

Advocacy for Children Using the Individuals with Disabilities Education Act

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Part C – Infant & Toddler Program Services

Services

- family training, counseling, home visits
- special instruction
- speech-language pathology and audiology
- sign language and cued language services
- vision services
- assistive technology devices and services
- other services

Individualized Family Services Plan (IFSP)

- outlines services
- based on information about child and family
- written by the multidisciplinary team
- designed to meet the developmental needs of the child and the needs of the family to support the child

Before IFSP is written:

- multidisciplinary assessment of child
- identification of appropriate services
- assessment
 - cognitive development,
 - physical development, including vision and hearing,
 - communication development,
 - social or emotional development, and
 - adaptive development.
- family resources, priorities, and concerns
- supports and services to help family meet child's needs


IFSP must contain:

- child's present level of development
- family's resources, priorities, and concerns
- major outcomes expected
- specific early intervention services necessary
- natural environments/justification
- dates of start and duration of services
- service coordinator
- transition to Part B


Part C Proposed Regulations

- Sign language and cued language services
- Teachers of the deaf as special educators
- Referral timeline
- Native language
- Cochlear implant optimization
- Qualified individuals with disabilities

IDEA Part B

- Free Appropriate Public Education (FAPE)
 - Appropriate evaluation
 - Individualized Education Program (IEP)
 - Least Restrictive Environment
 - Parent/student participation in making decisions
 - Procedural safeguards
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The Four IEP Questions

- What are the child's present levels of performance?
 - What are the child's goals?
 - What is needed to help the child achieve those goals?
 - What setting(s) will help the child achieve those goals?
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Development of IEP

- Child's strengths
- Parent's concerns for enhancing education
- Evaluation results
- Academic, developmental, and functional needs of the child

Special Factors

- Behavior
- Limited English proficiency
- Blind or visually impaired
- Deaf or hard of hearing
 - Language and communication needs
 - Opportunities for direct communications - peers, professionals - child's language and mode
 - Academic level
 - Full range of needs/direct instruction
- Assistive technology

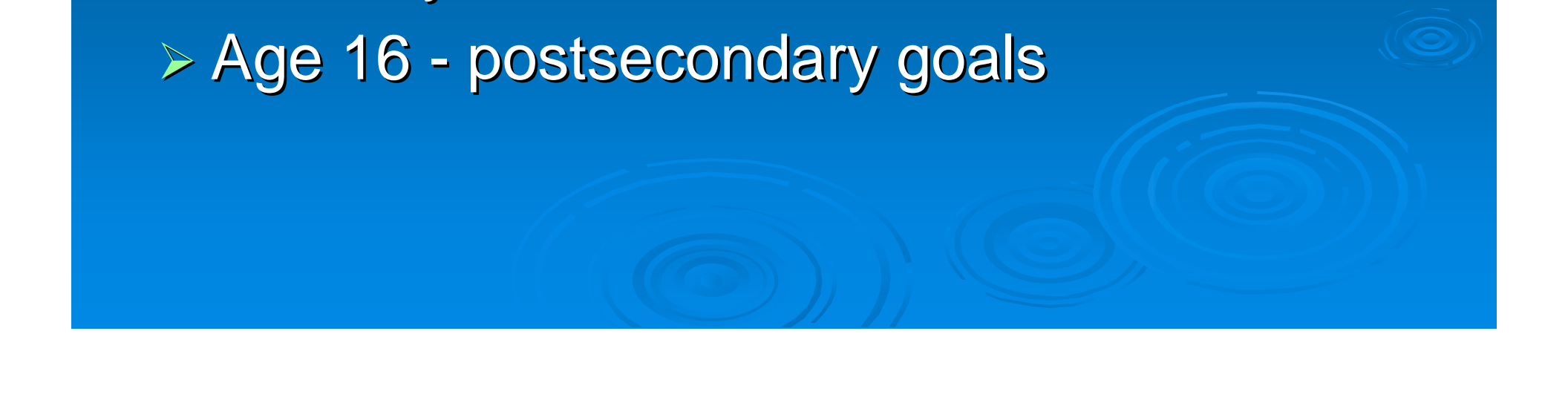
Present Levels of Performance

- Various assessment tools and strategies
- Functional, developmental, academic areas
- Parent observations
- “Technically sound” instruments
- No racially or culturally discriminatory tests
- Language and form most likely to yield accurate information
- Trained and knowledgeable personnel

Present Levels (con't)

- Howard performs at the 3.2 grade level on the OneTwoThree Math Evaluation.
- David reads at the fifth grade level as measured by the ABC Reading Evaluation.
- Lee turns in her assignments on time 60 percent of the time.

What are the Child's Goals?

- How the disability affects progress in general education curriculum
 - Measurable annual goals, including academic and functional goals
 - Other educational needs resulting from the disability
 - Age 16 - postsecondary goals
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Goals (con't)

- By June '07 Howard will perform at the 4.2 grade level on the OneTwoThree Math Evaluation.
- David will read at the sixth grade level as determined by the ABC Reading Evaluation.
- Lee will turn in her assignments on time 95 percent of the time.

What Services are Needed to Achieve IEP Goals?

- Special education - specially designed instruction to meet the unique needs of the child
- Related services - services that allow a child to benefit from special education
 - Audiology
 - Counseling
 - Interpreting
 - Parent counseling and training
 - Psychological services
 - Speech-language pathology
 - Transportation

Services (con't)

- Supplementary aids and services - allow children to be educated with nondisabled children
 - To the child or on behalf of the child
 - Program modifications or supports for personnel
 - Assessment accommodations and determination of which is the appropriate assessment
 - Scientifically based/peer reviewed
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Where Should the Child be Placed?

- Based on IEP
- Least Restrictive Environment
 - Maximum extent appropriate
 - Children with disabilities to be educated with nondisabled children
 - Removal from regular education environment only when education cannot be achieved satisfactorily
 - Nature and severity of disability
 - Supplementary aids and services
- Parents part of the group that decides placement

Procedural Safeguards

- Right to examine all records relating to child and participate in meetings
- Right to obtain an independent educational evaluation of child
- Prior written notice if school proposes change in child's identification, evaluation, placement

Procedural Safeguards (con't)

➤ Disagreement?

- Try to solve problem within school
- Mediation
- Due process hearing (resolution session)
- Appeal to State education agency
- Appeal to court

Thanks for your attention!

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