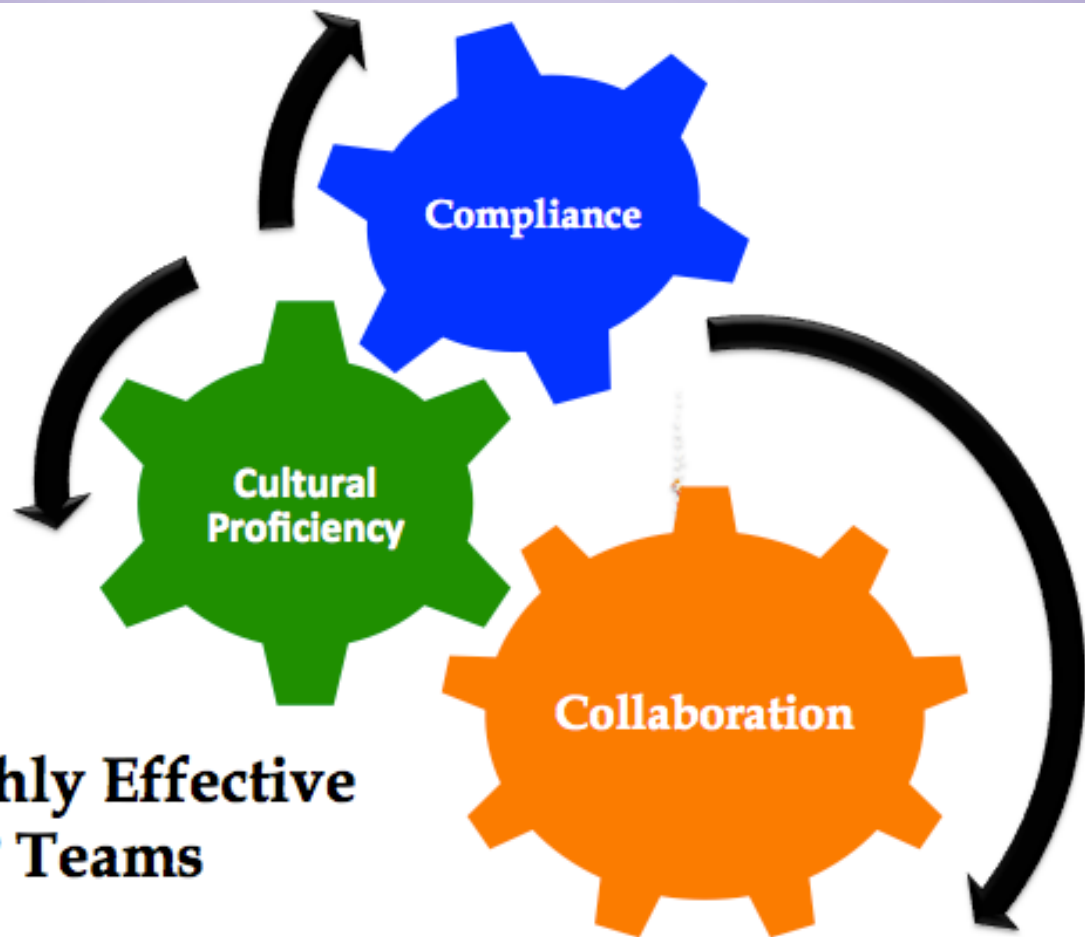


**NTO August 30, 2017**

Welcome New Staff



**Highly Effective  
IEP Teams**

# Special Education Case Management



# Roles and Responsibilities



- Maintain *communication* between service providers, teachers, parents and student
- Data collection
- *Compliance* with timelines for assessments, annuals, reevaluations, IEP report cards
- Ensuring schedule matches the IEP service hours identified
- Monitoring of IEP implementation (accommodations, modifications, specialized academic or behavioral supports)
- *Collaboration* with guidance counselor and work study teacher for transition

# Caseload

## Getting to Know Your Students

- Name, grade and disability
- Contact information for parents/guardians
- Any specialized supports (CAS, BIP, specialized technology or materials needed)
- Student schedule
- Goals and objectives and where in the day instructional support will be offered
- Data collection opportunities and analysis discussions/decisions
- Scheduling times to meet with student (Instructional, Behavioral, or Scheduling discussions)



# File Review

- Seven Folder System (IEP team mtg docs, IEP forms, Assessment forms, Formal and Informal Assessment info, Data, Transition, Misc.)
- Ensure contents are up to date and organized
- Take time as available to review contents (historical information) to gain familiarity with student needs
- Most recent information filed in front



# Elementary Supports Available

**School Based Instructional Team Leader and Administrator assigned to Special Education**

**RECC** - Shannon Roberts, Sonya Robinson

**RECC Behavior Specialists** - Melissa Magee, Hiedi Patterson

**Elementary Resource Teachers** - Erin Coleman, Jessica Hanauer, Latasha Harrison, Michele Redmiles, Amy Rianhard

**Elementary School Behavior Specialists** - Sheila Collector, Julia De Mino, Karyn Renneburg

**K-8 Instructional Interventions Resource Teacher**- Bianca Roberts

**Non-Public Services in Special Education Compliance Resource Teachers**- Jessica Caire, Kelly Russo

**HCPSS IEP/TIENET** Amy Cohen

# Secondary Supports Available

**School Based Instructional Team Leader and Administrator assigned to Special Education**

**Middle School Resource Teachers** - Yvonne Cox, Brandon Garry

**Middle School Behavior Specialist** - Stacy Barger

**High School Resource Teachers** - Missie Baxter, Susan White

**High School Behavior Specialist** - Elisa Kinnee

**K-8 Instructional Interventions Resource Teacher**- Bianca Roberts

**Non-Public Services in Special Education Compliance Resource Teachers**- Jessica Caire, Kelly Russo

**HCPSS IEP/TIENET** Amy Cohen



# K-12 Supports

## DSE Instructional Facilitators

**RECC** - Jen Harwood (Coordinator)

**Elementary Schools** - Nicole Geiger, Debbie Misiag, Jessica Yaniro

**Middle Schools** - Elizabeth Augustin

**High Schools** - Janice Yetter

**K-12 Instructional Interventions** - Joyce Agness

**Non-Public Services in Special Education Compliance** - Kathy Stump



---

**Specialized Instruction**  
**vs.**  
**Support**

---

# **What is the role of the special educator in the classroom?**

Work as a table group to list the duties of a special educator in the classroom on a different sticky note.

---

---

# **Now think: What is the role of other staff in the classroom?**

Work as a table group to list the duties of other staff in the classroom (general educators, paraeducators, student assistants, temporary employees, related service providers...)

---

**What is specialized  
instruction?**

---

## IDEA Part B-Special Education Definition

“Specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability, including instruction conducted in the classroom, in the home, in hospitals, and institutions, and in other settings”

---

---

“adapting as appropriate to the child’s needs, the content, methodology, or delivery of instruction: To address the unique needs of the child that results from the child’s disability to ensure access of the child to the general education curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.”

---

---

# Specialized Instruction is...

Individually designed

Direct

Explicit

Goal-driven

Targeted





---

# Specialized instruction...

IS:

- Using instructional methods that are unique to the student
- Changing the way instruction is delivered to meet the student's learning needs
- Student-centered
- Adapting content and methodology as appropriate \*
- **UNIQUE TO EACH STUDENT**

IS NOT:

- Using a “one size fits all” approach
  - Delivering instruction to meet the needs of the lesson or activity
  - Teacher or curriculum-centered
  - The same for every child with an IEP.
-

---

# **Defining Special Education “Support”**

---

# “Support” is...

Prompting

Providing accommodations

Implementing supplementary aids

Can be part of close adult supervision



---

**Content Standard/IEP Objective:** Given manipulatives, student will use addition and subtraction **within 10** to solve word problems with 75% accuracy.

**Specialized Instruction:**

Use formative assessments to determine at which step in the process the student is not understanding.

Explicitly model how to use concrete manipulatives and pictorial representations to solve the problem

Think aloud for the student how you determine what the problem is asking

**Support:**

Providing manipulatives

Rereading word problem, if appropriate

Prompting for attention to task

Checking for understanding

Providing appropriate behavioral supports as indicated on IEP

---

---

# Sort your activities

Use your sticky notes, sort them into 2 categories:

- Specialized Instruction
- Support

Based on your sort:

- What is being provided the most?
  - Is this going to close the gap?
-

---

**What do you need in order to  
provide specialized  
instruction?**

---



# Data Collection

New Teacher Orientation  
Department of Special Education

# Who?

Every student with  
an IEP that you work  
with



Special Educators,  
General Educators,  
Support Staff, Related  
Service Providers





# What?

- Curriculum Based Assessments
- Observations
- Work Samples
- Anecdotal Data
- Formal Assessments
- Local and State Assessments



# Where?

- Identify which goals will be addressed in which content area
- Identify who is responsible for instruction and IEP progress reporting
- Identify a time to plan/collaborate for progress



# When?

- Minimum of 3-5 data points per goal and objective per quarter (check the student's IEP for specific conditions)
- IEP quarterly progress reports



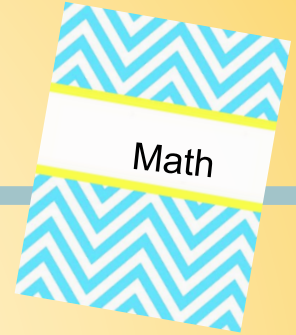
# Why?

- Required by IDEA/COMAR
- Evidence that instruction has occurred
- Informs Instruction
  - Documents Rate of Progress
  - Defines the Present Level of Academic Achievement and Functional Performance (PLAAFP)
  - Drives the development of the IEP goals and objectives



*Building the Legacy: IDEA 2004*

# How?



- Make a schedule – daily, weekly or monthly
- Respect the times you have set up and stick to it!
- Have a folder, binder or electronic folder and/or a bin system for artifacts for each student on caseload
- Baseline collected within the first 2 weeks of school
- Student's name, date including the year on all data
- Data collected aligns to goals and objectives and is clear to all
- Tool selected aligns and matches with who, what where, when and why

# TOOLS YOU CAN USE

- TIENET reports available to support instructional accommodations
- TIENET - Goals & Objectives List in Reports
- Tally sheets
- Daily/weekly/ monthly charts
- Teacher report forms
- Teacher created forms
- Data Collection Tools on Canvas

**Data Collection**

Student Name: \_\_\_\_\_  
IEP Goal(s): \_\_\_\_\_

Date of data collection: \_\_\_\_\_  
Theme/Concept: \_\_\_\_\_

IEP Goals/Objectives	Attended Goal	Verbal/Traces	Physical/Traces	Independent	Refused to work

Modifications/Adaptations/Supports: \_\_\_\_\_

Overall Progress: \_\_\_\_\_

Additional Notes: \_\_\_\_\_

Signature/Date: \_\_\_\_\_

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

# Quick Review

- Commit to a system
- Continue what you start
- Collaborate with stakeholders
- Divide responsibilities
- Do your part
- Access supports available
- Talk to your team



# Your Supports

- Canvas Data Collections Tools
- ITL in your building
- DSE Support Staff





# Let's Practice

- Pick a goal area for one of your students
- Discuss with your partner how you would collect data on this goal.
- Develop a data collection tool for your goal area.
  - You may access the Canvas pages for tools.
- Decide how and where you will collect the data.
- Who will you need to collaborate with?

# Thanks for your attention!

---

Have a great school year !

