



Progress Notes

907-714-8881

April 2015

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Back from the Alaska State Special Education Conference

From keynote presentation by Jo Mascorro, M.ED

When working with students experiencing developmental disabilities we have two jobs; to educate the child and to educate others around us. We educate others around us by treating our students according to their chronological age. We send the wrong message when we hold the hands of our students (unless we are still doing that with their same age peers) when they are going down the hall. We send the wrong message when we talk using a baby voice to our students, even if they appear to have a much lower developmental age. We must respect their chronological age in order to respect our students and to send that same message to others around us.

- Never talk about a student when that student is present.
- Don't allow adults to come into your room and have a casual dialogue in a learning environment. Your class is always for learning and teaching and that must be clear to everyone.
- Respect the personal space of your students. Always approach them from the front and avoid touching them (to guide their work) unless absolutely necessary.

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Coming Soon...

4/1	Last School Based Referrals
4/1 - 4/7	Laugh at Work Week
4/10	FASD Think Tank
4/22	Administrative Professionals' Day
5/1	Early Release
5/2	IEP Saturday
5/5	Secondary Collaboration

**ALL
PAPERWORK
DUE AT D.O.
BY MAY 8**





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GOALS OF THE MONTH

Goal: The student will be able to read a selection in a variety of genres and create a ten word bank of relative terms / ideas for use in writing a summary of the material read as measured by number of relevant items in word bank.

Baseline: The student is just beginning process of using word banks to assist him in his writing. He has not written or dictated any of his own word banks. He has just started using staff created word banks. The student is able to orally dictate two main ideas from material read to add to this list.

Objective: The student will be able to read a selection in a variety of genres and create a seven word bank of relative terms / ideas for use in writing a summary of the material read as measured by number of items in word bank.

Objective: The student will be able to read a selection in a variety of genres and create an eight word bank of relative terms / ideas for use in writing a summary of the material read as measured by number of items in word bank.

Objective: The student will be able to read a selection in a variety of genres and create a nine word bank of relative terms / ideas for use in writing a summary of the material read as measured by number of items in word bank.

Objective: The student will be able to read a selection in a variety of genres and create a ten word bank of relative terms / ideas for use in writing a summary of the material read as measured by number of items in word bank.

HERE'S ONE MORE!!

Goal: The student will learn a self - regulatory script (eg. Goal - Plan - Do - Check or Issue - Options - Pros - Cons) for carrying out any multiple step task (completing homework, class work, prioritizing work) with 100% independence given 4 / 5 opportunities as observed during 2 sessions.

Objective: The student will learn a self-regulatory script with adult support (e.g. Goal - Plan - Do - Check or Issue - Options - Pros - Cons) for carrying out any multiple step task (completing homework, class work, prioritizing work) with 80% independence given 4 / 5 opportunities as observed during 2 sessions.

Objective: The student will use written reminder / planner to use self – regulatory script with fading adult support (e.g. Goal - Plan - Do - Check or Issue - Options - Pros - Cons) with 100% independence 4 / 5 opportunities as observed during 2 sessions.



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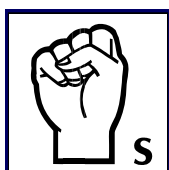
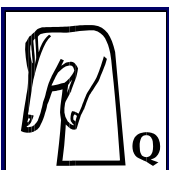
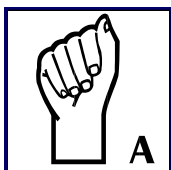
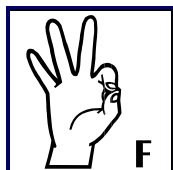
Changing LRE when the Class isn't Available

When making a decision about what classroom setting a student will have, convene the IEP team! A Nevada school district decided to stop providing a high school student's language arts instruction in a co-taught class and provided it in a special education class because the co-taught class was not available to juniors at the school. This violated the student's IEP because the team did not meet and the parent was not provided an opportunity for input and was not provided written notice. To avoid the same issue, do this instead:

- Convene the IEP team because a decision to change placement must be made with team member input.
- Don't base these decisions on administrative convenience. Schools need to have a continuum of placements that are available for students' unique needs.
- Comply with the least restrictive provisions for the needs of each student.

Provide written notice of the change that includes an explanation of the changes that are to be made before actually implementing the changes.

-- from LRP's Sped E - connections newsletter



Q: Should my IEP goals and objectives end in May or extend through the summer to the end of the first quarter of the next school year?

A: There are several reasons why IEP goals and objectives should be written to extend through the summer: (1) Federal guidelines require continuous services for the length of an IEP year without a gap listed; (2) student may move to a new district that is on a different calendar than ours; (3) student may become eligible for ESY services and not having a gap in service dates means not having to amend the IEP for the purposes of adding ESY goals / objectives.

Q: When considering Extended School Year (ESY) eligibility, isn't it about whether students would "benefit" from the service?

A: No!! Almost all students would "benefit" from services over a long break like summer. Students who are eligible for ESY services "need" the service in order to fully access their free and appropriate public education (FAPE) and make progress towards their IEP goals and objectives.

P.S. Please stop referring to ESY as Summer School (it drives Denise Kelly CRAZY!! And that's important because I still do the newsletter :). The concepts and purposes of ESY are very different than those of a summer school program.