

Navigating the Special Education System

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Jeopardy Game

IEP	Vocabulary	Programs	Special Education Terms
<p>100 Individualized Education Plan</p> <p>What does IEP stand for?</p>	<p>100 Child Study Team</p> <p>CST</p>	<p>100 Autism Program</p> <p>AU</p>	<p>100 No programs are put into place without parent consent</p> <p>Consent</p>
<p>200 What is the legal document for students needing special education.</p> <p>What is an IEP?</p>	<p>200 It used to be known as PLEP. Present levels of academic achievement and functional performance</p> <p>PLAAPF</p>	<p>200 Multiply Disabled</p> <p>MD</p>	<p>200 A student is determined eligible when it is determined that the student has one or more disability, the disability adversely affects the student's educational performance, and the student is in need of special education and related services.</p> <p>Eligibility Determination</p>
<p>300 1. To establish measurable goals and objectives 2. To state the state special education program and related services</p> <p>What are the two main purposes of an IEP?</p>	<p>300 Least Restrictive Environment</p> <p>LRE</p>	<p>300 Language Learning Disabled</p> <p>LLD</p>	<p>300 Classification are selected based on what impacts a child's learning and is based on all assessments conducted.</p> <p>Classification</p>
<p>400 Ages 3-21</p> <p>What age(s) are you eligible for an IEP</p>	<p>400 Extended School Year</p> <p>ESY</p>	<p>400 Students thriving and reaching individual victories everyday; Emotional Regulation Impairment program</p> <p>STRIVE/ERI</p>	<p>400 Includes speech/language therapy, occupational therapy, physical therapy, etc.</p> <p>Related Services</p>
<p>500 Parents, student, special education teacher, general education teacher, child study team members, related service providers</p> <p>Who is a part of the IEP team?</p>	<p>500 Early Intervention</p> <p>EI</p>	<p>500 Co-Teaching and Resource Room</p> <p>Name two other programs the district offers</p>	<p>500 The process of requesting an evaluation for a student who is suspected of having a disability to determine eligibility for special education and/or related services</p> <p>Referral</p>



What's The Difference: Differentiation vs. Modifications vs. Accommodations vs. Interventions

Differentiation

A. Levels the playing field

Modification

B. Creates the playing field

Accommodation

C. Ensures the playing field

Intervention

D. Turf vs Real Grass

Differentiation (turf vs real grass)

Def: Tailoring instruction and or assessment to meet an individual's needs.

Focuses on how a student will demonstrate learning

A social studies teacher wants her student to understand the impact of the Lewis and Clark expedition on shaping American history. Students can:

Make a presentation

Design a video game

Create a poster

Modifications (creates the playing field)

Modifications change what a student is taught or expected to learn - the “**what**”
(Directly alters a curriculum)

Alternate Books-leveled texts

Rewording in simpler language

Allowing bulleted answer/outlines instead of essay

Pass/No pass grading options

Allowing fewer items to be complete

Accommodations (levels the playing field)

Accommodations allow a student to learn the same material but in a different way-the **“how”**-Affects the way the student accesses the curriculum (Ensures equal access to the same content)

Sign Language interpreters

Oral responses in lieu of written

Access to a scribe

Voice to text in lieu of typing

Additional time to complete tests or HW

Alternate settings to complete tasks

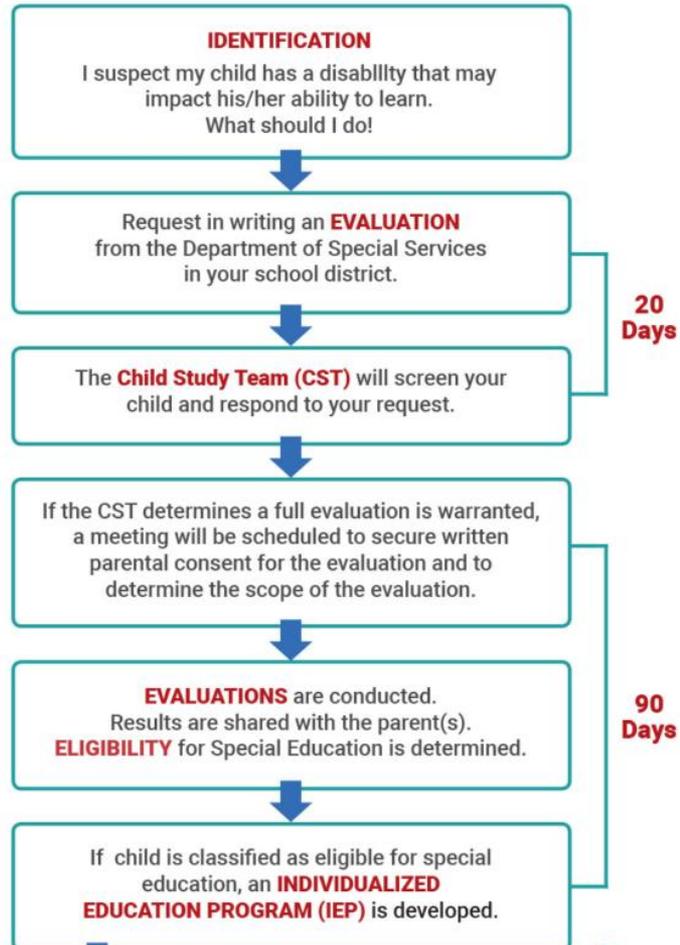
Interventions (ensures the playing field)

Interventions are specific skill building strategies that are implemented and monitored in order for student to learn a new skill, increase fluency in a skill, or generalize an existing skill. They include assessment, planning, and monitoring progress.

Providing supplemental reading instruction 30 minutes 2x/week

Working with a small group of students 3x/week to improve math computation

Implement a study skills group



FAQ...

Q: How often are IEP meetings held?

A: At a minimum, IEP Meetings are held at least once a year. However, if you have a concern, you can request a meeting at any time.

Q: Who decides what goes into my child's IEP?

A: The IEP team, comprised of the parents/guardians, the student (if appropriate), your child's teachers (general education and special education), and related service providers (as appropriate) decide what goes into your child's IEP. The team may also include others at the request of the parents or the school.

Q: When are re-evaluations conducted?

A: Once every 3 years.

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FAQ Continued

Q: How many days does a parent have to sign the IEP?

A: 15 calendar days excludes school holidays but does not exclude summer break. An initial IEP cannot be implemented without a parent signature

Q: What is the difference between a 1:1 and shared paraprofessional/aide?

A: This is an IEP driven determination where a student will have an aide assigned to provide specific support in the classroom, reinforce behavior plans, and or/collect data. A shared paraprofessional is a person who supports multiple students who have similar needs.

Q: What is the difference between resource, self contained, and inclusion class?

A: A resource class is a separate setting; either classroom or a smaller designated room where a special education program can be delivered to a student with a disability in a small group

Co-teaching is a collaborative approach to instruction in which two teachers (general education and special education) work together to plan and implement instruction for a class that includes general education students as well as those with an IEP

A self contained classroom is one in which the students share similar academic requirements.

Come to our next SEPAC meeting for more information on this and much more!



THANK YOU!

