



# **Los Angeles Unified School District Division of Special Education**

## **Psychological Services / ERICS**

### **Educationally Related Intensive Counseling Services (ERICS)**

**OCTOBER 30, 2014**

# Agenda



- ▶ BUL-5577.1
- ▶ Related Services: Counseling and ERICS
- ▶ Referral and Assessment Process for Social-Emotional Needs
- ▶ ERICS Indicators
- ▶ ERICS Nonpublic School/Residential Treatment Center (NPS/RTC) Referral Factors
- ▶ NPS/RTC Indicators
- ▶ Least Restrictive Environment (LRE)
- ▶ BUL-5757.3
- ▶ RTC Placement Flowchart

# **BUL-5577.1 Counseling and Educationally Related Intensive Counseling Services (ERICCS) for Students with Disabilities**

- ▶ BUL-5577.1 replaces *both*:
  - BUL-5577.0 Educationally Related Mental Health Services (ERMHS) for Students with Disabilities, issued October 10, 2011

**AND**

- BUL-5578.0 Guidelines for Individualized Education Program (IEP) Teams Regarding the Social-Emotional Needs of Students with Disabilities, issued October 17, 2011

# Counseling as a Related Service

- ▶ Counseling is for students whose social-emotional and behavioral needs affect their ability to benefit from their special education program and are manifested primarily at school.
- ▶ Welligent drop-down Code 04 (Counseling and Guidance)

# ERICs as a Related Service

- ▶ ERICS is for students whose social-emotional and behavioral needs are documented to be **more severe** 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.
- ▶ ERICS is an intensive **educationally related** counseling service that **may** include individual counseling, group counseling, parent counseling and training, as needed.
- ▶ Welligent drop-down Code 80 (ERICs)

# Counseling and ERICS as Related Services

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.

# Pre-Referral for Counseling and ERICS

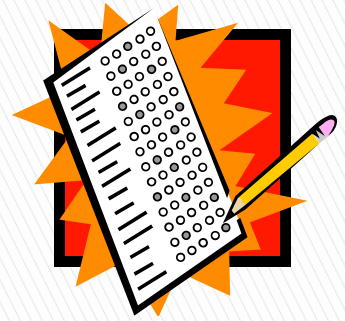


## School-wide and Community Interventions

- ▶ Data collected should indicate the interventions implemented and student's responses
- ▶ Implement and document results of RTI<sup>2</sup> Tier 1 & 2 interventions, including school, family, and community interventions
- ▶ Participate in Student Success Team (SST) Meeting
  - Data regarding social-emotional needs of student

# **Referral and Assessment Process for Social-Emotional Needs**

# Initial Assessment

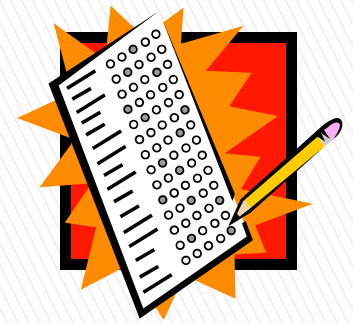


- ▶ After school-wide interventions have been implemented, and the school determines that a request for an evaluation is appropriate, then an assessment plan is developed for a comprehensive psycho-educational assessment by a credentialed LAUSD school psychologist.

**CONTINUE**



# Initial Assessment



- ▶ If a student is found eligible for special education and the results of the assessment indicate a need for Counseling or ERICS, then:
  - Develop present levels of performance (PLOP) for all areas assessed including social-emotional present levels of performance;
  - Develop goal(s) based on assessment results and focused on outcomes

## **IF...a student has:**

- An existing IEP
- Current psycho-educational assessment (comprehensive evaluation within the last 3 years), and
- A social-emotional assessment (within the past 6 months)

## **THEN...Convene an IEP meeting to:**

- Review existing records, psycho-educational assessment, review updates regarding student's current social-emotional functioning, document intervention and results
- Evaluate the student's program for evidence of implementation of research-based interventions targeted to improve academics, social-emotional and behavioral functioning

## **IF...a student with an IEP:**

- NO current psycho-educational assessment  
(comprehensive evaluation within the last 3 years and a social-emotional assessment within the past 6 months)

## **THEN...Convene IEP meeting to discuss request**

- If the data indicates a possible need for increased social-emotional support:
  - Schools should consider whether to conduct a psycho-educational assessment. At a minimum, an assessment plan should be developed for a comprehensive psycho-educational 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
- Convene IEP meeting to discuss results of assessment, develop PLOP and Goals in the area of Social-Emotional

# Student with Presenting Social-Emotional Needs

## Active IEP

### NO: Current Assessment\*

- Convene IEP (Review assessment data, review interventions and results, review records, consult with staff and parents)
- Data indicates possible need for service
- Develop assessment plan
- Conduct comprehensive assessment or social-emotional assessment
- Convene IEP (Review assessment data, review interventions and results, review records, consult with staff and parents)

### YES: Current Assessment\*

- Convene IEP (Review assessment data, review interventions and results, review records, consult with staff and parents)

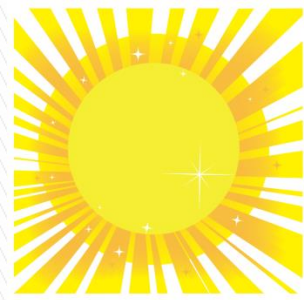
- Data indicates need for service
- Based on previous interventions and student need IEP team determines offer of Counseling or ERICS
- Develop social-emotional PLOP
- Goal(s) social-emotional

# ERICs Indicators:

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:

- ▶ Marked isolation and social impairment
- ▶ Self-injurious behavior
- ▶ Significant aggression toward people and/or animals
- ▶ Pattern of repeated negativistic and defiant behavior
- ▶ Significant negative impact on school performance
- ▶ May have one or more psychiatric hospitalizations
- ▶ Marked depressive symptoms
- ▶ Frequency or duration of prior counseling has been insufficient for student's needs (6 months to 1 year)

# Extended School Year (ESY)



- ▶ If student is in need of Counseling or ERICS during ESY and meets eligibility for ESY, include an ESY service grid.
- ▶ Refer to REF-5276.1 when making ESY determinations and complete all recommended attachments.



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**Nonpublic School/Residential  
Treatment Center (NPS/RTC)**

# Nonpublic School/Residential Treatment Center (NPS/RTC) Referral Factors

- ▶ NPS/RTC is the most restrictive special educational setting
- ▶ All other LRE options should be discussed, attempted, and documented **prior to** the NPS/RTC referral
- ▶ There must be evidence of participation in other counseling programs, such as related services: Counseling or ERICS, and/or mental health services from a community agency

**CONTINUE**



# Nonpublic School/Residential Treatment Center (NPS/RTC) Referral Factors

- ▶ NPS/RTC placements are for students whose behavioral and emotional needs are documented to be ***most severe*** and ***intense in frequency*** and ***duration***; affect their ability to benefit from their special education program; and are manifested at **school**, at **home**, and in the **community**
- ▶ Data collected should indicate the interventions implemented and student's responses
- ▶ NPS/RTC placements are ***voluntary***

## NPS/RTC CONSIDERATIONS

- Behaviors cannot be separated from learning problem
- Student is in most restrictive setting but still has trouble learning
- Frequent hospitalizations
- Danger to self or others
- Unpredictable and explosive behavior
- Risk of flight
- Long discipline record
- Extreme anxiety, depression

## MAY NOT CONSIDER NPS/RTC, IF...

- Behaviors **only** occur at home and/or community
- Social maladjustment is the **only** concern
- Substance abuse is the **only** concern
- Family dynamics is the **only** concern
- Situational/Acute depression is the **only** concern
- Delinquency is the **only** concern
- Truancy is the **only** concern
- Student has an open DCFS case (*Student **must** be in the custody of parent/guardian with educational rights.*)
- Student has an open Probation case (*Student **must** be in the custody of parent/guardian with educational rights.*)
- Student is 17+ year old (*limited placement options*)
- Student is on the alternate curriculum (*limited placement options*)

# NPS/RTC Indicators

- ▶ Long periods of isolation and social impairment
- ▶ Suicidal ideation, threats, behaviors, and attempts
- ▶ Significant pattern of physical & verbal aggression towards others
- ▶ Marked and persistent negative impact on school performance, at home, and living environments
- ▶ Numerous psychiatric hospitalizations
- ▶ Severe depression
- ▶ Severe anxiety

# Least Restrictive Environment (LRE)

- ▶ The California Department of Education (CDE) and the District's focus is to educate students within the Least Restrictive Environment (LRE)
- ▶ CDE requires School Districts to document IEP discussion regarding the District's attempts to educate within the LRE *prior* to referring to NPS/RTC
- ▶ CDE requires IEP teams to document an anticipated date of discharge and return date to LRE on all IEPs recommending NPS/RTC placement
- ▶ Anticipated date of discharge will be evaluated every 6 months by a multidisciplinary IEP team consisting of District and NPS/RTC staff

# Continuum of Placement Options for Students with Disabilities From Least Restrictive to Most Restrictive

<http://achieve.lausd.net/sped>

## Least Restrictive

General Education Class/  
General Education Site

Special Day Program/  
General Education Site

Special Day  
Program/Special  
Education Center

Nonpublic School

Home/  
Hospital or  
Residential

## Most Restrictive

# **Referral Process for NPS/RTC Placement**

# Referral Process for NPS/RTC Placement

## Prior to the IEP meeting:

- ▶ School psychologist will complete the psycho-educational assessment, if warranted
- ▶ Assessment must indicate that social-emotional behaviors are impeding the student's access to the educational program
- ▶ School psychologist will present case at Case Review (preparatory activity)
- ▶ If the case is being considered for NPS/RTC placement, then **immediately** following Case Review **AND prior** to the IEP meeting, Psychological Services Specialist will email a copy of the assessment report with a brief summary of the case to the ERICS RTC staff for further consultation
  - [veronica.cagigas@lausd.net](mailto:veronica.cagigas@lausd.net)
  - [sonia.lopez-monguia@lausd.net](mailto:sonia.lopez-monguia@lausd.net)
  - [laura.velez-garcia@lausd.net](mailto:laura.velez-garcia@lausd.net)

# Referral for a Nonpublic School/Residential Treatment Center (NPS/RTC) **BUL-5757.3**

## At the IEP meeting:

- ▶ Develop social-emotional PLOPs and goal(s) based on assessment results and focused on outcomes
- ▶ Parent/guardian (with educational rights) must receive a copy of BUL-5757.3 Attachments D1, D2 & D3 by the IEP team administrator/designee when NPS/RTC placement is agreed upon to be explored
  - **ATT. D1:** Parent/Guardian's Guide to Exploring Nonpublic School (NPS) Placement Options
  - **ATT. D2:** Placement Agreement/Authorization for Release of Records For Students Being Considered For Placement in a NPS/RTC; and Authorization For Request/Release of Information
  - **ATT. D3:** Parent/Guardian's Guide to Nonpublic School/Residential Treatment Centers (NPS/RTC) Travel Guidelines

# Referral for a Nonpublic School/Residential Treatment Center (NPS/RTC) **BUL-5757.3**

- ▶ Parent/guardian (with educational rights) must review and sign Att. D2 agreeing to the District's placement procedures and release of information; IEP team must upload Att. D2 to the IEP under Attached Documents
- ▶ Recess the IEP meeting
- ▶ IEP Administrator/Designee must complete **ATT. C: SE25 - Recommendation for Nonpublic School Placement**  
  
\*\*SE25 **MUST** be signed by the Special Education Service Center Administrator/Designee prior to submitting
- ▶ Update: It is no longer necessary to submit the NPS/RTC Certification

# Processing NPS/RTC Referrals

- ▶ ERICS Department processes all SE25s for NPS/RTC placement
- ▶ ERICS Department reviews the psycho-educational assessment and refers to suitable NPS/RTCs that may meet the student's needs per information documented on the assessment report and IEP
- ▶ Parent/guardian will **not** receive a letter with a list of NPS/RTCs
- ▶ Parent/guardian will be contacted by the NPS/RTC once the student is accepted

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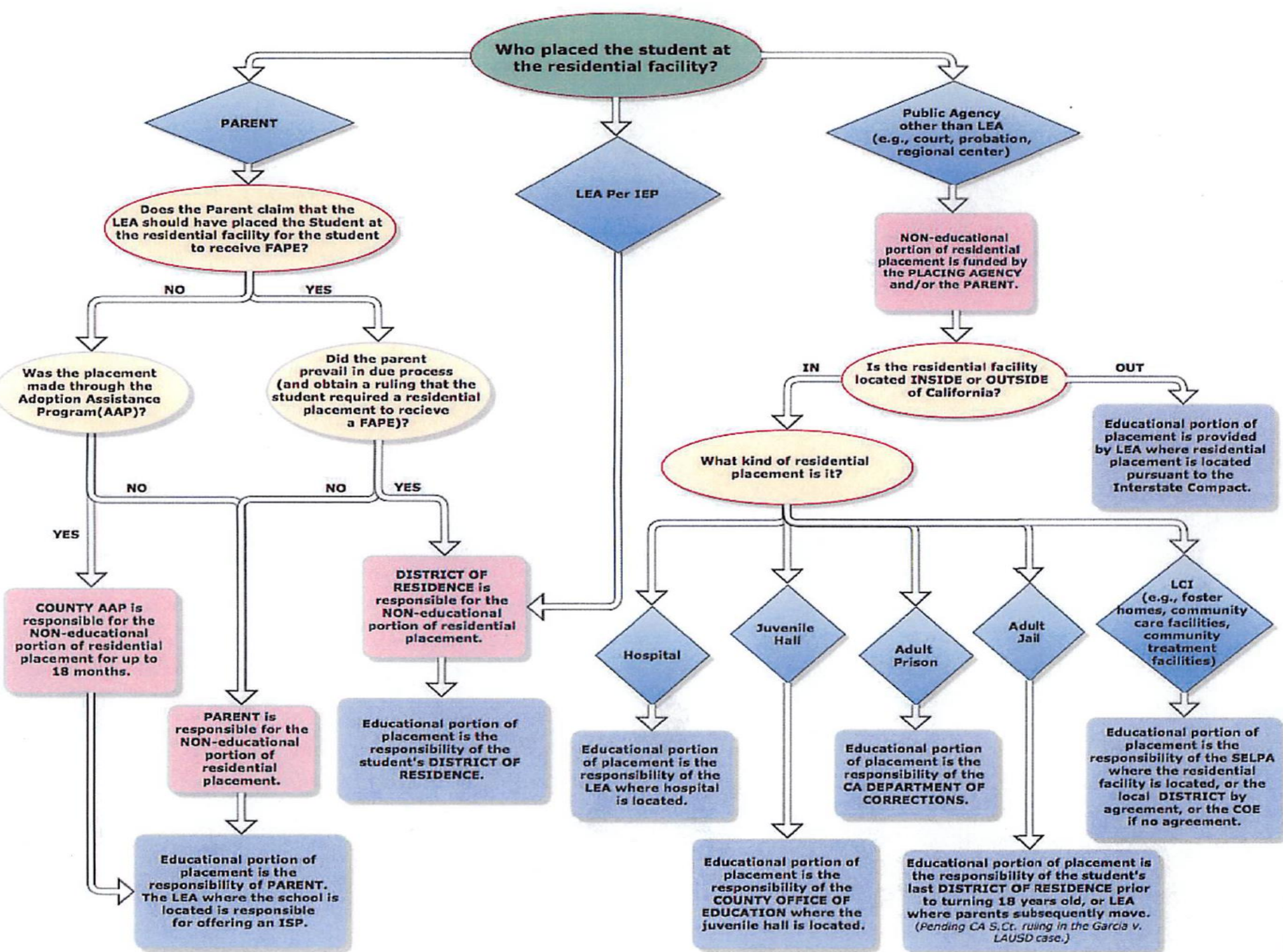
# Processing NPS/RTC Referrals

- ▶ The ERICS Department will contact the referring school to reconvene an IEP meeting to document the offer of FAPE (name the RTC)
- ▶ NPS/RTCs may not enroll a student until the IEP team reconvenes to name the FAPE recommendation and the parent/guardian signs the document

# Additional Notes Regarding NPS/RTC IEPs

- ▶ Do not record Code 04 or 80 on the IEP document - ERICS are provided 24/7 as needed (including ESY)
- ▶ NPS/RTC educational placements are not long-term placements
- ▶ NPS/RTC placements are educational placements **NOT** custodial/housing, probation or mental health placements
- ▶ NPS/RTCs are **NOT** boarding schools, drug rehabilitation centers, or psychiatric hospitals

**Who placed the student at  
the residential facility?**



# Frequently Asked Questions



## ▶ **Who writes the Counseling or ERICS goal(s)?**

It depends...

- For Initial cases, the school psychologist will write the Counseling or ERICS goals
- For students already receiving Counseling or ERICS, the service provider will write the goal

## ▶ **When developing goals for Counseling or ERICS what is the Area of Performance?**

- The Area of Performance when developing goals is Social-Emotional, NOT Counseling or ERICS

# Frequently Asked Questions



- ▶ **How do I make the change from ERICS to Counseling and Guidance as a related service, for a student who has demonstrated improvement with ERICS and may benefit from Counseling & Guidance instead?**
  - No assessment is necessary to make change; however an IEP meeting should convene to discuss and document student's social-emotional progress on Present Levels of Performance (PLOP) and FAPE Part 4: Additional Discussion

# Frequently Asked Questions



- ▶ **A social-emotional evaluation was completed within the past 6 months but the ERICS indicators were not included because at that time it was not warranted, is a new social-emotional assessment with ERICS indicators needed?**
  - An addendum to the most current social-emotional assessment report should be completed to document not only the ERICS indicators, but also include any updates regarding the student's social-emotional/behavioral functioning and its impact on the educational program.

# Frequently Asked Questions



- ▶ **A social-emotional evaluation was completed within the past 6 months with ERICS indicators included, but the IEP team recommended trying Counseling and Guidance as Related Service first, but is now considering ERICS due to escalation of behaviors, are PLOPs sufficient to document the increased need?**
  - Yes. PLOPs describing the recent escalation of behaviors with additional documentation on FAPE Part 4 will support the change from Counseling & Guidance to ERICS.

# Frequently Asked Questions



- ▶ **How many minutes of ERICS should be offered at IEP?**
  - Minutes are based on student **needs**, *typically* students are provided 60-minutes per week.
  - Summary Service Grid: 240-minutes, frequency: 1-5 times per month
  
- ▶ **Do we write ERICS goals for parents?**
  - No. ERICS goals are student specific; however parents receive counseling and training on how to understand and support their child's exceptional needs

# Frequently Asked Questions



- ▶ **Parents are requesting medication supports through ERICS, how does the IEP team address this?**
  - The District does not provide medication support nor advise on medication. The parents should be encouraged to consult with their private physician, mental health provider or other county or community agency for any medication management or other medical needs, if parent inquires **only**.

# Frequently Asked Questions



- ▶ **Can a student receive outside counseling services privately or through a community agency AND be eligible for Counseling and Guidance or ERICS as a related service?**
  - Yes. Students may receive counseling services within the community and also at school.

# ERICs References and Related Documents

**BUL-5577.1** Counseling and Educationally Related Intensive Counseling Services (ERICs) for Students with Disabilities

**BUL-5757.3** *Nonpublic School (NPS) Placement Policies and Procedures for Individualized Education Program (IEP) Teams*

**REF-5276.1** *Guidelines for the Individualized Education Program (IEP) Team when students with Disabilities are Being Considered for Extended School Year (ESY) Programs and Services*

Vu, Van T. (February 2, 2013) *ERICs: Conducting assessments & writing legally compliant IEPs* [PowerPoint slides]

Los Angeles Unified School District, Division of Special Education website (<http://achieve.lausd.net/sped>)

# Psychological Services / ERICS

**Beth Kauffman, Director**  
[beth.kauffman@lausd.net](mailto:beth.kauffman@lausd.net)

**Arlene Banuelos, Coordinator**  
[arlene.banuelos@lausd.net](mailto:arlene.banuelos@lausd.net)

**Araceli May, Coordinator**  
[araceli.may@lausd.net](mailto:araceli.may@lausd.net)

**Veronica Cagigas Espinoza, Specialist**  
[veronica.cagigas@lausd.net](mailto:veronica.cagigas@lausd.net)

**Troy X. Leonard, Specialist**  
[troy.leonard@lausd.net](mailto:troy.leonard@lausd.net)

# Our Students and Families THANK YOU!

