

Social and Emotional Learning and IEP Development

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WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION

Tony Evers, PhD, State Superintendent

TODAY'S WORK

- Understand *what* a CCR-IEP is
- Explore *why* social and emotional learning is a critical component of the IEP
- Learn *how* to utilize Wisconsin's Social and Emotional Learning Competencies within the IEP process

What is a CCR IEP?



CCR IEP = College and Career Ready IEP

An Individualized Education Program (IEP) developed to :

- meet the unique disability-related needs of a student
and
- help ensure the student graduates ready for further education, work, and living in the community

CCR IEP 5 Step Process Back to Basics

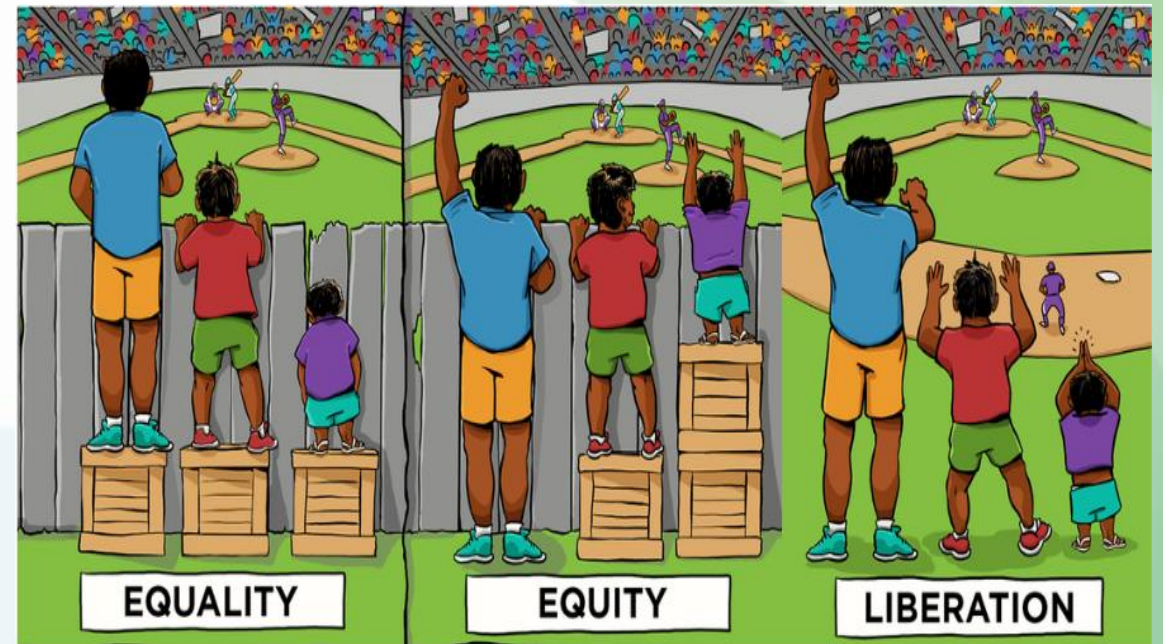


The Power of Beliefs



CCR IEP 5 Beliefs

- High Expectations
- Culturally Responsive Practices
- Student Relationships
- Family and Community Engagement
- Collective Responsibility

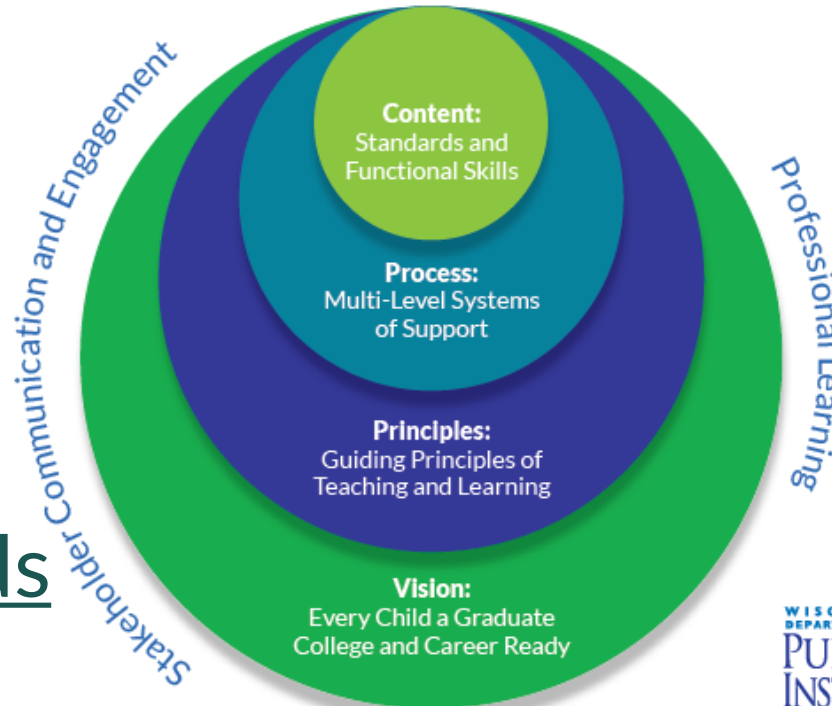


Standards and Expectations

The Relationship Between:
Vision, Principles, Process, Content

Wisconsin Academic Standards

Alternate Academic Achievement Standards
(Essential Elements)
for students with the MSCD



Early Learning Standards
(WMELS)

Social and Emotional Learning Competencies

SEL Defined

Social and Emotional Learning is the process through which children and adults **acquire** and effectively **apply** the *knowledge, attitudes, and skills* necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions..

Why is SEL an important part of IEPs?

- Students with disabilities often report difficulties with social relationships

(Blake, J., Lund, E., Zhou, Q., Kwok, O. & Benz, M., 2012)

- Disability may effect social and emotional development
- *Autism*
- *Emotional Behavioral Disability*
- *Communication*

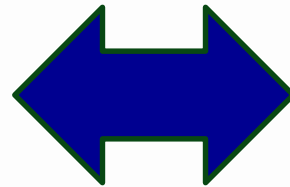
Functional Skills

- Are those skills or activities that are not considered academic or related to a child's academic achievement
- May include:
 - Everyday living, school, work and play habits
 - Health-enhancing physical activity
 - Transitioning across settings and activities
 - Organization
 - **Social and emotional skills**

Relationship Between Academic and Functional Skills

Achievement Gaps
May Affect Self Efficacy, Motivation, and Adult/Peer Relationships

Academic Standards



Functional Gaps
May Affect Access to Instruction and Understanding “How” to Engage with Instruction

SEL Competencies

Connection Between Reading and Behavior

- Integrating behavior supports in reading instruction produces larger gains in literacy skills **(Stewart, Benner, Martella, & Marchand-Martella, 2007)**.
- Improving the social behavior of students results in more minutes spent in academic instruction **(Putnam, Handler and O’Leary-Zonarich, 2003; Putnam, Handler, Rey and O’Leary-Zonarich, 2002)**.
- High quality instruction engages students and leads to reduction in problem behavior **(Sanford, 2006; Preciado, Horner, Baker, 2009)**.
- Students who have difficulty with reading may find ways to escape or avoid reading activities **(McIntosh, Horner, Chard, Dickey, & Braun, 2008)**.

How does this effect IEP Development?



Step 1

Understand Achievement



Understand achievement of grade-level academic standards and **functional expectations** to identify the student's strengths and needs

Step 1 Key Ideas

- Identify and document student strengths in relationship to improving student outcomes
- Understand early childhood/grade-level academic standards and functional expectations (to identify areas of strength and concern)
- Document current performance compared to standards and expectations
 - Consider skills needed to access, engage and make progress in general education curriculum, instruction, other school activities and environments
 - Consider multiple sources of data



SEL
Competencies

For Example...

EMOTIONAL DEVELOPMENT				
Understand and manage one's emotions				
No.	CASEL Domain	PK-5K	1st-3rd	4th-5th
3	Self-Management	Learners will be able to, with adult guidance, display age appropriate self-control. <i>WMELS Domain II A EL.1</i>	Learners will be able to, with adult guidance, demonstrate a variety of strategies to manage strong emotions.	Learners will be able to, with minimal adult guidance, manage emotions (e.g., stress, impulses, motivation) in a manner sensitive to self and others.

EMOTIONAL DEVELOPMENT cont'd				
Understand and manage one's emotions				
No.	CASEL Domain	6th-8th	9th-10th	11th-Adult
3	Self-Management	Learners will be able to identify what triggers a strong emotion and apply an appropriate calming or coping strategy to defuse the emotional trigger.	Learners will be able to consistently use appropriate calming and coping strategies when dealing with strong emotions.	Learners will be able to predict situations that will cause strong emotions, and plan and prepare to manage those emotions.

Considerations

- What data do you need? What do you want to know?
- What contextual factors influence the absence or presence of the skill?
- How do you collect data for Step 1 around social and emotional skills?
- What existing data might you include?
- Does the data you have match the social and emotional skill the student may be lagging?

Reflect, Discuss, Apply...

Think of a student you work with. Using the competencies as your guide, describe their present level as it relates to social and emotional learning. Remember to include data from multiple sources to support your description.

Step 2: Identify Effects of Disability on Access and Achievement

Identify how the student's disability affects academic achievement and functional performance

Step 2 Key Ideas

Step 2 has three parts:

- Document of observations of the effects of the student's disability on access, engagement and progress
- Analyze root causes
- Synthesize and summarize disability-related needs

Linking Steps 1 and 2

Step 1	Step 2		
Current Levels “What” Reporter	Effects “How” Observer	Root Cause Analysis “Why” Analyst	Disability-Related Needs “Summary” Synthesizer

CCR IEP 5 Step Process Chart



STEP 1	STEP 2			STEP 3	STEP 4
<p>Current Level(s) Report data/information about academic and functional performance</p> <p><i>Understand</i> "What" <i>Reporter</i></p>	<p>Effects Observations-How disability affects access, engagement, progress</p> <p><i>Identify</i> "How" <i>Observer</i></p>	<p>Root Cause Analysis Discussion-Whys and other factors</p> <p><i>Identify</i> "Why" <i>Analyst</i></p>	<p>Disability-Related Needs Student focused, address effects</p> <p><i>"Summarize"</i> <i>Synthesizer</i></p>	<p>Measurable Annual Goals Ambitious Achievable</p> <p><i>Develop</i> <i>Developer</i></p>	<p>Services Address needs and goals- Clearly stated</p> <p><i>Align</i> <i>Architect</i></p>
<p>STEP 5- Analyze progress towards goals to evaluate what works and what is needed to close student achievement gaps</p>					

CCR-IEP 5-Step Process Chart and SEL

STEP 1	STEP 2			STEP 3	STEP 4
Current Level(s) Report data/information about academic and functional performance <i>Understand</i> "What" <i>Reporter</i>	Effects Observations- How disability affects access, engagement, progress <i>Identify</i> "How" <i>Observer</i>	Root Cause Analysis Discussion of Whys and other factors <i>Identify</i> "Why" <i>Analyst</i>	Disability-Related Needs Student focused, address effects, reflect root causes <i>"Summarize"</i> <i>Synthesizer</i>	Measurable Annual Goals Ambitious Achievable <i>Develop</i> <i>Developer</i>	Services Address needs and goals- Clearly stated <i>Align</i> <i>Architect</i>
What is the student's performance as related to grade-band SEL competencies? <i>For example, a 6th grade student engages in verbal arguments with peers on average 5 times per week requiring adult intervention. This occurs during unstructured times (e.g. lunch, recess, hallways). The student is removed from regular education environment average of 2 times a month for no more than 30 minutes.</i>	What are the effects of this behavior on the student's access, engagement, and progress in the general education classroom? <i>Verbal arguments during unstructured times.</i> <i>Verbal arguments do not occur in structured small groups when an adult provides direction to the group or when the student is in a small group of preferred peers.</i> <i>Student has few close friends and often sits alone.</i> <i>The student generally responds to verbal redirection from adults.</i>	Why isn't the student meeting the grade-band competency? When discussing why, consider if the student is not meeting a grade-band competency as a result of the student not acquiring the skill or if the student has acquired the skill but is not able to apply it (at the appropriate time, in the appropriate manner, in the appropriate sequence). <i>Why is the student removed from regular education environment (see effect statements)?</i> <i>The student argues with peers.</i> Why?	Determine the specific disability-related needs that affect SEL based upon the effects found and the outcome of the root cause analysis. The WI SEL Competencies may be a useful tool to clearly communicate the students disability related needs that affect SEL. <i>The student needs to improve communication skills needed to independently establish and maintain social relationships.</i> <i>The student needs to develop perspective-taking strategies to predict how their own behavior affects the emotions of others.</i>	Using data related to the current present to the current present to identify a baseline and develop a realistic level of attainment. <i>Example of goal:</i> <i>The student will identify the perspective of others.</i> <i>Baseline: Given a social story, the student identifies the perspective of others 0/4 times.</i> <i>LOA1: Given a social story, the student identifies the perspective of others ¾ times.</i>	Does the student require specially designed instruction, supplementary aids and services or other supports to address the disability-related needs that affect SEL? The student will receive specially designed instruction in social skills.
STEP 5- Analyze progress towards goals to evaluate what works and what is needed to close student achievement gaps					

Reflect, Discuss, Apply...

Think back to the student you work with. Take a few minutes to work through Step 2. You may use the Process Chart as your guide.

STEP 2		
<i>Effects</i> Observations-How disability affects access, engagement, progress <i>Identify</i> <i>"How"</i> <i>Observer</i>	<i>Root Cause Analysis</i> Discussion-Whys and other factors <i>Identify</i> <i>"Why"</i> <i>Analyst</i>	<i>Disability-Related Needs</i> Student focused, address effects <i>"Summarize"</i> <i>Synthesizer</i>

What did you notice... Type in Chat!

1. How did the SEL competencies help you better describe a student's current levels?
2. Did the SEL competencies support your understanding of the effects of the disability in Step 2?
3. Were you able to identify specific SEL needs based on the effects and outcome of the analysis?
4. Did the SEL competencies serve as a useful tool to identify a skill baseline and develop a realistic and achievable goal?

Step 3: Develop Ambitious and Achievable Goals

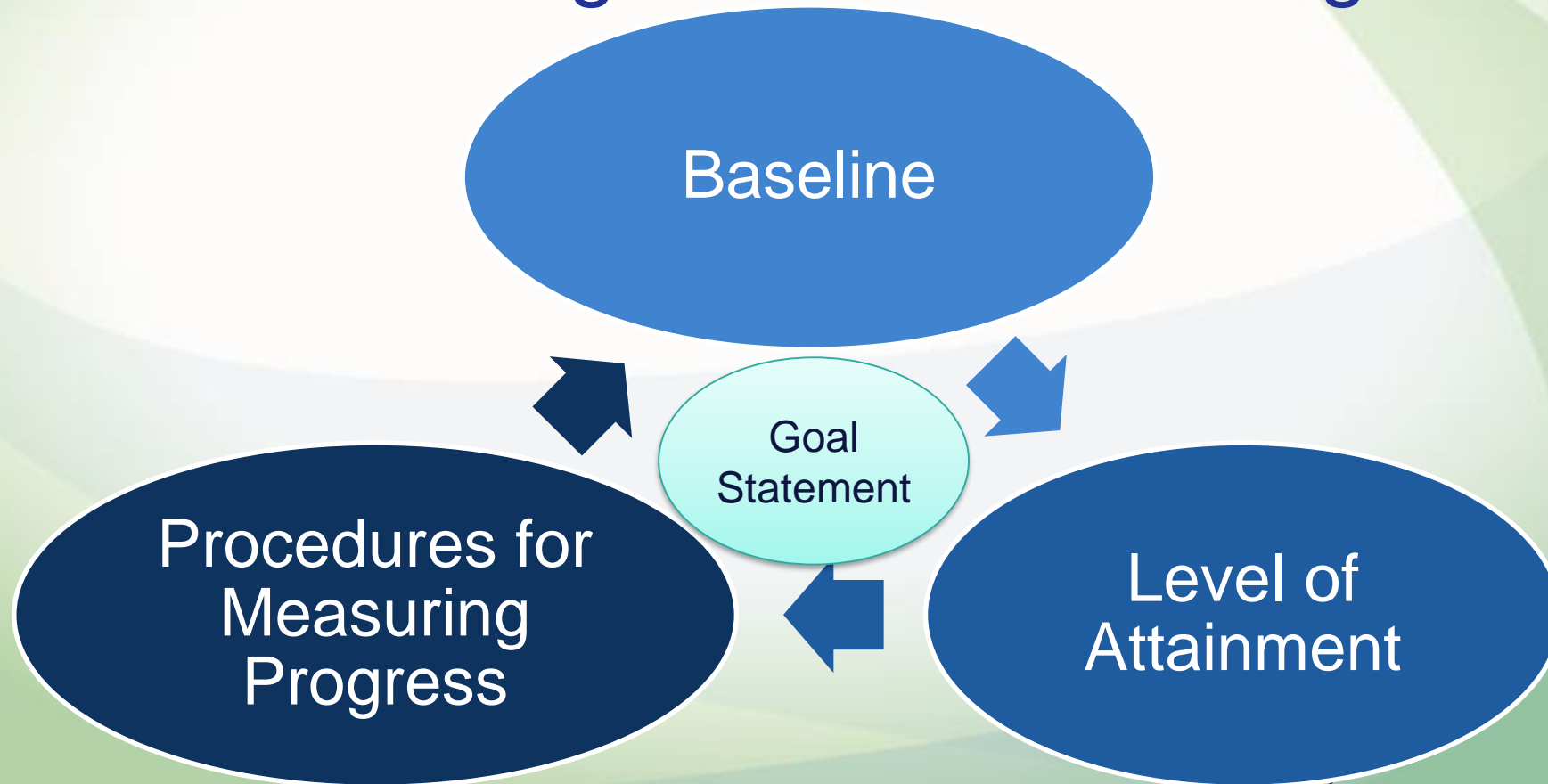
Develop ambitious and achievable goals that close achievement gaps and support the unique strengths and needs of the student.

Step 3 Key Ideas

- IEP goals address “why” (i.e. root causes) the student is not meeting early childhood/grade-level standards or expectations
- IEP goals address student specific disability-related need(s) that will improve access, engagement and progress toward standards and expectations (i.e., effects)
- IEP goals are measurable, ambitious and achievable

Components of IEP Goals

The “measure” in measurable goals should align all of the following



Step 4: Align Special Education Services

Align specially designed instruction, services, supports and accommodations needed to support the goals and ensure access to the general curriculum.

Graphic organizers and visual supports to enhance access to coping strategies

Supplementary Aids and Services

Social Skills Group

Staff training on student's self-regulation strategies

Program Modifications or Supports for School Personnel

Peer Mediated Instruction and Interventions

Specially Designed Instruction

Specially Designed Instruction in self-regulation strategies

Related Services

Counseling

Step 5: Analyze Progress Towards Goals

Analyze progress towards goals to evaluate what works and what is needed to close the student's achievement gaps.

RESOURCES



CCR IEP Webpage

<https://dpi.wi.gov/sped/college-and-career-ready-ieps>



CCR IEP Learning Resources

<https://dpi.wi.gov/sped/college-and-career-ready-ieps/learning-resources>

The screenshot shows the website for the Wisconsin Department of Public Instruction. At the top, there is a navigation bar with links for Home, Families & Students, Schools & Educators, Libraries, and Data & Media. Below this is the department's logo and a search bar. The main content area is titled "CCR IEP LEARNING RESOURCES" and features a large heading "CCR IEP Learning Resources". A sub-heading reads "Explore in-depth information and resources about CCR IEPs." Below this, there is a section for "Upcoming Learning Opportunities" with the text "Regional CCR IEP Training Calendar coming soon!". At the bottom, there are four featured resource cards: "Introductory Resources and Full Day Trainings", "5 Beliefs" (with sub-points "High Expectations" and "Culturally"), "5 Step Process" (with sub-point "Step 1 - Understand Achievement"), and "Digging Deeper: Special Topics" (with sub-point "Coming Soon!").

Home | Families & Students | Schools & Educators | Libraries | Data & Media

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Search

Special Education

- Special Education Index
- What's New
- Information for Educators
- Information for Families
- Results Driven Accountability
- College and Career Ready IEPs
- Special Education Program Areas
- Early Childhood Special Education

CCR IEP LEARNING RESOURCES

CCR IEP Learning Resources

Explore in-depth information and resources about CCR IEPs.

Upcoming Learning Opportunities

Regional CCR IEP Training Calendar coming soon!

- Introductory Resources and Full Day Trainings**
- 5 Beliefs**
 - High Expectations
 - Culturally
- 5 Step Process**
 - Step 1 - Understand Achievement
- Digging Deeper: Special Topics**
 - Coming Soon!

Culturally Responsive Practice



Family and Community Engagement in Promoting Excellence For All



Wisconsin State Parent Educator Initiative (WSPEI)

<http://wspei.org/>

WSPEI CCR IEP Family Engagement Resources
<http://www.livebinders.com/play/play?id=2191148>

Report of the State Superintendent's
Parent Advisory Council

September 2017

dpi.wi.gov/pacreport

Collective Responsibility Co-Teaching



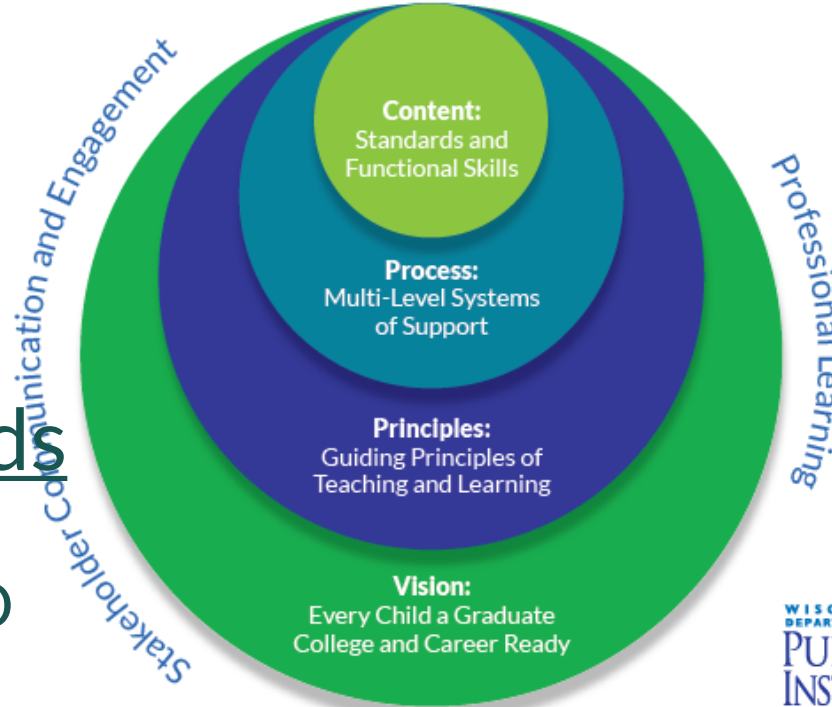
<https://youtu.be/Xurgvdq3J8s>

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Early Learning
Standards
(WMELS)

Social Emotional
Learning
Competencies

Universal Design for Learning (UDL)

and the CCR IEP 5 Step Process

A Lens for Factors Affecting Student Performance



UDL checkpoints can help IEP teams identify and describe effects of disability and guide IEP goal and service planning

	Engagement	Representation	Action and Expression
Systematic Predictable Barriers	Options for self-regulation	Options for comprehension	Options for executive functions
	Options for sustaining effort and persistence	Options for language, mathematical expressions, and symbols	Options for expression and communication
	Options for recruiting interest	Options for perception	Options for physical action

CCR IEP Discussion Tool



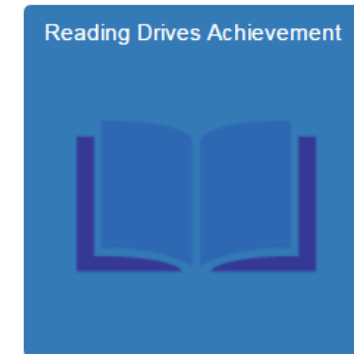
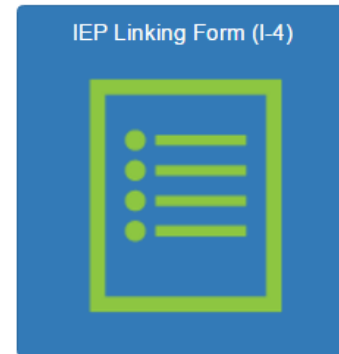
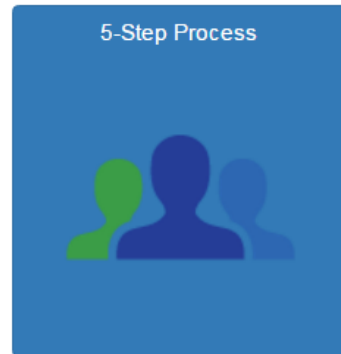
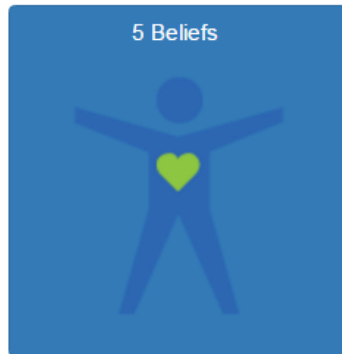
Developing a College and Career Ready IEP

For: Example Student

You can travel different pathways to develop a College and Career Ready IEP. Each pathway takes a slightly different approach or focus. Many of the same discussion questions are found in each pathway. If you answer a question in one pathway, the answer is automatically populated everywhere in the Discussion Tool where the question appears, regardless of the pathway. You may want to explore multiple pathways.

Each pathway includes a series of questions (referencing prompts on the IEP Linking Form). Use the Discussion Questions to begin exploring the topic. Use the Dig Deeper Questions to deepen your conversation. Use the Reflection Questions to self-check if you have covered some of the most important ideas about each topic.

Which pathway would you like to follow to start your discussion? Click on a pathway below to begin.



Selected Sample IEP Forms Resource Links

- [DPI Special Education Forms Page](#) (includes copies of all sample forms, history of changes to forms, and additional guidance)
- [Guide to Special Education Forms](#)
- [Sample IEP Forms Frequently Asked Questions \(FAQ\)](#)

Procedural Compliance Self-Assessment



Reading Drives Achievement:
Procedural Compliance Self-Assessment (RDA: PCSA)
Training and Certification



Welcome
COURSE
ORIENTATION

Part 1
EVALUATION

Part 2
INDIVIDUALIZED
EDUCATION
PROGRAM

Part 3
IMPLEMENTATION

Part 4
DISCIPLINE

Click Welcome to get started

Certification of Completion
(Directors Only)

спасибо
danke 謝謝
ngiyabonga
teşekkür ederim
dank je
gracias
tapadh leat
bedankt
hvala
mauruuru
dziękuję
thank you
mochchakkeram
go raibh maith agat
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