

Preview from Notesale.co.uk
Page 1 of 161

Special Education Notebook

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Table of Contents

Category 1 – Thirteen Disabilities	7
▪ <u>Auditory Impairment</u>	8
○ Determination of Eligibility	9
○ The Team	11
○ Assessments	12
○ Timeline and Consent	15
▪ <u>Autism</u>	18
○ Determination of Eligibility	19
○ The Team	21
○ Assessments	22
○ Timeline and Consent	24
▪ <u>Deaf-Blindness</u>	27
○ Determination of Eligibility	28
○ The Team	29
○ Assessments	30
○ Timeline and Consent	31

■ <u>Emotional Disturbance</u>	34
○ Determination of Eligibility	35
○ The Team	36
○ Assessments	37
○ Timeline and Consent	38
■ <u>Intellectual Disability</u>	41
○ Determination of Eligibility	42
○ The Team	43
○ Assessments	44
○ Timeline and Consent	45
■ <u>Multiple Disabilities</u>	48
○ Determination of Eligibility	49
○ The Team	50
○ Assessments	51
○ Timeline and Consent	54
■ <u>Noncategorical Early Childhood</u>	57
○ Determination of Eligibility	58
○ The Team	59
○ Assessments	60
○ Timeline and Consent	63

Preview from Notesale.co.uk
Page 3 of 161

Preview from Notesale.co.uk
Page 8 of 161

Auditory Impairment

- Initial Evaluation

- Must receive consent from a parent before the initial evaluation can take place and before any services can be provided for the child (1414(a)(D)(i)(II))
- The initial evaluation is done in order to determine whether or not the child has a disability as well as their educational needs.
- The initial evaluation must take place within 60 days of receiving the request (300.300(c)(1))
 - This can change if the parent refuses or fails to produce the child for evaluation

- Reevaluation (300.303(a), (141(1)(2)(B))
 - Can be requested by a the parent or teacher
 - If it is determined that the students academic achievements and functional performance have improved, decreased, or showed no improvement.
 - Must be reevaluated before the child can be considered to no longer have the disability
 - Timeframe
 - A reevaluation should not occur more than once a year unless a parent or teacher requests it.
 - A reevaluation MUST occur at least every 3 years unless it is decided upon by the parent and the school that it isn't necessary to reevaluate.

The Team

- Child's parent
- Licensed specialist in school psychology
- Educational diagnostician
 - Must be trained in the area of autism

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The Team

89.104(b), 89.1040(c)(12)(A)(ii)

- Speech/language therapist
- Licensed speech language pathologist
- Certified speech language therapist
- Otologist
- Audiologist
- Parent
- Licensed Ophthalmologist or Optometrist
 - An **Ophthalmologist** is a physician who can provide vision services, medical eye care, surgical care, diagnosis and treatment, as well as plastic surgery. (Eye Doctors, 2013)
 - An **optometrist** is a medical professional who can provide vision services, treatment for; nearsightedness, farsightedness, and astigmatism. They can prescribe and fit eyeglass and contact lenses provide vision aids and therapy, diagnose eye conditions, prescribe medications, participate in pre- or post- operative care. (Eye Doctors, 2013)
- Certified mobility specialist

The Team

- The student's parent
- A licensed specialist in school psychology
- An educational diagnostician
- Other appropriate certified or licensed practitioner with experience and training in the area of the disability
- A licensed or certified professional for a specific eligibility category

- All assessments must be completed in the students normal way of communication (TEC 29.210(c)).
 - These ways of communication can consist of oral, manual, fingerspelling, or sign language
- Information from the parents should be gathered . They can provide a lot of information about the child. (300.304(b)(1)).
- Multiple assessment tools should be used to gather information about the child
 - Technology sound instruments
 - Can measure relative contributions of cognitive and behavior factors as well as physical or developmental factors.

Timelines and Consent

- Parent Consent (300.300(a)(1)(i))
 - Before anything can be done for an evaluation the child's parent must give consent.
 - Parent consent is voluntary and can be revoked at anytime (300.9(c)(1))
 - However, if a parent withdraws consent the decisions made before the consent was withdrawn can still be carried out, new decision cannot be made (300.9(c)(2))
 - If a parent refuses to provide consent (11414(a)(1)(D)(ii)(III))
 - The school does not violate FAPE
 - IEP meetings are not needed
 - If a parent is unable to attend and ARD meeting they must give their consent in order to allow the meeting to go on with out them. They must be informed of all the information discussed (300.9(b))

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Assessments

- Existing Data (1414(c)(1)(A))
 - Evaluations and information provided by the parents
 - Current classroom-based local or state assessments
 - Classroom observation
 - Observations by teachers and related service providers
- Assessed in all areas of suspected disability

- RTI Process (RTI Guidance Document)
 - Response to Intervention
 - A RTI is put in place in order to help the student meet the academic and behavior needs of all children through a variety of services;
 - High quality instruction and scientific, research-based, tiered interventions aligned with the students needs
 - Frequent monitoring of progress to make results-based academic and/or behavior decisions
 - Decisions regarding placement, intervention, curriculum, and instructional goals

Assessments

- RTI progress results
- Formal evaluations of the students progress during instruction
- In class tests on grade level curriculum
- Other regularly administered assessments

The Team

89.1040(b)

- Students parent
- Certified speech and hearing therapist
- Certified speech and language therapist
- Licensed speech and language pathologist

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Extended School Year Determinations

- Extended School Year (ESY) services are services that: (300.106(b))
 - Are provided to a child with a disability that goes beyond the normal public school year
 - It is in accordance with the students IEP
 - It does not cost the parent or child additional money
 - It meets the standards of Texas Education Agency
- No student can be denied ESY services (89.1065(8))
- The need for ESY must be determined on individual student basis by the ARD committee (89.1065(1))
- If the district does not bring up the topic of ESY at the annual review of the student's IEP the parent may request that the ARD committee discuss ESY services (89.1065(5))
- The ARD committee determines if a student is in need of ESY through the formal and informal evaluations that are provided by the district or the parents
 - The evaluations will show that the student has regressed on an objective and it cannot be made without ESY (89.1065(7))
- If the child is eligible for ESY then the ARD committee must include goals and objectives for ESY services from the student's current IEP. (89.1055(c))

- Special Education (300.39(a))
 - Means specially designed instruction at no cost to the parents, to meet the unique needs of a child with a disability
 - Instruction in classroom
 - Instruction in physical education
 - Includes the following services
 - Speech-language pathology services
 - Travel training
 - Vocational education
- Related Services
 - Means transportation and such developmental, corrective, and other supportive services as are require to assist a child with a disability to benefit from special education
 - They include
 - Speech language pathology
 - Audiology
 - Interpreting services
 - Psychological services
 - Physical and occupational therapy
 - Recreation
 - Counseling services
 - Rehabilitation counseling
 - Orientation and mobility services
 - Medical services
 - School health services
 - School nurse services
 - Social work services
 - Parent counseling and training

Approval of IEP and Procedure when Parent does not Agree During Meeting

- If a mutual agreement is not achieved the party who disagrees can request a recess that cannot go past 10 school days.
 - During the recess the committee members should consider alternatives, gather additional data, prepare further documentation, obtain additional resource persons
 - The date, time, and place for continuing the ARD meeting shall be determined by mutual agreement prior to the recess
 - If an agreement cannot be met after the 10 day recess the IEP will be implemented
 - If there is not an agreement the IEP must contain a written statement as to why
 - Parent has the right to file a complaint and request a due process hearing