

Daybreak Scope of Counseling Services:

<u>Within our scope</u> of services	<u>Outside our scope</u> of services:
<ul style="list-style-type: none"> • Mild to moderate anxiety and mood disorders (anxiety, depression) • ADHD • Mild eating disorders • Affect Dysregulation or Anger Management • Challenges with Relationships • Stress related to school or academics • Identity or Sexual Development • Stress related to the pandemic <p>Co-occurring substance use, mild Autism, or learning disorders (as a secondary need given a primary need above)</p>	<ul style="list-style-type: none"> • Substance abuse or addiction as primary issue • Moderate to severe eating disorders • Psychosis • Autism or learning disorders as primary need • Medication Management

Symptoms that may indicate a need for referral to Daybreak:

The Daybreak team understands that school faculty have the best visibility of students and are often first to notice changes in behavior, affect and attendance. Below is a list of possible symptoms to look for in the students you work with who may benefit from Daybreak services.

Physical	Psychological	Behavioral	Acute Issues
<ul style="list-style-type: none"> • Panic attacks • pounding heart • Somatic complaints • Headache • Sweating • Stomach Pain • Nausea • Muscle aches 	<ul style="list-style-type: none"> • Unrealistic worry or fear, • Racing thoughts, • Decreased concentration • Decreased memory • Indecisiveness • Irritability • Impatience • Anger • Confusion • Feeling on edge • Sleep disturbance 	<ul style="list-style-type: none"> • Avoidance • Obsessive compulsive behavior • Distress in social situations • Phobic behavior/fear of certain things • Increased use of alcohol or drugs • General worry about what others think 	<ul style="list-style-type: none"> • Grief/loss • Relationships • Divorce/separation • Demands of life • Self-care needs • Family interactions • school/work obligations

Severity of Symptoms

Daybreak therapy services are designed to treat students facing mild to moderate symptoms. Often these are the students where there are notable differences in their ability to participate or complete activities of daily living as observed by those that work closest with them such as parents, teachers, coaches or counselors. Some examples may include feeling overwhelmed with the demands of life, decrease in self-care or personal hygiene, difficulty managing interpersonal relationships, or inability to meet school and work obligations.

Daybreak Scope of Services		Outside Daybreak Scope	
Mild	Moderate	Severe	Crisis
<p>Symptoms that have a limited effect on daily life but require attention.</p> <p>Some changes in mood, difficulty concentrating or interacting.</p>	<p>Increase in symptoms that affect daily life in more significant ways.</p> <p>Lower mood, disengaged, marked differences in daily functioning and perhaps the presence of passive suicidal ideation</p> <p>Inability to control symptoms.</p>	<p>Substantial functional impairments, and difficulty participating in daily life.</p> <p>Lack of joy in previously pleasurable activities. passive and/or active Suicidal ideation, thoughts of death. Marked changes in behavior coupled with loss of functioning at home, school or in the community</p>	<p>Actions, behaviors, or feelings lead to potential for danger to self or others.</p> <p>Inability to complete daily tasks, extreme withdrawal or wreckless behaviors.</p>
Recommended interventions			
<p>Refer to Daybreak</p> <p>Psychotherapy, CBT, skill building, or interpersonal therapy.</p>	<p>Refer to Daybreak</p> <p>Psychotherapy, CBT, skill-building or interpersonal therapy.</p> <p>Medication management when appropriate</p>	<p>Psychotherapy, medication, support groups, and/or day treatment, PHP program &/or Hospitalization.</p>	<p>Crisis intervention plan District Threat Assessment Protocols</p>

Questionnaire: Is my student a fit for counseling with Daybreak?

Is this student exhibiting symptoms listed on Page 3?

<input checked="" type="checkbox"/> NO	This student may not be in need of counseling.
<input checked="" type="checkbox"/> YES	Continue to the next question. Could be a good fit for services

What is this student's severity of symptoms? Mild/Moderate or Severe/Crisis?

Feel free to reference Daybreak's "Severity of Symptoms" table on page 4 to understand more about how "mild" and "moderate" may manifest itself in students.

<input type="checkbox"/> !! Severe / Crisis	Follow District Threat Assessment Protocols immediately.
<input checked="" type="checkbox"/> Not sure	Continue to the next question (Daybreak intake can help)
<input checked="" type="checkbox"/> Mild/Moderate	Continue to the next question.

Is this student between the ages of 11 - 19?

<input checked="" type="checkbox"/> NO	This student is not within Daybreak's age range and is not a fit for the program.
<input checked="" type="checkbox"/> YES	Continue to the next question. Nearly ready to refer

Is this student on an IEP, or a potential candidate for an IEP?

<input checked="" type="checkbox"/> YES	Consult District Guidelines and refer the student to SpEd services if they're a fit.
<input checked="" type="checkbox"/> NO	Continue to the next question. Ready to refer

Is the student able to participate in 12-weeks of therapy this year, meeting 1x per week?

<input checked="" type="checkbox"/> YES	This student confirmed they are able to meet each week for 12 weeks
<input checked="" type="checkbox"/> NO	Consider scheduling 1:1 appointment with the student to discuss their questions or concerns about the 12-week commitment

Would this case benefit from a team approach?

If yes, Convene an SST, or consult a school admin before referring to Daybreak ↓

Follow these steps when you're ready to refer your student to Daybreak:

[How to Refer a Student to Daybreak](#)