



State of Connecticut
Department of Education
Department of Mental Retardation

Promoting School
Success for your Child
with a Disability



Today you will learn more about:



- ★ What the law says about the least restrictive environment (LRE);
- ★ The PJ Settlement Agreement;
- ★ Supplementary aids and services; and
- ★ How to address fears parents have about including students with disabilities in general education classrooms.



Individuals with Disabilities Education Act (IDEA 04)



- ★ 1975 – Education of All Handicapped Children Act
- ★ Reauthorized every five years
- ★ Provides for a free appropriate public education (FAPE) for students with disabilities
- ★ Last reauthorized in 2004



No Child Left Behind (NCLB)

- ★ Signed into law January 2002
- ★ Improve outcomes for ALL children
- ★ Close the achievement gap between children with or without disabilities
- ★ Emphasis on reading and using approaches that have been proven to be effective
- ★ Ensures that teachers are highly qualified





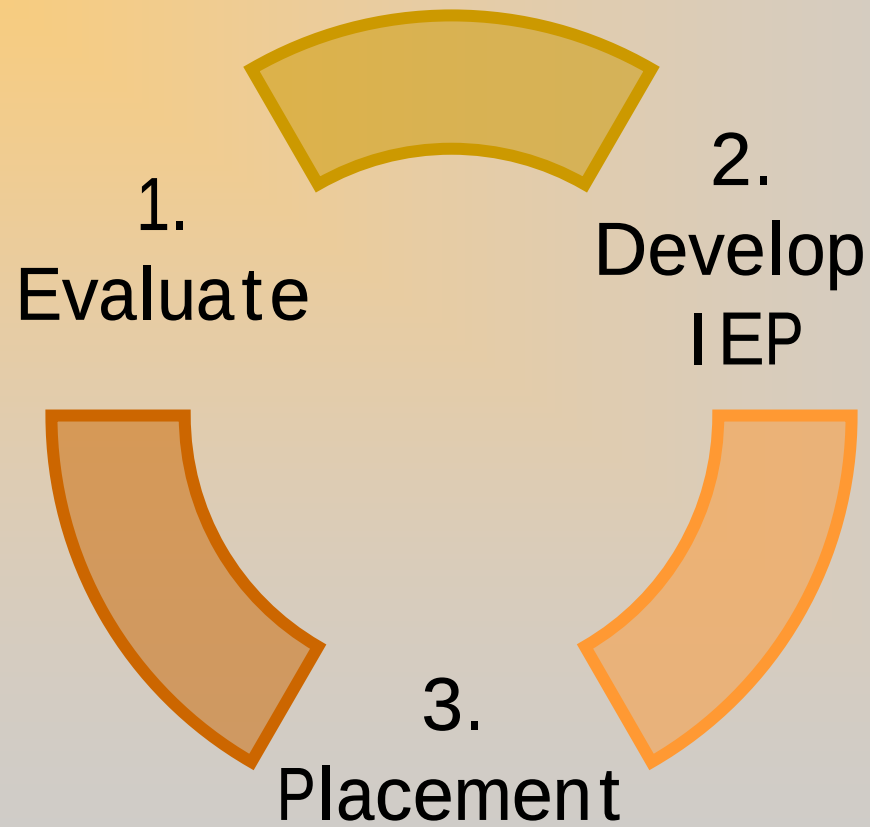
Individualized Education Program - IEP

- ★ The foundation of IDEA
- ★ Created for each child according to his or her individual needs
- ★ Details the special education and related services that the district will provide to meet those needs





IEP: Planning before placement





Placement is Individually Determined

- ★ Based on the child's IEP
- ★ Determined by the child's Planning and Placement Team (PPT)
- ★ Determined at least annually
- ★ Is as close as possible to the child's home school - the school the child would attend if he/she did not have a disability





Placement in the Least Restrictive Environment - LRE



- ★ “to the maximum extent appropriate children with disabilities ...are educated with children who are not disabled”
- ★ “Removal of children with disabilities from the regular education environment occurs only when the nature or severity of the disability is such that education in the regular class with the use of supplementary aids and services cannot be achieved satisfactorily”





Placement in the Least Restrictive Environment

- ★ Regular classroom placement is the first option the team must consider
- ★ Access to the general education curriculum is as important as placement in the regular education classroom





Defining Terms

- ★ Inclusion – the practice of providing a child with disabilities his or her education within the general education setting with accommodations and modifications as needed
- ★ Mainstreaming – the practice of providing a student with disabilities with some of his or her education in a general education classroom. This term implies that the student receives part of his or her education in a segregated setting.





Defining Terms

- ★ Reverse Mainstreaming – The practice of bringing nondisabled peers into a special education setting. Most commonly used in preschool programs due to the limited numbers of general education preschool programs in CT public schools. In order to be considered a reverse mainstreaming preschool program, there needs to be a minimum of a 50 – 50 ratio of students with and without disabilities, 100 % of the time.





Defining Terms

- ★ Accommodations – Changes the “how” of what is taught.
- ★ A change is made to the teaching or testing procedures in order to provide a student with access to information and to create an equal opportunity to demonstrate knowledge and skills.
- ★ Accommodations do NOT change the instructional level, content, or criteria for meeting a standard.



Examples of Accommodations

- ★ The student uses large print books and highlights the text.
- ★ The student is allowed additional time to complete an assignment or test.
- ★ The student uses the computer with specialized software to complete a writing assignment.





Defining Terms

- ★ Modifications – Changes the “what” we teach
- ★ A modification is a change in what a student is expected to learn and/or demonstrate.
- ★ While a student may be working on modified course content, the subject area remains the same as the rest of the class.



Examples of Modifications

- ★ The number of possible answers on a multiple choice quiz is reduced from five to two.
- ★ Students are working on labeling the states on a United States map. The student with a disability is matching the names of states to names on the U.S. map.
- ★ Students are required to write an essay on a theme in English class. The student with a disability is dictating a list of the main points of the book he listened to on audio tape.



Supplementary Aids and Services

- ★ “... aids and services, and other supports that are provided in regular education classes or other related settings ... to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate.”





Supplementary aids and services can include changes in:



- ★ Environment
- ★ Instructional strategies
- ★ Social or behavioral supports
- ★ Staff support
- ★ Assessment or testing
- ★ School wide supports





CT IEP Form and Manual

- ★ Page 8 of the IEP
- ★ Materials, Tests, Grading, Organization, Environment, Behavioral Interventions, Instructional Strategies
- ★ Page 15 of IEP Manual – Frequently Used Accommodations and Modifications





Preschool Example

- ★ Preschool children learn to use words to express emotions or feelings. At morning circle, the student is asked to express how he is feeling by pointing to a happy, sad, or mad symbol on his communication board.
- ★ Why is this important? As students mature, their involvement and success in social relationships and friendships will require an ability to communicate emotions (including boredom and frustration) in a socially acceptable manner.



Elementary Example

- ★ 3rd grade reading: students will react, elaborate and provide critical detail based on text. After listening to an audio tape of a classroom text chapter, the student will provide a verbal description of the characters in the story and the location in which the story takes place
- ★ Why is this important? In order to be more independent in the community, the student will need to provide details of settings and individuals in order to find their destination or in the event they get lost.





Middle School Example

- ★ 7th grade science: Students will compare forms of hazardous weather and their effects on humans and the land. The student will sequence pictures of hazardous weather events and what to do or where to go for protection.
- ★ Why is this important? The student will need to predict impact of weather and environment on personal activities. The student may need to follow a sequence of pictures to be a more independent employee.



High School Example

- ★ 11th grade civics/political science class: the students will explain how purposes served by the government have implications for the individual and society. The student will learn about the mayor of the town he lives in, the President of the United States, the State agency that will support him in the future, and how to vote.
- ★ Why is this important? The most effective testimony to legislators regarding funding for supports for individuals with disabilities comes from self-advocates and their family members.

IEP Planning Matrix

Form 2
Classroom Activity Analysis Worksheet



Student Name: _____

Date: _____

Classroom Information			Accommodations or Modifications?						Personal Assistance? (√ most appropriate support)										
Time	Class/Sub	Objective #	As Is?		With Accommodations?		If yes, Describe Accommodations	With Curricular Modification?		Behavioral Interventions (If yes, describe.)	External Support (adapt materials)	In-Class Support (support provided inside the general education classroom)						Specialized Support (outside the gen ed class)	
			YES	NO	YES	NO		YES	NO			Peer	Paraprofessional	Special Education Teacher SF CT		Spec Populations Teacher SF CT			Speech/Language Pathologist

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Accommodation: A change made to HOW content is taught and/or learning is assessed in order to provide a student with access to information and to create an equal opportunity to demonstrate knowledge and skills.

Modification: A change in what the student is expected to learn and/or demonstrate.

Co-Teacher (CT): A formal, year-long or semester-long commitment between a general education teacher and a special populations teacher to jointly plan, deliver, and assess instruction for all students in the general education class. (WHO? Certified and/or licensed personnel partnered with the general education teachers)

Support Facilitator (SF): An individual who provides a variety of supports, either to students and/or to the general education teacher, which meets the needs identified through collaborative planning. (WHO? Certified special populations teachers; licensed personnel, such as OT, PT, speech, etc.; paraprofessionals)

Behavior Interventions that apply across the school day (if any).



P.J. et al v. State of CT et al Settlement Agreement

- ★ Federal class action lawsuit filed in 1991 – settled in May 2002
- ★ Class membership: school age students with mental retardation or intellectual disabilities who are not educated in regular education classrooms
- ★ Everything in the Settlement Agreement is supported by IDEA





5 Goals of the Settlement Agreement

- ★ Regular class placement: increase the number of students with ID in regular class placement – defined as 80% or more of the school day
- ★ Time with nondisabled peers: increase the amount of time students with ID spend with nondisabled peers





Goals of the Settlement Agreement



★ Increase in the percent of students with ID who attend their home school



★ Increase in the percent of students with ID who participate in extracurricular activities



★ Reduction in the disparate identification based on race, ethnicity, and gender



Fears Parents Express about Regular Class Placement

- ★ What fears do you think parents have?
- ★ Safety
- ★ Needs not being met – IEP not implemented
- ★ Bullying
- ★ Life skills
- ★ Behavioral issues
- ★ Friendships and social relationships



How to Address Fears

- ★ Articulate your concerns
- ★ Supports and services on the IEP
- ★ Request a PPT meeting
- ★ Parent and team conferences or team meetings
- ★ Consider a Futures Planning Tool such as MAPS or PATH





Resources

- ★ Parent Support Organizations – brochure (Helpful Connecticut Resources for Families)
- ★ 1:1 support for class members from CT ARC
- ★ Student Technical Assistance Response Team (STAR Team)
- ★ District training by SERC
- ★ Coaches Academy
- ★ District monitoring by SDE
- ★ Resource Directory of Specialists