

Who are the “at risk” students?

- Students with Disabilities
  - Categories/Labels
  - Language/Acronyms
  - Modifications & Accommodations
  - Assessment
  
- Identifying students considered “at risk.”
  - Strategies
  - R.T.I.
  - D.I.B.E.L.S.
  - AIMSWEB
  - I.Q.
  - Discrepancy/achievement
  - Progress Monitoring
  
- Modifying instruction
  - DOK (Webb)
  - GLCEs
  - EGLCEs
  - Goals & Objectives in an IEP

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## Historical Perspective & Legislation Related to *SPECIAL EDUCATION*

**Prior to 1975 little or no services for students with disabilities. Students with “more severe” disabilities were often institutionalized or simply stayed home. Students with mild disabilities were placed in the general education classroom with little or no services.**

**PL 94-142 (also known as Education for Handicapped Children Act)** First piece of legislation passed to provide a Free Appropriate Public Education.

Signed **1975**

**(PL 94-142)**

1. FAPE
2. IEP
3. Parent Input
4. LRE
5. Test cannot discriminate
6. Due Process
7. Some \$

PL 94-142 requires school districts to invite parents to be part of a team that will develop an educational program or plan. This plan is the **Individualized Educational Program/Plan (IEP)**.

This IEP requires the IEPT (IEP TEAM) to place the student in the **Least Restrictive Environment (LRE)**.

F.Y.I.

You can expect 10 – 12% of the students in your classroom to have special needs.

**MOST** students with disabilities/special needs are placed in the **GENERAL EDUCATION** setting.

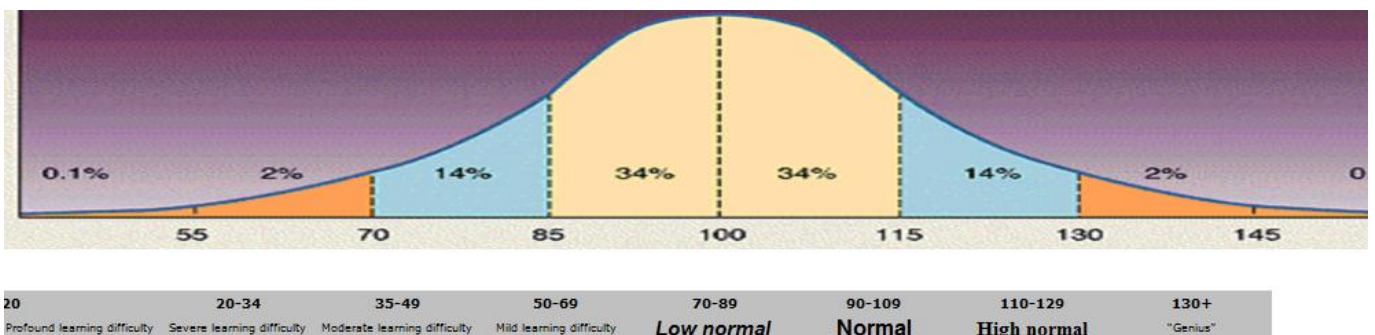
Largest special education category is Learning Disabled **(52%)**

We will be discussing: students with disabilities, Culturally and linguistically diverse, Gifted and Talented, and Students who are At-Risk for failure.

If a student is labeled “Learning Disabled” (LD), He/She must have at least **average intelligence**.

“Average” range is 70-130

- 50 – 69 Mild Cognitive Impairment
- 35 – 49 Moderate Cognitive Impairment
- 20 – 34 Severe Cognitive Impairment
- 20 and below – Profound Cognitive Impairment



Discrepancy Formula – Discussion Re: I.Q. and Achievement

R.T.I. – Replaces “wait and fail” Model.....or does it?

If a student is labeled C.I. (cognitively impaired) they must have a deficit in what two areas? **I. Q.** and **adaptive behavior** (discuss this model)

**What is adaptive behavior? The ability to make day-to-day common sense decisions AND the ability to adapt to various social situations. Assessments of Adaptive behavior discussed: Vineland, AAMR Adaptive Behavior Scales.**

### **What is adaptive behavior?**

Adaptive behavior refers to the skills that people need to function independently at home, at school, and in the community. Adaptive behavior skills include:

- **Communication and social skills** (interacting and communicating with other people)
  - **Independent living skills** (shopping, budgeting, and cleaning)
  - **Personal care skills** (eating, dressing, and grooming)
  - **Employment/work skills** (following directions, completing tasks, and getting to work on time)
  - **Practical academics** (reading, computation, and telling time)
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Ancillary Services include: **School Social Worker (SSW), School Psychologist, Speech and Language Pathologist, Physical Therapist, Occupational Therapist, Teacher Consultant.**

**What school official does testing on students to determine eligibility for special education services? **School Psychologist** – but they need WRITTEN parental permission!**

**How often does the IEP get reviewed? Reviewed **ANNUALLY – EVALUATED every three years (new Michigan law permits parents to waive testing)****

AI	Autistic Impaired
EI	Emotionally Impaired
EMI	Educationally Mentally Impaired
TMI	Trainable Mentally Impaired
SMI	Severely Mentally Impaired
SXI	Severely Multiply Impaired
LRE	Least Restrictive Environment
POHI	Physical or Otherwise Health Impaired
*CI	Cognitively Impaired – New “Label” in Michigan, covers ALL mental impairments
VI	Visually Impaired
PLEP	Present Level of Educational Performance
CBI	Community Based Instruction
ITP	Individualized Transition Plan
*OHI	Otherwise Health Impaired – New “Label” in Michigan covers “health” impairments
IEPT	Individualized Educational Planning TEAM
G & T	Gifted and Talented
STO	Short Term Objectives
ADHD	Attention Deficit Hyperactivity Disorder
CP	Cerebral Palsy
*IDEA-97	Individuals with Disabilities Educational Act – re-authorized –
IDEA – 2004	CURRENT Legislation
*EHA PL-94142	Education for Handicapped Children Act –PL 94-142 FIRST PIECE of Legislation sp. Ed.
LD	Learning Disabled
PI	Physically Impaired
504	Section 504 of Voc. Rehab. Act 1973 – Civil Rights Legislation for handicapped
TBI	Traumatic Brain Injury
*ADA	Americans with Disabilities Act 1990 – Ramps, Bathroom stalls, doorways – ACCESS
AG	Annual Goal