

NEIGHBORIMPACT HEAD START & EARLY HEAD START

Policy & Procedure

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| Section: Child Development & Health | PC Approval Date: 9/6/05, 1/18/18 |
| Title: Mental Health Services and Child Social Emotional Well-Being | Updated: 11/07/2017, 6/30/17 |
| Policy #: HS-55 | NI Board Approval: 9/12/19 |
| Forms Required: Mental Health Referral Child Plus, ASQ:SE2, Authorization to Release | |
| Performance Standards: 1302.45, 1302.46 | Page 1 of 2 |

Policy: The program implements strategies to identify and support children with mental health and social and emotional concerns.

Purpose: To support a program-wide culture that promotes children's mental health social and emotional well-being, and overall health.

Procedure:

Screenings

See *Developmental Screening Policy & Procedure*

Parent Collaboration

- A. The Inclusion Services Manager & EHS Home Visitors follows-up on every high ASQ-SE score by contacting and consulting with the parent and/or Teacher Advocate and/or observing the child in the classroom.
 - a. If the Parent and Inclusion Coordinator & EHS Home Visitor determine that mental health services are needed or desired, the Teacher Advocate or EHS Home Visitor and parent complete a Mental Health Referral.
- B. At each conference and home visit, educational materials are provided and discussed regarding children's social emotional wellness. Discussions are individualized to the needs of the child and family.
- C. The Mental Health Consultant provides consultation for parents per parent request.
 - a. The schedule of the Mental Health Consultant's availability is posted at each site on the parent board.
 - b. The Mental Health Consultant contacts parents upon receiving a referral, and coordinates the service need with the parent at that time. They either consult over the phone, meet at the site, and at times, parents request a home visit by the Mental Health Consultant.
- D. Emergent mental health consultations:
 - a. In addition to the formal on-site consultations, the Mental Health Consultant and/or Inclusion Services Manager complete on-site consultations based on emergent needs.
 - b. Emergent consultations are completed as per staff or parent request.
- E. Training is provided to parents by:
 - a. The Mental Health Consultant during Parent Training Nights.
 - b. Teacher Advocates are available, at the site and at home visits, to discuss social emotional development, parenting and behavioral concerns of families. Staff is trained to make provide information on parenting education or mental health services in the community.
- F. Contacts with Family:
 - a. All contacts with the family by the Mental Health Consultant and inclusion staff regarding mental health concerns or transactions are documented in Child Plus under Mental Health.

Classroom

- A. Classroom staff observes each child's ongoing social and emotional development and documents their progress in Teaching Strategies Gold.
 - a. Each child's social and emotional development is assessed and documented three times per year on Teaching Strategies Gold.
- B. The Second Step curriculum is implemented in the classroom on a daily basis to reinforce positive social behaviors and anger management skills. See *Curriculum Policy and Procedure* for details on how the curriculum is implemented.
- C. Positive Guidance techniques are applied to assure the social and emotional well-being of all children. See *Positive Guidance Policy and Procedure*.
- D. Staffing Training:
 - a. The Mental Health Consultant and/or Inclusion Coordinator provide education to staff on social emotional and mental health topics at Staff Meetings and emergently when questions arise.
- E. Positive Behavior Interventions and Supports (PBIS) is implemented program wide to support the social emotional development of children in learning environments.
- F. Teacher Advocates or EHS Home Visitor will complete the monthly pyramid scoring the children individually in Tier 1,2,or 3. The data is reported to the Inclusion Services Manager who monitors progress and supports.