

Section B: SBHC referral resources for the school

Example workflow for the school

Referring a Student to Counseling

At the Teen Health Center, counselors see themselves as one part of a comprehensive team helping our students be successful. Teachers are often the first to know when students are struggling. When behavioral interventions in the classroom haven't worked, it's a good time to consider connecting them with a counselor for specific, individualized support. If these are true for any of your students, consider referring them to counseling.

- **A student presents a problem or requests information that is outside your range of knowledge.**
- **You feel that personality differences between you and the student will interfere with your ability to help the student.**
- **You feel uncomfortable dealing with the issue or problem.**
- **A student is hesitant to discuss a problem with you.**
- **You do not feel that your attempts to help the student have been effective.**
- **You lack adequate time to listen effectively to the student.**
- **A student is becoming too dependent upon you.**

Practical tips for making a referral

- Let the student know that counseling is free and voluntary and that he or she can terminate the process at any time.
- Make sure the individual knows that counseling is confidential.
- Let the individual know that counselors work hard to understand students, to see things from their points of view, and to then collaboratively help them to figure out solutions
- Because people sometimes mistakenly see coming to counseling as a sign of weakness, frame the decision to seek counseling as a mature choice that suggests that the person is not running away from problems.
- Feel free to consult with counseling services staff before and/or after you speak with the student.
- Arrange a private time to talk with the student.
- Keep the tone of your talk supportive. Talk with the student as if you were a concerned friend rather than an authority figure.
- Discuss the specific things that concern you. Let the student respond
- Re-emphasize your care and support, regardless of how he/she responds. Listen.
- Let the student know their struggles are normal.
- Let the student know that it is ok to let someone know they are struggling, and things can get better.
- Seeing a counselor does not become part of their academic record.
- Remember, you cannot make students get help. The best thing you can do for them is to be supportive, inform them of the available resources, and bring in others who can help

Reasons to refer to counseling

- Sudden changes in behavior patterns
- Mood changes
- Agitation and restlessness
- Unexplained absences

- Destructive use of substances
- Infrequent class attendance with little or no work completed
- Impaired speech and disjointed thoughts
- Dependency (e.g., the student who hangs around or makes excessive appointments during office hours)
- Frequent or high levels of irritable, unruly, abrasive, or aggressive behavior
- Behavior which regularly interferes with effective class management
- Bizarre behavior that is obviously inappropriate for the situation
- Evidence of self-injury such as cutting or burning
- Disclosure of suicidal ideation or intent to harm self or others

Significant life changes and crises

- Death or illness of a family member or friend
- Divorce of parents
- Breakup of significant relationship
- Other traumatic experiences

Blocks to learning

- Repeated requests for special consideration (e.g. deadline extensions)
- Students who appear overly nervous, tense or tearful
- Excessive fear of criticism and/or rejection
- Perfectionism
- Incapacitating test anxiety
- Distractibility or inability to focus
- Excessive procrastination and very poorly prepared work, especially if inconsistent with previous work
- Loss of motivation
- Persistent flashbacks or traumatic events
- Learning disabilities
- Under-developed study skills
- Unable to make decisions despite your repeated efforts to clarify or encourage
- Inability to accomplish an important goal
- Troubling content in written work

Additional significant issues

- Eating problems
- Family problems
- Excessive weight gain or loss
- Listlessness, lack of energy, or frequently falling asleep in class
- Marked changes in personal hygiene
- Recurrent physical ailments

SBHC Referral to Services Workflow

FOR INTERNAL USE ONLY, DO NOT SHARE WITH SCHOOL STAFF

- 1.) Teacher or other school staff member identifies student who would benefit from health center services.
- 2.) Teacher or other school staff member refers student to appropriate internal support staff member (counselor, school nurse, school psych, or building administrator)
- 3.) Support staff member evaluates student need, completes referral to services document, and submits document to health center staff.

*Our goal is for the key support staff mentioned above to be the only staff filling out referral forms. In our experience teachers have busy schedules and often do not have time to complete the entire referral form. It is important that forms be completely filled out before being submitted to health center staff so that we can properly reach out to the patient/Family

NOTE: Though this document should not be directly shared with school staff, the process can be outlined when discussing how to refer students to SBHC services.

Referral tracking tool Behavioral health referral form example

Teen Health Center Behavioral Health Referral Form for High School Students

| | | |
|-------------------------|--|-------------------------------------|
| Date: | Person referring student: | Grade: |
| Name of student: | | *Birthdate (*If known): |
| Urgency: | <input type="checkbox"/> Urgent, see as soon as possible | <input type="checkbox"/> Not Urgent |

Reason for referral (please check all that apply):

- Low mood/depression/sadness
- Anxiety/nervousness
- Grief/loss
- Self-injury
- Suicidal thoughts
- Suicide attempt Date:
- Traumatic life event
- Verbally assaultive or physically aggressive
- Hypersexualized behaviors
- Academic achievement lower than expected
- Family stressors
- Relationship issues with peers
- Relationship issues with family/caregiver
- Unable to focus/hyperactivity
- Behavior problem (specify below)
- Bullying or victim of bullying (circle which)
- Poor attendance
- Other:

Additional information (optional):

Please read the following notifications:

- **Please route this form to House Administrator if appropriate.**
- **Referral must be discussed with the student prior to appointment.**

Reason for referral was discussed with student: Yes No Date: (approximate ok)

Information on this form may be shared with the student.

- **Strengths-based referrals are most appropriate.**
- **The student has the right to determine if they wish to obtain the services recommended in this referral.**
- **After 3 failed scheduling attempts, the clinic reserves the right to stop attempting to schedule.**

Internal Use Only

Staff who received referral:

Received date:

Appointment scheduled

Student refused

Section C: Managing SBHC referrals

Example workflow A

SBHC Incoming Referral Workflow

Clinic Care Coordinator will check the school mailbox/email/Google form for incoming referrals every week
SBHC staff are unable to disclose any details about the outcome of the referral to school staff; they can only confirm receipt of referral and if they have followed up.

Medical/Dental Referral

1. Coordinator receives referral from School Nurse
 - a. If referred by anyone but School Nurse for anything but confidential services, direct referring staff to inform School Nurse first and inform them we will not take any action until after.
 - b. Document referral content as Telephone Encounter in EPIC and task to InBasket Front Desk for scheduling. Include all details and adjust deadline for urgency
 - i. No Telephone Encounter needed if there is limited info and able to schedule an appointment right away
2. Staff receives task in Inbasket
 - a. If student is registered, student is scheduled for next available appointment according to urgency. If relevant, work with parent/guardian to schedule
 - b. If student is not registered, follow up with student/parent to complete. Patient is scheduled for an appointment after appropriate consent is received or medical provider asks for exception
 - c. In the Appt note, include "Referral from Nurse"
3. Appointment prep
 - a. If there is a referral slip, include in patient file
 - b. Review contents of referral during Huddle
4. Post Appointment
 - a. Provider determines need for contacting other parties regarding follow up
 - b. Provider works with School Nurse to determine need for follow up if patient no shows

Section D: Appointment reminders and passes

Clinic pass examples

Passes from the Health Center

Note: School staff are always welcome to use their discretion with regard to excusing a student to come to the clinic. It is appreciated when you let the Health Center know if a student is not able to come to their appointment due to a conflict. Health Center staff will follow up on a case-by-case basis as needed.

PASS to CLASS

Date:

Teen Health Center

Student Name:

Departure Time:

Arrival Time/Duration in Clinic:

Staff Signature:

Purpose: To allow access back to class and track time spent for students returning from the clinic.

Response requested: Collect pass from student and mark student absent/tardy accordingly. Route physical copy of pass to attendance office at end of day. Clinic staff and attendance office will amend record on back end.

Direct questions to: Clinic Care Coordinator

You have an appointment at the

Teen Health Center

Student Name:

Appt Date:

Appt Time:

Approval from Teacher:

Please let us know if you can't come!

Purpose: To remind students of their clinic appointments as well as verify the existence of an appointment to school staff.

Response requested: Initial/sign at the bottom of the pass to indicate that student has been given permission to leave class to come to their appointment. Mark student absent accordingly. Student will present original, signed pass at the clinic upon arrival.

Direct questions to: Clinic Care Coordinator

Lunch Pass

Teen Health Center

Student Name:

Please allow student to leave class for a lunch meeting class at

Time:

Please allow student to go to the front of the line

Thank you!

Purpose: Early release for students with lunchtime events/meetings so they can get food and be on time

Response requested: Release student five minutes before the end of class before lunch with original pass. Student will present original pass to Lunchroom Manager.

Direct questions to: Clinic Care Coordinator

CHILL PASS

Date:

Please let student go to the

Teen Health Center

Student Name:

Please call ext. 22244 with any questions!

Purpose: A method for a few identified students to respectfully and clearly communicate their need to leave class to avoid a triggering situation or take a wellness break

Response requested: Allow student to come to clinic for a period of time. You may send with escort if appropriate. Mark student absent accordingly. The student will be sent back to class as soon as they're ready.

Direct questions to: House Administrator