

GADOE Special Education Resources

Implementation Manual

Provides practical ideas and best practice information on the implementation of the Georgia Special Education State Rules.

http://www.gadoe.org/ci_excptional.aspx?PageReq=CIEXCImpMan

Elluminates

Schedules for Elluminate Trainings future and past are posted. Go to:

http://www.gadoe.org/ci_excptional.aspx?PageReq=CIEXCilluminate

DOE Sp Ed Staff Contact List

http://www.gadoe.org/ci_excptional.aspx



In Upcoming Issues...

- **Strategies**
- **Accommodation vs Modifications**
- **Access to High School Math**

Season's Greetings

Our purpose is to share Tips, Information, and Updates from the State Department with our teachers.

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Intervention Highlight

Intervention Name: Dialogic Reading

Source: What Works Clearinghouse

Program Description: Dialogic reading is an interactive shared picture-book reading practice designed to enhance young children's language and literacy skills. During the shared reading practice, the adult and the child switch roles so that the child learns to become the storyteller with the assistance of the adult, who functions as an active listener and questioner.

Effectiveness: Dialogic reading was found to have potentially positive effects on communication and language competencies for children with disabilities.

For more information: http://ies.ed.gov/ncee/wwc/pdf/wwc_dialogic_reading_042710.pdf



What should be included in a goal/objective?

Resource Board Highlights

Access to the GPS for teachers of students with significant disabilities – Activities and materials created for teachers by teachers.

http://gadoe.org/ci_exceptional.aspx?PageReq=CIEXCCognitiveDisabilities

Check out integrated units updates:

Red Badge of Courage

Bridge to Terabithia

Alice In Wonderland

The Great Kapok Tree

Behavior Bits

Establish 3-5 expectations and rules that are positively stated. Some examples:

Expectation

Show respect.

Rule

Raise hand for help or attention

Expectation

Be responsible

Rule

Keep work area clean

The basic purpose of the IEP is to identify the exceptional educational needs of the student, the services provided to address those needs, and expected results of the services.

Goals/Objectives are what assess the progress a student makes. The purpose of a goal/objective is to allow us to mark progress. Therefore, goals must be written as measurable to determine how well the student is progressing towards the achievement of the goal/objective.

Each goal is based upon the student's deficit and the skills needed to move them toward the grade level standards. Grade level standards should not be used as goals. This is true for students who are participating in the general curriculum and those students participating in the curriculum at the access level.

Goals are required in IEPs but short-term objectives are only required for students who are assessed on the Georgia Alternate Assessment (GAA). Some students who are not assessed on the GAA may have a combination of measureable annual goals and goals with short-term objectives based on the decision of the IEP Team.

For example:

The present levels of performance (PLOP) states that a student is reading third grade material at 70 wpm with 10 errors. The goal will be: Given third grade reading material, the student will read 110 wpm with less than 2 errors.

For a student assessed on the Georgia Alternate Assessment (GAA): The PLOP for a student participating in the curriculum at the access level states when a familiar story is read to the student the student can select pictures that represent the main characters and settings in a story. Goal: "The student communicates information about life experiences and events to another person." One of the short term objectives will be: "The student will retell a familiar story by putting three pictures in sequence in 4 out of 5 opportunities."

The use of the mnemonic "SMART" is an easy way to remember all components for writing a goal.

Specific goals for the student to achieve academic /adaptive knowledge and skills connected to the Standards

Measurable IEP goals/objectives to assess the student's progress

Achievable goals use action words

Result-based goals will provide a sense of satisfaction for a student when s/he attain their goal

Time-bound goals monitor the progress after regular intervals

SMART goals for IEPs have become the impressive tools to make the IEP documents more useful.

Did you know about ...



Museum Box? It is a site that provides the tools for you to build up an argument or description of an event, person or historical period by placing items in an interactive virtual box.

www.museumbox.e2bn.org

Transition Tips



Assistive Technology Tip

Are you looking for the right assistive technology tool for your student?

Check out

TECHMATRIX

TECHMATRIX is a website that allows you to find and compare educational and assistive technology products so that you can make informed decisions concerning the AT provided to your students with disabilities.

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Georgia Department of
Education

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Transition Service Plans should be the driving force of every student's IEP as they enter high school. This plan should connect the student to employment, post school options and better post-school outcomes. The development process should include linkages with community resources, Department of Labor/Vocational Rehabilitation (VR), Department of Human Services (DHS), Department of Behavioral Health and Developmental Disabilities (DBHDD), Department of Juvenile Justice (DDJ), post secondary institutions and employers. Both the parent and the student should be involved on a consistent basis with both the planning and implementation of the Transition Services Plan!

Remember the Transition Tool Box located on the GaDOE website:

http://gadoe.org/ci_exceptional.aspx?PageReq=CIEEXTransition

Transition Tool Box

- [Transition Manual](#)
- [Tips for Writing Transition Plans](#)
- [Step by Step Transition Plan Writing](#)
- [Transition Service Plan](#)
 - [Instructions for the Transition Services Plan](#)
- [Peach State Pathways](#)
 - [Instructions for Peach State Pathways](#)
- [Sample Transition Plans with Case Studies for Transition](#)
- [Transition Documentation Checklist](#)
 - [Instructions for the Transition Documentation Checklist](#)
- [Transition Plan Feedback](#)
- [Summary of Performance](#)
 - [SOP Directions](#)
- [Elluminate Archived Sessions on Transition \(20 Sessions\)](#)

Teacher Resources

ReadWriteThink

International Reading Association in conjunction with the National Council of Teachers of English produced ReadWriteThink, as part of Verizon Thinkfinity. This site has lesson plans and activities that are aligned to individual state standards.

www.readwritethink.org

Teaching English with Technology

This site is dedicated to helping English & Language Arts teachers incorporate technology effectively into their classrooms and is presented by EdTechTeacher.

Explore TEWT.org and find inquiry-based lessons, activities, and projects. Learn about new and emerging technologies such as blogs, podcasts, wikis, and online social networks, and explore innovative ways of integrating them into the curriculum!

www.tewt.org