

Date : 2/27/2017 10:04:54 PM
From : "Council for Exceptional Children"
To : keri_marquand@enumclaw.wednet.edu
Subject : All-Member Forum Digest for Monday February 27, 2017

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Feb 27, 2017

started 7 hours ago, [Megan Jones](#) (0 replies)

[Don't Forget! SCOTUS Webinar Wednesday](#)

1. [FREE Members-Only Webinar: How the Supreme Court...](#) Megan Jones

started 8 hours ago, [Viviana O'Shea](#) (0 replies)

[O.G.S.](#)

2. [I am working as an Educational Therapist in my...](#) Viviana O'Shea

started yesterday, [Laura Jane Rowland](#) (2 replies)

[HELP with research on UDL: Is anyone using UDL and willing to share](#)

3. [Hi Laura, Our district has been training...](#) Christine M. Panarese, Ed. D.
4. [We developed a UDL training program that...](#) Robert Baer

started 4 days ago, [Christina P. Grundock](#) (6 replies)

[ODD/Substance Abuse Student Assistance](#)

5. [Thank you for the posting. Intrinsic motivation...](#) Thomas Mokua
6. [He might be a student who might score high on...](#) Nancy M. Cline

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1. [Don't Forget! SCOTUS Webinar Wednesday](#)

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Feb 27, 2017 4:56 PM

[Megan Jones](#)

FREE Members-Only Webinar: How the Supreme Court May Change Your Practice
Wednesday, March 1, 2017
7-8 p.m. ET

On January 11, 2017, the Supreme Court heard oral arguments in [Endrew F. v. Douglas County School District](#), a case that involved a student with autism from Colorado. The question in this case, which has major implications for special education services nationwide, is how much educational benefit does a student's program of special education need to provide to that student?

In the *Endrew F.* case, the Supreme Court heard arguments that there is not a clear standard for the level of benefit that schools must provide to students in special education. Is some small degree of benefit enough? Or do students have a right to something more meaningful?

In this special [members-only webinar](#), special education law experts Dr. Mitchell Yell and Dr. David Bateman will discuss the history of appropriateness as previously defined by the Supreme Court in *Board of Education v. Rowley* (1982), the changes to special education law since 1982, the history and facts of the *Endrew F.* case, the oral argument made before the Supreme Court, and discuss possible results from this extremely important case.

[Register now!](#)

Megan Jones
Digital Learning Coordinator
Council for Exceptional Children

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2. [O.G.S.](#)

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Feb 27, 2017 3:13 PM

[Viviana O'Shea](#)

I am working as an Educational Therapist in my community and would like to know if anyone is Orton Gillingham certified and how to go about becoming a member?

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3. [Re: HELP with research on UDL: Is anyone using UDL and willing to share](#)

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Feb 27, 2017 6:45 AM |

[view attached](#)

[Christine M. Panarese, Ed. D.](#)

Hi Laura,

Our district has been training principals, teachers and paras on UDL throughout this year. The data we have is not complete but willing to participate in your survey. We have an introductory PPT and Training Materials we have been using - MADESE Guidebook is attached.

Chris Panarese
Assistant Director of Special Education

Christine Panarese
Asst. Director
Boston Public Schools
Boston MA

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Original Message:

Sent: 02-26-2017 16:00

From: Laura Rowland

Subject: HELP with research on UDL: Is anyone using UDL and willing to share

Hi CEC community,
I'm doing my masters research on Universal Design for Learning and how it affects academic outcomes and time in least restrictive environment for students with learning disabilities.

Is anyone using UDL in their school district who would like to share results in the two areas above: academic outcomes and time in LRE.

I have a brief survey for anyone interested in participating. Any leads are helpful at this point. Thank you!

Laura Rowland
Special Education Teacher
Brookside Elementary School
Willits CA

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4. [Re: HELP with research on UDL: Is anyone using UDL and willing to share](#)

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Feb 27, 2017 10:18 AM | 

[view attached](#)

[Robert Baer](#)

We developed a UDL training program that includes evidence-based practices shown to improve all student performance by up to one grade point. Many of these are from the Kansas Center on Learning. We include seven modules:

1. Flexible presentation strategies
2. Engagement with content strategies
3. Flexible assignment and response strategies
4. Individual accommodation strategies
5. Classroom management strategies
6. Disability-specific strategies
7. Developing UDL learning communities.

Email me at rbaer@kent.edu for more information about our training manual and presentations. These include hands-on activities for teachers for each module.

Robert Baer
Director, Center for Innovation in Transition and Employment
Kent State University
Kent, Ohio 44242

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Laura Rowland
Special Education Teacher
Brookside Elementary School
Willits CA

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5. [Re: ODD/Substance Abuse Student Assistance](#)

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Feb 27, 2017 8:06 AM

[Thomas Mokua](#)

Thank you for the posting. Intrinsic motivation is the real drive that can help the child because he will be doing it as a result of the enjoyment and inner interest he has for the activity. An effort to use the computer and phone which he enjoys using to maximize his potential will be the key to approaching to helping him learn and achieve his goals. But, empathy and well structured management of the process is also key to getting the student to accept to do all the activities as directed by the teachers and parents.

[Thomas] [Mokua] [Special Ed. Teacher]
[Crispus Attucks Charter School]
[York] [PA]
[tmokua@crispusattucks.org]
[717-848-3610]

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Original Message:
Sent: 02-25-2017 09:15
From: Sandra Curran
Subject: ODD/Substance Abuse Student Assistance

I have been dealing with a similar student for quite some time now. Non-compliant, doesn't want to do anything but sit on his phone, play games and peruse the internet. He is behind with social-emotional development but has an IQ of 135. He would be bored to death in a general education setting. Extrinsic motivators do not work for this student. Therapy doesn't help. Nothing helps except time and exploration. My thoughts are to not take away his phone. He is clearly 'addicted' to this device. I would use technology to the best of my advantage. Give him as many opportunities to explore IT jobs, online learning, gaming systems, comic con, etc. Yes, he may spend a lot of time doing this but if his interests are truly computer oriented then use it to your advantage. I would also explore job opportunities with him as eventually he has to realize that despite what he **wants** to do he **needs** to eventually get a job. Does he have transition services in place? There are many activities he could be doing that cater to his desires. I realize he is quite young but in just a few short years he will be out of school. Motivation comes from within, not extrinsically. This is what he is lacking and no amount of talking, forcing, pushing, etc. will make a difference until it inside his own heart.

Sandra Curran
Instructor
Grand Rapids MI

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6. [Re: ODD/Substance Abuse Student Assistance](#)

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Feb 27, 2017 4:25 PM

[Nancy M. Cline](#)

He might be a student who might score high on the Adverse Childhood Experiences rating scale. If that is the case, one of the first things would be to find an adult who shows genuine interest in him. You might find information on this website to be helpful. [Adverse Childhood Experiences \(ACEs\)](#)

Cdc

Adverse Childhood Experiences (ACEs)

Childhood experiences, both positive and negative, have a tremendous impact on future violence victimization and perpetration, and lifelong health and opportunity. As such, early experiences are an important public health issue. Much of the foundational research in this area has been referred to as Adverse Childhood Experiences (ACEs).

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As well, have the school staff watch Paper Tigers. You probably have someone who has ACE expertise who can work with the school staff in talking about implications for students at your school. It would be a good idea to invite someone with expertise. [ACE ToolKit | National Toxic Substance Incidents Program | ATSDR](#)

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ACE ToolKit | National Toxic
Substance Incidents Program |
ATSDR
National Toxic Substances Incident
Program (NTSIP): ACE ToolKit
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a

Nancy Cline
Coordinator
West Virginia Department of Education
Charleston WV

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Original Message:
Sent: 02-23-2017 15:05
From: Christina Grundock
Subject: ODD/Substance Abuse Student Assistance

I case manage an 8th grade, 15 year old student in the behavior program at a public school. The student is classified as Emotionally Disturbed due to a psychiatric diagnosis of Oppositional Defiance and Substance Abuse (alcohol, marijuana). Student is in judicial system and currently on parole. Outside services include anger management group, at-

risk student boxing group, individual and family therapy. He has been taken out of the home on more than one occasion and placed with a "Host" family. None of these interventions seem to make a difference to him.

In the Behavior Program we use a point system to "earn" your way back into the mainstream. The student has stated that he has no desire to ever leave the program and intends to remain in it until he is able to drop out. He would be the third in his family to drop out of high school. The typical motivators do not work for him (extra gym time, food, positive phone calls home, free time, etc.). Typical consequences also do not matter to him at all. He is academically on grade level. He refuses to hand in his cell phone and spends the day playing games or watching videos on his phone. At times (not always) this distracts the other students. The rookie teacher is having great difficulty and ends up allowing the student to sit in the "Relax Room" all day or spend time with another teacher.

Can anyone provide some suggestions on how to work best with this student? Changing teachers, in- school therapy, and an out-of-district placement are not options.

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