

<b>Activities</b> (What will we do?)	<b>Timeline</b>	<b>Inputs/Team Members</b> (Who will support the work, including partners?)	<b>Outputs</b> (What products, training & services-developed/delivered?)	<b>Resources Needed</b> (Collaborative partners, materials, information...)	<b>Outcomes</b> (What will be the results and how will we know we have arrived?)
1. Boardmaker-online training for Pre-K ESE teachers and SLPs. The teachers were also given an overview on core language.	October 27.2017	PreK ESE Staff, SLP, FDLRS (Mia)	FDLRS online component free for rest of the year; Make and take; wall-sized core board	Training materials developed by FDLRS Action and Pre-K ESE staff.	Staff will use core board and visuals to model communication and to create opportunities for AAC use with students.
2. Pre-K ESE staff are encouraging Pre-K ESE teachers to attend PECS training. They also sent all AAC/VO devices out to the schools with pre-made overlays that they will be sure to have the students use when doing exit testing.	November 2017 and ongoing	School District LATS, FDLRS, and other designated PreK ESE staff	Strategies for correct use of PECS. Access to AAC/VO devices in each classroom	Batteries, overlays, AAC/VOD Training materials and resources to create visuals.	Students will have access and familiarity with AAC/VO devices and will use them when participating in testing. 2017-18 data will indicate increased acquisition of communication skills.
3. Participate in Schweigert Training on Communication Matrix: Steps to facilitate communication from pre-intentional behaviors to symbolic stages.	March 7-8, 2018	Pre-K ESE staff (prospective MELD team) TATS Regional Facilitator	Identify needs and gaps in providing supports on communication strategies to classrooms	TATS, PreK ESE administrator, staff, teachers, paras, LATS, SLP, FDLRS/Child Find, training materials	Participating staff will gain strategies for building communication from pre-intentional behaviors to symbolic stages.
4. Meet to discuss the potential for offering a MELD pilot classroom, in-class coaching for teacher serving ESE students with most significant communication delays to improve use of visual language system throughout all routines and activities. This would support efforts already being implemented by LATS/SLP	TBD after State Contacts and Child Find Conferences	PreK ESE staff, LATS, SLP, FDLRS/Child Find, TATS Regional Facilitator, school administrator, teacher, para	Increased emphasis on communication, and training, and support to encourage full implementation Increased communication skills	LATS, SLP, classroom teachers/paras	2018-19 data will indicate increased acquisition of communication skills through plan in place to help children improve their use of communication during daily activities and routines.

**Lake County: Claire Moore**

**2017-18 TATS/PreK Action Plan**

**Area: Child Outcomes/Communication**

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<p>5. ECT training and implementation at Lost Lake Elementary. One classroom focusing on 2 students this year and expanding to two classrooms next year.</p> <p>6. Ongoing classroom coaching/monitoring by Pre-K ESE SLPs. (Would like to have TATS &amp; FDLRS people for this as well as opportunities for teachers to visit each others' classrooms.)</p> <p>7. Schoology "Best Practices" training for teachers. Includes State Standards, State Indicator explanation and information, resources from Early Childhood agencies.</p>	<p>October 2017 and ongoing (Dec, Feb, and May)</p> <p>Ongoing beginning Jan 2018</p> <p>Development in Progress/Ongoing</p>	<p>Pre-K ESE SPL (Karin), FDLRS/LATS (Mia), ECT trainer</p> <p>Pre-K ESE Staff (Karin, Barb, &amp; Lesli)</p> <p>Claire Moore, TATS, FDLRS, District ESE</p>	<p>1:1 intervention strategies for non-verbal, limited-verbal students.</p> <p>Coaching/modeling in the moment for teachers.</p> <p>Training and guidance for Pre-K ESE teachers.</p>	<p>ECT Trainer, FDLRS, LATS, District Pre-K ESE staff, teachers, paras, SPL, administration, technology for coaching piece, supplies for making visuals</p> <p>Pre-K ESE Staff, materials for making visuals, AAC/VO devices</p> <p>District ESE Staff, technology, Early Childhood resources, DOE/OEL, FDLRS, TATS</p>	<p>2018-19 data will indicate increased acquisition of communication skills through plan in place to help children improve their use of communication during daily activities and routines.</p> <p>Improve teacher/para skills in working to improve communication skills</p> <p>Improve teacher knowledge of best practices in working with young children with disabilities.</p>