



ADVANCING INTEGRATED HEALTHCARE

Medicaid Recovery Behavioral Health ECHO[®]

Session Topic: Navigating Schools

Presenter(s): Anne Fartura, Katie Conti, RIPIN

Date: February 22, 2023

PLEASE NOTE: Project ECHO case consultations do not create or otherwise establish a provider-patient relationship between any clinician and any patient whose case is being presented in a project ECHO setting

Care Transformation Collaborative of RI

Start Recording

Welcome

- This session will be recorded for educational and quality improvement purposes
- Please do not provide any protected health information (PHI) during any ECHO session

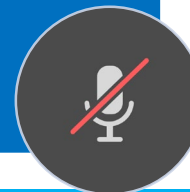
- Please turn on your video
- Please enter your name and organization in the chat box

Introduce Yourself



- Please mute your microphone when not speaking

Microphones



- Introduction
- Lecture
- Case
- Discussion
- Close

Agenda



CME Credits

(currently available for MDs, PAs, Rx, RNs, NPs, PsyD, PhD)

- CME Credits – Please request session credits when filling out the evaluation at the end of the meeting.
- Evaluation/Credit Request Form:
<https://www.surveymonkey.com/r/Medicaid-Recovery-BH-ECHO>



The AAFP has reviewed 'ECHO Series Focused on Best Practices and QI' and deemed it acceptable for AAFP credit. Term of approval is from 09/16/2022 - 09/16/2023. Physicians should claim only the credit commensurate with the extent of their participation in the activity. NPs and RNs can also receive credit through AAFP's partnership with the American Nurses Credentialing Center (ANCC) and the American Academy of Nurse Practitioners Certification Board (AANPCB).

Agenda

Time	Topic	Presenter
7:30 – 7:35 AM	Faculty Introduction	Liz
7:35 – 8:00 AM	Didactic Presentation	Katie Conti, RIPIN Anne Fartura, RIPIN
8:00 – 8:10 AM	Case Presentation	Serena Guibeau, NRI Pediatrics
8:10 – 8:25 AM	Case Discussion	Group
8:25 – 8:30 AM	Wrap up; Evaluation; Announcements	Susanne

Today's Faculty

- **Anne Fartura**, RIPIN Parent Training & Information Center Supervisor

Anne joined the RIPIN in 2010 as a Parent Involvement Coordinator and currently serves as the Peer Support Supervisor, with a focus on the area of students with disabilities transitioning from school to adulthood. She brings 22 years of personal experience to this position navigating special education and medical services for her son, who is diagnosed with autism and an intellectual disability. Anne has also navigated behavioral health and education systems on behalf of her now 19-year-old daughter.

- **Katie Conti**, RIPIN Senior Peer Support Coordinator, CCHW

Katie joined the RIPIN in 2018 as a Peer Support Coordinator with a focus on the area of students with disabilities under the age of 14. She brings over 20 years of experience in Early Childhood and her personal experience navigating supports and accommodations for her daughter with Auditory Processing Disorder.

- **Susan Donovan**, RIPIN Senior Program Director

- **Deborah Masland**, RIPIN Associate Director of Programs & Services

Disclosures

Session presenters have no financial relationships with a commercial entity producing healthcare-related products used on or by patients.

If CME credits are offered, all relevant financial relationships of those on the session planning committee have been disclosed and, if necessary, mitigated.

Learning Objectives

- Provide an overview of RIPIN's partnerships with schools and PCPs and share how practice teams can share resources
- Understand the role the PCP has in supporting children with BH needs in school, as well as successes and challenges
- Provide suggestions for positive PCP/School communications

Partnerships with Schools and PCPs

- Family Support – learning advocacy skills
- Districts will invite RIPIN to speak to staff as PD
- Partnerships with some agencies and providers
- Woonsocket School Department – Project AWARE
- Social Emotional Learning

Role of the PCP in Supporting Children with BH Needs in School

- Evaluative data and diagnosis
 - In school
 - At home
 - In community
- Language like “may benefit from” and “help to make progress with”
- Validate parent concerns and emotions
- Keep the student in focus
- Respect the different roles and rules (or laws)

Best Practices or What Has Worked Well?

- Trauma example
- Restraint examples
- Partnership vs. “fighting”
- “Advocacy is not being contentious”

Challenges

- Negative comments/adversarial comments about school/doctor can undermine trust
- Don't start with a Placement as a destination
- Expectations
- HIPAA & FERPA
- What is RIPIN hearing frequently?
 - Overuse of discipline and exclusion
 - Trauma and lack of trauma informed care

Suggestions for Positive PCP/School Communication

- Utilizing Nurse Case Managers as “gatekeepers”
- Health plans
- School nurses included in PCP practice information sharing
- To the extent possible, attendance (even virtual) at meetings

Contact Information

- RIPIN
- (401)270-0101
- Website: www.ripin.org
- Email: info@ripin.org
- Resources: www.ripin.org/resources
- Webinars: www.ripin.org/webinars



ADVANCING INTEGRATED HEALTHCARE

Medicaid Recovery Behavioral Health ECHO[®] Case Presentation – Navigating Schools

Presenters: Serena Guibeau, NRI Pediatrics

Date: February 22, 2023

Contact Info: serena@nripediatrics.com

PLEASE NOTE: Project ECHO case consultations do not create or otherwise establish a provider-patient relationship between any clinician and any patient whose case is being presented in a project ECHO setting

Care Transformation Collaborative of RI

Stop Recording

Reasons for Selecting this Case

Do Not Include PHI

Why did you choose this case?	<p><i>I spent > 60 hours on case management/educational advocacy with this family</i></p> <p><i>Positive outcome, but we can't do this for every child in this situation</i></p>
What questions do you have for the group?	<p><i>Could I have still been successful without the hours I put in for this one family?</i></p> <p><i>How do other groups follow educational situations when there are so many barriers? Ex: When we lost this family to follow up I couldn't even get a school to confirm that she was still a student at their school.</i></p>

Basic Patient and Family Information

Do Not Include PHI

Age / Grade	17 10 th grade
Gender Identity	Female
Race/Ethnicity	Caucasian
How long has this individual been in your care?	6/2020 - came to us at age 14 after being placed with 20 year old sister from out of state
Insurance type (Commercial, Medicaid, Uninsured, Other)	Medicaid
Family constellation	Lives with older sister, age 20, nephew, age 2, and sister's boyfriend Fa deceased; Mo incarcerated
Parents' occupation(s) if known	Sister/Guardian – retail "Uncle" - management

Relevant History

Do Not Include PHI

Family/patient history	<p><i>Multiple SDOH in family: Sister’s drug use during pregnancy and methadone baby (many services for child/ EI), housing, financial struggles, transportation</i></p> <p><i>For Pt: h/o depression, seemed “withdrawn” and was “behind in school”; when she was living with mom there was a h/o of truancy, limited supervision.</i></p> <p><i>No psych evaluation, no formal diagnoses</i></p>
Any medical concerns?	<p><i>No, physically healthy</i></p>

Timeline of NRI Peds intervention/advocacy

*Placed in Woonsocket public school system 2020 (COVID, remote learning)

*Missed 62 days of school in 2021

*No formal dx, had a 504 plan for accommodations/extra help; school evaluations showed delays, reading and comprehension at 3rd grade level, math at 2nd grade level

*Lost to follow up for 9 months during COVID was able to re locate with help of DCYF/police because nephew fell behind on WCVs and EI was also concerned.

*Referral for psych eval (Gershon Associates) - *Psych evaluation resulted in formal Dx: LD/dyslexia with processing problems, ADHD , global delay (?), depression, PTSD*

* Releases to school – took a long time

* Finally scheduled IEP meetings – cx'd by school x2

* 3rd meeting was scheduled and I attended, requested superintendent to be present, school had not followed up with re evaluations and testing in 8 months. Truancy was involved. Pt was falling through the cracks/lost in the system

*I advocated for a transfer out of district, with RIPIN's help, to Lincoln

Timeline of NRI Peds intervention/advocacy

NOW:

- * At LHS, with IEP, many services and supports
- * In 12 months has missed 6 days of school, gone up 5 grade levels in reading and comprehension and making gains with math. Plugged into Social work at school for support.
- * On Concerta/Lexapro with good effect
- * At CCA for therapy and med management
- * The patient now has a goal for a bridge program next year with hopes for graduation
- * Reports that she feels much better and is “loving school”

Other Family/Patient Strengths

Do Not Include PHI

*I have gained much support and trust from the family, who I feel had a huge wall up and felt judged

* Guardian's boyfriend "uncle" huge help with meetings, appointments and has taken some stress off of his partner.

What did it take to achieve this outcome?

Do Not Include PHI

Lots of patience and understanding,

Multiple hours and follow up emails, telephone calls, IEP meetings, text messages during Covid.

Advocacy for keeping appointments, completing necessary paper work to move forward with treatments

Resources used for this family: DCYF, RIPIN, CCA, Gershon associates.

Summary & Clarifying Questions



Reasons for Selecting this Case

Do Not Include PHI

Why did you choose this case?	<p><i>I spent > 60 hours on case management/educational advocacy with this family</i></p> <p><i>Positive outcome, but we can't do this for every child in this situation</i></p>
What questions do you have for the group?	<p><i>Could I have still been successful without the hours I put in for this one family?</i></p> <p><i>How do other groups follow educational situations when there are so many barriers? Ex: When we lost this family to follow up I couldn't even get a school to confirm that she was still a student at their school.</i></p>

CME Credits

(currently available for MDs, PAs, Rx, RNs, NPs, PsyD, PhD)

- **Please provide us your feedback!**
- Evaluation/Credit Request Form:
<https://www.surveymonkey.com/r/Medicaid-Recovery-BH-ECHO>
- Please request CME credits when filling out the evaluation at the end of the meeting



The AAFP has reviewed 'ECHO Series Focused on Best Practices and QI' and deemed it acceptable for AAFP credit. Term of approval is from 09/16/2022 - 09/16/2023. Physicians should claim only the credit commensurate with the extent of their participation in the activity. NPs and RNs can also receive credit through AAFP's partnership with the American Nurses Credentialing Center (ANCC) and the American Academy of Nurse Practitioners Certification Board (AANPCB).

Announcements

Next Session: **March 23, 2023, 7:30-8:30AM**

Topic: **School Avoidance**

Presenter: **Sarah Hagin, PhD**

Case Presentation: **Smithfield Pediatrics**

