

# COSA Special Education Conference Review

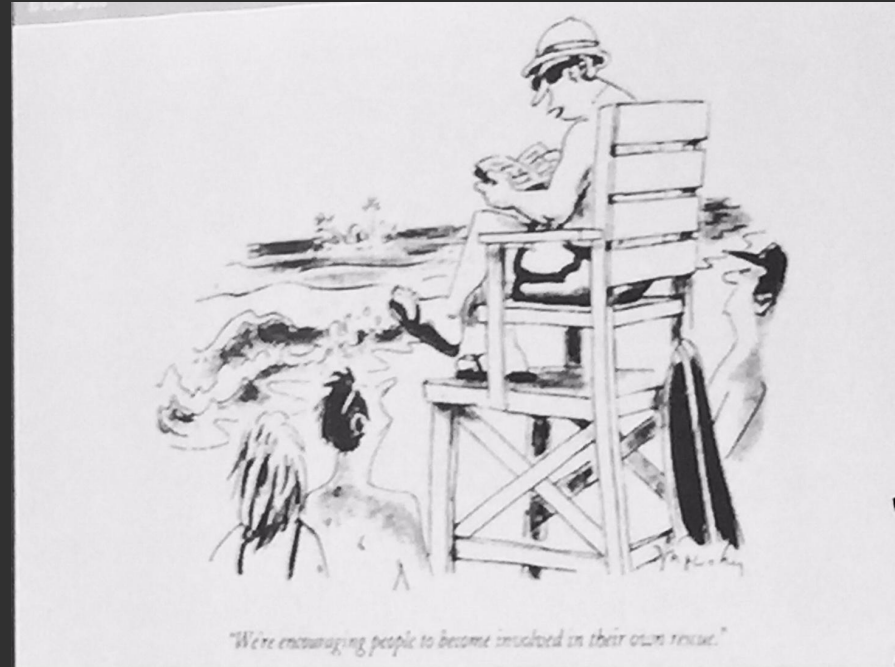
Fall 2018

# Collaborative Problem Solving



# Students Do Well

If they CAN



# Skills Deficit

The underlying belief is that challenging behavior is the result of one of the following lagging skills.

So teaching these skills is as fundamental as teaching core content.

## THINKING SKILLS REFERENCE SHEET

### Language and Communication Skills

- Understands spoken directions
- Understands and follows conversations
- Expresses concerns, needs, or thoughts in words
- Is able to tell someone what's bothering him or her

### Attention and Working Memory Skills

- Stays with tasks requiring sustained attention
- Does things in a logical sequence or set order
- Keeps track of time; correctly assesses how much time a task will take
- Reflects on multiple thoughts or ideas at the same time
- Maintains focus during activities
- Ignores irrelevant noises, people, or other stimuli; tunes things out when necessary
- Considers a range of solutions to a problem

### Emotion- and Self-Regulation Skills

- Thinks rationally, even when frustrated
- Manages irritability in an age-appropriate way
- Manages anxiety in an age-appropriate way
- Manages disappointment in an age-appropriate way
- Thinks before responding; considers the likely outcomes or consequences of his/her actions
- Can adjust his/her arousal level to meet the demands of a situation (e.g., calming after recess or after getting upset, falling asleep/waking up, staying seated during class or meals, etc.)

### Cognitive Flexibility Skills

- Handles transitions, shifts easily from one task to another
- Is able to see "shades of gray" rather than thinking only in "black-and-white"
- Thinks hypothetically, is able to envision different possibilities
- Handles deviations from rules, routines, and original plans
- Handles unpredictability, ambiguity, uncertainty, and novelty
- Can shift away from an original idea, solution, or plan
- Takes into account situational factors that may mean a change in plans (Example: "If it rains, we may need to cancel.")
- Interprets information accurately/avoids over-generalizing or personalizing (Example: Avoids saying "Everyone's out to get me," "Nobody likes me," "You always blame me," "It's not fair," "I'm stupid," or "Things will never work out for me.")

### Social Thinking Skills

- Pays attention to verbal and nonverbal social cues
- Accurately interprets nonverbal social cues (like facial expressions and tone of voice)
- Starts conversations with peers, enters groups of peers appropriately
- Seeks attention in appropriate ways
- Understands how his or her behavior affects other people
- Understands how he or she is coming across or being perceived by others
- Empathizes with others, appreciates others' perspectives or points of view

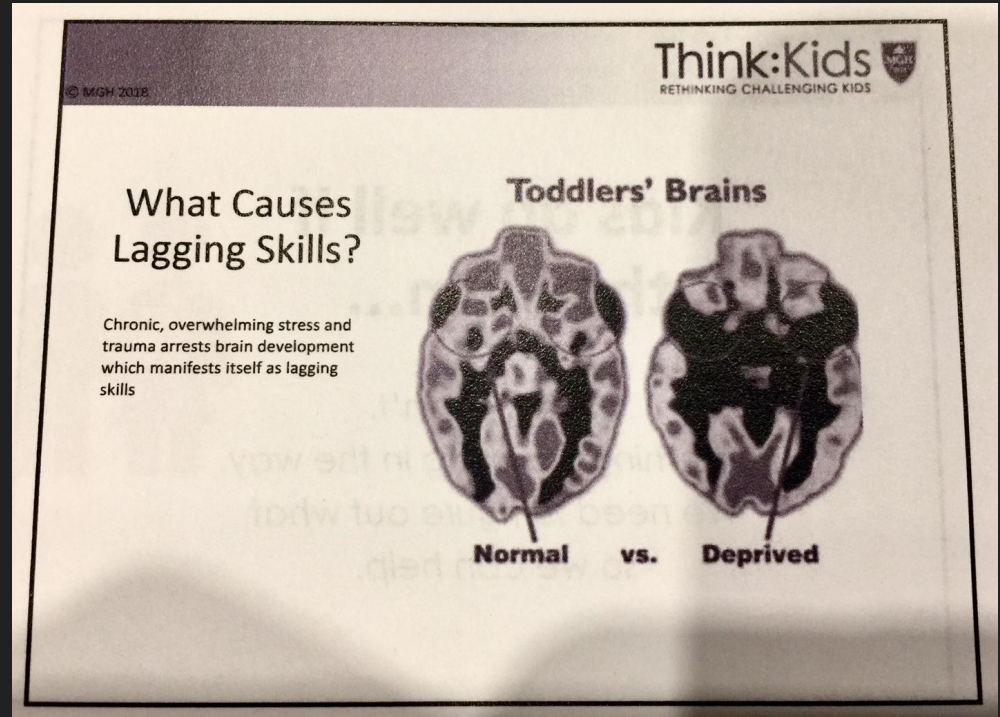
# When problems arise...

There are always only three options:

- A) Impose will
- B) Collaborate to solve the problem
- C) Ignore the problem

# Trauma Informed?

We will not be a trauma informed organization until we stop using control and power to attempt to motivate students who simply don't yet have the skill to perform at the target level.



# 17% Sped, 13% PIP

Lagging Skills that lead to responses we consequence:

- Language Communication
- Attention and Working Memory
- Emotion and Self Regulation
- Cognitive Flexibility
- Social Thinking

80 - Other He	Parkrose High Sc	14
	Parkrose Individu	13
	Parkrose Middle	20
	Prescott Element	4
	Russell Elementa	5
	Sacramento Elen	5
	Shaver Elementa	2

	Shaver Elementa	1
40 - Visual Impairment Total		2
50 - Commun	Parkrose High Sc	11
	Parkrose Individu	4
	Parkrose Middle	22
	Prescott Element	28
	Russell Elementa	29
	Sacramento Elen	23
	Shaver Elementa	31
50 - Communication Disorder Tota		148


60 - Emotion:	Parkrose High Sc	5
	Parkrose Individu	7
	Parkrose Middle	8
	Prescott Element	1
	Russell Elementa	3
	Sacramento Elen	1
	Shaver Elementa	1
60 - Emotional Disturbance Total		26

Our percent eligible will  
never decrease unless  
we learn to  
acknowledge and adjust  
at the classroom level.



# Collaborative Problem Solving

CPS	More complex cognition	CPS - Rigorous, self-advocacy and community advocacy are the goal
FBA	IDD, ASD, at peak of escalation cycle	FBA - Foundational, Compliance is the goal



CPS is a more rigorous form of behavior support and skill building than FBA. It requires more of the following for both the adult and the student:

- Flexibility / adaptability
- Frustration tolerance
- Problem solving

# What can we do? What are our limitations?

## DO:

- Train EAs and specialist as skills trainers to develop and coach this methodology

## Reality:

- Kids will continue to need to “qualify” for a tier of service unless we take a more comprehensive approach
- Specialists will continue to carry this load, unrealistically, and our turnover will continue
- We will not realize the transformation of school discipline until we invest in this like we have with AVID: lead by principals, all teachers participate, money, PD time, etc.

# Secondary Transition

# Key Points

- What special education students and families report about school experience, one year later:
  - Nothing about me without me
  - Presume competence
  - Please teach more about how to advocate for myself given my strengths and needs

Trends from Legal, ODE, USDOE

# Trends

- Focus on Inclusive Practices as a Civil Rights Issue
- West Linn - Wilsonville, Newberg, Hillsboro named as model districts
- Higher standard for parental and student involvement
- National Innovations:
  - Questioning K-12 structure - why grade bands by age?
  - Early Childhood STEM Centers
  - Model Demonstration Projects to improve outcomes for youth with intellectual disabilities in elementary and middle school

# Highlights from the team

- NEW Autism Spectrum Disorder Eligibility requirements effective Jan 1, 2019.
- Coming soon: Developmental Delay is a new eligibility category available until 3rd grade.
  - Prediction is we will be able to make more accurate eligibility decisions between Intellectual Disability, Autism Spectrum Disorder, Emotional Disturbance, and Communication Disorder (where many fall currently when we are unsure).
- NEW requirement of full FBA / BSP for any student eligible for 504 or Special Education who poses threat of harm to self or others
  - Increase in workload as we have typically done a shorter version
  - Required meaningful participation of those responsible for implementing
  - Case Managers and Counselors need to be proficient in understanding of this new law