

# INTRODUCTION TO SPECIAL EDUCATION: IMPLICATIONS FOR COLLEGE PLANNING

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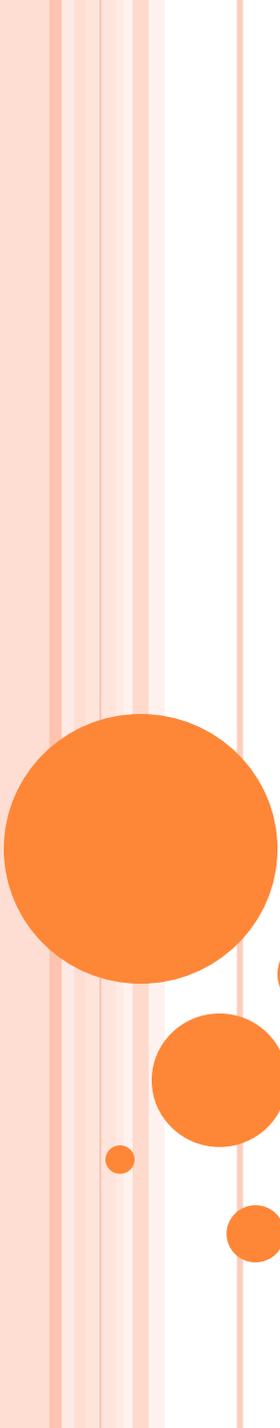
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# WHAT IS SPECIAL EDUCATION

- Special education is a broad term used to by the law to describe specially designed instruction that meets the unique needs of a child who has a disability. These services are provided by the public school system and are free of charge.





**SPECIAL EDUCATION IS A  
SERVICE NOT A PLACE**

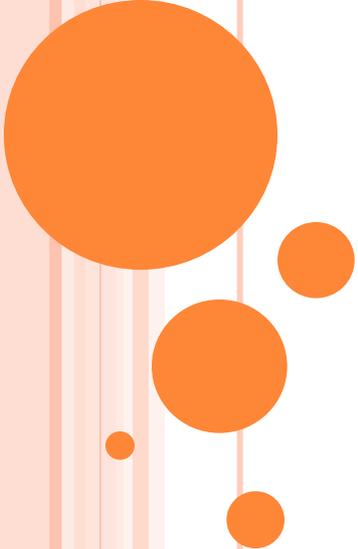
- In order for the IEP team to **QUALIFY** a child for services, they must be found to have one of the 13 categories of special education and it must **adversely affect their educational performance.**
- Approximately 13% of the Gear Up populations qualifies for special education



# WHAT IS THE GOAL OF SPECIAL EDUCATION

- Special education makes it possible for your child to achieve academic success in the least restrictive environment despite their disability.





**STUDENT FAILURE IS  
INSTRUCTIONAL FAILURE**

**What does that mean to you?**

# SOME IDEA BASICS

- Part B have 5 major components
  - Evaluation and Identification
  - IEP and Related Services
  - Placement
  - Funding
  - Procedural safeguards



## SOME UPDATES FROM 1997 AND 2004

- Ensuring access to general education
- Emphasis on access to scientifically based interventions
- Improving outcomes as well as access
- Eliminated short term objectives (benchmarks) for the majority of students
- Allow some states to experiment with multi-year IEPs



# CONSIDERING DIFFERENT SERVICES AND SUPPORTS

- What does the student need?
- Have they had access to high quality, evidence based general education services (Tier 1)?
- All students are general education students first



# SECONDARY TRANSITION

- By the time the student turns 16, the IEP must include:
  - “Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training or education, employment, and, where appropriate, independent living skills; and
  - Transition services, including courses of study needed to assist the student in reaching those goals.”



# TRANSITION ASSESSMENT

- Sources of assessment information include, but are not limited to, the following:
  - Formal interest/aptitude tests and/or surveys,
  - Quarterly or semester grades throughout high school,
  - Current psychological assessment data indicating areas of strength and weakness,
  - College entrance exam scores (if applying to 4-year colleges),





# TRANSITION ASSESSMENT – SOURCES (CONT.)

- Informal interviews with the student,
  - Student completion of interest inventories,
  - Questionnaires to establish student interests and preferences,
  - Functional vocational evaluations,
  - Interviews with the family, and
  - Student observations.
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# SECONDARY TRANSITION RESOURCES

- **Center for Change in Transition Services:**

[www.seattleu.edu/ccts/](http://www.seattleu.edu/ccts/)

- **National Secondary Transition Technical Assistance Center (NSTTAC):**

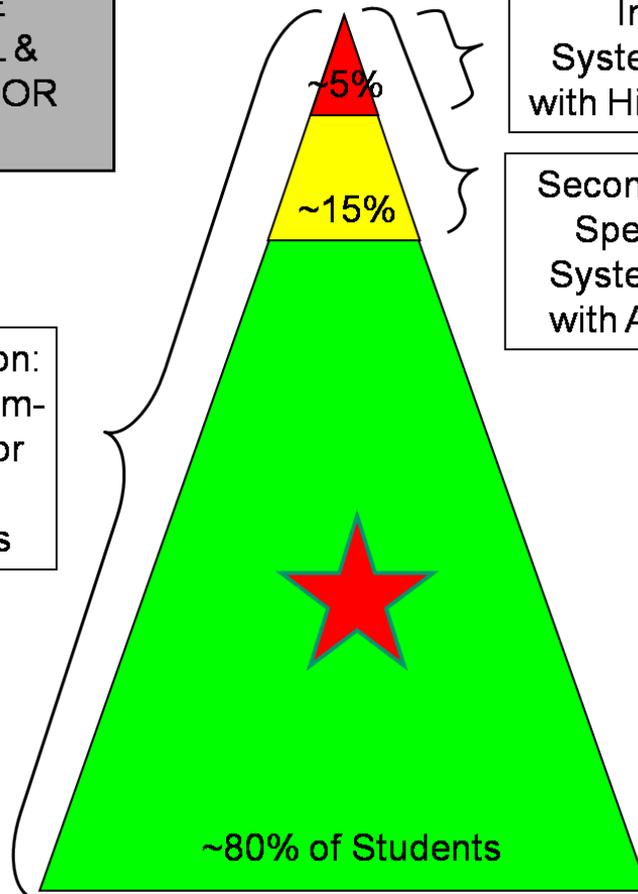
[www.nsttac.org](http://www.nsttac.org)



# The Pyramid: A Three-Tiered Approach

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

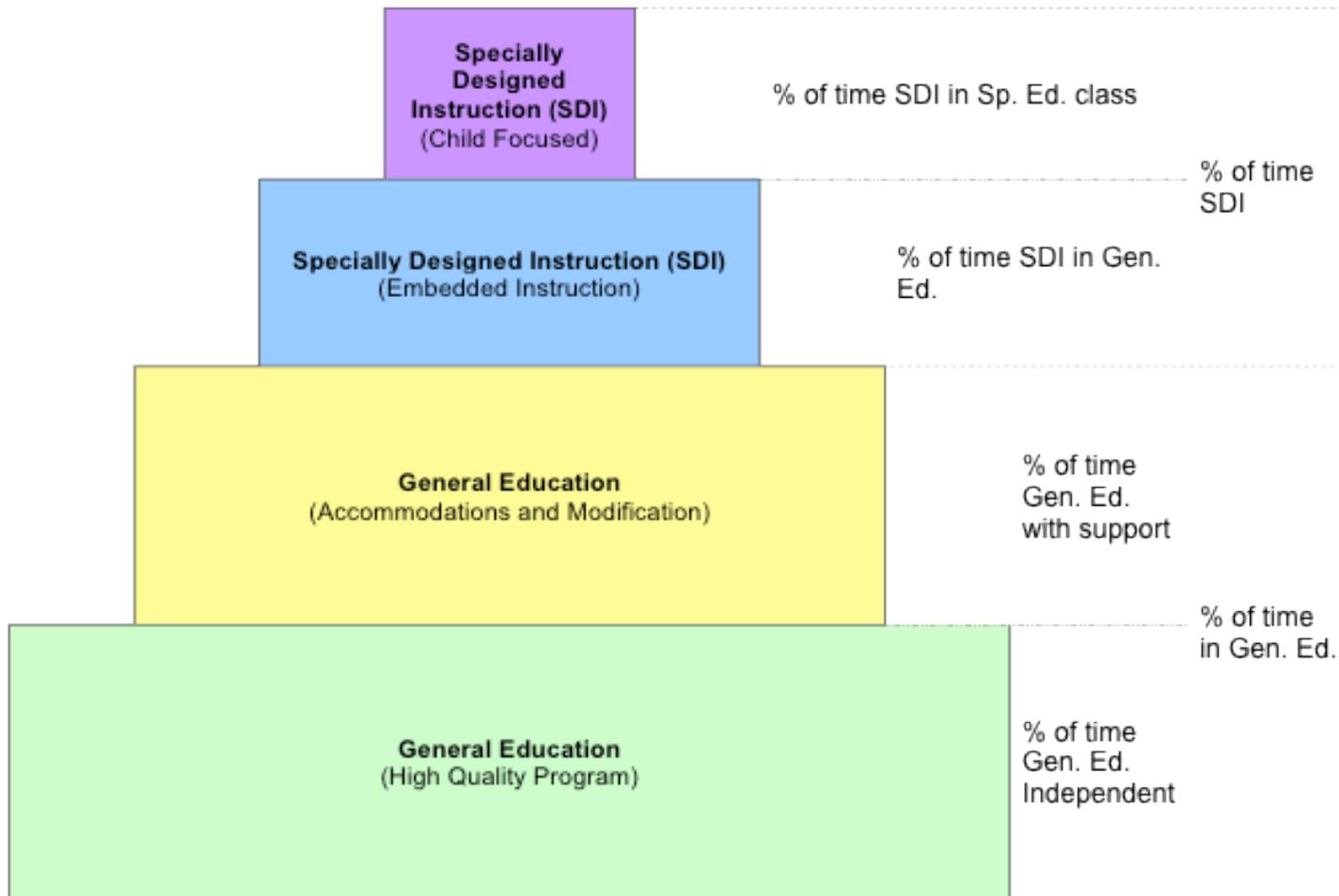
Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings



Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

# BUILDING BLOCKS OF SPECIALLY DESIGNED INSTRUCTION (SDI)



# GENERAL EDUCATION

- **General Education**
- What percentage of time could the student be successful with the general education curriculum and environment?
- Goals: Grade Level Expectations
- Type of Instruction: Group/general Education
- Evaluation: Same as all general education students



# ACCOMMODATIONS & MODIFICATIONS

- What percentage of time could the student be successful in the general education environment with accommodations and modifications?
- Teachers and other members of the team make modifications to activities, routines, and learning areas in order to include children with special needs, enhance their participation and provide access to the general education curriculum
- Goals: Grade Level Expectations
- Type of Instruction: Group/general Education
- Evaluation: Same as all general education students



# EMBEDDED INSTRUCTION (SDI)

- What percentage of time could the student be successful with IEP goals embedded into ongoing activities in the general education environment?
- Teachers create short teaching episodes within ongoing classroom activities and routines.
- Goals: IEP Goals and Objectives
- Type of Instruction: Embedded/Special Education/Individualized
- Evaluation: Based on IEP



## CHILD-FOCUSED (SDI)

- What percentage of time could does the student require individualized instruction in an environment outside the general education classroom in order to make progress on IEP goals?
- Used when children need the most specialized instruction to make progress on a targeted goal
- Goals: IEP Goals and Objectives
- Type of Instruction: Special Education/Individualized
- Evaluation: Based on IEP



# SDI IN EXECUTIVE FUNCTION MIGHT INCLUDE

- • Demonstrate situational awareness
- • Predict possible outcomes and Recall past experiences
- • Generate a plan to achieve that outcome (even if it is a novel event)
- • Initiate appropriate actions and or responses to situations



- Monitor in an ongoing manner the success or failure of one's behavior (planned vs. actual)
- Modify performance based on self monitoring and situational awareness of expected and unexpected outcomes
- Shift flexibly between activities
  
- Teaching Strategies:
  - Plan-do-review
  - Get ready-doing-done
  - First-then



# WHAT CAN GEAR UP DO FOR STUDENTS WITH DISABILITIES

- Reach out to students with disabilities and their parents to include them
- Become a member of the student's transition team
- Encourage the IEP team to focus on self advocacy, executive function, and independence



QUESTIONS?

