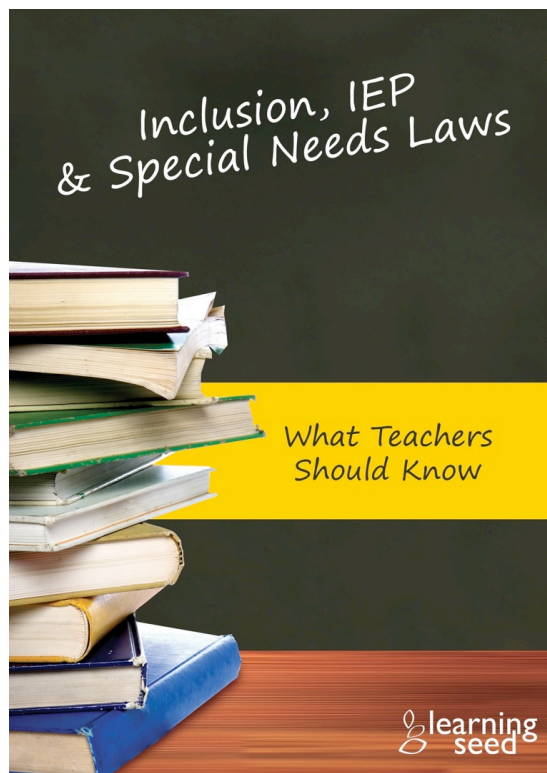


Inclusion, IEP & Special Needs Laws



EDUCATOR'S RESOURCE GUIDE



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Summary

Classroom teachers are a pivotal part of the process by which students receive services under IDEA, the Individuals with Disabilities Education Improvement Act. These teachers are collaborators, communicators, and facilitators – the individuals whom, aside from the parents, have the most day-to-day connection with their students' progress.

This program presents classroom teachers with the six principles of IDEA, takes a close look at Individualized Education Plans or IEPs, outlines what happens in an IEP meeting, and names the roles of the IEP team members. Teachers learn the background, insight and strategies required to help take IDEA from paper to practice.

Key Elements Covered:

- IDEA's organization and the disabilities it covers
- The principles on which IDEA is based
- How children needing services are identified
- How IDEA directly affects the classroom
- The IEP – Individualized Education Plan
 - Its purpose and components
 - Its team members and their roles
 - How to write goals and objectives
- Due Process as recourse
- Specific strategies to take the principles discussed from paper to practice

Chapter One

The Principles of IDEA, the Individuals with Disabilities Education Improvement Act

IDEA sets high standards for achievement and guides how schools provide special services in order to meet the individual needs of students with disabilities.

The IDEA law contains 4 major parts:

- Part A – Outlines the general provisions of the law and defines specific terms
- Part B – Describes the way that IDEA is funded
- Part C – Describes early intervention services for infants and toddlers
- Part D – Describes national activities to improve education of children with disabilities

The IDEA lists fourteen categories of disability

- Autism
- Deaf-blindness
- Deafness
- Developmental delay
- Emotional disturbance
- Hearing impairment
- Mental retardation
- Multiple disabilities
- Orthopedic impairment
- Other health impairment
- Specific learning disability
- Speech or language impairment
- Traumatic brain injury
- Visual impairment including blindness

There are 6 basic principles which govern the education of special needs students

The first four principles of IDEA are the steps by which students receive their education. They ensure that students get the free and public education to which they are entitled.

1. Zero Reject

- IDEA was designed so that no child is denied a free public education, such that the idea that a child cannot be educated due to a disability is unacceptable.
- For the purposes of IDEA, a child includes anyone from age 3 to 22.
- Students with the most severe disabilities must not be excluded.
- Students with behavior problems caused by a disability must not be excluded.
- Children with contagious diseases must not be excluded.

2. Nondiscriminatory Evaluation

- Schools are required to determine whether or not a child has a disability.
- If the evaluation shows that a child has a disability, the school's child study team or special education team determines appropriate services that the student will receive.
- If the child is found to have one of the IDEA disabilities, he or she is eligible for special education and related services.
- A team must meet within 30 calendar days after a child is determined to be eligible.

3. Appropriate Education

- Each student will have an IEP, with specific, measureable goals.
- The IEP, an Individualized Education Plan, is a written document listing the special educational services a child will receive as well as how they will be implemented.
- Goals will be based on objective and subjective evaluations.

4. Least Restrictive Environment (LRE)

- The school provides a learning environment that is as inclusive as possible.
- LRE should be a goal for all special education students.
- Children learn alongside their typically developing peers to the maximum extent that is appropriate.
- This model of delivery benefits students with and without disabilities:
 - Previously known as *mainstreaming*; now called *inclusion* into general education.
 - General education refers to academic curriculum, extracurricular activities, and even nonacademic activities like recess and transportation.

The last two principles are safeguards to ensure that the first four steps are executed properly.

5. Procedural Due Process

- Ensures the school and parents are accountable to each other for carrying out the principles of IDEA.
- Provides a system to resolve the issues in question when there is a dispute between parents and the school.
- IDEA strongly suggests mediation before lawyers are called in on either side.
 - The special education team stresses collaboration when issues arise.
- Ensures parents access to the child's school records for their child, and control over who else may view these records.
- Allows the parents an opportunity to participate in special education advisory committees.
- The student himself must be informed of the rights upon becoming an adult.

6. Parent and Student Participation

- Parents who disagree with the initial evaluation of their child have the right to take their child for an Independent Educational Evaluation or IEE.
 - The school system may be asked to pay for the IEE.

Chapter Two

Identification of Special Needs

Children may be identified as needing special services under IDEA by early intervention services, the Child Find system, and parent and teacher referral. Every child that receives special education services has an IEP, or Individualized Education Plan, written by a team of individuals to establish goals for the child and describe the related services that child will receive. The classroom teacher is a key member of the IEP team, and is often its leader. IDEA also provides guidelines for how students with special needs can transition into adulthood. This transition planning becomes formalized as part of the student's IEP.

Identification

1. Early intervention services

- Some children receive services before they enter preschool.
- IDEA calls for early intervention services for children 0-3 years of age.
- Some young children require a visit with a developmental pediatrician and a thorough evaluation.
 - Children under 3 years of age diagnosed with a disability are referred to an early intervention specialist.
 - The special creates an IFSP, Individualized Family Service Plan.

2. The Child Find system

- IDEA requires all state to have Child find systems.
- Child Find identifies school-aged children needing services via:
 - Public awareness campaigns
 - Conducting screenings to identify preschool children with special needs
 - Assisting state and local agencies with the identification process
 - Children are referred by school personnel and parents
 - Teacher's recommendations
 - Teacher or parental observations
 - Results from academic testing

3. Parent and teacher referral

- IDEA regulations require an evaluation be completed within 60 calendar days after the parent gives consent.
- A State's IDEA regulations supersede the IDEA regulations if the timelines differ.
- Assessments determining a child will benefit from special education services require an IEP be created.
- Disagreements during the assessment and evaluation are handled by the formal resolution process.
- Assessments may evaluate:
 - Academics
 - Adaptive behavior
 - Communication skills
 - Motor skills
 - Social and emotional skills
 - Intelligence
- Assessments determining a child will benefit from special education services require an IEP be created.
- Disagreements during the assessment and evaluation are handled by the formal resolution process.

Chapter Three

The IEP (Individualized Instruction Plan) Team

Each child who receives special education services must have an IEP, which is a written statement for a child with a disability. The IEP is developed, reviewed, and revised in a formal meeting, in keeping with specific legal regulations and requirements. The process of developing this document is of great interest and importance to educators, administrators, and families alike.

Classroom teachers play key roles in the development, and even more significantly, the implementation of the goals and objectives. In this chapter we will learn the purpose of the IEP, who makes up the IEP team, how it is written, and its various components.

The IEP has two general purposes

1. Establish measurable annual goals for the child.
2. Spell out the special education, supplementary aids, and related services the public agency will provide to, or on behalf of, the child.

Members of the IEP Team

1. The child's parent(s)
2. At least one of the child's general education teachers
3. At least one of the child's special education teachers
4. A representative of the public agency
 - Qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities
 - Knowledgeable about the general education curriculum and availability of resources of the agency they represent
 - Principal or assistance principal
 - Special education director
5. School or district psychologist
 - Interprets evaluation results and their instructional implications
6. Occupational therapist
7. Speech therapist
8. Physical therapist
9. Child psychiatrist
10. Child advocate
11. Therapists seen outside of the school setting
12. The child - may be part of the team if in junior high or high school

Meeting Requirements

Meetings must be held within 30 calendar days after it is determined, through a full individual evaluation, the child has an IDEA disability and needs special education and related services, and then occur annually until a student no longer has an IEP.

IDEA mandates annual IEP meetings review the state of the child:

- Academically
- Emotionally
- Socially
- Review progress monitoring
- Level of success if interventions are already in place
- Whether the child still needs support

The IEP considers the child's involvement and participation in three areas of school life

1. General education curriculum
2. Extracurricular activities
3. Nonacademic activities

IDEA's expectations of the classroom teacher

- Determine positive behavioral interventions, support and other strategies for the child.
- Identify the supplementary aids and services, program modifications, and support for school personnel needed to help the child progress toward attaining their annual goals.
- Help the student make progress in the general education curriculum.
- Adapt the curriculum, provide reading materials written at a lower reading level, or use graphics along with written materials.
- Help students interact with their peers, including children with and without disabilities.
- Provide assistance with extracurricular activities and other nonacademic pursuits.

Chapter Four

IEP – Individualized Education Plan Components

This chapter examines the specific components of the IEP document, defines IEP goal and objectives and provides tips for writing them. Students will also learn questions to ask about their students' daily school schedule, and what possible accommodations may be made in test taking. Finally, examples of planning strategies, supports, and interventions to assist with behavior concerns are discussed.

The 8 main components of the IEP

1. Performance levels
 - Evaluation of the child's present levels of academic achievement and functional performance
 - Used to evaluate how the child's disability affects their involvement and progress in the general curriculum
 - May include standardized reading, math and IQ scores
2. Goals
 - What the team believes the student can reasonably accomplish during the next year
 - Achievable, specific and measurable to ensure performance level appropriateness
3. Objectives
 - A specific skill that can be practiced in order to reach a goal
4. Services to be provided
 - Create an environment that will provide the student the best chance of achieving set goals
 - Special Education services are determined by the IEP Team
 - May include speech, occupational and physical therapy
5. Schedule of the student's day
 - IEP Team determines whether the student should be educated and/or take part in extracurricular or nonacademic activities separately from nondisabled children
 - When discussing the student's daily schedule, commit to that which you can reasonably and regularly achieve

6. Assessment decisions

- Team determines if/how the child is to participate in state and district-wide assessments
- Some children qualify for accommodations in test taking, including
 - Reducing the number of tests
 - Reading the directions to the child
 - Simplifying the language of the directions
 - Reading the questions to the child
 - Allowing the child to use a calculator
 - Waiving points taken for misspelling words
 - Allowing more time for tests

7. Overall timeline

- A time line is established stating when modifications begin, how often and where they will be provided, and how long they will last

8. Progress measurement

- Establishes how school personnel will measure the child's progress toward goals of the IEP
- Includes both academic and behavior measurements
- Strategies, supports and positive interventions assist with behavior concerns
 - Provide visual aids with appropriate behaviors
 - Have clear and easy to understand expectations
 - Work toward a goal if behavior expectations are met
 - Clearly state rules and consequences
 - Follow through on the consequences

Questions to consider when setting a student's daily schedule

1. Are there specific subjects that present special challenges? If so, is the general education classroom the least restrictive environment during these times?
2. What special relationships does the child have with particular students or teachers? It is important for their development and learning to have access to those relationships throughout the day.
3. How can the child's routine be maintained? It is important that the child have predictability and consistency.
4. Are there times of the day that present a special challenge for the child?
5. Are there accommodations that can be made within the classroom without removing the child from the general classroom?
6. Are there clubs or other extracurricular activities that are a motivator for the student? The importance of extra-curricular activities is often forgotten for special needs children. It is essential to their development to be able to be with peers during out of school time.

Chapter Five

Due Process

Chapter Five reviews how disagreements over the child's plan and progress are handled. The IEP meeting involves a large and diverse group of individuals, each of who have their own opinions and judgments. Disagreements are inevitable, and while most can be resolved during the meeting, some disputes will involve the due process portions of IDEA. The IEP Team first tries to work out the issues among themselves, with the teacher making every effort to satisfy the concerns of the parents.

If the IEP Team cannot resolve the parents' concern

1. Parents initiate the resolution process by filing a due process complaint
 - Description of the problem that the child is having
 - A proposed resolution to the problem
2. Resolution process
 - Meeting must occur within 15 days of when the due process complaint was filed
 - IEP team sits down and discusses how the needs of the child are being met
 - Meeting includes a face-to-face resolution meeting with an impartial mediator
 - Facilitates this discussion and makes suggestions regarding how to improve the situation or aspect of the IEP that is in dispute
 - All discussions during these meeting are confidential and cannot be used as evidence in a due process hearing or civil court case
 - Meeting should conclude within 30 days, unless otherwise agreed upon by both parties
 - If a mutual decision is made then actions are put in place to make any necessary adjustments to the child's IEP
 - If no agreement is reached during the resulting meetings, a due process hearing is scheduled
 - This must happen within 45 days of the conclusion of the resolution process
3. Due Process hearing
 - An administrative, quasi-judicial hearing, somewhat like a courtroom trial
 - Lawyers can represent parents and the school, and call and cross-examine witnesses
 - Hearing must begin within 45 days of the conclusion of the resolution process
 - Proceedings are presided over by an Impartial Hearing Officer
 - Decisions have the effect of law and are binding upon all parties involved
4. Local education agency may file a due process complaint
 - The same procedures and timelines apply

Chapter Six

Teacher Tips: From Paper to Practice

The principles of IDEA have been discussed throughout this program. Chapter Six now looks at some specific strategies teachers can use with their students. Remember, the first four principles of IDEA are the steps by which students receive their education – they ensure all students receive the free and public education to which they are entitled.

Zero Reject

This principle can be put into practice in the classroom by adopting a truly inclusive mindset

- Learn as much as possible about your students' specific special needs.
- Get to know your student as an individual beyond his or her disability.
- Be willing to try new approaches in working with students with special needs.
- Recognize the contribution that the special needs student can make in helping you develop a more diverse classroom.

Nondiscriminatory Evaluation

When you believe a student should be referred for special education services:

- Monitor the child and keep detailed records as to your concerns.
- Document specifics:
 - What the child does
 - Time of day
 - Duration of behavior
 - Effect on other children
 - Interventions you have tried
- Keep work products that you feel illustrate your concern.
- Contact the school principal and social worker to let them know that you have a concern and will be beginning a documentation process.
- Talk to the child's parents about your concerns and the documentation you are creating.

Appropriate Education

Your actions and attitude during the IEP meeting can make a big difference in the way the team works together.

- Convey an acceptance and willingness to actively participate in the IEP process.
- Learn strategies to effectively communicate and collaborate with team members.

Ways you can insure that you are doing your best to both help the IEP team and your student:

- Record descriptive information about the child's progress in terms of IEP goals
- Advocate for the child by giving feedback about how realistic the intervention strategies are
- Communicate the child's successes and progress to the team
- Ask other members of the team what else can be done with regard to assistance
- Communicate what resources you need to help the child understand the general curriculum and achieve the goals listed in the IEP

Least Restrictive Environment – LRE

This is not something you can create, but rather an environment that has been chosen as the best placement for the student.

Two general tips to create a classroom environment that sets your student up for optimum learning:

- Keep in close contact with the child's inclusion facilitator to see what type of seating is preferred.
- Work with the facilitator to find ways to create a calming classroom environment.

Steps you can take to help your special education student that will also benefit your regular education students:

- Encourage students to keep a clear workspace.
- Keep your classroom organized.
- Use visual aids to help students remember expectations.
- Post a clear daily schedule and behavior expectations.
- Make sure all classroom materials are easily accessible.

Discussions and Activities

Role Playing - The IEP

Ask students to assemble in groups of six to eight members. Each member should assume a role from the IEP Team as found in Chapter Three.

Be sure that key members are present: a general education teacher, a special education teacher, the child's parents, a representative of the public agency, the school psychologist. Allow students to select additional therapists and outside support personnel as they choose.

Have each group decide which disability their child has, and then ask them to devise an Individualized Education Plan, utilizing the components of IEP in Chapter Four, and then report their experiences to the class.

Goal and Objectives

Discuss the difference between goals and objectives as found in Chapter Four. Ask the students to identify a special education student with a particular disability, and then create sample objectives and associated goals that are specific and measurable. If the students have completed the IEP role-playing lesson, suggest they select the same child they created in that activity.

Classroom Situations

Ask students to think of some situations in which a child may be experiencing behavioral problems in the classroom. Discuss the difference between the child "as" a problem and the child "having" a problem.

Discuss the advantages/disadvantages of using punishments and ultimatums versus using support, encouragement and additional help to try and resolve behavioral issues.

Ask students to suggest possible resolutions, which may include changes to environment, adaptations, accommodations, reinforcement, teaching acceptable behavior, scheduling of activity breaks, pairing the child up with another student who is not having behavioral issues, and teaching problem solving skills.

Mediation

Sometimes parents may be dissatisfied with specific elements of their child's IEP. Ask student to break into groups of six members. Have them identify the parents' concern and then assume a role from the IEP Team. Ask student to utilize the steps of Due Process they learned in Chapter Five, and then report their experiences to the class.

Strategies - From Paper to Practice

Break student up into four groups, assigning each group one of the first four principles of IDEA: Zero Reject, Nondiscriminatory Evaluation, Appropriate Education, and Least Restrictive Environment – LRE.

These are the steps by which students receive the free, public education to which they are entitled.

Utilizing the **Highlights** page for Chapter Six, ask each group to come up with specifics for each bullet point under their assigned principle, such as: how would they execute the strategies provided? Each team will report out their results to the class.

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Matching Quiz

Match the words in the first column to the best available answer in the second column.

_____	Represents the specific rights protected by IDEA, which include a free, appropriate public education.	1) Zero reject
_____	To meet this IDEA principle, the school will provide a learning environment that is as inclusive as possible.	2) IFSP – Individualized Family Service Plan
_____	A written document that lists the special educational services a child will receive and how they will be implemented.	3) FAPE
_____	The IDEA expects this person to help determine appropriate positive behavioral interventions, and identify which aids and support are needed to help the child progress toward attaining their annual goals.	4) Nondiscriminatory Evaluation
_____	This IDEA principle directs teachers who feel they have a student who should be referred for special ed. services to monitor the child, keep detailed records, document specifics, including the duration of behavior, its effect on other children, and the interventions tried.	5) LRE – Least Restrictive Environment
_____	Refers to academic curriculum, extracurricular activities, and even recess and transportation.	6) IEE – Independent Educational Evaluation
_____	This document that highlights family involvement and specifies the early intervention services provided to infants and toddlers with disabilities.	7) Teacher
_____	This governing principle deems that IDEA was designed so that no children, ages 3 – 22, are denied a free public education due to a disability.	8) Early intervention
_____	These specialized services are designed to meet the needs of infants and toddlers, who have a developmental delay or disability.	9) IEP – Individualized Education Plan
_____	When parents disagree with the initial evaluation of their child, they have the right to take their child for this assessment, which the school system may pay for.	10) General education

Inclusion, IEP & Special Needs Laws

Matching Quiz

<u>3</u>	Represents the specific rights protected by IDEA, which include a free, appropriate public education.	1) Zero reject
<u>5</u>	To meet this IDEA principle, the school will provide a learning environment that is as inclusive as possible.	2) IFSP – Individualized Family Service Plan
<u>9</u>	A written document that lists the special educational services a child will receive and how they will be implemented.	3) FAPE
<u>7</u>	The IDEA expects this person to help determine appropriate positive behavioral interventions, and identify which aids and support are needed to help the child progress toward attaining their annual goals.	4) Nondiscriminatory Evaluation
<u>4</u>	This IDEA principle directs teachers who feel they have a student who should be referred for special ed. services to monitor the child, keep detailed records, document specifics, including the duration of behavior, its effect on other children, and the interventions tried.	5) LRE – Least Restrictive Environment
<u>10</u>	Refers to academic curriculum, extracurricular activities, and even recess and transportation.	6) IEE – Independent Educational Evaluation
<u>2</u>	This document that highlights family involvement and specifies the early intervention services provided to infants and toddlers with disabilities.	7) Teacher
<u>1</u>	This governing principle deems that IDEA was designed so that no children, ages 3 – 22, are denied a free public education due to a disability.	8) Early intervention
<u>8</u>	These specialized services are designed to meet the needs of infants and toddlers, who have a developmental delay or disability.	9) IEP – Individualized Education Plan
<u>6</u>	When parents disagree with the initial evaluation of their child, they have the right to take their child for this assessment, which the school system may pay for.	10) General education

Inclusion, IEP & Special Needs Laws

Fill-In-The-Blank

Select the correct term from the list below and write it in the blank space. Some terms may be used more than once, while others not at all.

1. The principle of _____ can be put into practice in your classroom by adopting a truly inclusive mindset.
2. _____ is a system required of all states by the IDEA to assure that all children who are in need of early intervention or special education services are located, identified, and referred.
3. In 1975, Congress first enacted the IDEA to ensure that all children, including children with disabilities, had the right to receive a free, appropriate public _____.
4. An _____ is a written document that lists the special educational services a child will receive as well as how they will be implemented.
5. The first four principles of IDEA are the steps by which students receive their education, while the last two principles are _____ to ensure that the first four steps are executed properly.
6. _____ requires schools to determine what each student's disability is and how it relates to the child's education.
7. Ideally, the special education team will stress _____ with the student's parents, since disputes that are not handled well can take away from a positive working relationship.
8. Under the IDEA principle of _____, each student will have an individually designed plan or IEP, with specific, measureable goals, which will be based on both objective and subjective evaluations.
9. If you have a student in your classroom that you feel should be referred for _____ services, you should keep work products that you feel illustrate your concern.
10. _____ should be the goal for all special education students, as it provides a learning environment that most resembles that of their regular education peers.

collaboration	IEP	special education	early intervention
Child Find	Zero Reject	education	safeguards
Least Restricted Environment	Appropriate Education	Nondiscriminatory Evaluation	Procedural Due Process

Inclusion, IEP & Special Needs Laws

Fill-in-the-Blank Exercise Answer Key

1. The principle of **Zero Reject** can be put into practice in your classroom by adopting a truly inclusive mindset.
2. **Child Find** is a system required of all states by the IDEA to assure that all children who are in need of early intervention or special education services are located, identified, and referred.
3. In 1975, Congress first enacted the IDEA to ensure that all children, including children with disabilities, had the right to receive a free, appropriate public **education**.
4. An **IEP** is a written document that lists the special educational services a child will receive as well as how they will be implemented.
5. The first four principles of IDEA are the steps by which students receive their education, while the last two principles are **safeguards** to ensure that the first four steps are executed properly.
6. **Nondiscriminatory Evaluation** requires schools to determine what each student's disability is and how it relates to the child's education.
7. Ideally, the special education team will stress **collaboration** with the student's parents, since disputes that are not handled well can take away from a positive working relationship.
8. Under the IDEA principle of **Appropriate Education**, each student will have an individually designed plan or IEP, with specific, measureable goals, which will be based on both objective and subjective evaluations.
9. If you have a student in your classroom that you feel should be referred for **special education** services, you should keep work products that you feel illustrate your concern.
10. **Least Restricted Environment** should be the goal for all special education students, as it provides a learning environment that most resembles that of their regular education peers.

Inclusion, IEP & Special Needs Laws

Multiple Choice

Circle the best answer for each question.

<p>1. IDEA states that certain requirements concerning dispute resolution must be specified and implemented by the:</p> <ul style="list-style-type: none"> a) Federal government b) State c) School district d) County 	<p>6. Governing IDEA principle describing procedures that make the school and parents accountable to each other:</p> <ul style="list-style-type: none"> a) Appropriate education b) Procedural due process c) Government provided notice d) Procedural justice
<p>2. A child under 3 years of age diagnosed with a disability is referred to:</p> <ul style="list-style-type: none"> a) Early intervention specialist b) Developmental pediatrician c) Child Find d) Occupational therapist 	<p>7. Circle 2 components of an IEP – Individualized Education Plan:</p> <ul style="list-style-type: none"> a) Hypothesis statement b) Annual material usage c) Performance levels d) Assessment decisions
<p>3. This is <u>not</u> among the 3 main areas of a child's school life the team considers when assembling an IEP:</p> <ul style="list-style-type: none"> a) General education curriculum b) Extracurricular activities c) Nonacademic activities d) Peer interactions 	<p>9. This entity guides how schools provide special services in order to meet the individual needs of students with disabilities:</p> <ul style="list-style-type: none"> a) IEE b) IFSP c) IDEA d) FAPE
<p>4. The IDEA law does <u>not</u>:</p> <ul style="list-style-type: none"> a) Identify specific children in need of service b) Define general provisions c) Lay out how IDEA is funded d) Define specific terms 	<p>9. Previously known as mainstreaming:</p> <ul style="list-style-type: none"> a) Early intervention b) Inclusion into general education c) Zero reject d) Child study
<p>5. Circle 3 steps a teacher can take to help both special education students and regular education students:</p> <ul style="list-style-type: none"> a) Keep your classroom organized b) Post a clear daily schedule c) Adopt a fresh mindset d) Use visual aids 	<p>10. This IDEA principle of zero reject can be put into practice by adopting a truly inclusive mindset:</p> <ul style="list-style-type: none"> a) Nondiscriminatory evaluation b) Zero reject c) Appropriate education d) Parent-teacher collaboration

Inclusion, IEP & Special Needs Laws

Multiple Choice Answer Key

<p>1. IDEA states that certain requirements concerning dispute resolution must be specified and implemented by the:</p> <ul style="list-style-type: none"> a) Federal government b) <u>State</u> c) School district d) County 	<p>6. Governing IDEA principle describing procedures that make the school and parents accountable to each other:</p> <ul style="list-style-type: none"> a) Appropriate education b) <u>Procedural due process</u> c) Government provided notice d) Procedural justice
<p>2. A child under 3 years of age diagnosed with a disability is referred to:</p> <ul style="list-style-type: none"> a) <u>Early intervention specialist</u> b) Developmental pediatrician c) Child Find d) Occupational therapist 	<p>7. Circle 2 components of an IEP – Individualized Education Plan:</p> <ul style="list-style-type: none"> a) Hypothesis statement b) Annual material usage c) <u>Performance levels</u> d) <u>Assessment decisions</u>
<p>3. This is <u>not</u> among the 3 main areas of a child's school life the team considers when assembling an IEP:</p> <ul style="list-style-type: none"> a) General education curriculum b) Extracurricular activities c) Nonacademic activities d) <u>Peer interactions</u> 	<p>9. This entity guides how schools provide special services in order to meet the individual needs of students with disabilities:</p> <ul style="list-style-type: none"> a) IEE b) IFSP c) <u>IDEA</u> d) FAPE
<p>4. The IDEA law does <u>not</u>:</p> <ul style="list-style-type: none"> a) <u>Identify specific children in need of service</u> b) Define general provisions c) Lay out how IDEA is funded d) Define specific terms 	<p>9. Previously known as mainstreaming:</p> <ul style="list-style-type: none"> a) Early intervention b) <u>Inclusion into general education</u> c) Zero reject d) Child study
<p>5. Circle 3 steps a teacher can take to help both special education students and regular education students:</p> <ul style="list-style-type: none"> a) <u>Keep your classroom organized</u> b) <u>Post a clear daily schedule</u> c) Adopt a fresh mindset d) <u>Use visual aids</u> 	<p>10. This IDEA principle of zero reject can be put into practice by adopting a truly inclusive mindset:</p> <ul style="list-style-type: none"> a) Nondiscriminatory evaluation b) <u>Zero reject</u> c) Appropriate education d) Parent-teacher collaboration

Glossary of Terms

Appropriate Education – This governing principle of IDEA requires that each student will have an individually designed plan or IEP, with specific, measureable goals that will be based on objective and subjective evaluations.

Autism – A developmental disability generally evident before age three that significantly affects verbal and nonverbal communication and social interaction, adversely affecting a child's educational performance.

Categories of Disability under IDEA – These 14 disabilities are autism, deaf-blindness, deafness, developmental delay, emotional disturbance, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury, and visual impairment including blindness.

Child Find Service – A comprehensive system required of all states by the IDEA to assure that all children who are in need of early intervention or special education services are located, identified, and referred.

Child Study Team – Prepares the IEP. Members include: the parents, teacher, social worker, school psychologist, the specializing therapist and a school administrator.

Deaf-blindness – Simultaneous hearing and visual impairments, the combination of which causes severe communication, developmental and educational needs that cannot be accommodated in special education programs solely for children with deafness or children with blindness.

Deafness – A severe hearing impairment that causes a child to be impaired in processing linguistic information through hearing, adversely affecting that child's educational performance.

Developmental Delay – A delay in one or more of the following areas: physical development; cognitive development; communication; social or emotional development; or behavioral development.

Early Intervention Services – Specialized health, educational, and therapeutic services designed to meet the needs of infants and toddlers, 0 – 3 years of age, who have a developmental delay or disability.

Early Intervention Specialist – Works with the family of a child under three years of age who is diagnosed with a disability to create an Individualized Family Service Plan (IFSP).

Developmental Pediatrician – Evaluates and diagnoses children who seem to be developing slowly or differently than their peers to determine whether they may need an early intervention referral.

Emotional Disturbance – A condition exhibiting one or more characteristics over a long period of time, and to a marked degree that adversely affects a child's educational performance, including an inability to learn that cannot be explained by intellectual, sensory, or health factors; an inability to build or maintain interpersonal relationships; inappropriate behavior/feelings under normal circumstances; general mood of unhappiness or depression; a tendency to develop physical symptoms or fears associated with personal or school problems.

FAPE – Represents the specific rights protected by IDEA, which include a free, appropriate public education.

General Education – Refers to academic curriculum, extracurricular activities, and even nonacademic activities like recess and transportation.

Goal – A specific and measurable achievement that is performance level appropriate and that the child should be able to reach in one year's time.

Hearing Impairment – A hearing impairment that adversely affects a child's educational performance not included under the definition of deafness.

IDEA - Individuals with Disabilities Education Improvement Act – When first enacted in 1975, this law was called the Individuals with Disabilities Education Act. It ensured that all children, including those with disabilities, have the right to receive a free, appropriate public education. Following several revisions, the most recent occurring in 2004, the IDEA sets the standards for 14 categories of disabilities.

IEE - Independent Educational Evaluation – An educational evaluation of the child conducted outside of the current school system when the parents disagree with the findings of the initial evaluation.

IEP - Individualized Education Plans – Required under the IDEA Appropriate Education principle, an IEP is a written document developed by a child study team that lists the special educational services a child will receive, and how those services will be implemented.

IEP Team – Team composed of parents or guardians, general ed. teacher, special ed. teacher, public agency representatives, psychologists, therapists, other stakeholders, and sometimes the children themselves, all of whom come together to design can act upon the IEP.

IFSP - Individualized Family Service Plan – This document that highlights family involvement and specifies the early intervention services provided to infants and toddlers with disabilities. The IFSP is altered to become the child's IEP when they enter school.

Inclusion Facilitator – Assists regular and special education teachers to include their students with disabilities into regular education classrooms, and within the regular education curriculum.

Inclusion into General Education – Operating in the least restrictive educational environment, students learn alongside their typically developing peers to the maximum extent that is appropriate. Previously known as “mainstreaming.”

LRE - Least Restrictive Environment – To meet this IDEA governing principle, the school is to provide a learning environment that is as inclusive as possible, one that is the most beneficial for both students with and without disabilities.

Mental Retardation – A significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child’s educational performance.

Multiple Disabilities – Simultaneous impairments that together cause such severe educational needs that they cannot be accommodated in a special education program designed solely for one of the impairments. The term does not include deaf-blindness.

Nondiscriminatory Evaluation – This governing principle of IDEA has two parts: First, schools are required to determine whether or not a child has a disability. Second, if the evaluation shows that a child HAS a disability, then the school’s child study team or special education team will determine appropriate services that the student will receive.

Objective – A specific skill that can be practiced in order for the child to reach an overall goal.

Occupational Therapist – This therapist assesses the level of a child’s ability to function in activities of everyday living, and helps them to learn to manage their daily tasks.

Orthopedic Impairment – A severe orthopedic impairment, including those caused by a congenital anomaly, disease, other causes, that adversely affects a child’s educational performance.

Other Health Impairment – Refers to those children having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, due to chronic or acute health problems resulting in limited alertness in the educational environment, which adversely affect those children’s educational performance.

Parent and Student Participation – This IDEA governing principle describes the rights of the parents and students to have access to and control over who may view the student’s records, the opportunity to participate in special education advisory committees, and the right to have an Independent Educational Evaluation (IEE) for the child.

Pediatric Physical Therapist – This therapist helps infants and children with special needs, such as developmental delays or chronic physical conditions, to improve their gross and fine motor skills, balance and coordination, strength and endurance, as well as cognitive and sensory processing and integration.

Procedural Due Process – This governing principle of IDEA describes procedures that make the school and parents accountable to each other and describe how disputes should be handled.

School or District Psychologist – This type of social worker conducts parenting workshops, counsels teachers and parents, and assesses students with special needs.

Specific Learning Disability – A disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, manifests itself in a reduced ability to listen, think, speak, read, write, spell, or to do mathematical calculations.

Speech or Language Impairment – A communication disorder such as stuttering or a language or voice impairment that adversely affects a child's educational performance.

Speech Therapist – This type of therapist helps students develop their articulation or speaking patterns.

Transition Services – Coordinated set of activities that help youth with disabilities make the transition from high school to the outside adult world.

Traumatic Brain Injury – An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance.

Visual Impairment, including Blindness – An impairment in vision that, even with correction, adversely affects a child's educational performance, including both partial sight and blindness.

Zero Reject – This governing principle deems that IDEA was designed so that no children, ages 3 – 22, are denied a free public education due to a disability.

Additional Resources

Child Find

<http://www.childfindidea.org/>

Offers information and resources related to the earliest possible identification of young children and their families who may benefit from early intervention or education services.

FAPE Website – Free Appropriate Public Education

<http://www.fape.org>

IDEA Website

<http://idea.ed.gov/>

NICHY – National Dissemination Center for Children with Disabilities

<http://www.nichcy.org>

Provides information on disabilities in children and youth; IDEA, the nation's special education law; programs and services for infants, children, and youth with disabilities; No Child Left Behind, the nation's general education law; and research-based information on effective practices for children with disabilities

TA & D Network / Regional Resource Center Program

<http://www.rrfcnetwork.org/content/view/137/192/>

The Technical Assistance and Dissemination network includes 40+ projects funded by the OSEP (Office of Special Education Programs) which offer information and technical assistance on disabilities and special education issues.