

Understanding Special Education

and the Inter-relationship of the
RTI Framework and SST process
in determining

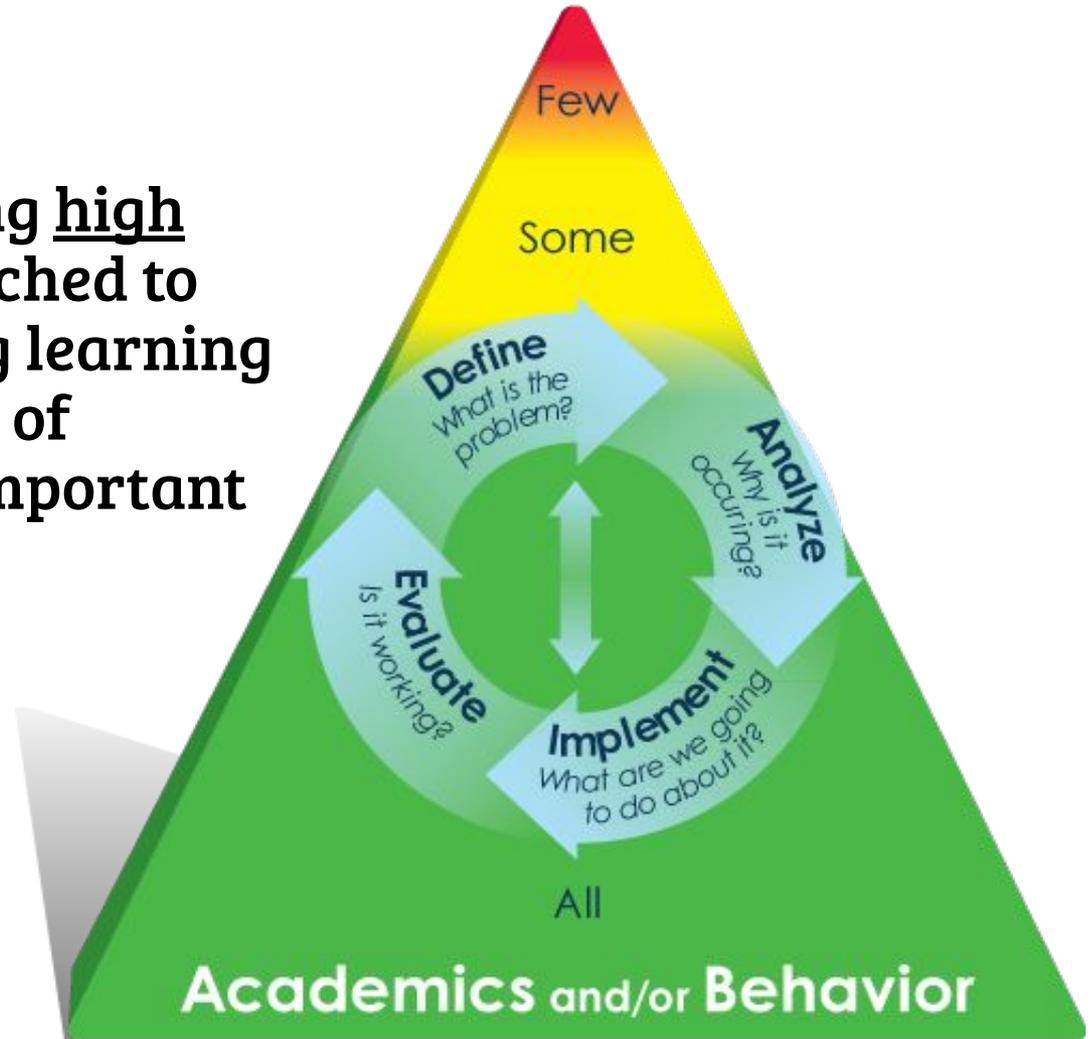
Eligibility for Special Education Services



- **What is the difference between RTI, SST and Special Ed?**
- **Why do we need RTI?**
- **What makes a student eligible to receive Special Ed Services?**
- **What does the SPED referral process look like?**
- **What special ed services are available in the district?**
- **What is an IEP?**
- **What is the role of the General Education Teacher?**
- **How can I support my students with special needs?**

Response to Intervention (RTI)

The practice of providing high quality instruction matched to student needs and using learning rate over time and level of performance to make important educational decisions.



The Principle Behind RTI

Amount of Resources Needed To Benefit

General Education



Special Education



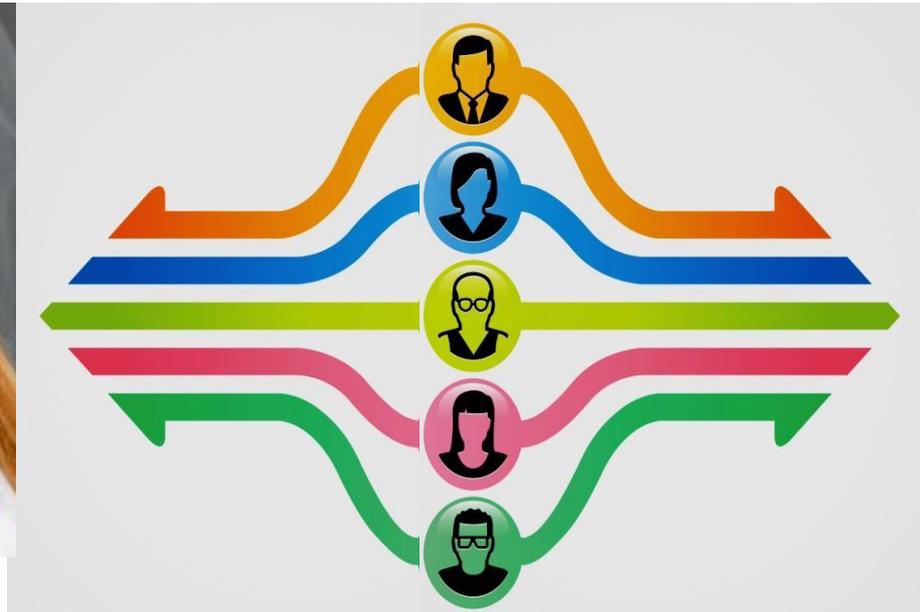
Sea of Ineligibility



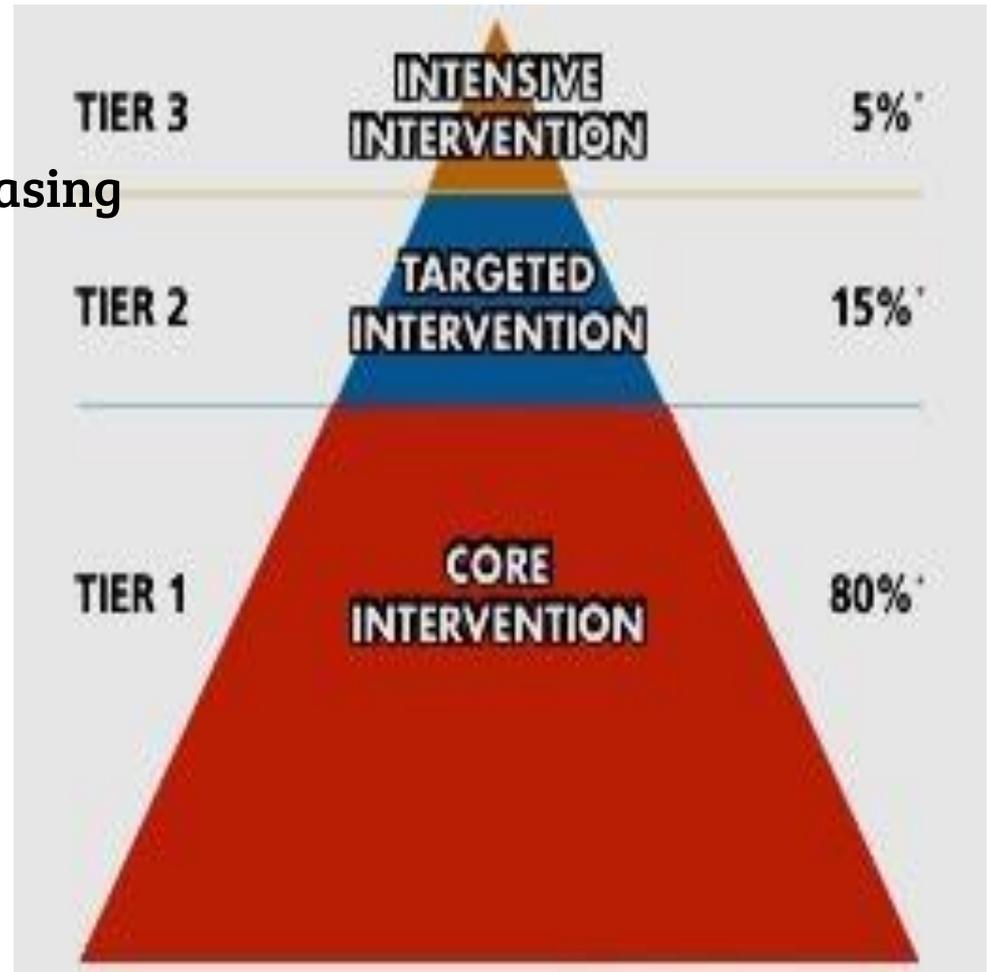
Severity of Educational Need or Problem

Student Support Team (SST)

- The Student Support Team or SST is a multidisciplinary team approach to the identification of potential high-risk students.
- The team works together in determining the possible cause and/or contributing factors for the child experiencing academic difficulties
- The team recommends interventions to support the student AND the teacher

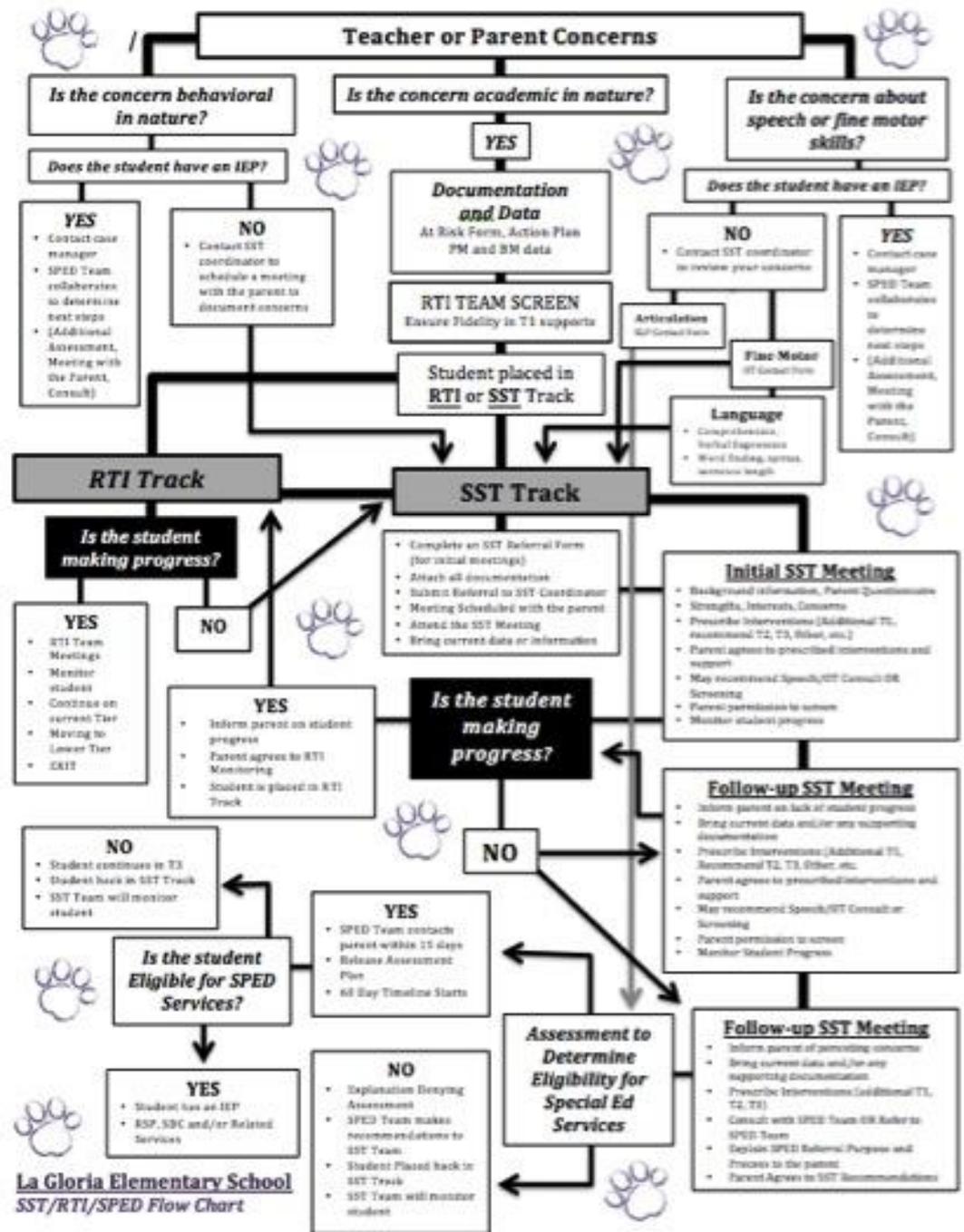


- Begins with a Referral from the General Education teacher
- SST Meeting
- Intervention and Action Plan
- Prescribing supports of increasing intensity
- Documentation
- Progress Monitoring
- Time





Process Flow Chart





Is the student making progress?





Is the student Responding To Instruction?



Referral to SPED Team

“Federal and State laws require that a student shall be referred for special education instruction and services only after the resources of the general education programs have been considered, and where appropriate, utilized.”

Learning difficulty as a result of untreated health issues?

Are appropriate ELL services?

Proven effective for ELL students?

Concerns been documented by mainstream, content, and ELL teachers, and parents?

Have been addressed by analyzing teacher, student, and curriculum systematically?

Have been appropriately utilized?

Persist?

- **Long standing history of the problem**

- **Lack of successful response to the attempted interventions and supports**

- **Behavioral manifestations**

Child's problem persisted over time? If the child has a language problem, errors in his/her oral language skills will

persist over a period of time. If the child has a learning problem, his/her skills will not improve.

Problem is not related to lack of explicit instruction in the problem area

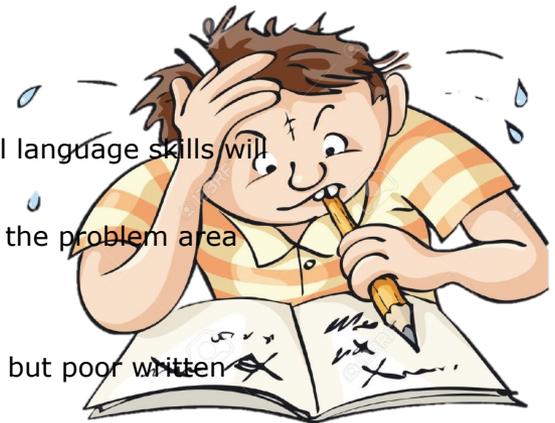
Does not improve, it is probably a learning problem.

Problem interfere with the child's academic progress?

Does child show a clear pattern of strengths and weaknesses? Does the child have good oral skills but poor written

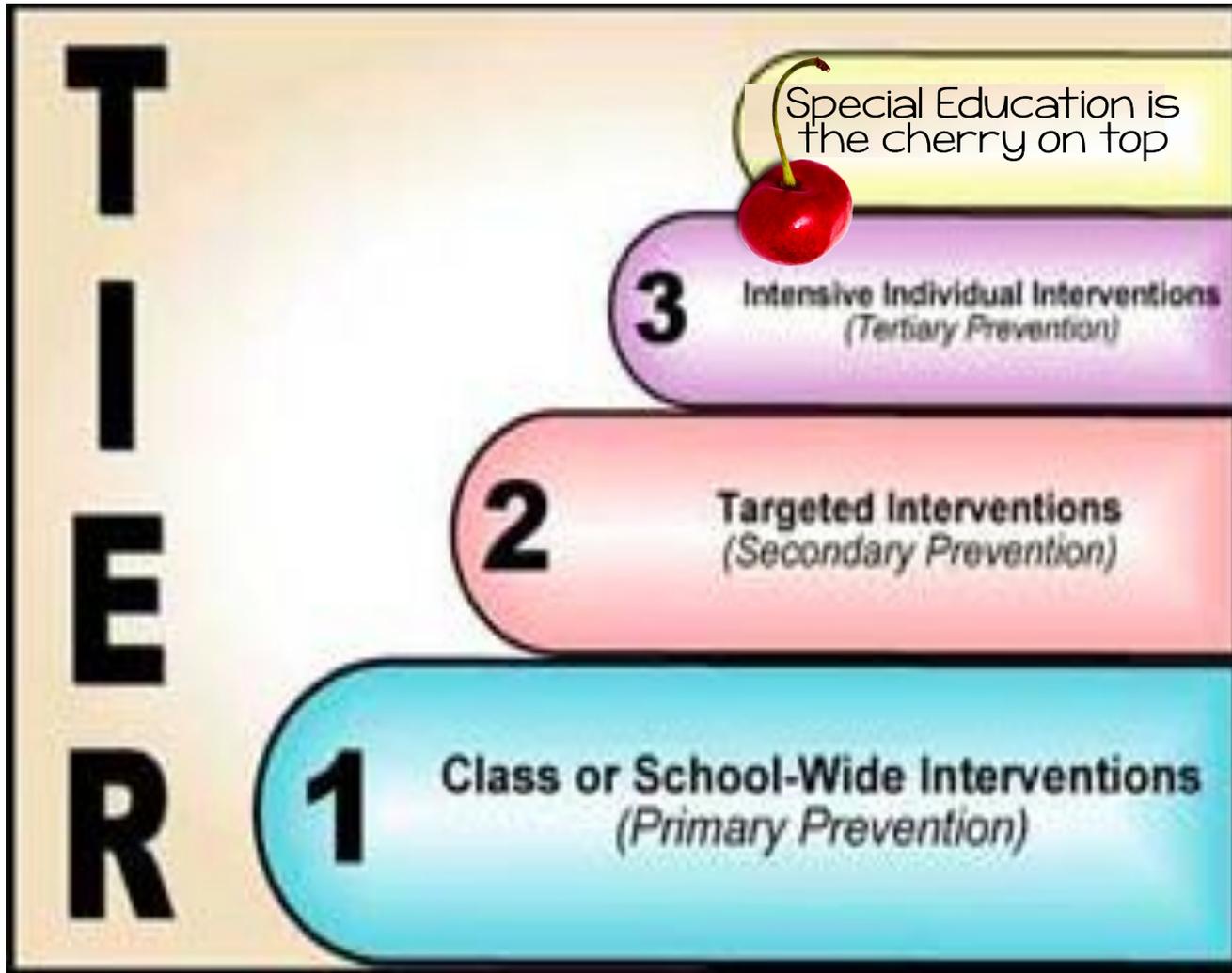
- **that have not improved in spite of accommodations and/or supports**

Does child show an irregular pattern of success? Does the child seem to get it one day and not the next?



Special Education

**“Specially designed instruction
to meet the unique needs of a child with a disability.”**



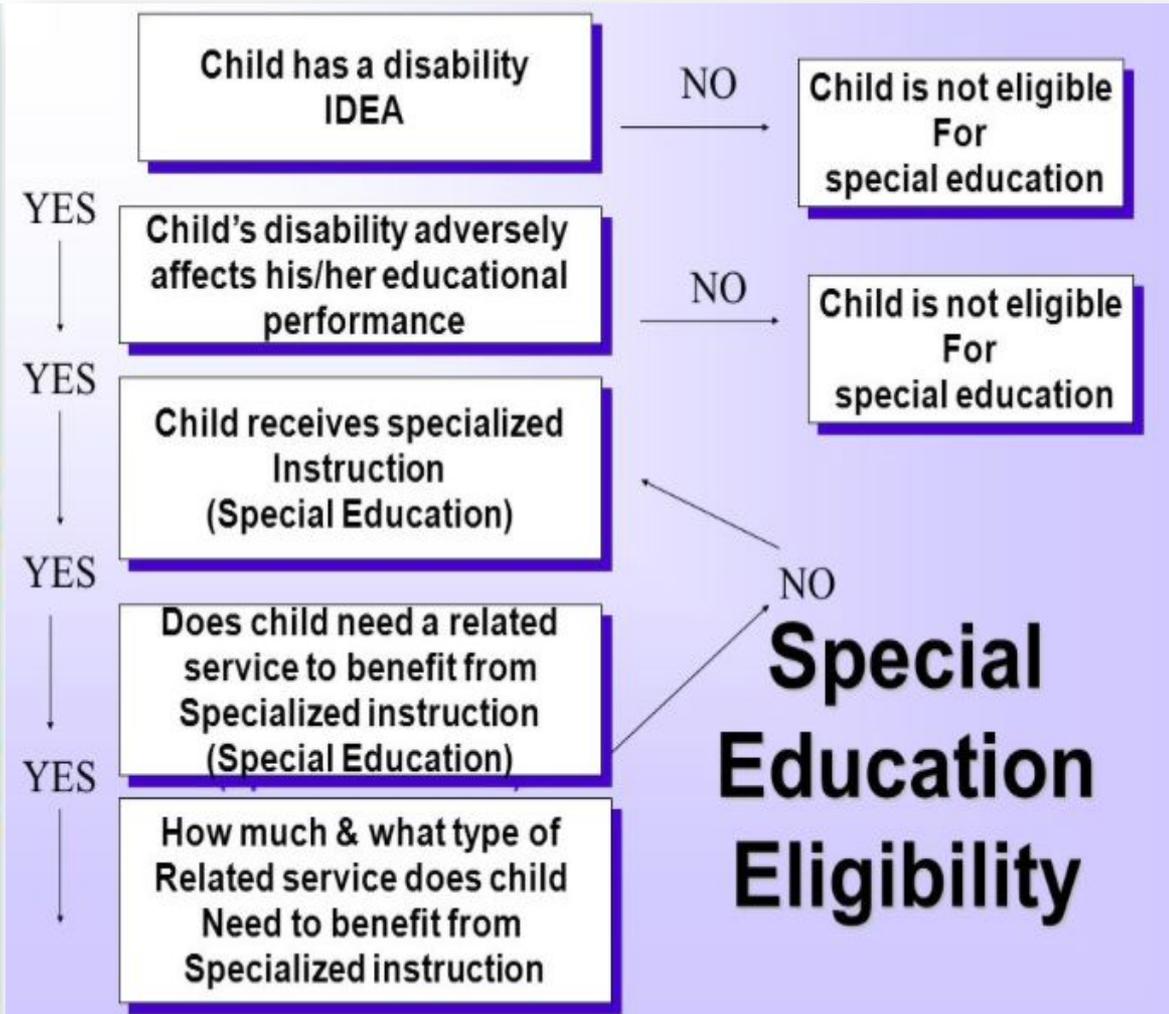
"... to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to *meet their unique needs and prepare them for further education, employment, and independent living...*" 20 U.S.C. 1400(d)

IDEA
Individuals with
Disabilities Act



Child Find: It is necessary for the State Educational Agency (SEA) to actively seek and locate all children with disability within the state.

Special Education Referral Process





Eligibility Criteria

SPED is for students with a
QUALIFYING Educational DISABILITY

“Educational Disability”
adversely affects a child’s
educational performance





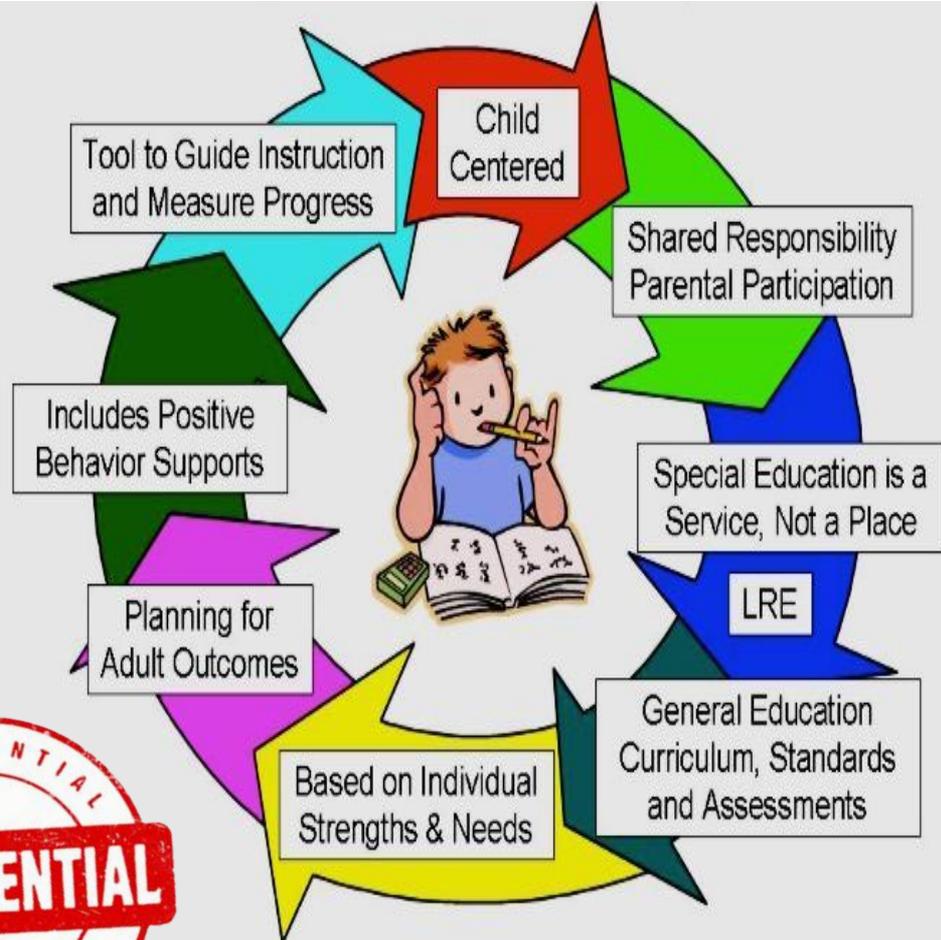
The Individualized Education Plan

The IEP is a legally binding document that spells out exactly what special education services your child will receive and why.

A chalkboard background with a row of colorful pencils at the top and bottom. The text 'IEP' is written in large, white, block letters in the center.

IEP

INDIVIDUALIZED EDUCATION PLAN



The Individualized Education Plan





Understanding IEP Documents

IEP at a Glance

- Areas of Need
- Special Education Related Services
- Supports for School Personnel
- Additional Information and/or Comments



Monterey County Special Education Local Plan Area IEP – Special Education Services and Supports at a Glance

Date: 11/11/2016

The information below provides teachers of students who are receiving special education and related services a general overview of the student's needs as well as the services and supports included in the student's IEP. Please contact the student's case manager to discuss any concerns or questions about the student and to view the full IEP.

Student: _____ Date of Birth: _____ Age: 10 yr. 3 mo.
 Teacher/Counselor: _____ Grade: 4th Room: _____
 Case Manager: Chris Arzola Position: Resource Specialist
 Phone: 675-3663 ext 2009 Cell Phone: _____ Email: capuzad@monterey.k12.ca.us

AREAS OF IDENTIFIED NEED

- | | | |
|--|---|---|
| <input type="checkbox"/> Reading – Decoding / Fluency | <input type="checkbox"/> Receptive Language | <input type="checkbox"/> Recreation/Leisure |
| <input type="checkbox"/> Reading – Comprehension | <input type="checkbox"/> Expressive Language | <input type="checkbox"/> Self-Care |
| <input type="checkbox"/> Math – Calculation | <input type="checkbox"/> Articulation/Voice/Fluency | <input type="checkbox"/> Mobility |
| <input type="checkbox"/> Math – Applications | <input type="checkbox"/> Study/Organization Skills | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Written Language | <input type="checkbox"/> Social/Behavioral/Emotional Skills | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Readiness – English Language Arts | <input type="checkbox"/> Attention | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Readiness – Math | <input type="checkbox"/> Vocational Skills | <input type="checkbox"/> Other: _____ |

SPECIAL EDUCATION AND RELATED SERVICES

- | | | |
|--|---|---|
| <input type="checkbox"/> Resource Specialist Program | <input type="checkbox"/> Adapted Physical Education | <input type="checkbox"/> Deaf/Hard of Hearing Services |
| <input type="checkbox"/> Learning Center | <input type="checkbox"/> Individual Counseling | <input type="checkbox"/> Orthopedically Impaired Services |
| <input type="checkbox"/> Special Class | <input type="checkbox"/> Group Counseling | <input type="checkbox"/> Visually Impaired Services |
| <input type="checkbox"/> Speech & Language Therapy | <input type="checkbox"/> Behavior Intervention | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Occupational Therapy | <input type="checkbox"/> One to One Assistant | <input type="checkbox"/> Other: _____ |

SUPPORTS FOR SCHOOL PERSONNEL

Description:	Frequency:	Duration:	Responsible Staff:
Consultation between RSP and Gen Ed Teacher		30	Resource Specialist
Description:	Frequency:	Duration:	Responsible Staff:
Description:	Frequency:	Duration:	Responsible Staff:

ADDITIONAL INFORMATION AND/OR COMMENTS

- Instructional Accommodations & Modifications (IEP 6A) or Strategies & Accommodations for Instruction (IEP 6B) is attached.
- Behavior Intervention Plan (IEP 6G) is attached.



Understanding IEP Documents



Monterey County Special Education Local Plan Area
IEP – Instructional Accommodations & Modifications

Student: _____ Date of Birth: _____ Date: _____

ACCOMMODATIONS

Instructional accommodations needed for the student to be involved in and progress in the core curriculum (must be related to the student's disability). Accommodations alter how instruction is provided but do not alter the content of the curriculum. The accommodations listed below apply to all subjects and settings unless specified otherwise.

Setting/Schedule	Sensory Needs
Seat at front of room	None
Test at time most beneficial to student	
Test in small group	
Extended time to complete assignments and tests	
Directions/Instructions	Student Response
Directions given one at a time	Increased verbal response time
Frequent checks for understanding	No penalty for spelling except on spelling task
Fewer items on a page	Use of manipulatives
Answer choices read aloud	
Short answer tests	
Organization/Study Skills	Personal Care/Equipment
Graphic organizer	None

MODIFICATIONS

Modifications allow the student to be more successful but fundamentally alter or lower course standards or student expectations. The provision of these modifications means that:

1. The student's grade may not count towards the honor roll or academic awards.
2. Modified grades may affect a student's class ranking.
3. The student may not be fully exposed to curriculum in preparation for taking the CST or the CAHSEE.
4. A student provided with modified curriculum/grades might not graduate with a regular diploma.

Subject	Assignments/Tests		Courses	
	Content	Grading	Requirements	Grading
Name	Name	Name	Name	Name

* The report card will show a modified grade but will not indicate that the student has received special education and related services unless doing so would help the parent or guardian to understand the progress his or her child is making in specific classes, course content, or curriculum. High school transcripts will show a modified grade but will not indicate that the student has received special education and related services. Post-secondary institutions will not be provided with an explanation of the modified grade and of the student's special education status without written consent of the parent or adult student.

Instructional Accommodations

- Setting/Schedule
- Sensory Needs
- Directions/Instructions
- Student Response
- Organization/Study Skills
- Personal Care





Understanding IEP Documents

Testing Accommodations

Statewide Assessments

- Designated Supports:
Non Embedded and Embedded
- Accommodations:
Non Embedded and Embedded

Other District Assessments

- Benchmarks
- Curriculum Based Assessments



Monterey County Special Education Local Plan Area IEP – Participation in District and Statewide Assessments

Student: _____ Date of Birth: _____ Date: _____

DESIRED RESULTS DEVELOPMENTAL PROFILE (Preschool Only)
 Adaptations Required? No Yes (specify below)

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STATEWIDE ASSESSMENT SYSTEM (Supports and Accommodations for Accessibility)

This student will be assessed using the state-approved standard assessment system following state requirements for participation. Specific assessments and supports/accommodations are specified below.
 The student is unable to participate in the state-approved standard assessment due to a significant cognitive disability and meets the criteria for taking the following alternate assessment: _____

English Language Arts/Literacy Assessment: Smarter Balanced with Accommodations

Designated Supports (Non-Embedded)	Accommodations (Non-Embedded)
Administer at time of day most beneficial for student	Scribe (for writing)
Separate Setting	
Simplified Test Directions	
Designated Supports (Embedded)	Accommodations (Embedded)
Text-to-Speech (writing, listening, reading items only, not passages)	Streamlined Interface (rather than 2 columns)
	Text-to-Speech (reading passages only)

Mathematics Assessment: Smarter Balanced with Accommodations

Designated Supports (Non-Embedded)	Accommodations (Non-Embedded)
Administer at time of day most beneficial for student	
Separate Setting	
Simplified Test Directions	
Designated Supports (Embedded)	Accommodations (Embedded)
Text-to-Speech	Streamlined Interface (rather than 2 columns)

Science Assessment: Exempt-Outside of Required Grade Level

Designated Supports (Non-Embedded)	Accommodations (Non-Embedded)

Non-Embedded Universal Tools that may be distracting for this student are identified below and should be deactivated.

English Language Arts	Mathematics	Science
English Dictionary (for performance full writes)	Scratch Paper	
Thesaurus (for performance full writes)		

OTHER DISTRICT OR STATEWIDE ASSESSMENTS

Assessment	Supports and Accommodations for Accessibility
District Benchmarks	small group &/or 1-1, simple directions, test at beneficial time day, breaks in between, check for understan
Curriculum Based Assessm	small group &/or 1-1, simple directions, test at beneficial time day, breaks in between, check for understan

Physical Fitness: No adaptations

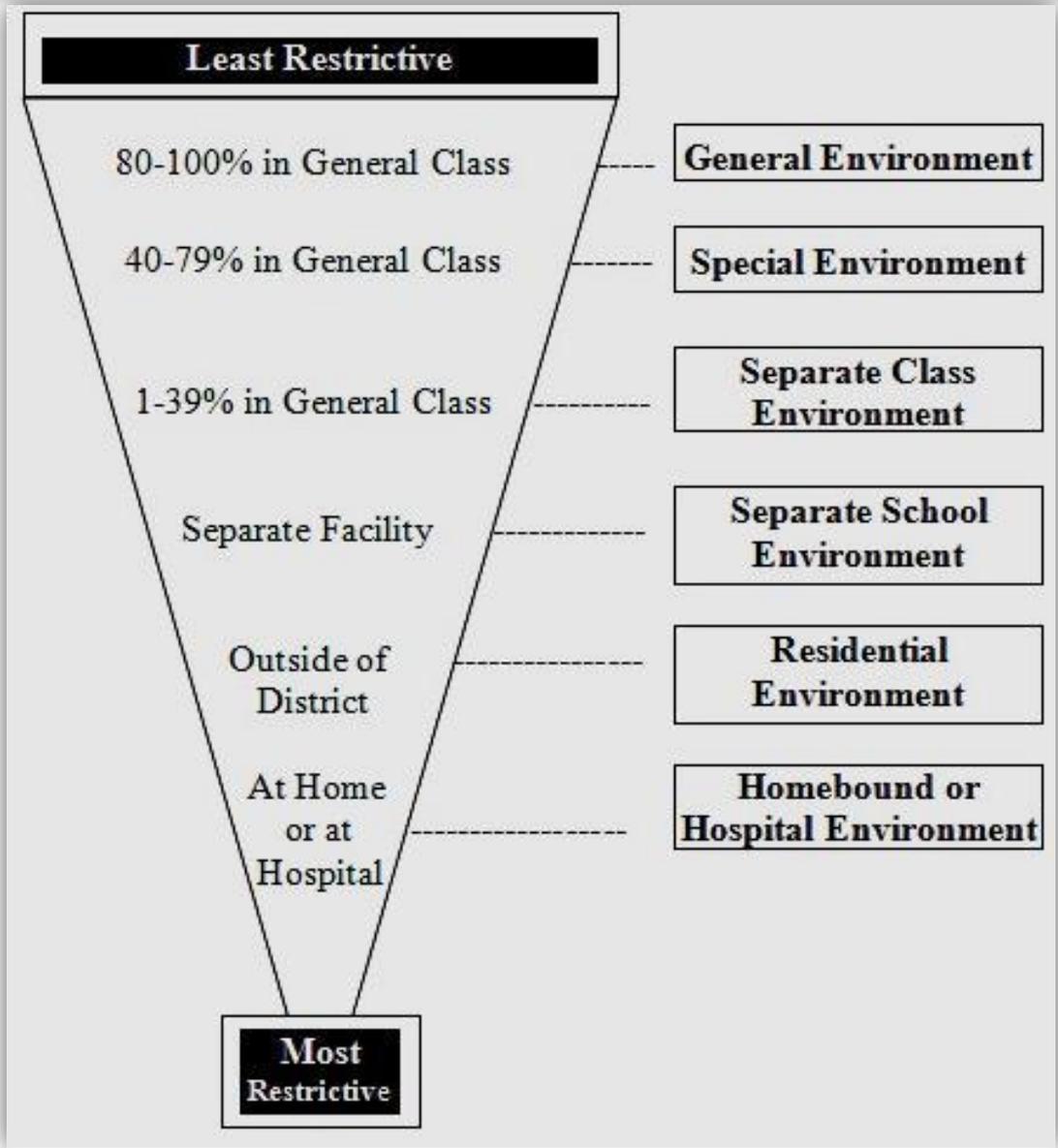
Variations	Accommodations

Principle ensuring that students with disabilities have the opportunity to learn alongside their non-disabled peers





Continuum of Supports



Resource Specialist Program (RSP)

Students with mild disabilities can successfully access and benefit from the general education curriculum with the support of accommodations and specific skills instruction.

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These students are assigned to general education for the majority of the school day and receive specialized instruction for a portion of the school day from a resource specialist within the general education classroom and/or in a separate classroom.



Special Day Class (SDC)

Mild to Moderate

Students may need specialized instruction for a majority of the day in a self-contained special class on either an integrated or isolated site to accommodate their special needs. The focus of these classes varies depending on the needs of the students.



Related Services

Also known as Designated Instructional Services (DIS)

Students may receive any one or a combination of related services

- Language and Speech
- Adapted Physical Education
- Health and Nursing
- Occupational therapy
- Individual Counseling
- Counseling and Guidance
- Parent Counseling
- Psychological counseling
- Behavior Intervention
- Deaf and Hard of Hearing Services
- Specialized Vision Services
- Orientation and mobility
- Specialized Orthopedic Services; and
- Vocational Assessment, Counseling, Guidance, and Career Assessment



Speech and Language Services

Individuals with Disabilities Educational Act (IDEA) provides speech language services for:

- School-age children with communication disorders that adversely affect their educational performance

**CLASSROOM
ACTIVITIES**

**SOCIAL
INTERACTION**

**ORGANIZING
THOUGHTS**

**MAKING THEMSELVES
UNDERSTOOD**



Speech and Language Pathologists (SLPs) in the schools work with children who have a variety of disabilities:

- **Language (Expressive/Receptive)**
- **Voice**
- **Stuttering (aka Fluency)**
- **Articulation**
- **Dysphagia (Swallowing disorders)**

These disabilities can affect:

- **Development of vocabulary, concepts, grammar**
- **Effective use of different communication styles to fit the situation**
- **Building of understanding, expressing ideas, social development, learning, reading, and writing**
- **Interruptions in flow of speech**
- **Saying one sound for another (“wabbit” for “rabbit”), omitting or distorting sounds**



Speech and Language Disorders can be associated with:

- **Hearing loss**
- **Cleft palate**
- **Cerebral palsy and other motor problems**
- **Intellectual Disability**
- **Autism**
- **Developmental delays**
- **Traumatic Brain Injury**
- **Auditory Processing Disorder**
- **Other...**

Possible signs of a Speech & Language disorder:

- **Late talker**
- **Below expectations in classroom**
- **Difficulty learning to read and write**
- **Unable to express thoughts and ideas**
- **Problems understanding others**
- **Problems understanding directions**
- **Problems taking tests**
- **Doesn't get along with others**



ELL vs Speech and Language Disorders

English as a second language:

- o Typical: less well-developed than their EO peers for English vocabulary, pronunciation, grammar, and comprehension
- o **Predictable developmental sequence, similar to younger children who are beginning to learn English.**
- o Reduced opportunities to use their first language may result in loss of competence in L1 before becoming proficient in English.
- o **May switch between L1 and English**
- o Results from assessments conducted in English are unlikely to reflect the child's true skills and abilities in most domains.

Language impairment or disorder:

- o Errors or limited skills in vocabulary, pronunciation, grammar, and comprehension interfere with communication in their first language (L1), compared to peers from the same language group.
- o Their English skills are delayed in comparison to peers from the same language group who have been learning English for the same length of time.
- o Their communication is impaired in interactions with family members and others who speak the same language.
- o Skills in their first language will be limited, inappropriate, or confused in content, form, or use.
- o Assessments conducted in English will be unable to discriminate between language acquisition and language disorder.



Speech and Language Service Providers

**Preschool
TK/Kinder
1st Grade
2nd Grade**

**Luisa Garcia-Leach, SLP-CCC
(Ms. Leach)**

**Ofelia Garcia, SLP Assistant
(Mrs. G.)**



**2nd Grade
3rd Grade
4th Grade**

**Vicki Madigan, SLP-CCC
(Ms. Madigan)**

**Edith Bañuelos, Speech Aide
(Ms. Edith)**



What is Occupational Therapy?

Occupational Therapists help individuals across the lifespan participate in the things they want and need to do through the therapeutic use of everyday purposeful activities (otherwise none as occupations).

Children's primary occupations include: self-care, play, and school.



Occupational Therapy (OT)

The Role of Occupational Therapy in Schools:

Occupational Therapy shall be available to any student when the instruction and services are necessary for the student to benefit educationally from his or her instructional program, including student's participation in the classroom, playground, and cafeteria. Services are based on educational need, not solely on if the child would benefit in some non-school way, from Occupational Therapy.

This can include (but is not limited to): Assisting the student to improve his/her skills and function in, or modify and accommodate the following areas:

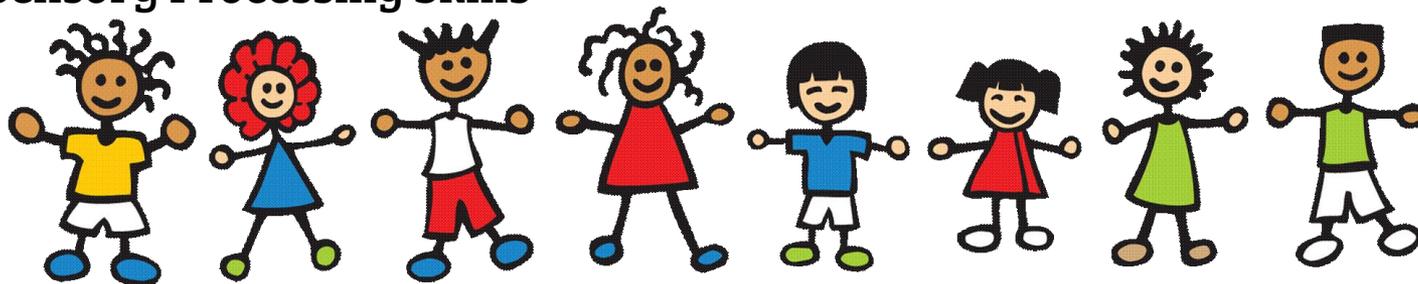
--Fine motor Skills

--Gross Motor Skills

--Sensory Processing Skills

--Visual Perception/Visual Motor Skills

--Self-Care Skills



Occupational Therapy (OT)

A few suggestions for a couple common "OT" problems:

- Handwriting: Is it a fine motor, visual, or cognitive problem? Try using a smaller pencil, different lined paper, or forming letters with other sensory material. Other fine motor and hand strengthening tasks can improve pencil grip.
- Can't focus/fidgeting: decrease distractions, fidget objects, use movement, add weight or heavy movement to activities, use of earphones, timer, visual schedule
- Don't forget to notice student's posture while seated, standing, or walking. Consider his/her seating and desk height. Does student use both sides of body and cross midline? If not, engage in tasks which use both sides of body.

A few things to bear in mind with OT in the schools:

- Can not be a stand alone service. A student must have an IEP and the services of another discipline in the SPED team to receive direct OT services. However if you have a particular concern, regardless of student's status, please ask the OT, and recommendations can be made.



Areas of Expertise and Joint Responsibilities

General Education Teacher

- Curriculum and Instruction
- Classroom Management
- Knowledge of Typical Students
- Pacing

Special Education Teacher

- Documentation and other accountability paperwork
- Learning Needs, Accommodations, Modifications
- Individualization
- Narrowed Focus, Targeted Learning Goals

Joint Responsibilities

- Knowledge of IEP Goals and Objectives
- Collaborate on effectiveness of accommodations
- Monitor needs, identify strengths, use strengths as leverage
- Ensure implementation of the IEP
- Joint accountability on the student's success



The Role of the General Education Teacher

- **Collaborate with the SPED Team to best support the student in the classroom. This includes assisting in identifying and providing needed positive behavioral strategies and interventions to assist the student in the regular education setting.**
(i.e. information, documentation, current or new concerns)
- **Assist the SPED team in planning or providing the student with a disability access to the general curriculum**
(i.e. implement the environmental, instructional and testing accommodations and/or modifications)
- **Attend and participate in IEP Meetings**



Say This, Not That

- Person first language
- Diagnosing the child
- Recommending Medication
- Recommending to the parent to Request for an Assessment
- Recommending Special Ed
- What SPED Staff is NOT Allowed to Say
 - “No time”*
 - “Waiting list”*
 - “Too many in the caseload”*
 - “We do not have staff.”*



THE MOST APPROPRIATE LABEL IS USUALLY THE ONE PEOPLE'S PARENTS HAVE GIVEN THEM.



Special Education is a SERVICE not a PLACE

IT IS SUPPORTS & SERVICES
BROUGHT TO STUDENTS
THROUGH AN IEP



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Regina, VA
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SpED
Talks

Dear Teacher



"Every child has a different learning style and pace. Each child is unique, not only capable of learning but also capable of succeeding."

– Robert John Meehan

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*thank
you!*

