Performance Standard	Action Steps	Person / Team Responsible	Time Frame	Documentation and *Resources
1304.24	(1) Grantee and delegate agencies must work collaboratively with parents by	Education	Yearly	Mental Health
CHILD MENTAL		Team		Contract
HEALTH	Parents will be informed about the mental health program and available services at			
(a) Mental Health	the beginning of the program year. Information is decimated by the Family	Family Service		Education Meeting
Services	Service and Education staff utilizing the Directory of Community Resources	Team		Minutes
(1) Grantee and delegate	(i) Parents will have an opportunity to share with staff information about their			Family Service
agencies must work	child, such as their strengths, needs and interest. The information may also			Meeting Minutes
collaboratively with	contain findings of health conditions, which the child has or has had. In addition,			
parents (see 45 CFR	parents share any changes, circumstances or experiences that may be influencing			Community Resource
1304.40(f) for issues	their child's behavior. Parents share this information by means of a completed			Directory
related to parent	Family Partnership Agreement, Dial Parent Questionnaires, home visits and			D: 1 ( D
education) by:	conferences with teaching staff and/or program managers.			Dial 4 Parent
(i) Caliaitina namental	(ii) All shildren are charged an a grapher hasis by unit staff. Through mostings	Tanahina Ctaff	2 4:	Questionnaire
(i) Soliciting parental information,	(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	Teaching Staff	3 times	Teaching Strategies GOLD
observations, and	child's development, helping them to understand that some behaviors are the		yearly	GOLD
concerns about their	child's response to a change in their situation or a stressful event.			
child's mental health;	clind's response to a change in their struction of a stressful event.			
cinic s mentar nearth,	Parents have the opportunity to listen to guest speakers at their parent meetings	Family Service	Ongoing	Training Needs
(ii) Sharing staff	addressing various topics regarding child development, discipline and behavior	Coordinators	Ongoing	Assessment
observations of their child	management. Parents may also request information on specific behaviors	0001411141015		1 155 6 5 5 111 6 11
and discussing and				Resource Folders
anticipating with parents	Staff provides children with a safe, nurturing environment where schedules and			
their child's behavior and	limits are consistent. Children are offered choices and helped to learn about			
development, including	natural and logical consequences. Staff has realistic expectations for children's			
separation and attachment	behaviors and use positive guidance keeping in mind that consistency is the key to			
issues;	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			
(iii) Discussing and	redirected and which will need to be discussed with a professional for guidance			
identifying with parents	and assistance.			
appropriate responses to their child's behaviors;	A daily schedule is used which provides the children with a feeling of security.	77.1		D :: 0.1 · ·
men child's behaviors;	They remain flexible, however, in order to respond to a child's individual need or	Education Staff	Ongoing	Daily Schedules
	a situational change.			

Performance Standard	Action Steps	Person / Team Responsible	Time Frame	Documentation and *Resources
(iv) Discussing how to strengthen nurturing, supportive environments and relationships in the home and at the program;  (v) Helping parents to better understand mental health issues; and  (vi) Supporting parents'	Children need to feel secure and know that there is an adult to respond to their needs. Staff model respect for feelings and rights of others. They foster positive social behaviors such as cooperating, helping and turn taking. Staff encourages the use of words to resolve disputes. Dramatic play is available to assist children in expressing and dealing with feelings of sadness, frustration and anger.  Opportunities will be provided for parents to learn about mental health services available to them and their family. Which services and where to access them are found in the Directory of Community Resources which is given to parents prior to services beginning. The directory assists parents with location of various support groups (i.e. anger, divorce, co-dependency, family's anonymous, grieving parent and emotions anonymous).  Parents are also assisted by staff at getting information on a variety of mental health is the control of the parents are also assisted by staff at getting information on a variety of mental health is parents.	Family Service	Ongoing	Directory of Community Resources
participation in any needed mental health interventions.	health issues. Opportunities will be provided for parents to meet with mental health staff to have questions regarding mental health subjects answered and solutions sought.			
	In addition, parents attend monthly parent meetings where there are guest speakers/professionals available to address requested topics of interest or concern to parents including stress and self-esteem.	Education Staff	As Needed	Parent Meeting Agendas
	When a child has been identified as needing mental health services as a result of screening, assessment, teacher and/or parent observations, the next step is to meet with the family to gain their input and offer suggestions with regard to the best course of action. When a decision has been made as to what is appropriate for the child, the parent is asked to sign a Release of Information to allow communication between the therapist and the teacher in order to facilitate follow-through and consistency in working with the child. The parent will also be asked to sign a Permission Form giving authorization to the mental health provider to observe their child on-site at the Head Start facility in order to observe the child as she/he interacts with peers and materials in the classroom.			Dial 4  Early Behavior Scale  Release of Information Form  Permission to Observe Form

Performance Standard	Action Steps	Person / Team Responsible	Time Frame	Documentation and *Resources
	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.			
	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.	Head Start Staff	As Needed	*Child Abuse &Neglect Policy
(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	(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.	Education / Mental Health Coordinator	Yearly	Mental Health Contracts
(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:	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.  (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.	Health / Nutrition Manger	2 times yearly	Health Advisory Agendas & Minutes

Performance Standard	Action Steps	Person / Team	Time	Documentation and
		Responsible	Frame	*Resources
	(i) The program has in place a set of steps to assess and assist in identifying			Dial 4 Behavior
(i) Design and implement	children with behavioral and/or mental health concerns and how to best respond			Observations
program practices	through referral, modified classroom set-up, routines and teacher-child			
responsive to the	interactions.			Dial 4 Social
identified behavioral and	1) A Dial 4 – Behavioral Observation and Dial 4 Social – Emotional			Emotional Parent
mental health concerns of	Development Parent Questionnaire screening is completed on all children.			Questionnaire
an individual child or	All screenings are completed within the child's first 45 days in the			
group of children;	Program. The screenings are used to identify children with social /			Behavior Scales
	emotional concerns. Teachers/Home Visitors fill out a Behavior Scales			Checklist
(ii) Promote children's	Checklist for any children with heightened social/emotional concerns after			
mental wellness by	the first 45 days. Suggestions for modifications are made and shared with			
providing group and	parents and staff.			
individual staff and	2) Specific classroom/child concerns that arise throughout the year are			
parent education on	addressed through:			1 - Behavior
mental health issues;	a) Observation by the Teacher/Home Visitor/Education Coordinator			Tracking Form
	to obtain specific data about how classroom set-up and teacher-			2 – Classroom
(iii) Assist in providing	child interaction affect children's behavior			Behavior Instruction
special help for children	b) Planning by the Teacher/Home Visitor/Education Coordinator			Plan Form
with atypical behavior or	(and parents, if possible) to plan for adaptations needed to assist in			3 - Classroom
development; and	promoting appropriate behavior and social/emotional			Behavior Record –
(' \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	development.			Target Behavior
(iv) Utilize other	c) Follow-up Tracking to assess the success of the Classroom			Form
community mental health	Behavior Plan			
resources, as needed.	3) The program also uses the Second Step Social Emotional Curriculum with			
	all children. The Second Step 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.			
	(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			

## Policy Council Approval:

Performance Standard	Action Steps	Person / Team Responsible	Time Frame	Documentation and *Resources
	<ul> <li>(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.</li> <li>(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.</li> <li>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.</li> </ul>	aces possible.		Social/Emotional Development— Classroom Observation Form