

Florida DOE Initiatives and Priorities for School Psychologists

*The Student Support Services Project
A collaborative effort between the Florida Department of Education and the
University of South Florida*

Things I have learned from my dog...



- Never pass up an opportunity to go for a joy ride.
- When loved ones come home, always run to greet them.
- When it is in your best interest, practice obedience.
- Let others know when they have invaded your territory.
- If you want what lies buried, dig until you find it.
- Avoid biting when a simple growl will do.
- When you're happy, dance around and wag your entire body.

Florida SBOE: ESE Rules

- 6A-6.030191, FAC: EPs for gifted (new rule)
- 6A-6.03020, FAC: Specially designed instruction for hospital/homebound (amended)
- 6A-6.03028, FAC: Development of IEP (substantially rewritten)
- 6A-6.030281, FAC: Service plans for SWD in private schools (new rule)

Florida SBOE (cont'd)

- 6A-6.03029, FAC: Development of family Support Plans (birth through 5) (amended)
- 6A-6.03032, FAC: Procedural safeguards for SWD (birth through 5) (amended)
- 6A-6.0331, FAC: Identification and eligibility of Exceptional students (substantially rewritten)
- 6A-6.03311, FAC: Procedural safeguards for SWD (substantially rewritten)

Florida SBOE (cont'd)

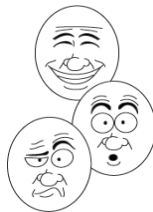
- 6A-6.03312, FAC: Discipline procedures for SWD (new rule)
- 6A-6.03313, FAC: Procedural safeguards for gifted students (new rule)
- 6A-6.03314, FAC: Procedural safeguards for SWD in private schools (new rule)
- 6A-6.03411, FAC: Policies and Procedures for the provision of SDI and related services for exceptional students (substantially rewritten)

Some make it happen

Some watch it happen.

And some say...

“What happened?”



Status of Reauthorization

- Title: "Improving Education Results for Children with Disabilities Act"
- Passed House in 2003, Senate in 2004
- 2 Weeks Ago, Senate and House conferees appointed
- THIS WEEK, announcement of hope to pass by end of year
- Virtually identical language in both versions

House-Senate Statements

- ...hailed by school administrators as "the best special education policy revisions we've seen in decades."
- Act focuses on, ..."improved education results, reducing paperwork, addressing problem of over-identification, and reforms funding
- Representative Ric Keller (R-FL) on committee
- 5 Republicans, 3 Democrats

Individuals With Disabilities Education Improvement Act

- In general, Notwithstanding section 607(b), when determining whether a child has a specific learning disability as defined in section 602(29), a local educational agency shall not be required to take into consideration whether a child has a severe discrepancy between achievement and intellectual ability in ...

Individuals with Disabilities Education Improvement Act

- (B) Additional authority. In determining whether a child has a specific learning disability, a local educational agency may use a process that determines if the child responds to scientific, research-based intervention.

Priorities for School Psychologists

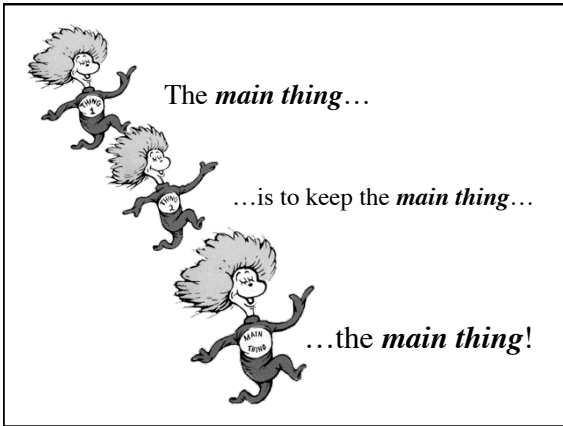
FOCUS ON:

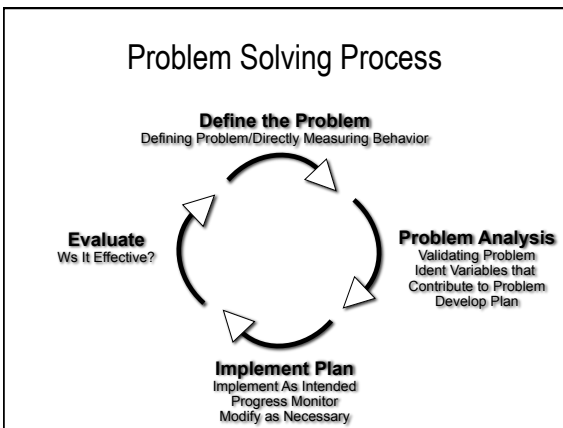
- Problem-Solving
- Student Services Accountability
- District Student Progression Plans
- Effective Organizational Consultation

Accountability for Services and Programs ...

Did our involvement have an effect on student

- Achievement
 - Do standardized test scores for targeted students improve when comparing two or more years?
- Attendance
 - Do absenteeism rates decrease for targeted students who have (10, 15, or 20 or more) absences when comparing semester attendance records?
- Behavior
 - Is there a decrease in the number of discipline referrals for those targeted students that have had 10 or more referrals in a semester when comparing one or more school years?





- Steps in the Problem-Solving Process**
1. Identify replacement behavior
 2. Determine expectation level
 3. Develop hypotheses(brainstorming)
 4. Develop predictions/assessment
 5. Develop interventions in those areas for which data are available and hypotheses verified
 6. Collect data for hypotheses not verified
 7. Follow-up schedule and data sharing

Why Problem-Solving ?
BIG IDEAS

- AYP and Disaggregated Data (NCLB) move focus of attention to student progress, not student labels
- Building principals and superintendents want to know if students are achieving benchmarks, regardless of the students "type"
- Accurate "placements" do not guarantee that students will be exposed to interventions that maximize their rate of progress
- Effective interventions result from good problem-solving, rather than good "testing"
- Progress monitoring is done best with "authentic" assessment that are sensitive to small changes in student academic and social behavior

Big Ideas (cont'd)

- Interventions must be "evidence based" (IDEA/NCLB)
- Response to Intervention(RtI) is the best measure of problem "severity"
- Program eligibility (initial and continued) decisions are best made based on RtI
- Staff training and support (e.g., coaching) improve intervention skills
- "Tiered" implementation improves service efficiency

The Obstacles...

- It's a different way of doing business for some.
- It requires an expanded set of skills.
- Interventions are integrated, not done by team members or special educators only
- Student progress is ALL that matters, not a safe haven.
- It can focus on OUR weaknesses rather than the students.
- It requires good collaboration, communication and a common commitment to student success.

Important Questions for District Leaders

- How do we institutionalize this new process?
- How does it dovetail with the current test-staff-place model?
- How do we ensure board and staff support?
- How do we implement training?
- How do we provide models (coaches) and technical support?
- How do we involve parents as partners in the process?

Is It All About Reading?

- 52% of IDEA \$\$ go to LD Programs
- 70% +/- of special education "activities" (e.g., evaluations, staffings, IEPs) related to LD cases
- 84-86% of students in LD because of reading/language arts
- 43-44% of IDEA \$\$ go to improve reading
- Changes in LD Rules will affect the vast majority of special education "activities"

Academic Improvement Plans (AIPs)

- Detailed plan designed to address barriers to academic progress
- Plan includes academic and behavioral interventions needed for student to engage in learning
- Desired outcome? To return student to appropriate status in the pupil progression plan

AIPs: Function and Use

- Recognition of at-risk status
- Record of intervention history
- Document effectiveness of interventions (RTI)
- Parent partnership/cooperation
- Focus on academic engaged time
- Integrate academic and support services

Counseling as a Related Service

- OSEP found districts in FL failed to provide counseling as a related service to SWD.
- All students identified as SED must have counseling as a related service listed in IEP.
- If needed to ensure successful inclusion of SWD, counseling as a related service should be included in IEP.
- If needed to enhance AET for SWD, counseling as a related service should be listed in IEP.

Disproportional representation in ESE programs

- High number of African American students in EMH
- Low number of African-American students in Gifted.
- Students with EMH placed in restrictive environments

All kids are gifted kids...some just open their packages earlier than others.

Michael Carr

Risk Index

The "risk index" is calculated by dividing the number of students from the target group (e.g., African American) placed in a disability category or program (e.g., MR) by the total number of students in that group enrolled in the school population.

Composition Index

The "composition index" compares the proportion of students from a group (e.g., racial or linguistic) within a disability category or special education program with the proportion of the same group of students in the general school population (Donovan & Cross, 2002).

Relative Risk Ratio

The odds of being identified if an individual is a member of a particular ethnic group.

2001-02 National Data

	Total
MH	603,613
LD	2,877,861
ED	477,088
All Dis.	5,853,181
Population	66,211,742

Composition Index

What percentage of students labeled as MH are African American/black?

All Students w/MH 603,613

AA Students w/MH 205,590

% of MH 34.1%

Risk Index

For an AA student,
what is the risk of being identified with MH?

- All AA Students 11,564,606
- AA MH 205,590
- % of MH 1.8%

➤ 1.8% of all AA students are at risk of being identified with MH

(National data continued)

Risk for AA students:

AA MH	All AA students	Relative Risk
205,590	11,564,606	1.78%

Risk for white students:

white MH	All white students	Relative Risk
308,243	41,677,1580	.74%

Relative Risk Calculation:

$$0.0178 / 0.0074 = 2.40$$

Florida's Data (baseline)

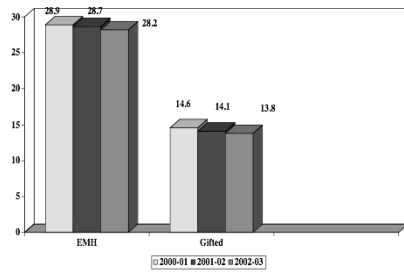
- 2000-01 data
 - Calculated percent of school population represented by AA (State =24.8%)
 - Calculated percent of EMH population represented by AA (State = 53.7%)
 - Calculated the disparity between the two (State = 28.9%)

Florida's Data

- 2000-01 data
 - Considered 3 criteria for identification of districts
 - Percentage of students identified as EMH
(STATE = 1.2%)
 - Racial/ethnic disparity in proportion of students identified as EMH
 - (STATE = 28.9%)
 - Percentage of EMH students in self-contained settings
(STATE = 62.6%)

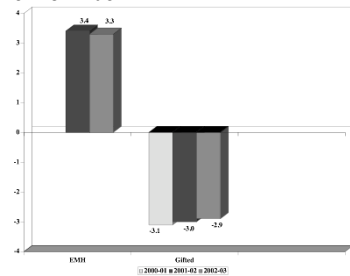
Florida's Data

• Composition Disparity



Florida's Data

• Relative Risk Index



Florida's Goals

- Increase the use of prevention and early intervention strategies
- Decrease inappropriate referrals of minority students to special education
- Increase appropriate referrals for gifted education
- Increase the number of schools using effective literacy and behavioral interventions for students who are culturally and linguistically diverse

Nonverbal Assessment of Intelligence

- If student is from a diverse background, nonverbal assessment may be a more accurate way to estimate his or her level of intellectual functioning.
- Nonverbal tests may be appropriate when English language proficiency is of concern.
- Nonverbal tests may be appropriate as additional source of data when initial results are scattered or inconsistent.

"You don't need a
weatherman
to know which way the
wind blows."
Bob Dylan

As School Psychologists, have we...

- Identified areas for necessary change?
- Informed ourselves by review of data in our school / district ?
- Been willing to engage in meaningful dialog about attitudes and beliefs ?
- Engaged in effective and efficient problem-solving?
- Advocated for systemic change?
- Contributed to a climate that supports success for all students?

Smile...



**If you can't
lift the
corners...**

**...let the
middle sag!**



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