

Children's Behavioral Health
C.A.R.E.S. Class: EXPECTATIONS



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Welcome & Introduction

❖ **Group Commitments**

- Confidentiality and Respect

❖ **Please Share Briefly**

- Your name
- Name and age of your child
- A *brief* description of what is going on with your child



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Children's Behavioral Health Overview

Every patient comes to us struggling with *something*. Many of our patients have difficulty managing strong emotions.

- ❖ Our unit is an *acute crisis stabilization unit*.
- ❖ For most patients, inpatient *treatment is brief*.
- ❖ At discharge, your child *may continue to struggle* with the behaviors that led to admission.



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C.A.R.E.S. Overview

Caregiver **A**dvocacy, **R**esources, **E**ducation, & **S**upport

Our Goals:

- ❖ We **educate** caregivers – providing information about your child’s treatment interventions.
- ❖ We **equip** caregivers – teaching skills and tools for caregivers to continue to care for and help your child.
- ❖ We **empower** caregivers – connecting you with resources and services to help you after discharge.



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Expectations Class Overview

This class provides information to help you *understand and manage expectations related to your child’s treatment.*



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Expectations Class Overview

What we’ll review today:

- ❖ Your Child’s Treatment Process → What You Can Expect
- ❖ Your Participation → What We Expect
- ❖ Your Child’s Return Home & to School → Being Prepared by Having Realistic Expectations



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Expectations Class Overview

Handouts:

- ❖ Treatment Team Members
- ❖ Milieu Schedule
- ❖ C.A.R.E.S. Schedule & Return Home Checklist
- ❖ School Re-Entry Planning Worksheet
- ❖ Printout of this presentation to take notes if desired



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What You Can Expect About YOUR CHILD'S TREATMENT



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Treatment Team





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Treatment Team

- ❖ **Psychiatrist**
 - A Medical Doctor who advanced training in child and adolescent psychiatry
 - Responsible for overall treatment program; leads treatment team
 - Provides a diagnosis, prescribes medications, provides broad range of therapies
- ❖ **Primary Therapist**
 - Licensed behavioral health clinician
 - Primary point of contact for families
 - Provides therapy sessions (individual, group, family)
 - Coordinates patient care with other agencies, providers, and schools and arranges follow-up appointments with outpatient providers prior to discharge
- ❖ **Ancillary Services**
 - Includes Occupational Therapist, Art Therapist, Recreational Therapist, Psychologist
 - Provides group and individual sessions that focus on positive coping skills, positive social interaction, communication skills, anger/stress management, improving self-esteem, learning life skills and healthy routines



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Treatment Team

- ❖ **Nursing Staff (RN, LPN)**
 - Perform daily patient assessments and contribute to development of treatment plan
 - Administer medication and provide medication education
 - Available to provide updates to caregivers via phone & in-person (visiting hours)
- ❖ **Behavioral Interventionists (BI) and Behavioral Associates (BA)**
 - Provide 24/7 direct supervision and daily care
 - Facilitate the therapeutic milieu
 - Promote wellbeing and safety on the unit



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Treatment Team

- ❖ **Family & Child Services**
 - *Sunshine School Teacher*: serves the school needs of patients during hospitalization
 - *Child Life Specialist*: provides activities and support to help patients cope
 - *Pastoral Care Chaplain*: offers spiritual support to both patients and families
- ❖ **Case Manager**
 - Assists Treatment Team in coordinating patient care, identifying resources for families, and discharge planning
 - Provides follow-up phone call to families after patient is discharged
- ❖ **Family Care Coordinator**
 - Coordinates Family/Caregiver participation in treatment process
 - Serves as additional point of contact between Family/Caregiver and Treatment Team



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Therapeutic Milieu

- ❖ **“Therapeutic Milieu” defined:**
 - Physical, social, and therapeutic environment on our unit
- ❖ **Purposeful and intentional activities and groups**
 - Individual Therapy
 - Group Activities
- ❖ **Philosophy**
 - Respect Self
 - Respect Others
 - Respect Community



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Weekday Schedule

6:30am	Wake up, get ready for the day
7:30am	Breakfast
8:30am-11:30am	Individual session with Psychiatrist, individual and group therapy, group activities, student enrichment, individual assessments
11:30am	Lunch
12:30pm-4:30pm	Individual session with Psychiatrist, individual and group therapy, group activities, student enrichment, individual assessments
4:30pm	Dinner
5:15pm-6:30pm	Visiting Hours (<i>Monday-Friday</i>)
6:30pm	Free time, evening groups and activities, shower, self-care and relaxation time
9:00pm	Bedtime

*Weekend (Saturday & Sunday) and Holiday schedules vary, with visiting hours being 2pm-4pm.



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Focus of Treatment

- ❖ **Safety and Stabilization**
 - Our primary goal is to provide for the safety and stabilization of all our patients
 - Interventions used by staff:
 - Verbal De-escalation and Diversion
 - PRN (“when necessary”) Medications
 - Seclusion
 - Nonviolent Crisis Intervention



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Focus of Treatment

- ❖ **Coping Skills**
 - Your child will learn new ways of coping with his or her triggers and strong emotions
 - We all experience **triggers**: *things that make us feel mad, sad, and/or upset*
 - These triggers lead to strong emotions can result in **negative coping skills**: *unhealthy and unsafe behaviors*
 - We all have to learn and use **positive coping skills**: *healthy behaviors that allow us to tolerate our triggers and control our strong emotions*
- ❖ **Medication**
 - Your child may need medication to help address signs and symptoms he/she is experiencing



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Your Child's Response

A Normal Progression



"I don't need to be here."	"I'll comply if it means I can go home."	"I understand the value of learning new coping skills."
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Pause & Check-In

- ❖ This ends the Treatment Expectations portion.
- ❖ We want you to be fully aware of and understand what your child will experience while on the inpatient unit.
- ❖ This awareness and understanding will help you maximize your participation in your child's treatment.

Questions about the Treatment Process?



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What We Expect About

YOUR PARTICIPATION



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Your Participation is Vital

- ❖ YOU are the expert on your child; we simply want to help you maximize your caregiving role
- ❖ Mental health treatment outcomes are drastically improved when families/caregivers are active participants in the treatment process
- ❖ Your child's stay here will be brief; their long-term progress will be influenced by your awareness and involvement



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Your Participation is Vital

- ❖ C.A.R.E.S. Inpatient Classes
 - Expectations
 - Safety
- ❖ Family Meetings with Primary Therapist
 - One or two during your child's hospitalization, depending on need
- ❖ C.A.R.E.S. Planning Sessions
 - Crisis Prevention Planning, School Re-Entry Planning
- ❖ C.A.R.E.S. Support Group
 - Thursdays, 4pm-5pm
- ❖ Daily Visiting Hours



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Your Participation is Vital

❖ **Helping Your Child/Teen**

- Acknowledge your child's distress
- Make your child comfortable
- Plan visits and transitions
- Discuss treatment decisions with your child



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Your Participation is Vital

❖ **Helping Yourself and Your Family**

- Prioritize
- Accept help
- Schedule special time
- Talk with someone you trust



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Pause & Check-In

❖ This ends the Your Participation portion.

❖ We want you to be fully aware of and understand how you can be an active participant in your child's treatment.

❖ This participation will help you maximize your caregiving role and manage your expectations upon discharge.

Questions about Your Participation?



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Being Prepared by Having Realistic Expectations About

YOUR CHILD'S RETURN HOME



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What NOT to Expect

It is unrealistic to expect your child/teen to return home *completely free from the challenges* that brought him/her to the hospital.



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WHY???

Understanding Mental Illness:

- ❖ **Mental Illness can be chronic**
 - Treatment is effective, but challenge is still present.
- ❖ **Mental Illness affects the person's entire life:**
 - Thoughts, emotions, behaviors, relationships, family, recreation, school, work
- ❖ **Living with Mental Illness requires an adjustment to a "new normal"**
 - Not only for the individual, but also for the family



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What You Can Expect

- ❖ Implement your Home Safety Plan and Crisis Prevention Plan
 - Developed during and after Safety Class
- ❖ Ongoing need to Identify Triggers and Warning Signs
 - TRIGGERS that lead to negative or troublesome feelings and behaviors
 - WARNING SIGNS that signal a situation is headed in a negative direction and warrants intervention
- ❖ Ongoing need to Utilize Coping Skills, Actions, and Others
 - COPING SKILLS that children/teens can use to help themselves
 - ACTIONS that parents/caregivers can take to help support the child/teen
 - OTHERS that can be called upon to help manage the situation, if need be



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What You Can Expect

- ❖ Outpatient follow up is Critical
 - Medication Management
 - Therapy/Counseling
 - Compliance is Crucial!
 - Follow-up appointments
 - Taking all medications as prescribed



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Pause & Check-In

- ❖ This ends the Expectations for Returning Home portion.
- ❖ We want you to have realistic expectations and be as prepared as possible to care for your child upon discharge.

Questions about Return Home Expectations?



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Being Prepared by Having Realistic Expectations About

YOUR CHILD'S RETURN TO SCHOOL




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What You Can Expect

- ❖ **Mental Illness affects your child's school experience and performance**
 - Relationships, interactions, participation, etc.
 - Assignments, tests, grades, etc.
- ❖ **Your child may have difficulty knowing what to say to peers and/or teachers about where he/she has been**
 - Fear of judgment, rejection, stigma
- ❖ **You must take the initiative in getting your child the help and services he/she needs to succeed**
 - Be informed of your child's rights related to education




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How You Can Respond

- ❖ **Help your child prepare**
 - Talk with your child about what to say to peers/teachers
 - Help your child adjust his/her own expectations about performance
- ❖ **Know your child's rights (and what to request)**
 - Individualized Educational Plan (IEP)
 - 504 Plan
 - Implementation, Monitoring, Follow Up
 - All correspondence with school should be in writing
- ❖ **Re-Entry Plan**
 - Work with Sunshine School Teacher to develop this before discharge




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Re-Entry Expectations

- ❖ **Participate in developing the Re-Entry Plan**
 - You and your child will work together with the Sunshine School Teacher
 - Re-Entry planning worksheet to prepare for this session
- ❖ **Identify a safe person within the school**
 - Who does your child trust and consider to be a safe person he or she can go to at school?
- ❖ **Weekly "check-ins" from the school counselor/safe person**
 - As part of the Re-Entry plan and to ensure safety



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WRAP UP



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Resources and Handouts

- **Resources:**
 - PIRC: 205-638-PIRC (7472)
 - C.A.R.E.S. Support Group – Thursdays 4:00pm-5:00pm
 - AL Disabilities Advocacy Program: adap.ua.edu
 - NAMI Alabama: www.namialabama.org
 - 2-1-1 Connects Alabama: www.211connectsalabama.org
- **Handouts:**
 - Treatment Team Members
 - Milieu Schedule
 - C.A.R.E.S. Schedule & Return Home Checklist
 - School Re-Entry Planning Worksheet
 - Counseling Services & Resources Card
 - Printout of this presentation



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Next Steps

- ❖ Any questions or concerns that we can escalate to your Treatment Team?
- ❖ Have you signed up for your Safety Class?
 - If not, do so now.
- ❖ Do you need to meet individually with a Sunshine School Teacher?
 - If so, confirm timing now.



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THANK YOU

Questions or Comments?



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