

Special Education Update

East Central Indiana Special Services.....February 18, 2021

VIRTUAL SPECIAL EDUCATION TEACHER MEETINGS NEXT WEEK!

We have several topics we would like to discuss with you face-to-face to make sure we are all on the same page and to answer any questions you may have! We have four sessions for you to choose from. Please register for ONE of these 30 minute virtual meetings at:

<https://forms.gle/wrLAX85YPfzSq8FC6>

Topics include:

1. IIEP Transition from Learning Connection to LINK
2. End of Year Plan for Case Conferences
3. Text to Speech Accommodations for State Testing
3. Secondary Transition - Preparation for Audit

INCLUSION CONVERSATION - READ WHAT OTHERS ARE SAYING AND SHARE YOUR THOUGHTS

"We have made much progress over the years. When I was young, people with special needs were segregated in another room with a teacher and/or aid. Today, the inclusion model is being readily used in my experience. However, I see some pull out for more intervention after initial instruction, but kids are there during instruction usually with a support person in the room to aid with understanding of concepts and to answer questions. I believe instruction should be given by the licensed teacher in the area and with their peers. We have come a long way, but there is still need for improvement."

"I feel sad because in my district I feel that at best we have integration across the board. If there is a student with a 1:1 aide, then we are more successful at inclusion. However, we all know how often a student gets a 1:1 aide. I feel that our general education teachers are wonderful at accommodating different learners. However, when they are much lower than grade level, they often become intimidated with inclusion. Their answer most times is letting the student be on an iPad"

Go to this link to share your thoughts about inclusion:

<https://forms.gle/ockp9QFvG1Z9BbX4A>

DYSLEXIA TOOLKIT AND OTHER READING RESOURCES

This dyslexia toolkit provides detailed information about reading development and acquisition, scientifically-based reading instruction and intervention recommended approaches for dyslexia intervention, and in specific areas of reading (i.e., phonological awareness, alphabet knowledge, sound-symbol relationships, decoding, encoding). The toolkit provides guidance and recommendations for teaching reading skills with a structured literacy approach. Each section of the toolkit corresponds with a “resources” section with links to additional resources such as videos, sample lesson plans, materials (e.g., flashcards, manipulatives, word lists), books, articles, professional development, professional organizations, and centers, etc.

You can access the dyslexia toolkit [here](#).

ISPROUT EARLY CHILDHOOD ASSESSMENT INFORMATION

Programs using ISPROUT for preschoolers should follow IDOE guidance in regards to [new assessment windows](#) as well as [requirements for in-person and remote learners](#). The flexibility of having multiple windows allows teachers to complete assessments throughout the year as students may move in and out of in-person settings. Making use of any in-person classroom time is critical to collecting assessment data and working to improve compliance.

ACCESSIBLE EDUCATIONAL MATERIALS GRANT OPPORTUNITY!

Many of you have been working on learning about accessible instructional materials and assistive technology this year. This would be a great opportunity to assist you and your school with this endeavor! The 2021-2022 AEMing for Achievement grant applications are open until June 30, 2021! More information and success stories on the [PATINS AEM Grant Website](#).

[Grant Application](#)

QUICK ACCESSIBILITY REFERENCE GUIDE FOR YOU

Chromebook Accessibility Features:

1. Increase the size of all on-screen text and visuals - Use *ctrl +* to increase the size of web content or *ctrl shift +*
2. Screen Magnifier - This option actually zooms the view into a certain portion of the screen. There is also a docked screen magnifier which uses a portion of the screen as a magnifier window, while the rest of the screen stays normal.
3. Screen Reader - Also known as [ChromeVox](#) - will read all on-screen content.
4. Select to Speak - Whereas ChromeVox is designed to read all on-screen text for individuals, [Select-to-Speak](#) allows the user to select specific text to have read aloud.

IPad Accessibility Features:

1. Speak Screen - This feature will [read](#) all screen content.
2. Speak Selection - This is intended to [read specific content aloud](#) and not the whole screen read out loud.
3. Predictive Text - This feature will offer suggestions for words to help students with spelling, vocabulary, and written expression. [This could help](#) students who struggle with writing

4. Typing Feedback - [Typing Feedback](#) can be used to have the device speak the letters, words, auto-corrections, and/or predictions back to the user as they type.

Chrome Browsers:

1. If you want to give your fingers a break if you're writing a long document, you use this [Speech to Text](#) tool for Google Docs.
2. Reading Supports - [Helperbird](#) - is your all in one free extension, that gives you features such as text to speech, dictation, immersive reader, reader mode, and dyslexia support.
3. Closed Captioning for You Tube - You Tube automatically captions all videos. You may turn this feature on for all you tube videos.

VIDEO FROM FOCUS ON INCLUSION CONFERENCE

Adam Saenz has a great message about the role you play in student's lives, especially in the middle of a pandemic! After you watch this, send me an email to receive your PGP points.

The Hero's Journey Through the Pandemic: A New Way to Understand Stress - Adam Sáenz, Ph.D.

