

Program Overview

Assessing Physical and Emotional Safety Skills in the DHH learner

Objective 1: Teachers will assess a student using the assessment tools provided in the workshop.

IEP/IFSP Construction and Task Analysis

Objective 1: Teachers will write an IEP/IFSP goal based on the assessment they completed after Workshop 1.

Objective 2: Teachers will write a task analysis to determine how the goal should be scaffolded for the DHH student.

Planning and Implementation of Emotional Safety Skills

Objective 1: Teachers will implement the four step method for incorporating emotional safety skills into the academic curriculum based on the IEP and task analysis created in Workshop 2.

IDEA Indicators Addressed:

Indicator 1: Graduation Rates

Indicator 2: Drop out Rates

Indicator 4: Suspensions and Expulsions

Indicator 8: Parental Involvement

Indicator 13: Transition in the IEP

Indicator 14: Post-School Outcomes

Source: IDEA, 20 U.S.C. 1416(a)(3)(A), Florida's State Performance Plan

Agenda

Assessing Physical and Emotional Safety Skills in the Classroom

Content:

1. Quick review of legislation and organizational support from the Council for Exceptional Children and Hands & Voices
2. Review of the components of three readily available, free social skills assessments.
 - a. Minnesota Social Development Checklist for DHH Students
 - b. Expanded Core Curriculum for DHH from Ohio
 - c. Hands & Voices/CEC backed assessment based on U.S. Centers for Disease Control
3. Making assessments manageable
4. A two-prong assessment approach: teachers and parents

References:

Child Welfare Information Gateway. (2018). The risk and prevention of maltreatment of children with disabilities.

<https://www.childwelfare.gov/pubPDFs/focus.pdf>

Council for Exceptional Children. (2018). CEC's policy on the prevention of and response to maltreatment.

Johnson, J.A.L. (2021). Accommodating a people safety curriculum for deaf and hard of hearing students. [Dissertation]

Methods:

Mini-lecture

Discussion

Reflection

Practice

Agenda

IEP/IFSP Construction and Task Analysis

Content:

1. Determining critical needs
2. Quick review of IEP working form
 - a. Legal framework that supports emotional safety in the IEP/IFSP
 - b. Review of how to complete the form
3. How to set up a task analysis to monitor progress
 - a. Case Study of task analysis

References:

Walker, J. D., & Barry, C. (2018). Assessing and supporting social-skill needs for students with high-incidence disabilities. *TEACHING Exceptional Children*, 51(1), 18-30.

<https://www.law.cornell.edu/cfr/text/34/300.34>

Methods:

Mini-lecture
Discussion
Case Study
Reflection
Practice

Agenda

Planning and Implementation of Emotional Safety Skills

Content:

1. Brief review of SEL Lesson Planning document to show typical method of planning
2. Review of the Four Step Method for Implementation of Social Skill Teaching
 - a. Compare and contrast easy of use briefly to elicit teacher buy-in
3. Walk through implementation examples for each grade range: Early Childhood, Elementary, Middle School, and High School.

References:

Brenick, A., Shattuck, J., Donlan, A., Duh, S., & Zurbriggen, E. L. (2014). Empowering children with safety-skills: An evaluation of the Kidpower Everyday Safety-Skills Program. *Children and Youth Services Review, 44*, 152-162.

Walker, J. D., & Barry, C. (2018). Assessing and supporting social-skill needs for students with high-incidence disabilities. *TEACHING Exceptional Children, 51*(1), 18-30.

Van der Zande, I. (2016). Kidpower® teaching book #5: Be safe with touch, teasing, and play. How to set boundaries with people you know. Kidpower®.

Methods:

Mini-lecture

Discussion

Case Study

Reflection

Role Play

Trainer



Jennifer A. L. Johnson, PhD is an educational psychologist at The Child Safety Collaborative LLC, based out of Dallas, Texas. She graduated from the University of North Texas, Department of Educational Psychology with a PhD in Special Education with concentration in emotional and behavioral disorders.

Dr. Johnson's doctoral research focused on emotional and physical safety curriculum development for children with disabilities, specifically deaf/hard of hearing children. She has also contributed to research in areas of bullying prevention, relational health, and research reform.

Dr. Johnson has experience as a Deaf Education teacher, Instructional Specialist in Special Education, teacher evaluator, and university teacher preparation instructor. Her passion is helping families, schools, and community systems develop a culture of safety where healthy behavior and social skills develop and thrive.

Full Curriculum Vitae available upon request.

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