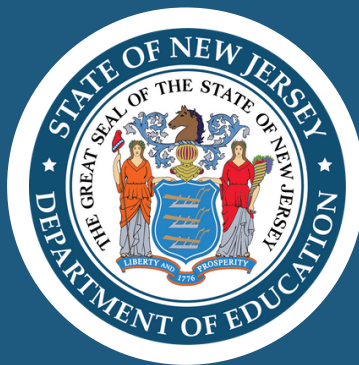


Emotional and
Behavioral Program
**QUALITY
INDICATORS**



2024

A self-assessment and quality improvement guide for programs serving students in the emotional and behavior (ERI) program.

A self-assessment and quality improvement guide for programs serving students in the emotional and behavior (ERI) program.

Office of Special Education

New Jersey Department of Education

www.nj.gov/education/specialed/index.shtml

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INTRODUCTION

Program and placement are driven by need rather than disability. As a result, an ERI program delivers support and services to a diverse range of abilities. The **Emotional and Behavioral Program Quality Indicators (EBPQI)**, intended for Kindergarten through 12th grade, serve as a self-assessment and quality improvement guide for programs serving students in an emotional and behavioral (ERI) program. The need for developing, using, and evaluating ERI programs was initially proposed following a review of educational research and a rise in post-pandemic needs for behavioral, social, emotional, and academic support. A review of some of the empirical research is provided below.



PREPAREDNESS AND RETENTION

Teachers specializing in special education for students with emotional or behavioral disorders, particularly those in self-contained classrooms, often face unique challenges. They experience higher stress and burnout and are more likely to leave the profession compared to other special education teachers. This turnover can impact the quality of education for students with significant behavioral and academic challenges (Brunsting, et al., 2022).



WORKING AND LEARNING CONDITIONS

According to Hirsch et al. (2006), teacher working conditions directly impact how students learn. Likewise, Brunstring et al. (2022) highlight that enhancing learning environments for students with emotional and behavioral needs depends greatly on improving the teaching conditions, particularly within ERI programs.



STUDENT OUTCOMES

Lane et al. (2005) conducted a study that compared the progress of students with Emotional and Behavioral Disorders (EBD) receiving special education services in self-contained schools versus self-contained classrooms to evaluate the effectiveness of these placements. Progress was assessed using behavior rating scales, standardized measures, curriculum-based measures, and school record data. The results indicated limited academic improvement in both settings, with no significant differences between the groups on standardized or curriculum-based measures, except for written expression. Additionally, there was limited progress in the behavioral and social domains. There were no significant differences between the settings in terms of social skills, externalizing behavior, and disciplinary contacts. These findings suggest that students with EBD can remain in their local schools for services rather than being sent out of district.



PURPOSE AND OVERVIEW

The **Emotional and Behavioral Program Quality Indicators** serve as a self-assessment and quality improvement guide for programs serving students in an emotional regulation impairment (ERI) program. The purpose of this document is to:

- Assist school-based practitioners and administrators;
- Foster transparency with families to promote collaboration and improve partnership;
- Establish a framework that can be replicated in general education to promote more inclusive opportunities and ensure placement in the least restrictive environment (LRE);
- Identify and promote the use of evidence-based, high-leverage practices for effective programming and support for students in the ERI program;
- Reinforce the use of positive, proactive school discipline procedures; and,
- Promote non-biased considerations for economically disadvantaged children, children who are diverse in race and ethnicity, and children who speak a language other than English.

Overview

The information presented herein is designed to guide school and program practices for educating students in an ERI program and to promote continuity across educational environments. This includes ensuring that students receiving services in an ERI program have a higher probability of:



(1) return to a **less restrictive environment**



(2) **gain the skills and access** supports necessary to promote exposure to **grade level curricula**



(3) prepare students for **post-secondary success**

ABOUT THE PROGRAM

ERI Programs

ERI programs are often designed as a specific setting where students receive services for more than 80% of the day (e.g., in a separate setting). However, a high-quality ERI program should provide a continuum of services and be structured to support the educator's: (1) implementation of evidenced-based and high-leverage instructional and behavioral practices; (2) integration of social-emotional supports throughout a variety of content areas, including but not limited to related services; and, (3) collaboration with professionals and families to promote student equity and access.

Before students enter the ERI program, they should have received interventions spanning a tiered system of behavioral, social, emotional, and academic support as necessary. These interventions must be well-documented, with decision-making informed by data. Even if interventions have been implemented, the Individualized Education Program (IEP) team may decide that a student requires services in a self-contained or separate setting. The duration and intensity of these services may vary and should be tailored to each student's individual needs. Nevertheless, the program's culture should prioritize reintegrating the student into a less restrictive environment. This environment should offer ample opportunities for the student to practice prosocial and regulatory strategies consistently reinforced across various settings and situations.

Students in an ERI Program

There is a common misconception that students in an ERI program only have behavioral disabilities. In fact, an ERI program is designed to support the individual needs of students who may exhibit, but not be limited to: externalized behaviors, internal emotional dysregulation, maladaptive behaviors, trauma responses, AND other symptoms, including academic challenges. All of which may be characteristics of a variety of disabilities. This is true for students with high-incidence disabilities (e.g., Specific Learning Disabilities (SLD), Other Health Impaired (OHI)), Autism, low-incidence disabilities (e.g., Deaf or Hard of Hearing, Communication Impairment), and even students who present characteristics that reflect comorbidity and/or twice-exceptionality (2e). Each program should be designed to foster a comprehensive system of support that provides both the foundational characteristics for which individualized support and services can be provided and ensures they continuously evolve based on the needs of the students from year to year. To do this effectively, it is recommended that the EBPQI be used as part of a process that facilitates an annual self-assessment of the program quality, which is mutually inclusive of interprofessional collaboration. This may result in program advocacy to ensure that the design and school community support the needs of students and disabilities in the ERI program.

NAVIGATING THE EBPOI

The EBPOIs detailed in this document offer a strategic framework for implementing evidence-based practices that have significant impact across various service delivery models. By meticulously addressing each indicator and its components, and integrating them thoughtfully into a cohesive approach, ERI programs can continually enhance their effectiveness.

It is important to recognize that programs rarely have the ability to plan, develop, and implement all of the necessary components at once. Therefore, this document is structured in a progressive sequence, providing a logical and practical order for educators to evaluate their practices, identify areas for improvement, and strategize for enhanced outcomes.

In the following section you will be introduced to the breakdown of the EBPOIs, the recommendation for use, and additional considerations for effective implementation of this self-assessment tool.

Reading Instructions

It is recommended to move through this document systematically, beginning with the first section.

This document should be read in its entirety.

No section should be read in isolation from the rest of the document.

Some sections may be perceived as more relevant to certain school personnel or more applicable to specific students. However, districts must familiarize themselves with all the components outlined in this document to successfully participate in quality program development, implementation, monitoring, and evidence-based decision-making for students in the ERI program.

NAVIGATING THE EBPOI

The Structure

The EBPOI includes two sections that begin with a broad focus and then gradually narrow down, allowing for the identification of both broad and specific attributes that can guide development and improvement efforts. These highlighted attributes are found throughout this section.

Domains

The EBPOIs are organized into two “Domains”. The domains serve as the **primary areas** for consideration and development. The EBPOI domains are:

Programmatic

Service

Indicators

Under each domain, there exists a series of indicators. Indicators are **benchmarks or factors** that fall under one of the domains provided above. Examples of EBPOI indicators are provided below:

1: Personnel

2: Environment

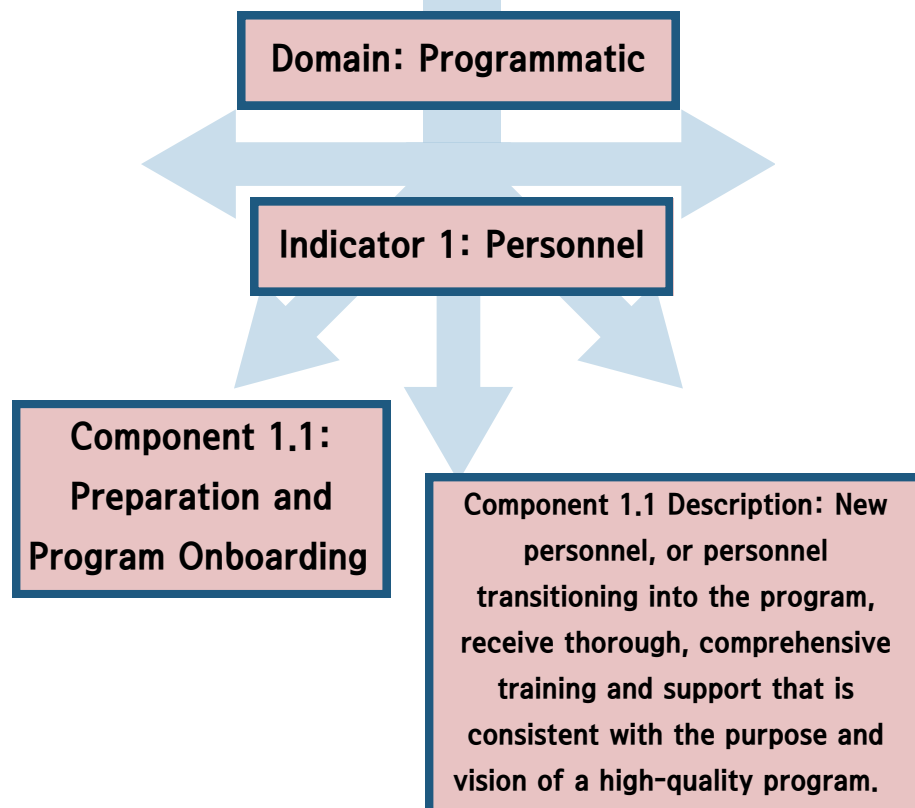
7: Transition

NAVIGATING THE EBPOI

Continued

Components & Descriptions

Each indicator is accompanied by components that define and shape it. These components are integral to establishing the indicator, ensuring that it is effectively implemented. An example of a component is provided below.



Self-Assessment Ratings

Each indicator will receive a self-assessment “score”, indicating the current level of implementation. These component ratings collectively contribute to the overall rating of the indicator. This rating scale include:

Fully Implemented

Partially Implemented

Not Implemented

Each indicator and its components should be used with discretion. Application with a student of any age should be considered individually and incorporate professional judgement that includes data-based decision making.

USING THE EBPOI

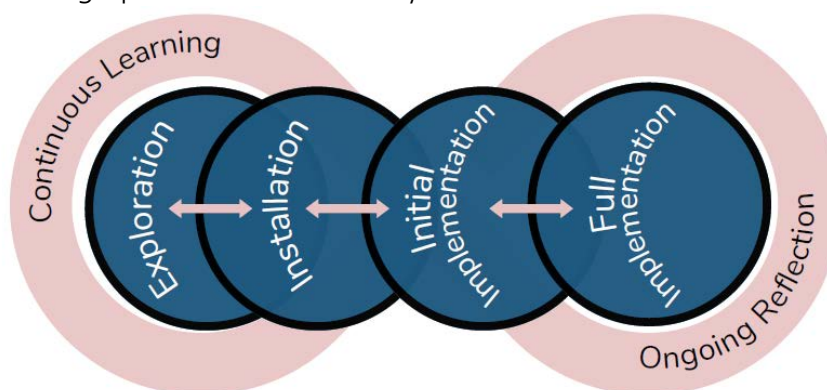
and Aligning to Implementation Science

Implementation science is a framework that increases the use of evidence-based practices that result in equitable outcomes for students with disabilities (The National Implementation Research Network, 2021). Aligning the use of the EBPOI to implementation science provides a potential framework that: “(a) relies heavily on data to improve [programs] and outcomes of interest, (b) focuses on improving systems, (c) simultaneously addresses policy and practice, (d) uses improvement cycles, and (e) attends to practitioner-level needs” (McCloskey-Leary & Garman-McClaine, 2021, p. 2).

“Focus on quality is not only about reducing poor quality but also about implementing evidence to improve quality.” (Koczwara et al., 2018)

Implementation Science Framework

There are four stages of implementation, each having their own functions specific to that stage. The stages start with awareness that implementation occurs in stages allowing for intentional exploration of need and planning for the change process to effectively occur.



Competency Drivers and Teaming

The stages are the foundation for improving evidence-based practices effectively and ultimately improving outcomes. Parallel to its importance are the drivers and teams that engage in the work to increase the probability of implementation success and sustainability of efforts. To learn more about competency drivers and teams, click on the icons below.



Drivers

Components of infrastructure needed to develop, improve, and sustain the ability of teachers and staff to implement the EBPOIs. Drivers standardize successful support mechanisms needed to make full and effective use of innovations that benefit students and their families.



Teams

A group of professionals that oversee, attend to, and are accountable for the key functions of innovation selection, implementation and improvement

The next few pages will describe opportunities for aligning the use of the EBPOIs with implementation science, including but not limited to focus questions for each stage and potential strategies to consider. This process is not prescriptive but to exemplify the potential for alignment.

USING THE EBPQI

and Aligning to Implementation Science

Use of the EBPQIs may vary based on the needs of the program(s) in each LEA or school. Potential uses, considerations, focus questions, and strategies have been proposed to align implementation with an evidenced-based framework. These potential uses may include, but are not limited to:

- Developing a singular placement, program or classroom;
- Evaluating a pre-existing, singular placement, program or classroom (in place for 2 or more years); or,
- Improving a system of ERI programs (starting with one and scaling efforts while ensuring continuity).

The following guidelines are intended to support thoughtful and effective use of the EBPQI self-assessment to foster continuous improvement.

Phase I: Exploration

This phase involves identifying the problem, program quality gaps and understanding the program within a larger context.



Focus Questions

- What are the current needs and challenges of students in the ERI program?
- How do the current practices and programs address these needs?
- What evidence-based practices are currently being utilized, and what gaps exist in implementation?
- How can the EBPQIs be integrated into existing practices to improve program quality?



Strategies

- Conduct interviews or surveys with stakeholders (teachers, students, families) to gather perspectives.
- Review existing data on student outcomes and program effectiveness.
- Conduct a self-assessment on the knowledge, skills, and capacity of program and support personnel to drive professional development activities.

USING THE EBPOI

and Aligning to Implementation Science

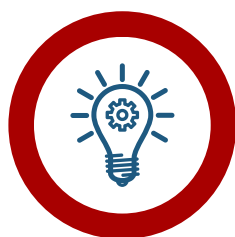
Phase II: Installation

In this phase, improvement plans are developed for implementing the chosen solution, including securing resources and training staff.



Focus Questions

- What resources (financial, personnel, materials, training) are needed to effectively address the program gaps identified during the exploration phase?
- What systems need to be put in place to support the implementation process?
- What efforts and competency drivers are needed to strengthen implementation of the plan?



Strategies

- Develop a timeline and action plan for implementation.
- Offer training and professional development to staff involved in the self-assessment to ensure they understand how to use the tool effectively and interpret results.
- Establish clear communication channels for sharing updates and addressing concerns.

Phase III: Initial Implementation

This phase involves rolling out the strategic plan and monitoring early implementation efforts.



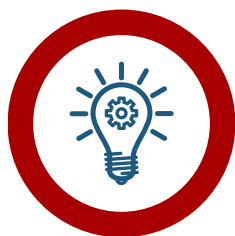
Focus Questions

- Are all identified stakeholders actively engaged in the process?
- Are program personnel and external stakeholders in support of the plan?
- How well are the components of each indicator being implemented across different classes? schools?
- What barriers or challenges are hindering the effective implementation?

USING THE EBPQI

and Aligning to Implementation Science

Phase III: Initial Implementation (Continued)



Strategies

- Establish clear roles and responsibilities for those engaging and supporting implementation.
- Implement regular check-ins to validate understanding, timeline, knowledge gaps essential to full implementation of the strategic plan.
- Provide ongoing support and coaching to address challenges and reinforce best practices.

Phase IV: Full Implementation

In this phase, the strategic plan is fully implemented. The EBPQIs should be part of ongoing reflection to ensure program effectiveness and improvement. This phase also should emphasize the importance of implementation fidelity, when applicable.



Focus Questions

- Are personnel fully engaged in the implementation? When new staff are onboarded, are they actively engaged in the plan and training?
- How is data being used to drive the improvement and reflection?
- How can successes be sustained over time?



Strategies

- Implement mechanisms for ongoing data collection and analysis to track progress (i.e., annual self-assessment).
- Recognize and celebrate successes to maintain motivation and momentum.
- Continuously revisit and refine implementation strategies based on feedback and data.

USING THE EBPQI

and Aligning to Implementation Science

Phase V: Refinement, Scaling Up, and Ongoing Reflection

This final phase involves continuously improving the program based on feedback and scaling successful practices to other settings and programs.



Focus Questions

- What lessons have been learned from the implementation process, and how can they inform future efforts?
- How can successful practices be scaled up across the district and community?
- What ongoing supports and resources are needed to sustain improvements and implementation fidelity?



Strategies

- Foster a culture of continuous improvement through regular reflection and feedback loops.
- Integrate the self-assessment process into existing systems and structures within the district to ensure that it becomes a routine part of ongoing improvement efforts.
- Share successes and lessons learned with other stakeholders to promote scaling efforts.
- Allocate resources for ongoing professional development and support to ensure sustainability.
- Document practices as part of ongoing processes to ensure, despite turnover, that program effectiveness can be maintained upon transition(s).

Regulatory Guidance and Evidence-Based Practices

FAPE AND LRE

Free Appropriate Public Education and Least Restrictive Environment

LEAs must ensure the provision of a free, appropriate public education (FAPE) in the least restrictive environment (LRE) for students in an ERI program and ensure that these students receive educational services that meet their unique needs while promoting inclusion and access to the general education curriculum. Click on the icons below to learn more about the requirements and protections for students with disabilities.

Individualized Education Program



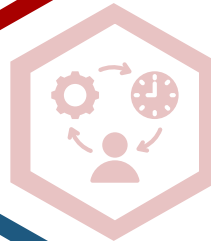
Least Restrictive Environment



Transition Planning and Services



Discipline for Students with Disabilities



Procedural Safeguards



Equity in IDEA: Significant Disproportionality



Although an ERI program is considered a restrictive placement, students in this program should still have meaningful access to interactions with non-disabled peers to the fullest extent possible, both in instructional settings and during extracurricular activities. Special education placements should be reviewed annually to evaluate opportunities for reintegrating students into a less restrictive environment. This review process is guided by the IEP team, which includes parents or guardians and, when appropriate, the students themselves.



ADDITIONAL GUIDANCE

Considerations and Resources

When supporting the diverse needs of students in an ERI program, it is essential to follow regulatory provisions that ensure safety, equitable access, and protection of educational rights. The EBQIs incorporate various resources and considerations to support these goals. The information provided here offers further guidance on these concepts and resources, with the aim of developing and enhancing programs that maintain regulatory compliance while fostering both program and student success.

Additional Guidance



Additional Considerations and Resources

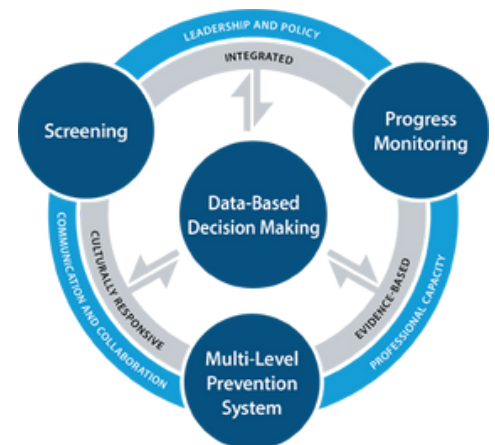


EVIDENCE-BASED PRACTICES

and Multi-Tiered Systems of Support

High-quality programs for students in an ERI program must address diverse needs. The IEP team is responsible for developing measurable annual goals and short-term objectives tailored to each student's unique needs. According to the IDEA, educational interventions and instructional methods must be grounded in scientifically-based research, known as evidence-based practices (EBPs). Therefore, the IEP team must have a comprehensive understanding of EBPs, including interventions, pedagogies, strategies, methodologies, and accommodations, to meet each student's individual needs effectively.

At a systems level, Multi-Tiered Systems of Support (MTSS) provide a framework to enhance the implementation of evidence-based practices aimed at achieving improved outcomes for all students, including those with disabilities in an ERI program. A common misconception is that tiered systems of support for academics, behavior, and emotional (or mental health) needs are limited to students without disabilities. In reality, students with disabilities benefit significantly from an MTSS approach, as it offers a structured framework to meet their diverse needs effectively. Importantly, not all students identified with a disability or enrolled in an ERI program require Tier 3 support. Click on the icons to the right to learn more about key components of a successful tiered-system approach, including the integration of NJTSS, NJPBSIS, and New Jersey's MTSS approach to school-based mental health services.



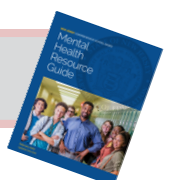
Adopted from the [Center on Response to Intervention](#) at American Institutes for Research

Positive Behavior Support and Interventions in Schools



New Jersey Tiered Systems of Support

MTSS for School-Based Mental Health Services



Regulatory Guidance and Evidence-Based Practices



HIGH-LEVERAGE PRACTICES

Key Aspects, Pillars, and Practices

High-leverage practices (HLPs) were recently developed and then revised by the Council for Exceptional Children (CEC) in partnership with the Collaborations for Effective Educator Development, Accountability and Reform (CEEDAR). HLPs are a series of practices, skills, and knowledge that are deemed effective by research for educators supporting students with disabilities. The key aspects of HLPs, identified by the CEC, include:

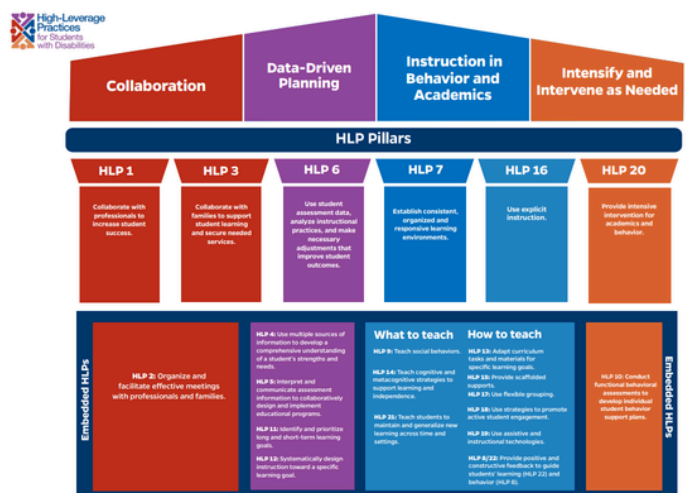
Collaboration

Assessment

Instruction

Social, Emotional, and Behavioral Practices

HLPs are embedded throughout the EBPOIs and reference specific factors or aspects of practice seamlessly. Click [here](#) to explore High-Leverage Practices for Students with Disabilities (2024) and make a deeper connection to HLPs for administrators, current and prospective educators, and preparation programs.





NEW JERSEY
DEPARTMENT OF EDUCATION

Emotional and Behavioral Program Quality Indicators

Programmatic Domain

2024

✉ OSEINFO@DOE.NJ.GOV

🌐 [HTTPS://WWW.NJ.GOV/EDUCATION/SPECIAL/](https://www.nj.gov/education/special/)

PROGRAMMATIC DOMAIN

The “Programmatic Domain” presents quality indicators to consider when developing, implementing, or evaluating the effectiveness of an ERI program. The information below describes eight indicators.

The Programmatic Domain evaluates the comprehensive infrastructure and support systems at the classroom and school-wide levels. It forms the foundational framework that supports the implementation of individualized services to address diverse student needs effectively.

In total, there are 67 components across 8 indicators with the Programmatic Domain.

Indicator 1: Personnel

Indicator 5: Curriculum and Instruction

Indicator 2: Environment

Indicator 6: Data Collection and Documentation

Indicator 3: Consultation and Collaboration

Indicator 7: Transition

Indicator 4: Behavior Management Supports and Interventions

Indicator 8: Equity and Access

The indicators and components within the Programmatic Domain were formulated through a synthesis of evidence-based research, regulatory provisions, best practices, and stakeholder input gathered from the Emotional Behavioral Program Quality Indicator Panel (refer to acknowledgements).

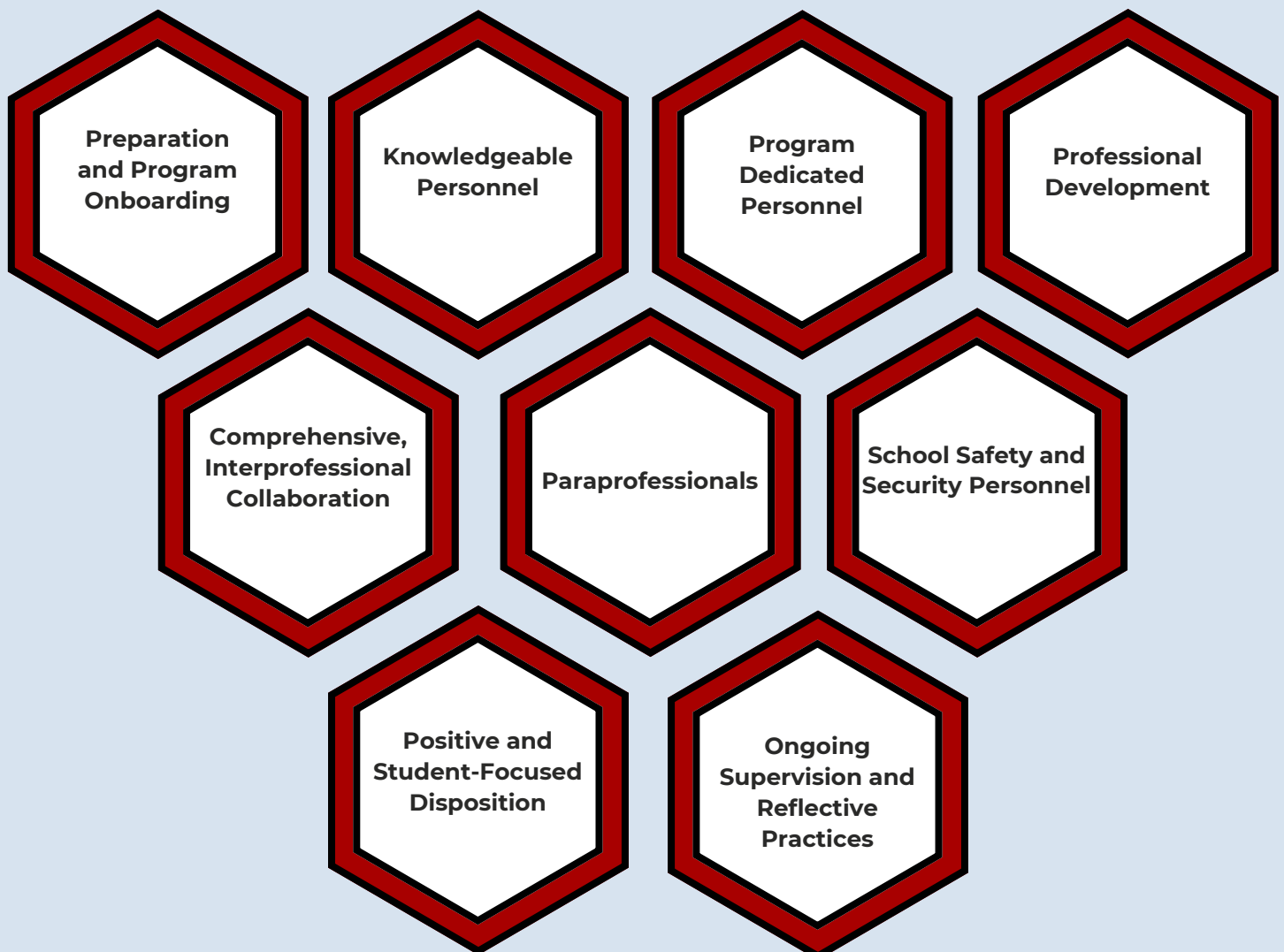


PERSONNEL

PROGRAMMATIC DOMAIN

The qualifications, experience, and expectations of personnel are critical to effectively educating students with emotional and behavioral needs. A supportive administration is equally essential. Due to the unique challenges in this field, robust training and professional development for teachers, paraprofessionals, and administrators are vital. This support includes consultation, collaboration, and reinforcing continuous learning for all program staff.

Implementing and monitoring quality program indicators for personnel in self-contained behavioral programs can strengthen their capacity to deliver high-quality services and effectively support students' academic, social, emotional, and behavioral development, ultimately enhancing students' overall well-being.



PERSONNEL I The educational team demonstrates the requisite knowledge and skills to support students' academic, social, emotional, and behavioral growth. The program demonstrates the capacity to implement high-leverage practices (HLPs) through collaboration and systems of support to sustain efforts and reduce burnout (e.g., ongoing supervision, professional development, reflective practices, etc.).

Indicator	Component	Description	Implementation Level
1.1	Preparation and Program Onboarding	New personnel, or personnel transitioning into the program, receive thorough, comprehensive training and support that is consistent with the purpose and vision of a high-quality program.	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented
1.2	Knowledgeable Personnel	Personnel are knowledgeable and they: <ul style="list-style-type: none"> • Demonstrate an understanding of the cultural differences among personnel and students and: <ul style="list-style-type: none"> ○ Integrate representation of diverse backgrounds within the educational environment. ○ Are aware of implicit biases that may impact disposition and decisions. • Utilize a diverse range of effective strategies and high-leverage practices tailored to meet the individual student's academic, social, emotional, and behavioral needs. • Maintain strong competency in the subject matter, staying current with the latest research and developments (e.g., regular participation in professional development, attendance at conferences, and incorporating research into teaching practices). 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented

PERSONNEL I The educational team demonstrates the requisite knowledge and skills to support students' academic, social, emotional, and behavioral growth. The program demonstrates the capacity to implement high-leverage practices (HLPs) through collaboration and systems of support to sustain efforts and reduce burnout (e.g., ongoing supervision, professional development, reflective practices, etc.).

Indicator	Component	Description	Implementation Level
1.3	Program Dedicated Personnel	<p>Program-dedicated personnel may include:</p> <ul style="list-style-type: none"> • Individuals who are hired through their job description to fulfill essential roles. • Individuals who transferred into the program from within the local education agency, and demonstrate skills and competencies that would support program effectiveness and student development. • Individuals that play essential roles in the success of the program, such as a special education teacher, a behavior analyst, paraprofessional(s), related service provider(s), mental health provider(s), etc. 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented
1.4	Professional Development	<p>Professional development is tailored to the specific needs of personnel and the student population. Professional development opportunities:</p> <ul style="list-style-type: none"> • Include a minimum of two annual professional development opportunities. This includes: <ul style="list-style-type: none"> • Pre-service and in-service training for entry-level personnel. • Ongoing professional development, guidance, and technical assistance for <i>all</i> personnel. • Are presented by educational professionals with expertise in improving outcomes for 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented

PERSONNEL I The educational team demonstrates the requisite knowledge and skills to support students' academic, social, emotional, and behavioral growth. The program demonstrates the capacity to implement high-leverage practices (HLPs) through collaboration and systems of support to sustain efforts and reduce burnout (e.g., ongoing supervision, professional development, reflective practices, etc.).

Indicator	Component	Description	Implementation Level
		<p>students with academic, social, emotional, and behavioral needs.</p> <ul style="list-style-type: none"> • Are individualized to the needs of the personnel. Professional development may also include follow-up activities and support, such as coaching and mentoring. <p>Training topics may cover, but not be limited to, the following areas: child development, assessment methods, social and emotional learning, behavioral supports, goal setting, evidence-based practices, diversity, equity and inclusion (DEI), high-leverage practices, adverse childhood experiences (ACEs), strengths-based model, data collection, crisis prevention, and management strategies, etc.</p>	
1.5	Comprehensive, Interprofessional Collaboration	<p>Personnel actively engage in interprofessional teams, that have open communication, share information, and collaborate to develop comprehensive and coordinated plans to support students. This includes:</p> <ul style="list-style-type: none"> • The development of interventions that are based on a thorough assessment of the student's strengths, challenges, and preferences. 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented

PERSONNEL I The educational team demonstrates the requisite knowledge and skills to support students' academic, social, emotional, and behavioral growth. The program demonstrates the capacity to implement high-leverage practices (HLPs) through collaboration and systems of support to sustain efforts and reduce burnout (e.g., ongoing supervision, professional development, reflective practices, etc.).

Indicator	Component	Description	Implementation Level
		<ul style="list-style-type: none"> The maintenance of comprehensive and accurate documentation. 	
1.6	Paraprofessionals	<p>Paraprofessionals within the program, at minimum, should:</p> <ul style="list-style-type: none"> Have a basic understanding of how to support instructional practices and social, emotional, and behavioral strategies (e.g., positive behavior support techniques, de-escalation strategies, and crisis intervention techniques). Support the implementation of behavior plans, including the reinforcement of positive behaviors and effective behavior management, as determined by the interprofessional team and as indicated in each student's IEP. Communicate daily with the teacher to provide student feedback and student progress. Collect and document data on student progress and behavior interventions, as indicated in the IEP and/or direction received. 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented
1.7	School Safety and Security Personnel	If applicable, the program integrates school resource officers (SROs) and security guards as part	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented

PERSONNEL I The educational team demonstrates the requisite knowledge and skills to support students' academic, social, emotional, and behavioral growth. The program demonstrates the capacity to implement high-leverage practices (HLPs) through collaboration and systems of support to sustain efforts and reduce burnout (e.g., ongoing supervision, professional development, reflective practices, etc.).

Indicator	Component	Description	Implementation Level
		<p>of the culture to ensure a safe and secure learning environment.</p> <p>SROs and security guards participate in training and professional development on:</p> <ul style="list-style-type: none"> • Conflict resolution and restorative practices; emergency responses; crisis intervention; evidence-based practices; child development; social and behavioral needs of students; communication; school and district-wide policies and procedures; etc. 	<input type="checkbox"/> Not Implemented <input type="checkbox"/> Not Applicable
1.8	Positive and Student-Focused Disposition	<p>Personnel will maintain a positive, open-minded approach, ensuring personal acceptance, safety, and respect for each student. This involves:</p> <ul style="list-style-type: none"> • Establishing a positive rapport with program personnel and students. • Setting and communicating high expectations for academic work and behavior. • Utilizing language and teaching methods that help students identify and describe their behavior. • Using a high ratio of positive to negative verbal statements. 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented

PERSONNEL I The educational team demonstrates the requisite knowledge and skills to support students’ academic, social, emotional, and behavioral growth. The program demonstrates the capacity to implement high-leverage practices (HLPs) through collaboration and systems of support to sustain efforts and reduce burnout (e.g., ongoing supervision, professional development, reflective practices, etc.).

Indicator	Component	Description	Implementation Level
		<ul style="list-style-type: none"> • Redirecting negative behavior towards positive actions. • Providing effective behavior-specific feedback. • Reflecting on and regulating one’s own behavior and emotions. 	
1.9	Ongoing Supervision and Reflective Practices	Personnel receive ongoing supervision, including regular team meetings and collaborative work with Professional Learning Communities (PLCs) as needed. Supervision integrates reflective practices to bolster personnel resiliency, teacher retention, personnel effectiveness, and overall performance.	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented



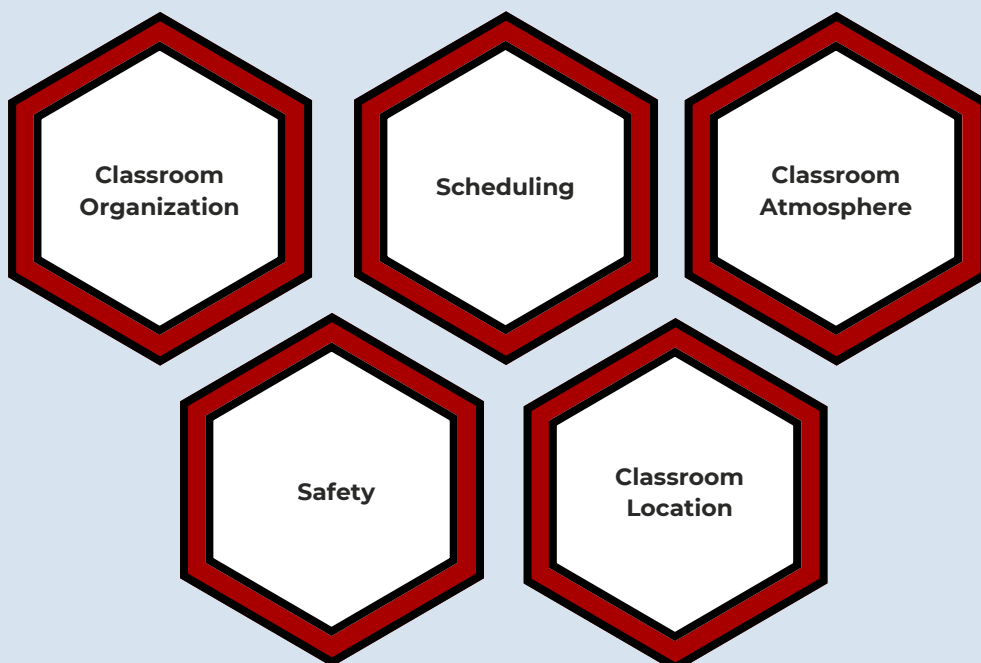
ENVIRONMENT

PROGRAMMATIC DOMAIN

An effective ERI program is committed to fostering a therapeutic learning environment that addresses the complex social-emotional, academic, and behavioral needs of students. This approach emphasizes creating a secure, physically and emotionally safe space that encourages positive engagement, self-regulation, and overall well-being.

Without these essential elements, programs may encounter challenges like increased stress, emotional dysregulation, lower academic performance, and strained relationships. Students may struggle to focus, exhibit disruptive behaviors, and experience heightened anxiety, leading to a less supportive learning environment and hindering their academic and social-emotional growth.

Incorporating these components into the foundation of the ERI program creates an environment where students feel supported, engaged, and safe, fostering their holistic development.



ENVIRONMENT I To establish and maintain a therapeutic learning environment within the program that supports the academic, social, emotional, and behavioral needs of students. The components of this indicator focus on creating a physically and emotionally safe space that promotes positive engagement, self-regulation, and overall well-being.

Indicator	Component	Description	Implementation Level
2.1	Classroom Organization	<p>Classroom organization, physical space/layout, and management are used intentionally to support students' academic, social, emotional and behavioral needs. This includes:</p> <ul style="list-style-type: none"> • Predictable routines. • Physical space that is free from distracting stimuli that is readily available. • Students can self-initiate removal, upon request, to a private space for personal self-regulation. This should be done in consultation and collaboration with qualified personnel (e.g., Occupational Therapist; see Restraint and Seclusion guidance and protocols). • Seating is arranged preferentially for proximity control. • The classroom personnel always have easy visual access to students in the classroom. 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented
2.2	Scheduling	<p>Scheduling actively supports students' academic, social, emotional, and behavioral needs. This includes:</p> <ul style="list-style-type: none"> • Providing personnel with opportunities for reflective practices (see Indicator 1.8). • Structuring schedules to enhance student success by aligning content, optimal teacher-student pairings, and students' functioning patterns (e.g., prioritizing academic courses in the morning for more active engagement). 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented

ENVIRONMENT I To establish and maintain a therapeutic learning environment within the program that supports the academic, social, emotional, and behavioral needs of students. The components of this indicator focus on creating a physically and emotionally safe space that promotes positive engagement, self-regulation, and overall well-being.

Indicator	Component	Description	Implementation Level
		<ul style="list-style-type: none"> Incorporating a variety of learning formats for each student, encompassing one-on-one instruction, small group activities, large group sessions, independent work, social interaction opportunities, and student-initiated activities. Posting or disseminating a daily classroom schedule at students' appropriate instructional level for reference throughout the day. 	
2.3	Classroom Atmosphere	<p>The classroom atmosphere actively ensures safety and inclusivity, demonstrated by:</p> <ul style="list-style-type: none"> Positive interactions and inquiry between students and teachers. Students feel free to approach teachers for support and problem-solving at nonscheduled times. Students are aware of designated personnel members available for support and assistance. School and district-wide policies and procedures promote inclusivity and respect for each student's identity. 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented
2.4	Safety	<p>The program prioritizes creating a secure space through safety measures, training, and transparency:</p> <ul style="list-style-type: none"> The layout ensures clear visibility and addresses safety hazards promptly (see Indicator 2.1). Staffing levels adhere to safety standards, adjusting based on student needs. 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented

ENVIRONMENT I To establish and maintain a therapeutic learning environment within the program that supports the academic, social, emotional, and behavioral needs of students. The components of this indicator focus on creating a physically and emotionally safe space that promotes positive engagement, self-regulation, and overall well-being.

Indicator	Component	Description	Implementation Level
		<ul style="list-style-type: none"> Personnel receive comprehensive training, demonstrating proficiency in safety protocols (see Indicators 1.4 and 1.7). Drills, including fire and lockdown drills, are actively practiced, with individualized support, as needed. Clear communication of safety policies and procedures, providing regular updates to all stakeholders. 	
2.5	Classroom Location	<p>The classroom is strategically located to maximize safety, positive peer interactions, and integration within the school community.</p> <ul style="list-style-type: none"> The location ensures visibility and accessibility to same-aged peers for opportunities for collaborative activities and shared spaces with general education classes. It is chosen for equitable access to school resources. The classroom is strategically located to minimize the risk of unauthorized exits. 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented



CONSULTATION AND COLLABORATION PROGRAMMATIC DOMAIN



The collaboration and consultation indicator is essential for a high-quality ERI program. By fostering opportunities to share expertise, resources, and meaningful partnerships, the program can better address students' diverse needs and promote their well-being and success. Collaboration within a self-contained behavioral classroom is vital, recognizing the complexity of supporting students with emotional and behavioral needs. These students often require a comprehensive approach involving input from family, community members, and a multidisciplinary school team.

Family engagement is essential in creating a supportive, inclusive environment for students with emotional and behavioral needs. By involving families in their child's education, the program gains valuable insights into the student's strengths, challenges, and interests, allowing for tailored interventions both at school and at home. Community engagement also brings external resources and support from local organizations, enriching the educational experience and providing additional avenues for assistance. An interprofessional team within the school, including special education teachers, behavior specialists, psychologists, and social workers, can collaborate to develop comprehensive behavior plans and implement evidence-based interventions.

School-wide engagement strategies, such as professional learning communities, help share best practices across the school, fostering a cohesive, supportive learning environment for all students. Prioritizing collaboration and consultation within an ERI program enhances support for students and promotes their academic, social, emotional, and behavioral success.

**Administrative
Engagement**

**Interprofessional
Team
Engagement**

**Family
Engagement**

**School-wide
Engagement**

**Community
Engagement**

**Wrap-Around
Services**

**Professional
Learning
Communities
(PLCs)**

**School Safety
Teams/ Threat
Assessment
Teams**

**Connection to
Local Law
Enforcement
and First
Responders**

COLLABORATION AND CONSULTATION I The program creates opportunity for leveraging expertise, sharing resources, and fostering meaningful partnerships to meet the diverse needs of students and promote their overall well-being and success.

Indicator	Component	Description	Implementation Level
3.1	Administrative Engagement	<p>Administrators:</p> <ul style="list-style-type: none"> Communicate expectations and advise on regulatory requirements and behavioral programs to enhance student outcomes. Participate in Professional Learning Communities (PLCs; see Indicator 3.7). Provide support and resources to facilitate collaborative discussions among personnel. Provide reciprocal feedback between personnel, other administrators, and program personnel. 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented
3.2	Interprofessional Team Engagement	<p>The program establishes and sustains collaboration among an interprofessional team to provide comprehensive and coordinated support for students. This includes:</p> <ul style="list-style-type: none"> Regular team meetings. Inclusive decision-making. Cross-disciplinary training opportunities. Shared documentation and record keeping. 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented
3.3	Family Engagement	<p>The program actively engages families of students. By:</p> <ul style="list-style-type: none"> Providing family education about emotional disabilities, social and emotional skills, and academic support. Providing families with strategies for reinforcing academic, social, emotional, and learning outside of school. 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented

COLLABORATION AND CONSULTATION I The program creates opportunity for leveraging expertise, sharing resources, and fostering meaningful partnerships to meet the diverse needs of students and promote their overall well-being and success.

Indicator	Component	Description	Implementation Level
		<ul style="list-style-type: none"> Implementing a flexible schedule within the established policies and procedures for family and IEP meetings. Ensuring that families have equitable access and opportunities to provide input and guidance outside of the program for students with and without disabilities (e.g., PBIS, school climate committees, advisory groups, SPAN, SEPAGs, etc.). Inviting families to be members of the larger school community (e.g., invited to parent nights, fundraisers, etc.). Providing opportunities and resources that promote the integration of community-based supports as an addition to school-based programming and services (i.e., wrap-around services). 	
3.4	School-wide Engagement	<p>The school ensures equitable access and inclusive opportunities in extracurricular, school, and instructional programming while also promoting participation to the maximum extent possible to ensure meaningful engagement. Schools should consider the following factors:</p> <ul style="list-style-type: none"> Opportunity to leverage a school climate survey to evaluate the sense of belonging across student groups, especially those identified with a disability and in the Program. Determining barriers to equitable access and inclusivity (e.g., transportation, nutrition). The school addresses them as appropriate 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented

COLLABORATION AND CONSULTATION I The program creates opportunity for leveraging expertise, sharing resources, and fostering meaningful partnerships to meet the diverse needs of students and promote their overall well-being and success.

Indicator	Component	Description	Implementation Level
3.5	Community Engagement	The program engages with community members and organizations. This encompasses forging community partnerships, involving community members, sharing resources, implementing community-based programs, and leveraging state-level resources (e.g., DVRS, DDD, CMO, etc.), to the greatest extent possible.	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented
3.6	Wrap-Around Services	<p>The program coordinates efforts with wrap-around services and agencies (e.g., DCP&P, CMO, etc.), to employ a tailored multidisciplinary approach for each student. Academic, social, emotional, and behavioral goals are aligned, to the maximum extent appropriate, with wrap-around services. This includes fostering collaboration among professionals from various disciplines such as counseling, behavioral interventions, and specialized supports.</p> <ul style="list-style-type: none"> • Wrap-around services are in collaboration with families and students in the program. Community-based resources and support are provided to families, as needed. 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented
3.7	Professional Learning Communities (PLCs)	<p>The program employs a Professional Learning Community (PLC) where educators:</p> <ul style="list-style-type: none"> • Collaboratively analyze student data. • Share instructional strategies. • Align pacing and rigor across programs at each student's grade level (e.g., Program Alignment). • Collectively work to improve teaching practices and student outcomes. 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented

COLLABORATION AND CONSULTATION I The program creates opportunity for leveraging expertise, sharing resources, and fostering meaningful partnerships to meet the diverse needs of students and promote their overall well-being and success.

Indicator	Component	Description	Implementation Level
3.8	School Safety Teams/ Threat Assessment Teams	<p>The school safety team/threat assessment team, also known as the Behavioral Threat Assessment and Management (BTAM) Team, focuses on early identification, risk assessment, and intervention strategies for a safe and secure school environment. This includes:</p> <ul style="list-style-type: none"> • Systematically identifying and evaluating potential threats. • Promptly addressing early warning signs and behaviors. • Delivering timely intervention strategies. • Collaborating with mental health professionals and support services. • Actively reviewing safety procedures to enhance overall security. 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented
3.9	Connection to Local Law Enforcement and First Responders	<p>The program maintains a connection with local law enforcement and first responders to ensure a coordinated, proactive response to crisis situations, as needed.</p> <ul style="list-style-type: none"> • Collaborative relationships are established with local authorities for effective communication and coordination. • Emergency response plans are developed in consultation with first responders, as needed. • Engagement between parties reflects consideration and coordination of trauma-informed practices and student's overall well-being. 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented <input type="checkbox"/> Not Applicable



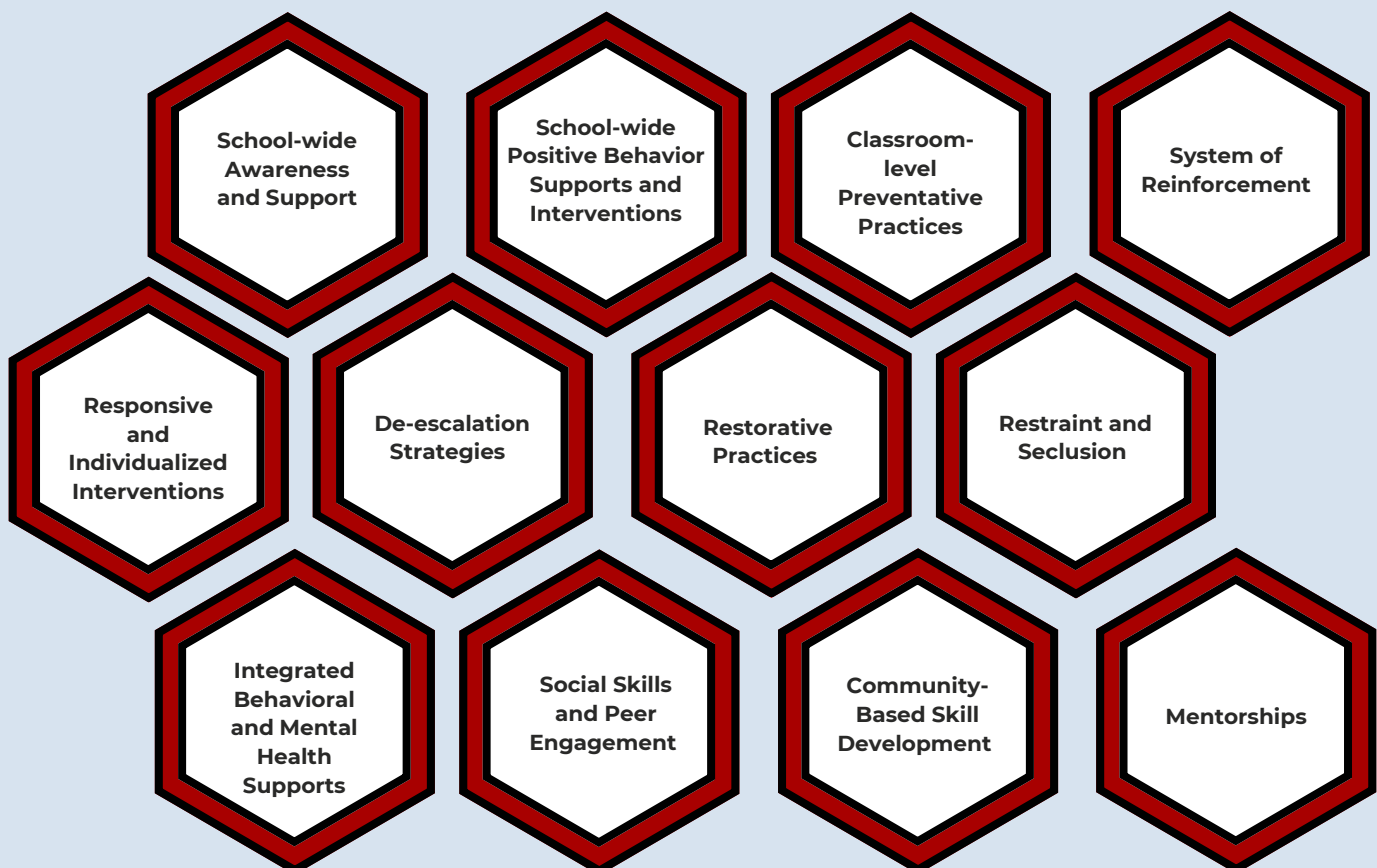
BEHAVIOR MANAGEMENT SUPPORTS & INTERVENTIONS PROGRAMMATIC DOMAIN

4

Implementing comprehensive behavior management supports and interventions is key to the program's success and student development. These strategies create a positive, inclusive environment where students feel safe, supported, and empowered to excel academically, socially, and emotionally. Individualized approaches enhance student engagement, build positive relationships, and promote academic growth.

Prioritizing proactive and responsive interventions demonstrates the program's commitment to addressing students' needs and challenges before they escalate, improving both effectiveness and student well-being.

A tiered support system, such as Positive Behavior Supports and Interventions in Schools (PBSIS), benefits students and fosters a collaborative school culture. When educators and staff unite on behavioral challenges, they create a cohesive approach that leads to positive outcomes for all. Integrating trauma-informed practices and cultural considerations further strengthens the program's commitment to equity and inclusion, ensuring each student receives the support they need. By focusing on holistic development, the program builds a strong foundation for a positive learning experience and lifelong success.



BEHAVIOR MANAGEMENT SUPPORTS AND INTERVENTIONS I Programmatic supports and interventions encompass a comprehensive framework designed to foster a positive and inclusive learning environment that enhances the success of the program and for students in the program. These initiatives involve the implementation of tailored strategies to address the individualized, diverse needs of students with disabilities and their overall well-being.

Indicator	Component	Description	Implementation Level
4.1	School-wide Awareness and Support	<p>The program cultivates an inclusive school culture, ensuring equitable access and opportunities for all students in extracurricular, school, and instructional activities. Key strategies and supports encompass:</p> <ul style="list-style-type: none"> • Raising awareness among school personnel about the program. • Providing training and resources to school personnel, administration, and support personnel to enhance understanding and implementation (see Indicators 1 and 3). • Encouraging school personnel to actively participate, as appropriate, in supporting students within the program. • Promoting opportunities for peer engagement facilitated by school personnel. • Ensuring students' access to grade-level experiences, including events and field trips. • Collaborating with program personnel to accommodate individual student needs during school transitions and activities, creating inclusive environments. 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented

BEHAVIOR MANAGEMENT SUPPORTS AND INTERVENTIONS I Programmatic supports and interventions encompass a comprehensive framework designed to foster a positive and inclusive learning environment that enhances the success of the program and for students in the program. These initiatives involve the implementation of tailored strategies to address the individualized, diverse needs of students with disabilities and their overall well-being.

Indicator	Component	Description	Implementation Level
4.2	School-wide Positive Behavior Supports and Interventions	<p>The program is seamlessly integrated into school-wide initiatives, ensuring comprehensive inclusion in:</p> <ul style="list-style-type: none"> • Personnel training, professional development, Professional Learning Communities (PLCs), and committees (see Indicators 1 and 3). • Student social-emotional skills development and skill-building activities. • Aligning language between the school-wide program and the program, fostering consistency across structured and non-structured environments. • Maintaining uniform and aligned data collection practices. • Ensuring access to student reinforcements and activities. • Collaborating with community resources and facilitating family involvement activities/training. 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented
4.3	Classroom-level Preventative Practices	<p>The program integrates proactive behavior management strategies that include the following considerations:</p> <ul style="list-style-type: none"> • Building a positive rapport with students to foster a supportive and trusting relationship. • Implementing tiered interventions and incorporating flexible responses to changes in student behavior. • Tiered interventions based on individualized needs and preference (see Indicator 11). 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input checked="" type="checkbox"/> Not Implemented

BEHAVIOR MANAGEMENT SUPPORTS AND INTERVENTIONS I Programmatic supports and interventions encompass a comprehensive framework designed to foster a positive and inclusive learning environment that enhances the success of the program and for students in the program. These initiatives involve the implementation of tailored strategies to address the individualized, diverse needs of students with disabilities and their overall well-being.

Indicator	Component	Description	Implementation Level
		<ul style="list-style-type: none"> • Planning transitions within and outside the program, promoting integration opportunities across diverse environments (see Indicator 7). • Communicating regularly with the collaborative team, including the family and student, to maintain an ongoing dialogue about student behavior and progress (see Indicator 3). • Incorporating trauma-informed strategies into behavior management, recognizing and addressing the impact of trauma. • Equipping personnel with certified crisis management training to handle crises effectively while minimizing harm (see Indicator 1.6). • Planning strategies to minimize harm, prioritizing safety for all individuals involved (see Indicator 11.6). • Developing clear procedures for disciplinary responses versus behavioral interventions, ensuring fairness and equity. 	
4.4	System of Reinforcement	<p>The program employs systems of reinforcements to enhance the likelihood of desired behaviors, employing various strategies and supports:</p> <ul style="list-style-type: none"> • Identifying and utilizing a range of intrinsic and extrinsic reinforcers (e.g., praise, tangible items, and privileges, informed by preference assessments, observations, or student interviews). 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented

BEHAVIOR MANAGEMENT SUPPORTS AND INTERVENTIONS I Programmatic supports and interventions encompass a comprehensive framework designed to foster a positive and inclusive learning environment that enhances the success of the program and for students in the program. These initiatives involve the implementation of tailored strategies to address the individualized, diverse needs of students with disabilities and their overall well-being.

Indicator	Component	Description	Implementation Level
		<ul style="list-style-type: none"> • Tailoring reinforcement strategies to align with the unique needs and preferences of each student in the program. • Ensuring consistent awareness and utilization of reinforcement strategies and schedules across all personnel members supporting the program. • Determining a reinforcement schedule aligned with behavioral goals to maximize the likelihood of desired behavior occurrence. • Developing methods to assess and gradually reduce reinforcement frequency to foster independence and internal student motivation. • Considering cultural factors when selecting and implementing reinforcement strategies to promote respect and inclusivity for students from diverse backgrounds. • Involving students, to the maximum extent appropriate, in goal setting and reinforcement selection. 	
4.5	Responsive and Individualized Interventions	<p>The program:</p> <ul style="list-style-type: none"> • Safely and appropriately provides interventions based on risk and severity of behavior. • Flexibly adapts to the needs of the situation. • Responds to behavior ethically, compassionately, and with dignity. • Accurately reports incidents, progress, and needs. 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented

BEHAVIOR MANAGEMENT SUPPORTS AND INTERVENTIONS I Programmatic supports and interventions encompass a comprehensive framework designed to foster a positive and inclusive learning environment that enhances the success of the program and for students in the program. These initiatives involve the implementation of tailored strategies to address the individualized, diverse needs of students with disabilities and their overall well-being.

Indicator	Component	Description	Implementation Level
		<ul style="list-style-type: none"> • Uses data to inform decisions on behavior management systems. • During escalated situations, offer alternatives for behavior the students may engage in. 	
4.6	De-escalation Strategies	<p>The program will</p> <ul style="list-style-type: none"> • Use certified crisis management that incorporates strategies to reduce the escalation of potentially challenging behaviors. • Designate teams of responders when behaviors occur and systems to communicate. • Ensure the safety of the student and staff during de-escalation. • Ensure access to safe/calm spaces for students to de-escalate. • Develop staff/student relationships that are positive and provide feelings of safety for students. • Plan for and train students on procedures that will be followed to de-escalate incidents. 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented
4.7	Restorative Practices	<p>The program:</p> <ul style="list-style-type: none"> • Establishes removal and re-entry procedures during crises for all students and staff. • Establishes debriefing procedures for all students and staff. • Establishes timely communication with stakeholders (families etc.) regarding any use of restraint. 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented

BEHAVIOR MANAGEMENT SUPPORTS AND INTERVENTIONS I Programmatic supports and interventions encompass a comprehensive framework designed to foster a positive and inclusive learning environment that enhances the success of the program and for students in the program. These initiatives involve the implementation of tailored strategies to address the individualized, diverse needs of students with disabilities and their overall well-being.

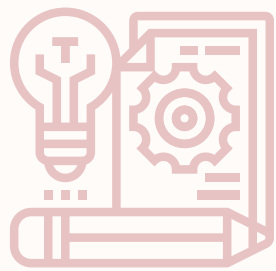
Indicator	Component	Description	Implementation Level
		<ul style="list-style-type: none"> Develops procedures to re-establish enriched, safe, and calm learning environments for all students. 	
4.8	Restraint and Seclusion	<p>The program has clearly defined policies emphasizing prevention, de-escalation, and ethical practices that adhere to Federal and State regulations. The program's policies include:</p> <ul style="list-style-type: none"> Training and information/resources provided to all staff for a shared understanding of: when and how restraint and seclusion may be used, crisis, data collection, etc. (see Indicator 1.4). Procedures prioritize alternatives, focusing on prevention and de-escalation techniques. A system for comprehensive documentation that includes recording incident details, de-escalation attempts, staff involvement, and impact on the student. Timely reporting of Incidents and who receives notification of incidents. Timeliness of reporting should include debriefing with the student and staff involved in the incident. Implementation of continuous improvement strategies based on data analysis, feedback, and emerging best practices. Regular review and update of program policies and procedures in response to incident data, with strategies to minimize restraint and seclusion use over time. 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented
4.9	Integrated Behavioral and	The program prioritizes the integration of behavioral and mental health supports. This involves a coordinated effort	<input type="checkbox"/> Fully Implemented

BEHAVIOR MANAGEMENT SUPPORTS AND INTERVENTIONS I Programmatic supports and interventions encompass a comprehensive framework designed to foster a positive and inclusive learning environment that enhances the success of the program and for students in the program. These initiatives involve the implementation of tailored strategies to address the individualized, diverse needs of students with disabilities and their overall well-being.

Indicator	Component	Description	Implementation Level
	Mental Health Supports	among educators, behaviorists, counselors, mental health professionals, and related service providers to create a cohesive system (see Indicator 3).	<input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented
4.10	Social Skills and Peer Engagement	<p>The program actively fosters social skills and encourages meaningful peer engagement (see Indicator 13) through:</p> <ul style="list-style-type: none"> Clearly defining strategies and activities focused on developing a spectrum of social skills such as communication, cooperation, empathy, and conflict resolution. Tailoring interventions to address the diverse needs of students, acknowledging, and targeting specific social challenges. Implementing structured opportunities for peer interactions to promote inclusivity and cultivate positive relationships among students. Integrating social skills learning into real-life scenarios for practical and measurable application. 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented
4.11	Community-Based Skill Development	<p>The program actively integrates community-based skill development to cultivate essential life, academic, social, emotional, and behavioral skills through:</p> <ul style="list-style-type: none"> Establishing positive relationships with community-based organizations for meaningful learning experiences and opportunities (see Indicator 3.5). 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented

BEHAVIOR MANAGEMENT SUPPORTS AND INTERVENTIONS I Programmatic supports and interventions encompass a comprehensive framework designed to foster a positive and inclusive learning environment that enhances the success of the program and for students in the program. These initiatives involve the implementation of tailored strategies to address the individualized, diverse needs of students with disabilities and their overall well-being.

Indicator	Component	Description	Implementation Level
		<ul style="list-style-type: none"> • Preparing students with pre-teaching of relevant concepts, skills, and expectations. • Providing visual support and tailored interventions, as needed, to align with the developmental levels of participating students. • Planning structured activities to practice targeted skills in the community-based setting. • Demonstrating connections between academic, behavioral, social, and emotional skills and their real-world applications. • Prioritizing the accessibility and safety of all students and personnel. 	
4.12	Mentorships	Strategies are adopted to successfully integrate both personnel and peer mentors, creating an inclusive community for both personnel and students outside the program. Mentorship examples include personnel-to-personnel, personnel-to-student, and student-to-student relationships to enhance support networks and foster a positive community atmosphere.	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented



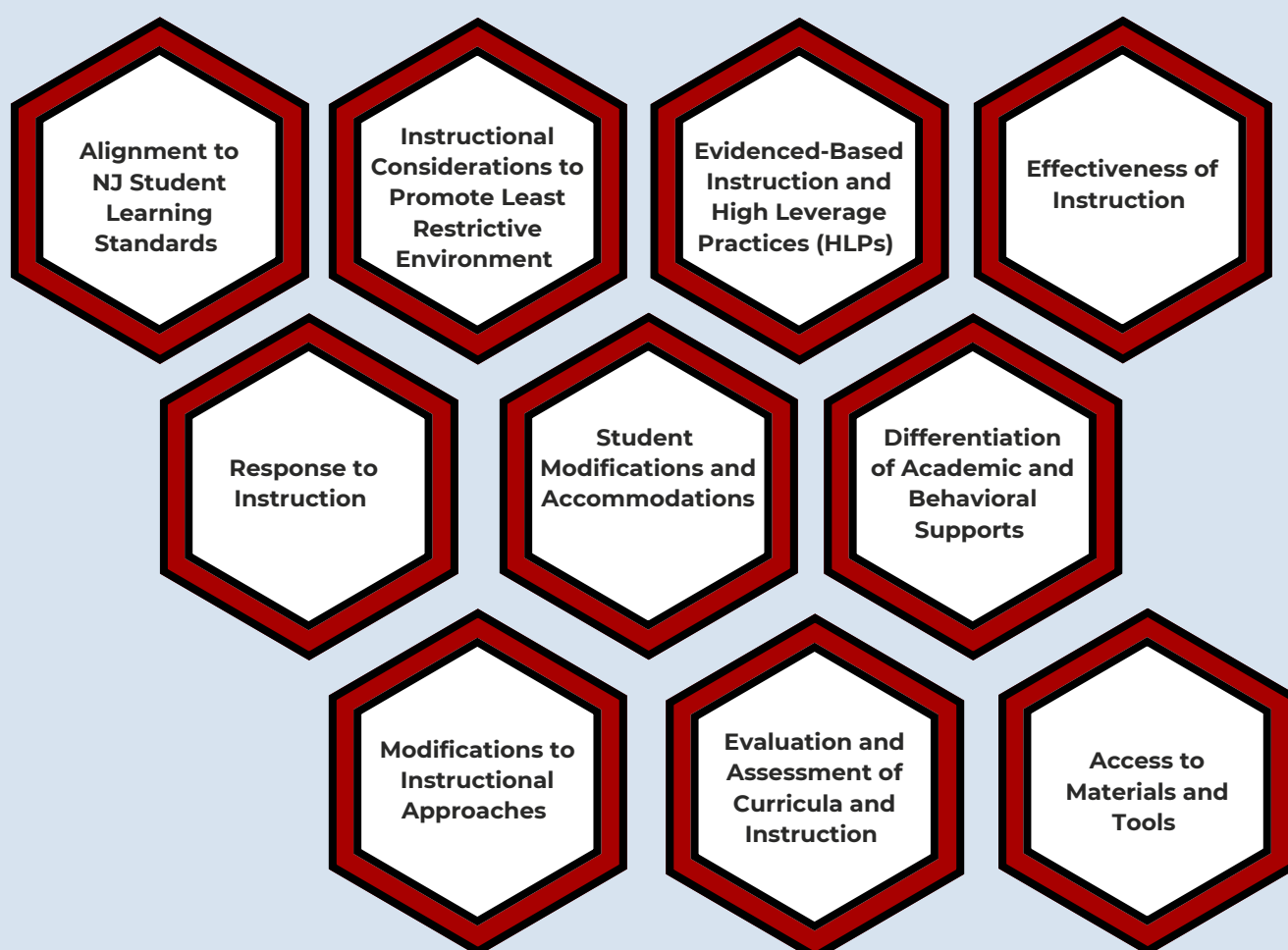
CURRICULUM AND INSTRUCTION

PROGRAMMATIC DOMAIN



Curriculum and instruction are critical in addressing the unique learning needs of students with academic, social, emotional, and behavioral challenges. This indicator highlights the importance of aligning curriculum and instructional practices with federal and state regulations and requirements while maintaining the necessary pacing and rigor to enhance students' access to less restrictive environments.

Evaluating and addressing the needs of diverse learners may involve customized instruction, integrated behavioral support, and various methodologies that cater to individual learning styles and foster engagement. Well-designed curricula promote acceptance and integration into less restrictive settings. Collaboration among educators and support services, guided by administration, ensures comprehensive support for students' academic, behavioral, social, and emotional needs. This tailored approach fosters an inclusive, supportive, and effective learning environment for all students facing diverse challenges.



CURRICULUM AND INSTRUCTION I The program ensures a tailored educational approach designed to address students' unique learning needs. It involves the development and implementation of evidence-based instructional strategies that are aligned with state standards to ensure academic rigor and proficiency while accommodating individual differences through appropriate accommodations and modifications. The curriculum is structured to provide a comprehensive and cohesive learning experience that promotes success academically, socially, emotionally, and behaviorally.

Indicator	Component	Description	Implementation Level
5.1	Alignment to NJ Student Learning Standards	Curricula are used to facilitate the acquisition of skills and knowledge that align with the State Learning Standards: <ul style="list-style-type: none"> New Jersey Student Learning Standards 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented
5.2	Instructional Considerations to Promote Least Restrictive Environment	The program ensures instructional alignment with the continuum of programs, using supplementary aids and services at each grade level to promote education in the least restrictive environment.	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented
5.3	Evidenced-Based Instruction and High Leverage Practices (HLPs)	<p>The teaching personnel use instructional methodologies grounded in evidence-based practices and individualized to meet the diverse student needs, including, but not limited to, Universal Design for Learning.</p> <p>Instructional methods are reflected in lesson plans and are evaluated for effectiveness over a designated period of time.</p> <p>The program promotes the use of High-Leverage Practices (HLPs) as outlined in Indicator 10.3.</p>	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented
5.4	Effectiveness of Instruction	Effectiveness of instructional practices are comprehensive and evaluated by multiple means of measurement, including but not limited to:	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented

CURRICULUM AND INSTRUCTION I The program ensures a tailored educational approach designed to address students' unique learning needs. It involves the development and implementation of evidence-based instructional strategies that are aligned with state standards to ensure academic rigor and proficiency while accommodating individual differences through appropriate accommodations and modifications. The curriculum is structured to provide a comprehensive and cohesive learning experience that promotes success academically, socially, emotionally, and behaviorally.

Indicator	Component	Description	Implementation Level
		<ul style="list-style-type: none"> Assessing student performance through tests, quizzes, projects, presentations, and other assignments. Comparing the intended learning outcomes with what students have retained. Observing student participation and engagement during whole-group, small-group, and individualized instruction. Gathering feedback, as appropriate, from students through surveys, interviews, or focus groups to understand their perception of the teaching methods, clarity of instruction, and overall learning experience. Utilizing educational technology and analytics to track student progress, interactions with course materials, and time spent on task. 	
5.5	Response to Instruction	<p>During instruction, personnel should:</p> <ul style="list-style-type: none"> Provide students with various methods to respond based on individual needs. Provide feedback as needed (e.g., correction and/or confirmation of correct response) and adjust instruction based-on student response. Monitor the student's frustration tolerance and provide additional supports and services to foster resiliency. 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented

CURRICULUM AND INSTRUCTION I The program ensures a tailored educational approach designed to address students' unique learning needs. It involves the development and implementation of evidence-based instructional strategies that are aligned with state standards to ensure academic rigor and proficiency while accommodating individual differences through appropriate accommodations and modifications. The curriculum is structured to provide a comprehensive and cohesive learning experience that promotes success academically, socially, emotionally, and behaviorally.

Indicator	Component	Description	Implementation Level
		<ul style="list-style-type: none"> • Monitor and reinforce the students' time on task and tailor instruction to meet the individual needs of the students and program. 	
5.6	Student Modifications and Accommodations	<p>Classroom-based instructional design and assessment methodology are carefully crafted to incorporate a systematic process for reviewing and implementing students' IEPs, thereby providing tailored accommodations and modifications to support students with disabilities in the learning environment. This may include the following examples:</p> <ul style="list-style-type: none"> • Utilizing visual schedules, visual timers, and visual cues to help students understand expectations and transitions • Providing flexible seating options such as stability balls, standing desks, or bean bag chairs to accommodate students who may have difficulty sitting still for extended periods due to sensory processing issues or hyperactivity. • Creating a sensory-friendly environment by minimizing distractions, providing noise-canceling headphones, offering sensory fidgets, and adjusting lighting to support students with sensory processing. • Using multisensory teaching methods, breaking tasks into smaller steps, providing repeated opportunities for practice, and offering alternative ways to 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented

CURRICULUM AND INSTRUCTION I The program ensures a tailored educational approach designed to address students' unique learning needs. It involves the development and implementation of evidence-based instructional strategies that are aligned with state standards to ensure academic rigor and proficiency while accommodating individual differences through appropriate accommodations and modifications. The curriculum is structured to provide a comprehensive and cohesive learning experience that promotes success academically, socially, emotionally, and behaviorally.

Indicator	Component	Description	Implementation Level
		demonstrate understanding (e.g., through verbal responses, drawings, or assistive technology) to accommodate diverse learning styles and cognitive abilities.	
5.7	Differentiation of Academic and Behavioral Supports	<p>Curriculum and instructional practices integrate differentiation for academic, social, emotional, and behavioral supports that include the following factors:</p> <ul style="list-style-type: none"> • Developmentally appropriate in length, pace, and purpose. • Specifically-designed instruction that uses multiple pathways to access the learning objective. • Integration of behavioral supports and services, to the maximum extent appropriate, to increase student time on task and exposure to content. 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented
5.8	Modifications to Instructional Approaches	<p>The program uses a systematic process for assessing individual student progress and modifies the instructional program and/or intensity of services when one or more of the following occur:</p> <ul style="list-style-type: none"> • IEP benchmarks have not been achieved within a pre-determined period of time. • Progress toward IEP benchmarks has not been successful within a pre-determined, reasonable period of time. • An unexpected change in the student's behavior. 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented

CURRICULUM AND INSTRUCTION I The program ensures a tailored educational approach designed to address students' unique learning needs. It involves the development and implementation of evidence-based instructional strategies that are aligned with state standards to ensure academic rigor and proficiency while accommodating individual differences through appropriate accommodations and modifications. The curriculum is structured to provide a comprehensive and cohesive learning experience that promotes success academically, socially, emotionally, and behaviorally.

Indicator	Component	Description	Implementation Level
		<ul style="list-style-type: none"> Significant changes occur in the home, school, or community setting. 	
5.9	Evaluation and Assessment of Curricula and Instruction	A variety of assessment strategies and evaluation tools are used to reflect upon instructional practices and the effectiveness of the curricula.	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented
5.10	Access to Materials and Tools	The program ensures students have access to the following: <ul style="list-style-type: none"> Full access to general education materials for students within the program. Adaptive materials for students based on need. Supplemental resources that enhance instructional practices and improve the acquisition of knowledge and concepts, as appropriate. Devices and technology to access the full extent of the curricula, as needed. 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented



DATA COLLECTION AND DOCUMENTATION PROGRAMMATIC DOMAIN

The ERI program should develop data collection and documentation methods that support evidence-based decision-making and individualized student support. The implementation of robust protocols aligned with student needs and program goals, along with insights from teachers, parents, and professionals can create a comprehensive understanding of student progress. This fosters a tailored educational experience that effectively addresses students' academic, social, emotional, and behavioral challenges.

Emphasizing progress monitoring allows educators to track development across multiple domains, enabling timely interventions and instructional adjustments that promote academic growth and overall well-being. Additionally, system level data, such as the restraint and seclusion submission via the Student Safety Data System (SSDS), ensures compliance with federal and state regulations while maintaining transparency and accuracy.

Overall, a strong data collection system is vital for successful programming. It facilitates assessment, individualized planning, interprofessional collaboration, and continuous improvement to support students' success.



DATA COLLECTION AND DOCUMENTATION I The program establishes, utilizes, and maintains a robust process for data collection and documentation while ensuring accurate assessment, individualized planning, interprofessional collaboration, and continuous improvement that are essential to the academic, social, emotional, and behavioral success of students.			
Indicator	Component	Description	Implementation Level
6.1	Comprehensive Student Profiles	<p>The program maintains comprehensive student profiles that include, but are not limited to, academic, behavioral, social-emotional, IEP, and assessment data for each student.</p> <ul style="list-style-type: none"> • Data profiles are regularly updated to reflect each student's current status and progress. • Information includes relevant assessments, observations, IEP goals, and interventions. • Input from parents and families is documented, as appropriate, to highlight preferences, desires, and goals for their students. 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented
6.2	Data Collection Protocols	<p>The program employs comprehensive data collection protocols that align with individual student needs and program goals. Data collection methods are evidence-based, ensuring fidelity, accuracy, and relevance.</p> <ul style="list-style-type: none"> • Personnel members are trained and consistently follow these protocols to gather meaningful information (see Indicator 1.4). 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented
6.3	Behavior Intervention Plans (BIPs) and Individual Education Programs (IEPs)	<p>BIPs and IEPs are developed based on thorough data analysis, incorporating strategies tailored to each student's unique needs (see Indicators 9 and 11).</p> <ul style="list-style-type: none"> • BIPs and IEPs are informed by comprehensive assessment results and the use of data across domains. • Regular updates and revisions to BIPs and IEPs are made based on ongoing data collection. 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented

DATA COLLECTION AND DOCUMENTATION I The program establishes, utilizes, and maintains a robust process for data collection and documentation while ensuring accurate assessment, individualized planning, interprofessional collaboration, and continuous improvement that are essential to the academic, social, emotional, and behavioral success of students.

Indicator	Component	Description	Implementation Level
6.4	Collaboration with Stakeholders	<p>Data collected is shared and discussed collaboratively with teachers, parents, and relevant professionals to inform decision-making and interventions (see Indicator 3).</p> <ul style="list-style-type: none"> Regular meetings are held to review and discuss student data. Collaborative efforts ensure a holistic understanding of the student's needs and progress. 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented
6.5	Technology Integration for Data Analysis	<p>The program leverages technology tools for efficient and accurate data collection, analysis, and documentation.</p> <ul style="list-style-type: none"> Technology is used to streamline data collection processes. Data management systems support easy access and retrieval of relevant information. 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented
6.6	Progress Monitoring and Reporting	<p>The program implements regular progress monitoring and reporting mechanisms to track student development over time in academic, behavioral, social-emotional, and IEP domains.</p> <ul style="list-style-type: none"> Progress reports encompass data from various domains and are provided to parents, teachers, and relevant stakeholders. Data is utilized to celebrate successes and identify areas for improvement. Progress reports should be accessible for families 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented
6.7	Restraint and Seclusion Data	<p>The program establishes a comprehensive data collection and documentation system, adhering to federal and state regulations for restraint and seclusion.</p>	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented

Indicator	Component	Description	Implementation Level
	Collection and Documentation	<ul style="list-style-type: none"> • Incident reports are promptly and comprehensively completed, contributing to robust data collection. • Documentation includes, at a minimum, incident details, de-escalation attempts, personnel involved, impact on the student, duration, injuries, and student response. • Parent(s) or guardian(s) are promptly informed of incidents, ensuring transparency and accurate documentation. • Clear communication channels and collaborative meetings are established, contributing to the overall data collection system. 	
6.8	Universal Screeners	<p>The program incorporates universal screeners as a vital component of its data collection and documentation system. Universal screeners:</p> <ul style="list-style-type: none"> • Are systematically administered assessments designed to evaluate essential academic, social, emotional and behavioral skills across all students within the program. • Are regularly administered to support ongoing data collection. 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented



TRANSITIONS

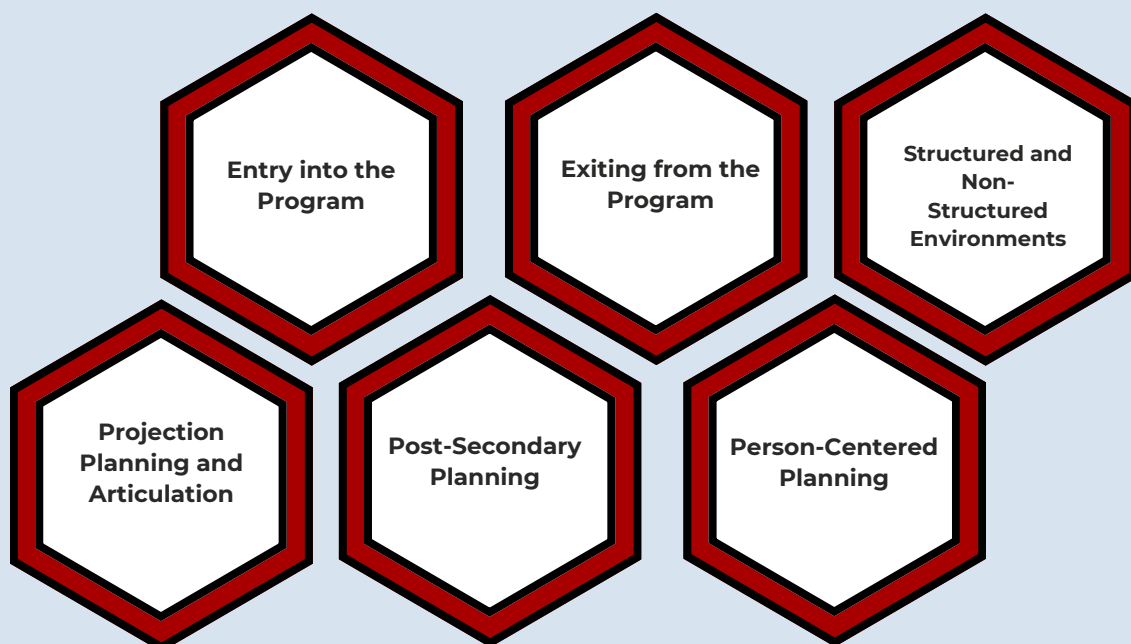
PROGRAMMATIC DOMAIN



This indicator provides a framework for administrators and program personnel to support students with academic, behavioral, social, and emotional needs throughout their educational journeys, including secondary transitions and post-school outcomes. By embedding proactive transition strategies, the program aims to improve academic and social outcomes, reduce maladaptive behaviors, and foster student confidence, independence, and self-awareness.

Students with emotional and behavioral needs often face challenges during transitions between activities and settings. Effective transition planning involves creating strategies and supports to ensure smooth transitions, minimize stress, and maintain continuity in learning. This includes managing shifts between structured and unstructured environments, shifting to new activities, and moving between classrooms.

Major transitions, such as moving to a new classroom or school, or preparing for post-school transitions, can pose significant challenges for students with emotional and behavioral needs. The post-school transition phase is especially critical for these students. By implementing targeted strategies, the program helps students navigate this shift, preparing them for success academically, emotionally, behaviorally, and socially in their post-school lives.



TRANSITION I Administrators and personnel proactively plan and prepare students for short- and long-term transitions, including but not limited to student entry and exit planning, structured and non-structured transitions, and post-secondary planning.

Indicator	Component	Description	Implementation Level
7.1	Entry into the Program	<p>The program personnel establish an individualized, systematic process prior to and during student transition into the program.</p> <p>Entry strategies and supports, if applicable, can include:</p> <ul style="list-style-type: none"> • Creating a welcoming environment, such as seating arrangements, classroom layout, visual supports, and sensory needs (see Indicator 2). • Reviewing a student's IEP, including the BIP, student history, and additional services and interventions (e.g., transportation, staffing). • Meeting with support personnel, including the child study team, related service personnel, paraprofessionals, and other necessary personnel (see Indicator 3). • Establishing communication with the parent/family or guardian(s). • Priming the receiving classroom students and personnel, prior to the transition of the incoming student, as an opportunity to promote a culture of support, inclusion and belonging. 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented
7.2	Exiting from the Program	<p>The program personnel establish an individualized, systematic process during and after the transition out of the program.</p> <p>Exiting strategies and supports, if applicable, can include:</p>	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented

Indicator	Component	Description	Implementation Level
		<ul style="list-style-type: none"> • Providing necessary documentation and resources that provide a comprehensive overview of the student's strengths, individualized needs, and preferences. • Collaborating with the student, parents/family or guardian, and relevant student support personnel (e.g., related service personnel, behavioral specialists) to develop an individualized transition plan (see Indicator 3). • Gradually introduce the student to their new educational environment to the maximum extent appropriate. • Facilitating opportunities for the student to develop positive relationships with peers and educational personnel in the new setting. • Scheduling collaboration and consultation with the receiving personnel. • Providing frequent reinforcement and intrinsic motivation as they navigate the transition. • Monitoring the student's progress and adjustment to the new setting. 	
7.3	Structured and Non-Structured Environments	<p>Effective transitions in the program are proactively established and routinely practiced to maintain momentum, minimize disruptions, and maximize instructional time.</p> <p>Proactive strategies for structured and non-structured transitions can include:</p> <ul style="list-style-type: none"> • Establishing consistent routines and expectations. • Using visual schedules. • Providing clear verbal and written directions. 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented

Indicator	Component	Description	Implementation Level
		<ul style="list-style-type: none"> Integrating routine activities or expected tasks during the onset of transition. Managing and organizing materials in advance. Assigning specific roles to students. Integrating a timer or countdown to signal when it's time to move on to the next activity. Taking time to explicitly teach, model, and practice desired behaviors during transitions. Acknowledging and reinforcing smooth transitions with praise or rewards. Reflecting regularly on the effectiveness of transitions and making adjustments as needed. 	
7.4	Projection Planning and Articulation	<p>Ongoing meetings occur where educators, specialists, and other stakeholders discuss the transition of students with disabilities between different educational settings and/or programs. Planning meetings may also foster student engagement to the maximum extent appropriate (see Indicator 3).</p> <p>These meetings may include discussing the student's:</p> <ul style="list-style-type: none"> Individualized Education Program (IEP), Behavior Intervention Plan (BIP), Goals and objectives, Supplementary aides and services, and Any necessary supports or accommodations (e.g., preferences, triggers, and environmental considerations). 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented
7.5	Transition Services and	The IEP should reflect that, beginning no later than age 14, the IEP must include measurable post-secondary goals based	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented

Indicator	Component	Description	Implementation Level
	Post-Secondary Planning	<p>on age-appropriate transition assessments related to education, employment, and, where appropriate, independent living skills. The IEP must also include transition services (including courses of study) needed to assist the student in reaching their post-secondary goals (see Indicator 9).</p> <p>Transition services for students in the program may include opportunities for and exposure to:</p> <ul style="list-style-type: none"> • Vocational education, • Employment opportunities, • Post-secondary education, • Adult services (e.g., Division of Vocational Rehabilitation Services), • Independent living skills training, and • Community-based instruction. <p>Parents and guardian(s) should be engaged in the ongoing development and review of transition services.</p>	<input type="checkbox"/> Not Implemented
7.6	Person-Centered Planning	<p>To the maximum extent possible, transition planning and services for post-secondary life incorporate the individual student's strengths, preferences, interests, and goals. Person-centered planning for students in the program fosters student engagement by having them actively plan their transition to adulthood.</p>	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented



EQUITY AND ACCESS

PROGRAMMATIC DOMAIN

Equity and access are foundational principles of an ERI program, reflecting a commitment to inclusive education for all students. The program prioritizes equitable resource distribution, ensuring that every student receives the support needed to thrive academically, socially, emotionally, and behaviorally. Individualized accommodations and modifications are integrated into instruction, fostering an environment that acknowledges and celebrates diverse learning needs. The physical environment is also designed to be accessible for students with varying abilities.

Cultural responsiveness is key to ensuring equity and access, recognizing the diverse backgrounds within the student body. Teachers and staff engage in ongoing professional development to strengthen their cultural competence, creating an environment that honors and values each student's identity. This commitment also extends to families, providing holistic support for every student.

It is essential to monitor and address inequities in access and opportunities. The program must remain committed to advancing equity, fostering an environment where all students can thrive.



EQUITY AND ACCESS I The program has mechanisms and processes for reflection that ensure a process to establish and maintain an equitable and inclusive learning environment, which includes equal access to educational opportunities and support services.

Indicator	Component	Description	Implementation Level
8.1	Equitable Resource Allocation	<p>The program allocates resources, including personnel, materials, and technology, based on the diverse, individual needs of students in the program.</p> <ul style="list-style-type: none"> Resource distribution is regularly assessed to ensure fairness and responsiveness to the evolving needs of the student population. 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented
8.2	Individualized Accommodations and Modifications	<p>Accommodations and modifications are tailored to each student's individualized needs, promoting equal access to the curriculum and instructional materials.</p> <ul style="list-style-type: none"> Integrate interprofessional collaboration, including dialogue between general and special education instructional personnel, to determine and implement effective accommodations aligned with students' IEP goals (see Indicators 1 and 3). 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented
8.3	Culturally Responsive Practices	<p>Instructional practices incorporate cultural responsiveness, recognizing and respecting the diverse backgrounds and perspectives of students (see Indicator 5).</p> <ul style="list-style-type: none"> Professional development opportunities are provided to personnel to enhance cultural competence and ensure inclusivity within the learning environment (see Indicator 1.4). 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented
8.4	Equitable Discipline Practices	<p>Discipline policies and procedures include fair, just, and unbiased disciplinary approaches that ensure all students are treated fairly and have equal access to learning opportunities, regardless of their background, disability, identity, or circumstances.</p>	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented

EQUITY AND ACCESS I The program has mechanisms and processes for reflection that ensure a process to establish and maintain an equitable and inclusive learning environment, which includes equal access to educational opportunities and support services.

Indicator	Component	Description	Implementation Level
		The program provides clear guidelines for disciplinary actions and ensures consistency in enforcement across all students. These guidelines also emphasize a focus on the reduction of removals and seclusion to the maximum extent possible.	
8.5	Accessibility of Physical Environment	<p>The physical environment is designed to be accessible to students with varying abilities and needs, fostering a sense of belonging (see Indicator 2).</p> <ul style="list-style-type: none"> Ongoing assessments and adjustments are made to the physical layout to address any barriers that may impede students' movement, engagement, or participation. 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented
8.6	Transparent Communication with Stakeholders	<p>Clear and transparent communication channels are established to keep parents and families, guardians, and relevant stakeholders informed about programmatic decisions, student progress, and opportunities for involvement (see Indicator 3).</p> <p>Cultural and linguistic barriers may require advanced preparation and assistance to guarantee successful communication and collaboration, notwithstanding the unique requirements of each family.</p>	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented
8.7	Collaborative Transition Planning	<p>Transition planning is a collaborative effort involving teachers, special education professionals, and relevant stakeholders (see Indicators 7.1, 7.2 and 7.5).</p> <ul style="list-style-type: none"> Individualized transition plans are developed to support students in transitioning to less restrictive 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented

EQUITY AND ACCESS I The program has mechanisms and processes for reflection that ensure a process to establish and maintain an equitable and inclusive learning environment, which includes equal access to educational opportunities and support services.

Indicator	Component	Description	Implementation Level
		environments, ensuring continuity of support and academic progress.	
8.8	Monitoring and Addressing Inequities	<p>Data is collected and analyzed to identify disparities and disproportionality amongst student groups. The program uses data to ensure equitable access, participation, and results for students in the program (see Indicator 6).</p> <ul style="list-style-type: none"> • Targeted interventions and adjustments are implemented based on data-driven insights to mitigate disparities and enhance equity. • Disproportionality in discipline referrals and suspension rates should be routinely monitored for students in the program. Strategies and interventions should be in place to eliminate disproportionality amongst student groups and demographics. • The program evaluates the demographics of the students in the program to mitigate overrepresentation of a specific category (i.e. race/ethnicity, disability) as compared to district/school demographics. A call to action for system-based inventions may be required based on results. 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented



NEW JERSEY
DEPARTMENT OF EDUCATION

Emotional and Behavioral Program Quality Indicators

Service Domain

2024

✉ OSEINFO@DOE.NJ.GOV

🌐 [HTTPS://WWW.NJ.GOV/EDUCATION/SPECIAL/](https://www.nj.gov/education/special/)

SERVICE DOMAIN

The “Service Domain” presents quality indicators to consider when developing, implementing, or evaluating the effectiveness of an ERI program. The information below describes five indicators.

The Service Domain captures personalized support and interventions provided to meet individual student needs, encompassing education, behavior, interpersonal skills, and related services tailored to foster academic and social-emotional growth.

In total, there are 36 components across 5 indicators with the Service Domain.

Indicator 9: Individualized Education Program (IEP)

Indicator 12: Interpersonal Skills

Indicator 10: Individualized Academic Interventions

Indicator 13: Related Services

Indicator 11: Individualized Behavior Interventions

The indicators and components within the Service Domain were formulated through a synthesis of evidence-based research, regulatory provisions, best practices, and stakeholder input gathered from the Emotional Behavioral Program Quality Indicator Panel (refer to acknowledgements).



INDIVIDUALIZED EDUCATION PROGRAM (IEP)

SERVICE DOMAIN



An essential component of ensuring a high-quality program within an ERI program is the effective use of Individualized Education Programs (IEPs). Mandated by federal and state regulations, specifically the Individuals with Disabilities Education Act (IDEA), the IEP is a foundational tool for providing tailored educational support based on each student's unique needs. The development and maintenance of an IEP are collaborative processes, involving parents, educators, and relevant professionals. This collective effort is crucial in creating an educational roadmap that evaluates students' academic achievement and functional performance. Based on this evaluation, measurable annual goals are set, extending beyond academic objectives to include broader developmental domains, such as behavioral, social, and emotional growth.

Beyond its regulatory mandate, the IEP assumes an important role in fostering equity, inclusion, and opportunity within the educational landscape. Through diligent implementation and meticulous monitoring, educators endeavor to promote equitable access to educational resources and facilitate meaningful engagement in the learning process. As such, the IEP goes beyond its administrative role to become a powerful tool for empowering students and supporting their overall growth and academic achievement.



INDIVIDUALIZED EDUCATION PROGRAM I The Individualized Education Program (IEP) is developed using a holistic approach, surpassing the regulatory guidance outlined in 6A:14. This aims to prioritize high-quality IEPs that foster a strengths-based approach through collaborative decision-making practices.

Indicator	Component	Description	Implementation Level
9.1	IEP Collaboration	<p>The student's interprofessional team, including parents and families, ensures that the development and implementation of the IEP are student-centered, strengths-based, and data-driven approaches to supporting their educational goals and success (See Indicator 3).</p> <p>This includes activities such as:</p> <ul style="list-style-type: none"> • Collaborating regularly to plan, implement, and document instruction that targets IEP goals. • Gathering data regularly on IEP goals and guiding data-driven decisions for progress and adjustments. • Providing opportunities to include students in the decision-making process and IEP meetings. They also encourage participation for valuable insights and ownership. 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented
9.2	Social and Medical History	<p>The teacher, with the support of the interprofessional team, is aware of each student's:</p> <ul style="list-style-type: none"> • Medical history including diagnoses, medications and any other pertinent information related to the student's disability, as appropriate. This may include co-occurring conditions or factors. • Family history, dynamics, environmental considerations, linguistic and cultural factors, and any significant life events that may influence student outcomes, including the impact of their adverse childhood experiences (ACEs), as appropriate. 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented

INDIVIDUALIZED EDUCATION PROGRAM I The Individualized Education Program (IEP) is developed using a holistic approach, surpassing the regulatory guidance outlined in 6A:14. This aims to prioritize high-quality IEPs that foster a strengths-based approach through collaborative decision-making practices.

Indicator	Component	Description	Implementation Level
		<ul style="list-style-type: none"> • School history and experiences including prior academic performance, interventions and supports, behavioral and social emotional reports, communication needs, etc., as appropriate. • Additional considerations relevant to the student's educational experience, may include: <ul style="list-style-type: none"> • Safety and risk factors, • Therapeutic needs and prior supports, and/or • Prior and current experiences with community-based support (e.g., Intensive Outpatient Program-IOP). 	
9.3	Strengths-Based IEP	<p>The IEP documentation and discussions should:</p> <ul style="list-style-type: none"> • Address strengths-based language and framing throughout to emphasize opportunities and needs rather than deficits. • Individualize responses to highlight the student's strengths, talents, interests, and unique abilities across various domains, including academic, social, emotional, and behavioral. • Incorporate goals that are framed by the student's strengths and interests and reflect areas for potential growth. • Select and adapt methods and tools to assess a student's performance that accurately captures the student's abilities. This extends beyond the traditional measures of academic achievement and 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented

INDIVIDUALIZED EDUCATION PROGRAM I The Individualized Education Program (IEP) is developed using a holistic approach, surpassing the regulatory guidance outlined in 6A:14. This aims to prioritize high-quality IEPs that foster a strengths-based approach through collaborative decision-making practices.

Indicator	Component	Description	Implementation Level
		may include, when appropriate, performance-based assessments, portfolios, observations, and student self-assessments (see Indicators 5.9 and 6.6).	
9.4	Behavior Intervention Plan	<p>A comprehensive BIP (see Indicator 11), is created in collaboration with the family (see Indicator 3), that includes:</p> <ul style="list-style-type: none"> • Preventative measures, replacement skills, response strategies, and reinforcement system(s). • Specific and measurable goals for the reduction of challenging behaviors, including thinning/fading and termination criteria. • Reviews by the team regularly to determine its effectiveness in reducing challenging behaviors. 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented
9.5	Goals and Objectives	<p>The IEP goals are developed based on the present levels of performance and needs of students, including functional skills. IEP goals are individual to the student and derived from formal and informal assessment measures. Goals and objectives may include:</p> <ul style="list-style-type: none"> • Academic goals target specific academic skills or subject areas in which the student requires support. These goals may focus on reading, writing, math, science, or other academic subjects. • Functional goals address skills related to daily living, adaptive behavior, and independent functioning. These goals consider support in areas such as communication, self-care, social skills, and community integration. 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented

INDIVIDUALIZED EDUCATION PROGRAM I The Individualized Education Program (IEP) is developed using a holistic approach, surpassing the regulatory guidance outlined in 6A:14. This aims to prioritize high-quality IEPs that foster a strengths-based approach through collaborative decision-making practices.

Indicator	Component	Description	Implementation Level
		<ul style="list-style-type: none"> • Behavioral goals address challenging behaviors and promote positive behavior change (see Indicators 11 and 13). • Social-emotional goals address the student's social and emotional development, including skills related to self-regulation, empathy, social interaction, and emotional expression. • Communication goals focus on improving the student's ability to express themselves effectively and understand spoken language, whether through verbal communication, sign language, augmentative and alternative communication (AAC) devices, or other modalities. • Transition goals that address the student's preparation for life after high school, including post-secondary education, employment, independent living, and community participation. 	
9.6	Supplementary Aids and Service	<p>Supplementary aids and services are documented in the IEP and reflect supports, accommodations, and interventions for students in the program to enable their participation in the general education curriculum and to support their academic, social, emotional, and behavioral needs. This may include:</p> <ul style="list-style-type: none"> • Academic, and individualized, accommodations that are tailored to the student's unique needs, such as but not limited to: extended time for assignments or tests, preferential seating, or modified workload (see Indicator 10.4). 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented

INDIVIDUALIZED EDUCATION PROGRAM I The Individualized Education Program (IEP) is developed using a holistic approach, surpassing the regulatory guidance outlined in 6A:14. This aims to prioritize high-quality IEPs that foster a strengths-based approach through collaborative decision-making practices.

Indicator	Component	Description	Implementation Level
		<ul style="list-style-type: none"> Positive behavior reinforcement strategies, such as but not limited to: token economies, behavior charts, or reward systems. (see Indicators 11 and 13) Use of visual supports, such as visual schedules, cue cards, or social stories, to help the student understand expectations and manage transitions (see Indicators 11 and 13). Integration of social-emotional learning curriculum and activities to promote self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (see Indicator 5). School-based mental health services, integrated in the classroom, delivered in small groups, or individualized to the student, focus on developing emotional regulation skills, coping strategies, and problem-solving skills (see Indicators 11, 13 and 14). The interprofessional team should regularly monitor and adjust supplementary aids and services, as needed, to ensure ongoing effectiveness and student success. 	
9.7	Continuum of Less Restrictive Program Options	At least annually, the interprofessional team (see Indicator 3), collaborates to identify strategies and goals to increase opportunity and access, as appropriate, to less restrictive environments, inclusive and extracurricular activities, and alternative settings. This should include thoughtful planning and consideration, monitoring as appropriate, and support as	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented

INDIVIDUALIZED EDUCATION PROGRAM I The Individualized Education Program (IEP) is developed using a holistic approach, surpassing the regulatory guidance outlined in 6A:14. This aims to prioritize high-quality IEPs that foster a strengths-based approach through collaborative decision-making practices.

Indicator	Component	Description	Implementation Level
		needed in the settings with students and peers of diverse abilities, including nondisabled peers.	



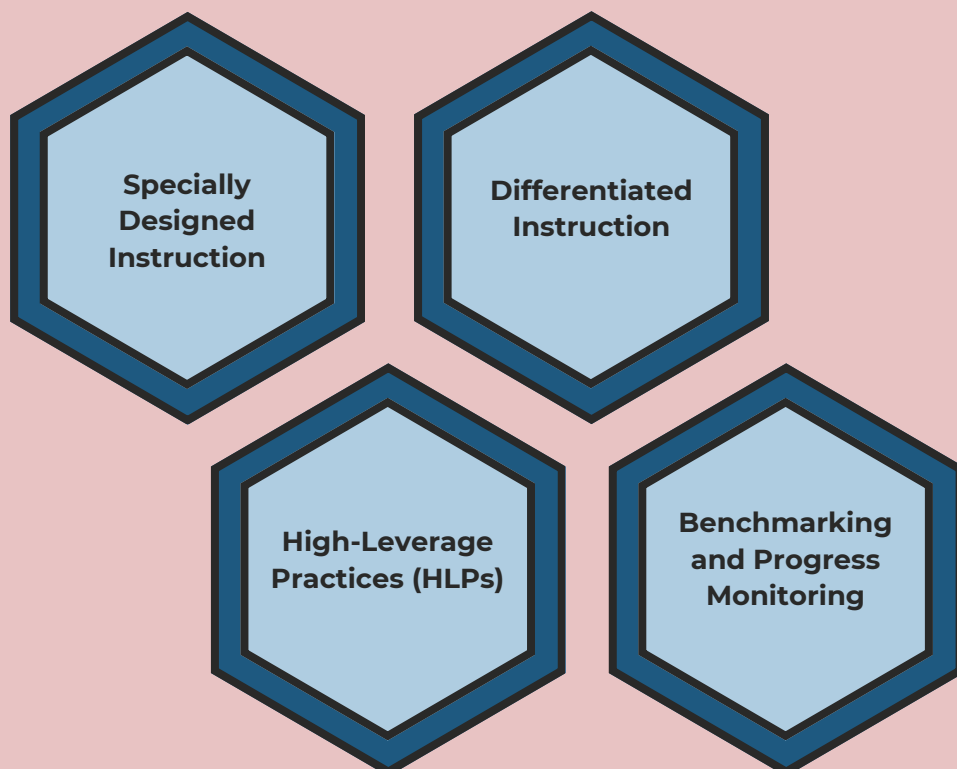
INDIVIDUALIZED ACADEMIC INTERVENTION

SERVICE DOMAIN



Students in an ERI program present a range of academic, social, emotional, and behavioral needs. To effectively support these students, personalized academic instruction is essential, allowing educators to adjust teaching methods and materials to align with each student's unique strengths and needs. This tailored approach ensures equitable opportunities for success while also addressing emotional and behavioral challenges that may interfere with engagement in a traditional classroom setting.

Indicator 10 highlights the importance of individualized academic instruction within ERI programs, focusing on behavior intervention and addressing the diverse needs of students. By collaboratively setting personalized goals with students and families, educators tailor instruction to align with each student's interests, strengths, and aspirations, boosting motivation and engagement. Ongoing assessment and feedback are key to this process, enabling educators to track progress, make adjustments as needed, and celebrate successes. This continuous cycle supports both academic growth and emotional well-being. Through this personalized approach, educators create an inclusive learning environment that fosters academic success, social development, and emotional resilience within the ERI program.



INDIVIDUALIZED ACADEMIC INTERVENTION I Individualized Academic Intervention for students in the program involves tailoring educational strategies and support mechanisms designed to address specific academic needs while considering the unique challenges each student faces, aiming to optimize their learning outcomes and overall well-being. Individualized Academic Interventions also incorporate personalized instruction, adaptive learning techniques, and specialized resources to foster academic growth while supporting emotional development and self-regulation skills.

Indicator	Component	Description	Implementation Level
10.1	Specially Designed Instruction	<p>The program instruction reflects customized teaching methods, materials, and interventions that are tailored to meet the unique needs of each student in the program.</p> <ul style="list-style-type: none"> Adaptations should be made to the content, methodology, and/or delivery of instruction while also ensuring access to the general education curriculum, to the maximum extent appropriate. 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented
10.2	Differentiated Instruction	The program instruction integrates a variety of instructional strategies, such as but not limited to, small group instruction, visual aids, hands-on activities, and technology-based tools, to accommodate different learning styles and abilities, as appropriate and based on the individual student needs.	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented
10.3	High Leverage Practices (HLPs)	<p>The program incorporates instructional strategies or teaching methods that are researched-based and effective means to promote student learning across a variety of contexts and content areas. This should consider the integration of supplemental aids and services that enable students to access the general education curriculum (see Indicator 9.6).</p> <p>HLP may include, but not limited to:</p> <ul style="list-style-type: none"> Explicit instruction Differentiated Instruction Collaborative learning 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented

INDIVIDUALIZED ACADEMIC INTERVENTION I Individualized Academic Intervention for students in the program involves tailoring educational strategies and support mechanisms designed to address specific academic needs while considering the unique challenges each student faces, aiming to optimize their learning outcomes and overall well-being. Individualized Academic Interventions also incorporate personalized instruction, adaptive learning techniques, and specialized resources to foster academic growth while supporting emotional development and self-regulation skills.

Indicator	Component	Description	Implementation Level
		<ul style="list-style-type: none"> • Scaffolding • Culturally responsive teaching • Technology integration • Content specific strategies 	
10.4	Benchmarking and Progress Monitoring	Program personnel regularly assess student learning and make modifications to their instructional practices to ensure that students are making meaningful progress toward their IEP goals (see Indicators 5 and 6).	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented



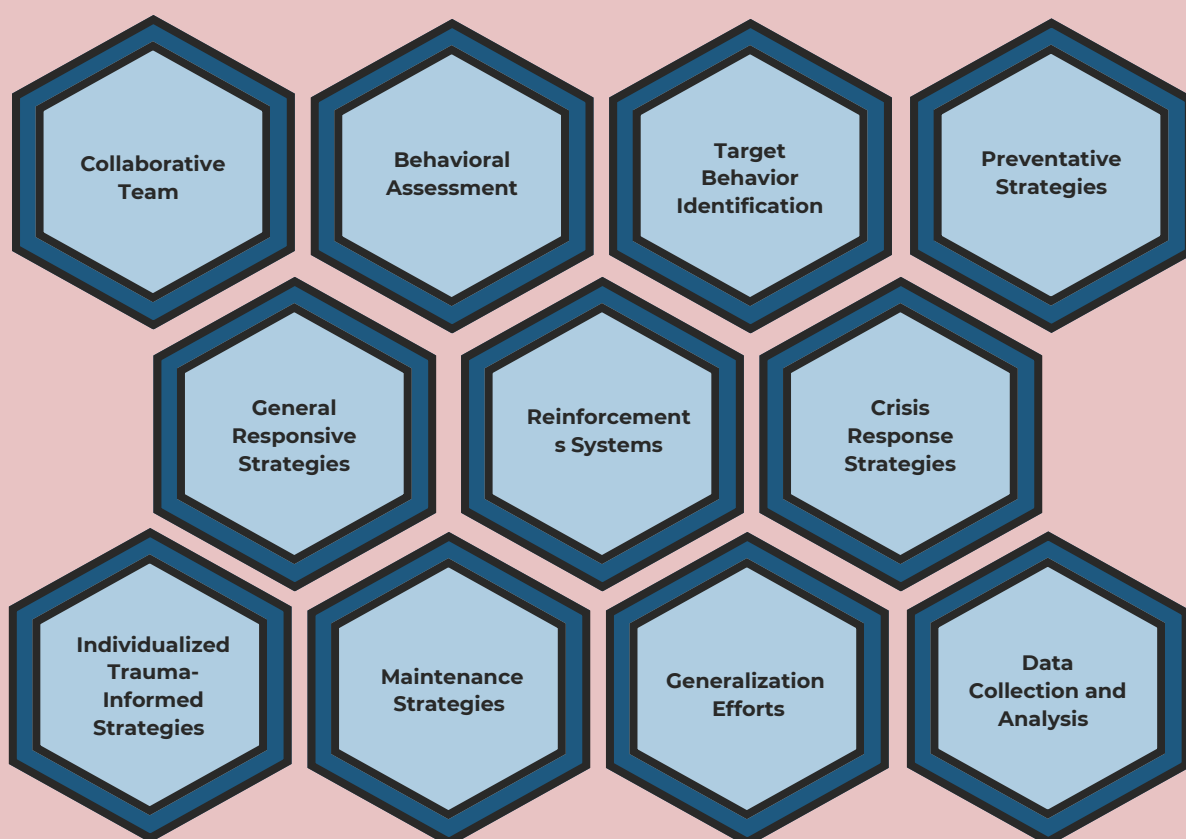
INDIVIDUALIZED BEHAVIOR INTERVENTION

SERVICE DOMAIN

11

The Individualized Behavior Interventions Indicator focuses on understanding and addressing each student's unique needs through a collaborative, evidence-based approach. This framework continuously evolves to produce measurable outcomes for all students. It prioritizes functional assessment, collaborative goal setting, and the identification of target behaviors and their underlying functions, allowing for a deeper understanding of behavioral roots. The program employs preventative and responsive strategies, with an emphasis on generalization and maintenance to ensure lasting behavioral improvements. It also emphasizes understanding student preferences and triggers, while providing robust crisis prevention and de-escalation support. By collaborating with families and stakeholders, their input is incorporated into intervention plans to ensure they align with the student's specific needs and goals. Ultimately, the program aims to create an inclusive and supportive environment where every student can reach their full potential.

This indicator focuses on the development of individualized strategies and plans that can be used to increase positive behaviors to bolster students' access to instruction, resources, and peer relationships across diverse settings. It highlights the utilization of evidence-based strategies, collaborative efforts, and meticulous intervention analysis to drive measurable and observable progress for each student.



INDIVIDUALIZED BEHAVIOR INTERVENTIONS I Individualized strategies and plans are developed to improve specific behaviors that increase access to instruction, resources, and peer relationships across a variety of structured and non-structured settings. This includes the use of evidence-based strategies, collaboration, and analysis of interventions to ensure improved, measurable, and observable, outcomes for each student.

Indicator	Component	Description	Implementation Level
11.1	Collaborative Team	The team collaborates to establish clear and measurable goals and objectives for behavior improvement, involving all relevant stakeholders (see Indicator 3). <ul style="list-style-type: none"> A quick reference sheet is provided to all personnel, containing information on student preferences, triggers, de-escalation techniques, and support staff contacts to facilitate effective behavior management. 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented
11.2	Behavioral Assessment	The interprofessional team conducts formal and informal assessments, including but not limited to Functional Analysis (e.g., FBA, PFA, etc.), Behavioral Assessments, ACE assessments, Function-Based Problem Solving, and/or Social Emotional Behavioral assessments, to identify the individual student's root causes of behaviors, as needed.	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented
11.3	Target Behavior Identification	The interprofessional team identifies and defines specific target behaviors to decrease and replacement behaviors to increase, focusing on observable and measurable actions.	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented
11.4	Preventative Strategies	A section in the IEP/BIP is clearly outlined for preventative strategies, including de-escalation techniques and reinforcement procedures (see Indicator 11.6) for promoting alternative behaviors and targeted behaviors.	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented
11.5	General Responsive Strategies	A section in the IEP/BIP details responsive strategies, encompassing consequences for target and alternative	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented

INDIVIDUALIZED BEHAVIOR INTERVENTIONS I Individualized strategies and plans are developed to improve specific behaviors that increase access to instruction, resources, and peer relationships across a variety of structured and non-structured settings. This includes the use of evidence-based strategies, collaboration, and analysis of interventions to ensure improved, measurable, and observable, outcomes for each student.

Indicator	Component	Description	Implementation Level
		behaviors, as well as reinforcement procedures (see Indicator 11.6) to encourage positive behavior changes.	
11.6	Reinforcement Systems	Individualized reinforcement systems are crafted to be culturally inclusive, recognizing and respecting diverse motivators and preferences (see Indicator 2). <ul style="list-style-type: none"> Reinforcement strategies consider equity by promoting positive behavior and motivation in a manner that aligns with the cultural backgrounds of each student. 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented
11.7	Crisis Response Strategies	A section in the IEP/BIP should include, if appropriate, a protocol using evidence-based strategies for de-escalating and redirecting behaviors successfully if the student escalates to the point of endangering themselves or others. <ul style="list-style-type: none"> Personnel receive necessary training relevant to evidence-based strategies and crisis prevention plans (see Indicator 1.6). Approaches should avoid, to the maximum extent possible, the use of restraint and seclusion (see Indicators 6.7 and 4). 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented
11.8	Individualized Trauma-Informed Strategies	The program integrates trauma-informed strategies to meet the unique needs of each student. This includes: <ul style="list-style-type: none"> Conducting trauma assessments, developing individualized trauma intervention plans, and regularly reviewing and adjusting these plans based on ongoing assessment and feedback. 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented

INDIVIDUALIZED BEHAVIOR INTERVENTIONS I Individualized strategies and plans are developed to improve specific behaviors that increase access to instruction, resources, and peer relationships across a variety of structured and non-structured settings. This includes the use of evidence-based strategies, collaboration, and analysis of interventions to ensure improved, measurable, and observable, outcomes for each student.

Indicator	Component	Description	Implementation Level
11.9	Maintenance Strategies	Individual student strategies for maintaining positive behavior changes are clearly defined to ensure the long-term success and sustainability of behavior interventions.	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented
11.10	Generalization Efforts	The program outlines clear strategies for generalizing positive behaviors across various settings and situations to promote consistent behavior improvements that are based on student's individual needs and strengths.	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented
11.11	Data Collection and Analysis	The interprofessional team specifies the type of data collection methods and criteria for behavior reduction, as well as the behaviors to be graphed and monitored with fading criteria for progress tracking (see Indicator 6).	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented



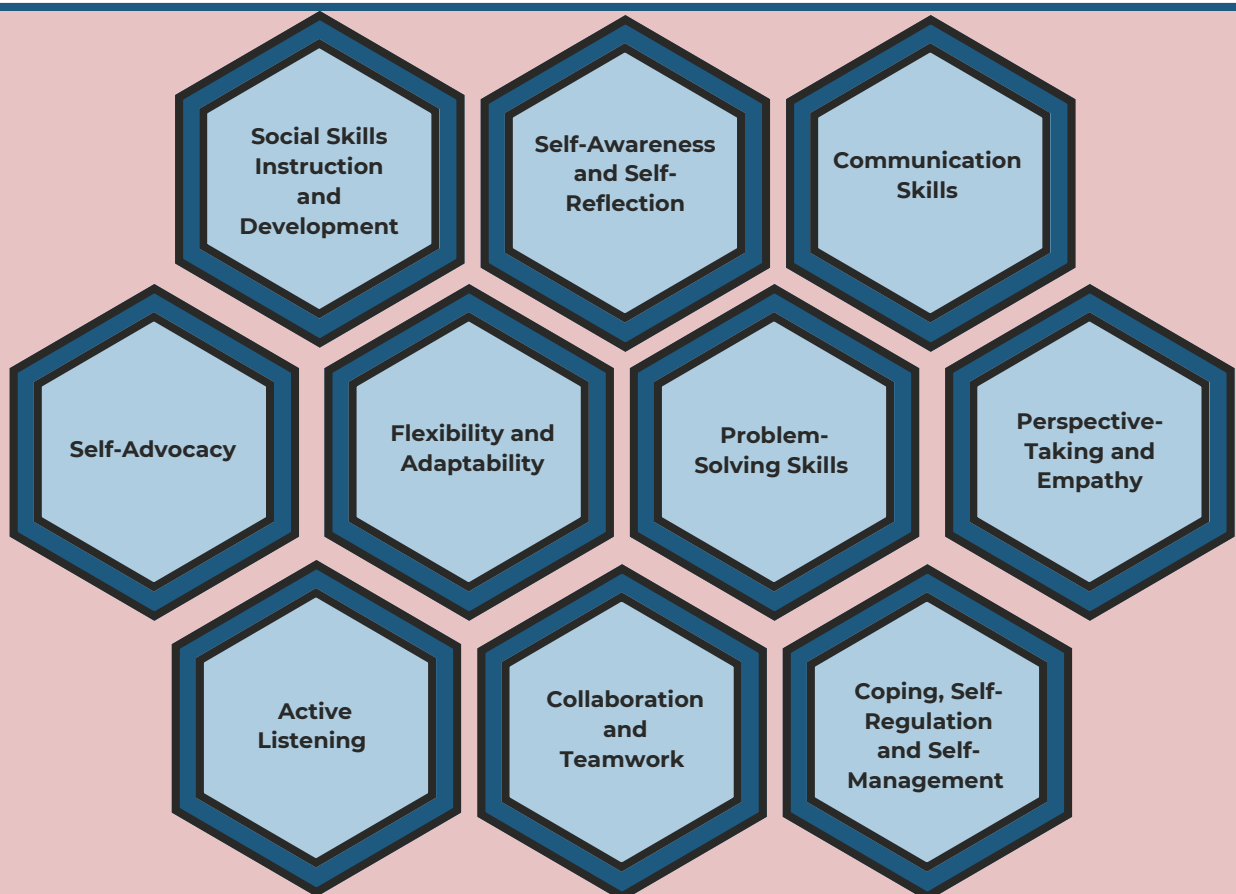
INTERPERSONAL DEVELOPMENT



SERVICE DOMAIN

Developing interpersonal skills is vital for students in an ERI program to succeed academically, socially, emotionally, and behaviorally. Through structured social skills instruction and continuous development, students learn effective communication, empathy, and collaboration. This instruction also promotes self-awareness and self-reflection, helping students understand and manage their emotions and behaviors while building resilience and adaptive coping skills. With a strong foundation in perspective-taking and empathy, students are better prepared to navigate social interactions and build meaningful relationships with peers and educators. In addition, fostering self-advocacy skills empowers students to express their needs and preferences, ensuring their voices are heard within the educational environment.

Addressing interpersonal skills also promotes the development of key abilities such as problem-solving, adaptability, and active listening. These competencies are essential for fostering collaboration and teamwork, allowing students to engage constructively with peers and contribute positively to group activities. Additionally, cultivating coping strategies, self-regulation, and self-management skills equips students with the tools to navigate challenges and maintain emotional balance in various situations. By integrating these multifaceted interpersonal skills into the ERI program, educators create an inclusive and supportive environment where students can thrive academically and socially while embracing their unique strengths and identities.



INTERPERSONAL SKILLS I This encompasses the skills necessary for students to successfully interact with their social and educational environments to thrive academically. This includes considerations of the need for skill building (instruction), developmental levels, required support(s) (e.g., modeling), documentation of individualized needs, and representation of culturally and linguistically diverse backgrounds.

Indicator	Component	Description	Implementation Level
12.1	Social Skills Instruction and Development	<p>The program establishes opportunities and lessons that develop a student's core competencies of social and emotional development, as aligned to the Collaborative for Academic, Social, and Emotional Learning (CASEL). This includes the following five competencies:</p> <ul style="list-style-type: none"> • Self-awareness, • Self-management, • Social awareness, • Relationship skills, and • Responsible decision-making. <p>Individualized social skill needs should be documented in the goals and objectives section of the IEP (see Indicator 9).</p>	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented
12.2	Self-Awareness and Self-Reflection	<p>Students actively acknowledge and demonstrate the following:</p> <ul style="list-style-type: none"> • They recognize their emotions, thoughts, and values, understanding how these factors influence their behavior. • They observe how their emotions impact interactions with others, comprehend personal boundaries, and identify individual strengths that contribute to positive relationships. • They prioritize the review and analysis of their experiences and actions, showcasing ownership of their learning and personal development. 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented

INTERPERSONAL SKILLS I This encompasses the skills necessary for students to successfully interact with their social and educational environments to thrive academically. This includes considerations of the need for skill building (instruction), developmental levels, required support(s) (e.g., modeling), documentation of individualized needs, and representation of culturally and linguistically diverse backgrounds.

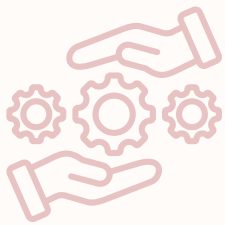
Indicator	Component	Description	Implementation Level
		<ul style="list-style-type: none"> • They understand the importance of developing critical thinking skills, independence, self-efficacy, and resilience in a developmentally appropriate manner. • They set personal goals and actively work towards establishing specific, measurable objectives within a defined period. 	
12.3	Communication Skills	Students identify their own communication style (e.g., verbal or nonverbal). Students use their communication style(s) appropriately, such as culturally sensitive language, listening attentively, and understanding social cues. Students can express their thoughts, needs, and feelings appropriately through verbal or non-verbal communication (e.g., written form).	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented
12.4	Perspective-Taking and Empathy	Students demonstrate the ability: <ul style="list-style-type: none"> • To understand others' perspectives, feelings, and situations. • To recognize and respect others' diverse backgrounds and cultural differences. • To demonstrate compassion towards others, including those from diverse backgrounds or with differing abilities. 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented
12.5	Self-Advocacy	Students can identify and express, through a preferred means of communication, their needs and preferences, and seek support when necessary. This includes self-reflection, communicating, as appropriate, their strengths and	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented

INTERPERSONAL SKILLS I This encompasses the skills necessary for students to successfully interact with their social and educational environments to thrive academically. This includes considerations of the need for skill building (instruction), developmental levels, required support(s) (e.g., modeling), documentation of individualized needs, and representation of culturally and linguistically diverse backgrounds.

Indicator	Component	Description	Implementation Level
		challenges (see Indicator 11.3), and participating in decision-making processes related to their education and well-being.	
12.6	Flexibility and Adaptability	Students demonstrate the ability to be open to change, adapt to new situations, and adjust one's behavior or expectations as needed. Students demonstrate flexibility in social situations, respond positively to unexpected changes, and cope effectively with transitions or disruptions.	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented
12.7	Problem-Solving Skills	Students demonstrate the ability to identify problems, generate solutions, and make decisions independently and collaboratively, as appropriate. Students are able to identify social problems or conflicts, brainstorm possible solutions, and evaluate the consequences of their actions.	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented
12.8	Active Listening	Students actively listen by paying attention to others, understanding their message, and providing appropriate responses. They develop these skills to engage in meaningful conversations, follow instructions, and show respect for others' diverse perspectives.	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented
12.9	Collaboration and Teamwork	Students work cooperatively with others towards a common goal, sharing responsibilities and valuing contributions from all working members. Students collaborate effectively in group activities, contribute ideas, and support their peers in achieving shared objectives.	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented
12.10	Coping, Self-Regulation and Self-Management	Students regulate their emotions, thoughts, and behaviors in different situations. Students demonstrate, to the maximum extent possible, self-discipline, impulse control, and	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented

INTERPERSONAL SKILLS I This encompasses the skills necessary for students to successfully interact with their social and educational environments to thrive academically. This includes considerations of the need for skill building (instruction), developmental levels, required support(s) (e.g., modeling), documentation of individualized needs, and representation of culturally and linguistically diverse backgrounds.

Indicator	Component	Description	Implementation Level
		<p>emotional regulation skills (e.g., self-directed de-escalation). This may include:</p> <ul style="list-style-type: none"> • Managing frustration constructively, • Using relaxation techniques to calm down, and • Setting boundaries for personal behavior in social interactions. <p>Self-management may also include setting and working towards personal and academic goals.</p>	



RELATED SERVICES

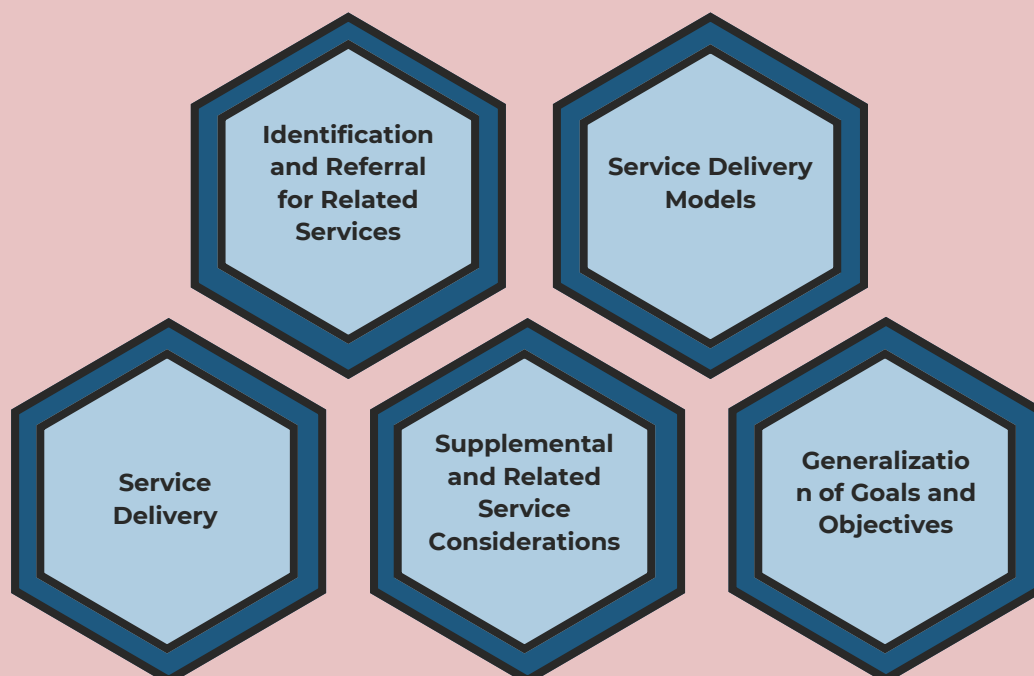
SERVICE DOMAIN



The Related Services indicator provides a framework for ensuring that students in an ERI program receive a comprehensive range of individualized supplemental services to address their diverse needs. The program employs various service delivery models, including a consultative model that fosters collaboration between general education and related services providers, an inclusion (push-in) model allowing students to remain in the general education classroom, and a pull-out model for targeted direct services in a different environment.

The program utilizes data-driven decision-making to determine the appropriate services, considering the frequency and duration of services required to meet each student's unique needs. Consultation with related service providers ensures a seamless integration of goals throughout the school day, fostering consistency and effectiveness. The program prioritizes fair and equitable delivery practices, incorporating best practices from National Associations and maintaining inter-rater reliability.

Assessment within the Related Services indicator is thorough, utilizing evidence-based tools to gain a comprehensive understanding of each student's strengths and needs. These assessments address referral questions across various domains, guiding the development of individualized goals and objectives. The program incorporates diverse assessment methods to tailor interventions to the specific needs of students in the ERI program. With a focus on inclusivity, the program offers a wide range of supplemental and related services, including Occupational Therapy (OT), Physical Therapy (PT), Speech-Language Pathology, Behavior Management, mental health services, social skills training, counseling, adaptive physical education, assistive technology, and family counseling.



RELATED SERVICES I Services and supports, as determined by the IEP team, should include supports that improve a student's academic, social, emotional, and behavioral needs. Services are identified with an interdisciplinary approach, using a variety of assessments, and delivered in a constant, collaborative, and equitable manner.

Indicator	Component	Description	Implementation Level
13.1	Identification and Referral for Related Services	<p>The program monitors students' present levels and consults with relative practitioners (e.g., Occupational Therapists, etc.) to determine potential needs, as appropriate. This process may include:</p> <ul style="list-style-type: none"> • Employing comprehensive, evidence-based assessments that enhance personnel comprehension of each student's unique strengths and needs. • Utilizing assessments that effectively address the referral questions while spanning various domains to ensure a holistic understanding. • Aligning assessment results when developing individualized goals and objectives tailored to meet each student's specific needs. <p>Should a formal referral for evaluation or amendment to the student's IEP be required, comply with the regulations set forth in NJAC 6A:14.</p>	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented
13.2	Service Delivery Models	<p>The program determines and implements a continuum of related service delivery models tailored to best meet the individual student's requirements, such as:</p> <ul style="list-style-type: none"> • A consultative model involving collaboration between the designated program and related service providers to address student needs. • Integrated (push-in) model, allowing the student to remain in the least restrictive environment while receiving services. Therapists or service providers 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented

RELATED SERVICES I Services and supports, as determined by the IEP team, should include supports that improve a student's academic, social, emotional, and behavioral needs. Services are identified with an interdisciplinary approach, using a variety of assessments, and delivered in a constant, collaborative, and equitable manner.

Indicator	Component	Description	Implementation Level
		<p>may work one-on-one with the student or a small group.</p> <ul style="list-style-type: none"> • Pull-out model, involving the student being taken to a different environment to receive the required direct related service. 	
13.3	Service Delivery	<p>The program:</p> <ul style="list-style-type: none"> • Uses data to determine the frequency and duration of services required to meet individual student needs. • Uses consultation for related service providers to work with teachers and other school personnel to ensure the student works on the goal throughout their school day. • Provides fair and equitable delivery model practices with consistent implementation that meet students' needs (e.g., inter-rater reliability, best practices from National Associations, etc.; see Indicator 13.2). 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented
13.4	Supplemental and Related Service Considerations	<p>The program provides a continuum of individualized supplemental and related services to address the diverse needs of students in the program. These services encompass, but are not limited to:</p> <ul style="list-style-type: none"> • Counseling, school-based mental health, occupational therapy, physical therapy, school nurse services, transportation, extracurricular activities, social work, medical, and speech-language services. 	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented

RELATED SERVICES I Services and supports, as determined by the IEP team, should include supports that improve a student's academic, social, emotional, and behavioral needs. Services are identified with an interdisciplinary approach, using a variety of assessments, and delivered in a constant, collaborative, and equitable manner.

Indicator	Component	Description	Implementation Level
13.5	Generalization of Goals and Objectives	The program personnel, through consultation and collaboration, support and reinforce instruction, goals, and skills outside of related service sessions to promote generalization across a variety of settings.	<input type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented



NEW JERSEY
DEPARTMENT OF EDUCATION

Emotional and Behavioral Program Quality Indicators

Master Scoring Form

2024

✉ OSEINFO@DOE.NJ.GOV

🌐 [HTTPS://WWW.NJ.GOV/EDUCATION/SPECIAL/](https://www.nj.gov/education/special/)



Master Scoring Form

Instructions:

Begin scoring from the component level, move to the indicator level, and finish off with the domain.

Conducting a Program Self-Review

The Emotional and Behavioral Program Quality Indicators (EBPQI) are derived from extensive research across multiple disciplines, including special education, positive behavioral interventions, applied behavior analysis, and transition research. The indicators outlined in the EBPQI are program-level supports to promote a positive, effective learning environment and to prevent challenging behaviors. For students within an ERI Program, the EBPQI indicators defined in this document are critical practices across environments for learning, behavior support, and social communication development.

The EBPQI is designed to measure two domains: Programmatic and Service Domains. Each domain offers indicators with specific components that assist students with learning, independence, behavioral challenges, and developing meaningful social relationships.

Throughout the self-assessment process, it is important to incorporate these three aspects of a constructive assessment process:

- Work as a team.
- Base scores on observational evidence and record reviews.
- Focus on conversations about quality programming.

Score	Component	Indicator	Domain
Implemented (1 point)	All description points written in the description are fully implemented.	Each component listed in the indicator is fully implemented.	Each indicator in the domain is implemented at the fully implemented level.
Partially Implemented (0.5 point)	At least one aspect of the description is not at the implemented level AND half or more at the partially implemented level.	At least one component is not at the implemented level AND half or more at the partially implemented level.	At least one indicator is not at the implemented level AND half or more at the partially implemented level.
Not Implemented (0 point)	There is no evidence of components being implemented OR half or more items are at the not implemented level.	No evidence of indicator being implemented OR half or more items at the not implemented level.	No evidence of domain being implemented OR half or more of the indicators at not implemented.
Not Applicable (1 point)	Component is not applicable.	-	-

Emotional and Behavioral Program Quality Indicators

MASTER SCORING FORM

Reviewer Name: _____ Building/Class: _____ Date of Review: _____

Directions: Using the scores for each indicator, transfer the data to the Master Scoring Form. For each classroom within the ERI program in the district, fill out one form per classroom. Begin with the indicators and their corresponding components; place a number in the column next to the component for that indicator that most accurately describes the building/classroom. Point allocations include:

Fully Implemented =1 Point	Partially Implemented = .5 points	Not Implemented = 0 points
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Domain	Indicator	Component	Implementation Level		
			Implemented	Partially Implemented	Not Implemented
Programmatic Domain	Personnel	1.1 Preparation & Program Onboarding			
		1.2 Knowledgeable Personnel			
		1.3 Program Dedicated Personnel			
		1.4 Professional Development			
		1.5 Comprehensive Interprofessional Collaboration			
		1.6 Paraprofessionals			
		1.7 School Safety & Security Personnel			
		1.8 Positive & Student-Focused Disposition			
		1.9 Ongoing Supervision & Reflective Practices			
	Sum of Implementation Level:				
	Total Indicator Score:		/9		
	Environment	2.1 Classroom Organization			
		2.2 Scheduling			
		2.3 Classroom Atmosphere			
		2.4 Safety			
		2.5 Classroom Location			
	Sum of Implementation Level:				
	Total Indicator Score:		/5		
	Collaboration and Consultation	3.1 Administrative Engagement			
		3.2 Interprofessional team Engagement			
		3.3 Family Engagement			
		3.4 School-wide Engagement			
		3.5 Community Engagement			
		3.6 Wrap-Around Services			
		3.7 Professional Learning Communities			
		3.8 School Safety Teams/ Threat Assessment Teams			
		3.9 Connection to Local Law Enforcement and First Responders			
	Sum of Implementation Level:				
	Total Indicator Score:		/9		

	Indicator	Component	Implemented	Partially Implemented	Not Implemented
Programmatic Domain	Behavior Management Supports and Interventions	4.1 School-Wide Awareness and Support			
		4.2 School-Wide Positive Behavior Supports and Interventions			
		4.3 Classroom-Level Preventative Practices			
		4.4 System of Reinforcement			
		4.5 Responsive and Individualized Interventions			
		4.6 De-escalation Strategies			
		4.7 Restorative Practices			
		4.8 Restraint and Seclusion			
		4.9 Integrated Behavioral and Mental Health Supports			
		4.10 Social Skills and Peer Engagement			
		4.11 Community-Based Skill Development			
		4.12 Mentorships			
	Sum of Implementation Level:				
	Total Indicator Score:		/12		
	Curriculum and Instruction	5.1 Alignment to NJ Student Learning Standards			
		5.2 Instructional Considerations to Promote LRE			
		5.3 Evidence-Based Instruction and High Leverage Practices			
		5.4 Effectiveness of Instruction			
		5.5 Response to Instruction			
		5.6 Student Modifications and Accommodations			
		5.7 Differentiation of Academic and Behavioral Supports			
		5.8 Modifications to Instructional Approaches			
		5.9 Evaluation and Assessment of Curricula and Instruction			
		5.10 Access to Materials and Tools			
	Sum of Implementation Level:				
	Total Indicator Score:		/10		
	Data Collection and Documentation	6.1 Comprehensive Student Profiles			
		6.2 Data Collection Protocols			
		6.3 Behavior Intervention Plans and Individual Education Programs			
		6.4 Collaboration with Stakeholders			
		6.5 Technology Integration for Data Analysis			
		6.6 Progress Monitoring and Reporting			
		6.7 Restraint and Seclusion Data Collection and Documentation			
		6.8 Universal Screeners			
	Sum of Implementation Level:				
	Total Indicator Score:		/8		

Domain	Indicator	Component	Implemented	Partially Implemented	Not Implemented
Programmatic Domain	Transitions	7.1 Entry into the Program			
		7.2 Exiting from the Program			
		7.3 Structured & Non-Structured Environments			
		7.4 Projection Planning & Articulation			
		7.5 Transition Services & Post- Secondary Planning			
		7.6 Person-Centered Planning			
	Sum of Implementation Level:				
	Total Indicator Score:		/7		
	Equity and Access	8.1 Equitable Resource Allocation			
		8.2 Individualized Accommodations & Modifications			
		8.3 Culturally Responsive Practices			
		8.4 Equitable Discipline Practices			
		8.5 Accessibility of Physical Environment			
		8.6 Transparent Communication with Stakeholders			
		8.7 Collaborative Transition Planning			
		8.8 Monitoring and Addressing Inequities			
	Sum of Implementation Level:				
	Total Indicator Score:		/8		
	TOTAL SCORE:		/68		
Service Domain	Individualized Educational Program	9.1 IEP Collaboration			
		9.2 Social and Mental Health			
		9.3 Strengths-Based IEP			
		9.4 Behavior Intervention Plan			
		9.5 Goals & Objectives			
		9.6 Supplementary Aids & Services			
		9.7 Continuum of Least Restrictive Program Options			
	Sum of Implementation Level:				
	Total Indicator Score:		/7		
	Individualized Academic Interventions	10.1 Specially Designed Instruction			
		10.2 Differentiated Instruction			
		10.3 High Leverage Practices			
		10.4 Benchmarking & Progress Monitoring			
	Sum of Implementation Level:				
	Total Indicator Score:		/4		
	Individualized Behavior Interventions	11.1 Collaborative Team			
		11.2 Behavioral Assessment			
		11.3 Target Behavior Identification			
		11.4 Preventative Strategies			
		11.5 General Responsive Strategies			
		11.6 Reinforcement Systems			

Domain	Indicator	Component	Implemented	Partially Implemented	Not Implemented
	Individualized Behavior Interventions (continued)	11.7 Crisis Response Strategies			
		11.8 Individualized Trauma-Informed Strategies			
		11.9 Maintenance Strategies			
		11.10 Generalized Efforts			
		11.11 Data Collection and Analysis			
	Sum of Implementation Level:				
	Total Indicator Score:		/11		
Service Domain	Interpersonal Skills	12.1 Social Skills Instruction & Development			
		12.2 Self-Awareness & Self-Reflection			
		12.3 Communication Skills			
		12.4 Perspective-Taking & Empathy			
		12.5 Self-Advocacy			
		12.6 Flexibility & Adaptability			
		12.7 Problem-Solving Skills			
		12.8 Active Listening			
		12.9 Collaboration & Teamwork			
		12.10 Coping, Self-Regulation & Self-Management			
	Sum of Implementation Level:				
	Total Indicator Score:		/10		
	Related Services	13.1 Identification & Referral for Related Services			
		13.2 Service Delivery Models			
		13.3 Service Delivery			
		13.4 Supplemental & Related Service Considerations			
		13.5 Generalization of Goals & Objectives			
	Sum of Implementation Level:				
	Total Indicator Score:		/11		
	TOTAL SCORE:		/43		

Indicator and Domain Self-Assessment Score Card

Programmatic Domain

Indicator 1: Personnel	___/9	___%
Indicator 2: Environment	___/5	___%
Indicator 3: Collaboration and Consultation	___/9	___%
Indicator 4: Behavior Management Supports and Interventions	___/12	___%
Indicator 5: Curriculum and Instruction	___/10	___%
Indicator 6: Data Collection and Documentation	___/8	___%
Indicator 7: Transitions	___/7	___%
Indicator 8: Equity and Access	___/8	___%
Sum of the Programmatic Domain Scores	___/68	___%

Service Domain

Indicator 9: Individualized Educational Program	___/7	___%
Indicator 10: Individualized Academic Intervention	___/4	___%
Indicator 11: Individualized Behavior Interventions	___/11	___%
Indicator 12: Interpersonal Skills	___/10	___%
Indicator 13: Related Services	___/11	___%
Sum of the Service Domain Scores	___/43	___%

Program Self-Assessment Score Card

# of Indicators per Implementation Level:	___ Fully Implemented ___ /111 = __ %	___ Partially Implemented ___ /111 __ %	___ Not Implemented ___ /111 = __ %
Total Program Review Score:	/111		

Additional Comments/Considerations:



NEW JERSEY
DEPARTMENT OF EDUCATION

Emotional and Behavioral Program Quality Indicators

Appendices

2024



OSEINFO@DOE.NJ.GOV



[HTTPS://WWW.NJ.GOV/EDUCATION/SPECIAL/](https://www.nj.gov/education/special/)

Acronyms

The use of acronyms throughout this document simplifies complex terms and concepts, enhancing clarity and making it easier for readers to navigate and understand key topics and procedures.



AAC - Augmentative and Alternative Communication

Augmentative and Alternative Communication (AAC) refers to the methods and tools used to help individuals with communication impairments express themselves more effectively.



ACES - Adverse Childhood Experiences

Adverse Childhood Experiences (ACEs) are potentially traumatic events that occur in childhood, including abuse, neglect, and household dysfunction (e.g., substance abuse, mental illness, domestic violence).



BIP - Behavior Intervention Plan

A complete description of the assessment and interventions conducted and/or planned for a student's problem behavior. The plan contains specific information regarding the functional assessment conducted, the hypothesis statement which identifies the possible function of the problem behavior, an explicit description of the antecedent and consequent interventions implemented or planned, and the new skills that will be taught to replace the problem behavior.



FBA - Functional Behavioral Assessment

A Functional Behavior Assessment (FBA) is a process for identifying the underlying causes and purposes of challenging behaviors.



HLP - High Leverage Practice

High-leverage practices (HLPs) are essential teaching strategies that significantly impact student learning and success. They are research-based and universally applicable across grade levels and subject areas, aiming to improve instructional quality and student outcomes.



IOP - Intensive Outpatient Program

An Intensive Outpatient Program (IOP) is a structured treatment program that allows individuals to receive comprehensive mental health or substance abuse care while living at home. It involves several hours of therapy and support sessions multiple times a week, offering a high level of care without the need for full-time residential treatment.



PFA - Practical Functional Assessment

Practical Functional Assessment (PFA) is a streamlined approach to identifying the causes and functions of challenging behaviors in individuals. It focuses on creating a safe and effective assessment environment, enabling the development of personalized interventions to address and modify these behaviors.

Glossary

This resource provides access to a list of commonly used terms and acronyms in special education.

A

Academics: Academics refer to the learning content set forth by the state.

Adapted Supports: These are the changes or modifications to existing instructional materials, resources, or tools that reflect the student's individual needs to enhance independence within the educational environment.

Antecedent: A stimulus such as a verbal cue, physical prompt, person or event that precedes a behavior.

Assessment: The process of gathering information to make a decision about what actions should be taken.

B

Baseline: The condition or phase in which there is no intervention. The baseline data are then compared to data collected during an intervention to determine whether behavior change has occurred.

Behavior: Behavior is the activity of a living organism that is observable and measurable.

Behavioral Engagement: This is the observable act of students being involved in learning; it refers to the student's participation in academic activities and efforts to perform academic tasks.

Behavior Intervention Plan (BIP): A complete description of the assessment and interventions conducted and/or planned for a student's problem behavior. The plan contains specific information regarding the functional assessment conducted, the hypothesis statement stating the possible function of the problem behavior, an explicit description of the antecedent and consequent interventions implemented or planned, and the new skills that will be taught to replace the problem behavior.

C

Collaboration: Collaboration refers to students and school personnel working together to achieve common educational goals. This includes sharing ideas, resources, and responsibilities to collectively enhance learning and solve problems.

Communication: Communication is the act of transferring information from one person to another. Communication occurs in various forms including, but not limited to, verbal communication, American Sign Language (ASL), picture exchange communication system (PECS), augmentative communication (AC) system, written communication, etc.

Curriculum: The curriculum is what is taught to students in school.

D

Data: This is measurable, factual information used to make individualized educational decisions regarding student programs (adapted from Merriam-Webster).

Differential Instruction: Also known as differentiated instruction, is an approach to teaching and learning that recognizes and accommodates diverse learning needs within a classroom. It involves tailoring instruction, content, and assessment to match individual students' or small groups' readiness, interests, and learning profiles. This method allows teachers to effectively address varying levels of ability, learning styles, and interests among their students, thereby promoting engagement and maximizing learning outcomes.

E

Evidence-Based Practices (EBP): EBPs are derived from or informed by objective, peer-reviewed research. They are practices proven through research to be effective.

F

Family Engagement: Family engagement for students with disabilities refers to the active participation and involvement of family members in supporting the educational and developmental needs of students with disabilities. It involves a collaborative approach between the family, school personnel, and other relevant partners to ensure that the student's needs are met. Family engagement can take many forms, such as attending parent-teacher conferences, participating in school events, and volunteering in the classroom. It can also involve working with school personnel to develop Individualized Education Programs (IEPs) or participating in meetings to review the student's progress. Research has shown that family engagement is a critical factor in promoting positive outcomes for students with disabilities. When families are involved in their child's education, students have better academic and social outcomes, higher attendance rates, and greater overall success in school.

H

High Leverage Practices (HLPs): HLPs refer to a set of instructional strategies and techniques that have been identified as particularly effective in improving outcomes for students, especially those with disabilities. These practices are grounded in evidence-based research and are considered essential for educators to master in order to enhance teaching effectiveness and student learning across various educational settings.

I

Individuals with Disabilities Education Act (IDEA): The IDEA is a federal law that provides a free, appropriate public education to eligible students with disabilities.

I

Imitation: Imitation refers to the emission of behavior that has point-to-point correspondence. In other words, imitation means mimicking another person's behavior.

Individualized Education Program (IEP): An IEP is a legal document for students with disabilities who qualify for special education under the IDEA. It outlines individualized goals, related services, accommodations, and modifications to meet the student's specific needs. Developed through collaboration among educators, parents, and sometimes the student, the IEP serves as a blueprint for ensuring appropriate support and access to education.

Instruction: How the curriculum is delivered.

Instructional Methods: Instructional methods consist of principles and methods used by teachers to enhance and relate the instruction to learners. It is defined by the process that a teacher uses to instruct students on a particular topic.

Intensity: Intensity can include the length of time in instruction (hours per week, days, per year); student-to-teacher ratio, and rate of learning opportunities (N.J.A.C. 6A:14-4.7(c)).

Interprofessional Collaboration: This is a process in which education professionals from various fields work together to achieve common goals. This involves sharing knowledge, skills, and responsibilities to improve student outcomes and provide comprehensive services to students with disabilities.

L

Language Development: Language development refers to the process of acquiring and improving the ability to understand, produce, and use language effectively, encompassing both spoken and written skills such as vocabulary, grammar, and communication pragmatics. This developmental journey starts in infancy and continues throughout life, shaped by interactions with others, environmental factors, and individual cognitive processes.

Least Restrictive Environment (LRE): is a guiding principle in the Individuals with Disabilities Education Act (IDEA) which necessitates that: (1) students with disabilities receive their education alongside their peers without disabilities to the maximum extent appropriate; and, (2) students should not be removed from the general education classroom unless learning cannot be achieved even with the use of supplementary aids and services (IRIS Center, 2019).

M

Motivation: The variables or factors that influence a student's actions or the reason a student behaves in a certain way. An internal state of desire or willingness to emit a behavior.

P

Paraprofessional: A school classroom aide who assists appropriately certified personnel with the supervision of student activities (N.J.A.C. 6A:32).

P

Peer Relationships: Peer relationships for students with disabilities encompass interactions that can be peer-to-peer among individuals with disabilities, peer-to-non-disabled peers, or a combination thereof. These relationships involve social interactions, friendships, and collaborative activities that contribute to social development, inclusion, and support within educational and community settings.

Personnel: Refers to those persons providing services within an educational setting. Educational personnel include, but are not limited to, teachers, paraprofessionals, related service providers, and child study members.

Preventative Measures: Any reasonable measures or steps taken to prevent, minimize, or mitigate classroom safety (e.g., alarms, speakers/intercom system, movement around the classroom, secured fixtures, electrical equipment [e.g., plug sockets, cables, switches, etc.], ventilation/heating, etc.).

R

Reinforcement: Reinforcement is the function of the relation of a consequence immediately following a behavior, which increases the future probability of the behavior occurring again in the future.

Related Service Providers: Related Services are, "... transportation and such developmental, corrective and other supportive services as required to assist a child with a disability to benefit from special education ..." (Section 300.34(a)). They include speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation, and mobility services, and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services, social work services in schools, and parent counseling and training.

S

School-Based Mental Health Services: A range of therapeutic and support services provided to students within the educational setting to address their mental health needs. These services may include counseling, therapy, psychological assessments, crisis intervention, and consultations with teachers and families. The goal is to promote mental wellness, support academic success, and facilitate the social-emotional development of students by integrating mental health professionals into the school environment.

School Resource Officer (SRO): A school resource officer (SRO) is a law enforcement officer assigned to work in schools. Their role includes ensuring the safety and security of the school environment, building positive relationships with students, and providing education on law-related topics.

Self-Management: The ability to regulate one's emotions, thoughts, and behaviors effectively. The NJDOE defines self-management as "understanding and practicing strategies for managing one's emotions, thoughts, and behaviors. Recognizing the skills needed to establish and achieve personal and educational goals and identifying and applying ways to persevere or overcome barriers."

S

Specifically Designed Instruction (SDI): SDI refers to individualized, targeted teaching methods and strategies that are tailored to meet the unique learning needs of students with disabilities. SDI is specified in a student's Individualized Education Program (IEP) and aims to address academic, behavioral, social, communication, and other educational needs. This instruction is intentionally designed to provide meaningful access to the curriculum and to support the student's progress toward achieving educational goals and standards.

Social Skills: A social skill is not a “service” but a functional skill necessary for daily living activities. These are the skills used daily to interact and communicate with others. They include verbal and non-verbal communication, such as speech, gestures, facial expressions, and body language.

Staff: For the purposes of these program quality indicators the term staff is defined as teachers, paraprofessionals (e.g., assistants, aides), related service providers, child study team members, administrators, and other support staff.

Student Engagement: Refers to the degree of attention, interest, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in education.

Supplementary Aids and Services: Additional supports and resources provided to students with disabilities to assist them in accessing the general education curriculum and participating in school activities. These aids and services are outlined in a student's Individualized Education Program (IEP).

T

Target: In the context of behavior identification and intervention, a "target" refers to the specific behavior that is selected for observation, analysis, and intervention. It is the behavior that educators or behavior analysts aim to address or modify through targeted strategies and supports. Identifying a clear and specific target behavior is crucial for effective behavior management and intervention planning.

Teams: Refers to two or more professionals directly involved in planning and implementing a student's educational program, particularly those on the IEP team and paraprofessionals directly supporting a student.

Transition Supports: Instructional resources, tools, and aides specifically designed to increase student ability in navigating successfully between learning contexts and various environments.

V

Visual Supports: Concrete cues that provide students with information about classroom routines, tasks, activities, skills, or expected behaviors, which can include, pictures, schedules, labels, text, environmental arrangements, visual boundaries, maps, organization systems, timelines, and scripts (modified from Sam, A, & AFIRM Team, 2015).

EDUCATIONAL RESOURCES

Listed on this resource page are different New Jersey-specific educational resources for serving students in ERI Programs.

General Resources

- [About the Office of Special Education \(OSE\)](#)
- [NJ Policies and Procedures in Special Education](#)
 - [NJ Administrative Code \(Chapter 14: Special Education\)](#)
- [Parental Rights in Special Education](#)

NJDOE Websites

- [Behavior Supports and Interventions](#)
- [IEP Development, Resources and Forms](#)
- [NJ Transition Toolkit](#)
- [Keeping our Students Safe and In-Schools](#)
- [Safe and Positive Learning Environments](#)
- [School Attendance and Chronic Absenteeism](#)
- [Student Wellness and School-Based Mental Health](#)
- [Universal Design for Learning](#)
- [E-Learning Opportunities](#)
- [Engagement and Support from the Office of Special Education](#)

NJDOE Partners

- [SPAN Parent Advocacy Network \(SPAN\)](#)
- [NJ School Climate and Culture Improvement \(NJ SCI\)](#)
- [Community-Based Instruction \(CBI\)](#)
- [Person-Centered Planning for Students in Transition \(PCAST\)](#)
- [NJ Inclusive Project \(NJIP\)](#)
- [NJ Positive Behavior Supports and Intervention in Schools \(NJPBSIS\)](#)
- [Facilitated Individualized Education Programs \(FIEPs\)](#)
- [Implementation Science \(SISEP\)](#)

Cross-Agency Collaboration

- [Department of Children and Families \(DCF\)](#)
 - [Hotlines and Helplines](#)
 - [For Families](#)
 - [For Youth](#)
- [Department of Health and Human Services \(DHHS\)](#)
- [Department of Labor \(Division of Vocational Rehabilitation Services\)](#)
- [Department of Law and Public Safety: Juvenile Justice Commission](#)

External Resources

- [Center on Positive Behavioral Interventions and Supports](#)
- [Restraint and Seclusion Resource Document \(USED\)](#)
- [Intervention Central \(RTI\)](#)
- [School Health Assessment and Performance Evaluation System](#)

Note: These resources are currently the most recent and up-to-date documents, as of 2024. However, users of this tool should consult with the latest documents and most updated resources.

Disclaimer

Disclaimer Statement

The purpose of the Emotional and Behavioral Program Quality Indicators (EBPQI) is to be used as a tool for evaluating a district program, not intended for litigation purposes, to give legal advice, or to be used in isolation for specific court-related matters. The EBPQI was developed as a guidance tool for educational professionals and was not intended for legal mitigation purposes.

Prior to administering the EBPQI, users should participate in appropriate training and/or seek guidance from colleagues with relevant expertise or training. The instrument is intended to assess the environment in which instructional programming is provided and services and instruction specific to students in an ERI Program.

Information gathered from administering the EBPQI should be used to 1) increase the quality of programming and instruction for students, 2) enhance training or support for teachers, or 3) expand program capacity and services.

Information gathered from the EBPQI **shall not** be used for 1) evaluating students as part of an IEP process or 2) evaluating teachers as part of a contractual or supervisory process.

Any decisions to use the EBPQI in legal matters will be part of the responsibilities of the experts in litigation and will be determined by the legal team of all interested parties with no responsibility to the organization and creators of the tool.

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