

Department of Education Bureau of Special Education 2012-2013 Annual Updates

NHASEA 9th Annual August Academy Presentation

July 31, 2012

9:00 – 12:00

Presentation Agenda

- 9:00** Introductions & Agenda
- 9:05** NH AIM Project
- 9:20** Social Security Disability Benefits for Children
- 9:30** DHHS update on CHINS
- 9:45** Due Process & Neutral Conferences
- 10:15** PTAN, SSECT & POMS
- 10:45** NH Connections
- 11:00** Deaf Education Initiative
- 11:15** Focused Monitoring
- 12:00** Questions ~ Adjourn

Bureau Staff Additions

- Mary Steady, Education Consultant: Responsible for Rules, Regulations, IDEA Grants and Technical Assistance
- Debbie Krajcik, Education Consultant: Focused Monitoring, Program Approval, IDEA Grants and Technical Assistance

New Hampshire Accessible Instructional Materials (NH AIM) Project

Presenter:

Diana Petschauer

Contact:

dp.atspecialist@gmail.com

*The NHD OE contact for
this project is Mary Lane.*

She can be reached at

Mary.Lane@doe.nh.gov.



AIMing for Achievement!

NHAIM & Assistive Technology



Diana Petschauer, M.Ed., ATP, NHAIM Service Provider

Mary T. Lane, APH Ex Officio & NH DOE

NHAIM

- New Hampshire Accessible Instructional Materials & Assistive Technology training to access those materials.
- Ensure the acquisition, production, and distribution of AIM to NH students in a timely manner.
- **Timely Manner=Same Time as their peers**
- Braille (Electronic & Braille Books), Large Font, DAISY/Audio, Electronic (NIMAS-> HTML,RTF,Word)
- NH Ex-Officio for APH: Mary Lane, NH DOE representative.
- NHAIM Service Provider, Diana Petschauer

NHAIM NH Accessible Instructional Materials

NIMAS
National Instructional Materials Accessibility Standard

XML File
Publishers are required to Submit to NIMAC
repository
Electronic/ Free/ Convert to ANY Format

AUDIO/Digital



Learning Ally



Bookshare



Audio/DAISY
Bookshare, FREE, Books without Barriers

Electronic

Word Doc, HTML, Use with Screen
Readers such as:
Read & Write Gold
Read OutLoud
JAWS
Natural Reader



Text Read Aloud with Highlighting

Braille



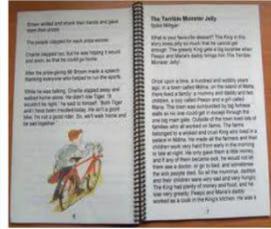
Braille Books



Refreshing Braille Displays

Large Font

**APH
American
Printing House
for the Blind
Count
FREE Materials
to students
who qualify**



Large Font Books and Materials

Other Options

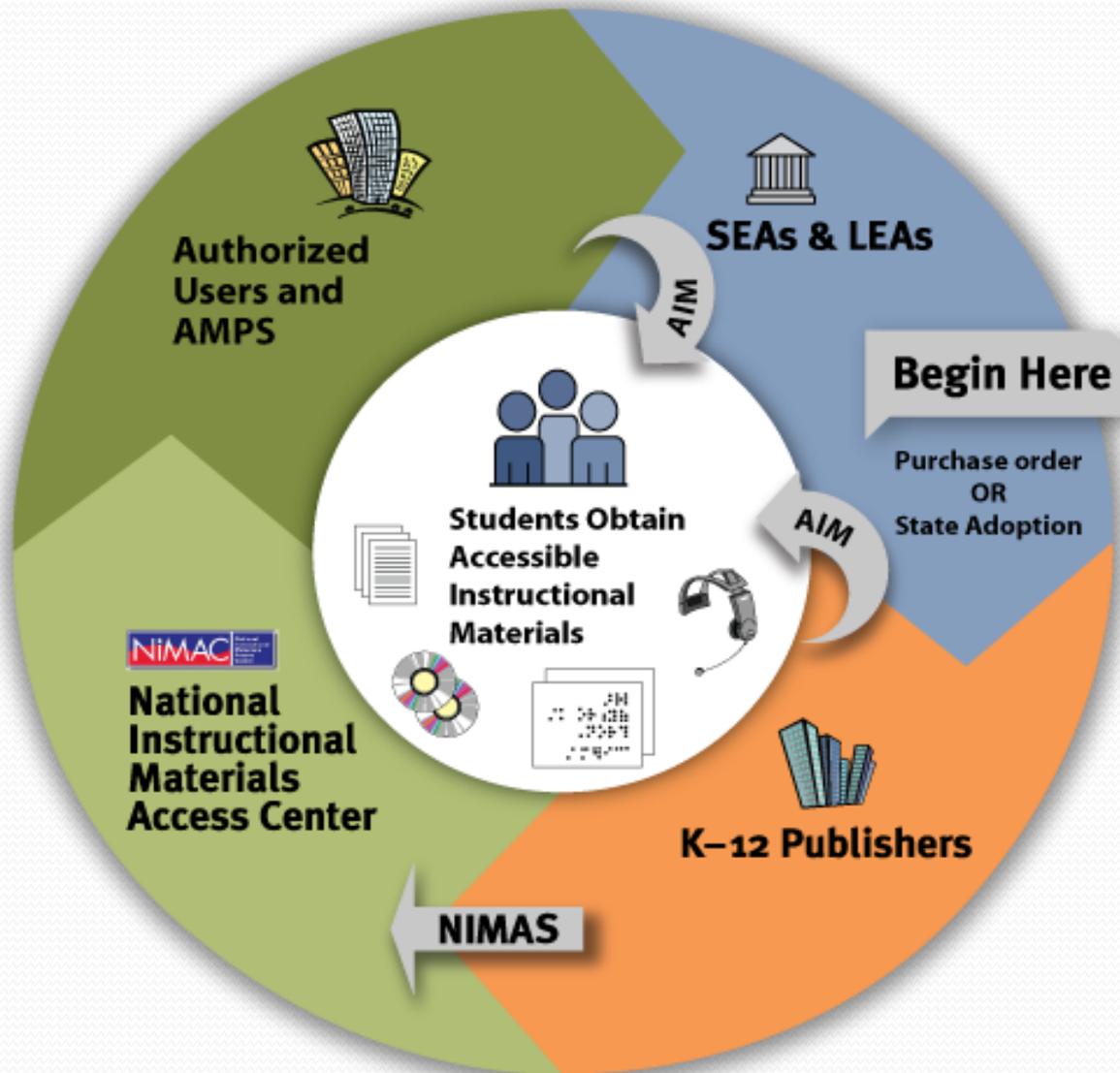
- Apps for e-books and audio books
- Voice-Over, text-to-Speech, Highlighting, Zoom/Magnify



Who Qualifies?

- Students Who Are Blind or Visually Impaired,
- Students With a Print, Physical, or Learning Disability Qualify
- Students who are unable to obtain information through the use of traditional print materials and require accessible materials appropriate to their individual needs.
- Student must be receiving services under IDEA

How Do I get it, What's the Process?



What are we here to Help You With?

- Consultation on NHAIM/Alternative Formats
- Acquiring APH materials (Braille, Large Font, DAISY Players, Magnification aids)
 - Acquiring NIMAS files, converting, distributing
 - Professional Development, Training & Webinars
 - How to Use Bookshare and DAISY players for Audio
- Training for Read&Write Gold & other Text-to-Speech options
- iPad Training and Apps for e-books and audiobooks
 - Training on conversion software
 - Options for when the NIMAS file is not available
- Options for students who are not covered under IDEA

Assistive Technology May be Needed to Access NHAIM

- Diana will acquire & convert NIMAS files for districts/ LEAs or provide to AMP's . She will provide training and assistance to school districts, administrators, educators, families, and students to utilize assistive technology to access alternative formats and learning materials.
- DP.ATSpecialist@gmail.com

Examples of Assistive Technology

- Refreshing Braille Displays
- Text-to-Speech Software
- Voice Recognition/ Dictation Software
- Daisy audio players
- Digital Magnifiers/Magnification Software
- Apps and the iPad
- Software for Reading/ Literacy, Organization, Time Management, Study Skills
- AAC (Augmentative & Alternative Communication)
- Communication Boards
- Adaptations and/or modifications to equipment
- Switch Access for computers
- Adjustable/ Large Font Keyboard
- Adjustable Furniture
- Trackball Mouse
- E-books



Responsibilities of Decision-Making Teams-You Decide who is Qualified (Typically IEP Teams)

1. **Establish Need** for instructional materials in specialized format(s)
2. **Select** specialized format(s) needed by a student for educational participation and achievement
3. Commence SEA- and/or LEA-defined steps to **Acquire** needed format(s) in a timely manner
4. Determine supports needed for effective **Use** for educational participation and achievement.

Key Questions to Guide Decision-Making about Accessible Instructional Materials

- Does this **STUDENT** need instructional materials in specialized formats to access the curriculum and receive FAPE?
- What print-based materials are being used in the student's **ENVIRONMENTS**? In which environments will specialized formats be used?
- For which **TASKS** will the student require materials in which specialized format?
- What **TOOLS** will the student and others need?
 - *Technology? Instruction? Training? Services? Accommodations? Modifications?*

Important Facts to Remember:

- **NHAIM is the Law, and there are FREE resources and professional contacts to Assist & Support you!**
Please contact:
- **Diana Petschauer, NHAIM & Assistive Technology** DP.ATSpecialist@gmail.com
- **Mary Lane, APH, NHDOE** mary.lane@doe.nh.gov
- **Kerry Schmidt, NHDOE**
Kerry.Schmidt@doe.nh.gov will direct your inquiry.

Social Security Disability Benefits for Children

Presenter: *Peggy Vieira, Administrator
Disability Determination Service
Peggy.Vieira@ssa.gov*

- **How can schools help children applying for Social Security Disability?**
- **How school records become evidence and their importance in claim processing.**

NH CHINS

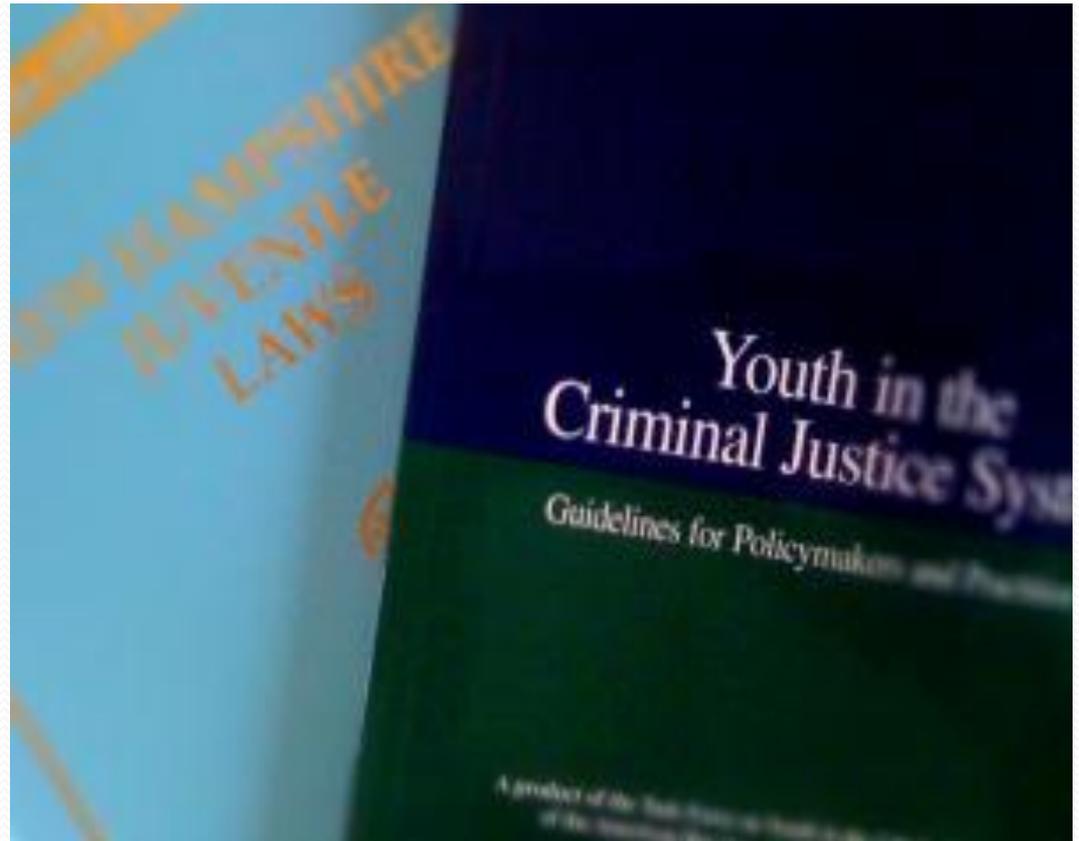
Where are
we one year
later?

Erica Ungarelli

Administrator, DCYF

Wellbeing Bureau

eungarelli@dhhs.state.nh.us





Due Process & Neutral Conferences: *What you need to know*

Steve Berwick,
NHDOE Coordinator:
Dispute Resolution &
Constituent Complaints
Stephen.Berwick@doe.nh.gov

Resources for Due Process & Neutral Conferences

Due Process Power-point for Parents:

http://www.education.nh.gov/legislation/documents/proseparentguide_tospedhearings.ppt

Neutral Conference: Users' Guide to Administrative Process:

<http://www.education.nh.gov/legislation/documents/usersguide2010.pdf>

NH Preschool Special Education

Presenter: *Joan Izen*

Topics: *PTAN, SSECT & POMS*

- Preschool Technical Assistance Network (PTAN) ~ contact: **Joan Izen**, jizen@seresc.net
- Preschool Outcome Measurement System (POMS) ~ contact: **Mary Beth Lasalle**, Mary.LaSalle@doe.nh.gov
- Supporting Successful Early Childhood Transitions (SSECT) ~ contact: **Jen Cunha**, jcunha@picnh.org

The NHDOE contact for each of these projects is Ruth Littlefield. She can be reached at Ruth.Littlefield@doe.nh.gov.

Preschool Special Education Initiatives

Funded by the NH DOE/Bureau of Special Education

- **SSECT** [Supporting Successful Early Childhood Transitions]
- **POMS TA Consultant**
- **Early Childhood Mentorship**
- **PTAN** [Preschool Technical Assistance Network]

NHASEA Presentation – 7/31/12
Joan M. Izen, MA, CCC-SLP
PTAN Project Director, SERESC

NH DOE/BSE Priorities

(Indicators as defined on the State Performance Plan)

- **Indicator 6: Least Restrictive Environment** – Percent of children aged 3 through 5 with IEPs attending a: A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and B. Separate special education class, separate school or residential facility.
- **Indicator 7: Preschool Outcome Measurement System (POMS)** – Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved: A. Positive social-emotional skills (including social relationships); B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and C. Use of appropriate behaviors to meet their needs.
- **Indicator 8: Parent Involvement** – Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
- **Indicator 12: Early Transitions** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

Indicators 6 (LRE) & 12 (Early Transitions)

SSECT [Supporting Successful Early Childhood Transitions]

- SSECT provides technical assistance and support regarding Early Childhood Transitions, Child Find, and Least Restrictive Environment in Preschool Special Education.
- Through SSECT's efforts, the state's compliance on the federal State Performance Plan (SPP) and Annual Performance Report (APR) Indicator 12 (Part B) increased from 59% (when SSECT was originally funded) to 98% (last APR) and Indicator 8 (Part C) increased to 100% (last APR).

How can SSECT help?

- Answer questions about the Child Find and early childhood transition process
- Assist school districts with Indicator 6 and indicator 12 data collection and analysis
- Assist school districts in developing and implementing child find policies, procedures and practices specific to toddlers and preschool children
- Provide TA to school districts regarding child find policies, procedures and practices
- Provide TA to districts regarding policies, procedures and practices for children who are referred from ESS to preschool special education
- Provide training on the early childhood transition process
- Support the implementation of the Interagency Agreements for Early Childhood Transitions
- Make resources available to support Child Find and early childhood transitions

SSECT Staff

Michelle Lewis, Project Director
mlewis@picnh.org, 224-7005 ext. 114

Jen Cunha, Project Staff
jcunha@picnh.org, 224-7005 ext. 115

www.nhssect.org

Indicator 7 (POMS)

NH DOE POMS TA Consultant

- Assists the Bureau with activities designed to support the development and implementation of POMS – Indicator 7 of the SPP and APR;
- Provides TA to districts to insure data accuracy, quality, analysis; reporting and data utilization;
- Designs and implements related trainings;
- Develops TA documents;
- Works collaboratively with PTAN, Publishers and school districts to insure reporting accuracy and efficiency.

Mary Beth Lasalle
271-3750
mary.lasalle@doe.nh.gov

Indicators 6,7,8 & 12

Early Childhood Mentorship Program

The ECMP is entering its 15th year of providing individualized, and flexible mentorship opportunities for those working in preschool special education, Early Supports and Services and child care as a professional development option, using blended funding.

Pam Miller Sallet, ECMP Coordinator

772.7848

pms88@comcast.net

<http://www.eeinnh.org/>

Benefits of ECMP Participation

The ECMP promotes optimal development of young children with special needs by providing professional opportunities to learn, collaborate, and build partnerships.

- Free professional development
- Personal growth and self-awareness
- Increased job satisfaction
- Professional Networking
- Leadership and team development

Indicators 6,7,8 & 12

Preschool Technical Assistance Network (PTAN) SERESC

Mission:

PTAN provides professional development activities that promote quality, compliant, developmentally appropriate and culturally competent early education/special education programs for young children with disabilities and their families.

PTAN Guiding Principles

- Children with special needs are children first.
- Parents know their children best. Quality programs prioritize partnerships with parents
- Quality programs offer children developmentally appropriate activities and experiences in safe and caring environments
- Quality programs are respectful of and responsive to the unique qualities of children and their families
- Collaboration results in better and more cost effective programs for children and families

PTAN Funding Sources

- NH DOE/Bureau of Special Education
- NH DHHS/ Child Development Bureau
- NH SAU contributions

PTAN activities: DOE/BSE funding

- LRE (Program Models Survey)
- POMS (collaboration with POMS TA Consultant re: trainings and dissemination of TA materials)
- Family Involvement (PI survey)
- Early Transitions (regional MOA with ESS)
- Strategies
 - Regional clinical support meetings
 - PTAN Advisory Committee meetings
 - PTAN website

PTAN activities...SAU Contributions

- **Examples of regional participants' priorities:**
 - POMS (Preschool Outcome Management System) process and tools
 - RTI for preschool
 - Transition to Kindergarten
 - Writing measureable IEP goals
 - Screening and assessment tools
 - Stress management
- **Examples of FY'12 SAU sponsored activities:**
 - Educating and working with physicians
 - Using the iPad in preschool special education
 - Leadership: Middle Management and Supervision in Preschool Special Education
 - The Role of Paraprofessionals in Preschool Special Education

PTAN Project Staff

Joan M. Izen, Project Director
Facilitator, Upper Valley and Monadnock

Michelle Lewis
Facilitator, North Country

Mary Beth Lasalle
Facilitator, Lakes Region

Pam Miller Sallet
Facilitator, Seacoast, Greater Manchester/Concord, Southeast

Linda Trapane
Project Assistant

<http://ptan.seresc.net/>

NH Preschool Technical Assistance Network (PTAN)

Promoting Quality Programs for NH's Young Children With Special Needs and Their Families



PTAN

Joan M. Izen

PTAN Project Director/SERESC

206-6800

jizen@seresc.net

For more information about....
Preschool Special Education Initiatives

Ruth Littlefield
ruth.littlefield@doe.nh.gov

(603) 271-2178

NH Connections

Presenter: Jen Cunha

Contact: jcunha@picnh.org

Topic: How can NH Connections support school districts in building and strengthening family-school partnerships in special education?

The NHD OE contact for this is Mary Lane.

Mary.Lane@doe.nh.gov



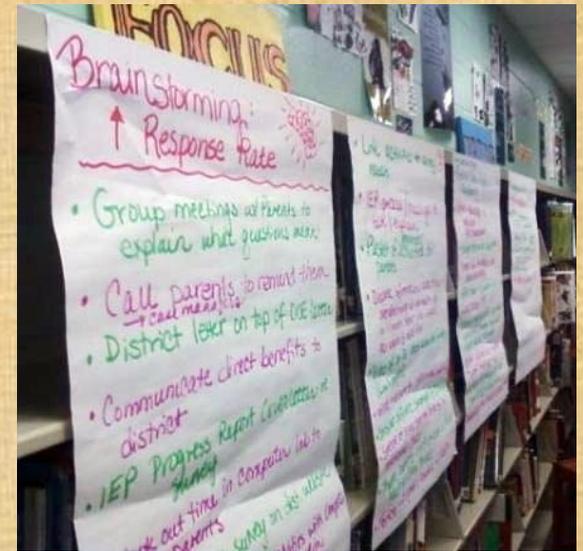
NH Connections

Strengthening Family-School Partnerships in Special Education

NH Connections is a project of the Parent Information Center and is funded by the NH Department of Education, Bureau of Special Education

How we can support the work you are doing?

Provide Information and Resources



Help You Assess Your Parent Involvement Activities

How we can support the work you would like to do?

Use Your Indicator 8 Data



Action Planning Facilitation

How we can support family-school partnership development?

Train and Support Parent Leaders



Provide Staff Development



www.nhconnections.org

North Country

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Jennifer Cunha

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New Hampshire Deaf & Hard of Hearing Education Initiative Project

- *Presenter:* Jennifer Morris
- *Title:* Assistant Project Coordinator & Teacher of the Deaf
- *Contact:* jmorris@ndhhs.org

- *The NHD OE contact for this project is Mary Lane. She can be reached at Mary.Lane@doe.nh.gov.*



EDUCATION INITIATIVE

*A program of Northeast Deaf & Hard of Hearing Services
funded by the NH Department of Education*

NEW HAMPSHIRE DEAF AND HARD OF HEARING EDUCATION INITIATIVE PROJECT

Jenifer Morris – Assistant Project Coordinator
and Teacher of the Deaf

AIMS OF THE PROJECT:

- Creation of DHHEIP Website
- Statewide Data collection – Survey going out in the Fall
- Training – Variety of trainings
- Guidelines – Published in April 2012, Educational Service Guidelines for Students who are Deaf and Hard of Hearing
- Resources for families, community and educators
- Instructional Materials/FM Loans
- Increase the pool of service providers in the state and locate where they are

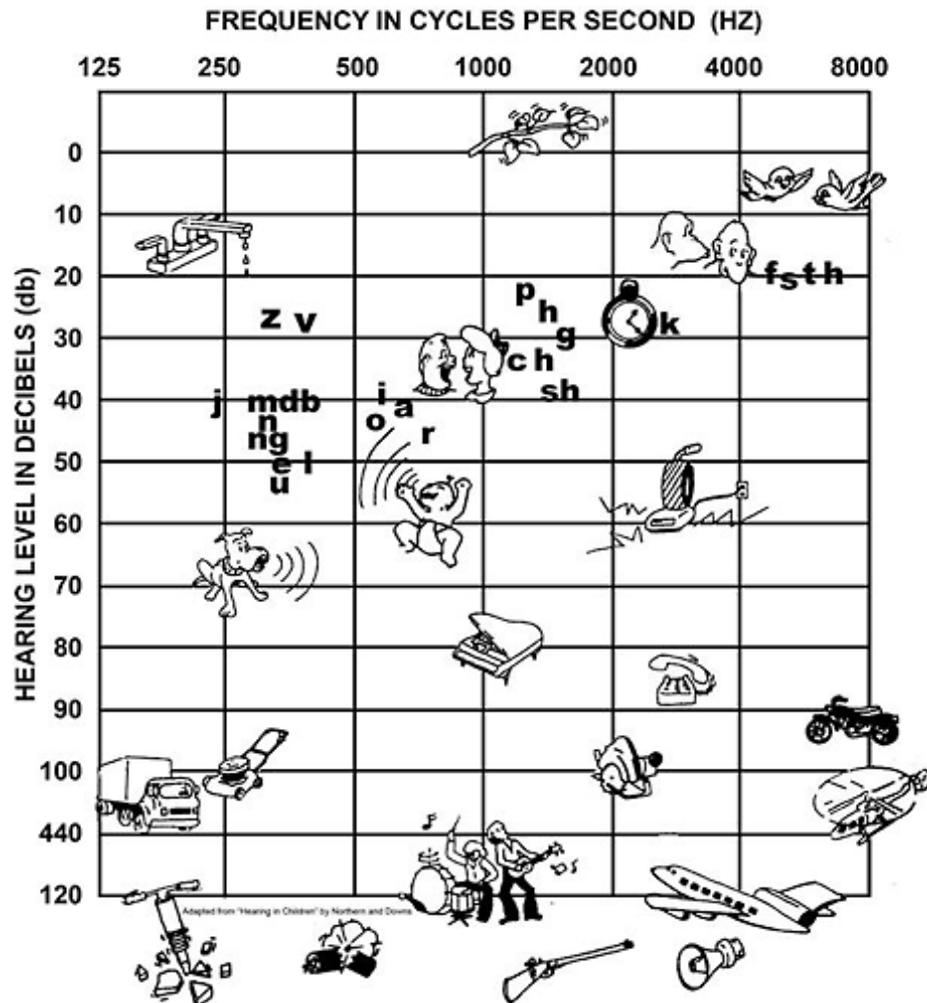


AIMS OF THE PROJECT:

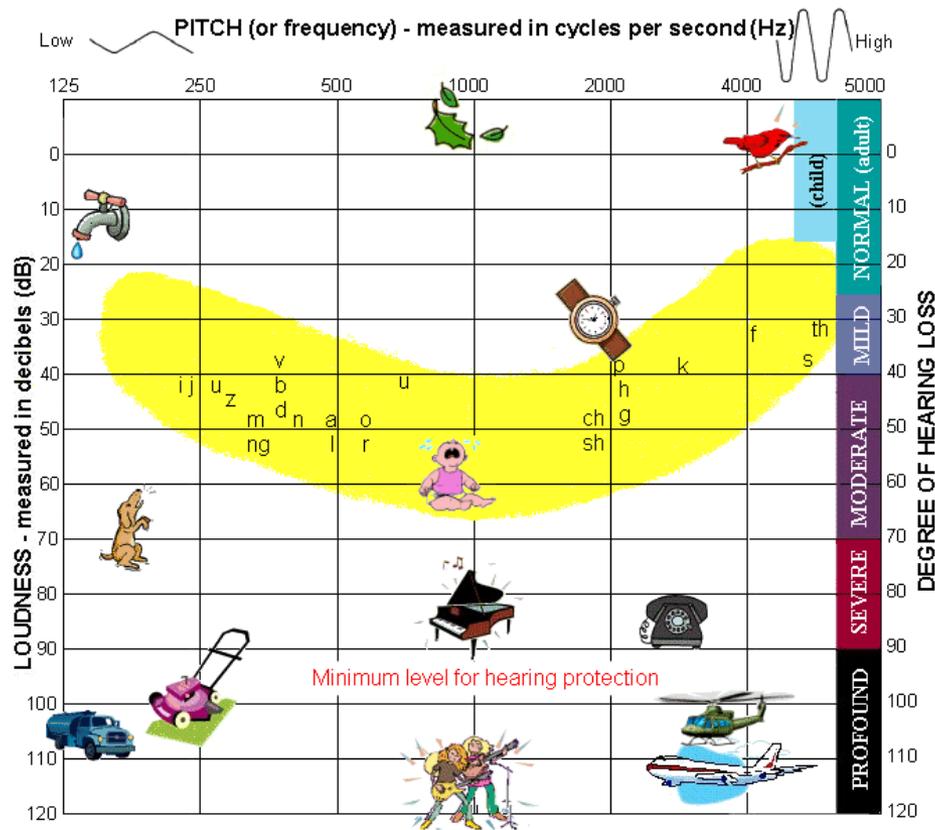
- Creation of DHHEIP Website
- Educational Service Guidelines for Students who are Deaf and Hard of Hearing
- Instructional Materials/FM Loans



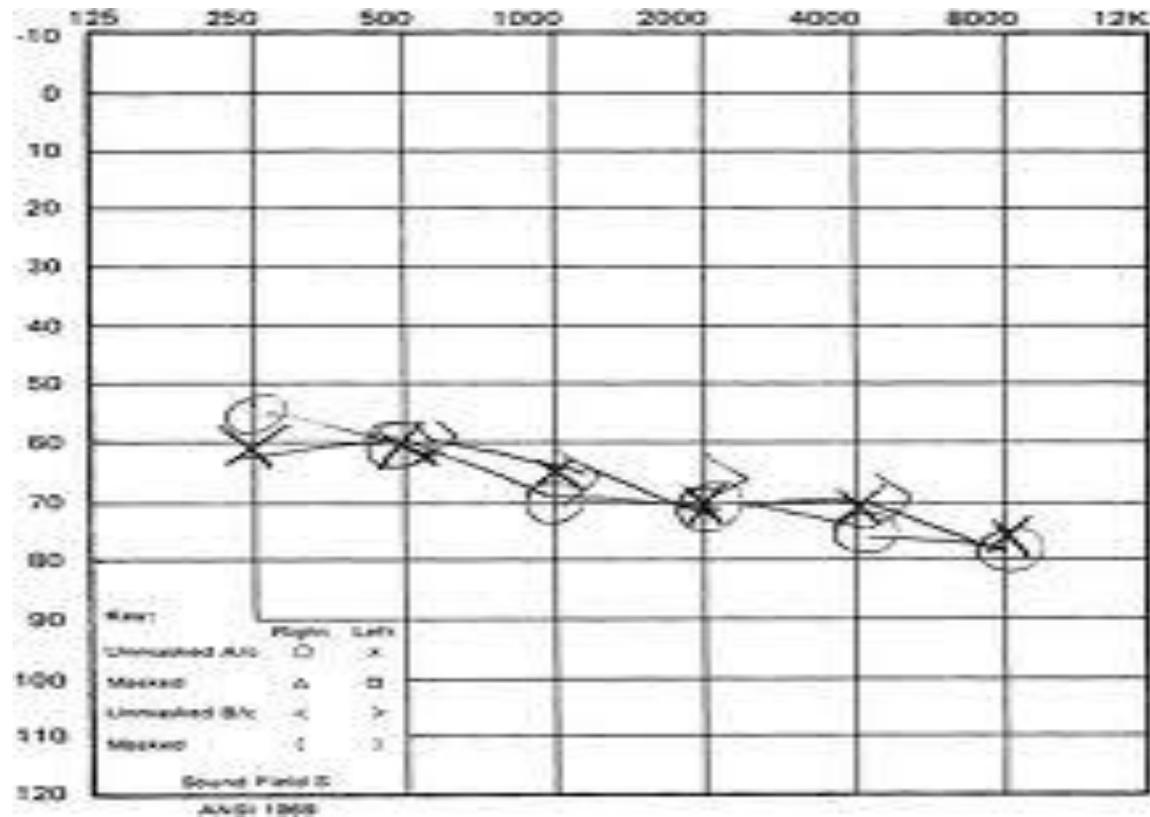
HEARING LOSS SIMULATION - AUDIOGRAM



HEARING LOSS SIMULATION - AUDIOGRAM



HEARING LOSS SIMULATION - AUDIOGRAM



HEARING LOSS SIMULATION

- Hearing Loss can be sensorineural, conductive or mixed in nature
- All hearing losses are educationally significant
- All hearing losses can have impact on language learning
- Technology can assist but it is not a solution on its own
- Losses can be Mild, Moderate, Severe or Profound, they can be Unilateral or Bilateral.
- Cochlear Implants are a type of hearing assistive device just like a hearing aid



DHHEIP WEBSITE

- One stop shopping for all things Deaf Education
- Fluid and constantly updating
- Recent and relevant information available
- Open to new ideas, suggestions and questions
- www.nhdeafhhed.org



CONTACT ME

Jenifer Morris

Assistant Project Coordinator

NH Deaf and Hard of Hearing Education Initiative
Project

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Concord

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Tel: 603 224 1850 ext: 213

www.nhdeafhhed.org



NH Focused Monitoring

Presenters: Maryclare Heffernan & Kathy Skoglund

Contact: mheffern@seresc.net
kskoglund@seresc.net

Topic: *Patterns, trends and key findings of the Focused Monitoring Process from 2005 through 2012.*

The NHDOE contact for this is Debbie Krajcik.

Deborah.Krajcik@doe.nh.gov

NHDOE BUREAU OF SPECIAL EDUCATION FOCUSED MONITORING PROCESS

- Welcome

Goal for the Session:

To share and discuss patterns,
trends and key findings of the
Focused Monitoring (FM) Process
from 2005 through 2012.



Focused Monitoring Goals

1. Support **improved** learning results for *all students*.
2. *Narrow the **achievement gap** between students with disabilities (SWD) and their non-disabled peers..*



PREDICTIONS:

- Over the past five years how do you think New Hampshire has done in increasing achievement and closing the gap?



Goal #1: Achievement Gains

94.74% of monitored districts in 2007-08 through 2009-10 improved their **reading** proficiency, compared to 71.43% of non-monitored districts.



Goal #1: Achievement Gains

84.21% of monitored districts in 2007-08 through 2009-10 improved their **math** proficiency compared to 69.64% of non-monitored districts.



Goal #2: Achievement Gap

47.37% of monitored districts in 2007-08 through 2009-10 narrowed the gap between students with disabilities and students without disabilities in reading proficiency compared to 48.67% of non-monitored districts. ●

Goal #2: Achievement Gap

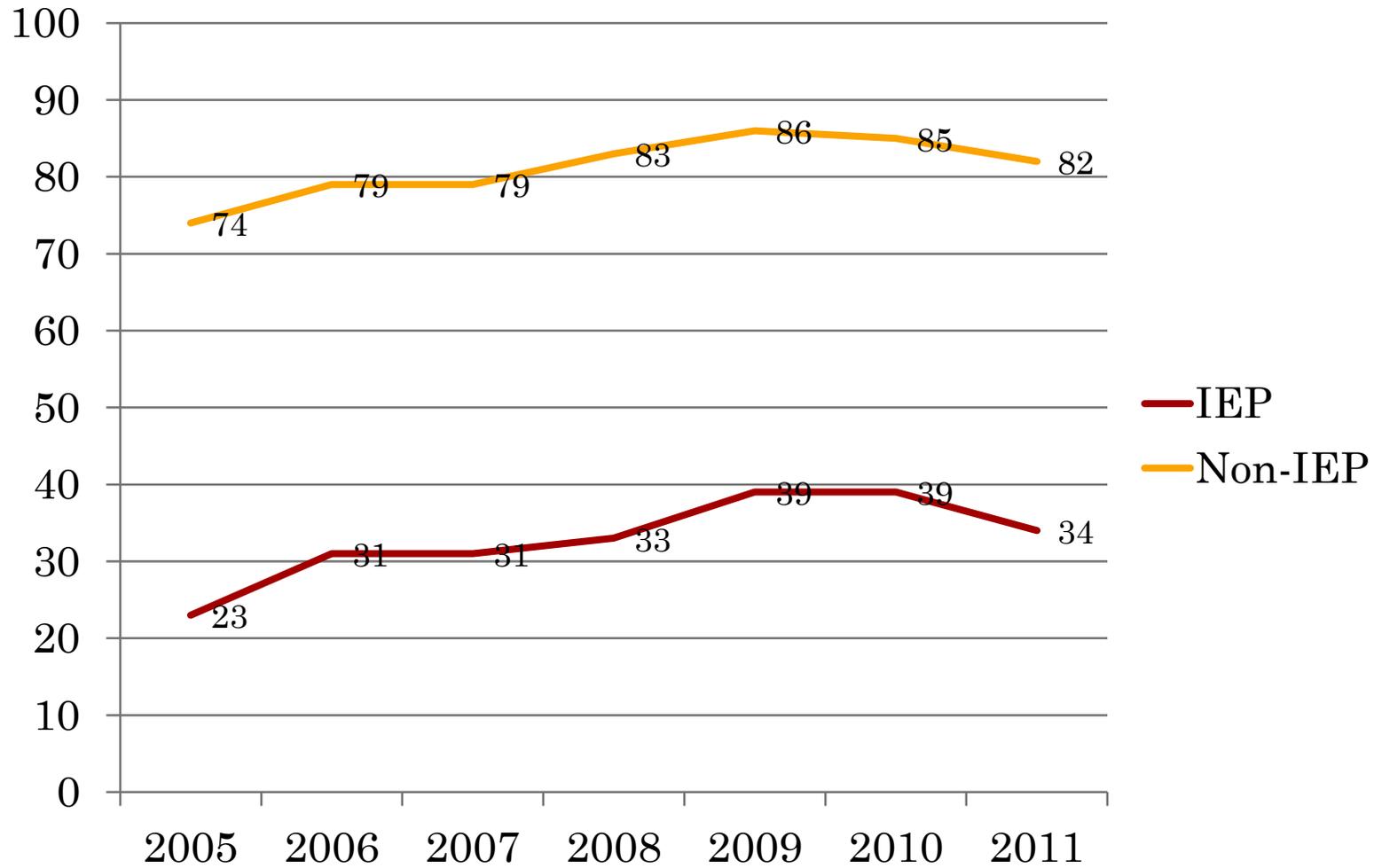
31.58% of monitored districts in 2007-08 through 2009-10 narrowed the gap between students with disabilities and students without disabilities in math proficiency compared to 41.96% of non-monitored districts.



Is New Hampshire closing the
achievement gap?

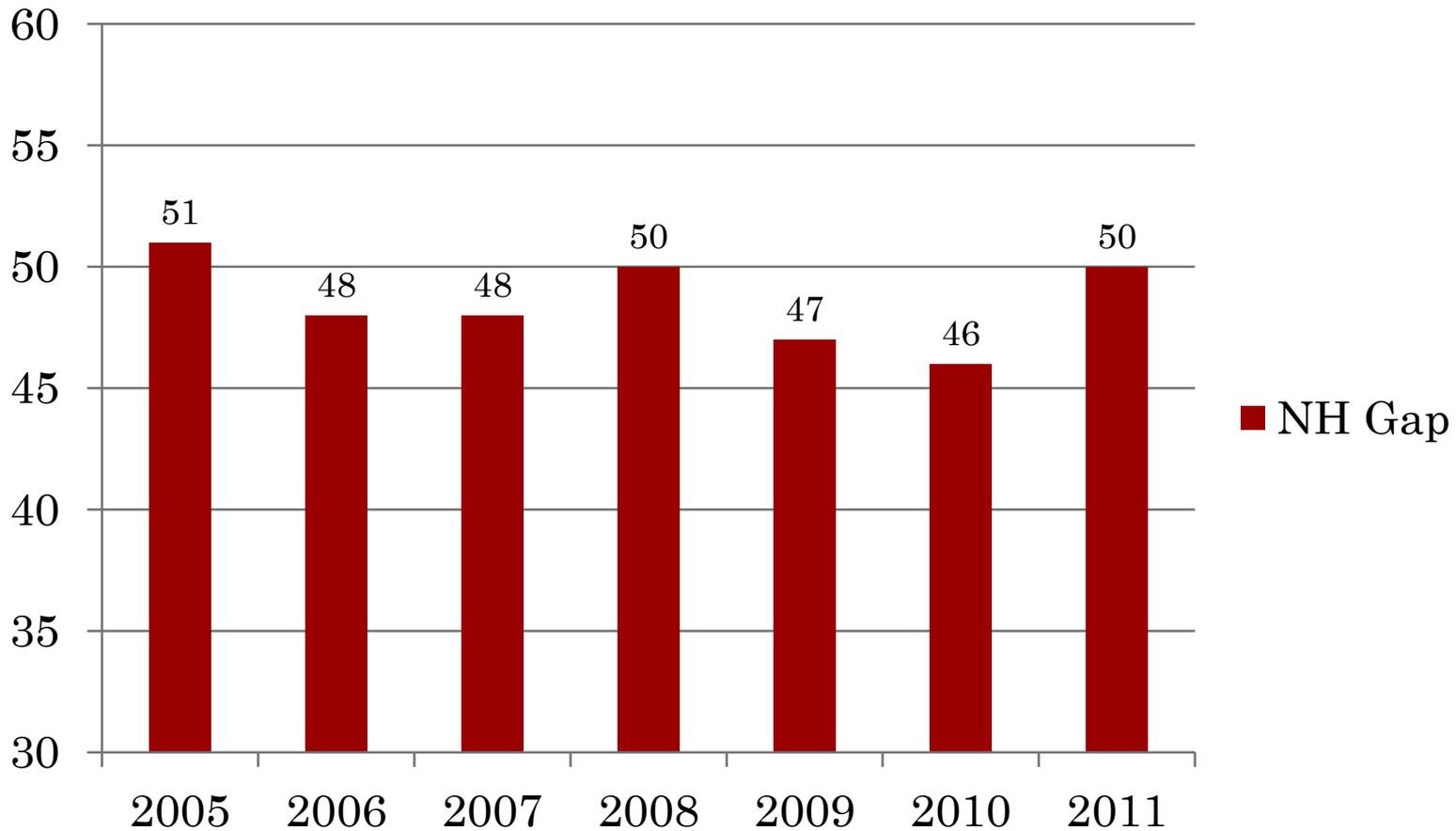


NECAP TEACHING YEAR GRADE 4 READING (2005-2011)

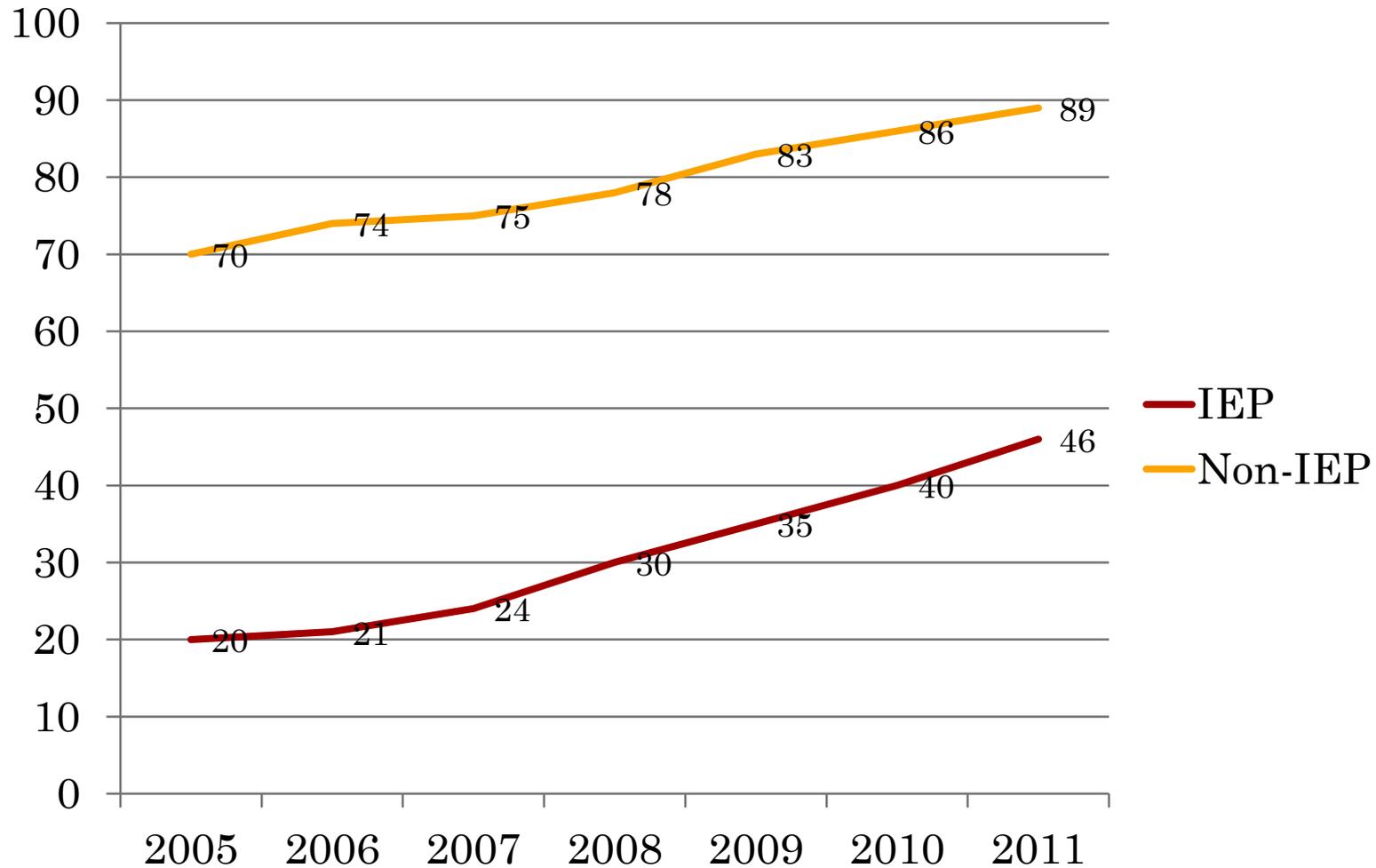


NECAP GRADE 4 READING- ACHIEVEMENT GAP

NH Gap

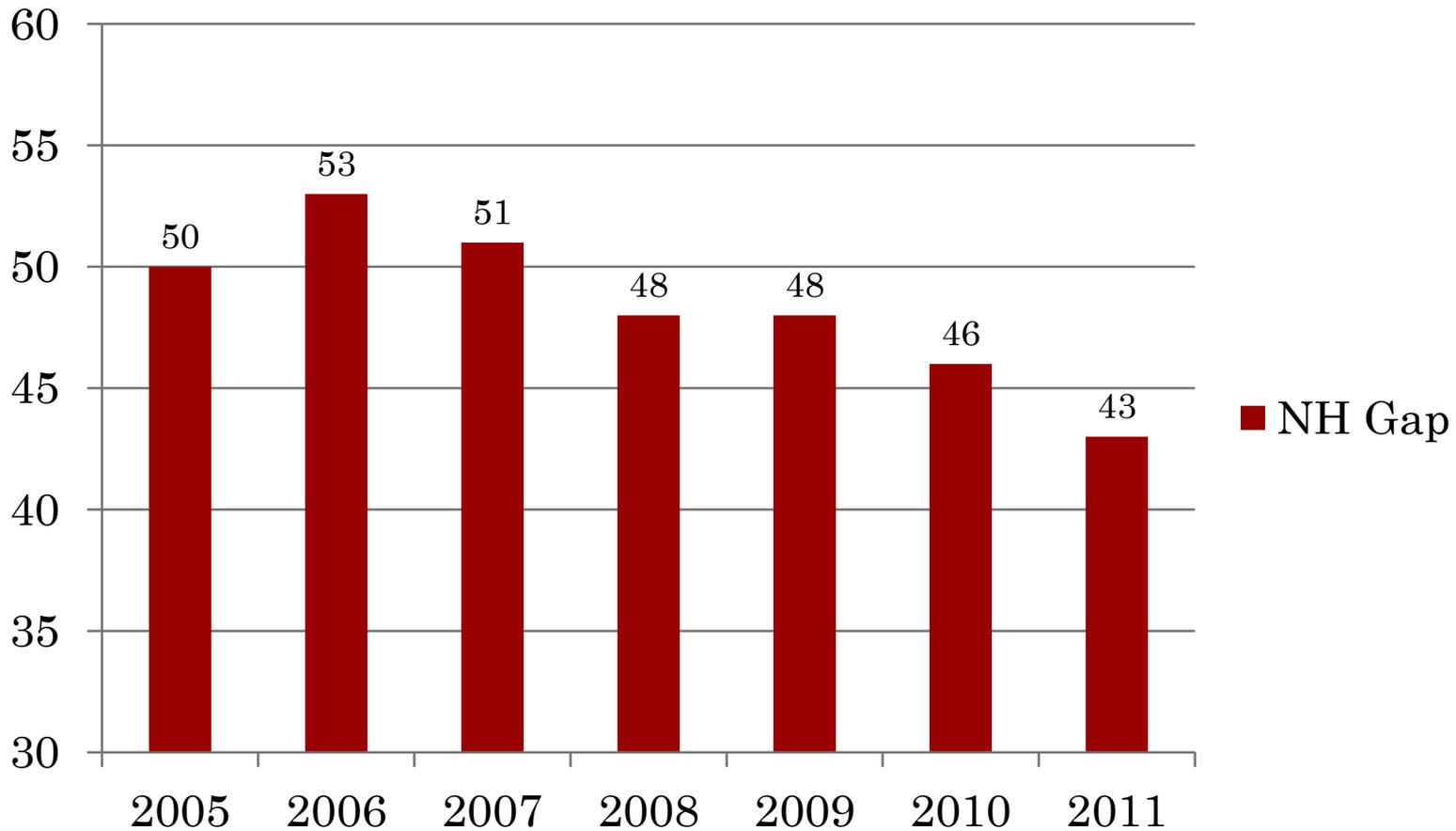


NECAP TEACHING YEAR GRADE 7 READING (2005-2011)

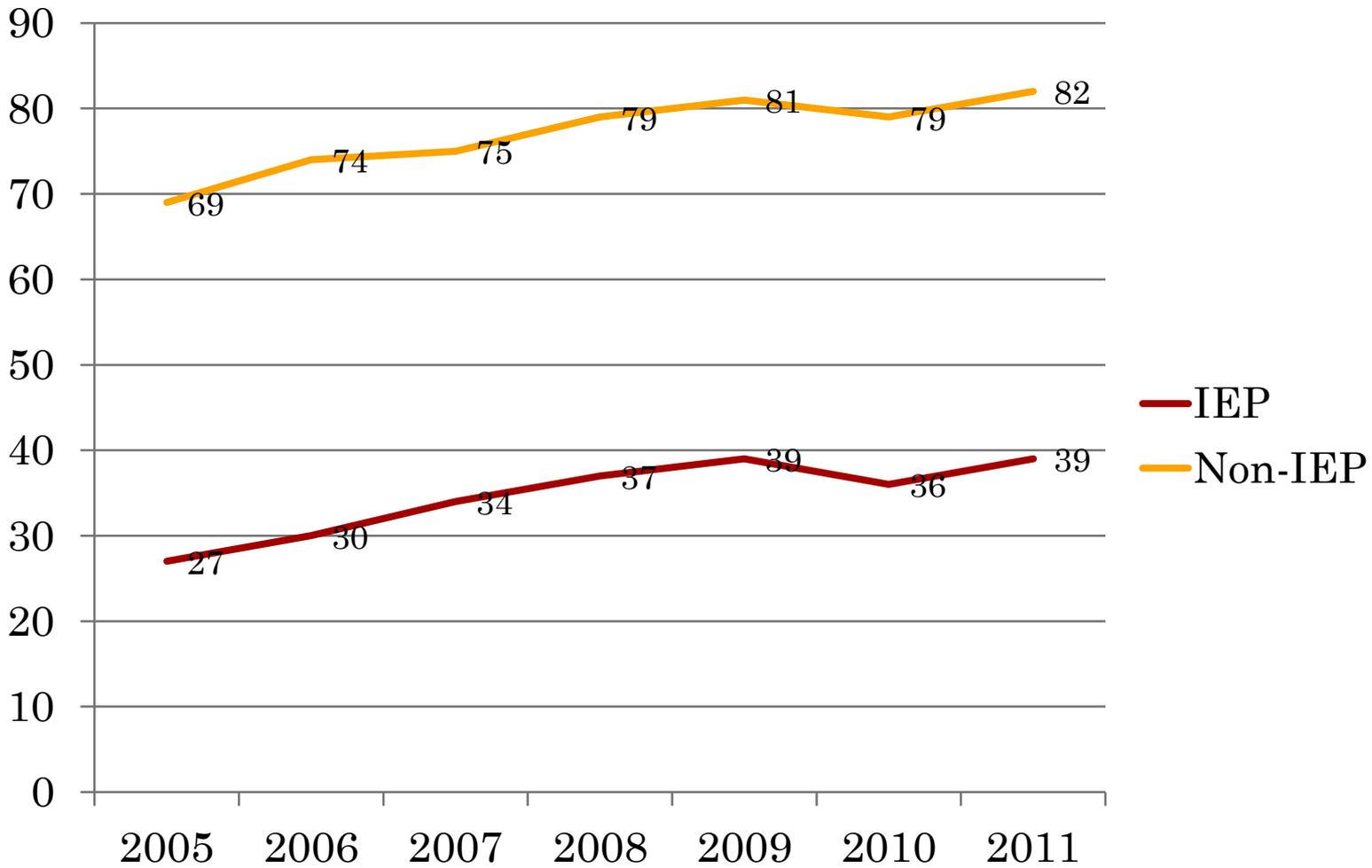


NECAP GRADE 7 READING- ACHIEVEMENT GAP

NH Gap

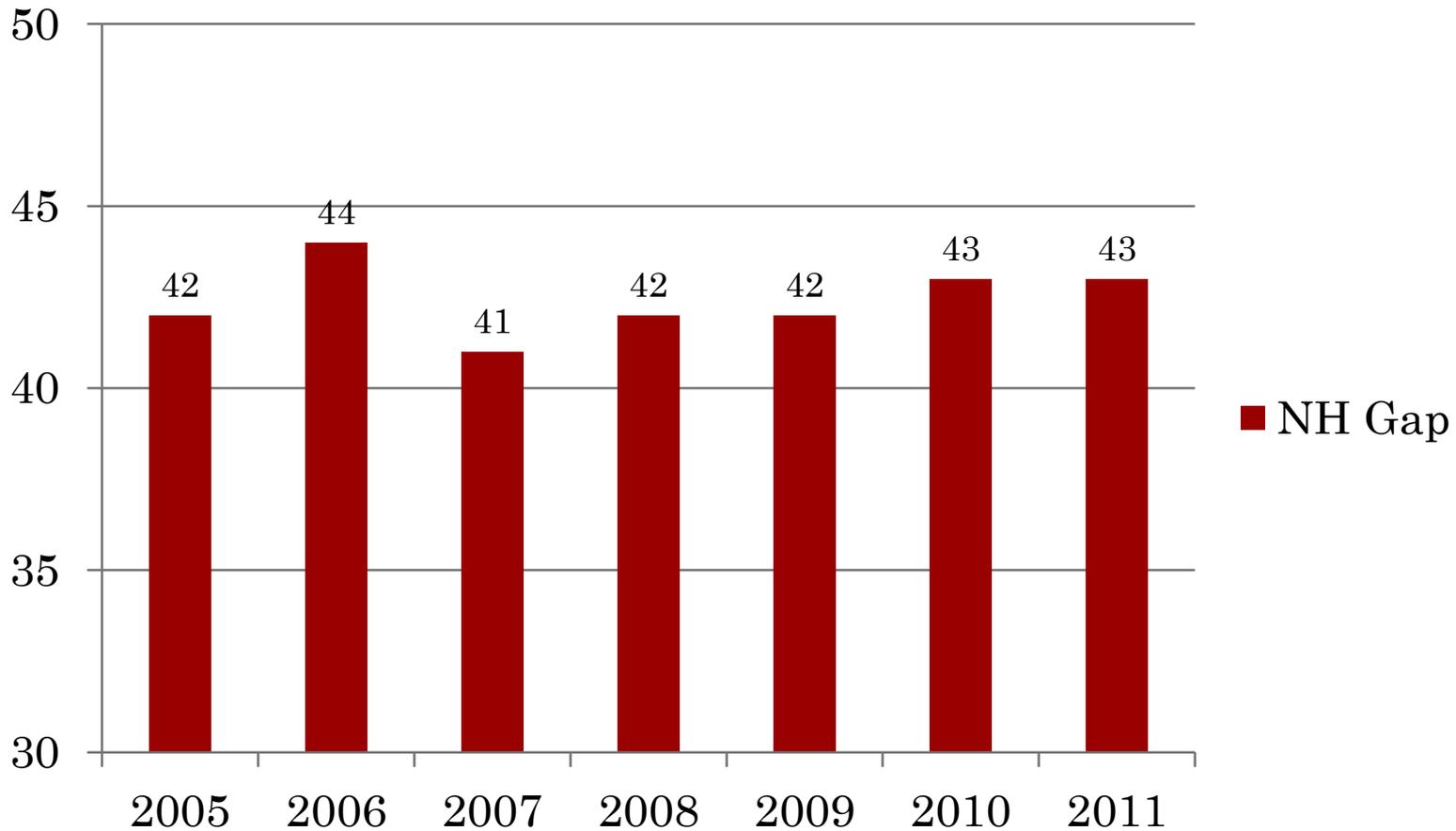


NECAP TEACHING YEAR GRADE 4 MATH (2005-2011)

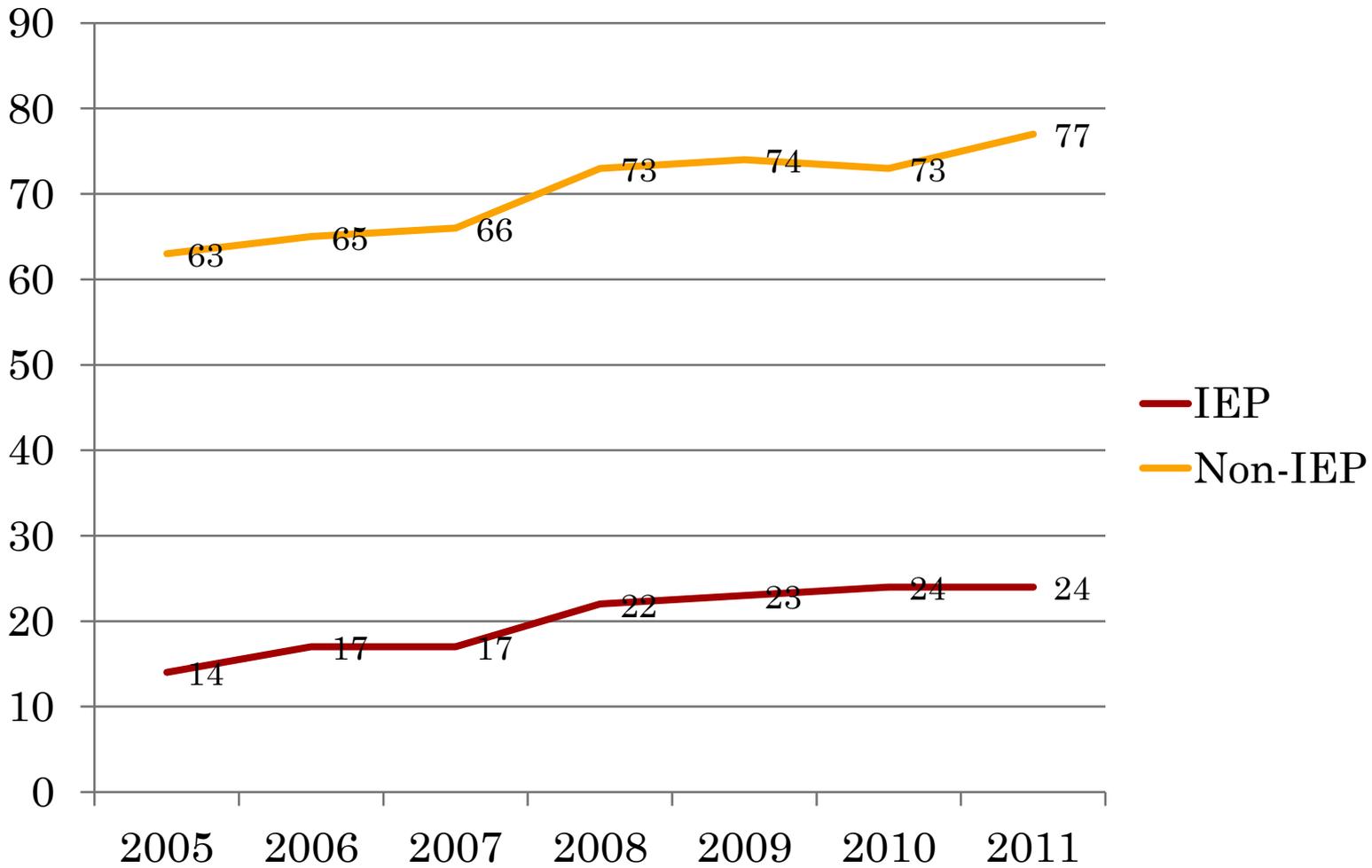


NECAP GRADE 4 MATHEMATICS- ACHIEVEMENT GAP

NH Gap

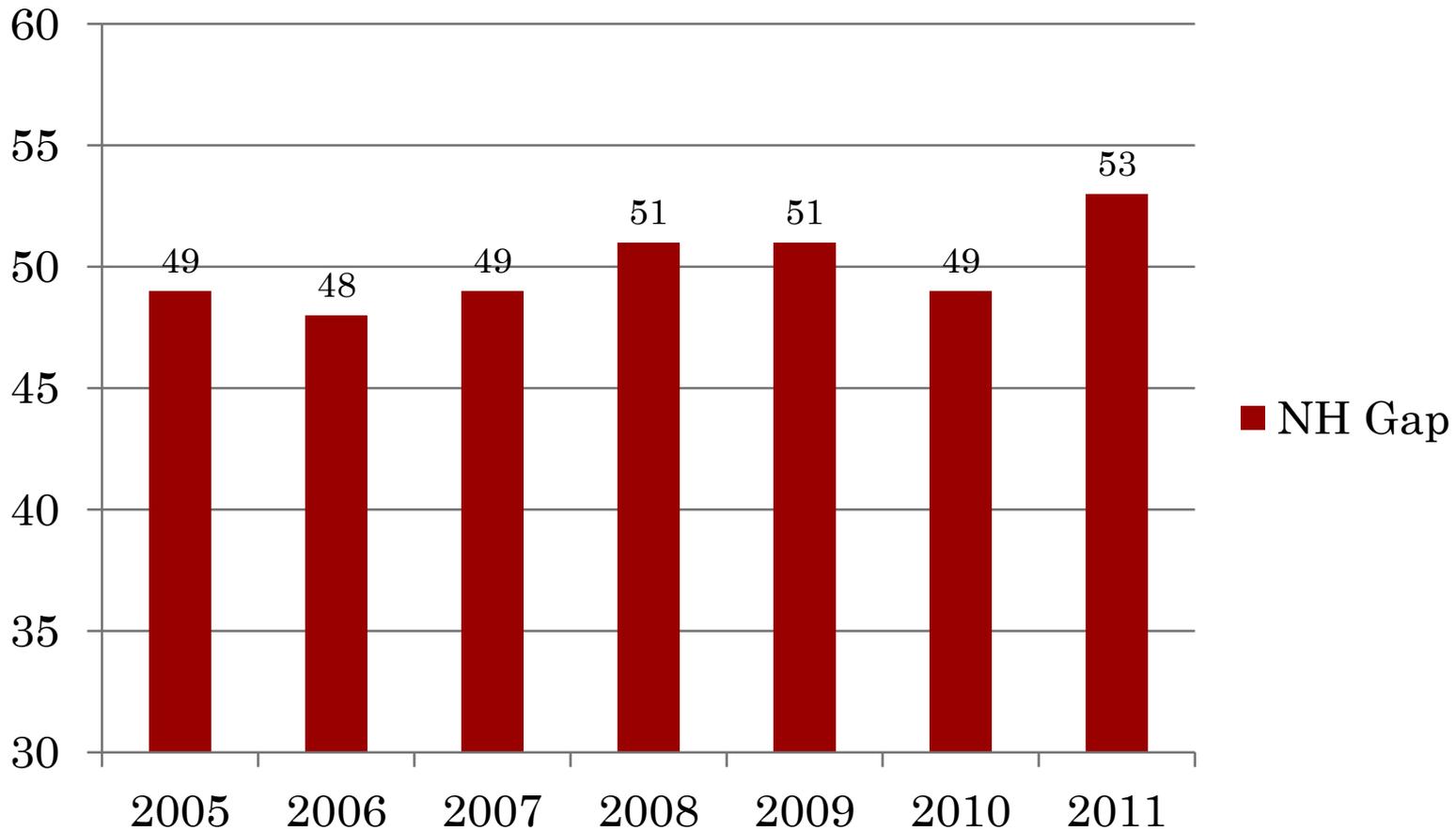


NECAP TEACHING YEAR GRADE 7 MATH (2005-2011)



NECAP GRADE 7 MATHEMATICS- ACHIEVEMENT GAP

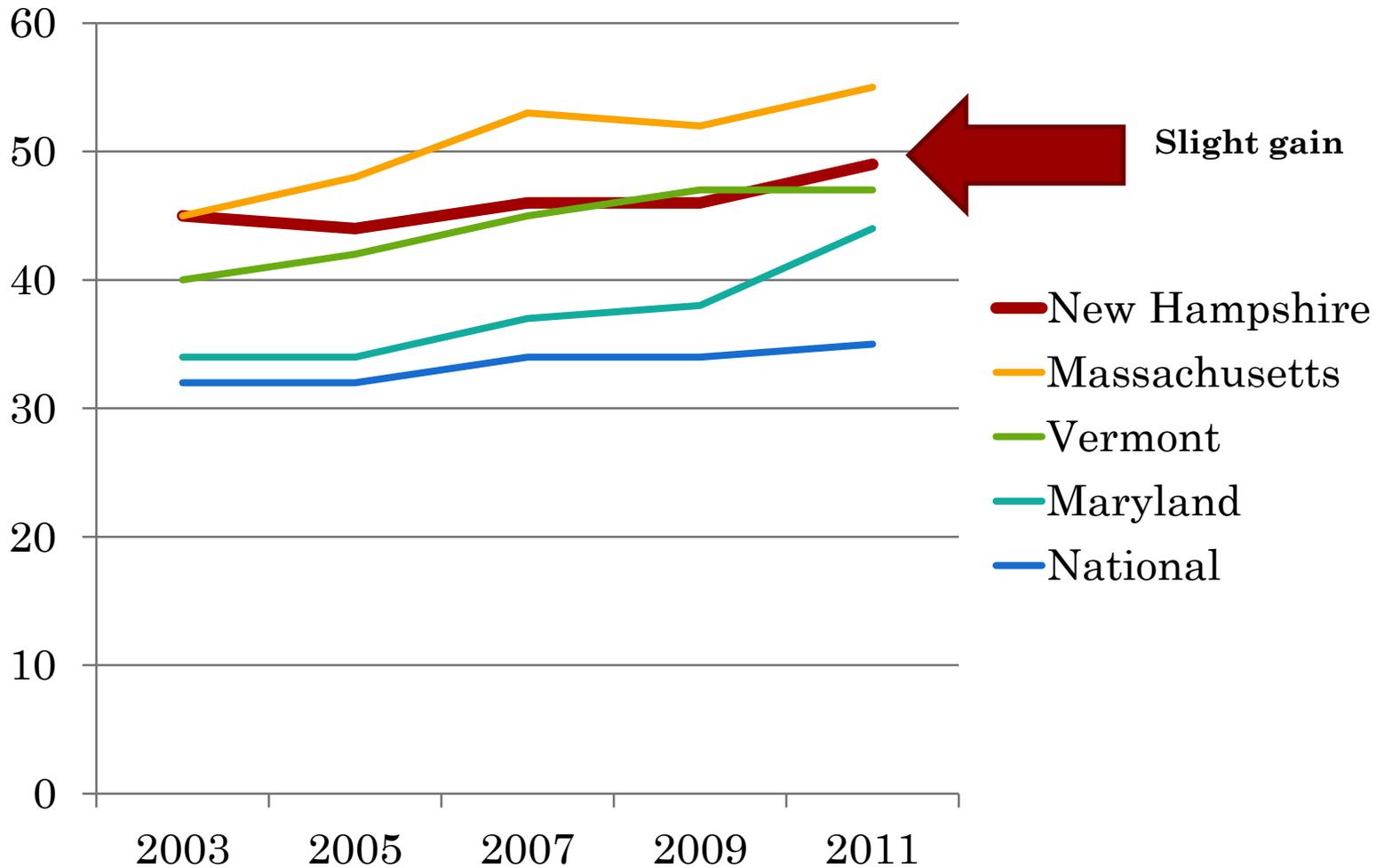
NH Gap



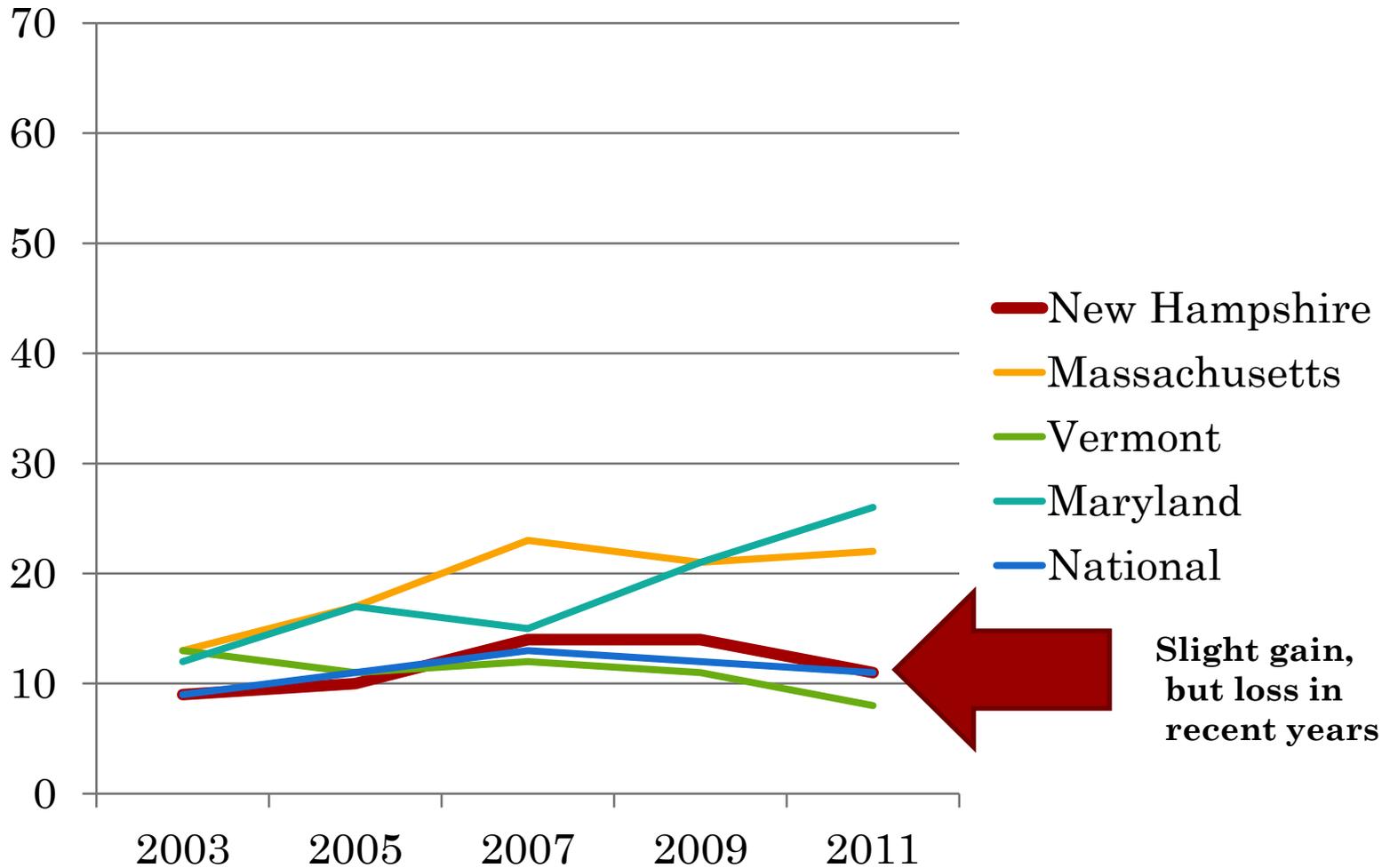
**New Hampshire compared to
other states?**



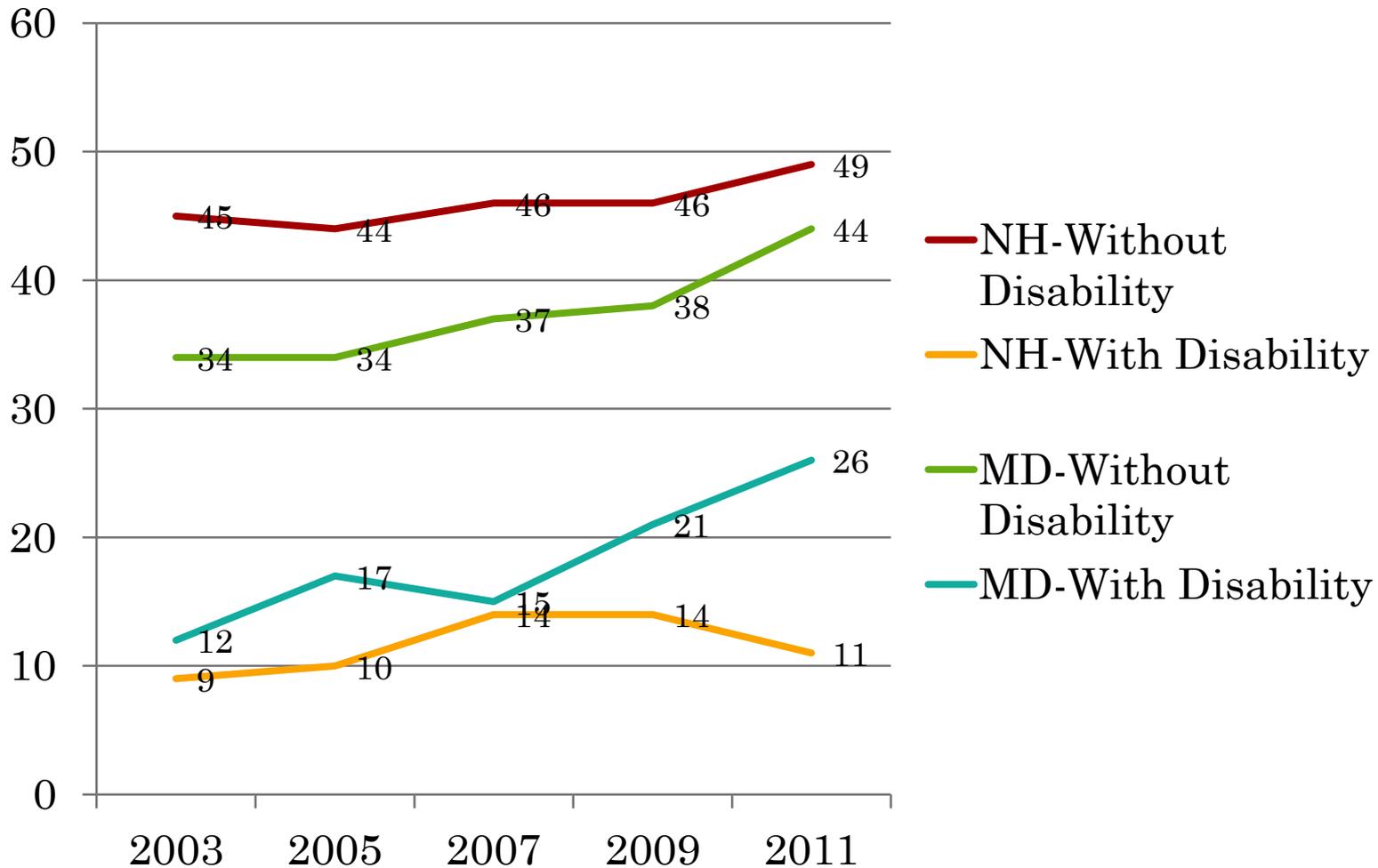
NAEP GRADE 4 READING: STUDENTS WITHOUT A DISABILITY



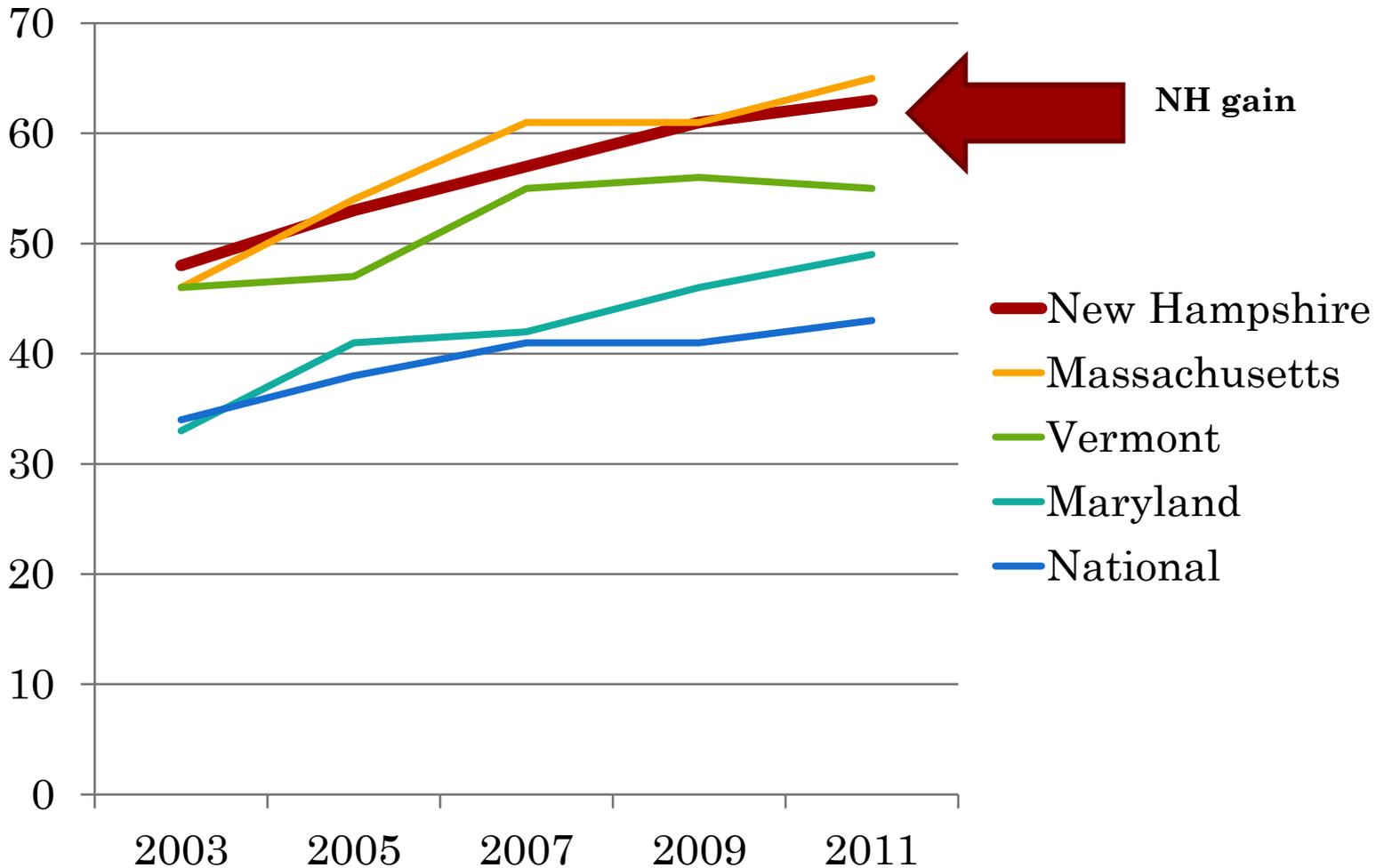
NAEP GRADE 4 READING: STUDENTS WITH A DISABILITY



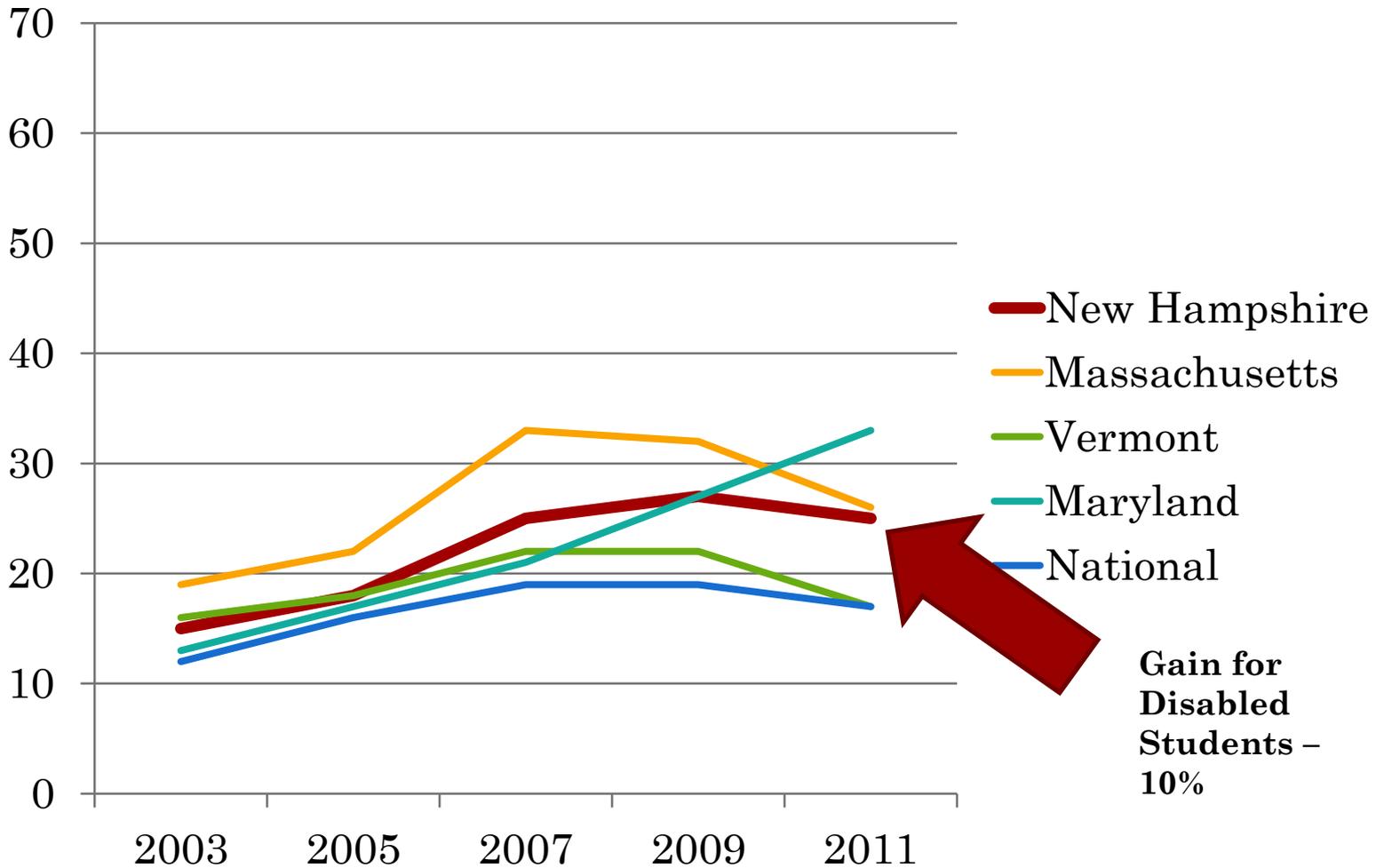
NAEP GRADE 4 READING – COMPARE NEW HAMPSHIRE AND MARYLAND



NAEP GRADE 4 MATHEMATICS: STUDENTS WITHOUT A DISABILITY



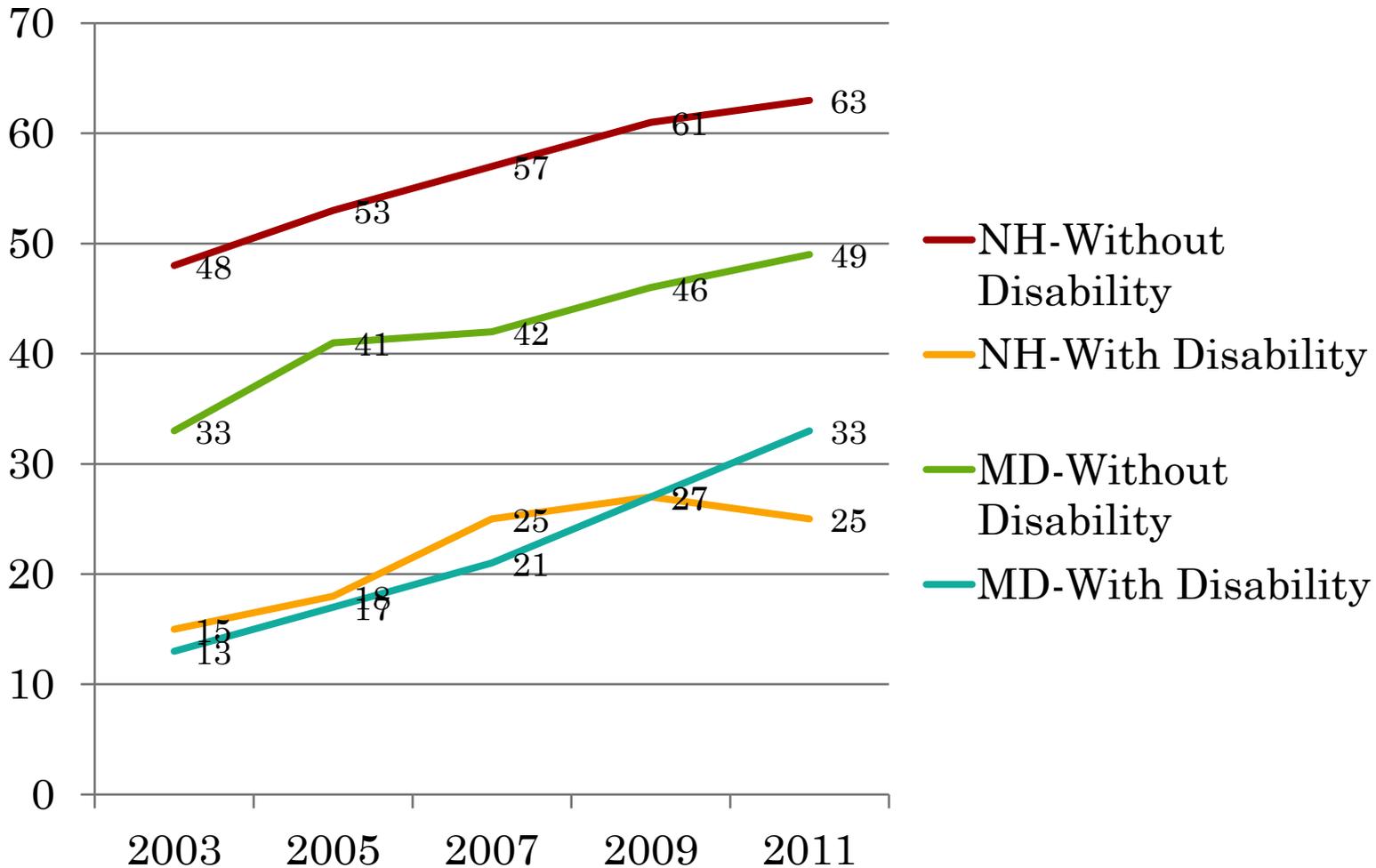
NAEP GRADE 4 MATHEMATICS: STUDENTS WITH A DISABILITY



**Gain for
Disabled
Students -
10%**



NAEP GRADE 4 MATH – COMPARE NEW HAMPSHIRE AND MARYLAND



SO NOW WHAT?

- Why is the gap not closing and what can we do about it?
- Turn to the person next to you and share your ideas about how to close the achievement gap in your district or school.



FINDINGS FROM THE NH FIELD

The FM Process identified common factors contributing to the achievement gap.

The lack of **true** access, participation and progress in the general education curriculum (FAPE in the LRE) for SWD is the central finding.



FM PROCESS FINDINGS INCLUDE:

- ✓ **Lack of true access, participation and progress** in the general curriculum (FAPE in the LRE) is key for all SWD.
- ✓ This means **all students have access to the general/core curriculum first.**
- ✓ Core curriculum is **taught by a highly qualified instructor** implementing the district's aligned curriculum with fidelity.



FINDINGS CONTINUED

- ✓ **Essential learning targets** are identified prior to instruction and understood by all generalists and specialists, paraeducators and students.
- ✓ **Regular formative assessment** is in place and a response to those students who have not mastered the essential learning targets is systematic and immediate.
- ✓ **Dedicated time** is scheduled for teams of teachers including specialists to meet for purposes of planning, assessing and adjusting instruction for SWD.



FINDINGS

- **Leadership clearly communicates** expectations for high learning outcomes for all students and provides a system of accountability to ensure consistency and continuous improvement schoolwide.
- **Students understand and communicate** their learning strengths and needs, participate in setting goals, monitoring progress and planning for college and career readiness.
- **Parents and families are included** in in setting goals for student growth, understanding student formative and summative assessments and planning for college and career readiness.



WHAT CAN DISTRICTS DO TO CLOSE THE ACHIEVEMENT GAP?

What's Required:

- Leadership clearly signals and supports a vision for high learning outcomes for All students. No exceptions.
- All students participate in Core Instruction first.
- Teaching teams establish essential learning targets, aligned to curriculum standards, that are clear to all, including students.
- A formative assessment process is established to assess student mastery of the learning targets.



WHAT CAN DISTRICTS DO TO CLOSE THE ACHIEVEMENT GAP?

What's required:

- A system of immediate response to instruction is in place including targeted and intensive interventions.
- A dedicated system of generalist and specialist collaboration, communication, and shared practice is established
- Student, parent and family engagement is established around student learning goals, outcomes and college and career readiness.
- Leadership establishes an accountability system to ensure effective and consistent practices are implemented and guaranteed schoolwide.



THANK YOU

- *“High expectations for success will be judged not only by the initial staff beliefs and behaviors, but also by the organization’s response when some students do not learn.”*

- Larry W. Lezotte



THANK YOU!!

The Bureau staff is available for questions at this time.

For further questions you may contact the Bureau staff or any of the presenters directly using the contact information provided.

HAVE A GREAT SUMMMER!