

Integrated Services  
Guidelines for Serving Students with Emotional Disabilities

*Preparing students socially and academically for  
success in school and in the community.*

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*Ft. Collins, CO • www*



## Acknowledgements

In the spring of 2008, a comprehensive evaluation of programs serving students with emotional disabilities was undertaken. The purpose of the evaluation was to identify competent practices, not any deficits c









- Exclusionary approaches (detentions, suspensions, etc.) erode student connectedness and lead to truancy and dropping out of school. Students thrive with relational security—knowing that adults are committed to their success and will work resolutely to that end.
- Social errors are inevitable. Effective consequences help students to take responsibility for their errors and make amends to those they may have offended.
- Student engagement in school often hinges on perceptions of being a valued, contributing member. Assisting students to discover their strengths and help them to be a part of their school reinforces a commitment to school and learning.
- ED students should be included in general education settings to the maximum extent possible.
- While participation in general education and community settings is an ultimate goal, students should demonstrate the prerequisite behaviors necessary to experience success in those settings.
- Transition planning is central to all we do. Student goals that focus on the behavioral skill sets necessary for success in the next life stage promote relevance in learning and greater success.
- Parent involvement is fundamental to student success. Regular structures for

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0750 320 7 (0) 0 24





## Matching Program Features to Student Characteristics

Presenting Problem	Program Feature
<ul style="list-style-type: none"> <li>• History of poor relationships with adults</li> <li>• Low self-esteem or failure identity</li> <li>• Inability to get along with peers and adults</li> <li>• Limited respect for role-bound authority</li> <li>• Lack of respect for self, others, property</li> <li>• Poor problem-solving; verbal aggression</li> <li>• Blaming others, not taking responsibility for own behavior</li> <li>• Lack of empathy for others; inability to understand others' feelings</li> </ul>	<p><i>Supportive Environment</i></p> <p><i>Social Skills Training</i></p>
<ul style="list-style-type: none"> <li>• Classroom disruptions; off task, wandering, disturbing others</li> <li>• Failure to complete, turn in work</li> <li>• Work quality below ability</li> <li>• Weak organizational skills</li> <li>• Limited study skills</li> <li>• Academic delays, spotty learning</li> <li>• Lack of commitment to curriculum</li> </ul>	<p><i>Structured Classroom Environment</i></p> <p><i>Study &amp; Organizational Skills</i></p> <p><i>Focused Academic Instruction</i></p>
<ul style="list-style-type: none"> <li>• Behavior resistant to change</li> <li>• Need for immediate gratification</li> <li>• No sense of personal efficacy or power</li> <li>• Belief that their inappropriate behavior is better</li> <li>• Limited or no motivation; poor goal orientation</li> <li>• Little or no value for school</li> </ul>	<p><i>Behavioral Interventions, Goal Setting, and Progress Monitoring</i></p>
<ul style="list-style-type: none"> <li>• Poor attendance, truancy</li> <li>• Emotionality, poor anger control, fighting, physical aggression</li> <li>• Depression</li> <li>• Influence of drugs, substances; aftereffects of substance use and abuse</li> <li>• Poor hygiene, self-care; unhealthy lifestyles</li> <li>• Family difficulties</li> </ul>	<p><i>Collaboration with Other Agencies</i></p>
<ul style="list-style-type: none"> <li>• “Give me” attitude or feelings of entitlement</li> <li>• Restricted leisure time skills</li> <li>• Inadequate employability or vocational skills</li> <li>• Lack of commitment to traditional curriculum</li> <li>• Poor work ethic</li> </ul>	<p><i>Service Learning, Transition Planning &amp; Pre-vocational Training</i></p>
<ul style="list-style-type: none"> <li>• Restricted parental involvement</li> <li>• Poor attendance</li> <li>• Lack of support by parents for school/staff</li> </ul>	<p><i>Parent-Home Involvement</i></p>

## ED Guidelines



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special services. The early intervention and prevention of disabilities through general education teacher consultation is a legitimate service provided by the Integrated Services team. ED teachers, psychologists, or social workers may engage in joint planning weekly, bi-weekly, or monthly with general educators to unfold interventions for unidentified students. Investing in the skill development of general educators is essential to meeting student needs, maintain



**Building Administrator** Studies show that building-level support from principals and general educators have strong effects on virtually all critical aspects of special education teachers' working conditions. The values and supportive actions of building administrators create the context through climate and culture for ED services to flourish. Their role is largely one of overseeing the provision of human and physical resources, but also providing continual support and, at times, personal engagement with teams and students. This role includes:

- Possess a thorough understanding of the program, its mission, philosophy, and best practices in service delivery, as well as legal requirements.
- Communicate value for and support of the program to the entire building staff.
- Participate in IEP meetings and/or ensure participation of critical staff.
- Promote a collaborative teaming environment for the program, ensuring the development and efficient operation of the team to plan and deliver services.
- Periodically attend team meetings and participate as requested for those cases where administrative assistance is needed.
- Meet with a designated team member periodically (school psychologist, social worker) to maintain familiarity with program activities, cases, and interventions.
- Ensure provision of materials and equipment necessary for program success.
- Set up structures for general education/special education col

- Design an orderly and motivating classroom environment that establishes personal responsibility through clear procedures and routines and effective displays, interest centers, exhibits of student work, etc.
- Create a climate of mutual respect to establish and reinforce acceptable student behavior, attitudes, and social skills.

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- Assist students in resolving personal and interpersonal problems on an individual or group basis at the request of teachers or the team.
- Assist the program in developing and/or implementing specialized curriculum and community-based learning activities.
- Work with general education staff to promote competence in meeting student behavioral needs.

**Social Worker** The school social worker brings an essential family and community systems framework to the team

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- Periodically discuss/review with their child the responsible behaviors expected at school.
- Communicate with the school if behavior problems or concerns develop.
- Respond in a cooperative and timely manner to school staff who are working to help solve a child's discipline problem (e.g., return phone calls, attend planning meetings).
- Support the school's disciplinary efforts with follow-