

# THE PARENT SIDE™



THIS IS A  
PARENT



THIS IS A PARENT AFTER AN IEP MEETING

## ANY QUESTIONS?

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**101**ADVOCACY | LLC

HELPING FAMILIES NAVIGATE  
THE SPECIAL EDUCATION PROCESS

# Top 10: What a Parent Must Know Regarding Special Education

# Number 10: Educate Yourself

- Purpose of IDEA
  - An education that is designed to meet students unique needs and prepare them for further education, employment, and independent living.
- Read the Notice of Procedural Safeguards
- Visit [www.wrightslaw.com](http://www.wrightslaw.com)

# Number 9: Understand Evaluations

- Formal Assessments
  - Bell Curve: Standard Scores between 85-115 are in average range. Scores 70-84 are below average. Scores below 70 are significantly below average.
  - Stand Error of Measure, usually  $\pm 3$
- Evaluations DO NOT drive placement

# Number 8: FBAs and BIPs

- Inappropriate/Disruptive Behavior is typically the biggest factor leading to removal from general education
- Functional Behavior Assessment/ Behavior Intervention Plan
  - Performed anytime behavior is a concern
  - Behavior specialists/Autism Specialists are experts
  - If behavior continues to be a concern, an IEE can be sought

# Number 7: IEEs

- Independent Education Evaluation
  - Anytime there is disagreement of a formal/standardized assessment
    - Academic, Intellectual, Autism, Functional Behavior Assessment, Speech, Occupational Therapy
  - Paid for at the district's expense
  - Evaluator must be liked credentialed

# Number 6: LRE

- Least Restrictive Environment
  - IDEA strongly favors the general education classroom
  - Before removal from general education supplementary aids and services have to be deemed unsuccessful in the general education classroom
  - LRE is a right, not a privilege

# Number 5: Goal and Objectives

- Individualized
  - Drive Placement
    - Life Skills/Functional Goals support more restrictive placement
    - Academic goals support less restrictive placement
  - Need to be Measurable and Specific
    - Words like understand, learn, are NOT measurable
    - Words like solve, identify, locate are measurable



# Number 4: Monitor Progress

- IEP Progress Reports
  - Non Examples
    - Student is making good progress
    - Student is working really hard
    - Student is expected to meet goal

# Number 4:

## Monitor Progress

- Must provide Data Driven Information:
  - Student has performed 60%, 70%, 75%, 70% on the last 4 trials
  - Student the consistently uses 3 word sentences; in the last 3 data collections; student used ten, 5 word sentences
  - Student has had 1 incident of biting in the last 2 weeks

# Number 3: Lesser Known Rights

- Extended School Year
- Related Services:
  - Music
  - Counseling
  - Parent Training
  - Teacher Training
- Ratios

# Number 2:

## Prior Written Notice

- PWN each time that the school proposes to take or refuses to take actions with respect to your child.
- PWN provided each time that it:
  - proposes/refuses to initiate/change the identification, evaluation, or placement
  - proposes/refuses to initiate or change the provision of FAPE to your child
  - <http://www.parentcenterhub.org/repository/notice-prior/>

# And the Number 1: Be an Active Participant!

- Make a list of questions/issues prior
- Make it known the things that are important to you for your child to learn (potential goals)
- Ask for a draft of the goals prior to meeting. Make sure goals are measurable and specific.
- Consider sharing Vision Statement
- Ask questions!

Our ultimate vision for Austin is that she be gainfully employed and live with friends after she attends an inclusive post-secondary program on a traditional college campus. In order for our vision to be accomplished, it is necessary for Austin to be educated alongside her general education peers for the entire school day. This means she is with her peers for lunch, recess, and special area classes, but more importantly, with them in all academic subjects with the appropriate supports. We want her support services to be brought directly to her and delivered seamlessly in the general education class. We view Austin as an important member of her school. Therefore, we want her to be engaged as an integral part of the classroom and school community at every turn.

-adapted from Inclusive Schooling



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