SOUTH CAROLINA
STATE DEPARTMENT
OF EDUCATION

Fall 2011 Special Education Administrators Conference

September 29 – 30, 2011

Brookland Conference Center

Thursday, September 29, 2011

This morning's breakfast is provided by the SC Council of Administrators of Special Education (CASE)

and

Voyager Learning

We'd like to thank our administrative staff in planning of 2011 Fall Administrators Conference

Marlene Sellars, B'Evelyn Jackson,

Brenda Turner, Daine Boyd,

Amelia Bouknight, Trishun Milhouse, and Becky Rush

SOUTH CAROLINA
STATE DEPARTMENT
OF EDUCATION

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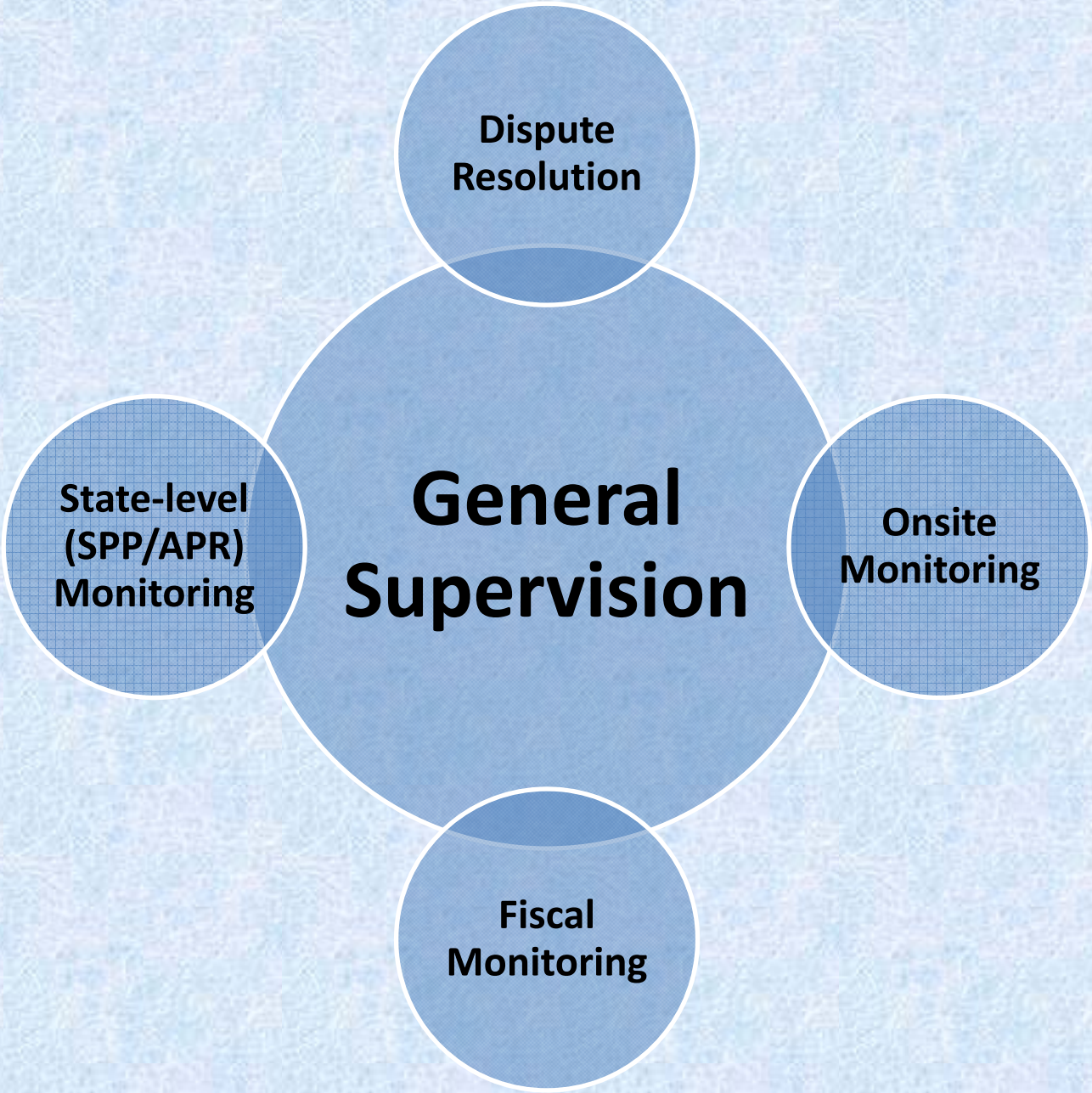
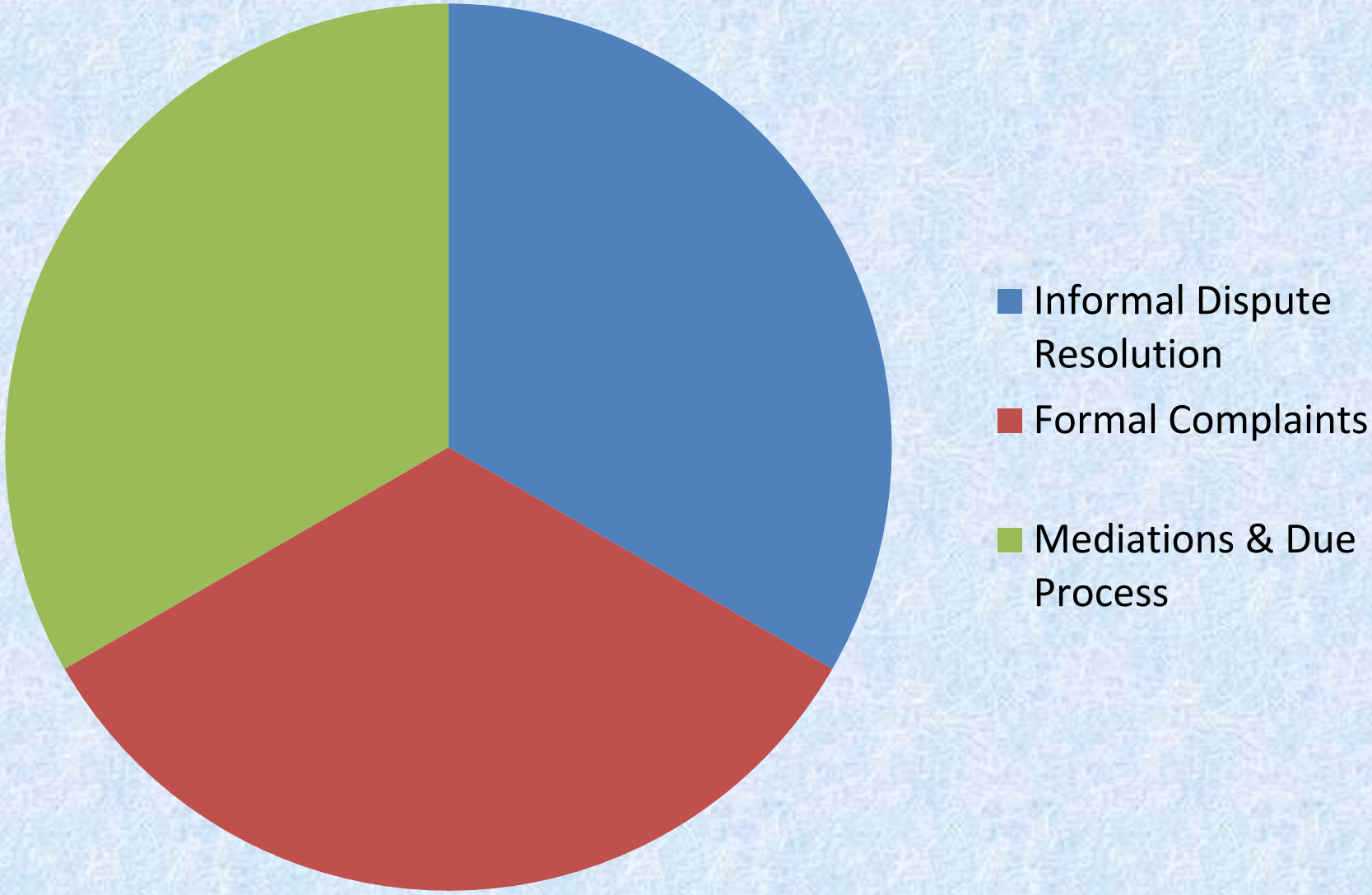
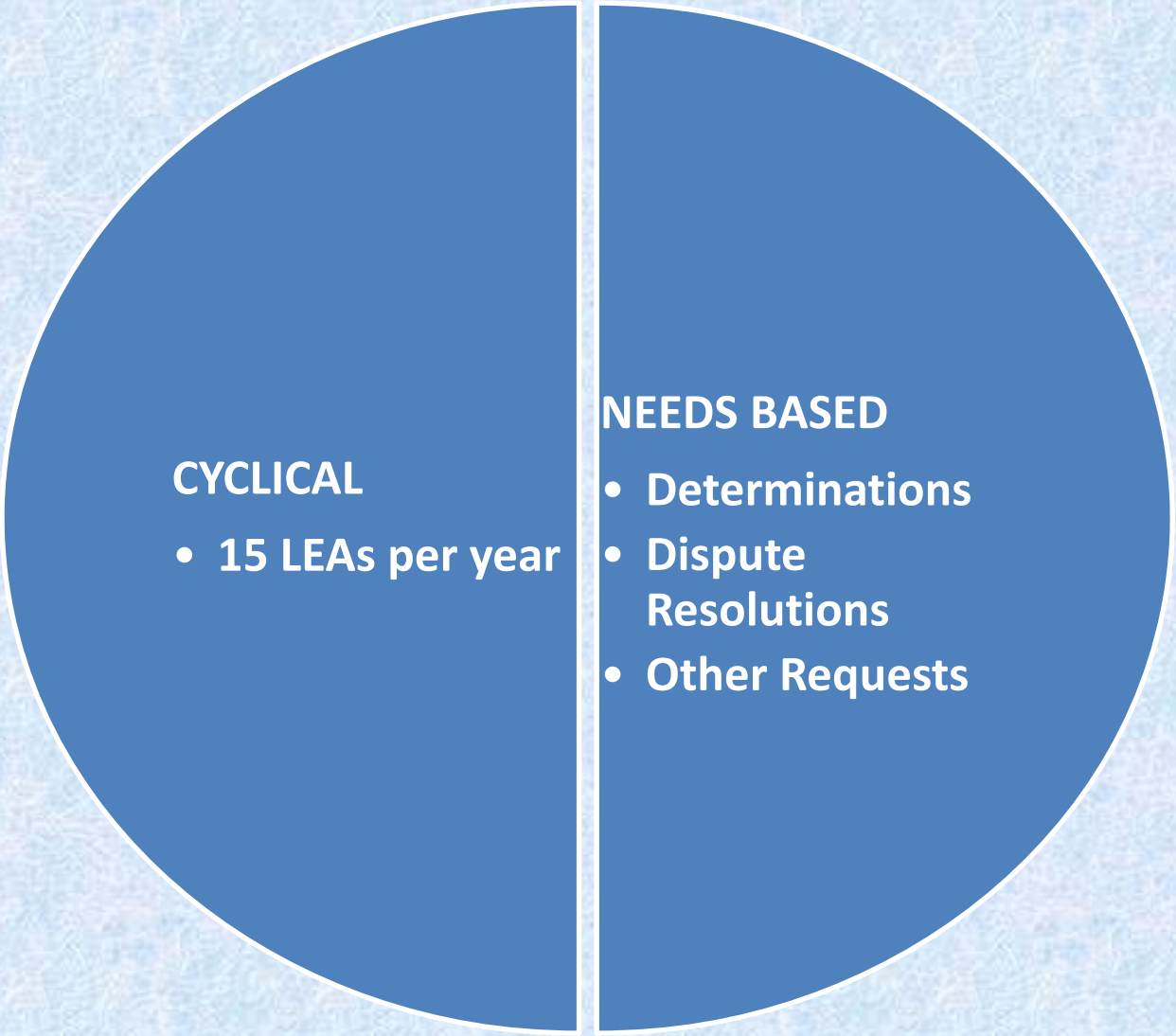
GENERAL SUPERVISION OVERVIEW


Dispute Resolution
State-level (SPP/APR) Monitoring
General Supervision
Onsite Monitoring
Fiscal Monitoring

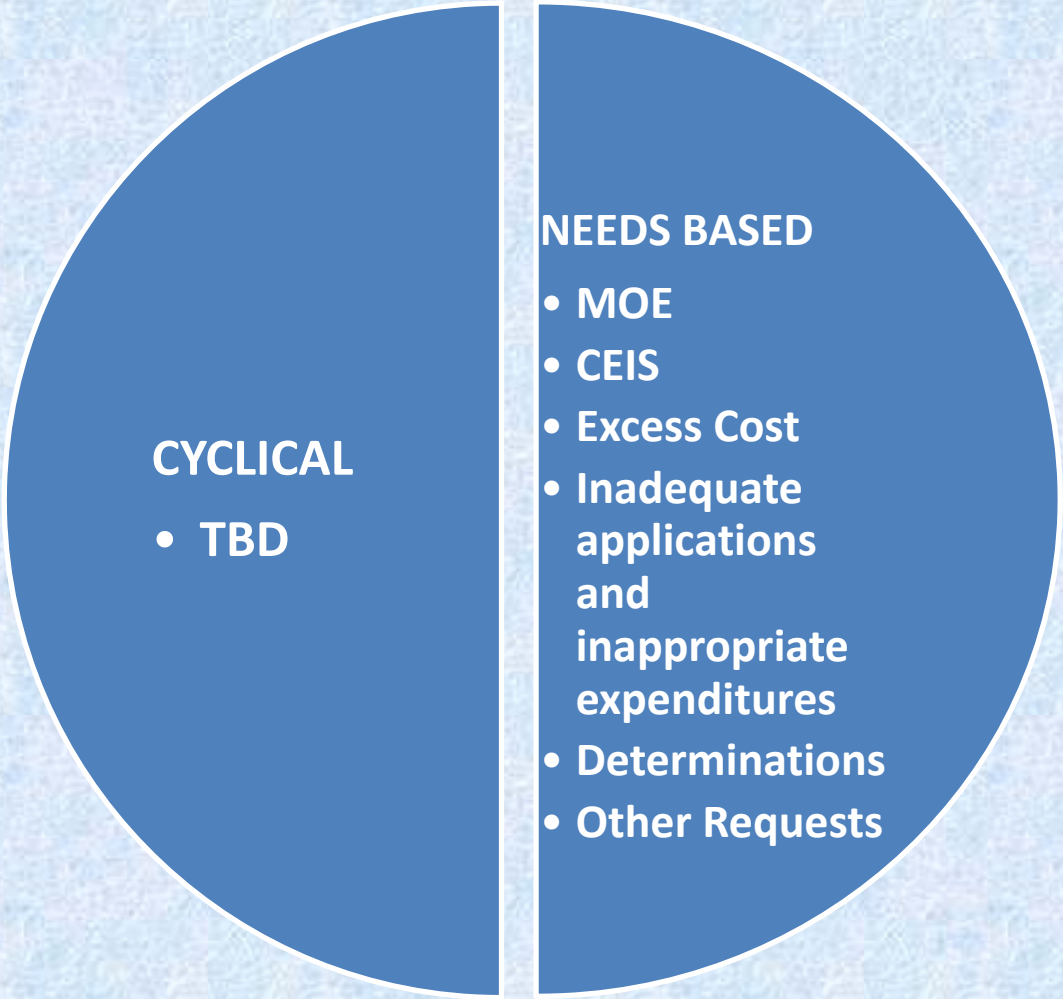
Dispute Resolution Systems



Onsite Monitoring



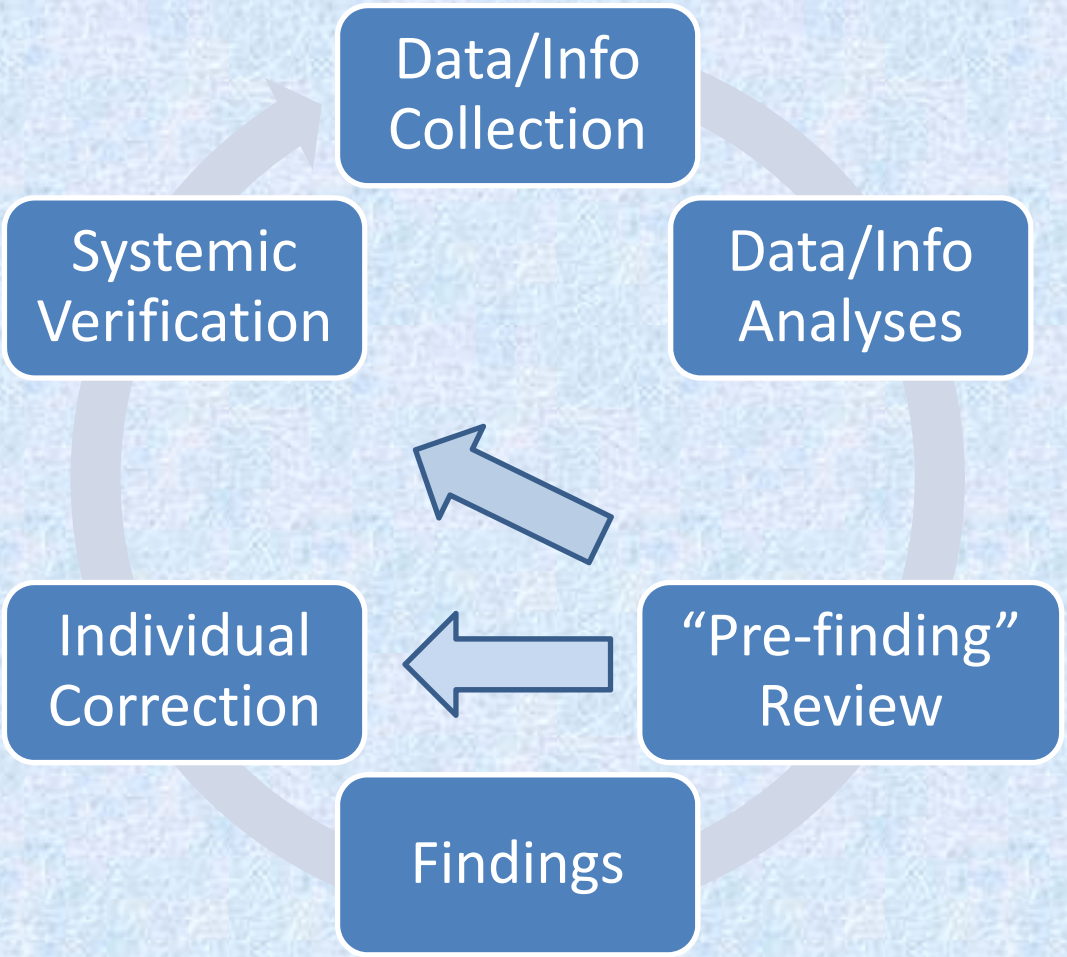
Fiscal Monitoring



State-Level Monitoring

- IDENTIFICATION (Indicators 9, 10)
- EVALUATION (Indicator 11)
- C to B TRANSITION (Indicator 12)
- SECONDARY TRANSITION (Indicator 13)
- DISCIPLINE (Indicator 4)
- ASSESSMENT (Indicator 3)
- TIMELY & ACCURATE DATA SUBMISSIONS
- COORDINATED EARLY INTERVENING SERVICES

OSEP MEMO 09-02



OSEP Memo 09-02

INDIVIDUAL CORRECTION

- Ensure that each child received the appropriate service, although late (11, 12, & 13) OR inappropriately (4A, 4B, 9, 10, & 13)
- Determine whether or not there was a basic denial of an IDEA right

SYSTEMIC VERIFICATION

- Ensure LEA is correctly implementing the regulatory requirements (based upon subsequent, more recent data collected)
- Ensure that the LEA has corrected any noncompliant policies, procedures, and/or practices
- Ensure that root causes have been identified & addressed

Indicator 4B – Discipline by Race/Ethnicity

- The number and percentage of districts with significant discrepancies in the rates of long-term suspensions/expulsions of students with IEPs due to noncompliant policies, procedures, and practices.
- SC was informed in July 2011 that the calculation methods developed and submitted in the FFY 2009 SPP/APR did not comply with their interpretation of comparing these rates against students with IEPs among districts.

Indicator 4B – Discipline by Race/Ethnicity

- In August 2011, OEC attended targeted workshops on Indicator 4B and gleaned better clarification with the course of action required.
- In August 2011, OEC recalculated the FFY2009 data and informed the new LEAs of needing to review policies, procedures, and practices.
- New calculation compares the risk for one race/ethnicity in one LEA to the risk of all SWD in all other LEAs in the state

Indicator 4A/4B

- If LEA has a relative risk > 2.50, then they have significant discrepancies for that race/ethnicity in long-term suspensions
- Must complete an Indicator 4 Self Assessment Rubric
- Must complete folder reviews on a sample of affected students
- Rubric & Folder Review Template must be submitted to OEC

Indicator 4A/4B Noncompliance

- LEA must correct each individual case (as reported on the Report Template) of noncompliance (INDIVIDUAL)
- LEA must revise/correct its policies, procedures and practices (and report such revision to the OEC) **AND**
- Review more recent folders (quarterly) to ensure that the P/P/P are correctly implemented for all students (SYSTEMIC)

Indicator 9/10

- If LEA has a weighted risk > 2.50, then they have disproportionate representation for that race/ethnicity and disability category
- Must complete an Indicator 9/10 Self Assessment Rubric
- Must complete folder reviews on previous year's initial evals & re-evals* for affected disability.
- Rubric & Folder Review Template must be submitted to OEC

Indicator 9/10 Noncompliance

- LEA must correct each individual case (as reported on the Report Template) of noncompliance (INDIVIDUAL)
- LEA must revise/correct its policies, procedures and practices (and report such revision to the OEC) **AND**
- Review more recent folders (quarterly) to ensure that the P/P/P are correctly implemented for all students (SYSTEMIC)

Indicators 11 and 12

- For FFY 11 (2011-2012), LEAs **MUST** use Date Comprehensive Eval Complete field in Excent to document 60-day timeline requirement.
- LEAs will be sent a report template documenting student-level noncompliance.
- Individual (received the right, though late, and ***determine any denial of IDEA right***) (INDIVIDUAL)
- Identify root causes and address (PICO) and conduct quarterly reviews to determine correction (SYSTEMIC)

Indicator 13

- In July 2011, OEC learned that Indicator 13 process was NOT following Memo 09-02, and had to amend the state monitoring process.
- In August 2011, OEC reviewed “updated data” to determine systemic correction.
- All individual cases of noncompliance were corrected for FFY 10 monitoring
- For any Findings, must conduct quarterly reviews of updated IEPs (SYSTEMIC)

Indicator 13 Going Forward

- OEC will be overhauling Indicator 13 State Monitoring
- Two possible options:
  - Technological solution to monitor IEPs
  - State task-force to review IEPs, and considerably shorten the process.
- OEC will discontinue LEA Self-Reporting

Assessment Monitoring

- New process for 2010-11 School Year, with refinements being made for 2011-12.
- For 2011-12, will review IEPs from sampled LEAs (same as used for Indicator 8) PLUS any new or revised LEAs/SOPs
- Will compare PASS or HSAP Data File (from test booklets) to the IEP in effect for statewide testing

Assessment Monitoring Noncompliance

- LEA must conduct record review to determine why accommodations in IEP do not match those on PASS/HSAP Data Files
- LEA must submit student-level report template to OEC (INDIVIDUAL)
- OEC will verify correction in following year by a review of data from that LEA/school (SYSTEMIC)

Indicator 8

- Abbeville
- Clarendon 2
- Dillon 4
- Dorchester 4
- Fairfield
- Greenville (each year)
- Greenwood 52
- Horry
- Lexington 2
- Lexington 3
- Richland 1
- Richland 2
- Spartanburg 1
- Spartanburg 6
- Union

Indicator 14

- Are discontinuing the “Senior Survey” as part of a data collection, as it is not regulatory and is a cost-savings
- Will be surveying students one-year after they exit high school
- ***Need assistance*** in marketing these surveys to parents and students as they leave high school
- ***Need assistance*** in ensuring that contact information is up-to-date when students exit

Determinations

- OSEP revised the process for making state determinations in Summer 2010
- OEC altered its determination process to model OSEP as closely as possible
- New determinations take more information into consideration
- Unlike OSEP, LEAs can generally calculate their determination*

5 Determination Components & Measurement for Substantial Compliance

1. Submission of timely and reliable data (>95% compliance)
2. Indicators 11, 12, and 13
   a. Standard one: >95%
   b. Standard two: >90% in one AND 95% in others
   c. Standard three: >75% in previous year, and closed the gap toward 100% by at least ½
3. Indicators 4B, 9, & 10 – NO finding of noncompliance

5 Determination Components, *cont'd*

4. Timely correction of all previously identified noncompliance within one year
   a. State-level monitoring
   b. On-site monitoring
   c. Dispute resolution
   d. Fiscal monitoring
5. No unresolved issues related to LEA being identified as a "high-risk" sub-grantee

4 Determinations Categories

- Meets Requirements: Substantial compliance to ALL five components
- Needs Assistance: Missing one or two components as long as % is >50% or 1yr for 4B, 9 or 10
- Needs Intervention: Missing three or four components OR any one category where the % is ≤50%, or 2yrs for 4B, 9, or 10
- Needs Substantial Intervention: Missing all five components OR substantial programmatic failure OR failure to provide the OEC with information needed to carry out IDEA

FFY 2009 Determinations

- "Meets Requirement" – n=64
  - Increase from 55 during FFY2009
  - 43 maintained; 17 made progress; 4 new
- "Needs Assistance" – n=25
  - Increase from 21 during FFY2009
  - 4 maintained; 6 made progress; 10 had slippage and 5 new
- "Needs Intervention" – n=5
  - Decrease from 9 during FFY2009
  - 4 made slippage; 1 maintained (now NI – 3 years)

IDEA Required 616/618 Reporting

- OEC IDEA Reporting Calendar
  - Some revisions
  - Changes for Child Count Extractions
- Fall IDEA Reporting Requirements Meetings (aka Data Meetings)
  - Four are scheduled, with two in Columbia area
  - Participants should bring their OEC Data Manuals

Public Reporting Requirements

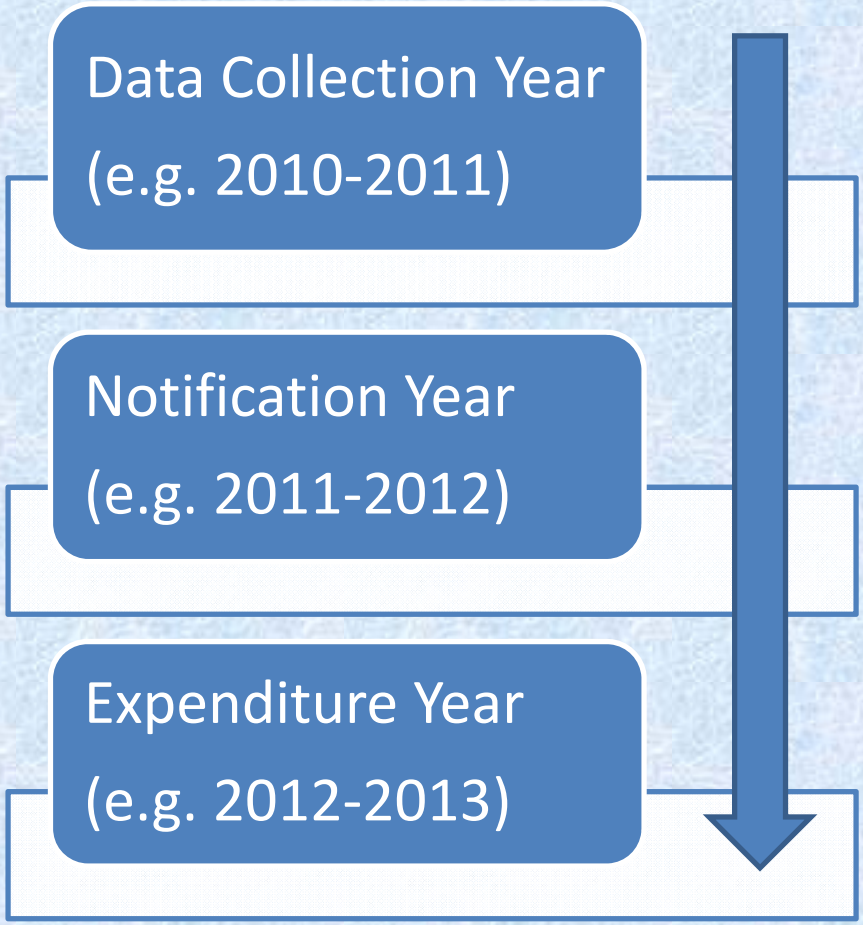
- State has not reported assessment data relative to 34 CFR § 300.160(f)
- State submitted a plan and will begin reporting new assessment data for SWD in Fall 2011
- *Participation rate & performance rate for SWD taking SC-ALT at the State, District, & School levels*
- *Participation rate of SWD taking regular assessments (PASS/HSAP) WITH and WITHOUT accommodations at State, District, & School levels*

OEC Products

- ***General Supervision Overview*** (with onsite monitoring manual)
- ***OEC Data Manual*** (with calendar and SPP/APR & Part 618 reporting requirements)
- ***OEC General Supervision Technical Manual*** (containing technical components of calculations, supporting documentation such as PICOs, self-assessments, CEIS, and CrEAG elements)
- ***OEC Fiscal Monitoring Manual***

Coordinated Early Intervening Services (CEIS)

- Changed reporting years so LEAs can be notified earlier
  - For FFY 12, will make CEIS determinations in Fall 2011 based upon previous Child Count, Environment, and Discipline (Tables 1, 3, & 5)



CEIS Changes

- Revising discipline category to align with Indicator 4 (continuum)
- Maintaining risk ratios of 4.00
- Approval for >4.00 in two of the four discipline categories examined (incidence, type (OSS), type (ISS), and total days)
- Amending CEIS Plan to require LEAs to publicly report any changes to policies or procedures

Continuum of ID, LRE, & Discipline

ID (WRR)	Null (≤ 2.50)	Disprop. Represent. (> 2.50)	Significant Disprop (>4.00)
LRE (WRR)	Null (<4.00)		Significant Disprop (>4.00)
Discipline (RRR)	Null (≤ 2.50)	Significant Discrepancy (>2.50)	Significant Disprop (>4.00)

Note: WRR – Weighted Risk Ratio; RRR – Relative Risk Ratio.

Continuous Improvement Visit

- South Carolina will receive a “Continuous Improvement Visit” for OSEP to monitor the state’s implementation and oversight of IDEA.
- OSEP staff in SC Oct. 31 – Nov. 4
- SCDE participated in 6 CrEAG conference calls providing OSEP with information to streamline their visit.
- Will review the state’s general supervision system and fiscal accountability system
- The first 3 to 3 ½ days will be devoted to monitoring components; the remaining 2 – 2 ½ days will cover the Results Event.

Results Visit

- States were required to select a “topic” that will lead to improve outcomes for children with disabilities.
- SC chose increasing achievement among students with disabilities, and closing the gap between non-disabled peers (Indicators 3A and 3C)

Results - Components

- Needs statement (SPDG)
- Working “hypothesis”
- Desired performance outcomes for selected topic
- Activities to undertake (along with strengths, weaknesses, opportunities, and barriers) to achieve results
- Long-term implementation (not just one-year)

Results for South Carolina

- Build on the work of our new SPDG – *SC Gateways*
- Builds on what we are already doing
- Is already researched based with a lot of data
- Permits us to draw upon other work and other grants
- Is timely as there is a stable and often growing achievement gap (~40-50%)

Michelle Bishop
Coordinator
Office of Exceptional Children

ONSITE MONITORING

- The process is designed to identify noncompliance and assess LEA progress toward improving educational results and functional outcomes for all students with disabilities.
- Onsite compliance monitoring also allows the SCDE to determine if the LEA's implemented strategies have resulted in qualitative and quantitative improvements, and to formulate specific, tailored actions if improved outcomes have not been achieved.

How are LEAs Selected?

- LEAs will be selected for an onsite compliance monitoring events based on the consideration and evaluation of three factors:
  - LEA Determinations (targeted LEAs with poor determinations)
  - Cyclical Monitoring (annual stratified, representative random selection of LEAs)
  - Other issues needing verification (specific LEAs as identified)

Notification

- LEA superintendents and special education directors will be notified by letter and electronic mail of the scheduled monitoring event.
- If the LEA is added later in the cycle, notification will be given ASAP after the determination of the need for a visit.

Pre-visit Documents

- List of teachers that include their assigned school, program model, and categories of disability
- Sample Prior Written Notice (PWN) form
- LEA handbook including discipline procedures
- Documentation of implementation of child find procedures,
- A copy of the LEA's parent handbook or listing of parental rights (whatever is used as the full explanation of parental rights)
- Confidentiality/Records access procedures
- LEA Special Education Policies and Procedures, if exists, including
  - Sample surrogate parent procedures
  - Discipline procedures
  - Procedures for transition from BabyNet to preschool

Onsite Event

Monitoring Component	*Data/Information/Participants Needed*
Record Reviews:	• Student files (pre-selected) • Student information included in Excent/PowerSchool
Staff Interviews:	• Administrators • Special education coordinator(s) • Special education teachers • General education teachers • Related service providers
Student and Family Interviews:	• Parents • Students at middle and high school(s) • Students at elementary school(s) (optional)

Findings and Report

Thirty calendar days following the onsite event, the OEC will notify the LEA of any findings of noncompliance identified during the onsite monitoring event. Attached to the Letter of Findings will be a detailed Monitoring Report that will specifically outline student and LEA level noncompliance. The Monitoring Report will also delineate student and LEA level corrective actions necessary to correct identified noncompliance.

LEAs must correct the noncompliance as soon as possible but in no case later than one year.

ONE YEAR

PICO

- When systemic findings are identified, the LEA must develop or amend the PICO to address.
- The PICO must be submitted within 20 business days of notification of the finding(s).

Correction of Noncompliance

- After the LEA has corrected the student-level and LEA-level noncompliance, the OEC will verify the correction of noncompliance. For student-level noncompliance, the OEC may review all student files found to be noncompliant or may select a sample of the original student files reviewed to verify the correction of the noncompliance.
- For LEA-level noncompliance, the OEC will review additional updated files to verify that the LEA is correctly implementing the requirements or the regulations for both the student-level and LEA-level noncompliance found.

Closure

- After the SCDE has verified the correction of the noncompliance, the OEC will inform the LEA in writing that the finding(s) of noncompliance are closed. LEAs should continue to conduct record review activities to identify any areas of need that may arise before future OEC monitoring activities.
- Longstanding noncompliance extending beyond the one-year correction period will result in additional enforcement actions by the OEC and will affect the LEA's annual determination. Likewise, the LEA's timely correction of noncompliance will also be considered in the LEA's annual determination.

Who for 2011-12?

- Allendale 9/8/2011
- Jasper 9/15/2011
- Spartanburg 4 9/27/2011
- Spartanburg 5 10/5 & 6 /2011
- Anderson 4 10/19/2011
- Cherokee 11/9/2011
- Calhoun 11/16/2011
- Saluda 11/30/2011
- Orangeburg 3 12/15/2011
- Orangeburg 4 12/8/2011
- Newberry 1/10 & 11 /2012
- Lexington 1 1/23 & 24/2012
- Laurens 56 2/9/2012
- Charleston 2/20 & 21/2012
- York 2/29/2012
- SCSDB 3/14/2012

BREAK

Eligibility Criteria and Other Updates

- Special Education Regulation 43-243 under review
  - Child count date
  - Consistency in language used for upper age range
  - Change mental disabilities to intellectual disabilities
  - Align with new eligibility criteria

Marlene Metts, Director, Office of Exceptional Children

Policies and Procedures

- Review of Comments
- Changes made based on comments
  - Timeline for eligibility meeting—15 *business* days
  - Review of language regarding upper age range

Eligibility Criteria/SEED

- Eligibility Criteria became effective September 23, 2011
- Overview of the regulation and the Standards for Evaluation and Eligibility Determination (SEED) document
- Review of Comments
- Changes made based on comments
- Review of selected sections

Standards for Evaluation and Eligibility Determination (SEED)

Developmental Delay

Norma Donaldson-Jenkins, Education Associate

Office of Exceptional Children

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An LEA may choose not to use the category of Developmental Delay but if used, must follow the following definition and criteria.

Criteria:1

There is evidence that child is exhibiting a significant developmental delay in one or more of the following areas:

a) physical development

b) cognitive development

c) communication development

d) social or emotional development

e) adaptive behavior development.

Criteria: 2

For children ages 6-8, there is evidence that the delay is not due to:

a) Lack of appropriate instruction in reading, including the essential components of reading instruction (defined in section 1208(3) of the ESEA (NCLB);

b) Lack of appropriate instruction in math;

c) Limited English proficiency; or

d) The presence of any other disability for children ages six through seven.

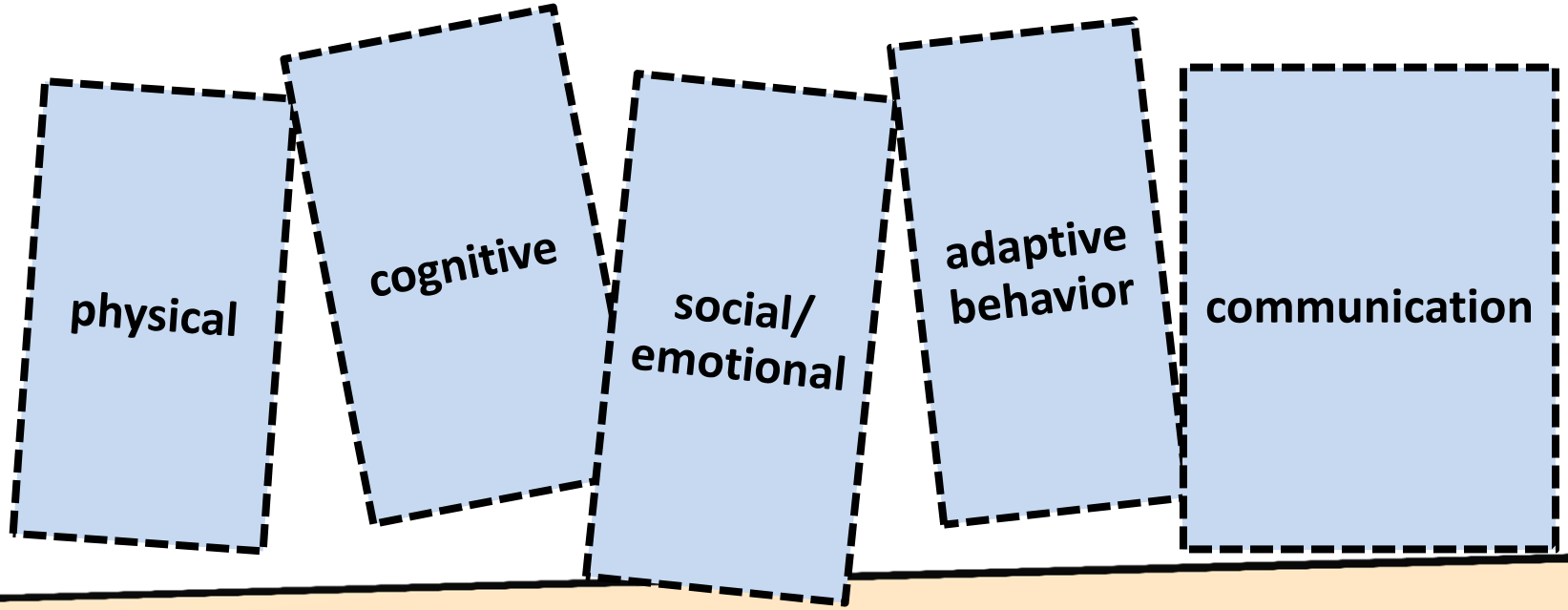
Criteria: 3

The adverse effects of the developmental delay on the child's educational performance require specialized instruction and/or related services.

Where would you find the evidence that a child is exhibiting a significant developmental delay in one or more areas ?

Evidence may be found in the following required evaluation components:

- A comprehensive norm-referenced or criterion-referenced developmental **evaluation**



Scores that are

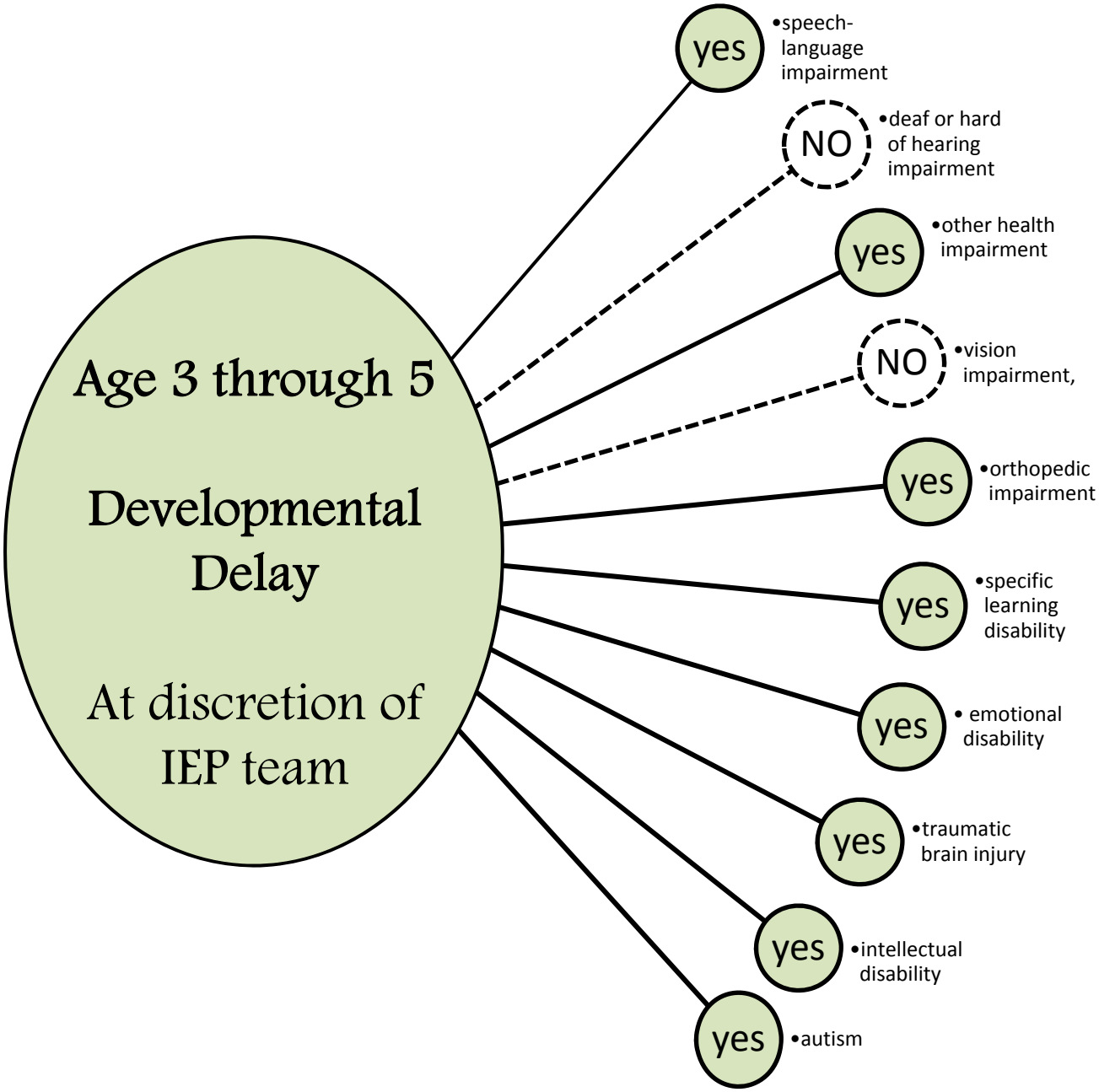
- **in one area** - at least two standard deviations below the mean (+/- the standard error of measurement) or
- **in two or more areas** - at least one and a half standard deviations below the mean (+/- the standard error of measurement)

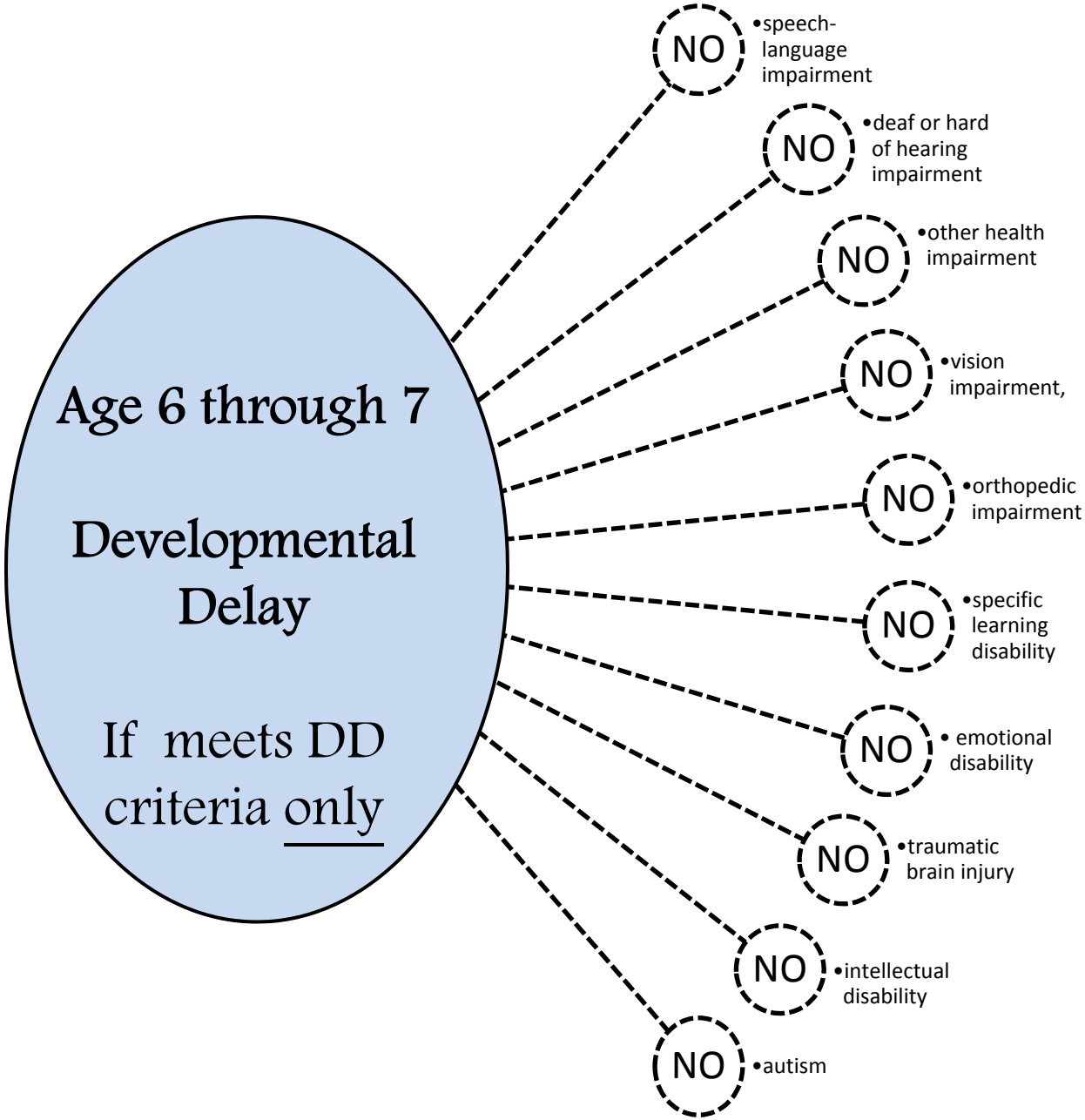
- A developmental history of the child that includes a summary of his or her demographic, developmental, educational and medical history obtained from a parent or primary caregiver through an interview process;

- A structured observation of the child in a typical or otherwise appropriate setting (wherever the child spends the majority of his/her day) by a member(s) of the multidisciplinary evaluation team. The setting might include the home, a day care, or classroom.

Who must be involved in this process?

A multidisciplinary evaluation team that includes the members of the IEP team and other qualified professionals, as appropriate


Age 3 through 5
Developmental Delay
At discretion of IEP team
yes
•speech-language impairment
NO
•deaf or hard of hearing impairment
yes
•other health impairment
NO
•vision impairment,
yes
•orthopedic impairment
yes
•specific learning disability
yes
• emotional disability
yes
•traumatic brain injury
yes
•intellectual disability
yes
•autism


Age 6 through 7
Developmental Delay
If meets DD criteria only
NO
•speech-language impairment
NO
•deaf or hard of hearing impairment
NO
•other health impairment
NO
•vision impairment,
NO
•orthopedic impairment
NO
•specific learning disability
NO
• emotional disability
NO
•traumatic brain injury
NO
•intellectual disability
NO
•autism

Initial Identification

Age 3 to 8
Initial identification of Developmental Delay

Services through **Age 9**

Reevaluate for continued eligibility **by 10th birthday**

Age 8 to 9
NO initial identification of Developmental Delay

SOUTH CAROLINA
STATE DEPARTMENT
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Standards for Evaluation and Eligibility Determination (SEED)

Criteria for Learning Disabilities

Mary Etta Taylor
Education Associate
Office of Exceptional Children

Key Facts

- 2.5 million (about 5%) public school students identified as having learning disabilities (2009)
- > 66% of those are male
- Many times other conditions such as AD/HD, autism, and intellectual disabilities are confused with learning disabilities

Key Facts

- More students with learning disabilities are graduating with a regular high school diploma- 64% in 2008- up from 52% a decade earlier.
- Dropout rates among students with learning disabilities have dropped from 40% in 1999 to 22% in 2008.
- Students with learning disabilities are spending more time in the general education setting- 62% in 2008 compared to 40% in 2000.

But still…

- Those with learning disabilities are less likely that non-disabled peers to attend college and earn higher degrees.
- 55% of adults with learning disabilities (ages 18-64) were employed compared to 76% of non-disabled adults
- Many who are employed do not understand their rights under disability and anti-discrimination laws.

Definition

Specific Learning disability means a disorder in one of more of the basic psychological

processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

Eligibility Criteria

a. **There is evidence that the child <u>does not achieve adequately for his/her age or to meet state-approved grade level standards</u> in one or more of the following areas:**

Basic reading skills

Reading fluency

Reading comprehension

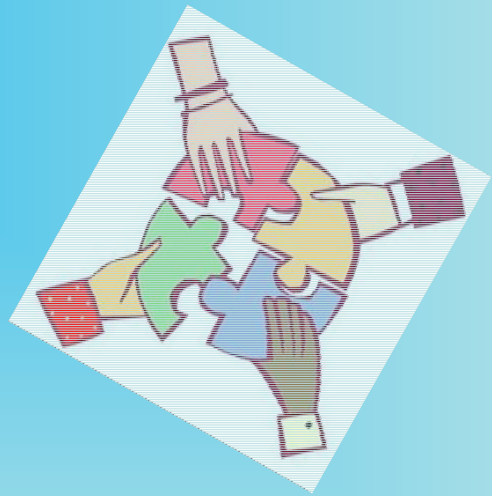
Mathematics calculation

Mathematics problem-solving

Written expression

Oral expression

Listening comprehension



and either…

(1) does not make sufficient progress to meet age or state-approved grade-level standards when using a process based on the child's response to scientific, research-based intervention,

or

(2) exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade-level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments.

Eligibility Criteria, cont'd.

b. The child's underachievement is not due to:

visual disability
hearing disability
motor disability
intellectual disability
emotional disability
cultural factors;
environmental or economic disadvantage
limited English proficiency
lack of appropriate instruction in reading or math.

c. The adverse effects of the learning disability on the child's educational performance require specialized instruction and/or related services.

Comprehensive Evaluation

- Is required
- Must answer these questions:

  -Does the child have a disability that requires the provision of special education and related services for the child to receive a free appropriate public education (FAPE)?

  -What are the child's specific educational needs?

  -How does the child's disability affect his/her academic achievement and functional outcomes?

  -What special education services and related services, then, would be appropriate for addressing those needs?

Two Prongs

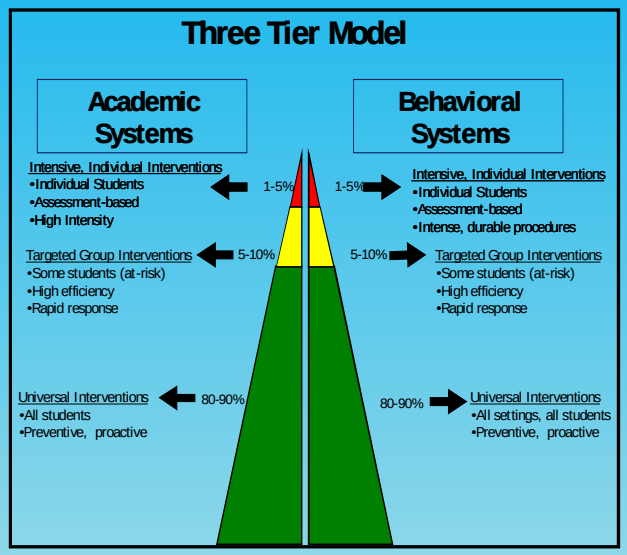
- Prong 1 - Determining Whether the Child is a Child with a Disability
- Prong 2 - Determining Whether the Child Needs Special Education and Related Services

Additional requirements for Specific Learning Disabilities

To determine eligibility as a child with a specific learning disability, federal and state regulations require that prior to referral for an initial evaluation the LEA must have data-based documentation of:

- having provided appropriate instruction
- having implemented educational interventions and strategies
- repeated assessments of achievement at reasonable intervals, which reflect formal assessment of the child's progress during instruction.
- results which indicate that the child is suspected of having a disability and may require special education and related services.
- observations in the child's learning environment (including the regular education classroom setting) to document the child's academic performance and behavior in the areas of difficulty

If the LEA is implementing a multi-tiered model of intervention…



it will have data regarding the child's needs related to the intensity of instruction and supports required for the child to be successful.

Where would you find the evidence to meet the disability criteria?

Remember that evidence…

- comes from multiple sources of data
- indicates that the student does not achieve adequately for his or her age or to meet state-approved grade level standards.

Requirements for sources:

- documentation of prereferral, or as part of the referral process
- instruction in reading and math in general education settings was scientifically-based instruction
- interventions were matched to the referral problem and included a description of the type, intensity, and duration of the intervention provided.

Other Points to Remember

- Documentation of instruction based on state-approved grade level standards in general education settings

- Data-based documentation of severe academic skill deficits when compared to peers gathered from multiple sources including:
  - measures of achievement showing significantly lower performance than peers on measures such as individual, standardized achievement measures, state and district achievement measures, and ;
  - progress monitoring data from curriculum-based and/or criterion-referenced measures showing slow rate of growth in at least one academic domain despite intensive instruction/intervention in the area(s);
  - individual, standardized achievement measures, and
  - state and district achievement assessments.

Other Points to Remember, cont'd.

- At least one observation of the child's academic performance in the area(s) of difficulty in his or her learning environment and information concerning how the child's suspected disability impacts his or her performance in this area.
- Evidence of one of the following is also required:

  - that the child does not respond to scientific, research-based interventions or

  - that the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade level standards, or intellectual development that is relevant to the identification of a specific learning disability.

Who must be involved in this process?

The multidisciplinary evaluation team must include the members of the IEP team and other qualified professionals, as appropriate.

The team must also include:

the child's regular teacher, or if the child does not have a regular teacher, a regular classroom teacher qualified to teach a child his or her age; for a child age three through four, the team must include an individual qualified to teach a child his or her age.

The team must also include at least one person qualified to conduct and interpret individual diagnostic assessments of child such as a certified school psychologist, licensed psychologist, a licensed psycho-educational specialist, speech-language pathologist, or remedial reading teacher.

For full details…

South Carolina Department of Education,

Office of Exceptional Children

website:

http://ed.sc.gov/agency/ac/Exceptional-Children/old/ec/stateregs/StateRegulations2007.html

SOUTH CAROLINA
STATE DEPARTMENT
OF EDUCATION

Division of Accountability
Office of Exceptional Children
Assistive Technology Services

Standards for Evaluation and Eligibility Determination (SEED) Autism Criteria

SC Department of Education
Assistive Technology Specialist
Valeska Gioia, Ed.S.

Statistics on the Prevalence of Autism

- Autism Affects:
  - 1 out of 110 children
  - 1 out of 70 boys

http://www.autismspeaks.org

Three Areas of Concern

- Children on the autism spectrum generally have problems in three crucial areas of development:
  - Social Interaction
  - Language
  - Behavior
  - Because autism symptoms vary greatly, two children with the same diagnosis may act quite differently and have strikingly different skills.

Asperger's Syndrome

- Sometimes considered a milder form of autism
- Asperger’s is typically diagnosed later in life than other disorders on the spectrum.
- People with Asperger's syndrome usually function in the average to above average intelligence range and have no delays in language skills
- People with Asperger’s syndrome often struggle with social skills and restrictive and repetitive behavior.

Criteria

- There is evidence that the child has any of the following Pervasive Developmental Disorders, such as:
- Autistic Disorder
- Asperger’s Disorder
- Pervasive Developmental Disorder – Not Otherwise Specified (PDD-NOS)

Criteria for Eligibility

Asperger’s Syndrome

There is Evidence that the Child Demonstrates the Following:

- Impairments in Social Interaction –
  - Has difficulty with eye-contact.
  - Cannot read facial cues/expressions.
  - Cannot read body language and gestures to initiate social interactions.

Relationships

- Failures to develop relationships with peers.
- Does not always share interests with peers.
- Lacks social or emotional reciprocity.

Behaviors, Interests, and Activities

- Restricted repetitive and stereotyped patterns of behavior, interests, and, activities.
- Preoccupation or unusual interests with objects.
- Inability to modify routines.
- Repetitive motor mannerisms.

Educational Performance

- The adverse effects of Asperger's syndrome on the student's educational performance.
- Needed specialized instruction and/or related services such as:
  - Speech
  - Occupational Therapy
  - Physical Therapy
  - Assistive Technology

Autistic Disorder

- Involves moderate to severe impairments in communication, socialization, and behavior.

Criteria for Eligibility

Autistic Disorder

Autism

- Same evidence as indicated in criteria under Asperger’s syndrome that focus on:
- Social Interactions
- Behaviors, activities, and interests

Communication

There is evidence that the child demonstrates impairments in communication, such as:

- Delay in communication.
- Total lack of verbal communication (not taking into consideration the use of alternative modes of communication).
- For children that are able to communicate, the inability to initiate or sustain with others.

Communication

- Stereotyped and repetitive use of language or idiosyncratic language.
- Lack of or varied spontaneous make-believe play or social imitative play appropriate to developmental level as noted.

Educational Performance

- The adverse effects of Asperger's syndrome on the student's educational performance.
- Needed specialized instruction and/or related services such as:
  - Speech
  - Occupational Therapy
  - Physical Therapy
  - Assistive Technology

Pervasive Developmental Disorder Not Otherwise Specified (PDD-NOS)

- Includes children that do not fully meet the criteria for the other specific disorders .
- Includes children that do not have the degree of impairment associated with those disorders.

Eligibility Criteria

PDD-NOS

PDD-NOS

- Same evidence as indicated in criteria under Asperger’s syndrome/autism that focus on:
- Social Interactions
- Behaviors, activities, and interests
- Communication

Educational Performance

- The adverse effects of Asperger's syndrome on the student's educational performance.
- Needed specialized instruction and/or related services such as:
  - Speech
  - Occupational Therapy
  - Physical Therapy
  - Assistive Technology

Where would you find the evidence to meet the disability criteria?

Asperger's Disorder – the child exhibits both characteristics

1.) Impairments in social interaction.

2.) Restricted, repetitive, and stereotyped patterns of behavior, interest, and actions.

Autistic Disorder – same characteristics as Asperger's Syndrome including:

3.) Impairments in communication.

Pervasive Developmental Disorder – Not Otherwise Specified

4.) Same three characteristics as Autistic Disorder.

What is Required?

(For children with Asperger's, Autism, and PDD-NOS)

- 1.) A social and developmental history that includes:
  - family background
  - Information on communication
  - Social interaction
  - Play
  - Sensory Development
  - Physical Milestones

- 2.) A Diagnostic Interview, Which will Provide:
    - Evidence of Impairments in social interactions.
    - Restricted, repetitive, and stereotyped patterns of behavior that are significantly different from their peers.

- 3.) A minimum of 3 thirty-minute direct behavioral observations of the student in at least 2 environments on 2 different days by more than 1 member of the multidisciplinary evaluation team. Observation criteria:
    - Be completed during both structured and non-structured activities.
    - Observations may take place in the classroom, home, recess, lunch, related arts, small group, large group, and social skills training.
    - The documentation must provide evidence of impairments in social interaction.
    - Restricted, repetitive, and stereotyped patterns of behavior that are significantly different from their peers.

- 4.) A standardized instrument designed to measure autistic behavior and characteristics that is administered and interpreted in consultation with a professional with experience in autism. This documentation must provide the following:
    - Evidence of impairments in social interaction.
    - Evidence that the child's restricted, repetitive, and stereotyped patterns of behavior are significantly different from their peers.
    - Proof that the consulting professional is an appropriately certified or qualified teacher, a certified school psychologist, a licensed psychoeducational specialist, or a licensed psychologist with training in autism.

- 5.) A standardized adaptive behavior scale containing information provided by the parent/caregiver and teachers of the child.
    - This documentation must provide evidence that the students' communication and social skills are significantly different from their peers.

- 6.) Measure(s) of academic achievement that provides evidence that the student's disability adversely impacts his/her educational performance.
    - These measures may include standardized achievement measures such as norm-referenced assessments as well as curriculum based measures.

- 7.) Other areas which may yield evidence, but are not required, which include:
    - Fine and gross motor skills assessments.
    - Visual-motor skills assessments.
    - Sensory processing measures.
    - Curriculum based measures.
    - Standardized achievement measures.

- 8.) Evidence that Asperger’s, autism, or PDD-NOS has an adverse affect on the student’s education performance.
    - There must be evidence to link the student’s disability to the difficulties in educational performance.

For Autism and PDD-NOS Criteria Only

- 9.) A current communication evaluation conducted by a speech-language therapist/pathologist, which should include:
    - An assessment in the area of receptive, expressive, pragmatic, and social/functional communication skills.
    - This documentation must provide evidence that the student's communication skills are significantly different from their peers.

For Autism and PDD-NOS Criteria Only

- 10.) A development or cognitive assessment that incudes both verbal and non-verbal components completed by a
    - A certified school psychologist
    - A licensed psychoeducational specialist
    - A licensed psychologist with training in autism

Contact information for questions about students with Autism Spectrum Disorder:

Valeska Gioia, Ed.S.
Columbia, SC
803-316-3190
vgioia@ed.sc.gov

Resources

http://www.autismspeaks.org/

This site has many resources on autism for educators, administrators, and parents.

http://www.scautism.org/

South Carolina Autism Society has many great resources for parents and educators.

http://www.autism-resources.com/links/index.html

Many different sites with resources on autism.

http://www.autismtoday.com/

Latest news and research on autism with many resources.

http://www.autism-society.org/

Latest findings on ASD, research, and many resources.

SCSDB

LUNCH ON YOUR OWN

Assistive Technology: Consideration and Documentation in IEP

SC Department of Education

Assistive Technology Specialists

Stacy Springer, MS, OTR/L, ATP

Val Gioia, Ed.S

Mark Daniels, M.Ed.

Assistive Technology Devices

"any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities." (Section 300.5)

The Individuals with Disabilities Education Act (Public Law 105-17)

Assistive Technology Services

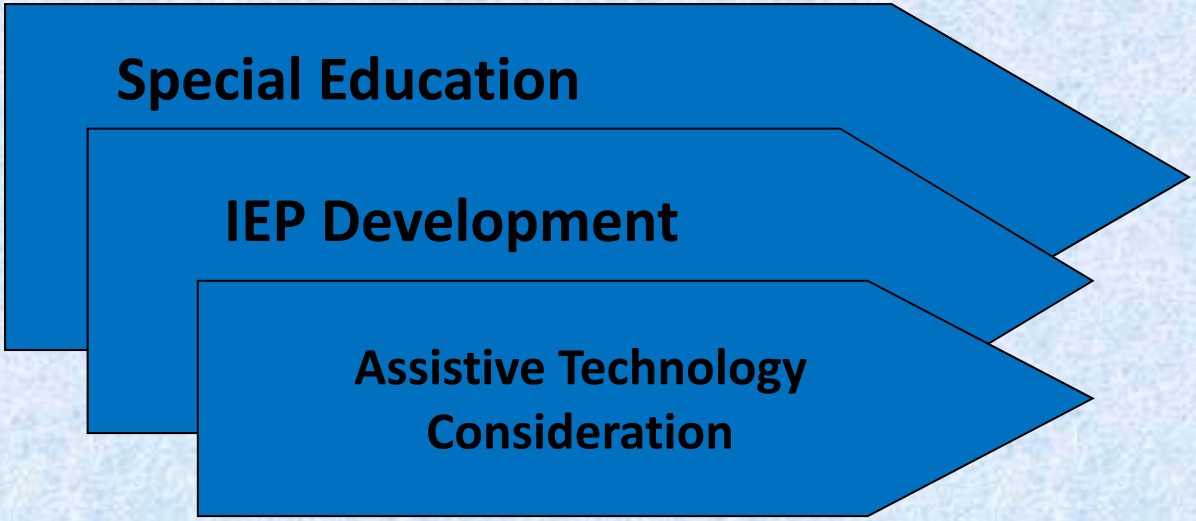
“ …any service that directly assists an individual with a disability in the selection, acquisition, or use of an assistive technology device."

Assistive Technology Act of 1998 as amended (P.L. 108-364)

How do we consider AT as we develop the IEP?

Assistive Technology Consideration

Embedded within the
Special Education Process and the
IEP Development Process



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AT Consideration: 5 Step Process

STEP 1 Review Student's present level of academic achievement & functional performance.

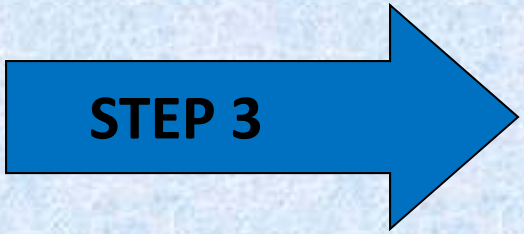
STEP 2 Review student's IEP goals & objectives.

STEP 3 Identify tasks to accomplish IEP goals across environments.

STEP 4 Determine student's functional capability to perform tasks across environments.

STEP 5 Identify appropriate supports & services, including AT.

AT Consideration: 5 Step Process



Identify tasks to accomplish IEP goals across environments.

STEP 3

Identify Tasks to Accomplish IEP Goals Across Environments

The Student

What:

- ✓ Does the Student need to do?
- ✓ Are the Student's special needs and current abilities?

Zabala, Joy. "Setting the Stage For Success: Building Success through Effective Selection and Use of Assistive Technology Systems". (2000)

STEP 3

Identify Tasks to Accomplish IEP Goals Across Environments

The Environments

What are the:

- ✓ Instructional and physical arrangements?
- ✓ Materials and equipment are currently available?
- ✓ Available supports to the student and the people working with the student?
- ✓ Attitudes and expectations of the people in the environment ?

Zabala, Joy. "Setting the Stage For Success: Building Success through Effective Selection and Use of Assistive Technology Systems". (2000)

STEP 3

Identify Tasks to Accomplish IEP Goals Across Environments

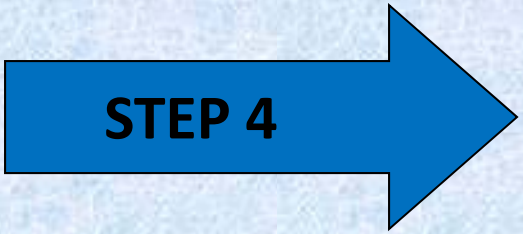
The Tasks

What:

- ✓ Activities occur in the student's natural environments which enable progress toward mastery of identified goals?
- ✓ Is everyone else doing?
- ✓ Are the critical elements of the activities?

Zabala, Joy. "Setting the Stage For Success: Building Success through Effective Selection and Use of Assistive Technology Systems". (2000)

AT Consideration: 5 Step Process



Determine student's functional capability to perform tasks across environments.

Determine Student's Functional Capability to Perform Tasks

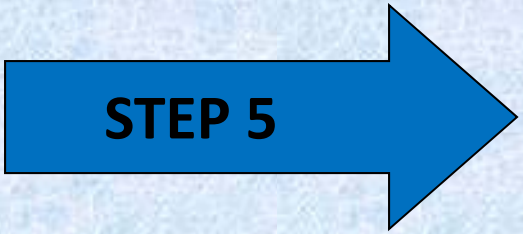
STEP 4

- Determine required tasks that may be difficult for the student to complete at an appropriate level of independence.

- Consider effective supports or supplements to the student's skills and abilities to increase his/her likelihood of success.

- Determine the critical elements of the tasks across environments.
    - Tasks that the student cannot accomplish independently
    - Ways the task can be modified to increase participation

AT Consideration: 5 Step Process



Identify appropriate supports & services, including AT.

STEP 5

Identify Appropriate Supports & Services, Including AT

- At this point, the IEP team decides IF the supports and services needed include AT.

- All decisions result from the team's analysis of the student's needs, identified goals, and expected tasks, regardless of cost.

- A focus on independence is equally important.
  While an adult scribe may adequately help a student with handwriting difficulties, the goal is to provide tools and strategies that encourage high levels of independence in learning.

STEP 5

Identify Appropriate Supports & Services, Including AT

Tools

What:

- ✓ No tech, low tech, and high tech options should be considered for inclusion in an assistive technology system for a student with these needs and abilities doing these tasks in these environments?
- ✓ Strategies might be used to invite increased student performance?
- ✓ Proposed trial system of tools might student try out in the customary environments in which they will be used?

Zabala, Joy. "Setting the Stage For Success: Building Success through Effective Selection and Use of Assistive Technology Systems". (2000)

STEP 5

Identify Appropriate Supports & Services, Including AT

Tools

Brainstorm No/Low- to High-Tech TOOLS and STRATEGIES to complete tasks across environments to identify:

- Options for overcoming barriers
- Ways to maintain critical elements of the required tasks
- The least complex solution that will remove the barrier

STEP 5

Identify Appropriate Supports & Services, Including AT

Justifying Need for AT

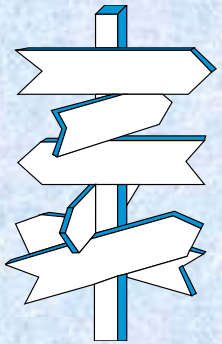
Based on the results of **Steps 1-4**
Does the student need AT devices and/or services to:

- Participate and progress in the general education curriculum and meet his or her goals?
- Participate in nonacademic activities?

OR….

- Can the student participate successfully without AT?

Results of AT Consideration: 3 Conclusions



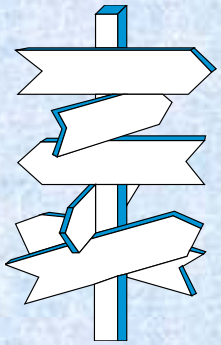
1. AT is **Not** Required

IEP Team Considerations

- AT is not needed at this time, but may be needed in the future and will be reconsidered.
- Best practices indicate that the basis of the decision is documented.

Documentation in the IEP

- The IEP Team anticipates that the student will be able to:
  - participate in the educational program,
  - accomplish expected tasks, and
  - make reasonable progress toward mastery of IEP goals and objectives with typically available supports and services.



2. AT **is** Required

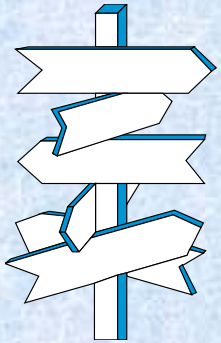
IEP Team Considerations

- AT is required and the IEP team knows the nature and extent of the AT devices and services needed.

- AT devices and services to be provided are documented in the IEP.

Documentation in the IEP

- The IEP team anticipates that the student will NOT be able to participate in the educational program or make reasonable progress toward IEP Team mastery of IEP goals and objectives WITHOUT assistive technology devices and services.
- ***The specifics of the devices and services must be included in the IEP.***



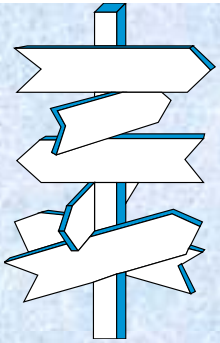
AT is Required

EXAMPLES

- AT has been used to obtain present levels of academic achievement and functional performance and **can adequately address the new goals** and objectives.

- AT has been used to obtain present levels of academic achievement and functional performance, but **different AT is needed to adequately address** the new goals and objectives.

- AT has NOT been used previously **but is needed** to adequately address the new goals and objectives.



3. Need **More Info**

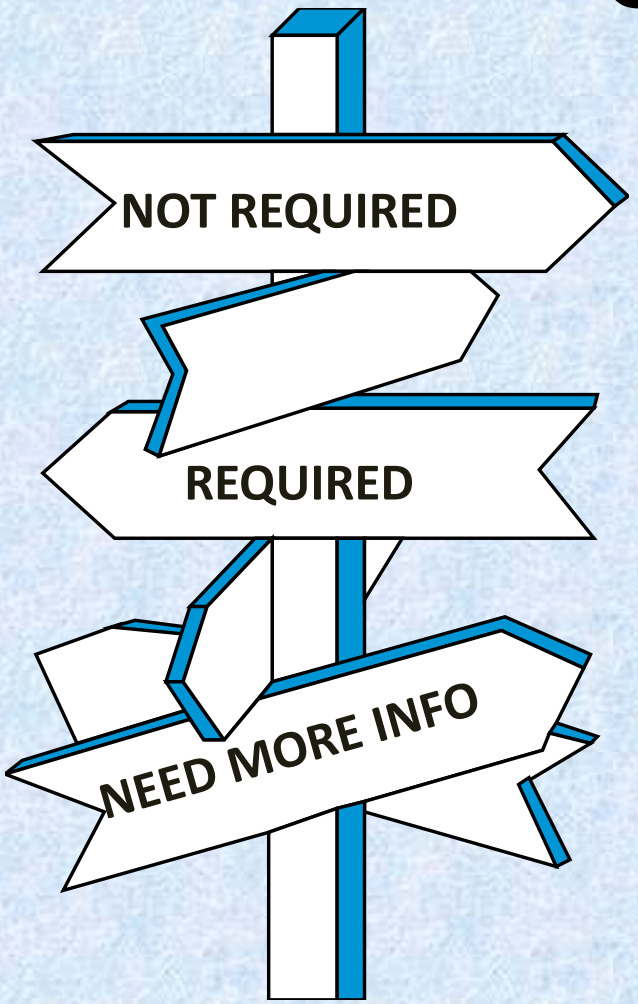
IEP Team determines that additional information is needed:

- Decide whether or not the student requires AT devices and services to participate in the educational program and make adequate progress toward IEP Team mastery of IEP goals, or
- Determine the nature and extent of AT devices and services needed.

Documentation in the IEP

- Additional information is needed and the type of assistance needed is documented.
- ***The specific assistance requested is written into the IEP.***

Ongoing Process



- Not a one time event

A Quick Review…
What decisions do IEP Teams make as a result of AT consideration?

1. AT is **not** needed at this time and the basis of this decision is documented in the IEP.

2. AT **is** needed and is included in the IEP.

3. **More information** is needed before a decision can be made.

SETT Consideration Guide

https://sccatn.wikispaces.com/AT+Best+Practice

SETT Scaffold for Consideration of AT Needs

Name:	Date of birth:	Current Date:
Contact or Location:		
Persons participating in consideration:		

1. **Review each area below and mark to indicate any areas in which there are concerns about the ability to function as independently as possible in that area because of disabilities. Review the goals and objectives of the service plan to determine if any functional limitations will impede progress.**

Physical: (health, motor abilities, seating, positioning) **Sensory:** (Vision, hearing, sensitivity to/of touch)	**Academic Performance:** Basic and content reading; Reading comprehension; Mathematics calculation, reasoning and application; Written expression; Oral expression; Listening comprehension; Learning preference; learning style, strategies; Effect of the disability on acquisition, development, mastery and applications of academic skills.	**Vocational Performance:** General work behaviors; Following directions; Working independently or with job supports; Job preferences or interests; Dexterity; Abilities; Interpersonal relationships and socialization; Related work skills.
Communication: Speech sound production and use, receptive and expressive language, voice, fluency, augmentative and alternative communication	**Environmental Control:** Ability to control events within the environment; Ability to interact with others to influence actions of others	**Recreation / Leisure:** Free time, maintenance of physical fitness, use of generic community recreation facilities and resources and degree of social involvement.
Cognitive: An appraisal of aptitude and mental processes by which an individual applies knowledge, thinks and solves problems.	**Social Competence:** Adaptive behaviors and social skills, which enable a child or youth to meet environmental demands and to assume responsibility for his own and other's welfare.	**Other:**

2. **If there are no areas of concern, proceed to Step. #9.**
   3. Enter each highlighted area into a box in the first column of the grid below, along with the <u>specific functions</u> that are of concern (see table above for examples)
   4. If there are areas of concern, write the SPECIFIC tasks related to progress in that area that this person needs to be able to do or learn to do that currently would be difficult or impossible to do without assistance.
   5. For each task listed, determine how barriers to doing those tasks are currently addressed (special strategies? Accommodations? Modifications? Assistive technology?). Enter this information in Column A
   6. Determine if there are any continuing barriers encountered when attempting a task? If yes, complete Column B.
   7. Consider whether the use of new or additional assistive technology would: (a) enable performance of this task with more ease, efficiency, or in a less restrictive environment, or (b) perform the task successfully with less personal assistance. If yes, indicate in column C.
   8. If team members are not familiar with assistive technology tools that could address remaining barriers or need additional assistance, indicate in column C that further investigation is necessary in this area.
9. **Analyze the information that has been entered in the previous steps, then complete the Summary of Consideration to reflect the results of the analysis.**

© Zabala, J.S. (2005\) Assistive Technology Consideration Guide. Based on Denham, A. P., & Zabala, J. S., (1999). Assistive Technology Consideration Guide for IEP Teams. For more information or to provide feedback, contact by e-mail: joy@joyzabala.com.

Area(s) in which functional capabilities are currently of concern (Enter only one on each line. Use additional sheet for more areas of concern.)	Consider functioning in all customary environments.			
	Identify specific tasks in this area that are difficult or impossible at this time at expected level of independence.	A) Describe the special strategies, accommodations, and tools that are currently being used to lower barriers to the task.	B) Are continuing barriers that encountered when attempting this task? If so, describe.	C) Describe new or additional assistive technology to be tried to address continuing barriers, or indicate a need for further investigation.

SUMMARY OF THE CONSIDERATION of possible need for assistive technology services. If the team has determined that a need exists, describe what will be provided (more specific assessment of need for assistive technology; existing tools, adaptation or modification of existing tools; additional tools; technical assistance on device operation or use, training of student, staff, or family, etc.).

Decision	Summary of Consideration
	Needs are currently being met without assistive technology. It is anticipated that current goals can be worked toward without assistive technology devices or services. AT is not necessary at this time.
	It is anticipated that adequate progress cannot be made without the support of assistive technology. Assistive technology devices /services are required by this student and will be used for designated tasks in customary environments. (Specify nature and duration in the plan)
	Further investigation / assessment is necessary to determine if or what assistive technology devices and services may be required. (Specify nature and timeline of investigation in the plan)

List AT devices and services to be provided. Include those currently used successfully, and those to be tried or added.	Responsible Parties	Initiation	Duration
Trials with a variety			

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AT in the IEP

Where AT is ***typically*** Documented in IEP

- Present levels of performance
- Consideration special factors
- Special education services
- Supplementary aides & services
- Related services
- Statement of Transition

Documenting AT in the IEP

There are many “right” ways to include assistive technology in the IEP. The main concern should not be on getting it “right” or “wrong” but rather trying to clearly communicate to the parents exactly what services the school district will provide and the intended outcomes for the student.

Minutes of the IEP Meeting:

- The minutes of the IEP meeting may also include information about assistive technology that is discussed in the IEP meeting.

Example: The IEP committee members present discussed Donna's recent assistive technology assessment. Based on the recommendations of the assessment and her performance, it was recommended that she needs to have access to her augmentative communication device in all school settings.

Present Levels

- *Cleo requires the use of a word prediction program to assist her in completing classroom writing assignments. She has been successfully using "Help Me Write Right"* on the classroom computer.*

Present Levels

- *Jeff has been successfully using an "XYZ Communicator" to communicate his wants, needs and information. For the last six years, Jeff has been creating novel utterances of 5-7 words as well as retrieving pre-stored familiar messages frequently and spontaneously throughout the day and across environments and listeners.*

Special Factors

i. Assistive Technology

- The IEP team must determine whether an individual child needs an assistive technology (AT) device or service, and if so, the nature and extent to be provided. It is possible that an assistive technology evaluation will be required to determine if the child would need an assistive technology service and/or assistive technology device.

Special Education Services

- The IEP must also include any services needed to support LEA personnel.
- For example, if the general education teacher needs instruction to learn how to use an assistive technology device that the child will use in the classroom, these services would be included in the IEP for the child.

Supplementary Aides and Services

- Provided to the child with a disability
  - General education classes
  - Education-related settings
  - Extracurricular and nonacademic settings
- Examples include paraeducator services, assistive technology devices and services, and other accommodations as appropriate.

AT Devices and Services

- An example of a supplementary aid or service is assistive technology, which may also be considered as a related service.
- An IEP team may determine an evaluation is needed to assess the need for assistive technology devices and services.

AT Devices and Services

If a child needs AT to remain in the general education class or other least restrictive environment, then assistive technology must be listed as a **supplementary aid or service** on the IEP including the **frequency, location, and duration.**

Who can provide AT Services ?

- AT services do NOT have to be provided by a *named* AT professional.
- The knowledge, skills, and abilities that are required for that service need to be provided by a professional accordingly.
- Most important is to document WHO will be providing the services.

Statement of Transition Services

- Address assistive technology that may be required by the student in post-secondary environments.
- Important to address required assistive technology devices and funding for assistive technology devices.
- Important to address training and technical support for the student and family, if appropriate.

Transition Documentation Example

- *Colin's school staff, vocational rehabilitation counselor, and family will contact public and private agencies to assist him in obtaining funding for an augmentative device that can be used after he graduates from school. They will begin contacting agencies at the beginning of his senior year. The vocational rehabilitation counselor will identify potential sources for technical support that will be available to Colin after he graduates.*

WATI Transition Guide

- The Teacher and Student Transition Portfolio is a two-portfolio system designed to help teachers assist students in developing a personally tailored portfolio. Together, teachers and students begin preparing the student portfolio at age 14 and moves with the student year to year.
- Sections Include: Personal Information, Transition Planning, Assessment, Assistive Technology, Employment, Post High School Education, Awards and Letters, Other Useful Items

http://www.wati.org/content/supports/free/pdf/TeacherTransitionPortfolioDec08.pdf
http://www.wati.org/content/supports/free/pdf/StudentTransitionPortfolioDec08.pdf

Access to Instructional Materials

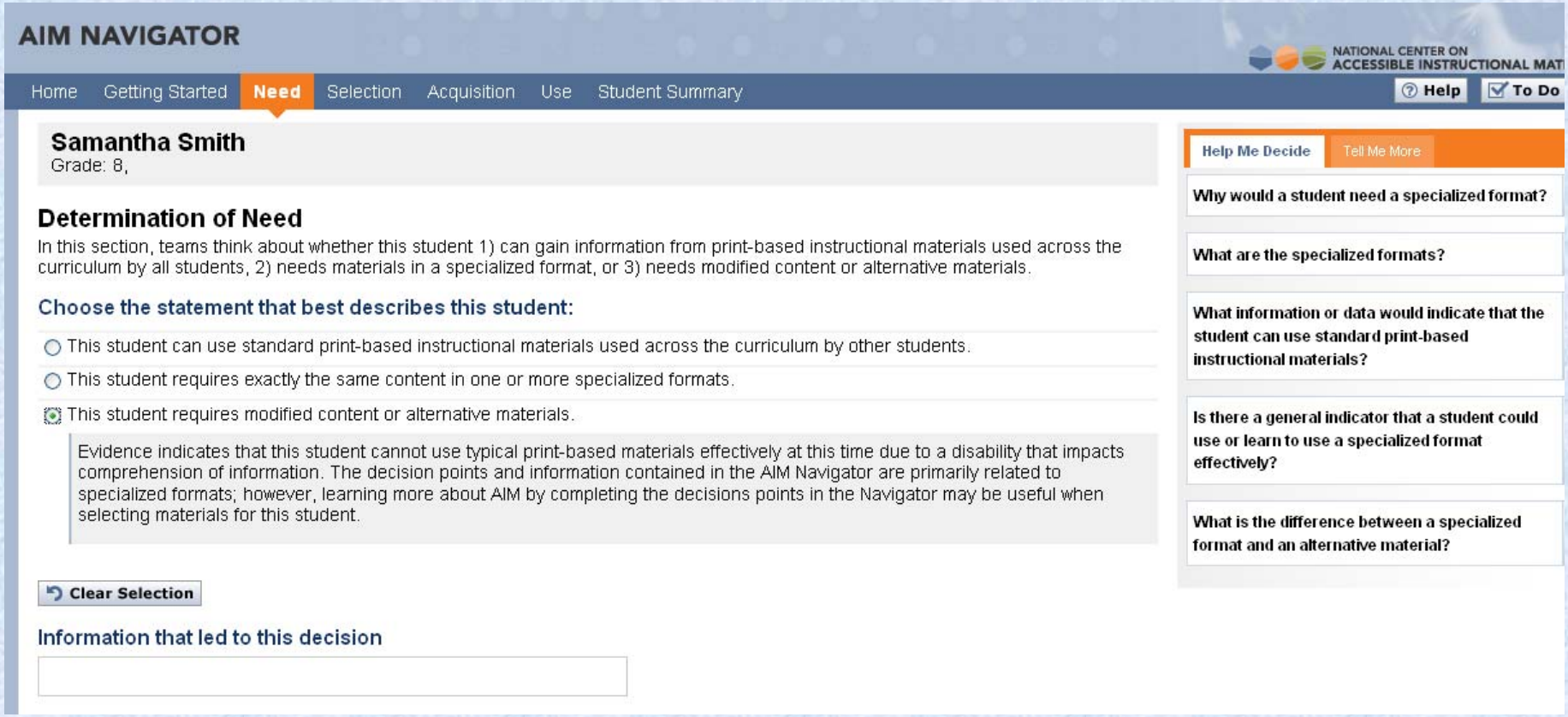
- All public agencies, including the LEA, shall provide children with disabilities who need instructional materials in accessible formats, receive those instructional materials in a timely manner (as other children receive instructional materials (34 CFR § 300.172(a) and (b); 34 CFR § 300.210).

AIM Navigator

- A process facilitator that guides the work of a collaborative team as they work through the AIM-related needs of individual students.
- Consists of a series of guiding questions to assist teams with decision-making about need, selection, acquisition, and use of accessible instructional materials.

http://aim.cast.org/navigator/page/

AIM Navigator



http://aim.cast.org/navigator/page/

SC Standardized Accommodations

- Standard accommodations - do NOT reduce learning expectations but rather provide a student with access to the general curriculum and assessments.

- Non-standard accommodations - change, lower, or reduce learning expectations. In addition, they increase the gap between achievement of students with disabilities and expectations for proficiency at grade-level.

http://ed.sc.gov/agency/Accountability/Assessment/old/assessment/programs/amc/index/html

AccSelPro

The Accommodations Selection Process (AccSelPro) a research-based Web tool designed by the SCDE to assist IEP and 504 plan teams with making appropriate decisions regarding individual student accommodations.

www.accselpro.org

AccSelPro Sample Report

AccSelPro Version (1.0) Thu May 20 2010

The Accommodations Selection Process (www.accselpro.org)

Accommodations Summary Report

Note: For more information about these recommendations, see the Resource List at the end of the report. The Resource List provides links to Websites that detail best practice in the area of accommodations, and information about what is allowed in your state.

Student Name: _____

AccSelPro Accommodation Id: 399

State: South Carolina

School District: Greenville

School: Fork Shoals Elementary

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https://dev.ed.sc.gov/apps/accselpro/com/slms/forms/accselpro7reportpdf.cfm?Sid=399

Responsibility

- LEA is responsible for maintaining, repairing, and replacing devices identified on the IEP.
- If a device is used in the child's home or another location away from the school, the home insurance, school insurance, or other coverage may be used. In some cases, it may be worthwhile to purchase special insurance for some devices.

Can AT devices go home?

- Federal and state regulations make it clear that if the child needs access to the device at home or in other settings in order to receive a FAPE, then it must be allowed and the IEP should state that the device is necessary in the non-school setting(s).
- For example, homework and extracurricular activities are an important component of the child's educational experiences.

AT Device Loan Example Form

Date: _____
Student: _____
School: _____

Dear _____:
In considering the individual needs for your student, the multidisciplinary team has determined that assistive technology devices are necessary for your student to receive a free appropriate public education.
The following assistive technology devices are available for loan from XXX County School District Office of Exceptional Children:

Device	Approximate Value	AT inventory #

Your signature below indicates that you agree to device loan terms. You are fully responsible for the devices listed above and agree to return the devices in the same condition they were loaned. Your signature verifies that you will be held financially responsible for any damage or loss other than what occurs through normal use, up to the value amount listed if deemed necessary by XX District If you have any questions or concerns, please contact (AT Contact Person) at XXX-XXX-XXXX or at contact person @ school district email.com

_____
Signature of Parent/Legal Guardian Date _____

_____
Mailing Address & Contact Number

http://sccatn.wikispaces.com/AT+Team+Referral+and+Process+Forms

How to Document AT in IEP

- How to write goals using at
- Examples of well written goals
- Adequate AT documentation

“Begin with the end in mind.”

Stephen Covey

IEP Goal Development

- Measurable and reasonably expected to accomplish within a 12-month period with special education and related services.
- Focus should be on selecting goals from the needs identified in present levels.
- For curricular needs, the IEP team should consider identifying goals allowing the student to participate in the general education to the greatest extent possible.

- **Present Levels: Johnny uses his right** hand to write and to physically position his left arm and hand. He has difficulty managing papers as he writes. He collects and utilizes a lap tray, incline board, non-slip mat and modified clipboard but often waits for staff to set up modifications.
- **Annual Goal: Johnny will initiate the set-up of his writing station 80% of the time given a chart** of needed materials for each task.

- **Present Levels: Eric participates in** regular education programs for his academic subjects. His hand strength is limited and he fatigues quickly when doing any lengthy handwriting task. Civics and English homework are a particular problem because of lengthy assignments and reports.
- **Annual Goal: Eric will use a computer or portable word processor to complete 100% of his** assignments in 10th grade English and Civics classes that are greater than 4 sentences in length.

- **Present Levels: Sarah can use eye** gaze fairly successfully to indicate her wants and needs when items are appropriately displayed so that her communication partner can tell what she is gazing at. She currently makes a grunting sound to greet others, to get attention, and for yes/no. She has recently been using a four-message output device and is having some success at making choices. Sarah travels independently about the school in her power chair.

Annual Goal: Sarah will interact with others in the school environment in four out of five opportunities to indicate her preferences and needs using voice output devices and eye gaze strategies.

Obj 1: When provided with a single message voice output device on her wheel chair, Sarah will use it to greet peers in the hallways, lunchroom and classroom 100% of the time.

Obj 2: Using an eye gaze frame mounted on her wheelchair, Sarah will indicate her preference between four choices 80% of the time on five random trials.

Obj 3: When asked "yes/no" questions, Sarah will indicate "yes" with a smile and eye contact with communication partner, and "no" by looking down at her wheelchair tray for at least three seconds 90% of the time on 10 random trials.

Obj 4: When provided with a preprogrammed four message voice output device, Sarah will participate in story time by using repetitive phrases, requests to "hear more", "turn the pages" etc., appropriately 80% of the time during five random trials.

Does it pass the “So What?” Test?

- “Bobby will activate a single switch 75% of the time.”

- Pass OR Fail?

“So What?” Test

- If we always relate the use of the technology to a functional outcome, we will avoid the mistake of focusing on the equipment as an end in itself rather than a means to an end.
- Why is it that you want Bobby to activate a switch in the first place? What will he accomplish? Will he operate a toy? Will he operate a computer? Will he use it to call for help? Will he use it to indicate he is ready to be moved to a new position? Will he greet a friend?

Four critical components of goals:

Timeframe

- In 45 instructional weeks…
- By November 19, 2008…
- By the end of the 2008–2009 school year…

Conditions

- When presented with 2nd-grade-level text…
- Given a mixed, 4th-grade-level math calculation probe…
- Given a story prompt and 30 minutes to write…

Behavior

- Sarah will read…
- Claude will correctly solve…
- Mary will respond…

Criterion

- 96 words per minute with 5 or fewer errors.
- 85% or more correct for all problems presented.

IEP Goal Samples:

- Using a word processor program with a spell checker, S will compose a 3 paragraph paper using at least 15 sentences with 80% accuracy in the use of punctuation, capitalization and grammar for 5 assignments in a grading period by (date).
- Using a pre-programmed communication device, S will identify the main events of the plot, supporting details and conclusion with ___% accuracy ___/___times.

IEP Goal Samples:

- Using a computer with pre-programmed word bank grids, S will scan through the words and select words with his switch to compose 5 sentences containing a minimum of 3 words each during daily journal activity
- Using the computer and pre-programmed word banks in a picture based word processor, S will complete 3 paragraphs of writing over 10 consecutive English periods by (specify date)

“Technology is a tool that serves a set of education goals, and if we don't think about what we want the technology for first, we end up with technology-driven solutions that have very little impact in the lives of children and in our educational system.”

Linda Roberts
Past Director of Educational Technology
U.S. Department of Education

Describe Features, Not Name!

How To Document AT in the IEP without Writing the Specific Brand Name

Describe Features, Not Name

- Instead of **Write:Outloud,** use text-to-speech word processor software
- Instead of **LightWRITER or Dynawrite,** a text-based augmentative communication device that has a standard keyboard and word prediction
- Instead of **Alphasmart NEO,** use of a portable word processor for student to complete lengthy written activities

Describe Features, Not Name

- Instead of **BigMack,** single message voice output device
- Instead of **CheapTalk,** static display communication device with up to 4 (or 8) programmable messages
- Instead of **Dynavox,** dynamic display communication device with both picture and text-based support….describe the specific features that are needed for the student. (i.e. weight, switch access, touch sensitivity, visual scenes, etc)

When is AT Documented in IEP?

- When the team has determined the student NEEDS the AT support to make progress towards IEP goals & objectives, access the curriculum and/or environment; to receive FAPE
- What does this mean? Once you have data!
- Example: If you know the student needs a communication device, but haven't decided between mid-tech or high-tech – then document what you do know – that the student at minimum needs mid-tech
- Documenting "Communication Device" is not sufficient

QIAT Plan for Evaluation of Effectiveness

Quality Indicators for Assistive Technology Services

Plan for Evaluation of Effectiveness of AT Use

Student's name: _____ **Grade:** _____ **Date:** _____
School/agency:_____ **Team members present:** _____
_____

The intent of this document is to guide planning about how the use of assistive technology will be evaluated. Completion of this document will help the team to create a shared vision of the process for data collection.

IEP Goal: _____

Step 1: What is the present level of performance (baseline data) on this goal?	Describe:
Step 2: What changes are expected as a result of implementation? (e.g. Student will be able to ____.)	Describe:

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QIAT Plan for Evaluation of Effectiveness

Step 3: What aspects will change? ☐ quality ☐ independence ☐ quantity/productivity ☐ spontaneity ☐ frequency ☐ duration ☐ participation ☐ _____	Describe:
Step 4: What obstacles may inhibit success? ☐ physical access ☐ skill ☐ opportunity ☐ attitude ☐ instruction/practice ☐ medical ☐ student preference ☐ _____	Describe:
Step 5: How will the occurrence of obstacles be reflected in the data?	Describe:
Step 6: What format will be used to collect the data? ☐ report (self, other) ☐ audio/video recording ☐ work samples ☐ observation ☐ _____	Describe:

Step 7: What is the data collection plan?

Environment(s): _____

Activity: _____

Frequency: _____

Person(s) responsible:

Data Collection _____

Data Analysis _____

Changes in Response to Analysis _____

Review date(s): _____

© The QIAT Leadership Team (2008), www.qiat.org

SC Assistive Technology Program

The South Carolina Assistive Technology Program (SCATP) is located in Columbia, SC: provides state-wide resources; demonstration lab for public; free trial loan of AT devices (pay only return shipping), and annual AT Expo.

March 2012 SC AT EXPO – COLUMBIA – FREE!

www.sc.edu/scatp

SC Department of Education
Assistive Technology Specialists (ATS)

Mission

- The mission of Assistive Technology Services (ATS) is to provide assistive technology support, training, consultation, equipment, and technical assistance to educators who teach students at risk of academic failure and students with disabilities.

ATS SERVICES

Professional Development

- presentations, workshops, and trainings on assistive technology for districts and regions, both in person and online;
- training on conducting assistive technology evaluations and assessments for local staff.

Funding Assistance

- Identification of funding sources
- Research into grant opportunities
- Formation of funding networks among AT professionals

Additional ATS Services

Technical Assistance

- Formation and support of AT teams within schools and districts
- Collaborative sessions with instructional technology specialists
- Recommendations on interventions for assisting students at risk of academic failure and students with disabilities
- Training in AT assessment, evaluation, and implementation for AT teams

E-News – "AT Connect"

- News on free software, scheduled trainings, and upcoming conferences

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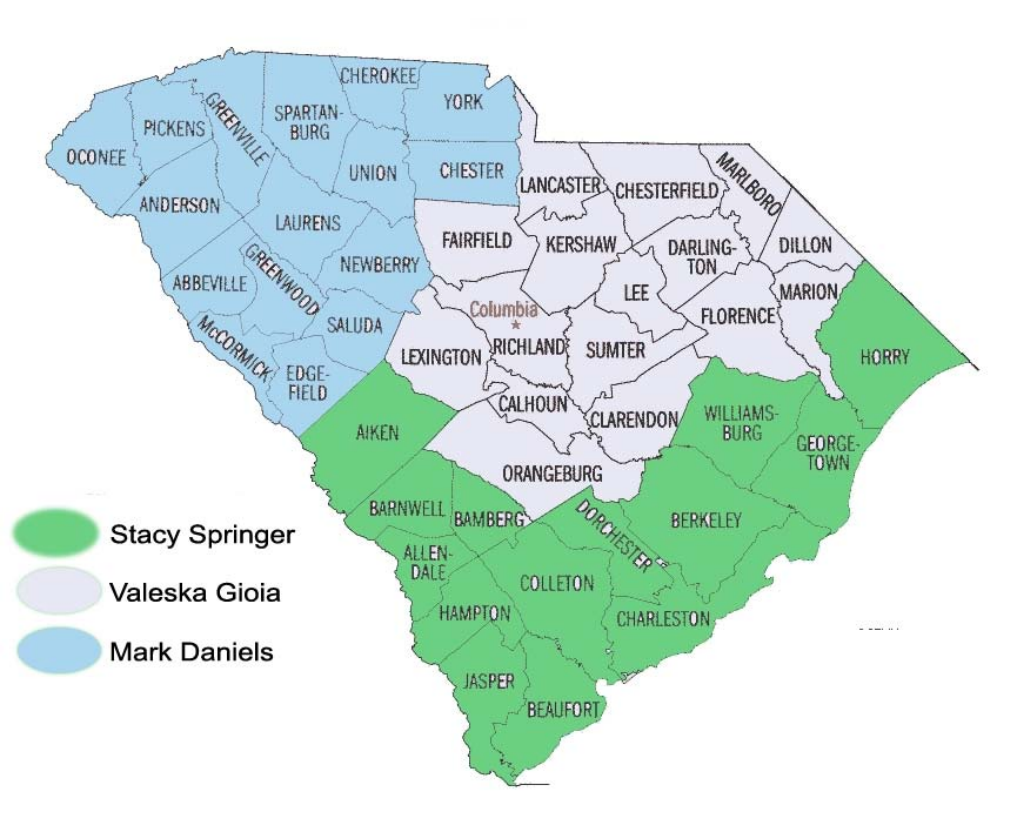

http://ed.sc.gov/agency/Accountability/Regional-Services/ATRS.html

SCCATN WIKI
SC Collaborative Assistive Technology Network

http://sccatn.wikispaces.com/

Upcoming Trainings, Conferences

Free Resources

Vendor Links

FAQ

Best Practice in AT

Special Education Law Resources

- SCDE Office of Exceptional Children Special Education Process Guide: http://ed.sc.gov/agency/Standards-and-Learning/Exceptional-Children/old/ec/stateregs/StateRegulations2007.html
- http://ed.sc.gov/agency/Standards-and-Learning/Exceptional-Children/old/ec/stateregs/documents/FinalStRegisterStateRegulations.pdf
- WATI Documenting AT in IEP: http://www.wati.org/content/supports/free/pdf/Ch15-DocumentingATinIEP.pdf

Special Education Law Resources

- WATI Transition Support Document Resources:
- http://www.wati.org/content/supports/free/pdf/StudentTransitionPortfolioDec08.pdf
- http://www.wati.org/content/supports/free/pdf/TeacherTransitionPortfolioDec08.pdf
- QIAT Documenting AT in IEP: http://natri.uky.edu/assoc_projects/qiat/documents/GuideDocATinIEPintent%2010-09%20FINAL.pdf
- http://www.abcadvocacy.net/Sample%20A.T.%20IEP%20Goals%20408.htm
- QIAT Evaluation of Effectiveness: http://natri.uky.edu/assoc_projects/qiat/documents/QIATEvalofEff.pdf

AT Resources

- ABLEDATA http://www.abledata.com ABLEDATA is sponsored by the National Institute on Disability and Rehabilitation Research, U.S. Department of Education. The searchable ABLEDATA database contains over 21,000 products.
- Alliance for Technology Access (ATA) http://www.ataccess.org The ATA provides AT information and support services to children and adults with disabilities.
- ATSTAR Program http://www.atstar.org The Assistive Technology - Strategies, Tools, Accommodations and Resources (ATSTAR) Program is designed to increase AT expertise through technology-enhanced learning environments.
- Assistive Technology Industry Association (ATIA) http://www.atia.org The Assistive Technology Industry Association is an organization of manufacturers, sellers or providers of technology-based assistive devices and/or services. The organization sponsors the ATIA annual conference and the Assistive Technology Outcomes Journal.
- Assistive Technology Training Online (ATTO) http://www.at-training.com The Assistive Technology Training Online Project provides internet-based training in both general and specific areas of adapted computer use.

AT Resources

- California State University at Northridge, Center on Disabilities (CSUN) http://www.csun.edu/cod/ Located at California State University, Northridge, the Center on Disabilities develops and publishes materials of interest to the field of disability and sponsors conferences, seminars, and workshops.
- Center for Applied Special Technology (CAST) http://www.cast.org CAST is an organization that works to expand learning opportunities for all individuals, especially those with disabilities, through the research and development of innovative, technology-based educational resources and strategies.
- Closing the Gap http://www.closingthegap.com This web site spotlights resources in computer technology, special education and rehabilitation. The Resource Directory is a database of over 2000 hardware and software products which is web searchable. Links to vendors are included.
- Council for Exceptional Children (CEC) http://www.cec.sped.org CEC is an international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted.

AT Resources

- Georgia Project on Assistive Technology (GPAT) http://www.gpat.org GPAT is a project of the Georgia Department of Education: Division for Exceptional Students, providing a range of technical support services in the area of assistive technology to local school system personnel and their students. Contains helpful resources, forms, and a video-linked consideration guide. GPAT Videos - http://coefaculty.valdosta.edu/spe/ATRB/Video_Tips.htm
- Guide to the Individualized Education Program http://www.ed.gov/parents/needs/speced/iepguide/index.html This publication is provided by the U.S. Dept. of Education and contains useful information related to developing effective IEPs.
- LD Online http://www.ldonline.com This interactive website provides resources on learning disabilities to parents, teachers, children and other professionals. The site includes books, articles, videos and a newsletter.
- LD Resources http://www.ldresources.com This site provides resources for people with learning disabilities. Materials include essays, articles, resources and other materials that can be used for non-commercial purposes only.
- National Assistive Technology Research Institute (NATRI) http://natri.uky.edu (NATRI) conducts assistive technology (AT) research, translates theory and research into AT practice, and provides resources for improving the delivery of AT services.

AT Resources

- National Center for Technology Innovation (NCTI) http://www.nationaltechcenter.org/ NCTI seeks to broaden and enrich the field of technology for the education of students with disabilities by providing resources and promoting partnerships for the development of tools and applications by developers, manufacturers, producers, publishers and researchers.
- Office of Special Education Programs (OSEP), U.S. Department of Education http://www.ed.gov/about/offices/list/osers/osep/index.html?src=mr OSEP is dedicated to improving educational results for children with disabilities. The site provides information on Federal policy, national grant projects, national studies, and statistics related to disabilities and other related resources.
- Oregon Technology Access Program (OTAP) http://www.otap-oregon.org/ OTAP provides training, information, technical assistance and resources regarding the uses of technology for children with disabilities.
- Quality Indicators for Assistive Technology (QIAT) http://www.qiat.org The QIAT Consortium is a national grassroots group dedicated to identifying, disseminating, and implementing a set of widely applicable quality indicators for assistive technology services in school settings. The QIAT listserv provides a national forum for discussion of AT issues.

AT Resources

- Rehabilitation Engineering and Assistive Technology Society of North America (RESNA) http://www.resna.org/ RESNA is an interdisciplinary association that provides a credentialing program for assistive technology service providers. The RESNA Technical Assistance Project provides technical assistance to the 56 state/territory programs as authorized under the AT Act of 1998.
- Technology and Media (TAM) Division of CEC http://www.tamcec.org TAM is a division of the Council for Exceptional Children (CEC) that works to promote the effective use of technology and media for individuals with exceptional educational needs. The site includes information on conferences and professional publications including the JSET Journal.
- Texas Assistive Technology Network (TATN) http://www.texasat.net TATN is a collaborative network between the twenty (20) education service centers in Texas with Region 4 Education Service Center in Houston providing statewide leadership. The site provides links, resources, and training materials.
- Wisconsin Assistive Technology Initiative (WATI) http://www.wati.org WATI is a statewide project funded by the Wisconsin Department of Public Instruction to help all school districts develop or improve their assistive technology services. It includes information on best practices, training materials, resources, sample forms, and provides links to other sites related to AT.

BREAK

Maintenance of State Fiscal Support

Marlene Metts, Director
Office of Exceptional Children

September 29, 2011

MOE and Finance

- State Fiscal Support
- Local Maintenance of Effort (MOE) and Excess Cost requirements
- Application Process

Maintenance of Fiscal Support

Exceptional Children - South Carolina Department Of Education - Windows Internet Explorer

http://ed.sc.gov/agency/ac/Exceptional-Children/

Exceptional Children

Home » Agency » Accountability » Exceptional Children

Toll Free Helpline: This line is to serve parents, advocates and agency representatives who have questions about the education of students with disabilities. Hours of operation are 7:30 a.m. to 6:00 p.m. Calls will be returned within three business days. Please call 1-866-628-0910.

We would like to welcome you to our section of the South Carolina Department of Education's Web site.

The Office of Exceptional Children ensures that all children with disabilities in the state have available a free appropriate public education (FAPE), protects the rights of these children and their parents, and provides leadership to school districts and state-operated programs in the provision of appropriate special educational services.

If you are interested in serving on various committees and task forces for programs for Exceptional Children, e-mail Marlene Metts at mametts@ed.sc.gov or telephone: 803-734-8806.

Marlene Metts, Director

NEW

SOUTH CAROLINA EARNS MEETS REQUIREMENTS DETERMINATION

Fall Training for Special Education Administrators, September 29-30, 2011.

Maintenance of Effort Letters

February 26, 2010 waiver request
May 9, 2011 waiver request
May 24, 2011 waiver additional information
June 17, 2011 waiver response letter

Contact Information

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Programs & Highlights

Trusted sites | Protected Mode: On

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9/16/2011

What are the requirements?

§ 300.163 Maintenance of State financial support. (a) *General.* A State must not reduce the amount of State financial support for special education and related services for children with disabilities, or otherwise made available because of the excess costs of educating those children, below the amount of that support for the preceding fiscal year.

What are the exceptions?

(c) *Waivers for exceptional or uncontrollable circumstances.* The Secretary may waive the requirement of paragraph (a) of this section for a State, for one fiscal year at a time, if the Secretary determines that— (1) Granting a waiver would be equitable due to exceptional or uncontrollable circumstances such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the State;…

What are the consequences?

(b) *Reduction of funds for failure to maintain support.* The Secretary reduces the allocation of funds under section 611 of the Act for any fiscal year following the fiscal year in which the State fails to comply with the requirement of paragraph (a) of this section by the same amount by which the State fails to meet the requirement.

South Carolina's Fiscal Support

- 110517-REVISED-USDOE-FED-SC MOE datamm.xls

How OSEP Evaluated the Request

- 110517-REVISED-USDOE-FED-SC MOE datamm.xls

Actions Taken

- Proviso (SDE-EIA: IDEA Maintenance of Effort)
- Correction for 2010-11
  - $75,343,070 Allocated to School Districts (MOE Special Allocation)
- Appeal submitted to the Office of Administrative Law Judges, US Dept. of Education
- Request for an “expedited hearing”

Local Maintenance of Effort

What are the requirements?

§ 300.203 Maintenance of effort.

(a) *General.* Except as provided in §§ 300.204 and 300.205, funds provided to an LEA under Part B of the Act must not be used to reduce the level of expenditures for the education of children with disabilities made by the LEA from local funds below the level of those expenditures for the preceding fiscal year.

What are the exceptions?

§ 300.204 Exception to maintenance of effort.

(a) The voluntary departure, by retirement or otherwise, or departure for just cause, of special education or related services personnel.

(b) A decrease in the enrollment of children with disabilities.

Exceptions, cont.

(c) The termination of the obligation of the agency, consistent with this part, to provide a program of special education to a particular child with a disability that is an exceptionally costly program, as determined by the SEA, because the child— (1) Has left the jurisdiction of the agency; (2) Has reached the age at which the obligation of the agency to provide FAPE to the child has terminated; or (3) No longer needs the program of special education.

(d) The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities.

Calculation of MOE

§ 300.203 Maintenance of effort.

(b) *Standard.* (1) Except as provided in paragraph (b)(2) of this section, the SEA must determine that an LEA complies with paragraph (a) of this section for purposes of establishing the LEA's eligibility for an award for a fiscal year if the LEA budgets, for the education of children with disabilities, at least the same total or per capita amount from either of the following sources as the LEA spent for that purpose from the same source for the most recent prior year for which information is available:

(i) Local funds only.

(ii) The combination of State and local funds.

June 16, 2011 OSEP Letter to Bill East

Clarification on Local Maintenance of Effort (MOE) requirements

What does this mean for LEAs?

Excess Cost Requirements

§ 300.202 Use of amounts.

(2)(i) An LEA meets the excess cost requirement if it has spent at least a minimum average amount for the education of its children with disabilities before funds under Part B of the Act are used.

IDEA Application Process

- Assurances
- Lobbying Statement
- Narrative Section
- Fiscal Section
  - MOE
  - Excess Cost
  - Budget Report
- Approval Letter
- Superintendent Acceptance of Award

IDEA State Application and Information - Windows Internet Explorer

http://ed.sc.gov/agency/ac/Exceptional-Children/IDEAStateApplicationInformation.html

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IDEA State Application and Inf...

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STATE DEPARTMENT
OF EDUCATION

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IDEA State Application & Information

Home » Agency » Accountability » Exceptional Children » IDEA State Application and Information

Information on IDEA

The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities.

South Carolina State IDEA Applications

- 2009 State Application
- 2010 State Application
- 2011 State Application

IDEA 2011-12 Administration

Instructions

Assurances

Lobbying

611 Narrative

611 Fiscal

619 Narrative

619 Fiscal

Budget Report

Fiscal Procedures Manual

Appendices to Fiscal Procedures Manual

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Trusted sites

SPECIAL EDUCATION

State Personnel Development Grant: SC Gateways

Susan Kreh Beck, Ed.S., NCSP
Grant Director

Jennifer H. Watson, M.Ed., NBPTS
State Preschool Coach

Agenda

- What is SC Gateways?
  - Purpose
  - Tiers and Support Plan
  - Goals
  - Curriculum and Programs
  - Positions
  - What Does This Mean For You?

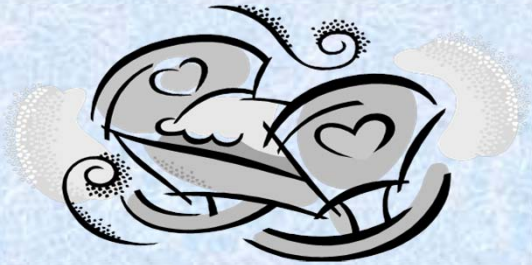
SPDG

State Personnel Development Grants (SPDG) The purpose of this new program authorized under the IDEA 2004 Amendments is to assist SEAs in reforming and improving their systems for **personnel preparation and professional development in early intervention, educational, and transition services** in order to **improve** results for children with disabilities.

South Carolina State Development Grant: SC Gateways

- Office of Exceptional Children, SC Department of Education
- Beginning Date 10/1/2010
- Ending Date 9/30/2015
- Federal Grant Award of $3.9 million

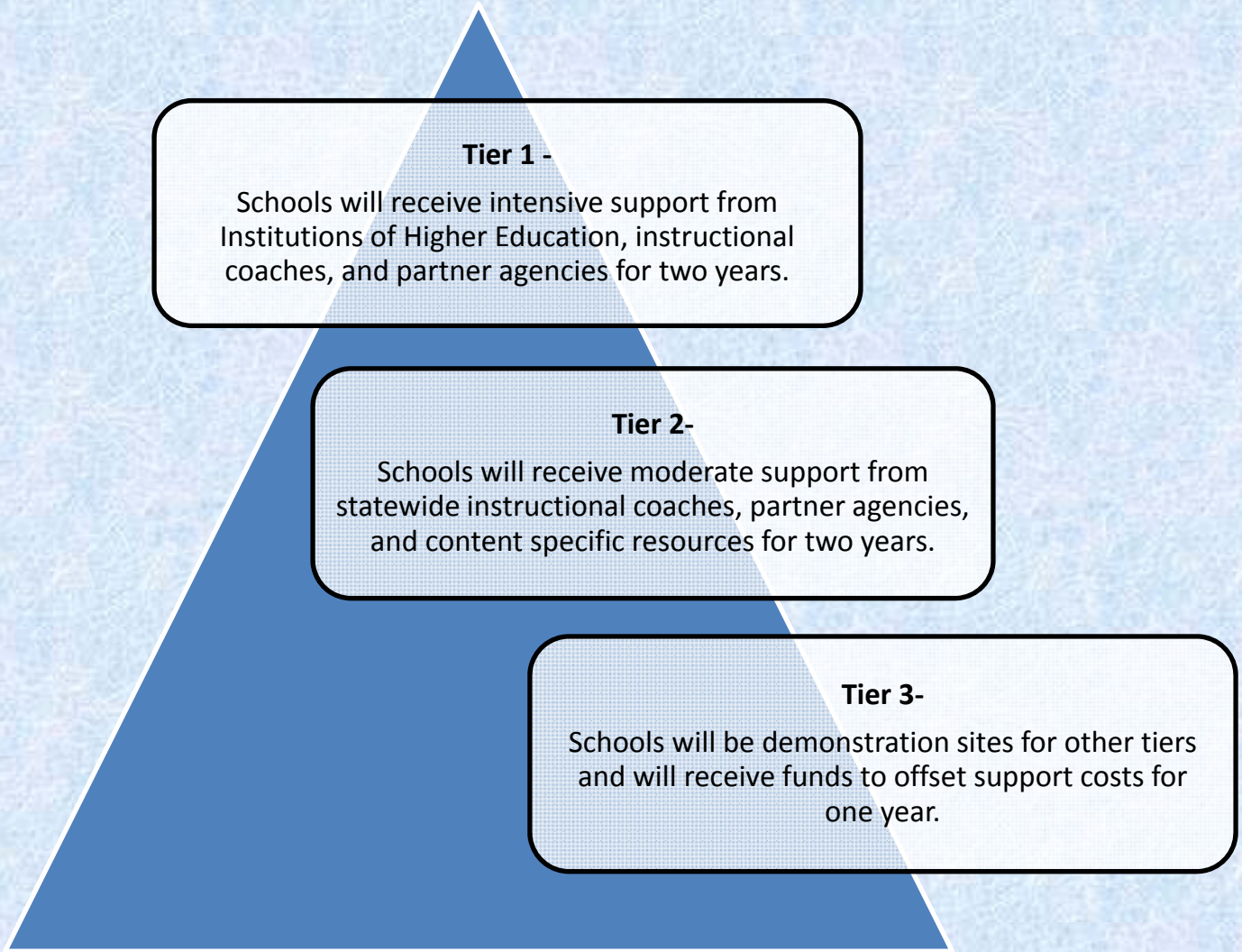
Purpose



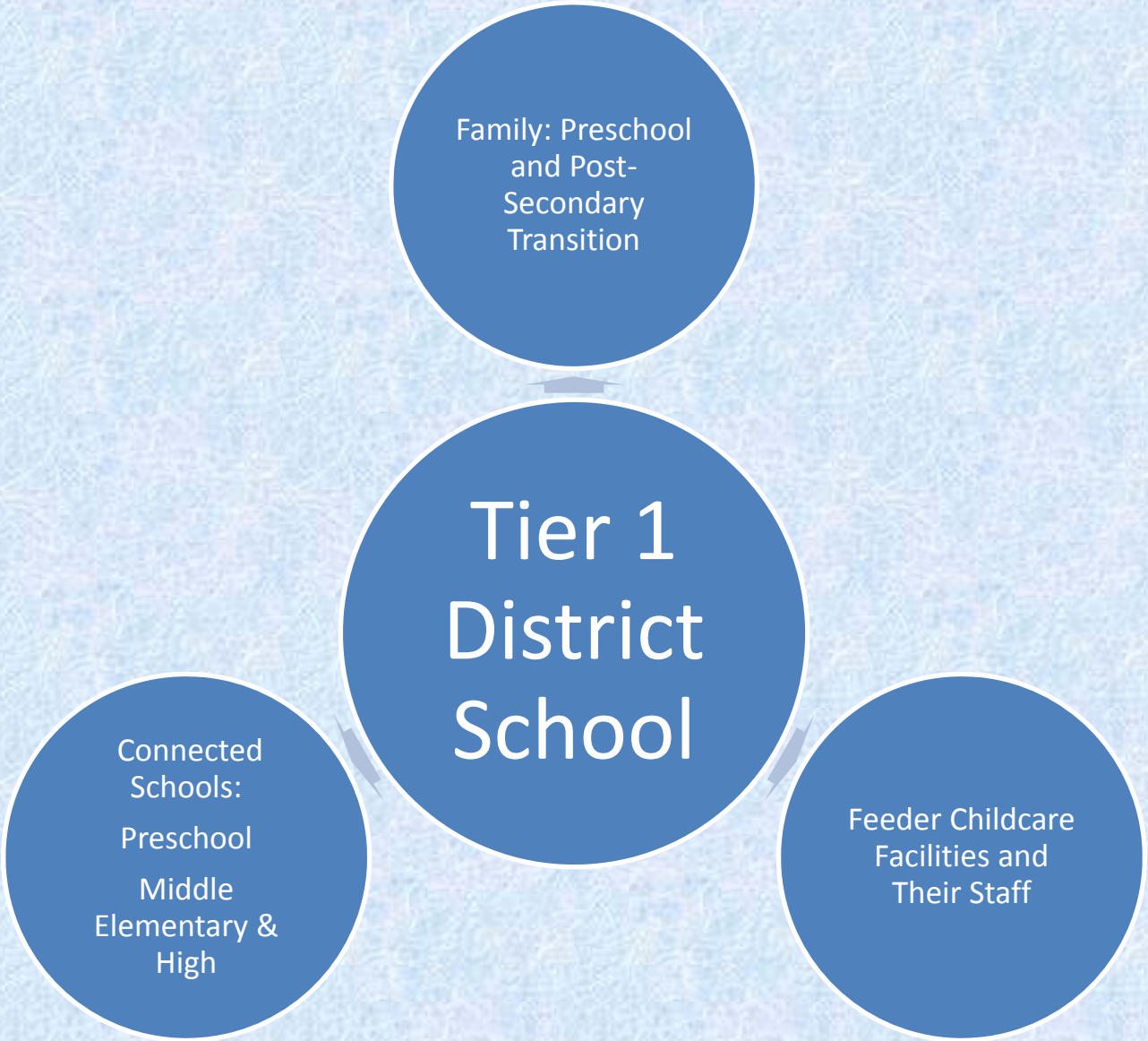
- **SC Gateways: *Cradles to Careers***

a 5-year, federally-funded grant with a vision of enriching personnel preparation and professional development systems for preschool, education, and transition services that will lead to improved results for children with disabilities.

Tiered Levels of Support



Tier 1 Support Plan



Goal 1

- Childcare providers and families of “at-risk” children will have greater awareness of, access to, and involvement in home, community, and educational services to promote early learning and improve readiness for kindergarten.
- Progress: Foundational activities including building awareness of and through professional collaboration with state services through PRO-Parents, Family Connection, DSS, First Steps and other federal grants in the state.

Goal 2

- Teachers, administrators, and staff will have <u>improved content mastery, pedagogy, and supports</u> to educate children with disabilities in grades K-12 and their families.
- Progress: Foundational activities including collaboration with IHE staff for coursework and IHE coach assignments.

Goal 3

- SC Gateways will provide <u>scientific- or evidence-based professional development and training programs</u> (i.e. virtual professional learning communities, demonstration sites at Tier 3 schools, state-level trainings, graduate-level coursework, coaching for Tier 1 schools, online modules) to teachers, administrators, and staff for children age 13 and above.
- Progress: Foundational activities including investigation of virtual professional learning communities, arrangement of graduate-level courses and scheduling training of staff in SIM, CHAMPS, PALS, PLCs.

Curriculum and Programs Involved with SC Gateways: Cradles to Careers:

- Peer-Assisted Learning Strategies (PALS)
- Strategic Instruction Model (SIM)
- Professional Learning Communities (PLCs)
- Center on the Social-Emotional Foundations for Early Learning (CSEFEL)
- CHAMPS Positive Behavior Management

Grant Positions

- Project Director, Susan Kreh Beck
- State Preschool Coach, Jennifer Watson
- State Post-Secondary Transition Coach, TBD
- Institutions of Higher Education (IHE) Consultants
- Gateways Coaches (2 sets of 3 for 2 years each)

Coaching Roles and Responsibilities

Institutions of Higher Education "Consultants"	Statewide Coaches	Instructional Coaches
• Needs assessment • Observe teachers • Coaching of Special Education Teachers • Participate in PLCs • Assist instructional coaches as needed	• 5-year positions • One Preschool • One Post-Secondary • Participate in PLCs • Provide Prof. Dev. • Work closely with Tier 2 schools	• 2-year fellowship • On loan from their district • Guaranteed a position in their home district • Provide site-based support to Tier 1 schools

Grant Partners:

- University of South Carolina
- Clemson University
- Francis Marion University
- College of Charleston
- Department of Social Services
- First Steps
- PRO-Parents
- SC Children's Trust
- SC Vocational Rehabilitation

What Can This Mean For You and Your District?

- Increased Professional Development Opportunities
- Virtual Professional Learning Communities
- Graduate Level Coursework
- Coaching
- Credit Leading to Add-on Certification Credentials

Questions and More Information

Susan Kreh Beck

Grant Director, SC Gateways

SC Department of Education

Office of Exceptional Children

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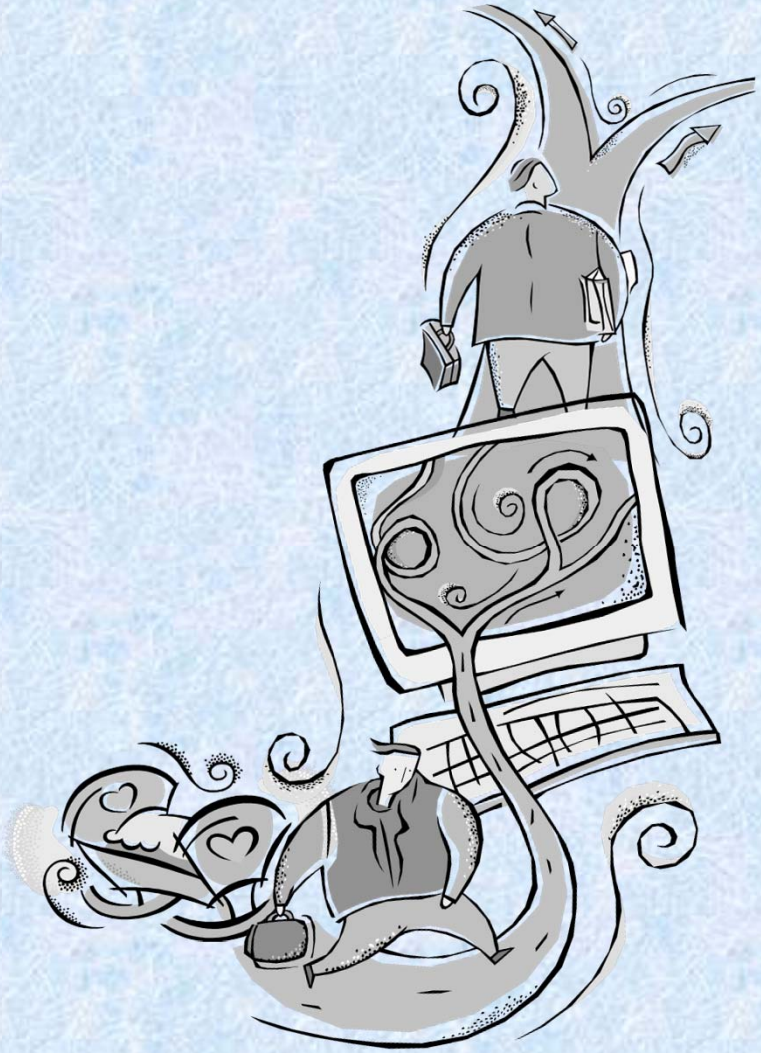


LEGAL UPDATES, REMINDERS, and ~~WARNINGS~~ TIPS!!!

Barbara Drayton, Deputy General Counsel, SC Dept. of Education

MEDICAL CENTER

NAME Shaquille Student AGE 10

ADDRESS 1313 Mockingbird Rd DATE 9-29-11

Rx

ONE IEP ANNUALLY UNTIL ON GRADE LEVEL

THE SPECIAL ED. DOCTOR

SIGNATURE

☐ LABEL

REFILL 0 1 2 3 4 5 PRN NR

MEDICAL CENTER

NAME Shaquille Student AGE 10

ADDRESS 1313 Mockingbird Rd DATE 9-29-11

Rx

MEDICAL HOMEBOUND FOR DIAGNOSIS OF SCHOOL ANXIETY

8-16-11 THROUGH 6-1-11

THE SPECIAL ED. DOCTOR

SIGNATURE

☐ LABEL

REFILL 0 1 2 3 4 5 PRN NR

SBE R43-241
MEDICAL HOMEBOUND INSTRUCTION

I. Students who cannot attend public school because of illness, accident, or pregnancy, even with the aid of transportation, are eligible for medical homebound or hospitalized instruction.

(A) A physician must certify that the student is unable to attend school but may profit from instruction given in the home or hospital.

(B) Any student participating in a program of medical homebound instruction or hospitalized instruction must be approved by the district superintendent or his or her designee on standardized forms provided by the State Department of Education.

II. A student is eligible for medical homebound instruction (1) on the day following his or her last day of school attendance or (2) on the first day of the regular nine-month academic year of the school in which he or she is enrolled and would otherwise be in attendance. The student remains eligible (1) until the day before he or she returns to school or (2) until the last day of the regular academic year in the school year he or she would normally be enrolled, whichever occurs first.

III. The State Department of Education shall fund a maximum of five periods per week of medical homebound instruction pursuant to the Education Finance Act (EFA).

(A) A day of instruction must be based on the student's individual need but may be no less than fifty minutes to qualify for state funding.

(B) There is no limit to the amount of instruction that may be provided with funds other than state funds.

(C) If more instruction is needed, the school district must provide the additional funds.

IV. Should an approved student not be provided the medical homebound instruction that he or she is entitled to receive, the student is eligible to have the medical homebound instruction made up by the district.

(A) This make up may occur . . . may occur after the student returns to school provided the make-up periods are not during the regular school day.

B) State funding for medical homebound instruction is available until the last day of the regular school year. If the school district delays the start of services for any reason,. . . the school district must make up the missed instructional periods even if the regular school year has ended and services are provided without the benefit of state funding.

V. All teachers providing medical homebound instruction to students domiciled in South Carolina must hold a valid South Carolina teacher's certificate.

(A) The teacher shall teach the medical homebound student or students in a room especially set aside for the period of instruction.

(B) Medical homebound teachers are required to keep a weekly record of teaching services provided.

WHAT AMOUNT OF MEDICAL HOMEBOUND INSTRUCTION IS REQUIRED?

- **The student's IEP team must determine the appropriate amount of special education and related services and be able to explain how each decision was made relative to the specific student.**
- **Revise the student's IEP to reflect the change in services.**
- **The student is still entitled to receive related services, transition services, assistive technology, etc.**

DURING THE MEETING THE IEP TEAM MUST

- **Engage in a serious discussion concerning the need to maintain the student's connection with the regular school setting;**

  What supports and services may allow the student to stay in the regular school setting?

  What other accommodations and modification have we not offered?

- **Consider the amounts and types of services each student needs during his or her change in placement to continue to progress in the general education curriculum and continue to receive the services and modifications described in each student's IEP that will enable him or her to meet the goals set out in his or her IEP.**

INTERMITTANT MEDICAL HOMEBOUND INSTRUCTION

- **When will this apply?**
- **What if the student comes to school for a partial day?**
- **Spell out what services will be provided and on what basis?**
- **How will the LEA track when the student is out and what services the student misses?**

ALTERNATIVE RESIDENCES THAT ARE NOT RESIDENTIAL TREATMENT FACILITIES (RTFs)

Proviso 1.8 of the current General Appropriation Act provides that school districts wherein a child of lawful school age resides in a group home, foster home, orphanage, state operated health care facility, or habilitation center for individuals with mental disabilities, are responsible for providing a FAPE for all children, including children with disabilities.

RESIDENTIAL TREATMENT FACILITIES (PROVISO 1.66)

Each South Carolina resident of lawful school age residing in licensed residential treatment facilities (RTFs) for children and adolescents as defined under Section 44-7-130 of the 1976 Code, ("students") shall be entitled to receive educational services from the school district in which the RTF is located ("facility school district"). The responsibility for providing appropriate educational programs and services for these students, both with and without disabilities, who are referred or placed by the State is vested in the facility school districts.

PROVISO 1.66

A facility school district (the school district in which the RTF is located) must provide the necessary educational programs and services directly to the student at the RTF's facility, provided that the RTF facility provides and maintains adequate space for the educational programs and services consistent with the least restrictive environment requirements.

WHAT IF THE HOME SCHOOL DISTRICT WANTS TO MAINTAIN RESPONSIBILTY?

Under these circumstances, the facility school district may choose to enroll the student and assume full legal and financial responsibility for the educational services, or it may choose to provide the educational services and serve as the educational and fiscal agent of the school district in which the student's legal guardian resides ("resident school district") for purposes of enrolling the student, approving the student's entry into a medical homebound instructional program, if appropriate, and receiving and expending funds, unless the resident school district undertakes to carry out its educational responsibilities for the student directly.

PROVISO 1.66

Alternatively, a facility school district may choose to provide the necessary educational programs and services by contracting with the RTF provided that the RTF agrees to provide educational services to the student at the RTF's facility. Under these circumstances, the facility school district must enroll the student and pay the RTF for the educational services provided.

FUNDING

CHANGE FROM THE LAST TWO YEARS

The facility school districts are entitled to receive the base student cost multiplied by the Education Finance Act (EFA) pupil weighting for Homebound pupils of 2.10, as set forth in Section 59-20-40 of the 1976 Code and any eligible categorical and federal funds.

These funds may be retained by the facility school districts for the purpose of providing the educational programs and services directly to students referred or placed by the State or the facility school districts may use these funds to reimburse RTF's for the educational programs and services provided directly by the RTFs.

ANOTHER CHANGE

A facility school district is entitled to reimbursement from a resident school district for the difference between (1) the reasonable costs expended for the educational services provided directly by the facility school district or the amount paid to the RTF and (2) the aggregate amount of federal and state funding received by the facility school district for that student. <u>However, the reimbursement rate may not exceed $45 per student per day</u>. Should the facility school district be unable to reach agreement with the resident school district regarding reasonable costs differences, the facility school district shall notify the Department of Education's Office of General Counsel.

AN IMPORTANT CHANGE

If the issue of reasonable cost differences should remain unresolved, the case shall be referred to the Administrative Law Court for a final decision. Should a resident school district fail to distribute the entitled funding to the facility school district by the 135 day count, the Department of Education is authorized to withhold the equivalent amount of EFA funds and transfer those funds to the facility school district.

EDUCATIONAL SERVICES

All students enrolled in the facility school districts shall have access to the facility school districts' general education curriculum, which will be tied to the South Carolina academic standards in the core content areas. All students with disabilities who are eligible for special education and related services under the IDEA, as amended, and the State Board of Education (SBE) regulations,

EDUCATIONAL SERVICES

as amended, shall receive special education and related services in the least restrictive environment by appropriately certified personnel. Students in an RTF will at all times be eligible to receive the educational credits (e.g., Carnegie Units) earned through their educational efforts.

OUT-OF-STATE PLACEMENTS

For a child with a disability placed outside the state by an educational or non-educational state or local agency, the state initiating the placement is responsible for ensuring that the child's IEP is developed and implemented.

SERVICE ANIMALS

Beginning on March 15, 2011, defined as dogs that are individually trained to do work or perform tasks for people with disabilities. Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with mental illness to take prescribed medications, calming a person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack, or performing other duties.

SERVICE ANIMALS

Service animals are working animals, not pets. The work or task a dog has been trained to provide must be directly related to the person's disability. Dogs whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA.

SERVICE ANIMALS

Under the Americans with Disabilities Act Amendments service animals must be harnessed, leashed, or tethered, unless these devices interfere with the service animal's work or the individual's disability prevents using these devices. In that case, the individual must maintain control of the animal through voice, signal, or other effective controls.

- **When it is not obvious what service an animal provides staff may only ask two questions: (1) is the service animal required because of a disability, and (2) what work or task has the animal been trained to perform. Staff cannot require a special identification card or training documentation for the dog, or ask that the dog demonstrate its ability to perform the work or task.**
- **Allergies and fear of dogs are not valid reasons for denying access or refusing service to people using service animals. When a person who is allergic to dog dander and a person who uses a service animal must spend time in the same room or facility, for example, in a school classroom, they both should be accommodated by assigning them, if possible, to different locations within the room or different rooms in the facility.**

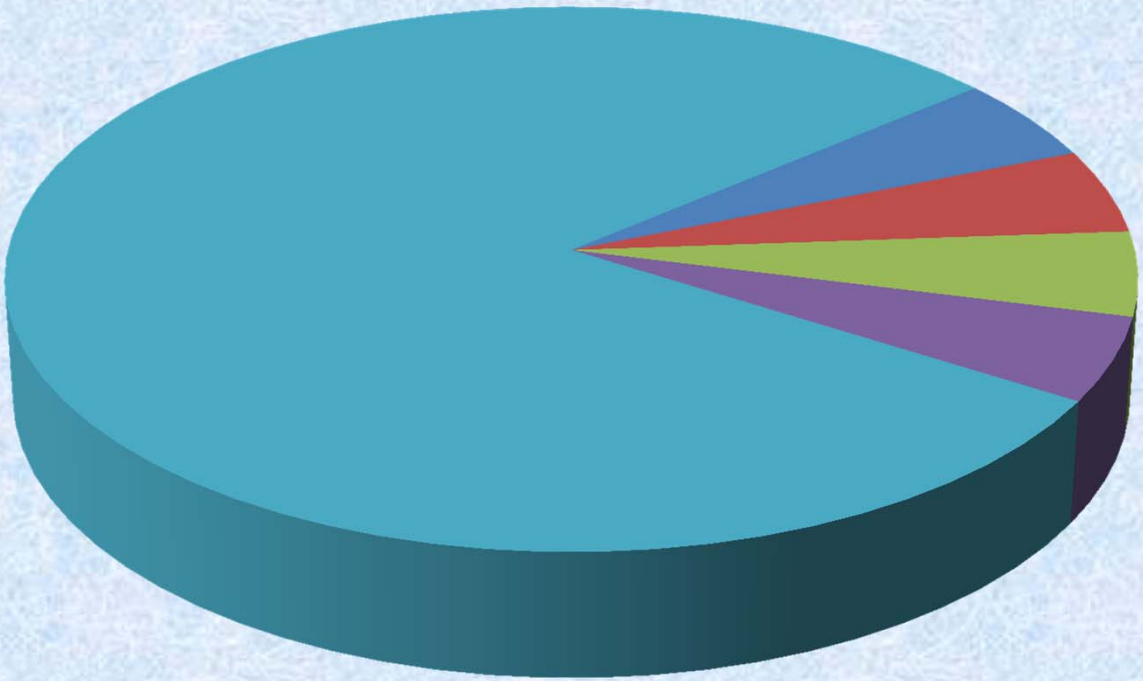
- **Schools cannot exclude a breed of dog merely because of its perceived reputation. It could be anything from a chihuahua to a pit bull.**
- **People (students or personnel) with disabilities who use service animals cannot be isolated from others, treated less favorably than others, or charged fees that are not charged to other people without animals.**
- **Staff are not required to provide food for a service animal.**

In addition to the provisions about service dogs, the revised ADA regulations have a new, separate provision about miniature horses that have been individually trained to do work or perform tasks for people with disabilities. (Miniature horses generally range in height from 24 inches to 34 inches measured to the shoulders and generally weigh between 70 and 100 pounds.) Entities covered by the ADA must modify their policies to permit miniature horses where reasonable.

The regulations set out four assessment factors to assist in determining whether miniature horses can be accommodated in a facility. The assessment factors are (1) whether the miniature horse is housebroken; (2) whether the miniature horse is under the owner's control; (3) whether the facility can accommodate the miniature horse's type, size, and weight; and (4) whether the miniature horse's presence will not compromise legitimate safety requirements necessary for safe operation of the facility.

- **Ask parents to show that the animal has been vaccinated, spayed or neutered, and treated for fleas and ticks.**
- **Develop a policy before you receive a request.**
- **Encourage schools to designate a specific area on campus for the animal for potty breaks.**

Places You're Most Likely to See a Zombie



- In a graveyard
- In a dilapidated farmhouse
- In the mirror behind you
- At a coffeeshop in the morning
- At the OEC Fall Admin after day one

Please hand-in any questions you may have to one of the staff of the Office of Exceptional Children.

Responses will be summarized in a 2011 Fall Admin Q&A.

…and see you tomorrow!

Staff of the

Office of Exceptional Children