



SPED 101 October 6, 2022

AGENDA

Introductions

Disability Laws

13 Disabilities

Admissions, Review, Dismissal (ARD) Process

Classroom Supports

Questions???

Coffee Chat Norms

- Meeting will be focused on the topic.
 - Ask questions for clarity.
- Communicate in a professional manner.
 - Respect the views of others.
- Be open to the ideas and views presented.
- Only one individual will speak at a time.
- We will follow the agenda accordingly.
 - Honor time limits and stay on task.

Who qualifies for special education?

The Individuals with Disabilities Education Act (IDEA) is the federal law that defines and regulates special education. It requires public schools to provide special education services to children ages 3 to 21 who meet certain criteria.

To qualify, a student must: Have a documented disability in one of the 13 documented categories covered by IDEA,

1. Specific learning disability (SLD)

The “specific learning disability” (SLD) category covers a specific group of learning challenges. These conditions affect a child’s ability to read, write, listen, speak, reason, or do math. Here are some examples of what could fall into this category:

- **Dyslexia**
- **Dyscalculia**
- **Written expression disorder** (you may also hear this referred to as dysgraphia)

SLD is the most common category under IDEA. In the 2018–19 school year, around 33 percent of students who qualified did so under this category.

2. Other health impairment

The “other health impairment” category covers conditions that limit a child’s strength, energy, or alertness. One example is **ADHD**, which impacts attention and executive function.

3. Autism spectrum disorder (ASD)

ASD is a developmental disability. It involves a wide range of symptoms, but it mainly affects a child’s social and communication skills. It can also impact behavior.

4. Emotional disturbance

Various mental health issues can fall under the “emotional disturbance” category. They may include anxiety disorder, schizophrenia, bipolar disorder, obsessive-compulsive disorder, and **depression**. (Some of these may also be covered under “other health impairment.”)

5. Speech or language impairment

This category covers difficulties with **speech or language**. A common example is stuttering. Other examples are trouble pronouncing words or making sounds with the voice. It also covers language problems that make it hard for kids to understand words or express themselves.

6. Visual impairment, including blindness

A child who has eyesight problems is considered to have a visual impairment. This category includes both partial sight and blindness. If eyewear can correct a vision problem, then it doesn’t qualify.

7. Deafness

Kids with a diagnosis of deafness fall under this category. These are kids who can't hear most or all sounds, even with a hearing aid.

8. Hearing impairment

The term "hearing impairment" refers to a hearing loss not covered by the definition of deafness. This type of loss can change over time. Being hard of hearing is not the same thing as having trouble with auditory or language processing.

9. Deaf blindness

Kids with a diagnosis of deaf blindness have both severe hearing and vision loss. Their communication and other needs are so unique that programs for just the deaf *or* blind cannot meet them.

10. Orthopedic impairment

An orthopedic impairment is when kids lack function or ability in their bodies. An example is cerebral palsy.

11. Intellectual disability

Kids with this type of disability have below-average intellectual ability. They may also have poor communication, self-care, and social skills. Down syndrome is one example of a condition that involves an intellectual disability.

12. Traumatic brain injury

This is a brain injury caused by an accident or some kind of physical force.

13. Multiple disabilities

A child with multiple disabilities has more than one condition covered by IDEA. Having multiple issues creates educational needs that cannot be met in a program designed for any one disability.

and Need special education in order to access the general education curriculum

Access is an important term in education. Making learning accessible to kids with disabilities means finding ways to remove the barriers to their learning.

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Students have not always had the right to special education.

Before 1961, the United States did not publicly educate any children with any disabilities. If a child had cognitive or emotional disabilities, deafness, blindness or needed speech therapy, parents had to educate their children at home or pay for private education. Parents began advocacy groups for their children. They met with teachers and politicians, and by 1965 Lyndon B. Johnson began signing off on acts designed to expand public education and its funding purposes.

THE LAWS THAT CREATED SPECIAL EDUCATION

In **1975**, the United States voted to ensure that all children, regardless of their differences, should have access to free public-school education. **This law was called the Education for All Handicapped Children Act.** This act helped bring federal funds into schools to help them create special education for children who did not learn the same way as general education students. Later, this act became what we now call the **Individuals with Disabilities Education Act of 2004**. Lawmakers have amended this act many times to incorporate what schools and families learn about how best to serve children. The U.S. has moved from keeping all children with disabilities in isolated classrooms to inclusive classrooms where children of all abilities can learn from and with each other.

PROTECTING THE RIGHTS OF CHILDREN WITH DISABILITIES

The Individuals with Disabilities Education Act (IDEA) is the federal law that defines and regulates special education.

- It requires public schools to provide special education services to children ages 3 to 21 who meet certain criteria.

- The law requires schools to provide appropriate education to all students in the least restrictive environment possible.
- The services and supports for one student may be very different from those of another student. It is all about the individual child and giving them the resources, they need to make progress in school.

For example, some students may spend most of the day in a general education classroom. Others may spend just an hour or two in a resource room working with a specialist. And others might need to attend a different school that specializes in teaching kids with learning disabilities.

Kids who qualify for special education have an Individualized Education Program (IEP). They get individualized teaching and other resources at no cost to their families. Specialists work with kids on strengths as well as challenges. And families are key members of the team that decides what kids need to thrive in school.

Who qualifies for special education? 13 Disabilities sheet

A child with multiple disabilities has more than one condition covered by IDEA. Having multiple issues creates educational needs that cannot be met in a program designed for any one disability. And Need special education in order to access the general education curriculum. **Access** is an important term in education. Making learning accessible to kids with disabilities means finding ways to remove the barriers to their learning. ARD Process Agenda Accommodations and Modifications

ARD/IEP Agenda

1. Introductions
 - Statement of Confidentiality & Meeting Norms
2. Purpose of Meeting
 - ARD Agenda
3. Review of Additional Evaluation & Other Information and Eligibility for Special Education
4. Present Levels of Academic Achievement and Functional Performance
5. Discussion of Attendance
6. Transition Needs (Review Transition and Graduation Supplements)
7. Behavior and Language Needs (Second Language Learners)
 - Behavior Intervention Plan (if applicable)
8. Communication Needs, Supplements (DHH, VI, AU), Physical Needs, Assistive Technology
9. Review Proposed IEP Goals and Objectives
10. Accommodations Needed (Review Personal Care Services Supplement)
11. State/District Assessment Results and Proposed Assessments and Accommodations
12. Consideration of Least Restrictive Environment
13. Justification for Removal from General Education (If needed) and Determination of Placement
14. Schedule of Services (Including Supplements: ESY, Transportation)
15. Assurances
16. Read ARD Committee Meeting Deliberations
17. Signatures

Outside of the ARD activities (can be done prior to or after the completion of the ARD):

1. Medicaid consent
2. Procedural safeguard receipt signature
3. Parent Survey

Accommodations and Modifications

Accommodations

Accommodations change how the content is: taught, made accessible, and/or assessed.

Accommodations **DO NOT** change what the student is expected to master. The objectives of the course/activity remain intact. (Texas Project First)
<http://www.texasprojectfirst.org/>

Accommodations are part of the specially designed instruction that allow the student access to the general curriculum.

Accommodations for instruction on classwork should be based on the needs of the student. These accommodations may or may not be allowed on state assessment but should still be used for classwork. Allowable accommodations for the state assessment should be reviewed each school year on the TEA website.

<https://tea.texas.gov/accommodations/>

Changes to instructional materials, procedures, or techniques that allow a student with a disability to participate meaningfully in grade-level or course instruction.

Examples of accommodations include but are not limited to:

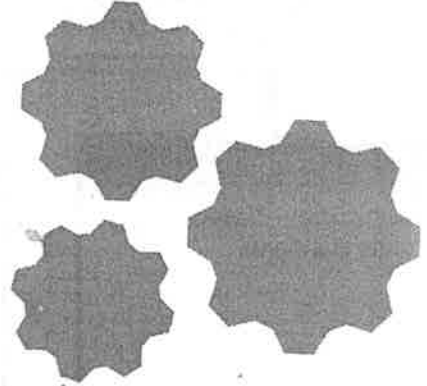
- Extended Time
- Preferential Seating
- Shortened Assignments
- Supplemental Aids
- Calculator
- Oral/Signed Administration
- Use of word processor for written responses
- Taped Texts
- Audiobooks
- Frequent breaks
- Cooling-off period
- Reminders to stay on task (visual, verbal, or tactile)
- Use of scribe
- Large print/Braille Text
- Use of study carrel

Some accommodations are appropriate for instruction but not assessment. Refer to the TEA's website regarding state assessment for appropriate and allowable accommodations as well as eligibility criteria.

Modifications

Modifications change what the student is expected to master. Course/activity/TEKS objectives are altered to meet student needs.

The TEA **STAAR Alternate 2 Vertical Alignment** documents align all the TEKS by content in order from kindergarten through high school. Educators can use these documents to identify prerequisite skills needed by the student to progress toward grade level standards.

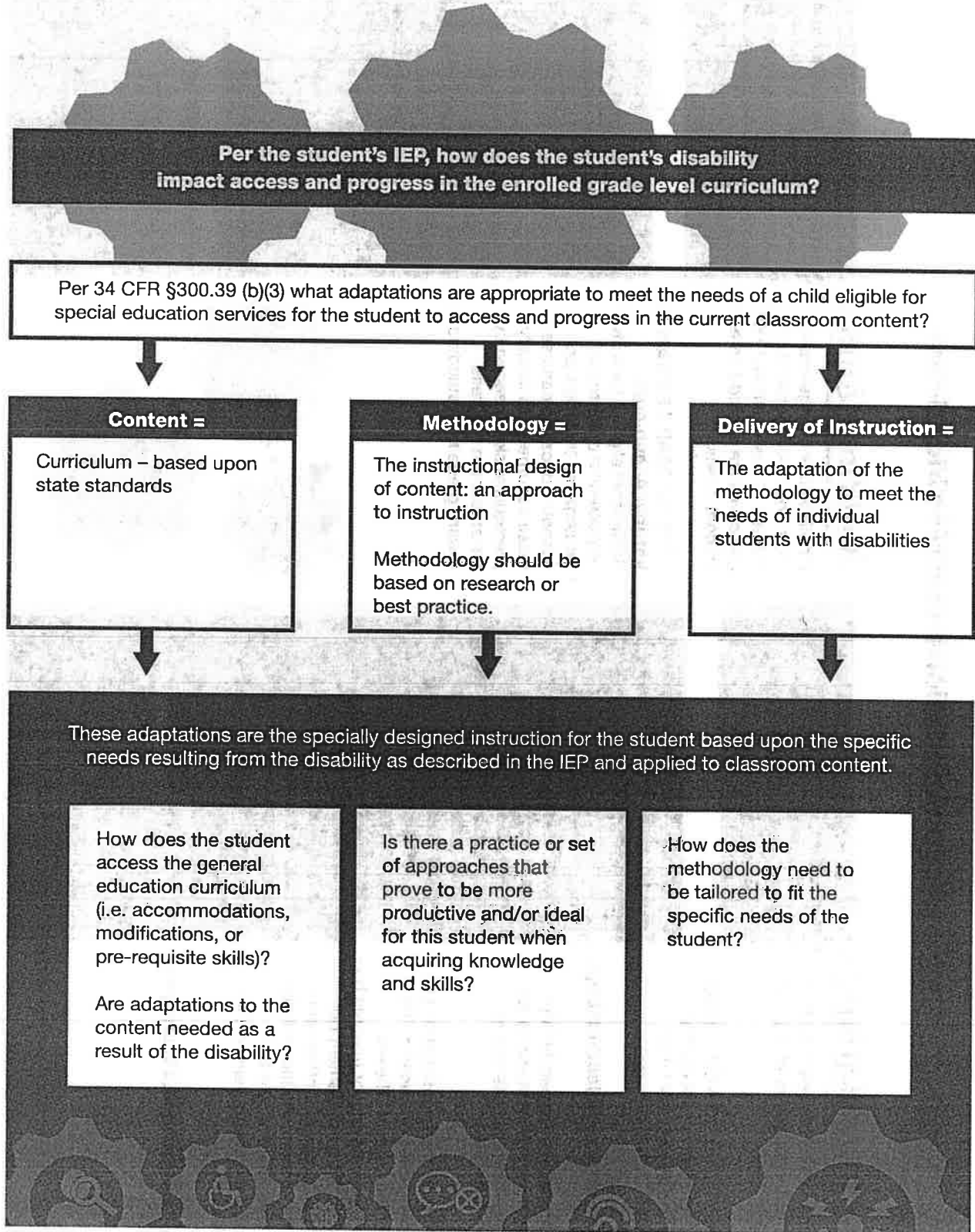


Changes to the level of instruction provided or tested. Modifications create a different standard as compared to the grade level standard for the student receiving the modifications.

Examples:

- Same activity as other students, but expectations and materials are individualized.
- Simplified vocabulary and reading materials when reading comprehension and/or fluency is the learning target.
- Multistep problems individualized to single step problems.

Implementing Specially Designed Instruction in the Classroom



Adapted with Permission from ESC, Region 4