

● Quality Indicators of Emotional Support Services and Programs:

A REVIEW PROCESS FOR LEAs

Introduction and Purpose

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

- **Academic Instruction and Support** – standards-aligned instruction with modifications, adaptations, accommodations in the least restrictive environment, with effective instruction
- **Social-Emotional Instruction and Support** – the use of a variety of approaches and skills to meet student needs, with opportunities for practice, feedback, and generalization
- **Behavior Management** – strategies for prevention, intervention, and crisis de-escalation, with a focus on positive, proactive discipline for individuals and groups of students
- **Collaboration and Communication** – the ways that staff, programs, and families communicate and work together around providing successful outcomes for students
- **Evaluation and Assessment** – processes involved in evaluation and reevaluation, documenting and reporting progress toward Individualized Education Program (IEP) goals, grading and report cards, determining ongoing needs and IEP development
- **Post-Secondary Transition** – systems and practices involved in post-high school planning and transition, as well as graduation data
- **Staff-Student Interactions** – the emotional climate of the LEA with regard to the unique needs of students with emotional support needs
- **Professional Development** – procedures for hiring and retaining qualified individuals to work in the emotional support program

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

Team Composition

The Quality Indicators of Emotional Support Services and Programs (QIESSP) Review is a process designed to include the input of multiple stakeholders into the assessment of the special education programs and services offered for students with emotional support needs. It is suggested that the LEA assembles a team of individuals to review and complete the document or domains within the document. Members of that team may include the following:

- Superintendent and Assistant Superintendents
- Special Education Administrators
- Principals
- Special and General Education Teachers
- Behavior Specialists
- School Psychologists
- Counselors
- Related Service Providers
- Paraprofessionals
- Parents

Administration of the QIESSP

There are several ways a team may consider using the review process. The team may choose to complete the assessment individually, discuss their responses, and come to consensus on the scores for the elements within each of the domains. Alternatively, the team may choose to meet together to complete the assessment, discussing each of the elements within the domains in order to come to consensus. Teams may also choose to divide into subgroups, with each subgroup assessing a different domain and presenting their assessment to the team as a whole.

Scoring the Document

In order to assess any domain, all of the elements within that domain must be scored. The assessment scores will assist the team in completing the Program Improvement Plan section of the document (see page 14).

The scoring rubric for the elements in each of the domains is as follows:

- In Place = 2
- Partially in Place = 1
- Not in Place = 0

Calculate the total score for each domain by adding the scores for each of the elements within each domain. Calculate the percentage for the domain by dividing the total calculated score by the total possible score for that domain and multiplying by 100 (see Figure 1).

Figure 1. Scoring Sample.

Percent in Place 67%

Elements	Not in Place (0)	Partially in Place (1)	In Place (2)
E.1 Evaluations and reevaluations are conducted in compliance with procedural requirements and timelines, and: • Are comprehensive, utilizing multiple sources of information • Include functional behavioral assessment (if needed) • Tests and other materials are appropriate for student's age, culture, and developmental level • The results are clearly articulated in a written report and shared with team members as appropriate		✓	
E.2 Data-based system is used for: • Documenting and reporting progress toward IEP goals • Reporting to parents and guardians • Grading and report cards • Decision making on programming and IEP development		✓	
E.3 Data based decision making and documentation of participation and necessary accommodations for statewide and district-wide standardized assessments is utilized			✓

Total 4 /6

$$4 \div 6 = .67 \times 100 = 67\%$$

Specific Program Elements Checklists

A. Academic Instruction and Support

Percent in Place _____

Elements	Not in Place (0)	Partially in Place (1)	In Place (2)
A.1 Clear standards-aligned goals for academic achievement are developed for each student			
A.2 Curricular options are available as appropriate: • Instruction using general education curricula and materials with supplementary aids and services • Adapted and/or supplemental curricula			
A.3 The amount of special education support (i.e. full-time, supplemental, itinerant) is determined by student need			
A.4 Related services and specially designed instruction are consistently provided as per the students' IEPs			
A.5 Supports are in place for students who receive instruction in the general education setting (e.g., crisis intervention plan, team teaching, paraprofessional)			
A.6 Students have access to, and participate in, a full range of content areas, including core subjects, related arts, physical education, technical arts, and electives with the same frequency and duration as their general education peers and with highly qualified teachers			
A.7 Students have access to and participate in field trips, lunch, recess, extra-curricular activities, school assemblies, etc.			
A.8 Accommodations (changes how students learn and ways they demonstrate their learning) are in place as needed and appropriate			
A.9 Modifications (changes what students are expected to learn and demonstrate) are in place as needed and appropriate			
A.10 Flexible grouping - whole group, small group, partnered pairs, and one-to-one options and strategies are used as needed to increase learning opportunities			
A.11 Research-based instructional techniques are used (high levels of meaningful student engagement and high student success rate, multiple opportunities for practice, multiple means of representation)			

Total _____/22

B. Social-Emotional Instruction and Support

Percent in Place _____

Elements	Not in Place (0)	Partially in Place (1)	In Place (2)
B.1 Instruction and intervention are based on the individual needs of students, as determined by the IEP team			
B.2 Evidence-based social-emotional learning curricula and resources are available and implemented with fidelity			
B.3 Group and individual strategies are utilized and expectations are defined			
B.4 Opportunities to practice, get feedback, and generalize to other settings exist: • Student-to-student interactions • Student-to-adult interactions			
B.5 Emotional Support Program and Services include a variety of approaches to meet the needs of all students requiring such support: • Social skills • Cognitive behavioral interventions • Pragmatic language skills • Problem solving • Conflict resolution • Social awareness strategies • Self-calming/relaxation skills • Perspective taking • Service learning			

Total _____/10

C. Behavior Management

Percent in Place _____

Elements	Not in Place (0)	Partially in Place (1)	In Place (2)
C.1 Proactive, research-based behavioral interventions and supports are used			
C.2 Physical space and layout are adequate for the number of students and are conducive to a productive learning environment: • Safe – dangerous items are not readily accessible • Area and/or procedures for addressing dangerous behaviors is present • Students and staff feel safe			
C.3 Three-to-five positively stated, clear rules and expectations per classroom/school are identified			
C.4 Rules and expectations are operationally defined for various settings and routines			
C.5 Rules and expectations are explicitly taught to students. Students are given ample opportunities to practice meeting expectations and receive feedback (affirmative and corrective).			
C.6 Students have adequate opportunities to be actively engaged in class and there is an 80-85 percent rate of correct responding			
C.7 A continuum of responses are available when students meet expectations: • Contingent specific verbal praise • Variety of reinforcers (social, tangible, activity-based, attention-based, escape-based) • Token economy system • Group contingencies			
C.8 A continuum of responses are available when students fail to meet the expectations: • Brief, contingent, and specific corrective feedback • Differential reinforcement procedures • Behavior contracts • Time out from reinforcement (a procedure, not a place)			

C. Behavior Management continued

Elements	Not in Place (0)	Partially in Place (1)	In Place (2)
C.9 Teacher-student relationships are built and maintained through empathy, caring, listening skills, and general regard for others			
C.10 Data related to behavior incidents (including attendance) is carefully tracked and used to inform decisions at both the student level and with regard to services and programs			
C.11 Procedures are in place for prevention of problem behaviors, intervention at various stages of a crisis cycle, crisis de-escalation, and generalization			
C.12 Students are taught self-awareness, self-management, and self-monitoring skills in order to transfer behavior management skills to the students themselves			
C.13 Each student whose behavior impedes his/her learning or the learning of others has a clear and current Positive Behavior Support Plan (PBSP) developed by the team, based upon a Functional Behavioral Assessment (FBA), and each IEP documents the necessary information: • Measureable annual goal • Antecedent strategies • Replacement behaviors • Consequence strategies for when the student performs the replacement or desired behavior • Consequence strategies for when the student performs the problem or target behavior • Crisis intervention plan (if needed)			

Total _____/26

D. Collaboration and Communication

Percent in Place _____

Elements	Not in Place (0)	Partially in Place (1)	In Place (2)
D.1 Policies and procedures of the LEA are in place and are communicated to program staff			
D.2 Staff and students are integrated into all school activities			
D.3 Planned, coordinated transition activities are in place • Between grades, buildings, and levels to facilitate smooth adjustments • For reintegration to school and general education settings of students from alternative placements or self-contained programs			
D.4 Staff communicate and collaborate with each other both orally and in writing regarding: • Schedules • Expectations • Students' progress • Students' needs • Relevant events in students' lives that may affect school performance			
D.5 Program staff communicate and collaborate with other school staff, including: • General education teachers • Related arts teachers • Building administrators • Counselors • School psychologists • Related service providers (e.g., OT, PT, speech and language)			
D.6 Program staff communicate and collaborate with students, parents, and other family members regarding: • Schedules • Expectations • Students' progress • Students' needs			

D. Collaboration and Communication continued

Elements	Not in Place (0)	Partially in Place (1)	In Place (2)
D.7 Program staff communicate and collaborate with community agency personnel, including: • Social service and mental health agency personnel • Business, student employers, and job site staff • Law enforcement and juvenile justice staff • Individual service providers, such as therapists and physicians			
D.8 Program staff comply with Family Education Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA) privacy rules			

Total _____/16

E. Evaluation and Assessment

Percent in Place _____

Elements	Not in Place (0)	Partially in Place (1)	In Place (2)
E.1 Evaluations and reevaluations are conducted in compliance with procedural requirements and timelines, and: • Are comprehensive, utilizing multiple sources of information • Include functional behavioral assessment (if needed) • Tests and other materials are appropriate for students' ages, cultures, and developmental levels • The results are clearly articulated in a written report and shared with team members, as appropriate			
E.2 Data based system is used for: • Documenting and reporting progress toward IEP goals • Reporting to parents/guardians • Grading/report cards • Decision making on programming and IEP development			
E.3 Data based decision making and documentation of participation and necessary accommodations for statewide and district-wide standardized assessments are utilized			

Total _____/6

F. Post-Secondary Transition

Percent in Place _____

Elements	Not in Place (0)	Partially in Place (1)	In Place (2)
F.1 The process of post-secondary transition begins in elementary school and continues through middle and high school			
F.2 Students are taught positive and productive work ethics linked to Pennsylvania Career and Education Work Standards			
F.3 Post-school goals in the areas of education, employment, and when appropriate, independent living are developed, based on age-appropriate assessments and are reflected in students' IEPs with corresponding courses of study and measurable annual goals and, when appropriate, short-term objectives			
F.4 Education, employment, and when appropriate, independent living activities are addressed			
F.5 Students are taught and expected to use self-determination skills. Transition-aged students are able to lead the discussion at their IEP meeting.			
F.6 Communication and coordination with community agencies for post-high school transition (agency representatives are invited to participate in IEPs for students 14 and older) occurs			
F.7 High school graduation with a continuum of options (traditional Carnegie units, GED, or completion of the IEP) is a goal for all students			
F.8 Tiered interventions are provided to students at risk for dropping out of school			
F.9 Follow-up with students who dropout and with students who graduate is conducted, and data is used to identify program and service strengths and areas for improvement			
F.10 A Summary of Academic Achievement and Functional Performance is developed for and shared with graduating students			

Total _____/20

G. Staff-Student Interactions

Percent in Place _____

Elements	Not in Place (0)	Partially In Place (1)	In Place (2)
G.1 Positive comments (e.g., specific praise for academics and for behavior) exceed negative comments (e.g., corrections and reprimands) – 4:1 ratio at least			
G.2 Positive and culturally sensitive staff/student relationships (e.g., staff greeting students positively upon arrival; staff asking about students' personal interests/activities; students approaching staff with questions, for assistance, to share information) are fostered			
G.3 Students are welcomed back when they have been absent from school for whatever reason, and there is a plan to complete missing assignments			
G.4 New students or those returning from alternative placements are welcomed, oriented to classroom practices and procedures, and assisted in adjusting to the routine and expectations			
G.5 Staff models appropriate social skills and behavior			
G.6 The emotional climate of the program fosters a sense of belonging and connection to the LEA			

Total _____/12

H. Professional Development

Percent in Place _____

Elements	Not in Place (0)	Partially in Place (1)	In Place (2)
H.1 Topics for staff development are determined by data, by the administration, and by the program staff			
H.2 New staff are provided with an in-depth orientation to the emotional support program and expectations			
H.3 Interview questions are designed with clear expectations for hiring staff to work in the emotional support program			

Total _____/6

Other:

Are there other concerns not covered in the checklist? ____ Yes ____ No

If yes, describe:

Are there areas that are needed, but not present (e.g., prerequisite skills, roadblocks or barriers, lack of training or information)? ____ Yes ____ No

If yes, describe:

Program Improvement Plan

Domain	Actions for Improvement	Person(s) Responsible	Deadline
A. Academic Instruction and Support			
B. Social-Emotional Instruction and Support			
C. Behavior Management			
D. Collaboration and Communication			
E. Evaluation and Assessment			
F. Post-Secondary Transitions			
G. Staff-Student Interactions			
H. Professional Development			

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

Resources

- Boreson, L. (2006). *Effective Programs for Students with Emotional Behavioral Disabilities (EBD)*. Ashland, WI: WI Department of Public Instruction.
- Pennsylvania Department of Education. (2006). *Academic Standards for Career Education and Work*. In 22 PA Code Chapter 4 – Appendix E. Harrisburg, PA: PA Department of Education.
- Pennsylvania Department of Education. (2012). *Standards for Student Interpersonal Skills, Grades PreK – 12*. Harrisburg, PA: PA Department of Education.

Adapted from Boreson, L. (2006). *Effective Programs for Students With Emotional Behavioral Disabilities (EBD)*.
Ashland, WI: WI Dept. of Public Instruction.

Commonwealth of Pennsylvania

Tom Corbett
Governor

Department of Education

Carolyn C. Dumaresq, Ed.D.
Acting Secretary

John J. Tommasini
Director, Bureau of Special Education

