

Referral/Paperwork Process

COLLABORATION TEAM - Referral Only

Teacher needs to staff with Regional Manager/Assistant Regional Manager, parent, and/or support providers to the classroom (mental health provider, Early Childhood CARES Specialist, SLP). Team makes referral recommendation. Teacher proceeds with referral/paperwork process.

Child or Family Counseling Referral:

RM/ARM will forward packet to MH Consultant

- Permission for Additional Services with Collaboration Team Referral.
(Signed by parent.)
- ASQ-SE score: _____
- Teacher documents referral in Screening & Referral in WebCAF with linked note detailing referral.
(Type – Collaboration Staffing; Provider – Collaboration Team; Referral – Date of referral; Target – 30 calendar days from referral date)
- Teacher gives referral packet with this sheet to RM/ARM to review and sign.
- RM/ARM makes 2 copies of referral packet and returns original copy to Teacher who files in child's hard file.
- RM/ARM forwards a copy to Collaboration Team and keeps a copy in RM/ARM's file.
- If CCC/FD sites, parent completes Options packet. Options contacts the family to set-up intake.
You may give families MH provider contact # (541- _____) to begin intake.

Mental Health Consultation from HSOLC Mental Health Team:

RM/ARM will forward packet to MH Consultant

- Permission for Additional Services with Collaboration Team Referral.
(Signed by parent.)
- ASQ-SE score: _____
- Teacher documents referral in Screening & Referral in WebCAF with linked note detailing referral.
(Type – Collaboration Staffing; Provider – Collaboration Team; Referral – Date of referral; Target – 30 calendar days from referral date)
- Teacher gives referral packet with this sheet to RM/ARM to review and sign.
- RM/ARM makes 2 copies of referral packet and returns original copy to Teacher to file in child's hard file.
- RM/ARM forwards a copy to Collaboration Team and keeps a copy in RM/ARM's file.

Behavior Support Referral:

RM/ARM will forward packet to MH Consultant

- Permission for Additional Services with Collaboration Team Referral.
(Signed by parent.)
- Acuity Score: _____
- ASQ-SE Score: _____
- Teacher documents referral in Screening & Referral in WebCAF with linked note detailing referral.
(Type – Collaboration Staffing; Provider – Collaboration Team; Referral – Date of referral; Target – 30 service days from referral date)
- Teacher gives referral packet with this sheet to RM/ARM to review and sign.
- RM/ARM makes 2 copies of referral packet and returns original copy for Teacher to file in child's hard file.
- RM/ARM forwards a copy to Collaboration Team and keeps a copy in RM/ARM's file.

Referral/Paperwork Process

Early Childhood Special Education (ECSE) - Referral Only

Teacher needs to staff with Regional Manager/Assistant Regional Manager, parent, and/or support providers to the classroom (mental health provider, Early Childhood CARES Specialist, SLP). Team makes referral recommendation. Teacher proceeds with referral/paperwork process.

Directions for completing ASQ Information Summary:

- Complete Section 1
- Transfer Overall responses to Section 2
- Complete Section 5 (mark Y, S, N, X, in each and every box)

E-mail: Heather Waddle hwaddell@uoregon.edu
referral information
cc: RM/ ARM & SLP.
Fax: Permission & ASQ: to Heather
@ 541-346-6189

Speech and Language Only

- Permission for Additional Services for ECSE Referral. (Signed by parent.)
- Completed ASQ Information Summary (See above for directions.)
- Teacher documents referral in Screening & Referral in WebCAF with linked note detailing referral. (Type – Speech and Language evaluation; Provider – Early Childhood CARES; Referral – Date of referral; Target – 60 service days from HSOLC referral date; linked note – Parent signed HSOLC Permission for Addition Services (date) for Speech and Language evaluation)
- Teacher gives referral packet with this sheet to RM/ARM to review and sign.
- RM/ARM signature: _____ Date: _____
- RM/ARM fax Permission for Additional Services and ASQ Information Summary Sheet to Heather Waddle.
- RM/ARM returns original referral packet (Permission and ASQ) to Teacher to file in child's hard file.
- Teacher e-mails referral information to Heather Waddle (child's WebCAF #, ECSE referral for communication) and cc RM/ARM & SLP.
- Teacher sends a copy of this form to Disabilities Specialist.
Teacher signs: _____ Date: _____
- If possible, Teacher sends a copy of signed Early Childhood CARES consent form to Disabilities Specialist. If not, e-mail date of signed Early Childhood CARES consent form.
- Disabilities Specialist updates child's WebCAF referral information with Early Childhood consent date information – evaluation timeline - 60 calendar days starts.
- Disabilities Specialist runs monthly WebCAF Referral reports. Send copies of report to RM/ARM & CDD Consultant.
- Disabilities Specialist signs _____ and sends copy back to Teacher to file in child's hard file. Date: _____
- Teacher updates child's WebCAF referral section: (1) document completed date of ECSE evaluation; (2) linked note of eligibility or DNQ (did not qualify) – (linked note – Sam DNQ on 12/1/20__ OR Sam is eligible for ECSE services - speech and language on 12/1/20__.)

Form(s) – Early Childhood CARES **will request observation or additional referral info as needed.**

Referral/Paperwork Process

Early Childhood Special Education (ECSE) - Referral Only

Teacher needs to staff with Regional Manager/Assistant Regional Manager, parent, and/or support providers to the classroom (mental health provider, Early Childhood CARES Specialist, SLP). Team makes referral recommendation. Teacher proceeds with referral/paperwork process.

Directions for completing ASQ Information Summary:

- Complete Section 1
- Transfer Overall responses to Section 2
- Complete Section 5 (mark Y, S, N, X, in each and every box)

E-mail: Heather Waddle hwaddell@uoregon.edu
referral information
cc: RM/ ARM, if needed SLP
Fax: Permission, ASQ & Adaptive Checklist
to Heather @ 541-346-6189

Developmental Delay (ECSE) – 2 or more developmental areas

- Permission for Additional Services with ECSE referral. (Signed by parent)
- Adaptive Skills Checklist, only if there are adaptive developmental concerns (Filled out by Teacher)
- Completed ASQ Information Summary (See above for directions.)
- Teacher documents referral in Screening & Referral in WebCAF with linked note detailing referral. (Type – EI/ECSE evaluation; Provider – Early Childhood CARES; Referral – Date of referral; Target – 60 service days)
- Teacher gives packet with this sheet to RM/ARM to review and sign.
- RM/ARM signature: _____ Date: _____
- RM/ARM fax Permission for Additional Services, ASQ Information Summary Sheet and if applicable, Adaptive Skills Checklist to Heather Waddle.
- RM/ARM returns original referral paperwork (Permission for Additional Services) to Teacher to file in child's hard file.
- Teacher e-mails referral information to Heather Waddle (child WebCAF #, areas for referral) and cc RM/ARM. If communication concerns, then cc SLP.
- Teacher sends a copy of this form to Disabilities Specialist.
Teacher signs: _____ Date: _____
- If possible, Teacher sends a copy of signed Early Childhood CARES consent form to Disabilities Specialist. If not, e-mail date of signed Early Childhood CARES consent form.
- Disabilities Specialist updates child's WebCAF referral information with Early Childhood consent date information – evaluation timeline - 60 service days.
- Disabilities Specialist runs monthly WebCAF Referral reports. Send copies of report to RM/ARM & CDD Consultant.
- Disabilities Specialist signs _____ and sends copy back to Teacher to file in child's hard file. Date: _____
- Teacher updates child's WebCAF referral section: (1) document completed date of ECSE evaluation; (2) linked note of eligibility or DNQ (did not qualify) – (linked note – Sam DNQ on 12/1/20__ OR Sam is eligible for ECSE services on 12/1/20__).

Form(s) – Early Childhood CARES **will request observation or additional referral info as needed.**

Referral/Paperwork Process

Related Services for Behavior support for any child with IFSP

Any child eligible for EI/ECSE services may be referred for a behavior service, regardless of eligibility. Because behavior concerns with young children can be most effectively addressed in his or her natural environment by regular caregivers and service providers, the emphasis of the related service will be on working with the EI/ECSE Specialist to address the child's needs.

- A Challenging Behavior Tracking Form provides information of frequency, intensity, and duration of behaviors. Direct service team will track challenging/dangerous behaviors for _____ weeks. Teacher's request for guidance from HSOLC disabilities team is encouraged.
- Teacher will staff with Regional Manager, parent, Mental Health Provider, Early Childhood CARES Service Coordinator and Disabilities Consultant/Specialist. In addition, behavior support for any child with communication eligibility, the assigned Early Childhood Specialist to the class is invited to the staffing.
- To refer a child for behavior support, Early Childhood CARES Service Coordinator will complete the Behavior/Autism Related Service Request on the database.
 - For children with behavior concerns only, a Behavior Specialist will be assigned.
 - Early Childhood CARES endorses a model for behavior services that emphasizes building the skills of the staff working directly with children and families.
 - A Service Coordinator may access behavior services to address classroom or family needs in the home.
 - The Behavior Specialist will work with the Service Coordinator to develop strategies that may be implemented over time without the on-going assistance and intervention of the Behavior Specialist.
 - On-going parent groups and topic related trainings are offered by both autism and behavior teams.
- Teacher documents referral in Screening & Referral in WebCAF with linked note detailing referral.

Referral information

Sample in WebCAF	Child	Sam Smith
	Type	Behavior support
	Provider	Early Childhood CARES
	Facilitated	Yes No Unknown
	Referral	Date of referral – can be staffing date
	Target	Staffing Date
	Completed	Staffing date
	Reason	

- Teacher documents staffing summary and action plan (Who, What, When steps) in Staffing in WebCAF. Also, Teacher documents linked notes in Disabilities and in Referral in WebCAF. (linked note – see *staffing for action plan.*)
- Updates of behavior support will be reviewed at Collaboration Team meeting and documented in WebCAF.
- Disabilities Specialist reviews monthly reports – behavior; referral; staffing.
- Disabilities Specialist e-mails follow-up report summaries to Teacher, RM, ECSE Specialist and SLP (*if applicable*).