



907-714-8881

PUPIL SERVICES UPDATES

November 2012

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More Collaborative IEP Meetings this Year?

In the spirit of collaborative, amicable and efficient IEP meetings (and the new part of the sped teacher evaluation), here are some tips. "IEP team leaders need to run their meetings in a way that gives everyone an equal opportunity to participate in and understand the proceedings. [They] also need to foster a climate of respect and trust," Eric Hartwig, administrator of pupil services for Marathon County Schools, Wisconsin.

1. Don't tolerate personal attacks. School staff and parents can be demeaning or confrontational when they are angry or frustrated. For example, a parent may turn a discussion about the child's speech/language services into a discussion about whether the provider is qualified. Personal attacks against parents are most likely to be critiques of their parenting skills. Always intervene and shift the conversation back to the student's needs. Realize that it is permissible to call for a break if a staff member or a parent needs to be spoken with one-to-one.
2. Don't allow parents to pick and choose. "There should never be an IEP that says, 'We didn't do this because the parents didn't want it,'" said Hartwig. "If the child needs something, you have to find a way to get it to him."
3. Do summarize reports, evaluations. In some meetings, evaluators go on for hours regurgitating every piece of data from a test or evaluation. Parents want to know what the information means for their child in an easy to understand, meaningful way.
4. Do instruct staff on how to talk about disabilities. Demonstrate professionalism and compassion. Ask that staff avoid any language that may be interpreted as offensive, derogatory, or negative.
5. Don't let staff members leave during the meeting. Parents may believe that they don't have the full attention of all the team members, while team members who miss out on parts of the meetings may not understand why certain decisions were made.

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No problem can be solved from the same level of consciousness that created it.

-Albert Einstein

Coming Soon...

Elementary Resource Collaboration	November 9, 2012
Autism 211: Parent Panel – Autism from a Sibling's Perspective	November 15, 2012
Alternate Assessment Trainings	Dec. 5, 6, & 7 (initial) OR Dec. 11 (recert)
1st Semester Paperwork Deadline	January 11, 2013

November Mandt Trainings

Initial trainings:

Nov. 1&2—Central Pen

What's Your Agenda?

Having and following an agenda at your meetings helps the meeting and its participants stay on track. It helps to cover everything and provides a smooth order and flow to the meeting. Here is one example of a meeting agenda that covers all required items and provides a smooth flow from PLAAFP to goals and objectives to determining services required to meet those goals and objectives.

- * Introductions
- * Student Strengths
 - * Teacher Reports
 - * Related Service Provider Reports
 - * Other Reports
- * Other Agency Involvement
- * Parent Concerns
- * Special Factors the IEP Team Must Consider
- * Review Progress toward Previous IEP
- * Discuss New Goals and Objectives
- * Accommodations and Modifications
- * Assessment Participation
- * Summary of Services
- * Placement (LRE)
- * Parent Questions
- * Parent Rights
- * Signatures of Participation

"Be thankful for what you have; you'll end up having more. If you concentrate on what you don't have, you will never, ever have enough."

—Oprah Winfrey

Tips from Autism Seminar: Visual Supports

The Autism Seminar in October focused on helping parents and teachers to create visual supports for children. Visual supports are not just visual schedules, but rather visuals to help with transitions, dealing with difficult situations, conversation starters, even how to play with play-doh!

A couple of important points that the presenters made:

- 1. Visual supports are easier to fade than an adult giving a verbal cue.**
- 2. Don't fade visual supports too quickly. Develop a plan to fade systematically.**

Helping parents to introduce visuals at home:

- 1. Prioritize the needs**
- 2. Teach/ introduce visuals one at a time**
- 3. Give ample opportunities to practice**
- 4. Plan to fade the visuals**

For information about the presenters and their company, go to

<http://www.autismsteps.com/>





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more math!!

Here are some more websites that you may find useful for teaching math as well as professional development for yourself!

<http://map.mathshell.org/materials/index.php> - Grades 6th through High School. Provides comprehensive unit lessons aligned for both content standards and standards for mathematical practice. Some lessons are focused on developing math concepts, others on non-routine problem solving. There are also professional development modules that help teachers with pedagogical challenges of teaching mathematical practices, as well as formative assessment. Funded by the Bill and Melinda Gates Foundation.

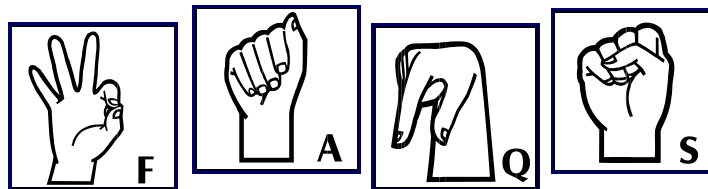
<http://blog.mrmeyer.com/> and www.ted.com/talks/dan_meyer_math_curriculum_makeover.html - Dan Meyers uses videos that he films and posts to vimeo to generate engaging and challenging real world math problems. Explore his 3-Act math strategy for teaching and his suggestions to improve math text book problems. His teaching is great for Middle and High School. However, there are teacher sites that have used his strategies with 4th and 5th grade as well.

<http://www.purplemath.com> - This site is good to develop content knowledge for algebra. It provides lessons that include techniques for learning, common mistakes, likely "trick" questions, and cross-references to help you find related material.

If you find some additional sites, please let us know!

Special thanks to friends and colleagues: Heidi Jenkins, Sandy Czajkowski, and Alison Place
for the sites listed here!!

- ⇒ When you invite parents to the IEP meeting, you need to write in the contact information at the bottom of the Written Invitation to a Meeting. This information is important to documenting attempts at contacting the family to attend the meetings.
- ⇒ You must provide appropriate notice to the related service providers and itinerant staff (i.e. school psychologists, adapted PE specialist, etc.) to attend meetings. To the greatest extent possible, provide at least 10 days notice to these providers.



Q: I am using the Edmark program to teach reading to some of my students. Can I include the name of the program in the goals and objectives?

A: It is not best practice to include the names of specific programs in the goals and objectives for the students, but rather a general description or title of the program. For instance, for Edmark, you could say, “a sight word/functional word based reading program.” In the PLAAFP and in the baseline for the goals, you can state where the student currently is in regards to the programs in which he/she is working. Including names of programs locks the teacher into a particular program, and if the student were to move, would lock another school into a particular program (or providing an explanation of why that program will not be used).

Q: I have an IEP annual and a 3-year reevaluation due in the same year, but we did not hold the meetings together. Any thoughts?

A: The most important thing to remember is that our Special Education Database holds only the most recent IEP paperwork. Once new information is inputted, the previous is deleted. Because of that, it is imperative that you plan ahead. When an annual and a 3-year are done in the same year, but not at the same meeting (for instance, two weeks apart), you will need to send the paperwork into district office for the first meeting, BEFORE the next meeting is started so that it can be reviewed and corrected, if needed, before it is erased with the paperwork for the subsequent meeting.

Q: A student just transferred from Connections to my school. The IEP doesn't make sense to be able to implement at my school. Now what?

A: When a student transfers from Connections, primarily with a consult-model IEP, the receiving school will need to amend the IEP to be able to implement the IEP at their school. This includes an amendment to the summary of services and possibly the goals and objectives to be implemented at the receiving school. Always feel free to contact the Connections special ed teacher if you have questions about the student.

Q: I usually send paperwork home to parents at the same time I send it to district office. It is embarrassing to have to contact the parent to correct mistakes found by district office. What can I do?

A: The hard copy of the IEP is the legal document that the school is to follow and is the educational record for both the district and the parent. Therefore, that document must not only reflect the decisions made by the team for the student, but must reflect our best work as school district employees. Always print out the IEP and proofread it. You may consider asking a colleague to proofread it for you. You may also wish to contact the district office secretaries or your program coordinator prior to printing and sending the document anywhere, and we will be happy to proofread it for you! Proofreading should be for typos as well as for content inconsistencies or errors.

“I am thankful for laughter, except when milk comes out of my nose.” —Woody Allen