Statewide Psych Professional Learning Community

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Presented By:
El Dorado SELPA Program Specialists

Welcome and Introductions

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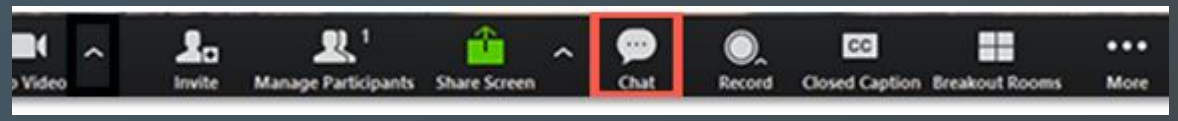
<u>Tell us who you are!</u>

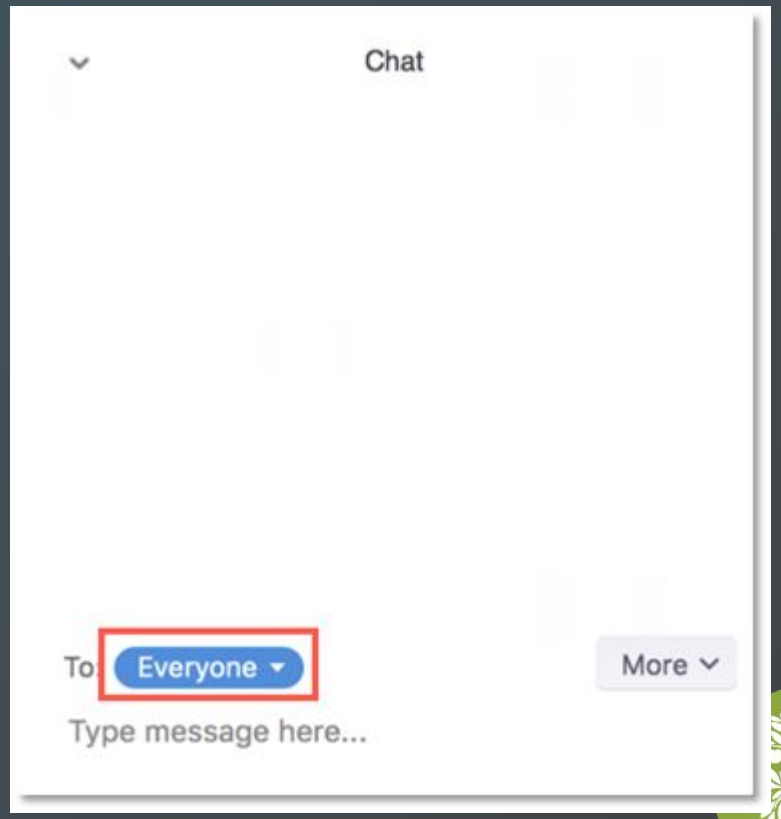
Type into the Chatbox your name and your school(s)

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

(EC 56327)

**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*

*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)

*Best Practices in Report Writing**

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"*

*Best Practices in Report Writing**

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?

Share Out

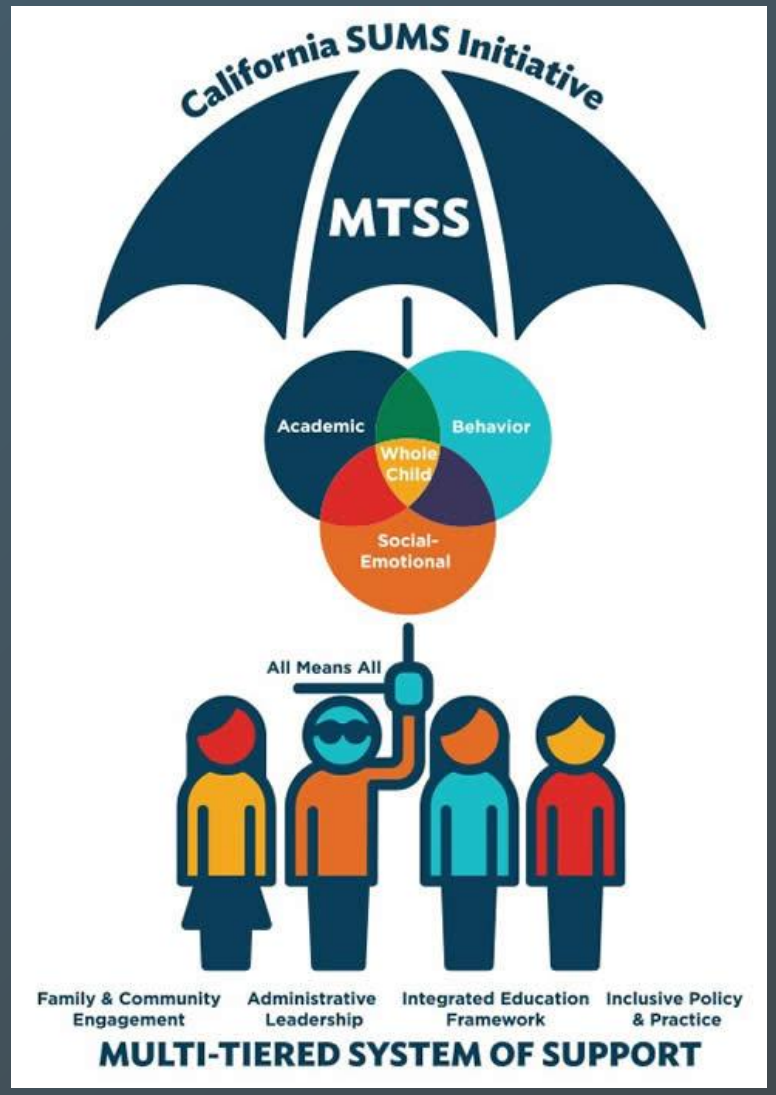
Resources

Report Writing and Assessment Summary Resources

- A C.L.E.A.R. Approach to Report Writing: A Framework for Improving the Efficacy of Psychoeducational Reports, https://www.csmh.uwo.ca/docs/publications/Mastoras,%20Climie,%20McCrimmon,%20and%20Schwean%202011.pdf
- Essentials of Assessment Report Writing, https://www.amazon.com/Essentials-Assessment-Report-Writing-Psychological/dp/1119218683
- Best Practices in Psycho-Educational Assessment of Culturally and Linguistically Diverse Learners, Using the PSW Model, 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

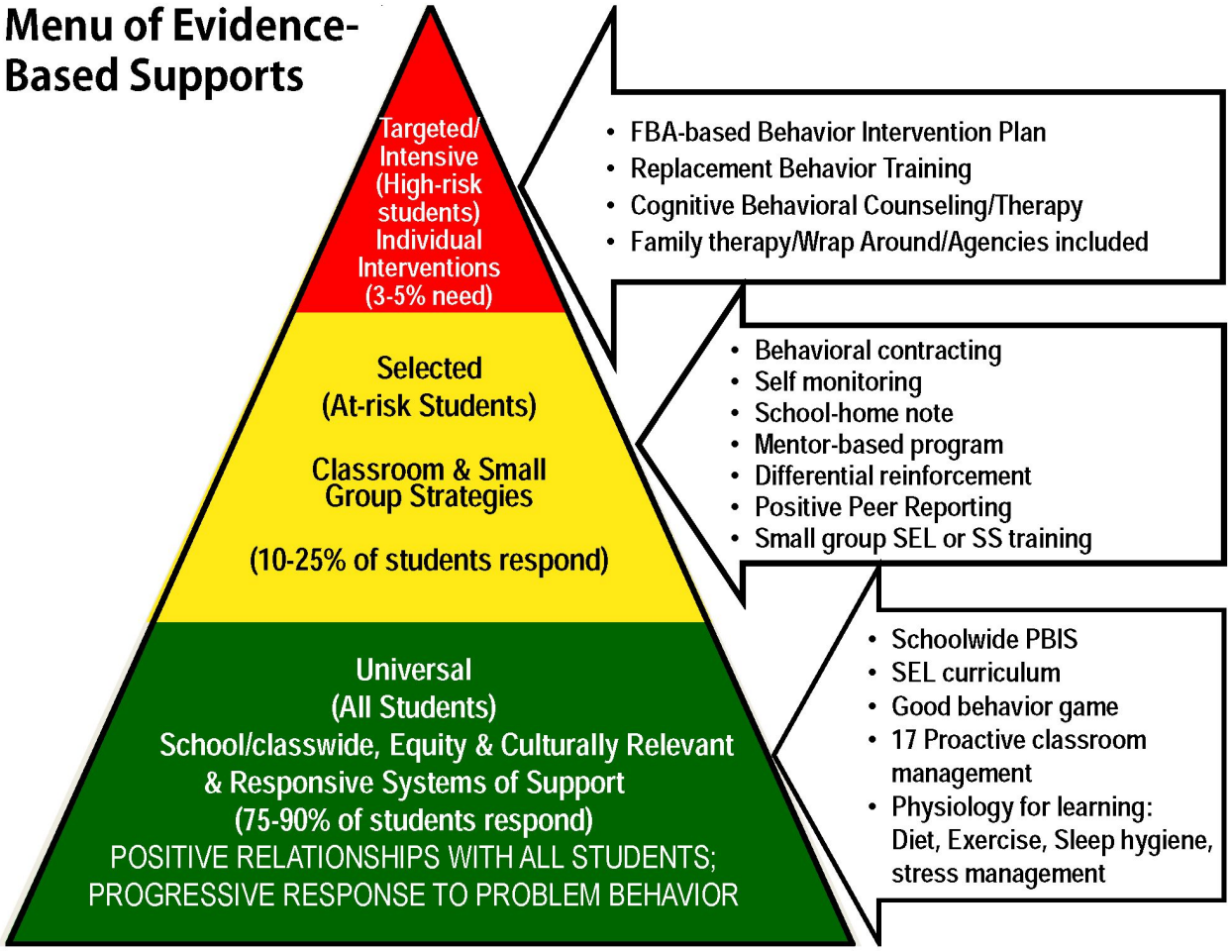
Tier 2:

Strategic Behavioral Interventions

Tier 3:

ERMHS services through an IEP

Tiered Levels of Support



Examples of Tiered Levels of Support

	Social Emotional Learning	Mental Health	Positive Behavioral Interventions and Supports	Restorative Justice
Tier 3: Intensive	Individual social skills instruction	• Crisis counseling • Individual support teams/plans • Psychiatric care	• Wraparound • Complex FBA/BIP • Individual planning	• Family group conferencing • Community conferencing
Tier 2: Strategic	• Targeted social skills instruction	• Group counseling/support groups • Staff & family • Coordinated referral process/progress monitoring	• Brief FBA/BIP • Check-in/out • Check/Connect • Social academic instructional groups	• Peer Jury • Conferencing • Problem-solving circles
Tier 1: Universal	• SEL curriculum • School climate assessment	• Mental Health screening • Prevention/Wellness promotion	• School-wide behavior expectations • Acknowledge positive behaviors • Data-based planning	• Circles • Restorative chats • Data-based planning

Tier 3 ERMHS Support

When a student exhibits maladaptive or atypical behaviors.

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

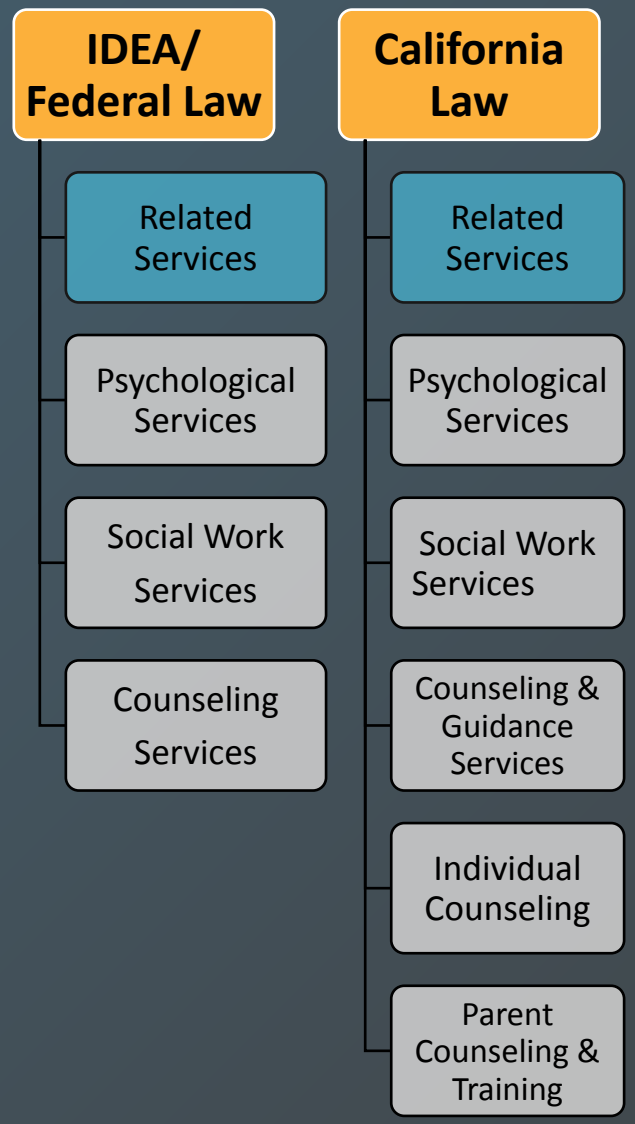
When should we give an ERMHS Assessment?

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



Tier 3 ERMHS Services
Psychological Services

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.

<u>This term does not include assessment services or IEP development.</u>

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.

Tier 3 ERMHS Services Counseling and Guidance

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.

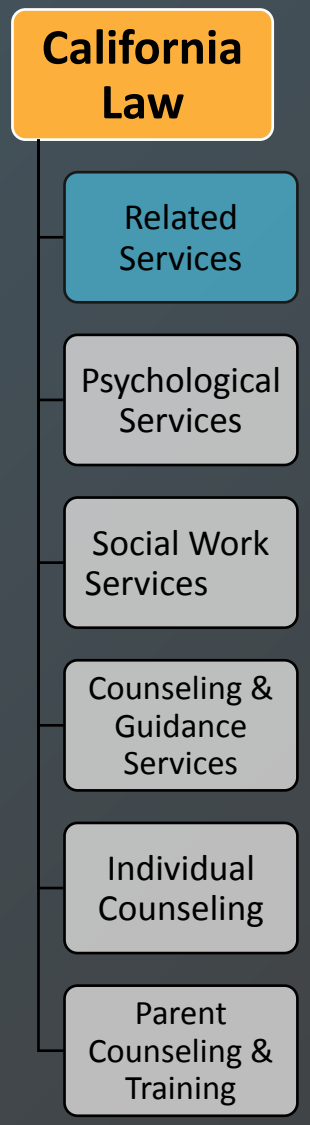
Counseling and consultation with parents and staff members on learning problems and guidance programs for pupils.

Tier 3 ERMHS Services
Parent Counseling and Training

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

	CASEMIS CODE	Licensed Educational Psychologist (LEP)	School Psychologist (PPS)	Licensed Clinical Psychologist	Marriage and Family Therapist (MFT)	Licensed Clinical Social Worker (LCSW)	Social Work (PPS)	School Counselor (PPS)	Licensed Professional Clinical Counselor (LPCC)	Board Certified Psychiatrist	Special Education Instruction Credential	Health and Nursing Services Credential
Individual Counseling	510	X	X	X	X*	X*		X	X*	X		
Counseling and Guidance	515	X	X	X	X*	X*		X	X*	X		
Parent Counseling and Training	520	X	X	X	X*	X*	X	X	X*	X	X	X
Social Work Services	525			X	X*	X*	X		X*	X		
Psychological Services	530	X	X	X	X	X						

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

Break Out Room Collaboration

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?

Resources

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

SELPA PD · 10h

ERMHS Training

Resources to accompany the ERMHS training and webinar

General ERMHS Resources

Webmodule

charterselpa.org

Educationally Related Mental Health Services | El Dorado Charter SELPA

GUIDELINES & RESOURCES

PDF

Charter-ERMHS-Guidelines

Intervention Activity

PDF

ERMHS Tiered Interventions activity

AB114 Letter

Universal Screeening

YIPS/YEPS

PDF

YIPS: YEPS

SDQ

PDF

SDQ

Structured Teacher Nomination

PDF

structured teacher nomination form

Intervention Resources

Strategic Behavioral Interventions

charterselpa.org

Strategic Behavioral Interventions and Supports | El Dorado Charter SELPA

Student Intervention Matching Form

PDF

Student Intervention Matchiing Form

Websites to Search for Evidence Based Interventions

PDF

sites to Search for Evidence-Based Interventions

ERMHS Assessment

ERMHS Report Template

DOCX

ERMHS Report Template

CSMH Summary of Free Assessment Measures

PDF

Mental Health Assessment Free Tools CSMH

ERMHS Goal Writing

Sample Goals

PDF

Sample ERMHS Goals

Goal Writing Template

PDF

9b. Annual Goal Components_Statement

Sample Goals 1

DOCX

ERMHS goal pairing cards

Sample Goals 2

ERMHS Services/Providers

XLS

Service code descriptions

Sample ERMHS services tools

PDF

ERMHS Tools

These tools may also be utilized in goal writing/monitoring

Service Provider Matrix

PDF

Service Provider Matrix

Hiring/ Contracting Flowchart

Threat Assessment

Suicide/Self-Harm Handbook

SUICIDE & SELF-HARM: A PREVENTION & RESPONSE TOOLKIT FOR EDUCATORS

PDF

Suicide Handbook v2.1 Optimized

Federal Guide

PDF

Threat Assessment Guide

NPS/RTC Resources

GUIDELINES & RESOURCES

PDF

Charter-NPS-RTC-Guidelines-2020

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:

http://charterselpa.org/wp-content/uploads/2017/09/Charter-ERMHS-FAQ-final-.pdf

ERMHS Program Guidelines:

http://charterselpa.org/wp-content/uploads/2018/01/Charter-ERMHS-Guidelines.pdf

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

Psych PLC Feedback Survey Link

Please complete a short survey regarding the session today:

https://forms.gle/3SiFjaYn25t7hRSt6

Thank you!