Statewide Psych Professional Learning Community

September 2022
Presented By:
El Dorado SELPA Program Specialists
Welcome and Introductions

Tell us who you are!
Type into the Chatbox your name and your school(s)
Welcome Activity: Which llama/Alpaca are you today?
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
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.
School Psychologist Academy Portal

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

• Introductions
• Discussion, Resources and Considerations
  • MTSS, Mental Health Support & ERMHS
• Networking Opportunity
• Question & Answer
MTSS, Mental Health Support & ERMHS
History of Educationally Related Mental Health Services

1974 - California Master Plan for Special Education

1975 - Special Education/IDEA Law Passes

1984 - AB 3632 Mandated Interagency Collaboration between County Mental Health and Education regarding IEP mental health/counseling related services

2011 - AB 114 Passes and rendered AB3632 inoperable. LEAs/Districts solely responsible for mental health/counseling related service

2022 - Feds release one time funds via American Rescue Plan with emphasis on mental health. OSER/OCR revisits supports in lieu of discipline, need for comp. ed.
These related services may be required to help a student with a disability benefit from Special Education.
Multi-Tiered System of Support (MTSS)
Multi-Tiered System of Support (MTSS)

**Tier 1**
- Universal Support
  - Evidence-based priorities and practices that support the academic, behavioral, and social-emotional success of all students in the most inclusive and equitable learning environment.

**Tier 2**
- Supplemental Support
  - Additional services provided for some students who require more academic, behavioral, and social-emotional support.

**Tier 3**
- Intensified Support
  - Targeted academic, behavioral, and social-emotional support directed toward the few students with greater needs.
Tiered Levels of Support

Tier 1: Universal
- schoolwide grade classroom

Tier 2: Supplemental
- focused on a student or group

Tier 3: Intensified
- intensive intervention focused on individual needs
Tiered Levels of Mental Health Support

Tier 1: Universal
  - SEL
  - PBIS

Tier 2: Supplemental
  - Targeted SEL/MH Intervention(s)

Tier 3: Intensified
  - Intensive Individualized MH supports
Universal (Tier 1)

Tier 1: Universal SEL PBIS

Examples

- Universal SEL curriculum
- School climate assessment
- Prevention/Wellness promotion
- School-wide behavior expectations
- Acknowledge positive behaviors
- Data-based planning
- Circles
- Restorative practices
- Others?
**Tier 1 Universal Screeners**

- Review 360 (student internalizing behavior screener and externalizing behavior screener)
- Student Risk Screening Scale (externalizing and internalizing)
- 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 and YEPS)
- Brief Externalizing and Internalizing Screener for Youth (BEISY)
- Social Skills Improvement System- Screener (SSIS-S)
- Strengths and Difficulties Questionnaire
- DESSA- Mini
Tier 2: Targeted Interventions

- Targeted social skills instruction
- Group counseling/support groups
- Staff & family
- Community agency referrals
- Check-in/out
- Social academic instructional groups
- Conferencing
- Problem-solving circles
- FBA-> BIP
- Wraparound services
- Other
Intensified (Tier 3)

Examples

Tier 3: Intensified

• ERMHS pursuant to an IEP and/or;

• An individualized determination for intensified support within an MTSS model such as:
  ○ Individual Counseling
  ○ Group Counseling
  ○ Social Work Services
  ○ Parent Counseling & Training
  ○ Other?
Tier 2-Tier 3

Depending on the MTSS framework within an LEA in conjunction with the individualized needs of the student, individualized supports may be considered either Tier 2 or Tier 3:

- General education student receiving intensified school based supports (not tied to an IEP or 504)*
- Student with a section 504 plan who requires intensified 1:1 services*
- Student w/an IEP who requires short-term school based counseling

*It is recommended that individualized supports be provided and closely monitored for a predetermined period of time to determine whether assessment may be warranted
Networking Breakout

With your school site in mind, individually review the SEL tiers document. Discuss any of the following with your group:

• How do students move through these tiers at your school?

• How might you use the tiered SEL structure to support collaboration with your administration in making referrals for mental health services?

• Does your school have a clear process for determining section 504 services?
  - If yes, how do you distinguish between considering 504 services or an assessment for special education?
  - If no, what steps can you take to begin developing this process?
Share Out
Considerations

- A clear MTSS framework for MH supports can effectively support student’s well being and reduce referrals for special education, *the school psychologist can provide crucial perspectives in designing these structures and supports*.

- Establish a pathway for determining Section 504 eligibility that apply to academic, behavior and social emotional needs. *Regardless of the methodology utilized to determine Section 504 eligibility, document the data and sources of information used in making the determination (e.g., school based mental health assessment information, private diagnoses, private assessments, behavior data, observations, etc.)*

- Progress monitoring is a critical component of providing mental health services. *For students without IEPs, consider ways to track progress. At what point will a referral for special education be made?*

- When determining school-based mental health services, consider how the students’ mental health needs relate to their education:
  - How do the student’s mental health or behavior needs manifest educationally?
  - How is the student’s learning and school performance impacted by mental health challenges?
  - How are the student’s grades, attendance, behaviors, discipline, relationships, and social involvement impacted?
## ERMHS & Provider Requirements

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<th>CALPADS Code</th>
<th>Licensed Educational Psychologist (LEP)</th>
<th>School Psychologist (PPS)</th>
<th>Licensed Clinical Psychologist</th>
<th>Marriage &amp; Family Therapist (MFT)</th>
<th>Licensed Clinical Social Worker (LCSW)</th>
<th>Social Work (PPS)</th>
<th>School Counselor (PPS)</th>
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<th>Board Certified Psychologist</th>
<th>Special Education Instruction Credential</th>
<th>Health and Nursing Services Credential</th>
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*Services may be provided by a qualified intern under the direct supervision of an individual who holds the appropriate credential authorization (5 CCR 3051).*
Q17. How should the Assessment Plan (AP) be written for an ERMHS assessment?

A17. If completing a stand-alone ERMHS assessment, select “Other” as the assessment type and manually enter “Educationally Related Mental Health Services Assessment”. Complete the Prior Written Notice (PWN) portion to reflect the reason for the referral, options considered and description of the evaluation procedures used in deciding to propose the assessment (what data informed this referral?). Then, check the Social Emotional/Behavior box and enter the examiner title (see below).

Social Emotional/Behavior - These assessments will indicate how your child feels about him/herself, gets along with others, takes care of personal needs at home, school and in the community.

If completing as part of an initial, triennial or supplementary assessment, ensure that the Social-Emotional/Behavior box is checked, the examiner title is included, and all reasons for referral/assessment are included in the corresponding PWN. To ensure the parent is fully informed regarding all areas of assessment, the team may select “Other” in addition to the assessment type and manually enter “Educationally Related Mental Health Services Assessment”.

School Psychologist
Q: What is the difference between an ERMHS assessment and a Social-Emotional assessment when completing a Psycho-Educational evaluation?

A: The purpose of the ERMHS assessment is to examine areas of social-emotional need and determine whether educationally related mental health services are required in order for the student to access their education. If needed, ERMHS assessment data informs the implementation of meaningful effective and evidence-based interventions. Assessment data collected during the assessment is used to update present levels, determine eligibility for ERMHS services, write ERMHS goals and make an informed recommendation to the IEP regarding the appropriate frequency and duration of services.
Q20. Do I have to rule out Emotional Disturbance (ED) when assessing for ERMHS?

A20. Ruling out ED is not required in all cases; however, it is recommended that the IEP team discuss whether assessment for ED is warranted based on the referral and mental health concerns. It is also recommended that discussion regarding consideration of additional areas of eligibility (such as ED) be included in IEP notes. If the IEP team is unsure whether assessment for ED is warranted, then it may be determined that ED is an area of suspected disability and therefore should be assessed. The assessment for both ED eligibility and ERMHS services can occur concurrently and be presented in the same report. This assessment and report would be considered a “psycho-educational and ERMHS assessment” and must be completed by a credentialed school psychologist. Additional psycho-educational assessment for ED may not be required in the following circumstances:

- If the student has recently been assessed for ED and found ineligible,
- if the referral for ERMHS is clearly related to the student's current disability and ED is not suspected, and/or
- the team can provide data as to why assessment for ED is inappropriate.

Regardless of final decisions regarding assessment, it is recommended that the IEP team discussion regarding additional areas of disability be clearly documented in IEP notes and/or on the Assessment Plan (AP)/Prior Written Notice (PWN).
Resources

School Psychologist Portal
https://charterselpa.org/school-psych-portal/
- ERMHS Program Guidelines
- ERMHS Service Description and Provider handout
- ERMHS FAQ for School Psychologists

Charter SELPA website
www.charterselpa.org
- SST Guidelines
- Section 504 Guidelines
Resources (cont)

Collaborative for Academic Social Emotional Learning (CASEL)

- www.casel.org

SEL Programs:

- www.casel.org/guide/programs
Resources (cont.)

Free Social Emotional Assessment tools:

Upcoming PL Opportunities
Upcoming DCN Training Opportunities

- Social Emotional Learning
  - 9/30/22

- Creating Effective BIPs- Part 1
  - 10/28/22

- Creating Effective BIPs-Part 2
  - 12/1/22
DCN PL Offerings:

- Social Emotional Learning (9/30)
- Behavior Supports for the Whole Class (10/24)
- Creating Effective BIPs- Part 1 (10/28)
- Creating Effective BIPs- Part 2 (12/1)
- Function to Reinforcement: A deep dive to the how and what of difficult behavior (12/2)
- ADHD: What it is and what it isn’t (1/13)
- California Dyslexia Guidelines (1/20)
- The Impact of Trauma (2/7)
- How to Interpret Psycho-Ed Reports for Teachers (2/14)
- Interdisciplinary Assessment of Girls with Suspected Autism (2/24)
- A Culturally Responsive Approach to Working in Schools (4/27)
- Interventions for Anxiety, Stress, and Trauma (5/1 & 5/2)
EdWell Training

Brain-Based SEL Events

Edwell partners with school communities to build the capacity of the adults in a school building to teach in a way that strengthens the emotional capacity of themselves and their students.

Session 1: Brain and Nerves
September 21
3:00 - 4:30 PM

Session 2: Safety and Connection
September 28
1:00 - 2:30 PM

Session 3: Strategies and Tools
October 5
2:30 - 4:00 PM
California Practitioners Guide for Educating ELs with Disabilities

Join Imperial County SELPA in this four-part virtual series on: Identification of English Learners, Pre-referral process and interventions, Educational Programs, and SPED Services and Reclassification.

September 26, 2022
October 25, 2022
January 26, 2023
March 9, 2023

8:30 AM - 3:00 PM | Virtual Event
Afterschool Special with Heather Edwards

Afterschool Special with Heather Edwards

Fall Series | Monday’s 3:00 – 3:45 PM
Topics include:
• 9/26: Eligibility Determinations and Termination
• 10/3: IEP Team Members
• 10/17: Meaningful Parent Participation
• 10/24: Educational-Decision Making Rights
• 10/31: Measurable Goals and Progress Monitoring
• 11/7: Legal Standards for Providing FAPE
• 11/14: Clarity of Offer of FAPE
• 11/28: Least Restrictive Environment
• 12/5: Transportation
• 12/12: Independent Educational Evaluations
• 12/19: Stay Put

Virtual Meeting | Register Here
Save the Dates!
School Psychologist PLCs 22-23

9/27/22
12/8/22
2/9/23
5/9/23
Psych PLC Feedback Survey Link

Please complete a short survey regarding the session today:

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