

USING CRISIS RESPONSE  
SERVICES TO DEVELOP  
FAMILY ENGAGEMENT AND  
IMPROVE MENTAL HEALTH  
SERVICE ACCESS

SOLUTIONS BEHAVIORAL HEALTHCARE PROFESSIONALS



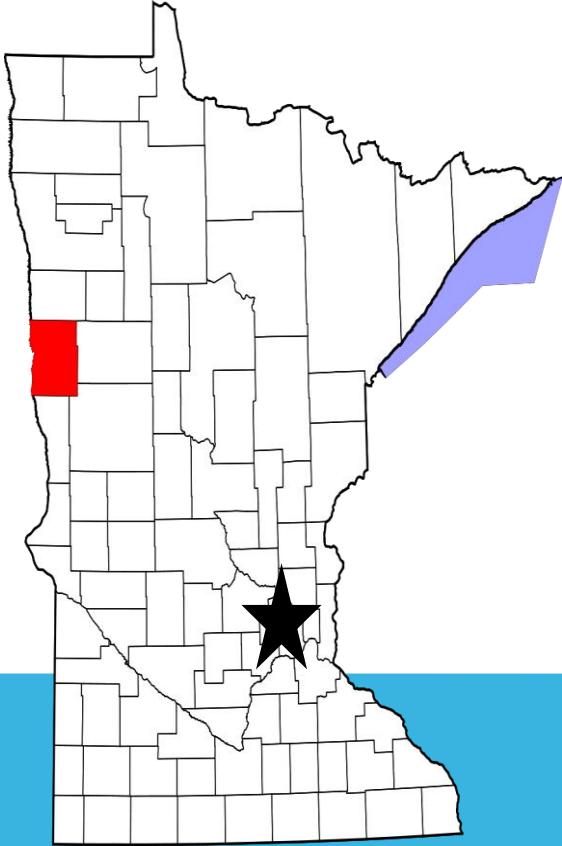
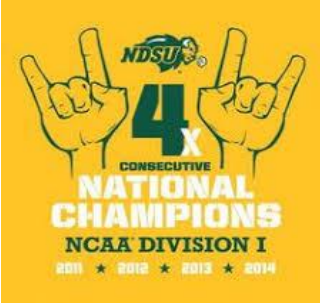
# SOLUTIONS

BEHAVIORAL HEALTHCARE PROFESSIONALS

## WHO WE ARE:

- **Non profit Community Mental Health Center**
- **Provides outpatient, rehabilitation services, case management, consultation and residential services.**
- **Offices in several regions in Minnesota and North Dakota**
- **Committed to Evidenced Based Practice and “Doing what works” for the clients and community partners**

# WHERE WE ARE...



# WHO WE ARE

## MOORHEAD AREA PUBLIC SCHOOLS (MAPS)




City of Moorhead, MN = 42,492

Regional hub = 222,000

School Enrollment = 6700+

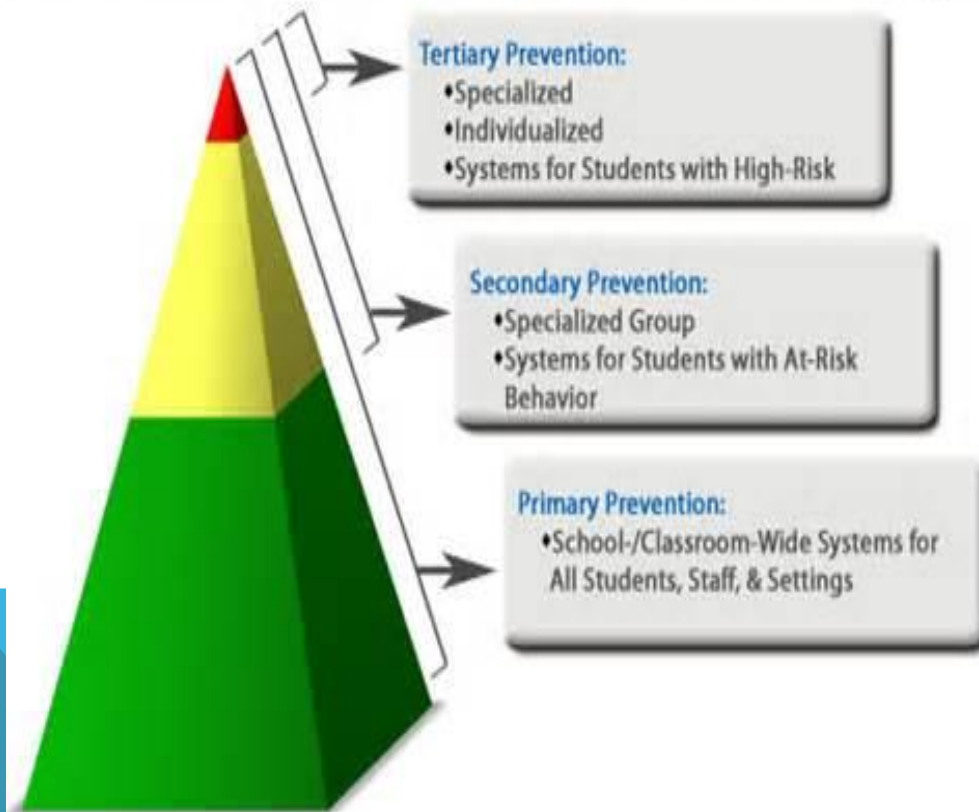
- 23.4% minority rate
- 39.5% free/reduced lunch rate
- 16.7% special ed rate

# **LEARNING OBJECTIVES**

- 1. Describe a model of crisis response which is effective in improving family engagement, rather than simply de-escalating crisis**
  - 2. Potential funding streams for connecting crisis response in the schools with mental health services**
  - 3. Common barriers to family involvement in students learning and mental health service needs**
- 

# PBIS

## Continuum of School-Wide Instructional & Positive Behavior Support



# The Incredible Years<sup>®</sup>



**Teacher**

Incredible Years  
Classroom  
Management  
Training



**Child**

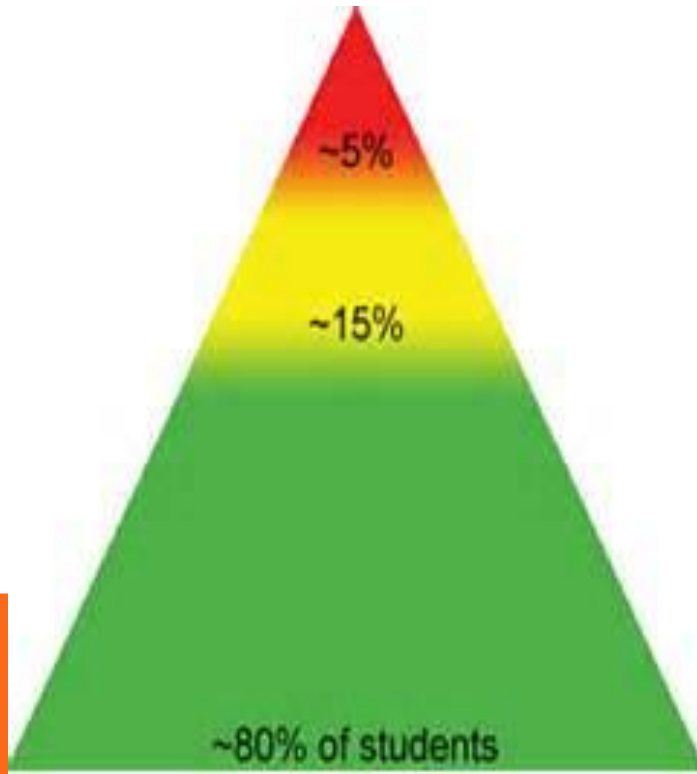
Incredible  
Years Small  
Group Dina  
Treatment



**Parent**

Incredible  
Years Parent  
Program

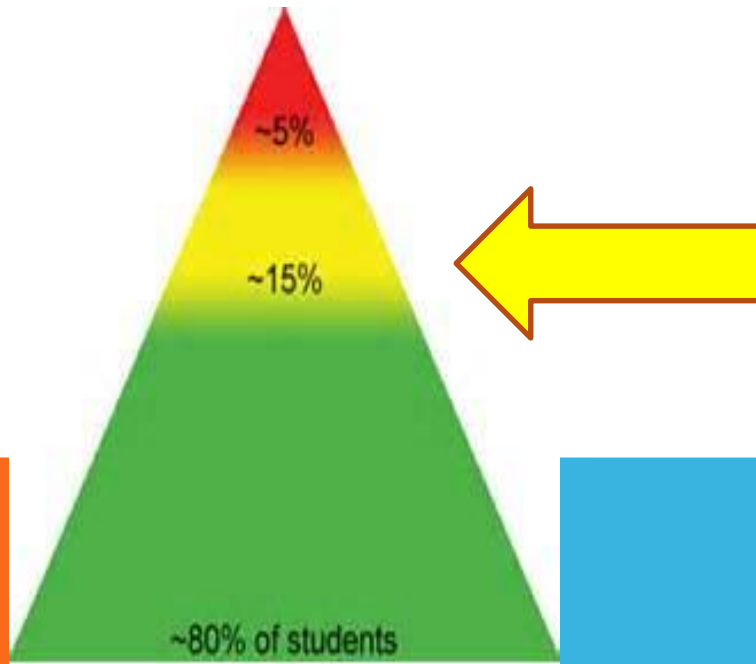
# TIER 1 INTERVENTIONS



- **Incredible Years Classroom Management Training**
- **Incredible Years Parent Prevention Model**
- **Incredible Years Classroom Dina Program**
- **School Linked Mental Health Liaisons**



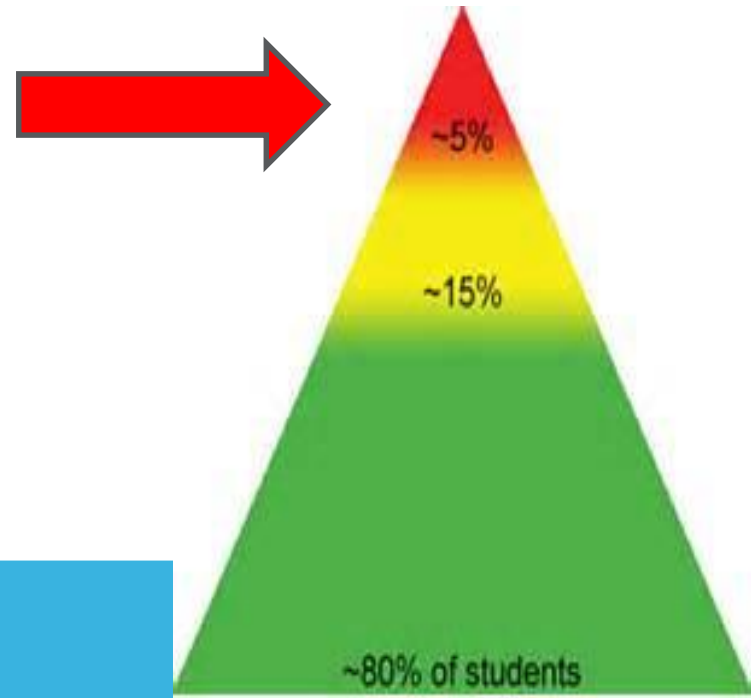
# TIER 2 INTERVENTIONS



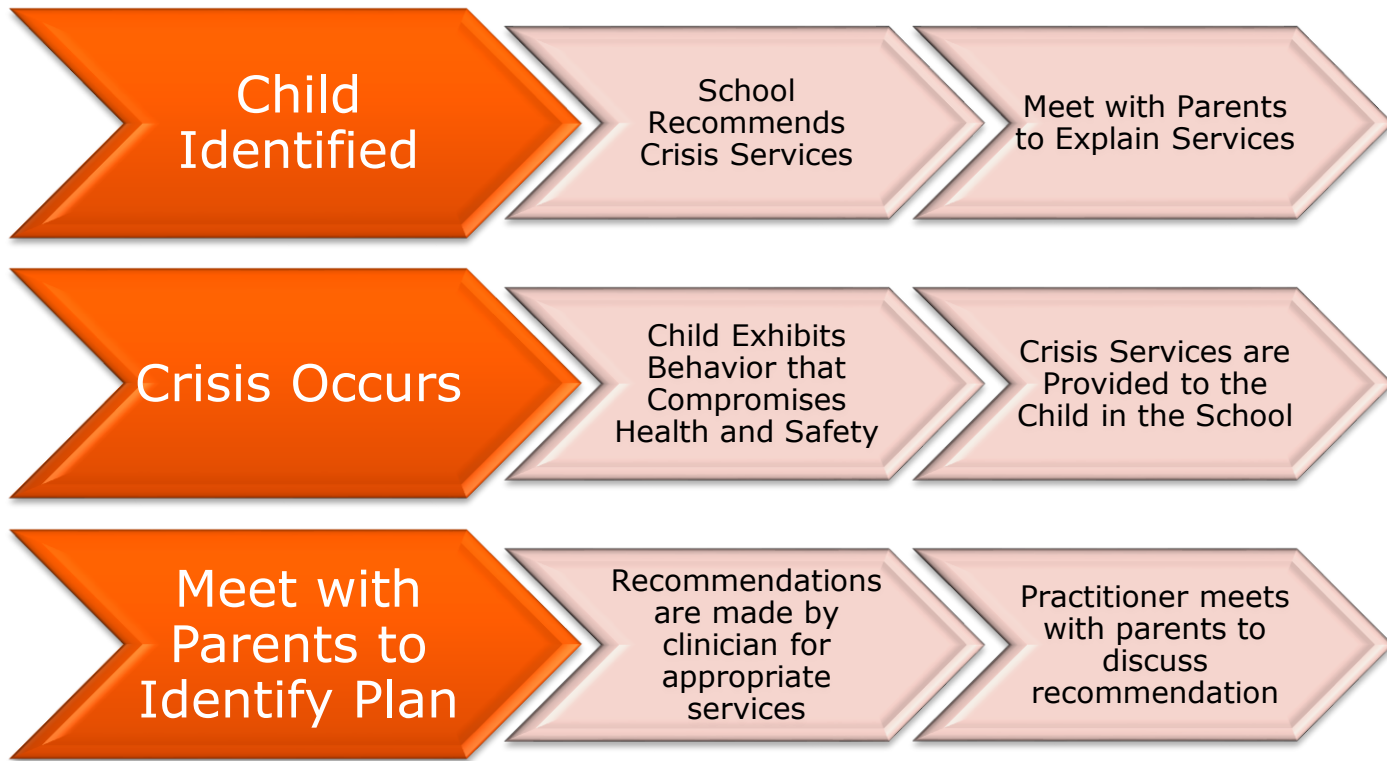
- **Incredible Years Teacher Coaching**
- **Incredible Year Parent Program**
- **Incredible Years Dina School**
- **Therapeutic Services Including:**
  - PCIT, TF-CBT, CBT, CPP
- **Mental Health Professional Provides Consultation**

# TIER 3 INTERVENTIONS

- **Incredible Years Parent Groups and Dina School**
- **Individual Skills Training**
- **Family Skills Training**
- **Therapeutic Services Including:**
  - PCIT, TF-CBT, CBT, CPP
- **Children's Day Treatment**



# CRISIS MODEL



# **DESCRIPTIONS OF FUNDING STREAMS FOR CRISIS SERVICES**

**1. Third Party Reimbursement**

**2. School Contacts**

**3. County Contracts**

**4. Grants – United Way and State Grants**



# GENERAL OUTCOMES

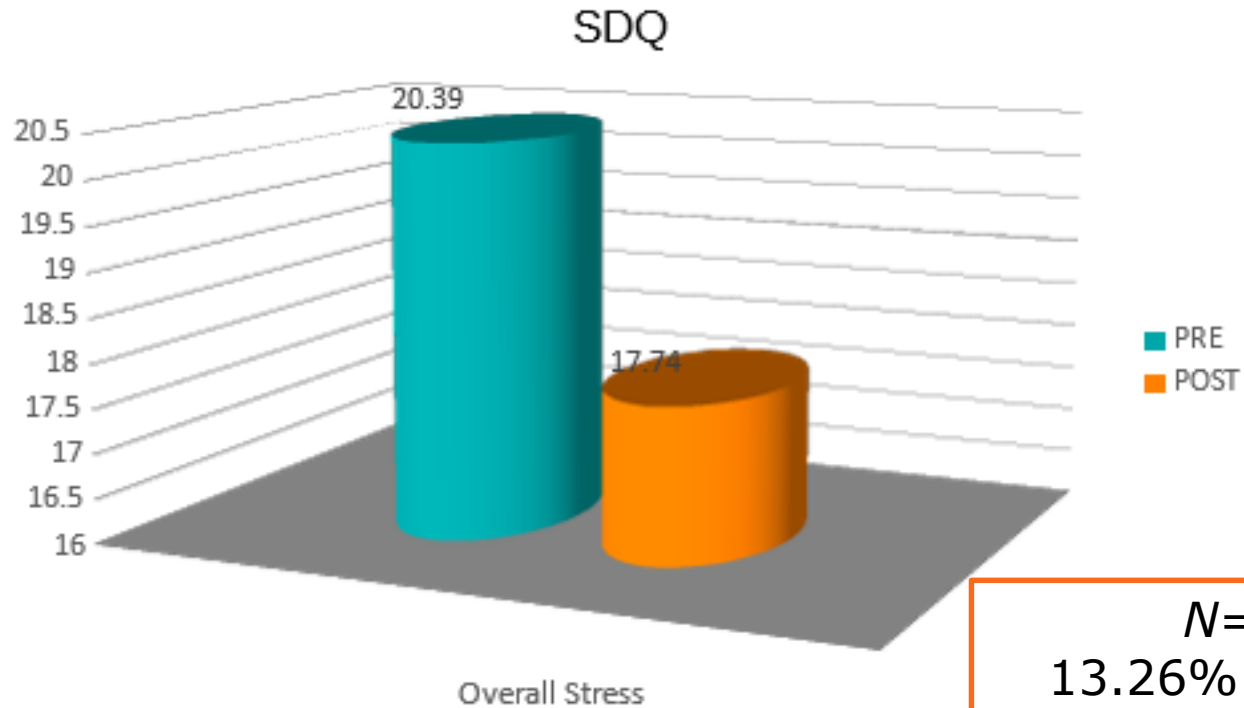
# CRISIS SERVICES

- **23 Crisis Cases**
- **19 cases agreed to engaged in comprehensive services**
- **3 case had existing outpatient services**
- **1 was placed in a residential placement**

**100%** of children who were in crisis agreed to engaged in mental health services

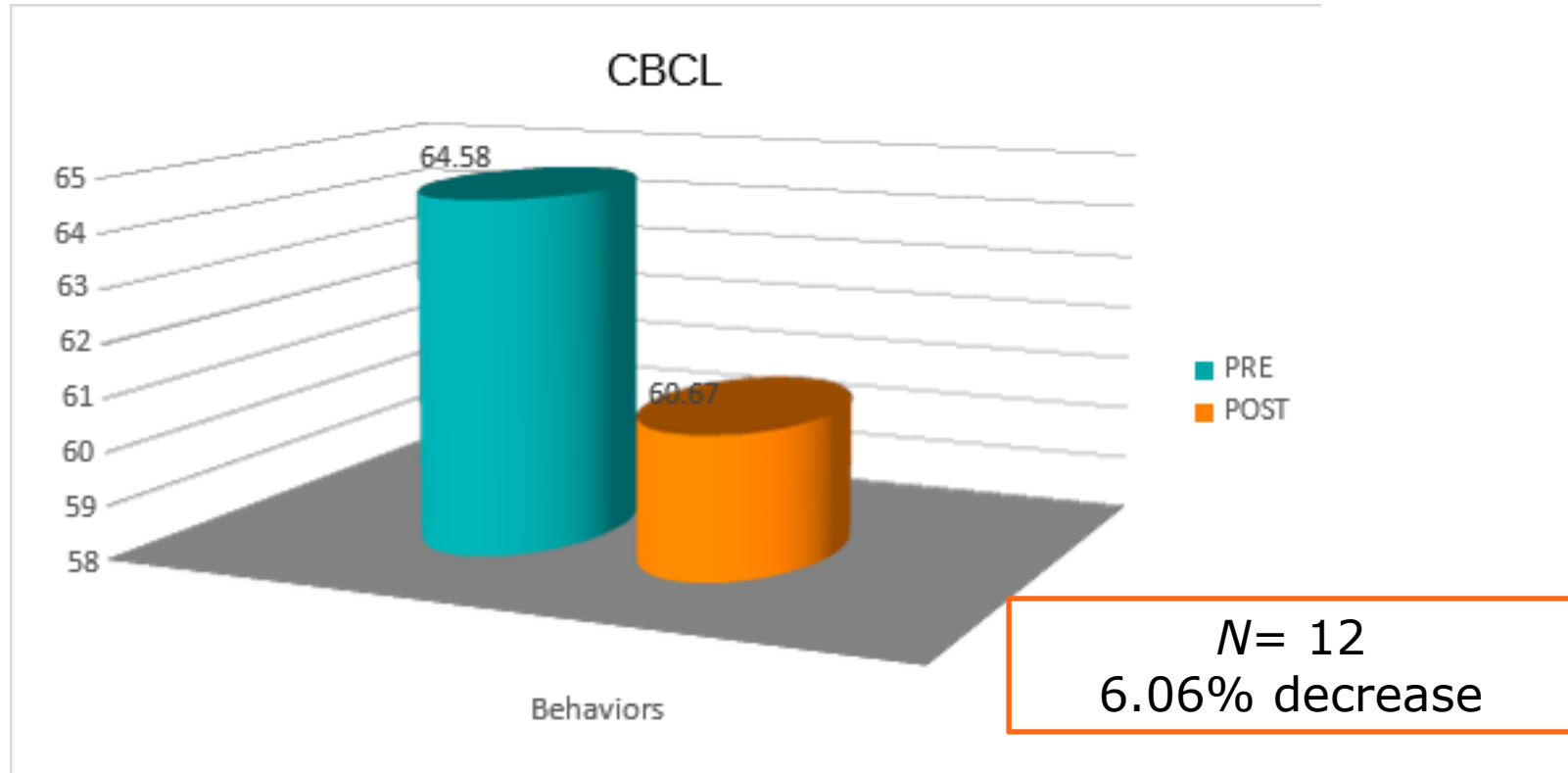
INCREDIBLE YEARS DATA

# SDQ SCORES OF CLIENTS WHO COMPLETED DINA SCHOOL AND PARENT GROUP

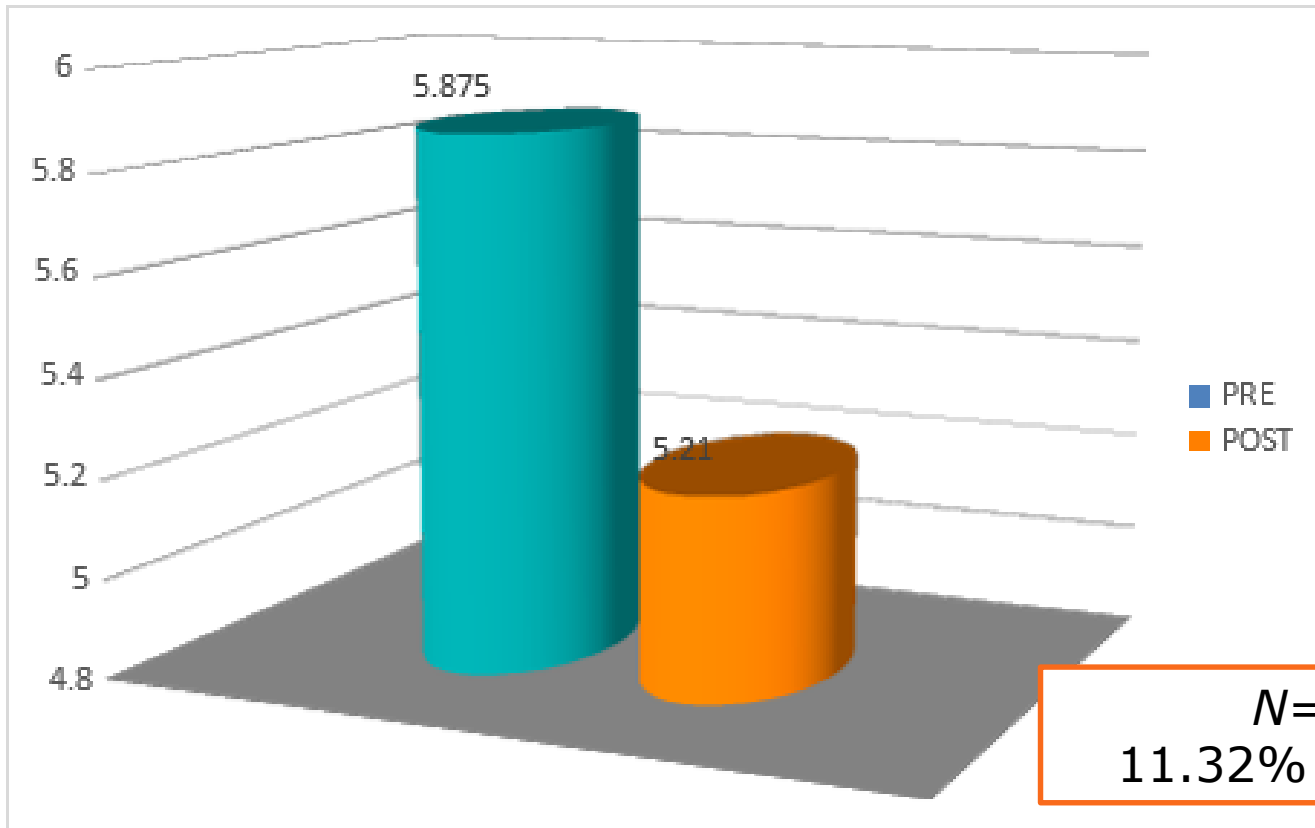




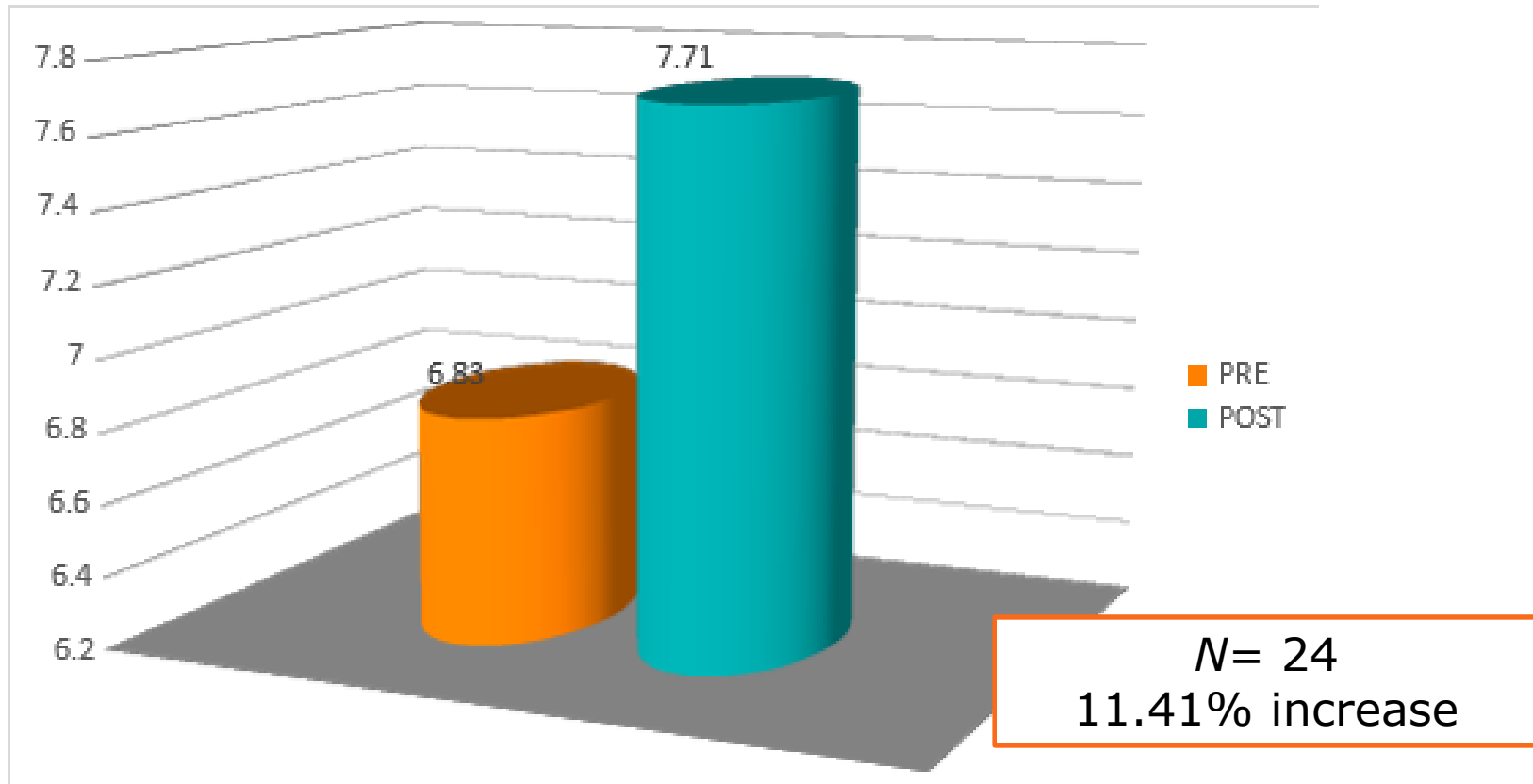
# CBCL SCORES OF CLIENTS WHO COMPLETED DINA SCHOOL AND PARENT GROUP



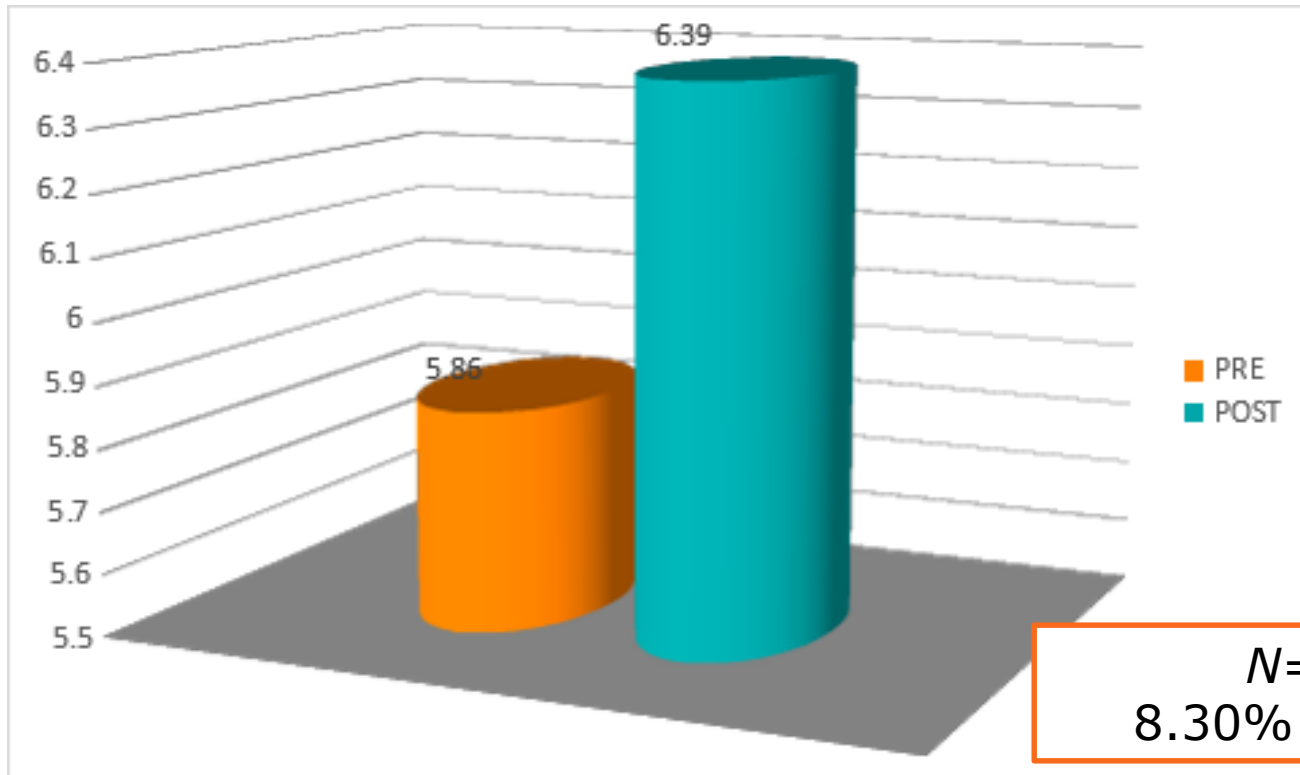
# ALL PARENTS' STRESS ABOUT PARENTING



# ALL PARENTS' CONFIDENCE IN PARENTING

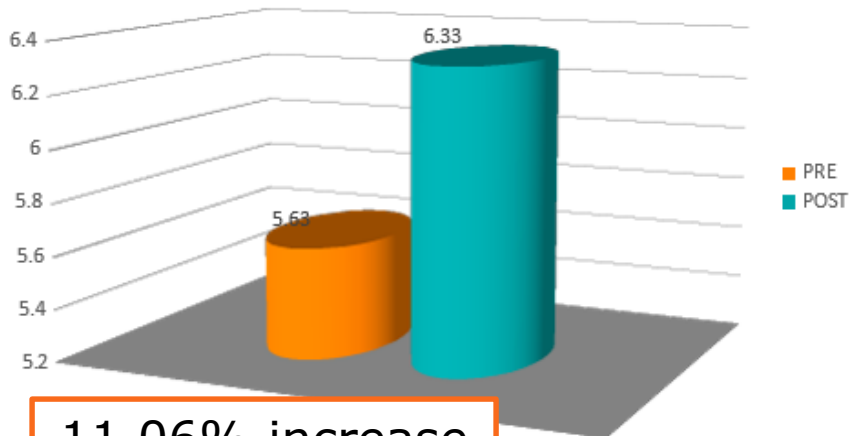


# ALL PARENTS' OVERALL SATISFACTION WITH DEVELOPMENT



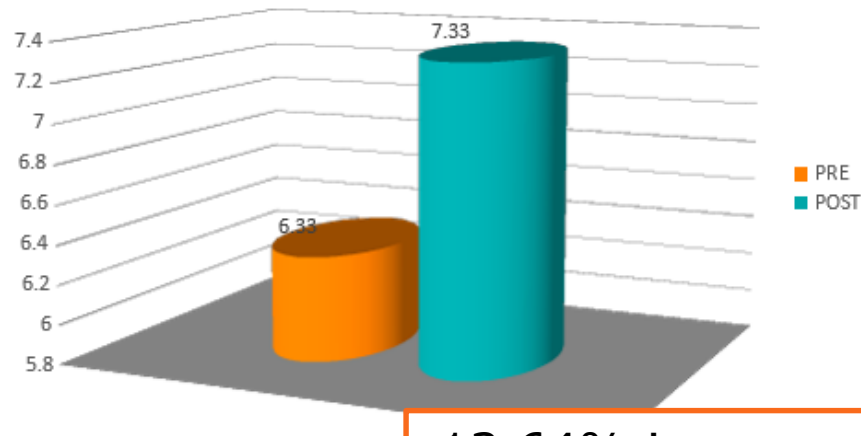
# ALL PARENTS' SATISFACTION

Satisfied with social development



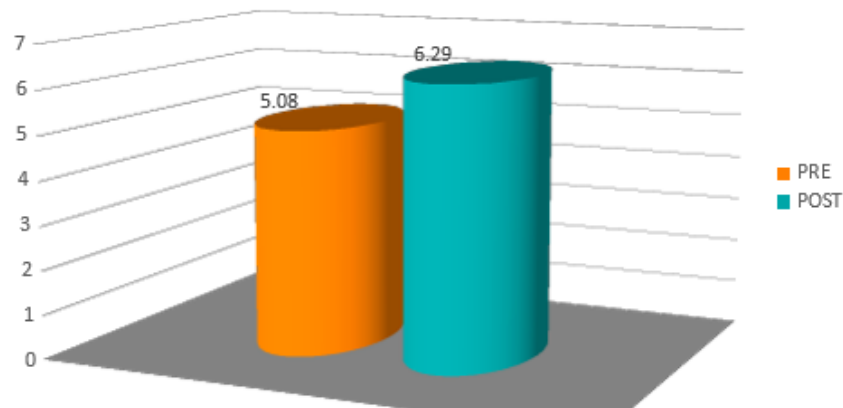
11.06% increase

Satisfied with intellectual development



13.64% increase

Satisfied with emotional development



19.24% increase

All N= 24

# SUMMARY OF DATA

**Continued finding of general improvements in:**

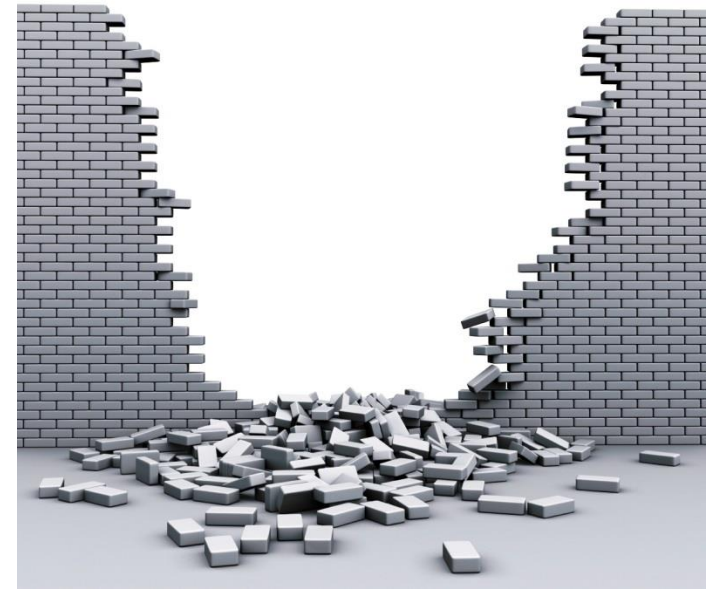
- **SDQ scores**
- **CBCL scores**
- **Parental stress**
- **Parenting confidence**
- **Parental satisfaction**

**AND**

- **Effectiveness of engaging families during a crisis**

# COMMON BARRIERS TO FAMILY INVOLVEMENT

- **Financial Concerns**
- **Fear/Uncertainty**
- **Parents Mental Health**
- **Transportation**
- **Feeling Judged**
- **Feeling Unimportant**
- **Cultural Considerations**



# STRATEGIES TO IMPROVE PARENTAL ENGAGEMENT

- **Social Contracting**
- Use engaging language
- Continually refocus family on the initial contract
- Focus on the progress keeping the parent's goals in mind





# STRATEGIES TO IMPROVE PARENTAL ENGAGEMENT CONT.

- **Pay attention to the stage of change**
- Provide intervention consistent with the families current needs
- Move with the parent



# STRATEGIES TO IMPROVE PARENTAL ENGAGEMENT CONT.

- **What is the Port of Entry**
  - “I want the calls from the school to stop”
  - Trajectory of the child’s mental health
  - Improve Educational Experience
  - Basic Needs
  - Show **MAGIC**



# STRATEGIES TO IMPROVE PARENTAL ENGAGEMENT CONT.

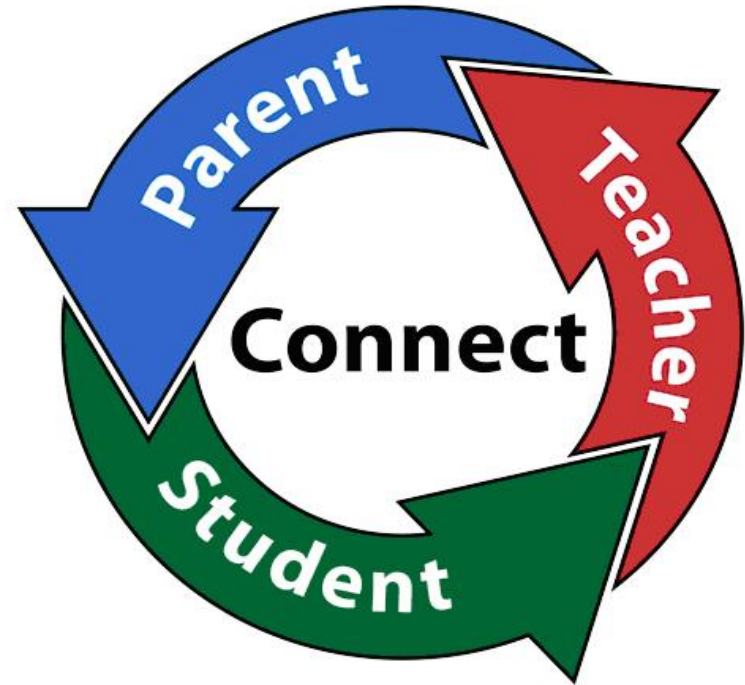
## • **HELP REMOVE BARRIERS**

- Services in the Home
- Services in the School
- Childcare, Supper, Transportation
- Evening Services



# STRATEGIES TO IMPROVE PARENTAL ENGAGEMENT CONT.

- **Partner with the School**
  - Connect and determine what the school has discussed with the family
  - Work to get the school bought into the interventions being used
  - Listen and respond to the concerns of the school
  - Educate the teacher on the diagnosis and helpful interventions (**MAGIC**)



**When LITTLE people are  
overwhelmed by BIG  
emotions, its our job to share  
our calm, not to join their  
chaos.**

**-L. R. Knost**

# QUESTIONS?

[www.solutionsinpractice.org](http://www.solutionsinpractice.org)

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