


School-Based Wraparound: Child and Family Outcomes

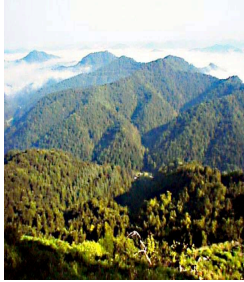
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Kentucky Department for Mental Health & Mental Retardation Services




Building Bridges of Support



- Funded by CMHS in 1998
- Designed to enhance the existing system of care
- Located in 3 Mental Health Regions in Eastern Kentucky

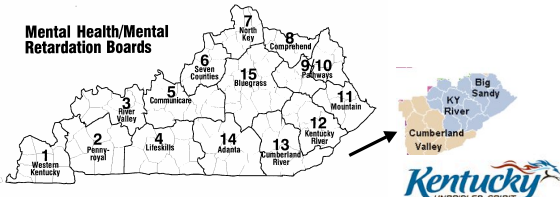

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Regional Values



Love for Homeplace	Traditionalism
Sense of Kinship	Neighborliness
Self Reliant	Religious Tradition
Maternal Regard	Humility and Modesty
Feeling Oriented	

Mental Health/Mental Retardation Boards





Regional Characteristics

- **Poverty**
 - counties among poorest in state
 - 36% child poverty rate (KY = 21%)
 - 7.3% unemployment rate (KY = 5.3%)
- **Child well-being**
 - 17 counties ranked among lowest in state






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Regional Characteristics

- **Rural, sparsely populated**
 - about 13% of state's total population (519,458)
- **Transportation**
- **Literacy**
 - lowest level of literacy proficiency in state

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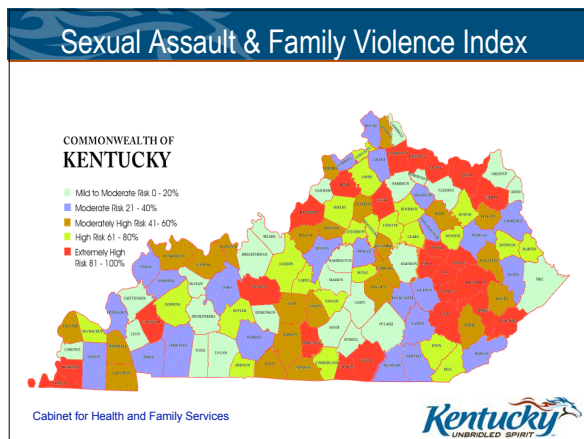
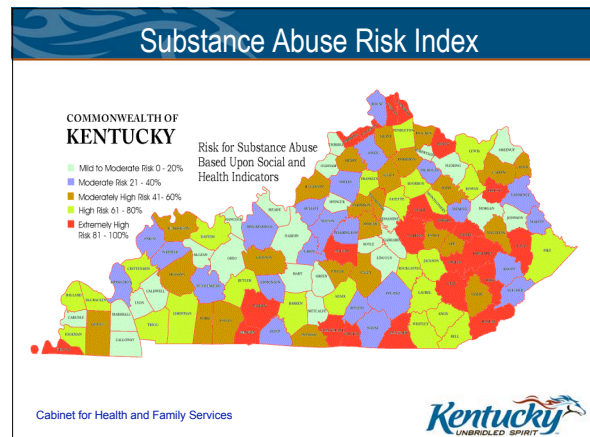
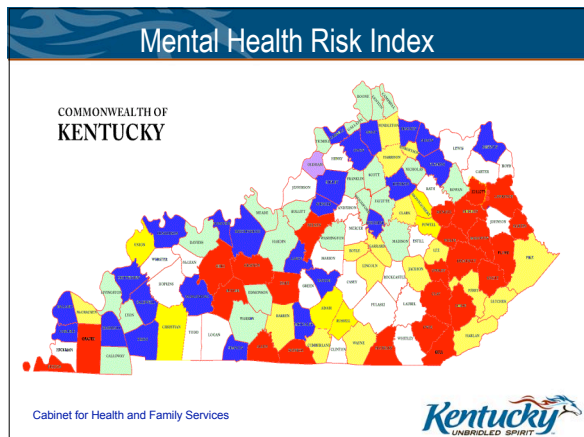
Regional Characteristics

- **Limited community services & resources**
- **Shortage of human service personnel**




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Grant Objectives

- Service Expansion
- School-Based Partnerships
- Family Involvement
- System-Level Improvement
- Training and Education Opportunities

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Home-School-Community Partnerships

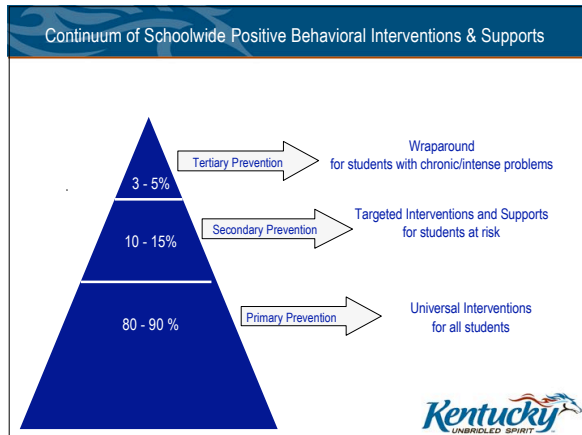
- School-based MH Staff:
 - Family Liaison
 - Intervention Specialist
 - Service Coordinator
 - Regional Behavior Consultant
- 20 campuses
 - all grade levels (PK-12)
 - alternative schools
- Schoolwide Positive Behavior Interventions and Supports

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Staffing

- **Intervention Specialist** - clinical staff with training in behavioral interventions, consultation, and school-based services
- **Student Service Coordinator** - similar to a case manager but housed in the school
- **Family Liaison** - parent of a child with an emotional disability
- **Behavior Consultant** (regional) - has extensive knowledge of positive behavior interventions and supports

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UNIVERSAL / Primary Prevention

- Promotes mental health & prosocial behavior of all students
- Enhances protective factors in the school, home, and community
- Prevents development of problems
- Creates positive school climate

Examples:

- Effective Schoolwide Supports
- Mental Health Promotion Activities

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TARGETED / Secondary Prevention

- Addresses youth at risk, or beginning to exhibit signs of emotional and/or behavioral problems
- Gathers data via observation (FBA) or school discipline records review
- Creates behavioral intervention / treatment plan to address the targeted problem area
- Interventions for individuals & small groups are time-limited and topic-specific

Examples:

- Mentoring, tutoring, development of a positive behavior support plan

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INTENSIVE / Tertiary Prevention

- Addresses students with chronic & complex emotional / behavioral needs across life domains
- Involves comprehensive multi-agency treatment
- Utilizes wraparound planning process
- Creates unique team for each student & family

Examples:

- In-home family services
- Therapeutic after school & summer programming
- Change in educational placement
- Family support

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Children's Mental Health Services Array

- Clinical Services
- Psychiatry
- Early Childhood Mental Health
- Service Coordination
- Therapeutic Child Support Services
- School Based Services
- Intensive In-Home Services
- After-School Program
- Specialized Summer Program
- Crisis Stabilization Program
- Day Treatment Program
- Therapeutic Foster Home(s)
- Partial Hospitalization Program

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Who are our children?

Children who:

- want to be successful.
- want to belong to a group.
- want to "fit in" and have friends.
- want their family to be proud of them.
- want you to like them.
- want to be happy and be able to laugh.


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Who are our children?


Children who

- have emotional/behavioral problems that interfere with their everyday life.
- often have a history of acting out problems in school...or withdrawal from social situations.
- tend to have difficulty developing and maintaining healthy relationships.
- often have poor daily living skills.
- may have suffered a history of abuse/neglect.
- who may have a learning disability.




Sample Characteristics

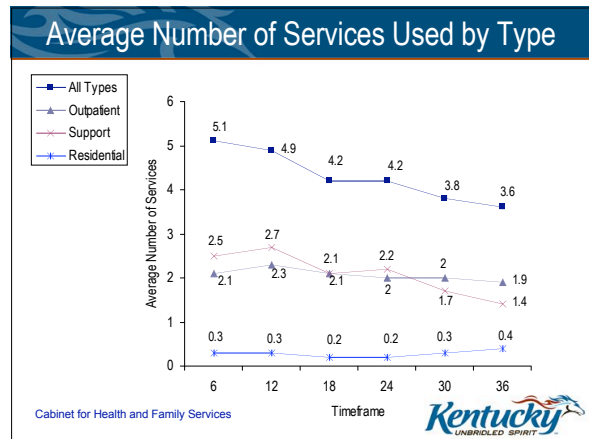
GENDER (n=631) Male 67% Female 33% AGE (n=627) X = 11.3 RACE (n=627) White/NonHispanic 97% FAMILY INCOME (n=607) ≤\$18,850/Year 93% \$18,850+/Year 7% MEDICAID (n=629) Yes 87% No 13% CAREGIVER EDUCATION (n=593) Less than HS 39% HS or Higher 61% HEALTH PROBLEMS (n=629) Yes 37% No 63%	MOST COMMON PRESENTING PROBLEMS (n=618) Noncompliance 51% Hyperactive/Impulsive 43% Attention Difficulties 40% Academic Problems 39% Poor peer interaction 38% Physical Aggression 36% Average Number of Problems 4 MOST COMMON PRIMARY DIAGNOSES (n=496) ADHD 33% ODD 30% Mood Disorder 20% Adjustment Disorder 15% Disruptive Behavior Disorder 12% SPECIAL EDUCATION (n=233) Yes 41% No 59% SCHOOL PERFORMANCE (n=223) C or better 54% Below C average 46%
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Sample Characteristics

LIFETIME CHILD RISK FACTOR HISTORY (n=611-627) Previous psychiatric hospitalization 12% Physical Abuse 17% Sexual Abuse 14% Runaway 15% Suicide Attempt 7% Substance Use 10% Sexually Abusive 4%	LIFETIME FAMILY RISK FACTOR HISTORY (n=603-616) Domestic Violence 39% Mental illness in Biological Family 51% Criminal Conviction 29% Substance Abuse in Biological Family 50%
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Service Use Over Time


	6	12	18	24	30	36
OUTPATIENT SERVICES						
Individual Therapy	96	92	88	87	81	73
Assessment/Evaluation	53	42	25	27	21	32
Med Monitoring	48	48	56	47	54	41
Group Therapy	40	36	31	31	33	36
Family Therapy	11	13	13	6	9	9
Day Treatment	8	4	4	2	5	9
Family Preservation	6	4	0	4	2	0
SUPPORT SERVICES						
Case Management	85	82	73	69	65	46
Caregiver/Family Support	40	46	50	47	35	27
Recreational Services	27	24	21	22	19	5
After school	27	25	15	19	9	14
Transportation	19	20	14	22	16	23
Behavioral/Therapeutic Aide	11	15	8	9	5	5
Flexible Funding	31	36	26	18	7	9
Transition Support	3	2	1	2	0	0
Independent Living Services	0	0	0	0	0	0
Respite	0	2	1	2	2	5

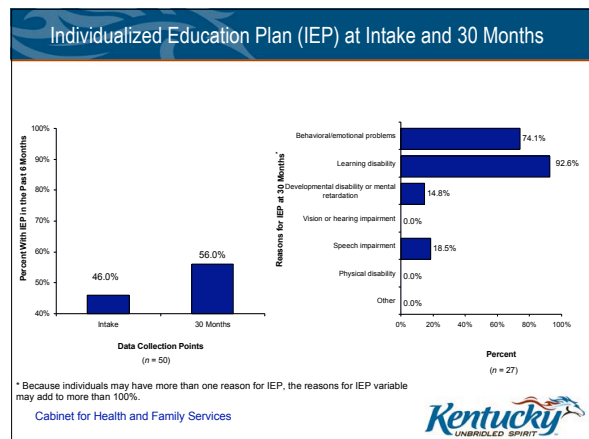
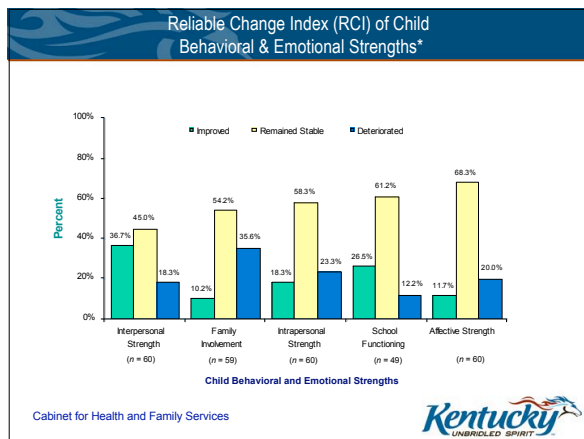
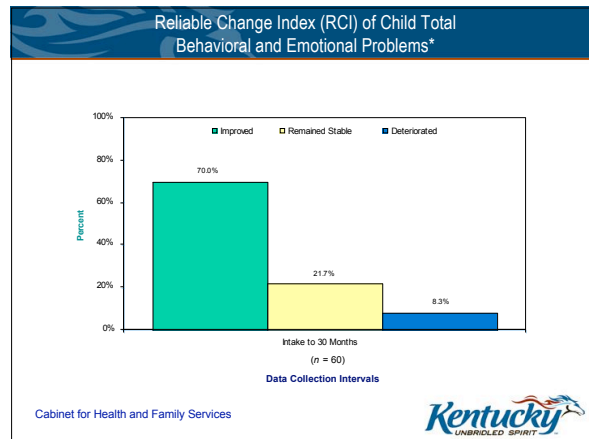
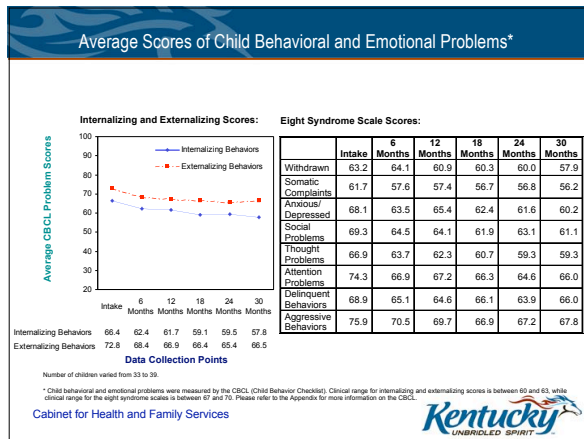
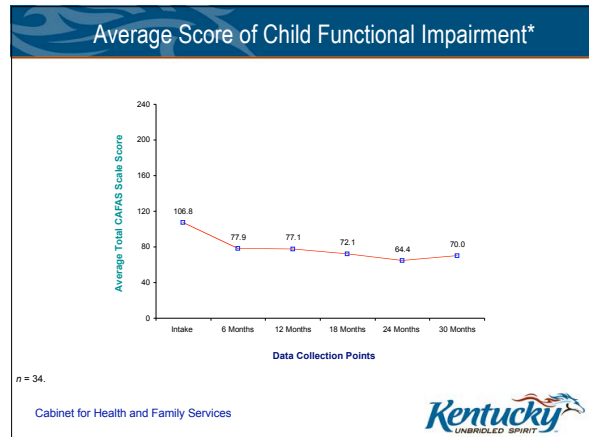
Service Use Over Time (continued)

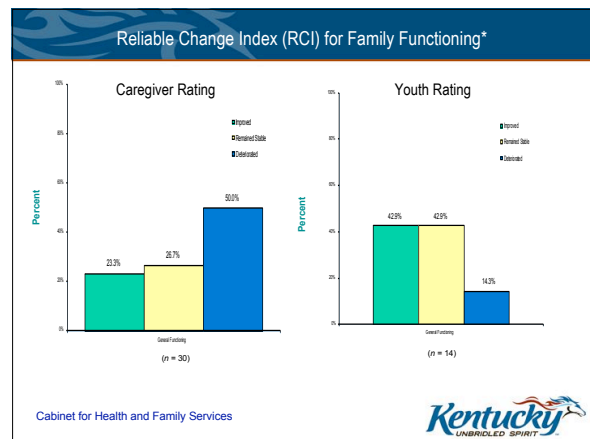
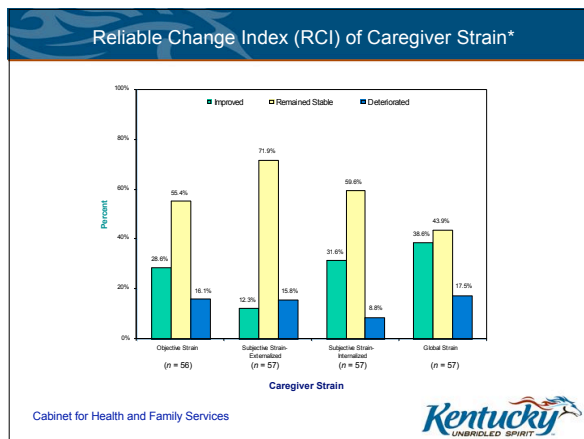
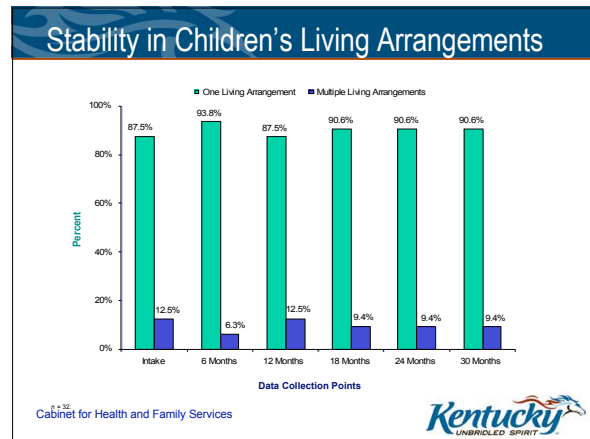
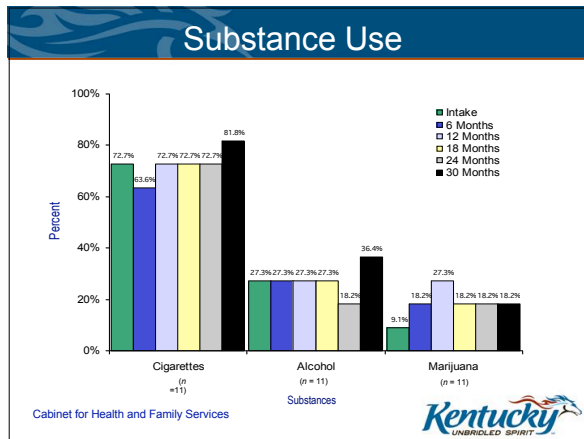
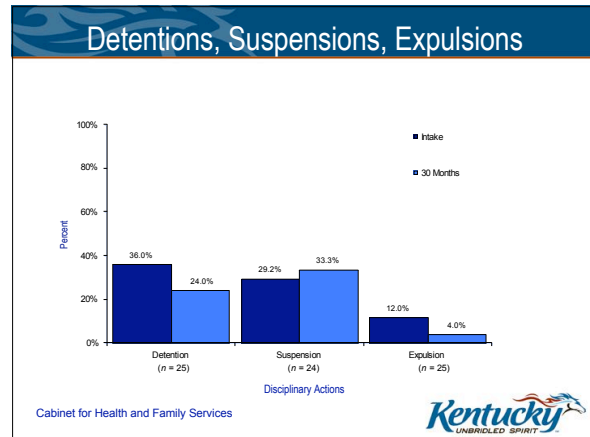
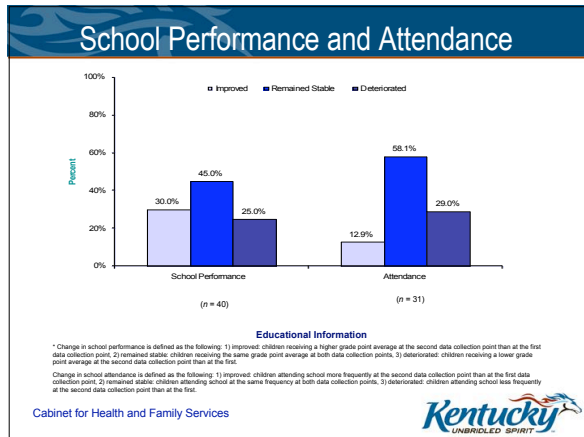
	6	12	18	24	30	36
RESIDENTIAL SERVICES						
Crisis Stabilization	18	13	6	10	9	14
Inpatient Hospitalization	5	5	5	4	12	9
Residential Treatment Center	4	<1	1	5	2	18
Therapeutic/Wilderness Camp	3	3	1	2	2	0
Therapeutic Group Home	3	4	1	0	0	0
Therapeutic Foster Care	<1	<1	0	2	0	5

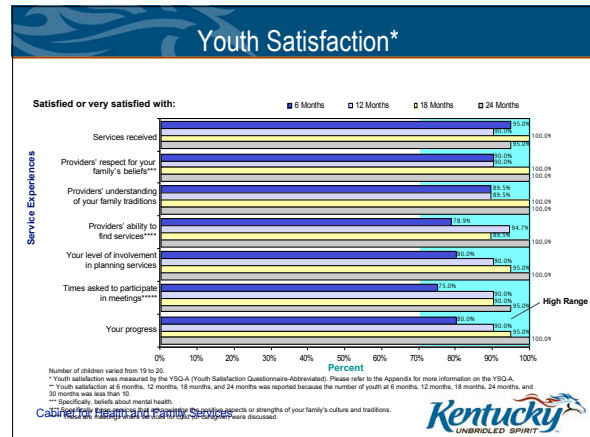
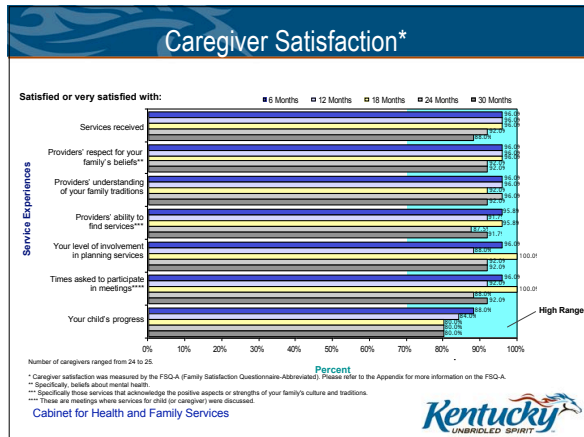
Service Use

- Most commonly received services
 - Outpatient
 - Individual therapy, medication monitoring, and group therapy
 - Support
 - Case Management and Caregiver/Family Support
 - Residential
 - Crisis Stabilization
- Greater reliance on outpatient and support services
- High use of assessment/evaluation in first 6 months of service
- Gradual decrease in flexible funding over time
- Limited use of Respite & TFC









Discussion & Implications

- Perceived mission disparity – focus on improving academic outcomes
- Focus on co-occurring disorders
- Reconceptualization of SBMH continuum
- Identify and transition families to informal services & supports (e.g., community building, natural supports)
- Increased emphasis on training and supervision in evidence-based treatments/address implementation issues
- State level recognition of impact of peer support (e.g., Medicaid Waiver)

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