

Intensive Parent Coaching (IPC) Program Overview

Service Description and Desired Outcome

If ERMHS counseling is not enough to meet a student's needs, EMBRACE offers short-term intensive support to specifically address school avoidance or refusal for 90 days (up to 20 hours per month). **IPC clinicians provide behavioral coaching for caregivers, while the student continues to receive mental health support from another provider.**

As part of the parent coaching service, IPC clinicians work closely with all members of the IEP team, as well as outside providers, to support students in developing habits and routines that improve their academic success and overall well-being. IPC clinicians facilitate effective communication and collaboration between caregivers and the school team to promote sustained change.

With structured routines and clear expectations, students are better able to access and benefit from their education. **Through IPC services, caregivers learn behavior modification strategies and effective interventions that improve their child's attendance and engagement at school to prevent a higher level of care.**

Minimum Requirements

- Student must live at home with caregivers.
- Student must be "stable" as defined by the IEP team (not in acute crisis or hospitalized at the onset of services).
- All caregiver(s) must have the interest, capacity, and availability to participate in this intensive service (at least 3 hours per week of session time: ~2 hour-long sessions + check-in calls/texts/emails). If a student resides in two separate households, both caregivers must participate to ensure consistency across environments.
- Student must be actively engaging in counseling/therapy. Student can be receiving social-emotional support from a school-based counselor, ERMHS clinician, and/or a private therapist outside of school.
- Student must be placed in an appropriate school setting that matches the student's level of social-emotional and academic needs. Additionally, school team must communicate the minimum academic demand(s) to the caregiver who can present them to the student even on days they don't attend school (so IPC clinicians can work with caregivers on setting and holding academic demands and addressing anxiety about being academically behind if that is a barrier to attendance).
- Student must have an invested school team that is willing/able to regularly collaborate with the IPC clinician to develop/monitor weekly goals.
- The IPC Team will consider providing IPC services to families of fifth-year seniors and 18-year-olds on a case-by-case basis.
- For referrals accepted between March-May, student must have therapeutic supports and educational engagement over the summer.
- IPC clinicians will continue to evaluate the minimum requirements throughout services.

Ideal Student/Caregiver Profile

- Students with maladaptive behaviors that impact their access to and benefit from education.
- Students for which school avoidance/refusal is the result of their mental health diagnoses/symptoms.
- Students who are safe and accessing social-emotional supports (not currently in crisis).
- Caregivers who are motivated and available to participate in intensive parent coaching.
- Separated/divorced caregivers who can effectively co-parent and agree on systems/interventions that can be maintained across households.



Service Timeline

Determination of Eligibility

- EMBRACE receives a request for IPC services from the school district and schedules a meeting to determine eligibility. Caregivers can attend this meeting to provide additional information, if appropriate.
- If the student profile meets minimum requirements, the district schedules an IEP meeting to officially offer IPC services.

Assessment Phase (Days 1-30)

- IPC clinician gathers information about presenting concerns, student behaviors, family dynamics, previous interventions/supports, and desired outcomes from caregivers and other members of the IEP team.
- IPC clinician assesses for safety throughout the assessment phase to ensure stability requirements are met.
- IPC clinician utilizes information gathered during the assessment to determine if IPC services are appropriate. If appropriate, IPC clinician collaborates with caregivers to co-create an IPC partnership plan that addresses presenting concerns with the intention of meeting desired outcomes. The partnership plan defines 1-2 small, behavioral goals that the caregivers and IPC clinician will address during the next two phases. The IPC clinician will also contact the IEP team to request that an IEP meeting be scheduled before the service ends at 90 days. If services are not appropriate, IPC clinician will notify the IEP team to terminate the service and discuss next steps.

Behavior Modification Phase (Days 30-60)

- IPC clinician teaches, models, and provides opportunities for caregivers to practice behavior modification interventions.
- Caregivers learn, practice, and implement interventions they will use to improve their child's attendance and engagement at school.
- School staff collaborate with caregivers and IPC clinician to implement interventions in the school environment intended to increase the student's access to education.

Transition/Re-Assessment Phase (Days 60-90)

- IEP team meets at 90 days to review progress and determine next steps.
- **IEP team determines progress has been made/goals met:** Transition plan developed to support caregivers in maintaining progress. This can either look like stepping down to parent counseling services or transitioning to an IPC maintenance phase (where caregivers continue to receive less intensive support from their IPC clinician for up to 10 hours for a maximum of 30 days).
- **IEP team determines service is appropriate/goals still in progress/all parties are still on board:** Another 90-day cycle of services can be implemented, as determined on a case-by-case basis. If another cycle of IPC services is deemed appropriate, a re-assessment phase begins. During this time, the IPC clinician and caregivers review current interventions and discuss barriers to progress.
- **IEP team determines service is not appropriate, and caregivers or district are unwilling to step down to parent counseling services:** IPC services are terminated. School districts can always re-refer later if minimum requirements are met.

Example Schedule

*The specific schedule in each case is determined by the IPC clinician and caregivers, this is simply an example:

- IPC clinician meets with caregivers (virtually or in person) at the beginning of the week to set weekly goal and discuss interventions to address maladaptive behaviors.
- IPC clinician connects with caregivers 1-2 times (or as needed) via phone/text/email throughout the week for a progress update and to fine-tune interventions.
- IPC clinician meets with caregivers (virtually or in person) at the end of the week to review goal and interventions. They examine together what was successful versus unsuccessful and why.
- IPC clinician meets with school team (virtually) once per week to monitor progress/barriers toward improving student's attendance/engagement at school and to re-evaluate the plan.
- IPC clinician collaborates with student's individual counselor/therapist at least once per week to monitor progress/barriers related to student's social-emotional goals.

Referral Form – Intensive Parent Coaching (IPC)

Referral Date:	Student Name:
Date of Birth:	Home Address:
SpEd Eligibility:	District + Current School + Grade:
IEP Team Members	Name, Phone, Email
<input type="checkbox"/> Parent/Guardian/Caregiver	
<input type="checkbox"/> Parent/Guardian/Caregiver	
<input type="checkbox"/> District Contact	
<input type="checkbox"/> Case Manager	
<input type="checkbox"/> School-Based/ERMHS Counselor	
<input type="checkbox"/> Other IEP Team Member/Provider	
Reasons for Referral (Please include information about student’s school attendance/engagement and caregivers’ interest in IPC.)	
Desired Outcome in 90 Days	
Service Requested	
Intensive Parent Coaching. Short-term intensive behavioral coaching for caregivers to specifically address student’s school avoidance or refusal. IPC clinicians facilitate effective communication and collaboration between caregivers and the school team to promote sustained change. (Service is provided for 90 days for up to 20 hours per month.)	
Has district had IPC eligibility determination meeting with EMBRACE? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Has caregiver(s) received information about IPC? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Has an IEP been scheduled to discuss/add IPC services? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide the date of upcoming IEP meeting:	
Is student currently receiving counseling at school? <input type="checkbox"/> Yes <input type="checkbox"/> No	

Please attach the following and indicate all that are available:

- SEIS access
- Current IEP
- Psychoeducational/Psychological/ERMHS assessment(s)

Send form to: referrals@embrace-mh.org

Questions? Contact:

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