




















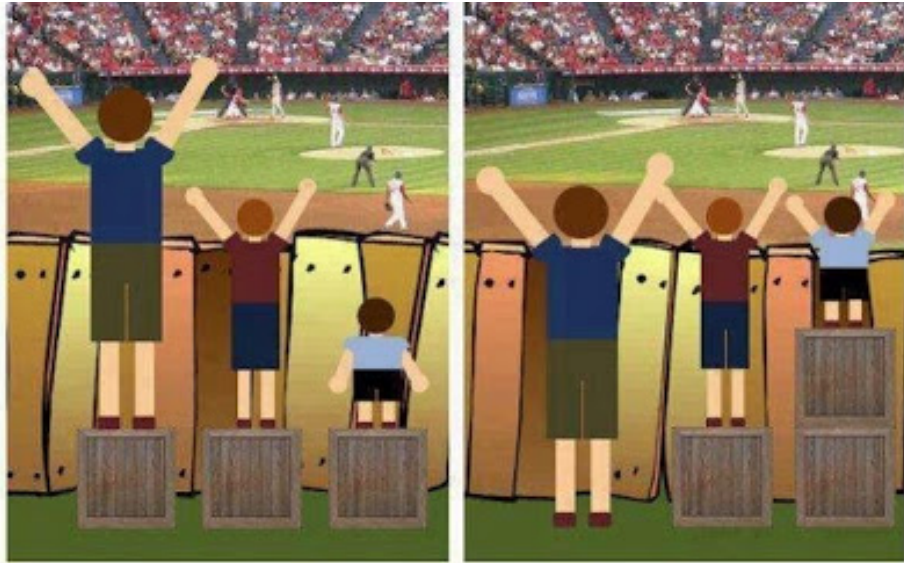


SPECIAL EDUCATION A-Z

What General Education Teachers Should Know

<p>A Accommodations</p> 	<p>B Behavior Plan</p> 	<p>C Case Conference</p> 	<p>D Data</p> 	<p>D Differentiated Instruction</p> 
<p>E Effective Instruction</p> 	<p>F FBA</p> 	<p>G General Ed Teacher IEP Input</p> 	<p>H Health Care Plan</p> 	<p>I IEP</p> 
<p>J Justify Placement</p> 	<p>K Know</p> 	<p>L Label vs. Need</p> 	<p>M Modify</p> 	<p>N NCC</p> 
<p>O OT</p> 	<p>P PAR</p> 	<p>P PLEP</p> 	<p>Q Quality Interventions</p> 	<p>R Relationship</p> 
<p>R Related Services</p> 	<p>S Services</p> 	<p>T TOR/TOS</p> 	<p>U Universal Design</p> 	<p>W Why Change?</p> 
<p>Y Your Topic/Choice</p>				

Accommodations

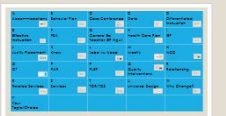


- Accommodations are supports or services that students can use to help them access the general education curriculum. The content the student is expected to learn does not change.



Behavior Plan

- Hypothesis of why the behavior occurs as identified in the FBA (See FBA)
- Positive interventions, strategies and supports that may be necessary to address the behavior and make sure that interventions are **consistently** implemented across different settings.
- The new skills that will be taught and how the student's progress will be monitored in order to change the student's behavior.



Case Conference

Who should attend

- Student @ 13 and older
- Public Agency Rep (See PAR)
- Parent
- Teacher of Record (See TOR)
- General Education Teacher
- Instructional Strategist
- **If any one of these roles are not represented, or not appropriately excused, the meeting is NOT a legal case conference!**

Who else can

- SLP
- OT
- PT
- School Psychologist
- Administrator
- Guidance
- Parent may invite others
- Mental health Supports
- Behavior Consultant
- Autism Consultant
- Nurse
- Me!
- This list can be LOOONNGGG!



Data

- Data makes the world of special education go around!
- Progress monitoring section of IEP
- Data is needed for:
 - Placement
 - Behavior plans
 - Goals
 - Change of placement
 - Increasing/decreasing services
 - Progress monitoring



Differentiated Instruction

- Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.
- Read materials
- Materials on tape
- Varied spelling
- Reading Buddy
- NOT everyone doing the same thing – WORKSHEETS!



Effective Instruction

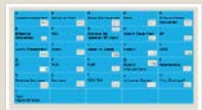
Good instruction is good instruction for all!

- Think-Pair-Share
- Literature Circles
- Group Students
- Setting Objectives
- Cooperative Learning
- Direct Instruction
- Reciprocal Teaching
- High Expectation for Each Student
- High Level Questioning
- KWL Chart
- Provide Opportunities for Student Practice
- Individual Instruction
- Scaffolding Instruction



Functional Behavior Assessment

- When the student's behavior interferes with the student's learning or the learning of other students a functional behavior assessment should be conducted.
- Behavior Consultant
- Identify student-specific social, emotional, intellectual, and environment factors associated with the specific behaviors.
- Better understanding of the function or purpose behind the student behavior.
- Based on DATA!
- Pattern of behaviors
- Reason or purpose of the behavior



Health Care Plan

- Students whose healthcare needs affect or have the potential to affect safe and optimal school attendance and academic performance require a Healthcare Plan.
- Completed by the school nurse
- Part of the IEP
- Be aware of the plan
- Copy in nurse's office, school safety team, transportation, my office, TOR, ECSEC, Jen's office



IEP

Individual Education Plan

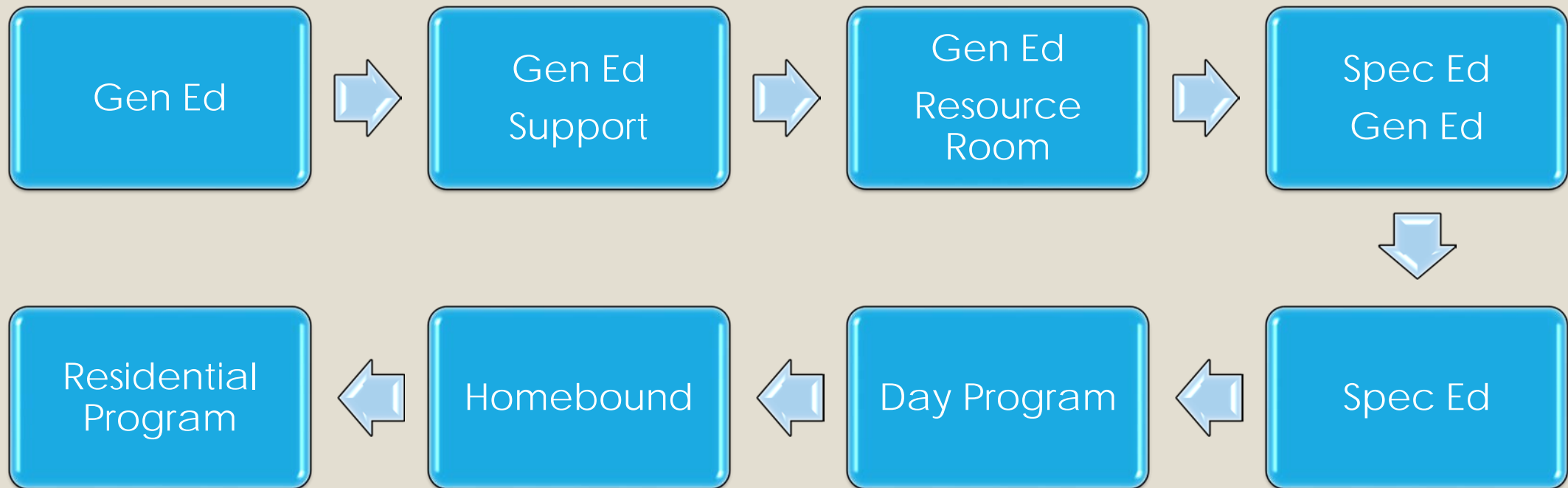
- Developed annually by a team/committee (See Case Conference Committee)
- Agreed upon IEP is a binding document
- Make sure you have reviewed IEPs for students in your class
- It's the law
 - Article 7, IDEA – Federal, State

What to look for in an IEP

- Special Education Services
- Classroom Accommodations
- Present Levels
- Testing Accommodations
- Annual Goals
- Behavior Intervention Plan
- Functional Behavior Assessment



Justify Placement



Know

- Privacy Laws - FERPA, HIPAA, PPRA, IDEA
- An IEP is confidential but those that NEED to know should have access to it.
- Who needs to know?
 - Is there an educational need to know?
 - If the answer is yes, share what is needed to work with the student and meet his needs.
 - Behavior Plan
 - Disability
 - Medical Information
 - Accommodations

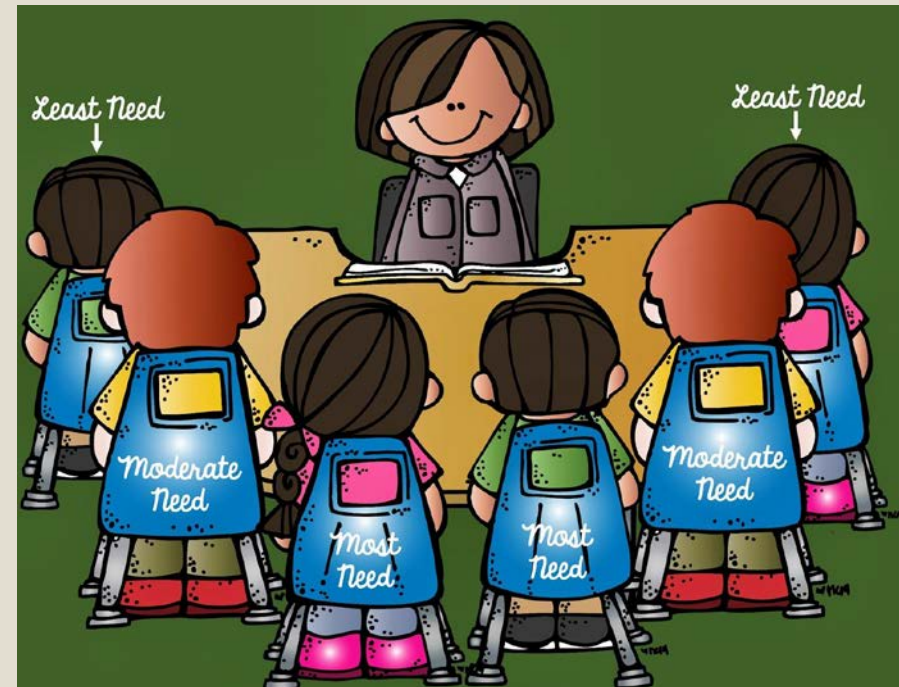


Label vs. Need

- Label – Get's you in the special education door



- Need – What we address once in the door



Area	Item	Quantity	Unit
Math	Number Line	10	100
	Place Value Chart	10	100
	Base Ten Blocks	10	100
	Measurement	10	100
Reading	Comprehension	10	100
	Spelling	10	100
	Grammar	10	100
	Writing	10	100
Science	Measurement	10	100
	Classification	10	100
	Observation	10	100
	Experimentation	10	100
Social Studies	Map Reading	10	100
	History	10	100
	Geography	10	100
	Civics	10	100

Modification

- Modification are changes in the content, delivery, or instructional level of curriculum or assessments. Modifications are available to high school students receiving applied units (Certificate of Completion), but are **not available to students earning a Core 40 Diploma.**



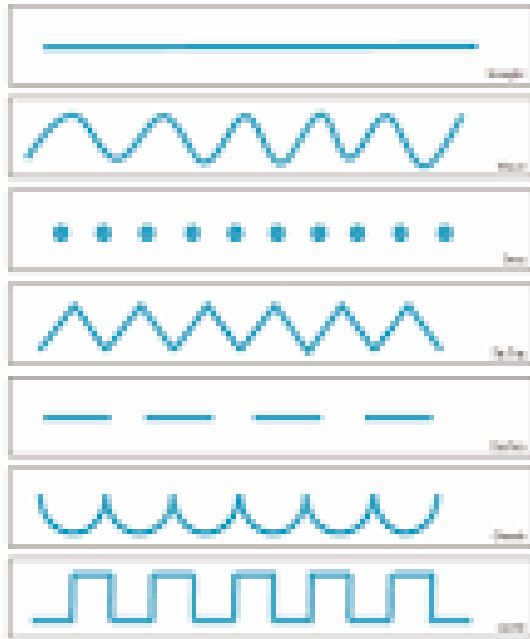
Notice of Case Conference

- The purpose of the meeting
- List of who is invited
- When
- Where

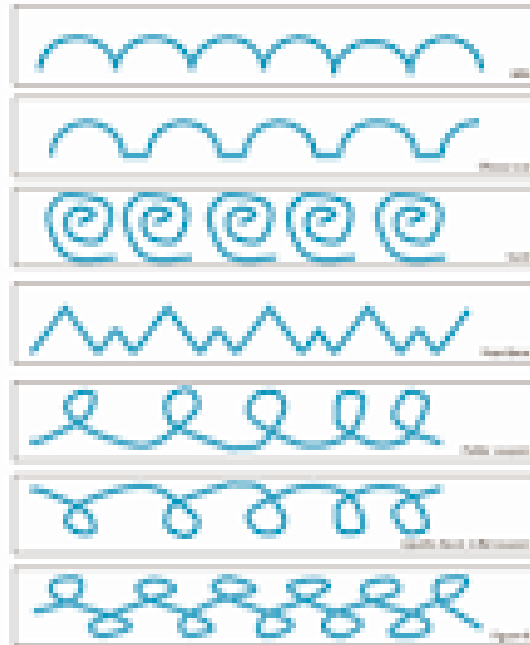


Case	Case No.	Case Name	Case Status	Case Type	Case Category
Case 1	101	Case 1	Open	Case 1	Case 1
Case 2	102	Case 2	Open	Case 2	Case 2
Case 3	103	Case 3	Open	Case 3	Case 3
Case 4	104	Case 4	Open	Case 4	Case 4
Case 5	105	Case 5	Open	Case 5	Case 5
Case 6	106	Case 6	Open	Case 6	Case 6
Case 7	107	Case 7	Open	Case 7	Case 7
Case 8	108	Case 8	Open	Case 8	Case 8
Case 9	109	Case 9	Open	Case 9	Case 9
Case 10	110	Case 10	Open	Case 10	Case 10

Fluency Patterns



Fluency Patterns



Occupational Therapy

Cindy

Resource

Handwriting

Sensory

Activity	Start	End	Notes
Handwriting	9:00	9:30	
Sensory	9:30	10:00	
Occupational Therapy	10:00	10:30	
Handwriting	10:30	11:00	
Sensory	11:00	11:30	
Occupational Therapy	11:30	12:00	
Handwriting	12:00	12:30	
Sensory	12:30	1:00	
Occupational Therapy	1:00	1:30	
Handwriting	1:30	2:00	
Sensory	2:00	2:30	
Occupational Therapy	2:30	3:00	
Handwriting	3:00	3:30	
Sensory	3:30	4:00	
Occupational Therapy	4:00	4:30	
Handwriting	4:30	5:00	
Sensory	5:00	5:30	
Occupational Therapy	5:30	6:00	

PAR

Public Agency Representative

- The PAR MUST participate in every case conference committee meeting.
- This individual must be knowledgeable about the availability of, and have the authority to commit, resources (personnel and funds); qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of the students with disabilities; and knowledge about general education curriculum.
- The PAR is ultimately responsible for making sure the parent understand legal rights and responsibilities.
- Ultimately, the IEP document is an agreement between the PAR and the parent.
- Special Ed Director, Principal, Assistant Principal
- If an administrative designee is appointed by the PAR to attend, this individual has the same authority to commit district resources as the administrator.



Present Level or Educational Performance (PLEP)

- This drives the whole IEP! Gives a good picture of what the child is currently able to do well, what they are working on, and what they are unable to do.
- It must include:
 - Current Status
 - Academic achievement
 - Reading
 - Math
 - Writing
 - Social/Emotional/Discipline/Behavior
 - Health Record
 - Attendance
 - How does the disability affect involvement and progress in the general education curriculum?



Quality Inventions

- Strong Instructional Core
- Systematic
- Research-Based
- Explicit & Direct
- Fidelity
- Matches the Need



Relationship

- Number one indicator of student success in school.
- Especially true for students with disabilities
- Hardest to do with special education students
- They need it the most!



Related Services

- Transportation
- Occupational Therapy
- Physical Therapy
- Recreation
- School Nurse



Area	Service	Start Date	End Date	Frequency	Notes
Speech	Speech Therapy	09/01/2023	09/30/2023	1x/week	
OT	Occupational Therapy	09/01/2023	09/30/2023	1x/week	
PT	Physical Therapy	09/01/2023	09/30/2023	1x/week	
Recreation	Recreation	09/01/2023	09/30/2023	1x/week	
SN	School Nurse	09/01/2023	09/30/2023	1x/week	

Services

- Special Education Services to be provided to the student
- Initiation date
- Frequency
- Length
- Duration – when it will end
- Location
 - This is not a room but whether the service will occur in a setting that is made up mostly of students with disabilities (special education setting) or mostly with students without disabilities (general education setting).

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TOR/TOS

Teacher of Record

- Must be at conference
- Licensed in the area of the student's primary disability.
- Legally responsible for ensuring the implementation of the IEP.
- The Teacher of Record is the heartbeat of a student's IEP!

Teacher of Service

- Any teacher who provides services to a student with a disability. A teacher of service could be a general education teacher or special education teacher who provides instruction to the student. The TOR may also be a TOS.



Universal Design

Principles of Universal Design for Instruction

1. Representation
 - Providing multiple ways of representation for diverse learners
2. Expression
 - Providing multiple ways for the students to express what they know and have learned
3. Engagement
 - Providing multiple ways to engage student's interest in connection to curriculum



Why Change?



- Coordinator in the district full time
- Monitor IEP compliance
- Monitor instruction
- Best for students

