

New Special Education Teacher Webinar Series

February 2017



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright *future* for every child

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VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher

Teacher Listserv



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Special Education

The Office of Special Education is a service-oriented organization that seeks to improve the education experience for children with disabilities. We strive to nurture a dedicated staff through intense professional development opportunities, field experience, and individual accountability.

In keeping with the Individuals with Disabilities Education Act and state law, we help local schools and districts provide effective educational programs to students with disabilities, ages 3-20, who need special education and related services.

To register for professional development opportunities offered by the Office of Special Education, please visit https://services.nmec.net/MDE_Workshops.cfm. The professional development opportunities offered by the Office of Special Education can be located by selecting Special Education workshops. Once you select Special Education, a listing of all posted special education training sessions will appear for your review and consideration.

Resources for Parents

For immediate assistance, call the Parent Hotline: 1-877-544-0408. For meeting updates, helpful articles, publications, forms and other resources, [click here](#).

Resources for Teachers

For the latest updates, articles and other information related to special education and teaching, please [click here](#) to sign up for Special Education Teachers email list.



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Overview

Target Audience

This webinar series is intended for special education teachers with 0-3 years experience. However, it is available to anyone who would like to participate.

Purpose

- To provide support and guidance to new special education teachers on a consistent basis throughout the school year
- To address the topics and issues that are relevant to new special education teachers in a timely manner

Registration and Dates

Registration link:

<https://attendee.gotowebinar.com/register/8555677492844037122>

The webinar will be the **first Thursday** of every month at 3:00 p.m.

October 5, 2017

February 1, 2018

November 2, 2017

March 1, 2018

December 7, 2017

April 5, 2018

January 11, 2018

Recordings

- For those who are not able to participate in the live webinar, the recordings will be posted to the Office of Special Education's website along with any supporting documents that may be referenced during the webinars.
- The webinar recordings can be found by clicking on the following link: www.mdek12.org/ose/training/webinars.

Format

- **Hot Topics** will address any new initiatives or important updates in special education.
- **Do Now** will provide teachers with a “To-Do List” of time-sensitive tasks.
- **Did You Know** will address specific special education topics.
- **FAQ** will answer questions submitted by participants.

Hot Topics/Do Now

1. ESY decisions/meetings can be held between January 15th and April 15th.
2. Statewide Assessment window
3. MIDAS – Mississippi IEP Data and Accountability System.

Did You Know?

Laying the Foundation

“Without a solid foundation, you’ll have trouble creating anything of value.”

~Erika Oppenheimer

Development of a Comprehensive PLAAFP

- In the Present Levels of Academic Achievement and Functional Performance (PLAAFP) consider the Standards and student data to write a description of the child's strengths, preferences, and interests as they relate to accessing and mastering the general education curriculum; their preferences toward post-secondary outcomes should be identified as well.

Development of a Comprehensive PLAAFP

Includes:

1. Student's strengths, preferences, and interests
2. Student's needs (educational and/or functional impact of the disability)
3. Measurable and observable data
4. Expectation statement
5. Parent's/student's interests
6. PLAAFP summary (baseline data)

Student's Strengths, Preferences and Interests

- What are the individual strengths of the student in accessing the general curriculum?
- What academic skills aligned to content standards is the student able to perform?
- What functional skills/behaviors is the student able to perform?
- What progress has student made towards previous IEP goals?

Student's Strengths, Preferences and Interests

- What strategies, accommodations and/or interventions have been successful in helping the student access and make progress in the general curriculum?
- What are the student's interests and preferences related to school (preferred activities, subject areas, hobbies)?
- If the student is 14 or older, what are his or her strengths, interests, and preferences related to post-secondary goals?

Impact of Disability and Student Needs

- Where is the student performing in relation to grade-level standards?
- How does the student's identified disability affect involvement and progress in the general curriculum?
- What are the individual prioritized needs of the student in accessing the general curriculum (related to content standards)?
- If 14 or older, how will the student's disability impact his or her post-secondary goals?

Other PLAAFP Considerations

- Academic skills aligned to grade-level standards
- Communication
- Social/emotional/behavioral development
- Independent living skills
- Gross/fine motor skills
- Vocational skills
- Self-determination
- Technology skills
- Health, vision, hearing

Other PLAAFP Considerations

- The PLAAFP contains educationally valuable information and is written in an easily understood manner.
- Multiple data sources are vital. One data source, such as a STAR report, may not give a clear picture of a child's strengths and needs.
- Areas of need are those in which the student is not commensurate with typically developing peers.

Other PLAAFP Considerations

- Baseline data is related to expectation in the general education setting (norms are included for comparison).
- The PLAAFP contains information about the student's ability to achieve grade-level proficiency.
- Any teacher should know where to begin instruction based on information provided in the PLAAFP and the remainder of IEP.

Functional vs. Academic Impact

- **Academic achievement** generally refers to a child's performance in academic areas (e.g. reading, language arts, and math).
- **Functional performance** generally refers to skills or activities that may not be considered academic or related to a child's academic achievement, but rather activities of daily living (i.e. toileting, eating).
- **Functional performance can impact educational achievement.**

Example PLAAFP: Strengths, Preferences and Interests

Kimmiie is a ninth-grade student who was retained in the first grade due, in part, to the difficulties she was experiencing maintaining and using information she had been taught. Kimmiie began receiving speech and language services in second grade. The speech-language pathologist has worked directly with Kimmiie on listening comprehension strategies and also provides classroom strategies to Kimmiie's general education teachers, such as giving simple, brief directions, using visual aids to supplement spoken information and encouraging Kimmiie to ask questions when she does not understand.

Example PLAAFP: Strengths, Preferences and Interests

According to classroom and State assessment data, Kimmie's reading comprehension skills are similar to typical students in the third grade. Her vocabulary and word recognition skills, however, are closer to a fourth-grade level. Based on classroom assessments, Kimmie is able to apply phonics and word analysis skills in decoding words when given a fourth-grade passage by reading 72 cwpm, when a typical fourth-grade student is able to read 120-160 cwpm. Without prompting or support, Kimmie is able to refer to details and examples in a literary and/or informational text (third-grade level) to support answers with 75% accuracy.

Example PLAAFP: Strengths, Preferences and Interests

On the most recent iReady assessment in reading conducted on 11/30/17, Kimmie scored a 501 which indicates a third-grade performance level. Her strengths include the ability to decode two-syllable words following basic patterns by breaking the words into syllables, distinguish long from short vowel sounds in spoken single-syllable words, identify examples of cause and effect using pictures or words in literary or informational text read aloud, and demonstrate understanding of key ideas and details shown in pictures or explicitly stated in literary or informational text read aloud.

Example PLAAFP: Strengths, Preferences and Interests

Mathematics data from classroom progress monitoring indicate relative strengths in the areas of numbers and operations. On the most recent iReady assessment in math conducted on 11/29/17, she scored a 460 which indicates a 4th grade performance level. Her strengths include the ability to use place value understanding to round whole numbers to the nearest 10 or 100, solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately, interpret a multiplication equation as a comparison, and find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.

Example PLAAFP: Student Needs & Impact of Disability

Kimmmie has significant auditory processing problems that have negatively affected all academic areas, particularly early literacy. She is currently receiving a research-based reading intervention curriculum from a highly-qualified teacher and is also included in language arts class with her ninth-grade peers. The auditory processing difficulties associated with Kimmmie's disability have widened the gap over the years between her academic levels and the levels of typical same-aged peers. Kimmmie plans to go to college and become a pediatric nurse. She currently works at a daycare after school and enjoys taking care of children.

Example PLAAFP: Student Needs & Impact of Disability

Kimmie's disability affects the amount of auditory material that she can process within a designated timeframe. She can master State content standards given additional time for instruction, but she is not achieving grade-level proficiency in the timeframe designated for typical peers. Because language arts, science, and social studies classes are often in lecture format and require students to read lengthy narratives, her progress in these areas is slowed. Kimmie's need for additional time is accommodated on classroom assignments and on classroom and State assessments.

Example PLAAFP: Student Needs & Impact of Disability

Kimmmie enjoys reading books on her functional level (4th grade). Kimmmie can respond to simple fact-based comprehension questions but needs more work on applying a variety of reading comprehension strategies. Kimmmie’s scores on State assessments place her in the “minimal” category on reading comprehension. On classroom assessments, Kimmmie answers simple “who, what, when, and where” questions with 40% accuracy and experiences difficulty with making inferences and making predictions for comprehension of ninth-grade reading materials.

Example PLAAFP: Student Needs & Impact of Disability

Based on classroom assessments, Kimmie demonstrates errors including miscalling words, omitting words, and inserting words. When Kimmie is reading a grade-level text, the fluency miscues lead to difficulty comprehending what she has read which causes errors in processing and output.

Kimmie learns best in a structured environment with rules and consequences clearly stated. She enjoys working in a small group and one-on-one with a peer or teacher, and this setting also reduces background noise that can interfere with auditory comprehension.

Example PLAAFP: Student Needs & Impact of Disability

According to district assessments (iReady), the following weaknesses were identified in the area of reading: decoding regularly spelled one-syllable words with initial consonant digraphs, referring to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text, and determining word meaning, connecting pictures and text, and identifying similarities and differences between texts.

Example PLAAFP: Student Needs & Impact of Disability

Kimmie has difficulty generalizing the skills she learns in math class to situations in daily life. She may make a perfect score on a page of math problems but be unable to decide how much each person owes when a group orders lunch and is splitting the check. Kimmie benefits from visual cues to help her retain auditory information such as classroom lectures and when teachers are giving assignments. She also needs short, direct instructions for assignments and frequent checks for understanding by having her repeat and/or rephrase directions. Kimmie's difficulty with reading and math will hinder her ability to attend college and become a nurse.

Table Talk: Examining the PLAAFP

- What needs are identified in the PLAAFP?
- Based on Kimmie's PLAAFP, what annual goals would you expect to see in the IEP?



FAQ

Questions

- Submit questions to be addressed during the FAQ section of each webinar to scoon@mdek12.org by the Friday prior to the first Thursday of each month.
- Put **New Special Education Teacher FAQ** in the subject line.



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