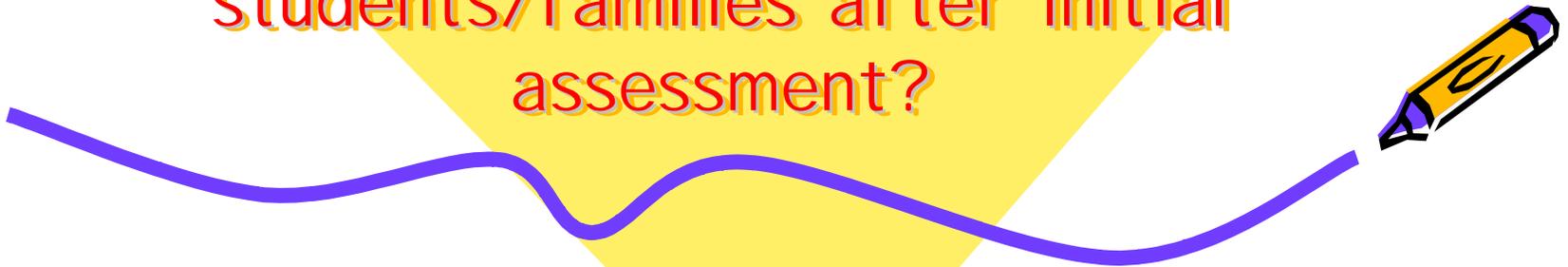
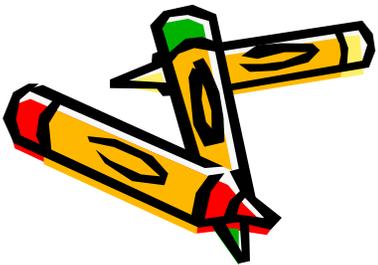


Indicator #6: Are you matching your services to the presenting needs and strengths of students/families after initial assessment?



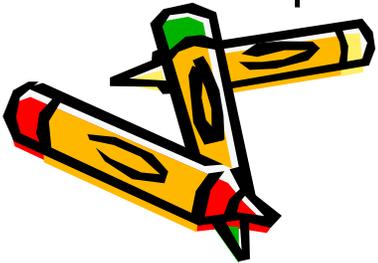
Background

- Best practices recommend a careful matching of an empirically supported treatment to the client's diagnosis, as this improves outcomes.
- Therefore, it is crucial that ESMH staff are knowledgeable about which empirically supported practices are most likely to work for which types of problems, that they are familiar with developing evidence-based treatment plans, and that they are receiving quality supervision to ensure the most effective treatment plan possible.



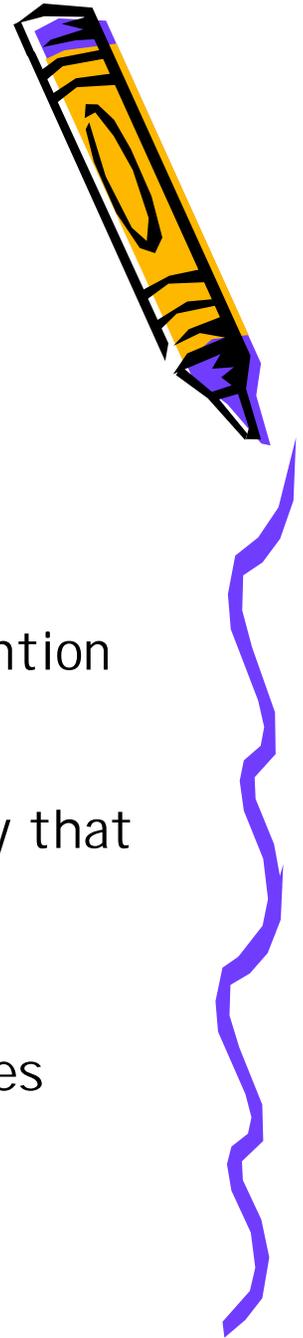
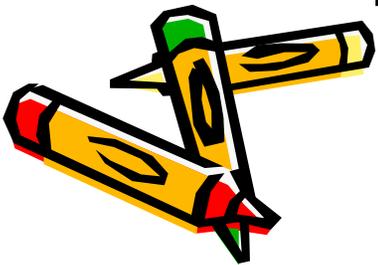
Important Factors in Developing Treatment Plans

- The clinician must complete an accurate assessment. Use both formal and informal assessment measures to determine presenting needs.
- From the assessment, the ESMH clinician will determine whether or not a diagnosis is warranted for the student. If the student does have a diagnosable mental health problem, then the treatment plan should generally be driven by empirically supported treatments for that particular diagnosis



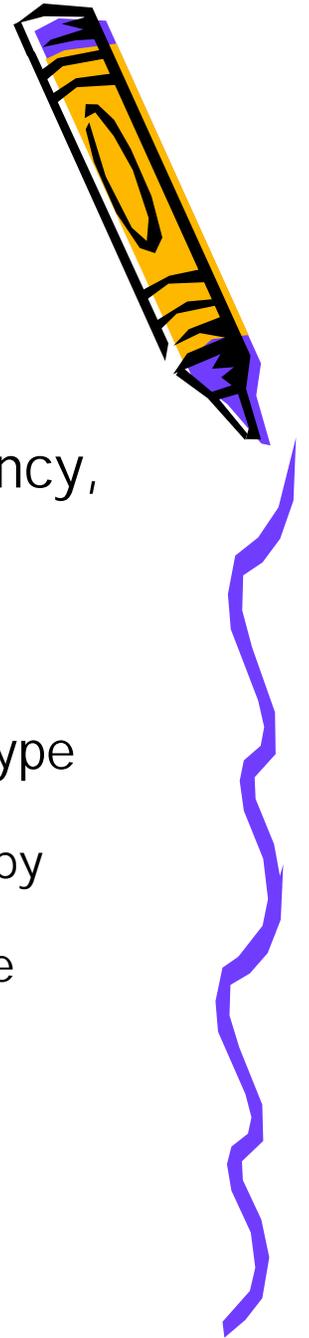
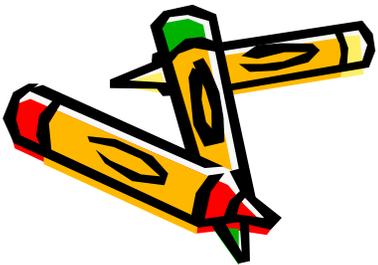
Important Factors in Developing Treatment Plans

- The ESMH clinician must then determine treatment:
 - Frequency (once a week, once a month, etc)
 - Type (individual, group, family, etc.)
 - Discharge plans (When will treatment end? Be reduced? Change from active treatment to prevention focused?)
- Treatment must be planned and implemented in a way that takes into account:
 - the student's and family's strengths
 - culturally appropriate
 - involves other relevant professionals and resources
 - is feasible



Menu of Suggested Activities

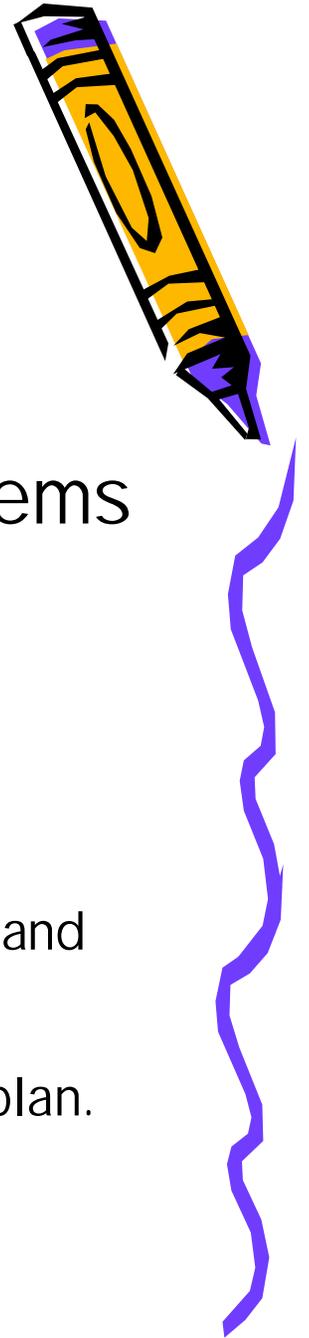
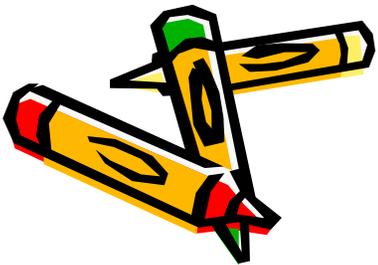
- 1) Integrate a treatment plan into your diagnostic evaluation or initial session that includes frequency, type of treatment, and plans for discharge.
 - Organize the treatment plan by problem/diagnosis.
 - Choose an empirically supported practice for each problem.
- For each case, develop a plan for frequency and type of treatment.
 - Frequency of treatment can usually be determined by severity or symptoms or stress.
 - Type of treatment can usually be determined by the evidence base for that problem.



Menu of Suggested Activities

2) Seek input and agreement from the client and family on presenting problems and needed treatment.

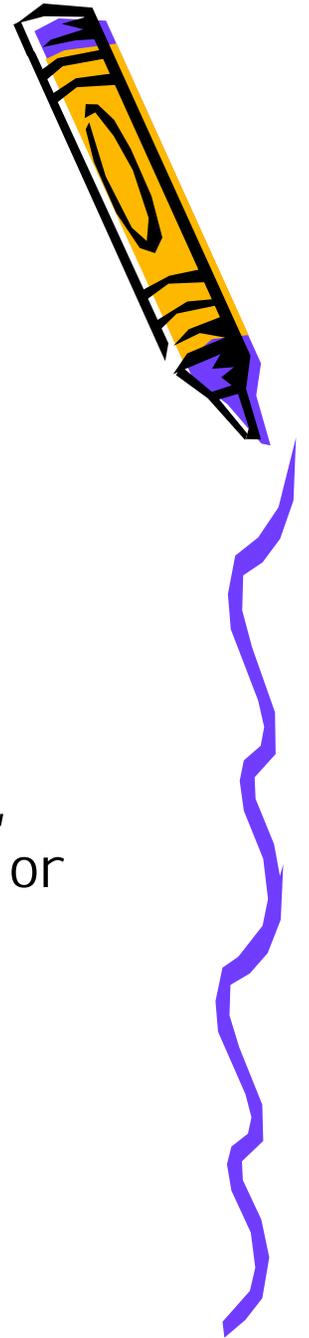
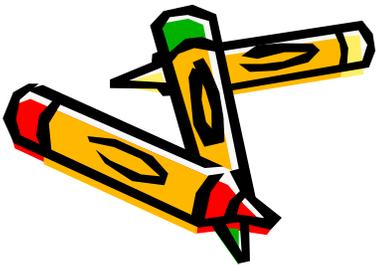
- Make sure you are focusing on the student's and family's goals first.
- Make sure that the treatment plan takes into account student and family strengths as well as deficits.
- Discuss the treatment plan openly with children and families and have them sign it and keep a copy.
- Have a mechanism in place for how you and the student/family make changes to the treatment plan.



Menu of Suggested Activities

3) Develop a mechanism for sharing treatment plans with collaborating professionals.

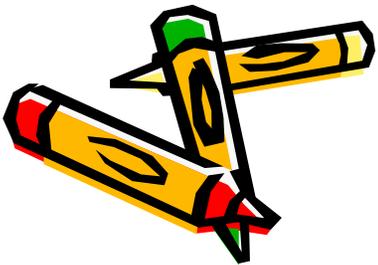
- Use appropriate consent procedures.
- Consider including pediatricians, psychiatrists, special educators, school guidance counselors, or other relevant professionals working with the student/family.



Menu of Suggested Activities

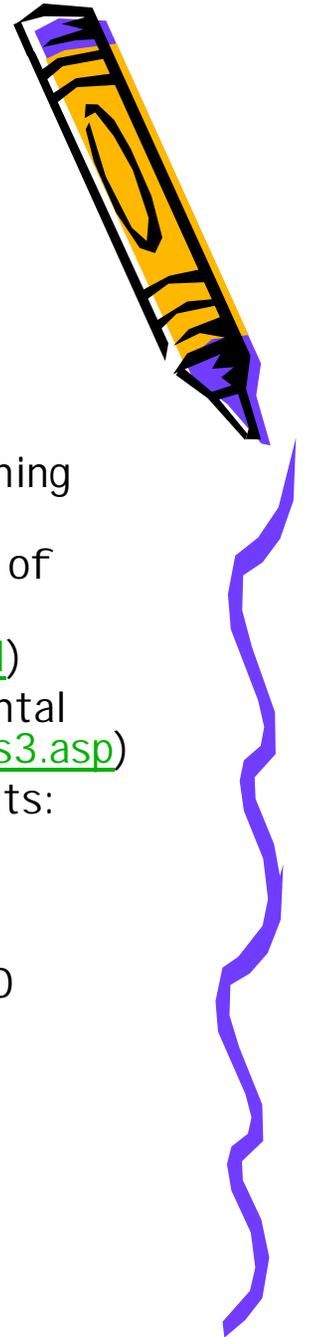
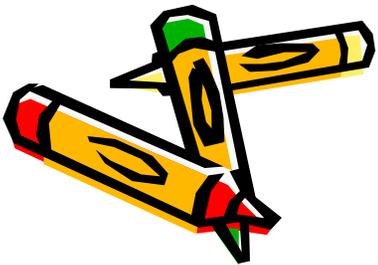
4) Brainstorm as a group about how to determine if your services are matching the needs of children and families. Discuss how to improve this match.

- Discuss how to change the focus of your treatment from active treatment to prevention services/mentoring as needs change over time.
- Learn from your fellow clinicians and the literature about what works with different presenting issues.



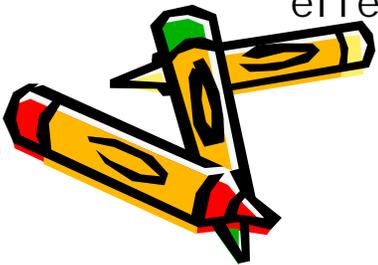
Web Resources

- Center for Mental Health in Schools, Addressing Barriers to Learning (<http://smhp.psych.ucla.edu>)
- Bazelon Center for Mental Health Law, Principles for the Delivery of Children's Mental Health Services
- (<http://www.bazelon.org/issues/managedcare/jk/jkprinciples.html>)
- The Center for Health and Health Care in Schools, Organizing Mental Health Services for Children (<http://www.healthinschools.org/mhs3.asp>)
- Center for Mental Health in Schools, Screening/Assessing Students: Indicators and Tools (<http://smhp.psych.ucla.edu>)
- The Evaluation Center at HSRI Publications and Materials, *"Objectives Based Treatment Plans"* November 2001; *"Written Treatment Plans and Mental Health Outcomes"* March - April 2000 (<http://tecathsri.org/>)
- Treatment of Children with Mental Disorders (<http://www.nimh.nih.gov/publicat/childqa.cfm>)



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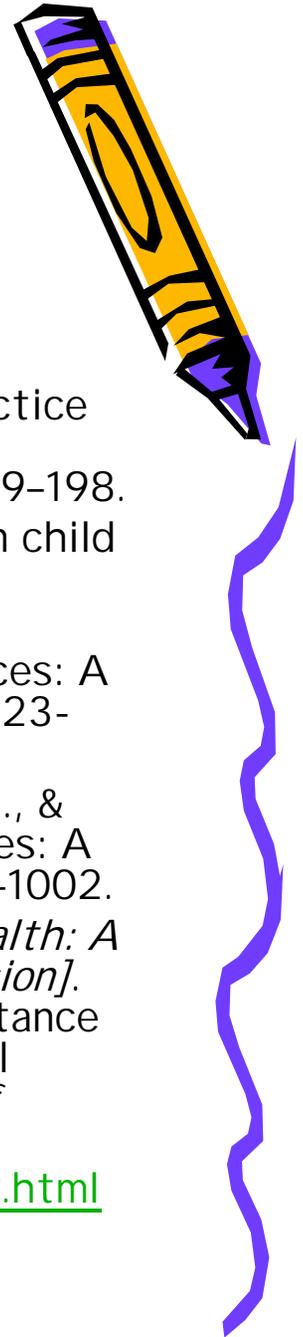
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