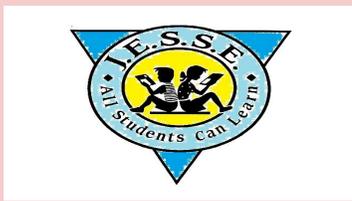


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Transition Assessment Matrix

In case anyone missed this from Joni Schmalzried, the Project Coordinator for the Indiana Secondary Transition Resource Center and Center on Community Living and Careers from the Indiana Institute on Disability and Community. She met with teachers over the past few weeks and introduced them to the Transition Assessment Matrix. This site allows you to choose the Transition Domain (Employment, Education/Training, Independent Living) that you wish to explore transition assessments for. Once you choose a domain, you may then choose the appropriate grade level(s), and the disability area(s) that are most similar to the needs of the student(s) you are assessing. Once you have chosen these three (3) areas, press the Show Transition Assessments button and the system will show you Transition Assessments that meet your criteria.

http://www.iidc.indiana.edu/styles/iidc/defiles/cclc/transition_matrix/transition_matrix.html

For additional information and resources, visit the Indiana Secondary Transition Resource Center

<https://connect.iu.edu/transitionassessment> or contact Angela Resendez at aresendez@jesse.k12in.us.

Professional Development Opportunities

- *Developing Behavior Intervention Plans* - Indiana IEPRC: Cost = **FREE**
 - March 8th (Merrillville), April 13th (Indy), April 21st (Merrillville)
 - https://www.indianaieprc.org/index.php/events/ieprc-workshops?task=view_category&category_id=6
- Executive Functioning Workshop - April 11th (Indy); Cost = \$90... or \$50 for Autism Leaders
 - Deficits in executive functioning result in students that struggle with planning, organization, following multistep directions, time management, combining information from several sources to problem solve, working memory, among other things. The speaker will describe evidence-based interventions and supports that can be implemented to help individuals on the spectrum develop and use the diverse skills known as executive function.

<http://www.iidc.indiana.edu/pages/executive-function-workshop>

CPI "informal" Refreshers

After recently assisting a school with a 30 minute informal CPI refresher, staff feedback indicated that it was definitely beneficial and helpful to review the proper techniques of the *Nonviolent Physical Crisis Intervention*. "If you don't use it...you lose it." If any schools would like to schedule a short, informal CPI refresher to practice the proper techniques, contact Rob Richards:

richards@jesse.k12.in.us

Special Considerations: Behavior section within IIEP

Here is a friendly reminder about specific components to remember to have in your Behavior section of the IEP (for those students who it applies). If an FBA and BIP have been conducted (or are in the process), that information needs to go into the IEP.

- **Behaviors of Concern** - describe the behavior in observable, specific terms (e.g. If they display physical aggression, what does that look like? Aggression make look very different to different people.
- **Factors Affecting Behavior** - this is where you would fill in data gathered from the FBA process. What is the function (need) of the behavior, antecedents (triggers), and any other relevant factors that may be contributing?
- **Strategies/ Instructional Experiences** - what skills and strategies are being explicitly taught to the student to help change the behavior? This section is often filled with consequences and punishments, which may be somewhat relevant, but are not the key factors in developing appropriate replacement behaviors. Things such as time-out areas are fine and dandy, but they aren't going to change the behavior by themselves. When it comes to challenging behaviors, think SKILL DEFICIT. What interventions are going to be used to

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address this skill deficit? Where is the teaching component? For extreme cases, a detailed crisis plan should be included.