

The background of the slide is a light gray gradient, decorated with numerous realistic water droplets of various sizes. Some droplets are large and prominent, while others are small and scattered. They are rendered with soft shadows and highlights, giving them a three-dimensional appearance.

DIS COUNSELING SERVICE TRACKING REVIEW

PSYCHOLOGICAL SERVICES STAFF MEETING

FEBRUARY 17, 2017

WHY?



AS SCHOOL MEDICAL PROVIDERS
DISCOUNSELING SERVICES MUST:

- MEET FEDERAL & SPECIAL EDUCATION REQUIREMENTS
- PROVIDE INDIVIDUALS WITH DISABILITIES ACT (IDEA) ELIGIBLE STUDENTS WITH AN IDEA COMPLIANT IEP THAT SPECIFIES ALL SPECIAL EDUCATION & RELATED SERVICES NEEDED BY THE CHILD
- MEET MEDICAL REQUIREMENTS IN ADDITION TO SPECIAL EDUCATION REQUIREMENTS

MAIN IDEAS

#1 ALIGNMENT WITH THE IEP = **CONSISTENCY**

- ON IEP – BETWEEN NEEDS IDENTIFIED IN THE PLOP & GOAL
- BETWEEN FAPE 2 SUMMARY OF SERVICES PAGE AND SERVICE PROVISION
 - RECORDED ON A SERVICE LOG THAT CORRESPONDS TO ACTIVE IEP
 - TIME AND FREQUENCY
 - SERVICE PROVIDED IF IT'S ON THE IEP
- BETWEEN GOAL AND SERVICES (COUNSELING ACTIVITIES)
 - MAY INCLUDE SKILLS THAT SCAFFOLD – BUT THE LINK SHOULD BE EXPLICIT
(EX. IN ORDER TO IMPROVE NANCY'S ABILITY TO MANAGE HER ANGER, SHE PARTICIPATED IN AN ACTIVITY TO ACCURATELY IDENTIFY FEELINGS)

MAIN IDEAS

#2 STANDARDS OF PRACTICE = **QUALITY**

MEETS PROFESSIONAL STANDARDS

- DESCRIPTION OF THE ACTIVITY IS COMPLETE
- DESCRIPTION APPEARS TO BE A COUNSELING ACTIVITY
- DESCRIPTION IS WRITTEN IN COMPLETE SENTENCES

MAIN IDEAS

#3 ACCURACY & COMPLETENESS = ALL 3 PARTS INCLUDED, PROGRESS IS QUANTIFIABLE

- THERE IS A DETAILED DESCRIPTION OF THE INTERVENTION/ACTIVITY & THE DESCRIPTION IS COMMENSURATE WITH THE SESSION
- STUDENT ENGAGEMENT IN ACTIVITY IS SPECIFIED
- STUDENT PROGRESS TOWARDS GOAL IS CONCRETE

PROGRESS TOWARDS GOAL

- TIMES STUDENT DEMONSTRATED SKILL IN A SESSION
- REPORTS OF BEHAVIOR (STAFF, PARENTS, STUDENT)
- OBSERVATION OF ENGAGEMENT IN ACTIVITY



INITIAL SESSION EXCEPTION: THIS IS THE FIRST SESSION WITH THE STUDENT SO PROGRESS TOWARDS THE GOAL (UTILIZING POSITIVE COPING SKILLS) WILL CONTINUE TO BE MONITORED



MEASURING PROGRESS TOWARDS GOAL

STUDENT PROGRESS TOWARDS GOAL IS CONCRETE

TIMES STUDENT DEMONSTRATED SKILL: STUDENT WAS ABLE TO NAME 4 OUT OF 5 COPING SKILLS IN THE COUNSELING SESSION HE APPEARS TO BE MAKING PROGRESS TOWARDS THE GOAL;

REPORTS OF BEHAVIOR (STAFF, SELF, PARENTS): STUDENT IS ABLE TO EXPRESS HIS FEELINGS 2X A DAY AS REPORTED BY... (OR OBSERVED); STUDENT HAS USED POSITIVE COPING STRATEGIES WHEN UPSET 2 OUT OF 5 INCIDENCES, THEREFORE IS MAKING SOME 40% PROGRESS TOWARDS HIS GOAL;

OBSERVATION OF ENGAGEMENT IN ACTIVITY: STUDENT ENGAGED IN POSITIVE ROLE PLAY SCENARIOS IN WHICH HE MODELED 3 OF THE 5 COPING SKILLS WITH PROMPTING

PSYCH SERVICES – HOW ARE WE DOING?

NOVEMBER 2016 – JANUARY 2017

Records reviewed	# Providers Reviewed	Does Student Have Current IEP?	Is the DIS Service on the IEP?	PLOP Meets Professional Standards?	Does IEP Goal Align with IEP?
1259	875	100%	99%	100%	87%

IEPs developed by school psychologists with a recommendation for counseling appear to meet professional standards in describing the student's social emotional needs and students for whom DIS counseling is a documented service and who have active IEPs. Most counseling goals align with the social emotional needs identified in the Present Level of Performance.

PSYCH SERVICES DIS COUNSELING QUALITY REVIEW

NOVEMBER 2016 – JANUARY 2017

Is the Service on the IEP?	Does the Service provided (activity) align with the IEP?	Does the Service have a description of the activity?	Does the Service have an Outcome?	Does the Service Have an Objective Measure?	Overall Compliance Level?
99% 😊	51% * 😞	84%	86%	36% ** 😞	71%

* mainly repetition week to week

** mainly using old format ex. 'partial progress'

IS IT A PROBLEM?

AUG 2016 – JAN 2017 BILLING TURNED OFF FOR...


# with Billing Turned Off	Providers Less than 1 year with billing turned off	Providers with at least a 1 year of billing turned off	Providers 2 years or more of billing turned off	Providers Left the Program
61 psychologists	43	14	1	3

#1 ALIGNMENT WITH IEP

#2 STANDARD OF PRACTICE

#3 ACCURACY

Performance Area:	Social-Emotional
Assessment/Monitoring Process Used:	Record Review, Interview, Observation
State/District Assessment Results:	

Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): 

Areas of strength:
Jesus demonstrates good attendance and participation in his DIS counseling sessions. He has achieved his IEP counseling goal of being able to practice stress management techniques to handle anxiety related to a school task and demonstrate the ability to motivate himself to greater performance by changing how he thinks about a stressful situation. Jesus has demonstrated substantial progress in overcoming social fears that interfere with his academics.

Areas of need:
Jesus continues to experience anxiety related to asking for help within the educational setting. He has improved in his ability to utilize strategies to relieve his anxiety (i.e. practicing asking for help in a setting he feels comfortable). However, he still continues to avoid or delay asking for help due to the related anxiety he experiences.

Impact of disability: Educational impact is suspected due to Jesus's Specific Learning Disability (SLD). Due to Jesus's current social-emotional needs, continuation of DIS counseling services is recommended.

Pupil Counseling	
+ Activities/Services	
ACTIVITY RELATED TO IEP GOAL:	Jesus was required to discuss current sources of social anxiety, including specific situation examples that he has experienced, in addition to identifying current stress relief strategies that he can use in those situations.
RESPONSE TO ACTIVITY:	Jesus participated fully in the activity, asked for clarification of questions as needed, and exhibited good self-reflection surrounding the topic of the session.
PROGRESS TOWARDS IEP GOAL:	Jesus has made 80% progress towards his goal. He is able to identify his sources of social anxiety, including areas for which he has grown and improved on. He continues to work on identifying stress relief strategies for given scenarios, as well as in applying those strategies. He was able to identify 3 strategies independently, and three additional strategies with guidance.

Performance Area:	Social-Emotional
Annual Goal #	GB

Jesus will utilize stress relief strategies as a means to decrease his social anxieties and other associated fears related to asking for help within the academic setting and apply them within the classroom independently in 4 out of 5 trials.

Progress on annual goals to be reported to parents by completing the "IEP Report of Progress and Achievement from Current IEP" form(s) which w provided at either Progress Report or Report Card periods.

Methods of Evaluation:

<input type="checkbox"/> State Assessments	<input type="checkbox"/> Norm Referenced	<input type="checkbox"/> Criterion Referenced	<input type="checkbox"/> Curriculum Based	<input checked="" type="checkbox"/> Observation
<input type="checkbox"/> Portfolio	<input type="checkbox"/> Work Samples	<input checked="" type="checkbox"/> Informal	<input type="checkbox"/> Other:	

Incremental objective #1 related to the goal:

Jesus will utilize stress relief strategies as a means to decrease his social anxieties and other associated fears related to asking for help within the academic setting in 3 out of 5 trials per session with minimal adult support.


Incremental objective #2 related to the goal:

Jesus will utilize stress relief strategies as a means to decrease his social anxieties and other associated fears related to asking for help within the academic setting in 4 out of 5 trials per session with minimal adult support.

Performance Area:

Assessment/Monitoring Process Used:

State/District Assessment Results:

Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): 

Areas of Strength:

Sierra is considerate, cooperative, respectful, and friendly. She gets along well with her peers and teachers. Sierra is able to advocate for her needs, and she demonstrates strong skills in following directions in her classes. With DIS Counseling, Sierra has good attendance and participation in her sessions. She is self-reflective and open, and during sessions she is able to evaluate her current situations, as well as evaluate appropriate problem solving techniques in building and managing relationships with her peers and teachers. Sierra has met her current counseling goal as she is able to evaluate the consequences of responsible/irresponsible behaviors, alternatives, and their effects on others and the achievement of personal goals.

Areas of Need: Sierra continues to experience elevated levels of school-based stress, and she continues to work on identifying and using appropriate relaxation strategies within the classroom setting.

Impact of Disability: Educational impact is suspected due to Sierra's Other Health Impairment (OHI) due to ADHD-like characteristics. Due to Sierra's current social-emotional needs, the continuation of DIS counseling services is recommended.



Section G: Annual Goals and Objectives

Performance Area:

Annual Goal #

Sierra will assess levels of personal stress and implement stress management techniques (e.g., reframing, deep breathing, self talk, progressive relaxation) in 4 out of 5 trials per session with minimal adult support as measured by observation.

Progress on annual goals to be reported to parents by completing the "IEP Report of Progress and Achievement from Current IEP" form(s) which w provided at either Progress Report or Report Card periods.

Methods of Evaluation:

- ☐ State Assessments
 ☐ Norm Referenced
 ☐ Criterion Referenced
 ☐ Curriculum Based
 ☒ Observation
- ☐ Portfolio
 ☐ Work Samples
 ☐ Informal
 ☐ Other:

Incremental objective #1 related to the goal:

Sierra will identify levels of personal stress in 3 out of 5 trials per session with moderate adult support as measured by observation.

Incremental objective #2 related to the goal:

Sierra will implement stress management techniques (e.g., reframing, deep breathing, and self talk, progressive relaxation) in 4 out of 5 trials per session with moderate adult support as measured by observation.



Activities/Services

ACTIVITY RELATED TO IEP GOAL:

Sierra was required to evaluate her current levels of personal stress, as well as identify techniques for her current sources of stress.


RESPONSE TO ACTIVITY:

She demonstrated strong self-reflection and participation within the session.

PROGRESS TOWARDS IEP GOAL:

Sierra demonstrated 80% progress towards her goal, and during the session, she was able to identify five relaxation strategies she is able to use. She was also able to describe times outside of the session when she has used relaxation techniques.

Performance Area:	Social Emotional Status
Assessment/Monitoring Process Used:	Observations, interview
State/District Assessment Results:	N/A

Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): 

AREAS OF STRENGTH: During individual counseling Katie is able to describe difficult situations in which she experiences conflict with others in 3 out 4 trials with 60% accuracy. She is also able to discuss and evaluate alternatives to responding to difficult situations due to disagreement or conflict in 3 out 4 trials with 70% accuracy. In addition, Katie's teacher reports that Katie displays eagerness to establish social interactions with peers and has the ability to make friends. She is also able to show empathy and sensitivity towards others and enjoys helping.

AREAS OF NEEDS: Although Katie has made partial progress towards developing self and social management abilities such as using positive communication, decision making and social skills to interact effectively with others in 4 out 5 trials with 80% accuracy, Katie continues to struggle with generalizing the skills practiced during individual counseling to the classroom and playground settings. It is reported that during class and on the playground Katie continues to struggle with self and social management such that 'she cries when she does not get her way, is disrespectful towards peers and adults, screams/yells at students when upset, and reacts inappropriately when frustrated.' Katie requires adult support during academic and social tasks during the school day. Overall, Katie has not met her annual social emotional goal at this time.

IMPACT OF DISABILITY: Katie's eligibility of other health impairment as related to ADHD characteristics impacts her participation and performance in the general education setting with grade level curriculum.

RECOMMENDATIONS: It is recommended that Katie continue receiving DIS counseling services to enhance self and social management skills.

Annual Goal #

To enhance self and social management abilities , Katie will practice positive communication, decision making and social skills to interact effectively with others in 4 out 5 trials with 80% accuracy.

Progress on annual goals to be reported to parents by completing the "IEP Report of Progress and Achievement from Current IEP" form(s) which is provided at either Progress Report or Report Card periods.

Methods of Evaluation:

- ☐ State Assessments
 ☐ Norm Referenced
 ☐ Criterion Referenced
 ☐ Curriculum Based
 ☒ Observation
☐ Portfolio
 ☐ Work Samples
☒ Informal
☐ Other:

Incremental objective #1 related to the goal:

Katie will practice positive communication, decision making and social skills to interact effectively with others in 2 out 5 trials with 60% accuracy.

Incremental objective #2 related to the goal:

Katie will practice positive communication, decision making and social skills to interact effectively with others in 3 out 5 trials with 70% accuracy.

Activities/Services

ACTIVITY RELATED TO IEP GOAL:

To enhance self and social management through communication, decision making, and social skills, Katie participated in the "What I Love about Me" activity to practice identifying positive qualities about herself as a self-management strategy to persevere through academic and social challenging situations.

RESPONSE TO ACTIVITY:


Katie was able to identify seven qualities about herself to use as a self and social management strategy with minimal adult assistance. She was able to understand how being positive about herself, using positive communication, decision making, and social skills will improve her success at school with learning and friends. She displays willingness to take responsibility for her actions, considers different ways to manage the situations, and decides on appropriate outcomes.

PROGRESS TOWARDS IEP GOAL:

During counseling, Katie displays adequate progress towards her annual goal. She displays age appropriate positive communication, decision making, and social skills in 3 out 4 trials with 80% accuracy and minimal adult prompting. However, in class and on the playground she struggles to implement these skills as reported by teacher.

Section E: Present Level of Performance

Performance Area:	Social Emotional
Assessment/Monitoring Process Used:	observations, interviews, records
State/District Assessment Results:	

Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): 

Strengths: Savannah comes willingly when called for counseling and appears to enjoy the process. She is talkative, friendly, and gets along well with peers within a small group setting. She is able to participate in discussions and articulate her feelings. She is able to recount events and make insightful observations. She is also able to engage in the problem solving process, and contributes her own ideas to discussions. She is often able to follow redirection and provide an appropriate answer regarding how to better handle such situations (whether she agrees with the solution or not). She is able to listen, negotiate, and can often resolve minor differences appropriately.

Needs: Based on interviews with staff members, Savannah demonstrates difficulty self monitoring and managing her emotions. Referral documentation and staff report she becomes angry when dealing with conflicts with peers or teachers. She may use inappropriate language in or out of the classroom. At times, Savannah can appear argumentative when trying to prove that her perspective is correct, or she may refuse to acknowledge another's perspective.

Impact: An Other Health Impairment due to attention difficulties as well as the above social emotional needs impact Savannah's ability to engage completely and appropriately in her educational program without support. Savannah continues to qualify for DIS counseling services. She continues to work towards her overall goal of improving her self monitoring skills and maintaining appropriate communication.

Annual Goal

GB

Savannah will improve her self management skills by coping with negative feelings (ex: anger, frustration) adequately without the use of verbal aggression, 4 out of 5 days per week with minimal adult support as measured by teachers and counselor observation.

Progress on annual goals to be reported to parents by completing the "IEP Report of Progress and Achievement from Current IEP" form(s) which is provided at either Progress Report or Report Card periods.

Methods of Evaluation:

<input type="checkbox"/> State Assessments	<input type="checkbox"/> Norm Referenced	<input type="checkbox"/> Criterion Referenced	<input type="checkbox"/> Curriculum Based	<input checked="" type="checkbox"/> Observation
<input type="checkbox"/> Portfolio	<input type="checkbox"/> Work Samples	<input type="checkbox"/> Informal	<input checked="" type="checkbox"/> Other: <input type="text"/>	

Incremental objective #1 related to the goal:

Savannah will define what it means to be a flexible thinker and will make a decision after evaluating choices presented through scenarios provided with 80% accuracy in 3 out of 5 trials during the counseling session as measured by counselor.

Incremental objective #2 related to the goal:

Savannah will identify and practice conflict resolution behavior when resolving conflicts in school in 3 out of 5 days per week as measured and reported by teacher and counselor.

Session Objective/Notes

ACTIVITY RELATED TO IEP GOAL: Discussion regarding self management through positive coping and conflict resolution strategies. Students discuss various situations in which they identify and evaluate strategies which can be used to cope with negative feelings, re-focus, engage in positive communication, and resolve conflicts.

Session Results/Measurable Outcome

RESPONSE TO ACTIVITY:

Savannah appeared cooperative and expressive during group discussion. She made eye contact with peers and this provider, and demonstrated age-level vocabulary in expressing her ideas. Although some hot-button topics were raised by peers, Savannah was able to cope appropriately with frustration and use an appropriate voice volume and tone. Therapeutic activities included perspective taking and reframing.

PROGRESS TOWARDS IEP GOAL:

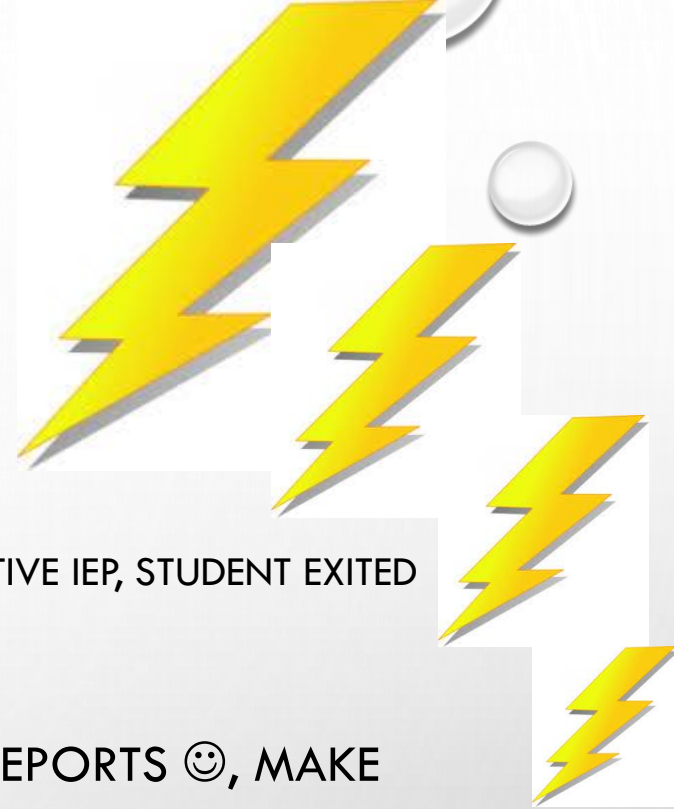
Within a small group setting, Savannah often appears able to self management and cope with negative feelings (ex: , nger, frustration) adequately without the use of verbal aggression, at least 2 out of 5 days per week with minimal adult support as measured by counselor observation.

THOU MUST NOT...

- **COPY AND PASTE** (FROM ONE KID TO ANOTHER, FOR SESSIONS/RESPONSES WEEK AFTER WEEK)
- **LEAVE ONE OF THE THREE COMPONENTS OF THE SERVICE LOG BLANK**
(1. ACTIVITY, 2. RESPONSE, 3. PROGRESS TO GOAL)
- **CONTINUE TO DOCUMENT ON A OLD SERVICE LOG WHEN A NEW IEP HAS BEEN ACTIVATED**
- **USE ONE OR TWO WORD RESPONSES FOR #1, #2, OR #3**
- **USE THE OLD FORMAT FOR REPORTING PROGRESS**
(EX. 'PARTIAL PROGRESS')

THOU MUST NOT...

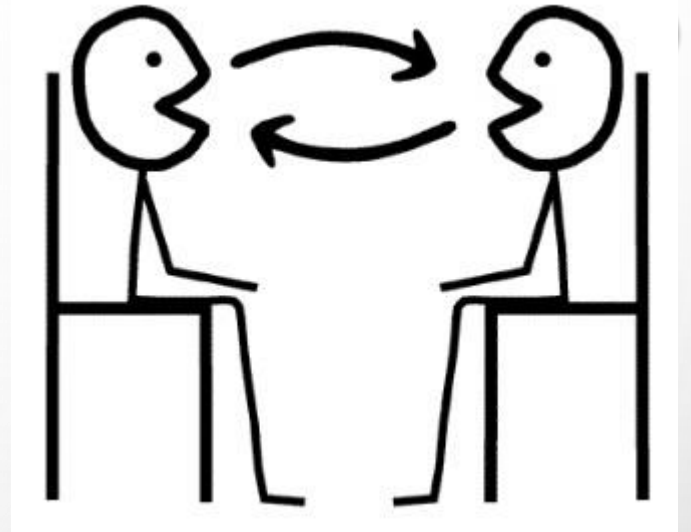
- PROVIDE COUNSELING WHEN IT IS NOT ON THE IEP (EX. INACTIVE IEP, STUDENT EXITED THE DISTRICT)
- OVERLOOK COUNSELING THAT IS ON THE IEP...(RUN THE SER REPORTS 😊, MAKE SURE STAFF NOTIFY YOU OF NEW ENROLLEES, KNOW WHEN IEPS ARE SIGNED)
- WRITE VOCATIONAL GOALS (COMPLETING WORK, RAISING HAND, STAYING ON TASK, TURNING IN HOMEWORK, ETC.)
- LOG COUNSELING SESSIONS FOR A DAY THAT THE STUDENT OR YOU ARE ABSENT – ACCURACY MATTERS!



DIRECT SERVICE

COUNSELING IS A DIRECT SERVICE

- NOT OBSERVATIONS
- NOT CONSULTATION WITH OTHER STAFF
- NOT CONSULTATION WITH PARENTS



ABOUT CONSULTATION....

IT IS **NOT** A COUNSELING SERVICE

FOR TRANSITIONING STUDENTS CONSIDER:

- NON-DIS COUNSELING / PARENTAL PERMISSION TO SEE THE STUDENT AS NEEDED
- ACCOMMODATIONS
- BEHAVIOR OR VOCATIONAL GOAL

SHOULD YOU GET A CONSULTATION GOAL FROM A CHARTER OR AS A “LEFT OVER” –

- LOG THE SERVICE TO STAY IN COMPLIANCE W/ WELLIGENT – HOWEVER THE SERVICE LOG MUST REFLECT THE GOAL AS WRITTEN (#1, #2, #3 – CAN’T SAY ‘CONSULTED W/ TEACHER’)
- HOLD AN AMENDMENT AS SOON AS POSSIBLE TO CONSIDER MORE APPROPRIATE WAYS TO ADDRESS THE STUDENT’S NEED



CASE EXAMPLE 1

IEP DOCUMENTATION

Goal: Student will utilize positive coping skills from 1/5 situations to 3/5 situations.

WELLIGENT SERVICE DOCUMENTATION

INTERVENTION RELATED TO IEP GOAL: Checked in regarding student's current mood and functioning. Acknowledged student's feelings of hopelessness and wanting to give up on pursuing a certain relationship. Encouraged exploration of student's current way of coping with hurt and anger, helping identify pros and cons as well as other ways of coping. Discussed ways for student to continue to focus on school instead of letting his current upset distract him.

STUDENT'S RESPONSE TO INTERVENTION: Student reported feelings of hopelessness related to feeling angry and hurt about a situation involving a peer relationship. Student was able to process his current efforts to cope and acknowledged its ineffectiveness. Student had some difficulty identifying ways to keep current upset from distracting his focus on school.

MEASURABLE PROGRESS TOWARDS IEP GOAL: Student is currently meeting goal in 2-3 out of 5 situations.

CASE EXAMPLE 3 – IMPROVED DOCUMENTATION

IEP DOCUMENTATION

Goal: Student will increase expression of feelings (i.e. sadness, frustration, anger, etc.) from 1x per day to 4x per day.

WELLIGENT SERVICE DOCUMENTATION

INTERVENTION RELATED TO IEP GOAL: Asked student to rate how he feels using Feeling Thermometer. Explained how student's mood appears to have declined since last session. Explored student's current feelings. Reviewed cognitive triangle and how thoughts, feelings, and actions are all interrelated.

STUDENT'S RESPONSE TO INTERVENTION: Student presented with flat affect. Reluctantly expressed feeling sad, but would not say why. Engaged in conversation regarding cognitive triangle and identified that if he changed his thoughts, then his feelings and actions would change as well.

MEASURABLE PROGRESS TOWARDS IEP GOAL: Student is able to express his feelings 2x per day.

