



## Mental Health Services

This section of the Protocol contains a list of **Compliance Questions** that identify Head Start (HS) program requirements against which each question is designed to monitor compliance. Reviewers assigned to this section must answer all of the Compliance Questions, but only after collecting and analyzing sufficient information to make well-informed decisions. Responses to each Compliance Questions must be substantiated with details from extensive interviews, document reviews, and/or observations.

**Targeted Questions** following the Compliance Questions will help lead reviewers to the right people, documents, and observations from which to gather information. These questions reflect the minimum evidence gathering requirements to address the Compliance Questions. Responses to Compliance Questions are not limited to the interviews, document reviews, and observations outlined in the Protocol's Targeted Questions, so long as additional sources are necessary to answer the Compliance Question. The onsite review should cover all program options provided by the grantee and delegate as well as childcare partnerships and family child care homes.

For each Compliance Question, reviewers must document and describe detailed evidence collected through the Guides and Checklists. Guides are organized by type of interviewee, type of document to be reviewed, or type of observation to be conducted. For example, when interviewing a parent, all Targeted Questions for parents, regardless of where they reside in the protocol, will be listed on the Parent Interview Guide, organized by key topic area (e.g., Communication with Families). The Guides are the area where reviewers will document all of their Notes, which form the foundation for understanding grantee compliance, and, when appropriate, become the basis for preliminary areas of noncompliance. For all evidence collected, reviewers should provide sufficient context to support the conclusions drawn, including the number of documents reviewed, people interviewed, and observations made. In the Monitoring Software, all Notes collected through the Guides are attached to the standards listed with each Targeted or Compliance Question.

The Mental Health Services section of the Protocol is divided into three subsections:

- Staff Qualifications - Mental Health
- Implementation of Mental Health Services
- Management Systems Analysis



**Mental Health Services Question 1A**

Has the program hired staff or consultants as content area experts to oversee mental health services who are licensed or certified mental health professionals with experience and expertise in serving young children and their families?

1304.52(d)(4)

**Targeted Question for Mental Health Services Question 1A**

Interview: Mental Health Coordinator (Staff Qualifications and Expertise)

- Are you a licensed or certified mental health professional? If not, does the program have a contract with a licensed or certified mental health professional who supports the provision of mental health services?
- Describe your training or experience related to serving young children and their families. If you are not the content area expert, describe the training or experience of the person who provides this expertise for the program.
- Describe how you provide the program with regularly scheduled, ongoing expertise and oversight in the area of mental health services. If you are not the content area expert, does someone support you in this area and how?

Staff Files: Mental Health Content Area Expert (Staff Qualifications and Expertise)

- List the mental health content area expert's training, experience, and qualifications. Document the accrediting body for the license or certification.



<b>Mental Health Services Question 2A</b>	
Does the program collaborate with parents on issues related to parent education on child mental health?	
	PDM5B, 1304.24(a)(1)(i), 1304.24(a)(1)(ii), 1304.24(a)(1)(iii), 1304.24(a)(1)(iv)

**Targeted Question for Mental Health Services Question 2A**

Interview: Parent (Parent Involvement)

- How does the program educate you about your child's appropriate behavior? Does the program offer feedback on how to respond to your child's behavior?  
1304.24(a)(1)(iii)

Interview: Parent (Child Assessments)

- How do program staff learn about your observations and concerns about your child's mental health?  
1304.24(a)(1)(i)

Interview: ECD Coordinator and Mental Health Coordinator (Parent Involvement)

- How do you share staff observations with parents and help parents understand child development and their child's behavior?  
1304.24(a)(1)(ii)  
*Asked by: ECD and ISR I*
- How do you educate parents about appropriate behaviors and varying individual temperaments? How do you educate parents and staff on appropriate responses to child behaviors?  
1304.24(a)(1)(iii)  
*Asked by: ECD and ISR I*

Interview: Mental Health Coordinator and ECD Coordinator (Parent Involvement)

- How do you help parents understand how to strengthen home environments to support and nurture child development?  
1304.24(a)(1)(iv)  
*Asked by: ISR I and ECD*

Interview: Teacher, Family Child Care Provider, Mental Health Coordinator, and Home Visitor (Parent Involvement)

- How do you solicit parents' information, observations, and concerns about their children's mental health?  
1304.24(a)(1)(i)  
*Asked by: ECD and ISR I*



**Mental Health Services Question 2B**

Does onsite mental health consultation involve training and education on how to design and implement program practices responsive to the behavioral and mental health concerns of an individual child or group of children?

1304.24(a)(3)(i)

**Targeted Question for Mental Health Services Question 2B**

*Interview: Mental Health Coordinator (Identifying Mental Health Concerns)*

- How do you learn about a teacher's concerns about children's behavior and mental health? What do you do to help teachers through this process?

*Interview: Mental Health Coordinator (Addressing Mental Health Concerns)*

- Have you helped design practices responsive to behavioral and mental health concerns you have about a child or group of children?  
1304.24(a)(3)(i)
- Can you share examples of working with staff and parents to implement program practices that respond to behavioral and mental health concerns about an individual child or group of children? Review available documents to verify.

*Interview: Teacher, Family Child Care Provider, and Home Visitor (Staff Coordination)*

- How do you convey your need for support in ensuring that children's health, mental health, and special needs are met? How are your needs for such support met?  
*Asked by: ECD*



**Mental Health Services Question 2C**

Does the certified or licensed mental health professional have a schedule that enables timely, effective identification of and intervention in family and staff concerns about a child?

*Note: This compliance question does not focus on whether a mental health professional is in the classroom.*

1304.24(a)(2),  
1304.24(a)(3)(iii)

**Targeted Question for Mental Health Services Question 2C**

Interview: Disabilities Coordinator (Staff Coordination)

- Has coordination with mental health services helped teachers identify mental health problems, such as depression, withdrawal, anxiety, or abuse, for a child with disabilities? If so, what were the circumstances? May I see your notes, meeting minutes or other documentation of your coordination with mental health services?

*Applies to: Programs serving preschool-age children*

Interview: Health Coordinator (Screenings)

- Do you obtain guidance from the mental health or child development specialist on how to use screening findings? How do you receive information? How do you use this information?

HEA2C, 1304.20(b)(2)

*Asked by: ISR II*

Interview: Mental Health Coordinator (Implementing Mental Health Services)

- How often do you visit each setting? How is the schedule implemented across all program options? How do you define "regular schedule"?

Interview: Mental Health Coordinator (Identifying Mental Health Concerns)

- What role do you play in the program's efforts to conduct screening to identify children who might require formal evaluation of behavioral and social-emotional concerns?
- Describe your process for identifying staff or family mental health concerns about a child? How do you coordinate with teachers, family child care providers and home visitors? Can you share an example of a referral made this year and its resolution?

1304.24(a)(2)

Interview: Mental Health Coordinator (Addressing Mental Health Concerns)

- When a concern about a child is identified, what is your process for addressing that concern? How do you know when it is time to intervene?

Document Review: Contract or Memorandum of Agreement with Mental Health Consultant

- Review the contract or Memorandum of Agreement (MOA) with the mental health consultant to determine the schedule and services expected.



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Document Review: Community Assessment Summary

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- Review the Community Assessment Summary completed by the Program Design and Management Reviewer. Based on your review, consider the types of services parents are requesting and the population demographics (i.e., types of services people in the community typically use). Given that information and your understanding of the program, has the program established the appropriate frequency of visits to assess mental health concerns?  
MH3A



**Mental Health Services Question 3A**

This section lists a series of targeted questions not linked to a performance standard at the service area level. These questions are designed to contribute to a comprehensive analysis of the program’s management systems. Accordingly, these questions appear in each protocol section and are completed for each service area to provide insight into how key management systems function with relationship to each service area.

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**Targeted Question for Mental Health Services Question 3A**

*Interview: Mental Health Coordinator (Ongoing Monitoring and Oversight)*

- How do you monitor delivery of the program's mental health services and the program's compliance with all Federal regulations?
- Show me the documents, systems and reports used in the implementation of the ongoing monitoring of mental health services.
- What do you do if you detect problems or weaknesses with the program's mental health services?

*Interview: Mental Health Coordinator (Program Planning)*

- Describe how information from the annual self assessment is incorporated into your program planning and implementation.
- Describe how information from the community assessment (and its updates) is incorporated into your program planning and implementation.

*Document Review: Community Assessment Summary*

- Review the Community Assessment Summary completed by the Program Design and Management Reviewer. Based on your review, consider the types of services parents are requesting and the population demographics (i.e., types of services people in the community typically use). Given that information and your understanding of the program, has the program established the appropriate frequency of visits to assess mental health concerns?  
MH2C

*Summary Analysis: Overall Service Summary*

- Summarize your general impressions of the program’s delivery of mental health services. The summary should describe what the program does well, which areas need improvement, and your overall level of confidence in the program’s provision of mental health services. Your summary should not directly reiterate the strengths and findings you identified through implementation of the protocol but, rather, should reflect your overall analysis and impressions of the program’s effectiveness in providing mental health services.

*Summary Analysis: Communication among Staff*

- Summarize whether the program has effective two-way communication between Mental Health staff and staff in other service areas. Your summary should provide examples of why you consider the communication between the program’s staff to be effective or ineffective. Your summary might reflect a potential program strength, a concern, or general compliance.



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Summary Analysis: Communication with Parents

- Summarize whether the program has effective two-way communication between Mental Health staff and parents. Your summary should provide examples of why you consider the communication between the program's staff and parents to be effective or ineffective. Your summary might reflect a potential program strength, a concern, or general compliance.

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Summary Analysis: Ongoing Monitoring

- Summarize the program's process for ongoing monitoring of Mental Health services. A comprehensive explanation of this system should include a description of each of the following:
  - Monitoring measures, tools or instruments, materials and procedures
  - Staff responsibilities for ongoing monitoring of their respective service areas
  - How the program analyzes and documents progress toward achieving program goals and complying with performance requirements
  - How follow up occurs for findings or problems identified through data collection, and how these findings are corrected and documented.This summary should help all team members understand the effectiveness or ineffectiveness of Mental Health services. Your summary might reflect a potential program strength, a concern, or general compliance.

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Summary Analysis: Planning

- Review the Mental Health Services area's written plans so you understand the goals the program intends to achieve and the strategies the program plans to use to accomplish its goals. Summarize the program's progress in implementing its plans and achieving its defined goals. Your summary might reflect a potential program strength, a concern, or general compliance.

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Summary Analysis: Record-Keeping

- Summarize whether the program is effective in keeping up to date and accurate Mental Health records. Your summary should provide examples of why you consider the program's record-keeping system to be effective or ineffective. Your summary might reflect a potential program strength, a concern, or general compliance.

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Summary Analysis: Service Specific Strengths

- Summarize program strengths noted in mental health services. Describe any practices that were found to be new or innovative and had a positive impact that helped the grantee overcome challenges and provided greater/improved service quality or surpassed established performance indicators. Some examples of broad categories of program strengths include (but are not limited to):
  - Collaborations with local/community-based services
  - Exemplary fiscal practices to ensure the safeguarding of Federal dollars
  - Highly successful efforts to address and improve school readiness
  - Expansion of the program and increased accessibility
  - Extraordinary accommodations for children/families (e.g., children with disabilities)
  - Innovative program design and managementDo not include strengths that will contradict any PANCs identified on this review.