

**Please note –**  
**When you enter the meeting,**  
**your mics will automatically be muted.**  
**Thank you very much.**



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**Please feel free to unmute yourself and ask  
questions as they come up  
*or*  
drop any questions in the Chat Box  
and we will answer them.**





# **Office of Special Services**

**CDS**

## **Special Education in a Pandemic – Part 2**

**Zoom Meeting Date:**

**Wednesday 7/8/2020**



# **Team Members**

**Roberta Lucas – Federal Programs Coordinator**

**[roberta.lucas@maine.gov](mailto:roberta.lucas@maine.gov)**

**Leora Byras – Special Education Consultant**

**[leora.byras@maine.gov](mailto:leora.byras@maine.gov)**

**Anne-Marie Adamson – Special Education Consultant**

**[anne-marie.adamson@maine.gov](mailto:anne-marie.adamson@maine.gov)**

**Colette Sullivan – Special Education Consultant**

**[colette.sullivan@maine.gov](mailto:colette.sullivan@maine.gov)**

# Please put the following information in the Chat Box:

- What is your name?
- What is your role?
- Which site do you work at?
- Do you have any questions or concerns you want us to consider throughout this training?





**At the end of each Zoom meeting, Julie Pelletier will forward the PP, and any corresponding information to Regional Directors to share.**

**This 7 Week training session was requested by Erin Frazier, State Director of Special Services B-20, in an attempt to align all Part B Programming.**

**All material has been prepped, but will be modified and adapted based on your feedback.**

**This is intended to be Foundational Learning and each session will be built upon the session prior.**

**Please consider a student you work with that has Autism or DD.**

**Be prepared to share the child's initials and DOB on Week 5.**

**We will review in CINC and choose 2 as Case Studies. We will discuss programming specific to those children.**

**Caregiver Input**

**Evaluations/  
Observations**

**CHILD  
Centered IEP**

**LRE**

**Data**



<b><u>Special Education in a Pandemic – Part 1</u></b> Tuesday 7/7/2020	<b><u>Special Education in a Pandemic – Part 2</u></b> Wednesday 7/8/2020	<b><u>Special Education in a Pandemic – Part 3</u></b> Thursday 7/9/2020
<b><u>Data: Where to Begin –</u></b> Tuesday 7/14/2020	<b><u>Data: ABC</u></b> Wednesday 7/15/2020	<b><u>Data: ABC – Extended</u></b> Thursday 7/16/2020
<b><u>Data: Duration/Frequency</u></b> Tuesday 7/21/2020	<b><u>Data: Duration/Frequency – Extended</u></b> Wednesday 7/22/2020	<b><u>Data: Duration/Frequency – Exemplars and Practice</u></b> Thursday 7/23/2020
<b><u>Data: Latency</u></b> Tuesday 7/28/2020	<b><u>Data: Latency – Extended</u></b> Wednesday 7/29/2020	<b><u>Data: Latency – Exemplars and Practice</u></b> Thursday 7/30/2020
<b><u>Data: Interval</u></b> Tuesday 8/4/2020	<b><u>Data: Interval – Extended</u></b> Wednesday 8/5/2020	<b><u>Data: Intervals – Exemplars and Practice</u></b> Thursday 8/6/2020
<b><u>Data: IEP Training</u></b> Tuesday 8/11/2020	<b><u>Data: IEP Training</u></b> Wednesday 8/12/2020	<b><u>Data: IEP Training</u></b> Thursday 8/13/2020
<b><u>Autism and Developmental Delay –</u></b> Tuesday 8/18/2020	<b><u>Autism and Developmental Delay – Considerations and Practice</u></b> Wednesday 8/19/2020	<b><u>Autism and Developmental Delay – Present Level and Goals</u></b> Thursday 8/20/2020

# Council of Administrators of Special Education – CASE

May 1, 2020



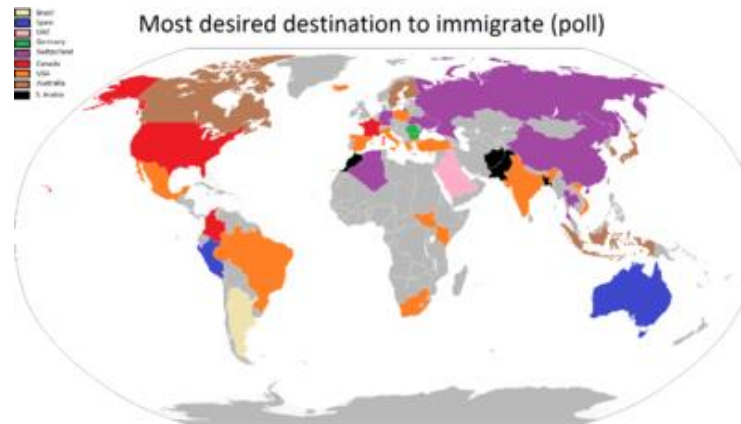
#WeKeepLeading

## Four Priorities for Special Education:

- 1** Focus on the safety, health, and welfare of students and staff members in your community.
- 2** Provide FAPE - Deliver services to as many students as you reasonably can in the best way you know how.
- 3** Document your efforts; make sure documentation is focused, consistent, detailed and demonstrates a good faith effort to provide good services.
- 4** Compliance during the pandemic - IDEA wasn't built for this.

# EL Considerations

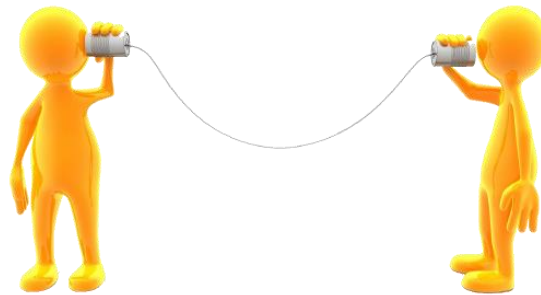
New immigrant families who have been through a lot of upheaval may still be trying to adjust to life in the U.S., and as a result, their children might need some extra support. Families who have lived in the U.S. for a long time may be enrolling their children in a preschool program for the first time and may be very nervous or uncertain of how to proceed. Here are a few ideas that may help ease the transition into a formal academic program.



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# EL Considerations

- Communication is key, have an interpreter whenever possible.
- Don't assume that parents know procedures. For example, if a child is ill, the parent may not realize that they should call the school if their child won't be attending that day.
- Make sure the parents understand what the child will be doing at school, so they know what to expect.



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<https://www.colorincolorado.org/article/ells-early-childhood-education-recruiting-immigrant-families>

# EL Considerations

Many of these children will be away from their mother and other family members who make up their safe community for the first time. They are at a school without that family and perhaps in an environment where they don't understand the language. This can be emotionally exhausting. If the child cries a lot when the mother is dropping them off, develop a strategy to ease the transition depending on the needs of the child.



<https://www.colorincolorado.org/article/ells-early-childhood-education-recruiting-immigrant-families>

# EL Considerations

Make sure the child knows about the quiet area so they can go there whenever they feel overwhelmed. You may need to allow for this even when you expect whole class participation, for example, to come together and hear a story. For an immigrant child who is overwhelmed by the language, the idea of sitting still to hear a story they don't understand may make them want to visit the quiet area instead. As the child gets more comfortable with the center, routine, and language, he will begin to spend less and less time there.



# EL Considerations

Remember that students may be coming from a different culture where different behaviors are expected. For example, some cultures eat with their hands, so students may not be familiar with silverware and how to use it. Some cultures see lots of activity as a sign of intelligence and the child may not understand why they are asked to sit quietly and may not know how to do it effectively. Over time you will begin to see the cultural differences more clearly and will know how to assist students with their adjustment to school.





# EL Considerations

- Have a meeting with the parents in order to discuss any questions or concerns they might have as their child starts at the school.
- Recognize that a new student may have a lot of fear during their first days at the school.
- Make check-in times during the day and allow for children to have some down time in a quiet area.
- Be very clear about behavior expectations and model correct behavior.
- A smile goes a long way towards providing comfort and in the first days and weeks of a child's preschool experience.



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<https://www.colorincolorado.org/article/ells-early-childhood-education-recruiting-immigrant-families>





Maine  
Department of  
Education

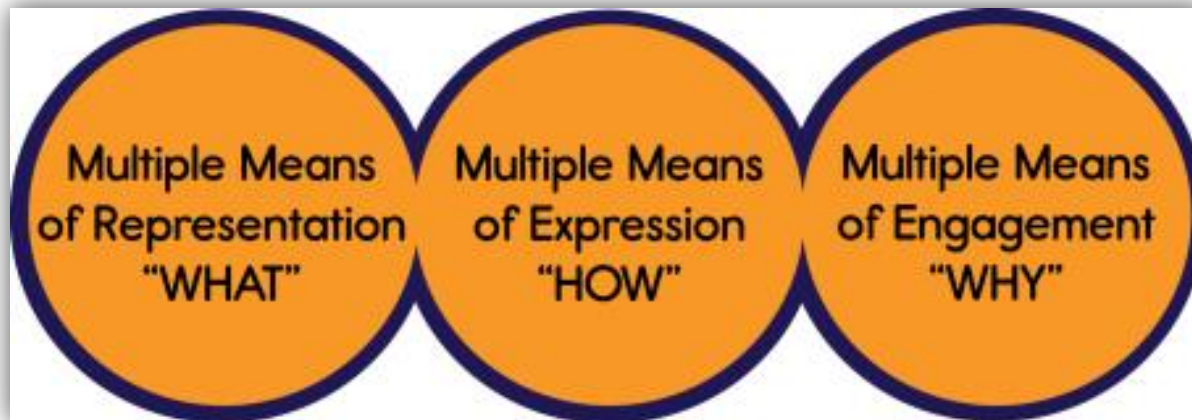


# ***Thoughts and Questions***



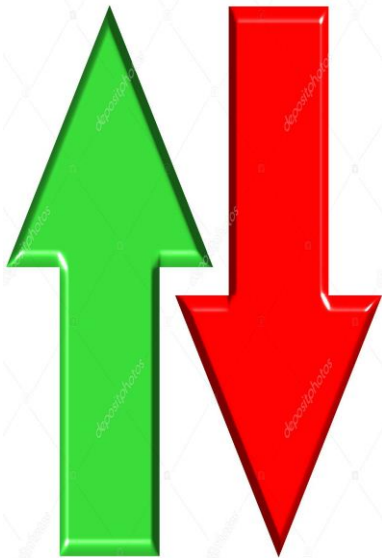
# What is Universal Design for Learning (UDL)

Universal design for learning (UDL) applies the principles of universal design to teaching and curriculum design by providing a blueprint for creating instructional goals, methods, materials, and assessments that works for all learners. UDL provides multiple and varied formats for teaching, learning, curriculum development and assessment, and relies on technology to facilitate individual learning styles. Sopko, 2009



# If You Are Teaching – Reasons for UDL

The term universal design for learning was defined in federal education law as a scientifically valid framework for guiding educational practice that:



**Increases** flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and

**Decreases** barriers in instruction and service, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.

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Higher Education Opportunity Act of 2008,  
P.L. 110-315, §103(a) (24)

# REMEMBER THIS:

“Access to curricular materials and content through only one method may produce barriers to diverse learners just as the single entrance mode of a staircase presents a physical barrier for some.” Bremer et al, 2002



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# Why UDL?

## **UDL Promotes Information Intake and Processing**

Rose & Meyer, 2002; National Center on Universal Design for Learning

*Every child can benefit from having multiple and flexible options to engage in learning. The guiding principles of UDL parallel three learning networks:*

1. Recognition
2. Expression
3. Engagement



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<http://olms.cte.jhu.edu/olms2/3870>



# Why UDL?

*Children that struggle with the intake and processing of information, may need services and supports that will allow them to access each of these three areas. They need a Team approach.*

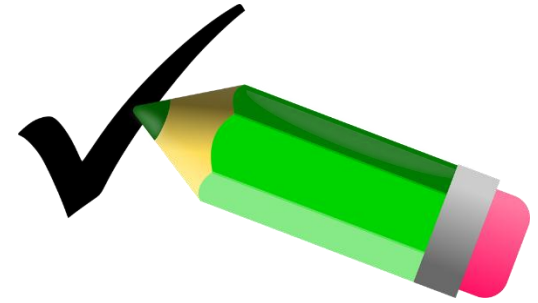


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<http://olms.cte.jhu.edu/olms2/3870>



# UDL



## Multiple means of RECOGNITION:

- Provides various options for children to understand what they see, hear and touch via perception, language/symbols, closed captions and comprehension.
- The “what” of learning, this principle is based on the brain’s recognition networks that identify and categorize what we see, hear, and read.



# UDL



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## Example of Multiple Means of Recognition:

### Multiple Ways to Practice Counting

Mrs. Garcia, an early childhood special education teacher, consults with Kentrell's teacher in the Kid's Corner Preschool. She suggests that Mr. Jackson consider a variety of materials and presentation methods to help Kentrell (and his peers) learn the value of numbers. Kentrell is four years old and is very interested in animals and music. He also has a significant visual impairment.

Mr. Jackson gathers pictures of animals of various sizes (from large to small) and collects plastic animals for all his students to manipulate in their counting games. He teaches Kentrell and his peers a counting song to sing while they manipulate the plastic animals. Mrs. Garcia also suggests using screen magnification and reading software to magnify images and customize the display for Kentrell by changing the color, light and font of the images.

# OT and SPL Therapies Can Help Support Recognition

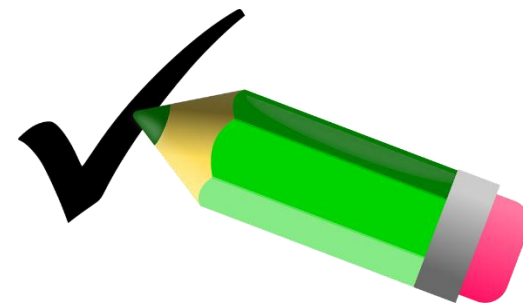


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- Therapeutic intervention to help a child with concept difficulties in recognizing is important to:
- Enable a child to be able to cope better in the kindergarten and school environment as they will be better equipped to follow instructions.
- Enable a child to be a more active participant in classroom activities.
- Enhance a child's vocabulary and ability to communicate with others.

<https://childdevelopment.com.au/areas-of-concern/understanding-language/understanding-concepts/>

# UDL

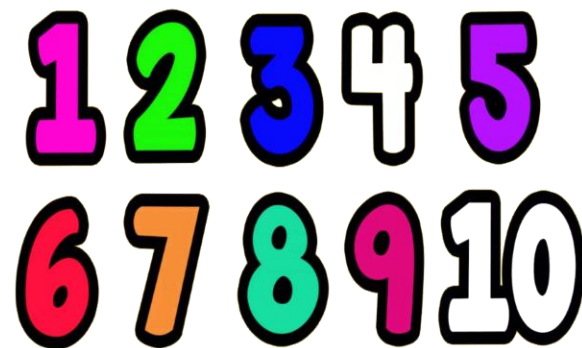


## Multiple means of EXPRESSION:

- Provide various options for children to express and demonstrate what they know via writing, speaking, drawing, video and audio recording, word processing etc.
- The “how” of learning, this principle is based on the brain’s strategic networks for planning and performing tasks.

# UDL

## Example of Multiple Means of Expression:



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## Multiple Ways to Express Math Facts

The children in Mr. Jackson's class use a variety of ways to indicate the correct number when they count out their snack, blocks, crayons and friends playing in specific centers. They point, stamp, verbalize, sing, color, circle, select a magnetic number from a board or press a computer key. Kentrell's favorite options are verbalizing and using a computer game customized for his visual needs.

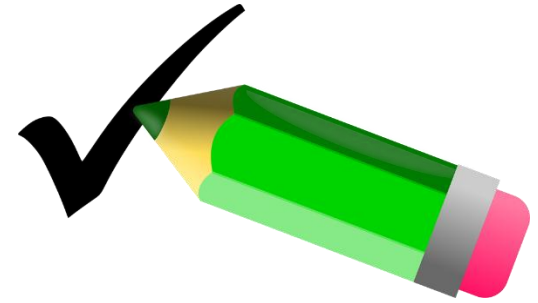
# Speech and Language Therapy Can Help Support Expression



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- Therapeutic intervention to help a child with expressive language difficulties is important to:
- Improve the child's ability to express their wants and needs.
- Improve the child's ability to express their thoughts and ideas.
- Develop an ability to tell stories and relate events to others and participate in group discussions..
- Improve the child's ability to respond appropriately to questions.
- Expand the length of the child's utterance.
- Develop the child's vocabulary.
- Improve play skills to aid in expressive language development.
- Improve pre-language skills to aid in the development of expressive language.
- Help reduce frustration in a child who can't get their message understood.
- Develop alternative forms of communicating (e.g. sign, picture exchange communication system, voice output devices) if verbal language is not developing.

# UDL



## Multiple means of ENGAGEMENT:

- provide various options for engaging children in affective learning by using their interests/motivation and the “just right” challenge in activities and learning opportunities.
- The “why” of learning, this principle is based on the brain’s affective dimensions and how each child can be engaged or motivated to learn.

# UDL

## Example of Multiple Means of Engagement:



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### **Multiple ways to engage children in counting.**

Mr. Jackson understands developmentally appropriate practice, and knows that young children need to manipulate concrete objects when learning to count. Motivators engage them emotionally (e.g., high fives or counting something out of the ordinary such as how many classmates have pets, and the total number of dog vs. cat legs in the class) and further encourage their interest in numbers. So Mr. Jackson incorporates Kentrell's interest in animals and computer games in center materials and counting activities.





# Occupational Therapy Can Help Improve Motivation



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- The earlier a child starts OT, the more effective it tends to be. Being able to do basic tasks can also help build up kids' self-esteem and confidence, which can drop when they are struggling, especially in front of their peers.
- Children are more likely to “engage” in activities if they are confident in their ability.

<https://www.understood.org/en/learning-thinking-differences/treatments-approaches/therapies/occupational-therapy-what-you-need-to-know>





# ***Thoughts and Questions***





# **Where do I go for Current Updates?**

Maine Department of Education Special Services Website:

**<https://www.maine.gov/doe/learning/special>**

State Director, Erin Frazier, has updated questions/answers, which can be found in the Director's Corner on the Maine Department of Education website:

**<https://www.maine.gov/doe/learning/special/director>**



# **Where do I go for Current Updates?**

## **Federal government documents:**

**OCR Fact Sheet (03/16/2020)**

<http://bit.ly/COVIDOCRfacts>

**FERPA Guidance (03/12/2020)**

<http://bit.ly/FERPA-COVID19>

**OSEP Guidance (03/21/2020)**

[Supplemental Fact Sheet](#)

# Disclaimer:

**The links and websites shared in this PowerPoint are for information and reference only and are not endorsed in any way by the Maine Department of Education.**



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# Ongoing Resource List:

## Council of Administrators of Special Education - CASE

[https://docs.google.com/presentation/d/16YeIFmVuXH1ulrzD75ZGFBlLWVxkU7Pb\\_3G6u1MtdQ/edit#slide=id.g81987b82be\\_0\\_53](https://docs.google.com/presentation/d/16YeIFmVuXH1ulrzD75ZGFBlLWVxkU7Pb_3G6u1MtdQ/edit#slide=id.g81987b82be_0_53)

## ELLs in Early Childhood Education: Recruiting Immigrant Families

<https://www.colorincolorado.org/article/ells-early-childhood-education-recruiting-immigrant-families>

## Meaningful Inclusion in Early Childhood

<https://www.youtube.com/watch?v=a2wJqDw9B68>

## Maryland State Department of Education: Universal Design

<http://olms.cte.jhu.edu/olms2/3870>

## Kid Sense: Understanding Concepts

<https://childdevelopment.com.au/areas-of-concern/understanding-language/understanding-concepts/>

## Kid Sense: Expressive Language (Using Words and Language)

<https://childdevelopment.com.au/areas-of-concern/using-speech/expressive-language-using-words-and-language/>



# Ongoing Resource List:

Understood: Occupational Therapy– What you Need to Know

<https://www.understood.org/en/learning-thinking-differences/treatments-approaches/therapies/occupational-therapy-what-you-need-to-know>



# Maine DOE is offering Contact Hours for each Special Services Zoom meeting you view.

## Please follow these steps:

1. Email Leora Byras at [leora.byras@maine.gov](mailto:leora.byras@maine.gov) at **the completion of the Training** with the codes for each Zoom meeting you viewed. You may have up to 21 codes.
2. You **may** re-watch both Zoom meetings that have been previously recorded.
3. Allow at least **5 business days** to receive your certificate of participation.

## Code for Contact Hours

- Code will be shared in Chat Box



# **Team Members**

**Roberta Lucas – Federal Programs Coordinator**

**[roberta.lucas@maine.gov](mailto:roberta.lucas@maine.gov)**

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# ***Thoughts and Questions***





# Who's Who at MDOE

- **Pender Makin** – Maine State Commissioner of Education
- **Erin Frazier** – State Director of Special Services B-20
- **Roberta Lucas** – Federal Programs Coordinator
- **Mary Adley** – Coordinator of State Agency Programs and Special Projects
- **Roy Fowler** – State Director Child Development Services
- **Barbara McGowen** – Finance Coordinator
- **Shawn Collier** – Data and Research Coordinator
- **David Emberley** – Due Process Consultant
- **Tracy Whitlock** – Special Education Consultant/Special Projects
- **Colette Sullivan** – Special Education Consultant
- **Leora Byras** – Special Education Consultant
- **Anne-Marie Adamson** – Special Education Consultant
- **Colene O'Neill** – Secretary Specialist
- **Julie Pelletier** – Secretary Associate