

# RSE-TASC Reporter



Volume 8, Issue 11

News from the Lower Hudson Regional Special Education Technical Assistance Support Center (RSE-TASC)

July-August 2019

## Endings & Beginnings: Farewell to the RSE-TASC! Hello Regional Partnership Center!

The Lower Hudson Regional Special Education Technical Assistance Support Center (RSE-TASC) is closing its doors on June 28, 2019 (but don't panic! See below). It has been our privilege and pleasure to serve the educators of the Lower Hudson by providing training and technical assistance on evidence-based practices that improve outcomes for students with disabilities, as well as on legal and regulatory requirements in Special Education. In acknowledgement of the powerful results of this collaboration with all of you — administrators, teachers, related service providers, families, students, and staff from community, county and state organizations — we are dedicating page 2 of this newsletter to recognize just a few of the many, many positive impacts your work has had on students. While the RSE-TASC will be no more, please keep reading to learn about the new Lower Hudson Regional Partnership Center that will take its place...



The Lower Hudson Regional Partnership Center (RPC) will open its doors at Putnam Northern Westchester BOCES on July 1, 2019! You will see many familiar faces, as training specialists from the RSE-TASC will continue to provide training and technical assistance on transition, behavior and CSE/IEP systems of support. In addition, the RPC will be adding three

Literacy Training Specialists, a Cultural Responsiveness Specialist, and a Specially Designed Instruction Specialist! As described by the NYSED Office of Special Education:

*The New York State Education Department (NYSED) Office of Special Education (OSE) is creating a new network of support focused on enhancing services and supports for students with disabilities ages birth to 21. This new network will be*

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Lower Hudson Regional Special Education Technical Assistance and Support Center serving districts in





# Bright Spots: Start with Your Why — Student Outcomes!

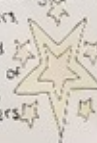


Students with Disabilities have increased engagement and participation, focus and on-task behavior, progress monitoring their progress toward academic and social goals, as well as meta-cognitive strategies.



Students with Autism

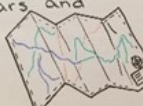
- Improved social skills
- Increased engagement with peers
- Increased tolerance of activities with peers



Students with Disabilities became more independent, confident, self-motivated learners who have developed a love of school.

Students:

- are directing more of their own IEP process
- have increased self-advocacy skills in planning their high school years and beyond.



Students with Disabilities have demonstrated increased number fluency, conceptual understanding, success with multi-step word problems and written explanation of strategies, and mental computation fluency in Math.

Students:

- are learning retail technology in school based enterprises.
- are gaining familiarity with money exchange in retail settings.
- are practicing customer service in a retail setting.



Students who are English Language Learners who might have been identified for Special Education services in the past, are now receiving targeted instruction through General Education systems.



Students with Disabilities increased their RIT Scale Norm scores on the Measures of Academic Progress (MAP)

- 39% improved Literacy Skills



Students with Disabilities are spending more time in General Education classes.



Students with Disabilities collaborated with job coaches and employers to develop goals leading to authentic workplace skills and paid employment.



Students can articulate "ROCK" behavior expectations

- Students in each dorm unit are improving behavior and reaching either the top or middle tier of the "ROCK Climber" Challenge each month.



Students with Disabilities have increased early literacy skills and math skills, including increased:

- engagement in IEP planning
- verbalizing need for accommodations

## Lower Hudson RSE-TASC End-of-Year Survey

Would you like to see your Bright Spot here? Please take a few minutes to provide us with more Bright Spots and feedback on the quality and impact of our trainings! Click [here](#) to take a short survey, at the end of which you will receive a Treasure Trove of RSE-TASC favorite resources. Thank you!



## Come Learn with us at our Upcoming Summer Regional Trainings

### July

- What Principals Need to Know: Graduation Options & Updates, 7/16
- New CSE/CPSE Chairperson Training (3-Day), 7/17, 7/24, & 7/31
- What Principals Need to Know: What to Look for in Positive Classroom Management, 7/23
- PBIS Overview for Administrators, 7/30
- What Principals Need to Know: Culturally Responsive Mindset—What is the Climate in My School?, 7/30

### August

- What Principals Need to Know: Testing Accommodations, 8/6
- Administrators Guide to Culturally & Linguistically Appropriate Evaluations, 8/8
- What Principals Need to Know: What to Look for in Specially Designed Instruction, 8/13

## Why attend RSE-TASC/RPC trainings?

### See what your colleagues have to say ...

From our 2018-2019 End-of-Year Survey:

- ⇒ Our IEP processes, student directed IEP annual reviews, and accommodations have improved dramatically as a result of this excellent professional development. Our students gained an understanding of their disability, advocated for their wants and needs, and were instrumental in helping to develop appropriate IEP programs and accommodations.
- ⇒ After completing the Explicit Instruction workshop, I frequently referred to the SDI strategies sheet to manage memory deficits, concentration, auditory processing, and executive functioning. My students and collaborating colleagues benefited. The self-monitoring charts were highly beneficial to students.
- ⇒ I gained a better understanding of the evaluations given to English Language Learners (ELLs). My ELL students who also have disabilities are now able to receive effective instruction in the various content areas. Their curriculum is modified and accommodations are beneficial to them.
- ⇒ I use the process outlines provided to assist staff in understanding the components of FBAs and BIPs. I expanded my professional network and have found these connections very helpful in refining my school-based practice. Improved FBAs and BIPs lead to better outcomes for our students. The instructors were clearly well-versed in the area of behavioral supports. They were able to simplify complex concepts and provide solid examples of how the information can be applied.
- ⇒ The information was helpful in creating student centered post secondary goals as well as networking with and gaining information on possible adult agencies available to my students. I was able to pass this information on to our program social workers as well as my students' parents. I was able to create better student-centered and functional post secondary goals for my students and in doing so I am helping them to achieve better student outcomes as well as better preparing them for adult placement.



## Community Events

### PNW BOCES

[www.pnwbores.org/catalog](http://www.pnwbores.org/catalog)

- DBT Skills Training for Emotional Problem Solving for Adolescents (DBT Steps-A): Administrative Overview on 6/3; Intermediate Level on 6/3 & 6/4; Implementation and Training, begins 6/5
- TOPP (Technology/Occupational/Physical Therapy Practices) PLC, 6/7
- Wilson Reading System®, starting 6/26

### Rockland BOCES

[www.rocklandbores.org](http://www.rocklandbores.org)

- Youth Connections Orientation, 6/3 or 6/17

### SW BOCES

[www.swbores.org](http://www.swbores.org)

- School Library Services: Serving Diverse Populations, 6/7
- Creating Accessible Content with Microsoft Tools, 6/13

### Carmel CSD

[aallison@carmelschools.org](mailto:aallison@carmelschools.org)

- Talking about Relationships with Adolescents and Young Adults with Intellectual and Developmental Disabilities, 6/13

### East Ramapo CSD

[914-548-7952](tel:914-548-7952)

- Annual Regional Teacher of the Deaf Forum, 6/4

### Westchester Institute for Human Development (WIHD)

<https://www.wiwd.org/events>

- Hear Our Voices: Emergency Planning & Effective Communications for People with Disabilities, 6/10
- Navigating the Future, Understanding benefits & services for the family with special needs, 6/12
- Breaking the UN! Employment Cycle, 6/26





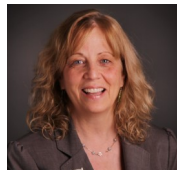
**Patti Slobogin**  
Director



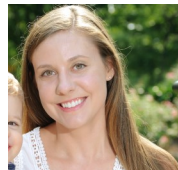
**John Boniello**  
SDI Specialist



**Audrey Brutus**  
Cultural Responsive Specialist



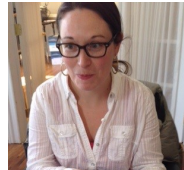
**Kit Casey**  
Transition Specialist



**Sara Fienup**  
Behavior Specialist



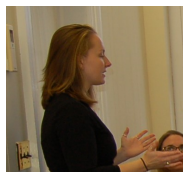
**Dale Langley**  
Behavior Specialist



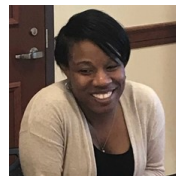
**Erin Leskovic**  
Behavior Specialist



**John McCabe**  
Transition Specialist



**Stephanie Wozniak**  
Transition Specialist



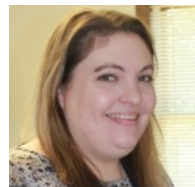
**Tasha Wright**  
Special Education Specialist



**Leslie Zedlovich**  
Administrative Assistant



**Felecia Morris**  
Senior Office Assistant



**Megan King**  
Senior Office Assistant

## RPC Staff

914-248-2289

[rse-tasc@pnwboces.org](mailto:rse-tasc@pnwboces.org)

[www.pnwboces.org/rse-tasc](http://www.pnwboces.org/rse-tasc)

**Patti Slobogin, Director**  
**Leslie Zedlovich, Junior**  
**Administrative Assistant**  
**Felecia Morris, Senior Office**  
**Assistant**  
**Megan King, Office Assistant**

## TRAINING SPECIALISTS:

**John Boniello, Specially**  
**Designed Instruction Specialist**  
**Audrey Brutus, Cultural**  
**Responsiveness Specialist**  
**Kit Casey, Transition Specialist**  
**Sara Fienup, Behavior Specialist**  
**Dale Langley, Behavior Specialist**  
**Erin Leskovic, Behavior Specialist**  
**John McCabe, Transition**  
**Specialist**  
**Stephanie Wozniak, Transition**  
**Specialist**  
**Tasha Wright, Special Education**  
**Trainer**

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*called the OSE Educational Partnership. Within the OSE Educational Partnership, there are 12 Regional Partnership Centers (RPCs). The RPCs are designed to support school districts, preschools, agencies, parents and families. This work will focus on promoting meaningful change*

*within the educational system, creating collaborative school/ community relationships, and providing information and training on literacy, behavior, transition, specially designed instruction and equity. Additional information regarding this initiative is*

*available on the [OSE's webpage](#). We look forward to continuing this important work with all of you!*

**Patti Slobogin, Director**  
**Lower Hudson RPC**



### Superintendents

**James M. Ryan Ed.D.**  
DISTRICT SUPERINTENDENT

**Todd Currie**  
ASSISTANT SUPERINTENDENT

**Lynn Allen Ed.D.**  
ASSISTANT SUPERINTENDENT

**John McCarthy**  
ASSISTANT SUPERINTENDENT

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PRESIDENT

**Catherine Lilburne**  
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TRUSTEE

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TRUSTEE

**Mary Cay Nilsey**  
TRUSTEE

**Frank Schneck**  
TRUSTEE

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