

Quality Indicators for Assessing Individualized Services for Preschool Students With Significant Support Needs

Person Evaluating

Administrative Unit

School Year

Evaluation Site / Student

Published by the Colorado Department of Education, Exceptional Student Leadership Unit.
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Quality Indicators for Assessing Individualized Services for Preschool 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, Lewis Jackson, Gloria Leshner, Dixie Periman, Gina Quintana, 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 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 (3)	PI (2)	EI (1)	NI (0)	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).							<i>Inclusive Culture Total (of 12):</i>
1. A philosophy of inclusive values is exhibited by the following behaviors:	FI(3)	FI(2)	FI(1)	FI(0)	O	R	0
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) IEP goals and objectives are tied to the preschool standards.							
d) There is a presumption of student competence.							
COLLABORATION –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. & Cook, L. (2010). Interactions: Collaboration skills for school professionals. Boston, MA: Pearson.							<i>Collaboration Total (of 24):</i>
1. School, Family and Student participation.	FI(3)	FI(2)	FI(1)	FI(0)	O	R	0
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.							

Quality Indicators	FI (3)	PI (2)	EI (1)	NI (0)	O	R	<i>As Evidenced By:</i>
2. Multidisciplinary Team (including general educators, special educators, family members and Paraeducators)	FI(3)	FI(2)	FI(1)	FI(0)	O	R	
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.							
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 Total (of 24):
1. Expressive language involves relaying and conveying information to another person (Snell & Brown, 2011)	FI(3)	FI(2)	FI(1)	FI(0)	O	R	0
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							

Quality Indicators	FI (3)	PI (2)	EI (1)	NI (0)	O	R	<i>As Evidenced By:</i>
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.							
2. Receptive language is the ability to understand a message that is delivered to another (Snell & Brown, 2011)	FI(3)	FI(2)	FI(1)	FI(0)	O	R	
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 directions to students in a consistent modality matched to the student's age, modality, and language ability.							
INSTRUCTION – “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.)							Instruction Total (of 42):
1. Instructional Plans and Supports are in place.	FI(3)	FI(2)	FI(1)	FI(0)	O	R	0
a) The lesson plans address the IEP goals.							

Quality Indicators	FI (3)	PI (2)	EI (1)	NI (0)	O	R	<i>As Evidenced By:</i>
b) Lessons include pre-academic and academic skills, as well as access, communication, social skills and activities of daily living.							
c) Instructional activities are embedded in natural routines and environments.							
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 support students to adapt to changes in schedule and routine.							
i) Instructional supports are specially for designed an individual student's learning.							

<i>Quality Indicators</i>	FI (3)	PI (2)	EI (1)	NI (0)	O	R	<i>As Evidenced By:</i>
2. Methodologies	FI(3)	FI(2)	FI(1)	FI(0)	O	R	
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) Necessary equipment is available and for students with physical needs.							
e) Necessary equipment is utilized for students with physical needs.							
Comments:							

Quality Indicators	FI (3)	PI (2)	EI (1)	NI (0)	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)							Paraeducators Total (of 24):
1. Paraeducator roles and responsibilities meet the following criteria:	FI(3)	FI(2)	FI(1)	FI(0)	O	R	#DIV/0!
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 and adapted materials 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:	#DIV/0!						
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							

Quality Indicators	FI (3)	PI (2)	EI (1)	NI (0)	O	R	<i>As Evidenced By:</i>
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.							

Comments:

Quality Indicators	FI (3)	PI (2)	EI (1)	NI (0)	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).							Progress Monitoring Total (of 21):
1. Assessment	FI(3)	FI(2)	FI(1)	FI(0)	O	R	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 is used.							
2. Data Driven Decisions	FI(3)	FI(2)	FI(1)	FI(0)	O	R	
a) Interventions are developed, implemented, and revised 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.							
POSITIVE BEHAVIOR SUPPORT - the use of the Pyramid Model for Supporting Emotional Competence in Infants and Children (retrieved 11/03/10 from http://csefel.vanderbilt.edu/index.html) and http://www.challengingbehavior.org/do/resources/documents/pyramid_model_fact_sheet.pdf							Positive Behavior Support Total (of 18):
1. Use of the Pyramid Model for Supporting Emotional Competence in Infants and Children	FI(3)	FI(2)	FI(1)	FI(0)	O	R	0
a) Inclusive Social Settings are the Context for Intervention							
b) Efficiency and Effectiveness of Intervention is of primary importance							

Quality Indicators	FI (3)	PI (2)	EI (1)	NI (0)	O	R	<i>As Evidenced By:</i>
c) Provides skill building opportunities							
d) Supports Families and other caregivers with information, support, and new skills							
e) A comprehensive evaluation including a Functional Behavioral Assessment is conducted for each student with behavioral concerns to identify the function of the behavior and development of a Behavioral Support Plan for all relevant environments							
f) All staff involved with student are trained in:	0						
i) Colorado rules and guidelines for the appropriate and safe use of restraint and exclusionary time out.							
TRANSITION: The movement from one activity, class, program or school to another.							Transition Total (of 9):
1. Transition between activities, classes, programs and schools.	FI(3)	FI(2)	FI(1)	FI(0)	O	R	#DIV/0!
a) Transitions are structured and well planned.							
b) District supports pre-transition visitations by:	#DIV/0!						
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.							

Quality Indicators	FI (3)	PI (2)	EI (1)	NI (0)	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.							Health and Safety Total (of 24):
1. Health Care Plan for any student with health care needs is available in at least 2 locations in the building.	FI(3)	FI(2)	FI(1)	FI(0)	O	R	#DIV/0!
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.	FI(3)	FI(2)	FI(1)	FI(0)	O	R	
a) Training is provided by the school nurse to all school staff:							
b) Training is provided by the school nurse to staff when a student presents with the following conditions:	#DIV/0!						
i) specialized nutritional systems,							
ii) seizure disorders,							
iii) medical needs,							
iv) medications,							
v) specialized breathing apparatuses							

Quality Indicators	FI (3)	PI (2)	EI (1)	NI (0)	O	R	<i>As Evidenced By:</i>
c) Training is provided by qualified staff in:	#DIV/0!						
i) CPR,							
ii) positioning,							
iii) utensil use during meals (non-adapted and adapted)							
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.)	FI(3)	FI(2)	FI(1)	FI(0)	O	R	
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.							
COMMENTS:							

Action Plan

Quality Indicators for Assessing Individualized Services for Students (Preschool) 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><i>Transition</i></u>				
<u><i>Health and Safety</i></u>				