



HOFFMAN

• HOMES •

Together toward tomorrow

PRTF

Quality Improvement Report July 2024 - June 2025

Prepared and Submitted by
Abby Weaver
Quality Assurance &
Compliance Specialist

815 Orphanage Road
Littlestown, PA 17340
P: 717-359-7148
F: 717-359-2600





Accredited by The Joint Commission

Introduction

Located in South Central Pennsylvania, Hoffman Homes (HH) has been a part of Adams County history for over 100 years. As a psychiatric residential treatment program for youth/young adults we provide comprehensive psychiatric care, treatment, and education to emotionally and behaviorally troubled individuals and their families across the Commonwealth.

Mission Statement

To be committed to promoting personal growth and achievement of those we serve through continuous quality improvement, education, staff development, and the use of evidence-based practices.

Vision Statement

The vision of Hoffman Homes is to be the leading choice for providing innovative human services to the communities we serve.

Quality Improvement

In the on-going effort to provide the highest quality services and assure stakeholders have information regarding Hoffman Homes, the Quality Assurance and Compliance Specialist develops this Quality Improvement report. This individual manages an interdisciplinary process designed to assure quality treatment services to improve healthy outcomes for individuals and families, system processes, and professional development. This process includes healthcare professionals, individuals and their families, and agencies/MCOs. Hoffman Homes strives for excellence and continuous quality improvement in all areas of service delivery to include:

- Ensuring that each youth/young adult and their family are engaged as partners in their care, and being respectful and responsive to their individual needs.
- Promoting effective communication and coordination of care.
- Providing efficient and timely services that reduce the cost of quality health care for individuals, their families, and the government.
- Implementing a healing centered framework for treatment.

Trauma Informed Care

In July 2020 former Governor Wolf passed the Trauma Informed PA (TIPA) plan. As part of this plan, the Department of Human Services (DHS) is working with providers to ensure that organizations, and their staff, are trauma informed. The first phase of this plan was to ensure that providers are trauma-aware. This required providers to complete a self-evaluation and submit this to the identified department within DHS. Hoffman Homes participated in this survey and received recognition as being trauma-aware. The next phase of this plan is to ensure providers are trauma-sensitive. This phase required another self-audit which identified specific areas in which the State would like providers to be compliant. Hoffman Homes completed this audit and submitted it to the State. Hoffman Homes was recognized by the state as being trauma-sensitive. Hoffman Homes continues to provide trauma training for all staff members employed at Hoffman Homes. Every month, a different trauma training topic is trained to all the staff members working on campus. These logs range from trauma specific topics, to how trauma impacts the brain, to the importance of self-care for individuals. Additionally, with the shift to the Relias Training system, Hoffman Homes has been able to identify 4 seminars that focus on Trauma Informed Care for all direct care staff to complete upon new hire. Indirect care staff complete 2 of the seminars upon hire. There were two additional trauma seminars identified as refresher seminars for 2025 that are completed by direct care staff. Indirect care staff complete one of the trauma seminars for 2025. Additionally, a trauma-informed leadership seminar was also completed in 2025 by various levels of leadership at Hoffman Homes.

Stacy Parsons, MA, NCC
VP of Programs for Healing





Accredited by The Joint Commission

Demographics
Admissions 7/1/24 – 6/30/25

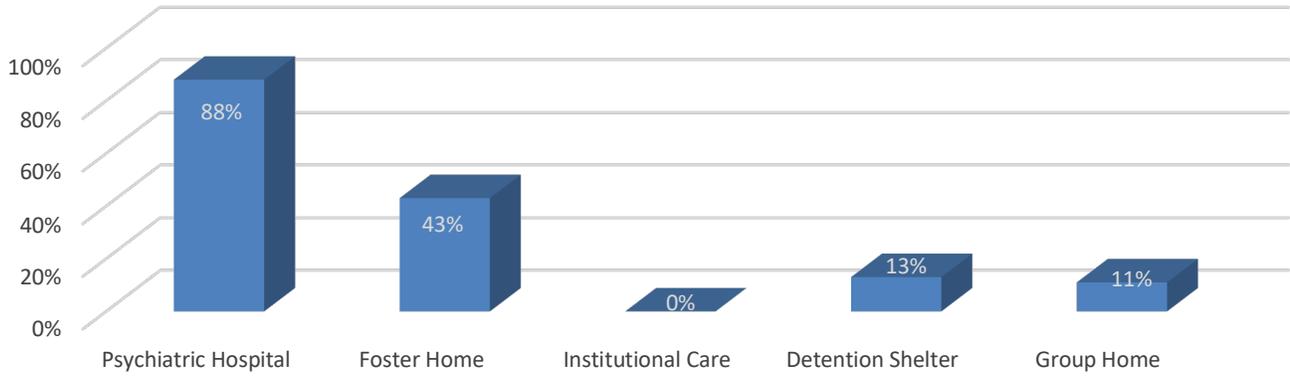
<i>Race</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Percentage</i>
African American	1	13	14	16.7%
Bi-Racial	1	3	4	4.8%
Caucasian	13	44	57	67.8%
Hispanic	1	4	5	5.9%
Native American	0	4	4	4.8%
Not Reported	0	0	0	0%
Total	16	68	84	100%

<i>Referral Source</i>	<i>Youth/Young Adults Admitted</i>	<i>Percentage</i>
Children & Youth	6	7.1%
Hospital	13	15.5%
Juvenile Probation	0	0%
Mental Health	65	77.4%
Private	0	0%
Total	84	100%

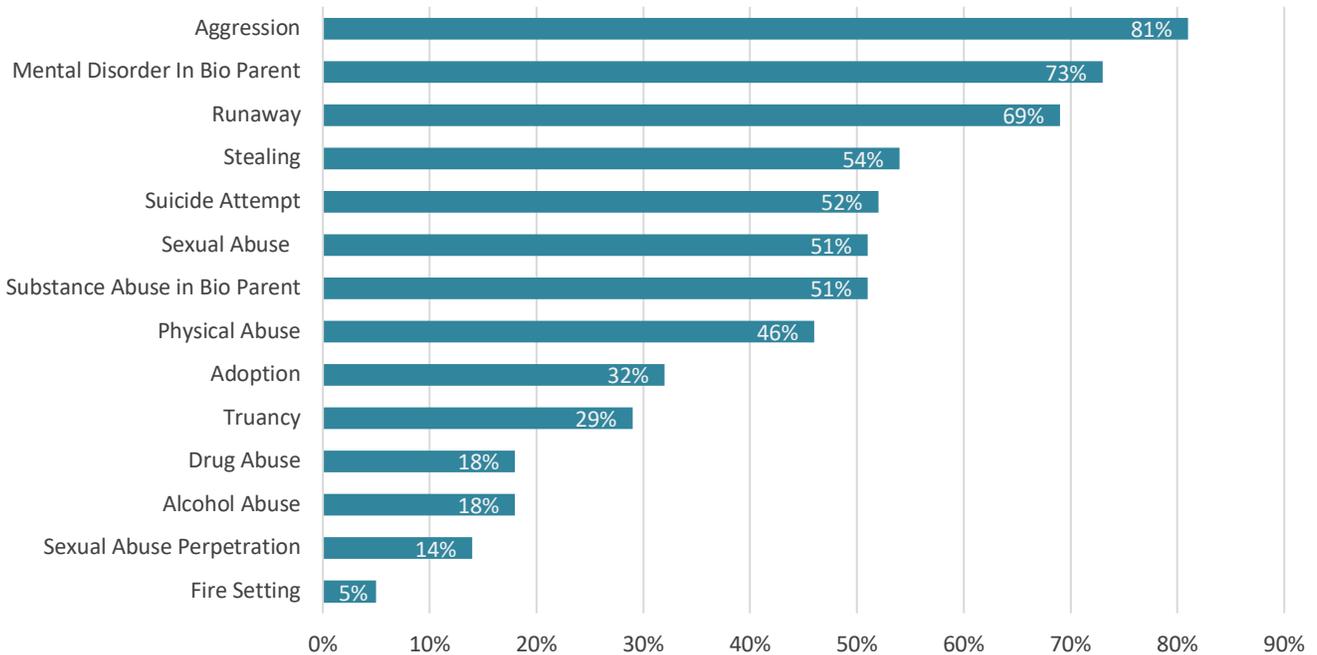
Average age at Admission	13
Oldest Admission	17
Youngest Admission	7

<i>Admissions by MCO/Other Sources</i>		
<i>MCO</i>	<i>Total</i>	<i>Percentage</i>
Carelon	10	11.9%
CCBH	39	46.5%
County	2	2.3%
Magellan	6	7.1%
PA/MA	0	0%
PerformCare	27	32.2%
Private	0	0%
Total	84	100%

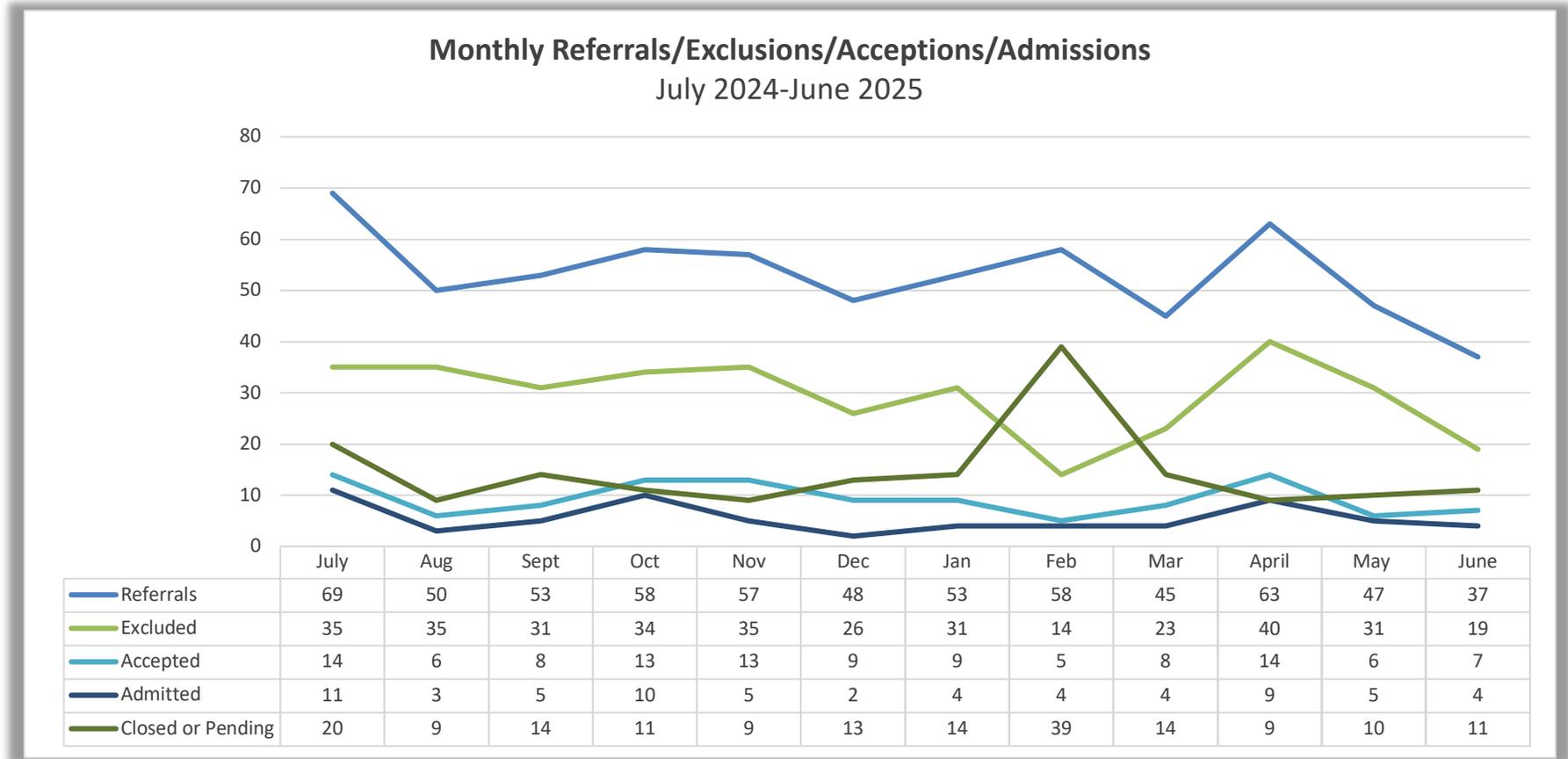
History of Prior Placements July 2024-June 2025



Histories of Youth/Young Adults Admitted July 2024-June 2025

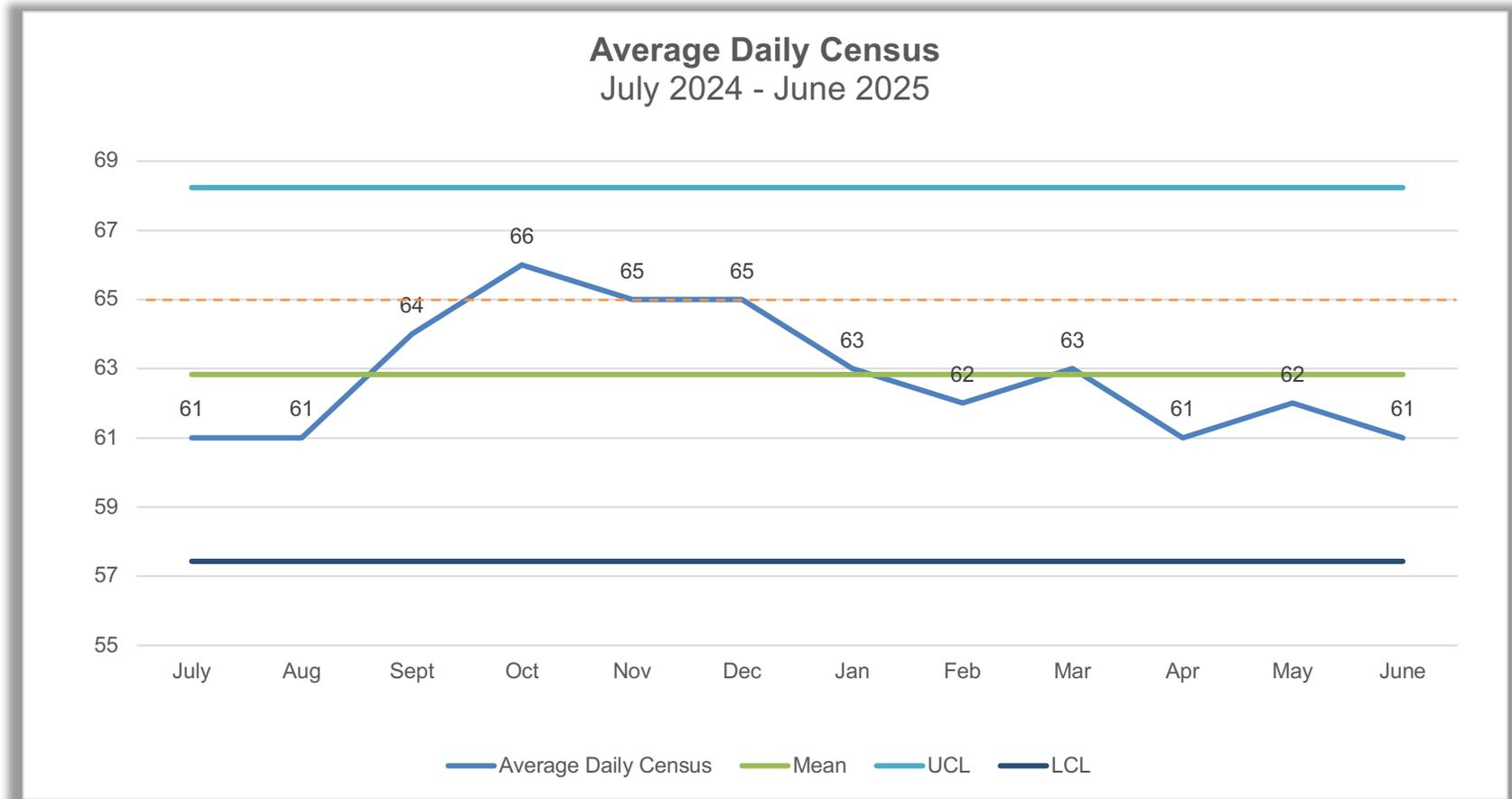


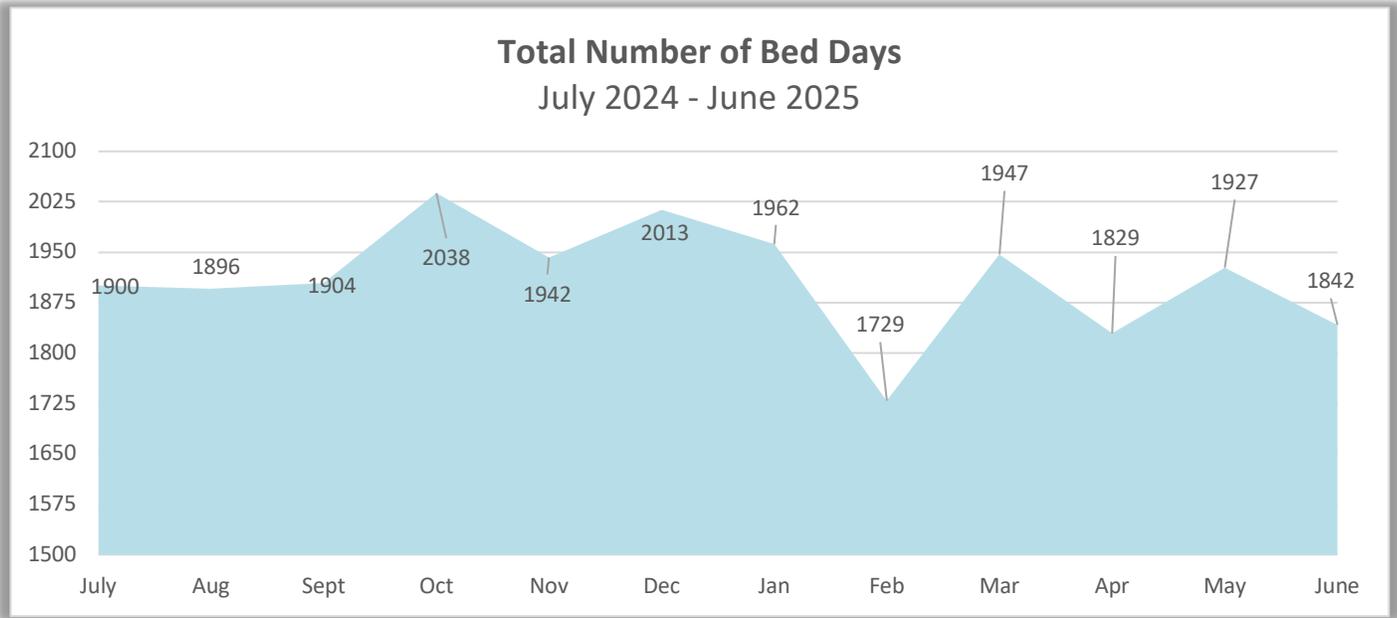
Referral Numbers for July 2024 – June 2025



*Number of youth/young adults re-admitted this year: Two (2).

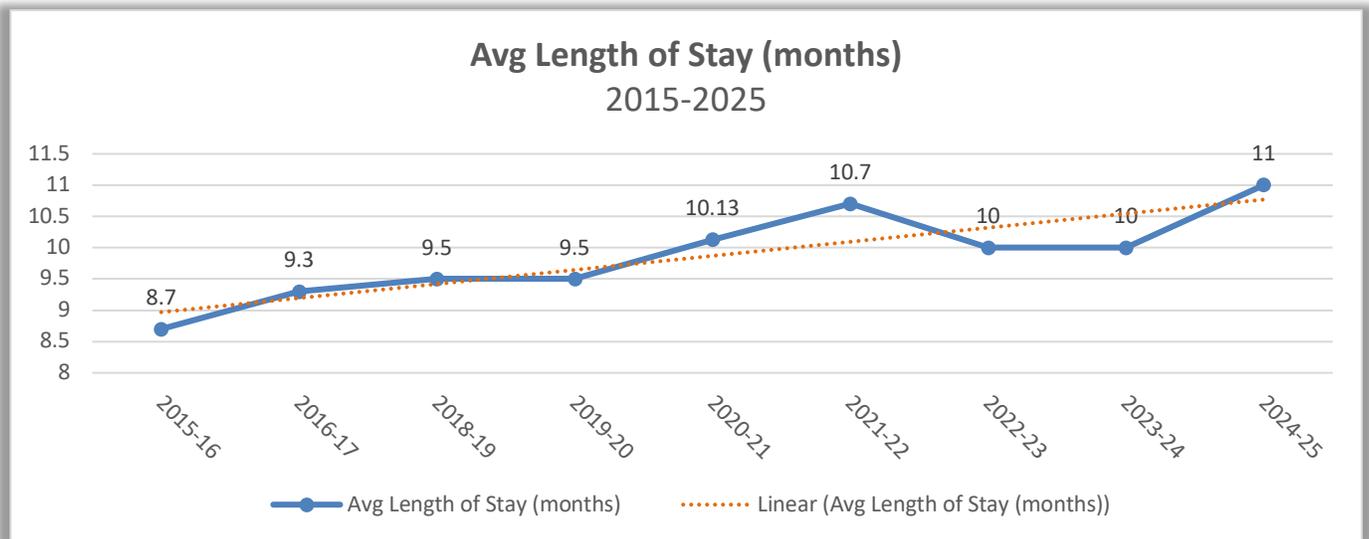
Census – (Budgeted census was 65 for the 2024/2025 fiscal year as indicated by dashed line on chart)





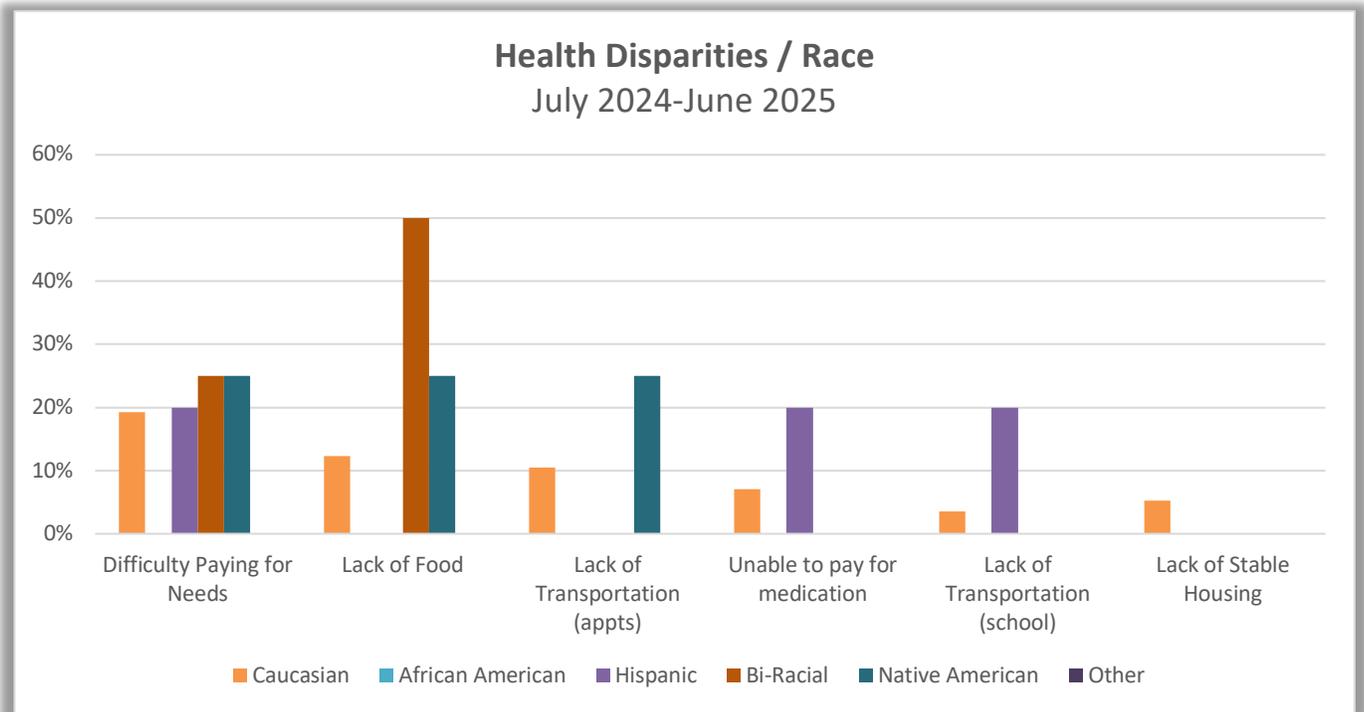
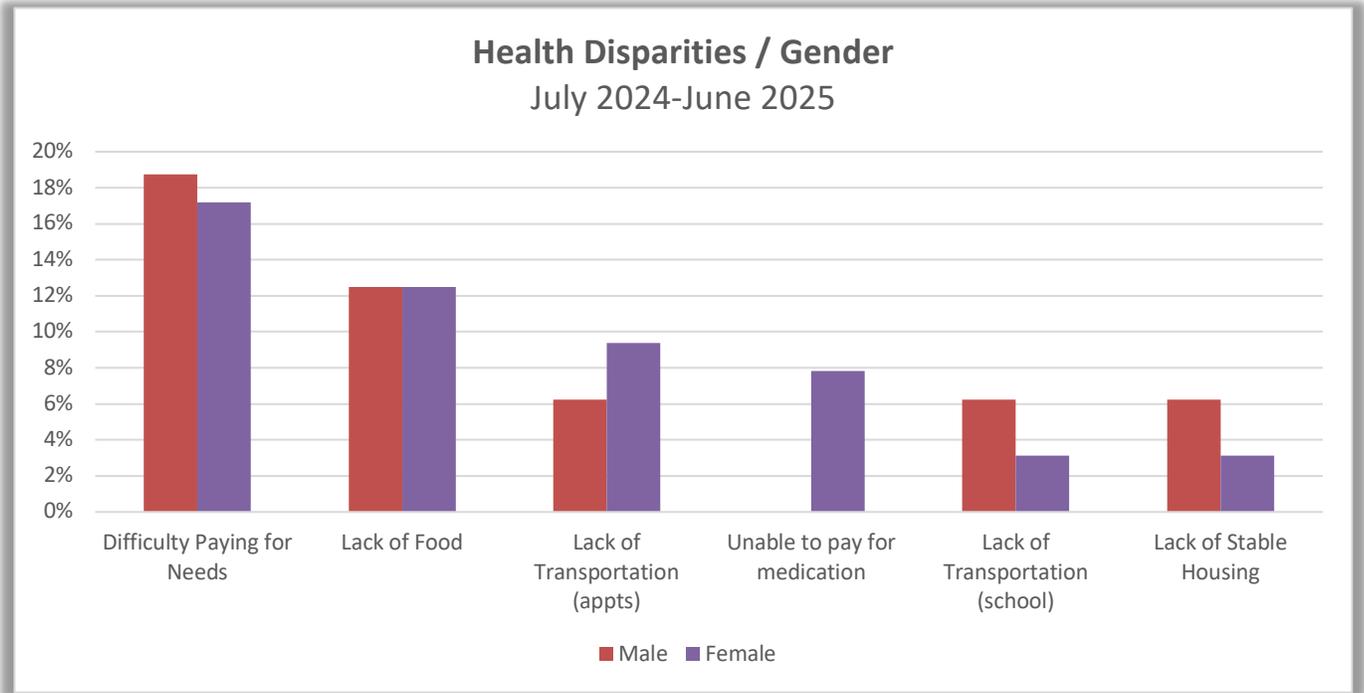
Length of Stay

Average Length of Stay	Months
July through September	11
October through December	11
January through March	12
April through June	10
Total Average Length of Stay	11 Months



Health Disparities

From July 2024 – June 2025, data was gathered on the health disparities of youth/young adults admitted to Hoffman Homes. This data was gathered in regard to gender and race.



Utilization Review

From July 2024 – June 2025 an average of 16.5 youth/young adults/week went through the utilization review process.

Youth/young adults are kept on the Utilization Review schedule prior to discharge until an after-care Medication Management appointment is set up for the youth/young adults within seven days of discharge.

Youth/Young Adults Successfully Discharged

From July 1, 2024, through June 30, 2025, 81 youth/young adults were discharged from our program.

Zero (0) youth/young adults were excluded from this success data because the reasons for discharge were beyond our control (i.e. court decision, family relocation, child refusing to return to Hoffman Homes from therapeutic leave, etc).

Over the past year, 72 youth/young adults (89%) successfully discharged from the Hoffman Homes' program. 9 youth/young adults (11%) were unsuccessfully discharged.



Therapy

Family Therapy - Approximately 96% of the youth/young adults have therapy sessions each month with their identified resources.

Individual Therapy – Youth/young adults meet with their therapist for an individual session at least once a week.

Group Therapy – In the residence, group therapy sessions are held Monday – Friday with the following focuses.

- Mondays – Anger Management
- Tuesdays – Self-Esteem
- Wednesdays – Social Skills/Life Skills
- Thursdays – Coping Skills
- Fridays – Relaxation

Once a month, the youth/young adults also participate in an anti-bullying group therapy session.

Creative Therapies

From 7/1/24 – 6/30/25 there were 1,308 Animal-Assisted Therapy (A-AT) sessions, 865 Equine Assisted Therapy (E-AT) sessions, 1,458 Art Therapy sessions, and 1,203 Drama Therapy sessions for a total of 4,834 sessions. During these individual/group sessions there was one incident of self-harm or aggression during an Art Therapy session in March and one during a Drama Therapy session in April.

Animal Assisted Therapy

- A-AT sessions focused on growth & development, bonds & attachments, safety & security, self-awareness, mastery, confidence, self-esteem, and grief and loss issues.
- Youth/young adults continued to participate in discussion-based groups using “*H is For Listening*” as a foundation for emotional exploration and expression and to help strengthen emotional, physical and mental well-being.
- Two youth/young adults participated in a group designed to create books for each animal in the A-AT program. This group encouraged the development of teamwork, collaboration, time management, organizational skills, and a strong work ethic.
- Groups planted herbs and a variety of lettuce while learning about sustainability and nurturing. The harvested greens are now used to supplement diets of our plant-loving animals, creating a full-circle lesson in care and connection
- The A-AT program has offered more youth/young adults the opportunity to work on and complete community service hours before discharge.
- In April 2025, we said goodbye to Smokey, our beloved longtime therapy cat, after a prolonged illness. Smokey held a special place in our hearts, and his passing was a significant emotional loss. In response, therapeutic activities and discussions were implemented to support individuals through the grieving process, focusing on fostering emotional safety, validating grief, and promoting healing.
- April and May saw the beginning of a new chapter when we welcomed three new animal team members: a Bearded Dragon named Leon and two cats, Zeke and Malley. These additions have brought renewed joy, laughter, and energy to the program. All three animals have adjusted remarkably well and are becoming integral to our therapeutic work, demonstrating an intuitive connection with the youth/young adults they serve.
- CT Supervisor successfully oversaw and supported the drama, art, and equine therapy programs in their day-to-day operations as well as program growth and expansion. Managed team schedules, inter-program coordination, and professional development opportunities for creative therapy staff.

Animal Assisted Therapy *(continued)*

- CT Supervisor assisted in the process of evaluating and identifying fencing upgrades and the development of an outdoor riding arena.
- CT Supervisor collaborated with both the Hanover Lions Club and Unity UCC in Shanksville, PA. The Supervisor was invited to speak to the congregation and Lions Club members about our work, fostering greater community awareness and support. As a result, both organizations raised funds on behalf of Creative Therapies and/or Hoffman Homes as a whole.

Current A-AT Projects/Upcoming Plans for 2025-26:

- Seek additional opportunities for A-AT trainings to support in ongoing learning of interventions and techniques
- Bolster the program with additional therapy animals as opportunities arise.
- Expand initiatives and interventions to offer more individual therapy formats for higher-acuity or less social youth/young adults.
- Explore opportunities with local trainers or rescues to bring in occasional guest animals for novelty and variety.
- Improve cross-program collaboration through case consultations and/or co-led sessions.

Equine Assisted Therapy

- E-AT Professional completed Phase 2 for Certification in Therapeutic Horsemanship
- In April we brought in a new horse for the program. Quest is a 23-year-old Percheron/Quarter Horse. Has an extensive background in showing and riding Dressage.
- Two-person riding sessions are now being conducted.
- Workout program for horses has been started and ongoing through the year.
- Barrels and PVC poles have been donated so youth/young adults may learn how to go through barrels and over poles.
- Started a feed-in fly control supplement to help control flies.
- Purchased men sized boots, new water sprinkler for indoor arena, wedge stirrup pads, weed trimmer, ring toss octopus, dart board, basketball, bowling, sand tray and accessories.
- Installed a white board in the indoor arena to better aid youth/young adults in learning new skills.
- Addition of an outdoor arena

Current E-AT Projects/Upcoming Plans for 2025-26:

- E-AT Professional secured a mentor at a therapeutic riding facility where she will be volunteering for the 60 hours of teaching needed for Phase 3 of Certification in Therapeutic Horsemanship
- Install mirror film on the windows of the E-AT Professionals office and classroom so youth/young adults may see themselves ride.
- Completion of Phase 3 for certification in Therapeutic Horsemanship
- Research grants to aid in purchasing footing for outdoor arena, a new drag for the indoor arena, and additional footing for indoor arena.
- E-AT Professional will attend the CECTH Annual Conference in September 2025

Art Therapy

- The art studio received a makeover including a fresh coat of paint, flexible seating options, a more intuitive layout, and refinished flooring.
- Art therapist and drama therapist have collaborated on offering novel cofacilitated groups to cater to youth/young adults with more unique treatment concerns.
- Opportunities for youth/young adults to participate in ceramics groups have been consistently offered each cycle, and additional time slots have been added including two-person groups and one longer time slot for more advanced youth/young adults
- The art therapy program was able to purchase a small pottery kiln utilizing funds from the Bob Craig Youth Foundation grant.
- Art therapist has facilitated opportunities for youth/young adults to contribute to collaborative art activities including creating ornaments for the Admin Christmas tree.
- Designated art groups for youth/young adults on STP have been created to continue to allow these youth/young adults to attend art therapy while also implementing extra safety measures.
- Art therapist provided face painting to youth/young adults as part of Campus Council's Fall Fest and Summer Carnival events.
- The art studio continues to expand its project and supplies offerings based off of requests from youth/young adults. Some notable additions include: papermaking, embroidery, oven-bake clay, and graphic design stickers.
- Art therapist introduced an initiative to replace all pencils on campus with pencils without erasers and metal ferrules.
- Youth/young adults artwork from multiple artists has been featured in the Administration Lobby.
- Art therapist has worked collaboratively with Hoffman Academy's art teacher to fire ceramics pieces created during art classes.
- Art therapist participated in the Adams County Career Fair at Gettysburg College.

Drama Therapy

- Coordinated and implemented multiple collaborative session structures with other creative therapists
- Completed the process of receiving the RDT credential
- Continued the development of working relationships in individual therapists, increasing practical knowledge of drama therapy implementations across the clinical team
- Collaborated with individual therapists to create individualized structures for youth/young adults with restrictive protocols to have access to drama therapy, supporting treatment for complex issues in which talk-based approaches seemed to encounter treatment barriers
- Added stage/mood lighting and built-in wireless sound to the drama room and increased inventory of high-quality puppets, fidget tools, and sand-tray figurines among other helpful tools, resulting in greater efficacy in the facilitation of psychological distance and enhancing client access to emotional experiences through embodiment
- Successfully completed and hosted the first live performance by youth/young adults with a staff audience in the drama therapy program
- Worked alongside team to create and implement a centralized, integrated system of tracking youth/young adults placement in creative therapies, including group screening considerations and team communication

Current Drama Therapy Projects/Upcoming Plans for 2025-26:

- Continue seeking opportunities for additions and/or enhancements to the drama therapy space to further facilitate navigation of psychological distance and the efficacy of embodiment
- Identify, if and when present, youth/young adults whose treatment progression has resulted in suitable consideration for greater variety in performance and/or presentation-oriented work and facilitate opportunities for this level of engagement
- Continue to develop campus-wide awareness of drama therapy practices and activities so that staff of all youth-facing roles can effectively communicate with and inform youth/young adults of its clinical and practical nature
- Further integrate sociodrama/psychodrama and stage acting activities into the ten-week structure of the creative therapies cycle upon suitable progression through the stages of group work

Creative Therapy Success Stories

A youth that had been working with the drama therapist for approximately one year successfully discharged in November 2024. When this youth began work in drama therapy, she displayed significant struggles with anxiety and diminished self-worth/value, which seemed to result in social withdrawal due to regular emotional overwhelm and engagement in self-harm behaviors. When this youth's treatment began, she regularly suffered from this emotional overwhelm while in session and disengaged from group activities while expressing inability to communicate her emotional state. As this youth engaged in many varied forms of dramatic play, they gradually began to both express and display greater amounts of esteem, competency, and abilities in emotional insight and expression. This youth utilized table-top roleplay activities to navigate significant grief and loss and integrated this into their standard drama work to discover meaning in the creation and living out of new stories. At the beginning of her final creative therapies cycle before discharge, this youth self-initiated a verbal request to the drama therapist to perform live for an audience and advocated for her willingness and readiness to achieve this. This youth, alongside her group, spent that cycle exploring a musical with strong messages surrounding mental health, identifying a musical number within, then rehearsing and eventually performing this piece for a live audience of select Hoffman staff. All involved expressed feelings of success and pride in this endeavor.

Jared Adams, MA, RDT
Drama Therapist

When one young lady was first added to the A-AT schedule, she presented as easily distracted, impulsive and difficult to engage. She struggled to maintain focus and successfully participate, often interrupting others, requiring individualized instruction and consistent redirection. Her ability to engage with the animals was limited, requiring frequent prompting and 1:1 support to participate meaningfully.

Over time, with regular attendance and consistent structure, she began to settle into the group. Her ability to focus and follow directions improved significantly. She became more engaged and curious, especially in areas related to animal care and well-being. Her growth was evident not only in her behavior but also through increasing empathy toward the animals. A-AT became motivational for her, and she was able to lean on her scheduled sessions as an incentive for safe behaviors in the milieu.

Creative Therapy Success Stories *(continued)*

A particularly moving moment came when Smokey, our long-time therapy cat, was experiencing serious health concerns. This youth, aware of his condition, showed deep compassion, gently petting him, asking thoughtful questions, and seeking ways to comfort him. During one session, Smokey approached her and sat at her feet, eventually moving onto the table in front of her and staying close by for the remainder of the group. This young lady was visibly moved, recognizing that this interaction was special. She received his perceived affection with tenderness and verbalized that it “*felt like love*” while acknowledging that Smokey had quite literally “chosen her that day”.

Over the course of eight months, she has made notable progress through her participation in animal-assisted therapy. She engages more consistently, responds to directions, and actively participates in all group activities and interventions. Her increased empathy, self-regulation, impulse control and investment in the program are clear indicators of her growth. Her story highlights the powerful impact of animal-assisted interventions and the human-animal bond. This safe outlet offered a safe, therapeutic outlet where meaningful connections and personal development flourished.

Jennifer Sepic, MA
Creative Therapies Supervisor/Animal-Assisted Therapist

In Equine-Assisted Therapy this past year one client stands out the most for making great improvement. One year ago, she started in therapeutic horsemanship. From the start she appeared anxious, apprehensive, and fearful around the horses. In aiding in these emotions, she would hold a clip board so notes could be taken of the skills being taught. This gave her an opportunity to observe horses in stalls, the aisle way, and their interactions with peers. After weeks of doing this, she started approaching the horses while they were in their stalls. Starting with Dimples, the Shetland Pony, she would practice hand over hand to pet her face, neck, mane, and when giving her treats. Dimples would stand extremely still because any quick movements or noises would scare the client. During this time, she was learning trust and how to communicate her emotions to the horses. While the end of the cycle approached, she did not sign up for E-AT until one cycle later.

With the start of her second cycle of horsemanship approaching, she demonstrated more maturity, interest and enthusiasm about being around the horses. While hesitant at first, she was able to approach, interact, and communicate with them by using verbal and non-verbal cues. She worked on handling the horses with assistance and expressed interest in learning to ride.

During her third cycle, she joined therapeutic riding. Her increasing motivation and determination to ride a horse was a driving force for her. Learning to control, communicate, and master riding skills instilled a strong sense of accomplishment, pride and self-efficacy. When riding she formed closer connections and built trust allowing her to feel more empowered, resilient, and courageous.

Over the course of 30 weeks in E-AT, she went from being fearful standing near a horse to mounting, dismounting, walking, trotting and riding independently. Her drive, ability to connect, trust, and form relationships with the horses boosted her self-confidence, patience, and gave her a sense of accomplishment and control.

Erica Harvey, BS
Equine-Assisted Therapist

Creative Therapy Success Stories *(continued)*

This year, one of Hoffman Academy's day students has made huge strides in working towards his goals through therapeutic artmaking. This therapist has been working with this youth in art therapy for two full school years, and has witnessed his confidence, self-efficacy, and communication skills grow exponentially this year. This youth is a teenage male with a diagnosis of Autism Spectrum Disorder. He has historically struggled greatly with navigating interpersonal relationships, healthy boundaries, and managing feelings of embarrassment and shame associated with misreading social situations. This year, this therapist prioritized placing him in a group with other same-aged peers who are also navigating their own neurodivergence and who have self-identified as being in the "out" crowd.

The support, encouragement, validation, and cultivated sense of normalcy that radiated from this group was incredible to bear witness to and facilitate through group processing and discussion. This particular youth was able to ask the questions he has always wanted to ask but felt embarrassed to do so because he perceived questions related to social interactions as something he "should have already known". Because this environment allowed him to make mistakes, ask questions, navigate discomfort, and practice and develop his social skills in a safe space, he was able to build confidence that transferred over into his artmaking as well. This year, this youth really pushed himself outside of his comfort zone to learn new skills, try hard things, and trust the creative process. Historically, he has not managed the fear of failure or "messing up" very successfully which has discouraged him from tackling larger projects that he really wanted to do. However, with the encouragement and support of his peers and this therapist, he was able to tackle these challenges and manage his feelings of self-doubt to make things he felt truly proud of.

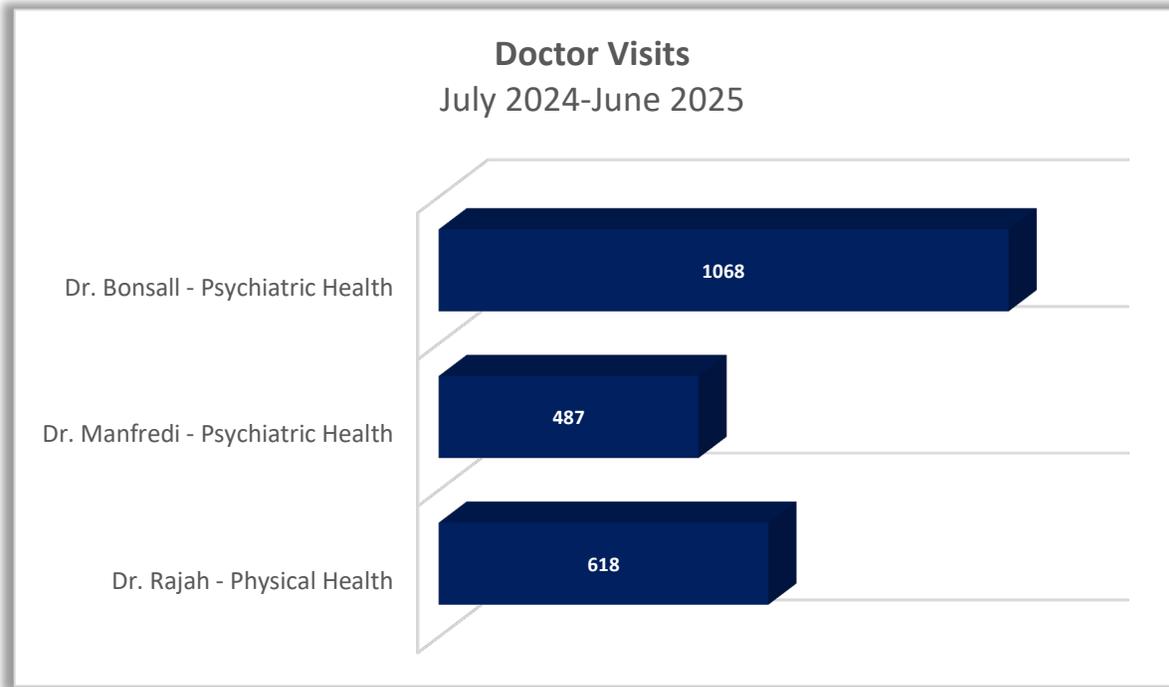
The culmination of his growth came when he shared that he wanted to make a rag doll inspired by his favorite animated character. This was a huge project to take on and required quite a bit of creative problem-solving and new skill acquisition. The importance of this project seemed to really keep pushing him through the lengthy process. Along the way, he and this therapist did a lot of collaboration which at times looked like both this therapist and this youth figuring out a new technique or tool together. This project truly highlighted the importance of trusting the artistic process, which aided this youth in relinquishing some of his need for perfectionism and fear of failure.

When the doll was finally finished, this youth was absolutely beaming with pride. The payoff of all his hard work was palpable, and his happiness was contagious. It was truly an honor to witness such a positive outcome that came with tangible proof of all the things this youth had accomplished over the past year. His perseverance, courage, care, and trust allowed this growth to happen, and the culmination of this skill development lives on in the rag doll he created!

Paige Owings, MA, ATR-BC
Art Therapist

Psychiatric and Physical Health

In the months of July 2024 – June 2025 there were a total of 1555 psychiatric appointments with the psychiatrists, Dr. Bonsall and Dr. Manfredi and 618 visits with the somatic doctor, Dr. Rajah.



Medications (July 2024 – June 2025)

From July 2024 – June 2025 the administrative medication error percentage was .0005% (Number of errors/total number of bed days).

The Pharmacy Committee, which is comprised of the Psychiatrist, Pharmacy Director, VP of Medical Services, Quality Assurance & Compliance Specialist, Director of Clinical Services, and Psychiatric Coordinator, reviews information on a quarterly basis to discuss protocols, medication errors, adverse reactions, physician's orders, medication refusals, MARs, insurance, and medication costs.



Accredited by The Joint Commission

Educational Services

Hoffman Academy is a small Private Academic Licensed School (PAL). It serves students in first through twelfth grades. Until June 2019, Hoffman Academy served students with Individualized Education Plans for Emotional Support Services. In June 2019, the academy was granted a supplemental license allowing the enrollment of elementary students without special education needs in grades one through six. Then, in June 2023, the academy was granted an additional license to enroll students without special education needs in grades seven through twelfth. In addition to emotional support and general education, the academy started a living skills program during the 2023-2024 school year with a comprehensive alternative curriculum. An additional classroom with a kitchenette was built to accommodate this program of 8 students. Due to the success and demand for this new program, a second classroom was opened for the 2024-2025 school year. During the 2025-2026 school year, Hoffman Academy is responding to community needs and applying to the Pennsylvania Department of Education to open a preschool age 3 and 4 class and Kindergarten class. The vision statement of Hoffman Academy states, "Empowering individuals to make positive change, encourage growth, and reach their goals." The leadership of the academy emphasizes opportunities for growth & transformation not only for its students, but its staff as well.

The 2023-2024 school year was a year of expansion and growth for Hoffman Academy. The enrollment in June 2023 was more the 20 additional students than June 2022. The framework of the academy continues to be built on Restorative Practices with a School-Wide Positive Behavior Intervention and Support Plan. The academy will be receiving recognition in November 2024 for Tier II SW-PBIS accreditation. The Restorative Support Team, consisting of a team of 6 individuals, leads the academy in restorative practices and maintaining fidelity in SW-PBIS through data driven meetings, interventions, restorative conversations, and conflict resolution. This team successfully completed a rigorous assessment at the end of the 2023 school year, earning a proficient score of 96.67% for Tier I and 80.77% for Tier II, exceeding a minimum required score of 75%. Going into the 2025-2026 school year, Hoffman Academy is sustaining the Tier II accreditation in School-wide Positive Behavior Interventions and Supports with scores of 93.33% for Tier I and 92.31% for Tier II Fidelity assessments.

There were two teacher resignations over the summer of 2025. As of July 2025, both vacant positions and a new teacher position were filled. There have also been 2 teacher aides, and 3 personal care aides hired. The addition of general education teachers and elective teachers have continued to provide opportunities for increased enrollment and expanding opportunity to serve a more diverse student population through a blend of general education and special education services. The academy was able to contract with several staff over the summer of 2025 to provide recreation groups, basketball camp, and horticulture groups for residential youth/young adults. These programs have been a huge success, with a ton of positive feedback from staff and youth/young adults.

In conclusion, Hoffman Academy continues to excel in meeting the needs of the students in the Hoffman Psychiatric Residential Treatment Facility and our community districts. The Academy consistently implements new ways to empower students and educators to make positive change and reach their optimal potential. The Academy strives for excellence in academic instruction, social-emotional learning, and trauma-informed education. This past year has been one of exponential growth and we are excited to serve even more students and districts for the 2025-2026 school year!

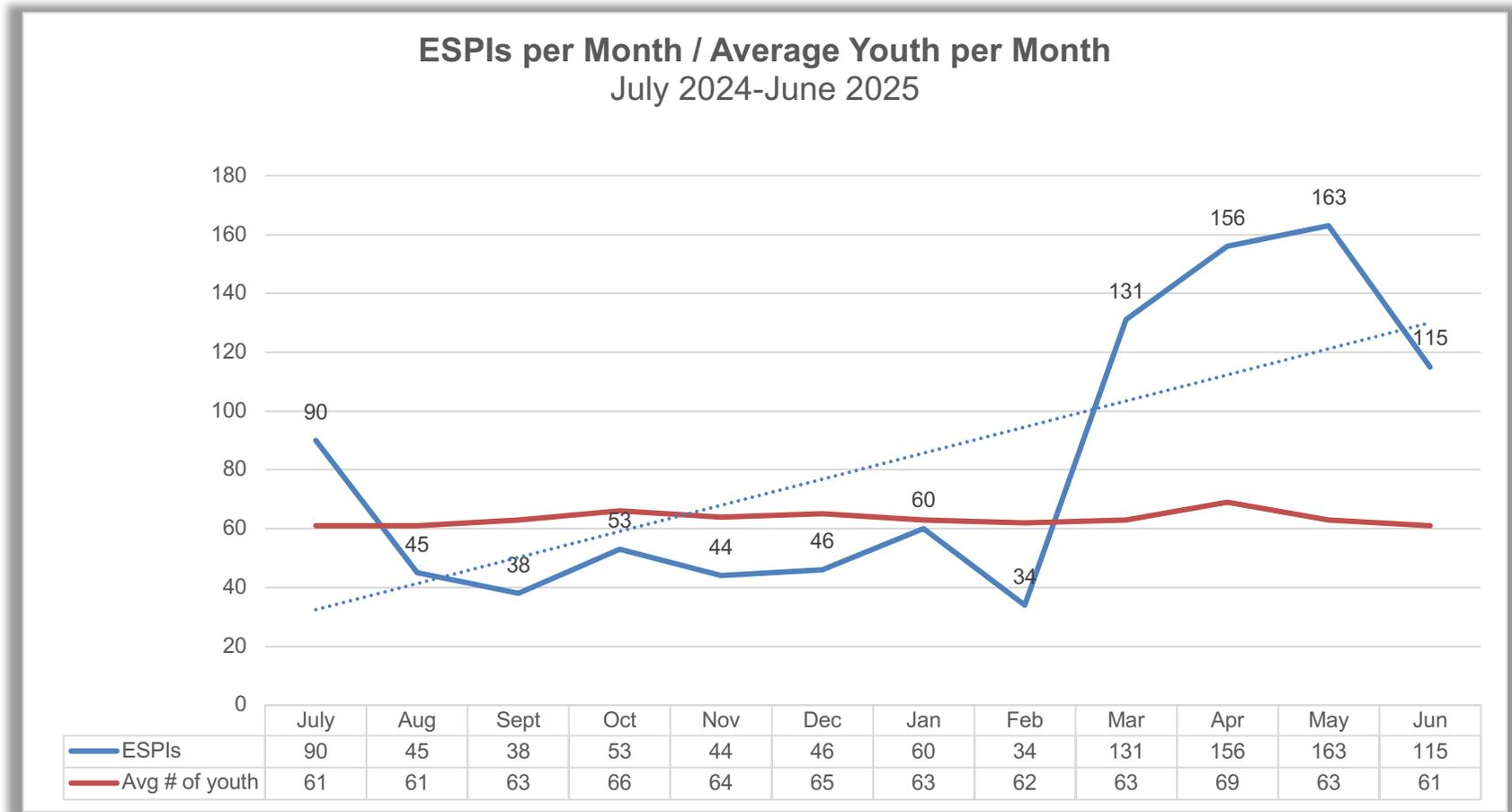
With sincerity and gratitude,
Dr. Stacy Mae Taylor, Ed.D.
Vice President of Education



Accredited by The Joint Commission

Emergency Safety Physical Interventions (ESPIs)

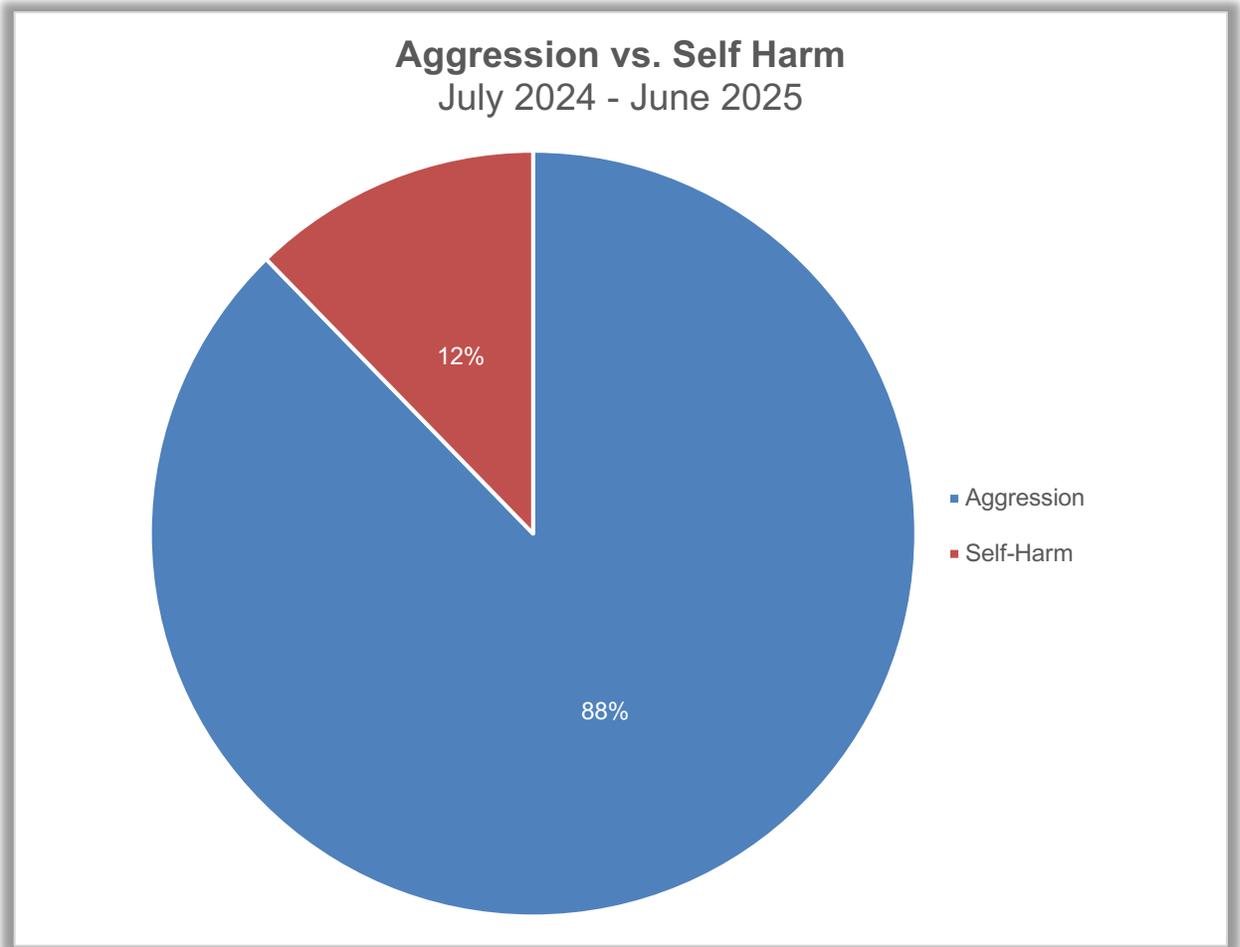
Extensive ESPI data is collected and analyzed monthly to identify trends to minimize risks regarding ESPIs. Individualized workplans were developed for any youth/young adult that had more than two ESPIs in a given week. The ESPI Taskforce (comprised of MCOs, agencies, youth/young adults, staff) shares ideas/concerns regarding the reduction of ESPIs.



This information is intended only for the use of the intended recipients. Information contained herein belongs to Hoffman Homes for Youth and is not to be shared with others without the prior consent of Hoffman Homes for Youth.

Emergency Safety Physical Interventions (ESPIs) *(continued)*

From July 2024 – June 2025 88% of the ESPIs were due to aggression and 12% were due to self-harm.





Accredited by The Joint Commission

Hoffman Homes Success Stories

One of our discharged youth initially struggled significantly with symptoms associated with their diagnoses to include Post-Traumatic Stress Disorder, Attention Deficit Hyperactivity Disorder, Unspecified Bipolar Disorder, and Oppositional Defiant Disorder. The youth appeared to have great difficulty forming and maintaining healthy relationships with others, as well as accepting limits. This youth often responded to clear limit setting with unsafe and high-risk behaviors.

Initially, the youth appeared to have difficulty engaging in their treatment at Hoffman Homes. They would raise their voice or refrain from speaking at times or become emotionally dysregulated and resort to external means of expression, aggression, and self-harmful behaviors. The youth's Therapist, external team, and staff continued to extend their support to the youth. With such continued support and resources, the youth appeared increasingly open and demonstrated improved safety in therapy sessions and in their overall treatment. They began to thrive in group therapies, as well as Creatives Therapies to include Animal-Assisted Therapy and Art Therapy.

With continued encouragement, this youth began to build trusting relationships with others to include their Therapist, staff, and peers. The youth started to present as increasingly engaged and motivated in their treatment, which utilized a Trauma-Focused Cognitive Behavior Therapy (TF-CBT) approach.

The youth had a history of past loss and trauma to include being separated from their biological family members. They were involved in the foster care system and did not initially have a discharge resource during this placement. A prospective foster family was eventually identified, and the youth began to have contact with them through phone calls, family sessions, and visits, which went very well from the youth and family's perspectives. The prospective family then became a confirmed discharged resource.

Over time, the frequency and severity of unsafe behaviors decreased as the youth showed an ability to implement safe and healthy coping strategies. This youth was able to recognize and safely process their emotions and stressors, which was previously very difficult for them as evidenced by past unsafe behaviors. With this new skill set, they could safely process past loss and trauma as they worked toward the trauma healing and recovery process. This youth flourished and made significant progress in their treatment.

Upon discharge, the youth was extremely grateful to staff and everyone with whom had supported them during their time at Hoffman Homes. Following discharge, the youth and their pre-adoptive parents reached out to Hoffman Homes to share their success. The youth was reportedly attending a public school, making friends, and attending recommended therapies.

Molly Crowell, MS
Psychotherapist

Hoffman Homes Success Stories *(continued)*

Recently, we celebrated the discharge of a youth who experienced some significant difficulties in their life. The youth endured past loss and trauma. They struggled with symptoms associated with Reactive Attachment Disorder, Post-Traumatic Stress Disorder, Oppositional Defiant Disorder, and Attention Deficit Hyperactivity Disorder.

Attachment theory is an intricate topic often discussed amongst clinicians at Hoffman Homes. Particularly, how a person's early attachments and relationships in life, especially with their caregivers, significantly impact their relationships throughout life. When a youth's attachment with a parent or primary caregiver is disrupted, this can negatively impact a youth's brain development and abilities to form healthy, trusting relationships. This was certainly the case for this youth. Born to parents with substance abuse issues and mental health struggles, this youth's physical and emotional needs were not consistently met during the formative years of their life.

This youth appeared to be protective of their siblings as a trauma response to what they endured while with their biological family. This youth and their siblings were placed in the same foster home, where this youth unfortunately began to have difficulty maintaining safety in. This youth was eventually removed from the home and had psychiatric inpatient hospitalizations. Throughout this journey, this youth experienced difficult losses, significant shame, and hopelessness. While they had many professionals throughout their life, the youth appeared to have difficulty investing in their therapy as their life was in a nearly constant state of chaos and inconsistency.

While the youth initially seemed to have difficulty acclimating to Hoffman Homes, it seemed to finally give them the time and space to focus on themselves in a safe, therapeutic, and structured environment. This youth was willing to learn more about their trauma and build understanding into how their attachments have impacted their behaviors, as well as abilities to establish and maintain safe and healthy relationships. The youth was able to build a positive relationship with their Therapist and staff in the milieu. They began to enjoy other programs at Hoffman Homes to include Creative Therapies.

Unfortunately, this youth's anticipated date of discharge was impacted due to a discharge resource not being identified as they were in the custody of CYS. This was difficult for this youth to cope with and process as it increased their feelings of hopelessness. A few months prior to this youth's slated discharge from the facility, they were introduced to a prospective foster family. This youth began to participate in family sessions, nightly phone calls, and day passes and therapeutic leaves with the family. This youth finally felt a sense of security and hopefulness.

As the youth plans for this exciting transition, the work in their treatment at Hoffman has certainly been an integral part of their development and journey. During this youth's time at Hoffman, they participated in therapy with a Trauma-Focused Cognitive Behavioral Therapy approach. Several months of this youth's treatment was spent working on processing their trauma, exploring past events, and effectively addressing distorted beliefs regarding their trauma. Healthy relationships, boundaries, honesty, and trust were also topics that were consistently processed throughout this youth's treatment to support them with their healing and safety. This youth is fully aware of what they need to continue to focus on in their healing and recovery journey and has the tools, as well as knowledge to reach their fullest potential. With everything they have learned at Hoffman and their foster family's support, it is time for this youth to begin their journey outside of a treatment facility environment.

Molly Crowell, MS
Psychotherapist



Accredited by The Joint Commission

Quality Care (July 2024 – June 2025)

- New meeting invitations were created to include MHW Supervisors. MHW Supervisors are now completing Case Management responsibilities for the youth/young adults.
- Updated EDS to streamline the process for completing notifications to outside agencies and to make it easier to access pertinent information.
- Replaced air conditioner in Helb visitation residence.
- Replaced all fencing around horse pastures.
- Connected wastewater treatment plant to generator.

Record Reviews

Quality Assurance reviews of records are conducted on a weekly basis using the medical records audit tools. Findings are reported weekly. Areas of focus include:

- Agency and Guardian Contacts
- Day Passes/Therapeutic Leaves
- Individual and Group Therapy Documentation
- Daily Note Documentation
- Youth/Young Adult Completion of Trauma Assessment Tool
- Documentation of Time Outs
- Self-Harm Logs
- Treatment Plans

Staff continue to be trained in the processes and documentation in these areas to ensure compliance with MCOs and regulatory agencies. They also give input into streamlining the processes and making the documentation more user friendly for staff.

The Medical Records Committee reviews and has final approval on all changes made to any Hoffman Homes' documentation that goes into the youth's/young adult's charts.

Accreditation/Licensure/Audits

Hoffman Homes operates under the auspices of many MCOs (CCBH, PerformCare, Magellan, and Carelon) as well as numerous regulatory agencies (Department of Health, Bureau of Program Integrity, Office of Children, Youth, and Families, and the Office of Mental Health and Substance Abuse Services). The MCOs and regulatory agencies survey the physical plant, youth's/young adult's records, and staff's records during site visits. They identify our strengths and areas for growth and development regarding our program, documentation, and facility.

The Office of Children, Youth, and Families surveyed Hoffman Homes and each one of our residences received renewal of licensure for the 2024/2025 year. Our last licensing renewal resulted in five citations for all Hoffman Homes programs. It is noteworthy that all citations were minor and easily addressed.

Hoffman Homes was re-accredited by The Joint Commission on November 5, 2022.



Accredited by The Joint Commission

Credentialing/Clearances/Staffing

All positions meet or exceed the requirements stated by the PA Chapter 3800 regulations. All personnel have the Pennsylvania Child Abuse History Clearance, PA Criminal Record Check, and the FBI Fingerprint Clearance processed prior to starting at Hoffman Homes, Inc., regardless of their role within the organization. Furthermore, every employee is on schedule to have these records re-processed every three years.

Jason Detter
Vice-President of Human Resources

Trainings

Staff completed all required trainings and acquired the mandated hours of training during the 2024-2025 training year. Licensure law requirements mandate that new staff complete 30 hours of training within 120 days of employment. All other direct care staff must complete 40 hours of continued training each year.

The organization utilizes both in-person and online trainings through Relias to ensure staff receive their required trainings. Staff successfully completed the Voluntary Resolution Agreement trainings in accordance with OCR and DHS.

Twelve staff received SCM Instructor Training through JKM, and six staff have CPR/First Aid Instructor certification through the American Heart Association.

