . .



"Growing numbers of teen girls are experiencing sexual victimization, involvement in juvenile justice, and homelessness. Interpersonal violence is a dominant and recurring theme in their lives. This webinar will provide an overview of the elements needed for creating trauma-informed, gender-responsive services to build the environment girls need in order to flourish, and the core values needed for effective programming. After completing this webinar, participants will have a clear understanding of the foundational principles for transforming organizational culture and for enhancing services, which are grounded in theory, research, and clinical expertise. This session aims to bring a message of hope and urgency for supporting girls in crisis."



Disclaimers

- This webinar is supported by the Substance Abuse and Mental Health Services Administration (SAMHSA) and the U.S. Department of Health and Human Services (DHHS).
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Deborah Werner



Deborah Werner

Project Director

SAMHSA's TA and
Training on Women
and Families Impacted
by Substance Abuse
and Mental Health Problems

Sanctuary and Supports for Girls in Crisis



Helping the most vulnerable of our teen girls, those who may be involved in foster care or juvenile justice, experiencing sexual victimization, interpersonal violence, co-occurring mental health problems and substance abuse, school failure and hopelessness.

Girls in Crisis: Creating Sanctuary and Supports



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Center For Gender And Justice

Girls in Crisis

Creating Sanctuary and Supports

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La Jolla, CA

Girls Matter Webinar Series

SAMSHA

June 10, 2014

Girls in Crisis

Expressions of Risk

- Depression
- Substance abuse
- Relationship violence
- Eating disorders
- Teen mothers
- Girls in juvenile justice settings

Over-Arching Theme

(Underlies all Risks)

Trauma & Abuse

Two Core Concepts

- Gender-responsive
- Trauma-informed

What is a Gender-Responsive Approach?

Less about differences between males and females and more about using research on girls and women to guide what we do....



Gender-Responsive Services

- Creating an environment through:
 - site selection
 - staff selection
 - program development
 - content and material
- that reflects an understanding of the realities of the lives of women and girls, and
- addresses and responds to their strengths and challenges.

Girls and Trauma

- Trauma history is associated with alcohol and drug dependence, high-risk behaviors, sex work, and physical and mental health disorders among girls in the community and in juvenile justice settings
- Girls in the criminal justice system have much higher rates of trauma exposure than girls in the general population
- Being in custody can also be a re-traumatizing experience

Definition of Trauma

The diagnostic manual used by mental health providers defines trauma as:

“exposure to actual or threatened death, serious injury or sexual violation.”

(American Psychiatric Assoc. [APA] DSM-5)

Definition of Trauma (cont.)

The exposure must result from one or more of the following scenarios in which the individual:

- directly experiences the traumatic event;
- witnesses the traumatic event in person;

(American Psychiatric Assoc. [APA] DSM-5)

Definition of Trauma (cont.)

The exposure must result from one or more of the following scenarios in which the individual:

- learns that the traumatic event occurred to a close family member or close friend;
- experiences first-hand repeated or extreme exposure to aversive details of the traumatic event (not through media, pictures, television or movies unless work-related).

(American Psychiatric Assoc. [APA] DSM-5)

Definition of Trauma (cont.)

The disturbance, regardless of its trigger, causes significant distress or impairment in the individual's:

- social interactions,
- capacity to work, or
- other important areas of functioning.

(It is not the physiological result of another medical condition, medication, drugs or alcohol.)

(American Psychiatric Assoc. [APA] DSM-5)

Definition of Trauma

Trauma occurs when an external threat overwhelms a person's internal and external positive coping resources.

Source: Van der Kolk, B. (1989).

Overwhelming Experience

- 5 year old
- Adolescent
- Adult

Traumatic Events

Of all types of traumatic events, women/girls are at greater risk of interpersonal abuse than men/boys.

Trauma



Gender Differences

Canadian Study (Juvenile Justice)

Sample Size	Ever been raped, or been in danger of being raped.
118 Females	46.90%
235 Males	6.2%

Source: S. Brown, Ph.D.

Trauma

- Stress of adversity is toxic to the development of the brain
- Important consideration with children

Primary Responses

- Emotions – dysregulation
- Behavior – unmanageable
- Relationships – lack of connection, trust

Primary Issues (children)

- Attachment – Relationships
- Regulation – Feelings and behavior
- Competencies – Learning

Trauma-informed Services

- Take the trauma into account.
- Avoid triggering trauma reactions.
- Adjust organization so that trauma survivors can access and benefit from services.

(Harris & Fallot)



Core Principles of Trauma-Informed Care

- Safety (physical and emotional)
- Trustworthiness
- Choice
- Collaboration
- Empowerment

(Fallot & Harris, 2006)

Becoming Trauma Informed Creates a Culture Shift.

A Culture Shift: Scope of Change in a Distressed System

- Involves all aspects of program activities, setting, relationships, and atmosphere (more than implementing new services)
- Involves all groups: administrators, supervisors, direct service staff, support staff, and the girls (more than service providers)
- Involves making trauma-informed change into a new routine, a new way of thinking and acting (more than new information)

Process of Trauma

TRAUMATIC EVENT

Overwhelms the Physical & Psychological Systems

RESPONSE TO TRAUMA

Fight or Flight, Freeze, Altered State of Consciousness, Body Sensations, Numbing, Hypervigilance, Hyper-arousal

SENSITIZED NERVOUS SYSTEM CHANGES IN BRAIN

CURRENT STRESS

Reminders of Trauma, Life Events, Lifestyle

PAINFUL EMOTIONAL STATE

RETREAT

ISOLATION
DISSOCIATION
DEPRESSION
ANXIETY

HARM TO SELF

HARM TO OTHERS

The Adverse Childhood Experiences (ACE) Study

- Collaboration between
 - Centers for Disease Control and Prevention (CDC)
 - Kaiser Permanente HMO in California
- Largest study ever
- 17,000 adult members participated

ACE Study

(Adverse Childhood Experiences)

Before age 18:

- Recurrent and severe emotional abuse
- Recurrent and severe physical abuse
- Contact sexual abuse
- Emotional neglect
- Physical neglect

ACE Study

(Adverse Childhood Experiences)

Growing up in a household with:

- Both biological parents *not* being present
- The mother being treated violently
- An alcoholic or drug-using person
- A mentally ill, chronically depressed, or family member attempting suicide
- A family member being imprisoned

(N = 17,000)

ACE Study

(Adverse Childhood Experiences)

Results

ACEs still have a profound effect 50 years later, although now transformed from psychosocial experience into organic disease, social malfunction, and mental illness.

- Smoking
- Alcoholism
- Injection of illegal drugs
- Obesity

Higher ACE Score Chronic Health Conditions

- Heart disease
- Autoimmune diseases
- Lung cancer
- Pulmonary disease
- Liver disease
- Skeletal fractures
- Sexually transmitted infections
- HIV/AIDS

Adverse Childhood Experiences

(www.ACEStooHigh.com)

(www.cdc.gov/ace)



Crittenton ACE Pilot

(October 2012)

Group	Total Score	
	4+	5+
All girls served by Crittenton (n=916)	53%	42%
All young mothers served by Crittenton (n=253)	61%	48%
Young mothers in juvenile justice and served by Crittenton (n=59)	74%	69%
Young mothers in child welfare and referred to Crittenton (n=42)	63%	48%

Link Between Childhood Trauma and School

Those with ACE score of 4 or more are more likely to have learning or behavioral problems in school (51%) than those with an ACE score of 0 (3%).

Trauma Creates Pathways

- Don't do well in school
- Don't interact with peers
- Don't do well with teachers

School Failure

- Trauma → toxic stress
- Arousal → overly developed
- Hippocampus (memory)
 - Ability to learn
 - Store memory (short & long term)

ACE Study

Walla Walla, WA

(www.ACEStooHigh.com)

- Wow. Are you okay?
- What's going on?
- 1 – 10 with anger

Washington High School (cont.)

2009 – 2010 (Before new approach)

- 798 suspensions
- 50 expulsions
- 600 written referrals

2010 – 2011 (After new approach)

- 135 suspensions
- 30 expulsions
- 320 written referrals

Trauma

Biologic pipeline to corrections, low wage jobs, homelessness and poverty.

System response is punishment.

Creating Sanctuary

A Trauma-informed Environment

- Incorporates an understanding of the impact of violence and abuse on girls into all programs and services
- Establishes both physical and emotional safety in order to prevent re-traumatization, an increase in eating disorders, self-harm, management problems, failure to engage in program services, relapse, recidivism, and poor program outcomes

Creating Sanctuary

A Trauma-informed Environment

- Creates an atmosphere that is respectful of girls and their need for safety, respect, and acceptance
- Eliminates unnecessary triggers and identifies triggers for each individual
- Strives to maximize a girl's ability to make safe choices and exercise control over her life

Creating Sanctuary

A Trauma-informed Environment

- Strives to be culturally competent – to understand a girl’s culture and how that affects her life experiences, view of the world, and behavior
- Uses “universal precautions” and assumes that every girl may be a trauma survivor

Creating Supports

- Relationships
- Connection

Children

One secure attachment
creates the seed of resiliency.

Connection

- Patient, kind, sensitive, comforting
- Healing

Balance

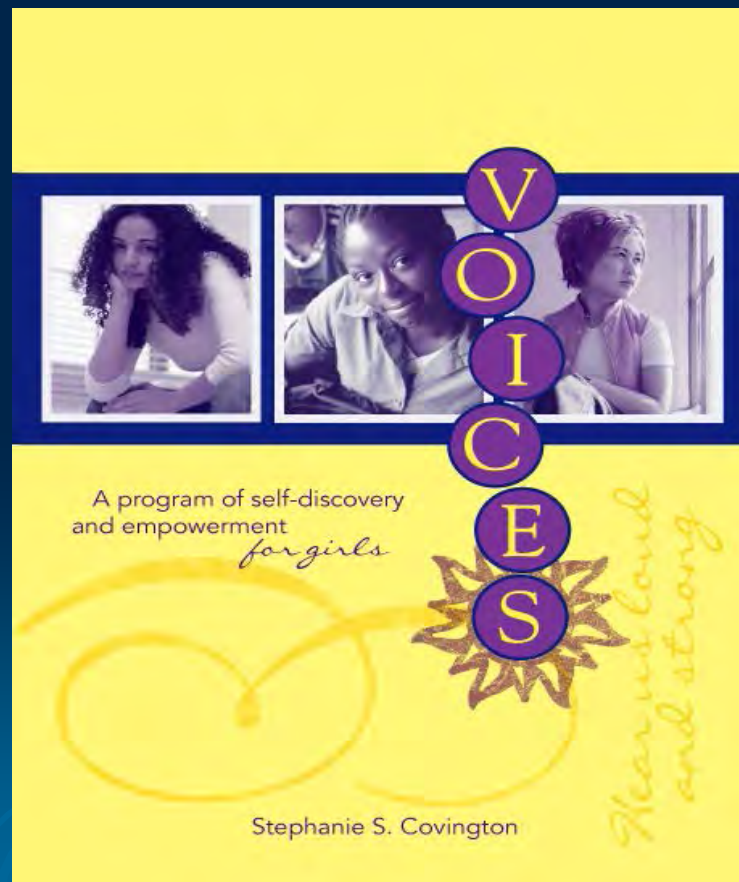
- Validating strength, resilience
- Recognizing and accommodating for vulnerabilities

Shift Focus

From what goes wrong, to:

- Resilience, support
- Skills, resources
- Hope

Voices: *A Program of Self-Discovery and Empowerment for Girls*



Moral Challenges

- 19th century – slavery
- 20th century – totalitarianism
- 21st century – brutality against women and girls

(NY Times 9/23/09)

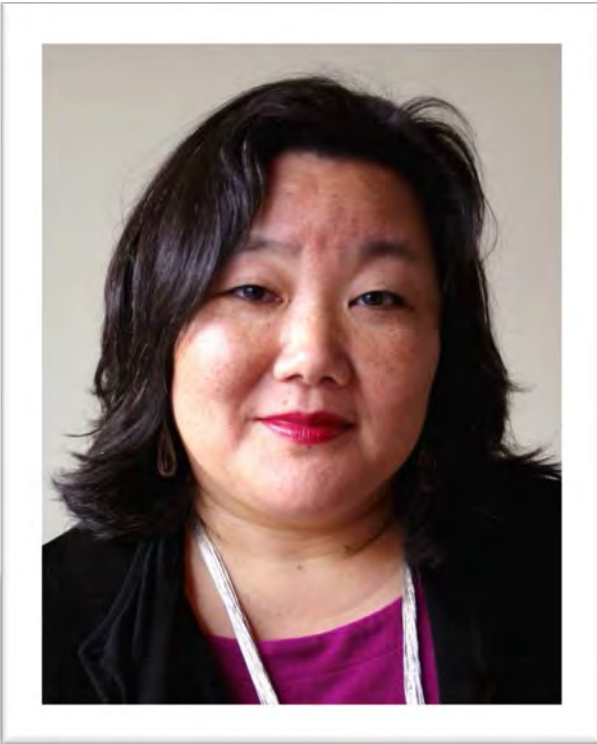
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Building Positive, Recovery-Oriented, Trauma-Informed Environments & Programs



Jeannette Pai-Esponosa, Ed.D.

The National Crittenton Foundation



The National
Crittenton
Foundation

BELIEVE IN THE POWER OF POTENTIAL

**Building Positive,
Recovery-Oriented,
Trauma-Informed
Environments and
Programs - What does
it look like?**





The National
Crittenton
Foundation

BELIEVE IN THE POWER OF POTENTIAL

**Though the
voices of young
women and
women.**



Programs transitioning to trauma informed gender responsive approach tend to first focus on:

- Physical safety
- Risk reduction
- Managing girls behavior
- Rules and procedures
- Gender and trauma informed assessment and treatment (this should be a given)

Believe Achieve Empower

Have to move beyond the above to improve outcomes for girls through a gender and trauma informed approach:

- Look at the cues in the physical environment,
- Shift the culture from control to collaboration,
- Importance of clear core operating values, and
- Set clear expectations for staff.

Believe Achieve Empower

Trauma informed environments...

The Girls— in their own words...

- Tanya
- Ashley



Tanya

- “Home like”
- High expectations – “I have learned to dream”
- Positive – “big smile”
- “Calm, warm and welcoming”
- Acceptance
- Compassion
- “People care”
- Non-judgmental
- Value – “my life has meaning”
- Relationships



Ashley

- “Home like”
- Safe
- High expectations – “people believe in you” and “you can set and achieve your goals”
- Acceptance
- “People care”
- Non-judgmental
- Value – “my life has meaning”
- Relationships
- Trust – staff have to walk the talk



Underscores the importance of:

- Emphasizing a specific set of core values that dominate the organizational culture
- All staff being trained in how to maintain a caring and compassionate trauma informed environment
- Supporting staff in dealing with vicarious trauma
- Helping staff to address their own biases about girls



Underscores the importance of:

- Looking at nonverbal cues in your environment – affirming and inspirational posters on the wall, images of successful women like them, art done by girls in the program, etc.



Values:

- Building aspiration
- Relentlessly high expectations
- Forgiveness
- Compassion
- Justice and equity
- Non-judgmental
- Transparency
- Trust
- Honesty
- Relationship focus
- Walk the talk
- Collaboration
- Patience
- Humor



What girls know they will get:

- Therapy, therapy and therapy
- Rules, rules and rules
- Structure and more structure
- Direction and “suggestions”
- Pregnancy prevention information
- Treatment for addiction
- Anger management skills building

Believe Achieve Empower

What girls say they need:

- Relationships with staff – that are genuine, caring, respectful and honest.
- Understanding that they really have no one they can trust but that they want it badly.
- Acceptance that they do not believe they have value or that their lives have meaning. This is why they may not have hopes and goals....at first!

Believe Achieve Empower

What girls say they need:

- Recognition that their anger and distrust is a natural outcome of their lives – not necessarily as a mental illness.
- Support in learning how to set boundaries – even when they complain about it.
- Opportunities to make a difference in the lives of others – to give back.

Believe Achieve Empower

What girls say they need - continued:

- To be taught that it takes time to heal – it's a process and not a straight line!
- A mix of left and right brain approaches.
- Opportunities to practice what they learn and to practice making choices.

Believe Achieve Empower

What girls say they need - continued:

- Opportunities to share their story.
- The chance to help each other.
- Support in helping learning to establish positive relationships with each other since girls are most often seen as competition.

Believe Achieve Empower

What girls say they need - continued:

- Support in learning how to establish healthy relationships
- To be actively engaged in their the development of their “plan.”

Believe Achieve Empower

The TIER System for Girls



A Trauma Informed Effective Reinforcement System for Girls

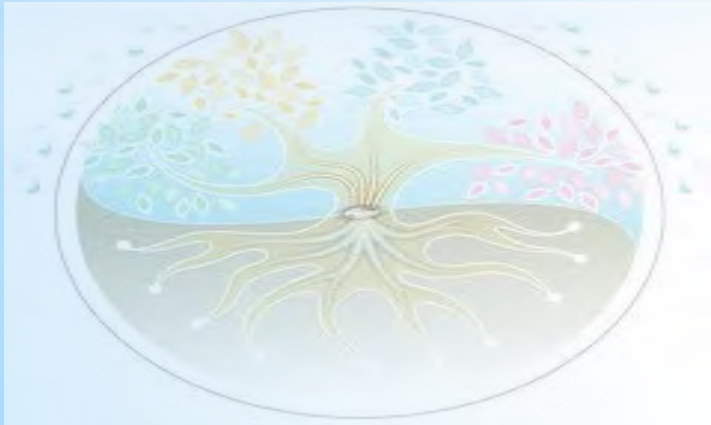
Kimberly Sokoloff Selvaggi

Taylorlane Consulting
Living in Safe Alternatives, Inc.

A female responsive, research-based model that offers short-term detention and residential programs as an effective alternative to compliance-focused behavior management systems.

* The TIER System for Girls

A Trauma-Informed Effective Reinforcement System for Girls



Kimberly S. Selvaggi
Executive Director, LISA Inc.

June 10, 2014

*The TIER System for Girls

Build on Best Practices

Research principles translated into practices that have demonstrated effectiveness or promising results for the population served.

- *Trauma Informed
- *Gender Responsive
 - *Relational
 - *Strengths based
 - *Culturally Competent
- *Motivational Interviewing Techniques



* Safety

* Physical safety:

- * Supported by practices that ensure no physical harm will come to the girls, the staff, the physical environment, and their belongings

* Emotional safety:

- * Supported by a culture that respects and values girls, while acknowledging the real challenges that girls face

* Psychological safety:

- * Supported by consistency in the environment, schedules, and staff responses to issues and problems.

*TIER System Framework

Myself ~ My Relationships ~ My Community

*Myself

- * Teach the girls the value of “self” by helping them explore and identify who they are, where they want to go and how they want to get there.

*My Relationships

- * Help girls access the fulfillment that healthy relationships can and should bring.

*My Community

- * Help girls learn to be part of and contribute to a safe and empowering program culture

* TIER System Components

- * New Communication Skills for Staff
- * Daily Responsibilities & Daily Responsibility Reviews
- * TLC Memberships
- * The Daily Dozen
- * TIER Behavior Interventions (tools for staff)
- * Community Theme of the Day/Week
- * Social Issues Sunday
- * The Gatherings
- * Personal Coach
- * The Notebook

* Daily Responsibilities

This reframes “rules” into meaningful responsibilities
that girls are responsible for each day.

Myself - Demonstrated respect for myself, learning to value my strengths, and taking care of my personal responsibilities

- * Completed my hygiene routine
- * Attended all groups and activities
- * Asked for help when I was struggling

My Relationships - Worked toward building healthy relationships, improving my non-verbal communication, and learning healthy verbal communication skills

- * Demonstrated respect for staff and peers
- * Refrained from rolling my eyes or using disrespectful facial expressions
- * Prepared for a good visit with my family

My Community - Demonstrated respect for the physical space of the program and made contributions toward a safe, healthy program culture.

- * Demonstrated respect for the program environment
- * I actively participated in community gatherings
- * I contributed something positive to the program

My Responsibilities

I did not do well in this area; I did not put much effort into My Responsibilities today.

T

I did pretty well in this area; I put some effort into My Responsibilities today.

L

I did an excellent job in this area; I worked hard on My Responsibilities today.

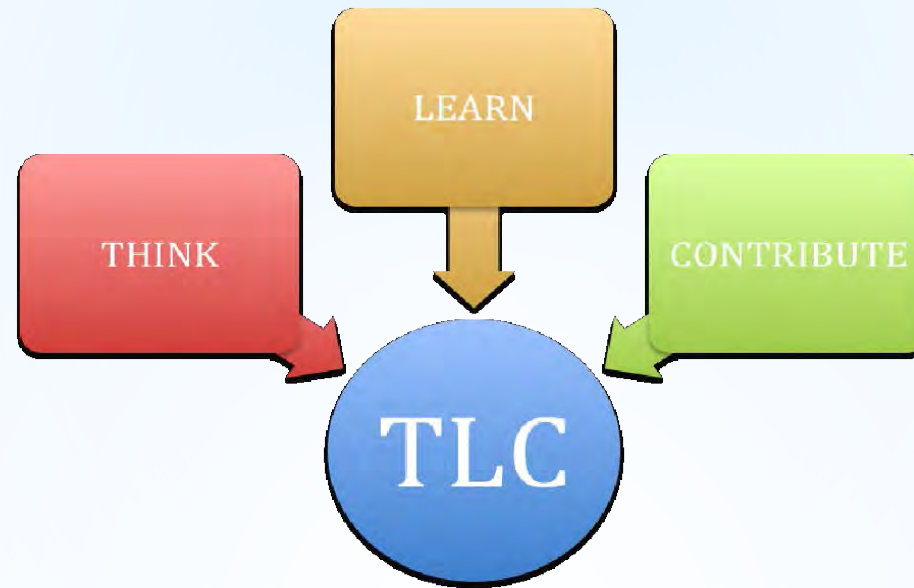
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My Feedback:

Staff Feedback:

Support I Need:

*TIER System Memberships



Thinking:

- * I need to think more about completing my responsibilities

Learning:

- * I am learning how to do well with my responsibilities

Contributing:

- * I am making contributions to the safety of this program

*The Daily Dozen

- * Aids in promoting healthy, safe behaviors each day regardless of membership status
- * Provides opportunities to earn access to special rewards every day
 - * Six areas for girls to achieve, each worth 2
 - * If all six areas are successfully accomplished they earn the “Daily Dozen” (6x2=12)
- * Daily Dozen activities/rewards must be meaningful to the girls or the Daily Dozen becomes irrelevant

	YES	NO
Did you complete your Evening Routine (got ready for bed, went to bed on time, caused no disturbances during sleeping hours)?		
Did you complete your Morning Routine (up on time, hygiene, breakfast, dressed and ready)		
Did you attend school, groups and activities?		
Did you contribute and participate in school, groups and activities?		
Did you refrain from unsafe behavior?		
Did you complete your chores, homework, etc.?		
Total		

Did she earn the Daily Dozen?

Yes

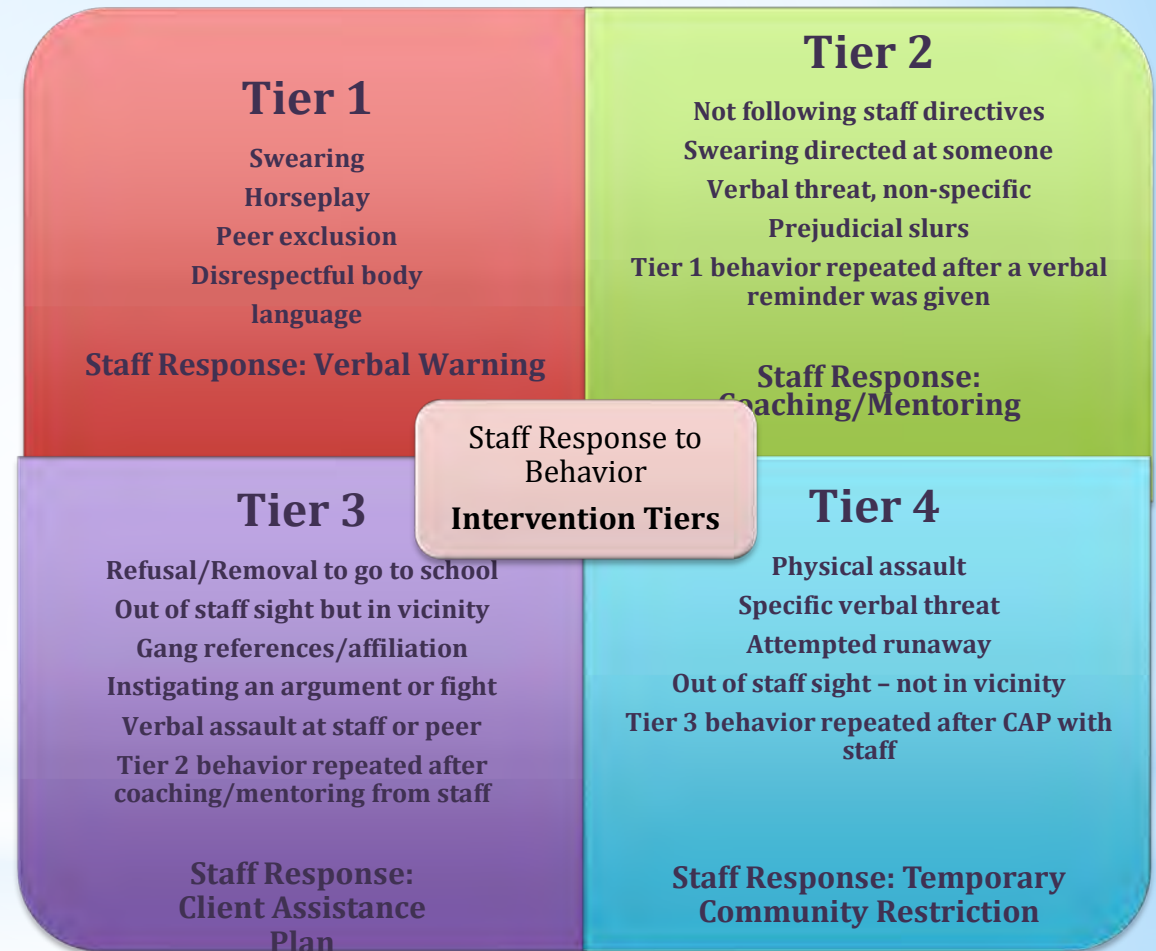
No

* Rewarding Positive Choices

- * As residents demonstrate safe, healthy behaviors, they get access to more privileges/opportunities AND community responsibilities
 - * No Membership is a “bad” membership
 - * Once something is earned, it can't be unearned
- * Privileges are only limited for severe, unsafe behaviors

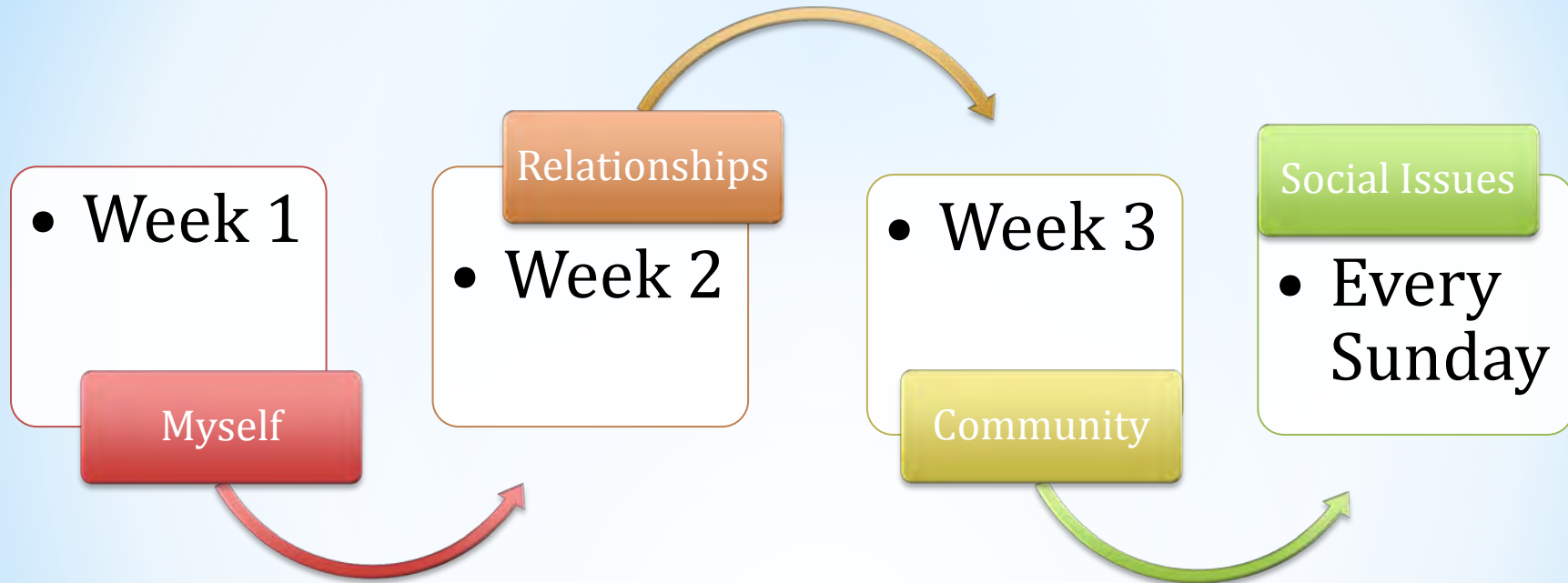
*TIER Behavior Interventions

- * Verbal Warning
- * Coaching
- * Client Assistance Plan (CAP)
- * Temporary Privilege Restriction (TPR)**
- * Temporary Community Restriction (TCR)



*Community Theme of the Day

- * Program-specific themes for the community to work on for the day/week - based on one of the three domains:
 - * Myself, My Relationships, My Community
 - * Themes determined in collaboration with girls and staff
- * Reinforces the program culture
- * Helps girls remain focused on growth
- * Themes are discussed each morning and progress is discussed with girls each evening.



*With a common goal for the community,
girls will be more focused and motivated.*

* Social Issues Sunday

- * Provides the community with an all-day focus on an important topic that girls can work on. Sundays are often “under programmed” days in residential settings.
- * Girls pick an age appropriate, relevant topic, that is important to them that they work on throughout the day. Staff facilitate the process:
 - * Girls get into teams and discuss what they know about the issue, what they would like to learn about the issue, and what they might want to do about the issue.
 - * Girls determine what role/responsibilities they would like to take on
 - * Girls perform tasks to uncover information needed.
 - * Girls reconvene to share what they’ve learned
 - * The community works together to develop action strategies and complete a project related to the issue.

- * Morning/Evening Community Gathering
- * Community Improvement Gathering
- * Greeting Gathering
- * Community Support Gathering
- * Farewell Gathering



* The Gatherings

* Personal Coach (PC)

- * A pre-qualified, trained staff member introduced to the girl during intake, who is responsible for helping her acclimate to the new environment.
- * Examples of Personal Coach responsibilities:
 - * Introduce her to residents and staff
 - * Provide a tour and get her settled in her room
 - * Discuss the program schedule and what she can expect today
 - * Discuss important information in the Handbook
 - * Review The Notebook with her



*The “Notebook”

- * Provides girls with a personal space to document their thoughts, feelings and experiences while at the program.
- * Notebooks contain:
 - * Space to document what she is learning about the program in the first few days
 - * Worksheets to help her focus on her Daily Responsibilities and Community Theme
 - * Worksheets on dealing with strong emotions and feelings
 - * White areas for girls to express themselves freely

DOMAIN: Myself

* THEME: Taking Care of my Physical Health and Hygiene

Examples: Good hygiene, eating nutritious food, exercising, seeking help for any physical problems.

[Morning Entry]

* Today I will work on this by doing the following things:

* If I start to struggle, I will:

* My Personal Notes:

* Helping Girls Deal with their Anger

The Anger Funnel¹

Many of us don't know what to do with our strong feelings and emotions, especially if they seem overwhelming. When we don't know how to deal with a strong feeling, it can end up getting ignored or bottled up inside. Often, an angry outburst isn't really about feeling angry, it is an expression of the other emotions that we don't know how to handle. A way to think about how this happens is to imagine a funnel where all of our feelings go in the top and the only thing that comes out the bottom is ANGER!



¹ Adapted from *Beyond Violence: A Prevention Program for Women*, 2012, by Stephanie Covington, with Center City, MN: Hazelden (in press)

Dialing Down My Anger

Believe it or not, when really angry feelings come up, we have a choice in how we're going to deal with them! When our attitude or behavior is because of feeling angry, we often feel like we are out of control and that the anger is in charge. We may feel a lot of anger or feel like we are out of control, but we actually have a lot of control over how we choose to behave. Just because we are angry doesn't mean we have to act out in an aggressive or unsafe way. We can be angry without hurting ourselves or anyone else. We really do have control over our own attitudes and behavior! Really! It's true! But it takes a bit of thinking, a little work, and some practice.

So what do we do?? When you are feeling calm try this exercise.

1. The first thing you need to figure out is what are some situations that result in you feeling angry?
2. Then think about how you usually act when this happens.
3. Then think about where your anger on a scale of 1 to 10.



1 is calm and peaceful, and a 10 is the most angry you have ever been in your whole life.

Here are some examples:

- I feel angry when someone rolls his or her eyes at me.
 - When I feel this way, I usually make a face at them or roll my eyes back at them.
 - When this happens, I think the intensity of my anger is a 3.



* Recognizing When Girls Are Struggling



- * Homesickness
- * Fear of her surroundings
- * Feelings of shame about where she is
- * Target of relational aggression
- * Being unfamiliar with structure
- * Unsure of who to trust
- * Being away from people she has strong emotional connections to

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Resources

- SAMHSA's Girls Matter! <http://www.tinyurl.com/girlsmatter2014>
- Other SAMHSA resources <http://www.samhsa.gov>
- HHS, Office of Women's Health, girls health website www.girlshealth.gov
- HRSA Office of Women's Health, health & wellness <http://www.hrsa.gov/womenshealth/wellness/>
- Futures without Violence <http://www.futureswithoutviolence.org/>

Resources *continued*

- Interagency Working Group on Youth Programs, collaborative website <http://findyouthinfo.gov/>
- National Institute on Drug Abuse, teen website <http://teens.drugabuse.gov/>
- National Online Resource Center on Violence Against Women, Teen Dating Violence Special Collection <http://www.vawnet.org/special-collections/TDV.php>
- Federal collaborative website on bullying <http://www.stopbullying.gov/>

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Cheers! CEU By Net

Join the Conversation



- Join the conversation about adolescent girls' behavioral health on Facebook and Twitter with hashtag #girlsmatter2014