

Safety and Health Investment Projects FINAL REPORT REQUIREMENTS

The purpose of the final report of your SHIP project is to:

1. Evaluate and document the achievements, challenges, and shortcomings of the project for the constructive benefit of others interested in learning from SHIP projects; and
2. Provide the Division of Occupational Safety and Health with information that shows:
 - a. The outcomes specified in the project application were met; and
 - b. The grant was used for the purpose(s) for which it was approved and in accordance with relevant WAC rules and any special conditions or requirements; and
 - c. The outputs of the project have been disseminated as specified in the application.

The report format has four sections:

1. Cover Sheet
2. Narrative Report (part I)
3. Financial Information (part II)
4. Attachments (part III)

Please provide complete and detailed information in the final report. If you have questions, please call your SHIP grant manager.

REMINDER!!: All products produced, whether by the grantee or a subcontractor to the grantee, as a result of a SHIP grant are in the public domain and can not be copyrighted, patented, claimed as trade secrets, or otherwise restricted in any way.

SAFETY AND HEALTH INVESTMENT PROJECTS FINAL REPORT

Keeping Special Education Para Professionals Safe and Working
2016ZH00310
2016/2017

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Mount Vernon School District

February 15, 2018

Kelly Early



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Capital Region Educational Service District 113 is solely responsible for the content of and views expressed in this report and related materials unless they have been formally endorsed by the Washington State Department of Labor and Industries.

PART I

Narrative Report

Abstract:

Present a short overview of the nature and scope of the project and major findings (less than half a page).

The major aim of this project focused on the development of curriculum and training for the prevention of special education staff injuries resulting from behavioral incidents with special education students. Five days of training were developed and provided to two groups of special education paraprofessionals (n = 135 from Educational Service District 113; n = 45 from Mt. Vernon School District) over the course of the 2016-17 school year. The trainings focused on the following topics: a) understanding the relation between disabilities and behavior; b) understanding the basics of behavior change; c) developing positive relationships with students; d) knowing how to respond during the cycle of behavioral escalation; e) identifying the lines of communication to support a safe environment; and, f) understanding special education law to guide safe practice. Portions of the curriculum were highlighted in coursework to prepare special education teachers at the University of Washington Tacoma.

Data were collected pre-post to evaluate the series of paraprofessional development sessions. Major findings indicated a high degree of satisfaction with the professional development across groups and trainings, increased knowledge and skills for participants in the nearly all topics, and significantly more positive perceptions of resources supporting the paraprofessionals to address behavior (e.g., time, training, and knowledge).

Purpose of Project:

Describe what the project was intended to accomplish.

1. Develop safety curriculum targeted at improving safety conditions for special education staff working with special education students who display challenging behaviors .
2. Deliver five trainings over the course of the school year for two groups of paraprofessionals (Educational Service District 113, Mt Vernon School District).
3. Include portions of the content from training modules in related coursework for preparing special education teachers at University of Washington Tacoma.
4. Develop protocols to effect the safe and injury free transfer of SPED students from the classroom to transport buses to prevent/reduce injuries to bus bus drivers (not funded & to be accomplished by ESD WCT internal resources).
5. Develop personal protective equipment specifically developed for para educators in a classroom environment (not funded and to be developed by ESD WCT from internal resources).

Statement and Evidence of the Results:

Provide a clear statement of the results of the project include major findings and outcomes and provide evidence of how well the results met or fulfilled the intended objectives of the project.

Training curriculum was developed for a series of five 6-hour training sessions (see attached training materials). The trainings were delivered to two groups of paraprofessionals (n = 135 from Educational Service District 113; n = 45 from Mt. Vernon School District) beginning in October of 2016 and extending through June 2017. Data were collected from paraprofessionals using tools designed and/or modified to assess the effectiveness of the trainings. The *Professional Development Evaluation* survey of participant satisfaction with the training was completed following each training session. The results indicated a high degree of satisfaction with the professional development across groups and trainings, with items rated most favorably in the domains of relevance, applicability and satisfaction (M=4.62) on a 5-point scale. The pre-post *Knowledge and Skills Assessment* tool indicated increased knowledge and skills for participants in nearly all domains. Specifically, at the completion of training the scores of both groups significantly increased in the areas of relationships, principles of behavior, responding to behavior, disabilities and behavior, and law. The *Class Staff Perceptions of Behavior and Discipline* survey was used to measure pre/post changes of participant perceptions about school-based practices and beliefs related to behavior and discipline. Both groups reported significantly more positive perceptions of resources to support positive practices (e.g., time, training, and knowledge) at the completion of training. In addition, the MVSD group reported significantly more positive philosophical beliefs at the conclusion of the training. However, ESD 113 participants reported significantly *less* positive perceptions of climate and significantly *less* positive perceptions of communication and inclusion, which may be attributed to the participants increased understanding of what positive practices should look like in these areas.

To date, success of the development and delivery of the trainings can be judged on the basis of high levels of participant satisfaction across all trainings and the significant increase in participant knowledge and skills taught across the trainings. Future investigation by ESD 113 and MVSD at the end of this academic year is needed to analyze worker injury claims of participants post training.

Measures to Judge Success:

If relevant, state what measures or procedures were taken to judge whether/ how well the objectives were met and whether the project or some other qualified outside specialist conducted an evaluation.

All training materials underwent content review by a school professional with expertise in special education directly related to the project topics (i.e., special education director with knowledge in all areas of training) prior to finalizing content for each session of the trainings. In addition, steps were taken to use formative assessments to guide curriculum development and delivery. Specifically, results from the pre-test of the *Knowledge and Skills Assessment* tool were reviewed to determine the basic level of background knowledge that the paraprofessionals held in each of the six content areas to be addressed throughout the trainings. The trainers then took these results into consideration as they planned content and exercises for each group of paraprofessionals. Participant feedback provided through the *Professional Development Evaluation* survey was also considered following each training session as the trainers planned for addressing group needs in upcoming sessions.

Relevant Processes and Lessons Learned:

Specify all relevant processes, impact or other evaluation information which would be useful to others seeking to replicate, implement, or build on previous work

AND

Provide information on lessons learned through the implementation of your project. Include both positive and negative lessons. This may be helpful to other organizations interested in implementing a similar project.

We advise that ongoing evaluation measures, such as those used in this implementation project, be used in order to target the unique needs of any group being trained. In the current SHIP project, we provided training for two distinct groups. In one group, the majority of participants had a similar background in prior training opportunities because they all worked for one school district. The participants in our second group were employed across 45 school districts, with little overlap in prior training/professional development opportunities. These contrasts made it critical for the trainers to respond differentially to the needs of each group.

Other lessons learned included the need for more purposeful selection/targeting of participants, especially when drawing participants from multiple school districts. Although advertising for the professional development opportunity indicated that the training was specifically designed for special education paraprofessionals who currently worked with students with highly challenging behaviors, some participants reported that their current positions did not put them at risk for injury from interacting with students with disabilities. That noted, these same participants may in the future be assigned to work with students with challenging behaviors, thus still benefiting from the knowledge and skill base provided through this training.

Another lesson learned was the need to formally add the involvement of supervisory teachers, especially for paraprofessionals from more rural and remote districts. The intent of adding teachers in future trainings should be to both increase their awareness of the content being taught and to demonstrate how to better support the paraprofessionals with application of new skills. For example, teachers could attend an early training in the series to build their content knowledge and then be required to guide the paraprofessionals as they practice the skills taught in the trainings via

homework assignments.

Product Dissemination:

Outline of how the products of the project have been shared or made transferrable.

Professional development training materials in the form of PDFs and the *Professional Development Evaluation* and *Knowledge and Skills Assessment* surveys are submitted with this final report. Information about the trainings has been shared at the annual Association of Educational Service Agencies conference in San Antonio, TX in November 2017. In addition, Drs. Beaudoin and Feuerborn (the curriculum developers and trainers) will share their work related to the professional development components of the project at the regional Northwest Positive Behavior Interventions and Supports conference held in February in Tacoma, WA and at the national Association of Positive Behavior Supports annual conference in San Diego, CA in March, 2018.

Feedback:

Provide feedback from participants, trainees, individuals who have used your products/processes, as well as any reports from an independent evaluator on the project.

As previously noted, participants provided feedback through the professional development survey at the end of each training session. The results indicated a high degree of satisfaction with the professional development across groups and trainings, with items rated most favorably in the domains of relevance, applicability and satisfaction (M=4.62) on a 5-point scale.

In preparation for determining next steps in pursuing a second SHIP grant, Special Education Directors from ESD #113 were surveyed via email to determine their willingness to support payment for special education teachers to attend future trainings alongside paraprofessionals. The response was overwhelmingly positive, with several directors committing to financially support their teachers due to the high need for this type of training for their special educational staff. Typical statements across school districts included, "Yes, absolutely support the idea!"; "I think we can make that happen. I know my paras got a lot out of the training." And "Yes, our district will do our best to support sending teachers. Please share the details of the grant, directions to apply and dates as soon as you are able."

Project's Promotion of Prevention:

Explain how the results or outcomes of this project promote the prevention of workplace injuries, illnesses, and fatalities?

Special education paraprofessionals receive very little if any formal training in classroom behavior management of special education students. Such lack of training and education has resulted in increased claim frequency and severity. The SHIP funded product development and training has enhanced both paraprofessional and teacher ability to recognize adverse behaviors and approach students in a safe manner.

Uses:

How might the products of your project be used within the target industry at the end of your project?

It is the continued goal of ESD 113 convert the successes of the SHIP grant into an ongoing training program for school districts throughout the State. The training products, while effective, require skilled and knowledgeable instructors and trainers. ESD 113 will continue to cultivate its relationship with the University of Washington Tacoma to ensure skilled trainers are available.

Is there potential for the product of the project to be used in other industries or with different target audiences?

Absolutely

The training, skills and products are definitely transferable to other like work environments as State Institutions (Western & Eastern State Hospitals) nursing homes and other care facilities.

Organization Profile:

For awarded organizations, to include partners and collaborators, provide a brief description of each organization. Mission, vision, and purpose for each of the organizations who applied (this includes partners and collaborators) for the grant.

Mount Vernon School District (MVSD) (state fund grant applicant partner) has developed a proactive student center approach to special education students. The MVSD special education mission statement reads: "The MVSD Special Education Department is committed to providing intensive academic instruction and support to students with disabilities within the Least Restrictive Environment as appropriate. Our goal is to return students with disabilities to the general education setting with their non-disabled peers."

Such student center commitment place special education teachers and para educators in very close proximity with student's daily increasing injury exposures.

The Special Education program is under the leadership of Special Education Director Jean Champagne. Assistant Superintendent David Anderson provides day-to-day leadership for operations that educate 6,700 students.

As a state fund employer the MVSD seeks solutions to staff injuries from special education students. As a SHIP Grant partner the district brings additional in-kind resources to tackle this unsolved risk exposure.

Additional Information

| | | | | | | | | | | | | | | | |
|---|--|---|-----------------|----|---------------------|---|-----------|-----|-------------------------|---------------------|-------------------------------------|--|----------------------|-----|---|
| Project Type <input checked="" type="checkbox"/> Best Practice <input type="checkbox"/> Technical Innovation <input checked="" type="checkbox"/> Training and Education Development <input type="checkbox"/> Event <input type="checkbox"/> Intervention <input type="checkbox"/> Research <input type="checkbox"/> Return to Work <input type="checkbox"/> Other (Explain): | Industry Classification (check industry(s) this project reached directly) <input type="checkbox"/> 11 Agriculture, Forestry, Fishing and Hunting <input type="checkbox"/> 21 Mining <input type="checkbox"/> 22 Utilities <input type="checkbox"/> 23 Construction <input type="checkbox"/> 31-33 Manufacturing <input type="checkbox"/> 42 Wholesale Trade <input type="checkbox"/> 44-45 Retail Trade <input type="checkbox"/> 48-49 Transportation and Warehousing <input type="checkbox"/> 51 Information <input type="checkbox"/> 52 Finance and Insurance <input type="checkbox"/> 53 Real Estate and Rental and Leasing <input type="checkbox"/> 54 Professional, Scientific, and Technical Services <input type="checkbox"/> 55 Management of Companies and Enterprises <input type="checkbox"/> 56 Administrative and Support and Waste Management and Remediation Services <input checked="" type="checkbox"/> 61 Educational Services <input type="checkbox"/> 62 Health Care and Social Assistance <input type="checkbox"/> 71 Arts, Entertainment, and Recreation <input type="checkbox"/> 72 Accommodation and Food Services <input type="checkbox"/> 81 Other Services (except Public Administration) <input type="checkbox"/> 92 Public Administration | | | | | | | | | | | | | | |
| Target Audience: Classroom Special Education Para Educators in Educational Service District 113 and the Mount Vernon School District | | | | | | | | | | | | | | | |
| Languages: English | | | | | | | | | | | | | | | |
| Please provide the following information - - <i>(information may not apply to all projects)</i> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"># classes/events:</td> <td style="width: 30%; text-align: center;">5</td> </tr> <tr> <td># hours trained</td> <td style="text-align: center;">50</td> </tr> <tr> <td># students under 18</td> <td style="text-align: center;">0</td> </tr> <tr> <td># workers</td> <td style="text-align: center;">170</td> </tr> <tr> <td># companies represented</td> <td style="text-align: center;">45 School Districts</td> </tr> <tr> <td># reached (if awareness activities)</td> <td></td> </tr> <tr> <td>Total reached</td> <td style="text-align: center;">170</td> </tr> </table> | # classes/events: | 5 | # hours trained | 50 | # students under 18 | 0 | # workers | 170 | # companies represented | 45 School Districts | # reached (if awareness activities) | | Total reached | 170 | List, by number above, industries that project products could potentially be applied to. 61 |
| # classes/events: | 5 | | | | | | | | | | | | | | |
| # hours trained | 50 | | | | | | | | | | | | | | |
| # students under 18 | 0 | | | | | | | | | | | | | | |
| # workers | 170 | | | | | | | | | | | | | | |
| # companies represented | 45 School Districts | | | | | | | | | | | | | | |
| # reached (if awareness activities) | | | | | | | | | | | | | | | |
| Total reached | 170 | | | | | | | | | | | | | | |
| | Potential impact (in number of persons or companies) after life of project? | | | | | | | | | | | | | | |
| Have there been requests for project products from external sources? Yes <i>If Yes, please indicate sources of requests:</i> School Districts across Washington State and requests from around the United States are now starting to be received as a result of recent SHIP project presentation at a National Conference. | | | | | | | | | | | | | | | |

PART II

Financial Information Budget Summary

Project Title: Keeping Special Educational Para Educators Safe and Working

Project #: 2016ZH00310

Report Date: December, 2017

Contact Person: Paul Chasco

Contact #: 360.464.6886

Start Date: June, 2016

Completion Date: Jan. 30, 2018

| | | |
|----|--|-------------------|
| 1. | Total original budget for the project | \$ <u>180,886</u> |
| 2. | Total original SHIP Grant Award | \$ <u>180,886</u> |
| 3. | Total of SHIP Funds Used | \$ <u>180,886</u> |
| 4. | Budget Modifications (= or - if applicable) | \$ <u>2</u> |
| 5. | Total In-kind contributions | \$ _____ |
| 6. | Total Expenditures (lines 3+4+5) | \$ <u>180,886</u> |

Instructions:

- Complete the Supplemental Schedule (Budget) form first (on the next page).
- The final report must include all expenditures from date of completion of interim report through termination date of grant.
- Indicate period covered by report by specifying the inclusive dates.
- Report and itemize all expenditures during specified reporting period per the attached supplemental schedule.
- Forms must be signed by authorized person (see last page).
- Forward one copy of the report to **Grant Manager Name, SHIP Grant Manager at PO Box 44612, Olympia, WA 98504-4612**

PART II *(Continued)*
Financial Information
Supplemental Schedules (Budget)

| | | | |
|------------------------|---|---------------------|---------------|
| Project Title: | Keeping Special Education Para Educators Safe and Working | | |
| Project #: | 2016ZH00310 | Report Date: | December 2017 |
| Contact Person: | Paul Chasco | Contact #: | 360.464.6886 |
| Total Awarded: | 180,866 | | |

ITEMIZED BUDGET: How were SHIP award funds used to achieve the purpose of your project?

| | Budgeted for Project | Amount Paid Out | Difference |
|--|----------------------|-----------------|------------|
| A. PERSONNEL | 89,557 | 89,397.85 | 159.15 |
| Explanation for Difference and other relevant information: Actual costs came in slightly under budget. | | | |

| | Budgeted for Project | Amount Paid Out | Difference |
|--|----------------------|-----------------|------------|
| B. SUBCONTRACTOR | 49,642 | 49,642 | 0 |
| Explanation for Difference and other relevant information: N/A | | | |

| | Budgeted for Project | Amount Paid Out | Difference |
|--|----------------------|-----------------|------------|
| C. TRAVEL | 10,674 | 11,524.32 | (850.32) |
| Explanation for Difference and other relevant information: Initial estimated costs were slightly under budgeted. | | | |

| | Budgeted for Project | Amount Paid Out | Difference |
|--|----------------------|-----------------|------------|
| D. SUPPLIES | 2,487 | 2862.83 | (375.83) |
| Explanation for Difference and other relevant information: Initial estimated costs were marginally under budgeted. | | | |

| | Budgeted for Project | Amount Paid Out | Difference |
|---|----------------------|-----------------|------------|
| E. PUBLICATIONS | 1,200 | 0 | 1,200.00 |
| Explanation for Difference and other relevant information: Eliminated line item & reallocated to allow for adjustments in itemized categories referenced above. | | | |

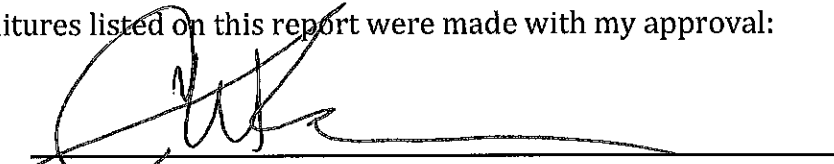
| | Budgeted for Project | Amount Paid Out | Difference |
|--|----------------------|-----------------|------------|
| F. OTHER | 10,881 | 10,880.68 | .32 |
| Explanation for Difference and other relevant information: | | | |

| | Budgeted for Project | Amount Paid Out | Difference |
|-----------------------------|----------------------|-----------------|------------|
| TOTAL DIRECT COSTS | 164,441 | 164,307.68 | 133.32 |
| | Budgeted for Project | Amount Paid Out | Difference |
| TOTAL INDIRECT COSTS | 16,444 | 16,430.77 | 13.23 |
| | Budgeted for Project | Amount Paid Out | Difference |
| TOTAL SHIP BUDGET | 180,885 | 180,738.45 | 146.55 |

| | Budgeted for Project | Amount Paid Out | Difference |
|--|----------------------|-----------------|------------|
| G. IN-KIND | | | |
| Explanation for Difference and other relevant information: | | | |

I hereby certify that the expenditures listed on this report were made with my approval:

2-15-2018
Date


Signature of Project Manager

PART III

Attachments:

Provide resources such as written material, training packages, or video/ audio tapes, curriculum information, etc. produced under the grant.

Also include copies of publications, news releases, curriculum, posters, brochures, etc.

The above information should also be provided on a CD or DVD for inclusion in the file.

- DVD: must be in an MP4 format
Other video files must be provided in uncompressed source files.
- Publications:
PDF of publication should be provided. SHIP also needs the original publishing documents (design documents), .eps, and .psd (if any illustrations/graphics are used)

REMINDER!!: All products produced, whether by the grantee or a subcontractor to the grantee, as a result of a SHIP grant are in the public domain and can not be copyrighted, patented, claimed as trade secrets, or otherwise restricted in any way.