
Family Training Series

Session 3: IEPs, Service Delivery & Behavior Interventions

Translator, Interpreter & Other Accommodations for This Training.

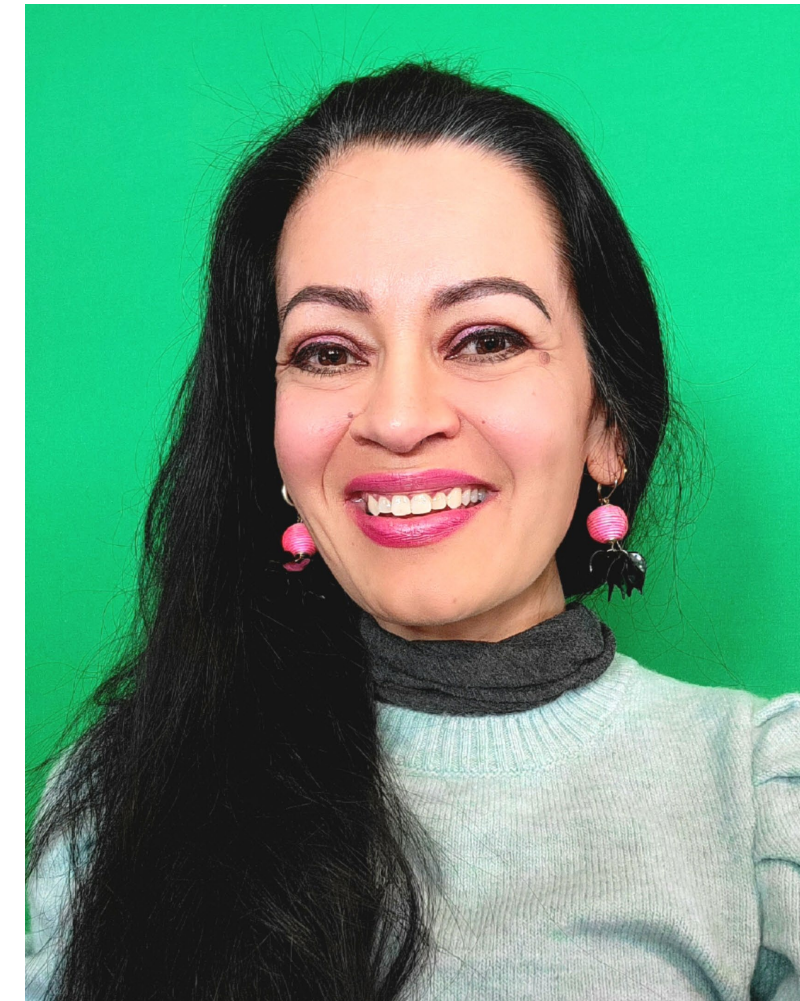
Meet the Team



Amanda Witherspoon

Senior Program Associate

awither@wested.org



Eliana Tardio Hurtado

Program Associate

etardio@wested.org

Family Training Series Topics

Session 1: Building Knowledge and Nurturing Relationships.

Session 2: Referral to Special Education and the Eligibility Process.

Session 3: IEPs, Service Delivery & Behavior Interventions.

Session 4: Addressing Concerns and Dispute Resolution.



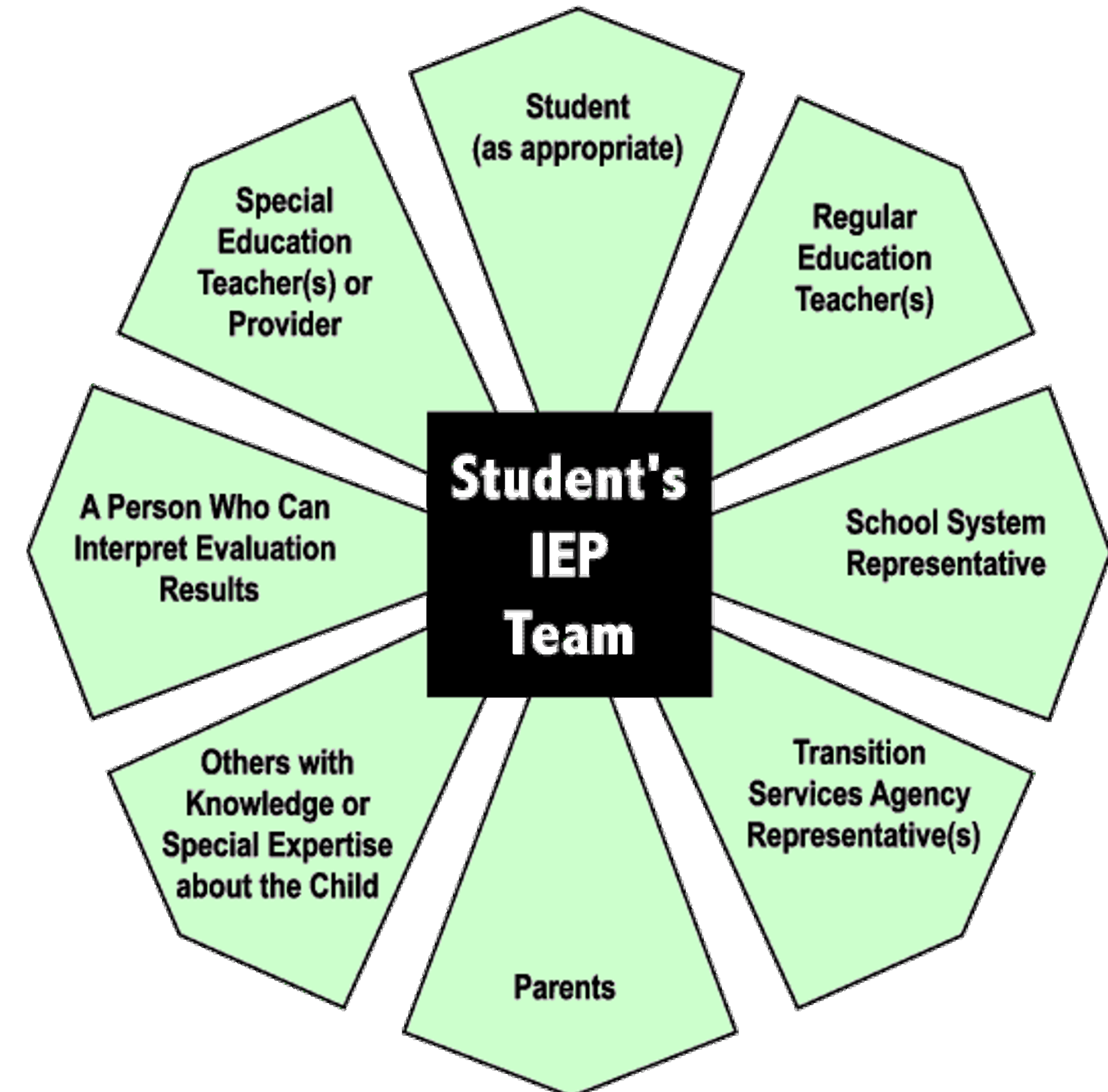
Objectives

- 1. Members of an IEP Team/Committee**
- 2. Development of the IEP**
- 3. Implementing the IEP**

The IEP Committee (1 of 3)

Who must be included on the IEP Team/ Committee?

- The child's parent(s).
- At least one of the child's special education teachers.
- At least one of the child's regular education teachers.



The IEP Team/Committee (2 of 3)

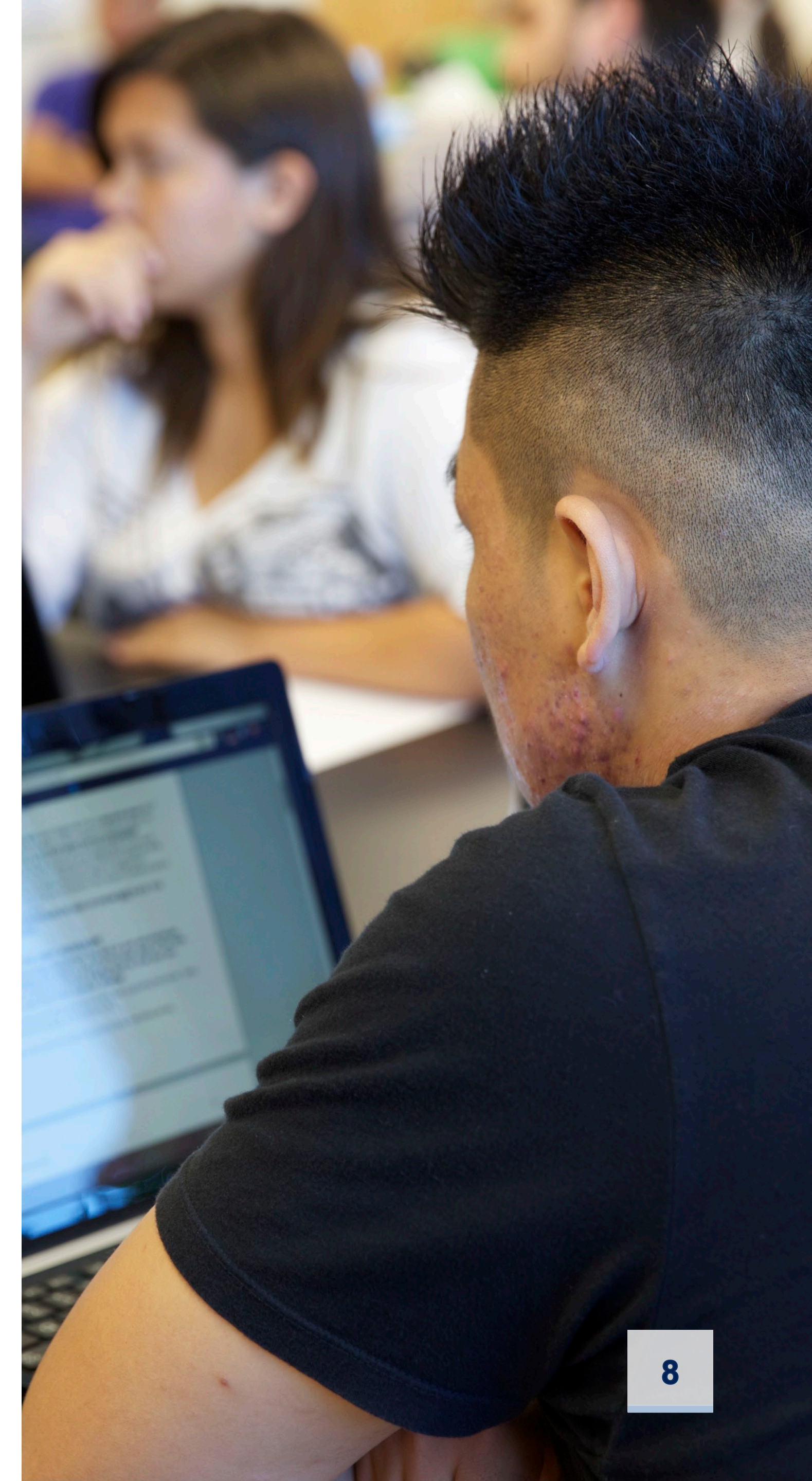
A Local Education Agency (LEA) Representative must meet the following criteria:

- Qualified to provide (or supervise provision of) specially designed instruction to meet the unique needs of children with disabilities.
- Knowledgeable about the general education curriculum.
- Knowledgeable about availability of resources of the District.



The IEP Team/Committee (3 of 3)

- The team consists of individuals who can interpret instructional implications of evaluation results and may already be a member of the IEP team for another purpose but may not be the child's parent.
- Others with “knowledge” or “special expertise” about the child may attend “at the discretion of the parent(s) or the agency” and may be a related service provider (as appropriate).
- Knowledge or special expertise about the child is determined by whoever invites the individual to be part of the IEP Team.



Question 1

Who is missing from the IEP team that has not been mentioned and must be included, as appropriate?

A. Doctor

B. Social worker

C. Child

D. None of the above

Including the Child with a Disability

The child with a disability –

- Must be invited to attend, whenever appropriate.
- Must be invited to a meeting where postsecondary goals and transition services needed to reach those goals will be considered.

****Important Transition to note:*** If a child had previously been served under Part C (Early Intervention Services for infants and toddlers with disabilities, ages birth through age 2, and their families), and a parent requests a Part C representative to be invited to transition a child from Part C to Part B, then the LEA must invite a representative.

“Alone we can do so little,
together we can do so much.”

- Helen Keller

Development of the IEP (1 of 8)

Within 30 days of the determination that a child is a “child with a disability” as defined by IDEA, the LEA must:

- Schedule an IEP Team meeting to develop the child’s IEP;
- Schedule the meeting at a mutually agreed-upon time and place;
- Provide parents with specific information about the meeting; and
- Take any action is necessary to ensure the parent understands the proceedings of the IEP Team meeting; including arranging for an interpreter for parents with deafness or who speak English as a second language.



Development of the IEP (2 of 8)

The IEP must also include:

- Strengths of the child.
- Concerns of parents for enhancing their child's education.
- Results of the child's initial evaluation (or most recent evaluation).
- Academic, developmental, and functional needs of the child.

Development of the IEP (3 of 8)

The IEP Team must consider special factors associated with:

- Children whose behavior impedes their own learning or the learning of others.
- Language and communication needs of children with limited English proficiency.



Development of the IEP (4 of 8)

More special Factors to consider:

- Instruction in Braille and the use of Braille for children who are blind or visually impaired.
- Communication needs of all children, with particular emphasis on children who are deaf or hard of hearing.
- Whether the child needs assistive technology devices and services (regardless of the child's disability).



Development of the IEP (5 of 8)

For Children With Disabilities Aged 3 Through 5:

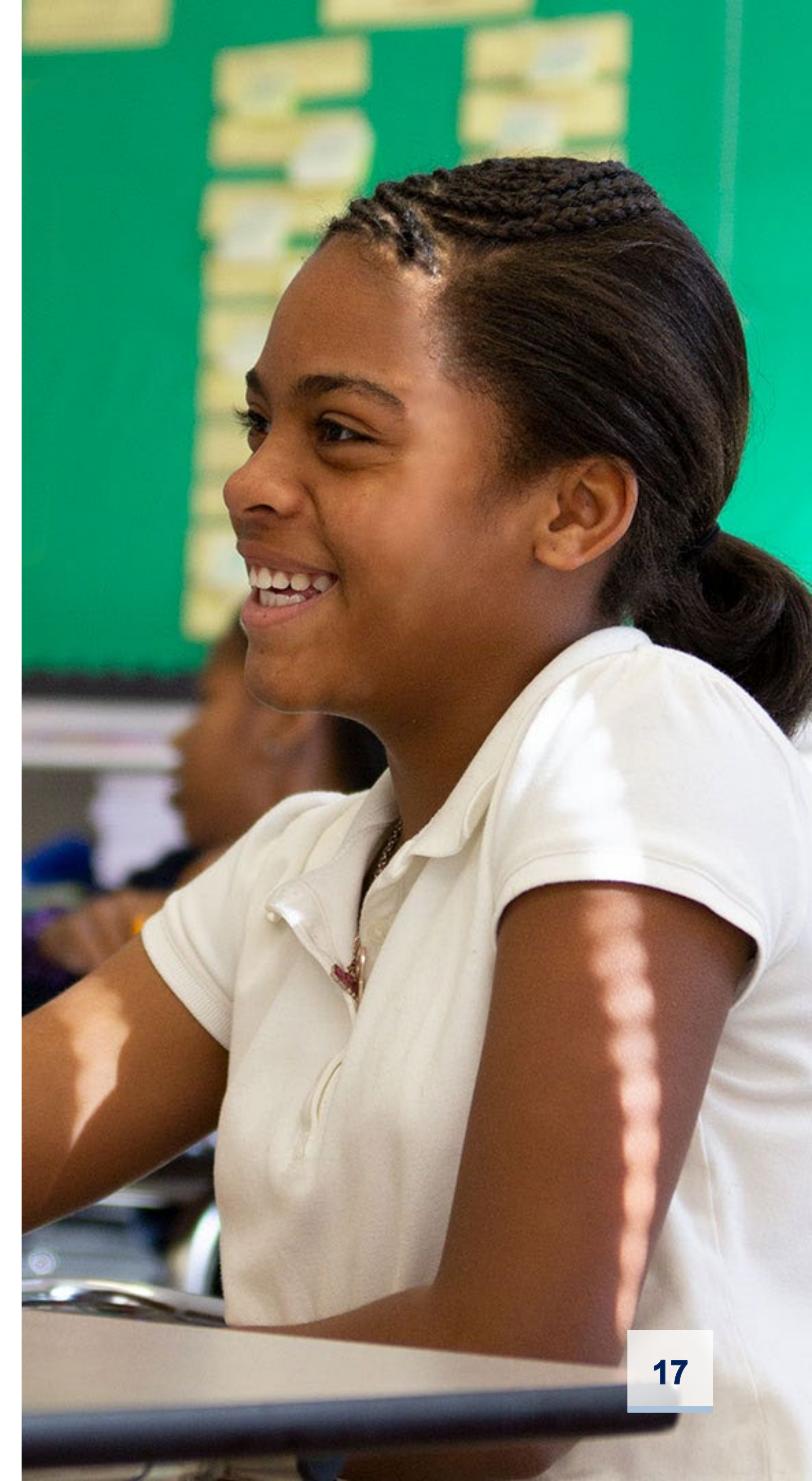
*At the state's discretion, §300.323(b) can also apply to children with disabilities who will turn 3 during the school year.



Development of the IEP (6 of 8)

For Least Restrictive Environment (LRE) requirements under §300.114, the LEA must ensure that:

- To the maximum extent appropriate, children with disabilities are educated with children who are nondisabled;
- Removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily; and



Development of the IEP (7 of 8)

- The child has supplementary aids and services determined appropriate and necessary by the child's IEP Team to participate in nonacademic and extracurricular services and activities.



Development of the IEP (8 of 8)

Placement:

- Decisions are based on a child's unique needs and IEP, not on administrative convenience, disability/program label, or allocation of funds;
- Is as close as possible to the child's home Unless child's IEP requires another arrangement, child is educated in the school that he or she would attend if nondisabled; and
- Is determined at least annually.



After the IEP is Written

When the IEP has been written, parents must receive a copy at no cost to themselves. The IDEA also stresses that everyone who will be involved in implementing the IEP must have access to the document. This includes the child's:

- Regular education teacher(s);
- Special education teacher(s);
- Related service provider(s) (for example, speech therapist); or
- Any other service provider (such as a paraprofessional) who will be responsible for a part of the child's education.



Question 2

We just learned about what happens after the IEP is written. Based on that information, do you think a paraprofessional may need a copy of the IEP too?

A. Yes

B. No

Service Delivery and Implementation of the IEP

Once the IEP is written, it is time to carry it out and provide the student with:

- **Special education**, specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability.
- **Related services** are required to assist a child with a disability to benefit from special education.

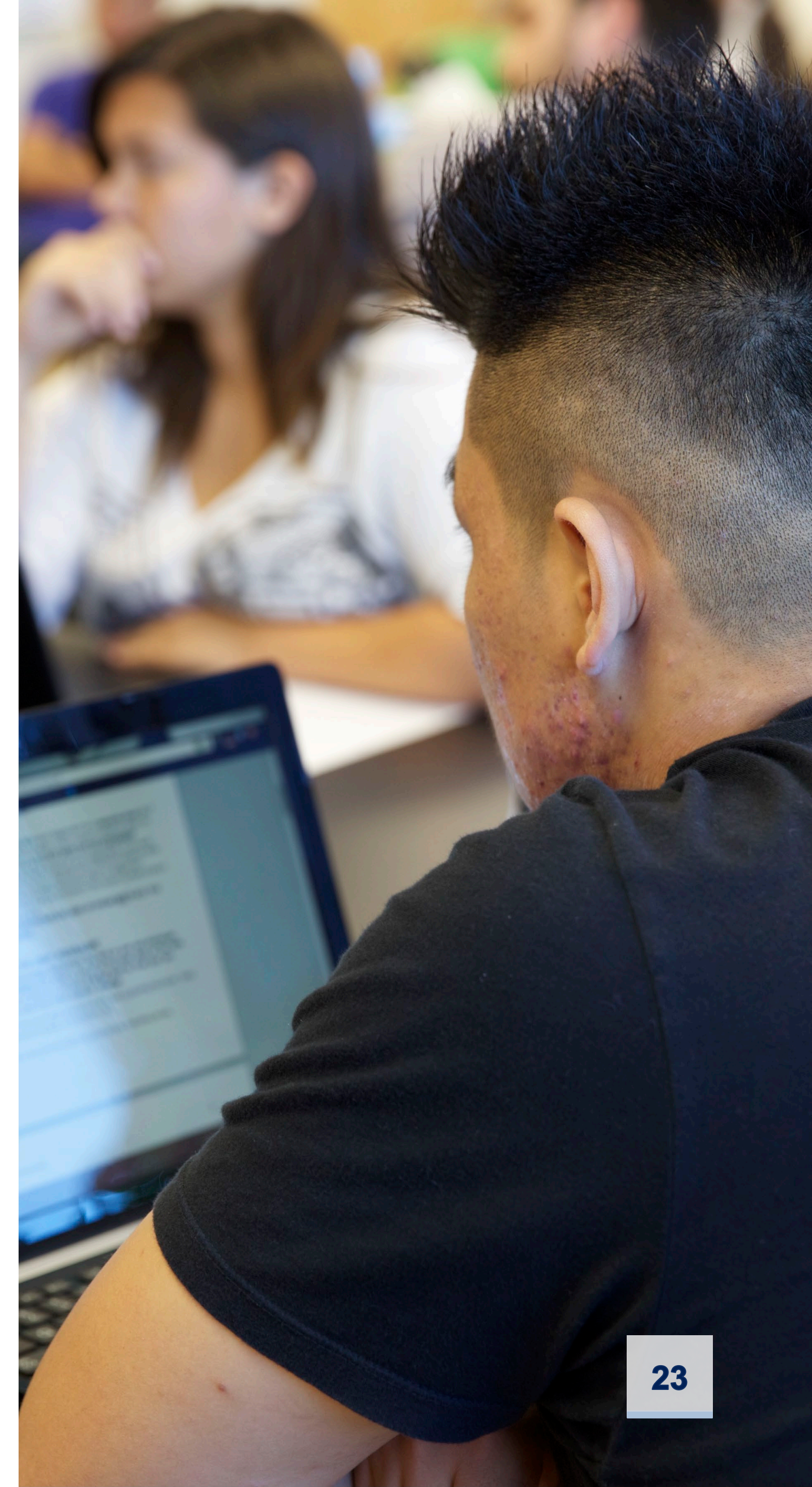
These must be made available to the child as soon as possible in accordance with their IEP.



Service Delivery (1 of 3)

Service Providers are the professionals that deliver these services to the students. All of them must:

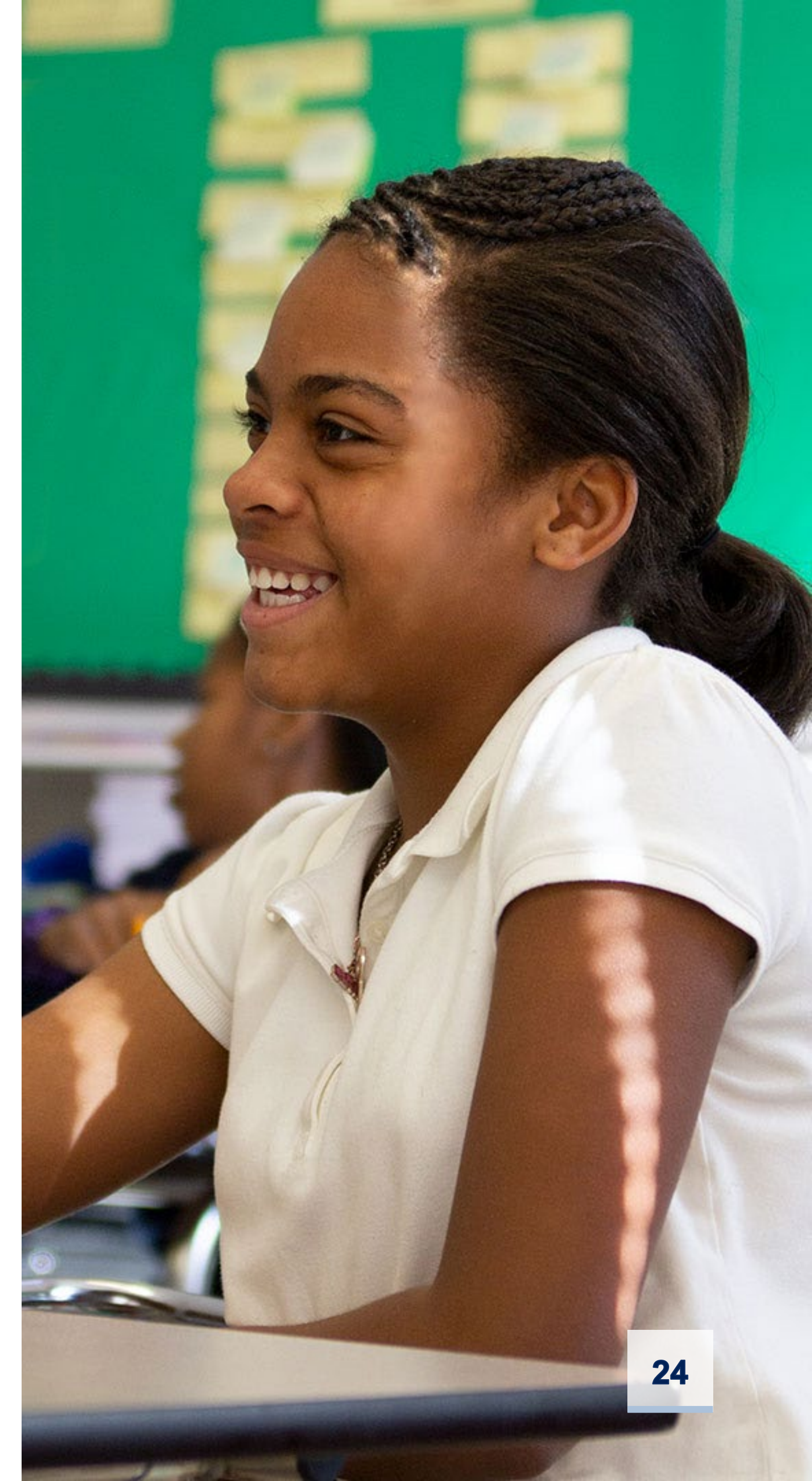
- Have access to the IEP;
- Be informed of their specific responsibilities; and
- Be informed of specific accommodations, modifications, and supports to be provided to the child, in accordance with the IEP.



Service Delivery (2 of 3)

Teamwork plays an important part in carrying out the IEP:

- Teachers, support staff and/or paraprofessionals need time to plan or work together on such matters as adapting the general curriculum to address the student's unique needs.
- Teachers, support staff, and others providing services for children with disabilities may request training and staff development.



Service Delivery (3 of 3)

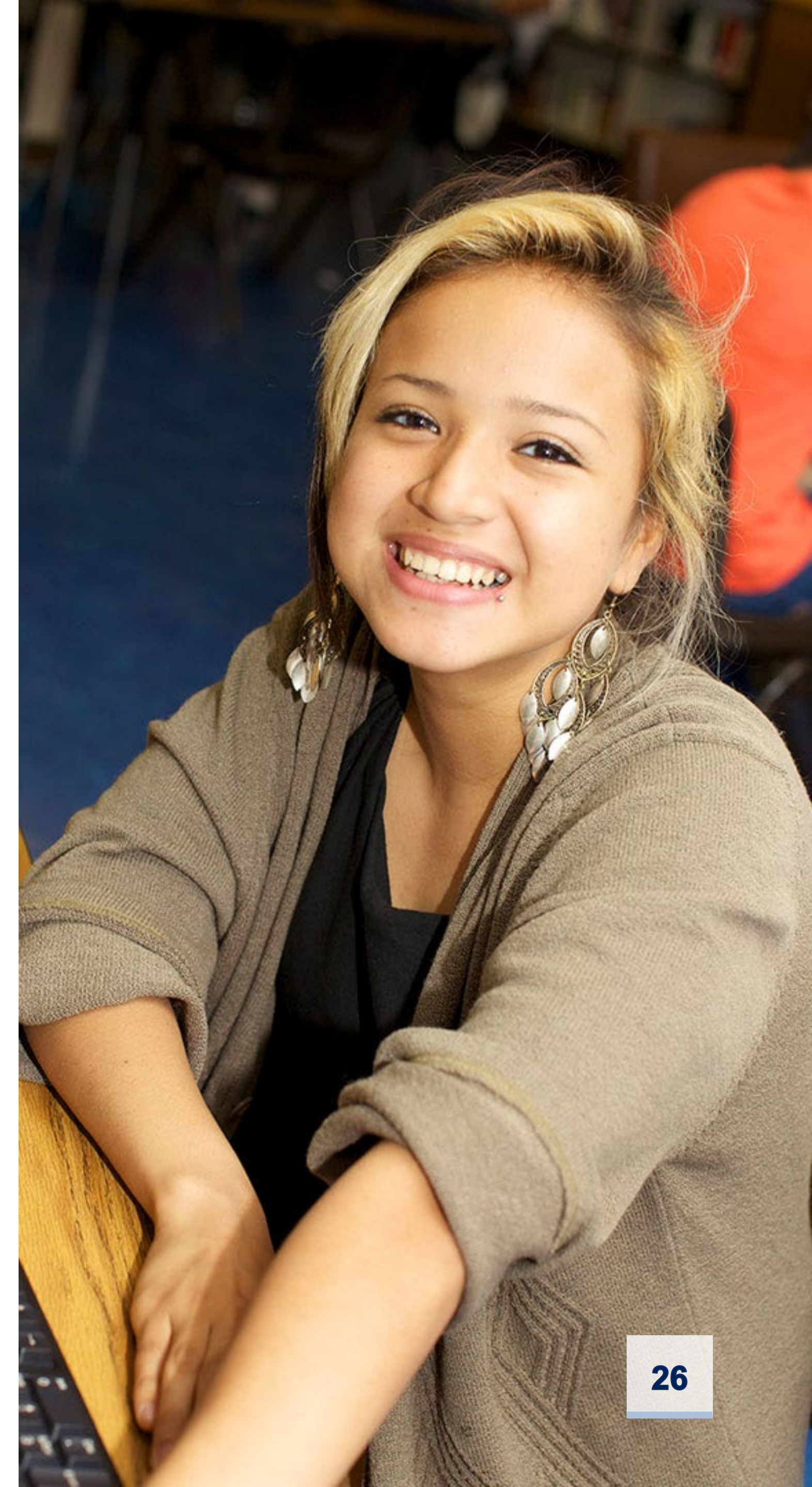
- Communication between home and school is also important. Parents can share information about what is happening at home and build upon what the child is learning at school. If the child is having difficulty at school, parents may be able to offer insight or help the school explore possible reasons as well as possible solutions.



Behavior Interventions (1 of 2)

Some children with disabilities may present challenging behaviors due to different factors:

- Lack of language or limited communication skills;
- Sensory overstimulation;
- Inability to understand their environment or process things accordingly; and/or
- Inability to self-regulate or follow directions due to emotional crisis.



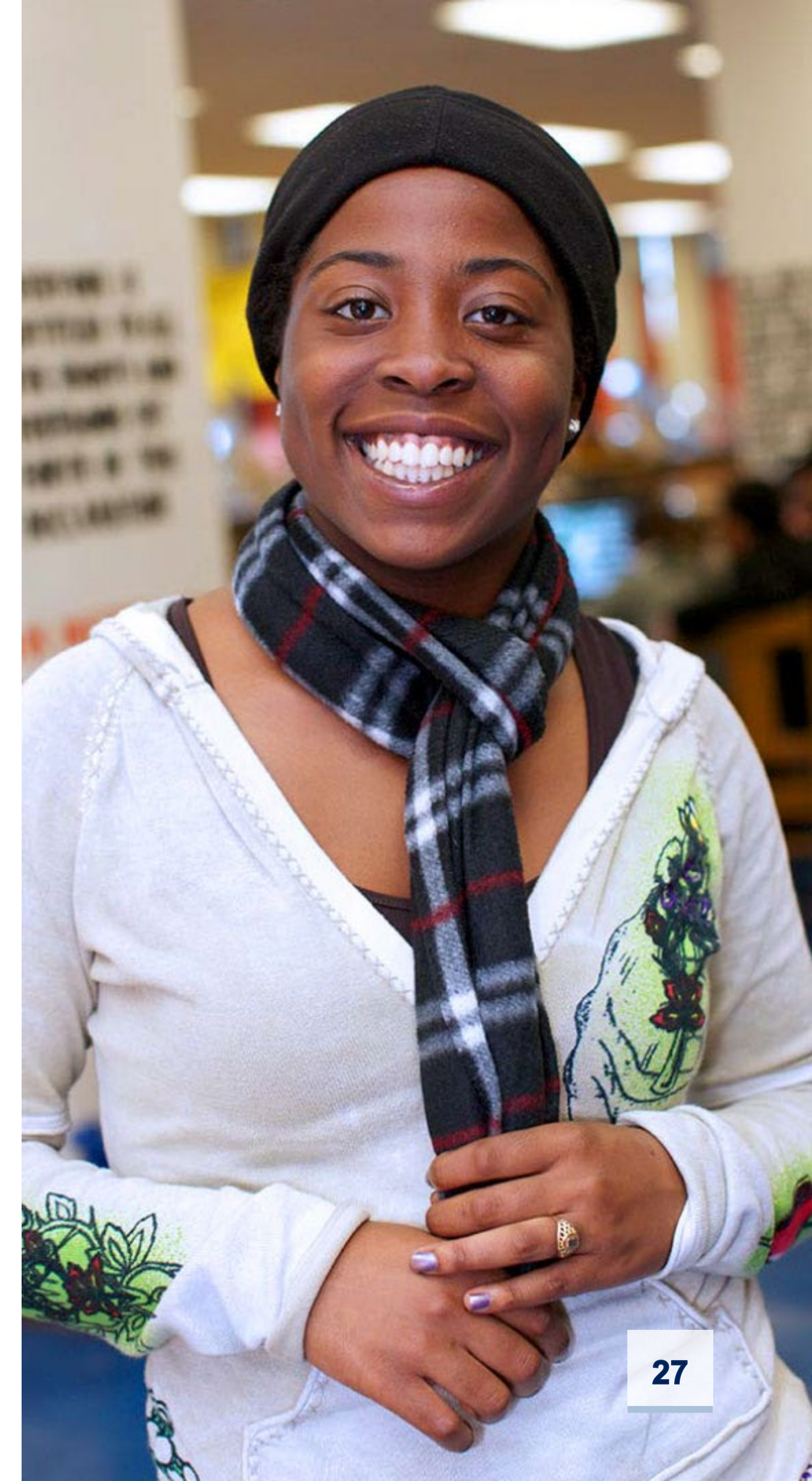
Behavior Interventions (2 of 2)

Other children with disabilities may benefit from natural supports and preventive strategies, such as:

Positive Behavior Intervention Supports.

Lastly, some kids may need more intensive behavior interventions and would require:

Functional Behavior Assessment.



What is functional behavioral assessment? (1 of 2)

Functional behavioral assessment (FBA) is a process for collecting information.

- The data the team collects are used to help determine why problem behaviors occur.
- The data will also help identify ways to address the behaviors. Functional behavioral assessment data are used to develop a positive behavioral intervention plan.



What is functional behavioral assessment? (2 of 2)

The Individuals with Disabilities Education Act specifically requires an FBA whenever a child with a disability has his or her current placement changed for disciplinary reasons.

This does not mean that we should not think about FBA at other times, too.



Positive or Behavior Intervention plan (1 of 2)

It is used to teach or reinforce positive behaviors. Typically, a child's team develops the plan. It usually includes:

- Skills training to increase appropriate behavior.
- Changes that will be made in classrooms or other environments to reduce or eliminate problem behaviors.
- Strategies to replace problem behaviors with appropriate behaviors that serve the same function for the child.
- Supports for the child to use the appropriate behaviors.



Positive or Behavior Intervention plan (2 of 2)

A positive behavior intervention plan is not a plan to determine what happens to a student who violates a rule or code of conduct.

That would be more appropriately called a ‘discipline plan’ or a ‘punishment plan’.





Helpful Tools & Resources

- **Center for Parent Information and Resources (CPIR):**
<https://www.parentcenterhub.org/>
- **Individuals with Disabilities Education Act (IDEA):**
<https://sites.ed.gov/idea/>
- **Policy guidance on IDEA / IEP terms (dyslexia, dyscalculia, and dysgraphia):**
<https://sites.ed.gov/idea/files/idea/policy/speced/guid/idea/memosdcltrs/guidance-on-dyslexia-10-2015.pdf>



Mississippi Resources

- **Mississippi Parent Training & Information Center:** <http://www.mspti.org/>, (601) 969-0601 or 1-800-721-7255
- **MDE Parent Hotline:** 1-877-544-0408
- **MDE Website – Information for Families:** <https://www.mdek12.org/OSE/Information-for-Families>
- **Disability Rights Mississippi:** <http://www.drms.ms/> or 1-800-772-4057

Questions & Answers



Contact Information

For information regarding the presentation:

Amanda Witherspoon

Senior Program Associate

awither@wested.org

Eliana Tardio Hurtado

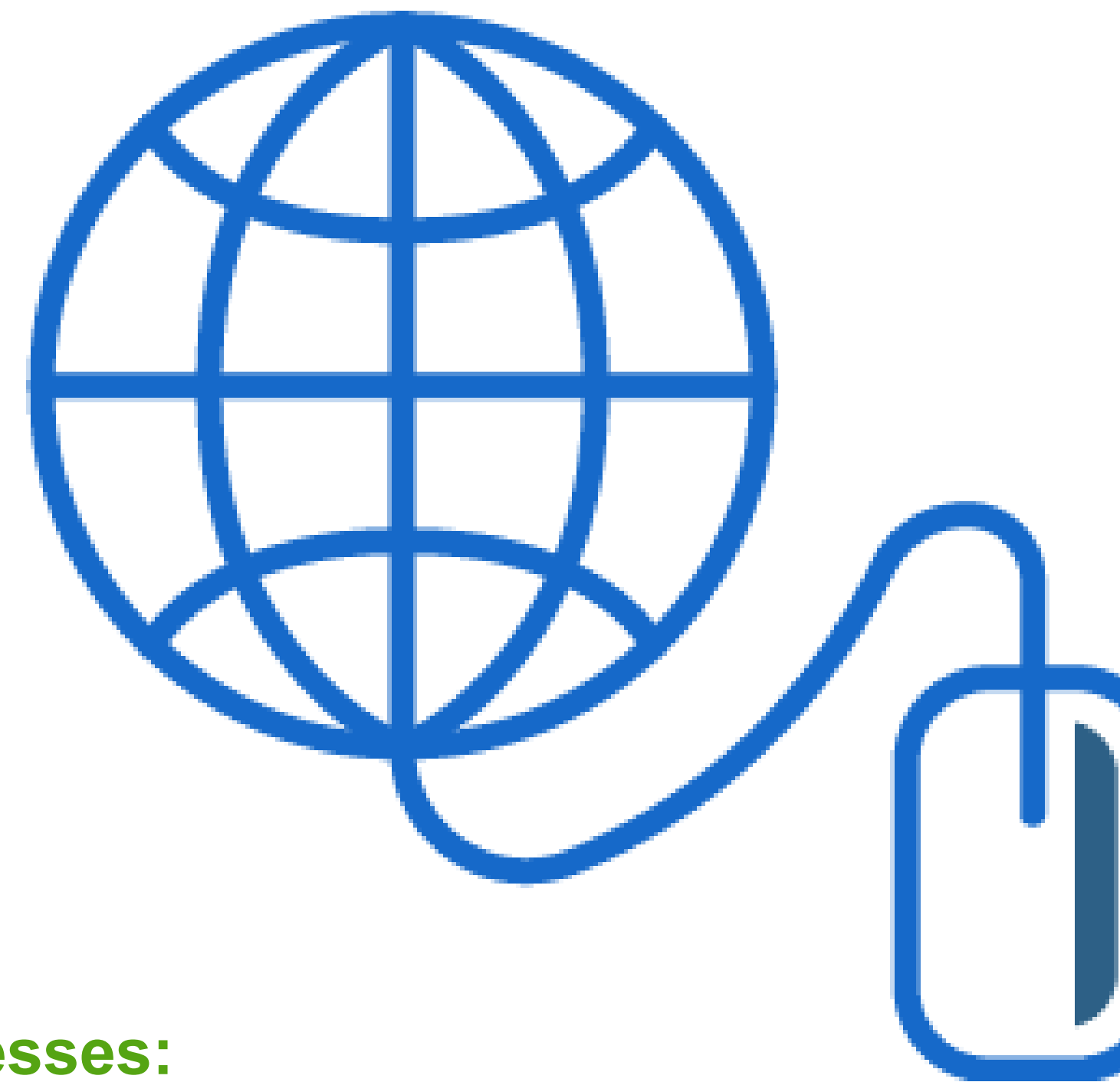
Program Associate

etardio@wested.org

For information regarding your District's procedures and processes:

District's Special Education Department

Directory: <https://www.mdek12.org/OSE/SES>



Thank you!