

## **RESPONDER PROGRAM DEVELOPMENT MANUAL**

This publication was developed as part of the Front-End Diversion Workgroup of the Models for Change Mental Health/Juvenile Justice Action Network, supported by the John D. and Catherine T. MacArthur Foundation and coordinated by the National Center for Mental Health and Juvenile Justice.



**SUMMIT COUNTY  
JUVENILE COURT**  
JUDGE LINDA TUCCI TEODOSIO

*Turning lives around one child at a time.*

Dear Potential New Responder Program:

Mental illness is just that an illness. Just as one would not attempt to gain control over diabetes by punishing or even incarcerating a child, it should seem equally absurd to attempt to gain control over a child's mental illness through punishment and incarceration. Detention has never cured diabetes. Detention can also never cure bipolar, depression or schizophrenia. The MacArthur Foundation has long recognized this simple truth. It was through the generous support of the MacArthur Foundation that the Responder Program was created in Summit County, Ohio to divert youth with a history of mental illness and school behavior issues away from the traditional court system and to instead link that young person and their family to appropriate support services.

As with all program development, it is critical to include all of the key stakeholders in development of the program from the earliest stages. Collaboration between the various stakeholders is central to developing a viable program for your community. As you move forward with development it will be of paramount importance to have all necessary partners, without having so many as to clog the system, actively participate in the process in order to create a program that is successful.

This Responder Program Manual has been created as a guide for future responder style programs to use in developing similar programs. This is merely a guide. I encourage you make modifications to tailor the program to exactly meet the needs of your community. My hope is that this Manual will be resource as you develop your program and that it will assist you in beginning the process of developing a similar program for your community.

Best Wishes

Judge Linda Tucci Teodosio

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# **The Responder Program: A Joint Project of the Juvenile Court, Mental Health Partners and the Public Schools**

## **Introduction**

### **The Problem:**

The close of many state run residential mental health facilities for youth has not eliminated the need for mental health services. Instead, it has transferred the responsibility for caring for these youth to families and local communities. Not surprisingly, many of these youth end up involved with the juvenile justice system. According to the National Center for Mental Health and Juvenile Justice, over seventy percent of youth involved in the juvenile justice system are experiencing mental health disorders. More than one-half of youth met criteria for at least two diagnoses, and over sixty percent of youth with a mental disorder also had a substance abuse disorder. Nearly twenty-seven percent of justice-involved youth have disorders that are serious enough to require immediate and significant treatment. Thus, the impact of mental health and the co-occurring disorders of mental illness and substance abuse upon the cases coming before juvenile courts is clear.

In addition, the July 2000 bulletin from the office of Juvenile justice and Delinquency Prevention reveals that as many as 70% of youth incarcerated in our nation's juvenile facilities suffer from disabling conditions. Recent Ohio studies indicate that in 2004, 44% of youth committed to the custody of the Ohio Department of youth services are in need of special education and/or related services. This compares to 14% in the general population that require these services statewide. In fiscal year 2003, 3085 youth were incarcerated at the Ohio Department of Youth Services (ODYS). Of these, 1361 were special education students. These statistics indicate that there are three times as many youth with developmental and other disabilities in the custody of ODYS as compared to the general population.

As has been noted by many experts writing in this area, characteristics frequently associated with mental health concerns and disabilities can be predictors of delinquency and can often lead a youth with such a disability to the juvenile justice system. These characteristics include 1) poorly developed reasoning ability, 2) inappropriate affect, 3) lack of cooperation, and 4) inappropriate responses. It is also noteworthy that youth with disabilities are more likely to do poorly in school. There is also a strong correlation between school failure and delinquency. Numerous no tolerance policies in schools following recent tragedies in places like Columbine may also contribute to an intolerance of behaviors frequently seen in students with disabilities.

As noted by Dr. Thomas Grisso, a professor of clinical psychology at the University of Massachusetts Medical Center and the developer of the MAYSI, competency is also coming to the forefront as an issue in juvenile court. When juvenile courts were developed, competency was not a primary issue because the role of the court was universally viewed as a rehabilitator, not punisher. As the laws have changed with the focus shifting more to punishment and treating juveniles as adults, the requirements and safeguards of due process for juveniles has become more and more vital. Unlike for adults, Ohio does not have a set statutory standard to determine when a youth is competent to stand trial.

Also troubling is that youth with mental health concerns frequently come to the Court's attention at a younger age due to referral from the schools because of the above described behaviors. Since Juvenile Courts often have a range of graduated sanctions, early and frequent referrals can allow for deeper penetration of these youth into the Juvenile Justice system.

### **Goals:**

The goals of the Responder Program are to address some of the problems noted above. Specifically:

**1. Early Intervention:**

The responder program in Summit County focuses on middle school students. Most referrals to the Juvenile Court begin to come when a child is reaching the middle school years. Younger youth are usually not competent for Court involvement. Thus, by focusing on middle school youth, the program hopes to intercept these children at the earliest possible stage and divert them away from the Juvenile Justice system and to appropriate mental health treatment.

**2. Early recognition:**

Most children spend the majority of their days in school. School personnel may be the first to recognize the signs and symptoms of mental illness. Training school staff will enable them to recognize the signs and symptoms of mental illness so that appropriate referrals can occur. To this point, teachers and school personnel have not been given alternatives to calling the police when a youth displaying these symptoms acts out in class or in the school building. The responder gives the schools an additional tool to provide effective services to the child while maintaining a safe and productive school environment for all students.

**3. Improve school attendance and performance by mentally ill youth:**

Mentally ill youth are often truant from school due to their disability. The Responder Program allows schools to make a referral for a screening and evaluation of youth that are experiencing numerous unexcused absences and puts services in place to get the youth back into the classroom.

4. **Make the family a meaningful and valued part of the team working for their child's wellness:**

Family must be a part of the process. Families know their children best and their input is necessary to developing a viable case plan. The Responder Program knows the value of parental involvement and including the family in the planning process.

5. **Making the schools comfortable with the referral process by having assurance that there will be an appropriate response to the problems:**

Sometimes a family or child needs to have an external motivator to encourage them to comply with necessary services. The potential for the Juvenile Court to become formally involved with the child and family if voluntary compliance is not achieved provides that external motivator. Additionally, the schools are more likely to make referrals to the program knowing that a more traditional approach including Court involvement is possible if voluntary compliance is not achieved.

6. **DIRECTING THE CHILD TO APPROPRIATE MENTAL HEALTH SERVICES AND AWAY FROM THE JUVENILE JUSTICE SYSTEM:**

The responder must be aware of the services available in the community in order to make appropriate referrals. If appropriate referrals are made and the child and family engage in the appropriate services, a referral to the Juvenile Court can likely be avoided.

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## **Responder Program Formation**

A corresponding Program Formation [Workbook](#) is included as part of [Appendix A](#).

### **I. Identify the Problem**

- A. Youth with mental health concerns whose truant and/or disruptive behavior in school results in infiltration into the juvenile justice system.

### **II. Identify Stakeholders**

- A. Possible Stakeholders include:
  - i. School Leaders: superintendents, principals from several different schools  
OPTION
    - a. Consider including principals from different types of schools and different grades levels
  - ii. School Personnel: teachers, guidance staff  
OPTION
    - a. Again, consider including staff from various levels and types of schools.
  - iii. Court Leaders: Judge, court administrator
    - 1. The Judge must be included in this process and for maximum success should most likely be the driving force behind the development of the program.
  - iv. Court Staff: Intake officers, school/truancy specialists
  - v. Police: School resource officers, CIT officers – officers specially trained to deal with mental health issues
  - vi. Mental Health Providers: both mental health and substance abuse
  - vii. Parent

### **III. Host Open Discussion with Stakeholders about the Problem:**

- A. Identify the specific concerns that each stakeholder has as about school truancy and/or negative school behaviors.
  - i. [After identifying these concerns create a statement outlining the rationale for the program.](#)
    - 1. For Example: A number of mentally ill youth engage in disruptive and acting out behavior that is a symptom of their mental illness. Many times, the illness may go unrecognized, undiagnosed and untreated. Disruptive behavior is certainly inappropriate in a school setting. However, referral to mental health services is a more appropriate and effective means of dealing with the behavior than a referral to the Juvenile Court. Many times, however, involving law enforcement and the juvenile justice system is the only option presented to teachers and school personnel for managing youth whose behavior is disruptive. The Responder Program provides an effective method for dealing with the behavior that includes a referral to mental health services. The involvement of the Juvenile Court insures that if the child and family do not effectively engage with

supportive services, a more traditional option in the juvenile justice system is available.

**B. Identify the goals of the program.**

- i. For Example: The goal of the Responder Program is to provide the schools with an additional tool to utilize when dealing with the issues presented in the classroom by children with mental illness, to direct these children to appropriate mental health services in the community and to reduce the contact of mentally ill youth with the juvenile justice system.

**C. Identify the necessary resources.**

i. Program Staff

1. Program Director: individual who oversees the program operations. This person is responsible for resolving most issues that arise, for supervising Responder staff, for collecting, tracking, and reviewing the data, for reporting program success to the stakeholders and for making recommendations for program modification as necessary.
2. Responder: frontline staff who responds to referrals and works with youth and families. This person is responsible for responding to each referral made by the schools, for completing screening tools with the youth, for conducting team meetings and developing intervention plans, for staying connected with the youth and families to ensure intervention plan compliance, for submitting required forms and data to the program director and for assisting the program director in developing program modifications as required.
3. Secretarial Support: individual who assists with mailings etc. on an as needed basis.
4. School Contact: individual who acts as a point of contact at the school for the Responder and Program Director. This person assists the Responder in navigating the processes of the school.

OPTIONS

- a. Make one individual responsible for all duties.
- b. Reconfigure how current court school/truancy specialists respond to referrals.
- c. No secretarial support.

ii. Physical Space:

1. Office space at the court for conducting daily business to include all standard office equipment.
2. Private, quiet space at each school to meet with families and conduct team meetings.

OPTIONS

- a. Base the Responder primarily in the school.
- b. Base the Responder at a community mental health facility
- c. Base the Responder at the juvenile court.

iii. Equipment and Supplies

1. Computer (possibly a laptop)
2. E-mail
3. Telephone (including cell phone)



4. Standard Office Supplies (paper, pens, etc...)
- D. Identify the resources each stakeholder can provide to the program
  - i. For Example: The Juvenile Court provides staff, physical office space and all equipment and supplies largely from resources already in place. The Schools provide private, quiet space for the Responder to meet with families and conduct team meetings. The Schools make the referrals. The Schools permit staff (teachers, guidance staff, and principals) to attend training about the program. The Mental Health provider assists in conducting the training and accepts referrals from the Responder.
- E. Identify the resources needed that cannot be provided by an existing stakeholder.
- F. Identify how to fill the resource gaps. This may include searching for additional funding streams.
  - i. For Example: This program was originally created with the aid of funding from the MacArthur Foundation. However, the program is now self-sustaining.

#### **IV. Identify the Participating Schools:**

- A. The Middle Schools were chosen because children of this age are often first showing the signs and symptoms of mental illness. Also, this is usually the age where a referral to the juvenile justice system is first seen as an option for disruptive conduct.
- B. Schools are asked to apply to the Juvenile Court to be selected for participation in the Responder Program in the spring of the preceding academic year.
  - i. Schools apply by completing the School Application to Participate and submitting it to the Juvenile Court.
  - ii. The Juvenile Court then selects schools to participate based on the resources the school can commit to the program and the schools willingness to support the program.

##### **OPTIONS:**

1. Elementary
2. High School
3. Alternative Schools
4. By District
5. No Application

#### **V. Create Time Frame for the Program:**

- i. The program is introduced to school personnel prior to the beginning of the academic year through training sessions about the program.
- ii. Students and parents are notified of the Responder Program as an option for dealing with inappropriate behaviors at the start of the academic year.
  1. Families are given copies of Responder Brochure letting them know about the program. ([Appendix C](#))
- iii. Responder Program staff are available from the beginning of the academic year and remain available as a resource to school personnel and families throughout the year.

- iv. Once a youth is referred to the program, the responder staff will follow the youth throughout the academic year.

OPTIONS:

- 1. Introduce the program at a different point in the academic year

**VI. Training:** The training of this program includes the following elements:

- A. Introduction: Court Staff or the Juvenile Court Judge will address the issues presented by the involvement of mentally ill youth in the Juvenile Justice system and an overview of Court Programs that have been developed to deal with the issues. The description will include an overview of the options that are and are not available locally and in the Department of Youth Services.
- B. Mental Health Concerns: Mental Health Staff will discuss the signs and symptoms that school personnel can look for in determining whether a child's behavior is possibly the result of mental illness. This will focus not only on the occurrence of acute events that might occur in the classroom or on the school grounds, but also in chronic issues that may present themselves by way of truancy or other non-acute behavior at school.
- C. Process: Representatives from the Court and Mental Health will review the process that will be followed when an event occurs that triggers a call to the Responder. (See Operation Below.)
- D. Parent and Family Involvement: A parent will relate her experience in dealing with her child in the school setting and give insight into the parent's view of the Responder Process.
- E. Wrap Up: Court Staff and Mental Health Staff will answer questions regarding mental illness and the Responder Process. Teachers and school staff are encouraged to make suggestions that will make the process be more beneficial to them.

OPTIONS:

- 1. The training must be specific to the program designed however with any program a primary focus must be tools for identifying appropriate referrals (i.e. youth with possible mental health concerns).

**VII. Training Materials ([Appendix B](#)):**

- A. Power Point Presentation
- B. Mental Health Training Materials can be located through MacArthur Foundation or provided by your local Mental Health partner. Two MacArthur Foundation Training resources that may be useful are the Workforce Development program and the Family Engagement program.
- C. Flow Charts

## Responder Program Operations

### 1) Identification:

- a) The School identifies a youth with suspected acute or chronic mental health concerns.
  - i) The identification can be made as a result of an acute incident, chronic signs of a problem or as a result of chronic truancy.
    - (1) In the case of an acute concern, if the staff feels it to be necessary, the police should be called but the teacher or staff member should also call or page the Responder.
    - (2) Staff may also call or page regarding chronic concerns that might lead to the involvement with the Juvenile Justice system if there is no intervention.
  - ii) The staff is not expected to make a mental health diagnosis; only to make a referral to the Responder Program if behavior is present that raises a concern.

### 2) Assessment Process:

- a) The Responder or School will contact the Family so that an assessment for the Responder Program can be completed.
  - i) No mental health assessment or treatment will be done until the youth's parent or guardian is contacted.
  - ii) The Responder will utilize standard mental health screening tools to assist him/her in evaluating the youth for participation in the Responder Program  
OPTIONS:
    - (a) If the incident is acute, the Responder will respond directly to the school to help de-escalate the situation. Remember, if this option is selected the Responder will need to be appropriately trained in crisis management techniques.
    - (b) A program should select mental health screening tool(s) based upon their unique concerns and resources available to them.
    - (c) A CIT-Y officer or School Resource Officer responds to the acute incident and makes a referral to the Responder Program

### 3) Responder Response:

- a) If the Responder determines, following an assessment and consultation with the family, that mental health treatment or additional support is indicated, the Responder will convene a team meeting consisting of the family, the teacher or school representative, any mental health personnel involved in the child's care, and any person that the family feels could provide support.
  - i) A parent advocate from a mental health advocacy group will be offered as an additional support to the parent.
  - ii) Following the team meeting, an intervention plan will be developed.
  - iii) The Responder will make appropriate referrals to facilitate the successful completion of the intervention plan.  
OPTIONS:

- (a) Create the intervention plan during the team meeting and provide all members with a copy before they leave the meeting.
- b) The Responder will continue to meet with the family at least once per month or more frequently as needed for the balance of the school year to assure that the intervention plan is being followed.
  - i) The Responder will answer questions and provide support to the youth and family.
  - ii) The Responder will also convene additional team meetings as necessary.

OPTIONS:

- (1) The Responder engages in more or less frequent required contact with the youth and the family.
- (2) Responder provides some level of mental health services directly. Remember, if this option is selected the Responder will need to be appropriately licensed staff and appropriately supervised if necessary.

4) Court Response:

- a) If the event that brought the child to the attention of the Responder was one where charges could have immediately have been filed, compliance with the intervention plan will prevent the filing of a charge.
  - i) If the youth fails comply with the intervention plan, the school will be notified so that they can determine whether or not they wish to proceed with the filing of additional charges.
  - ii) In the case of truancy, compliance with the plans will serve to divert the youth and family from the official court process even if the threshold number of unexcused absences is reached during the term of compliance.

OPTIONS:

- (1) File the charge in all cases and dismiss the charge upon successful completion of the program.

Forms ([Appendix C](#)):

1. Letter of Introduction to the Program: This letter was provided to all parents at the participating school to introduce them to the responder program.
2. School Application to Participate in Responder Program: This form can be utilized to expand the program and to assist with identifying those schools with the greatest need and commitment to the program.
3. Responder Referral: This form is to be completed by the referring school personnel. The form was provided electronically so that referrals could be completed electronically and then emailed to the responder for follow-up. Additional, the referral form was forwarded by email to the Court's Intake Supervisor so that youth involved with the program could be identified by the Court should referrals be received.
4. Responder Program Initial Screening: This form is utilized by the responder upon the initial contact with the child and family.
5. Responder Program Disposition: This form reports the results of the initial meeting including whether the child and family are appropriate for the program, whether

further assessment is needed and the willingness of the parent, child and school to participate in the program.

6. Responder Program Intervention Plan: This form is the detailed plan for improving school attendance and/or behavior. This plan will be created with input from the entire team, including the youth and family. This form will include the referrals to be made by the Responder and the resources to be utilized by the family.
7. Responder Program Progress Notes: These notes are made by the Responder following each meeting with the child, parent, parent advocate, teacher and other identified team members.
8. Responder Program Attempts to Contact: This form records both successful and unsuccessful attempts of the Responder to make contact with the family.
9. Responder Brochure: This brochure introduces families to the Responder Program.

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## Responder Program Data Review

### **I. Outcomes to be Measured**

- A. How many youth successfully completed the program?
  - i. In this program success is defined as young person who is diverted from the formal juvenile justice system. The definition of success must be tailored to the goals of the program.
- B. Were youth satisfied with their experience?
- C. Were parents satisfied with their experience?
- D. Were teachers/school staff satisfied with their experience?
- E. With all programs the specific outcomes to be measured must be tailored to the individual program based on the goals of the program.

### **II. Data to be Collected**

- A. See the Data Tracking Forms in Appendix C for a sample.
- B. Data collected must be tailored to the individual programs needs and interests. The attached Data Tracking Form is what this program found to be the minimum amount of data necessary to collect; it is by far not an exhaustive list of data that could be tracked. Determining what data must be tracked for individual programs will require careful thought about what information is necessary to fully analyze the objectives to be measured.

#### **OPTIONS:**

- 1. Track youth over a period of time to determine if program completion prevents future issues with school truancy and/or negative school behaviors.
  - 2. Include measurements to determine if youth or families gain specific skills or knowledge. For example: Do youth have improved reading skills? Do youth have improved coping skills? Do youth have a lowered risk assessment score? Are parents able to identify more resources for their child? Do parents have an increased knowledge of how to access resources?
  - 3. Track a “control group” of youth (the youth who were referred to the traditional juvenile justice system) to determine the success of the Responder Program as compared to the traditional method of intervention.
- C. It is important to begin data collection at the start of the program even if it is believed to be unnecessary at the time. As is often the case, it may become apparent months or years after program implementation that data is needed to secure funding or justify program changes or program continuation. In the event that data becomes necessary it is far easier to have tracked it over time than to attempt to create a database from case files.

### **III. Method of Data Collection**

- A. Collection of Program Operation data:
  - i. The responder collects the data through the completion of the various forms used by the Responder program.

- ii. The Responder reports the information to the program director on at least a monthly basis.
  - iii. The program director inputs the data into an Excel spreadsheet where the data is stored and tracked.
- B. Collection of Satisfaction data:
- i. The program director sends postcard response mailers containing a brief letter and a survey to be returned to each participating youth, family and school staff member involved in the program.
  - ii. The person involved in the program need only fill out the short survey (see appendix C) and place the postage paid postcard into the mail.
  - iii. The program director inputs this data into an Excel spreadsheet for storage and tracking.

#### **IV. Data Review**

- A. Data review should be conducted on at least a yearly basis however more frequent review is recommended.
- i. A review should be conducted at the close of each academic year.
 

OPTION:

    1. Conduct a review at the winter holiday break or at the close of the first semester.
- B. The goal of the data review should be three fold:
- i. Make certain that the data is complete and accurate. Look for any missing pieces of data and for any data that seems inaccurate.
  - ii. Determine if program goals are being met.
    1. Review the data as to each outcome and look for specific trends.
  - iii. Identify areas of weakness and modify the program accordingly.
- C. Benefits of review
- i. Regular review provides an opportunity to improve the operation of the program in order to best meet the needs of the young person.
  - ii. Regular review provides an opportunity and a method for holding staff accountable.
  - iii. Regular review encourages fiscal responsibility in ensuring that programs are producing the desired outcomes in a cost effective manner.

#### **V. Data Review Materials ([Appendix D](#)):**

- A. Satisfaction Survey for Youth
- B. Letter to Parent introducing survey
- C. Satisfaction Survey for Parents (on self addressed-stamped post card)
- D. Letter to Teacher/School Personnel introducing survey
- E. Satisfaction Survey for School Staff or Teacher making the referral (on self-addressed-stamped post card)
- F. Data Tracking Forms

## Appendices:

[Program Formation Workbook](#)

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[Training Materials](#)

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[Forms](#)

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## Appendix A

Workbook

[A.1](#) Workbook  
Workbooks as

[A.2](#) E-mail

[PDF form](#)

[Word Doc](#)

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# Workbook

## Part I: The Court

### I. Identify the Problem

A. How many truancy charges were filed in the previous calendar or academic year?

B. How many charges were filed as the result of behaviors at school? (i.e. unruly disorderly conduct, assault, etc.)

C. Which schools made the most referrals to the court for truancy?

D. Which schools made the most referrals to the court for other offenses?

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E. What were the primary underlying causes of truancy/school behavior issues?  
(Use data if at all possible to answer this question.)

F. What types of dispositions were ordered by the Court for truancy and other school referred offenses?

## **II. Identify Stakeholders**

A. List all local school districts:

B. Who are the leaders from each district and each school within the district?:

C. Identify at least one school staff member (i.e. teacher or guidance counselor) from each school:

D. Identify key leaders from the Court (i.e. Judge, administrator, intake officers, school truancy officers):

E. Identify other local stakeholders (i.e. mental health providers, school resource officers, police, a parent, etc.):

## Part II: Identifying Participant Schools

### I. Identify the Participating Schools:

A. Based on answers to [1.C.](#) and [1.D.](#) which school could most benefit from the program and why?

B. What schools are most willing to participate? (Review Applications) .

C. What age group is the Court most willing to work with and why?

D. For what age group are the most resources available? What are those resources?

E. To what group do the stakeholders want to provide the program?

F. The Decision. What age group will be the target population? What specific schools will be targeted?

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## Part III: Meeting with Identified Stakeholders

### I. Host Open Discussion with Stakeholders about the Problem:

A. Before the Meeting: Secure appropriate meeting space, allot sufficient time, create an agenda, set meeting time around schedule of key stakeholder (probably the Judge), send [e-mail](#) or letter with agenda for meeting and possibly the “At the Meeting” section of this workbook, send reminder e-mail the day before the meeting. To assure maximum participation, the invitation should be from the Judge.

### B. At the Meeting

i. Run an organized meeting that is respectful of the stakeholders’ time! Appoint a note taker and time keeper to keep track of all the good ideas and to keep you on track and on schedule.

ii. What are the specific concerns of each stakeholder about truancy/poor school behavior? Is a portion of this behavior possibly attributable to mental health concerns?

iii. Responder Program Rationale Statement ([Sample](#)):

iv. Program Goals (Remember Goals should be Measurable, Attainable, Positive and Specific):

v. What resources are necessary to achieve your goals?

1. Staff (School, Court, Mental Health):

2. Physical Space:

3. Equipment and Supplies (don't forget the small stuff!):



vi. What resources can participating stakeholders provide?

vii. What resources are still needed that cannot be provided by stakeholders? (This is a point to re-evaluate and determine what is really needed to make the program work.)

viii. Identify how to fill resource gaps. Do you need to apply to an outside funding source? Can gaps be filled through a creative process or exchange of resources?

1. What outside resources are available?

2. If considering grant funding, what are the application deadlines?

3. If considering grant funding, what are the application requirements?

ix. What areas need additional follow-up? What tasks need to be completed?

x. When is the next meeting?

xi. What must be completed by the next meeting?

C. After the Meeting Send a follow-up e-mail with the notes from the meeting, any items that need follow-up and who is responsible, and a reminder about the next meeting location and time.

## Part IV: Implementation Plan

### I. Create Time Frame for the Program:

#### A. Program Introduction

i. At what point in the academic year is it easiest to introduce new programming?

ii. When should school personnel be introduced to the program?

iii. When should parents be notified of the program?

iv. How should the parents be notified?

v. What should be included in the parent notification?

B. Program Operation

i. When do Program staff first respond to school concerns (i.e. do they respond to crisis events or at a later time)? What are the pro's and con's of various responses?

ii. How is Program staff notified of referrals?

iii. How long will it take the Program staff to respond to a referral?

iv. How often will Program staff meet with the child and/or family?

v. How long will the child and family remain involved with the Program?

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## II. Training:

A. Who should be included in your training?

B. Where will your training be conducted?

C. When will your training take place? How long will your training last?

D. What elements will your training include?

i. What topics should be covered by Court staff?

ii. What topics should be covered by Mental Health staff?

E. What supplies will you need for your training? (Don't forget the "small stuff" like paper, pencils, chairs, and tables! This answer may affect where you have the training.)

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## **Initial Planning Meeting E-mail**

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Thank you for expressing an interest in the development of a new program to address the needs of youth experiencing difficulty with attendance or school behavior problems. We will be meeting on MONTH DAY, YEAR at LOCATION. Please take a few minutes to look over the enclosed questions before the meeting. We look forward to working with you to address school truancy and behavior concerns in our community.

Sincerely,

- 1) What are your specific concerns about truancy/poor school behavior?
- 2) Why do you think we need a program to respond to truancy/poor school behavior?
- 3) What do you believe the program goals should be?
- 4) What resources do you believe are necessary to achieve these goals?
  - i) Staff?
  - ii) Space?
  - iii) Equipment?
- 5) What resources are you able to provide?

## **Future Planning Meeting E-mails**

(This may need to be divided across several planning meetings)

Please consider the following questions before our meeting scheduled for MONTH DAY, YEAR at LOCATION. We look forward to see you!

### **Selecting Schools**

1. Which schools do you believe could most benefit from the program and why?
2. For what age group are the most resources available? What are those resources?
3. To what age group do you most want to provide services and why? Which schools do you believe should be selected for participation and why?

### **Program Timeframe**

#### **Program Introduction**

1. When should school personnel be introduced to the program?
2. When should parents be notified of the program?
3. How should the parents be notified?
4. What should be included in the parent notification?

#### **Program Operation**

1. When do Program staff first respond to school concerns (i.e. do they respond to crisis events or at a later time)? What are the pro's and con's of various responses?



2. How is Program staff notified of referrals?
3. How long will it take the Program staff to respond to a referral?
4. How often will Program staff meet with the child and/or family?
5. How long will the child and family remain involved with the Program?

#### Training

- 1) Who should be included in the training?
- 2) Where will the training be conducted?
- 3) When will the training take place? How long will the training last?
- 4) What elements will the training include?
  - i) What topics should be covered by Court staff?
  - ii) What topics should be covered by Mental Health staff?
- 5) What supplies will be need for the training?

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## Appendix B

Training Materials

B1. [Power Point Presentation](#)

B2. [Flow Chart](#)

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## **Appendix C**

### Forms

- C1. [Letter of Introduction to the Program](#)
- C2. [School Application to Participate in Responder Program](#)
- C3. [Responder Referral](#)
- C4. [Responder Program Initial Screening](#)
- C5. [Responder Program Disposition](#)
- C6. [Responder Program Progress Notes](#)
- C7. [Responder Program Attempts to Contact](#)
- C8. [Responder Brochure](#)

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## **Appendix D**

### Evaluation Materials

- D1. [Letter to Parent introducing survey](#)
- D2. [Satisfaction Survey for Parents](#) (on self addressed-stamped post card)
- D3. [Letter to Teacher/School Personnel introducing survey](#)
- D4. [Satisfaction Survey for School Staff or Teacher making the referral](#) (on self addressed-stamped post card)
- D5. [Data Tracking Forms](#)
- D6. [Sample Data Spreadsheet](#)

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