

EI Data Collection Tool for Curriculum & Instruction

**Indicators from the Curriculum & Instruction section of Identified Pillars of High-Quality Programming for Emotional Impairments*

Student Description of Progress	<ol style="list-style-type: none"> 1. When asked, all students can describe their IEP goal(s) in developmentally appropriate language. 2. Students can share the mastery criteria for their IEP goal(s) in developmentally appropriate language. 3. Students can share their current progress toward achieving their IEP goal(s) in a measurable way. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Choice	<ol style="list-style-type: none"> 1. Choice is embedded into academic work (writing utensils, typing, scribing, the order of problems, eliminating a problem for each problem completed, seating options, individual vs. partner, topic for reading/writing, etc.). 2. If a student protests participating in a task, staff are observed to initially offer the student a choice related to the work rather than eliminating the work altogether. 3. Function-based antecedent strategies provide choice in student PBSPs, when appropriate, and strategies are implemented with fidelity. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Daily SEL Instruction	<ol style="list-style-type: none"> 1. Instruction related to Social-Emotional Curriculum occurs daily and curriculum includes all 5 CASEL standards for SEL (self-awareness, self-management, social-awareness, relationship skills, responsible decision making). 2. Staff are observed to teach SEL skills in addition to the targeted SEL lesson by embedding them throughout daily instruction. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Daily Schedule	<ol style="list-style-type: none"> 1. Lesson plans indicate targeted learning for students in each activity. 2. The daily schedule includes priority academic areas and social-emotional skill-building. 3. The daily schedule is posted, includes learning targets, and is available for students to reference throughout the school day. 4. The learning targets indicate what the student is doing rather than what the adult is doing. 5. The learning target describes the lesson's unique learning intention versus a broad objective or weekly goal. 6. Teacher references the daily schedule during 100% of the classroom transitions. 7. 100% of the day follows the daily schedule. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Calm ing	<ol style="list-style-type: none"> 1. Short, calming activities are included in the daily schedule/lesson plans, multiple times per day, and schedule is implemented with fidelity. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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For purposes of Kent ISD Coaching through the **District Action Planning and Capacity Building** process in alignment to Identified Pillars of Core Educational Practices

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viora Ther apy	<p>unhappiness or depression” receive CBT activities/interventions as part of their IEP goal.</p> <p>3. Documented observation indicates that staff consistently model reframing negative thought patterns for students when the opportunity arises.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vide o Mod eling	<p>1. Video modeling is included as a teaching strategy in students’ PBSPs, as appropriate, and strategies are implemented with fidelity.</p> <p>2. Video modeling is utilized during related services, such as social work, to help students practice demonstrating expected behavior (compared to practicing problem behavior).</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peer to Peer	<p>1. Participation in Peer-to-Peer opportunities is individualized, as evidenced by differences in student participation and scheduling.</p> <p>2. Students in the EI classroom are included in school-wide Peer to Peer opportunities as peer mentors if they are interested.</p> <p>3. General Education classmates are identified as peer mentors to help students in the EI program navigate general education environments, as determined by individual student data.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assi stive Tech nolo gy Cons idera tions	<p>1. The AT Consideration Guide is used to assess the needs of each individual student annually at a minimum.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of Assi stive Tech nolo gy	<p>1. When need is determined, Assistive technology is used to support students in accessing the general education curriculum.</p> <p>2. When need is determined, AT used improves the functional performance in one or more of the following areas: communication, performance tasks, participation in social activities, travel around the school, access to instruction/materials, proper seating/positioning.</p> <p>3. Students’ IEPs include the technology-related supplementary aids and services that are necessary to support students in the school environment and services are provided as indicated in the student’s IEP.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum & Instruction Total Score		/53	/53	/53

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