

63RD CONFERENCE ON EXCEPTIONAL CHILDREN

Believing In Achieving

SHERATON FOUR SEASONS | KOURY CONVENTION CENTER | GREENSBORO, NC



Keeping the Children in The Village

School Based Transition, Day Treatment Programs and School Based Mental Health Services

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and Support Services





**Franklin County Schools
in Partnership with
Family Preservation Services of
NC**



Statistics on Mental Health

National Alliance on Mental Health 2010

- Of children age 9 to 17, 21% have mental health disorders by the age of 14
- Suicide is the 3rd leading cause of death in youth ages 15 to 24
- Approximately 50% of students age 14 and older with mental illness drop out of high school. Students with mental health have the highest dropout rate of any disability group.
- 75% to 80% of children in need of mental health services do not receive them.



Overview of School Based Mental Health Services

- A broad spectrum of assessment, intervention, postvention, counseling, consultation, referral activities and services.
- Services are provided by a team of nurses, counselors, psychologists, social workers, clinical social workers, administrators, and community based services.



- Centrally located within the Franklin County School System
RES, TLMS, and LHS
- Four to six week Transition Program
- Intended to ease the transition between more restrictive learning environments and the regular school setting
- Focus on academics, social skills and behavior management
- Allows adequate time for assessment and to determine the most appropriate least restrictive environment.

New Directions Transition Program



Any student entering Franklin County Schools from a hospital, institution or day treatment program may be considered for the New Directions Transition Program. Students can move from the New Directions Transition Program to Franklin County Schools Day Treatment Program after assessment by Family Preservation Services. If they are not recommended for Day Treatment, they will transition back to their base school after the 4-6 week transition program.

New Directions Transition Program

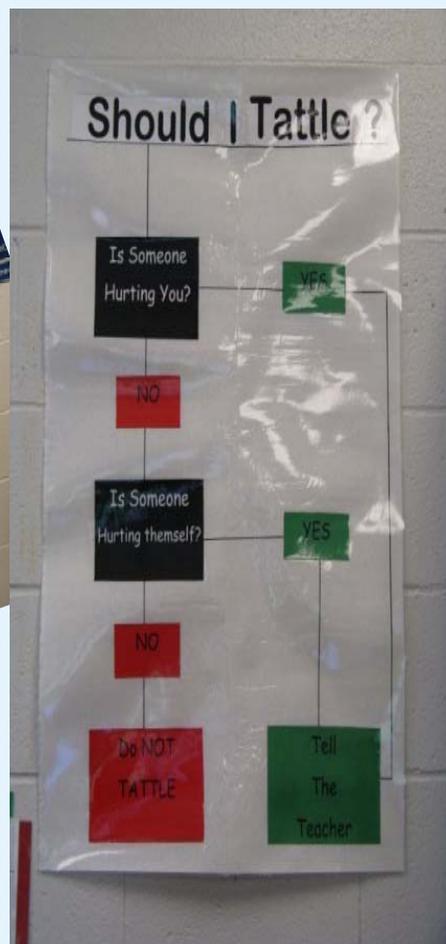


- 4-6 week placement
- New Directions staff collaborates with base school to ensure academic progress
- Weekly progress updates provided to base school
- Team meets to determine discharge or transition plan
- Allows for assessment for Day Treatment if appropriate or other services within the community
- Social Skills Curriculum
- Mood Management Techniques
- Therapeutic intervention and case management
- Non EC students are accepted

New Directions Transition Program

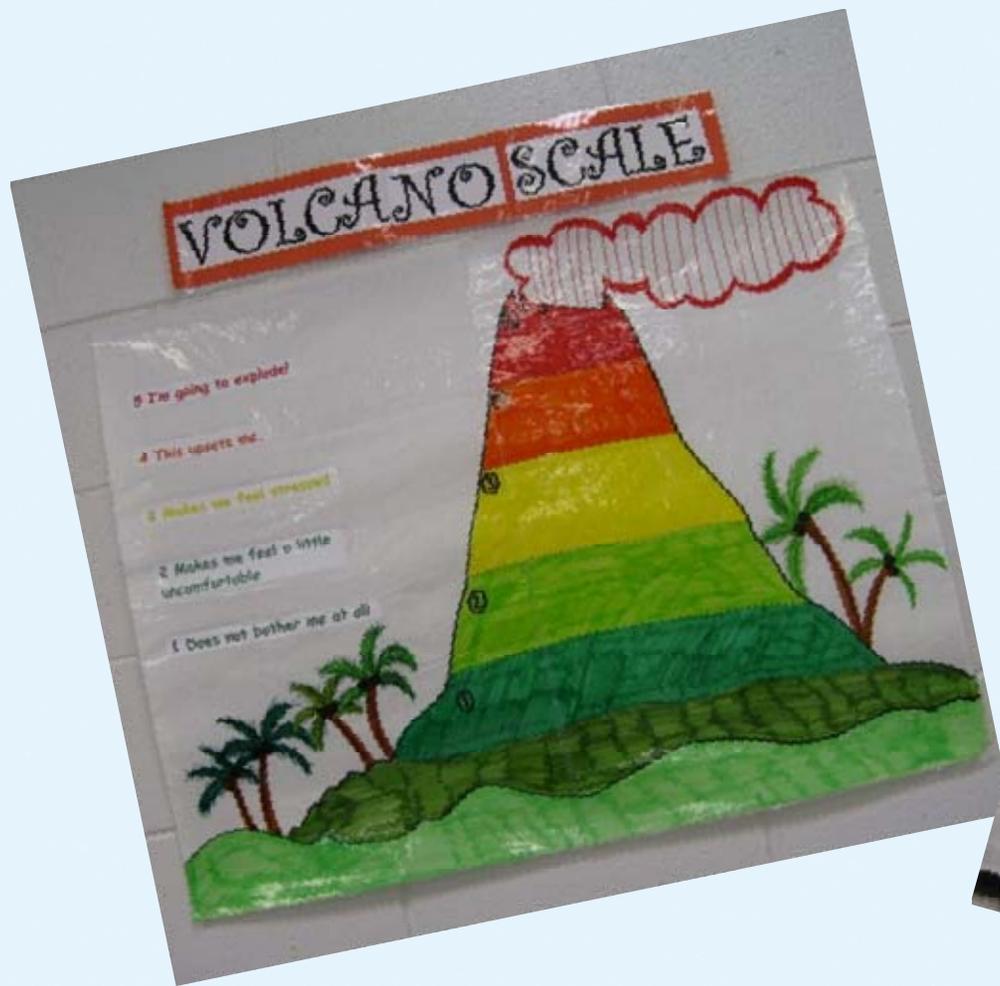


New Directions Transition Program





New Directions Transition Program





The Academy

The Academy is a long term alternative placement for students identified under IDEA who have chronic/acute and severe emotional and or behavioral disorders. There is a strong emphasis on community based instruction.



The Academy staff provide direct academic and behavioral instruction including but not limited to:

- Daily Social Skills Instruction
- Daily Behavior Management Instruction
- Behavior Intervention Logs
- Progress Monitoring Tools
- Mood Management
- Self-monitoring of behavior
- Reading and Math Instruction
- Vocational Counseling Training
- Facilitation of course recovery needed for graduation.

Therapeutic interventions and case management are also components of the Academy.

The Academy

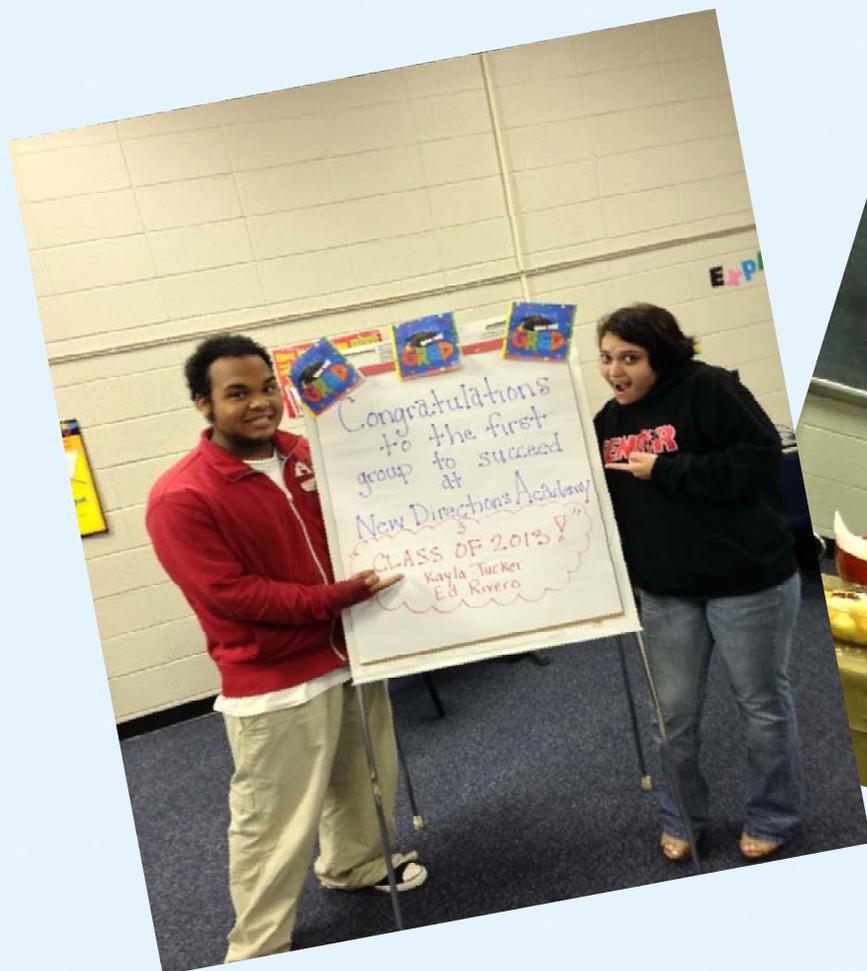


The Academy staff will also collaborate with base school staff, facilitate transitions, and monitor behavior goals on IEP's and progress on behavior plans. They will facilitate, develop and monitor the FBA as needed. In addition, they will monitor academic performance and attendance. The teacher will also collaborate with local organizations to promote community outreach and involvement including but not limited to: Franklin County 4-H Club, Franklin County Arts Council.

The Academy



The Academy





The Academy



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Licensed Clinical Social Workers

Duties and Responsibilities Include:

- **Assessment of Student, Family, and School Needs**
- **Direct Services/Service Delivery**
- **Advocacy**
- **Consultation and Collaboration**
- **Program Planning, Implementation, and Evaluation**

Licensed Clinical Social Workers perform all of the above duties and responsibilities. They can also diagnose and treat mental health disorders.



Day Treatment

- is the most intensive non-residential program that can be provided over an extended period of time.
- permits access to community-based mental health services in conjunction with and integrated into the child's educational program.
- brings together at each student's home school, and in a coordinated manner, a broad range of services designed to strengthen individual and family functioning and prevent children from requiring more restrictive services.

School Based Day Treatment



Day Treatment is able to provide a full continuum of services

- **Crisis intervention**
- **Social skills development**
- **Behavior management with emphasis on positive behavior supports**
- **Multidisciplinary treatment team**
- **System of Care protocol**
- **Students do not have to be EC to receive services**

**School Based
Day Treatment**



Eligibility

- Students aged 5-17
- Medicaid or NC Health Choice
- Experiencing mental health and/or substance abuse symptoms related to his/her mental health diagnosis that severely impairs functional ability in an educational setting
- There is evidence that less restrictive interventions or services have been unsuccessful

**School Based
Day Treatment**



Franklin County Schools responsibilities:

- Refer only the names of students whose parents or legal guardians have given the District permission to refer.
- Make referrals through the principal designee and Behavior Liaison.
- Provide instructional staff and curriculum materials for both general and special education students.
- Collaborate with FPS for the placement of students in day treatment services and ensure that services will follow all state and federal guidelines.
- Participate in child and family team meetings with FPS to review and monitor transitions into and out of the day treatment program.
- Exercise authority to ask for removal of any day treatment program staff who do not comply with school policies/procedures after appropriate intervention/mediation.
- Develop and maintain updated Individual Education Program (IEP) for all eligible students with a disability.
- The school Treatment Team will collaborate with FPS to develop and maintain student Day Treatment Behavior Plans.

**School Based
Day Treatment**



Family Preservation Services responsibilities:

- Collaborate with the school staff to provide day treatment services as outlined in the Division of Medical Assistance Clinical Coverage Policy 8A.
- Provide ongoing training on behavioral interventions and school-based practice strategies.
- Maintain required staffing ratio as outlined in the in the Division of Medical Assistance Clinical Coverage Policy 8A.
- Provide on-site crisis assessment and stabilization, and coordinate crisis response for students in the day treatment program.

**School Based
Day Treatment**



Curriculum:

- Aggression Replacement Therapy
- Taking Action: A Workbook for Overcoming Depression
- Skillstreaming the Elementary School Child
- Skillstreaming the Adolescent
- Coping Cat Program: Cognitive Behavioral Therapy for Anxious Children
- The C.A.T Project: Cognitive Behavioral Therapy for Anxious Adolescents
- I Can Problem Solve
- Stress Management for Adolescents: A Cognitive Behavioral Program

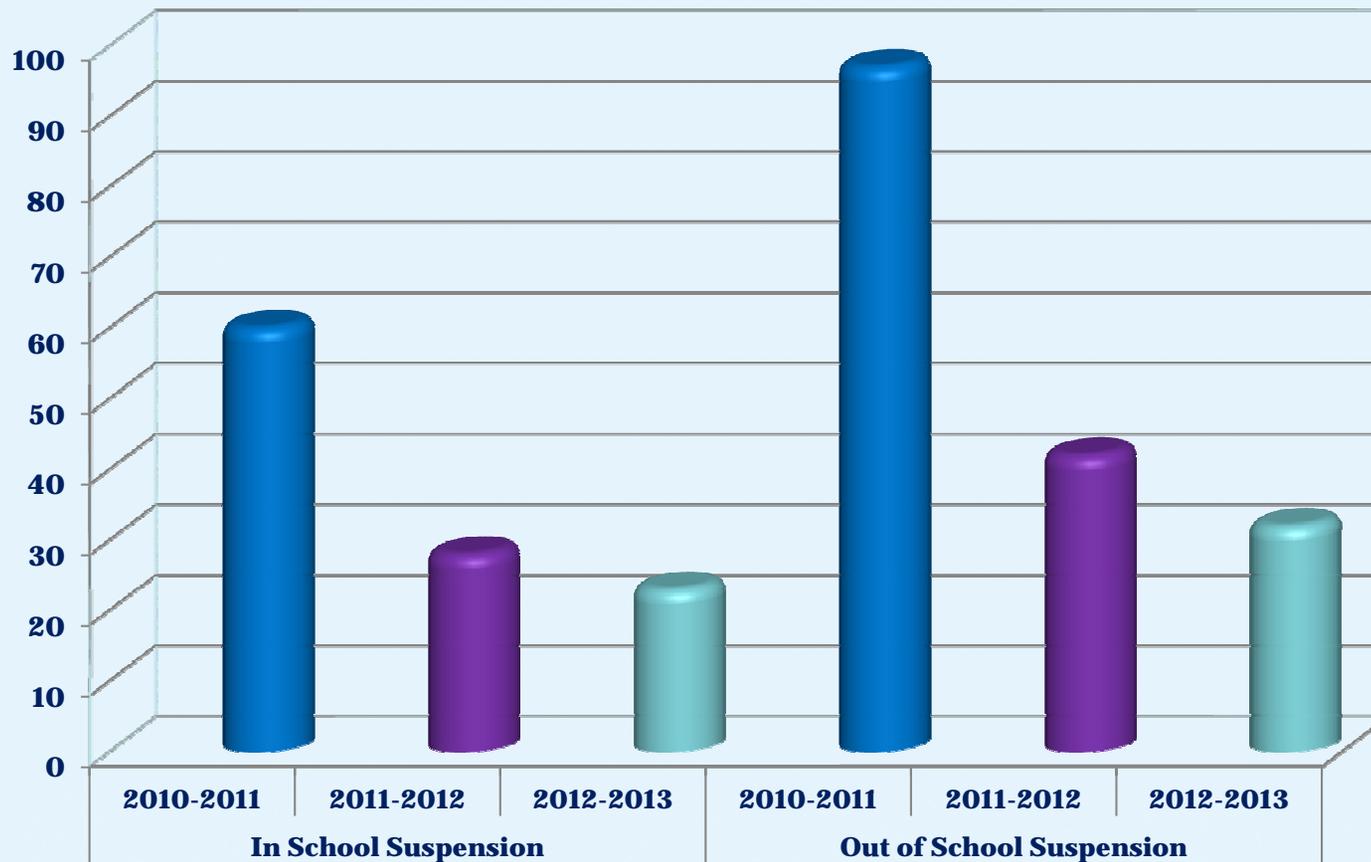
**School Based
Day Treatment**



School Based Day Treatment

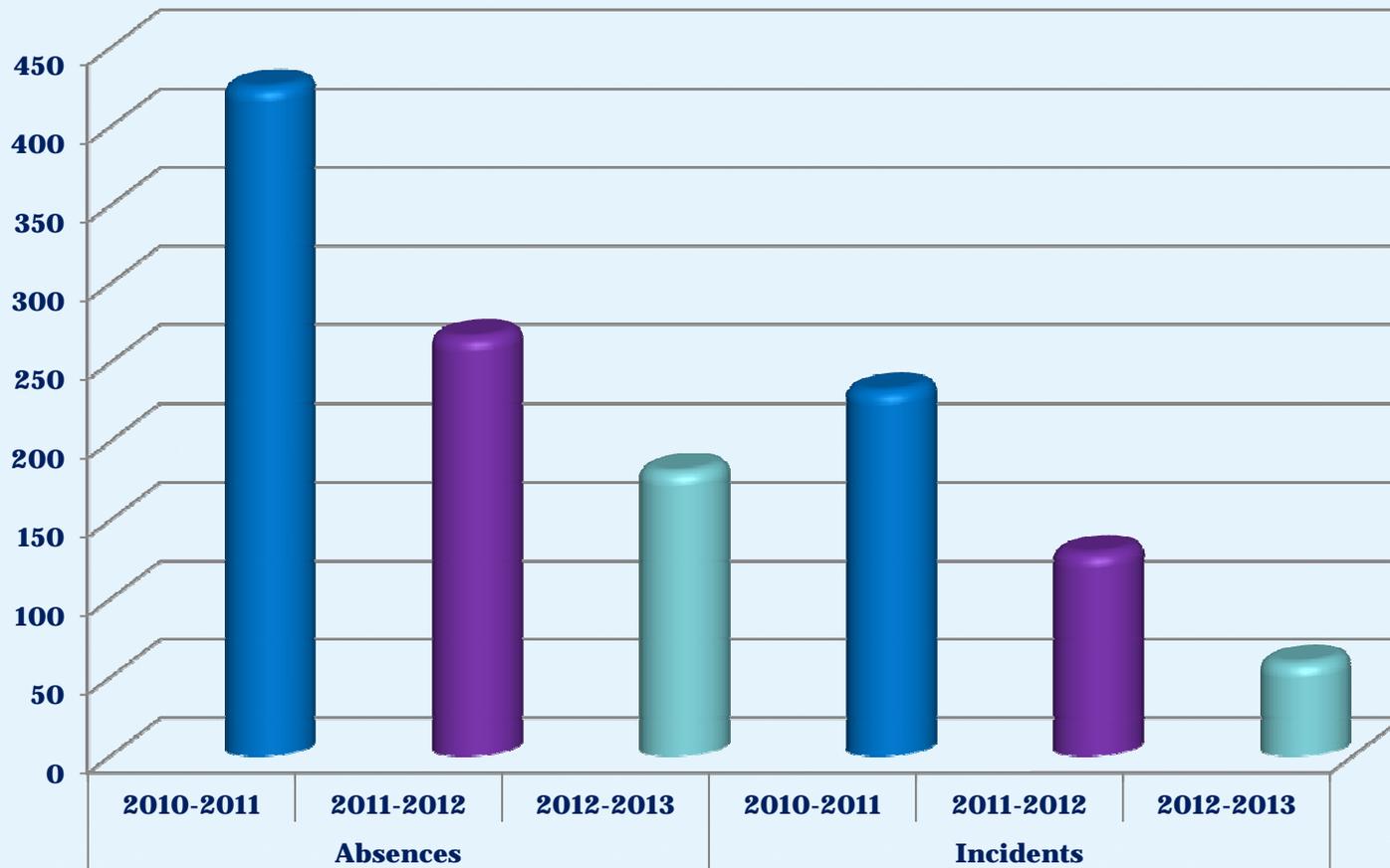


Franklin County Schools School Based Day Treatment Suspensions





Franklin County Schools School Based Day Treatment Absences and Incidents





The “Please Don’t Evers” of School Based Day Treatment

- Refer a student without talking to the parent first
- Promise a parent or guardian (or principal) services for their student
- Speak for the partnering agency
- Transition/exit/discharge a student without team input
- Transition/exit/discharge a student without a transition/exit/discharge plan
- Assume that a student will spend the rest of his life and hopefully graduate with a diploma in Day Treatment



The “Please Don’t Evers” of School Based Day Treatment

- Think that Day Treatment takes the place of EC service delivery time
- Hold a meeting without all relevant stakeholders
- Refer coworkers for Day Treatment, even as a joke, even if they need it...desperately.
- Confuse the purpose of a CFT meeting with an IEP meeting even if they are held at the same time with all of the same people
- Refer a child for not completing homework...or because he seems a little strange...or because you know his mama and she was, is, or continues to be crazy
- Include tapping on his desk, time out, in school suspension and out of school suspension as interventions



For more information please contact:

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