



AREA COOPERATIVE FOR EDUCATIONAL SUPPORT

February 2019

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 12th 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

- ◆ **02/01/2019:** Cohort 2 Compliance Self-Assessment File Reviews
- ◆ **Complete Blind Literacy Survey & Blind/Deaf Census-** Information may arrive via mail-**Due February 1, 2019**
- ◆ **Due 03/01/2019:** Submit request to Release Proportionate Share Carryover funds, if applicable
- ◆ Verify data to be used in new FY IDEA Part B Section 611 and 619 allocation calculations.

DESE Due Dates can be found here:
[Sped Finance Calendar 2018-19](#)

Upcoming Trainings

- ◆ **CPI Full Foundation Training** (King City School District) 8:00 AM-3:30PM March 14, 2019
- ◆ **Paraprofessional Training:** (NMWSU Campus CIE 1402) 9:00AM-3:00PM February 7, 2019
- ◆ **New Special Education Teacher Cohort Meetings:** (NMWSU Campus CIE 1402) 9:00AM-3:00PM March 14th, 2019
- ◆ **LASE Meetings:** (Maryville R-2 Administration) 9:00AM-3:00PM March 7, 2019
- ◆ **ACES Assessment Training:** (NMWSU Campus CIE 1402) 8:00AM-12:00PM April 17, 2019

Monthly To Do List

- ◆ **Cohort 1 Due 04/01/2019:** Begin working to clear CAP's
- ◆ **Cohort 2 Due 04/01/2019:** Verification Documentation of file review Upload selected documentation to DESE
- ◆ **Cohort 2 Due 05/15/2019:** Timelines for Initial Evaluation AND Part C to Part B Transitions
 - Enter data into IMACS2.0 • Submit in IMACS2.0 □ Include ALL Initial Evaluations from 7/1/18 through 4/30/19 Note: All Part C to B students evaluated need to be entered in BOTH the C to B timeline and the initial timeline
- ◆ Winter Assessment Window Opens: Check for specific dates here
<http://dese.mo.gov/college-career-readiness/assessment>

Tiered Monitoring Cohort

2018-2019		
CAP	Self-Assessment	Maintain
Cohort 1	Cohort 2	Cohort 3
West Nodaway	Jefferson	Avenue City
Fairfax	Worth County	Craig
King City	North Nodaway	Mound City
Nodaway Holt	South Holt	North Andrew
Pattonsburg	Tarkio	Northeast Nodaway
Stanberry	Union Star	Rock Port
		South Nodaway

Director's Desk

Good Morning,

What a cold front we have had lately! Hopefully, warmer weather is on its way, I am ready for spring!

This month I want to focus on self-monitoring. Self-monitoring is defined as a personality trait that refers to an ability to regulate behavior to accommodate social situations. In this situation, I want to focus on the social environment of the school setting. Some of our students lack this ability to self-monitor, thus it can be reflected as negative behaviors in the school setting. However, it can be a learned skill and that skill can be taught in the school setting much like mathematics and reading.

Taking a proactive approach to teaching self-monitoring skills, rather than a reactive approach, is paramount to decreasing negative behaviors before they manifest. See the attached free handouts put together by our very own Haley Humes, as resources for your classroom. Call, text, or email with any concerns or questions you may have~Cindy

ACES Board Meeting Schedule

ACES Board Meeting Schedule

(NMWSU Campus CIE 1402)

Feb 1, 2019 10 a.m.

April 23, 2019 10 a.m.

CIE (Center for Innovation and Entrepreneurship)
1402 N College Drive
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ACES Monthly Data Report

Compliance Corner

January Statistics

- ◆ Diagnostic Assessments: 26
- ◆ School Psychologist Behavior Visits: 13
- ◆ School Social Worker Visits: 30
- ◆ Social Worker Trainings Conducted: 0
- ◆ Director Visits: 8
- ◆ Director Trainings Conducted: 1

If the child is under age 18 and living with another family (related or non-related), who is the educational decision maker? Does it matter if the parent lives in another district?

The adult that the student lives with is considered to be "acting as a parent" with implicit authority from the natural parent(s) to act as an educational decision-maker, unless the natural parent has informed the school district that despite the fact that their child is living elsewhere, they intend to continue to be the educational decision-maker. It is advisable for a school district to clarify the intent of the natural parent(s) when a child is living outside the home by sending a letter to the parent and indicating that the school will look to the adult the child lives with, to make educational decisions, unless the parent notifies the school otherwise. This way there is no confusion. The district in which the child is living is the district that serves the student.

Mental Health Tidbit

By Haley Humes, School Psychologist

Self-Monitoring

The act of measuring one's own behavior and comparing it to a standard or goal can result in improvements to that behavior. Other advantages include students being active participants in their own intervention, measuring and evaluating his or her own behaviors. The student must also learn the teacher's behavioral expectations in order to accurately self-evaluate his or her own behaviors, and being able to internalize behavioral expectations is further development of social skills.

Self-monitoring has largely two portions: the student measures and records his or her own behavior (measurement), and then compares the recorded behavior to a pre-determined standard (evaluation). Self-monitoring includes the following steps:

1. The teacher and student select and carefully define behaviors that a student will monitor. They should write a clear, specific behavioral definition that provides "look-fors" to indicate if a behavior is displayed
 - a. On-task behavior (increase)
 - b. Task completion (increase)
 - c. Following Teacher Directions (increase)
 - d. Out of Seat Behavior (decrease)
 - e. Blurting (decrease)
2. Choosing a method for recording self-monitoring data. It does not have to be written, but a written record allows data to be collected over time to look for trends and improvement.
 - . Rating Scale
 - a. Checklist
 - b. Frequency Count
3. Choose a self-monitoring schedule
 - . Start/end of period/day
 - a. Scheduled points throughout the day (e.g., every 15 minutes)
4. Decide on a monitoring cue to trigger the student monitoring
 - . Beeper
 - a. Timer
 - b. Teacher prompted cue
 - c. Student prompted cue
5. Conduct Periodic Accuracy Checks particularly in the beginning to ensure accurate recording. Random spot checks tend to result in higher-quality self-recording data
6. Fade the self-monitoring plan—gradually simplified or discontinued—to maintain behavioral gains.
 - . Condensing the monitoring format (changing a 6-item checklist to 1 item)
 - a. Changing the monitoring cue (from a timer to student prompted)
 - b. Monitoring less frequently

Attached are also a few different examples of self-monitoring checklists and forms! I really like the word document example because you can edit it to different behaviors, schedule, or criteria! Whatever fits your needs!