Addressing Equitable Outcomes in SPED

Two Graduate Program Models

2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE

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(Authority: 20 U.S.C. 1221e-3 and 3474)

About Us

LEAD SP + ED PROJECT

LEADERSHIP FOR SPECIAL POPULATIONS AND EDUCATIONAL DISPARITIES

Grant funded by the Office of Special Education Projects (OSEP)

Project THRIVE

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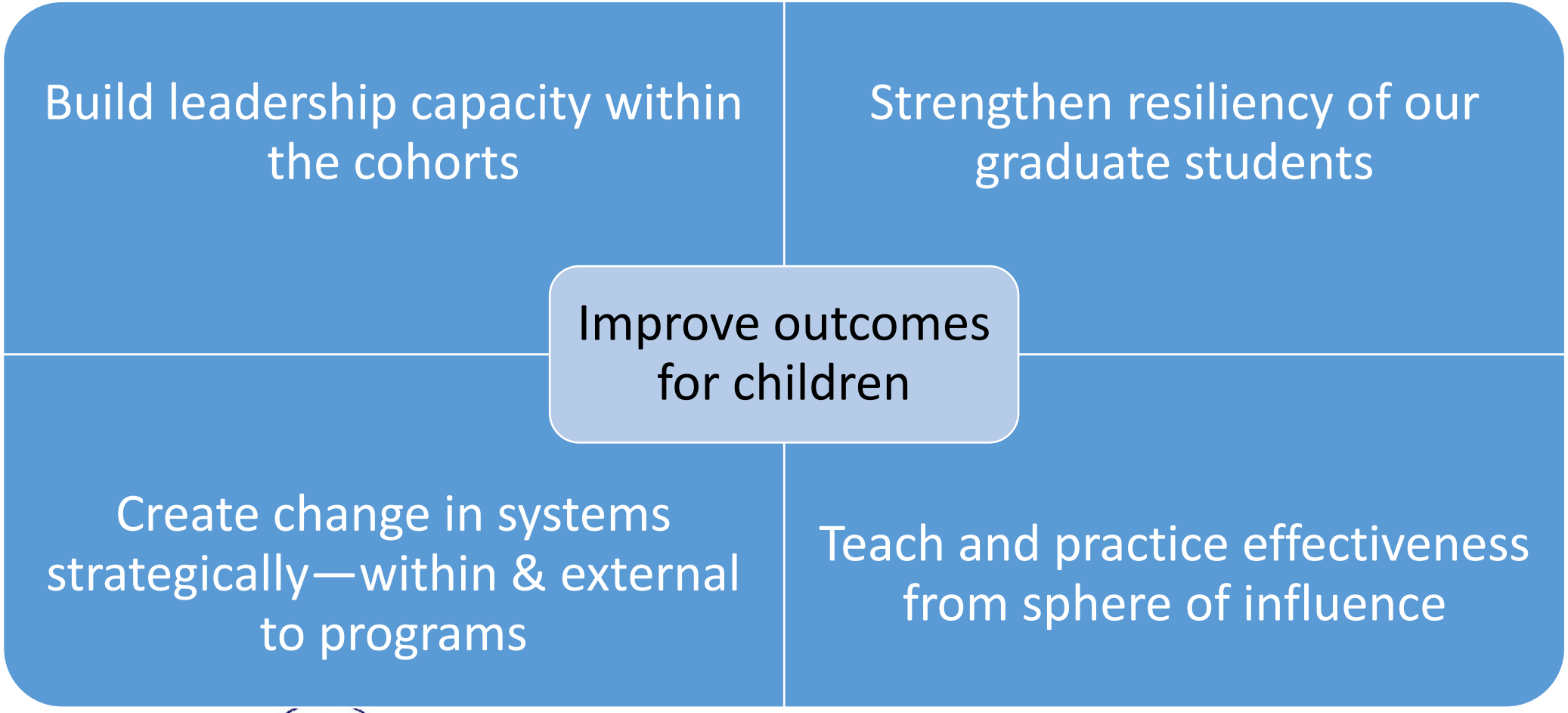
College of Education
UNIVERSITY OF HOUSTON

The College of Saint Rose

Modeling to Create Agents for Change: NOW



Topics of Conversations: Both Institutions

Perspective and Scholar Stories:

College of Saint Rose & University of Houston

- Navigating systems and systems change
- Capacity to leverage change, entry points, for change
- Collaboration (resilience, priorities, capacity as a leader)

- Activity & Audience Discussion

Project THRIVE

Navigating Systems

The College of Saint Rose

Competencies	Course offered	Responsible persons/Shared coursework or project	Dual[a] (SED)—54-57 credits (Cohort 1)	SPY—69 credits (Cohort 1)
Area 1: Knowledge and Skills in the Use of Multi-tiered Systems of Support (MTSS)	Fall 2020	Abbott, Gunar, and Ihle Shared Course or Project: Scholars in both programs complete this course together and will write a literature review and research proposal related to pupils with mental health concerns (MH).	(12 credits) SED 506-Research Methods (3) SPY 531-Advanced Developmental Psychology (3) (substitute for EPY 522/3)	(12 credits) EPY 500-Educational Research (3) SPY 531-Advanced Developmental Psychology (3)
Area 2: Models for Integration of Mental Health Practices within Schools (MH)				
Area 3: Models of Social Emotional Learning (SEL)	Spring 2021	Abbott, DeLuke, and Miller Shared Course or Project: Scholars in both programs complete the course together and will develop content knowledge to complete projects as they work across their respective disciplines (PBIS, SEL).	(12 credits) SED 512-Classroom Mgmt & Individual PBIS (3) EPY 535-Psychology of Diversity (3) (substitute for EPY 502)	(12 credits) SED 512-Classroom Mgmt & Individual PBIS (3) EPY 535-Psychology of Diversity (3)
Area 4: Knowledge of, and Skills in, Aspects of Executive Function (EF)				

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Navigating Systems

Improvement Science Principles

- Problem specific and user centered
- Performance will vary!
- Current system that supports current outcomes?
- Does it work? We've got to measure it!
- Drive improvement disciplined inquiry
- NICs: Scalable solutions

Scholar Stories

Kristen Wade: School Psychologist

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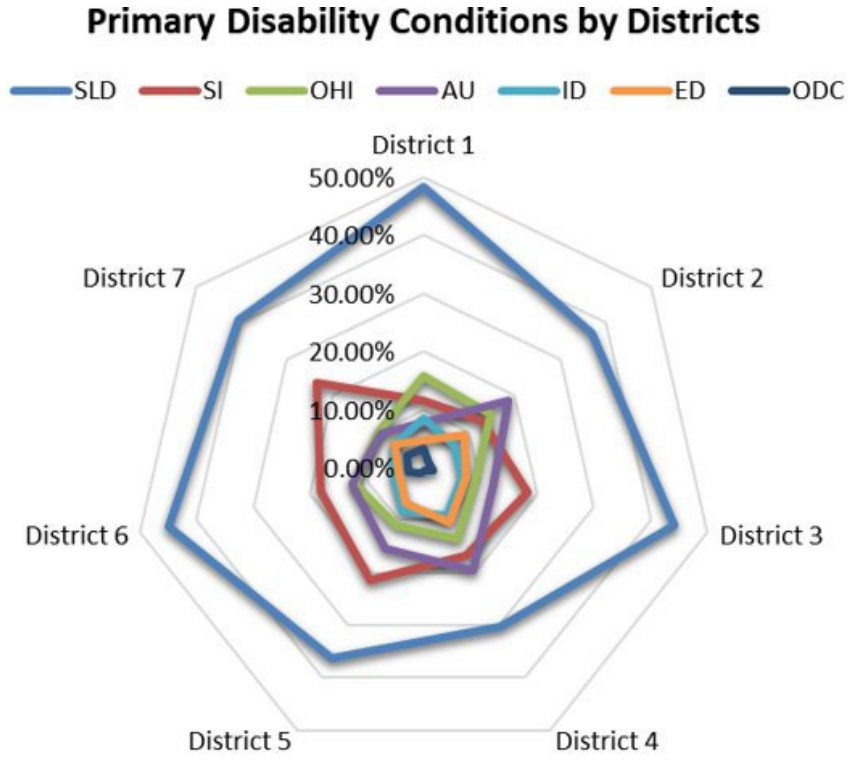
Scholar Stories

Dr. Alyson Posey & Dr. Beth Darby

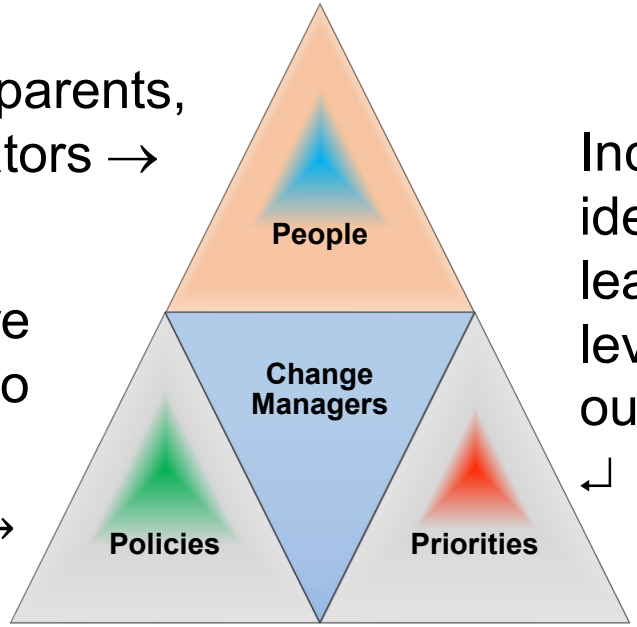
Disability Outcomes in a Public Charter School System



Overidentification of Autism in Asian American Students in Texas Public Schools

Students, parents, and educators →

Policies are designed to equalize outcomes↳



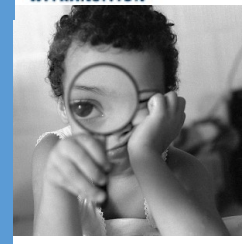
Incorrect identification leads to lower levels of student outcomes ↵

Building Capacity

Date	School Psychology	Special Education
October 2022	Review Psychological Evaluation Report (testing data)	Review Maryland IEP (needs and adaptations)
November 2022		
December 2022		
January 2023		
February 2023		

iTransition

WiTRANSITION



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Building Capacity

Asking Key Questions

What do you know about your system now?

What prevents you from moving forward?

How can what you've done this week support changes in your system?

Scholar Stories

Marinna Flagg: Special Educator

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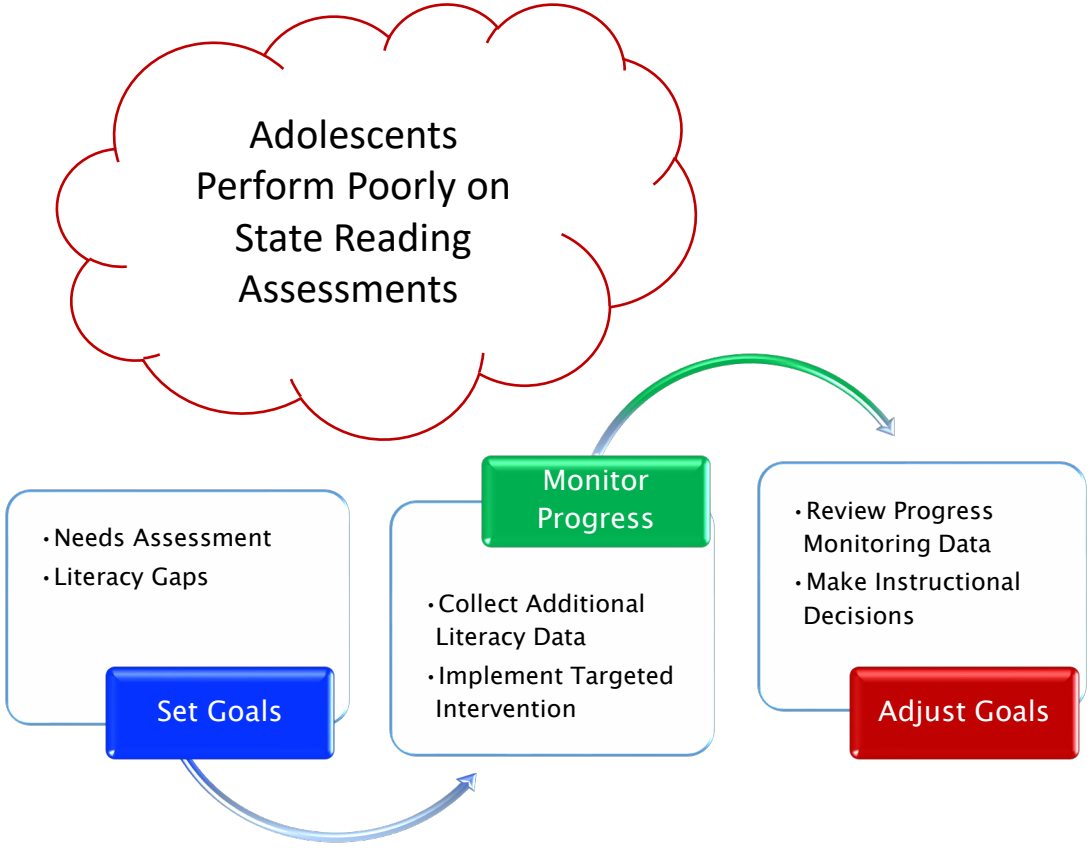
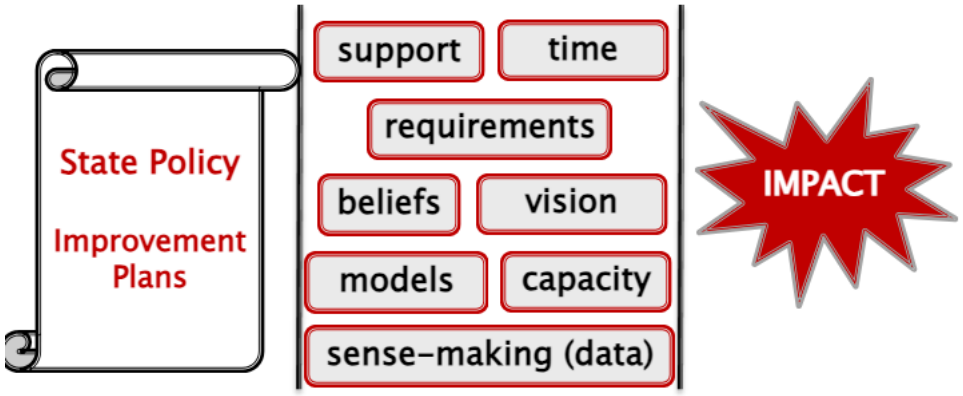
Scholar Stories

Dr. Hope Rigby-Wills & Dr. Dawn Oliver



The impact of improvement plans is hindered by barriers during development, implementation, monitoring, and evaluation.

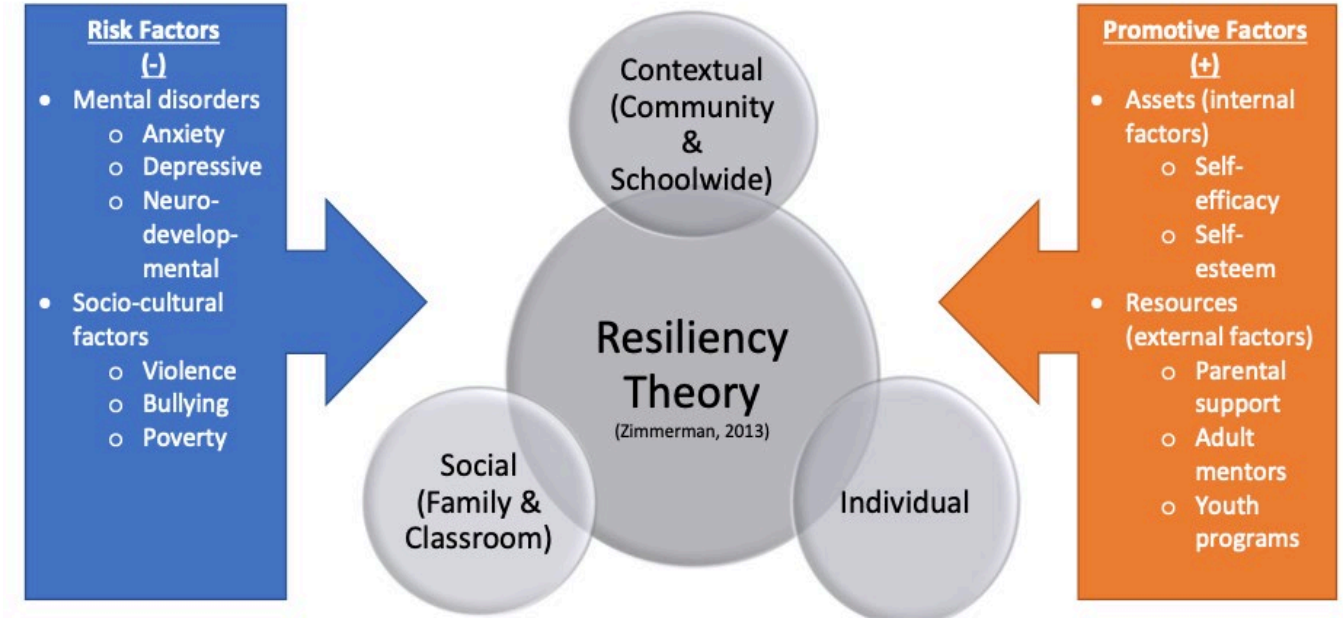


Project THRIVE

Collaborating

The College of Saint Rose

- Forming strong leaders
- Modeling SED/SPY professional roles
- •Collegial relationship of PI and Co-PI
- Cohort model
  - Shared coursework
  - Study sessions
  - Scholar meeting collaboration



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Collaborating

Networking and Adapting as Leaders

Scholar Stories

Dylan Conklin: School Psychologist

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Scholar Stories
Dr. Whitney Manuel

Behavioral Interventions and Strategies that Support Students with Disabilities and their Effectiveness for Future Success (Middle School)

Behavior as Communication

↓

Evidence-Based Interventions

↓

Building Teacher Capacity

Practitioners' Environments

Discussion

Internal to Your Program & External to Workplace of Your Students

Program Challenges and Improvements:

Navigating systems and systems change

Capacity to leverage change, entry points, for change

Collaboration (resilience, priorities, capacity as a leader)

Resource Spotlight

- Individuals with Disabilities Education Act (IDEA) website
  - Brings together IDEA information and resources from the Department and its grantees.
  - https://sites.ed.gov/idea/
- IDEAS That Work
  - For information from research to practice initiatives funded by OSEP that address the provisions of IDEA and ESSA. This website includes resources, links, and other important information relevant to OSEP's research to practice efforts.
  - https://osepideasthatwork.org/

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