

# Please put the following information in the Chat Box:

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



# **Please note –**

**When you enter the meeting,  
your mics will automatically be muted.**

**Please leave them muted to cut back on distracting  
background noise.**

**However, please feel free to unmute yourself and ask  
questions as they come up**

***or***

**drop any questions in the Chat Box.**

# **Thank You!**





# **Office of Special Services**

**CDS**

## **Special Education in a Pandemic – Part 3**

**Zoom Meeting Date:**

**Thursday 7/9/2020**



# **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)**

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



**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**



# **Maine Unified Special Education Regulations – MUSER**

## **II. DEFINITIONS**

Educational performance for a child age 3-5 means performance in age appropriate developmental activities across five domains of development (communication, physical, cognitive, self-help/adaptive, and social/emotional) in an educational setting.

- 1. Physical**
- 2. Cognitive**
- 3. Communication**
- 4. Adaptive**
- 5. Social/Emotional**





# The Child

**Social/  
Emotional**

**Physical**

**Adaptive**

**Cognitive**

**Communication**

# Areas of Development

**Cognitive** – Children's basic literacy, interest in literacy, numeracy and memory, advanced literacy and basic numeracy. This involves the child's ability to grow and develop their thinking or evaluation skills and adapt to changes.



# Areas of Development

**Physical** – Children's physical readiness for the school day, physical independence and gross and fine motor skills, including development of a child's bones, muscles and ability to move around and manipulate their environment.



# Areas of Development

**Communication** – Children's communication skills and general knowledge based on broad developmental competencies and skills measured in the school content. This is how they get their message across to others and understand what others are saying to them.



# Areas of Development

Social/Emotional – Children’s overall social, competence, responsibility and respect, approach to learning and readiness to explore new things.



# Areas of Development

Adaptive – Those skills children need to do everyday tasks, including dressing, undressing, bathing and hygiene, toileting, cleaning and cooking.



<http://blogs.ubc.ca/earlychildhoodintervention1/category/1-3-what-is-development-adaptive/>

In his book The World is Flat, Thomas L. Friedman speaks directly to the importance of Early Childhood Education and states, "To survive in a globally competitive world, today's children will need creativity, problem-solving abilities, a passion for learning, a dedicated work ethic, and lifelong learning opportunities."

He concludes that "education, whether it comes from parents or schools, has to be about more than cognitive skills. It also has to include character building. The fact is, parents, schools, and cultures can, and do shape people" (2005, p. 305).





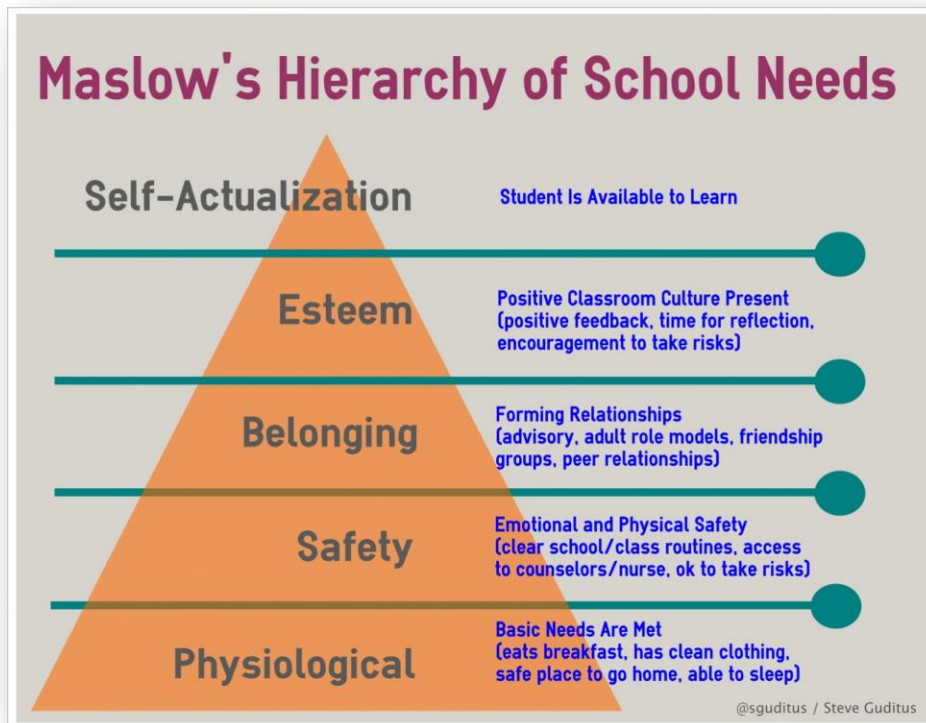
# ASCD

(formerly the Association for Supervision and Curriculum)

Based initially on  
Abraham Maslow's  
Hierarchy of Needs, the  
**ASCD Whole Child  
Approach**

to education aims to  
ensure that each child, in  
each school, in each  
community is

**Healthy, Safe, Engaged,  
Supported, Challenged.**



# The Whole Child – 5 Tenets



Although these are largely school-based, a whole child approach to education requires the engagement of the entire community to ensure that each child is –

**Healthy, Safe, Engaged, Supported, Challenged.**

Each student enters school **healthy** and learns about and practices a healthy lifestyle.



Each student learns in an environment that is physically and emotionally **safe** for students and adults.



[www.ascd.org](http://www.ascd.org)

Each student is actively **engaged** in learning and is connected to the school and broader community.

Each student has access to personalized learning and is **supported** by qualified, caring adults.

Each student is **challenged** academically and prepared for success in college or further study and for employment and participation in a global environment.



# The Whole Child Indicators – 5 Tenets



Link to PDF Document –

<http://www.wholechildeducation.org/assets/content/mx-resources/wholechildindicators-all.pdf>



# The Whole Child – 5 Tenets

1. Each student enters school **healthy** and learns about and practices a healthy lifestyle.
2. Each student learns in an environment that is physically and emotionally **safe** for students and adults.
3. Each student is actively **engaged** in learning and is connected to the school and broader community.
4. Each student has access to personalized learning and is **supported** by qualified, caring adults.
5. Each student is **challenged** academically and prepared for success in college or further study and for employment and participation in a global environment.

# Whole Child Tenet #1 –

## Healthy: Each student enters school healthy and learns about and practices a healthy lifestyle.

| Whole Child Tenet #1  |   |   |    |
|---|---|---|----|
| HEALTHY   |   | Each student enters school healthy and learns about and practices a healthy lifestyle.  |    |
| INDICATOR   |   | COMPONENT   |    |
| OUR school culture supports and reinforces the health and well-being of each student.   | 1 | ✓ School Climate & Culture<br>Curriculum & Instruction<br>Community & Family<br>Leadership<br>PD & Capacity<br>Assessment   | 2  |
| OUR school physical education schedule, curriculum, and instruction support and reinforce the health and well-being of each student by addressing lifetime fitness knowledge, attitudes, behaviors, and skills. | 3 | ✓ School Climate & Culture<br>✓ Curriculum & Instruction<br>Community & Family<br>Leadership<br>PD & Capacity<br>Assessment   | 4  |
| OUR school addresses the health and well-being of each staff member.  | 5 | ✓ School Climate & Culture<br>Curriculum & Instruction<br>Community & Family<br>Leadership<br>PD & Capacity<br>Assessment   | 6  |
| OUR school integrates health and well-being into the school's ongoing activities, professional development, curriculum, and assessment practices.   | 7 | ✓ School Climate & Culture<br>✓ Curriculum & Instruction<br>Community & Family<br>✓ Leadership<br>✓ PD & Capacity<br>✓ Assessment                                       | 8  |
| OUR school facilitates student and staff access to health, mental health, and dental services.  | 9 | ✓ School Climate & Culture<br>Curriculum & Instruction<br>✓ Community & Family<br>Leadership<br>PD & Capacity<br>Assessment   | 10 |
| OUR school health education curriculum and instruction support and reinforce the health and well-being of each student by addressing the physical, mental, emotional, and social dimensions of health.          |   | ✓ School Climate & Culture<br>✓ Curriculum & Instruction<br>Community & Family<br>Leadership<br>PD & Capacity<br>Assessment   |    |
| OUR school facility and environment support and reinforce the health and well-being of each student and staff member.   |   | ✓ School Climate & Culture<br>Curriculum & Instruction<br>Community & Family<br>Leadership<br>PD & Capacity<br>Assessment   |    |
| OUR school collaborates with parents and the local community to promote the health and well-being of each student.  |   | School Climate & Culture<br>Curriculum & Instruction<br>✓ Community & Family<br>Leadership<br>PD & Capacity<br>Assessment   |    |
| OUR school sets realistic goals for student and staff health that are built on accurate data and sound science.   |   | School Climate & Culture<br>Curriculum & Instruction<br>Community & Family<br>✓ Leadership<br>PD & Capacity<br>✓ Assessment   |    |
| OUR school supports, promotes, and reinforces healthy eating patterns and food safety in routine food services and special programming and events for students and staff.                                       |   | ✓ School Climate & Culture<br>✓ Curriculum & Instruction<br>Community & Family<br>Leadership<br>PD & Capacity<br>Assessment   |    |



## Whole Child Tenet #1 –

**Healthy:** Each student enters school healthy and learns about and practices a healthy lifestyle.

1. Regular participation in physical activity has academic performance benefits.
2. Single sessions of physical activity can enhance attention and memory.
3. The effects of physical activity on brain health may explain improvements in academic performance.

[https://activelivingresearch.org/sites/activelivingresearch.org/files/ALR\\_Brief\\_ActiveEducation\\_Jan2015.pdf](https://activelivingresearch.org/sites/activelivingresearch.org/files/ALR_Brief_ActiveEducation_Jan2015.pdf)



## Physical Activity Guidelines in a Nutshell

### Ages 3-5:

Preschool-aged children should be active for a total of 3 hours each day at different intensities: light, moderate or vigorous.



### Ages 6-12:

Kids need 60 minutes of physical activity every day. This includes activity for their hearts, muscles, and bones. Exercise should be vigorous on 3 days of the week. Children can do 5 or 10 minutes several times a day or play for 30-60 minutes once or twice. Every active minute counts!



**Make family time active time!**

**Schedule movement breaks and active play into your daily routine.**

[https://www.exerciseismedicine.org/assets/page\\_documents/EIM\\_Rx%20for%20Health\\_%20Keeping%20Children%20Active%20During%20Coronavirus%20Pandemic.pdf](https://www.exerciseismedicine.org/assets/page_documents/EIM_Rx%20for%20Health_%20Keeping%20Children%20Active%20During%20Coronavirus%20Pandemic.pdf)





## Whole Child Tenet #1 –

**Healthy:** Each student enters school healthy and learns about and practices a healthy lifestyle.

**So...** Schedule movement breaks and active play into your daily routine.

- Go on a color hunt around the house.
- Instant recess to break up sitting time.
- Nerf basketball
- Indoor obstacle courses
- Paper plate badminton
- Explore local trails
- Play “I spy...” while moving around



## **Whole Child Tenet #1 –**

**Healthy:** Each student enters school healthy and learns about and practices a healthy lifestyle.

**Yoga:**

**<https://www.cosmickids.com/category/watch//>**

**Indoor Videos:**

**<https://www.gonoodle.com/>**

**Active Family Fun:**

**<https://openphysed.org/activeschools/activehome>**

**Playworks at Home:**

**<https://www.playworks.org/get-involved/play-at-home/>**

## Whole Child Tenet #2 –

**Safe:** Each student learns in an environment that is physically and emotionally safe for students and adults.

| Whole Child Tenet #2   |   |     |  |
|--|---|---|--|
| <b>SAFE</b>   Each student learns in an environment that is physically and emotionally safe for students and adults.   |   | <a href="http://WWW.WHOLECHILDEducation.ORG">WWW.WHOLECHILDEducation.ORG</a>  |  |
| INDICATOR  | COMPONENT   | INDICATOR   | COMPONENT  |
| <b>OUR</b> school building, grounds, playground equipment, and vehicles are secure and meet all established safety and environmental standards.  | ✓ School Climate & Culture<br>Curriculum & Instruction<br>Community & Family<br>Leadership<br>PD & Capacity<br>Assessment<br><b>1</b>       | <b>OUR</b> school physical plant is attractive; is structurally sound; has good internal (hallways) and external (pedestrian, bicycle, and motor vehicle) traffic flow, including for those with special needs; and is free of defects. | ✓ School Climate & Culture<br>Curriculum & Instruction<br>Community & Family<br>Leadership<br>PD & Capacity<br>Assessment<br><b>2</b>        |
| <b>OUR</b> physical, emotional, academic, and social school climate is safe, friendly, and student-centered.   | ✓ School Climate & Culture<br>Curriculum & Instruction<br>Community & Family<br>Leadership<br>PD & Capacity<br>Assessment<br><b>3</b>       | <b>OUR</b> students feel valued, respected, and cared for and are motivated to learn.   | ✓ School Climate & Culture<br>✓ Curriculum & Instruction<br>Community & Family<br>Leadership<br>PD & Capacity<br>Assessment<br><b>4</b>      |
| <b>OUR</b> school staff, students, and family members establish and maintain school and classroom behavioral expectations, rules, and routines that teach students how to manage their behavior and help students improve problem behavior.  | ✓ School Climate & Culture<br>Curriculum & Instruction<br>Community & Family<br>Leadership<br>✓ PD & Capacity<br>Assessment<br><b>5</b>     | <b>OUR</b> school provides our students, staff, and family members with regular opportunities for learning and support in teaching students how to manage their own behavior and reinforcing expectations, rules, and routines.         | ✓ School Climate & Culture<br>Curriculum & Instruction<br>✓ Community & Family<br>✓ Leadership<br>✓ PD & Capacity<br>Assessment<br><b>6</b>  |
| <b>OUR</b> school teaches, models, and provides opportunities to practice social-emotional skills, including effective listening, conflict resolution, problem solving, personal reflection and responsibility, and ethical decision making. | ✓ School Climate & Culture<br>✓ Curriculum & Instruction<br>Community & Family<br>✓ Leadership<br>✓ PD & Capacity<br>Assessment<br><b>7</b> | <b>OUR</b> school upholds social justice and equity concepts and practices mutual respect for individual differences at all levels of school interactions—student-to-student, adult-to-student, and adult-to-adult.                     | ✓ School Climate & Culture<br>Curriculum & Instruction<br>Community & Family<br>✓ Leadership<br>✓ PD & Capacity<br>Assessment<br><b>8</b>    |
| <b>OUR</b> school climate, curriculum, and instruction reflect both high expectations and an understanding of child and adolescent growth and development.   | ✓ School Climate & Culture<br>✓ Curriculum & Instruction<br>Community & Family<br>Leadership<br>✓ PD & Capacity<br>Assessment<br><b>9</b>   | <b>OUR</b> teachers and staff develop and implement academic and behavioral interventions based on an understanding of child and adolescent development and learning theories.  | ✓ School Climate & Culture<br>✓ Curriculum & Instruction<br>Community & Family<br>✓ Leadership<br>✓ PD & Capacity<br>Assessment<br><b>10</b> |

© 2013 ASCD.



# Supporting Student Mental Health During COVID-19

Dr. Anne Spahr & Dr. Elizabeth Polzin

## **How reality manifests for students –**

(what you see in their home environment may look different than what you see in the classroom)

- Loneliness
- Lack of motivation
- Increased severity of pre-existing mental health issues
- Difficulty concentrating
- Disrupted sleep patterns
- Increased substance use
- Worry about: health (own and family members), finances, academics, employment (own and family members)



# Supporting Student Mental Health During COVID-19

Dr. Anne Spahr & Dr. Elizabeth Polzin

## **Strategies for Supporting Students –**

- Recognize the students' concerns (give opportunity to express them)
- Offer predictability (consistent class schedule, assignments)
- Respond to students in a timely manner
- Offer opportunities for students to interact in real-time with you and classmates
- Monitor student efforts as you would in a brick and mortar classroom
- If you have a concern about a student, reach out to him or her

<http://celt.cuw.edu/wp-content/uploads/Supporting-Students-Mental-Health-During-COVID19.pdf>



# Supporting Student Mental Health During COVID-19

Dr. Anne Spahr & Dr. Elizabeth Polzin

**You're not expected to be a counselor.  
Utilize resources around you.**

<http://celt.cuw.edu/wp-content/uploads/Supporting-Students-Mental-Health-During-COVID19.pdf>

# Whole Child Tenet #3 –

**Engaged:** Each student is actively engaged in learning and is connected to the school and broader community.

| Whole Child Tenet #3   |   | WHOLE CHILD   ASCD<br>LEARN. TEACH. LEAD.   |  |
|--|---|---|--|
| ENGAGED  |   | Each student is actively engaged in learning and is connected to the school and broader community.  |  |
| WWW.WHOLECHILDEDUCATION.ORG  |   |   |  |
| INDICATOR  | COMPONENT   | INDICATOR   | COMPONENT  |
| OUR teachers use active learning strategies, such as cooperative learning and project-based learning.  | School Climate & Culture<br>✓ Curriculum & Instruction<br>Community & Family<br>Leadership<br>✓ PD & Capacity<br>Assessment<br><b>1</b>   | OUR school offers a range of opportunities for students to contribute to and learn within the community at large, including service learning, internships, apprenticeships, and volunteer projects. | School Climate & Culture<br>✓ Curriculum & Instruction<br>✓ Community & Family<br>Leadership<br>PD & Capacity<br>Assessment<br><b>2</b>    |
| OUR school policies and climate reinforce citizenship and civic behaviors by students, family members, and staff and include meaningful participation in decision making.                              | ✓ School Climate & Culture<br>✓ Curriculum & Instruction<br>✓ Community & Family<br>Leadership<br>PD & Capacity<br>Assessment<br><b>3</b> | OUR school uses curriculum-related experiences such as field trips and outreach projects to complement and extend our curriculum and instruction.   | School Climate & Culture<br>✓ Curriculum & Instruction<br>✓ Community & Family<br>Leadership<br>✓ PD & Capacity<br>Assessment<br><b>4</b>  |
| EACH student in our school has access to a range of options and choices for a wide array of extracurricular and co-curricular activities that reflect student interests, goals, and learning profiles. | ✓ School Climate & Culture<br>✓ Curriculum & Instruction<br>Community & Family<br>Leadership<br>PD & Capacity<br>Assessment<br><b>5</b>   | OUR curriculum and instruction promote students' understanding of the real-world, global relevance and application of learned content.  | School Climate & Culture<br>✓ Curriculum & Instruction<br>Community & Family<br>Leadership<br>✓ PD & Capacity<br>Assessment<br><b>6</b>    |
| OUR teachers use a range of inquiry-based, experiential learning tasks and activities to help all students deepen their understanding of what they are learning and why they are learning it.          | School Climate & Culture<br>✓ Curriculum & Instruction<br>Community & Family<br>Leadership<br>✓ PD & Capacity<br>Assessment<br><b>7</b>   | OUR staff works closely with students to help them monitor and direct their own progress.   | ✓ School Climate & Culture<br>✓ Curriculum & Instruction<br>Community & Family<br>Leadership<br>PD & Capacity<br>✓ Assessment<br><b>8</b>  |
| OUR school expects and prepares students to assume age-appropriate responsibility for learning through effective decision making, goal setting, and time management.                                   | ✓ School Climate & Culture<br>✓ Curriculum & Instruction<br>Community & Family<br>Leadership<br>✓ PD & Capacity<br>Assessment<br><b>9</b> | OUR school supports, promotes, and reinforces responsible environmental habits through recycling, trash management, sustainable energy, and other efforts.  | ✓ School Climate & Culture<br>✓ Curriculum & Instruction<br>✓ Community & Family<br>Leadership<br>PD & Capacity<br>Assessment<br><b>10</b> |

# Keeping Students Engaged

| Learning experiences should look more like...  | Learning experiences should look less like...  |
|--|--|
| <b>Flexible goals and structures for learning</b> <ul style="list-style-type: none"> <li>• <b>extended time</b> for learning and reflection</li> <li>• use of <b>commonly available materials</b></li> <li>• <b>purposeful selection of learning targets</b></li> <li>• allowing students to <b>explore their interests</b></li> <li>• <b>meaningful, manageable tasks and projects</b></li> <li>• <b>opportunities to learn without the use of devices or the internet</b></li> </ul>               | <b>An attempt to recreate school at home</b> <ul style="list-style-type: none"> <li>• assuming a <b>strict “school day” schedule</b></li> <li>• <b>requiring special materials</b> (e.g., lab or materials not commonly found at home)</li> <li>• pacing with the <b>planned scope and sequence</b></li> <li>• assigning <b>readings</b> to stay “caught up”</li> <li>• packet of <b>worksheets and busy-work</b></li> <li>• all learning experiences happen <b>virtually</b></li> </ul> |
| <b>Purposeful teacher-student interactions</b> <ul style="list-style-type: none"> <li>• <b>optional</b> opportunities to connect with teachers and peers <b>virtually and at a variety of times</b></li> <li>• teachers providing <b>coaching, feedback, and encouragement</b></li> <li>• encouraging <b>students to engage in learning and reflection with their families and communities</b></li> <li>• encouraging <b>self-reflection</b> on what students learn and how they learn it</li> </ul> | <b>Teacher-centered instruction</b> <ul style="list-style-type: none"> <li>• virtual lectures/classes that all students <b>synchronously</b> attend</li> <li>• teachers <b>delivering information and assignments</b></li> <li>• teacher instruction and feedback as the <b>primary mode</b> of facilitating learning</li> </ul>   |
| <b>Authentic learning in the home setting</b> <ul style="list-style-type: none"> <li>• <b>connecting learning to household activities</b>, like cooking, fixing things, or gardening</li> <li>• asking students to <b>identify relevant problems</b> in their lives and <b>engage in design cycles</b> to address them</li> <li>• allowing students to <b>deeply explore learning of interest</b> through investigation to build understanding and practice over time</li> </ul>                     | <b>Assignments to “get through” content</b> <ul style="list-style-type: none"> <li>• <b>emphasizing memorizing content</b> or “checking off” tasks on lists</li> <li>• asking students to <b>solve contrived or hypothetical problems</b>, or complete design projects that <b>value form over function</b></li> <li>• trying to cover content through a volume of activities or skipping from topic to topic</li> </ul>   |



## Whole Child Tenet #4 –

**Supported:** Each student has access to personalized learning and is supported by qualified, caring adults.

| Whole Child Tenet #4   |   |                                         |  |
|--|---|---|--|
| SUPPORTED  |   | Each student has access to personalized learning and is supported by qualified, caring adults.<br><a href="http://WWW.WHOLECHILDEDUCATION.ORG">WWW.WHOLECHILDEDUCATION.ORG</a>                                |  |
| INDICATOR  | COMPONENT   | INDICATOR   | COMPONENT  |
| OUR school personalizes learning, including the flexible use of time and scheduling to meet academic and social goals for each student.  | ✓ School Climate & Culture<br>✓ Curriculum & Instruction<br>✓ Community & Family<br>✓ Leadership<br>✓ PD & Capacity<br>✓ Assessment<br><b>1</b> | OUR teachers use a range of diagnostic, formative, and summative assessment tasks to monitor student progress, provide timely feedback, and adjust teaching-learning activities to maximize student progress. | ✓ School Climate & Culture<br>✓ Curriculum & Instruction<br>✓ Community & Family<br>✓ Leadership<br>✓ PD & Capacity<br>✓ Assessment<br><b>2</b>  |
| OUR school ensures that adult-student relationships support and encourage each student's academic and personal growth.   | ✓ School Climate & Culture<br>✓ Curriculum & Instruction<br>✓ Community & Family<br>✓ Leadership<br>✓ PD & Capacity<br>✓ Assessment<br><b>3</b> | EACH student has access to school counselors and other structured academic, social, and emotional support systems.  | ✓ School Climate & Culture<br>✓ Curriculum & Instruction<br>✓ Community & Family<br>✓ Leadership<br>✓ PD & Capacity<br>✓ Assessment<br><b>4</b>  |
| OUR school staff understands and makes curricular, instructional, and school improvement decisions based on child and adolescent development and student performance information.                                | ✓ School Climate & Culture<br>✓ Curriculum & Instruction<br>✓ Community & Family<br>✓ Leadership<br>✓ PD & Capacity<br>✓ Assessment<br><b>5</b> | OUR school personnel welcome and include all families as partners in their children's education and significant members of the school community.  | ✓ School Climate & Culture<br>✓ Curriculum & Instruction<br>✓ Community & Family<br>✓ Leadership<br>✓ PD & Capacity<br>✓ Assessment<br><b>6</b>  |
| OUR school uses a variety of methods across languages and cultures to communicate with all families and community members about the school's vision, mission, goals, activities, and opportunities for students. | ✓ School Climate & Culture<br>✓ Curriculum & Instruction<br>✓ Community & Family<br>✓ Leadership<br>✓ PD & Capacity<br>✓ Assessment<br><b>7</b> | OUR school helps families understand available services, advocate for their children's needs, and support their children's learning.  | ✓ School Climate & Culture<br>✓ Curriculum & Instruction<br>✓ Community & Family<br>✓ Leadership<br>✓ PD & Capacity<br>✓ Assessment<br><b>8</b>  |
| EVERY member of our school staff is well qualified and properly credentialed.  | ✓ School Climate & Culture<br>✓ Curriculum & Instruction<br>✓ Community & Family<br>✓ Leadership<br>✓ PD & Capacity<br>✓ Assessment<br><b>9</b> | ALL adults who interact with students both within the school and through extracurricular, cocurricular, and community-based experiences teach and model prosocial behavior.                                   | ✓ School Climate & Culture<br>✓ Curriculum & Instruction<br>✓ Community & Family<br>✓ Leadership<br>✓ PD & Capacity<br>✓ Assessment<br><b>10</b> |

© 2019 ASCD



# Supporting Student Mental Health During COVID-19

Dr. Anne Spahr & Dr. Elizabeth Polzin

## **Self-Reflection –**

## **How is COVID-19 impacting your world?**

Shift to virtual teaching

More grading

Children at home

Isolation

Worry/stress

Routine

<http://celt.cuw.edu/wp-content/uploads/Supporting-Students-Mental-Health-During-COVID19.pdf>



# Supporting Student Mental Health During COVID-19

Dr. Anne Spahr & Dr. Elizabeth Polzin

## Self-Care —

- Enjoy Favorite Activities
- Create a list of activities you enjoy e.g., exercising, reading a book, baking, lawn care
- Maintain Social Connections
- The app, Houseparty, allows you to play games with others virtually.
- Host or join a virtual lunch date through Zoom or Facetime, or explore a Netflix party.
- Journal, which boosts memory, comprehension, increases working memory,
- Moderate Exposure to Media
- Schedule time at the beginning and end of your day to catch up on news.
- Use Relaxation Techniques
- Download apps to help you relax such as Calm or Headspace.
- Learn Something New in this time of grieving many losses, focus on the small joys.



# **National Alliance on Mental Illness –** **NAMI**

## **NAMI COVID-19 Resource and Information Guide –**

NAMI released the [NAMI COVID-19 Resource and Information Guide](https://nami.org/covid-19-guide) to answer frequently asked questions regarding the intersection between Coronavirus, or COVID-19, and people affected by mental illness, their caregivers and loved ones. The guide features FAQs on a variety of topics from managing anxiety and social isolation to accessing health care and medications.

<https://nami.org/covid-19-guide>

# Mental Health and COVID-19 – Information and Resources

## Mental Health America

- [Mental Health Information for Disease Outbreaks](#)
- [Financial Support](#)
- [Tools and Information on Anxiety](#)
- [Tools to Connect with Others](#)
- [Resources for Immediate Response](#)
- [Webinars, Live Events, and Workshops](#)
- [For Mental Health Providers](#)
- [For First Responders](#)
- [For Parents](#)
- [For Caregivers](#)
- [For Older Adults](#)
- [For Domestic Violence Survivors](#)
- [For LGBTQ+ Individuals](#)
- [For Veterans](#)
- [How-To Articles](#)
- [General Information about COVID-19](#)



This Photo by Unknown author is licensed under CC BY-ND.

# Whole Child Tenet #5 –

**Challenged:** Each student is challenged academically and prepared for success in college or further study and for employment and participation in a global environment.

| Whole Child Tenet #5  |   |    |   |
|---|---|--|---|
| CHALLENGED  |   | Each student is challenged academically and prepared for success in college or further study and for employment and participation in a global environment.<br><a href="http://WWW.WHOLECHILDEDUCATION.ORG">WWW.WHOLECHILDEDUCATION.ORG</a> |   |
| INDICATOR   | COMPONENT   | INDICATOR  | COMPONENT   |
| <b>EACH</b> student in our school has access to challenging, comprehensive curriculum in all content areas.   | ✓ School Climate & Culture<br>✓ Curriculum & Instruction<br>Community & Family<br>Leadership<br>PD & Capacity<br>Assessment<br><b>1</b> | <b>OUR</b> curriculum and instruction provide opportunities for students to develop critical-thinking and reasoning skills, problem-solving competencies, and technology proficiency.  | School Climate & Culture<br>✓ Curriculum & Instruction<br>Community & Family<br>Leadership<br>PD & Capacity<br>Assessment<br><b>2</b>   |
| <b>OUR</b> school collects and uses qualitative and quantitative data to support student academic and personal growth.  | School Climate & Culture<br>Curriculum & Instruction<br>Community & Family<br>Leadership<br>PD & Capacity<br>Assessment<br><b>3</b>     | <b>OUR</b> curriculum, instruction, and assessment demonstrate high expectations for each student.   | School Climate & Culture<br>✓ Curriculum & Instruction<br>Community & Family<br>Leadership<br>PD & Capacity<br>Assessment<br><b>4</b>   |
| <b>OUR</b> school works with families to help all students understand the connection between education and lifelong success.                                    | School Climate & Culture<br>Curriculum & Instruction<br>✓ Community & Family<br>Leadership<br>PD & Capacity<br>Assessment<br><b>5</b>   | <b>OUR</b> curriculum and instruction include evidence-based strategies to prepare students for further education, career, and citizenship.  | School Climate & Culture<br>✓ Curriculum & Instruction<br>✓ Community & Family<br>Leadership<br>PD & Capacity<br>Assessment<br><b>6</b> |
| <b>OUR</b> extracurricular, cocurricular, and community-based programs provide students with experiences relevant to higher education, career, and citizenship. | ✓ School Climate & Culture<br>Curriculum & Instruction<br>✓ Community & Family<br>Leadership<br>PD & Capacity<br>Assessment<br><b>7</b> | <b>OUR</b> curriculum and instruction develop students' global awareness and competencies, including understanding of language and culture.  | School Climate & Culture<br>✓ Curriculum & Instruction<br>Community & Family<br>Leadership<br>PD & Capacity<br>Assessment<br><b>8</b>   |
| <b>OUR</b> school monitors and assesses extracurricular, cocurricular, and community-based experiences to ensure students' academic and personal growth.        | School Climate & Culture<br>Curriculum & Instruction<br>Community & Family<br>✓ Leadership<br>PD & Capacity<br>Assessment<br><b>9</b>   | <b>OUR</b> school provides cross-curricular opportunities for learning with and through technology.  | School Climate & Culture<br>✓ Curriculum & Instruction<br>Community & Family<br>Leadership<br>PD & Capacity<br>Assessment<br><b>10</b>  |

# Developmental Needs Nurturing the Whole Child





# ***Thoughts and Questions***







***Remember...***

**Now, more than ever, relationships are  
ALWAYS at the heart of teaching.**

**<https://youtu.be/lojGjz8iuxl>**



# POLL

**We will now launch a 2-question poll about your experience with data collection. This will help us tailor upcoming trainings to the group's needs.**



[This Photo](#) by Unknown author is licensed under [CC BY-SA](#).

# POLL

## ^ Poll 1:Data Poll

2 questions

1. Please take a moment to rate your level of comfort with data collection. ( Multiple Choice)

Answer 1: 1-I don't collect data at all

Answer 2: 2-I could use a brush up

Answer 3: 3-I am ok with data collection, I use it when needed

Answer 4: 4-Data is a valuable tool in my position

Answer 5: 5-I love data

2. Which of the 5 common data collection methods do you use most often? ( Multiple Choice)

Answer 1: 1-ABC

Answer 2: 2-Latency

Answer 3: 3-Interval

Answer 4: 4-Frequency

Answer 5: 5-Duration

Answer 6: 6-I do not use data

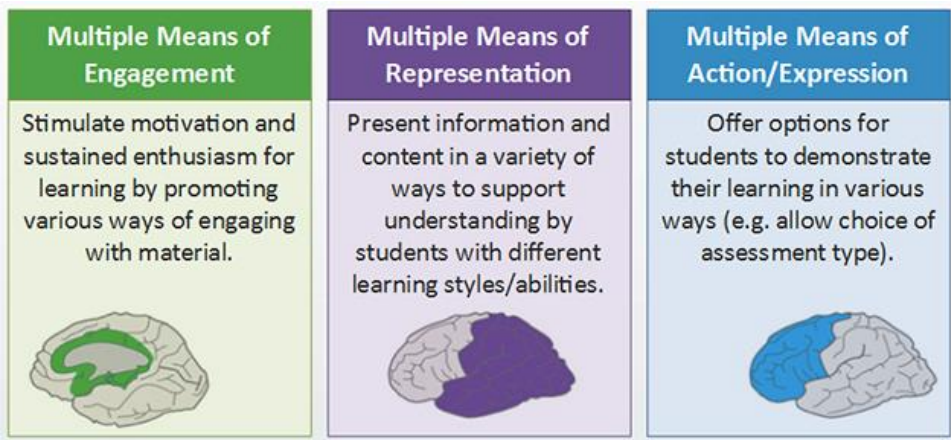


[This Photo](#) by Unknown author is licensed under [CC BY-SA](#).

## Remember

**The principles of UDL are incorporated naturally by strong teachers.**

**However, it is very important to clearly document all of those accommodations on the IEP. This ensures that accommodations will be honored in other settings, or if the child moves to another classroom.**



# **IEP – Section 6: Supplementary Aids, Services, Modifications and/or Supports**

**Examples of Accommodations for a student with Visual Impairment *could* include:**

- changing color, light and font of images
- using tangible manipulatives
- magnifying images
- reading software
- oral presentation of materials



This Photo by Unknown author is licensed under [CC BY-SA](#).

**Please put in the Chat Box examples of  
accommodations you might incorporate onto  
an IEP for a student with  
Visual Impairment.**



# IEP – Section 6: Supplementary Aids, Services, Modifications and/or Supports

## Examples of Accommodations for a student with Autism *could* include:

- visual supports like Daily Schedules, First/Then Boards, HELP card
- various seating options
- visually defined classroom spaces
- behavior support plan
- social stories



This Photo by Unknown author is licensed under [CC BY-NC-ND](#).

**Please put in the Chat Box examples of  
accommodations you might incorporate onto  
an IEP for a student with  
Autism.**





# IEP – Section 6: Supplementary Aids, Services, Modifications and/or Supports

**Examples of Accommodations for a student with Other Health Impairment *could* include:**

- frequent breaks
- sensory breaks
- extra time
- shortened instruction time
- use of fidgets
- small group



This Photo by Unknown author is licensed under [CC BY-NC](#).

**Please put in the Chat Box examples of accommodations you might incorporate onto an IEP for a student with Other Health Impairment.**



# IEP – Section 6: Supplementary Aids, Services, Modifications and/or Supports

Examples of Accommodations for a student with **Developmental Delay** *could* include:

- consistent classroom routines
- visual classroom schedule
- provide meaningful choices
- visual cues

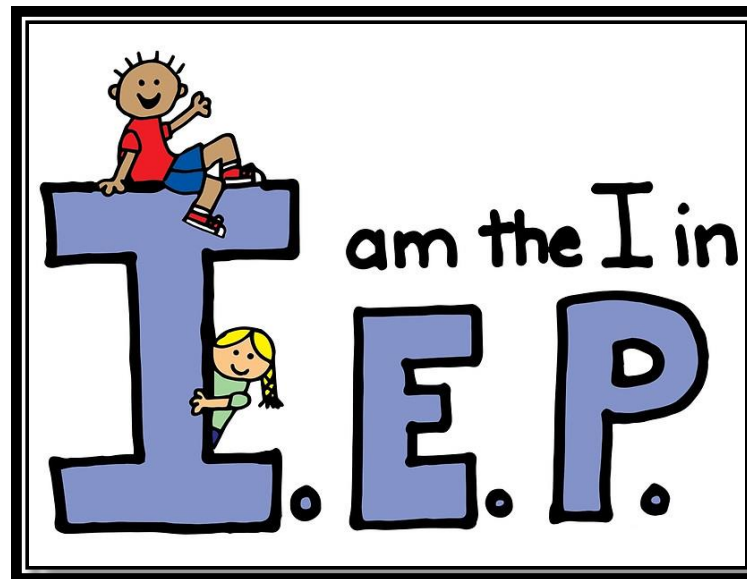


This Photo by Unknown author is licensed under [CC BY-SA-NC](#).

**Please put in the Chat Box examples of accommodations you might incorporate onto an IEP for a student with Developmental Delay.**



**We will discuss  
Accommodations in detail in  
Week 6 during IEP Training.**

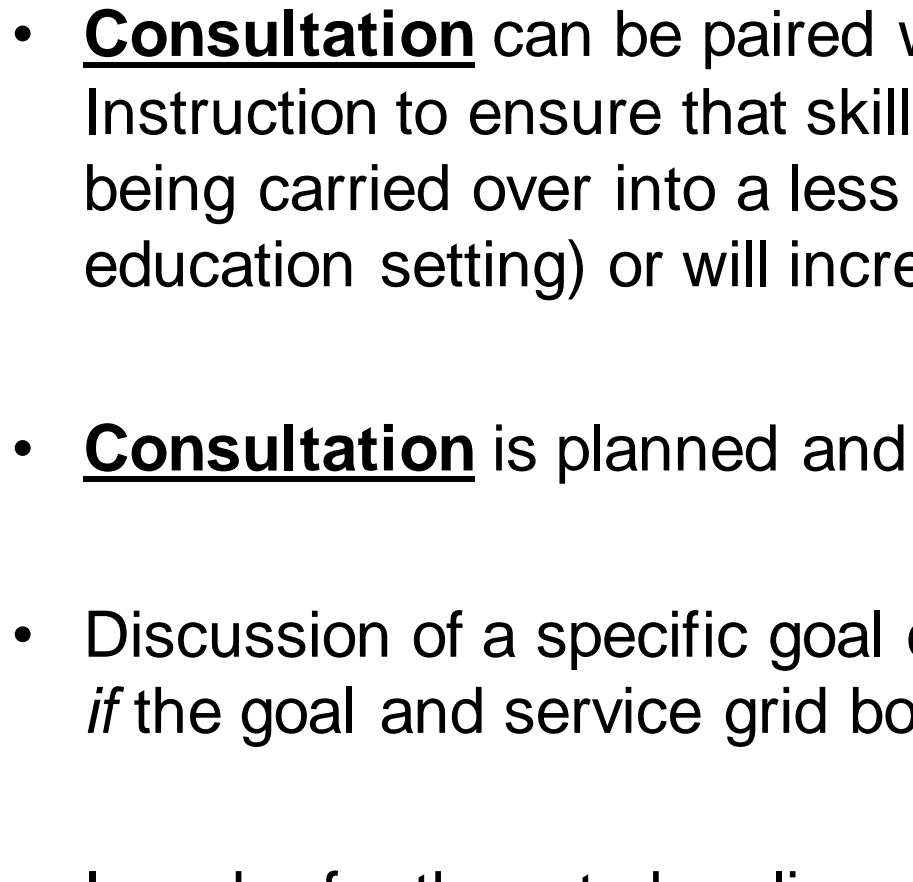


# Further Discussion Based on Feedback from PP Presentation 7/8/2020 –

**Consultation is specific to goals.**



[This Photo](#) by Unknown author is licensed under [CC BY-NC-ND](#).

- 
- **Consultation** can be paired with Specially Designed Instruction to ensure that skills in development (SDI) are being carried over into a less restrictive setting (general education setting) or will increase independence.
  - **Consultation** is planned and **Goal Specific**.
  - Discussion of a specific goal could be **Consultation** *if* the goal and service grid both state **Consultation**.
  - In order for there to be alignment, **Consultation** must be included in the **Goal**.

# Academic Goal that includes both Specially Designed Instruction (SDI) AND Consultation.

## 5. MEASURABLE ANNUAL GOAL(S) (MUSER IX.3.A.(1)(b) & (c))

**ACADEMIC PERFORMANCE (FOR K-12 ONLY)** refers to a child's ability to perform age appropriate (comparable to same age/grade peers) tasks and demonstrate appropriate skills in *reading, writing, listening, speaking, and mathematical problem solving* in the school environment.

**Present Levels of Academic Performance (MUSER IX.3.A.(1)(a)(i) & (ii)):**

Currently, Kevin is able to match 1 color (red) independently with 100% accuracy.

He can match blue, green, yellow and black with hand over hand support with 20% accuracy, over 3 consecutive trials.

**Measurable Goal (MUSER IX.3.A.(1)(b) & (c))**

**Progress:**

By date, given service, child's name will skill as measured by evidence. **By 7/8/2021, given Specially Designed Instruction, consultation from OT, hand over hand support and 1 verbal prompt "Match", Kevin will match 5 colors (red, blue, green, yellow, black) with their corresponding colored pictures with 80% accuracy over 3 consecutive sessions.**

**Objective(s) required?** ☐ Yes ☒ No

By date, given service, child's name will skill as measured by evidence.



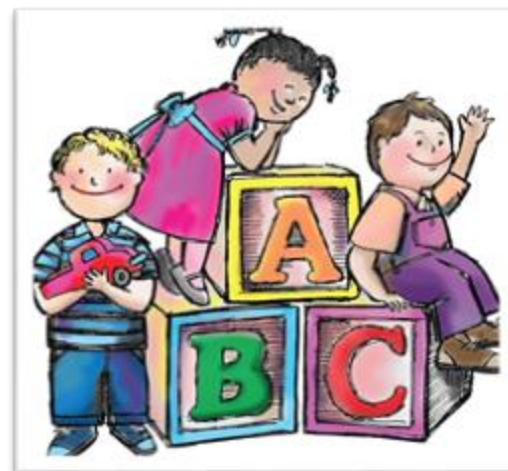
There must be Alignment.  
Every Goal has a Service.  
Every Service has a Goal.

**7. SPECIAL EDUCATION AND RELATED SERVICES (MUSER IX.3.A.(1)(d) & IX.3.A.(1)(g))**

| Special Education Services      | Position Responsible         | Location                                     | Frequency                               | Duration<br>Beginning and End Date |
|---------------------------------|------------------------------|--|---|------------------------------------|
| Specially Designed Instruction  | Special Education<br>Teacher | Special<br>Education<br>Regular<br>Education | 45 minutes per day X<br>5 days per week | 7/9/2020 – 7/8/2021                |
| Speech/Language Services        |                              |  |   |                                    |
| Consultation                    | Occupational<br>Therapist    | Special<br>Education<br>Regular<br>Education | 15 minutes per day X<br>1 days per week | 7/9/2020 – 7/8/2021                |
| Tutorial Instruction            |                              |  |   |                                    |
| Extended School Year            |                              |  |   |                                    |
| Related Services                | Position Responsible         | Location                                     | Frequency                               | Duration<br>Beginning and End Date |
| Speech/Language Services        |                              |  |   |                                    |
| Occupational Therapy            | Occupational<br>Therapist    | Special<br>Education<br>Regular<br>Education | 30 minutes per day<br>X 2 days per week | 7/9/2020 – 7/8/2021                |
| Physical Therapy                |                              |  |   |                                    |
| Social Work Services            |                              |  |   |                                    |
| Nursing Services                |                              |  |   |                                    |
| Behavioral Health Day Treatment |                              |  |   |                                    |
| Transportation                  |                              |  |   |                                    |
| Other                           |                              |  |   |                                    |

# Professional Opportunities

- These conversations support our colleagues and students.
- They tend to be impromptu and are based on sharing knowledge.
- It is based on our experiences and strengths.
- This is not documented on an IEP.





# ***Thoughts and Questions***





# Where do I go for Current Updates?

Maine Department of Education Special Services Website:

<https://www.maine.gov/doe/learning/specialed>

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/specialed/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.**



This Photo by Unknown author is licensed under [CC BY-SA](#).



# Ongoing Resource List:

## Early Childhood Intervention Modules

<http://blogs.ubc.ca/earlychildhoodintervention1/category/1-3-what-is-development-motor-development/>

<http://blogs.ubc.ca/earlychildhoodintervention1/category/1-3-what-is-development-cognitive-development/>

<http://blogs.ubc.ca/earlychildhoodintervention1/category/1-1-rationale-goals-and-objectives/>

<http://blogs.ubc.ca/earlychildhoodintervention1/category/1-3-what-is-development-adaptive/>

<http://blogs.ubc.ca/earlychildhoodintervention1/category/1-3-what-is-development-social-and-emotional-development/>

## ASCD – Focusing on the Whole Child in Early Childhood Education

<http://www.ascd.org/publications/newsletters/education-update/mar06/vol48/num03/Focusing-On-the-Whole-Child-in-Early-Childhood-Education.aspx>



# Ongoing Resource List:

ASCD The Whole Child

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

ASCD Making the Case for Educating the Whole Child – PDF

<http://www.wholechildeducation.org/assets/content/mx-resources/WholeChild-MakingTheCase.pdf>

Active Living Research

[https://activelivingresearch.org/sites/activelivingresearch.org/files/ALR\\_Brief\\_ActiveEducation\\_Jan2015.pdf](https://activelivingresearch.org/sites/activelivingresearch.org/files/ALR_Brief_ActiveEducation_Jan2015.pdf)

Exercise is Medicine

[https://www.exerciseismedicine.org/assets/page\\_documents/EIM\\_Rx%20for%20Health\\_%20Keeping%20Children%20Active%20During%20Coronavirus%20Pandemic.pdf](https://www.exerciseismedicine.org/assets/page_documents/EIM_Rx%20for%20Health_%20Keeping%20Children%20Active%20During%20Coronavirus%20Pandemic.pdf)

Yoga

<https://www.cosmickids.com/category/watch//>

Indoor Videos

<https://www.gonoodle.com/>





# Ongoing Resource List:

## Active Family Fun

<https://openphysed.org/activeschools/activehome>

## Playworks at Home

<https://www.playworks.org/get-involved/play-at-home/>

## Supporting Student Mental Health During COVID-19 – PP Presentation

<http://celt.cuw.edu/wp-content/uploads/Supporting-Students-Mental-Health-During-COVID19.pdf>

## Supporting Students' Learning During COVID-19

[https://webnew.ped.state.nm.us/wp-content/uploads/2020/03/Educators-Distance-Learning-Toolkit\\_Final.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2020/03/Educators-Distance-Learning-Toolkit_Final.pdf)

## National Alliance on Mental Illness

<https://nami.org/covid-19-guide>

## Mental Health and COVID-19 Information and Resources

[https://mhanational.org/covid19?mc\\_cid=87f848e5b2&mc\\_eid=a04f4729e7](https://mhanational.org/covid19?mc_cid=87f848e5b2&mc_eid=a04f4729e7)



# Ongoing Resource List:

## Learning and Developmental Needs of Preschoolers

<https://www.bing.com/search?q=learning+and+development+of+preschoolers&FORM=QSRE1>

## You Tube

<https://youtu.be/lojGjz8iuxl>



# 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)**

**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)**



# 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