



PUPIL SERVICES UPDATES

Kenai Peninsula Borough School District

907-714-8881

January 2012

happy new year!!

Enough about compliance, I teach too!

We will begin a continued focus on instruction in our newsletters! In this issue, we have included a few basics about math and continued on page 2, a little about reading.

Teaching math to students with disabilities:

"A study by Russell Gersten, professor at the University of Oregon, of research on teaching math provides further insights into teaching mathematics to students with disabilities:

- Students improve their problem solving abilities when they have an opportunity to verbalize the problem or talk about possible solutions. They need to "practice the language," Gersten says.
- Having students use visual representations (pictures, symbols, maps, or number lines) are consistently helpful in learning mathematics.
- While we've progressed in learning the most effective ways to teach mathematics to students with disabilities, we have more to do. Chard outlines the following challenges:
 - ⇒ We don't know if we can prevent math difficulties as we can in reading.
 - ⇒ Many students with disabilities have language issues, which makes it difficult for them to learn from language intensive verbal instruction.
 - ⇒ We need to determine when math should be more function-based for students with severe disabilities.
 - ⇒ Math content is getting increasingly complex at earlier ages.
 - ⇒ We need more professional development in the teaching of mathematics.

From Teaching Math to Students with Disabilities (www.cec.sped.org)

...Teaching, continued on pg. 2

One resolution I have made, and try always to keep, is this: To rise above the little things.

~John Burroughs

Contents	
Enough about compliance, I teach too!	1
Coming Soon...	1
Clarification about APE Services	2
...Teaching, continued	2
Strategies for Returning to School After a Break	3
Post-Secondary Transition	4
FAQs	5
Next Issue	5

Coming Soon...

1/13/2012—Tourette's Syndrome Association Presentation
(Challenger Center 8:30—3:00) -
Registration in Avatar end of
business on January 9

1/19/2012—The State of Autism
(Borough Conference Room 3rd
Floor 6:00-7:30 pm)

2/16/2012—Executive Functioning
in Autism (Borough Conference
Room 3rd Floor 6:00-7:30 pm)

3/15/2012—Sensory Processing in
Autism (Borough Conference
Room 3rd Floor 6:00-7:30 pm)

Dates and Deadlines:

Jan. 13 ALL 1st Semester
Paperwork Due

Feb. 25 IEP Paperwork
Day (Did you sign in
Avatar?)

Mandt Trainings:

1 Day Recertification Trainings
January 19—Central
February 1—Central
2- day initial
February 2 & 3—Central (Last
one of the year!!)



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it's 2012!

...Teaching, Continued from pg. 1

Reading Instruction and the Big 5

In 2000, the National Reading Panel identified five key components to reading instruction—phonemic awareness, phonics, fluency, vocabulary and comprehension. It is imperative to preplan lessons in teaching reading and preparing for comprehensive reading lessons. Here are some questions to ask as you develop your lesson plans.

Assessment: What tools have I already used or can I use to formulate a picture of my students' reading ability?

Instruction: What background knowledge is required of my students for this lesson? Do my students need to have knowledge of a particular process in order to understand knowledge presented in the current lesson? What skills should my students develop upon lesson completion? How will each of the 5 reading components be emphasized in this lesson? Will my students benefit from grouping arrangements in addition to or instead of larger group instruction?

Materials: What kind of materials will facilitate the learning process? Will students gain from having a choice of different materials? Do my chosen materials reflect the experiences/ opinions of people from diverse backgrounds?

Evaluation: How will I determine that my students have mastered both the knowledge and the skills intended? What will my students do to demonstrate that they have acquired both knowledge and skill? How can I offer choices to demonstrate mastery?

This is just one type of pre-planning for lessons in reading instruction. The important piece to take away is that there is a need to plan for reading lessons to ensure that skills and knowledge taught are the skills and knowledge acquired.

If you would like the full article, which provides a sample lesson plan as well, or you have instructional strategies or lesson planning tips that you would like to share, please email Denise Kelly.

From Ming and Dukes. "Gimme Five: Creating a Comprehensive Reading Lesson with all the Essential Elements."

Correction/ Clarification from December Newsletter

Adapted PE (APE)

In December's newsletter, APE was reviewed as a related service. Some clarification is needed. APE is a special education service, NOT a related service. From our Alaska State Special Education Handbook, the term "special education" includes five areas, including instruction in physical education. By definition, special education is adapting the content, methodology, or delivery of instruction to address the unique needs of the child and to ensure access of the child to the GENERAL education curriculum.

Therefore, when APE was referred to as a related service (which ensures access of the child to the SPECIAL education program), it was inaccurate. In fact, it is a very RARE occurrence that a student requires only APE in their IEP (rare as in twice during the 20 year career of our APES)!

In the KPBSD, APE is a special education service that benefits children through a consultative/ collaborative model. Please contact Carolyn Hitzler, our APES for further information and clarification!



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Strategies for Returning to School After a Break

(from www.Sandbox-Learning.com)

The transition from a break back to school can be difficult for children. Professionals and parents can make the return easier with a few simple strategies.

1. Review Classroom Rules and School Policies - One of the first things to do when children return to school is to review all of the classroom and school rules. Time spent focusing on classroom structure and schedules can reduce problems later. Remind children of expectations for how to treat classmates, complete work, and follow schedules. Remind children of any reward system and let them know where rules are posted and who to ask if there are questions about the rules.
2. Introduce Any Changes - Clearly explain any changes that have happened since the break. Examples are staff changes, schedule changes, or even room arrangements that may surprise children. Be sure to indicate how the change affects them. Introducing changes helps prepare children and reduce stress related to new situations.
3. Let Children Play a Role - Children can help review the rules by participating in activities. For example, they can help create a new rules poster by writing or drawing examples of how to follow the rules. Another activity is to assign a rule or school policy to small groups of students and have them write and perform a short play about it. By participating in the process children are reviewing and taking ownership in the rules.
4. Review and Reinforce Repeatedly - Children can be very excited to see friends and be back in school. Be sure to set time aside to review rules repeatedly the first few days back after a break. Children may need extra reminders in written or picture format if they have a hard time remembering specific rules. When children are doing a good job completing work, following a schedule, or acting appropriately, reinforce their behavior. Clearly indicate what they did correctly so they can continue the behavior. For example, "James, I like the way you remembered to raise your hand to get my attention."
5. Keep Everyone Informed - Parents and professionals should make each other aware of changes in settings so children have consistent support and understanding across environments. Professionals should send a set of classroom and school rules home for parents to review with children and prepare them for returning from break. Parents also should be aware of any significant school policy changes or classroom changes. Parents should keep professionals informed of any significant changes at home such as health issues, sleeping changes, or family difficulties that may affect how the child performs in school. Information sharing can ensure children have the understanding and support they need between environments.

Don't be fooled! These strategies are not just for use with elementary students. Some of the easiest behaviors to prevent come from the misperception that a middle or high school student knows a routine or an expectation that they don't actually know!



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Post-Secondary Transition

Samples of Desired Post-Secondary Goals:

Employment: Upon completion of high school, Tigger will work as a special education teacher.

Baseline: Tigger currently holds a part-time job at McDonald's. He has worked the drive-through, the counter, grill and as a runner. He enjoys working the grill the most because he likes making burgers. He has been nominated employee of the month twice.

Source of Information: AKCIS Inventory, Tigger

Independent Living: N/A

Baseline: Tigger has his driver's license and his own bank account. He completes several chores around the house including splitting wood, shoveling snow, and taking out the trash. His skills are age-appropriate.

Source of Information: Casey Life Skills, Parent, Tigger

Ideas for Needed Transition Services:

Area of Need	Example Needs Topics	Example Activities/Resources
Instruction	Remedial writing, math, reading skills Comprehension strategies Perform credit checks Organizational skills Understand requirements for HS diploma Functional math, reading, etc. Study skills techniques	Enrolled & participate in appropriate classes Lessons in tracking graduation requirements Study skills, co-taught, resource classes.
Community Experiences Recreation & Leisure	Knowledge/Accessing community facilities/ services Knowledge about/Accessing leisure facilities/services Mobility/transportation in the community Knowledge of/participation in volunteer opportunities	Provide information Provide opportunities Provide instruction

Excerpted from the work of Jill Ramponi, Paul Gutzler, and Holly Zwick

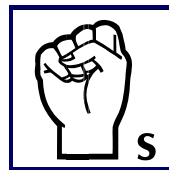
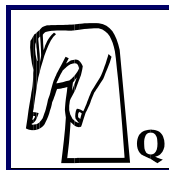
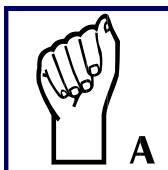
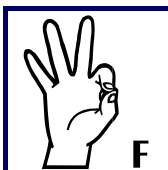


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Q: I have an IEP annual and a 3-year reevaluation due in the same year, but we did not hold the meetings together. Any thoughts?

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 in the paperwork 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 follow-up paperwork.

Q: Do you have any tips on how to determine appropriate accommodations for students during instruction and testing?

A: As always, accommodations for testing need to be accommodations that are regularly used by a student during instruction in the classroom. That being said, a student can add/delete accommodations throughout his/her academic career. Teachers should:

- Plan how a student will learn to use each new accommodation.
- Be certain there is sufficient time to use the instructional and assessment accommodations before test day.
- Plan for the ongoing evaluation and improvement of accommodation use.

Understand that for a student to receive the intended benefit of accommodations during testing, the above three bullets need to be considered and accommodations *regularly* reviewed.

*Ring out the old, ring in the new,
Ring, happy bells, across the snow:
The year is going, let him go;
Ring out the false, ring in the true.
~Alfred, Lord Tennyson, 1850*

Next Issue:

Spotlight on Tourette's Syndrome

What's new at your neighborhood school?