

Educational Highlights for Leaders

Volume 1, Issue 2

October 2013

Special points of interest:

- Autism Awareness Days @ COSI
October 26, 2013
9 am—Noon
- Building a Leadership Network — Assessment Literacy for TBTs
November 20, 2013
- OCALICON
November 20 –22, 2013

Inside this issue:

Ohio's new AASCD	2
PBIS Rolls Out Across Region 2	2
Local Educators Present at 7th Annual Special Education Leadership Conference in Columbus	3
Ohio Academic Content Standards-Extended (OACS-E)	3

Supporting Erie, Huron and Lorain Counties

Early Childhood News! Step Up To Quality

The Ohio Departments of Education and Job and Family Services are pleased to inform you that on October 1, 2013 Ohio began the implementation of the revised 5–Star Quality Rating and Improvement System (QRIS). Step Up To Quality (SUTQ) is Ohio's quality rating and improvement system for licensed learning and development programs. Step Up To Quality recognizes learning and development programs that exceed licensing health and safety standards. Supports are available to assist programs in achieving and maintaining a Star Rating.

As of October 1, 2013, rated programs can apply for an increase to their rating in the new 5–Star Step Up To Quality system.

By mid–October, unrated programs will be able to submit an initial registration. All registrations will be completed and submitted using the Ohio Child Licensing and Quality System (OCLQS).

For more information, please visit Ohio's Early Childhood website at www.earlychildhoodohio.org. There you can find the SUTQ Program Standards, Guidance Document, web-based training, and additional resources.

For assistance and questions regarding Step Up To Quality and how State Support Team Region 2 can support you and your district please contact **Jackie Plantner, Coordinator of Early Learning and School Readiness**, at plantner@sstr2.org or (440) 324-5777 ext. 1157.



Upcoming Network Meetings

- November 19, 2013 @ BGSU—Firelands, Cedar Point Center
Topic: PBIS
Speaker: Darren Conley
- December 10, 2013 @ Lorain County ESC
Topic: Alternate Assessment for Students with Significant Cognitive Disabilities
Speakers: Jennifer Heim & Barb Conrad



Our greatest weakness lies in giving up. The most certain way to succeed is always to try just one more time.

Thomas A. Edison

Ohio Academic Content Standards-Extended (OACS-E)

The Ohio Academic Content Standards-Extended (OACS-E) were released by ODE in July 2012. The OACS-E or extended standards are closely aligned to Ohio's New Learning Standards, but feature a reduction in the breadth and depth of the general education standards to provide learners with significant cognitive disabilities access to grade-appropriate academic instruction. While maintaining the essence of the general education standards, the extended standards feature three levels of complexity with which to gauge student

achievement. To avoid predetermining levels of student outcomes, planning for instruction is provided using the Ohio's New Learning Standards. The extended standards are used as a rubric to determine student achievement after instruction. The use of appropriate instructional strategies and assistive technology will become increasingly more important in providing access to the content. Professional development to assist teachers implement this major shift will be offered again in November 2013. Individuals wishing to register for this

opportunity can do so by searching 'Region 2' in STARS at <https://safe.ode.state.oh.us/portal>. In addition, ongoing support can be obtained by contacting **Jennifer Heim, Autism/ Low Incidence/ Assistive Technology Consultant at State Support Team, Region 2** at heim@sstr2.org.

Ohio's new Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD)

Ohio's new Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) was administered for the first time in spring 2013. Student scores from 2013 can be compared to the AASCD Performance Standards found here http://oh.portal.airst.org/OH_Alt/wpcontent/uploads/2013/06/AASCD_Performance_Standards_June_2013.pdf. The new AASCD marked a significant change in Ohio's alternate assessment. The AASCD is aligned to Ohio's Academic Content Standards-Extended

(OACS-E) and is designed to allow students to demonstrate their knowledge and skills in an appropriately rigorous assessment. Even though students who are alternately assessed are measured by the OACS-E, teachers must provide rich, academic instruction. To avoid predetermining levels of student achievement, instruction should be provided using the Ohio's New Learning Standards for all students using appropriate instructional strategies and assistive technology to provide access to the content. The

OACS-E are used as a rubric to determine student achievement after instruction. Professional development to help teachers move to this framework will be offered again in November 2013. Stay tuned to your email for further information regarding that training. In addition, ongoing support can be obtained by contacting **Jennifer Heim, Autism/Low Incidence/Assistive Technology Consultant at** heim@sstr2.org.

Local Educators Present at 7th Annual Special Education Leadership Conference in Columbus

By special request, our very own Joanna Hornbeck, SLP, Jack Reyes, Intervention Specialist, (both from Wellington Exempted Village Schools) and Kristal Fletcher, Intervention Specialist (Avon Local Schools), presented along with Terry Murphy of Monarch Teaching Technologies at the 7th Annual Special Education Leadership Conference in Columbus, Ohio on October 2, 2013. Joanna, Jack and Kristal demonstrated ways they are differentiating instruction for their students using a software program called vizZle. vizZle allows teachers to access lessons

from a vast shared library or quickly design their own lessons to meet their students' individual learning needs. Lesson types include sorting, matching, board games and customized books. vizZle allows teachers to further differentiate for their instruction by providing the ability to easily embed various types of symbols including digital photos and videos to support student learning. Because of the flexibility of vizZle, these educators are able to meet the diverse needs of all of their learners, from mild articulation disorders to those with severe cognitive

disabilities. Data tracking provides instant feedback to teachers regarding student progress. The State Support Team Region 2 applauds these educators who do what it takes to ensure that all students can access and make progress in the curriculum.

The goal of education is the advancement of knowledge and the dissemination of truth.

John F. Kennedy



*Pictured left to right:
Kristal Fletcher,
Joanna Hornbeck,
Jack Reyes, and
Terry Murphy.*



State Support
Team

State Support Team—Region 2
1885 Lake Avenue
Elyria, OH 44035

Phone: 440-324-5777

Fax: 440-324-7355

E-mail: lastname@sstr2.org

We are on Facebook!
Search State Support Team
Region 2



New Website Coming Soon ...
www.sstr2.org

Positive Behavior Interventions and Supports (PBIS) Rolls Out Across Region 2

With all of the initiatives districts are working to implement this year, why is it a good time to become a member of a training cohort and begin the PBIS implementation process? In addition to it being State Board of Education policy, there are many reasons to begin the implementation of PBIS in your district or building! If I told you that, on average, office referrals would decrease **40%-67%** (Luiselli et al., 2002; McCurdy et al., 2003; Scott, 2001; Taylor-Greene & Kartub, 2000) and lost instructional days would decrease, on average, **57%** (Easton & Engelhard, 1982; Konstantopoulos, 2006; Roby, 2004; Snell & Mekies, 1995), would I have your attention?

As a State Support Team, we are very aware of the many changes and challenges districts are being asked to navigate this school year. However, with the approval, on January 15, 2013, of the policy on Positive Behavior Interventions and Supports (PBIS) and Restraint and Seclusion, and, on April 9, 2013, Rule 3301-35-15, the State Board of Education laid out standards for the implementation of positive behavior interventions and supports and the use of restraint and seclusion. This policy is now in effect, throughout the state, and districts are signing up to become members of cohorts to be trained in the PBIS framework. The goal of the PBIS framework is to “create a learning environment that promotes the use of evidence-based behavioral interventions, thus enhancing academic and social behavioral outcomes for all students.”

So, what exactly is PBIS? The website PBIS.org describes PBIS in the following manner:

“Improving student academic and behavior outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. PBIS provides an operational framework for achieving these outcomes. More importantly, PBIS is NOT a curriculum, intervention, or practice, but IS a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.”

Just as the Ohio Improvement Process provides a framework for districts to organize their data surrounding student achievement, plans for improvement and curriculum for academic interventions, PBIS provides the framework for districts to organize their behavioral data, curriculum, and plans for improvement in the areas of social competency and behavior.

The PBIS framework just makes sense. The framework includes ideas such as; the school teaches what appropriate behavior looks like in various settings, rewards students for behaving appropriately, and provides supports for students who need extra time or practice to learn the appropriate behaviors. We have used this model to teach academic content for centuries while assuming that children would come through the schoolhouse gate knowing how to appropriately behave in all settings and circumstances. We know that this approach to teaching behavioral education is not working and research has shown that, worldwide, PBIS is the most effective method of overcoming this challenge.

To get your district or school involved in a PBIS training cohort, please contact **Darren Conley, PBIS Consultant, State Support Team Region 2**. Darren can be reached at conley@sstr2.org or 440-324-5777 extension 1131.