

A Guide for Supervisors of Home and Community-Based Behavioral Health Treatment Services

Curriculum Blueprint

Torrey Harrison, LCSW and Michael Mitchell, LCSW

Copyright 2005, the *Behavioral Health Sciences Institute (BHSI)* and the *Department of Health and Human Services (DHHS)*. **No portion of this document may be reproduced in any form without written permission from BHSI and DHHS.** To contact BHSI, call (207) 688-4589.

Introduction

I Initial Individual Treatment Plan

II Identifying Information

III Child History

IV Child Functional Life Skills

V Child Behavioral Functioning

VI Child Social Functioning

VII Family Functioning

VIII Child Crisis Evaluation and Plan

IX Formulation

X Discharge Criteria

XI Treatment Plan

XII Progress Note

XIII Supervision

Resources

References

A Guide for Supervisors of Home/Community-Based Behavioral Health Treatment Services

offers supervisors delivering behavioral health treatment in the home ways to begin thinking about how to conduct an assessment, write discharge criteria, treatment and crisis plans and incorporate strength-based practice into behavioral health treatment services for children and families.

Course Objectives

- The supervisor is able to articulate the assumptions of strength-based practice to the Behavioral Health Professional (BHP).
- The supervisor is able to complete a strength-based assessment.
- The supervisor is able to articulate the logical connection between the assessment, discharge criteria, treatment planning and progress notes.
- The supervisor is able to write Discharge Criteria that guides the treatment.
- The supervisor is able to write an Individual Treatment Plan (ITP) that defines the service and interventions.
- The supervisor is able to write a Crisis Plan that informs effective support during a behavioral crisis.
- The supervisor will demonstrate an understanding of supervision dynamics inherent in the delivery of home and community-based behavioral health treatment services.
- The supervisor will demonstrate strategies for teaching intervention, coaching and creating a continuous learning environment within the supervisory relationship.

- I Initial Individual Treatment Plan (IITP)** – The supervisor needs to have an understanding of the function of, and benefits to, having an initial treatment plan that will direct the assessment of the child and family’s functioning and guide the initial contacts between the BHP, child, and family.

Competencies

- A** The supervisor will have an understanding of the Initial Individual Treatment Plan components.
- B** The supervisor will demonstrate the ability to write an Initial Individual Treatment Plan.

- II Identifying Information** – The supervisor needs accurate information about the child and family for licensing and billing purposes. Identifying information also provides a context for understanding the child and family and their current circumstances. The approach that is taken in the initial phase of the assessment process can set the tone for the remainder of the treatment.

Competencies

- A** The supervisor will have an understanding of using a collaborative, strengths-based approach to collecting information about the child and family.
- B** The supervisor will have an understanding of the importance of providing the BHP with accurate information about the child, family, natural supports and service.

- III Child History** – The supervisor needs to have a clear understanding of the child’s developmental history, which includes medical and educational information. This information is necessary for the development of interventions that are based on the child’s strengths and abilities. This history must be accessible and written in language that the child, family and BHP can understand. The supervisor needs to be able to support the BHP’s use of this information in the on-going development of a working alliance and implementation of interventions

Competencies

- A** The supervisor will have an understanding of the necessary components of a child’s developmental history.
- B** The supervisor will have an understanding of using a strength-based perspective when gathering the child’s developmental history.
- C** The supervisor will have an understanding of coaching strategies to support the BHP’s use of the child’s history in the development and implementation of intervention strategies.

- IV Child Functional Life Skills** – The supervisor needs to have a clear understanding of the child’s functional life skills. This information needs to be specifically connected to the presenting problem and will be used to identify the long and short-term goals. It will also be used in identifying the objectives and intervention methods. The BHP needs to have access to and understand this information. The supervisor needs to be able to support the BHP’s use of this information in the on-going development of a working alliance and implementation of interventions.

Competencies

- A** The supervisor will have an understanding of how to assess for a child’s functional life skills.
- B** The supervisor will have an understanding of using a strength-based perspective when assessing the child’s functional life skills.

C The supervisor will have an understanding of coaching strategies to support the BHP's use of the functional skills assessment in the development and implementation of intervention strategies.

V **Child Behavioral Functioning** – The supervisor needs to have a clear understanding of the child's behavioral functioning as they pertain to providing in-home support services. This information will be used to identify the long and short-term goals. It will also be used in identifying the objectives and intervention methods. The BHP needs to have access to and understand this information. The supervisor needs to be able to support the BHP's use of this information in the on-going development of a working alliance and implementation of interventions.

Competencies

- A The supervisor will have an understanding of how to assess for a child's behavioral functioning.
- B The supervisor will have an understanding of using a strength-based perspective when assessing the child's behavioral functioning.
- C The supervisor will have an understanding of coaching strategies to support the BHP's use of the behavioral functioning assessment in the development and implementation of intervention strategies.

VI **Child Social Functioning** – The supervisor needs to have a clear understanding of the child's social functioning. This information will be used to identify the long and short-term goals. It will also be used in identifying the objectives and intervention methods. The BHP needs to have access to and understand this information. The supervisor needs to be able to support the BHP's use of this information in the on-going development of a working alliance and implementation of interventions.

Competencies

- A The supervisor will have an understanding of how to assess for a child's social functioning.
- B The supervisor will have an understanding of using a strengths based perspective when assessing the child's social functioning.
- C The supervisor will have an understanding of coaching strategies to support the BHP's use of the social functioning assessment in the development and implementation of intervention strategies

VII **Family Functioning** – The supervisor needs to understand the basic areas of family functioning in the family system. The literature on family functioning identifies three primary tasks, which can be broken down into eight (8) attributes. The family's perception of how they are functioning within these attributes, and their goals for strengthening the family's functioning, will develop into resources that can address the presenting problem.

Competencies

- A The supervisor will have an understanding of the three (3) family tasks and the eight (8) attributes of healthy family functioning.
- B The supervisor will have an understanding of assessing for areas of strength within the eight (8) attributes.
- C The supervisor will demonstrate the ability to incorporate the family's goal into the child's discharge criteria, treatment plan and crisis plan.

- D The supervisor will have an understanding of strategies for supporting the BHP's work with the child and family.

VIII Child Crisis Evaluation and Plan – The supervisor needs to gain an understanding of the potential precursors of crisis situations for the child and the strategies the family uses to manage crisis. A comprehensive assessment of the safety and/or protective issues is an important mechanism for fostering a proactive approach to crisis management.

Competencies

- A The supervisor will have an understanding of how to assess for potential crisis.
- B The supervisor will demonstrate the ability to write a crisis plan.
- C The supervisor will have an understanding of using a strength-based perspective when conducting a crisis evaluation.
- D The supervisor will have an understanding of coaching strategies to support the BHP's use of the crisis plan in the development and implementation of crisis intervention strategies.

VIX Formulation – The supervisor needs to synthesize the data collected during the assessment process. The formulation makes a concise statement about the information gathered during the assessment process and how it relates to the scope of practice for the in-home behavioral health treatment. The formulation is the foundation for the discharge criteria and the treatment plan.

Competencies:

- A The supervisor will demonstrate the ability to formulate a discharge criteria and treatment plan goals that are based on the assessment.
- B The supervisor will have an understanding of how to use a team process in the formulation.
- C The supervisor will have an understanding of strategies to support the BHP's involvement in the team.

X Discharge Criteria – The Discharge Criteria establishes the end point of the services. It identifies what the child and family will be able to do when they no longer require the services. Discharge Criteria is a 'living document' and should be part of the 90-day review process.

Competencies

- A The supervisor will have an understanding of the function of the Discharge Criteria.
- B The supervisor will demonstrate the ability to write the Discharge Criteria.
- C The supervisor will have an understanding of strategies to keep the BHP focused on the Discharge Criteria.

XI Treatment Plan – The Treatment Plan is the "road map" of the treatment relationship. It is a 'living document' that dynamically expresses the collaborative work that will be done and how it evolves. It is intended to provide the supervisor and the BHP with a clear description of the goals and methods for achieving them. The plan also has a clear measure on the progress being made.

Competencies

- A The supervisor will demonstrate understanding of the components of the Treatment Plan.
- B The supervisor will demonstrate the ability to write a Treatment Plan.

C The supervisor will demonstrate understanding of strategies for assisting the BHP with interpreting and implementing the Treatment Plan.

XII Progress Note – The Progress Note is also a ‘living document’. The supervisor and BHP is responsible for maintaining an accurate record of the child and family’s involvement with the behavioral health treatment service. This is the document that reflects the chronology of the treatment progress and ideally is used interactively with the child and family to reinforce the treatment plan goals and objectives.

Competencies

A The supervisor will have an understanding of the functions of a Progress Note.

B The supervisor will have an understanding of strategies for assisting the BHP with writing objective Progress Notes.

XIII Supervision – Supervision is integral to the delivery of effective and quality service. It establishes, develops and reinforces the fundamental principles of providing the behavioral health treatment service.

Competencies

A. The supervisor will have an understanding of the MaineCare requirements for supervision.

B The supervisor will have an understanding of strategies for supervising the BHP.

C The supervisor will have an understanding of the value of maintaining a supervision log.