



Collaborating for School-based Mental Health Services

Liaison Meeting

November 10, 2005



Determining Need and Establishing Guidelines

- Develop central office administrative support
- Develop needs assessment instrument to use in targeted schools
- Identify target population
- Develop proposal based upon assessment
- Present to principals
- Assess space requirements

Determining Need and Developing Guidelines

- Who will be able to access school-based services
- How will services be accessed
- What safeguards/accountability needs to be included in agreement
- Quality assurance and oversight
- Confidentiality
- Training needs
- Determine number of desired agencies to meet the needs of the system

Request for Proposal Should Include:

- An introduction or purpose statement
- Description of needed services- Be specific about what the school system needs for students
- Agency background information/ policies
- Expected outcomes from the service and practices used
- Program evaluation
- Personnel evaluation and notification to school system
- Selection criteria and notification
- Request letters of support

Introduction/Overview

- Includes description of process to determine need for services
- Statement of what services are being sought
- For what period of time are services requested

Description of Services

- Include all services needed with brief description
 - School-based therapy
 - Community-based services
 - Case Management

Agency Background/Policies

- Should include description of the agency's programs, goals, and outcomes
- May include evaluations and surveys of client satisfaction
- Should include description of how services are supervised and monitored

Expected Outcomes

- How do services meet needs of school system
- How services reflect best practices
- What information/data will be used to assess program effectiveness

Personnel Notification/Evaluation

- Requires notification to school system of personnel assigned to schools
- Requires criminal background check consistent with school system
- Outlines how provider will evaluate and ensure accountability to adhere to guidelines of the agreement

Selection Criteria

- Have RFPs reviewed by a committee of school system personnel
- Establish an objective rating scale to evaluate each agency's proposals

Procedures for Referral for School-based Therapy

- Establish clear criteria for referrals
- Establish procedure for obtaining releases and referrals
- Mental health professionals do intake procedure and advise of parental rights
- Make clear that the service is not required or part of special education
- Clearly communicate parental choice but other agencies must access outside of school
- Follow Child and Family Team procedures

Procedures for Utilization of Community Based Service Workers in Schools

- All referrals go through Child and Family Team process
- Team reviews concerns about student's school behavior and effectiveness of previous interventions
- Develops a plan with new strategies
- Team requests observation by school personnel to determine need for CBS

Procedures, cont.

- Interventions are implemented for at least two weeks
- The team meets to review interventions. If CBS is needed the team develop plans with target behaviors, interventions, crisis procedures, and discontinuation criteria.
- Mental health case manager obtains authorization for services

Procedures, cont.

- CBS agency assigns staff who meet with the principal or designee to review expectations
- Team meets regularly to monitor student's progress

Training for CBS workers

Training should include:

- Confidentiality
- School procedures such as
 - Sign in and out requirement
 - ID badge
 - Having copy of client goals
 - Dress code
 - Cell phone policy
 - Student check-out policy

Training, cont.

- Appropriate school language
- Punctuality
- School handbook

- Transportation- Is it in the plan?
- CBS techs report to principal while at school
- Absences- Notifying the family and school, obtaining substitutes

Training, cont.

- Boundaries-
 - Be professional
 - Do not discuss pay or other personal info with client
 - Remember that you are trying to step-down in time
 - Sometimes the initial pairing of CBS and student is not a good match

Training, cont.

- How not to be intrusive in the classroom
- Interactions with other students
- Develop interventions that are appropriate in the classroom
- Documentation
- Safety and restraint
- Handling personality conflicts and misunderstandings with school personnel

Memorandum of Agreement should include:

- School system's obligations
- Mental health provider's obligations
- Any contractor's obligations
- Modification of agreement
- Confidentiality clause
- Conflict resolution procedure
- Termination clause
- Length of agreement

Cautions:

- Still will be CBS workers who show up outside of proper procedure
- Meet with agencies prior to start of school year to review summer placements
- Personnel issues
- The issue of parental choice

Prerequisites

- The role of System of Care philosophy
- Establish good collaboration and communication with agencies
- Value the input of families

Types of School-based Services

- Case Management- Mental health professional to coordinate access to services
- School-based therapy- Provided by licensed counselors or social workers to individual student or groups
- Community-based Services (CBS) workers- Usually 1:1 services to students to assist with implementation of person centered plan goals
- Day-treatment- Full day comprehensive services in a small therapeutic environment