

Service Delivery Models

Students identified with emotional /behavioral issues which impede their ability to benefit from their Special Education may be determined to require **itinerant ERMHS services** where an assigned clinician will meet regularly with the student and/or family to work on social-emotional counseling goals from the student's IEP. These services are regularly monitored for efficacy and due diligence. Adjustments in the level of service provided are made as appropriate. An IEP can be held and the service discontinued when the emotional goals are met, signaling that the services are no longer needed and the student has gained the skills necessary to continue to benefit from special education services.

Therapeutic learning classroom environments in Butte County exist at several locations, and are known as "ACCESS" classrooms, which stands for "All Children Can Experience School Success." These programs utilize a specialized framework from the Come to PPIECES Manual developed by a committee of the Butte County SELPA and Butte County Office of Education. These therapeutic educational environments have direct staffing from a dedicated ERMHS clinician to support teacher and paraprofessional staff in meeting student goals; to facilitate communication between school, home and outside agency providers; and to ensure program efficacy.

Ultimately, no matter the service delivery model, our goal is to help students learn the social-emotional, coping, and self-regulation skills to allow them to be successful beyond the school experience.

Contact Us

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Mental Health Resources

Behavioral Health Crisis Lines
24 hours a day/7 days a week
800-334-6622, or (530) 891-2810

BCOE Mental Health Support Padlet
<https://padlet.com/mreddam/vgzivdtmkrn4gka1>

Substance Abuse and Mental Health
Services Administration
<https://www.samhsa.gov/>

Butte County Behavioral Health
<https://www.buttecounty.net/behavioralhealth/contact>



Educationally Related Mental Health Services

Helping Students Reach
Their Fullest Potential





What Is ERMHS?

Educationally-Related Mental Health Services (ERMHS) are services provided when students have significant socio-emotional or behavioral needs that impede their ability to benefit from their special education services.

There must be a direct relationship between the emotional or behavioral characteristics and the lack of benefit from current special education programming and services. This may be shown as a lack of progress on goals and objectives, declining grades, absences, suspensions, etc.

A referral is appropriate when these concerns are determined to be associated with a condition that cannot be described solely as a temporary adjustment problem that can be resolved with school counseling. Students eligible for ERMHS services are not just those identified under the category of Emotional Disturbance but can be from other special education eligibility categories.

Collaboration

The ERMHS Team works in collaboration with IEP Teams to identify the need for ERMHS support, recommend preliminary interventions that may be needed, suggest supports and services, provide training and information sharing, and review progress.

School psychologists and case managers often start the process of obtaining ERMHS supports through participation in a SELPA Collaboration meeting. SELPA Collaboration is generally held weekly, and the goal of SELPA Collaboration is to discuss those students that might benefit from SELPA ERMHS support services for behavior and/or mental health.



ERMHS Coordinators, the SELPA Behavior Analyst, and Program Specialists are all in attendance to begin the process of creating a differentiated ERMHS support plan for each student. For more information regarding SELPA Collaboration, contact us at (530) 532-5875.

Parents or guardians who believe their children may be in need of ERMHS supports are encouraged to contact their child's case manager or school psychologist at their school of residence.

Assessment

When a referral is made for a higher level of social emotional supports, assessment is the first step. In cooperation with the IEP Team and with parent consent, an assessment is conducted. The needs of the student are evaluated through interview, records review, consultation, and administration of assessment tools. Recommendations are then made to the IEP Team and the family for identified supports and services. When services are indicated, a licensed and/or credentialed mental health clinician may provide individual counseling, social work services, and/or parent counseling in close cooperation with the District of Service supports, based on student IEP goals.

Commitment to Best Practices

The ERMHS Team is highly skilled in trauma-informed practice, and is committed to their own education and the education of the school community of which they are a part. Additionally, all clinicians receive clinical supervision from a SELPA ERMHS Clinician Supervisor who builds on their overall competencies.