

Maryland Behavioral Health Integration in Pediatric Primary Care (MD BHIPP)

Tuesday, June 21st, 2022

Types of Mental Health Evaluations and When to Recommend Them

Antonia Girard, PsyD, BCBA, LBA



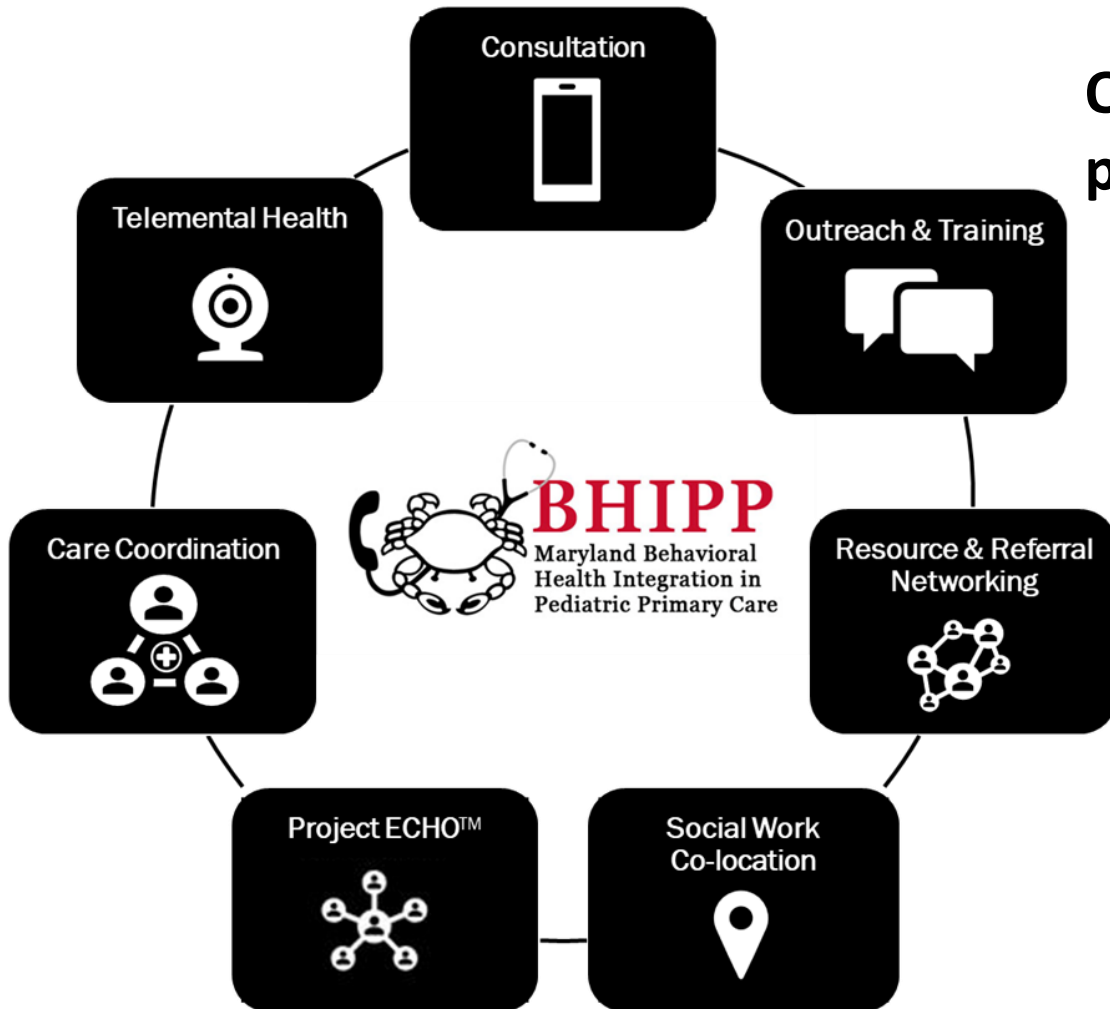
Maryland BHIPP Resilience Break Presentation

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Who We Are – Maryland BHIPP



Offering support to pediatric primary care providers through free:

- Telephone consultation (855-MD-BHIPP)
- Resource & referral support
- Training & education
- Regionally specific social work co-location (Salisbury University and Morgan State University)
- Project ECHO®
- Direct Telespsychiatry & Telecounseling Services
- Care coordination

Partners & Funding

- BHIPP is supported by funding from the **Maryland Department of Health, Behavioral Health Administration** and operates as a collaboration between the **University of Maryland School of Medicine**, the **Johns Hopkins University School of Medicine**, **Salisbury University** and **Morgan State University**.
- *This program is supported by the **Health Resources and Services Administration (HRSA)** of the U.S. Department of Health and Human Services (HHS) as part of an award totaling \$433,296 with approximately 20% financed by non-governmental sources. The contents of this presentation are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by HRSA, HHS or the U.S. Government. For more information, visit www.hrsa.gov.*



BHIPP is Available to Provide Support to PCPs During the Pandemic



BHIPP is open.

The BHIPP phone line remains open during this challenging time to support primary care clinicians in assessing and managing the mental health needs of their patients.

1-855-MD-BHIPP
(1-855-632-4477)

www.mdbhipp.org



Ways to Connect:

- Visit our COVID-19 Resource Page:
www.mdbhipp.org
- Sign up for our newsletter:
<https://mdbhipp.org/contact.html>
- Follow us on Facebook:
<https://www.facebook.com/MDBHIPP/>
- Follow us on Twitter:
<https://twitter.com/MDBHIPP>



Meet The Presenter



Antonia Girard, PsyD, BCBA, LBA is an Assistant Professor and Licensed Psychologist within the Division of Child and Adolescent Psychiatry at the University of Maryland School of Medicine. She graduated from Nova Southeastern University in Ft. Lauderdale, FL in 2014 and completed her postdoctoral fellowship at Mt. Washington Pediatric Hospital in Baltimore, MD. During her time there following her fellowship she developed an Early Intervention Program and psychology's role within multidisciplinary pediatric clinics.

She currently conducts psychological evaluations through the Center for Infant Study and the Maryland BHIPP TAP and supervises HealthySteps specialists (early childhood development experts) embedded in pediatric primary care and family medicine practices.



Disclosures

- Dr. Girard has no potential conflicts of interest
- Faculty at the University of Maryland School of Medicine

Learning Objectives

- Determine when to refer patients for psychological evaluations
- Differentiate between 3 types of evaluations and appropriate referrals for each
- Discuss how testing results can inform treatment and school supports



Evaluation Referrals

Surveillance and Screening

- Screening is the first step in getting children the support or services needed
- Continuum from developmental guidance and watchful waiting to referral for assessment and treatment



Screening and Assessment

- If screener is positive, does not mean child will receive a diagnosis
- If screens normally, but still have worries, refer for further evaluation
- A full evaluation is needed for diagnosis
 - Observation
 - Detailed history
 - Test administration

Types of Evaluations

Psycho-Educational Evaluations

- Academic level and achievement
- Learning and intellectual disabilities

Psychological Evaluations

- Developmental disabilities (ASD, Intellectual Disability)
- Language skills
- Executive functioning
- Behavioral and emotional concerns
- Personality Disorders

Neuropsychological Evaluations

- Assessment of skills and abilities related to brain function
- Executive functioning
- Memory
- Language
- IQ
- Visual-Spatial

Psycho-Educational Evaluations

- Administered by school psychologists (either doctoral degree or master's + graduate certificate)
- Typical measures include:
 - IQ test
 - Achievement test
 - Behavior rating scales completed by parents & teachers
- Testing results in an EDUCATIONAL diagnosis
 - This is different than a MEDICAL diagnosis
 - Used to inform IEP coding and school accommodations
 - Qualifies for SSI benefits with intellectual disability, learning disabilities, and borderline intellectual functioning **ONLY**



IEP Disability Coding Categories

Intellectual
Disability

Hearing
Impairment

Deafness

Speech or
Language
Impairment

Visual
Impairment

Emotional
Disability

Orthopedic
Impairment

Other Health
Impairment

Specific
Learning
Disability

Multiple
Disabilities

Deaf-Blindness

Traumatic
Brain Injury

Autism

Developmental
Delay

Psychological Evaluations

- Administered by clinical psychologists
- Typical Measures Include:
 - IQ tests
 - Social/emotional/behavioral measures
 - Personality assessments
 - Achievement tests
 - Language
 - Executive function
- Testing Results in a MEDICAL diagnosis
 - Required to qualify for certain services (e.g., ABA therapy)
 - Required for SSI
- Include recommendations for community-based supports & school accommodations
- Can inform medication management



Neuropsychological Evaluations

- Administered by neuropsychologists
- Typical Measures Include:
 - IQ tests
 - Language
 - Executive function
 - Learning/memory
 - personality
- Determine whether specific areas of the brain are responsible for current functioning
 - E.g., after brain injuries
- Testing results in a MEDICAL diagnosis
- Include recommendations for community-based supports & school accommodations
- Can inform medication management



Referral Guidelines

Psycho-Educational	Psychological	Neuropsychological
<ul style="list-style-type: none">Presenting concern is related to academics/learning disability	<ul style="list-style-type: none">Cognitive/developmental concernsAutism spectrum disorderMood disorders (anxiety, depression)Behavior disorders (e.g., ODD)TraumaGiftedness	<ul style="list-style-type: none">Cognitive/developmental concerns are presentIn addition to a known medical, genetic, developmental condition or brain dysfunction is suspected cause of cognitive/behavioral difficultiesExamples: TBI, genetic disorders, epilepsy, tumors, leukemia, stroke, CNS infection, hydrocephalus, congenital heart disease, history of prematurity

Navigating Maryland Infants and Toddlers Program and IEP's



Maryland Infants and Toddlers Program (MITP)

- Part C system of Individuals with Disabilities Education Act (IDEA)
- Provides early intervention services to children with disabilities from birth to age 3 at no cost to families
- Eligibility requirements
 - Delay of 25% or more in development or is developing in an “atypical” way in comparison to most same-aged peers
 - Diagnosed condition that is likely to affect development (e.g., genetic disorder, deafness, blindness)



How to initiate MITP Services

- Submit a referral to the local MITP
 - Can be submitted by primary care provider, parent, childcare provider, etc.
 - Referrals can be submitted online via <https://referral.mditp.org/Referral.html>, phone or fax by referencing the MITP Physician's Guide (https://health.maryland.gov/mmcp/epsdt/healthykids/AddendumSection5/Sec_5_Adden_Local_Infants_Toddlers_2009.pdf)
- MITP has **45 days** from the date of the referral to complete a functional child and family assessment and develop an Individualized Family Service Plan (IFSP).



MITP Contact List

- **Allegany County** (PH) 301-689-0466 (Fax) 301-689-3834
- **Anne Arundel County** (PH) 410-222-6911 (Fax) 410-222-6916
- **Baltimore City** (PH) 410-396-1666 (Fax) 410-547-8292
- **Baltimore County** (PH) 410-887-2169 (Fax) 410-339-3946
- **Calvert County** (PH) 410-535-7380 (Fax) 410-535-7383
- **Caroline County** (PH) 410-479-3246 (Fax) 410-479-0108
- **Carroll County** (PH) 410-876-4437, x277 (Fax) 410-479-0108
- **Cecil County** (PH) 410-996-5444 (Fax) 410-996-5454
- **Charles County** (PH) 301-609-6808 (Fax) 301-609-6691
- **Dorchester County** (PH) 410-221-2111, x1023 (Fax) 410-221-5215
- **Frederick County** (PH) 301-600-1612 (Fax) 301-600-3280
- **Garrett County** (PH) 301-334-1189 (Fax) 301-334-1893
- **Harford County** (PH) 410-638-3823 (Fax) 410-638-3825
- **Howard County** (PH) 410-313-7017 (Fax) 410-313-7103
- **Kent County** (PH) 410-778-7919 (Fax) 410-778-6193
- **Montgomery County** (PH) 240-777-3997 (Fax) 240-777-3132
- **Prince George's County** (PH) 301-265-8415 (Fax) 301-883-3907
- **Queen Anne's County** (PH) 410-758-0720, x4456 (Fax) 410-827-4548
- **Somerset County** (PH) 410-651-1485 (Fax) 410-651-2931
- **St. Mary's County** (PH) 301-475-4393 (Fax) 301-475-4350
- **Talbot County** (PH) 410-820-0319 (Fax) 410-822-9508
- **Washington County** (PH) 301-766-8217 (Fax) 301-791-6716
- **Wicomico County** (PH) 410-677-5250 (Fax) 410-677-5817
- **Worcester County** (PH) 410-632-5033 (Fax) 410-632-3867



Individualized Family Service Plan (IFSP)

- Developed following a child and family assessment
- A document developed by a multidisciplinary team including a service coordinator, early intervention providers, and caregivers
- As required by law, the IFSP document includes:
 - A child's strengths and needs
 - The family's priorities
 - Outcomes the family wishes to achieve, timelines for achieving results, and details on outcome measurements
 - The specific services the child will receive and where the services will be provided
- Services must be initiated within **30 days** following the development of the IFSP
- IFSP's are reviewed every 6 months

MARYLAND STATE DEPARTMENT OF EDUCATION - DIVISION OF SPECIAL EDUCATION/EARLY INTERVENTION SERVICES
MARYLAND INFANTS AND TODDLERS PROGRAM
Individualized Family Service Plan (IFSP)

Referral Date:	IFSP Meeting Date:	IFSP Meeting Type: <input type="checkbox"/> Interim <input type="checkbox"/> Initial <input type="checkbox"/> Annual Evaluation	
Child and Family Information			
Child Name (First/Middle/Last):			
Birth Date:	ID Number:	MA Number:	
Address:		Home Phone:	
Parent/Guardian/Surrogate Name:			
Address:		Home Phone:	
Address:		Work Phone:	
E-mail:		Cell Phone:	
Best Time to Contact:		Best Method of Contact: <input type="checkbox"/> Home Phone <input type="checkbox"/> Work Phone <input type="checkbox"/> Cell Phone <input type="checkbox"/> E-mail	
Team Participant Signatures			
Each agency or person who has a direct role in the provision of early intervention services is responsible for assisting the eligible child and family to achieve the outcomes in this IFSP.			
Service Coordinator	Date	Evaluator/Assessor (or involvement through other means, as appropriate)	Date
Interim/Alternate Service Coordinator	Date	Other Participant	Agency/Title Date
Lead Agency Representative	Date	Other Participant	Agency/Title Date
Parent(s)/Guardian/Surrogate	Date	Other Participant	Agency/Title Date
Service Coordinator Information			
If you have questions about this IFSP or any of the individuals working with your child and family, contact your service coordinator.			
Service Coordinator Name:			
Agency:			
Address:			
Work Phone:		E-mail:	
Projected IFSP Meeting Dates			
Projected Date Six Month IFSP Review:			
Projected Date Annual IFSP Review Date:			
Projected Date Range Transition Planning Meeting:			

MD IFSP Rev. 5/10 White: Early Intervention Record • Yellow: Family • Pink: Data Entry



MITP Services



- Possible Early intervention services provided by MITP:
 - Special Instruction
 - Speech and Language Services
 - Physical Therapy
 - Occupational Therapy
 - Hearing and Vision Screenings/Services
 - Social Work
 - Family Counseling
 - Nursing Care
 - Nutrition Counseling

Transition Planning

- Begins at age 2
- Have a choice at age 3 to:
 - Continue with services through the IFSP until beginning of school year after 4th birthday
 - Transition to an IEP if child is eligible for preschool special education

Individual Education Program (IEP)

The IEP is a document that contains the following:

- Student's current level of academic achievement and functional performance
- The statewide assessments the student will participate in
- Special considerations (e.g., behavioral intervention plan (BIP), positive behavioral supports, assistive technology)
- Description of the delivery of special instruction, supplementary aids and services, program modifications and supports



Child Find



- Special education services provided to identify children from ages 3 to 21 suspected of having an educational disability and who may be eligible for special education and related services

Step 1: Referral

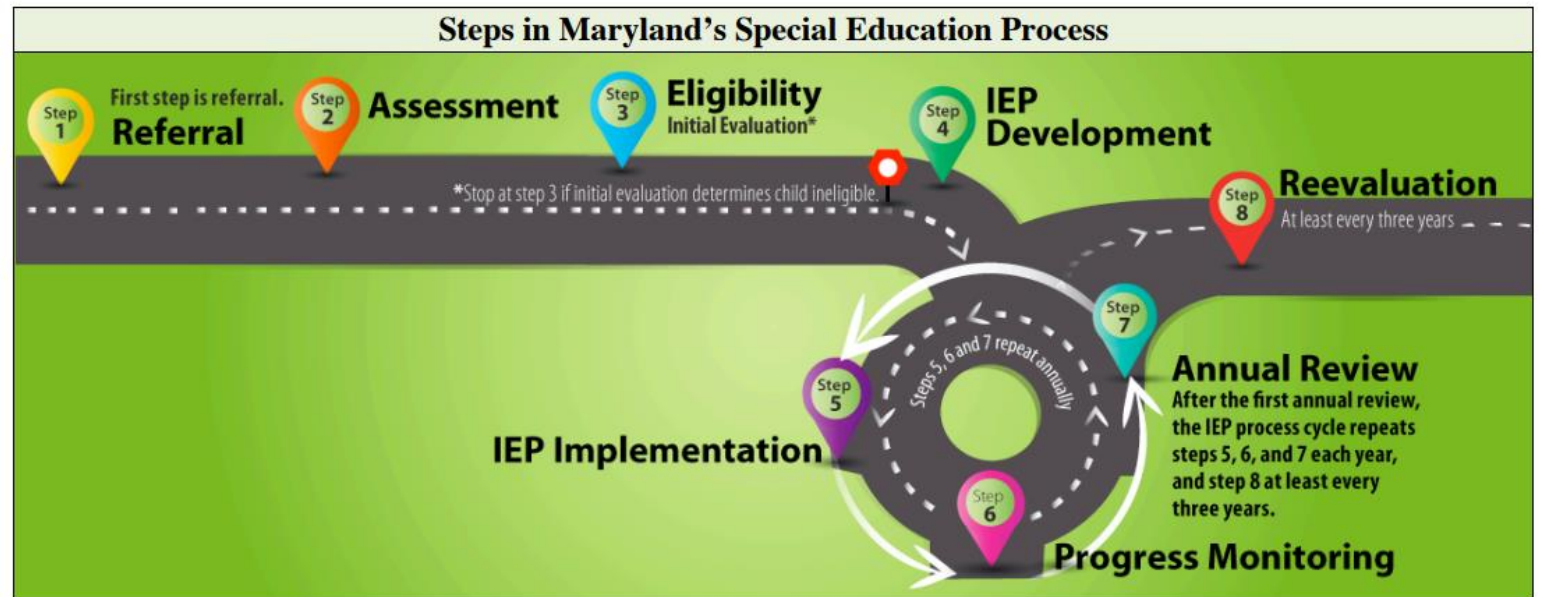
- Completed by caregiver, teacher, primary care providers, social workers, childcare providers, etc.

Step 2: Assessment

- Determine if student has a disability and requires special education

Step 3: Eligibility

- Initial IEP team meeting must be held within 60 days of caregiver consent for testing



IEP Procedures

- Caregivers must receive a copy of the IEP draft, along with other relevant documents (e.g., assessment, report) **at least 5 days prior** to a scheduled IEP team meeting
- IEP team includes student's caregivers, general education teacher, special education, public agency representative, and the student (when appropriate)
- Parents must receive proper written notice of IEP team meeting date, time, location, purpose, and list of all persons who will attend **at least 10 days prior**

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF EARLY INTERVENTION AND SPECIAL EDUCATION SERVICES (Form approved by MSDE for use July 15, 2021)

Student Information

Draft
 Approved
 Amended

Name: _____

Agency: _____

IEP Team Meeting Date: / /

STUDENT AND SCHOOL INFORMATION

First Name: _____ Middle Name: _____ Last Name: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Grade: _____

Unique Student Identification Number (State): _____

Student Identification Number (local): _____

Date of Birth: (MM-DD-YYYY)

Age: _____ Gender: MALE FEMALE

RACE CODES

Ethnicity: Hispanic or Latino Yes No
 American Indian or Alaskan Native Native Hawaiian or other Pacific Islander
 Asian Black or African American
 White

Student identified as an English Learner: YES NO

Student's native language: _____

Residence County: _____

Residence School: _____

Service County: _____

Service School: _____

Does the student requires a specific accommodation for an emergency evacuation? YES NO

If yes, state the evacuation accommodation(s) here: _____

Which jurisdiction is financially responsible? _____

Is the student currently under the care and custody of a state agency? YES NO

If yes, name of state agency: _____

Does the student require a parent surrogate? YES NO

Parent Surrogate Name: _____ Surrogate Phone: _____

PARENT/GUARDIAN 1

First Name: _____ MI: _____ Last Name: _____

Home Phone: (____) _____ - _____ Cell: (____) _____ - _____

Email: _____

Parent native language, if not English: _____

Interpreter needed? YES NO

PARENT/GUARDIAN 2

First Name: _____ MI: _____ Last Name: _____

Home Phone: (____) _____ - _____ Cell: (____) _____ - _____

Email: _____

Parent native language, if not English: _____

Interpreter needed? YES NO

Case Manager: _____

IEP Team Meeting Date(s): _____

IEP Annual Review Date: _____

Parent was provided a copy of the Procedural Safeguards Parental Rights document.

The parents were provided a verbal and written explanation of the parents' rights and responsibilities in the IEP team process.

Parents were provided verbal and written information about access to habilitative services, including a copy of the Maryland Insurance Administration's Parents' Guide to Habilitative Services.

Native Language Translation: Parent informed YES NO N/A Parent requested YES NO

Projected Annual Review Date: _____

Most Recent Evaluation Date: _____

Projected Evaluation Date: _____

Primary Disability: _____

Areas affected by Disability: _____

EXIT INFORMATION

Exit date: (MM-DD-YYYY)

Exit category: A - Returned to general education (Is this student home schooled? YES NO)

C - Received Maryland High School Certificate of Program Completion D - Reached 21 years of age B - Graduated with a Maryland High School Diploma

H - Dropped Out I - Special Case J - Parent revokes consent for services E - Deceased F - Moved, known to be continuing

IEP TEAM PARTICIPANTS

IEP Case Manager: _____ Principal/Designee: _____ School Psychologist: _____ Agency Representative: _____

IEP Chair: _____ General Educator: _____ Social Worker: _____ Others in attendance: _____

Parent/Guardian: _____ Special Educator: _____ Speech/Language Pathologist: _____ Others in attendance: _____

Parent/Guardian: _____ Guidance Counselor: _____ Student: _____ Others in attendance: _____



Child Find Contact List

County	Phone Number	County	Phone Number
Allegany County	301-759-2082	Harford County	410-638-4386
Anne Arundel County	410-766-6662	Howard County	410-313-7046
Baltimore City	443-984-1011	Kent County	410-778-7164
Baltimore County	410-887-3017	Montgomery County	301-947-6050
Calvert County	410-535-7388	Prince George's County	301-808-2719
Caroline County	410-479-3246	Queen Anne's County	410-758-2403 ext.182
Carroll County	410-751-3295	Somerset County	410-623-4321
Cecil County	410-996-5444	St. Mary's County	301-475-5511 ext. 213
Charles County	301-753-1745	Talbot County	410-820-8263
Dorchester County	410-221-1111 ext. 1023	Washington County	301-766-2964
Frederick County	301-644-5292	Wicomico County	410-677-5250
Garrett County	301-334-7655	Worcester County	410-632-5033

Thank you!

Questions?



Thank you!

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*For resources related to the COVID-19 pandemic,
please visit us at [BHIPP Covid-19 Resources](#).*

