

NOVEMBER 13, 2025
GCASE

FROM AWARENESS TO ACTION:

SUPPORTING LOW-INCIDENCE SELF-CONTAINED

CLASSES FROM PRE-K-8TH GRADE

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FULTON COUNTY SCHOOL DISTRICT



Fulton
County Schools
Where Students Come First

AGENDA



TOPIC/TASK	TIME
Agenda & Learning Targets	2 minutes
Pulse Check	3 minutes
Support Framework	5 minutes
Low Incidence Self-Contained Program Look For Tools	20 minutes
Common Classroom Supports	20 minutes
Application	5 minutes
Closing/ Q&A	5 minutes

LEARNING TARGETS



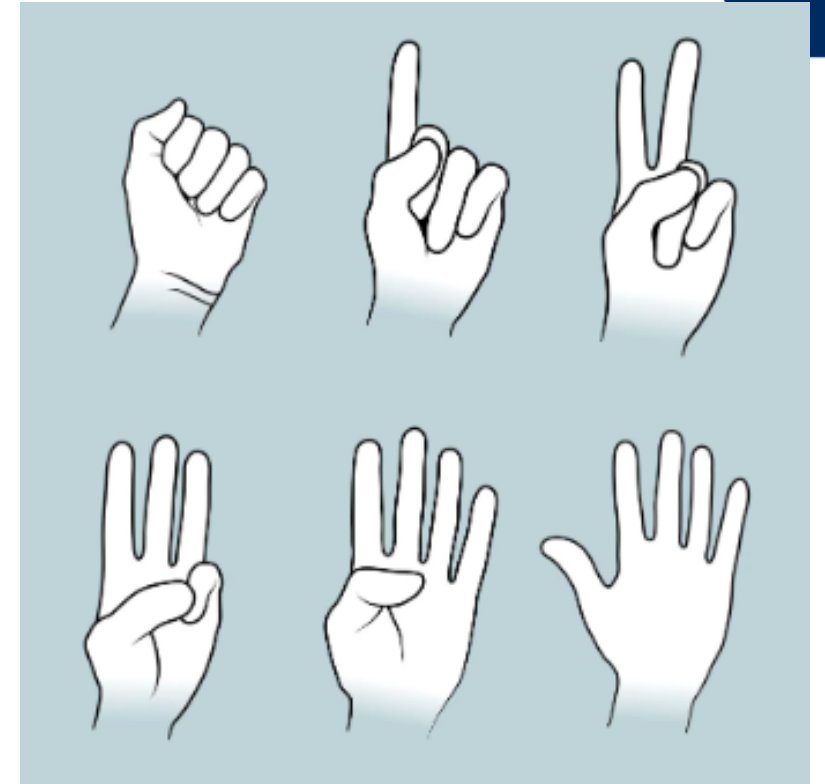
To provide participants with a better understanding of how to support students in low-incidence self-contained program classes and action steps to increase accountability within these classes



To provide participants with an outline of "look-for" components for low-incidence program classes from PreK-8th grade

Fist to Five

- New to low-incidence self-contained classes – 0
- You could teach this course - 5

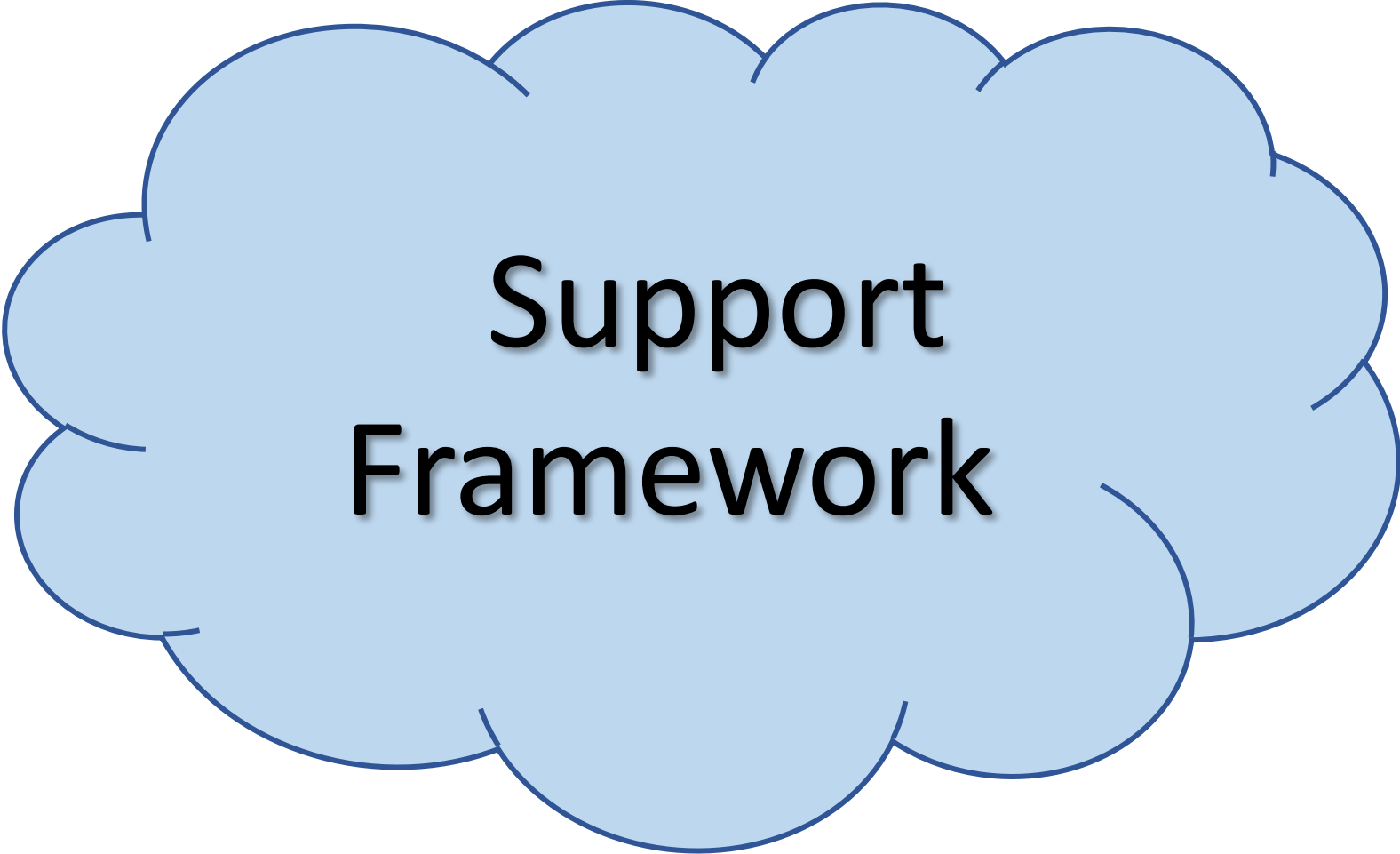


Pulse Check



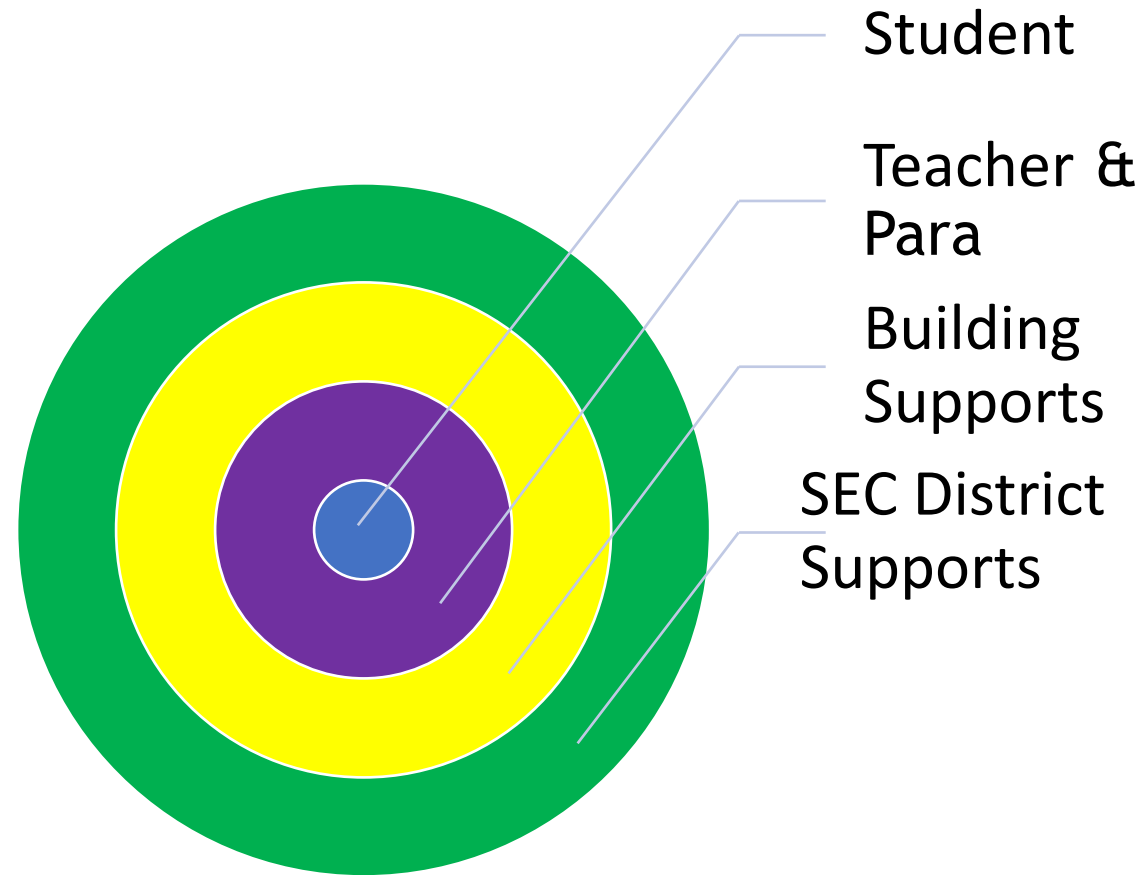
- Where do you go to find support and guidance for low-incidence self-contained classes?
- What do you do first when you have a concern in one of these classes?
- What type of concerns do you typically have, or predict you might have, about your teachers in these classes?





Support Framework

WE are *all* responsible for impacting the classroom conditions.



Building Blocks for our Look For Tools



Specially Designed
Instruction (SDI)

Standards Based
Instruction

Relationships & Routines

Instructional Tools

Look Fors





Program
“Look For”
Tools

"Look For" Tools



PSE

**Program "Look For" Tool:
Preschool Special Education (PSE)**

Purpose



The *Program "Look For" Tool* is a means to provide SEC personnel and school administrators with a structured and systematic approach to observe and evaluate Preschool Special Education (PSE) programs. This tool aims to enhance the effectiveness of PSE programs by offering a clear framework of the programs' core components.

Observation Details

Date		School	
Teacher		Program	
Start Time:		End Time:	

Domain	Indicator	Rating
Relationships and Routines	Teacher has a visual schedule posted and marks the passing of time.	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Teacher has behavioral expectations and rules visible and reviews them often with the whole class.	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Teacher provides positive and specific feedback to all students.	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Families are visually represented in the classroom (photos posted, class book, etc).	<input type="checkbox"/> Yes <input type="checkbox"/> No

KSE

**Program "Look For" Tool:
Kindergarten Special Needs (KSE)**

Purpose

The *Program "Look For" Tool* is a rating scale that provides SEC personnel and school administrators with a structured and systematic approach to observe and evaluate Kindergarten Special Education (KSE) programs. This tool aims to enhance the effectiveness of KSE programs by offering a clear framework of the programs' core components.

Observation Details



Date		School	
Teacher		Program	
Start Time:		End Time:	

Domain	Indicator	Rating
Wonders	Wonders	
	Instruction is evident	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Instruction is aligned to lesson plans for the day	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Teacher at the correct pace. If not, the teacher has sufficient reasoning	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Heggerty	
	Instruction is evident	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Instruction is aligned to lesson plans for the day	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Teacher on correct pace. If not, teacher has sufficient reasoning	<input type="checkbox"/> Yes <input type="checkbox"/> No

"Look For" Tools

AU Support

Self-Contained

*** ADMINISTRATOR USE ***

Program "Look For" Tool: Self-Contained Autism/Intellectual Disabilities

Purpose



The Program "Look For" Tool is a rating scale that provides school administrators with a structured and systematic approach to observe and evaluate AU/ID program teachers. This tool aims to enhance the effectiveness of self-contained AU/ID programs by offering a clear framework of the programs' core components.

Observation Details

Date:	School:
Teacher:	Program:
Start Time:	End Time:

Key: A: 100%(all) B: 75-99%(most) C: 50-74% (some) D: 49-1% (few) E: 0% (none)

TKES Standard	Domain	Indicator	Rating
PS1: Professional Knowledge	Instructional Tools	Current TeachTown program in use: <input type="checkbox"/> Basics <input type="checkbox"/> Encore <input type="checkbox"/> Social Skills <input type="checkbox"/> Transition to Adulthood <input type="checkbox"/> Health and Wellness	
PS2: Instructional Planning		Teacher or paraprofessional is engaged in a teacher-led technology lesson. Students are engaged in a student-led technology lesson. Students are utilizing the manipulatives kits, leveled books, and/or student workbooks.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E
PS7: Positive Learning Environment		Teacher draws students' attention to daily schedule. Teacher or student marks schedule to show the time of day.	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E
PS9: Professionalism	Relationships and Routines	Teacher reviews rules with the whole class. Teacher provides positive feedback to all students.	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E
PS10: Communication		Paraprofessional(s) understands and follows zone plans. Paraprofessional(s) is actively engaged with students.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No
PS3: Instructional Strategies	Standards Based Instruction	Teacher has appropriate materials for the lesson/instruction is readily available for all students. Teacher states the learning objective. Teacher introduces the lesson.	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No
PS4: Differentiated Instruction		Teacher models the skill. Teacher guides the students to participate in shared practice of the skill. Teacher cues the students to take control of the learning process.	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E
		Teacher provides appropriate error correction to all students. Teacher provides appropriate level of prompting to all students. Teacher differentiates the lesson for all students.	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E
		Teacher expands on the lesson's objective.	<input type="checkbox"/> Yes <input type="checkbox"/> No

*** ADMINISTRATOR USE ***

SEC Program "Look For" Tool: Autism Support

Purpose

The Program "Look For" Tool is a rating scale that provides SEC personnel and school administrators with a structured and systematic approach to observe and evaluate Autism Support programs. This tool aims to enhance the effectiveness of Autism Support programs by offering a clear framework of the programs' core components.

Observation Details

Date:	School:
Teacher:	Program:
Start Time:	End Time:

Key: A: 100%(all) B: 75-99%(most) C: 50-74% (some) D: 49-1% (few) E: 0% (none)

TKES Standard	Domain	Indicator	Rating
PS1: Professional Knowledge	Instructional Tools	Current program in use: <input type="checkbox"/> Lindamood Bell <input type="checkbox"/> Numeracy Project <input type="checkbox"/> Social Thinking <input type="checkbox"/> Other:	
PS2: Instructional Planning		Teacher or paraprofessional incorporates technology, in moderation, within daily instruction. Students are utilizing the manipulatives, leveled books, and/or student workbooks.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E
PS7: Positive Learning Environment	Relationships and Routines	Teacher draws students' attention to daily schedule, including providing advanced warning prior to transitioning. With prompting or support as needed, student marks individual student schedule to build independence.	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E
PS9: Professionalism		Teacher regularly reviews rules and expectations with the whole class.	<input type="checkbox"/> Yes <input type="checkbox"/> No
PS10: Communication		Teacher provides positive feedback to all students. Paraprofessional(s) understands and follows zone plans.	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> Yes <input type="checkbox"/> No
		Teacher provides consistent, positive reinforcers aligned to students' interests and/or preferences.	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E
PS3: Instructional Strategies	Standards Based Instruction	Teacher has appropriate materials for the lesson/instruction is readily available for all students. Teacher states the learning objective.	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> Yes <input type="checkbox"/> No
		Teacher introduces the lesson.	<input type="checkbox"/> Yes <input type="checkbox"/> No
		Teacher models the skills, as appropriate, to support student understanding. Teacher guides the students to participate in shared practice of the skill, as appropriate to support student understanding.	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E
		Teacher provides appropriate error correction to all students. Teacher provides appropriate level of prompting to all students.	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E
Teacher differentiates the lesson for all students.		<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	

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TKES Alignment



- Take a few minutes to look through the “Look For” Tools
- Anything you notice? Wonder?
- Do you think these indicators help give you a better idea for how to rate teachers on TKES for performance management?



Let's Practice Using the Protocol...



**Program "Look For" Tool:
Preschool Special Education (PSE)**

Purpose
The *Program "Look For" Tool* is a means to provide SEC personnel and school administrators with a structured and systematic approach to observe and evaluate Preschool Special Education (PSE) programs. This tool aims to enhance the effectiveness of PSE programs by offering a clear framework of the programs' core components.

Observation Details

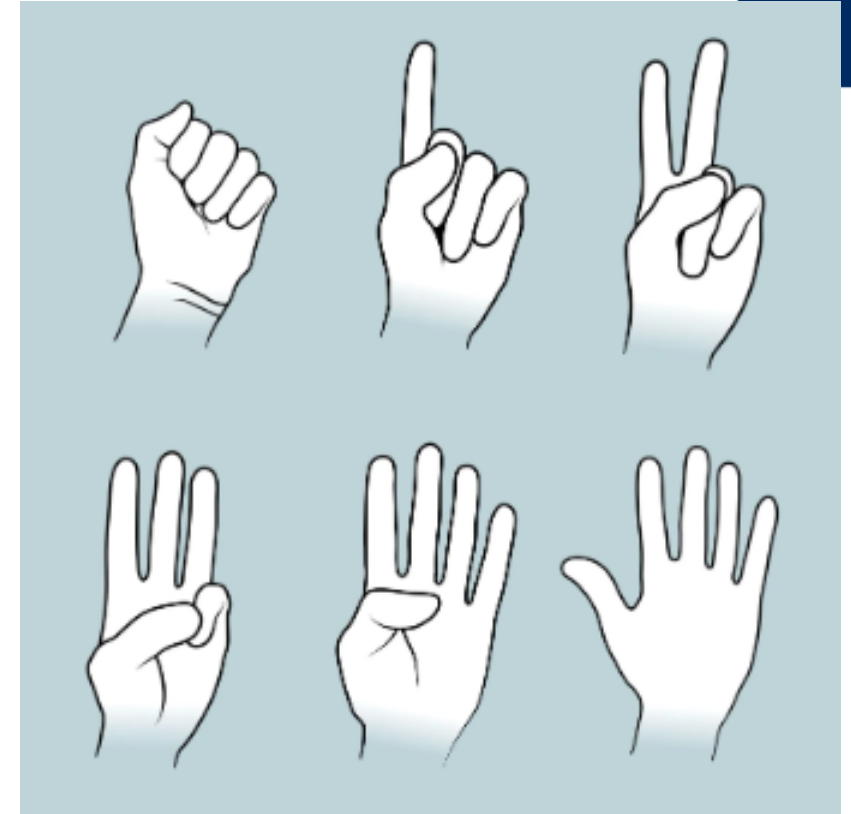
Date		School	
Teacher		Program	
Start Time:		End Time:	

Domain	Indicator	Rating
Relationships and Routines	Teacher has a visual schedule posted and marks the passing of time.	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Teacher has behavioral expectations and rules visible and reviews them often with the whole class.	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Teacher provides positive and specific feedback to all students.	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Families are visually represented in the classroom (photos posted, class book, etc).	<input type="checkbox"/> Yes <input type="checkbox"/> No

SEC Program Class Support Planning Protocol					
TKES Standards	Domain	Characteristics that strengthen classroom effectiveness	Characteristics that weaken classroom effectiveness	Tools for aligning understanding of effective classroom characteristics	Support Source
<input type="checkbox"/> PS1: Professional Knowledge <input type="checkbox"/> PS2: Instructional Planning	Instructional Tools			<input type="checkbox"/> District approved instructional guidance <input type="checkbox"/> District approved instructional tools <input type="checkbox"/> Grade Level SMF Learning Map	<input type="checkbox"/> Peer Model <input type="checkbox"/> Grade Level Chair <input type="checkbox"/> Department Chair <input type="checkbox"/> Math/Lit Coach <input type="checkbox"/> CST <input type="checkbox"/> Other:
<input type="checkbox"/> PS7: Positive Learning Environment <input type="checkbox"/> PS9: Professionalism <input type="checkbox"/> PS10: Communication	Relationships and Routines			<input type="checkbox"/> Daily schedule <input type="checkbox"/> Visuals for daily schedule <input type="checkbox"/> Visuals for daily rules <input type="checkbox"/> Student feedback tool <input type="checkbox"/> Zone Plan <input type="checkbox"/> Reinforcer Inventory <input type="checkbox"/> Positive Classroom Management System	<input type="checkbox"/> Peer Model <input type="checkbox"/> Grade Level Chair <input type="checkbox"/> Department Chair <input type="checkbox"/> Math/Lit Coach <input type="checkbox"/> CST <input type="checkbox"/> IST <input type="checkbox"/> SDI Coach <input type="checkbox"/> Other:
<input type="checkbox"/> PS3: Standards Based Instruction	Standards Based Instruction			<input type="checkbox"/> Grade Level SMF Learning Map <input type="checkbox"/> Grade Level Curriculum Map <input type="checkbox"/> Grade Level Scope & Sequence <input type="checkbox"/> Grade Level Lesson Plans <input type="checkbox"/> Teacher's Lesson Plan <div style="margin-left: 20px;"><input type="checkbox"/> w/ differentiation</div> <input type="checkbox"/> Small Group Lesson Plan <input type="checkbox"/> Grade Level planning meeting attendance <input type="checkbox"/> Grade Level PLC attendance <input type="checkbox"/> Error Correction strategies <input type="checkbox"/> Prompt Hierarchy <input type="checkbox"/> Assessment Plan <input type="checkbox"/> Assessment Data Analysis	<input type="checkbox"/> Peer Model <input type="checkbox"/> Grade Level Chair <input type="checkbox"/> Department Chair <input type="checkbox"/> Math/Lit Coach <input type="checkbox"/> CST <input type="checkbox"/> IST <input type="checkbox"/> SDI Coach <input type="checkbox"/> Other:
<input type="checkbox"/> PS2: Instructional Planning	Instructional Tools			<input type="checkbox"/> Student Eligibility Information <input type="checkbox"/> Student IEP	<input type="checkbox"/> Peer Model <input type="checkbox"/> Grade Level Chair

Fist to Five

- Do not have a strong grasp on this yet or don't see how it can benefit teams in my district – 0
- Feeling comfortable and confident with the ideas and think it could be beneficial – 5



Common Classroom Supports

Building Blocks for our Look For Tools



SDI

Standards Based
Instruction

Relationships & Routines

Instructional Tools

Common Concerning Classroom Conditions



Conditions impacting classroom success:

Characteristics:

Teacher Growth:

- Teacher is unprepared by their background and requires much learning related to the SEC Core Behaviors.
- Teacher may have the skill set, but does not have the will.
- Teacher does not follow through with strategies being modeled.
- Teacher's instruction is having little impact on student outcomes.

Common Supports for Classroom Conditions



Conditions impacting classroom success:

Common Next Steps for Support:

Teacher Growth:

- Identify a go-to person for day to day thought partnering, moral support, and problem solving.
- Ensure they know purpose of support for people in their classroom.
- Identify bite size, specific areas for growth.
- Observe teacher in action and provide specific feedback.
- Have prescheduled check-ins with reminders in between.

Instructional Tools



Instructional Tools	Programs	
	Current program in use:	
	<input type="checkbox"/> Lindamood Bell <input type="checkbox"/> Numeracy Project <input type="checkbox"/> Social Thinking <input type="checkbox"/> Other: _____	
	Teacher or paraprofessional incorporates technology in moderation, within daily instruction.	
	Students are utilizing the manipulative and/or student workbooks.	

Grade Level Chair

Curriculum Support Teacher

Math Coach, Lit Coach

Program SDI Coach, Program IST

Instructional Tools	TeachTown	
	Current TeachTown program in use:	
	<input type="checkbox"/> Basics <input type="checkbox"/> Encore <input type="checkbox"/> Social Skills <input type="checkbox"/> Transition to Adulthood <input type="checkbox"/> Health and Wellness	
	Teacher or paraprofessional is engaged in a teacher-led technology lesson.	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Students are engaged in a student-led technology lesson.	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E
	Students are utilizing the manipulative kits, leveled books, and/or student workbooks.	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E

Building Blocks for our Look For Tools



SDI

Standards Based
Instruction

Relationships & Routines

Instructional Tools

Common Concerning Classroom Conditions



Conditions impacting classroom success:

Characteristics:

Classroom staff roles and communication:

- Teacher and para are not intentionally communicating about instructional plans.
- Classroom staff do not know their roles and responsibilities.
- Collaboration with therapist/related service providers is either not occurring or is limited.
- Classroom staff do not have a positive working relationship.

Common Supports for Classroom Conditions



Conditions impacting classroom success:

Common Next Steps for Support:

Classroom staff roles and communication:

- Determine if the Zone Plan needs to be updated and if it is being adhered to.
- Determine when teacher is reviewing zone plan and lesson plan responsibilities with classroom paras.
- Use a day/week in review protocol to foster communication with teacher/paras.

Common Concerning Classroom Conditions



Conditions impacting classroom success:	Characteristics:
Classroom Management/Positive Behavior Supports:	<ul style="list-style-type: none">• Classroom Environment is not set up to facilitate student engagement.• Zone Plan and other essential structures are not in place.• Schedule is inconsistent, varying day to day.• Staff is not using positive behavior supports to address specific concerns.

Common Supports for Classroom Conditions



Conditions impacting
classroom success:

Common Next Steps for Support:

**Classroom
Management/Positive
Behavior Supports:**

- Complete classroom essentials checklists and identify areas for growth.
- Rearrange classroom environment to support routines, expectations, and engagement.
- Review classroom schedule, update as needed, follow up to see if it is being adhered to.
- Determine if classroom staff requires training to provide positive behavior supports, including any BIP trainings that are needed.

Relationships and Routines



Domain	Indicator	Rating
Relationships and Routines	Teacher has a visual schedule posted and marks the passing of time.	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Teacher has behavioral expectations and rules visible and reviews them often with the whole class.	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Teacher provides positive and specific feedback to all students.	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Families are visually represented in the classroom (photos posted, class book, etc).	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Paraprofessional(s) understands and follows zone plans.	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Paraprofessional(s) is actively engaged with students.	<input type="checkbox"/> Yes <input type="checkbox"/> No

Peer Model,
Department
Chair

Building IST,
CST

Program
SDI Coach

Behavior
Leads,
Program IST

Relationships and Routines	Teacher has a visual schedule posted and marks the passing of time.	
	Teacher has behavioral expectations and rules visible and reviews them often with the whole class.	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Teacher provides positive feedback to all students.	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Families are visually represented in the classroom (photos posted, class book, etc.)	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Paraprofessional(s) understands and follows zone plans.	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Paraprofessional(s) is actively engaged with students.	<input type="checkbox"/> Yes <input type="checkbox"/> No

Building Blocks for our Look For Tools



SDI

Standards Based
Instruction

Relationships & Routines

Instructional Tools

Common Concerning Classroom Conditions



Conditions impacting
classroom success:

Characteristics:

**Standards Based
Instruction:**

- Minimal rate of learning for most students.
- Staff is either unfamiliar with or not utilizing our county specific guidance for instructional planning.
- Planning for instruction is not occurring or plans do not match what is actually occurring in the classroom.
- There is no apparent basis for instructional planning and no evidence of progress monitoring.

Common Supports for Classroom Conditions



**Conditions impacting
classroom success:**

Common Next Steps for Support:

**Standards Based
Instruction:**

- Utilize Exemplar lesson plans, Weekly Spirals, Grade level plans, and/or Daily PPTs.
- Create protected time to review Program resources and expectations with classroom staff.

Standards Based Instruction



Standards Based Instruction	Teacher has appropriate materials for the lesson/instruction is readily available for all students.
	Teacher states the learning objective.
	Teacher introduces the lesson.
	Teacher models the skill.
	Teacher guides the students to participate in practice of the skill.
	Teacher cues the students to take part in the learning process.
	Teacher provides appropriate feedback to students.
	Teacher provides appropriate reinforcement to students.
	Teacher differentiates the lesson to meet the needs of all students.
	Teacher expands on the lesson to challenge students.

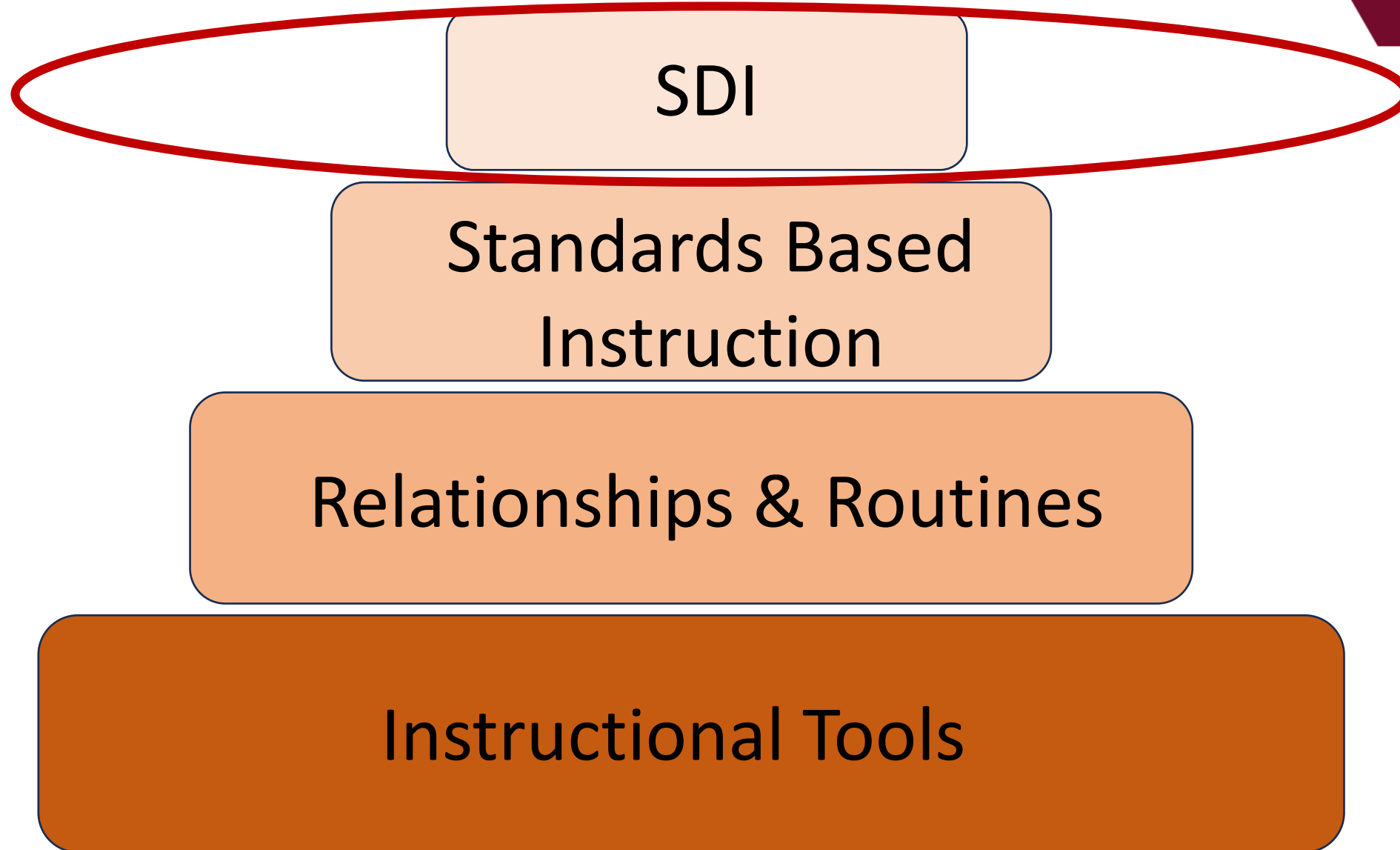
Peer Model,
Department
Chair

Building IST,
CST

Program
SDI Coach

Program IST

Building Blocks for our Look For Tools



Common Concerning Classroom Conditions



**Conditions impacting
classroom success:**

Characteristics:

Student performance:

- Staff is not implementing BIP with fidelity or does not know if there is a BIP.
- Students do not know the routines, rules, or expectations.
- One or more students are engaging in high levels of behaviors which endanger themselves, classmates and/or staff.
- Minimal progress monitoring is occurring to determine rate of student growth.

Common Supports for Classroom Conditions



Conditions impacting classroom success:

Common Next Steps for Support:

Student performance:

- Review of progress monitoring data.
- Review of IEP to determine whether an amendment is appropriate.
- Determine if classroom staff requires training to implement instructional accommodations and/or modifications.
- Determine if classroom staff requires training to implement BIP.

Common Concerning Classroom Conditions



Conditions impacting
classroom success:

Characteristics:

**Instructional
Planning,
Implementing and
Monitoring of SDI:**

- Lesson plans are not submitted or are incomplete – lacking required components.
- Planning for SDI is not occurring.
- Progress monitoring activities may occasionally occur for compliance purposes only.
- There is no apparent basis for instructional decisions.

Common Supports for Classroom Conditions



Conditions impacting classroom success:

Common Next Steps for Support:

Instructional Planning, Implementing and Monitoring of SDI:

- IEP and/or CLP review to ensure appropriate SDI is in lesson plans.
- Identify specific time of day explicit instructional opportunities are occurring for goals/objectives.
- Determine how classroom staff is collecting data and if they require additional training to do so.
- Determine when classroom staff is analyzing data and if they require additional training to do so.

Specially Designed Instruction



Specially Designed Instruction #1 Planning <i>Teacher collaborates with colleagues to plan explicit and systematic specially designed instruction that targets students' IEP goals/objectives and provides access to standards-based instruction.</i>	Teacher plans and prepares materials for life skills instruction for all students.
	Zone plans are created, posted, followed, and provided to all classroom staff members.
	Teacher plans for SDI by utilizing the Caseload Learning Plan specific to each student.
	Behavior interventions are prepared and readily available.
	Behaviors interventions are aligned to student IEP goals (if applicable).
	Teacher collaborates with key staff (e.g., related service providers) on support strategies.
	Teacher plans for progress monitoring goals and objectives (G/O), diagnostic and formative assessments for all students.

Peer Model,
Department
Chair

Building IST

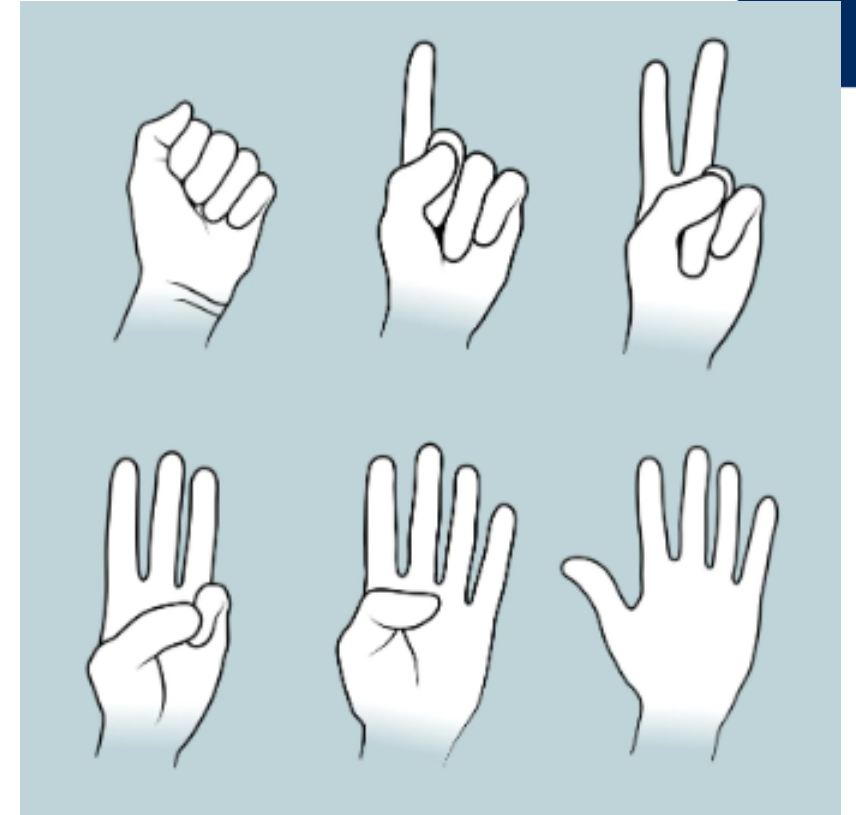
Program SDI
Coach

Behavior
Interventionist,
Program IST

Specially Designed Instruction #4 Monitoring <i>Teacher utilizes ongoing progress monitoring data and diagnostic assessment data to inform adjustments to specially designed instruction.</i>	Data collection system exists and is used.
	Data collection system is consistent with student progress on IEP goals and objectives.
	Data collection system contains data that align to students' goals and objectives.
	Data collection is utilized to inform adjustments to specially designed instruction.
	Evidence suggests students are demonstrating progress towards mastery.
	Student work samples are analyzed to describe level of prompting needed to complete task.
	Data is organized in a format that is easily shared with multiple stakeholders.

Fist to Five

- Do not have a strong grasp on this yet or don't see how it can benefit teams in my district – 0
- Feeling comfortable and confident with the ideas and think it could be beneficial – 5



Application

What now?

- **Bring everyone together**
 - Get everyone involved in supporting this student and/or staff together at the same time
 - Let everyone share their perspective
- **Ground everyone in something objective**
 - What are we using to calibrate the team on expectations and basis for the support we are outlining?
- **Ensure everyone knows their role**
 - What support needs to happen?
 - How do we check that each team member knows their role?
- **Have a follow up plan**
 - When will the team come back together to assess progress?
 - What will you do in between to ensure the plan stays on track?

PLAN

1. _____

2. _____

3. _____

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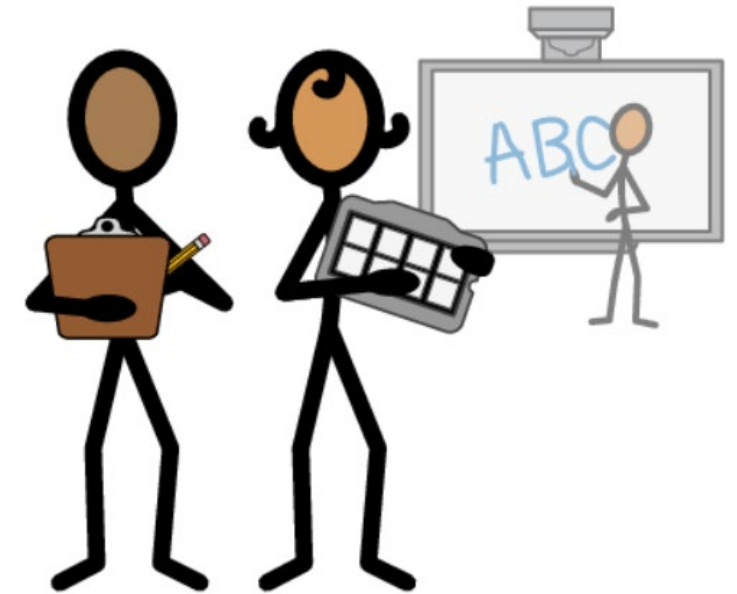
SEC Program Class Support Planning Protocol

School:		Date:	Time:
Program: Elementary: <input type="checkbox"/> AU Self-Contained <input type="checkbox"/> AU Support <input type="checkbox"/> DHH <input type="checkbox"/> ID Self-Contained <input type="checkbox"/> KSE <input type="checkbox"/> MID <input type="checkbox"/> OI <input type="checkbox"/> PSE <input type="checkbox"/> PK Inclusion <input type="checkbox"/> IRR <input type="checkbox"/> General Education		Middle: <input type="checkbox"/> AU Self-Contained <input type="checkbox"/> AU Support <input type="checkbox"/> DHH <input type="checkbox"/> MI/MO <input type="checkbox"/> OI <input type="checkbox"/> ID Self-Contained <input type="checkbox"/> IRR	High: <input type="checkbox"/> ID Self-contained <input type="checkbox"/> Transition Services Job Site <input type="checkbox"/> LIFE/Project Search Site <input type="checkbox"/> IRR
SEC Team Members		School-Based Team Members	Topics Covered During Visit
<input type="checkbox"/> Lead Teacher:	<input type="checkbox"/> Community Teacher:	<input type="checkbox"/> Teacher:	<input type="checkbox"/> behavior support <input type="checkbox"/> lesson plans
<input type="checkbox"/> Zone Program Specialist:	<input type="checkbox"/> Building IST:	<input type="checkbox"/> Para:	<input type="checkbox"/> classroom environment <input type="checkbox"/> materials
<input type="checkbox"/> Coordinator:	<input type="checkbox"/> Program IST:	<input type="checkbox"/> Other:	<input type="checkbox"/> classroom management <input type="checkbox"/> program information
<input type="checkbox"/> Other:	<input type="checkbox"/> SDI Coach:	<input type="checkbox"/> Other:	<input type="checkbox"/> communication/visuals <input type="checkbox"/> technology
			<input type="checkbox"/> data <input type="checkbox"/> zone plan/schedules
			<input type="checkbox"/> instruction <input type="checkbox"/> Other:
			<input type="checkbox"/> Other: <input type="checkbox"/> Other:
Notes			
•			
Needs			
•			
Next Steps/ Recommendations			
Item	Person Responsible	Due Date:	
1.			
2.			
3.			
4.			
5.			
6.			
7. Schedule Follow Up Meeting			

Where is your staff in need of support?



- Instructional Tools
- Relationships and Routines
- Standards Based Instruction
- Specially Designed Instruction





Next Steps

- What is a next step you can take in support of your low-incidence self-contained program classes?
- Who, besides your building-level Special Education lead, will you leverage for support in your building?



QUESTIONS & ANSWERS



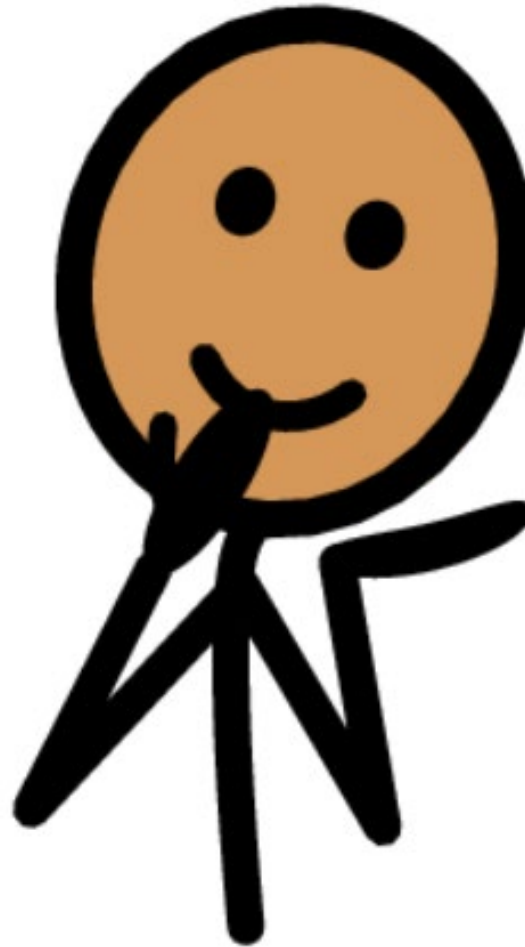
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If you need anything, please
call/email/text!

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**Thank
you!**