



# Noecker SEPAC - May 8, 2019

- Evaluation / Re-Evaluation Process
- Understanding IEP Accommodations / Modifications
- Helping Students with School Anxiety
- Recap & The Future



# Participants

- Debbie Wallace - Special Education Teacher (LLD)
- Sharon Zeman - Speech & Language Pathologist
- Susan Tesoriero - Special Education Teacher (Inclusion & Replacement)
- Lynn Cummings - School Counselor
- Daniella Rivera - Pre-School Teacher / Special Education Teacher
- Jarrad Brown - School & Clinical Social Worker
- Mark Mansour - Supervisor of Special Services



# Childhood Anxiety



# Assisting Students With School Anxiety



**Clinically, most effective treatment:** CBT Cognitive Behavioral Therapy

**A specific type of CBT:** Exposure Therapy

Mild Anxiety: short term, meet with students, teach strategies,  
graduate to “check-ins”

More severe anxiety: Collaborate w the student’s Clinical Therapist

# School Counselor's Role

Support Parents

Collaborate with Therapists and Doctors

Students: Help Students challenge distorted thinking (like CBT)

Teach them that their symptoms are caused by a worry / aren't sick

Teach "2 options" 1. Calm myself

2. Distract myself



# Managing Childhood Anxiety

Biggest piece to the puzzle.....YOU





# Assisting Students With Anxiety

**YALE**

**STUDY:**

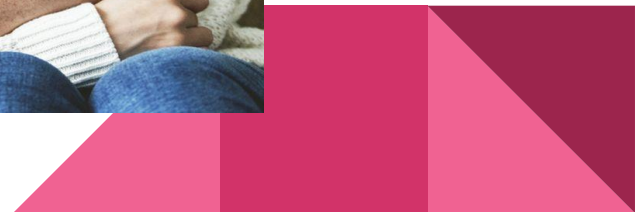
“Treatment Plans

for children with

**Anxiety**

are best targeted

at Parents”





# Assisting Students With Anxiety

In a new program developed at the Yale Child Study Center called SPACE, or Supportive Parenting for Anxious Childhood Emotions, grown-ups are being taught to help their kids manage anxiety by **reducing** – lovingly and supportively – the **accommodations** the adults make **for** their children's **symptoms**.



Never underestimate the power of....

**EXERCISE, NUTRITION & SLEEP**





# Understanding IEP Accommodations / Modifications

## The Difference between Accommodations and Modifications

### **Accommodations-**

- Are changes that remove barriers to learning
- Change how students learn, *not* what they learn
- Students can receive accommodations through the teacher, IEP or 504 plan

# Understanding IEP Accommodations / Modifications



## Modifications-

- Are changes to *what* the student is taught or expected to do in class.
- Students with an IEP may have modifications.





# Types of Accommodations and Modifications

**Content/Material:** copy of class notes, extra time for class completion, use of a calculator

**Assessment:** modify length of test, do not penalize for spelling errors, adjust test format to student ability level, provide a word bank for fill in the blank test

**Teacher Created:** Teacher can create ones that are more student specific as needed

# Examples of Accommodations (IEPs, 504)



**Instructional:** simplify task directions, provide modeling, provide outline in advance of lesson

**Organizational:** use of a checklist, use of an assignment notebook or planner

**Attention and Focus:** preferential seating, arrange private signal to cue student to off-task behavior, refocusing and direction

**Written Language:** allow use of a word processor, use graphic organizers

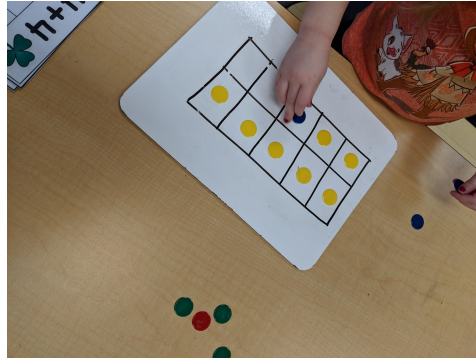
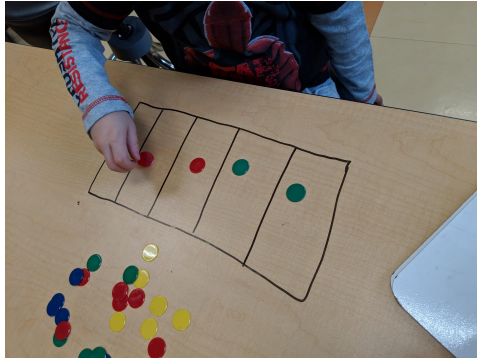
**Social/Behavioral:** give student choices to allow control, provide positive reinforcement, develop signal for when break is needed

# Examples of Modifications (IEPs)

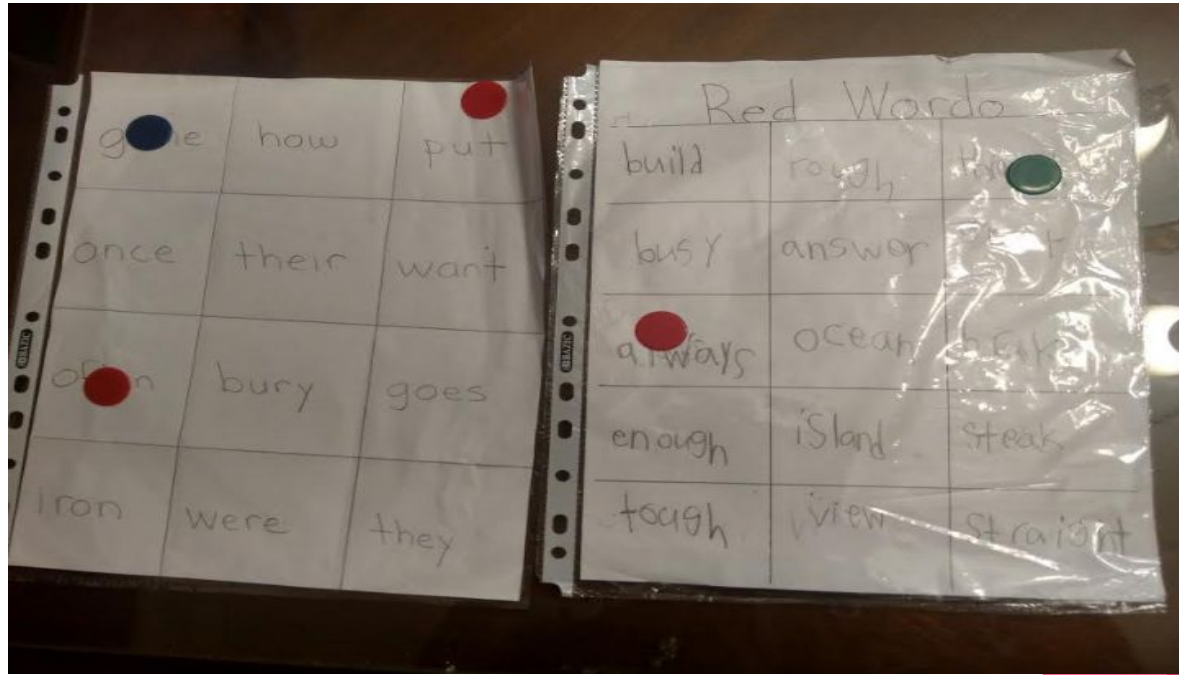
- Use of alternate books/reading passages
- Completion of projects instead of written reports
- Alternate test questions to assess understanding
- Allow the student to continue to work on a topic/concept until grasped while other students may move on



# Example: Adding two groups



# Example: Developing Automaticity with Non-Phonetic Words





# Example of IEP modifications section

## Modifications, Supplementary Aids and Services, and Assistive Technology Devices

### Modifications:

#### Classroom

General and Special Education

#### Modifications

- Adjust classwork assignments to account for the increased amount of time \_\_\_\_\_ may need to complete work.
- Break down activity or skill into small units.
- Use of calculator
- Tests modifications/accommodations may include:
  - ...time modifications, text or unknown words may be read aloud, directions may be read aloud, repeated, or rephrased (except for reading passages).
  - Mask a portion of the test booklet or work materials to eliminate visual distractors or provide reading windows.
- Provide manipulatives
- Adjust expectations for writing activities.
- Ensure that \_\_\_\_\_ work area is clear of unnecessary material which may serve as a distractor.
- Preferential seating near the source of instruction.
- Use of confidential visual, auditory or tactile cue to \_\_\_\_\_ indicating the need to refocus attention.
- Allow extra time for task completion
- ...time modifications, text or unknown words may be read aloud, directions may be read aloud, repeated, or rephrased (except for reading passages).
- Allow \_\_\_\_\_ to take or complete tests in the Resource Program
- Provide multi-sensory instruction
- Adjust expectations for writing activities.
- Use of confidential visual, auditory or tactile cue to \_\_\_\_\_ indicating the need to refocus attention.

General Education

Special Education

### Supplementary Aids and Services:

#### Classroom

General Education

#### Supplementary Aids and Services

- Prompting, Cueing and Redirecting Student Participation
- Supplementary Support from an Instructional Aide for Social Studies/Science 5x per week 1/30/2019-06/20/2019  
Orton Gillingham 5x per week 1/30/2019-06/20/2019
- Supplementary Support from an Instructional Aide for Social Studies/Science 5x per week 09/03/2019-01/29/2020  
Orton Gillingham 5x per week 09/03/2019-01/29/2020

### Assistive Technology Devices:

Not applicable





# Example of Goals and Objectives section

## ANNUAL MEASURABLE ACADEMIC AND/OR FUNCTIONAL GOALS

Area: **READING**

This percentage can also change and vary based on support needed (see below).

**Goal: 1.** When presented with words from reading narratives or specific informational text, \_\_\_\_\_ will correctly decode the words with 90% success

### Benchmarks or Short Term Objectives

1.1 will accurately read unfamiliar multisyllabic words in context.

1.2 will accurately read unfamiliar multisyllabic words out of context.

### Criteria

90% success

90% success

### Evaluation Procedure

Teacher selected tasks and activities

Teacher selected tasks and activities

**Goal: 10.** \_\_\_\_\_ will solve addition and subtraction problems of mixed numbers with like denominators with 85% success with moderate assistance

### Benchmarks or Short Term Objectives

10.1 will demonstrate with manipulatives or drawings that addition and subtraction of fractions is joining and separating parts referring to the same whole.

### Criteria

85% success with moderate assistance

### Evaluation Procedure

Teacher selected tasks and activities; Class participation

**Goal: 9.** \_\_\_\_\_ will participate in and follow classroom routines and activities throughout the school day with 80% success

### Benchmarks or Short Term Objectives

9.1 will ask for teacher assistance when needed..

### Criteria

95% success

### Evaluation Procedure

Teacher Observation

**Goal: 10.** \_\_\_\_\_ will identify and comply with teacher directives, classroom rules/expectations and school rules throughout the school day with 80% success

### Benchmarks or Short Term Objectives

10.1 will remain seated during the classroom lesson.

### Criteria

80% success

### Evaluation Procedure

Charting of targeted behavior



# Evaluation Process for Child Study Team

- Teachers or parents may submit a written request for an Initial Identification/Evaluation Planning meeting to discuss concerns regarding academics, behavior, social-emotional skills, speech-language development, or motor development
- The CST (child study team) will meet with parents and teachers to discuss concerns and determine whether assessments are needed
- Meeting participants may include: classroom teacher, special educator, school psychologist, LDTC, social worker, speech language pathologist
- If it is determined that assessments are warranted, parents will sign consent for the assessments to be completed



# Evaluation Process for Child Study Team

- The assessments need to be completed within 90 days
- Assessment reports will be sent home 10 days before the next meeting for parents to review
- The CST will meet again for an Eligibility Determination meeting, at which time the assessments will be reviewed and the CST will determine whether the student is eligible for services
- A student may be found eligible if “the disability adversely affects the student’s educational performance and the student is in need of special education and related services.”
- If the student is eligible, then an Initial IEP will be written



# Evaluation Components

- CST (Child Study Team) assessment components may include:
  - Psychological assessment (completed by school psychologist)- to evaluate the student's cognitive abilities; includes processing speed, working memory, verbal ability, etc
  - Educational assessment (completed by LDTC)- to evaluate the student's educational skills, including reading, written language, and math
  - Social history (completed by school social worker)- assist child study team with understanding a student's level of functioning and appropriate individualized interventions. It includes aspects of the patient's developmental history, family life, and medical history, as well as relevant information about life events, social interaction and BASC3.
  - Speech-Language evaluation (completed by speech-language pathologists)- to assess the student's articulation, fluency, and/or receptive/expressive/pragmatic language skills
  - Occupational therapy evaluation- to assess fine motor skills and visual-spatial skills
  - Physical therapy evaluation- to assess gross motor skills



# Classification Categories for Eligibility

- Auditorily impaired
- Communication Impaired
- Pre-school child with disability
- Other health Impaired
- Specific learning disability
- Multiply Disabled
- Social Maladjustment

Refer to the NJ Administrative code Title 6A Special Ed. Handbook


Pages 45-50



# Speech Only Assessments

- If the concerns are only related to speech (e.g. articulation, stuttering), then the Speech-Language Pathologist will serve as the case manager and will schedule the IEP meetings
- Meeting participants include the Speech-Language Pathologist, classroom teacher, and parents
- Similar to CST planning meetings, parents will sign consent to complete assessments and the assessments must be completed within 90 days
- In order to be found eligible, the student's speech and language disability must have a negative impact on their classroom performance (e.g. poor speech intelligibility, difficulty communicating in classroom)

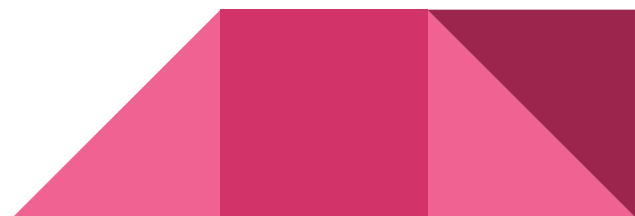
# Re-evaluation Process for Child Study Team and Speech Services Only Meetings

- Re-evaluations for students who have an IEP are completed every three years to determine whether the student continues to be eligible for services
  - The CST or Speech-Language Pathologist will meet with the parents and teacher for a Re-evaluation Planning meeting to discuss which assessments need to be completed
  - Parents will sign permission for the assessments to be completed
  - Assessments must be completed within 60 days
  - The CST/SLP will meet again for a Re-evaluation Eligibility meeting to determine if the student is still eligible
  - If the student continues to qualify for services, then an IEP will be written
- 





# Questions & Feedback



# 2018 - 2019 in Review



November - All About Inclusion

January - The Referral Process

March - Strategies to Help your Child at Home

We would like to thank everyone for coming out and supporting us and hope we have been a valuable resource for our first year!





## 2019 and Beyond....

- 3 meetings - Fall, Winter, Spring
- Later Start Time & Varying Days - to increase parent attendance
- Differing Meeting Formats - Speeches, Workshops, etc
- Ideas from parents to increase attendance?
- Parent Participants in the Planning Process - State Training by the Assistant Commissioner for committee members



# Parent Committee Members

- **Presenters** - Individuals who would work with staff to present / select topics of interest at our meetings on topics of interest to them or other parents (This can be at one or multiple meetings).
- **Outside Speakers** - Individuals who would seek out presenters to come to a meeting next year and share knowledge with our group.
- **Mentors** - Individuals who would be willing to be resources for parents who have questions about the Special Education Process from a parents point of view. You can be available to share your experience, give advice, and guide newly referred parents through the special education process as well as help others find answers. You will have the CST and Supervisor of Special Services as resources.
- **A majority of our communication & planning will be done via email, but we will have planning meetings to prepare for each SEPAC evening. We are looking to hold 3 meetings next year (Fall, Winter, Spring)**



Thank you for your involvement!