

**Pennsylvania Department
of Education**

State Task Force

Tuesday, January 9, 2018

Bureau of Special Education Report

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USDE: Differentiated Monitoring and Support (DMS) rating for PA:

The U.S. Department of Education/Office of Special Education Programs (OSEP) established a Differentiated Monitoring and Support (DMS) system as a component of Results Driven Accountability. DMS is designed to identify potential grantee risk to the Department and to assist OSEP in effectively using its resources to monitor grantees. DMS addresses State-specific needs in the four areas: (1) results, (2) compliance, (3) State Systemic Improvement Plan (SSIP), and (4) fiscal. Based upon results of the DMS system, each state receives a designation level for the four areas mentioned above. Status level designations are (a) universal level – highest status requiring no further monitoring, (b) targeted monitoring – support from OSEP is generally based on it's identification of common needs among multiple States, and (c) intensive monitoring and support – reserved for those States with the most intense or complex challenges.

Pennsylvania received universal monitoring status in all four areas: results for students with disabilities, fiscal processes for special education, compliance regarding the Individuals with Disabilities Education Act, and state systemic improvement plan results. Achieving universal in all areas is not common and Pennsylvania is proud to have received this monitoring status. This status is effective until September 2018 when the next OSEP monitoring will occur.

High Expectations for Low Incidence Disabilities (HELIX):

This conference was held at The Penn Stater Conference Center November 13-15, 2017. Also integral to the Conference was a day long Helix Connect interactive exhibit of technology and resources that included hands-on exploration of assistive technology solutions for students with low incidence disabilities.

More than 450 participants from all 29 PA Intermediate Units attended sessions designed to deepen learning and collegial discussion on topics and strategies essential to maximizing the instruction and achievement of students with low incidence disabilities.

Attendees included:

- Family Members
- Paraprofessionals
- Educational Administrators

- Agency Administrators
- IU Consultants
- Special Educators
- General Educators
- School Psychologists
- Speech and Language Therapists
- Teachers of the Visually Impaired
- Orientation and Mobility Specialists
- Teachers of the Deaf and Hard of Hearing
- Occupational Therapists
- Certified Occupational Therapy Assistants

Sessions included topics such as:

- It is Possible: Comprehensive Approaches to Literacy for Students with Intellectual Disabilities
- Hearing Technology: Current and Future Options
- Engaging Neurodiverse Individuals: The Power of Acceptance and Positivity (KEYNOTE SESSION)
- AAC Assessment: Mapping a Route to Communicative Competence
- Providing Access: Speech-to-Text and More
- Assessment for Students with Hearing Loss: How to Interpret Data to Make Informed Decisions
- AAC and AT for Students with Deaf-Blindness and Multiple Disabilities
- A Collaborative Model for Assessing the School-Based Needs of Students with Moderate and Severe TBI
- Teaching JAWS with an Instructional Progression: Moving Students from Novice to Advanced Users

A Post-Conference Survey indicated that participants felt that sessions provided new learning, were relevant and practical to their professional development and appreciated the change to a Fall timeframe.

Autism Training Modules:

A series of instructional modules, based on a pedagogical framework that utilizes the principles of Universal Design for Learning, have been developed. In an effort to assist educators in understanding and utilizing these instructional modules and curriculum, a train the trainer, two-day event was presented to enable trainers to draw from and use over 40 hours of curriculum materials within their own local educational agencies and communities.

The goals of the training included:

- Describing the value of meaningfully engaging youth with high functioning autism to improve post-secondary outcomes related to competitive integrated employment;
- Explaining the critical need for cross stakeholder collaboration; and
- Identifying the functional skills, qualities, and attributes necessary for competitive integrated employment.

PaTTAN Trainings:

Family Engagement Webinar Series – Engaging Families: Fostering Partnerships Partners in Secondary Transition: What Families Need to Know

Event Type: Webinar:

Registration Contact: Kristen Olszyk, kolszyk@pattan.net, 800-446-5607 x6848

Content Contact: Kathryn Poggi, kpoggi@pattan.net, 800-446-5607 ext. 6857

The Family Engagement Webinar Series will serve as a venue for educational consultants from the Pennsylvania Training and Technical Assistance Network (PaTTAN) and Local Educational Agency (LEA) administrators and staff to share effective practices and strategies to engage families in support of student success. This webinar series is designed for school administrators, teachers, and others interested in learning how Pennsylvania educators are engaging families in an effort to effect student learning.

Audience: School administrators, general and special education teachers, and others interested in these topics

Topics Covered: Parent/Family

Nothing About Me Without Me: Engaging Families Through Student Participation in Meetings and Events

Thursday March 22nd, 2018 1:00PM — 2:00PM

Location: Webinar

Partners in Behavior: What Families Need to Know As PBIS Core Team Members

Thursday May 3rd, 2018 1:00PM — 2:00PM

Location: Webinar

Early Numeracy in the Primary Grades: Counting and Computation

PaTTAN - Harrisburg

Tuesday February 20th, 2018 8:30AM — 3:00PM

Event Type: Inservices/workshops

Registration: PaTTAN Website

Geary (2013) notes that early struggles in mathematics have consequences that last throughout school completion and affect a person's overall quality of life, including employment, wages, and healthcare. Research also indicates that students who struggle early tend to continue to struggle unless schools are able to correct the learning trajectory. This professional development opportunity will support teachers' learning and implementation of researched-based instructional practices that build a strong early numeracy foundation for students, thus preventing or correcting issues in mathematics learning.

Other Primary Grade Math Trainings

Early Numeracy in the Primary Grades: Quantity

Friday February 23rd, 2018 8:30AM — 3:00PM

Location: PaTTAN – Pittsburgh

Early Numeracy in the Primary Grades: Word Problems for the Early Learner

Tuesday March 6th, 2018 8:30AM — 3:00PM

Location: PaTTAN – Harrisburg

Algebraic Concepts in the Early Grades

Thursday May 3rd, 2018 8:30AM — 3:00PM

Location: PaTTAN - East

Additional Trainings posted on the PaTTAN Website, please visit:

<http://www.pattan.k12.pa.us/category/Training/Calendar/2018/February>