ADHS/DBHS Stakeholder Forum
ASU Downtown Campus
March 12, 2007
8:30 AM-3:30 PM

MEET ME WHERE I AM:
A CAMPAIGN FOR IMPROVING CHILDREN’S SERVICES
AGENDA

8:30-9:00 Registration (coffee, tea and pastries provided)
9:00-9:15 Welcome and Opening Remarks Eddy Broadway

Increasing Support and Rehabilitation Services

9:15-9:45 Overview of campaign Marie Hawkins
9:45-10:15 Sharing Stories of Success Tim Penrod Rene Kuehne

10:15-10:30 Break

10:30-11:30 Regional breakout sessions All participants

11:30-12:00 Regional feedback & suggestions Tim Penrod, Marie Hawkins

12:00-1:00 Lunch (provided on site)

Case Managers for Children with Complex Needs

1:00-1:30 Overview of goals Ann Froio Brian Lensink
1:30-2:30 Regional breakout sessions All participants
2:30-2:45 Break
2:45-3:15 Regional feedback and suggestions Marie Hawkins
3:15-3:30 Wrap-up & Next steps Christy Dye, Mike Fronske
MEET ME WHERE I AM
The Next Phase of Children's System Transformation

Our system of care for children has undergone tremendous change over the past six years. All of our partners – family members, provider agencies, RBHA staff and other child-serving agencies – have worked diligently to bring us to this point in time where the next phase of transformation is possible. Moving forward, we envision of system of care for children comprised of three fundamental elements:

(1) **Case Management for Children.** Children with more complex behavioral health needs, including children involved with multiple state agencies, will have an assigned case manager with a caseload that is small enough to provide active support for each child and family to which they are assigned. As the case management workforce evolves over the next few months, the role of Clinical Liaison will be phased out in the children's system of care.

(2) **Child and Family Teams.** All children will be served through a Child and Family Team process that is individualized and suited to their level of need. The CFT, facilitators and clinical staff serving on the team will be empowered to develop a plan of care comprised of traditional services and a mix of supportive services (including natural supports) that meets the needs of the child and family.

(3) **Expanded Access to Support and Rehabilitative Services.** Behavioral health support and rehab services will be available for any Child and Family Team that identifies these services as meeting the needs of the child and family.

In support of the vision for children, the Arizona Department of Health Services (ADHS) has worked with a team of experts and consultants over the past six months to develop the Meet Me Where I Am Campaign, including consideration of feedback from the March 12th stakeholder event. Components of the Campaign and the expectations for RBHAs and subcontracted providers are as follows:

**Structure**
- State-level Steering Committee
- RBHA Design Teams with at least 25% family members/youth

**RBHA FY2008 Contract Amendment**
- Elements of the Meet Me Where I Am Campaign for children's behavioral health are built into expectations for service delivery, network sufficiency and network monitoring and financial requirements of the amendment.
- Contracts will include financial incentive process based on service utilization within a Child and Family Team process, rather than availability of support and rehab services within the network.

**Service and Capitation Rates**
- The ADHS will receive an increase in the TXIX/XXI children's capitation to support case manager availability and expanded delivery of support and rehab services beginning July 1, 2007.
- Enhanced rates for support and rehab services are currently in review at AHCCCS.

Clinical and Recovery Services 5.4.07
FY2008 Provider Network Sufficiency and Management Plan  
Development plans for children’s services for FY 2008 will contain specific goals for expansion of support and rehab service delivery in each of the following areas:

- Baselines for support and rehab agencies, Community Service Agencies (CSAs) and staff delivering support services.
- Targets for service development, addition of new agencies and expansion of services within existing agencies.
- Targets for increased service utilization to fully utilize existing capacity.
- A focus on expansion of generalist support and rehab providers vs. highly specialized support programs with limited hours and days of service.

Training and Technical Assistance

- DHS has contracted with Tim Penrod of Child and Family Support Services provide targeted training and follow-up coaching sessions.
- Tim will develop customized local plans in collaboration with the RBHA and local planning team including:
  - A Meet Me Where I Am Kickoff event in each GSA
  - Local community workshops centered on integrated support/rehab services successfully within CFTs and natural support systems with the goal of serving children within their own community
  - Local Provider Development workshops for existing, new and potential providers centered on a variety of creative program approaches for support/rehab service delivery.
  - Materials and toolkits addressing the unique challenges of operating a successful support/rehab agency or component of an agency
  - Follow-up technical assistance at the RBHA and provider/community level
  - Interactive training materials, available in a variety of formats, to assist with implementation of successful support/rehab services.

Case Management

- ADHS is finalizing criteria for a standardized, statewide definition of children with complex behavioral health needs and developing tools for the purposes of guidance in case manager assignment.
- Will include the phase-out the Clinical Liaison role in children’s services.

Core Assessment

- As part of an overall effort to streamline paperwork and simplify entry into the behavioral health system, the Assessment Workgroup is focused on changes to the Core Assessment.
- Anticipate finalizing a significantly reduced assessment model and process that fully supports the CFT process over the next 6-8 months.

Children’s Practice Reviews

- ADHS has contracted with a national expert in children’s wraparound for CFTs working with children with complex needs.
- The Wraparound Fidelity Assessment System (WFAS) pilot is underway. Launch of the complete model is expected July 1, 2007.
Curriculum
MEET ME WHERE I AM CAMPAIGN

Highlights
- Each module of the curriculum will be about 20-30 pages, representing about 30 – 60 minutes worth of time to complete in an online/computerized self-guided training, or about two hours of time to complete in a live training.
- Some of the modules will be available for more in-depth support as the initiative unfolds rather than all presented upfront.
- Some modules will be in a toolkit format that lends itself to self-study and reference after the training

Audience
- Those coordinating CFTs by knowing how to access and work with support and rehab services.
- Provider agencies providing (or desiring to provide) support and rehab services
- Families desiring to access support and rehab services

Curricula (9 Modules)

⇒ Overview of Support Services, their Intent and Usefulness -- Geared for Family Members

⇒ Operating a Support and Rehab Provider Agency (structure, startup, traps, understanding codes, CSA vs clinic, documentation, etc.). Toolkit format.

⇒ Using Positive Behavioral Support to Provide Effective Support Services

⇒ Accessing, Coordinating and Monitoring Support Services Through the CFT

⇒ Individualizing the Provision of Support Services (assessing, planning, creative activities, based on culture, etc.)

⇒ Supervision of and Enhancement of Support Services -- Administrative and Clinical

⇒ Support Service Provision In Connection with Special Populations:
  i. (Transition from Out of Home (RTC, Detention, Hospital, Etc.)
  ii. sexual offenders, delinquency, substance abuse focused, etc.
  iii. Specialized Functional Behavioral Assessments

⇒ Measuring Outcomes and Adjusting Support Provision as a Support Provider (assuring quality service provision)

⇒ Program Models of Support Provision (varieties of best-practice structures for support provision)
Curriculum

MEET ME WHERE I AM CAMPAIGN

Highlights

- Each module of the curriculum will be about 20-30 pages, representing about 30 – 60 minutes worth of time to complete in an online/computerized self-guided training, or about two hours of time to complete in a live training.
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Curricula (9 Modules)

Module 1 - Overview of Support Services, their Intent and Usefulness - Geared for Family Members
Objective: Provide information about the intent behind support and rehabilitation services, their usefulness in keeping children in the community, the value to families, and congruence with the 12 principles. This module will help create an understanding of and a desire to develop and use support services.

Module 2 - Operating a Support and Rehabilitation Services Provider Agency (structure, startup, traps, understanding codes, CSA vs. clinic, documentation, etc.). This will be in tool kit format.
Objective: Provide a toolkit that helps agencies (or groups interested in becoming provider agencies) form, organize and implement support and rehabilitation services programs.

Module 3 - Using Positive Behavioral Support to Provide Effective Support Services
Objective: Provide an overview of Positive Behavioral support as an approach behind delivering any type of support and rehabilitation service.

Module 4 - Accessing, Coordinating and Monitoring Support Services through the CFT
Objective: Provide information on skills and knowledge required to successfully integrate support and rehabilitation service provision with CFT practice, both from the perspective of the CFT facilitator as well as the support services provider.

Module 5 - Individualizing the Provision of Support Services (assessing, planning, creative activities, based on culture, etc.)
Objective: Provide information on skills and knowledge required to tailor support services to the unique and individualized needs of children and families.

Module 6 - Supervision of and Enhancement of Support Services – Administrative and Clinical
Objective: Help participants discover the unique challenges and differences associated with providing supervision of support and rehabilitation services and equip them with tools to help in this supervision.

Module 7 - Support Service Provision in Connection with Special Populations including:
- Transition from Out of Home (RTC, Detention, Hospital, etc)
- Sexual offenders, delinquency, substance abuse focused, etc.
- Specialized Functional Behavioral Assessments
Objective: Provide information on skills and knowledge helpful when providing support and rehabilitation services for select special populations.

Module 8 - Measuring Outcomes and Adjusting Support Provision as a Support Provider (assuring quality service provision)
Objective: Provide information and tools for monitoring and improving the quality of support and rehabilitation services provision.

Module 9 - Program Models of Support Provision (varieties of best-practice structures for support provision)
Objective: Provide information and tools for providers in selecting and developing models for support service provision. Assist CFT facilitators in identifying the types of models that may be the most helpful for identified needs.
<table>
<thead>
<tr>
<th>Members</th>
<th>Functions and Skill Set of a Case Manager</th>
</tr>
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<tbody>
<tr>
<td>Effective Implementation of Individualized Family Treatment Plan</td>
<td>Social worker, Mental Health Professional, Psychiatrist, Family Support Worker</td>
</tr>
<tr>
<td>Interpersonal Development</td>
<td>Develops a strong therapeutic relationship with the client and family, providing support and encouragement</td>
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<tr>
<td></td>
<td>Provides guidance and support for family and client</td>
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<td></td>
<td>Facilitates the process of families and individuals becoming more self-sufficient</td>
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<td></td>
<td>Identifies and addresses barriers to successful implementation of treatment plan</td>
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<td></td>
<td>Collaborates with other professionals and family members to develop a comprehensive treatment plan</td>
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**Needs**
- Word of the child and family to assess and propose interventions
- Sport and leisure needs for the family
- Community involvement of the child and family through case management

**Strengths**
- Strengths and capabilities of the child, family, and community
- Knowledge of the child and family's strengths and challenges

**Discipline**
- Child care needs and supports
- Interpersonal development
- Effective implementation of individualized family treatment plan

**General**
- Interpersonal development
- Effective implementation of individualized family treatment plan

*Note: The table is a simplified representation of the information provided in the image.*
<table>
<thead>
<tr>
<th>Implementation Plan</th>
<th>Health Services</th>
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<tbody>
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**Clinical Considerations:**
- Knowledge of the expectations and responsibilities of the clinician and patient.

**Communication:**
- Skills in verbal and written communication.

**Positioning:**
- Identification of clinical, emotional, and safety needs.

**Positioning Plan:**
- Development of goals and objectives.

**Positioning Plan:**
- Implementation of strategies to achieve goals.

**Positioning Plan:**
- Evaluation of progress and adjustment of strategies.

**Positioning Plan:**
- Documentation of outcomes and feedback.

**Positioning Plan:**
- Communication with other healthcare professionals.

**Positioning Plan:**
- Coordination of services and support networks in the community.

**Positioning Plan:**
- Knowledge of the expectation of the child and family.
<table>
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<tr>
<th>Community of Care</th>
<th>Planning and Scheduling</th>
<th>Training and Support</th>
</tr>
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<tbody>
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<td><strong>Modality of Care</strong></td>
<td><strong>Immediate</strong></td>
<td><strong>Immediate</strong></td>
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<td>* Knowledge of UWFDB Enabler Reflection process</td>
<td>* Access to evidence of effective interventions * Early and regular assessment by multidisciplinary team</td>
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<td>* Ability to support local service planning and evaluation</td>
<td>* After a crisis, ensure the AF was conducted appropriately</td>
<td>* After a crisis, ensure the AF was conducted appropriately</td>
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<td>* Ability to provide local service planning and evaluation</td>
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<td>* Ability to provide evidence-based functional assessment</td>
<td>* Assessment of the child, family, and educators</td>
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<td>* Knowledge of intervention services and other supports</td>
<td>* Ensure the development of the crisis and support plan with the child, family, and educators</td>
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<td>* Ability to provide comprehensive services and safety plan</td>
<td>* Access to evidence of effective interventions * Early and regular assessment by multidisciplinary team</td>
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<td>TX Discontinued</td>
<td>Services</td>
<td>Applicable</td>
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<tr>
<td>Adult Home Care Services (AHCSS)</td>
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