PINELLAS COUNTY SCHOOLS
Counseling as a Related Service Rubric (CRS Rubric)

The purpose of this CRS rubric is to provide guidance when determining a student's need for counseling as a related service on their IEP or 504 plan. It is best practice for the CRS rubric to be completed during the initial eligibility for ESE or 504 if there is a Behavioral/Emotional or Mental Health component, and counseling as a related service is being considered. The CRS rubric should also be completed annually for students with counseling as a related service on their IEP or 504 plans. Counseling, in the school setting, is defined as the process of assisting students with personal/social adjustment issues that present barriers to learning and student safety or well-being. Counseling services are direct supports provided by trained and certified personnel which are identified as School Counselors, School Social Workers and School Psychologists. It is the practice of PCS to have the School Social Worker provide counseling for all students being served in an EBD setting.

Instructions for completing the CRS rubric:

1. Review the student's entire school record including relevant reports, attendance, grades, and discipline.
2. Complete *Section One* of the CRS rubric form using the available drop down boxes. "Box #1" contains the baseline number of counseling minutes to be provided to the student based on their current educational setting and/or ESE service delivery.
3. Administer the School Social Behavior Scale, Second Edition (SSBS-2) to the student's teacher (if the student is in Gen Ed in a secondary school have at least 3 teachers complete the SSBS-2).
4. Score the SSBS-2 per the instructions in the user guide (available at area offices). Review the critical areas noted in the SSBS-2 as these can be areas of focus for counseling.
5. Complete *Section Two* by transcribing the "Social Functioning Level" from the SSBS-2 score summary grid to the section 2 grid. When more than one SSBS-2 have been scored, use an average using the lowest level of functioning as the score. Enter the appropriate number of counseling minutes in each scale area from the drop down box options. And the total number of counseling minutes from Scale A and Scale B in "Box #2".
6. Complete *Section Three.* The team can discuss the options for the number of minutes of counseling per month that would be most appropriate for a student that has a history of mental health or substance abuse crisis. Add the total number of recommended counseling minutes and enter in "Box #3" from the drop down options for number of counseling minutes for this section.
7. Complete *Section Four*. Add Boxes 1, 2, and 3 to get the total number of recommended minutes of counseling for this student. The team can discuss the focus of the counseling, type of delivery that would be most beneficial (individual or group), and if a different number of minutes would be more appropriate based on the student's need and circumstances. If this number of counseling minutes is more or less than the total recommended number then justification will need to be written in this section.
8. Enter the date that this CRS rubric document was completed.

Section One:

Student Name:	**Student ID #:**	**School:**	**Grade:** Choose an item.
Meeting Type: Choose an item.	**Review Type:** Choose an item.	**Current Eligibility:** Choose an item.	
Service Delivery: Choose an item.		**(Box # 1)** Baseline Number of Recommended Counseling Minutes: Choose an item.	
Summarize the IEP "Social/Emotional" Goal and/or the PBIP/FBA Goal and/or 504 Area of Impairment:			
Additional Information about this student's community involvement and/or services and/or programs: (For example: DJJ, mental health services, truancy program, community sports/activities, youth groups etc.)			

Section Two:

SSBS-2 (School Social Behavior Scale Second Edition) Score Summary:

SSBS-2 Scales	Social Functioning Level	Number of Minutes Recommended
Scale A: Social Competence		
Peer Relations	Choose an item.	
Self-Management/Compliance	Choose an item.	
Academic Behavior	Choose an item.	
Social Competence Total*	Choose an item.*	*Scale A* Recommend Counseling: Choose an item.
Scale B: Antisocial Behavior		
Hostile/Irritable	Choose an item.	
Antisocial/Aggressive	Choose an item.	
Defiant/Disruptive	Choose an item.	
Antisocial Behavior Total**	Choose an item.**	*Scale B* Recommend Counseling: Choose an item.

(Box #2)
Total number of additional recommended counseling minutes for SSBS-2 section (add minutes from Scale A and Scale B): Choose

*It is recommended that a student with "At Risk" or "High Risk" for *Social Competence Total* be involved in some type of skills group related to the area of need under Scale A. This can be provided through a Unique Skills Class or other Social Skills class/group.
**It is recommended that a student with a "High Risk" score for *Antisocial Behavior Total* have a PBIP or FBA

Section Three:

Additional Risk Factors: In the past 12 months the student has had

- Suicide Risk Assessment (AKA: Baker Act) and/or has had a psychiatric or substance abuse hospitalization? Choose an item.
- Threat Assessment? Choose an item.
- Been referred to FACE-IT? Choose an item.

(Box #3)
Total number of additional recommended counseling minutes for *Risk Factors* section (add total number of minutes in this section): Choose an item.

Section Four:

(Total Number of Recommended Counseling Minutes)
Add boxes 1, 2, and 3 to get the Total Number of Recommended Counseling Minutes Per Month: Choose an item.

Based on the review of this CRS rubric the team's decision was that this student would be provided with minutes of counseling per month. Choose an item.
Justification must be provided for the team's decision if the number of counseling minutes is less or more than the total number of recommended minutes:

Counseling as a Related Service Rubric was completed on _____ / _____ / _____