



# Friday News Blast



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**July 24, 2020**

*New guidance – **Planning a Safe Return to School in Nebraska and School Re-entry Process: Scenario Planning** are hot off the press and available at [www.launchne.com](http://www.launchne.com). Check these and so much more out as you begin your 2020/21 School Year Planning.*

*Please see our SPED website at [www.education.ne.gov/sped](http://www.education.ne.gov/sped) as well for all the updated guidance and information related to special education and early intervention during the COVID-19 pandemic. We will continuously be updating our page with the most recent guidance and adding resources.*

## **Flex Funding Projects 2020/21**

It has come to the attention of the Office of Special Education that School Districts were not aware of the modified submission deadline for the 2020/21 Flexible Funding Projects of July 15, 2020. Although this due date was indicated on the Grant Management System for Districts, the information was not shared through our normal means of communication. Thus, the deadline for submission of 2020/21 Flexible Funding Projects is extended to August 31, 2020. This change has been made within the GMS portal. School Districts who originally were asked to submit the CDC late submission request will not be penalized for late data on the annual, district determinations.

Should you have questions regarding your Flexible Funding Project submission, please contact Greg Prochazka at [greg.prochazka@nebraska.gov](mailto:greg.prochazka@nebraska.gov).

## **Highlighting Strategies and Practices in Providing Related Services to Enhance the Continuity of Learning During Covid-19 for Children with Disabilities**

The resources taken from a recent webinar focused on the provision of related services through remote and distance methods to address the critical, ongoing needs of children with disabilities during the Covid-19 era. This webinar included representatives from several related service national organizations, OSEP Centers, and university partners. You may view the PowerPoint slides as well as additional information in the attached documents labeled: Continuity of Learning 19 Resources Webinar Presenter Slides\_June29\_2020 and Highlighting Strategies and Practices in Providing Related Services.

## Assistive Technology Announcements



The ATP/Education Program is excited to accept applications for the first-ever AT Cadre. The AT Cadre is an opportunity for individuals from around Nebraska to receive individualized coaching and support to develop their knowledge and skills related to providing quality assistive technology (AT) services to children and students with disabilities.

[Read more about the AT Cadre](#)

### **Regional Advisory Groups – Apply Today!**

Want to have input on ATP Education programs and services within your region? Volunteer to serve on a Regional Advisory Group!

[Read more about the Regional Advisory Groups](#)

### **Statewide Education Loan Pool Advisory Group – Apply Today!**

Here is a great opportunity to have a voice to determine what items should be in the Statewide Education Loan Pool for schools to borrow. Come volunteer!

[Read more about the Statewide Education Loan Pool Advisory Group](#)

If you have any questions, please contact Rhea Hochstein at [rhea.hochstein@nebraska.gov](mailto:rhea.hochstein@nebraska.gov) or 402-471-4302 or Brian Wojcik at [brian.wojcik@nebraska.gov](mailto:brian.wojcik@nebraska.gov) or 402-547-1340.



### **PBIS & SEL - Tier 2**

Check-In Check-Out (CICO) is, arguably, the most common tier 2 intervention used in schools within a PBIS framework. The general concept of the intervention, as many of

you know, is to increase proactive and positive feedback to students struggling in mastering tier 1 behavioral expectations. The intervention is designed for teachers and staff to increase their instruction and feedback on positive behavior with students needing targeted assistance.

But, as some have experienced, the intervention isn't embraced or practiced in that way. In some schools, the intervention is limited to the card being used by the student and not the extra feedback in which the intervention asks of staff. For instance, you may have experienced a situation where students lose the Check-In Check-Out card frequently, and staff experience frustration that the student isn't more responsible with the card. With that "lack of responsibility," some schools take the initiative to move the student higher into the apex of the MTSS triangle where intensive supports await (e.g., special education) rather than reflecting on why the intervention didn't work in the first place.

Remember that the core concept of Check-In Check-Out isn't about the card - it is about providing intentional instruction (with the card as a tool) to help students improve tier 1 behaviors. SEL competencies help keep this important fact on the forefront by providing skills that directly assist the CICO process. For example, one important SEL competency is self-management. Usually, students on CICO are there due to a lack of self-management skills that manifests into an observable behavior (e.g., lack of homework completion, running in the hallway, etc.) By focusing the CICO discussion on how the student can increase self-management skills - rather than embracing the problem of homework incompleteness, for instance - you will turn the discussion from a "here's what you did wrong" mindset to "here's what you can do better and I have the pieces to help you."

The difference, though seemingly trivial, is profoundly impactful. A school building focused on "here's how we can help you improve" rather than "here's how much you didn't meet expectation" is a game-changer for students, families, and the overall culture of a building. SEL, properly practiced, encourages and promotes mindsets that help reinforce the necessary behaviors needed to carry out an effective PBIS intervention. If you're tired of experiencing "gorilla PBIS" or something similar, a dose of SEL may go a long way to improve your overall product.



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