Special Education Services Team

Holmes 2020
Curriculum Night Presentation
Introductions:

Mandy vonBokern - Case Manager for grades 1st and 2nd
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Paula Andries Case Manager for grades 3-4
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Laura Eggert Case Manager for 5th grade
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Rebecca Pepp- social worker (3-5) and team facilitator
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Colleen Kearns - social worker K-2
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Speech-Language  Beth Lacey
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OT- Misti Peppler
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PT Cathy Morgan
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Anne Guerrier - Certified School Nurse
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Adaptive PE

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Rachel-Lee Berkeley  - School Psychologist
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Remote Learning Plans

- The team has developed a remote learning directly from their active IEP and these were shared with parents/guardians by September 1st.
- This document has the IEP goals and accommodations that will be addressed specific to a remote learning environment. When in person school returns the regular IEP goes back into effect.
- Remote Learning Plans have been shared only with staff that work with that specific student.
- The plans can be revised if supports need to be revisited and based on data and classroom observations. Please keep in mind students need time to adjust to schedules and routines first.
Services During Remote Learning

- A combination of push-in to classroom zooms or a separate small group with resource teacher.
- Resource teachers will either be joining the classroom teacher’s zoom or a separate zoom link that can be accessed two ways:
  - Individualized weekly schedules shared with students to include all service providers scheduled time via a hyperlinked google slide page and create a shortcut on the homescreen of the iPad.
  - The same zoom hyperlinked and shared in Seesaw K-2 on the classroom teachers page or google classroom.
Mrs. Andries Classroom

Speech Room
Monday Tuesday Wednesday
8:30-10:30

Social Work Room
Monday Tuesday Wednesday
8:30-10:30

OT Room
Monday Tuesday Wednesday
8:30-10:30

Student Example of sped education services schedule
Assessments

Based on the needs of the student; the general education teacher and special education teacher will collaborate to meet the individual student’s needs.

AIMS Web Benchmarking and Progress monitoring will be used this year.

As we are all navigating this new model of remote learning we will be working together to meet the individual student’s needs for assessment accommodations.
Curriculum Overview

Based on the needs of the students, we will be working with curriculum to meet the student goals.

- General Education Curriculum
- Fundations (decoding)
- Wilson (decoding)
- Bridges (math)
Social Work with Ms. Pepp

- Why do students receive social work?
  - Students with emotional, behavioral and/or social challenges that impede their ability to access academic curriculum and develop social relationships.

- Students will continue to develop social, emotional, and behavioral skills using both familiar intervention strategies, and some that may be new for issues including:
  - Self-regulation and emotional recognition ([Zones of Regulation](#))
  - Social Skills Practice ([Everyday Speech, example](#))
  - Coping Skills ([coping skill toolkit](#))
  - Emotions Identification ([emotions bingo](#))
Social Work with Ms. Kearns

When is Ms. Kearns scheduled at Holmes? Afternoons, Monday-Friday.

What grades will she be working with? Primarily grades K-2.

Ms. Kearns’ favorite interventions in addition to Ms. Pepp’s:

-Socialexpress Animated Interactive Curriculum
  -Attentive listening, group participation, non-verbal communication, relationships, coping skill development, and self management
  Check out a social skill lesson example here!

-Cognitive Behavior Therapy

-Conflict Resolution: Restorative Justice Harm Circles with Peers/Adults
  -"What happened? What were you thinking/feeling? Who’s been affected by this? What needs to happen now, so that the harm can be repaired?"
Speech-Language Pathologists (SLP’s) in District 97 work with students exhibiting a range of communication disorders, including language, articulation (speech sound disorders), fluency and voice/resonance that adversely affect a student’s educational performance in the school setting.
Articulation

Errors in pronunciation (see attached norms)

- Poor intelligibility
- Dialectal differences are NOT considered disordered speech

Examples of later developing sounds:

7 years: sh, ch, “J”

8 years: R, S, Z, Th
Language

- **Form** – poor grammar and sentence formulation (NOT dialectal grammar differences)
- **Content**
- **Receptive**: poor vocabulary comprehension, difficulty following directions or sequence steps, weak basic concepts, incorrect response to –wh questions
- **Expressive**: speaks in incomplete sentences, use of stuff/thing/um in place of specific & age-appropriate vocabulary
- **Use/Pragmatics** – Does the student have the language necessary to interact with teachers & peers? Does the student make eye contact, take turns, stay on-topic, read nonverbal cues (facial expression, body language, etc)?
Fluency and Voice

Fluency

- Stuttering

Voice

- Any consistent hoarseness or unusual vocal quality
Occupational Therapy with Ms. Peppler

- My role is to support the student in **participating in school day activities** or “occupations”
- I help identify modifications to the environment or curriculum, as well as accommodations a child may need to fulfill their role as student.
- Help the student acquire **functional performance skills** needed to participate in and benefit from the educational environment: such as improving fine motor skills, gaining postural stability, written communication abilities or sensory processing abilities.

Services can be provided **direct** during individual or small group sessions; or through **consultation** with the school team allowing for problem solving and carry over throughout the day.

Ms. Peppler is the occupational therapist at Holmes school. She is scheduled to be here on Tuesdays and Thursdays. 
*mpeppler@op97.org*
Nursing Services in Schools

My name is Anne Guerrier (aka: Nurse G) and I am a Nationally Certified School Nurse.

- My role as a Certified School Nurse is to optimize student health, safety, and learning by:
  - Reviewing health information and data to provide services or accommodations to ensure students are able to access their educational environment.
  - Provide student health screenings and provide resources to families for follow-up services.
  - Support student success by providing health care through assessment, intervention and follow-up care for students in the school setting by addressing the physical, mental, social and emotional health of students.
  - Provide direct care for students with chronic health conditions such as asthma, anaphylactic allergies, Type 1 Diabetes, epilepsy, and mental health concerns that may affect a student ability to be in school and ready to learn.
What is Special Education?

- A broad term used by the law to describe specially designed instruction that meets the unique needs of a child who has a disability
What is the Goal of Special Education?

- Special education makes it possible for a child to achieve academic success in the least restrictive environment despite his/her disability.
Categories

- There are 13 categories of special education. In order to qualify for special education, the IEP team must determine that a child has one of the following:
There are 13 different disabilities under IDEA. Eligibility criteria are different for each disability.
How does District 97 identify students with a Specific Learning Disability (SLD)?
Key Points:

- SLD identification applies to math, writing, and reading when a child has large discrepancies in learning and are not responding to intervention.

- Children can be referred only after research-based intervention has been provided and there is evidence of a consistent slower rate of response and continued significant gap in achievement.
Student **must** meet all criteria for a SLD:

1. Received intensive Tier 3 interventions
2. Slower rate of progress (despite intervention)
3. Significant gap in areas of concern (based on benchmark grade level data)
4. Needs specialized intensive instruction to close gaps that exceeds general education supports (e.g., accommodations, reteaching, interventions at Tier 2 and Tier 3)
Bitmoji Resource Links

Social Emotional resources in Ms. Pepp’s office
THANKS!