

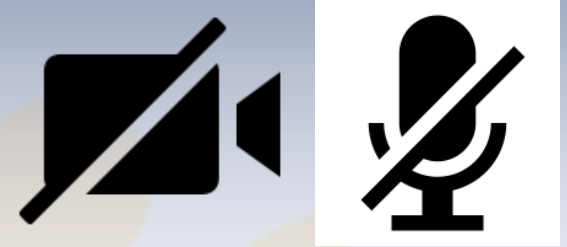
# **Arizona Spring 2021 ECSE Cohort Meeting**

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**Arizona Department of Education  
Early Childhood Special Education Unit**

# Introductions & Reminders

- Please turn off camera & microphone
- Introductions
- Questions?
- Participation
- Feedback



## **General Purpose of Cohort Meetings**

To create a place where Early Childhood Special Education Specialist can hear the successes and challenges happening in field, a place to collaborate with other agencies and districts to celebrate those successes and problem solve through those challenges, and a place to work together to improve outcomes for preschool children with disabilities.

## **Spring 2021 Cohort Topic and Discussion**

Goal: Adopt best practice strategies to invite parent participation in IEP and data collection activities.



# Meeting Agenda

- Reason for Cohort Meetings
- ECSE Unit Organization
- TSG info and Child Outcomes Data
- Raising Special Kids Presentation: Engaging Parents in the IEP Process
- School District Shares
- Share Time Breakout Rooms
- Resources and Parent Videos for Further Information

# Early Childhood Special Education Unit

Highly Effective Schools

(HES)

Exceptional Student Services

(ESS)

Early Childhood Special Education Unit (ECSE)

ECSE Director:

Suzanne Perry

ECSE Specialists:

Tami Phillips -South

Erika Argueta -West

Elizabeth Hamilton -East

Lenka Studnicka -North

1 Vacant Position

# Contract with Teaching Strategies Gold Extended Through SY21-22

## SOCIAL-EMOTIONAL

1. Regulates own emotions and behaviors
  - a. Manages feelings
  - b. Follows limits and expectations
  - c. Takes care of own needs appropriately
2. Establishes and sustains positive relationships
  - a. Forms relationships with adults
  - b. Responds to emotional cues
  - c. Interacts with peers
  - d. Makes friends
3. Participates cooperatively and constructively in group situations
  - a. Balances needs and rights of self and others
  - b. Solves social problems

## PHYSICAL

4. Demonstrates traveling skills
5. Demonstrates balancing skills
6. Demonstrates gross-motor manipulative skills
7. Demonstrates fine-motor strength and coordination
  - a. Uses fingers and hands
  - b. Uses writing and drawing tools

## LANGUAGE

8. Listens to and understands increasingly complex language
  - a. Comprehends language
  - b. Follows directions
9. Uses language to express thoughts and needs
  - a. Uses an expanding expressive vocabulary
  - b. Speaks clearly
  - c. Uses conventional grammar
  - d. Tells about another time or place
10. Uses appropriate conversational and other communication skills
  - a. Engages in conversations
  - b. Uses social rules of language

## COGNITIVE

11. Demonstrates positive approaches to learning
  - a. Attends and engages
  - b. Persists
  - c. Solves problems
  - d. Shows curiosity and motivation
  - e. Shows flexibility and inventiveness in thinking
12. Remembers and connects experiences
  - a. Recognizes and recalls
  - b. Makes connections
13. Uses classification skills
14. Uses symbols and images to represent something not present
  - a. Thinks symbolically
  - b. Engages in sociodramatic play

## LITERACY

15. Demonstrates phonological awareness, phonics skills, and word recognition
  - a. Notices and discriminates rhyme
  - b. Notices and discriminates alliteration
  - c. Notices and discriminates discrete units of sound
  - d. Applies phonics rules and knowledge of word structure to decode text
16. Demonstrates knowledge of the alphabet
  - a. Identifies and names letters
  - b. Identifies letter-sound correspondences
17. Demonstrates knowledge of print and its uses
  - a. Uses and appreciates books and other texts
  - b. Uses print concepts
18. Comprehends and responds to books and other texts
  - a. Interacts during reading experiences, book conversations, and text reflections
  - b. Uses emergent reading skills
  - c. Retells stories and recounts details from informational texts
  - d. Uses context clues to read and comprehend texts
  - e. Reads fluently
19. Demonstrates writing skills
  - a. Writes name
  - b. Writes to convey meaning
  - c. Writes using conventions

## MATHEMATICS

20. Uses number concepts and operations
  - a. Counts
  - b. Quantifies
  - c. Connects numerals with their quantities
  - d. Understands and uses place value and base ten
  - e. Applies properties of mathematical operations and relationships
  - f. Applies number combinations and mental number strategies in mathematical operations
21. Explores and describes spatial relationships and shapes
  - a. Understands spatial relationships
  - b. Understands shapes
22. Compares and measures
  - a. Measures objects
  - b. Measures time and money
  - c. Represents and analyzes data
23. Demonstrates knowledge of patterns

## SCIENCE AND TECHNOLOGY

24. Uses scientific inquiry skills
25. Demonstrates knowledge of the characteristics of living things
26. Demonstrates knowledge of the physical properties of objects and materials
27. Demonstrates knowledge of Earth's environment
28. Uses tools and other technology to perform tasks

## SOCIAL STUDIES

29. Demonstrates knowledge about self
30. Shows basic understanding of people and how they live
31. Explores change related to familiar people or places
32. Demonstrates simple geographic knowledge

## THE ARTS

33. Explores the visual arts
34. Explores musical concepts and expression
35. Explores dance and movement concepts
36. Explores drama through actions and language

## ENGLISH LANGUAGE ACQUISITION

37. Demonstrates progress in listening to and understanding English
38. Demonstrates progress in speaking English



# Children with Disabilities Data

Indicator 7 Collected Through TSG Objectives and Dimensions

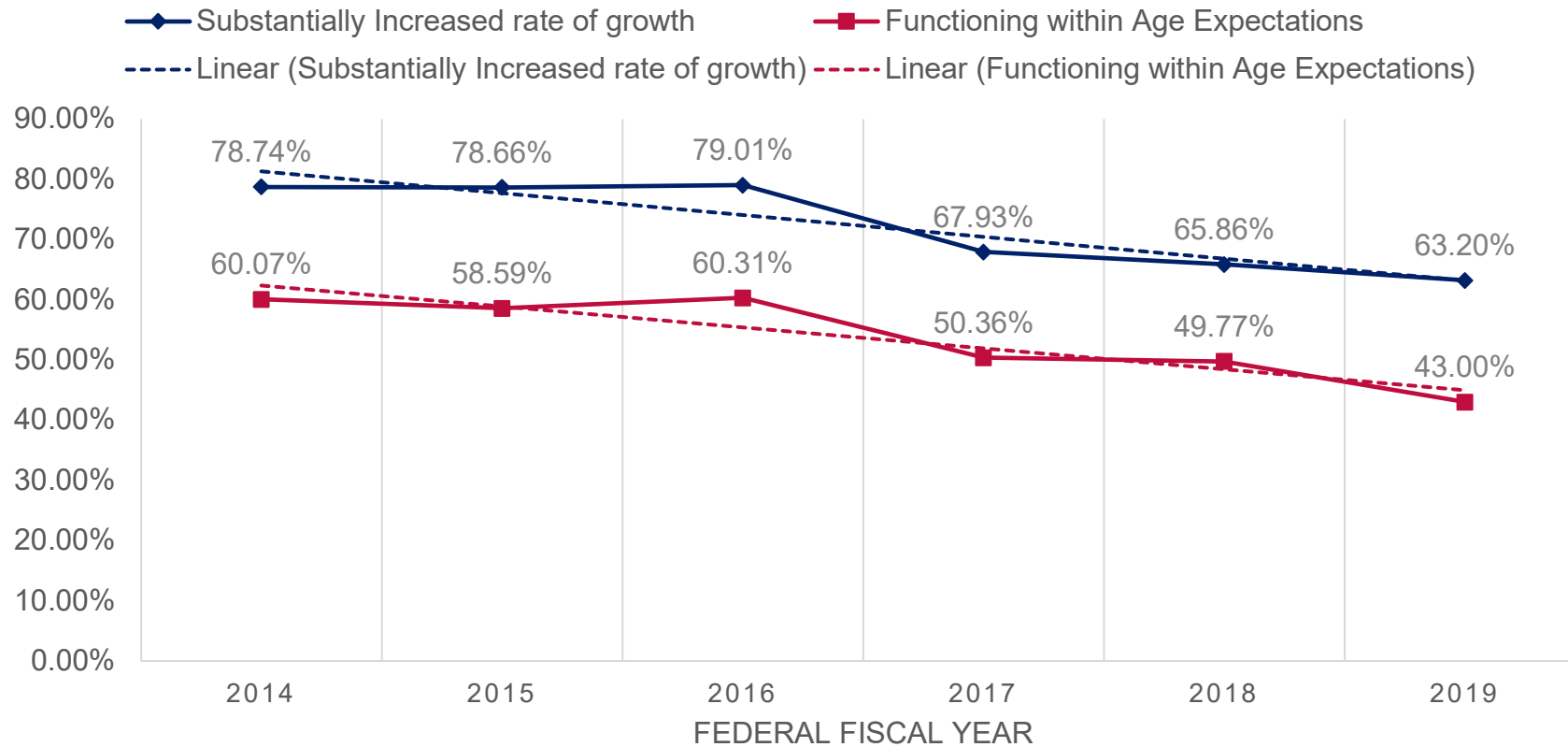
## Three Outcome Areas for children with disabilities:

1. Positive Social Relationships
2. Knowledge and Skills
3. Actions to Meet Needs

Outcome 1	Outcome 2	Outcome 3
1a, 1b 2a, 2b, 2c, 2d 3a, 3b 8a 10a, 10b	7b 8a, 8b 9a, 9b, 9c, 9d 11a, 11b, 11c, 11d, 11e 12a, 12b 13 14a, 14b 15a, 15b, 15c 16a, 16b 17a, 17b 18a, 18b, 18c 19a, 19b 20a, 20b, 20c 21a, 21b 22 23	1c1 1c2 1c3 1c4 4 7a
8 dimensions minimum needed for 70%	18 dimensions minimum needed for 70%	5 dimensions minimum needed for 70%

# Indicator 7 – Results (1 of 3)

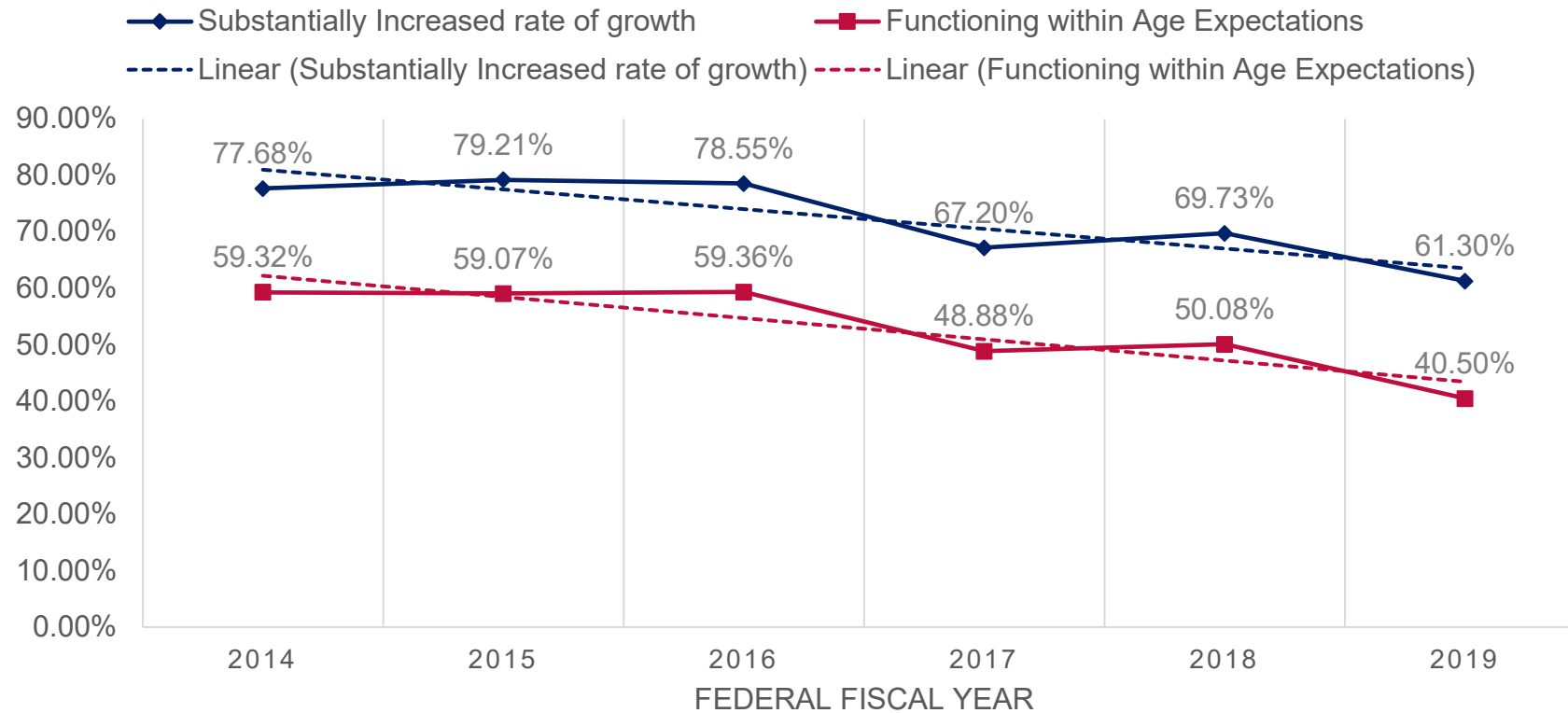
## POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)





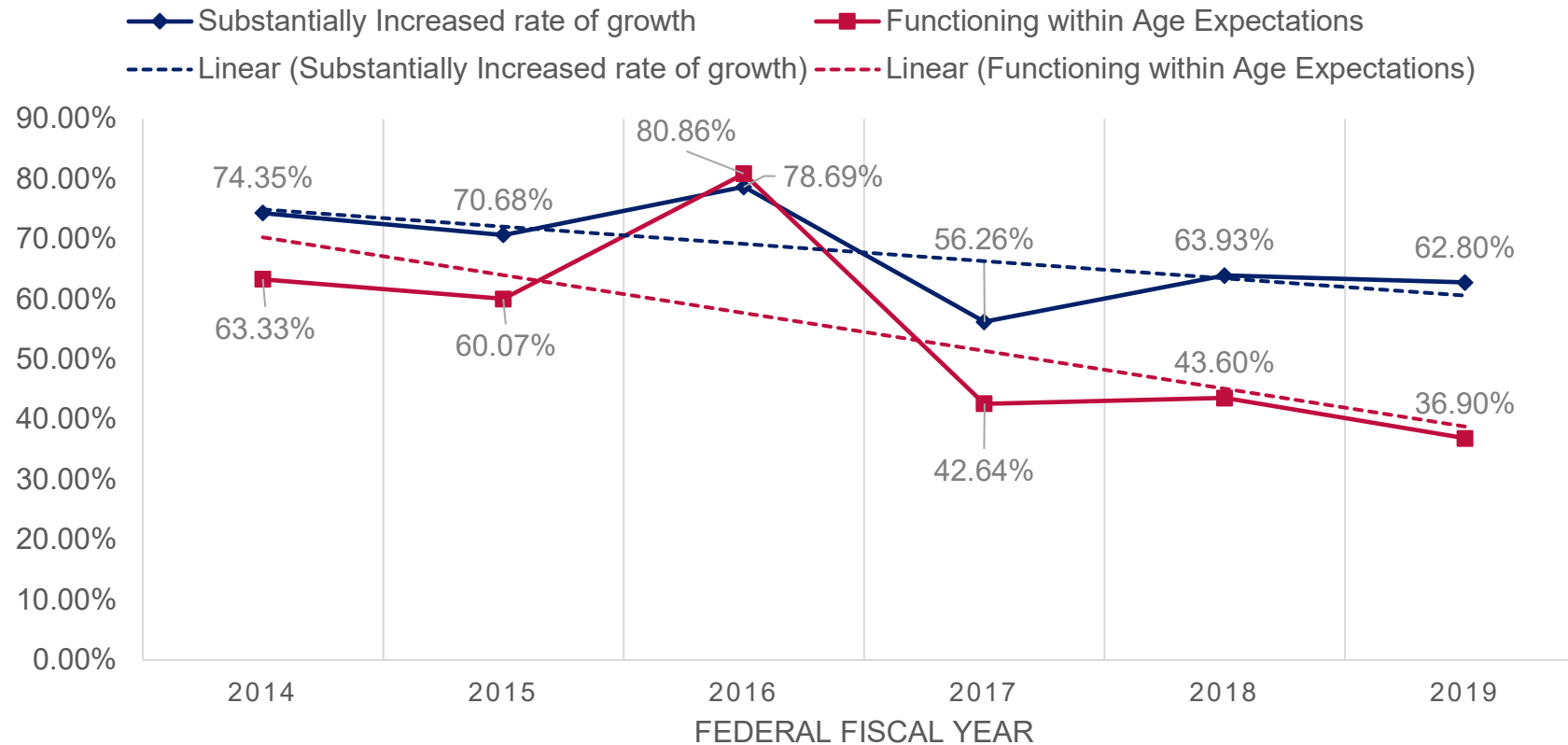
# Indicator 7 – Results (2 of 3)

## ACQUISITION AND USE OF KNOWLEDGE AND SKILLS (INCLUDING EARLY LANGUAGE/ COMMUNICATION AND EARLY LITERACY)



# Indicator 7 – Results (3 of 3)

## USE OF APPROPRIATE BEHAVIORS TO MEET THEIR NEEDS



Note: Between FFY 2016 and 2017, TSG revised cut score lists

**Recognizing that parents are an integral part of an educational plan means that they are invited to contribute, to "meaningfully participate" to aid decision-making.**



Raising  
Special  
Kids



# ENGAGING PARENTS IN THE IEP PROCESS

# Engaging Parents School District Example

## School District Shares Successful Practices

# Engaging Beyond the IEP Meeting

Using interviews to gather parent input

## OSEP Outcomes & TSG Data Collection



### Description:

The pages in this document illustrate the Teaching Strategies GOLD objectives/dimensions that are associated with the 3 Child Outcomes in the OSEP process.

### Guidance:

Please understand that the list is just a suggestion of opportunities to collect specific data and related to associated outcomes. We encourage districts and teachers to be creative in providing learning opportunities to children and families, and in collecting documentation to support decision making.

Additionally, it is important to modify the questions and activities provided to families as they relate to the student's individual and unique skills. You can view the GOLD progressions at the web address below to inform your support to families in addition to each child's previous Checkpoint status.

[https://gold.teachingstrategies.com/content/GOLD/helpitems/GOLD\\_Progressions\\_EN.pdf](https://gold.teachingstrategies.com/content/GOLD/helpitems/GOLD_Progressions_EN.pdf)

### Examples of Documentation:

For each outcome, look for potential evidence to collect from families through the following:

1. Family's input through phone calls, surveys, sent home packets, or other.
2. Child work samples through packets, or shared photos.
3. Videos, whether sent from family members as a sample which could be directly uploaded into the TSG platform or during a live video conference between the teacher and student/family.

*Early Childhood Education*



# • Objectives, Dimensions

## Questions to ask and Activities to Support

Outcome 1: Positive Social Relationships	
Social-Emotional	Questions for Families / Potential activities that can be done at home
<p><b>1. <u>Regulates own emotions and behaviors</u></b></p> <p><b>a.</b> Manages feelings (uses adult support to calm self, able to look at a situation differently, controls strong emotions, etc.)</p> <p><b>b.</b> Follows limits and expectations (responds to changes in an adult's tone of voice, accepts redirection from adults, management classroom rules, routines, etc.)</p> <p><b>2. <u>Establishes and sustains positive relationships</u></b></p> <p><b>a.</b> Forms relationships with adults (secure attachment to one adult, manages separations, engages with trusted adults, etc.)</p> <p><b>b.</b> Responds to emotional cues (reacts to others' emotional expressions, demonstrates concerns about feelings of others, etc.)</p> <p><b>c.</b> Interacts with peers (plays near other children, uses successful strategies for entering groups, initiates, joins in, sustains positive interactions, interacts cooperatively, etc.)</p> <p><b>d.</b> Makes friends (seeks preferred playmate, plays with one or two preferred playmates, maintains friendships, etc.)</p> <p><b>3. <u>Participates cooperatively and constructively in group situations</u></b></p> <p><b>a.</b> Balances needs and rights of self and others (responds appropriately to</p>	<p><u>Questions to ask Families:</u> (reminder to ask of examples of how the child performed the behavior)</p> <p>How is your child managing their feelings and following family expectations?</p> <p>Does your child calm themselves when angry or need support from a special object (blanket/toy) or person?</p> <p>How does your child behave when they are told "no" or that they need to wait?</p> <p>Name some rules or routines in your house that your child follows without being asked.</p> <p><u>Activities to suggest:</u></p> <p>-Have the family make a visual daily schedule together.</p> <p>-Play a game that involves following directions and/or taking turns.</p> <p>-Read or make up stories with plots about how characters are not getting along and ask the child what is the right thing to do.</p> <p>-Play a game of guessing the emotion. Have the adult make a face or find faces in books/magazines/online and have them guess the persons emotion and why they think they are feeling that way.</p> <p>Ask your child about their friends or family members that they haven't seen in a while.</p>

# Breakout Rooms

Question 1: What was something new or an "ah-ha" moment you had?

Question 2: What could you start to implement?

Question 3: Commitments for next steps?



# Resources and Videos

## **Engaging Parents in the IEP Process**

[Raising Special Kids](#)

[Families Are Full Team Members Checklist](#)

[Team Decisions IEP Process](#)

[Preschool During the Pandemic: Early Childhood Education in Extraordinary Times](#)

## **Engaging Parents as Contributors**

[OSEP Outcomes and TSG Data Collection](#)



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**Thank you!**

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**Early Childhood Special Education Unit**

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