Special Education: What You Need to Know
What Brings Me Here...
What You’ll Learn About:

1. Special Education Basics
2. Your Role in the Process
3. The Individualized Education Program
4. Next Steps
FACT is your one-stop resource!

- We are able to support you with:
  - Understanding special education
  - Trainings, workshops, and in-services
  - Family activities and get-togethers
  - Person-centered planning tools
  - Information and resources
  - A support line to answer your questions
Special Education Basics
What is Special Education?

Specially designed instruction for students with disabilities.

*Special Education is a service NOT a place.*
Individualized Education Program (IEP)

Legal document

Describes strengths, needs, and services

Developed by a team
Why Do We Have Special Education?

Individuals with Disabilities Education Act

Federal Law ensuring children with disabilities have available to them a Free Appropriate Public Education [FAPE] that emphasizes special education and related services designed to meet their UNIQUE NEEDS and prepare them for:

- Education
- Employment
- Independent Living
Where’s the Destination?

The intent of IDEA, and thereby your child’s special education, is to **prepare your child for life beyond school**. Every step you take should have your child’s adult life in mind.
Basic Premise of Special Education

Continue

Supports

Services
Basic Premise of Special Education
Check In
Who Gets Special Education?

Eligible Students with Disabilities

- Autism Spectrum Disorder
- Intellectual Disability
- Communication Disorder
- Orthopedic Impairment
- Deaf-Blind
- Other Health Impairment
- Developmental Delay
- Specific Learning Disability
- Emotional Disturbance
- Traumatic Brain Injury
- Hearing Impairment
- Visual Impairment
- Other Health Impairment
- Traumatic Brain Injury
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Eligibility Basics

- Categories and Criteria
- Every 3 Years
- Required for IEP
- Services Based on Needs
- Standard Diploma or Age 21
- Team Decision
- 60 School Days
- Consent
When is an IEP Developed?

- Eligibility
- Annually
- Changes
- Upon Request
The IEP Team
Who is on IEP Team?

- Parents
- Regular Education Teacher
- Special Education Teacher
- District Representative
- Someone to Interpret Evaluations
- Related Services
- Student
- Transition Services
- Others with knowledge of the student

Deliver services needed to access education and related services:
- Post-secondary goals
- Not always separate team member
- Related Services
- District Representative

Any adult and/or parent (or another team member) who knows your child best and can support your vision for future graduation options!
You Are a Vital Team Member!

• You are the expert on your child
• You are your child’s #1 fan
• Your vision is for their whole life
What Your Participation Looks Like
Check In
The Individualized Education Program
IEP Development

- Special Factors
- Present Levels
- Transition
- Assessment
- Goals
- Service Summary
- Placement
Special Factors

- Behavior
- Communication
- Assistive Technology
- English Language

- Blind/ Visually Impaired
- Specialized Formats
- Deaf / Hard of Hearing

Must address each “Yes”
Present Levels of Academic Achievement and Functional Performance

- Student’s strengths & interest
- Parent input
- Other input
- Progress toward goals
<table>
<thead>
<tr>
<th>Strengths and Gifts</th>
<th>Vision / Hopes / Dreams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amazing Imagination</td>
<td>Graduate high school</td>
</tr>
<tr>
<td>Builder</td>
<td>Go to College</td>
</tr>
<tr>
<td>Fantastic Memory</td>
<td>Have a career</td>
</tr>
<tr>
<td>Emerging Reader</td>
<td>Live in my own house</td>
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<tr>
<td>Determined</td>
<td>Have lots of friends</td>
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<tr>
<td>I Can Do It Attitude</td>
<td></td>
</tr>
<tr>
<td>Problem Solver</td>
<td></td>
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</tbody>
</table>

**What Works:**

- Being able to move around on my own.
- Showing me how to do something
- Having time for imaginary play with my toys.
- **BLOCKS!**
- Having toys and books where I can reach them on my own.
- Giving me multiple times to try it by myself.

**What Does Not Work:**

- Doing things for me
- Having toys and books out of my reach
- Being stuck until someone can help me
- Verbal directions/instructions
- Lack of play time

[http://factoregon.org/person-centered-plan-samples/](http://factoregon.org/person-centered-plan-samples/)
STRENGTHS CAPACITIES GIFTS

- Smart—he’s a learner
- Great sense of humor
- Loves to read since he was little
- Empathetic
- Loves to be a helper; he likes to contribute, and learns by doing
- Very determined
- Strong visual learner
- Problem solver
- Independent!
- Loves athletics
- Rides a two-wheel bike
- Multi-sense learner
- Adores his best friend Mike

WHAT WORKS FOR KENTON

- Sports! Playing, watching
- Using technology to communicate more clearly
- Clear, distinct choices
- Having time to get his body moving and playing to get excess energy out
- Loves to eat!
- Telling him what TO do, not just what NOT to
- Being made to feel like he’s contributing to the way a group works

WHAT DOES NOT WORK

- Loud voice
- Being bored
- No sensory breaks
- Rushing him
- Repeating directions the same way
- Hovering
- Too many visuals
- Expecting him to be passive

http://factoregon.org/person-centered-plan-samples/
IEP Team,

We look forward to working with the team to create a rigorous education program for Sam, and provide him with the stepping stones to: receive a diploma, attend a post-secondary college program, live independently at age 22, be employed and access his community.

Strengths:
• Smart: he has a great memory and loves to learn.
• Engages with peers and has excellent computer skills.
• Enjoys books, reading, sports and music.
• Able to work independently when given a visual schedule and transitional warnings.

Concerns:
• Not utilizing assistive technology to support Sam's progress.
• Not an adequate home/school communication system.

Remedies:
• Consultation with assistive technology specialist will provide information on how to use Sam's laptop successfully while in class.
• Duplicate the home/school communication log we used last year.

We look forward to working as a team toward a successful year for Sam and collaborating for great progress on his educational goals.

The Smiths

Present Levels: Parent Input and Concerns

Strength
Excellent computer skills

Concern
Not using assistive technology enough

Remedy
Consult with assistive tech specialist
Age 16 = Transition Planning

Special Factors

Present Levels

Transition

Assessment

Goals

Service Summary

Placement
Transition Planning

IDEA’s purpose is to prepare students for:

Don’t Forget...

It’s Never Too Early!

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Transition Planning: Diploma Options

- **Standard Diploma**
  - 24 Credits
  - Predetermined

- **Modified Diploma**
  - 24 Credits
  - 12 Predetermined
  - 12 Flexible
  - Documented history
  - Instructional barrier

- **Extended Diploma**
  - 12 Credits
  - No more than 6 in self contained classroom
Assessments

• Starts in Kindergarten
• Every few years
• Support available

Important implications for diploma options
Measurable Goals and Objectives

- Special Factors
- Present Levels
- Transition
- Assessment
- Goals
- Service Summary
- Placement
Measurable Goals and Objectives: SMART Goal Examples

<table>
<thead>
<tr>
<th>SMART Goals:</th>
<th>Generic</th>
<th>SMART</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Specific</td>
<td>Scott will behave appropriately in class.</td>
</tr>
<tr>
<td>M</td>
<td>Measurable</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>Action Words</td>
<td></td>
</tr>
<tr>
<td>R</td>
<td>Realistic &amp; relevant</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>Time-limited</td>
<td></td>
</tr>
</tbody>
</table>
Service Summary:
Specially Designed Instruction

Meets Unique Needs
Based on Goals
Service Summary: Related Services

Related services help your student benefit from specially designed instruction

Transportation  Speech  Nursing  And more!

Source: [http://www.ode.state.or.us/search/page/?=1163](http://www.ode.state.or.us/search/page/?=1163)
Service Summary: Supplementary Aids and Services

Services and supports provided in any setting “to enable children with disabilities to be educated alongside nondisabled children to the maximum extent appropriate”

- Transition Warnings
- Seating Arrangement
- Reduced Homework
- Extra Time
- Pencil Grips
- Technology

http://www.parentcenterhub.org/repository/iep-supplementary/#idea
Accommodations **DO NOT** change difficulty level or learning outcome
A child with a disability may not be removed from education in age-appropriate regular classrooms just because he or she needs modifications to the general curriculum. [§ 300.116(e)]
Service Summary: Supports for School Personnel

Services that help the school team support your child!

Training for staff  Consultation  Collaboration
Service Summary

- Provider
- Goal Area
- Location
- Minutes per day or week

Who
What
Where
How much
Nonparticipation Justification

Any time spent outside the general education environment MUST be justified and documented.

Don’t forget:

Removed:
• Why?
• When?
• For how long?
Extended School Year (ESY)

- Not summer school
- Data-Driven
- Minimize Regression

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IDEA has always advocated for kids with disabilities to be educated, to the greatest extent possible, with their non-disabled peers.

“To the maximum extent appropriate, children with disabilities… are educated with children who are not disabled…

Special classes, separate schooling or other removal…from the regular educational environment occurs ONLY when the nature or severity of the disability…is such that education in regular classes with the use of supplementary aids and services cannot be achieved…” 34 CFR 300.114
Placement Continuum

- Regular Classroom
- Pull Outs to Resource
- Special Ed Classroom
- Separate School
- Residential School
- Home/Hospital
Check In
Next Steps
What’s Next

• Prepare parent input
• Create one-page profile
• Keep positive
• Stay solution-oriented
• Confident in role
• Comfortable with IEP document
• Follow up…in writing
• Stay involved and in touch
• Check out our Special Education Toolkit
Questions & Answers

For more support, please call us at (503) 786-6082 or 1 (888) 988-3228 or by email support@factoregon.org

Check out our website: factoregon.org