



LOS ANGELES UNIFIED SCHOOL DISTRICT

POLICY BULLETIN

TITLE: Counseling and Educationally Related Intensive Counseling Services (ERICS) for Students with Disabilities

NUMBER: BUL-5577.1

ISSUER: Sharyn Howell, Executive Director
Division of Special Education

DATE: July 21, 2014

ROUTING

All Locations
Instructional Superintendents
Instructional Directors
Special Education Service
Center Administrators
Psychological Service
Coordinators
School Site Administrators
Related Services Providers
Special Education Teachers

PURPOSE: The purpose of this Bulletin is to inform IEP teams of the change in name of the special education related service from Educationally Related Mental Health Services (ERMHS) to Educationally Related Intensive Counseling Services (ERICS) and to provide updated procedures regarding referral and assessment for Counseling or ERICS as a related service for students with disabilities.

MAJOR CHANGES: This Bulletin replaces BUL-5577.0: *Educationally Related Mental Health Services (ERMHS) for Students with Disabilities*, issued October 10, 2011 and REF-5578.0, *Guidelines for Individualized Education Program (IEP) Teams Regarding the Social-Emotional Needs of Students with Disabilities*, issued October 17, 2011.

Educationally Related Intensive Counseling Services (ERICS) replaces the name of Educationally Related Mental Health Services (ERMHS).

BACKGROUND: In July 2011, Los Angeles Unified School District (LAUSD) became responsible for the delivery of mental health services for students residing within its jurisdictional boundaries, which were previously provided in the state of California by County Mental Health (CMH) departments and mandated by AB3632. The permanent repeal of the AB3632 mandate released CMH departments from the responsibility of providing services to special education students in order to benefit from their IEPs. This placed sole responsibility for managing these students' access to educationally related counseling services with the school districts or Special Education Local Planning Agencies (SELPA's).

PROCEDURES/ INSTRUCTIONS: I. Service Delivery Models
A. Counseling as a Related Service:

For a student whose social-emotional and behavioral needs affect their ability to benefit from their special education program and are manifested primarily at school.



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PROCEDURES/ INSTRUCTIONS: (cont.)

The Welligent drop-down code for this service on the IEP is Code 04 (Counseling and Guidance).

B. Educationally Related Intensive Counseling Services (ERICS) as a Related Service:

For a student whose social-emotional and behavioral needs are documented to be more significant in frequency, duration, or intensity; affect their ability to benefit from their special education program; and are manifested at school, at home, and in the community.

The Welligent drop-down code for this service on the IEP is Code 80 (ERICS).

II. Referral and assessment process when IEP teams are considering services for Social-Emotional Needs

A. Referral for Counseling or Educationally Related Intensive Counseling Services (ERICS) as a related service:

Counseling and ERICS as a Related Service are to be considered only when they are necessary for the student with an IEP to benefit educationally from their instructional program, and supplement the regular guidance and counseling program of the school.

1. For an initial assessment with no prior IEP:
 - a. Follow procedures set forth in BUL-4140.1, *Review and Consideration of Request for Special Education Evaluation*, September 29, 2010;
 - b. If Emotional Disturbance is a suspected area of disability, follow procedures set forth in BUL-2075.0, *Establishment and Documentation of Intervention Procedures for Students Suspected of Emotional Disturbance*, October 24, 2005;
 - c. If the school determines that a request for evaluation is appropriate, then an assessment plan should be developed which includes a comprehensive psycho-educational assessment by a credentialed LAUSD school psychologist;
 - d. If the student is found eligible for special education and the results of the assessment indicate a need for Counseling or ERICS:
 - i. Develop present levels of performance for all areas assessed including social-emotional present levels of performance;
 - ii. Develop goal(s) based on assessment results and focused on outcomes.
2. For a student with an existing IEP and a current psycho-educational assessment (comprehensive evaluation within the last 3 years and a social-emotional assessment within the past 6 months):



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PROCEDURES/ INSTRUCTIONS: (cont.)

- a. Convene an IEP team meeting to discuss the request and review current social-emotional issues affecting student performance;
 - b. Review the comprehensive psycho-educational assessment that has been completed within the last three (3) years AND a social-emotional assessment that has been completed within the last six (6) months by a credentialed LAUSD school psychologist; and review any updates regarding the student's current social-emotional functioning;
 - c. Evaluate the student's program for evidence of implementation of research-based interventions targeted to improve academic, social-emotional and behavior functioning;
 - d. If the results of the interventions and the student's current social-emotional issues indicate a need for Counseling or ERICS as a related service:
 - i. Develop social-emotional present levels of performance;
 - ii. Develop goal(s) based on assessment results and focused on outcomes.
3. For a student with an existing IEP and **no** current psycho-educational assessment (comprehensive evaluation within the last 3 years and a social-emotional assessment within the past 6 months):
 - a. Convene an IEP team meeting to discuss the request;
 - b. If the data indicates a possible need for increased social-emotional support:
 - i. Schools should consider whether conducting a psychoeducational assessment is necessary. At a minimum, the school shall develop an assessment plan for a comprehensive psychoeducational assessment if (a) a change in eligibility is being considered or, (b) if the current eligibility is Emotional Disturbance; otherwise, develop an assessment plan for a social-emotional assessment only to be completed by a credentialed LAUSD school psychologist;
 - ii. Convene an IEP team meeting to discuss the results of the assessment, develop social-emotional present levels of performance and goal(s) based on assessment results and focused on outcomes.
4. When considering ERICS as a related service, data collected should indicate: (a) the interventions implemented and the student's response to the interventions; and (b) which of the following behavior(s) identified have existed over a long period of time and to a marked degree in frequency, duration, or intensity with the implementation of interventions:
 - a. Marked isolation and social impairment;
 - b. Self-injurious behavior;



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**PROCEDURES/
INSTRUCTIONS:
(cont.)**

- c. Significant aggression toward people and/or animals;
- d. Pattern of repeated negativistic and defiant behavior;
- e. Significant negative impact on school performance by home and living environments;
- f. One or more psychiatric hospitalizations;
- g. Marked or major depression;
- h. Frequency and duration of counseling (6 months to 1 year) have been insufficient for student needs.

AUTHORITY: This is a policy of the Los Angeles Unified School District.

**RELATED
RESOURCES:**

- BUL-4140.1, Review and Consideration of Request for Special Education Evaluation, September 29, 2010;
- BUL-2075.0, Establishment and Documentation of Intervention Procedures for Students Suspected of Emotional Disturbance, October 24, 2005;
- BUL-5757.3: Nonpublic School Placement Policies and Procedures for Individualized Education Program (IEP) teams; June 2013
- Individuals with Disabilities Education Improvement Act (IDEA 2004)

ASSISTANCE: For assistance or further information please contact:

Beth Kauffman, Director District Psychological Services/ERICs	213-241-8303
Arlene Banuelos, Coordinator ERICs	213-241-8303
Araceli May, Coordinator ERICs	213-241-8303
Mayra Santos, Coordinator Psychological Services Special Education Service Center North	818-654-5022
John Pero, Coordinator Psychological Services Special Education Service Center West	310-235-3725
Larisa Crookston, Coordinator Psychological Services Special Education Service Center East	323-224-3352
Delia Flores, Coordinator Psychological Services Special Education Service Center South	310-354-3570
Monique Arbuckle, Coordinator Psychological Services Special Education Support Center ISIC	213-241-8064