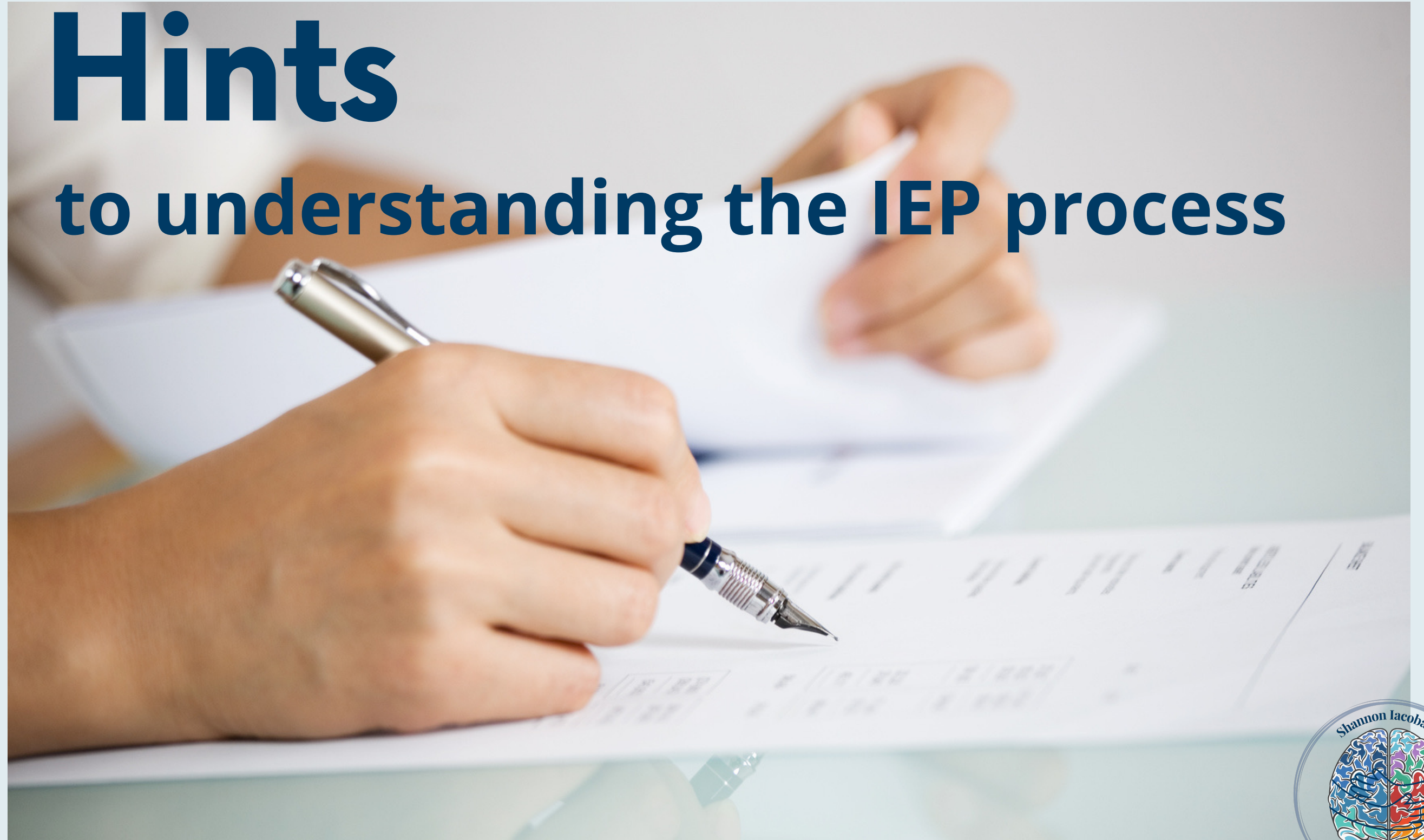


Special Education:

Helpful Hints

to understanding the IEP process



Who Am I?

- MS Psychology
- FASD Specialist
- Certified Facilitator of the FASCETS Neurobehavioral Model
- FASCETS Board Chair
- Master IEP Coach®
- FASD Specialist
- California FASDNow! Alliance member
- FASD Collaborative
- FASD & The IEP CoalitionMember



What is FAPE?

FAPE stands for a free and appropriate public education





Who is entitled to FAPE?



US Department of Education

All qualified persons with disabilities within the jurisdiction of a school district are entitled to a free appropriate public education. The ED Section 504 regulation defines a person with a disability as "any person who:

1. has a physical or mental impairment which substantially limits one or more major life activities,
2. has a record of such an impairment,
3. is regarded as having such an impairment."

What is "appropriate?"

Appropriate does not mean the best

Education services designed to meet the individual education needs of students with disabilities **as adequately as** the needs of nondisabled students are met



-US Department of Education



What is "appropriate?"

- Students with disabilities must be educated with non-disabled students to the maximum extent appropriate.
- Students with disabilities must participate with non-disabled students in both academic and nonacademic services, **including** meals, recess, and physical education to the maximum extent appropriate to their individual.
- Evaluation and placement decisions must be made in accord with appropriate procedures.

-US Department of Education



IEP vs 504

What's the difference?



IEP

- A blueprint for a child's special education experience at school.
- Provides **individualized special education and related services** to meet a child's unique needs.
- The Individuals with Disabilities Education Act (IDEA)
- This is a federal **special education** law for children with disabilities.
- The child must have **one of the 13 eligible** disabilities, and it must affect the child's educational performance and/or ability to learn and benefit from the general education curriculum. The child must need **specialized instruction** to make progress in school.

504

- A blueprint for how a school will provide support and remove barriers at school for a student with a disability.
- Provides services and **changes to the learning environment** to enable students to learn alongside their peers
- Section 504 of the Rehabilitation Act of 1973
- This is a federal **civil rights** law to stop discrimination against people with disabilities.
- Child can have **any** disability and it must interfere with the child's ability to learn in a **general education classroom**.

Understood, 2022





Eligibility

**In most states FASD is not an automatic
qualifier for IEP eligibility**

IDEA

To prepare the child for
further education,
employment, and
independent living
(College, Career, & Life
readiness)



A Reactive Document

The IEP is for what is needed now for the student. It is not **created** for what may be needed in the future, but goals can be written to aid in future outcomes.



A Fluid Document

Changes can be made to the IEP at any time. A full IEP team meeting is not always required for changes to be made.





Tips for Parents / Caregivers

How you can change the narrative





Be prepared

- Parent Input statement/concerns -have it as part of the IEP/file
- Write down your child's strengths
- Ask for a draft IEP prior to the meeting
- Read the draft IEP and write down your questions before the meeting
- Write down your ideas of accommodations/supports you think may help your child
- All communication in writing



Parent Input Statements

- Child Strengths
- Parent Concerns
- Parent Requests



Be collaborative

- Ask questions
- Areas of concern will not all be fixed in one day or one meeting, pick your top 3
- Remember FAPE is not "the best" but "appropriate"
- Maximum of 8 goals for the student to work on. More goals can be too difficult for both student and teacher





Bring support

- Can be an advocate, coach, friend, therapist, etc.
- Can help with emotional support
- Can help with note-taking
- Can help with reminding us of our goals
- Can help with extra eyes and ears at the table

Types of Accommodations

Examples

- Time on assignments/tests
- Homework
- Assistive technology
- Teacher notes
- Break down tasks
- Manipulatives
- Audio testing
- Concept understanding
- Oral testing/assignments
- Provide visuals
- Front-load changes
- Supervision



Accommodation Wording Examples

Strategies related to instruction/grading

Present one task/direction at a time: chunk assignments into smaller tasks (i.e. instead of asking the student to write a 5-paragraph essay, ask him to write the hook and introductory/thesis sentence, check in to ensure the task is completed, then ask him to write the topic sentence of his first paragraph and the first supporting detail, check-in, give the next task); verbal, written, visual instructions when possible



Accommodation Wording Examples

Strategies related to instruction/grading

- Instructions repeated/rephrased: have the student restate in his own words
- Check for understanding: frequent check-ins using open-ended or forced choice questions (i.e. "What did the character ask?" "Did the character ask this or that?")
- Extended time to complete assignments: time and a half for all writing and math assignments/assessments as needed or agreed upon between teachers and student; only completed classwork will be graded
- Access to separate study area for math or writing assignments/assessments





Goal examples

- Academic
- Adaptive
- Vocational
- Social-emotional
- Communication
- Transitional
- Behavioral
- Motor Skills

Sample Goal Wording Examples

Writing Goal #1:

By September 7, 2024, after reading an instructional-level informational text and given an informative writing prompt and a writing checklist, the student will use the text to write an organized paragraph with an introductory sentence, 4 sentences with facts about the informational topic, and a concluding sentence on 3 out of 4 progress monitoring assessments.



Sample Goal Wording Examples

- *Objective #1:* By November 2023, after reading an independent-level informational text and given an informative writing prompt, a paragraph template, sentence starters, explicit teacher modeling, and guiding prompts, the student will use the text to write, dictate, or voice-type an organized paragraph with an introductory sentence, 3 sentences with facts about the informational topic, and a concluding sentence, within the template on 3 out of 4 progress monitoring assessments.



Sample Goal Wording Examples

Objective #2: By March 2024, after reading an instructional-level informational text and given an informative writing prompt, a paragraph template, sentence starters, and guiding prompts, the student will use the text to write, dictate, or voice-type an organized paragraph with an introductory sentence, 4 sentences with facts about the informational topic, and a concluding sentence, within the template on 3 out of 4 progress monitoring assessments.





Student Involvement

If appropriate, have the child participate in the meeting, at least in the beginning to have their voice heard. They can share what is working and what is not and what they may need.



Safety Planning

Be sure to discuss a safety plan and have it documented in the IEP what steps are to be taken should the need arise





Transition Planning

Transition planning is essential for changes to new schools (Elementary/Middle School/High School) and post High School. Post-high school planning should begin in middle school.



A BOOK ABOUT



Dear Teacher,
**WHAT I WANT
YOU TO KNOW**

ABOUT ME

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Shannon Iacobacci
www.EmbracingTheBrain.com
Shannon@EmbracingTheBrain.com



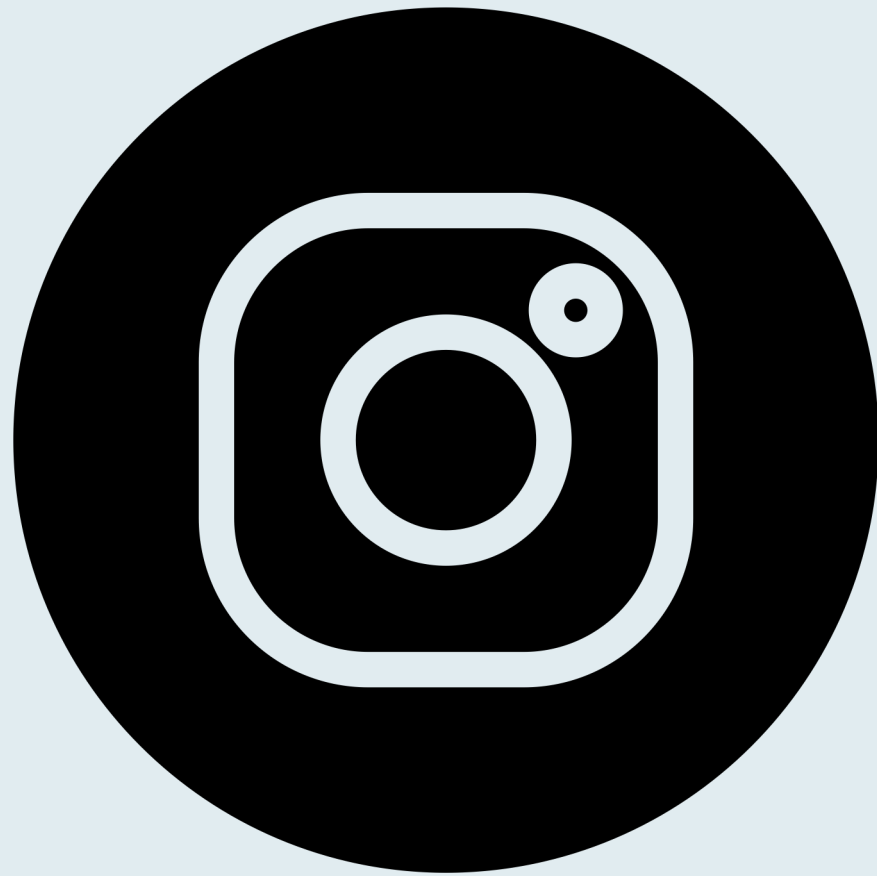
Questions?





Shannon@EmbracingTheBrain.com
EmbracingTheBrain.com

Additional ways to connect with me



[Instagram.com/Shannon.Iacobacci](https://www.instagram.com/Shannon.Iacobacci)



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