Suggested Comprehensive Assessment Questions for NC InCK Core Child Service Domains

This document provides example questions a PHP or CIN can use to meet NC InCK requirements for assessing and addressing needs in education, child welfare, and juvenile justice through their comprehensive assessment of members assigned to NC InCK's Service Integration Level 3.

NC InCK members in Service Integration Level 3 (SIL 3) are currently in an out-of-home placement or have an elevated risk of experiencing out-of-home placement. Many children assigned to SIL 2 and 3 will have challenges in school or past or current engagement with juvenile justice or child welfare.

These suggested questions were developed by reviewing screenings used in other NC InCK jurisdictions and existing comprehensive assessments used by care management entities in North Carolina. NC InCK has supplied multiple choice options for many questions but recommends asking questions to families and allowing for an open response to let parents share additional details about their child and elevate support they need in their own words.

NOTE: These questions are suggestions. PHPs, CCNC, and CINs have flexibility on the exact set of questions they use to assess and support the cross sector needs of their NC InCK members.

Questions Related to Education

1. **What school does your child attend?**

   Open response

2. **What grade is your child in?**

   Open response or multiple choice

3. **Has your child changed schools in the past school year?**

   Yes or No

   a. **If yes, why did your child change schools?**

      Open response or multiple choice, which may include the following choices:

      i. Move
      ii. Grade change (elementary to middle school or middle school to high school)
      iii. Academic needs of the child
      iv. Behavioral needs of the child
      v. Expulsion
      vi. Redistricting

4. **Is your child getting the help they need to succeed at school?**

   Open response

a. **If not, what difficulties is your child having in school?**

   Recommend open response with allowance for the prompts below and any others that come up. This way parents can share difficulties in their own words.

   Potential Prompts: Missed School or Truancy, Discipline, Academic Needs, Bullying, Other Difficulty

5. **Does your child have accommodations at school for their needs, including an Individualized Education Program (IEP), Behavior Intervention Plan (BIP), or 504?**

   (See below for additional details on IEPs, BIPs, and 504s)

   a. Yes, an Individualized Education Plan (IEP) is in place.
   b. Yes, a 504 is in place.
   c. Yes, a Behavior Intervention Plan (BIP) is in place.
   d. Yes, but they still need an Individualized Education Plan (IEP).
   e. Yes, but they still need a 504.
   f. Yes, but they still need a Behavior Intervention Plan (BIP).
   g. No.
   h. I'm not sure.

6. **If an IEP is in place, what diagnosis or disability does your child have?**

   Recommend open response with allowance for the prompts below and any others that come up. Many parents may not know the specific terms listed below associated with the IEP.

   Potential Prompts: Specific Learning Disability (SLD); Other Health Impairment (includes things like ADHD); Autism Spectrum Disorder (ASD); Emotional Disturbance; Speech and Language Impairment; Multiple disabilities; Other type of IEP

Recommended Additional Questions and Next Steps if Any Educational Needs Are Identified:

1. **Is there someone at your child's school who you go to for questions or concerns about your child?**
   a. If their answer is "Yes", consider adding that person's school to the child's NC InCK consent form as well as including that person's name in the child's Shared Action Plan on the Care Team Roster (page 2).
   b. If their answer is "No", determine if outreach to the school from the Family Navigator might be helpful and determine if outreach to a teacher, a school social worker, or school nurse is appropriate.

Additional information for Family Navigators on IEPs, BIPs and 504 Plans from Legal Aid of NC:

Individualized Education Program (IEP): The IEP is a written plan for a student with a disability that is developed, at least annually, by the parent(s) and a team of professionals who are familiar with the student. The plan describes the strengths of the child and the concerns of the parent(s) in order to enhance the education of their child as well as when, where, and how often services will be provided. The IEP is required by federal law for all exceptional children. The plan includes specific information about how the student will be served and what goals he or she should be meeting.

Section 504 Plan: Section 504 of the Rehabilitation Act of 1973 is an anti-discrimination law that provides protections for students with disabilities to make sure they have equal access to the school environment. A student qualifies for a Section 504 plan if they have a disability that "substantially limits one or more major life activity," including learning. Section 504 also covers temporary disabilities.

A Section 504 Plan puts into place "accommodations" that are needed to ensure that the student's disability doesn't make it more difficult for them to participate in the school environment and access the school curriculum than it is for their peers.

Accommodations can include physical accommodations like ramps to enable a student to access particular parts of the school or can include academic accommodations like giving a student with ADHD extra time to complete a test or the opportunity to take a test in a separate room to minimize distractions.

Behavioral Intervention Plan (BIP): A BIP is created by the IEP team to support the student in changing their behaviors. BIPs should be created based on information gathered via a Functional Behavior Assessment (FBA). BIPs include the following information:

- What the IEP team wants the student to do instead of their old behavior (the "replacement behavior")
- What school staff will do differently or how the school staff will help the student practice the new behavior(s)
- Rewards/reinforcements for good behavior
- Consequences for negative behaviors.

Once a BIP is in place, it becomes an enforceable part of the IEP.

Differences Between IEPs and Section 504 Plans: Both an IEP and a Section 504 plan serve students with disabilities, and both provide needed accommodations.

Only students with IEPs receive specially designed instruction (e.g., in an inclusion, resource, or separate class setting). This specially designed instruction may include direct teaching in academics, social-emotional skills, organization and study skills, functional skills, communication skills, and more. In general, an IEP offers more legal protections that a Section 504 plan.

For more information, visit Legal Aid's Education Advocacy in Action Guide.

Questions Related to Child Welfare

1. **Has your child been involved with Child Protective Services or Foster Care (DSS) in the past year?**
    a. Yes, they are currently involved with Child Protective Services or Foster Care.
    b. Yes, they have been involved with Child Protective Services or Foster Care in the past.
    c. No.
    d. Decline to answer

Additional Questions and Next Steps if Child Welfare Involvement is Identified:

1. For families that are currently engaging with Child Protective Services or Foster Care**: Do you have a social worker who you would want to involve in communications and coordination in order to meet your child's needs?**
   a. If Yes: **Would that individual be helpful to engage in the child's integrated care team?** If their answer is "Yes", include the social worker on the NC InCK consent form.

      NOTE: There is no NC InCK requirement to include DSS workers in a child's integrated care team if that is not the desire of the family.
2. **Does your child have a safety plan or case plan from Child Protective Services or Foster Care with goals that you would like to share? This may be helpful in coordinating care for your child.**

Questions Related to Juvenile Justice

1. **Has your child been involved with Juvenile Justice or law enforcement?**
   A. Yes, they have been involved with Juvenile Justice or law enforcement in the past.
   B. Yes, they are currently involved with Juvenile Justice or law enforcement.
   C. No.
   D. Decline to Answer

Additional Questions and Next Steps if Juvenile Justice Involvement is Identified:

1. **Which of the following levels of Juvenile Justice involvement has your child experienced?**
   A. Detention
   B. Residential programming
   C. Probation/ post release
   D. Protective supervision
   E. On a diversion plan
2. For youth with that are currently involved with Juvenile Justice involvement: **Would you like to include your child's Court Counselor in communications and coordination in order to meet your child's needs?**
   a. If Yes: **Would that individual be helpful to engage in the child's integrated care team?** If their answer is "Yes", include the Court Counselor on the NC InCK consent form.