

The Chickasaw Nation Head Start  
Mental Health Service Plan  
2007-2008

Performance Standard: 1304.24 (a) (1)

- (1) Grantee and delegate agencies must work collaboratively with parents (see 45 CFR 1304.40(f) for issues related to parent education) by:
- (i) Soliciting parental information, observations, and concerns about their child's mental health;
  - (ii) Sharing staff observations of their child and discussing and anticipating with parents their child's behavior and development, including separation and attachment issues;
  - (iii) Discussing and identifying with parents appropriate responses to their child's behaviors;
  - (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' participation in any needed mental health interventions.

Action Steps	Person / Team Responsible	Time Frame	Documentation and Resource Indicators	Resources Needed	Outcome
(1) (i) Staff will solicit parental information on concerns regarding acting out, separation anxiety, biting, lack of participation or anger. Parents will be encouraged to share their observations and concerns about their child's mental health during enrollment and other encounters in formal and informal meetings.	frontline staff  parents	year-round (at enrollment and during individual & child-centered meetings)	Child Health Record  Parent Contact Notes  individual plans	contact numbers  meeting space  mutual meeting time  Confidentiality Statement	Parents and teaching staff will partner their efforts for the best interest of the child's developmental growth.

<p>(ii) To help parents to better understand mental health issues the staff will pursue an opportunity to talk with the parent. The staff will share their observations of the child and provide written and oral information on typical developmental stages and behaviors associated with each phase. The staff will also provide information from best practices articles on handling child's observed behavior such as redirection, choices, natural and logical consequences, and reinforcing positive behaviors. Training opportunity will include parent orientation, home/center visits, teacher/parent conferences, family partnership meetings and other times as requested.</p>	<p>Head Start staff parents/guardians</p>	<p>year-round (during initial introduction to the child and later during individual &amp; child-centered meetings)</p>	<p>education review and conference documentations  Parent Contact Notes  Family Partnership Agreement (FPA)</p>	<p>meeting space mutual meeting time  handouts of typical developmental stages</p>	<p>to increase recognition of appropriate behavior and to anticipate expected phases of skill growth</p>
<p>(iii) During individual meetings with each child's parents the staff will encourage the parents to discuss individual problems or concerns they may have in regard to their child's behavior and development. Together the parents and the staff will develop a plan of action. The plan must be something that can be implemented and reinforced at home and at school. The plan of action process will allow the planners opportunity to discuss strategies and milestones as they relate to the child's strengths and interests.</p>	<p>Head Start staff and parents/guardians</p>	<p>year-round</p>	<p>education review and conference documentation</p>	<p>milestones plan of action steps  list of child's preferences and skill levels  appropriate age and skill level strategies</p>	<p>to increase awareness of child's abilities and preferences to build realistic plan of actions for home and school</p>

<p>(iv) Parents and staff are offered information and training that strengthens nurturing skills, increases supportive environments and builds relationships in the home and with the program. Parents will be invited to volunteer in the classroom to assist and observe as staff model trust and foster self-esteem. Parent will have the opportunity learn the art of smiling, providing specific positive feedback and expressing respect for feelings.</p>	<p>Head Start management and guest trainers  frontline staff</p>	<p>through out the school year beginning with Pre-Service and followed by Parent Orientation and monthly parent meetings</p>	<p>written notices, sign-in sheets, agendas, volunteer sign-in sheets, and training handouts</p>	<p>monthly classroom calendars  classroom management system for self-regulating behaviors</p>	<p>to build trust and understanding for mutual growth in the school/home partnership and for delivering positive feedback that supports children and their self-esteem</p>
<p>(v) Parent meetings and trainings will offer a venue to help parents better understand mental health issues. However, not all parents are able to attend the monthly parent meetings or attend the offered trainings for reasons other than a lack of transportation. To ensure that parents receive the most from the meetings and trainings that they miss, handouts are provided through the children's backpacks.</p>	<p>center supervisors and family service workers</p>	<p>monthly during the school year, Team Training (in-service), Planning Session, and Pre-service training</p>	<p>request of parent interest topics  written notices, posted signs, &amp; personal invitations  meeting notes &amp; handouts</p>	<p>monthly class calendar  Parent Meeting training topic list, FPA, Parent Involvement binder, message boards</p>	<p>increase parent interest and participation in monthly trainings offered through the parent meetings and other community events</p>

<p>(vi) The mental health coordinator will provide ongoing information and training opportunities to support parents' participation in any needed mental health interventions such as stress management, child abuse, logical parenting, substance abuse, emotions, child development and individual motivation through personal needs.</p>	<p>disabilities/health and parent involvement managers</p> <p>Head Start staff</p> <p>parents/guardians</p>	<p>July - May</p>	<p>fact sheets and brochures</p> <p>post upcoming training opportunities</p>	<p>scheduled parent meeting</p> <p>internet connection</p> <p>color copier</p> <p>copy paper</p> <p>transportation</p>	<p>To increase opportunities for families to improve lifestyle and relationships.</p>
<p>Staff will support and assist parents in their mental health effort by locating services, providing transportation or attending orientation meetings with parent and mental health provider when invited.</p>	<p>disabilities/health and parent involvement managers, frontline staff, parents/guardians, mental health service providers</p>	<p>throughout the enrolled period</p>	<p>area service resource list</p> <p>signed contracts, Memorandums of Understanding (MOU)</p>	<p>scheduling information</p> <p>transportation</p>	<p>To assist parents in initiating a pursuit of mental health services.</p>
<p>Staff and contracted providers will express the importance of mental health for the overall wellness and growth of the family. Staff and volunteers sign a confidentiality statement and assure parents that any concerns discussed are kept confidential.</p>	<p>contracted service providers</p> <p>community partners and volunteers</p>	<p>July – May</p> <p>throughout the school year</p>	<p>topic training list</p> <p>Incident Report</p> <p>Confidentiality Statement</p>	<p>scheduled dates for meetings</p>	<p>To emphasize health and wellness work together to improve individual response to life situations and relationships.</p>

**Performance Standard: 1304.24 (a) (2)**

(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

Action Steps	Person / Team Responsible	Time Frame	Documentation and Resource Indicators	Resources Needed	Outcome
<p>(2) The Chickasaw Nation Head Start will secure the services of mental health professionals on a schedule of sufficient frequency to enable the timely and effective identification and intervention with the child's family and staff concerns about a child's mental health.</p> <p>A mental health specialist is contacted to provide services for the classroom, children, and families as determined by the program needs for counseling and for training of staff and parents.</p>	<p>disability/health manager</p> <p>frontline staff</p> <p>disability/health and budget managers</p>	<p>September to August</p>	<p>Signed contracts for counseling services through: Biofeedback, Mental Health Substance Abuse Center for Southern Oklahoma, Multi-Counties, and Providence of Oklahoma</p>	<p>Student file information: student and family insurance cards, FPA, budget for counseling services when no other resource is available, in-kind</p>	<p>To match effective counseling services to the individual and family needs within available resource in a timely manner.</p>

**Performance Standard: 1304.24 (a) (3)**

- (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:
- (i) Design and implement program practices responsive to the identified behavioral and mental health concerns of an individual child or group of children;
  - (ii) Promote children's mental wellness by providing group and individual staff and parent education on mental health issues;
  - (iii) Assist in providing special help for children with atypical behavior or development; and
  - (iv) Utilize other community mental health resources, as needed.

Action Steps	Person / Team Responsible	Time Frame	Documentation and Resource Indicators	Resources Needed	Outcome
<p>(3)</p> <p>(i) Until this year we relied heavily on the contracted service providers. This did not work well for the families. We have discovered that families were not getting the effective services due to the conflict of interest and the lack of family commitment. However, we will continue with our efforts to complete the behavior checklists and to conduct on-site observations. We need to build trust and partnership with parents and our service providers. So we are building something new this year to earn the trust of our families and prepare them for them discussion and active involvement in change, because the Chickasaw Nation Head Start desires to design and implement a program with practices responsive to the identified behavioral and mental health concerns of individual children and their families. This year we are relying more on helping our staff set the stage for discussion and training before we begin the referral process. Our center supervisors, education manager, disabilities/health manager, and parent involvement manager will be conducting more observations and staff feedback at each center. Frontline staff and parents will lead</p>	<p>disabilities/health, parent involvement and education managers</p> <p>Frontline staff</p> <p>center supervisors</p>	<p>August - June</p>	<p>Behavior Checklist (within first forty-five days and again at midpoint of child's school year)</p> <p>referral flow chart</p>	<p>copies for the teaching staff</p> <p>binders</p>	<p>To increase effective counseling services and communication for the foundation work to enhance self-esteem and family relationships.</p>

<p>the way to group meetings to discuss specific concerns. Families will seek counseling services when they can actively support the learning opportunities and activities with their children from counseling session, classroom and home environments. We will be working with Tribal partners to build a separate mental health advisory committee to facilitate more learning opportunities through free family activities that provide training and feedback for improving family dynamics and increase appropriate child behavior.</p> <p>The Chickasaw Nation Head Start program will utilize mental health specialists help develop and implement training for parents and staff (assessing children, developmentally appropriate activities). The mental health specialists will make recommendations on implementing a mental health curriculum and provide information about additional community resources available.</p>	<p>disabilities/health, parent involvement and education managers</p> <p>center supervisors</p> <p>frontline staff</p> <p>Tribal partners from: Behavioral Health, Wellness, Cultural Resources and Diabetes</p> <p>Head Start staff</p>	<p>August - June</p>	<p>Observation notes and feedback meeting requests</p> <p>meeting sign-in sheets, notes, agenda</p> <p>activity planning committee</p> <p>volunteer sign-in sheets</p> <p>certificate for completion to use as community event in the Tribal employee incentive plan (EIP)</p> <p>bi-monthly meeting sign-in sheets, notes, agenda</p>	<p>Microsoft Outlook, e-mail and internet connections, telephone service, scheduling calendar</p> <p>local resource list for mental health services</p> <p>inter-office mail service</p> <p>chairperson</p>	<p>(continue)</p> <p>To increase effective counseling services and communication for the foundation work to enhance self-esteem and family relationships.</p>
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<p>(ii) Staff will promote mental wellness by providing group and individual staff and parent education on mental health issues. Regular group meetings between parents, staff and the mental health professional can be used for identifying and discussing child development and/or parental and staff concerns. Staff and parents are encouraged to seek individual mental health assistance at local mental health agencies.</p>	<p>disabilities/health, parent involvement and education managers</p>	<p>August - June</p>	<p>monthly parent committee meetings</p> <p>written request for meetings at mutual time agreement</p>	<p>Microsoft Outlook, e-mail and internet connections, cell phone and telephone service, scheduling calendar</p>	<p>To assist parent to advocate for mental health services, the parents must receive information regarding typical development and atypical behavior concerns from the Head Start staff.</p>
<p>(iii) Disability/health manager will assist mental health professionals in providing special help for children with atypical behavior or development. They will:</p> <ul style="list-style-type: none"> <li>▪ observe children</li> <li>▪ consult and assist classroom staff</li> <li>▪ advise and train parents on activities to reduce child's atypical behavior.</li> </ul>	<p>Tribal and contracted mental health specialists</p> <p>disabilities/health, parent involvement and education managers</p> <p>center supervisors</p> <p>frontline staff</p>	<p>August – July</p>	<p>written request for meeting or training</p> <p>mutually scheduled meeting / training opportunities</p> <p>signed and dated student file access sheet</p>	<p>feedback and notes</p> <p>training materials</p> <p>copier and paper</p> <p>meeting space</p>	<p>To facilitate communication and improve dialogue between staff and parents on appropriate practices intervention skills at home and in the classrooms.</p>

<p>(iv)The Chickasaw Nation Head Start will utilize other community mental health resources as needed. The mental health professional assists staff in identifying mental health providers for a child or family in need of services.</p>	<p>disability/health manager  community partners</p>	<p>on-going</p>	<p>resource list for each of the six centers</p>	<p>Telephone book, references, state certification/licensing</p>	<p>To increase pool of service providers with community trust available to families.</p>
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