



4C HEALTH

CARE. COMPASSION. COLLABORATION. COMPETENCY.



**SCHOOLS AND HEALTH
PROFESSIONALS TOGETHER,
SUPPORTING MENTAL
WELLNESS GOALS**

LAUREN COOPER

DIRECTOR OF OUTPATIENT, SCHOOL, AND COMMUNITY SERVICES

LEARNING OUTCOMES

- Obtain practical tools to set up a more collaborative structure for supporting students' mental wellness
- Understand the role of a treatment plan.
- Understand the language of health clinicians and how that translates to educational language.



ABOUT THE PRESENTER

- Current Director of Outpatient, Community, and School Services at 4C Health
- Previous teacher, instructional coach, and school principal
- Passionate about collaboration for mental wellness support

WHY

People working together in a strong community with a shared goal and a common purpose can make the impossible possible.

Tom Vilsak

TREATMENT PLANS



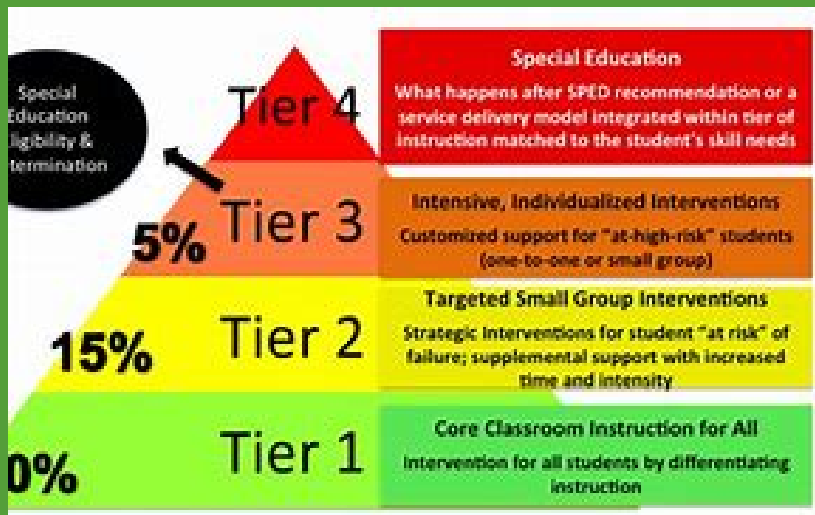
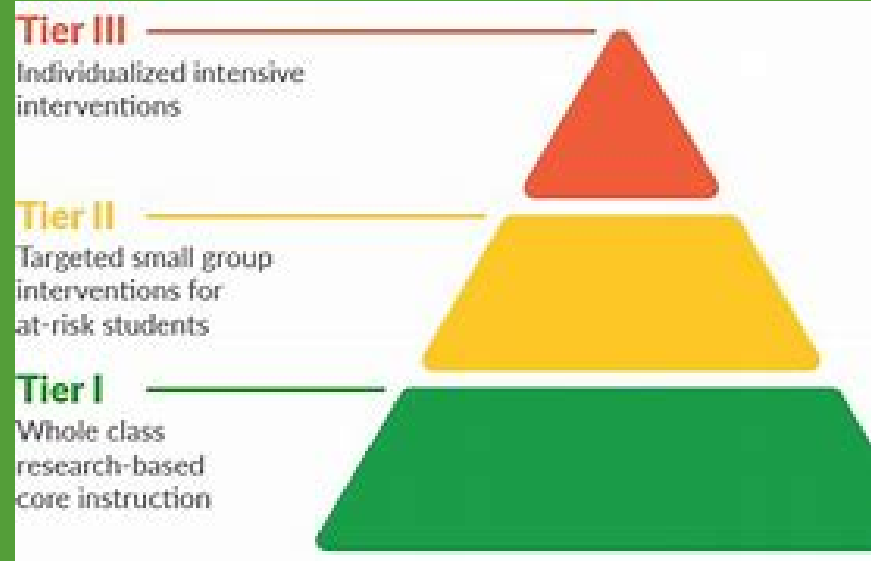
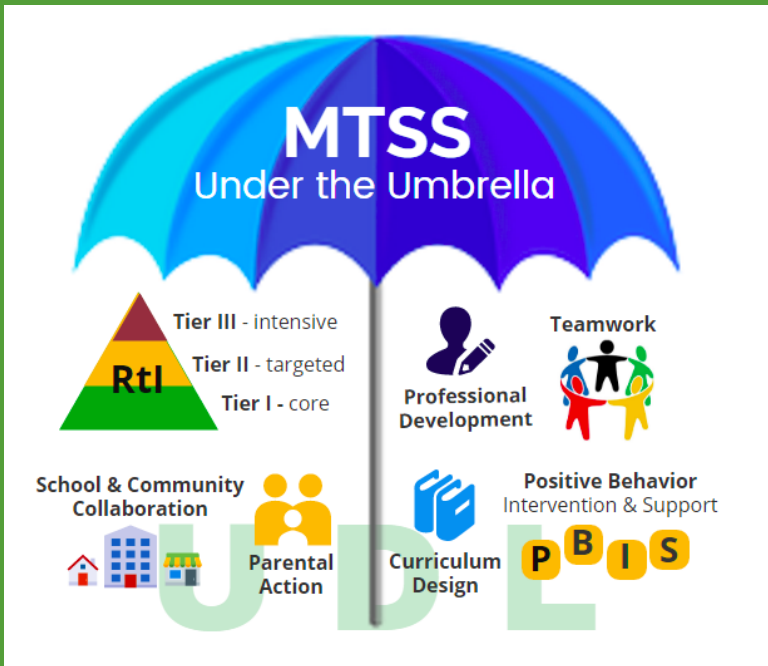
COMMON LANGUAGE

Treatment Plans

- Client Centered
- Diagnosis
- Strengths
- Barriers
- Measurable Goals in a patient's own words
- Measurable Objectives
- Monitored and Measured

IEPs

- Student Centered
- Diagnosis
- Strengths
- Barriers
- Measurable Goals
- Measurable Objectives
- Monitored and Measured



Doesn't have to be fancy or detailed

Create norms for the group

Support Plan

Part 1

Student Name:	
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School Year:		Grade:	
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Teacher:	
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Strengths	
Motivators (What will they work for)	
Positive relationships	

Social / emotional Difficulties: (describe what looks like, when, where, what doing (triggers), how severe, <u>often</u> & long it lasts)	
Academic needs: (reading, math, language)	



Outside Factors: (example: medication, counseling, family divorce, etc.)	
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Part 2



Interventions: What have used to stop or help with difficulties? (Example: preferential seating, reward token system)	Prevention (Proactive)=P Negative (reactive)=N	successful? Y or N	Date Started	Date discontinued:



Replacement Skills (What skills does the student not have that they need <u>taught</u> ?)	How will we teach & reinforce this skill?

How are you tracking behavior? (example: log, calendar with color ended on, etc)	Coloring calendar at the end of the day-monthly calendar
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AND HOW DOES THIS HAPPEN.....

- Model and practice
- Norms and agenda
- Give time and space DURING the school day (this isn't easy)
- Incorporate your mental health clinicians
- Know the goals, objectives, and interventions for students that have mental wellness goals from providers

Reaves S, Bohnenkamp J, Mayworm A, Sullivan M, Connors E, Lever N, Kelly MS, Bruns EJ, Hoover S. Associations Between School Mental Health Team Membership and Impact on Service Provision. *School Ment Health.* 2022;14(3):672-684. doi: 10.1007/s12310-021-09493-z. Epub 2022 Jan 5. PMID: 35003376; PMCID: PMC8729097.



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THANK YOU



LCOOPER@FOURCOUNTY.ORG



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