

Write and Discuss

Using Referral Interventions

- (1) Review the “Referral Intervention Guidelines” in the *School-Based Client Consultation, Referral and Management of Care* (pp. 26 - 28)

- (2) Make some brief notes on what you already do and what strategies you probably will add

- (3) Review survey: *Survey of System Status*. Note what is in place and what’s missing.

- (4) Share your thoughts about this informally with colleagues/friends or in a study group.

- (5) In what ways did the discussion lead to changes in your initial response?

Source: UCLA Center for Mental Health in Schools; Los Angeles, CA 90095-1563 (310) 824-3634; smhp@ucla.edu.



Excerpt From

*From the Center's Clearinghouse ...**

A Technical Aid Packet on

**School-Based Client Consultation,
Referral, and Management of Care**



This document is a hardcopy version of a resource that can be downloaded at no cost from the Center's website (<http://smhp.psych.ucla.edu>)

This Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspice of the School Mental Health Project, Dept. of Psychology, UCLA.
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Support comes in part from the Office of Adolescent Health, Maternal and Child Health Bureau (Title V, Social Security Act), Health Resources and Services Administration (Project #U45 MC 00175)
U.S. Department of Health and Human Services.

Referral Intervention Guidelines

A referral intervention should minimally

- provide readily accessible basic information about all relevant sources of help
- help the student/family appreciate the need for and value of referral
- account for problems of access (e.g., cost, location, language and cultural sensitivity)
- aid students/families to review their options and make decisions in their own best interests
- provide sufficient support and direction to enable the student/family to connect with an appropriate referral resource
- follow-up with students (and with those to whom referrals are made) to determine whether referral decisions were appropriate.

These guidelines can be translated into a 9 step intervention designed to facilitate the referral process and maximize follow-through.

Steps*

Step 1

Provide ways for students and school personnel to learn about sources of help without having to contact you

This entails widespread circulation to students/families and staff of general information about available services on- and off-campus and ways students can readily access services.

Step 2

For those who contact you, establish whether referral is necessary

It is necessary if school policy or lack of resources prevent the student's problem from being handled at school.

Step 3

Identify potential referral options with the client

If the school cannot provide the service, the focus is on reviewing with the student/family the value and nature of referral options. Some form of a referral resource file is indispensable (see Appendix B for more on the idea of a Referral Resource File).

Step 4

Analyze options with client and help client choose the most appropriate ones

This mainly involves evaluating the pros and cons of potential options (including location and fees), and if more than one option emerges as promising, rank ordering them.

Step 5

Identify and explore with the client all factors that might be potential barriers to pursuing the most appropriate option

Is there a financial problem? a transportation problem?
a parental or peer problem? too much
anxiety/fear/apathy?

(cont.)

*Before pursuing such steps, be certain to review school district policies regarding referral (see Appendix B).

STEPS (cont.)

Step 6

Work on strategies for overcoming barriers

This often overlooked step is essential if referral is to be viable. It entails taking time to clarify specific ways the student/family can deal with factors likely to interfere with follow-through.

Step 7

*Send clients away with a written summary of what was decided**

That is, summarize

- *specific information on the chosen referral,
- *planned strategies for overcoming barriers,
- *other options identified as back-ups in case the first choice doesn't work out.

Step 8

*Provide client with follow-through status forms**

These are designed to let the school know whether the referral worked out, and if not, whether additional help is needed in connecting with a service.

Step 9

*Follow-up with students/families (and referrers) to determine status and whether referral decisions were appropriate**

This requires establishing a reminder system to initiate a follow-up interview after an appropriate time period.

Obviously, the above steps may require one or more sessions.

If follow-up indicates that the client hasn't followed-through and there remains a need, the referral intervention can be repeated, with particular attention to barriers and strategies for overcoming them. Extreme cases may require extreme measures such as helping a family overcome transportation problems or offering to go with a family to help them connect with a referral.

*See Appendix C for examples of tools to aid these steps.

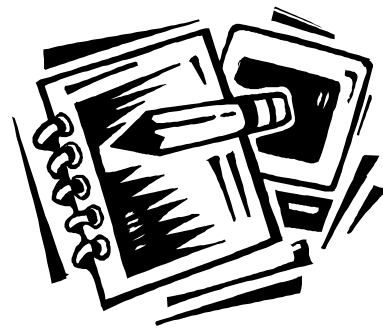


Excerpt from

From the Center's Clearinghouse ...*

An introductory packet on

***Addressing Barriers to Learning:
A Set of Surveys to Map What a School
Has and What it Needs***



This document is a hardcopy version of a resource that can be downloaded at no cost from the Center's website (<http://smhp.psych.ucla.edu>).

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About the Self-Study Process to Enhance the Component for Addressing Barriers to Student Learning

This type of self-study is best done by teams.

However, it is *NOT* about having another meeting and/or getting through a task!

It is about moving on to better outcomes for students through

- ? working together to understand what is and what might be
- ? clarifying gaps, priorities, and next steps

Done right it can

- ? counter fragmentation and redundancy
- ? mobilize support and direction
- ? enhance linkages with other resources
- ? facilitate effective systemic change
- ? integrate all facets of systemic change and counter marginalization of the component to address barriers to student learning

A group of school staff (teachers, support staff, administrators) could use the items to discuss how the school currently addresses any or all of the areas of the component to address barriers (the enabling component). Members of a team initially might work separately in responding to survey items, but the real payoff comes from group discussions.

The items on a survey help to clarify

- ? what is currently being done and whether it is being done well and
- ? what else is desired.

This provides a basis for a discussion that

- ? analyzes whether certain activities should no longer be pursued (because they are not effective or not as high a priority as some others that are needed).
- ? decides about what resources can be redeployed to enhance current efforts that need embellishment
- ? identifies gaps with respect to important areas of need.
- ? establishes priorities, strategies, and timelines for filling gaps.

The discussion and subsequent analyses also provide a form of quality review.

Mapping System Status

As your school sets out to enhance the usefulness of education support programs designed to address barriers to learning, it helps to clarify what you have in place as a basis for determining what needs to be done. You will want to pay special attention to

- *clarifying what resources already are available*
- *how the resources are organized to work in a coordinated way*
- *what procedures are in place for enhancing resource usefulness*

This survey provides a starting point.

The first form provides a template which you can fill in to clarify the people and their positions at your school who provide services and programs related to addressing barriers to learning. This also is a logical group of people to bring together in establishing a resource-oriented team for the school.

Following this is a survey designed to help you review how well systems for Learning Supports have been developed and are functioning.

Resource Coordination (names & schedules provided so staff, students, and families can access)

Some of the Special Resources Available at _____ School

In a sense, each staff member is a special resource for each other. A few individuals are highlighted here to underscore some special functions.

School Psychologist _____
times at the school _____

- ? Provides assessment and testing of students for special services. Counseling for students and parents. Support services for teachers. Prevention, crisis, conflict resolution, program modification for special learning and/or behavioral needs.

School Nurse _____
times at the school _____

- ? Provides immunizations, follow-up, communicable disease control, vision and hearing screening and follow-up, health assessments and referrals, health counseling and information for students and families.

Pupil Services & Attendance Counselor
_____ times at the school _____

- ? Provides a liaison between school and home to maximize school attendance, transition counseling for returnees, enhancing attendance improvement activities.

Social Worker _____
times at the school _____

- ? Assists in identifying at-risk students and provides follow-up counseling for students and parents. Refers families for additional services if needed.

Counselors _____ times at the school _____

- ? General and special counseling/guidance services. Consultation with parents and school staff.

Dropout Prevention Program Coordination
_____ times at the school _____

- ? Coordinates activity designed to promote dropout prevention.

Title I and Bilingual Coordinators

- ? Coordinates categorical programs, provides services to identified Title I students, implements Bilingual Master Plan (supervising the curriculum, testing, and so forth)

Resource and Special Education Teachers

_____ times at the school _____

- ? Provides information on program modifications for students in regular classrooms as well as providing services for special education.

Other important resources:

School-based Crisis Team (list by name/title)

School Improvement Program Planners

Community Resources

- ? Providing school-linked or school-based interventions and resources

Who	What they do	When
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Survey of System Status

In discussing the following survey items, note:

Items 1-6 ask about what processes are in place.
Use the following ratings in responding to these items.

- . DK = don't know
- . 1 = not yet
- . 2 = planned
- . 3 = just recently initiated
- . 4 = has been functional for a while
- . 5 = well institutionalized (well established with a commitment to maintenance)

Items 7- 10 ask about effectiveness of existing processes.
Use the following ratings in responding to these items.

- . DK = don't know
- . 1 = hardly ever effective
- . 2 = effective about 25 % of the time
- . 3 = effective about half the time
- . 4 = effective about 75% of the time
- . 5 = almost always effective

DK = don't know
 1 = not yet
 2 = planned
 3 = just recently initiated
 4 = has been functional for a while
 5 = well institutionalized

1. Is someone at the school designated as coordinator/leader for activity designed to address barriers to learning (e.g., education support programs, health and social services, the Enabling Component)? DK 1 2 3 4 5
2. Is there a time and place when personnel involved in activity designed to address barriers to learning meet together? DK 1 2 3 4 5
3. Do you have a Resource Coordinating Team? DK 1 2 3 4 5
4. Do you have written descriptions available to give staff (and parents when applicable) regarding
 - (a) activities available at the site designed to address barriers to learning (programs, teams, resources, services -- including parent and family service centers if you have them)? DK 1 2 3 4 5
 - (b) resources available in the community? DK 1 2 3 4 5
 - (c) a system for staff to use in making referrals? DK 1 2 3 4 5
 - (d) a system for triage (to decide how to respond when a referral is made)? DK 1 2 3 4 5
 - (e) a case management system? DK 1 2 3 4 5
 - (f) a student study team? DK 1 2 3 4 5
 - (g) a crisis team? DK 1 2 3 4 5
 - (h) Specify below any other relevant programs/services -- including preventive approaches (e.g., prereferral interventions; welcoming, social support, and articulation programs to address transitions; programs to enhance home involvement in schooling; community outreach and use of volunteer)?

		DK	1	2	3	4	5
		DK	1	2	3	4	5
		DK	1	2	3	4	5
		DK	1	2	3	4	5
5. Are there effective processes by which staff and families learn
 - (a) what is available in the way of programs/services? DK 1 2 3 4 5
 - (b) how to access programs/services they need? DK 1 2 3 4 5
6. With respect to your complex/cluster's activity designed to address barriers to learning has someone at the school been designated as a representative to meet with the other schools? DK 1 2 3 4 5

Surveying and Planning to Enhance Efforts to Address Barriers to Learning at a School Site

The following resource aides were designed as a set of self-study surveys to aid school staff as they try to map and analyze their current programs, services, and systems with a view to developing a comprehensive, multifaceted approach to addressing barriers to learning.

In addition to an overview Survey of Learning Supports System Status, there are self-study surveys to help think about ways to address barriers to student learning by enhancing

- Classroom-based Approaches to Enable and Re-engage Students in Classroom Learning
- Crisis Assistance and Prevention
- Support for Transitions
- Home Involvement in Schooling
- Community Outreach for Involvement and Support
- Student and Family Assistance Programs and Services
- School-Community Collaboration

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Student and Family Assistance Programs and Services: A Self-study Survey

Specialized assistance for students and their families is for the relatively few problems that cannot be handled without adding special interventions. The emphasis is on providing special services in a personalized way to assist with a broad-range of needs. To begin with, social, physical and mental health assistance available in the school and community are used. As community outreach brings in other resources, these are linked to existing activity in an integrated manner. Additional attention is paid to enhancing systems for triage, case and resource management, direct services for immediate needs, and referral for special services and special education as appropriate. Ongoing efforts are made to expand and enhance resources. While any office or room can be used, a valuable context for providing such services is a center facility, such as a family, community, health, or parent resource center.

A programmatic approach in this arena requires systems designed to provide special assistance in ways that increase the likelihood that a student will be more successful at school, while also reducing the need for teachers to seek special programs and services. The work encompasses providing all stakeholders with information clarifying available assistance and how to access help, facilitating requests for assistance, handling referrals, providing direct service, implementing case and resource management, and interfacing with community outreach to assimilate additional resources into current service delivery. It also involves ongoing analyses of requests for services as a basis for working with school colleagues to design strategies that can reduce inappropriate reliance on special assistance. Thus, major outcomes are enhanced access to special assistance as needed, indices of effectiveness, *and* the reduction of inappropriate referrals for such assistance.

Student and Family Assistance Programs and Services

Indicate all items that apply.

Yes	Yes but more of this is needed	No	If no, is this something you want?
-----	--------------------------------	----	------------------------------------

I. Providing extra support as soon as a need is recognized and doing so in the least disruptive ways

Are there classroom-based approaches to reduce the need for teachers to seek special programs and services (e.g., prereferral interventions in classrooms; problem solving conferences with parents; open access to school, district, and community support programs – see the Survey on Classroom-based Approaches)?

—	—	—	—
---	---	---	---

II. Timely referral interventions for students & families with problems based on response to extra support

What activity is there to facilitate and evaluate requests for assistance?

A. Does the site have a directory that lists services and programs?

—	—	—	—
---	---	---	---

B. Is information circulated about services/programs?

—	—	—	—
---	---	---	---

C. Is information circulated clarifying how to make a referral?

—	—	—	—
---	---	---	---

D. Is information about services, programs, and referral procedures updated periodically?

—	—	—	—
---	---	---	---

E. Is a triage process used to assess
1. specific needs?
2. priority for service?

—	—	—	—
---	---	---	---

—	—	—	—
---	---	---	---

F. Are procedures in place to ensure use of pre-referral interventions?

—	—	—	—
---	---	---	---

G.. Do inservice programs focus on teaching the staff ways to prevent unnecessary referrals?

—	—	—	—
---	---	---	---

H. Other? (specify) _____

—	—	—	—
---	---	---	---

III. Enhancing access to direct interventions for health, mental health, and economic assistance

A. After triage, how are referrals handled?

1. Is detailed information provided about available services (e.g., is an annotated community resource system available)?

—	—	—	—
---	---	---	---

2. Is there a special focus on facilitating effective decision making?

—	—	—	—
---	---	---	---

3. Are students/families helped to take the necessary steps to connect with a service or program to which they have been referred?

—	—	—	—
---	---	---	---

4. Is there a process to assure referral follow-through?

—	—	—	—
---	---	---	---

Student & Family Assistance Programs and Services (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
B. What types of direct interventions are provided?				
1. Which medical services and programs are provided?				
>immunizations	___	___	___	___
>first aid and emergency care	___	___	___	___
>crisis follow-up medical care	___	___	___	___
>health and safety education and counseling	___	___	___	___
>health and safety prevention programs	___	___	___	___
>screening for vision problems	___	___	___	___
>screening for hearing problems	___	___	___	___
>screening for health problems (specify)	___	___	___	___
>screening for dental problems (specify)	___	___	___	___
>treatment of some acute problems (specify)	___	___	___	___
>medication monitoring	___	___	___	___
>medication administration	___	___	___	___
>home outreach	___	___	___	___
>other (specify) _____	___	___	___	___
2. Which psychological services and programs are provided?				
>psychological first aid	___	___	___	___
>crisis follow-up counseling	___	___	___	___
>crisis hotlines	___	___	___	___
>conflict mediation	___	___	___	___
>alcohol and other drug abuse programs	___	___	___	___
>pregnancy prevention program	___	___	___	___
>programs for pregnant and parenting students	___	___	___	___
>gang prevention program	___	___	___	___
>gang intervention program	___	___	___	___
>dropout prevention program	___	___	___	___
>physical & sexual abuse prevention & response	___	___	___	___
>individual counseling	___	___	___	___
>group counseling	___	___	___	___
>family counseling	___	___	___	___
>mental health education	___	___	___	___
>home outreach	___	___	___	___
>other (specify) _____	___	___	___	___
3. Which of the following are provided to meet basic survival needs?				
>Emergency food	___	___	___	___
>emergency clothing	___	___	___	___
>emergency housing	___	___	___	___
>transportation support	___	___	___	___
>welfare services	___	___	___	___
>language translation	___	___	___	___
>legal aid	___	___	___	___
>protection from physical abuse	___	___	___	___
>protection from sexual abuse	___	___	___	___
>child care	___	___	___	___
>employment assistance	___	___	___	___
>other (specify) _____	___	___	___	___

Student & Family Assistance Programs and Services (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
4. Which of the following special education, Special Eligibility, and independent study programs and services are provided?				
>early education program	___	___	___	___
>special day classes (specify) _____	___	___	___	___
>speech and language therapy	___	___	___	___
>adaptive P. E.	___	___	___	___
>occupational and physical therapy	___	___	___	___
>special assessment	___	___	___	___
>Resource Specialist Program	___	___	___	___
>Title I	___	___	___	___
>School Readiness Language Develop. Program	___	___	___	___
>other (specify) _____	___	___	___	___
5. Which of the following adult education programs are provided?				
>ESL	___	___	___	___
>citizenship classes	___	___	___	___
>basic literacy skill	___	___	___	___
>parenting	___	___	___	___
>helping children do better at school	___	___	___	___
>other (specify) _____	___	___	___	___
6. Are services and programs provided to enhance school readiness? specify _____	___	___	___	___
7. Which of the following are provided to address attendance problems?				
>absence follow-up	___	___	___	___
>attendance monitoring	___	___	___	___
>first day calls	___	___	___	___
8. Are discipline proceedings carried out regularly?	___	___	___	___
9. Other? (specify) _____	___	___	___	___

III. Care Monitoring, Management, Information Sharing, and Follow-up Assessment

A. Which of the following are used to manage cases and resources?				
1. Is a student information system used?	___	___	___	___
2. Is a system used to trail progress of students and their families?	___	___	___	___
3. Is a system used to facilitate communication for				
>case management?	___	___	___	___
>resource and system management?	___	___	___	___
4. Are there follow-up systems to determine				
>referral follow-through?	___	___	___	___
>consumer satisfaction with referrals?	___	___	___	___
>the need for more help?	___	___	___	___
5. Other? (specify) _____	___	___	___	___

Student & Family Assistance Programs and Services (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
B. Which of the following are used to help enhance the quality and quantity of services and programs?				
1. Is a quality improvement system used?	—	—	—	—
2. Is a mechanism used to coordinate and integrate services/programs?	—	—	—	—
3. Is there outreach to link-up with community services and programs?	—	—	—	—
4. Is a mechanism used to redesign current activity as new collaborations are developed?	—	—	—	—
5. Other? (specify) _____	—	—	—	—

IV. Mechanisms for Resource Coordination and Integration

Is there a resource-oriented mechanism (e.g., a Learning Supports Resource Team) that focuses on

A. Coordinating and integrating resources	—	—	—	—
B. Braiding resources	—	—	—	—
C. Pursuing economies of scale	—	—	—	—
D. Filling gaps	—	—	—	—
E. Linking with community providers (e.g., to fill gaps)	—	—	—	—
F. Is there a special facility to house student and family assistance programs and services (e.g., health center, family or parent Center, counseling center)?	—	—	—	—

V. Enhancing Stakeholder Awareness of Programs and Services

A. Are there <i>written descriptions</i> of available learning supports programs?	—	—	—	—
B. Are there <i>written descriptions</i> about				
1. how to make referrals?	—	—	—	—
2. the triage process?	—	—	—	—
3. the process for case monitoring & management?	—	—	—	—
4. the process for student review?	—	—	—	—
C. Are there communication processes that inform stakeholders about available learning supports programs and how to navigate the systems?	—	—	—	—

V. Capacity Building to Enhance Student and Family Assistance

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Are there programs to enhance broad stakeholder involvement in enhancing student and family assistance?	___	___	___	___
B. With respect to programs used to meet the educational needs of personnel related to student and family assistance				
1. Is there ongoing training for learning supports staff with respect to student and family assistance?	___	___	___	___
2. Is there ongoing training for others involved in enhancing student and family assistance? (e.g., teachers, administrators, volunteers)?	___	___	___	___
3. Other (specify) _____	___	___	___	___
C. Which of the following topics are covered in educating stakeholders?				
1. broadening understanding of causes of learning, behavior, and emotional problems	___	___	___	___
2. broadening understanding of ways to ameliorate (prevent, correct) learning, behavior, and emotional problems	___	___	___	___
3. developing systematic academic supports for students in need	___	___	___	___
4. what classroom teachers and the home can do to minimize the need for special interventions	___	___	___	___
5. enhancing resource quality, availability, and scope	___	___	___	___
6. enhancing the referral system and ensuring effective follow through	___	___	___	___
7. enhancing the case management system in ways that increase service efficacy	___	___	___	___
8. other (specify) _____	___	___	___	___
D. Indicate below other things you want the school to do in providing student and family assistance.	___	___	___	___

C Indicate below other ways the school enhancing student and family assistance.

C Other matters relevant to enhancing student and family assistance are found in the surveys on

- >Survey of Learning Supports System Status
- >Home Involvement in Schooling
- >School-Community Collaboration