

Exceptional Programs for Exceptional Learners Monthly Newsletter

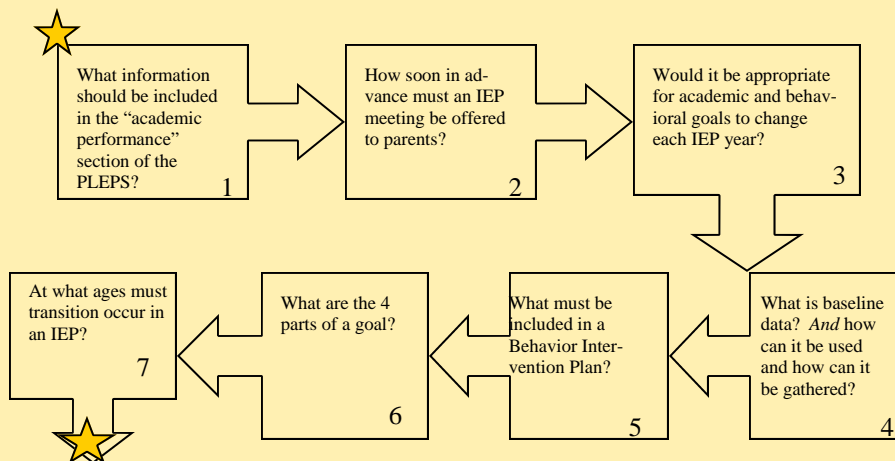


Enjoy Neewollah!

“Good teaching is rocket science.”



Play this game for some IEP review



Teacher goal for this month:

Utilize best practice in their field

Best Practice

Karen Sprouse is the Early Childhood teacher for the Tri-County Preschool at Independence Day Care Center in the a.m. and EC teacher in Coffeyville in the p.m. Karen’s morning preschool begins with a running jump at 9:00 and ends at 11:00. Karen and her students spend this entire two hours very, very busy. Her class is comprised of IDCC children and special education students that range in age from 3-5. Karen has a unique way of utilizing a picture schedule—one I have never seen before, but works, and is the management system of her classroom. Way to go Karen!

1. How the child’s academic performance affects involvement and progress in the general education classroom; Current Performance; Current Performance in the general Education Classroom; Baseline Data; Type of Standards the student is working on—all of these should be in the PLEP section.

2. Parents and team members are legally required to be offered 10 school days notice. In an unusual circumstance, parents have the right to waive the 10 days, but they must sign the 10 day notice documenting this request/ authorization.

3. Not only appropriate, but expected!

IEPs are written to look at one year. Keeping old goals and PLEPs does not show current that we are looking at *CURRENT* performance.

4. Baseline data is specific, measurable objective, and able to be given frequently. Baseline data is typically collected for needs that are seen as the most significant. This is the starting point for measureable goals.

5. Also known as a “BIP”. Must include Positive Behavior Supports, Behaviors of Concern, Intervention and frequency of intervention, persons responsible for interventions. If Seclusion and/or Restraint are a form of intervention, current Seclusion and

Restraint Guidelines must be referenced.

6. Behavior, Condition, Criteria, Time-frame. Goals must be based on need from the PLEPs.

7. Transition *must* occur before a student turns 14, but should occur at any time a student is transitioning from one program to another.

IEPs guide our work with students in special education for an entire year—this should be a document that gives an overall view of the child’s strengths, needs—and everything in between.

Progress Monitoring videos on Infnitec

Infnitec offers many great resources to the teachers and paraprofessionals that are registered at this site (free registration for all our districts). Finding all the information that is available on this site is difficult, therefore here is a little walk through on one area—and it is one of my favorites—Progress monitoring videos.

Sign in at <http://www.myinfnitec.org/MyInfnitec/>

Once signed in go to the left hand side of the page to **On Line Classroom**, then choose **Best Practices and the Big Picture**, then choose one of the Progress Monitoring Videos. They only take about 13 minutes but offer a lot of “how tos” on this area of best practice.



Graphing progress monitoring results is a great visual for your students and for teachers.