Counseling as an IEP Related Service

Presented by

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How Counseling as a Related Service Differs from Psychotherapy

- Focus on school-related issues
- Behavior based
- Less intrusive
- Emphasizes practical and immediate application rather than development of insight
- Necessary in order to make educational progress
Request for Counseling as an IEP Related Service

Transfer students receiving the services

Continue to provide services

Review existing data within 30 days

Evaluation needed?

Yes

Obtain written parental consent to evaluate & provide Notice of Evaluation to parent

Complete evaluation and report

Review results in an ARD/IEP meeting (30-day ARD/IEP meeting for Transfer students) to determine eligibility for counseling as an IEP related service

No

Continue to provide services

Requested by the ARD/IEP committee, teacher, administrator, other school staff, or parent

Evaluation needed?

Yes

Review services need in relation to instructional goals & administer screener at ARD

Complete counseling evaluation

Include results and recommendations in the integrated evaluation report

No

Explore other intervention options

Part of an initial evaluation

Counseling Service Providers (in order):
1. School Counselor/Social Worker
2. LSSP/Psychologist
3. SPED Social Worker

Note:
1. When school counselors/social workers are available on campus but are unable to handle all counseling as an IEP related service cases, LSSPs/psychologists will help out with students with behavioral disorders (AU, ED, ADHD) who are served in self-contained classrooms.

2. When school counselors/social workers are not available on campus, LSSPs/psychologists will provide counseling as an IEP related service to special education students added for the service. When LSSPs/psychologists are unable to handle all counseling cases, SPED social workers will help out.
Who is a Good Candidate for Counseling as a Related Services

- Distressed about situation
- Desires change
- Ability to learn alternative problem-solving/social skills
- Supportive Family
- Adequate cognitive ability
- Adequate Language Skills
Sources of Information

- **Review of Records**
  - Discipline Records
  - IEP/BSP
  - Progress Reports
  - Previous Evaluations

- **Interviews**
  - Student
  - Teachers
  - Parents
  - Administrator

- **Behavior Rating Scales/Self-Report Inventories**
  - Social Skills Rating System
  - Behavior Dimensions Scale

- **Observations**
Counseling Evaluation

▪ Evaluation Report

❖ See counseling report template
❖ Counseling evaluation and report must be completed and reviewed within timelines
How to Write Measurable Counseling Goals and Objectives

- Purpose of Counseling Goals
- Writing Measurable Goals/Objectives
- Attitude Goals
- Writing Measurable Objectives
- Short Term Objectives
Purpose of Counseling Goals

To increase positive behaviors and decrease negative or counterproductive behaviors.
Why are Measurable Goals and Objectives Necessary?

• Describes what a student is expected to achieve within a year
• Developed to meet student specific educational needs
• Defines the data collection system that will measure student’s progress
Components of a Measurable, Standards-Based Goal/Objective

- Behaviors (....the student will...)
- Conditions (When presented with....)
- Measurable Criteria (...as measured by...)
- Timeframe (...by the end of ...)

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Writing Measurable Goals and Objectives

• Most counseling goals are the same as those stated in the student’s Behavior Support Plan (BSP).
• The PLAAFP statement should provide observable data on the child’s behaviors.
• Counseling is recommended by the ARD/IEP committee as a related service to support Instruction.
Writing Measurable Goals and Objectives

- Start with observable behavior. Think about what the student does or what you can see or observe.
  - EXAMPLE 1:
    - Everyone knows that the student can be aggressive - but think in terms of data.
      - The student was referred to the office for 7 acts of aggression toward peers last semester.
    - Everyone knows the student is depressed.
      - The student was unable to participate in classroom activities 2 out of 5 days for the last 6 weeks because of crying, lethargy, or sleeping.
EXAMPLE 2:

- PLAAFP: The teacher’s anecdotal records indicate that Thomas has an angry emotional outburst, tearing up his paper and pounding on his desk, during spelling instruction, three or four out of five days.

- GOAL: By the second semester of the 2011-2012 school year, Thomas will no longer exhibit angry outbursts during spelling instruction. *(Measurable annual goal taken from the BSP)*

- OBJECTIVE: During the 2011-2012 school year, Thomas will attend two sessions per week where the counselor will provide strategies for managing academic frustration and anger, with regard to spelling instruction.
Attitude Goals

The “attitude” must be translated to observable behaviors.

<table>
<thead>
<tr>
<th>Not Measurable</th>
<th>Measurable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andy will have a better attitude toward school.</td>
<td>Andy will be on time for school at least 90 percent of the time during the 2011-2012 school year.</td>
</tr>
<tr>
<td>Andy will have fewer than 3 verbal outbursts in class each week during the fall semester.</td>
<td></td>
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</tbody>
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Attitude Goals

- Attitude goals can be made measurable with these three steps:
  
  - **STEP 1**: Make a list of the negative behaviors and concerns of the ARD/IEP committee.
  - **STEP 2**: Next, create statements that are the opposite of these concerns.
  - **STEP 3**: Finally, connect the attitude goal with the observable, positive behaviors to make the goal measurable.

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Attitude Goals

IS THIS A MEASURABLE GOAL?

“By the end of the year, Jordan will exhibit a positive attitude about herself and school.”

YES or NO
Attitude Goals

STEP 1: Make a list of the negative behaviors and concerns of the ARD/IEP committee.

- Jordan says negative things about herself in class.
- Jordan draws pictures that have depressing themes.
- Jordan is usually alone. She has no close friends and seldom talks to other students.
- Jordan never participates in social events or after school events.
- Jordan expresses loneliness in many of her written assignments.
Attitude Goals

STEP 2: Next, create statements that are the opposite of Jordan’s negative behavior.

- Jordan never participates in social events or after school events
- Jordan will participate in social events or after school events.

- Jordan expresses loneliness in many of her written assignments.
- Jordan’s written assignments will include pleasant themes.
Attitude Goals

STEP 3: Finally, connect the attitude goal with the observable, positive behaviors to make the goal measurable.

• **EXAMPLE 3: MEASURABLE GOAL**
  By the end of the school year, Jordan will exhibit a positive attitude about herself and school, by saying positive things about herself during group discussions, at least three times a day.

• **EXAMPLE 4: MEASURABLE GOAL**
  By the end of the school year, Jordan will exhibit a positive attitude about herself and school, by including pleasant themes in her written assignments, 4 out of 5 times.
Short Term Objectives

Short term objectives are measurable, intermediate steps between the PLAAFP and the annual goal.

• **EXAMPLE 3: MEASURABLE GOAL**
  By the end of the school year, Jordan will exhibit a positive attitude about herself and school, by saying positive things about herself in class, at least three times a week.

  ❖ **SHORT TERM OBJECTIVE**
  1. Jordan will say positive things about herself in class at least once a week for the first semester.
  2. Jordan will say positive things about herself in class at least three times a week for the second semester.
Short Term Objectives

• **EXAMPLE 4: MEASURABLE GOAL**
  By the end of the school year, Jordan will exhibit a positive attitude about herself and school, by including pleasant themes in her written assignments, 3 out of 4 times.

  ❖ **SHORT TERM OBJECTIVE**
  1. Jordan will include pleasant themes in 25% of her written assignments for the first two months.
  2. Jordan will include pleasant themes in 50% of her written assignments for the next two months.
  3. Jordan will include pleasant themes in 75% of her written assignments for the remainder of the school year.
Key Points

- Measurable goals are derived from the child’s PLAAFP.
- Collaboration with other staff is necessary for everyone to focus on a common vision for the child.
- Conditions, Behaviors, Measurable Criteria, and Time frame are the components of a standards-based goal/objective.
- Most counseling goals are the same as those stated in the student’s Behavior Support Plan (BSP).
- Behavior goals are stated in positive, observable, and measurable behavior terms.
- Select an appropriate method and schedule that is reasonable for the staff to collect data to determine the child’s progress toward mastery of the goal and objectives.
How to Write Annual or Short Term Measurable Goals and Objectives for Counseling

• NOTE: The purpose of counseling goals is to increase positive behaviors and decrease negative or counterproductive behaviors.

的例子:

- **Uncooperative** - When interacting with adults, Jim will follow oral directions.
- **Shy** - Georgia will increase self-initiated verbal interactions.
- **Temper Tantrums** - When frustrated with a task Greg will use appropriate language to ask for help.
- **Fighting when Teased** - Linda will demonstrate responses to teasing by:
  - Walking away,
  - Ignoring the teasing, or
  - Telling the person how she feels in a friendly way.

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Case Study (Small Group Activity)

- Small Groups of 4-6
  - Review the case information
  - Draft a counseling evaluation report
  - Draft a measurable counseling goal with two measurable counseling objectives
Counseling Services

- Types
  - Individual Counseling
  - Group Counseling

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Counseling Services

- Documentation
  - Contact with Parents/Outside Agencies
  - IEP [§300.320(a)]
    - Statement of the child’s present levels of educational performance
    - Measurable annual goals, including benchmarks or short-term objectives
  - Progress Reports
    - Progress toward annual goals
    - Provided at least as often as parents are informed of their non-disabled children’s progress
  - Related Services Documentation form or EasyIEP
  - Services Documentation
    - Date/Time of service
    - Record of cancellations/absences
    - Goal(s)/Objective(s) worked on
    - Session Notes

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How to Document Counseling Services in EasyIEP?

- Enter counseling evaluation summary in the Evaluation Data and Notice of FIE section.
- Complete the “Behavioral” component of the PLAAFP (Present Levels of Academic Achievement and Functional Performance) section.
- Complete the “Behavioral-Emotional Factors” in the Annual Goals section.
- Provide/Document details of counseling services (frequency, duration, location, service provider) in the Related Services and Deliberations sections.
- Document counseling services provided using the Counseling Services (Group) Logging Wizard.
Dismissal

- While a formal evaluation can be performed, it is not required to dismiss from a related service.
- Dismissal from counseling services should be based on data from a variety of sources, including teacher/therapist observations, parent input, mastery of IEP goals/objectives, performance on statewide assessments, disciplinary referrals and any other relevant data.
- The decision and supporting documentation to dismiss from a related service is determined by the ARD/IEP Committee and captured in the student’s IEP document.
Q. Can ARD/IEP Committees Request Counseling?

A. ARD/Committees must request counseling evaluations on every student referred for initial services. There are some students who may transfer to your campus with an IEP for counseling in place and this IEP must be implemented even if you are not the original counselor. If you receive a student already ARDed for counseling and after a period of time you feel that counseling is not appropriate, you can reevaluate and review the results with an ARD/IEP committee.

• ARD committees must request counseling evaluations for students with disabilities who are ARDed to Behavior Support Classes. If a student transfers to HISD with a counseling IEP, it must be implemented unless there is documentation that counseling is not needed or if the HISD provider completes or reviews the assessment and found that the service is not needed. In that case an ARD meeting must be held to discontinue the service.
Frequently Asked Questions
About Counseling as a Related Service

Q. Who is responsible for providing counseling to students with disabilities?

A. Typically, counseling services in schools are provided by school counselors, school social workers, school psychologists, and some mental health professionals. Oftentimes, many school staff such as teachers, assistant principals, speech pathologists may implement the role of “special contact person for the student at the school”, however, if they do not have a degree in the specialized mental health positions listed above, they cannot provide counseling services as required in an IEP.
Frequently Asked Questions About Counseling as a Related Service

Q. Should ALL students with an Emotional Disturbance eligibility receive Counseling?

A. The Individuals with Disabilities Education Act (IDEA) mandates that ...”all Children with Disabilities have available to them a free appropriate public education [FAPE] that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and independent living.” [Section 601(d)(1)(A)].

• There is much debate over the issue of providing services to students with a diagnosis of emotional disturbance. Regardless of the debate, IDEA mandates that schools address the mental health needs of students with disabilities when those needs significantly impact the student’s intellectual, social, or emotional development. The process by which this is accomplished is by way of a counseling evaluation. Student needs differ across settings and the best method of determining the needs of students with disabilities is through an evaluation.
Frequently Asked Questions
About Counseling as a Related Service

Q. Will LSSPs be required to attend ARDs when an evaluation is not being reviewed, but a counseling as an IEP related service is being discussed?

A. If the campus LSSP (like the school counselor or social worker) is the one who will be providing the counseling service, the LSSP should be present at the ARD to provide input to assist the committee to determine if counseling service is needed, to explain the referral process, and to obtain parent consent to evaluate unless a screener will be completed first.
Frequently Asked Questions
About Counseling as a Related Service

Q. Will LSSPs have to attend annual ARDs, if they are a service provider?

A. At annual ARDs, all service providers (including LSSPs) should be present to report progress and to revise the counseling IEP if counseling continues, or to present evaluation results to recommend dismissal if counseling is no longer required. The exception is when the IEP Committee agrees to excuse the providers who submit their findings in writing.