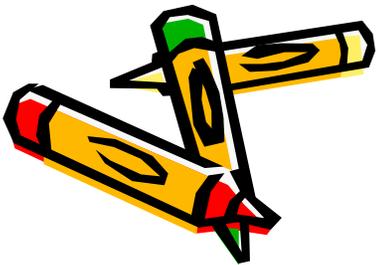


Indicator #36: Are you helping to coordinate mental health efforts in the school to ensure that youth who need services receive them, while avoiding service duplication?



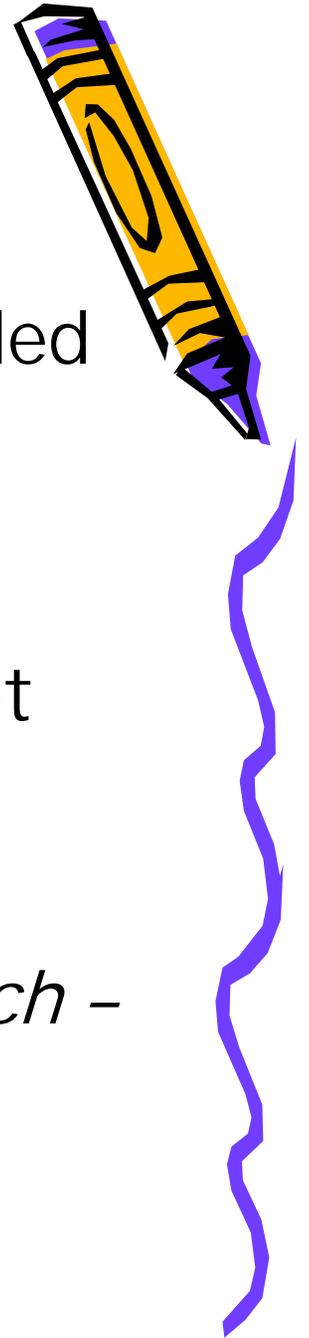
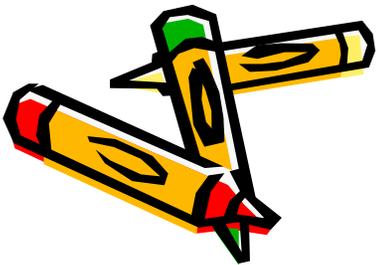
Background

- Expanded School Mental Health programs are collaborative endeavors in which professional health and mental health providers collaborate with key stakeholders including students, families, teachers, school staff, and school administrators to address the emotional and behavioral difficulties that interfere with learning and the general well-being of students or families.
- ESMH services are designed to augment (not to replace or duplicate!) existing services within a school and community.
- **Identification** and **Coordination** of all mental health services in a school is necessary to:
 - provide a full continuum of services to youthAND
 - to avoid service duplication



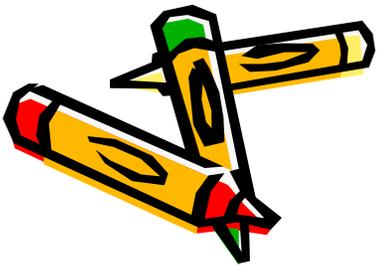
Multidisciplinary Collaboration

- Historically, school personnel have tended to work in isolation – teachers in their classrooms, counselors in their offices, and nurses in their clinics. Often, too, mental health and health providers (school-hired and outside agency) do not work together to coordinate their services.
- Developing a coordinated school mental health program requires a *team approach* – one that capitalizes on the skills and contributions of staff from different disciplines.



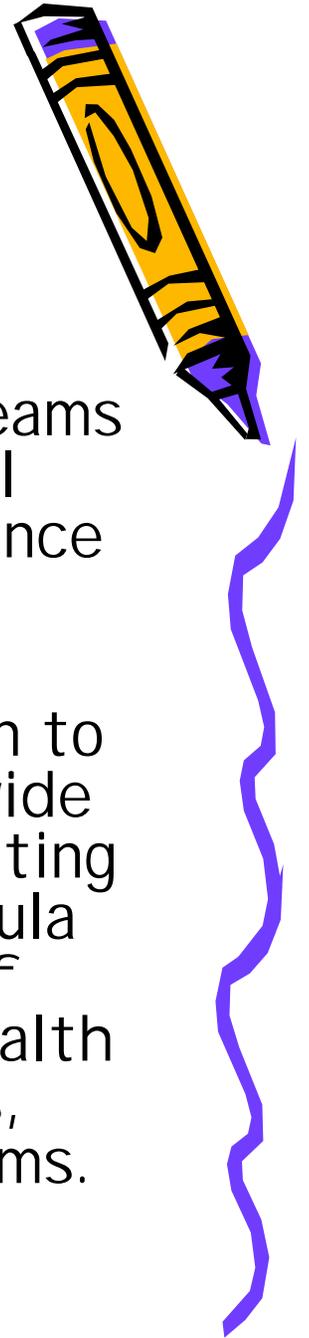
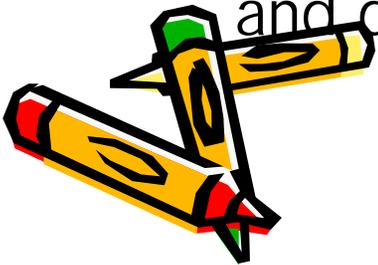
Multidisciplinary Collaboration

- In order to capitalize on the skills of different disciplines (e.g., psychology, social work, education, nursing), it is important to understand the core competencies, education, and training of each discipline.
- Defining the roles of different disciplines and different staff positions within the school setting will promote better service delivery, reduce “turf issues,” and reduce duplication of services.



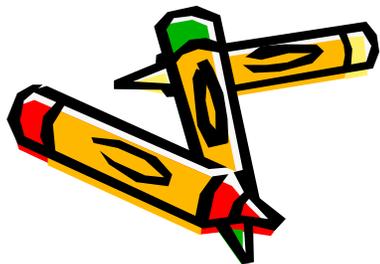
Student Support Teams or Mental Health Teams

- Student Support Teams and Mental Health Teams are often created in a school to help review all initial mental health referrals for services. Once reviewed the team can decide who can best provide services.
- These teams can also help provide consultation to teachers and administrators, initiate school-wide interventions such as developing and implementing crisis intervention plans, bring relevant curricula into the school to promote the development of psychosocial competencies, conduct mental health education programs for children in classrooms, and develop and direct peer counseling programs.



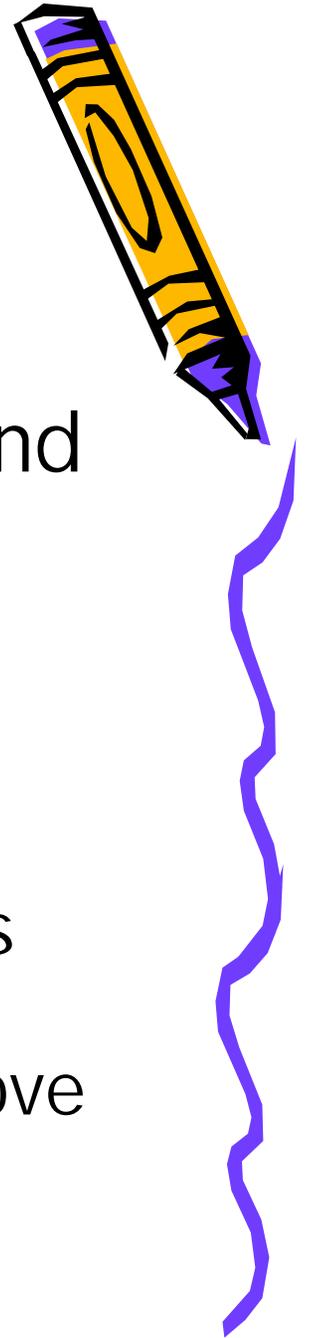
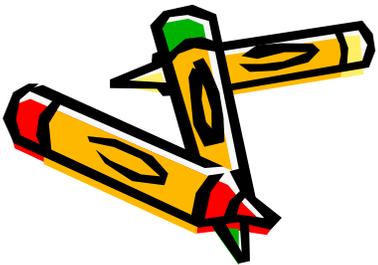
Resource Coordinating Teams

- Resource Coordinating Teams are a useful tool in creating coordinated mental health services for youth in schools.
- Resource Coordinating Teams include all school personnel involved in education support programs and services (counselors, psychologists, school social workers, nurses, special education staff, bilingual and Title I coordinators, and administrators).



Resource Coordinating Teams

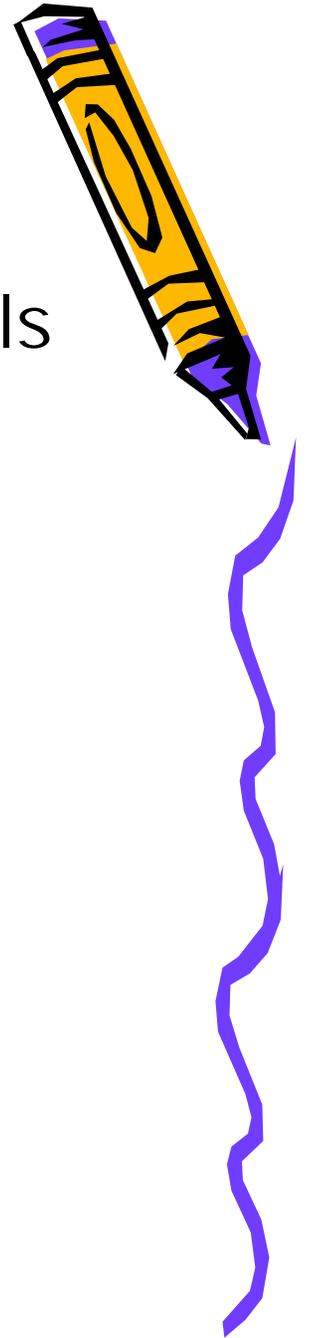
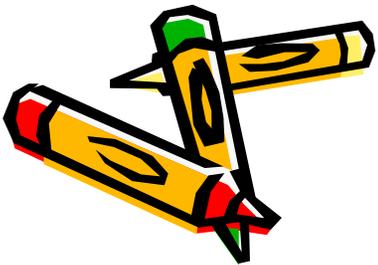
- Resource Coordinating Teams facilitate coordination, enhance, and integrate services.
- Two primary tasks:
 - Mapping (identification/charting of existing resources)
 - Analyzing (assess comprehensiveness and integration of existing services, clarify areas of need, enhance/improve upon existing resources)



Programmatic Clusters

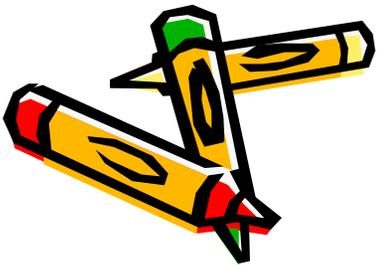
- The Center for Mental Health in Schools clusters programs and services into six areas for mapping and analysis:

- (1) Classroom-focused enabling
- (2) Student and family assistance
- (3) Crisis assistance and prevention
- (4) Support for transitions
- (5) Home involvement in schooling
- (6) Community outreach for involvement and support



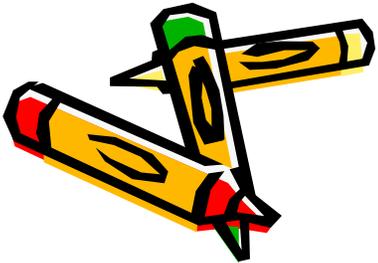
Menu of Suggested Activities

- 1) Develop a confidentiality policy and consent form that allows for communication across disciplines as needed to better improve the quality and coordination of care.
- 2) Develop or join a Resource Coordinating Team, Student Support Team, or Mental Health Team.
- 3) Spend time learning about the services in your school and the surrounding community and list the name of the agency/individual, what services they provide, and how to refer to them.
- 4) Brainstorm with your supervision group about how to effectively avoid duplication of services and improve the coordination of your care within the school and community.



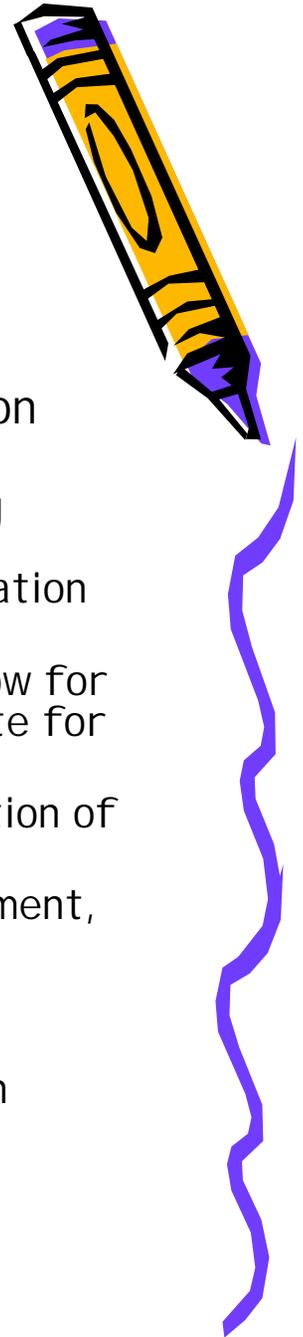
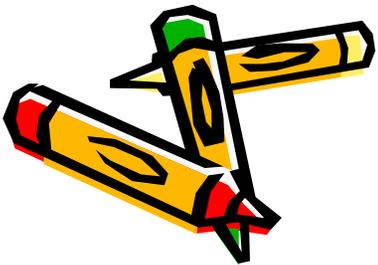
Helpful Hints

- Take the time to learn who the other providers in the school and community are and what services they provide.
- Attend faculty/staff meetings at the school and other events to get to meet some of the other providers and to be able to learn about their perspectives on the mental health needs of the school.
- Ask students and families how to best coordinate their care. Don't forget to ask in intake who else they are working with in the school or community. Do not assume that you are the only provider they have contact with.



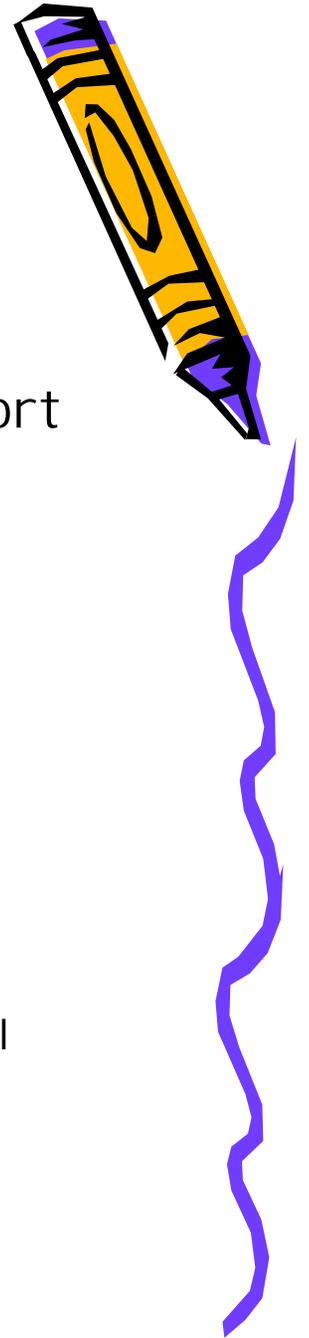
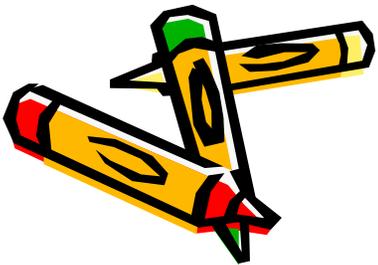
HELPFUL HINTS

- Develop a Confidentiality Policy that allows for communication across different disciplines.
 - During initial intake, introduce your program's policy for sharing information among school providers to the student and family. Consider with a family when it would be helpful to share information and discuss what type of information would be shared.
 - Ask student/family to sign a release of information form to allow for sharing of information among school providers if it is appropriate for their care. Include the following:
 - Purpose of releasing information (e.g., treatment, coordination of care)
 - Type of information to be released (e.g., summary of treatment, diagnosis, presenting problems)
 - To whom information is to be released (e.g., other health providers, teachers, counselors)
 - Time period that the consent is valid to release information



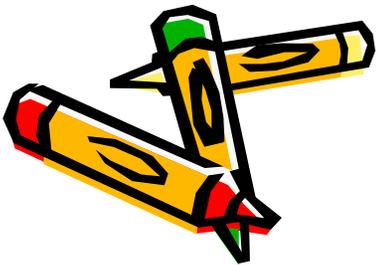
HELPFUL HINTS

- Develop a Resource Coordinating Team, Student Support Team, or Mental Health Team.
 - Possible stakeholder representatives include:
 - School administrators
 - Teachers
 - Nurses
 - School psychologists
 - School social workers
 - Guidance counselors
 - Pupil service workers
 - Special education teachers
 - Athletic Coaches
 - Representatives from community agencies involved in school
 - Students/Parents/Guardians



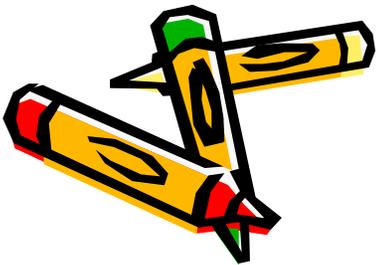
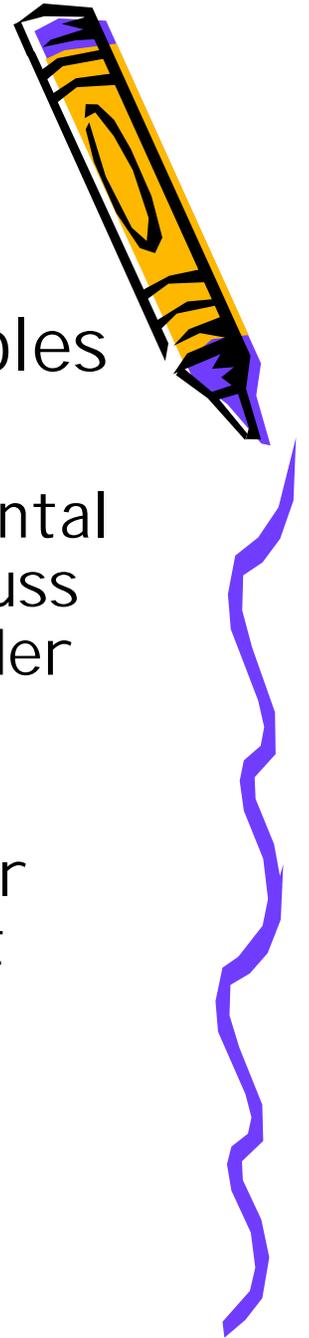
Goals for Mental Health and Resource Teams

- Possible goals for a mental health or resource team include:
 - Identifying available resources, their strengths, and capacity to serve children and families
 - Identifying, analyzing, and improving existing efforts to prevent and alleviate barriers to learning
 - Enhancing systems for intervention and service delivery
 - Receiving, reviewing, and distributing referrals
 - Case management
 - Helping with quality assessment and improvement
 - Insuring that policies and procedures of programs are appropriate and effective
 - Exploring ways to redeploy and enhance resources.



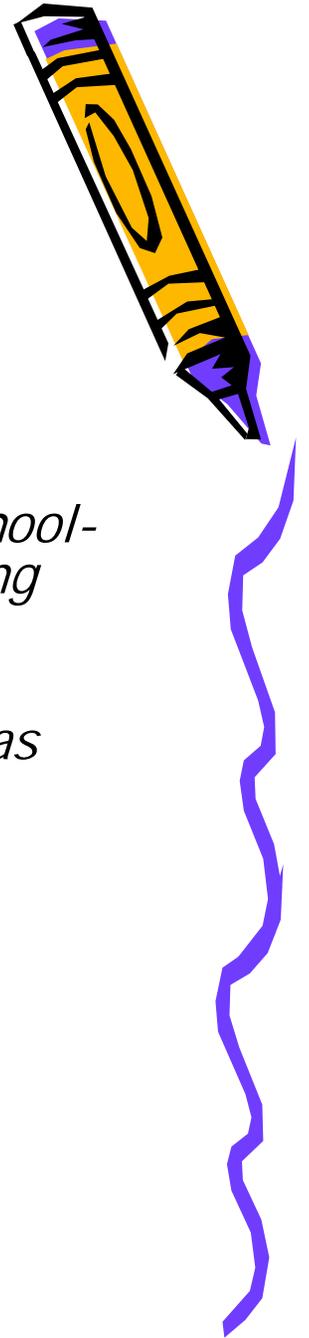
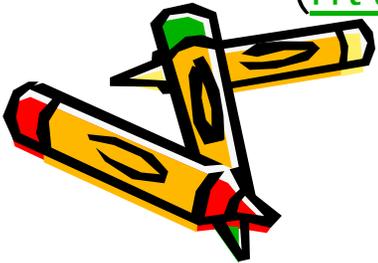
HELPFUL HINTS

- Define Mental Health Professionals' Roles in School.
 - Meet formally or informally with other mental health professionals in your school to discuss current roles – host a mental health provider forum/lunch.
 - In meetings with other mental health professionals, discuss areas of need and/or service duplication and strategies for best meeting the mental health needs of all students.



Web Resources

- Center for Mental Health in Schools
(<http://smhp.psych.ucla.edu>)
 - *Integrating mental health in schools: Schools, school-based counselors, and community programs working together*
 - *A resource aid packet on addressing barriers to learning: A set of surveys to map what a school has and what it needs*
 - *Framing new directions for school counselors, psychologists, & social workers*
- Center for Effective Collaboration and Practice
(<http://www.air-dc.org/cecpc>)
- Community Tool Box, University of Kansas
(<http://ctb.ku.edu>)



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