

# Levels of Care:

Insuring successful transitions and positive outcomes for young people and their families





Centerpoint provides a full array of treatment & educational supports and programs to teens, young adults, and their families faced with emotional, behavioral, mental health, substance abuse, or special learning needs. Centerpoint clients receive a comprehensive plan of services that may include:

- Psychiatric and mental health evaluation
- Immediate Access substance abuse screening and assessment
- Integrated special education and mental health day treatment services through the Centerpoint School
- Outpatient counseling for mental health and substance abuse concerns
- Family counseling and parent support
- Group therapy
- Intensive outpatient (IOP) treatment programs and plans
- Gender-affirmative treatment services
- Art Therapy, limbic, and body-based treatment services
- Trauma-focused treatment and support
- School-based substance abuse and mental health services
- Truancy intervention services
- Screening, brief intervention, and access to services and supports (SBIRT) through CHECKPOINT
- Life skills training and proficiency-based education plans through the Centerpoint Cooperative
- Therapeutic Driver Education and Training
- Community wellness and recovery support
- Services for youth involved through juvenile justice and the legal system
- Counseling services for the college and transition-aged student
- Prevention and early intervention programs
- Training and Consultation

Centerpoint's services are provided on-site and within community settings throughout Northwestern Vermont, with centrally-located clinic and school campus locations in Chittenden County:

**Centerpoint's South Burlington Campus** 1025 Airport Drive, South Burlington, VT 05403 **Centerpoint's Winooski Campus** 94 West Canal St. Winooski, VT 05404

### Severity of Substance Use in the Lives of our Clients

Diagnostic

**Functional Significance** 



## Levels-of-Care and ASAM Patient Placement Criteria: Developmental Considerations

ASAM's criteria uses six dimensions to create a holistic, biopsychosocial assessment of an individual to be used for service planning and treatment across all services and levels of care. The six dimensions are:

1	DIMENSION 1	Acute Intoxication and/or Withdrawal Potential Exploring an individual's past and current experiences of substance use and withdrawal
2	DIMENSION 2	Biomedical Conditions and Complications Exploring an individual's health history and current physical condition
3	DIMENSION 3	Emotional, Behavioral, or Cognitive Conditions and Complications Exploring an individual's thoughts, emotions, and mental health issues
4	DIMENSION 4	Readiness to Change Exploring an individual's readiness and interest in changing
5	DIMENSION 5	Relapse, Continued Use, or Continued Problem Potential Exploring an individual's unique relationship with relapse or continued use or problems
6	DIMENSION 6	Recovery/Living Environment Exploring an individual's recovery or living situation, and the surrounding people, places, and things

#### TABLE Summary of the American Society of Addiction Medicine Patient Placement Criteria<sup>21</sup>

Recommended treatment level	Matching patient
0.5-Early intervention: Explore and address risk factors related to substance use and help patient identify harmful consequences of use	Requires intervention
I-Standard outpatient services: Regular scheduled sessions to help achieve permanent change; lifestyle, behavioral, and attitude issues can undermine goal of treatment	Requires less than 9 hours a week of care
II.1—Intensive outpatient: Provide education and treatment programs while patient applies new skills in real-world environment; program can offer psychiatric, medical, and psychopharmacological consultation as well as 24-hour crisis line service	Requires 9 to 19 hours a week of care
II.5—Partial hospitalization: Provide education and treatment pro- grams while patient applies new skills in real-world environment; program can offer psychiatric, medical, and psychopharmacological consultation as well as 24-hour crisis line service	Requires more than 20 hours a week of care
III – Residential/inpatient services: Provide organized live-in care, 24 hours; services aimed at preventing imminent danger and developing sufficient recovery skills to be transitioned to less intensive levels	Imminent risk of relapse or continued use
IV—Medically managed intensive inpatient services: 24-hour medically supervised care staffed by physicians with credentials in treating addiction; treatment is specific to mental and substance use disorders	Imminent risk of intoxication; withdrawal; or biomedical, emotional, behavioral, or cognitive changes

- This client would benefit from the ASAM Level-of-Care Treatment Services identified below:
  - □ Level 0.5: Early Intervention services in a school or community setting: appropriate for young people with "risk factors" related to unhealthy behaviors or substance use but with "no identifiable mental-health or substance-related disorder."
  - □ Level 1: Individual Counseling in a community setting: appropriate for young people who are "cooperative with treatment but may need monitoring and motivating strategies." They are able to "maintain healthy choices and behaviors with minimal support" between weekly counseling sessions. They spend their time in home, school, work, and social settings that offer a "supportive and healthy environment." These youth have "skills to cope" with the stress in their lives.
  - Level 1: Group Counseling in a community setting: appropriate for youth who benefit from community-based outpatient counseling, but designed for those who are more responsive to peer group influence, peer relations, and experiential learning styles.
  - □ Level 2: Intensive Treatment (IOP) in a community setting: appropriate for youth with co-existing emotional, behavioral, or mental health challenges that have "the potential to distract from treatment, recovery, and efforts to achieve health." Their "resistance to treatment requires structured programming" and there is a "high likelihood of continued unhealthy choices and behaviors without close monitoring and support." These youth often live, work, and attend school in "environments that are unsupportive of healthy choices, but with structure and support, [they] can cope" with the stress in their lives.
  - □ Level 3: Intensive Treatment (RT) in a residential setting: appropriate for youth with "moderately severe" co-existing emotional, behavioral, and mental health concerns that may require stabilization in a "24 hour structured setting." These youth have "high resistance" to treatment and need "intensive, 24 hour" intervention to support treatment. They are "unable to control their emotions and behaviors despite participation in less intensive services." Their home or community environment may be "compromise their recovery or well-being, necessitating removal from their environment."
  - □ Level 4: Intensive Treatment in a hospital or secure setting: appropriate for youth with mental health, emotional, or behavioral needs that place themselves or others at risk. Facility or staff security is necessary to maintain safety of the client or the community. While these safety concerns may be primary, treatment needs remain indicated.

(The information in quotations is derived from the American Society of Addiction Medicine Level-of-Care Criteria)



- Improving Access
  - Increasing Efficiency
    - Enhancing Quality
      - Expanding Partnerships





Integrated Treatment & Support

Developmentally-designed for adolescence, young adulthood, and family systems

including

### varying levels of care matched to strengths & needs

and

multiple modalities

with

specialized models

based on an



integrative and compensatory understanding of the process of growth and change

## Multiple Modalities & Models: Promoting Health & Wellness

Group Services and Supports are an evidence-based and effective approach for counseling teens *and* parents. Skillful use of peer influence and group dynamics allows change to occur more quickly and sets the stage for longer-lasting progress through the establishment of natural peer-based supports. Specialty groups are developed based on emerging needs and trends, and are offered within clinics and a variety of school/community sites.





Mitchell Barron, LICSW LADC 802-488-7721 MitchB@CenterpointServices.org www.CenterpointServices.org

## Building the Bridge: Effective Referral to Treatment & Support



Reason for Referral

Disposition: Next Steps

**Centerpoint** Please briefly describe the Reason for Referral, including your concerns, identified needs, and hopes or goals for this client: page 2 -Click here to enter text. □ If regarding truancy, the Truancy Response Service Screening & Priority Access form may also be completed I supported an *in-person* connection between this client and a Centerpoint Counselor. Date: <u>Click here to enter text.</u> I informed the client to coll Centerpoint to schedule an appointment or provide additional information □ I informed the parent/guardian to coll Centerpoint to schedule an appointment or provide additional information I informed the client that they will receive a call from Centerpoint I informed the parent/guardian that they will receive a call from Centerpoint This occurred via: 🔲 live conversation email/text voicemail/phone message other means of communication: <u>Click here to enter text.</u> Date message delivered: <u>Olick here to enter a date.</u> 
Confirmation that message was received And... ☐ I faxed this referral form to Centerpoint's secure fax at 802-488-7732. Date: <u>Click here to enter text</u>. □ I sent this as a secure emoil to <u>Referral@CenterpointServices.org</u>. Date: <u>Click here to enter a date.</u> □ I hand delivered this to Centerpoint Staff: <u>Click here to enter text</u> Date: <u>Click here to enter a date</u>. Centerpoint Administration Referral Received (Date): Click here to enter a date. Initial Client Contact with Centerpoint (Date/Time): Click here to enter a date. Phone email Hardcopy/in-person Assessment/Service Appt (Date/Time): Click here to enter a date. Clinician: Click here to enter text. □ Initial Assessment/Service Appt offered, if different (Date/Time): Click here to enter a date. Assessment/Service Disposition: Service Provided Client No Show Service Cancelled/Rescheduled - New Appt Date: Click here to enter a date HC EHR? □ No □ Yes: ID Click here to enter text. □ Active □ Inactive Medical-Chinical Rev. 022627

An Integrative & Compensatory Model of Change

Developmentally-matched to adolescence and young adulthood



