This monograph presents an Opinion Survey intended for teachers, psychologists, and administrators of programs for students with emotional disabilities concerning educational outcomes and indicators. The rating scale is based on the conceptual model proposed by the National Center on Education Outcomes and asks for judgments on the feasibility and relevance of potential indicators for objectives in each of the model's eight domains: (1) presence and participation; (2) accommodation and adaption; (3) physical health; (4) responsibility and independence; (5) contribution and citizenship; (6) academic and functional literacy; (7) personal and social adjustment; and (8) satisfaction. Results of giving the survey to 102 respondents are summarized for each outcome and objective. Also included are various forms for tracking student program change data and individual student achievement, a follow-up interview guide for school leavers, and a program effectiveness questionnaire for parents. (DB)
EVALUATING OUTCOMES FOR STUDENTS WITH EMOTIONAL DISABILITIES

Dr. Eileen McCarthy

Dr. Daniel Sage

Mrs. Bernadette Casey

Dr. Joel Klein

Council for Exceptional Children
Denver, Colorado
April 8, 1994

Funded under Grant #H029H10041
EMOTIONAL DISABILITY OUTCOME STUDY

Opinion Survey on

Educational Outcomes and Indicators
for Students with Emotional Disability

A model of school completion outcomes and the indicators of these outcomes has been proposed for all students in a publication by the National Center on Education Outcomes.* This conceptual model sets forth eight outcome domains, proposes a number of potential indicators of the outcomes within each domain, and then some possible sources of data from which an assessment could be drawn regarding the degree to which the desired outcomes for a given student and/or program have been attained. The applicability of this model to programs for students with emotional disability is uncertain.

As a part of our Emotional Disability Outcome Study, we would like to survey the opinions of teachers, psychologists, and administrators of such programs regarding the feasibility and relevance of certain indicators for use in future evaluative efforts in these programs.

INSTRUCTIONS

Would you please indicate your opinion regarding the appropriateness of these outcome indicators for students in special education programs for emotionally disabled, by responding to the items on the attached pages, which have been extracted and adapted from the above noted publication?

Feasibility of Measurement =

How Easy/Difficult would it be to secure the information on a periodic basis?

Relevance of Indicator =

How important is the indicator in determining successful outcomes?

Since responses may vary as a function of different student age levels, please indicate the age-range with which you are associated. Assume that an indicator would be used periodically and growth or change in the indicator would be the focus.

Do not give your name unless you wish to request further discussion of this task with us.

Please return this form to:
Dr. Eileen McCarthy, Director
Special Education
Rockland BOCES
Parrott Road
West Nyack, NY 10994

<table>
<thead>
<tr>
<th>Outcome domain:</th>
<th>FEASIBILITY OF MEASUREMENT</th>
<th>RELEVANCE OF INDICATOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presence and Participation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance (absenteeism)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation in regular classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation in extracurricular</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation in regular testing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completion (diploma or certif.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accommodation and adaption</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate skills required to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>move about in environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>communicate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>participate in activities in home, school, and community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>manage personal needs in home, school, and community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate family support and coping skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical health</td>
<td></td>
<td></td>
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<tr>
<td>Use of tobacco</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make good nutritional choices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of alcohol or drugs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unprotected sex</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation in physical exercise activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Awareness of basic safety</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Awareness of basic fitness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Awareness of health care needs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Outcome domain: Responsibility & Independence

- Gets to and from a variety of destinations
- Can access community services
- Can complete transactions in community (shopping, banking)
- Prioritize and set goals for self
- Manage personal care and safety
- Advocate for self effectively

Outcome domain: Contribution and Citizenship

- Suspensions or other disciplinary actions
- Vandalism or criminal activity
- Know significance of voting
- Volunteer time to school, civic, community activity

Outcome domain: Academic & Functional Literacy

- Competence in oral language
- Demonstrate problem solving
- Competence in 3-Rs for current environment
- Competence in 3-Rs for next environment
- Competence in using technology to enhance functioning
Outcome domain: Personal & Social Adjustment

Copes effectively with challenges, frustrations, & stress

Behavior reflects acceptance of consequences for behavior

Perceives self as worthwhile

Perceives self as competent

Behavior demonstrates acceptance of cultural & individual differences

Has friends; part of a social network

Skill in interacting in social situations; including interpersonal conflict

Engages in productive group work

Outcome domain: Satisfaction

Student is satisfied with:
  level of achievement
  what school provides
  progress toward educational outcomes

Parent/guardian is satisfied with:
  level of achievement
  what school provides
  progress toward educational outcomes
  student's preparation to live in society

Community is satisfied with:
  students' level of achievement
  what school provides
  progress toward educational outcomes
TOTAL SAMPLE: 102 RESPONDENTS

Feasibility score
Relevance score

Outcome domain:
Presence and participation

Attendance (absenteeism)
Participation in regular classes
Participation in extracurricular
Participation in regular testing
Completion (diploma or certif.)

Outcome domain
Accommodation and adaptation

Demonstrate skills required to:
move about in environment
communicate
participate in activities in home, school, and community
manage personal needs in home, school, and community
Demonstrate family support and coping skills
Outcome domain

Physical health
- Avoid use of tobacco
- Make good nutritional choices
- Avoid use of alcohol and drugs
- Avoid unprotected sex
- Participation in physical exercise activity
- Awareness of basic safety
- Awareness of basic fitness
- Awareness of health care needs

Responsibility and independence
- Gets to and from a variety of destinations
- Can access community services
- Can complete transactions in community (shopping, banking)
- Prioritize and set goals for self
- Manage personal care and safety
- Advocate for self effectively
Outcome domain

Contribution and Citizenship

Suspensions or other disciplinary actions

Vandalism or criminal activity

Know significance of voting

Volunteer time to school, civic, community activity

Outcome domain

Academic & functional literacy

Competence in oral language

Demonstrate problem solving

Competence in 3-Rs for current environment

Competence in 3-Rs for next environment

Competence in using technology to enhance functioning
Outcome domain

Personal and social adjustment

Copes effectively with challenges, frustrations, & stress

Behavior reflects acceptance of consequences for behavior

Perceives self as worthwhile

Perceives self as competent

Behavior demonstrates acceptance of cultural & individual differences

Has friends; part of a social network

Skill in interacting; social situations; including interpersonal conflict

Engages in productive group work
Outcome domain

Satisfaction

Student is satisfied with

level of achievement

what school provides

progress toward educational outcomes.

Parent/guardian is satisfied with

level of achievement

what school provides

progress toward educational outcomes

student's preparation to live in society

Community is satisfied with:

student's level of achievement

what school provides

progress toward educational outcomes
Emotional Disability Outcome Study

District-wide data (from PPS central office) during 1992-93 school year.

Resident students with E.D. as primary or secondary classification,

<table>
<thead>
<tr>
<th></th>
<th>Resident District</th>
<th>BOCES Programs</th>
<th>Another District</th>
<th>Private School</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number enrolled **in</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program change data</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number declassified*</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Number having minor increase in LRE (&lt; 1 hr./day)*</td>
<td></td>
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<tr>
<td>Number having major increase in LRE (=&gt; 1 hr./day)*</td>
<td></td>
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<tr>
<td>Number having reduced related services* (e.g. psych/couns)</td>
<td></td>
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</tr>
<tr>
<td>Number having decreased LRE by program change or transfer*</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Number moved to less LRE by other agencies (e.g. courts)*</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Number dropped out (terminated by other than transfer, graduation or aging out)</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

* changes occurring during 1992-93 or projected for 93-94 at annual review

** enrolled for at least half of year, 1992-93.

Please return to:  Dr. Eileen McCathy, Director
                    Special Education
                    Rockland BOCES
                    61 Parrott Road
                    West Nyack, NY 10994
### PROGRAM CHANGE

**Program**

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Declassified</td>
<td>3.3</td>
<td>8.0</td>
<td>0</td>
<td>0</td>
<td>.9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>%Major increase in LRE</td>
<td>31</td>
<td>10</td>
<td>26</td>
<td>12</td>
<td>3</td>
<td>36</td>
<td>69</td>
</tr>
<tr>
<td>%Minor increase in LRE</td>
<td>9</td>
<td>18</td>
<td>0</td>
<td>19</td>
<td>3</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>%Reduced related services</td>
<td>22</td>
<td>3</td>
<td>13</td>
<td>13</td>
<td>0</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>% Decrease in LRE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program change or transfer</td>
<td>NA</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Moved by court or other agency</td>
<td>NA</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>%Dropped out</td>
<td>7</td>
<td>6</td>
<td>0</td>
<td>9</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
# Emotionality Disability Outcome Study

Teacher (or class grouping) __________________________ District __________________________

## Achievement data, 1992-93 school year

<table>
<thead>
<tr>
<th>Student</th>
<th>State tests (PEP)</th>
<th>Standardized tests</th>
<th>Annual growth in basic skills</th>
<th>IEP % objectives attained</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td></td>
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<td>#2</td>
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<td>#7</td>
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<td>#8</td>
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<tr>
<td>#12</td>
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</tr>
</tbody>
</table>

* Indicate standardized tests used (up to four with emphasis on basic skills) most relevant for age/grade involved. Report change from last test, in grade equivalent, normal curve equivalent, percentile, or whatever reporting method is standard for your district.

** Indicate PEP tests (in any) taken this year. Report results in relation to state reference point.

Include all students who have been enrolled in E.D. program at least half the year, 1992-93.

Please return to: Dr. Eileen McCarthy,
Director, Special Education
Rockland BOCES
61 Parrott Road
West Nyack, NY 10994
Emotional Disability Outcome Study

**Presence and Participation Data**

<table>
<thead>
<tr>
<th>Month *</th>
<th>Teacher (or class group)</th>
<th>District</th>
</tr>
</thead>
</table>

Number of occurrences within the month indicated.

<table>
<thead>
<tr>
<th># days absent</th>
<th># suspensions</th>
<th># In school suspensions (T04)</th>
<th># Crises interventions (T03)</th>
<th># Other **</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#1</td>
<td></td>
<td></td>
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<tr>
<td>#2</td>
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<tr>
<td>#3</td>
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<td>#4</td>
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<td>#5</td>
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<td>#10</td>
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<tr>
<td>#12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* "Month" is defined as any 4-week period when school is in session and not significantly distorted by testing schedules, etc. Report two separate months, as far apart as possible, e.g. October and April, January and May, etc. using whatever periods will allow accurate retrieval of data.

** If there is another variable of this type which you think might be important.

Please return to: Dr. Eileen McCarthy, Director
Special Education
Rockland BOCES
61 Parrott Road
West Nyack, NY 10994
## PRESENCE AND PARTICIPATION

<table>
<thead>
<tr>
<th>Program</th>
<th>A</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
</tr>
</thead>
</table>

### Attendance

<table>
<thead>
<tr>
<th>% absences</th>
<th>Oct/Jan</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct/Jan</td>
<td>4.3 5.1 6.3 8.4 2.8 2.7</td>
<td>11.0 13.8 8.3 21.1 8.0 8.5</td>
</tr>
</tbody>
</table>

### Suspensions

<table>
<thead>
<tr>
<th>Incidents as % of enrollment</th>
<th>Oct/Jan</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct/Jan</td>
<td>.08 0 .3 .7 1.6 0</td>
<td>.77 .28 .8 .4 1.1 0</td>
</tr>
</tbody>
</table>

### In-school suspensions

<table>
<thead>
<tr>
<th>Incidents as % of enrollment</th>
<th>Oct/Jan</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct/Jan</td>
<td>.46 1.81 2.7 1.2 NA 0</td>
<td>.62 2.91 1.4 1.4 NA 0</td>
</tr>
</tbody>
</table>

### Crisis interventions

<table>
<thead>
<tr>
<th>Incidents as % of enrollment</th>
<th>Oct/Jan</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct/Jan</td>
<td>NA &lt;8.69 4.5 17.9 28.0 0</td>
<td>NA 9.50 4.8 15.9 8.6 0</td>
</tr>
</tbody>
</table>
Emotional Disability Outcome Study

Teacher (or class grouping)  District

Number enrolled for a least half of year 1992-93

Program change data*

Number declassified*

Number having **minor increase** in LRE (<1hr./day)*

Number having **major increase** in LRE (=>1hr./day)*

Number having **reduced** related services*  
  (e.g. psych/couns)

Number having **increased** related services*  
  (e.g. psych/couns)

Number having **decreased** LRE by program change or transfer*

Number moved to **less** LRE by other agencies  
  (e.g. courts*)

Number dropped out (terminated by other than transfer, graduation or aging out)

*changes occurring during 1992-93 or projected for 93-94 at annual review

Please return to:  Dr. Eileen McCarthy, Director  
  Special Education  
  Rockland BOCES  
  61 Parrott Road  
  West Nyack, NY 10994
Follow-up Interview Guide
For Students (or their family members) who terminated their school program during the 1992-93 school year (by graduation, aging out, dropping out).

District _______ Graduated _____ Aged Out ___ Dropped Out _____

Age when student left ______ How long in Special Ed? _____ yrs.

What Program? ____________________________

We are attempting to contact all students who (completed) left school during the past year to learn a little about what they are doing now that they are no longer in our school. Could we ask you a few questions?

1. How are you spending most of your time?

2. Are you now attending any school? If so, what?

3. Have you had any jobs since leaving school? How Many? What were they?

4. Are you now working? At What? Part time ___ Full time ____ Pay ____?

5. How did you get the jobs?

6. Have you been involved with any public or private agencies for help on employment, continued schooling, or other needs (medical, counseling)?

7. What are your chief social or recreational activities?

8. Is there any particular way that your former school helped you in what you are doing now?
**Special Education**  
**Program Effectiveness Questionnaire for Parents**

We are sending this questionnaire to a sampling of parents of students in our special education program. Its purpose is to see what you think of the quality of the special education in which your child is enrolled. Please use the following scale to express how frequently the things listed in this questionnaire are true.

<table>
<thead>
<tr>
<th></th>
<th>5 - almost always</th>
<th>4 - frequently</th>
<th>3 - sometimes</th>
<th>2 - seldom</th>
<th>1 - almost never</th>
<th>DK - don't know/no opinion</th>
</tr>
</thead>
</table>

You need not put your name on this form. Your responses will be kept confidential. They will be compiled with other parent responses to help us gain a better perspective of our special education program.

Please use the rating scale to the right to express your opinion about what happens in your child's school setting.

<table>
<thead>
<tr>
<th></th>
<th>Almost Always</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Almost Never</th>
<th>Don't Know/No Opinion</th>
</tr>
</thead>
</table>

1. My child is satisfied with his/her program.  
2. My child feels accepted by his/her peers.  
3. I am satisfied with my child's educational program.  
4. I receive clear communication from school in the form of both written and oral reports.  
5. The staff provides me with information and methods for helping my child to learn.  
6. School staff make every effort to arrange for formal and informal meetings that are convenient for parents.  
7. School staff set up ways for parents to communicate with the school and resolve their concerns.  
8. Teachers have high and realistic expectations for special education students.  
9. Special education staff are caring and positive with students who have special needs.
10. Special education teachers successfully individualize instructions to meet the needs of students.  

11. School staff help parents recognize and understand specific changes and improvements in behavior, self-image, peer and family relations, knowledge, and skill development.  

12. Special education teachers consider parents part of the team and value their contributions.  

13. School discipline is firm and consistent.  

14. The school and classrooms are safe and orderly.  

15. Students are actively encouraged to accept and understand the abilities, needs, and feelings of their peers with special needs.  

We invite you to provide us with any additional concerns or comments regarding our Special Education Programs.

<table>
<thead>
<tr>
<th></th>
<th>Almost Always</th>
<th>Frequency</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Almost Never</th>
<th>Don't Know/No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>5 4 3 2 1</td>
<td>DK</td>
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<td></td>
</tr>
<tr>
<td>11</td>
<td>5 4 3 2 1</td>
<td>DK</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>5 4 3 2 1</td>
<td>DK</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>5 4 3 2 1</td>
<td>DK</td>
<td></td>
<td></td>
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