

Designing a Coordinated Approach to Mental Health, Education and Disability Services

Part 1



Head Start Regional TTA Network

Meet Your Presenters



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Shared Agreements

1. Confidentiality
2. Mutual Respect
3. Be Engaged
4. Mute if you have background noise
5. Take Care of Yourself 😊
6. What else?



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We'll be covering:

- What is multidisciplinary coordination and collaboration?
- Exploring your program's multi-disciplinary approach to mental health, disability, and education services.
- How can we build systems to support a coordinated approach?



1302.45 Supports for mental health and well-being

(a) *Program-wide wellness supports.* To support a program-wide culture that promotes mental health, social and emotional well-being, and overall health and safety, a program must use a multidisciplinary approach that:

- (1) Coordinates supports for adult mental health and well-being, including engaging in nurturing and responsive relationships with families, engaging families in home visiting services, and promoting staff health and wellness, as described in § 1302.93.
- (2) Coordinates supports for positive learning environments for all children; supportive teacher practices; and strategies for supporting children with social, emotional, behavioral, or mental health concerns.
- (3) Secures ongoing mental health consultation services and examines the approach to mental health consultation on an annual basis to determine if it meets the needs of the program.
- (4) Ensures mental health consultation services are available at a frequency of at least once a month.
 - (i) If a mental health consultant is not available to provide services at least once a month, programs must use other licensed mental health professionals or behavioral health support specialists certified and trained in their profession or recognized by their Tribal governments, such as peer specialists, community health workers, promotores, traditional practitioners, or behavioral health aides, to ensure mental health supports are available on at least a monthly basis.
 - (ii) If the program uses other licensed mental health professionals or behavioral health support specialists, the program must ensure their regular coordination and consultation with mental health consultants.



1302.45 Supports for mental health and well-being

(5) Ensures that all children receive adequate screening and appropriate follow up and the parent receives referrals about how to access services for potential social, emotional, behavioral, or other mental health concerns, as described in § 1302.33.

(6) Facilitates multidisciplinary coordination and collaboration between mental health and other relevant program services, including education, disability, family engagement, and health services.

(7) Build community partnerships to facilitate access to additional mental health resources and services, as needed, including through the Health and Mental Health Services Advisory Committee in § 1302.40.

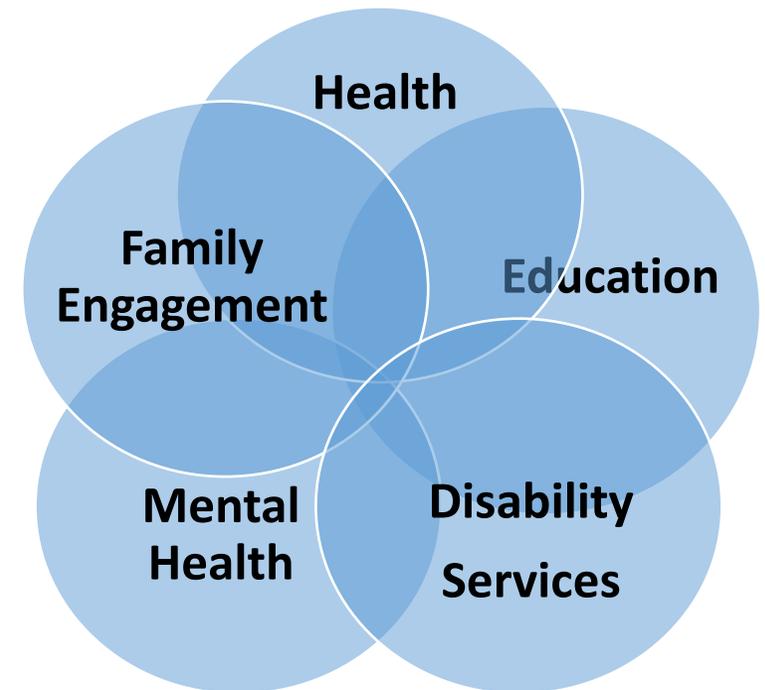


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What is multidisciplinary coordination and collaboration?

What comes to your mind when you hear:

- Multidisciplinary
- Coordination
- Collaboration



What is multidisciplinary coordination and collaboration?

- encourages the integration of multiple perspectives for the purpose of working towards the common goal of supporting children and families
- creation of communication systems so staff has access to relevant information and can complement each other to ensure the needs of the children and families are met
- a collaborative model where staff from different service areas such as education, disabilities, mental health, health, and family services work together to support children's development and outcomes

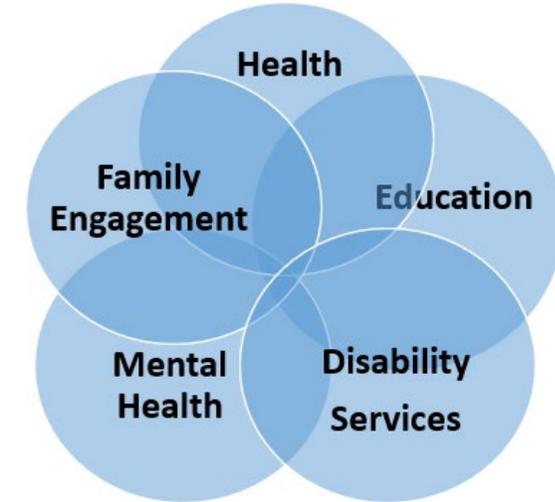


Putting it into Practice

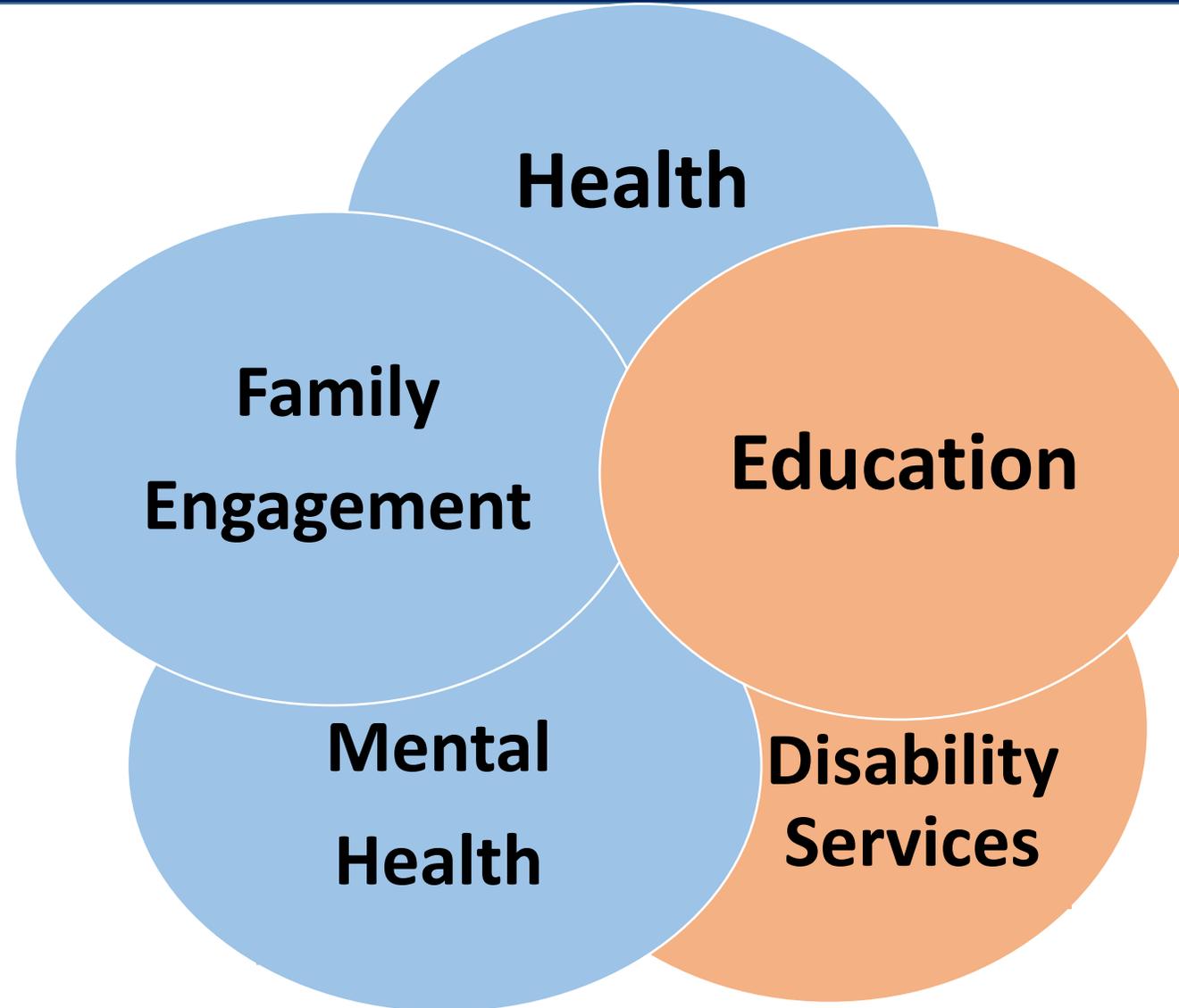
Who is on your multi-disciplinary team?

How do you coordinate services?

How do you collaborate with team members?



Multidisciplinary Coordination & Collaboration



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1302.33 Child Screenings and Assessments

(2) A program must use one or more research-based developmental standardized screening tools to complete the screening. A program must use as part of the screening additional information from family members, teachers, and relevant staff familiar with the child's typical behavior.

(3) If warranted through screening and additional relevant information and with direct guidance from a **mental health or child development professional** a program must, with the parent's consent, promptly and appropriately address any needs identified through:

(i) Referral to the local agency responsible for implementing IDEA for a formal evaluation to assess the child's eligibility for services under IDEA as soon as possible, and not to exceed timelines required under IDEA; and,

(ii) **Partnership with the child's parents** and the relevant local agency to support families through the formal evaluation process.



1302.33 Screenings & Assessments

Expectations: utilize evidence-based tools, trained personnel, collaborative approach, due dates, and monitoring.



- Determines if a child's development is on track
- Identify concerns to make the appropriate referral
- Guides coordination of services
- Individualized / tailored learning experiences
- Invite caregiver's input

Coordinated Approach

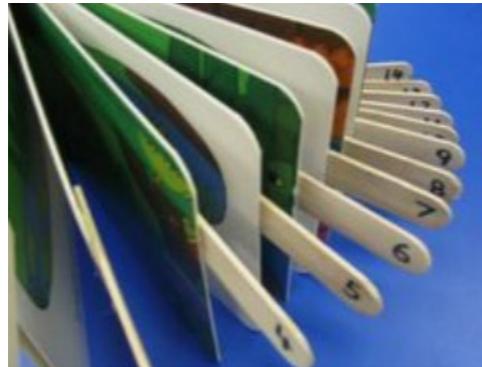


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Individualized Experiences

Multidisciplinary Team Recommendations and Plan:

- Individualizing learning and exploration experiences involves purposeful and thoughtful planning to meet the specific needs of each child.
- When needs are identified, we can give them the right support to help them grow.



Screenings & Assessment Results

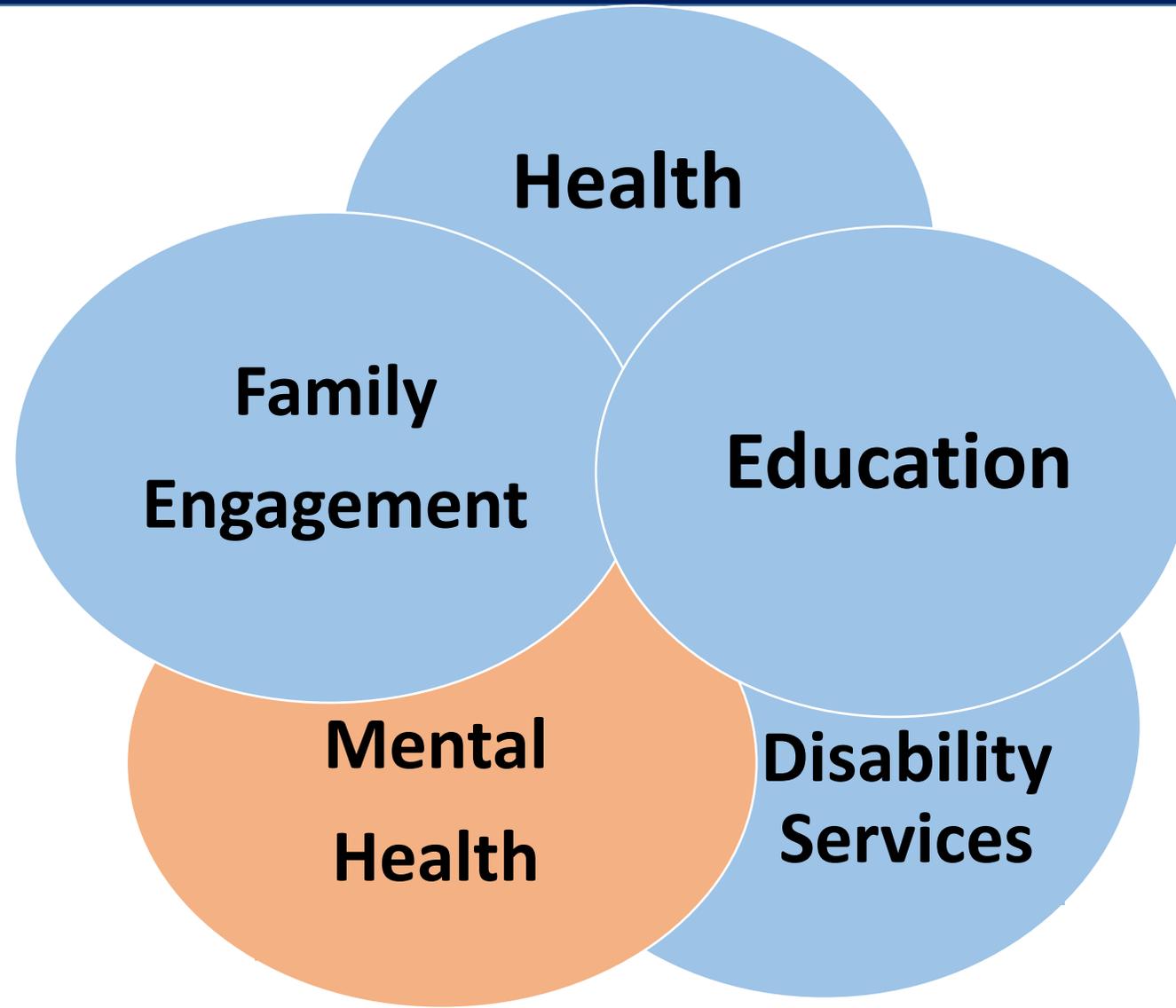
Who is on your **multidisciplinary** team?

How are you using screening and assessment results in **coordinating** services?

What strategies do you use to support **collaboration** among team members and monitor follow-up support for children and families?



Multidisciplinary Coordination & Collaboration



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1302.45 Supports for mental health and well-being.

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A Day in the Life of a Mental Health Consultant



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Coordination and Collaboration

Who on your multidisciplinary team supports mental health services?

What examples of coordination did you see in this video?

What are some ways the mental health consultant worked collaboratively with the teaching staff?

What does this look like in your program?



SAMPLE Protocol for Understanding & Managing Children's Behaviors

1. Observe and document.
2. Provide immediate action for any unsafe behavior.
3. Review these questions during reflective supervision or other team meetings.
 - a. What is the child experiencing? What might be the child's perspective on the situation?
 - b. What, when, where, how, and with whom is the behavior occurring?
 - c. What is the child communicating that he or she wants or needs? What is the purpose of the child's behavior? What is the meaning of the child's behavior?
 - d. What effect does the child's behavior have on others? What do others do or stop doing in response to the child's behavior?
 - e. What do we (education staff and family) want the child to do now? What skills do we want the child to develop? What are our long-term goals for the child?

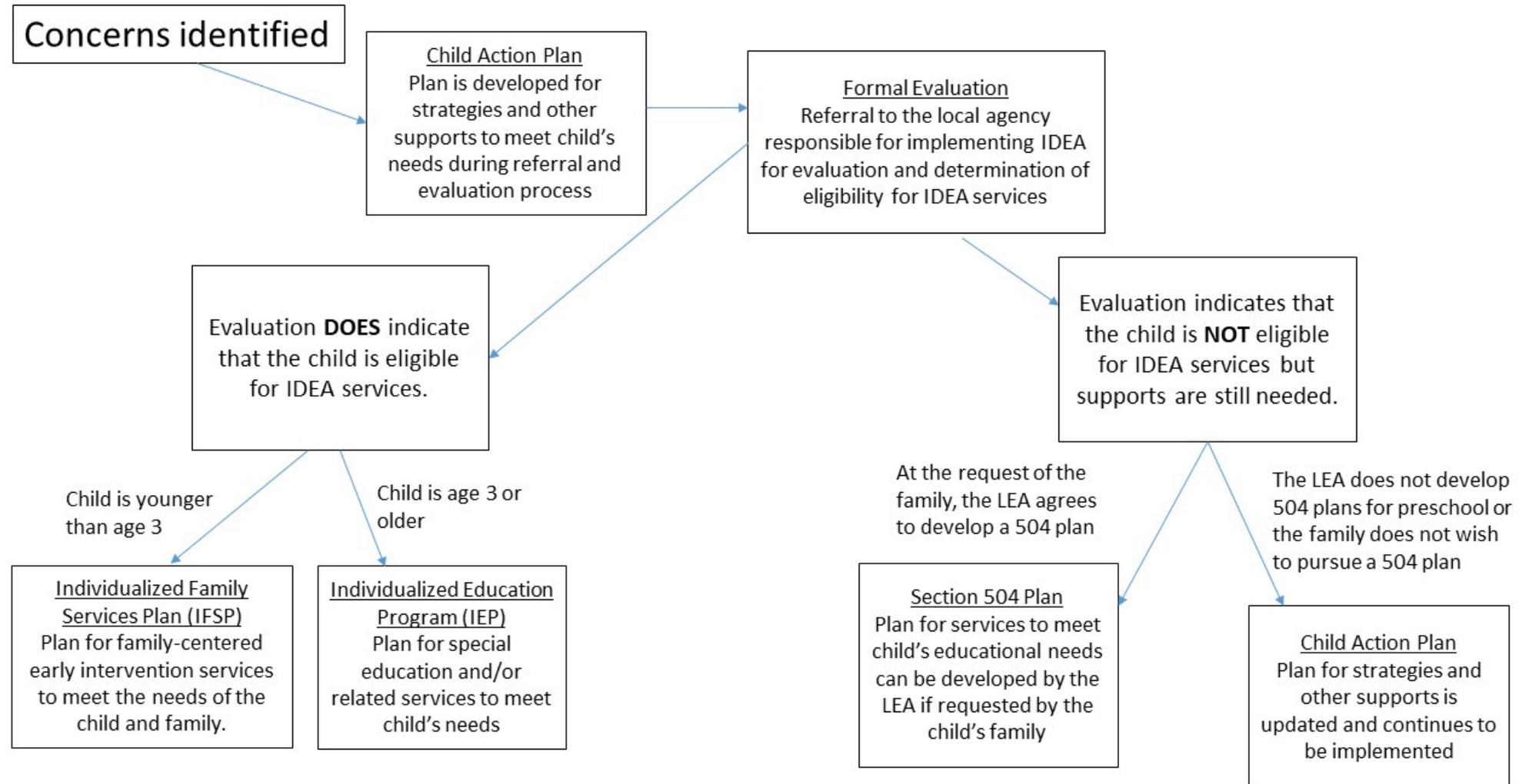


SAMPLE Protocol for Understanding & Managing Children's Behaviors

4. Meet with the family to deepen understanding and collaborate on strategies.
5. Determine a consistent plan for intervention.
6. Continue observation and documentation to provide data for evaluating improvement and ensuring the consistency of the intervention.
7. Consult with a mental health professional if the child is not responding and the intensity, frequency, and duration of the behavior is not improving.
8. Determine whether further referral to community resources is necessary through discussion with the family, supervisor, and mental health professional.



Coordination and Collaboration





Share your
insights!



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Designing a Coordinated Approach to Mental Health, Education and Disability Services

Part 2



We'll be covering:

- A multidisciplinary approach to addressing concerns
- Identifying opportunities to increase coordination and collaboration through case scenarios
- Putting coordination and collaboration into practice through policies and procedures



Multidisciplinary Approach: Social Emotional Concern



Partner with support staff and families to create learning environments that help children with self-regulation, communication, strengths, and temperament.

- activities or sensory materials as places to express energy
- creating “cozy spaces” visible to adult supervision where children can go if they feel overwhelmed.

This helps establish routines, transition strategies, and appropriate behavioral expectations.



Multidisciplinary Approach: Grief & Loss

Scenario:

You recently learned that a child lost one of their parents suddenly. The child used to play on his own but now he seems fearful of leaving the teacher's side. He constantly follows the lead teacher around and cries when she leaves the room. This has become stressful as the teacher wants to be responsive but she has a difficult time completing all her tasks as the child clings to her.



Multidisciplinary Approach: Grief & Loss

Multi-disciplinary team: Teacher, Supervisor, Manager, Mental Health Specialist, Disability Coordinator, Family Partnership Coordinator / and at one point the caregiver

Coordination: Create a plan and document concerns, needs, and recommendations (referrals and classroom support)

Collaboration: Mental Health Specialists provide support to the classroom, and the Family Partnership Coordinator will support the family.



Head Start Scenario

Maya is newly enrolled in Head Start. She was recently diagnosed with autism spectrum disorder (ASD) and experiences difficulties with social communication.

When it is time for music and movement, Maya often has outbursts, shouts, and kicks. Usually, a volunteer removes her from the activity and sits with her. The teacher wants to prevent her from harming herself or others. However, this is not a very satisfactory solution because Maya doesn't like being isolated and can be disruptive apart from the group. The teacher and teacher's assistant have some experience with children with autism, but they would like more support.

The disability services coordinator, Clyde, offered ongoing support to her classroom teacher. The mental health consultant also observes and supports teachers in the classroom on a quarterly basis. Maya has an IEP, and Clyde works closely with the special educators from the school district.



How Can We Work More Collaboratively?

1. In this scenario, who is part of the multidisciplinary team?
2. Who else could we invite to the team?
3. What are opportunities for coordination?
4. What are opportunities for collaboration?



Early Head Start Scenario

Jason is an 18-month-old enrolled in Early Head Start. He explores his surroundings with curiosity and enjoys building high towers in the block area. At this time, he will not bring familiar items when asked. He does not have words but will use sounds to communicate. Jason will point and use simple gestures to express his needs and wants. During story time, Jason will point to the correct picture when you say, “Show me the dog.”

The developmental screening was completed, and the results indicated possible developmental concerns in communication.

Team: Teacher, supervisor, disability coordinator, and parent.

The team reviewed the screening results and decided to talk to the family about an early intervention referral. In the meantime, the team was wondering how they could support Jason in the classroom and at home while awaiting the referral and evaluation.



How Can We Work More Collaboratively?

1. In this scenario, who is part of the multidisciplinary team?
2. Who else could we invite to the team?
3. What are opportunities for coordination?
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Putting in into Practice: Policies and Procedures

Using the handout, review each standard listed and brainstorm ways you can further support your efforts to coordinate and collaborate across your multidisciplinary team.



We explored:

- a multidisciplinary approach
- opportunities to increase coordination and collaboration through case scenarios
- putting coordination and collaboration into practice through policies and procedures





Mark your calendars!

To register for upcoming **Region XI 2024-2025 T/TA** events, use the QR below:



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