

The left side of the slide features a decorative vertical bar with a light green gradient and several thin, parallel vertical lines. Below this bar, there are five green circles of varying sizes arranged in a cluster.

SPECIAL EDUCATION

- The federal Individuals with Disabilities Education Act, or the IDEA, guarantees a “free, appropriate public education” to children with disabilities and mandates that, to the “maximum extent appropriate,” they be educated with their nondisabled peers in the “least restrictive environment.”



13 DISABILITY CATEGORIES UNDER IDEA

- **Autism**
- 296,000
- 4.5%
- **Deaf-blindness**
- 2,000
- <0.1%
- **Deafness**
- Included w/ HI
- **Emotional Disturbance**
- 442,000
- 6.7%
- **Hearing Impairment (HI)**
- 79,000
- 1.2%
- **Mental Retardation (Will be changed to Intellectual Disabilities at next authorization of IDEA based on Rosa's Law)**
- 500,000
- 7.6%
- **Multiple Disabilities**
- 138,000
- 2.1%
- **Orthopedic Impairment**
- 67,000
- 1.0%
- **Other Health Impairment**
- 641,000
- 9.7%
- **Specific Learning Disabilities**
- 2,573,000
- 42%
- **Speech or Language Impairment**
- 1,4560,000
- 22%
- **Traumatic Brain Injury**
- 25,000
- 0.4%
- **Visual Impairment Including Blindness**
- 29,000
- 0.4%



RTI AND CHILD FIND

- It is important to remember that the IDEA child–find duty to refer, evaluate and identify is triggered by a “reason to suspect or believe” that a child is a child with a disability and may be in need of special education services. As a result, the child–find cases must be observed in an “Rtl world,”
 - RTI may not be used to delay or deny an evaluation of a child suspected of having a disability.
 - If a parent requests an evaluation of a child who is in the district’s RTI process, the district must either 1) proceed to obtain consent within a reasonable period and complete the evaluation within the regulatory timeline, or 2) provide the parent with a written refusal explaining the basis for concluding that it lacks reason to suspect the child has a disability. The parent may challenge this refusal via a due process hearing.
 - Memorandum to State Directors of Special Education, 56 IDELR ¶ 50 (OSEP 2011).
 - *Id.*; see also Letter to Zirkel, 56 IDELR ¶ 140 (OSEP 2011).



A RUNNING LIST OF REFERRAL “RED FLAGS” THAT COURTS/AGENCIES HAVE FOUND, IN COMBINATION, SUFFICIENT TO CONSTITUTE A “REASON TO SUSPECT A DISABILITY” THAT WOULD TRIGGER THE CHILD-FIND/EVALUATION DUTY UNDER THE LAW. REMEMBER, HOWEVER, THAT NOT ONE OF THESE “RED FLAGS” ALONE WOULD TYPICALLY BE SUFFICIENT TO TRIGGER THE CHILD-FIND DUTY, BUT THAT THE MORE OF THEM THAT EXIST IN A PARTICULAR SITUATION, THE MORE LIKELY IT IS THAT THE DUTY WOULD BE TRIGGERED.

1. ACADEMIC CONCERNS IN SCHOOL

FAILING OR NOTICEABLY DECLINING GRADES
POOR OR NOTICEABLY DECLINING PROGRESS ON STANDARDIZED ASSESSMENTS
STUDENT NEGATIVELY STANDS OUT FROM HIS/HER SAME-AGE PEERS
STUDENT HAS BEEN IN THE PROBLEM SOLVING/RTI PROCESS AND DATA INDICATE LITTLE PROGRESS OR POSITIVE RESPONSE TO INTERVENTIONS
STUDENT IS ON A 504 PLAN AND ACCOMMODATIONS HAVE PROVIDED LITTLE BENEFIT

2. BEHAVIORAL CONCERNS IN SCHOOL

NUMEROUS OR INCREASING DISCIPLINARY REFERRALS FOR VIOLATIONS OF THE CODE OF CONDUCT
SIGNS OF DEPRESSION, WITHDRAWAL, INATTENTION
TRUANCY PROBLEMS OR INCREASED UNEXCUSED ABSENCES
STUDENT NEGATIVELY STANDS OUT FROM HIS/HER SAME-AGE PEERS



3. OUTSIDE INFORMATION

INFORMATION THAT THE CHILD HAS BEEN HOSPITALIZED (PARTICULARLY FOR MENTAL HEALTH REASONS)

INFORMATION THAT THE CHILD HAS RECEIVED A DSM-IV DIAGNOSIS (ADHD, ODD, OCD, ETC.)

INFORMATION THAT CHILD IS TAKING MEDICATION

INFORMATION THAT CHILD IS SEEING AN OUTSIDE COUNSELOR, THERAPIST, PHYSICIAN, ETC.

PRIVATE EVALUATOR SUGGESTS THE NEED FOR AN EVALUATION OR SERVICES

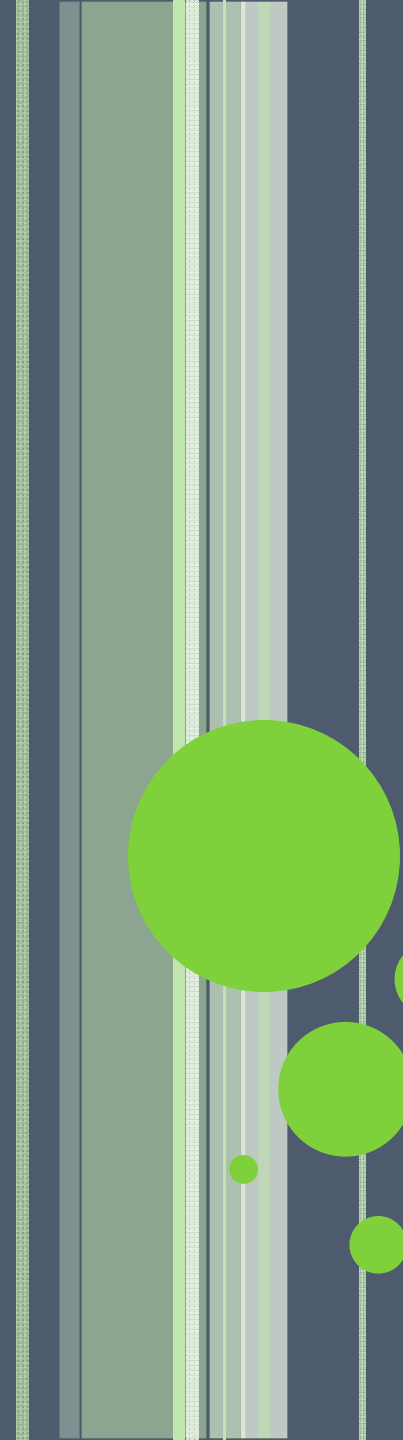
4. TEACHER/OTHER SERVICE PROVIDER SUGGESTS AN EVALUATION

5. PARENT REQUESTS AN EVALUATION

UNDERSTANDING LEARNING DISABILITIES (LD)

- The words “learning disabilities” or the phrase “LD” is a name that we give not to a specific disorder but specific disabilities, specific weaknesses, in the ability to do reading and writing and math and spelling and other kinds of skills that are needed to succeed in school. Whatever the areas of weakness, a person with a learning disability is of at least average intelligence and the reason for their difficulties is unexpected. LD is not the result of poor teaching. It’s not the result of laziness. It’s not the result of poor motivation. Each person with learning disabilities processes information in their own special kind of way.
- Learning disabilities are life-long and cannot be cured; however, the effects of an LD may be mitigated to support learning, living and earning, particularly when identified early and dealt with effectively.





Close to half of secondary students with LD perform more than three grade levels below their enrolled grade in essential academic skills (45% in reading, 44 in math).³

64% of students with LD graduate from high school⁴ with a regular diploma vs. 74% of students in the general population.⁵

22% of students with LD drop out of high school⁶ vs. 8% of students in the general population.⁷

10% of students with LD are enrolled in a four-year college within two years of leaving school, compared with 28% of the general population.⁸

RESEARCH BY THE FROSTIG CENTER OF PASADENA, CA, HAS SHOWN THAT A SET OF PERSONAL TRAITS, ATTITUDES, AND BEHAVIORS CAN HELP LEAD PEOPLE WITH LD TO SUCCESSFUL LIFE OUTCOMES

- **Self-awareness**
- **Proactivity**
- **Perseverance**
- **Goal-setting**
- **The presence and use of effective support systems**
- **Emotional coping strategies.**



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IDEA PART B SPECIAL EDUCATION DEFINITION

“Specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability, including instruction conducted in the classroom, in the home, in hospitals, and institutions, and in other settings”

INTENT OF SPECIALLY DESIGNED INSTRUCTION

- ...for students with disabilities to be provided with services that allow them to achieve equal to their same age peers without disabilities

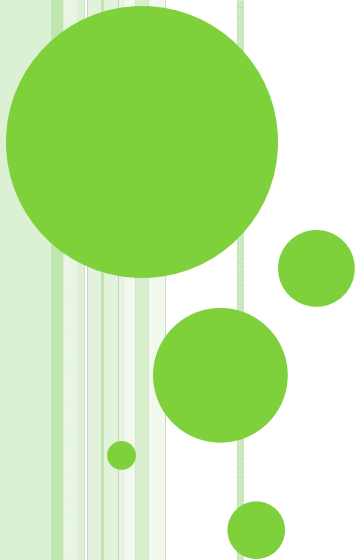


WHAT SPECIALIZED INSTRUCTION IS NOT...


- It does not mean working at a lower level
- It does not weaken the curriculum or change the standard
- It is not the same as accommodations

ULTIMATELY...

- focused, goal driven and targeted instruction addressing the deficit in the students academic and behavior education environment



Examples of Differentiated Instruction in the Co-Taught Middle/High School Classroom

Generalized Instruction	Differentiated Instruction	Specialized Differentiated Instruction		
		Content Related	Across Content	Published Programs
Lecture	Think-Pair-Share Diagrams Strategies Non-linguistic Representation (Graphic Organizer)	10/3 Lecture/Draw Orienting New American	Previewing	Kansas Content Enhancement Strategies Kansas Strategic Instruction Model Rewards Series Advanced Skills for School Success Corrective Reading Language! 
Note taking	2 Column Notes Organizers–Free Farm Mapping Summarizing and Note taking Non-linguistic Representations	Graphic Cornell Notes	Guided Notes Copies of Notes Framed Notes Jigsaw Notes	
Writing	Graphic Organizer COPS Strategy	Rubrics PLEASE Strategy	Paragraph Writing Strategy Theme Writing Error Monitoring Strategy	
Reading Informational Text	SQ3R Summarization Strategy Advanced Organizer Chunking Radio Reading	Pairs Read Guided Reading KWL Reciprocal Teaching	Paraphrasing Strategy Self Questioning Strategy Visual Imagery Strategy Read Aloud Software	
Reading Narrative Text	Story Maps TELLS strategy (fact or fiction)	Pairs Read	Read Aloud Technology Previewing	
Discussions	Wait time to process questions Circle of Knowledge	Think-Pair-Share Agree/Disagree	Prompting Strategies Scaffolding Questions	
Math Independent Work	RPC-HECC (strategy)	Wipe off boards	Mnemonic Strategies PALS Strategy	
Vocabulary Development	Concept Maps Concept Definition Map Semantic Features Analysis	Framer Model Word Sort Thinking Maps	LINCS DISSECT Vocabulary Strategy Paired-Associate Strategy	
Paper/Pencil Activities	Add page numbers for information		Completion Strategy	
Memorizing	Acronomyns Acrostics Rhymes and phrases Narrative chaining Kinesthetic Activities	Keyword Peg System Music	Time Delay Mnemonics	

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Respect confidentiality rights.

*** STUDENT WITH DISABILITIES AND THEIR PARENTS HAVE SPECIAL, LEGAL PRIVACY RIGHTS. THEREFORE, DO NOT SHARE CONFIDENTIAL INFORMATION ABOUT SUCH A STUDENT WITH OTHER PARENTS, STUDENTS OR STAFF MEMBERS WHO ARE NOT WORKING WITH THE STUDENT.**

LEGAL RESPONSIBILITY OF TEACHERS

Accommodations and assistive technology are not meant to lower expectations of what a student with LD can learn and accomplish. They are intended to "level the playing field" in order to give the student a realistic chance to succeed in school.

LEARNED HELPLESSNESS

- We cannot give extra help or go above and beyond what allowable accommodations are – this only disables a student further.
- This tells the student you do not believe they are capable of doing the work.
- Students will rise to your expectations. Special education students deserve high expectations from their teachers, service providers, family and themselves.
- Students do not get to have you go with them after graduation. They have to be able to function on their own and believe in themselves.



5 QUESTIONS EVERY TEACHER SHOULD BE ASKING.


Which students in my class have an IEP ?

Have I personally reviewed each IEP ?

Do I remember what these documents say and how they relate to my classes?

Am I implementing the accommodations and modifications required by the IEP ?

Do I have any proof that I am implementing the IEP?



Through research it has been established that **TEACHERS** can make a bigger impact on a student's education than their parents.

It is all about **RELATIONSHIPS.**

If you make your students feel **EMPOWERED** and **WORTHWHILE**; they will be.

BEING DISABLED DOESN'T DEFINE A PERSON'S FUTURE!

- [The Power Of Dyslexia about Famous Dyslexics](#)
[- YouTube](#)

