

# \* Ongoing Dialogue to Ensure Student Achievement, Success and Positive Exits

VAISEF SPRING CONFERENCE

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## \* Ongoing:

- \* Continuously moving forward, growing
- \* Continuing to exist, happen or progress

## \* Dialogue:

- \* Conversation between two or more people
- \* An exchange of ideas and opinions

\* Definitions courtesy of Merriam -Webster.com

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**\*Start at the Beginning**



# \* Getting to Know Each Other

- \* Setting the stage
  - \* Building trust
  - \* Collaborating partners
- \* Describing LEA case managers
  - \* Advocate for student
  - \* Liaison between family/student and private school
  - \* Monitor for adherence, progress, and practices in relation to LEA
  - \* Resource for accessing LEA and community programs and services
  - \* Trainer upon request
- \* Describing private schools
  - \* Stand and be counted

# \* Finding the Right Match

## \* Factors considered in placement

Population served

Location

School characteristics -learning style, structure, flexibility, behavior support, clinical support, academic programming, career/vocational programming, life skills component, behavior management system, climate of the school

Working relationship between the private school and the LEA



# \* Planning with the End in Mind

- \* Planning transition back to the LEA should start at the beginning as part of the LRE discussion.
  - \* May begin at the public school IEP meeting when the private day/private residential school placement is first proposed
  - \* May also be a topic with private school during placement process and placement IEP
- \* Determining time frame for return will vary depending on the reason for referral and individual student.
- \* Assessing student stabilization (emotional, behavioral, academic) for return will be critical in decision-making process.
  - \* Typical to look at 6-12 month minimum stabilization

# \* The Dialogue Ensues

- \* Communication starts at the beginning of the referral process for a new student
- \* Development of that first IEP with the private school
- \* Selection of course of studies /remedial programs
- \* Submission of quarterly reports
- \* Notification of Serious Incident Reports
- \* Communication of informal updates: the good, the bad, and the ugly
- \* Performance on statewide assessments
- \* Notification of program/staff changes, special events, & specializations

# \*Student Stabilization



# \* Emotional / Behavioral Stabilization

- \* Emotional and behavioral stability often allows for greater academic progress.
- \* Student (to the level of their ability):
  - \* Self-regulates by identifying and using coping skills and strategies to manage emotions
  - \* Handles pressure/triggers that come with increased expectations (academic, social, behavioral)
  - \* Displays self-advocacy skills
  - \* Identifies supports
  - \* Plans story for return and how to deal with "slippery places and faces"
  - \* Demonstrates significantly low or no behavioral events
  - \* Accepts personal responsibility
  - \* Ignores negativity



## \* Behavior Management Systems

- \* The Behavior Management system may be an indicator for readiness for transition to a less restrictive environment
- \* Student interest and motivation may be indicators of success
- \* Skills vs. progression through the behavior management system

# \* Tracking Progress for Success

- \* Some school jurisdictions may require BIPs to be reviewed quarterly
- \* Academic assessment / Statewide assessment results
- \* Progress on IEP goals
  - \* Include quantitative baseline data
  - \* Collect data as stipulated on goals
  - \* Maintain data collection book/system
  - \* Report quarterly with quantitative data to support codes
  - \* Revisit if minimal / no progress

## \* Examples of Progress Reporting

- \* Goal: The student will read a list of 10 one-syllable words containing short vowel sounds with at least 85% accuracy in 4 out of 5 opportunities.
- \* Quarter 1- Sufficient Progress 70% in 3 out of 5 opportunities
- \* Quarter 2 - Some Progress 75% in 2 out of 5 opportunities

## \* Examples of Progress Reporting

- \* Goal: The student, given visual reminders, will engage in 0 acts of self-injurious behavior (SIB) for 10 consecutive school days as measured by data collection.
- \* (Baseline 15 incidents weekly)
- \* Quarter 1: Sufficient progress: 10 acts of self-injurious behavior for 10 consecutive days
- \* Quarter 2 : \_\_\_\_\_ 10 acts of self-injurious behavior for 10 consecutive days.
- \* Quarter 3 : \_\_\_\_\_ 10 acts of self-injurious behavior for 10 consecutive days.

## \* Change in School Placement

- \* Sometimes a student needs a school change
  - \* New needs emerge that indicate a change in programming
  - \* Progress seems stuck
  - \* Not the right match



## \* Transition Back to Local School Division

- \* LEA case manager makes contacts with public school representatives
- \* IEP development of specific plan
- \* Collaborative planning
- \* Discussion of supports
- \* Saying goodbye



## \* Positive Outcomes

- \* Developing skills for becoming productive, independent and skilled adults
- \* Experiencing success in educational settings and in personal relationships
- \* Obtaining and maintaining employment
- \* Understanding interpersonal strength
- \* Becoming part of a community
- \* Demonstrating independence to the best of their ability in vocational/work training or day programs
- \* Accessing Virginia adult services with reduced or without any 1:1 intensive behavioral support services

# \* And then some...

- \* Year in Review / Cycle
- \* Share newsletters
- \* Questions and discussions

## \* Year in Review

What is working well for private school and LEA partnership?

What isn't working well for private school and LEA partnership?

What are some possible resolutions to areas of difficulties? Improvements?

What are new areas to explore? How can we better support each other?

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