



What's Happening at Outreach



Easterseals Outreach Program and Technology Services: What's Happening at Outreach

Nancy Dunn, Director of Easterseals Outreach Program and Technology Services



Learning Objectives:

1. Understand tiers of support available from esOPTS
2. Explore the esOPTS website for future use
3. Learn about the short term loan program
4. Learn about available resources
5. Learn about upcoming trainings

Let's Check In!

What fun things have you done so far this summer?



Our Vision and Mission



Transforming Arkansas to lead the nation in student focused inclusive education



Committed to improving educational results for students with disabilities



Provides exceptional services so people with disabilities can live, learn, work, and play in our communities



esOPTS and DESE: Providing Supports Since 1984



Meet the Outreach Team



Caryl
Allison



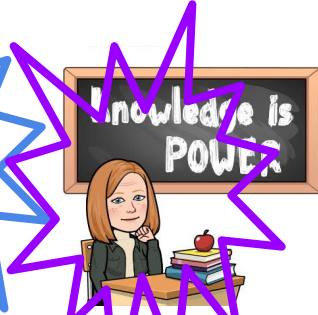
Suzie
Baker



Bethany
Compton



Nancy
Dunn



Lory
Greer



Katie
Estes



Dianna
Griffe



Gretchen
Hicks



Jessica
Krug



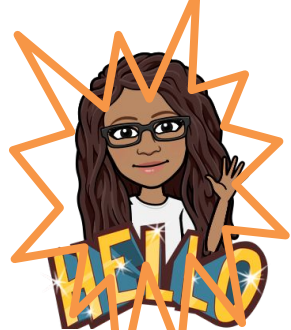
Dalene
Magsam



Amy
Orman



Bethany
Splawn



Vashanti
Williams

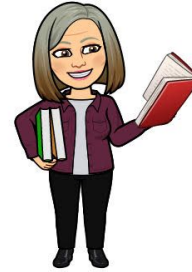
Outreach Team Additional Member



Ruth
Eyres



Linda
Petersen



Rebecca
Walker



Debbie
Ware



Intensive

Evaluations or Assessments (Psych, AT, ACC)
CIRCUIT

Targeted

Project Equip (AT)
PreK Prepare
Project Prepare

General

Short-Term Loan Program
Online Supports
Professional Learning

Statewide Collaboration

Related Services Project
Stakeholder Engagement
ACC Collaboration



General Supports

Statewide Loan Program

Online Supports

Professional Learning

eastersealsopts.org



The screenshot shows the homepage of eastersealsopts.org. At the top right, there are links for Login, Register, Account, Password Reset, and Logout, along with a CART icon. The main navigation bar includes HOME, ASSISTIVE TECHNOLOGY, SCHOOL-BASED THERAPY, PROJECT PREPARE, PROFESSIONAL LEARNING, and SHORT-TERM, with a search bar on the right. A RESOURCES dropdown menu is visible on the left. The central banner features the easterseals logo in orange, followed by the text "Outreach Program & Technology Services" and "AN ARKANSAS INITIATIVE". Below the banner are two buttons: "CREATE A FREE esOPTS ACCOUNT" and "LEARN MORE ABOUT esOPTS". The background of the banner shows a group of people looking at a screen. A small accessibility icon is in the bottom right corner of the screenshot.

Short-Term Loan

General Supports

The screenshot displays the Easterseals website interface. At the top right, navigation links include Login, Register, Account, Password Reset, and Logout. A shopping cart icon labeled 'CART' is also present. The main navigation bar features categories: HOME, ASSISTIVE TECHNOLOGY, SCHOOL-BASED THERAPY, PROJECT PREPARE, PROFESSIONAL LEARNING, and SHORT-TERM. A search bar is located to the right of the SHORT-TERM menu. The SHORT-TERM dropdown menu is open, listing: Home Page & Resources, iPad Applications, Loan Agreement, Explore All Loans (with a right-pointing arrow), and FAQs. An orange arrow points from the 'Explore All Loans' option to the 'Short-Term Loan' title in the main header. The background features the Easterseals logo and the text 'Outreach Program & Technology Services' and 'IN ARKANSAS INITIATIVE'. Two buttons are visible at the bottom: 'CREATE A FREE esOPTS ACCOUNT' and 'LEARN MORE ABOUT esOPTS'. A small accessibility icon is in the bottom right corner.

Short Term Loan Program

Areas Where Assistive Technology Can Support Student Success



RECREATION & LEISURE



easterseals
Arkansas



*Fire Truck with Remote Switch by Adaptive
Tech Solutions*

easterseals
Arkansas



Garfield Massager Switch Adapted

easterseals
Arkansas



Giggle Gang (Purple) by Enabling Devices



**Bethany
Compton**

easterseals
Arkansas



Xbox 360 Assist Control 4 T-1565

easterseals
Arkansas



Xbox Adaptive Controller (XAC)

easterseals
Arkansas



*Xbox One X 1TB 4K w/Rocket League
Game*



**Katie
Estes**

Online Supports

General Supports

Login Register Account Password Reset Logout CART

HOME ASSISTIVE TECHNOLOGY SCHOOL-BASED THERAPY PROJECT PREPARE PROFESSIONAL LEARNING SHORT-TERM Search...

RESOURCES

- Gift Guide
- Guides & Resources
- Tutorial Videos
- Project Prepare Resources
- School-Based Therapy
- Subscribe

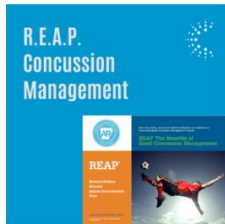
easterseals
Outreach Program & Technology Services
AN ARKANSAS INITIATIVE

CREATE A FREE esOPTS ACCOUNT LEARN MORE ABOUT esOPTS

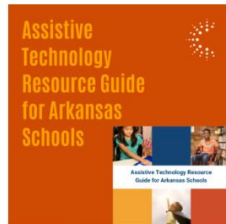


Website Resources

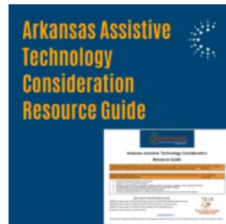
Arkansas Guidance Documents



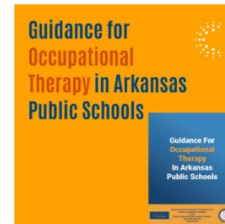
[Click to view](#)



[Click to view](#)

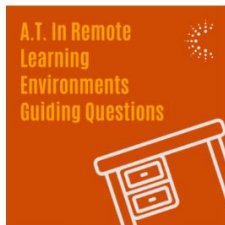


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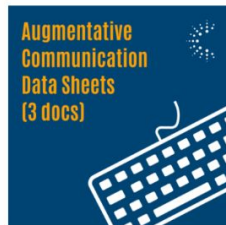


[Click to view](#)

Assistive Technology Resources



[Click to view](#)



[+](#) [Click to view data](#)





Tutorial Videos

DIY Adapted Utensils



Transcript

How to Turn on Guided Access





WHICH TRAININGS WILL SUPPORT ME?



Topic	Self-Contained Teachers	Inclusion & Resource Teacher	General Education Teachers	Special & General Education Admin	Related Service Providers
Classroom Setup	✓			✓	✓
Comprehensive Learner Profiles	✓	✓	✓	✓	✓
The Zoning Plan	✓			✓	✓
Visual Supports	✓	✓	✓	✓	✓
Positive Reinforcement	✓	✓	✓	✓	✓
Classroom Procedures & Routines	✓	✓	✓	✓	✓
Student Schedules	✓	✓	✓	✓	✓
Instructional Strategies	✓	✓	✓	✓	✓
Communication	✓	✓	✓	✓	✓

Online Supports



Find resources on esOPTS: www.eastersealsopts.org



Like us on Facebook: www.facebook.com/ESOutreach



Follow us on Instagram: @eastersealsoutreach



Follow us on Twitter: @ESOutreachTechnology



Professional Learning

General Supports

The screenshot shows the Easterseals website interface. At the top right, there are links for Login, Register, Account, Password Reset, and Logout, along with a shopping cart icon labeled 'CART'. The main navigation bar includes 'HOME', 'ASSISTIVE TECHNOLOGY', 'SCHOOL-BASED THERAPY', 'PROJECT PREPARE', 'PROFESSIONAL LEARNING', and 'SHORT-TERM'. A search bar is located on the right side of the navigation bar. The 'PROFESSIONAL LEARNING' dropdown menu is open, displaying the following options: 'Lunch & Learn', 'Modules & Courses', 'Upcoming Trainings and Workshops', 'Project Prepare Resources', and 'Request A Training'. The main content area features the 'easterseals' logo in orange, with the text 'Outreach Program & Technology Services' and 'AN ARKANSAS INITIATIVE' below it. Two buttons are visible: 'CREATE A FREE esOPTS ACCOUNT' and 'LEARN MORE ABOUT esOPTS'. An orange arrow points from the 'PROFESSIONAL LEARNING' dropdown menu towards the 'easterseals' logo. In the bottom right corner, there is a blue circular icon with a white stick figure, representing accessibility.

Professional Learning

- Synchronous and asynchronous
- Live in-person and/or virtual
- Recorded and housed on website



Bethany
Splawn



Dalene
Magsam

August 2023 today < >

Sun	Mon	Tue	Wed	Thu	Fri	Sat
30	31	1 8:30a 4th Annual Arkan	2 8:30a Inspi	3 8:30a Inspi	4	5
6	7 8:30a Inclu	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25 8:30a Inclu	26
27	28	29	30	31	1	2
3	4	5	6	7	8	9

Professional Learning Provided by esOPTS

July 1, 2022-June 30, 2023

Paid Trainings	No-Cost Trainings	Informational Sessions	Hours of Professional Learning	Number of Attendees
5	18	9	55.25	1213

Want to schedule a training?



The screenshot shows a web form titled "Professional Learning Request Form" from Easterseals Arkansas. The header includes the Easterseals Arkansas logo and the text "Outreach Program and Technology Services". Below the title is a thank-you message: "Thank you for your interest in our professional learning titles. Please complete this form to request training or more information and one of our team members will contact you." The form includes an email field with the address "ndunn@eastersealsar.com" and a "Switch account" link. A red asterisk indicates required questions. The visible fields are "Email *" and "Contact Person's Name *", both with "Your email" and "Your answer" as placeholder text.

Professional Learning Request Form

Thank you for your interest in our professional learning titles. Please complete this form to request training or more information and one of our team members will contact you.

ndunn@eastersealsar.com [Switch account](#)

* Indicates required question

Email *

Your email

Contact Person's Name *

Your answer



Targeted Supports

Project Equip (Assistive Technology)

PreK Prepare (PreK Supports)

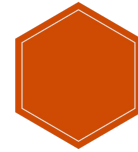
Project Prepare (Educational Programming)

Assistive Technology Project

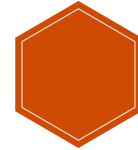
Targeted Supports



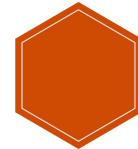
Assistive Technology in Schools



Consider the need for AT



Integrate AT into the IEP



Collect data and analyze to determine if change in AT is needed



AT Foundations: Paving the Way for Highly Effective AT Teams

What does assistive technology (AT) entail? How can AT help your students? What are your legal responsibilities related to the provision of AT?

We will address these questions and more in this no-cost, half-day training which is open to public school personnel and teams across Arkansas that are interested in exploring the benefits of assistive technology.

THIS PROFESSIONAL LEARNING SESSION WILL

- Lay the foundation for effective and legally defensible assistive technology services in schools, and
- Provide an ongoing opportunity for districts to create systemic change through the development and implementation of a district-level assistive technology team

Please contact us at outreachprogram@eastersealsar.com to schedule a training. (Groups of 10 or more preferred)





AT For Paving Highly Eff

JULY 11
290
FORT

Virtual AT Foundations July 26



**What does assistive technology (AT) entail?
How can AT help your students? What are your legal
responsibilities related to the provision of AT?**

We will address these questions and more in this no-cost, half-day training which is open to public school personnel and teams across Arkansas that are interested in exploring the benefits of assistive technology.

REGISTER:

[HTTPS://EASTERSEALSOPTS.ORG/UPCOMING-TRAININGS-AND-WORKSHOPS/](https://eastersealsopts.org/upcoming-trainings-and-workshops/)



AR AT Consideration Resource Guide

Arkansas Assistive Technology Consideration Resource Guide

Writing/Written Composition

Target: Student successfully composing written work to express ideas using tools and/or strategies

Sample Tasks	Standard Classroom Materials	Accommodations / Modifications	Assistive Technology
<ul style="list-style-type: none"> • Draw/illustrate • Write name • Copy information • Write letters/words/numbers • Align numbers and text • Write from dictation • Writes legibly • Complete written worksheets and/or tests • Outline/organize thoughts • Write sentences, paragraphs, narratives • Take notes • Graph • Use appropriate spelling, grammar, punctuation, and/or capitalization • Use digital tools to produce and publish writing • Write within time frames 	<ul style="list-style-type: none"> • Computer/tablet/word processor • Crayon/Marker • Dictionary, grammar and/or spell checker • Document camera • Interactive whiteboard • Letter and number strip • Paper/writing surface • Pen • Pencil 	<ul style="list-style-type: none"> • Change format or substitute alternatives for written assignments • Decrease assignment length • Decrease number of responses • Increase print size • Increase time • Optimal student seating <ul style="list-style-type: none"> ○ Appropriate lighting (not facing glare or in shadows) ○ Away from extraneous noises ○ Close proximity to the teacher ○ Individualized visual proximity to educational environment or supplies • Oral dictation • Peer notetaker • Picture symbols to supplement written words • Pre-teach content specific vocabulary • Provide outline or copy of lecture notes • Use outline and/or webbing strategies • Word banks, sentence starters, and close format writing activities for supports 	<ul style="list-style-type: none"> • Pencil grip or other alternative writing aids • Adapted paper <ul style="list-style-type: none"> ○ Bold line ○ Raised line ○ Different spacing ○ Colored ○ Graphed • Positioning Aids (slant/clipboard) • Non-slip material • Personal dry erase board • Slate and stylus • Timers • Device, software or app <ul style="list-style-type: none"> ○ Spell and grammar checker ○ Outlining/graphic organizers ○ Note taking ○ Word prediction ○ Word processor <ul style="list-style-type: none"> • Text-and-picture-based • Text-to-speech (talking) • Speech recognition • Portable ○ Anti-glare screen ○ Digital recorders/recording software ○ Smartpen ○ Onscreen keyboard ○ Document scanner ○ Electronically scanned worksheets ○ Literacy suite software ○ Advanced reading/writing aid software including: <ul style="list-style-type: none"> • Optical Character Recognition





PRE-K PREPARE



PRE-K PREPARE

Communication Basics



Communication Basics outlines strategies for teachers to embed in their daily routines to increase students' vocabulary. This professional learning opportunity addresses all communicators, from those with no verbal language to those who need to convey themselves more clearly.

Behavior Basics

Handling behavior efficiently, appropriately, and effectively is key for success in the classroom. This learning opportunity outlines the scientific principles behind behavior, easy ways to collect data, and practical function-based behavior solutions.



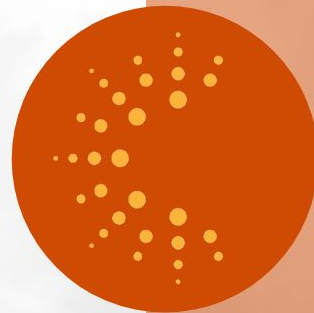
Visual Supports and Routines



Embedding visual supports within the school day provides structure and predictability for students with the added benefits of increasing independence and decreasing behavior! Join us and learn how to create and implement visual support strategies within your classroom routines.

Reinforcement and Behavior Strategies

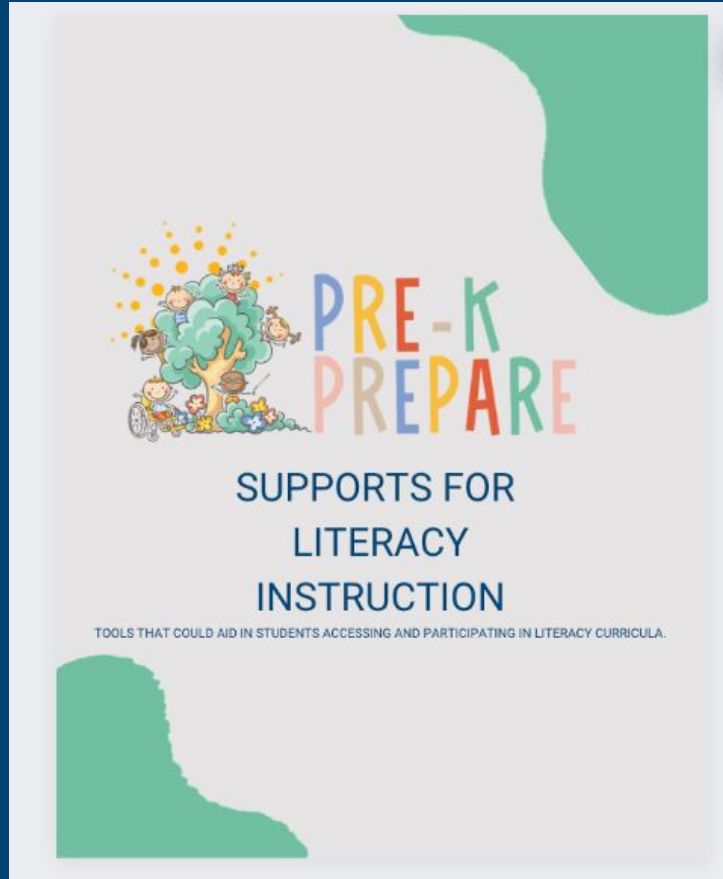
This professional learning opportunity specifically focuses on strategies and interventions to teach, increase, and promote positive behavior! Both individual and whole classroom interventions will be covered.





PreK R.I.S.E Supports

- Short-term loan resource guide
- Ideas for troubleshooting lessons
- Video demonstrations of instructional strategies





PRE-K PREPARE Upcoming Trainings

When?

What?

Where?

August 4

Pre-K Prepare Literacy Supports (1hour)
(with Alicia Atwood)

Harrison

August 8

Pre-K Prepare (6 hours)

Crowley's Ridge Coop

August 9

Pre-K Prepare (3 hours)

Bryant PreK



Project Prepare

Targeted Supports



Administrator Supports

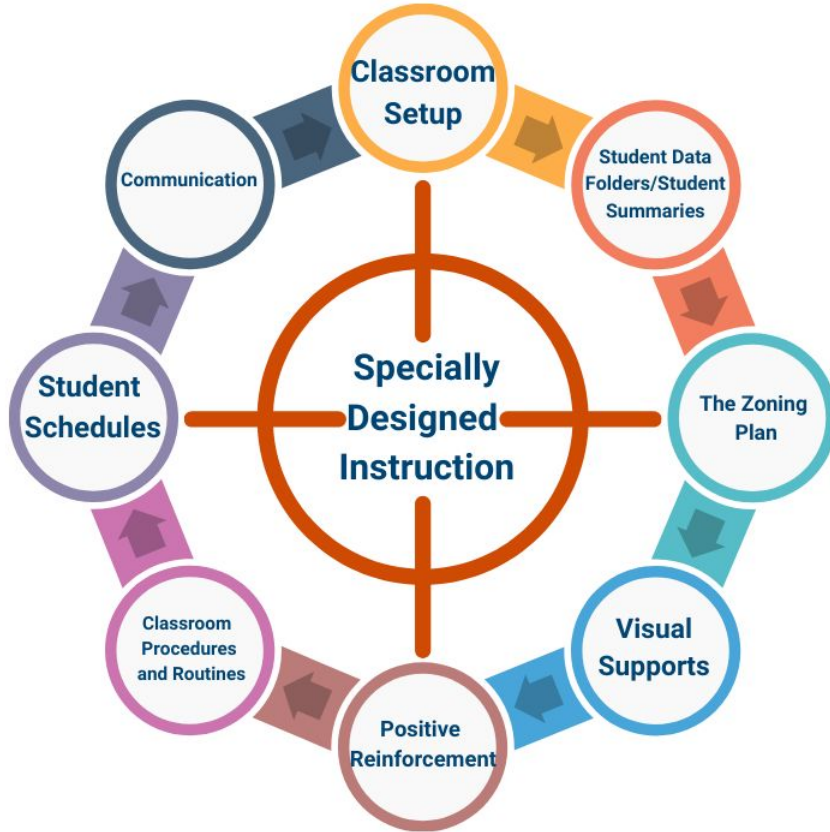
INCREASED
STUDENT
ACHIEVEMENT









Training for Educators



On-Demand Support for Educators



Resources by topic

 <p>Classroom Setup</p> <p>Learn how classroom setup supports student success.</p> <p>View Resources</p>	 <p>Classroom Procedures & Routines</p> <p>Explore the power of teaching procedures & routines in the classroom.</p> <p>View Resources</p>	 <p>Communication</p> <p>Gain strategies for implementing communication across the school day.</p> <p>View Resources</p>
 <p>Executive Function</p> <p>Investigate Executive Function skills and supports for the classroom.</p> <p>Coming Soon!</p>	 <p>Instructional Strategies</p> <p>Expand your toolbox of instructional strategies for all learners.</p> <p>View Resources</p>	 <p>Positive Reinforcement</p> <p>Learn how building positive student relationships improve classroom dynamics.</p> <p>View Resources</p>



Project Prepare

Topics are designed to provide antecedent and instructional strategies to maximize instructional time and decrease off-task and disruptive behaviors.

Resources for 9 training topics, including:

Classroom Set-Up	Student Data Folders /Student Summaries
The Zoning Plan	Visual Supports
Positive Reinforcement	Classroom Procedures & Routines
Student Schedules	Instructional Strategies
Communication	

All trainings and resources are available online →

All project work is aligned to TESS and the HLPs!

FREE

Target Audience

- SpEd teachers (novice & career)
- SpEd admin
- Paraprofessionals
- Gen Ed (behavior, visuals, routines/procedures, etc)
- Admin evaluating SpEd staff
- OT, PT, and Speech therapists

Fidelity Checklists



Fidelity Checklist: Classroom Setup

Observer: _____	Date: _____	Comments
<input type="checkbox"/>	Are there clearly defined areas of the classroom? Suggested: <input type="checkbox"/> Teacher space <input type="checkbox"/> Whole group <input type="checkbox"/> 1:1 Instruction area(s) <input type="checkbox"/> Small group area(s) <input type="checkbox"/> Independent work area(s) <input type="checkbox"/> Student schedule location <input type="checkbox"/> Student space Optional: (Crafts/Snack/Cooking, Functional Skills, Recreation/Leisure)	
<input type="checkbox"/>	Is the teacher work area minimal/is student instructional space taking up the majority of the classroom?	
<input type="checkbox"/>	Can each student access the areas of the classroom necessary for his/her educational programming?	
<input type="checkbox"/>	Are classroom areas arranged to consider student safety (i.e., is the furniture arranged to intentionally slow a student who frequently runs from the room? Is special equipment stored in a safe location when not in use?)	
<input type="checkbox"/>	Does the classroom appear neat and orderly (uncluttered)?	
<input type="checkbox"/>	Are classroom materials labeled (shelves, cabinets, containers)?	
<input type="checkbox"/>	Are the materials in each zone easily accessible for teaching?	
Total steps completed/Total steps		%



Potential Rubric	3	2	1
	Implemented	Partially Implemented	Not Implemented

TESS Alignments	High Leverage Practices
1b: Demonstrating knowledge of students	<u>Social/Emotional/Behavioral</u> HLP 7 - Establish a consistent, organized, and respectful learning environment by establishing and explicitly teaching expectations, providing prompting and error correction.
2c: Managing classroom procedures	
2e: Organizing physical space	



TESS & HLP
Alignments



Project Prepare Coach Training

- Teacher attrition
- Sustainability
- Data-driven decisions

Systems Change

Implementation Team

- Widespread implementation
- Sustainability
- Buy-in

- Teacher attrition
- Buy-in
- Data-driven decisions
- Student growth

Teacher Engagement

Project Prepare Coach Training

Administrator Engagement

- Implementation with fidelity
- Sustainability
- Clear expectations
- Bonus tools



Project Prepare

Coach Training

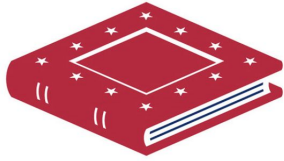
*Preparing Arkansas Schools
for Special Education Sustainability*



Target Audience

- Special Ed Admin
- Admin evaluating SpEd staff
- SpEd Lead Teachers
- Anyone building capacity with SpEd staff
- SpEd Teachers





R-I-S-E
ARKANSAS



easterseals

Outreach Program &
Technology Services



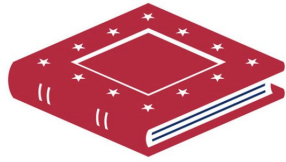
Literacy Skills for
Students with Complex
Learning Needs:

Oral Language



R-I-S-E
ARKANSAS





R-I-S-E
ARKANSAS



easterseals
Outreach Program &
Technology Services

New RISE Training

An illustration of a person in a black long-sleeved shirt holding a white rectangular sign. The sign has the words 'COMING SOON' written on it in a blue, bubbly, sans-serif font. The background of the entire scene is a solid orange color.

COMING
SOON

Easterseals Arkansas | Outreach Program

Assessor Card for Teachers of Students with the Most Significant Cognitive Disabilities (K-12)

Communication

- All students must have a reliable and replicable means to communicate, both expressive and receptive, across all settings throughout the day.
- For those using high tech forms of Augmentative and Alternative Communication (AAC), a low tech back up option should be available.
- Lesson planning and preparation should ensure full participation for complex communicators in all academic and non-academic activities.

Fundamental Expectations

- Utilize appropriate assessment data to guide instruction. (TESS 1f, 3d)
 - All relevant data is considered, including data from related services
- Teach skills and concepts in an explicit, accurate and effective way. (TESS 1a, 3a)
 - Utilization of basic one step-directions and attending skills, error correction procedure, positive reinforcement, wait time, varied prompting
- Engage students in learning. (TESS 3c)
 - Use of individualized token economy, animated instruction, UDL strategies
- Adapt instruction to support student understanding. (TESS 3e)
 - Visual supports for vocabulary, sequencing, chunking of materials, reduced pace
- Design instruction to move from accuracy to stability to automaticity in all sub-skills (fluency). (TESS 1e, 1f)
 - Actively progress monitor sub skills to guide instruction
- Utilize multisensory techniques when appropriate. (TESS 3c)
 - Flexible seating, movement (whole body engagement), manipulatives (generic/interest specific), storytelling kits, movement, UDL strategies, attention to articulatory features

Phonological Awareness

- Incorporate previously taught materials into lessons (TESS 1e)
 - Integration and repetition skills across all content areas
 - Maintenance and generalization of skill across content and environments throughout the day
- Implement a systematic and explicit phonological awareness program or continuum. (word, syllable, onset-rime, phoneme) (TESS 1a, 1e)
 - Use of gestures/movements and whole body engagement for all students (gross-motor gestures, head movements, movement of wheelchair, eye blink)
 - Program must be in alignment with approved [Arkansas Literacy Curriculum](#)
- Implement a systematic and explicit phonemic awareness program or continuum (identification, isolation, categorization, blending, segmenting, addition, deletion, substitution) to the level of automaticity. (TESS 1a, 1e)
 - Utilize visuals/manipulatives for compound words, segmenting syllables, and manipulating the sounds.
 - Differentiation of expectation matching individual student ability
- Model the correct pronunciation of vowel and consonant phonemes for students. (TESS 1a, 3a)
 - Correct modeling of sounds (eliminate schwa on end of sounds, using exaggerated mouth movements, places student hand on teachers voice box)
 - Teacher models pronunciation using AAC device
- Teach the phonemes explicitly by focusing on the articulatory features. (mouth forms) (TESS 1a, 3a)
 - Use of mirrors, exaggerated mouth movements, pictures of mouth forms
 - Teacher has all student model mouth movements (including students who are non-verbal)

Phonics

- Teach letter ID; link sounds to letter(s) and letter formation by teaching the letter(s) that represent the target sound and how those letters are formed. (TESS 1a, 3c)
 - Teacher uses programs/materials consistent with district-wide program (sound wall, path of movement, etc.)
 - Teacher implements error correction procedure matching the students' communication output (ex: phonological keyboard on an AAC device)
 - Teacher demonstrates path of movements and has all students model movements (including students with complex motor needs)
 - Teacher moves through letters as students are working on mastery of previous letters.
- Teach syllable types & syllable division rules to decode unknown words. (TESS 1a, 3c)
 - Follow a systematic, explicit routine for decoding instruction: review; introduce new skill with auditory discovery, followed by visual discovery; use a keyword; practice **reading** words, phrases and sentences. (TESS 1a, 1e, 3c)
- Teach decoding and encoding of irregular words in a systematic way, focusing on the sounds and regular parts of the word. (TESS 1a, 3c)
 - Utilize decodable texts to practice letter/sound knowledge, syllable patterns and morphological units in decoding. (TESS 1a, 1d, 3c)
 - Teacher use age-respective decodable text, each student has copy of text
- Follow a systematic, explicit routine for encoding instruction: review; introduce new skill with auditory discovery, followed by visual discovery; practice **writing** words, phrases and sentences. (TESS 1a, 1e, 3c)
 - All students have a means of encoding (may require prompting, gradual release)
- Support spelling using a sound wall. (TESS 1a, 2c)
 - Observable k-12 and consistent with district curriculum
- Incorporate morphology instruction, as appropriate by standards. (TESS 1a, 3c)

* Collaborate with related services for assistance modifying activities and consideration of AT to ensure access and meaningful participation for all students in all activities.



Assessor Card for Teachers of Students with the Most Significant Cognitive Disabilities (K-12)

Fundamental Expectations

- Pose purposeful questions. (TESS 1a, 3b)
 - Vary question types; questions aligned to learning goals, individualized wait time
- Group students based on skill needs rather than reading levels. (TESS 1a, 3c)
 - Groupings within the class will need to be adjusted frequently as students' skills develop, as the range of skills within a single class varies widely.
 - Use progress monitoring data to regularly adjust groupings based on skill development and consideration for moving students to less restrictive environments should be considered.
- Use a gradual release of responsibility model in literacy instruction (I do, we do, you do). (TESS 1a, 3c)
 - Provide immediate corrective feedback
 - Multiple opportunities for repetition given at each phase of instruction
- Provide access and opportunity to explore a variety of texts to purposefully engage students. (wordless, decodable, controlled vocabulary, picture books, informational texts, etc.) (TESS 1b, 1d, 3c)
 - Adapt books/texts (braille, large print, tactile elements, visuals, etc.)

Oral Language

- Create a collaborative learning environment for student participation. (TESS 2a)
 - Ensure students have reliable and accessible means of expressive communication
 - Uses visual representation of content vocabulary (storyboard) to facilitate student response
 - Language rich environment (see it, hear it, read it, write it)
- Engage students in familiar oral language routines. (TESS 3a)
 - Maintain predictability by using visual schedule to outline daily routine
 - Use of multisensory activities, storytelling kits, movement opportunities (talking stick, ball toss to signal turn taking) and/or novel items (microphone)
- Facilitate meaningful discourse between/among students. (TESS 2a, 3b)
 - Promote and reinforce listening behaviors (turn taking, waiting, staying on topic, following directions, asking clarifying questions)
 - Use of scaffolding strategies to ensure successful student interactions (Sentence/question strips, high interest and familiar topics)
 - Incorporate intentional hand gestures & visuals to teach dialogue
 - Use of videos and pictures as prompts for student discourse
 - Discourse is observable throughout the school day
- Model the use of academic language. (TESS 3a)
 - Explicitly teaches foundational academic language (same, different, beginning, middle, end)
 - Academic language and conversation is embedded throughout the day (Teacher speaking in sentences not phrases)

Comprehension

- Identify unclear/challenging text and guide students to infer meaning through scaffolding and oral language discussion. (TESS 1b, 1d)
 - Explicit instruction on inferring and sequencing of events related to text or discussion
- Read aloud texts that are above the decoding ability of the students to foster deeper conversations about comprehension. (TESS 1b, 1d, 3c)
 - Shared and repeated reading of authentic, language rich text
 - Age-respective (high interest-lower level) text
 - Teacher selects and reads critical elements of the text
- Teach students to ask and answer questions about text. (TESS 3b)
 - Explicit instruction focusing on "wh" questions
 - Intentional segmentation of stories while imbedding questioning
 - Model simple questions and sentence starters throughout the reading ("I wonder..." "I'm thinking..." , picture card options for responses)
- Build students' background knowledge around texts/topics they are reading about. (TESS 1a, 1b, 3a)
 - Digital literacy, printed text, build on student interest, real-world objects
 - Plan lessons across a variety of genres. (TESS 1a, 1d)
- Teach students how to use text features to aid comprehension. (TESS 1a, 3c)
 - Teach specific ways to monitor/repair comprehension breakdowns. (TESS 1a, 1e)
- Teach students to retell a story using story elements. (TESS 1a, 3c)
 - Use/create concrete activities to support comprehension of abstract concepts (use pictures to sequence events, story template, backwards chaining)

Vocabulary

- Purposefully select words to build depth of vocabulary from texts read aloud. (TESS 1a, 3c)
 - Explicit instruction on targeted Tier 1 and Tier 2 vocabulary (AAC core/fringe vocabulary)
- Use robust vocabulary and provide opportunities for students to practice using new words in order to foster word consciousness. (TESS 3a)
 - Vocabulary accessible and appropriately differentiated for all students (programmed in a device, provide picture card, use of activity board)
 - Opportunities to generalize vocab across content and environments
- Use prefixes, suffixes and base words to determine word meaning, when applicable. (TESS 1a, 1b)
 - Utilize explicit strategies to introduce and promote understanding of vocabulary (contextual examples such as pictures, models, graphic organizers, simple explanations, etc.; provide student-friendly definitions; repeated exposure to words in different contexts; word networks of multiple meaning words). (TESS 1b, 1d, 3c)
 - Multiple opportunities to practice new vocabulary throughout the day (books, videos, real life photos)





Inclusive Practices


The Evolving Role of the Special Educator

Participants will explore the data and research driving the inclusive practices movement in Arkansas, illustrating the necessity to rethink our service models and redefining the roles of special educators. Practical tools, strategies and resources will be provided to guide teams as they design supports for students with disabilities in more inclusive settings.




Southeast Arkansas SC

NEW easterseals
Outreach Program & Technology Services



1-Day workshop



https://www.escweb.net/ar_esc/catalog/session.aspx?session_id=492650

July 19, 2023

Practical tools, strategies and resources will be provided to guide teams as they design supports for students with disabilities in more inclusive settings. Participants will explore the data and research driving the inclusive practices movement in Arkansas, compelling us to rethink our service models and redefine the role of special educators.

Guiding Texts: *Yes We Can! General and Special Educators Collaborating in a Professional Learning Community* (Frizellie, Schmidt & Spiller, 2016) and *Reimagining Special Education: Using Inclusion as a Framework to Build Equity and Support All Students* (Rufo & Causton, 2022)

Location:
Southeast Arkansas Education Service Cooperative
1022 Scogin Dr. Monticello, AR 71615

QUESTIONS?
DMAGSAM@EASTERSEALSAR.COM

Dawson Education Service Cooperative

NEW easterseals
Outreach Program & Technology Services



1-Day workshop



https://www.escweb.net/ar_esc/catalog/session.aspx?session_id=489982


July 20, 2023

Practical tools, strategies and resources will be provided to guide teams as they design supports for students with disabilities in more inclusive settings. Participants will explore the data and research driving the inclusive practices movement in Arkansas, compelling us to rethink our service models and redefine the role of special educators.


Guiding Texts: *Yes We Can! General and Special Educators Collaborating in a Professional Learning Community* (Frizellie, Schmidt & Spiller, 2016) and *Reimagining Special Education: Using Inclusion as a Framework to Build Equity and Support All Students* (Rufo & Causton, 2022)

South Central SC

NEW easterseals
Outreach Program & Technology Services



1-Day workshop



https://www.escweb.net/ar_esc/catalog/session.aspx?session_id=494911

July 20, 2023

Practical tools, strategies and resources will be provided to guide teams as they design supports for students with disabilities in more inclusive settings. Participants will explore the data and research driving the inclusive practices movement in Arkansas, compelling us to rethink our service models and redefine the role of special educators.

Guiding Texts: *Yes We Can! General and Special Educators Collaborating in a Professional Learning Community* (Frizellie, Schmidt & Spiller, 2016) and *Reimagining Special Education: Using Inclusion as a Framework to Build Equity and Support All Students* (Rufo & Causton, 2022)

Location:
South Central Service Cooperative, Camden AR
Main Building

QUESTIONS?
DMAGSAM@EASTERSEALSAR.COM



<http://bit.ly/3HLnGEo>



Outreach Program - 5h
Inclusive Practices Resources

- Start Here: Top 5**
 - PATTAN Inclusive Practices Hub**
sites.google.com
Inclusive Practices Hub
 - AR Assistive Technology Consideration Resource Guide**
Arkansas Assistive Technology Consideration Resource Guide
 - Inclusion Activities**
Thinking Collaborative
- The Law & Data Regarding Inclusion**
 - PDF 20113004
 - SD**
sciencedaily.com
High school students with disabilities achieve better outcomes in inclusive academic settings; Study examines results of special education placements in Indiana schools
 - CIVIL RIGHTS DATA COLLECTION**
Data Snapshot: School Discipline
CRDC-School-Discipline-Snapshot
- Least Restrictive Environment (LRE)**
 - LRE Brief: Iris Center**
IRIS-CENTER
Information Brief: Least Restrictive Environment (LRE)
 - LRE Flowchart**
Decision Flowchart 11.3.2022
- Inclusive Practices**
 - Arkansas DESE-OSE Inclusive Practices Website**
sites.google.com
Inclusive Practices
 - Why Inclusive Principal Leadership Matters**
ccssinclusionprincipalsguide.com
Why Inclusive Leadership - CCSO Inclusive Principals Guide
 - Stetson & Associates Resource Library**
- Universal Design for Learning (UDL)**
 - YouTube
What is UDL.
A short video by Katie Novak
 - MCIE Teacher's Guide to UDL**
Arkansas Center for Inclusive Education
Guidelines for Designing a UDL Lesson
 - UDL for Learning to Help all Children Read**
USAID
UNIVERSAL DESIGN FOR LEARNING TO HELP ALL CHILDREN READ
Promoting Literacy for Children with Disabilities
- High Leverage Practices (HLPs)**
 - Introduction to HLPs**
highleveragepractices.org
HLP - Homepage
 - High Leverage Practices.org**
highleveragepractices.org
HLP - Homepage
 - High Leverage Practices in Special Education downloadable book**
HIGH-LEVERAGE PRACTICES
- Assistive Tech**
 - Assistive Tech Resource Guide Arkansas Schools**
Assistive Technology For Arkansas
 - Arkansas AT Consideration R Guide**
Arkansas Assistive Technology Resource Guide
 - Assistive Tech Industry Assoc**





Intensive Supports

CIRCUIT

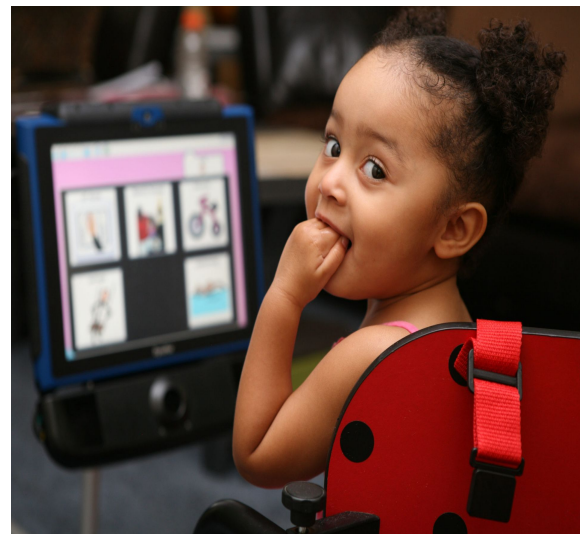
Evaluations or Assessments

- **Psychoeducational Evaluations and Autism Identification**
- **Support for AT and AAC assessments**



Student-Specific Technical Assistance

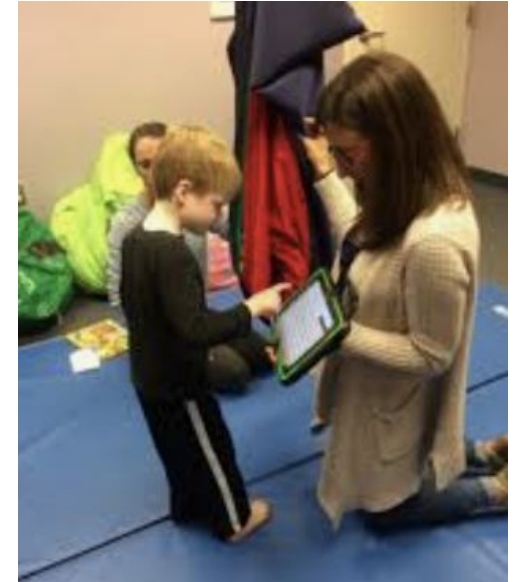
- Build capacity of school team to provide effective educational programs and related services for student
- Short term coaching and hands-on support using evidence based strategies
- Collaboration with other service providers and/or other ACC groups



Specialized Evaluation Services

Intensive Supports

- Psychoeducational evaluations
 - For students with low incidence disabilities
 - Autism identification
- Guide IEP team in the following areas using the dynamic assessment process for AT (including AAC) while building the team's capacity for future assessments
 - Using SETT framework
 - Facilitating device trials and data collection
 - Making data based decisions & documentation in IEP
 - Implementation planning
 - Evaluating effectiveness of AT decisions





Statewide Collaboration

Related Services Project

ACC Collaboration



Related Services Project



**Guidance For
Feeding and
Swallowing
in Arkansas
Public Schools**

Gui

Easterseals Outreach Program & Technology Services
Arkansas Collaborative Consultants
for the
Division of Elementary and Secondary Education/
Special Education Unit
Published 2020



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**Guidance For
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Arkansas School-Based Therapy Conference

Statewide
Collaboration



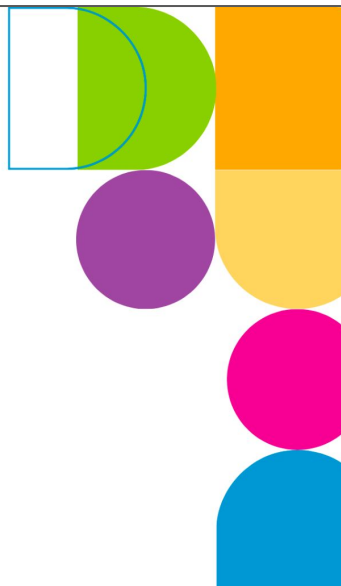
ALL IN
WORKING TOGETHER FOR BETTER OUTCOMES

4th Annual

**ARKANSAS
SCHOOL-BASED
THERAPY CONFERENCE**

AUGUST 1-2, 2023

8:30AM-11:30AM



ACC Collaboration

Statewide
Collaboration

Available:
SUMMER 2023

Time: 8:30-3:30

INSPIRING COMMUNICATION AND LITERACY

Instructional Strategies for Students with Dual
Sensory Impairments and Multiple Disabilities

Workshop Includes

- Overview of the continuum of students with deafblindness/dual sensory impairments including those with multiple disabilities
- Understanding complex communication levels and reasons for communication
 - Basic and practical instructional strategies for communication
 - Basic and practical instructional strategies for literacy
- How students can learn using Inclusive Practices with the Least Dangerous Assumption



Presenters

CAYSI

Jennifer Bishop M.S.E.

Easterseals

Amy Orman M.S., CCC-SLP

Caryn Allison M. Ed.

ESVI

Christi Dixon, Ms.Ed. TVI, COMS

Intended Audience:

Educational Teams working with children and youth (birth-22) who have complex educational needs (two or more disabilities and/or sensory impairments)

- Teachers
- Administrators
- Early Childhood Providers
- Families
- Speech Language Pathologists
- Occupational Therapists
- Physical Therapists
- Paraprofessionals
- TSVIs/TODs



Stakeholder Feedback

Statewide
Collaboration







Nancy Dunn, M.S., CCC-SLP

Director of esOPTS

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