



SCSD Special Education

Presented by
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Who are School Psychologists?

“School psychologists are uniquely qualified members of school teams that support students' ability to learn and teachers' ability to teach. They apply expertise in mental health, learning, and behavior, to help children and youth succeed academically, socially, behaviorally, and emotionally. School psychologists partner with families, teachers, school administrators, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community.” (NASP online)

In addition, they have earned master's or doctoral degree in counseling or school psychology that included supervision and an internship within a school district and Pupil Personnel Services (PPS) Educational credential.

School Psychologists within the SCSD

Danett Williams - Arundel Elementary and Mariposa Upper Elementary

Matt Steinborn - Brittan Acres Elementary and Tierra Linda Middle School

Emily LePage Wu - L.E.A.P. Preschool and White Oaks Elementary

Rosemarie Ramos - Central Middle School and Arroyo Upper Elementary

Annie Tronnes - Heather Elementary

What do School Psychologists do?

Our primary function is complete special education assessments as part of initial or triennial IEP multidisciplinary evaluation.

Our assessments focus on cognitive testing, processing testing, behavior, social, emotional, and adaptive skills and levels.

We also complete Special Circumstance Instructional Aide (SCIA) and Functional Behavioral Assessments (FBAs) as needed.

But we also....

- Attend Student Study Team (SST) meetings to help problem solve and make determination for an assessment
- Consult, develop, and implement with BOTH General and Special education teachers on individual behavior plans and classroom wide behavior management systems (PBIS)
- Consult with parents and provide behavior and social/emotional training/guidance
- Attend and also serve as administrators at IEP meetings
- Help develop Individualized Education Programs (IEPs)
- Plan and implement interventions (especially behavior) based on IEP goals
- Collect data on student progress toward IEP goals
- Serve as Case Managers
- Help supervise and train paraprofessionals and school psychology interns
- Counsel students in both group and individual settings (however, we are different than School Counselors)!

Special Education Eligibility Categories

To be eligible a child's school performance must be adversely affected by one of the following...

1. Specific Learning Disability (SLD)
2. Other Health Impairment (OHI)
3. Autism Spectrum Disorder (ASD)
4. Emotional Disturbance (ED)
5. Speech or Language Impairment (SLI)
6. Visual Impairment (VI)
7. Hearing Impairment
8. Deafness
9. Deaf-Blindness
10. Orthopedic Impairment (OI)
11. Intellectual Disability (ID)
12. Traumatic Brain Injury (TBI)
13. Multiple Disabilities (MD)

Eligibility Criteria continued...

School Psychologists primarily review the eligibility criteria of Specific Learning Disability, Other Health Impairment, Autism Spectrum Disorder, Emotional Disturbance, Intellectual Disability, Multiple Disabilities, and Traumatic Brain Injury.

We are required to review ALL suspected of areas of disability.

We use a variety of tests to help us determine a child's qualification, along with observations (both formal and informal), parent and teacher interviews, child interviews, behavior/emotional rating scales, a review of all available records, and discussion with outside providers/doctors/therapists (if available).

How do I get an evaluation for my child?

First step, would be to ask your school team (teacher, administrator, and school psychologist) to have an Student Study Team meeting (SST).

SSTs are invaluable to the school team as they really help identify areas of concern, present levels, current interventions (if any), and appropriate next steps.

Sometimes the appropriate next step is...

- 1) Start direct/specific interventions within the classroom
- 2) Increase specific and intense interventions outside of the classroom
- 3) A full and complete special education assessment in the areas of suspected disability.

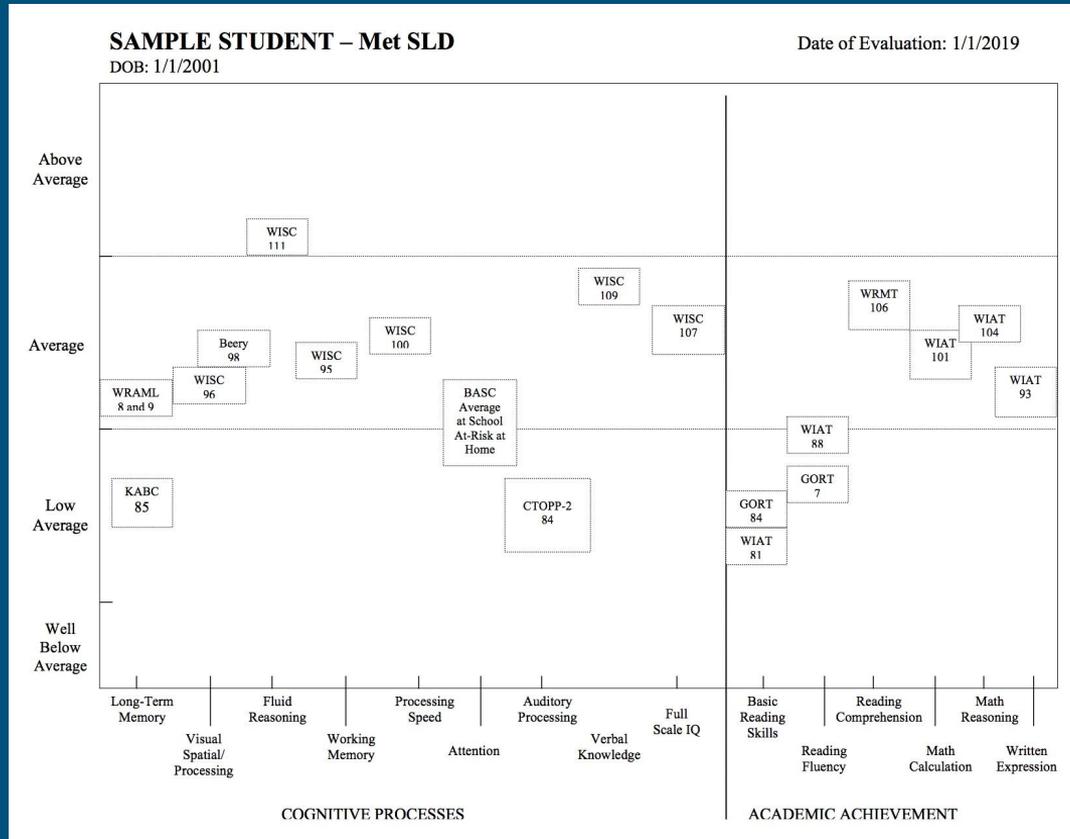
Do you qualify or diagnose?

Qualify by using one or more of the 13 eligibility categories.

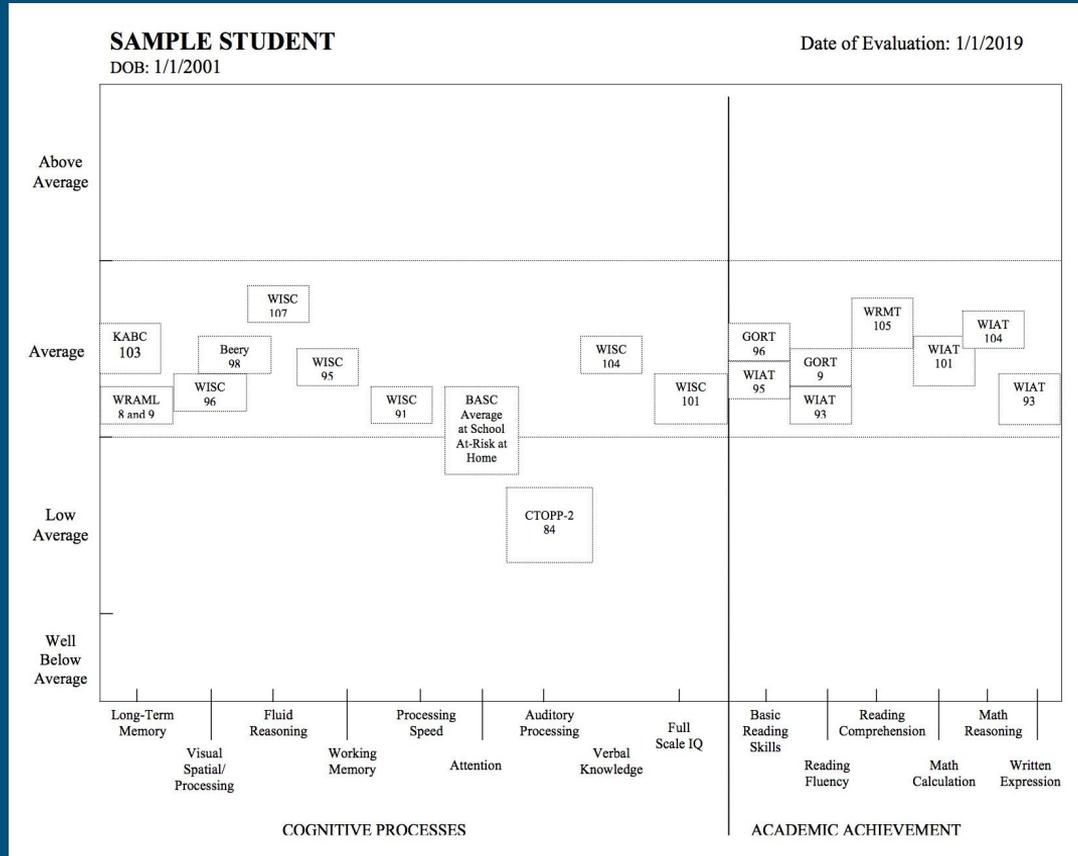
A school psychologist may note if child would potentially meet or present with a diagnosis (i.e. dyslexia, AD/HD, anxiety) but that child would the be QUALIFIED under Specific Learning Disability (SLD), Other Health Impairment (OHI), or Emotional Disturbance (ED), respectively.

Students with a documented diagnosis (from a physician, psychiatrist, behavioral/developmental pediatrician, or private educational psychologist) may not automatically qualify if their diagnosis does not adversely affect their educational performance.

Sample testing profile of student who qualified



Sample testing profile of student who did not qualify



L.E.A.P. Preschool

Language-Early Education-Art-Play!

SCSD is responsible for providing services students with IFSP's at age 3.

SCSD is responsible for providing services within the Least Restrictive Environment (LRE).

L.E.A.P Service Delivery Model

Preschool Service Delivery Model

Preschool - Elementary IEP Transition Process: WHY?

Education Code 56445.

(a) Prior to transitioning an individual with exceptional needs from a preschool program to kindergarten, or first grade as the case may be, an appropriate reassessment of the individual shall be conducted pursuant to Article 2 (commencing with Section 56320) of Chapter 4 to determine if the individual is still in need of special education and services.

To ensure a successful transition to a new program, we carry out what is required by education code as well as what we believe is best practice.

Data Collection

How we determine placement and service recommendations:

- Data Collection
 - File Review
 - Triennial assessment
 - Observations:
 - Across both LEAP class and Gen Ed. settings
 - LEAP team and Elem. team observe LEAP students
 - LEAP team observes Elem. classes

L.E.A.P. Hours & Team

Gray Squirrels: 8:30-12:30 (M-F)

Brown Bears: 8:30-12:30 (M/T/TH/F)

L.E.A.P Staff:

Julie Flynn, Coordinator

Emily LePage Wu, School Psychologist

Angela Banet, Gray Squirrels Educational Specialist/Teacher

Shannon Wolf, Brown Bears Educational Specialist/Teacher

Gail Walters & Michelle Fong, Speech and Language Pathologist

Amy Moran, Occupational Therapist

[L.E.A.P. Inclusionary Developmental Class](#)

Role of the Education Specialist in Middle School

— & How It Differs From Elementary School

- Supporting students across different settings/teachers
- Balancing grade-level standards with deficits
- Being sensitive to increasing social pressures
- Transitions to and from middle school

Academic Services Available in Middle School

- Intensive Support Classes (primarily ELA and Math, grouped by grade and/or level)
- Co-taught Classes (ELA, Math, Science)
- General Education Classes with Paraeducator Support (all subjects)
- Study Skills

Common Accommodations in Middle School

- Audiobooks
- Separate setting for tests/quizzes
- Extended time on assignments, tests, quizzes
- Speech to text
- Break system
- Universal supports: graphic organizers, study guides, access to Chromebooks

Co-Teaching Model

- Originally adopted to match high school model
- Allows access to grade-level standards, teachers, peers while still providing remedial support
- Significant benefits to social skills, behavior, self-esteem
- Blend of several teaching methods

Transition to High School

- Transition IEP in spring of 8th grade year
- Adjustment of modifications
- High school placement tests

Speech and Language Therapy

IDEA Sec. 300.8 (c) (11)

Speech or language impairment means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.

Special Education Eligibility for Speech Services

- (a) Significant impact on intelligibility
- (b) Sound error/s are below developmental level
- (d) Adverse attention from adults or peers
- (d) Educational impact.

Eligibility for Language Impairment

1. A student scores at least 1.5 standard deviations below the mean, or below the 7th percentile, for his or her chronological age or development level on two standardized test measures in one of four language areas: morphology, semantics, syntax, pragmatics
Or
2. The above criteria is met on one standardized measure and a representative spontaneous or elicited language sample of a minimum of fifty utterances as documented in the report, indicates inappropriate or inadequate usage of expressive or receptive language.

Other Types of Disorders We Treat

- Social Communication Disorders
- Autism
- Apraxia of Speech
- Severe Communication Disorders
- Fluency Disorders (i.e stuttering, cluttering)
- Voice Disorders (after ENT visit)

Services and Delivery Model

Communication Severity Scales

- Group or Individual
- Push in or Pull Out Services

Who Are Speech Language Pathologists (SLPs) ?

Specially Trained Professionals Who Have Earned:

1. A master's or doctoral degree
2. The Certificate of Clinical Competence from the American Speech-Language-Hearing Association (ASHA)
3. Educational credential
4. A state license

The Roles and Responsibilities of an SLP

- Help develop Individualized Education Programs (IEPs)
- Plan and implement intervention based on IEP goals
- Collect data on student progress toward IEP goals
- Complete compliance paperwork (e.g., therapy logs, data collection, goal updates)
- Attend IEP meetings
- Collaborate with teachers, parents, administrators, and support staff
- Provide training to staff and families
- Serve as Case Managers
- Supervise student SLPs or SLPAs, and Clinical Fellows

Who Are Our San Carlos SLPs?

Michelle Fong MS CCC-SLP

Caroline Lee MA CCC-SLP

Kate Ramacciotti MS CCC-SLP

Diane Regonini MS CCC-SLP

Mirhiya Sampson MS CCC-SLP

Stephany Sedlmayer MS CCC-SLP

Vivian Tisi MS CCC-SLP

Annick Tumolo MS CCC-SLP

Gail Walters MS CCC-SLP

LEAP Preschool and Heather Elementary

Heather Elementary

White Oaks Elementary

Brittan Acres Elementary

Arundel Elementary

Arroyo and Mariposa

Tierra Linda Middle School

Central Middle School

LEAP Preschool

Occupational Therapy

- The only profession that helps people across the lifespan do the things they want and need to do through the therapeutic use of daily activities (occupations)
- An evidence-based practice deeply rooted in science
- Enables people of all ages to live life to its fullest by helping them promote health, and prevent - or live better with - injury, illness, or disability
- Holistic perspective and focus on adapting the environment and/or task to fit the person

Occupational Therapy (OT) Requirements

Specially Trained Professionals Who Have Earned:

1. A master's or doctoral degree (or bachelor's degree prior to 1990)
2. Board Certification from the American Occupational Therapy Association (AOTA)
3. A state license

OT Services in Schools are Governed by:

Individual with Disabilities Education Act (IDEA)

-Federal Regulations 300.24

Eligibility for Occupational Therapy Services

OT is Not a stand-alone service.

OT is a related service.

This means that students who qualify for Speech and Language Services or Specialized Academic Instruction may also qualify for OT if they are unable to fully access their education.

Students are not able to receive Only OT services.

Functional Skills

1. Fine Motor
2. Gross Motor
3. Visual Perceptual
4. Self Help
5. Sensory Processing

Delivery Model

1. Group or Individual
2. Push In or Pull Out
3. Consultation and/or accommodations

Occupational Therapist Responsibilities

- Help develop Individualized Education Programs (IEPs)
- Plan and implement intervention based on IEP goals
- Collect data on student progress toward IEP goals
- Complete compliance paperwork (e.g., therapy logs, data collection, goal updates)
- Attend IEP meetings
- Collaborate with teachers, parents, administrators, and support staff
- Provide training to staff and families
- Support general education teachers with OT related student concerns
- Supervise student OTs or OTAs , volunteers or paraprofessionals

Who Are Our San Carlos OTs?

Karen Johnson, OTR/L

- Heather Elementary
- Mariposa Upper Elementary
- Tierra Linda Middle School
- a couple of students at other schools
- outside evaluations

Amy Moran, MS, OTR/L

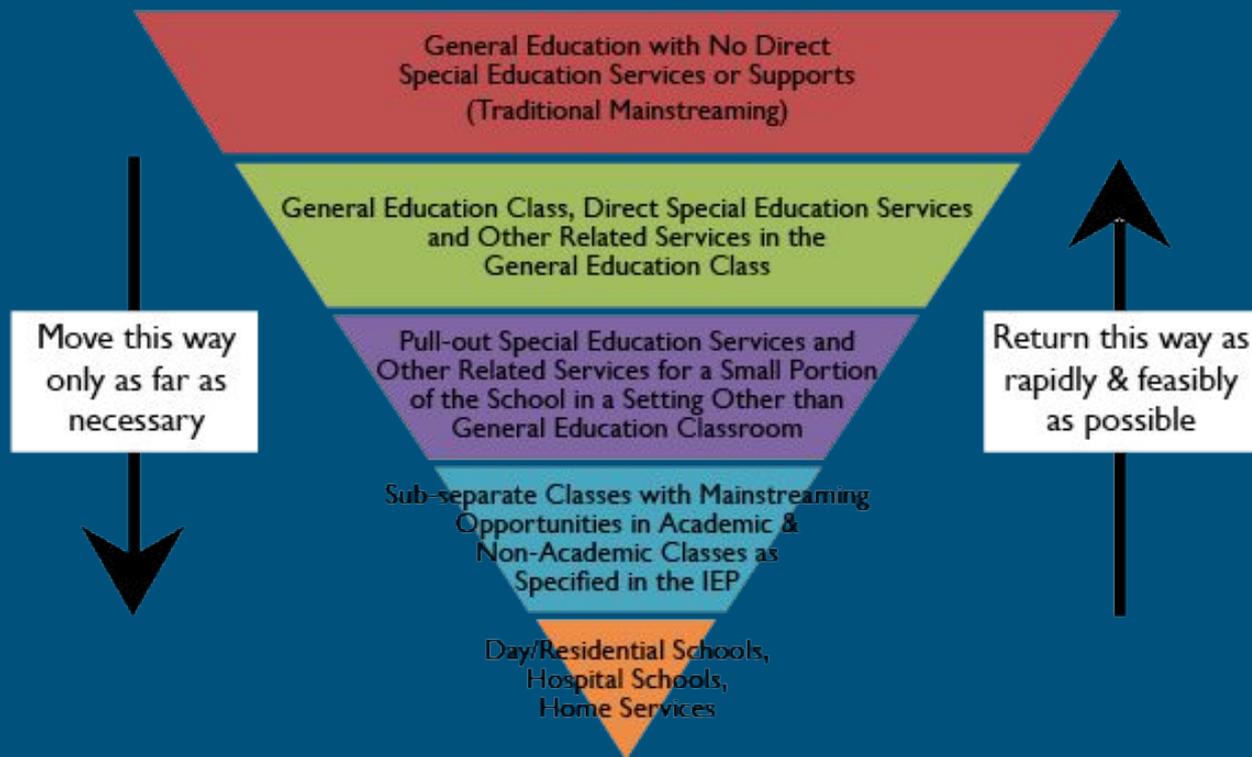
- Heather Elementary
 - LEAP Preschool
 - Moderate/Severe Class
- outside evaluations

Marla Mather, OTR/L

- Arundel Elementary
- Brittan Acres Elementary
- Arroyo Upper Elementary
- San Carlos Charter Learning Center
- Central Middle School
- White Oaks Elementary
- a couple of students at other schools
- outside evaluations

Elementary Education Models

THE CONTINUUM OF SERVICES



Elementary Models in Detail

- Resource Model (RSP):
 - a. Pull out and / or push in for all SAI minutes
 - b. Typically less minutes than a student in a learning center
 - c. Student can succeed with mostly general education curriculum, but needs support in a specific area (i.e. reading)
- Learning Center:
 - a. A classroom where Specialized Academic Instruction is provided
 - b. Typically spend most core academic time in the LC
 - i. reading, writing, & math
 - c. Mainstreaming opportunities for students in non-core academics
 - i. social studies, science, P.E., electives

What do Education Specialists do?

- Provide Specialized Academic Instruction
 - Differentiate and modify curriculum to meet student's individual needs & goals
 - Provide accommodations to help facilitate student success
- Monitor student progress and make changes to instruction as needed
- Support students within general education setting
- Complete IEP paperwork
- Collaborate with IEP team
 - Including student, parents, support providers, administrators, para educators, etc.
- Supervise, support, and train para educators

What is Mainstreaming and Why is it Important?

Mainstreaming: Placing students with special education services in a general education classroom setting during specific time periods based on their skills.



WHY?

- Research shows that students with learning differences learn best alongside their typically developing peers
- Social interaction opportunities
- Exposure to grade level curriculum
- Collaboration skills

A look at how it works: Mariposa Learning Center

Morning Instruction- Station Model

- Stations for core academic areas
- Broken down by individual skill levels
- Small group & differentiated



Afternoon Instruction- Mainstreaming

- Most students mainstream for non-core subject areas
- Para educators & Ed. Specialist support within general education
- Not for all students, but is successful for most

Adapted Physical Education

- A program designed to meet the unique needs of an individual who is unable to fully participate in the General PE program.
- The goal of APE is to provide students complete access to the PE curriculum by making appropriate modifications, accommodations and adaptations.
- Standards Based
 - Demonstration and Knowledge of Movement Patterns
 - Demonstration and Assessment of Fitness Principles
 - Knowledge of Psychological and Sociological factors in Physical activity

Why Should Physical Education Be Taught?

- It is Mandated by Law
- Develop Gross Motor Skills and Patterns
- Acquire Skills in dance, group sports, and individual lifetime activities
- Understand how the body works and how to live a healthy lifestyle
- Old School vs. New School
- In order to provide the tools to become a Healthy Adult who has confidence as a Physical Being interacting in a sustainable world.

Who is Eligible

The student who is eligible for special education may be considered for APE services if the student meets all of the following criteria:

- Exhibits one or more of the 13 handicapping conditions and is eligible to receive special education and/or related services;
- Scores at least 1.5 standard deviations below the mean; or
- Scores below the 7th percentile for his or her chronological or developmental age on a norm-referenced or standardized test; or
- Receives an age equivalent score which indicates the child is functioning at 30% below his or her chronological age;
- The student's needs cannot be met by any other PE service delivery option.

Modifications and Adaptations

- Provide a structured Routine
- Modify the environment
- Modify the rules of the game or activity
- Modify Equipment (size, weight, texture, buoyancy)
- Provide students extra practice time and repetition
- Adapt Instructional Strategies to best reach students
- Small Sided Games
- Proximity to instructor
- Peer Buddies

Delivery Options

- General PE - may include accommodations, adaptations or modifications made by the general PE teacher
- Specially Designed PE- programming for a special education class that requires minimal or limited adaptations and is taught by the person who normally teaches PE for this population
- Adapted PE - a program for children with disabilities who have needs, which cannot be solely met in General or Specially designed PE. Classes are taught by a credentialed APE specialist who determines frequency and duration of services, as well as developing goals.
- APE Collaborative Consultation- the APE specialist consults with the classroom teacher and general PE Teacher in order to allow the student to participate in the least restrictive environment
- Special Olympics & Unified Sports