

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

Person Evaluating

Role

Administrative Unit

School Year

Evaluation Site / Student

Published by the Colorado Department of Education, Exceptional Student Leadership Unit
1560 Broadway Avenue, Suite 1100, Denver, CO 80202, (303) 866-6694 Revised 9/2017

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

This document was developed by the Colorado Significant Support Needs Advisory Council through collaboration of educators, administrators, parents, representatives from university teacher education programs and is sponsored by the Colorado Department of Education Exceptional Student Leadership Unit. We would like to extend a special thanks to authors Robin Brewer, Diane Carroll, Alisha Florian, Melinda Graham, Gina Herrera, Lewis Jackson, Gloria Lesher, Dixie Periman, and Julie Richter. We would also like to thank the many teams, districts, and administrative units that piloted these indicators and provided valuable feedback.

Rubric for Evaluation

Score	FI (3)	PI (2)	EI (1)	NI (0)
Domain	Fully Implemented - Every indicator in the domain is implemented at the fully implemented level.	Partially Implemented – Every indicator is addressed with at least one indicator not at the FI level.	Emerging Implementation – Not all indicators are addressed but at least one indicator is at the PI or FI level.	Not Implemented – 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 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 the appropriate box with an X in the column to indicate the score / level of proficiency.

Quality Indicators - Inclusive Culture	FI (3)	PI (2)	EI (1)	NI (0)	TOTAL	As Evidenced By:
INCLUSIVE CULTURE: is when the overall culture of the school includes 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 with same-age peers. Supports for students are designed, implemented and monitored to ensure that they receive an exemplary education (Brown, McDonnell & Snell, 2016; DiPaola, M., Tschannen-Moran, M., & Walther-Thomas, C., 2004).					63	
1. School documents and the actions of school staff and students demonstrate a philosophy of inclusive values through the following:	FI (3)	PI (2)	EI (1)	NI (0)	0	
a) The school vision/mission is inclusive of all students, including those with disabilities.						
b) Administrationsupports inclusion of all students through the following actions:						
i) providing financial support for ALL students and teachers,						
ii) providing time for team members to collaborate,						
iii) providing the whole educational community (e.g., administrators, general educators, special educators, family members, students, related services, paraeducators, bus, lunchroom and playground personnel) with training and ongoing assistance to support inclusion.						
c) There is asense of belongingfor all students in the school community (e.g., playground, lunchroom, general education classrooms, library, extracurricular activities).						
d) There is shared responsibility for ALL students by all school staff (e.g., language used is "our" not "your"),						
e) Person-centered 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 by all staff						

h) Students are educated with their non-disabled peers in the Least Restrictive Environment (LRE) to the maximum extent possible as determined by the IEP team.						
j) Students are provided adequate support and supervision in order to actively participate in all activities.						
2. Students are included in general education	FI (3)	PI (2)	EI (1)	NI (0)		
a) The team supports family and student involvement by soliciting and welcoming ideas and feedback on the student's educational services.						
b) All students have access to chronologically age appropriate education, materials and activities.						
c) Students participate in standards-based academic education with access to general education curriculum in the general education classroom with adaptations.						
d) IEP goals and objectives are tied to grade level standards.						
e) A presumption of student competence is demonstrated by staff consistently having high expectations for students with SSN.						
f) Evidence of Universal Design for Learning (UDL) applied to instruction is observable in all classrooms.						
3. Students with significant support needs participate in assessments.	FI (3)	PI (2)	EI (1)	NI (0)		
a) All students participate in district and statewide assessments						
b) Approved adaptations (accommodations and modifications) are individualized to meet each student's needs and used during instruction and assessment.						
4. Students participate in school activities based on the student's interests and requests.	FI (3)	PI (2)	EI (1)	NI (0)		
a) Opportunities to participate in all in-school activities are provided and encouraged.						
b) Opportunities are provided for students with SSN to participate in extra-curricular activities.						

5. The school environment is open and accessible.	FI (3)	PI (2)	EI (1)	NI (0)		
a) Environmental access allows students with physical disabilities and/or sensory needs 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 during selected extra-curricular activities (e.g., peer buddies, lunchroom).						
NOTES OR COMMENTS:						

Quality Indicators - Collaboration	FI (3)	PI (2)	EI (1)	NI (0)	TOTAL	As Evidenced By:
COLLABORATION: is an instructional approach in which, “different team members assume a shared responsibility for initial assessment, planning, instruction, gathering materials to create curriculum adaptations, and progress monitoring.” Friend, M. & CookL. (2010). Interactions: Collaboration skills for school professionals. Boston, MA: Pearson.					30	
1. All multi disciplinary team members and other involved personnel work collaboratively.	FI (3)	PI (2)	EI (1)	NI (0)	0	
a) School personnel, family members, and students work collaboratively to assess, plan and implement instruction, create adaptations and monitor progress						
b) All share a common goal and provide input into the student’s IEP and instruction.						
c) Parity exists among all team members and every person's expertise and input is valued and incorporated into the student’s IEP and instruction.						
d) Regular and ongoing communication among team members occurs as evidenced by notes and meeting minutes.						
e) Strategies and techniques are shared between home and school.						
2. Multidisciplinary Team includes: general educators, special educators, family members and paraeducators.	FI (3)	PI (2)	EI (1)	NI (0)		
a) The team uses problem solving strategies (e.g., MTSS problem solving team) to develop assessment procedures, instructional interventions, curriculum adaptations, and progress monitoring.						
b) All team members share responsibility for decisions regarding assessment, instruction, behavior planning, progress monitoring, curriculum adaptations, and decisions are documented.						
c) All team members (e.g. general educators, special educators, administrators, OT, PT, SLP, etc.) share accountability for student outcome						

d) Multidisciplinary team members are regularly scheduled for the same planning time in order to incorporate each team member's expertise in assessment, instructional planning, curriculum adaptations, and progress monitoring						
e) Parent training is offered by team members specific to a student's IEP objectives, instructional strategies, and other topics/needs identified by the family.						

NOTES OR COMMENTS:

Quality Indicators - Communication	FI (3)	PI (2)	EI (1)	NI (0)	TOTAL	As Evidenced By:
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) Communication is both a basic need and a basic right of all human beings. (American Speech-Language-Hearing Association, 2014; United Nations, 2008).					36	
1. Expressive language involves relaying and conveying information to another person (Snell & Brown, 2011)	FI (3)	PI (2)	EI (1)	NI (0)	0	
a) Each student has a meaningful communication system (i.e., verbal/AAAC/sign/pictures) that is efficient, effective, functional, and understandable across a variety of people, environments and content.						
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 environments, across a variety of people, throughout each day to build a student's skill in requesting, rejecting, commenting, 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 by the student consistently throughout the day and in all school environments.						
f) Opportunities for training on communication systems are provided to families, school staff, and community partners.						
g) The communication system contains a core vocabulary that meet communication needs across learning, employment, living, and community contexts by selecting common core vocabularies across these contexts.						
h) Communication systems contain a core vocabulary which consists of words common to the vocabularies of typically developing peers that is consistent across environments or between individuals.						

i) Progress monitoring is conducted at least one time per week of the student's communication; the data informs the decisions about the student's changing needs and increasing form and function to higher level of symbolic communication.						
2. Receptive language is the ability to understand a message that is delivered to another (Snell & Brown, 2011)	FI (3)	PI (2)	EI (1)	NI (0)		
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.						
b) Educational team members present information 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 increase his/her receptive vocabulary and are evidenced by the student making meaningful choices in a variety of environments.						
NOTES OR COMMENTS:						

Quality Indicators - Instruction	FI (3)	PI (2)	EI (1)	NI (0)	TOTAL	As Evidenced By:
INSTRUCTION: is strongly supported in the research for teaching students with severe disabilities, both academic content based on state standards and life skills using systematic instruction. In systematic instruction, skills are defined in observable and measureable terms and require an active rather than passive response from the student. Evidence based practices should be employed along with consistent data collection to track student progress. (Browder & Spooner, 2011)					45	
1. Instructional plans and supports are in place.	FI (3)	PI (2)	EI (1)	NI (0)	0	
a) A daily plan of instruction is in place which includes each student's schedule, and learning targets for each group lesson and individual student work.						
b) Instruction is designed to address the student's IEP goals as well as academics, communication, social skills, and activities of daily living.						
c) Instructional activities are embedded in natural routines with maximum opportunities to practice skills throughout the day.						
d) Plans include systematically teaching generalization of skills across people, settings, time and materials. When appropriate, home and community.						
e) Instructional supports are in place to assist the student in learning to effectively adapt to changes in schedule and routine.						
f) Instructional supports are specially designed for an individual student's learning.						
2. Current evidence based methodologies are used.	FI (3)	PI (2)	EI (1)	NI (0)		
a) The principles of Universal Design for Learning are implemented with fidelity.						
b) The staff is trained and can implement a variety of research/evidence based methodologies.						
c) Evidence of interventions that are individualized to the needs of the student.						

d) Strategies match learner needs for prompting, scaffolding and reinforcement including the fading of support to assure independence.						
e) Needed adaptations (includes accommodations and modifications) are in place and implemented by all staff.						
f) Students are instructed about the purpose and with guided practice are supported in the use of their adaptations.						
g) Students use technology with scaffolded supports building toward independence.						
h) Necessary equipment is available and utilized for students with physical needs.						
i) Assistive technology is incorporated into the daily instructional plan for each student. (See Instruction Plans and Support section above)						

NOTES OR COMMENTS:

Quality Indicators - Paraeducators	FI (3)	PI (2)	EI (1)	NI (0)	TOTAL	As Evidenced By:
PARAEDUCATORS: are school employees who work under the supervision of a licensed professional. Roles include instructional support in the general education classroom, supporting academic instruction, teaching functional life skills and vocational skills, providing support for students with challenging behaviors, and facilitating interactions with peers (Ashbaker & Morgan, 2010; Chopra, 2009, Douglas, Chapin, & Nolin, 2015; Doyle, 2008; Fisher & Pleasants, 2012, Utto & Chopra, 2015).					27	
1. Paraeducator roles and responsibilities meet the following criteria:	FI (3)	PI (2)	EI (1)	NI (0)	0	
a) Roles and responsibilities between all team members are clearly defined including paraeducators, special education and general education teachers.						
b) There is an established means of communication between the supervising teacher and related service providers, paraeducators etc.						
c) Time is built into the schedule for communication, collaboration and feedback between paraeducators and supervising teacher and/or evaluator.						
d) There are systems in place that provide paraeducators with instructional plans or necessary information to successfully support students for each student's day						
e) Paraeducators receive information to meet the specific needs of students (e.g., disability specific, IEP goals and objectives, adaptations).						
f) Paraeducators 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 procedures						
vi) Non-violent crisis intervention techniques (e.g. Crisis Prevention Intervention [CPI], Therapeutic Crisis Intervention, [TCI], Mandt System, QBS)						

vii) Teaching independence						
viii) Cardio Pulmonary Resuscitation (CPR)						
ix) Physical and medical care of students						
g) Paraeducators are assigned to a variety of students, not to a single student.						
h) Fading paraeducator support is pre-planned						
i) Written plans are in place to give to substitute paraeducators.						
NOTES OR COMMENTS:						

Quality Indicators - Progress Monitoring	FI (3)	PI (2)	EI (1)	NI (0)	TOTAL	As Evidenced By:
PROGRESS MONITORING: is “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).					27	
1. Assessment data is collected on a regular basis.	FI (3)	PI (2)	EI (1)	NI (0)	0	
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 are used.						
e) Meaningful data are collected, analyzed and discussed on an on-going basis (e.g., IEP goals, learner outcomes, behavior).						
2. Data driven decisions are based on assessment data.	FI (3)	PI (2)	EI (1)	NI (0)		
a) A collaborative decision making process is used by the IEP team to inform instruction and program decisions						
b) Data are used to analyze individual student's response to the intervention.						
c) Interventions are developed and implemented based on data.						
d) Decisions are made in a timely manner if student is not making progress with the intervention.						
NOTES OR COMMENTS:						

Quality Indicators - Positive Behavior Support	FI (3)	PI (2)	EI (1)	NI (0)	TOTAL	As Evidenced By:
POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS : "School-wide Positive Behavior Interventions and Supports (SW-PBIS) refers to a systems change process for an entire school or district. The underlying theme is teaching behavioral expectations in the same manner as any core curriculum subject." Retrieved on 09/04/17 from https://www.pbis.org/school/swpbis-for-beginners					15	
1. The emphasis for SW-PBIS 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).	FI (3)	PI (2)	EI (1)	NI (0)	0	
a) School supports principles of SW-PBIS 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 supports have individualized positive behavior intervention plans that include:						
i) instruction and support for replacement behaviors,						
ii) all involved staff (e.g., special education, general education, para, bus driver) and family participate in the development and implementation of the behavior plan and any updates.						
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 students are trained in:						
i) Non violent crises intervention techniques (e.g., CPI, TPI, Mandt).						

ii) Colorado rules and guidelines for the appropriate and safe use of restraint and seclusion and any updates.						
iii) The school district's policy for the use of restraint and time out and the reporting procedure.						
NOTES OR COMMENTS:						

Quality Indicators - Self-Determination	FI (3)	PI (2)	EI (1)	NI (0)	TOTAL	As Evidenced By:
SELF-DETERMINATION: involves students 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)					21	
1. Self-Determination is demonstrated by students in the school and community by the following indicators:	FI (3)	PI (2)	EI (1)	NI (0)	0	
a) The student and family's 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) Students are taught self-advocacy, awareness, knowledge; management, regulation and leadership skills using research-based practices.						
c) The student participates in all decision making by communicating own choices, desires and goals during IEP development and throughout the school day.						
d) The student takes responsibility for own decisions and actions (with guidance when needed).						
e) The student actively participates in his/her IEP by giving input into decisions.						
f) Goals are developed during person-centered planning processes (e.g., MAPs, PATHs) and are based on student choices, preferences, and interest with family participation.						
g) The student's goals align with their desired future plans.						
Notes or Comments:						

Quality Indicators - Transition, Part 1	FI (3)	PI (2)	EI (1)	NI (0)	TOTAL	As Evidenced By:
TRANSITION: is 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.					12	
Part 1: Transition between activities, classes, programs and schools are planned and implemented.	FI (3)	PI (2)	EI (1)	NI (0)	0	
a) Transitions are structured and well planned.						
b) District supports pre-transition visitations by:						
i) Receiving staff is able to observe the student's abilities in familiar routines						
ii) Student and family has opportunity to observe next environment.						
c) Individual responsibilities of the sending and receiving staff are clearly defined.						
d) All relevant IEP team members attend the student's transition meeting.						
NOTES OR COMMENTS:						

Quality Indicators - Transition, Part 2	FI (3)	PI (2)	EI (1)	NI (0)	TOTAL	As Evidenced By:
TRANSITION, Part 2 : services mean a coordinated set of activities for a child with a disability that---Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, and/or community participation; (ages 15 and older)					39	
A good secondary transition plan is vital for successful post school outcomes	FI (3)	PI (2)	EI (1)	NI (0)	0	
a) Transition planning procedures are customized and accessible for each student to determine interests, strengths, and needs in the areas of <u>career/employment, education, and independent living.</u>						
b) The transition process includes formal and informal assessments that are research-based and/or include research-based practices.						
c) Transition assessment results are used to determine individualized transition activities and services that are provided to the student.						
d) IEP team collaborates on transition assessment and planning.						
e) Students attend and actively participate by leading the IEP process, with support as needed.						
f) Students are provided with learning experiences that are functional and age appropriate, linked to personal interests and identified Post-School Goals, and taught primarily in authentic settings.						
g) Individualized community based instruction (CBI) opportunities increase as the student moves through the transition continuum toward exit from school, so that the end of the school experience is aligned with their Post-School Goals						

h) Students are provided meaningful instruction and opportunities to participate in a group and individual age appropriate community activities (e.g., classes, sports, hobbies) based upon their IEP and moving toward the identified Post-School Goals.						
i) Students are provided instruction and experiences that support the development of positive work habits (e.g., staying on task, asking for a break), tolerances (e.g., tolerating differences in people, sounds/lights in the environment)						
j) Students are provided with instruction in a variety of school and/or community based work experiences to determine individual skills / interests for future employment (e.g., office aide, school-work programs, cafeteria aide)						
k) Accurate information about the options available in adult services is provided to students and their families (as they pertain to their son or daughter).						
l) Students and families are informed about transition activities (e.g., fairs, workshops, agency seminars) and encourage to participate, as appropriate						
m) Community agencies (e.g., Community Center Board, Vocational Rehabilitation, College Representative) are invited to actively participate in IEP meetings, as appropriate for individual students, in which transition services are discussed						

NOTES AND COMMENTS:

Quality Indicators - Health & Safety	FI (3)	PI (2)	EI (1)	NI (0)	TOTAL	As Evidenced By:
HEALTH AND SAFETY: includes the health and safety of students with SSN involves understanding the principles of universal precautions and using these with all students, developing plans to ensure students are safe from harm yet accessing academics, while in the school settings. Additionally, professionals ensure emergency guidelines and procedures are in place and practiced when needed for any student with significant health or safety needs. (Lehr & Harayama, 2016).					27	
1. A Health Care Plan for any student with health care needs is in place.	FI (3)	PI (2)	EI (1)	NI (0)	0	
a) A Health Care Plan is written for all students with documented medical/health care needs.						
b) The Health Care Plan is found in at least two locations within the school and provided to all staff working with the students with health care needs						
c) All staff working with students with significant health care needs are familiar with and understand the content of the student's health care plan						
d) Training is provided by the school nurse to all staff (e.g., teachers, related service providers and paraeducators) working with the student with specialized health care needs.						
2. Training is provided to staff on the following topics:	FI (3)	PI (2)	EI (1)	NI (0)		
a) Training is provided to all school staff by the school nurse on the following topics:						
i) Universal Precautions						
ii) Allergies						
iii) Anaphylaxis (e.g., use of an Epi Pen)						
b) Training is provided by the school nurse and the procedure is delegated to staff when a student presents with the following conditions:						
i) specialized nutritional systems (e.g., tube-feeding)						
ii) seizure disorders						

iii) specialized breathing apparatuses						
iv) medications						
v) other specialized treatments to meet the medical needs of student (e.g, catheterizations)						
c) Training is provided by qualified staff in:						
i) CPR						
ii) positioning						
iii) visual and auditory technology (e.g., glasses, listening devices)						
iv) specialized bathroom routines (e.g., dignity and respect, hygiene, appropriate disposal of products)						
iv) lifts and transfers						
v) specialized meal-time routines (e.g., non-adapted and adapted utensil use)						
vi) specialized equipment safety (i.e., wheelchair, walker, stander)						
3. A Building Safety Plan is developed to address all safety needs of students and staff in the building (e.g., evacuation, lockdown procedures, etc.)	FI (3)	PI (2)	EI (1)	NI (0)		
a) Building level emergency plans include special needs of students, e.g., evacuation plan for second story classroom for a student who uses a wheelchair with route, equipment, and designated personnel.						
b) Students with special needs participate in all health related training and practice sessions for emergency situations including fire alarms, tornado, and lockdown drills, etc.						

NOTES OR COMMENTS

Quality Indicators - Collaboration

Quality Indicators for Assessing Individualized Services
for Students 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 Beain</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>				<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<u><i>Paraeducators</i></u>				<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<u><i>Progress Monitoring</i></u>				<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

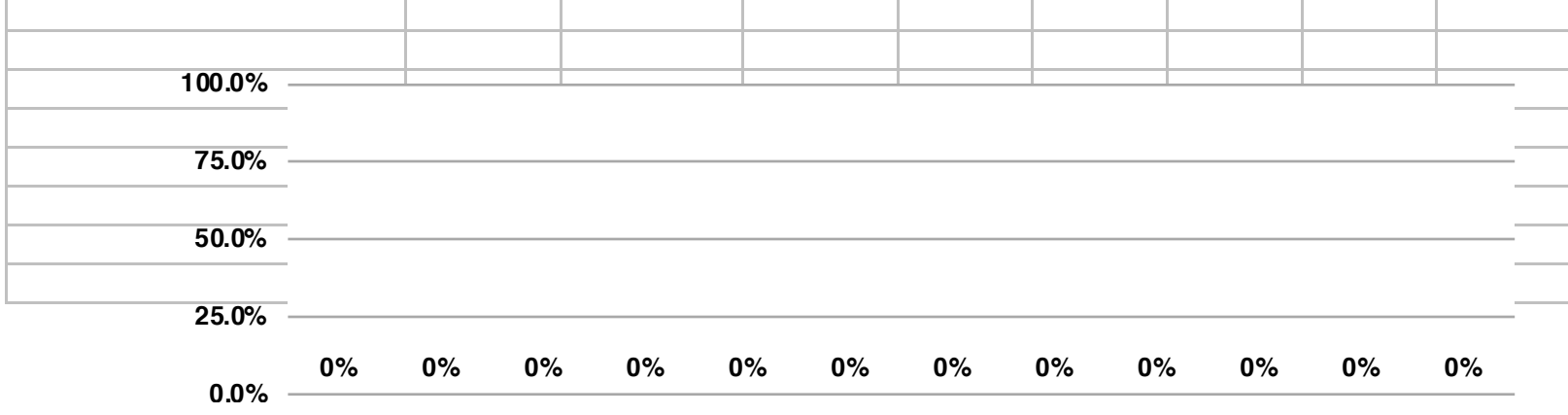
<u>Positive Behavior Supports</u>				
<i>Quality Indicators</i>	<i>Ideal Objectives not Observed</i>	<i>Check Objective(s) Selected</i>	<i>New objective and how it will be implemented</i>	<i>Person Responsible / Date to Begin</i>
<u>Self Determination</u>				
<u>Transition</u>				

<u><i>Health and Safety</i></u>				

Quality Indicators - Collaboration			
Program Evaluation Form:	0		27
School Year:	0		

Quality Indicators (QI) Results by Scale Score			
Scale	Raw Score	Total Points	% of Point
Inclusive Culture	0	63	0.0%
Collaboration	0	30	0.0%
Communication	0	36	0.0%
Instruction	0	45	0.0%
Paraeducators	0	27	0.0%
Progress Monitoring	0	27	0.0%
Positive Behavior Support	0	15	0.0%
Self Determination	0	21	0.0%
Transition 1	0	12	0.0%
Transition 2	0	39	0.0%
Health and Safety	0	27	0.0%
Total Points	0	342	0.0%

Quality Indicators (QI): % of Points Earned



Inclusive Culture

Instruction

**Positive Behavior
Support**

Transition 2

Quality Indicators - Collaboration

Adaptations The terms adaptation, accommodation, and modification are not always specifically defined or used consistently in the various federal laws and are sometimes even used interchangeably. However, it is generally agreed that they are not fully interchangeable terms, but rather have different distinct meanings for educators.

For purposes of this document, the word “adaptation” will be used as the generic term for any change or adjustment made in the classroom that allows any student to be successful. Adaptations are simply good teaching strategies for helping all students understand material presented during classroom instruction. Adaptations may include such techniques as asking clarifying questions, scaffolding skills toward a more complex concept, rephrasing or “chunking” information into more easily handled tasks, adjusting the number of homework problems assigned on a given day, or making instructional changes based on formative, “in-the-moment” assessment. No specific documentation or eligibility criterion is required for teachers to make general instructional adaptations.

If a student has a documented need or a disability that requires some change in method or procedure in order to allow the student to access the information, then certain adaptations in presentation, response, setting/environment, or timing/scheduling may be considered to be an accommodation. When the student is ultimately expected to master the same content, an accommodation may allow the student to demonstrate that standards are not fundamentally or substantially altered mastery in an alternative way or with varying levels of support. When, then, this adaptation is considered to be an accommodation to a learning or performance difference. Typically, this accommodation is reflected in how the teacher delivers instruction and/or how the student demonstrates mastery. The use of an instructional accommodation does not change the grade level academic achievement standard. Providing an accommodation for a student with a formal educational plan, including an IEP, is not discretionary.

However, an adaptation or accommodation can become a modification if the student’s IEP Team determines that the student meets participation guidelines as a student with a significant cognitive disability. The student will receive instruction based on alternate academic achievement standards (Extended Evidence Outcomes EEOs) and be evaluated with alternate assessments based on alternate academic achievement standards (AA-AAS), such as district alternate assessments, and CoAlt (DLM/CMAS) Modifications reflect a change of content, complexity and rigor and require a standards-based IEP for instruction. Modifications change what the student is expected to learn and the academic achievement standard by which the student is evaluated.

Colorado Department of Education – Special Education – Individualized Education Program – Resources – 2015-16 Colorado Accommodations Manual. Retrieved August 18, 2017.

Assistive Technology: Assistive technology is an umbrella term that includes assistive, adaptive, and rehabilitative devices for people with disabilities and also includes the process used in selecting, locating, and using them. Retrieved from: Colorado Department of Education State Wide Assistive Technology, Augmentative and Alternative Communication. Retrieved August 18, 2017 from <http://www.swaac.com>

Inclusive culture Inclusive cultures are focused on values that empower open-mindedness, promote healthy conflict, value new perspectives, and avoid judgmental attitudes. The primary threats to an inclusive culture are groupthink, discrimination, stereotyping, and defensiveness. An inclusive culture may include a variety of tangible elements, such as acceptance and appreciation of diversity, regard for and fair treatment of each employee, respect for each employee's contribution to the company, and equal opportunity for each employee to realize his or her full potential within the company. An organization may also adhere to a policy of multiculturalism, integrating diversity into the mission and vision statements and various other internal policies. Retrieved from: <https://www.boundless.com/management/textbooks/boundless-management-textbook/diversity-in-a-global-business-world-15/diversity-in-organizations-108/the-inclusive-workplace-502-10573/>

Least Restrictive Environment (LRE):To the maximum extent possible the individual is receiving his/her education with children who do not have disabilities, that is, in the general education environment (Turnbull, Turnbull, Kyzar, & Zuna, 2016).

Person-centered language:The rule is to put the word person first, before the disability or condition, in order to emphasize that those being referred to are people first, not just diagnoses or disabilities. For example, “people with disabilities,” instead of “disabled people.” In the words of Emily Ladau: Ultimately, the key is to ask, whenever possible, how a person chooses to identify, rather than making assumptions or imposing your own beliefs. Each person’s relationship to language and identity are deeply personal, and everyone’s identity choices are worthy of respect. ... Being who you choose to be—who you are—is something no language rule should ever take away. Retrieved from: <https://radicalcopyeditor.com/2017/07/03/person-centered-language/>

Scaffolding: in an instructional context is analogous to the scaffolding used when constructing a building. A lot of scaffolding is used as construction begins, but as the building begins to take shape, the scaffolding is removed in stages until the building stands on its own. Also, the purpose of scaffolding in both construction and instruction is the same: to allow individuals to do a task that could not be done without using it at first. Through deliberate, careful, and temporary scaffolding, students can learn new basic skills as well as more complex skills (e.g., learning strategies for complex math operations, strategies for writing longer products), maintain a high level of success as they do so, and systematically move toward independent use of the skill. Scaffolding addresses several areas of learning difficulty exhibited by many students (especially those with disabilities), including attention problems, working memory deficits, and poorly organized knowledge (Swanson, 1999; Swanson & Siegel, 2001). The amount of initial support needed and the rate at which the support is withdrawn will vary, depending on students' needs. When scaffolding, teachers typically provide high levels of initial guidance and then systematically reduce support as students respond with greater accuracy. As guidance is reduced, students are required to perform with increasing independence until they are able to perform the skill on their own. Archer, A. A., & Hughes, C. A. (2011). *Explicit Instruction: Effective and Efficient Teaching*. NYC, NY: The Guilford Press.

Universal Design for Learning: The term UNIVERSAL DESIGN FOR LEARNING means a scientifically valid framework for guiding educational practice that:

(A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and

(B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.

National Center on Universal Design for Learning. Retrieved August 18, 2017 from: <http://www.udlcenter.org/aboutudl/udldefined>

Universal precautions: A way to control infections by treating all human blood, body fluids, as if they are infectious for HIV, HBV, and other bloodborne pathogens. This includes frequent handwashing, wearing gloves when there is a possibility of coming into contact with human blood, fluids, secretions, excretions, and mucous membranes, regardless of the known health concerns (Lehr & Harayama, 2016).

Quality Indicators - Collaboration

Column 1

Archer A., and Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. New York, NY: The Guilford Press.

Ashbaker, B. & Morgan, J. (2010). *Assisting with early literacy instruction: A manual for paraeducators*. Saddle River, NJ: Pearson Education.

[Boundless. "The Inclusive Workplace." Boundless Management Boundless \(2017\). Retrieved from https://www.boundless.com/management/textbooks/boundless-management-textbook/diversity-in-a-global-business-world-15/diversity-in-organizations-108/the-inclusive-workplace-502-10573/](https://www.boundless.com/management/textbooks/boundless-management-textbook/diversity-in-a-global-business-world-15/diversity-in-organizations-108/the-inclusive-workplace-502-10573/)

Brady, N.C., Bruce, S., Godman, A., Erickson, K., Mineo, B., Ogletree, B., Paul, D., Ronski, M., Sevcik, R., Siegel, E., Schoonover, J., Snell, M., Sylvester, L., & Wilkinson, K. (2016). Communication services and supports for individuals with severe disabilities: guidance for assessment and intervention *American Journal on Intellectual and Developmental Disabilities*. 121, 121-138.

Brown, F. E. McDonnell, J. J. & Snell, M. E. (2016). *Instruction of students with severe disabilities*, 8th Ed. New York, NY: Pearson

Brown, F. E., & Snell, M.E. (2011). *Instruction of students with severe disabilities*, 7th Ed. New York, NY: Pearson.

Chopra, R. V. (2009). *Parent paraeducator collaboration in inclusive classrooms: Reality and issues in the context of students with disabilities*. Saarbrücken, Germany: VDM Verlag.

[Colorado department of education state wide assistive technology, augmentative and alternative communication Retrieved August 18, 2017 from http://www.swaaac.com](http://www.swaaac.com)

[Colorado Department of Education Special Education – Individualized Education Program – resources – 2015-2016 Colorado Instructional Accommodations Manual: A Guide to the Selection and Implementation of Accommodations for Students with Disability. Retrieved from: https://www.cde.state.co.us/cdesped/accommodations.](https://www.cde.state.co.us/cdesped/accommodations)

DiPaola, M.F. , Tschannen-Moran, M. & Walther-Thomas, C. (2004). Principals and special education: The critical role of school leaders. *Focus on Exceptional Children*, 37(1), 1-10.

Douglas, S.N, Chapin, S.E. & Nolan, J.F. (2016). Special education teachers' experiences supporting and supervising paraeducators: implications for special and general education settings *Teacher Education and Special Education*, 39, 60–74.

Doyle, M. B. (2008). *The paraprofessional's guide to the inclusive classroom: Working as a team* (3rd Ed.). Baltimore, MD: Paul Brookes.

Column 1

Fisher, M. & Pleasants, S. (2012). Roles, responsibilities, and concerns of paraeducators: Findings from a statewide survey. *Remedial and Special Education*, 33, 287-297. doi: 10.1177/0741932510397762

Friend, M. & Cook, L. (2010). *Interactions: Collaboration skills for school professionals*. Boston, MA: Pearson.

Kapitan, A. (2017). On “Person-first language”: It’s time to actually put the person first. Retrieved from <https://radicalcopyeditor.com/2017/07/03/person-centered-language/>

Lehr, D. & Harayama, N. (2016). Understanding and meeting the health care needs of students with severe disabilities. In Brown, McDonnell, & Snell, *Instruction of Students with Severe Disabilities*, 8th Ed. New York, NY: Pearson.

[National Center on Universal Design for Learning. Retrieved August 18, 2017 from: http://www.udlcenter.org/aboutudl/udldefined](http://www.udlcenter.org/aboutudl/udldefined)

[Pacer Center: http://www.pacer.org/transition/learning-center/laws/idea.asp](http://www.pacer.org/transition/learning-center/laws/idea.asp)

[PBIS: Positive Behavioral Interventions & Supports – OSEP \(2017\). Retrieved from: https://www.pbis.org/](https://www.pbis.org/)

Turnbull, A. P., Turnbull, H. R., Kyzar, K. & Zuna, N. (2016) Fostering family-professional partnerships. In Brown, McDonnell, & Snell, (2016). *Instruction of Students with Severe Disabilities*, 8th Ed. New York, NY: Pearson.

Uitto, D. J., & Chopra, R. V. (2015) Training programs for teacher assistants. In D.K. Chambers (Ed.), *Working with teaching assistants and other support staff for inclusive education*, (pp. 241-262). Bingley, United Kingdom: Emerald Group Publishing Limited

