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NC INTEGRATED CARE FOR KIDS

NC InCK Integrated Care Rounds

Thursday, April 14th, 2022: 12:00-1:30 PM

This project is supported by the Centers for Medicare and Medicaid Services (CMS) of the U.S. Department of Health and Human Services (HHS) as part of an award totaling $7,299,227 in 2022 with 0% percentage financed with nongovernmental sources. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by CMS, HHS o r the U.S. Government.

Welcome to NC InCK Integrated Care Rounds!

As we get started, do the following:

1

Think about the last role you played in a school.

Was it as a student? A parent? An employee? An outside visitor or advocate?

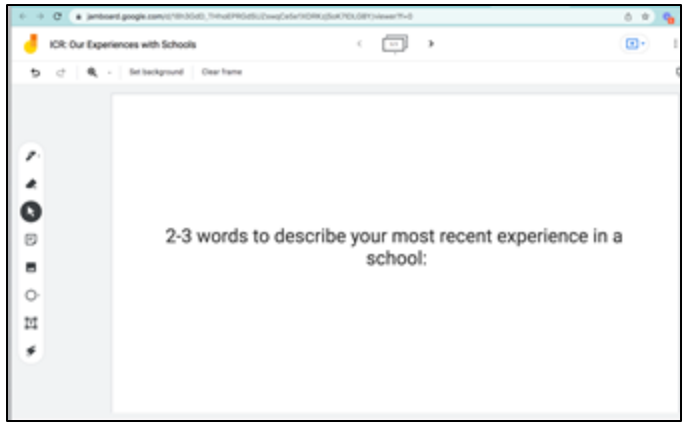
Reflect on that experience and choose 2-3 words that describe it.

Examples: supportive, confusing, amazing, difficult, successful, frustrating…

2

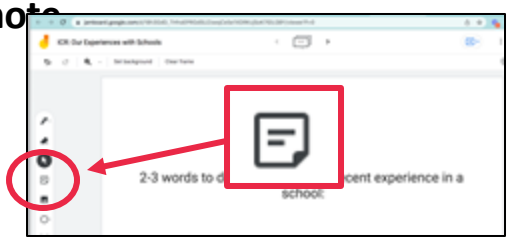
Open up the link shorturl.at/ptKMU.

It should take you to a Jamboard, which looks like this:



2

Click the "sticky note" button to make a new note.



Type the last role you played and your 2-3 descriptor words onto the new sticky note and click "save."



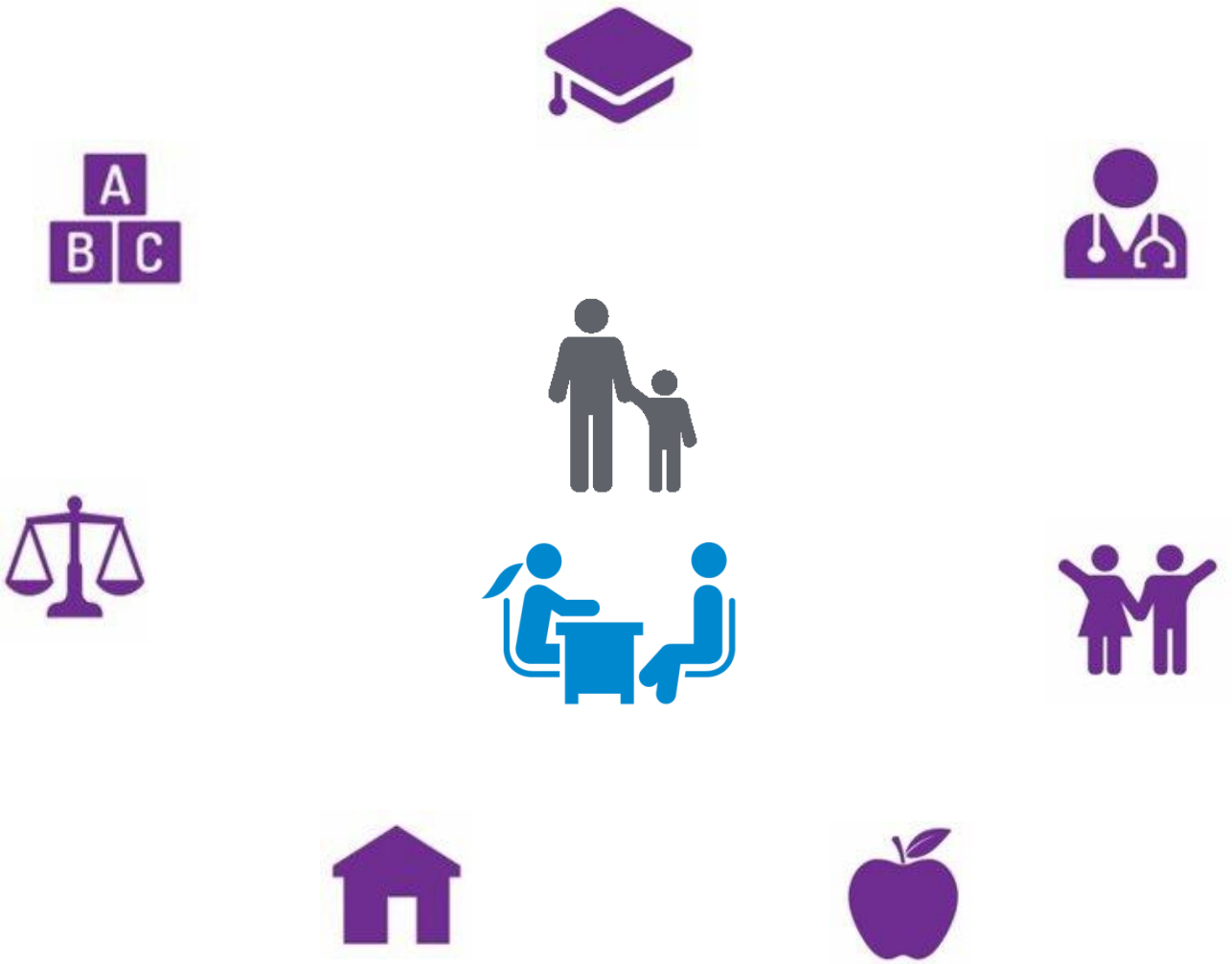
Your sticky note will appear! Resize it/drag it where it can be seen on the slide.

Agenda

1. Why Integrated Care Rounds? Why Schools?
2. Student & Family Perspectives: Stories & Reflection
3. A Healthcare Provider's Perspective
4. Student Support in School (+ What you can do!)
5. Reflection & Next Steps

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Why Integrated Care Rounds?



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The Integrated Care Team



Family Navigator



InCK Member and Family



Integrated Care Team

Examples of Integrated Care Team Members

- School Nurse
- Teacher
- Grandparent
- Social Worker
- Primary Care Provider
- Mental Health Therapist
- Nutritionist
- Sport Coach

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Integration Consultant

Goal: Family Navigator establishes a care team that communicates regularly to collaborate and support a NC InCK member and their family

Why Schools?

Family Perspectives

Kayla's Story

Family Perspectives

A Panel Discussion:

Barbara Young

Teresa Spruell



Breakout Room Discussion:

After hearing stories from students, families, and health care professionals, and taking into account your own experiences, what do we see as trends (both positive and negative) in families' and providers' experiences navigating services in schools?

A Healthcare Perspective

Dr. Richard Chung



Supporting students in school



Student support in schools

Support structures in schools

(Understanding what already exists)

Strategies for connecting with schools

(Tips for YOU)

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Student Support Structures in Schools

IDEA (1975) = Individuals with Disabilities Act

- Mandates that all students must be provided with **FAPE** (free, appropriate public education)

In other words…

- Schools *must* provide all students with the education and special services <u>each</u> needs to be successful.
  - All students = every student, regardless of ability level or need
- This means that when a child has a proven need for individualized support, schools must respond.

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Four forms of individualized support

Low regulation & intensity			High regulation & intensity
Teacher intervention			
Academic needs			
Standard "best practices" of teaching → individualizing learning as best one can for all students			
Ex: • Teacher offers additional tutoring for a student • Teacher strategically chooses a student's seat to be with positive peers • Teacher informally checks in on a student who gets distracted easily			

Four forms of individualized support

Low regulation & intensity			High regulation & intensity
Teacher intervention	**MTSS intervention** (Multi-tiered System of Support)		
Academic needs	Academic needs		
Standard "best practices" of teaching → individualizing learning as best one can for all students	Teachers/school staff are more formally "trying out" individualized intervention to see if it helps		
Ex: • Teacher offers additional tutoring for a student • Teacher strategically chooses a student's seat to be with positive peers • Teacher informally checks in on a student who gets distracted easily	Ex: • Student joins a more targeted reading group focused on phonics skills that meets twice/week • All teachers implement a consistent organization system for a student; student is allowed to carry one folder with all papers		

Four forms of individualized support

Low regulation & intensity			High regulation & intensity
Teacher intervention	**MTSS intervention** (Multi-tiered System of Support)	**504 Plan**	
Academic needs	Academic needs	Academic needs Health/wellness needs	
Standard "best practices" of teaching → individualizing learning as best one can for all students	Teachers/school staff are more formally "trying out" individualized intervention to see if it helps	Documented plan to provide **modifications & accommodations** to a student's learning and school day based on that student's need	
Ex: • Teacher offers additional tutoring for a student • Teacher strategically chooses a student's seat to be with positive peers • Teacher informally checks in on a student who gets distracted easily	Ex: • Student joins a more targeted reading group focused on phonics skills that meets twice/week • All teachers implement a consistent organization system for a student; student is allowed to carry one folder with all papers	Ex: • Student receives additional time on all assessments, in-class and standardized • Student can take bathroom breaks whenever they need • Student is allowed to type all responses vs. writing by hand	

Individualized Support at Schools

Low regulation & intensity		High regulation & intensity	
Teacher intervention	**MTSS intervention** (Multi-tiered System of Support)	**504 Plan**	**IEP** (Individualized Education Plan)
Academic needs	Academic needs	Academic needs Health/wellness needs	Academic needs Health/wellness needs
Standard "best practices" of teaching → individualizing learning as best one can for all students	Teachers/school staff are more formally "trying out" individualized intervention to see if it helps	Documented plan to provide **modifications & accommodations** to a student's learning and school day based on that student's need	Documented plan to provide **modifications, accommodations, and specialized instruction** to a student's learning and school day based on that student's need
Ex: • Teacher offers additional tutoring for a student • Teacher strategically chooses a student's seat to be with positive peers • Teacher informally checks in on a student who gets distracted easily	Ex: • Student joins a more targeted reading group focused on phonics skills that meets twice/week • All teachers implement a consistent organization system for a student; student is allowed to carry one folder with all papers	Ex: • Student receives additional time on all assessments, in-class and standardized • Student can take bathroom breaks whenever they need • Student is allowed to type all responses vs. writing by hand	Ex: Everything listed AND • Student receives different math instruction from an EC teacher 3 times/week • Student receives Speech Therapy twice/week • Student attends "life skills" instruction in a separate class for students with ASD

ALL STUDENTS ARE ELIGIBLE ← **→ STUDENTS MUST QUALIFY**

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IEPS

To qualify for an IEP:

1. Student must receive an official diagnosis in one of 13 categories as defined by IDEA:
   - Autism Spectrum Disorder
   - Deaf-blindness
   - Deafness
   - Emotional Disturbance
   - Hearing Impairment
   - Intellectual Disability
   - Multiple Disabilities
   - Orthopedic Impairment
   - **Other Health Impairment (*ADHD)**
   - **Specific Learning Disability**
   - **Speech or Language Impairment**
   - Traumatic Brain Injury
   - Visual Impairment, including blindness

AND

1. There must be evidence that this diagnosis causes and adverse effect on the child's learning that requires specialized instruction

- Public schools are legally required to provide free psychoeducational evaluation if there is suspicion or evidence a child may qualify for an IEP
  - Parent submits a letter or email (in any language) requesting their child be evaluated for an IEP → one meeting to decide there's enough evidence to proceed → schools must complete testing within 90 days
  - The big exception here is ADHD; school psychologists will NOT diagnose ADHD, this diagnosis must come from a physician.

- The IEP document is long and details a student's diagnosis, present level of performance in school, and all of the supports the school must (legally) implement to support that student

- For students with an IEP, there must be an annual meeting to review the plan and make sure it's updated (but families can request a meeting at any time)

- **Understood.org** is THE BEST resource for answering IEP questions!

504s

Often, students with clear needs who do not qualify for an IEP can receive a 504.

To qualify for a 504:

1. There must be the presence of a disability or pronounced need (not limited to 13 categories)
1. The situation is somehow interfering with a child's ability to learn.

- A 504 removes barriers and adds support but **does not involve specialized instruction** (this separates it from an IEP)
  - 504 *only* provides services/changes to learning environment to better support a student.
- 504s are often developed for students who need medical accommodations (ex: carrying an Epipen)
- 504 Examples:
  - Student with ADHD may not qualify for IEP (does not need specially designed instruction), → 504 gives them frequent breaks on longer standardized tests & preferential seating in class
  - Student with Diabetes → 504 gives them ability to carry snacks with them to all classes & have unlimited bathroom breaks

Other free supports found in schools

- **“Related services”**
  - Primarily: Speech therapy, Occupational therapy, Physical therapy
  - ✓ Need an IEP to access these services

- **School counselors**
  - School counselors can help support students through:
    - College/career planning
    - Navigating peer conflict
    - Informal personal counseling & problem solving
  - ✗ Do not need an IEP or 504 to access

- **Colocated mental health services**
  - Students can receive individualized therapy free-of-charge via a mental health professional during their school day or at home (co-located services will also do therapy including family)
  - ✗ Do not need an IEP or 504 to access

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Questions?

Strategies for connecting with schools

1. Tap into meetings that are already happening

- Parent/teacher conferences + Meet-the-teacher nights:
  - Most schools still require these once/semester. Encourage your families to go to these and go with them!
- IEP/504 meetings
  - For any student with an IEP or 504, there **will** be at least one meeting/year where ALL stakeholders will already be around a table
  - Families are allowed to bring whoever they like to these spaces (you, a healthcare professional, anyone else working with a student)
  - This is the school's version of a "care team" - perfect space to show up!

What role can/should you play in a meeting?

- Help student & family prepare before meeting
- Strengths-bringer
- Clarity seeker & question asker
- Student & family advocate

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Strategies for connecting with schools

2. Know (or ask!) who you need to talk to

- Every school website has a directory of staff where you can find anyone's email address.

- The fastest way to find who you need?
  - **Call the school and ask the receptionist.**
    - Tell them your question and ask who you need to contact
    - Ask them to give you the correct email address for someone while on the phone
    - School receptionists know all!!!!

Contact…	For questions about…
Classroom teachers	-Specific class or content area support/questions -Setting up parent/teacher conferences
School Counselors	-Course scheduling -Request for transcripts -Post-graduation planning -School-specific programs, initiatives, opportunities -Information about colocated health services
School Social Worker	-Truancy/attendance support -Transportation & basic needs support -Information about colocated health services
EC Facilitator	-IEP/504s -Connecting with school psychologist -Connected with other health professionals (speech, OT, etc)

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Strategies for connecting with schools

3. Email effectively

- As often as possible, have parents/students send emails & copy you on them
  - Families get the fastest response :) As they should!

- Keep emails short and actionable, especially for classroom teachers
  - Always put questions you need answered in bullet point form & highlight them in a color

- Give one week for school staff to respond before following up - they are busy!
  - If you do not hear back in a week, reply all to the email and copy an administrator (principal or vice principal)

Strategies for connecting with schools

4. Center the student + family as the experts & the owners of their experience

- ASK THEM ABOUT SCHOOL & listen to them and their experience before engaging with a school
- As often as possible, have families initiate and own school communication
  - You can always help write (or pre-write) an email and have them send it!
- Help prepare them for meetings!
- Always, always, always play the role of a “strengths-bringer” to any school space

Questions?

Reflection & Wrapping up

- Something I learned today
- Something I want to remember as I move forward working with families
- A question I'm still wondering/something I want to know more about

A Look Ahead

Mondays and Thursdays 10-11am through May

- **NC InCK Office Hours**

Thursday May 12, 2022 12-1:30pm:

- **NC InCK Integrated Care Rounds**

Thursday May 26, 2022 11am-12pm:

- **NC InCK ECHO Series**

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