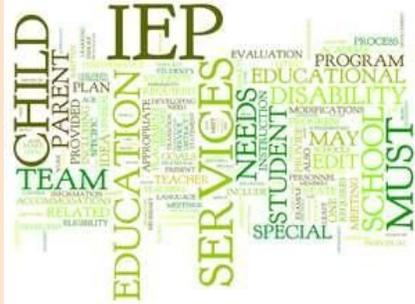




J.E.S.S.E. Newsletter

October 2016



The process of reviewing IEP's has started for the year. The intended outcome of this process is to provide you with feedback that your team may consider for improving your IEP and in the end, provide guidance for your lesson planning for the student. Over the year, you will hear more about standards-based IEP's and how this will lead to Improved Student Outcomes. The November 2015 *Dear Colleague Letter* has provided us with guidance on FAPE. It

states that we must “ensure that all children, including children with disabilities, are held to rigorous academic standards and high expectations is a shared responsibility for all of us.” With this, IEP's must be aligned with the State's academic content standards for the grade in which the child is enrolled. Research has demonstrated that children with disabilities who struggle in reading and mathematics can successfully learn grade-level content and make significant academic **progress** when appropriate instruction, services, and supports are provided. It is our belief that the IEP Process easily compares to the Lesson Planning Process and in the end results in positive outcomes for the student. Please spend 10 min, watching the short shares by Dr. Pam Wright, State Director of Special Education on this topic. Each month, we will follow up with additional information on this topic.

Short Share #1 <https://www.youtube.com/watch?v=jUZHX8c-Te0&feature=youtu.be>

Short Share #2 <https://www.youtube.com/watch?v=-BRRW4XrhBE&feature=youtu.be>



When considering the intervention process (RTI) as well as a Multi-Tiered System of Supports (MTSS) in the area of behavior and/or social needs, it's important to always remember that we need to treat these interventions the same as we do academic

interventions... we must **TEACH** our students the skills they are lacking. With this in mind, here are a couple of Social Skills Curriculums that may be considered for interventions or for school-wide daily use:

[Skillstreaming](#) - curriculums for early childhood, elementary, and secondary levels (workbook format - approx. \$50-\$70 via Amazon.com or other vendors.

- Workbook contains lessons/activities
- Scripted - easy to implement

Second Step - early childhood through middle school (approx. \$500)

- Kit includes access to online training modules
- Various resources and activities
- Very scripted and easy to implement



Many teachers from across the JESSE cooperative have expressed an interest and need for ongoing training in the area of Functional Behavior Assessments. I would like to set up a workshop/training in the near future for individuals who would like to expand their understanding and skills in the area of FBA development. If you are interested or have questions, call or email - richards@jesse.k12.in.us

Meet the Staff - Tim Goode & Connie Erickson-Loucks

Tim and Connie are JESSE's two School-Based Therapists. Connie has been with JESSE for 10 years, while Tim has been with JESSE for 5 years. Both therapists provide mental health therapy services to students in elementary all the way through high school. They consult with teachers, school staff, parents, and other mental health professionals to help meet the individual needs of students. Connie provides services for LaVille, John Glenn, Plymouth, Knox, and Oregon-Davis schools. Tim provides services for Argos, Culver, Triton, North-Judson San Pierre, and Knox as well. When considering a student for School-Based Therapy, please contact Tim or Connie right away to get them involved in the process. We are also in the process of improving our procedures for adding School-Based Therapy as a Related Service in students' IEPs. Stay tuned.



ATTENTION SPECIAL EDUCATION TEACHERS

WHO WORK WITH STUDENTS WITH BLINDNESS OR LOW VISION... AN OPPORTUNITY TO ADD ADDITIONAL LICENSURE

The Visual Impairment Licensure Program is designed to prepare Indiana teachers to work with students who are blind or have low vision. The project is made possible through the PASS Project grant which is funded by the Indiana Department of Education through the Blumberg Center at Indiana State University. This graduate level program consists of 16 credit hours of coursework, each offered primarily through distance education. Cohorts begin each Spring and students enroll in one course per semester.

Students accepted into the program are responsible for all tuition costs. The PASS Project provides all textbooks and materials at no cost to students. For more information, contact Robin Thoma, PASS Project Coordinator or refer to the website at

<http://www.indstate.edu/education/Blumberg/PASS/BLV-Distance-Education>.