

The Focus is Math

For almost all of our schools, SBA scores in math need to be raised—the pressure is mounting. Pupil Services is looking at how to support special education teachers with curriculum and other resources. Hopefully this information is helpful!

www.learner.org—free website from the Annenberg Foundation. Provides professional resources for all academic areas.

www.khanacademy.org—free website for many academic areas, including math, from basic computation to calculus. Provides video explanations as well as practice problems for each of the areas.

www.sosmath.com—free website for practice problems from Algebra to differential equations

According to the Council for Exceptional Children's math webinar series last school year, we need to use language to move student learning from one level to the next. Ways to increase these language interactions in math class include:

- ⇒ Allow students to interact frequently with the class materials and concepts
- ⇒ Model and encourage level appropriate math vocabulary in class dialogue
- ⇒ Use white boards to assess step by step processes
- ⇒ Set up cooperative groups with systematic interactions
- ⇒ Use journals to practice student think alouds and conceptualization

Thank you for all of your work with math (and everything else) for our students!

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Coming Soon...

Dates and Deadlines

IEP Saturday	October 13, 2012
Autism Seminar— Using Visual Supports	October 18, 2012
Elementary Resource Collab	November 9, 2012
Alternate Assessment Trainings	Dec. 5-7 (initial) OR Dec. 11 (recert)
1st Semester Paperwork Deadline	January 11, 2013

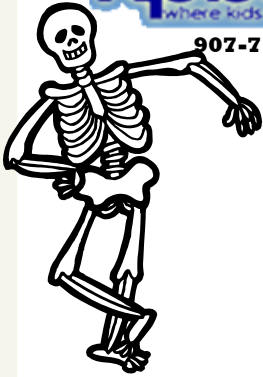
Upcoming Mandt Trainings

Initial trainings:

Oct. 11&12—Homer
Oct. 24&25—Central Pen
Nov. 1&2—Central Pen

Recert trainings:

October 9 OR 10— Homer
October 23 OR 30 OR 31—
Central Pen



Adding Services to IEPs

The PLAAFP, Summary of Services, and Goals and Objectives must be aligned with the needs and recommendations outlined in the ESER. (The State Compliance Monitors identified this as an area we need to address).

○ If the student has need of adding any SPED service that is not yet documented in the ESER, then the student must be evaluated specifically for that need/service. The student's needs and recommendations from the evaluation may then be added to the ESER. This applies to all areas of service.

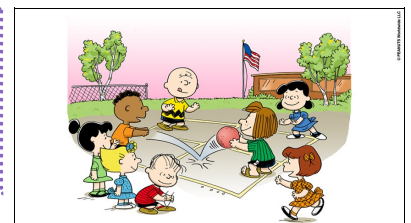
Examples:

- ✦ A student cannot have only articulation/language needs and recommendations within the ESER and receive any other SPED services in the IEP
- ✦ A student cannot have only math needs and recommendations within the ESER and receive services in the IEP, for reading, writing, articulation/language, OT or other SPED services
- ✦ A student qualified for special education in writing and the needs/recommendations section of the ESER only addresses writing, you cannot write goals and objective in areas outside of writing.

If there is a need to add services but not change the eligibility category at this time:

- ◇ The team must collect the data to show the education need for the service.
 - ◇ A permission to test is needed if new assessments are required
 - ◇ A permission to test would not be needed if looking at progress monitoring data that has been collected (note, we cannot add related services using only progress monitoring data)
- ◇ The team will hold an *IEP Amendment Meeting* (unless this additional falls in line with an annual review) and amend the ESER to include a new individual evaluation report that addresses the educational need for the new service. **It would be best practice to hold a meeting rather than using the "without meeting" option of the amendment.
 - ◆ The amended ESER will list the new area of service(s) in the "Education Needs" section. **The team will NOT change the ESER date.
 - ◆ The ESER and the PLAAFP will include all areas of needs that are on the Summary of Services.
 - ◆ Goals and objectives will be written to address the new area of service.
 - ◆ An IEP amendment form will be completed with a change noted in goals/objectives and in type/or amount of service.
 - ◆ The changes will be documented on a PWN. The changes to both the ESER and the IEP can be documented in a single PWN as long as all changes are clear for both areas.

"Try not to have a good time...this is supposed to be educational."
— Charles M. Schulz



From "Teaching Exceptional Children" July 2009, by Julie N. Causton-Theoharis

- The Golden Rule of Intensive Supports – Support Others as You Would Wish to Be Supported

"Consider for a moment that the school system paid someone to be with you — supporting you 8 hours a day, 5 days a week. Now, imagine that you had no say over who that support person was or how she or he supported you. Or imagine that someone regularly stopped into your place of employment to provide you with one-on-one support. This person was present for all your interactions, escorted you to the restroom, and at times supported you by touching your back or shoulder or by manipulating your hands, head, or other parts of your body. This support person might also give you oral directions for upcoming tasks.

Would you become more independent or more dependent? How would this support change your relationships with your peers? Would you notice a loss of privacy or freedom? Would this person's presence affect your creativity? At times, would you feel self-conscious about having someone supporting you? What if you asked him or her to move away from you and he or she did not? What would happen if you did not want him or her to touch you? What would you do? Do you think that you might develop negative behaviors?

Now consider how your presence affects the students whom you support."

"Invasive adult support has inadvertent detrimental effects on students with disabilities"

- ◆ Separation from classmates resulting in interference with peer interactions
- ◆ Unnecessary dependence on adults
- ◆ Insular relationships between paraprofessional and the student
- ◆ A feeling of being stigmatized
- ◆ Limited access to highly qualified instruction
- ◆ Interference with teacher engagement
- ◆ Learned helplessness
- ◆ Loss of gender identity – paraprofessionals are overwhelmingly female
- ◆ Provokes behavior problems



Stepping Back to Develop Independent Learners

1. Plan to Fade - examples

- a. Back map from your desired outcomes
- b. Environmental changes
- c. Modified work
- d. Peer supports

3. Step Back – use least intrusive support possible

- a. Set a goal for independence in area that will reach success first
- b. Fade Cues
- c. Collect data on non-prompted responses
- d. Give Wait time!
- e. Express the problem, not the solution – let the student find the solution themselves

2. Ask and Listen

- a. Ask student how they would like to be supported
- b. Behavior is communication
- c. Experiment if not sure
- d. Be consistent
- e. Seek to develop independence

4. Work the Fading Plan

- a. When is it absolutely necessary to physically or verbally direct student?
- b. Reduce cueing level
- c. Natural supports – peers, other adults, adapted materials
- d. Narrow focus to reach success
- e. Collect data – attitudes can change with data



Seminar review: [Autism, Asperger's, Sensory, & ADHD](#)

Presented by Gary M. Eisenberg, Ph.D.

Summit Professional Education hosted an Anchorage seminar at the Marriot Hotel featuring [Gary M. Eisenberg, Ph.D.](#), a practicing clinical psychologist who has worked directly with [children and adolescents with developmental disorders](#) for over 28 years.

Eisenberg reviewed many standard and long practiced interventions shown to be effective with the disorders covered in the seminar. Many of the strategies discussed are used regularly by professionals in our district i. e. [ABA](#), [Floortime](#), [TEACCH](#), [Relationship Development Intervention](#), and [Social Skills Training](#), etc. These effective, re-searched- based approaches were related to the cerebral cortex as either top down (concept driven and learner directed-*needs understanding*) or bottom up (foundational skills that are stimulus-driven and therapist directed) behavior therapies. Some of the strategies for teachers with students who have autism/Asperger's included: more visual, less verbal; speak slowly in order to facilitate auditory processing; have consistent structure and expectations between home and school; embrace student's fixations, but set limits; use video modeling; minimize transitions and maintain consistent daily routine; avoid surprises.

Dr. Eisenberg also offered suggestions for kids with attention deficit problems. Aside from the various diets, he suggested that music can and does have a profound calming effect. Another suggestion was for the teachers to "stagger" the tasks sequentially from "easy to hard and then easy." Finally, he really emphasized the use of visuals for kids with ADHD. He also noted a couple interesting facts. If a kid has a learning disability, the probability of that kid having ADHD is 60%. Classroom tips include: using highlighters, having kids stand, rotate kids through stations every 15 minutes., increase natural and full spectrum lighting, and have them chew gum to increase blood circulation in the frontal lobe of the brain.

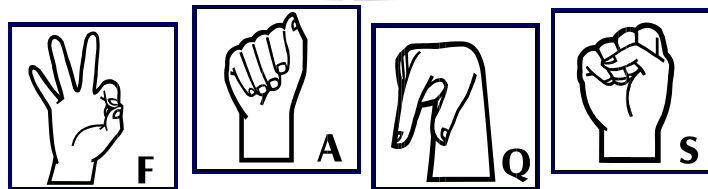
Our session was predominantly attended by SLPs and OT/PTs with only a handful of Psyches and SpEd teachers in the group. There were many stimulating questions and thoughtful comments made by attendees throughout the seminar and we all received a certificate upon completion along with an opportunity to purchase a copy of Eisenberg's work, *Recommendations for Treating, Teaching, and Parenting Behavior-Disordered Children*. This seminar correlated many of the similarities in effective interventions that work across multiple disorders in a concise and direct way.

—Mitchell Pioch & Peter Gundunas, Skyview High School, May 2, 2012

"Intelligence plus character—that is the goal of true education."

— [Martin Luther King Jr](#)





Q: I have received IEPs from other schools that are difficult to understand. The PLAAFP has information from four years ago and the font is so small. Is there anything that can be done about that?

A: IEPs must be updated annually and contain the most recent information. The information must be typed to be legible to all, especially parents. Case managers are recommended to use as concise language as possible so that everything fits where it belongs within the IEP.

Q: What should I write in the PLAAFP under “Parent comments/ concerns...”?

A: This section of the PLAAFP is for the parents’ words regarding their children. This should be what parents say they want for their child. Some examples include: “Parents work with Johnny at home. They are concerned that he takes 3 hours to complete his homework,” or “Johnny’s parents were not able to attend the meeting. When setting up the meeting, Johnny’s parents expressed they would like the team to discuss accommodations to allow him to be successful in his general ed math class.”

Some non-examples include: “Parents did not attend the IEP meeting,” or “None at this time.”

Q: What was the deal with the post-secondary transition agency consent?

A: To the greatest extent appropriate, transition agencies must be invited to IEP meetings for students age 16 and older. The regulations say that the parents (adult student) must consent to these agencies’ participation. Some schools have found that the parents will consent to one agency’s participation (e.g. Frontier Community Services), but not to another’s (e.g. DVR). Therefore, we have created a space on the IEP cover page that allows the case manager or the parent to list the agencies they consent to and those they do not prior to signing the consent.

Q: Why don’t I have an OK next to one of my students in the database? I turned in the paperwork already.

A: In order to prevent IEPs at the beginning of the school year going over timeline, case managers need to review their caseloads and hold the annual review for students whose IEPs will expire within the month of August prior to the May 9 paperwork deadline. Therefore, if the IEP that you completed within the month of August 2012 does not have an OK, it is to remind you that you will need to complete the annual review before May 9, 2013.

