Introduction to Quality Indicators of Emotional Support Services and Programs: A Review for LEAs

September 28, 2016

Pennsylvania Training and Technical Assistance Network

PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

PDE's Commitment to Least Restrictive Environment (LRE)

Our goal for each child is to ensure
Individualized Education Program (IEP)
teams begin with the general
education setting with the use of
Supplementary Aids and Services
before considering a
more restrictive environment.

Agenda

- Outcomes for Students with an Emotional Disturbance
  - State Systemic Improvement Plan/Graduation Rates
- What is an Emotional Disturbance?
  - IDEA
  - Prevalence/Penn Data
  - PA code/Chapter 14 – types of support services
- What constitutes a strong emotional support program?
  - Review of the document
    - Team make-up
    - Scoring
    - Domains
    - Alignment to Danielson Framework
- Funding opportunity

Part 1:

OUTCOMES FOR STUDENTS WITH AN EMOTIONAL DISTURBANCE

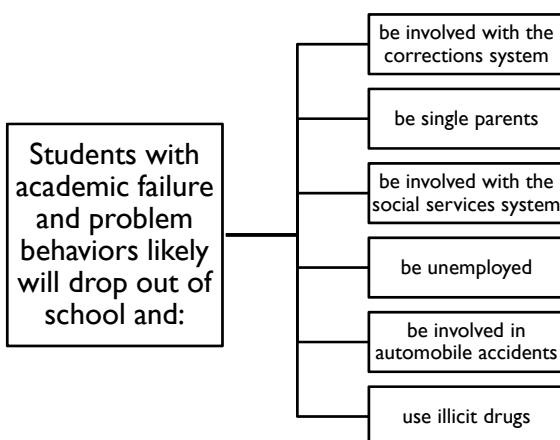Graduation Rates for Students with an Emotional Disturbance

- Among students with disabilities, those with an emotional disturbance have the highest dropout rates.

- Students with an emotional disturbance have approximately double the dropout rate than the overall dropout rate for students with disabilities in Pennsylvania.
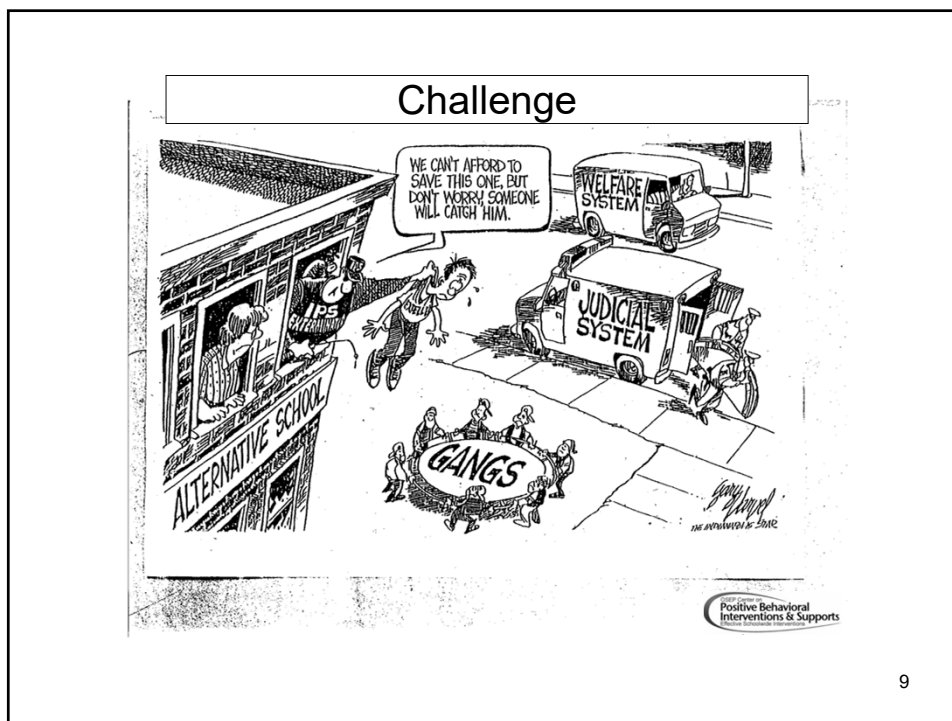
(Barrat, et al., 2014)

Pennsylvania Data

Dropout Rates for Selected Disability Categories			
Disability/Year*	2010 11	2011 12	2012 13
Intellectual Disability	8%	8%	8%
Emotional Disturbance	22%	24%	23%
Other Health Impairment	7%	8%	9%
Specific Learning Disability	10%	5%	10%
Autism	2%	2%	2%
Overall rate for all disabilities	11%	12%	11%

The Prognosis

Students with academic failure and problem behaviors likely will drop out of school and:

- be involved with the corrections system
- be single parents
- be involved with the social services system
- be unemployed
- be involved in automobile accidents
- use illicit drugs
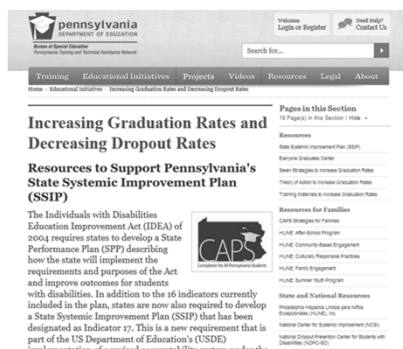
8

Challenge

State Systemic Improvement Plan

www.pattan.net

- Click on Education Initiatives

- Select Increasing Graduation Rates and Decreasing Dropout Rates

10

Student Voice: RENEW-Ashlyn

Our Goal

- Disengagement is a process that happens over time.

- Schools must interrupt that process and re-engage students in school.

- Schools must also put Multi-Tiered Systems of Support in place to prevent the disengagement from happening!

Part 2:

EMOTIONAL DISTURBANCE DIAGNOSIS, DEFINITION, AND PREVALENCE

What is an Emotional Disturbance?

Think, Ink, Link:

1. <u>Think-</u> about how you would define an emotional disturbance

2. <u>Ink-</u> Write your definition down

3. <u>Link-</u> Share your definition with a partner on your presenter's cue. Add to and refine your definition after your discussion.

Definition of Emotional Disturbance

Eligibility Criteria §89.1040(c) (4) Emotional disturbance. A student with an emotional disturbance is one who has been determined to meet the criteria for emotional disturbance as stated in *34 CFR, §300.8(c)(4).* The written report of evaluation shall include specific recommendations for behavioral supports and interventions.

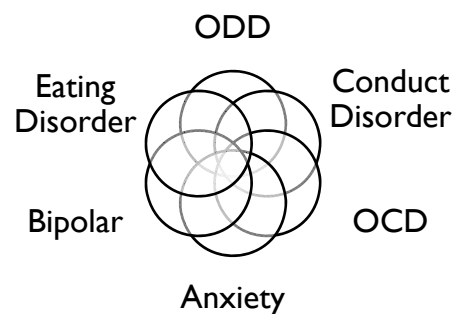# Definition of Emotional Disturbance

Child with a disability *§ 300.8 (4)(i)* Emotional disturbance means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

    A. An inability to learn that cannot be explained by intellectual, sensory, or health factors.

    B. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.

    C. Inappropriate types of behavior or feelings under normal circumstances.

    D. A general pervasive mood of unhappiness or depression.

    E. A tendency to develop physical symptoms or fears associated with personal or school problems.

Definition of Emotional Disturbance

(ii) Emotional disturbance includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance under paragraph (c)(4)(i) of this section.

Umbrella Term for Behavioral Disorders

ODD

Eating Disorder

Conduct Disorder

Bipolar

OCD

Anxiety

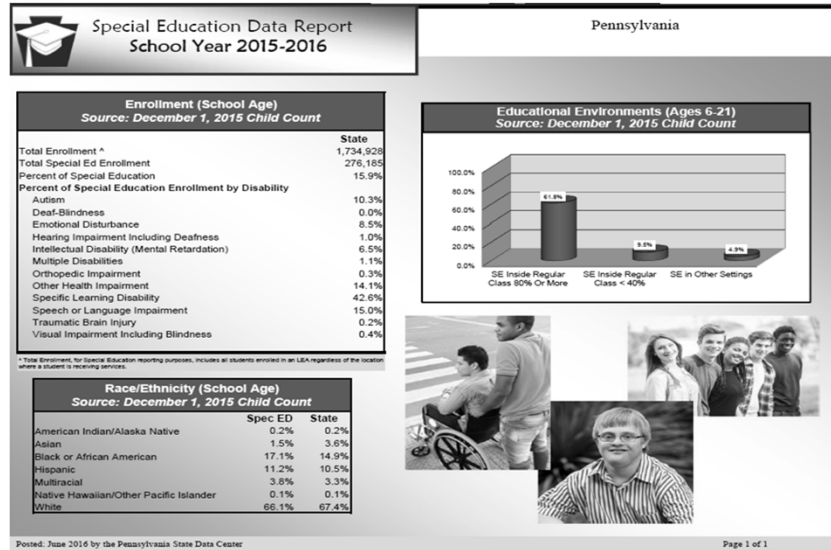# Characteristics of an Emotional Disturbance

- Characteristics may include:
  - Academic
    - Failure or severe deficiencies
    - Inattention
    - Lack of motivation
  - Behavioral
    - Mood swings
    - Appears depressed
    - Inappropriate responses to situations
    - Impaired interpersonal relationships
    - Low self-concept

Penn Data: Think – Pair – Share

Table 10
Students with Disabilities, School Age 6-21
Receiving Special Education Services
Pennsylvania Totals - School Year 2014-2015

Disability	Student Age as of December 1																
	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Total
Emotional Disturbance	413	762	1021	1256	1456	1688	1877	2056	2421	2597	2840	2673	1362	376	128	19	22,945

School Year	Number of Students with ED Receiving Special Education Services
2014-2015	22, 945
2013-2014	22, 572
2012-2013	22, 857
2011-2012	23, 066
2010-2011	23, 889
2009-2010	24, 274

Penn Data

Special Education Data Report School Year 2015-2016	Pennsylvania

Enrollment (School Age)
Source: December 1, 2015 Child Count

	State
Total Enrollment ^	1,734,928
Total Special Ed Enrollment	276,185
Percent of Special Education	15.9%
Percent of Special Education Enrollment by Disability	
Autism	10.3%
Deaf-Blindness	0.0%
Emotional Disturbance	8.5%
Hearing Impairment Including Deafness	1.0%
Intellectual Disability (Mental Retardation)	6.5%
Multiple Disabilities	1.1%
Orthopedic Impairment	0.3%
Other Health Impairment	14.1%
Specific Learning Disability	42.6%
Speech or Language Impairment	15.0%
Traumatic Brain Injury	0.2%
Visual Impairment Including Blindness	0.4%

^ Total Enrollment, for Special Education reporting purposes, includes all students enrolled in an LEA regardless of the location where a student is receiving services.

Race/Ethnicity (School Age)
Source: December 1, 2015 Child Count

	Spec ED	State
American Indian/Alaska Native	0.2%	0.2%
Asian	1.5%	3.6%
Black or African American	17.1%	14.9%
Hispanic	11.2%	10.5%
Multiracial	3.8%	3.3%
Native Hawaiian/Other Pacific Islander	0.1%	0.1%
White	66.1%	67.4%

Posted: June 2016 by the Pennsylvania State Data Center   Page 1 of 1

Prevalence of Emotional Disturbance

In PA prevalence of students diagnosed with emotional disturbance is 8.5% which compares to:

- Autism 10.3%
- ID 6.5%
- OHI 14.1%
- SLD 42.6%
- SL 15.0%

How Does Your District Compare?

State Report	**District Report**
❖ Data at a Glance: State Report	❖ 1. Data at a Glance: By District
❖ Select 2015-2016	❖ 2. Select your district

http://tinyurl.com/penndata

Types of Support: 13 Disability Categories

1. Autism
2. Deaf-blindness
3. Deafness
4. Emotional disturbance
5. Hearing impairment
6. Intellectual disability
7. Multiple disabilities

8. Other health impairment
9. Specific learning disability
10. Traumatic brain injury
11. Visual impairment
12. Speech language impairment
13. Physical disability

9 Types of Support Services

1. Autistic support
2. Blind-visually impaired support
3. Deaf and hard of hearing support
4. Emotional support
5. Learning support
6. Life skills support
7. Multiple disabilities support
8. Physical support
9. Speech and language support

Are students getting the type of support they truly need?
Is the program just a warehouse for compliance?

PA Code: Chapter 14
§ 14.131. IEP.

- (a) In addition to the requirements incorporated by reference (see 34 CFR 300.320--300.324), the IEP of each student with a disability must include:
- (1) A description of the type or types of support as defined in this paragraph that the student will receive, *the determination of which may not be based on the categories of the child's disability alone. Students may receive more than one type of support as appropriate* and as outlined in the IEP and in accordance with this chapter. Special education supports and services may be delivered in the regular classroom setting and other settings as determined by the IEP team. In determining the educational placement, the IEP team must first consider the regular classroom with the provision of supplementary aids and services before considering the provision of services in other settings.

PA Code: Chapter 14

- (iv) *Emotional support.* Services for students with a disability who *require services primarily in the areas of social or emotional skills development or functional behavior*
- (v) *Learning support.* Services for students with a disability who *require services primarily in the areas of reading, writing, mathematics, or speaking or listening skills related to academic performance*

PA Code: Chapter 14

- (i) *Autistic support.* Services for students with the disability of autism who *require services to address needs primarily in the areas of communication, social skills or behaviors* consistent with those of autism spectrum disorders. The IEP for these students must address needs as identified by the team which may include, as appropriate, the verbal and nonverbal communication needs of the child; social interaction skills and proficiencies; the child's response to sensory experiences and changes in the environment, daily routine and schedules; and, the need for positive behavior supports or behavioral interventions.

Part 3:
QIESSP DOCUMENT

QIESSP

Quality Indicators of Emotional Support Services and Programs:

A REVIEW PROCESS FOR LEAs

Introduction and Purpose

The *Quality Indicators of Emotional Support Services and Programs* (QIESSP) enables local education agencies (LEAs) to examine the programs and services offered to students with emotional support needs. This document assists teams in examining elements within the following seven domains:

- **Academic Instruction and Support** – standards-aligned instruction with modifications, adaptations, accommodations in the least restrictive environment, with effective instruction

- **Social-Emotional Instruction and Support** – the use of a variety of approaches and skills to meet student needs, with opportunities for practice, feedback, and generalization

- **Behavior Management** – strategies for prevention, intervention, and crisis de-escalation, with a focus on positive, proactive discipline for individuals and groups of students

- **Collaboration and Communication** – the ways that staff, programs, and families communicate and work together in providing successful outcomes for students

- **Evaluation and Assessment** – processes involved in evaluation and reevaluation, documenting and reporting progress toward Individualized Education Program (IEP) goals, grading and report cards, determining ongoing needs and IEP development

- **Post-Secondary Transition** – systems and practices involved in post-high school planning and transition, as well as graduation data

- **Professional Development** – procedures for hiring and retaining qualified individuals to work in the emotional support program

The QIESSP is designed to help LEAs reflect upon the current systems and practices in place for students with emotional support needs. This tool is intended to self-assess the program within the LEA, and is not intended to evaluate individual classrooms, teachers, or staff. In addition, LEAs can use the QIESSP to develop action steps for any and all domains that are identified as needing improvement.

pennsylvania
DEPARTMENT OF EDUCATION
Bureau of Special Education
Pennsylvania Training and Technical Assistance Network

What's New in the Document?

- Alignment with the Danielson Framework
- Evidence & Guiding Questions for each element
- Updated Action Plan
- New Resources

Part 4:

QIESSP DOMAINS

Academic Instruction and Support

A. Academic Instruction and Support

Elements	Evidence	Measured By I - Interview O - Observation P - Product	Not in Place (0)	Partially in Place (1)	In Place (2)
A.1 Clear standards-aligned goals for academic achievement are developed for each student	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.a, 1.c What standards are addressed in the IEP? Are the goals written to grade level standards? Provide examples of goals that are aligned to grade level standards. How do you utilize student IEPs and PA Core Standards to develop academic instruction and outcomes? How do you routinely collect data to monitor student progress academically and how behavioral needs impact learning? How does the data collected impact you daily instruction? How does data collected support academically related IEP goals? Data/graphs are present in IEPs. How does data collected support academically related IEP goals? Data/graphs are present in IEPs.	P			
A.2 Curricular options are available as appropriate: Instruction using general education curricula and materials with supplementary aids and services Adapted and/or supplemental curricula	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.a, 1.c, 1.d, 1.e, 2.a What curricular materials are being used? Are the materials appropriate for the student's age and grade level? How are the accommodations and modifications aligned to the Specially Designed Instruction (SDI) identified in the IEP? What data has been collected to support the use of accommodations and modifications being used? Describe how you adjust expected outcomes.	I, O, P			
A.3 The amount of special education support (i.e., full-time, supplemental, itinerant) is determined by student need	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.b, 1.c, 3.d, 4.b What support is described in the IEP? Does the actual amount of support match what is identified in the IEP? Where is the support being delivered? Who is delivering the instruction?	P			

Social and Emotional Instruction and Support

B. Social and Emotional Instruction and Support

Elements	Evidence	Measured By I - Interview O - Observation P - Product	Not in Place (0)	Partially in Place (1)	In Place (2)
B.1 Instruction and intervention are based on the individual needs of students, as determined by the IEP team	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.b, 1.c, 1.d, 1.e, 2.a, 2.b, 2.d, 3.d, 4.b How do you utilize student Functional Behavior Assessment (FBA)/Positive Behavior Support Plan (PBSP) and IEPs to develop behavioral instruction and outcomes? How do you routinely collect data to monitor student progress behaviorally that impact learning? How do you promote student self- regulation and self- monitoring of engaged behavior? What would your response be if a negative behavior occurred in the classroom? How do you adapt your instruction to meet the emotional and behavioral needs of your students? How does your instruction and behavioral support plan consider the student's background, culture and emotional/behavioral needs? What are some strategies you utilize to promote continued engagement of students in the social/emotional lesson? How does data collected support behaviorally related IEP goals? Data/graphs are present in IEPs.	I, O, P			
B.2 Evidence-based social-emotional learning curricula and resources are available and implemented with fidelity	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.a, 1.c, 1.d, 1.e, 2.a, 2.d, 3.b, 3.c, 3.d, 3.e, 4.b, 4.f What assessments do you utilize to increase your knowledge of students' behavioral and emotional needs? What evidenced-based social-emotional curricula are you utilizing for instruction? How do you ensure that this curriculum is being implemented with fidelity?	O, P			

Behavior Management

C. Behavior Management

Elements	Evidence	Measured By I - Interview O - Observation P - Product	Not in Place (0)	Partially in Place (1)	In Place (2)
C.1 Proactive, evidenced-based behavioral interventions and supports are used with fidelity.	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component):1.a, 1.b, 1.c, 1.d, 1.e, 2.a, 3.b, 3.c, 3.d, 3.e, 4.f Describe your framework to proactively address behavior. What researched-based interventions are in place? How do you ensure fidelity of implementation of interventions?	I, O			

C.2 Physical space and layout are adequate for the number of students and are conducive to a productive learning environment:
  Safe – dangerous items are not readily accessible
  Area and/or procedures for addressing dangerous behaviors is present
  Students and staff feel safe
	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component):1.e, 2.c, 2.d, 2.e
	How do you monitor safety?
	Do you regularly survey staff and students regarding safety?
	When designing the classroom environment, how do you take students' needs into consideration?
	Does the classroom environment match the class population? (Explain)
		I, O, P			

C.3 Three-to-five positively stated, clear rules and expectations per classroom/ school are identified: Rules and expectations are operationally defined for various settings and routines	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component):1.c, 2.a ,2.b, 2.c What behavioral expectations do you have in your classroom to facilitate a positive learning experience? How do you share behavioral expectations with students? How are behavioral expectations implemented and reinforced in your classroom? How are behavioral expectations defined across settings?	I, O, P			

Collaboration and Communication

D. Collaboration and Communication

Elements	Evidence	Measured By I - Interview O - Observation P - Product	Not in Place (0)	Partially in Place (1)	In Place (2)
D.1 Policies and procedures of the LEA are in place and are communicated to program staff	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 2.c, 2.d, 4.d, 4.f What policies and procedures of the LEA are communicated with program staff? How does the LEA ensure compliance with these procedures? How are the policies and procedures communicated? How often? How are the policies and procedures communicated to new staff, substitutes, agency partners, etc. working as part of the program?	I, P			

D.2 Planned, coordinated transition activities are in place:
  Between grades, buildings, and levels to facilitate smooth adjustments
  For reintegration to school and general education settings of students from alternative placements or self-contained programs
  A comprehensive plan is in place for students transitioning back to school after an absence
	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.b, 1.c, 1.d, 2.c, 3.a, 4.c, 4.f
	What supports are in place for:
	  Grade-to-grade transitions?
	  Building-to-building transitions?
	  Students transitioning back to school from an alternative placement?
	  Students transitioning into the general education setting from self-contained programs?
	  Students transitioning back to school after an extended absence?
	What are the policies and procedures in place to ensure these activities occur in a timely fashion?
	How do you act as a resource for your school and colleagues in the area of behavioral management?
		I, P			

Evaluation and Assessment

E. Evaluation and Assessment

Elements	Evidence	Measured By I - Interview O - Observation P - Product	Not in Place (0)	Partially in Place (1)	In Place (2)
E.1 Evaluations and reevaluations are conducted in compliance with procedural requirements and timelines, and: Are comprehensive, utilizing multiple sources of information Include functional behavioral assessment (if needed) Tests and other materials are appropriate for students' ages, cultures, and developmental levels The results are clearly articulated in a written report and shared with team members, as appropriate	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.e, 1.f, 2.a, 2.d, 3.a, 4.b, 4.c, 4.f What is the process and who, by role, are involved in the completion of Evaluation Report/Revaluation Report? What various tests, surveys, progress monitoring tools, etc., are used for this process?	P, I			
E.2 Data-based system is used for: Documenting and reporting progress toward IEP goals Reporting to students/ parents/ guardians Grading/report cards Decision making on programming and IEP development	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.c, 1.d, 1.e, 1.f, 2.d, 3.a, 4.b, 4.c, 4.f What system is in place for monitoring and documenting student progress across programs? How is progress communicated to staff, students and parents?	P			
E.3 Data-based decision-making and documentation of participation and necessary accommodations for statewide and district-wide standardized assessments are utilized	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.c, 1.f, 4.b Define the process used to determine participation and necessary accommodations when reflecting on statewide and district-wide assessments. What assessments do you utilize to increase your knowledge of students' needs in order to determine necessary accommodations?	P			

Total: /6

Percent in Place _____

Post-Secondary Transition

F. Post-Secondary Transition

Elements	Evidence	Measured By I - Interview O - Observation P - Product	Not in Place (0)	Partially in Place (1)	In Place (2)
F.1 The process of post-secondary transition begins at age 14, and continues through middle and high school	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.b, 1.c, 1.d, 3.a, 4.b, 4.c, 4.e Are there transition plans in place? When do transition questions begin to be addressed?	I, P			
F.2 Students are taught positive and productive work ethics linked to Pennsylvania Career Education and Work Standards	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.a, 2.a, 3.a, 3.c How do your lessons lead to positive behavioral growth that impacts post-secondary success? What factors in your students' backgrounds do you feel impact their post-secondary success? How is instruction adapted?	I, P			
F.3 Post-school goals in the areas of education, employment, and when appropriate, independent living are developed based on age-appropriate assessments and are reflected in students' IEPs with corresponding courses of study and measurable annual goals and, when appropriate, short-term objectives	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.b, 1.c, 1.d, 1.e, 1.f, 3.d, 4.b What is the process for identifying post-school goals and related coursework in the areas of: Education, Employment and Independent living What age appropriate assessments are being utilized?	I, P			
F.4 Students are taught and expected to use self-determination skills. Transition-aged students are able to lead the discussion at their IEP meeting.	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 2.a, 2.b, 3.a, 3.c Are transition aged students invited, and participating in their own IEPs? Identify the self-determination curriculum/lesson plans.	I			
F.5 Communication and coordination with community agencies for post-high school transition (agency representatives are invited to participate in IEPs for students 14 and older) occurs	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.d, 2.a, 3.a, 4.c Is there a process for communicating/collaborating with community agencies? Describe…	I, P			

Professional Development

G. Professional Development					
Elements	**Evidence**	**Measured By I - Interview O - Observation P - Product**	**Not in Place (0)**	**Partially in Place (1)**	**In Place (2)**
G.1 Topics for staff development are determined by data, by the administration, and by the program staff	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.d, 2.c, 4.d, 4.e, 4.f What is the system for identifying Professional Development needs of staff? (surveys/observations) What input do you seek to develop your professional skills? What goals have you identified to continue your professional growth?	I, P			
G.2 New staff are provided with an in-depth orientation to the emotional support program and expectations	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 4.d, 4.e, 4.f Is there an induction process that includes initial training for new staff?	I, P			
G.3 Safe Crisis Management Certification is current for all staff	Reference to Charlotte Danielson's Framework for Teaching (Domain and Component): 1.d, 2.d, 4.b, 4.e What crisis management training is provided and how often?	P			

Total: /6

Percent in Place _____

Action Plan

Program Action Plan						
Domain/Elements	**Percentage**	**Priority**	**Action Step(s) with Measurable Outcomes**	**Person(s) Responsible**	**Timeline**	**Action Step(s) Update**
Academic Instruction and Support						
Social-Emotional Instruction and Support						
Behavior Management						
Collaboration and Communication						
Evaluation and Assessment						
Post-Secondary Transition						
Professional Development						

Reflection from the meeting: (to be completed after each meeting)

Did we meet set deadlines?   Yes ☐   No ☐
Did we write action steps with measureable outcomes?   Yes ☐   No ☐
Did we communicate and collaborate through the process?   Yes ☐   No ☐
Are we using a data driven process?   Yes ☐   No ☐

Your local intermediate unit and the Pennsylvania Training and Technical Assistance Network (PaTTAN) have resources to assist LEAs in addressing the needs that have been identified as a result of using the QIESSP. You can visit PaTTAN on the web at www.pattan.net.

Role Alike Discussion Activity

- Discuss the importance of your role in the team process of self-assessment.
- Roles:
  - Special education teacher
  - General education teacher
  - Administrator
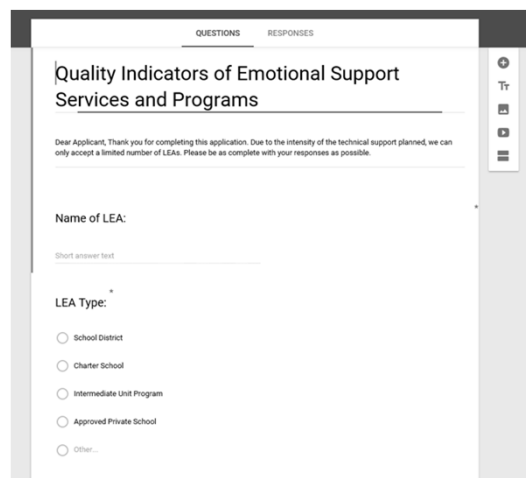 - School Psychologist
  - Counselors
  - TaC

Discuss…

- How do your skills, expertise, and knowledge contribute to the review process of the QIESSP?

- How does your role contribute to action planning?

Part 5:
FUNDING OPPORTUNITY

Application Process

https://goo.gl/forms/TUToclHbFofdP55g1

Application Process

Applications Due: October 21st

- Teams will be notified of acceptance by week of November 4th.
- Only two teams per region will be selected. Teams will:
  - 2 year commitment
  - Attend 3 additional training days each year
  - Receive technical assistance
  - Receive a stipend

Stipend Information

Teams will receive a stipend in the amount of $2000.00 to support the costs associated with travel to additional training dates:

- Mileage
- Lodging/meals (over 50 miles)
- Substitutes
- Attendance at the PaPBS Implementers' Forum

Additional Training Dates for Teams Selected

Day 1: Behavior Management
12/1/16 (PGH only)
12/7/16 (HBG & East)

Day 2: Academic Instruction and Support
2/22/17 (All offices)

Day 3: Social-Emotional Instruction and Support
5/3/17 (All offices)

Contact Information   www.pattan.net

Shanna Bradfield, M.Ed.
sbradfield@pattan.net
412-826-6862

Dona Alvino, M.Ed., BCBA
dalvino@pattan.net
412-826-6870

pennsylvania
DEPARTMENT OF EDUCATION
Bureau of Special Education
Pennsylvania Training and Technical Assistance Network

Commonwealth of Pennsylvania

Tom Wolf, Governor