Highlights of the Los Angeles County Office of Education’s *Treatment Plus+* Program

Joe Godfrey  
Principal – Larson West/ Treatment Plus, LACOE

Kathy Russell  
Coordinator II, Adapted PE, LACOE
In the Beginning...

- The *Treatment Plus+* program was developed by Los Angeles County Office of Education in response to the transition of AB 3632 to AB 114, and the need for Educationally Related Mental Health Services in Schools (ERMHS).
Academic components:

- Credit recovery
- Academic Enrichment
- Homework Help
- Web-Based Programming
- Tutoring
Decompression components:

- Sports
- Dance
- Drama
- Media Game activities
- Structured Play
Therapeutic components:

- Art
- Recreation
- Substance Abuse
- Anger Management
- Drama
- Therapy (individual, group, family)
Pervasive components:

- Life Skills (Botvin Life Skills)
- Social Skills
- “Character Counts” Curriculum - 6 Pillars
  - Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship
Offering Districts an Alternative Solution to Non-public Schools…

- 3- Tiered process (RtI Model) based on the student’s educational needs:
  - “Step down” from residential placement
  - “Step up” from the basic “ED” Program
Tier 1 – **Basic ED Educational programming** –
Regular length of day 8am - 3pm

Tier 2 – **Intensive ED program**
Regular length of day 8am - 3pm
*OPTION:*
3 - 6pm *Treatment Plus+* (High School Program)
2 - 4pm *Treatment Plus+* (Middle School Program)

Tier 3 – **Intensive + ED program** –
Basic ED program available 8 -11am
*With Treatment Plus+*
(High School Program)
11am - 6pm
(Middle School Program)
10am - 4pm
Criteria of Tier 1

- Students can:
  - Successfully attend a basic ED educational program consisting of academic, social-emotional and positive behavior support, along with other services as indicated by the IEP team.
  - Attend a regular length of day (8am – 3pm)
Tier 1 – **Basic ED Educational Programming**

- Regular length of day 8am – 3pm
  - California State Standards/Common Core Curriculum
  - School-wide Positive Behavior Support
  - Academic/Social-Emotional/Behavioral Support IEP goals
  - DIS counseling, individual (as needed) and group
  - Crisis Prevention Institute and Life Space Crisis Intervention
  - Data collection
  - Character Counts curriculum
  - Mental Health services as indicated in IEP
  - Other services as indicated in IEP
Criteria of Tier 2

- Students need:
  - More intensive behavioral intervention support
  - Attend a regular length day (8am -3pm)
Tier 2 – **Intensive ED program**

- Same elements as Basic ED Program, plus:
  - Functional Behavioral Analysis, if required
  - More Intensive Behavior Intervention
  - Applied Behavior Analysis
  - Regular length day: 8am – 3pm

- **OPTION:**
  - 3 - 6pm Treatment Plus+ (High School Program)
  - 2 - 4pm Treatment Plus+ (Middle School Program)
Criteria of Tier 3

- Students need:
  - Basic ED education program 8 - 11am

- More extensive support, Treatment Plus+
  - High School Program
    11am - 6pm
  - Middle School Program
    10am - 4pm
Tier 3 – Intensive+ ED program

- Basic ED program available 8 – 11am
- **Treatment Plus+** ED Program:
  - **High School**
    - 11am - 6pm
  - **Middle School**
    - 10am - 4pm
  - Behavior Intervention Plan
  - Positive Behavior Support Plan
  - Functional Behavioral Analysis
  - Intensive Behavior Intervention
  - Applied Behavior Analysis
  - Transitional Behavioral Support (1:1 as needed)
Examples of Support

- Red Comet – Credit Recovery
- ERMHS Regional Psychologist
- Drug Counselor
- After-School Sports Club
Treatment Plus+

- **Contracted services:**
  - Mental Health Therapist – Starview Mental Health
    - Individual, group and family services
    - Art therapy
    - Drama therapy
    - Recreation therapy
  - Community support
    - Police
    - Other community groups
    - Interns LMU
Enrollment and Staffing Considerations

- Based on 10 Students:
  - **Tier 3** for 3 students
    - 11am - 6pm *(High School Campus)*
    - 10am - 4pm *(Middle School Campus)*
  - **Tier 2** for 7 students
    - 3pm-6pm *(High School Campus)*
    - 2pm - 4pm *(Middle School Campus)*
Enrollment and Staffing Considerations for High School Campus

- Based on 10 students in Tier 2 and Tier 3: (Subject to Student’s Needs)
- Minimum of three LACOE staff at all times
  - 1 Teacher 11:00 – 6:00 (7 hours paid)
  - 1 Paraeducator 11:00 – 5:00 (6 hours paid)
  - 1 Paraeducator 12:00 – 6:00 (6 hours paid)
  - 1 Psychologist 8:00 – 5:00
  - 1 Psychologist 9:00 – 6:00
  - 1 ERMHS Therapist 3:00 – 6:00
- Contracted Staff
  - 1 Substance Abuse Counselor 3:00 – 6:00
  - Possible LMU Interns 3:00 – 6:00
Enrollment and Staffing Considerations for Middle School Campus

- Based on 10 students in Tier 2 and Tier 3: (Subject to Student’s Needs)
- Minimum of three LACOE staff at all times
  - 1- Teacher 9:00 – 4:00 (7 hours paid)
  - 2 - Paraeducator 10:00 – 4:00 (6 hours paid)
  - 1 - Psychologist 8:00 – 5:00
  - 1 - Psychologist 9:00 – 6:00
- Contracted Staff
  - Possible LMU Interns 3:00 – 4:00
Campus Considerations

- Location
  - Accessible
  - Safety

- Maximum Enrollment on campus

- Ability to access and develop a rapport with Community resources/support
Successes of the Program
“Stats”

- Support for 12 Districts (Southwest SELPA)
- 15- Students have gone through the program to date
- Current enrollment
  - 8-High School
  - 9 -Middle School
- Return to Districts- 0
- Drop Outs- 0
- 1-Student started with 1 day a week and now wants 4 days
Graduate Stats

- 1-Student received a scholarship to Fashion Institute of Design and Merchandising (FIDM)

- 1-2012 Graduate from Malaga Academy (Treatment Plus Program)

- 2-Students were able to return to a SDC / Resource Support Program at District High School Campus
  - 1-student is scheduled to graduate in 2013
  - 1-student made up all of her 9th and 10th grade credits and will graduate in 2014
Lessons learned this past year…

- In the beginning *Treatment Plus*+ struggled to get off the ground.
- Districts were anxious to enroll students quickly.
- Students needed to be assessed to determine best options for them to succeed. It took time to bring students into the program and get staffed.
- The program was originally designed to pilot with the high school, but there was a need to have this program on the elementary/middle school level. The program had to be adjusted to fit the elementary/middle school students.
Successes:

- Provided an opportunity to work on a more intimate basis with credit recovery
- Motivated students who were struggling in school
- 1:1 Connection - Provided the ability to connect and build relationships
- Flexible scheduling to meet the student’s needs
Pitfalls to avoid

- Know funding source- What type of support can you provide?
- Program needs to keep the students interested.
- Consistent Staffing
- Ongoing Training
- Need an opportunity for staff to debrief
After School Sports Club
After School Sports Club

The Sports Clubs focus on developing the student’s self-confidence, communication skills and teamwork through sports.
Sports provide opportunities for children to learn personal and social skills that help them in school and life.
Instructors are credentialed in physical education and adapted physical education.
- Optional Participation
- Non-graded
- Offered Daily for 1 hour
Opportunities to participate in a variety of physical activities/sports
Opportunity to reinforce cooperation, sportsmanship, teamwork and appropriate social interaction.
Looking back …

<table>
<thead>
<tr>
<th>What worked?</th>
<th>What didn’t work?</th>
</tr>
</thead>
<tbody>
<tr>
<td>❖ Having all classroom staff participate in the activity</td>
<td>❖ Classroom staff using this time as a break</td>
</tr>
<tr>
<td>❖ Planning a back up activity</td>
<td>❖ Having too much equipment</td>
</tr>
<tr>
<td>❖ Use of Music</td>
<td>❖ Students having “a bad day”- consequences from prior incident affect student’s attitude</td>
</tr>
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# Physical Activities

<table>
<thead>
<tr>
<th>High Interest/Participation</th>
<th>Low Interest/Participation</th>
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<tbody>
<tr>
<td>Non-Traditional activities (i.e. Juggling, Spooner Boards, Scooters)</td>
<td>Tetherball</td>
</tr>
<tr>
<td>Competitive Challenges</td>
<td>Nintendo Wii when used as reward in classroom not interested in afterschool program- “bored”.</td>
</tr>
<tr>
<td>Pedometers</td>
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<tr>
<td>Frisbee</td>
<td></td>
</tr>
<tr>
<td>Jump rope</td>
<td></td>
</tr>
<tr>
<td>Basketball</td>
<td></td>
</tr>
<tr>
<td>Nintendo Wii</td>
<td></td>
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</table>
45- Day Interim Placement
45-Day Interim Program

- The 45- Day Interim Placement Option allows districts 45 school days to determine the more appropriate setting for students with an IEP.
The Process...

- District determines a student with special needs may be in need of an alternative educational setting
- District Refers to the LACOE 45- Day Program
- 45- Day Placement team reviews referral and supporting documentations
- Intake IEP is held with the District of Residence once the team agrees to accept the student into the 45 Day Interim Placement.
Parent Conference Forms
Include:

- Classroom expectations
- Behavioral expectations
- Course content
- Homework policies
- Counseling Schedule
- Parent Training Schedule
- Behavioral Support Plan with Data Collection Systems
- Other pertinent information
Review Meetings

- District Representatives are invited to each meeting

- Summary Report of Progress will be provided:
  - Reason for referral
  - Present Academic Functioning
  - Present Behavioral Functioning
  - Interventions tried and results
  - Attendance
  - Placement options are discussed
Cost Analysis for Treatment Plus
Cost Analysis

- Cost to run the program will vary depending on support personal and salary-step/scale of the teachers and paraeducators.

- The Southwest SELPA uses a shared cost model. Cost to the districts is shared to operate the program.
## Salaries and Benefits

### (2) 10 month/ 7-hour Teachers

<table>
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<tr>
<th>RANGE</th>
<th>RATE</th>
<th>ASSIGN'MT</th>
<th>STRS</th>
<th>MED</th>
<th>SUI</th>
<th>WORK COMP</th>
<th>H/W</th>
<th>OPEB 1</th>
<th>OPEB 2</th>
<th>SUB-TOTAL</th>
<th>INDIRECT</th>
<th>TOTAL</th>
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<td>003/3</td>
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<td>4109.3</td>
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<td>154.4</td>
<td>17,808</td>
<td>5,281</td>
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### Grand Total: 2 Teachers, 2 Paraeducators with indirect=$223,639

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### (2) 10 month/ 6-hour Paraeducators

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<td>2,052</td>
<td>20,520</td>
<td>-0.59%</td>
<td>6.20%</td>
<td>1.45%</td>
<td>0.72%</td>
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<td>9230</td>
<td>145</td>
<td>145</td>
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<tr>
<td>23/5</td>
<td>2,414</td>
<td>24,135</td>
<td>-143</td>
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<td>350</td>
<td>174</td>
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<td>9230</td>
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Grand Total: 2 Teachers, 2 Paraeducators + indirect=$223,639
Salaries and Benefits
ERMHS Therapist vs. School Psychologist

Level C (Step 3)

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<td>ERMHS</td>
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<td>92,532</td>
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<td>Sch. Psy</td>
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Difference Between Cost of ERMHS Therapist and School Psychologist = Approximately $16,121

Level E (Step 5)

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<td>ERMHS</td>
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Difference Between Cost of ERMHS Therapist and School Psychologist = Approximately $16,121
In Summary...
Benefits-

- Decreased cost to districts vs. Residential Treatment Center (RTC) or NPS. (Reduced travel/room and board costs)
- Limited access to negative influences in the community after school hours
- Decreased stress on families for afterschool care and homework assistance.
Features-

- Student/Staff Ratio promotes a positive learning environment
- Local facilities allow districts to maintain close access to students
- Provides a continuum of services (credit recovery, therapy etc.)
- Secure facilities provide a safe environment for therapeutic learning opportunities.
Questions?
For more information:

- Godfrey_Joe@lacoe.edu
  - 424 903-1931 (VRS)
  - 310 921-3570 (Larson West PAU)

- Russell_Kathryn@lacoe.edu
  - 310 546-1834 x235 (Adapted Physical Education)