



Ventura County SELPA Collaborative  
Educational Supports (COEDS)  
Tips for Appropriate Use of Services



COEDS services are Social/Emotional services offered to students that have already been receiving Educationally Related Social Emotional Services (ERSES) through the IEP process. All activities are measured by social/emotional goals for school which the COEDS Team supports. COEDS should be identified as a secondary “Responsible Discipline” on the goal(s). These are examples of how COEDS can fit into special education and related services.

**Behavior Interventions:**

- Trigger Identification
- Feeling Identification
- Frustration Tolerance
- Connecting to Natural Supports in the Community
- Social Skills Development
- Creating Daily Routines
- Safety Plans
- Assertive Communication Skills
- Reward/Consequence Systems
- Anger Management Skills
- Self- Advocacy
- Role Play
- Coping Skills Identification and Implementation
- Relationship Building

*May look like:*

- Practice applying Mood Chart/Feelings Scale
- Connect students with YMCA, Big Brothers/Sisters, local church youth groups
- Establishing homework routine; applying morning/nighttime routine
- Morning visits to help school attendance
- Meditation, deep breathing, self-soothing techniques

**Social Work Services:**

- Facilitating Communication Between Supports
- Connecting to Natural Supports/Resources in Community
- Development and Implementation of Safety Plan & Family Support Plan
- Assertive Communication Skills for Family Members
- Mediator in the Home
- Identifying Natural Supports
- Adherence to Strategies to Facilitate Educational Outcomes
- Brainstorming Solutions
- Problem-Solving
- Role Play of Family Interactions

*May look like:*

- Weekly phone calls with IEP Team and community supports
- Research resources that help facilitate family needs

**The following are inappropriate uses of COEDS:**

- Using services as childcare/respite
- Using as a crisis team
- Ongoing transportation to school
- Ongoing transportation to community events once student and/or family are able to do so on their own
- Purchasing things for family
- Ongoing implementation of morning routine once parent/student have been given strategies
- Running errands for family
- Providing therapy (the ISBT is the therapist)
- Ongoing assistance for families with needs not associated with social/emotional goals

**NOTE: Please ALWAYS discuss possible services/interventions with COEDS staff before recommending to student/families.**

## Tips for Special Education Case Managers who are NEW to COEDS

COEDS is a unique service developed and provided by the Ventura County SELPA through a contract with Aspira/Net. COEDS provides intensive social/emotional and/or behavioral supports in the student's home or community, to address problems occurring at school.

COEDS is a tiered model; the option is determined by the IEP Team. Check the IEP to see the option your student is to be provided.

- Option One- Behavior Interventions to be provided for **the student** only. A **Youth Partner** will work with the student in the home and other settings to address behavioral issues, typically 3-5 times per week.
- Option Two- Social Work Services and Parent to Parent Supports are provided for **the family**. A **Family Case Manager** will meet with the family to develop a Safety Plan and Family Support Plan to help them cope with their son's/daughter's behavioral and/or emotional needs, typically 1-2 times per week. A **Parent Partner** will be available by phone and in person to listen to and support the parent emotionally, typically 4-10 times per week. A Family Support Team (FST) meeting will be held at least once a week.
- Option Three- Behavior Interventions, Social Work Services and Parent to Parent Support are provided by a **Youth Partner, Family Case Manager and Parent Partner**, working with **the whole family**. At least one FST meeting will be held each week.

Once you know the option, find out the names and contact information for the people on your student's team. You and the Intensive School-Based Therapist (ISBT) should be in close contact with these people at all times regarding the student's progress toward his/her social/emotional goals and performance in school.

Students in Option One will have a Behavior Specialist (Youth Partner) who should be working closely with the school team to implement the Positive Behavior Support Plan or Behavior Intervention Plan. There will be a monthly review meeting at the school with family, COEDS staff, Case Manager and ISBT.

Students and families with Option Two or Three will have an FST meeting at the school at least once a month. Special education teachers must work with the COEDS Team and the ISBT to schedule these meetings so that all can attend. In addition, you may attend any of the other FST's that are scheduled.

All members of the team including teacher, ISBT and COEDS staff should work closely together to implement interventions and supports, brainstorm solutions and new ideas, and collect data on progress toward IEP goals. Although it will usually be the Special Education Case Manager who takes responsibility for reporting progress to the family at the required report card reporting periods, all members of the team should take interest and responsibility in the student's progress.

With dedicated and consistent teamwork, we can make positive changes in the lives of our students and their families.

Student \_\_\_\_\_

Youth Partner/Contact \_\_\_\_\_

Family Case Manager/Contact \_\_\_\_\_

Parent Partner/Contact \_\_\_\_\_