Raising Special Kids
Families Helping Families

IEP Training
Mission Statement

- Raising Special Kids exists to improve the lives of children with the full range of disabilities, from birth to age 26, by providing support, training, information and individual assistance so families can become effective advocates for their children.
Supports and Services

Raising Special Kids

Healthcare Information
Parent to Parent
Special Education
Arizona’s Parent Training and Information Center (PTI) provides special education training and assistance to families of children with disabilities from birth through high school.

Every state has at least one center funded through the U.S. Department of Education under Part D of the Individuals with Disabilities Education Act (IDEA).
Our Services

• We work hard to keep our services at no cost to families
• Available in English and Spanish
• Support families of diverse culture, structure and background
Learning Objectives

Participants will understand:

• The special education eligibility process and disability classifications
• The purpose and overview of the IEP components, the meeting, and document
• Strategies to ensure the child is making progress
• Resources for special education issues
Special Education

• IDEA 2004
  Individuals with Disabilities Education Act 2004

• Special Education Means
  Specially designed instruction at no cost to the parent, to meet the unique needs of the child

• An eligible child has the right to a FAPE
  Free and Appropriate Public Education
A child must have **both** of the following to qualify for special education:

1. A condition that meets the Arizona definition for a disability  
   *AND*

2. The need for special education and/or related services in order to progress in the general curriculum
Preschool Disability Classifications

- Visual Impairment
- Hearing Impairment
- Preschool Severe Delay
- Speech & Language Impairment
- Developmental Delay
Qualifying Disability Classifications

- Traumatic Brain Injury
- Speech & Language Impairment
- Specific Learning Disability
- Other Health Impairment
- Orthopedic Impairment
- Visual Impairment
- Autism
- Emotional Disabilities
- Hearing Impairment
- Intellectual Disability
- Multiple Disabilities (MDSSI)
- Developmental Delay 3-10
- MIID
- MOID
- SID
Eligibility Label

Special Education Eligibility Label:

• Is the key to Special Education and Related Services
• Is not a medical diagnosis
• Is determined by the Multi-Disciplinary Evaluation Team (MET)
The Process at-a-glance

- Child Find Activities  ➔ Ongoing
- Referral
- MET I (Review of Existing Data)
- Evaluation
- MET II (Results Meeting)
- Eligibility Determination
- Development of IEP

60 Days
30 Days
Important Reminders

• Parent Evaluation and/or Re-evaluation requests
  o Always put it in writing
• Child will be evaluated in all areas of suspected disability
• Parents are equal members of all decision making teams in Special Education, and have equal input
The term Individualized Education Program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting …

IDEA 2004 Sec. 300.320(a)

• Outlines how the school will provide the eligible child a Free and Appropriate Public Education
• Developed collaboratively by a team of people
IEP Team Members/Roles

- Parents
- Special education teacher - Not less than one
- Regular education teacher - Not less than one
- Public education agency (PEA) representative
  - Special Education Director, Principal, VP, etc.
- Individual to interpret evaluation results
  - School Psychologist

*IDEA 2004 Sec. 300.321(a)(1-5)*
Definition of a Parent

- A biological or adoptive parent of a child
- A foster parent of a child (to the extent permitted by state law)
- A legal guardian (but not the State if the child is a ward of the State)
- An individual acting in place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child’s welfare
- A surrogate
PEA Representative

- Qualified to provide, or supervise the provision of specially designed instruction
- Knowledgeable about the general education curriculum
- Knowledgeable about the availability of resources of the public agency
- Makes the decision when the team cannot reach consensus
Additional Team Members

- Whenever appropriate, the Student
- Related service provider(s)
  - Speech Therapist
  - Occupational Therapist
  - Physical Therapist
  - Nurse
- School Staff (Bus Driver, Lunch Room)
- Others at discretion of Parents or the school (DDD, Behavioral Health, VR)
Consensus

• It is a group process decision making tool
• IEP teams are encouraged to build consensus as a collaborative team with equal input from all members
• If consensus is not reached, ultimately the PEA representative makes the decision
• Parent is encouraged to document disagreements
3 Required Notifications

- **Meeting Notice**
  - Notice given to parents a reasonable period of time before a meeting to enable their participation

- **Prior Written Notice (PWN)**
  - Notice proposing, or refusing, to initiate or change the identification, evaluation, or placement of a child, or provision of FAPE

- **Procedural Safeguards Notice (PSN)**
  - Explanation of parental rights
  - Given to parents at least once a year
IEP Meeting Attendance

A member of the IEP Team may be excused, in whole or in part, when:

- The parent, in writing, and the school consent to the excusal, and

- The member submits, in writing, to the parent and the IEP team, input into the development of the IEP prior to the meeting.

IDEA 2004 Sec. 300.321(e)(i-ii)
Sections of an IEP

• PLAAFP
  Present Levels of Academic Achievement and Functional Performance
• Goals
• Accommodations and Modifications
• Related Services
• Consideration of Special Factors
• FBA and BIP
• Assistive Technology
• Extended School Year
• Supports for School Personnel
• Placement
Present Levels of Academic Achievement and Functional Performance (PLAAFP)

Narrative that includes:

- Strengths of the student
- Concerns and suggestions of the parents
- How the disability affects the student’s involvement and progress in the general curriculum, and
- Objective data from current evaluations of the student
Importance of the PLAAFP

• Where the IEP Team starts and what the entire plan is built around
• A well written PLAAFP should give the team clear direction on appropriate goals, supports and services
• Identifies specific educational needs:
  o Academic
  o Social/Emotional
  o Physical
  o Communication
  o Cognitive
Are the IEP Goals S.M.A.R.T.?

• **Specific**
  - to the anticipated change in performance

• **Measureable**
  - to be able to show progress

• **Attainable**
  - a skill, or measured action, likely to be achieved in one year’s time

• **Relevant**
  - to the educational needs identified in the PLAAFP

• **Time-limited**
After one year of specialized instruction, Megan will be able to decode words at the 25\textsuperscript{th} percentile level as measured by the decoding score of the Gray Oral Reading Test (GORT).

- \textbf{S}pecific
- \textbf{M}easureable
- \textbf{A}ttainable
- \textbf{R}elevant
- \textbf{T}ime-limited
More Examples

• In one year’s time Janna will raise her hand and wait to be called on to answer questions asked by the teacher 80% of the time as measured by teacher created data chart.

• By May 17\textsuperscript{th}, 2016, Sally will demonstrate safety in the community by crossing the street when cued by crosswalk signal, independently, 100% of the time as measured by teacher observation and data collection.
Accommodations

An accommodation: changes how a child demonstrates learning or proficiency.
A Modification: changes what a student is expected to learn and/or demonstrate.
Consideration of Special Factors

- Usually a list with check boxes:
- *Considered and determined Not Needed or Included*
  - strategies/supports to address behavior that impedes student’s learning or that of others
  - assistive technology devices and service needs
  - language needs related to the IEP for English Language Learner students
  - the need for Braille. (VI)
  - the child’s language and communication needs. (HI)

IDEA 2004 Sec. 300.324(a)(2)(i-v)
A functional behavioral assessment is a process for collecting information on what triggers behavior.

To do so, we need to understand behaviors, such as where they occur and what purpose (or function) they serve for the child.
Behavior Intervention Plan (BIP)

A positive behavior support plan to manage, replace, eliminate or reduce the behavior(s). Children can be taught appropriate behavior skills once behaviors are analyzed and understood.
Assistive Technology (AT)

• Technology can help children with disabilities access their education.

• This includes Academic Achievement and Functional Performance

• AT can help in various areas, including:
  o Aids for daily living
    Eating, Dressing, Recreation, Leisure, and Home Living
  o Studying/Reading/Accessing the computer
  o Composing written material and performing math calculations
  o Communication
  o Community access
Related Services

- Based on the individual need of the child
- Determined by the IEP Team

- Physical Therapy (PT)
- Occupational Therapy (OT)
- Speech/Language Therapy (SLP)
- Nursing
- Counseling
- Transportation
- Orientation and Mobility
- Social Work Services

IDEA 2004 Sec. 300.34(a)
Extended School Year

• IEP Team decision driven by data
• Determining factors
  o Regression
  o Recoupment
  o Critical learning stage
• Determined no later than 45 days prior to the last day of the school year
• Not summer school

ARS § 15-881    A.A.C. R7-2-408
Supports for School Personnel

- Training for School Staff
- Specific to the need of the child
- IEP Team decision
- For training in areas like:
  - Assistive Technology
  - Behavioral interventions
  - Reading interventions
  - Proper use of medical equipment
Special Education Services
to be Provided

- Usually in table or chart format
- Lists:
  - Specific Service and Service Provider
  - Therapy:
    - Consultative
    - Direct
  - Location
  - Frequency
    - How often
  - Duration
    - For how long

<table>
<thead>
<tr>
<th>SPECIAL EDUCATION SERVICES</th>
<th>Start date</th>
<th>Frequency</th>
<th>Amt of time</th>
<th>Location</th>
<th>Provider</th>
<th>End date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>RELATED SERVICES</th>
<th>Start date</th>
<th>Frequency</th>
<th>Amt of time</th>
<th>Location</th>
<th>Provider</th>
<th>End date</th>
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</thead>
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<td>10/2/2004</td>
<td>Weekly</td>
<td>60 min.</td>
<td>Counselor's room</td>
<td>Counselor</td>
<td>5/20/2005</td>
</tr>
<tr>
<td>Transportation</td>
<td>10/2/2004</td>
<td>Daily</td>
<td>75 min.</td>
<td>School bus/van</td>
<td>Bus driver</td>
<td>5/20/2005</td>
</tr>
</tbody>
</table>
Service Table or Chart

Includes

• Special Education Services
  o Reading Comprehension, Written Expression, Social Skills, etc.

• Related Services
  o Speech and Language, Occupational Therapy, etc.

• Supplementary Aides and Services/AT
  o Paraprofessional, Augmentative Communication Device, etc.

• Supports for School Personnel
  o Specific Training
Least Restrictive Environment (LRE)

- **Placement**
- **Where** the child will receive special education and related services determined appropriate by the IEP Team
Least Restrictive Environment

- A student’s first right is to be educated with his/her peers in the General Curriculum.
- Placement is a decision of the IEP Team
- LRE section of IEP will address:
  - To what extent the child will not participate with non-disabled peers
  - Possible harmful effects of placement
Continuum of Placements

General Education Classroom
Inclusion

Resource Classroom

Self-Contained Classroom

Special Public School
or
Private Day School

Private Residential School

Home Instruction
and Instruction
in Hospitals
School Emergencies

• Often overlooked in the IEP/504 process
• Include specific plan to address school emergencies such as:
  o 911 calls
  o fire drills
  o evacuations
  o lockdowns
Chronic Health and Medical Information Forms

- Get Chronic Health Form at school
- Ask Doctor/Search Internet for Medical form
- Determine if both are needed
- If both forms are needed, work with your child’s doctors to complete them
- Share copies of both with teachers, front office staff, bus drivers
- Give chronic health form to school nurse
- Keep a copy in your child’s backpack
- Update as needed

ARS Sec. 15-346(A)(B)(C)
Keys to Effective Participation

- Communication
- Working together as a team
- Being prepared & Record-keeping
- Knowing your rights & responsibilities
Knowing Your Rights & Responsibilities

**Rights**
- You are an equal partner on the IEP team
- You can request an IEP be revised at any time
- You are to receive a copy of your child’s IEP
- Your child is to receive the services and supports included on the IEP

**Responsibility**
- Participate actively as an equal team member
- Monitor your child’s progress
- Read the IEP to make sure it is what the team agreed to
- Communicate regularly with school staff
What Can I Do as a Parent?

• Before the meeting
  o Ask for a draft of the IEP
  o Prepare and submit your input
  o Examine data

• During the meeting
  o Focus on collaboration not confrontation
  o Ask open-ended questions to clarify information presented

• After the meeting
  o Debrief
  o Follow up
Specific Strategies

• **Monitor:**
  - Progress reports
  - Homework
  - Testing
    - Classroom tests
    - State tests

• **Consider using a communication log for:**
  - Social and emotional functioning
  - Behavior
  - Academics
What if there has been a lack of progress?

• If a child is not making progress sufficient to meet the goal, then the IEP team needs to reconvene right away to ask:
  o Is IEP being implemented as planned?
  o Do goals or services need to be changed?
  o Are there some unusual circumstances effecting the child’s performance?
Options to Resolve Conflicts

• **Speak with persons directly responsible**
• **Follow the local chain of command starting at the bottom**
• **Mediation**
  - Least adversarial
  - Third party mediator
• **Complaint**
  - Resolution session
  - Formal investigation
  - Corrective action
• **Due Process**
  - Resolution session
  - Most adversarial
  - Legal action
  - Ruling
Trainings for Special Education

- IDEA: What Parents Need to Know
- Section 504 Plans
- AzEIP to Preschool Transition
- Preschool to Kindergarten Transition
- High School Transition
- Parent/Professional Collaboration
- Guardianship; Turning 18 What’s Next?
- Organizing your Records
- Bullying Prevention
- Positive Behavior Support
- IFSP Basics
How to Refer a Family to Raising Special Kids

Families can always contact us directly

602-242-4366 or 800-237-3007

info@raisingspecialkids.org

Or complete our referral form so we can contact the family. Forms are available at

www.raisingspecialkids.org

We will follow up with you after making contact with the family you referred!
Resources

• **Raising Special Kids**  
  (800) 237-3007  
  [www.raisingspecialkids.org](http://www.raisingspecialkids.org)

• **Arizona Center for Disability Law**  
  (602) 274-6287  
  [www.acdl.com](http://www.acdl.com)

• **Arizona Technology Access Program (AzTAP)**  
  (800) 477-9921 or (602) 728-9535  

• **EPICS (Education for Parents of Indian Children with Special Needs)**  
  (505) 767-6630  
  [www.epicsproject.org](http://www.epicsproject.org)
Resources

- **CPIR** (Center for Parent Information and Resources)  

- **ECTA Center** (The Early Childhood Technical Assistance Center)  

- **NSTTAC** (National Secondary Transition Technical Assistance Center)  

- **NAPTAC** (Native American Technical Assistance Center)  

- **CADRE** (The National Center on Dispute Resolution in Special Education)  
Thank You!

Thank you for completing the evaluation

602-242-4366

www.raising specials kids.org

Raising Special Kids is Going Green!

Please return materials for recycling if you will not need them 😊
MAKE A GIFT TODAY

Help Raising Special Kids serve thousands more Arizona families

• Donations to Raising Special Kids qualify for state tax credits.

• New rules allow all taxpayers, NOT JUST those who itemize on their Arizona tax return, to claim a personal tax credit up to $400 per couple ($200 as an individual).

• This is not just another deduction—it’s a tax credit that reduces the amount you owe the state… dollar for dollar.

• Your donation to Raising Special Kids may also be deductible on your federal tax return—even though you get it all back as a state tax credit.

• To learn more, log on to www.raisingspecialkids.org