

Notes from October 15, 2013 Terri Doerr Community Conversation

What is important in special needs education?

Independence in many areas

Social/emotional well-being

True friendships

No isolation

Acknowledge talent – Find gifts

Execute ideas

To draw out talent

- eg: Use iPad to teach younger kids

Specific to those needs

Lakota connects students to resources that help them

Help parents get into pipeline of services – Especially secondary level

Ongoing conversation

Educate kids on bullying

Especially in junior high school

Work with teachers, too



Beyond special needs

It's a group effort

Especially high school level

More individualization for kids who used to take lower level courses

- Does it cost more in the long run to eliminate these lower courses?

Butler Tech is tough to get into

Technical options are dwindling

Request: More ways to specialize in technical options

More effort identifying kids' gifts

In-house extracurriculars for special needs kids to form a support community

General thought: All kids need more help identifying their gifts and crafting/building a future around them

Community Role

More parent communication to school about student passions and successes

Provide opportunities for kids to be productive in real life

- Teaching iPad skills in community

Volunteerism

↑
Partnerships with businesses for opportunities with special needs kids

Make the community service relevant to the child's passion and gifts

- eg: Whiz Kids

Perception of special education

↓
Lots of money, no success

Celebrate success

Labels and communications/word changes outcomes

Requests

Transition services that start before 9th grade (others say No)

- eg: Butler County DD

Tackle bullying across the board

Have a conversation from the start of school with kids and parents

Better ability of staff to ID needs and services up front

What is the staff's role

High level of parent-staff-IEP communication in mainstream classes to ID the needs (and gifts)

Staff training and resources in instructional variations and IDing needs

Place IEP kids with teachers who have the experience with special needs

Pods of training at building and grade level who can train other teachers

Teachers working together to ID/match teachers and students

↓
How does this happen in high school?

Teachers cross-trained in math, etc. and special education

Personal outreach of teachers to students

Outcomes

High level course work

Extracurricular and leadership opportunities to test own limits

- eg: SPARK, choir

Role teacher played in building student soft-skills

- Confidence

- Self-belief

Well rounded

Productive in society

Kids that better understand interest surveys

Bring back “lower (slower) level” classes for special needs kids

→ Same curriculum at slower pace

Global focus on possibilities

- Slower pace allows deeper grasp that leads to bigger possibilities