



# Standard Program and Service Evaluation

(Board of Education Approved on June 1, 2004)

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## Program Evaluation Question(s) (Revised 10/19/2004)

1. What is the level of satisfaction with orthopedic impairment/traumatic brain injury services provided by SSD?
2. Are appropriate assistive technology devices and services utilized for each student with an orthopedic impairment/traumatic brain injury giving effective access to the school program?

### I. Program/Service Information

**Name of Program or Services:** Orthopedic Impairment/Traumatic Brain Injury

**Personnel Responsible for Evaluation:**  
Betty Davidson, Ph.D., Area Coordinator for the Orthopedic Impairment/Traumatic Brain Injury Program

**Date of Evaluation:** January 2005 – June 2005

**Goal/Objective of Program/Services:** To provide to students optimal orthopedic services by:

- Providing a wide variety of individualized education programming and support services for children and adolescents with orthopedic impairments or traumatic brain injury designed to ensure each student's successful contribution to our community.
- Developing effective relationships with parents, teachers/staff and students.
- Ensuring staff maintains knowledge of current practices, procedures and assistive technology in the field of orthopedic impairments/traumatic brain injuries and each student benefits from appropriate and current educational technology and adaptive devices.

### **Brief description of relationship between program goals, CSIP and MSIP Standards:**

Our CSIP plan for the Orthopedic Impairment/Traumatic Brain Injury Program is incorporated under each regional CSIP plan. The evaluation of CSIP goals provides information in order to adjust the curriculum and instruction to meet the needs of the students. (MSIP goal 6.3 – effective



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instructional programs.) Instructional resources/equipment and assistive technology are integral to the program goal and support the MSIP goal 6.4 – instructional resources/equipment.

## **Demographic Description of Program:**

### **Location(s)**

Students are served in St. Louis countywide in 23 local St. Louis County districts.

Special School District (SSD) serves 162 students with orthopedic impairments/traumatic brain injuries in education programs. These students live within the 23 local St. Louis County districts. One student is served in a Special School District building. Of the total 162 students served by SSD staff, 158 are students are Orthopedic Impairment and the remaining 4 students are traumatic brain injured. SSD directly serves 57 students and 105 students receive consult only in the Orthopedic Impairment/Traumatic Brain Injury Program.

### **Number of staff:**

- 8 orthopedic/traumatic brain injury teachers
- 1 area coordinator
- 1 secretary

### **Participants:**

Parents, staff, teachers, and students of St. Louis County resident students ages birth – 21 who have an educational diagnosis of Orthopedic Impairment/traumatic brain injury and are eligible for direct orthopedic services as determined through the IEP process. Students who are seen only on a consult basis were not participants in this evaluation.

### **Length of program/service:**

The program serves students ages 3 – 21 years of age as prescribed in their IEPs. The services are implemented during the regular school year calendar and during the ESY programs.

## **II Description of Stakeholders Engagement in Program Evaluation:**

### **Parent engagement activities:**

- Meeting on February 1, 2005
- Parent forum/focus meeting on April 21, 2005



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## **Parent participants:**

Sandra Schwegel-Kline, Kirkwood School District

## **Community member engagement activities:**

Sandy Feegle, retired SSD teacher for the Orthopedic Impairment/Traumatic Brain Injury Program

## **SSD staff engagement activities:**

Meeting on February 1, 2005  
Parent forum/focus meeting on April 21, 2005

## **SSD staff participants:**

Jim Baker, retired AC, Special School District (SSD) area coordinator for the Orthopedic Impairment/Traumatic Brain Injury Program  
Dr. Betty Davidson, chair, SSD area coordinator for the Orthopedic Impairment/Traumatic Brain Injury Program  
Chris Montgomery, SSD Director of Special Education, Region 3  
Christine Rawdon, SSD teacher for the Orthopedic Impairment/Traumatic Brain Injury Program  
Jan Schmidt, SSD teacher/diagnostician for the Orthopedic Impairment/Traumatic Brain Injury Program  
Jeff Schneider, SSD effective practice specialist

## **Partner district staff engagement activities:**

Meeting on February 1, 2005

## **Partner district staff:**

Dr. Kathy Muehlrath, Special Services Coordinator, Parkway School District

## **University staff engagement activities:**

Dr. Mary Ann Price, St. Louis Community College, was the guest speaker at the parent forum/focus meeting on April 21, 2005

## **University staff:**

Dr. Margaret Gray, Professor of Special Education, Fontbonne University  
Dr. Mary Ann Price, Professor, Disabilities Program -Saint Louis Community College – Forest Park



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### III. Evaluation Criteria for Programs/Services Offered

- ✓ Staff perception survey
- ✓ Parent perception survey
- ✓ Assessment statistics
- ✓ Student attitude and interest survey
- ✓ Perception data

### IV. Data Collection Methodology: Orthopedic Impairment (OI)

Data was collected on the level of satisfaction with Orthopedic Impairment/Traumatic Brain Injury services provided by SSD. This included the satisfaction with assistive technology devices and services utilized for each student with an Orthopedic Impairment/Traumatic Brain Injury.

1. The March 2005 survey of parents/guardians of students who are served directly in the Orthopedic Impairment/Traumatic Brain Injury (OI/TBI) Program included 16 Likert questions, including 2 questions on assistive technology, and 1 open question for comments. A total of 13 surveys were received out of 57 surveys distributed and that was a 23% return rate.
2. The March 2005 survey of classroom staff/general education staff of students who are served directly in the Orthopedic Impairment/Traumatic Brain Injury Program included 10 Likert questions, including 2 questions on assistive technology, and 1 open question for comments. A total of 43 surveys were received out of 72 surveys distributed and that was a 60% return rate.
3. The survey of teachers in the Orthopedic Impairment/Traumatic Brain Injury Program included those at the focus meeting who gave written open-ended survey comments to one question on the Orthopedic Impairment/Traumatic Brain Injury Program Survey (this was a self-assessment). A total of 10 surveys were completed on April 21, 2005 and that was a response rate of 100%.
4. The survey of visual impairment students in the Orthopedic Impairment/Traumatic Brain Injury Program included 4 open questions for comments. Jim Baker completed 3 telephone surveys the week of May 16, 2005 and that was a 100% return rate. (Students were chosen for the interview by their teachers on their ability to articulate their answers to questions on the phone.)



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## V. Results

**Time spent on program evaluation:** 188 hours

### **Strengths of program/service:**

Strengths of the Orthopedic Impairment/Traumatic Brain Injury Program were determined by responses to Likert questions and open-ended comments to questions. On a five (5-high) point rating scale, scores above 4.0 were considered satisfactory and above 3.0 were considered above average. All comments were summarized and the strength comments that were most often reported were listed under strength comments.

The numbered items below represent strengths of each of the four groups surveyed within the Orthopedic Impairment/Traumatic Brain Injury Program:

1. Parents/guardians of students who are served directly in the Orthopedic Impairment/Traumatic Brain Injury Program:

Results of the 57 parent/guardian surveys of the Orthopedic Impairment/Traumatic Brain Injury Program reveal an overall rate of satisfaction with the Orthopedic Impairment services provided by Special School District. On a five (5-high) point rating scale, the average of all of the parent responses resulted in a total of 4.1. The most favorably rated item had an average score of 4.8:

- The child's impairment is considered to ensure safety in school

Parents/guardians rated two questions on assistive technology. They rated 4.2 on the child has the appropriate adaptive devices and support to use the device and 4.0 on the child uses the adaptive devices.

The strength comments by the parents/guardians on the surveys: Parents indicated that teachers in the Orthopedic Impairment Program were excellent communicators, team players, knowledgeable, and encourage independence in the student.

2. Classroom staff/general education district staff of students who are served directly in the Orthopedic Impairment/Traumatic Brain Injury Program:

Results of the 72 district staff surveys of the Orthopedic Impairment/Traumatic Brain Injury Program reveal an overall high rate of



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satisfaction with the orthopedic services provided by Special School District. On a five (5-high) point rating scale, the average of all of the district staff responses resulted in a total of 4.6. The most favorably rated item had an average score of 4.8 and three items had the highest rating:

- The appropriateness of the IEP goals
- OI teachers respond to the parent's questions and comments
- The student's impairment is considered to ensure safety

District staff rated two items on assistive technology. They rated 4.5 on the student has the appropriate adaptive devices and support to use the devices and 4.4 on the student uses adaptive devices.

The strength comments by the district staff on the surveys:

District staff indicated that teachers in the Orthopedic Impairment/Traumatic Brain Injury Program were good listeners, an excellent resource, gave excellent feedback and adapted materials for individual students well.

3. Teachers in the Orthopedic Impairment/Traumatic Brain Injury Program of students who are served directly in the Orthopedic Impairment/Traumatic Brain Injury Program:

Results of the 10 teacher's survey of the Orthopedic Impairment/Traumatic Brain Injury Program reveal an overall high rate of satisfaction with the services provided by Special School District.

The strength comments by the orthopedic impairment teachers on the Orthopedic Impairment/Traumatic Brain Injury Program Survey indicated that communication and support within the program was excellent, there is excellent teamwork throughout the district, and there is great flexibility for services with children.

4. Students who are served directly in the Orthopedic Impairment/Traumatic Brain Injury Program:

Results of the 3 students who are served directly in the Orthopedic Impairment/Traumatic Brain Injury Program reveal a high rate of satisfaction with services provided by Special School District.

The strength comments by the students on the Orthopedic Impairment/Traumatic Brain Injury Program Survey indicated that the



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itinerant teachers helped prepare them for college, helped with long-term class projects, helped with proofing, writing, and finding information. Technology and special kitchen supplies are helpful.

## **Concerns regarding program/service:**

Concerns of the Orthopedic Impairment/Traumatic Brain Injury Program were determined by responses to Likert questions and open-ended comments to questions. On a five (5-high) point rating scale, scores above 4.0 were considered satisfactory and above 3.0 were considered above average. All of the scores were in the above average range; however, the lowest responses on each test were considered concerns. All comments were summarized and the comments that were most often reported as concerns were listed under concerns/comments.

The numbered items below represent the four groups surveyed within the Orthopedic Impairment/Traumatic Brain Injury Program:

1. Parents/guardians of students who are served directly in the Orthopedic Impairment/Traumatic Brain Injury Program:

Results of the 57 parent/guardian surveys of the Orthopedic Impairment/Traumatic Brain Injury Program reveal that even though it is still in the above average range, the lowest average response was 3.4:

- The teacher shares knowledge of community resources

The concerns/comments by the parents on the Orthopedic Impairment/Traumatic Brain Injury Program Survey indicate parents would like more information on adaptive equipment, transition/post school opportunities, higher expectations, and they desire to be an equal team member. Data indicates that there is a need to share the knowledge of community resources, adaptive equipment and transition/post school adaptations with parents.

2. Classroom staff/general education district staff of students who are served directly in the Orthopedic Impairment/Traumatic Brain Injury Program:

Results of the 72 district staff surveys of the Orthopedic Impairment/Traumatic Brain Injury Program reveal that even though it is



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still in the above average range, the lowest average response of an item was 4.4 and three items had this highest rating:

- The student uses the adaptive devices
- The amount of OI service time meets the student's needs
- The OI teacher ensures the IEP gives the modifications and adaptations written in the IEP

The concerns/comments by the district staff on the Orthopedic Impairment/Traumatic Brain Injury Program Survey: District staff would like more information in order to understand the student's impairment, classroom teachers would like more information on adaptations/modifications to daily activities, and more services at school because they are not being met at home such as activities of daily living/self determination. Data indicates that there is a need to share information about the student with district staff and ensure adaptations and modification on the IEP are met.

3. Teachers in the Orthopedic Impairment/Traumatic Brain Injury Program of students in the Orthopedic Impairment/Traumatic Brain Injury Program:

The concerns/comments by Orthopedic Impairment Teachers on the Orthopedic Impairment/Traumatic Brain Injury Program Survey reveal teachers of students with orthopedic impairments stated that, due to some district's IEPs, problems exist when the orthopedic impairment itinerant is not included in the decision making process. Teachers believe that, in some districts, services are based on parent demands rather than student needs. Data indicates that teachers need more information on transition, employment, and post school adaptations to share with parents and staff. Teachers need more information on assistive technology/adaptive equipment.

4. Students who are served directly in the Orthopedic Impairment/Traumatic Brain Injury Program:

The concerns/comments by the students who are orthopedically impaired or have traumatic brain injuries on the Orthopedic Impairment/Traumatic Brain Injury Program Survey reveal that students would like more career training.





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## Summary

The most significant concerns of parents, staff, and teachers of the Orthopedic Impairment is:

1. The need for sharing of knowledge on community resources, adaptive equipment/technology, and adaptations/modifications.
2. The need for information and training on transition, careers, employment and post school adaptations.
3. Some students need to be taught activities of daily living skills and self-determination skills for transition.
4. District staff requests more information on the role of the itinerant, service minutes, and the effect the disability has on the student.

## **Recommendations regarding program/service:**

1. Increase the knowledge of the teachers in the Orthopedic Impairment/Traumatic Brain Injury Program on community resources, adaptive equipment/technology, and adaptations/modifications. Increase the sharing of information from the teachers in the Orthopedic Impairment/Traumatic Brain Injury Program to the parents and the general education staff on community resources, adaptive equipment/technology, and adaptations/modifications in the IEP.
2. Increase the knowledge of the teachers in the Orthopedic Impairment/Traumatic Brain Injury Program on transition, employment and post school adaptations. Increase the sharing of information from teachers in the Orthopedic Impairment/Traumatic Brain Injury Program to the parents, students, and the general education staff on transition, careers, employment, and post-school adaptations.
3. For students who need activities of daily living and self-determination skills for transition, educate the parents and the students on the proper skills. Explore the feasibility of programs to teach daily living skills outside of the normal school setting.
4. Improve communication with the district general education staff to assist them in understanding the role of the itinerant teacher, service minutes, and the effect the disability has on the student.



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## VI. Action Plan for Recommendations as A Result of Program Evaluation

See attached Action Plans.

**Person responsible to champion the action plan:**

Betty Davidson, Ph.D.

**Timeframe for reporting updates to Board of Education:**

Share results with staff working in the Orthopedic Impairment/Traumatic Brain Injury Program on August 15, 2005. The review of the action plan will be ongoing and on 12/15/05 and 6/30/06.

\_\_\_\_\_ Date: \_\_\_\_\_

Signature of Administrator Responsible for Chairing Evaluation