

School Supports for Learners with IDD

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All relevant financial relationships have been mitigated



Objectives

1. Gain understanding of the Individuals with Disabilities Act (IDEA)
2. Learn about school supports and what these may look like
3. Gain understanding of recovery minutes for students with disabilities and the procedures to access these minutes.

IDEA

The Individuals with Disabilities Education Act (IDEA) is a federal law ensuring services to children with disabilities. 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. In exchange for federal money, schools must guarantee that all children with disabilities will receive a "free, appropriate public education."

IDEA

- Ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living
- Ensure that the rights of children with disabilities and their caregivers are protected
- Assist States, localities, educational service agencies, and Federal agencies to provide for the education of all children with disabilities
- Assist States in the implementation of a statewide, comprehensive, coordinated, multidisciplinary, interagency system of early intervention services for infants and toddlers with disabilities and their families
- Ensure that educators and parents have the necessary tools to improve educational results for children with disabilities by supporting system improvement activities; coordinated research and personnel preparation; coordinated technical assistance, dissemination, and support; and technology development and media services
- Assess, and ensure the effectiveness of, efforts to educate children with disabilities

School Supports

- Under IDEA, students are legally obligated to a “free and appropriate education” (FAPE). For many, that means:
 - An evaluation to identify strengths and challenging areas
 - Development of an Individualized Education Plan (IEP)
 - IEP identifies domains of learning that students qualify to access support in
 - IEP identifies the student goals within each domain of learning that student qualifies in
 - IEP identifies the number of minutes of specially designed instruction (SDI) to target student goals.
 - IEP identifies accommodations and modifications to instruction and curriculum in SDI to meet a learners needs.

School Supports

- Specially designed instruction (SDI) is a set of organized and planned instructional activities which adapt, as appropriate, the content, methodology, or delivery of instruction to address the unique needs that result from a student's disability
 - SDI identifies how and what teaching and instruction will be delivered to address a student's IEP goals
 - Examples include:
 - Accommodations and Modifications

School Supports

- SDI often include accommodations or modifications
- Accommodations are where the delivery of instruction/curriculum are altered to meet the needs of a learner and help he/she/they access this instruction/curriculum presented
 - Accommodations do not change to content, accommodations changes or enhances the delivery
 - Examples- adding extra time to tests, including a visual support in instruction
- Modifications are where the content itself of instruction/curriculum is changed or modified to meet the needs of each learner presented.
 - Examples- using an alternative book, changing curriculum

Recovery Services

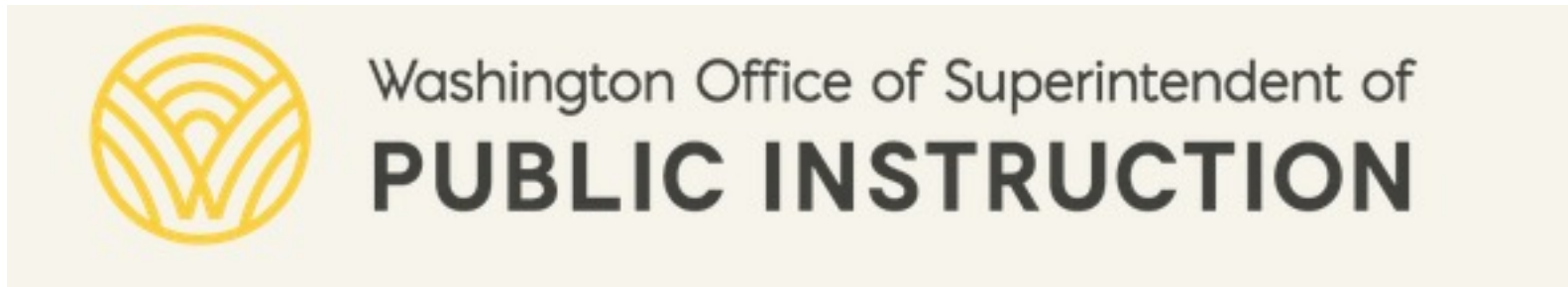
- As a result of the pandemic, every student in Washington experienced unprecedented interruption to in-person learning. Many students did not make appropriate progress² on pre-COVID IEP goals due to school facility closures, missed or delayed services, or barriers accessing remote instruction, despite efforts of school districts, educators, families, and students.
- Importantly, recovery services decisions are not the result of a dispute, but rather should be a collaborative response by the IEP team.
- IEP teams consider the individual need for recovery services for every student with an IEP from preschool to age 21.
- For most students with an IEP, OSPI recommends that recovery services generally be provided outside of the school day, which could include services during the summer. If the IEP team determines recovery services will be provided during the school day, teams should ensure this does not lead to a more restrictive placement for the student or contribute to additional general education instruction being missed.

Recovery Services- Decision Making

	Present Levels	Progress	Services
Pre-COVID (Baseline)	<i>What were the student's present levels of performance before COVID?</i>	<i>What was the student's level of progress (on IEP goals) before COVID?</i>	<i>What special education and related services were documented on the student's pre-COVID IEP?</i>
From Spring 2020 to Present	<i>What concerns have been raised by the parent(s)? What is the difference between the student's current present levels of performance, compared with the student's expected level of performance had the pandemic not occurred?</i>	<i>To what extent has the student's level of progress (on IEP goals) decreased or slowed compared to baseline levels?</i>	<i>What special education and related services were offered to the student in Spring 2020 and during the 2020–21 school year compared to the baseline offer of FAPE? To what degree did the student access the offered services in Spring 2020 and during the 2020–21 school year?</i>
Recovery Services Decision	<i>How and when will the student access the recovery services? What options are available for inclusive access, whether recovery services are provided during or outside of the school day?</i>	<i>Based on the student's current rate of progress, age, and developmental level, what is the timeline for the student to achieve the expected level of progress for the identified recovery services areas? How and how often will parents be informed of progress on recovery services, including how the IEP team will address any lack of reasonable progress?</i>	<i>Based on the student's present levels of performance and missed or reduced services during the pandemic, what special education or related service areas or IEP goals require recovery services? For the identified recovery services areas, what amount of services is needed to help the student achieve the level of progress expected had the pandemic not occurred?</i>

References

OSPI- <https://www.k12.wa.us/>



Questions

THANK YOU!

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