

Module 7: Treatment

Treatment

During the assessment process, the behavioral health provider will develop an individualized plan of care for the student. Although each plan is unique, students typically receive treatment for 6-9 months. These services can be provided on-campus, in the home or community setting, and through telehealth depending on the family's need and in coordination with providers availability.

SchoolLink treatment services may include:

- Mental health and substance use services
- Individual, family and group therapy
- Medication support
- Case management and Care Coordination
- Collateral services (supportive services provided to parents, caregivers, or others involved in the student's care)
- Rehabilitative services



SchoolLink services are designed to be episodic, so treatment ends when the goals of treatment are met. If needed, the student will be connected to their primary care or a community-based provider for ongoing medication management. A subsequent referral for the student can always be initiated if new issues arise or if previous issues resurface.

Common Issue: Length of Treatment

Sometimes there are disagreements about the length of treatment that warrant discussion with recognition of student and family choice.



Length of Treatment

Like most managed care plans, the County of San Diego has a utilization management program for SchoolLink services that monitors service delivery to ensure appropriate and continued care. In most situations, effective treatment for youth is focused and time limited. SchoolLink services are designed to teach students new skills and then give them time outside of treatment to practice and utilize these new skills.

If new issues arise or further treatment is needed, a student can be referred for additional SchoolLink services.

Serious disagreements regarding length of treatment should be escalated to the provider's supervisor as identified in the Annual SchoolLink Plan and/or the school districts' staff person that oversees mental health services.

Coordinating Treatment Services

School staff, providers and families must work together to help the student access care.

School staff need to show behavioral health providers how to:

- Access student schedules.
- Pull students from class.
- Determine if it is possible to see the student outside of class time, such as during lunch or a before/after school program.
- Clear absences related to treatment.



Behavioral health providers need to be sensitive to the following school needs:

- Students should not be pulled from the same class or subject every time.
- If a student is struggling with a certain subject, they should not be pulled from class during this instruction time.
- Students may not be able to be pulled from class during testing.

Monthly Communication Log

The behavioral health provider will submit the Monthly Communication Log to the school liaison (or individual identified in the Annual Meeting) that details the status of all student referrals, including pending, open and closed cases. The school liaison can share this information with school personnel as appropriate, while always protecting student confidentiality.

[Click here to download the monthly communication log](#)

Scenario: Successful Access for On Campus Treatment



Meet Michelle, a student who is having severe panic attacks. Let's take a look at the teamwork involved to help her receive treatment during school hours.



Lyle is a mental health provider who has received approval to treat Michelle on campus for severe panic attacks.



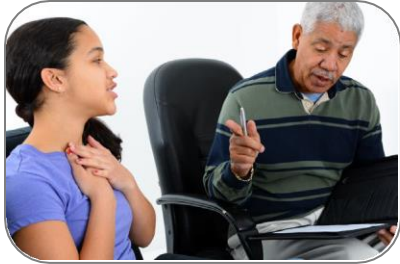
Lyle quickly informs the school liaison that Michelle's case is open. Michelle and her family have agreed to participate in individual and family services.



The school liaison recommends that Lyle pull Michelle from her strongest class, Algebra.



Lyle updates the Monthly Communication Log with the first date of treatment.



Student Progress: Lyle begins to work with Michelle. He teaches her a relaxation technique to use in the classroom.



As a follow up, he tells her teacher, “Michelle is motivated to do well and is responding positively to treatment. Have you seen improvement in the classroom? I’ll be meeting with her again later this week and your perspective will help me gauge her success.”

Key Point

There are many benefits to co-locating behavioral health services on school campuses. Teachers know their students and are more likely to share their insights with providers when they are on campus.

Providers can leverage teachers as partners in the treatment, and work together to develop reward, accountability, and behavioral strategies for students.

These benefits are best achieved when the entire team coordinates and communicates with each other.

Keep an open dialogue about:

- Student scheduling to support both behavioral health services and quality education
- Treatment status while always maintaining standards of confidentiality

Resources

- [Monthly Communication Log](#)

Key Terms

Behavioral health services: A continuum of prevention, intervention, treatment and recovery support services for mental health and substance use.

County-funded: Services funded through the County of San Diego's Health & Human Services Agency's Behavioral Health Services Division.

Provider: Unless otherwise specified, a County-funded behavioral health provider.

Administrative Information

For administrative information or to provide feedback about the [SchoolLink training program](#), please email BHSContactUs.HHSA@sdcounty.ca.gov with subject line: SchoolLink