



D39 Special Education Primer

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November 17, 2015

Topics

- Comparing 504 and IEPs
- Timelines
- Common Eligibility Criteria
- 14 Eligibility areas
- Process from suspect disability to services
- What do I do if???

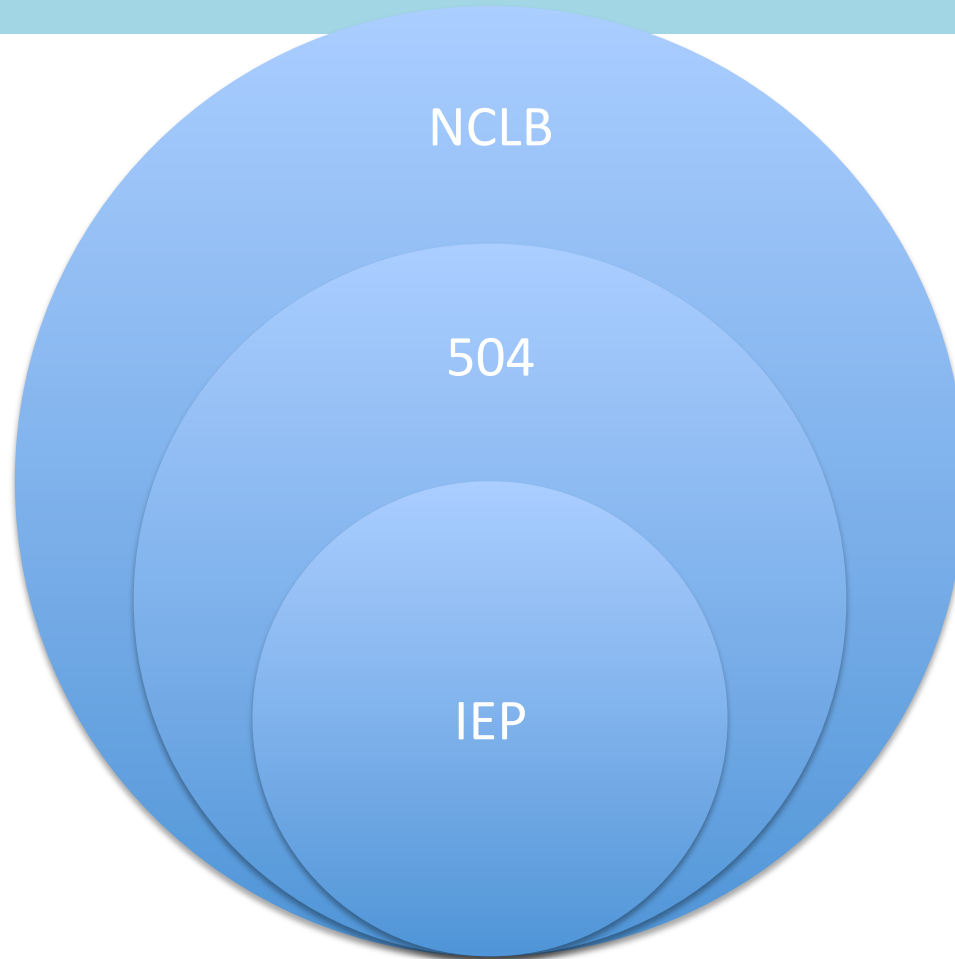


LAWS

- No Child Left Behind/Elementary and Secondary Education Act
- Americans with Disabilities Acts/ Section 504
- Individuals with Disability Education Act



Connection



General Purpose

IDEA

- Regulate services
- Accountability for student growth

504

- Prevents discrimination on the basis of disability in employment, programs, and services



Definition of Disability



IDEA

504

- 14 categories of Disabilities
- Thousands of possibilities
- DSM V
- Physical or mental impairment that **“Substantially Limits”** a major life activity

Educational Responsibility



IDEA

- FAPE
- Requires written IEP
- Special education
- Related Services
- Accommodations
- Modifications
- “Appropriate education” – provide educational benefit

504

- FAPE
- Written Plan
- Accommodations
- General education
- Regulations regarding building and program accessibility
- “Appropriate education”- comparable to the education provided to students who are not disabled

Funding



IDEA

- Federal grants

504

- No additional funding



Evaluation



IDEA

- Requires consent before an initial evaluation
- Requires reevaluation every 3 years
- Provides for Independent Educational Evaluation

504

- Doesn't require consent; requires notice
- Periodic reevaluation
- Independent Educational Evaluations not mentioned

Safeguards



IDEA

- Requires notice to parents or guardian with respect to identification, evaluation, placement
- Requires written notice
- Delineated required components of notice
- Parental participation
- Requires written notice before change in placement

504

- Requires notice to parents or guardian with respect to identification, evaluation, placement
- Does not require written notice
- Components not delineated
- Requires notice before “significant change”

Enforcement



IDEA

- Office of Special Education Programs in the Department of Education
- Due Process

504

- Office of Civil Rights in the Department of Justice
- Due Process



Timelines



IDEA

- 60 school days to evaluate
- Annual review of IEP
- Reevaluation every 3 years
- Regulations for responding to:
 - Request to evaluate
 - Presentation of a private report
 - Move in students

504

- Review plan once a year
- Periodic reevaluations



504 Process



- School evaluation
- Medical evaluation
- Determination of disability
- Determination of impact on major life activity
- Develop 504 Plan



IDEA process



- School evaluation
- Determine eligibility
 - Disability
 - Adverse effects
 - Educational needs
- Develop IEP



14 Eligibilities = 458 students

- Autism – 37 students
- Intellectual Disability – 1 student
- Deaf-Blindness
- Deafness – 1 student
- Developmental Delay – 89 students
- Emotional Disability – 29 students
- Hearing Impairment – 3 students



14 Eligibilities = 458 students

- Multiple Disabilities – 3 students
- Orthopedic Impairment – 3 students
- Other Health Impairment – 80 students
- Specific Learning Disability – 135 students
- Speech/Language Impairment – 75 students
- Traumatic Brain Injury – 1 student
- Visual Impairment – 1 student



Autism

- Medical diagnosis
- School based determination
- AU Special factors



Developmental Disability



- Ages 3-9 years
- Delay in more than one area
 - Physical development
 - Cognitive development
 - Communication communication
 - Social or emotional development
 - Adaptive development



Emotional Disability



- Meet one of the following
 - Inability to develop or maintain satisfactory relationships
 - Inability to learn that can't be explained by intellectual, sensory, or health factors
 - Inappropriate behavior feelings
 - General pervasive mood of unhappiness or depression
 - Tendency to develop physical symptoms or fears

Emotional Disability



- All must apply
 - Adverse effect on educational performance
 - Exhibited frequently, with intensity, and severity
 - Occurs in more than one setting
 - Occurs over an extended period of time



Intellectual Disability

- Delay in 3 areas
 - Cognitive ability
 - Academic Skills
 - Adaptive Behaviors



Multiple Disability

- Two or more disabilities
- Cognitive disability



Other Health Impairment

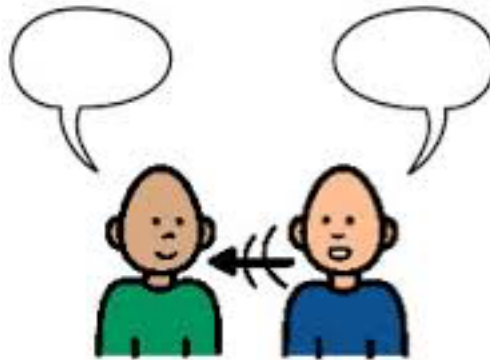
- Medical documentation
- Educational assessment for ADHD
- Limited strength, vitality, or alertness



other health **impairments**

Speech/Language Impairment

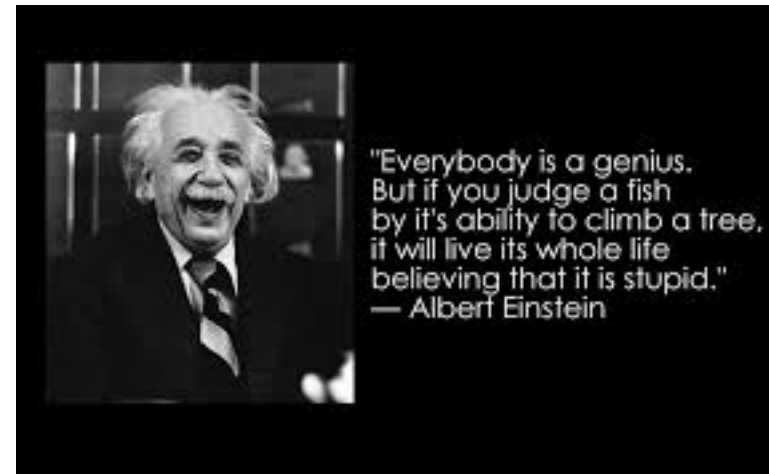
- Articulation
- Expressive Language Delay
- Receptive Language Delay
- Pragmatics
- Voice
- Fluency



Specific Learning Disability



- Rule out:
 - Lack of instruction
 - Other disabilities (Hearing, vision, motor, cognitive, emotional)

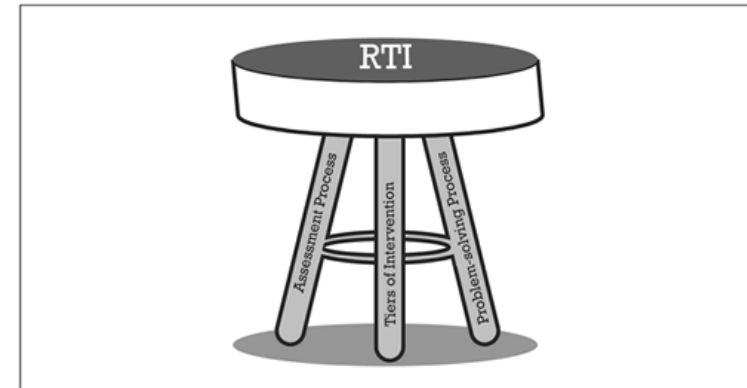


Specific Learning Disability



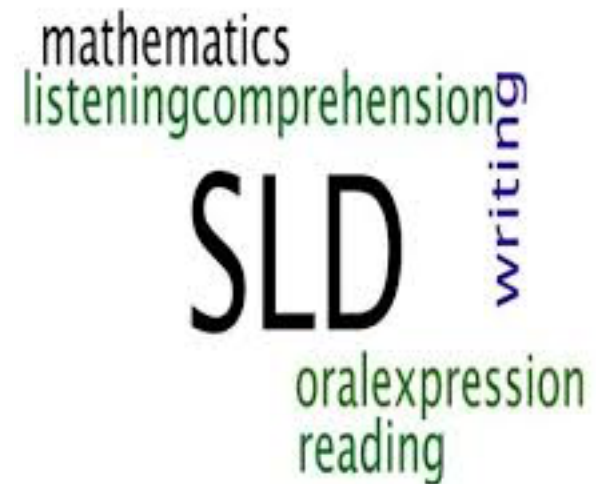
- Rule in
 - Progressing at a significantly slower rate
 - Significantly below performance of peers
 - Needs significantly different than peers

Not using discrepancy model.



Areas of Learning Disability

- Reading fluency
 - Basic Reading
 - Reading Comprehension
 - Mathematical calculations
 - Mathematical problem solving
 - Written expression
- (Listening comprehension/Oral Expression)



Comparison



IDEA

- School districts in Illinois are required to use a process that determines how a student responds **to scientific, research-based interventions (RtI)** when determining eligibility special education services under the category of specific learning disability (SLD).
- Eligibility Considerations:
 - 1.) Significant Discrepancy
 - 2.) Insufficient Progress
 - 3.) Student Needs exceed that which can be provided in General Education

DSM V

- 1.) Persistent difficulty learning for at least 6 months despite interventions
- 2.) Substantially below age level (at least 1.5 Standard Deviations below)
- 3.) Learning Difficulties apparent in early years
- 4.) Learning difficulties occur in the absence of other disabilities/disorders
- 5.) May look at a discrepancy
- 6.) Dyslexia, dysgraphia, dyscalculia
- 7.) Current Severity must be specified (Mild, Moderate, Severe)

Process

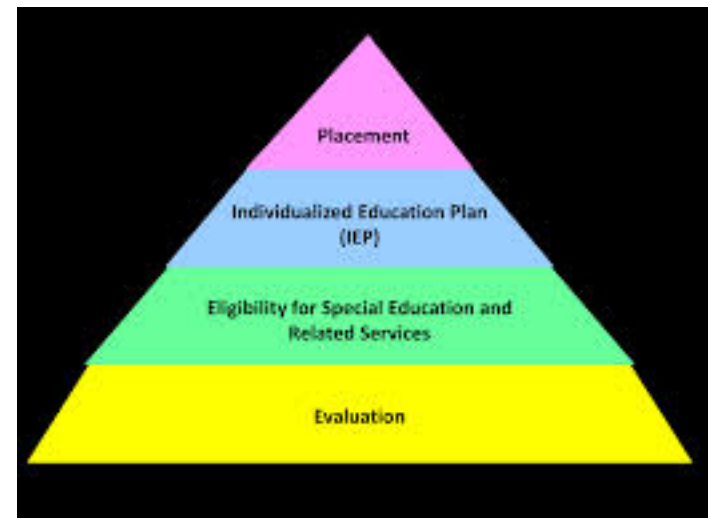


- Suspect disability
 - School team
 - Parents
- Determination to evaluate
- Domain Areas
 - Academic Achievement -- Functional Performance
 - Cognitive Functioning –Communication Status
 - Health – Hearing/Vision –Motor Abilities
 - Social/Emotional

Process



- Evaluation by Multidisciplinary Team
- Meeting to determine eligibility
- Parental consent for student to receive special education services
- Propose IEP



IEP Parent Participation



- Parent input – concerns/requests
- Evaluation reports
- Draft goals

Related Services

- Speech
- Social Work
- Occupational Therapy
- Physical Therapy
- Adaptive Physical Education
- Orientation and Mobility



School compared Medical



School Services

- Focus on intervention to improve student's ability to learn and function in a school environment
- Access to general education
- Related to skills needed for school

Private Therapy

- Focus on treatment to alleviate or cure underlying medical pathologies
- Emphasis on medical terminology

What if ???



- My Child doesn't have a diagnosis but I think they need help??
- What if I want a specific goal??
- What if my child doesn't qualify??

Special Education	General Education		
Most Restrictive			Least Restrictive
Pull-Out services	Push-In Services	Classroom differentiation	Classroom differentiation
	Progress monitoring	Progress monitoring	Universal Screening
	Accommodations	Accommodations	

What if

- Communication is key
 - Approach the service provider
 - Case manager
 - Special Education Coordinator
 - Building Administrator
 - Assistant Director of Student Services
 - Assistant Superintendent of Student Services



Questions?

- Final Thoughts?
- Questions?
- Follow up?

