

**Primary Mental Health Program  
2004-2005**

## Operating Procedures for School Districts

This is a brief, essential summary of record keeping, evaluation, and training procedures for the 2004-05 school year. Please consult the booklet *Screening & Evaluation Guidelines: Connecticut Norms* (Children's Institute, 2002), which may be ordered using the Forms Request, for instructions on administration, scoring, and interpretation of PMHP measures.

### Screening and Evaluation Procedures

Each school district should designate one, and only one, person to coordinate ordering of forms and materials from Children's Institute and State Department of Education, and submission of machine scored measures to Children's Institute. As indicated on the Forms Request, some measures are required while others are optional.

*Required* forms are:

- AML-R: Teachers complete for entire classroom
- T-CRS 2.1 (Teacher-Child Rating Scale)  
Teacher completes before 1<sup>st</sup> session and at end of year
- A-CRS (Associate-Child Rating Scale)  
CA completes after four sessions and at end of year
- BIF (Background Information Form)  
Note: reintroduced after a "year off"
- PSR (Professional Summary Form)  
CA supervisor completes when services end
- Student Roster Form
- Annual Report (one per district)

*Optional* forms are:

- P-CRS (Parent-Child Rating Scale)
- CRS (Child Rating Scale)
- Child Log
- Parent Survey

Before submitting the Forms Request, check current school district supplies and estimate additional numbers needed. To determine what are current, usable forms, match the bars in the left-hand margin and the bubbles against the forms in the *Screening & Evaluation Guidelines* (Children's Institute, 2002). Please keep overestimates to a minimum, since you can request more forms later in the year. To calculate the number of forms needed, figure:

1. AML-R: one for every child—including newly enrolled students at mid-year—in grades served by program
2. T-CRS and A-CRS: two (pre and post) per child receiving program services
3. BIF and PSR: one per child receiving program services

Optional materials will be provided upon request while supplies last. If optional data collection forms are used, data analysis is the responsibility of the school district, rather than Children’s Institute or the State Department of Education.

Selection of students relies upon the AML-R screening instrument as well as other relevant input. The AML-R is completed by teachers for all students in those grades served by the program. All heading information, with the exception of “date of birth,” must be completed. A reasonable arrangement would be for the teacher to write in “child’s name” and “today’s date,” and bubble in “sex” and “race”; and for the CA to fill in “school” and “teacher,” and bubble in “grade” (watch out for the mismatch!) and “ID number.”

The procedure for assigning ID numbers—which will identify the student for the current school year only—is as follows:

- First three digits: SDE-assigned school district code
- 4<sup>th</sup> and 5<sup>th</sup> digits: SDE-assigned school code.

*These codes do not change from year to year. Please refer to the Connecticut Education Directory if you are unsure about these codes.*

The final four digits can be assigned however you choose, as long as each student in the school receives a unique ID number. Recommended procedure is to...

- Use the 6<sup>th</sup> digit to specify the grade level (e.g., Kdg. = 0, Gr. 1 = 1, etc.)
- Use the 7<sup>th</sup> digit to signify a particular classroom in that grade (for easy recall, count up from 1 using teacher’s last names in alphabetical order)
- Assign the final two digits, starting with “01”, to the students in each class (alphabetical by last name will probably be easiest)

Continue to use this same ID number on all forms for a given student, even if he/she changes classrooms during the year.

The AML-R generates scores on four scales: A, M, L, and Total. Use the Grade K-2 norms in the Screening & Evaluation Guidelines for students at all grade levels (K-3). Students scoring in the 15<sup>th</sup> to 30<sup>th</sup> percentile range are regarded as most appropriate for the program. All scales—not just the total score—should be taken into account, since some scoring profiles are more consistent with program inclusion than others. A profile with an overall score and at least two of the three scales in the 15<sup>th</sup> to 30<sup>th</sup> percentile range would be highly consistent with program inclusion. On the other hand, a student with a very low L score (below 5<sup>th</sup> percentile) and A and M scores near or above 50<sup>th</sup> percentile would not be appropriate for the program, even if the overall score is in the target range. Consider also the teacher’s tendency to rate low or rate high, based on screening results for the entire class.

Input from classroom teachers should also be considered and may be the deciding factor if a student’s scores are close to, but not quite in, the recommended range. In considering teacher input, however, keep in mind that an important purpose of the AML-R is to provide objective evidence to rule out a student who is inappropriate for the program—in particular, one whose behavioral or emotional problems are so severe as to require more specialized kinds of intervention.

The AML-R may be hand scored by program staff as teachers complete them. Use the Connecticut norms in the *Screening & Evaluation Guidelines* (Children's Institute, 2002). Mail all AML-R forms to the following address for machine scoring:

Children's Institute  
274 N. Goodman Street  
Suite D103  
Rochester, NY 14607  
Attn: Geri Cone

You can expect Children's Institute to score and return AML-R forms to you within a week. You are advised to send them in two batches, as indicated in the 2004-05 PMHP Calendar. (Because the AML-R should not be completed for kindergarten students until after the first 2-3 months of schools, these should be submitted in the second batch.) If a Gr. 1-3 classroom's AML-R forms are delayed, you can send them to Children's Institute for machine scoring with the second (December 2004) batch rather than waiting to send in forms from other Gr. 1-3 classrooms. Please check the machine scored AML-R results immediately after receiving them to verify your hand scoring accuracy.

Please remember to include parent information in the evaluation of your program, in accordance with procedures described in the school district's grant proposal.

### **Record-Keeping**

Use the Student Roster Form (one per school) to keep track of direct services. This will be submitted twice during the year to the State Department of Education: (1) midyear, for services provided through December 2004, and (2) end of year. Photocopies are OK. Please consult the PMHP Calendar for due dates. A student's ID number on the Student Roster Form will be the same one used on the AML-R and other machine-scored forms.

Please follow these instructions when completing the Student Roster Form:

- Indicate the date the consent form is received by the school district, rather than signed by the parent
- Under "1<sup>st</sup> session date" specify the year if and only if the student participated in the program last school year.
- Note that the number of sessions applies only to the current school year.

Submit Student Roster Forms to:

Crystal Morris-Crenshaw  
State Department of Education  
25 Industrial Park Road  
Middletown, CT 06457  
(860) 807-2127 (fax)

### **Training and Supervision of CAs**

CA supervisors should meet with CAs on a weekly basis, and should schedule a regular supervision time. CA supervisors are strongly encouraged to designate a mid-year and end-of-year meeting as an evaluation or feedback session. This may be informal (i.e., undocumented) or formal. For an evaluation form that can be used or adapted to guide

this activity, see Appendix D of *Supervision of Paraprofessionals in School-Based Programs* (Children's Institute, 2001).

Four statewide skill-building sessions have been arranged by SERC. These sessions are required for CAs; recommended for CA supervisors; and open to parents, administrators, teachers, and other school personnel. Please be sure to have participants register for these sessions. Contact Kristy Giacco at [giacco@ctserc.org](mailto:giacco@ctserc.org) or (860) 632-1485, ext. 249 with questions about registration.

For other program questions and information, contact Bob Lichtenstein at [blichtenstein@po.state.ct.us](mailto:blichtenstein@po.state.ct.us) or (860) 807-2042.

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