ADVOCACY FOR CHILDREN USING THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

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Part C



- Focuses on the family
- Developmentally appropriate services for child
- Supports for the family

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

Early Intervention Services

- family training, counseling, and home visits
- special instruction
- speech-language pathology and audiology
- sign language and cued language services
- occupational therapy and physical therapy
- psychological services
- service coordination services
- medical services (diagnostic/evaluation)
- early identification, screening, and assessment

Early Intervention Services

- health services
- social work services
- vision services
- assistive technology devices and services
- transportation and related costs

IDEA Part B



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

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?

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)

- Paula 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

Goals (con't)

- By June '09 Howard will perform at the 4.2 grade level on the OneTwoThree Math Evaluation.
- At the end of the school year 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 by June '09.

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

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

Elementary and Secondary Education Act/No Child Left Behind

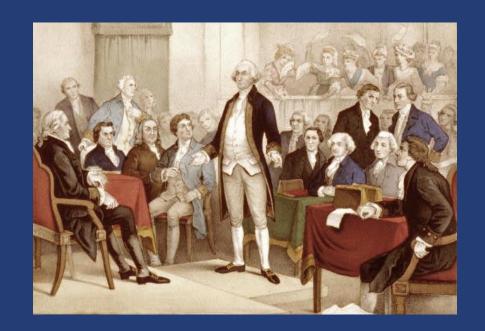
- Assessments in reading, math, science
- States, schools, school districts must make
 Adequate Yearly Progress
- State report cards
- Teachers must be Highly Qualified

ESEA Blueprint

- "Complete" education
- Growth models
- Common core state standards
- Common core assessments
- College and career-ready standards
- "Highly effective" teachers and principals
- Teacher pay tied to student performance

What's Ahead?

- ESEA Reauthorization
- New Congressional members
- Stimulus money running out
- Reducing the deficit
- Continuing trend to raise achievement for students with disabilities
- IDEA Reauthorization



Thanks for your attention!

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