

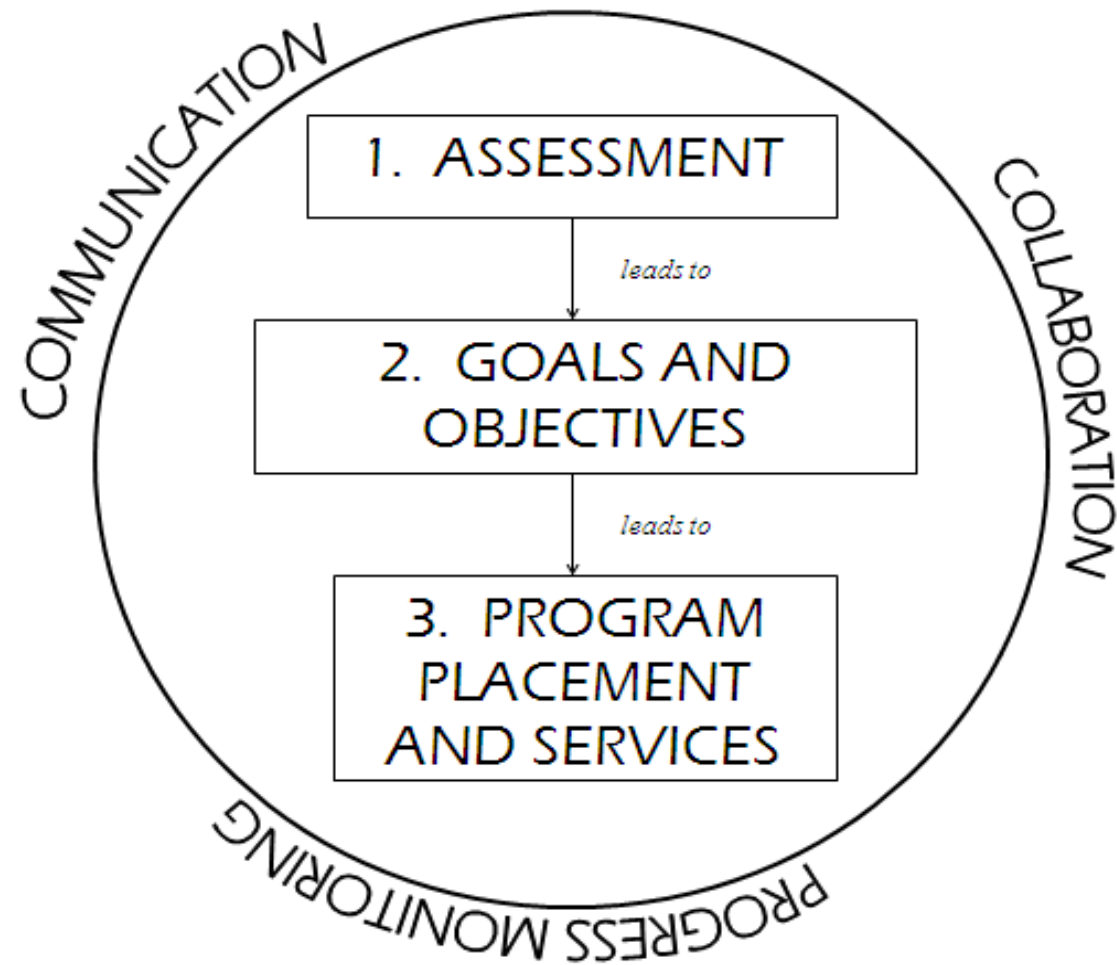


# Compton SELPA Community Advisory Committee (C.A.C.)

SPECIAL EDUCATION OVERVIEW:

OUR PROCESSES, ELIGIBILITY, AND SERVICES

# THE I.E.P. PROCESS



# Truly A Team Effort!

- Elidia Cisneros, School Psychologist
- Tavia Arnett, Speech and Language Pathologist
- Felicia Dudley, Occupational Therapist
- Erica Lowe, Physical Therapist
- Dr. Alphonso Davis, Clinical Psychologist
- Kelley McCullough, Clinical Social Worker
- Theresa Awujo, School Nurse
- Victor Orona, Adapted Physical Education



# Assessment Process

ASSESSMENT



- Referral from the School Administration
  - (SST Process or Parent Request)
- School Psychologist contacts family to explain assessment process and answers parent questions, and begins to briefly gather information pertinent to the student's educational, medical, and medical history.
- School Psychologist puts in request for vision and hearing screening from the district nurse.
- School Psychologist schedules a meeting with the parent/ed rights holder or sends a sealed packet home which includes an assessment plan and a copy of the procedural rights within 15 calendar days of receiving the initial request.



# Assessment Process

- Once an assessment plan is signed, the School Psychologist informs the teacher that their student is in the process of being assessed to determine if they qualify for special education.
- School Psychologist gathers relevant educational information about the student from the classroom teacher and provides the teacher with a packet which address the referral question, such as a Teacher Questionnaire, Behavioral Ratings, Adaptive Skills Ratings, etc.
- School Psychologist contacts parent and assesses need to meet individually or send home another packet with Developmental History Questionnaire, Behavioral Ratings, Adaptive Skills Ratings, etc.



# Assessment Process

- School Psychologist begins making a observations of the student in the classroom.
- If necessary, such as in cases of suspected autism or ED, the school psychologist makes more formal behavioral observations using structured instruments such as the BOSS and/or SOS.
- School Psychologist informs the special education teacher of their need to begin the academic testing portion of the assessment process.
- The School Psychologist will provide the special education with some testing strategies based on her observation of the student during her testing process, such as give the student frequent breaks.





# Assessment Process

- School Psychologist pulls the student out of the classroom as needed to complete testing.
  - Based on the student's and the availability of the assessor's schedule, a student can complete testing in a couple of days or over several days.
  - Based on the student's preliminary assessment results, the school psychologist also determines if more assessments need to be completed.
- Based on the assessment findings, the school psychologist determines if more formal classroom or out of the classroom observations are necessary.

# Assessment Process

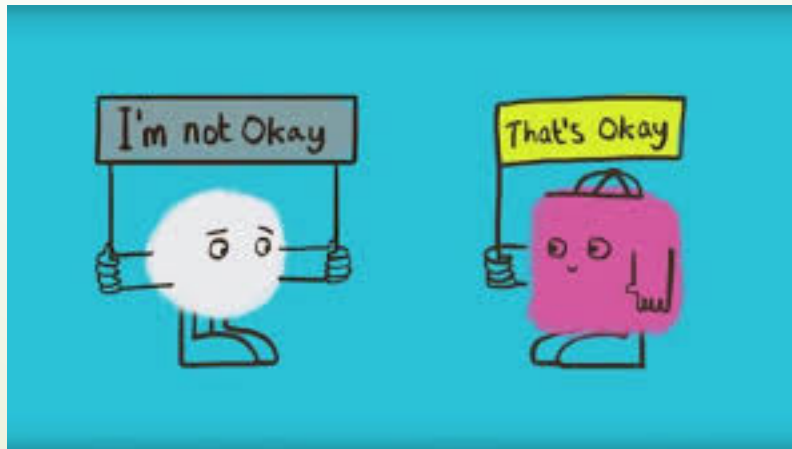
- Cognition
  - Verbal
  - Nonverbal
- Processing
  - Phonological Processing
  - Auditory Processing
  - Visual Processing
  - Visual-Motor Integration
  - Memory





# Assessment Process (continued)

- Social-Emotional and Behavioral Functioning
  - Broad-Bound Ratings Scales (BASC-3, Burk's)
  - Narrow-Bound Ratings Scales (EDDT-2)
  - Area Specific (ADHDT-2)
- Based on the assessment findings, the school psychologist determines if more formal classroom or out of the classroom observations are necessary.





# Assessment Process

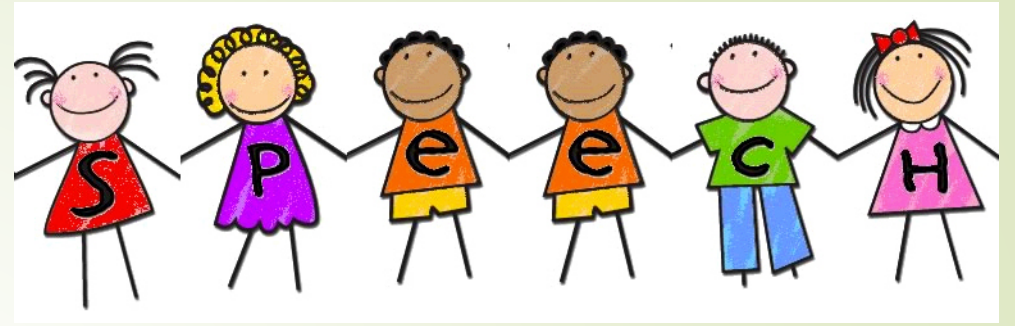
- School Psychologist will also contact other necessary providers (with parental consent) such as mental health therapists, social workers, etc. based on the referral question.
- Once receiving all relevant paperwork from both the parent and the classroom teacher, and the special education teacher academic testing results, the school psychologist scores and begins writing up his/her report.
- The school psychologist also contacts related services assessor and informs them of noted concerns which may require further testing in other areas (physical therapy, occupational therapy, speech/language, etc.).



# Assessment Process

- The school psychologist collaborates with the special education teacher (case manager) throughout the assessment process in order to ensure that the assessment process is completed and that an IEP meeting is held within the 60-day timeline.
- The school psychologist also maintains consistent communication with the student's parent to continually gather information as deemed necessary to complete the assessment process.
- At the IEP meeting, the school psychologist and the special education teacher present their findings to the IEP team.
- The school psychologist provides her recommendations to the team, such as classroom accommodations to be considered, referrals to outside agencies, and/or counseling related services if needed.
- The IEP team makes all the final determinations regarding the student's eligibility and services.

# Referral Process...



1. SPEECH REFERRAL FORM is submitted
2. SLP sends out the PARENT PERMISSION for PRELIMINARY EVALUTION (parent must sign and return)
3. SLP conducts the PRELIMINARY EVALUATION
4. PRELIMINARY EVALUATION REPORT is sent home (3 options)
  - a. Student's language is within normal limits and no further action is needed.
  - b. Recheck the students' skills in a designated time.
  - c. Further evaluation is needed.
5. Proceed to full evaluation if required
6. Convene IEP meeting to discuss the evaluation results



# What are we looking at?

- **Speech** (articulation and phonology) – A speech screening might reveal if a student has difficulty producing specific sounds (articulation) or uses inappropriate sound patterns (phonology).
- **Language** (receptive and expressive) – A language screening can uncover delays in what a student is able to hear and understand (receptive language) and how well a student is able to communicate his/her wants and needs (expressive language). Social abilities are also considered in this area.
- **Voice** – A voice screening allows an SLP to judge whether or not the student's vocal quality (pitch, hoarseness, loudness, etc.) is age and gender appropriate.
- **Fluency** – A fluency screening might show that a student has disruptions in speech (disfluencies/stuttering) that are not typical of his/her same-age peers.
- **Hearing** – a hearing screening can determine if a student has a hearing loss which can impact his/her speech and/or language abilities.



Areas observed and tested in a school-based Occupational Therapy assessment include:

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- A word cloud titled "Occupational Therapy" in large, bold, orange and green letters. The cloud contains various terms related to the field, such as "quality-of-life", "productivity", "leisure", "tasks", "living", "health", "occupation", "therapist", "strength", "meaningful", "satisfaction", "independence", "fulfilled", "physical", "motor", "day-to-day", "personal", "satisfied", "restore", "promote", "prevent", "contribution", "social", "solving", "injury", "skills", "activity", "dexterity", "emotional", "environment", "patient", "interventions", "important", "internal", "function", "external", "reasoning", "developmental", "functional", "practice", "performance", "promotion", "daily", "role", "mental", "reasoning", "developmental", "functional", "practice", "performance", "promotion", "daily", "role", "mental".

# How is a school-based occupational therapy assessment conducted?

- Observations-clinical and classroom/school campus
- Teacher/school staff interviews
- Parent interview
- Review of work samples
- Standardized Assessments
- Non-standardized Assessments
- IEP/chart review



# School-Based Physical Therapy



# IDEA: Part B

- Related Services
  - Designated Instructional Services (PT, OT, orientation and mobility, therapeutic rec, etc)
  - Transportation and such developmental, corrective, and other supportive services as are required to benefit a child with a disability to benefit from special education
  - PT and OT as a related service: optimize function and participation; facilitate the child's ability to benefit from their educational program








# IDEA Eligibility and Services

- Medical diagnosis does not determine eligibility under IDEA
- The disability must adversely affect the child's educational performance
- Medical necessity is replaced by need for satisfactory education performance
- There are 4 basic steps in the Special Education Process:
  - Step 1: Referral for Assessment/Assessment Plan (AP) signed by parent
  - Step 2: Assessment (60-days to complete after AP is signed)
  - Step 3: Development and Implementation of an Individualized Education Program (IEP)
  - Step 4: IEP Review





# Assessments

- Central focus should be on functional performance during school routines (classroom, playground, lunch, bathroom, bus, etc.)
  - Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic info about the student (SFA, BOT, PDMS-2, GMFCS, observation)
  - Include information provided by parents and teachers
  - Address involvement and progress in curriculum
  - Think about modifications and accommodations
- 



# Services

- Focus of School-Based PT is child's participation/mobility/positioning/access that improves their educational performance
- Type of Service Delivery:
  - Individual
  - Collaboration
  - Consultation
- Examples of Type of Interventions Provided:
  - Strength/Balance Training
  - Transfer/Gait Training
  - Teacher/Staff Education

# Mental Health Services

- MSW Intern Supervision
- Clinical Training
- ERICS
- Counseling Related Services (formerly Known as DIS)
- Individual Counseling
- Group Counseling
- Parenting Counseling





# Mental Health Team Members

## ➤ Clinical Psychologist

- \*Provide comprehensive educationally related intensive counseling services (ERICs) assessment.
- \*Collaborate with psychologists on trauma related cases.
- \*Provide assistance to school sites and attend the district's school site meeting to ensure counseling related services are being provided to designated special education students.
- \*Provide parent training and parent counseling as it relates to their child's educationally-related mental health needs.

## ➤ Clinical Social Worker

- \*Provide educationally related counseling intensive counseling services to identified SPED students.
- \*Supervised social workers interns.
- \*Collaborate with teachers, parents, school counselors, and school psychologists on SPED student social emotional behaviors.

## ➤ Social Worker Interns

- \*Provide individual counseling to SPED students
- \*Provide group counseling to SPED students
- \*Collaborate with teachers, parents, psychologists, and school counselors on SPED student social emotional needs.

# School Nurse Roles and Responsibilities



- The school nurse bridges health care and education
- Provides health advice to school educational teams
- Performs hearing, vision, body mass index, and mental health screening
- Oversees medication administration, health care procedures, and develops health care plans
- Delegates healthcare task in accordance with state laws and professional guidance
- Assists families with locating outside care and obtaining health insurance
- Monitors immunization, manages communicable diseases, assesses school environment to prevent injury and ensure students' safety



# School Nurse

## Roles and Responsibilities Cont.



- Serves as a liaison between family, school personnel, and community health care providers to ensure healthy school environment
- Provides school health services to students and staff
- Promotes health education
- Advocates for physical, mental, emotional, and social well being of students
- Serves as consultants with other school professionals such as, teachers, coaches, food service professionals, and physical education teachers
- Obtains order for Specialized Physical Health Care Services

NASN, 2016; [rntomsnedu.org](http://rntomsnedu.org), 2017; Pediatrics, 2008.

# Adapted Physical Education



Presented by  
Victor Orona,  
Adapted PE Teacher



