



EFFECTIVE SCHOOL CASE MANAGEMENT



Checklist A: Appraising our school's case management

SYSTEM

Ideas for use:

The purpose of this checklist is to offer school-based staff and mental health specialists who work with students who have support needs a means to reflect upon the quality of their case management practice, and where appropriate, implement strategies that will develop and improve their practice. This checklist presents a list of key indicators associated with an **effective school-based case management system**. Using the four levels of development below, you are invited to appraise the extent to which you believe your school is achieving an effective school-based case management system. This can be done on an individual basis or in small groups where consensus is sought. When deciding which developmental level your school's case management system is operating at, simply circle the level (1, 2, 3, or 4) next to the indicator which *best* describes the practice in your school. Determining the overall developmental level can then be done by aggregating all twelve scores, giving you a quick and easy overview of your appraisal of your school's case management system.

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

The table below is provided for you to summarise the individual/group ratings of a maximum of 12 individuals/groups of people who have completed this checklist. This distribution can be used as a source for reviewing and planning.

Individual Names/Groups	1: Undeveloped	2: Developing	3: Developed	4. Well established
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
Total:				

PLEASE NOTE: An online version of this checklist is available at: <http://mmplus.agca.com.au/escm.php>. This version will automatically provide you with an aggregation of all your twelve scores, and thus your overall appraisal of the developmental level of your school's case management system. The online version can also provide your school with a summary of the distribution of all participant scores.



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(A) SYSTEM

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A: SCHOOL-BASED CASE MANAGEMENT SYSTEM

Circle level

This school has an established school-based case management system in place.

- | | | | | |
|---|---|---|---|---|
| 1. There is a whole school approach to health promotion | 1 | 2 | 3 | 4 |
| 2. The school has a well established school case management (SCM) team or equivalent (eg. student services or welfare team) | 1 | 2 | 3 | 4 |
| 3. The SCM team adopts a “wrap-around” approach, which is primarily concerned with collaboratively devising an integrated action plan for individual students with support needs. This involves actively engaging the student him/herself, parents/carers, and school community partners in planning and decision-making so that the needs of the student are adequately addressed within and beyond the school | 1 | 2 | 3 | 4 |
| 4. The school executive values and strongly supports the SCM team | 1 | 2 | 3 | 4 |
| 5. The core membership of the SCM team is made up of a wide range of school personnel (eg. a school administrator; a student services/pastoral care staff member; the school psychologist/counsellor; an AIEO) and other allied health services when needed (eg. a local G.P.; and specialist allied health providers such as a clinical psychologist, a chaplain, a social worker, and youth worker) | 1 | 2 | 3 | 4 |
| 6. The roles and responsibilities of the members of the SCM team have been clearly established | 1 | 2 | 3 | 4 |
| 7. The roles and responsibilities of the members of the SCM team have been communicated to the school community | 1 | 2 | 3 | 4 |
| 8. The SCM team has a shared vision characterised by shared goals, a shared understanding of student needs, and agreement on implementing a CM process | 1 | 2 | 3 | 4 |
| 9. The SCM team operates as a coordinated team by, for example, having regular meetings, planning workloads, sharing goals and interventions for individual students with support needs, responding to critical incidents and, planning preventative programs | 1 | 2 | 3 | 4 |
| 10. The SCM has an established network of alliances and relationships with a range of agencies to facilitate their involvement in the CM process | 1 | 2 | 3 | 4 |
| 11. The SCM team has ongoing professional learning/development to assist in effective CM processes | 1 | 2 | 3 | 4 |
| 12. The SCM team is well resourced (eg. an appropriate meeting room; access to staff when necessary; allocation of time for communication via phone, e-mail, an/or in person; and allocation of funding to support the work of the SCM team eg. administrative costs, teacher relief) | 1 | 2 | 3 | 4 |