Welcome and Introductions

Tell us who you are!
Type into the Chatbox your name and your school(s)
Instructions: Chatbox

• Click Chat in the meeting controls panel.

• This will open the chat on the right of your screen. You can type a message into the chat box to Everyone in the meeting or click on the drop down next to To: if you want to send a message to a specific person.

• When new chat messages are sent to you or everyone, a small preview of the message will appear on your screen and the Chat will flash orange in your controls.
Instructions: Rename Yourself

Rename yourself to include your Region FIRST, please use these naming conventions:

- Sacramento, First Name, Last Name
- Bay Area, First Name, Last Name,
- LA, First Name, Last Name
- OC, First Name, Last Name
- SD, First Name, Last Name
School Psychologist Academy Portal

https://charterselpa.org/school-psych-portal/
Meeting Agenda

Welcome
  • Best Practices in Report Writing and Sharing Assessment Results with the IEP Team
  • Mental Health Services (Tier I, II and ERMHS)

Networking Opportunity
Best Practices in Report Writing and Sharing Assessment Results
Best Practices in Report Writing*

The Written Report…
A written report is required, as appropriate, of the results of each assessment administered.
The report must include:

- Whether the student may need special education and related services
- The basis for making the determination
- The relevant behavior noted during the observation of the student in an appropriate setting
- The relationship of that behavior to the student’s academic and social functioning

*The information on this slide is a review of the information presented by Heather Edwards, Esq. presentation titled “Legally Defensible Assessments” on 9/8/21 (EC 56327)
Best Practices in Report Writing*

The Written Report…

● Educationally relevant health and development and medical findings, if any

● For students with learning disabilities, whether there is such a discrepancy between achievement and ability that it cannot be corrected without special education and related services

● A statement concerning the effects of environmental, cultural, or economic disadvantage, if appropriate

● The need for specialized services, materials, and equipment for pupils with disabilities with low incidence disabilities

(EC 56327)
Eligibility Statements

- The evaluator must bring all of the prior information (records review, interviews, observations, previous testing, current testing) together in order to determine eligibility.

- The information MUST be compared to the legal requirements for the suspected disability.
  - Include the CA. Educational Code definition for eligibility for ALL areas of suspected disability and whether the student meets the criteria.

- A recommendation for eligibility MUST be included,
  - “Based on the foregoing, Johnny meets the eligibility requirements for a Specific Learning Disability; however, final determination on eligibility is an IEP team decision.”
Eligibility Statements

I: Issue Statement
   What is the area of suspected disability?

R: Rule
   State the legal standard for eligibility

A: Analysis
   This is where the rubber meets the road...compare the legal standard to the data (interviews, observations, testing, etc.).

C: Conclusion
   Does the student meet eligibility under that definition?
Best Practices & Considerations for Sharing Assessment Results

- Send written report ahead of time
- Review assessment results with parents prior to the meeting
- Review reports in conjunction with other service providers
- Use parent friendly language, explain terminology and acronyms
- **Summarize** results: focus on strengths, needs, recommendations during the meeting time
- Utilize visual supports to assist the team in understanding the assessment results
Breakout Room Collaboration

Discuss strategies that support implementation of best practices and considerations for sharing assessment results with IEP teams? Identify potential challenges? Solutions?
Resources

Report Writing and Assessment Summary Resources


- Best Practices in Psycho-Educational Assessment of Culturally and Linguistically Diverse Learners, Using the PSW Model, [https://www.youtube.com/watch?v=oX6jP8mWt4w](https://www.youtube.com/watch?v=oX6jP8mWt4w)
Mental Health Services
Supporting Mental Health through the MTSS Framework
Universal Screening: Purpose

• The purpose of Universal Screening is to identify those students within the entire student population who are at risk for developing behavioral or mental health problems.

• School wide screening is used to target, or identify, universal SEL instruction. Once universal supports are in place, and the team monitors for progress, screeners can also be used to move at-risk students to higher levels of supports as needed (so tier 2 and 3 supports.)
Universal Screening

Many schools are doing a great job collecting universal screening data for reading and math. Fewer schools are collecting universal screening data for behavior and social emotional needs.

Schools have students who would benefit from intervention support for behavioral and/or social-emotional needs. Not all of these students end up with behavioral referrals – but the need is there.
Universal Screeners

• Review 360 (Internal and External)
• Student Risk Screening Scale (Internal and External)
• Social, Academic, Emotional Behavior Risk Screener (SAEBRS; FBL)
• Systematic Screener for Behavioral Disorders (SSBD)
• Behavior and Emotional Screening Scale (BASC)
• Youth Internalizing and Externalizing Problem Screeners (YIPS & YEPS)
• Brief Externalizing and Internalizing Screener for Youth (BEISY)
• Social Skills Improvement System-Screener (SSIS-S)
• Strengths and Difficulties Questionnaire
• DESSA-Mini
Free Universal Screeners: Highlights

- Strengths and Difficulties Questionnaire (SDQ)
- Youth Internalizing Problem Screen (YIPS) & Youth Externalizing Problem Screener (YEPS)
- Structured Teacher Nomination Form
Tiered Levels of Support

Tier 1: Universal
School-wide

Tier 2: Targeted
Focused on a group

Tier 3: Intensive, Individual
Focused on individual needs
Tiered Levels of Support

Tier 1:
SEL
PBIS

Tier 2:
Strategic Behavioral Interventions

Tier 3:
ERMHS services through an IEP
Tiered Levels of Support

Menu of Evidence-Based Supports

- Targeted/Intensive (High-risk students)
- Individual Interventions (3-5% need)
- Selected (At-risk Students)
- Classroom & Small Group Strategies (10-25% of students respond)
- Universal (All Students)
  - School/classwide, Equity & Culturally Relevant & Responsive Systems of Support (75-90% of students respond)
  - POSITIVE RELATIONSHIPS WITH ALL STUDENTS; PROGRESSIVE RESPONSE TO PROBLEM BEHAVIOR

Support Options:

- FBA-based Behavior Intervention Plan
- Replacement Behavior Training
- Cognitive Behavioral Counseling/Therapy
- Family therapy/Wrap Around/Agencies included
- Behavioral contracting
- Self monitoring
- School-home note
- Mentor-based program
- Differential reinforcement
- Positive Peer Reporting
- Small group SEL or SS training
- Schoolwide PBIS
- SEL curriculum
- Good behavior game
- 17 Proactive classroom management
- Physiology for learning: Diet, Exercise, Sleep hygiene, stress management
Examples of Tiered Levels of Support

Tier 3: Intensive
- Crisis counseling
- Individual social skills instruction
- Psychiatric care

Tier 2: Strategic
- Targeted social skills instruction
- Group counseling/support groups
- Staff & family
- Coordinated referral process/progress monitoring

Tier 1: Universal
- SEL curriculum
- School climate assessment
- Mental Health screening
- Prevention/Wellness promotion

Positive Behavioral Interventions and Supports
- Brief FBA/BIP
- School-wide behavior expectations
- Acknowledge positive behaviors
- Data-based planning

Restorative Justice
- Wraparound
- Complex FBA/BIP
- Individual planning
- Family group conferencing
- Community conferencing

Social Emotional Learning
- Crisis counseling
- Individual social skills instruction

Mental Health
- Individual support teams/plans
- School climate assessment
- Crisis counseling
- Individual support teams/plans
- Psychiatric care

Positive Behavioral Interventions and Supports
- Group counseling/support groups
- Staff & family
- Coordinated referral process/progress monitoring

Restorative Justice
- Family group conferencing
- Community conferencing

Social Emotional Learning
- SEL curriculum
- School climate assessment

Mental Health
- Mental Health screening
- Prevention/Wellness promotion
- Mental Health screening
- Prevention/Wellness promotion

Positive Behavioral Interventions and Supports
- School-wide behavior expectations
- Acknowledge positive behaviors
- Data-based planning

Restorative Justice
- Circles
- Restorative chats
- Data-based planning
- Circles
- Restorative chats
- Data-based planning
When a student exhibits maladaptive or atypical behaviors.

When a parent/doctor provides information that a student has a mental health disorder.

When a student has a significant change in behaviors that negatively impact educational performance.

Whenever additional services or a change of placement are being considered due to mental health issues (no prior ERMHS in place).

**Note:** This is not an exhaustive list of situations in which an ERMHS Assessment should be conducted, just illustrative examples.
Tier 3 ERMHS Services

**IDEA/ Federal Law**
- Related Services
- Psychological Services
- Social Work Services
- Counseling Services

**California Law**
- Related Services
- Psychological Services
- Social Work Services
- Counseling & Guidance Services
- Individual Counseling
- Parent Counseling & Training
Psychological services may include:
Counseling provided to an individual with exceptional needs by a credentialed or licensed psychologist or other qualified personnel.
Consultative services to parents, pupils, teachers, and other school personnel.
Planning and implementing a program of psychological counseling for individuals with exceptional needs and parents.
Assisting in developing positive behavioral intervention strategies.
This term does not include assessment services or IEP development.
Tier 3 ERMHS Services
Social Work Services

Social work services may include:

Individual and group counseling with the individual and his or her immediate family.

Consultation with pupils, parents, teachers, and other personnel regarding the effects of family and other social factors on the learning and developmental requirements of individual pupils with exceptional needs.

Developing a network of community resources, making appropriate referral and maintaining liaison relationships among the school, the pupil with exceptional needs, the family, and the various agencies providing social, income maintenance, employment development, mental health, or other developmental services.
Counseling and guidance services may be provided to an individual with exceptional needs who requires additional counseling and guidance services to supplement the regular guidance and counseling program. The IEP team shall determine the need for additional guidance and counseling services.

Counseling and guidance services necessary to implement the IEP may include:

- Educational counseling in which the pupil is assisted in planning and implementing his or her immediate and long-range educational program.
- Career counseling in which the pupil is assisted in assessing his or her aptitudes, abilities, and interests in order to make realistic career decisions.
- Personal counseling in which the pupil is helped to develop his or her ability to function with social and personal responsibility.
- Counseling and consultation with parents and staff members on learning problems and guidance programs for pupils.
Parent counseling and training may include:

- Assisting parents in understanding their child’s special needs.
- Providing parents with information about child development.
# Tier 3 ERMHS Services: Provider Chart

<table>
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<th>CASEMIS Code</th>
<th>Licensed Educational Psychologist (LEP)</th>
<th>School Psychologist (PPS)</th>
<th>Licensed Clinical Psychologist</th>
<th>Marriage and Family Therapist (MFT)</th>
<th>Licensed Clinical Social Worker (LCSW)</th>
<th>Social Work (PPS)</th>
<th>School Counselor (PPS)</th>
<th>Licensed Professional Clinical Counselor (LPCC)</th>
<th>Board Certified Psychologist</th>
<th>Special Education Instructional Credential</th>
<th>Health and Nursing Services Credential</th>
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</table>

*Services may be provided by a qualified intern under the direct supervision of an individual who holds the appropriate credential authorization (5 CCR §3051).*
Tiered Intervention Activity:

- Identify the tiered interventions and supports at your site.
- Discuss and share out resources

*What do the mental health (SEL) supports look like at your site?*

*Who provides the supports/services?*
MTSS Social Emotional Resources: CASEL Guide

- Summarizes program features as well as evidence of effectiveness (Tables 1–4)
- Provides descriptions for all 23 Select programs in appendix A
- Provides guidelines and recommendations for selecting programs
- CASEL website provides webinar on how to use the guide:
  https://www.youtube.com/watch?v=JiqkUpSebZk
Resources

MTSS Social Emotional Resources

CDE SEL Resource Guide:
https://www.cde.ca.gov/eo/in/documents/selresourcesguide.pdf

OCDE SEL:
https://ocde.us/EducationalServices/LearningSupports/HealthyMinds/Pages/SEL-Resources.aspx

SELPA Padlet:
https://padlet.com/selpapd/buildingtier2andtier3practicesinschools
Educationally Related Mental Health Services
Break Out Room Collaboration

• Orient to the Padlet: https://padlet.com/selpapd/ERMHSTraining

• Review a resource(s) that can be utilized in practice

• Share out/discuss the tool you identified
Resources

ERMHS FAQ:

ERMHS Program Guidelines:

ERMHS Webmodule:
https://charterselpa.org/online-learning-center/ermhs/

ERMHS Padlet:
https://padlet.com/selpapd/ERMHSTraining
Share Out
Networking and Resources
Professional Learning Catalog Link

2021-2022 Professional Learning Catalog has been updated to include Spring trainings: http://charterselpa.org/professional-learning-catalog/
Save the Date:
School Psychologist PLCs

2/1/22
5/12/22
Psych PLC Feedback Survey Link

Please complete a short survey regarding the session today:

https://forms.gle/3SiFjaYn25t7hRSt6
Thank you!