

1304.24
CHILD MENTAL HEALTH SERVICE PLAN
SUBPART B – EARLY CHILDHOOD DEVELOPMENT
AND HEALTH SERVICES
Program Year 2012-2013

<p>Performance Standard</p>	<p>Introduction to 1304.24</p> <p>Waldo Community Action Partners Head Start program embraces a vision of mental wellness. The objective of this plan is to build collaborative relationships among children, families, staff, mental health professionals, and the larger community in order to enhance awareness and understanding of mental wellness and the contribution that mental health information and services have in ensuring children will be successful learners and ready for school.</p>
<p>1304.24(a)(1)(i) (a) Mental health services. (1) Grantee and delegate agencies must work collaboratively with parents by:</p>	
<p>(i) Soliciting parental information, observations, and concerns about their child’s mental health;</p>	<ul style="list-style-type: none"> • The initial developmental screening provides an opportunity to begin the discussion with parents around age appropriate typical child development and behavioral expectations. Opportunities to solicit parental information around any concerns in the areas of development, health and mental health are offered. • Home visits with the teachers, Family Advocates, Early Head Start Home Visitors and the completion of the Family Partnership Agreement are all opportunities for parents to offer information, observations, and concerns about their child’s mental health. • . • The process of formulating the FPA includes discussion to identify any mental health concerns within the family and mental health concerns specific to the child. Formal conversations with the family also occur throughout the program year during teacher home visits, parent/child conferences, Family Advocate home visits and Early Head Start Home Visitor visits.
<p>(ii) Sharing staff observations of their child and discussing and anticipating, with parents, their child’s behavior and development, including separation and attachment issues;</p>	<ul style="list-style-type: none"> • At a minimum, for children enrolled in a center-based program, staff share their observations of a child with parents at both the fall and spring parent/teacher conferences, Teacher Home Visits, at transition meetings, regular, often daily, contact with families, and upon request. During these meetings and regular communication the teachers and parents identify goals for the child and strategies to meet those goals at home and/or in the classroom. Early Head Start Home Visitors share their observations of children during weekly home visits. Goals for the child, as well as home visit plans for the following week, are created in conjunction with parents. • When a child begins a center-based program, staff discuss separation and attachment issues with parents and may provide information on separation and attachment issues which includes

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	<p>tips for parents to assist children with the process of transitioning from home to a classroom and/or other setting in which parents are not present. Early Head Start Home Visitors also share this information on home visits and include information on developmental stages when separation anxiety is typically exhibited.</p>
<p>(iii) Discussing and identifying with parents appropriate responses to their child’s behaviors;</p>	<ul style="list-style-type: none"> • The Education & Disabilities Coordinator, EHS/HS Education Manager, EHS Manager, Mental Health Consultant, classroom teachers, Early Head Start Home Visitors and/or Family Advocates are available to meet with parents relative to any parenting issues. • Head Start, in collaboration with Broadreach Community & Family Services and/or other community partners, provides parent trainings and workshops related to understanding child development and responding to children’s behavior. Gaining Empowerment Allows Results - G.E.A.R. Parent Network and Parent Groups meet monthly offering trainings in all domains. Parents have the option of attending any workshop within the WCAP Head Start system. • Additional information on parenting is provided throughout the year at Parent Group meetings and through literature given to the family around appropriate responses to child’s behavior. • Early Head Start Home Visitors and/or classroom teachers practice methods of positive behavior guidance - modeling and discussing appropriate techniques with families. Staff adhere to the “Quiet Time and Positive Techniques of Guidance” Policy.
<p>(iv) Discussing how to strengthen nurturing, supportive environments and relationships in the home and at the program;</p>	<ul style="list-style-type: none"> • Our approach toward supporting social-emotional competence in homes and classrooms is based on The Pyramid Model, from the Center on the Social and Emotional Foundations of Early Learning (CSEFEL). The pyramid is built on a base of providing nurturing and responsive relationships and supportive environments. Early Head Start Home Visitors and classroom teaching staff receive professional development on how to incorporate CSEFEL and Conscious Discipline – a comprehensive self-regulation program that integrates social-emotional learning and discipline into both home and classroom practices. Parents receive information on the importance of nurturing relationships and how to create supportive environments through a variety of ways, including: spending time in the classrooms, at socializations, in Family Packs (literature), at Parent Group meetings, at all home visits for all components and program options, at parent-teacher conferences, at parenting trainings, workshops and through informal discussions with staff.
<p>(v) Helping parents to better understand mental health issues; and</p>	<ul style="list-style-type: none"> • The Family Advocates and/or Early Head Start Home Visitors discuss mental health issues with families and provide

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	<p>information on community resources available to them. The Mental Health Consultant is available to meet with families to discuss concerns. The Mental Health Consultant may attend Parent Group meetings to present information and answer questions.</p>
<p>(vi) Supporting parents' participation in any needed mental health interventions.</p>	<ul style="list-style-type: none"> • Parents are introduced to the Mental Health Consultant through information given to the family and/or in person at an arranged meeting or Parent Group meeting. • If a child is referred for mental health services the family receives the referral and is able to provide information. The Teachers or Early Head Start Home Visitor and the Consultant discuss the referral with the family, explaining the process and what to expect. If further referrals for evaluations or services are needed this is fully explained to the family. • If transportation to a provider for evaluations or services is needed Head Start assists in providing this. • The Mental Health Consultant assists in locating appropriate mental health services and Head Start works with the family to find resources to pay for such services.
<p>1304.24(a)(2)</p>	
<p>(2) Grantee and delegate agencies must secure the services of mental health professionals on a schedule of sufficient frequency to ensure the timely and effective identification and intervention in family and staff concerns about a child's mental health; and</p>	<ul style="list-style-type: none"> • WCAP Head Start contracts with a Mental Health Consultant who holds a minimum of a LCSW with one year experience working with children of age's birth to five and their families. A regular schedule of classroom observations is developed bi-annually and made available to all staff in the fall and again in the spring. The consultant's first general observation of each classroom, including collaborative classrooms, occurs within the first forty-five (45) calendar days of programming to be included in our screening process and ensure timely and effective identification and intervention. The consultant is available to conduct observations of individual children when referrals are in place. The Mental Health Consultant is available to provide staff and families with mental health support. The consultant attends Early Head Start socializations as appropriate and as needed.
<p>(3) Mental health program services must include a regular schedule of on-site mental health consultation involving the mental health professional, program staff, and parents on how to:</p>	<p>See 1304.24(a)(3)(i)-(iv)</p>
<p>(i) Design and implement program practices responsive to the identified behavioral and mental health concerns of an individual child or group of children;</p>	<ul style="list-style-type: none"> • Staff receive professional development on supporting social-emotional competence through relationship-building, creating supportive environments and utilizing intentional and appropriate teaching strategies. <p>The Mental Health Consultant conducts an observation in all classrooms and in the home of each child in the Early Head Start home visiting option and provides feedback to the</p>

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	<p>teachers and Early Head Start Home Visitors. Feedback for teachers includes how to improve their practices and be more effective in responding to the group of children as well as to individual children. Feedback to Early Head Start Home Visitors includes how to be more effective with both the parent and the child within the home environment. The Mental Health Consultant attends socializations as necessary and as needed and feedback is given to EHS Home Visitors including how to effectively utilize the socialization experience to the benefit of both family and child.</p> <ul style="list-style-type: none">• The Mental Health Consultant meets quarterly with the Family Advocates to offer a group forum mental health consult, providing opportunities for discussion of mental health concerns and for the Consultant to offer specific guidance. Early Head Start staff receive monthly consultation with the Mental Health Consultant regarding infant mental health and the development of healthy practices within families. • Children enrolled in the Early Head Start home-based and center-based program options receive an in-home observation from the Mental Health Consultant with each child and family within forty-five (45) calendar days of the family’s entry into the program. • The Education & Disabilities Coordinator and EHS/HS Education Manager conduct classroom observations and provide feedback to staff on ways to enhance the curriculum and classroom environment to provide social-emotional support. • Children entering the program receive a social-emotional screening within forty-five (45) calendar days of enrollment. For 3 to 5 year old children, the Devereux Early Childhood Assessment (DECA) is completed. Infants and toddlers are screened using the Ages & Stages Questionnaire – Social Emotional (ASQ-SE). WCAP Head Start staff work with families and/or the Mental Health Consultant to complete these assessments. • Results from the DECA (Devereux Early Childhood Assessment) or Ages and Stages Questionnaires – Social Emotional (ASQ-SE) are used to identify areas of strength and concern related to children’s resiliency protective factors (attachment, initiative & self-control). Individual results as well as a Classroom Profile, if applicable, provide information that teachers or Early Head Start Home Visitors use to individualize and adapt the curriculum and/or home visit plans to better support the development of these protective factors. Individual children may be referred for and receive specific services for behavioral or mental health concerns from a mental health professional with parental permission and authorization in place.
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	<p>Qualitative and quantitative data from the Mental Health Consultant’s general classroom observations, individual child observations, ASQ-SE, and DECA are utilized as part of the data analysis plan in meeting WCAP Head Start’s School Readiness goals. Data is examined for patterns of progress for groups of children to develop and implement a plan for program improvement and professional development.</p> <ul style="list-style-type: none"> • Responsive program practices are developed and implemented in conjunction with classroom teachers or Early Head Start Home Visitors, and families. Frequent observations take place in home, classroom and socialization environments in order to remain vigilant toward any environmental issues which may contribute to children’s mental health issues. Examples of these issues include: children with incarcerated parents, incidences of death and dying, divorce, serious childhood illness, domestic and community violence situations of military parents who have been deployed.
<p>(ii) Promote children’s mental wellness by providing group and individual staff and parent education on mental health issues;</p>	<ul style="list-style-type: none"> • The Education & Disabilities Coordinator, EHS/HS Education Manager, Mental Health Consultant, EHS Manager, classroom teachers, Early Head Start Home Visitors, and Family Advocates are available to meet with parents relative to any mental health and/or parenting issues. • Head Start, in collaboration with Broadreach Community & Family Services and/or other community partners provides parent education and workshops related to understanding child development and responding to children’s behavior. G.E.A.R. and Parent Group meet monthly offering trainings in all domains. Parents have the option of attending any workshop within the WCAP Head Start system. • Additional information on parenting is provided throughout the year at Parent Group meetings and through literature given to the family. • The Mental Health Consultant may attend Parent Group meetings to present information and answer questions.
<p>(iii) Assist in providing special help for children with atypical behavior or development; and</p>	<ul style="list-style-type: none"> • The Mental Health Consultant provides assistance to families and staff with identifying situations that require treatment. The Mental Health Consultant makes appropriate referrals, conducts observations and home visits to provide information and suggest strategies to support the child and family members. Working with the Education & Disabilities Coordinator, the Consultant ensures that a child’s Individualized Education Program or Individualized Family Service Plan (IEP/IFSP) is properly implemented. Identified goals will be incorporated in the individualized classroom curriculum or Early Head Start weekly home visiting plans.
<p>(iv) Utilize other community mental</p>	<ul style="list-style-type: none"> • The Mental Health Consultant makes appropriate referrals and

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<p>resources, as needed.</p>	<p>assists with finding community resources that may be useful.</p> <ul style="list-style-type: none">• The Mental Health Consultant works closely with community agencies to maintain effective interagency collaboration to provide a full range of services and resources to assure quality programming during and beyond Head Start years. WCAP Head Start may make referrals outside of our agency when services are needed beyond Head Start resources. Representative community agencies include, but are not limited to: Family Behavioral Health Services, Harbor Family Services, Broadreach Family & Community Services, Mid-Coast Mental Health, Care & Comfort, MidCoast Regional Child Development Services, Project PEDS, Two Rivers Child Development Services, Protea Behavioral Health, Spurwink Evaluation Center, Acadia Hospital and Sweetser Mental Health Agency.• Staff is trained in the referral process and is provided updated information on community resources, for their benefit and to make the information available to families.
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