

**Counseling as a Related Service Request Form
Brownsville Independent School District
Special Services**

Student _____ ID _____ DOB _____

Campus _____ Disability _____

Parent/Guardian _____ Phone # _____

Folder Teacher _____ Phone # _____

Required information to complete and/or attach to this form:

- Parent Conference Date(s): _____
- Gen Ed Counselor Intervention Date(s): _____
- Gen Ed Counselor Name (Please Print): _____
- Social Skills (Start/End Dates): _____
- Behavior Intervention Unit (Start Date): _____
- Hospitalizations/Dates: _____
- Discipline Referrals: _____
- Incident logs/notes: _____
- Staffing Date(s): _____
- Attendance (Contracts): _____
- BIP Revision Dates: _____
- Emails/notes from Gen Ed Teachers: _____
- Behavior Specialist contact dates/recommendations: _____

I have read the criteria. I understand that before I request an evaluation for Counseling as a Related Service I must provide the above information. Failure to do so could result in processing delays.

Folder Teacher: _____ Date: _____

Please submit completed request information as follows:

High Schools and Middle Schools – Special Education Counselor assigned to the campus.

Elementary School – General Education Counselor on the student’s campus.

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The ARD Committee can request a counseling evaluation for a special education student who could benefit from Counseling as a Related Service. However, **PRIOR to requesting an evaluation for Counseling as a Related Service**, the ARD committee must ensure the following:

I. Criteria

- A. A Functional Behavioral Assessment (FBA) and a Behavior Intervention Plan (BIP) have been in place for at least **6 weeks**. Documentation as to the effectiveness of the plan will be required.
- B. A record exists of conferences and/or contacts with parents or legal guardians.
- C. Documentation of general education counseling interventions must be available, reviewed, and discussed. Keep in mind that Counseling as a Related Service is **IN ADDITION TO, NOT IN PLACE OF**, the counseling provided by the general education counselor on the student's campus. This is a Least Restrictive Environment (LRE) issue; Special Education students receive general education counseling services as any other student.
- D. Student has a current psychological evaluation recommending a structured management support system. If a psychological is not appropriate for the student, a BIP must be in place before the Related Service of Counseling is considered. (Refer to A)
- E. Counseling as a Related Service follows an educational model stating this Related Service is necessary for the student to benefit from Special Education services by providing additional support in the Least Restrictive Environment within the educational setting.

II. Considerations

- A. Students with behavioral problems other than Conduct Disorders, Social Maladjustment, or without limited language and self-awareness may benefit from Counseling as a Related Service.
- B. Some students identified with an Emotional Disturbance can receive appropriate services from the general education counselor on the student's campus.
- C. Students who would be willing, actively engaged, and receptive to counseling services are more likely to benefit or improve than those reluctant to participate.
- D. In general, students receiving support from a Behavior Intervention (BI) unit in grades 3 – 12 would be appropriate candidates for Counseling as a Related Service **after** benefitting from a structured environment for **one six weeks**. Younger students, grades K – 2 must have the opportunity to benefit from a structured environment (BI unit, point sheets, social skills, redirection, etc.) in order to allow for ample time for all interventions and supports to be implemented with fidelity.
- E. This evaluation identifies an educational need for counseling in the school setting, not as part of a mental health treatment plan, therefore, restricting the range of the evaluation to this purpose only.

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III. Procedures

- A. Middle Schools and High Schools: After the Special Education Counselor accepts the completed packet, as noted in “Counseling as a Related Service Request Form”; provide the signed “Notice of Proposal to Evaluate” to the Special Education Counselor to begin the evaluation protocol.
- B. Elementary Schools: After the general education counselor accepts the completed packet, as noted in the “Counseling as a Related Service Request Form”; provide the signed “Notice of Proposal to Evaluate” to the general education counselor to begin the evaluation protocol.
 - 1) After completion of the evaluation, the general education counselor will notify the diagnostician/folder teacher/Special Education clerk to schedule a Special ARD meeting to present the results of the evaluation.