Quality Indicator Tool for SED Programming
Learning Outcomes

• Introduction to CDE Quality Indicator Tool for Serious Emotional Disability (SED) programming
• Current implementation efforts focused on capacity building.
Definition: A child with a Serious Emotional Disability shall have emotional or social functioning which prevents the child from receiving reasonable benefit from general education. ECEA 2.08(3)

Quality Indicator Tool can be found on the CDE SED webpage: http://www.cde.state.co.us/cdesped/sd-emotional
% OF REMOVALS BY DISABILITY

- Specific Learning Disability: 38%
- Other Health Impairment: 21%
- Intellectual Disabilities: 2%
- Traumatic Brain Injury: 1%
- Visual Impairment, Including Blindness: 0%
- Autism: 5%
- Serious Emotional Disability: 26%
- Hearing Impairment, Including Deafness: 1%
- Multiple Disabilities: 1%
- Developmental Delay: 2%
- Deaf-Blind: 0%
- Speech or Language Impairment: 3%
- Orthopedic Impairment: 0%
Disability by Education Environment Inside Regular Class

- **A** Inside regular class 80% or more of the day
- **B** Inside regular class 40% through 79% of the day
- **C** Inside regular class less than 40% of the day

**Colorado IDEA Child Count by Educational Environment**

Ages 6-21 for School Year 2018-19
Background

• Developed by CDE’s SED Taskforce 2015 to present
• Guidance to educators and administrators when developing, implementing, and evaluating quality programming and services
• Built to provide baseline data which can be used to action plan and, in turn, monitor improvement of programming.
• Teams can use the evaluation data and graph with the action plan rubric to guide their decision making.
• The SED Quality Indicators were modeled after existing Quality Indicators for Autism, Severe Support Needs providing continuity between tools
• Grounded in national and local research, resources and tools
Bridging the gap between planning and implementation

- Team driven assessment and programming.
- Data-based problem solving for students.
- Self-assess program implementation and effectiveness
- Resource Mapping, prioritizing and selecting needed actions steps
- Professional Development And capacity building, creating sustainability
Multiple Purposes:

- Self-assessment to evaluate students' programming
- Building teams or administrators to determine appropriate programming
- Educational leaders to determine if systems are in place to support high-quality educational programming.
- Used to create new program or system for students with an SED.
The Serious Emotional Disability Quality Indicators (QI) offer guidance to educators and administrators when developing, implementing, and evaluating quality programming and services for students with a Serious Emotional Disability (SED).

- Adult Learning and Leadership
- Behavioral & Emotional Health and Wellness
- Behavioral Systems
- Family & Community
- Instruction
The SED Quality Indicators are organized by **Domains**, **Indicators**, and **Components**. The **Indicator** and **Domain** scores are based on the **Component** scores. Follow the scoring instructions listed below to complete the SED Quality Indicators.

**Domains** = Five domains
- Adult Learning and Leadership
- Behavioral & Emotional Health and Wellness
- Behavioral Systems
- Family & Community
- Instruction

**Indicators** = each numbered item

**Components** = each lettered item

**Scoring Instructions:** Determine as a team the score/level of proficiency for each **Component**. Use the **Component Proficiency Rubric** below to guide your decision making, mark the appropriate column using the drop down. Select only one level of proficiency for each **Component**. For items that are not applicable, please leave blank.

In the next two columns, indicate with an X whether the item was **observed (O)** or the item was **reported (R)** to you by team members. Finally, you can use the final column for additional notes, comments, or questions to help guide your action planning. Your **Indicator** and **Domain** scores will be automatically calculated based on your **Component** scores. Upon completion of the **Component** scores, the evaluation page will automatically populate with each **Domain** score with a visual display.

<table>
<thead>
<tr>
<th><strong>Component Proficiency Rubric</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Score</strong></td>
</tr>
<tr>
<td>a) <strong>Component</strong></td>
</tr>
</tbody>
</table>
Domain 3: Behavioral Systems

1. Foundation and Philosophy of Behavioral System
2. Effective behavior management strategies are used by all staff across all aspects programming
3. Effective crisis prevention and early intervention strategies are used which emphasize the use of non-aversive supports whenever possible:
4. Effective alternatives to suspension and positive disciplinary strategies are implemented
5. Positive Discipline Practices
4. Effective alternatives to suspension and positive disciplinary strategies are implemented

a) A variety of options are available to respond to negative behaviors prior to, or instead of, suspension

b) Responding to negative behaviors includes teaching problem-solving skills and identifying alternative behavior choices

c) In-kind restitution (as opposed to financial restitution) is used to allow students to restore or improve the school environment

d) Manifestation meetings are held prior to extensive disciplinary procedures such as extended suspensions or expulsions

e) When suspension is warranted, in-school suspension and/or partial day suspension is considered with access to special education services
## Domain 3: Behavioral Systems

### 5. Positive Discipline Practices

- **a)** School contains predictable and safe environments (including instructional and non-instructional settings) that are attentive to transitions and sensory needs

- **b)** A plan for teaching students expectations and rules is developed scheduled and delivered

- **c)** Acknowledgment of students when demonstrating adherence to expectations, rules, and routines occurs more frequently than acknowledgment of inappropriate behaviors

- **d)** School climate is measured and tracked for accountability purposes

- **f)** Re-entry procedures and plans are in place to re-integrate students after disciplinary action

- **g)** The school implements specific strategies to create and strengthen relationships between staff, students, families, and community (adult-adult, adult-student, student-student)

- **h)** Each student with an SED can identify one caring adult at the school that they trust to go to with problems and successes

- **i)** Classroom routines and procedures are explicitly identified for activities where problems often occur (e.g., entering class, asking questions, sharpening pencil, using restroom, dismissal)
### Quality Indicators Evaluation

**Name (Student, school or program)**

Colorado Middle School

**Grade (If applicable)**

7th

Person evaluating: Jane Doe, Principal

Date: 9/1/17

Person evaluating: Jenny Deer, School Psychologist

Person evaluating: Joe Buck, 7th grade team lead

### Quality Indicators (QI) by Scale Score

<table>
<thead>
<tr>
<th>Domain</th>
<th>Average</th>
<th>Possible</th>
<th>% of Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Learning and Leadership</td>
<td>2.359259259</td>
<td>3</td>
<td>78.64%</td>
</tr>
<tr>
<td>Behavioral &amp; Emotional Health and Wellness</td>
<td>2.570512821</td>
<td>3</td>
<td>85.68%</td>
</tr>
<tr>
<td>Behavioral Systems</td>
<td>2.018181818</td>
<td>3</td>
<td>67.27%</td>
</tr>
<tr>
<td>Family &amp; Community</td>
<td>1</td>
<td>3</td>
<td>33.33%</td>
</tr>
<tr>
<td>Instruction</td>
<td>1.384722222</td>
<td>3</td>
<td>46.16%</td>
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</tbody>
</table>

### SED Quality Indicators Summary

- **Adult Learning and Leadership**: 78.64%
- **Behavioral & Emotional Health and Wellness**: 85.68%
- **Behavioral Systems**: 67.27%
- **Family & Community**: 33.33%
- **Instruction**: 46.16%
# Quality Indicators Action Plan

<table>
<thead>
<tr>
<th>Quality Indicators</th>
<th>Component or Indicator Not Observed</th>
<th>Targeted Component or Indicator for Change</th>
<th>Goal Statement / Action Steps</th>
<th>Person Responsible / Date to Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioral Systems</td>
<td></td>
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<td></td>
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<tr>
<td>Instruction</td>
<td></td>
<td></td>
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<tr>
<td>Team Goal(s) - According to Local Needs</td>
<td>Baseline Data</td>
<td>Evidence of Need</td>
<td>Goal Statement / Action Steps</td>
<td>Person Responsible / Date to Complete</td>
</tr>
<tr>
<td>Area of Need:</td>
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</table>
The affective needs team at Helen Hunt Elementary School will develop and post 3-5 positive schoolwide expectation in all school environments that will be taught the first week of each quarter by the classroom teacher and reinforced daily by all staff with students creating a more predictable and safe school by December 1\textsuperscript{st} 2020.

Domain: Behavior Systems
Indicator 5: Positive Discipline Practices
Components:

a) School contains predictable and safe environments (including instructional and non-instructional settings) that are attentive to transitions and sensory needs

b) A plan for teaching students expectations and rules is developed scheduled and delivered

c) Acknowledgment of students when demonstrating adherence to expectations, rules, and routines occurs more frequently than acknowledgment of inappropriate behaviors
<table>
<thead>
<tr>
<th>Supports/Technical Assistance to the field</th>
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<tbody>
<tr>
<td>PBIS Coaches and team training</td>
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<tr>
<td>MTSS Tier 1, Tier 2, Tier 3 training</td>
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<tr>
<td>ASD (Autism) CAMP Project</td>
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<tr>
<td>TBI Brain Teams</td>
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<tr>
<td>Social Emotional Learning</td>
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<tr>
<td>Functional Behavioral Assessment and Behavior Plan Implementation</td>
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<tr>
<td>IEP Eligibility/Processes</td>
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<tr>
<td>Parents Encouraging Parents Conference</td>
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<tr>
<td>Executive Functioning training</td>
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<tr>
<td>Severe Support Needs Quality Indicators</td>
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<tr>
<td>Deaf and Blind services training</td>
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</table>
Coaching and training on the SED Quality Indicators
SED QI incorporated into/or the basis for all other Professional Development.
Data Collection
Refinements of duplication between domains
Collaboration with PBIS, ASD CAMP Project
Thank You!

Bill Brown MSW
Affective Needs/Serious Emotional Disability Specialist
Exceptional Student Services Unit
Colorado Department of Education
brown_w@cde.state.co.us

Lynne DeSousa
Colorado PBIS Statewide Coordinator
Office of Learning Supports
Colorado Department of Education
DeSousa_L@CDE.state.co.us