





GaDOE Special Student Services Initiatives

2018 -2019


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Georgia's System of Continuous Improvement




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Georgia's Multi-tiered Systems of Support

- Focuses on the whole child
- Tiered systems of support - blending academic skills and social-emotional behavior
- Team approach – collaborative decision-making and distributed leadership
- Data-based decision making
 - Universal Screening to identify students who may be at risk
 - Progress-monitoring – to evaluate effectiveness of instruction
- Evidence-based interventions at all tiers
- Differentiated Instruction


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MTSS

- Family and Community Engagement – improves academic and behavioral outcomes
- Professional Learning to enhance knowledge, skills, practices, and habits needed to create and support the learning environment
- Effective Leadership to ensure that district and school infrastructure, resources, and processes are aligned to meet the needs of ALL students

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High Leverage Practices In Special Education

Provide precision and clarity to responsible teaching

4 Domains

- Collaboration
- Assessment
- Social-Emotional Behavior
- Instruction


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Collaboration

- Collaboration with professionals to increase student achievement
- Organize and facilitate effective meetings with professionals and families
- Collaborate with families to support learning and secure needed services

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Assessment

- Use multiple sources of information to develop comprehensive understanding of student's strengths and weaknesses
- Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs
- Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes

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Social/Emotional/Behavioral Practices

- Establish a consistent, organized, and respectful learning environment
- Provide positive and constructive feedback to guide students' learning and behavior
- Conduct FBAs to develop individual BIPs

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Instruction

- Teach cognitive and metacognitive strategies to support learning and independence
- Provide scaffolding supports
- Use explicit instruction
- Use flexible grouping
- Use strategies to promote student engagement
- Use assistive and instructional technologies
- Provide intensive instruction
- Teach generalization across time and settings
- Provide positive and constructive feedback

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Evidence-Based Practices

- Standardized programs/interventions – peer reviewed and found to have documented evidence of effectiveness
- Supplement the general education curriculum
- Examples:
 - Check and Connect
 - Peer-Assisted Learning Strategies
 - Reading Mastery
 - Building Blocks for Math

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Check and Connect

- Personalized, timely intervention that focuses on problem solving, creating positive relationships, skill-building, and persistence.
- Four components:
 - Structured mentoring
 - Regular checks – using school data (ABC)
 - Timely interventions to reconnect student to school and learning
 - Engagement with families

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Positive Behavior Interventions and Supports

- Evidence-based, data-driven framework to improve school climate
- Focuses on ADULT behaviors
- Set of practices that school leadership uses – data review, teaching behavior, acknowledging and rewarding appropriate behavior, etc.
- Proven to reduce disciplinary incidents, increase a sense of safety, improve school climate, and support improved academic outcomes and social competence for all students.

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10 Critical Elements of PBIS

- PBIS Team - administrative support is critical
- Clear Behavioral Expectations
- Data – office discipline referrals
- Teaching Expectations - behavior specific praise/feedback, positive discipline policies
- Professional Development
- Classroom Routines
- Stakeholder Support – faculty, student, family, community
- Evaluation – fidelity data, annual evaluation of result
- Feedback and Acknowledgements

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PBIS

- Improved student attendance
- Improved student achievement
- Increased sense of safety and security
- Increased graduation
- Decreased dropout rate

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Youth Mental Health First Aid

The goal of YMHA is to prepare educators to identify students with mental health challenges and assist or refer the student/family to the appropriate services or interventions.

Free training to districts/teachers

- Universal Mental Health and Behavior Screening
- Layers of support
- Resource Mapping
 - Mental Health Supports
 - Academic Supports
 - Behavior Supports
- Suicide prevention and school safety

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Self-Determined Learning

- Empowering students to exert control over their lives
- Choice-making, goal-setting, planning, problem solving, self-management, self-advocacy, self-awareness
- Increases motivation
- Increases self-reported quality of life and life satisfaction – academic and employment

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Co-Teaching Modules

- Insuring that SWDs who are included in General Education classrooms are receiving appropriate instructional accommodations and supports.
- Insuring that teachers are trained
 - Roles and responsibilities
 - Co-teaching models

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Collaborative Communities

- Monthly meetings with GLRS Director, GaDOE District Liaison, and Special Education Directors in the GLRS region
- Focusing on General Supervision and compliant practices in Special Education programs (Disproportionality, Cross-Functional Monitoring)
- Opportunities to share best practices, brainstorm, and problem-solving with job-alike peers.

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Georgia Autism and Behavior Support Initiative

- Expert Regional Facilitators
- Five locations – Dalton, McDonough, Warner Robbins, Waycross, Albany
- 660 Teachers/Therapists in 57 school districts
- Common presentations based of teacher survey results (I.e., FBAs/BIPs, Functional social skills, communication devices)
- Time for job-alike collaboration and problem-solving
- Make-and-Takes

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Autism Consortium - Metro Autism Specialists

- Quarterly meetings
- Collaboration between school districts, university, and agency personnel (GSU, West Ga College, Mercer, Marcus Center, Emory Autism)

Better together!!

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IDEAS Conference

- June 3 - 7, 2019
- St. Simon's Island, GA
- Free week-long conference for teachers
- Provides high quality professional learning through workshops, sessions, and networking related to teaching students with disabilities
- 800 + participants

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