

Performance Standard	Action Steps	Person / Team Responsible	Time Frame	Documentation and *Resources
<p><b>1304.24 CHILD MENTAL HEALTH</b>  <b>(a) Mental Health Services</b></p> <p>(1) Grantee and delegate agencies must work collaboratively with parents (see 45 CFR 1304.40(f) for issues related to parent education) by:</p> <p>(i) Soliciting parental information, observations, and concerns about their child's mental health;</p> <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> <p>(iii) Discussing and identifying with parents appropriate responses to their child's behaviors;</p>	<p><b>(1)</b> Grantee and delegate agencies must work collaboratively with parents by</p> <p>Parents will be informed about the mental health program and available services at the beginning of the program year. Information is decimated by the Family Service and Education staff utilizing the Directory of Community Resources</p> <p>(i) Parents will have an opportunity to share with staff information about their child, such as their strengths, needs and interest. The information may also contain findings of health conditions, which the child has or has had. In addition, parents share any changes, circumstances or experiences that may be influencing their child's behavior. Parents share this information by means of a completed Family Partnership Agreement, Dial Parent Questionnaires, home visits and conferences with teaching staff and/or program managers.</p> <p>(ii) All children are observed on a regular basis by unit staff. Through meetings with parents, staff has the opportunity to share with parents, information on their child's development, helping them to understand that some behaviors are the child's response to a change in their situation or a stressful event.</p> <p>Parents have the opportunity to listen to guest speakers at their parent meetings addressing various topics regarding child development, discipline and behavior management. Parents may also request information on specific behaviors</p> <p>Staff provides children with a safe, nurturing environment where schedules and limits are consistent. Children are offered choices and helped to learn about natural and logical consequences. Staff has realistic expectations for children's behaviors and use positive guidance keeping in mind that consistency is the key to changing behaviors. There is communication between parents and staff in order that both can work together on which behaviors can be ignored, which can be redirected and which will need to be discussed with a professional for guidance and assistance.</p> <p>A daily schedule is used which provides the children with a feeling of security. They remain flexible, however, in order to respond to a child's individual need or a situational change.</p>	<p>Education Team</p> <p>Family Service Team</p> <p>Teaching Staff</p> <p>Family Service Coordinators</p> <p>Education Staff</p>	<p>Yearly</p> <p>3 times yearly</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Mental Health Contract</p> <p>Education Meeting Minutes</p> <p>Family Service Meeting Minutes</p> <p>Community Resource Directory</p> <p>Dial 4 Parent Questionnaire Teaching Strategies GOLD</p> <p>Training Needs Assessment</p> <p>Resource Folders</p> <p>Daily Schedules</p>



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<p>(2) Grantee and delegate agencies must secure the services of mental health professionals on a schedule of sufficient frequency to enable the timely and effective identification of and intervention in family and staff concerns about a child's mental health; and</p> <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>Any questions that the parent has about the referral are answered and the parent is supported in their decision to seek assistance for their child. The parent is also made aware of the financial arrangements regarding the appointment(s) and services available to them under Medicaid, if applicable. The parent is told that they may contact staff at any time with questions regarding the services for their child.</p> <p>Information shared by the parent regarding the child and/or family is protected by the program policy on confidentiality. The only exception would be that because Head Start is a mandatory reporter, any time a child is believed to be at risk staff are required to report suspicions to the Department of Social Services and permission from parents is not necessary or advisable.</p> <p>(2) The program will secure the services of mental health professionals who will meet with staff on-site to provide an opportunity for discussion of issues that involve children's social and emotional behaviors and how to work with them in the best interest of children, families and functioning of their unit. The mental health professional will also be available as needed on a consulting basis to the staff and families. In addition, with assistance from the consultant, arrangements will be made to work with various community based mental health professionals. This will enable families to receive services in their local area and become familiar and comfortable with the providers should a need arise for them when they are no longer with the program.</p> <p>A mental health professional will be a representative on the Health Advisory Committee and will meet with appropriate Head Start staff and parents to assist in development of a plan for delivery of mental health services.</p> <p>(3) The mental health professional will assist in evaluation of program objectives and review the plan annually. A mental health professional can be involved with making arrangements for training and technical assistance in specific areas as determined by the Parent Education Survey and/or requests by staff.</p>	<p>Head Start Staff</p> <p>Education / Mental Health Coordinator</p> <p>Health / Nutrition Manger</p>	<p>As Needed</p> <p>Yearly</p> <p>2 times yearly</p>	<p>*Child Abuse &amp; Neglect Policy</p> <p>Mental Health Contracts</p> <p>Health Advisory Agendas &amp; Minutes</p>

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<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> <p>(ii) Promote children's mental wellness by providing group and individual staff and parent education on mental health issues;</p> <p>(iii) Assist in providing special help for children with atypical behavior or development; and</p> <p>(iv) Utilize other community mental health resources, as needed.</p>	<p>(ii) The mental health professional and appropriate Head Start staff will orient and work with parents to achieve the objectives of the mental health services. The professional may assist with arrangements for other community based mental health professionals to assist parents on an individual basis. The mental health professional will assist the Education Coordinators in developing on-going education in mental health services</p> <p>(iii) The mental health professional will advise and assist, the Education Coordinators in collaboration with the Disabilities Manager, in provision of services for children with atypical behavior or development. The mental health professional will provide recommendations for children and families with a special need and/or will facilitate other community based mental health professionals to provide recommendations for children and families with special needs.</p> <p>(iv) The mental health professional and appropriate Head Start staff will work together in identifying and contacting resources in the local communities throughout the program service area.</p> <p>A Dial 4 – Behavioral Observation and Dial 4 Social – Emotional Development Parent Questionnaire screening is completed on all children. All screenings are completed within the child’s first 45 days in the Program. The screenings are used to identify children with social / emotional concerns. After classroom observations the mental health specialist works with classroom personnel to provide information and assistance and ideas to use in providing services to children. Specific information is also sent home to parents on ways they can assist their child in developing appropriate reactions and skills. The program also uses the Second Step Social Emotional Curriculum with all children. The <i>Second Step</i> early learning program teaches self-regulation and executive-function skills that help children learn and skills to manage their feelings, make friends, and solve problems.</p>			<p>Dial 4 Behavior Observations</p> <p>Dial 4 Social Emotional Parent Questionnaire</p>