Kansas Special Education Administrators’
Monthly Web Meeting Agenda & QA

http://ksde-tasn.adobeconnect.com/pvx8too4incl/

February 15, 2019
1. Legislative Updates................................................................. Dale Dennis
2. Early Childhood Updates............................................................ Natalie McClane
3. KSDE TASN- School Mental Health Initiative Update.................... Chris Perry
4. Vision Screening Guidelines Update........................................... Joan Houghton
5. KSDE TASN- Co-Teaching & Training........................................ Shonda Anderson
6. Dynamic Learning Map Updates............................................... Cary Rogers
7. SPP Indicator 8: Parent Involvement........................................... Melissa Valenza
8. IDEA District Public and Expanded Reports.................................. Tim Berens
9. District Levels of Determination (LOD)
10. Timely and Accurate Data District Rubric
11. KIAS Master Calendar Reminders & State IDEA Vi-B application........... Christy Weiler
12. Director Update........................................................................ Colleen Riley

Useful Links and information shared in today’s webinar:

- Link to Master Calendar: http://www.ksde.org/Portals/0/ECSETS/KIAS/SpecialEdCalendar.pdf

Q&A

Directors Update:

Question: Question: Where is the ESI recommendations with the State Board. Did they recommend changing regulations or are they moving forward with guidance clarification?

KSDE Answer: The state board has heard from our team on February 13th in regards of the ESI recommendations from SEAC, and have proposed some draft language that will be considered. We anticipate some minor changes on regulations. However, in the meantime that KSDE provides guidance for those four areas that board is inquiring about

To access all materials and recorded sessions please go to this KSDE Link:
www.ksde.org/Default.aspx?tabid=506#Director
Early Childhood Update
Natalie McClane  nmcclane@ksde.org
#KansansCan
GOAL: Each student enters kindergarten at age five socially, emotionally and academically prepared for success.
Early learning grant applications are now available!

- These are funding opportunities for the 2019-2020 school year for Kansas Parents as Teachers, the State Pre-K 4 Year Old At-Risk program, and the Kansas Preschool Pilot.

- Instructions and application materials are posted at https://www.ksde.org/Default.aspx?tabid=514

- Due March 8, 2019

- Questions? Email earlylearning@ksde.org
Opportunity to Strengthen Early Childhood in Kansas in 2019

- Kansas has been awarded $4,482,305 in federal grant funding.
- Funding is authorized by the Every Student Succeeds Act (ESSA) and administered by the U.S. Department of Health and Human Services, in partnership with the U.S. Department of Education.
- The Preschool Development Grant Birth through Five is a one-year planning grant.
How Kansas will approach this effort

▪ Working collaboratively across sectors.
▪ Meaningfully engaging families and communities.
▪ Building on existing initiatives, programs and systems.
▪ Working quickly to complete activities by Dec. 30, 2019.
What Kansas will do in 2019

- Conduct needs assessment.
- Develop strategic plan.
- Maximize parental choice and knowledge.
- Share best practices among early childhood providers.
- After the needs assessment and strategic plan are completed, improve the overall quality of early childhood care and education programs in the state.
Stay Engaged and Informed

- **Webinars** (every other Wednesday at 12PM) to share information, take questions, and get feedback.
- **Email Follow-Up** with webinar recording and key links.
- **Access previous webinar links and sign up:**
How You Can Get Involved Today

Our Tomorrows:
- Share a story: bit.ly/OurTomorrows
- Get involved: bit.ly/JoinOurTomorrows

Part C Needs Assessment
- Share a story: bit.ly/PartCAssess (English) or bit.ly/PartCes (Spanish)
- Developmental Screening Survey: bit.ly/devscreen

#KansansCan
Stay Connected

Join the Early Learning listserv (Email bstrohm@ksde.org)

Early Learning Webinars (11:00 A.M. CST)
- February 15, 2019
- April 5, 2019
- May 3, 2019
- Please find a schedule of dates and topics on the TASN website: https://ksdetasn.org/resources/1929

Have Questions? Email earlylearning@ksde.org
The TASN School Mental Health Initiative (SMHI) is funded through a grant from the U.S. Department of Education (#H323A17006) and is administered by the Kansas Department of Education. Content does not necessarily represent the policy of the U.S. Department of Education and endorsement by the Office of Special Education Programs should not be assumed. The SMHI does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries regarding non-discrimination policies should be sent to: Deputy Director, Keystone Learning Services, 500 E. Sunflower Blvd., Ozawkie, KS 66070; 785-876-2214.
The goal is...

“to improve resilience and achievement of children and adolescents with disabilities and their peers through the sustained implementation of systematic tiered levels of evidence-based mental health interventions.”
Objective 1: Strengthen capacity of cross-system teams.

Objective 2: Implement tiered, trauma-informed, mental health interventions.

Objective 3: Data-based decision making for continuous improvement.

Objective 4: Replicable resources, protocols, and processes.

Kansas State Department of Education. http://www.ksde.org
Partnerships Are Needed!

- Mental Health Centers
- Local Daycare center
- Department of Children and Families
- Local Law Enforcement
- Psychiatric Residential Treatment Facilities
- Juvenile Justice

Schools can’t go it alone!

Professional Development and Coaching

Domain #1: Cross-System Collaboration and Alignment

Domain #2: Trauma-Responsive School/Community Practices

Domain #3: Family/Caregiver Engagement

TASN
Additional Examples

Team Workbooks and Toolkits

- Mental Health Toolkit
- Suicide Prevention Toolkit
- Implementation Guide

Trauma Modules

- Moodle Modules
- Activities

Family Engagement

- Trainer of Trainers
- Focus Groups
- Additional Resources
For more information...

KASEA Conference - Topeka
Title: Building School Mental Health One Brick at a Time
Date: 2/27/19 (Afternoon Session)

Find our Resources:
http://ksdetasn.org/smhi

Follow us on Facebook:
http://facebook.com/TASNSMHI

Follow us on Twitter:
http://twitter.com/TASNSMHI

Web and Social Media graphics selected by Freepik
Vision Screening Guidelines
SPED Director’s Webinar 2/15/2019

The Kansas Department of Health and Environment, Bureau of Family Health, and The Kansas State Department of Education, Special Education and Title Services Team supported the sixth revision of The 2018 Kansas Vision Screening Requirements and Guidelines. Many stakeholders from different agencies assisted in the revisions.

The Kansas Vision Screening Program objectives are:
1. Provide up to date screening guidelines and referral criteria.
2. Provide follow-up guidance for all referrals.
3. Promote collaborative partnerships with community providers and schools.
4. Provide resources throughout Kansas.

The information, screening instruments, referral criteria, and screening forms are organized by student age groups, which includes specialized screening based on students’ individual needs. The age groups are:

1. Infants
2. Birth to Age 3
3. Early Childhood ages 3 through 5 Years
4. Ages 6 Years and Older

Copies are available for download by accessing one site:

Kansas State Department of Education, Sensory Losses
The Kansas School Nurses’ Organization
The KS Deaf-Blind Fund Opportunities for Students with Severe Intellectual and Multiple Disabilities
SPED Director’s Webinar 2/15/2019

The Kansas Deaf-Blind Fund has an opportunity for you to access the fund for Students with Severe Intellectual and Multiple Disabilities due to a surplus of funds for this current fiscal year. The KS DB Fund covers 1) assistive technology, 2) consultation, and 3) vision and/or hearing evaluation only, for students ages birth to 21 years. There is a $3,000.00 cap per student until the fund is depleted. Applications will be accepted on a first come first serve basis.

The funding window opens on February 19, 2019 and closes March 19, 2019. Applications will be reviewed and approved based on evidenced based practices. Once the KS DB Fund applications have been approved, KSDE encumbers the approved amount. Districts will need to submit invoices and receipts (no purchase orders accepted) for reimbursement. All invoices and receipts need to be submitted no later than June 3, 2019.

The application form will be sent as an attachment to the listserv The funding application form can be downloaded on the website www.ksde.org> Programs and Services> Sensory Losses> Deaf-Blind Application on February 19, 2019. If you have any questions, please contact Joan Houghton, EdD, 785.296.2515 (V) or jhoughton@ksde.org or Amy D. Martin, 785.296.5806 (V).
The Kansas State Deaf-Blind Fund Application

2019 Funding Opportunity for Students with Severe Intellectual and Multiple Disabilities

Early Childhood Team
Special Education and Title Services Team

An Equal Employment/Educational Opportunity Agency
The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: The Kansas State Department of Education, 120 SE 10th Ave., Topeka, KS 66612, 785-296-3201.
The following information includes step-by-step instructions for submitting a Kansas State Deaf-Blind Fund Application. Instructions are provided for each line that needs to be completed on the student’s application form. The window opens for individual applications for (each student) is February 18, 2019. The widow closes March 19, 2019. If there are any questions, please call Joan Houghton, EdD 785.296.2515 (V), jhoughton@ksde.org, or Amy Martin, 785.296-5608 (V), admartin@ksde.org

Timelines for submitting applications are based on priority status and will be followed without exception. Items purchased prior to approval/disapproval become the fiscal responsibility of the applicant.

COVER SHEET

- Write the fiscal year in the spaces provided.
- Write the name of the student in the space provided.
- Write the name of the Part C Infant/Toddler Services, school district, SPED cooperative, or interlocal to receive funding in the space provided.
- Write the address of the Part C Infant/Toddler Services, school district, cooperative, or interlocal in the space provided.
- Write the name of the contact person and telephone number in the space provided.
- Write the fax number and email address of the contact person.
- Write the student’s KIDS ID # in the space provided
- This form needs to be signed and dated by the special education director or designee in the space provided.

STUDENT INFORMATION

- Write the student’s name and date of birth in the spaces provided.
- Check yes or no in the spaces provided that indicate whether the student;
  a) has severe intellectual and multiple disabilities;
  b) is transitioning to the student’s home district;
  c) is between ages of birth through two years;
  d) is a student who has a suspected vision loss and documented hearing loss in need of an ophthalmological or optometric evaluation; and
  e) is a student who has a suspected hearing loss and documented vision loss in need of an otolaryngological or audiological evaluation.
- Check how the student was counted on the December 1 Child Count in the space provided.
- Write the student’s KIDS number if the student is under the age of 3 years
- Provide a brief description of the student’s educational program in the space provided.

FORM A: ASSISTIVE TECHNOLOGY

- Write the student’s name in the space provided.
- Write the name of the item, the price (including shipping and handling), and a short instructional rationale describing how the item(s) (based on evidence-based practices) will be used to meet the student’s objectives for each item requested in the spaces provided.
- Calculate the amounts (including shipping and handling), and write the total amount in the spaces provided.
- Please Note: The Kansas State Deaf-Blind Fund does not cover Insurance for the requested items.
- PLEASE WRITE THE NAME OF THE ITEMS THAT ARE BEING REQUESTED AND THE URL OF THE ITEMS. YOU DO NOT HAVE TO SUBMIT SCREEN SHOTS OR HARD COPIES OF THE ITEMS.
FORM B: CONSULTANT

- Write the student’s name in the space provided.
- Write the consultant’s name in the space provided.
- Write a description of the consultant’s qualifications in the space provided. Please send a copy of a resume or a vita with the application.
- Write a brief description of the consultation based in evidence-based practices that will be provided for the student. Estimate consultation fees per day and multiply by the number of days in the space provided.
- Estimate hotel expenses (if applicable) in the space provided.¹
- Estimate mileage (if applicable) in the space provided.
- Estimate meal costs (if applicable) in the space provided.
- Estimate other expenses (if applicable) in the space provided (Mileage is calculated using the state rate of the current fiscal year.).
- Calculate the total amount requested for the consultant in the space provided.

FORM C: EVALUATION

- Write the student’s name in the space provided.
- Write the evaluator’s name in the space provided.
- Write the tentative date of the evaluation in the space provided.
- Write the purpose of the evaluation if it is for an audiology evaluation or an ophthalmological evaluation in the space provided. If the evaluation is for assistive technology, augmentative communication, etc., write the purpose based on evidenced-based practices.
- Calculate the total amount requested for the evaluation in the space provided.
- Attach the name, address location, and service provided by the evaluator. This is required before an application for The Kansas State Deaf-Blind Fund will be processed.

DO NOT PURCHASE THE ITEM OR SERVICE UNTIL THE CHANGES HAVE BEEN APPROVED BY THE KANSAS STATE DEAF-BLIND FUND ADMINISTRATOR.

For further information, the application process, contact:

Joan Houghton, EdD Kansas State Deaf-Blind Fund Administrator
Kansas State Department of Education
Special Education and Title Services Team
900 SW Jackson Street, Suite 620
Topeka, Kansas 66612
Phone: 785.296.2515 (V)
FAX: 785.291.3791
Email: jhoughton@ksde.org

Amy D. Martin, Kansas State Deaf-Blind Fund Assistant
Kansas State Department of Education
Special Education and Title Services Team
900 SW Jackson Street, Suite 620
Topeka, Kansas 66612
Phone: 785.296.5608(V)
FAX: 785.291.3791
Email: admartin@ksde.org

¹ Consultants will be reimbursed by the current state rate for the fiscal year that the application was submitted.
THE KANSAS STATE DEAF-BLIND FUND APPLICATION

DID YOU REMEMBER TO INCLUDE?

Check all that apply:

☐ THE COVER SHEET AND OBTAIN SIGNATURE OF SPECIAL EDUCATION DIRECTOR OR DESIGNEE

☐ THE STUDENT INFORMATION FORM

☐ FORM A: INCLUDE THE URL OF THE ASSISTIVE TECHNOLOGY, ADAPTIVE EQUIPMENT, ETC. REQUESTED

☐ FORM B: INCLUDE THE CONSULTANT’S RESUME OR CURRICULUM VITA

☐ FORM C: ATTACH DOCUMENTED VISION OR HEARING LOSS IF REQUESTING EVALUATION OF A SUSPECTED SENSORY LOSS
THE KANSAS STATE DEAF-BLIND FUND COVER SHEET

This application must be completed and submitted by student’s local education agency and signed by the Special Education Director or Designee.

Fiscal Year: July 1, _________________ through June 30, _________________

Name of Student: ______________________________________________________

Name of Part C Infant/Toddler Services, School District, SPED Cooperative, or Interlocal: __________

Address: ______________________________________________________________

          Street               City               State               Zip Code

Contact Person: ______________________________ Telephone: ______________________________

Fax #: ______________________________ Email Address: ______________________________

_________________________________________  __________________________________________
Date      Signature of Part C, Special Education Director, and/ or Designee

DO NOT WRITE BELOW DOTTED LINE. KSDE USE ONLY.

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<td>3.</td>
<td>EVALUATION</td>
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<td>(FORM C) $ ___________</td>
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APPROVED ENCUMBERED TOTAL OF THE KANSAS STATE DEAF-BLIND FUND $ ___________
STUDENT INFORMATION

Student’s Name: ____________________________

DOB: ____________________________

Student currently has severe intellectual and multiple disabilities: Yes _______ No ________

Student is transitioning to the student’s home district: Yes _______ No ________

Student is between ages of birth through 3: Yes _______ No ________

Student with a suspected vision loss and documented hearing loss in need of an evaluation: Yes _______ No ________

Student with a suspected hearing loss and documented vision loss in need of an evaluation: Yes _______ No ________

Student’s KIDS Number (if applicable, above three years of age): ____________________________

Student is counted in the December 1 Child Count as: DB _________

SMD _________

Other _________

DESCRIPTION

Provide a Short Summary of the Student’s Educational Program:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

DISPOSITION OF APPLICATION

THE FOLLOWING ACTION HAS BEEN TAKEN WITH RESPECT TO THIS APPLICATION:

PARTIAL APPROVAL __________________________________________

DISAPPROVAL __________________________________________

________________________________________________________________________

________________________________________________________________________

SIGNATURE, ADMINISTRATOR, KS STATE DB FUND SPECIAL EDUCATION, AND TITLE SERVICES KANSAS STATE DEPARTMENT OF EDUCATION

SIGNATURE, STATE COORDINATOR OR DESIGNEE SPECIAL EDUCATION, AND TITLE SERVICES EDUCATION KANSAS STATE DEPARTMENT OF EDUCATION

DATE ___________ DATE ___________

RETURN TO:

Amy D. Martin, Administrative Assistant
KANSAS STATE DEPARTMENT OF EDUCATION SPECIAL EDUCATION AND TITLE SERVICES
900 SW Jackson Street, Suite 620
TOPEKA, KS 66612-1182
**FORM A: ASSISTIVE TECHNOLOGY**

Student’s Name: ____________________________

<table>
<thead>
<tr>
<th>Items Approved</th>
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</table>

Please list the name, price, and instructional rationale (supported by evidence-based practices) of each assistive/instructional technology, equipment item, that is being requested. Remember to include the URL for each item requested.

1. Item Name/URL: __________________________ Price + Shipping: __________
   *Instructional Rationale: ____________________________________________
   __________________________
   __________________________
   __________________________

2. Item Name/URL: __________________________ Price + Shipping: __________
   *Instructional Rationale: ____________________________________________
   __________________________
   __________________________
   __________________________

3. Item Name/URL: __________________________ Price & Shipping: __________
   *Instructional Rationale: ____________________________________________
   __________________________
   __________________________
   __________________________

4. Item Name/URL: __________________________ Price & Shipping: __________
   *Instructional Rationale: ____________________________________________
   __________________________
   __________________________
   __________________________

TOTAL THIS PAGE $________________________

*Please indicate how the item will be used to meet the student’s objective(s).

FOR KSDE USE ONLY. APPROVED TOTAL FOR THIS PAGE $________________________

Revised February, 2019
FORM B: CONSULTANT

Student’s Name: _______________________________________________________________

Name of Consultant: __________________________________________________________

Description of Qualifications (attach a resume): _________________________________

Description of the type of consultation supported by evidence-based practices for that is being requested.

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

Fees: ___________ days at $_____________ per day                   Subtotal $ ______________

Hotel: (at state reimbursable rate)                              Subtotal $ ______________

_________ Miles (at state reimbursable rate)                      Subtotal $ ______________

_________ Meals (at state reimbursable rate)                      Subtotal $ ______________

Other: ____________________________________________________________ Subtotal $ ______________

TOTAL AMOUNT THIS PAGE  $ ______________

*NOTE: Fees and expenses will be reimbursed at the state rate for the fiscal year that the consultation was conducted. Please complete this form with best estimated costs. These estimated costs will be adjusted accordingly.

APPROVAL DATE

FOR KSDE USE ONLY. APPROVED TOTAL FOR THIS PAGE  $ ______________

Revised February, 2019
FORM C: EVALUATION

Student's Name: ________________________________________________

Name of the Evaluator/Title: _______________________________________

Tentative Date of the Evaluation: ________________________________

Purpose of the Evaluation (list either audiological or ophthalmological only; or list type of evaluation (e.g., assistive technology, augmentative communication, etc.) supported by evidenced-based practices.

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

TOTAL AMOUNT THIS PAGE $________________________

APPROVAL DATE

FOR KSDE USE ONLY. APPROVED TOTAL FOR THIS PAGE $______________
AMENDED FORM A: ASSISTIVE TECHNOLOGY

Student’s Name: ________________________________

Please list the name, price, and rationale as to why each assistive/instructional technology item for which funding is being amended. Items that are amended must be identified and supported by evidenced-based practices.

<table>
<thead>
<tr>
<th>Item</th>
<th>Item Name/URL:</th>
<th>Price + Shipping:</th>
<th>*Instructional Rationale:</th>
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<td><strong>Item Name/URL:</strong></td>
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<td><strong>Instructional Rationale:</strong></td>
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<td><strong>Item Name/URL:</strong></td>
<td><strong>Price &amp; Shipping:</strong></td>
<td><strong>Instructional Rationale:</strong></td>
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**TOTAL AMENDED ITEMS ON THIS PAGE** $_________________________

**FOR KSDE USE ONLY. AMENDED APPROVED TOTAL FOR THIS PAGE** $_________________________
AMENDED FORM B: CONSULTANT

Student’s Name: ____________________________________________________________

Name of Consultant: ________________________________________________________

Description of Qualifications (attach a resume only if the name of the consultant is being amended): ____________________________________________________________

____________________________________________________________________________

Description of the type of consultation supported by evidence-based practices for that is being requested.

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

Fees: _______ days at $__________ per day Subtotal $ ____________

Hotel: (at state reimbursable rate) Subtotal $ ______________

_________ Miles (at state reimbursable rate) Subtotal $ ______________

_________ Meals (at state reimbursable rate) Subtotal $ ______________

Other: ____________________________ Subtotal $ ______________

TOTAL AMMENDED AMOUNT THIS PAGE $ ______________

*NOTE: Fees and expenses will be reimbursed at the state reimbursable rate. Please identify the item that is being amended. It may not exceed the amount from the original application. Estimated costs will be adjusted accordingly.

APPROVAL DATE

FOR KSDE USE ONLY. AMENDED APPROVED TOTAL FOR THIS PAGE $ ______________

Revised February, 2019
AMENDED FORM C: EVALUATION

Student's Name: ____________________________________________________________

Name of the Evaluator: _____________________________________________________
(include name of evaluator that is being amended if appropriate)

Tentative Date of the Evaluation: ____________________________________________

Purpose of the Evaluation (list either audiological or ophthalmological only; or list type of evaluation (e.g., assistive technology, augmentative communication, etc.) supported by evidenced-based practices.):

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

TOTAL AMENDED AMOUNT THIS PAGE $________________

APPROVAL __________________________________________ DATE

FOR KSDE USE ONLY. AMENDED APPROVED TOTAL FOR THIS PAGE $____________
THE KANSAS STATE DEAF-BLIND FUND
REQUEST FOR REIMBURSEMENT
FY 2018-2019

INSTRUCTIONS: Please complete all information as requested. Submit documentation of expenditures (invoices or receipts required) with this form.

DISTRICT REQUESTING REIMBURSEMENT:
____________________________________________________________________________________

TAX ID NUMBER (FEIN)

ADDRESS: ____________________________________________________________

CITY   STATE   ZIP CODE

CONTACT PERSON: _____________________________________________

PHONE NUMBER   FAX NUMBER

EMAIL ADDRESS

STUDENT:

BIRTHDATE

EXPENDITURES:

ASSISTIVE TECHNOLOGY

CONSULTANT

EVALUATION

GRAND TOTAL

REMARKS:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

SIGNED:

SPECIAL EDUCATION DIRECTOR/DESIGNEE   DATE

APPROVAL:

ADMINISTRATOR, THE KANSAS STATE DEAF-BLIND FUND   DATE
Submit the application, documentation, supplemental, and/or reimbursement information to:

Joan Houghton, EdD
Administrator, The Kansas State Deaf-Blind Fund
Kansas State Department of Education
Early Childhood, Special Education, and Title Services
120 S.E. 10th Avenue
Topeka, KS 66612
Phone: 785.296.2515 (V)
FAX: 785.296.785.291.3791
Email: jhoughton@ksde.org

Amy D. Martin
Administrative Assistant, The Kansas State Deaf-Blind Fund
Kansas State Department of Education
Special Education and Title Services
900 SW Jackson Street, Suite 620
Topeka, KS 66612
Phone: 785.368.7192
FAX: 785.785.291.3791
Email: admartin@ksde.org
Working Together for the Success of each Student
Shonda Anderson, Coordinator
Kansas TASN Co-teaching Project
State Level Co-teaching Trainer
Shonda@tasnco-teaching.org

ReNae Mann, Early Childhood Special Educator
Northwest Kansas Educational Service Center
State Level Co-Teaching Trainer
• Project information
• Brief overview
• Kansas results
• Upcoming events
Training & Coaching System

https://ksdetasrn.org/co-teaching
Why Co-Teach?

- Effect on teacher’s personal & professional development?
- Effect on the students we serve?
- Affect on school climate?
- Challenges?
Evidence-Based Rationales

High-Leverage Practice
- Jan. 2017  Council for Exceptional Children and CEEDAR Center
- https://goo.gl/y3QZXJ

Post High School Outcomes
- 2017 National Longitudinal Transition Study
“...educators should learn principles of universal design for learning, differentiated instruction, and co-teaching.”

Judith Heumann
Education Week
“10 Big Ideas: Special Education is Broken”
Jan. 2019
Co-teaching is...

Two or more people sharing responsibility for teaching all of the students assigned to a classroom.

Villa, Thousand & Nevin 2013
4 Approaches to Co-Teaching

- Supportive
- Parallel
- Complementary
- Team
Which Co-Teaching Approaches Result in Effective Classroom Practices?

Results from Kansas Classrooms
92.2% believe co-teaching to have benefits for both teachers and students.

2018 Statewide Co-teaching Survey Results
Co-Teaching Coaching Observations

<table>
<thead>
<tr>
<th>Objective</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Content Objectives Aligned with Standards</td>
<td>74.8%</td>
</tr>
<tr>
<td>Learning Outcomes Demonstrated</td>
<td>77.7%</td>
</tr>
<tr>
<td>Students Follow Clear and Evident Academic Behavioral Procedures</td>
<td>75.6%</td>
</tr>
<tr>
<td>Students Demonstrate Understanding of Directions</td>
<td>80.7%</td>
</tr>
<tr>
<td>Multiple Students Respond Correctly</td>
<td>71.5%</td>
</tr>
</tbody>
</table>
Checking for Understanding

Observed (Percentage of Classrooms)

<table>
<thead>
<tr>
<th>Approach</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Supportive Co-teaching only</td>
<td>54%</td>
</tr>
<tr>
<td>1 Recommended Approach</td>
<td>69%</td>
</tr>
<tr>
<td>2 Recommended Approaches</td>
<td>82%</td>
</tr>
<tr>
<td>3 Recommended Approaches</td>
<td>85%</td>
</tr>
</tbody>
</table>
Providing Prompts and Cues (Percentage of Classrooms)

<table>
<thead>
<tr>
<th>Approach</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supportive Co-teaching only</td>
<td>55%</td>
</tr>
<tr>
<td>1 Recommended Approach</td>
<td>78%</td>
</tr>
<tr>
<td>2 Recommended Approaches</td>
<td>81%</td>
</tr>
<tr>
<td>3 Recommended Approaches</td>
<td>89%</td>
</tr>
</tbody>
</table>
### Providing Feedback

(Percentage of Classrooms)

<table>
<thead>
<tr>
<th>Approach</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supportive Co-teaching only</td>
<td>38%</td>
</tr>
<tr>
<td>1 Recommended Approach</td>
<td>45%</td>
</tr>
<tr>
<td>2 Recommended Approaches</td>
<td>56%</td>
</tr>
<tr>
<td>3 Recommended Approaches</td>
<td>74%</td>
</tr>
</tbody>
</table>
Reinforcing Behavior
(Percentage of Classrooms)

<table>
<thead>
<tr>
<th>Co-teaching Approach</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supportive Co-teaching only</td>
<td>34%</td>
</tr>
<tr>
<td>1 Recommended Approach</td>
<td>45%</td>
</tr>
<tr>
<td>2 Recommended Approaches</td>
<td>56%</td>
</tr>
<tr>
<td>3 Recommended Approaches</td>
<td>74%</td>
</tr>
</tbody>
</table>
Data Considerations...

- What do you see in the data?
- What questions might you have about what you see?
Kansas Co-teaching Training and Coaching Cadre

What We Do
KANSAS TechNICAL ASSISTANCE SYSTEM NETWORK (TASN)
provides technical assistance to support school districts' systematic implementation of evidence-based practices.

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Who We Are
The Co-Teaching Training and Coaching Cadre is funded by the Kansas State Department of Education Special Education and Title Services. The effort is administered by UCP Seguin of Greater Chicago - Infinite.

Check out the 2018 Evaluation Brief!
Link: 2018 TASN Co-Teaching Evaluation Brief
Upcoming Events

• March 22\textsuperscript{nd} – Abilene: Effective Instruction & Cooperative Learning
• April 9\textsuperscript{th} – Sublette: Co-Teaching with Paraeducators
• April 24 & 25 – Wichita: Differentiated Instruction & UDL
• April 30\textsuperscript{th} – Wichita: Co-Teaching with Paraeducators

https://ksdetasn.org/events
KSDE operates the co-teaching initiative through a partnership with UCP Seguin of Greater Chicago – Infinitec. The project was originally funded via a five-year (2012-17) State Personnel Development Grant [SPDG] from the U.S. Department of Education Offic. Kansas TASN Co-Teaching is currently funded through Part B funds administered by the Kansas State Department of Education’s Special Education and Title Services Team. TASN Co-Teaching does not discriminate on the basis of race, color, national origin, gender, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Executive Vice President, UCP Seguin of Greater Chicago – Infintec.
References


DLM Training Opportunity

District & Building Administrator Training

https://kansasedu.qualtrics.com/jfe/form/SV_qXgHisXHNypxDjJOn

Follow the link for a video and supplemental resources to help you implement the Dynamic Learning Maps® alternate assessment for the 2018-2019 school year.

You will learn:
- Overview of DLM® alternate assessment
- Who is eligible
- Monitoring assessments
- Next steps & resources

Information for an optional Q&A chat session is available following the video.

Q & A Chat Session:
Thursday, February 21 at 2:00 - 2:30 pm CST

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Instructionally Embedded Reports – ELA and math only

- Blueprint coverage – can see all students in ELA and math by building (must select ELA and math, all grades, all teachers).

You should have a solid green circle with a check mark for each conceptual area for each student.
- **Column P** – (Instructional # Testlets completed) – refer to testing schedule for fall and winter for how many should be completed. Science – 9 testlets
- **Do not use Column Q** (Instructional # Testlets Required) it will always show (*) in each row.
Please contact me with any questions.

Cary Rogers
Education Program Consultant
Special Education & Title Services Team
(785) 296-0916
crogers@ksde.org
www.ksde.org

Kansas State Department of Education
LANDON STATE OFFICE BUILDING, 900 SW JACKSON STREET, SUITE 620, TOPEKA, KS 66612
Federal IDEA parent survey
Purpose of the survey

IDEA federal requirement to survey parent to determine the 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.
Details about the 2018-2019 survey

- KSDE will mail parent identification letters, envelopes, student lists, and a hard copy of the parent survey.
- KSDE does not have parent addresses, therefore the parent notification letter is mailed by the special education director.
- The notification letter will direct parents to an online survey.
- 11,620 Kansas parents will be sent a survey notification letter.
- Parent letters are two-sided English and Spanish
- Parent letters are also available for download in Vietnamese and Lao
Timeline of events

- March 1st - KSDE mails parent notification letters to special education directors.
- April 1st – parent notification letters mailed by special education directors.
- Late March / Early April – KSDE will send sample reminders to principals for posting in newsletters, emails, or text.
- May 31st – parent survey closes.
Thanks 😊

Thank you for your assistance with the Federal IDEA Parent Survey – your help is truly appreciated.

CONTACT

If you have questions or comments please contact Melissa Valenza at mvalenza@ksde.org or 785-296-6035.
IDEA District Public and Expanded Reports, District Levels of Determination (LOD), and Timely and Accurate Data District Score Sheet

Presenter: Tim Berens  
GSTAD Project Coordinator  
tberens@keystonelearning.org  
https://ksdetasn.org/gstad  
913.538.7250

1. An email announcing the availability of the draft versions of the reports via the KS APR Web Site is scheduled for Friday, March 15, 2019. The email will contain instructions for logging into the system. Please contact me if you have not received the email on March 15, 2019.

2. Comments are welcome. The comment period is scheduled to open on March 15, 2019, and close on April 6, 2019. The Submit Comments button is available during the Draft report period. You may also email your comments to me. If you have questions about the content of the reports, please feel free to contact Colleen or me.

3. Report Finalization is scheduled for no later than April 15, 2019. Directors will be notified of report finalization. Updated LOD banners will be available on the Expanded Report at that time.

4. Superintendent Emails- Target Date for sending emails to Superintendents is the week of April 22, 2019.


6. KS APR Web Site Reports for FFY 2017 reflect the data that was used to calculate the results of FFY 2017 APR that was submitted to OSEP in February 2019. The appendix of the guide contains a table containing the data source year for each indicator.

6.1. Reports Overview: (click on View Guide Link in header for report details)

   6.1.1. State Tab- state-level data

   6.1.2. District Tab- district level data for one district at a time

      6.1.2.1. Public Report- contains data that will be reported to the public on the KSDE web site. Target Date for posting on the KSDE web site: April 29, 2019.

      6.1.2.2. Expanded Report- more detailed look at Public Report. The Level of Determination (LOD) and the Rewards & Enforcements are in this report. The footer contains the rules for assigning the LOD.
6.1.2.3. Target Met, Progress & Slippage, and Numerator Difference Reports- are available to assist you in drilling down a little further into the data.

6.1.2.4. EC Report- Indicator 6, 7 and 12 data.

6.1.3. Cluster Tab- district level data for all districts at one time.

6.1.4. View Guide link- pdf file that contains more details about the reports and how the Indicators are calculated.

6.1.5. View Targets link- Targets were established for FFY 2013 through FFY 2018.

6.1.6. Printing- use your browser or the Create PDF report button

6.2. Please note:

6.2.1. Correction of Noncompliance is measured for each compliance indicator and is a factor in the assignment of the LOD.

6.2.2. Timely and Accurate Data score sheet uses the same questions as last year. The score from the Timely and Accurate Data score sheet is a factor in the assignment of the LOD.

7. Districts are expected to submit timely and accurate data. Beginning with the FFY2016 school year, if districts do not submit federally required data elements, timely and accurate points will not be awarded to the district. This could impact a district’s level of determination. This includes but is not limited to; KIDS Collection records, MIS / 618 data, KAN_Dis discipline incidences and Indicator 11, 12, 13 data.”

8. MIS Workshops

Mason and I will be offering an administrator’s pre-leadership MIS workshop as part of the July 2018 Leadership Conference. We look forward to seeing you there. Registration for the pre-leadership MIS workshop is done at the same time as registration for the Leadership Conference.

PreLeadership Administrators Workshop:
Mason and I will be offering an administrator’s pre-leadership MIS workshop as part of the July 2019 Summer Leadership Conference. We look forward to seeing you there. Registration for the pre-leadership MIS workshop is done at the same time as registration for the Leadership Conference.

MIS Data Clerk Workshops:
If you are not able to attend the pre-leadership MIS workshop, the dates and locations for the FY 2020 MIS Workshops have been scheduled for following dates and locations:

August 2-Wichita
August 13-Lawrence
August 15-Manhattan
August 16-Hays
Recommendations to Change Requirements for a Kansas Paraprofessional to Become Highly Qualified

Feb. 12, 2019

Tate Toedman
Assistant Director
KSDE, Special Education and Title Services
Title I Paraprofessionals
Requirements

https://www.ksde.org/Agency/Division-of-Learning-Services/Early-Childhood-Special-Education-and-Title-Services/Title-Services/Federal-Programs/Title-I-Part-A/Paraprofessional
Title I Paraprofessionals
Requirements

- Targeted Assistance Schools
- Schoolwide
Title I Paraprofessionals
Requirements

Have a high school diploma or a GED and

- Complete 48 hours at an institution of higher education* OR
- Obtain an associate (or higher) degree OR
- Pass a state-approved assessment that assesses the ability to assist in instructing reading, writing and mathematics (or reading, writing, mathematics readiness).
Title I Paraprofessionals Requirements

- **ParaPro Assessment** by Educational Testing Services (ETS):
  - One assessment includes reading, writing and mathematics. The passing score is 455 points.
  - May not retest sooner than 21 days (not including the initial test date).

- **ParaEducator PD Now!** (formerly ParaEducator Learning Network) by Master Teacher Inc. There are two assessments; both must be passed to meet the requirements:
  - Assessment 1: Reading, Writing and Math: Instructional Support (65 percent to pass) and
  - Assessment 2: Reading, Writing and Math: Knowledge and Application (70 percent to pass).

- **WorkKeys** by ACT Inc. There are three assessments that must be taken and passed:
  - Workplace Documents - was Reading for Information. Must obtain a Level 4 score to pass.
  - Applied Math. Must obtain a Level 4 score to pass.
  - Business Writing. Must obtain a Level 3 to pass; and

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Title I Paraprofessionals Requirements

- ParaPro Assessment: No changes recommended.
- ParaEducator PD Now!: No changes recommended.
Title I Paraprofessionals Requirements

- **WorkKeys** by ACT Inc. - There are three assessments that must be taken and passed:
  - Workplace Documents (was Reading for Information). Must obtain a Level 4 score to pass.
  - Applied Math. Must obtain a Level 4 score to pass.
  - Business Writing – Must obtain a Level 3 to pass; and
  - Instructional Support Inventory

Change to:

- Workplace Documents (was Reading for Information). Must obtain a Level 4 score to pass.
- Applied Math. Must obtain a Level 4 score to pass; and
- Graphic Literacy. Must obtain a Level 3 to pass.

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Title I Paraprofessionals
Requirements

- WorkKeys National Career Readiness Certificate.

- High School students taking this as part of Teacher Pathway.
- Nationally recognized
- Portable
- Evidence based
- Validates an individual's WORK readiness skills

Kansas leads the world in the success of each student.
2019 ACT/WorkKeys Information

The Kansas Legislature appropriated funds for a statewide contract to provide one free ACT assessment and one free WorkKeys suite of assessments to public high school juniors and seniors who haven’t had the opportunity to take them. A student may complete one or both of the assessments. ACT and WorkKeys aren’t required assessments.

ACT state testing website:
For additional information on ACT testing in Kansas, visit:

ACT/WorkKeys Fact Sheet:

Kansas leads the world in the success of each student.
Questions/Comments
Welcome to the IRIS Newsletter!

New Year, New Newsletter

Welcome to the inaugural issue of the IRIS Standard! The first year of our latest funding cycle was a busy one, and we’d like to take a moment to share some of what we’ve accomplished. Read on to find brief items about our revamped and updated Website, new product lines and online tools, collaborations with our partners and friends, and so much more.
The IRIS Website: Rebuilt & Recharged

Let's kick things off with our updated and improved Website. You may have noticed our fresh, modern look, thanks to the talents of our partners at Optimity Advisors. However, many improvements—for example, to navigation, accessibility, and security—took place behind the scenes and might not be as easy to spot. These enhancements include:

- Updating to a more intuitive, user-friendly interface
- Streamlining to host all products and tools under a central “Resources” tab
- Improving to Web Content Accessibility Guidelines (WCAG) 2.0 standards, in addition to our current Section 504 compliance
- Adding dual-factor authentication to strengthen security for accounts related to our PD Certificates and School & District Platform
- Upgrading to meet the European Union’s General Data Protection Regulation (GDPR) data privacy standards

Rebuilt from the ground up, the IRIS Website offers the greatest possible accessibility for the largest number of visitors. We encourage you to re-acquaint yourself with our ever-expanding library of resources, including our newest releases (see below).

Visit IRIS Now
In 2018, the IRIS Center Website hosted 2.4 million visits.

In 2018, IRIS resources were used in 216 countries and territories worldwide (indicated in purple).

Did you know? An iris petal is also called a "standard."

New Product Line: Fundamental Skill Sheets

These all-new IRIS resources focus on the smaller, more discrete skills that every effective teacher should have in his or her toolbox. The first set of IRIS Fundamental Skill Sheets covers:

- Behavior-specific praise
- Choice making
- High-probability requests

Top Users: 2018

1. United States
   2,090,092
2. Philippines
   40,567
3. India
   31,877
4. Canada
   23,164
5. Australia
   20,904
6. United Kingdom
   11,917
7. Mexico
   11,320
8. South Africa
   9,932
9. Spain
   8,076
10. Colombia
    6,283
Each fundamental skill sheet explains the skill or practice in easy-to-understand language, summarizes foundational research, provides implementation procedures and tips, and includes video examples and non-examples in elementary and secondary classrooms.

To view the collection, visit our IRIS Resource Locator (IRL) and click on the “Resource Type” tab. Select “Fundamental Skill Sheets” and explore away!

New Tools: IRIS Alignment Tools

We’ve posted a trio of tools to help you identify which of the IRIS resources align with particular areas of need or interest.
CEEDAR innovation configurations (ICs) can help you evaluate the content coverage in your current teacher preparation or PD programs by determining the extent to which evidence-based practices (EBPs) in key areas are taught, observed, and applied. The IRIS-CEEDAR Innovation Configurations Tool helps you identify IRIS resources that provide information on those particular EBPs.

High-leverage practices (HLPs) are 22 essential special education techniques—identified by the Council for Exceptional Children and the CEEDAR Center—that all K-12 special education teachers should be able to demonstrate with mastery. The HLPs are organized around four aspects of practice—collaboration, assessment, social/emotional/behavioral, and instruction. Our partners at the CEEDAR Center worked with us to develop the interactive IRIS High-Leverage Practices Alignment Tool to help you identify which of our instructional resources provide information on those HLPs.

Finally, each State Systemic Improvement Plan (SSIP) identifies an area of focus and the intended results, referred to as the state-identified measurable result (SiMR). You guessed it, we have an alignment tool for each of the six Part B SiMR topics:

- Early Childhood Outcomes
- Graduation
- Math
- Post School Outcomes
- Reading and Math
- Reading ELA
New Feature: IRIS Stories

Ever wonder how others are using IRIS resources? Want to “up” your IRIS game? We’ve added a new feature to our homepage—IRIS Stories—where our users share their own unique experiences. Whether told by college faculty, state or district personnel, school principals, or classroom teachers, every story demonstrates a creative way to use IRIS resources.

Want to share your IRIS Story? Contact us at iris@vanderbilt.edu and let us know!
Revised Module: Student Accommodations

The recently revised IRIS Module Accommodations: Instructional and Testing Supports for Students with Disabilities overviews instructional and testing accommodations for students with disabilities, explains how accommodations differ from other kinds of instructional adaptations, defines the four categories of accommodations, and describes how to implement accommodations and evaluate their effectiveness for individual students.

View the Module!
The National Center on Intensive Intervention (NCII) aims to build the capacity of state and local education agencies, universities, practitioners, and other stakeholders to support the implementation of intensive intervention in reading, mathematics, and behavior for students with severe and persistent learning and/or behavioral needs. In partnership with the University of Connecticut, the National Center on Leadership in Intensive Intervention, and the CEEDAR Center, NCII has recently released a four-part course to help enhance educators’ understanding of explicit instruction. The course includes content modules focused on:

- Modeling and practice
- Using effective methods to elicit frequent responses
- Providing immediate specific feedback
- Maintaining a brisk pace and evaluating instruction to support students’ needs

Each module includes FREE presentation content with video examples and nonexamples, practice-based opportunities, and more. This course is the first in a series related to intensive intervention in math, reading, and behavior that will be released on a rolling basis over the next year. View the course and explore the available content.