



COLLABORATIVE EDUCATIONAL SERVICES (COEDS)

In-Home Intensive Social/Emotional Services Program

COEDS Overview:

COEDS is a program that provides Intensive Social/Emotional Services (ISES) to Special Education students as determined by their IEP team and who have needs that interfere with their ability to access their Special Education program. These behaviors require one-to-one assistance and may put the student at risk of requiring of Residential Treatment Services. COEDS is provided by the Ventura County SELPA, at no cost to families, under contract with a community agency, AspiraNet. COEDS is intended to supplement ISES provided at school by addressing home behavior(s), symptoms and/or family challenges that are jeopardizing the student's access to his or her Special Education program.

COEDS Option 1 is an intensive, one-to-one short term intervention for **students** who require additional supports in the home and/or community in order to meet the behavioral goals specified in their IEP and Positive Behavior Support Plan (PBSP) or Behavior Intervention Plan (BIP). COEDS Option 1 is staffed by a Clinician who is either licensed or an intern registered with the Board of Behavioral Science (BBS) and one or more Behavioral Specialists with a bachelor's degree in a related field.

COEDS Option 2 provides intensive community-based services to ameliorate the challenges faced by the **family** which result in barriers to the student's ability to access his or her Special Education program. COEDS 2 provides Social Work services and Parent-to-Parent Support. Social Work services are provided by a licensed LCSW or Associate or licensed MFT or registered intern, in the role of Family Case Manager. Parent-to-Parent supports are provided by a trained Parent Partner.

COEDS Option 3 services are more intensive and may be longer term than option 2 but provide similar Community Based services to **students and families**, with the addition of behavior interventions and supports to the student. Services include Social Work services (Family Case Manager), Behavior Intervention services (Youth Partner), and Parent-to-Parent Supports (Parent Partner).

24/7 Crisis Services can be offered to the family by the IEP team, to access COEDS staff support outside regularly scheduled appointment times.

COEDS Student Characteristics:

- Student meets eligibility criteria as a special education student.
- Student is already receiving Intensive Social/Emotional Services (ISES), (at least three months) with an Intensive School-Based Therapist (ISBT).*

*In rare circumstances, the IEP team may determine that it is urgent to make the COEDS referral, and ISES services will have been provided for less than three months – *must consult with SELPA Assistant Superintendent.*

- For COEDS Options 1 or 3, a Functional Analysis Assessment (FAA) or Functional Behavioral Assessment (FBA) must have been completed, with a resulting Behavior Plan. (BIP or PBSP).

To make a referral:

The standard way to make a referral is at an IEP or other informal meeting at which it is decided to make a referral to COEDS. After the meeting, send the following forms to COEDS. *Indicate the date of the upcoming IEP meeting at which COEDS staff are expected to be in attendance, on the Profile Form.*

Required forms -

- COEDS Student Profile Form - *Your ISES ISBT will assist with completing the form*
- COEDS Referral Consent Form - *Must be signed by parent and Director/Coordinator of Special Education or designee*
- Most recent IEP
- Most recent Psychoeducational Report with ISBT findings, including DSM diagnosis
- Most recent IEP progress report noting progress on social/emotional and/or behavioral goals

Forward information packet to:

COEDS Program
 AspiraNet Manager
 Wesley Flanagan
 1838 Eastman Ave., Ste 100
 Ventura, CA 93003
 Send e-mail to wflanagan@aspiranet.org
 or Fax to: (805) 289-0130
 Phone: (805) 289-0120

Once a referral packet is received, COEDS Program Manager will contact District Contact person to discuss student (if necessary) and confirm/establish IEP date.

During the IEP meeting:

Option 1	Options 2 and 3
1) Indicate total number of Behavior Intervention Services on Student Information and Services (SIS) page, location “home” or “any other location.” It is recommended to start with about 4 months of service (average 480- 1208 minutes/month). 2) There must be at least one goal for every service on the SIS page. There must be a (PBSP) or (BIP) with at least one goal for Positive Replacement Behavior. 3) Description of COEDS options selected will be attached to IEP as part of the offer of FAPE.	1) Indicate number of hours (per week/month) of Social Work services on SIS page- location is “home” or “any other location.” 2) Indicate “Parent-to Parent supports as requested by parent” on LRE page under “Additional Supports for Student.” 3) There must be at least one goal for every service on the SIS page. If Behavior Intervention Services, there must be a (PBSP) or (BIP) with at least one goal for Positive Replacement Behavior. (Option 3 only) 4) Description of COEDS options selected will be attached to IEP as part of the offer

4) Review date can be 6 months or later.	of FAPE. 5) Schedule 6 month review date.
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Once IEP Team Agrees to Services, district staff forward to COEDS:

- COEDS Authorization Form (copy to SELPA)
- IEP noting COEDS
- MTP (forwarded by ISBT - if applicable)
- FAA/FBA – For Option 1 and 3 (if externalizing behaviors)

After the meeting:

Option 1	Options 2 and 3
<ol style="list-style-type: none"> 1) COEDS staff will assist family in completing necessary paperwork for COEDS participation. 2) Behavior Clinician will schedule an initial meeting with family, Special Education Case Manager, (SECM), and ISBT. 3) COEDS Clinician will develop an Implementation Plan for the home, in collaboration with the SECM and Intensive School-Based Therapist (ISBT). 4) Monthly progress review meetings will be conducted in collaboration with SECM, ISBT, COEDS staff and family. Located at the school. 5) COEDS staff will communicate on a regular basis with SECM and ISBT. PBSP, BIP or IEP goals need to be modified, COEDS and school staff will work together. Any changes to the IEP will be reflected in a revised IEP (review or addendum). 6) COEDS staff to forward to SECM monthly Service Logs noting actual hours of services, monthly Review Form and biweekly notes. 7) Once the specified number of hours of Behavior Intervention Services are completed, an IEP team meeting does not have to be held if staff agree that the goals have been met. If the number of hours have been completed, and any member of the team feels that more hours are needed, the district administrator for Special Education will be consulted about convening an IEP meeting to consider adding more services. 	<ol style="list-style-type: none"> 1) COEDS staff will assist family in completing necessary paperwork for COEDS participation. 2) COEDS Clinician will develop with family a Crisis and Safety Plan within 30 days and a Family Support Plan within 60 days, with input from the SECM and ISBT. Copies of both plans and any revisions to be forwarded to SECM and ISBT. 3) Weekly Family Support Team (FST) Meetings will be held. School staff are invited to attend. Meetings will be held at school once per month, which SECM and ISBT will attend with other school staff as appropriate. 4) COEDS staff will communicate on a regular basis with SECM and ISBT. Copies of weekly FST minutes will be forwarded to SECM and ISBT as well as biweekly notes. PBSP, BIP or IEP goals need to be modified, COEDS and school staff will work together. Any changes to the IEP will be reflected in a revised IEP (review or addendum). 5) COEDS staff to forward to SECM monthly Service Logs noting actual hours of services. 6) If the specified number of hours of service are met before the 6 month review date, the Special Education Administrator will be consulted to consider convening an IEP review to discuss services. 7) An IEP meeting would always be held before dismissing services. 8) COEDS will forward a Discharge Summary to SECM once services have

been discontinued.

In rare circumstances, such as a parent insisting upon immediate residential placement, student unexpectedly returning from residential placement, or other urgent situation, COEDS services may be indicated on an IEP *prior to* making the referral to COEDS, and without COEDS being in attendance at the IEP meeting. In this circumstance, all of the required referral paperwork will be forwarded to *Aspiranet* (Consent, Profile, IEP, Psychoeducational Report, Progress Report, MTP, and FBA/PBSP (if Options 1 or 3)) as well as the signed COEDS Authorization form. COEDS will not initiate contact with the family until all six- seven pieces of information are received.

AN IEP MEETING MUST BE HELD WITHIN 30 DAYS OF THE IEP INDICATING COEDS, TO CONFIRM THE LEVEL OF SERVICES, AND CLARIFY THE GOALS THAT COEDS WILL BE SUPPORTING.

Acronym Legend:

BBS - Board of Behavioral Sciences
BIP - Behavior Intervention Plan
COEDS - Collaborative Educational Services
FAA - Functional Analysis Assessment
FAPE - Free, Appropriate Public Education
FBA - Functional Behavioral Assessment
FST - Family Support Team
IEP - Individualized Education Program
ISBT - Intensive School-Based Therapist
ISES - Intensive Social/Emotional Services
LCSW - Licensed Clinical Social Worker
LRE - Least Restrictive Environment (IEP page)
MFT - Marriage and Family Therapist
MTP - Mental Health Treatment Plan
SECM - Special Education case Manager
SIS - Student Information and Services (IEP page)