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## Transition

### Post-School Outcomes

The purpose of IDEA is to provide eligible youth an individually designed FAPE that will "prepare them for further education, employment, and independent living" (§300.1). How well prepared are Utah youth? This is the first in a series of articles that will address how youth who had an IEP are participating in postsecondary education or training, employment and independent living one year after exiting the school system. Data are based on the results of the post-school telephone survey (SPP/APR Indicator 14) and represent only completed surveys.

Youth who graduated with a regular high school diploma were more likely to be competitively employed for 90 days or more during the year (44%) than those who received a certificate of completion (0%), reached maximum age for eligibility (0%), or dropped out of school (33%).

Youth who received a diploma were also more likely to be enrolled in a 2- or 4-year college for at least one term (34%) than other youth: Certificate of completion – 14%; reached maximum age – 0%; dropped out – 0%.

Youth who received a Certificate of Completion were more likely to be otherwise employed, e.g., worked in family business, self-employed, not competitive employment, (43%) than other youth. 29% of youth who reached maximum age reported being employed in this category, as did 19% of graduates and 14% of dropouts.

Youth who exited school upon reaching maximum age for eligibility were less

likely to be engaged in post-school employment or eligibility (71%) than any other group. Twenty-nine percent of those who received a certificate of completion and 28% of those who dropped out reported being unengaged compared with 15% of youth who graduated with a diploma.

More youth who dropped out of school or who received a certification of completion reported living independently, 39% and 29% respectively, than those who received a diploma (15%). No youth who exited at maximum age for eligibility reported living independently. Independent living is defined for this survey as living with a family member (as opposed to living with the parents), spouse, roommate, alone, or in the military.

Future articles will include information about post-school outcomes by disability category, gender, and race/ethnicity.

For more information about your LEA, see [www.utahposthighsurvey.org](http://www.utahposthighsurvey.org). If you do not have a user name/password, click on "Confidentiality Agreement" and complete the section titled User Information. Please contact Susan Loving if you have had a user name and password, but have forgotten them.

### Questions:

Susan Loving  
Susan.loving@schools.utah.gov  
801-538-7645

## Assessment

### Text-to-Speech

Text-to-Speech will be available on all English language arts, math, and science CRT tests again this spring.

- Screen reader should be used to provide this accommodation on all CRTs. If a student is unable to interact with the screen reader, appropriate documentation must be included in the student's IEP, ELL plan or 504 plan.
- Instruction using text-to-speed should be available to students prior to the assessment. Recent Apple products such as iPads and iPhones have text-to-speech features built in. Many students in LEAs using commercial electronic read aloud features such as Texthelp, Kurzweil, WYNN, and Don Johnston to read digital information or electronic books found the screen reader easy to use.

### Computer –Based Testing

For this school year, the following CRTs are to be "100%" computer-based:

- All trimester/semester CRTs.
- All Elementary Math (Grades 3, 4, 5, 6).
- All Secondary ELA (Grades 7, 8, 9, 10, 11).
- Grade 6 ELA.
- Biology.

Once a CRT is "100%" computer-based, no answer documents are produced for that test. Should a student need a paper version of the test, either the student or an appropriate educator must enter the student's responses into the CBT system for scoring. Requests for paper versions of that CRT may be directed to the Special Education Assessment Specialist Wendy Carver, [wendy.carver@schools.utah.gov](mailto:wendy.carver@schools.utah.gov).

### Algebra 1

Students with disabilities in 10<sup>th</sup> grade or before should have access to instruction in Algebra 1 as the Algebra 1 CRT is the assessment used for AYP. Utah's Alternate Assessment (UAA) may be the appropriate assessment for students with significant cognitive disabilities.

### Reading

**DIBELS® Next** Oral Reading Fluency middle of year (MOY) Benchmark must be administered to **ALL 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> grade students** for whom

**2** DIBELS is appropriate. **Reading on**

**grade level must be determined for all students** including:

- Students who are deaf (or for whom assistive technology is not sufficient for participation).
- Students with disabilities that result in slow or dysfluent speech.
- Students with significant cognitive disabilities as determined by the IEP. Various LEAs use assessments such as the AIMS-web, Fairview Learning, curriculum-based measurements, teacher generated fluency measures such as those located at [www.interventincentral.org](http://www.interventincentral.org), and teacher observation based on day-to-day work with the student. Teacher observation may be one of the measures used for students with significant cognitive disabilities as determined by the IEP team.

Questions:

Wendy Carver  
[wendy.carver@schools.utah.gov](mailto:wendy.carver@schools.utah.gov)  
801-538-7639

## Other Things to Try

### Many mobile apps are designed for students with disabilities

As more students with disabilities are using iPad tablet computers and other Apple mobile devices in school and therapy, many apps have been designed specifically to meet their needs. Among them, [Proloquo2Go](#) is a text-to-speech program designed to assist students who have difficulty speaking, and [Amplify'd](#) allows users with hearing impairments to make real-time adjustments to the volume of their surroundings. [Digital Directions \(premium article access compliments of EdWeek.org\)](#) (10/19)

Questions:

Wendy Carver  
[wendy.carver@schools.utah.gov](mailto:wendy.carver@schools.utah.gov)  
801-538-7639

## OSEP Spanish Glossary

A new Spanish Glossary for over 250 IDEA related terms is available online at: <http://www.neparentcenters.org/glossary/index.html>

Developed by OSEP, this glossary will be useful LEAs and others working with Spanish speakers.

A webinar was held September 20, 2011, to introduce the Glossary and describe the development process. You can access the archived webinar at <http://tadnet.adobeconnect.com/p6o0g92iz5e/>

## Community of Practice

The IDEA Partnership at the National Association of State Directors of Special Education (NASDSE) has been working with the U.S. Department of Education's Office of Special Education Programs (OSEP) to develop and implement Communities of Practice within the field of special education. The Communities of Practice approach offers state and local personnel a promising approach for engaging stakeholder groups in collaboratively solving complex, and often, persistent problems in special education. Utah is one of the sixteen states that have been invited to participate in the Community of Practice on School Behavioral Health. The Utah Community of Practice brings together 26 state and local agencies and family advocate groups to develop a collaborative foundation in which stakeholders can undertake their shared work on issues related to barriers to learning and normal youth development. Today, special education accountability is determined to a greater degree by how well others meet the needs of students with disabilities and general education accountability is also determined

## Working Together: Building Improved Communication

“**Working Together**” is a collection of free resources designed to support effective collaboration between parents, schools, and early childhood programs.

Included are short videos, a study guide and related resources on *Listening Skills, Understanding Positions & Interests*, and a module titled, *The Tale of Two Conversations*, which was developed in collaboration with the Office for Dispute Resolution in Pennsylvania.

These videos can be used before or during:

- Informal Resolution Processes.
- IEP/IFSP Meetings.
- Resolution Meetings.
- Mediation Sessions.
- Staff Trainings.
- Pre-Service Training for Administrators and Teachers.
- Co-Populated Trainings with Parents and Educators.
- Training for Secondary Students with Disabilities.

To access the suite, click here: <http://www.directionservice.org/cadre/modulemap.cfm> .

## Physical Education and Extracurricular Activities

In August of 2011, OSEP published a report titled, [Creating Equal Opportunities for Children and Youth with Disabilities to Participate in Physical Education and Extracurricular Athletics](http://www2.ed.gov/policy/speced/guid/idea/equal-pe.pdf). The report’s purpose was to respond, in part, to a Government Accountability Office (GAO) recommendation that the Secretary of Education disseminate information on improving opportunities for children and youth to access PE and athletics and to refer the reader to sources of additional information regarding the inclusion of children and youth with disabilities in PE and athletic extracurricular activities. The report can be found at: <http://www2.ed.gov/policy/speced/guid/idea/equal-pe.pdf>.

The report detailed barriers to physical activities for children and youth with disabilities, including, inaccessible facilities and equipment; personnel without adequate training; and inadequate, non-compliant, or otherwise inaccessible programs and curricula.

The report suggested that states and school districts increase opportunities for participation by applying adapted PE practices and universal design principles; making modifications to athletic equipment and using specialized equipment; providing appropriate personnel preparation and professional development to adapt games and activities to various ability and fitness levels; informing teaching patterns regarding the need to safeguard the civil rights of all students; providing adaptive opportunities and precise instruction for concerns such as poor motor coordination; providing teachers or coaches with strong behavior management skills and the ability to address the interactional components of disabilities within the context of competition; directly instructing, monitoring and remediating social, emotional and behavioral interactions; taking steps to provide nonacademic and extracurricular services and activities, including athletics, in the manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities; including the participation of a general or adaptive PE teacher on the IEP team in order to develop the IEP for certain students; providing multiple means for student engagement and a variety of activities of interest; having PE curricula based on physical growth and the development of fitness and socialization; and planning and implementing assessment in PE and athletics so that progress and achievement can be rated accurately and fairly.

## Community of Practice

*Continued from page 2*

according to how we diverse student needs are met. State agency personnel and local stakeholders must work together to meet the challenges facing students with disabilities. Individual groups cannot meet many of the challenges facing youth and their families alone. The Utah CoP brings together multiple stakeholders to address complex issues and problems. The emphasis is on sharing knowledge and expertise on issues of importance to all stakeholders. Organizations and stakeholders are allies. Individuals look to each other as resources in solving important issues for Utah’s students and families. Change happens through shared work.

## Coming Soon: Supply & Demand Survey — 2011-2012

In order to justify some of the activities the Utah State Office of Education supports, it is necessary to confirm data that drives our decisions. We are asking LEAs to provide predictive data five to seven years into the future as to the number of special education professionals they expect to need/hire. LEAs, watch for the *Demand Survey* in November 2011.

We are also working to confirm data on the supply side. Our office will ask Institutions of Higher Education (IHEs) in our state that offer professional programs for special educators and related service providers to predict their ability to supply the demand. IHEs, watch for the *Supply Survey* in November 2011

Results of these and other data will be reported at the Symposium Meeting on February 10, 2012. Please plan to attend this meeting.

Questions:

Peggy Milligan

[peggy.milligan@schools.utah.gov](mailto:peggy.milligan@schools.utah.gov)

801-538-7589

## Significant Cognitive Disabilities Roundtable

The first SSCD Roundtable will be focused on *Teaching Students with Moderate and Severe Disabilities*. This book will be given to those who attend (one per LEA). We will discuss the book together throughout the three roundtables this year. It is hoped the same representative from each LEA will be able to attend all three roundtables to participate in the discussions. These representatives should be able to give the information to teachers of students with significant cognitive disabilities through LEA staff professional development.

In addition to the book study, there will be two special content issues for this roundtable:

- The new graduation requirements information and other exciting transition news especially for students 18-21 from Susan Loving, Transition Specialist at the Utah State Office of Education.
- Janice Hill will present on the most asked for Instructional Accessible Assistive Technology (IAAT) for the classroom. Those users of iPads and the "Apps" available will find this valuable information. Janice is a past SSCD Teacher of the Year and has presented throughout the state and at national conferences. She has an extreme number of apps to share!

Questions:

Chris Timothy

[christine.timothy@schools.utah.gov](mailto:christine.timothy@schools.utah.gov)

801-538-7576

## Procedural Safeguards

Copies of the Procedural Safeguards are available from the Weber School District. If you need a copy please contact Pam Wahlen at [pawahlen@was.net](mailto:pawahlen@was.net) in the Weber School District. (USOE does not make copies.) There are versions in Spanish, Vietnamese and Bosnian available on the USOE website.

## Tourette's Syndrome

Tourette's Syndrome (TS) became a recognized disability under IDEA in the last reauthorization. Many special and general educators are unaware of this syndrome and its impact on a student's education. USOE Special Education Section will be working with the national Tourette Syndrome Association (TSA) and Center for Disease Control and Prevention (CDC) to provide training for educators during the summer of 2012. Educators who participate in the training will receive free materials on:

- accommodations,
- specific classroom strategies,
- conducting a functional behavior assessment,
- writing a positive behavior plan, and
- developing an IEP.

If you are aware of parents and teachers who would be interested in attending this training, please contact Janet Gibbs. In order to provide quality and specialized training, this initial training will be limited to 100 participants.

Questions:

Janet Gibbs

[janet.gibbs@schools.utah.gov](mailto:janet.gibbs@schools.utah.gov)

801-538-7716

## Upcoming Professional Development and Announcements

### 2011

**17th Annual Utah Paraeducator Conference**  
November 11—12, 2011  
Provo Marriott

**Adapting Common Core Standards English Language Arts**  
November 30—December 1, 2011  
Jones Center

**Autism Roundtable**  
December 14, 2011  
Utah Personnel Development Center

### 2012

**TIPS Training** (for educational interpreters)  
January 2012 (applications due November 2011)  
Arizona

**Sensory Disability Roundtables**  
Deaf and Hard of Hearing  
January 2012

Blind and Visually Impaired & Deafblind  
February 2012

**Foundations of Autism**  
February 2—3, 2012  
Registration begins December 1, 2011

**Conferenceville** (using technology in the classroom)  
February 24, 2012  
Davis Conference Center—Layton, UT

**Utah Coalition for Educational Technology (UCET) Conference**  
(UAAACT Team Members encouraged to attend. This will be the prime training activity for the year.)  
March 2—3, 2012  
Jordan High School  
UAAACT Team expenses covered: registration, hotel, mileage, meals, and substitutes.  
Contact:  
[rebecca.lewis@schools.utah.gov](mailto:rebecca.lewis@schools.utah.gov)

**Learning Disabilities Association of Utah 2012 Annual Conference**  
March 9, 2012  
Weber State University

**TTAP (TEACCH Transition Assessment Profile) Training**  
May 7-8, 2012

### 2011—2012 Multiple

**Significant Cognitive Disabilities Roundtables**  
November 8, 2011  
January 11, 2012  
April 25, 2012  
Utah Personnel Development Center

**Educational Interpreter Performance Assessment (EIPA) Video Conference Workshops**  
November 12, 2011  
January 14, 2012  
March 24, 2012  
April 14, 2012

### Specific Learning Disabilities Roundtable

The first SLD (and Orphan Disabilities) Roundtable for the school year 2011-2012 is scheduled for November 18, 2011, from 2:00-4:00 pm, at USOE, Room 156. The purpose for the roundtable is to improve and increase the communication between USOE/Special Education Section and LEAs regarding the topics of SLD, OHI, TBI, and accessing the general curriculum. Some of the topics of interest that will be addressed are RTI, Common Core updates, Co-teaching or other identified needs. Please send your LEA representative's name and contact information to:  
[aileen.pace@schools.utah.gov](mailto:aileen.pace@schools.utah.gov).

**No Flyer for this Activity—Contact: Aileen Pace (e-mail address above).**

Questions:  
Janet Gibbs  
[janet.gibbs@schools.utah.gov](mailto:janet.gibbs@schools.utah.gov)  
801-538-7716

### Educational Interpreter Performance Assessment Testing Schedule 2011-2012

**November 11 and 12, 2011**  
Utah Schools for the Deaf and the Blind  
752 Harrison Blvd, Ogden, UT

Register at: [www.task12.org](http://www.task12.org)

#### March 2 and 3, 2012

The first testing is filling up. There are only 20 slots each testing opportunity.

Please be aware, interpreters have until the 2013-2014 school year to get their scores to at least 4.0 to interpret in Utah Schools.

USOE provides a \$100 stipend for all Utah School Educational Interpreters.

Questions:  
Chris Timothy  
[chris.timothy@schools.utah.gov](mailto:chris.timothy@schools.utah.gov)  
801-538-7576

### Access to Professional Development Fliers

Unless otherwise noted, all of the professional development activities on this page are linked to a flyer which will provide you with additional information on the activity. (This also includes the Educational Interpreter Testing.)

*Flyers are located at:*  
<http://www.schools.utah.gov/sars/USEAM.aspx>. You will find the flyers under the September 15th USEAM, "Upcoming Events".

Don't forget to check our professional development calendar.

<http://www.schools.utah.gov/sars/USEAM.aspx>