

Quality Indicators for Assessing Individualized Services for Students (K-12) With Significant Support Needs

Administrative Unit

School Year

Evaluation Site / Student

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Quality Indicators for Assessing Individualized Services for Students (K-12) with Significant Support Needs

Purpose: The Quality Indicators offer guidance to educators and administrators when developing, implementing and evaluating quality programs and services for students with the most significant needs. This guide identifies ten **domains** to consider for effective programs: Inclusive Culture, Collaboration, Communication, Instruction, Paraeducators, Progress Monitoring, Positive Behavior Support, Self Determination, Transition, and Health and Safety. Under each domain is an indicator and below that are the components of the indicator. This guideline cannot be interpreted as policy or regulation, but as a tool designed to assist those who are educating students with significant support needs or evaluating these programs. Each quality indicator has a list of research/evidence based practices for providing a rich school experience with the goal of improving post school outcomes for all students.

Definition of Students with Significant Support Needs

Students with significant support needs are highly diverse learners with extensive needs in the areas of cognition and/or learning, communication, movement and social/emotional abilities. The individual may also have concurrent health, sensory, physical and/or behavioral disabilities.

Students with significant support needs require:

- a wide variety of approaches and supports to demonstrate their knowledge and skills
- intensive instruction in literacy, numeracy and problem solving skills in order to acquire and generalize knowledge
- substantial adaptations (modifications and accommodations) and/or ongoing supports in order to access grade level curriculum
- access to assistive technology tools to communicate, learn and demonstrate their knowledge
- progress to be measured by observation, data collection, assessment, and work samples
- individualized levels of support across major life activities in home, school, and community

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Rubric for Evaluation

Score	FI	PI	EI	NI
Domain	<u>Fully Implemented</u> - Every indicator in the domain is implemented at the fully implemented level.	<u>Partially Implemented</u> – Every indicator is addressed with at least one indicator not at the FI level.	<u>Emerging Implementation</u> – Not all indicators are addressed but at least one indicator is at the PI or FI level.	<u>Not Implemented</u> – No evidence of domain being implemented.
1. Indicator	Every component of the indicator is fully implemented.	Every component is addressed with at least one component not at the FI level and no more than one at the EI level.	Not all components are addressed but at least one is at the PI or FI level.	No evidence of indicator being implemented.
a) component	Every aspect of the component is fully implemented (in all settings within all curricula, with all staff members, and for all students).	Every aspect is addressed, with at least one aspect not at the FI level and no more than one item at the EI level.	Not all aspects are addressed but at least one is at the PI or FI level.	No evidence of component being implemented.

INSTRUCTIONS: Read each section, and begin scoring from the component level, then move on to indicator level, and finishing with the domain. Mark each box with a check mark to indicate the level of proficiency. Write NA if a section is not applicable. In the last 2 columns to the right, indicate with an X whether you observed (O) the item or the item was reported (R) to you by team members. You also have been provided space at the bottom of each domain section to make additional notes or comments.

Quality Indicators	FI	PI	EI	NI	O	R	<i>As Evidenced By:</i>
INCLUSIVE CULTURE: patterns of behavior, values, and embedded beliefs and assumptions that are shared in an integrated system of academic and social supports that ensure students with significant support needs are valued, respected and included in all aspects of school. Supports for students are designed, implemented and monitored to ensure that they receive an exemplary education (DiPaola, M., Tschannen-Moran, M., & Walther-Thomas, C., 2004).							
1. A philosophy of inclusive values is exhibited by the following behaviors:							
a) The school vision/mission is inclusive of students with disabilities.							
b) Administration supports inclusion of all students:							
i) financially,							
ii) with time for the team members to collaborate,							
iii) with training and ongoing assistance that is provided for the whole educational community (administrators, general educators, special educators, related services, bus, lunchroom and playground personnel).							
c) There is a sense of belonging.							
d) There is shared ownership where "we" is used inclusively.							
e) Person first language is used.							
f) Staff recognizes and acknowledges the inherent dignity of the person (e.g. speak directly to student rather than to the staff).							
g) High levels of confidentiality are maintained.							
h) Students are educated with their non-disabled peers to the maximum extent possible as determined by the IEP team.							
i) Ongoing training and support are provided to: general education teachers, peers, bus drivers, related service providers, office, lunchroom and playground personnel and anyone else that may have contact with the student.							
j) Students are provided adequate support and supervision in order to actively participate in all activities.							
2. Students receive a standards based education.							

FI = Fully Implemented PI = Partially Implemented EI = Emerging Implementation NI = Not Implemented O = Observed R= Reported

<i>Quality Indicators</i>	FI	PI	EI	NI	O	R	<i>As Evidenced By:</i>
a) The importance of family and student involvement is supported by the team.							
b) All students have access to chronologically age appropriate education, materials and activities.							
c) Students participate in standards based academic education in the general education classroom with adaptations.							
d) IEP goals and objectives are tied to grade level standards.							
e) There is a presumption of student competence.							
f) School supports Universal Design for Learning.							
3. Students participate in assessments.							
a) All students participate in district and statewide assessments or alternate assessments.							
b) Approved adaptations and accommodations are individualized by the student's needs.							
4. Students participate in school activities.							
a) Students may participate in all in-school activities.							
b) Opportunities are provided for participation in extra-curricular activities.							
5. The school environment is open and accessible.							
a) There is environmental access allowing students with physical disabilities to participate in all activities.							
b) There are structured and unstructured opportunities for students to interact with their non-disabled peers throughout the school day and extra-curricular activities.							
Notes or Comments:							

Quality Indicators	FI	PI	EI	NI	O	R	<i>As Evidenced By:</i>
COLLABORATION –An instructional approach in which, “different members assume a shared responsibility for initial assessment, plan instruction, gathering materials to create curriculum adaptations, progress monitoring.” Friend, M. & Cook, L. (2010). <i>Interac Collaboration skills for school professionals</i> . Boston, MA: Pearson.							
1. School, Family and Student participate.							
a) School personnel, family members, and student work collaboratively.							
b) All share a common goal.							
c) Parity exists among all participants.							
d) There is regular ongoing communication between members.							
e) There is consistency in strategies and techniques between home and school.							
2. Multidisciplinary Team (including general educators, special educators, family members and Paraeducators)							
a) The team uses problem solving strategies. (e.g. RtI problem solving team)							
b) All members of the team share responsibility for decision making.							
c) All share accountability for outcomes.							
d) Members are scheduled for the same planning time in order to meet regularly.							
e) Parent training is offered by team members.							
Notes or Comments:							

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Quality Indicators	FI	PI	EI	NI	O	R	<i>As Evidenced By:</i>
COMMUNICATION is the meaningful exchange between at least 2 people where a message is given and an individual receives and understands the message (Snell & Brown, 2011)							
1. Expressive language involves relaying and conveying information to another person (Snell & Brown, 2011)							
a) Each student has a meaningful communication system (i.e., verbal/AAAC/sign/pictures) that is efficient, effective and understandable across a variety of people and environments.							
b) The communication system is student centered, chronologically age appropriate and in a format that meets the sensory needs of the student (i.e., large print, picture symbols, real objects, sign language).							
c) The communication system is systematically taught and practiced in all school environments, across a variety of people, throughout each day to build a student's skill in requesting, rejecting, greetings, directing and gaining attention, social interactions, and exchanging information							
d) Communication is meaningful, linguistically appropriate and congruent with the child's personal desires, interests and needs.							
e) The communication system is used consistently throughout the day and in all school environments.							
f) Opportunities for training on the communication system are available to families, school staff, and community partners.							
g) There is ongoing progress monitoring at least one time per week of the student's communication and the data inform the decisions about the student's changing needs and increasing form and function to higher levels of symbolic communication.							
2. Receptive language is the ability to understand a message that is delivered to another (Snell & Brown, 2011)							
a) Communication with the student is adapted to their receptive modality and language ability so that the student can respond to choices, questions, etc. to meet his/her needs, to participate in typical school routines, the general education curriculum, and the greater community.							

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<i>Quality Indicators</i>	FI	PI	EI	NI	O	R	<i>As Evidenced By:</i>
b) Educational team members present directions to students in a consistent modality matched to the student's age, modality, and language ability.							
c) Educational opportunities are embedded throughout the student's day to increase his/her receptive vocabulary and are evidenced by the student making meaningful choices in a variety of environments.							
Notes or Comments:							

<i>Quality Indicators</i>	FI	PI	EI	NI	O	R	<i>As Evidenced By:</i>
<u>INSTRUCTION</u> – “helping others acquire skills that are new and have not been mastered” For students with SSN, “typically need a systematic and structured approach to acquire new skills, to gain some fluency with these skills, maintain them, and finally, generalize them to similar but novel situations.” (Browder, Spooner, Ahlgrim-Dezell, Harris, & Wakeman, 2008.)							
1. Instructional Plans and Supports are in place.							
a) The lesson plans address the IEP goals.							
b) Lessons include academics, as well as access, communication, social skills and activities of daily living.							
c) Instructional activities are embedded in natural routines.							
d) Instructional plans are specific to individual’s learning style.							
e) Instructional plans are specific to individual’s interests.							
f) There are maximum opportunities to practice skills throughout the day.							
g) Plans include systematically teaching generalization of skills across people and settings to include, when appropriate, home and community.							
h) Instruction supports students to adapt to changes in schedule and routine.							
i) Instructional supports are specially for designed an individual student’s learning.							
2. Methodologies							
a) The staff is trained in a variety of research/evidence based methodologies.							
b) Interventions are individualized to the needs of the student.							
c) Strategies match learner needs for prompting, scaffolding and reinforcement.							
d) The principals of Universal Design for Learning are implemented.							

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<i>Quality Indicators</i>	FI	PI	EI	NI	O	R	<i>As Evidenced By:</i>
e) Needed adaptations (includes accommodations and modifications) are in place and implemented by all staff.							
f) Necessary equipment is available and utilized for students with physical needs.							
g) Assistive technology is used to enhance learning.							

Notes or Comments:

<i>Quality Indicators</i>	FI	PI	EI	NI	O	R	<i>As Evidenced By:</i>
PARAEDUCATORS: school employees who work under the supervision of a licensed professional and provide instructional, therapeutic, or health and safety services to students (retrieved 9/21/2010 from http://www.nrcpara.org/report/appendix2)							
1. Paraeducator roles and responsibilities meet the following criteria:							
a) Para and teacher roles and expectations are clearly defined.							
b) There is an established means of communication between supervisor, related service providers and paras.							
c) Time is built into the schedule for communication, collaboration and feedback between para and supervisor.							
d) Paras have written lesson plans for each student, each day.							
e) Paras receive information to meet the specific needs of students (e.g. disability specific, IEP goals and objectives, accommodations).							
f) Paras receive ongoing training in the use of:							
i) Instructional methodologies and data collection							
ii) Prompting and prompt fading strategies							
iii) Assistive technology							
iv) Implementing behavior support plans							
v) Use of time-out and restraint							
vi) Non violent crisis intervention techniques (e.g. Crisis Prevention Institute (CPI), Therapeutic Crisis Intervention (TCI), Mandt System)							
vii) Teaching independence							
viii) Cardio Pulmonary Resuscitation (CPR)							
ix) Physical and medical care of students							
g) Paras are assigned to a variety of students, not to a single student.							
h) Fading para support is pre-planned.							
i) Plans are in place to give to substitute paras.							
Notes or Comments:							

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<i>Quality Indicators</i>	FI	PI	EI	NI	O	R	<i>As Evidenced By:</i>
PROGRESS MONITORING - "Keeping track of students' progress in meeting these goals enables teachers to better plan for instruction," through assessment and collection of data. (Roach, Elliott, 2006; Stecker, Lembke, & Fogen, 2008).							
1. Assessment							
a) Research based, scientifically validated instruction and interventions are used for the targeted skills or behavior.							
b) Frequent and on-going quantitative data are collected.							
c) Frequent and on-going qualitative data are collected.							
d) A balance of both summative and formative assessment strategies is used.							
2. Data Driven Decisions							
a) Interventions are developed and implemented based on evaluation data.							
b) Data are used to analyze student's response to the intervention.							
c) A collaborative decision making process is used by the IEP team.							
d) Decisions are made in a timely manner if student is not making progress with the intervention.							
Notes or Comments:							

<i>Quality Indicators</i>	FI	PI	EI	NI	O	R	<i>As Evidenced By:</i>
<u>POSITIVE BEHAVIOR SUPPORT</u> - School-wide positive behavior support (SWPBS) is a framework ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible (retrieved 9/21/2010 from http://pbis.org).							
1. The emphasis for SWPBS is on (a) data for decision making, (b) measurable outcomes supported and evaluated by data, (c) practices with evidence that these outcomes are achievable, and (d) systems that efficiently and effectively support implementation of these practices (retrieved 9/21/2010 from http://pbis.org).							
a) School supports principles of SWPBS or practices a positive school environment and a proactive approach to behavior.							
b) Individualized supports and structures are in place to meet the needs of students within the general education setting.							
c) A comprehensive evaluation including a Functional Behavioral Assessment is conducted for each student with behavioral concerns to identify the function of the behavior.							
d) Students with behavior challenges have individualized positive behavior intervention plans that include:							
i) instruction and support for replacement behaviors,							
ii) all involved staff (e.g., special ed., general ed., para, bus driver) and family participating in the development and implementation of the behavior plan,							
iii) consistent implementation throughout the day,							
iv) environmental adaptations to prevent the occurrence of problem behaviors,							
v) appropriate methods, modalities and reinforcers,							
vi) ongoing data collection and evaluation of the plan to determine progress and next steps,							
e) All staff involved with student are trained in:							
i) Non violent crises intervention techniques (e.g., CPI, TPI, Mandt).							

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ii) Colorado rules and guidelines for the appropriate and safe use of restraint and exclusionary time out.							
iii) The school district's policy for the use of restraint and time out and the reporting procedure.							
Notes or Comments:							

Quality Indicators	FI	PI	EI	NI	O	R	<i>As Evidenced By:</i>
Self-Determination involves student demonstrating a variety of skills and beliefs including self-regulation, goal setting, choice-making, self-advocacy, and self-control. Students that practice self-determination take the initiative to ensure their decisions help them to reach their goals and they are successful in general education and the community (Martin & Marshall, 1995; Ward, 2006; Wehmeyer, 2004)							
1. Self-Determination is demonstrated by students in the school and community by the following indicators:							
a) The student and family preferences are valued as a priority in:							
i) making educational decisions, and							
ii) developing long term goals (within the IEP) about how the student wants to live life beyond school and evidence that the student is working towards those goals.							
b) The student participates in all decision making by communicating own choices, desires and goals during IEP development and throughout the school day.							
c) The student takes responsibility for own decisions and actions (with guidance when needed) by providing an explanation for actions and decisions.							
d) The student actively participates in his/her IEP by giving input into decisions.							
e) The student's goals align with their desired future plans.							
Notes or Comments:							

<i>Quality Indicators</i>	FI	PI	EI	NI	O	R	<i>As Evidenced By:</i>
<u>TRANSITION:</u> The movement from one activity, class, program or school to another. Transition to adult life is defined as a process to prepare students for adult life including further education, community participation, social relationships, leisure skills, employment and independent living.							
1. Transition between activities, classes, programs and schools.							
a) Transitions are structured and well planned.							
b) District supports pre-transition visitations by:							
i) Supporting the receiving staff in observing the student's abilities in familiar routines							
ii) Supporting the student to observe the next environment							
c) Individual responsibilities of the sending and receiving staff are clearly defined.							
d) All IEP team members attend the student's transition meeting.							
2. Transition to adult life including further education, community participation, social relationships, leisure skills, employment and independent living with supports as needed (McDonnell, J. & Hardman, M.L., 2010).							
a) Clear post school outcomes are identified in collaboration with the student and family.							
b) Self-determination is promoted.							
c) Inclusion in both school and community are promoted.							
d) Goals address how the student will progress toward the post school outcomes.							
e) The student is involved to the best of their ability.							
f) Goals include developing social competence in home, school, community and employment settings.							
g) Goals include career awareness and/or preparation for employment.							
Notes or Comments:							

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Quality Indicators	FI	PI	EI	NI	O	R	<i>As Evidenced By:</i>
HEALTH AND SAFETY: involves understanding the principles of universal precautions and using these with all students, developing plans to ensure students are safe from harm while in the school settings, and ensuring emergency guidelines are in place and practiced when needed for any student with significant health or safety needs.							
1. Health Care Plan for any student with health care needs is available in at least 2 locations in the building.							
a) A Health Care Plan is written for all students with special medical needs.							
b) The Health Care Plan is provided to all staff working with the student.							
c) Training is provided by the school nurse to all staff (teachers and paraeducators) working with the student with specialized health care needs.							
2. Training for the staff working with students with significant health and safety issues is needed on an ongoing basis.							
a) Training is provided by the school nurse to all school staff:							
i) Universal Precautions,							
b) Training is provided by the school nurse to staff when a student presents with the following conditions:							
i) specialized nutritional systems,							
ii) seizure disorders,							
iii) medical needs,							
iv) medications,							
v) specialized breathing apparatuses							
c) Training is provided by qualified staff in:							
i) CPR,							
ii) positioning,							
iii) utensil use during meals (non-adapted and adapted)							

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<i>Quality Indicators</i>	FI	PI	EI	NI	O	R	<i>As Evidenced By:</i>
iv) Specialized equipment safety (i.e., wheelchair, walker, stander).							
3. Building Safety Plan is developed to address all safety needs of students and staff in the building (evacuation, lockdown procedures, etc.)							
a) Special needs of students are included in building level emergency plans, including evacuation plan with route and designated personnel.							
b) Students with special needs participate in all training and practice session for emergency situations including fire alarms, tornado drills, and lockdown situations, etc.							
Notes or Comments:							

Action Plan Quality Indicators for Assessing Individualized Services for Students (K-12) with Significant Support Needs

Name (Student, school or program) _____ Grade (If applicable) _____

Person evaluating _____ Date _____

<i>Quality Indicators</i>	<i>Ideal Objectives not Observed</i>	<i>Check Objective(s) Selected</i>	<i>New objective and how it will be implemented</i>	<i>Person Responsible /Date to Begin</i>
<u>Inclusive Culture</u>				
<u>Collaboration</u>				
<u>Communication</u>				

<i>Quality Indicators</i>	<i>Ideal Objectives not Observed</i>	<i>Check Objective(s) Selected</i>	<i>New objective and how it will be implemented</i>	<i>Person Responsible /Date to Begin</i>
<u><i>Instruction</i></u>				
<u><i>Paraeducators</i></u>				
<u><i>Progress Monitoring</i></u>				
<u><i>Positive Behavior Supports</i></u>				

<i>Quality Indicators</i>	<i>Ideal Objectives not Observed</i>	<i>Check Objective(s) Selected</i>	<i>New objective and how it will be implemented</i>	<i>Person Responsible /Date to Begin</i>
<u>Self Determination</u>				
<u>Transition</u>				
<u>Health and Safety</u>				