Integrating Behavioral Health into the IEP Process 

AND 

How Behavioral Health can Help Support A Youth’s Successful Transition from School to Work
What You Will Learn Today

- Facts regarding the prevalence of mental health issues with children and youth in America and consequences of untreated mental health issues
- Statewide structure of the AHCCCS Behavioral Health System
- Eligibility requirements for AHCCCS behavioral health services
- The Arizona Vision and 12 Principles
- The benefits of collaboration between behavioral health and education
- Similarities between the Individual Education Program (IEP) and the Child and Family team (CFT) plan
- How families, educators, and behavioral health staff can help make collaboration happen
- How to address barriers encountered
- Employment philosophy and employment services available
- Resources to support successful transition from school to work
Facts on Children and Youth’s Mental Health in America

• Mental health problems affect one in every five young people at any given time.
• Serious emotional disturbances affect 1 in 10 young people at any given time.
• An estimated two-thirds of all young people with mental health problems are not getting the help they need.
• Up to 14% of high school students with mental health problems receive grades consisting of mostly Ds & Fs compared to 7% of children with other disabilities.
Mental Health Facts (continued)

• Approximately 50% of students age 14 and older who are living with a mental illness drop out of high school. This is the highest dropout rate of any disability group.

• 65 percent of boys and 75 percent of girls in juvenile detention have at least one mental illness.

• Suicide is the third leading cause of death for 15 - 24 year olds (approx. 5,000 young people) and the sixth leading cause of death for five - 15 year olds.
Who is AHCCCS?

- **Arizona Health Care Cost Containment System** (written as AHCCCS and pronounced “access”) is Arizona's Medicaid program.

- Medicaid is a federal healthcare program jointly funded by the federal and state governments for individuals and families who may qualify for acute or long-term services.

- Individuals must meet certain income and other requirements to obtain services.
Who is Eligible?

- **Title 19** – Title 19 benefits are provided through the Medicaid federal entitlement program; benefits are delivered in Arizona through the AHCCCS.

- **Arizona Long Term Care System (ALTCS)** – It is Arizona’s Medicaid program that provides long term care services to eligible Arizona residents who are blind, disabled, or have a developmental disability.

- **Comprehensive Medical and Dental Program (CMDP)** – It is the health plan responsible for ensuring, in partnership with foster care providers, the provision of appropriate and quality health care services for the well-being of Arizona's children in foster care.

- **Title 21 – Kids Care** - The **State Children's Health Insurance Program (SCHIP)** is a partnership between the Federal and state governments that provides health coverage to uninsured children whose families earn too much to qualify for Medicaid, but too little to afford private coverage.
How to Apply for AHCCCS

The parent/guardian or student (18 years or older) can:

• Apply through the AHCCCS website [www.azahcccs.gov/Members/GetCovered/apply](www.azahcccs.gov/Members/GetCovered/apply)

• Contact the local RBHA, ACC, CRS, or behavioral health provider to begin the application process

• Apply through Health-e-Arizona Plus website [www.healthearizonaplus.gov](www.healthearizonaplus.gov)
AHCCCS Complete Care (ACC)

ACC – Enhanced Integrated Healthcare in a single Health Plan that:
- Includes physical and behavioral healthcare service providers, including Children’s Rehabilitative Services (CRS)
- Manages the provider network for all of healthcare services
- Provides comprehensive managed care for the whole person

The Benefits of Integration
- One Plan; One Payer; One Provider Network
- Easier to Navigate
- Streamline care coordination to get better outcomes
- Improve a person’s whole health

For more information, visit: https://www.azahcccs.gov/AHCCCS/Initiatives/AHCCCSCompleteCare/
ACC Contractors:

Central GSA
- Banner University Family Care
- Care1st
- Steward Health Choice Arizona
- Arizona Complete Health
- Magellan Complete Care
- Mercy Care ***
- UnitedHealthcare Community Plan

South GSA
- Banner University Family Care
- Arizona Complete Health ***
- UnitedHealthcare Community Plan (Pima County Only)

North GSA
- Care1st
- Steward Health Choice Arizona ***

*** Have RBHA Contracts

Note: Zip codes 85542, 85192, 85550 representing San Carlos Tribal area are included in the South GSA.
RBHA Geographic Service Areas

Responsible for monitoring:

The RBHAs
- Steward Health Choice Arizona
- Mercy Care
- Arizona Complete Health

Fee-for-Service Tribal RBHAs (T/RBHAs)
- White Mountain Apache Tribe
- Gila River Indian Community
- Pascua Yaqui Tribe
- Navajo Nation
- Colorado River
Services Available

- Treatment
- Medical
- Residential
- Crisis Intervention
- Inpatient
- Behavioral Health Day Programs
- Prevention
- Support and Rehabilitation

Support and Rehabilitation Services

- Skills Training and Development
- Psychoeducational Services (Pre-Employment Skills)
- Ongoing Support to Maintain Employment (Job Coaching)
- Case Management
- Personal Care Services
- Peer Support
- Family Support
- Respite Care
- Supportive Housing
The Arizona Vision

In collaboration with the child and family and others, Arizona will provide accessible behavioral health services designed to aid children to:

1. **Achieve success in school**
2. Live with their families
3. Avoid delinquency
4. Become stable and productive adults

Services will be tailored to the child and family and provided in:

1. The most appropriate setting
2. A timely fashion
3. In accordance with best practices
4. Respecting the child’s family’s cultural heritage
The 12 Arizona Principles

1. Collaboration with the Child and Family
2. Functional Outcomes
3. Collaboration with Others
4. Accessible Array of Behavioral Health Services
5. Best Practices
6. Most Appropriate Setting (Least Restrictive Environment)
The 12 Arizona Principles - continued

7. Timeliness ("Assess and serve promptly")
8. Services Tailored to Child and Family
9. Stability
10. Respect for the Child and Family’s Unique Cultural Heritage
11. Independence
12. Connection to Natural Supports
What is a CFT?

• A Child and Family Team is a group of people that includes at a minimum: the child, his/her family or guardian, and a behavioral health CFT facilitator.

• It should also include any others the child and family would like to participate (school staff, P.O., DCS, etc.)
Key Elements of Child and Family Teams

- Strengths and needs based planning
- Family as partner
- Informal supports
- Collaboration
- Creative approaches to treatment
- Promote positive connections instead of reliance
- Individualized services
- Offer treatment in home or community if possible
Examples of a CFT Composition

- Medical care
- School
- Other agencies
- Community support
- Behavioral health
- Extended family
- Immediate family
# IEP Meeting vs. CFT Meeting

<table>
<thead>
<tr>
<th></th>
<th>IEP</th>
<th>CFT</th>
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<tbody>
<tr>
<td><strong>Frequency</strong></td>
<td>Annually</td>
<td>As Needed</td>
</tr>
<tr>
<td><strong>Discussion of Current</strong></td>
<td>PLAAFP (Present Levels of Academic Achievement and Functional Performance)</td>
<td>SNCD (Strengths, Needs and Cultural Discovery)</td>
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<tr>
<td><strong>Performance</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Future Planning</strong></td>
<td>Measurable Annual Goals</td>
<td>Treatment Plan with measurable outcomes</td>
</tr>
<tr>
<td><strong>Addresses Behavioral</strong></td>
<td>Functional Behavioral Assessment (FBA) &amp; Behavioral Intervention Plan (BIP)</td>
<td>Functional Behavioral Assessment (FBA) &amp; Behavioral Intervention Plan (BIP)</td>
</tr>
<tr>
<td><strong>Concerns</strong></td>
<td></td>
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<tr>
<td><strong>Transition from School to Work</strong></td>
<td>Transition Planning</td>
<td>Transition Planning</td>
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Reaching across Arizona to provide comprehensive quality health care for those in need
Planning for Transition from School to Work (through the IEP and CFT)

• Must begin no later than the age of 16
• Should be based on the strengths, needs and interests of the youth and family
• Should include individuals chosen by the youth and family that are important to making the transition planning process seamless and successful
• Identify any special needs that the youth may have and/or if the youth will require special assistance services
• Identify the youth’s level of life skills and social skills and if they have employment or education plans

Reaching across Arizona to provide comprehensive quality health care for those in need
Preparing for Adulthood

- AHCCCS expectations are outlined in the Practice Protocol “Transition to Adulthood”
- Every child and youth must be served through Child and Family Team (CFT) Practice.
- The CFT members assist in assessing post-secondary educational wants/needs as members of the IEP process and coordinate and collaborate with other system partners to support a smooth transition across systems.

Beginning at age 16, the CFT must help the youth and family determine what, if any, the youth’s needs will be as he/she transitions to adulthood. This includes:

- Assessment of Independent Living Skills
- Housing
- Safety
- Physical Health
- Access to Insurance
- Transportation
- Education
- Employment
- Financial Supports
- Natural Supports
## Expectations for Participants

<table>
<thead>
<tr>
<th>Expectations of:</th>
<th>School Personnel</th>
<th>Behavioral Health Staff</th>
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<tbody>
<tr>
<td><strong>Provide insights into the student’s learning style and school performance</strong></td>
<td></td>
<td>Provide insights into current treatment goals</td>
</tr>
<tr>
<td><strong>Assist in developing the treatment plan</strong></td>
<td>Assist in developing the IEP</td>
<td></td>
</tr>
<tr>
<td><strong>Support and cooperate in implementation of treatment plan</strong></td>
<td></td>
<td>Support and cooperate in the implementation of IEP</td>
</tr>
<tr>
<td><strong>Honest and timely communication</strong></td>
<td></td>
<td>Honest and timely communication</td>
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<tr>
<td><strong>Facility in which to meet when appropriate</strong></td>
<td></td>
<td>Facility in which to meet when needed</td>
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Advantages of Collaboration Between the IEP and CFT Processes

- Minimize meetings for families
- Addresses challenging behaviors through collaboration
- New perspectives and approaches
- Cohesive goals
- Consistent responses to behaviors
- Ongoing communication between all those involved with the child (i.e. behavioral health staff, teacher, DCS case manager, Juvenile Probation Officer, day care provider, mentor, etc.)
- Increased academic performance and attendance
- Stronger relationships with parents
- Decrease in behavioral concerns & discipline referrals
- Possible decrease in the need for special education services
What is the Ultimate Goal?

To integrate mental health services with educational services resulting in improved academic and behavioral outcomes.
## How Can I Help Make This Collaboration Happen?

<table>
<thead>
<tr>
<th>School Staff:</th>
<th>Parents/Caregivers:</th>
<th>Behavioral Health Staff:</th>
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<tbody>
<tr>
<td>Ask child’s caregiver if they are enrolled with an AHCCCS behavioral health provider. If yes, ask caregiver if they can contact the behavioral health agency/staff (caregiver will have to sign a release)</td>
<td>Speak with both school staff and behavioral health staff and tell them you would like them to work together.</td>
<td>Ask caregiver if they can contact the child’s school (caregiver will have to sign a release)</td>
</tr>
<tr>
<td>Call the behavioral health worker and start collaborating</td>
<td>Sign release of information forms to allow this</td>
<td>Call the school and start collaborating</td>
</tr>
<tr>
<td>Participate in CFT, with parent/caregiver permission</td>
<td>Make sure behavioral health staff is invited to the IEP and school staff are invited to the CFT</td>
<td>Attend the IEP, with parent/caregiver permission</td>
</tr>
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What To Do When It’s Not Working

• Discuss your concerns immediately in the CFT
• Consult with the CFT Coach and/or Supervisor
• Meet with the agency's Clinical Director
• Call Member Services at the RBHA/ACC
• Call the Clinical Resolution Unit at AHCCCS
Employment Philosophy

For all people, work is not just a paycheck, but rather:

- Empowerment
- Community Inclusion
- Meet new people & make new friends
- Increase self-sufficiency

- Increase self-esteem
- Reduce stigma
- Get out of poverty and create a better life
- Create HOPE

It is an expectation that staff at all levels need to have the belief that employment is part of people’s recovery and that every person may be capable of working competitively in the community when the right kind of job and work environment is found.
Employment Philosophy

Social Determinants of Health (SDoH)
• SDoH reflect the social factors and physical conditions of the environment in which people are born, live, learn, play, **work**, and age. They impact a wide range of health, functioning, and quality-of-life outcomes.
• Employment, or being employed, is a key function of SDoH.
• Health starts in our homes, schools, **workplaces**, neighborhoods, and communities.

**Stop** asking – “Do you want to work?”
**Start** asking – “What do you want to do for work?”
Employment Services

In Arizona, employment services are administered in different ways, including:

- Rehabilitation Services Administration / Vocational Rehabilitation (RSA/VR)
  - RSA is a federal agency that oversees the state VR program, which provides employment services for individuals with disabilities
  - Interagency Service Agreement (ISA)
- AHCCCS Behavioral Health Services
  - Psychoeducational Services (Pre-Employment Services)
  - Ongoing Support to Maintain Employment (Post-Employment Services)
Vocational Rehabilitation Overview

The Vocational Rehabilitation (VR) program provides a variety of services to persons with disabilities, with the ultimate goal to prepare for, enter into, or retain employment. The VR program is a public program funded through a Federal/State partnership and administered by the Rehabilitation Services Administration (RSA), which is part of the Arizona Department of Economic Security (ADES)

https://des.az.gov/services/employment/arizona-rehabilitation-services

VR Eligibility

<table>
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<tr>
<th>Description</th>
<th>Requirement</th>
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<tr>
<td>Documented Disability</td>
<td>The applicant must have a physical or mental impairment</td>
</tr>
<tr>
<td>Barrier to Work</td>
<td>The impairment constitutes or results in substantial impediment to employment</td>
</tr>
<tr>
<td>Can Benefit</td>
<td>It is assumed the member can benefit from VR services in terms of achieving a desired employment outcome</td>
</tr>
<tr>
<td>Requires VR Services</td>
<td>The applicant requires VR services to prepare for, obtain, retain or regain employment</td>
</tr>
</tbody>
</table>
AHCCCS has a partnership with RSA/VR, through an Interagency Service Agreement (ISA), where AHCCCS and RSA/VR work together to provide specialty employment services and supports for enrolled members who have been determined Serious Mental Illness (SMI).

Please Note: The ISA is **ONLY** tied to members determined SMI.

The ISA is funded by AHCCCS and RSA/VR uses these funds to draw down Federal funding to be used for:

- Client services
- Staffing
- Training
Key Points in the ISA

• RSA/VR counselors have specialized caseloads of individuals determined SMI.
• The federal 60-day eligibility requirement for RSA/VR applicants is modified to 30 days. This timeline is reached when referral information is provided to RSA/VR in a timely manner.
• RSA/VR counselors have “functional workspace” at assigned Provider sites, which includes access to a confidential area, with a desk, chairs and a phone, for RSA/VR staff to meet with clients.
• RSA/VR Counselors and Provider employment staff have weekly consultations regarding the progress of mutual program participants. Participation can be face-to-face, via email, or telephonic.
• Working in collaboration with Providers, RSA/VR conducts VR Orientations at least 1x/month at the assigned Provider sites.
• Plus many more...
AHCCCS Behavioral Health Services

Psychoeducational Services (H2027, H2027 HQ)
- Services which prepare a person to engage in meaningful work-related activities
- **Examples:** Career/Educational Counseling; Assistance in Finding a Job; Résumé Prep/Job Interview Skills; Job Training; Time/Money Management

Ongoing Support to Maintain Employment (H2025, H2025 HQ, H2025 POS 02)
- Support services that enable a person to maintain employment
- **Examples:** Monitoring and Supervision; Assistance in Performing Job Tasks; Supportive Counseling

Skills Training and Development and Psychosocial Rehabilitation Living Skills Training (H2014, H2014 HQ)
- Teaching independent living, social, and communication skills in order to maximize the person’s ability to function independently
- **Examples:** Self-Care; Social Decorum; Recreation; Use of Community Resources; Time/Money Management
AHCCCS ACOM Policy 447

- AHCCCS Contractor Operations Manual (ACOM)
  - The purpose of the ACOM is to consolidate and provide ease of access to the Administrative, Claims, Financial, and Operational Policies of the AHCCCS Administration.

- Old DBHS/Current AHCCCS – We’ve never had any policy that was strictly for employment and/or employment services until recently.

- ACOM 447 can be found at: https://www.azahcccs.gov/shared/ACOM/
RBHA & TRBHA Contact Information

Arizona Complete Health
https://www.azcompletehealth.com/
(888) 788-4408

Mercy Care
https://www.mercycareaz.org/
(800) 624 3879

Steward Health Choice of Arizona
https://www.stewardhealthchoiceaz.com/
(800) 322-8670

Colorado River Indian Tribes
www.crit-nsn.gov
(928) 669-9211

Gila River Indian Community
http://www.gilariver.org/
(520) 769-3333

Navajo Nation
http://www.nndoh.org/dbhs.html
(928) 871-6235

Pascua Yaqui Tribe
www.pascuayaqui-nsn.gov
(520) 879-6000

White Mountain Apache Tribe
www.wmabhs.org
(928) 338-4811

Reaching across Arizona to provide comprehensive quality health care for those in need
For additional information concerning *Transition Age Youth*, please refer to the AHCCCS *Transition to Adulthood Practice Tool* at: [https://www.azahcccs.gov/PlansProviders/GuidesManualsPolicies/index.html](https://www.azahcccs.gov/PlansProviders/GuidesManualsPolicies/index.html) under the drop-down titled “AHCCCS Behavioral Health System Practice Tools”.

Additional resources can be found at:

- [www.mikid.org](http://www.mikid.org)
- [www.familyinvolvementcenter.org](http://www.familyinvolvementcenter.org)
- [www.raisingspecialcharskids.org](http://www.raisingspecialcharskids.org)
- [http://www.caseylifeskills.org/](http://www.caseylifeskills.org/)
- [https://www.azdes.gov/developmental_disabilities/](https://www.azdes.gov/developmental_disabilities/)
Contact Information

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Q & A Session
Thank You!!

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