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New Special Education Director Call

Office of Enhancing Student Opportunities

November 18, 2021



Today's Agenda

- Welcome/Introductions
- Students Experiencing Behavioral Needs in the School Setting



Land Acknowledgement

I'd like to acknowledge the many tribes and bands who call Oregon their ancestral territory and honor the ongoing relationship between the land, plants, animals and people indigenous to this place we now call <insert city/region>. We recognize the continued sovereignty of the nine federally recognized tribes who have ties to this place and thank them for continuing to teach us how we might all be here together.



Oregon Department of Education

Education Equity Stance

Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

OESO Support

- Brad Lenhardt
 - brad.lenhardt@state.or.us
- Your County Contact
- OESO Staff



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Students Experiencing Behavioral Needs in the School Setting

ODE/New Special Education Director's Webinar Series
November 18, 2021



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Who We Are

Georgeann Harty

she/her

South Coast ESD

Program Administrator

Regional Inclusive Services



Lisa Joy Bateman

she/her

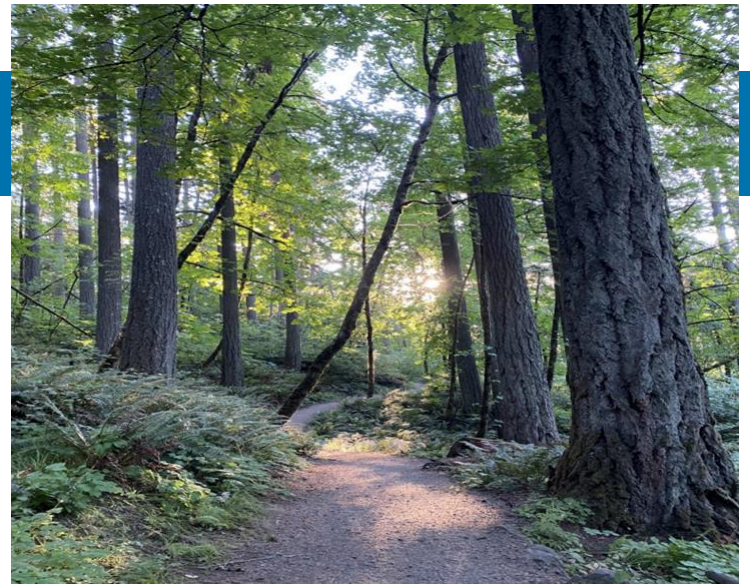
Oregon Dept Of Education

Education Specialist - IDEA Programs

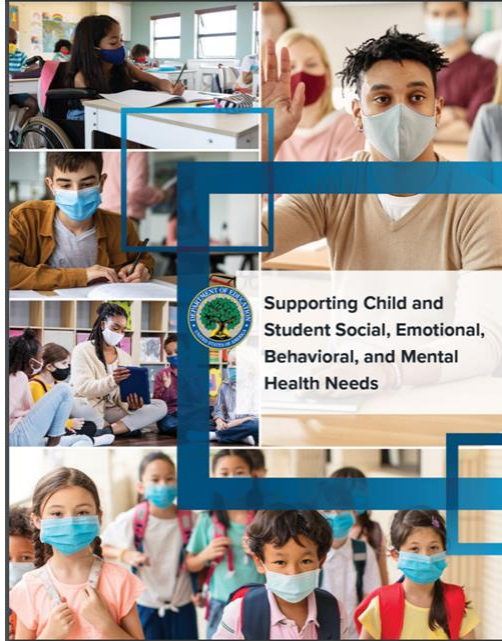


Agenda

- Centering - Warm welcome
- USDOE Guidance
- ODE Statewide guidance
- IDEA Discipline data
- Behavior in the IEP
- FBA/BIP and Abbreviated Day
- Resources to support implementation
- Optimistic Close



National Recommendations



Link to this resource: [HERE](#)

Recommendations

1. Prioritize Wellness for Each and Every Child, Student, Educator, and Provider
2. Enhance Mental Health Literacy and Reduce Stigma and Other Barriers to Access
3. Implement Continuum of Evidence-Based Prevention Practices
4. Establish an Integrated Framework of Educational, Social, Emotional, and Behavioral-Health Support for All
5. Leverage Policy and Funding
6. Enhance Workforce Capacity
7. Use Data for Decision Making to Promote Equitable Implementation and Outcomes

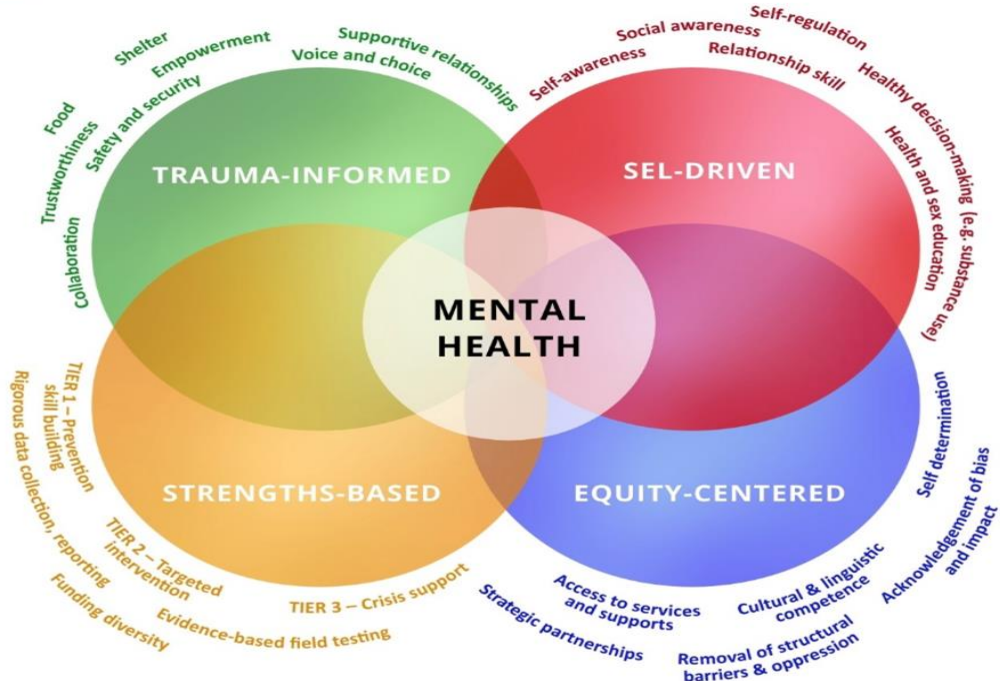
Prioritize Student and Staff Health and Well-being



- Devote time and space for students and staff to connect and build relationships.
- Provide time for creative opportunities and outlets to process experiences.
- Prioritize linking students and families with culturally responsive mental health services and supports.
- Foster peer/student led initiatives on social-emotional well-being and mental health.
- *Read more about ODE's Care and Connection Campaign- [HERE](#)*

Integrated Model of Mental Health

Mental health emphasizes strengths, resilience, and enhancing social-emotional abilities



Link to ODE's
[Mental Health Toolkit](#)

CONTINUUM OF CARE



Practices & Systems

Support Educators
through Equity-focused PD



Adapt
Practices
to Meet
Needs
and Values

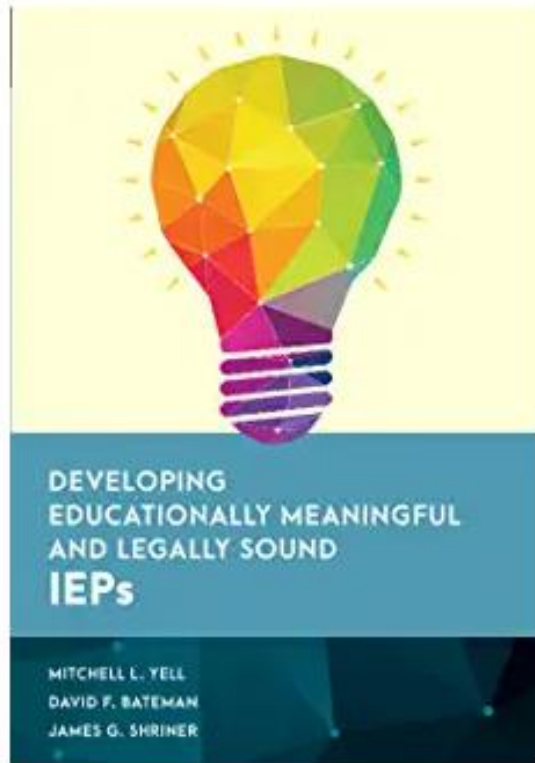
High Expectations
for Each Student

**” In schools, we
prioritize three critical and inter-related
components of mental health:
social (how we relate to others),
emotional (how we feel), and
behavioral (how we act)
supports to promote
overall well-being.”
(Chafouleas, 2020)**

Who Received Exclusionary Discipline in Oregon 2019-20?

Student Group	Percent of Enrolled Students with One or More Discipline Incidents in the 2019-20 School Year
Total	4.9%
Male	6.9%
Female	2.7%
Non-Binary	6.3%
Asian	1.3%
Black/African American	10.0% ←
Hispanic/Latino	5.5%
American Indian/Alaska Native	9.2% ←
Multi-Racial	5.4%
Native Hawaiian/Pacific Islander	7.0%
White	4.5%
Economically Disadvantaged	6.5% ←
Not Economically Disadvantaged	3.1%
Talented and Gifted (TAG)	1.8%
Not TAG	5.1%
English Learners	5.0%
Not English Learners	4.9%
Special Education ¹	9.1% ←
Not Special Education	4.2%

Individualized Education Programs



Why?

The IEP is the plan that “enable[s] a child to make progress appropriate in light of the child's circumstances” (*Andrew F. case*).

“The IEP would be the roadmap for improving the lives of students with disabilities” (Yell, Bateman, & Shriner, 2022, p. 2).

[LINK-ODE Sample IEP Meeting Agenda](#)

Uplifting Youth Voice in Solutions



[LINK- ODE Transition Resources](#)
[LINK -Transition Network Facilitator Resources](#)

As the center of each of the IEP components, the **STUDENT** about whom the IEP is being written is represented by the **THROUGH-LINE** behind each box.

DEMOGRAPHICS

SPECIAL FACTORS

PLAAFP STATEMENTS

Present Levels of Academic Achievement and Functional Performance

STUDENT GOALS

Transition/Post-Secondary and Measurable Annual Goals

ASSESSMENTS

SERVICES

*Special Education, Specially Designed Instruction
Related Services / Supplementary Aids and Services
Accommodations, Modifications, and Accessibility Supports
Extended School Year*

LEAST RESTRICTIVE ENVIRONMENT

Nonparticipation Justification/Placement

Keep the student in the center of every IEP decision to be made.

In that way, each element of the IEP is in alignment with every other element of the IEP and the whole document accurately reflects a complete, accurate, and current picture of the student.

IEP Through-Lines

ODE IEP writing resources can be found [HERE](#)



IRISCENTER[™]

IEP writing resources can be found [HERE](#)



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Special Factors

Sample Annual Review Considerations	Considerations for Behavioral Needs in the School Setting
<ul style="list-style-type: none">● What are the child's communication needs?● Are there behavioral challenges that need to be addressed? Would Positive Behavioral Interventions (PBIS) help?● Is assistive technology needed?● Is the child working towards English proficiency? What language needs do they have as a result?● For children who are blind or visually impaired, what Braille needs do they have?● For children who are deaf or hard of hearing, what are their language and communication needs?	<p>How does behavior as a special factor impact...</p> <ul style="list-style-type: none">● The child's ability to maintain expected behavior in social settings?● The child's ability to maintain expected behavior in academic settings?● The child's ability to maintain expected behavior in unstructured settings?

Present Levels

Sample Annual Review Considerations	Considerations for Behavioral Needs in the School Setting
<p>What are the student's strengths and challenges as they relate to the following areas:</p> <ul style="list-style-type: none">● Curriculum and Learning Environment (Academics)● Social and Emotional Skills / Behavior● Independent Functioning● Health Care Needs● Communication● Secondary Transition <p>ODE Present Levels/PLAAPF resources can be found HERE</p>	<p>How does behavior as a special factor impact the student's ability to...</p> <ul style="list-style-type: none">● Engage in their education?● Develop and establish social connections with peers and school personnel?● Adapt to different learning environments - group work, independent work, lunch, hallways, etc.? <p>What baseline data or documentation do you have about the student's behavioral performance or progress?</p> <ul style="list-style-type: none">● Personal observations/reflections● Behavioral, academic and attendance data

Student Goals

Sample Annual Review Considerations	Considerations for Behavioral Needs in the School Setting
<ul style="list-style-type: none">● What are the critical skills or strategies that the child must know, understand, or be able to do in one year?● How can everyone on the child's team know when the child has mastered the skill or strategy?● How often does the school need to check if the child has mastered the skill or strategy?● How often does the school need to share that information with the parents?	<ul style="list-style-type: none">● What is the one behavior that is most impeding success or preventing full access?● What replacement skill needs to be taught?

Services

Sample Annual Review Considerations	Considerations for Behavioral Needs in the School Setting
<ul style="list-style-type: none">● What specially designed instruction does the child need to reach their goals? (Special Education)● What other services are needed to help the child reach their goals or access their education? (Related Services)● What accommodations are needed for the child to be able to access their education? (Accommodations)● What supports are needed for the child to access grade level standards? (Supplementary Aids and Services)● What do teachers need to be able to implement the IEP? (Supports for School Personnel)	<ul style="list-style-type: none">● Based on the impact listed in the PLAAFP, what additional services may be needed?● Based on the impact listed in the PLAAFP, what behavioral services may need to be increased or intensified?

Least Restrictive Environment

Sample Annual Review Considerations	Considerations for Behavioral Needs in the School Setting
<ul style="list-style-type: none">● Is the placement based on the child's IEP?● What opportunities can be made available for the child to participate with their nondisabled peers?● If the the child is not being educated in the general education setting, what makes that necessary?	<ul style="list-style-type: none">● Could the student be in a more inclusive setting if they received/used supplementary aids and services (e.g., visual support schedule, behavior support plan)?

Abbreviated School Day

Abbreviated (Shortened) School Day - [ORS 343.161](#)

If the student is being placed on an Abbreviated Day Program because of behavior, it is imperative that careful consideration is given to other, less restrictive interventions first. Abbreviated Day

Programs should be used rarely and in conjunction with other behavioral interventions and supports in order to successfully build skills and reintegrate the student into a full day program as swiftly as possible.

Abbreviated School Day Notice and Acknowledgement

- ✓ Once per term
- ✓ Prohibition against unilateral placement
- ✓ Student's presumptive right to full-day program
- ✓ Parent/guardian or foster parent right to request IEP team meeting
- ✓ IEP includes written statement regarding why student is placed on an abbreviated school day program
- ✓ Full day option for access discussed

**ABBREVIATED SCHOOL DAY NOTICE AND ACKNOWLEDGEMENT
NOTICE TO PARENT/GUARDIAN OR FOSTER PARENT**

Oregon law requires that if a student is placed on an abbreviated (shortened) school day program, then school districts must provide parents/guardians or foster parents with the notice below and also obtain a signed parent/guardian or foster parent acknowledgement of receiving the notice. This must occur at least once per term.

Notice is hereby given that the school district's responsibilities include the following:

The school district may not unilaterally place¹ a student on an abbreviated (shortened) school day program², regardless of the age of the student.

A school district may provide an abbreviated school day program to a student with an individualized education program ("IEP") only if the student's IEP team takes all of the following actions:

- Determines that the student should be placed on an abbreviated school day program based on the student's needs;
- Provides the student's parents/guardians with an opportunity to meaningfully participate in a meeting to discuss the placement;
- Documents in the IEP the reasons why the student was placed on an abbreviated school day; and
- Documents that the team considered at least one option that includes appropriate supports for the student and that could enable the student to access the same number of hours of instruction or educational services that are provided to students who are in the same grade within the same school.

Additional required actions relating specifically to foster youth³ include:

- The opportunity for the student's foster parent to meaningfully participate in a meeting to discuss the placement, including the reasonable opportunity to physically attend the meeting at which the abbreviated school day program is discussed;
- A statement must accompany this form that summarizes the documentation that the team considered at least one option that includes appropriate supports for the student and that could enable the student to access the same number of hours of instruction or educational services that are provided to students who are in the same grade within the same school.

Each student has a presumptive right to receive the same number of hours of instruction or educational services as other students who are in the same grade within the same school.

For parents/guardians or foster parents of students with IEPs, parents/guardians or foster parents have the right to request, at any time, a meeting of the IEP team to determine whether the student should no longer be placed on an abbreviated school day program.

ACKNOWLEDGEMENT

I have received the information described above regarding the school district's obligations surrounding abbreviated (shortened) school day programs. I am also aware of my student's presumptive right to receive the same number of hours of instruction or educational services as other students who are in the same grade within the same school.

Parent/Guardian or Foster Parent Printed Name: _____

Parent/Guardian or Foster Parent Signature: _____ Date: _____

¹ "Unilaterally place" means a placement by a school district without the consent of the student's parent, or, if the student is a foster youth, without the consent of the student's foster parent and, if the student has a surrogate as defined in ORS 419A.004, the consent of the surrogate.
² "Abbreviated school day program" means an education program in which a school district restricts a student's access to hours of instruction or educational services, and that results in a student having an abbreviated school day for more than 10 school days per school year.
³ "Foster youth" means a child or ward who is in the legal custody of the Department of Human Services as provided in ORS 418.015 or 419B.337 and who has been placed in substitute care.

ODE Sample Form [HERE](#)

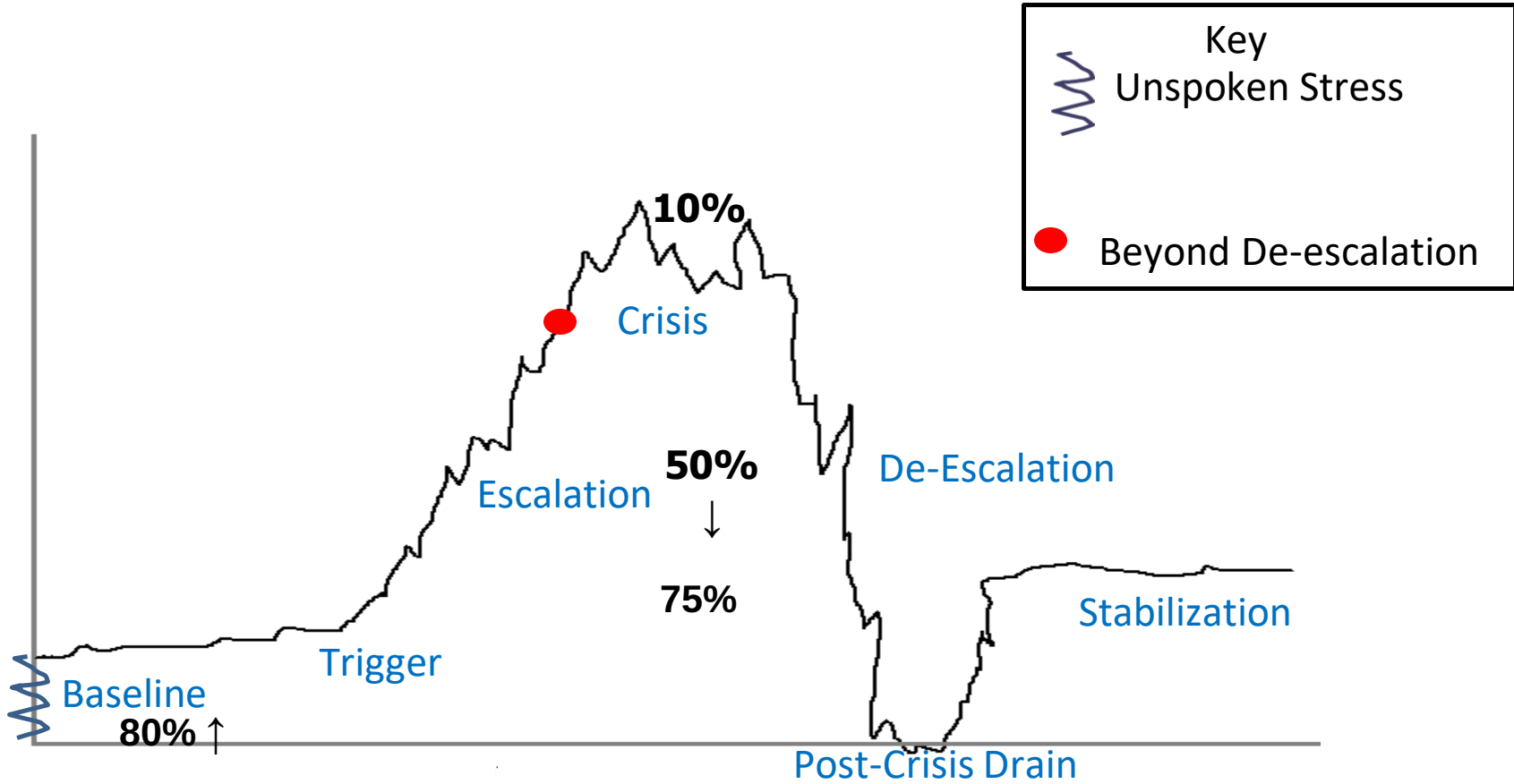
FBA/BIP and Requirements (581-015-2181)

A school district must conduct a FBA and develop, review or revise a BIP within 45 school days of receiving consent for every student who has an IEP or a 504 Plan and placed the student, other students or staff at imminent risk of serious bodily injury as a result of the student's behavior.

Functional Behavioral Assessment (FBA) - an individualized assessment of a student that results in a hypothesis about the function of a student's behavior and, as appropriate, recommendations for a behavior intervention plan.

Behavior Intervention Plan (BIP)- an individualized plan, including positive interventions, designed to assist a student to decrease inappropriate behavior and increase or teach an alternative appropriate behavior.

BIP: All Phases of the Escalation Cycle



FBA and BIP Training Resource

Basic FBA to BIP

Welcome! Use the buttons below to take you to the training modules. The Behavior Specialist Training includes all 7 modules and is for those who will be the leading behavior support efforts in the school. The School-wide Training consists of two modules for all staff in the school. The top navigation bar will provide information on how to most effectively use these training resources and don't miss the blog below.

BEHAVIOR SPECIALIST TRAINING

SCHOOL-WIDE TRAINING

Basic FBA to BIP Training Series

Module 1 - Defining & Understanding Behavior

Module 2 - FBA: Practice Interviewing

Module 3 - FBA: Practice Observing

Module 4 - Critical Features of BIP

Module 5 - Building BIP from FBA

Module 6 - Implementation Plan & Leading a BIP team

Module 7 - Evaluation Planning and BIP Review Meeting

<https://basicfba.com/>

Additional FBA and BIP Training Resources

Collaborative and Proactive Solutions



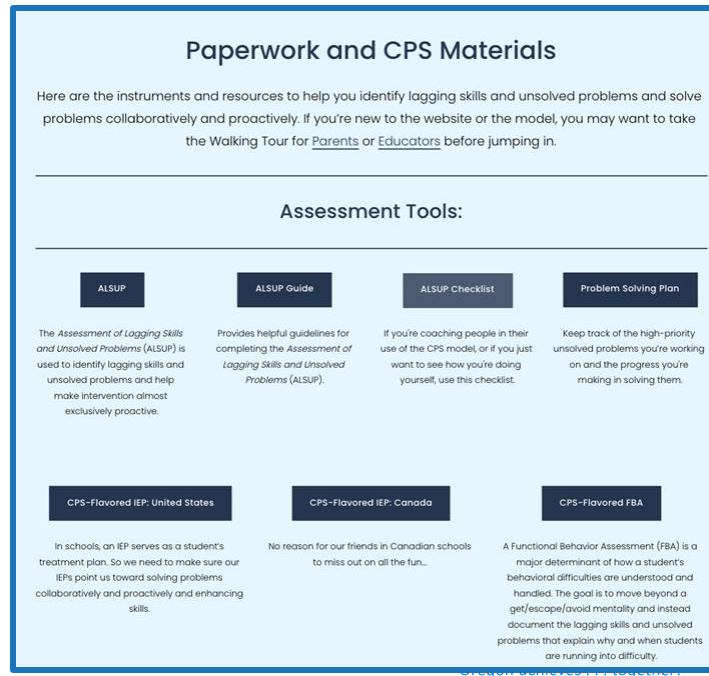
LIVES ON THE BALANCE

CPS MATERIALS

Here's all the paperwork — the resources and instruments — and research related to the CPS model.

- ASSESSMENT OF LAGGING SKILLS AND UNSOLVED PROBLEMS (ALSUP)
- ALSUP GUIDE
- DRILLING CHEAT SHEET
- PLAN B CHEAT SHEET
- PROBLEM SOLVING PLAN
- MEETING CHECKLISTS
- PLAN B TRAINING SKILLS INFOGRAPHIC
- FIVE FINGERS METHOD
- CPS-DRIVEN IEP & FBA SAMPLES
- CPS MODEL ONE-PAGER
- PROBLEMS AND SOLUTIONS IN PICTURES
- LENS CHANGER APP
- RESEARCH

Collaborative Problem Solving



Paperwork and CPS Materials

Here are the instruments and resources to help you identify lagging skills and unsolved problems and solve problems collaboratively and proactively. If you're new to the website or the model, you may want to take the Walking Tour for [Parents](#) or [Educators](#) before jumping in.

Assessment Tools:

ALSUP	ALSUP Guide	ALSUP Checklist	Problem Solving Plan
The <i>Assessment of Lagging Skills and Unsolved Problems (ALSUP)</i> is used to identify lagging skills and unsolved problems and help make intervention almost exclusively proactive.	Provides helpful guidelines for completing the <i>Assessment of Lagging Skills and Unsolved Problems (ALSUP)</i> .	If you're coaching people in their use of the CPS model, or if you just want to see how you're doing yourself, use this checklist.	Keep track of the high-priority unsolved problems you're working on and the progress you're making in solving them.
CPS-Flavored IEP: United States	CPS-Flavored IEP: Canada	CPS-Flavored FBA	
In schools, an IEP serves as a student's treatment plan. So we need to make sure our IEPs point us toward solving problems collaboratively and proactively and enhancing skills.	No reason for our friends in Canadian schools to miss out on all the fun...	A Functional Behavior Assessment (FBA) is a major determinant of how a student's behavioral difficulties are understood and handled. The goal is to move beyond a get/escape/avoid mentality and instead document the lagging skills and unsolved problems that explain why and when students are running into difficulty.	

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Back to Basics: Classroom Management Resource



[Classroom Behavior Management \(Part 1\): Key Concepts and Foundational Practices](#)

- Provides the groundwork for setting up a classroom behavior management plan. New
- “Returning to School” boxes address unique issues related to the return to in-person learning (e.g., the effects of grief, trauma, and anxiety on student behavior) and tips and supports for teachers.

[Classroom Behavior Management \(Part 2, Secondary\): Developing a Behavior Management Plan](#)

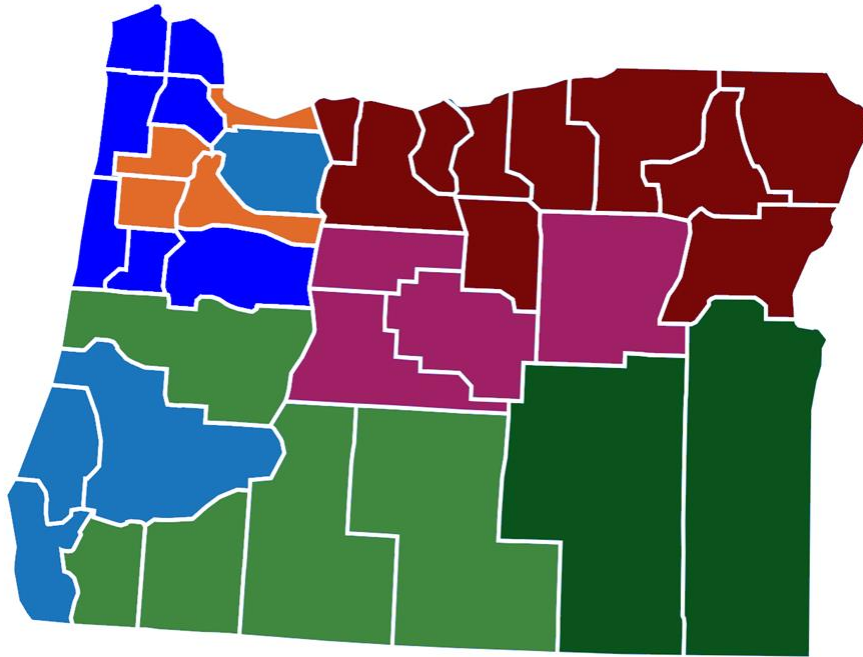
- Designed specifically with middle and high school teachers in mind, this newly revised IRIS Module reviews the major components of a classroom behavior management plan (including rules, procedures, and consequences).
- As learners work through the module, the interactive IRIS Behavior Plan Tool guides them through the steps of creating their own classroom behavior management plan.

[Behavior-Specific Praise](#), one of IRIS’s most popular fundamental skills sheets for in-person classroom environments.

[Virtual Instruction: Behavior-Specific Praise](#)

A new IRIS Fundamental Skill Sheet that provides tips and implementation examples for teachers working in virtual classroom environments.

Oregon Department of Education School Age Special Education County Contacts August 2021



■ Lisa Bateman

■ Diana Cruz

■ Elizabeth Jankowski

■ Jeremy Wells

■ Linda Brown

■ Adam Henning

■ Sam Ko

Notes:

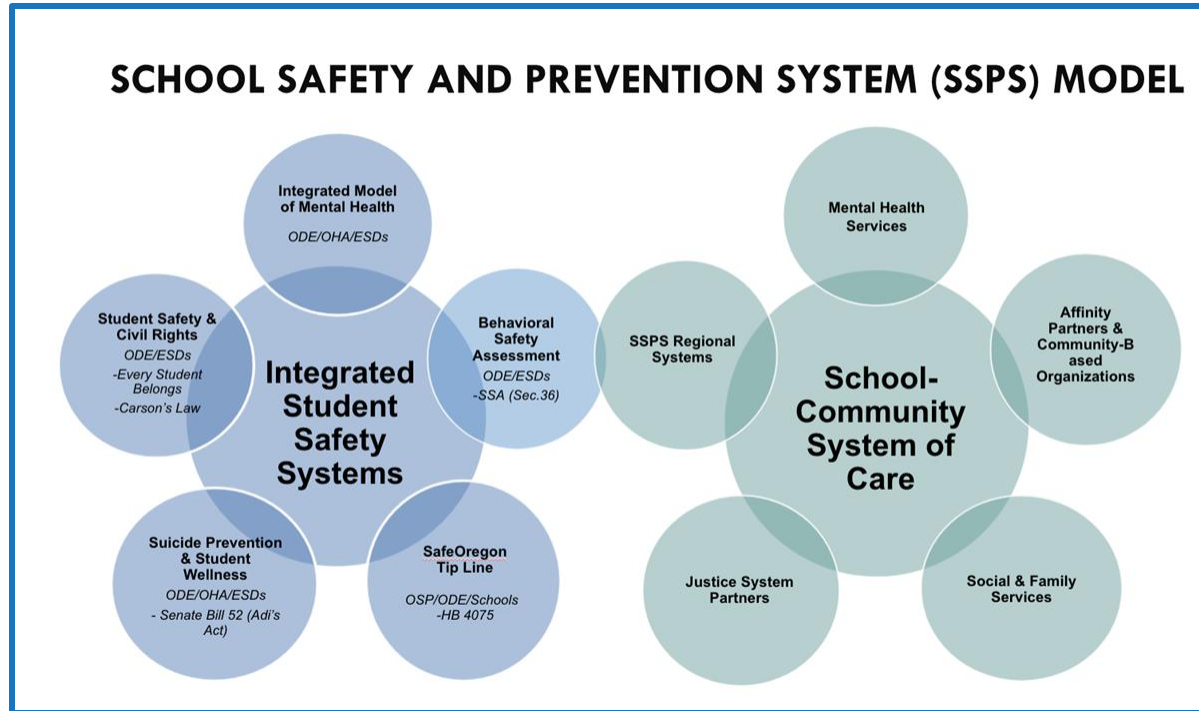
* Brad Lenhardt will provide additional support for new special education directors.

* Diana Cruz will provide size alike County Contact support for the largest districts (Portland, Salem-Keizer, and Beaverton). ODE is also exploring size alike supports for remote/rural districts.

* Sam Ko will provide support for all Juvenile Detention Education Programs (JDEP). Adam Henning will provide support for all Youth Corrections Education Programs (YCEP). Jeremy Wells will provide support for Oregon School for the Deaf (OSD).

Resource Review

School Safety and Prevention System (SSPS)



Spencer Delbridge - ODE Student Safety Program Coordinator

[LINK - ODE SSPS Resources](#)

School Safety and Prevention Specialists (SSPS) by ESD

Educational Service District	Name / Email of SSPS Specialist Contact
NorthWest Regional	Jenn Johnson jejohnson@nwresd.k12.or.us
Malheur, Harney, Lake	Jenn Susuki jenn.susuki@malesd.org
Wallowa, Grant	Beccy Nordvedt rnordtvedt@r18esd.org
Clackamas	Sandy Mathewson smathewson@clackesd.k12.or.us
Multnomah	Leslie Taylor ltaylor4@mesd.k12.or.us
Columbia Gorge, North Central	Claire Ranit ranitclaire@gmail.com
High Desert, Jefferson County	Whitney Schumacher whitney.schumacher@hdesd.org
Douglas, Southern Oregon, South Coast	Amy Wootton amy.wootton@douglasesd.k12.or.us
InterMountain	Jennifer Camarena Jennifer.Camarena@imesd.k12.or.us
Linn-Benton Lincoln, Lane	Julie Graves julie.graves@lblesd.k12.or.us
Willamette	Nathan Shay nathan.shay@wesd.org

Top 10 List of Things We Know Now That We Wish We Would Have Known Starting Out

#10 - You don't need to have all the answers! This is a team sport!

#9 - Understand your FAPE obligation and assure staff are trained for intensification

#8 - Confidentiality/FERPA

#7 - Communication

#6 - Staff are doing their best

Definition

chal·leng·ing be·hav·ior

“That thing we all do.”

Peter Leidy

Top 10 List of Things We Know Now That We Wish We Would Have Known Starting Out

#5 - If you expect it...Pre-Correct it!

#4 - Document! Document! Document!

#3 - Policies and Practices Evenly and Consistently Applied

#2 - District School Board Policy – Consult it and follow it!

Definition

chal·leng·ing be·hav·ior

“That thing we all do.”

Peter Leidy

Number 1



**TAKE CARE OF YOU! YOU ARE MORE
IMPORTANT THAN ANY JOB!**

At Ease - Together



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Know Yourself

What do you do when you're feeling overwhelmed, anxious, or stressed?

1	2
3	4
5	6
7	8



Leading for Wellness

***Positive Coping Skills** are behaviors we use in the moment to deal with feeling stressed or overwhelmed.

****Self-Tending Practices** are intentional exercises we do to nourish our physical, mental, and emotional health

<i>Positive Coping* for Work</i>	<i>Positive Coping* for Home</i>	<i>Self-Care** for Work</i>	<i>Self-Care** for Home</i>
Meditation	Grounding exercises	Taking a breath of fresh air	Monitor sleep schedule
Stretching	Fun physical activities	Practicing Self-Compassion	Use your vacation days
Progressive muscle relaxation	Yard work/gardening	Gratitude exercises	Disconnect from work/ Reduce screen time



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Questions

