

CRITICAL COMPONENTS TOOL FOR SOCIAL, EMOTIONAL, AND BEHAVIORAL PROGRAMS

Supplement to the Critical Components Tool for Special Education Programs

Date:

Team Members:

Purpose:

The Illinois State Board of Education has stated that “in successful districts and schools, there is a collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate changes necessary to continuously improve student learning for **all** students.” Further, it is essential to ensure that students with IEPs have opportunities to benefit from high-quality instruction, reach the same standards as all students, and leave school prepared to successfully transition to post-school learning, living, and working. The *Critical Components Tool for Special Education Programs* was developed through an extensive literature review to assist school leaders in facilitating conversations to review and improve the quality of special education supports, services, and programs as a key component of continuous improvement efforts at the district, cooperative, and school levels. The *Critical Components Tool for Social and Emotional Behavioral Programs* was designed to be used in conjunction with the *Critical Components Tool for Special Education Programs*.

The *Critical Components Tool for Social, Emotional, and Behavioral Programs* (CCT-SEB) focuses on self-contained or instructional programs that provide intensive social, emotional, and behavioral support for students and young adults. It offers guidance for educators and administrators when developing, implementing, and evaluating quality programs and services for students with intensive social, emotional, and/or behavioral needs as well as related or secondary disabilities. The CCT-SEB identifies five domains to consider for effective social, emotional, and behavioral programs. Under each domain are multiple indicators, and below them are descriptors of each indicator, that define quality characteristics and school experiences with the goal of improving post-school outcomes for this population of students. The CCT-SEB is designed to assist districts, cooperatives, and schools in reviewing practices, as well as identifying and acting on areas where improvement is needed. The CCT-SEB is a continuous improvement tool and should not be interpreted as a policy or regulation.

The *CCT-SEB* is meant to be used within the context of a continuous district, cooperative, and/or school improvement process that utilizes additional assessment tools to review multiple measures and a variety of relevant data. The CCT-SEB can be used as a stand-alone tool or to supplement the *Critical Components Tool for Special Education Programs* and the *Illinois Quality Framework* to look deeper into the area of special education and programming for students with intense social, emotional, and/or behavioral learning needs. Action plans resulting from this analysis should be integrated with the district, cooperative, and/or school improvement plan.

The purpose of the *Critical Components Tool for Social, Emotional, and Behavioral Programs* is to assist Districts/Cooperatives/Schools with the following goals:

- Identify a site's current implementation level (baseline analysis)
- Identify practices that are effective and practice areas in need of improvement
- Support the development of goals and action plans in critical areas of special education programming for students with intensive social, emotional, and behavioral needs and/or related or secondary disabilities

Instructions for Administration

Identify a team to complete *The Critical Components Tool for Social, Emotional, and Behavioral Programs* (CCT-SEB). This team should include a variety of representative stakeholders (e.g. administrators, teachers, support personnel, specialists, parents, students, etc.). This team could be an existing district/cooperative/school leadership team (i.e. District Accountability Team or DAT) or a team developed for this specific purpose.

It is important that the assessment process be as rooted in evidence as possible. The evidence may be based on perception (i.e. survey data), performance (i.e. testing data), programs (i.e. participation data), or policy (i.e. protocols). It may be helpful to provide your team with a list of possible data sources to help them to brainstorm evidence related to each indicator and descriptor. This may be especially helpful for team members such as parents and students who may not have experience assessing educational programs with evidence.

There are various ways to approach the team process of reviewing evidence and assessing indicators, depending on the amount of collaborative time available. Ideally, the team would brainstorm and review relevant data related to each indicator and descriptor as a group. However, if time does not allow for this, each team member may review the CCT-SEB and independently rate each item on their copy of the tool before meeting as a team. Individual assessments can be submitted to the facilitator for aggregation of scores and identification of areas of agreement and disagreement. Each team member should brainstorm evidence which could support their rating. Should an item not be relevant within the district/cooperative/school, the team member and team should insert N/A in the evidence column of the CCT-SEB.

After each member has reviewed the CCT-SEB independently, meet as a team to discuss responses and reach agreement on the rating that best represents the status of implementation at the identified site. The time needed to complete the process can be discussed by the group. Roles can be assigned to support the process, including a recorder (or two) to record discussion notes, evidence, and the rating for each item; a facilitator to support discussion of the CCT-SEB; a timekeeper to keep the process running efficiently; etc. Complete the *Critical Components Tool for Social Emotional Behavior Programs*. The facilitator will identify each item and ask team members to indicate their individual rating. Not implementing = 0, Emerging = 1, Implementing = 2, Exemplary = 3). To expediate the process, each person can show their score using their fingers or a dry erase board, and/or the recorder can write the scores visibly on a chart or board. If there is a consensus, the recorder will record that rating. If team members have varying responses, discussion will be held until a consensus regarding the rating is reached. If consensus is not reached, the group can decide to defer to the majority after a given amount of time. Document important points from the discussion in the notes section, as well as evidence supporting the ratings of "Emerging"/"Implementing"/"Exemplary" in the evidence fields.

Use the completed CCT-SEB to analyze the results, identifying areas of strength and those for improvement. Prioritize areas for improvement and select items for further analysis and/or action planning. Teams should be advised to develop a small number of goals to improve identified areas. Goals and action planning from this review should be integrated with the district, cooperative, and/or school improvement plans.

Rubric for Evaluation:

The following definitions describe each rating utilized on the *Critical Components Tool for Social, Emotional, and Behavioral Programs*:

Not Implementing (0)	Implementation has not been initiated.
Emerging (1)	Implementation is inconsistent.
Implementing (2)	Implementation occurs regularly but requires further development to meet the target of full implementation.
Exemplary (3)	Implementation occurs consistently in all settings, meets the target of full implementation, and has become part of the District/Cooperative/School culture.

CRITICAL COMPONENTS TOOL FOR SOCIAL EMOTIONAL BEHAVIOR PROGRAMS
Supplement to Critical Components Tool for Special Education Programs

I. PROFESSIONAL LEARNING, COLLABORATION, AND COMMUNICATION					
Indicator and Descriptors					
	Not Implementing	Emerging	Implementing	Exemplary	Evidence
1. Professional learning opportunities are provided to staff in teams that include:					
a. Administrators.					
b. General education staff.					
c. Special education staff and related service providers (coaches, behavior interventionists, etc.).					
d. Non-classified staff (paraprofessionals, transportation staff, lunchroom personnel, janitorial staff, front office staff, etc.).					
e. Families, community members, community providers, and agency staff as appropriate,					
2. All staff members, including paraprofessionals, are provided with professional learning opportunities related to effective social, emotional, and behavioral interventions.					

a. The district/cooperative/school has a data-based system for determining and evaluating professional learning needs with staff input.					
b. Staff members are provided with professional learning opportunities related to a variety of evidence-based instruction and intervention strategies.					
c. Staff members are provided with professional learning opportunities for the collection and use of data-based problem solving to inform instruction as well as social, emotional, and behavioral intervention.					
d. Staff members are provided with professional learning opportunities for scaffolded strategies that promote independence, such as prompting and fading.					
e. Staff members are provided with professional learning opportunities strategies for supporting multiple students at one time.					
f. Staff members are provided with professional learning opportunities for supporting students with mental health needs (i.e. Youth Mental Health First Aid).					
g. Staff members are provided with professional learning opportunities on trauma-informed practices.					
h. Staff members are certified in a nationally recognized non-violent intervention program, such as Crisis Prevention Institute (CPI), Therapeutic Crisis Intervention (TCI), Mandt System, etc.					
i. Staff members are provided with professional learning opportunities regarding the rules and regulations regarding seclusion and restraint.					

j. Staff members are provided with professional learning opportunities regarding nonviolent de-escalation strategies.					
k. A plan is developed for any specific training required for the effective implementation of a student’s individualized plan (BIP, IEP, safety plan, or 504.)					
l. Staff members are provided with professional learning opportunities in the implementation of crisis intervention and safety plans.					
m. A system is in place to check fidelity of implementation and identify areas for retraining as needed.					
3. Administrative support and coaching are made available to staff.					
a. Administrators build capacity and self-efficacy of staff.					
b. Administrators are invested in the well-being of staff and the success of students.					
c. Administrators regularly acknowledge and celebrate staff and student successes.					
d. Staff members have access to instructional coaching to continually improve their ability to meet students’ academic, social, emotional, and behavioral needs.					
e. Administrators lead by example by modeling inclusive practices, practicing positive discipline, and using person-first language.					

f. Administrators implement shared leadership while providing a clear sense of direction.					
g. Administrators plan schedules that allow time for team members to collaborate.					
h. Administrators participate in student-level problem-solving teams.					
i. Administrators participate in IEP meetings and serve as the LEA representative or designate an appropriate replacement.					
4. Student success is the central goal facilitated through effective communication systems, effective teaming, and opportunities for collaboration.					
a. All team members, including related service providers and paraprofessionals, are well-versed in their students' educational plans including goals, objectives, accommodations, modifications, and behavior intervention plans.					
b. Team members assume a shared responsibility for assessment, planning, instruction, implementation of behavior intervention plans, adaptations, and progress monitoring, made possible by clear role descriptions.					
c. All school team members, including related service providers, paraprofessionals, and program staff, meet on a regular basis for updates regarding individual student progress and to ensure consistent implementation of plans.					
d. All staff members share accountability for outcomes.					

e. There is evidence of student involvement on teams before the age of 14 ½, when developmentally appropriate.					
f. Staff members take advantage of provided team time to share effective practices across and within grade levels.					
g. Staff members effectively communicate with students, families, and colleagues, both orally and in writing.					
Effective communication and collaboration to support student success occurs regularly between:					
h. Teachers and students.					
i. General and special education teachers.					
j. Teachers and related service personnel.					
k. Teachers and families					
l. Related service personnel and families.					
m. Staff and outside agencies, as appropriate.					

II. BEHAVIORAL SYSTEMS

Indicator and Descriptors	
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1. Effective behavior management/development strategies are used by all staff across all aspects of programming.	Not Implementing	Emerging	Implementing	Exemplary	Evidence
a. Classroom behavioral expectations are aligned with school-wide behavioral expectations.					
b. Behavioral expectations are positively stated and easily understood.					
c. Behavioral expectations are verbally reviewed frequently in the classroom.					
d. Behavioral expectations are posted in the classroom and throughout the school.					
e. Appropriate behaviors are explicitly taught and reinforced throughout the day.					
f. The teacher provides pre-correction and prompting for behavioral expectations as well as ongoing feedback.					
g. The school implements specific strategies to create and strengthen relationships between staff, students, families, and community.					
h. Classroom routines and procedures are explicitly identified for activities where problems often occur (e.g. entering class, asking questions, sharpening pencil, using restroom, dismissal, transitions between activities).					

i. Students know the procedure staff will use to respond to behavior that disrupts the learning environment.					
j. Students have been taught emotional regulation strategies for responding to situations where they become upset or frustrated and to seek help when appropriate.					
k. Students clearly see the connection between inappropriate behavior and classroom consequences.					
l. Staff members assist students in understanding the impact their behavior has on themselves and others.					
m. Staff members respond to students' violations of classroom behavior standards are educational (i.e. provide students with useful information about their behavior, its impact on others, and better options available to them).					
n. Staff members monitor their own behaviors and emotions and respond non-defensively to conflict.					
o. Staff members employ language and teaching methods that help students to make appropriate choices.					
p. Staff members employ language and teaching methods that help students take responsibility for their own behavior.					
q. Staff members understand and maintain professional boundaries with students.					

<p>r. Staff members in every classroom provide a greater number of positive than negative acknowledgments (5:1 minimum - ratio increases as level of restriction increases).</p>					
<p>2. Procedures for the completion of Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs) are in place.</p>					
<p>a. An individualized behavior intervention plan (BIP) is implemented and based on a recent Functional Behavior Assessment (FBA) that clearly defines the function of the problem behavior.</p>					
<p>b. To the extent possible, students are involved in the development of behavior intervention plans.</p>					
<p>c. An individualized Behavior Intervention Plan (BIP) is implemented.</p>					
<p>d. The BIP addresses behavioral antecedents, problem behaviors, and consequences.</p>					
<p>e. The BIP addresses the clearly defined function of the problem behavior, skill deficits, and environmental conditions that interfere with the use of positive social skills.</p>					
<p>f. The BIP identifies teaching strategies for functionally equivalent replacement behaviors.</p>					
<p>g. The BIP is regularly evaluated for its effectiveness based on progress-monitoring data, fidelity data, and growth towards goals.</p>					

h. A data system is in place to communicate feedback effectively to students, family members, school team members and others regarding behavior data on a daily or weekly basis.					
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3. Effective behavioral support strategies are used in non-classroom settings.	Not Implementing	Emerging	Implementing	Exemplary	Evidence
a. Behavioral expectations for hallways, playgrounds, buses, cafeteria, bathrooms and other non-classroom settings are aligned with school-wide behavioral expectations.					
b. Behavioral expectations for hallways, playgrounds, buses, cafeteria, bathrooms and other non-classroom settings are explicitly taught and reinforced.					
c. Consequences for problem behavior in these settings are consistent with the school-wide plan.					
d. Students receive a greater number of positive than negative acknowledgements in these settings.					
e. All staff have been trained in the schoolwide expectations for non-classroom settings.					
f. All staff responsible for non-classroom settings receive data, monitor progress, and provide input on program implementation.					

4. Staff members use effective crisis prevention and early intervention strategies that are non-aversive.	Not Implementing	Emerging	Implementing	Exemplary	Evidence
a. Staff members understand the stages of escalating behaviors and utilize appropriate, corresponding intervention/de-escalation strategies					
b. Staff members respond to problem behaviors quickly and redirect the student prior to escalating behavior (i.e. pre-correction).					
c. Following any crisis, staff members use clearly defined techniques such as debriefing, problem-solving, and reintegration discussions while maintaining student dignity and with the purpose of rebuilding staff/student relationships, as developmentally appropriate.					
d. Staff members follow state seclusion and restraint laws and regulations are documented at the use of seclusion and restraint as per district/program policies.					
e. Crisis intervention techniques, including the use of seclusion and/or physical restraint, are explained to families and students who are at-risk of posing physical harm to staff or students.					
f. Clear procedures identify appropriate roles and responsibilities in responding to critical incidents such as danger to self or others and suspected or known abuse.					
g. Approved behavioral emergency reports are aggregated and evaluated.					
5. Staff members implement effective alternatives to suspension.					

a. School and classroom disciplinary procedures include a variety of strategies for responding to negative behaviors prior to, or instead of, suspension.					
b. In the case of problem behaviors, staff members provide students with corrective feedback and help them to identify alternative behavior choices.					
c. Manifestation meetings are held prior to extensive disciplinary procedures such as suspensions or expulsions.					
d. When suspension is warranted, in-school suspension and/or partial day suspension is considered with access to special education services.					
e. Staff members implement re-entry procedures and plans are in place to re-integrate students after disciplinary exclusion from school or class.					

III. BEHAVIORAL HEALTH AND EMOTIONAL WELLNESS

Indicator and Descriptors					
	Not Implementing	Emerging	Implementing	Exemplary	Evidence
1. Staff members implement evidence-based strategies that support behavioral health and emotional wellness.					
a. Staff members interact with students with empathy, respect, and consistency.					
b. Staff members interact appropriately with students who demonstrate mental health needs (i.e. the system adjusts to those needs, staff members use student-first language, wrap-around plans are utilized).					

c. Staff members provide students with coping skills needed to recover when having trouble regulating emotions.					
d. Staff members model, teach, and assist students in how to appropriately express feelings.					
e. Staff members use techniques such as intentional connections, personal interest conversations, problem-solving, and restoration and repair with the purpose of building and maintaining staff/student relationships.					
f. The physical layout of the classroom is designed to be accessible (furniture is arranged to allow easy traffic flow, layout ensures adequate supervision of all areas, there are designated staff and student areas).					
g. The classroom is arranged as an academic environment. Students have access to supplies and there are a variety of instructional settings within the classroom, such as student desk areas and small group instruction area.					
h. Staff members develop and teach predictable classroom routines. Students have access to individual schedules that are created and adjusted in response to student needs, interests, and attention levels.					
i. The classroom setting provides an area away from the center of activity for students to regulate strong emotions, talk privately with staff, and problem-solve effectively.					
j. Staff members actively supervise unstructured time and provide a variety of activities.					

<p>2. Social and emotional instruction is evidence-based, direct, and explicit, addressing student skill strengths need for growth.</p>					
<p>Social and emotional capacity building includes the following skill areas:</p>					
<p>a. Self-management</p>					
<p>b. Social awareness</p>					
<p>c. Self-advocacy</p>					
<p>d. Self-determination</p>					
<p>e. Relationship skills</p>					
<p>f. Responsible decision-making</p>					
<p>g. Students are screened for mental health concerns and related services are provided as part of the Individualized Education Program (IEP) when appropriate.</p>					
<p>h. Staff members implement policies and procedures to ensure staff and students' physical safety at school.</p>					
<p>i. Staff members explicitly teach skills to create an environment free of verbal abuse, exclusion, and teasing.</p>					
<p>j. Each student can identify one caring adult at the school that they trust to go to with problems and successes.</p>					
<p>k. Supports, interventions, and progress are individualized and reviewed with students.</p>					
<p>l. Student-to-student interactions and skills are taught, with opportunities for practice, feedback, and generalization.</p>					

m. Administrators ensure that staff members have support and mentoring to meet the needs of a student when transitioning to a new school.					
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IV. FAMILY AND COMMUNITY					
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Indicator and Descriptors					
1. School Personnel, family members, and students work collaboratively to develop plans (IEP, BIP, etc.) that provide access to universal supports.	Not Implementing	Emerging	Implementing	Exemplary	Evidence
a. District and school staff ensure that families are informed of and involved with the processes and procedures utilized by the district/school.					
b. Staff members provide prior written notice and meeting notices for IEPs in the family's native language, and interpreters are provided as needed during IEP meetings.					
c. The IEP team, including the family, determines how goals/objectives may be reinforced in the home.					
d. Development of the IEP is done with meaningful family understanding, input, and participation.					
e. Staff members actively try to learn their students' families' expectations, values, and culture and use that knowledge in designing instructional strategies and IEP goals/objectives.					
2. School personnel actively engage families in the school community.					

a. Staff members provide family education and information about disabilities, social and emotional skills, and academic supports to build consistency between home and school environments.					
b. The school allows flexible scheduling to allow families to fully participate as an IEP team member.					
c. Parent leadership is valued and developed. For example, families with students facing mental health challenges are included in the school's parent organization, PBIS or school climate committees, interview panels, advisory groups, etc.					
d. The school hosts regular parent meetings, learning events, and social events (i.e. parent nights, curriculum nights, progress check-ins, fundraisers, and online meetings) to ensure families feel connected to the staff and other families at the school.					
e. Families and students are offered the opportunity to be participants in the activities of the school.					
f. Staff members make explicit efforts to make families feel welcomed, valued, and connected to the school community.					
g. The school encourages family members to volunteer at the school.					
h. School administrators ensure that school policies and programs reflect, respect and value the diversity of families in the community.					
2. Staff members engage families in regular, two-way, meaningful communication about student learning.					

a. Staff members use multiple communication paths (i.e. back and forth books, weekly updates, emails, newsletters, progress reports, phone calls, newsletter, website, etc.) to provide updates on current events and issues in the classroom, school, and community.					
b. Staff members provide regular (weekly, biweekly, or more often depending on intensity of need) and accessible communication regarding the student's progress with interpretation and implications. Data showing updated progress/regression on goals/objectives is consistently shared.					
c. Staff seek out parent observations and questions and respond to them in a timely manner and on a regular basis.					
d. Staff members provide an opportunity for parents and family members to review IEP evaluations and draft goals/objectives prior team meetings.					
3. Staff members connect families to community resources (local, state, and national) that are easy to access and available in native languages.					
a. Staff members assist parents in accessing services from community providers, support agencies, and/or support groups.					
b. The district has a memorandum of understanding with community agencies regarding information sharing, training, and services available to the school and families.					
c. Staff members communicate and collaborate regularly with community service providers.					

V. INSTRUCTION

Indicator and Descriptors	
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	Not Implementing	Emerging	Implementing	Exemplary	Evidence
1. Teachers thoughtfully design and plan for instruction to build academic, social, emotional, and behavioral competencies.					
a. Teachers and staff center instruction on grade-level standards and content with academic pre-requisite skill development provided as needed.					
b. IEP Teams write clear IEP goals meeting identified academic, social emotional, and behavioral needs for all students. This includes strengthening academic engagement and skills as well as social interactions and relationships.					
c. IEP teams write goals aligned to school and classroom priorities and expectations. meeting building and classroom teacher expectations.					
d. Students directly and appropriately participate in the development of IEP goals.					
e. Teachers and staff plan instruction to specifically address IEP goals and objectives in direct accordance with assessment information.					
f. Teachers and staff instruct students on the accommodations, modifications, and assistive technology needed to access the curriculum and the environment					

g. Students can describe their academic and behavioral goals and indicate how the learning activities in which they are involved are intended to assist them in reaching these goals.					
h. Students participate in standards-based academic education in the general education classroom to the greatest extent possible with accommodations as determined by the IEP team.					
i. The IEP team routinely reviews the least restrictive environment using continual student-specific data to ensure maximum access to core instruction with typical peers.					
2. Teachers and staff provide instruction that is structured and predictable.					
a. Teachers and staff clearly communicate directions and learning objectives so that students have a clear plan of action.					
b. Teachers and staff provide instruction that follows a sequential order that is logically related to skill development.					
c. Teachers and staff provide activities with clear beginnings, ends, and efficient transitions.					
d. Teachers and staff provide instruction that includes explanation and modeling. followed by coaching, guided and independent practice, and timely feedback.					
e. Teachers and staff provide coaching following explanation and modeling.					
f. Teachers and staff provide opportunities for guided and independent					

practice following coaching.					
g. Teachers and staff provide timely feedback following guided and independent practice.					
h. Teachers and staff schedule regular times throughout the day to provide feedback on independent work.					
i. Teachers and staff provide students with clear, specific feedback on their progress and success in both academic, social, emotional, and behavioral areas.					
2. Teachers and staff use multiple and varied evidence-based techniques to meaningfully engage students and support active participation by all students.					
a. Teachers and staff provide instruction in a variety of grouping options or formats (e.g. co-taught classrooms, whole group, small groups, cooperative learning groups, individual instruction, and computer-aided instruction).					
b. Teachers and staff use instructional techniques/methods that are differentiated and reflective of differences in student experiences, interests, needs, and cultures.					
c. Teachers and staff incorporate real life experiences into lessons.					
d. Instructional materials are educationally relevant.					
e. Teachers and staff use variations in voice, movement and pacing to reinforce attention.					

f. Teachers and staff use strategies to ensure high frequency learning trials and response opportunities (e.g., high rates of opportunities to respond, choral responding, individual response card, and peer tutoring).					
g. Teachers and staff use instructional strategies to increase students' motivation.					
h. Students have access to and participate in a full range of curricular options including core subjects, fine arts, physical education, and electives.					
i. Students have access to and participate as appropriate in field trips, lunch, recess, extracurricular activities, school assemblies, etc.					
3. Teachers and staff provide instruction aimed at increasing independence.					
a. Teachers and staff provide direct instruction in self-advocacy, self-management, self-monitoring, self-reinforcement, self-evaluation, self-instruction, self-control, and self-talk					
b. Teachers and staff provide instruction in cognitive strategies (e.g., taking notes and asking questions), and meta-cognitive strategies (e.g., planning, monitoring, and evaluation)					
c. Teachers and staff provide direct instruction in strategies to assist them in acquiring new information and learning skills (e.g., activating prior knowledge or thinking out loud)-					
d. Teachers and staff provide instruction in strategies to store and retrieve information using a visual device (e.g., mnemonics or concept maps).					

e. Teachers and staff provide students with choices to encourage autonomy and responsibility for their skills and behavior.					
f. Teachers provide opportunities for independent study to allow students to work on regular curriculum and related topics of personal interest at their own pace.					
g. If a student is utilizing adult support, teachers and staff create a “fade plan” to increase independence and diminish the need for individual support.					
h. Teachers and staff create prompt “fade” strategies for interventions to increase independence and generalization.					
i. As a result of explicit instruction, students can explain their differing abilities and advocate for their accommodations to a degree that is developmentally appropriate.					
4. Staff utilize a data-based decision-making process that includes continual use of multiple measures of data.					
a. Teachers and staff use a data-based system for documenting and reporting on progress toward IEP goals/objectives, reporting to parents, grading/report cards, decision making on programming, and IEP development.					
b. Teachers use a balanced approach to assessment tools and methods to provide summative, formative, quantitative, and qualitative data.					
c. Teachers make instructional decisions that are driven by student-level data and aligned with the school’s overall instructional goals.					

d. Teachers use progress monitoring tools and data that are aligned with student goals.					
e. Teachers and staff collect daily and weekly data pertaining to the goals and learning objectives for each student in the program.					
f. Teachers and staff use graphs or checklists with students to visually represent progress on IEP goals and objectives					
g. Teachers and staff implement an instructional change or intervention when progress towards the goal is insufficient.					
h. Students maintain records of their academic and behavioral progress as appropriate.					
i. Students can describe their progress toward identified goals.					
j. Representatives from all areas of the student's learning participate as members of the IEP Team. This may include administration, general education teachers, special education teachers, family, and if applicable, outside service providers.					
k. Teams meet on a regular basis (every 3-6 weeks or as determined by the IEP team) to review progress monitoring data and adjust interventions in response to progress levels.					
l. The IEP Team provides clear guidelines for increasing or decreasing supports and interventions and for recommending more or less restrictive placements and supports.					

<p>5. Teachers, staff, and the school provide systems to support student skill development for a productive, meaningful life outside of school. Skill development includes a link between application in an academic setting to application in a nonacademic setting.</p>					
<p>a. Teachers incorporate vocational learning objectives in the classroom.</p> <ul style="list-style-type: none"> • Elementary (awareness): content includes discovery of why people work and a variety of occupations. • Middle School (exploration): content includes exploring a variety of careers that will best meet individual abilities and interests. • High School (preparation): content includes preparation for an occupation including social skills, communication skills, job procurement and retention skills, and financial management skills. 					
<p>b. The school, staff, family, and student share the goal of high school graduation for the student.</p>					
<p>c. Teachers and staff systematically provide instruction to prepare students to function appropriately in adult domestic, recreational, and community life. (Examples include health, transportation, citizenship, community resources, leisure/recreational activities, education and training, time management, employment, and housing).</p>					

TEAM DISCUSSION NOTES

I. PROFESSIONAL LEARNING, COLLABORATION, AND COMMUNICATION

1. Professional learning is provided to staff in teams.

2. All staff members are provided with professional learning opportunities related to effective social, emotional, and behavioral interventions.

3. Administrative support and coaching are made available to staff.

4. Student success is the central goal facilitated through effective communication systems, effective teaming, and opportunities for collaboration.

II. BEHAVIORAL SYSTEMS

1. Effective behavior management/development strategies are used by all staff across all aspects of programming.

2. Procedures for the completion of Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs) are in place.

3. Staff members use effective behavioral support strategies in non-classroom settings.

4. Staff members use effective crisis prevention and early intervention strategies that are non-aversive.

5. Staff members implement effective alternatives to suspension.

III. BEHAVIORAL HEALTH AND EMOTIONAL WELLNESS

1. Staff members implement behavioral strategies that support behavioral health and emotional wellness.

2. Staff members implement instruction for social and emotional learning that is evidenced-based, direct, and explicit, addressing skill strengths and needs for growth.

IV. FAMILY AND COMMUNITY

1. School personnel, family members, and students collaboratively develop plans (IEP, BIP, etc.) that provide access to universal supports.

2. School personnel actively engage families in the school community.

3. Staff members engage families in two-way, meaningful communication about student learning.

V. INSTRUCTION

1. Teachers thoughtfully design and plan for instruction to build academic, social, emotional, and behavioral competence.

2. Teachers and staff provide instruction that is structured and predictable.

3. Teachers use multiple and varied experience-based techniques to meaningfully engage and support active participation by all students.

4. Teachers and staff provide instruction aimed at increasing independence.

5. Staff utilize a data-based decision-making process that includes continual use of multiple measures of data.

6. Teachers, staff, and the school provide systems to support student skill development for a productive, meaningful life outside of school. Skill development includes a link between application in an academic setting to application in non-academic settings.