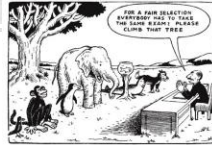
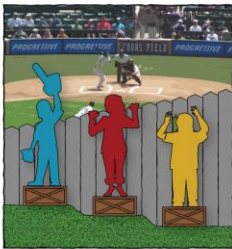


WELCOME TO SPECIAL EDUCATION

Also known as "Special Ed" or "Sped"





EQUALITY



EQUITY





JUSTICE



IN AMERICA...

All kids living in the United State of America have the right to a free public education.

And our Constitution requires that all kids be given equal educational opportunity.

No matter what their race, ethnic background, religion, or sex, or whether they are rich or poor, citizen or non-citizen,





ALL MEANS ALL

Classrooms will have students from all backgrounds -

From many different cultures, with many different family structures and levels of social and economic status, different religions...

And different levels of abilities



Child Find is a component of the Individuals with Disabilities Education Improvement Act (IDEA) 2004 that requires States and Local Education Agencies (school districts and charter schools) to identify, locate, and evaluate all children with disabilities residing in the State, regardless of the severity of their disabilities, and who are in need of special education and related services (34 CFR§ 300.111).

Child Find is a continuous process of public awareness activities, screening and evaluation designed to locate, identify, and evaluate children with disabilities who are in need of Early Childhood Intervention (ECI) Programs (Part C) or Special Education and Related Services (Part B).

"YOU FOUND ONE!"

THE CHILD FIND FRAMEWORK OF THE LEGAL FRAMEWORK FOR THE CHILD-CENTERED PROCESS (WWW.ECIN.NET) PROVIDES ADDITIONAL INFORMATION AND OUTLINES MANDATES



DISABILITY VS. SPECIAL ED

Disability

- Some students will have a disability but it does not impact their learning or their functioning in their education environment enough to need special services
- They may be diagnosed with "something" but it is manageable and they are being successful in school

SOME

- Other students will have a disability that DOES impact their learning or their functioning to such a level as they will need SOME additional help
- This usually does not require additional people beyond the teachers and counselor or principal

Special Education

- A few students will have a disability that DOES impact their learning or their function to such a level that they will need MORE help and services
- This will include additional people such as: Special Education Teachers, Diagnosticians, Speech Therapists, Occupational Therapists, etc



SO WHAT'S A DISABILITY?



The Texas Education Agency recognizes 13 categories of disabilities: (eligibility criteria for Special Education services)

- Autism
- Blindness
- Deafness
- Emotional Disturbance
- Hearing Impairment
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech Impairment
- Traumatic Brain Injury
- Visual Impairment

OKAY, THEY'RE HERE...NOW WHAT?

- Each student in Special Education will have an Individualized Education Plan ("IEP") that was developed by a team of people who directly work with the student, have an understanding of the disability and the needs of the student. This "IEP" is the how we as a school plan to provide the child with his right to a free public education.
- This "IEP" will provide you with the information you need on how best to work with the student and help them to be successful in your classroom
- Each student in Special Education will also have a "case manager" - this is the teacher ultimately responsible for the student. It is the case manager's duty to supply you with the information you need from the IEP and help explain it to you. (MOST teachers need help understanding an IEP) so both you and the student will have the best opportunity for success. Case managers will be a special education teacher
- Before Day 1 - Find out who the special education students are on your rosters and get to know their Special Education teacher and get to know the students' IEP



LET'S LOOK AT SOME OF THAT PAPERWORK...

- Testing pages & Schedule of Services page
 - Inclusion vs Resource vs In Class Support
- Progress Monitoring, Data, Documentation, Work Samples
 - If you can't prove it happened, it didn't happen
- Accommodations
 - Changes HOW the information is taught, doesn't change content or what the student is required to master
- Modifications
 - Changes WHAT is taught, changes content and what the student is required to master
- Behavior Intervention Plans
 - An accommodation to the student code of conduct





ACCOMMODATION VS MODIFICATION

DON'T WORRY, SPD PEOPLE MIX THEM UP TOO

- Extra time to complete assignment
- Preferential Seating
- Reduced number of spelling words
- Oral administration of math test
- Copy of class notes
- Multiple choice on a short answer test
- Typing essay vs handwritten essay
- Frequent reminders to stay on task
- Reduced assignments

FUNCTIONAL BEHAVIOR ASSESSMENTS

Philosophy

- Based on ABA principles and uses a variety of assessment tools to determine the "function" of a student's behavior. An FBA looks beyond the WHAT of a behavior and tries to determine the WHY. This is important to afford wasted time and effort in changing a behavior by responding to symptoms instead of addressing the root causes.

Methodology

- Teacher/Parent/Student Interviews
- Direct observations
- Discipline data, attendance, grades, etc
- Across different settings, times and people (teachers)
- Assuming 4 functions (attention, escape, sensory (tangible) and that this are appropriate and healthy needs for all individuals if sought with appropriate healthy behaviors



BEHAVIOR INTERVENTION PLAN

Philosophy

- If the FBA documents the need for intervention, a Behavior Plan will be developed that will list the target behaviors that are causing the student the most trouble.
- Based on the function of WHY the student engages in these behaviors, interventions/supports will added under each specific behavior

Methodology

- Environmental strategies added to reduce the need for the inappropriate behavior to occur in the first place
- Teaching strategies added to provide direct instruction for the student to learn appropriate ways of serving the same function
- Appropriate consequences that are targeted to the specific behavior and function that will make it less likely the behavior will occur in the future



DISCIPLINE FOR SPECIAL EDUCATION STUDENTS

Suspensions? ISS/OSS

- Student Code of Conduct does still apply to all students
- However, when considering consequences, you have to be aware of "The 10 Day Rule" that prevents students from being "out of placement" for more than 10 days.
- You can go over the 10 days if you are still providing them their services
- Partial day is still a full day

Manifestation?

- A MDR (Manifestation Determination Review) is required before going over the 10th day.
- An ARD committee has to answer two questions: If the student's past and present behaviors requiring suspensions are directly and substantially related to the student's disability (remember to consider SUSPECTED disabilities). Consider patterns and frequency rate.
 - Key ARD committee members that can answer this question are: IEPs, Behavior Specialists, IEPs, general ed. specialists/physicians. Consult symptoms list in IEP and other reputable source.
- The second question is if the IEP was followed by the school district. If the IEP or the IEP was not followed and cannot be documented as having been followed this question will be difficult to answer "yes".



IF IT IS VS IF IT'S NOT

Not a Manifestation

- Consequences – proceed as usual
- Consider need for further testing?
- Request consent for an Functional Behavior Assessment (FBA) if one has not been done or needs to be updated
- Add (or change) a Behavior Intervention Plan (BIP) that will address how to positively change the behavior that is preventing the student from being successful

It is a Manifestation

- Can remove for up to 45 days to alternative placement if there is "weapons, drugs or serious bodily injury" as long as they still receive their special education services
 - 34CFR 300.530(g)
- Return the student to the placement from which they were removed
 - Cannot suspend or expel
 - 34CFR 300.530(f)(2)



THE DREADED "IT DEPENDS" ANSWER

- Can a Sped student receive a failing grade? It depends
- Can a Sped student be suspended? It depends
- Can a Sped student be expelled? It depends
- Can a Sped student no longer be Sped? It depends
- What do I do with a student who ____? It depends



WHEN THERE'S A SIMPLE ANSWER

- Do I have to follow the Behavior Intervention Plan? YES
 - What if it isn't working? DOCUMENT and call an ARD mtg
- Do we have to include the Sped kids in everything their peers do? YES
 - What if the behavior significantly impacts the environment? DOCUMENT and call an ARD
 - What if their academics significantly impact their ability? MODIFY, DOCUMENT, ARD
- Do I have to do the accommodations/modifications? YES YES YES
 - What if I don't feel like he/she needs them? DOCUMENT and call an ARD mtg



CONFIDENTIALITY

A student's IEP and disability are not to be shared, it is private information.

Remember:

- Do not announce to class who is in special education and who is not
- Do not ask students to line up for special education class
- Ask a student if they took their medicine

Ask yourself: Does this person have an education need to know?

- If they do, share information (such as telling their teacher privately how they are doing in your class)
- If they don't, do not share under any circumstances / speak as follows to another student about why that student does something or





REMEMBER...

- It is the **LAW** – that we are to give **ALL** students **equal OPPORTUNITY**.
- That IEP is a legally binding contract on what the **SCHOOL** will do to help that student.
- Equal opportunity does not mean equal results but it does mean effort on the part of both the teacher and student.
