

### ***Student and Family Special Assistance***

**B**efore providing special assistance to a student, the logical first step is to address general environmental factors that may be causing problems. In schools, this first step involves developing the other five arenas of the learning supports component. This can be sufficient for addressing conditions affecting a large proportion of students, and this reduces the need for further special attention. A few students, however, will continue to manifest learning, behavior, and emotional problems, and they and their families require extra assistance, perhaps including referral for specialized services and even a special education program.

Student and family special assistance includes a focus on such matters as

- Using responses to intervention (RtI) to initially identify and triage those who need such assistance
- Conducting additional assessment to the degree necessary – including diagnosis and planning of an Individual education program (IEP) when appropriate
- Providing consultation, triage, and referrals
- Conducting ongoing management of care
- Enhancing special assistance availability and quality

With specific respect to severe and chronic problems and students mandated for special education programs, special assistance includes connecting what the school offers with whatever is available in the community and facilitating access. In implementing the activity, the emphasis is on enhancing a “system of care” and ensuring the special assistance is integrated with the other facets of the comprehensive system of learning supports.

## *Student and Family Special Assistance*

Use the following ratings in responding to the item 1-5.

DK = don't know; 1 = not yet; 2 = planned; 3 = just recently initiated; 4 = has been functional for a while; 5 = well institutionalized (well established with a commitment to maintenance)

1. Is there a stated policy for enhancing Student and Family Special Assistance? DK 1 2 3 4 5
2. Is there a designated leader or leaders for enhancing Student and Family Special Assistance? DK 1 2 3 4 5
3. Do personnel involved in enhancing Student and Family Special Assistance meet regularly as a workgroup to evaluate current status and plan next steps? DK 1 2 3 4 5
4. Is there a written plan for capacity building related to enhancing Student and Family Special Assistance? DK 1 2 3 4 5
5. Are there written descriptions available to give all stakeholders regarding current Student and Family Special Assistance? DK 1 2 3 4 5

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Use the following ratings in responding to the next items.

- DK = don't know
- 1 = hardly ever effective
- 2 = effective about 25 % of the time
- 3 = effective about half the time
- 4 = effective about 75% of the time
- 5 = almost always effective

With respect to enhancing Student and Family Special Assistance, how effective are each of the following:

- >current policy DK 1 2 3 4 5
- >designated leadership DK 1 2 3 4 5
- >workgroup monitoring and planning of next steps DK 1 2 3 4 5
- >capacity building efforts DK 1 2 3 4 5

**Student and Family Special Assistance (cont.)**

Indicate all items that apply.

**I. Before a student is referred for student and family special assistance:**

- A. Are personalized instruction and classroom-based learning supports (including in-class special assistance) provided?
- B. Is response to intervention (RtI) used to assess and address problems?
- C. If problems persist, is RtI used as a triage process to assess
  - >specific needs?
  - >priority for such assistance?
- D. Is information circulated clarifying how to make a referral?

**II. Is additional assessment readily provided when needed – including diagnosis and planning of an Individual education program (IEP) when appropriate?**

**IIIa. Related to formal consultations about referral:**

- A. Is the focus on student and family decision making?
- B. Are referrals made in a timely manner?
- C. Are referrals responded to in a timely manner?
- D. Is there are triage process to determine priority for school services?
- E. When referral to a community service is necessary, is a regularly up-dated directory of services and locations available?
- F. Are students/families helped to take the necessary steps to connect with a service or program to which they have been referred?
- G. Is there a process to assure referral follow-through?

Yes	Yes but more of this is needed	No	If no, is this something you want?
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*Student & Family Special Assistance (cont.)*

**IIIb. Which of the following are provided by the district/school for possible referral:**

Yes	Yes but more of this is needed	No	If no, is this something you want?
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A. Medical interventions?				
>immunizations	___	___	___	___
>first aid and emergency care	___	___	___	___
>crisis follow-up medical care	___	___	___	___
>health and safety education and counseling	___	___	___	___
>health and safety prevention programs	___	___	___	___
>screening for vision problems	___	___	___	___
>screening for hearing problems	___	___	___	___
>screening for health problems (specify)	___	___	___	___
>screening for dental problems (specify)	___	___	___	___
>treatment of some acute problems (specify)	___	___	___	___
>medication monitoring	___	___	___	___
>medication administration	___	___	___	___
>home outreach	___	___	___	___
>other (specify) _____	___	___	___	___
B. Psychological interventions?				
>psychological first aid	___	___	___	___
>crisis follow-up counseling	___	___	___	___
>crisis hotlines	___	___	___	___
>conflict mediation	___	___	___	___
>alcohol and other drug abuse programs	___	___	___	___
>pregnancy prevention program	___	___	___	___
>programs for pregnant and parenting students	___	___	___	___
>gang prevention program	___	___	___	___
>gang intervention program	___	___	___	___
>dropout prevention program	___	___	___	___
>physical & sexual abuse prevention & response	___	___	___	___
>individual counseling	___	___	___	___
>group counseling	___	___	___	___
>family counseling	___	___	___	___
>mental health education	___	___	___	___
>home outreach	___	___	___	___
>other (specify) _____	___	___	___	___
C. Basic survival needs interventions?				
>Emergency food	___	___	___	___
>emergency clothing	___	___	___	___
>emergency housing	___	___	___	___
>transportation support	___	___	___	___
>welfare services	___	___	___	___
>language translation	___	___	___	___
>legal aid	___	___	___	___
>protection from physical abuse	___	___	___	___
>protection from sexual abuse	___	___	___	___
>child care	___	___	___	___
>employment assistance	___	___	___	___
>other (specify) _____	___	___	___	___

*Student & Family Special Assistance (cont.)*

	Yes	Yes but more of this is needed	No	If no, is this something you want?
D. Specialized school interventions?				
>early education program	___	___	___	___
>special day classes (specify) _____	___	___	___	___
>speech and language therapy	___	___	___	___
>adaptive P. E.	___	___	___	___
>occupational and physical therapy	___	___	___	___
>special assessment	___	___	___	___
>Resource Specialist Program	___	___	___	___
>Title I	___	___	___	___
>ESL	___	___	___	___
>School Readiness Language Develop. Program	___	___	___	___
>alternative school	___	___	___	___
>student assistance team	___	___	___	___
>IEP team	___	___	___	___
>other (specify) _____	___	___	___	___
E. Attendance interventions?				
>absence follow-up	___	___	___	___
>attendance monitoring	___	___	___	___
>first day calls	___	___	___	___
F. Discipline interventions?				
>time out	___	___	___	___
>counseling	___	___	___	___
>exclusion	___	___	___	___
G. Adult education programs?				
>ESL	___	___	___	___
>citizenship classes	___	___	___	___
>basic literacy skill	___	___	___	___
>parenting	___	___	___	___
>helping children do better at school	___	___	___	___
>other (specify) _____	___	___	___	___
H. Other? (specify) _____	___	___	___	___
<b>IV. How is special assistance managed and monitored?</b>				
A. Is student information data management used?	___	___	___	___
B. Is a process used to trail progress of students and their families?	___	___	___	___
C. Is a process used to facilitate communication for				
1. care management?	___	___	___	___
2. resource and process management?	___	___	___	___
E. Are there follow-ups to determine				
1. referral follow-through?	___	___	___	___
2. consumer satisfaction with referrals?	___	___	___	___
3. the need for more help?	___	___	___	___
F. Other? (specify) _____	___	___	___	___

*Student & Family Special Assistance (cont.)*

**V. How is the availability and quality of student and family special assistance enhanced?**

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. To enhance stakeholders' awareness,				
A. Are there <i>written descriptions</i> of available learning supports programs?	—	—	—	—
2. Are there <i>written descriptions</i> about				
>how to make referrals?	—	—	—	—
>the triage process?	—	—	—	—
>the process for case monitoring/management?	—	—	—	—
>the process for student review?	—	—	—	—
3. Are there communication processes that inform stakeholders about available learning supports programs and how to navigate the systems?	—	—	—	—
4. Other? (specify) _____	—	—	—	—
B. To enhance resource use and system development,				
1. Is there a system development-oriented mechanism (e.g., a Learning Supports Leadership Team) that focuses on				
>Coordinating and integrating resources	—	—	—	—
>Braiding resources	—	—	—	—
>Pursuing economies of scale	—	—	—	—
>Filling gaps	—	—	—	—
>Linking with community providers (e.g., to fill gaps)	—	—	—	—
>quality improvement	—	—	—	—
C. Is there a special facility to house student and family special assistance interventions (e.g., health center, family or parent Center, counseling center)?	—	—	—	—
3. Other? (specify) _____	—	—	—	—
D. To build capacity for growth and sustainability,				
1. Are resources budgeted to enhance to enhance student and family special assistance?	—	—	—	—
2. Are steps taken to enhance broad stakeholder involvement in student and family special assistance?	—	—	—	—
3. Is there ongoing personnel preparation related to student and family special assistance for				
>teachers?	—	—	—	—
>student and learning supports staff?	—	—	—	—
>administrators?	—	—	—	—
>office staff?	—	—	—	—
>other (specify) _____	—	—	—	—
4. Which of the following topics are covered in educating staff and other key stakeholders?				
>broadening understanding of causes of learning, behavior, and emotional problems	—	—	—	—
>broadening understanding of ways to ameliorate (prevent, correct) learning, behavior, and emotional problems	—	—	—	—

(Cont.)

*Student & Family Special Assistance (cont.)*

	Yes	Yes but more of this is needed	No	If no, is this something you want?
>developing systematic academic supports for students in need	—	—	—	—
>what classroom teachers and the home can do to minimize the need for special interventions and prevent unnecessary referrals	—	—	—	—
>enhancing resource quality, availability, scope	—	—	—	—
>enhancing the referral system and ensuring effective follow through	—	—	—	—
>enhancing the case management system in ways that increase service efficacy	—	—	—	—
>other (specify) _____	—	—	—	—

Indicate below other things you want the school to do in providing student and family special assistance.

Indicate below other ways the school enhancing student and family special assistance.

Note: Other matters relevant to *Student and Family Special Assistance* are included in the other self-study surveys.