

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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