

SECTION 3: A kit for developing effective school case management practices

This section consists of a kit which is designed to engage school-based staff (eg. principals, deputy principals, heads of departments, team leaders, student services personnel, teachers) in consultation with mental health specialists (eg. school psychologists, school counsellors, social workers, youth workers, and G.P.'s) in appraising and developing the quality of their school's case management practices. It is assumed that school-based staff are not necessarily specialists in the area of school case management but are involved in some capacity in working with students who have support needs. The kit comprises seven resources:

1. **Checklists** based on the framework in section 2, which require staff to appraise the extent to which they consider particular aspects of effective school management practices to be developed in their school. These checklists focus on the *processes* associated with effective school case management, and include a section on “establishing a school-based system”, and a section on “strategies” (Case Identification; Referral; Assessment; Planning; Implementation; Transition/Closure/Completion; Evaluation). They can be completed either as a paper version or online: <http://mmplus.agca.com.au/escm.php> ;
2. **Case management development forms** which give staff the opportunity to target particular aspects of their case management practices for development and improvement;
3. **A range of summaries** of the main aspects of school case management which can be used as part of a professional learning program, such as:
 - Why school case management?
 - A Framework for a Comprehensive Whole School Mental Health Program
 - The principles, definition, aims, and strategies of effective school case management
 - Developing a shared vision for the School Case Management (SCM) team
 - The role of the case manager
 - Facilitating case conference meetings
 - Using a Solution-focused approach to case conference meetings;
4. **A pro-forma sample** of a case conference record which includes an action plan and can be adapted to suit particular contexts;
5. **A Power Point presentation** of the main aspects of school case management which can be used as part of a professional learning program (available as a separate Power Point file);
6. **An example** of a school's process for case management (available as a separate Power Point file);
7. **A list of useful websites** which are associated with mental health in schools and case management.

This section can be downloaded as a whole from <http://mmplus.agca.com.au/escm.php>. Alternatively, each of the resources can be downloaded separately.



EFFECTIVE SCHOOL CASE MANAGEMENT



Appraising our school's case management: An overview

Ideas for use:

Before completing the detailed checklists that follow (either paper version or online: <http://mmplus.agca.com.au/escm.php>), use the table below to record a "first off" appraisal of the overall developmental level your school is achieving in relation to effective school-based case management. This can be done on an individual basis or in small groups where consensus is sought.

FOUR LEVELS OF DEVELOPMENT

1. **Undeveloped** = This CM process/strategy/structure is *not* established at all
2. **Developing** = This CM process/strategy/structure is in the *process* of being established
3. **Developed** = This CM process/strategy/structure *is* established and operating effectively *most* of the time
4. **Well established** = This CM process/strategy/structure *is* established and operating effectively *all* of the time

	Circle level			
	1	2	3	4
A: SCHOOL-BASED CASE MANAGEMENT SYSTEM (has an established school-based case management system in place)				
B: STRATEGIES				
1. Case identification (identifying the eligibility of the student for case management)				
2. Referral (linking student to team member who establishes a professional relationship with the student)				
3. Assessment (endeavouring to understand the student's perspective, and identifying and assessing the student's needs)				
4. Planning (a collaborative and dynamic process of establishing a coordinated action plan with key stakeholders)				
5. Implementation (executing, coordinating, and monitoring the action plan)				
6. Transition/closure/completion (developing a transition plan to move to minimal or no case management)				
7. Evaluation (determining effectiveness of the case management processes and action plan)				