



# AREA COOPERATIVE FOR EDUCATIONAL SUPPORT

December 2017

## ACES Mission

ACES is committed to providing a full continuum of special education and at-risk services for students in member districts from pre-school through 12<sup>th</sup> grade, as well as, to build the capacity of the educators and school systems in addressing the issues that interfere with educational outcomes.

## ACES Vision

ACES will strive to be a comprehensive program of services for students whose behavioral difficulties and academic issues interfere with their educational performance. The key to this service provision is the active collaboration amongst educators, parents, students and the community.

## Important Due Dates

DESE Due Dates can be found here:

- ◆ **12/15/2017:** December Child Count due in Core Data
- ◆ **12/31/2017:** Audit Submissions Due for Tiered Monitoring
- ◆ **01/01/2018:** Semi Annual Certifications for staff paid with federal funds.
- ◆ **01/31/2018:** Cohort 1-Begin prepping for Finance Self-Assessment
- ◆ **02/01/2018:** Cohort 1 Compliance Self-Assessment File Reviews

<https://dese.mo.gov/sites/default/files/sef-CalendarFY18.pdf>

## Upcoming Trainings

- ◆ Paraprofessional Training: (NMWSU Campus CIE 1402) 9:00AM-3:00PM February 7th, 2018
- ◆ New Special Education Teacher Cohort Meetings: (NMWSU Campus CIE 1402) 9:00AM-3:00PM January 11th, 2018 March 15th, 2018
- ◆ CPI Training: Recertification: Contact Cindy Naber to schedule
- ◆ LASE Meetings: (Maryville R-2 Administration Building) 9:00AM-3:00PM January 25, 2018 March 8, 2018
- ◆ CPI Full Foundation Course: January 31, 2018 (Maryville R-2 Administration Building) 8:00AM-3:30PM \$20.00 per attendee Last full CPI certification training offered for the 2017/18 School year

## Monthly To Do List

- ◆ Continue giving MAP-A assessment through the Instructionally Embedded Windows in the DLM system.
- ◆ Review Special Education Self-Assessment Special Education Program Review Report. Please contact me if you would like support in navigating the CAP's.
- ◆ Submit ICAP in IMACS (Cohort 3)-due December 31st
- ◆ December 15, 2017-submit Child Count
- ◆ Waiver from 1% Participation Rate for Students Taking the MAP-A Assessment- Please submit any comments related to this proposed waiver to DESE.ESSA@dese.mo.gov by Monday, December 11, 2017.

## Tiered Monitoring Cohort

2017-2018		
Self-Assessment	Maintain	CAP
Cohort 1	Cohort 2	Cohort 3
	Jefferson	Avenue City
Fairfax	Maryville	Craig
King City	North Nodaway	Mound City
Nodaway Holt	South Holt	North Andrew
Pattonsburg	Tarkio	Northeast Nodaway
Stanberry	Union Star	Rock Port
West Nodaway	Worth County	South Nodaway

### Director's Desk

Good Morning! There is a welcome chill in the air, which gets me closer to that spirit of Christmas. Something about this unseasonal warm front in December makes it hard to believe that Christmas break and the end of first semester is rapidly approaching. As you can tell, I enjoy the chill of winter! This month, I wanted to address some key factors to consider before completing the review of existing data on a student in the area of fine motor skills. Often times, we hear from teachers, "I have some concerns with their fine motor skills, just not sure when to make a referral." In talking to our occupational therapists who are contracted through ACES to provide those related therapy services in the ACES districts, what they are seeing is an increase in the referrals for OT evaluations.

An estimated 40% of students, who are referred for an OT evaluation, do not meet the qualifications for OT related services under Part B of the Individuals with Disabilities Education Act (IDEA). School-based occupational therapy is designed to enhance the student's ability to fully access and be successful in the learning environment. Related services are those services necessary for the student to make progress toward the identified instructional goals. The legal duty to provide a related service arises only when without the service, the child's educational program would become less than appropriate, i.e., when the child would not benefit from his educational program without these services.

A child must be eligible for special education before being considered for OT services in the schools under IDEA. Eligibility for special education does not mean automatic eligibility for related services, including OT. The final determination is made by the multidisciplinary team in concert with the OT evaluation.

Suggestions: Handwriting concern? Seek guidance from the OT or COTA (assistant) before the Review of Existing Data is finalized by showing student written work samples from varying days. Unable to complete tasks such as zipping/unzipping backpack, can't tie shoes, button buttons, etc.-seek guidance from the OT or COTA before the Review of Existing Data is finalized by asking opinion from the OT to determine appropriateness of task due to age/other factors of student. Behavior problems or Sensory Problems and when to know the difference? Knowing the difference between the two by consulting with the OT about the student before the Review of Existing Data is finalized. If it is a sensory problem or concern-OT can give some sensory interventions to try before referring for evaluation. I hope this information helps in determining the need for a referral for occupational therapy. Have a Merry Christmas!

## ACES Board Meeting Schedule

### ACES Board

#### Meeting Schedule

(NMWSU Campus CIE 1402)

Jan 25, 2018 10:30 a.m.

April 24, 2018 10:30 a.m.

CIE (Center for Innovation and Entrepreneurship)

1402 N College Drive

Maryville, MO 64468

## ACES

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### Director

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### Office Manager

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### School Psychologist

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## ACES Monthly Data Report

### October Statistics

- ◆ Diagnostic Assessments: 44
- ◆ School Psychologist Behavior Visits: 12
- ◆ School Psychologist Consultation: 2
- ◆ School Social Worker Visits: 27.5
- ◆ Director Visits: 4
- ◆ Director Consults: 10
- ◆ Director Trainings Conducted: 4

## Compliance Corner

- ◆ The Office of Special Education, Department of Elementary and Secondary Education, is proposing changes to the state plan/regulations implementing Part B of the Individuals with Disabilities Education Act (IDEA). The proposed changes and summary charts are available for inspection until January 16, 2018 web at <https://dese.mo.gov/special-education/state-plan-special-education>.
- ◆ Please don't hesitate to contact the ACES Director or your DESE Compliance Consultant Susan Borgmeyer at [borgmeyersk@umkc.edu](mailto:borgmeyersk@umkc.edu) if you have questions or need Compliance advice!

*Education is what remains after one has forgotten*

*What one has learned in school.*

*Albert Einstein*

Making Sense of Sensory Processing  
By James Chaves

For the child with sensory challenges, the classroom can be an overwhelming place. All of the sensory systems are touched on in the classroom. When sensory systems are challenged, learning is a struggle. School based OTs are often times consulted when students struggle with physical or sensory issues that result in educational deficits. Sensory input pervades our everyday lives. It is how we make sense of the world and interact with the world around us. It is how we learn new skills and participate in play, school, work, and self-care. We have 7 different sensory systems that our brain must integrate in order to interact appropriately with our environment. These sensory systems include: proprioception (muscle-joint awareness), vestibular (orientation in space), tactile (touch), auditory (sound), visual (sight), gustatory (taste), and olfactory (smell). Our brain works hard to integrate all of those sensations without becoming too overwhelmed, distracted, or disengaged.

Even things that don't seem "sensory" actually are. Take handwriting, for example. In order to write, your brain must integrate a huge amount of sensory information: to remain upright in the chair (proprioceptive sense), to hold the pencil with an appropriate grasp using the appropriate force (tactile and proprioceptive senses), to form the letters appropriately with adequate spacing (visual and vestibular senses), to sustain endurance throughout the activity (vestibular and proprioceptive senses), to filter out distracting input (auditory senses).

Children (and adults) with sensory processing disorders (SPD) manage sensory input in ways that are not functional, meaning they interfere with their daily activities. For example, a child who is sensitive to tactile input may avoid wearing certain clothes, or a child who seeks tactile input might constantly touch people or objects around him. Sensory-Based Motor Disorders occur when there is a disintegration of tactile, proprioceptive, and vestibular input. With postural instability, a child does not have the strength or endurance to sit upright without leaning on something (or someone), lying down, slouching, or changing positions.

Read more at: <http://momentousinstitute.org/blog/making-sense-of-sensory-processing>

### Mental Health Tidbits

Sensory integration works to change the neurological system in the brain so that a child processes sensory input more effectively. Over time, the more sensory input the brain receives in a therapeutic way, the better equipped the brain becomes to integrate all the sensory input from a variety of environments. While sensory integration helps to find a balance in the brain, the child will continue to need a variety of sensory outlets to help stay regulated—just like any well-organized adult. For example, the child might need to continue participating in swimming throughout the year, just as an adult may need to continue participating in yoga on a weekly basis. Because children have brains that are more plastic than adults, meaning they are still developing and the connections can be changed, the sooner Sensory Processing Disorders are recognized and services are pursued, the better the outcomes. It's never too early but it's never too late!